Columbia College 2011

Institutional Self Study

in Support of Reaffirmation for Accreditation

Columbia College

Institutional Self Study Report
in Support of Reaffirmation
for Accreditation

Submitted by
Columbia College
11600 Columbia College Drive
Sonora, CA 95370

To
Accrediting Commission
for Community and Junior Colleges
Western Association of Schools and Colleges

Submitted August 15, 2011

Table of Contents

Certification of the Institutional Self Study Report

Date: August 15, 2011
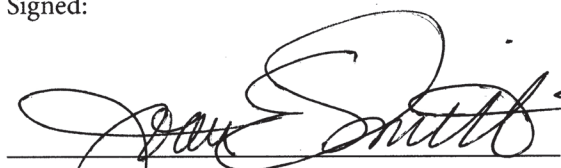
To: Accrediting Commission for Community and Junior Colleges,
         Western Association of Schools and Colleges

From: Columbia College
         11600 Columbia College Drive
         Sonora, CA 95370

This *Institutional Self Study Report* is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the *Self Study Report* accurately reflects the nature and substance of this institution.

Signed:
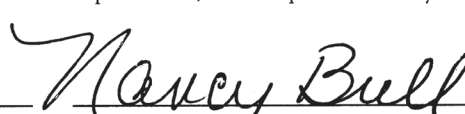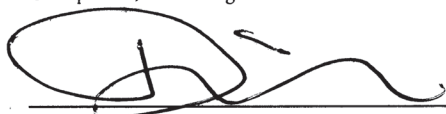
_____   _____
Joan Smith, Ed.D.   Brian DeMoss
Chancellor   Representative, Leadership Team Advisory Council
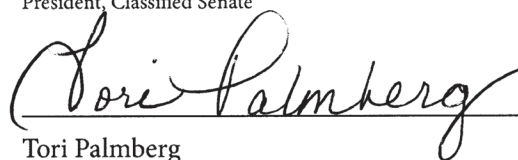
_____   _____
Linda Flores   Nancy Bull
Chairperson, Governing Board   President, Classified Senate

_____   _____
Dennis Gervin, Ph.D.   Tori Palmberg
President, Columbia College   President, Associated Students of Columbia College

_____
Raelene Juarez
President, Academic Senate

History of the Institution and Characteristics of Primary Service Area

Established in 1968, Columbia College is a small, public, comprehensive, two-year college in California. It is the smaller of two institutions (including Modesto Junior College) comprising the Yosemite Community College District (YCCD). The district is one of the largest in California, transecting more than 100 miles of the San Joaquin Valley from the Coast Range on the west to the Sierra Nevada on the east. The boundaries encompass over 4,500 square miles serving a population of more than 550,000. The college is located in Sonora, California, on 280 acres of forestland in the historic Mother Lode.

Columbia College's service area consists of all of Tuolumne and Calaveras counties and portions of Stanislaus County which include Oakdale, Knights Ferry, Valley Home, Riverbank, and Waterford. The majority of Columbia students are from Tuolumne County although an increasing percentage of students come from Calaveras County, with additional demand in the Oakdale area. Plans to develop centers in Stanislaus and Calaveras counties are underway.

Figure 1) Yosemite Community College District Service Area
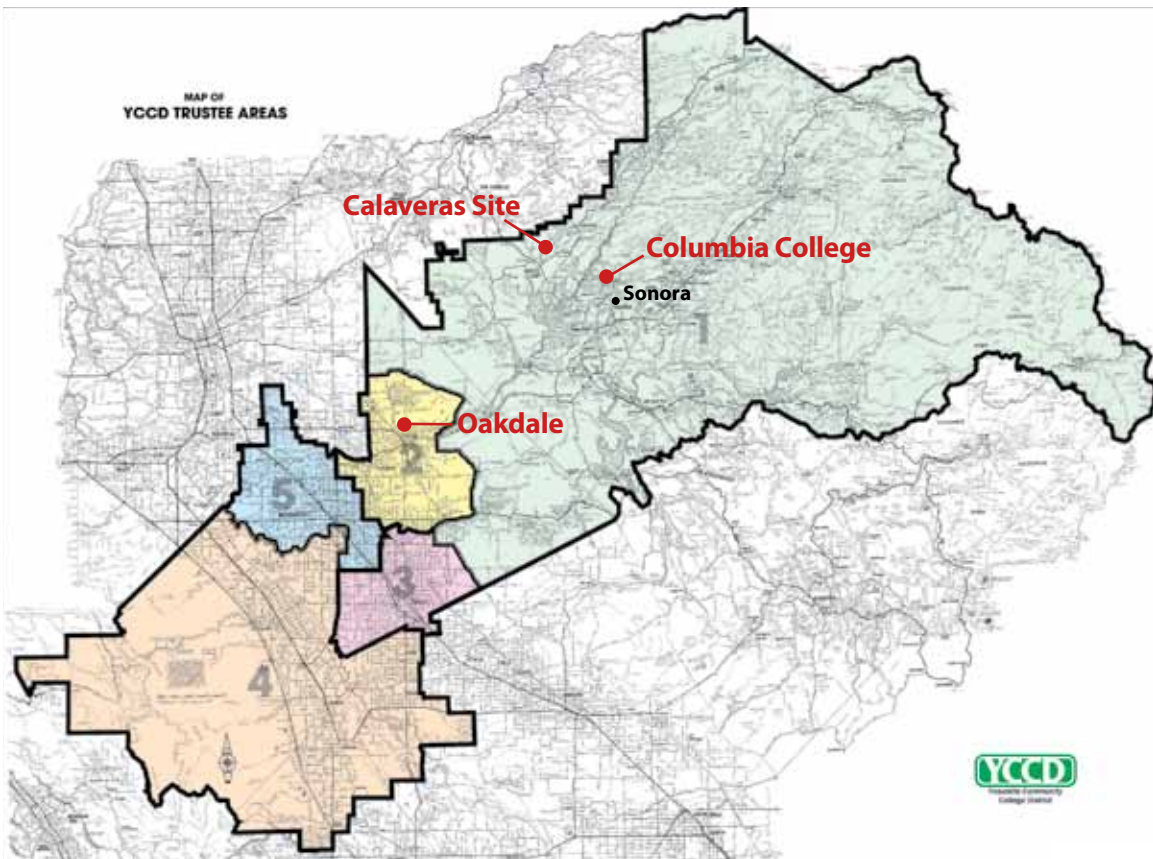
YCCD Trustee Area 1
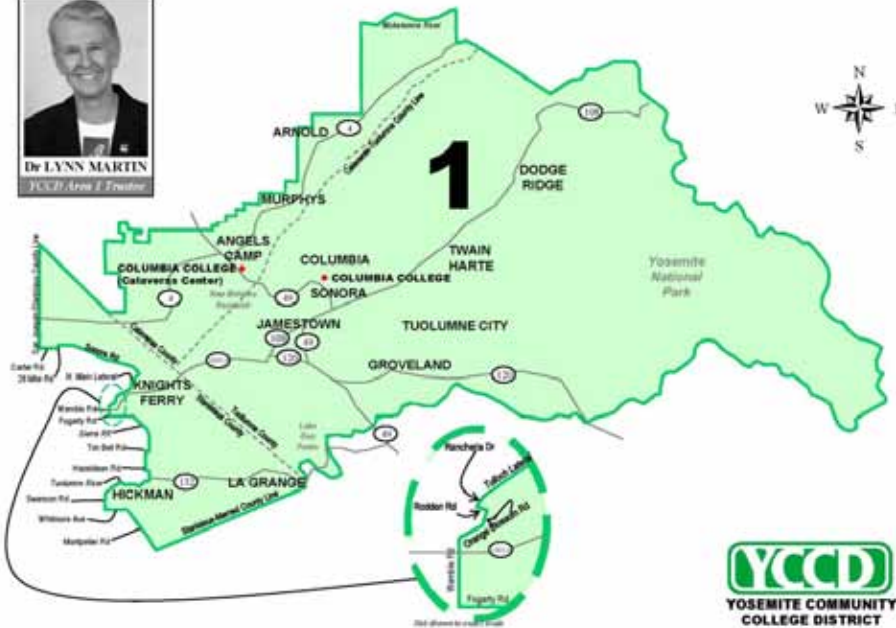
YCCD Trustee Area 2
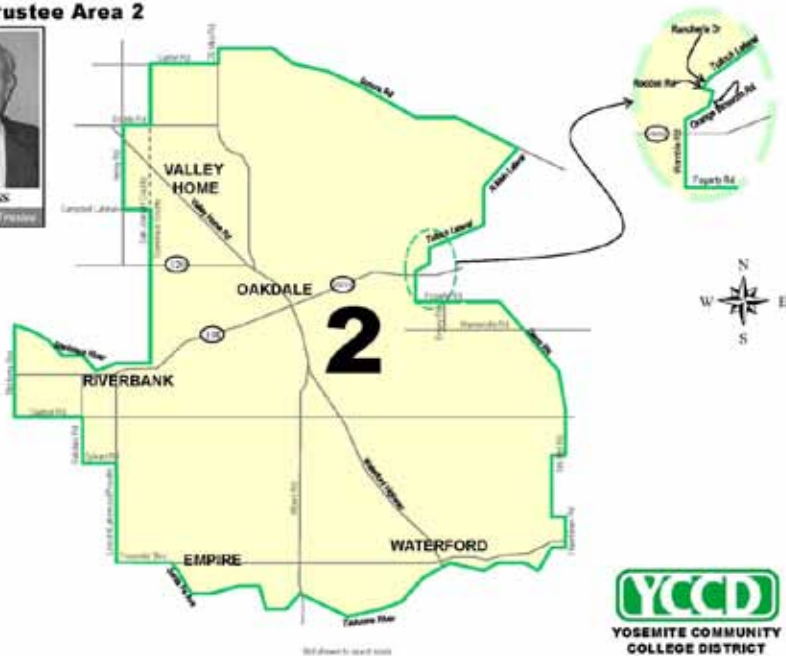
Area 1 of the Yosemite Community College District serves Tuolumne, Calaveras, and Stanislaus counties. Communities in Area 1 include Sonora, Angels Camp, Groveland, Jamestown and Knights Ferry. Area 2 serves eastern Stanislaus County, primarily the communities of Oakdale, Riverbank, Waterford, Valley Home and Empire.

Demographic Information and Longitudinal Student Achievement Data

Current Community Population Demographic Statistics and Projections to 2015[1]

Tuolumne and Calaveras counties together are projected to grow at about the same rate as the state as a whole, 4% between 2010 and 2015. The age group between 10 and 24 years of age is expected to decrease by an average of 9% during this time frame. The age group from 25 to 34 years of age is expected to grow by an average of 22%. The segment of the population between ages 40 and 54 years is expected to decline by an average of 11% by 2015 while the group ages 60 to 79 may increase by an average of 19%.

Table 2) Age Information for Tuolumne and Calaveras Counties

| Age	2010 Population	2015 Population	Change	% Change
Under 5 years	4,531	4,835	304	7%
5 to 9 years	4,570	5,200	630	14%
10 to 14 years	5,544	5,097	-447	-8%
15 to 19 years	6,235	5,579	-656	-11%
20 to 24 years	6,150	5,649	-501	-8%
25 to 29 years	5,569	6,367	798	14%
30 to 34 years	4,676	6,111	1,435	31%
35 to 39 years	5,035	5,137	102	2%
40 to 44 years	5,840	5,505	-335	-6%
45 to 49 years	7,367	6,170	-1,197	-16%
50 to 54 years	8,687	7,751	-936	-11%
55 to 59 years	9,342	9,456	114	1%
60 to 64 years	9,221	10,179	958	10%
65 to 69 years	6,926	9,031	2,105	30%
70 to 74 years	5,163	6,036	873	17%
75 to 79 years	3,652	4,003	351	10%
80 to 84 years	2,441	2,476	35	1%
85 years and over	2,379	2,380	1	0%
Totals	103,328	106,962	4,298	4%

Table 3) Cohort Totals

Area	2010 Population	2015 Population	Change	% Change
Region	103,328	106,962	3,634	4%
State	37,478,580	38,723,096	1,244,516	3%
Nation	310,100,040	320,187,890	10,087,850	3%

---

[1] Source: EMSI 11/12/2010.

The proportion of residents in the two counties identifying as white-Hispanic is projected to grow by 12% by 2015 and the proportion of Asians is expected to grow by 15% in this same time period, while the proportion of white, non-Hispanics is projected to grow by only 2%. Other minority groups will grow between 2% and 9%.

Table 4) Race/Ethnicity Information for Tuolumne and Calaveras Counties

Race/Ethnicity	2010 Population	2015 Population	Change	% Change
White, Non-Hispanic	84,731	86,407	1,676	2%
White Hispanic	10,130	11,380	1,250	12%
Non-White Hispanic	535	582	47	9%
Black or African American	1,902	2,072	170	9%
American Indian or Alaska Native	1,586	1,621	35	2%
Asian	1,357	1,561	204	15%
Native Hawaiian and other Pacific Islander	135	141	6	4%
Two or more races	2,951	3,198	247	8%
Total	**103,328**	**106,962**	**3,634**	**4%**

The percent of Tuolumne and Calaveras County residents that are male is projected to be 51.43% by 2015, while the percent of females is predicted to be 48.57%.

Table 5) Gender Information for Tuolumne and Calaveras Counties

Gender	2010 Population	2015 Population	Change	% Change	2009 % of Cohort
Males	53,142	55,009	1,867	4%	51.43%
Females	50,186	51,953	1,767	4%	48.57%
	103,328	106,962	3,634	4%	100.00%

All of the population projections need to be interpreted with caution, as previous predictions of declines in county populations have proven to be inaccurate.

Local County High School Students[2]

Potential Tuolumne and Calaveras County High School Graduates

The number of high school students in the public school pipeline that are potential Columbia College students is expected to increase until 2012-13, when a substantial decline is anticipated.

Figure 6) Tuolumne and Calaveras County High School Students by Grade 2009-2010
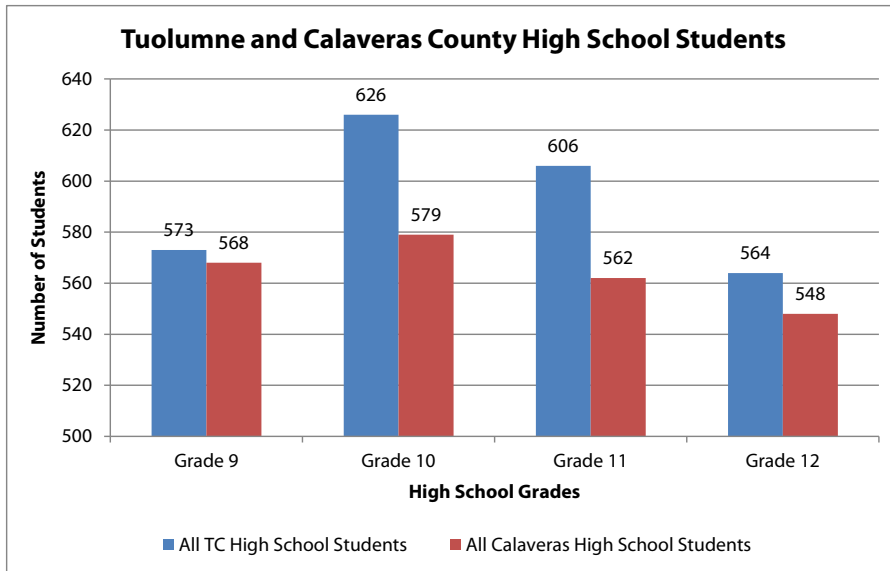
Figure 7) Numbers of Potential High School Graduates, TC and CC 2009-10 through 2012-13

---
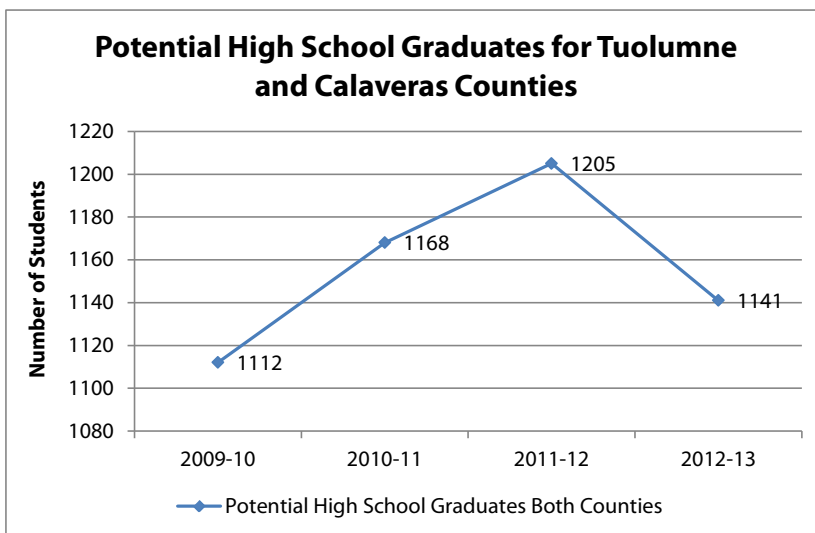
[2] California Department of Education Educational Demographics Office Data as of: 12/22/10.

Tuolumne and Calaveras High School Graduate Historical Trends

In examining high school enrollment and graduation trends between 2000-2001 and 2008-2009, there have been overall modest declines for Tuolumne County and increases for Calaveras County graduates on average. When examining data for the two counties together, there has been an 8.31% increase in the number of graduates from 2000-01 through 2008-09.

Table 8) Tuolumne and Calaveras High Schools: Numbers of Graduates History and Percent Change 2000-2009

County 12th Grade Enrollments & Graduates	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	% Change 00-01 to 08-09
Tuolumne Enrollments	676	596	637	608	567	585	636	662	661	-2.22%
Tuolumne Graduates	577	522	557	498	492	550	576	545	572	-0.87%
Calaveras Enrollments	534	576	575	556	545	562	563	634	543	1.69%
Calaveras Graduates	446	496	507	498	500	538	514	615	536	20.18%
Total Graduates	1023	1018	1064	996	992	1088	1090	1160	1108	8.31%

There has been a gradual increase in the number of graduates since 2004-2005, when examining the two counties together, until a decrease in 2008-2009.

Figure 9) 9-Year Tuolumne and Calaveras County Combined Number of High School Graduates Trend 2000-2009
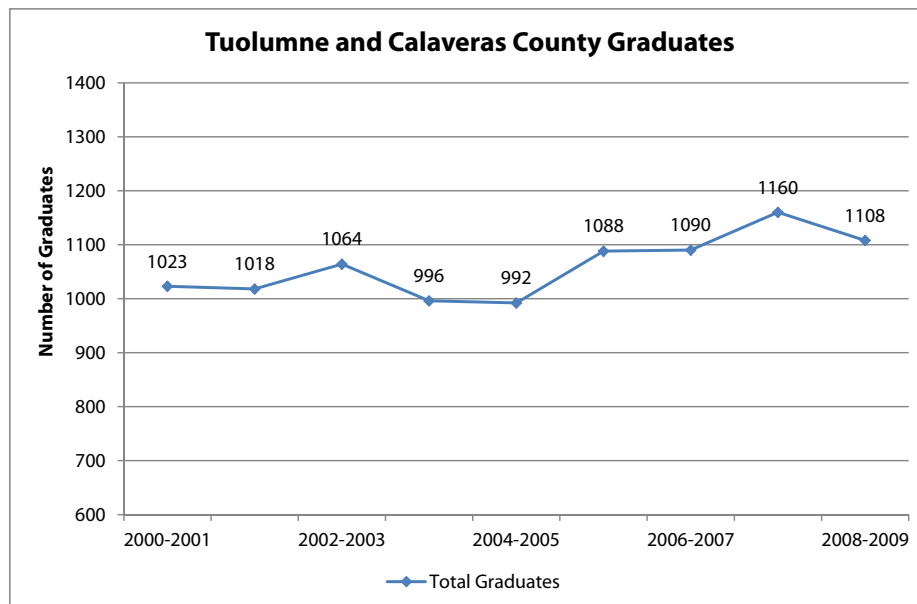
Tuolumne and Calaveras High School Graduate Future Projections

In examining the projected numbers of local county high school graduates from 2007-2008 to 2014-2015 the California Department of Finance predicts a fairly steady decrease of 22.57% for Tuolumne County by 2014-2015. The projections for Calaveras County include a 5.97% decline in the number of high school graduates by 2014-2015. Combining both counties, the average decrease is predicted to be about 13.97%. These statistics should be interpreted with caution, as previous predictions of large decreases in the number of high school graduates have not proven to be accurate.

Table 10) Projections of Numbers of Tuolumne and Calaveras County High School Graduates from 2007-2008 through 2014-2015[3]

County	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected	% Change
	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	
Tuolumne	615	572	483	448	412	392	348	374	-22.57%
Calaveras	545	536	519	464	511	485	488	488	-5.97%
Total	**1160**	**1108**	**1002**	**912**	**923**	**877**	**836**	**862**	-13.97%

The following chart shows the California Department of Finance projections of high school graduates for 2009-2010 through 2012-2013 plotted against the actual number of high school students currently enrolled in 9th through 11th grades along with the graduating class of 2010 as documented by the California Department of Education. As the chart indicates, the number of actual Tuolumne and Calaveras County students currently in the high school pipeline (red line) is not expected to decrease much, but will remain fairly steady at around 1,156 graduates per year on average. It is difficult to make accurate predictions about changes in the local population given the current economic slump. The downturn may be having the effect of increasing migration out from the counties, but it is not possible to confirm this at present.

Figure 11) Department of Finance High School Grad Projections vs. Current Numbers of High School Students in Tuolumne and Calaveras Counties[4]

---

[3] California Department of Finance   Demographic Research Unit October 2008. Excludes CYA and special schools. Actual graduate data for 2007-2008 and 2008-2009 school years.

[4] California Department of Finance   Demographic Research Unit October 2008; California Department of Education Educational Demographics Office Data as of: 4/6/2009.
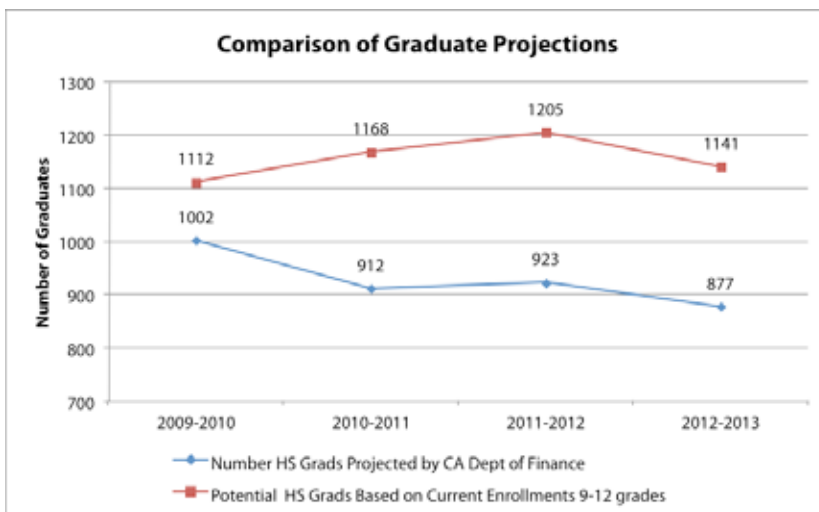
State and Local Economic Climate and Labor Market

Unemployment[5]

The unemployment rate for Tuolumne County, historically higher than the state average, worsened from an average rate of 5.9% in 2000 to 7.9% in 2008 and is currently 13.6%. For Calaveras County the rate changed from 5.6% in 2000 to 8.7% in 2008 and is currently 15.9%. Both counties remained above the state-wide average of 4.9% in 2000 and 7.2% in 2008. The current state unemployment rate is 12.4%.

Figure 12) Unemployment Rates
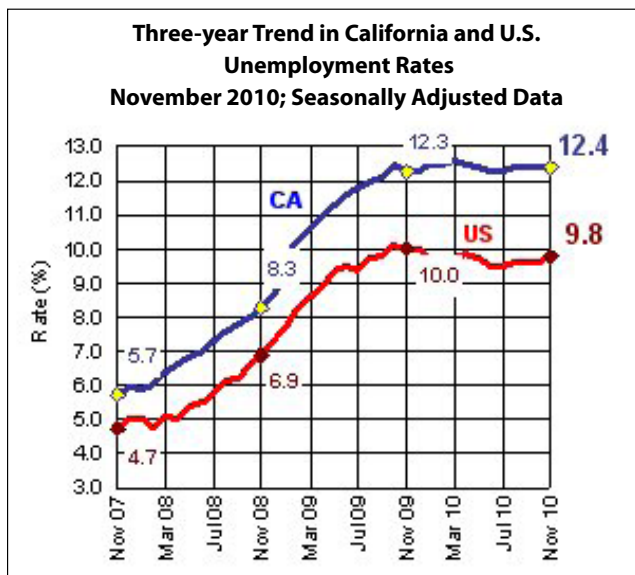
Table 13) 2010 Unemployment Rate and Labor Force (Not Seasonally Adjusted)

Area	Year	Period	Labor Force	No. of Employed	No. of Unemployed	Unemployment Rate
Calaveras County	2010	Nov	19,630	16,500	3,130	15.9%
California	2010	Nov	18,239,100	15,974,800	2,264,300	12.4%
Tuolumne County	2010	Nov	26,080	22,540	3,540	13.6%

---

[5] California Employment Development Department, http://www.labormarketinfo.edd.ca.gov/

Economic Indicators

Number of Construction Permits
The number of construction permits issued in Tuolumne County decreased by 29% between 2007 and 2008 (dropping from 149 permits to 106 permits). In 2009, the number of permits issued dropped to 48, a 54% decrease from 2008.[6]

Consumer Price Index (CPI)
The average change over time in the index calculated to estimate prices paid by consumers for goods and/or services decreased in California from 224.8 to 224.1 between 2008 and 2009. For the U.S. in general, the CPI decreased from 215.3 to 214.5.[6]

Property Values
Existing home values in California have dramatically changed in the past five years, both increasing and decreasing since June 2004—peaking in 2007, only to drop below 2004 levels in 2008. For surrounding counties (data were not available for Tuolumne or Calaveras counties) the median-priced home fell 43% on average between March 2008 and March 2009.[6] As of November 2010, median home prices have stabilized and even increased[6] in some areas.

Table 14) 2008-2010 Median Home Price Comparisons, Nearby Counties

County	March 2008	March 2009	November 2010
Stanislaus County	$230,000	$135,000	$135,000
Madera County	$221,250	$130,000	$129,000
Merced County	$203,000	$105,000	Not Available
San Joaquin County	$265,000	$152,000	$162,500

---

[6] California Employment Development Department, http://www.labormarketinfo.edd.ca.gov/

Tuolumne and Calaveras County Family Characteristics

Tuolumne and Calaveras County households are represented in the table below. Compared to state rates, local median and per capita wages are lower, but slightly fewer children are living in poverty. Housing costs take up less of the household income and most children live in homes where English is the primary language.

Table 15) 2007 Family Economics in Tuolumne and Calaveras Counties[7]

Economic Classification	Tuolumne County	Calaveras County	CA
Per capita family income	$24,588	$25,061	$26,800
Median family income	$48,489*	$48,489*	$56,332
Children living in poverty	17%	17%	19%
Housing costs as a percentage of household income	24%	24%	29%
Households with at least one working parent	91%	90%	90%
Teens neither in school or working	7%	9%	8%
Children who speak another language at home	4%	5%	44%

*Combined-county estimate

---

[7] Children Now 2007 California County Data Book. http://publications.childrennow.org/publications/

Occupational Growth Areas

In this section of the *Self Study Report*, the Columbia College service area is defined as all of Tuolumne and Calaveras counties.

Vocational education has long been a strong component of Columbia College's mission. In addition to taking note of the future trends predicted for population demographic shifts, information regarding predicted changes in industry and occupation can be examined. A detailed industry and occupation analysis was prepared using the Economic Modeling Specialists Inc. (EMSI) web tool[8] subscribed to by the district. All analyses in this section examine industries and occupations that usually require an associate or vocational education degree or certificate to secure employment.

Based on analyses from EMSI which incorporates data from the California Labor Market Information Department and the U.S. Bureau of Labor Statistics, the fastest growing occupations in the local area are predicted to be real estate agents and appraisers, registered nurses, nursing aides, orderlies and attendants, medical secretaries, hairdressers, preschool teachers, fitness trainers, licensed practical and licensed vocational nurses and massage therapists.

The numbers for real estate agents need to be viewed with caution. Predictions of future growth are based on previous rates of growth. The housing market began its decline in about 2007, so it is unlikely that real estate employment will grow at the previous rate that drives the predictions in the table below. The fact that the median hourly earnings for real estate agents and appraisers are at the bottom of the earnings statistics is another indication of the instability of this area of employment. Also of note is the fact that many real estate agencies offer their own training, obviating the need for prospective agents to obtain a certificate from an educational institution.

Table 16) Top Ten Fastest Growing Occupations Tuolumne and Calaveras Counties 2010-2015[9]

Description	2010 Jobs	2015 Jobs	Increase in Jobs	% Increase in Jobs	2010 Median Hourly Earnings
Real estate sales agents	1,152	1,395	243	21%	$8.07
Hairdressers, hairstylists, and cosmetologists	160	193	33	21%	$10.66
Appraisers and assessors of real estate	130	157	27	21%	$8.81
Massage therapists	60	71	11	18%	$13.90
Nursing aides, orderlies, and attendants	309	361	52	17%	$12.71
Preschool teachers, except special education	103	120	17	17%	$10.03
Registered nurses	478	553	75	16%	$41.29
Fitness trainers and aerobics instructors	108	125	17	16%	$8.88
Licensed practical and licensed vocational nurses	73	84	11	15%	$22.99
Medical secretaries	249	284	35	14%	$14.99

[8] Economic Modeling Specialists Inc. http://www.economicmodeling.com/data
[9] EMSI Complete Employment - 4th Quarter 2010

Data Sources and Calculations

Demographic Data
The demographic data in this *Self Study Report* are compiled from several sources using a variety of processes. Sources include United States Census Bureau annual estimates, birth and mortality rates from the United States Health Department, EMSI data, the California Department of Education, California Department of Finance, the California Employment Development Department, and projected regional job growth.

Occupational Data
Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (United States Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is derived from the United States Department of Education, with customizations by EMSI. This report also cites data from the California Labor Market Information Department.

Student Profile

2009 Fall Enrollment by County[10]

Columbia College's student population is primarily comprised of Tuolumne County residents with more coming from neighboring Calaveras, Stanislaus, Amador, San Joaquin, and Mariposa counties. A small number of students are from other counties in California or from 15 different states.

Table 17) Fall 2009 Enrollment by County

County	Students	% Enrollment
Tuolumne	2,769	65.4%
Calaveras	784	18.5%
Stanislaus	348	8.2%
Amador	54	1.3%
San Joaquin	51	1.2%
Mariposa	48	1.1%
Other	179	4.2%
Total	**4,233**	**100%**

Figure 18) Fall 2009 Student Enrollments from Cities w/ 50+ Students
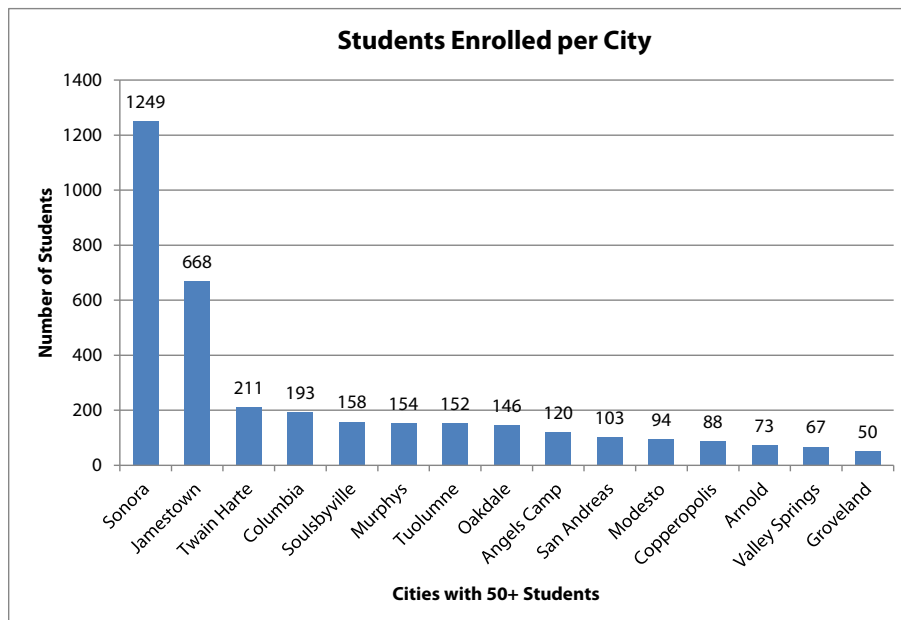
---

Student Gender, Age and Ethnicity[11]

The following data compare the Columbia College fall student population to the entire California Community College student population over a five-year period.

The proportion of female students at Columbia College and in the California Community College system has remained consistently higher than male students over the past five years. At Columbia, the proportion of male students increased significantly in fall 2008.

Table 19) Student Gender Distribution (Percent) Fall 2005-Fall 2009

Gender	Fall 2005		Fall 2006		Fall 2007		Fall 2008		FALL 2009	
	CC	State	CC	State	CC	State	CC	State	CC	State
Female	56.1	55.7	58.5	55.5	59.5	55.2	51.6	55.0	52.0	54.2
Male	42.8	43.1	40.5	43.5	39.9	43.8	47.7	43.8	46.7	44.5
Unknown	1.0	1.2	1.0	1.0	0.6	1.0	0.8	1.2	1.4	.01

The pattern of age distribution at Columbia College closely mirrors that of the system as a whole, except that Columbia College enrolls about twice the number of students ages 50 and older.

While more than half of the two local counties' residents are ages 45 and older, the college student population is made up of a different range of age groups. More than half of students are under 30.

Table 20) Student Age Distribution (Percent) Fall 2005-Fall 2009

Age	Fall 2005		Fall 2006		Fall 2007		Fall 2008		FALL 2009	
	CC	State	CC	State	CC	State	CC	State	CC	State
19 or Under	24.6	24.1	26.0	24.5	26.3	25.0	22.8	25.6	23.1	25.6
20-24	22.2	27.8	21.0	27.4	21.6	27.2	21.4	27.5	23.0	28.8
25-29	8.4	11.9	8.0	11.9	7.5	12.1	10.7	12.3	10.4	12.7
30-34	4.8	7.7	4.4	7.5	4.2	7.4	6.0	7.4	6.4	7.4
35-39	5.3	6.3	4.3	6.3	3.9	6.1	5.9	5.9	5.3	5.6
40-49	9.8	10.1	9.6	9.9	8.5	9.6	9.3	9.1	9.0	8.8
50 or Over	24.8	11.7	26.8	12.1	28.1	12.1	24.0	11.8	22.8	10.6
Unknown	0.1	0.3	0.0	0.3	0.0	0.4	0.0	0.5	0.0	0.5

---

[11] CCCCO Data Mart, Student Demographics-Term.

Columbia College enrolls a greater percentage of white non-Hispanic students and fewer African-American, Asian, and Hispanic students than the system as a whole.

Table 21) Student Ethnic Distribution (Percent) Fall 2005-Fall 2009[11]

Ethnicity	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	CC	State	CC	State	CC	State	CC	State	CC	State
African-American	0.9	7.4	1.2	7.2	0.9	7.2	3.9	7.3	4.3	6.8
American Indian / Alaskan Native	2.7	0.9	2.0	0.9	2.2	0.9	2.5	0.8	1.8	0.7
Asian	1.1	12.0	0.8	12.1	0.9	11.9	0.8	11.7	1.5	10.9
Filipino	0.4	3.6	0.5	3.5	0.3	3.5	0.3	3.3	0.7	3.1
Hispanic	6.5	28.9	6.8	29.3	5.8	30.0	9.9	30.0	11.1	30.1
Other Non-White*	0.1	1.9	0.1	1.9	0.1	1.9	0.0	1.9		
Pacific Islander	0.3	0.7	0.4	0.7	0.4	0.7	0.6	0.8	0.8	0.7
Two or More Races*									0.0	1.1
Unknown	17.6	8.1	18.8	8.4	27.8	8.9	25.5	10.0	16.6	14.7
White Non-Hispanic	70.4	36.6	69.5	35.9	61.5	35.1	56.3	34.3	63.2	31.9

*Beginning in summer 2009, 'Other Non-White' was removed from the application and 'Two or More Races' is now calculated based on application responses.

Student Educational Goals[12]

As of fall 2009, the largest percentage of students at Columbia College declared the goal of obtaining an associate degree and transferring to a four-year institution. The percent of students with this goal increased from 29% in fall 2005 to 35% in fall 2009. The next most frequently chosen education goal was "undecided" and this percentage increased from 17.6% to 27.7% between 2005 and 2009. The number of students stating that their goal was "educational development" decreased from 17.8% to 14.2% across this time frame. The number of students seeking to transfer to a four-year institution without an associate degree has decreased somewhat since 2005.

Table 22) Columbia College Student Educational Goals (Percent) Fall 2004-Fall 2009

Educational Goal % of College	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Obtain an associate degree and transfer to a 4-year institution	29.0%	27.5%	26.0%	31.1%	35.0%
Transfer to a 4-year institution without an associate degree	7.5%	6.6%	6.7%	5.4%	4.3%
Obtain a two year associate's degree without transfer	7.5%	7.8%	7.6%	5.1%	3.7%
Obtain a two year vocational degree without transfer	3.4%	2.9%	2.8%	2.3%	1.6%
Earn a vocational certificate without transfer	3.8%	3.2%	3.2%	3.2%	2.0%
Discover/formulate career interests, plans, goals	0.7%	0.4%	0.5%	0.3%	0.2%
Prepare for a new career (acquire job skills)	4.5%	4.3%	3.8%	3.6%	2.7%
Advance in current job/career (update job skills)	2.3%	2.8%	2.3%	1.9%	1.9%
Maintain certificate or license (e.g. Nursing, Real Estate)	1.6%	1.5%	1.6%	1.3%	1.0%
Educational development (intellectual, cultural)	17.8%	18.4%	16.8%	15.4%	14.2%
Improve basic skills in English, reading or math	1.1%	1.1%	1.6%	1.4%	1.2%
Complete credits for high school diploma or GED	1.1%	1.4%	1.4%	1.7%	1.8%
Undecided on goal	17.6%	20.1%	23.2%	24.2%	27.7%
To move from noncredit coursework to credit coursework	0.0%	0.0%	0.0%	0.5%	0.5%
4-year college student taking courses to meet 4-year college requirements	0.0%	0.0%	0.1%	1.0%	0.8%
Uncollected/Unreported	2.2%	2.1%	2.5%	1.6%	1.4%
Total Unduplicated Headcount	**2983**	**3224**	**3313**	**3540**	**4233**

---

[12] Datatel SHAP screen.

Student Access and Enrollment Patterns

Enrollment Trends

After a peak enrollment in fall 2003, there was a decline in 2004 and 2005. This trend has reversed and enrollment in fall 2008 surpassed the level seen in fall 2003.

Figure 23) Columbia College Fall Enrollments Unduplicated Headcount Trend Fall 1999-Fall 2009[13]
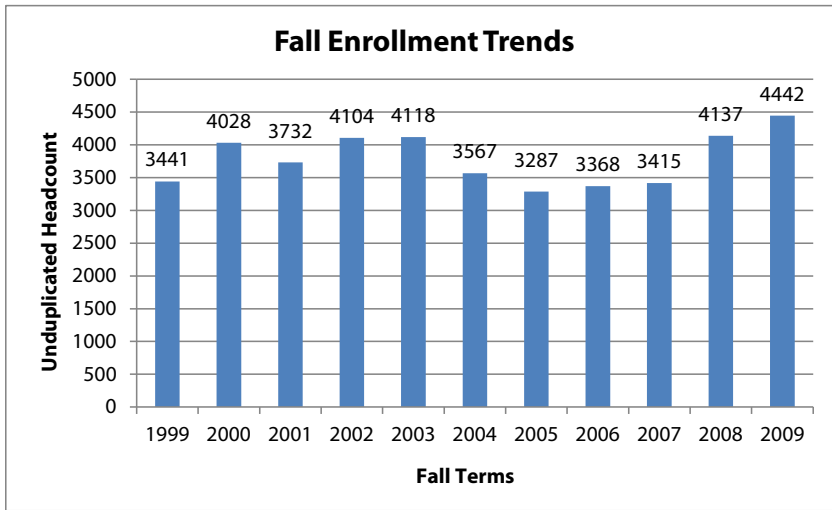
The college's academic year unduplicated headcount has been increasing since 2005-2006 after a large decline in 2004-2005.

Given expected budget constraints in the California Community College system, it is not possible to accurately predict future enrollments at this time.

Figure 24) Columbia College Academic Year Enrollments Unduplicated Headcount Trend 1998-1999 through 2008-2009[14]

---
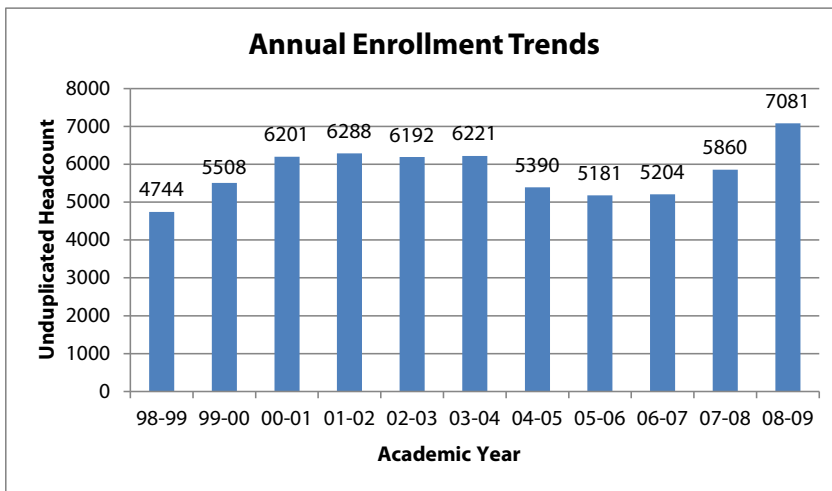
[13] Source: CCCCO MIS Data Mart, Student Demographics – Term.
[14] Source: CCCCO MIS Data Mart, Student Demographics – Academic Year.

Tuolumne and Calaveras County College-Going Rates[15]

According to the California Postsecondary Education Commission, Tuolumne County's 2009 "college-going rate" is 52.2% and Calaveras County's is 30%. The current state-wide rate is 39.4%. College-going rates were calculated by dividing the number of entering college freshmen aged 19 and younger from public schools in the county by the total number of graduates from public schools in the county. All categories of public schools are covered including comprehensive schools, continuation schools, and other categories of schools. Students with unknown genders and ethnicities and those from unknown schools were excluded from the data. Though the rate is just one indicator of potential college participation and has limitations such as the lack of longitudinal tracking of individuals, it does provide an annual indication of prospective college enrollments for Columbia College. The surprising increase in Tuolumne County's rate for 2009 is more than double the rate for 2008.

Table 25) Calaveras and Tuolumne County College Going Rates 2005-2009

	Calv	Tuol	Calv	Tuol	Calv	Tuol	Calv	Tuol	Calv	Tuol
	2005		**2006**		**2007**		**2008**		**2009**	
HS Graduates Public	494	461	533	517	504	566	596	534	515	565
First Time Freshman UC/CSU/CCC	113	195	151	192	103	109	161	121	154	295
College Going Rate	22.9%	42.3%	28.3%	37.1%	20.4%	22.8%	27.0%	22.7%	29.9%	52.2%
Statewide Rate	43.7%		46.7%		48.5%		47.1%		39.4%	

Figure 26) Calaveras and Tuolumne County College Going Rates 2005-2009

---
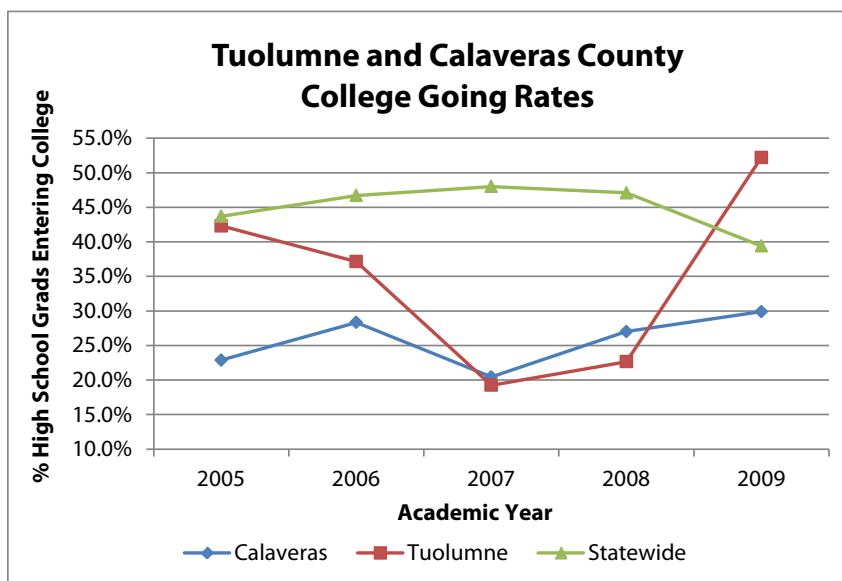
[15] Source: California Postsecondary Education Commission: College Going Rates.

# Columbia College Students Receiving BOG Fee Waivers[16]

Fee waivers, though not the only type of financial assistance available for students, are the most common and can be used to indicate the level of financial need for students attending the college. There are three types of Board of Governors (BOG) fee waivers available: 1) based on certified eligibility of county need based general assistance, 2) based on income standards, and 3) based on financial need established through a processed Free Application for Federal Student Aid (FAFSA).

Between academic years 2004-2005 and 2008-2009 there has been a 130% increase in the number of students receiving any type of BOG Fee Waiver. As a percentage of the student population there has been an 18.7% increase in the proportion of students receiving BOG Fee Waivers across the same time period.

Table 27) Number of Columbia College Students Receiving Board of Governors Fee Waivers 2004-2005 through 2008-2009

Student Population	04-05	05-06	06-07	07-08	08-09
Number of CC Students Receiving any BOG	1338	1426	1324	1934	3080
Annual Unduplicated Headcount	5390	5181	5204	5860	7081
Percent of CC Students Receiving any BOG	24.8%	27.5%	25.4%	33.0%	43.5%

Figure 28) Percent of Students Receiving any BOG Fee Waiver 2004-2005 through 2008-2009

---
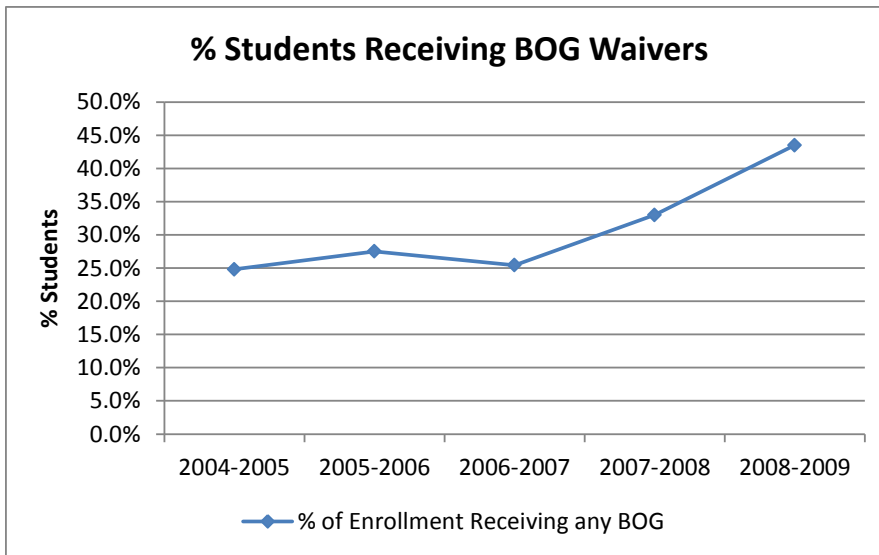
[16] Source: CCCCO Data Mart: Student Financial Aid.

Enrollment Status[17]

The number of continuing students decreased from 55.9% of the student population in fall 2005 to 34% in fall 2009 and the number of returning students decreased from 14.8% to 3.5% in fall 2009. The number of first-time students increased to 28.3% in fall 2009 after a steady decline from fall 2005 to fall 2007.

Table 29) Columbia College Student Enrollment Status Fall 2005-Fall 2009

Enrollment Status	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Continuing Student	55.9%	49.0%	48.7%	41.7%	34.0%
First-Time Student	15.4%	13.0%	4.7%	15.1%	28.3%
First-Time Transfer Student	6.3%	5.0%	5.0%	4.7%	10.2%
Returning Student	14.8%	25.0%	32.3%	30.6%	3.5%
Not Applicable	2.7%	2.1%	3.4%	2.2%	13.5%
Uncollected/Unreported	5.0%	5.8%	5.9%	5.6%	17.8%

Figure 30) Percent of Columbia College Student Enrollment Status Fall 2005-Fall 2009

---
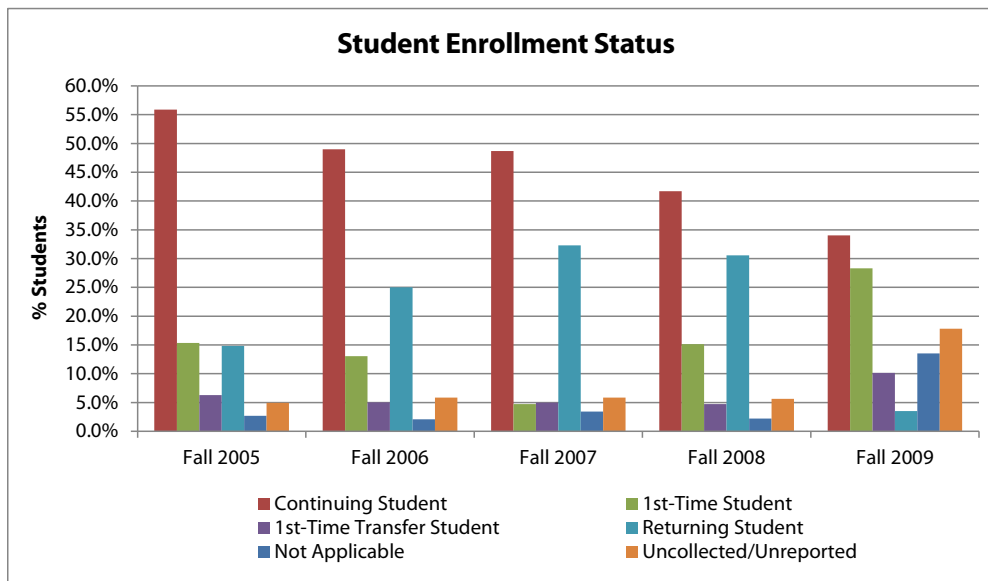
[17] Source: CCCCO MIS Data Mart, Student Demographics - Term.

Unit Loads[18]

While the number of students taking fewer than 3 units has steadily decreased since fall 2005, the number of students taking 3 to 5.9 units increased from 15.2% in fall 2005 to 29.9% in fall 2008. This percent decreased to 17.7% in fall 2009. The number of students taking between 6 and 8.9 units has remained fairly steady until fall 2009 when there was a decrease to 5.5%. Of note is the fact that the number of students taking 9 to 11.9 units jumped to 27.5% in fall 2009 from only 7.9% in fall 2008. The number of students taking between 12 and 14.9 units has steadily declined between fall 2005 and fall 2009.

Table 31) Columbia College Student Unit Loads Fall 2005-Fall 2009

Unit Load % of College	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
0.1 - 2.9	17.0%	13.9%	13.5%	12.5%	10.1%
3.0 - 5.9	15.2%	18.5%	20.3%	29.9%	17.7%
6.0 - 8.9	12.7%	12.0%	11.9%	11.7%	5.5%
9.0 - 11.9	9.0%	8.7%	9.6%	7.9%	27.5%
12.0 -14.9	20.4%	19.1%	18.4%	16.2%	12.6%
15 +	8.4%	7.7%	6.9%	4.9%	9.5%
Non-Credit	17.3%	20.1%	19.4%	16.9%	17.2%

Figure 32) Percent of Columbia College Student Unit Loads Fall 2005-Fall 2009
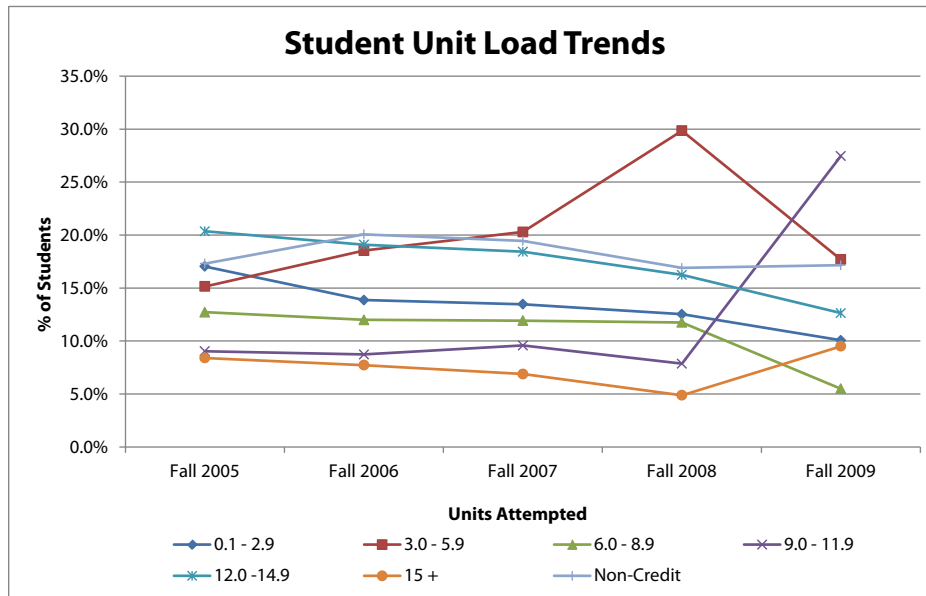
Distance Education Enrollment[19]

Distance education, as defined for the *Institutional Effectiveness Report* (IER), includes all courses that employ any long-distance learning component. These courses include those that are fully online (with no on-campus meetings), those that are hybrid, and courses that are enhanced by any type of online learning component.

The number of distance education sections offered at Columbia College increased by 100% between fall 2005 and fall 2009. The number of FTES generated from distance education courses more than doubled from fall 2005 to fall 2008, although only 17 sections were offered in both of these semester terms. When the number of sections of distance education doubled in fall 2009, the number of FTES generated increased by 179%, compared to fall 2008.

Table 33) Columbia College Distance Education Fall 2005-Fall 2009

Distance Education	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Number Ending Enrollments	136	167	132	246	565
Number Distance Education FTES	16.02	19.59	17.94	34.65	96.72
Number of Sections	17	18	12	17	34

Figure 34) Number of Distance Education FTES and Number of Sections Fall 2005-Fall 2009

---
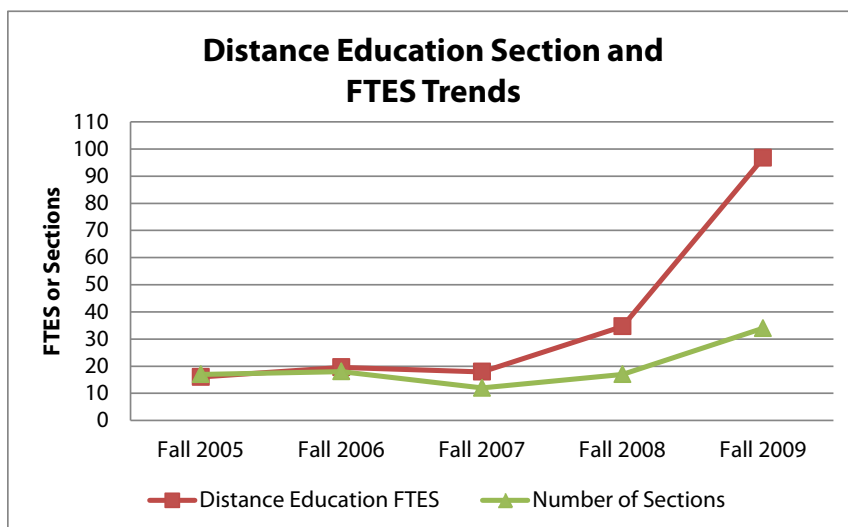
[19] Source: Crystal Reports Section Enrollment Summary; Distance Education.

The number of ending enrollments in sections offered increased by 81% between fall 2005 and fall 2008. Ending enrollments increased by another 130% between fall 2008 and fall 2009.

Figure 35) Number of Distance Education Ending Enrollments Fall 2005-Fall 2009
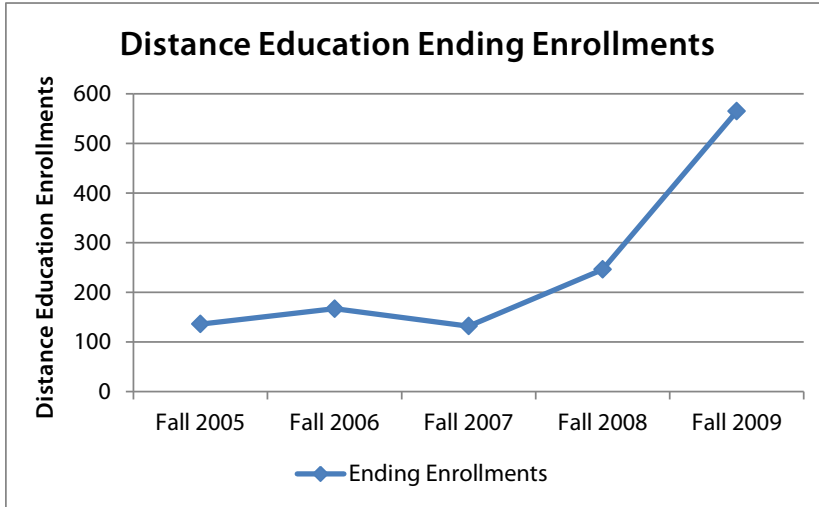
Student Success

Student Success and Retention Rates[20]

Success rates reflect the proportion of students who earned a grade of A, B, C, CR or P in a course. A student, who drops a course after census but before receiving a "W," is included in the "non-successful" category and is assigned a "DR" grade by the California Community Colleges Chancellor's Office. Retention rates reflect the number of students who received any grade other than a "W."

Columbia College course success rates averaged 65.93% between fall 2005 and fall 2009. Retention rates averaged 83.56% over the same time period. These rates are similar to the state-wide system averages of 66.26% for success and 83.31% for retention.

Table 36) Success and Retention Rates (Percent) Fall 2005-Fall 2009

	Fall 2005		**Fall 2006**		**Fall 2007**		**Fall 2008**		**Fall 2009**	
	CC	**State**	**CC**	**State**	**CC**	**State**	**CC**	**State**	**CC**	**State**
Success	66.82	65.87	65.92	66.10	64.29	65.57	66.19	66.22	66.44	67.53
Retention	85.35	82.91	84.20	83.24	81.66	82.42	83.37	83.31	83.23	84.65

Persistence Rate[21]

Persistence rates are defined as the percentage of first-time students with a minimum of 6 units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the system. Columbia College persistence rates averaged 63.45% between academic years 2004-2005 and 2007-2008, compared with an average rate of 68.88% system-wide.

Table 37) Percentage of First-Time Students with a Minimum of Six Units Earned in a Fall Term who Returned and Enrolled in the Subsequent Fall Term Anywhere in the System

	Fall 2004 to Fall 2005		**Fall 2005 to Fall 2006**		**Fall 2006 to Fall 2007**		**Fall 2007 to Fall 2008**	
	CC	**State**	**CC**	**State**	**CC**	**State**	**CC**	**State**
Persistence	64.9	69.3	63.8	68.3	62.6	69.2	62.5	68.7

[20] Source: CCCCO Data Mart, Program Retention/Success Rates.
[21] Source: 2007-2010 ARCC Reports.

Basic Skills Completion Rates

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC) that contains performance indicators in which Columbia College may be compared to other "peer group colleges" as assigned by and reported through the California Community Colleges Chancellor's Office.[22] The following two tables show the most recent data on basic skills course completions and the basic skills improvement rates.

Pre-Collegiate Improvement: Basic Skills[23]

The cohorts for the basic skills course completion rate (below) consisted of students enrolled in Columbia College credit basic skills courses, excluding "special admit" K-12 students. Success is defined as having been retained to the end of the term with a final course grade of A, B, C or Credit.

The percentage of Columbia College students who successfully complete basic skills courses has increased by 9.3% over the three-year period examined.

Table 38) Annual Successful Basic Skills Course Completion[24]

2007-2008	2008-2009	2009-2010
57.4%	58.8%	66.7%

The basic skills improvement rate cohorts (below) consisted of students enrolled in a credit basic skills English or mathematics course (starting at two or more levels below college level/transfer level) who successfully completed their initial course. Special admit students currently enrolled in K-12 were excluded from the cohort. Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

The percentage of Columbia College students who successfully completed a basic skills course and then enrolled in a higher-level credit course in the same discipline within the three-year period rose by 9% between the first two reporting time periods and then decreased by 9.3% in the most recent reporting period. Coding of basic skills courses is still being worked out at the college, and some of the fluctuation in improvement rates is due to coding factors.

Table 39) Improvement Rate for Basic Skills Courses[25]

2005-2006 Cohort studied through 2007-2008	2006-2007 Cohort studied through 2008-2009	2007-2008 Cohort studied through 2009-2010
43.4%	52.4%	43.1%

---

[22] Source: CCCCO Research and Planning Office, ARCC 2009 Report including methodology, available http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.asp

[23] Data source: Accountability Reporting for the Community Colleges, http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx

[24] http://www.cccco.edu/Portals/4/TRIS/research/ARCC/March%20ARCC%202011.pdf

[25] http://www.cccco.edu/Portals/4/TRIS/research/ARCC/March%20ARCC%202011.pdf

Program Completion – Graduation[26]

The number of associates degrees awarded increased by 18.6% between 2004-05 and 2006-07 and then declined by 13% in 2007-08. The number of associates degrees awarded declined by another 2.8% in 2008-09. The number of certificates awarded of any unit requirement increased by 51.8% between 2004-05 and 2006-07 and then declined by 17% in 2007-2008. The number of certificates awarded declined by another 29.8% in 2008-09.

These declines are not surprising given that enrollments were at their lowest point in 2005-2006 (see enrollment trends data page 24). While the California Community Colleges Chancellor's Office (CCCCO) only approves certificates requiring 18 to fewer than 60 units (according to the CCCCO Data Mart), Columbia College also awards Skills Attainment Certificates, requiring 6 to fewer than 18 units. These certificates tend to meet the educational needs of students seeking improvement of vocational skills.

Table 40) Numbers of Degrees and Certificates Awarded 2004-2005 to 2008-2009

Degrees & Certificates	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Total Associate Degrees (AA and AS)	172	191	204	177	172
Certificate requiring 30 to fewer than 60 units	20	17	21	25	12
Certificate requiring 12 or 18 to fewer than 30 units	28	44	28	17	28
Total Approved Certificates of Achievement	48	61	49	42	40
Certificate requiring 6 to fewer than 18 units	25	41	56	47	12
Other Credit Award, under 6 semester units	10	26	21	15	21
Total Skills Attainment Certificates	35	67	77	62	33
Total Certificates Awarded	83	128	126	104	73

Figure 41) Numbers of Degrees and Certificates Awarded 2004-05 through 2008-09

Degrees and Certificates Awarded

---
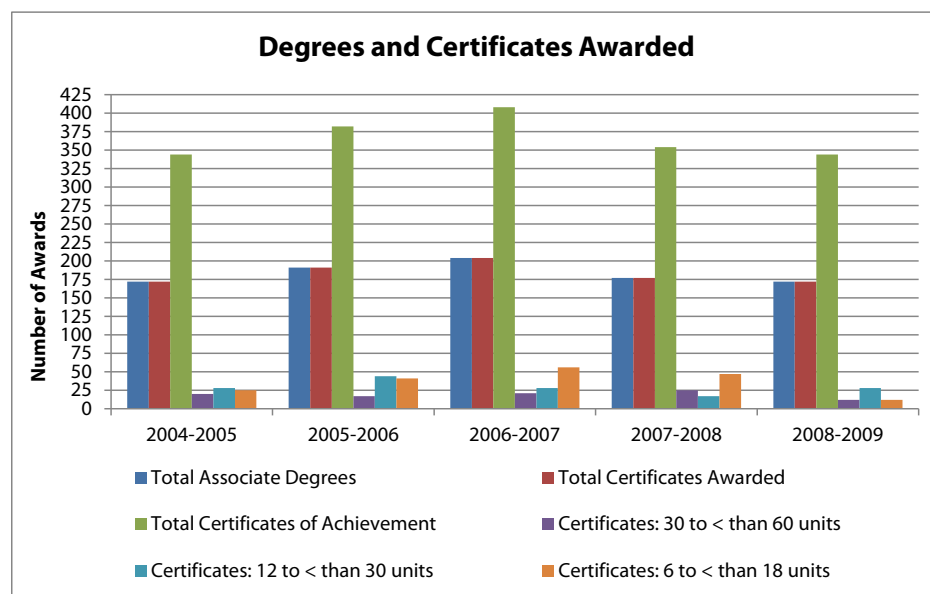
[26] Source: CCCCO Data Mart: Program Awards.

The following table lists the distribution of awards by program type for academic years 2004-05 through 2008-09.

Table 42) Numbers of Associate Degrees and Certificates Awarded by Program Type 2004-2005 through 2008-2009

| Program Type	2005-2006		2006-2007		2007-2008		2008-2009	
	AA/AS	Cert	AA/AS	Cert	AA/AS	Cert	AA/AS	Cert
Agriculture and Natural Resources	8	0	9	3	8	6	8	3
Biological Sciences	3	0	1	0	1	0	1	0
Business and Management	7	11	6	13	3	10	6	13
Commercial Services	0	1	0	1	0	2	0	2
Education	0	0	0	0	0	0	1	0
Engineering and Industrial Technologies	1	20	0	27	0	20	1	1
Environmental Sciences and Technologies	1	0	1	0	2	0	1	0
Family and Consumer Sciences	8	79	10	60	10	53	8	45
Fine and Applied Arts	5	0	5	0	2	0	3	0
Health	3	0	7	7	6	1	3	1
Humanities (Letters)	16	0	19	0	14	0	14	0
Information Technology	0	0	1	4	2	1	2	2
Interdisciplinary Studies	107	0	127	0	109	0	100	0
Mathematics	3	0	1	0	4	0	4	0
Media and Communications	0	0	0	3	0	1	0	2
Physical Sciences	0	0	3	0	3	0	3	0
Public and Protective Services	23	15	13	5	13	9	13	4
Social Sciences	6	2	1	3	0	1	0	0
Totals	**191**	**128**	**204**	**126**	**177**	**104**	**172**	**73**

Transfers

The California Postsecondary Education Commission[27] tracks the number of students transferring from California Community Colleges to the University of California (UC) and California State University (CSU) systems.

The number of transfers to CSU increased by 37.5% between 2005-2006 and 2006-2007 and then declined by 19.1% by 2008-2009. The number of transfers to UC has been substantially smaller than the number of transfers to CSU, but the rate of transfer to UC has remained relatively stable.

The number of transfers to in-state private and out-of-state colleges increased by 51% between 2004-2005 and 2007-2008. As the data for in-state private and out-of-state transfers are not available for 2008-2009, totals in the graph below do not include that year. There appears to be a trend away from transfers to the CSU system with a concomitant increase in transfers to private and other institutions.

Figure 43) Number of Columbia College Student Full-year Transfers to UC, CSU, In-State Private and Out-of-State Institutions 2004-2005 through 2008-2009
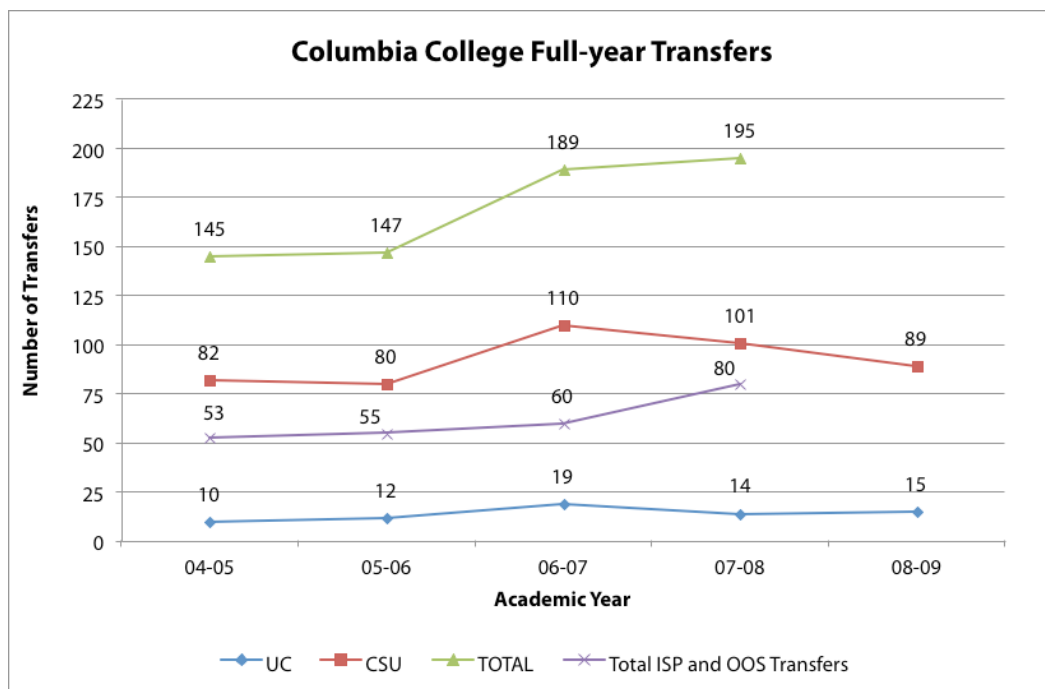
Success after Transfer

Academic Performance Reports from the California State University system provide feedback about new undergraduates who begin their educational path in a community college. Each year new regularly admitted students are tracked from their initial fall enrollment to the next fall term. Pre-admission grade point averages (GPAs) of Columbia College students who transfer to the California State University (CSU) system tend to be somewhat higher than the pre-admission GPAs of CSU system students on average.

Figure 44) Pre-Admission GPA Comparison between Columbia College Students and CSU Students
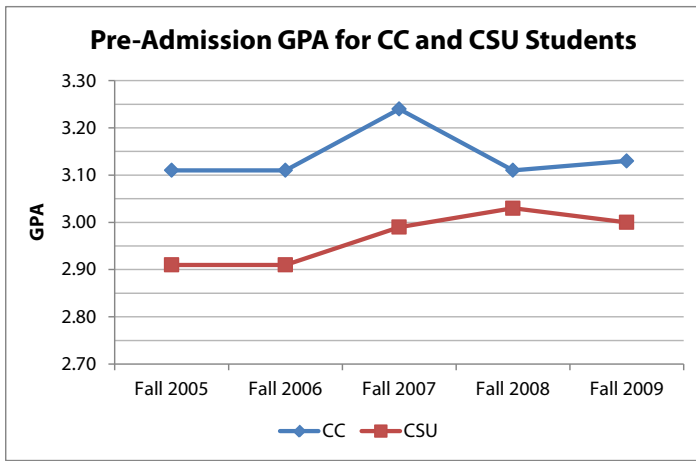
The one-year continuation rate for Columbia College students attending CSU averaged 87.6% between 2005 and 2007 compared to the CSU student body as a whole. The Columbia College student rate then decreased in fall 2008 by 6% while the rate for CSU students in general increased by 1%.

Figure 45) One-year Continuation Rate Comparison (CC and CSU)
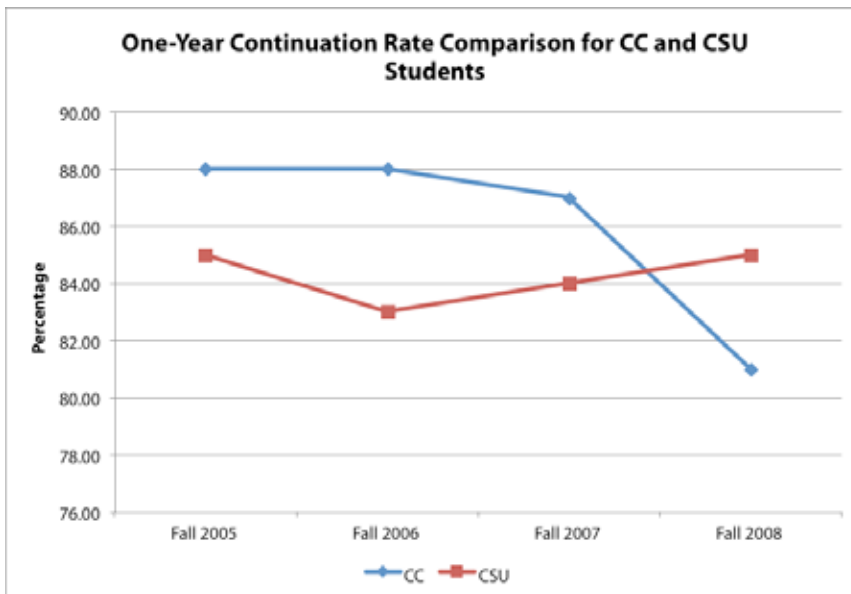
The GPAs of Columbia College students attending CSU from fall 2005 through fall 2008 were an average of .18 points higher than the GPAs for CSU students as a whole.

Figure 46) GPA for Columbia College Students Attending a CSU Compared to Resident CSU Students
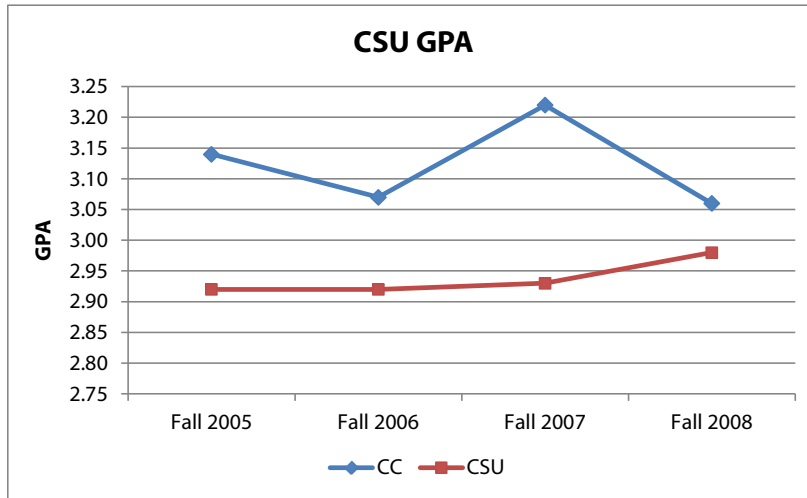
Vocational and Technical Education Act (VTEA) – Perkins Data

The following table displays the most up-to-date information on employment for vocational and technical education students from Columbia College.[28] Of note are the major increases in employment for graduates of Website Design and Development, Computer Information Systems, and Computer Infrastructure and Support programs at Columbia College. A concomitant decline in employment for students graduating from Forestry or Natural Resources is also seen for the two reporting years with available data.

Table 47) Columbia College Perkins Accountability Data: Core Employment Indicators by Program Type

Program Type	Academic Year: 2006-2007			Academic Year: 2007-2008			2007-08/ 2006-07
	Total Count	Count Found	Percent Employed	Total Count	Count Found	Percent Employed	% Change Employed
Forestry	19	14	74%	9	3	33%	-40%
Natural Resources	11	11	100%	14	6	43%	-57%
Business & Commerce, General	65	42	65%	39	32	82%	17%
Office Technology/Office Computer Applications	20	10	50%	15	8	53%	3%
Website Design and Development	7	3	43%	2	2	100%	57%
Information Technology, General	9	4	44%	7	3	43%	-2%
Computer Information Systems	2	0	0%	4	4	100%	100%
Computer Infrastructure and Support	4	3	75%	2	2	100%	25%
Education, General (Pre-Professional) (Transfer)	N/A	N/A	N/A	0	0	N/A	N/A
Automotive Technology	44	31	70%	26	18	69%	-1%
Welding Technology	0	0	0%	0	0	0%	0%
Health Occupations, General	16	8	50%	5	3	60%	10%
Emergency Medical Services	25	22	88%	13	11	85%	-3%
Child Development/Early Care and Education	39	27	69%	37	28	76%	6%
Nutrition, Foods, and Culinary Arts	16	14	88%	8	7	88%	0%
Hospitality	5	3	60%	7	4	57%	-3%
Restaurant and Food Services and Management	19	14	74%	15	9	60%	-14%
Human Services	2	2	100%	0	0	0%	-100%
Fire Technology	42	40	95%	37	35	95%	-1%
Geographic Information Systems	6	4	67%	0	0	0%	-67%
Travel Services and Tourism	1	1	100%	4	0	0%	-100%

Employee Profile

Employees at Columbia College include full- and part-time faculty members, classified staff, classified managers and educational administrators. Student workers are not counted in the following data.[29]

Table 48) Staffing Census for Columbia College as of September 30, 2010

Employee Classification	Number of Employees
Full-time Faculty including Counselors	49
Hourly Faculty	58
Educational Administrators	4
Classified Executive Manager	1
Classified Managers	14
Monthly Classified	44
Hourly Classified	58
Total Unduplicated	**201**

These data are unduplicated. Many FT faculty members also teach as adjuncts but are only counted once.

Table 49) Staff and Faculty Gender as of September 30, 2010

Employee Gender	Number of Employees
Female	119
Male	82

These data are unduplicated.

Table 50) Staff and Faculty Age as of September 30, 2010

Employee Age Range	Number of Employees	Percent of Total
19 or Under	9	4.48%
20-24	23	11.44%
25-29	9	4.48%
30-34	13	6.47%
35-39	11	5.47%
40-44	14	6.97%
45-49	20	9.95%
50-54	34	16.92%
55-59	29	14.43%
60-64	30	14.93%
65-69	7	3.48%
70 or Over	2	1.00%

These data are unduplicated.

---

[29] Crystal Reports EEO6 Report 9/01/2010-9/30/2010

More than half (50.76%) of Columbia College employees are in an age range of 50 years or older. Faculty and staff planning efforts will need to take into account the fact that many more retirements may be expected in the next several years.

Figure 51) Percent of Employees in Each Age Category
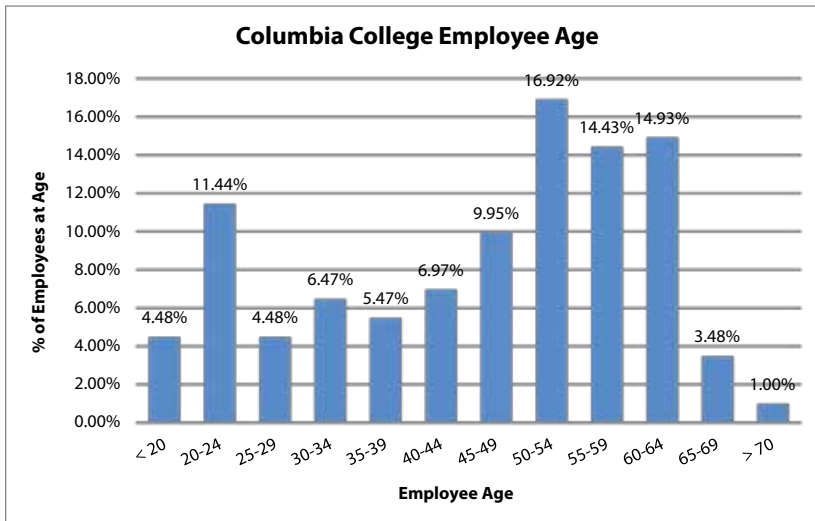
The majority of employees at Columbia College are white non-Hispanic. The percent of Hispanic employees is 4.63% lower than the percent of the student body that is Hispanic. The percent of black non-Hispanic employees is 4.3% lower than the percent of students reporting their ethnicity as African American. The percentages for Native American and Asian employees more closely approximate the representation of these ethnic categories in the student body. The Yosemite Community College District has a policy of commitment to diversity in hiring[30] and has an *Equal Employment Opportunity Plan* (available in the district Human Resources Office).

Table 52) Staff and Faculty Ethnicity as of September 30, 2010

Employee Ethnicity	Number of Employees	Percent of Total
Hispanic	13	6.47%
White Non-Hispanic	137	68.16%
Native American/Alaska Native	3	1.49%
Asian	4	1.99%
Pacific Islander	1	0.50%
Black Non-Hispanic	0	0.00%
Filipino	0	0.00%
Multi-ethnic	0	0.00%

---

[30] http://www.yosemite.edu/trustees/policyandprocedures/4000%20Commitment%20to%20Diversity.pdf

Summary of Demographic and Longitudinal Data

Columbia College has recently undergone a large amount of growth in the number of students choosing to attend this campus, despite shrinking budgetary resources. The college remains committed to serving as many students as possible, providing high quality programs and services, and providing its faculty and staff with a sustainable work environment. Balancing the need to maintain a high level of quality instruction and services with a decrease in the number of full-time faculty has been challenging, but Columbia College has been able to meet this challenge by increasing efficiency in many of its programs and services.

Progress on Action Plans from the Previous Self Study

The Accrediting Commission on Community and Junior Colleges took action in January of 2009 to accept the *2008 Focused Midterm Report*, as evidenced by the February 2, 2009 notification from ACCJC. In this notification, it referenced specific purpose in confirming the resolution of recommendations made by the evaluation team, and that the college had addressed the self-identified plans for improvement in the *2005 Self Study Report*.

This section addresses progress relating to planning agendas that were submitted as part of Columbia College's *2005 Accreditation Self Study* (the college's last comprehensive evaluation). Some of the plans identified were addressed through Columbia College's *2007 Accreditation Progress Report* and then all planning agendas were addressed in the subsequent *2008 Focused Midterm Report* to the Commission.

Dramatic changes in the areas of leadership and planning occurred since the arrival of a new president in January of 2007. As a result, a number of the methodologies and practices proposed in the 2005 planning agendas have lost relevancy in a new planning culture and structures that now exist at Columbia College. In some instances the college responses to the 2005 self-identified issues now follow different pathways to resolution than those which were previously identified in the *2005 Self Study Report*. As the college has become effective in its planning processes and organization, a number of methodologies suggested in 2005 lost relevance in the current culture. As such, the college addressed the stated plans with updated processes, procedures, and strategies to better meet the needs of students, staff, and the community. These instances provide evidence of evolution and growth relating to ongoing cycles of integrated planning at Columbia College.

The following includes the planning agendas from the *2005 Accreditation Self Study* and responses presented and accepted in Columbia College's *2008 Focused Midterm Report*. Additional updates have been provided to reflect ongoing progress or significant changes and are labeled as "Updated in 2011." Each of the planning agendas is organized as per the ACCJC Standard in which it originally appeared in 2005.

STANDARD I: Institutional Effectiveness and Mission

PLANNING AGENDA 1 (I.B.3)

The Vice President for Student Learning (VPSL) and the Chief Operations Officer (COO) will lead a process of shared governance to develop a Strategic Planning Process which will document and direct the integration the Educational Master Planning (EMP) process, Resource Allocation and program review. A new EMP web application and process will be implemented in the spring of 2005. This will lead into the revision of the program review Process, beginning in the fall of 2005. A Strategic Planning Document will be developed to outline how the processes of EMP, Resource Allocation and program review will be integrated to create an ongoing systematic planning cycle. The new cycle of evaluation, planning and budgeting using the new EMP process will be in full operation by spring 2006.

Columbia College Response (2008 Focused Midterm Report)

Under the leadership of the current President, Columbia College's participatory governance committee, the College Council, adopted a new mission statement, vision, core Values, Goals and Strategies in April of 2007 [REF-50]. The College Council membership consists of 4 Students, 4 Classified Staff, 4 Faculty, 4 Administrators and the College President (Chair). One of the primary roles of the College Council in this process was to maintain effective dialogue throughout the college community during the development of these planning documents.

The development of an updated mission statement, vision and core Values provided a critical first step as the college began to rework its entire planning process and associated planning documents. To ensure that there was a common understanding of how various college planning documents interfaced, the College Council developed a Strategic Planning Process Cycle [REF-51] in January of 2008. This cycle demonstrates how the various college planning documents interact and integrate with the college budget and resource allocation processes.

Following the development of a comprehensive planning process it became apparent that there was a critical need to revise the college Educational Master Plan. The previous Educational Master Plan did not fit into the new planning process in a way in which it could act as the appropriate driving force for college planning. This then led to the entire re-creation and development of an Educational Master Plan for the college.

The entire college participated in the development of the new Educational Master Plan [REF-52] in an effort that was directed by the College Council. The new Director of Institutional Research and Planning met with faculty and staff from every department and/or program at the college for input. The Educational Master Plan was adopted by the College Council in April of 2008, and then by the Yosemite Community College Board of Trustees in May of the same year. The Columbia College Educational Master Plan is now the driving force for planning at the college level and provides focus for all institutional planning.

In the spring of 2008 the Columbia College program review process was revised to bring a common format to all planning units. Working with the Director of Institutional Research and Planning, the college units were provided with new and updated program review data. A new element was also added to the program review process to integrate the planning and development of Student Learning Outcomes. Adding a Student Learning Outcomes component to the program review process is a

critical element to ensure that the development of SLOs is integrated with planning and resource allocation at the college. Program review is the primary source for identifying programmatic needs for all planning units at the college. All units at the college are currently involved in the program review process.

While the program review process identifies programmatic needs, college/institutional needs are collectively defined and identified in a variety of college-level plans that are part of the college Strategic Planning Process [REF-53]. These plans include, but are not limited to; The Facilities Master Plan, the Basic Skills Plan, the college Technology Plan, the Student Equity Plan, the Matriculation Plan and Distance Education Plan.

Columbia College Unit Plans identify specific resources that are required for each unit to support the needs identified by the program review process and college level plans. The Unit Plans are the mechanism by which units prioritize and then integrate their specific resource needs into the college planning process.

Resource needs identified in Unit Plans are organized into a variety of projects that are aligned with specific college goals [REF-54]. Each of these projects has a number of activities (needed to support the project) that are directly linked to budget object codes to identify the general funding category for each resource type. The activities found within Unit Plans are prioritized by the college. The Columbia College Unit Plan performs the function of linking college planning with resource allocation.

Columbia College Response (Updated 2011)

Since the *2008 Focused Midterm Report*, Columbia College has reviewed and reaffirmed its mission statement, vision statement and core values. These planning statements were reaffirmed by the College Council on September 11, 2009. The College has also updated its *Educational Master Plan* and is in the process of updating its *Facilities Master Plan*.

The *Columbia College Strategic Plan* is comprised of the combined *Educational Master Plan, Facilities Master Plan* and *Campus Master Plan*. The revised *Facilities Master Plan* will likely encompass the current planning functions associated with the *Campus Master Plan*.

The 2008 response indicated that the *Educational Master Plan* drove institutional planning for the college. The current planning culture would now restate that response as having the mission statement and associated mission-based Columbia College Goals as driving all institutional planning. The *Educational Master Plan*, as part of the *Strategic Plan*, still provides focus for the instructional planning for the college.

The college now has a homepage for integrated planning. This website is dedicated to integrated planning processes, documents, reports and training resources that empower Columbia College to effectively meet community needs. Reports that can be accessed from this site include *College Goal Progress Reports*, program review, *Unit Planning Reports*, *Staffing Report* and *Equipment and Facilities Report*. Additionally, the College Council is utilizing the *College Goal Progress Reports* in developing a process to evaluate *Columbia College Goals*, as well as the overall strategic planning process. This

process is currently in its second iteration.

Columbia College's integrated strategic planning processes have continued to evolve and mature since the significant structural and functional revisions occurring in 2007. Columbia College has been shared as an example of integrated planning at the fall 2010 California Community Colleges (CCC) Chief Instructional Officer's Conference in a joint presentation with ACCJC. This presentation was directed toward Accreditation Liaison Officers in the system. Additionally, in the spring of 2011 Columbia College was asked to present its integrated strategic planning processes at a regional workshop sponsored by the ACCJC. The workshop was directed toward accreditation teams from Hawaii and the American Affiliate Pacific Islands. The presentation was entitled "California College Model for Program Review and Integrated Institutional Planning."

The reference to "Institutional Operations" (IO) in 2008 is no longer applicable. The name of Institutional Operations was changed to College and Administrative Services. Some of the functions previously assigned to IO are now operationally located in Student Services (see organizational chart). The services transferred to Student Services are those which traditionally report to a student services unit. These include Admission and Records, Assessment, Financial Aid, and Health Services.

PLANNING AGENDA 2 (I.B.5)

As part of the 2005-2006 budget and planning process, the President and the College Council will reallocate time and/or funds to support institutional research and the development and assessment of Student Learning Outcomes. The college planning processes will use qualitative and quantitative data to support planning requests throughout the institution. Data to support such requests will be derived from the evaluative sections of the EMP, data from the California Community College Chancellor's Office (CCCCO) and the analysis of Learning Outcomes. This assessment information will be communicated to the college and other stakeholders through a process of program review that will be revised in the fall of 2005.

Columbia College Response (2008 Focused Midterm Report)

I*n the spring of 2007, Columbia College hired a Director of Institutional Research and Planning. Over the past 12 months, the Director of Institutional Research and Planning has played critical support roles in the development of new college planning processes. As a member of the Student Learning Outcomes Steering Committee, the Director of Institutional Research and Planning is now able to directly support the development and authentic assessment of Student Learning Outcomes as the college move towards Proficiency [REF-55] in that area.*

The Director of Institutional Research and Planning has provided both qualitative and quantitative data to inform the program review process and Educational Master Plan for the college. As of the end of spring 2008, the Director of Institutional Research and Planning is now able to play an increasingly more active and visible role in the support of Student Learning Outcomes; in particular at the assessment and analytical levels. In recent months, the Research Office has been able to assist with the advancement of authentic assessments in General Counseling, Child Development, Special Programs and Mathematics

Revision of the college program review process in the spring of 2008 now allows units to identify specific needs that relate to the development of Student Learning Outcomes. Unit needs for more individualized training and mentoring in authentic assessment were identified in the spring 2008 program review cycle; resources have been reallocated to help the college move forward with the development of Student Learning Outcomes. The college is now funding an SLO Mentoring Team that will begin to work with individuals (along with the Director of Institutional Research and Planning) to help with the college wide implementation of authentic assessment. The Institution is also now providing office space, supplies and equipment for the team of mentors to utilize.

Columbia College Response (Updated 2011)

While the Columbia College Office of Institutional Research is available to assist with student learning outcomes (SLOs), availability to focus on direct classroom assessment is very limited. This is due primarily to focus on a range of institutional and other research needs. In an effort to strengthen its research infrastructure, Columbia College applied for the Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) sponsored by the RP Group. This was a competitive application, and Columbia College was successful in receiving the awarded technical assistance. The BRIC-TAP team helped the college to develop an action plan that focused on strengthening research infrastructure and resources for the college. This included elements focused on

the assessment of SLOs, strengthening the format and process for program review in Student Services, and addressing data access and integrity issues within the system.

Connected with this effort, Student Services is in the process of revising the format for program review. This effort began in the fall of 2010 and is expected to be completed in spring 2011. Due to the distinctly different sources of programmatic data than those utilized by instructional programs, the format and structure for the Student Services program review is different. The new format will have a web-based interface for the submission of responses to programmatic data. This will also facilitate the sharing of Student Services program review with the rest of the college.

In addition to research data and analysis services identified in 2008 as being provided through the Office of Institutional Research the office also provides critical research support for the college *Educational Master Plan*, program review, *Enrollment Management Updates,* and the *Institutional Effectiveness Report* (IER). The IER is now a primary source for the compilation and analysis of both external and internally generated data that directly relate to the college's service area and students. This report was first prepared for the college in 2009.

Other data sources utilized by the college to assist in the evaluation of program and college performance now include CalPASS, the ARCCC Report, the CCCCO Datamart, VTEA Core indicators, Datatel reports, Unit Planning Tool, SLO Tool and *Enrollment Management Reports*.

PLANNING AGENDA 3 (I.B.6)

The development of a Strategic Planning Document (See Planning Agenda 1) will include timelines and mechanisms for systematic evaluation of college-wide planning processes. This will help to ensure that the planning process remains effective as student needs and learning environments evolve.

Columbia College Response (2008 Focused Midterm Report)

Through a process of participatory governance, the college developed a Strategic Planning Process Cycle that illustrates the integration of planning and resource allocation [REF-56]. This process was finalized and approved by the College Council in the spring of 2008. Specific timelines and mechanisms for systematic evaluation of the college-wide planning process will be developed in the fall of 2008.

Work on the creation of a Master Planning Calendar for all of Columbia College's planning activities and documents has commenced, but does not yet include all college Plans. This calendar contains timelines and persons/committees responsible for all of the college's major planning documents/activities. The Strategic Planning Process Cycle will be ongoing and continuous.

The various component plans will be in different phases of implementation, evaluation and revision depending on set guidelines for each plan. Each planning cycle will be coordinated in terms of timelines so that they will be able to inform other plans as appropriate. Currently, program review is scheduled as a fall activity [REF-57], and data for the upcoming planning year will be generated over the summer months. Utilizing information from program review and other appropriate sources, Unit Planning will be carried out in the spring for each fiscal year. This will ensure that needed resources for college units are prioritized (for the next year) before faculty and some staff leave for the summer. The timing of this process will ensure that resource allocation can occur in a timely fashion as soon as State and District budgets are finalized. Timelines and mechanisms for the systematic evaluation of the college-wide planning process will be developed in the fall of 2008. This Planning Agenda will be completed in fall 2008.

Columbia College Response (Updated 2011)

The Strategic Planning Process Cycle was updated by the College Council in February of 2011. Changes made included the addition of the *Institutional Effectiveness Report* as an internal/external information source, changing "Institutional Operations" to College and Administrative Services, and renaming "Resource Committees" to Planning and Resource Committees. Discussion also included acknowledgement of the college *Strategic Plan* by rearranging the *Campus Master Plan, Educational Master Plan* and *Facilities Master Plan* as a group on the chart.

The Master Planning Calendar has been developed but is not readily available on the college website yet. It includes all college plans and planning documents, frequency and semester of revision, as well as the position that is responsible for updating the specific item. The Master Planning Calendar should be available online in the fall of 2011.

STANDARD II: Student Learning Programs and Services

PLANNING AGENDA 4 (II.A.1.a)

Student needs will be identified by the Columbia College Student Equity Plan, student satisfaction surveys and the analysis of Student Learning Outcomes, and other appropriate assessment tools. These needs will be incorporated into the college planning process through their linkage to specific project requests in the EMP. The institutional commitment to assess and address student needs will be demonstrated through a process of resource allocation that takes these assessed needs and related actions into consideration.

Columbia College Response (2008 Focused Midterm Report)

Student needs are identified through participation in College Council, the Educational Master Plan, the Student Equity Plan, program review, data provided by the Perkins IV (VTEA) core indicators, ARCC (AB1417) data, data from the State Chancellor's Datamart, and the analysis of Student Learning Outcomes. Additionally, general counseling has developed a student survey to help identify areas in which student satisfaction can be improved. The planning structure for the college has evolved significantly since the planning agendas were developed in 2005. As a result, student needs will not be incorporated directly into the Educational Master Plan, but will instead be incorporated into Unit Plans. In the current planning structure, student needs will identified through a variety of Federal, State and local resources (mentioned above) and incorporated into our planning and resource allocation process through Unit Plans.

Columbia College Response (Updated 2011)

Since 2008, student and community needs are also identified in the *Institutional Effectiveness Report* (IER). This report is now a primary source for information relating to local demographics, labor market information, United States Census information, and student success and achievement information.

A 2010 Student Survey asked students to evaluate student services provided by Columbia College. When asked if students agreed that the college demonstrates an understanding of student support service needs and strives to provide appropriate services to meet those needs, 88.32% agreed either "somewhat" (32.76%) or "strongly" (55.56%) with this statement.

Another question in the same survey asked students if they agreed that they were aware of and understood the college's involvement in SLOs and their use to improve programs and services. Overall, 87.31% of respondents agreed either "somewhat" (48.05%) or "strongly" (39.26%) with this statement. Such assessment of the college's ability to identify and meet student needs will continue.

Student and community needs are addressed in the *Educational Master Plan*, and the projects and specific strategies to meet those needs are addressed in program review and unit planning.

PLANNING AGENDA 5 (II.A.1.c)

The definition, identification and development of student learning outcomes will continue to develop and evolve at the college. This process of moving our culture to one that is solidly based on evidence of learning and student transformation will be guided by meaningful dialogue and led by the college-wide SLO Committee. A college commitment to make improvements that are based on evidence will be supported by the reference to such evidence in program review, EMP project requests and their relation to subsequent resource allocation. This relationship between SLOs and the planning process will be outlined in the Columbia College Strategic Planning Document (See Planning Agenda 1). As part of a developing SLO implementation plan, the college SLO Committee will provide a timeline for the processes involved with the advancement of a college culture that develops, utilizes and evaluates SLOs.

Columbia College Response (2008 Focused Midterm Report)

The college-wide SLO Committee is now referred to as the SLO Workgroup, and is the college committee that steers, monitors and assists with the implementation of SLOs at Columbia College. Since the formulation of Planning Agenda #5, the SLO Workgroup has integrated a wider range of college participants; most notably in the area of Arts and Science and college Operations. Student Learning Outcomes have now become part of our college program review, and the program review Process has informed the college as to how it can better support efforts relating to Student Learning Outcomes. Recent program review feedback indicated that faculty and staff needed more one-on-one mentoring and coordination than were being offered. As a result of this documented need, the college has committed to create a designated space that will act as an organizational hub for SLO development and coordination for the college. In addition, the college has committed to the partial reassignment of three faculty and two staff members in the Operations Unit of the college; this group is referred to as the SLO Mentoring Team.

An aggressive timeline to plan for the progression from development to proficiency and ultimately, a culture focused on ongoing continuous quality improvement is shown in an accompanying attachment [REF-58]. This time line is based on the ACCJC Rubric for Evaluating Institutional Effectiveness [REF-59].

Columbia College Response (Updated 2011)

In response to requests from faculty and staff for more individualized assistance with the development, assessment, analysis, and maintenance of SLOs, a team of SLO Mentors was created in 2009. This team of mentors has an office on campus, and it regularly provides office hours to assist individuals or groups in working on SLOs. This team has been critical in improving dialogue regarding SLOs and moving the SLO culture to one that is now much more effective.

In response to challenges in accessing, sharing, and maintaining SLOs, an SLO Tool was locally developed to provide effective management and tracking. Previously, SLOs were maintained as Microsoft Word documents in a shared folder system. This was cumbersome and required a complex Microsoft Excel spreadsheet to track progress and accomplishments associated with SLOs. The SLO Tool, created in fall 2010, is now web-based and provides a simple and effective interface for the sharing, development and tracking of SLOs. Anyone with Yosemite Community College District network access can easily get to their SLOs, or view any SLOs created by a different program. This is

also an effective tool when the SLO Mentors work with individuals, because it is easy to identify how individual SLOs are progressing, and helps in building a strong and consistent structure for SLOs. The SLO tool also has a field for "Notes to Self" so faculty, staff or mentors can quickly identify where work needs to be picked up if it has been a while since a particular SLO has been worked on. Also included, is a section that identifies "Improvements Made" to teaching and learning during the process.

PLANNING AGENDA 6 (II.A.2. (a, b, f, i)

(See Planning Agendas 1 and 2 regarding the revision of the college's strategic planning process, and Planning Agenda 5 regarding the development of SLOs.) Designated advisory committees for vocational programs will provide feedback regarding SLOs that have been developed in that area. The revision of program review for instructional courses and programs will include a mechanism for the incorporation of SLOs. This revision will be guided by a process of shared governance and meaningful dialogue with the Columbia College Academic Senate.

Columbia College Response (2008 Focused Midterm Report)

> *Columbia College's program review process was revised in spring of 2008. The revision has a component that focuses entirely on Student Learning Outcomes and their development. This includes documentation of the unit's progress relating to SLOs, identification of the Unit's specific needs relating to the development of SLOs, and an inventory of the Unit's SLO; all units participate in this portion of program review. Some units are now using their SLOs as an assessment of their programs ability to meet student need. As more units 'close the loop' with regard to the SLO cycle, we will be able to incorporate SLO data in program review to a greater extent.*

Columbia College Response (Updated 2011)

Since 2008, the SLO Tool is now being used to transition more detailed information (regarding the tracking of SLOs) that used to be obtained through the program review process. Currently, the program review process for instructional areas requires programs to evaluate programmatic progress with regard to SLOs. The actual SLOs and associated tracking is now being accomplished through the SLO Tool interface. The program review process for Student Services that is currently being redesigned will likely incorporate SLOs for non-instructional areas.

PLANNING AGENDA 7 (II.A.3.b)

(See Planning Agenda 9 regarding SLOs for information literacy skills) The Transformational Learning Task Force and college SLO Committee will work together to identify where these skills are addressed in our curriculum. The committees will then address the determination of criteria to identify if our students are learning these skills.

Columbia College Response (2008 Focused Midterm Report)

See response to planning agenda 9 for specifics regarding information literacy. As Information Literacy was not a point of focus for college-wide SLOs, this planning agenda has been eliminated.

Columbia College Response (Updated 2011)

No further update at this time.

PLANNING AGENDA 8 (II.A.3.b)

The college will continue the process of developing college-wide SLOs that address values, critical and creative thinking, responsibility and mastery of relevant theory and practice. This will be addressed by the college SLO Committee in fall of 2005.

Columbia College Response (2008 Focused Midterm Report)

Columbia College has developed college-wide SLOs that promote transformational learning in the context of three learning domains; the cognitive, psychomotor and affective. Within these 3 domains, the relative learning outcomes that Columbia College will focus on include; 1) Critical and Creative Thinking; 2) Civic, Environment, and Global Awareness; 3) Individual and collective responsibility and 4) Mastery of relevant theory and practice.

A wide range of course, program and service SLOs map directly to the college-wide (institutional) SLOs. Starting in the spring of 2009 the Research Office will begin collecting and collating data from SLOs that map to Columbia College's Institutional SLOs.

Columbia College Response (Updated 2011)

The Columbia College Office of Institutional Research assessed progress regarding institutional SLOs in a 2010 Faculty/Staff Survey. In this survey, faculty and staff were asked how the college was doing with regard to meeting its institutional level SLOs. For each of the institutional SLOs, faculty and staff agreed either "somewhat" or "strongly" that goals relating to institutional SLOs were being met. The Office of Institutional Research will continue to monitor progress in this area.

Mapping between individual SLOs (at the course and program level) will continue through the locally developed SLO Tool to assist with tracking and SLO management. This feature is not currently available in the tool but is expected to be online by fall 2011. Previous to the development of the SLO Tool, such associations were tracked through a complex Microsoft Excel spreadsheet. As of fall 2010, the spreadsheet is no longer used for this purpose and will exist as a historic archive.

PLANNING AGENDA 9 (II.B.3.b)

(See Planning Agenda 4 regarding the assessing and addressing of student learning needs, and Planning Agenda 7a regarding the development of college-wide SLOs.) Learning support services that are needed for our students to develop these personal attributes will be assessed (as per Planning Agenda 4) and addressed and incorporated into the institutional planning process as component of the EMP for Learning Support Services.

Columbia College Response (2008 Focused Midterm Report)

Required learning support services that are needed for students to be successful with regard to Columbia College's Institutional (college-wide) SLOs will be identified by the Research Office as part of the analysis of college-wide SLOs in the spring of 2009. Information will also be obtained through the college program review process. Columbia College's program review now incorporates elements that directly address programmatic needs to support SLOs.

Information from the Research Office and program review will be shared with the Columbia College SLO Workgroup, which will utilize the college planning process to prioritize activities that are most likely to support the personal attributes identified in the college-wide SLOs. Columbia College's committee that focuses on basic skills and student success will also be a likely resource to provide learning support services identified by the Director of Institutional Research and Planning.

Columbia College Response (Updated 2011)

The Columbia College Office of Institutional Research assessed perceived progress regarding institutional SLOs in a 2010 Faculty and Staff Survey, and also collected responses relating to the college's use of SLOs to meet student needs in a 2010 Student Survey. See response to Planning Agenda 4.

Columbia College Institutional SLOs identify key characteristics targeted as part of student personal development. Individual student characteristics incorporated into the institutional SLOs were self assessed in a 2010 Student Survey. Student progress in these areas will continue to be monitored by the Office of Institutional Research.

PLANNING AGENDA 10 (II.C.1.b)

The library administrator and college Librarian will work with the college SLO committee and other faculty to direct the process by which information literacy skills are defined and identified. Courses that are appropriate to address information literacy SLOs will be identified and a matrix to show students how they can meet an information competency requirement will be developed.

Columbia College Response (2008 Focused Midterm Report)

Columbia College takes seriously the Academic Senate's resolutions (e.g. fall 2002, resolution 9.01, and fall 2006 resolution 9.03) to support information literacy/competency. Although information literacy/competency had not yet been made a requirement for graduation by the Board of Governors or by Columbia College, the need for students to be able to demonstrate information literacy/competency is clear; employers today demand that workers have the academic and technical ability to access information using a wide variety of resources, and to think critically. However, the college decided to proceed somewhat differently than originally planned in order to meet the accreditation standard relevant to this planning agenda item. Currently, the college has not completed the previous plan to identify courses that address information literacy/competency and to make this a graduation requirement. Rather, the college has chosen to continue its focus on the following activities to build information literacy/competency of students: the use of formal and informal orientation sessions, offering a one-unit library course and extending the capabilities and resources of its web based portal. The library had also created and begun assessing its own student learning outcomes as part of this campus-wide project and it has used the results to make changes for improvement.

The college holds regular library orientation sessions during every term. The orientations are basic introductions to the Library and its resources. Sessions last approximately one hour, or longer, as needed. Several times a year the librarian makes announcements to faculty inviting them to bring their classes to the Library for orientation.

During orientation, benefits of using the library are explained, such as improved research techniques, effective use of resources and appropriate citations, etc. The bulk of the orientation is spent in the Demo Area of the Library. (Note that for some classes – including those at the Calaveras site – the librarian goes to the class to provide orientation to the web-based resources.) The orientation includes demonstration browsing through resources available through the Library's website. The tools demonstrated are tailored to the particular class participating in a given orientation session (e.g., debate classes will examine different resources than biology classes). During orientation students have ample opportunity to try what is being demonstrated (with their own topics) and to receive assistance from the librarian during the session. Sometimes students stay long after the class ends for additional one-on-one assistance. Orientation sessions can also include a physical tour of the library, which lasts about ten minutes.

Another way the college encourages students to gain information literacy/competency is through offering the Introduction to Library and Information Resources course, Library 1. This is a one-unit course that constitutes "an introduction to the use of electronic and print resources, including developing effective search strategies and evaluating information sources. Emphasis is on library online catalogs, online periodical database, print and electronic reference sources and Internet resources." This course is offered every term but tends to have low enrollment. If the college decides

to make information literacy/competency a graduation requirement, enrollments will likely increase substantially.

The college needs to reengage in the dialogue regarding whether to make information literacy/ competency a graduation requirement and then determine the best way to proceed, thus this planning agenda has been modified.

Columbia College Response (Updated 2011)

No further update at this time.

PLANNING AGENDA 11 (II.C.1.c, d)

The Library website will continue to expand Library and reference services to students and staff in off campus or other remote locations. The library administrator will conduct a staffing study, which will result in a staffing plan. This plan will address the utilization and scheduling patterns of current staff to meet student and staff needs particularly in the evenings and summer sessions. If required, additional staff will be recommended through the EMP process.

Columbia College Response (2008 Focused Midterm Report)

The Columbia College library website is the primary "information gateway" for off-campus students and other patrons. This website has had approximately 127,000 hits between July 2007 and July 2008.

Resources available remotely include: access to eBooks via OPUS, the online catalog; books, movies and music for students at the Calaveras and Oakdale sites are available through interlibrary loan requests; electronic subscriptions to the majority of the college's 16,500 magazines and academic journals may be accessed online by students and college employees; most of the college's article and research databases are available online to registered students and college employees; reference questions can be emailed or phoned in to library staff.

Instructors at the Calaveras Center can contact the college library to place items on reserve for their courses. These items are kept at the Calaveras Center office and access to them is subject to center office hours. Instructors at the Oakdale site can place items on reserve at the Oakdale Branch of the Stanislaus County Library. For the first time this past summer a collection of faculty-selected books were sent to the off-campus Baker Station High Sierra Institute to serve as a resource for students taking courses there.

The library's information gateway on the web now includes an "I can do that Online?" page that provides detailed written instructions and brief, animated tutorials covering such topics as how to: place a hold, access library accounts, renew library materials, locate items on reserve, access eBooks, and find magazines and journals. This attractive portal holds interest with topics like "Magazine of the Month" and the "Library Highlights Blog." There are also online tutorials that teach library patrons how to remotely access article and research databases available at the college. These databases include Academic OneFile, Wilson Web, LexisNexis, music databases, ALLDATA (for automotive diagnostic and repair information), Historical Index to the New York Times (back to 1851), psychARTICLES, CountryWATCH, and ERIC.

At the time of the 2005 comprehensive accreditation evaluation, the librarian noted a need for a second staff person to be on duty in the evenings. Additionally, a need to find resources to fund staffing for summer 2008 was noted in the college's recently completed Educational Master Plan and in a staffing plan dated fall 2007. At this time it was noted that the library requires year-round staffing in order to carry out its mandate to provide services to students during all terms. The staffing plan included a recommendation to permanently increase two positions to twelve-month, 100% positions as a cost-effective (as both positions already receive full benefits) and efficient way to increase staffing levels in the library. This staffing plan was approved and the library is now open during the summer sessions. This staffing plan for evening hours has not been acted upon at the present time.

Columbia College Response (Updated 2011)

No further update at this time.

PLANNING AGENDA 12 (II.C.2)

The Library Administrator and college Librarian will ensure that the library participates in the program review Process. Methods for measuring library contributions to SLOs college-wide will be included as an aspect of program review. The impact of library resources and services on student learning will be regularly assessed as part of program review.

Columbia College Response (2008 Focused Midterm Report)

Note: This planning agenda was written in 2005; the Library no longer has a Library Administrator position. The Library is currently engaged in the program review process. Baseline data has been collected to track the number of students enrolled in the Library 1 course, number of students served through formal orientation sessions, Library door count, Library Website traffic, Library database usage, and number of student print jobs. These data elements will continue to be tracked in order to monitor Library usage over time. These data are currently being used by the Library to develop plans for improving services and for extending access to patrons.

Program review of all college learning support services now includes an evaluation of student learning outcomes assessment results and status. The library has developed its own set of SLO's designed to meet identified "major core competencies." These core competencies for library student learning outcomes are shown below (numbered 1-3) as they map to the relevant institutional level student learning outcomes (underlined):

1. Construct context-appropriate search strategies.

> *Maps to college SLO: <u>Mastery of relevant theory and practice and Individual and collective responsibility</u>*

>> *Students will be able to find Library materials using OPUS, the Library catalog.*
>> *Students will be able to locate relevant information using research databases*
>> *Students will be able to find information on the Internet using multiple search and browse tools*

2. Awareness of available resources.

> *Maps to college SLO: <u>Mastery of relevant theory and practice and Individual and collective responsibility</u>*

>> *Students will be able to determine what periodicals the Library subscribes to*
>> *Students will understand the difference between various Library collections*
>>   *(e.g. General, Reference, Reserve, Internet, etc.)*
>> *Students will be able to retrieve physical items in the Library using their call Numbers*

3. *Critically evaluate the integrity of information they retrieve*

Maps to college SLO: <u>Critical and Creative Thinking and Mastery of relevant theory and practice</u>

*Students will understand the significance of different publishing mediums
(e.g. the relative ease of publishing on the Web vs. in print)
Students will be able to determine who authored a given piece of information
Students will be able to determine the publication date of information
Students will be familiar with the editorial differences amongst types of publications*

The Library's spring 2007 SLO assessment project incorporated two distinct methods. The first employed an informal survey to assess patron awareness of available resources – the second of the 'major core competencies' – to identify baseline information of patrons' knowledge. Print copies of the survey were available within the Library for a two-week period (Feb. 20 – Mar. 6, 2007). Forty-four patrons voluntarily completed and returned the survey. This survey was not intended to be scientific; the sample size was very small and no attempt was made to obtain a representative or comprehensive sample. The purpose of the small pilot survey was to gain an initial sense of patrons' knowledge related to the major core competencies.

According to this small initial pilot survey, 84% of the surveyed patrons indicated that they could use OPUS, the Library catalog, to find books, movies and/or music in the Library. This number is almost certainly inflated, at least for the typical library patron and for the campus student-body as a whole. It does not represent the probable knowledge level of the typical Columbia College student. On the other end of the spectrum, only 38% of these respondents knew where the Library's reserve collection is was located and only 43% knew that the Library collects eBooks. Both numbers seem more realistic, although the response to the reserve collection question is particularly surprising since many students need to be able use this resource.

The Library's second method of assessing its effectiveness in increasing student learning involved collaboration with instructors. In March of 2007, the twenty-three instructors who incorporate library orientations into their courses were contacted via email and were asked to answer four brief questions. The questions tried to identify the overall impact of library orientations and therefore did not attempt to address specific SLOs or major core competencies. Fifteen instructors responded. Like the patron survey, this assessment was not conducted using scientific methods and was meant to be a pilot to direct future SLO assessment efforts.

The responses indicated that instructors who include library orientations in their courses typically have assignments that involve in-depth research. Most strikingly, the majority of respondents indicated a strong belief that students who attend library orientations perform better in class than students who do not attend library orientations. Many respondents stated that they include library orientations in only some of their classes, not all. While it would be ideal for library orientations to be adopted as broadly as possible, this last fact does provide instructors with a comparison by which to gauge the effectiveness of library orientations in improving student learning overall.

A request for suggestions on improving library orientations elicited a lot of supportive and constructive feedback from faculty. Obvious themes within the suggestions included adding a "scavenger hunt" component to the orientations to increase student involvement and making the

orientations reach more Columbia College students across disciplines.

In sum, the initial library assessment and analysis of SLOs suggests that many library users do not know how to navigate and use core library resources. Resources such as article and research databases, locating journals and the physical location of books and reserve items are not well understood by patrons. OPUS, the Library catalog, was familiar to 84% of patrons, but due to the non-random nature of the limited sample, this number is probably severely optimistic.

Library resources that are not well understood will be targeted in future library orientations and through other forms of educating users (such as online tutorials, etc.). Instructors who incorporate Library orientations into their courses believed that these sessions directly support student success. The vast majority of responses spoke to expanding the scope and number of library orientations so that they reach a greater percentage of the student body.

Several areas of library service that were highlighted through the recent SLO assessment activities are already being targeted for change: 1) More hands-on practice opportunities that are directly relevant to the classes attending the library orientation are now provided to help embed the skills taught during the orientation session; 2) The number of physical orientations to the library has been increased; 3) Additional and improved online tutorials have been added to the library website; 4) Increased visibility has been achieved through marketing and outreach campaigns, such as the library blog, weekly entries in the Student Bulletin and events like the successful "Meet the Author" series and Book Group; 5) A promotion project to increase awareness of the library's eBook resource; 6) Introduction of "scavenger hunts" during Library orientation sessions and in the Library 1 class, that require students to use the skills they learn during orientation.

Currently program review is being done on an annual basis and the Library will continue to participate in student learning outcomes identification, assessment, analysis and targeted change for improvement.

Columbia College Response (Updated 2011)

No further update at this time.

STANDARD III: Resources

PLANNING AGENDA 13 (III.A.1.b, c)

The college-wide SLO Committee and college administration will work through a process of shared governance with the Yosemite Faculty Association and Academic Senate to derive recommendations as to how SLOs will, and will not be utilized in the process of evaluation. These recommendations will be presented to the appropriate bargaining units and district leadership and implemented when an agreement can be reached.

Columbia College Response (2008 Focused Midterm Report)

The colleges (Columbia College and Modesto Junior College) and collective bargaining unit (Yosemite Faculty Association) have eliminated language from the most recent Yosemite Faculty Association faculty contract that prevented the utilization of SLOs in the faculty evaluation process. This new contract was ratified in the spring of 2008 and opens doors for continued discussion as to how the Yosemite Community College District and faculty will work together to accomplish this goal. At Columbia College, faculty voluntarily consider SLOs as part of professional improvement plans.

Columbia College Response (Updated 2011)

Article 6.3 in the Yosemite Faculty Association (YFA) 2007-2010 contract identifies that self-evaluation is a required component in the faculty evaluation process. This provides an opportunity for faculty to assess their progress relating to student learning outcomes. This practice is now common in the Vocational Education Division, and is an increasing practice for all faculty at Columbia College. Discussions in this area are ongoing.

PLANNING AGENDA 14 (III.A.2)

The college Fiscal Review Taskforce will better define what the baseline or standard level of administrative, faculty and staff support should be for an institution of our size and breadth. After this baseline level has been determined, the college will be able to develop a staffing plan that will ensure that the institution always remains at or above sufficient staffing levels. The President will continue to advocate for the greatly needed positions at the college.

Columbia College Response (2008 Focused Midterm Report)

With the change in leadership at the college, the Fiscal Review Taskforce was disbanded as a working college committee. In its place, the YCCD Budget Allocation Taskforce a collaborative effort between district and college was convened to examine resource allocation issues district-wide. For the past two years, the college has been engaged in a comprehensive strategic planning process integrating the college's Educational Master Plan, Facilities Plan, and unit plans with program review. As a natural product of the planning process, staffing needs are identified and a staffing plan developed.

The college Academic Senate and administration have a well established faculty hiring process in place. The college President has been very active working with the Classified Senate to develop a similar process for hiring classified staff.

Columbia College Response (Updated 2011)

Since the *Focused Midterm Report*, a variety of developments have occurred in areas relating to how the institution assesses staffing needs and allocates resources to meet those needs. The program review process is the primary mechanism to validate the need for new or replacement staff; all staffing proposals require evidence from program review.

In addition to requiring supporting evidence from program review, all staffing requests are required to be incorporated into a unit plan. This assures that the request not only has validated need from program review, but that it also has been discussed and prioritized by departmental personnel. Having all staffing requests as a component of a unit plan project ensures that the request is mission based. This is because all unit plan projects must be directly linked to one or more of the ten college goals.

Staffing requests that have been entered into unit plans are identified in the Columbia College *Staffing Report,* which is derived from the unit planning database. This report is accessible to anyone with an internet connection and shows all staffing requests for the college.

Both faculty and classified senates have developed hiring prioritization processes. The *Faculty Hiring Prioritization (FHP) Process* underwent rigorous review and revision over a period of four years, resulting in a well-developed process that was adopted by the Academic Senate in October of 2009. The process was jointly developed by the FHP Committee, which is comprised of four faculty and four administrators. Criteria used to develop faculty hiring proposals can be found on the Academic Senate website.

The Classified Senate has also developed a process for the identification and prioritization of classified

staff positions. The Classified Senate website has links to their *Classified Hiring Prioritization Process*, as well as accompanying hiring proposal forms. Recommendations from both the faculty and classified hiring prioritization committees are forwarded to the president for final decision.

The College Council formed a taskforce in the fall of 2010 to identify a mechanism to integrate grant or categorically funded permanent positions into the college planning processes. This was requested because grant or other externally funded positions often do not fall into the prescribed timelines developed by faculty and staff. The Grants and Development Taskforce was created with one representative each from faculty, students, staff, and administration. The Grants and Development Taskforce reported back to the College Council with a process that has continued to evolve through dialogue in the council. Currently, it is seen that the process integrates smoothly with the college strategic planning process and existing hiring prioritization processes for both senates. The process should be finalized at the end of the spring 2011 or beginning of the fall 2011 semester.

Full-time faculty positions (both instructional and non-instructional) are tracked over time on the Vice President for Student Learning (VPSL) "VPSL Resources" webpage. This shows trends over time with regard to faculty staffing.

PLANNING AGENDA 15 (III.A.5.a)

The Dean of Learning Support Services will promote and find ways to recognize participation in staff development functions as well as more formal sharing of information obtained from professional conferences attended.

Columbia College Response (2008 Focused Midterm Report)

The Dean of Learning Support Service began this task in the fall 2006. That administrative position became vacant in late 2007 and has not yet been filled on a permanent basis. In the absence of the administrative lead for Staff Development, the Vice President of Student Learning is working with faculty and staff to rebuild and increase awareness of staff development activities at Columbia College.

In the spring of 2008, the Staff Development Committee reviewed its current processes and identified mechanisms to increase funding and visibility for staff development activities on campus. Working with the Deans of Instruction and the Vice President of Administration, the committee will be sharing news of increased support and professional development activities supported by the college. This planning agenda item will be completed by October 1st, 2008.

Columbia College Response (Updated 2011)

The position formerly entitled as Dean of Learning Support Services, is now the Dean of Student Services. This administrative position oversees a wide range of operations that align with more traditional CCC Student Service organizational structures than did the previous position. As such, more appropriate organizational oversight for staff development falls under the Dean of Vocational Education. This position already oversees a number of staff development activities, and through planning and management of VTEA (Perkins Act) funds, regularly develops, organizes, and evaluates professional development activities.

In 2009, the Staff Development Committee worked on developing a structure for a comprehensive *Staff Development Plan*. The concept behind the developing plan is to have the Staff Development Committee act as a coordinating resource for the wide range of staff development activities that occur throughout the college on a regular basis. The *Staff Development Plan* would act as the primary mechanism used by the committee to pull together a collective summary of staff development activities and resources for the institution. This would be the vehicle used to communicate opportunities, successes and unmet professional development needs to the college.

Current organizational charts reflect staff development as falling under the Dean of Student Services. This will be updated (and duties transferred) following the hiring of a new Dean for Vocational Education. The hiring process for this position is planned to be complete in the spring of 2011. At that time efforts focused on the development of the *Staff Development Plan* will continue.

PLANNING AGENDA 16 (III.B.1.a, b)

The Columbia College Fiscal Review Taskforce will better define what a baseline or standard level of physical resource support (and services) should be for an institution of our size, location and proximity to YCCD Central Services. After baseline levels have been identified, the college Facilities Committee will request additional district support as required. Such planning requests will be submitted using the EMP process and will give Columbia College the appropriate measures to ensure that the institution always remains at or above sufficient physical resource support levels.

Columbia College Response (2008 Focused Midterm Report)

Since this planning agenda was written, a change in leadership has taken place at both the district and college levels. This has led to a much greater spirit of cooperation and support between the college and YCCD Central Service facility planning and operation department. In addition, the college's Vice President of Administration (formerly COO) has assumed a much greater role in the oversight and planning for facilities at the college. Both the YCCD Director and Assistant Director, Facilities Planning & Operations regularly attend the college Facilities Committee meetings. The VP Administration who serves as the college's Facilities Committee chair, and the YCCD Director and Assistant Director communicate regularly both formally and informally. Although a Central Services employee, Columbia's Campus Facility Operations Manager has a direct reporting line to the college VP Administration. With weekly meetings, the Campus Facility manager and VP plan and prioritize college facility projects. With the improved communication, the college and YCCD facility department have been working as a team to determine the college's staffing requirements and priorities. Since the self-study, a new custodial position and a new groundkeeper position have been added to support the Columbia College campus. With the advent of the college's new Measure E funded facilities, the college and district will continue to work in partnership to develop and implement a staffing plan that will provide sufficient support for the college's physical resources.

Columbia College Response (Updated 2011)

The cooperation and reporting structure identified in 2008 are still in existence and continue to build a strong relationship between Columbia College and Central Services. Adding to this supportive structure, the current Campus Operations Manager (COM) was transferred from Central Services to Columbia College. This provides the COM with critical insight and experience at both the college and district level.

PLANNING AGENDA 17 (III.B.2.a, b)

Columbia College will submit physical resource planning requests to the District for physical resources through the newly revised EMP process. EMP projects will include infrastructural costs, such as staffing, to better address the total cost of ownership. Such requests will be based on standards derived from the Fiscal Review Taskforce study. In addition, based on the college's reorganization plan, the President will continue efforts to have at least a dotted line relationship of district facilities staff assigned to Columbia College with the college President.

Columbia College Response (2008 Focused Midterm Report)

As stated in the response to Planning Agenda #16, a dotted line of reporting responsibility has been established between college administration and district facilities staff. As a result, the facilities department is very responsive to the college's needs. No longer working at cross purposes and with systems in place for the college and district to plan and work collaboratively to address the college's physical resource needs, the facilities department has become a full partner in the implementation of the college's strategic plan.

Columbia College Response (Updated 2011)

No further update at this time.

PLANNING AGENDA 18 (III.C.1.c, d)

The college will evaluate how current resources are used to support and provide new technology. The review of resource allocations to support college-wide technology needs will be guided by the Columbia College Technology Master Plan and will be incorporated into the EMP. The Technology Master Plan and EMP process will need to plan for and support all types of technology.

Columbia College Response (2008 Focused Midterm Report)

As noted throughout this report, Columbia College has undertaken a comprehensive strategic planning process. A vital component of the college's strategic planning process was the revision of the college's Technology Master Plan [REF-60] and the development of the college's Distance Education Plan [REF-61]. In the fall of 2007, the Columbia College Technology Committee engaged the Chief Technology Officer from Northwest University to serve as a technical consultant to assist in the update of the Technology Master Plan. A strategic prescriptive plan, the Technology Plan was developed to support and supplement the college Education Master Plan. A three-year plan with annual review and update by the Technology Committee, the Technology Plan contains strategic goals, procedures and recommendations for technological additions and changes for Columbia College. The spring of 2008 also marked the completion of the college's comprehensive Distance Education Plan. This plan is designed to take the college through the beginning stages of distance education program development and beyond with elements that include documentation of current college practices and procedures, adoption of effective standards and practices in use in model Distance Education programs across the California Community College System, and recommendations for teaching and learning that will ensure student success.

So complete was the technology planning process that both plans were used to support a successful application for a United States Department of Education Title III, Strengthening Institutions program grant. The main activity of the Title III grant is the development and support of a comprehensive distance education program at Columbia College. The five year development grant becomes effective, October 1, 2008.

Columbia College Response (Updated 2011)

Columbia College continues to maintain and update both the *Technology Plan* and *Distance Education Plan* for the institution. As with all plans at the college, the Integrated Plan for Resource Allocation directs that resource requests flow through the unit planning process.

PLANNING AGENDA 19 (III.C.2)

The college will re-allocate resources and/or personnel to create an administrative position that will provide leadership and expertise to help find, develop and support new and more effective ways facilitate student learning with technology.

Columbia College Response (2008 Focused Midterm Report)

In May 2006, the college created a technology administrative position and hired a Director of Information Technology/Media Services. This position provides technology leadership for the institution and works in close partnership with faculty, staff, and IT colleagues at the district. In spring 2008, the college Technology Committee which is co-chaired by the Director of IT and the faculty distance education coordinator updated the college Technology Plan and developed a Distance Education plan to find, develop and support effective ways to facilitate student learning with technology.

Columbia College Response (Updated 2011)

No further update at this time.

PLANNING AGENDA 20 (III.D.1.a)

The Strategic Planning Process document (see Planning Agenda 1) will describe and define the relationships between institutional planning, the college mission and institutional goals (special priorities). It will also show how mission and college goals (special priorities) shape the prioritization of resource allocation. The Strategic Planning Document will be used to better inform the college population of these relationships, and the President and COO will consistently refer to the interconnected nature of the EMP process and resource allocation when budget decisions are made and publicized. The College Council will be a major vehicle to inform the college and reinforce the relationship between specific budget decisions and the EMP.

Columbia College Response (2008 Focused Midterm Report)

See the Columbia College Response to Planning Agenda 1 for evidence as to how the college has met this goal.

Columbia College Response (Updated 2011)

As stated in the response to Planning Agenda 1, the college has undergone a complete revision of its planning processes since 2005, and now has an ongoing systematic integrated planning process in place.

The relationship between institutional planning and the college mission and goals is clearly established within the college's unit planning process. Resource needs within unit plan projects are prioritized as part of this process; all unit plans can be reviewed using the *Unit Plan Summary Report* which is available to anyone with an internet connection. Each activity (resource request) falls under a unit plan project that is directly aligned with one or more of the ten college goals. This association is a requirement for all unit plan projects, and helps to keep the mission-based college goals highly visible, and to reinforce the need to plan and allocate resources in support of identified college goals. This relationship between the Columbia College Goals and planning can be reviewed in the *College Goal Progress Reports.*

PLANNING AGENDA 21 (III.D.1.b)

A Fiscal Review Taskforce will better define what the baseline level of financial resources required for the effective operation for an institution of Columbia's size and breadth. After this baseline level has been determined, the college will be able to better utilize the new EMP application and program review processes to plan and advocate for continued or additional funding as required

Columbia College Response (2008 Focused Midterm Report)

As described in the response to Planning Agenda item #14, the Fiscal Review Taskforce was suspended with the change in leadership at the college and district. Instead, the college undertook a comprehensive planning process, culminating with the college's educational master plan and an integrated strategic planning process. Program review driven planning is utilized to determine the resources needed for the effective operation of the college and its departments. Requests for continued or additional funding are a product of the college's planning process and are implemented using the college's adopted Integrated Plan for Resource Allocation [REF-62].

As previously stated in this report, the college and the district have established a system of communication to address fiscal resource issues and budget allocation requests. Requests for funding from the college to the district are substantiated by resource needs identified through the college's planning process.

Columbia College Response (Updated 2011)

The Budget Allocation Taskforce was convened by the District Council in the spring of 2007. The purpose of this taskforce was to analyze the existing budget allocation model and make recommendations for changes to the District Council, if necessary. The taskforce was co-chaired by Columbia College President, Joan Smith, and YCCD Executive Vice Chancellor, Teresa Scott. Taskforce minutes provide details relating to the collaborative processes involved in the development of an allocation model that was presented in the *Budget Allocation Task Force Recommendations and Executive Summary.* This summary presents models for "College Only" allocations, "Growth Allocations" and "District-wide Allocations" other than those provided by the state for growth.

PLANNING AGENDA 22 (III.D.1.d)

The COO and President will need to make the Budget Handbook more readily available, and to include it, and a Strategic Planning Document (see planning agenda 1) in college wide dialogue.

Columbia College Response (2008 Focused Midterm Report)

Since its publication in 2004, the Columbia College Budget and Fiscal Handbook has been readily available to all staff. It is given to new employees and included as a resource distributed to College Council members. As noted in the response to Visiting Team Recommendation #3, the handbook is in the process of revision to include the college's Integrated Plan for Resource Allocation that was adopted as part of the college strategic planning process and the recent work of the District-wide Budget Allocation Taskforce. The revised handbook will be available fall 2008, with planned workshops to present the updated budget information to college staff. The handbook will continue to be revised on an as-needed basis.

Columbia College Response (Updated 2011)

The Columbia College *Budget and Fiscal Handbook* was first published in 2004, and received commendation from the 2005 visiting accreditation team for "providing a clear description of the college's budget process." The handbook is due to be updated in the 2011-2012 academic year.

PLANNING AGENDA 23 (III.D.3)

(See Planning Agenda 1 regarding the development of a Strategic Planning Document that will define the interconnections of evaluation, planning and budgeting) This document will reinforce the connection between evaluation and resource allocation. The Strategic Planning Document will have a planning calendar that will include regular evaluation of the planning process.

Columbia College Response (2008 Focused Midterm Report)

The College Council developed a Strategic Planning Process Cycle [REF-63] in January of 2008. This cycle demonstrates how the various college planning documents are integrated with the college budget and budget allocation processes. Detail of this integration is represented in the Integrated Plan for Resource Allocation [REF-64] which is part of the Strategic Planning Process Cycle.

Program review is the primary source for identifying programmatic needs for all planning units at the college. All units at the college are currently engaged in the program review Process.

While the program review Process identifies programmatic needs, college/institutional needs are collectively defined and identified in a variety of college Level Plans that are part of the college Strategic Planning Process [REF-65]. These Plans include, but are not limited to; The Facilities Master Plan, the Basic Skills Plan, the college Technology Plan, the Matriculation Plan and Distance Education Plan.

Work on the creation of a Master Planning Calendar for all of Columbia College's planning activities and documents has commenced. This calendar contains timelines and persons/committees responsible for all of the college's major planning documents and activities.

The Strategic Planning Process Cycle will be ongoing and continuous. The component plans will be in different phases of implementation, evaluation and revision at different times. Each planning cycle will be coordinated in terms of timelines so that they will be able to inform other plans as appropriate.

The college has made progress in setting timelines for all aspects of planning and has clearly delineated responsibility for all components. The time-frame for completing the Master Planning Calendar is fall semester 2008.

Columbia College Unit Plans identify specific resources that are required for each Unit to support the needs identified by the program review process and college Level Plans. The Unit Plans are the mechanism by which units prioritize and then integrate their specific resource needs into the college planning process.

Resource needs identified in Unit Plans are organized into a variety of projects that are aligned with specific college goals. Each of these projects has a number of activities (needed to support the project) that are directly linked to budget object codes. The activities found within Unit Plans are prioritized by the college. The Columbia College Unit Plan performs the function of linking college planning with resource allocation [REF-66] through the Integrated Plan for Resource Allocation [REF-67].

Evidence regarding the effectiveness of the new planning process will be gathered as the college begins to implement the Strategic Planning Process Cycle in fall 2008. Annual progress by campus planning units in meeting the college's goals will be monitored by tracking progress on measurable outcomes of projects and activities linked to the college mission and Goals in the Unit Planning Tool and by gathering evidence of progress toward goals listed in the college's major planning documents (e.g., Technology Plan). This information will be used to ensure the ongoing review and adaptation of the planning process.

The college expects that by the time of the next comprehensive accreditation evaluation the effectiveness of the planning process in efficiently allocating resources will have had sufficient opportunity to be evaluated and improved as suggested by the evidence gathered.

Columbia College Response (Updated 2011)

College planning continues in an integrated and systematic manner at Columbia College. Program review continues to improve with regard to strengthening connections between evaluation, planning, and resource allocation. Specific pages within program review are designed to provide a connection between program review and the unit plan.

As described above, all annual resource requests go through the unit planning process. As part of unit planning, resource requests are prioritized and grouped as projects within the unit plan. All unit plan projects are directly linked to one or more of the ten college goals. This provides a mechanism for the College Council to evaluate progress toward Columbia College Goals.

Currently the College Council is in the process of developing a process to evaluate progress towards the ten college goals, as well as the overall integrated planning process. This process utilizes *College Goal Progress Reports* that displays annual college planning projects as they relate to each of the college goals.

The Columbia College Master Planning Calendar is utilized to assist with the coordination of planning activities for the college. This calendar is not currently online, but should have an online presence by fall 2011.

STANDARD IV: Leadership and Governance

PLANNING AGENDA 24 (IV.A.2.a)

The President will ensure that representatives to the College Council are aware of their responsibility to communicate with their constituents, to develop and utilize both formal and informal reporting mechanisms and that they will be held accountable for this responsibility.

Columbia College Response (2008 Focused Midterm Report)

Columbia College has documented essential roles for the participant members of College Council. This document, the Principles of Collegial Governance [REF-68], helps to ensure that the College Council membership understands their role in the process of communicating issues and information to their constituent groups.

The adoption of a Strategic Planning Cycle in the spring of 2008 will offer new mechanisms and opportunities for communication with constituents at the college, as the oversight roles of the College Council evolve along with the planning process.

Columbia College Response (Updated 2011)

The College Council for Columbia College now posts all minutes on the web for easy access for anyone with an internet connection. Minutes are available back to October 7, 2005 and are updated regularly.

Additionally, the College Council is discussing the addition of more meetings during the summer 2011 and will provide a mechanism for college governance to continue during the summer. Minutes from these meetings will allow the college community to stay informed of critical operations and actions that occur over the summer months.

PLANNING AGENDA 25 (IV.B.1.e, h)

The chancellor will draft a revision of board policies to include the consequences of violating the board's Code of Ethics and forward to the board of trustees in December of 2005.

Columbia College Response (2008 Focused Midterm Report)

A Board Code of Ethics was created in August 2002; the procedure was delineated in April 2007, which outlined consequences. Both the policy and procedure can be accessed on the Yosemite Community College (YCCD) Website under Policy 7715. Specifically, the consequences of violating the Board's Code of Ethics, reads: "Violation of the Board's Code of Ethics will be addressed by the Board Chair, who will first discuss the violation with the trustee to seek to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Board Chair may appoint an ad hoc committee to examine the matter and recommend further course of action to the Board. Sanctions will be determined by the Board Officers (Board Chair, Board Vice-Chair and Immediate Past Chair) and may include a recommendation to the Board to censure the trustee. A formal censure will require a majority vote of the Board. The Board member who is up for censure shall not vote. If the Board Chair is perceived to have violated the Code of Ethics, the Board Vice Chair is authorized to pursue resolution."

Columbia College Response (Updated 2011)

No further update at this time.

PLANNING AGENDA 26 (IV.B.1.j)

The chancellor will draft a revision of board policies to include the process for selection and evaluation of college Presidents and forward to the board of trustees in December of 2005.

Columbia College Response (2008 Focused Midterm Report)

There is no Board policy/procedure for Presidential selections and evaluations, per se. However, these processes fall under the Delegation of Authority to Chancellor, Policy 7430.

However, there is an evaluation policy for the Chancellor, Board Policy 7435 and procedure (revised April 2007) which states that the Chancellor will be evaluated after the first six months, and annually thereafter. The Board of Trustees, in consultation with the Chancellor, establishes evaluation criteria.

The YCCD's Chancellor, hired in July 2007; has established evaluation processes for the College Presidents on an annual basis, which include college wide surveys, self-evaluations and an evaluation by the Chancellor, as direct supervisor. As with the Chancellor's evaluation process, new Presidents are evaluated after the first six months, and annually thereafter.

Columbia College Response (Updated 2011)

No further update at this time.

PLANNING AGENDA 27 (IV.B.3.a)

There are a number of support functions that are part of the district operations that will be reviewed by the College Council to determine their effectiveness in providing necessary services at Columbia College. These areas include human resources, facilities and technology support. The College Council will provide a report to the President and the District Chancellor which may include recommendations for changes.

Columbia College Response (2008 Focused Midterm Report)

As referenced earlier in this report, the district-wide Budget Allocation Taskforce presented a summary of recommendations [REF-69] in its report to the YCCD District Council. One of the recommendations is for the District Council to "Examine, for future consideration, centralizing or decentralizing functions and/or services for improved efficiencies." It is anticipated the District Council will examine how the current district structure supports the colleges and district strategic plan and forward any recommendations for change to the YCCD Chancellor.

There has also been on-going dialogue between college and district staff regarding the best method of delivering support services. Discussions with the YCCD Assistant Chancellor, Information Technology; Director, Facilities Operations and Planning; and the Vice Chancellor, Human Resources have resulted in an enhanced understanding of the needs of the college and improved effectiveness in providing services for Columbia. As a result, there has been a greater association and coordination of security support between the college and district, an increased reporting responsibility between facilities and the college, and stronger relationship between the college and district IT departments.

Columbia College Response (Updated 2011)

In addition to the information provided in the *2008 Focused Midterm Report*, the college also performed a Faculty/Staff Survey in 2010. This survey included the evaluation of YCCD services that are provided to the college. In all, 24 areas were evaluated as to their ability to support the mission, functions, and goals of Columbia College. These responses from the college faculty and staff appear on pages 17 and 18 of the survey. Overall, each of the 24 areas evaluated had a majority of responses that fell into "expected" levels.

PLANNING AGENDA 28 (IV.B.3.b, e)

The President will continue to request modifications in the district practice of centralizing certain functions at the district office which are intended to support the college. The request will be strengthened by quantitative documentation of delays and inefficiencies as well as by suggestions for improvements possible through a revision of the administrative structure and decentralization of these functions

Columbia College Response (2008 Focused Midterm Report)

Please refer to response of previous Planning Agenda item #28.

Columbia College Response (Updated 2011)

Please note that the reference should be to the previous response to Planning Agenda #27 instead of #28. No further updates are required at this time.

PLANNING AGENDA 29 (IV.B.3.c)

The Fiscal Review Taskforce is reviewing the resource allocation practices of the district to determine if the district is providing adequate and fair resources and support to the college. The Taskforce will define what the baseline (or standard) level of financial resources must be for an institution of Columbia's size and breadth. This will include an analysis of the total cost of operation of the programs and services at the college to determine the adequate funding needs to support all required college services and programs and a method for continuing to adequately supporting the college as it continues to grow. After a baseline level has been determined, the college will be able to better utilize the new EMP application and program review processes to plan and advocate for continued or additional funding when needed. In addition, the Taskforce may recommend alternative methods of funding the college which may include seeking statute as an independent community college district

Columbia College Response (2008 Focused Midterm Report)

> *As evidenced by the Visiting Team Resource Allocation recommendation to the college, communication regarding budget issues had broken down between the college and the district at the time of the college's self-study. Without communication, an atmosphere of mistrust developed and questions regarding the basis for allocation decisions, fairness, and funding availability flourished. This is reflected in the number of college planning agenda items addressing resource allocation issues.*

> *As described in more detail in the college's response to the Visiting Team recommendations, with the change in leadership at both the college and district a change in culture was instilled and a system of dialogue and transparency implemented. Trust began to build. To address the questions of resource allocation, a district-wide Budget Allocation Taskforce was formed to review district allocation practices and communicate budget allocation information across the district. Columbia College participated in the Taskforce's work in a meaningful way, with its President serving as co-chair. The college has implemented a comprehensive planning process to determine its resource needs. There is a system in place for the college to communicate its resource needs at the district level and is a partner in the allocation decision-making process. The college is not actively pursuing an alternative option which may include a statue as an independent community college.*

Columbia College Response (Updated 2011)

No further update at this time.

PLANNING AGENDA 30 (IV.B.3.g)

The College Council and President will encourage the permanent chancellor to conduct these evaluations on a regular basis, and communicate the results including actions being taken by the district to improve their effectiveness in assisting the college to meet its educational goals. The College Council and President will also request that key college personnel have the opportunity to provide input into evaluations for district staff who provide direct and indirect support to the college.

Columbia College Response (2008 Focused Midterm Report)

In February 2007, on the recommendation of district staff, the YCCD Interim Chancellor requested a review of personnel files to determine the current evaluation status for each management team member—including district staff members that provide direct and indirect support to the college. Based on that information, the Interim Chancellor determined that the evaluation process used for members of the management team had historically not been adequately followed or effectively enforced.

In order to bring evaluations into compliance with District procedures, the Chancellor's Office began an initiative to monitor and track all management evaluations. The Interim Chancellor assumed the responsibilities of enforcing the procedure and the tracking/monitoring of management evaluations. At a Leadership Retreat on March 28, 2007, the Interim Chancellor spoke to the management team, on the necessity to follow District procedures regarding evaluations. In an email dated April 12, 2007 to the management team, the Interim Chancellor provided managers with current evaluation forms, instructed managers to insure that all subordinate managers and staff regularly be evaluated and that a completed evaluation be forwarded to Human Resources.

On May 17, 2007, the Interim Chancellor sent a follow-up email and provided supervising managers with the names of subordinate managers and the dates of their last evaluation. As an added measure, District Human Resources was instructed to forward all completed management evaluations to the Chancellor's Office for tracking. All management evaluations are now required to be reviewed/initiated by the Chancellor and Vice Chancellor of HR prior to placement in personnel files.

Results Achieved Evidence: There were 94 members in the Yosemite Community College District management team district wide. Of the 94 team members, 70 managers had not been evaluated over the previous two years, as of May 2007.

As of May 21, 2008: There are 98 members in the Yosemite Community College District management team, district wide. Of the 98 team members, 14 managers have not been evaluated in the previous two years. All outstanding evaluations were to be completed by June 30, 2008.

Additional Institutional Plans: On July 16, 2007, a permanent Chancellor of Yosemite Community College District was hired. Under his direction, the Chancellor's Office has continued to monitor and track all management evaluations.

The Chancellor, in consultation with the Leadership Team Advisory Council, is currently revising the management evaluation process to provide for a consistent evaluation process throughout the district.

Once developed, this new process will follow a three-year cycle and will require evaluation of management team members on an annual basis. The new process will include the following:

1. *Annual one-on-one evaluation with the direct supervisor; and*
2. *Every third year, in addition to the above, a confidential evaluation survey will be sent to designated subordinate employees, colleagues and campus representatives. These results will be reviewed and discussed by the evaluator and the person being evaluated.*

This new/revamped process is scheduled to be completed in the fall 2008.

Columbia College Response (Updated 2011)

Refer to the response for Planning Agenda #27. Evaluations for management (Leadership Team members) have been kept current since 2008 and include feedback from both Modesto Junior College and Columbia College.

Update on Substantive Change

Columbia College submitted a *Substantive Change Proposal* to the Accrediting Commission for Community and Junior Colleges (ACCJC) in March of 2011. The Commission acted to defer the college's proposal pending additional evidence about budget planning and sustainability after the Title III grant is completed; and specific student support services for online students have been made available. An addendum with this additional information was submitted in May of 2011.

Description of Change and Reasons for Change

Established in 1968 and first accredited in 1972, Columbia College is a small, rural, two-year community college in California. It is one of two institutions (including Modesto Junior College) comprising the Yosemite Community College District (YCCD). The district is one of the largest in California, transecting more than 100 miles of the San Joaquin Valley from the Coast Range on the west to the Sierra Nevada on the east. Its boundaries encompass over 4,500 square miles, serving a population of more than 550,000 people. The college is located in Sonora, California, on 280 acres of forestland in California's historic Mother Lode.

Columbia College's service area consists of all of Tuolumne and Calaveras counties and portions of Stanislaus County which include the towns of Oakdale, Knights Ferry, Valley Home, Riverbank, and Waterford. The majority of Columbia students are from Tuolumne County, although an increasing percentage of students come from Calaveras County, with additional demand in the Oakdale area. Plans to develop centers in Stanislaus and Calaveras counties are underway.

Surrounded by the Stanislaus National Forest, Columbia State Historic Park, and part of Yosemite National Park, the region's principle employment sector is government. In general, the three major counties Columbia College serves fall below state and national averages in terms of economic prosperity and educational attainment.

Columbia College serves many communities which are a significant distance from the main campus and may require driving to the main campus through treacherous terrain. The Sierra Nevada foothills are very hilly, the roads are winding, and the weather is often inclement. Some students must spend up to two hours in their vehicles just getting to and from the college.

With its rural, isolated location and geographically large service area, the necessity for Columbia College to expand distance education offerings in response to increased demand and meet the need to offer more online student services is critical.

The *Substantive Change Proposal* was submitted to the ACCJC for approval to offer the following general education requirements, associate degrees, and certificates through the distance education mode of delivery. Fifty percent or more of the coursework in each area is or may soon be available in fully online or hybrid modalities.

General Education (GE) Requirements

Intersegmental General Education Transfer Curriculum (IGETC) requirements
for transfer to University of California and California State University systems
GE requirements for the Associate in Arts and Associate in Science degrees
GE requirements for the Associate of Science in Occupational Education degree
GE requirements for transfer to California State University system

Associate of Arts Degrees

Health and Human Performance
Language Arts, Emphasis in English
Language Arts, Emphasis in Communication
Liberal Arts, Emphasis in Arts and Humanities
Liberal Arts, Emphasis in Science
Liberal Studies, Emphasis in Elementary Teaching Preparation

Associate of Science Degrees

Allied Health
Emergency Medical Services
Fire Technology
Science, Emphasis in Biology
Science, Emphasis in Earth Science
Science, Emphasis in Environmental Science
Science, Emphasis in General Science
Science, Emphasis in Physical Science

Associate of Science Post-Secondary Studies Degree with Transfer to CSU

Emphasis in Biological Sciences
Emphasis in Computer Science
Emphasis in Environmental Sciences
Emphasis in Physical Sciences
Emphasis in Pre-Engineering

State Approved Certificates of Achievement

Child Development
Computer Support Technician
Emergency Medical Services
Computer Support Technician
Multimedia Web Design
Network Support Technician
Website Development

Integrated Planning at Columbia College

Columbia College carries out program review and planning in a manner that is sustainable, continuous, and focuses on continuous quality improvement. This is done to fulfill mission-based goals that have clear purpose toward furthering the improvement of student learning and achievement. Columbia College is at Sustainable Continuous Quality Improvement level on the Accrediting Commission for Community and Junior Colleges (ACCJC) *Rubric for Evaluating Institutional Effectiveness.*

The *Strategic Plan* for Columbia College is comprised of the *Educational Master Plan,* the *Facilities Master Plan* and the *Campus Master Plan.* The *Strategic Plan* is mission-focused and provides the plans and actions that will ultimately fulfill the college vision. Central to the *Strategic Plan* is the *Educational Master Plan,* which is the foundation for long-term educational planning for the college. It contains the Columbia College Goals critical to integrated planning processes at the college. All resource plans for the college support the ten college goals and are linked to college unit plans. The unit plans ensure that evidence-based requests for resource allocation are mission-based, and support college functions that improve student learning and achievement. Measurable student learning outcomes and program review provide further student-focused information upon which college plans are focused.

Program Review

Program review at Columbia College is well established and implemented on an annual basis as of 2007. All areas within instruction and student service areas regularly review and analyze quantitative and qualitative data in ongoing cycles of evaluation to ensure effective service in support of student learning.

Instructional program review includes six operational data components that are evaluated by each program. These include FTES and enrollments, student demand (sections and wait-lists), student retention, student success, program awards, and student learning outcomes (SLOs). Each data component provides historic and current evidence of programmatic success in meeting student needs. All components have specific fields for program faculty and staff response to the data presented and planning assumptions based on the data presented. Additionally, there is a specific field in which the planning assumptions are presented. There are instructions above each of these fields directing the program to include these planning assumptions in annual unit plans. This is a cornerstone for connecting program review and institutional planning.

Instructional program review also includes regular ongoing cycles of curriculum review. This process is established and overseen by the Columbia College Curriculum Committee. Curriculum review for all courses and programs is ongoing and systematic and follows a five-year cycle as directed in the *Curriculum Handbook.*

Evaluation of the instructional program review processes led to a major revision in 2007 where all instructional programs moved to a system that provided consistent mechanisms for evaluating and responding to student and program performance data. Improvements included the use of standardized forms that could be shared electronically, graphical representations of data trends, and designated fields

to document suggested programmatic improvements identified through the process. Additionally, specific mechanisms were included to provide direct connections to resource requests in program unit plans. Further improvements to instructional program review will be implemented in the fall of 2011. In response to programmatic requests for more detailed data, instructional program review will now include student and programmatic data at the course level. The previous data sets were viewed by some programs as being too general to make effective programmatic assessments.

The program review process for the Student Services Division was evaluated in the fall of 2010. Analysis of the process and dialogue at retreats led to the identification of significant improvements to the current system. The division is now transferring from a paper-driven program review process to one that is web-based. The new format for the Student Services Division program review has uniform components in a similar fashion to that of the instructional program review. The datasets vary depending on the unit under evaluation. However, the new program review format directly incorporates SLOs into the evaluative process.

Instructional program review data and analysis are made available to anyone with internet access via the college homepage for integrated planning. The new program review format for Student Services will also be shared on the web. The completion of the revised Student Services program review process and format is expected to be completed in the summer of 2011.

Results from ongoing systematic review of instructional programs and support services are used to assess and improve student learning and achievement. This is accomplished through carefully designed linkages between program review, institutional planning, and resource allocation.

Integrated Planning

Planning processes at Columbia College are integrated, well-established, and consist of systematic and ongoing cycles of evaluation, planning and implementation. The college has established a level of Sustainable Continuous Quality Improvement, as characterized by the ACCJC *Rubric for Evaluating Institutional Effectiveness.* Columbia College clearly communicates its strategic planning process, evaluative findings, and resource allocation mechanisms via the college homepage for integrated planning. The institutions planning processes are illustrated in the Columbia College Strategic Planning Process Cycle, which is easily accessed from this webpage.

Annual program review is one of the primary components the college uses to identify evidence-based needs to improve student learning and achievement. Programs respond to the data and provide feedback on program review templates to justify their resource needs. Specific fields within these program review templates provide a direct connection to the college's process for resource allocation. This is accomplished by incorporating evidenced-based resource requests into the college unit plans.

Unit plans house all resource requests for the college and function as a hub for integrated planning for the institution. Resource requests that are entered into unit plans are configured as projects that are linked to one or more of the ten college goals. A well designed unit plan project will incorporate all the required resources to meet the primary objective that has been identified for the project. The resources required to support the project are referred to as unit plan activities.

Unit plan activities are entered into unit plans by each program using the Columbia College Unit Planning Tool (UPT). Within this web-based tool, programs prioritize the unit plan activities, assign estimated costs, and link each activity to a college budget code.

All institutional resource requests are required to be a part of the unit plan. The Columbia College Strategic Planning Process Cycle illustrates how other resource plans flow into the unit planning process. Resource requests can originate through program review, SLOs, grants, or other college resource plans. Regardless of the origin, all requests are funneled through the unit plan.

It is within the unit plan that programs prioritize their resource needs. This process is facilitated through the use of *Unit Plan Reports* that are easily accessed through the homepage for integrated planning. *Unit Plan Reports* show all resource requests for the entire college. These reports are arranged by program, and show each project and its associated activities. Details include, but are not limited to, brief descriptions of the project and activity, activity costs, activity priority and the individual responsible for entering the project into the unit plan.

Unit planning lies at the core of the Columbia College integrated planning process. It is through this process that evidence-based needs are connected to comprehensive projects with measurable outcomes. It is required that all unit plan projects be linked to one or more of the ten college goals. The Columbia College Goals are mission based and reside in the college *Educational Master Plan.* Having all resource requests directly aligned with the college goals ensures that the allocation of resources will be mission focused and in support of achieving broad educational purposes to improve institutional effectiveness.

Planning processes are evaluated and revised to ensure systematic cycles of improvement. *College Goal Progress Reports* are located on the college homepage for integrated planning. These comprehensive reports show progress toward addressing and ultimately achieving the Columbia College Goals. The *College Goal Progress Reports* are organized with respect to each of the ten college goals and show all college plans for resource allocation directed toward each goal. A critical element of these reports is a "status" category for each planning activity that indicates if the project has been funded, is active, or complete. This provides a highly visible resource to track progress toward achieving college goals. In the fall of 2010, the College Council began a process of systematically evaluating progress toward achieving the Columbia College Goals, and subsequent evaluation of the institutional planning processes. This process is in its second iteration, and will continue to evolve and provide a mechanism to review and adapt institutional planning processes for the college.

The process of analyzing the *College Goal Progress Reports* is designed to stimulate broad, meaningful institutional dialogue relating to planning and the achievement of college goals. The College Council is the shared governance body for the college, and provides the means for communicating issues pertaining to institutional planning to the college community. *College Goal Progress Reports* are highly visible and available to anyone with internet access.

Student Learning Outcomes at Columbia College

Columbia College has developed a culture that embraces the meaningful assessment of measurable student learning. College faculty and staff have been educating themselves and developing student learning outcome (SLO) projects and plans since the spring of 2006. The management, development, assessment and analysis of SLOs are directed through the Columbia College SLO Workgroup. This collaborative team includes faculty, staff, and administrators that oversee the coordination of SLO activities for the college. The workgroup is one that encourages a collective stewardship of student learning outcomes for the college.

The college is currently at the proficiency level, as characterized by the Accrediting Commission for Comunity and Junior Colleges (ACCJC) *Rubric for Evaluating Institutional Effectiveness*, and will reach the level of Sustainable Continuous Quality Improvement in 2012.

Proficiency

Student learning outcomes (SLOs) and their associated assessments are in place for courses, programs and degrees at Columbia College. In the initial stages of SLO development and management, progress was monitored through the use of a complicated spreadsheet, and all SLOs were contained within a shared folder system as Microsoft Word documents. As the SLO culture evolved, the tracking and management of SLOs became cumbersome, and the system relied on work done remotely, on a semester-by-semester basis. As the number of SLOs increased, this proved to be ineffective and slowed progress as efforts of the SLO Workgroup became increasingly more involved with tracking and managing SLOs.

In the 2009-2010 academic year, the SLO Workgroup began a collaborative process of developing a local tool to house, manage and share SLOs throughout the college community. The decision to develop a locally-managed SLO tool came after research into other management systems which failed to identify a tool that would promote an open culture of SLO development and subsequent improvements to teaching and learning.

In the fall of 2010, the SLO Workgroup unveiled the SLO Tool to the college community. This web-based application received wide acceptance from faculty and staff, as it provides an easily accessible online mechanism to house, manage, and develop SLOs. For the workgroup, the tool provided a means to gain momentum and effectively work with groups or individuals who needed assistance in developing, assessing or analyzing their respective SLOs.

Prior to the development of the SLO Tool, the workgroup implemented a plan to improve the effectiveness of their outreach and associated trainings. Feedback from faculty and staff indicated a need for more one-on-one time and assistance associated with the development and assessment of SLOs. In answer the SLO Workgroup created a peer mentor team. In the summer of 2008, the workgroup introduced the SLO Mentors to the college. The mentors were given an office and the necessary resources to carry out a campaign to improve the interface with faculty and staff and to reenergize the SLO culture of the college. That year, the SLO mentors consulted with all full-time faculty and staff at the college. This resulted in a forward surge and a regaining of momentum in the development and assessment of SLOs. Not surprisingly, this also resulted in a tremendous increase in college-wide dialogue relating to SLOs. The mentors use a logbook to track these meetings and associated dialogue.

The SLO Workgroup chose to utilize a team of four peer mentors instead of a single SLO coordinator. The team consists of three instructional faculty and one member from a service-related area. The intent of this approach was to create a support team whose members each provide their own unique perspectives, communication styles, and approaches to the development and assessment of SLOs. Faculty that serve as SLO Mentors are given reassigned time in support of sustaining this approach.

As of spring of 2011, SLOs and authentic assessments are in place for courses, programs, and degrees. All SLOs that were once contained in Microsoft Word documents have been migrated to the new SLO Tool, and the SLO Mentors are working with faculty and staff to further integrate their SLOs into the tool. Integration requires separating each SLO into functional components and then placing each component into the appropriate data field within the tool. The separation into various functional components helps to reinforce the development of effective SLOs and also provides the SLO Mentors with valuable information relating to the tracking of progress in SLO development and assessment. For each SLO, the tool provides fields to document multiple assessments and associated analyses. There is also a field to document any improvements to teaching or learning that are a result from the process.

The SLO Tool is designed to organize, develop, and manage SLOs. The various fields within the tool are automatically fed to a database that generates comprehensive reports that track progress relating to SLOs for the entire college. The SLO Tool also has a space titled, "Notes to Self/Next Steps." This field can be used by faculty and staff to help keep track of what needs to be done next. At a small college, the ratio of SLOs to faculty and staff is quite high, and such reminders help to keep efforts productively focused when individuals are managing a significant number of SLOs. Additionally, the "Notes to Self" field is very useful for SLO Mentors when they are meeting with faculty or staff. Mentors can check these fields prior to meeting with individuals working on SLOs.

The SLO Tool promotes college-wide dialogue relating to SLOs and allows faculty, staff, and mentors to quickly recall what steps were agreed upon in the last meeting. Additionally, the SLO Tool is an "open system" in that all SLOs are visible. This promotes a culture of trust, open dialogue, and sharing of effective practices relating to SLOs.

A 2010 Faculty/Staff Survey indicated that a majority of faculty and staff either "strongly agreed," or "somewhat agreed" that the college is meeting its goals regarding institutional level SLOs through its educational programs and services. Other evidence of a culture that is supportive of SLOs and embraces their implementation comes from the same survey, in which 74.1% of respondents indicated that they either "strongly agreed" (43.2%) or "somewhat agreed" (30.9%) that "The college evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans."

Students at Columbia College understand the college's involvement in SLOs. A 2010 Student Survey showed that 87.31% of students either "strongly agreed" (39.26%) or "somewhat agreed" (48.05%) that they were aware of and understood the college's involvement in SLOs and their use to improve programs and services.

Off-Campus Sites for Columbia College

Columbia College has very few off-campus course offerings. Currently there are about ten course offerings at Oakdale High School in the city of Oakdale, which is about 40 miles from the college. In 2009, course offerings in Angels Camp, which is about 15 miles away from the main campus, were reduced to only a handful of classes. This is in anticipation of what will eventually become an off-campus location for Columbia College in the Angels Camp area.

Measure E, a general obligation bond, provided funding for the purchase of property that is adjacent to Bret Harte High School in Angels Camp. This site will eventually house the first official off-campus site for Columbia College.

External Independent Audits for Columbia College

The external audit consists of the examination of the district's financial statements, including the operations of the two colleges within the district, Columbia and Modesto Junior College. The external auditors review the systems of internal accounting controls and a review of state and federal compliance areas mandated by the Single Audit Act, the State Department of Finance Guide, and the California Community Colleges Chancellor's Office Contracted District Audit Manual.

The external auditors also audit and issue separate reports on the Columbia College Foundation and the district's Measure E general obligation bond, which includes $52,495,000 for Columbia College projects. All the external reports can be reviewed on the Yosemite Community College District Fiscal Services website.

College Planning Statements

Columbia College Mission

Columbia College is a dynamic institution of learners and creative thinkers dedicated to high standards of student success. We prepare students to be fully engaged in an evolving world by offering comprehensive and high quality programs and services. Columbia College is committed to a culture of improvement through measuring student learning across the institution. We strive for excellence, foster a spirit of professionalism and celebrate diversity.

Adopted by Columbia College Council on April 6, 2007
Approved by the Yosemite Community College District Board of Trustees on May 9, 2007
Reaffirmed by College Council on September 11, 2009

Columbia College Vision

We envision ourselves as an exceptional institution of higher education.

Columbia College will continue to provide comprehensive, exemplary educational programs and services which respond to the individual learning needs of its students and the collective economic and cultural needs of its diverse communities.

Columbia College will be a center for transformational learning promoted through critical and creative thinking that is open to change and personal growth; civic, environmental, and global awareness and engagement; and individual and collective responsibility. We will promote a culture of support for student learning across the institution that adopts a holistic approach.

Columbia College will use leading edge technologies and showcase facilities to enhance teaching and learning. Our vision will be realized through outstanding employees who adhere to high standards of excellence while working in partnership with those we serve.

We envision developing a passion for lifelong learning.

Adopted by Columbia College Council on April 6, 2007
Approved by the Yosemite Community College District Board of Trustees on May 9, 2007
Reaffirmed by College Council on September 11, 2009

Columbia College Core Values

The Columbia College community is committed to following a set of enduring Core Values wherein the development of Columbia College meets the needs of the present, without compromising the ability of future generations to meet their own needs. These Core Values will guide the institution through changing times and shape our Vision, Mission and Goals.

- **Academic Excellence and Success:** We value the commitment to quality and support continuous improvement through student learning outcomes. We are committed to providing a comprehensive curriculum and services that support and foster a culture of academic wellness for all of our students.

- **Innovation, Professional Development, and Commonality:** We value creativity, risk-taking, and vision. We value others, ourselves, and our students as unique individuals and embrace the commonalities and the differences that promote the best of who we are.

- **Transformational Learning:** We value and promote critical and creative thinking. We value learning as a lifelong process of change in the pursuit of knowledge and personal growth.

- **Vital Community and Access:** We value and believe it is essential to assist the broader community in gaining access to higher education and achieving success in their chosen endeavors. Columbia College values its role in the community and is dedicated to strengthening and enriching the quality of life of all those we serve.

- **Environmental Sustainability:** We value our living planet. We accept responsibility and adopt practices to protect the environment for future generations and share these values with others.

- **Civic Awareness:** We value civic and global awareness. We promote the understanding and betterment of our planet by engaging our community.

- **Shared Decision Making:** We value shared decision making that provides each of us the opportunity to participate in building consensus. We value individual and collective responsibility and accountability.

- **Positive Environment:** We value the preservation of the unique environment of Columbia College which is welcoming, pleasing, and safe.

- **Collegiality and Professionalism:** We value kindness and respect in all our interactions. We support, promote and demonstrate understanding, civility, cooperation and mutual respect among all of its employees, students, and community members.

- **Institutional Wellness:** We value an environment and culture that supports health in which institutional policies, programs, curricula, services and collaborative work with the community promotes and supports health and wellness.

Adopted by Columbia College Council on April 6, 2007
Reaffirmed by College Council on September 11, 2009

Columbia College Goals

Goal 1 – Student Success
Columbia College is the first choice for our community residents and is recognized for its flexible, superior services that promote student success by providing access to learning in an accommodating, responsive and safe environment.

Goal 2 – Educational Programs and Services
Columbia College provides comprehensive, exemplary educational programs and services which respond to the individual learning needs of its students and the collective economic and cultural needs of its diverse communities.

Goal 3 – Campus Climate
Columbia College is dedicated to tolerance and mutual respect that is reflected in its inclusiveness of all students and staff, high morale, teamwork, and representative governance.

Goal 4 – Quality Staff
Columbia College provides a positive work environment that is successful in attracting and retaining highly professional and diverse staff.

Goal 5 – Technology
Columbia College uses state of the art technology and technological support to provide students with innovative instruction and staff with high quality training and an efficient work environment.

Goal 6 – Community Leadership
Columbia College promotes civic responsibility and involvement of its students and staff, contributes to the cultural and social vitality of its service area, and provides leadership to its communities.

Goal 7 – Partnerships
Columbia College seeks and nurtures partnerships with educational, governmental, business, industry, and non-profit agencies for the benefit of our students and our communities.

Goal 8 – Institutional Effectiveness
Columbia College uses its participatory environment to integrate needs assessment, program review, systematic planning, and outcomes measurement that lead to an effective institution.

Goal 9 – Facilities
Columbia College is committed to the development and maintenance of functional, accessible and safe facilities and grounds that are aesthetically pleasing and in harmony with the environment.

Goal 10 – Fiscal Resources
Columbia College optimizes its resources through creative and prudent fiscal management providing a stable, flexible funding base.

Revised and Adopted by College Council on December 4, 2009

Overview

Abstract

Organization for the Self Study

Organization of the Institution

Certification of Eligibility Requirements

Responses to Recommendations from Previous Self Study

Abstract of the Self Study

The 2011 Columbia College *Self Study Report* provides evidence and analysis to document that the college meets and strives to exceed the Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards. The college has a continuous commitment to the awareness, compliance, and advancement of the Standards. This commitment is ongoing and independent of accreditation cycles; assuring a sustained focus on accountable and effective operations that support institutional capacity and maintain a focus on student learning.

The six ACCJC Accreditation Themes provide guidance and structure to Columbia College as it carries out the plans and operations that support its mission-based goals. These themes are woven throughout the Columbia College *Self Study Report* and are critical elements in addressing each of the four Standards.

Standard I: Institutional Mission and Effectiveness
I.A. Mission

The Columbia College Mission Statement clearly articulates a purpose directed toward an institutional dedication to high standards of student success. The broad educational purposes set forth in the college mission bring focus to actions and institutional planning that intend to prepare students to be fully engaged in an evolving world. "Offering comprehensive and high quality programs and services." Columbia College is committed to "improvement through measuring student learning across the institution" as stated in the mission and directs that faculty, staff, and administration will strive for excellence and "foster a spirit of professionalism and celebrate diversity."

The college mission statement is reviewed and updated every two years by the College Council. This was most recently carried out in the fall of 2009, and will again undergo reaffirmation in the fall of 2011. The mission is clearly articulated internally and externally with strong purpose through printed media, the internet, and broad institutional dialogue. The college mission is proudly displayed across the campus, on all business cards, and major printed college communications. These communications include the schedule of classes, college catalog, student handbook, and institutional planning documents.

The Columbia College Mission Statement is the focus of all institutional planning. The college strategic planning processes empower the mission and set forth documented actions as identified in unit plans. Annual unit plans serve to articulate specific actions and resource allocations to move the college mission toward its stated vision.

The intended target population and evidence for student needs are clearly and openly identified in a variety of documents as illustrated in the Columbia College Strategic Planning Process Cycle found in the *Educational Master Plan*. The most prominent evidentiary sources are presented in the *Institutional Effectiveness Report* and annual program reviews.

Standard I: Institutional Mission and Effectiveness
I.B. Improving Institutional Effectiveness

The Columbia College institutional statements of purpose are brought to action through evidence driven planning as articulated in unit plans. The individual unit plans for all college programs and services present measurable actions and projects that are directly linked to mission-based college goals.

College Goal Progress Reports provide documentation and validation of progress toward the achievement of prioritized projects that are directly linked to the Columbia College Goals. The actions and achievements of the ten college goals are being assessed by the College Council in an evolving process that is designed to determine the effectiveness of plans and college resources.

The validation of institutional effectiveness and achievement of student learning are systematically evaluated in annual program reviews, assessments of student learning outcomes, the college *Institutional Effectiveness Report* and a variety of state and federal reports that are made available to the college community and anyone with internet access.

College resources are systematically directed toward identified student needs through the college unit planning process. This comprehensive planning process connects annual resource allocation requests with long-term college goals, as guided by the prioritized and evidence-based needs of constituent groups throughout the college.

Standard II: Student Learning Programs and Services
II.A. Instructional Programs

The Columbia College Mission Statement provides the educational framework that embodies the college. The *Educational Master Plan* is the central document which guides efforts to build upon that framework to serve students and the surrounding community. Columbia College identifies educational needs through program review, assessments of student learning outcomes, surveys and a variety of other resources provided by the Columbia College Office of Institutional Research.

A comprehensive range of associate degrees is available to students at Columbia College. The programs for these awards are developed by faculty discipline experts and consist of high-quality courses that are appropriate to an institution of higher education. This is evidenced by strong and consistent articulation agreements and the documented successes of Columbia College students that transfer to other institutions of higher learning. The college also offers associate degrees in specific occupational disciplines. These Associate of Science (Occupational Education) Degrees are not transfer directed and provide students with skills and training for immediate entry into the workforce. Numerous options are also available for students to pursue programs that lead to Certificates of Achievement or locally determined Skills Attainment Certificates.

Accurate information regarding the college's instructional programs and academic policies is clearly displayed in the college catalog, which is easily obtained at no cost in hardcopy form and is available on the college website. The Columbia College website also provides access to the schedule of classes which is made available in hard copy to students and the community. The online version of the schedule of classes is updated to reflect any changes to the hardcopy version.

Columbia College offers multiple methods of delivery and instructional modes to meet a variety of student needs. Common forms of delivery include lecture, laboratory, activity and field experience courses. The college began a purposeful effort to expand technology mediated course offerings in 2008 when a federal Title III grant was awarded to the college in support of widening distance education offerings for students. The grant also supported the development of online learning support systems to ensure students have access to appropriate and necessary instructional and student services support.

The quality of instructional programs and courses at Columbia College is assured through rigorous curricular and program review. Faculty discipline experts are central in the role of establishing courses and programs at the college. This is directed by the Academic Senate and Curriculum Committee, and supported by YCCD board policy. The Curriculum Committee maintains its bylaws, processes, criteria and guiding principles in the Columbia College *Curriculum Handbook*. This document assures consistent programmatic oversight, practices and offerings over time, regardless of membership.

Columbia College evaluates all courses and programs through an ongoing systematic review that validates their relevance, appropriateness, achievements of learning outcomes, student success, currency, and future needs and plans. Instructional program review includes both curricular and a broader functional range of programmatic review. Curricular review is carried out on a five-year cycle, while other indicators of programmatic success are evaluated on an annual basis through the college program review process which assesses student learning outcomes, enrollment trends, student waitlists, retention, and awards.

Ongoing cycles of curriculum review have led to improvements in college curriculum. This has been significantly aided through the implementation of a new curriculum management system, CurricUNET, and an updated *Curriculum Handbook* in 2010. Advancements in these key elements have improved overall dialogue relating to curriculum and have increased the level of scrutiny on the effective development of course objectives, methods of evaluation, and assignments.

Student learning outcomes (SLOs) and their ongoing cycles of development, assessment, and improvement have led to a greater understanding of student need and have brought improvements to teaching and learning. College wide involvement in the development and improvement of SLOs is documented in the college's new tracking tool. This SLO Tool facilitates the management and tracking of SLOs and provides a critical link between the SLO culture of the college and SLO Workgroup.

The Columbia College SLO Workgroup oversees data collection and assessment as well as facilitates the direction of SLOs on campus. Specifically, SLO Mentors meet with faculty and staff individually and in groups to assist in the development of learning assessment tools. The SLO Mentors are specifically trained to assist faculty and staff in the development and implementation of student learning outcomes. The interactions between SLO Mentors, the SLO Workgroup and the college community have broadened the dialogue relating to SLOs to include all faculty and staff.

Standard II: Student Learning Programs and Services
II.B. Student Support Services

The *Institutional Effectiveness Report* (IER) supplies valuable data relating to the student population and presents various analyses of Columbia College's student population. Institutional student surveys, local point of service surveys, student learning outcomes, and the program review process also help to identify specific needs that provide the Student Service programs with vital information regarding student needs and evaluation of the effectiveness of learning support services provided by the college.

As with all instructional and service areas at the college, student support services are mission-focused with regard to the activities and services it supports to meet student needs. All projects within the the Student Services Division support the Columbia College Mission Statement through the ten college goals identified in the college *Educational Master Plan*. These mission-driven goals are linked to all projects through college unit planning processes. Annual resource requests are based on the prioritization of these projects.

A comprehensive range of support services are available to students and prospective students at the college. Admissions and Records staff process new student applications, determine student residency status, and inform students of registration appointments and matriculation requirements. Counseling Services provides essential counseling and academic advising for new, continuing, and returning students. This includes both career counseling and life-planning activities. In addition, counselors teach classes designed to facilitate personal and career exploration and development as well as academic survival skills.

A number of services for students are now available online with the implementation of a $2 million federal Title III grant in 2008. Students can apply and register for classes online, and the orientation has been converted to an online option. Funding from this grant also assisted with the updating of its Early Alert (SARS Alert) system and integrated it with the student email system.

Early Alert is a process of early identification and intervention to help students have successful outcomes in their courses and is a quick and effective mechanism for faculty to communicate with students who are struggling in classes or appear to be falling behind academically. This online system also notifies counselors so they can work with students to identify specific challenges and potential resources to address appropriate academic support needs. Students can also be assessed for learning disabilities through the Disabled Students Programs and Services (DSPS). This program provides help to students with disabilities and provides accessibility through use of support services, special equipment, specially trained staff, and removal of architectural barriers.

Recently, the college was awarded a federally funded, TRIO Student Support Services grant, that specifically targets students that are low-income, disabled, or first-generation college students. the grant will provide increased counseling, and transfer services. The Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) programs also provide specialized services for academically and economically disadvantaged students. The college offers a full range of financial aid services and has a California Work Opportunities and Responsibilities to Kids (CalWORKs) program for low-income students receiving assistance from the county.

In addition, the Student Services website provides programmatic information for support areas such

as Health Services, Counseling Services, Career/Transfer Center, Admissions and Records, Financial Aid, Veterans Affairs, and Job Placement. Forms and other resources can be found to assist students in these areas. Support for students is also provided by Business Services, Auxiliary Services, Childcare, Campus Security, Campus Operations, and Technology and Media Services. These areas support students through coordinated efforts with other areas and are vital to meeting student needs.

Learning support services are provided to assist the wide range of student learning needs. The Academic Achievement Center (AAC) provides free tutoring for Columbia College students. AAC tutors work individually and in groups with students on study skills and coursework for most classes, including reading and writing assignments. Additional tutoring in mathematics is provided in the Math Resource Center, where students can obtain tutorial assistance from staff and instructors. The Instructional Technology Center assists students with multimedia products and projects as well as online instructional assistance while the Columbia College Library provides services for students to access information regardless of format.

In addition, Columbia College supports student activities through a vibrant Student Outreach and Activities Program. The student activities office coordinates social events, club activities, community projects and cultural events. A new student center was opened in the spring of 2011 providing a better location for meetings and functions. The Associated Students of Columbia College is a self-governing body created to direct and coordinate student representation. Student senators are active within the participatory governance structure of the college and involved in state-wide activities and training.

The college assures the quality of all student support services through an integrated evaluative process. Each student support area assesses the effectiveness of its services through regular staff meetings and regularly meet as a division (Student Services) providing an opportunity for further input and evaluation. Dialogue within each area and as a division is essential for improvement of services. Formal evaluation occurs via program review, student learning outcomes, unit planning, the *Matriculation Plan, Enrollment Management Reports,* the *Accountability Report for California Community Colleges* (ARCCC), student surveys and categorical state reporting.

The Student Services Division evaluated and began revision of their program review process in the fall of 2010. This process was supported by the Bridging Research, Information, and Cultures Initiative Technical Assistance Program (BRIC TAP) and resulted in improved data integrity and a more uniform format. The conversion of the old paper process to an online program review process for Student Services is scheduled to be completed in the summer of 2011. The new format will facilitate the sharing and access of programmatic indicators of success and contribute to dialogue surrounding the overall effectiveness of programs. The programs within the Student Services Division have developed student learning outcomes (SLOs) which are incorporated into the program review process.

Standard II: Student Learning Programs and Services
C. Library and Learning Support Services

The Columbia College Library provides a wide range of high quality learning support resources and services to accomplish its mission and assist students and the community. The library, located in the Tamarack Building, supports the college curriculum and mission by providing access to relevant, current materials in various formats and by assisting all patrons with their information needs. The library moved into its current location in 2003 and has grown into a vibrant resource hub for students, staff, and community. Information regarding student needs is obtained through program review, student learning outcomes and various surveys.

The library provides extensive and appropriate referential resources for its patrons. Media within the library are provided in a variety of accessible formats upon request. The library's collections include more than 35,000 print books, 16,000 electronic books, 15,000 print and electronic periodicals, 1,800 videos and DVDs, 1,400 audio recordings including a recently digitized local oral history collection, 600 children's books, and 40 article and research databases. In addition, the library maintains a shared online catalog with the libraries at Modesto Junior College. Daily delivery between the libraries means that most materials requested by Columbia College students are available the following day. All stages of collection development are overseen by the faculty librarian and rely heavily on the discipline expertise of all faculty.

The Academic Achievement Center (AAC) is ideally located near Counseling Services in the Manzanita Building. The AAC acts as a central hub for learning support services on campus. Here students can readily access peer tutoring, Supplemental Instruction, writing assistance and other services and resources to support student success. The AAC is a destination for many students with learning support needs that are identified through the college's Early Alert system. In addition, frequent referrals, an active web presence and high visibility next to other support service areas help keep a steady stream of students in the facility. Since the spring of 2005, the AAC has greatly increased the annual student count, almost tripling from 300 in the spring of 2005, to 894 in the spring of 2010.

The Math Resource Center is a focused-study and support resource space for all levels of mathematics. An instructional specialist and/or math faculty member are available for drop in tutoring, and math resources are also available. The center is located in the Juniper Building, where most of the college's math courses are offered. This allows quick and convenient access for math students, staff, and instructors to interact. While physically separated, learning support services for Columbia College are highly integrated and exist to functionally connect student needs.

Learning support services and resources are provided on campus and in online formats where appropriate. The library's website and online catalog are available from on and off-campus locations 24 hours per day, seven days per week. Access to the library catalog provides patrons with a means of managing their account online to handle such tasks as renewing materials and placing holds on items. The library's article and research databases are available to students and personnel via the internet through an EZ Proxy authentication system. Off-campus patrons can also communicate with the library by phone or the Ask-a-Librarian service, which allows all patrons to send an email question to all library staff to ensure a timely reply.

Learning support services through the Academic Achievement Center (AAC) are also available online 24 hours per day, seven days a week. The AAC website offers links to external internet resources, AAC

handouts, and study skill videos. In collaboration with the Academic Wellness Educators (AWE), the AAC also offers embedded online tutors for some online course offerings at the college.

Columbia College learning support resources and services are systematically assessed using student learning outcomes (SLOs), program review, and input from students and faculty. The Columbia College Library and Academic Achievement Center both carry out systematic evaluations through program review and have developed specific SLOs and assessments to improve student learning. College-wide and point-of-service surveys are also used to evaluate and improve the effectiveness of college services to students.

The Academic Wellness Educators (AWE) Steering Committee acts as a coordinating body for learning support at the college. This group is the largest standing college committee and consists of students, faculty, staff, and administrators. This team meets regularly to discuss and address a wide range of student needs. The AWE Steering Committee focuses on student access and success through the development of annual plans that are reviewed and updated regularly. Meetings are a source of rich and meaningful dialogue regarding student success at Columbia College.

The Academic Wellness Educators (AWE) Steering Committee originated in fall 2006 for the combined purposes of coordination and collaboration between instructional and support services related to student access and success. In 2008, as part of the Hewlett Foundation "Leaders in Student Success" project, Columbia College was named as one of four community colleges in California to be recognized as leaders in basic skills education that leads to student success. AWE was central to attaining this award.

Standard III: Resources
A. Human Resources

Columbia College is a small and effective institution that offers comprehensive instruction and services to students and the surrounding communities. Having a limited number of staff and other resources to bring a full range of instruction and services to students, the college focuses great attention on the allocation of human, physical, technological, and fiscal resources. As such, the college culture is driven to be innovative and effective in how it allocates and utilizes resources to accomplish its mission.

As a small comprehensive college, all positions at Columbia College tend to span a broad range of duties and responsibilities. This is accomplished with very little duplication of staff within a given position, making staff selection, training, and retention a highly critical operation. As such, Columbia College is dedicated to hiring excellent qualified staff. This is accomplished by multiple methods to attract, identify, and hire qualified faculty, staff, and administrators. Applicants for academic positions must meet minimum qualifications for community college faculty and administrators as established by California Code of Regulations, Title 5, Education Code, and the California Community Colleges Chancellor's Office.

Faculty, staff, and administrators are hired through processes that are consistent, methodical, and inclusive. All hiring is conducted under the oversight of the Columbia College President's Office and follows procedures outlined by the Yosemite Community College District (YCCD) Human Resources Office.

The YCCD Office of Human Resources provides hiring procedure guidelines in a document called *The Hiring Process – Equal Employment Opportunity*. Additionally, detailed hiring committee instructions are provided through a college document called *Columbia College Instructions for Committee Hiring Procedures.* This document provides details as to committee composition and process flow at the college.

The decisions to hire new or replacement positions are guided by collaborative processes. All new permanent positions are included in the college annual unit plan. Projects entered into unit plans are departmental initiatives which focus on addressing one or more mission-focused college goals. Classified and faculty positions identified in the unit plans go through separate hiring prioritization processes which result in recommendations that are put forth to the college president. Prioritization is based on a number of criteria, and requires relevant evidence from annual program reviews. These systematic processes provide direct links to integrate the decision-making processes for personnel acquisition with the college planning processes.

The college has a system of evaluation in place for all employee groups that is consistent, based on specific criteria designed to measure effectiveness, and tied to a schedule of regular and stated intervals. Employees are assessed in their performance of their job duties and responsibilities as stated in their job description.

The personnel evaluation processes at Columbia College are contained in the Yosemite Faculty Association (YFA) and California School Employees Association (CSEA) Chapter 420 bargaining unit contracts for faculty and classified staff respectively. The evaluation process for management employees is established in the YCCD *Leadership Team Handbook*. The evaluation process for each employee group includes criteria, procedures, and timelines. Participation in each of the evaluative processes is also appropriate and well defined.

Numerous professional development opportunities are provided for employees at Columbia College. The Yosemite Community College District participates in a state sponsored Flexible Calendar that provides instructionally-focused professional development activities on an annual basis. The majority of these activities take place on college In-Service and Flex Days, as well as adjunct faculty in-services. Other professional development activities are offered through the Academic Wellness Educators, Student Learning Outcomes Workgroup, the Vocational Education Division, categorically funded programs, and participation in regional and state conferences and workshops.

Personnel at Columbia College are treated equitably. Board policies and ethics statements by bargaining units provide guidelines for equitable treatment of all employees. These guidelines are rigidly followed at Columbia College and supported by a culture that values the input of all employees and fosters respectful interactions. The mission and vision statements of the college echo the institution's deep-seated commitment to professional and ethical behavior and call for an acceptance of personal responsibility and accountability.

Standard III: Resources
B. Physical Resources

Columbia College is located on 280 acres in the historic Mother Lode of the Sierra Nevada foothills. Situated among conifers and hardwoods and surrounding a 4-½ acre lake, the college provides a comprehensive program of academic and vocational education in what has often been described as one of California's most beautiful campuses.

The planning for physical resources, facilities, equipment and land are integrated with the college's planning processes and are guided by the Columbia College *Facilities Master Plan*, *Campus Master Plan* and *Educational Master Plan*. These plans are reviewed and updated regularly through inclusive processes that consider evidence of need found within the college's annual program review. Additional information to guide physical resource planning is provided in the *Institutional Effectiveness Report*.

The Yosemite Community College District Central Services Facilities Planning and Operations (FPO) Unit provides support services to the college major facilities and supplies the college with maintenance, grounds, and custodial services. It is directly responsible for oversight of the college's construction and modernization projects and is the contact for regulatory agencies. FPO and the college work together in partnership through participation on the college Facilities Committee and regular dialogue to identify and address the college's immediate facilities needs as well as plan for future physical resource requirements.

Planning, acquisition, and maintenance of physical resources are focused on the support of student learning as guided by the institution's strategic plans. All resource requests for facilities, land and equipment flow through the college's unit planning process and are directly linked to the ten college goals as described in the *Educational Master Plan*. In support of college planning, voters approved a $326 million Measure E, a general obligation bond, to improve and construct educational facilities.

Columbia College received $52 million from Measure E and is currently in the final stages of implementing the plans funded by this bond. Projects supported by Measure E include, but are not limited to road construction, modernization of the Automotive Building (Madrone), construction of a new Welding Building (Mahogany), modernization of the Public Safety Building, construction of a new Child Development Center (Laurel and Maple) and construction of a new Science and Natural Resource Building (Sugar Pine). Funding through Measure E was also directed toward the purchase of land in Oakdale and Angels Camp for the development of future educational facilities.

Standard III: Resources
C. Technology Resources

Technology planning at Columbia College is integrated with institutional planning through the college strategic planning process. Drawing on data from program review and other internal and external information sources, the college *Technology Plan* and associated *Distance Education Plan* are developed in support of the college's *Educational Master Plan* and mission. The primary mechanism for connecting technology resource requests identified in the *Technology Plan* and *Distance Education Plan* are the college unit plans. All resource requests in the unit plans are directly linked to one or more of the ten college goals. This ensures a strong connection to the college mission and an ongoing focus on

the support of student learning programs and the improvement of institutional effectiveness.

The *Columbia College Technology Plan* is designed to be in alignment with the Yosemite Community College District (YCCD) *Technology Plan*. The YCCD's Department of Information Technology (IT)is responsible for the operations of the district's core servers and hosted services, such as the installation and maintenance of the Datatel Colleague system, networking, email, VOIP phone system, web hosting, and many more software applications. District IT is responsible for the installation and maintenance of the college main technological infrastructure. Direct local support is provided by the college's Technology and Media Services (TMS) Department. The TMS staff maintains the institution's technology equipment and systems such as computers, phones, printers, media equipment, and local networks.

The Columbia College Technology Committee guides the review and revision of the *Technology Plan* and can utilize data and information from college program review, the *Institutional Effectiveness Report* and unit plan projects to identify student and institutional technology needs. These needs can be addressed through resource allocation, training, or direct technology support via the Technology and Media Services Department.

Technology funding from the college and district are enhanced through alternative funding sources such as a district-wide $326 million general obligation bond, Measure E, in 2004, and a $2 million federal Title III grant awarded to the college in 2008. A significant portion of the Title III grant is dedicated to the development of a comprehensive distance education program, to include online support services for students and the upgrade of instructional technology in the college's classrooms. This grant also supplied initial funding to add a faculty Distance Education Coordinator and Online Services Developer. These positions are critical for the development and delivery of appropriate and effective online courses and services to students.

Information technology training needs for Columbia College's faculty, staff and students are assessed through a variety of avenues. Technology training needs are identified through the college unit planning process, on-site technology implementations, In-Service Days, or through direct requests via phone or email from students, faculty, staff, or management. Recommendations for training may also be channeled through the college's shared governance committees such as the Technology Committee, Distance Education Committee, and College Council with training requests coming via constituency representatives. Training needs are also assessed in response to technical changes such as system upgrades or new releases or following the deployment of new technologies.

Privacy and security are always taken into account when technology is deployed. All systems storing personal or private information are password protected and individual users have their own encrypted logins. Columbia College is working with the district IT Department to develop a redundant data center for disaster recovery on the Columbia College campus. This data center will serve as a location for off-site backup storage as well as replicated servers for core district services such as email, phone, networking and applications such as Datatel.

The effectiveness of the college's technology resources is evaluated through a variety of mechanisms. Departmental program review and periodic surveys of employees and students provide data relating to the effectiveness of the college's technology resources and support services in meeting the needs of the institution. Through these tools, the college Technology Committee systematically evaluates the effectiveness of the college's technology solutions. Utilizing feedback received from across the

institution, Columbia College Technology and Media Services Department and the Technology Committee members engage in a lively and productive dialogue to assess the effectiveness of the college's technology resources.

Standard III: Resources
D. Financial Resources

As a small, yet comprehensive institution, Columbia College manages its financial resources very efficiently to fulfill its mission and meet the college's strategic goals. Over the past two years the college has effectively addressed challenges associated with significant decreases in funding from the state.

Columbia College's unrestricted general fund is a share, based on the Yosemite Community College District (YCCD) district allocation model which is reviewed and adopted by the Board of Trustees. Columbia College's restricted general fund includes revenue received from categorical, co-curricular, grants, special revenue, and fee-based programs. The College Council reviews and annually adopts the college's general unrestricted fund budget. This budget represents the college's plan to meet its ongoing and anticipated fiscal commitments for the year

In spite of difficult economic times, Columbia College has maintained the integrity of its programs and services and has continued to improve. The college anticipated budget declines, used its planning process to develop a comprehensive budget savings plan, and sought additional revenue sources to ensure the institution's short and long term fiscal stability.

In an environment of dwindling state resources, the college undertook a concerted effort to secure alternative funding to support its strategic goals and provide for continuous improvement. In 2008, the college was awarded a $2 million federal Title III grant that has strengthened the college's long-range fiscal stability to improve educational programs and services through the establishment of a college Development Office. This office is dedicated to increasing the college's grant writing and fundraising capacity through the development of a comprehensive distance education program. Since its implementation, the Columbia College Development Office has successfully brought in over $4 million in additional funding to the college.

The college utilizes an ongoing and systematic resource allocation model that is integrated with college planning and budgeting. As part of the college's Strategic Planning Process Cycle, Columbia College has developed and adopted an Integrated Plan for Resource Allocation, which is at the heart of the institution's financial planning and budget development process. Funds are allocated to directly address Columbia College Goals. The college is committed to student learning and this is evidenced by the mission, vision, college goals and student learning outcomes that have been developed and implemented throughout the institution. Resource allocations are brought forward through projects and activities in the college unit plans. The projects are focused on the support of student learning through alignment with one or two of the ten college goals.

College financial planning and budget processes are monitored through the College Council. During the 2010-11 academic year, the college began a process of evaluating progress toward meeting the Columbia College Goals through the College Council. *College Goal Progress Repo*rts are being utilized in this process as the college develops and refines a strong mechanism for the evaluation of college-

wide planning and resource allocation.

Columbia College has a long history of balanced budgets and prudently managed financial resources. In anticipation of looming state funding cuts, the college began in fiscal year 2007-08 to reduce spending and maximize budget savings. In each subsequent budget year, the college successfully conserved a sizeable year-end balance, contributing to the district reserve and helping to cushion against the state's funding cuts. Columbia College used its integrated planning process to develop and implement its budget savings plan. Through its integrated planning processes, Columbia College has been able to provide mechanisms to maintain both short-term and long-term fiscal solvency.

The responsible and appropriate use of the college's fiscal resources is consistent and ongoing. Since 2003, Columbia College and the Yosemite Community College District have used Datatel's Colleague financial information system to record financial data and also process financial transactions. Built within the system are multiple control mechanisms to assure the responsible and appropriate use of the college's fiscal resources.

Standard IV: Leadership and Governance
A. Decision-Making Roles and Processes

Columbia College abounds with strong leadership at all levels: students, staff, faculty, and administration. Institutional planning efforts provide opportunity for substantial participation through the College Council. Yosemite Community College District (YCCD) board policy delineates the college's governance, decision making, and responsibilities. The YCCD Board Policy 7510 (Participation in Local Decision Making), directs that the board is the ultimate decision-maker in areas assigned to it by state and federal laws and regulations. In executing that responsibility, the board is committed to its obligation to ensure that appropriate members of the district participate in developing recommended policies for board action and administrative procedures for chancellor action under which the district is governed and administered.

The YCCD ensures participatory governance through the District Council. The purpose of this council is to make recommendations to the chancellor regarding the existence of needs, the establishment of priorities, and the allocation of resources on a broad, district-wide basis. The council serves as the coordinating body for the review of the *Yosemite Community College District Strategic Plan*. The chancellor chairs District Council and presents the council's recommendations to the Board of Trustees when appropriate.

Faculty have a strong voice with academic and professional matters of the district. Board Policy 7510 states that the board or its designees will consult collegially with the Academic Senates in respect to academic and professional matters, as defined by law. Procedures falling under this policy are developed collegially with the Academic Senates.

All staff are also provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on their constituencies. The opinions and recommendations of classified staff members or groups receive every reasonable consideration district-wide. The Classified Senate at Columbia College provides an additional venue for staff on campus.

Representation for students is accomplished through the Associated Students of Columbia College (ASCC). The ASCC is given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students. The recommendations and positions of the students are also given every reasonable consideration in matters of governance, and their voice is heard, respected and given significant weight throughout the college.

Participation in planning at the college level is overseen through the College Council. The participatory governance process at Columbia College functions through constituency groups including four faculty, four students, four classified staff, four leadership team members (management), and is chaired by the college president. The council provides consensus recommendations to the college president on matters of college-wide interest and concern, and works through the college president and representatives to the District Council on matters of district-wide concern and interest.

The effectiveness of governance roles at the college is empowered through a clearly articulated structure of integrated planning that is driven by a student-focused mission. Columbia College devotes a significant amount of time and energy to ensuring that the College Council is knowledgeable about the mechanisms that support integrated planning, and ensures that college processes and plans are guided by the Columbia College Strategic Planning Process Cycle. The result is ongoing systematic processes that support student learning programs and services.

Standard IV: Leadership and Governance
B. Board and Administrative Organization

The Columbia College Strategic Planning Process Cycle (SPPC) illustrates an integrated planning structure that acknowledges the importance of an organizational hierarchy that provides strong connections to district planning. The SPPC is configured in a manner that identifies a sequential flow of institutional plans that are guided by the *YCCD Strategic Plan*. Within the SPPC, the *YCCD Strategic Plan* is purposefully positioned in a location that shows direct connection to the *Columbia College Strategic Plan* and other supporting institutional plans. Such a structure ensures that the vision, policies and associated responsibilities of the governing board are appropriately connected to college planning processes.

The organizational relationships between the college and district are defined in the organizational charts for Central Services with respect to each college. The college then further defines organizational responsibilities at the local level through the Columbia College Organizational Chart. The roles and responsibilities of the district, colleges, and governance structures are defined in Board Policy 2100. These documents clearly identify separations of responsibility between the college and district.

The YCCD Board of Trustees is the appropriate and independent representative of public interest. Its actions are final, and the governing board has ultimate responsibility for educational, legal and fiscal matters. The YCCD Board is charged with maintaining oversight of the district and its two colleges, with emphasis on instructional quality, operational efficiency, and fiscal stability. Board Policy 7405 establishes the board's responsibility for advocacy and protection of the institutions.

YCCD board policy defines board size, duties, responsibilities, structure, and procedures. The board

consists of seven voting members elected from five trustee areas in the district and one non-voting student member appointed annually by a student body committee alternately from Columbia College and Modesto Junior College. Board policies are posted on the district website, and the district is continually in the process of reviewing and updating these policies.

The board has adopted policies consistent with the district mission statement, as well as administrative regulations that delineate how policies are to be carried out. YCCD Board Policies and Procedures exist to ensure financial integrity, the appropriate use of facilities, sound administrative and governance practices, the equitable treatment of employees and students, effective instruction and support for student learning, and practices to maintain effective board operations.

The board is responsible for the selection of the YCCD Chancellor. The board's delegation of responsibilities to the chancellor is defined in YCCD Board Policy and Procedure 7430 (Delegation of Authority to the Chancellor). The chancellor is responsible for administering policies adopted by the board and is empowered with the authority to delegate to others in the district through board policy. This delegation by the chancellor is addressed annually as an open session board agenda item.

The YCCD Board delegates to the chancellor the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action. The chancellor is empowered to reasonably interpret board policy. The board regularly evaluates the chancellor through an established evaluation form and includes a district-wide survey to assess the effectiveness of the chancellor.

The chancellor keeps the board informed and involved in accreditation processes for the colleges. Working with the college presidents, the chancellor facilitates board review of college self study reports and evaluations.

The chancellor is the chair for the YCCD District Council, which is an advisory group for the chancellor and comprised of representation from college and district constituency groups. The District Council participates in comprehensive planning processes, the development and review of planning assumptions, advises on planning processes, reviews college plans and projected district revenues, and assists in district budget development.

As part of the comprehensive planning process, the District Council reviews the district mission, makes recommendations for changes, and assures the extent to which the colleges and district are fulfilling that mission. The District Council also is responsible for identifying major issues affecting the entire district such as enrollment management, technology, diversity and equity, and institutional effectiveness.

The District Council serves as a major communication vehicle among and between the many entities in the district. Council activities ensure that various viewpoints are heard, that information is shared with constituency leaders, and that the opportunity is provided for all employees to be aware of major issues, plans, and activities within the district, thus playing a key role in facilitating a coordinated and cooperative approach between and among these entities. The District Council continually strives to identify and implement innovative ways to create a highly effective and integrated district that serves its community well.

The Columbia College President takes primary responsibility for ensuring that the college serves students in the most effective manner with available resources. This responsibility includes the assurance of effective and ongoing cycles of evaluation, planning and resource allocation which are carried out in compliance with all pertinent regulations, statues, and YCCD Board Policy and Procedures.

The Columbia College President provides leadership and guidance for the collaborative development of institutional planning processes, budget development and appropriate resource allocation. This is accomplished through the College Council, which is the shared governance body for the college. The president ensures that the institutional planning processes developed through the College Council are data driven and effectively direct the allocation of college resources to meet identified student needs. At Columbia College, such practices display strong characteristics of integrated planning through the Strategic Planning Process Cycle and Integrated Plan for Resource Allocation. The president acts as the chair of College Council and works with this committee to communicate institutional values, goals and direction to the college.

Organization for the Self Study

Columbia College has been committed to a thorough, participatory, and well-organized *Self Study Report*. The college had broad based participation in the self study process and the utilization of technology to facilitate writing, editing, and receiving college input and feedback. The College Council was designated as the Accreditation Steering Committee in the fall of 2009, since it comprised all constituent groups.

Over the course of the past two years, and in alignment with AB1725, the Academic Senate has been actively involved in leading the effort to develop the *Accreditation Self Study Report, 2011*. The Columbia College Academic Senate President and the Vice President of Student Learning (who are also the Accreditation Co-Chairs) worked with their respective constituent groups in recruiting and choosing faculty and administrator co-chairs for the Accreditation Standards. After co-chairs were designated for the Standards, senate leadership then actively recruited faculty to serve on the Standards Committees. Classified Senate leadership also recruited and selected constituents to serve on the Standards Committees. After forming the committees, the Accreditation Co-Chairs conducted regular meetings and brought information regarding the accreditation self study process to the six Standards Committees and the Accreditation Steering Committee (College Council).
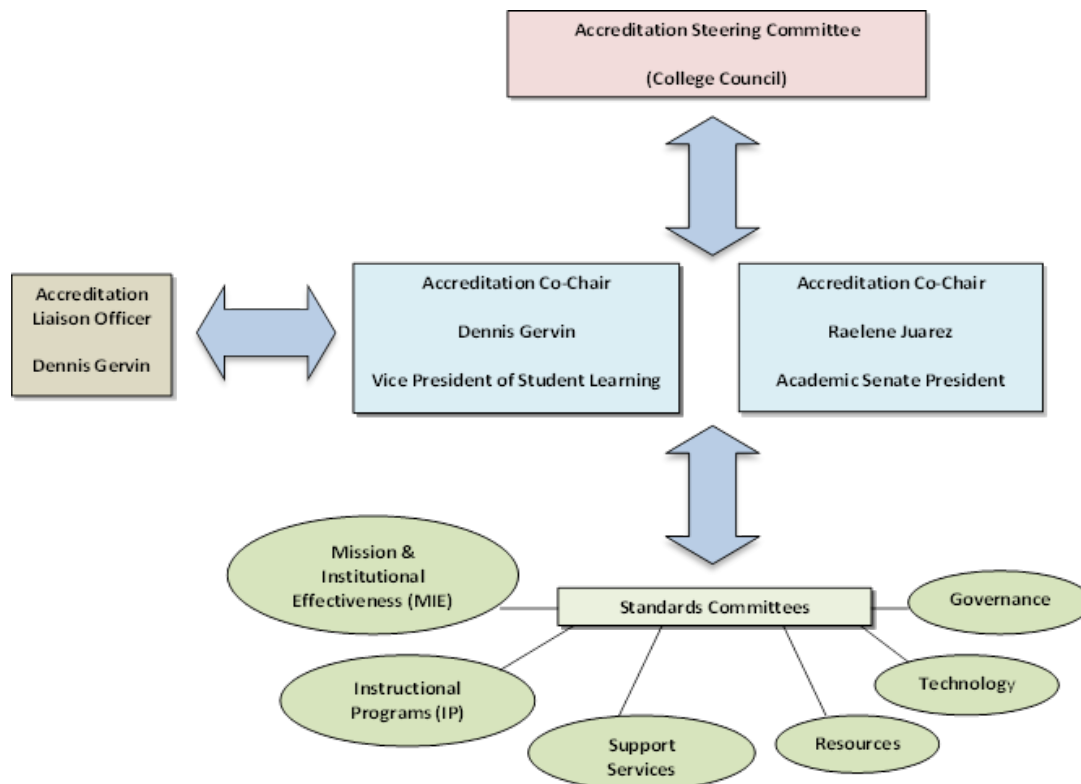
The Columbia College 2011 accreditation self study home page was launched in the fall of 2009. This homepage is highly visible and is displayed frequently at In-Service Days, College Council meetings, Flex Days, and Yosemite Community College District (YCCD) Board of Trustee meetings. On April 14, 2010 the Accreditation Co-Chairs provided the board with a presentation on the accreditation process and plan for the development of the *2011 Self-Study Report*. Accreditation presentations usually begin

from the self study webpage, and are generally delivered directly from the site. This keeps a visible focus on the entire process, fosters a culture of openness and interactive dialogue, and maintains broad visibility of resources used in the process of completing the *Self Study Report.*

The homepage is dedicated to communicating the process of self-reflection that drives the college's accreditation process. It was intended to help the college remain on course to develop, evaluate, and improve systems that build institutional capacity in a manner that effectively serves the students and community. The Standards Committee homepages are resources that display the evidence collected from the six Standards Committees as the college undergoes its process of self-reflection. The resources and mechanisms for collecting evidence are specifically engineered to maintain an open system of reflective assessment that encourages dialogue and the sharing of information.

Meetings with the Standards Committee Co-Chairs were conducted on a regular basis since the beginning of spring 2010 and updates were reported out at College Council meetings by the Accreditation Co-Chairs (ACC). The self study was thoroughly reviewed and discussed at both meetings. The ACC also met with one another on a weekly basis to help establish and foster assessment and dialogue across virtually the entire institution. Revisions to the self study report were made within each Standards Committee among its members. Revisions were also made between the ACC and the Standards Committees. Two drafts were published to the entire campus community and district leadership during the spring of 2011, one at the beginning of the semester and one toward the end. Feedback was encouraged from everyone and collected in binders. These comments and suggestions were added appropriately to the self study.

The Yosemite Community College District Board of Trustees participated in the self study process by reviewing the drafts of the report. Board study sessions were also conducted throughout the year, the most recent a presentation from the Accrediting Commission for Community and Junior Colleges (ACCJC) President. Accreditation updates have been given each month at board meetings leading up to the college's site visitation. The Accreditation Co-Chairs provide an overview of the process and timeline as part of the board report.

The board's continuing involvement in the accreditation process is evidence that they are committed to improvement at Columbia College and within the entire district and also ensures correction of any deficiencies noted during self study review and the final accreditation report. One of the board's stated special priorities for 2009-2010 was "Monitor and support full compliance with Accreditation standards for each district college" and was made with respect to the accreditation processes and Commission Standards. This demonstrates the board's commitment to planning processes as well as improving student learning outcomes.

The board approves the self study report as well as any other reports, (e.g. mid-term reports) due to the Accrediting Commission for Community and Junior Colleges and receives copies of letters from the Commission regarding accreditation status. In addition, the Columbia College Academic Senate, Classified Senate and Accreditation Steering Committee (College Council) also adopted the *Accreditation Self Study, 2011.*

Yosemite Community College District Board of Trustees 2010-2011

Accreditation Self Study Committees

Accreditation Steering Committee

(College Council Members 2010-2011)

Chair
Richard Jones, Interim College President

Four Leadership Team Members
Brian DeMoss, Director of Technology & Media Services
Dennis Gervin, Vice President of Student Learning
Gary Whitfield, Vice President of College & Administrative Services
Mike Torok, Dean of Instructional Services, Arts & Sciences

Four Faculty Members
Raelene Juarez, Academic Senate President, Instructor of Health & Human Performance
Brian Greene, Academic Senate President-Elect, Librarian
Maryl Landess, Member-at-Large, Instructor of Mathematics
Gene Womble, Yosemite Faculty Association Vice-President, Instructor of Culinary Arts

Four Classified Members
Lonnie Blansit, Classified Senate President, Instructional Assistant, Computer Lab
Nancy Bull, Classified Senate Vice President, Accounting Technician II
Elissa Creighton, Classified Senate Representative, Instructional Assistant,
Academic Achievement Center
Wendy Hesse, California School Employees Association Representative, Accounting Technician I

Four Student Members
Scott Etter, Associated Students of Columbia College (ASCC) President
Robert Davinagracia, ASCC Vice President
Andrew Hillis, ASCC Treasurer
Austen Thibault, ASCC Director of Clubs

Columbia College Accreditation Self Study
Standards Committees

COMMITTEE NAME	ACCREDITATION STANDARDS		COMMITTEE CHAIRS	COMMITTEE MEMBERS	NOTE TAKER
Mission and Institutional Effectiveness	IA	Mission	Alexandra Campbell Kathy Schultz	Adrienne Seegers Nancy Bull Shelley Muniz	Rotating
	IB	Institutional Effectiveness			
Instructional Programs	IIA	Instructional Programs	Gary Mendenhall Mike Torok Micha Miller	John Leamy Sylvia Watterson Randy Barton Kathy Sullivan Dave Chesnut Nate Rein	Staff
Support Services	IIB	Student Support Services	Melissa Raby Brian Greene	Karin Rodts Jeff Fitzwater Susan Medeiros Nancy Brooks Elissa Creighton Marnie Shively Nicol Gaffney	Staff
	IIC	Library Learning Resources			
Resources	IIIA	Human Resources	Gary Whitfield Laureen Campana	Tom Johnson Michael Hill Lynn Martin Jim Toner Sheri Glynn	Samantha Westgate
	IIIB	Physical Resources			
	IIID	Financial Resources			
Technology	IIIC	Technology Resources	Brian DeMoss Ida Ponder	Melissa Colon Craig Johnston Fred Grolle Jake Beck	Melissa Colon
Governance	IVA	Decision Making Roles & Processes	Joan Smith Anne Cavagnaro	Erik Andal Beccie Michael Coni Chavez Doralyn Foletti Gene Womble Lonnie Blansit Nick Stavrianoudakis	Coni Chavez
	IVB	Board & Administrative Organization			

Timeline for Accreditation Self Study 2010-11

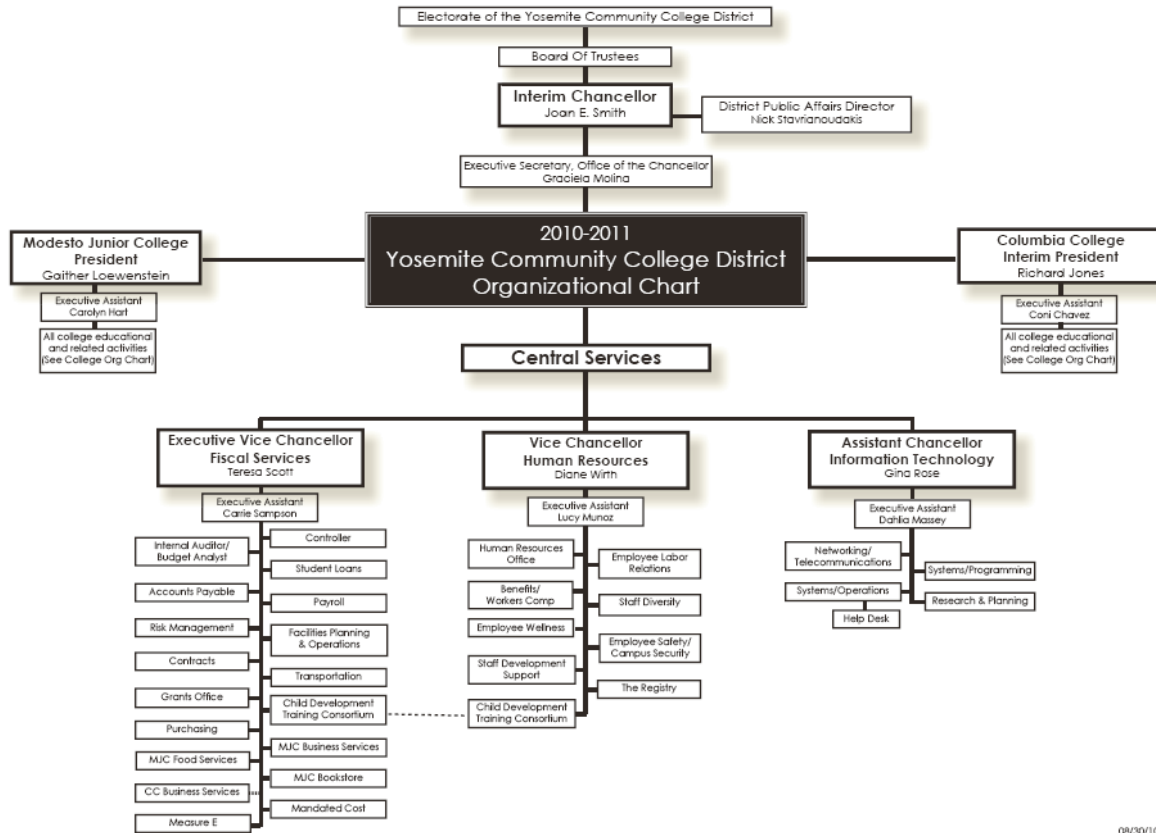| DATE	ACTIVITY	STATUS
October 2009	Designation of Accreditation Co-Chairs (ACC); announcement to the college community of the opportunity to volunteer to serve on accreditation standard committees and appointment of co-chairs and members for the Standards Committees (faculty, classified staff, student and administrators by the ACC ;)	COMPLETE
November 2009	Create Accreditation Web page; Steering Committee (College Council) approved; finalized Standards Committees; Development of timeline	COMPLETE
December 4, 2009	Presentation by Accreditation Co-chairs to Steering Committee (College Council)	COMPLETE
December 30, 2009	Update Accreditation Web page	COMPLETE
January 7, 2010	Accreditation presentation at In-service	COMPLETE
January 8, 2010	Training for accreditation standard committee co-chairs and members at mandatory Flex Day	COMPLETE
January 22, 2010	Steering Committee Meeting. Accreditation Co-chairs (ACC) update Steering Committee and send out pertinent information (update on timeline)	CANCELLED SNOW CLOSURE
February 5, 2010	Steering Committee Meeting; Meeting with ACC and Co-chairs; Follow-up meetings by committees to be announced (Feb 12th is a holiday)	COMPLETE
February 5, 2010	Presentation by Dr. Smith at Central Services: Focus on accreditation resources, structure communication and timelines at Columbia College	COMPLETE
February 8, 2010	Update Accreditation Web page	COMPLETE
February 28, 2010	Update Accreditation Web page	COMPLETE
March 5, 2010	Steering Committee Meeting	COMPLETE
March 12, 2010	Meeting with ACC and Co-chairs-Follow-up meetings by committees to be announced	COMPLETE
March 30, 2010	Update Accreditation Web page	COMPLETE
April 2, 2010	Steering Committee Meeting	COMPLETE
April 9, 2010	Meeting with ACC and Co-chairs-Follow-up meetings by committees to be announced	COMPLETE
April 23, 2010	Standards Committee Worksheets Due	COMPLETE
April 30, 2010	Update Accreditation Web page	COMPLETE
May 15, 2010	ACC review data spreadsheets	COMPLETE
May 30, 2010	Update Accreditation Web page	COMPLETE
June 15, 2010	ACC review data spreadsheets	COMPLETE
June 30, 2010	Update Accreditation Web page	COMPLETE
June 30, 2010	Standards Committee Co-chairs begin Narrative Drafts	COMPLETE
July 15, 2010	ACC review data spreadsheets	COMPLETE
July 30, 2010	Update Accreditation Web page	COMPLETE
August 25, 2010	Adjunct In-service	COMPLETE
August 27, 2010	Fall Flex Day Training	COMPLETE
August 30, 2010	Update Accreditation Web page	COMPLETE

DATE	ACTIVITY	STATUS
September 10, 2010	Steering Committee Meeting (College Council). Accreditation Co-chairs (ACC) send out pertinent information to the Standard Committee Co-chairs (SCC). Review worksheet data.	COMPLETE
September 17, 2010	Narratives from Standards Committees submitted to ACC	COMPLETE
September 24, 2010	Meeting with ACC and Co-chairs-Follow-up meetings by committees to be announced; Update Accreditation Web page	COMPLETE
October 1, 2010	Steering Committee Meeting; Co-Chairs from 2 committees report to the Steering Committee	COMPLETE
October 29, 2010	Meeting with ACC and Co-chairs-Follow-up meetings by committees to be announced; Update Accreditation Web page	COMPLETE
November 5, 2010	Steering Committee Meeting; Co-Chairs from 2 committees report to the Steering Committee	COMPLETE
November 26, 2010	Meeting with ACC and Co-chairs-Follow-up meetings by committees to be announced; Update Accreditation Web page	COMPLETE
December 3, 2010	Steering Committee Meeting; Co-Chairs from 2 committees report to the Steering Committee	COMPLETE
December 15, 2010	Rough Draft to Standards Committees for feedback	COMPLETE
January 6, 2011	Spring In-service Day College Update and Presentation	COMPLETE
January 14, 2011	First Draft to Steering Committee and Standards Committees for review	COMPLETE
January 21, 2011	Steering Committee Meeting-First Draft review discussion	COMPLETE
January 28, 2011	Meeting with ACC and Co-chairs-Follow-up meetings by committees to be announced; Update Accreditation Web page	COMPLETE
February 1, 2011	Feedback from Steering and Standards Committees due	COMPLETE
February 11, 2011	Second draft of Self Study report shared with entire campus community, District Participants and Senates	COMPLETE
February 25, 2011	Update Accreditation Web page	COMPLETE
March 4, 2011	Steering Committee meeting	COMPLETE
March 11, 2011	Feedback from all parties due back to ACC for final edits	COMPLETE
March 11, 2011	Self-Study draft released to the college	COMPLETE
March 25, 2011	Meeting with ACC and Co-chairs-Follow-up meetings by committees to be announced; update Accreditation Web page	COMPLETE
April 18, 2011	Final draft of Self Study due to Steering Committee and Senates for adoption	COMPLETE
April 2011	Before graduation and after adoptions, co-chairs' signatures are due on report in the Vice President of Instruction's office; Initial approvals from Senates, Steering Committee and Campus Community due	COMPLETE
April 30, 2011	Update Accreditation Web page	COMPLETE
May 30, 2011	Update Accreditation Web page	COMPLETE
June 17, 2011	College President reviews final draft; ACC and President meet to go over final draft	COMPLETE
June 24, 2011	Send final draft to printer-IMC	COMPLETE
July 2011 (Board)	Self Study document goes to Board for initial review for approval in August	COMPLETE

DATE	ACTIVITY	STATUS
August 2011 (Board)	Final approvals of Self Study from Board	*
August 15, 2011	Final copy sent to ACCJC	*
August 25, 2011	Flex Day update on accreditation site visit and report by ACC; Report (comments to be incorporated into documentation for Visiting Team by ACC; preparation of addendum to Accreditation Self Study Report by Accreditation Liaison Officer;	*
September 15, 2011	Addendum, if needed, to Accreditation Self Study Report mailed to the Accrediting Commission and members of the Accreditation Team	*
September 30, 2011	Update Accreditation Web page	*
October 7, 2011	Steering and Standards Committees meet-Final planning of team visit	*
October 2011	Accreditation Team visit	*
November 2011	Final update to Accreditation Web page	*

* Not complete at time of printing this document

Organization of the Institution

District Organizational Chart

Electorate of the Yosemite Community College District

Board Of Trustees

Interim Chancellor
Joan E. Smith

District Public Affairs Director
Nick Stavrianoudakis

Executive Secretary, Office of the Chancellor
Graciela Molina

2010-2011
Yosemite Community College District
Organizational Chart

Modesto Junior College
President
Gaither Loewenstein

Executive Assistant
Carolyn Hart

All college educational
and related activities
(See College Org Chart)

Columbia College
Interim President
Richard Jones

Executive Assistant
Coni Chavez

All college educational
and related activities
(See College Org Chart)

Central Services

Executive Vice Chancellor
Fiscal Services
Teresa Scott

Executive Assistant
Carrie Sampson

Internal Auditor/ Budget Analyst
Controller
Student Loans
Accounts Payable
Payroll
Risk Management
Facilities Planning & Operations
Contracts
Transportation
Grants Office
Child Development Training Consortium
Purchasing
MJC Business Services
MJC Food Services
MJC Bookstore
CC Business Services
Mandated Cost
Measure E

Vice Chancellor
Human Resources
Diane Wirth

Executive Assistant
Lucy Munoz

Human Resources Office
Employee Labor Relations
Benefits/ Workers Comp
Staff Diversity
Employee Wellness
Staff Development Support
Employee Safety/ Campus Security
Child Development Training Consortium
The Registry

Assistant Chancellor
Information Technology
Gina Rose

Executive Assistant
Dahlia Massey

Networking/ Telecommunications
Systems/Programming
Systems/Operations
Research & Planning
Help Desk

08/30/10

YOSEMITE COMMUNITY COLLEGE DISTRICT 2010-2011 ORGANIZATIONAL CHART

College Organizational Chart

Columbia College Organizational Chart

2 0 1 1 – 2 0 1 2

**Foundation/
Resource Development**
Beccie Michael
Director of Development

Marketing & Public Relations
Vacant
Marketing & Public Relations Officer

Office of the President
Dennis Gervin
President

Human Resources Coordination

**College Planning &
College-wide Decision Making
Processes**

Student Learning Division
Tom Kimberling
Interim Vice President of Student Learning

Institutional Research
Vacant
Director of Institutional Research
& Planning

**College & Administrative
Services Division**
Gary Whitfield
Vice President of College
& Administrative Services

**Instructional Services
Arts & Sciences**
Mike Torok
Dean

Behavioral & Social Sciences
Literature & Language
HHP & Athletics
Biological & Physical Sciences
Academic Support:
Academic Achievement Center,
Skills Development
Fine Arts
Mathematics

**Instructional Services
Vocational Education &
Economic Development**
Chris Vitelli *
Dean

VTEA/WIB
Economic Development
Customized Education
Vocational Education
Fire House
Work Experience
Central Region Consortium
Staff Development
Community Education

Enrollment Management

**Off Campus Site(s)
Administration**

Calaveras Center
Oakdale

Curriculum

GED

Student Services
Melissa Raby
Dean

Library
Outreach/Student Activities
Counseling Services
Articulation
Student Life
Student Judicial Affairs
Career/Transfer Services
Matriculation

Special Programs
Susan Medeiros
Director EOPS
Karin Rodts
Coordinator, LD Specialist
Anneka Rogers
Director TRIO

EOPS/CARE
DSPS/Alternative Media
CalWorks/JOb Placement
TRIO SSS

**Enrollment &
Student Customer Service**
Vacant
Director

Admissions & Records
Assessment

Health Education Services
Laureen Campana
College Nurse

Financial Aid
Marnie Shively
Director

Financial Aid
Veterans Affairs
Scholarship Office

Family Services
Tiffeny Flies
Program Manager

Foster & Kinship Care Education
Child Care Center

Campus Safety/Security
Greg Elam
Campus Security Supervisor

Facilities

Measure E
Student Housing

Campus Operations
Judy Lanchester
Assistant Director/
Campus Operations Manager

Transportation

Budget Management

Business Services
Robert Gritz
Fiscal Services Supervisor

Business Office
Student Accounts

Auxiliary Services
Jeff Whalen
Auxiliary Services Manager

Food Services
Bookstore

Technology & Media Services
Brian DeMoss
Director

**Instructional Materials
Center**

Mailroom

7-25-11

Functions and Separation of Responsibility Areas Summary Chart

YCCD Central Services Offices and District Functions in Relation to Columbia College		Delegation of Responsibilities at the College		
Central Services Office	**District Functions in Support of Columbia College**	**Office of the College President**	**Office of the Vice President for Student Learning**	**Office of the Vice President of College and Administrative Services**
• District Chancellor	• Trustees, District and Policies, District Planning	• College-Wide Planning and Budgeting Development	• Instructional Programs and Curriculum	• College Budget and Resource Management
• Executive Vice Chancellor	• Resource Allocation and District Fiscal Services, Grants, Facilities, Grounds and Maintenance, Risk Management Services (general liability, property, worker's compensation, student insurance), Contracts & Legal Agreements, Transportation Services, Redevelopment Agreements	• College-Wide Shared Governance Functions	• Student Development Programs and Services	• Fiscal and Business Office Functions and Services
• Vice Chancellor for Human Resources		• Resource Development and College Foundation	• Learning Resources	• Family Support Services
• Assistant Chancellor for Information Technology		• College-Wide Human Resources Coordination	• Learning Support Services	• Auxiliary Programs and Services
		• Public, Community and Agency Relations	• Student Special Services and Programs	• College Safety and Security Services
	• District Human Resources Functions	• Institutional Research and Planning	• Instructional Technology	• Administrative Technology
	• District Technology Functions and Research		• Staff Development	• Facilities, Grounds and Maintenance Liaison
			• Accreditation Liaison	
			• Enrollment Services and Student Records Management	
			• Student Health Services	
			• Student Financial Aid Services	
			• Institutional Research and Planning	

Details of Responsibilities by Standards

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
I.	**Institutional Mission and Effectiveness** The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.		
I.A.	**Mission** The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.	The Board of Trustees approves the College Mission Statement and major curriculum changes and new programs on an annual basis. (I.A.1.; I.A.2.)	The College Council reviews the College Mission Statement every other year and recommends changes as necessary. (I.A.2.; I.A.3.) The College Council is responsible for coordinating college-wide planning and budget development. The Vice President for Student Learning (VPSL) and the Curriculum Committee are responsible for course and program approvals and reviews to ensure the programs are aligned with the college mission. (I.A.1.; I.A.6.)
I.A.1	The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	Secondary	Primary
I.A.2	The mission statement is approved by the governing board and published.	Shared	Shared
I.A.3.	Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	Secondary	Primary
I.A.4.	The institution's mission is central to institutional planning and decision making.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
I.B.	**Improving Institutional Effectiveness** The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.	The District Chancellor and Board of Trustees approve the District Strategic Plan of which the College Educational Master Plan is a component. (I.B.6.; I.B.7.) The coordination of planning and research is the responsibility of the Assistant Chancellor for Information Technology	Columbia College supports student learning through a wide range of instructional programs and student support services. The college measures and assesses learning by regularly collecting, analyzing and reflecting on data from a variety of sources. These sources include program review, the CCC Chancellor's Office Data Mart, institution-wide surveys, the ARCC Report, VTEA Core Indicators, Cal-Pass, and the Student Learning Outcome Assessment Cycle. The Institutional Effectiveness Report is utilized by the college to assess and analyze both internal and external data to support student learning. The college's unit planning process is utilized to align evidenced based planning assumptions with ten college-wide goals. Goal 1 focuses on Student Success, and Goal 2 is directed at Educational Programs and Services. Progress toward the achievement of college goals is documented in regularly updated Goal Progress Reports which are reviewed and discussed by the College Council for Columbia College. Ongoing and systematic evaluation and planning processes are utilized to maintain an institutional focus on the improvement of student learning. These integrated planning processes are supported by an Educational Master Plan to effectively support the college goals, mission and vision. (I.B.6.; I.B.7.)
I.B.1.	The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	Secondary	Primary
I.B.2.	The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
I.B.3.	The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	Secondary	Primary
I.B.4.	The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	Secondary	Primary
I.B.5.	The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	Secondary	Primary
I.B.6.	The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	Secondary	Primary
I.B.7.	The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
II.	**Student Learning Programs and Services** The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.		
II.A.	**Instructional Programs** The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.	The Board of Trustees reviews and approves major changes in the College curriculum and programs on an annual basis.	The curriculum and program development and review process is the responsibility of the VPSL in conjunction with the Academic Senate leadership. The VPSL, through appropriate deans and staff, is also responsible for overall leadership in the development and review of student development programs and services. (I.A.6.b.)
II.A.1.	The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	Secondary	Primary
II.A.1.a.	The institution identifies and seeks to meet the carried educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify the student learning needs and to assess progress toward achieving stated learning outcomes.	Secondary	Primary
II.A.1.b.	The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	Secondary	Primary
II.A.1.c.	The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
II.A.2.	The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	Secondary	Primary
II.A.2.a.	The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	Secondary	Primary
II.A.2.b	The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measureable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	Secondary	Primary
II.A.2.c.	High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	Secondary	Primary
II.A.2.d.	The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	Secondary	Primary
II.A.2.e.	The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
II.A.2.f.	The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	Secondary	Primary
II.A.2.g.	If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	Secondary	Primary
II.A.2.h.	The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	Secondary	Primary
II.A.2.i.	The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	Secondary	Primary
II.A.3.	The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	Secondary	Primary
II.A.3.a.	An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
II.A.3.b.	A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking and the ability to acquire knowledge through a variety of means.	Secondary	Primary
II.A.3.c.	A recognition of what it means to be an ethical human being and effective citizen: qualities include appreciation of ethical principles: civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	Secondary	Primary
II.A.4.	All degree programs include focused study in at least one area of inquiry or in an established disciplinary core.	Secondary	Primary
II.A.5.	Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	Secondary	Primary
II.A.6.	The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institutions officially approved course outline.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
II.A.6.a.	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.	Secondary	Primary
II.A.6.b.	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.	Secondary	Primary
II.A.6.c.	The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	Secondary	Primary
II.A.7.	In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	Secondary	Primary
II.A.7.a.	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
II.A.7.b.	The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	Secondary	Primary
II.A.8.	Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies	Not applicable	Not applicable

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
II.B.	**Student Support Services** The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.	The Board of Trustees and Chancellor support the college efforts regarding student services.	The Office of the VPSL and the Dean of Student Services is responsible for the development and updating of the College Catalog and for ensuring that all appropriate and required information is included. (II.B.2.) Student support services for students who attend off-campus centers are coordinated between the VPSL and appropriate dean. (II.B.1.) Student support programs are the responsibility of the Dean of Student Services. (II.B.3.) Archiving student records is the responsibility of the Director of Admissions, Records and Assessment through the Admissions and Records office. (II.B.3.f.) Evaluation and program review of student support services are the responsibly of the Dean of Student Services the specific support service is assigned. (II.B.4.)
II.B.1.	The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	Secondary	Primary
II.B.2.	The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information b. Requirements c. Major Policies Affecting Students d. Locations or publications where other policies may be found	Secondary	Primary
II.B.3.	The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	Secondary	Primary
II.B.3.a.	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.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
II.B.3.b.	The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	Secondary	Primary
II.B.3.c.	The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	Secondary	Primary
II.B.3.d.	The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	Secondary	Primary
II.B.3.e.	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	Secondary	Primary
II.B.3.f.	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which these files are maintained. The institution publishes and follows established policies for release of student records.	Secondary	Primary
II.B.4.	The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
II.C.	**Library and Learning Support Services** Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.	District IT manages the server and some aspects of the Sirsi software. Day to day management of the catalog via the Sirsi software is performed by library staff. (II.C.1.c.)	The College Librarian under the direction of the Dean of Student Services is responsible for library services and operations. (II.C.1.a.; II.C.1.b; II.C.1.c.; II.C.1.d.)
II.C.1.	The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	Secondary	Primary
II.C.1.a.	Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	Secondary	Primary
II.C.1.b.	The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	Secondary	Primary
II.C.1.c.	The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.		
II.C.1.d.	The institution provides effective maintenance and security for its library and other learning support services.	Maintenance = Primary Security = Secondary	Maintenance = Secondary Security = Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBLITY	COLUMBIA COLLEGE RESPONSIBILITY
II.C.1.e.	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	Secondary	Primary
II.C.2.	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
III.	**Resources** The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.		
III.A.	**Human Resources** The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.	The Vice Chancellor of Human Resources and staff oversee all hiring processes. The District Human Resources Office oversees the evaluation process, per negotiated agreements, for classified, administrative and faculty staff members and is responsible for working with the faculty bargaining unit to ensure that the evaluation process and criteria lead to the improvement of student learning. (III.A.1.c.) The Vice Chancellor of Human Resources is responsible for maintaining and updating bargaining unit agreements and employee handbooks which have appropriate codes of professional ethics. (III.A.1.d.) The District Human Resources Office is responsible for developing and administering personnel policies and procedures. The District Human Resources Office maintains all personnel records. (III.A.3.) Under the Vice Chancellor of Human Resources, the District Employment Manager provides oversight for issues of equity and diversity including appropriate data on diversity in hiring. (III.A.4.a.) The Chancellor's Cabinet monitors the number of faculty and staff hired by the College. (III.A.2.; III.A.6.) The Board of Trustees approves sabbatical leaves for faculty. (III.A.5.)	The area administrator and assigned search committee co-chairs are responsible for following district policies and procedures for hiring. The search committee recommends candidates for a final interview with the College President. The President includes committee co-chairs in the final interview process. The President is responsible for making a recommendation for hire to the Chancellor and Board of Trustees. The president's office functions as the liaison between the District Human Resources Office and college divisions. (III.A.1.a.) The department supervisors in consultation with area administrator prepare employee evaluations and any necessary improvement plan or follow-up to such evaluations. The VPSL, in conjunction with the appropriate deans, is responsible for conducting faculty evaluations. (III.A.1.c.) The area administrators, through the College President, request district approval for positions. The VPSL is responsible for working with the faculty and appropriate administrators to recommend which disciplines receive new and replacement faculty positions. (III.A.2.; III.A.6.) The college-wide professional development program is the responsibility of the VPSL. Sabbatical leave recommendations are made by the sabbatical leave committee. (III.A.5.)
III.A.1.	The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	Shared	Shared

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
III.A.1.a.	Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	Shared	Shared
III.A.1.b.	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	Shared	Shared
III.A.1.c.	Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	Secondary	Primary
III.A.1.d.	The institution upholds a written code of professional ethics for all of its personnel.	Shared	Shared
III.A.2.	The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
III.A.3.	The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	Primary	Secondary
III.A.3.a.	The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	Primary	Secondary
III.A.3.b.	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	Primary	Secondary
III.A.4.	The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	Shared	Shared
III.A.4.a.	The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	Shared	Shared
III.A.4.b.	The institution regularly assesses its record in employment equity and diversity consistent with its mission.	Primary	Secondary
III.A.4.c.	The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	Shared	Shared
III.A.5.	The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	Secondary	Primary
III.A.5.a.	The institution plans professional development activities to meet the needs of its personnel.	Shared	Shared
III.A.6.	Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
III.B.	**Physical Resources** Physical resources, which include facilities, equipment, land, and their assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.	The District Director of Facilities Planning and Operations evaluates and is responsible for all physical resources including custodial, grounds and maintenance services. (III.B.1.a.) The Vice Chancellor of Human Resources is responsible for overseeing safety through-out the District. (III.B.1.b.) The College's long range capital needs are covered under the Board adopted college Facilities Master Plan. Resource allocation to cover the total cost of operation of new or expanded facility is the responsibility of the District. (III.B.2.a.; III.B.2.b.)	The College Facilities Committee reviews college facility needs and makes requests as necessary. (III.B.1.a.) The Vice President of College and Administrative Services is administratively responsible for safety and security in conjunction with the President and reports directly to the President for all safety and security procedures at the College. (III.B.1.b.) The College Facilities Committee is responsible for identifying the long-range capital needs of the College and for keeping the College's Facilities Master Plan current. (III.B.2.a.; III.B.2.b.)
III.B.1.	The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	Shared	Shared
III.B.1.a.	The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and continuing quality necessary to support its programs and services.	Shared	Shared
III.B.1.b.	The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	Shared	Shared
III.B.2.	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	Shared	Shared
III.B.2.a.	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	Shared	Shared
III.B.2.b.	Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
III.C.	**Technology Resources** Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.	The District Assistant Chancellor for Information Technology provides the mainframe computer system and manages the administrative software, DATATEL. (III.C.1.a.) To coordinate technology use within the two-college district, the District established the YCCD Technology Committee. The District technology department facilitates training for college staff on the DATATEL system. The Assistant Chancellor for Information Technology is responsible for technology planning district-wide. (III.C.1.c.) The distribution and utilization of computer systems which are centralized at the District office, and are for district-wide use, are the responsibility of the Assistant Chancellor for Information Technology. (III.C.1.d.)	All other administrative software and all instructional hardware and software are managed at the College, as well as monitoring the local area network and other technologies provided by the District Assistant Chancellor for Information Technology. (III.C.1.a.) (III.C.1.d.) Under the direction of the Director of Information Technology and Media Services, the Technology Committee develops the Technology Master Plan which contains procedures, visions and recommendations for technological enhancement and a plan for training. (III.C.1.b.) College technology services and support are coordinated by the Director of Information Technology and Media Services. The Technology Services Unit reviews all technological purchases made with College funds. (III.C.1.c.)
III.C.1.	The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	Shared	Shared
III.C.1.a.	Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	Shared	Shared
III.C.1.b.	The institution provides quality training in the effective application of its information technology to students and personnel.	Shared	Shared
III.C.1.c.	The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	Secondary	Primary
III.C.1.d.	The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	Secondary	Primary
III.C.2.	Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
III.D.	**Financial Resources** Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. A financial resource planning is integrated with institutional planning.	The Executive Vice Chancellor determines the amount of district resources that are allocated to the College operating budget through the budget allocation resource model. The Executive Vice Chancellor is responsible for district fiscal controls to ensure appropriate cash flow and asset management in order to take care of liabilities as needed. (III.D.1.a.-d.; III.D.2; IV.B.3.c.) The Executive Vice Chancellor for Fiscal Services approves all contractual agreements. (III.D.2.f.)	Financial resource planning and allocation at the college is integrated with institutional planning as delineated in the Columbia College Strategic Planning Process Cycle, beginning with program review and input into unit plans. The college budget is developed and presented to College Council, as the budget review committee, for final recommendation to the President. (III.D.1.a.-d.; III.D.3; IV.B.3.c.) The VPSL and VPA (under direction of the President), through the appropriate managers, are responsible for the effective management of all financial aid, externally funded programs, auxiliary services and contractual relationships at the College level. (III.D.2.d.)
III.D.1.	The institution relies upon its mission and goals as the foundation for financial planning.	Secondary	Primary
III.D.1.a.	Financial planning is integrated with and supports all institutional planning.	Secondary	Primary
III.D.1.b.	Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	Secondary	Primary
III.D.1.c.	When making short-range financial plans, the institution considers its long-range financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	Secondary	Primary
III.D.1.d.	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	Secondary	Primary
III.D.2.	To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	Shared	Shared

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
III.D.2.a.	Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	Shared	Shared
III.D.2.b.	Appropriate financial information is provided throughout the institution.	Shared	Shared
III.D.2.c.	The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	Shared	Shared
III.D.2.d.	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	Secondary	Primary
III.D.2.e.	All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	Secondary	Primary
III.D.2.f.	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	Shared	Shared
III.D.2.g.	The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	Secondary	Primary
III.D.3.	The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
IV.	**Leadership and Governance** The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.		
IV.A.	**Decision-Making Roles and Processes** The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.	The District Chancellor is responsible for maintaining board policies which define staff and faculty participation in decision-making processes. (IV.A.1.; IV.A.2.; IV.A.2.a.) The District Chancellor sets the tone for the relationship with the Accreditation Commission and moves expeditiously to respond to recommendations of the Commission. (IV.A.4.)	The College has a well-defined set of committees and taskforces in which all staff have an opportunity to participate in the governance process. The College's primary governance body is the College Council which has equal representation from student, classified, administrative and faculty groups. The College's leadership, through the College President, VPSL and VPCA, are responsible for seeing that all staff and faculty have an opportunity to participate on committees and in the decision-making process. Decisions from the major governance bodies at the College are communicated throughout the college via e-mail distribution of meeting minutes and/or report out in the respective meetings. (IV.A.1.; IV.A.2.: IV.A.2.b.; IV.A.3.) The VPSL is responsible for ensuring that the academic senate, curriculum committee and academic administrators are appropriately involved in the development and recommendation of student learning programs and services. (IV.A.2.b.) The College President and the accreditation liaison officer work directly with the accreditation commission to ensure compliance with the accreditation standards and to respond to the recommendations of the Commission. (IV.A.4.) Committee chairs and elected leadership are responsible for initiating the review of their governance body's bylaws on a regular basis and for updating those bylaws as necessary. (IV.A.5.)

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
IV.A.1.	Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	Secondary	Primary
IV.A.2.	The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	Shared	Shared
IV.A.2.a.	Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	Shared	Shared
IV.A.2.b.	The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	Secondary	Primary
IV.A.3.	Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	Shared	Shared
IV.A.4.	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	Shared	Shared
IV.A.5.	The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	Shared	Shared

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
IV.B.	**Board and Administrative Organization** <u>In addition to the leadership of individuals</u> and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.	The District Chancellor is responsible for determining and clearly defining the role of the District Office in relation to the operation of the College and to ensure the effective operation of the College through district support. The Chancellor approves the College's organizational structure. (IV.B.)	The College President represents the College's needs to the District Office by regularly attending the District Chancellor's cabinet meetings and by communication with the Chancellor and Vice Chancellors. The President and Academic Senate President are members of the District Council which meets monthly. District Council is also comprised of District-wide representatives from each constituency group including, Yosemite Faculty Association, California School Employees Association, Leadership Team, and the Student Trustee as well as resource persons including the Executive Vice Chancellor, Vice Chancellor for Human Resources, Assistant Vice Chancellor and Director of External Affairs for the YCCD. The College President recommends the College's organizational structure and the delegation of responsibilities and functions of the College to the appropriate college leadership. (IV.B.)
IV.B.1.	**Board** The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	The District Chancellor is responsible for working directly with the Trustees and for communicating the needs of the College to the Board of Trustees and district offices. The Board of Trustees approves the District annual budget as recommended by the Chancellor and Executive Vice Chancellor. The Board of Trustees and the District Chancellor are responsible for the adoption, deletion and modification to district policies. The Chancellor's staff are responsible for drafting policy changes and administrative procedures. (IV.B.) Board of Trustees members are elected by the voters in the College district. It is the responsibility of the District Chancellor's office to ensure that the elections are conducted in compliance with state law. (IV.B.1.a.; IV.B.1.b.; IV.B.1.e.) The Chancellor's office maintains a district web site which lists the district policies, board policies and procedures and other pertinent district and trustee information. (IV.B.1.d.) The Chancellor is responsible for keeping the Board informed about the accreditation process. IV.B.1.i.)	The College President, Academic Senate President and Associated Students of Columbia College President make regular reports to the Board of Trustees at their monthly meetings. (IV.B.) The College has a link on its web page to the district web page. (IV.B.1.d.) The College President and accreditation liaison officer (VPSL) provide Board reports to the trustees who provide updates on the accreditation process and findings. (IV.B.1.i.)

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
IV.B.1.a.	The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	Primary	Secondary
IV.B.1.b.	The governing board establishes policies consistent with the mission statement to ensure quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	Primary	Secondary
IV.B.1.c.	The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	Primary	Secondary
IV.B.1.d.	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	Primary	Secondary
IV.B.1.e.	The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	Primary	Secondary
IV.B.1.f.	The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	Primary	Secondary
IV.B.1.g.	The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	Primary	Secondary
IV.B.1.h.	The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	Primary	Secondary
IV.B.1.i.	The governing board is informed about and involved in the accreditation process.	Shared	Shared

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
IV.B.1.j.	The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the college.	Primary	Secondary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
IV.B.2.	**President** The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	The Chancellor is responsible for recommending the selection of the College President and for the evaluation of the College President. The Chancellor supervises the College President. The chancellor approves all personnel hiring for the college and has the overall responsibility for the functions and services that the district offices and departments provide for the College. (IV.B.1.j.) The District fiscal office establishes district-wide budget controls consistent with state law and acceptable practices.	The College President is responsible for the overall operations of the College except for the functions that are retained at the District. (IV.B.2.b.) The President meets regularly with leadership from the faculty, classified staff and student groups. The College is divided into two major divisions, (Student Learning Division and College and Administrative Services). The President is responsible for delegation to and supervision of the unit heads (VPSL and VPCA) of these two units. The President is responsible for fundraising and resource development for the College. The President is responsible for community and public relations and for maintaining appropriate relationships with organizations, agencies, government officials and individuals throughout the College's service area. The College President chairs the College Council which serves as the College planning and budgeting committee. (IV.B.2.b.) With the approval of the District Chancellor, the College President, through the shared governance process, is responsible for establishing the College organization and the delegation of responsibilities and functions of the College throughout the appropriate college leadership. The President meets regularly with the senior management of the College to ensure compliance with statues, regulations and policies. (IV.B.2.; IV.B.2.a.; IV.B.2.c.; IV.B.2.e.) The President establishes expenditure controls and authorizations for college staff. (IV.B.2.d.; IV.B.3.d.)
IV.B.2.a.	The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
IV.B.2.b.	The president guides institutional improvement of the teaching and learning environment by the following: • Establishing a collegial process that sets values, goals, and priorities. • Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes. • Establishing procedures to evaluate overall institutional planning and implementation efforts.	Secondary	Primary
IV.B.2.c.	The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	Secondary	Primary
IV.B.2.d.	The president effectively controls budget and expenditures.	Secondary	Primary
IV.B.2.e.	The president works and communicates effectively with the communities served by the institution.	Secondary	Primary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
IV.B.3.	**Multi-College District** In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	The District Chancellor chairs the Chancellor's Cabinet which consists of the college presidents, vice chancellors and selected district directors. District-wide administrative and policy issues are discussed and resolved including delegation of responsibilities to the college presidents on specific issues. The District Chancellor chairs the District Council which serves as the district-wide governance body. Resource allocation decisions from the District to the colleges are made by the Executive Vice Chancellor. The District's Director of Facilities Planning and Operations is responsible for all building maintenance, custodial and grounds at the College. Transportation services for the College are the responsibility of the Executive Vice Chancellor. The District maintains a research office, grants office, human resources department and fiscal services department which assist the College. The District also provides technology services. IV.B.3. a.-g.)	The College President, working through the appropriate administrative staff, is responsible for the overall operations of the College except for the functions that are maintained by the District on behalf of the College. (IV.B.3.a.-g.)
IV.B.3.a.	The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.		Secondary
IV.B.3.b.	The district/system provides effective services that support the colleges in their missions and functions.	Primary	Secondary
IV.B.3.c.	The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	Primary	Secondary
IV.B.3.d.	The district/system effectively controls its expenditures.	Primary	Secondary
IV.B.3.e.	The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	Primary	Secondary

NUMBER	STANDARD STATEMENT	DISTRICT OFFICE RESPONSIBILITY	COLUMBIA COLLEGE RESPONSIBILITY
IV.B.3.f.	The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	Primary	Secondary
IV.B.3.g.	The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	Shared	Shared

Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirements

Authority
Columbia College has the authority to operate as a degree-granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accreditation body recognized by the Commission of Recognition of Postsecondary Accreditation and the United States Department of Education. The college is an institution of the California Community College system and is authorized to provide educational programs by the California Education Code.

Mission
The Columbia College Mission Statement clearly defines its commitment to achieving student learning. The mission statement is posted on the college's website and published in various documents, such as the college *Educational Master Plan*. The college reviews the mission statement every two years, revises it as needed, and presents it to the Yosemite Community College District governing board for final approval.

Governing Board
A seven member Board of Trustees governs the Yosemite Community College District (YCCD). The trustees are elected from five trustee areas comprising the district. The governing board is an independent policy-making body and adheres to a conflict of interest policy to assure that a board member does not have a financial interest in actions taken by the board. A student trustee, elected by students of either Modesto Junior College or Columbia College, serves a one-year advisory term and the student representative rotates from college to college on an annual basis. The chancellor of the YCCD serves as Secretary to the Board. The board holds monthly meetings, which are open to the public. Notices of scheduled meetings and the agendas are widely posted in advance, and all meetings are recorded.

Chief Executive Officer
The board selects the Chief Executive Officer (CEO) of the college. Columbia College has a CEO who has been appointed by the governing board and whose primary responsibility is to the institution.

Administrative Capacity
The administrative staff of Columbia College is adequate in number, experience, and qualification to provide appropriate administrative oversight to enable the college to fulfill its purpose and mission.

Operational Status
Students are enrolled in a variety of courses and programs that lead to associate degrees, certificates, occupational skills awards, and transfer to four-year institutions.

Degrees
Columbia College offers a comprehensive range of associate degrees to its students. Associate in Arts Degrees are earned in areas such as Fine Arts, Humanities, and Social and Behavioral Science. The Associate in Science Degree is awarded in Science and Technical fields, and an Associate in Science

(Occupational Education) Degree is earned in occupational programs that provide students with skills and training for immediate entry into the workforce. Columbia College will award these degrees to students completing requirements as identified in the college catalog. Each degree recipient must satisfactorily complete 60 degree applicable semester units and have a cumulative grade point average of not less than 2.0 (C average). Students are required to complete an academic major (at least 18 units in a single discipline or related discipline) as part of the associate degree requirements for Columbia College. All courses in the major must be completed with a grade of C or better.

General Education (GE) Breadth Requirements are met through satisfactory completion of GE areas as identified in the college catalog. Students earning an associate degree must also meet state competency requirements in reading, composition, and mathematics. Columbia College has a local degree requirement for two physical activity courses under Health and Human Performance.

Columbia College offers 11 Associate in Arts Degrees in 7 areas of emphasis. An Associate in Arts Degree is earned in areas such as Fine Arts, Humanities, Social and Behavioral Science, and is often awarded to students who plan to transfer to a four-year institution.

The college offers 24 Associate in Science Degrees in 11 areas of emphasis. The Associate in Science Degree is awarded in Science and Technical fields. It is specifically designed for students who intend to transfer to a four-year institution.

Students can also earn Associate in Science (Occupational Education) Degrees. These degrees are earned in occupational programs that provide students with skills and training for immediate entry into the workforce. The programs are not designed for students planning to transfer to a four-year institution. Columbia College offers 21 of these degrees in 10 areas of emphasis.

Educational Programs

Columbia College's principle degrees are congruent with its mission, are based on recognized higher education field of study, and are sufficient in content and length. The college Curriculum Committee and approval process ensure programs of study are congruent with the college mission and meet all legal requirements related to length, content, quality, and rigor, regardless of location or modality.

Academic Credit

Units of credit are based on accepted norms, and appropriateness is reviewed by the Curriculum Committee as part of the curriculum review process. The review process takes articulation and state standards into account as it assigns levels of credit to be awarded upon successful completion of a course. A course numbering system is used by the Curriculum Committee to organize credit course types, and to appropriately inform students, faculty, and staff of the intended nature of each course.

Students must achieve measurable learning outcomes specified in the course outline of record in order to receive credit. These course outcomes are written as course objectives and are defined as specific observable, measurable skills, or bodies of knowledge which a student should be able to demonstrate upon successful completion of a course. Strong methods of evaluation are critical when it comes to the awarding of credit for courses. The curriculum review process examines the methods of evaluation in relation to course objectives.

Institutional policies on transfer and awarding of credit are specified in the college catalog and on the

college website. The awarding of academic credit is based on the California Code of Regulations, Title 5, Section 55002.5.

Student Learning and Achievement

Student learning and achievement is validated through the achievement of measurable learning outcomes associated with course objectives for all course outlines of record at the college. Student learning outcomes (SLOs) provide critical assessments of student learning and keep the college culture focused on continual cycles of improvement in student learning. Assessments of SLOs are ongoing and the assessment results are maintained through the Columbia College SLO Tool, which is a locally developed web-based application used to develop, manage, and track progress relating to SLOs. All programs and services at the college have developed SLOs which provide mechanisms to evaluate programmatic effectiveness in achieving and supporting student learning.

Columbia College has four (three faculty and one staff) SLO Mentors who work in concert with the Vice President of Student Learning to oversee that all programs and courses have established learning outcomes and assessment plans.

General Education

Columbia College defines and publishes specific requirements for incorporating into its degree programs. A substantial component of general education is designed to ensure breadth of knowledge and promote intellectual inquiry. General education programs and courses meet the requirements of Title 5 (55806). The quality and rigor of Columbia College general education is consistent with the academic standards appropriate to higher education.

Academic Freedom

Columbia College promotes academic freedom, free inquiry and intellectual independence as a central feature of its programs and certificates. Further, college faculty and students are free to examine and test knowledge appropriate to their discipline or area of major study as judged by the academic/ educational community in general.

Faculty

Columbia College employs full-time faculty that is sufficient in size and experience to support the college's educational programs. Faculty members are qualified to conduct the institution's programs and meet state-mandated minimum requirements. Full-time faculty develop new programs and courses, maintain quality in existing programs, conduct curriculum review, engage in departmental and strategic planning, and provide services to the community and college outside the classroom.

Student Services

Columbia College provides a range of student services consistent with its student population supporting student learning and development within the context of the institutional mission and within the context of a California Community College and the nature of the student population.

Admission

Columbia College has a clear statement of open admission in compliance with both California Educational Code and Title 5. The policies are published in the course catalog and on the college website.

Information and Learning Resources

Columbia College provides specific, long-term access to sufficient information and learning resources and services to support its mission and instructional programs regardless of where they are or in what format.

Financial Resources

Columbia College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services to improve institutional effectiveness and to assure financial stability.

Financial Accountability

Columbia College's financial management is evaluated through an annual audit conducted by an independent certified public accounting firm.

Instructional Planning and Evaluation

Columbia College has a documented *Educational Master Plan, Facilities Master Plan* and *Technology Plan.* Planning processes and outcomes are integrated, consistent, evaluated and updated on a regular basis.

Public Information

Columbia College publishes in its catalog, class schedule, website and other publications information concerning the college's mission, admission requirements and procedures, and rules and regulations affecting students, degree requirements, et cetera.

Relations with the Accrediting Commission

Columbia College adheres to the eligibility requirements, standards, and policies and complies with the Accreditation Commission requests, directives, decisions and policies. The Yosemite Community College District (YCCD) Board of Trustees and college fulfill their obligations to the Accrediting Commission for Community and Junior Colleges. The Accreditation Standards and recommendations of the ACCJC are incorporated into the board's planning activities.

Responses to Recommendations from the Most Recent Comprehensive Evaluation

In January of 2009, the Accrediting Commission for Community and Junior Colleges reviewed the Columbia College *2008 Focused Midterm Response*. The Commission took action to accept the focused midterm report, and communicated that the college had resolved all recommendations and that it had addressed the self-identified plans for improvement which were included in the institutional self study.

This section includes the Visiting Team recommendations from the 2005 *Self Study Report*, followed by the Visiting Team's remarks from the *2007 Progress Report* site visit. College responses are those from the *2008 Focused Midterm Report* which were accepted by the Commission in January 2009.

Recommendation 1: Communication

The team recommends that the college and district develop a concrete and systematic process to improve collaboration, communication and cooperation. The process should include, but not be limited to, an examination of whether any current functions provided by the district office should be centralized or decentralized to better serve students. (1.B.1; 1.A.4; III.B; IV.A; IV.B).

Visiting Team's Remarks (2007 Progress Report)

Columbia College (Columbia) and the Yosemite Community College District have made very significant strides toward improving collaboration, communication and cooperation. The new President of Columbia assumed her post in January of 2007, and the new Chancellor of Yosemite Community College District (YCCD) assumed his post in July of 2007. The new leaders have modeled cooperation and established a framework for communication that has already resulted in opportunities for collaboration and cooperation.

At Columbia, the new President has made great progress in encouraging open exchanges of ideas. The faculty, staff, and administrators we spoke with hailed the efforts and commitment of the new President to encourage participatory decision-making. One of many examples of the openness of the Columbia President is a new newsletter. In addition, the President has established a series of regular meetings and has reinvigorated the Columbia College Council (CCC), the primary body for collaborative governance at Columbia. The participants of the CCC expressed appreciation for the new approach the President has presented.

With respect to communication between Columbia and YCCD, the district has literally been meeting Columbia halfway. Several meetings involving the two organizations have taken place at Oakdale, a community almost equidistant between Sonora and Modesto. Central Services from YCCD have also made an effort to be more accessible to Columbia. One example is the Vice Chancellor of Human Resources now makes monthly visits to Columbia to assist with personnel issues. A Budget Allocation Task Force is co-chaired by the Columbia President and the YCCD Executive Vice Chancellor.

Since the new Chancellor has only been in the role since July, Columbia and YCCD are still early in the process of evaluating whether students might be better served by centralizing or decentralizing Central Services. However, the improved dialogue between Columbia and YCCD has already led to a joint decision to centralize campus security to allow for additional coverage of Columbia. The communications infrastructure appears to be in place to make good decisions with respect to how best to provide services from the District Office.

The recommendation has been met.

Columbia College Response (2008 Focused Midterm Report)

Columbia College is in a very different place, with respect to communication (Recommendation 1) than it was in the fall of 2005—the time of the comprehensive visitation to the college. As stated in the Progress Report submitted, October 15, 2007, the college made and continues to make extraordinary

progress on the recommendations made by the Commission in the 2005 self-study and site visitation. Together with new college leadership—and extensive college involvement, significant progress had been made on each recommendation, including Recommendation 1; which was deemed satisfied by the Commission in its report to the college, January 31, 2008.

Appropriate representatives from Columbia College continue to participate in district committees such as; District Council, Chancellor's Cabinet, District Enrollment Management Committee, and the YCCD Technology Committee, to name a few. Further, Columbia College management and Central Services management have established more productive working relationships wherein the vice chancellors and other Central Services office personnel visit the campus on a regular basis to attend and/or hold meetings with college staff. This formal participation of key personnel from both Central Services and Columbia College—at Columbia College has done much to assist in building good working relationships between the district and college staff.

In providing an update with respect to this recommendation, Columbia College and the district, under the direction of the new chancellor, have begun to review and examine the functions at both the college and district level—as to whether they should be centralized or decentralized to better serve student needs. Additionally, policies and procedures are being reviewed and revamped on an as needed basis. All of this is being done with the leadership of the college(s), district, constituent groups, and labor organizations, to ensure that systematic participative processes are used for planning and implementation.

Recommendation 2: Planning

The team recommends that the college establish an integrated, comprehensive planning process in all areas of the college by emphasizing and strengthening the link between planning, budgeting and program review. Particular focus should be in the following areas (I.A.4; I.B.2; I.B.5; II.A.2; II.C; III.B):

Communication of a planning calendar, complete with timelines and delineated with the person(s) responsible

Instituting and communicating processes that produce evidence that program evaluations lead to the improvement of college programs and services

Development of a strategic plan that will guide the college in integrating the planning processes that result in the college meeting its goals set forth and in line with its mission

Visiting Team's Remarks (2007 Progress Report)

Columbia is nearing completion of an Educational Master Plan that will address many of the recommendations concerning planning. The outline for the timeline for the planning calendar is included in the draft plan (pp. 19-22). The delineation of the person(s) responsible for implementation of the planning calendar is evolving, but progress has been made in assigning tasks and responsibilities.

Under the leadership of the new President, Columbia adopted the YCCD Strategic Plan for 2007-2013. Previously, the acceptance of the district plan had been controversial for Columbia. Adoption of the YCCD plan is further evidence of the improved communications described in response to Recommendation 1 above.

At a series of two retreats for the Columbia College Council, the Council developed a revised mission statement, vision statement, and Columbia core values. The Council's efforts were noted by YCCD when the Board of Trustees adopted Columbia's vision and mission statements on May 9, 2007. The work of the Council laid a foundation for the development of a master plan.

As of November 19, 2007, Columbia had developed a Draft Educational Master Plan. Columbia's goal is to have the plan approved both internally and by the YCCD Board by July 1, 2008. The plan remains a work in progress, but it appears likely Columbia will be able to complete the planning process on schedule. As written in draft form, the plan would introduce processes that produce evidence that program evaluations lead to the improvement of college programs and services.

The recommendation has been substantially met.

Columbia College Response (2008 Focused Midterm Report)

Since the 2005 comprehensive accreditation evaluation, Columbia College has been working to address the development of an integrated comprehensive planning process. In the spring of 2007, a new President arrived at the college and began a major overhaul of existing planning documents and

processes. The President began to work with the College Council [REF-1] in a series of retreats to bring a common understanding of planning processes and accreditation. One of the first actions under this new leadership was for the College Council to adopt the Yosemite Community College District's Strategic Plan as a foundation for establishing its own strategic planning process [REF-2].

Over the course of the spring 2007 semester, the College Council worked with its constituent Groups (including students, classified staff, faculty and administrators) to review and update the college mission and vision statements [REF-3]. Additionally, the College Council then developed ten Goals and associated Strategies that were based on the Yosemite Community College District's vision 2010 goal statements.

With a new mission statement, vision and core Values, the College Council had a clear sense who the college served, what the college did, and what its future was meant to be. Guided by identified core Values, the College Council began work on the development of a strategic planning document that would provide a solid framework for all college planning processes. Integration of resource allocation and decision making processes into the planning document was one of the College Council's primary goals. The final document, The Columbia College Strategic Planning Process [REF-4], was approved by the College Council in the spring of 2008.

The College Council's work on the development of an effective strategic planning cycle made it very clear that the existing Educational Master Plan required significant changes and restructuring to act as the educational driver for college planning. All programs at Columbia College took part in the development of the Educational Master Plan [REF-5], and it, along with the new college vision, mission, core Values, Goals and Strategic Plans [REF-6] was adopted by College Council and all were approved by the YCCD Board of Trustees on May 14, 2008.

Included in the new Columbia College Strategic Planning Process Cycle is a clear delineation of Columbia College's decision making processes as well as components that tie program review and budget allocation to planning. Solid connections to resource allocation and budget were purposely built into the college Unit Plan structure [REF-7]. The Unit Plans are the college planning component where programs bring forward the needs that have been identified through qualitative and quantitative data obtained from program review, the Educational Master Plan and other Federal, State and local resources. Within the Unit Plans, these needs are organized into comprehensive projects that are tied to the college goals. The college uses a computerized Unit Planning Tool which requires staff and faculty to link all projects contained within the Unit Plan to the college goals when planning and requesting resources.

As part of the Unit Planning process, supporting activities (expense line-items) for the comprehensive projects are prioritized and tied to budget object codes so the college can easily identify what budget categories each specific resource request fall under. This information, along with identified costs for each activity, provides a strong connection between college planning and budgeting processes. The college-wide prioritization process and connections with college goals provide a clear connection between planning and resource allocation as such. All resource requests are required to have supporting background and planning in the Unit Plans. The Unit Plan is a critical piece of the college's integrated planning process, as it introduces processes that will produce evidence that program evaluations lead to the improvement of college programs and services.

A description of the new Columbia College Strategic Planning Process Cycle [REF-8] follows:

- Internal/external information sources (including program review data) and the YCCD Strategic Plan are studied and used to inform the development and revision of the Educational Master Plan which includes general department/area plans. This document provides direction and data to drive the planning processes of the college.

- All other college plans (e.g., Technology Master Plan, Staff Development Plan, and Matriculation Plan) are developed using direction and focus provided by the Educational Master Plan and other internal and external sources of information. Updates to the Facilities Master Plan are informed by the Educational Master Plan which is the educational driver for all facilities and equipment planning at the college.

- Unit plans and priorities are updated annually using information supported by program review data, the Educational Master Plan, college plans and other internal and external sources of information. Unit plans for all instructional programs, student services and campus operations demonstrate clear links to college Goals and Strategies [REF-9] as outlined in the Educational Master Plan.

- Unit plans and the district and college budgets are used to inform the Integrated Plan for Resource Allocation which is part of the overall Strategic Planning Process. The Integrated Plan for Resource Allocation illustrates the critical ties between planning, resource allocation and budget.

- As part of the Integrated Plan for Resource Allocation, faculty and staff review, revise and prioritize activities that are part of their Unit Plan Projects. College managers then review the unit plans, and add an additional (but separate) prioritization level. It is an important feature to note that management prioritizations do not trump or overwrite faculty and staff priorities; they are recorded along with those generated by faculty and staff. There are also prioritization fields for the college Vice Presidents and President. In all cases, each priority level is stored as a separate (and visible) data element. After the prioritization process, requests for resources are forwarded to the appropriate managers for potential action when college resources/funding become available. The unit planning process takes place in the early spring of each year.

- The district and college budgets, along with the recommendations coming to the college President through the Integrated Plan for Resource Allocation are used to inform final decisions regarding allocation of budget resources for planned activities pertaining to college programs, services, operations and facilities.

- Information about the performance of college programs (enrollment, student success, persistence, degrees/certificates awarded, etc.), services (student satisfaction, utilization rates, etc.), operations (student satisfaction, financial aid award rates, etc.), and facilities (space utilization, scheduling efficiency, etc.) are collected through the program review process and other institutional research activities including assessment of student learning outcomes.

- These program review data and college research results are then sent out electronically to the campus community to be used in addition to other internal and external information sources. From this point, the Strategic Planning Process Cycle continues.

As resources are acquired (through the Integrated Plan for Resource Allocation), units update their Unit Plans to reflect the status (funded/unfunded) of various activities within their Unit Plan projects. Because resource expenditures in the Unit Plan are linked to college goals, the Director of Institutional Research and Planning has the ability to generate reports [REF-10] that demonstrate resource allocation with respect to college goals as stated in the Educational Master Plan.

The implementation of the new Strategic Planning Process Cycle will require ongoing dialogue across all campus constituencies. This dialogue will take place within the instructional, service, operations and administrative functions of the college and across these functions within the various planning and oversight committees. College Council will continue to play a large role in ensuring that the entire college community is made aware of planning opportunities and results. Ongoing communication will be enhanced by means of the college website, the President's monthly InSite newsletter, and regular emails.

Following YCCD Board of Trustees approval of the Educational Master Plan, work on updating of the Columbia College Annual Planning Calendar [REF-11] commenced. This calendar contains timelines and persons/committees responsible for all of the college's major planning documents/activities including the following:

- Accreditation Self-Study
  - Distance Education Plan
- Educational Master Plan
- Staff Development Plan
- Program Review Plan
- Enrollment Management Plan
- Technology Master Plan
- Distance Ed Plan
- Off-Campus Sites Plans
- Student Equity Plan
- Matriculation Plan
- Basic Skills (AWE) Plan
- Student Success Plan
- Staffing Plans (Classified, Faculty)
- Student Learning Outcomes Plan
- VTEA Local Plan
- Emergency/Safety Plan
- Facilities Master Plan
  - Campus Master (Design) Plan

Some of the time frames for updating certain plans are determined by sources of authority outside of the college itself (e.g., Accreditation Self-Study, Matriculation Plan, VTEA Local Plan, etc.) and some planning cycles are determined by the college. Given this fact, it is evident that the Strategic Planning Process Cycle will be ongoing and continuous. The component plans will be in different phases of implementation, evaluation and revision at different times. Each planning cycle will be coordinated in terms of timelines so that they will be able to inform other plans as appropriate.

The Educational Master Plan itself will be updated every five years. With the foundational document complete, the process of updating the Educational Master Plan will be streamlined where possible. The

President will be responsible for initiating and managing the Educational Master Plan revision process in cooperation with College Council and all campus constituencies.

The college has made progress in setting timelines for all aspects of planning and has clearly delineated responsibility for all components. The time-frame for completing the Annual Planning Calendar update is fall semester 2008.

The Columbia College Strategic Planning Process Cycle will be further discussed by the wider campus community in the fall of 2008, with earlier steps having been taken in the area of program review in spring 2008. Since then the instructional and vocational education areas have completed the program review process. Program review for student services is being carried out currently and is expected to be complete by fall 2008 [REF-12].

Columbia College is confident that the Strategic Planning Process Cycle (as described above) now brings the college into compliance with the planning recommendation and that planning processes at the college are now at the level necessary to demonstrate sustainable, continuous quality improvement across the institution. (Highlights that give evidence to said compliance include Columbia College following an Integrated Plan for Resource Allocation and the campus wide participation in the process.)

Evidence regarding the effectiveness of the new planning process will be gathered as the college begins to implement the Strategic Planning Process Cycle in fall 2008. Annual progress by campus planning units in meeting the college's goals will be monitored by tracking progress on measurable outcomes of projects and activities linked to the college mission and Goals in the Unit Planning Tool and by gathering evidence of progress toward goals listed in the college's major planning documents (e.g., Technology Plan). This information will be used to ensure the ongoing review and adaptation of the planning process. The college fully expects that by the time of the next comprehensive accreditation evaluation the planning process will have had sufficient opportunity to be evaluated and adjusted as suggested by the evidence gathered.

In summary, Columbia College has established an integrated comprehensive planning process that will apply to all areas of the college and that emphasizes and strengthens the link between planning, budgeting and program review. An Annual Planning Calendar is being revised to represent recent changes in the planning structure. The Annual Planning Calendar includes timelines and persons/committees responsible for ensuring compliance to the stated timelines. Processes have been instituted and have been communicated that will produce evidence that program evaluations lead to the improvement of college programs and services. Columbia College now has a viable strategic planning process that includes an Integrated Plan for Resource Allocation. This process will guide the college in integrating its planning processes and will result in the college meeting its goals as set forth in its mission.

With a Strategic Planning Process Cycle in place, Columbia College now has a critical element that will allow the college to attain and maintain a level of "sustainable, continuous quality improvement," as described in the ACCJC Rubric for Evaluating Institutional Effectiveness. Operation of the Strategic Planning Process Cycle will ensure that the college follows through on its commitment to systematically evaluating its key processes. These processes will be adjusted as necessary to further improve student learning and increase overall institutional effectiveness. Institutional dialogue is fully embraced at Columbia and will be ongoing. The communication of data and analyses throughout the

institution and to its Governing Board will be on a regular basis as appropriate to ensure informed participation among all stakeholders. As feedback regarding the working of the planning processes is gathered, the processes and tools will be updated as necessary with the express purpose of continuous improvement. Columbia College is committed to engaging in an on-going effort to improve student learning. Institutional effectiveness will be a priority in all planning structures and processes.
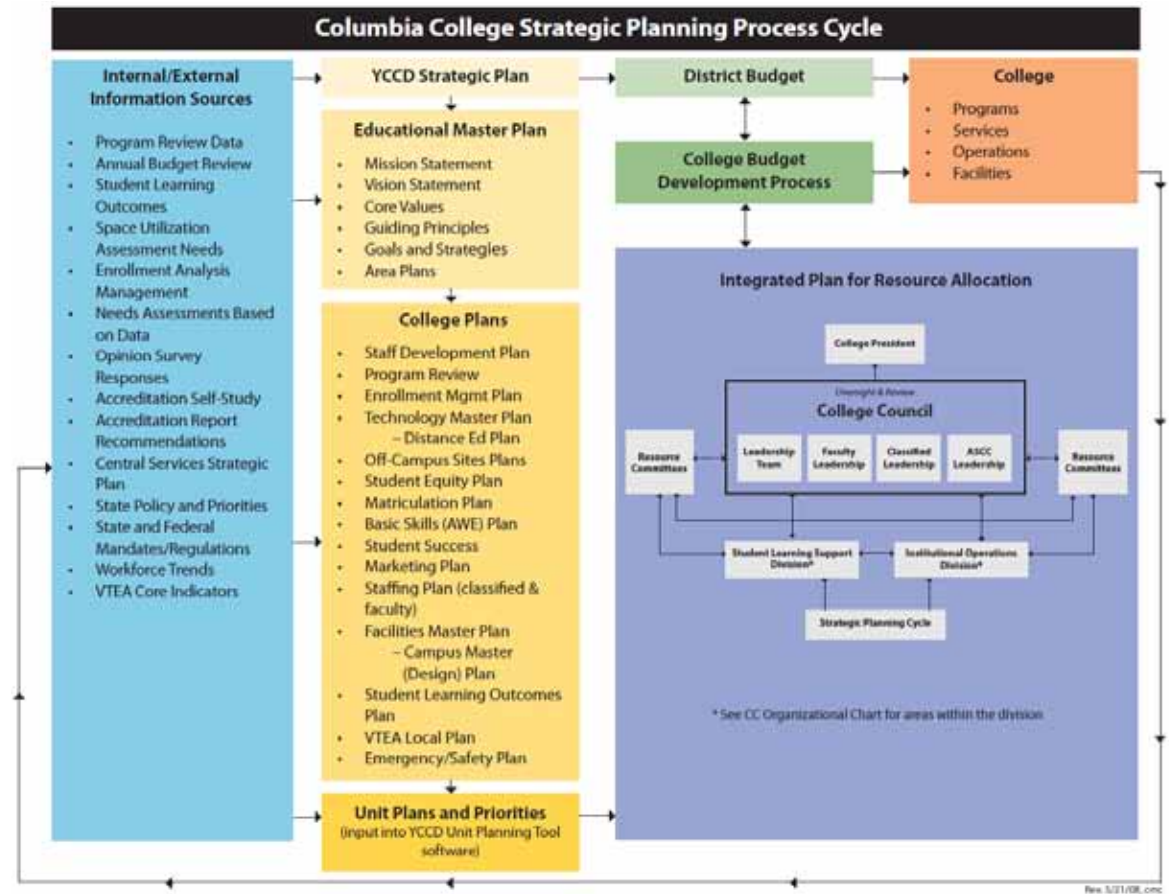
Recommendation 3: Resource Allocation

The team recommends that in order to best serve the needs of students, the district and the college engage in a collaborative process to ensure a transparent and equitable allocation of financial resources and that the district and the college implement a process to communicate budget issues with each other on an ongoing basis (III.C.1a; III.C2; III.D.1a, b, c; III.D.2a; III.D.2b; III.D.2d; III.D.2e; III.D3; IV.B.3d; IV.B.3g).

Visiting Team's Remarks (2007 Progress Report)

> *Columbia and YCCD have made significant progress in better communicating the existing model for allocation of financial resources. In meeting with Columbia faculty, staff, and administration, it appears that the previous President often characterized the allocation process in a way that pitted Columbia against YCCD. The District Budget Allocation Task Force—co-chaired by the Columbia President and the Executive Vice Chancellor of YCCD—has improved communication and dialogue about the existing distribution of resources. The Task Force was instituted by the Interim Chancellor, but is continuing to function under the leadership and direction of the new Chancellor.*

> *As of November 19, 2007, the Task Force had not made any final recommendations concerning changes in the resource allocation model. Whether or not any changes are recommended or approved, the educational process has already been quite effective. The Final report of the Task Force will be an important piece in evaluating this recommendation.*

> *The recommendation has been partially met.*

Columbia College Response (2008 Focused Midterm Report)

Specifically addressing the shared resource allocation recommendation received from both colleges' respective visiting team, Columbia College partnered with its colleagues from district and Modesto Junior College (MJC) to establish and participate on a district wide Budget Allocation Taskforce. Formed as a special working group under the auspices of Yosemite Community College District's (YCCD) governing body, District Council [REF-13], the Taskforce was charged with facilitating a dialogue on budget issues across the district and conducting a review of resource allocation models. At the completion of its deliberations, the Task force was given charge of providing District Council with a report of its findings and recommendations.

A collaborative process, the Budget Allocation Task force was co-chaired by Columbia College's President and YCCD's Executive Vice Chancellor. Additional members included the Columbia College Chief Operations Officer and Academic Senate President; MJC Academic Senate President, a designee from the MJC College President, and the MJC Director of Community and Economic Development; YCCD District Controller; and representatives from the district's two bargaining units, California School Employees Association and Yosemite Faculty Association. Following the January 2007 appointment of the new Columbia College President, the Taskforce began its deliberations.

In the initial sessions, it became apparent that even among the district leadership as represented on the Task force there existed a general lack of knowledge on community colleges funding and a common unfamiliarity with the YCCD budget allocation process. As the Taskforce's first order of business, the

spring 2007 meetings were dedicated to in-depth study sessions [REF-14]. The group reviewed the SB361 funding model for community colleges, existing YCCD budgeting and allocation methods and practices, current year YCCD general fund budget and expenditures, and the revenue effect of the district's enrollment decline. The Taskforce held discussions on YCCD's financial reserves and policies regarding reserves. As noted in Columbia College's October 2007 Accreditation Progress Report [REF-15], these discussions were lively with significant amount of time committed to questions and answers. Emerging from this dialogue is the YCCD "Budget Q & A's" [REF-16] document which has been posted along with other district budget information on the Executive Vice Chancellors website.

Completing the informational and study phase of the committee work during the spring semester of 2007, the Taskforce reconvened in the fall. Meetings were held on October 2, 2007, October 30, 2007, November 13, 2007; February 12, 2008, February 29, 2008; and April 2, 2008. These sessions were committed to an analysis of the current resource allocation model in practice at YCCD. Examples of other district's allocation models were distributed to committee members for comparison. The review of other districts' allocation models provided both a valuable perspective and validation of the current resource allocation model applied by YCCD. The Taskforce reached the consensus that due to each college district's unique characteristics it would be impossible to directly adopt another model. Further, in context of the looming state budget crisis and the turnover of district and college administration the Taskforce members agreed it would not serve the best interest of students to recommend the adoption of a zero-based budget approach, at this time [REF-17].

After much study and scrutiny by the Taskforce, it became clear the primary budgetary concern for YCCD and the colleges was not one of equity but of transparency and communication. The committee turned its attention in its final sessions to identifying venues the district could employ to facilitate the clear dissemination of budget information across the district. In that regard both at the district and college level efforts such as conducting budget workshops; sharing of budget information at the colleges' and district governance councils; and web posting of budget information have been undertaken.

The Taskforce completed its charge with the issuance of the Budget Allocation Taskforce Summary and Recommendations [REF-18]. Included in the report is a listing of the Taskforce's accomplishments and statement of recommendations for future dialogue. Included among the accomplishments is the publication of the Budget Allocation Model Summary Sheet [REF-19]. This document was designed by the Taskforce to clearly present the current YCCD budget allocation model and has subsequently been disseminated district-wide. After completing the update of the Columbia College Budget and Fiscal Handbook [REF-20], Columbia College's Vice President of Administration will offer budget workshops for college staff in fall 2008. The YCCD Budget Allocation Model Summary Sheet will be included in the revised handbook and budget workshop.

The Budget Allocation Taskforce's report was presented and accepted by the YCCD District Council on April 23, 2008 [REF-21]. With its charge complete, the Taskforce recommended to District Council to "Continue to improve effective District wide (sic) communication of budget issues and information." [REF-22] Improved communication will be accomplished through both formal and informal means. Formally, the Taskforce recommended the District Council conduct a biannual review of the District priorities and resource allocation in keeping with the District's Strategic Plan [REF-23]. The Council's review will ensure fiscal resources are committed in order to best serve the needs of students.

On an informal basis, to further communication between the college and district the Executive Vice Chancellor has committed as one of her strategic plan goals routine visits to Columbia College. This will allow the college's governance groups a chance to regularly confer with the Executive Vice Chancellor on budget issues as well as afford an opportunity for the Executive Vice Chancellor to meet informally with the college President and Vice Presidents on an on-going basis. Additional opportunities for communication on budgetary issues between the district and college are provided at the District Administrative Council (DAC) meetings attended by college and district senior leadership.

As described in depth in the college's response to the Visiting Team's Recommendation #2 on planning in this report, Columbia College has undertaken a comprehensive planning process. At the heart of this process was the development of the college Educational Master Plan. With the adoption of Columbia College's Educational Master Plan [REF-24] by the YCCD Board of Trustees in May of 2008, the college's strategic planning process was complete. A key component of the college's strategic plan is the Columbia College Strategic Planning Process Cycle [REF-25]. Included in the planning process cycle is the college's Integrated Plan for Resource Allocation [REF-26]. These components of the college's strategic plan articulate the link between the YCCD Strategic Plan, district budget and resource allocation process, and the Columbia College planning and resource allocation process. Similar to YCCD District Council's commitment to align district resource allocation in support of the district strategic plan, so too are the pieces now in place with Columbia College's strategic plan to ensure that the college's financial resources are used to best meet the demonstrated needs of our students.

The work of the district-wide Budget Allocation Task Force lifted the veil that had existed between the district and both colleges on budget issues. Working cooperatively, a systematic process for communicating resource allocation issues has been instituted. With new leadership both at the college and district level, comes a commitment to sustain collaboration and provide a transparent process of decision making based on planning processes and clearly identified student needs.

Recommendation 4: Research

The team recommends that the institution adopt a culture of evidence by developing and implementing, with timelines, responsibilities, and evaluation, a research process based on quantitative and qualitative analysis that assesses institutional effectiveness and documents the need for resources, technology, staffing, programs, and facilities which best serve the student's needs (I.A; I.B; II.B.1, 3.4; II.C).

Visiting Team's Remarks (2007 Progress Report)

The current President of Columbia College, hired in January 2007, has a clear understanding of the relationship between data and decision-making. In her relatively short tenure she has been highly effective in communicating the link between data, planning and resource allocation to all college constituencies. This approach represents a departure from previous practice but one that seems to be generally well accepted by the college community.

The college took a second significant step in moving toward a culture of evidence in May 2007, when a Director of Research and Planning was hired. The Director of Research and Planning was previously employed in research and accreditation in the allied health field, and as a result began an already challenging job with the additional task of learning the language and practices of the community college system and becoming acquainted with available resources. In addition to tackling this learning curve she has, over the last five months, conducted an initial internal and external scan, developed a research protocol document, and established a process for submitting data requests. She has also held numerous meetings with faculty, both individually and in small discipline related groups, to discuss academic and student services research needs.

Because the college did not previously have a comprehensive Educational Master Plan (EMP), the task of developing an EMP has been particularly challenging and has been a high priority for the Director of Research and Planning. She has worked closely with the President, the Vice President of Student Learning and the College Council to develop the first draft of the EMP. In addition, she has focused on providing the data and other resources necessary to support program review and student learning outcomes, including the development of a database to track learning outcomes.

The college has begun a more systematic approach to the acquisition of qualitative and quantitative data, and the link between data, planning and resource allocation is becoming more clearly understood at all levels of the institution. A committee structure has been developed to support the interrelationship of research with key institutional functions including technology, facilities and hiring though the team found no evidence that specific timelines, responsibilities, and evaluation processes have been developed yet. However, the leadership, research capacity and governance structure to support a culture of evidence appears to be in place. Although commendable progress has been made in a short time, a great deal of work remains to be done in order for the college to attain the level of proficiency in which research is fully available, integrated, and systematically employed in all aspects of college decision making.

This recommendation has been partially met.

Columbia College Response (2008 Focused Midterm Report)

Columbia College takes seriously the recommendation on research and is committed to establishing a culture of evidence across the campus. In response to the commission's recommendation, the new President established an Office of Institutional Research and Planning in May 2007.

Quantitative and Qualitative Data Acquisition

To establish a systematic mechanism for the acquisition of qualitative and quantitative data, Research Request Protocols and Research Data and Project Request forms were developed through collaborative efforts of the Yosemite Community College District and college researchers [REF-27]. The focus of this collaboration was to document the need for resources and to attain a level of proficiency for the college-wide research process. These shared efforts between the colleges and Central Services (YCCD) provide a greater breadth of resources for each of the individual research components. The request protocol and related forms are now available for download from the district research website [REF-28]. Critical mechanisms to ensure faculty, staff and students are informed of these new processes and research opportunities are currently being developed.

The generation of these prioritization documents will allow Columbia College to begin discussions as to how to implement an institutional research prioritization process in the fall of 2008. Currently, requests for research support and/or data are routed through the Vice President for student learning. The Vice President for student learning is working under the direction of the President to support the research needs that have been identified as necessary for supporting institutional effectiveness for the college. Such research needs are identified from a variety of sources, including the Columbia College Educational Master Plan, program review, and a variety of college Resource Committees.

Current research priorities that have been identified focus on mandated institutional projects; specifically those that move the college through the Development phase and into Proficiency phase for student learning outcomes [REF-29]. Other institutional research priorities include providing relevant data for an effective program review process for instructional programs, student services and learning support services.

The college's commitment to establishing a culture of evidence to document and support institutional effectiveness is demonstrated by the following accomplishments of the Research Office over this past year:

- Establishment and implementation of a consistent program review process for instruction, learning support services, student services and college operations [REF-30]

- Provision of data regarding institutional effectiveness for components of the Strategic Planning Process (program review and Educational Master Plan)

- Adaptation of the Unit Planning Tool to better align with college goals and Resource Allocation processes

- Identification and implementation of authentic assessment practices that relate to SLOs

- Tracking and monitoring of SLOs and progress relating to SLO development as defined by the ACCJC Annual Report

- Analysis of State ARCC data to provide accurate information for programs and services at the college

Linkages Between Data, Planning, and Resource Allocation

Since the last accreditation team visit the college has begun to establish linkages between data, planning and resource allocation through the establishment of a Strategic Planning Process Cycle [REF-31]. The purposeful integration of program review, Unit Planning and Resource Allocation helps ensure that processes exist to monitor and continually improve the institutional effectiveness of Columbia College. The provision of accurate and meaningful data from the Columbia College Research Office will inform these processes and help the college move forward in its development of a true culture of evidence. The Strategic Planning Process Cycle has been designed to produce transparent and equitable processes that provide evidence for program evaluations that will lead to improvement of college programs and services.

For instructional program review, data that relates to enrollment and FTES trends, student demand, retention, success and degrees/certificates awarded for the previous three academic years are supplied by the Research Office at the beginning of each fall semester. This data is provided to faculty and staff members in straightforward tabular and graphic formats that include operational definitions of these important indicators of program effectiveness. All vocational units include VTEA Core Indicators as part of the program review process. In the spring of 2008, the college incorporated a program review component that focuses on SLO progress and additional resources needed to further develop SLOs.

As part of the program review process, participants provide rationales for specific trends in each data category using the program review response forms. The program review forms are the mechanism for programs to identify activities and the concomitant necessary resources to carry out actions that they predict will lead to improvements in student participation, success, and retention and award rates. Specifics relating to suggested program review activities are detailed in the Unit Plans for each program.

Instructional program review processes are in place and as of summer 2008, instructional programs at the college have completed the established process. Student Services and other service areas are engaged in the process of adapting their current program review formats to one that is similar to that which is used for instructional programs. Current plans are to have completed the transition to the new format by October of 2008. Dialogue between faculty and the Research Office has also identified specific areas where additional data for evaluating program quality are needed. Efforts are currently underway to provide such data.

The program review format and data sources are new to most of the college, subsequently, each area will complete program review annually (by Mid-October) for at least 2 years as the process evolves and solidifies. Program review cycles will then likely be staggered and set at 3 year intervals. This regular implementation of program review ensures that a culture of evidence is firmly entrenched at the college, and is one of the primary mechanisms to monitor and improve institutional effectiveness.

The effectiveness of the program review processes is evaluated by the Research Office under direction of the Vice President of Student Learning. This evaluation process has already identified the need

to revise program review templates to obtain more focused response and review of critical program related data. Additionally, a need for additional data sources has been identified for many of the college's service areas.

By March 1st of each year, assessment and analysis information from program review will be utilized to further develop plans/projects that will achieve program and college focused goals. The resources needed to implement these plans (staff, equipment, supplies and other expenses) are entered into the college's computerized Unit Planning Tool. Within the Unit Planning Tool, budget codes are linked to each resource type, and resource needs are prioritized by each unit. It is within the Unit Planning Tool that planning, resource allocation and budget are functionally integrated for the college [REF-32].

Other component plans that require resource allocations (e.g., Facilities Master Plan, Technology Plan, Distance Education Plan, etc.) are informed by planning information from the Unit Planning Tool, and also may utilize the Unit Planning Tool for the prioritization of their specific resource needs [REF-33]. Clear links between planning projects and college goals (as listed in the EMP [REF-34]) must be demonstrated in the Unit Planning Tool. The desired outcome for each project must be stated in measurable quantitative or qualitative terms. This is accomplished using a drop-down menu that associates each project with specific college goals. The Unit Planning Tool is a critical tool that helps Columbia College achieve a balanced strategic planning process; equally important is the role that it plays in demonstrating the critical nature of data driven, integrated planning processes to all levels of the institution.

College Council has the opportunity to review recommendations made by various Resource Committees. Final decisions for allocation of resources are the responsibility of the President and are based on the input of the college participatory governance structures.
The Faculty Hiring Proposal Process also uses program review data document the need for new or replacement faculty. This is done through a process in which faculty and staff submit proposals for new or replacement positions during September of each year. Program review data is a required component to document programmatic need in each proposal.

Columbia College has now established new data sources to inform an integrated planning process that ties resource allocation to data driven planning.

Timelines and Responsibilities
When State and college budgets are approved for the year, resources become available for allocation to programs and resource planning committees. The college process for prioritizing resource needs occurs in the (previous) early spring of each fiscal year. The Unit Planning Tool is the primary mechanism for this process and updating of the Unit Planning Tool is to be finalized by March 1st (of the previous fiscal year) to ensure that the President receives all resource allocation recommendations prior to the end of the spring semester.

As the resource allocation process begins in the early fall, units begin analyzing data and updating program review information for their respective units. This is to be accomplished by mid-October, and provides critical information to drive the Unit Planning process for the following spring.

Responsibility for ensuring faculty and staff participation lies with Deans and other managers, while general oversight for the processes and evaluation of planning lies with the College Council. Keeping general oversight for the planning processes with the College Council ensures that all constituent

groups at the college are informed and are collectively responsible for the success and continued improvement of the strategic planning process.

Another critical role that the College Council plays is in communicating documented assessment results to appropriate constituencies across campus. Encouraging institution wide dialogue regarding institutional effectiveness provides a process for validating the need for resource requests and establishes a clear and consistent link between program review results and resource allocation recommendations in all areas of educational services.

Evaluation of Planning Processes

An evaluation process for assessing institutional progress towards the achievement of college goals is in place. The Research Office is responsible for gathering qualitative and quantitative evidence of accomplishment toward measurable project outcomes listed in the Unit Planning Tool. This is carried out through the tool's reporting functions and the results will be compiled in an annual Institutional Effectiveness Report. This structure of this report is under development and will incorporate longitudinal data analysis to document progress towards meeting the college goals listed in the Educational Master Plan. The first draft of this report will be completed at the end of the 2008-2009 college planning cycle, and will be presented to the college and its constituents in the fall of 2009.

Similarly, evaluations of progress by instructional and service areas toward meeting enrollment/productivity goals that are listed in the Educational Master Plan are also monitored annually by the Research Office for publication in the Institutional Effectiveness Report. This report is currently under development and will be disseminated to stakeholders across all levels of the institution.

The Institutional Effectiveness Report (which is designed to incorporate an annual summary of key indicators such as enrollment, retention, persistence and graduation/transfer rates for the college) will be directly utilized by decision-makers to guide resource allocation for the college [REF-35]. Through the Institutional Effectiveness Report the college's Resource Committees (e.g., Facilities, Technology, Distance Education, Curriculum, Safety, and College Council) will have access to all relevant information regarding the results of planning with regard to the accomplishment of institutional level goals. This enables college leaders to evaluate the cost-effectiveness of previous budget allocation decisions for resources including equipment, technology, staffing and facilities and ensures that future decisions are made that best serve the needs of students.

To close the evaluation loop with regard to the relative success of planning decisions, the Institutional Effectiveness Report will provide critical feedback for each planning unit's next cycle of program review. The provision of data that focuses on the measured success of strategically planned projects will allow for more informed decisions to be made in subsequent planning and budgeting cycles.

With program review, Unit Planning and a Strategic Planning Process established, the Columbia College Office of Research and Planning is now able to monitor, validate and share the relative success and effectiveness of planning processes for the college.

Support for Student Learning Outcomes

Another function of the Research Office is to provide support to the college in developing student learning outcomes for instructional programs, student services, and learning support services. The Research Office is now a resource for helping faculty to identify or create authentic SLO measurement instruments, assists with analysis, reporting and determination/initiation of change actions for

improvement as needed, and operates under the direction of the vice president for student learning and/or area deans for these components.

To help move the college into the Proficiency phase [REF-36] (in the area of student learning outcomes) the program review process at Columbia College has been modified to address SLO progress and resources needed to further develop SLOs for each program. Program review now requests faculty and staff to describe where the program or planning unit is in terms of creating, assessing, analyzing student learning outcomes and making changes to instructional or service processes to produce improvement in student learning outcomes. Existing links between course, department and program level SLOs and institutional level student learning outcomes are also identified in program review. This information is utilized by the Research Office in reporting SLO progress for the ACCJC Annual Report.

The inclusion of SLO information in program review will lead to significant improvements in the college SLO tracking system and will help to align institution-wide practices. Integration of SLOs directly into the college planning and resource allocation decision-making processes will lead to greater resource allocation for SLOs. Evidence of this is expected to be found in the new SLO Peer Mentor Team project that will begin in fall 2008.

Current Research Office SLO-related projects include:

- Assisting the counseling department by providing descriptive statistical analysis of point-of-service questionnaires designed to assess particular student learning outcomes

- Assisting the EOPS service area develop authentic assessment tools for determining the effectiveness of student participation in improving students' sense of self-determination and responsibility (institutional level SLOs)

- Assisting the child development program in completing documentation of all course-level SLOs for inclusion in the SLO tracking system

- Assisting the Library in developing meaningful data sources for program review and student learning outcomes definitions

The Research Office is responsible for obtaining evidence of progress in SLOs and helping faculty and staff put the evidence into a consistent format. Documents pertaining to course, program and department SLOs and their links to institutional level SLOs are tracked in an Excel spreadsheet so that progress can be monitored effectively and assessment results are published to facilitate institutional dialogue about the process. The college is currently investigating commercial software packages that might assist in tracking and monitoring progress for SLOs.

The college recognizes that in the key area of student learning outcomes, the new Institutional Research Office will be instrumental in assisting the college to complete its work in moving through the entire cycle of SLO identification, assessment, analysis and change for improvement at the course, department, program and institutional levels.

(See the college response to recommendation number 5 for more information on the status and timelines and resource allocation related to student learning outcomes.)

As the college continues to evolve it is now in a position to more accurately assess important program and service processes and their outcomes in terms of accomplishing the stated mission and goals of Columbia College [REF-37]. Ongoing qualitative and quantitative analysis of key indicators related to the quality of programs and services by the Office of Institutional Research and Planning provides the college community with the data necessary to evaluate institutional effectiveness and to make changes for improvement in programs, services, and operations for the benefit of all students. Improved and increased access for stakeholders to accurate and current data on key institutional effectiveness indicators will contribute to increased efficiency in resource allocation and aid efforts directed towards ongoing improvement in student achievement.

Recommendation 5: Student Learning Outcomes

The team recommends that the college adopt an aggressive approach with specific timelines and responsibilities for developing student learning outcomes including documentation and assessment at the course, program, and institutional level and demonstrate that evidence is being used for institutional improvement. All employees of the college must assume responsibility to improve student learning outcomes (II.A.1, II.A.2; II.B; II.C).

Visiting Team's Remarks (2007 Progress Report)

Columbia College has had various committees working on student learning outcomes since 2003. In response to the Commission recommendation, the college combined their efforts into a single SLO Workgroup with representatives from all constituencies in late fall 2006. The Workgroup expanded upon earlier efforts to stimulate broad dialogue around SLOs. This group also assumed responsibility for gathering and disseminating information, identifying resources, and facilitating training related to SLOs. During this time the college established an SLO website which includes the Columbia College definition of SLOs, a model of the SLO cycle, minutes of SLO Workgroup meetings and examples of SLOs.

With respect to the essence of the recommendation—to adopt an aggressive approach and develop a specific timeline—the college offers as evidence a table of actions with dates and responsible persons covering the period from March 2006 through January 2008. However, the actions listed in this document focus primarily on training, workshops, website development, sharing of resources, and committee meeting agendas. The plan is primarily an historical snapshot of the initial SLO planning phase. The actions do not provide a specific timeline for the actual future development and assessment of student learning outcomes at the course and program level. Although Columbia College has adopted institutional SLOs, progress on development and assessment of SLOs at the course and program level is moving slowly. At the time of the college's response to this recommendation, SLOs had been identified for approximately 13% of all courses and 23% of all instructional programs. Only about 10% of courses and 11% of instructional programs had identified methods of assessment for SLOs. The areas of instructional support and student services have made considerably more progress with about 85% SLO identification and between 71% to 77% assessment identification.

One possible explanation for the modest progress at the course and program level may be that expectations have been fairly general and flexible. For example, the college required each department or work unit to develop a minimum of two SLOs by December 2006, and they report 95% compliance. However, departments were invited to focus on whatever level of SLOs interested them and to use whatever format they wished. This approach was used in part to maximize the level of engagement, and it may have been effective in accomplishing that goal. But it was not effective in addressing the spirit of the recommendation: to move aggressively to accomplish the task of SLO development and assessment at the course program and institutional level. The college has not developed a specific timeline that commits to a defined rate of progress toward that goal or a specific set of future actions and responsible persons to ensure that this task is accomplished.

The college has completed much of the foundational work needed to support a functional SLO cycle. They have engaged in extensive dialogue, explored definitions and models, provided staff development opportunities, established an SLO website, developed a database for tracking SLOs,

agreed on an institutional definition and developed institutional learning outcomes. With the addition of a Director of Research and Planning they are well positioned to move forward. However the core of this recommendation still remains to be accomplished. The college needs to develop a concrete plan that defines when and how they will arrive at the point at which all courses and programs are actively engaged in ongoing assessment of learning outcomes and are using that process as an integral component of program review and institutional improvement. Fully meeting this recommendation will require the active involvement of all members of the college community and the development and implementation of specific strategies to accelerate and monitor the pace of progress in this area.

This recommendation has been partially met

Columbia College Response (2008 Focused Midterm Report)

The Accreditation Progress Report Evaluation Team noted that while Columbia College had developed a timeline for specific actions, the timeline was focused on short-term (semester or yearly) goals and did not provide a "specific timeline for actual future development and assessment of student learning outcomes at the course and program level". After meeting with the Evaluation Team, the Columbia College SLO Workgroup began development of a more comprehensive timeline; one that focused on clear goals that would directly relate to the ACCJC Rubric for Evaluating Institutional Effectiveness [REF-38]. The ACCJC Rubric (released in September of 2007) provides common language that can be used to describe and document a college's status and compliance to the ACCJC Standards.

Critical activities that are now part of the Columbia College SLO Plan include;

SLO Plan Benchmarks	Completion Date
SLOs have been developed for 80% of courses within all disciplines	April 30, 2009
Authentic Assessments have been established for 80% of SLOs within all disciplines	April 30, 2009
SLOs developed for all courses and 50% of programs	April 30, 2010
Authentic Assessments have been established for all course level SLOs and 50% of program SLOs	April 30, 2010
Assessment of college-wide SLOs have been analyzed and distributed widely throughout the college community	April 30, 2011
Student learning outcomes and authentic assessment are in place at the course, program and degree level.	April 30, 2011
Widespread institutional dialogue about the results	April 30, 2011
Results of assessments are being used for improvement and further alignment of institution-wide practices	April 30, 2011
Appropriate resources continue to be allocated and fine-tuned.	April 30, 2011
Course student learning outcomes are aligned with program and/or degree student learning outcomes	April 30, 2012
SLOs and Authentic Assessment are ongoing, systematic and used for continuous quality improvement	April 30, 2012

Each of the planned activities and goals in the Columbia College SLO Plan [REF-39] identify specific individuals who are responsible for monitoring and ensuring success for each listed activity.

The report from the 2007 visiting team indicated that there was a need for the development of new strategies to accelerate and monitor the pace of progress for the development and analysis of SLOs. In response the SLO Workgroup has re-organized its structure to include a team of faculty and staff that will act as SLO Peer Mentors for the College.

The need for SLO mentoring at an 'individual level' was identified through the college program review process this past spring. In the spring of 2008 the College integrated an SLO component into its Program Review process. This component focuses on the development, assessment and progress of SLOs and is a critical step in that it integrates SLOs directly into our college planning and resource allocation processes. This will lead to greater institutional support and resource allocation for SLOs.

The SLO Peer Mentor Team consists of three faculty (each reassigned 20%) and two non-instructional staff members. With the assistance of our Institutional Researcher, this team will work one-on-one (or with small groups) with faculty and staff from each program at the college to identify and address individual barriers that are preventing development and assessment of SLOs. By April 30th, 2009, the Mentoring team will have met with every full-time faculty member, groups of adjunct faculty and staff from each program at the college. The relative small size of the college (44 full-time instructional faculty) puts this goal well within an attainable realm.

The 2007 Visiting Team's remarks pointed out that by the end of the fall 2007 semester that the college had only identified SLOs for approximately 13% of all courses and 23% of all programs. Since the 2007 team's visit the college has nearly doubled its percentage of courses that have identified SLOs (now at 23.1%) [REF-40]. While it is encouraging to see an increased rate of SLO development over the past semester, the SLO Workgroup is cognizant of the fact that with only 44 full-time instructional faculty, each full-time faculty member would need to address SLOs for an average of 15 different courses (as well as related programs). The relatively high ratio of courses (and SLOs) to full-time faculty members is one of the primary reasons that the SLO Workgroup is now focusing on support and resources that are implemented at the level of individual faculty and staff.

Critical progress has also been made with regard to the assessments of course level SLOs that have led to implementing changes to instructional practices and student learning at the college. While the percentage of total courses that have reached this level is still quite low (1.1%), having SLOs at this stage give excellent examples for faculty and staff who are working with the analysis of SLO assessments.

The Student Service and Instructional Service programs at Columbia College have made significant progress with regard to the development and implementation of SLOs. Student Support Services has now identified SLOs for 73.7% of its programs, and have identified assessments for 68.4% of those programs. Instructional Services have now identified SLOs for 87.5% of its programs, and have also identified assessments for 75% of its programs. Instructional Services [REF-41] have also now achieved a level in which they have implemented changes to their programs as a result of the analysis of their SLOs.

As recommended by the 2007 visiting team, the college has developed a "concrete plan" that defines when and how the college will arrive at critical points in the development and implementation of SLOs [REF-42]. The critical benchmarks chosen by the college directly correlate to those defined by the 2007 ACCJC Rubric for Evaluating Institutional Effectiveness; each benchmark has specific individuals who have been designated as the responsible parties for monitoring and ensuring success. The college has made strong progress in the semester following the fall 2007 visit, and is poised to effect great change

utilizing the Director of Institutional Research and Planning and SLO Mentoring Team in the coming academic year.

It is critical that the college is able to demonstrate that the Developmental Stage (as defined by the ACCJC Rubric for Evaluating Institutional Effectiveness [REF-43]) has been attained. One of the primary roles of the Columbia College SLO Workgroup is to monitor SLO progress, and to identify appropriate resources to attain specified goals within the Columbia College SLO Plan.

The college has established and implemented the key characteristics that are identified in the ACCJC Rubric as defining the Development level, and is beginning to focus on needed resources to attain the level of Proficiency. The ACCJC Rubric identifies 6 characteristics that define the Development level; the following is a brief inventory of accomplishments and evidence that demonstrate that Columbia College has reached the Developmental level with regard to SLOs. As described in the rubric, the college has established an institutional framework for definition of SLOs, a detailed SLO Assessment Cycle [REF-44] and an SLO Plan including associated benchmarks and a timeline [REF-45]. Working with Columbia College's Institutional Researcher, the SLO Workgroup is moving forward with new strategies to work directly with faculty and staff to gain a shared understanding of the critical role of Authentic Assessment with regard to building a sustainable culture that is solidly grounded in application and analysis of SLOs.

The evaluation of authentic SLO assessments has led to changes in how faculty and staff address and assess student learning at Columbia College. Such changes have occurred at both the instructional and instructional support levels. Some of the disciplines that have utilized the SLO process to improve student learning at the course level include Chemistry, Math, Computer Science and Child Development. General Counseling has also utilized authentic assessment (through the SLO process) to bring about new practices to better support student learning at Columbia College. The Columbia College SLO Mentoring Team will be focusing on authentic assessment in the sessions that they will be conducting in the fall of 2008 and spring of 2009. The SLO Workgroup is certain that the mentoring team will be able to build on our current successes in the area of authentic assessment at Columbia College.

The Columbia College SLO Workgroup and its associated activities are strongly supported by existing organizational structures at the college and District. These organizational structures, as well as the college administration, have clearly accepted responsibility for SLO implementation. Members of the Academic Senate leadership and Curriculum Committee have been directly involved with the SLO Workgroup, and the Curriculum Committee is investigating ways to incorporate the tracking and monitoring of SLOs into its curriculum management software application, Curricunet. Critical support from the college President and Staff Development Committee is consistent and highly visible to the college in that college in-service days and college wide activities often focus on SLO topics or training [REF-46].

Evidence that the Yosemite Community College District Chancellor and Board of Trustees support the college SLO efforts are demonstrated by their request for Board presentations [REF-47] (regarding SLO culture and progress) from both Columbia College and Modesto Junior College.

Institution-wide involvement is demonstrated by the recent integration of SLOs into the Columbia College program review process. Introducing SLOs into the program review cycle provides critical integration into the college planning cycle and resource allocation processes. Evidence of newly

acquired, program review driven resources (to aide SLO implementation) would include the provision of Faculty and Staff reassignments and the acquisition of needed office space and technology to support SLOs at the college.

Other critical resources that have been allocated to assist in the development and support of SLOs include; the addition of an Institutional Researcher, funding for guest speakers that focus on SLOs [REF-48], and sending faculty and staff to SLO trainings and workshops [REF-49].

Standard I

Institutional Mission and Effectiveness

Standard IA: Mission

Standard IB: Improving Institutional Effectiveness

STANDARD I: Institutional Mission and Effectiveness

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

I.A – Mission

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

Descriptive Summary – I.A

Key planning documents comprise Columbia College's *Strategic Plan*. At the forefront of these documents are the *Educational Master Plan* [IA1, IA2], *Facilities Master Plan* [IA3], *Campus Master Plan* [IA4], and *Institutional Effectiveness Report* [IA5]. These documents contain evaluations and professional judgments regarding the current needs of the community served, strategies for responding to these needs, and the mechanisms and timetable by which the institution will evaluate its performance. Other critical college-wide plans utilized by the college are the *Matriculation Plan* [IA6], *Technology Plan* [IA7], *Distance Education Plan* [IA8], and *Enrollment Management Plan* [IA9].

Collectively, these plans provide the basis for prioritizing and determining the allocation of resources for the educational programs and services and facilities of Columbia College. Strong connections exist between the Columbia College *Strategic Plan* (which includes the *Educational Master Plan, Facilities Master Plan,* and *Campus Master Plan)*, and the Yosemite Community College District (YCCD) *Strategic Plan 2007-2015* [IA10]. The strength of the planning connection between the district and college is provided through the alignment of college goals with the YCCD *Strategic Plan*. The Columbia College Goals [IA11] identified and defined in the *Educational Master Plan* are in parallel with the ten vision statements identified in the YCCD *Strategic Plan*.

Clearly defined planning statements drive all aspects of the Columbia College *Educational Master Plan*. These statements include the college mission [IA12], vision [IA13], core values [IA14], and goals and strategies [IA11]. Together, they reflect the ideals of the institution, what the college is striving to be, and how students will be served. Central to these planning statements is the Columbia College Mission Statement [IA12]. The mission, simply put, expresses what Columbia College is, whom it serves, what it does, and how it is unique.

The Columbia College Mission Statement is comprised of the following four statements that define its educational purposes, its intended student population, and its commitment to achieving student learning. This mission statement was adopted by the College Council on April 6, 2007 [IA15] and was approved by the Yosemite Community College District (YCCD) Board of Trustees on May 9, 2007 [IA16]. At its most recent biennial review, the College Council reaffirmed the mission statement on September 11, 2009 without changes [IA17]. It states:

> *Columbia College is a dynamic institution of learners and creative thinkers dedicated to high standards of student success. We prepare students to be fully engaged in an evolving world by offering comprehensive and high quality programs and services. Columbia College is committed to a culture of improvement through measuring student learning across the institution. We strive for excellence, foster a spirit of professionalism and celebrate diversity [IA12].*

The Columbia College Mission Statement is reviewed every two years by the College Council [IA18], which is structured to oversee the strategic planning processes of the College. As the shared governance body for the college, this group reviews and adopts institutional planning documents and reports [IA19] such as the *Educational Master Plan, Matriculation Plan* and *Enrollment Management Plan.* This body is chaired by the college president and its membership consists of four students, four faculty, four classified staff, and four administrators.

The intended student population for Columbia College is determined through careful evaluation of demographic data relating to the individuals residing in the college's primary service area. A key planning element for identifying critical characteristics that define the surrounding communities is the Columbia College *Institutional Effectiveness Report* (IER) [IA5]. Chapter 1 of this document is dedicated to the examination of characteristics of the Columbia College primary service area. Both current and projected populations are examined in this section.

Population characteristics of the surrounding communities are identified in the IER. Page 24 of this report shows that over a period spanning from 2006 to 2015 there is an expected proportional increase of community members aged 30-34 by 71%, 35-39 years by 50%, and under 5 years by 35% in the primary service area. Data also shows proportional decreases in groups aged 15-19 years (-26%), 50-54 years (-24%), and 45-49 years (-21%).

Data showing proportional population ethnicities for Tuolumne and Calaveras counties exhibits ethnic population percentages as being white Hispanic (8%), African American (2%), American Indian or Alaska Native (2%), and Asian (1%). The percentage of the population reported as being white, non-Hispanic is 82.5%. Additional data shows expected increases in the Asian (16%), white Hispanic (14%) and African American (8%) populations. All other reported ethnicities are predicted to increase at 5% or less. Local high school populations (Tuolumne County, page 27) show similarities in ethnic composition to that of the surrounding communities: reporting white, non-Hispanic (84%), Hispanic (9%), American Indian or Alaska Native (3%), and Asian and African American (below 1%).

State and local economic climate and labor market information begins on page 33 of the IER. Unemployment rates for Tuolumne and Calaveras counties continue to increase and are somewhat above the state average. As of 2009, Calaveras and Tuolumne counties reported 14.4% and 13.0% unemployment rates respectively with the state average being 11.5%. Per capita family income for both Tuolumne and Calaveras counties falls below California, as does the median family income. The median family incomes for the two counties reported nearly $8,000 below California.

Regional statistics show that the largest occupation in Tuolumne and Calaveras counties are real estate sales agents, who earn some of the lowest wages ($8.09/hr). The next largest occupation (only half the number of those in real estate) is held by registered nurses, and then followed by a number of other healthcare related fields. Registered nurses in the college service area showed median hourly earnings of $39.78 with the next highest job market (nursing aides, orderlies, and attendants) at $12.58 per hour.

Occupational trends over the past decade were driven by different economic influences than what the community and state are currently experiencing. This means that economic forces that no longer exist drive some of the predicted trends in occupational areas. That being the case, predictions for rapidly expanding occupations in the areas relating to real estate or construction may not be entirely relevant in the current economy. Along with real estate, predictions for occupational growth suggest increases in the healthcare related fields, teaching and computer support specialists.

Evidence that the college is accessible and responsive to the constituent populations of the service area is critical for the college to collect and analyze. Chapters 1-3 of the *Institutional Effectiveness Report* (IER) [IA5] characterize the local population and labor market trends for the college service area. Chapters 4 and 5 of the report focus on the profiles, success and enrollment trends for the students actually served by the college. This information is used to help the college understand community needs and how the college is serving its intended student population.

Student profiles for Columbia College show gender, age and ethnicity trends that somewhat parallel that of the surrounding communities. Driven by a population of residents characteristically over-represented in the 50 and older age group, Columbia College supports twice the student population in this age range (24% compared to 11.8% state-wide). Nearly half of the Tuolumne and Calaveras county populations are aged 50 and older. In this respect, Columbia College is serving a higher proportion of younger students than found in the general population of the communities it serves.

Regarding ethnic distributions of the students served by Columbia College, the college serves a higher percentage of ethnic minorities than are found to reside in the local communities. Data from the IER shows that the college serves students who reported as being Hispanic (10%), African American (4%), American Indian / Alaskan Native (3%) and Asian (1%). White non-Hispanic students reported at 56% and 25% of those polled declined to report.

The *Accountability Reporting for the California Community Colleges* (ARCCC) report [IA20] has more recent data on the student populations. This report shows that the proportion of younger students continues to increase as do the percentage of ethnic minorities attending Columbia College. The data shows the college having populations of Hispanic students (12.4%), African Americans (5.7%), American Indian/Alaskan Native (2.2%), and Asian (1.1%). This report shows 55.1% of the students reporting as white non-Hispanic, and 22.5% as not responding. The data suggests that Columbia College attracts students who are younger and more ethnically diverse than the surrounding communities.

The 2009 *Institutional Effectiveness Report* (IER) [IA5] (Chapter 4) shows the educational goals reported by Columbia College students indicate the greatest number of students (31.1%) plan to obtain an associate degree and transfer to a four-year institution. The next highest reporting category was listed as "undecided" (24.2%), followed by "educational development" (15.4%). Students seeking to improve basic skills in English, reading, or math have nearly doubled over the past five years (the most significant change) from 0.8% in 2005 to 1.4% in 2008.

The spring 2010 Student Survey [IA21] showed that since the 2009 IER, student educational goals for transferring with an Associate in Arts and/or Associate in Science Degree increased from 31.1% to 50.75% in 2010. This shift in student need is a likely consequence of decreased enrollments in the California State University system in the fall of 2010.

Information from the Columbia College *Enrollment Management Plan* [IA9] also assists in the analysis of the college's strategies and effectiveness in meeting student demand.

Self Evaluation – I.A

The college meets this standard. Columbia College has a clearly defined mission statement that establishes its educational purpose and commitment to improve student learning.

The College Council for Columbia College is the oversight and reviewing body for the college mission. The college maintains a responsive awareness to student needs and the institution's educational focus while remaining committed to student success. This representative body is well-informed and coordinates the development and implementation of strategic institutional planning which is accomplished through balanced representation and a regular review of all institutional documents, plans, and reports.

The college is well-informed as to the population that its mission intends to serve. Appropriate mission focus is derived from evidence and information obtained from the surrounding communities. This information is compiled and analyzed in the Columbia College *Institutional Effectiveness Report*.

A 2010 Student Survey [IA21] shows a strong majority of Columbia College's students agree that the primary components of the college mission are accomplished. A similar survey of faculty and staff [IA22] also indicated a majority strongly agree the college fulfills its mission components.

The Columbia College Mission Statement defines how the college will serve the community and its intended student population. Institutional core values drive the college culture in how it carries out this mission, and helps to shape the college goals and strategies that bring resources and action to meet student needs.

Planning Agenda – I.A

None at this time.

██ **I.A.1** – The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary – I.A.1

College-wide dialogue generates student focused planning documents. Article III of the *College Council Constitution* [IA18] for Columbia College charges the body with oversight and review for all institutional documents and processes. Biennial review of the college mission, vision, core values, and goals provide opportunities for meaningful dialogue and discussion relating to the relevance of the college mission and other key planning documents. The College Council acts as the participatory governance body for the college, ensuring the dialogue includes key constituents throughout the institution.

The college mission specifically addresses student learning. The following excerpt demonstrates clear institutional purpose in supporting a culture of creative learners and thinkers dedicated to student success.

> *We prepare students to be fully engaged in an evolving world by offering comprehensive and high quality programs and services. Columbia College is committed to a culture of improvement through measuring student learning across the institution.*

A major component of the college mission is accomplished by providing the following student learning programs and services, as listed in the college catalog [IA23] to its student population:

- Lower division academic degree, transfer, career-technical, and certificate programs
- Basic skills support in writing, reading, computer literacy, mathematics, and specialized services to enhance basic skills
- English as a Second Language (ESL)
- Adult noncredit courses and other educational activities for the community
- Services to students with disadvantaged backgrounds
- Economic development and workforce training
- Student support services to promote success and achievement of student goals
- Increased access for students through distance education courses and online services

The Columbia College Vision Statement [IA13], below, conveys the college's desired future state of being. It is a collective view of how the college mission will shape the community the college supports.

> *We envision ourselves as an exceptional institution of higher education.*
> *Columbia College will continue to provide comprehensive, exemplary educational programs and services which respond to the individual learning needs of its students and the collective economic and cultural needs of its diverse communities.*
>
> *Columbia College will be a center for transformational learning promoted through critical and creative thinking that is open to change and personal growth; civic, environmental, and global awareness and engagement; and individual and collective responsibility. We will promote a culture of support for student learning across the institution that adopts a holistic approach.*

Columbia College will use leading edge technologies and showcase facilities to enhance teaching and learning. Our vision will be realized through outstanding employees who adhere to high standards of excellence while working in partnership with those we serve.

We envision developing a passion for lifelong learning.

This vision statement was adopted by the College Council on April 6, 2007, and was approved by the Yosemite Community College District Board of Trustees on May 9, 2007 [IA16]. At the biennial review, the College Council reaffirmed the vision statement on September 11, 2009 [IA17]. The vision statement addresses a commitment to institutional standards of teaching and learning and maintains a focus on the unique character of the college and community. The Columbia College Vision Statement is achieved through the college *Strategic Plan*, which brings the college mission to life. The Columbia College *Strategic Plan* is comprised of the college *Educational Master Plan*, *Facilities Master Plan*, and *Campus Master Plan*.

The Columbia College Core Values [IA14] define the culture that guides the purpose of the college and provides direction through changing times. The core values drive the institutional culture and define the framework that supports the college mission. The College Council adopted the statement of core values on April 6, 2007 and received its biennial reaffirmation by the council on September 11, 2009 [IA17].

The Columbia College Statement of Practices and the Columbia College Goals and Strategies are other key planning statements that evolved from college-wide dialogue and development of the institution's mission, vision, and core values. Combined, all the college planning statements provide a framework for the college to establish and maintain student learning programs and services, which are aligned with its purposes, character, and expectations. The planning statements are highly visible and cross-referenced throughout the college's integrated planning documents [IA24].

The Columbia College *Educational Master Plan* (EMP) [IA1, IA2] brings the primary strategic planning statements together to establish long-term, college-wide priorities in support of the college mission. The EMP presents specific practices that shape the mechanisms utilized by programs and the institution to accomplish the ten college goals in support of the college mission. The College Council reaffirmed the Columbia College Statement of Practices on September 11, 2009, at the biennial review, without changes. These practices are a guide as to how the college will bring action to college plans in support of the college mission.

Columbia College Goals [IA11] describe what the college focuses on in order to effectively carry out its mission. These goals support the college mission. All resource requests from college programs and departments must align with one or more of the ten college goals. This alignment occurs within the college unit planning process [IA25]. The goals are as follows:

Goal 1 – Student Success
Columbia College is the first choice for our community residents and is recognized for its flexible, superior services that promote student success by providing access to learning in an accommodating, responsive and safe environment.

Goal 2 – Educational Programs and Services
Columbia College provides comprehensive, exemplary educational programs and services which

respond to the individual learning needs of its students and the collective economic and cultural needs of its diverse communities.

Goal 3 – Campus Climate
Columbia College is dedicated to tolerance and mutual respect that is reflected in its inclusiveness of all students and staff, high morale, teamwork, and representative governance.

Goal 4 – Quality Staff
Columbia College provides a positive work environment that is successful in attracting and retaining highly professional and diverse staff.

Goal 5 – Technology
Columbia College uses state of the art technology and technological support to provide students with innovative instruction and staff with high quality training and an efficient work environment.

Goal 6 – Community Leadership
Columbia College promotes civic responsibility and involvement of its students and staff, contributes to the cultural and social vitality of its service area, and provides leadership to its communities.

Goal 7 – Partnerships
Columbia College seeks and nurtures partnerships with educational, governmental, business, industry, and nonprofit agencies for the benefit of our students and our communities.

Goal 8 – Institutional Effectiveness
Columbia College uses its participatory environment to integrate needs assessment, program review, systematic planning, and outcomes measurement that lead to an effective institution.

Goal 9 – Facilities
Columbia College is committed to the development and maintenance of functional, accessible and safe facilities and grounds that are aesthetically pleasing and in harmony with the environment.

Goal 10 – Fiscal Resources
Columbia College optimizes its resources through creative and prudent fiscal management providing a stable, flexible funding base.

The Columbia College Goals align directly with the Yosemite Community College District *Strategic Plan 2007-2015* [IA10] and help guide a strategic planning cycle that drives the integrated planning culture at Columbia College. Goals 1, 2 ,and 5 are particularly relevant and offer a critically important focus for the college in its endeavors to provide excellent, technologically up-to-date educational programs and services to students.

College goals are reviewed and evaluated by the College Council in a manner that provides feedback to the college constituency regarding the relative progress made toward each of the mission-based goals. Resource allocation requests are initiated as projects within each program or department's unit plan [IA26]. Using the college Unit Planning Tool (UPT), each project in the unit plan is directly

linked to one or more of the ten college goals. Progress toward meeting the ten college goals is identified through the *College Goal Progress Reports* [IA27, IA28]. These reports focus on tracking the initiation, maintenance, and completion of projects that are in direct support of the college goals and mission. Starting in fall of 2010, the *College Goal Progress Reports* are reviewed annually by the College Council [IA29]. The purpose of this review is to evaluate college progress toward meeting its goals and to evaluate the overall effectiveness of planning for the college. The College Council evaluates progress of activities and projects, providing a mechanism to present feedback to the college regarding achievement of the ten college goals and the effectiveness of the planning process.

Strategies to accomplish college goals were first identified and adopted by the College Council on April 6, 2007 [IA15]. Subject to biennial review, the strategies were reviewed, revised and adopted by the College Council on December 4, 2009 [IA30]. The college goals and associated strategies can be viewed in the *Educational Master Plan Update and Addendum Spring 2010*. Strategies found within the *Educational Master Plan* are used to guide and align unit plan projects [IA26] with the college goals.

Collectively, Columbia College's planning statements provide the means for the institution to establish student learning programs and services that are aligned with its purposes, character, expectations, and student population. From the mission to the college goals and strategies, these planning statements are highly visible and cross-referenced throughout the college's integrated planning documents [IA24]. The unit planning process, driven by the ten college goals, is the central hub that connects the college mission to resource allocation and coordinates aspects relating to institutional effectiveness.

Student-oriented institutional improvements are driven by the review and analysis of critical information relating to the college's service area. Assessment of community economic and educational needs has driven the expansion of services to targeted student populations. Such expansions include the acquisition of federal support for a TRIO program [IA31] in 2010, a Title III grant [IA32] to serve the distance education needs of the surrounding community, a nationally recognized basic skills and student success initiative (Academic Wellness Educators) [IA33], and a comprehensive range of vocational, academic, and student support programs [IA23]. The college is also applying for a Department of Labor grant to improve student success in the acquisition of basic skills. Additionally, statistical data and analysis of trends indicating student and community need has led to the expansion of services to veterans [IA34] and increased staffing to serve students with disabilities and requiring financial aid.

Columbia College offers a broad selection of academic programs leading to degrees and certificates. This is essential, as nearly half of the college's students identified their goal as achieving an associate degree in the 2010 Student Survey [IA21]. There are 56 associate degrees and 39 certificates ranging from 12 to 40 units. There are also a number of local Skills Attainment Certificates that are below 12 units [IA23]. These low-unit certificates offer short-term acquisition of documented competencies for a local workforce challenged by high unemployment rates. This need is identified in the IER.

Several programs take advantage of the college's unique geographical setting, as well as the tourist-driven economy of the Mother Lode. The High Sierra Institute at Baker Station [IA35], a partnership between the Yosemite Community College District and the United States Forest Service, is designed to offer dynamic learning experiences in the Sierra Nevada mountains. The combination of field experience and traditional instruction enhances student learning and program offerings. The college also offers Wildland/Urban Interface Fire Management and Watershed Management Technology degrees and certificates to meet the needs of students and local industry. A number of degrees and

certificates in Hospitality Management also support active tourism and food industries in the region. The college's Hospitality Management Program received a five-year accreditation by the American Culinary Federation in fall 2009. To address a locally depressed job market, specialized courses were developed in 2009 to assist aspiring local entrepreneurs in these challenging economic times.

The Economic Development Program was introduced to provide customized education in industry and business [IA23, IA36, IA37]. The Career Tools for Excellence Program [IA38] was developed in response to local industry recommendations to address the need for specific workplace skills that lead to employee retention. These career tools focus on the acquisition of skills relating to communication, working in groups, and building desirable workplace characteristics. Columbia College's full range of learning programs is described in Standard IIA.

Facilities have been added and upgraded through Measure E, a local bond measure [IA39] passed in 2004. The infusion of local bond resources has provided a means to better and more broadly meet student and community needs. The college has been able to modernize its Welding and Auto Technology Programs with a new facility. The college completed a new Public Safety Center to house the Fire Science Program and campus security operations. Bond funds were used to construct a new Child Development Training and Family Care Services Center to provide a state-of-the art teaching and learning setting for children and students. Labor market data from the *Institutional Effectiveness Report* [IA5] points to expanding workforce needs in the area of health care, science and teaching. In an effort to meet the student needs in the area of health care and science, a new Science and Natural Resources Building is scheduled to be completed in the summer of 2011. These, and other projects, will further the Columbia College mission to provide high quality programs and services and are evidence of a long-term commitment to meet identified student needs.

The college offers a wide range of general education courses that prepare students for transfer to four-year institutions. In 2008, the college was awarded a $2 million federal Title III grant [IA32] to establish an office for development (the Columbia College Development Office) and increase its distance education program. Many general education and degree-focused courses are now offered online for Columbia College students. The college's distance education offerings have increased accessibility to a service area population who often live in isolated locations and have challenges attending campus by a limited rural public transportation system. A number of faculty development opportunities associated with the Title III grant include in-depth training in online instruction and course development methods, pedagogy, and technology [IA40].

The college's English as a Second Language (ESL) offerings have expanded significantly in recent years to meet the needs of local non-English speakers, which comprise a growing segment of the college service area population.

Course Enrollment Count by Time Period

Columbia College **English as a Second Language ENGL-305**	**2004-2005**	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**
	10	35	28	99	229

CalPASS DATA 01-09-11

General Education Development (GED) test preparation and testing are available to assist local residents who wish to obtain a high school equivalency certificate. Columbia College is the only site for such testing for the local community. The next closest site is more than 60 miles away.

Community members take advantage of course offerings. While the college has had to temporarily suspend most Community Education courses due to budget constraints, many students take Health and Human Performance courses and other noncredit courses. These services are decreasing due to state budget challenges, but still offer some opportunities for life-long learning experiences. Columbia College is partnering with Modesto Junior College (also in the Yosemite Community College District) to assist in meeting community needs in this area. Other forms of educational outreach to the community-at-large include summer science, math, and sports camps for local elementary and junior high school students, and a grant-supported entrepreneurship career program [IA41] for high school students.

The rural setting of the Columbia College service area generates a significant number of K-12 students seeking home schooling or other nontraditional educational venues. A Middle College Program [IA42] was initiated in the fall 2007 to meet the needs of high school students seeking a nontraditional high school setting. The college entered into a partnership with the Sonora Union High School District to implement its Middle College Program. Students in this program enroll concurrently during their eleventh- and twelfth-grade years and fulfill high school graduation requirements while earning college credits. Since the implementation of the Middle College Program, Columbia College has increased the number of enrolled students at the college who are 18 years old and younger.

The college offers a full complement of student services including Special Programs (CalWorks, Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education, and Disabled Students Programs and Services), Counseling, Career/Transfer Resources, Job Placement, the Academic Achievement Center, the Math Resource Center, and outreach to local high schools.

The institution reorganized its structure in response to student needs. In 2008, all student support services were consolidated under the leadership of the Dean of Student Services [IA43]. The reorganization brought Admissions and Records, Health Services, and assessment into the Student Services Division. Financial Aid was also moved to Student Services in 2010. This has improved communication and coordination among the different student support service areas. The Columbia College *Matriculation Plan* [IA6] describes the current structure, functions and college goals for further improvement of student services. A complete description of student services is presented in Standard IIB of this document. Reorganization led to significant improvement in the coordination and delivery of essential services to students. A 2010 Student Survey [IA21] demonstrated that 88.32% of students surveyed either "strongly" (55.56%) or "somewhat agree" (32.76%) the college demonstrates an understanding of the student support service needs and strives to provide appropriate services to meet those needs.

Columbia College directs resources to increase student success and to assist students in attaining appropriate levels of preparedness. In addition to several credit basic skills courses in mathematics and English, the college has a major initiative to focus on support systems for underprepared students. The Academic Wellness Educators (AWE) Steering Committee originated in fall 2006 for the combined purposes of coordination and collaboration between instructional and support services related to student access and success [IA33]. Each year, the AWE Steering Committee develops a plan [IA44] to address student needs. This plan derives its primary funding from state Basic Skills Initiative (BSI) funds, the college general fund, and Vocational and Technical Education Act (VTEA) funds. A majority of AWE plans focus on supplemental contextualized learning experiences and student learning support systems that assist students without requiring students to take additional courses.

AWE action plans have produced a wide range of support services and learning experiences for students and professional development opportunities for faculty and staff. The AWE team consists of faculty, administration, staff, and student representatives that collectively promote a culture of integration and collaboration. Examples of AWE project activities include faculty workshops focusing on embedding basic skills across the curriculum, First Semester Experience learning communities, and summer On-Ramp programs for underprepared students. Through AWE supported plans, faculty take part in "House Calls" and "Side Cars." House Calls bring math or English instructors into other classes to present contextualized learning experiences to students. Side Cars are short-term instructional interventions that focus on bringing students up to speed in the acquisition of basic skills. Additionally, AWE action plans have brought improved accessibility to a wide range of student services, including enhanced Early Alert and a "one-stop-shop" registration event (X-Reg) [IA45] each summer.

In 2008, as part of the Hewlett Foundation "Leaders in Student Success" project, Columbia College was as one of four community colleges in California to be recognized as leaders in basic skills education that leads to student success [IA46, IA47]. Student involvement in AWE planning is a critical element for meeting student needs and leading to student success. The Associated Students of Columbia College at Columbia College is very active and their student representatives play an important role as fully engaged members of the AWE Steering Committee and College Council. Student participation in AWE has increased dramatically with students taking part in running meeting components and facilitating discussions.

Columbia College understands the importance of focusing its limited resources on identified needs of the students it serves. The *Accountability Reporting for California Community Colleges* (ARCCC) report [IA20] for March 2010 shows Columbia College is improving in all categories reported. One of the focus areas of the ARCCC report relates to student success in credit basic skills courses. With regard to successful completion of credit basic skills courses, the report shows an increase from 49.9% the previous year, to 58.8% for 2008-2009. The ARCCC report data and California Community Colleges Chancellor's Office data relating to Columbia College student success in the area of basic skills provide impetus for continued institutional planning and resource allocation to assist with basic skills remediation.

Columbia College has made a deep commitment to student learning outcomes (SLOs) [IA48] devoting time and resources to this important initiative. Along with course level and programmatic SLOs, institutional student learning outcomes [IA49] have been developed. Institutional-level SLOs were directly assessed as part of the 2010 Columbia College Student [IA21] and Faculty/Staff Surveys [IA22]. The results of the survey items regarding institutional-level SLOs are discussed under Standard IIA1c.

The Student Learning Outcomes (SLO) Workgroup meets regularly [IA50] to develop SLO planning strategies, track campus-wide progress, and facilitate the development of a culture focused on learning outcomes. The SLO Workgroup monitors college progress toward SLO planning goals [IA51] at the course, program, and institutional levels. Columbia College has chosen not to have a single faculty SLO coordinator position. Alternatively, the college has four SLO Mentors that meet with their peers and provide leadership with regard to the coordination of SLO related activities and peer support. The SLO Mentors consist of three faculty from instructional divisions and one employee from a service area. This structure was chosen to allow for a variety of mentoring approaches, and to encourage the entire college (instructional and non-instructional) to progress toward a culture that embraces SLOs.

The SLO Mentors work with individuals to assist in creating student learning outcomes and developing authentic assessments at the course and program levels. A web-based software application (the SLO Tool) [IA52] was developed locally in 2010 providing faculty and staff with the means to manage student learning outcomes, analyze assessment results, and document improvements to programs and services. The SLO Tool allows for the development of comprehensive assessment reports [IA53] that fulfill accreditation requirements for student learning outcomes at the level of proficiency on the A*CCJC Rubric for Evaluating Institutional Effectiveness*. An open system, the SLO tracking tool promotes a college culture of visibility and sharing of ideas across disciplines and throughout the institution by permitting anyone with YCCD network access to explore all SLOs for the college.

Self Evaluation – I.A.1

The college meets this standard. The college's mission guides the institution through changing times in a manner that best serves the students and community of Columbia College. The mission statement, supported by the college's other guiding planning statements, clearly defines the college's dedication and educational commitment to its unique student populations.

The college determines if it is addressing the needs of its primary service areas through careful evaluation of student and community needs that are compiled in the *Institutional Effectiveness Report* (IER). The IER is utilized to analyze population and economic trends in a manner that allows the college to track its ability to meet the current and future needs of its service areas. College goals support the mission and are evaluated by the College Council to gauge relative levels of success in achieving the objectives of the college mission. The College Council reviews progress toward college goals to provide feedback to the college community.

A definitive understanding of community need and college purpose has led to the development and support of learning programs and services that meet the needs of Columbia College students. Programs and services can regularly evaluate progress toward college goals through the unit planning process and can assess performance indicators in the process of program review and SLOs.

The college conducted a student survey in spring 2010 [IA21]. Surveys were distributed to students in a representative sample of course sections. A total of 960 surveys were distributed with a return rate of 55%. A series of statements assessed the college mission. Eighty-seven percent of respondents stated they "somewhat" or "strongly agreed" Columbia College is successful in meeting specific components of its mission. Eighty-six percent of students agreed Columbia College demonstrates an understanding of student learning needs and strives to meet those needs. Eighty-eight percent of respondents agreed the college demonstrates an understanding of student support service needs and strives to provide appropriate services to meet those needs.

In fall 2010, a survey was conducted to assess faculty and staff views and opinions relating to a wide range of college issues [IA22]. Out of approximately 250 part- and full-time employees at the college, 125 responded to the survey which represents a 50% response rate. The survey was based largely on a survey that was conducted in fall 2004, prior to the *2005 Columbia College Self Study*. This allowed for direct comparison of faculty and staff feedback since the college's last self study.

Ten questions relating to the college mission were presented to the faculty and staff in the fall 2010 survey. The collective responses from faculty and staff show 92.47% of respondents either "somewhat

agree" (33.63%) or "strongly agree" (58.83%) the college is successful in meeting its mission. Ninety-five percent agreed the college understands and strives to meet student learning needs. Ninety-four percent agreed the college demonstrates an understanding of student support service needs and strives to meet those needs. Ninety-three percent (92.7%) of employees "somewhat agree" (34.5%) or "strongly agree" (58.2%) that the college establishes programs and services that are aligned with its purposes, its character, and its student population.

Planning Agenda – I.A.1

None at this time.

I.A.2 – The mission statement is approved by the governing board and published.

Descriptive Summary – I.A.2

The current mission statement was adopted by the Columbia College Council on April 6, 2007, and approved by the Yosemite Community College District Board of Trustees on May 9, 2007 [IA16]. As part of the biennial planning statement review process, the mission statement was reviewed by the College Council and reaffirmed on September 11, 2009.

The current mission statement is published on the college website [IA12] and in the college catalog [IA23]. It is also published in a variety of college documents, including the Columbia College *Foundation Annual Report* [IA54], as well as on current Columbia College business cards. Printed posters of the mission statement [IA55] have been distributed to faculty and staff for posting in offices and other workspaces.

Most buildings on campus display the mission statement. The Oak Pavilion and Tamarack Hall Learning Resource Center have framed mission statements located in the lobby entrance of each facility. The newly built Child Development Center has one located in the main office. The Manzanita building has the most postings due to the location of Auxiliary Services and several student service areas such as the Academic Achievement Center, Counseling Services, Admissions and Records, and Business Office.

Self Evaluation – I.A.2

The college meets this standard. No changes were made to the mission statement during the biennial review in 2009; but, the reaffirmed mission statement was reprinted in fall 2010.

To promote greater awareness of the college mission, during the fall 2010 In-Service Day [IA56], a "bounty" was put out to find all the mission statements that had only the original adoption date. The co-chairs of the Mission and Institutional Effectiveness Standards Committee made the announcement and then handed out copies of the most current version with the reaffirmed date to post throughout the campus. If changes or another reaffirmation are made during the fall 2011 biennial review, the website, college catalog, and other college publications will be updated, and copies will be reprinted for distribution around campus.

Planning Agenda – I.A.2

None at this time.

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

Descriptive Summary – I.A.3

College Council is the participatory governance structure that creates and reviews all of the college's planning statements. This group is equally represented by all constituents and is composed of four administrators, four faculty, four staff, and four students at Columbia College. College Council meets monthly during the fall and spring semesters and operates according to its constitution [IA18] and associated *Principles of Collegial Governance* [IA57]. In the spring of 2011, the College Council decided to extend its number of meetings and to meet during the summer. This is an important development for the college in that it provides for the participatory governance processes to continue year-round. Previously, there were not mechanisms for this to occur while the college was in operation during the summer. Additionally, as the fiscal year begins during the summer, the College Council will be able to respond to new budgetary information from the state or college in a more timely manner.

Following the college Master Planning Calendar [IA58], the College Council reviews the college mission, vision, practices, core values and goals every two years. The College Council under the leadership of the college president carries out this process. The College Council minutes dated September 11, 2009 [IA17] document the mission statement was reviewed and reaffirmed without changes. The next review of the college's mission statement, according to the Master Planning Calendar is scheduled for fall 2011.

Self Evaluation – I.A.3

The college meets this standard. Every year, the College Council reviews its constitution and *Principles of Collegial Governance*. These documents are used by the group to ensure a collective understanding of the charge and related responsibilities of its members. This is an important reminder to all constituent members that they have a responsibility to report back to their respective constituent groups. The principles [IA57] outline this duty in item (h.), under the Delineation of Responsibilities section. It states:

> *Areas of Shared Responsibility*:
>
> *h. For participatory and collegial governance to function effectively, it is necessary that constituent representatives on any and all committees take responsibility for communicating with the group they represent the substance of the actions, discussions, and recommendations of the committees on which they serve. Likewise, they must take responsibility for representing to the committees the recommendations of their constituencies.*

The last modification of the college mission statement occurred in 2007 as part of the revision of the college's entire strategic planning process and was in concordance with the evolution of other key planning statements [IA15]. Under the leadership of the college president, the College Council determined there was a compelling need to restructure the strategic planning processes for Columbia College. This led to revisions of all major planning documents, an integrated planning process, and

the development of a strategic plan that is operationally supported by a framework consisting of an *Educational Master Plan*, *Campus Master Plan* and *Facilities Master Plan*.

The Master Planning Calendar is updated when new planning documents are implemented, or a planning frequency is adjusted. According to the calendar, the mission statement will be in its third regular review cycle in fall 2011, given the last review occurred in September 2009. The concept of reviewing the mission every two years has become a regular practice for the College Council and its constituents. The Faculty/Staff Survey conducted in fall 2010 [IA22] indicated 94% of respondents were aware of the biennial review and agreed it was being followed.

Planning Agenda – I.A.3

None at this time.

I.A.4 – The institution's mission is central to institutional planning and decision making.

Descriptive Summary – I.A.4

Guided by a new mission statement and other key planning statements that were adopted in spring 2007, the College Council reviewed and updated the college's *Educational Master Plan* (EMP) [IA1] the following year. The EMP is a driving force for all planning documents at the college and helps to keep annual planning aligned with long-term goals. The 2008-2015 EMP was completed in spring 2008 and is the foundational planning document for all programs and services of the college.

The Strategic Planning Process Cycle (SPPC) [IA59], which is included in the EMP, provides a clear framework for the college's decision-making processes, and shows how the institutional planning process guides the integrated resource allocation at the college.
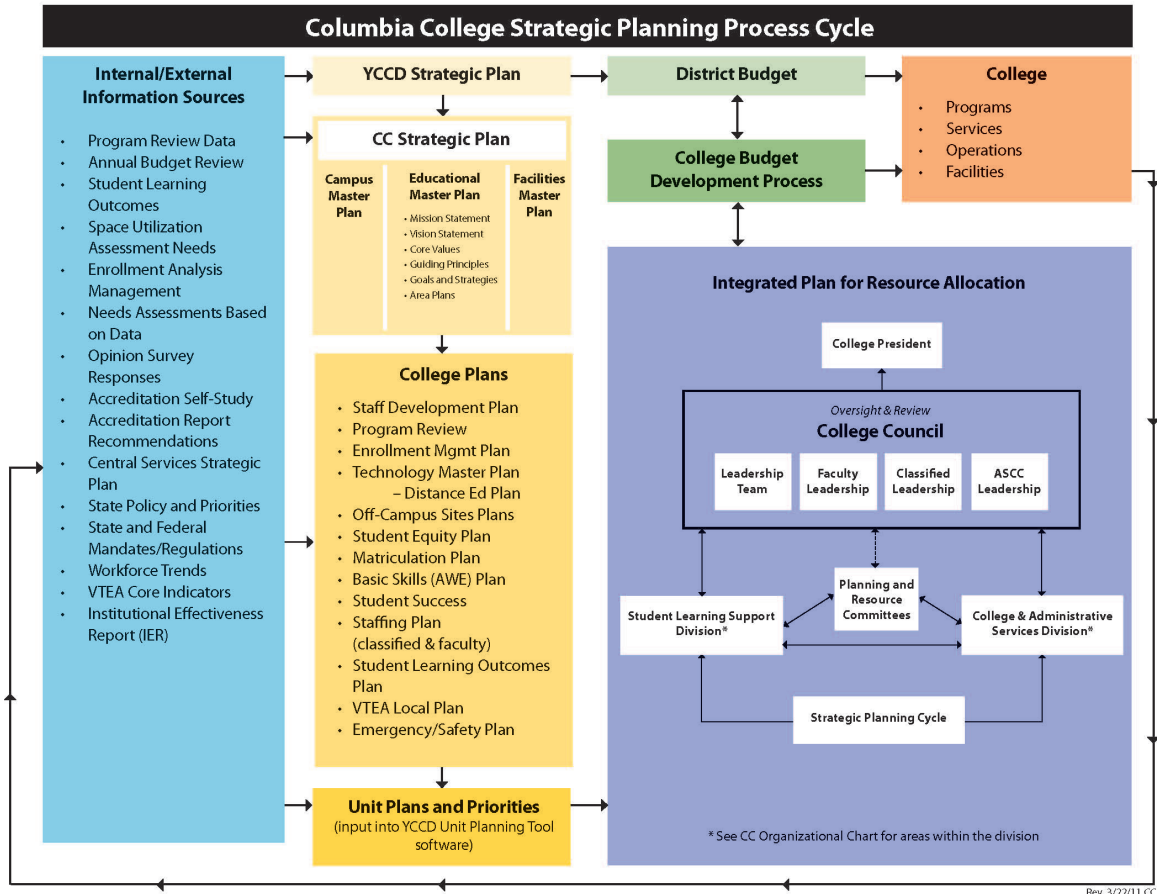
The Strategic Planning Process Cycle illustrates how ongoing cycles of integrated planning begin with the college's strategic plan and feed into the college resource plans, which then filter into unit plans and priorities (shown as yellow on the SPPC). The district and college budget (green) along with the integrated plan for resource allocation (purple) determine resource allocation strategies for the college's programs, services, operations, and facilities. The College Council updated the existing SPPC in the spring of 2011. A significant focus of this update was to restructure the SPPC to better represent the composition of the *Columbia College Strategic Plan*, which is comprised of the *Educational Master Plan*,

Facilities Master Plan and *Campus Master Plan*. Program review and other information sources (shown in blue in the SPPC) supply the data that is used for the strategic plannning of the district and college, college resource plans, and unit plans.

Program review provides programmatic information in support of unit plan projects and the associated resources needed to accomplish college plans. Programs and instructional disciplines provide feedback on program review templates [IA60] to justify resource needs. A summary report [IA61] for all instructional programs and disciplines is produced annually so resource requests are transparent to the entire college. Student Services is in the process of converting its paper-driven program review process into a web-based application that will facilitate greater visibility and accountability for areas within the division. The format of this project is expected to reach completion in the summer of 2011.

Resource needs identified through program review are entered into the unit plan, which requires all projects to be linked to at least one or more of the ten college goals. This is accomplished through the Columbia College Unit Planning Tool (UPT). The UPT is a locally developed web-based application that acts as a centralized hub to integrate all college planning [IA25]. The UPT also requires staff and faculty to link projects to budget categories and codes, which further strengthens the link between planning and resource allocation.

The Columbia College *Enrollment Management Plan* [IA9] ensures that ongoing college-wide dialogue plays a central role in the coordination, implementation, and philosophical approaches relating to the management of student enrollment, support, and matriculation at Columbia College. This plan is designed to help frame annual discussion, guide planning decisions, and ensure the integration of the enrollment planning processes with college-wide planning. Additionally, the document houses Columbia College's enrollment management philosophy and associated standard operating procedures relating to enrollment management at the college. The Executive Summary of this document (page 5) cites specific components of the Columbia College Mission Statement that guide the enrollment management philosophy and practices. The philosophy for enrollment management is also stated on page five of the plan. It states:

> *Columbia College's enrollment management planning, procedures and strategies have a primary focus on sustaining long-term student success. This will be done in a manner that implements mission focused college plans in a cost effective and sustainable manner.*

The *Enrollment Management Plan* was created with the philosophy of focusing all planning, procedures and strategies on sustaining long-term student success. The goal is to implement mission-focused college plans in a cost-effective and sustainable manner. The Columbia College Mission Statement speaks to "high standards of student success," and "offering comprehensive and high quality programs and services," as well as "a culture of improvement." Driven by these specific components of the Columbia College Mission Statement, the *Enrollment Management Plan* serves as a central guiding document to better inform and coordinate planning activities for eight operational components that are seen as critical to the successful long-term enrollment of students at Columbia College. These eight components are: 1) integrated college planning, 2) college budget, 3) staffing, 4) academic course scheduling, 5) student success, 6) facilities and infrastructure planning, 7) matriculation, and 8) outreach, marketing and financial aid.

The College Council adopted the *Enrollment Management Plan* in the fall of 2009 and through this action, directed the creation of the Enrollment Management Planning Team. Members of the team

meet to review the standards falling under each of the eight component areas. If the review process leads to suggestions for change or further investigation, recommendations are directed to the specific unit or operational area responsible for the component. College programs that generate projects to address recommendations from this review would do so through inclusion of such projects in their annual unit plan. Information from program review, unit plan projects and priorities for the allocation of resources are all used to inform the Enrollment Management Planning Team with the overall goal of improving student success and retention. Biannual enrollment updates [IA62] and an annual final enrollment report [IA63] contain the actual enrollment data that are then analyzed and used as the basis for making decisions in the next planning cycle.

Self Evaluation – I.A.4

The college meets this standard. The college mission statement defines the focus for all planning and decision-making processes at Columbia College. This common thread connects the institution's *Strategic Plan* and its framework of associated planning documents. The connections continue through all other resource plans for the college and filter down into the annual process for developing unit plans and priorities. All projects and associated resource requests within the unit plan support the college mission by being directly linked with a mission-based college goal(s).

According to the fall 2010 Faculty/Staff Survey, [IA22] 93% of college employees who responded to the survey either "somewhat agreed" (43.5%) or "strongly agreed" (49.1%) college planning is guided by its mission statement.

The college Strategic Planning Process Cycle and Integrated Plan for Resource Allocation [IA59] flowchart illustrates a process that uses internal and external data to inform all primary college planning documents and activities. These planning documents and information sources are ultimately connected to unit plans, which are tied back to the mission through the ten college goals. Prioritized unit plans are presented to the College Council for adoption each spring. The adopted unit plans identify resource needs for the coming fiscal year. This ensures resource planning occurs prior to the start of a new fiscal year. Once the district and college budgets are finalized, budget managers make final resource allocation decisions based on unit plan priorities.

In 2009, the College Council reviewed the key planning statements. The 2010 *EMP Update and Addendum* [IA2] contains the results of the biennial review of all planning statements, including the reaffirmed mission and vision statements, the reaffirmed core values and practices, and the revised goals and strategies. The revision of the college goals and strategies demonstrates the college's dedication to ongoing cycles of review.

The creation of the Columbia College Office of Institutional Research in 2007 has enabled the college to have access to a broader spectrum of data and information that is utilized in the strategic planning process and in the assessment of meeting the college mission and its associated goals.

Planning Agenda – I.A.4

None at this time.

Standard I.A - List of Evidence

IA1   2008-2015 Educational Master Plan
IA2   2010 Educational Master Plan Update and Addendum
IA3   2004 Facilities Master Plan
IA4   2007 Campus Master Plan
IA5   2009 Institutional Effectiveness Report
IA6   2010 Matriculation Plan
IA7   2010 Technology Plan
IA8   2010 Distance Education Plan
IA9   2009-2010 Enrollment Management Plan
IA10   2007-2015 Yosemite Community College District Strategic Plan
IA11   Goals and Strategies
IA12   Mission Statement
IA13   Vision Statement
IA14   Core Values
IA15   College Council Minutes, 4-6-07
IA16   Approval of Mission Statement by YCCD Board Minutes, 5-9-07
IA17   Biennial Review of College Planning Statements - College Council Minutes, 9-11-09
IA18   College Council Constitution
IA19   College Council Minutes
IA20   Accountability Report for the California Community Colleges (ARCCC)
IA21   Student Survey Condensed Item Analysis Report Spring 2010
IA22   Columbia College Faculty/Staff Survey Fall 2010
IA23   2010-2011 College Catalog
IA24   Integrated Planning Homepage
IA25   Unit Planning Tool
IA26   Unit Planning Project Summary Report
IA27   Primary College Goal Progress Report - Organized by Primary Goal
IA28   Secondary Goal Progress Report - Organized by Secondary Goal
IA29   College Council Minutes, 12-3-10 - Goal Progress Report Review
IA30   College Council Minutes, 12-4-09
IA31   TRIO Grant Proposal and Award
IA32   Title III Grant Proposal and Award
IA33   Academic Wellness Educators Website
IA34   Veterans Services
IA35   High Sierra Institute at Baker Station
IA36   Fall 2010 Schedule
IA37   Vocational/Career Technical Program Brochures
IA38   Career Tools for Excellence
IA39   Measure E Bond Program Information
IA40   Faculty Resources for Distance Education
IA41   Columbia College InSite publication - Entrepreneurship Career Program
IA42   Columbia College InSite publication - Middle College Program
IA43   2010-11 Columbia College Organizational Chart
IA44   Academic Wellness Educators (AWE) Steering Committee Website
IA45   Columbia College InSite publication - X-Reg

IA46   Columbia College InSite publication - Hewlett Award Information

IA47   Hewlett Award Brochure

IA48   Student Learning Outcomes Website

IA49   College-wide Student Learning Outcomes

IA50   Student Learning Outcomes Workgroup Meeting Minutes Webpage

IA51   Student Learning Outcomes (SLO) Workgroup Plan and Timeline (Action Plan)

IA52   Student Learning Outcomes Software Tracking Tool

IA53   Comprehensive Student Learning Outcomes Assessment Reports

IA54   2010 Columbia College Foundation Annual Report

IA55   Printed Posters of Mission Statement

IA56   Fall 2010 In-Service Day PowerPoint Presentation

IA57   College Council Principles of Collegial Governance

IA58   Master Planning Calendar

IA59   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation

IA60   Program Review Templates

IA61   2010-2011 Columbia College Instructional Program Review

IA62   Fall 2010 Enrollment Update Report

IA63   2009-2010 Enrollment Update Report

I.B – Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of achievement of Student Learning Outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1 – The institution maintains an ongoing, collegial self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary – I.B; I.B.1

Columbia College has structured its dialogue in a way that encourages the open exchange of ideas among all stakeholders. Institutional processes are in place to encourage an atmosphere in which campus-wide discussions are developed, documented, and shared with the entire college community. Along with traditional face-to-face dialogue, the Columbia College website adds an important structural and cultural component to help with the distribution and sharing of college-wide dialogue. Over the past five years, Columbia College moved to mechanisms that capture meeting minutes and dialogue in electronic formats that can be easily disseminated and shared throughout the college community. Historically, these meeting minutes and other institutional dialogue were held in administrative offices or emailed to committee members or other stakeholders. The college culture has become accustomed to sharing its meaningful dialogue with the entire college community via the Columbia College website.

All college committees are encouraged to share meeting minutes on the college website. A specific page on the Columbia College website is dedicated to sharing minutes from various college-wide committees [IB1]. This page does not currently have links to all college committee minutes, as some committees have chosen to keep their minutes associated with their specific websites. The common practice of posting meeting minutes on the web demonstrates a collective focus on the consolidation, distribution, visibility, and sharing of institutional dialogue. Currently, the centralized agendas and minutes webpage [IB1] contains links to access meeting minutes directly, or through the group's homepage, for the Academic Senate [IB2], Classified Senate [IB3], College Council [IB4], Curriculum Committee [IB5], Distance Education Committee [IB6], Facilities Committee [IB7], Safety Committee [IB8], Sustainability Committee [IB9], Title III Steering Committee [IB10], Technology Committee [IB11], and Web Focus Committee [IB12].

Important dialogue relating to improvement of student learning is located on the websites for the Student Learning Outcomes (SLO) Workgroup [IB13] and Academic Wellness Educators (AWE) [IB14]. These websites are intended to go beyond the basic sharing of meeting minutes. The SLO Workgroup and AWE websites act as central hubs focused on the integration of dialogue, planning, and action. These sites present minutes, philosophy, planning, and outcomes directly related to student learning. The AWE website also presents monthly electronic newsletters [IB15] to provide additional breadth to the college-wide dialogue.

The Academic Wellness Educators (AWE) Steering Committee is the largest committee on campus consisting of a collaborative team of students, faculty, staff, and administrators. AWE meets regularly to discuss and develop campus-wide projects devoted to the improvement of student success. Reflective dialogue from these meetings is documented in minutes [IB16] from the AWE Steering Committee. *AWE eNewsletters* spotlight successful student learning projects, including those related to the Basic Skills Initiative [IB17]. These newsletters are emailed to all Columbia College employees to increase visibility and encourage participation in the activities of this group.

The Columbia College Student Learning Outcomes (SLO) Workgroup has been an active forum and catalyst for reflective, student-focused dialogue since the spring of 2006. The SLO website [IB18] is the "public face" for the college's SLO activities and contains posted SLO Workgroup minutes. The SLO Workgroup minutes document the ongoing, rich dialogue between staff, faculty, and administrators centered on the development, implementation, and management of the Student Learning Outcomes Assessment Cycle [IB19]. The SLO Workgroup is the team that develops and oversees the institution's *SLO Action Plan* [IB20]. This plan has brought the college to a level of "proficiency" and will move the college to "sustainable continuous quality improvement" (as referenced in the ACCJC *Rubric for Evaluating Institutional Effectiveness* [IB21]) by 2012. Reflective dialogue arising from the SLO Workgroup led to the evolution of a peer mentoring team that works with faculty and staff in the development, assessment, and evaluation of student learning outcomes.

The Student Learning Outcome (SLO) Mentors promote dialogue surrounding student learning at Columbia College. Instead of having a single faculty SLO coordinator, the college has four SLO Mentors. These are faculty or classified staff members who reach out to their colleagues to offer one-on-one peer coaching and support. The SLO Mentors have a designated office with posted office hours and flexible availability for any faculty or staff member who requests assistance. The mentors keep records of their SLO dialogue in the SLO Mentor Activity Log [IB22]. The peer mentor structure was chosen to allow for a variety of mentoring approaches and to encourage the entire college (instructional and non-instructional) to freely discuss and continually build an institutional culture which embraces SLOs.

Columbia College has a new SLO Tool. In the fall of 2010, the college began a migration of its SLOs, from a simple folder system that had been used to store and organize SLOs, to a new tool. Previously, the college held all of its SLOs as Microsoft Word documents in a folder system [IB23] organized in a manner to parallel the college's organizational chart. This "folder system" was cumbersome and made it difficult to track, manage, or share the college's SLOs. SLOs within the folder system were tracked using a complicated Microsoft Excel worksheet [IB24] that was developed for internal tracking and external reporting of SLO progress.

The Columbia College SLO website is the gateway to the new locally developed SLO Tool [IB25]. One of the key purposes of the tool is to stimulate meaningful dialogue relating to SLOs and student learning. As an open system, the SLO Tool promotes the sharing of outcomes relating to student success across the institution. All SLOs contained within the system are available to anyone with network access at the college. Additionally, the SLO Tool functions as a management tool for all the college's SLOs. The visibility and functionality associated with the SLO Tool promotes a culture of openness, dialogue, and continuous improvement.

The SLO Tool tracks and shares SLOs and their related assessments and progress. This is done in data fields referred to as "assessment" and "analysis" associated with each SLO. Any course or program

may have multiple SLOs, and any SLO may have multiple assessments associated with it. Regardless, targeted SLO improvements to teaching and learning are documented through the "assessment" and "analysis" data fields associated with each SLO.

The SLO Workgroup believes there is a cultural importance in tracking and sharing other improvements to teaching and learning which are not directly tied to a targeted SLO assessment but instead spring from the dialogue, self-reflection, or assessments that arise from an institutional focus on continuous cycles of improvement. Through discussions, the SLO Workgroup found that there were often other (collateral) improvements to teaching and learning that occurred throughout the SLO Assessment Cycle that were not being documented. In response, a separate field in the SLO Tool referred as "improvements achieved" is utilized to capture these other improvements to each course or program. This field is intended to go beyond simply listing improvements associated with the specified assessments identified for a given SLO. The intent is to capture additional "collateral successes" relating to SLOs that may accompany the processes surrounding their development, implementation, and related dialogue and also to share all improvements associated with the college's efforts relating to SLOs.

The 2011 accreditation self study homepage [IB26] was launched in the fall of 2009. The introduction for the homepage clearly affirms the institution's intent to stimulate discussion and dialogue:

> *This page is dedicated to the process of self reflection that drives our accreditation processes. It is intended that the resources and information here be used to expand knowledge about how our college addresses the ACCJC Standards, and how we can work together to remain on course as we develop, evaluate and improve systems that build our institutional capacity in a manner that effectively serves our students and community.*

> *Equally important, is that this page act as a resource to inspire reflective dialogue as we implement, evaluate and document what we do as an institution to support and empower our college mission.*

The resources and mechanisms for collecting evidence for the self study are specifically engineered to maintain an open system of reflective assessment encouraging dialogue and the sharing of information. Standards Committee homepages [IB27] were developed to be resources and to openly display evidence collected as the college undergoes its process of self-reflection. The accreditation self study webpage is highly visible, and is displayed frequently at In-Service Days, College Council meetings, Flex Days and Yosemite Community College District (YCCD) Board of Trustee meetings. Accreditation presentations usually begin from the self study webpage and are generally delivered directly from the site. The accreditation self study webpage keeps a visible focus on the entire process, fosters a culture of openness and interactive dialogue, and maintains resources used in the accreditation process.

The college's Unit Planning Tool is a catalyst for campus-wide dialogue centered on planning and resource allocation. Each department at the college develops an annual unit plan that identifies and prioritizes data driven needs. The process of entering information into the unit plan requires each program to work through a departmental facilitator who actually enters information into the Unit Planning Tool [IB28]. These "facilitators" are referred to as unit plan project owners and can be tracked or referenced using the *Unit Plan Project Ownership Report* [IB29].

There are three unit planning reports. first, the *Unit Plan Project Ownership Report* is designed to clearly identify who is responsible for entering information into the Unit Planning Tool (UPT) for each department or program. This report is intended to promote dialogue and cross-discipline planning, as it clearly identifies whom to contact for such an interaction. The other two reports, the *Unit Plan Project Summary Report* [IB30] and *Unit Plan Project Detail Report* [IB31], are used for programmatic planning requests and prioritization of college resources. All unit planning reports are available to anyone with internet access through the Columbia College Office of Institutional Research webpage [IB32].

The annual unit planning process requires discussion and collaboration from each college department or program. These annual discussions are broad and utilize evidence from program review (or other evidentiary sources) as appropriate. Discussions start at the departmental level. During this phase, the unit plan project owner captures departmental dialogue and enters it into the unit plan. This ensures a collective vision for program planning and improvement.

Departments then meet together as a unit (division) to prioritize unit planning projects and activities. This occurs each spring and is a dynamic venue fostering reflective dialogue about the overall priorities for departments and ultimately the college. The *Unit Plan Project Summary Report* [IB30] and *Unit Plan Project Detail Report* [IB31] are used to assist in prioritizing projects and resource needs at the unit (division) level.

The Columbia College *Enrollment Management Plan* [IB33] ensures ongoing, college-wide dialogue plays a central role in the coordination, implementation, and philosophical approaches relating to the management of student enrollment at Columbia College. This plan is designed to help frame annual discussion, inform planning decisions, and ensure the integration of enrollment planning processes with college-wide planning. Additionally, this document maintains Columbia College's enrollment management philosophy and associated standard operating procedures at the institution. A draft of this plan was presented to the College Council in April of 2010 [IB34], and then again on September 10, 2010 [IB35]. Through adoption of this plan, the College Council directed the formation of the Enrollment Management Planning Team.

Columbia College's philosophy on enrollment management is presented for all constituents to see and guides collaborative discussions about various aspects relating to enrollment management. The philosophy states, "Columbia College's enrollment management planning, procedures and strategies have a primary focus on sustaining long-term student success. This will be done in a manner that implements mission-focused college plans in a cost effective and sustainable manner." A main function of the Enrollment Planning Management Team is to bring constituent groups together and engage a dialogue on how the college's enrollment patterns can serve student need and effectively meet student demand. The team initiates dialogue relating to successful student enrollment and subsequently shares the outcomes with constituent groups throughout the college.

The Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) [IB36, IB37] assisted Columbia College in deepening its level of dialogue concerning the acquisition, understanding, and implementation of data and data sources. One of the goals identified in the *BRIC-TAP Action Plan* [IB38] was to facilitate ongoing dialogue and interaction about data and data resources. Discussions and finalization of this portion of the project are ongoing and will continue into the summer of 2011.

The people at Columbia College value face-to-face interaction and dialogue. Prior to the start of the fall and spring semesters, the college devotes two days (In-Service Day and Flex Day) to providing venues for institutional dialogue, training, and the exchange of ideas. In-Service Day traditionally begins with the college president sharing important information with the entire college community and often will include keynote speakers to address relevant college or state-wide topics [IB39]. In-Service Day also includes time for the instructional and support divisions to meet as a whole. These meetings are opportunities to talk about critical issues as well as discuss planning and budget information relating to the upcoming semester. Flex Days are part of an annual flexible calendar agreement with the California Community Colleges Chancellor's Office. The purpose of the agreement is to provide instructionally related professional development [IB40]. Flex Day activities are generally devoted to workshops, focused dialogue or breakout sessions. Examples of Flex Day activities [IB41] include workshops and breakout sessions to discuss and improve college-wide processes such as strategic planning [IB42], student learning outcomes [IB43], matriculation, academic wellness [IB44], and accreditation [IB45].

College-wide forums also offer opportunities for institutional dialogue at Columbia College. These forums are scheduled as needed each semester and relate to pertinent issues requiring college-wide attention and dialogue. A number of these forums [IB46] are conducted each semester to provide timely discussion and feedback. As an example, college-wide open discussion was held at budget forums in spring 2010 and spring 2011 [IB47]. The Student Learning divisions also held budget forums to discuss and develop plans to accomplish a 14% budget reduction for the 2009-2010 fiscal year [IB48]. The college-wide forum format was also utilized during the spring 2011 semester when Yosemite Community College District was forced to undergo a reduction in force. Weekly college-wide discussions were held during March and April of 2011 to share information and concerns. The Academic Wellness Educators (AWE) group also facilitated a number of informal college gatherings to encourage dialogue and help to strengthen collegial bonds during a time of stress and hardship.

Three college-wide forums were held in the fall of 2010, as part of the process of updating the college *Facilities Master Plan* (FMP) [IB49, IB50, IB51]. These forums were open to the entire college community and featured sessions designed to obtain feedback and stimulate dialogue between participants at the meeting. The dialogue and information from those forums were captured, discussed, and then shared with the entire college via email [IB52, IB51]. This was done to inform any of the college community who could not attend in person. Dialogue and information from these open forums provided relevant feedback and information for the committee working on the update of the FMP during the spring 2011 semester.

Adjunct faculty in-service meetings [IB53] are convened prior to the start of each semester. These meetings are designed to give administrators, staff, and full-time faculty the opportunity to collegially exchange information and ideas with adjunct faculty. The adjunct meetings begin with a light dinner, a time to socialize and renew connections prior to the formal start of the meeting. The agenda at adjunct in-service meetings is full and includes a wide range of presentations and interactive sessions [IB54]. These include activities designed to keep adjunct faculty connected to the Columbia College culture. During the course of the year, adjunct faculty members regularly participate in a variety of college meetings, as well as participate in the Academic Senate.

The spring 2011 adjunct in-service was hosted by the Columbia College Academic Senate [IB55]. Attendees rotated through eight discussion tables. Discussions were captured and then shared at the end of the session. Topics for the session included student learning outcomes, Instructional

Technology, Instructional Materials Center, Health Services, Academic Wellness Educators (student success), the Academic Senate, Special Programs, and Communication, (with an emphasis on how to communicate successfully and work successfully in group environments).

Other adjunct in-service activities have included the following:

Adjunct In-Service	Date	Topics
2011 – spring	1/5/2011	Student Learning Outcomes, Instructional Technology, Instructional Materials Center; Health Care Services; Academic Wellness Educators (student success), Academic Senate, Special Programs, and Communication – with an emphasis on how to communicate successfully and working in group environments.
2010 – fall	8/25/2010	Academic Senate, College Updates, Student Services Information, Academic Wellness Educators –What is AWE? and Teaching and Learning, DSPS Awareness, Embedding Basic Technology Skills in DE, Online Counseling, and Student Success Workshops
2010 – spring	1/6/2010	Library Services, Distance Education, connectColumbia, Early Alert, Budget Update, Instructional Materials Center, Admission and Records Processes, and Student Support Services
2009 – fall	8/26/2009	Library Services, Distance Education, connectColumbia, Early Alert, College Website Update, Budget Update, Instructional Materials Center, Admissions and Records, and Student Support Services
2009 – spring	1/07/2009	CurricUNET Training, AWE – Embedding Basic Skills, Early Alert, Academic Achievement Center, Textbook Purchasing Information, and Title III Grant Online Instruction
2008 – fall	8/20/2008	Student Email, CurricUNET, Early Alert, Student Learning Outcomes, and Academic Wellness Educators
2008 – spring	1/03/2008	College Programs and Services, Reading Apprenticeship presentation, and Off-site Instruction Assistance
2007 – fall	8/22/2007	Instructional Schedule Planning, Academic Wellness Educators, Student Learning Outcomes, Student Academic Status, Speaking, and Writing and Math Across the Curriculum
2007 – spring	1/03/2007	Basic Skills, Student Learning Outcomes, College Programs and Services, and Reading Apprenticeship
2006 – fall	8/23/2006	Counseling Services, Disabled Students Programs and Services, Admissions and Records, Bookstore and Food Services, Baker Station, Web Advisor Training, 'Nuts and Bolts' Faculty Handbook Training, Student Learning Outcomes, and Off-site Instruction Information
2006 – spring	1/05/2006	Academic Senate, WebCT, Instructional Technology Center, Admissions – drops and adds, Parking and College Operations, Off-site Instruction Information, and connectColumbia Training

Dialogue associated with college planning, achievements toward student success, and other college events have been documented in the Columbia College *InSite* publication [IB56]. This periodical newsletter from the Columbia College President's Office provides news and information relating to events on or affecting the campus community. Numerous published articles received input from college faculty, staff, and students and created a mechanism to share the Columbia College culture with the college, community, and YCCD Board of Trustees. In fall of 2009, *InSite* publications were suspended as part of a cost savings plan to help manage budget reductions. Past issues remain online to document cultural and institutional achievements, as well as to sustain institutional history.

Self Evaluation – I.B; I.B.1

The college meets this standard. Columbia College maintains a culture that embraces meaningful dialogue. This cornerstone of the college's culture has prompted the development of mechanisms to share information and ideas, the implementation of effective institutional practices, and promoted a climate for productive change. Dialogue relating to the institution's goals, its quality assurance processes, and student learning outcomes occur in many settings across the college. The culture has moved from one that simply encourages and engages in dialogue, to one that documents and readily shares the wide range of discussions focused on improving operations, teaching, and learning.

A Faculty/Staff Survey carried out in fall 2010 [IB57] asked about college processes that center around ideas for improvement having policy or significant campus-wide implications. Eighty-four percent of those surveyed indicated that in such instances the college uses systematic, participative processes to assure effective discussion, planning and implementation.

The Academic Wellness Educators (AWE) Steering and its core committee consistently rely on dialogue [IB16] to explore and implement new approaches to positively influence teaching and student learning. Annual AWE plans [IB16] are developed by faculty and staff during interactive planning sessions. Administrators are present, but do not lead these planning meetings. AWE Steering Committee meetings are facilitated by faculty, students, and staff. Annual AWE plans are implemented by Focused Inquiry Groups (FIGs) that regularly report to the steering committee for feedback, evaluation, and improvement to planned actions. Evaluative dialogue in these regular meetings has led to sustained practices that provide a wide range of assistance to support learning at the college. Some of these practices include the First Semester Experience, House Calls, Boots to Books, Side Cars, Extreme Registration, Early Alert, On-Ramp, and Academic Achievement Center projects.

Academic Wellness Educators projects are planned and executed by Focused Inquiry Groups (FIGs). One of the primary mechanisms used by the AWE Steering Committee to share dialogue with the college community is guided by a Visibility FIG. This FIG is designed specifically to keep AWE activities visible within the college community and features a number of resources through the AWE website [IB14] and electronic newsletters [IB15] to faculty and staff.

College-wide dialogue and interactive SLO Workgroup meetings [IB58] led to the creation and implementation of an effective SLO peer mentoring team. The team regularly interacts with faculty and staff to bring about a collective understanding of the SLO cycle. College-wide dialogue relating to SLOs has been expanded and enriched as the SLO Mentors reach out to meet with faculty and staff throughout the college to share practices and progress, and offer assistance to anyone working on the SLO Assessment Cycle [IB19]. The SLO peer mentoring team maintains a logbook [IB22] to keep track of SLO dialogue with faculty and staff.

College-wide discussions revolving around student learning outcomes include: 1) spring 2011 Flex Day breakout sessions [IB59], 2) spring 2011 BRIC-TAP meetings [IB60], 3) spring 2009 Assessment Workshop [IB61], 4) fall 2008 Flex Day Assessment Workshop [IB62], and 5) fall 2008 [IB63], fall 2007[IB64], and spring 2007 [IB65] adjunct in-service trainings.

The Columbia College unit planning process is collaborative by design, requiring programmatic dialogue throughout a number of activities. Programs must collectively evaluate program review data, create college goal-focused projects, and evaluate progress on related activities. This is a consensus

process and is an avenue for programs to prioritize resource needs required to carry out project activities. Unit plans are shared with the entire college via *Unit Plan Reports* [IB29, IB30, IB31]. This allows programs to see what other units are doing and fosters cross-disciplinary collaboration and transparency.

College-wide forums led to productive dialogue and updates to the college *Facilities Master Plan*. These forums have brought the college community together to explore and discuss difficult issues such as major budget cuts in 2009 and 2011 and reductions in force in the spring of 2011.

The Columbia College accreditation self study website provides a highly visible central location for the entire college community to stay connected with the accreditation process, evidence, and evaluation.

Planning Agenda – I.B; I.B.1

None at this time.

I.B.2 – The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary – I.B.2

The college uses key planning statements from its *Educational Master Plan* (EMP) to determine planning priorities and to set goals. With the completion of EMP [IB66, IB67] in 2008, Columbia College set its planning course for all areas of instruction, services and campus operations through 2015. The EMP contains the college's evaluation of and professional judgments regarding the current needs of the community it serves, strategies for responding to those needs and the mechanisms and timetable by which to evaluate performance. The executive summary of the Columbia College EMP states:

> *The Columbia College Educational Master Plan 2008–2015 was completed to assist the college in planning for change and growth in its programs and services for the next three to eight years. The relationship between this plan and the Facilities Master Plan, as part of a Strategic Planning Process, will provide the basis for prioritizing and determining the allocation of resources for educational programs and services and facilities of Columbia College. The educational programs and services offered should determine the type and location of facilities provided by the college.*

The *Educational Master Plan* (EMP) is evidence based and primarily relies on the *Institutional Effectiveness Report* for information. The EMP acts as the cornerstone for the Columbia College *Strategic Plan* and presents the college mission, vision, and goals. It conveys the college's core values and guiding principles which lay the foundation for the institution's commitment to mission-based planning. The ten college goals presented in the EMP (page 22) are the key elements guiding Columbia College's integrated planning and resource allocation processes. Columbia College Goals are the critical elements utilized by the college to ensure priorities identified in the annual planning process support and further the mission of the institution. The goals are mission based and are the unifying factor guiding planning and resource allocation through the college's unit planning process.

College needs requiring resource allocation are compiled and documented in the Columbia College unit plans and are available in the form of reports for all of the college to review (see Standard IA for further details). Unit planning is an annual process in which resource requests are entered into departmental unit plans. This is accomplished using the Columbia College Unit Planning Tool (UPT) [IB28], a web-based application developed by Yosemite Community College District programmers.

Resource requests in the unit plan are related to projects that are directly tied to one or more of the ten college goals from the EMP. Each unit plan project (and its associated activities) is tied to a primary, and often a secondary college goal. The connections between unit plan projects and college goals are shown by the *College Goal Progress Reports* which are generated from the UPT database. The *Primary College Goal Progress Report* [IB68] shows the strongest association between unit plan projects and college goals. The *Secondary College Goal Progress Report* [IB69] shows secondary associations between unit plan projects and college goals.

The college can assess the degree to which its goals have been addressed through the review of *College*

Goal Progress Reports [IB68, IB69]. These reports were first made available in the fall of 2010 and can be found on the Columbia College homepage for integrated planning [IB70]. The reports are grouped by each of the ten college goals and show all college unit plan projects and associated activities that support a given goal. This allows the college to see what activities and resources have been planned or allocated to meet specific college goals. The status for each activity allows for assessment of progress toward meeting the specified college goal.

College Council began a process of reviewing progress toward the achievement of college goals in fall 2010 [IB71]. The College Council is the shared governance committee for the college and guides the development of and has primary oversight for institutional planning processes. In December 2010, the College Council began reviewing the *College Goal Progress Reports* to develop and implement a process to evaluate progress toward addressing college goals [IB71]. These fall discussions led to the development of a draft College Goal Assessment Process in January of 2011 [IB72].

The College Goal Assessment Process [IB73, IB74] is undergoing further development through dialogue and feedback from the College Council, and will be addressed during a College Council planning retreat in the summer of 2011. The College Goal Assessment Process assesses how well the college addresses and directs resources towards each of its ten college goals. It also is the vehicle to identify improvements to the planning process itself. Section B of the College Goal Assessment Process focuses on the evaluation of the goal assessment process.

Program review at Columbia College identifies evidence-based needs. The program review cycle at Columbia College [IB75] is a data-driven process in which each program has the ability to make informed planning assumptions to better prepare for and meet students' needs. Items identified during this process are then developed into projects and prioritized in each area's unit plan. The college is developing stronger and more consistent connections between program review and unit planning. College-wide presentations [IB42] focus on mechanisms to better integrate evidence based needs into the unit planning process.

For instructional program review [IB76], there are six operational data components that are evaluated by each program. These include the following: 1) FTES and enrollments, 2) student demand including sections and wait-lists, 3) student retention, 4) student success, 5) program awards, and 6) SLOs. Each data component provides historic and current evidence of programmatic success in meeting student needs. All components have specific response fields in which program faculty and staff respond to the data presented and make planning assumptions based on the data presented. Additionally, there is a field in which the planning assumptions are presented. Instructions above each of field tell the program to include these planning assumptions in the development of their annual unit plans. This is a cornerstone for connecting program review and institutional planning. Instructional program review also includes regular ongoing cycles of curriculum review. For additional information on the curriculum review process, see Standard II.A.

For non-instructional program review, the Student Services Division is now in the process of transferring its paper-driven process to one that is web-based. The new format for Student Services has components similar to those of the instructional program review. The datasets for Student Services are unique, depending on the unit under evaluation. Regardless, the new program review format for all student services areas directly incorporates SLOs into the evaluative process.

Additional college planning needs are identified in a variety of resource plans for the college. Some

of these plans include the *Academic Wellness Educators Plan*, *Technology Plan*, *Matriculation Plan*, *Enrollment Management Plan*, and SLO Planning Chart and Timeline. These resource plans focus committee-based dialogue into action plans that are also incorporated into the college's annual unit plans. In this way, the college unit plan acts as a conduit to funnel data-driven institutional planning into one location that has a fundamental connection with the ten mission-based goals and acts as the basis for the college budget.

The *Academic Wellness Educators Plan* [IB77] is developed annually and addresses many parallel goals identified in the college's *Matriculation Plan* [IB78]. The Academic Wellness Educators (AWE) Steering Committee originated in fall 2006 for the coordination and collaboration of instructional and support services related to student access and success. Annual planning meetings are utilized to develop focused actions that directly relate to student success. The AWE Steering Committee uses Focused Inquiry Groups (FIGs) to carry out these action plans. As with all resource needs at the college, projects derived from the plan are incorporated into the annual college unit planning process. This assures ongoing cycles of evaluation, integrated planning, and resource allocation.

The SLO Planning Chart and Timeline [IB20] indicates the college-wide goals for implementing the Student Learning Outcomes Assessment Cycle and the college's progress toward meeting these goals. Planning goals determined by the SLO Workgroup are presented as a timeline to keep the plans on course with the progressive goals identified in the Acrrediting Commission of Community and Junior Colleges evaluative rubric [IB21]. The chart and timeline is made available to the college community through the SLO Workgroup homepage [IB13].

The *Facilities Master Plan* [IB79] was developed in spring 2003 to document the college's facilities planning goals over the next 20 years. This document serves as the primary planning guide for the campus as it expands and changes to serve its student base in an effective manner. A consulting firm was hired in 2010 to facilitate the college's process for updating the *Facilities Master Plan* that will guide the maintenance of current and development of new campus building and modernization projects. College employees were invited to forums in fall 2010 [IB49, IB50, IB51, IB52] to allow all constituents to have input into the facilities planning process. During the spring 2011 semester, representatives from all constituencies worked on a committee to refine and prioritize the campus-wide input.

The *Vocational and Technical Education Act (VTEA) Plan* [IB80] documents how vocational programs will be developed and improved according to core indicator measures defined by the Perkins Act [IB81]. Goals regarding graduation, employment, and employment stability are set by the federal government and continued funding is contingent upon successful achievement of state and local achievement measures.

The *Technology Plan* [IB82] contains strategic goals, procedures, and recommendations for technological additions and changes for Columbia College that will occur over a three-year period. The Technology Committee members bring feedback from their constituencies to the committee in order to evaluate campus-wide technology needs on a continual basis. These needs may pertain to student use of technology in classroom activities, student support services, or administrative technology needs.

The *Distance Education Plan* [IB83] is designed to build online learning programs and institutional capacity in a manner that maintains instructional integrity while providing needed systems of student support. Faculty and staff training, infrastructure, staffing needs, marketing suggestions, and necessary student services issues are some of the main focal points of the needs assessment addressed by the

committee. The *Distance Education Plan* includes elements that provide for the documentation of practices and procedures, and the adoption of effective standards and practices in use by model distance education programs across the California Community College system. The plan also incorporates suggestions for teaching and learning that lead to student success.

The *Matriculation Plan* [IB78] represents the efforts of staff in the Student Services Division to help students effectively move through the college system. Matriculation is a partnership between students and Columbia College, which is designed to help students in planning, choosing, and achieving educational goals. This process for new and returning students provides orientation to the college, course advising, registration information, and ongoing educational planning. It brings the student into an agreement with the college for the purpose of realizing educational goals through programs, policies, and requirements. The main purpose of matriculation is to promote student success. Criteria for the *Matriculation Plan* are derived from the eight California Community Colleges Chancellor's Office (CCCCO) matriculation standards, and progress toward these goals is determined through program review in the Student Service areas.

The *Enrollment Management Plan* [IB33] promotes an ongoing college-wide dialogue that plays a central role in the coordination, implementation, and philosophical approaches related to the management of student enrollment and success at Columbia College. The *Enrollment Management Plan* guides the coordination and integration of planning activities for eight operational components seen as critical to the successful long-term enrollment of students at Columbia College. These components are: 1) integrated college planning, 2) college budget, 3) staffing, 4) academic course scheduling, 5) student success – academic wellness, 6) facilities and infrastructure planning, 7) matriculation and, 8) outreach, marketing and financial aid. The plan is designed to help frame annual discussion, guide planning decisions and ensure the integration of enrollment planning with college-wide planning and operations.

Measure E bond [IB84] construction and renovation projects were selected from the college *Facility Master Plan* using a multi-year campus-wide evaluation of existing facilities and future projected program and enrollment growth.

A Title III grant [IB85] was written specifically to achieve college goals from the EMP for increasing distance education and resource development through grant development and building the Columbia College Foundation's fundraising capacity.

Self Evaluation – I.B.2

The college meets this standard. According to the Faculty/Staff Survey carried out in fall 2010 [IB57], 81% of respondents "strongly" or "somewhat agreed" that college research efforts are integrated and support planning, evaluation, and improvement of programs and services.

A variety of Columbia College resource plans [IB86] identify focused needs and provide mechanisms to integrate identified needs into priorities within the college unit planning process. Resource plans are developed by committees having a specific functional or operational focus. Planning from this college-wide perspective helps to prevent planning approaches from becoming isolated or from working in programmatic silos. Resource needs identified in resource plans are then incorporated into unit plans which directly link planning initiatives to college goals and the resource allocation process.

The unit planning process promotes equity in representation of programmatic needs and access to resource allocation processes for all campus groups. The unit planning process was first introduced in 2004 and is instrumental to integrating the planning processes at the college. With each annual planning process, the Unit Planning Tool (UPT) evolves to better suit the planning needs of the college. This tool is the mechanism used to enter information into the unit plan. The UPT contains operations that allow for prioritization of needs at the departmental, unit (division), or group and institutional levels.

The college *Unit Plan Goal Progress Reports* show college-wide advancement toward meeting the ten mission-based goals presented in the *Educational Master Plan*. These reports are reviewed by the College Council and help to articulate goals in a manner that promotes a broad-based understanding and allows the college to evaluate progress toward achieving its stated goals.

Planning Agenda – I.B.2

None at this time.

I.B.3 – The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrating planning, resource allocation, implementation and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary – I.B.3

Columbia College has developed a comprehensive institutional strategic planning process that is responsive to short and long-term student needs. The planning process integrates budget, planning and resource allocation, and is informed though both external and internal sources.

There are three documents that comprise Columbia College's *Strategic Plan*: the *Educational Master Plan* [IB66, IB67], the *Facilities Master Plan* [IB79], and the *Campus Master Plan* [IB87]. These documents contain professional judgments and evaluation regarding the current needs of the community. It includes strategies for responding to these needs and the mechanisms and timetables by which the college will evaluate its performance. The concept of integrated planning is shared with the college on a webpage [IB70] dedicated to integrated planning processes, documents, reports, and training resources. These resources have been compiled to inform and empower Columbia College so it can effectively meet community and student needs.

The college uses a cyclical planning process to encourage and reinforce continuous quality improvement in support of student learning. In 2008, after a year of collegial dialogue, the College Council developed and approved a Strategic Planning Process Cycle and Integrated Plan for Resource Allocation [IB88]. This cyclical planning process is now established and understood by the college community. The process directs ongoing cycles of systematic evaluation, integrated planning, resource allocation and implementation. The Strategic Planning Process Cycle represents the functional flow of information and decision making processes at the college. The Annual Planning Cycle [IB89] articulates the timing and cyclic nature of college planning processes and illustrates the integration of planning, evaluation, and resource allocation.

College planning processes are driven by the college mission statement [IB90] through the ten mission-based college goals [IB91]. These goals, presented in the *Educational Master Plan* [IB66, IB67], bring institutional focus to the unit planning process. Annual unit planning can be reviewed by the college community through *Unit Plan Reports* that are easily accessed from the Office of Institutional Research homepage [IB32]. Columbia College unit plans contain annual resource requests and needs for the institution. The *Unit Plan Summary Report* [IB30] and the *Unit Plan Detail Report* [IB31] show projects and associated activities that staff and faculty from different planning units have created to address and improve the effectiveness of college programs.

Systematic evaluation of college goals is assessed through *College Goal Progress Reports* [IB68, IB69]. These reports demonstrate how projects support college goals and document the relative progress toward completion of these goals. The College Council reviews and adopts the annual Columbia College unit plans and *Unit Plan Goal Progress Reports* [IB73, IB74]. This occurs each spring after programs have completed their unit planning process.

Program review is a primary process by which the college evaluates programmatic criteria to assess progress toward meeting student needs. Program review is a data-driven process that regularly directs

each planning area to assess the status of programmatic goals and indicators of success. This allows for the assessment of indicators that support college goals and related projects. The results of program review [IB75] are available for all campus employees to view on the Columbia College homepage for integrated planning [IB70]. This contributes to the transparency, equity, and integrity of the college's resource allocation process.

College resource plans are integrated with the institutional planning process and are driven by cycles of continuous quality improvement. These cycles are ongoing, systematic, and used for continuous quality improvement.

The Student Learning Outcome Planning Chart and Timeline [IB20] presents planning objectives derived by the SLO Workgroup. These plans are presented in a timeline format to reinforce and track critical stages as outlined by the ACCJC evaluative rubric [IB21]. This planning timeline is posted on the web and documents progress toward institutional, programmatic, and course level SLOs. The SLO Planning Chart and Timeline is regularly reviewed and updated by the SLO Workgroup [IB58]. The Columbia College SLO Assessment Cycle [IB19] is a guidepost to assist with implementing student learning outcomes throughout the college and reinforces the critical nature of ongoing cycles of evaluation.

Academic Wellness Educators (AWE) Plan [IB77] is assessed and revised annually by the AWE Steering Committee [IB16]. The AWE Plan addresses the annual goals of the AWE Steering Committee. The AWE Steering Committee is responsible for developing and implementing plans that improve student access and success. Planning for AWE activities occurs each spring in preparation for the coming year. The AWE Steering Committee convenes for an annual planning retreat to develop and prioritize activities. The *AWE Plan* also supports the 2008 Basic Skills Initiative five-year [IB92] plan submitted to the California Community Colleges Chancellor's Office. As with all resource plans, projects from the *AWE Plan* are incorporated into the college annual unit plans.

The *Enrollment Management Plan* [IB33] is another important planning document that follows a systematic process of evaluation, planning and re-assessment. Biannual *Enrollment Management Reports* [IB93] summarize enrollment patterns resulting from enrollment planning processes. Patterns of changes in student enrollment over time are evaluated and the results used to help the college plan for future semesters. The Enrollment Management Planning Team conducts a biannual review of this plan.

Self Evaluation – I.B.3

The college meets this standard. The Faculty/Staff Survey completed in fall 2010 [IB57] contained several items to assess employees' perceptions of how effective the college is at improving overall institutional effectiveness and planning. In response to the item "the college researches and identifies the learning needs of its student population and provides appropriate programs and support services to address those needs," 85% of respondents "strongly" or "somewhat agreed" that Columbia College does this.

The Strategic Planning Process Cycle [IB88] at Columbia College is widely referenced and visible at college-wide presentations, most notably at college in-service and college-wide planning meetings.

College goals are annually evaluated by the College Council. This helps to ensure the college maintains an overall planning focus on mission-based goals and reinforces ongoing cycles of continuous quality improvement.

The institution embraces and understands the notion of ongoing planning. To draw institutional focus toward integrated planning processes, the college developed a homepage for integrated planning. This website is easily accessed by the college community and is dedicated to integrated planning processes, documents, reports, and training resources to empower Columbia College to effectively meet community needs.

Survey items in the 2010 Faculty/Staff Survey directed at the effectiveness of program review asked if, "Program Review and the unit planning process lead to improvements in programs and services." Seventy-five percent of respondents strongly or somewhat agreed. College Flex Day activities have been focused on building institutional awareness relating to the connections between program review, unit planning, and overall integrated planning at Columbia College [IB42].

Successful planning directly related to student learning outcomes was addressed in another survey item asking faculty and staff, "The college evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency and future needs and plans." Seventy-four percent of staff and faculty respondents "strongly" (43.2%) or "somewhat agreed" (30.9%) with this statement. The SLO Planning Chart and Timeline is frequently reviewed, updated, and posted on the SLO Workgroup website [IB13].

Evidence relating to the success of institutional-level student learning outcomes was also addressed in the 2010 Faculty/Staff Survey. Responses demonstrated that 90% of respondents "strongly" or "somewhat agreed" (on average) the college is meeting its goals regarding institutional-level student learning outcomes through its educational programs and services. Progress toward these goals is presented to the college and community through *Unit Plan Goal Progress Reports* [IB68, IB69].

The *Academic Wellness Educators (AWE) Plan* is systematically evaluated and updated annually by the AWE Steering Committee. This is the largest committee at Columbia College and has a constituency comprised of students, staff, faculty, and management from service, operational, and instructional areas.

The Columbia College *Enrollment Management Plan* is an effective vehicle promoting an ongoing college-wide dialogue and systematic evaluation of enrollment practices and their effects on student success.

Planning Agenda – 1.B.3

None at this time.

I.B.4 – The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary – I.B.4

The Strategic Planning Process Cycle and integrated plan for resource allocation was created through open dialogue among College Council constituents. The College Council minutes [IB94, IB74] reflect the final approval of the Strategic Planning Process Cycle after multiple revisions allowing incorporation of feedback from college faculty and staff members. The minutes reflect the ongoing and broad based participation of all college constituencies.

Wide-ranging involvement in planning processes is guaranteed by the structure and participatory nature of the College Council. This body provides for college-wide input and involvement in all planning processes. The Columbia College *Principles of Collegial Governance* [IB95] describe a joint effort to maintain a culture of involvement and participation. This documents states:

> From the Columbia College *Principles of Collegial Governance*:
>
> *We recognize that in order to insure a joint effort, each of the college components (administration, faculty, staff, and student body) must have an initiating capacity and decision-making participation in the important areas of college and district deliberations and action. Differences in the weight of each component's voice will necessarily differ according to the responsibility assumed by the component in the implementation of the decision at hand (i.e., the Student Services Office and Senate for matriculation procedures, the student body and the Student Services Office for student government concerns, etc.).*
>
> *The forum for discussion and final recommendations for College action or initiating recommendations or reactions to District Council shall be the Columbia College Council.*

The Strategic Planning Process Cycle [IB88] brings together all components of college planning and visually represents the cycle in which integrated planning occurs at Columbia College. This chart illustrates the broad-based nature of information gathering for purposes of decision-making and resource allocation and makes the college's planning processes transparent. The College Council is responsible for the development and oversight of all institutional strategic planning documents [IB96].

College-wide participation in planning is achieved at the operational level through programmatic input into the college unit planning process. Columbia College unit plans [IB29, IB30, IB31] provide the primary mechanism by which resources are allocated to address college goals. Unit plans are updated annually as part of the annual planning cycle for the college [IB89]. The development of the college's unit plans requires the assessment, reflection, and analysis of program review data by each planning area. As part of this process, college programs identify evidence-based resource needs that are then incorporated into the Columbia College unit plans.

The hiring prioritization processes for faculty and staff at Columbia College are inclusive and solidly connected with institutional planning. Separate processes exist for faculty [IB97] and classified staff [IB98]. Both hiring procedures have been modified as part of a reflective process of evaluation over the past two years. Careful consideration is given to the positions needed to meet the needs of students

in terms of programs and support services. All prioritized positions are required to address program review data as evidence for need. Additionally, all prioritized positions must be included in the college's unit plans.

The Academic Wellness Educators (AWE) Steering Committee is inclusive by design and has representative staff, faculty, and students from instructional, operational, and student support areas throughout the institution. This is the largest college committee. Together, this collaborative group develops an annual work plan and budget [IB16]. The goal is to support projects that will enhance student success. The documentation provided in the work plan gives clear evidence of the number and variety of people who participate in the AWE Focused Inquiry Groups (FIGs). The AWE steering committee minutes [IB16] reflect broad-based conversations leading to resource allocation decisions directed toward improving student success across the campus. Membership is open to all interested constituents.

The Student Learning Outcomes Workgroup is a campus-wide committee providing opportunities for broad-based input and which makes recommendations that affects college resource allocation. The SLO Workgroup fosters a collective belief that the entire college has ownership of a culture dedicated to the assessment of student learning. To this end, the SLO Workgroup ensures wide participation in the planning, development, and assessment of SLOs [IB19].

The *Vocational and Technical Education Act (VTEA) Plan* [IB80] is developed through a collaborative process by the Vocational Education Division. The entire division participates in the discussion, planning, evaluation, and implementation of activities carried out to meet goals based on the required VTEA indicators.

The Columbia College *Enrollment Management Plan* [IB33] ensures ongoing college-wide dialogue plays a central role in the coordination, implementation, and philosophical approaches relating to the management of student enrollment at Columbia College. This plan is designed to help frame annual discussion, guide planning decisions ,and ensure the integration of enrollment planning processes with college-wide planning. Additionally, the *Enrollment Management Plan* houses Columbia College's enrollment management philosophy and associated standard operating procedures relating to enrollment management at Columbia College.

Self Evaluation – I.B.4

The college meets this standard. College-wide involvement in institutional planning is achieved through the nature and composition of the College Council, which oversees all college planning processes and documents. The College Council acts as the participatory governance committee for the college. The Columbia College Strategic Planning Process Cycle and Integrated Plan for Resource Allocation are developed and regularly evaluated by the College Council. Broad involvement in institutional planning is achieved through the college unit planning process. As part of this process, programs collaborate to enter mission-based projects into their unit plans.

Examples of changes that have occurred as a result of implemented plans include the hiring of faculty, resource allocation for increased ESL offerings, implementation of an improved Early Alert system, facility development and improvement, the development of a distance education program, the development of a "home-grown" SLO management tool, and revisions to the Unit Planning Tool.

Additional examples of college goals that have been successfully addressed can be reviewed in *College Goal Progress Reports* [IB68, IB69].

The Faculty Hiring Prioritization Process has gone through numerous revisions since 2005 [IB99]. The process has developed from a simple five-step timeline to one that is well thought out and appropriately detailed to meet the needs of the college [IB97]. This process is integrated into the college planning in that it requires evidence from program review and requests must be incorporated into each department's unit plan. Program review and unit planning information from the Mathematics Department in 2008 supported a successful proposal [IB100] to hire a full-time faculty member in fall 2009.

The college's English as a Second Langauge course offerings have expanded significantly in response to Academic Wellness Educators (AWE) activities that support Basic Skills Initiative (BSI) planning. Plans from 2007-2008 and 2008-2009 show resources directed toward the development of a stronger English as a Second Language (ESL) Program could support the needs of local non-English speakers, which comprise a growing segment of the college service area population.

Course Enrollment Count by Time Period

Columbia College English as a Second Language ENGL-305	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	10	35	28	99	229

CalPASS DATA 01-09-11

The AWE and BSI Plans (2007-2010) [IB101, IB102, IB103, IB104, IB105, IB106] have also supported the shift from a paper driven Early Alert process, to SARS Early Alert [IB107], which is an streamlined electronic process that facilitates "just in time" support for students struggling in courses.

Standard IIIB details a number of facilities that are in various stages of development across the campus. These facilities, which include a new Child Development Center, Public Safety Building, and Science and Natural Resources Building, were results of the *Facilities Master Plan* [IB79] and funding from a local bond initiative.

The college actively seeks alternative funding sources. In support of the *Educational Master Plan* and *Distance Education Plan*, a Title III grant was pursued and awarded to the college. Funding from this grant has brought needed resources to increase online offerings for students, professional development for faculty, a Distance Education Coordinator, an Online Services Developer, and related online support services. Details relating to the goals identified for the Title III grant can be found in the Title III grant application [IB85].

The Title III grant has an additional objective in supporting the creation of the Columbia College Development Office [IB108] which assists with bringing external funding to the college for high priority programs and projects identified through the college's strategic planning process.

In addition to the Title III grant, a college effort to increase services to disadvantaged students led to the planning and acquisition of a TRIO grant [IB109]. The TRIO grant was awarded in fall of 2010 and addresses economic challenges for students in the surrounding community. This targeted population was identified in the *Institutional Effectiveness Report* (IER) [IB110]. Specifically, the IER identified local incomes (below) and unemployment (above) state averages. Standard IIB provides additional

details relating to the TRIO grant and its associated goals.

The fall 2010 Faculty/Staff Survey [IB57] asked employees if they felt that the College Council effectively represents the college community in making budgetary decisions. Of those that responded, 77.4% of employees agreed either "somewhat" (40.8%) or "strongly agreed" (36.6%) with this statement. When evaluating their involvement in planning and resource allocation processes, 24.3% of survey respondents stated they were "significantly involved," 13.1% stated they were "very involved," 17.8% felt they were "involved," 13.1% were "somewhat involved" and 3.7% stated they were "not involved" in the unit planning process, including financial budgeting. Noticeable among the responses relating to involvement in the planning process is a category listed as "no opportunity for involvement." This category was chosen by 28% of the respondents to the survey. In response to this particular survey reply, a campus-wide email was sent out on September 13, 2010 [IB111]. This email shared the survey result for this item and pointed out links and mechanisms to become better connected with unit planning. This particular survey response points out that while unit planning information is readily accessible and all departments have unit plans, the college needs to improve general awareness relating to involvement and participation with the unit planning process. The response may also be an indication that adjunct faculty are not well connected to planning processes or do not have access to unit planning. The greatest percentage of respondents surveyed was adjunct faculty (31.2%). The next highest level of representation was from classified staff (25.6%), and then full-time faculty (24.0%).

The following chart shows that when only permanent full-time faculty are considered, there was a significant increase in the percentage of respondents who felt involved in the process. With other employee classifications filtered out, only 3.3% of the full-time faculty respondents felt they had "no opportunity for involvement, or opportunity to participate." This information suggests greater efforts should be placed on involving part-time faculty and classified employees with institutional planning.

Full-time Faculty Involvement with Unit Planning

Unit Planning Involvement

Full-time Faculty

- **Significantly involved:** I contribute significantly to formulating my unit's, if not the college's, goals and objectives.
- **Very involved:** I give input and analysis, attend unit planning meetings, and contribute significantly to the goals and objectives of my area's Unit Plan.
- **Involved:** I attend planning meetings and give input but am not responsible for completion of the final goals and objectives of my area's Unit Plan.
- **Somewhat involved:** I occasionally contribute, but do not feel compelled to participate.
- **Not involved:** I choose not to participate in the Unit Planning process.
- **No opportunity for involvement:** I have no opportunity to participate in or access the Unit Planning tool or process.

The majority of employees who input information into the Unit Planning Tool (UPT) are full-time faculty. Additionally, classified staff frequently have challenges attending planning meetings or training sessions due to their work assignments.

Classified Staff Involvement with Unit Planning

Unit Planning Involvement

- ■ Significantly involved: I contribute significantly to formulating my unit's, if not the college's, goals and objectives.
- ■ Very involved: I give input and analysis, attend unit planning meetings, and contribute significantly to the goals and objectives of my area's Unit Plan.
- □ Involved: I attend planning meetings and give input but am not responsible for completion of the final goals and objectives of my area's Unit Plan.
- □ Somewhat involved: I occasionally contribute, but do not feel compelled to participate.

- ■ Not involved: I choose not to participate in the Unit Planning process.

- ■ No opportunity for involvement: I have no opportunity to participate in or access the Unit Planning tool or process.

Reviewing data for classified staff shows a much greater proportion feel they do not have an opportunity for involvement in unit planning. When only considering classified staff, 25% of respondents felt they had no opportunity for involvement in the process. The majority of classified staff indicated they are involved with the unit planning process with classified respondents stating they were "involved," 37.5%, "very involved," 8.3%, or "significantly involved" 12.5% .

Adjunct Faculty Involvement with Unit Planning
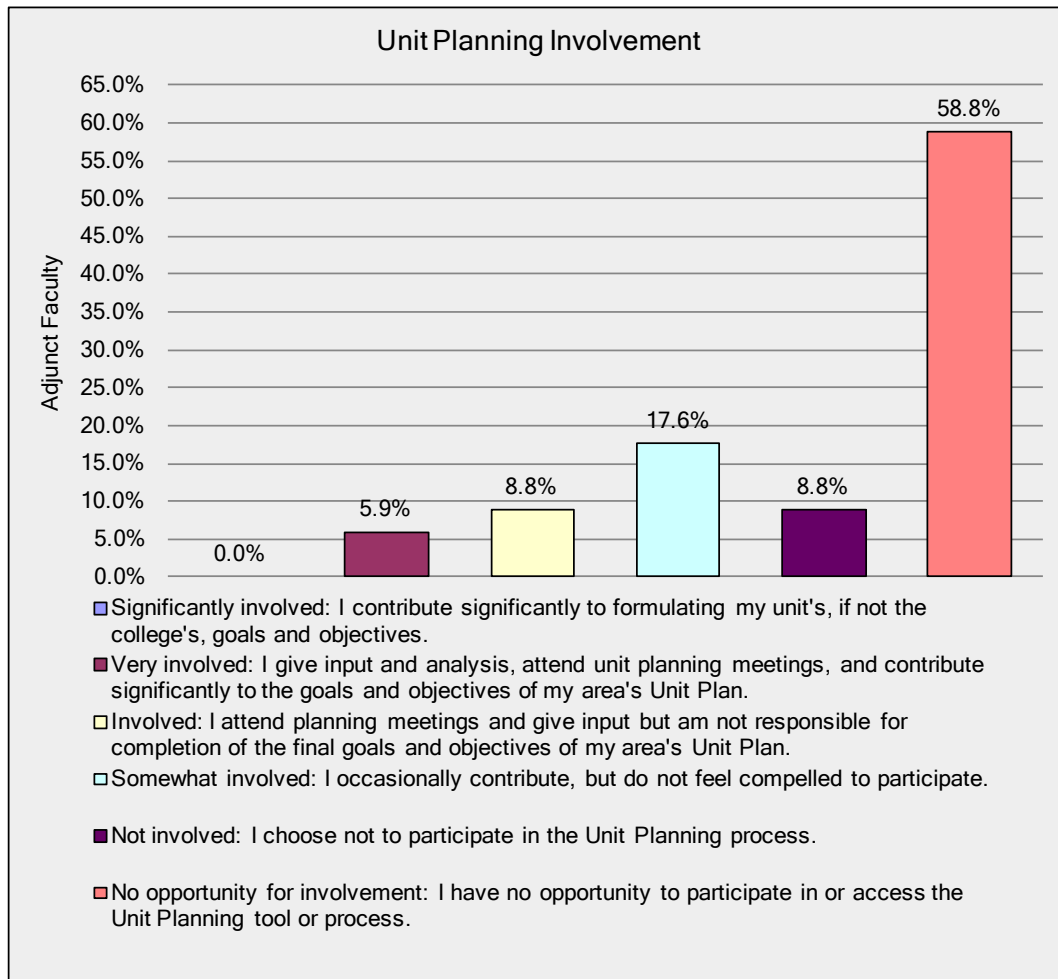
Survey information showed adjunct faculty having the lowest level of opportunity or involvement with the unit planning process. The survey indicated that 58.8% of adjunct faculty felt they had no opportunity to participate or access to the unit planning process. Very few, 8.8% , reported that they were "involved" in the process. Similarly, only 5.9% reported to be "very involved," and no adjunct faculty indicated they felt they were "significantly involved" in the process.

Planning Agenda – I.B.4

- The college will find mechanisms to better involve part-time faculty and staff in planning.

I.B.5 – The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary – I.B.5

The college makes data and analyses public through the *Institutional Effectiveness Report* (IER) [IB110]. The IER communicates Columbia College's commitment to its mission and goals, both internally and externally. It provides information to aid in the evaluation of the college's effectiveness in achieving its stated goals and is a key component for a culture that embraces an ongoing cycle of evaluation, integrated planning, implementation, and reevaluation. The IER is located on the college's Office of Institutional Research webpage [IB32].

The *Educational Master Plan (EMP) Update and Addendum* [IB66, IB67] communicates progress and long-range plans relating to overall goals for the college. This key planning document analyzes the state of the college and communicates plans and progress toward meeting stated goals. The EMP is readily available to the college community through printed copies distributed to the College Council and the Yosemite Community College District (YCCD) Board of Trustees and by the electronic posting of the EMP on the college website for planning documents [IB86].

Program review data is collected annually and includes information from Datatel [IB112], the California Community Colleges Chancellor's Office (CCCCO) [IB113], Cal-PASS [IB114], SARS [IB107], and VTEA Core Indicators [IB80]. Program review information is on the homepage for integrated planning [IB70] and is utilized by faculty and staff for programmatic evaluation and unit planning purposes. Program review data and programmatic responses are accessible to anyone with internet access. This open sharing of information supports a culture of evidence, reflective dialogue and ongoing systematic evaluation.

The annual *Accountability Report for the California Community Colleges* (ARCCC) [IB115] is produced by the CCCCO and is reviewed each year by the college. This widely distributed public document allows the college to track its progress over time on a number of statewide indicators, including student progress and achievement and basic skills course completion and improvement. The ARCCC report also contains peer group comparisons to other colleges to allow for comparison of its results to other institutions with similar characteristics. Local legislatures and YCCD Board of Trustees use the ARCCC report as an indicator of quality assurance. Columbia College communicates results from this report annually. The most recent presentation took place on October 13, 2010 [IB116].

Columbia College's student learning outcomes (SLOs) can be accessed by anyone with YCCD network access. The Columbia College SLO Tool [IB25] offers open access to documented assessment results for student learning outcomes at the course, program, service area, and institutional levels. Summary reports extracted from the database allow for the comprehensive tracking and evaluation of progress relating to SLOs. The SLO Workgroup encourages openness and sharing of information to sustain a climate of learning in which ideas, successes, and challenges are collectively held and reflected upon.

Enrollment Management Reports [IB93] are published each semester and annually to the Columbia College Student Learning webpage. Anyone with internet access can view this information. These reports contain semester and annual enrollment trend information. Total student contact hours are

used as a measure of instructional delivery to the student population. Instructional workforce data are also included in this public report so the need to hire new faculty can be documented and assessed by the entire campus community.

The college publishes an *Annual Safety Report* [IB117] that presents a description of Columbia's security and safety policies and crime statistics for the most recent calendar year and the two preceding years. This report is reviewed at Safety Committee (a subcommittee of the Facilities Committee) meetings. It is then reviewed at Facilities Committee meetings. The safety report is available to the public and the entire college community either through printed copies or via the Columbia College website.

Self Evaluation – I.B.5

The college meets this standard. Columbia College effectively and broadly shares assessment information with the institution, district, and surrounding community. The primary mechanism for the public access of evaluative information is the college website. All evaluative institutional reports, program review information, and unit planning reports are displayed on the website and available to anyone with internet access.

The Columbia College accreditation and policies website [IB118] presents institutional self-evaluations, Commission recommendations for improvement, and measures taken by the college to improve institutional effectiveness. This page links to the Columbia College 2011 self study homepage [IB26]. All raw data collected by committees in support of the self study can be viewed by anyone with internet access from the individual Standards Committees' homepages [IB27].

The webpage for the Columbia College Office of Institutional Research [IB32] has links to the *Institutional Effectiveness Report* (IER), *College Goal Progress Reports*, *Unit Plan Project Reports*, *Accountability Report for California Community Colleges*, and program review data. Under the homepage for integrated planning, current and past program review documents are available as well as unit planning reports. The Student Learning webpage [IB119] presents *Enrollment Management Data Reports*, and the SLO website [IB18] gives institutional access to all student learning outcomes and related assessments. Prominent display of college data via the website allows for effective transmission of evidence directly related to institutional effectiveness.

YCCD Board of Trustees meetings are a venue for the public dissemination of important college information. Information shared at these meetings reaches the community and all constituent groups within the district. Evaluative reports and information shared at Board of Trustee meetings include the *Institutional Effectiveness Report*, enrollment data, SLO progress, accreditation, and ARCCC reports. The college makes its data public to the district, students, and community through these meetings.

In a survey completed in fall 2010 [IB57] 88.5% of staff and faculty respondents "strongly" (56.3%) or "somewhat" (32.2%) agreed the college distributes information about decisions and policies in a timely manner. Eighty-nine (86.8%) percent of respondents "strongly" (53.5%) or "somewhat agreed" (35.1%) the college represents itself accurately and consistently to prospective and current students, the public, and college personnel through its published information in all forms. Seventy-seven percent of survey respondents "strongly" or "somewhat strongly" agreed the college institutional research website gives them access to documented evidence of institutional effectiveness.

Planning Agenda – I.B.5

None at this time.

I.B.6 – The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary – I.B.6

Evaluation and revision of all institutional planning processes is a primary responsibility of the College Council [IB96]. In 2007, the College Council conducted a comprehensive evaluation of all institutional planning documents and processes. Most of the college's planning processes were entirely restructured at that time. In addition to the scheduled biennial review of the college's major planning statements, the College Council also reviews the Strategic Planning Process Cycle and Integrated Plan for Resource Allocation [IB88].

Resulting from the review process, the College Council determined a need to create a sub-committee to develop a course of action to integrate externally-funded resource requests into the college Integrated Plan for Resource Allocation. The charge for the sub-committee was to develop a process to integrate proposals for externally-funded permanent personnel into the existing resource allocation planning process. The sub-committee, created in fall 2010, consists of one representative each from administration, faculty, classified staff, and students. The sub-committee developed a draft process [IB120] for externally funded personnel and recommended externally-funded facilities or equipment needs should also be addressed. The development of these processes is ongoing.

The College Council reviews college goals and planning processes. Starting in the fall of 2010, the College Council began a review process of its ten college goals and the planning processes that support the goals. The first draft of the College Goal Assessment Process was reviewed by the College Council in January of 2011 [IB72]. This process is designed to evaluate progress toward addressing and achieving college goals. The goal assessment process uses the *College Goal Progress Reports* [IB68, IB69] to evaluate how well the college is addressing its stated goals. Additionally, the new process evaluates the goal assessment process itself. This process will continue to be developed during the spring and summer of 2011.

The college has made major improvements to institutional planning processes. A critical component of the integrated planning processes at the college is a web-based planning application called the Unit Planning Tool (UPT) [IB28]. Prior to 2007, annual unit plans primarily consisted of simple lists detailing resource needs for each program. These resource requests did not have strong connections to college goals or an integrated resource allocation process. Additionally, reports were difficult to obtain and were not in a useful format.

Continual cycles of revision and improvement have molded the UPT into a functional core for integrated planning at the college. Using the UPT resource requests are grouped into unit plan projects in support of the ten college goals. In the summer of 2008, the Unit Planning Tool (UPT) was reconfigured in a manner that requires unit plan projects to be directly connected to one or more of the ten college goals identified in the EMP. Strong connections between unit plan projects and college goals keep resources clearly focused on mission-based goals to improve teaching and learning.

A recent improvement to the unit planning process in fall 2010 was the creation of common project names for unit plan projects. The assignment of a common project name helps to characterize and

cross-reference similar projects that may come from different units. Other recent improvements include: 1) the addition of a new status, "wait," for activities that are waiting for funding, 2) the ability to move unit plan activities between different unit plan projects, and 3) the ability to transfer "ownership" of unit plan projects to another user.

Departmental prioritization for resources now occurs within the unit planning process, and the database for the UPT generates the *College Goal Progress Reports* [IB68, IB69]. Anyone with internet access can access comprehensive reports [IB29, IB30, IB31] from the UPT. The UPT is highly functional, but somewhat difficult to navigate. As noted in the self evaluation for Standard I.B.4, the web interface for the UPT is not considered easy to use by a fair number of staff. As a result, the web interface is being redesigned as of spring 2011. This project will continue through the summer of 2011.

Cycles of evaluation improve faculty and staff hiring processes. Classified Senate minutes [IB3] reflect ongoing dialogue relating to the creation, review, and approval of their *Classified Hiring Prioritization Process* [IB98]. Since 2008, a Classified Hiring Priorities Committee has convened each year. The committee carries out the process, and makes recommendations to the Classified Senate regarding potential revisions to the process. Academic Senate minutes [IB2] also reflect ongoing dialogue relating to the review and approval of the *Faculty Hiring Prioritization Process* [IB97]. Revisions to the process began in the fall of 2006 and underwent subsequent cycles of evaluation as part of the hiring process for each of the following years. The Academic Senate adopted the current version in October of 2009. In the spring of 2010, *Guidelines for Orphaned Programs* [IB121] were adopted by the Academic Senate to address and support programs that do not have full-time faculty in a particular discipline. This document provides guidelines on the process to submit a *Faculty Hiring Prioritization* proposal under this situation.

The Master Planning Calendar [IB122] prompts the College Council to systematically review all planning processes and documents. The Columbia College Office of Institutional Research is charged with oversight of the planning timelines and verifies that updates are accomplished as scheduled.

Self Evaluation – I.B.6

The college meets this standard. The Faculty/Staff Survey conducted in fall 2010 [IB57] asked several questions to assess employees' perceptions regarding the effectiveness of planning and resource allocation processes at Columbia College.

A majority of faculty and staff survey respondents replied positively to eight questions focused on aspects relating to the effectiveness of institutional planning at Columbia College (page 7). In seven out of eight categories the combined responses in the "somewhat agree" and "strongly agree" categories, collectively exceeded 70%. There was a minimum combined value of 71.4%, and a maximum combined value of 77.0%.

Evaluative statements (in the faculty and staff survey) relating to planning and institutional effectiveness at Columbia College included the following [IB57]:

Evaluative Statements from the 2010 Faculty and Staff Survey	"somewhat agree"	"strongly agree"
College research efforts are integrated and support planning, evaluation and improvement of programs and services.	41.6%	39.0%
The college evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	30.9%	43.2%
Program review and evaluations are integrated through use of the Unit Planning Tool	32.9%	40.0%
The instructional program review templates are user-friendly and useful.	50.0%	21.4%
The Unit Planning Tool is straightforward and easy to use.	45.3%	18.8%
Program review and the Unit Planning Process lead to improvements in programs and services.	45.1%	29.6%
Resource allocation is effectively linked to program review and unit planning through the Strategic Planning Process Cycle.	40.9%	31.8%
I have access, through the Institutional Research Office section of the college website, to institutional effectiveness assessment results (e.g., the Institutional Effectiveness Report.)	31.1%	45.9%

One of the eight statements had a combined "somewhat agree" (45.3%) and "strongly agree" (18.8%) response of 64.1%. This question asked if the Unit Planning Tool (UPT) was straightforward and easy to use. In response to this lower rating, the UPT was placed as a top programming priority for the spring of 2011.

The development of a new web interface for the UPT began in spring 2011. This was a response to negative feedback relating to the current web interface and relative ease of use. The new Unit Planning Tool interface will be combined with the newly developed SLO Tool [IB25]. This will result in both applications (UPT and SLO Tool) being integrated into a single user interface. The SLO Tool has received very positive reviews from faculty and staff in training sessions. Future plans are to add a program review module to the UPT and SLO Tool web interface as well. This will bring three major planning and evaluative resources together into a single web interface and greatly enhance structural and functional planning processes at Columbia College.

Planning Agenda – I.B.6

- College Council will continue to improve the evaluation tools for college goals and planning processes.

I.B.7 – The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary – I.B.7

Columbia College assesses its evaluation mechanisms. A 2010 survey [IB57] provides valuable feedback from faculty and staff regarding the effectiveness of various evaluative processes. Page 7 of the survey identifies specific planning areas and provides evaluative statements relating to the effectiveness of each. Identified in this portion of the survey were the Columbia College Office of Institutional Research, curriculum, and program review. Additionally, on page 9, faculty and staff were asked to respond to statements regarding the effectiveness of the assessment of "student needs" and the faculty role in evaluating educational programs.

Program review [IB75] is used to evaluate instructional programs, student support services and learning resources. The program review process is conducted on an annual basis in the fall semester. Faculty review data regarding key indicators (e.g. enrollments, waitlists, completions, and awards) and provide descriptive narratives as well as recommendations for the future of each program. These recommendations flow into the unit plan process [IB70] for each program where faculty and staff propose changes in staffing and/or resources to meet their programmatic goals. Projects from the unit plans are prioritized within each department and unit (division). The Vocational Education Division unit prioritizes all projects from unit plans during the fall semester for the entire year as part of their annual review of progress on the VTEA Core Indicators [IB80].

The instructional program review process was revised in 2007 to provide a more consistent framework and to better tie program review to institutional planning. Feedback from faculty indicated that some of the data needed to be more detailed. Current data for instructional program review presents cumulative data for each program. Faculty indicated that being able to review data at the course level would be more useful. In response, the college has now obtained course level program review information through Cal-PASS. The acquisition was a direct result from the *BRIC-TAP Action Plan*. Data has now been downloaded, and the revised process will be available for the 2011-2012 instructional program review.

Columbia College uses the *Institutional Effectiveness Report* (IER) and *Accountability Report for California Community Colleges* (ARCCC) to gather evidence as to the effectiveness of its programs and services. The Student Services Division uses matriculation data [IB113] from the State Chancellor's Office as well as student information from a variety of SARS applications [IB123].

The College Council initiated a process to evaluate progress toward college goals in the fall of 2010 [IB71, IB72, IB73, IB74]. As part of this evaluative process, Section B of the evaluation tool [IB124] poses reflective inquiries regarding the evaluation process and how well it works. Further development of this process will take place during a College Council planning retreat in the summer of 2011.

The *ACCUPLACER Validation Project Reports* [IB125, IB126] help to assess the validity of English and mathematics placement tests for Columbia College students. Evaluation of the assessment tools used for student placement is critical to ensure appropriate course level placement. Studies were carried out in the fall of 2008 to validate cut-scores for English and mathematics sequenced courses at the pre-

transfer level. Faculty members from the English Department were satisfied with existing cut-scores, while the Mathematics Department chose to look further into the study. The 2010 Student Survey [IB127] asked students if they were satisfied with placement testing services at the college. Of 412 responses, 162 (33.96%) indicated they were "very satisfied" with their placement and 232 (48.64%) were "somewhat satisfied." Overall, that accounts for 82.60% of students who were either "somewhat" or "very satisfied" with their placement.

In the fall of 2010 Columbia College obtained specialized technical assistance through a competitive application [IB36] for the Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) [IB37]. The purpose of the BRIC Initiative is to strengthen inquiry-based practice and build cultures of evidence at the California Community Colleges in order to enhance student success and facilitate goal attainment.

The visiting BRIC-TAP team met with college constituents in the fall of 2010 to generate an action plan [IB38] to build research infrastructure at the college. Highlights of this action plan include developing resources to: 1) increase data availability, accuracy, and access, 2) strengthen program review for Student Service areas, 3) connect and integrate assessment and planning processes, and 4) strengthen assessment practices for SLOs.

Each of the four areas targeted by the BRIC-TAP action plan directly relate to the assessment of the college's evaluative processes. Much of the resulting action plan was derived from appraisal and discussion relating to current research and evaluative processes at the college. Since the first visit in the fall of 2010, the college has benefitted from the resulting plans and dialogue by increasing access to programmatic data through Cal-PASS; improving the format, presentation and effectiveness of program review for Student Services; and moving forward with plans to improve the functional interfaces for SLO management, unit planning, and program review.

The SLO Workgroup Planning Chart and Timeline reflects the ongoing progress of Columbia College's activities relating to SLOs and is regularly reviewed and revised. This planning chart is posted on the college's SLO Workgroup website [IB13]. A status for each SLO related goal is aligned with each planning step to allow anyone who accesses the webpage to see where the college is in the process of meeting its goals relating to SLOs. The SLO Website [IB18] and SLO Workgroup minutes [IB58] reveal the ongoing efforts to assess and establish target dates to help the college reach the level of "sustainable continuous quality improvement" as described by the Accrediting Commission for Community and Junior Colleges *Rubric for Evaluating Institutional Effectiveness* for SLOs.

The faculty evaluation process has been reviewed and revised. The Yosemite Faculty Association (YFA) faculty contract [IB128] was recently revised to improve areas relating to faculty evaluation. The entire section on faculty evaluation in the YFA contract was rewritten to improve the consistency of the process, and to allow specific focus areas relating to various non-instructional faculty and to faculty utilizing distance education.

Self Evaluation – I.B.7

The college meets this standard. The college gathers evidence about the effectiveness of its programs and services through regular cycles of program review, the *Institutional Effectiveness Report*, the *Accountability Report for California Community Colleges* and the State Chancellor's Office Data Mart.

Evaluative tools and processes are assessed for effectiveness. These assessments include surveys of students, faculty, and staff; evaluation of placement tests; and a recent process for the College Council to evaluate college goals and the process used to assess them.

Planning Agenda – I.B.7

None at this time.

Standard I.B – List of Evidence

IB1   Agendas and Minutes Webpage for College Committees
IB2   Academic Senate Meeting Minutes
IB3   Classified Senate Meeting Minutes
IB4   College Council Meeting Minutes
IB5   Curriculum Committee Meeting Minutes
IB6   Distance Education Committee Meeting Minutes
IB7   Facilities Committee Meeting Minutes
IB8   Safety Committee Meeting Minutes
IB9   Sustainability Committee Meeting Minutes
IB10   Title III Steering Committee Meeting Minutes
IB11   Technology Committee Meeting Minutes
IB12   Web Focus Committee Meeting Minutes
IB13   Student Learning Outcomes (SLO) Workgroup
IB14   Academic Wellness Educators (AWE)
IB15   Academic Wellness Educators (AWE) Monthly eNewsletters
IB16   Academic Wellness Educators (AWE) Steering Committee Meeting Minutes and Plans
IB17   Basic Skills Initiative Website
IB18   Student Learning Outcomes (SLO) Website
IB19   Student Learning Outcomes (SLO) Assessment Cycle
IB20   Student Learning Outcomes (SLO) Workgroup Plan and Timeline (Action Plan)
IB21   Accrediting Commission for Community and Junior Colleges (ACCJC) Rubric for Evaluating Institutional Effectiveness
IB22   Student Learning Outcomes (SLO) Mentor Activity Log
IB23   ccManzan1 Folder System
IB24   Student Learning Outcomes (SLO) MS Excel Tracking Worksheet
IB25   Student Learning Outcomes (SLO) Tool
IB26   Accreditation Self Study Homepage
IB27   Accreditation Self Study Standards Committees
IB28   Unit Planning Tool (UPT) Login Page
IB29   Unit Plan Project Ownership Report
IB30   Unit Plan Project Summary Report
IB31   Unit Plan Project Detail Report
IB32   Columbia College Office of Institutional Research Webpage
IB33   2009-2010 Enrollment Management Plan
IB34   College Council Minutes, 4-2-10
IB35   College Council Minutes, 9-10-10
IB36   Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) Application
IB37   Press Release 4-22-10 - Columbia College Selected to Participate in BRIC TAP
IB38   Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) Action Plan
IB39   In-Service Day Agendas
IB40   Columbia College Flexible Calendar Homepage
IB41   Flex Day Agendas
IB42   Integrated Planning Fall 2009 Flex Day Presentation

IB43	Student Learning Outcomes (SLO) Flex Day Activity
IB44	Academic Wellness Educators (AWE) 2007-2008 Staff Development Activities, Connect the Dots
IB45	Self Study Training Materials, January 8, 2010 and August 27, 2010 Flex Day Presentations
IB46	College-wide Forums - Examples of Topics for 2009 and 2010
IB47	College-wide Forums - Budget Topic Spring 2010 and Spring 2011
IB48	Vocational Education Presentation - Budget Reduction Plan 2009-2010
IB49	Facilities Master Plan (FMP) Update 2010-2011 - College-wide Forum Agenda(s)
IB50	Facilities Master Plan Update (FMP) 2010-2011 - College-wide Forum Presentation(s)
IB51	Facilities Master Plan Update (FMP) 2010-2011 - College-wide Forum Record of Meeting(s)
IB52	Facilities Master Plan Update (FMP) 2010-2011 - College-wide Emails with Record of Meeting(s)
IB53	Adjunct In-Service Meeting Agendas
IB54	Adjunct In-Service Meetings - Examples of Topics
IB55	Adjunct In-Service Meeting Spring 2011 (1-5-11) - Agenda and Supporting Documentation
IB56	Columbia College InSite publications
IB57	Faculty/Staff Survey Fall 2010
IB58	Student Learning Outcomes Workgroup (SLO) Meeting Minutes
IB59	Flex Day Spring 2011 (1-7-11) Agenda
IB60	Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) Spring 2011 Meetings
IB61	Flex Day Assessment Workshop Spring 2009
IB62	Flex Day Assessment Workshop Fall 2008
IB63	Adjunct In-Service Training Fall 2008 - Agenda and Supporting Documentation
IB64	Adjunct In-Service Training Fall 2007 - Agenda and Supporting Documentation
IB65	Adjunct In-Service Training Spring 2007 - Agenda and Supporting Documentation
IB66	2008-2015 Educational Master Plan
IB67	2010 Educational Master Plan Update and Addendum
IB68	Primary Goal Progress Report
IB69	Secondary Goal Progress Reports
IB70	Integrated Planning Homepage
IB71	College Council Minutes, 12-3-10
IB72	College Council Minutes, 1-21-11
IB73	College Council Minutes, 2-4-11
IB74	College Council Minutes, 4-1-11
IB75	Columbia College Program Review on Integrated Planning Homepage
IB76	2010-2011 Program Review (Instructional)
IB77	2011-2012 Academic Wellness Educators (AWE) Plan
IB78	Matriculation Program Plan, Revised September 2010
IB79	2004 Facilities Master Plan
IB80	Vocational and Technical Education Act (VTEA) Plan
IB81	Carl D. Perkins Vocational and Technical Act of 1998 (Perkins Act)
IB82	Technology Plan Spring 2011
IB83	Distance Education Plan, Revised December 2010
IB84	Measure E Bond Program Information
IB85	Title III Grant Proposal and Award
IB86	Planning Documents Webpage
IB87	2007 Campus Master Plan

IB88   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IB89   Annual Planning Cycle
IB90   Mission Statement
IB91   Columbia College Goals
IB92   2008 Basic Skills Initiative 5-year Plan Submitted to the CCCCO
IB93   Enrollment Update Report for 2010-2011 Fall Semester
IB94   College Council Minutes, 2-1-08
IB95   Principles of Collegial Governance
IB96   College Council Constitution
IB97   Columbia College Faculty Hiring Prioritization Process
IB98   Classified Hiring Prioritization Process
IB99   Faculty Hiring Prioritization Process Evidence of Revision
IB100   Faculty Hiring Prioritization Process Proposal - 2008 Mathematics Proposal
IB101   2007-2008 Academic Wellness Educators (AWE) Plan
IB102   2008-2009 Academic Wellness Educators (AWE) Plan
IB103   2009-2010 Academic Wellness Educators (AWE) Plan
IB104   2007-2008 Basic Skills Initiative (BSI) Plan
IB105   2008-2009 Basic Skills Initiative (BSI) Plan
IB106   2009-2010 Basic Skills Initiative (BSI) Plan
IB107   SARS Early Alert Instructions Webpage
IB108   Development Office Webpage
IB109   TRIO Grant Proposal and Award
IB110   2009 Institutional Effectiveness Report (IER)
IB111   Email to Faculty/Staff to Improve Knowledge of Unit Planning Processes - 9-13-10
IB112   Yosemite Community College District (YCCD) Datatel Reports - Annual Program
          Review Data
IB113   California Community College Chancellor's Office (CCCCO) Data Mart
IB114   California Partnership for Achieving Student Success (Cal-PASS)
IB115   Accountability Report for California Community Colleges (ARCCC)
IB116   Yosemite Community College District (YCCD) Board of Trustees Meeting Minutes,
          10-13-10
IB117   2010 Annual Safety Report
IB118   Accreditation and Policies Webpage
IB119   Student Learning Division Webpage
IB120   College Council Grants and Development Sub-Committee Draft Process
IB121   Guidelines for Orphaned Programs
IB122   Master Planning Calendar
IB123   SARS Reports
IB124   College Goal Assessment Process Evaluation Tool
IB125   ACCUPLACER Validation Project Report - English
IB126   ACCUPLACER Validation Project Report - Mathematics
IB127   Student Survey Condensed Item Analysis Report Spring 2010
IB128   Yosemite Faculty Association (YFA) Contract

Standard II

Student Learning Programs and Services

Standard IIA: Instructional Programs

Standard IIB: Student Support Services

Standard IIC: Library and Learning Support Services

STANDARD II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A – Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1 – The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary – II.A.1

The Columbia College Mission Statement defines the educational framework that embodies the college [IIA1]. The *Educational Master Plan* [IIA2] is the central document which guides efforts to build upon that framework. Other plans such as the *Student Equity Plan* [IIA3], Basic Skills Initiative Plan [IIA4], *Academic Wellness Educators Plan* [IIA5], and *Student Learning Outcomes Plan* [IIA6] identify specific components within the *Educational Master Plan* and how those components help the college fulfill the mission.

The college promotes a culture of learning that aligns with its mission. The Columbia College Mission Statement [IIA1] was reaffirmed by the College Council on September 11, 2009. As the shared governance body for the college, the College Council [IIA7] oversees and reviews all institutional planning statements and documents. The mission statement provides direction to the college and gives clear purpose for the implementation of plans that support student learning.

> *Columbia College Mission Statement*
>
> *Columbia College is a dynamic institution of learners and creative thinkers dedicated to high standards of student success. We prepare students to be fully engaged in an evolving world by offering comprehensive and high quality programs and services. Columbia College is committed to a culture of improvement through measuring student learning across the institution. We strive for excellence, foster a spirit of professionalism and celebrate diversity.*

Institutional student learning outcomes (SLOs) directly support the mission statement for Columbia College. The mission proudly states, "Columbia College is committed to a culture of improvement

through measuring student learning across the institution." As critical measures of student learning, the Columbia College institutional student learning outcomes also possess strong connections with the vision statement [IIA8] for the college. The Columbia College Vision Statement communicates to all constituents that through the successful execution of its mission, the college will be a "center for transformational learning promoted through critical and creative thinking that is open to change and personal growth; civic, environmental, and global awareness and engagement; and individual and collective responsibility."

The mission speaks to a culture of improvement through measured student learning; this drives student focused elements of the vision statement. Together, these planning statements present a strong theme that became the foundation of the institutional SLOs for Columbia College. There are four institutional SLOs for Columbia College, they are as follows:

College-wide (institutional) Student Learning Outcomes

1. *Critical and Creative Thinking*
2. *Civic, Environment, and Global Awareness*
3. *Individual and collective responsibility*
4. *Mastery of relevant theory and practice*

These institutional SLOs show clear and intentional connections to the mission and vision for Columbia College. The institutional SLOs are housed within the SLO Workgroups Statement of Purpose, which is highly visible and easily accessed via the SLO webpage [IIA9]. The SLO Workgroup [IIA10] developed this statement to accompany and guide the four institutional SLOs. Both the statement and SLOs were adopted by the College Council on March 17, 2006.

The SLO Statement of Purpose [IIA9] for Columbia College promotes transformational learning in the context of three learning domains: the cognitive domain, which considers classifications of intellectual behavior; the psychomotor domain, which considers physical skills or task classifications; and the affective domain, which considers behaviors that correspond to attitudes and values. The SLO Statement of Purpose goes on to present that at Columbia College, student learning outcomes address relevant outcomes in each of these domains as they are appropriate to specific courses or programs and as they relate to the overarching, institutional SLOs.

Columbia College provides quality instructional programs that are mission-focused by virtue of the ongoing and systematic processes of curricular review that ensure faculty remain focused on offering and improving "comprehensive and high quality programs and services." Instructional programs are developed and regularly reviewed by discipline experts from the Columbia College faculty and overseen by the Academic Senate Curriculum Committee [IIA12]. The Curriculum Committee maintains its bylaws, processes, criteria, and guiding principles in the *Curriculum Handbook* [IIA13]. This document assures consistent programmatic oversight, practices, and offerings, regardless of membership.

Section 2.D of the *Curriculum Handbook* [IIA13] covers details relating to the philosophy and guidelines associated with the various components within the course outline of record (COR). Elements within the COR and the associated philosophies behind their application ensure that all courses are mission focused. This is accomplished in part through rigorous attention to the development of strong course objectives.

Section 2.D.4.x of the *Curriculum Handbook:*

A course objective is a specific observable, measurable skill or body of knowledge which a student should be able to demonstrate upon successful completion of a course. Instructional objective must apply equally to all students enrolled in all sections of a given course. For core courses of a program, there should be a clear relationship between the specific courses objectives and the more general program competencies.

- *The course objectives should be stated in terms of student outcomes*
- *Outcomes must be measurable*
- *Course objectives should reflect each part of the course content*
- *Objectives should reflect college-level rigor, independent work and critical thinking*

During the curriculum review process, close attention is focused on the development, maintenance, and improvement of course objectives. Section 2.D.4.x stipulates that course objectives should be stated in terms of student outcomes, and that these outcomes must be measurable. This is in direct alignment with the Columbia College Mission Statement which states, "Columbia College is committed to a culture of improvement through measuring student learning across the institution." The careful assignment of disciplines to courses and close attention on the development and review of the curricular sequences that lead to degrees and certificates keeps the college programs mission-focused and upholds its integrity. This also is in close alignment with the Columbia College Mission which calls for the "offering of comprehensive and high quality programs and services."

The Columbia College *Curriculum Handbook* was updated in 2010 and provides consistent and well thought out processes, guidelines, and resources to ensure strong curricular pathways that focus on student success. Strong curriculum is essential for students to be able to effectively navigate through the college's programs. Specific components that assist in the development of successful students at Columbia College include strong connections between course objectives and relevant assignments, appropriate requisites and advisories, and course content that is carefully chosen with consideration to relevant content in other courses within a given program of study or planned sequence of courses.

An Academic Senate elected faculty chair leads the committee which consists of one faculty member from each division (Arts and Sciences, Vocational Education, and Student Services), one faculty intern, three faculty-at-large members, the Vice President of Student Learning, and the Articulation Officer. The Distance Education Coordinator serves as one of the faculty-at-large members to uphold the integrity of distance education courses and programs.

Columbia College identifies programmatic plans that support student and community needs. The college *Educational Master Plan* (EMP) [IIA2] brings function and operational focus to the mission through long-term institutional plans. Long-range planning and development of programs within the EMP are driven by regional and community based evidence. The Columbia College Strategic Planning Process Cycle and Integrated Plan for Resource Allocation [IIA14] demonstrate an institutional commitment to evidence-based planning and resource allocation. This cycle illustrates how internal and external information drive the process.

The *Institutional Effectiveness Report* (IER) [IIA15] is a key document that provides evidence to support curricular and programmatic planning. The IER provides demographic, workforce, and economic information relating to the college's primary service area. In combination with relevant

information from the IER, the college utilizes annual program review data [IIA16] to evaluate specific programmatic criteria. Ultimately, using relevant external and internal evidence to support and evaluate strategic planning goals has provided effective service to students and the community.

Columbia College offers a comprehensive range of associate degrees to its students. Associate in Arts degrees are earned in areas such as fine arts, humanities, and social and behavioral science. The Associate in Science Degree is awarded in science and technical fields, and an Associate in Science (Occupational Education) Degree is earned in occupational programs that provide students with skills and training for immediate entry into the workforce. Columbia College will award these degrees to students completing requirements as identified in the college catalog [IIA17 (page 44)]. Each degree recipient must satisfactorily complete 60 degree applicable semester units and have a cumulative grade point average of not less than 2.0 (C average). Students are required to complete an academic major (at least 18 units in a single discipline or related discipline) as part of the associate degree requirements for Columbia College. All courses in the major must be completed with a grade of C or better.

General Education (GE) Breadth Requirements are met through satisfactory completion of GE areas as identified in the college catalog. Students earning an associate degree must also meet state competency requirements in reading, composition, and mathematics. Columbia College has a local degree requirement for two physical activity courses under Health and Human Performance. Associate Transfer (AS-T) Degrees in support of SB 1440 do not allow local graduation requirements to be added to the degree. Columbia College developed and submitted Transfer Model Curriculum for three AS-T degrees for approval in the spring of 2011. These AS-T degrees were in Communication Studies, Sociology and Psychology. The Academic Senate is currently discussing the future of associate degrees at Columbia College.

Columbia College offers 11 Associate in Arts degrees in 7 areas of emphasis. An Associate in Arts Degree is earned in areas such as fine arts, humanities, social and behavioral science, and is often awarded to students who plan to transfer to a four-year institution.

The college offers 24 Associate in Science Degrees in 11 areas of emphasis. The Associate in Science Degree is awarded in science and technical fields. It is specifically designed for students who intend to transfer to a four-year institution.

Students can also earn an Associate in Science (Occupational Education) Degree. This degree is earned in occupational programs that provide students with skills and training for immediate entry into the workforce. These programs are not designed for students planning to transfer to a four-year institution. Columbia College offers 21 AS (OE) Degrees in ten areas of emphasis.

Self Evaluation – II.A.1

The college meets this standard. The college is driven by a mission-based culture that encourages a campus climate that is supportive of student learning. The Columbia College Mission Statement defines what the college is and provides focus for college-wide strategic planning, as well as the thoughtful development of programs and curricula. The *Educational Master Plan* outlines long-range institutional plans that are supported by institutional evidence, as well as evidence from the surrounding service area. Resource allocation flows through mission-based planning strategies that focus on student and

community needs. This leads to programs and services that remain mission-focused.

A spring 2010 Student Survey [IIA18] showed 50.75 % of those surveyed reported, "Transfer with AA/AS" as their educational goal. The next highest frequency response was that 10.75% reported they were "undecided," and 10.57% indicated "General Education" as their goal.

Page 2 of this survey report shows responses to four items that relate directly to the Columbia College Mission Statement. A strong majority of students agreed that the mission components were met. For each item, the "somewhat agree" and "strongly agree" responses yielded a combined response that ranged between 83.37% and 90.77%. These responses to how students believe Columbia College is fulfilling its mission are evidence of a mission-focused culture throughout the college.

The student survey [IIA18] also shows a majority of respondents believe Columbia College has appropriate curricula and programs to prepare students to meet future needs. For this question, 48.18% of students "somewhat agreed," and 34.61% "strongly agreed" with the statement for a combined response of 82.79%.

Columbia College offers high-quality instruction that is current and appropriate to an institution of higher learning. The *Curriculum Handbook*, in combination with the structure of the Curriculum Committee and their associated roles, plays an active role in carrying out the college mission.

Planning Agenda – II.A.1

None at this time.

■ **II.A.1.a** – The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary – II.A.1.a

Columbia College assesses student needs through a variety of mechanisms; which includes periodic surveys of both instructional areas [IIA18, IIA19] and student services [IIA20]. Over half of the respondents to the 2010 Student Survey indicated they had a goal to transfer with an associate degree. The college continues to support this goal to transfer for students. The students surveyed overwhelmingly agreed (82.79%) that Columbia College has appropriate curriculum and programs to prepare them to meet their future needs. The 2010 Student Survey also indicated a high degree of satisfaction (approximately 85%) with the number of morning and afternoon offerings at Columbia College. There was somewhat less satisfaction (approximately 74%) with the number of evening offerings, which the college can address through the Enrollment Management Planning Team [IIA21] [IIA22]. In addition, there appears to be a strong preference for classes offered Monday through Thursday in either a Monday/Wednesday (86.93%) or Tuesday/Thursday (89.62%) pattern.

The *Institutional Effectiveness Report* (IER) provides information regarding student needs. Chapters 1-3 of the 2009 IER [IIA15] characterize the local population and labor market trends for the college service area. Chapters 4 and 5 focus on the profiles, success and enrollment trends for the students actually served by the college. This information is used to help the college understand community needs and how it is serving its intended student population.

Educational goals reported by students from the *Institutional Effectiveness Report* Chapter 4, indicate that the majority (31.1%) plan to obtain an associate degree and transfer to a four-year institution. The next highest reporting category was listed as "undecided" (24.2%), followed by "educational development" (15.4%). Those students seeking to improve basic skills in English, reading, or math have nearly doubled over the past five years (the most significant change), moving from 0.8% in 2005, to 1.4% in 2008. Recent data from a 2010 Student Survey [IIA18] shows a dramatic increase in the number of students seeking an associate degree. This survey showed a significant shift from 31%, to over 50% in a very short time. This is likely in response to the California State University system greatly reducing their enrollments as a cost saving measure. Additionally, a depressed job market may be inspiring displaced workers to seek a degree.

The *Institutional Effectiveness Report* [IIA15] has shown significant increases to the Hispanic population in the surrounding community. The college has not traditionally offered very many English as a Second Language (ESL) sections . However, in response to community indicators of need, the college increased its English as a Second Language (ESL) offerings dramatically, growing from only supporting 10 students in 2004-2005, to 229 in 2008-2009.

Labor market data from the *Institutional Effectiveness Report* [IIA15] points to expanding workforce needs in the area of health care, science, and teaching. In an effort to meet the student needs in these areas, a new Science and Natural Resources Building is scheduled to be completed in the summer of 2011. The Mathematics Department is also offering more advanced courses, like Calculus II, to meet

the needs of students who are heading into science transfer pathways.

Columbia College analyzes its response to student needs. The Columbia College *Enrollment Management Plan* [IIA22] ensures that ongoing college-wide dialogue plays a central role in the coordination, implementation, and philosophical approaches relating to the management of student enrollment at Columbia College. This plan is designed to help frame annual discussion, guide planning decisions, and ensure the integration of enrollment planning processes with college-wide planning. Additionally, this document maintains Columbia College's enrollment management philosophy and associated standard operating procedures relating to enrollment management at Columbia College. The *Enrollment Management Plan* uses current and past enrollment statistics and trends.

Enrollment Management Reports show enrollment trends and the college's response to student need. Student enrollment data is collected and presented to the College Council and the Board of Trustees each semester [IIA21]. The reports clearly show the intent to apply college strategic planning principles to best serve student needs. The *2009-2010 Annual Enrollment Management Report* shows intent to provide direct connections between the sharing of data and the Columbia College vision, core values and practices. Each report now begins with a cover page that brings a visible focus to the intent of the college to maintain a primary focus on meeting student demand. This cover page draws in components of the college vision statement, as well as the core values and practices. This maintains appropriate focus for the college and acts as a constant reminder of the college's dedication to integrated planning.

> Cover page for Enrollment Management Reports: [IIA21]
>
> *The following components of the 2010 Columbia College Educational Master Plan drive the enrollment management practices and philosophy for Columbia College:*
>
> *VISION: Columbia College will continue to provide comprehensive, exemplary educational programs and services which respond to the individual learning needs of its students and the collective economic and cultural needs of its diverse communities.*
>
> *CORE VALUES: Vital Community and Access: We value and believe it is essential to assist the broader community in gaining access to higher education and achieving success in their chosen endeavors. Columbia College values its role in the community and is dedicated to strengthening and enriching the quality of life of all those we serve.*
>
> *PRACTICES:*
> * *We make decisions based upon the needs of students.*
> * *We increase opportunities that provide open access to programs and services which serve our unique and diverse populations.*
> * *We assess the needs of those we serve and evaluate our success in meeting and exceeding their expectations.*

Enrollment reports are posted on the Student Learning enrollment management webpage [IIA23] to promote visibility and dialogue relating to the college's ability to effectively meet student demand. The *2009-2010 Annual Enrollment Management Report* shows that the college was able to effectively address student needs through increasing enrollment by 7.36% when compared to that of the previous academic year. This occurred simultaneously with a drastic 14% budget cut and required careful planning and resource re-allocation to meet student needs.

Columbia College assesses students' educational needs. College assessment testing is used to place students in appropriate English and mathematics courses (IIA17 (page 25), IIA24, IIA25). Online and face-to-face orientations coordinated through Student Services provide information to students about assessment testing for English and mathematics course placement. Multiple measures are used as factors in the assessments to determine placement. As an alternative to testing, a student may challenge his or her placement level (or challenge by examination) through a Special Considerations Request Petition. This petition is initiated through the Admissions and Records Office and is also available by accessing the Admissions and Records webpage [IIA26]. College Admissions Policies and Procedures are identified in the college catalog and follow YCCD Board Policy and Procedures. Additionally, these policies and procedures meet the regulations of Title 5 and California State Education Code [IIA27].

In addition, college success skills assessment is available for student use online and in print format. The college uses Learning and Study Strategies Inventory (LASSI) as the assessment tool. The Career Occupational Preference System (COPS) and EUREKA are used for vocational assessment purposes. Counselors are available to assist students in interpreting scores from these assessments on an appointment basis.

Early Alert is a process of early identification and intervention to help students navigate successfully through challenging courses or times of academic crisis. Instructors notify students by email when they are not meeting class expectations. Students are encouraged to contact their instructor, counselor, and any other referral source identified. Follow-up is then conducted by the Counseling Department, facilitated through the use of an Early Alert information webpage [IIA28]. The system has multiple feedback loops to keep the instructor, student, and counselors informed of what corrective measures have been taken by the student.

The program review process is conducted on an annual basis in the fall semester. Faculty review data regarding key indicators (e.g. enrollments, waitlists, completions, and awards) and provide descriptive narratives as well as recommendations for the future of each program [IIA16]. These recommendations then flow into the unit planning process [IIA29] for each program where faculty propose changes in staffing and/or resources to meet their program goals. Projects entered in the unit plans are prioritized within each department first and then at the division level during the spring semester for the upcoming fiscal year. The prioritization process is facilitated through the use of *Unit Planning Reports* [IIA30] that can be easily accessed via the internet.

Student needs are incorporated into ongoing systematic program planning. The college assesses the overall effectiveness of programs and services by reviewing data from both internal and external sources. Internal sources include program review [IIA16], *Enrollment Management Reports* [IIA21], Datatel reports [IIA31], Student Surveys [IIA18], the *Matriculation Plan* [xIIA32] and the *Institutional Effectiveness Report* (IER) [IIA15]. There are a number of external sources that are utilized as well. Those sources include VTEA Core Indicators [IIA33], ARCCC Reports [IIA34], the CCCCO Data Mart [IIA35], CalPASS [IIA36], and a wide range of sources that are included in the IER. Identified needs are addressed as mission-focused projects in the unit planning process [IIA30]. Recent examples of programs and services which have developed through these planning processes include the Academic Wellness Educators (AWE) activities [IIA37], a Title III grant [IIA38], the High Sierra Institute at the historic Baker Station [IIA39], Career Tools for Excellence [IIA40], and the Middle College Program [IIA41].

The Academic Wellness Educators (AWE) [IIA37] committee consists of representatives from all constituency groups across the college and has developed into an effective group that has demonstrated the ability to create positive change directed toward student success. The initial AWE concept evolved from a taskforce that was brought together in 2006. This taskforce was created to explore best practices in addressing the needs of underprepared students who enroll in the community college system. Dialogue and research from the taskforce generated a report in April of 2006, called *An Integrated Approach to Ensuring Student Access and Success at Columbia College* [IIA42]. This report was the springboard to the creation of the Academic Wellness Educators in April of 2006.

The AWE Steering Committee focuses on the development and improvement of essential learning needs for all students, including those requiring remediation in basic skills. The number of participants in AWE has grown dramatically since its inception and is now the largest planning group at the college. The energy, organization, and expertise of its members have produced a number of projects that center on the need to increase basic skills for students. The list of accomplishments credited to AWE, along with the ability to institutionalize support for basic skills, were major factors that contributed to Columbia College being selected as a Hewlett Award winner in 2008 [IIA43].

The AWE philosophy tends to focus away from traditional coursework to support underprepared students who need assistance with basic skills or other remediation. The committee recognizes that the majority of community college students are in need of remediation, but that many students who have learning needs will never take a basic skills course, or that there may have been a significant time lapse since a student was last exposed to specific course content.

AWE strategies are numerous, constantly evolving and focusing on combinations of balanced assistance from both academic and learning support systems. Many of the approaches are designed as interventions to bring in various levels and types of support "just in time," when the students most need the support. Such interventions include contextualized learning "House Calls" by math or English instructors who will drop in and teach a brief module that can benefit from an applied learning experience. Other practices include the embedding of tutors and counselors in classes and extensive use of peer tutors. Student needs are highly visible in AWE Steering Committee meetings, as there are numerous student members on this committee.

One of the AWE projects initiated in the 2010-2011 academic year is called Guidance, Preparation and Success (GPS) [IIA44]. This initiative brought forth seven different tools for student success. While the focus was somewhat more directed toward students, each GPS Tool had specific applications for faculty and staff as well. Tools included taking a pledge to "disconnect and plug in to learning," developing time management skills, and assessing learning styles. The assessment of learning styles for students is another mechanism to better identify student needs.

A federal Title III grant awarded $2 million to be directed at distance education and the establishment of a Development Office for the college [IIA38]. Many general education and degree focused courses are now offered online for Columbia College students. This increases accessibility to a population that has challenges with a rural public transportation system and isolated locations. A number of faculty development opportunities at Columbia include in-depth training in online instruction and course development methods, pedagogy, and technology. Many of these opportunities are available through the Columbia College distance learning website [IIA45].

The High Sierra Institute (HSI) [IIA39] is a joint venture between the United States Forest Service and the Yosemite Community College District. The High Sierra Institute operates at the historic Baker Station located near the crest of Sonora Pass. This facility offers tremendous opportunities to address various specialized student needs in the Natural Sciences. The facility is a one-of-a-kind educational center high in the Sierra Nevada. Columbia College receives a number of annual requests from various universities to use Baker Station. There is no other educational facility like this in the entire Sierra Nevada region, making it a very unique experience for Columbia College students.

A Middle College Program was initiated as part of a partnership between Columbia College and the Sonora Union High School District [IIA41]. This collaboration offers a blended educational experience for a population of students whose needs were not being met in a traditional high school setting. The initial implementation fell short of the desired goals, but changes in the structure of the program and a change to the profile of students selected for this program resulted in significant improvements over the next year. The college renewed its agreement with this local high school for continuation of the Middle College Program.

Ongoing systematic evaluation of student learning outcomes (SLOs) helps determine student need at the college. Data collection and assessment related to SLOs are overseen by the SLO Workgroup [IIA10]. Peer SLO Mentors meet with faculty and staff individually and in groups to assist in the development, implementation, and assessment of student learning outcomes. In the fall of 2010, a locally developed SLO Tool was released [IIA46]. This tool assists with the tracking of course, program and institutional SLOs. It provides the campus with one place to document the entire SLO process.

Self Evaluation – II.A.1.a

The college meets this standard. The college regularly carries out research to identify student learning needs. Primary sources for external data include labor market analysis, economic indicators, and population demographics provided by the college *Institutional Effectiveness Report* (IER). Internal research also produces indicators of student needs through the IER, program review, ARCCC report and student surveys. One result from the survey indicated that students were looking for increased evening offerings. An issue such as this would be most appropriately addressed by the Enrollment Management Planning Team, a college-wide group that oversees the *Enrollment Management Plan*. This plan is designed to help frame annual discussion, guide planning decisions, and ensure the integration of enrollment planning processes with college-wide planning.

Student and community based data is utilized to support unit plan activities. Unit plans are updated and prioritized each spring in preparation for the coming fiscal year. All college resource requests flow through the unit plans and each project is directly connected to one or more of the ten college goals [IIA11] to ensure mission-based planning and support for student needs.

In the fall of 2010 Columbia College obtained specialized technical assistance through a competitive application [IIA47] for the Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) [IIA48]. Columbia College was selected as one of 15 California Community Colleges to participate in this initiative led by the Research and Planning Group for California Community Colleges. The purpose of the BRIC Initiative is to strengthen inquiry-based practice and build cultures of evidence at the California Community Colleges in order to enhance student success and facilitate goal attainment. Outcomes from the action plan associated with this project will provide

increased access to student data and improve the college's ability to identify and meet student needs.

The visiting BRIC-TAP team met with college constituents in the fall of 2010 to generate an action plan to build research infrastructure at the college [IIA49]. Highlights of this action plan include developing resources to: 1) increase data availability, accuracy and access, 2) strengthen program review for Student Service areas, 3) connect and integrate assessment and planning processes, and 4) strengthen assessment practices for SLOs.

A targeted area for the *BRIC-TAP Action Plan* is to increase data availability, accuracy, and access. Plans to meet identified college needs were targeted for the spring of 2011. These plans include the development of sustainable mechanisms to increase the sharing, discussion, and evaluation of institutional data. Another goal is to train faculty and staff in the use of the CalPASS SMART Tool [IIA36] and for a small team of faculty and staff to be trained as "Data Wizards" who have the ability to carry out classroom or service area research for peers on their own. The team will work collaboratively with the Columbia College Office of Institutional Research. The SMART Tool is free of charge and allows a wide range of manipulations to the California Community Colleges Chancellor's Office (CCCCO) MIS data. This tool will improve the level of detail that can be provided for instructional program reviews.

Another *BRIC-TAP Action Plan* component relates to strengthening the program review format and user interface for Student Services. BRIC-TAP team members met with the Student Services Division in December 2010 [IIA50] to develop related plans. In January of 2011, college programmers began working on a user interface that will allow for the implementation of this plan.

The action plan also has a focus on connecting and integrating assessment and planning processes at the college. The existing Unit Planning Tool [IIA51] is seen as somewhat cumbersome to use and not user friendly. In the spring of 2011 college programmers will begin integrating the unit planning web interface with that of the new SLO Tool [IIA46]. The user interface of the new SLO Tool has received much praise in recent training sessions. Aside from improving the user interface of the Unit Planning Tool, the integration will greatly enhance strategic planning connections. The final phase will be to incorporate instructional and non-instructional Student Services program review user interfaces along with the other tool. This will result in a single web-based application that manages SLOs, unit planning (resource allocation), and program review. The spring 2011 programming efforts directed toward improving the Student Services program review interface are aligned with this project.

The final focus area for the *BRIC-TAP Action Plan* is to strengthen assessment practices associated with the development and implementation of SLOs. This component involves professional development activities and exposure to examples from other institutions' processes related to the assessment of SLOs.

Planning Agenda – II.A.1.a

None at this time.

■ **II.A.1.b** – The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary – II.A.1.b

Columbia College offers multiple traditional delivery systems including, but not necessarily limited to, the following: lecture, laboratory, activity, class or group discussion, computer assisted instruction, collaborative workgroup, field experience, supervised practicum, independent study, and cooperative work experience. Common forms of delivery at the college include lecture, laboratory, activity and field experience courses. Columbia College is located in the foothills of the Sierra Nevada and has numerous opportunities for field excursion delivery. These include field photography, field geology, field biology, and Geographic Information Systems courses.

The college supports various alternative instructional methodologies as well. These include mixed modalities incorporating technology mediated instruction, excursions and field trips, independent study, and cooperative work experience. As required by California Code of Regulations (CCR) Title 5, section 50002, the same standards of course quality and expectations are applied to all courses in the same manner, regardless of the method or mode of instruction.

With regard to technology mediated instruction, there are three alternative delivery modes for courses offered by the college. Hybrid courses include both face-to-face sessions and online instruction. Online courses are fully online and require students to have access to a computer and internet connection. Video-conferenced courses are taught live via the internet from an outside location; students have mics to ask questions and participate in discussions.

The institution assures that delivery of instruction fits the objectives and content of its courses. The Columbia College Curriculum Committee [IIA12] reviews and oversees the approval of all course outlines. One of the committee's charges is to see that methods of instruction in the course outline of record are specifically related to the successful completion of course objectives. To accomplish this, the committee is directed to ensure that course assignments are directly related to the course objectives presented in the course outline. Course assignments must be appropriate for the proposed methods of instruction. Additionally, course assignments need to be specific enough to provide guidance to faculty and clear expectations for students. The Curriculum Committee evaluates the appropriateness of the method of instruction and course assignments with regard to course objectives during the curriculum approval process.

Curriculum review is a mandated periodic review of each credit course [IIA52] listed in the catalog as well as noncredit courses to ensure that they are current and are in alignment with the purposes of the course within the curriculum and with the Education Code and California Code of Regulations (CCR). Columbia College will not offer a course that has lapsed beyond its curriculum review cycle. In the 2009-2010 academic year, the Academic Senate and Vice President of Student Learning launched a campaign to ensure all Columbia College courses were up-to-date with regard to curriculum review. Prior to this, courses would sometimes exceed the designated review period.

The Curriculum Committee formally takes action and makes decisions on curriculum, related instructional matters, and academic policy. The committee is ultimately responsible for the continuous

review and revision of curriculum. With regard to courses offered through distance education, CCR Title 5 regulations require special attention to course quality standards, course approval, and regular effective contact between the instructor and students.

CCR Title 5: § 55202. Course Quality Standards

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

CCR Title 5: 55206. Separate Course Approval

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

CCR Title 5: § 55204. Instructor Contact

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

The Curriculum Committee provides a separate approval process for distance education courses. Faculty must submit a Distance Education Addendum (DEA) [IIA53] to initiate the approval process for distance education delivery. The *Distance Education Plan* [IIA54] addresses the Curriculum Committees role with regard to distance education as follows:

VII. Role of the Curriculum Committee

The Curriculum Committee uses the following criteria when determining whether a course will be approved for online delivery:

- *Students benefit from having access to the course via a distance offering.*
- *The Course Outline of Record has been approved or revised within the five years of DE addendum request for approval.*
- *A DE Addendum (DEA) has been submitted to the Curriculum Committee adequately designating the following:*
    1. *1. Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure "regular and effective contact" as required in Title 5 and the approved Regular Effective Contact Policy.*
    2. *Accessibility is ensured as required by Section 508 guidelines.*
       All Title 5 mandates have been met and followed.

Faculty are well informed of their responsibilities prior to the submission of DEA proposals to the Curriculum Committee for review. An instructor who wishes to use an alternative delivery mode (online or hybrid/mixed) must first complete a 30 hour cohort basic training program as defined by the Distance Education Committee. If the instructor has been trained elsewhere, they must have a certificate of completion in online teaching from a reliable institution such as UCLA online teaching program, the Cerro Coso Online Educators, or the @ONE Certification Program as well as attend a five hour Columbia College Online Orientation. The orientation covers core values and student contact requirements and is approved by the Distance Education Coordinator at the college. Faculty are also evaluated by their students with regard to regular effective contact. Appendix C-5i [IIA55] of the faculty contract asks students, "The online instructor provides multiple options for effective student-faculty contact."

The philosophy of the distance education program is to support distance education and to offer students courses that are fully online, partially online (hybrid), or to assist with web-enhanced courses that are entirely face-to-face, but incorporate distance education technology and resources in a classroom setting. When appropriate, traditional face-to-face teaching and the use of video conference technology are also considered in the planning document. The college has processes in place to educate and inform faculty of their responsibilities. These include a *Distance Education Plan* [IIA54], Distance Education Committee [IIA56], Technology Committee [IIA57], *Distance Education Handbook* [IIA58] and a faculty Distance Education Coordinator.

The *Distance Education Plan* [IIA54] guides distance educational goals and processes for the college. The mission states the distance education program will develop uses of technology in teaching and learning that enable students to access a quality education, anytime, anywhere. Page 8 of the *Distance Education Plan* presents teaching and learning standards that are designed to develop and maintain a quality distance education program.

The Distance Education Committee (DE Committee) is a college-wide committee with representatives from all constituency groups and is chaired by the Distance Education Coordinator. The committee plans and coordinates distance education. This committee also reviews online services for students and faculty and makes recommendations for improvements to the Columbia College Online Services Developer. Additionally, the DE Committee acts as a development and support team to mentor faculty and review distance education courses as they are developed. The DE Committee oversees the development and revision of the college *Distance Education Plan* and advises the Curriculum Committee in academic matters involving distance education.

The Technology Committee is a college-wide committee and is an integral component of the distance education program for the college. Members include representatives from all constituent groups as well as the Columboia College Director of Information Technology and Media Services, the Vice President of Student Learning and the Distance Education Coordinator. Having the Distance Education Coordinator as an active member of the Technology Committee ensures that underlying support and other resources are in place.

The *Distance Education Handbook and Reference Manual for Online Teaching and Learning* (DE Handbook) [IIA58] provide critical information for distance education instructors. The manual contains five sections that provide information relating to: 1) online learning, 2) teaching online, 3) What Do I Need to Know?, 4) policies and procedures and, 5) course management. The DE Handbook also includes information relating to the steps needed for online teaching at Columbia College,

assistance with the Distance Education Addendum, and how to get a Blackboard account. The DE Handbook contains a rubric for evaluating online discussions and accompanying evaluation criteria for facilitating an online class discussion.

The Distance Education Coordinator is a full-time faculty position that serves as liaison between faculty, administration, and support staff for distance education matters. This person collaborates and plans with the Distance Education Committee and Technology Committee. The DE Coordinator conducts periodic reviews [IIA59] of all distance education course offerings. Other duties include faculty development and curriculum committee course approval relating to teaching and learning with technology. The DE Coordinator also is the primary resource for training and assistance with Blackboard, the college's online course management system [IIA60].

Starting in October 2008 with the award of the Title III grant [IIA38], regular training opportunities are offered to develop online courses. These training opportunities are reviewed and enhanced as needed. Training is also available for faculty using technology as an enhancement for teaching and learning. The Columbia College Online Services Developer was added to the program as part of the grant. This position's primary duty is to assist in the conversion and creation of online student services with the advisement and collaboration of the Distance Education Committee, the Technology and Media Services Director, Student Services personnel, the Online Services Workgroup, and administrators.

Columbia College assesses delivery methods for their effectiveness in meeting student need. The 2010 Student Survey [IIA18] asked students if methods of instruction at Columbia met their educational needs. Responses to this question showed 87.93% of survey respondents "somewhat agreed" (48.28%) or "strongly agreed" (39.08%) that the methods of instruction offered met their needs.

Dialogue relating to delivery systems occurs at the college. The Columbia College Curriculum Committee discusses delivery modes and methods during the review of course proposals as part of the curriculum review process [IIA52]. Dialogue relating to distance education modes also occurs at Distance Education Committee meetings and at training sessions offered through the Distance Education Coordinator [IIA61].

Self Evaluation – II.A.1.b

The college meets this standard. The college offers a variety of unique locations, delivery systems, and modes of instruction at Columbia College. A rigorous curriculum review process helps ensure that the delivery of instruction is appropriate to meet the stated content, objectives, and assignments for a course. The Columbia College *Curriculum Handbook* provides guidance for faculty to better understand critical elements needed for strong course outlines.

Faculty that use alternative delivery modes first complete mandatory training and are taught the most current techniques for online course development. The Distance Education Coordinator provides this training and works closely with all online faculty. Faculty must also submit a Distance Education Addendum (DEA) proposal to the Curriculum Committee for each online modality that may be offered for a particular course. The addendum assures that the committee will consider the mechanisms utilized that will ensure regular effective contact between students and the instructor. DEA proposals are considered in a separate action, as required by CCR Title 5.

Delivery methods are evaluated for effectiveness through a combination of regular curriculum review and periodic student surveys.

Planning Agenda – II.A.1.b

None at this time.

■ **II.A.1.c** – The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary – II.A.1.c

Columbia College has made a deep commitment to student learning outcomes (SLOs) in terms of devoting time and resources to this culture changing initiative. Along with course and programmatic SLOs [IIA62], institutional student learning outcomes have been developed [IIA63] and were directly assessed as part of the 2010 Columbia College Student [IIA18] and Faculty/Staff Surveys [IIA64]. The results of the survey items regarding institutional-level SLOs are discussed in the self-evaluation of this Standard.

Student learning outcomes are developed for all courses and programs at Columbia College including certificates and degrees and all non-instructional programs. Progress with regard to SLO development, assessment and revision can be tracked using the colleges newly developed SLO Tool [IIA46].

Strategies for developing student learning outcomes (SLOs) are led by the SLO Workgroup. The workgroup meets regularly to advise SLO planning strategies, track campus-wide progress, and facilitate the development of a culture that focuses on learning outcomes. The SLO Workgroup monitors the college's progress through the SLO cycle at the course, program, and institutional levels [IIA10].

The college has four SLO Mentors as an alternative to a single SLO coordinator to provide support and guidance. These peer mentors consist of three instructional faculty and one employee from a service area. This structure was chosen to allow for a variety of mentoring approaches, to promote dialogue, and to encourage the entire college (instructional and non-instructional) toward a culture that embraces SLOs.

The SLO Mentors are specifically trained to assist faculty and staff in the development and implementation of student learning outcomes. The college's commitment to SLO development is demonstrated by the fact that funds have been set aside to support this effort in the form of faculty reassign time and any necessary supplies. Further demonstrating the college's commitment, a dedicated SLO Mentor Office was established on campus which serves as a hub for SLO development. The SLO Mentors hold regular office hours to answer faculty questions and help guide SLO development. Mentors also make regular "field trips" to meet with individuals to assist in any way. Notes from these meetings are kept as part of the SLO Mentor Team Logbook [IIA65]. During these office hours and meetings, SLO Mentors work with faculty and staff to develop quality assessment practices using the SLO Tool which can be found on the SLO Workgroup's assessment tools and resources webpage [IIA46].

The SLO Workgroup webpage provides information for the development, implementation and assessment of SLOs. Resources made available through this webpage include examples of knowledge surveys [IIA66], portfolios [IIA67], internet based tools [IIA68], and links to external institutions involved in the development and assessment of SLOs. Web resources on the SLO webpage also provide implementation models for a variety of different college areas [IIA9]. These models are locally derived

and include Child Development, Financial Aid, Spanish, Basic Skills, Culinary Arts, Business, and the Library.

Columbia College has identified SLOs at the course, program, and institutional level. Until the fall of 2010, the college tracked SLO development and assessment by hand, using spreadsheets to develop comprehensive reports. In the fall of 2010 a web-based SLO management application was locally developed [IIA46]. The SLO Tool was designed to have field data from the application pass directly into a database for comprehensive reporting and SLO management. This allows SLO Mentors and the SLO Workgroup to access critical data regarding SLO progress across the entire institution. As of spring 2011, SLOs have been copied from their original Microsoft Word formats [IIA69] and entered into the SLO Tool. Faculty and staff are moving appropriate components into their respective fields in the SLO Tool. The SLO Mentors are assisting with this process, as it provides opportunities to work directly with faculty and staff as they work with their original narrative format and separate them out into measurable outcomes, assessments, analysis and results. Fields within the SLO Tool include SLO, Assessment to be used, Analysis, Notes to Self, and Improvements Achieved.

Results from the assessment of SLOs are entered into the SLO Tool. All information in the SLO Tool is fully visible to the college community. This supports a college culture of "visibility" and sharing of ideas across courses and programs. Specific fields within the application were created to enter SLO assessment results as well as positive changes to teaching and learning that occur as secondary effects from the active ongoing process of assessing SLOs. The SLO Workgroup refers to these secondary effects as "collateral successes." Such successes include revisions to curriculum, in-class assessment and collegial dialogue. The data contained in the SLO Tool allows for comprehensive assessment reports to be produced which allows the college to verify that it is achieving accreditation requirements for student learning outcomes at the level of proficiency on the ACCJC *Rubric for Evaluating Institutional Effectiveness* [IIA70].

Dialogue regarding SLOs occurs regularly at SLO Workgroup meetings [IIA71] and SLO Trainings [IIA72]. SLO dialogue has also occurred at recent division meetings [IIA73] and in many cases has continued at the program level [IIA74]. Meeting minutes capture the discussions and progress relating to the development, assessment, revision, and tracking of SLOs. The SLO Mentors also keep record of discussions and meetings with faculty and staff in the mentor log [IIA65].

In the fall of 2010 Columbia College obtained specialized technical assistance through a competitive application [IIA47] for the Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) [IIA48]. Columbia College was selected as one of 15 California Community Colleges to participate in this initiative led by the Research and Planning Group for California Community Colleges. The purpose of the BRIC Initiative is to strengthen inquiry-based practice and build cultures of evidence at the California Community Colleges in order to enhance student success and facilitate goal attainment.

As part of the development of an action plan, the BRIC-TAP team met with the SLO Workgroup in October 2010. Dialogue from this meeting led to a specific component of the *BRIC-TAP Action Plan* [IIA49] to strengthen assessment practices associated with the development and implementation of SLOs. This component involves professional development activities and exposure to other institutions' processes related to the assessment of SLOs.

Self-Evaluation – II.A.1.c

The college meets this standard. Under the guidance of the SLO Workgroup, the faculty and staff of Columbia College are embracing development and implementation of student learning outcomes. The SLO Mentors assist faculty and staff individually and in group settings for course and program SLOs. The SLO Mentors also engage in regular dialogue to help faculty and staff use assessment results to guide improvements to courses and programs. The introduction of the SLO Tool proves to be the essential piece to document the on-going assessment and analysis.

The results of student learning outcomes are used for improvement at multiple levels. Beyond the course level, results factor into both unit planning and program review for each area. Incorporation of student learning outcomes into the integrated planning processes helps the college to ensure that energy and resources are directed into areas that will provide the most benefit to students. The college relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes.

Results from the 2010 Student Survey indicated that 87.31% of students surveyed "somewhat agreed" (48.05%) or "strongly agreed" (39.26%) that they were aware of, and understood, the college's involvement in student learning outcomes on campus and their use to improve programs and services [IIA18].

The 2010 Faculty/Staff Survey [IIA64] showed that faculty and staff felt that the college was meeting its goals regarding institutional level student learning outcomes through its educational programs and services. Results from the survey showed that with regard to critical and creative thinking, 90.2% "somewhat" (54.9%) or "strongly agreed" (35.3%) that the goal was being met. When asked about the SLO relating to civic, environment, and global awareness, 90.3% responded that they "somewhat" (51.5%) or "strongly" (38.8%) agreed that goal was being met. The institutional SLO focused on individual and collective responsibility showed that 91.1% of the faculty and staff agreed (52.5% "somewhat" and 38.6% "strongly") that this goal was being achieved. The SLO targeting mastery of relevant theory and practice showed that 90.2% of the faculty and staff surveyed either "somewhat" (41.2%) or "strongly agreed" (87.3%) that the goal was being achieved.

Planning Agenda – II.A.1.c

- The college needs to continue efforts to improve authentic assessment of student learning outcomes for course, program and institutional levels. This will include evidence of cycles of ongoing assessment. The institution will offer college-wide workshops in fall 2011 and spring 2012 to accomplish this.
- The college needs to more fully implement programmatic student learning outcomes, in particular, mechanisms to assess progress toward achieving these outcomes.
- The college needs to more fully implement institutional student learning outcomes, in particular, mechanisms to assess progress toward achieving these outcomes.

II.A.2 – The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary – II.A.2

Courses and programs are established and supported to meet the needs of students in the surrounding community. This is accomplished through careful evaluation of demographic, economic, and labor force data relating to the individuals residing in the college's primary service area. A key planning element for determining critical characteristics that define the surrounding communities is the Columbia College *Institutional Effectiveness Report* [IIA15]. See Standard I.A for further details relating to the identification of community and student needs.

Courses and programs are established using appropriate curricular oversight. This is accomplished with the guidance of the college mission and external/internal data to provide assurance that courses and programs are a suitable fit for Columbia College and its students. The college Curriculum Committee is responsible for the continuous review and revision of curriculum. The Columbia College *Curriculum Handbook*, section 1, addresses the composition and roles of the curriculum committee membership [IIA13]. This section also outlines that the primary function of the Curriculum Committee is to "initiate action on and provide formal means to arrive at decisions on curriculum, related instructional matters, and academic policy." *Curriculum Committee Bylaws* require committee review and approval for all courses, programs, majors or certificates [IIA13 (section 2.B.i)].

> From *Curriculum Committee Bylaws* (Policies and Procedures - Section 2.B.i):
>
> *i. Action Items-The following items before the Curriculum Committee require action and a majority vote for approval:*
> - *New Course, Program, Major or Certificate*
> - *Requisites or changes in requisites*
> - *Modifications of a Program, Major or Certificate*
> - *Discontinuance or reactivation of a Program, Major, Certificate or a Course*
> - *Changes in hours of instruction, course credit units, course numbers, graduation requirements, course titles, transfer requirements, course description and other items agreed upon by the Committee*
> - *Telecourse or Distance Education offerings*

Curriculum bylaws [IIA75] outline responsibilities that further support the appropriate establishment of courses and programs. Bylaws direct division deans to discuss initial curricular concepts with faculty members. A list of topics for discussion are identified below, as being critical to the discussion between faculty and deans [IIA75 (section 6.F)].

From *Curriculum Committee Bylaws* (The Committee - Section 6.F):

F. RESPONSIBILITIES OF THE DEANS
- *Prepares for meetings by reviewing agendas and backup material in advance and consulting with others as appropriate.*
- *Recommends agenda items in a timely fashion.*
- *Attends meetings of the Curriculum Committee and Curriculum Executive Board*
- *Participates in Committee deliberations in a manner that represents the best interests of the college as a whole.*
- *Actively participate in the CurricUNET approval process.*
- *Attends Curriculum Committee trainings and learning processes.*
- *Assures the accuracy of course information in the campus catalog*
- *Recommends agenda items.*
- *Discuss initial concept with faculty members*
  - i.   *Topics to include*
    1. *Fit within program*
       a.   *Stand alone*
       b.   *Certificate*
       c.   *Degree*
       d.   *Unit value(s) and effect on approval process*
       e.   *Adjunct prep of all courses including DE*
    2. *Program advisory notification and approval where appropriate*
    3. *New program approval mandates at region and state levels where appropriate*
    4. *Impact on other programs if any*
    5. *Demand on division resources*
- *Identify potential faculty member needs and review hiring timeline*

Dialogue regarding new courses and programs or modified courses and programs also occurs when faculty members launch proposals in the college's curriculum management system, CurricUNET [IIA76]. The CurricUNET approval process and originator worksheet [IIA13] outlines the process that initiates the review of curriculum development or modification at Columbia College. In this process, the first step is the technical review. The Technical Review Level Chart [IIA13] outlines the responsibilities for the Technical Review Team. This team includes deans, discipline faculty, Librarian and Articulation Officer. The process allows dialogue between the faculty member initiating the curriculum proposal, and the entire Technical Review Team.

The institution assures appropriate credit type and level for each of its courses and programs. As stated in the *Curriculum Committee Bylaws* [IIA75], the Curriculum Committee reviews and oversees the approval of all course outlines and programs. One of the committee's charges is to review and ensure that course objectives, assignments, and methods of instruction are appropriate for the course under review and the level must be appropriate for the placement of the course at the college. The Columbia College *Curriculum Handbook* (Section 2D), addresses the course outline of record (COR) (IIA13) and elements critical to determine the type and level of the course. The course objectives and methods of evaluation emphasize the need for careful attention to the level of rigor, independent work and critical thinking skills that span the range of courses offered at Columbia College.

From *Curriculum Handbook* Course Outline of Record – Section 2.D.4.a [IIA13]

a. Structure of course - The course outline should reflect how the course is actually taught.
- *Classroom learning and outside-of-class assignments should match the content in the outline*
- *New concepts/issues should be added to the course during a review process*

i. Units - One credit hour or unit should encompass no fewer than 48 hours of coursework (course time in or out of class) and should justify or validate hours relative to the units being listed.
- *Units should match the catalog unless it's a major modification*
- *Units should be in alignment with the hours of lecture and lab*

x. Course Objectives - A course objective is a specific observable, measurable skill or body of knowledge which a student should be able to demonstrate upon successful completion of a course. Instructional objective must apply equally to all students enrolled in all sections of a given course. For core courses of a program, there should be a clear relationship between the specific courses objectives and the more general program competencies.
- *The course objectives should be stated in terms of student outcomes*
- *Outcomes must be measurable*
- *Course objectives should reflect each part of the course content*
- *Objectives should reflect college-level rigor, independent work and critical thinking*

xii. Course Content -The content element contains a complete list of all topics to be taught in the course and should be arranged by topic with sub-headings. Content items should be subject based. Content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. The content should be obviously relevant to the objectives.
- *Course content must be complete*
- *Should match the course description unless it's a major modification*
- *The course should include a laboratory component, (Laboratory Content must be clearly*
- *identified)*

xiv. Methods of Evaluation - *In addition to listing graded assignments, the course outline should describe the basis for grading or other evaluations, and relate the methods of evaluation to skills and abilities in objectives. Knowledge of required material constitutes a significant portion of the grade as reflected in assignments and methods of evaluation. Difficulty standards for degree-applicable credit, non-degree-applicable credit and noncredit courses vary quite a bit, particularly in terms of critical thinking, and this should be reflected in the methods of evaluation.*
- *A grading scale must be included and the basis for grading.*

Columbia College offers courses to support the needs of all students. In addition to baccalaureate level and degree applicable courses, basic skills development, continuing education, work experience, independent study, short-term training and contract education courses are offered. The college greatly reduced community education offerings in the fall of 2009. Community demand for these offerings had declined since 2007. Currently the college only offers two or three Community Education offerings each summer.

The Curriculum Committee evaluates course level placement and approves a course number that designates it as one of the following [IIA17 (page 92)]:

Course Number	Course Characteristics
1 – 99	Designated baccalaureate-level courses, transferable to four-year institutions and applicable to associate degree
94	Designated Honors courses
100 – 199	Applicable to associate degree; not intended for transfer, but may be accepted for transfer credit by agreement with specific four-year colleges and universities
200 – 299	Courses in occupational skills development, not applicable to associate degree
300 – 399	Noncredit, non-basic-skills courses for which no grade is awarded
400 – 499	Supplemental noncredit laboratory courses for which no grade is awarded
500 – 599	Vocational courses not intended for transfer or inclusion in a major; units may be used as elective credit to fulfill the 60-unit degree requirement
600 – 699	Basic skills credit courses that are not applicable to transfer or an associate degree
700 - 799	Noncredit, non-graded basic skills courses

Self-Evaluation – II.A.2

The college meets this standard. The college has strong curricular review processes that maintain high quality educational programs and services. Courses and programs at Columbia College are established and supported to meet the needs of the surrounding community. This is accomplished through careful evaluation of demographic, economic and labor force data. This is done in support of the college mission, and as an extension of the Curriculum Committee through the Columbia College Academic Senate.

Planning Agenda – II.A.2

None at this time.

■ **II.A.2.a** – The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary – II.A.2.a

The college ensures high quality programs and courses appropriate to an institution of higher education. Direction for the college to do so is given by the Yosemite Community College District (YCCD) Board of Trustees. The board provides direction through its policies, and directly addresses the need to provide quality programs and curricula that are of high quality and relevant to the community in YCCD Board Policy 6020 (Programs and Curriculum Development) [IIA77]. The policy clearly states the expectation that programs and curricula of the district shall have appropriate faculty involvement, regular review, and be of high quality and relevance.

> YCCD Board Policy - 6020 (Program and Curriculum Development)
> *The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance. Furthermore, these procedures shall include:*
>
> - *Appropriate involvement of the faculty and Academic Senate in all processes;*
> - *Regular review and justification of programs and course descriptions;*
> - *Opportunities for training for persons involved in aspects of curriculum development.*
>
> *All new programs and program deletions shall be approved by the Board. New courses that are not part of an existing approved program and all new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.*

Columbia College focuses on establishing quality courses and programs through its mission statement [IIA1], which states, "Columbia College is a dynamic institution of learners and creative thinkers dedicated to high standards of student success." Additionally, the mission speaks to "a culture of improvement," and "offering comprehensive and high quality programs and services."

Regular and effective curriculum review by faculty ensures currency and quality for college programs and courses [IIA52]. The constitution of the Academic Senate [IIA78] speaks to the requirement for faculty involvement in academic and professional matters such as the development of educational programs and the process of curricular program review. Both the committee members and associated processes play a role in maintaining quality and currency. Besides faculty involvement, roles of the Articulation Officer and deans are vital to the currency of quality programs and courses. *Curriculum Committee Bylaws* [IIA75] outline the responsibilities for deans which include reviewing agendas and backup material, participating in committee deliberations and discussing initial curriculum concepts with faculty. Section 1 of the bylaws describes the responsibilities of the Articulation Officer.

E. RESPONSIBILITIES OF THE ARTICULATION OFFICER (excerpt)

- *Assures that courses designated as meeting CSU American Institutions requirement comply with EO 405 and submit list to CSU CO and CSU campuses*
- *Submits requests and course outlines to UC or CSU campuses per receiving campus specifications*
- *Submits requests for major preparation agreements to UC or CSU campuses per receiving campus specifications*
- *With approval from the receiving campus, format major preparation lists based on approved course-to-course articulation*
- *Assures accuracy of information for all identified and qualified courses in the Annual Review*
- *Assures accuracy of CSU GE-B and IGETC information displayed on ASSIST*
- *Participates in regional and statewide CIAC meetings*

The Vice President of Student Learning serves as a liaison on the Curriculum Committee providing guidance and clarification when needed. A webpage from the Office of Student Learning provides additional resources for faculty and staff to explore in-depth papers focusing on curricular topics [IIA79].

Curricula and programs go through cycles of systematic review by discipline faculty and the Curriculum Committee. Section 2 of the *Curriculum Handbook* [IIA13] outlines the mandate for curriculum review. It states, "Mandate: Curriculum review is a mandated periodic review of each course listed in the catalog." This section cites the purpose of curricular review ensuring currency and alignment with California Education Code and the California Code of Regulations.

The five-year course review process is outlined in the *Curriculum Handbook* (Section 2B) [IIA13]. The diagram shows the process for curricula undergoing cycles of regular review, under the authority of the California Code of Regulations (Title 5), the California Community Colleges Chancellor's Office (CCCCO) and the YCCD Board of Trustees. Guided by these authorities, and under the direction of the Curriculum Committee, the chart shows the instruction office and college divisions that carry out the processes of curriculum review. The lower portion of the chart illustrates the flow for proposed modifications to curricula undergoing the five-year course review process.

Cycles of curriculum review have led to improvements. The implementation of a new curriculum management system, CurricUNET [IIA76], and an updated *Curriculum Handbook* in 2010 [IIA13] (to include *Curriculum Committee Bylaws*) have been key elements in bringing about positive change to curriculum at Columbia College. Specifically, section 2D of the *Curriculum Handbook* has brought new levels of focus for the Curriculum Committee as it has increased scrutiny on the effective development of course objectives, methods of evaluation and assignments.

Dialogue has occurred at curriculum committee meetings and one-on-one with faculty during the curriculum review process. Deliberations regarding course objectives have focused on defining specific observable, and measurable skills or bodies of knowledge which a student should be able to demonstrate upon successful completion of a course. Scrutiny has been applied to check that objectives are stated in terms of measurable outcomes that reflect college level rigor (when appropriate). The committee focus on methods of evaluation has been on ensuring that course outlines describe the basis for grading or other evaluations, and relate the methods used to evaluate skills and abilities in objectives. Assignments have been under review to ensure they are appropriate to the acquisition of

skills or knowledge as stated in course outline objectives. The committee has also carefully considered methods of instruction, ensuring that quality occurs in an equal and consistent manner irrespective of any delivery constraints.

CurricUNET has provided a forum for discussion and the needed structure for a quality curriculum review process. This curriculum management system promotes dialogue between committee members and faculty working on curriculum development. When committee members enter the "approval" field in CurricUNET [IIA80] they see all curriculum proposals awaiting their approval. Upon selecting a specific proposal, members can review proposed course outlines, a "course impact report" (showing cross-listed or other courses or programs affected by the proposal), a "requisite advisory report," and a report showing "all fields." With regard to meaningful dialogue, each proposal contains a field for responses, questions, or comments relating to the specific proposal. All members and resource personnel for the committee interact with the faculty member submitting the proposal in this field prior to the curriculum meeting. This leads to a greater level of interaction and productive discussion than processes and systems used prior to CurricUNET. Previously, the vast majority of interaction occurred during the Curriculum Committee meetings and there were restrictions on time and available resources.

The development of student learning outcomes helps to bring focus to course outcomes associated with course objectives in the course outline of record. To assist in this process, the college has established the SLO Workgroup [IIA10]. This is a campus-wide committee that is responsible for the development, implementation, assessment, and tracking of SLOs for the college. Central to this group are the SLO Mentors who are trained to assist others in the continuous cycle of student learning outcomes [IIA81]. The SLO Tool is used to track learning outcomes and is separate from CurricUNET which tracks curriculum development.

Self-Evaluation – II.A.2.a

The college meets this standard. The policies and institutional processes which guide the development and evaluation of courses and programs are found at a variety of levels, including the district, college, Academic Senate, and Curriculum Committee. In all cases, faculty are at the core of decision making, policy development, and review.

These procedures have led to the strengthening and improvement of curriculum and programs. Additional support has come in the form of the SLO Workgroup, SLO Tool, and Office of Student Learning curriculum support webpage.

Columbia College recognizes and relies primarily on the expertise of faculty in the review and improvement of curriculum. YCCD Board Policy 6020 [IIA77] provides a directive, in support of CCR Title 5, that all curricular procedures shall include appropriate involvement of the faculty and Academic Senate, regular review, and professional development. The *Curriculum Committee Bylaws* [IIA75], committee structure, and procedures also bring focus to the primary role of faculty in curricular matters.

Student learning outcomes are now required for all courses and programs. The SLO Tool has improved the colleges' ability to track progress, develop, and share SLOs campus-wide. They have also been

integrated into the program review process [IIA16]. According to the 2010 Student Survey, 87.36% of students were aware of and understood the college's involvement in student learning outcomes and their use to improve programs and services [IIA18].

In the fall of 2010 Columbia College obtained specialized technical assistance through a competitive application [IIA47] for the Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) [IIA48]. The purpose of the BRIC Initiative is to strengthen inquiry-based practice and build cultures of evidence at the California Community Colleges in order to enhance student success and facilitate goal attainment. The visiting BRIC-TAP team met with college constituents in the fall of 2010 to generate an action plan to build research infrastructure at the college [IIA49]. Highlights of this action plan included the strengthening of assessment practices for SLOs. Implementation of this action plan began in the spring of 2011.

Planning Agenda – II.A.2.a

- The college needs to more fully implement course level student learning outcomes, in particular, mechanisms to assess progress toward achieving these outcomes.

■ **II.A.2.b** – The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary – II.A.2.b

The role of the college faculty in establishing courses and programs is defined in the Academic Senate and *Curriculum Committee Bylaws*. The development and assessment of SLOs is currently a separate process from those overseen by the Curriculum Committee. These processes are intentionally separate to ensure the SLO Initiative remains a college-wide effort, encompassing equal input and involvement from all college constituents. While it is critical that faculty are directly responsible for SLOs relating to courses and programs, it is important to the SLO culture of Columbia College that faculty do not retain sole ownership of SLOs. Course objectives (which state measurable learning outcomes) purposely remain separate from student learning outcomes at Columbia College. The primary reason for this is driven by the fact that articulations for a great number of courses require numerous stated course objectives and Columbia College has chosen to keep a limited number of effective and manageable SLOs for courses and programs to ensure continuous quality improvement. It is the intent that course and program level SLOs are related to course objectives, but not necessarily identical.

The determination of competency levels is strengthened through carefully developed course objectives that are well aligned with appropriate methods of evaluation. Section 4, Curriculum Review, of the *Curriculum Handbook* [IIA13] provides guidelines for the development of strong course objectives. The handbook states that 1) course objectives should be stated in terms of student outcomes; 2) the outcomes must be measureable; 3) course objectives should reflect each part of the course content; and 4) objectives should reflect college-level rigor, independent work and critical thinking.

The Curriculum Committee believes that strong course objectives are critical in the determination of competency levels. Rigorous curriculum review results in all courses having measurable learning outcomes that can be assessed through appropriate methods of evaluation. Section 4 of the *Curriculum Handbook* also has a component dedicated to providing guidance in the determination of methods of evaluation for courses. Specifically, this component guides faculty to carefully define and describe the basis for grading or other evaluation, and to relate the methods of evaluation to skills and abilities in the course objectives. Appropriate methods of evaluation that have relevant connections to course objectives helps to ensure that faculty can effectively assess the competency levels of their students.

Instructional programs report on SLO progress as part of the program review process [IIA16]. This is done to ensure SLOs remain connected to the evaluation of all college programs. Additional competency levels in vocational areas are established in consultation with local advisory committees and also include VTEA Core Indicators [IIA33] as prescribed by the Perkins Act. All vocational education programs regularly assess student progress toward meeting the learning outcomes as part of their review of VTEA Core Indicators.

All Columbia College programs have measurable SLOs to assist in the evaluation of students' competencies at the programmatic level. Both instructional and non-instructional programs have SLOs. Instructional SLOs are assigned to degrees and certificates in the Vocational Education Division and to college defined programs in the Arts and Science Division. Starting with the *2011-2012 College*

Catalog, measurable learning outcomes will accompany all degrees and certificates. In most cases, the entire programmatic SLOs are too lengthy to fully incorporate into the catalog. As such, the catalog will only display measurable learning outcomes and associated expectations for students entering a program.

Self-Evaluation – II.A.2.b

The college meets this standard. The competency levels and measureable SLOs at the course and instructional program level are determined by faculty in each discipline and program at Columbia College. For vocational courses and programs, advisory committees also play a central role in validating that competency levels and measurable SLOs are being achieved. The appropriate assessments of competencies for courses are ensured through a rigorous curriculum review process which focuses on carefully thought out methods of evaluation that relevantly connect with course objectives.

For non-instructional programs, SLOs are determined by faculty or staff, depending on the specific program. Non-instructional programs at Columbia College take pride in focusing on student learning that takes place in their specific areas. The SLO culture of the college supports and provides an educational environment that exists both inside and outside the classroom. Program review for the Student Services Division utilizes their SLOs as a central component for the evaluation of services.

Planning Agenda – II.A.2.b

None at this time.

■ **II.A.2.c** – High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary – II.A.2.c

High quality instruction and appropriate breadth, depth, and rigor are ensured for all programs through oversight from the Curriculum Committee and its bylaws. As described in Standard II.A.2 and II.A.2.1, the Columbia College Curriculum Committee utilizes program and curricular review as the primary mechanism to evaluate, improve, and maintain college courses and programs. Yosemite Community College District (YCCD) Board Policy 6020 [IIA77] requires programs and curricula of the district to be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.

Appropriate breadth, depth, and rigor for associate degree programs are regularly validated through the articulation process. As prescribed by the *Curriculum Committee Bylaws* [IIA75 (sec. 6.E)], the Columbia College Articulation Officer (AO) regularly submits requests and course outlines to the University of California (UC) and the California State University (CSU) systems to verify General Education (GE) breadth. The AO also submits requests for major preparation agreements to UC and CSU campuses and performs course-to-course articulations. In addition to the Articulation Officer, the Curriculum Committee is also responsible for the oversight of articulation and transfer agreements [IIA83]. The GE and IGETC transfer agreements are clearly laid out in the college catalog along with two-year course pattern offerings to guide students in meeting those transfer requirements [IIA84]. The schedule of classes lists all courses offered each term along with descriptions and information regarding prerequisites, corequisites, advisories, and transfer [IIA85]. Course and degree level alignments with other post-secondary institutions are monitored too. This includes the assignment of course identification numbers through the C-ID project [IIA86] and the development of SB1440 associate degrees [IIA87] for transfer.

Columbia College has appropriate curriculum and programs that meets student needs. In a 2010 survey [IIA18], students were asked if Columbia College has appropriate curriculum and programs that would prepare them to meet their future needs. Students agreed with this statement "somewhat" (48.18%) or "strongly" (34.61%) for a combined response of 83%. Students also agreed "somewhat" (38.40%) or "strongly" (49.62%) that Columbia College instructors are competent and qualified to teach their subjects; the combined student agreement for this statement was 88%. A combined student response of 88.8% agreed ("somewhat" 41.56% or "strongly" 47.25%) that Columbia College instructors provide a classroom environment that promotes student learning. High quality instruction is also characterized by student success data collected from the *Accountability Report for California Community Colleges* (ARCCC) [IIA34] and program review data that presents student success and retention data for each program.

The sequencing of curricular programs is built on collaborative relationships between instructional faculty and academic advisors. Counseling faculty at the college are well informed regarding the intended curricular pathways for degrees and certificates. The Math and English [IIA88] Progression Charts are two examples of course sequencing at the college. Academic advisors use these charts when working with students on their educational plans.

The Curriculum Committee consists of faculty from all divisions and includes the Articulation Officer. Resource liaison positions are held by the Director of Matriculation, Dean of Student Services, Dean of Vocational Education, Dean of Arts and Science, and Vice President of Student Learning. There is also a resource position for a student representative. This structure facilitates the implementation of instructional sequences and academic advising to assist students in the development and completion of their educational planning and personal goals.

Columbia College has a proposed listing of courses to be offered for the next two years to assist students in planning schedules. The table of Two-Year Course Offerings [IIA84] is developed in a collaborative process between discipline faculty, deans, and counselors. This collegial process brings effective dialogue to course sequencing and captures critical elements to ensure effective scheduling to match sequencing intent.

Prerequisites, corequisites, and advisories also assist in effective course sequencing. These enrollment conditions help inform students of courses or course content that they will need to possess for likely success in a given course. These conditions of enrollment are also shared as part of the academic advising process and are used to block enrollment for students that are attempting to bypass a particular curriculum sequence element. Students can petition to waive a course requisite, but this process involves further discussion and academic advising.

Columbia College relies primarily on the faculty through the Academic Senate and the Curriculum Committee to ensure high-quality instruction with a background of appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning [IIA64]. Delivery modes and teaching methodologies are also evaluated to ensure they meet the diverse needs and learning styles of students. Courses are evaluated on a five-year cycle for their relevance, learning outcomes, and currency. Additionally, YCCD Board Policy 6020 calls for procedures to ensure appropriate involvement of the faculty and Academic Senate in all curricular processes; therefore, faculty discipline experts develop course outlines of record in order to contain strong course objectives and methods of evaluation. To ensure faculty expertise in each discipline, minimum qualifications are carefully scrutinized and align directly with minimum qualifications as designated by the California Community College Chancellor's Office [IIA89]. In addition, instructional quality is assessed through the process of faculty evaluation by peers, students, and administration [IIA70].

Self-Evaluation – II.A.2.c

The college meets this standard. The appropriateness and quality of courses and programs are monitored by the Curriculum Committee and its processes. Board policy and institutional practices establish an educational environment for the college to carry out its charge of providing high-quality instruction and appropriate learning. The 2010 Student Survey revealed that a strong majority of respondents agreed that their needs are met by appropriate curriculum and programs at Columbia College [IIA18].

The Articulation Officer assists the Curriculum Committee by keeping articulation agreements current, which offers validation of appropriate breadth and rigor for courses and programs at the college. These agreements are clearly and accurately displayed in the college catalog.

The sequencing of Columbia College's curricular programs is built on a collaborative relationship between instructional faculty and academic advisors. A combination of advising, sequence progression charts, two-year course offering charts, and course requisites all play a vital role in keeping Columbia College students on track and informed about the most appropriate courses to take each semester. The sequence progression charts and two-year course offering charts provide valuable information for students to complete their educational goals. While there are strong examples of clear course sequencing at Columbia College, information regarding appropriate course sequencing should be provided for all programs at the college.

Columbia College relies primarily on the expertise of faculty in matters of curricula. Discipline faculty are involved with the regular cycle of curriculum review. Their expertise ensures the content is appropriate while the Curriculum Committee carefully examines and scrutinizes each course and program.

Planning Agenda – II.A.2.c

None at this time.

◼ **II.A.2.d** – The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary – II.A.2.d

Columbia College embraces the importance of identifying appropriate delivery methods and related modes of instruction to effectively serve students. A description of how these methodologies and modes are selected, discussed and evaluated is detailed in Standard II.A.1.b. Mechanisms the college uses to appropriately identify the student population are covered in Standard I.A. Columbia College strives to offer appropriate methodologies to meet individual student needs. Some of the areas in which the institution demonstrates this effort include technology mediated instruction, distance learning, the college's Early Alert system, Disabled Students Programs and Services, and activities stemming from the *Academic Wellness Educators Plan* [IIA5].

The college uses technology mediated instruction to address a wide range of student learning styles. The Technology Committee [IIA57] and Distance Education Committee [IIA56] work together to develop and revise the Columbia College *Technology Plan* [IIA90]. The combined efforts of these committees helps meet specialized instructional and student needs. The college believes that a unified technological focus on student learning is critical for the proper delivery of online education. The distance education program at Columbia College consists of courses that are offered fully online and partially online (hybrid). When appropriate, traditional face-to-face course use of technology and video conference courses are utilized. The technological support of these areas is a focal point of the *Distance Education Plan.*

Instructors provide distance learning after receiving training in how to effectively deliver curriculum for a given course. To assist in training, the Distance Education Committee developed *The Distance Education Handbook and Reference Manual for Online Teaching and Learning* (DE Handbook) [IIA58]. The handbook describes methodologies used to offer distance education courses at the college, while allowing for flexibility in the planning, development, and implementation of any course offerings as technology and the college progress. The *DE Handbook* provides instruction in the areas of online learning, teaching online, policies and procedures and course management.

The Columbia College Distance Education Coordinator (DE Coordinator) works with faculty individually and in groups to provide appropriate training. To assist with this, the DE Coordinator has developed a website [IIA91] to provide both students and faculty with resources relating to distance education learning. This site has a variety of training support resources and tutorials to give instructors appropriate background in this mode of delivery. The combined support provided from the Distance Education Committee, DE Coordinator and *Distance Education Plan* help to provide faculty with effective mechanisms to ensure regular effective contact with their students who take distance education courses. The Curriculum Committee requires a separate proposal for every course that offers instruction through distance education. This proposal, the Distance Education Addendum [IIA92], applies focused scrutiny on the proposed modalities to ensure regular effective faculty contact with students.

The college Early Alert system quickly identifies and responds to needs of individual students. Early Alert allows instructional faculty to connect students with counseling and other student support

services since faculty are usually the first to recognize students who are struggling with content, study habits, behavioral difficulties, or other issues. This system allows faculty to rapidly intervene when students are having challenges with a class. Early Alert can be accessed from on- or off-campus through the college's online course system (connectColumbia) or the Counseling Services website. An instructive webpage [IIA28] gives faculty clear instructions as to how the system works. Instructors access the Early Alert login page and are presented with a faculty information screen where the appropriate class and specific student can be selected. Instructors can also write a personalized message to the student and select academic concerns from a list which automatically generates a referral to Student Services. After implementing an Early Alert, faculty can check to see if a particular student has followed up with suggested referrals. Faculty can also indicate in the system if they have contacted the student and if remediation appears to be working. This allows counselors to know if the student is following up on referrals.

Columbia College serves students with a wide range of disabilities. Disabled Students Programs and Services (DSPS) provides academic support for those with professionally verified learning disabilities. Other services include individual assessment, individualized learning strategies to remediate or compensate for basic skill deficits, test facilitation, and other in-class accommodations as needed. Tutoring may also be offered by specially trained staff and students for general educational and vocational college coursework. The DSPS Mission states [IIA93]:

> *The Mission of Disabled Students Programs and Services (DSPS) of Columbia College is to make modifications to its academic requirements as are necessary to ensure students with disabilities (as defined by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 and California Bill Number AB 422) compete academically on an equal basis with their non-disabled peers. The department provides accessibility through support services, special equipment, specially trained staff and removal of architectural barriers. We encourage independence and integration in the pursuit of learning and participation in college life.*

The Columbia College DSPS webpage highlights services and resources for students with disabilities which include a student handbook, disability guidelines, mobility assistance, forms, and student academic resources to name a few. Other services offered include special instruction, real-time captioning, alternative testing, and cardiac rehabilitation. The web links to the Alternative Media Center and DSPS High Tech Center provide further information.

The Alternative Media Center [IIA94] assists students with specialized learning needs by translating notes, text books or other material from formats that are difficult for them to access into formats that are useful to the student. Types of alternative formats provided include E-Text, Daisy (Digital Accessible Information System), Large Print, Braille, and Audio Files.

The DSPS High Tech Center (HTC) specifically provides support for disabled students with hardware and software applications [IIA95]. The HTC equips students with current software applications to assist with their course work at the college such as:

> *AlphaSmart: The AlphaSmart is a small portable compact word processor that allows the student to type notes in class, then download the files to a computer for editing. These portable word processors can be checked out for the entire semester through DSPS and EOPS.*

> *Dragon Naturally Speaking: Dragon Naturally Speaking is an application that allows you to speak to*

the computer and create documents, navigate the web, go between applications and read and write email.

Jaws: a screen reading program that allows low vision and blind students the ability to read, type and access the internet.

Kurzweil 3000: See it and hear it: Kurzweil is a system that allows the user to scan or import files of different types and have the computer read the text to you. This is an advantage to persons with dyslexia, poor eye control and text tracking problems. Kurzweil also offers the user the ability to create their own audio file from loaded books for their personal use and download.

MagniSight CCTV: This is a magnification Closed Circuit Television Screen (CCTV) that will allow you to place a book or article on it and view the magnified image on a 24" color monitor. The user has complete control of size, color, and focus.

Talking Calculator: We currently have talking calculators on all the computers in the high tech center. They are available to all users in the high tech center. We also have portable taking calculators that are available for checkout to students who qualify.

Text-to-Audio: Text-to-Audio allows the user to create audio files, from document and text files, and save and play them on your computer, personal CD or MP3 player… with the capability to place your entire text book on a CD and have it read to you.

Typing Tutor: Helps you learn and increase the speed of you typing. This is very helpful in an environment that requires most of you school work to be typed.

Digital and Tape Recorders: These recorders are used by students with disabilities, and can be checked out from DSPS for use in the classroom or other college related situations.

ZoomText: ZoomText is screen magnification software that allows the user it increase or decrease the view size of the computer screen. Whether you are working on the web or most programs on the computer, you control the magnification of the screen. Zoom text also has the ability to read the text on the screen, and echo the words or letters you are typing.

The Academic Wellness Educators [IIA37] provide a wide range of services, learning solutions, and projects that are focused on assisting all Columbia College students with their learning challenges. The Academic Wellness Educators (AWE) Steering Committee originated in fall 2006 for the coordination and collaboration of instructional and support services related to student access and success. Committee membership is wide-ranging and is open to all campus employees and students. The AWE Steering Committee [IIA96] creates an annual *AWE Plan* [IIA5] that encompasses projects associated with the California Community College Basic Skills Initiative (BSI), while also focusing on students not formally taking basic skills courses.

With a vast majority of community college students needing some sort of remediation, the AWE Steering Committee recognizes that most classes on campus have students who need to develop and reinforce essential (basic) skills. The committee has come up with a wide array of projects referred to as Focused Inquiry Groups (FIGs). More than 20 FIGs have produced activities to support basic skills development across campus. The most popular include First Semester Experience, Summer On-Ramp, Extreme Registration (X-Reg), Boots to Books, and Early Alert. A project called House Calls provides specialized instruction to classes needing skills development in math or English. This is a support system that brings instructors from math or English into a class for "just in time" applied coaching.

Current House Call visits have provided contextualized math support for vocational classes at the college.

Self-Evaluation – II.A.2.d

The college meets this standard. Columbia College recognizes that students will gain the most educational benefit from a learning environment that addresses multiple learning styles and challenges. Toward that end, the college offers a wide variety of delivery modes, teaching methodologies, and support services.

Students who prefer learning with forms of technology mediated instruction have a variety of resources that include online resources, tutorials, and online tutors through the Academic Achievement Center [IIA97]. Online faculty are trained in online pedagogy and have numerous resources to help in the appropriate development of courses that can be offered in an online format. The Curriculum Committee ensures that course objectives, assignments, and methods of evaluation are appropriate for courses that can be offered via distance education.

Students who are having challenges with a class and may need further assistance can be rapidly identified through the college's Early Alert system. This can immediately put students in contact with counselors or staff in the Academic Achievement Center where individual learning styles can be identified and learning needs can be addressed. Students with identified disabilities can also have their learning needs addressed through the Disabled Students Programs and Services area. Here, highly individualized plans can be developed to address specific learning needs.

Columbia College utilizes delivery modes, teaching methodologies, and services that reflect the diverse needs and learning styles of its students. According to the 2010 Student Survey [IIA18], 87.36 % of respondents agreed the methods of instruction used at Columbia College met their learning needs. Furthermore, 87.12% indicated that classroom technology effectively supported their learning.

Planning Agenda – II.A.2.d

None at this time.

■ **II.A.2.e** – The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary – II.A.2.e

Columbia College evaluates all courses and programs through an ongoing systematic review that validates their relevance, appropriateness, achievements of learning outcomes, currency, and future needs and plans. Direction for the development, maintenance and improvement of these programs comes from YCCD Board Policy 6020 [IIA98, IIA77], and is reinforced by *Curriculum Bylaws* [IIA75]. The ongoing curricular evaluation of courses and programs is accomplished through the Academic Senate Curriculum Committee [IIA52] and associated processes for curriculum oversight and review. (see Standard II.A.2.a).

Clearly defined planning statements drive all aspects of the *Educational Master Plan* (EMP) [IIA2] for Columbia College. These statements include the mission [IIA1], vision [IIA8], core values [IIA99], and goals [IIA11] for the college. Together, they reflect the ideals of the institution, what the college is striving to be, and how students will be served. The EMP provides student focused direction to all programs and brings relevance to specific criteria that become a focus for program review.

Program review derives relevance and appropriateness through integration with the college's strategic planning processes and key planning documents: the *Educational Master Plan*, the *Facilities Master Plan* [IIA100], and the *Campus Master Plan* [IIA101]. These documents along with the *Institutional Effectiveness Report* (IER) [IIA15], contain evaluation and professional judgments regarding the current needs of the community served, the strategies for responding to these needs, and the manner by which the institution will evaluate its performance (additional details relating to strategic planning are described in Standard I.A.).

Program review evaluates programmatic criteria and identifies evidence-based needs [IIA16]. It is a data driven process in which each program has the ability to make informed planning assumptions to better prepare for and meet students' needs. Program changes and needs identified during this process are then prioritized in each area's unit plan [IIA30]. The college program review process goes beyond curricular review of programs, as it is utilized for the evaluation of all college programs and areas. The process examines programmatic criteria and provides critical evidence that demonstrates progress toward programmatic goals. Instructional program review reports [IIA16] show key indicators that track progress toward meeting student needs. These indicators are tracked for all instructional programs and include full time equivalent students (FTES) and enrollment, student demand, student retention, student success, programmatic awards and student learning outcomes programmatic progress.

FTES and enrollment data reveals the program's growth, decline or stability over time. The California Community College (CCC) system bases its funding for colleges on FTES production, so this value is meaningful as an indicator of potential revenue for the college. Data is collected at a defined "census date," which is the date used by the CCC to calculate FTES for college apportionment.

Student demand shows average number of sections offered, students per section, and number of students on wait lists. This information is an important indicator of a program's ability to meet student

demand and is a reflection of the available instructional workforce and its ability to meet student need. Page 102 of the *2009-2010 Program Review* shows the Math Department is offering more sections over time, especially for the fall terms and that these sections are increasing in size [IIA102].

Student retention data indicates the percentage of students still enrolled in classes at the end of term. Retention information is tracked over time and is also broken out by term. Page 106 of the *2009-2010 Program Review* [IIA102] shows that the Math Department has a retention rate just slightly below that of the entire college, and that it is somewhat more successful in retaining students during the summer sessions.

Student success is defined as the total number of students receiving a grade of A, B, C or CR and is represented as a percentage of all the students receiving a grade (including W, I, NC) for a class. As with student retention, the student success data is tracked over time and also broken out by specific term.

Programmatic awards (degrees and certificates) are represented as a measure of successful program completion. Both degrees and certificates are represented in the dataset. Page 283 of the *2009-2010 Program Review* [IIA102] shows the Child Development Program offers degrees and certificates and has seen increases in both over the past three years.

Student learning outcomes (SLOs) in terms of programmatic progress is reported as part of program review. Page 286 of the *2009-2010 Program Review* shows progress that the Child Development Program has made on SLOs [IIA102]. Reporting this progress as part of program review helps bring SLO assessment and related processes into alignment with other measures of student success. It is also an opportunity for faculty to collectively share progress on SLOs as a program. Programmatic reporting on SLO progress (as part of program review) was initiated in 2007-2008. This was a purposeful move toward a closer integration of program review and the ongoing assessments relating to SLOs.

Program review leads to institutional change and supports planning assumptions that lead to resource allocations. Thus, all resource requests for the college are submitted through unit planning. For example, page 102 of the *2009-2010 Program Review* for mathematics shows a need for more instructors. The Math Department increased the number of sections offered, increased the average number of students per section and still experienced elevated student wait lists. It is also important to note that the increased number of students per section and additional offerings did not appear to affect student retention (page 106) or success (page 110) negatively. This evidence was used by the Math Department in the college's *Faculty Hiring Prioritization Process* [IIA103] which requires the inclusion of program review data to support proposals for new faculty hires or replacements. All proposals for faculty hiring require supporting evidence from program review. Program review data from 2009-2010 was also used to support more math sections during the summer. In addition, 2010-2011 program review data [IIA104 (page 207-224] allowed faculty in the Math Department to identify the need for additional faculty support in physics. This led to a unit plan project (Transfer/Math Degree) that supports a combined faculty position in mathematics and physics [IIA105].

Ongoing cycles of program review have led to improvements. Feedback from departments during training sessions and in the faculty and staff survey [IIA64] indicated that the process was cumbersome. In order to make effective connections between program review and unit planning, faculty and staff must enter the supporting evidence twice—one time in program review and another in unit planning. In response, the web interface for program review and unit planning are in the process

of being combined into a single user interface. This will allow for stronger connections to be developed between program review and unit planning. Additionally, the SLO Tool will be incorporated into the same interface for similar reasons. Programmers started this conversion in spring of 2011. The process was also encouraged at a Bridging Research, Information, and Cultures Inititative Technical Assistance Program (BRIC-TAP) [IIA48] site visit.

Self-Evaluation – II.A.2.e

The college meets this standard. Columbia College evaluates the effectiveness of it courses and programs through regular cycles of curriculum and program review. The college systematically reviews programs for relevance, appropriateness, achievement of student learning outcomes, currency, and plans for the future. Evidence from program review is used to support institutional planning, as evidenced by faculty hiring processes and course offerings.

The types of data typically reviewed as part of an academic program evaluation include measures of student demand, retention, and success rates. The college also tracks the numbers of degrees and certificates awarded in each program. The relevancy of a program is typically evaluated based on five-year trends for these parameters. Program reviews are completed by all instructional and student service areas at the college. Currently, this is an annual process [IIA16].

Planning Agenda – II.A.2.e

None at this time.

■ **II.A.2.f** – The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary – II.A.2.f

Columbia College understands ongoing systematic cycles of integrated planning. It has been a topic for college-wide In-Service and Flex Days [IIA106]. PowerPoint presentations from these days are displayed on the college homepage for integrated planning [IIA107]. This homepage also presents the college Annual Planning Cycle [IIA108] and Strategic Planning Process Cycle [IIA14]. To illustrate strong connections between annual planning and resource allocation, the Strategic Planning Process Cycle contains the college Integrated Plan for Resource Allocation.

College Council worked collaboratively to re-engineer the planning processes in 2007 for the college. This began with evaluation and modification to the college's key planning statements. Revising these planning statements led to revisions of the *Educational Master Plan* [IIA2], *Facilities Master Plan* [IIA100] and creation of the *Institutional Effectiveness Report* [IIA15]. All college resource plans [IIA109] integrate with and support the college mission that is supported by the *Educational Master Plan*. The planning connections are illustrated by the yellow boxes on the Strategic Planning Process Cycle and Integrated Plan for Resource Allocation [IIA14]. The college Master Planning Calendar outlines the frequency of revision for all college planning documents and processes to ensure currency and connectedness to integrated planning. As the participatory governance body for the college, the College Council oversees the revision and relevance of all college planning [IIA7] and is instrumental with effectively achieving student learning.

The college effectively executes integrated planning to support programs and services. A faculty and staff survey carried out in 2010 [IIA64] indicates that a majority of respondents agreed with the statements below. It should be noted that the 2010 Faculty/Staff Survey had a high proportion of part-time or temporary respondents (36%). As detailed in standard IV.A.1, permanent employees, in particular full-time faculty, are more connected with the integrated planning processes at the college.

- College planning is guided by the mission statement: 92.6% agreed either "somewhat" (43.5%) or "strongly" (49.1%) with this statement

- College research efforts are integrated and support planning, evaluation and improvement of programs and services: 80.6% agreed either "somewhat" (41.6%) or "strongly" (39.0%) with this statement

- Program review and evaluations are integrated through the use of the Unit Planning Tool: 72.9% agreed either "somewhat" (39.2%) or "strongly" (40.0%) with this statement

- Program review and the unit planning process lead to improvements in programs and services: 74.7% agreed either "somewhat" (45.1%) or "strongly" (29.6%) with this statement

- Resource allocation is effectively linked to program review and unit planning through the Strategic Planning Process Cycle: 72.7% agreed either "somewhat" (40.9%) or "strongly" (31.8%) with this statement

- The college allocates resources according to the priorities of the *Educational Master Plan* through the unit planning process and the Strategic Planning Process Cycle: 91.4% agreed either "somewhat" (54.3%) or "strongly" (37.1%) with this statement

The college planning processes are mission based. The Columbia College Mission Statement expresses what Columbia College is, whom it serves, what it does, and how it is unique. The college planning processes are guided by this mission and the long-term plans for the college are presented in the *Educational Master Plan* (EMP) [IIA2]. The EMP presents the Columbia College Goals [IIA11] that support all other planning documents to improve institutional effectiveness and serve students. The unit planning process is the key connector.

Unit plan projects: The Columbia College Goals are supported by unit plan projects entered into each program's unit plan [IIA30]. These projects are created by programs (departments) in response to resource needs. There is a strong focus to have these needs be evidence based, with the primary evidence being derived from program review [IIA16]. Each project is directly linked to one or more of the ten Columbia College Goals. The resources needed to implement unit plan projects are identified as unit plan activities.

Unit plan activities: The unit plan activities are resources in the form of equipment, staff, supplies, services, or facility needs that support the project. There may be several activities listed to support a given project. Each activity has an estimated cost and is assigned a status to indicate if it is a new request (new), waiting for funding (waiting), received funding or ongoing (active), has been completed (complete), or discontinued (discontinued) [IIA110].

College-wide planning meetings [IIA111] have stressed the importance of validating activities with data from program review [IIA112]. Departments and units (divisions) both prioritize unit plan activities. Prioritization is generally carried out first at the department level and then again at the unit level during division meetings. *Unit Plan Project Summary Reports* [IIA113] are used during the prioritization process at the unit level and show the activities associated with each project. The report includes the cost, budget code, and department priority for each activity.

The Annual Planning Cycle [IIA108] shows that the planning process is cyclical, with program review occurring in the fall and unit planning in the spring. The timing for unit planning in the spring is designed to ensure that all operational planning and prioritization has occurred before the start of a new fiscal year. After a budget has been adopted by the college (fall), resource allocation can proceed. Prioritizations within the unit plan drive the resource allocation decisions. The link between the short-term Annual Planning Cycle and longer-term Strategic Planning Process Cycle is illustrated on the college's homepage for integrated planning [IIA107]. This figure shows that unit planning (annual planning) is the key mechanism between the two cycles.

Long and Short Term Planning Cycles

This figure shows connections between the Strategic and Annual Planning Cycles
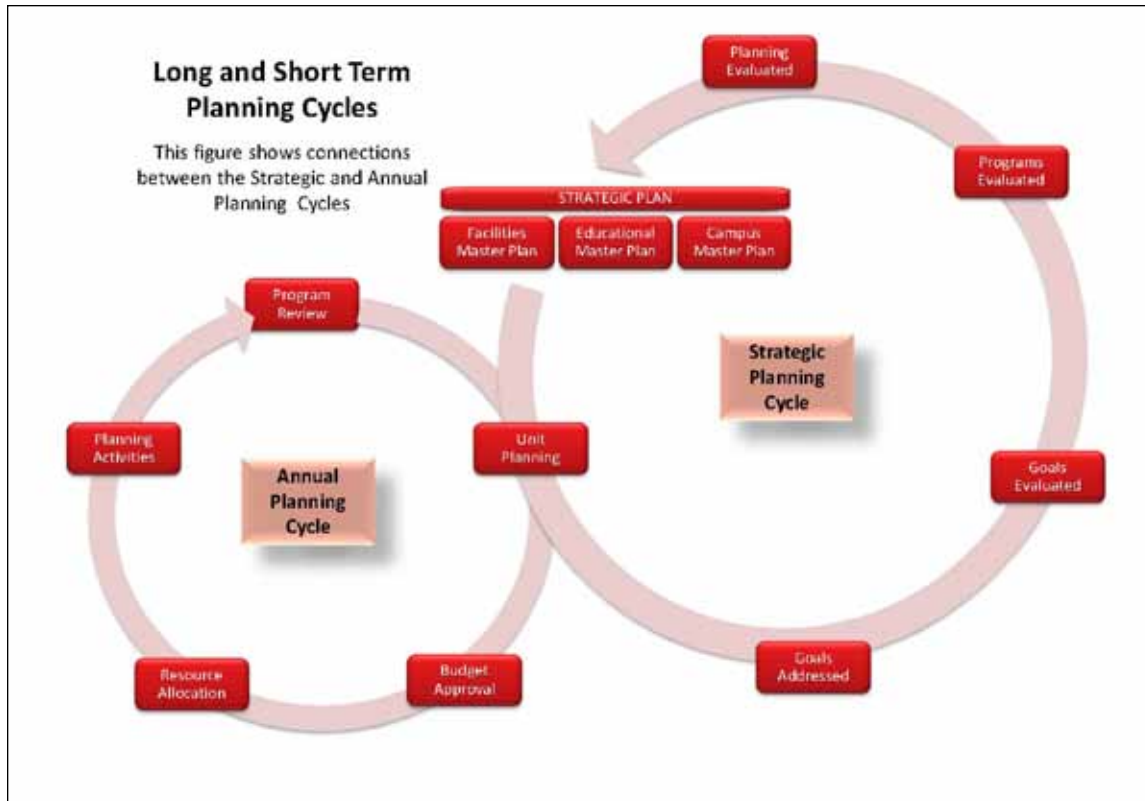
The Columbia College Goals are now being evaluated by the College Council through review of the unit planning and resource allocation processes. As resources are allocated from the prioritized activities within the unit plan, the Columbia College Goals are also being addressed because all unit plan projects are linked with one or more of the ten college goals. In fall of 2010, a *College Goal Progress Report* [IIA114, IIA115] was developed to correlate the allocation of resources with progress toward the college goals. Two reports are generated. The *Primary College Goal Progress Report* shows progress toward the college goal identified as being most relevant in the unit plan for a given project. The *Secondary College Goal Progress Report* shows progress toward a second college goal (if it was assigned). Both reports list the Columbia College Goals and indicate the status of each activity that is connected to the goal as "new," "waiting," "active," "complete," or "discontinued."

The College Council started using the *College Goal Progress Reports* to evaluate progress toward the Columbia College Goals and to evaluate the planning process in the spring of 2011. An initial evaluative process was carried out in January of 2011 with suggestions for modifications coming back to the council later in the spring [IIA116]. The ongoing development of this College Goal Assessment Process [IIA117] allows the council to be informed as to the extent of how each of the Columbia College Goals are being addressed and achieved. This component is being addressed in Section A of the developing process.

Overall institutional planning is evaluated in Section B of the developing process. This section addresses the following issues:

- *Is the College Goal Assessment Process an effective means to evaluate progress towards achieving College Goals?*

- *Is the institution using ongoing and systematic evaluation and planning to refine its key processes and improve student learning?*

- *Is there is dialogue about institutional effectiveness that is ongoing, robust and pervasive; and are data and analyses are widely distributed and used throughout the institution?*

- *Is there ongoing review and adaptation of evaluation and planning processes?*

- *Is there consistent and continuous commitment to improving student learning; and is educational effectiveness a demonstrable priority in all planning structures and processes?*

The process also calls for ideas regarding improvements to the Columbia College Goals, the college planning process or Strategic Planning Process Cycle. The College Goal Assessment Process will continue to evolve as the College Council has the opportunity to discuss institutional planning and the college's effectiveness in accomplishing its stated goals.

Ongoing cycles of evaluation and re-assessment are common to Columbia College. All college planning documents undergo regular cycles of review. These cycles are governed by the college Master Planning Calendar [IIA118]. Typical plans that undergo such evaluative cycles include the *Educational Master Plan*, *Campus Master Plan* [IIA101], *Facilities Master Plan* [IIA100*], Distance Education Plan* [IIA54], *Matriculation Plan* [IIA32], and *Technology Plan* [IIA90]. All of these college plans can be found at the planning documents webpage [IIA109]. Additional plans that undergo regular cycles of evaluation are the *Enrollment Management Plan* [IIA22], *Academic Wellness Educators Plan* [IIA5], *Basic Skills Plan* [IIA119], *VTEA Plan* [IIA120] and *SLO Plan* [IIA6]. In addition, planning resource documents such as the *Institutional Effectiveness Report* (IER) also undergo regular cycles of review. These resources are available to anyone with internet access. The homepage for integrated planning [IIA107] is dedicated to the integrated planning processes and documents reports and training resources that empower Columbia College to effectively meet student and community needs.

The college uses internal and external evidence to support planning needs. The Strategic Planning Process Cycle [IIA14] illustrates a variety of evidentiary sources to inform college planning processes in a blue box on the left of the chart. Central in this role, is the *Institutional Effectiveness Report* (IER) [IIA15]. The IER contains a wealth of external and internally derived data to inform planning efforts at the college. Specific details regarding the college's current demographic, workforce and economic information contained within the IER are detailed in Standard I.A. In addition, program review, student learning outcomes, and other needs assessments inform college planning and guide resource allocation that is driven by the unit planning process.

Self-Evaluation – II.A.2.f

The college meets this standard. Columbia College has a well-developed strategic planning process that is characterized by strong connections between evaluation, planning, and resource allocation. The college community understands and embraces ongoing cycles of systematic planning.

Both faculty and staff are involved and engaged in ongoing cycles of planning. While the 2010 Faculty/ Staff Survey showed some overall positive responses (regarding institutional planning) in the low 70s, it is important to note that the survey had a high proportion of part-time or temporary respondents

(36%). As detailed in Standard IV.A.1, permanent employees, in particular full-time faculty, are more connected with the integrated planning processes at the college. The overall responses for the college indicated that 68.3% of all faculty and staff felt either "somewhat involved" (13.1%), "involved" (17.8%), "very involved" (13.1%), or "significantly involved" (24.3%) with the unit planning process. In comparison, 96.7% of full-time faculty felt either "somewhat involved" (6.7%), "involved" (20%), "very involved" (23.3%), or "significantly involved" (46.7%) with the unit planning process. While it is encouraging that full-time faculty responded as being involved at a significant level, the college should look at mechanisms to better connect part-time faculty and staff.

Strong integration of planning also exists through a consistent connection between resource allocation and the mission-based goals [IIA11]. All annual planning requests coming through the unit planning process are directly tied to the Columbia College Goals. The college also has well defined and distinct annual planning and strategic planning cycles. While separate, they share a solid operational connection through the unit planning process. This is illustrated in the figure entitled "Integrated Annual and Strategic Planning Cycles" [IIA121], that can be accessed from the college homepage for integrated planning.

Institutional and regional data is readily available to the college community. Many of the sources are illustrated in the Columbia College Strategic Planning Process Cycle [IIA14], and are listed as internal/external information sources. These include, but are not limited to, program review, SLOs, the *Institutional Effectiveness Report, Enrollment Management Reports*, Datatel reports, and data from the state Chancellor's Office. All of these data sources are available to anyone with internet access through the Columbia College website.

Currently, the connections between program review and unit planning activities exist, but technically they are not physically connected. Unit planning is done from a web-based application (the Unit Planning Tool) and program review has been managed through the sharing of electronic documents. Both operations are somewhat cumbersome for faculty and staff and integrating the applications will further reinforce the planning connections. The integration of the SLO Tool to these processes will also strengthen the college's commitment to connect planning effectively and efficiently.

Columbia College has had opportunities to share and discuss its model for integrated planning with colleagues from across the state and nation in recent professional venues. These have been valuable experiences that continue to strengthen integrated planning for the institution. In February of 2011, Columbia College was invited to share its integrated planning model at a Regional Workshop sponsored by ACCJC. The workshop, "Capacity Building for Educational Excellence through program review and Integrated Institutional Planning," had a focus on integrating program review with institutional planning. This model, along with models from Guam Community College and Honolulu Community College was presented to 95 participants from the Pacific Islands. The presentation, "California College Model for Program Review and Integrated Institutional Planning," focused on how Columbia College has developed its integrated planning model with specific links between annual unit planning and program review.

Integrated planning models from Columbia College were also presented at the 2010 California Community College Chief Instructional Officers fall conference. This conference was focused toward Accreditation Liaison Officers and was jointly presented with ACCJC.

A college Master Planning Calendar exists, but needs to be updated and better distributed. Its primary

function has been to remind administration as to when specific planning components need updating, but making this document more visible to the rest of the college would strengthen the overall picture of integrated planning.

Planning Agenda – II.A.2.f

The college will find mechanisms to better involve part-time faculty and staff in planning.

II.A.2.g – If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary – II.A.2.g

The college does not utilize departmental or programmatic examinations. Many programs have one or no full-time faculty and due to this nature, these types of examinations are not applicable. Since there are a number of programs with one or no full-time faculty, many examinations are by default programmatic and are not designed in a collaborative process, due to the nature of such a small college. However, some vocational education programs at Columbia College prepare students for certification using examinations that are under the control of external agencies such as the State Fire Marshal and National Automotive Education Foundation. These programs include Emergency Medical Services (EMS), Fire Technology, and Automotive [IIA104].

Self-Evaluation – II.A.2.g

The college meets this standard. Columbia College only utilizes departmental course or program examinations in a few vocational programs where it is required for certification by external agencies. These examinations are under the control of the respective external agency which mandates the requirements. The college assumes these examinations are sufficient in terms of content validity and scope and are also nonbiased and valid measures of student learning.

Planning Agenda – II.A.2.g

None at this time.

■ **II.A.2.h** – The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary – II.A.2.h

Columbia College awards credit based on student achievement of the courses' stated learning outcomes. The Academic Senate and Curriculum Committee ensure that credit is awarded consistently with institutional policies that reflect generally accepted norms in higher education. To accomplish these goals, Columbia College relies primarily on the faculty through the Academic Senate and the Curriculum Committee. Columbia College bases its unit value on the Carnegie Unit standard. The *Curriculum Handbook* [IIA13] states, "Units - One credit hour or unit should encompass no fewer than 48 hours of coursework (course time in or out of class) and should justify or validate hours relative to the units being listed."

Units of credit are based on accepted norms and appropriateness is reviewed by the Curriculum Committee as part of the curriculum review process [IIA52]. The review process takes articulation and state standards into account as it assigns levels of credit to be awarded upon successful completion of a course. A course numbering system [IIA13 (section 2.E)] is used by the Curriculum Committee to organize credit course types and to appropriately inform students, faculty, and staff of the intended nature of each course.

Students must achieve measurable learning outcomes specified in the course outline of record in order to receive credit. These course outcomes are written as course objectives and are defined as specific observable, measurable skills or bodies of knowledge which a student should be able to demonstrate upon successful completion of a course [IIA13 (section 2.D)]. Strong methods of evaluation are critical when it comes to the awarding of credit for courses. The curriculum review process examines the methods of evaluation in relation to course objectives.

The Curriculum Committee and Articulation Officer carefully monitor the awarding of credit. The units of credit awarded [IIA13 (section 4)], and various articulation agreements [IIA83] with other institutions, are based in part upon their evaluation of the stated learning outcomes for those courses.

Self-Evaluation – II.A.2.h

The college meets this standard. Student learning outcomes (course objectives) are scrutinized through the Curriculum Committee to determine the credit awarded for courses at Columbia College. These credits are consistent with accepted norms in higher education. Students must achieve the outcomes listed in the course outline in order to receive credit.

Using the guidelines established in the *Curriculum Handbook* ensures consistency across all college curricula. Complying with CCR Title 5 regulations and articulating with other institutions indicates the college adheres to accepted norms.

Planning Agenda – II.A.2.h

None at this time.

■ **II.A.2.i** – The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary – II.A.2.i

Degrees and certificates are based on student achievement of measurable course objectives for courses that make up the program. As per the *Curriculum Handbook*, course objectives are in the form of measurable student outcomes. All instructional programs at Columbia College are also associated with defined learning outcomes. Starting with the 2011-2012 academic year, measurable learning outcomes are presented for all instructional programs in the college catalog [IIA122].

Students must achieve the measurable outcomes specified in the course outline of record (COR) in order to receive credit. These course outcomes are written as objectives and are defined as specific observable, measurable skills or bodies of knowledge which a student should be able to demonstrate upon successful completion of a course [IIA13 (section 2.D)]. Credit is awarded based on the attainment of these skills or bodies of knowledge. Similarly, the compilation of carefully planned courses and the sequence of these courses create degree and certificate programs that demonstrate a student's successful completion in an area of emphasis or focus of study. Credit for all baccalaureate level coursework, as described in Standard II.A.2, is accepted by four-year universities and colleges as part of regularly reviewed articulation agreements. Credit can also be attained through Advanced Placement (AP) Exams or through credit by examination in some instances.

Columbia College awards three types of degrees upon completing the prescribed set of requirements as stated in the college catalog [IIA17]—an Associate in Arts, an Associate in Science, and an Associate in Science (Occupational Education). The Associate in Arts Degree is earned in areas such as Fine Arts, Humanities, and Social and Behavioral Science. The Associate in Science Degree is awarded in science and technical fields. The Associate in Science (Occupational Education) Degree is earned in occupational programs that provide students with skills and training for immediate entry into the workforce. Regardless of the type of associate degree, the same requirements are required for all three and include the following:

Total Units: Satisfactory completion of 60 degree-applicable semester units from courses numbered 1-199, of which 12 must be completed at Columbia College. Units earned in remedial and skills development unit courses do not count in the 60 unit requirement.

Scholarship: A cumulative Grade Point Average of not less than 2.0 (C average) and no grade lower than C in major classes and General Education areas A.1, A.2, A.3 and B.4.

Major: Students are required to satisfactorily complete an associate degree level major (i.e. arts, science, or science occupational education). This requires the completion of at least 18 units in a single discipline or related discipline. All courses in the major must be completed with a C or better. Pass (P) grades are not accepted unless a course in the major is pass/no pass grading.

Institutional Requirement: Two physical activity courses under Health and Human Performance are required. These courses are in addition to Area E of the General Education breadth pattern.

General Education Breadth Requirements: Satisfactory completion of each area of General Education "A" through "E" is required. Courses in areas A.1, A.2, A.3 and B.4 must be completed with a grade of C or better.

Competency Requirements: state law mandates that students earning the associate degree must meet competency requirements in reading, composition, and mathematics. These requirements may be met by completing the following courses with a grade of C or better: English 1A, Reading and Composition: Beginning Math 104, Algebra II, or any mathematics course of a higher level than MATH 104. These requirements may also be met through completion of a credit by examination with a grade of C or better.

Faculty and staff are currently engaged in dialogue regarding the development of stronger student learning outcomes for associate degree programs. Dialogue in the Academic Senate, Curriculum Committee, division meetings, and the SLO Workgroup has generated a draft programmatic structure that will frame sets of associate degree student learning outcomes. Dialogue relating to the development of this framework is ongoing.

All certificate programs at Columbia College have defined student learning outcomes. Columbia College defines a robust student learning outcome as having: a behavioral objective that describes what a student will be able to do, know or be at the conclusion of a course, service or program; a description of the method(s) to assess performance; and criteria for evaluating the outcome.

Self-Evaluation – II.A.2.i

The college meets this standard. Student achievement of measurable outcomes is the basis for awarding all degrees and certificates. Degrees and certificates are earned on the basis of completing a set of prescribed courses and requirements that measure course objectives and outcomes in an area of emphasis or focus of study. Associate degree programs focus on satisfactory completion of units, a requirement for breadth, and standard of scholarship.

Dialogue relating to the strengthening of associate degree outcomes to match those as defined by the SLO Workgroup began in the spring of 2011 and will continue in the fall. Working closely with the Academic Senate, the SLO Workgroup has collegially developed a programmatic framework which will support the establishment of robust student learning outcomes.

Planning Agenda – II.A.2.i

- The college needs to more fully implement programmatic student learning outcomes, in particular, mechanisms to assess progress toward achieving these outcomes.

- Measurable programmatic outcomes for programs will appear in the 2011-2012 College Catalog.

◼ **II.A.3** – The institution requires of all academic and vocational degree programs a component of General Education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the General Education curriculum by examining the stated learning outcomes for the course.

◼ **II.A.3.a** – An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary – II.A.3; II.A.3.a

The rationale for the general education (GE) pattern at Columbia College is communicated to stakeholders through the courses represented in the GE pattern, transfer agreements, and curriculum processes and through the Columbia College Philosophy and Criteria for Associate in Science and Associate in Arts Degrees and General Education [IIA123]. Information regarding general education can be found on page 7 of the *2010-2011 College Catalog* [IIA17]. This section provides a foundation for education offerings at Columbia College and states that it is the college's responsibility to provide students comprehensive learning outcomes that carry with them an "understanding of the basic content and methodology of the major areas of knowledge," and to provide students the "capability to be a productive individual and lifelong learner." Such course offerings are broad in scope and general in nature, but have a provided focus in specific areas of knowledge, including the humanities and fine arts, the natural sciences, and the social sciences.

Philosophy of General Education: *2010-2011 College Catalog*, page 7

To provide comprehensive learning outcomes, including: (a) an understanding of the basic content and methodology of the major areas of knowledge, including the humanities and fine arts, the natural sciences, and the social sciences; (b) the capability to be a productive individual and lifelong learner—skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means; and (c) recognition of what it means to be an ethical human being and effective citizen—qualities include an appreciation of ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity, and the willingness to assume civic, political, and social responsibilities locally ,nationally and globally.

The Academic Senate has crafted a statement drawing on regulations contained in Title 5 of the State of California Education Code and on the California State University and University of California philosophies of general education. This has assisted the Columbia College Academic Senate to specifically define the faculty vision regarding the philosophy and criteria for associate degrees and general education for the college. The Columbia College Philosophy and Criteria for Associate in Science and Associate in Arts Degrees and General Education [IIA123] statement defines characteristics for courses that are appropriate to earn credit towards a degree.

The statement directs that courses appropriate for general education shall possess criteria demonstrating course integrity and breadth, as well as content and objectives requiring critical thinking elements from students who successfully pass the course. Additionally, such course must include at least four of the following six criteria: 1) individual perspective, 2) integration of knowledge,

3) culture and heritage, 4) application of knowledge, 5) communication of knowledge, and 6) discipline exploration. also included in the statement are criteria associated with 1) language and rationality, 2) natural science, 3) humanities, 4) american institutions, 5) social and behavioral sciences, 6) lifelong learning and self development, and 7) ethnic studies.

The Yosemite Community College District also maintains a Philosophy and Criteria for Associate Degree and General Education. This has been established in YCCD Board Policy 6025 [IIA124].

> Philosophy and Criteria for Associate Degree and General Education (YCCD Board Policy 6025)

> *Courses that are designated to fulfill the General Education and depth requirements shall meet the following philosophy.*

> *The awarding of an associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.*

> *In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.*

> *Central to an associate degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, General Education should lead to better understanding.*

> *In the establishing or modifying a General Education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that General Education programs involve students actively in examining values inherent in proposed solutions to major society problems.*

> *The College President shall establish procedures to assure that courses used to meet General Education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.*

The breadth of general education (GE) requirements related to Title 5 at Columbia College is correlated with CSU GE and IGETC patterns. The college's general education philosophy provides a definition of the courses that may qualify, as well as guidance to course development criteria to satisfy GE requirements. Curriculum processes follow this philosophy. New course proposals and course proposals being reviewed for five-year compliance go through a technical review process where they are scrutinized for completeness in the course outline of record and include the additional information related to articulation. All proposals going through this process are further required to

update and review any information related to establishing prerequisites, corequisites and advisory level courses. Curriculum Committee procedures also require course proposals in the GE areas, as well as all others, be represented by full-time faculty in the discipline to assure the integrity of content and methodologies used are appropriate.

The appropriateness of proposed GE offerings, both in content and methodology, is determined by the college Curriculum Committee through the curriculum processes, and is overseen by the Columbia College Academic Senate [IIA75]. The Curriculum Committee monitors courses to ensure that they meet the students' learning needs. Student learning needs in vocational courses are determined using labor market information, VTEA Core Indicators, advisory boards, and employer feedback. The college offers a Hospitality Management/Tourism certificate in response to the local tourism industry. Forestry, Natural Resources, Emergency Medical Services, Fire Technology, and Search and Rescue are other programs offered to meet area needs. A unique program, Wildland/Urban Interface Fire Management, is offered to address the special needs of dealing with forest fires affecting developed areas.

The college catalog [IIA17] describes the content and methodology needed to address the major areas of knowledge. The catalog contains comprehensive information regarding graduation and transfer. Included are the requirements of both the General Education (GE) Breadth Requirements and Intersegmental General Education Transfer Curriculum (IGETC) for transfer to the University of California and the California State University. The GE Breadth Requirements include: English Language Communication and Critical Thinking; Scientific Inquiry and Quantitative Reasoning; Arts and Humanities; Social Sciences; and Lifelong Learning. The IGETC pattern includes: English Communication, Mathematical Concepts and Quantitative Reasoning; Arts and Humanities; Social and Behavioral Sciences; and Physical and Biological Sciences. The catalog also gives students access to course descriptions for all classes offered, including articulation information, transferability, and prerequisites.

Self Evaluation – II.A.3; II.A.3.a

The college meets this standard. The Academic Senate for Columbia College adopted a Philosophy of General Education and Philosophy and Criteria for an associate degree on March 11, 2011. In part, this springs from discussion relating to recent legislation, California Senate Bill 1440 (Padilla, 2010) [IIA87], that has generated models for Associate Transfer Degrees that are structured as Transfer Model Curricula (TMC) that possess all the major components required for a California Community College Associate Degree. These degrees are designed to prepare a student for transfer to any California State University, while still meeting all the requirements for an associate degree.

Columbia College has developed two such transfer degrees, including Sociology and Communication Studies. A third, Psychology, is very close to being complete. The TMCs have some differences from Columbia College's existing requirements for an associate degree, which are more stringent than the minimum required by the state. Dialogue surrounding the development of these degrees prompted a review of the core elements relating to the criteria and philosophy surrounding an associate degree and general education.

The Columbia College Academic Senate has created a statement that defines the faculty vision regarding the philosophy and criteria for associate degrees and general education at Columbia College. This statement, the Columbia College Philosophy and Criteria for Associate in Science and Associate

in Arts degrees and General Education defines characteristics for courses that are appropriate to earn credit towards a degree.

The statement characterizes general education as an integrated curriculum designed to prepare the student for better self-understanding and for the responsibilities of living in a global society. Essential elements of general education include critical thinking, effective communication, and knowledge of the multiple dimensions of the modern world. General education provides a core of knowledge which enables the student to: 1) develop new insights about the complex forces in the modern world; 2) develop the ability to think and communicate clearly and effectively through the use of oral, written, and mathematical skills, and to understand and apply critical thinking and the modes of inquiry of major disciplines; 3) be aware of other cultures and times; 4) achieve a deeper understanding about the ethical choices individuals face in contemporary society; 5) develop the capacity for self-understanding; and 6) examine the values inherent in proposed solutions to major social problems.

Planning Agenda – II.A.3; II.A.3.a

None at this time.

██ **II.A.3.b** – A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary – II.A.3.b

The *2011-2012 Columbia College Catalog* [IIA17 (page 44)] lists the requirements for transfer to either the CSU or UC systems. Both the GE Breadth Requirements and the IGETC Transfer pattern include components that emphasize oral and written communication, scientific and quantitative reasoning, as well as critical thinking. Information competency, computer literacy, and the ability to acquire knowledge through a variety of means are not specifically addressed, but are included throughout the college's courses, programs, and services.

Students have the ability to take classes offered in a variety of formats that would present them with the opportunity to grow in each of these areas [IIA85, IIA125]. College courses and programs provide adequate information for students to develop lifelong learner traits through a variety of means and methods, including traditional classes, online classes, distance learning, and work experience programs.

Students can enhance their learning experience and acquire knowledge through various programs and services offered through the Student Services Division. New students are encouraged to attend an initial orientation which will guide them through the process and help them acquire some of the skills that will increase the likelihood of success both in college and as lifelong learners [IIA126]. Students schedule tutoring sessions with the Academic Achievement Center, seek assistance in the Math Lab and/or attend Supplemental Instruction sessions. The Library offers a quality study environment with up to date print/electronic resources and numerous computer stations. Other sources of assistance include Extended Opportunity Program and Services, Disabled Students Programs and Services, Cooperative Agencies Resources for Education, CalWorks, First Year Experience, On-Ramp, and the TRIO Program.

Self-Evaluation – II.A.3.b

The college meets this standard. General Education students must meet the breadth requirements detailed in the college catalog prior to transfer. In addition, the curriculum review process at Columbia College [IIA52] includes a rigorous assessment of each course. The *Curriculum Handbook* speaks to the criteria and processes used to ensure all transfer-level courses meet collegiate standards.

All students may also develop skills in each of these areas by taking advantage of support services provided by the college such as the Library [IIA127] and the Academic Achievement Center [IIA97]. According to the 2010 Student Survey [IIA18], 90.77% of respondents agreed that Columbia College was a dynamic institution of learners and creative thinkers. A smaller number of students surveyed (77.73%) felt that Columbia College helped them see the importance of lifelong learning.

Planning Agenda – II.A.3.b

The college needs to continue efforts to improve authentic assessment of student learning outcomes for course, program and institutional levels. This will include evidence of cycles of ongoing assessment. The institution will offer college-wide workshops in fall 2011 and spring 2012 to accomplish this.

■ **II.A.3.c** – A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary – II.A.3.c

The qualities of an ethical human being are as much a function of college environment as the academic training provided here at Columbia College. It is generally expected that students will continue to develop and use these skills as part of the education they receive here. The *Student Handbook* [IIA128] outlines student rights and responsibilities, including a description of institutional student learning objectives and guidelines for student success. This information is also found in the college catalog [IIA17].

The mission statement for the college recognizes what it means to be an effective citizen [IIA01], specifically through the following phrases: "a dynamic institution of learners and creative thinkers," "fully engaged in an evolving world," "committed to a culture of improvement," "foster a spirit of professionalism", and "celebrate diversity." Additionally, the college has adopted ten core values as ethical guidelines and has recently launched a campaign to make students aware of the consequences of unethical behavior. Data from the 2010 Student Survey highlights varying degrees of success in accomplishing the mission [IIA18]. The vast majority of students surveyed (90.77%) identified Columbia College as a dynamic institution of learners and creative thinkers. A lesser, but still large percentage of students (86.39%), agreed that the college prepares students to be fully engaged in an evolving world.

College-wide student learning outcomes also address qualities that are beyond academics. The college promotes transformational learning in all three domains: cognitive, psychomotor, and affective. The college is working toward regular, authentic assessments of the college-wide student learning outcomes [IIA63].

College-wide Student Learning Outcomes

1. *Critical and Creative Thinking*
   Students will develop skill with assimilating information, evaluating its relevance, developing a plan of application, and deciding upon the relevance of an outcome through
   - *Reflective practice*
   - *Life-long learning*
   - *Self-determination*
   - *Critical thinking*

2. *Civic, Environment, and Global Awareness*
   Students will develop values, opinions, attitudes, and behaviors that underlie and support active citizenship through
   - *Civic engagement*
   - *Leadership development*
   - *Advocacy*
   - *Collaboration, team-building and mentoring*

3. *Individual and collective responsibility*
    Student will develop skill in correctly following instructions for performing new tasks while applying past experience in relevant situations by demonstrating
    - *Self-responsibility*
    - *Academic growth and emotional development*
    - *Reliability*
    - *Equity, fairness, and dignity*

4. *Mastery of relevant theory and practice*
    Student will demonstrate in-depth, critical knowledge of theory, research and practice relevant to their chosen professional roles and focus areas, including skill development in
    - *Organization*
    - *Computation*
    - *Communication*
    - *Research*

Other programs and services on campus contribute to the personal growth of students. Some of these resources include Health Services, the Academic Wellness Educators, and the Associated Students of Columbia College. Events such as "It's a Jungle Out There" [IIA129] and "Black History Month" also provide enrichment as well as the Extended Opportunity Program and Services Student Success Workshop Series [IIA130] that offers strategies for time management and organization, effective study skills, avoiding stress, procrastination, and more.

The Associated Students of Columbia College (ASCC) provide further opportunities for students to assume civic, political, and social responsibilities. The purpose of this organization is defined in *ASCC Constitution and Bylaws* [IIA131].

> *This organization is established in order to enhance sound student governance and citizenship; to express the general will of the students to the administration; to further cooperation with administration, staff, community, and other educational institutions; and to create and maintain adequate scholastic, social, cultural, and political activities in the furtherance of student welfare.*

Several activities and events are hosted by students such as campus blood drives, the fall 2010 Area 1 Trustee Forum, March on March, and more. However, fewer than half of the respondents from the 2010 Student Survey reported that Columbia College had helped them develop a personal code of values and ethics. This is not too surprising as most students likely come to the college with principles established to some degree. This is supported by the fact that 43.11% of respondents indicated that Columbia College had no effect on their development of a personal code of values or ethics. What is surprising is that only 53.27% of students indicated that Columbia College helped them understand people of diverse cultures, values, and ideas. Furthermore, only 55.81% of students felt that Columbia College had helped them understand their responsibilities as citizens. There was a slightly larger percentage (63.10%) who said that Columbia College helped them develop values, opinions, attitudes, and behaviors that underlie and support active citizenship.

Self-Evaluation – II.A.3.c

The college meets this standard. The Student Learning Outcomes Workgroup is charged with assisting in the development and monitoring of student learning outcomes at Columbia College. The College relies primarily on faculty and staff expertise in each area to accomplish these goals.

The college is in the process of developing student learning outcomes that will better address concerns about ethics and effective citizenship in response to the most recent student survey. The survey indicates a need for a more focused effort in this area to help students develop these qualities as part of their education a Columbia College.

Planning Agenda – II.A.3.c

The college needs to continue efforts to improve authentic assessment of student learning outcomes for course, program, and institutional levels. This will include evidence of cycles of ongoing assessment. The institution will offer college-wide workshops in fall 2011 and spring 2012 to accomplish this.

II.A.4 – All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary – II.A.4

All degree programs at Columbia College include focused study in at least one area of inquiry or in an established interdisciplinary core [IIA17, IIA13]. The course sequences that comprise focused areas are determined by faculty discipline experts, and then approved through the curriculum process. The *2010-2011 Columbia College Catalog* [IIA17 (page 58)] clearly identifies the total number of units required for each degree. For each degree type offered, Associate in Arts, Associate in Science and Associate in Science (Occupational Education), the minimum units required in a focused area of study are 18. The maximum total required units vary, depending on the degree type.

Students pursuing an Associate in Arts (AA) degree may focus in Fine Arts, Health and Human Performance, Language Arts, Liberal Studies, Mathematics or Music. For an AA major, all focused study areas require a minimum of 18 units, with only a few requiring more than 19 units. The maximum number of units required for an AA degree is in Music, which requires a minimum of 31 units. Often students plan to transfer to a four-year university and will also choose to follow a transfer curriculum.

Students pursuing an Associate in Science (AS) degree may focus in Allied Health, Business, Child Development, Computer Science, Fire Technology, Forestry, Hospitality Management, Natural Resources, or Science. For an AS major, focused areas of study can span from a minimum of 18 required units, to a possible 38 units in Hospitality Management. These students may also choose to follow a transfer curriculum.

Students pursuing an Associate in Science (Occupational Education) degree are provided training and skills for immediate entry into the workforce. Focused study areas range from a minimum of 19 units, to a maximum of 47 units in Natural Resources Technology. The design of this degree is not for students planning on transferring to a four-year university.

The Intersegmental General Education Transfer Curriculum (IGETC) includes the following areas: English Communication, Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences. The IGETC pattern will permit a student to transfer from a community college to a campus in either the California State University or University of California system without the need, after transfer, to satisfy specific campus lower-division general education requirements. The University of California system also requires two years of a language other than English.

Self-Evaluation – II.A.4

The college meets this standard. The college catalog provides evidence that all degree programs offered at Columbia College include at least one area or an interdisciplinary core. As required by CCR Title 5, the minimum units allowed for any disciplinary core are 18. As part of the curriculum review process, all certificates and degrees are scrutinized to ensure the units required for an award are appropriately accounted.

Planning Agenda – II.A.4

None at this time.

II.A.5 – Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary – II.A.5

Columbia College students receive education and training for occupations by earning certificates or degrees. Vocational programs offer 40 Certificates of Achievement and 10 Skills Attainment Certificates. There are also 21 Associate in Science (Occupational Education) degrees from Automotive Technology, Business Administration, Computer Science, Emergency Medical Services, Fire Technology, Forestry Technology, Hospitality Management, Human Services, Natural Resources, Natural Resources Technology, and Office Technology [IIA17 (page 58)]. The Certificates of Achievement are from Automotive Technology, Business Administration, Child Development, Computer Science, Emergency Medical Services, Fire Technology, Forestry Technology, Hospitality Management, Human Services, Natural Resources, Natural Resources Technology, Office Technology, and Welding Technology.

All vocational education programs are based on extensive planning as well as annual review of performance on their Vocational Technical Education Act (VTEA) Core Indicators [IIA33]. In addition, all vocational programs are closely monitored by local advisory committees, employers, and external agencies. Each program maintains applicable standards that prepare students for employment.

The Automotive Program has course curriculum that is aligned with the National Automotive Technician's Education Foundation (NATEF), a subsidiary of Automotive Service Excellence (ASE). This national industry standard provides assurance that training is current and industry based. Successful students will be prepared for technician certification with ASE.

The Child Development Program serves the community by providing hands on courses that prepare students for careers with children. The program offers two certificates and an AS Degree in Child Development. The Associate Teacher Certificate is an entry level certificate suited for a student to jumpstart a career in early childhood education. Students who earn this certificate are qualified to apply for the California Child Development Permit at the Associate Teacher level. The program also offers a Child Development Certificate, which includes practical course work that students need to acquire a California Child Development Permit at the Teacher level. This certificate is a stepping stone for an AS Degree in Child Development which is highly recommended for students interested in a career in Early Childhood Education or who may continue on for a BA/BS in a related field. Students earning an AS Degree in Child Development will be eligible to apply for the California Child Development Permit at the Teacher level.

The Computer Information Systems Program has courses that deliver useful skills and concepts that can be directly applied in the workplace. This program helps to strengthen computer literacy and computing skills. The program focuses on the development of professional communication skills in a business environment. Through partnerships with industries in the community, Columbia College offers Work Experience programs [IIA17] at jobsites for students. Additionally, the Network Support Technician Certificate prepares students for industry certifications in Cisco networking (CCNA) and the Computer Support Technician certificate provides prepares students for an industry computer technician certification (CompTIA A+). Achieving both Cisco CCNA and CompTIA A+ certifications increases job opportunities for students at Columbia College.

The Emergency Medical Services Program offers a variety of options for students at Columbia College. The Emergency Medical Technician (EMT) Program assists students in acquiring the necessary instruction and manipulative skills to recognize and treat illnesses and injuries in a pre-hospital environment. This coursework meets state and local training guidelines in preparation for certification as an EMT. Individuals must additionally pass a certification exam as required by the state of California. Columbia College is one of only a limited number of colleges in the state that offers a college degree pertaining to emergency medical services.

The Hospitality Management Program offers an Associate in Science Degree, Associate in Science (Occupational Education) Degree, and Certificate of Achievement—all excellent incentives for future employment. As part of the hospitality management curriculum, students are also introduced to the world of advanced classical cuisine preparation, fine dining room management and service, wine making, and kitchen and beverage management. An advisory committee of culinary professionals guides the curriculum. Committee members are executive chefs, food and beverage managers from area restaurants and hotels, and owners of local ski resorts. In addition, the Culinary and Pastry Arts Program has received certification by the prestigious American Culinary Federation.

The vocational programs at the college receive critical information from partners in local advisory committees. This helps to keep programs current in meeting both local industry and student needs. Columbia College also utilizes data obtained through the federal government as part of the Carl Perkins Act (VTEA). Core Indicator 4 (Employment) [IIA33] gives critical information regarding how the colleges' students are doing in this area.

Self-Evaluation – II.A.5

The college meets this standard. Students who complete vocational and occupational programs at Columbia College meet employment competencies and are prepared for licensure and/or certification by external agencies. This is evidenced by performance on the Carl Perkins Act (VTEA) Core Indicators as well as renewal of accreditations in the Automotive and Hospitality Management Programs [IIA33].

Planning Agenda – II.A.5

None at this time.

II.A.6 – The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary – II.A.6

Columbia College presents clear and accurate information about its programs in the college catalog [IIA17]. Accuracy is ensured annually through collaborative efforts involving faculty, administrators and staff. Specifically, the Dean of Student Services, Deans of Instruction, and the Articulation Officer play significant roles in this process as outlined in the *Curriculum Bylaws* [IIA75]. The primary responsibilities for the deans relate to the maintenance of current curricula and programs. Responsibilities that aid in reinforcing currency include reviewing agendas and backup material, participation in committee deliberations and discussion of initial curriculum concepts with faculty. The Articulation Officer plays a key role in monitoring the accuracy of programmatic criteria and maintaining articulations with other institutions. As stated in the *Curriculum Bylaws*, it is the responsibility of the Articulation Officer to carry out the following activities [IIA75 (page 5)]:

> *Responsibilities of the Articulation Officer:*
>
> - *Assures the accuracy of course information in the campus catalog*
> - *Assures that campus catalogs are sent to articulation officers*
> - *Submits requests and course outlines to CSU CO for CSU GE-Breadth review and inclusion of new or substantively modified courses*
> - *Assures accuracy of course-to-course articulation information distributed on campus or listed in campus catalog*
> - *Submits requests for major preparation agreements to UC or CSU campuses per receiving campus specifications*
> - *Assures accuracy of major preparation information distributed on campus or listed in campus catalog*
> - *Assures accuracy of LDTP and CID course identification in campus catalog and ASSIST course list*
> - *Reviews campus articulation*
> - *Updates divisions, counselors and works with faculty*
> - *Performs course to course and major to major articulations*

Degrees are clearly described in the college catalog. Descriptions of associate degrees [IIA17 (page58)] include a detailed list of credit bearing courses that provide instruction in a focused area of study for each major. Each degree lists the specific number of units awarded for successful completion in the program. This information helps students understand when they have a choice of courses to meet the minimum total required units for the degree. All degrees have student learning outcomes and outcomes for programmatic SLOs will accompany all degrees in the college catalog starting in 2011-2012. The college catalog presents detailed information relating to Certificates of Achievement and Skills Attainment Certificates. This section provides a general description of the certificate programs at the college, listings of all certificates awarded by the college, total number of units required, specific courses required, and any instances when students have choices regarding which courses to take to receive credit toward the certification.

All students are provided a course syllabus at Columbia College. Yosemite Community College District Board Policy 6225 [IIA132] gives direction that all students be provided with either a written syllabus or electronic version during the first week of classes. Instructional deans oversee this process and keep current course syllabi in their division offices. The policy also specifies that faculty will submit a current syllabus to the division office prior to census date for each course.

Each instructor is required to address course content and objectives as presented in the course outline of record (COR). All CORs are available through CurricUNET [IIA76], which is the online course management system used by the college. Instructors, staff or students can access CORs at any time.

Self Evaluation – II.A.6

The college meets this standard. The college catalog presents detailed descriptions for all Associate in Art/Science Degrees, Associate Degrees, Certificates of Achievement, and Skills Attainment Certificates. This includes a listing of the measurable outcomes a successful student would achieve upon earning a degree or Certificate of Achievement from the college.

Syllabi for all courses within college programs are provided to students, as required by Yosemite Community College District Board Policy 6225. These syllabi are submitted to respective division offices each semester by faculty teaching the classes. The faculty evaluation process provides a mechanism for supervisory deans and faculty to validate that instructors are teaching to the course outline of record.

Planning Agenda – II.A.6

None at this time.

■ **II.A.6.a** – 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.

Descriptive Summary – II.A.6.a

Policies regarding student transcripts are provided by Yosemite Community College District (YCCD) Board Policy 5045 [IIA133]. This policy outlines the responsibility of students to file official transcripts of records of all previous college work with the Admissions and Records Office. These transcripts become the property of the college and are evaluated for credit for transfer and/or graduation. Students are also required to file any other information requested by the colleges for admission purposes. The associated procedure addresses processes for challenging content and maintaining records of access. Yosemite Community College District Board Policy 6050, (Articulation Agreements) [IIA134], states that the chancellor shall establish procedures that assure appropriate articulation of the district's educational programs with proximate high schools and baccalaureate institutions. Further, the policy states these procedures may also support articulation with institutions, including other community colleges and those that are not geographically proximate yet are appropriate and advantageous for partnership with the district.

The Office of Admissions and Records has online forms for students to access their transcripts from Columbia College [IIA135]. When a student requests official college transcripts, the college provides the first two copies free of charge and $5 for each copy thereafter. There are also provisions for a 24-hour rush service if needed. Using the form, students can indicate what type of certification, General Education or IGETC, to be included on the transcript.

College evaluators process incoming transcripts to ensure that information coming from outside institutions is accurate and translates appropriately into the academic records of Columbia College. When the transcripts arrive, the evaluator determines if there are any courses required to satisfy a prerequisite course and then any course equates are posted into the system. The remainder of units is then entered as general transfer units. When a counselor requests a formal evaluation or when the student files for a degree or certificate, the evaluator then builds course by course equivalents utilizing College Source, ASSIST, and articulation agreements.

College articulation agreements are maintained by the Articulation Officer. The Articulation Officer reviews courses at other institutions and develops articulation agreements for transfer students. Online transfer resources beyond the campus include ASSIST which is a storehouse of transfer information specific to Columbia College students transferring to UC/CSU schools, CSU Mentor for students transferring to the California State University system, and UC Pathways for students transferring into the University of California system.

The requirements for transfer to both the CSU and UC systems are printed in the *2010-2011 Columbia College Catalog* [IIA17 (page 44)]. College counselors are available to help students complete educational plans designed to meet their goals. For those students interested in transferring to another institution, these educational plans help ensure that courses taken at Columbia College will

transfer. Students are able to meet with college counselors to update and change educational plans by appointment and walk-in basis.

Students have access to information from the Career/Transfer Center [IIA136] in both print and electronic format. Online resources are accessible to students through programs such as Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) [IIA83], CSU Mentor [IIA137], and UC Pathways [IIA138].

Self-Evaluation – II.A.6.a

The college meets this standard. Columbia College ensures that transfer-level courses articulate both in and out of the institution through strong curriculum review, articulation, and communication with other institutions. Policies are also clearly presented in documents such as the *Curriculum Handbook*, section 2, curriculum review and college catalog. The Articulation Officer keeps abreast of all the current requirements and trends for articulation of courses. Academic counselors also ensure students are aware of the various transfer requirements of courses completed at Columbia College.

In addition, appropriate board policy exist to direct the proper handling of student transcripts and that student records are maintained in a manner that ensures confidentiality. Curriculum review every five years provides current and relevant content that supports the mission of the college as well.

According to the 2010 Student Survey [IIA18], 59.05% of respondents indicated they intended to transfer from Columbia College to another institution. The fall 2009 *Institutional Effectiveness Report* (IER) [IIA15] revealed the latest five-year trends for Columbia College transfer students and indicates the majority of students transfer to the California State University (CSU) system. The next largest group transfers to colleges outside of California, followed by private institutions and the remaining transferring to the University of California (UC) system.

Planning Agenda – II.A.6.a

None at this time.

■ **II.A.6.b** – 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.

Descriptive Summary – II.A.6.b

Program review is used to determine if programs are meeting student need. Currently, program review [IIA16] is carried out on an annual basis and provides evidence that programs are meeting student needs. Criteria presented in program review includes Full Time Equivalent Student (FTES) and enrollment data, student retention, student success and information relating to the number of course offerings, relative section size, and wait list numbers. A section on SLOs is also available.

Program elimination is guided by the *Program/Services Reduction Process* [IIA139] that was developed by the Academic Senate. This document was updated and approved by the Columbia College Academic Senate on August 26, 2010 [IIA140] and brought forward to the College Council [IIA141]. Columbia College recognizes that curriculum and services must be responsive to the needs of students and the community. This document indicates that qualitative as well as quantitative data must be considered during the review process. Qualitative data is less statistical and includes vital academic considerations such as effects on students, balancing the college curriculum, education and budget planning, and the teaching and learning process. Examples of specific quantitative and qualitative criteria to be considered are given in section 2 of this document.

The college considers the impact on students when programs are reduced or eliminated. Students who may find themselves without access to necessary courses in such programs are provided opportunities for course substitution or directed to other institutions that offer the required courses. When a course is no longer offered or is not offered in a timely manner, the student is encouraged to complete the Academic Requirements Petition [IIA142]. The student can request either a course substitution or a waiver if the minimum units required by the state have been met. Petitions are reviewed by discipline faculty and dean who will work with the student to ensure their program can be completed in a timely manner. Counselors are the best source for information regarding changed or eliminated courses and programs.

Programs discontinued since the last accreditation self study were in the fields of real estate and tourism. These programs had very few students and very low demand from the community. The small number of students in the affected programs were either given opportunities for course substitution (where appropriate) or directed to institutions where they may complete the required courses. Counseling Services [IIA143] is the best place for students to have their questions answered regarding discontinued programs or classes. In addition, the *2010-2011 Columbia College Catalog* [IIA17] clearly explains catalog rights and more information related to academic policies.

Self-Evaluation – II.A.6.b

The college meets this standard. Columbia College follows a process of regular program review to ensure its programs and services are current and effective. If regular review indicates a problem with program viability, the college follows the *Program/Services Reduction Process* to guide its actions to

make recommendations to the Vice President of Student Learning and Columbia College President.

If program reduction or elimination does occur, the college responds in a manner that least impacts the students. Students are advised on how to complete educational requirements for all programs through academic advising.

Planning Agenda – II.A.6.b

None at this time.

■ **II.A.6.c** – The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary – II.A.6.c

The college represents its policies and procedures clearly through a variety of publications that are available to the public through print and online resources. The college catalog [IIA17] is the primary source for policies and procedures affecting students. *Student* [IIA128] and *Staff/Faculty Handbooks* [IIA144] provide rights and responsibilities, policies and procedures and other information. The *College Council Principles of Collegial Governance* [IIA145] and *Constitution* [IIA7] are posted on the Columbia College website, as are the bylaws [IIA146] and constitution [IIA78] for the Academic Senate and handbook with bylaws for the Curriculum Committee [IIA75]. The college website is a comprehensive storehouse of information that all staff, students and potential students can refer to conveniently.

Columbia College represents itself clearly, accurately, and consistently to interested parties through a wide range of print and electronic media. Examples include, but are not limited to, the following: *2010-2011 College Catalog* [IIA17]; class schedules [IIA85]; information related to policies for the YCCD Board of Trustees [IIA98]; handbooks for faculty, staff, and students [IIA144; IIA128]; *Curriculum Bylaws* and processes [IIA75], and admissions policies and forms [IIA26]. The Columbia College website [IIA147] serves as the portal through which many of these documents are made accessible to students, employees, and the public in electronic format.

The college schedule of classes and college catalog are reviewed for content annually as part of the processes for production of these documents. The Dean of Student Services coordinates the review of content relating to policies and procedures for both the catalog and schedule of classes. This is an annual process that includes faculty, staff, and administrators. Each year, timelines [IIA148] for the publication of these documents are developed and specifically provide opportunities for faculty, counseling, and Admissions and Records to review content.

Student admission procedures can be found in the catalog starting on page 23 of the *2010-2011 College Catalog* [IIA17]. These procedures include eligibility, admission, re-admission, residence requirements, special admission, matriculation procedures, and regulations on student records.

Academic Policies and Procedures can be found starting on page 34 of the *2010-2011 College Catalog*. This includes policies relating to catalog rights, units of credit, course requisites, challenge procedures, grading systems and challenge processes, adding and dropping courses, academic renewal, credit by examination, and advanced placement. Policies and procedures relating to probation and dismissal for academic deficiencies are also covered in this section of the catalog.

Self-Evaluation – II.A.6.c

The college meets this standard. Columbia College regularly reviews it policies and practices for its publications to ensure their integrity. This review includes both print and electronic forms of these documents.

Planning Agenda – II.A.6.c

None at this time.

II.A.7 – In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary – II.A.7

Academic freedom is ensured for students through the Yosemite Community College District (YCCD) Board Policy 5580 (Academic Freedom) [IIA149], which directs that students have the right to listen, the right to decide, the right to choose, the right to reject, the right to express and defend individual beliefs, and that the educational purpose of the district is best served by this freedom of expression. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Student performance will be evaluated on a broad academic basis, not on opinions or conduct in matters unrelated to academic standards.

Academic freedom is ensured for faculty through the Yosemite Community College District (YCCD) Board Policy 6030 (Academic Freedom) [IIA150], which directs that faculty shall be free to examine unpopular or controversial ideas, in discussion with students, and also in academic research or publication. This includes the freedom to recommend the selection of instructional materials, and to provide resources, such as books and internet sites, that present all points of view. The policy recognizes that while faculty have the right to present ideas and conclusions, which they believe to be in accord with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views.

The *Faculty Contract* also addresses academic freedom [IIA55]. Article 28, section 28.1 of the 2007-2010 contract states:

> *YCCD and YFA agree that academic freedom is essential to the pursuit of truth in a democratic society and, therefore, for the fulfillment of the educational mission of the District and the ability of faculty members to perform their professional duties. In addition, academic freedom ensures faculty members' rights and obligations of professional autonomy and responsibility. (See District Policy 6030.) The District also recognizes the academic freedom rights of our students.*

Academic integrity has been defined by the Columbia College Academic Senate. The definition is referenced in the *Student Handbook* [IIA128] and the *2010-2011 Columbia College Catalog* [IIA17].

> *Academic integrity means honesty and responsibility in scholarship. Professors have to obey rules of honest scholarship, and so do students. Here are the basic assumptions about academic work at the Columbia College:*
> 1. *Students attend Columbia College in order to learn and grow.*
> 2. *Academic assignments exist for the sake of this goal.*
> 3. *Grades exist to show how fully the goal is attained.*
> 4. *Thus, all work and all grades should result from the student's own effort to learn and grow. Academic work completed any other way is pointless, and grades obtained any other way are fraudulent.*

Academic integrity means understanding and respecting these basic truths, without which no college can exist. Academic misconduct—"cheating"—is not just "against the rules." It violates the assumptions at the heart of all learning. It destroys the mutual trust and respect that should exist between student and professor. Finally, it is unfair to students who earn their grades honestly.

The *Columbia College Student Code of Conduct* located in the college catalog addresses academic integrity [IIA17 (page 17)]. The code identifies cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as a violation. Related process and consequences that may accompany violations are also documented in the college catalog [IIA17 (page 17)] and *Student Handbook* [IIA128 (page 24)].

Self Evaluation – II.A.7

The college meets this standard. The Yosemite Community College District Board of Trustees has approved policies on academic freedom for both faculty and students. These policies are made available electronically for faculty, staff, students, and the community and are located on the Yosemite Community College District website [IIA98].

The Columbia College Academic Senate has defined Academic Integrity and presents that definition in the *Student Handbook* and the *2010-2011 Columbia College Catalog*.

Planning Agenda – II.A.7

None at this time.

■ **II.A.7.a** – Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary – II.A.7.a

Board policy acknowledges academic freedom for faculty. Yosemite Community College District (YCCD) Board Policy 6030 (Academic Freedom) recognizes that academic freedom is essential to the pursuit of truth in a democratic society. This policy states that faculty shall be free to examine unpopular or controversial ideas in the process of achieving course learning objectives, discussion with students, and academic research or publication. The policy continues to define that faculty shall be free to recommend the selection of instructional materials, and to make material available that presents all points of view. The board policy goes on to state that while faculty have the right to present ideas and conclusions, which they believe to be in accord with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views.

The *Faculty Contract* also defines academic freedom in Article 28.1 of the 2007-2010 negotiated contract. Professional autonomy is addressed in Article 28.1.1. Faculty are also contractually obligated to distinguish between personal conviction and professionally accepted views in their discipline. This is outlined in Article 28.1.2 of the contract.

> 28.1.1 Professional Autonomy
> *Faculty members have the principal right and responsibility to determine the methods of instruction, the planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the District in accordance with state laws and regulations.*

> 28.1.2 Professional Responsibility
> *While faculty have the right to present ideas and conclusions, which they believe to be in accord with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views. When district employees speak or write as citizens, they should take care to avoid the representation of any personal view as that of the district or its colleges. (See District Policy 6030)*

Self-Evaluation – II.A.7.a

The college meets this standard. Board Policy 6030 and Article 28.1 of the *Faculty Contract* clearly define the intent and breadth of academic freedom for faculty. Board Policy 6030 and Article 28.1 are both in agreement with each other and together they support the freedom for faculty to pursue and disseminate knowledge in a responsible and professional manner.

A deeper understanding of the distinction between personal conviction and professionally accepted views in a discipline is a component of regular faculty evaluation. The most recent student survey [IIA18] at Columbia College indicated that a majority of students agreed faculty were able to distinguish between personal opinions and professionally accepted views in their field.

According to the 2010 Student Survey, 82.15% of those surveyed agreed that instructors distinguished between their personal opinions and professionally accepted views in their field. Furthermore, 92.07% agreed their instructors and classroom/lab staff cared about providing a positive educational experience and 87.43% felt free to contribute to the class without fear of a negative reaction from the instructor [IIA18]. In the unusual circumstance where students report alleged violations of this standard, the matter is referred to the appropriate administrator who initiates the complaint procedure to ensure compliance [IIA151].

Planning Agenda – II.A.7.a

None at this time.

■ **II.A.7.b** – The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary – II.A.7.b

Expectations concerning student academic honesty and the consequences for dishonesty are established by Yosemite Community College District Board of Trustees and Columbia College. YCCD Board Policy 5500 [IIA152] (Standards of Conduct) clearly outlines that academic dishonesty shall "constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student."

The Columbia College Student Code of Conduct cites cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as a violation of Article 12. The Student Code of Conduct can be found on page 17 of the *2010-2011 College Catalog*, as well as on page 24 of the *Student Handbook*. The Student Code of Conduct also addresses possible disciplinary actions, due process, and appeals. Additionally, the code of conduct has a section devoted to academic integrity. This section helps to specifically define academic integrity, types of violations, and consequences.

A campus-wide campaign to better inform students regarding academic dishonesty was launched in the fall of 2010. It was an initiative stemming from the Academic Wellness Steering Committee [IIA5] to educate students on the definitions and consequences of academic dishonesty. This included the creation of 20 laminated posters that were placed around campus and a separate webpage [IIA153] to clearly present information regarding academic integrity to students. This webpage is found under the "Students" link of the homepage for Columbia College.

Self-Evaluation – II.A.7.b

The college meets this standard. The primary mechanism by which Columbia College informs students and faculty about the policies regarding academic honesty are through the college catalog and *Student Handbook*. Issues concerning potential violations of the Student Code of Conduct are referred to the Dean of Student Services. Possible consequences for violations and information regarding due process are found in the college catalog.

The college makes its policies regarding academic dishonesty highly visible. In addition to a presence in the catalog and *Student Handbook*, the Academic Wellness Educators created a Focused Inquiry Group (FIG) that directly focused on making students more aware of the issues and consequences associated with academic dishonesty. This effort brought greater awareness of the issue to the attention of both faculty and students.

Enforcement of these policies falls primarily to the Dean of Student Services. The most recent student survey results indicate students are well informed regarding these policies and procedures. According to the 2010 Student Survey, 93.23% of respondents agreed that they are "somewhat" aware (35.59%) or "strongly" aware (57.64%) of the college's expectation of academic honesty on the part of students and the consequences of violating the student code of conduct and/or academic honesty policy [IIA18].

Planning Agenda – II.A.7.b

None at this time.

◾ **II.A.7.c** – Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary – II.A.7.c

A number of policies apply generally to all employees of the district and include Yosemite Community College District Board Policy 4015 (Legal Authorization for Employment) [IIA154], Board Policy 4017 (Nondiscrimination) [IIA155], Board Policy 4018 (Sexual Harassment) [IIA156], Board Policy 4019 (Drug-free Workplace) [IIA157], and Board Policies 4217/7717 (Civility) [IIA158].

The board policy addressing civility is culturally echoed by codes of conduct and/or ethics that exist for a number of constituents within the district. The YCCD Board Policy 4217/7717 (Civility) states the following:

> *Members of the Yosemite Community College District embrace the value of civility, which promotes mutual respect, fairness, concern for the common good, and politeness. The diversity of thought and ideas, on which an academic community thrives, is best maintained by a policy of respect and civility.*

Faculty adhere to a professional code of ethics. The *Faculty Contract* contains a Statement of Professional Ethics (Appendix C-2) [IIA55]. This detailed statement encompasses a wide range of characteristics that faculty are expected to exhibit. Detailed in the statement are aspects relating to ethical roles as faculty, teachers, colleagues, and members of the institution. The attention paid to ethical behavior in the contract is evidence of high standards of conduct expected by faculty of the district. As per the *2007-2010 Faculty Contract*, faculty performance is also evaluated in areas relating to "Respect for student's rights," and also for the "Respect for colleagues and the teaching profession." Appendix C-1 of 2007-2010 contract states:

> *Respect for student's rights includes the demonstration of the following:*
>   a. *patience, fairness, and promptness in the evaluation and discussion of student work;*
>   b. *sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate;*
>   c. *maintenance of contractual obligation to regular and timely office hours; and*
>   d. *sensitivity to the diverse ways students learn.*

> *Respect for colleagues and the teaching profession by:*
>   a. *acknowledging and defending the free inquiry of their associates in the exchange of criticism and ideas;*
>   b. *recognizing the opinions of others;*
>   c. *acknowledging academic sources;*
>   d. *striving to be objective in their professional judgment of colleagues;*
>   e. *acting in accordance with the ethics of the profession and with a sense of personal integrity; and*
>   f. *working in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff.*

The Association of California Community College Administrators Statement of Ethics is cited in section C of the *Leadership Team Handbook* [IIA159] and is supported by the YCCD Leadership Team. This code defines ethics, examines the importance of ethics, conveys expectations for ethical behavior, and defines the responsibilities of administrators which are all requirements of Leadership Team members.

Students are responsible for behavior that conforms to a Student Code of Conduct [IIA17 (page 17)] at Columbia College. This code of conduct closely mirrors the YCCD Board Policy 5500 (see Standard II.A.7.b). The Student Code of Conduct actually covers 18 different areas of misconduct which constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student. Among others, some referenced areas of misconduct include causing injury; disruptive behavior; willful misconduct; possession of weapons, drugs or alcohol; dishonesty (academic or otherwise); and serious misconduct.

Self-Evaluation – II.A.7.c

The college meets this standard. The requirements of conformity to codes of conduct are communicated to all Yosemite Community College District (YCCD) employees through publication on the district website.

Policies that govern conformity to specific codes of conduct for staff, faculty, administrators, and students at Columbia College are not only communicated through board policy, but also the *Faculty Contract,* the *Leadership Team Handbook*, and the Student Code of Conduct.

Planning Agenda – II.A.7.c

None at this time.

II.A.8 – Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary – II.A.8

Columbia College does not offer curricula in foreign locations to students.

Self-Evaluation – II.A.8

Columbia College does not offer curricula in foreign locations.

Planning Agenda – II.A.8

None at this time.

Standard II.A – List of Evidence

IIA1	Mission Statement
IIA2	2008-2015 Educational Master Plan and 2010 Educational Master Plan Update and Addendum
IIA3	2005 Student Equity Plan
IIA4	2010-2011 Basic Skills Initiative (BSI) Plan
IIA5	2011-2012 Academic Wellness Educators Plan
IIA6	Student Learning Outcomes (SLO) Workgroup Plan and Timeline (Action Plan)
IIA7	College Council Constitution
IIA8	Vision Statement
IIA9	Student Learning Outcomes (SLO) Webpage
IIA10	Student Learning Outcomes (SLO) Workgroup Webpage
IIA11	Columbia College Goals
IIA12	Curriculum Committee Webpage
IIA13	Curriculum Committee Handbook
IIA14	Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IIA15	2009 Institutional Effectiveness Report (IER)
IIA16	Program Review Data and Information on the Integrated Planning Homepage
IIA17	2010-2011 Columbia College Catalog
IIA18	Student Survey Condensed Item Analysis Report Spring 2010
IIA19	Vocational Education Surveys
IIA20	Student Services Survey
IIA21	Enrollment Management Reports on Enrollment Management Webpage
IIA22	2009-2010 Enrollment Management Plan
IIA23	Enrollment Management Webpage
IIA24	2011 Summer Assessment Information
IIA25	Accuplacer Interpretation Document
IIA26	Admissions and Records Webpage
IIA27	Board Policy 5050 - Matriculation
IIA28	Columbia College Early Alert Information and Login
IIA29	Unit Planning on Integrated Planning Homepage
IIA30	Unit Planning Reports on Integrated Planning Homepage - Project Summary Report - Project Detail Report - Project Ownership Report
IIA31	YCCD Datatel Reports
IIA32	2011 Matriculation Plan
IIA33	2010-2011 Vocational and Technical Education Act (VTEA) Core Indicators
IIA34	2010 Accountability Report for California Community Colleges (ARCCC)
IIA35	California Community Colleges Chancellor's Office (CCCCO) Data Mart
IIA36	California Partnership for Achieving Student Success (Cal-PASS) Website
IIA37	Academic Wellness Educators (AWE) Website
IIA38	Title III Grant Proposal and Award
IIA39	High Sierra Institute Website
IIA40	Career Tools for Excellence Webpage
IIA41	Middle College Memorandum of Understanding, 6-1-11 to 6-30-12

IIA42   An Integrated Approach to Ensuring Student Access & Success at Columbia College
          (April 2006)
IIA43   2008 Hewlett Award Press Release
IIA44   Academic Wellness Educators (AWE) Guidance, Preparation, and Success (GPS)
          for Success Website
IIA45   Online Instructors Training and Support Schedule
IIA46   Student Learning Outcomes (SLO) Tool Login
IIA47   Bridging Research, Information, and Cultures Technical Assistance Program
          (BRIC-TAP) Application
IIA48   Bridging Research, Information, and Cultures Technical Assistance Program)
          (BRIC-TAP) Award Press Release
IIA49   Bridging Research, Information, and Cultures Technical Assistance Program
          (BRIC-TAP) Action Plan
IIA50   Minutes from Student Services, 12-2010 Retreat
IIA51   Unit Planning Tool Login
IIA52   Curriculum Review Process
IIA53   Distance Education Addendum Form
IIA54   2010 Distance Education Plan
IIA55   Yosemite Faculty Association (YFA) Contract
IIA56   Distance Education Committee Webpage
IIA57   Technology Committee Webpage
IIA58   2011 Distance Education Handbook and Reference Manual for Online Teaching
          and Learning
IIA59   Distance Education Committee Online Course Reviews
IIA60   Blackboard 9.1 Training Manual
IIA61   Distance Education Training Schedule
IIA62   Student Learning Outcomes (SLO) Tool Database
IIA63   College-wide Student Learning Outcomes (SLOs)
IIA64   Fall 2010 Faculty/Staff Survey
IIA65   Student Learning Outcomes (SLO) Peer Mentor Logbook
IIA66   Student Learning Outcomes (SLO) Knowledge Surveys
IIA67   Student Learning Outcomes (SLO) Portfolio Examples
IIA68   Student Learning Outcomes (SLO) Internet Based Tools
IIA69   Original Student Learning Outcomes (SLO) Archive Location
IIA70   Accrediting Commission for Community and Junior Colleges (ACCJC)
          Rubric for Evaluating Institutional Effectiveness
IIA71   Student Learning Outcomes (SLO) Workgroup Minutes
IIA72   Student Learning Outcomes (SLO) Training Sessions and Workshops
IIA73   Division Level (Meeting) - Student Learning Outcomes (SLO) Dialogue
IIA74   Program Level Student Learning Outcomes (SLO) Dialogue
IIA75   Curriculum Committee Bylaws
IIA76   CurricUNET Login
IIA77   Board Policy 6020 - Program and Curriculum Development
IIA78   Academic Senate Constitution
IIA79   Vice President of Student Learning (VPSL) Curriculum Support Webpage
IIA80   CurricUNET Approval Screen
IIA81   SLO Assessment Cycle
IIA82   CurricUNET Information

IIA83   Columbia College Transfer Agreements

IIA84   2010-2011 College Catalog - Two-year Planning Schedules

IIA85   Spring 2011 Schedule of Classes

IIA86   Course Identification Number System (C-ID) Project Homepage

IIA87   California Community Colleges Chancellor's Office (CCCCO) SB 1440 -
           Student Transfer Achievement Reform Act

IIA88   Columbia College Progression Charts for Mathematics and English

IIA89   California Community Colleges Chancellor's Office (CCCCO) Minimum Qualifications for
           Faculty and Administrators Webpage

IIA90   2011 Technology Plan

IIA91   Distance Learning Information Website

IIA92   Distance Education Addendum Example

IIA93   Disabled Students Programs and Services (DSPS) Webpage

IIA94   Alternative Media Webpage

IIA95   Disabled Students Programs and Services (DSPS) High Tech Center Homepage

IIA96   Academic Wellness Educators (AWE) Steering Committee Webpage

IIA97   Academic Achievement Center (AAC) Webpage

IIA98   YCCD Board Policy & Procedures Webpage

IIA99   Core Values

IIA100   2004 Facilities Master Plan

IIA101   2007 Campus Master Plan

IIA102   2009-2010 Instructional Program Review

IIA103   Faculty Hiring Prioritization Process

IIA104   2010-2011 Instructional Program Review

IIA105   Unit Plan Project Detail Report

IIA106   FLEX Day Agendas

IIA107   Integrated Planning Homepage

IIA108   Annual Planning Cycle

IIA109   Planning Documents Webpage

IIA110   Unit Planning Tool Example of Project and Activity Screen

IIA111   FLEX Presentation Fall 2009

IIA112   Program Review Activities Planning Page

IIA113   Unit Plan Project Summary Report

IIA114   Primary College Goal Progress Report

IIA115   Secondary College Goal Progress Report

IIA116   College Council Meeting Minutes, 1-21-11 and 5-5-11

IIA117   College Goal Assessment Process

IIA118   Master Planning Calendar

IIA119   2009-2010 Basic Skills Initiative (BSI) Plan

IIA120   Vocational and Technical Education Act (VTEA) Plan

IIA121   Integrate Annual and Strategic Planning Process - Long and Short Term Planning Cycles

IIA122   2011-2012 College Catalog

IIA123   Columbia College Philosophy and Criteria for Associate in Science and Associate in Arts
           Degrees and General Education

IIA124   Board Policy 6025 - Philosophy and Criteria for Associate Degree and General Education

IIA125   Columbia College Online Courses

IIA126   Online Counseling Orientation

IIA127   Library Webpage

IIA128	Student Handbook
IIA129	Columbia College InSite publication, February 2009 - It's a Jungle Out There
IIA130	Extended Opportunities Programs and Services (EOPS) Student Success Workshops Spring 2011
IIA131	Associated Students of Columbia College Constitution and Bylaws
IIA132	Board Policy 6225 - Syllabus
IIA133	Board Policy 5045 - Transcript Records
IIA134	Board Policy - 6050 Transcript Records
IIA135	Admission and Records Online Forms
IIA136	Career/Transfer Center Webpage
IIA137	The California State University (CSU) Mentor Website
IIA138	University of California (UC) Pathways Website
IIA139	Academic Senate Program and Services Reduction Process
IIA140	Academic Senate Minutes, 8-26-10
IIA141	College Council Minutes, 11-5-10
IIA142	Academic Requirements Petition
IIA143	Counseling Services Webpage
IIA144	Faculty & Staff Handbook
IIA145	College Council Principles of Collegial Governance
IIA146	Academic Senate Bylaws
IIA147	Columbia College Homepage
IIA148	Schedule of Classes Development Timelines
IIA149	Board Policy 5580 - Academic Freedom (students)
IIA150	Board Policy 6030 - Academic Freedom (students)
IIA151	General Complaint Form
IIA152	Board Policy 5500 - Standards of Conduct
IIA153	Academic Integrity Policy
IIA154	Board Policy 4015 - Legal Authorization for Employment
IIA155	Board Policy 4017 - Nondiscrimination
IIA156	Board Policy 4018 - Sexual Harassment
IIA157	Board Policy 4019 - Drug-free Workplace
IIA158	Board Policy 4217/7717 - Civility
IIA159	Leadership Team Handbook

Standard II.B – Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary – II.B

Matriculation is a partnership between students and Columbia College, which is designed to help students in planning, choosing, and achieving educational goals. This process for new, returning or transfer students provides orientation to the college, course advising, registration information, and ongoing educational planning. It brings the student into an agreement with the college for the purpose of realizing educational goals through programs, policies, and requirements. The main purpose behind the Columbia College matriculation program is to promote student success. The college maintains an updated *Matriculation Plan* [IIB1] that provides direction and strategies to assist students as they move through the college.

Once a student has been admitted to the college and has indicated an academic goal will be pursued, information is sent to the student about upcoming matriculation activities. Included in these activities is information about assessment testing for English and mathematics course placement. Multiple measures are used as factors in determining placement. A student may challenge his or her placement level through a petition that is initiated through the Admissions and Records Office. The petition is granted or denied by a Petitions Review Committee, based upon evidence provided by the student. The Columbia College Admissions Policies and Procedures [IIB2 (p.23)] identified in the college catalog follows YCCD Board Policy and Procedures [IIB3] and meets the regulations of Title 5 and California State Educational Code [IIB4, IIB5].

The college takes action to see that students succeed from its programs by establishing and enforcing prerequisite requirements for course enrollment. Prerequisites, corequisites, and advisories help to inform students regarding content or skills that are needed to be successful in a course. The college establishes courses and programs to meet student and community needs in its service area. College assessment testing [IIB6] is used to place students in appropriate English and mathematics courses and is also used to advise students of skill sets needed for other courses. A prerequisite is met by successful completion of previous coursework or other evidence of skill master. A corequisite enhances and supports student learning. The Academic Senate Curriculum Committee reviews and updates curricula with guidance from the Columbia College Mission Statement [IIB7], Columbia College *Curriculum Handbook* [IIB8], and student achievement data from such sources as instructional program review [IIB9], the CCCCO Datamart [IIB10], and the Columbia College *Institutional Effectiveness Report* [IIB11].

Columbia College has an open policy of admissions which protects students from discrimination on the basis of ethnicity, religion, age, sex, color, or physical or mental disability. The college identifies that students who are at least 18 years old or have graduated from high school (or fulfilled its equivalency)

and have met the residence requirement are those most likely to benefit from the college's programs [IIB3].

Columbia College is rich with discussion relating to student success. Dialogue revolving around student success in 2006 was brought to focus when a group of faculty and staff drafted a report called, "*Basic Skills Taskforce Report: An Integrated Approach to Ensuring Access and Success at Columbia College*" [IIB12]. The report was presented to the College Council in April of 2006 [IIB13] which coalesced into meetings and discussions that brought together faculty, staff, and administrators who wanted to focus on success for all students at Columbia College, regardless of their academic skill or experience. This group became the Academic Wellness Educators (AWE) [IIB14], who is now led by the AWE Steering Committee.

The AWE Steering Committee focuses on coordination and collaboration of instructional and support services related to student access and success. The AWE Steering Committee creates an annual plan [IIB15], which is supported by basic skills funding that came from the CCCCO Basic Skills Initiative (BSI). The steering committee coordinates groups of individuals that carry out AWE action plans, which are called Focused Inquiry Groups (FIGs), and involve numerous faculty, staff, and administrators that are not a part of the formal steering committee.

The Academic Wellness Educators (AWE) Committee is the largest committee on campus, consisting of faculty, staff, students and administrators. It consists of nearly 25 separate FIGs, each carrying out plans to enhance academic wellness. Recent AWE FIGs [IIB15] have produced plans focused on Early Alert, X-Reg (one stop assessment, advising, orientation and registration fair), First Semester Experience, Summer On-Ramp, and a campus-wide Flex day training event focused on matriculation activities and services. Many of these plans focus on the eight Matriculation Standards from the California Community Colleges Chancellor's Office. The cross-over between the Columbia College *Matriculation Plan* [IIB1] and the AWE activities are extensive and enrich the matriculation culture with balanced support from faculty, staff, and administrators from instruction and support services.

A comprehensive distance education instructional program and online support services are funded through a $2 million federal Title III Grant awarded to the college in 2008. This grant was directed at distance education and the establishment of a Development Office for the college [IIB16]. Resources from this grant have improved online services and resources, as detailed in Standard II.B.3, and has significantly changed the technology landscape at Columbia College.

A faculty professional development program was instituted through the Instructional Technology Center to improve student learning and train faculty in the use of instructional technology and other appropriate pedagogical strategies. The Distance Education Coordinator developed curriculum for a thirty-hour professional development program that was flexible (allowing faculty to learn and apply new knowledge as they deem appropriate), collaborative (using a cohort process), and accountable (by assessing outcomes of pilot projects). Since the cohort training program began, 39 faculty have participated in the training program and 55 new distance education courses have been developed.

Self Evaluation – II.B

The college meets this standard. Columbia College determines that admitted students are able to benefit from its programs through assessment and placement by multiple measures. Additionally, the

college can determine if students can benefit from its courses by enforcing prerequisites, corequisites and advisories.

Many venues allow for campus-wide dialogue about student access, progress, learning, and success. There is significant discussion regarding student access and success in the bi-monthly Academic Wellness Educators (AWE) Steering Committee meetings. There are also AWE Core Retreats each semester in which a focused core planning group discusses recent activities and sets goals and strategies for the overall steering committee.

AWE was recognized in 2008 as a Hewlett Leader in Success [IIB17, IIB18]. The Hewlett Leaders in Student Success Program is administered by the Research and Planning Group of the California Community Colleges and is funded by The William and Flora Hewlett Foundation. Columbia College was one of four colleges recognized in California with this award.

Planning Agenda – II.B

None at this time.

II.B.1 – The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary – II.B.1

Columbia College offers an array of comprehensive programs and support services to address the educational needs of students. Services available to students include the Academic Achievement Center, Associated Students of Columbia College, CalWORKs, Career/Transfer Center, Job Placement, Child Care, Counseling, DSPS, EOPS/CARE, Financial Aid, Food Service, Health Services, Math Resource Center, Veterans Affairs, and Library [IIB19]. Recently, the college was awarded a federally funded TRIO Student Support Services grant [IIB20] that specifically targets students that are low income, disabled, or first-generation college students and will provide increased counseling and transfer services [IIB21]. A monthly student bulletin is printed and is available online during the fall and spring semesters outlining upcoming events and information for students [IIB22].

The Academic Achievement Center (AAC) provides free tutoring for Columbia College students. AAC tutors work individually and in groups with students on study skills and coursework for most classes, including reading and writing assignments. Tutoring is available by appointment during the fall, spring, and summer semesters [IIB23]. The Columbia College Academic Achievement Center supports the college mission through peer tutoring, Supplemental Instruction, and computer lab assistance. In addition, information and technology literacy is provided as well as subject specific academic support, peer-to-peer academic mentoring, and basic skills instruction. Since the spring of 2005, the AAC has greatly increased the annual student count from 300 in the spring of 2005, to 894 in the spring of 2010 [IIB24].

The Associated Students of Columbia College is a self-governing body created to direct and coordinate student representation. Student Senators are active within the participatory governance structure of the college- and state-wide activities. Student Senators are also involved in campus-wide committees [IIB25] and coordinate social events, club activities, community projects, and cultural events. Students can start their own club or organization if there is an interest. Current clubs include Auto Tech, Collegiate Entrepreneurs' Organization, Christian Club, Dance Club, and Environmental Club.

CalWORKs is a program designed to help Columbia College's TANF (Temporary Assistance for Needy Families) students move away from federal welfare support. In general, the staff provides personal, academic, and career counseling services, as well as job placement assistance, job skills development opportunities, child care support costs, college work study opportunities, and more [IIB26]. The program serves about 80 students each year.

The Career/Transfer Center offers materials and services to assist students with career and transfer information. Within the center, resources for students include books, occupational guides and other career publications, videos, a variety of reference materials, college catalogs and applications, articulation agreements, and career/ transfer software programs. Additional computers were installed in spring 2010 for access to websites and up-to-date information. Counselors are available on an appointment basis to assist in locating specific materials to help with career planning, to provide transfer information, and to support online searches. Student assistants work in the center, providing additional assistance to students [IIB27]. Over 87% of students that responded in the 2010 Student

Survey indicated they were "somewhat" (44.95%) or "very" satisfied (42.80%) with the Career Center. Approximately 85% stated they were "somewhat" (49.52%) or "very satisfied" (35.51 %) with the Transfer Center. This is an indication that improvements are needed [IIB28].

Job Placement Services are co-located with the Career/Transfer Center and provide employment related services to students and to employers needing assistance [IIB29]. All students are able to receive free employment assistance. It is a source of information on jobs in the community and on campus where all students are able to receive free employment referral assistance.

The Columbia College Child Care Center provides care for infants, toddlers and preschool aged children on campus in a state-of-the-art facility that was completed in summer 2010. In addition to providing childcare for families, the program provides hands-on practicum and work experience for students who are studying child development or a closely related field [IIB30] and is described as a "family friendly environment that fosters positive relationships."

Counseling services are provided to both new and continuing students for personal, academic and career planning. In addition to face-to-face individual sessions, Counselors are involved with orientation sessions, teaching guidance courses, and conducting workshops [IIB31]. Of the students surveyed in 2010, 80.3% indicated they were "somewhat" (37.05%) or "very" satisfied (48.21 %) with academic advising and guidance counseling [IIB28].

Disabled Students Programs and Services (DSPS) provides access to educational programs and activities for students with disabilities. The department provides accessibility through use of support services, special equipment, specially trained staff, and removal of architectural barriers [IIB32]. Over 89% of the students surveyed "somewhat" (37.78%) or "strongly" agreed (51.78 %) that the college provides appropriate and accessible support services to disabled students [IIB28].

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies for Education (CARE) make community college accessible to financially and academically disadvantaged students and provides supportive services so that students may achieve their educational and career goals. Services include counseling, textbook assistance, direct financial aid, student success workshops, and university transfer assistance. CARE provides additional counseling services and helps with the cost of childcare, meals, textbooks/supplies, and transportation. CARE also offers academic incentive grants to qualified students [IIB33].

The Financial Aid Office administers federal and state assistance programs to help students with the cost of education. Additionally, an extensive number of scholarships and awards are provided by organizations and individuals both inside and outside the community [IIB34]. Of the students surveyed, 83.4% stated they were "somewhat" (38.52%) or "very" satisfied (44.88%) with financial aid [IIB28].

Food Services are available on a daily basis including a snack bar that offers grab-and-go items as well as made-to-order sandwiches and specialty coffee drinks. The Hospitality Management Department hosts a restaurant that is operated by students who plan, prepare, and serve meals as part of their training [IIB35]. Over 80% of the students surveyed indicated that they were "somewhat" (42.12%) or "very" satisfied (38.72 %) with the Food Services [IIB28].

Health Services provides a variety of resources to students including access to a registered nurse, first aid for minor illness and injury, free over the counter medications, resting cot, mental health counselors, community referrals, and drug and alcohol information and referrals. Health Services has been augmented through the Tuolumne County school-based mobile health van called "BOB" (Be On Board). The BOB van is available to students on a weekly basis [IIB36]. Over 90% of students surveyed indicated that they were "somewhat" (40.69%) or "very" satisfied (51.39 %) with Health Services [IIB28].

The Math Resource Center offers a comfortable area for individual and small group study and provides individual help for math students on a drop-in basis. Math faculty are available to assist students; however hours are limited by the availability of these individuals to provide assistance [IIB37].

Veterans Services at Columbia College is authorized by the United States Department of Veterans Affairs and the California Department of Veterans Affairs. This program assists eligible military veterans and dependents in accessing a variety of veterans educational benefits, including, but not limited to the GI Bill. With the move of Financial Aid to the Student Services Division, there is better coordination between the Counseling Services and Financial Aid Office to serve these students [IIB38]. Over the past two years, Veterans Services has seen a significant increase in the number of veterans attending the college.

The Columbia College Library offers a wide range of services to promote student success. The Library supports extensive article and research databases, full text and print magazines, off-campus access, research tools, reference assistance, library orientation courses, and computer access for students. For more details, see Standard II.C.

TRIO Student Support Services (SSS) is a federally funded grant that serves first generation, low income, and/or students with a disability who are seeking a certificate, degree, and/or transfer to a four-year university. The goal of the TRIO SSS program is to provide students a strong and supportive learning community that motivates and propels the student toward their chosen academic goal. TRIO SSS is designed to increase the student's likelihood of success by not only staying in college, but completing their educational goals in a timely manner.

Self Evaluation – II.B.1

The college meets this standard. As stated above, the college offers many services to support student learning. Each area participates in the college-wide integrated planning process to ensure quality of the programs. It is recognized that additional personnel resources would increase access for students and expand services online and at the off-campus sites. For example, the Career/Transfer Center is successful, but minimally staffed, drawing support from a full-time counselor. This staffing mechanism detracts from much needed counseling and advising time.

Over 88% of the students surveyed in 2010 [IIB28] indicated that they "somewhat" (32.76%) or "strongly" agreed (55.56%) that the college demonstrates an understanding of student support service needs and strives to provide appropriate services to meet those needs. In addition, 93% stated that the college provides appropriate and accessible support services to on-campus students. Slightly less (81.5%) agreed "somewhat" (43.31%) or "strongly" (38.2%) that the college provides appropriate and accessible support services to off-campus students and 93.07% of the responding students "somewhat"

(36.44%) or "strongly" (56.63%) agreed that Columbia College provides appropriate and accessible support services to on-campus students.

Very few physical off-campus sites of instruction currently exist. In the spring of 2011, seven sections were offered at Oakdale High School and fewer than ten sections were scattered throughout Tuolumne and Calaveras counties [IIB39]. Current efforts to increase the number of online services to students are being coordinated through Student Services and supported by the federal Title III grant awarded to the college [IIB16]. With recent increases to online offerings, the college continues to develop and analyze online services for students.

Planning Agenda – II.B.1

None at this time.

II.B.2 – The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information
   - Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
   - Educational Mission
   - Course, Program, and Degree Offerings
   - Academic Calendar and Program Length
   - Academic Freedom Statement
   - Available Student Financial Aid
   - Available Learning Resources
   - Names and Degrees of Administrators and Faculty
   - Names of Governing Board Members
b. Requirements
   - Admissions
   - Student Fees and Other Financial Obligations
   - Degree, Certificates, Graduation and Transfer
c. Major Policies Affecting Students
   - Academic Regulations, including Academic Honesty
   - Nondiscrimination
   - Acceptance of Transfer Credits
   - Grievance and Complaint Procedures
   - Sexual Harassment
   - Refund of Fees
d. Locations or publications where other policies may be found

Descriptive Summary – II.B.2; II.B.2.a; II.B.2.b; II.B.2.c; II.B.2.d

There is a commitment to clarity, accuracy, coherence, and consistency in all college communications to the public, faculty, staff, and students. The college catalog is reviewed and updated annually. It is available in hardcopy at no charge to students, provided in accessible format by request, and published on the internet [IIB2]. Eighty-four percent of students surveyed rated the annual college catalog as "very good" (31.67%) or "excellent" (52.40 %) [IIB28]. A timeline is followed each year to assist in the production of the catalog [IIB40]. This timeline includes specific periods of review for faculty, administrators/deans, counseling, admissions and records, and managers that pertain to their specific areas of expertise.

The college works collaboratively to update not only the catalog, but also the schedule of classes. The schedule of classes is published twice a year—one for spring and one for fall and summer terms. The schedule is available on the internet and in hard copy, and also in accessible formats by request at no charge. Eighty three percent of students surveyed rated the printed schedule of classes "very good" (35.69%) or "excellent" (46.95 %). Another valuable online resource for students is connectColumbia [IIB41]. Students are able to search for classes, register, add/drop courses, and review their grades.

The following charts provide the specific location in the catalog, schedule and web for the items identified in this standard, items a, b, and c**:**

a. General Information

Information	Catalog 2010-2011	Schedule Fall 2010	Website
Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution	Page 1	Front cover	http://www.gocolumbia.edu/
Educational Mission	Page 7	No	http://www.gocolumbia.edu/about/mission.aspx
Course, Program, and Degree Offerings	Pages 58 to 169	Pages 31 to 120	http://www.gocolumbia.edu/catalog_schedules/default.aspx/ https://columbia.yosemite.edu/ClassSearch1/
Academic Calendar and Program Length	Page 5	Pages 28 and 54	http://www.gocolumbia.edu/catalog_schedules/2010-1Calendar.pdf
Academic Freedom Statement	Page 34	No	http://www.yosemite.edu/trustees/policyand-procedures/5580%20Academic%20Freedom%20(Students).pdf
Available Student Financial Aid	Pages 21 and 30	Page 22	http://www.gocolumbia.edu/financial/
Available Learning Resources	Page 28 and 31	Pages 20 to 23	http://www.gocolumbia.edu/student_services/Student_Resources.pdf http://www.gocolumbia.edu/AAC/
Names and Degrees of Administrators and Faculty	Pages 176 to 179	Page 4 (faculty)	http://www.gocolumbia.edu/directory/directory.aspx http://directory.gocolumbia.edu/find
Names of Governing Board Members	Page 3	no	http://www.yosemite.edu/trustees/

b. Requirements

Information	Catalog 2010-2011	Schedule Fall 2010	Website
Admissions	Pages 23 to 28	Pages 11 to 15	http://www.gocolumbia.edu/ar/
Student Fees and Other Financial Obligations	Pages 20 to 22	Pages 16 to 18	http://www.gocolumbia.edu/Spring10/fees.pdf
Degree, Certificates, Graduation and Transfer	Pages 44 to 91	no	http://www.gocolumbia.edu/courses/arts.aspx/ http://www.gocolumbia.edu/courses/Voc.aspx/ http://www.gocolumbia.edu/catalog_schedules/default.aspx/

c. Major Policies Affecting Students

Information	Catalog 2010-2011	Schedule Fall 2010	Website
Academic Regulations, including Academic Honesty	Pages 18 to 19	no	No; listed in online catalog
Nondiscrimination	Pages 11-12	Page 15	http://www.yosemite.edu/Trustees/boardpolicy.htm
Acceptance of Transfer Credits	Page 40	no	No; listed in online catalog
Grievance and Complaint Procedures	Pages 13 to 16	no	No; listed in online catalog
Sexual Harassment	Page 11	no	No; listed in online catalog
Refund of Fees	Page 20	Page 17	http://www.gocolumbia.edu/institutional/business/

d. Locations or Publications Where Other Policies Can Be Found

Yosemite Community College District (YCCD) Board Policy and Procedures can be found on the district board policy and procedure webpage [IIB42] or from a link on the college and district information webpage [IIB43]. In addition, Columbia College has developed procedures to use in responding to requests for materials in alternative media [IIB2, IIB44], pursuant to the Americans with Disabilities Act (ADA), Title II, Section 504 of Rehabilitation Act of 1973, and Assembly Bill 422.

Self Evaluation – II.B.2; II.B.2.a; II.B.2.b; II.B.2.c; II.B.2.d

The college meets this standard. The college catalog is well structured and easy to use. Schedules are published in a timely manner—one for fall and summer and another for spring. The catalog and schedules are reviewed annually by managers, staff, faculty, and administrators for accuracy and currency. General information, requirements, and major policies affecting students are publicized in the catalog, but may also be found in the schedule and college website. It is recognized that board policy affecting students are not located in the catalog and can be somewhat difficult to locate on the website. Documents are also available in accessible formats upon request.

Planning Agenda – II.B.2; II.B.2.a; II.B.2.b; II.B.2.c; II.B.2.d

None at this time.

II.B.3 – The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary – II.B.3

Columbia College identifies learning support needs. Program needs are evaluated annually through program review [IIB24] and student learning outcomes [IIB45]. *The Institutional Effectiveness Report* [IIB11] also has valuable data relating to the surrounding community and presents various analyses of the Columbia College student population. The *Enrollment Management Plan* [IIB46], the *Accountability Report for California Community Colleges* (ARCCC) [IIB47], and surveys [IIB28, IIB49, IIB50, IIB51] provide further data.

Program review is used by the Student Services Division to identify student needs, but each department has had different formats or mechanisms for retaining the data [IIB48]. This programmatic data comes primarily from Datatel reports [IIB39] and other sources including the CCCCO Data Mart [IIB10], *Institutional Effectiveness Report* [IIB11], SARS reports [IIB52], and a variety of college-wide student surveys [IIB28, IIB48, IIB49, IIB50, IIB51]. Student Services evaluated and began revision of their program review process in the fall of 2010. The goal of this project was to provide accurate programmatic information for each service area in a common format that could easily be shared with the rest of the college electronically. This project should be completed in the summer of 2011 and will provide a web-based system for retrieving and responding to program review data and information.

Programmatic student learning outcomes are closely linked in the program review process for Student Services. Each area includes its student learning outcomes in the "Goals" section of program review [IIB53]. In addition, the Student Services Division as a whole meets on a regular basis to discuss student learning outcomes, program improvement needs, and implementation of services with other support services. Unit plans are updated annually and shared with the division [IIB54]. This collaborative approach is supported and embraced by the entire college campus.

The student survey identified a wide range of characteristics about the student population at Columbia College. This survey, conducted in 2010 [IIB28], assessed gender, ethnicity, age, grade point average, and educational goals. The survey also asked students to rate various student services offered by the college, including the availability of counseling and advising services. The survey showed that 71% of students "somewhat" (41.38%) or "strongly" agreed (29.89 %) that courses they were advised to take through their student education plan were available at registration time. When asked about support services for evening classes, 79.66% of the students "somewhat" (42.37%) or "strongly" agreed (37.29 %) that evening support was appropriate and accessible.

The *Institutional Effectiveness Report* (IER) [IIB11] characterizes the local community and student population. This allows the college to develop plans that will meet student needs in the years to come. The IER presents information relating to characteristics of Columbia College's primary service area. The report provides information in regard to the following: county high school students, state and local economic climate and labor market information, Columbia College student profiles, student access and enrollment patterns, and student success.

The *Accountability Report for California Community Colleges* (ARCCC) is another source of information regarding the college's ability to meet student needs. A review of the 2011 ARCCC report [IIB47] suggests Columbia College is growing both in volume and ethnic diversity. Trends shown are generally positive with respect to student progress and success. The college's comparative rates with other similar institutions are higher than the peers selected for comparison.

The *Enrollment Management Plan* identifies enrollment trends over time and acts as a conduit for interdepartmental discussion regarding the college's ability to meet student demand. The Enrollment Management Planning Team meets each semester to discuss staffing, academic course scheduling, student success, matriculation and outreach. This dialogue helps to integrate the college's various approaches to meeting student needs.

Self Evaluation – II.B.3

The college meets this standard. The college determines the support needs of its students with internal and external data that is taken into account during the integrated planning process and through dialogue. One example of discussion and collaboration is the Special Programs Advisory Committee, where management, faculty, and staff from EOPS, DSPS, CalWORKs, Matriculation, Academic Achievement Center, Counseling, and Health Services meet once a semester with representatives in the community to discuss needs of the students.

Student service areas carry out program review [IIB48]; however, the formats are not consistent and will not be available online until fall 2011 [IIB53]. In the fall of 2010, Columbia College was selected as one of 15 California Community Colleges to participate in the Bridging Research, Information, and Cultures (BRIC) Initiative Technical Assistance Program (TAP). The purpose of the initiative is to strengthen inquiry-based practice and build cultures of evidence at the California Community Colleges in order to enhance student success and facilitate goal attainment.

As part of this process, a visiting BRIC-TAP team worked collaboratively with college faculty, staff, and administration to develop an action plan [IIB55]. One of the phases of the action plan was to improve the format, data integrity, and accessibility of program review for programs in the Student Services Division. Following discussion and planning sessions with members of the BRIC-TAP team, Student Services developed a new web-based program review format [IIB53] that is being brought online. This will greatly improve the visibility and effectiveness of the program review process for Student Services.

Planning Agenda – II.B.3

• Student Services will establish a new mechanism to manage program review data.

■ **II.B.3.a** – 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.

Descriptive Summary – II.B.3.a

A comprehensive set of support services is established at Columbia College. Services include the following: Library, Outreach, Student Government, Counseling, Articulation, Matriculation, Student Life, Early Alert, Orientation, Assessment, Career/Transfer Services, Admissions and Records, TRIO Student Support Services, EOPS/CARE, DSPS, CalWORKs, Job Placement, Academic Achievement Center, Instructional Technology Center, Financial Aid, Veterans Affairs, Health Services, Math Resource Center, Bookstore, Business Services, on-campus childcare, and Food Services.

Students have access to these services on the main campus; however, there are classes held online and off-campus at various sites including Oakdale, Calaveras, and Sonora. Services at these locations vary due to size. For the first two weeks of class, a staff member goes to Oakdale to help students register and collect paperwork. Instructors are also helpful with the collection of paperwork. For students who are unable to get to the main campus in person for counseling appointments, phone and student email are used as alternative modes of communicating information. Services have also been designed to address the needs of off-campus and commuter students.

Extreme Registration (X-Reg) is a "one-stop shop" event held on a Saturday prior to the fall semester. It is designed to get new students through the steps of the matriculation process and prepare them for fall enrollment [IIB56]. Students attending X-Reg can apply to the college, take math and English placement tests, go through orientation and have an advising session with a counselor. Students can also register for classes, apply for financial aid and investigate services offered through the Disabled Student Programs and Services, Extended Opportunities Programs and Services, and TRIO Student Support Services. Additionally, students can take guided campus tours, purchase textbooks and get a student identification card. During this event, the college works as a team to make this "one-stop shop" event a success each year. Many faculty, staff, and administrators volunteer their time to assist students during this annual event. In addition to strengthening processes for student access, the event also informs faculty and staff that may not be familiar with the various matriculation processes the college supports.

With the implementation of a federal Title III grant, a number of online services for Columbia College students are now available [IIB58]. Students can apply and register for classes online, and go through an online orientation [IIB59]. In addition, student service program websites provide programmatic information, referral sources, and forms to download. Examples include Admissions and Records [IIB60], Health Services (including a food resource list) [IIB61], resources to interpret assessment tests [IIB62], Financial Aid forms and information [IIB63], and online Job Placement services [IIB64]. The college has also updated its Early Alert system [IIB65] and integrated it with the student email system. The Early Alert system provides an online mechanism for faculty to notify students who are having challenges in class. Support from the Title III grant and Academic Wellness Educators (AWE) helped the college move from a paper process to the electronic Early Alert system [IIB65]. The new system is more streamlined and integrates better with classroom instruction. The new version is also email based and works well for online and off-campus students.

The Columbia College Library [IIB66] also has numerous online resources for students who may not be able to get to the main campus easily. These include, "Ask a Librarian," full-text and print magazines, article and research databases, online books, and an "I can do that online?" website. For more information regarding the Columbia College Library, see Standard IIC. Responses to online services in the 2010 Student Survey [IIB28] showed that 64.6% of the students "somewhat" (33.33%) or "strongly" agreed (31.24%) that they regularly use the library's online catalog. Another query showed that 78.8% of surveyed students "somewhat" (38.57%) or "strongly" agreed (40.25 %) that they had been successful in locating resource information with the library's online catalog.

The Academic Achievement Center (AAC) [IIB23] has a collection of online assistive tools for students. The AAC website has a "spotlight" section with links to various resources. The ACC labs section includes peer tutoring, Supplemental Instruction, writing handouts, and tutor video clips. Several classes also have online embedded tutoring available. Currently, the AAC is pioneering the use of Facebook to help students form "on the spot" study groups. This is an effort to connect students with other students to form study groups. This will be of great assistance to students who commute or who take off-campus or online courses.

Self Evaluation – II.B.3.a

The college meets this standard. The college assesses student needs for services utilizing a variety of resources. Some of the primary sources of information come from Datatel reports, the CCCCO (State Chancellor's Office) and the SARS system at Columbia College. Information from these sources are compiled and addressed as part of the program review process. Each area in the Student Services Division participates in the integrated planning process with program review and unit planning. Dialogue regarding access and needs of students occurs within each area and then the Student Services Division as a whole.

Since the implementation of the Title III grant, the number of students taking online courses has increased as well as online services. A few of these online services include embedded tutoring, financial aid correspondence, student email, video tutoring tips, and online course orientation. The library has specifically been supported with an online oral history collection and e-book collection through the grant. In addition, parking citations can be reviewed, appealed, and paid online. The college will continue to offer and expand online services and resources.

The college is committed to providing access to all students (on campus, off campus, and online). Online counseling is currently being explored and degree auditing has been discussed as a way of increasing access and information for students. The degree audit program is a time intensive program to implement, but will allow students and counselors to work together to easily identify degree and transfer requirements.

Planning Agenda – II.B.3.a

None at this time.

▪ **II.B.3.b** – The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary – II.B.3.b

The college mission provides direction to develop civic awareness and responsibility. The Columbia College Mission Statement shares the college's intent to, "prepare students to be fully engaged in an evolving world." The Columbia College Vision Statement speaks of a culture that provides "transformational learning promoted through critical and creative thinking that is open to change and personal growth; civic, environmental, and global awareness and engagement; and individual and collective responsibility." These planning statements guide the college toward an environment that encourages personal and civic responsibility.

Institutional SLO #2 (Civic, Environment, and Global Awareness) also encourages personal development. This SLO states that "Students will develop values, opinions, attitudes, and behaviors that underlie and support active citizenship through civic engagement, leadership development, advocacy, collaboration, team-building and mentoring."

Events, activities, and groups demonstrate personal and civic responsibility at Columbia College. These opportunities encourage growth, reflection, and awareness in the community and world.

Events, Activities, and Groups	Description
Study Abroad/Out of Area	Trips to Spain, European Art History Trips, Annual Ashland Shakespeare Trip
Music Events	Symphony of the Sierra, Community Chorus Fall and Spring Concerts, Jazz Band Concerts, Big Band Concerts, Lakeside Jazz and Wine, Classical Guitar Concert
Art Events and Exhibitions	Student Art Show, Faculty Art Show, Native American Art Collection Show, Charles Surendorf Art Show, Joel Barber Art Show, and other special art exhibitions
Sporting Events	Basketball and Volleyball
Special Community Programs	"It's A Jungle Out There", "Mining For Freedom/Black History Month", and grade school essay contest and awards dinner
Disability Awareness Day	Activities created by community and staff members to facilitate a deeper understanding and sensitivity to individuals with disabilities
Civic Engagement Project	Public interest films, discussion and guest speaker program
High Sierra Institute	Outdoor field studies
Phi Theta Kappa Honors Society	Promotes scholarship and service
Student Success Workshop Series	Sponsored by EOPS/CARE, CalWORKs, and Matriculation
Associated Students	Sponsor blood drives, food drives, student leadership, campus clubs, Area 1 Trustee Forum
Health Center	Teaches responsibility for individual and public health and provides health resources
College-wide Committees	Sustainability Committee (Project Green), Wildlife Committee, and AWE
Speech and Debate Team	Competition with other institutions; recipient of numerous awards
Library Special Events	Book club and author guest appearances

Self Evaluation – II.B.3.b

The college meets this standard. As stated above, numerous opportunities and programs are provided to encourage personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all students. Activities and events are initiated through various avenues including students, faculty, and staff. The AWE committee is one example where all constituents of the college are able to engage in dialogue about what constitutes a good learning environment.

One project initiated by the Academic Wellness Educators is First Semester Experience (FSE) [IIB68] which focuses on creating a learning community for non-traditional, re-entry students. In fall 2010 the FSE learning community took a "capstone" field trip to the Museum of Tolerance in Los Angeles. The Museum of Tolerance is an educational center and human rights laboratory that focuses on social issues surrounding the Holocaust. This experience had a clear impact on students when they gave a presentation on FSE at the end of the semester. These types of activities help provide a learning environment that encourages personal and civic responsibility in students.

The college Civic Engagement Project was temporarily suspended in 2009 in response to significant budget cuts; however, activities are still occurring on campus as the chart in the Descriptive Summary demonstrates. In the 2010 Student Survey, over 86% of the students indicated they "somewhat" (50.66%) or "strongly" agreed (35.73 %) that the college prepares them to be fully engaged in an evolving world [IIB28].

Evaluative statements from the 2010 Student Survey related to Columbia College's role in the development of specific student characteristics are displayed in the following table. Of the "somewhat" and "very positive effects" that students reported, the highest combined rating (75.34%) was relating to the college's effect on student development in the area of time management. In this area students responded that the college had a "somewhat" (39.34 %%) or "very positive effect" (26.36%) on them. The next highest positive response, 74.33%, was in relation to the college's influence on developing student's ability to understand and explore career prospects. Here, students responded that the college had a "somewhat" (44.64%) or "very positive effect" 29.69%) on their development in that area.

Evaluative Statements from the 2010 Student Survey [IIB28]	"somewhat positive effect"	"very positive effect"	Overall Total Column
CC has helped me to develop time management skills.	39.34%	26.36%	75.34%
CC has contributed to my self-development in understanding and exploring my career prospects.	44.64%	29.69%	74.33%
CC has helped me develop in-depth, critical knowledge of theory, research and practice relevant to my chosen professional role or educational area of focus.	41.47%	31.01%	72.48%
CC has helped me learn to take responsibility for my own behavior.	33.46%	32.69%	66.15%
CC has helped me develop skill in assimilating information, evaluate its evidence, develop a plan of application and decide upon the relevance of an outcome.	43.36%	22.66%	66.02%
CC has helped me develop values, opinions, attitudes and behaviors that underlie and support active citizenship.	36.89%	26.21%	63.10%
CC has helped me develop leadership skills.	37.14%	23.40%	60.54%
CC has helped me to recognize connections between and among ideas across disciplines.	34.95%	24.85%	59.80%
CC has helped by to understand my responsibility as a citizen of the College, community, society, state, nation and world.	29.84%	25.97%	55.81%
CC has helped me understand people of diverse cultures, values and ideas.	30.96%	22.31%	53.27%
CC has helped me develop a personal code of values and ethics.	31.65%	17.28%	48.93%

Planning Agenda – II.B.3.b

None at this time.

■ **II.B.3.c** – The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function:

Descriptive Summary – II.B.3.c

Columbia College provides essential counseling and academic advising for students. This includes career counseling and life planning activities to continuing, new, and returning students in order to enhance each student's educational experience. Typical areas of assistance to students may include the following: 1) choosing a major or career appropriate to their values, interests and abilities; 2) coping with personal issues; and 3) completing the educational planning process that includes appropriate course selection to meet requirements and personal goals. General counseling is for academic, transfer and vocational advising [IIB31].

Special program counseling is available at Columbia College through EOPS/CARE Services [IIB33], DSPS [IIB32], CalWORKs [IIB26], TRIO Student Support Services [IIB21], and Veterans Services [IIB38]. Personal counseling and crisis intervention is offered through Health Services [IIB36]. Counseling is available from specially trained and credentialed counselors. Extended Opportunities Programs and Services (EOPS) is available to ensure the success of students who experience educational and economic disadvantages. Counseling services are provided for all veterans of the armed forces or for dependents of veterans who were entitled to education benefits. Counseling services for CalWORKs students are also available. For students with a verified disability, services are provided by Disabled Students Programs and Services (DSPS).

Counseling services are provided to students individually or in a group format such as transfer and student success workshops. Workshops [IIB31] are provided each semester to help students develop a "plan of action" known as the student educational plan (SEP). The SEP is completed after the student has earned 15 credit units and includes coursework from all colleges attended. During advisement sessions, both counselors and student peer assistants are available to help students with general education requirements, course information, and closed class lists. Currently, advisement is carried out as a group session that is overseen by counselors and trained assistants. These advising sessions incorporate student assessment with the orientation information to assist students in developing their first semester's schedule of classes. Counseling services are available during the day and selected evenings by appointment or drop-in basis.

Counseling information is also provided through guidance classes. Counselors teach classes designed to facilitate personal and career exploration and development as well as academic survival skills. Guidance classes cover a wide range of topics including orientation, college survival, how to transfer successfully, and leadership skills.

Counselors assist students with learning pathways and challenges. Success skills assessments are available for student use online and in print format. The college uses the Learning and Study Strategies Inventory (LASSI) [IIB69], which is a 10-scale, 80 item assessment of students' awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning. The Career Occupational Preference System (COPS) and EUREKA are used for vocational assessment purposes. Counselors are available to assist students in interpreting scores on an appointment basis.

Early Alert is a process of early identification and intervention to help students have successful outcomes in their courses. Instructors notify students using the Early Alert system through connectColumbia [IIB41] and students receive notice by email when not making class expectations. Students are encouraged to contact their instructor, counselor, and any other referral source identified. Follow-up is then conducted by the counseling department [IIB65].

Dialogue regarding the coordination of counseling and advising services occurs at regular division meetings and include all staff and counselors (full-time, part-time and special programs) [IIB70]. Meeting topics vary and include collaboration from other departments on campus, who provide information and processes on their area of expertise. Counseling faculty also serve on committees such as Curriculum and the Academic Wellness Educators (AWE). Information from these committees is discussed at division meetings or forwarded via email.

All counseling and academic advising areas report to the Dean of Student Services. This structure promotes collaboration and opportunities for development. Specialized trainings are offered including disability awareness training and suicide prevention training [IIB71]. Counselors also attend off-campus workshops and conferences such as the Ensuring Transfer Success Conference and CSU and UC workshops. Both full-time and adjunct counselors go through a peer evaluation process as outlined by the *Faculty Contract* [IIB72]. An annual planning retreat [IIB73] is also held for the Counseling Department, EOPS/CARE and DSPS [IIB74].

Self Evaluation – II.B.3.c

The college meets this standard. The college is continually developing, implementing, and evaluating counseling and academic advising. On average, there is a three week wait to get an appointment to see a counselor. Faculty and staff continually brainstorm ways to meet the needs of students more efficiently and enhance student development and success.

The Student Services Division meets on a regular basis to maintain effective student services which provides an opportunity for services areas to collaborate. In addition, faculty and staff attend trainings, workshops, and retreats to keep current and prepare for the advisement needs of all students. Over 90% of the students surveyed in 2010 indicated they were knowledgeable about the requirements for achieving their educational goal, and 85% stated they were "somewhat" (40.25%) or "very" satisfied (44.86 %) with new student orientation [IIB28].

Student Services has developed student learning outcomes (SLOs) for all its service areas. The SLOs are a major component of program review for the Student Services Division and have been incorporated as a major component in a newly developed program review format. This will be a web-based format that will replace an antiquated paper-driven program review process that has been utilized in the past. The development of this new format was the part of an Action Plan developed through the Bridging Research, Information, and Cultures Initiative Technical Assistance Program (BRIC TAP). The new format and web access is scheduled to be complete in summer of 2011.

Planning Agenda – II.B.3.c

None at this time.

■ **II.B.3.d** – The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary – II.B.3.d

Columbia College provides an environment that supports an appreciation of diversity. The YCCD Board of Trustees maintains various policies that foster an environment conducive to the understanding and appreciation of diversity among students. These policies include the following: Commitment to Diversity (4000), Nondiscrimination (4017), Disabled Student Programs and Services (5140), Extended Opportunity Programs and Services (5150), Standards of Conduct (5500), Non-Discrimination (Equal Opportunity) (5510), Prohibition of Harassment (5520), Time, Place and Manner (5550); Nondiscrimination in Instruction (6270), and Community Education (6400) [IIB42].

The Columbia College Mission Statement also includes a commitment to celebrating diversity [IIB7]. One of the college core values is "Innovation, Professional Development, and Commonality" which includes embracing the commonalities and the differences that promote the best of who we are. Another core value is "Civic Awareness" which states that the college values both civic and global awareness [IIB75]. The college provides programs and services which respond to the collective economic and cultural needs of its diverse communities. The Columbia College Vision Statement also includes a commitment to global awareness and engagement [IIB76].

The Columbia College Goals further support an understanding of diversity. There are ten Columbia College Goals [IIB77] that are outlined in the *Educational Master Plan* [IIB78]. These goals are mission based and central to the planning processes at Columbia College. One half of the ten goals guide the institution in some aspect to enhance understanding and appreciate diversity.

> *Goal 2 - Educational Programs and Services*
> *Columbia College provides comprehensive, exemplary educational programs and services which respond to the individual learning needs of its students and the collective economic and cultural needs of its diverse communities.*

> *Goal 3 - Campus Climate*
> *Columbia College is dedicated to tolerance and mutual respect that is reflected in its inclusiveness of all students and staff, high morale, teamwork, and representative governance.*

> *Goal 4 - Quality Staff*
> *Columbia College provides a positive work environment that is successful in attracting and retaining highly professional and diverse staff.*

> *Goal 6 - Community Leadership*
> *Columbia College promotes civic responsibility and involvement of its students and staff, contributes to the cultural and social vitality of its service area, and provides leadership to its communities.*

> *Goal 7 – Partnerships*
> *Columbia College seeks and nurtures partnerships with educational, governmental, business, industry, and non-profit agencies to the benefit of our students and our communities.*

Columbia offers a number of support services and programs designed to support and enhance diversity. Practices that embrace this culture include increasing (and improving) opportunities that provide open access to programs and services which serve the college's unique and diverse populations; encouraging the development of educational programs and services which promote student understanding and participation in a global environment; and providing a safe and accessible physical environment [IIB78]. The following are examples that demonstrate the college's commitment to understand and appreciate diversity.

Disabled Students Programs and Services (DSPS) provides students with disabilities help to compete academically on an equal basis with their peers [IIB32]. For students with a verified disability, services are provided by Disabled Students Programs and Services (DSPS) and designed specifically for the student's needs.

Extended Opportunity Programs and Services (EOPS) encourages the enrollment, retention and transfer of students handicapped by language, and social, economic, and educational disadvantages. In addition, EOPS facilitates the successful completion of student goals and objectives in college [IIB33].

The Cooperative Agencies Resources for Education (CARE) is a state funded program of additional support for EOPS students who are "head of household" single parents with at least one child under the age of 14. The State of California established the program in the California community colleges as "a unique educational program geared toward the welfare recipient who desires job relevant education to break the dependency cycle." [IIB33].

The California Work Opportunities and Responsibilities to Kids (CalWORKs) students are all low income students receiving cash aid from the county. The majority of participants are single parents [IIB26].

The Financial Aid Office heightens awareness of financial aid opportunities and to ensure availability of financial aid for students who, without such assistance, would be unable to pursue their educational goals [IIB34].

TRIO Student Support Services (SSS) is a federally funded grant that serves first generation, low income and disabled students who are seeking a certificate, degree, and/or transfer to a four-year university.

The Veterans Services is the first point of contact for veterans entering Columbia College and works with the Veterans Affairs Office in Oklahoma to certify veterans benefits (i.e. GI Bill). This office monitors veteran's progress at Columbia and works with faculty to assist in meeting veteran's needs. Through the Academic Wellness Educators Committee, Veterans Services has started a Boots to Books Program which helps veterans transition to academic life [IIB38, IIB79, IIB80].

Amador-Tuolumne Community Action Agency (A-TCAA) through collaboration with Columbia College, offered English as a Second Language (ESL) classes at four community locations and General Education Development (GED) classes offered in Spanish. Regular GED classes are also offered and Columbia is an official GED test facility [IIB81, IIB82].

Community Education classes offer a wide variety of enrichment. Course have included foreign languages (French and Spanish), various types of dancing (capoeira, salsa, international dance, and line

dancing), and outdoor opportunities ("Wilderness Women Within," "Wilderness Men Within," and "Life in the Sierra"). Community Education has also offered travel opportunities to Canada, Costa Rica, Croatia, Fiji, France, Ireland, Italy, Mexico, Panama Canal, and Spain. Courses are targeted for different ages and genders such as self-defense for women, computer basics for seniors, and an independent living program for at-risk youth to prepare them for living independently. Other youth classes include volleyball clinics and basketball clinics. In 2008 and 2009, Columbia College offered a Community Education series in Spanish and English called "Green Clean" for individuals who houseclean in the community, many of whom are from Mexico. Participants learned about the chemicals in cleaning compounds, as well as environmentally friendly alternatives [IIB83, IIB84]. Community Education classes have been pulled back temporarily due to funding challenges [IIB85, IIB86].

Educational opportunities abroad are offered through Columbia College. Educational tours to Europe for students and community members were conducted in summer 2006, 2008, and 2010. Students had the opportunity to earn course credit in music, art, and humanities. In addition, students had first-hand experience in cultural differences and similarities. Countries visited were Austria, Belgium, Czech Republic, France, Germany, Italy, Netherlands, and Spain. Another trip was organized to Spain in 2007 where students were able to earn credit in Spanish.

Associated Students of Columbia College (ASCC) oversees the development, implementation, and operation of all student clubs. Clubs provide opportunities for students beyond the classroom. Current clubs include the Christian Club (4C's), Jazz Dance Club, Environmental Club, Automotive Club, Phi Beta Kappa Columbia College chapter, the Synergy Club, Salsa Club, and the Collegiate Entrepreneurs Club. Past clubs include the Challenge Breakers, Native American Club, Hacky-Sack Club, Recycling Club, Juggling, Bicycling, Ski Club, Ecology Club, and the Gay-Straight Alliance Club [IIB87], [IIB88], [IIB89], [IIB90]. Student leaders and representatives are also involved with participatory governance and hold events such as blood drives and food drives on campus.

Community outreach events appeal to various groups in the community. A few include "Black History Month" [IIB91], "Mad About Science" [IIB92], "Mad About Math"[IIB93], "Meet the Authors" [IIB94], All-Sports Camp [IIB95], jazz series of concerts [IIB96] [IIB97]; Cellar Restaurant international buffets, [IIB98]; college book discussion group [IIB99]; and student art show [IIB100].

Self Evaluation – II.B.3.d

The college meets this standard. Columbia College has provided several opportunities to support and enhance student understanding and appreciation of diversity. These opportunities are provided through various venues at the college. Services and programs respond to the economic and cultural needs of students and community. Opportunities are also enhanced through a wide range of offerings that are extended to the community as well. The mission of the college includes "celebrates diversity" [IIB7] and in the 2010 Student Survey [IIB28], 83.4% of the respondents either "somewhat" (42.64%) or "strongly" agreed (40.73%) with that statement.

Planning Agenda – II.B.3.d

None at this time.

◼ **II.B.3.e** – The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary – II.B.3.e

The Admissions and Records Office often is the first contact that many students have with the college. This requires that staff be knowledgeable and service oriented. The responsibilities of this office consist of processing new student applications, determining student residency status, informing students of registration appointments and matriculation requirements. In addition, the office assists students with registration issues, protects and maintains student confidentiality, and manages student academic records (including incoming and outgoing transcripts). It is essential that courses from incoming college transcripts are evaluated in a timely manner to determine prerequisite completions so that students can register. Evaluations of student academic records for completion of degree and certificates of achievement and counselor requested evaluations are also completed at the Admissions and Record Office. This office also distributes Columbia College transcripts to other colleges and institutions along with IGETC and CSU certifications.

Students can perform registration activities in two different manners—either in person at the Admissions and Records Office or over the internet through the connectColumbia online system [IIB41]. An integrated Datatel Colleague computerized MIS system is used to process information entered. Each year, approximately 3,000 student applications are processed, 10,200 student registration appointments are scheduled, and 2,200 transcripts are sent out to other educational institutions [IIB101].

The college uses the assessment instrument, ACCUPLACER, for student placement into math and English courses. In the fall of 2008, the college research office in consultation with the English faculty, conducted validation studies for English 650 (formally 250), English 151, and English 1A courses. Content, consequential and test item sensitivity tests were performed on the sentence skills portion of the test. [IIB102; IIB103; IIB104; IIB105]. The disproportionate Impact Study was completed for the Sentence Skills Test in spring 2010 [IIB106]. Results of the study indicated that it might be beneficial to lower the cut score for English 1A from 92 to 85, allowing more students to take English 1A as their first college English course. However, due to the small number of student records available for the analysis, it was not possible to make any definitive recommendations for altering cut scores. English faculty and administrators decided to leave cut scores for placement using the ACCUPLACER Sentence Skills Test as is for the present time [IIB107]. The mathematics validity study was completed in the spring of 2011, and as a result, Mathematics faculty will likely pursue making adjustments to cut scores and how the assessment tests are utilized for student placement.

Faculty discussed offering basic skills curriculum in reading and requested that the college research office undertake a study to determine whether using the scores on the ACCUPLACER Reading Test would add to the placement accuracy of students into the sequence of English courses offered at Columbia College. Currently, students are not taking the reading portion of the assessment, so this score is not utilized in the placement results.

The college relies on the use of readers and scribes as a means of making ACCUPLACER accessible for students with disabilities. The assessment tool is administered in the DSPS High Tech Center.

Self Evaluation – II.B.3.e

The college meets this standard. The college completed validation studies for both the English and math placement instruments. As required, multiple measures are utilized to appropriately place students into math and English courses. English faculty are satisfied with the current placement tool and associated cut scores. Math faculty are still in the process of reviewing the results of the math validation study.

A multiple measures chart for mathematics course placement has been established with the faculty. Students can move up in course placement by having completed various levels of high school mathematics that faculty have determined to correspond with Columbia College's math courses. Similar multiple measures for English placement still need to be developed with the English faculty. For other placement challenges, students have the opportunity to complete the prerequisite challenge process.

Planning Agenda – II.B.3.e

Institutional Research Office will work with the Math Department to complete the math assessment validity study.

◼ **II.B.3.f** – 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.

Descriptive Summary – II.B.3.f

Student records at Columbia College are securely maintained. All current information including applications, transcripts, student petitions, educational plans, etc. are imaged and stored using the MATRIX system. These documents are retrieved by Admissions and Records staff and counselors. All current information is scanned and up-to-date; however, older records still need to be archived electronically. The district uses Datatel and enrollment management software to house student records from 1986 to the present. This system is backed up on a daily basis at the college as well as the district office in case of system failure. The EOPS/CARE and DSPS programs use a computer based, shared file system called Front Desk for storing important documents that are relevant to the area such as meeting agendas and minutes, student database records, forms, and electronic educational plans. Having the electronic shared file allows faculty and staff convenient access to important information and is password protected to ensure security and confidentiality.

Records at Columbia College are maintained in a confidential manner. The college adheres to the Family Educational Rights and Privacy Act (FERPA) [IIB108, IIB109] which is listed on page 27 of the *2010-2011 College Catalog*. It states that the college may release certain types of directory information unless a student submits a request in writing to the Admissions and Records Office indicating that certain or all such information not be released without his/her consent. Directory information includes the student's name, major field of study, participation in officially recognized activities and sports, weight and height of members on the college athletic teams, dates of attendance, degrees, awards and student's photograph in relation to campus sponsored activities [IIB110]. The college abides by established policies in accordance with Education Code, Title 5 regulations, and board policy regarding the maintenance of student files. The Yosemite Community College District Board of Trustees established Board Policy 5040 (Student Records, Directory Information and Privacy) [IIB108] which states the following:

> 5040 -Student Records, Directory Information and Privacy
>
> *The Chancellor shall assure that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records. The Chancellor may direct the implementation of appropriate safeguards to assure that student records cannot be accessed or modified by any person not authorized to do so.*
>
> *Any currently enrolled or former student of the District has a right of access to any and all student records relating to him or her maintained by the District.*
>
> *No District representative shall release the contents of a student record to any third party without the prior written consent of the student, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws.*

Self Evaluation – II.B.3.f

The college meets this standard. The college maintains student records permanently, securely, and confidentially. The policies established for the release of student records are published in the catalog. The college adheres to the California Administrated and Education Codes pertaining to student records.

Prior to the electronic storage of records, hard copies of files were created. These files continue to be housed in the Admission and Records Office in a secure file room. As time allows, these files are scanned into electronic format. Current records, such as incoming transcripts and high school forms, are immediately scanned into MATRIX and kept as a hard copy for two years. Datatel records are backed up by the YCCD Information Technology Department on a regular basis.

In addition, EOPS/CARE stores program and student information on an electronic storage system called Front Desk. EOPS/CARE and DSPS also maintain hard copy student folders in secured filing cabinets. After one year of inactive status, these folders are archived.

Planning Agenda – II.B.3.f

None at this time.

■ **II.B.4 –** The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary – II.B.4

The college assures the quality of its student support services through an integrated evaluative process. Each student support area assesses the effectiveness of its services through regular staff meetings that plan and evaluate area activities [IIB58, IIB73, IIB74, IIB111]. In addition, these areas regularly meet as a division (Student Services) to report service area activities, providing an opportunity for further input and evaluation [IIB70]. Dialogue within areas and as a division is essential for improvement. Formal evaluation occurs via program review [IIB48, IIB53], unit planning [IIB54], student learning outcomes [IIB45], the *Matriculation Plan* [IIB1], advisory groups, and categorical state reporting [IIB10]. The Academic Wellness Educators (AWE) Committee also contributes to the evaluation of student support services.

Student support service areas complete program review and unit plans [IIB48, IIB53, IIB54] as part of the evaluation process for integrated planning. The support service areas provide opportunities for students to participate in evaluation through questionnaires, surveys [IIB49, IIB50, IIB51], and committee participation. Some programs get feedback from students through a point-of-service survey [IIB112]. Student feedback is collected and analyzed from the Comprehensive Student Survey [IIB28], EOPS Student Surveys [IIB50], X-Reg evaluations [IIB51], and various student committee appointments [IIB113].

Each department in Student Services has completed student learning outcomes (SLOs). Student's affirmed their knowledge as indicated by the student survey, in which over 86% of the students "somewhat" (52.39%) or "strongly" agreed (34.42%) that the college is committed to a culture of improvement through measuring student learning across the institution and nearly 86% agreed that the college demonstrates an understanding of student learning needs and strives to meet those needs [IIB28]. Student learning outcomes assess the quality and effectiveness of its activities in meeting program objectives [IIB45].

The *Matriculation Plan* [IIB1] represents the efforts of staff in the Student Services Division to help students effectively move through the college system. Matriculation is a partnership between students and Columbia College, which is designed to help students in planning, choosing, and achieving educational goals. This process for new and returning students provides orientation to the college, course advising, registration information and ongoing educational planning. It brings the student into an agreement with the college for the purpose of realizing educational goals through programs, policies, and requirements. The main purpose behind the Columbia College matriculation program is that of promoting student success. Criteria for the *Matriculation Plan* are derived from the eight California Community Colleges Chancellor's Office (CCCCO) matriculation standards, and progress toward these goals is determined through program review in the Student Service areas.

Advisory groups aid in the assessment of Matriculation, DSPS, EOPS/CARE, and CalWORKs. These service areas have advisory groups comprised of campus and community members that provide additional opportunities for input and evaluation [IIB114]. These categorical programs report

outcomes to the state Chancellor's Office each year and follow Title 5 regulations [IIB115].

The Academic Wellness Educators (AWE) Committee [IIB14] supports student learning and is a key example of campus-wide collaboration. The AWE Focused Inquiry Groups (FIGs) plan, carry out, and evaluate activities that support student learning [IIB15]. Administrators, faculty, staff from Student Learning (Instruction and Student Services) and students are represented on the AWE Committee.

Self Evaluation – II.B.4

The college meets this standard. Student services areas participate in the integrated planning process of the college. Faculty, staff and students participate in dialogue on a regular basis to discuss results of these evaluations as a means of improving services.

The formal program review process is evolving in Student Services. Past practice resulted in cycles of programmatic evaluation that had varying formats throughout Student Services, and the formats utilized did not lend themselves to electronic or online distribution.

The college obtained specialized technical assistance through a competitive application [IIB116] for the Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) [IIB117]. Columbia College was selected as one of 15 California Community Colleges to participate in this initiative led by the Research and Planning Group for California Community Colleges. The purpose of the BRIC Initiative is to strengthen inquiry-based practice and build cultures of evidence at the California Community Colleges in order to enhance student success and facilitate goal attainment. The visiting BRIC-TAP team met with college constituents in the fall of 2010 to generate an action plan to build research infrastructure at the college [IIB55]. Highlights of this action plan include developing resources to: 1) increase data availability, accuracy and access, 2) strengthen program review for Student Service areas, 3) connect and integrate assessment and planning processes, and 4) strengthen assessment practices for SLOs.

The *BRIC-TAP Action Plan* component relating to strengthening program review for Student Services focused on refining the program review format and user interface for Student Services. BRIC-TAP team members met with Student Services in December 2010 [IIB118] to develop plans of action to complete this process. In January of 2011, college programmers began working on a user interface that will allow for the implementation of this plan. As of March 2011, the programming project was well underway.

Planning Agenda – II.B.4

- Student Services will establish a new mechanism to manage program review data.

Standard II.B – List of Evidence

IIB1	2010 Matriculation Plan
IIB2	2010-2011 Columbia College Catalog
IIB3	Board Policy 5010 - Admissions
IIB4	California Education Code References
IIB5	California Code of Regulations Title V References
IIB6	Fall 2010 Matriculation Information
IIB7	Mission Statement
IIB8	Curriculum Handbook
IIB9	Program Review on the Homepage for Integrated Planning
IIB10	California Community Colleges Chancellor's Office (CCCCO) Data Mart
IIB11	2009 Institutional Effectiveness Report (IER)
IIB12	An Integrated Approach to Ensuring Student Access & Success at Columbia College (April 2006)
IIB13	College Council Meeting Minutes, 4-7-06
IIB14	Academic Wellness Educators (AWE) Webpage
IIB15	Academic Wellness Educators (AWE) Plans
IIB16	Title III Grant Proposal and Award
IIB17	2008 Hewlett Award Press Release
IIB18	Columbia College InSite publication, October 2008 - Hewlett Foundation Award
IIB19	Student Academic Resources
IIB20	TRIO Grant Proposal and Award
IIB21	TRIO Counseling and Transfer Services
IIB22	Student Bulletin
IIB23	Academic Achievement Center (AAC) Webpage
IIB24	2009-2010 Instructional Program Review
IIB25	Associated Students of Columbia College Webpage
IIB26	CalWORKs Webpage
IIB27	Career/Transfer Center Webpage
IIB28	Student Survey Condensed Item Analysis Report Spring 2010
IIB29	Job Placement Webpage
IIB30	Childcare and Family Services Center Webpage
IIB31	Counseling Services Webpage
IIB32	Disabled Students Programs and Services (DSPS) Webpage
IIB33	Extended Opportunities Programs and Services (EOPS)/CARE Webpage
IIB34	Financial Aid Webpage
IIB35	Snack Bar Webpage
IIB36	Health Services Webpage
IIB37	Math Resource Center Webpage
IIB38	Veterans Services Webpage
IIB39	YCCD Datatel Reports
IIB40	College Catalog Development Timeline
IIB41	connectColumbia Login
IIB42	YCCD Board Policy & Procedures Webpage
IIB43	Yosemite Community College District (YCCD) Homepage
IIB44	Board Policy 5140 - Disabled Student Programs and Services (DSPS)

IIB45	Student Learning Outcomes (SLO) Tool Database
IIB46	2009-2010 Enrollment Management Plan
IIB47	2010 Accountability Report for California Community Colleges (ARCCC)
IIB48	Archived Student Services Program Review Data
IIB49	Spring 2010 Student Services Campus Survey
IIB50	Extended Opportunity Programs and Services (EOPS) Student Surveys
IIB51	Extreme Registration (X-Reg) Evaluations
IIB52	SARS Early Alert Reports
IIB53	Student Services Program Review
IIB54	Unit Planning Reports on the Integrated Planning Homepage

- Project Summary Report
- Project Detail Report
- Project Ownership Report

IIB55	Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) Action Plan
IIB56	Extreme Registration (X-Reg) Flyer
IIB57	Online Student Services developed through Title III Grant
IIB58	Online Services Meeting Minutes
IIB59	Online Counseling Orientation
IIB60	Student Services Online Forms
IIB61	Health Services Food Resource List
IIB62	Placement Test Score Interpretation Information
IIB63	Financial Aid Online Forms
IIB64	Job Placement Services
IIB65	SARS Alert Login and Instructions
IIB66	Library Homepage
IIB67	College-wide Student Learning Outcomes (SLO)
IIB68	First Semester Experience Information
IIB69	Student Success Skills Assessments
IIB70	Student Services Meeting Minutes
IIB71	Student Services Workshop Flyers
IIB72	Yosemite Faculty Association (YFA) Contract
IIB73	Counseling Retreat Minutes
IIB74	Extended Opportunity Programs and Services (EOPS)/CARE and Disabled Student Programs and Services (DSPS) Meeting Minutes
IIB75	Core Values
IIB76	Vision Statement
IIB77	Columbia College Goals
IIB78	2008-2015 Educational Master Plan and 2010 Educational Master Plan Update and Addendum
IIB79	Academic Wellness Educators (AWE) Steering Committee Meeting Minutes, 3-19-10
IIB80	Academic Wellness Educators (AWE) Veteran's Affairs Focused Inquiry Group (FIG)
IIB81	Columbia College InSite publication, January 2008 - ESL, page 6
IIB82	Academic Wellness Educators (AWE) Steering Committee Meeting Minutes, 3-19-10
IIB83	"Green Clean" Flyer
IIB84	Fall 2008 Schedule of Classes, page 100
IIB85	2005 Community Education Schedule

IIB86	Fall 2005 to Fall 2009 Community Education Schedule (located in back of Schedule of Classes)
IIB87	Student Handbook, page 18
IIB88	2009-2010 Columbia College Catalog, page 10
IIB89	Associated Students of Columbia College (ASCC) Campus Clubs Webpage
IIB90	Associated Students of Columbia College (ASCC) Club Handbook
IIB91	Black History Month 1-2010 Press Release
IIB92	2011 Mad About Science Information
IIB93	2011 Mad About Math Information
IIB94	Meet the Authors Event Series Information
IIB95	2010 All Sports Camp
IIB96	Jazz Series Concert Webpage
IIB97	2010 Jazz Festivals Flyer
IIB98	Columbia College InSite publication, October 2008 - Cellar Bistro, page 3
IIB99	Book Discussion Group Invitation
IIB100	Student Art Show Press Release April 2011
IIB101	California Community Colleges Chancellor's Office (CCCCO) Student Services Matriculation Reports
IIB102	ACCUPLACER College Placement Test Validation Project
IIB103	English and Mathematics Content Validation Study
IIB104	English Placement Consequential Validity Study
IIB105	ACCUPLACER Sentence Skills Test Item Sensitivity Study
IIB106	ACCUPLACER Sentence Skills Test Disproportionate Impact Study
IIB107	English Faculty ACCUPLACER Meeting
IIB108	Board Policy 5040 - Student Records, Directory Information and Privacy
IIB109	Board Policy 5045 - Transcript Records
IIB110	2010-2011 Columbia College Catalog, page 26
IIB111	Counseling Meeting Minutes
IIB112	Student Services Point-of-Service Surveys
IIB113	List of Student Appointments on Committees
IIB114	Special Programs Advisory Meeting Minutes
IIB115	Categorical State Reports
IIB116	Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) Application
IIB117	Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) Award Press Release
IIB118	Student Services December 2010 Retreat Minutes

Standard II.C – Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Descriptive Summary – II.C

Columbia College provides a wide range of high quality library and learning support services to students and the community. The library supports the college's curriculum and mission by providing access to relevant, current materials in various formats and by assisting all patrons with their information needs. The library moved into its current location in 2003 and has grown into a vibrant hub on campus for students, staff and community.

The Academic Achievement Center (AAC) offers specific academic support services including tutoring and Supplemental Instruction [IIC1]. The AAC is the peer tutoring hub of the campus and offers free tutoring by appointment and Supplemental Instruction across the curriculum. In addition, a number of faculty members hold their office hours in the AAC to highlight its importance and relevance as an academic service. The AAC is coordinated by a faculty member and staffed by an Instructional Support Assistant. The majority of the tutoring services are carried out by student peer tutors.

The Math Resource Center is a focused study space for all levels of mathematics. An Instructional Support Specialist and/or math faculty member are available for drop in tutoring and math resources are available.

Self Evaluation – II.C

The college meets this standard. The college provides a comprehensive library and learning support services that are sufficient to meet the needs of student. The AAC and Math Resource Center provide additional services to support student learning at Columbia College.

Planning Agenda – II.C
None at this time.

II.C.1 – The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary – II.C.1

The Columbia College Library supports the college mission and curriculum. Since 2003 the library has been housed in a new facility that is highly conducive to carrying out the library's role in meeting the needs of students, faculty, and the community. It is centrally located and contains adaptable spaces suitable for different work needs, habits, and learning styles. The library's resources include eighty computer stations equipped with internet access and both standard and discipline specific software. Designated work stations are ADA compliant. Dozens of traditional study spaces—carrels, tables and comfortable chairs—are interspersed throughout the library as are nine group study rooms ideal for collaborative projects. The "demonstration area," complete with thirty computer stations, is reserved for library orientations and classes but is otherwise open to all patrons.

The library provides resources in an appropriate accessible medium upon request. The library's collections include more than 35,000 print books, 16,000 electronic books, 15,000 print and electronic periodicals, 1,800 videos and DVDs, 1,400 audio recordings including a recently digitized local oral history collection, 600 children's books and 40 article and research databases. In addition, the library maintains a shared online catalog with the libraries at Modesto Junior College. Daily delivery between the libraries means that most materials requested by Columbia College students are available the following day.

The library is staffed by one faculty librarian and three Library Specialists. During the spring and fall semesters, the library is the only staffed location area open to students in the evening. The library's hours are 7:45 a.m. to 8:00 p.m. Monday through Thursday and 7:45 to 4:30 p.m. on Fridays [IIC2].

The Academic Achievement Center is located on the main floor of the Manzanita Building in close proximity to counseling and special programs. It has tables and whiteboards for peer tutoring sessions. There are also eight computer stations equipped with internet access and both standard and discipline specific software. Tutoring resources—textbooks, books, and handouts—are available for both students and tutors [IIC1].

The Math Resources Center is located in the Juniper building along with the Math faculty offices and classrooms. The center provides two computers with math specific programs. Calculators, a textbook from each class, periodicals, and video collection are available for use within the center [IIC3].

Self Evaluation – II.C.1

The college meets this standard. Columbia College supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quality, currency, depth, and variety to facilitate educational offerings.

Almost 90% of students who responded in the 2010 Student Survey agreed that the library and learning resource facilities are accessible during preferred study hours [IIC4].

Planning Agenda – II.C.1

None at this time.

■ **II.C.1.a –** Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary – II.C.1.a

The Columbia College Library selects and maintains equipment and materials sufficient to support the college mission and curriculum. The library's collection development process is guided from Board Policies (6030 and 6045) and two documents—*Collection Development Guidelines* and *Weeding Guidelines*. All stages of collection development are overseen by the faculty librarian and rely heavily on the subject expertise of faculty from the discipline. The library actively solicits acquisitions and suggestions from all patrons, particularly faculty and students. In recent years, approximately 50% to 70% of acquisitions have stemmed from faculty suggestions that are emailed to the librarian each semester, primarily as part of our formal *CHOICE Reviews* routing process. [IIC5]

Instructional faculty are very involved with the selection of library resources. The *CHOICE Reviews* process is a collaborative effort between the faculty librarian and interested faculty (currently ≈70% of the total full-time faculty). Through the process, discipline and subject relevant pages from the *CHOICE Current Reviews for Academic Libraries* publication are routed to faculty three times each semester. Brief instructions ask faculty to note items that should be considered for the library's collection. All suggestions are then reviewed by the faculty librarian and checked against the criteria outlined in the *Collection Development Guidelines*. Selected items are then prioritized and ordered as funding allows. Faculty can select to be notified when their suggestions become available.

The college's Curriculum Committee includes the faculty librarian as part of the technical review process for curriculum modifications or development [IIC6 (section 7C3)]. This ensures that the library resources required to support new or modified curriculum are reviewed by the librarian which is a critical component in maintaining collections and resources that appropriately support the academic needs of the college. On the opposite end of the spectrum, faculty and library staff work together in the weeding process. Relevant faculty have an opportunity to weigh in on all weeding decisions and provide input for possible replacements [IIC7]. The Columbia College faculty, librarian, and library staff are all strongly engaged in the library's collection development process.

Faculty involved in other learning support areas select and maintain resources for students. The faculty Academic Achievement Center coordinator is responsible for selecting appropriate tutoring resources. The Math Resource Center's equipment and materials are selected by the math faculty members and/or the Instructional Support Specialist.

Self Evaluation – II.C.1.a

The college meets this standard. Faculty and staff are strongly engaged in the selection of library and learning support resources. In addition, through standard interlibrary loan practices, materials held by other libraries are accessible for students. This provides sufficient depth and variety of materials to meet the learning needs of the students. The 2010 Student Survey indicated that 92% of students either "somewhat" (35.61%) or "strongly" (56.74 %) agreed that the library's resource materials are sufficient

to meet assignment and research needs.

The Faculty/Staff survey [IIC8] completed in 2010 asked if the library's collections and/or electronic access to data/information are adequate to meet the learning needs of students in face-to-face courses. The response was that 95.3% of faculty and staff "somewhat" (27.9%) or "strongly" (67.4%) agreed with this statement. Additionally a strong majority responded in the affirmative, when asked if the library's collections and/or electronic access to data/information are adequate to meet the learning needs of students in distance education courses. Results showed that 92.7% of faculty and staff either "somewhat" (30.9%) or "strongly" (61.8%) agreed with this statement.

Planning Agenda – II.C.1.a

None at this time.

■ **II.C.1.b** – The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary – II.C.1.b

The Columbia College Library constantly provides information competency instruction. One of the most visible methods of instruction is through formal library orientations and research classes that are taught by the faculty librarian on a regular basis [IIC9, IIC10]. Typically, instructors make an appointment to bring their entire class to the library "demonstration area" for part of a class period. In some cases the faculty librarian goes to the classroom and conducts the orientation or research session. The faculty librarian makes several announcements regarding the availability of library orientations each semester, including email to all faculty and adjunct faculty in-service sessions. Orientations are available at off-campus locations by request and were regularly conducted at the Calaveras Center before it closed at the end of 2009. Online versions of the orientation are conducted several times a semester for distance education students by way of chat software. In recent years, library orientations and research sessions have reached roughly 500 students [IIC10] per semester. Not surprisingly, increased enrollment in 2009-2010 [IIC11] occurred at the same time the library saw an increase in usage across the board, including library orientations. During the 2009/2010 year the library conducted 59 library orientations that reached approximately 1250 students.

Another common method of library instruction is one-on-one training with all library patrons, either face-to-face, over the phone or via the internet. Such interactions occur dozens of times each day between students and all library staff members. Higher level reference questions are directed to either the faculty librarian or the Library Specialist in charge of reference.

Library instruction has had various versions of homemade online tutorials since 2007. Each version saw low traffic. Since November 2009, statistics for specific library pages are no longer made available and it is therefore difficult to know what the current usage might be.

The librarian instructs a course called, Introduction to Library and Information Resources (LIBR1). This one unit course [IIC9] is an introduction to the use of electronic and print resources, including developing effective search strategies and evaluating information sources. Emphasis is on library online catalogs, online periodical database, print and electronic reference sources, and internet resources.

The Academic Achievement Center (AAC) also provides support for learning. During the 2009-2010 school year the Academic Achievement Center conducted more than 2,000 peer tutoring sessions [IIC12] in over a dozen of disciplines. By the very nature of tutoring, many of these sessions included information about critical thinking and information competency. Additionally, the AAC produced a series of "Tutor Tip" instructional videos in which peer tutors discuss various study skills used at Columbia College. Links to the videos are available on the AAC website for all students to view [IIC13].

The Academic Achievement Center [IIC1] is open from 8:00 a.m. to 5:00 p.m. Monday through Thursday and 9:00 a.m. to 2:00 p.m. on Fridays during the fall and spring semesters. Dates and times of summer operation are determined each spring. The AAC website is available 24 hours per day, seven days per week, and offers links to external internet resources and AAC handouts. The AAC does not

offer online peer tutoring sessions although the center is currently piloting embedded online tutoring in classes offered through Blackboard [IIC14].

Self Evaluation – II.C.1.b

The college meets this standard. The library and Academic Achievement Center provide ongoing information competency instruction via a variety of delivery methods aimed at reaching as wide an audience as possible. Student learning outcomes have been established for the Library 1 course (Introduction to Library and Information Resources) and results are used as a way to evaluate its effectiveness. In addition, 88 % of the students responding to the 2010 survey agreed (somewhat or strongly) that the library staff is knowledgeable, competent, and available to help search for and obtain needed information.

In addition, the Math Resource Center is designed only for math and provides students with learning support services specifically for this discipline.

Planning Agenda – II.C.1.b

None at this time.

■ **II.C.1.c** – The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary – II.C.1.c

The Columbia College Library provides adequate access to students and personnel. The library is open Monday through Friday, for a total of 57.75 hours per week and is closed weekends and college holidays. The library website and online catalog are available on- and off-campus 24 hours per day, seven days per week. Access to the catalog provides patrons with a means of accessing and managing their account online to handle such tasks as renewing materials and placing holds on items.

All of the library's article and research databases are available to students and personnel from off-campus via an EZ Proxy authentication system with one exception, due to licensing constraints. The databases are available roughly 23 hours per day, seven days a week. Off-campus access is unavailable for roughly one hour each night when the district data management system (Datatel) is down for scheduled maintenance between 2:00 a.m. and 3:00 a.m. The library's collections include more than 16,000 electronic books, of which more than 500 are considered reference books. These electronic books are available on and off-campus to students, faculty and staff via our EZ Proxy authentication system.

Off-campus patrons can communicate with the library by phone or our Ask-a-Librarian service, which allows all patrons to send an email question to all library staff to ensure a timely reply [IIC15]. Students at off-campus locations are also provided services. Up until the closure of the Calaveras instructional site, the library delivered resources between the instructional site and college, and also conducted regular library orientations. Students at the Oakdale Center can use items placed on reserve at Oakdale High School through an agreement with the library. Instructors can also place items on reserve at the Oakdale Branch of the Stanislaus County Library if that is more convenient for them and their students. The faculty librarian has conducted one library orientation for a class in Oakdale and regularly advertises the availability of the service to instructors [IIC16]. Over the summer the library provides a small collection of relevant books to the college's High Sierra Institute at Baker Station. Books were selected based on instructor input and current class offerings. This collection operates on the honor system.

The Academic Achievement Center (AAC) [IIC1] is open from 8:00 a.m. to 5:00 p.m. Monday through Thursday and 9:00 a.m. to 2:00 p.m. on Fridays during the fall and spring semesters. Dates and times of summer operation are determined each spring. The AAC website is available 24 hours per day, seven days per week and offers links to external internet resources and AAC handouts as well as the AAC "Tutor Tip" study skills videos. The AAC does not offer online peer tutoring sessions although the center is currently piloting online tutoring in classes offered through Blackboard [IIC14]. Less than 65% of students surveyed in 2010 agreed that they have often used the Academic Achievement Center, but 72% agreed the center had provided the help needed to succeed in classes [IIC4].

The Math Resource Center [IIC3] is open from 8:30 a.m. to 3:00 p.m. Monday through Friday during the fall and spring semesters. Dates and times of summer operation are determined each spring. The center's website is available 24 hours per day, seven days per week and provides links to external, math related resources. Fifty-three percent of students surveyed stated they have often used the Math Resource Center and 60.5% agreed the Math Resource Center had provided the help needed to succeed

in classes. The lower number could be due to the fact that not all students take math every semester, and it could be an indication that the hours are not adequate to meet student need.

Self Evaluation – II.C.1.c

The college meets this standard. The library strives to meet its users' information needs regardless of their location. For the most part students and faculty on and off campus, as well as other patrons, have identical access to article and research databases. In addition, on- and off-campus users have the same access to the library's growing collection of electronic books. The 2010 Student Survey [IIC4] showed that 89.78% of students agree "somewhat" (31.06%) or "strongly" (58.72%) that library/learning resource facilities are accessible during preferred study hours. Pages 10 and 11 of the same survey showed that students successfully access online library resources and online catalog.

Instructors teaching online classes or off-campus locations are all encouraged to incorporate library orientations into their classes.

The Academic Achievement Center (AAC) and Math Resource Center provide additional learning support. Both centers are geared for subject specific instruction to meet student needs and are primarily available Monday through Friday during the day.

Planning Agenda – II.C.1.c

None at this time.

■ **II.C.1.d** – The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary – II.C.1.d

Columbia College provides effective security at all campus facilities, including the library and other learning support areas. Security staff are present 24 hours per day, 7 days per week, 365 days per year and can be reached via phone, two way radio, or emergency call station. One such station is available directly in front of the library. Overall, the Columbia College campus is a safe environment and there is little crime to speak of [IIC17].

The library's physical collections are maintained and protected by 3M security gates and a magnetic tagging system to support anti-theft conditions. Additional security in the form of separate locked areas is provided for rare and/or expensive items in our special collections and archive areas. Most materials in these restricted collections circulate; however, access is through a library staff member. The restricted area is not controlled for environmental conditions (i.e. humidity, etc.) resulting in three primary areas of concern for the long-term perseveration of the materials in the collection—heat, ultraviolet rays (generated from fluorescent bookshelf lighting), and dust accumulation. Addressing these concerns requires adjusting the current configuration of the space. The library employs surveillance cameras that capture most areas within the facility.

The Academic Achievement Center does not currently have a secure office space and therefore confidential materials must be kept in a locked temporary filing cabinet. The Math Resource Center keeps its materials (calculators, etc.) locked in a secure cabinet.

Maintenance of facilities is provided by the district personnel. They are prompt in handling work orders identified with health and safety issues throughout the entire campus, including the buildings that house learning support services. Daily janitorial services are also provided to high traffic areas for cleanliness and overall appeal.

Self Evaluation – II.C.1.d

The college meets this standard. The college provides effective maintenance and security for the library and other learning support services.

Planning Agenda – II.C.1.d

None at this time.

■ **II.C.1.e** – When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary – II.C.1.e

The library relies on several outside vendors and institutions to carry out critical functions. They include SirsiDynix Corporation for the online catalog and library information system (LIS)[IIC18]; the Community College League consortium for access to article and research databases[IIC19]; WT Cox for subscription management; 3M for security gates maintenance; IKON for copier maintenance and service [IIC20]; and both Tuolumne County and CCI Logistics for courier services [IIC21, IIC22]. Copies of all contracts are kept in the office of the library's Administrative Secretary. Problems with a particular service are immediately reported to the vendor and followed-up on until they are resolved.

Usage statistics and reports are used to regularly evaluate each service [IIC23]. When a particular contract expires, the library re-evaluates its current needs and explores alternatives before agreeing to a new contract. In the past two years the library has changed its delivery and subscription management vendors in hopes of obtaining better, more efficient service.

The Academic Achievement Center has been certified by the College Reading and Learning Association (CRLA) since 1992 as meeting the CRLA internationally accepted standard of tutor training. The AAC is certified by the CRLA International Tutor Program Certification program to certify tutors at Level 1 (Regular Tutor) and Level 2 (Advanced).

Self Evaluation – II.C.1.e

The college meets this standard. The college has various contracts in place with outside agencies to ensure adequate library and learning support.

Planning Agenda – II.C.1.3

None at this time.

II.C.2 – The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary – II.C.2

The Columbia College Library evaluates its services primarily through unit planning [IIC24], the *Technology Plan* [IIC25] and student learning outcome processes [IIC26]. All of these processes undergo regular review at least annually. The Academic Achievement Center also relies on the unit planning and Student Learning Outcomes processes and uses their findings to improve its services. The Math Resource Center participates in the SLO process through the Math Department.

Self Evaluation – II.C.2

The college meets this standard. The library and the Academic Achievement Center participate in the integrated planning process of the college. Faculty, staff, and students participate in dialogue on a regular basis to discuss results of these evaluations as a means of improving services. As stated in Standard IIB.4, the Library will also participate in the newly developed program review process for student services.

Planning Agenda – II.C.2

None at this time.

Standard II.C – List of Evidence

IIC1   Academic Achievement Center (AAC) Webpage
IIC2   Library Webage
IIC3   Math Resource Center Webpage
IIC4   Student Survey Condensed Item Analysis Report Spring 2010
IIC5   Request for Library Collection Development Suggestions
IIC6   Curriculum Handbook
IIC7   Library Collection Development and Weeding Guidelines
IIC8   Columbia College Faculty/Staff Survey, Fall 2010
IIC9   Library 1 Course Outline
IIC10   Library Orientation Participation Spring 2011, Fall 2010, Fall 2009
IIC11   2009-2010 Enrollment Management Report
IIC12   2009-2010 Academic Achievement Center Tutoring Sessions
IIC13   Academic Achievement Center Tutor Video Tips
IIC14   Brixey Course Syllabi
IIC15   Ask A Librarian Webpage
IIC16   Off-Campus Access Webpage
IIC17   2010 Annual Safety and Fire Safety and Prevention Report p. 4-5
IIC18   Sirsi Online Catalog
IIC19   Community College League (CCL) Agreements for Electronic Databases
IIC20   Copier Maintenance and service Contract with IKON
IIC21   Library Contract with Tuolumne County
IIC22   Library Contract with CCI Logistics
IIC23   Library Usage Statistics
IIC24   Unit Planning Reports on the Integrated Planning Homepage
 - Project Summary Report
 - Project Detail Report
 - Project Ownership Report
IIC25   2011 Technology Plan
IIC26   CC Student Learning Outcomes Assessment Cycle

Standard III

Resources

Standard IIIA: Human Resources

Standard IIIB: Physical Resources

Standard IIIC: Technology Resources

Standard IIID: Financial Resources

STANDARD III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A – Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Descriptive Summary – III.A

Columbia College is a close knit community of exceptional faculty and staff joined together in a shared commitment to student success. This is such a defining characteristic that the college received two commendations from the previous accreditation visiting team on the quality, dedication, and enthusiasm of Columbia College's faculty and staff [IIIA1].

The college and district's hiring policies and procedures support the college mission [IIIA2] of high standards to student success by providing "highly qualified people: (a) who are expert in their subject areas; (b) who are skilled in teaching and serving the needs of a varied student population; (c) who can foster overall college effectiveness; and (d) who are sensitive to the racial and cultural diversity of the adult population of the state of California" [IIIA3].

Columbia College takes an integrated approach to assessing and prioritizing its human resource needs and utilizes the college Strategic Planning Process Cycle [IIIA4] to make staffing decisions that will meet the needs of students. The college *Educational Master Plan* [IIIA5, IIIA6] promotes lifelong learning and celebrates diversity among its students and staff. The institution's key planning statements (mission statement, vision statement, core values, and strategic goals) also attest to the college's commitment to creating a rich and diverse learning environment.

Staffing Census for Columbia College as of November 30, 2010 [IIIA7]

Employee Classification	Number of Employees
Full-time Faculty	46
Full-time Counselors	2
Adjunct Faculty	115
Adjunct Counselors	5
Educational Administrators	5
Classified Executive Manager	1
Classified Managers	13
Regular Classified	46
Hourly Classified	22
Student Workers	96

Employees are evaluated according to the guidelines and criteria provided for their respective classification. The *Faculty Contract* [IIIA8] outlines the process for all faculty, the California School Employees Association Chapter 420 agreement [IIIA9] outlines the process for regular and hourly classified staff, and the *Leadership Team Advisory Council Handbook* [IIIA10] outlines the process for classified managers and educational administrators. All employees, regardless of classification, are encouraged to participate in appropriate professional development opportunities whether provided by the college or outside of the district in their field of expertise.

Self-Evaluation – III.A

The college meets this standard. Columbia College supports student learning programs with qualified personnel and through integrated planning. The college mission guides human resource planning and demonstrates its commitment to diversity. Opportunities for professional development are provided to improve institutional effectiveness and the campus community strives for regular evaluation of all personnel.

Planning Agenda – III.A

None at this time.

III.A.1 – The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary – III.A.1

Columbia College hires quality staff. To assure the quality and protect the integrity of its programs and services, the college uses several methods to attract, identify, and hire qualified faculty, staff, and administrators. Applicants for academic positions must meet *Minimum Qualifications for Faculty and Administrators in California Community Colleges* [IIIA11] as established by California Code of Regulations Title 5 [IIIA12], Education Code [IIIA13] and the California Community Colleges Chancellor's Office [IIIA14]. In the circumstance when an applicant for a faculty position is lacking the exact degree or experience specified, the district and Columbia College Academic Senate have established process for determining if an applicant's qualifications can be deemed equivalent [IIIA3].

Yosemite Community College District (YCCD) Board Policy 4204 (Classification Review) [IIIA15] requires each classified and leadership team (management) position be reviewed for accuracy at a minimum once every five years. A component of the classification review [IIIA16] includes an in depth job analysis to confirm the academic and professional qualifications necessary to successfully fulfill the job's requirements. Job class specifications include job title, principal job duties, qualifications, and salary range. To keep pace with changing job demands, the district's classification review process is set on a three-year review cycle to ensure job classifications are reviewed in a timely manner.

Programmatic needs are identified through the college strategic planning process. Needs are validated through data from program review and other internal and external data sources such as the *Institutional Effectiveness Report* [IIIA17]. Requests for positions are initiated through the college annual unit planning process [IIIA18]. The unit planning database is used to develop comprehensive planning reports [IIIA19, IIIA20, IIIA21] as well as a *Staffing Report* [IIIA22] for the college. Both the Academic and Classified Senates have a hiring prioritization process [IIIA23, IIIA24] in place to help the college discuss and identify its most pressing personnel needs. These processes engender broad dialogue and discussion allowing consensus to be reached regarding the personnel requirements of the college's programs and services and the matching qualifications necessary to ensure programmatic quality and integrity.

The hiring process at Columbia College is consistent, methodical, and inclusive. All hiring is conducted under the oversight of the Columbia College President's Office and follows procedures outlined by the YCCD Office of Human Resources [IIIA25]. This office provides hiring procedure guidelines in a document called, *The Hiring Process – Equal Employment Opportunity* [IIIA26]. The document outlines pertinent board policy, roles and responsibilities of committee members, and guidelines for the screening processes. This document is used to train all employees serving on screening committees. Detailed hiring committee instructions are provided through a college document called, *Columbia College Instructions for Committee Hiring Process* [IIIA27]. This document provides information on committee composition and hiring process flow at the college.

Membership on screening committees includes representation from college faculty, staff, and administrators who are familiar with the necessary requirements of the vacant position. The committee composition is outlined in the *Instructions for Committee Hiring Process* [IIIA27]. Each committee

develops appropriate screening criteria and an interview process designed to identify the best and most qualified applicants. The screening committees recommend the top candidates to the college president. The college's commitment to quality staff is such that the college president interviews finalists for all open positions at the college, regardless of where the position may fall within the organizational structure. Following the interview process, verification of the candidate credentials and qualifications is completed through a reference checking process. All offers of employment are contingent upon approval by the YCCD Board of Trustees.

Self Evaluation – III.A.1

The college meets this standard. Columbia College implements a rigorous screening and hiring process to identify highly qualified applicants, which in turn maintains the quality of its programs and services. Candidates must meet specifically defined qualification requirements as prescribed by law and the needs of the department or program. These needs are determined through the college's planning and participatory governance processes.

Planning Agenda – III.A.1

None at this time.

◼ **III.A.1.a –** Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established

Descriptive Summary – III.A.1.a

The decisions to hire new or replacement positions are guided by collaborative processes. All new permanent positions are included in the college annual unit plans. Unit plan projects are departmental initiatives which focus on addressing one or more of the ten college goals [IIIA28]. Projects include requests for needed resources to accomplish the targeted goal such as supplies, equipment, contracted services, facilities, and personnel. The staffing requests that are entered into each department's unit plan can also be reviewed as part of the college *Unit Planning Reports* [IIIA19, IIIA20, IIIA21] and *Staffing Report* [IIIA22] that is generated from the unit plan database. In addition, these staffing requests may proceed to the classified or faculty hiring prioritization processes.

The *Classified Hiring Prioritization Process* [IIIA24] was established in 2008. The on-going dialogue for the development of this process is reflected in Classified Senate minutes [IIIA29]. A committee is charged with implementing and reviewing the classified hiring priorities process each year. All campus departments and programs can submit *Classified Position Request Forms* [IIIA30] to this committee on an annual basis. The committee follows the process outlined and also makes recommendations to the Classified Senate regarding any changes to the process or request forms.

The *Faculty Hiring Prioritization Process* [IIIA23] also undergoes regular cycles of review and change. Academic Senate minutes [IIIA31] reflect ongoing dialogue relating to the review and approval of the prioritization process. Revision of the process began in the fall of 2006 and has undergone cycles of regular review and revision each subsequent year. The process is driven by the Academic Senate and was developed in a collegial fashion along with the Faculty Hiring Prioritization (FHP) Committee. This committee consists of four faculty leaders and four administrators. The most recent version of the FHP process was adopted by the Academic Senate in September of 2009 [IIIA32].

The *Faculty Hiring Prioritization Process* requires the submission of a hiring proposal. Proposals [IIIA33] include the unit plan project identification number, programs (degrees and certificates) that the faculty position will support, and proposed four-semester course schedules for the position. All proposals must address criteria identified on the *Criteria for Faculty Hiring Proposal* [IIIA34]. Criteria include, but are not limited to the following:

Criteria for Faculty Hiring Proposal

1. *Use Program Review Data to examine enrollment trend data to help determine the need for faculty in an area or discipline.*
2. *Use wait list data (found in program review) to determine disciplines that have courses with unmet demand.*

3. *Utilize recent departmental EMP, Unit Plan and Program Review data to identify and validate requests for additional faculty.*
4. *Consider the programs that use a high number of adjunct faculty.*
5. *Consider the need for new positions indicated by the Labor Market Information Service (if available).*
6. *Consider the need for additional faculty to support curriculum typical of an institution of higher education.*
7. *Consider hiring faculty that meet "minimum qualification" in more than one area or discipline.*
8. *Consider the need to hire faculty in an effort to build two-year programs.*
9. *Identify the dollar amount to be saved in the part-time hourly budget by employing a faculty member in the area or discipline proposed.*
10. *Any new faculty position needs to be identified in the current Unit Plan and supported by recent Program Review information.*

Additional information is also requested to help in prioritizing the proposal. These include:

A. *List five year enrollment trend data for the discipline/area(s) of the new / replacement faculty (use program review data if available) and indicate how the data supports the need for this position:*
B. *How is this position supported by department/division priorities as listed in recent program Educational Master Plan, Unit Plan and Program Review?*
C. *List how labor market trend information and other forecast information supports the need for this position:*
D. *Discuss how this position will be used to meet unmet student demand as identified by student surveys, course or program wait lists and/or other measures of student demand:*
E. *How will this position help the college expand/change programs or add new programs to serve new student populations in our service area?*
F. *List the current full-time/part-time teaching ratio or number of sections taught by FT and PT instructors in department (s) area. List the FT/PT ratio if the new / replacement position is filled.*
G. *List any support given by appropriate advisory committees for this position:*
H. *List recent or anticipated curriculum or program changes that support the need for this position.*
I. *Identify how the current facilities will accommodate the course offerings and/or programs offered by the new / replacement faculty:*
J. *Identify any special circumstances or other reasons why this position should be filled:*

The FHP Committee uses the criteria to prioritize proposals and sends its recommendation to the college president for further consideration. The president forwards positions to the district as deemed appropriate or when funding becomes available.

The college's procedures for the hiring are clearly articulated and under the oversight of the Columbia College President's Office and the Yosemite Community College District (YCCD) Office of Human Resources [IIIA27, IIIA35, IIIA36]. Screening committee members include faculty, classified staff, management, and when appropriate student or community members. Faculty and classified membership is based upon the recommendation of the respective constituency group [IIIA37]. Screening committees for faculty and administrative positions are co-chaired by the appropriate college administrator and a faculty member. Before serving on a screening committee, each committee member receives training on Equal Employment Opportunity regulations, screening and hiring

processes, and confidentiality provided under the guidance of the YCCD Employment Manager [IIIA26].

Hiring criteria are developed to determine the experience, knowledge, skills, and abilities which best meet the needs of the institution and fulfill the job-related requirements of the position. Position descriptions are reviewed and when appropriate revised by the hiring manager and screening committees. Job announcements state minimum qualifications, education and professional experience requirements, summary of job duties and responsibilities, desirable qualifications, characteristics, skills and abilities. Required documents for the application packet are clearly indicated in the announcement [IIIA38].

There is a review and approval process through each step of the hiring process to ensure consistency with the college and district's hiring procedures. The college president and YCCD Human Resources staff review and pre-approve the following: position announcements, screening committee membership, application rating forms, interview questions, interview rating forms, scoring sheets, and the list of finalists forwarded from the screening committee to the college president for second-level interviews.

Applicant qualifications are verified through the office of YCCD Human Resources. Columbia College requires all degrees for all positions to satisfy minimum qualifications be from accredited institutions or *YCCD Equivalency Policy and Procedures* [IIIA3]. A process for determining equivalency of foreign degrees is also included. Per the equivalency process, "the decision to grant equivalency is the responsibility of discipline faculty working through an Equivalency Committee created by the Academic Senate." The Academic Senate and college administration will be responsible for establishing and monitoring the process to assure its fairness, efficiency, and consistent adherence to standards. Furthermore, "an applicant is not allowed to move forward in the hiring process unless it has been determined they meet the stated minimum qualifications or the equivalent."

The screening committee evaluates each candidate's application materials assigning a point value based upon the pre-determined hiring criteria for professional experience, education, skills, and abilities. Applications that fail to meet minimum qualifications are removed from consideration. Once the application rating is completed, the committee convenes to discuss the applicants' qualifications and those candidates with the highest scores are invited to an oral interview with the committee to further establish and discuss qualifications. Interview questions are directly related to the determined hiring criteria. Candidates are assigned a point value based on their response to the interview questions and on how well their qualifications meet or exceed the hiring criteria. The top candidates assessed by the screening committee are forwarded to the college president for a second-level interview. The college president, the administrative chair, and the faculty co-chair conduct the second-level interview. Reference checks [IIIA39] of finalist are made by the committee chair to verify the finalists' qualifications and assess their ability to contribute to the college's mission of excellence.

Faculty hiring includes processes to determine and evaluate teaching effectiveness of candidates. All job announcements [IIIA38] define and state teaching effectiveness as a desirable faculty qualification and characteristic. During the interview phase, subject matter expertise is assessed upon the candidate's academic accomplishment as well as participation in a teaching demonstration. Faculty hiring screening committees include the faculty from the respective discipline or faculty in the most appropriate discipline. Administrative hires may include a presentation or a response to a "mock" situation.

Columbia College and the YCCD are committed to a hiring process that supports equal opportunity and diversity [IIIA40]. To assure the college attracts a diverse pool of applicants, the college and district use a variety of print and electronic avenues for promoting and advertising positions. All job announcements are posted on the district website, the California Community Colleges Registry, advertised in newspapers and publications such as the *Chronicle of Higher Ed*, posted on relevant professional associations' websites, and promoted at state-wide job fairs.

Evidence the college's hiring practices yield highly qualified employees can be found in performance evaluations measured against criteria approved from the Leadership Team Advisory Council for classified managers and educational administrators, the California School Employees Association for classified staff, and the Yosemite Faculty Association for faculty. These evaluations are kept on file at the district office in each employee's personnel file. Student success and satisfaction also provides evidence of the quality of the college's personnel. Approximately 88% of students who responded to the fall 2010 Student Survey [IIIA41] "agreed" or "strongly agreed" that Columbia College instructors appear competent and qualified to teach their subjects.

Self Evaluation – III.A.1.a

The college meets this standard. The college and district's hiring procedures are well defined and consistently applied. Criteria, qualifications, and procedures for hiring are clearly stated and publicized. Applicants who do not meet minimum qualifications are not considered for employment. A well-defined process for establishing equivalency exists and is under the purview of the Academic Senate. Screening committees are participatory in nature and include a broad representation of college constituent groups including discipline or service specific expertise. The faculty at Columbia College plays a significant role in the selection of new faculty. All screening committee members receive training to ensure the hiring process is an informed process and applied fairly and lawfully.

Job applicants are assessed on a pre-determined hiring criteria based on programmatic needs which are established through program review and other data sources. Decisions to create new positions or fill existing positions include critical input from the Academic and Classified Senates. The integration of a "staffing plan" with the college strategic planning process will ensure that positions support and contribute to the college mission and goals.

Planning Agenda – III.A.1.a

- Continue to develop Staffing Plan.

■ **III.A.1.b** – The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary – III.A.1.b

The personnel evaluation processes at Columbia College are contained in the Yosemite Faculty Association (YFA) [IIIA8] and California School Employees Association (CSEA) Chapter 420 [IIIA9] bargaining unit contracts for faculty and classified staff respectively. The evaluation process for management employees is established in the *YCCD Leadership Team Handbook* [IIIA10]. The evaluation process for each employee group includes criteria, procedures, and timelines. Participation in each of the evaluative processes is also appropriate and well defined.

Faculty are evaluated on performance of their professional responsibilities as stated in their assigned duties. The supervising dean coordinates the faculty evaluation process [IIIA42, IIIA43]. The source of the evaluation includes administrative, peer, and student reviews as well as a self-evaluation. The evaluation is conducted by a team which includes the administrator and two faculty peers. The evaluation team conducts performance observations and may also review course materials, syllabi, clinical responsibilities, and other professional activities. During the performance observation, peer evaluators [IIIA44] use four categories—1) organization, 2) presentation, 3) instructor-student interaction, and 4) content—to assess the effectiveness of instructional faculty. A similar set of criteria has been designed to evaluate the effectiveness of non-instructional faculty and for faculty teaching online courses a process with a set of criteria has also been developed. Student evaluations [IIIA45] are administered as well during the semester of the evaluation.

The immediate administrator compiles the evaluation material and prepares an evaluation report reflecting the results of the evaluation process. If any deficiencies are found in the course of the evaluation process, the development of a professional improvement plan is required. Probationary faculty are evaluated annually and tenured faculty members are evaluated every three years. Adjunct faculty are evaluated in their first semester of employment and then once every six semesters thereafter [IIIA8]. The administrator is responsible for monitoring and completing all faculty evaluations.

Classified employees are regularly evaluated under the terms of their bargaining unit contract [IIIA9]. Probationary classified employees are evaluated at least twice during their first year of service and permanent classified employees are evaluated every other year. The evaluation of classified employees is conducted by the employee's immediate supervisor. The evaluation process and rating instrument [IIIA46] used to assess effectiveness is consistent across the college and district. A performance improvement plan with timelines is created for any evaluative item found to be less than satisfactory.

Administrators are evaluated regularly [IIIA10]. In fall 2008, the process for evaluating the performance of leadership team members (managers) [IIIA47] was revised and is now set to a three-year cycle. However, managers are evaluated every year on a one-on-one basis with their direct supervisor. Faculty and classified staff reporting to or working closely with a manager under evaluation are given an opportunity to contribute to the evaluation process by completing a staff input form.

Managers in their first year of employment are evaluated twice during the year. On the third year of the evaluation cycle, the process includes a confidential evaluation survey sent out broadly to subordinate employees, colleagues, and campus representatives. The survey used to measure the effectiveness of management employees is consistently applied across the district.

At a small college, an employee's scope of duties can be quite broad and may consist not only of departmental, but institutional responsibilities. Professional institutional responsibilities might include serving on college- and district-wide committees, participating in the college governance process, and contributing to college initiatives. The expectation for participation in institutional responsibilities and activities is stated in a position's detailed job description [IIIA38, IIIA48]. As such, fulfillment of these responsibilities can be used to assess effectiveness of faculty, staff, and management.

The YCCD Office of Human Resources (HR) tracks and monitors the completion of management and classified evaluations. HR sends notification to supervising managers within 90 days of an evaluation due date, providing detailed information regarding the evaluation cycle for each employee. Managers are expected to complete evaluations in a timely manner and forward them promptly to HR. In the event a supervisor or manager has not completed the evaluation, the appropriate next-level administrator is notified. Per the California School Employees Association agreement, classified evaluations that are more than 30 days past due be deemed satisfactory [IIIA9].

Self Evaluation – III.A.1.b

The college meets this standard. The college has a system of evaluation in place for all employee groups that is consistent, based on specific criteria designed to measure effectiveness, and tied to a schedule of regular and stated intervals. Employees are assessed in their performance of their job duties and responsibilities as stated in their job description.

As of January 2011, the completion rate over the last three years for faculty evaluations was 100%, with only a few delays [IIIA49]. This is strong evidence of the institution's commitment to the quality of its academic programs and services. According to HR records, the completion rate at Columbia College for management evaluations was 88.8% and for classified staff evaluation 57.8% [IIIA50]. Completing classified evaluations on schedule remains a challenge. The college recognizes the importance of completing evaluations on time and is working to increase monitoring efforts and completion rates.

The college uses the results of employee evaluations to encourage and facilitate professional improvement and to strengthen the effectiveness of the institution. A meeting to discuss the evaluation results is held between the employee and supervisor to discuss job performance and to set goals for the coming evaluation period. The preparation and monitoring of a performance or improvement plan is a condition of the evaluation process for any deficiencies that might be found. A written plan with goals and objectives is developed, along with established timelines and scheduled follow-ups. The institution's strong commitment to its goal of quality personnel is further evidenced by the review of all employee evaluations by the college president prior to forwarding evaluations to HR for placement in the employee's personnel file.

Planning Agenda – III.A.1.b

- The college needs to develop a systematic and reliable mechanism to track evaluation progress for faculty, administrators, and staff. Responsible parties need to be identified for staff, faculty, and administrators.

III.A.1.c – Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary – III.A.1.c

The college has a centralized structure for the coordination of student learning outcomes (SLOs). Faculty, staff, and administrators have been educating themselves and developing SLOs since the spring of 2006. A collaborative team, the SLO Workgroup, [IIIA51] has been assembled to guide the college through the process of SLO training, development, and management. This group is the college focal point for the coordination of activities relating to SLOs and includes faculty, staff, and administrators. To further SLO efforts campus-wide, peer mentors are also in place to directly help faculty and staff on a one-on-one or small group basis.

The peer SLO Mentors assist all faculty and staff in their efforts to identify, refine and manage SLOs. Emails are sent out to the college community [IIIA52] to offer assistance with SLO development, implementation, and assessment. Evidence of the collaboration and deep thinking about how well students are learning in courses and programs can be found in the *SLO Log Book* [IIIA53]. This log book documents all meetings the peer mentors have with staff and faculty as they work together on SLOs.

The culture promoted by the SLO Workgroup and peer mentors is one that encourages a collective stewardship of student learning outcomes for the college. All departments, instructional and non-instructional, are responsible for the development of SLOs. There is a wide range of involvement in the SLO Assessment Cycle [IIIA54] depending on the department or program and its size and scope. For example, instructional departments rely primarily on faculty, while service areas are more likely to utilize staff, administrators, and non-instructional faculty.

The SLO Tool [IIIA55] is the access point for the college to work collaboratively on the development, sharing, management, and revision of SLOs. This web-based application was launched in the fall of 2010. Anyone with Yosemite Community College District (YCCD) network access can view all SLOs for the college.

The SLO Tool documents improvements in student learning. Two fields exist within the tool to document improvements to teaching and learning. First, each SLO has a specific field to document the analysis for each assessment. Any given course, program, or award may have multiple SLOs and each SLO may have multiple assessment approaches associated. Each assessment has a specific field to capture the analysis for a given assessment.

Additionally, a specific field has been added to capture "other" improvements to teaching and learning that are often associated with the ongoing cycles of SLO development, review, and revision. These "other" improvements are not necessarily directly associated with a specific assessment, but are considered equally important to the SLO culture of the college.

The effectiveness of SLOs is evident in a growing number of faculty evaluations. As part of the "self evaluation" component of the faculty contract evaluation process, faculty in the Vocational Education Division respond to SLO progress. This practice is encouraged for all faculty. In fact, the SLO Tool

allows faculty or staff to easily identify improvements to teaching and learning in either the "analysis" or "improvements achieved" fields. Examples of such improvements include the following: 1) improvements to exams, assignments, and class activities in Computer Science 10 [IIIA56], 2) use of an embedded tutor in Child Development 1 [IIIA56], 3) changing from a simple checklist to a rubric to evaluate portfolios in Child Development 116 [IIIA56], and 4) revisions to course objectives in Biology 10 (Human Anatomy) [IIIA56].

Self Evaluation – III.A.1.c

The college meets this standard. Thoughtful and collaborative processes have been created to ensure that appropriate development, management, and participation relating to SLOs are well understood by the college. This has been accomplished through the efforts of the SLO Workgroup and SLO Mentors and continues to be the college's approach.

Participation in the SLO process is a college-wide effort, as evidenced by the involvement of all instructional and non-instructional departments and services. Institutional SLOs [IIIA57] help to keep a college-wide focus and encourage dialogue and collaboration between various departments and services. As the SLO process evolves, departments are linking their SLOs to the institutional SLOs. The Business Office and Child Care Center are examples of services that have linked their SLOs to the institutional SLOs [IIIA55].

Assessment of progress toward the achievement of student learning outcomes is associated with the faculty evaluation process for a growing number of faculty. This is not uniformly practiced throughout the college, but is considered a standard practice for faculty in the Vocational Education Division.

Planning Agenda – III.A.1.c

* Discuss the associations between student learning outcomes and the self-evaluation component of the faculty evaluation.

III.A.1.d —The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary – III.A.1.d

Adherence to a professional code of ethics is a value embedded in the institution and can be found as a guiding principle throughout the organization. Setting the tone at the top, the YCCD Board Policy and Procedures [IIIA58, IIIA59] provides a written code of ethics, standard of practice, and civility for the Board of Trustees. The same policy of civility has also been implemented for all district personnel.

The bargaining units provide ethics statements to further uphold professionalism and civility. Leadership Team members use as a guiding document, the Association of California Community College Administrators Statement of Ethic*s* and is included in the Yosemite Community College District (YCCD) *Leadership Team Handbook* [IIIA10]. It is part of the evaluation criteria for management employees. Faculty are guided by a Statement of Professional Ethics contained within the *Faculty Contract* [IIIA8]. The code is made up of five broad major statements pertaining to the principles and conduct faculty are expected to uphold. The classified contract [IIIA9] does not include a statement of ethics, but Article 17 insures a safe and civil working environment for all classified staff and are further guided by the state-wide California School Employees Associaton *Code of Ethics* [IIIA60], which applies to each CSEA Chapter and all members.

The Columbia College Mission Statement [IIIA2] and Vision Statement [IIIA61] echo the institution's deep-seated commitment to professional and ethical behavior and call for an acceptance of personal responsibility and accountability. These statements reflect the district mission, vision, and core values that also support a culture of appreciation, professionalism, and civility [IIIA62].

Self Evaluation – III.A.1.d

The college meets this standard. A written code of ethics is upheld for all employee groups and is supported by the planning statements of the district and college. The Columbia College Statement of Core Values [IIIA63] has directive language such as value, promote, commit, accept, and embrace that further supports professional ethics. In fact, the collegiality and professionalism core value states that "We value kindness and respect in all our interactions. We support, promote and demonstrate understanding, civility, cooperation and mutual respect among all of its employees, students, and community members." The culture at Columbia College reflects these values and takes pride in coming together to best serve students.

Planning Agenda – III.A.1.d

None at this time.

III.A.2 – The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary – III.A.2

Columbia College uses the college integrated planning process to determine the appropriate levels for its programs and services. Data from program review and other internal and external information sources is used as evidence to develop college unit plans. External data including labor market information, demographics, and information from local high schools is brought into perspective for the college using the *Institutional Effectiveness Report* [IIIA17]. Staffing needs are tied to unit plan projects and activities and prioritized at the department and division level. These needs are then compiled in the Columbia College *Staffing Report* [IIIA22]. This document identifies staffing requests from the unit plan database and identifies the unit plan project that the position would address. Decisions regarding the organizational structure of the college's administration and management are also based on information from the unit planning process.

Both the Academic and Classified Senates have a process for developing and submitting recommendations for hiring priorities within their constituent group. As prescribed by the *Faculty Hiring Proposal Criteria* [IIIA34], any new faculty position needs to be identified in a current unit plan and supported by recent program review information. Additional data elements are required such as labor market trends, budget capacity, and ties to the college *Educational Master Plan* [IIIA5, IIIA6]. The *Classified Senate Hiring Prioritization Process* [IIIA24] relies on similar criteria, which references the unit plan, program review, and other data-based evidence.

The college uses other pertinent information to determine appropriate levels of staffing for its programs and services. These include legal requirements such as full-time faculty obligation, labor market requirements, grant requirements, budget capacity and funding trends, and fulfillment of the college mission and goals as contained in the *Educational Master Plan* [IIIA5, IIIA6]. The necessary academic and professional qualifications for faculty, staff, and administrators is determined as part of the planning and hiring process.

The following table presents the college's unduplicated student headcount and staffing census for the past five fall semesters:

Columbia College	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Unduplicated Student Headcount	3368	3415	4137	4442	3754[1]
Full-Time Faculty	50	49	49	49	46
Hourly Faculty	108	112	112	114	115
Full-Time Counselors	3	3	3	3	2
Hourly Counselors	2	3	4	6	5
Executive Administrators[2]	5	6	4	6	6
Certificated Management	1	1	1	0	0
Classified Management	15	15	14	14	13
Permanent Classified	48	48	48	49	46
Hourly Classified	16	11	24	16	22
Student [3]	83	78	70	77	96

[1] Preliminary student headcount, CCCCO student demographic data unavailable at time of writing [IIIA7, IIIA64].
[2] Executive administrator positions include the college president, vice president and dean positions.
[3] The college utilizes student employees where appropriate throughout the institution. Gaining valuable practical experience, students may be employed as tutors in the Academic Achievement Center, as student teacher aides in the Child Development Center, and as student firefighters at the college Fire Station.

California Education Code obligates community college districts to offer 75% of their instruction by full-time faculty. Each year, the state Chancellor's Office establishes each college district's "Full-Time Faculty Obligation Number" (FON). Districts failing to meet their FON are subject to penalties. Under adverse economic conditions, the law permits penalties to be deferred until funding to hire additional faculty becomes available. The full-time to part-time ratios for Yosemite Community College District (YCCD) and Columbia College for the past five years are as follows:

YCCD FTO Ratios	2006	2007	2008	2009	2010
Full-Time Faculty %	70	69	65	65	63
Part-Time Faculty %	30	31	35	35	37

Columbia College FTO Ratios	2006	2007	2008	2009	2010
Full-Time Faculty %	64	64	58	60	56
Part-Time Faculty %	36	36	42	40	44

Despite a ratio of less than 75/25, the district met its 2010 FON target requirement of 293 full-time faculty [IIIA65] established by the California Community Colleges Chancellor's Office. Due to economic times, the district's FON has not been increased by the state since 2008. This is a clear indication of the uncertainty the economy has had on community college operations throughout the state.

Self Evaluation – III.A.2

The college meets this standard. The college integrated planning process provides a staffing plan that is appropriate to support its programs and services. The college's hiring and evaluation processes ensures

its faculty and staff are appropriately prepared with the academic qualifications and professional experience to support the college mission, vision, and goals. The college assesses the effectiveness of its organizational structure and staffing through multiple measures such as program review, student learning outcomes (SLOs), measurements of student success [IIIA66], and other data-driven evidence the institution uses as part of its integrated planning process [IIIA4, IIIA67].

The institution has suffered substantial cuts in funding while at the same time experiencing an increase in student enrollment. In response to reduced funding, a hiring freeze has been implemented and the college has not filled many vacant positions over the past several years.

The college tracks full-time faculty positions on its website [IIIA68] to maintain visibility regarding trends in faculty staffing over time. Since 2006, the college's full-time staffing level has declined for faculty, classified positions, and classified managers. For a small college, the effect from the loss of these positions reverberates across the institution. The college has implemented efforts to gain greater efficiency in the delivery of programs and services such as increasing class size and the addition of web-based services. Through the dedication of Columbia College's faculty and staff, many have readily assumed additional responsibilities to ensure students continue to receive high quality programs and services. Under current conditions, existing staff are stretched to a point that is not sustainable and the college is limited in its ability to expand services and programs.

Planning Agenda – III.A.2

- Continue to develop Staffing Plan.

III.A.3 – The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary – III.A.3

Yosemite Community College District (YCCD) Board Policy and Procedures guide personnel processes and actions. Personnel policies are established under the governance of district Board Policy 4000 series. Board personnel policy and associated procedures are available online from the Board of Trustees website [IIIA69]. In addition to publication on the web, personnel policies and procedures are referenced in bargaining unit agreements, hiring guidelines, and readily accessible through the YCCD Office of Human Resources.

A participatory process is used to develop district policies and procedures. The YCCD Policies and Procedures Committee is comprised of representatives from both college Academic Senates, the California School Employees Association, the Yosemite Faculty Association, the Leadership Team Advisory Council, and the YCCD Chancellor's Office which conducts a review on an ongoing basis. Policies undergoing current review can be viewed on the YCCD Board Policy and Procedures webpage [IIIA70]. The review process [IIIA71] is initiated when updates are received from the Community College League of California or if there is a request from an internal or external source. Regardless of how the process begins, all constituent groups will have an opportunity to review policies and procedures before a final draft is sent to the District Council and/or chancellor. When a personnel policy or procedure is created or modified, the committee also consults with representatives from the Office of Human Resources and with district legal counsel.

Policies are submitted to the Board of Trustees for adoption and require a first and second reading for public comment. The item is then adopted if a majority of the board approves. Procedures, on the other hand, do not require board action and are approved by the chancellor who then submits to the board as an information item only [IIIA71].

To ensure policies are adhered to equitably and procedures administered consistently, the YCCD Office of Human Resources (HR) provides trainings to managers on personnel topics such as sexual harassment and the hiring process. HR staff are also available on an on-going basis to answer questions and provide guidance and support to supervising employees working with personnel issues.

Self Evaluation – III.A.3

The college meets this standard. College representatives from all constituent groups participate in the district committee that reviews and develops personnel policies and procedures. The process also allows policies and procedures to be initiated from the various constituent groups. The district website provides easy access to personnel policies and procedures for information and review [IIIA70]. In addition, employees receive training and information in areas such as sexual harassment and the hiring process. This helps ensure that policies and procedures regarding personnel are equitably and consistently applied.

Planning Agenda – III.A.3

None at this time.

III.A.3.a – The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary – III.A.3.a

The college adheres to YCCD Board Policy 4200 (Recruitment and Hiring) [IIIA72] to ensure fairness in its employment practices. The YCCD promotes itself as an Equal Opportunity Employer (EEO) and publishes its EEO status on job announcements and employment applications [IIIA38, IIIA25].

To ensure fairness is applied during the hiring process, the YCCD Office of Human Resources publishes an EEO handbook that is available to participants on screening committees. In addition to the handbook, screening committee members receive EEO training [IIIA73] prior to participating in the hiring process.

Self Evaluation – III.A.3.a

The college meets this standard. The college adheres to established recruitment and hiring policies. As part of the hiring process, information and training in fair employment practices is provided to all screening committee members. Any questions are directed to the YCCD Employment Manager.

Planning Agenda – III.A.3.a

None at this time.

■ **III.A.3.b** – The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary – III.A.3.b

The Yosemite Community College District (YCCD) Office of Human Resource maintains the security and confidentiality of personnel files and employee information. Personnel files are kept in locked fireproof file cabinets in the Human Resources Coordinator Office. Human Resources (HR) utilizes Matrix, an electronic document imaging and file management system. Only HR staff are given authorization to access personnel records scanned into Matrix. YCCD Board Policy 4009 [IIIA74] governs the treatment and release of confidential information providing additional protection of personnel records. The treatment of personnel records are also addressed in the bargaining unit agreements the district holds with the Yosemite Faculty Association [IIIA8] and California School Employees Association [IIIA9].

Employees may view their personnel file by appointment at the YCCD Office of Human Resources. Personnel records are viewed in the presence of a HR staff member. To facilitate Columbia College employees' access to their personnel records, an accommodation has been made allowing employees the opportunity to view their file at the Columbia College President's Office under the supervision of the president's executive assistant. Records are then returned once the record has been viewed.

Self Evaluation – III.A.3.b

The college meets this standard. Personnel records are secured and employee information is kept confidential. Columbia College employees have the opportunity to access their own personnel files by either making an appointment with HR or through the Columbia College President's Office.

Planning Agenda – III.A.3.b

None at this time.

■ **III.A.4** – The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary – III.A.4

The institution fosters an appreciation for diversity and equity. The Yosemite Community College District (YCCD) demonstrates an understanding and concern for equity and diversity through the policies and practices it has institutionalized. The district's commitment to diversity is stated in Board Policy 4000 [IIIA40], It states, "The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students." Board Policy 4017 [IIIA75] and 4018 [IIIA76] address non-discrimination and sexual harassment in the workplace and also have procedures for resolving complaints. YCCD Board Policy 4200 [IIIA72] establishes fair hiring practices. Other board policies support the district's concerns to address specific issues.

The Board of Trustees annually identify *Special Priorities* [IIIA77]. For the 2010-11 academic year, two of the priorities were devoted to promoting a diverse workforce and a commitment to serving the diverse communities of the YCCD. The district was awarded a national equity award for its long held "Beyond Tolerance" [IIIA78] initiative and established the YCCD as a model institution for inclusiveness and mutual respect.

Training is provided for employees in regard to specific issues of equity and diversity. The Equal Employment Opportunity training for all members of screening committees promotes an understanding of equity and diversity across the institution. Training from the staff diversity office on sexual harassment and discrimination is given to supervisory staff every two years as mandated by California Assembly Bill 1825 [IIIA79]. The training provides:

- Information and practical guidance regarding federal and state statutory laws about sexual harassment.
- Information about the correction of sexual harassment and the remedies available to victims of sexual harassment.
- Practical examples aimed at instructing supervisors in the prevention of sexual harassment, discrimination, and retaliation.

At Columbia College, an appreciation of diversity is fostered through the inclusion of diversity in the institution's key planning statements and is demonstrated through daily practices. A celebration of diversity is part of the Columbia College Mission Statement [IIIA2]. The college also envisions itself as responding to the needs of its diverse communities and deepens its commitment through its core values [IIIA63] and practices [IIIA6]. Maintaining a professional and diverse staff and a dedication to tolerance and mutual respect can be found as college goals in the *Educational Master Plan* [IIIA5, IIIA6]. The college also sponsors special events such as "Black History Month" [IIIA80] and "Women's History Month" to deepen the appreciation of diversity in the staff, student body, and the broader community it serves.

Self Evaluation – III.A.4

The college meets this standard. The district and college demonstrate through its policies and practices an appropriate understanding of and concern for issues of equity and diversity. Nearly 90% of the respondents to the 2010 Faculty/Staff Survey [IIIA81] agreed that the college fulfills its mission of celebrating diversity. Another 89% agreed the college uses delivery modes and teaching methodologies that reflect the diverse needs of its students. Over 80% of the respondents to the 2010 Student Survey [IIIA41] agreed the college fulfills its mission of diversity and over half agreed Columbia College helped them understand people of diverse cultures, values, and ideas.

Planning Agenda – III.A.4

None at this time.

III.A.4.a – The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary – III.A.4.a

The college maintains programs that reflect and support the diversity of its students, staff and community. Displays and events such as those surrounding "Black History Month," [IIIA80], "Women's History Month," "Disability Awareness Week," [IIIA82] and the maintenance of a Native American Roundhouse [IIIA83] contribute to a more profound understanding and a greater appreciation for equity and diversity. The college supports the Civic Engagement Project [IIIA84] to engage the college and community in a broad dialogue on a number of diverse issues. Presentations directed through the Civic Engagement Project were temporarily suspended in the fall of 2009 due to reductions in state funding. Discussions are ongoing as to how and when the college will resume these activities.

Creating and maintaining a positive work environment is one of the Columbia College Goals [IIIA28] that the college strives to achieve in order to support diverse personnel. The college takes pride to attract and retain qualified and highly professional employees and several strategies have been employed by the college to achieve this goal.

> *Goal 4 - Quality Staff*
> *Columbia College provides a positive work environment that is successful in attracting and retaining highly professional and diverse staff.*
>
> *Strategies to Achieve the Goal*
> 1. *Provide training for instructors and staff that illustrates new possibilities for incorporating innovative technology into instructional programs and support services.*
> 2. *Provide a mentor program for all new employees.*
> 3. *Seek funds to further professional development activities.*
> 4. *Foster collaboration among faculty, staff, and students by providing opportunities to meet and discuss ideas.*
> 5. *Design a process to recruit and retain qualified candidates.*

The strategies to achieve a positive work environment are supported by a collaborative effort of several programs, practices, and services. Incorporating innovative technology is supported through the Technology and Media Services Department [IIIA85] as well as the Title III grant [IIIA86]. Mentoring programs for faculty and classified staff are established by the respective senates. The Academic Senate has initiated a "mentor and mentee" program [IIIA87] for new full-time faculty and the Classified Senate has New Employee Mentoring guidelines in the addendum [IIIA88] of their *Classified Senate Constitution and Bylaws*. Professional development activities on campus are offered through committees such as the Academic Wellness Educators and Student Learning Outcomes Workgroup as well as funding from the Vocational and Technical Education Act. Collaboration is fostered campus-wide and involves participation from faculty, staff, and administration from the hiring process, to the retention and continued support of the institution's diverse personnel. The YCCD Office of Human Resources supports college personnel by providing Equal Employment Opportunity training for all members of screening committees to promote an understanding of equity and diversity.

Self Evaluation – III.A.4.a

The college meets this standard. The college works diligently to maintain appropriate programs, practices and services that support its diverse personnel and student body. In order to support its diverse personnel, Columbia College Goal 4 provides strategies for a positive work environment to attract and maintain qualified and professional employees. Through the efforts of the Academic and Classified Senates along with several committees and technology resources, the needs of personnel are addressed. The YCCD Human Resources Employment Manager coordinates the recruitment and retention of historically underrepresented groups. In addition, the college campus schedules events to celebrate the diverse community of Columbia College such as "Black History Month."

Planning Agenda – III.A.4.a

None at this time.

■ **III.A.4.b** – The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary – III.A.4.b

The Yosemite Community College District (YCCD) evaluates employment equity and diversity. To assess its record in these areas, the YCCD Office of Human Resources (HR) utilizes a confidential data sheet [IIIA89] to track applicant ethnicity, gender, and disability for all positions. Utilizing data on employee demographics, HR prepares annual Equal Employment Opportunity reporting documents [IIIA90].

The following tables present the race, ethnicity, and gender characteristics by percentage of Columbia College's faculty and staff in relation to the institution's primary service area and student population as of fall 2009 [IIIA7, IIIA17, IIIA64].

Race & Ethnicity	CC Faculty & Staff	Primary Service Area	Student Population
White, non Hispanic	70.1%	82.5%	63.2%
White Hispanic		9.6%	
Non-white Hispanic	4.8%	0.4%	11.1%
Black or African American	0.6%	1.8%	4.3%
American Indian or Alaska Native	1.5%	1.6%	1.8%
Asian	1.5%	1.4%	1.5%
Native Hawaiian and other Pacific Islander	0.3%	0.1%	0.8%
Filipino	0.3%	NR	0.7%
Two or More Races	NR	2.6%	0
Unknown	21%		16.6%

Gender	CC Faculty & Staff	Primary Service Area	Student Population
Males	40.4%	51.1%	47.3%
Females	59.6%	48.9%	52.7%

The demographics of the college's primary service area are not racially or ethnically diverse, with over 92% of the service area population identifying themselves as white or white Hispanic. Because the majority of applicants for positions at Columbia College come from its primary service area, a concerted effort is made to attract candidates from diverse backgrounds and underrepresented groups outside the service area. Positions at the college are advertised broadly [IIIA91] and through a variety of avenues such as the district website, publications, state- wide job fairs, and the registry for California Community Colleges. However, it has been noted that due to current economic and housing market conditions, candidates from all backgrounds have been reluctant to relocate.

Self Evaluation – III.A.4.b

The college meets this standard. The records of employment equity and diversity are assessed by HR [IIIA90]. The college's workforce is more representatively diverse than the communities it serves. The college is committed to continuing its effort to recruit professional and diverse employees. The mission statement for Columbia College speaks to this commitment and "celebrates diversity" in its program and services, and entire campus community.

Planning Agenda – III.A.4.b

None at this time.

■ **III.A.4.c** – The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary – III.A.4.c

Students and personnel are treated in accordance with Yosemite Community College District (YCCD) Board Policy and Procedures. The YCCD governs the fair and equitable treatment of students and personnel through established policies and procedures [IIIA70]. Any form of discrimination is forbidden and enforced through clearly defined complaint resolution procedures.

The Board of Trustees is guided primarily by two policies. Board Policy 7715 (Code of Ethics and Standards of Practice) [IIIA58] lists in first bullet point that board members shall "act only in the best interest of the community" and furthermore maintain a collegial atmosphere where respect and communication are upheld. Board Policy 7710 (Conflict of Interest) [IIIA92] provides consistency in decisions. In addition, Board Policy 7717 (Civility) [IIIA59] maintains an environment of fairness and respect. The same civility policy for the board is also applied to personnel in Board Policy 4217 (Civility) [IIIA59]. Board Policy 4000 (Commitment to Diversity) [IIIA40] promotes a culture of understanding and fosters awareness on the treatment of individuals. Policies on non-discrimination (4017) and sexual harassment (4018) further demonstrate that the institution subscribes to integrity.

A culture of civility is established for students as well. Board policy on student equity [IIIA93] and standards of conduct [IIIA94] establish an environment that nurtures student success. The *Student Equity Plan* [IIIA95] at Columbia College further addresses the integrity of the institution in the following areas: 1) access, 2) course completion, 3) English as a second language and basic skills completion, 4) degree and certificate completion, and 5) transfer. Board policies on non-discrimination (equal opportunity) and prohibition of harassment are also in place to promote an environment that is positive and free of intimidation.

Ethic statements provided by bargaining units further demonstrate the institution's integrity. The Association of California Community College Administrators Statement of Ethics is included in the *Leadership Team Handbook* [IIIA10]. A Statement of Professional Ethics is included in the faculty association contract [IIIA8], which contains five statements to guide faculty conduct. A statement is not included in the contract for classified employees, but Article 17 ensures a working environment that is safe and civil; however, the California School Employee's Association Code of Ethics [IIIA60] further guides each chapter and its members within the state.

Self Evaluation – III.A.4.c

The college meets this standard. Policies and procedures are in place to ensure integrity in the treatment of personnel and students. These policies and procedures provide the foundation for an academic environment that is fair, collegial, positive, civil, and safe which are all factors vital to the integrity of the institution and how individuals are treated. The district website lists board policy and procedures. The ethic statements provided by the bargaining units subscribe to integrity as well. In addition, the college mission [IIIA2] is "dedicated to high standards" as well as "high quality programs and services" and as the last sentence states, "We strive for excellence, foster a spirit of professionalism and celebrate diversity."

Planning Agenda – III.A.4.c

None at this time.

III.A.5 – The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary – III.A.5

Columbia College is an institution that envisions developing a passion for lifelong learning [IIIA61]. Consistent with the vision statement, the college provides all personnel with opportunities to participate in professional development activities. The institution's capacity to sponsor individual professional development activities has dwindled with the elimination of state staff development funds and a shrinking college budget. However, maintaining its commitment to professional development, the college has expanded its offerings of on-site professional development activities and crafted them to specifically meet the teaching and learning needs of a larger number of faculty, classified, and management employees.

YCCD Board Policy 4104 [IIIA96] directs the college's academic staff to participate in professional improvement. During the course of an academic year, faculty are able to participate in workshops and trainings offered, professional development cohorts, and one-on-one and group training on a variety of topics such as student learning outcomes [IIIA97], pedagogy [IIIA98], online instruction [IIIA99] and basic skills [IIIA100]. Pursuant to the faculty contract [IIIA8], faculty members are also afforded opportunities to participate in three leave of absence programs for the purpose of professional improvement—sabbatical leave, professional improvement leave, and professional leadership leave. Additionally, Vocational and Technical Education Act (VTEA) funds are utilized by the college to keep faculty and staff up-to-date on topics relevant to supporting federally identified VTEA Core Indicators. These activities are identified in the college *VTEA Plan* [IIIA101].

The college utilizes a Flexible (Flex) Calendar as provided by the State of California through California Code of Regulations (CCR) Title 5 §55720. The purpose of the Flexible Calendar program [IIIA102] is to provide time for faculty to participate in development activities that are related to staff, student, and instructional improvement. Flex activities provide instructionally focused professional development for faculty at Columbia College. Approved activities may be directed toward course instruction and evaluation, staff development, program and curriculum development, student personnel services, learning resource services, and departmental or division meetings as well as conferences and workshops.

Self Evaluation – III.A.5

The college meets this standard. All college personnel are provided appropriate opportunities to participate in professional development and the college identifies teaching and learning needs from data derived through its planning processes. Data from internal and external sources associated with topics such as student preparedness, workforce trends, emerging technologies, and state and federal mandates also helps the college identify professional development requirements. In addition, dialogue through the Academic Senate, Classified Senate, and Leadership Team provides valuable input allowing the college to address the training needs of its employees. Currently, there is not an active committee for professional development to oversee and implement a college Staff Development Plan.

Planning Agenda – III.A.5

- Re-establish the Staff Development Committee to develop a comprehensive Staff Development Plan and processes for the college.

III.A.5.a – The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary – III.A.5.a

Columbia College plans and offers a variety of professional development activities tailored to meet the needs of its faculty, classified staff, and management. Prior to the start of the fall and spring semesters, the college devotes a Flex Day to provide venues for institutional dialogue, training, and exchange of ideas. Flex Day activities are generally devoted to workshops, focused dialogue, or breakout sessions. Examples of Flex Day activities [IIIA103] include workshops and breakout sessions to discuss and improve college-wide processes such as strategic planning, student learning outcomes (SLOs), matriculation, and accreditation.

Flex activities also include adjunct in-service meetings which convene [IIIA104] prior to the start of each semester. These meetings are designed to give administrators, staff, and full-time faculty the opportunity to collegially exchange information and ideas with adjunct faculty. Activities at adjunct in-service meetings have included a wide range of presentations and interactive sessions. The spring 2011 adjunct in-service [IIIA105] was hosted by the Columbia College Academic Senate. Topics for the session included SLOs, instructional technology, the Instructional Materials Center, special programs, Health Services, the Academic Wellness Educators (student success), and the Academic Senate. These opportunities extend institutional dialogue and keep adjunct faculty connected to the Columbia College culture.

The institution maintains a budget to support Academic Senate professional development. Activities supported on an annual basis include Academic Senate for California Community Colleges (ASCCC) Plenary Sessions and the annual ASCCC Curriculum Institutes. Both faculty and staff participate in these activities. In addition, faculty leaders have attended the Faculty Leadership Institute and Accreditation Institute also hosted by the ASCCC.

Classified staff are also provided opportunities for professional development. Classified staff attend and present at Flex Days and other college trainings and workshops. As an example, classified members served as key presenters in a series of student success workshops during spring of 2011 [IIIA106]. The college and district supports the continuing professional development of classified staff by providing for the reimbursement of eligible course fees and the adjustment of a classified employee's work schedule to allow staff members to attend class or other professional development activities [IIIA9].

Management employees, after five or more years of Leadership Team service may request up to 40 days of paid education leave to participate in graduate level study or independent research and travel. To be approved, the leave must further the goal of strengthening the institution's programs and services. Managers are eligible for an annual reimbursement of up to $750 for professional development expenses. Managers are also encouraged to attend college sponsored professional development activities and to participate in educational leadership organizations to enhance their professional skills and build a professional network of colleagues.

Academic Wellness Educators (AWE) [IIIA107] activities provide professional development for the college. Utilizing funds from the Basic Skills Initiative (BSI), Vocational and Technical Education Act (VTEA), and institutional resources, annual AWE plans provide a wide range of professional

development activities for faculty and staff. Activities identified in the 2010-2011 *AWE Plan* [IIIA108] include: disability awareness, teaching and learning activities, health and wellness activities, curriculum development, and collaborative teaching opportunities. The primary focus of the AWE Teaching and Learning Focused Inquiry Groups (FIGs) is to support staff and faculty to create the best possible learning environment for students. The AWE Committee is founded on the belief that time for conversation and collaboration can yield highly effective (and often free) solutions to campus challenges. For example, during the spring semester of 2011 the Teaching and Learning FIG sponsored "Brown Bag Andragogy Discussions" (BBADs) and "Open Classroom" weeks. The "open classroom" weeks allow instructors to invite visitors (faculty and staff) to their classroom. The Teaching and Learning FIG has offered a variety of opportunities including visits to other campuses, bringing experts to campus to share ideas, and utilizing on-campus experts as teachers.

Professional development is an important element of the college *VTEA Plan*. Funds are used to send area faculty to appropriate conferences in their field and to stay up-to-date with current technologies and initiatives in each of the vocational areas. VTEA also supports the annual Instructional Skills Workshop (ISW). The ISW is held at an off-campus location prior to the beginning of the fall semester and is an opportunity for faculty to problem solve, discuss, and work on issues facing the vocational division. In fall of 2010 the invitation list was expanded to include faculty from Arts and Sciences as well as Student Services to recognize that support from these areas is essential to enhancing students' success. The results so far have been impressive, including development and launch of a new guidance class focused on vocational programs, renewed energy in the AWE Teaching and Learning FIG, increased use of embedded tutors in vocational classes, and a project which is assessing the level of academic skills students need to succeed in vocational programs. The topic and content of the ISW is planned with input from the division about what they are excited to work on.

A federal Title III grant [IIIA86] awarded $2 million to support distance education and establish a Columbia College Development Office [IIIA109]. Starting in October of 2008, this grant offered numerous opportunities for faculty to obtain professional development related to online education [IIIA110]. This includes technology and online pedagogy and access to a full-time Distance Education Coordinator and peer support. Faculty can develop fully online or hybrid online courses using the Learning Management System, Blackboard. A 30 hour cohort training is provided and includes a four day intensive training (available in May or August) where topics range from online development training to special topics based on request and need. All training includes effective practices, embedding basic skill techniques, and universal design strategies. Other teaching and learning opportunities include guest speakers, one-on-one appointments, Friday drop-in times, just-in-time trainings, and lunch workshops.

Student learning outcome (SLO) workshops [IIIA52] for faculty and staff are provided regularly to help sustain a culture that is engaged and informed on topics and strategies focused on the development, improvement, and management of SLOs. The SLO Workgroup [IIIA51] keeps a record of such activities on its SLO Planning Chart and Timeline [IIIA111] and SLO Mentors meet one-on-one or in small groups to assist faculty and staff in personalized SLO training [IIIA53].

Other professional development activities are also available for all personnel. Every year CPR and First Aid sessions are conducted for employees needing certification along with AED training. There is also a presentation given on safety and emergency response as needed. Personnel with responsibilities pertaining to accounting, purchasing, and budget management received specialized training as well.

Self Evaluation – III.A.5.a

The college meets this standard. Columbia College provides professional development activities to meet the needs of all personnel–faculty, staff, and management. The SLO Workgroup, AWE Committee, and Title III grant have also created unique and vibrant learning opportunities. These on-campus professional development activities have served two purposes. First, the activities have provided development opportunities to meet the needs of personnel. Second, the activities are focused on improving student success at the college. During restrictive budget times, the college community has efficiently and effectively planned meaningful professional development opportunities on campus while still providing support for off-campus activities that are essential to meet personnel needs.

Planning Agenda – III.A.5.a

- Re-establish the Staff Development Committee to develop a comprehensive Staff Development Plan and processes for the college.

III.A.5.b – With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary – III.A.5.b

Professional development activities are evaluated by the college. Typically, a written or online survey or evaluation form is used to collect feedback from participants. This information is reviewed and used to strengthen the professional development program. For example, a pre and post survey was used with faculty participating in the distance education professional development cohort [IIIA112]. The results of the survey are analyzed by the Columbia College Office of Institutional Research and the Distance Education Coordinator to gauge how effective the 30-hour training was in increasing faculty members skills and abilities in developing and teaching in the online environment. Adjustments in the training are made based on feedback from the survey.

The Academic Senate Council conducted an online survey and collected written feedback from the spring 2011 adjunct in-service [IIIA105]. After gathering results, this information was shared and then utilized to plan for the next adjunct in-service. Other groups on campus also use a variety of evaluation tools to assess programs for improvement.

AWE is strengthening evaluation of professional development activities. Typically surveys are used to assess the effectiveness of the activities offered. Reports are made to the AWE Steering Committee, presented in the annual plan, and often highlighted on the website in the "On the Road" section [IIIA113].

The effectiveness of VTEA funded professional development activities are reported in annual VTEA reports as well as in faculty self evaluations as part of their formal evaluation process. The results of the Instructional Skills Workshop (ISW) are measured according to the progress that has been achieved as a result of the event.

Distance education is evaluated through the Title III grant. The professional development opportunities provided are assessed in a variety of ways such as learning outcomes surveys, pre and post surveys, and demonstrations of the innovative projects developed in the cohorts. Faculty that have received training from the professional development activities have in turn applied their knowledge and expertise by conducting training workshops to share their innovative projects. This has been a valuable "authentic" assessment to the professional development and the teaching and learning community here at Columbia College.

SLO Workgroup trainings [IIIA114] are assessed through the SLO Workgroup Planning and Timeline [IIIA111] and the SLO Tool [IIIA55] along with the *Rubric for Evaluating Institutional Effectiveness* provided by the Accrediting Commission for Community Junior Colleges [IIIA115]. Using these three items together has guided the SLO Workgroup in providing relevant workshops throughout the year based on the needs of the campus community. It has also provided direction to the SLO Mentors when meeting with programs and individuals to determine what level has been achieved on the rubric and the next steps to be taken in the SLO process. Vocational Educational faculty have also assessed their SLO improvement and/or involvement in the self-evaluation component of the faculty evaluation process.

Relevance and success of professional development activities is also gauged by the rate of participation. Columbia College professional development activities engage a high rate of participation [IIIA116] from all employees, particularly In-Service and Flex Days at the beginning of each semester. The College Council (the participatory governance committee) acts as the Flex Committee [IIIA117] that annually reviews and approves Flex activities for the college. During the 2009-2010 academic year, a group of faculty, staff, and administrators convened to discuss the development of a college Staff Development Plan that would function to oversee and coordinate the wide range of professional development activities that occur throughout the campus [IIIA118].

Self Evaluation – III.A.5.b

The college meets this standard. The college evaluates professional development activities and uses that information as basis for improvement. The impact of on-campus professional development activities has changed the face of Columbia College. The work of the AWE Committee has resulted in Columbia College being recognized as one of the Hewlett Leaders of Student Success in 2008. This award recognized the exceptional work Columbia College has done to enhance student success across our campus through the various professional development activities that are provided. The federal Title III grant that awarded $2 million to support distance education, has provided faculty and staff instructional technology training to improve online teaching and learning as well as service delivery. In addition, VTEA activities and the SLO Workgroup trainings evaluate results to provide improvement to professional development activities; however, having a Staff Development Plan would address the lack of coordination and systematic evaluation of professional development activities.

Planning Agenda – III.A.5.b

- Re-establish the Staff Development Committee to develop a comprehensive Staff Development Plan and processes for the college.

III.A.6 – Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary – III.A.6

Human resource planning is tied to institutional planning through the Columbia College Strategic Planning Process Cycle. Using data from program review and other internal and external information sources, personnel needs are identified and prioritized through the unit plan process. Requests for personnel are tied to unit plan projects and activities in support of the college's *Educational Master Plan* [IIIA5, IIIA6]. Personnel requests are prioritized at the department, division, and college level. Hiring priorities are based on requirements established from data and input during the unit planning process. Unit plan projects and activities must be tied to one or more of the ten college goals.

Additional criteria influencing the prioritizing of personnel decisions may include enrollment management factors, ability to maintain a target ratio of full-time to part-time faculty, grant program requirements, legal and regulatory requirements, safety, and the maintenance of on-going operations. An example of these criteria is the hiring of a Columbia College Development Director and Distance Education Coordinator to fulfill the objectives of the Title III grant which also meets the Columbia College "Fiscal Resources" Goal to provide a flexible, stable funding base.

The college additionally gauges its effective use of human resources by measuring how well the college is meeting the objectives of its major planning documents and the college goals. Results of the evaluative process are also used to inform the development of unit plan projects and activities, which comprise the institution's basis for improvement [IIIA4].

Self Evaluation – III.A.6

The college meets this standard. Through the college strategic planning process, human resource planning is integrated with institutional planning. Human resource priorities are founded on the results of the unit planning process and in support of the college's major plans. To be considered, all personnel requests must be included in the institutional planning process. The effective use of the college's human resources is systematically conducted. The results of the evaluation are used as a basis for improvement and to support students.

Planning Agenda – III.A.6

None at this time.

Standard III.A – List of Evidence

IIIA1   Columbia College Evaluation Report Fall 2005
IIIA2   Mission Statement
IIIA3   YCCD Equivalency Policy and Procedures
IIIA4   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IIIA5   2008-2015 Educational Master Plan
IIIA6   2010 Educational Master Plan Update and Addendum
IIIA7   CC Institutional Research Office Staffing Census Reports - Fall 2006–Fall 2010
IIIA8   Yosemite Faculty Association (YFA) Contract
IIIA9   California School Employees Association Chapter 420 (CSEA) Contract
IIIA10   Leadership Team Handbook
IIIA11   California Community Colleges Chancellor's Office (CCCCO) Minimum Qualifications for
          Faculty and Administrators in California Community Colleges, March 2010
IIIA12   California Code of Regulations Title V, Sections 53400-53430
IIIA13   California Education Code Chapter 2.5 Section 87350-87360
IIIA14   California Community Colleges Chancellor's Office (CCCCO)
IIIA15   Board Policy 4204 - Classification Review
IIIA16   YCCD Classification Review
IIIA17   Institutional Effectiveness Report (IER) Fall 2009
IIIA18   Unit Planning Tool (UPT) Login
IIIA19   Unit Plan Project Summary Report
IIIA20   Unit Plan Project Detail Report
IIIA21   Unit Plan Project Ownership Report
IIIA22   Columbia College Unit Plan Staffing Report, Spring 2011
IIIA23   Faculty Hiring Prioritization Process
IIIA24   Classified Hiring Prioritization Process
IIIA25   YCCD Human Resources Homepage
IIIA26   The Hiring Process - Equal Employment Opportunity Handbook
IIIA27   Instructions for Committee Hiring Process
IIIA28   Columbia College Goals
IIIA29   Classified Senate Minutes
IIIA30   Classified Position Request Form
IIIA31   Academic Senate Minutes
IIIA32   Academic Senate Minutes, 9-18-09
IIIA33   Example of Faculty Hiring Priorities Proposal
IIIA34   Academic Senate Criteria for Faculty Hiring Proposal
IIIA35   YCCD Request to Announce [position vacancy] Form
IIIA36   YCCD Request for New Position
IIIA37   MOU/Faculty Representation on All Screening Committees 10-27-04
IIIA38   Vacancy Announcement - Biology Instructor 2011-2012
IIIA39   Reference Check Form
IIIA40   Board Policy 4000 - Commitment to Diversity
IIIA41   Fall 2010 Student Survey
IIIA42   YCCD Faculty Evaluation Report Forms
IIIA43   YCCD Faculty Evaluation Timelines
IIIA44   YCCD Faculty Evaluation Peer Observation Forms

IIIA45 YCCD Faculty Evaluation Student Evaluation Forms

IIIA46 YCCD Employee Performance Report - Classified

IIIA47 YCCD Management Appraisal Instrument

IIIA48 Human Resources Current Leadership and Classified Classifications Links

IIIA49 Faculty Evaluation Completion Data

IIIA50 Leadership Team and Classified Evaluation Completion Data

IIIA51 Student Learning Outcomes (SLO) Workgroup Webpage

IIIA52 Examples of SLO Emails Sent College Wide

IIIA53 Student Learning Outcomes (SLO) Mentor Activity Log

IIIA54 Student Learning Outcomes (SLO) Assessment Cycle

IIIA55 Student Learning Outcomes (SLO) Tool login

IIIA56 Examples of Improvements Related to SLOs

IIIA57 College-wide Student Learning Outcomes

IIIA58 Board Policy 7715 - Code of Ethics Standards of Practice

IIIA59 Board Policy 7717/4217 - Civility

IIIA60 Code of Ethics, California School Employees Association (CSEA)

IIIA61 Vision Statement

IIIA62 YCCD Strategic Plan 2007-2015, Updated Spring 2011

IIIA63 Core Values

IIIA64 California Community Colleges Chancellor's Office (CCCCO) Data Mart: Student Demographics

IIIA65 Final 2010 YCCD Full Time Obligation 75/25 Summary

IIIA66 Accountability Report for California Community Colleges (ARCCC)

IIIA67 Columbia College Program Review on the Integrated Planning Homepage

IIIA68 2009-2010 Annual Enrollment Management Report (Number of Full-time Faculty, page 6)

IIIA69 YCCD Board of Trustees Webpage

IIIA70 YCCD Board Policy & Procedures Webpage

IIIA71 YCCD Policy & Procedure Review Process - 2011

IIIA72 Board Policy 4200 - Recruitment and Hiring

IIIA73 YCCD Equal Employment Opportunity Training Form

IIIA74 Board Policy 4009 - Release of Confidential Information

IIIA75 Board Policy 4017 - Nondiscrimination

IIIA76 Board Policy 4018 - Sexual Harassment

IIIA77 YCCD Board of Trustees 2010-11 Special Priorities

IIIA78 YCCD Wins National Equity Award, 2002 Press Release

IIIA79 California Assembly Bill 1825

IIIA80 Black History Month 1-2010 Press Release

IIIA81 2010 Faculty/Staff Survey

IIIA82 disAbility and Health Awareness Fair Flyer

IIIA83 Campus Tour - Mi Wuk Roundhouse Webpage

IIIA84 Civic Engagement Event Press Release, Wild & Scenic Film Festival

IIIA85 Technology & Media Services Webpage

IIIA86 Title III Grant Proposal and Award

IIIA87 Academic Senate Mentor and Mentee Program Information

IIIA88 Classified Senate Constitution and Bylaws Addendum

IIIA89 YCCD Human Resources Confidential Data Sheet

IIIA90 2009-2010 Equal Employment Opportunity Fall Report with Past Nine Years

IIIA91 Examples - Broad Advertising of Vacancy Announcements

IIIA92   Board Policy 7710 - Conflict of Interest
IIIA93   Board Policy 5300 - Student Equity
IIIA94   Board Policy 5500 - Standards of Conduct
IIIA95   Student Equity Plan, January 2005
IIIA96   Board Policy 4104 - Professional Improvement
IIIA97   Flex/In-Service Activities on SLO
IIIA98   Flex/In-Service Activities on Pedagogy
IIIA99   Flex/In-Service Activities on Online Instruction
IIIA100   Flex/In-Service Activities on Basic Skills
IIIA101   Vocational and Technical Education Act (VTEA) Plan
IIIA102   Flexible Calendar Homepage
IIIA103   Flex Day Agendas
IIIA104   Adjunct In-Service Meeting Agendas
IIIA105   Spring 2011 Adjunct In-Service Meeting, 1-5-11 - Agenda and Supporting Documentation
IIIA106   Student Success Workshops Schedule Spring 2011
IIIA107   Academic Wellness Educators (AWE) Website
IIIA108   Academic Wellness Educators (AWE) 2010-2011 Plan
IIIA109   Development Office Website
IIIA110   Distance Learning Faculty Resources Website
IIIA111   Student Learning Outcomes (SLO) Workgroup Plan and Timeline 2008-2010
IIIA112   Pre and Post Survey of Faculty in the Distance Education Professional Development Cohort
IIIA113   Academic Wellness Educators (AWE) "On the Road" Webpage
IIIA114   Student Learning Outcomes (SLO) Workgroup Trainings
IIIA115   Accrediting Commission for Community and Junior Colleges (ACCJC) Evaluative Rubric
IIIA116   In-Service and Flex Day Sign-In Sheets
IIIA117   College Council Meeting Minutes, 4-1-11
IIIA118   Staff Development Plan

STANDARD III.B – Physical Resources

Physical Resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Descriptive Summary – III.B

Physical resources at Columbia College support a culture of student learning. The college is located on 280 acres in the historic Mother Lode of the Sierra Nevada foothills. Situated among conifers and hardwoods surrounding a four and a half acre lake, the college provides a comprehensive program of academic and vocational education in what has often been described as one of California's most beautiful campuses. Columbia College has purchased property in Angels Camp (Calaveras Education Site) and is pursuing land or property acquisition in or near the City of Oakdale for two future education sites. The college also has a use agreement with the United States Forest Service to offer instruction at the High Sierra Institute at Baker Station in the Stanislaus National Forest.

Physical resource planning is included in the Columbia College Strategic Planning Process Cycle [IIIB1]. The major documents used for physical resource planning and management are the Columbia College *Facilities Master Plan* (FMP) [IIIB2], the *Campus Master Plan* (CMP) [IIIB3], the *Technology Plan* [IIIB4], and the *Distance Education Plan* [IIIB5]. Columbia College has hired an architectural firm to facilitate the update of the FMP and has established a committee to review the needs of the college identified from several campus forums. The update to the *Facilities Master Plan* will combine the current FMP and the CMP with the priorities identified from the college community. Future sites in Angels Camp and the City of Oakdale will also require the college to update the FMP. These college plans support the Columbia College *Educational Master Plan* (EMP) [IIIB6, IIIB7], which articulates the college mission, vision, core values, guiding principles, goals and strategies, and unit plans.

The YCCD Central Services Facilities Planning and Operations (FPO) unit [IIIB8] provides support services to the college major facilities and supplies the college with maintenance, grounds, and custodial services. The FPO is directly responsible for oversight of the college's construction and modernization projects and is the contact for regulatory agencies. The FPO and the college work in partnership through participation on the Columbia College Facilities Committee [IIIB9] and engage in regular dialogue to identify and address the college's immediate facilities needs as well as plan for the college's future physical resource requirements.

In November 2004, the voters of the Yosemite Community College District (YCCD), which includes Columbia College and Modesto Junior College, approved a $326 million general obligation bond, Measure E [IIIB10], to improve and construct educational facilities at both colleges and the YCCD Central Services. Columbia College was allocated approximately $52 million dollars of Measure E funds. The college has used its share to fund eleven projects from the college *Facilities Master Plan*. The impact of Measure E to Columbia College cannot be overstated, resulting in the largest build out for the college since the campus was originally constructed.

Environmental sustainability is a core value of Columbia College. This value is repeated in the college *Educational Master Plan* and *Facilities Master Plan,* and applied in the guidelines found in the

college *Campus Master Plan*. The college Sustainability Committee is a standing sub-committee of the Facilities Committee. Large and small facilities projects are designed with an eye toward "green" solutions. Columbia College is very proud that the recently completed Child Development Center is the first facility for the district to achieve the Green Building Council's Leadership in Energy and Environmental Design (LEED) certification [IIIB11].

In 1968, college founders envisioned a campus with building structures made of wood and stone, reflecting the unique natural setting. They created a physical environment that is an integral part of the students' learning experience at Columbia College. The founders' original vision has endured and is evidenced by the college community's deep sense of stewardship and the care and commitment by which the college plans and uses its physical resources.

Self Evaluation – III.B

The college meets this standard. Using the college's planning documents, the institution has maintained the natural physical environment while planning for future growth. With the update of the *Facilities Master Plan*, Columbia College continues to plan for large capital projects while also taking in consideration the sustainability of the environment and the *Educational Master Plan*. A strong partnership between Facilities Planning and Operations and the campus community through the Facilities Committee has provided the oversight and care for immediate and future physical resources.

Planning Agenda – III.B

None at this time.

■ **III.B.1** – The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary – III.B.1

Providing a safe and supportive learning environment is fundamental to the college core values and is included as one of the ten college goals outlined in the *Educational Master Plan* [IIIB12]. Goal 9, Facilities, states that "Columbia College is committed to the development and maintenance of functional, accessible and safe facilities and ground that are aesthetically pleasing and in harmony with the environment." Working in partnership with the district Facilities Planning and Operations (FPO), there are processes and committee support in place to ensure the safety and adequacy of the college's facilities.

The college is regularly evaluated by outside agencies regarding the safety of its facilities. The Valley Insurance Program Joint Power Authority (VIPJPA) conducts a biennial safety inspection [IIIB13] to identify and assess safety risks at all district sites, including Columbia College. The inspection is conducted using defined safety criteria and it evaluates and rates the college against the criteria, issuing specific recommendations for improvement when appropriate. The college has consistently responded promptly to the report's recommendations and rectified any identified risk. There is also an annual inspection of the college's buildings by the County Fire Marshal [IIIB14] and any findings are quickly remedied. In addition, FPO staff conduct regular safety inspections of the college's fire extinguishers and elevators.

College employees continually evaluate the sufficiency of facilities. During the course of their duties, FPO staff visually inspect the college's facilities for safety concerns and maintenance needs. College staff members also have access to a computerized facilities work order system to enter maintenance requests. Safety items are given top priority in the FPO work order system. A history report [IIIB15] can be generated from the work order system to track maintenance trends and requirements.

The college has a long-standing and active campus Safety Committee [IIIB16] with broad representation from across the college. The Safety Committee assesses and identifies hazards and provides a framework for the improvement of the overall safety of the college environment. The committee brings recommendations to improve the safety of the college facilities directly to the college Facilities Committee. The college prepares an annual *Safety Report* [IIIB17], in response to safety criteria established by the United States Department of Education and compliant with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistic Act {20 U.S.C. 1092(f)}.

The Columbia College Facilities Committee [IIIB9] collects data on the sufficiency and condition of college facilities. With broad representation from college administration, faculty, classified staff, students, and FPO staff, information on the condition and efficacy of the college's facilities is made available through shared information, dialogue, and resulting recommendation. The inspections, work order history report, and feedback from the Facilities Committee are then used to develop the college's maintenance priorities and inform the *Five Year Scheduled Maintenance Plan* [IIIB18] submitted to the state for funding.

An annual inventory is conducted of the college's classrooms, lecture halls, laboratories, and other facilities and is entered into the state community college system's Facility Utilization Space Inventory

Option Net (FUSION) program. The FUSION system tracks data such as the age of buildings, room type, square footage, TOP codes, number of teaching stations, etc., which results in an annual *Space Inventory Report* [IIIB19]. The report's inventory data is analyzed to determine both the sufficiency and efficiency of the college's space utilization and becomes a key element in the development of the college's *Five Year Construction Plan* [IIIB20]. This plan determines what type of additional space is needed, based on the college's enrollment and current facility use. The *Five Year Construction Plan* is a key evaluative tool the college uses as a measure of how effectively the college's facilities are meeting the needs of its programs and services.

College programs and services identify facility needs through data derived from program review [IIIB21] and other information sources, which is then used to inform the annual unit planning process [IIIB22]. This planning process provides the college with information on how well current facilities are serving the needs of the college and which programs and services are growing and may require additional physical resources. Another data source, used to determine how well the college's physical resources meet the current and future needs of its programs and services, is the college *Institutional Effectiveness Report* [IIIB23], which provides information on demographic trends, economic and labor market climate, and student enrollment patterns.

Columbia College offers a small number of classes at off-campus locations. For the fall 2010 semester, only 17 credit sections and 16 non-credit sections were offered off campus [IIIB24]. These off-campus classes were held at a variety of sites, including local high schools, churches, fitness and yoga centers, and community halls. Rented on a semester-by-semester basis under a *Facility Use Agreement* [IIIB25], these sites are not serviced by FPO or campus security staff. The college also has a use agreement with the United States Forest Service to offer instruction at the High Sierra Institute at Baker Station [IIIB26]. As part of the use agreement, Baker Station is inspected and serviced by college FPO staff. Since it is designated a historic site and located at 6200 feet elevation, the annual maintenance requirements of Baker Station are significant.

With the passage of Measure E, the college recently purchased property in Angels Camp to construct and open a Calaveras County Education Site. The site will be Columbia College's first owned and operated off-campus site. Prior to purchasing the property in Calaveras County, the college leased commercial space in Angels Camp. The college terminated the lease agreement in 2009, pending construction of the new Calaveras site. Upon completion, the college and district will be providing maintenance and security support to the new facility.

College equipment is maintained and monitored with respect to need. During the annual inspection [IIIB19] of facilities for preparation of the *Space Inventory Report*, the FPO staff complete visual inspections for possible replacement and repair needs of major facility and equipment items, such as roofs and HVAC systems. This information is collected for inclusion in the college *Five Year Scheduled Maintenance Plan* [IIIB18].

Instructional and operational facility remodel needs are identified by college programs and services on a regular basis and are identified during the college planning cycle. Programmatic facility remodel needs are entered into annual college unit plans by faculty and staff. The unit plans are used by college departments and programs to identify projects that address one or more of the ten college goals [IIIB12]. *Unit Planning Reports* [IIIB27, IIIB28, IIIB29] show all unit plan projects for the college. Facility remodel items are prioritized for inclusion in the budget development process. Unit plan projects involving requests for equipment or facilities are also identified in the *Equipment and Facilities*

Report [IIIB30] located on the college integrated planning homepage [IIIB31].

The institution physically supports its distance education requirements from a variety of sources. The primary mode of distance delivery is through the internet. Yosemite Community College District (YCCD) provides the infrastructure, such as DSL lines, hosting servers, and the annual contract with the online classroom management system, Blackboard. To build its on-campus distance education capacity, the college applied for and received a $2 million Title III grant [IIIB32]. Over the course of the grant term, nearly all of the college's classrooms will be upgraded with instructional technology to allow for technology supported face-to-face and distant course delivery. Through the college's *Technology Plan*, *Distance Education Plan*, and unit plans, technology and equipment needs are identified. These items are prioritized and purchased as either one-time or on-going as funds become available.

Self Evaluation – III.B.1

The college meets this standard. Yosemite Community College District (YCCD) Board Policy and Procedures [IIIB33, IIIB34, IIIB35, IIIB36] builds a foundation for providing safe and sufficient physical resources at Columbia College. The college's processes for planning and evaluation assure physical resources are used to provide for the quality and integrity of its programs and services. The current campus and all off-site locations the college uses are considered in the college's strategic planning processes. Because the college does not own its current off-campus sites, they do not factor into the college *Space Inventory Report* or *Five Year Construction Plan*. When the new Calaveras Education Site comes on line, it will be the first Columbia College off-campus site.

The college maintains and monitors the college's physical resources through collaboration with the FPO and the college's Facilities and Safety Committees. The district and college's schedule of multiple inspections ensures a safe working and learning environment. Columbia College students agree. Based on the results of the fall 2010 Student Survey [IIIB37], 83% of respondents stated that they are satisfied with campus safety. The district and college are committed to providing clean and well maintained facilities. Approximately 88% of the students responding to the fall 2010 Student Survey expressed satisfaction with the cleanliness and appearance of campus facilities.

The FPO work order system identifies maintenance needs, which can be sorted out by building or facility, skilled trade, safety, etc. For accountability, the report includes the date the maintenance item was reported and the date of repair. The FPO staff regularly conduct visual safety and maintenance inspections of college facilities.

Planning Agenda – III.B.1

None at this time.

■ **III.B.1.a** – The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary – III.B.1.a

The majority of Columbia College's main campus buildings were constructed in the 1970s and early 1980s. In 1991, the Oak Pavilion was completed, providing a multi-use building currently housing the Health and Human Performance Department, Athletics, and Emergency Medical Services (EMS) Program. Tamarack Hall, the college Learning Resource Center, often referred to as the library, opened in 2003 and also houses Technology and Media Services, the Instructional Technology Center, and faculty offices.

The completion of the *Facilities Master Plan* in 2004 revealed a beautiful campus comprised primarily of 30 plus year-old buildings. Demonstrating institutional commitment to its physical resources, the college sought support to improve its facilities through Measure E, the YCCD $326 million general obligation bond. Columbia College has used its share, approximately $52.4 million dollars, to construct new buildings and also modernize existing facilities [IIIB10, IIIB38].

Columbia College Measure E Bond Projects	Budget	Status
Secondary Access Road	$520,163	Complete
Bus and Truck Service Loop/Disabled Parking Lot	680,962	Complete
Site Power Infrastructure *		Complete
Public Safety Center Modernization	2,804,882	Complete
Bike Lanes & Pathways	650,000	Programming
Parking Lot	1,378,726	On Hold
Madrone Modernization – Mahogany, Auto Tech & Welding Lab	3,433,102	Complete
Child Development Center – Maple & Laurel Buildings	9,158,388	Complete
Science & Natural Resources Building – New Construction (Est. Completion June, 2011)	22,422,313	Construction
Manzanita Modernization	2,832,388	Programming
Calaveras Education Site	7,554,269	Programming
Oakdale Education Site	1,000,000	Site Acquisition
Total Columbia College Measure E Budget	$52,435,193	

*Site Power Infrastructure was proportionally funded from the budgets of the three projects it supported.

The completion of the *Five Year Construction Plan* based on enrollment and cap load ratios and the *Space Inventory Report* gives the college data on how well it is utilizing its facilities. Prior to the passage of Measure E [IIIB10], Columbia College had completed the comprehensive facility planning process identifying projects and priorities. When bond funds became available, the college was ready to proceed. The college's preparation combined with a favorable economic climate for construction has resulted in Measure E projects finishing on schedule [IIIB38] as well as on or under budget. A planning committee guided the programming and design of each project included in the college Measure E capital construction program. Committee membership included representation of faculty, staff, and administration from the program and service areas affected by the project.

Equipment replacement and maintenance requirements are identified through the college's planning

process. Program and services equipment needs are brought forward through the college unit plans [IIIB27, IIIB28, IIIB29]. The college *Equipment and Facilities Report* [IIIB30] draws directly from the unit plan database to specifically identify equipment and facility needs put forth by the college. Unit planning integrates input from program review and other internal and external data sources. Planning information for the college's facilities such as space utilization and scheduling efficiency are collected through the program review process and *Enrollment Management Plan* [IIIB39]. All needs, including equipment, are prioritized for funding as resources become available.

The college infrastructure is maintained by the Facilities Planning and Operations (FPO). The FPO staff use annual inspections for preventative maintenance and the work order process to track requests for services, repairs, deficiencies, and upgrades. These requests are identified and prioritized through the work order process. The replacements and upgrades of technology are evaluated and performed by the Columbia College Technology and Media Services staff and a tiered computer replacement plans implemented as identified in the *Technology Plan* [IIIB4].

The college community takes the stewardship of its physical resources very seriously. An ongoing and lively dialogue regarding the effectiveness of college physical resources is advanced across the campus through the college's planning and resource committees. The Facilities Committee [IIIB9] meets monthly with membership from college students, faculty, classified, administration, and representatives from the FPO. The committee is charged with reviewing college facility issues and formulating resource recommendations to the College Council and the college president.

The college established a taskforce to update the *Facilities Master Plan* (FMP) in January 2011. The committee charge is to review and update the plan based on input from campus forums held in the fall of 2010 to identify future facility needs. The committee meets regularly and is working directly with an architect to plan the future of the Columbia College campus [IIIB40, IIIB41].

Self Evaluation – III.B.1.a

The college meets this standard. The college evaluates the effectiveness of its facilities and equipment through several avenues. Information garnered from program review and the *Institutional Effectiveness Report* provides data on the adequacy of current physical resources to anticipate future requirements. The *Five Year Construction* and *Maintenance Reports* are used to analyze the efficiency and sufficiency of facility usage and to identify future needs.

Replacement and maintenance of equipment is determined through program review and unit planning to ensure priorities are addressed. The college further evaluates its need for and use of technology resources through the technology and distance education planning process. The college's Facilities, Technology, and Distance Education Committees establish standards necessary to support the college's programs and services.

The *Facility Master Plan* and *Campus Master Plan*, in support of the college *Educational Master Plan* (EMP), guide facility planning at Columbia College and serve as the blueprints for Columbia College's Measure E building program. The FMP was developed in 2004 and the *Campus Master Plan* (CMP) [IIIB3] was completed in March 2007 during the initial phase of the Measure E program. The CMP identifies building zones and provides design guidelines for the college. The college began conducting a comprehensive update [IIIB40, IIIB41] to its *Facilities Master Plan* (FMP) in fall 2010 to ensure that the

plan is in full support of the college's current *Educational Master Plan*.

Surveys completed by students, faculty, and staff reflect the college's satisfactory management of its physical resources in a manner that effectively supports its programs and services [IIIB37, IIIB42].

Planning Agenda – III.B.1.a

None at this time.

■ **III.B.1.b** – The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary – III.B.1.b

The college is aware of and addresses its unique access challenges for students and staff. The age of buildings and a mountainous terrain present particular challenges for campus accessibility. For example, the Alder and Cedar buildings both house a classroom that is not handicapped accessible, leaving these spaces under-utilized. All building projects, including modernization and new construction, are subject to Division of State Architect (DSA) review and approval and are in full American's with Disabilities Act (ADA) compliance. Accessibility is addressed in the college's ADA Access Plan appendix to the college *Campus Master Plan* [IIIB3] and also addresses issues of improved way finding and signage for easier access to college facilities.

One of the college's first completed Measure E projects was the modernization of the disabled parking lot to improve safety and access for disabled students. The college Disabled Students Programs and Services (DSPS) provide a van shuttle service to transport disabled students around campus. The college also has an evening shuttle to provide safe and quick access for students taking night classes. The Columbia College DSPS Director serves as a standing member of the college Facilities Committee to assure access and safety.

The college offers very few sections off the main campus. For the fall 2010 semester, of the 526 sections offered, only 17 credit and 16 non-credit were located at off-campus sites [IIIB24]. The small number of off-campus offerings could likely be a result of course offering cutbacks due to budget reduction, the growth of the college's distance education program, and the impact of the new Measure E buildings coming online. To maintain control of off-campus facilities, a *Facility Use Agreement* [IIIB25] is generated for facilities rented by semester. For longer-term arrangements, the college has in the past entered into lease agreements. This was the case at the Glory Hole Center in Angels Camp. The college terminated the lease in 2009 in anticipation of construction for the new Calaveras Education Site. A use agreement is also in place with the United States Forest Service for the Baker Station High Sierra Institute [IIIB26].

Self Evaluation – III.B.1.b

The college meets this standard. Accessibility is in the forefront of the college's planning. Providing safe and accessible facilities is a *Facility Master Plan* (FMP) [IIIB2] core value and guiding principle and is also supported through the Columbia College Goals (specifically Goal 9, Strategy 2) as outlined in the college *Educational Master Plan*. Consequently, as funds are available, the college and Yosemite Community College District (YCCD) have continually made efforts to improve accessibility. With the elimination of state funded barrier removal projects, the college has relied on Measure E and other appropriate funds to improve access. While the college has made great strides in meeting the accessibility challenges to its campus, barriers do still exist.

With the exception of Baker Station, off-campus sites are not serviced by the FPO staff or Campus Security. A procedure to inspect off-campus sites to assess their appropriateness for instruction would further ensure the quality of the students learning environment.

The DSPS Coordinator, Campus Security, and FPO contribute significantly to the overall maintenance of the campus to ensure access, safety, and security. The campus community works together to provide a safe learning environment for students as well as a secure working environment for all employees.

Planning Agenda – III.B.1.b

None at this time.

III.B.2 – To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary – III.B.2

Instructional staff have access to Datatel reports that provide information on room usage for class scheduling purposes. Each semester, the class schedule is built in the Datatel system. Class sections are assigned classrooms (locations) during this process. Days and times are also specified along with maximum occupancy. A location report, CSAR [IIIB43], can be generated by building, classroom, etc. showing usage by location.

The college uses an online real time Event Management System (VEMS) [IIIB44] to oversee all events, including outside entities. The class schedule from Datatel is downloaded into the VEMS program each term. Authorized staff also enter non-instructional facility usage into VEMS. This is done in a coordinated fashion to ensure that non-instructional or external facility requests do not displace or disrupt instruction to students or related support services. Columbia College instructional programs have priority to facility usage and outside use of facilities requires a facility agreement and proof of liability insurance coverage for protection of the district. A link to VEMS is available from the college website, allowing college staff broad access to the college's facility usage information.

Self Evaluation – III.B.2

The college meets this standard. Facility usage is an important piece of data for planning and helps the college understand its facilities needs and requirements. Facilities usage information garnered by methods outlined above contribute to the annual program review process by which both facilities and equipment use is examined and needs identified. Physical resource needs are prioritized as part of the unit planning process to be considered for resource allocation. The annual *Space Inventory Report* [IIIB19] conducted by the FPO also provides information on how the college is using its facilities, by type of rooms, type of instruction in the room, and room capacity.

Planning Agenda – III.B.2

None at this time.

■ **III.B.2.a** – Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary – III.B.2.a

Capital projects are linked to the college's institutional planning process. Using data from program review [IIIB21] and the *Institutional Effectiveness Report* [IIIB23], facility and equipment needs are identified and prioritized initially through the unit planning process. *Unit Plan Reports* [IIIB27, IIIB28, IIIB29] are available to view various resource requests from departments and programs. A more detailed *Equipment and Facilities Report* [IIIB30] is also available to help separate specific equipment and facility needs from other resource requests found in the college unit plans.

Unit plans are reviewed and reprioritized at the division and college level. During the planning process, the college reviews community demographics and growth trend data found in the *Institutional Effectiveness Report* [IIIB23]. This includes new housing developments, increase or decrease in population, and K-12 enrollment demographics. With a rapidly evolving economic climate, the role of the Columbia College Office of Institutional Research in providing current data is critical. Data from the *Space Inventory Report* [IIIB19] and *Five Year Construction Plan* [IIIB20] is also used in planning for facility development.

Total cost of ownership (TCO) includes the personnel that would be assigned to a facility, ongoing maintenance, and replacement (depreciation) plans for equipment. A recent example of the college's plan for TCO is the programming plan [IIIB45] under development for the new Calaveras Educational Site, which will need faculty, counselors, program support staff, and facility operations staff. In anticipation of the Measure E funded build out on the campus, the FPO prepared a staffing plan [IIIB46] using California Association of School Business Officers standards for facilities staffing per assignable square footage. The plan will be used to expand staffing once funds are available.

When considering TCO, the college has been proactive in avoiding or reducing future costs. The college is committed to sustainable facilities, equipment, and technology and carefully considers life-cycle costs in its capital planning. To minimize future custodial and maintenance cost, FPO staff have been involved in the planning, design and selection of material for the college's new facilities. To maximize future energy savings, the college's new facilities have been designed to LEED certification standards [IIIB47].

Self Evaluation – III.B.2.a

The college meets this standard. The college integrated strategic planning process ensures its long-range capital plans support Columbia College Goals and Strategies found in the *Educational Master Plan*. With the *Facilities Master Plan* and *Campus Master Plan* as guides, the Facilities Committee provides the oversight and utilizes its Safety and Sustainability Sub-Committees to support institutional improvement as stated in Columbia College Goal 9 (Facilities) [IIIB12].

Although the college planning process includes total cost of ownership, implementation of those plans has not always been feasible. A small college with limited resources, Columbia College has consistently been challenged with providing for the total cost of ownership when making large capital expenditures.

For example, with the addition of extra buildings from Measure E, no new staffing has been added. The district has not been able to provide additional FPO staff for maintenance and custodial support. This creates a significant strain on the college and district's existing staff and budget. With current budget restraints, the situation is not likely to improve in the near future.

For large equipment purchases, the college often relies on one-time funding sources such as year-end or grant funds. This practice makes long-term capital planning difficult and makes sustainability uncertain.

Planning Agenda – III.B.2.a

None at this time.

■ **III.B.2.b** – Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary – III.B.2.b

Physical resource planning is linked with institutional planning through the Columbia College Strategic Planning Process Cycle [IIIB1]. The college uses program review, the *Institutional Effectiveness Report*, and the Unit Planning Tool to assess the effectiveness of its physical resource use. This data informs the planning process of priorities for physical resource improvements. The college *Facilities Master Plan* [IIIB2], *Campus Master Plan* [IIIB3], *Technology Plan* [IIIB4], and *Distance Education Plan* [IIIB5] are aligned with the Columbia College Goals and Strategies listed in the *Educational Master Plan* as part of the institution's continuous cycle of improvement.

Physical resource needs for programs and services are based on data collected through facility and equipment usage evaluations reports, unit planning, program review, and other relevant information sources [IIIB1]. Needs are prioritized as part of the college integrated planning process. These priorities are used to make decisions about purchases, such as technology and program equipment. Requests for physical resource improvements or acquisitions must emanate through the college integrated planning process to be considered for funding.

The college Facilities Committee [IIIB9] acts as the primary oversight body and provides recommendations pertaining to facility issues to the College Council and college president. The college's Safety Committee [IIIB16] and Sustainability Committee [IIIB48] are the two standing sub-committees to the Facilities Committee. These committees include representation from all the college's constituent groups. As the participatory governance body regarding facility matters, the Facilities Committee ensures that an ongoing and rich dialogue related to facility issues is conducted across the campus. This dialogue along with the committee's recommendations, are important factors in the institution's overall assessment of the effective use of physical resources at Columbia College.

Self Evaluation – III.B.2.b

The college meets this standard. The college strategic planning process ensures a continuous self-evaluation of physical resources. The use of physical resources to support the needs of programs and services is systematically assessed and measures how effectively needs are being met. Capital funding requests are also aligned with the college's priorities that are identified during the course of the integrated planning process.

Ongoing dialogue is primarily facilitated through participatory governance committees such as the Facilities Committee, Technology Committee, and College Council. Project planning committees, department meetings, and student and staff surveys also contribute to the college's assessment of how well it is using physical resources to meet the needs of its programs and services.

Planning Agenda – III.B.2.b

None at this time.

Standard III.B – List of Evidence

IIIB1   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IIIB2   Facilities Master Plan 2004
IIIB3   Campus Master Plan, March 14, 2007
IIIB4   Technology Plan, Spring 2011
IIIB5   Distance Education Plan
IIIB6   2008-2015 Educational Master Plan
IIIB7   2010 Educational Master Plan Update and Addendum
IIIB8   YCCD Facilities Planning & Operations Organizational Chart
IIIB9   Facilities Committee Bylaws, Revised September 2010
IIIB10   Measure E Bond - Columbia College Program Website
IIIB11   Child Development Center LEED Certification Documents
IIIB12   Columbia College Goals
IIIB13   VIPJPA YCCD Biennial Safety Inspection Report 2009
IIIB14   Columbia College Fire Marshal Report
IIIB15   YCCD Facilities Planning & Operations (FPO) Work Order Report
IIIB16   Safety Committee Minutes
IIIB17   Columbia College 2010 Annual Safety and Fire Prevention Report
IIIB18   Columbia College Five Year Scheduled Maintenance Plan
IIIB19   Columbia College 2010 Space Inventory Report
IIIB20   Columbia College 2010 Five Year Construction Plan
IIIB21   2010-2011 Instructional Program Review Report
IIIB22   Unit Planning on the Integrated Planning Homepage
IIIB23   2009 Institutional Effectiveness Report (IER)
IIIB24   Fall 2010 Class Schedule
IIIB25   Facility Use Agreement
IIIB26   Baker Station Use Agreement
IIIB27   Unit Plan Project Summary Report
IIIB28   Unit Plan Project Detail Report
IIIB29   Unit Plan Project Ownership Report
IIIB30   Equipment and Facilities Report
IIIB31   Integrated Planning Homepage
IIIB32   Title III Grant Proposal and Award
IIIB33   Board Policy 2530 - Weapons on Campus
IIIB34   Board Policy 3660 - Maintenance of Buildings and Property
IIIB35   Board Policy 3900 - Crime Awareness and Campus Security
IIIB36   Board Policy 4001 - Safety
IIIB37   Fall 2010 Student Survey
IIIB38   YCCD Measure E Project Schedule - Updated October 2010
IIIB39   Enrollment Management Plan 2009-2010
IIIB40   Facilities Master Plan Update College-wide Forums - Record of Meeting, 2010-2011
IIIB41   Facilities Master Plan Update College-wide Forums - Email Announcements 2010-2011
IIIB42   Fall 2010 Faculty/Staff Survey
IIIB43   Datatel CSAR Location Report
IIIB44   Virtual Event Management System (VEMS)

IIIB45   YCCD Program Management Plan for Measure E - 9.11, Calaveras Education Site
             Programming Plan
IIIB46   YCCD Facilities, Planning & Operations (FPO) Staffing Plan
IIIB47   Leadership in Energy and Environmental Design (LEED) Certification Standards
IIIB48   Sustainability Committee Minutes

Standard III.C – Technology Resources

▮ **III.C** – Technology Resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Descriptive Summary – III.C

Technology planning at Columbia College is integrated with institutional planning through the college Strategic Planning Process Cycle [IIIC1]. Drawing on data and information as illustrated in the college planning cycle, the college *Technology Plan* [IIIC2] and associated *Distance Education Plan* [IIIC3] are developed in support of student learning and driven by the college *Educational Master Plan* (EMP) [IIIC4, IIIC5].

The college *Technology Plan* is the institution's guiding document for making critical technology decisions and provides the blueprint for the use of technology in support of the college's student learning programs and services. The technology planning process begins with a formal review of district and college current planning documents. The mission and vision statements of the *Technology Plan* are written to align with the Columbia College Mission [IIIC6] and Vision Statements [IIIC7]. The goals of the *Technology Plan* are also aligned with the college goals found in the EMP.

Technology Mission Statement [IIIC2, page 5]
Technology at Columbia College is structured and supported to provide the highest quality technology based services, in the most cost-effective manner, to facilitate the College mission as it applies to student success, faculty instruction, faculty and staff support, administrative functions, and community service.

Technology Vision Statement [IIIC2, page 6]
The successful implementation and maintenance of this Plan will establish a strong technological presence at Columbia College and give the faculty and staff the necessary tools to incorporate technology into instruction and day-to-day operations. It is imperative that Columbia College remains committed to the advancement of technology in order to provide a productive workplace and an exemplary educational environment where our students receive an education that is current both in content and in technology.

Therefore, technology will be designed and supported to:
- *Provide direct, universal and appropriate access to information and instructional technologies by students, faculty and staff to facilitate improved learning and teaching;*
- *Promote students' success in their educational and career goals;*
- *Improve communication, collaboration and coordination among those who enable students, faculty and staff to make the most effective use of technology resources;*
- *Sustain and improve instructional, student and administrative support services;*
- *Promote and expand alternative methods of education that integrate technology into instruction and extend that instruction beyond the physical campus;*
- *Invest in staff development to increase use and application of technology resources.*

The primary mechanism connecting college resource plans, such as the *Technology Plan*, to the strategic

planning and resource allocation processes at Columbia College exists within the Unit Planning Tool (UPT) [IIIC8] and associated unit planning processes. Technology resource needs are identified in the college *Technology Plan* or by departments and programs as specific unit planning project activities. All unit planning project activities are directly linked to one or more of the ten college goals [IIIC9] as identified in the *Educational Master Plan*. This connection to the Columbia College Goals is a key point of integration for all college planning. Technology resource requests incorporated in unit plans are reviewed and included in the annual prioritization of college-wide resource needs. All technology resource requests go through this process.

The Columbia College *Technology Plan* underwent a major revision in January 2011 [IIIC2]. The updated plan was adopted by the College Council in spring 2011, and is designed to meet the technology and media services needs of Columbia College staff, faculty, and students.

The Columbia College Technology Committee provides oversight and guidance [IIIC10] for technology planning at the college. The committee consists of membership from all areas of Columbia College (faculty, staff, and administration), including key personnel from the Technology and Media Services Department and representation from the Distance Education, Facilities, and Safety Committees. As with all institutional planning, plans and recommendations from the Technology Committee are forwarded to the College Council for adoption.

The charge of the Technology Committee is to identify, prioritize and review the technology needs of Columbia College, to maintain the college technology plan, and to guide college-wide technology planning. The evaluation of the college's technology resources for effectiveness is a critical component of the *Technology Plan*. Pages 9 through 17 of the plan provide an analysis of the current technological environment.

Columbia College's Technology and Media Services (TMS) Department [IIIC11] provides daily direct technology support to the college's student learning programs and services. The TMS staff maintain the institution's technology equipment and systems such as computers, phones, printers, media equipment and local networks. In addition to college-based staff, much of the technology in use at Columbia College is provided by and supported through the Yosemite Community College District (YCCD) Department of Information Technology (IT) [IIIC12]. The IT department is responsible for the operations of the district's core servers and their hosted services, such as the installation and maintenance of the Datatel system, networking, email, voice over internet protocol (VOIP) phone system, web hosting, and many more software applications. District IT is also responsible for the installation and maintenance of the college's main technological infrastructure. The Columbia College TMS Department works closely in collaboration with district IT to support and maintain the college's technology resources. Both departments provide ongoing technical assistance and training for faculty and staff.

Self Evaluation – III.C

The college meets this standard. A $326 million general obligation bond, Measure E, provided YCCD with resources to improve and construct new facilities throughout the district. One of the guiding principles listed in the *Program Management Plan* [IIIC13] (page 20) is to "Incorporate state-of-the-art technology in the design of new and existing facilities." As such, funding through Measure E has had a significant impact on the college's ability to employ technology that effectively meets the needs of

its student learning programs and services. Bond funding has allowed YCCD to upgrade technology infrastructure district wide. The college has been able to incorporate state-of-the-art technology in new facilities, as well as those that have been modernized. Section 10.05 of the *Program Management Plan* provides detail regarding technology infrastructure projects totaling $10 million. Projects include, but are not limited to: 1) a primary data center for the district, 2) a secondary data center at Columbia College, and 3) the upgrading of data processing information services and facilities.

The awarding of a $2 million dollar federal Title III grant [IIIC14] in 2008 has significantly changed the technology landscape at Columbia College. One of the primary objectives of this grant is the development of a comprehensive distance education program and accompanying support service which includes the development of online student support services and the upgrade of instructional technology in the college's classrooms.

Planning Agenda – III.C

None at this time.

III.C.1 – The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary – III.C.1

The Columbia College integrated planning process is designed to identify and prioritize the various technology needs of the entire institution. Using this process, Columbia College focuses its technology support in a manner designed to meet the identified needs of learning, teaching, college-wide communications, research, and operational systems.

The Columbia College Technology Committee provides oversight and guidance for technology planning at the college. The committee is a collaborative group whose members represent constituencies throughout the campus. Through this committee, technological needs, concerns, and issues for the campus are discussed and integrated into institutional planning processes.

Information comes to the Technology Committee through a variety of sources. Other campus-wide committees such as the Facilities, Safety, and Distance Education Committees forward appropriate recommendations and concerns to the Technology Committee for inclusion in the technology planning processes. Additionally, when technology related project committees are formed, such as the Web Focus Committee [IIIC15], which was charged with the redesign of the Columbia College website, their findings are brought forward to the Technology Committee.

The unit plan is a critical mechanism used to identify technology needs for the college. Programmatic technological resource requests are identified and made available to the Technology Committee via the college unit plans and associated *Unit Planning Reports* [IIIC16, IIIC17, IIIC18]. These institutional planning reports contain all resource requests for the college, including those of a technological nature. Using these reports, any programmatic requests for technology can be identified, and quickly associated with the project it is supporting.

The Technology and Media Services (TMS) Department is charged with the day-to-day maintenance of technology at Columbia College. Faculty, staff, and administration report problems directly to the department for technical support. The department maintains the instructional technology in all of Columbia's classrooms and conference rooms. The department also assists the college in maintaining the most current and effective technology, and maintains databases [IIIC19] of all technology equipment in order to monitor use, effectiveness, and lifecycle data.

The TMS personnel regularly meet with faculty, staff, and administration to present technology options and gather feedback for lab, classroom, and service area updates. For example, technology staff attend an annual meeting [IIIC20] with the Dean of Vocational Education and Computer Science Department faculty to discuss upgrade options and new software requirements for computer labs for the coming academic year.

The Columbia College Technology and Media Services (TMS) Department also keeps informed through regular attendance of college-wide and district meetings. Department team members have representation on many college-wide committees including the College Council, Technology Committee, Facilities Committee, and new Measure E funded facilities and upgrades.

Connections with the Yosemite Community College District (YCCD) Department of Information Technology (IT) and other district operations are maintained through regular district Technology Committee meetings. By maintaining representation on decision-making committees at the college and at the district, the college TMS Department is able to identify technology support needs as they arise and be aware of new technologies being utilized at other district locations.

In 2008, Columbia College added an Online Services Developer position to its technology support staff. The position was obtained as part of a federal Title III grant [IIIC14] and has been instrumental in meeting the college goal of providing students and staff online access to a full range of support and administrative services. The college's Online Services Workgroup oversees the process for identifying, prioritizing and developing online services. The Online Services Workgroup is comprised of faculty, staff, administrators, the Distance Education Coordinator, and TMS representatives including the Online Services Developer position. The workgroup receives suggestions for new online services from both the department level and from college-wide committees. Since 2008, a number of online resources have been developed and implemented [IIIC21] which include, but are not limited to: 1) online student orientation, 2) Early Alert, 3) online BOG fee waiver application, 3) student email, and 4) online video tutor tips.

The effectiveness of the college's technology resources is evaluated through a variety of mechanisms. Primary evaluative sources include the *Technology Plan* [IIIC2 (page 9–17)], *Distance Education Plan* [IIIC3 (page 11-12)] and *Title III Performance Reports* [IIIC22]. Evaluative feedback is also obtained through various face-to-face trainings, as well as through survey responses obtained from faculty, staff, and students. In 2010, faculty, staff [IIIC23] and students [IIIC24] were surveyed regarding a wide range of campus-wide issues. The Faculty/Staff Survey evaluated issues relating to the effectiveness of Columbia College's technology resources, associated training, information access, as well as the planning and funding processes relating to technological support.

Utilizing the above mentioned resources, the college Technology Committee [IIIC10] systematically evaluates the effectiveness of the college's technology resources. While evaluative information is collected, processed, and shared a formal program review for the Technology and Media Services (TMS) Department has not yet been transitioned to a standardized format for online access. Currently, the formal review of college-wide technology services and performance is captured and shared with the institution through the evaluative portions of the *Technology Plan* [IIIC2 (page 9–17)].

Self Evaluation – III.C.1

The college meets this standard. Columbia College assures the technology support it provides across the institution is aligned with identified needs and evaluated for effectiveness.

Technology needs at Columbia College are identified through a variety of means, and technology based planning for programs and services are integrated with institutional planning through the college Strategic Planning Process Cycle. The identification and prioritization of such needs are facilitated through the unit planning processes and its related reports. The Technology Committee reviews campus-wide technology needs and provides oversight to assure technology resources are used effectively to support the college goals.

At Columbia College, departments, programs, and service areas, as well as individual faculty and staff,

are provided with the technology support necessary to perform their duties effectively. Surveys are periodically conducted to evaluate the effectiveness of technology support on campus which in turn helps to identify areas of need. Results from the 2010 Faculty/Staff Survey [IIIC23] showed 91.3% agreed either "somewhat" (28.3%) or "strongly" (63.0%) that the technology supplied in their office or workstation was adequate for completing their job duties. The same 2010 survey showed that 80.8% of faculty and staff agreed either "somewhat" (35.1%) or "strongly" (45.7%) that training in information access and technology is adequate to meet student needs. Satisfaction was slightly lower when faculty and staff were asked if audio and visual (or media) equipment on campus is sufficient and available when needed. Responses to this survey question showed that while 84.5% of faculty and staff agreed with the statement, only 47.8% agreed "somewhat" with this statement.

Students expressed a similar satisfaction with the application of technology at Columbia College. Eighty five percent of student respondents to the 2010 Student Survey [IIIC24] agreed that Columbia College's classroom technology effectively supports their learning.

Department and program technology requests are reviewed by the college Technology and Media Services Department for appropriateness and effectiveness. However, the department does not use a current program review tool to assess the department's effectiveness.

Planning Agenda – III.C.1

None at this time.

■ **III.C.1.a** – Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary – III.C.1.a

The Columbia College *Technology Plan* and *Unit Planning Reports* map the changing technological needs of the institution. The *Technology Plan* guides decisions regarding how and when to upgrade technology. This document is produced by the Technology Committee to capture the current technological environment [IIIC2 (pages 9–17)] and to bring forward recommendations for change (pages 18–27). As part of the ongoing college Strategic Planning Process Cycle [IIIC1], college management (deans and vice presidents) review recommendations from the Technology Committee and programmatic technology requests in college *Unit Planning Reports* [IIIC16, IIIC17, IIIC18]. These requests are reviewed and prioritized based on demonstrated programmatic needs as identified in program review [IIIC25] and outlined in college unit plans. Appropriate funding resources are aligned with designated needs and an allocation plan is developed.

A mission-based focus for all technology planning is maintained through direct linkage of resource requests to one or more of the ten college goals [IIIC9]. This link occurs through the unit planning process, where all resource requests are associated with projects that are linked to the mission-based college goals [IIIC6].

Technology procurement procedures for the college require a formal review of technology purchases by the Columbia College Director of Information Technology and Media Services (TMS) prior to the initiation of a purchase requisition. This procedure allows the college to maintain system compatibility and standardization with existing technology. In part, this is accomplished by electronic routing of all technology based requisitions through the director.

Facilities projects including new construction, building modernization, and infrastructure improvements are guided by the Columbia College *Facility Master Plan* [IIIC26]. The existing plan was developed in January of 2004 and began a process of revision and review in the fall of 2010. A Facility Master Plan Update Taskforce was charged with identifying the college's facility needs both for the short term, (through 2015) and the long-term (beyond 2015). The updated *Facility Master Plan* will also include prioritization of the remaining Measure E bond and other capital improvement projects that are currently unfunded.

The TMS staff participate on facility project planning committees to inform the process and make certain technology resources planned for each capital project are consistent with the college's technology goals. To further ensure the integration of technology needs with facility planning, the Columbia College Director of Information Technology and Media Services serves as a standing member of the college's Facilities Committee [IIIC27] and the Facilities Master Plan Update Taskforce [IIIC28].

Professional technology support is provided by the Columbia College Technology and Media Services (TMS) Department which upgrades and maintains campus technology in accordance with the college *Technology Plan*. Additionally, technology staff provide timely and reliable "on-call" support to faculty, staff, and student for needs of a more urgent nature.

Technology decisions effecting curriculum or methods of delivery such as online courses are driven by curriculum standards, as defined by the Columbia College *Academic Senate Bylaws* [IIIC29], *Curriculum Handbook* [IIIC30], and *Curriculum Committee Bylaws* [IIIC31]. Since the last comprehensive self study for Columbia College (2005), the faculty and supporting systems have moved to the CurricUNET curriculum management system [IIIC32] to better coordinate and support curriculum needs. The implementation of this technology has greatly improved the level of dialogue and effectiveness of curriculum review.

Previous to the implementation of CurricUNET, formalized dialogue relating to upcoming curriculum proposals was limited. Under the new system, a great deal of dialogue and exchange of ideas occurs prior to the Curriculum Committee meetings. The discussions occur in an online format, and allow for asynchronous exchange of ideas and interaction. As a result of these preliminary discussions, Curriculum Committee meetings are now more productive, taking less time to address simple edits and corrections, and allowing more time for significant, in-depth discussion of curricular issues.

The Columbia College *Distance Education Plan* [IIIC3] establishes the standards, goals, and objectives for the college's distance learning program. Oversight of the college's distance education planning is accomplished by the college Distance Education Committee [IIIC33], which acts as a subcommittee of the college Technology Committee.

The district has standardized distance learning on the Blackboard Learning System. The system is hosted through a contractual agreement between Blackboard and the Yosemite Community College District (YCCD) [IIIC34] in order to maintain reliability and availability of online offerings and to ensure the system is always up-to-date. The Blackboard Learning System is monitored and maintained by Blackboard-hosting services and includes nightly backups of all data. The YCCD Department of Information Technology (IT) maintains the connection between Blackboard and the district Datatel Colleague ERP system. Resources from a Title III grant [IIIC14] allowed for the creation of a Columbia College Distance Education (DE) Coordinator in 2008. The DE Coordinator helps to connect faculty and staff with appropriate resources and training relating to distance education.

Online student services are provided through connectColumbia and include college applications, course registration, current schedule, student educational plans, transcripts, grades, financial aid information, student email account information, and fee payment. The connectColumbia services are provided by the district IT department as part of their on-going support of the Datatel system.

Columbia College is working with the district IT Department to develop a redundant data center for disaster recovery on the Columbia College campus. This data center will serve as a location for off-site backup storage as well as replicated servers for core district services such as email, phone, networking and applications such as Datatel.

Privacy and security are always taken into account when technology is deployed. All systems storing personal or private information are password protected and individual users have their own encrypted logins. The district IT Department has implemented password aging and minimum requirements for password strength to require users to update their passwords every six months.

The institution now utilizes a content management system to maintain the college website. This system, OmniUpdate [IIIC35], allows multiple users to quickly and easily update local webpages. This has greatly improved the ability of the Curriculum Committee to update and share critical processes with

faculty and staff. The Curriculum Committee homepage [IIIC36] now contains an updated *Curriculum Handbook*, meeting agendas and minutes, bylaws, and various curriculum reports. This technological upgrade has greatly improved the sharing and currency of information relating to curriculum.

Self Evaluation – III.C.1.a

The college meets this standard. The institution makes informed decisions about technologies that enhances the college's operations and improve the effectiveness of the institution. Through dialogue and recommendations from college committees, technology decisions are guided by and consistent with the goals and objectives set forth by the Columbia College *Technology Plan* and *Distance Education Plan*. The Technology and Media Services Department assist staff in making technology selections and reviews technology purchase requests to determine if the technology is appropriate for not only the desired task, but also for reliability, standardization, and maintainability.

Columbia College is committed to providing access to education for distance learners. The college's infrastructure is designed and supported to provide a reliable, private, and secure learning environment. To ensure online offerings are reliable, secure, and accommodate the college's curricular commitments, the district has contracted with Blackboard for online course management services. In 2008, Columbia College was awarded a Title III grant to build a comprehensive distance education program. Using resources from this grant, the college hired a faculty Distance Education Coordinator who trains faculty to efficiently and effectively teach courses online using the Blackboard course management system.

Planning Agenda – III.C.1.a

None at this time.

■ **III.C.1.b** – The Institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary – III.C.1.b

Information technology training needs for Columbia College faculty, staff, and students are assessed through a variety of mechanisms. Technology training needs are identified through the college's unit planning process, on-site technology implementations, In-Service Days, and through direct requests via phone or email from students, faculty, staff, or management. Recommendations for training may also be channeled through the college's shared governance committees such as the Technology Committee, Distance Education Committee, and the College Council with training requests coming via constituency representatives.

Training needs are assessed in response to technical changes such as system upgrades or new releases and following the deployment of new technologies. For example, with the installation of new instructional technology in the classrooms such as Smart Boards, a training program was developed [IIIC37]. Benefiting from the day-to-day contact with end users, the college Technology and Media Services (TMS) Department plays a key role in identifying the technology training needs of the institution. The TMS Department also works in conjunction with the Yosemite Community College District (YCCD) Department of Information Technology (IT) to assess and provide training on district-wide technology upgrades and deployments such as Datatel, Microsoft SharePoint, OmniUpdate, CMS, and the Cisco phone system.

The Columbia College Instructional Technology Center (ITC) serves as the college's hub for faculty, staff, and students to receive scheduled and drop-in training in distance education, multimedia, and software applications. The purpose of the ITC is to help faculty and students become successful in their online and face-to-face courses, produce multimedia projects, and provide training that fosters new possibilities for incorporating innovative technology into instructional programs and support services. A core function of the ITC is the continual assessment of the instructional technology training needs of the institution. The Columbia College Distance Education Coordinator oversees the annual training program based on training needs identified through the *Distance Education Plan*, the ITC, and contact with students and faculty.

With the receipt of the federal Title III grant in 2008, a faculty professional development program was instituted through the ITC to improve student learning and train faculty in the use of instructional technology and other appropriate pedagogical strategies. The Distance Education Coordinator developed curriculum for a thirty-hour professional development program that was flexible (allowing faculty to learn and apply new knowledge as they deem appropriate), collaborative (using a cohort process), and accountable (by assessing outcomes of pilot projects) [IIIC38]. Since the cohort training program began, 39 faculty have participated in the program, the number of faculty teaching online courses has increased from 3 to 31, and 55 new distance education courses have been developed [IIIC22].

The Instructional Technology Center (ITC) is a rich resource for technology training at Columbia College and the cohort program is only one of the professional development opportunities offered. The ITC provides learning opportunities for faculty and the college community-at-large including trainings

on Microsoft Word, Adobe Acrobat, Web Expressions, CCC Confer, and Advanced Online Learning Session. Communication tools were the focus of the ITC spring 2011 training program with workshops scheduled on topics such as threaded discussions, Elluminate Live!, wikis, webcam, YouTube, and Skype. The ITC also offers four-day intensive instructional technology trainings in May and August, "Lunch and Learn" activities, and mentors who assist faculty in distance education course development over the summer [IIIC39].

The Yosemite Community College District (YCCD) has standardized the use of Blackboard as the district's student online learning platform and recently upgraded to version 9.1. In response, faculty are provided with a comprehensive training program for converting existing courses and for creating new courses in the latest Blackboard version. Training on Blackboard is offered regularly throughout the school year [IIIC39].

Technology training is also regularly provided to faculty and staff as part of the college's professional development activities. Some of the training made available to personnel includes the use of:

- connectColumbia to view and download class rosters and schedules
- OmniUpdate to create and edit staff, faculty of department web pages
- Unit Planning Tool
- classroom media technology
- VOIP phone system
- Datatel and SharePoint

Columbia College focuses on student success and provides students with a complement of resources and instructional technology training opportunities to support students' learning. Training offerings for students include [IIIC40]:

- Face to face and Virtual Online Orientation to Blackboard 9.1
- "How to Succeed as an Online Student" (CMPSC101)
- Online Student Orientations
- Online Video Orientations and Tutorials
- Getting Started Learning Modules
- Drop in training and assistance with Blackboard and technology skills at the ITC.

In addition, a designated student tutor for Blackboard is available at the Columbia College Library to provide one-on-one assistance to online students. Students can also contact the college Help Desk staffed Monday thru Friday from 8:00 a.m. to 5:00 p.m. for assistance with basic Blackboard technology issues. To better support students, the Help Desk provides extended hours during the first weeks of the semester. Other training available to students includes, activating student email accounts, and using connectColumbia to register, drop, or view class schedules.

Evaluation is a consistent component of the college's technology training program. As part of the faculty cohort training program, pre and post assessments are administered by the Columbia College Institutional Researcher to measure learning outcomes [IIIC41]. Workshop participants are asked to evaluate the relevancy and effectiveness of the training provided. Feedback from faculty, staff, and students is continually sought by the college Distance Education Coordinator and the Technology Media Services staff in an effort to improve the appropriateness and effectiveness of the training provided. As the oversight bodies for the college's technology program, the Technology and Distance Education Committees routinely assess the effectiveness of the institution's technology training.

Self Evaluation – III.C.1.b

The college meets this standard. Columbia College provides quality training as part of its effective application of its information technology to students and personnel. Training opportunities are readily accessible. Information on student and faculty training resources are easily accessed using the distance learning links located on the Columbia College website homepage [IIIC42].

The Instructional Technology Center (ITC) has developed a comprehensive instructional training program. In the process, the ITC has become an innovative center for the campus, supporting creative approaches to student learning and success within an environment of collaboration and support. Faculty are recharged and invigorated, and the quality of the college's academic programs has been greatly enhanced.

The Technology Committee, Distance Education Committee, and the Technology and Media Services Department are committed to providing technology tools and training that support the college's efforts to promote and enhance learning across the institution. The college is working alongside the YCCD IT to expand and improve the online and face-to-face training that is provided for the faculty and staff.

The institution assesses the effectiveness and appropriateness of its technical training and support. This is measured in a variety of methods using assessments, direct evaluation feedback at the time of training or through the use of surveys. The effectiveness of the training can be demonstrated by the results of the 2010 Faculty/Staff Survey [IIIC23]. Eighty-one percent (80.8%) of survey respondents agreed either "somewhat" (35.1%) or "strongly" (45.7%) training in information access and technology is adequate to meet their needs and the needs of their students.

Planning Agenda – III.C.1.b

None at this time.

▪ **III.C.1.c** – The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary – III.C.1.c

Columbia College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet its institutional needs. Technology needs are identified through the college integrated planning process [IIIC1]. When a department or area is in need of technology resources for current or future projects, the technology is included as an activity tied to a project within the area's unit plan [IIIC8]. Unit plans are updated annually and provide information for a variety of *Unit Planning Reports* [IIIC16, IIIC17, IIIC18]. These reports and information from the unit planning database provide current information to assist in the planning processes.

Technology acquired by Columbia College adheres to standards set forth by the college *Technology Plan* and Technology Committee. When a decision to purchase technology is made, the Technology and Media Services (TMS) Department is contacted to research options and obtain quotes for appropriate products or services. Columbia College's purchasing procedures require the college Director of Information Technology and Media Services to review and approve all technology purchase requisitions at the institution. This ensures technology purchased is appropriate to the task and adheres to the standards set forth by the institution.

The Technology and Media Services Department oversees the management, maintenance, and operation of technological infrastructure and equipment on Columbia College. The technology support staff at Columbia maintains technological equipment provided by either the Yosemite Community College District Office of Information Technology (IT) or purchased by the institution. When new technology is introduced at Columbia College, technology staff receive training to ensure they can provide proper support.

Columbia College *Technology Plan* includes a Computer Replacement Tier Plan [IIIC43, IIIC2 (page 27)] that is used to coordinate the replacement of campus computers and server hardware. This three-tiered plan includes information maintained in a database, which describes all of the desktop computers, laptops, and server hardware purchased and in use at Columbia College. The plan categorizes instructional labs, users requiring a high performance workstation, and servers hosting software as tier one computers. According to standards established by the plan, a tier-one computer shall be replaced every two years. Tier-two computers shall be replaced every three years and tier-three computers every four years. Computers reaching the end of their usability in a current tier can be rotated down to the next tier. Computers rotated out of tier three are deemed to have reached the end of their useful life cycle are sent to district for asset disposal.

In 2008, Columbia College was awarded a Title III grant [IIIC14] for improving instruction, expanding online learning, and supporting and increasing resource development capacity. The grant includes resources for upgrading instructional technology in twenty-five college classrooms to "smart" classrooms [IIIC44]. The Columbia College Technology Committee has established standards for two types of "smart" classrooms. Both rooms are equipped with a projector, screen, white board, desktop or laptop computer, DVD/VCR combo player, and sound system. The advanced smart room includes a smart technologies interactive white board and a digital presenter.

The Technology and Media Services Department maintains a database of all of media equipment used at Columbia College [IIIC19]. As new equipment is purchased, the current classroom equipment is evaluated to see if it could be used to upgrade a classroom with older equipment. When it is determined that a piece of media equipment has reached the end of its usable life it is sent to district for asset disposal.

To ensure system reliability and emergency backup, all networking equipment and core services utilize either generator backup or uninterruptable power supply (UPS) battery backup. Servers are backed up nightly to either secondary internal storage or external hard disk. District servers are backed up to either redundant disk arrays or to tape. Columbia College and the Yosemite Community College District (YCCD) Department of Information Technology (IT) are currently working together to develop a disaster recovery data center at Columbia College. This data center will provide redundancy and ensure critical college and district core services will remain available in the event of a catastrophic failure at the main YCCD data site in Modesto.

Columbia College is supported by a telecommunication infrastructure that consists of a combination of physical connections, hardware, and software which provides for the transmission and reception of voice, data, and video information and services. The telecommunications network is separated into voice and data. Each network currently operates as an autonomous unit with the capability of future integration.

The Technology and Media Services Department, working in conjunction with the district's networking staff has implemented a VOIP (voice over internet protocol) phone system for the institution. The voicemail system is incorporated into each end-user's work station via two different methods. Messages are delivered to the user's phone as well as through the district's Microsoft Exchange server as an email with a .wav file attachment. The VOIP phone system allows paging to user phones either in groups or to the entire campus for emergency notification. The campus receives phone service via two T1 lines used for both inbound and outbound trunks. Four hundred direct inward dialing lines are in place to allow direct calling of extensions from off campus, bypassing both the main number and switchboard [IIIC2].

The data network consists of Cisco routers and switches, which provide the backbone for a fast ethernet network. Network connectivity between Columbia College and Yosemite Community College District (YCCD) is via virtual private network (VPN) tunnel. Internet access is supplied to YCCD and separately to Columbia College, by dedicated gigabit connections to the Cooperation for Education Network Initiatives in California (CENIC). The network encompasses all of the primary and ancillary buildings on campus and totals over 25 pieces of network equipment. Connection between the buildings is established through single and multimode fiber. Category five cabling is used within the buildings to provide connectivity to end-user locations. Data lines and internet access are provided to all student labs, faculty, staff work locations, and classrooms. Wireless access is available throughout the majority of the campus. A Cisco private internet exchange (PIX) firewall is in place at YCCD as a security measure to protect systems from outside intrusion. To protect privacy and provide security, virtual LANs are used within the campus to segment student access machines from those used by employees [IIIC2].

Self Evaluation – III.C.1.c

The college meets this standard. The college uses its *Technology Plan* to establish standards to plan, acquire, maintain, upgrade and replace its technology resources. The Computer Replacement Tier Plan is used to systematically manage the college's computer hardware. The college Technology and Media Services Department reviews all technology requests prior to purchase to ensure the institution can provide for the management, maintenance and operation of its technological resources.

Reliability and emergency backup are built into the college and district technology infrastructure. A disaster recovery data center is planned to be located at Columbia College to guard against a catastrophic event at the district's technology hub in Modesto.

Planning Agenda – III.C.1.c

None at this time.

III.C.1.d – The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary – III.C.1.d

The strategic planning process is used to guide decisions about the distribution and utilization of technology resources at Columbia College. The college uses the *Technology Plan* as the blueprint to apply technology in a manner that supports the development, maintenance, and enhancement of its programs and services. The college Technology Committee, Distance Education Committee, and Online Services Workgroup provide further direction and oversight in the distribution of technology and services to faculty, staff and students on campus. Each of these committees has campus-wide representation to promote inclusiveness and effective discussion and review.

Technology resources are distributed in support of classroom based and distance learning, support services to students, and administrative and operations services. Some of the technology resources the college provides include:

- Eleven computer laboratories with 258 computers
- Seven "smart classrooms" with another eighteen scheduled for completion
- Assistive computer technology available to disabled students in a High Tech computer lab and in the library
- The Instructional Technology Center offering advanced multi-media capabilities to faculty and students.
- Distance Learning through the Blackboard Course Management System
- Access to a wide variety of online student and administrative services
- Online purchase of books and supplies from the college's Manzanita Bookstore
- Student access through connectColumbia to online registration, financial aid, fee payment, access to class schedules, transcript requests and orientation

Much of the technology in use at Columbia College is provided by the district. The Yosemite Community College District (YCCD) Department of Information Technology (IT) has stated the following objectives: 1) assessing the technological needs of the district annually, 2) evaluating the results of the annual assessment to identify and prioritize the technological needs for continuous improvement, 3) facilitating implementation by aligning human and financial resource allocations according to the assessment and prioritization of the technological needs, and 4) developing and formalizing systematic communication channels for technological needs [IIIC12]. Some of the major technology resources the district provides to meet these objectives include:

- Secured wireless network for staff and students,
- Student email system under contract with Microsoft
- Datatel Colleague administrative software system for the entire district
- Microsoft Exchange email system for district personnel
- Web hosting for the college websites
- Cisco network and VOIP phone system

The district IT staff ensures that all the systems and services that it provides are redundant and backed up daily for system reliability.

The Columbia College *Technology Plan* [IIIC2] includes a business continuity and disaster recovery plan. With its mountainous location and associated inclement weather, the biggest and most frequent operational risk the college faces are power outages. Per the college *Technology Plan*, to ensure reliability of the data network, battery backups are installed in key locations to reduce downtime in the event of a power outage. The campus network backbone and all related network equipment necessary to maintain the college's network are attached to battery backups that provide several hours of uninterrupted run time. Barring a protracted event, this system should be sufficient to outlast most planned or unplanned power interruptions. The college has one off-site generator that provides power to the data and telecommunications equipment in the event of a power interruption. A battery backup is provided for both the telephone and voicemail systems, which will run for approximately eight hours, depending on the system load. The telephone and voicemail systems are backed up monthly and stored in an off-site location.

The YCCD has invested over $14 million dollars of Measure E bond [IIIC13] funds to assure a robust and secure technical infrastructure exists at Columbia College. Working in conjunction with Columbia College technology, the network infrastructure and the phone and voicemail systems have been redesigned and rebuilt to assure maximum reliability for personnel and students on campus. Other projects include a high availability data center and a district-wide data recovery center located at Columbia College.

To assure maximum reliability of the distance education offered at Columbia College and throughout the YCCD, the district has contracted with Blackboard for hosting services at their facility. Contracting for hosting services ensures the system is up to date and always available for faculty and students.

The college Computer Replacement Tier Plan is used to keep the college's computer technology up to date. Databases of all the computers and media equipment on campus are maintained to identify equipment in need of replacement. The Technology Committee and Technology and Media Services (TMS) Department provide recommendations and guidance for keeping Columbia College's technology infrastructure current.

Self Evaluation – III.C.1.d

The college meets this standard. Columbia College uses its strategic planning process as the basis for decisions regarding the deployment of technology resources at Columbia College. The college *Educational Master Plan*, *Technology Plan*, and *Distance Education Plan* are the guiding documents the college uses to ensure the distribution and utilization of technology at Columbia College supports the development, maintenance, and enhancement of its programs and services.

The college provides technology to students, faculty and staff through resources such as the distance education program, computer labs, "smart" classrooms, and Instructional Technology Center (ITC). To better assess the technology needs on campus, the Technology Committee is creating technology specific surveys which will be distributed annually to students and staff.

Much of the major technology systems used at Columbia College is provided by the Yosemite Community College District (YCCD) Department of Information Technology (IT). Needs from district provided technology resources are identified and prioritized through the YCCD Technology Committee [IIIC45]. This committee has representation from Columbia College, Modesto Junior

College, and district IT staff.

Both the college and the district consider business continuity and reliability in their technology planning. Significant investments have been made to ensure the college technology infrastructure is robust and reliable. Through technology planning, review of unit plan requests, and subsequent prioritization of technology upgrades and purchases, the college keeps its share of technology infrastructure reasonably up-to-date.

Planning Agenda – III.C.1.d

None at this time.

III.C.2 – Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary – III.C.2

Technology and facilities planning at Columbia College is part of the college integrated strategic planning process [IIIC1]. The inclusion of technology and facilities planning in the institution's planning process assures the use of these resources at Columbia College promote student learning and further the college goals.

The Columbia College *Technology Plan* was developed to support the college *Educational Master Plan* (EMP). The technology goals found in the *Technology Plan* are built around the college goals found in the EMP and are intended as a guideline for academic, support services, and administrative departments to use when developing a technology project activity in their unit plans. Requests for technology purchases also emanate from the Computer Replacement Tier Plan (located in the *Technology Plan*) and from other resources deemed appropriate by the college Technology and Media Services Department.

All resource requests, including those for technological resources, must be included in the college unit plans [IIIC16, IIIC17, IIIC18]. Unit planning at Columbia College is an annual process in which resource requests are entered into college planning as "activities" within unit plan "projects" [IIIC8]. All unit plan projects are mission directed, as they are required to be directly linked to one or more of the ten college goals [IIIC9] as identified in the *Educational Master Plan*. The prioritization of resource requests has its basis within the unit planning process as well. Each resource request (activity) has the potential to be prioritized at multiple levels, all of which are visible in online *Unit Planning Reports* [IIIC16, IIIC17, IIIC18]

Once identified, technology needs are prioritized annually as part for the college integrated plan for resource allocation [IIIC1]. Technology requests are first prioritized at the unit plan level. Under the oversight of the college Technology Committee, technology needs identified during the unit planning process are reviewed and a prioritized recommendation is made to institutional leadership. The Technology Committee's role is a critical component in ensuring the institution's technology decisions are consistent with the college *Technology Plan*.

As a part of the college's continuous cycle of improvement, the results of program review [IIIC25] and other evaluative data are used to provide the college with information to gauge its decisions and the effectiveness of the technology resources it employs. The *Technology Plan*, designed as a "living" planning document, is also subject to review and update and shaped by an ongoing assessment of the use of technology resources at the college.

The *Technology Plan* [IIIC2] recommends an annual allocation of four percent of the college annual operating budget for technology purchases, maintenance, upgrades, and other routine changes. This recommendation excludes personnel costs. The college's general fund operating budget for fiscal year 2010-2011 [IIIC46] is $1.49 million dollars. From that amount, $23,370 was allocated to the Technology and Media Service (TMS) Department for technology purchases, maintenance, upgrades, and other routine activities. This represents an allocation of 1.5 percent of the total annual operating

budget, falling short of the *Technology Plan* recommendation. Stretching scant operating dollars across the entire institution has made the achievement of the plan's funding recommendation difficult to achieve. As a result, the college turns to alternative sources of funding, such as the Title III grant, Measure E funds, Vocational and Technical Education Act (VTEA) funds, state lottery and block grant funds, and one-time budget savings to meet many of its technology needs.

Self Evaluation - III.C.2

The college meets this standard. Columbia College ensures decisions regarding facility design, renovation, technology equipment, and upgrades stem from planning and prioritized institutional needs.

Technology planning is fully integrated with the college annual strategic planning process. The Technology Committee ensures technologies employed at Columbia College are consistent with the college *Technology Plan*, and that technology is appropriate to meet stated needs and is in the best interest of the institution as a whole to improve the stability, reliability, and functionality of the college's technology infrastructure.

Technology needs are based on data derived from the evaluation of programs and services. The college conducts a comprehensive and systematic prioritization process to guide its decisions in acquiring technology. With scarce financial resources, the prioritization process is crucial in ensuring the college makes the best and most effective use of its technology resources. However, the college's reliance on alternative and "one-time" funding sources to achieve its technology priorities puts in question the institution's ability to fulfill *Technology Plan* goals in the future. With the current deep funding cuts for community colleges, the prospect of the college meeting future funding recommendations is highly uncertain.

The college continually assesses its use of technology resources and uses the assessment as the basis for improvement. Turning to program review and other evaluative data, college departments and programs use this information to develop unit plan project activities. The unit plan project activities are the driver of the institution's continual improvement cycle. The Technology Committee evaluates how effectively needs are met and makes prioritized recommendations to college leadership.

The success of the college's concerted efforts in planning for and effectively providing the technology resources needed to support its programs and services is reflected in the results of the 2010 Faculty/Staff Survey [IIIC23]. When asked if every effort is made to plan for, fund, and maintain improved access to information technology, 87% of the respondents agreed.

Planning Agenda – III.C.2

None at this time.

Standard III.C. – List of Evidence

IIIC1   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IIIC2   Technology Plan, Spring 2011
IIIC3   Distance Education Plan, December 2010
IIIC4   2008-2015 Educational Master Plan
IIIC5   2010 Educational Master Plan Update and Addendum
IIIC6   Mission Statement
IIIC7   Vision Statement
IIIC8   Unit Planning Tool (UPT)
IIIC9   Columbia College Goals
IIIC10   Technology Committee
IIIC11   Technology and Media Services Department Website
IIIC12   YCCD Information Technology Department Website
IIIC13   YCCD Measure E Program Management Plan, March 9, 2011
IIIC14   Title III Grant Proposal and Award
IIIC15   Minutes Web Focus Committee
IIIC16   Unit Plan Project Summary Report
IIIC17   Unit Plan Project Detail Report
IIIC18   Unit Plan Project Ownership Report
IIIC19   Technology and Media Services Equipment Database Reports
IIIC20   Meeting Agenda and/or Minutes, Dean of Vocational Education, Computer Science
          Faculty & Technology Department
IIIC21   Online Services Workgroup Summary, 4-14-11
IIIC22   2009-2010 Title III Annual Performance Report
IIIC23   Fall 2010 Faculty/Staff Survey
IIIC24   2010 Columbia College Student Survey
IIIC25   2010-2011 Instructional Program Review Report
IIIC26   Facilities Master Plan, January 2004
IIIC27   Columbia College Facilities Committee Minutes Webpage
IIIC28   Facility Master Plan Update Taskforce Webpage
IIIC29   Academic Senate Bylaws
IIIC30   Curriculum Handbook
IIIC31   Curriculum Committee Bylaws
IIIC32   CurricUNET Login
IIIC33   Distance Education Committee
IIIC34   YCCD/Blackboard Hosting Service Agreement
IIIC35   OmniUpdate Homepage and Information
IIIC36   Curriculum Committee Homepage
IIIC37   Agenda Smart Board Training for Faculty
IIIC38   Title III Faculty Cohort Curriculum
IIIC39   Faculty Resources Webpage for Distance Learning
IIIC40   Resources for Students Webpage - Distance Learning
IIIC41   Faculty Cohort Pre and Post Assessment Reports
IIIC42   Columbia College Homepage
IIIC43   Computer Tier Replacement Plan 2010
IIIC44   Title III Smart Classroom Equipment Inventory and Plan

IIIC45   YCCD Technology Coordination Committee Meeting Minutes

IIIC46   Columbia College General Fund Budget (Fund 11) for the Fiscal Year 2010-2011

Standard III.D – Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

Descriptive Summary – III.D

Columbia College manages its financial resources in an effective mission-focused manner. As a small, yet fully comprehensive institution, the college must manage its financial resources very efficiently to fulfill its mission [IIID1] and meet the college goals [IIID2]. The college's unrestricted general fund is a share, based on the district allocation model [IIID3] of the Yosemite Community College District (YCCD) state apportionment revenue and annual expenditure budget [IIID4]. Reviewed and adopted by the Board of Trustees, it is based on the prior year's allocation (base) and adjusted for budgetary changes such as an increase in health benefit costs or FTES growth (or decline). The college's restricted general fund includes revenue received from categorical, co-curricular, grants, special revenue, and fee-based programs.

For the fiscal year 2009-2010, the college total unrestricted and restricted fund budget was $21.67 million dollars [IIID5]. The general unrestricted portion of the college's budget, which funds the general operating expense of the institution, was $13,984,385 [IIID6]. For fiscal year 2010-11, the college total unrestricted and restricted budget was $18.66 million dollars [IIID7]. The unrestricted portion of the total budget was $13,385,173 [IIID6]. Personnel costs budgeted at $11.9 million dollars comprise 89% of the college unrestricted fund budget. The remaining $1.49 million (11%) is allocated for supplies, materials, services, capital outlay, and other outgo [IIID7]. The reduction in both the unrestricted and restricted budget from prior year levels is a direct result of the recent steep decline in state funding for community colleges.
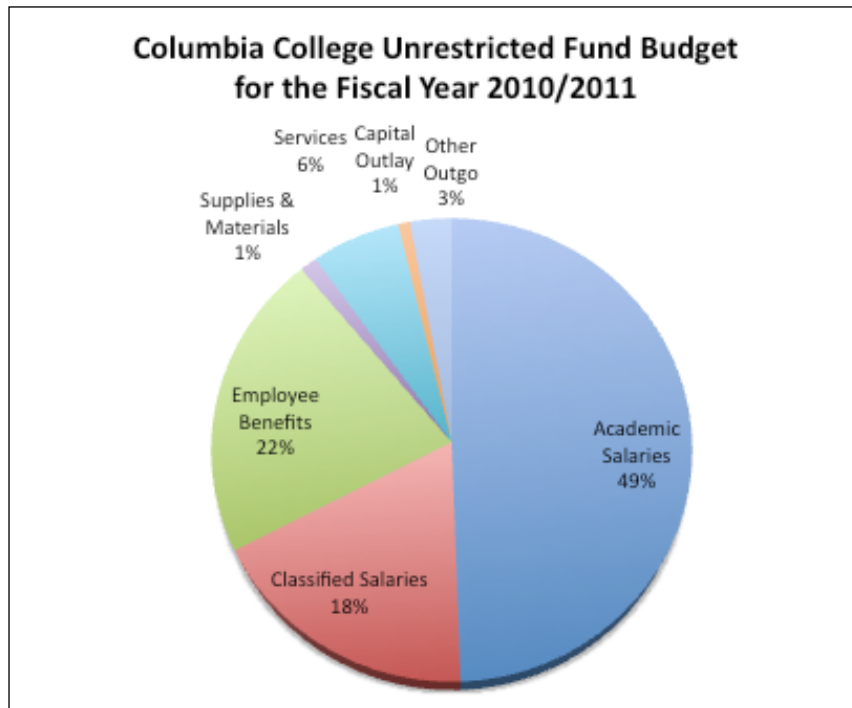
Columbia College Unrestricted Fund Budget for the Fiscal Year 2010/2011

Columbia College has a long history of balanced budgets and prudently managed financial resources. In anticipation of looming state funding cuts, the college began a process in fiscal year 2007-08 to reduce spending and maximize budget savings. In each subsequent budget year, the college successfully conserved a sizeable year-end balance, contributing to the district reserve and helping to cushion against the state's funding cuts. As a recent example, for the fiscal year 2009-10, the college unrestricted budget was $13.98 million dollars. Actual transactions amounted to $13.26 million dollars [IIID6], leaving a year-end balance of $720,000 or 5.1% of the college total general fund budget.

Budget reduction has been guided by integrated planning processes. The college began making deep cuts to their budgets in the 2008-09 and 2009-10 fiscal years. Columbia College used its integrated planning process to develop and implement its budget savings plan [IIID8]. Under the review and oversight of the College Council (which serves as the planning and budget committee) the budget reduction plan reduced expenses while maintaining funding for vital programs and services [IIID9]. A key element of the plan was to backfill vacant positions only on a case-by-case and critical need basis. Without exception, the faculty and staff have taken on extra work and made a concerted effort to help the college weather this difficult economic period. Another important component of the college budget savings plan has been the application of prudent enrollment management [IIID10]. This has been done in a collaborative manner and guided by instructional and student services personnel to maintain a focus on student needs and to protect instructional programs and services.

In November 2004, voters approved Measure E [IIID11], a general obligation bond to improve and construct educational facilities at Columbia College and Modesto Junior College. Columbia College's share of Measure E is approximately $52 million dollars. With this revenue, the college has been able to fund eleven projects from its *Facilities Master Plan*, including a new Science and Natural Resources Building, a Child Development Center, and a new classroom facility for the Auto Technology and Welding Programs. In spite of difficult economic times, Columbia College has maintained the integrity of its programs and services and continues to improve. The college anticipated budget declines, used

its planning process to develop a comprehensive budget savings plan, and sought additional revenue sources to ensure the institution's short and long-term fiscal stability.

Columbia College utilizes alternative funding sources. In an environment of dwindling state resources, the college undertook a concerted effort to secure alternative funding to support college goals and provide for continuous improvement. In 2008, the college was awarded a $2 million federal Title III grant [IIID12]. The grant has strengthened the college's long-range fiscal stability to improve educational programs and services through the establishment of a Columbia College Development Office. This office is dedicated to increasing the college's grant writing and fundraising capacity. Since staffing this office, numerous other grants have been secured by the college, as described below.

Career and Technical Education Community Collaborative Grant: In 2008, Columbia partnered with three other community colleges (Modesto, Merced, and San Joaquin Delta) to apply for a Career and Technical Education (CTE) Community Collaborative grant from the California Community Colleges Chancellor's Office (CCCCO). The grant awarded Columbia College $80,000 to develop a new Entrepreneurship Program and career pathway. In 2009, the collaborative group received a second round of funding, which provided Columbia College $69,735 to develop a new Water Resource Management Program. Each of the CTE Community Collaborative grants funded faculty release time and/or honoraria for new curriculum development, collaboration with business representatives and K-12 partners, and professional development activities. Furthermore, the entrepreneurship project's success led to an additional award of $7,500 from the Coleman Foundation, which funded an eight-month community lecture series entitled "Inside the Entrepreneur – Enlightening Lessons Series" [IIID13].

Department of Conservation Grant: In 2009, Columbia was awarded $35,000 from the Department of Conservation to implement a beverage container recycling program. This grant is funding the purchase and installation of 14 recycling stations throughout the campus, information and outreach to promote recycling among the college community, and student worker assistance to collect recyclables from the new stations. The program is self-sustaining due to funds saved from the recyclable materials collected.

TRIO Grant: In 2010, Columbia was awarded a $1.1 million TRIO Student Support Services grant [IIID14] from the United States Department of Education (USDE) to improve support services for disadvantaged students. This five-year grant allowed the college to hire a full-time counselor, a full-time classified Program Coordinator, and eight student peer mentors to work directly with students that are low-income, first generation college students, and/or students with disabilities. The TRIO grant will also involve field trips to four-year universities, various informational workshops, instructional supplies, and grant aid to participants, with the goal of improving student retention, success, graduation, and transfer rates among the target population.

FIPSE Grant: Also in 2010, the college received a Fund for the Improvement of Post Secondary Education (FIPSE) Course Materials Rental (CMR) grant for $219,071 from the USDE. The purpose of this grant is to develop a fully functional and sustainable CMR program that allows the college bookstore to rent textbooks, eBooks, laptops, netbooks, and iPads to students. An open-source software program will be developed to support the program's long-term operation. This innovative CMR program will provide substantial cost savings to students.

Emergency Management for Higher Education Grant: While not yet awarded, Columbia College submitted an Emergency Management for Higher Education (EMHE) proposal to the USDE in 2010

to improve emergency planning, preparedness, and response. If funded, this $288,798 grant would provide resources to strengthen coordination between the college and other emergency management organizations within the college's service area, purchase emergency supplies backpacks to distribute throughout campus, and support further trainings, drills, and exercises for students, staff, and community partners. It would also add a campus violence prevention component to the district Comprehensive Emergency Operations Plan.

Advanced Technological Education Grant: In 2011, Columbia received a $200,000 Advanced Technological Education (ATE) grant from the National Science Foundation (NSF) to develop a multimedia career pathway in collaboration with K-12 and local business partners. Grant funds will be used to develop new curriculum, purchase multimedia software, support student internships and externships, and for faculty and staff professional development.

Workforce Innovations Partnerships Grant: An additional proposal is currently under review by the CCCCO (submitted in January 2011) that will build upon the NSF ATE grant activities. This $225,000 CTE Workforce Innovations Partnerships (WIP) grant will involve career exploration events for middle and high school students, expanded strategic partnerships with local and regional multimedia industries and educational institutions, development of a multimedia program of study with local high schools, and the completion of a fully-equipped high-tech multimedia laboratory on campus.

Additional proposals: Currently, there are two grant proposals under development that are intended to bring additional resources to the college in support of institutional goals. This includes a Campus Suicide Prevention grant that will be submitted to the California Mental Health Services Authority in spring 2011 and a Department of Labor (DOL) Trade Adjustment Assistance Act for Community College and Career Training (TAACCCT) grant (due April 21, 2011). The college plans to apply for TAACCCT funds to build upon the success of several initiatives on campus.

Self Evaluation – III.D

The college meets this standard. Columbia College manages its financial resources in an effective manner that is mission focused. The college has consistently demonstrated the ability to maintain a fiscally balanced budget and has made long-range fiscal decisions in anticipation of state-wide funding reductions. The college has a balanced budget heading into the 2010-2011 fiscal year and will continue to support the educational needs of the students and community.

The college has developed a strong and effective Development Office which has produced sustainable and mission-focused alternative revenue sources to support college goals. All external revenue flows through the college Integrated Plan for Resource Allocation [IIID15] and focuses on identified needs to support the college *Educational Master Plan*.

Planning Agenda – III.D

None at this time.

III.D.1 — The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary – III.D.1

The college utilizes an ongoing and systematic resource allocation model that is integrated with college planning and budgeting. As part of the college Strategic Planning Process Cycle, Columbia College has developed and adopted an Integrated Plan for Resource Allocation [IIID15] which is at the heart of the institution's financial planning and budget development process. Resource allocation is directly linked to college unit plans and priorities. Unit plans are developed from program review and other internal and external data sources to support the college *Educational Master Plan* (EMP) and other master planning documents. The Columbia College EMP [IIID16, IIID17] is comprised of the college mission statement, vision statement, core values, guiding principles, and goals and strategies. These planning statements are also the foundation for all planning documents projects and activities that support programs and services to best meet teaching and learning needs.

Self Evaluation – III.D1

The college meets this standard. Financial planning and associated resource allocation is fully integrated into the college strategic planning process and based on the college mission and goals, as outlined in the *Educational Master Plan*. The master planning documents are built around the college mission and college goals and are used by the college in the financial planning process.

Planning Agenda – III.D.1

None at this time.

███ **III.D.1.a** – Financial planning is integrated with and supports all institutional planning.

Descriptive Summary – III.D.1.a

The College Council serves as the institution's planning and budget committee and also regularly reviews and updates the college mission, vision, and goals and strategies. With equal representation from all campus constituent groups, the College Council charge [IIID18] is to ensure the college's annual budget is consistent with the mission and supports the college goals established by the *Educational Master Plan* (EMP). See Standard I for further details pertaining to revision processes and cycles for the EMP and planning statements.

Budget development at Columbia College is driven by college unit plans [IIID19] and the prioritized resource requirements established during the planning process. College programs and departments use program review data and other information sources to identify goals for improvement and/or achievement. These goals are to develop corresponding unit plan projects and associated activities. As planning projects and activities are entered into each area's unit plan, the planning tool requires each activity be linked to one or more of the ten college goals from the EMP. Budget item requests are tied to unit plan project and activities and support the college goals.

Items listed in the unit plans are prioritized at the department and division levels. These budget item requests from unit plan project and activities are prioritized across the college. Budget items are estimated to determine approximate funding requirements. The college is able to run a prioritized budget report from its Unit Planning Tool, sorting items by major object codes and expenditure type. Examples of such reports include the *Unit Planning Reports* [IIID19], the *Staffing Report* [IIID20], and the *Equipment and Facilities Report* [IIID21]. These reports are utilized by groups, units, and departments to assist in the process of resource allocation and provide the college with valuable data to predict its future funding needs. If an existing funding source is not available to achieve a college priority, alternative sources of future funding are pursued, as was the case in the Title III and TRIO grants. Budget requests not included in unit plans are not considered for funding during the financial planning phase.

The college general fund budget is funded at and built around an annual FTES target and *Enrollment Management Plan* [IIID10]. The college uses data and reports available through its Datatel system and the California Community Colleges Chancellor's Office to carefully manage student enrollment and monitor budget expenditures in order to achieve its enrollment goal while staying within its financial means.

Budget information is provided by the Yosemite Community College District (YCCD) Executive Vice Chancellor to the Board of Trustees including regular board meetings and an annual in-depth budget report presentation [IIID22]. Information on FTES revenue projections and on the college's planned to actual FTES achievement is included in the report [IIID6]. The Columbia College Vice President of Student Learning provides the board and institutional leaders with reports on student enrollment and FTES projections [IIID23, IIID24]. The Columbia College President also provides fiscal planning information to the entire college community through avenues such as campus forums [IIID25], the College Council [IIID26], emails [IIID27], and newsletters linking budgetary decisions to institutional planning.

Columbia College receives services from the district to support its goals related to operations. For example, Central Services manages the college's facilities and campus operations. Other centralized services include payroll, legal services, accounting, purchasing, utilities, and human resources. For the fiscal year 2010-11, $1.55 million dollars was allocated in the YCCD Central Services [IIID28] budget to provide support services to Columbia College.

Self Evaluation – III.D.1.a

The college meets this standard. The Columbia College financial planning process is clearly linked to institutional planning. College Strategic Planning Process Cycle establishes an Integrated Plan for Resource Allocation. Resource allocation is driven by college unit plans, which in turn rely on the college *Educational Master Plan* and other planning documents for guidance and direction to determine priorities.

The college has provided fiscal expenditures that support the achievement of its plans and goals. The college's accounting code is structured to allow the tracking of expenditures in support of institutional plans. For example, matriculation funds, which support the college *Matriculation Plan*, have a unique indentifying code. The college can run targeted financial reports to view matriculation expenditures and tie these expenditures back to the goals of the *Matriculation Plan*. The college can also track expenditures for each department or program of the college, providing evidence of fiscal expenditures used in support of unit planning [IIID7].

The college's annual and long-range fiscal planning is shaped by college priorities as established through planning documents. These plans are supported by internal and external data sources and from the unit planning process of all programs and departments throughout the college. Oversight is provided by the YCCD Board of Trustees, college leadership and through the participatory governance body of the College Council to ensure the college's financial plan is consistent with the college mission and goals.

Planning Agenda – III.D.1.a

None at this time.

III.D.1.b – Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary – III.D.1.b

The College Council reviews and annually adopts the college general unrestricted fund budget [IIID29]. This budget represents the college's plan to meet its ongoing and anticipated fiscal commitments for the year [IIID29].

The district provides regular reports to the Yosemite Community College District (YCCD) Board of Trustees and college leadership about the status of state funding as well as annual budget assumptions and limitations. This information is widely shared at the college level and readily available to college planners. Additionally, there is broad access to financial information through the college's financial management system, Datatel.

Funding priorities are clear and mission focused. College committees, such as the Facilities and Technology Committees, are responsible for developing and implementing college resource plans [IIID30, IIID31] that identify and prioritize resource needs. These plans inform institutional planning at the department, division, and college level. Identified needs from these resource committees flow into the college unit planning process. The Unit Planning Tool [IIID32] is utilized to create, share and prioritize resource needs which are then put forth in college *Unit Planning Reports* [IIID33, IIID34, IIID35]. All unit planning projects are mission focused and directly tied to one or more of the ten college goals [IIID2].

Development of financial resources and partnerships is a high priority at Columbia College. Recently, the college established a Development Office to increase the grant writing capacity of college faculty and staff. This investment has paid off well. As of March 1, 2011, total grant awards for the fiscal year 2010-2011 totaled $1,904,071 as compared to $73,049 for 2009-2010 [IIID36].

Self Evaluation – III.D.1.b

The college meets this standard. Financial information is available to college faculty and staff, allowing plans to realistically reflect the college's resource availability. Institutional leadership considers projected and actual revenue and expenditure information when making budgetary decisions.

The processes for resource allocation are clearly outlined in the college Strategic Planning Process Cycle and associated Integrated Plan for Resource Allocation [IIID15]. This document is highly visible, and are incorporated into the college culture. All resource requests are linked to Columbia College Goals that support the college mission.

Planning Agenda

None at this time.

■ **III.D.1.c** – When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary – III.D.1.c

Long-term fiscal planning for the college stems from the *Educational Master Plan* [IIID16, IIID17]. This plan is grounded through evidence of student and community need provided by the *Institutional Effectiveness Report* [IIID37], program review [IIID38], the *Accountability Report for California Community Colleges* (ARCCC Report) [IIID39], and other sources such as Vocational Technical Education Act (VTEA) Core Indicators [IIID40] and California Community Colleges Chancellor's Office *Data Mart Reports* [IIID41]. Mission-based college goals [IIID2] support these long-term plans, and are directly linked to resource requests through college unit plans [IIID33, IIID34, IIID35].

The college participates in the development of plans for meeting major long-term priorities such as retiree health benefit liability, faculty banking, capital improvement, and general fund reserve; however, implementation and oversight responsibility primarily rests with the district.

Retiree health benefit liability was assessed through a series of actuarial studies during the 1990s. The Yosemite Community College District (YCCD) has been very proactive in implementing a plan to meet its post employee benefit liability. In 1998, ten years before the implementation of the Government Accounting Standard Board (GASB) Statement No. 45 regarding the calculation and reporting of liabilities associated with other post employment benefits (OPEB), the district made its first contribution toward funding existing retiree health benefit liability. At the same time, the district began making normal cost contributions to the fund, on behalf of active employees to fund the future cost of their health benefits.

For the Yosemite Community College District, OPEB are the health benefits promised to employees upon retirement. In March of 2008, The YCCD Board of Trustees approved an agreement with Public Agency Retirement Services (PARS) to administer an irrevocable trust fund through the California School Boards Association GASB 45 Solutions program for the district's OPEB liability [IIID42].

Since 1998, the YCCD had accumulated $14,943,947 in an account for the purpose of funding the retiree health benefit liability. On June 1, 2009, the district transferred these funds into the PARS irrevocable trust fund. The district continues to pay into the trust an actuarial computed amount for the normal cost and an actuarial computed amount for the unfunded liability. The OPEB trust will be fully funded in 2028. As of June 30, 2010, there remained approximately $13 million dollars to fund [IIID43].

A load banked leave program is provided to the YCCD permanent faculty members. The maximum credit that may be earned is six hours for any semester term and nine hours total per year. No more than an amount equivalent to a faculty member's semester load may be accumulated. Each semester, an accounting entry is made to transfer the faculty member's equivalent current cost of banked hours from the responsible college department to a restricted faculty banking account. A cash transfer is made to the restricted account and interest is credited on a quarterly basis. Upon approval of a faculty member to use their banked leave, the faculty replacement cost is charged to the restricted faculty banking account [IIID44].

In November 2004, the YCCD successfully passed Measure E and obtained authorization from voters to issue up to $326,174,000 in general obligation bonds to fund school construction projects. As required by Proposition 39, a 15-member Citizens' Bond Oversight Committee was established to oversee the use of Measure E funds. The debt service to repay the general obligation bonds is derived from the secured and unsecured property taxes charged to the district's property owners, based on assessed valuations. District staff work closely with Kitchell CEM, the contracted program and construction management team, to monitor construction budgets and control expenditures. In the current economic environment, bids are routinely coming under budget, providing savings to be reallocated to other Measure E approved projects [IIID11].

The district holds a 5% reserve to guard against unforeseen fiscal threats in the general fund as directed by the YCCD Board of Trustees [IIID6]. This amount is the minimum level required by the California Community Colleges State Chancellor's Office. Dialogue relative to increasing the reserve beyond the minimum 5% requirement is currently being conducted by the Board of Trustees.

Although the district has a policy to limit the amount of accrued vacation, excess vacation does commonly exist and poses a potential unfunded liability when an employee separates from the YCCD. A process has been proposed to reduce accrued vacation by not allowing it to accrue once the employee has reached the limit [IIID45].

Self-Evaluation – III.D.1.c

The college meets this standard. As part of the sound financial management practiced by the YCCD, long-term liabilities and obligations are clearly identified and plans developed and implemented which help to maintain the fiscal stability of the college and district.

The *Independent Auditor's Report* for the fiscal year ending June 30, 2009 found the YCCD to be in compliance with GASB 45 [IIID46]. The district continues to have actuarial studies conducted every two years to update the retiree health benefit liability and report on the progress the district is making to comply with GASB 45. Progress has also been made by the district to recognize, address, and fund the liability that exists for retiree health benefits. It is anticipated the liability will be fully funded in 2028.

The district's long-term liability for the Measure E general obligation bonds authorized under Proposition 39. Annual independent financial and performance audits are performed on Measure E expenditures. Included in the financial audit is an analysis and disclosure of the long-term liability activity. Outstanding balances are audited and a report submitted to the YCCD Board of Trustees and the Citizens Bond Oversight Committee. There have been no findings sighted in the independent auditor's report on Measure E funds [IIID47, IIID48].

The YCCD also ensures the fiscal stability of the college by setting aside the required 5% general fund reserve annually as the district's budget is prepared. A dialogue on increasing the general fund reserve is underway.

Working together, the bargaining units, management team members, and the district are addressing the need for developing a process to reduce the vacation accrual liability.

Planning Agenda – III.D.1.c

None at this time.

■ **III.D.1.d** – The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary – III.D.1.d

Columbia College financial planning and budget processes are monitored through the College Council. With equal representation from all college constituent groups (students, management, faculty and classified staff) the Columbia College Council is the organization through which the collegial governance system is coordinated. It serves as the oversight and reviewing body for the development and coordination of strategic institutional planning, institutional documents, and the budget processes [IIID18]. College Council members report back on planning and budget processes and developments to their respective constituent groups. This information is recorded in senate or committee minutes and made available to all members. The minutes from College Council meetings are promptly posted to the college website and made available to the entire college community and the general public [IIID49].

Information on the processes for planning and budget development is made available from the Columbia College Office of Institutional Research webpage [IIID50]. The Director of Institutional Research conducts presentations to college faculty and staff on the college integrated planning and resource allocation process.

The Columbia College President and Vice President of College and Administrative Services have been very proactive in providing reports to various participatory governance committees and the college at large regarding budget and financial planning processes and issues. Budget forums have been held to keep the college current with important state funding developments. Regular email updates are sent on budget and financial matters to the entire college faculty and staff [IIID25]. Presentations at Academic Senate meetings [IIID51] have also been given.

Self Evaluation – III.D.1.d

The college meets this standard. Columbia College unit plans are a key component of the college integrated planning and budget process. Each year, college faculty and staff participate in the update and development of department or program unit plans. This participation brings awareness, develops dialogue, and gives all constituents an opportunity to participate in the planning and budget process. To ensure all staff have an opportunity to participate in the college planning and budget development process, ongoing training [IIID52] and support in the unit planning process is provided by the Columbia College Office of Institutional Research and Student Learning division.

Results from the Columbia College Faculty/Staff Survey for fall 2010 [IIID53] shows over half of the respondents (55.2%) rated their level of involvement in the unit planning process including financial/budgeting as "involved" (17.8%), "very involved" (13.1%), and "significantly involved" (24.3%). Great effort is made through forums, emails, and dialogues within governance committees to make the financial planning and budget development process a participatory and transparent process.

Planning Agenda – III.D.1.d

None at this time.

III.D.2 – To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary – III.D.2

The responsible and appropriate use of the college's fiscal resources is assured. Since 2003, Columbia College and the Yosemite Community College District (YCCD) have used the Datatel Colleague Financial information system to record financial data and also process financial transactions. Built within the system are multiple control mechanisms to assure the responsible and appropriate use of the college's fiscal resources. For example, purchase requisitions are generated electronically in the Datatel system. Processing a requisition through the system requires a valid account number, available budget, and a multi-tiered approval. Budget transfers require review and approval by the manager of the department and the Vice President of College and Administrative Services. This can only be executed in the system by college administrative and district fiscal services staff who by the nature of their position have been assigned a high-level security clearance. The system provides readily available real time financial data. All college staff can view financial information through on-screen viewing, system reports, or the use of a variety of reporting tools developed by the YCCD Accounting Office [IIID54].

Self Evaluation – III.D.2

The college meets this standard. The college's budget managers and appropriate staff have ready access to Datatel's dependable and timely information to guide their financial decisions.

System security clearances are controlled and assigned based on each individual's job requirement. The number of staff with a high level of system access is carefully limited. The controls automated within the Datatel system and a strong system of internal controls applied to all financial transactions work together to assure the financial integrity of the college and district.

Planning Agenda – III.D.2

None at this time.

◼ **III.D.2.a** – Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary – III.D.2.a

Funds are allocated to directly address the Columbia College Goals. The college is committed to student learning and this is evidenced by the mission, vision, goals and student learning outcomes that have been developed and implemented throughout the institution. Resource allocations are brought forward through projects and activities in college unit plans. The projects are focused on the support of student learning through alignment with one or two of the ten college goals. During the 2010-11 school year, the college began a process of evaluating progress toward meeting these college goals through the College Council [IIID55]. *College Goal Reports* [IIID56, IIID57] are being utilized in this process as the college develops and refines a strong evaluative mechanism for college-wide planning and resource allocation.

The YCCD and Columbia College take pride in receiving consistent clean audit reports. In the three most recent annual audit reports, FY 2007-08 to FY 2009-10 [IIID58, IIID46, IIID43], a total of two compliance findings were noted for Columbia College. Remedies to all of the external auditors' recommendations were fully implemented in a timely manner and included in the same year audit report.

Self-Evaluation – III.D.2.a

The college meets this standard. Funds are allocated in the college's budget to achieve its student learning goals and outcomes. For the fiscal year 2010-11 [IIID7], approximately $10.4 million or 75% of the college's $13.9 million unrestricted general fund budget is allocated to support the programs and services in the Columbia College Student Learning division. The balance of the unrestricted budget is allocated to fund the operational and administrative functions of the college.

The college and district are subject to an annual external audit. The audit reports are consistently unqualified and serve as evidence of the college's strong system of internal controls as well as appropriate use of financial resources. Responses to external audit findings are timely and comprehensive. The district's audit reports, including responses to findings, are made widely available and are posted on the YCCD Fiscal Services website [IIID22].

Planning Agenda – III.D.2.a

None at this time.

◼ **III.D.2.b** – Appropriate financial information is provided throughout the institution.

Descriptive Summary – III.D.2.b

The Yosemite Community College District (YCCD) Board of Trustees approves Columbia College's annual budget and the district external audit reports in an open public session. Representatives from each of the college's constituent groups are in attendance at the board meeting. Board minutes are available on the YCCD website [IIID59] and the Executive Vice Chancellor posts audit and budget information at the YCCD Fiscal Services website [IIID22].

Budget information is a standing agenda item with the College Council. Members of the council report information back to their respective senates and/or bargaining units. The minutes from the College Council meetings are promptly posted on the college website and available to the campus and community at large [IIID49]. The Columbia College President regularly communicates budget and fiscal information to the college-at-large through email communications [IIID25], college and senate budget forums [IIID25, IIID51], and previously the Columbia College President's Office publication *InSite* [IIID60].

Detailed financial information is available to all departments through the college Datatel Colleague Financial information system. Managers and staff have access to financial information and reports at the department, division, and college levels. The YCCD Accounting Office provides, on the district intranet, a budget summary tool providing users with a concise view of the budget [IIID54].

Self Evaluation – III.D.2.b

The college meets this standard. Financial information is readily available throughout the institution. Eighty-one percent of respondents to the fall 2010 Faculty/Staff Survey [IIID53] agreed "somewhat agree" (43%) and "strongly agree" (38.4%) that appropriate financial information is provided throughout the college. Critical budget information is shared immediately with all staff, as evidenced from the college president's communications and the College Council minutes [IIID25, IIID49]. This has allowed the college to work collaboratively toward expedient measures in response to state-wide funding reductions.

The college formerly published a *Budget and Fiscal Handbook*, which was available to all college staff. The handbook was a comprehensive resource with information about the college's budget, budget process and timelines, chart of accounts, fiscal procedures, and information on state funding formulas. The budget handbook has not recently been updated, but is still available [IIID61].

Planning Agenda – III.D.2.b

None at this time.

■ **III.D.2.c** – The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary – III.D.2.c

Year-end college budget balances are tracked and analyzed. To guard against unforeseen emergencies, and as required by the California Community Colleges State Chancellor's Office and the Yosemite Community College District (YCCD) Board of Trustees, the district maintains a designated 5% reserve, calculated against total general unrestricted and restricted fund expenditures. For the fiscal year 2010-11, the designated reserve for the district was budgeted at $4.4 million dollars [IIID6]. The YCCD ending balance for the past three years has been:

FY2009/10	$18.7 million dollars [IIID6]
FY2008/09	$18.4 million dollars [IIID62]
FY2007/08	$11.0 million dollars [IIID63]

Carry over balances are carefully planned. In the course of these past three years, the college and district have worked diligently to reduce expenditures and realign budgets and have also made an effort to maximize year-end balances. As a result, significant carryover balances have helped cushion the institution against recent steep local and state revenue cuts.

The majority of the college and district revenue is received through apportionment from the state. Federal funds are received through its revenue draw down process. The YCCD funds are held with the County of Stanislaus. As of June 30, 2010, the cash and cash equivalent balance for the YCCD was $284,302,206, including general obligation bond cash [IIID43].

To manage risk and cover insurance needs, the district is a member of a joint powers agency called the Valley Insurance Program JPA (VIPJPA). Community college districts in the Central Valley of California created the VIPJPA in 1986 to provide a pooled approach to insurance. The net assets of the VIPJPA as of September 30, 2009 were $10,706,507 [IIID43]. The VIPJPA currently consists of three members and maintains pooled coverage programs for worker's compensation, general liability, auto liability, property, employment practices liability, and auto physical damage insurance. Since October 1, 2010, the VIPJPA has been administered by the Alliance of Schools for Cooperative Insurance Program (ASCIP) which provides resources to help members control risk and protect their assets with programs such as safety and loss control, structured return-to-work, nurse triage, and litigation management services [IIID64].

Self Evaluation – III.D.2.c

The college meets this standard. Both the college and district take a very conservative approach to fiscal management. As a measure of fiscal stability, the college has a long-standing practice of budgeting a general contingency reserve in its unrestricted fund budget.

The YCCD conducts a weekly cash flow analysis in all funds to ensure the smooth operation of the colleges and district. In the past, the district has issued a Tax and Revenue Anticipation Note (TRAN);

but has not done so for a number of years. The last Certificate of Participation (COP) held by the district was paid down in 2005 and the district is well positioned to issue short-term debt for cash flow purposes, should it become necessary. However, with its strong cash position it is unlikely the district will be required to seek debt financing.

The VIPJPA was granted "Accreditation with Excellence" by the California Association of Joint Powers Authorities (CAJPA) effective December 12, 2009 for a period of three years [IIID65]. The VIPJPA is well capitalized with over $10 million in net assets. The liability program is funded at the 70% confidence level and the employment practices liability program is funded at the 80% confidence level. The workers' compensation program is funded at the 80% confidence level. The VIPJPA purchases excess coverage from carriers that cover catastrophic events. The VIPJPA has an independent external financial audit each fiscal year and received an unqualified audit opinion, September 30, 2009 [IIID66].

Planning Agenda – III.D.2.c

None at this time.

■ **III.D.2.d** – The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary – III.D.2.d

The college undergoes annual fiscal audits. All college funds, including those specific to financial aid, grants, externally funded programs, contracts, and auxiliary operations are subject to the annual external audit process [IIID67]. Measure E general obligation bond funds are independently audited annually and subject to the oversight of the Citizens Bond Oversight Committee [IIID68]. The Columbia College Foundation also undergoes a separate annual external audit. The college is subject to financial management review from external funders and must submit detailed financial reports on its use of and management of external funds.

The Office of College and Administrative Services Division [IIID69], monitors college fund balances from previous and current years to determine if adjustments are required. College staff has access to financial reporting tools displaying budget to actual results. The year-end closing process includes an examination of budget to actual and also resolution of any deficit balances. As reported by Yosemite Community College District (YCCD), the state Chancellor's Office's website provides a five-year trend analysis of the district's budgeted expenditures to actual, FTES generation, fund balances, and compliance with the 50% law [IIID70].

Datatel's Colleague Financial system is used to account for the district's assets. An annual count of fixed asset inventory is conducted. Fixed asset inventory is reported in the district's financial statements and included in the annual external audit.

Self Evaluation – III.D.2.d

The college meets this standard. The Board of Trustees and staff review audit reports and respond to any findings in a timely manner, ensuring the finding is remedied and does not occur in the subsequent fiscal year. The *Independent Auditor's Report* for June 30th 2010, reported no findings for Columbia College. Likewise, there were no findings reported in the external audits for Measure E and the Columbia College Foundation.

The college's financial reports to external funders, such as federal and state government funding agencies have been accepted with no incidence of non-compliance or questionable costs. Across the board, the college applies sound financial management to all its funds and assets.

Planning Agenda – III.D.2.d

None at this time.

■ **III.D.2.e** – All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary – III.D.2.e

All funds at Columbia College undergo annual external auditing. This includes financial aid, grant funds, student funds, fee revenue funds, and auxiliary funds. Measure E general obligation bond funds undergo a financial and performance audit annually. The Columbia College Foundation is subject to a separate external audit, as part of the district annual audit process.

Along with the annual external audit, many special funds such as federal financial aid and grant funds are subject to local or governmental agency reporting requirements and additional compliance testing during the audit process. There have been no compliance exceptions issued or findings reported regarding the financial management of these funds.

The college auxiliary, student, and scholarship funds are used to enrich student life and support student learning, as articulated by the college mission, vision, core values, and goals. Incorporated into the district accounting system, these funds are subject to the same high standard of financial management as applied to all college funds. There have been no audit findings for the past three years associated with auxiliary or student funds [IIID43, IIID46, IIID58].

Measure E funds are used to fund facilities projects found in the college *Facilities Master Plan* and *Campus Master Plan*, both of which are integral planning components of the college *Strategic Plan*. The appropriate use of Measure E bond funds are subject to annual independent audit. There have been no findings reported [IIID48, IIID71, IIID72].

The Columbia College Foundation operates as a separate 501(c)(3) to raise and manage funds for the benefit of the college and its students. It receives private donations and raises funds through a select number of fundraising events. The Columbia College Foundation is subject to an annual independent audit. There have been no reported audit findings for many years [IIID73, IIID74, IIID75].

Self Evaluation – III.D.2.e

The college meets this standard. As the excellent external audit reports reveal, all funds at Columbia College are effectively managed with integrity in a manner that is compliant with federal, state, county, and local rules, regulations, and laws. The use of these funds are subject to the same internal controls and oversight as all other funds and accounted for within the district's Datatel Colleague Financial management system.

The use of special funds is tied to the college strategic planning process and used by the associated college departments to support unit plan projects and activities. The college grant development process does not allow the pursuit of external funding for projects that are not consistent with the college *Educational Master Plan* [IIID16, IIID17] and unit planning process. The use of foundation funds is subject to review by the college leadership to ensure the use of these funds remains consistent with the mission and goals of the college.

Planning Agenda – III.D.2.e

None at this time.

■ **III.D.2.f** – Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary – III.D.2.f

All proposed contracts undergo review and approval. Contractual agreements with third party entities are typically initiated at the department or division level, in order to achieve unit plan or college-wide planning goals. Proposed contracts are reviewed and require approval by the appropriate dean, vice president, and president. Properly approved contracts are forwarded from the college to the Yosemite Community College District (YCCD) Executive Vice Chancellor's Office to be processed and executed.

According to YCCD Board Policy 3340 [IIID76], all contracts shall be processed through the YCCD Chancellor, YCCD Executive Vice Chancellor, or college presidents. Board Resolution No. 07/08-09 designates the chancellor, executive vice chancellor, and vice chancellor as the official signers of contracts for the YCCD. District procedure requires all business and educational contracts to be processed through the YCCD Executive Vice Chancellor's Office for signature. In an effort to ensure the college presidents are involved in the process of contracting [IIID77] for services, materials, leases, and equipment, a cover sheet with the appropriated approvals is forwarded with the contract to the YCCD Executive Vice Chancellor's Office.

YCCD Board Policy 3330 [IIID78] requires the board to review and approve all contracts greater than $10,000 every 60 days. Contracts are reviewed at the district level for risk exposure by the district Risk Management Office. On an as needed basis, legal counsel reviews contracts.

Self Evaluation – III.D.2.f

The college meets this standard. The college and district have a systematic process in place to maintain the integrity of the institution. YCCD Board Policy 3330 and Board Policy 3340 govern contractual agreements. Appropriate control is maintained by limiting the authority to approve and execute contracts to top-level college and district personnel. Board policy requires all contracts to be consistent with college and district mission and goals.

Planning Agenda – III.D.2.f

None at this time.

■ **III.D.2.g** – The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary – III.D.2.g

Financial management processes are reviewed after each audit to identify any areas where improvement can be made. The audit reports examine district and college financial management processes and provide, when necessary, recommendations to strengthen and improve the institution's financial processes, internal controls, and accountability.

In addition to the annual external audit, the district's internal auditor reviews the college financial management practices and provides feedback and recommendations for improvement. As an example, the internal auditor may review and make recommendations on cash handling procedures or operations at the college bookstore.

Financial management of restricted funds is routinely reviewed by outside funding agencies to ensure compliance with applicable federal, state, and local regulations in the use of funds, allowable expenditures, and achievement of program goals. The Title III grant awarded to the college is subject to an annual external evaluation [IIID79]. Financial management is a significant portion of the evaluation and any recommendations would be cited in the report. No recommendations were cited regarding the financial management of the grant.

Self Evaluation – III.D.2.g

The college meets this standard. The college financial management system and practices are subject to ongoing assessment through the annual external audit and by the district's internal auditor. The college responds promptly to recommendations and feedback it receives during both audit processes.

Planning Agenda – III.D.2.g

None at this time.

III.D.3 – The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary – III.D.3

Review and assessment of the college's fiscal planning is an ongoing process during the course of the year. College budget managers base their annual fiscal plan (budget) on their respective department or program priorities as identified in the unit plan and *Educational Master Plan*. A variety of reporting tools [IIID80] are available so budget managers are able to compare budget to actual. Variants can be examined to determine if funds are being expended effectively, and as intended. During the course of the year, budget adjustments can be made relatively quickly to maximize the effective use of the college's fiscal resources.

As part of the year-end closing process, the college Vice President of College and Administrative Services brings information to the college Administrative Council on projections of the anticipated year-end closing balance. During the year-end process, each budget line item is reviewed and the information used as a basis to assess current and future fiscal need.

The institution's various programs and services conduct a review process to identify needs and address improvements. Data gathered from various sources such as ARCCC, *Institutional Effectiveness Report*, program review, Datatel, etc. inform the update of the college planning documents such as the *Enrollment Management Plan, Matriculation Plan,* and *Technology Pla*n. These planning documents and associated data are used to develop the unit plans which drive the college's allocation and use of financial resources.

Self Evaluation – III.D.3

The college meets this standard. Management of college financial resources is systematically evaluated with the results used to improve college use and management of its financial resources. Department managers use program review and other appropriate assessment tools to evaluate how effectively the resources have been used to achieve programmatic goals.

Informally, use of financial resources is a common and frequent topic of dialogue across the college. The College Council, the college-wide committees, and senates (Academic and Classified) discuss the college's use of resources and bring forward their ideas and recommendations, which in turn, contribute to the improvement of the use and management of funds at the college. The issue of increasing parking fees is an example of the dialogue that is generated from these groups and shared the at College Council [IIID81].

Standard – III.D.3

None at this time.

Standard III.D – List of Evidence

IIID1　　　Mission Statement
IIID2　　　Columbia College Goals
IIID3　　　YCCD Budget Allocation Model Summary Sheet
IIID4　　　YCCD State Apportionment Revenue and Annual Expenditure Budget
IIID5　　　Columbia College 2009-2010 Budget
IIID6　　　YCCD 2010-2011 Final Budget
IIID7　　　Columbia College 2010-2011 Budget
IIID8　　　Columbia College Budget Reduction Plan
IIID9　　　College Council Minutes, 3-5-10
IIID10　　Columbia College Enrollment Management Plan 2009-2010
IIID11　　Measure E Program Information Website
IIID12　　Title III Grant Project Narrative and Grant Award Notification
IIID13　　Columbia College InSite publication - Entrepreneurship Career Program
IIID14　　TRIO Grant Application and Award Letter
IIID15　　Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IIID16　　2008-2015 Educational Master Plan
IIID17　　2010 Educational Master Plan Update and Addendum
IIID18　　College Council Constitution
IIID19　　Unit Planning Tool and Reports Web Access
IIID20　　Columbia College Unit Plan Staffing Report, Spring 2011
IIID21　　Columbia College Equipment and Facilities Report, 2010-2011
IIID22　　Yosemite Community College District Fiscal Services Website
IIID23　　2009-2010 Annual Enrollment Management Report
IIID24　　Fall 2010 Enrollment Management Report
IIID25　　College-wide Forums - Budget Topic Spring 2010 and Spring 2011
IIID26　　College Council Minutes, 3-4-11
IIID27　　Example of Email from President Regarding Budgetary Decisions Linked to Planning
IIID28　　YCCD Central Services 2010-2011 Budget
IIID29　　College Council Minutes, 1-21-11
IIID30　　Facilities Master Plan 2004
IIID31　　Technology Plan, Spring 2011
IIID32　　Unit Planning Tool Login Page
IIID33　　Unit Plan Project Summary Report
IIID34　　Unit Plan Project Detail Report
IIID35　　Unit Plan Project Ownership Report
IIID36　　Development Office Grants Report
IIID37　　2009 Institutional Effectiveness Report (IER)
IIID38　　Columbia College Program Review on the Integrated Planning Homepage
IIID39　　Accountability Report for California Community Colleges (ARCCC)
IIID40　　Vocational and Technical Education Act (VTEA) Plan
IIID41　　California Community Colleges Chancellor's Office (CCCCO) Data Mart Reports
IIID42　　YCCD Board of Trustees Minutes, 3-12-08
IIID43　　YCCD Independent Auditors Report, June 30, 2010
IIID44　　Faculty Banking Account Report
IIID45　　Vacation Accrual Liability Proposal

IIID46   YCCD Independent Auditors Report, June 30, 2009
IIID47   YCCD Proposition 39 and Measure E General Obligation Bonds Performance Audit,
          June 30, 2010
IIID48   YCCD Proposition 39 and Measure E General Obligation Bonds Financial Audit,
          June 30, 2010
IIID49   College Council Minutes Webpage
IIID50   Office of Institutional Research Website
IIID51   Academic Senate Minutes, 1-28-11
IIID52   On-Going Training - Unit Planning Process by Office of VPSL and Research
IIID53   Fall 2010 Faculty/Staff Survey
IIID54   YCCD Accounting Office Webpage
IIID55   College Council Meeting Minutes, 12-3-10
IIID56   Primary Goal Progress Report
IIID57   Secondary Goal Progress Reports
IIID58   YCCD Independent Auditors Report, June 30, 2008
IIID59   YCCD Board of Trustees Minutes and Agendas Webpage
IIID60   InSite Webpage
IIID61   Budget and Fiscal Handbook
IIID62   YCCD Budget Review 2009-2010
IIID63   YCCD Budget Review 2008-2009
IIID64   YCCD Board of Trustees Minutes, 8-11-10
IIID65   California Association of Joint Powers Authorities (CAJPA) Accreditation
IIID66   VIPJPA Annual Audit, September 30, 2009
IIID67   YCCD Fiscal Services Audit Reports Webpage
IIID68   YCCD Measure E Citizens Bond Oversight Committee (CBOC) Webpage
IIID69   College & Administrative Services Division Webpage
IIID70   California Community Colleges Chancellor's Office YCCD Fiscal Trend Analysis
IIID71   YCCD Proposition 39 and Measure E General Obligation Bonds Financial Audit,
          June 30, 2009
IIID72   YCCD Proposition 39 and Measure E General Obligation Bonds Financial Audit,
          June 30, 2008
IIID73   Columbia College Foundation Independent Auditors Report, June 30, 2010
IIID74   Columbia College Foundation Independent Auditors Report, June 30, 2009
IIID75   Columbia College Foundation Independent Auditors Report, June 30, 2008
IIID76   Board Policy 3340 - Contracts (Purchasing)
IIID77   Contract Procedures and Forms Webpage
IIID78   Board Policy 3330 - Purchasing
IIID79   Title III External Evaluation Report
IIID80   Budget to Actual Tool
IIID81   College Council Minutes, 9-21-07

Standard IV

Leadership and Governance

Standard IVA: Leadership and Governance

Standard IVB: Board and Administrative Organization

STANDARD IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A – Decision Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1 – Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary – IV.A; IV.A.1

Yosemite Community College District (YCCD) Board Policy and Procedures delineate the college's governance and decision making, roles and responsibilities. YCCD Board Policy 7510 (Participation in Local Decision Making) [IVA1], establishes that the Board of Trustees is the ultimate decision maker in areas assigned by state and federal laws and regulations. In executing that responsibility, the board is committed to its obligation to ensure appropriate members of the district participate in developing recommended policies for board action and administrative procedures for chancellor action under which the district is governed and administered.

Faculty have a strong voice with academic and professional matters of the district. Board Policy 7510 states the board or its designees will consult collegially with the Academic Senates in respect to academic and professional matters, as defined by law. Procedures falling under this policy are developed collegially with the Academic Senates.

All staff are provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on their constituencies. The opinions and recommendations of classified staff members or groups are ensured every reasonable consideration district-wide. The Classified Senate at Columbia College provides an additional venue for the participation of classified staff at the institution.

Participation for students is achieved through the Associated Students of Columbia College [IVA2]. The Associated Students are given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students are also given every reasonable consideration.

The district provides a culture of participatory governance through the District Council. The District Council [IVA3] was established in 1989 and has met regularly ever since. The purpose of this council is to make recommendations to the chancellor regarding the existence of needs, the establishment of priorities, and the allocation of resources on a broad, district-wide basis. The Council serves as the coordinating body for the review of the *Yosemite Community College District Strategic Plan* [IVA4]. It is the intent that the council will not get involved with the daily administration of the two colleges or central services nor will the council replace the collective bargaining process. The council uses the consensus-building process, which is defined in the YCCD District Council *Statement of Principles* [IVA5]. This document also defines the purpose, principles, composition, assigned roles council and practices of the council. The council continually evaluates its processes and products, modifies procedures when appropriate, and provides an annual report of this evaluation to the district.

The chancellor chairs the District Council and presents the council's recommendations to the Board of Trustees when appropriate. At the same time, it is acknowledged that the chancellor retains the authority to make her/his own recommendation. Should that recommendation differ from the Council's, or from a significant minority of council members, the chancellor makes the differences known to the District Council and to the Board of Trustees.

District Council is comprised of the following:

Council Members:
   Chancellor
   Yosemite Faculty Association President
   Yosemite Faculty Association Budget Analyst
   Academic Senate President – Modesto Junior College
   Academic Senate President – Columbia College
   Board/Faculty Liaison
   Columbia College President
   Modesto Junior College President
   Leadership Team Advisory Committee President
   California School Employee Association, Chapter 420 (2)
   Yosemite Community College District Student Trustee

Resource Persons:
   Executive Vice Chancellor – Fiscal Services
   Vice Chancellor – Human Resources
   Assistant Chancellor – Information Technology
   Director of External Affairs

Institutional planning efforts provide opportunity for appropriate faculty and staff participation. Participation in planning at the college level is overseen through the Columbia College Council. The participatory governance processes at Columbia College functions through constituency groups including the Academic Senate (which is a senate of the whole), Classified Senate, Yosemite Faculty Association (YFA), California School Employees Association (CSEA) -YCCD Chapter #420, Leadership Team Advisory Council (LTAC), and the Associated Students of Columbia College (ASCC). The College Council provides consensus recommendations to the college president on matters of college-wide interest and concern, and through the president and representatives to the District

Council for matters of district-wide concern and interest. The *College Council Constitution* [IVA6] defines the basic functions of the council as the following:

1. *The oversight body for the development and coordination of strategic institutional planning.*
2. *The oversight and reviewing body for institutional documents or processes*
3. *The budget review committee*
4. *The initiating and responding body to or from the District Council on issues of college or district-wide interest*

The structure and function of the College Council ensures open participation by all college constituents. The composition of the College Council includes four faculty, four students, four classified staff, and four leadership team members (management), and is chaired by the college president. The council is guided by the *Principles of Collegial Governance* [IVA7], which outlines a culture of joint participation and involvement in college matters.

The College Council encourages its constituency groups to collaborate in decision-making and has been involved in developing major institutional planning documents including the *Educational Master Plan* (EMP) [IVA8] and the updated version of that plan [IVA9]. The EMP contains the college mission statement, vision statement, core values, guiding principles, and institutional goals and strategies. These planning documents guide the Board of Trustees, the administration, and all areas/divisions within the college as they take action to achieve the plans. The YCCD Board receives both verbal and written reports on the college's effectiveness, as noted in the fall 2009 *Institutional Effectiveness Report* [IVA10].

All staff have the opportunity for involvement in college planning through the unit planning process [IVA11]. Unit planning at Columbia College is an annual process that ties departmental resource needs to projects having measurable outcomes. These projects are directly linked to specific college goals and the associated resource needs (activities) for each project are then prioritized. Members of college departments and programs have the opportunity for input into this annual process. The Unit Planning Tool (UPT) is the gateway used to enter planning information [IVA12]. Information from the UPT database generates three *Unit Plan Reports* [IVA13, IVA14, IVA15], as well as the *College Goal Progress Reports* [IVA16, IV17], and *Staffing Report* [IVA18]. Each of these reports and associated planning information is available for review by anyone with an internet connection via the college homepage for integrated planning [IVA11]. This webpage is intended to encourage and support participation in planning by all college constituents.

Other opportunities for participation in planning are offered through involvement on a variety of college planning and resource committees. The resource committees include, but are not limited to: the Technology Committee [IVA19], Facilities Committee [IVA20], Distance Education Committee [IVA21], Title III Steering Committee [IVA22], Academic Wellness Educators Steering Committee [IVA23], Student Learning Outcomes Workgroup [IVA24], and Enrollment Management Planning Team [IVA25].

The stated goals for Columbia College are highly visible and well understood. Columbia College developed ten college goals [IVA26] that are presented in the *Educational Master Plan* [IVA8, IVA9]. These mission-based goals are shaped by the Columbia College Core Values [IVA27] and are the mechanisms by which the college carries out its mission. Through these goals, the college demonstrates its dedication to excellence through their focus on improving 1) Student Success, 2) Educational

Programs and Services, 3) Campus Climate, 4) Quality Staff, 5) Technology, 6) Community Leadership, 7) Partnerships, 8) Institutional Effectiveness, 9) Facilities, and 10) Fiscal Resources.

College goals have a clear and visible focus on the achievement of excellence. This is illustrated through the college projects found within unit plans [IVA12, IVA13, IVA14, IVA15]. The unit plan is the core of the institution's annual planning process and every project (and its activities) within the unit plan is directly tied to one or more of the ten college goals. The unit plan documents all annual requests for college resources. The associations between planning and college goals are revealed in the *College Goal Reports* [IVA16, IVA17] which are highly visible on the college homepage for integrated planning [IVA11]. These reports show the primary and secondary college goals linked to each unit plan project. Forty-five of the 116 content pages from the *Primary College Goal Progress Report* demonstrate focused planning in the areas of "Student Success" (college goal one) and "Educational Programs and Services" (college goal two).

College faculty and staff are well aware of the college goals. This is largely due to the direct connection between goals and projects accomplished through the annual unit planning process. As a result of every project being directly linked to a Columbia College Goal, individuals involved with the unit planning process interact at a functional level with the goals on a regular basis. While adjunct faculty and part-time staff are less engaged, a 2010 Faculty/Staff Survey [IVA28] revealed 96.7% of full-time faculty felt either "somewhat involved" (6.7%), "involved" (20%), "very involved" (23.3%), or "significantly involved" (46.7%) with the unit planning process. Of the full-time classified staff, 70.8% either responded as "somewhat involved" (12.5%), "involved" (37.5%), "very involved" (8.3%) or "significantly involved" (12.5%) with unit planning.

Full-time Faculty involved with Unit Planning
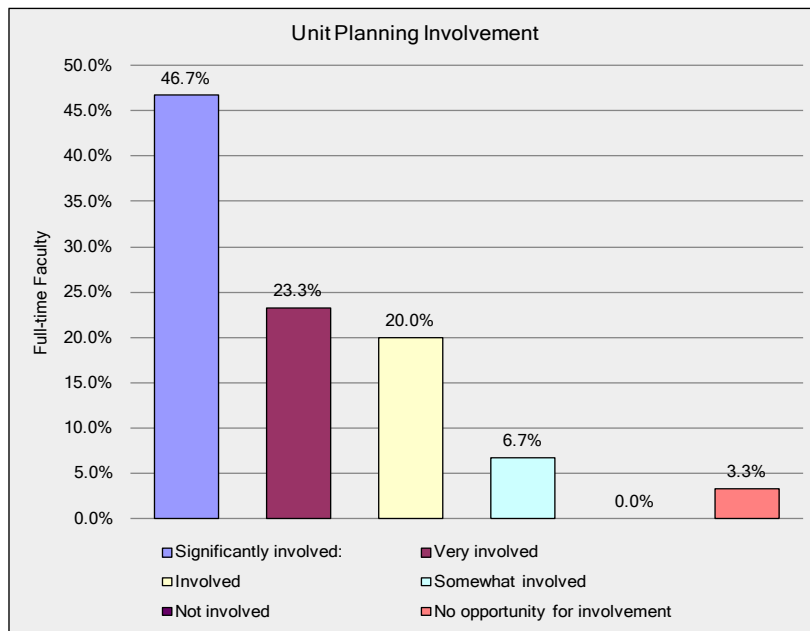
Classified Staff involved with Unit Planning
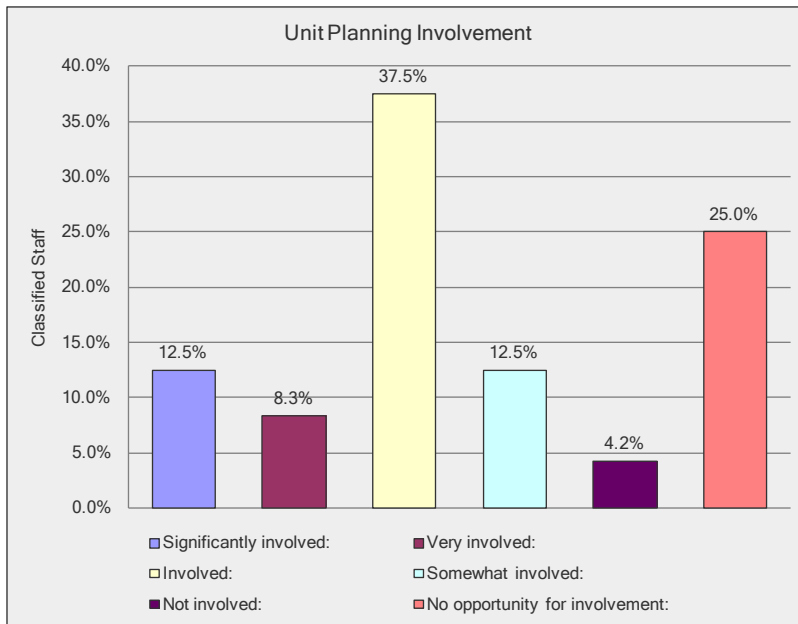
The process of assessing the college goals started with the College Council in the fall of 2010 [IVA29]. Working with a newly developed College Goal Assessment Process [IVA30], the College Council uses *College Goal Progress Reports* [IVA16, IVA17] to evaluate progress toward meeting the institution's stated goals. This practice and associated dialogue strengthens a climate in which all constituent groups openly discuss college goals. The goal assessment process combined with college-wide unit planning provides the systematic means for all college constituencies to participate in institutional planning efforts.

Leaders from all constituency groups at Columbia College are committed to creating and fostering an environment of empowerment and institutional excellence. This was acknowledged with recognition from the Hewlett Foundation for Columbia College in the area of student success. In 2008, The Hewlett Foundation honored four California Community Colleges that had made significant progress in basic skills education. One Columbia College faculty member noted "That the strength of the leadership here (at Columbia College) is collaboration, a culture of collaboration." [IVA31] This statement is typified in the College Council where key leadership groups come together to support student learning and improve institutional effectiveness.

Self Evaluation – IV.A; IV.A.1

The college meets this standard. Columbia College embraces participatory governance and open communication. This is evidenced by the high level of collaboration that exists within the college community. As a result, the college has created an environment fostering the empowerment of all groups, encouraging innovation and advancing excellence across the institution. All employees and students are encouraged to take an active role to improve college practices, programs, and services.

Shared decision-making is a core value [IVA27] at Columbia College. The institutional planning process provides ample opportunity for direct faculty and staff involvement. The college's participatory

process is supported through YCCD board policy, the District Council, and the College Council. The *College Council Constitution* and the *Principles of Collegial Governance* [IVA7] lay the foundation for participatory governance at the institution and assure there is a means for effective discussion, planning, and implementation regarding matters of college-wide importance. These institutional documents promote a culture of visibility and transparency throughout all planning processes.

Columbia College is cognizant that ethical and effective leadership from all constituent groups is essential to enable the institution to realize its mission, abide by its core values and achieve institutional goals. Through its participatory strategic planning process, the college has taken measures to ensure all of its programs and services are consistent with the college mission [IVA32] and vision statements [IVA33] as approved by the Board of Trustees on May 9, 2007 [IVA34] and guided by the core values adopted by the College Council on April 6, 2007 [IVA35]. College Council reaffirmed these guiding statements on September 11, 2009 [IVA36].

The College Council is developing a formal review process for the achievement of college goals. This effort began in fall of 2010 and has been aided by the development of *College Goal Progress Reports* [IVA16, IVA17]. The review document, in its second revision, also includes the evaluation of the college's overall strategic planning process. The dialogue [IVA29, IVA37, IVA38, IVA39] relating to these efforts better familiarizes the entire college community with the college goals and the degrees to which they are achieved.

The Columbia College Office of Institutional Research is responsible for the college *Institutional Effectiveness Report* (IER) [IVA10], which is one of the key vehicles for documenting and communicating institutional performance. There are many reports that have been developed to assist in the decision-making process on the college homepage for integrated planning [IVA11]. The college has incorporated the use of these reports as part of its focus on making data-driven decisions. Furthermore, as described more fully in Standard I, faculty participate in the assessment of student learning outcomes achievement at both the course and program levels and engage in discussions about the effectiveness of the techniques used in the classroom [IVA40].

The YCCD Board of Trustees encourages communication from both college employees and community members by providing opportunities for the public to address the board at all regularly scheduled open meetings. Board members also regularly attend and participate in college activities such as graduation, In-Service Days, and special events. In addition, both agendas and minutes of board meetings are posted on the district website [IVA41], are sent to a wide distribution list, and are available upon request from the YCCD Chancellor's Office.

The Board of Trustees has been actively involved in the *2011 Accreditation Self Study*. Monthly reports updating the board with regard to development of the self study for Columbia College and Modesto Junior College were given at every monthly board meeting starting in April 2010 [IVA42]. Board members participated in a self study review of Standard IV at a board retreat in September 2010. The board understands the planning and governance processes of Columbia College and recognizes that the college has made substantial progress in planning and governance since the 2005 accreditation team visit.

With the current economic downturn impacting the college budget, replacing full-time faculty and classified staff and resource allocation has become a topic of significant interest for constituent groups. Columbia College empowers faculty and staff to participate in the process through program review

and unit planning as well as through the Academic and Classified Senates. The Academic Senate has significant influence over educational programs and other matters affecting curriculum and academic policies. The Columbia College Academic Senate is a "senate of the whole" [IVA43, IVA44] due to the small size of the college and consequently small number of full-time faculty. This structure by design is inclusive. The Classified Senate [IVA45] is similar to the Academic Senate in that it provides an opportunity for classified staff to have a voice on issues beyond the bargaining unit.

Members of the college community also bring forward ideas for institutional improvement or innovation through division meetings, college committees, and specialized work groups. The college president sends out emails on budget, holds forums, and reports at the College Council and other campus meetings to inform and discuss issues. Again, due to the small size of the college, the College Council serves as the budget review committee, Flex committee, and Accreditation Steering Committee. Therefore, critical issues, and the individuals who bring them forward, can always find a venue to present their feedback and/or ideas.

Planning Agenda – IV.A; IV.A.1

College Council will continue to improve the evaluation tools for college goals and planning processes.

IV.A.2 – The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a – Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary – IV.A.2; IV.A.2.a

Decision making processes relating to resource allocation are clearly outlined. The college Integrated Plan For Resource Allocation is part of the Columbia College Strategic Planning Process Cycle [IVA46]. This process was developed by the College Council and approved by the YCCD Board of Trustees as part of the college *Educational Master Plan* [IVA8, IVA9]. The strategic planning process was developed in the spirit of participatory governance and is perhaps best demonstrated by the structural membership of the College Council, with four members from each constituent group. The allocation plan flowchart demonstrates the shared involvement within the Council. An updated Columbia College Strategic Planning Process Cycle [IVA46] was reviewed and approved by the College Council in April of 2011 [IVA39].

Integrated Plan for Resource Allocation

* See CC Organizational Chart for areas within the division
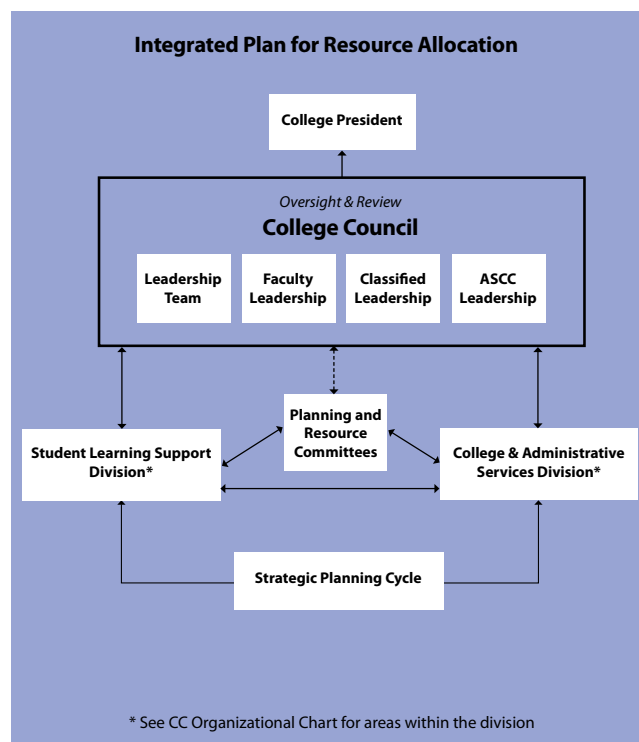
The Integrated Plan for Resource Allocation outlines the college's structure for the decision-making process related to the use of resources at Columbia College. The two primary planning groups for the college are Student Learning and College and Administrative Services. The functional connection between these two areas and the Strategic Planning Process Cycle is accomplished through the unit planning process [IVA46]. Planning and resource committees also work with the two areas in the

process. Planning and budget recommendations are brought forward to the College Council. The College Council, in turn, provides planning and budget recommendations to the Columbia College President.

Policies and procedures are in place to describe governance roles for the institution. Board Policy 7510 defines roles for faculty, students, and classified staff with regard to participation in local decision-making processes. At the college, participatory roles for students, staff, and faculty at the institutional level are outlined in the *College Council Constitution* [IVA6]. The manner in which this governance is conducted is presented in the Columbia College *Principles of Collegial Governance* [IVA7]. Constituent roles, along with the involvement and participatory governance culture of the college relating to these policies and procedures are described in Standard IV.A.1.

The Columbia College's participatory governance structure is outlined in the *College Council Constitution* [IV6]. The constitution defines the roles and composition for the institution's main participatory governance body. The College Council provides consensus recommendations to the college president on matters of college-wide interest and concern and through the president and representatives to the District Council for matters of district-wide concern and interest. The basic function of the Columbia College Council is to serve as:

1. *The oversight body for the development and coordination of strategic institutional planning.*
2. *The oversight and reviewing body for institutional documents or processes*
3. *The budget review committee*
4. *The initiating and responding body to or from the District Council on issues of college or district-wide interest*

The membership of the College Council is comprised of the college president as chair, four leadership team members, four faculty members, four classified members, and four students. The terms of leadership team members are determined by the college president in consultation with the leadership team. The terms of the faculty members are determined by the Academic Senate. The terms of three classified members are determined by the Classified Senate, and one classified member by the California School Employees Association (CSEA).

Proposals and discussion items submitted for consideration to the College Council may originate from the institution's various governance groups, college-wide committees, and/or by individuals. The processes for decision making are outlined in the Columbia College Council *Principles of Collegial Governance* [IVA7]. A list of college-wide groups and committees can be found on the Columbia College website [IVA47]. While all planning and resource committees may not necessarily be defined as participatory governance committees, most college-wide committees mirror the membership structure of the College Council by including representation from college constituent groups. The college finds this structure to be effective in ensuring all members of the campus community are empowered to contribute to the policy and decision-making process.

The faculty role in governance is clearly defined by Board Policy 4103 (Academic Senates) [IVA48]. This policy ensures faculty members have a significant role in the overall policy planning process at the institution. Board Policy 4103 states, "The Board of Trustees recognizes the Academic Senates of Columbia College and Modesto Junior College as the bodies which represent the faculty in collegial governance related to 'academic and professional' matters. Each respective senate is authorized to fix and amend by vote of the faculty the composition, structure and procedures of its senate."

Board policy notes that Academic Senate recommendations will be accepted unless there are exceptional circumstances and/or compelling reasons not to accept. According to Board Policy 4103, the Board of Trustees shall "rely primarily" or reach "mutual agreement" depending on the matter. The academic and professional matters commonly referred to as the "ten plus one" are included in the policy. The following is an excerpt from the policy that indicates the areas.

> *The Board of Trustees shall "rely primarily" upon the advice and judgment of the Academic Senates in selected areas. "Rely Primarily" means that recommendations shall be accepted in most cases. If a recommendation is not approved, the Board or its designee shall promptly communicate in writing its reason to the respective senate(s).*
>
> *These areas are:*
> - *A. Curriculum, including establishing prerequisites and placing courses within disciplines*
> - *B. Degree and certificate requirements*
> - *C. Grading policies*
> - *D. Faculty role and involvement in accreditation process, including the self-study and annual reports*
> - *E. Faculty professional development*
>
> *The Board of Trustees shall reach "mutual agreement" between the Academic Senates and the Board on selected areas. "Mutual Agreement" means that recommendations shall be prepared by either the Academic Senates or the Board's designee, and are subsequently ratified by both. If "mutual agreement" cannot be reached, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship, which the Board shall promptly communicate in writing to the respective Senate(s).*
>
> *These areas are:*
> - *A. Education program development*
> - *B. Student preparation and success*
> - *C. Program review*
> - *D. Institutional planning and budget development*
> - *E. District and college governance structures*
> - *F. Others as may be mutually agreed upon by the Academic Senates and the Board of Trustees*

The Columbia College Curriculum Committee is at the heart of the institution and is truly driven by faculty and the Academic Senate. This committee is comprised of one faculty chair, six faculty members from various areas, and one articulation officer. Resources for this committee include division deans, the Vice President of Student Learning, students, and faculty discipline experts. The committee initiates action and makes decisions on curriculum, related instructional matters, and academic policy. In addition, the committee is responsible for the oversight of continuous review and revision of curriculum as well as the development of curriculum. Members of the committee deliberate and carefully consider curricula and represent the best interest of the college. The Columbia College *Curriculum Bylaws* [IVA49] and *Curriculum Handbook* [IVA50] are designed to provide guidance to everyone involved in the curriculum process including committee members, faculty, and administration. It is a process that meets many standards driven by the state, district, college, and Academic Senate.

Faculty have appropriate involvement in the accreditation process. Over the course of the past two

years, and in alignment with AB1725, the senate has been actively involved in leading the effort to develop the Columbia College *Accreditation Self Study Report, 2011.* The Senate supported the designation of the College Council as the Accreditation Steering Committee. The Academic Senate President and the Vice President of Student Learning (the Accreditation Co-Chairs) worked with their respective constituent group in recruiting and choosing faculty and administrator co-chairs for each Standards Committee. After the co-chairs were in place for the committees, Academic Senate leadership actively recruited faculty to serve on the six Standards Committees. Classified Senate leadership also recruited and selected constituents to serve on the Standards Committees. Once the committees were established, the Accreditation Co-Chairs conducted regular meetings and brought information regarding the progress of the *Accreditation Self Study* to the accreditation Steering Committee (the College Council). The Academic Senate demonstrated its involvement and support of the accreditation process by working to help establish the structure and process and foster assessment and dialogue across the entire institution

Faculty represent the Academic Senate on a number of institutional committees. Academic Senate representation can be found from a link [IVA51] on the senate website [IVA52]. Representation on district committees includes membership on the District Council, YCCD Technology Committee, YCCD Policies and Procedures Committee, Yosemite Faculty Association, and Joint Benefits Task Force. Representation on college-wide committees includes the College Council, Academic Wellness Educators, Facilities Committee, Safety Committee, Sustainability Committee, Wildlife Committee, SLO Workgroup, Staff Development Committee, Technology Committee, Distance Education Committee, Scholarship Committee, and Graduation Committee. The vehicle to report out to the constituency regarding committee news and issues is through regular senate meetings and the monthly *Columbia College Academic Senate Newsletter* [IVA53]. The senate newsletter can be accessed online from the Columbia College Academic Senate website [IVA52] and is also emailed to the entire constituency to ensure a wide distribution.

The Faculty Hiring Prioritization Committee recommends annual hiring priorities. Faculty and administration are equally represented in this group, which consists of four faculty and four administrators. Faculty representation includes the Academic Senate leadership (president, president elect, and immediate past president) along with a representative for the Yosemite Faculty Association (YFA). Administrative members of this committee include the Vice President of Student Learning, Dean of Arts and Science, Dean of Vocational Education, and Dean of Student Services. The role of this committee is to oversee the procedures and associated annual recommendations for new or replacement faculty positions. The Columbia College *Faculty Hiring Prioritization Process* [IVA54] was most recently updated in fall of 2009 and can be found along with faculty hiring criteria on the Academic Senate website [IVA52].

The Classified Senate was formed to address participation in governance for classified staff on matters not related directly to collective bargaining and serves as the primary means of encouraging and facilitating classified participation in the college governance process. The *Classified Senate Constitution and Bylaws* [IVA55], define the purpose, membership, organization and official procedures for the body. The constitution outlines specific roles and responsibilities for members and identifies the structure for the Executive Board. The Executive Board of the Classified Senate is comprised of the following officers: president, vice president, secretary, treasurer, College Council representative, and four area representatives. The Classified Senate has seven representative areas, which are identified from a link on the Classified Senate website [IVA45].

Classified representation on committees closely parallels that of the Academic Senate. Classified staff, with the support of the college president, received approval to form a Classified Hiring Priorities Committee [IVA56]. The prioritization process gives classified staff an avenue to forward hiring recommendations to the college president, similar to the faculty hiring prioritization process. Classified staff are represented on college-wide committees such as the Academic Wellness Educators, Facilities Committee, Safety Committee, Sustainability Committee, Wildlife Committee, SLO Workgroup, Staff Development Committee, Technology Committee, Distance Education Committee, Scholarship Committee, and Graduation Committee. In addition, the Classified Senate President speaks at graduation, as does the Academic Senate President, and Associated Students' President.

Columbia College identifies the role of students in institutional governance through Board Policy 7015 (Student Board Member) [IVA57] and 7510 (Participation in Local Decision Making) [IVA1]. In addition to a non-voting student member serving on the Board of Trustees as described in Board Policy 7510, Board Policy 7015 states "The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration." The Associated Students of Columbia College (ASCC) are guided by the *ASCC Constitution and Bylaws* [IVA58] and advised by the Student Outreach and Development Administrative Specialist to coordinate student activities.

The ASCC leadership consists of seven officers (president, vice president, treasurer, secretary, director of activities, director of publicity, and director of club affairs) and ten senators who each hold a one-year term of office. The role of the president includes the assigning of representation on committees. Columbia College ASCC members represent their constituents by participating on college-wide committees in a collaborative environment where input and recommendations are made through open discussions with Leadership, Academic Senate, and Classified Senate committee members. Students participate actively on college-wide committees such as Safety, Facilities, Academic Wellness Educators (AWE), Sustainability, and most notably, the College Council. Student committee members readily exchange information and suggestions on important student issues such as parking fee increases, library fine increases, and campus smoking policy [IVA59]. All students have the opportunity to provide feedback into decision making on campus-wide issues through their constituency representatives.

Students participate in many collaborative college and community events such as "It's a Jungle Out There" [IVA60] and "The Westward Quest for Freedom" [IVA61]. Both ASCC members and students-at-large served as tour guides to over 4000 visitors to the "It's a Jungle Out There" exhibit. The 2010 "The Westward Quest for Freedom" was yet another opportunity to collaborate and form a partnership with outside agencies such as the Columbia College Foundation, National Parks Service, Mother Lode Black Heritage Foundation, Columbia State Park, and Tuolumne County Superintendent of Schools Office. In addition, the 2010 Area 1 YCCD Trustee Forum was coordinated and hosted by the ASCC on behalf of the student body.

College administration has clearly defined roles in institutional governance that relate to areas of expertise and responsibility. The college president is the chief administrator of the institution, who reports to the chancellor, the chief administrator of the district, who reports to the board, where policy decisions are ultimately made. The president makes most decisions based on the deliberations and recommendations of the College Council. Additional opportunities to initiate ideas, discussion, and action occur through "expanded" Administrative Council meetings. This group is comprised of the

college president, vice presidents, deans, and all constituent leaders. The purpose of the meeting is to allow college leadership an opportunity to connect with one another between monthly College Council meetings. The Administrative Council, consisting only of the administrators, meets on a weekly basis to connect and consult with the president.

Board policies relating to governance are reviewed regularly. This is accomplished through updates to the district policy and procedures [IVA62] which are posted on the YCCD website. All policies going to the board for adoption or revision are first vetted through a review process. The process begins with updates from the Community College League of California (CCLC) or input from other sources. The district subscribes to the CCLC policy and procedures update service. All updates are received by the district Policy and Procedures Committee, which is representative of YCCD constituency groups. Once reviewed by the committee (with legal counsel, District Administrative Council, and Chancellor's Cabinet as resources), the proposed policy is forwarded to constituency groups, whose input is returned back to the Policy and Procedures Committee. After reviewing any additional request(s) for revision, the committee forwards the proposed policy to the chancellor and the District Council. At that point, the chancellor solicits input from the District Council and may seek additional resource review (such as legal counsel), if needed.

> YCCD Policy and Procedures Committee (as defined by District Council)
> MJC Academic Senate
> Columbia College Academic Senate
> Yosemite Faculty Association (YFA)
> California Schools Employee Association (CSEA)
> Leadership Team - MJC administrator
> Leadership Team - Columbia College administrator
> Leadership Team - Central Services administrator
> Chancellor's Office administrator

Self Evaluation – IV.A.2; IV.A.2.a

The college meets this standard. District and college policies and procedures clearly define constituent roles in the decision-making and budgeting processes for Columbia College. The roles of the faculty, staff, students, and leadership team in institutional governance are also clearly defined.

Faculty at Columbia College are represented by the Academic Senate (a senate of the whole) for academic and professional matters and by the Yosemite Faculty Association (YFA) for salary, benefits, and working conditions.

Classified staff members throughout the Yosemite Community College District are represented by the California School Employees Association - YCCD Chapter #420 (CSEA). This collective bargaining unit conducts elections to appoint classified staff to district and college governing councils. The classified staff at Columbia College have also formed a Classified Senate, a separate entity from the CSEA. The Classified Senate elects and appoints its own representative(s) to serve on college committees and is a non-bargaining group.

Students at the college are represented by the Associated Students of Columbia College. This governance organization is composed of an elected executive committee, which operates in accordance

with its own constitution and bylaws. The ASCC is responsible for appointing student representatives to serve on the College Council and other college-wide committees. Student representatives offer opinions and make recommendations to the administration of the college and to the Board of Trustees with regard to district and college policies or procedures that have or will have an effect on students.

College and district administrators are assigned specific governance roles, which are included in their job descriptions [IVA63] and act as representatives of the Leadership Team [IVA64] on college and district committees. Administrators are held accountable to provide effective leadership for and support of faculty and staff in the planning, implementation, and monitoring of district policies. Administrators are also held accountable for supporting participatory practices in college governance.

Planning Agenda – IV.A.2; IV.A.2.a

None at this time.

◼ **IV.A.2.b** – The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary – IV.A.2.b

Academic and curricular responsibilities and authorities are well defined by policy and procedures of the district and college. At Columbia College, student learning programs and services are driven by both faculty and academic administrators. As outlined in Standards IV.A.1 and IV.A.2, board policy and college governance procedures define roles and responsibilities for students, faculty, staff and administration.

Responsibilities for curricular and other educational matters are further addressed in the constitution [IVA43] and bylaws [IVA44] for the Columbia College Academic Senate and the bylaws for the Curriculum Committee [IVA49]. The Preamble of the *Academic Senate Constitution* echoes Board Policy 4103 by identifying the areas under the jurisdiction of the Academic Senate. The areas which the faculty are "primarily relied" upon include: 1) curriculum, including establishing prerequisites, 2) degree and certificate requirements, 3) grading policies, 4) faculty roles and involvement in accreditation processes, and 5) policies for faculty professional development activities. This is consistent with California Code of Regulations (CCR) Title 5 [IVA65] and California Assembly Bill 1725 [IVA66]. Areas of "mutual agreement" between the Academic Senate and YCCD Board of Trustees include: 1) educational program development, 2) standards or policies regarding student preparation and success, 3) processes for program review, 4) processes for institutional planning and budget development, 5) district and college governance structures, as related to faculty roles, and 6) others as may be mutually agreed upon by the Academic Senates and the Board of Trustees.

The webpage for the Academic Senate identifies procedures for faculty involvement in determining equivalency for disciplines [IVA67], the *Faculty Hiring Prioritization Process [*IVA54], the *Guidelines for Orphaned Programs* [IVA68], and *Program Services Reduction* [IVA69]. Also cited is the *Standards of Shared Governance Participation* for Columbia College faculty [IVA70]. Committees with substantial faculty participation include the Technology Committee, Distance Education Committee, Facilities Committee, College Council, Accreditation, SLO Workgroup, and Academic Wellness Educators. A list of faculty representatives serving on various committees [IVA51] is on the Academic Senate website [IVA52]. The Curriculum Committee is under the purview of the Academic Senate and has its own designated website [IVA71].

The Curriculum Committee meets on a regular basis and is comprised of faculty (who are the voting members) and administrators from all three divisions [IVA72]. The Curriculum Committee's structure, roles, and responsibilities are defined in the *Curriculum Handbook* [IVA50] and also described in Standard II.A of this document. At the administrative level, the Vice President of Student Learning (VPSL) oversees all curriculum activities, enrollment management, planning, and development for instructional programs and services. The VPSL works closely with the Curriculum Committee to ensure curricula is updated.

Columbia College has four SLO Mentors who serve as resources and support to faculty [IVA24]. The VPSL collaborates with the SLO Mentors to ensure the Student Learning Outcomes Assessment Cycle continues across the institution. Faculty members also work closely with each dean to create,

implement, and evaluate SLOs. In addition, student learning outcomes are assessed through program review and resources for support are identified in the unit planning process. Faculty prioritize unit planning projects at the departmental level and administration facilitates prioritization at the division level for allocation of resources [IVA12].

Self Evaluation – IV.A.2.b

The college meets this standard. Columbia College relies on faculty to make recommendations for the institution's student learning programs and services. Roles and responsibilities for faculty and academic administrators are well defined in board policy, college processes, and through the bylaws for the Academic Senate and Curriculum Committee.

College faculty and administrators have strong state-wide connections with the Academic Senate for California Community Colleges (ASCCC) to reaffirm appropriate relations, lines of authority, and governance roles associated with the college's academic structure and support. The Columbia College Academic Senate President regularly attends state-wide ASCCC meetings. The Curriculum Chair and appropriate faculty and staff regularly attend ASCCC Curriculum Institutes and state-wide webinars relating to curriculum. In addition, the Vice President for Student Learning (VPSL) is the State Chief Instructional Officer (CIO) representative to the ASCCC Curriculum Committee and Pre-requisite Task Force. Currency relating to academic issues is also maintained at the administrative level through the VPSL role as president elect for the California Community College Chief Instructional Officers organization [IVA73] and Board of Governors appointee to the SB1143 State Task Force on Student Success [IVA74].

Planning Agenda – IV.A.2.b

None at this time.

IV.A.3 – Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary – IV.A.3

Policies and procedures clearly define constituent roles in governance. Yosemite Community College District Board Policy 7510 (Participation in Local Decision Making) [IVA1] on participatory governance delineates the appropriate roles for all faculty, staff, administrators, and students in the governance structure of the institution. The flow chart that illustrates the integrated planning and decision-making processes for Columbia College, the Strategic Planning Process Cycle [IVA46], is on page 307 of the college *Educational Master Plan* [IVA8]. The purpose, role, and composition of the college's primary participatory governance committee, the College Council, are noted in its constitution [IVA6].

In addition to written policy, constituencies are given a voice at YCCD Board of Trustees meetings. At its monthly meetings, the Board of Trustees provides a forum for each constituency group to report on or raise issues of concern. In addition to the previously established reports given by the Academic Senates, Yosemite Faculty Association, Associated Students, and the student trustee, this practice was expanded in the fall of 2010 to include California School Employees Association, Leadership Team Advisory Council, and the faculty board representative. The Board of Trustees values these reports and continues to include them on each monthly meeting agenda.

The primary mechanism for college-wide communication is the College Council. This group is the participatory governance body for the college and the principal medium for the discussion of and consultation on college-wide issues, particularly those directly related to college planning and budget. The College Council operates by consensus and is guided by the *Principles of Collegial Governance* [IVA7], which documents a collective effort to "act jointly" in its efforts to fulfill the college mission.

The Administrative Council (a meet and confer group comprised of the president, vice presidents and deans) meets weekly to facilitate communication. However, in the fall of 2009, the president started offering monthly "expanded" meetings in which leadership from faculty, staff, and some additional managers were included. These meetings are primarily operational, but do provide valuable opportunities for interaction, feedback and discussion.

Open forums are a custom at Columbia College. Important issues and information are delivered in these forum formats where all employees and students are invited to attend and to ask questions, express concerns, and/or present ideas. Past forums have been held regarding budget, institutional planning, safety training, and other important college topics.

Communications at Columbia College come through formal and informal venues. Prior to the vacancy of the Marketing and Public Relations Officer, the college president and the public relations officer produced a written monthly report to the Board of Trustees, *InSite*, which was distributed electronically to the campus community and posted on the college website. Although the Marketing and Public Relations Officer position has not been filled due to budget constraints, the president continues to actively communicate with the college community and has done so via email as well as

through an annual summer letter on a variety of topics. In the spirit of maintaining good campus-wide communication, the college plans to replace the position as soon as fiscal resources allow.

College faculty and staff are familiar with the ten college goals as stated in the *Educational Master Plan*. These goals are highly visible on the college homepage for integrated planning [IVA11] and all faculty and staff taking part in the unit planning process interact regularly with the college goals. Annual resource requests for the college go through the unit planning process which requires all projects to connect to one or more of the ten college goals.

College-wide awareness regarding institutional efforts to achieve goals is strong. In addition to having highly visible goals, the College Council is developing a process to regularly review progress toward achieving the college goals. In this process, the council utilizes *College Goal Progress Reports* [IVA16, IVA17] that are clearly displayed on the college homepage for integrated planning [IVA11]. Anyone with internet access can review these reports. The College Council is in its second stage of the development of a process to formally evaluate progress towards these goals.

Self Evaluation – IV.A.3

The college meets this standard. There is a clear governance structure with processes in place that allow all groups to work effectively for Columbia College. This system encourages communication of ideas and collaboration among members of the college community. Columbia College employees pride themselves on working collegially for the good of the institution in the daily operation of the college. This institutional commitment is evidenced by the large number of faculty and staff that volunteer at events such as the "Columbia Wine Tasting" event each spring, graduation ceremony at the end of each year, and Extreme Registration (X-Reg) each fall.

Participatory processes are functioning well, due in no small part to the fact they are designed to include representation from all constituencies. All constituent groups are committed to working together with a shared focus of serving the best interest of students. This common value is evident across campus and was acknowledged by the Hewlett Foundation recognizing Columbia College for its efforts in student success. The Hewlett award resulted from the work of the AWE Committee, a self-formed broad-based campus committee with the collective goal of improved student success—beyond basic skills. The workings of the AWE Committee demonstrate how a lively discussion of ideas and effective communication can facilitate success utilizing the college's governance structure.

The Academic Wellness Educators (AWE) Steering Committee [IVA23] originated in fall 2006 for the coordination and collaboration of instructional and support services related to student access and success. Although it started as a small group of faculty noting a need to bring the issue of basic skills to the College Council, AWE is now a standing college-wide committee, including faculty, staff, students, and administration. The committee has responsibility for developing specific goals, objectives, and activities under the leadership of the Vice President of Student Learning to ensure student access and success, with particular attention to connecting processes and activities to the *Educational Master Plan* and guiding the development of related student learning outcomes. Sub-groups, referred to as Focused Inquiry Groups (FIGs), implement the work.

The AWE website [IVA75] describes the history, purpose, and achievements of the AWE Committee, including improving the Early Alert system to its current form, developing an embedded tutoring

program, piloting a First Semester Experience, and embedding basic skills into course curriculum. Monthly newsletters from September 2008 to April 2011 are posted on the website and describe specific activities, connections, and success stories.

Many, if not most, college-wide committee meeting minutes are online so individuals can remain informed on college deliberations [IVA76]. All college constituent committee representatives are expected to report back to their groups following meetings. Examples of this type of communication included discussions related to the smoking policy deliberations in 2007-2008 and a parking fee increase proposal in 2010-2011. In fall 2010, the College Council revised the *Principles of Collegial Governance* [IVA7] to include a statement in the "Areas of Shared Responsibility" section specifically addressing the responsibility of each constituency representative for dialogue and two-way communication with their respective groups. The statement reads the following:

> *For participatory and collegial governance to function effectively, it is necessary that constituent representatives on any and all committees take responsibility for communicating with the group they represent the substance of the actions, discussions, and recommendations of the committees on which they serve. Likewise, they must take responsibility for representing to the committees the recommendations of their constituencies.*

Planning Agenda – IV.A.3

None at this time.

IV.A.4 – The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosures, self-study and other reports, team visits and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the commission.

Descriptive Summary – IV.A.4

Columbia College exhibits honesty and integrity in its relationships with the Accrediting Commission and other external agencies. As evidenced by the most recent favorable focused midterm report to Accreditation Commission for Community and Junior Colleges (ACCJC) [IVA77, IVA78], Columbia College has been responsive to accrediting guidelines and has moved expeditiously in response to recommendations. The college has always adhered to the standards, policies and practices, and requirements with the Commission. This is evidenced by timely and thorough interim, midterm, and annual reports.

The last full accreditation self study team visitation was conducted in the fall of 2005 [IVA79]. The college received five recommendations [IVA80] and was required to file a progress report [IVA81] with a revisit in fall 2007. The 2007 Visiting Team concluded [IVA82] Columbia College had met, substantially met, or partially met the recommendations of the 2005 team. In a January 31, 2008 letter [IVA83], the Commission notified the college that it took action to accept the progress report with a requirement that the college complete a focused midterm report [IVA77]. The college submitted the *2008 Focused Midterm Report* and was subsequently notified that the report was accepted in a letter by the ACCJC dated February 3, 2009 [IVA78].

The *Substantive Change Proposal* was submitted to ACCJC in March of 2011. The college will be notified as to the status of the request in the spring of 2011. The proposal [IVA84] seeks approval to offer twenty-six associate degrees and certificates through the distance education mode of delivery. The proposal was put forward because fifty percent or more of the coursework in each area was (or will soon be) available in fully online or hybrid modalities.

In 2007 to better accommodate student needs, the college began planning the expansion of its distance education program through the Columbia College *Distance Education Plan* [IVA85]. To support this expansion, the college applied for a federal Title III grant to ensure the growth of its distance education program was comprehensive, carried out in a careful manner and sustainable. Awarded in October 2008, the grant provides Columbia College with $2 million dollars over five years for the development of the distance education program and the strengthening of the institution. The Title III grant provides for faculty professional development, online student support, and necessary instructional technology. Additionally, the grant has provided the college with funding to hire a faculty Distance Education Coordinator and Online Services Developer.

The self study process is broad and inclusive. Columbia College has been committed to a thorough, participatory, and well-organized process. The college was sensitive to human resource limitations given the number of critical standing committees that faculty and staff attend on a regular basis. Nevertheless, the college structured the self study process to foster broad based participation and ease the time commitment burden by utilizing technology to facilitate writing and editing of the report and to receive college input and feedback.

The college developed a website to support the self study process. The website provides a clear and visible mechanism to share progress and communicate with the college community on the accreditation process. The homepage for the self study [IVA86] includes a self study timeline, self study glossary, accreditation surveys, and ACCJC documents of interest. Additionally, the homepage includes links to support the Accreditation Steering Committee [IVA87], and homepages for each of the six Standards Committees [IVA88]. These six committees used their dedicated homepage to publish committee membership and timelines. Using Microsoft Excel worksheets in a common format, each committee posted content and evidence collected in support of their specific accreditation standard. These worksheets are available on each of the six websites [IVA89, IVA90, IVA91, IVA92, IVA93, IVA94] and can be accessed by anyone with an internet connection.

The College Council has been designated as the Accreditation Steering Committee. The council is the participatory governance body for the institution and includes all appropriate constituent groups. The self study was thoroughly reviewed and discussed at College Council meetings. The Accreditation Co-Chairs reported to the council on the progress of the self study and provided updates from the Standards Committees. Regular meetings with the Standards Committee Co-Chairs allowed the Accreditation Co-Chairs to provide direction and timelines to the committees.

The college accurately communicates its effectiveness and qualities to the public. The college's advertisements, press releases, and documents posted on the institutional website [IVA95] are consistently straightforward and accurate. The college prides itself on the integrity of its communications and the honesty it brings to its relationships with external agencies, the public, and with potential students.

Integrity is demonstrated by Columbia College's external relationships. In terms of its relationship with the United States Department of Education (USDE), the college is a current Title III (Strengthening Institutions) grant recipient and receives Carl D. Perkins Career and Technical Education Improvement Act IV Grant (VTEA) funds. The college reports annually regarding its progress toward meeting grant objectives and the expenditure of grant funds. Title III reports are submitted directly to the USDE, while VTEA reports are monitored by the California Community Colleges Chancellor's Office, who in turn reports to the USDE. Accurate grant records are maintained at the Columbia College Development Office (for Title III funds) and at the Yosemite Community College District Grants Office (for all state, federal, local, and privately funded grant projects) [IVA96]. These records include expenditure reports, equipment logs, time and effort reports for grant-funded personnel, documentation of grant-funded activities, communications with program monitors, and other grant program data.

The college further demonstrates its honesty and integrity with the community in the implementation of its capital bond measure, Measure E. Progress on the various bond construction projects is communicated through monthly Board of Trustee reports and a comprehensive district website providing the public full and up-to-date information. A Citizen Bond Oversight Committee meets regularly and exercises public oversight to ensure Measure E bond proceeds are expended appropriately [IVA97].

Self Evaluation – IV.A.4

The college meets this standard. During the six years since the last full self study and accreditation

visitation, documentation shows that Columbia College has demonstrated honesty and integrity in its relationships with external agencies and the Commission. The college has complied in a timely fashion with all accrediting standards, policies, guidelines and requirements. Evidence strongly supports the expeditious response by the college to Commission recommendations.

Columbia College faculty, staff, students, and administration prepared this self study utilizing an open and honest process that included all constituency groups. There was also widespread participation from the district office and Board of Trustees.

Planning Agenda – IV.A.4

None at this time.

IV.A.5 – The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary – IV.A.5

Columbia College has an integrated planning process which ties program review and budget allocation to institutional planning. The steps involved in this process, including unit planning, are more fully addressed in Standard I.B. The college Strategic Planning Process Cycle [IVA46] illustrates evidence-based planning characterized by integrated college plans, which leads to a well-structured resource allocation process. A key component for both long- and short-term institutional planning is the unit planning process [IVA11]. This process is carried out annually and is the mechanism for all programs and departments to put forward resource requests. These resource requests are compiled into mission-based projects that are directly linked to one or more of the ten college goals [IVA26]. Linkage to the college goals allows the college to generate reports to evaluate progress toward the achievement of the college goals, assess the institution's decision-making process, and provide information, which can be used as a basis for improvement.

College Goal Progress Reports [IVA16, IVA17] were developed in the fall of 2010 and are displayed on the college website for integrated planning [IVA11] allowing access for anyone in the college community to review the college's efforts. Starting in the fall of 2010, the College Council began a formalized process for the review of college goals and the associated planning and decision-making processes. Using the *College Goal Progress Reports* as an evaluative tool, the council is improving the consistency and visibility of the institutional planning review process. The College Council has a draft document [IVA30] it will continue to develop to assist in this process. Columbia College has openly adopted data-driven processes and the evaluation of those processes. The College Council has been the pivotal venue for the discussion of the college's integrated planning.

Self Evaluation – IV.A.5

The college meets this standard. Columbia College regularly assesses its planning and decision-making processes. As Columbia College moves into full implementation of its data-driven processes and fully embraces integrated planning, it is crucial the decision-making process continues to be transparent, widely communicated, and broadly based.

At the same time, flexibility has been built into the college governance system to ensure college leadership can perform its duties. To this end, it must be understood the work of the College Council will be on going in its charge not only to make sure the results of institutional evaluation are relayed to constituent groups throughout the college, but also to continue to engage in dialogue about processes and procedures with an eye toward continuous improvement.

Planning Agenda – IV.A.5

- College Council will continue to improve the evaluation tools for college goals and planning processes.

- The college will continue to develop and strengthen unit planning processes at the unit/division level.

Standard IV.A – List of Evidence

IVA1   Board Policy 7510 - Participation Local Decision Making
IVA2   Associated Students of Columbia College Homepage
IVA3   YCCD District Council Webpage
IVA4   YCCD Strategic Plan 2007-2015
IVA5   YCCD District Council Statement of Principles
IVA6   College Council Constitution
IVA7   College Council Principles of Collegial Governance
IVA8   2008-2015 Educational Master Plan
IVA9   2010 Educational Master Plan Update and Addendum
IVA10   2009 Institutional Effectiveness Report
IVA11   Homepage for Integrated Planning
IVA12   Unit Planning Tool (UPT)
IVA13   Unit Plan Project Summary Report
IVA14   Unit Plan Project Detail Report
IVA15   Unit Plan Project Ownership Report
IVA16   Primary Goal Progress Report
IVA17   Secondary Goal Progress Reports
IVA18   Columbia College Unit Plan Staffing Report, Spring 2011
IVA19   Technology Committee
IVA20   Facilities Committee
IVA21   Distance Education Committee
IVA22   Title III Steering Committee
IVA23   Academic Wellness Educators (AWE) Steering Committee
IVA24   Student Learning Outcomes Workgroup
IVA25   Enrollment Management at Columbia College
IVA26   Columbia College Goals
IVA27   Core Values
IVA28   Fall 2010 Faculty/Staff Survey
IVA29   College Council Minutes, 12-3-10
IVA30   College Goal Assessment Process Evaluation Tool
IVA31   Hewlett Award Brochure
IVA32   Mission Statement
IVA33   Vision Statement
IVA34   YCCD Board of Trustees Meeting Minutes, 5-9-07
IVA35   College Council Minutes, 4-6-07
IVA36   College Council Minutes, 9-11-09
IVA37   College Council Minutes, 1-21-11
IVA38   College Council Minutes, 2-4-11
IVA39   College Council Minutes, 4-1-11
IVA40   Student Learning Outcomes (SLO) Mentor Activity Log
IVA41   Board of Trustees Meeting Agenda and Minutes Archive
IVA42   YCCD Board of Trustees Meeting Minutes, 4-14-10
IVA43   Academic Senate Constitution
IVA44   Academic Senate Bylaws
IVA45   Classified Senate Webpage

IVA46   Columbia College Strategic Planning Process Cycle
IVA47   Planning Documents Webpage
IVA48   YCCD Board Policy 4103 - Academic Senate
IVA49   Curriculum Committee Bylaws
IVA50   Curriculum Committee Handbook
IVA51   Academic Senate Committees
IVA52   Academic Senate Webpage
IVA53   Academic Senate Newsletters
IVA54   Faculty Hiring Prioritization Process
IVA55   Classified Senate Constitution and Bylaws
IVA56   Classified Hiring Prioritization Process
IVA57   YCCD Board Policy 7015 - Student Member
IVA58   Associated Students of Columbia College Constitution & Bylaws
IVA59   College Council Minutes, 12-4-09
IVA60   It's a Jungle Out There Press Release
IVA61   Black History Month 1-2010 Press Release
IVA62   YCCD Board Policy & Procedures
IVA63   Leadership Classifications and Job Descriptions
IVA64   Leadership Team Handbook
IVA65   California Code of Regulations (CCR) Title 5
IVA66   California Assembly Bill 1725
IVA67   YCCD Equivalency Policy & Procedures
IVA68   Guidelines for Orphaned Programs
IVA69   Program/Services Reduction Process
IVA70   Standards of Shared Governance Participation for Columbia College Faculty
IVA71   Curriculum Committee Webpage
IVA72   Curriculum Committee Members & Terms
IVA73   California Community Colleges Chief Instructional Officers Organization
IVA74   California Community College Chancellor's Office Press Release 1-18-11
            - Student Success Task Force
IVA75   Academic Wellness Educators (AWE) Website
IVA76   Agendas and Minutes Webpage
IVA77   Accreditation Focused Midterm Report, October 2008
IVA78   Accreditation Focused Midterm Report Response from ACCJC, February 3, 2009
IVA79   Accreditation Self Study, Fall 2005
IVA80   Accreditation Evaluation Report, Fall 2005
IVA81   Accreditation Progress Report, Fall 2007
IVA82   Accreditation Progress Evaluation Report, Fall 2007
IVA83   ACCJC Letter Regarding Progress Report, January 31, 2008
IVA84   Substantive Change Proposal, March 2011
IVA85   Distance Education Plan, December 2010
IVA86   Accreditation Self Study Homepage
IVA87   Accreditation Steering Committee
IVA88   Accreditation Self Study Standards Committees
IVA89   Accreditation Standards Committee Homepage - Mission and Institutional Effectiveness
IVA90   Accreditation Standards Committee Homepage - Instructional Programs
IVA91   Accreditation Standards Committee Homepage - Student Services
IVA92   Accreditation Standards Committee Homepage - Resources

IVA93   Accreditation Standard Committee Homepage - Technology
IVA94   Accreditation Standard Committee Homepage - Governance
IVA95   Columbia College Homepage
IVA96   YCCD Grants Office
IVA97   Measure E Bond Program Information

Standard IV.B – Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1 – The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary – IV.B; IV.B.1

The Yosemite Community College District (YCCD) has a seven member board elected from five trustee areas which governs the YCCD. To provide for continuity of membership, board members are elected to four-year terms which are staggered [IVB1] in accordance with Education Code Section 1104. A student representative, appointed annually by a student body committee alternately between Columbia College and Modesto Junior College, serves with the board in a non-voting capacity. In addition, a faculty member is elected by district faculty to serve as a consultant to the board.

YCCD Board Policy and Procedures are clearly presented on the Board of Trustees webpage [IVB2]. Board Policy 7410 (Policy and Administrative Procedures) [IVB3] clearly states the board's role in establishing policy. The YCCD maintains and regularly updates a district policy and procedures [IVB4]. For greatest accessibility, the policy and procedures are posted on the district website [IVB5]. This provides a high degree of visibility and a quick reference for all district employees. All policies that go to the board for adoption or revision are first vetted through a review process, which includes participation by all constituency groups at some point throughout the process. Proposed policy revisions are added to the board agenda and require at least two readings before final adoption or approval by the board. The minutes of all proposed policy changes are archived [IVB6]. The board has a system for evaluating and revising policies on a regular basis through the Policy and Procedure Committee. A policy and procedure revision flow chart is used to describe the process [IVB7].

Assuring the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution in its policy making, the board adheres to the *YCCD Strategic Plan 2007-2015* [IVB8]. Goal 2, Educational Programs and Services states the following:

The Yosemite Community College District offers comprehensive, exemplary educational programs and services which respond to the individual learning needs of its students and the collective economic and cultural needs of its diverse communities.

Objectives
2.1   Implement strategic plans and program review processes.
2.2   Provide effective support to programs and services through user-friendly processes.
2.3   Support the development and implementation of Student Learning Outcomes (SLO) initiatives district-wide.
2.4   Track and respond to economic and workforce trends.

Goal 9, Fiscal Resources, addresses financial stability of the institution and states the following:

The Yosemite Community College District optimizes its resources through creative and prudent fiscal management providing a stable, yet flexible funding base.

Objectives
1. *Maintain sound district-wide internal fiscal controls to achieve an annual unqualified audit opinion.*
2. *Maintain a minimum of 5% District General Fund Balance Reserve.*
3. *Secure and effectively manage external funding for programs and services that support the District's mission.*
4. *Integrate the resource allocation process with the District mission and ensure that it is transparent and clearly communicated throughout the District.*
5. *Communicate the allocation of fiscal resources through a clear, transparent, and inclusive process.*

The board's role and responsibility to select the chancellor is described in YCCD Board Policy 7405 [IVB9]. The policy states the following:

The Board of Trustees shall select the chancellor. The Board shall have the final right and responsibility of making this selection, and the selection procedure will be exempt from the usual District personnel selection procedures and practices.

Self Evaluation – IV.B; IV.B.1

The college meets this standard. A review of board meeting minutes and agendas, and district website dedicated to policy and procedures indicates the YCCD Board of Trustees exercises effective leadership in accordance with established policy and procedures. There are ample opportunities to provide input to the Board of Trustees from interested individuals and/or groups from the public. Regular reports at board meetings are made from faculty, students, classified, and leadership groups. Student representation on the board provides consistent communications on student issues.

The Board of Trustees adheres to district policy and procedures and relies upon the *YCCD Strategic Plan* to ensure the quality, integrity, and effectiveness of student learning programs and services at Columbia College. Clear policies are in place for the selection, delegation of authority, and evaluation of the chancellor, the district's chief administrator. Board Policy 7430 [IVB10] delineates the delegation of authority from the board to the chancellor and Board Policy 7435 [IVB11] provides for the evaluation process by the board of the chancellor.

Planning Agenda – IV.B; IV.B.1

None at this time.

■ **IV. B.1.a** – The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary – IV.B.1.a

The Yosemite Community College District (YCCD) Board of Trustees is the appropriate representative of public interest. Board Policy 7710 (Conflict of Interest Policy and Procedure) [IVB12], ensures that trustees engage in activities that are consistent and in the best interest of the district. Conflict of interest forms (California Form 700 – Statement of Economic Interest) are filled out and submitted annually and are available for inspection by the general public. The trustee jurisdiction areas are vequally balanced as of the latest census data. All board meetings adhere to the Brown Act, use the Sturgis Standard Code of Parliamentary Procedure, and are noticed within the legal requirements. At each meeting a binder comprised of all documents the board receives is available to the public for inspection.

The YCCD Board of Trustees meets monthly on a regular basis, holds study sessions throughout the year, and conducts special meetings when necessary. Trustees attend institute and in-service days at each college and graduation ceremonies. Each trustee has an opportunity to report at board meetings on the activities, events, and meetings attended during the previous month. Board meetings are well advertised in advance in accordance with the timelines stipulated in the Brown Act and are open to the public. A public comment section on the agenda allows anyone to speak on an item not listed on the agenda. Further, any attendee may speak to any item listed on the agenda. Board meeting agendas and minutes are online and can be found on the agendas and minutes link from the YCCD Board of Trustees website [IVB2]. Each year, the board re-examines its priorities from the prior fiscal year. The current *Board Special Priorities* [IVB13] can also be found on the website.

Trustees for the Yosemite Community College District (YCCD) are elected for four-year terms. Board terms are staggered with elections scheduled during even years. Trustees come from a variety of occupations and backgrounds. All are active within their communities through participation in various civic and political activities. Board members are diverse with respect to age, ethnicity, and gender and represent the district in numerous community events and frequently attend college events. As of June 2011, the YCCD Board of Trustees consists of the following members:

Lynn Martin, PhD - Area 1
Don Viss - Area 2
Abe Rojas - Area 3
Anne DeMartini - Area 4
Linda Flores - Area 5
Tom Hallinan - Area 5
Mike Riley - Area 5
Kelly Acridge - Student Trustee

Board Policy 7715 contains the Code of Ethics/Standards of Practice [IVB14] that trustees abide by to ensure their decisions are made in the best interest of the public and the institution. Further, this policy sets forth the principle that each trustee is a member of a legal entity and that the strength and

effectiveness of the YCCD Board of Trustees is as a whole, not as an individual or group of individuals. It is expected when a decision is reached, that all members of the board will honor and respect the decision.

The board is charged with maintaining oversight of the district and its two colleges with emphasis on instructional quality, operational efficiency, and fiscal stability. Board Policy 7405 establishes the board's responsibility for advocacy and protection of the institutions.

Self Evaluation – IV.B.1.a

The college meets this standard. The method by which YCCD Board of Trustees are elected ensures that the board is representative of the public. Board members are elected to serve and represent their areas. Trustees for Area 1 and Area 2 are assigned to Columbia College and represent areas comprised of Calaveras County, Tuolumne County, and the southern portion of Stanislaus County (Oakdale). The remaining five board members represent the following: Area 3 (Turlock), Area 4 (Patterson), and Areas 5, 6, and 7 (Modesto). The mechanism for having staggered terms for board members is working well.

Public attendance at board meetings is typically not heavy, except in the case when a person or constituency has a particular concern to address or an area of interest. Board members interact with their constituents in a variety of functions and often bring feedback into discussions at board meetings. The regular board meetings are scheduled in Modesto at the YCCD District Office. Two regular meetings per year are scheduled at Columbia College.

Minutes of board meetings provide documentation of the board's ability to reflect public interest of their respective areas and the public in general. Board meeting agendas and minutes are posted on the YCCD website. They are also sent to a wide distribution list and are available upon request from the YCCD Office of the Chancellor.

The Board of Trustees works together as a unit to support the district mission and the mission of the two colleges. Once the board makes a decision, it acts as a whole. The board protects Columbia College from undue influence or pressure, and also advocates for and defends the institution.

Every new board member has attended the Community College League of California (CCLC) trustee orientation training as well as statewide and national conferences.

Planning Agenda – IV.B.1.a

None at this time.

■ **IV.B.1.b** – The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary – IV.B.1.b

The Yosemite Community College (YCCD) Board of Trustees has adopted policies consistent with the district mission and procedures that delineate how policies are to be carried out. The mission supports that "The Yosemite Community College District is committed to serve the needs of our diverse community through excellence in teaching, learning and support programs contributing to social, cultural and economic development" [IVB15].

Columbia College completed a review of the college mission using an open, collaborative process. Based on this review, the Columbia College Mission Statement was reaffirmed by the YCCD Board of Trustees at the March 10, 2010 board meeting. Additionally, utilizing this process, the Columbia College Vision Statement was reaffirmed. Both documents were adopted by the Columbia College Council on September 11, 2009.

The district and college mission statements are upheld through YCCD Board Policy and Procedures to ensure the quality, integrity, and improvement of student learning. The board has a system for evaluating and revising policies on a regular basis through the district Policy and Procedure Committee. The committee meets monthly throughout the academic calendar to review updates and draft revisions as well as new policies and procedures. As part of the participatory governance process, constituency group representatives serve on the committee and forward recommendations to their respective group. Feedback and additional input is solicited in this manner, as well as dialogue about the rationale and affects on student learning, before any draft is sent to the District Council and/or the chancellor for further review. A flow chart is used to describe the process [IVB7].

All policies that go to the YCCD Board of Trustees for adoption are added to the board agenda and are required at least two readings before final adoption or approval by the board. The minutes of all proposed policy changes are archived [IVB6]. Policies are also clearly presented on the Board of Trustees webpage [IVB2]. YCCD Board Policy 7410 (Policy and Administrative Procedures) [IVB3] clearly states the board's role in establishing policy. In addition, the YCCD maintains and regularly updates a district policy and procedures [IVB4]. For greatest accessibility, policy and procedures are posted on the district website [IVB5]. This provides a high degree of visibility and a quick reference for all district employees and students.

Self Evaluation – IV.B.1.b

The college meets this standard. The YCCD Board of Trustees adopts policies and procedures that provide guidance and effective oversight which is consistent with the district and college mission statements.

Planning Agenda – IV.B.1.b

None at this time.

▪ **IV.B.1.c** – The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary – IV.B.1.c

The Yosemite Community College District (YCCD) Board of Trustees actions are final, and the governing board has ultimate responsibility for educational, legal, and fiscal matters. YCCD Board Policies 7405 (Board Responsibilities) and 7715 (Code of Ethics/Standards of Practice) address the board's role and responsibility for educational quality, legal matters, and financial integrity.

Financial integrity is also achieved through implementation of the *YCCD Strategic Plan 2007-2015* [IVB8] Goal 9, Fiscal Resources, and states the following:

> *The Yosemite Community College District optimizes its resources through creative and prudent fiscal management providing a stable, yet flexible funding base.*

> *Objectives*
> 9.6   *Maintain sound district-wide internal fiscal controls to achieve an annual unqualified audit opinion.*
> 9.7   *Maintain a minimum of 5% District General Fund Balance Reserve.*
> 9.8.   *Secure and effectively manage external funding for programs and services that support the District's mission.*
> 9.9   *Integrate the resource allocation process with the District mission and ensure that it is transparent and clearly communicated throughout the District.*
> 9.10   *Communicate the allocation of fiscal resources through a clear, transparent, and inclusive process.*

Self Evaluation – IV.B.1.c

The college meets this standard. The YCCD Board of Trustees carries out its responsibility to ensure both educational quality and financial stability. The board is informed and acts as a whole in legal matters. The chancellor routinely advises the board regarding all legal, financial, and educational issues. Trustees make all final decisions in each of these areas and this is reflected in board minutes. The board is the final authority and operates independent of any other entity.

The district consistently receives clear, unqualified audit opinions from its external auditors. The positive audit results [IVB16] provide strong evidence of the governing board's execution in carrying out its ultimate responsibility to ensure the financial integrity of the district.

The board conducts regular monthly meetings and encourages input from all constituencies as well as the general public. Special meetings and retreats are held as needed for the purpose of studying issues in depth. These meetings are documented in board agendas. Further, the board exercises its duties by hiring and evaluating the district chancellor, who, in turns, evaluates the presidents of Columbia College and Modesto Junior College and makes recommendations to the board with respect to their hiring. Each board member has accountability to his/her specific electorate area through the voting process and also represents all residents in the Yosemite Community College District.

Planning Agenda – IV.B.1.c

None at this time.

■ **IV.B.1.d** – The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary – IV.B.1.d

Yosemite Community College District (YCCD) Board Policy defines board size, duties, responsibilities, structure and procedures. The board consists of seven voting members elected from five trustee areas in the district and one non-voting student member appointed annually by a student body committee alternately from Columbia College and Modesto Junior College. Board size is described in Board Policy 7010 [IVB17] and board duties and responsibilities are contained in Board Policy 7405. Furthermore, policies and procedures are posted on the YCCD Board of Trustees website. The YCCD is continually in the process of reviewing and updating district policy and procedures through the Policy and Procedure Committee. The YCCD *Policy Procedure Review Process* [IVB7] has been updated as of 2011 and is documented on the district website.

Self Evaluation – IV.B.1.d

The college meets this standard. The Board of Trustees has published policies and procedures. The board follows the policies it establishes in the performance of its duties and exercising of its responsibilities. All policies are reviewed regularly and updated as needed.

Planning Agenda – IV.B.1.d

None at this time.

■ **IV.B.1.e** – The governing board acts in a manner consistent with its policies and by-laws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary – IV.B.1.e

The Yosemite Community College District (YCCD) Board of Trustees actions is consistent with its documented policies and bylaws. The board continuously revises and updates its policies and procedures throughout the year. A summary of policy and procedures review activity was presented to the Board of Trustees at its February 2010 board meeting [IVB18]. The summary stated, "During the 2009 calendar year, the YCCD Policy and Procedures Review Committee has brought forth three (3) new YCCD Board Policies, revised 41 board policies, and revised seven (7) YCCD Procedures."

The board's role in establishing policy is clearly stated in YCCD Board Policy 7410 (Policy and Administrative Procedures). The YCCD maintains and regularly updates district policy and procedures and for greatest ease and access are posted on the district website. All policies that go to the board for adoption or revision are first vetted through a review process. The process begins with input and ideas from the general public, students, personnel, chancellor, trustees, and/or updates from the Community College League of California (CCLC).

The Policy and Procedure Committee oversees and coordinates the review and adoption process. The district subscribes to the Community College League of California (CCLC) policy and procedures service. The updates are received by the committee which is representative of all constituency groups, including: Columbia College Academic Senate, Modesto Junior College (MJC) Academic Senate, Yosemite Faculty Association, California Schools Employee Association, MJC administration, Columbia College administration, and staff from the YCCD Office of the Chancellor. Once reviewed by the Policy and Procedure Committee (with legal counsel and theDistrict Administrative Council as resources), the proposed policy is forwarded to constituency groups for their input and is returned to the Policy And Procedures Committee.

The committee forwards proposed policy to the chancellor and District Council (an advisory group to the chancellor comprised of equal representation by all constituency groups). At this point, the chancellor solicits input from the District Council and seeks additional review, if needed, by resources such as legal counsel. In case of an emergency need, a contingency has been put in place wherein the chancellor may bypass the standard review process described above. In either case, the proposed policy comes forward by the chancellor to the board for consideration. A first reading may be scheduled for a given board meeting and a second reading may be scheduled for a subsequent board meeting which generally occurs one month after the first reading. The proposed policy may be adopted by the Board of Trustees at the meeting of the second reading. Both board meetings where the policy is being considered are open to the public with an opportunity for comment. The review and update of district policy is conducted year round [IVB4, IVB7].

Self Evaluation – IV.B.1.e

The college meets this standard. There have been no noted instances where the YCCD Board of Trustees acted in a manner that was not in accordance with its policies. As noted above, all board

policies have been recently reviewed or are in the process of being reviewed. After the policies are reviewed and approved by all appropriate constituent groups and councils, they are sent to the board for a first reading and preliminary approval. Policies are then submitted for final approval at a subsequent board meeting.

The Board of Trustees has a system for evaluating and revising policies on a regular basis. The system is implemented and functional. A policy and procedure flow chart is used to describe the revision process [IVB7]. Regardless of how policy and procedures are initiated, all constituent groups are given an opportunity to provide input and feedback.

Planning Agenda – IV.B.1.e

None at this time.

IV.B.1.f – The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary – IV.B.1.f

Board development is ongoing for all members with a well established program in place. New members attend new trustee trainings and orientations held by the Community College League of California (CCLC). All Yosemite Community College District (YCCD) trustees attend workshops at the local, state, and federal levels on a rotating and as needed basis. Opportunities include CCLC Trustee Workshop and Legislative Conference, CCLC Annual Conference and Partnership Convention, Valley Insurance Program JPA (VIP/JPA) Board of Directors meeting, CCLC Advisory Committee, CCLC Advisory Committee on Legislation, CCLC Trustees Conference, and the American Association of Community Colleges National Legislative Seminar (although this event has not been attended in the past two years). Board members also determine their own development needs on selected topics and call for special study sessions or address these topics through board retreats.

Orientation for new board members is primarily conducted by the chancellor. However, each college president typically provides a tour of campus facilities, and an introduction to the institution. Prior to election, the YCCD Office of the Chancellor provides a considerable amount of informative material to each candidate running for a trustee position. Much of the materials candidates receive are the same materials a new trustee will need and is reported to be very useful for the person who is ultimately elected. A one-on-one orientation meeting with the chancellor provides new board members with an update on the accreditation process along with a briefing on current issues and challenges facing the district. Scheduled presentations at regular board meetings on planning, programs, and accreditation provide for ongoing communication of efforts being made across the district.

The YCCD Board of Trustees conducts various study sessions, retreats, and workshops throughout the year. Topics have included budget, SEMS/NIMS, audit planning, and audit review. The board also meets with various department heads to learn about their programs. Special presentations at board meetings provide a continuous mechanism to stay informed on planning, programs, and accreditation at both Columbia College (CC) and Modesto Junior College. Members of the board also attend college In-Service Days and Institute Days at both colleges to maintain and develop relationships with employees and gather first-hand knowledge of the institutions.

Board members have staggered terms of office to provide continuing membership and consistency. The board has seven trustees representing five areas of the district. There is one representative for each of the following areas: Area 1, Area 2, Area 3, and Area 4. There are three representatives for Area 5, which has three times the population as the other areas. Terms are four years and are staggered every two years on even numbered years. The details of board elections are provided in Board Policy 7100 (Board Elections) [IVB1].

Self Evaluation – IV.B.1.f

The college meets this standard. The YCCD Board of Trustees participates in development activities on a regular basis. Moreover, the trustees are committed to board development and often hold special

study sessions and retreats. Since the 2005 accreditation visitation, two new trustees have been elected to the board. They have received orientation by the chancellor and have attended the CCLC new trustee training. Staggered terms of office for the trustees have been in place for many years. This structure works well for the YCCD in providing continuity of membership.

Planning Agenda – IV.B.1.f

None at this time.

■ **IV.B.1.g** – The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary – IV.B.1.g

The board self-evaluation process is prescribed in YCCD Board Policy 7745 (Board Self-Evaluation) [IVB19]. The self-evaluation is annually conducted, presented, and discussed during a board retreat open session [IVB20]. The chancellor facilitates the evaluation process with the board using a comprehensive self-evaluation tool [IVB21].

The process for board self-evaluation has been established as following:
- *Once a year, at the annual board retreat, the board will conduct a self-evaluation.*
- *The evaluation instrument incorporates criteria contained in these board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field.*
- *Board members will be asked to complete the evaluation instrument and submit them to the Secretary/Clerk of the board prior to the retreat.*
- *A summary of the evaluations will be presented and discussed at the board retreat session scheduled for that purpose.*
- *The result will be used to identify accomplishments in the past year and goals for the following year.*

Self Evaluation – IV.B.1.g

The college meets this standard. The YCCD Board of Trustees self-evaluation process is published in Board Policy 7745. Trustees are committed to assessing their performance as a board and use the evaluation results to identify strengths and areas for improvement. During the evaluation review, the board focuses on the areas having the widest range of differences in trustee responses. Board members engage in dialogue around those differences and strategize about how to best address these items so there will be improvement.

Planning Agenda – IV.B.1.g

None at this time.

■ **IV.B.1.h** – The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary – IV.B.1.h

The Board of Trustees has a defined civility policy, which applies to all trustees all Yosemite Community College District (YCCD) personnel. Board Policy 4217 (Civility) and 7717 (Civility) [IVB22] ensure mutual respect is practiced with one another throughout the district and that behavior is conducted in a professional manner. The policy on civility states the following:

> *Members of the Yosemite Community College District embrace the value of civility, which promotes mutual respect, fairness, concern for the common good, and politeness. The diversity of thought and ideas, on which an academic community thrives, is best maintained by a policy of respect and civility.*

Governing policy and procedures regarding a code of ethics is clearly defined in Board Policy 7715 (Code of Ethics/Standards of Practice) [IVB14]. Specific procedure for dealing with behavior that violates the code and standards is outlined. The board has not had any cause to initiate the procedure.

Self Evaluation – IV.B.1.h

The college meets this standard. The governing board has a code of ethics and a clearly defined procedure for addressing code violations. YCCD Board Policy 7715 (Code of Ethics/Standards of Practice) was last revised and adopted by the board on August 6, 2002. The associated procedure for addressing board code violations was last updated on April 11, 2007. The YCCD Board of Trustees has not had any violations.

Planning Agenda – IV.B.1.h

None at this time.

IV.B.1.i – The governing board is informed about and involved in the accreditation process.

Descriptive Summary – IV.B.1.i

The Yosemite Community College District Board of Trustees is informed and involved in the accreditation process. Board study sessions and trainings focused on accreditation are conducted throughout the year [IVB23]. The Board of Trustees conducts regular monthly meetings that are open to the public and the agendas, which are distributed to jurisdictional media outlets, include a standing accreditation agenda item. This provides an opportunity for questions and answers, to engage in discussion, and for the board to receive updates and reports regarding each college's self study as well as the status of the accreditation process. Involvement in accreditation activities also included attendance at a panel discussion where administrators, instructors, and staff shared their perspectives on the accreditation process.

With respect to knowledge of accreditation standards, the process, and Commission regulations, one of the board's priorities for 2009-2010 was to "Monitor and support full compliance with accreditation standards for each district college." This item continued as a special priority for 2010-2011 along with a new priority to align the Board of Trustees self-evaluation instrument with accreditation standards. The most current *Board Special Priorities* [IVB13] (2010-2011) can be accessed through the internet as a link from the Board of Trustees webpage [IVB2].

The board is committed to the timely correction(s) of any deficiencies noted during the self study review and the final accreditation report. The board approves the college's self study reports, substantive change proposals, and any other reports (e.g. midterm reports) due to the Commission. The board also receives copies of letters from the Commission regarding the college's accreditation status.

Self Evaluation – IV.B.1.i

The college meets this standard. Some board members have attended accreditation training provided at Community College League of California (CCLC) conferences. In addition, ACCJC President Dr. Barbara Beno was the keynote speaker at Columbia College's fall 2010 In-Service Day [IVB24]. Several board members were in attendance for her presentation.

The past Columbia College President, now YCCD Chancellor, regularly participates on comprehensive accreditation visiting teams (often as the chair) and routinely discussed accreditation issues with the board. Each month leading up to the college site visitation, accreditation updates have been given at board meetings by the Columbia College Accreditation Liaison Officer (ALO) and/or Academic Senate President, who together serve as co-chairs for the institution's self study. Further, on April 14, 2010, [IVB25] the ALO provided the board with a comprehensive presentation on the accreditation process and the college's plan for the development of the *Self Study Report, 2011*.

Board members actively participate in the self study process by reviewing drafts of the report. The board also reviewed accreditation standards that guide its own performance and operation at a board retreat in September 2010 [IVB26] with the then interim chancellor. This review led to the

development of aligning the trustee self-evaluation instrument with the accreditation standards. The board's knowledge and involvement in the accreditation process demonstrates their commitment to continual improvement at Columbia College.

Planning Agenda – IV.B.1.i

None at this time.

■ **IV.B.1.j** – The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary – IV.B.1.j

The Yosemite Community College District (YCCD) Board of Trustees has the final right and responsibility for the selection of the chancellor. YCCD Board Policy 7405 (Board Responsibilities) [IVB9] establishes that the board shall select the chancellor and exempts the process from usual district personnel selection procedures and practices.

The chancellor selection process is discussed and agreed upon in an open board meeting and outlined in the respective board meeting minutes. The chancellor selection is handled on a larger scale than usual district hiring processes and includes broad representation from all constituents from both colleges and Central Services. Desired qualities and characteristics are discussed and community input considered. Most recently, the Board of Trustees implemented this process in the spring of 2011 for the search and selection of the current YCCD Chancellor.

The board's delegation of responsibilities to the chancellor is defined in YCCD Policy and Procedure 7430 (Delegation of Authority to the Chancellor) [IVB10]. The chancellor is responsible for administering policies adopted by the board and for executing all decisions of the board requiring administrative action. The chancellor is also empowered to reasonably interpret board policy. In situations where there is no board policy direction, the chancellor shall have the power to act, but such decisions shall be subject to review by the board.

The chancellor has the authority to delegate to others in the district according to Board Policy 7430 (Delegation of Authority to the Chancellor). For example, "The chancellor may delegate any powers and duties entrusted to him or her by the Board, including the administration of Colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties." This delegation by the chancellor is addressed annually as an open session board agenda item.

The board evaluates the chancellor annually as stated in Board Policy and Procedure 7435 (Evaluation of the Chancellor) [IVB11]. The evaluation criterion is based on the performance goals and objectives stated in Board Policy 7430 (Delegation of Authority to the Chancellor). Once a year, the chancellor provides an open session board agenda item presenting the chancellor goals for the upcoming year. The board also sets clear expectations throughout the year of the chancellor by requests made through phone and email correspondence, evaluation tools, annual board special priorities, and action in board sessions.

A variety of mechanisms are used by the district to evaluate the chancellor including a district-wide survey and evaluation form [IVB27]. A "360 review" has been implemented whereby the chancellor

is evaluated by all YCCD employees. The results are presented to the Board of Trustees. The board receives regular monthly reports from each college president through the chancellor and regular weekly reports from the chancellor. The board also has a standing agenda for the chancellor to provide updates at each monthly open session meeting.

The YCCD Board of Trustees receives regular reports relating to institutional performance. This includes regular updates regarding the district fiscal status as well as reports from each college president and the chancellor during monthly open session meetings. On matters where more time and information are necessary, the board covers these topics at fall and spring board retreats, study sessions, and specials meetings.

Self Evaluation – IV.B.1.j

The college meets this standard. Board policy establishes the board's responsibility to select the YCCD Chancellor. A process exists for the board to determine the mechanisms to conduct a search and selection process for the chancellor. The most recent search and selection process was conducted in the spring of 2011 at which time the trustees followed their established procedures.

Delegation of administrative authority to the chancellor is clearly defined in Board Policy 7430. The board delegates to the chancellor the executive responsibility for administering the policies adopted by the board. Authority assigned to the chancellor may be delegated; however, the chancellor is specifically responsible to the board for the execution of such delegated powers or duties including oversight for the selection of the college presidents.

The YCCD Board of Trustees remains focused at the policy level and does not involve itself in day-to-day operations. However, as per YCCD Board Policy 7410, the board reserves the right to direct revisions of the district administrative procedures if deemed to be inconsistent with the board's own policies.

The chancellor is evaluated on an annual basis as directed by YCCD Board Policy 7435. The chancellor regularly reports to the board and provides updates at each monthly board meeting during open session to the public.

Planning Agenda – IV.B.1.j

None at this time.

IV.B.2 – The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a – The president plans, oversees and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and other consistent with their responsibilities, as appropriate.

Descriptive Summary – IV.B.2; IV.B.2.a

The college president takes responsibility for ensuring Columbia College serves students with the highest quality possible. The president encourages the evaluation of different components and aspects of the institution such as how services are delivered, how to better serve student needs, and how to continually assess the effectiveness of the programs and services the college provides. The president serves as the chair of the College Council, a participatory governance group with representation from four members of classified, four members from faculty, four members from student leadership and four members from management. The council discusses issues of college-wide interest and concern specifically dealing with budget, strategic planning, and institutional processes.

The president oversees the administrative structure of the institution. The organizational structure of the college is designed and staffed to appropriately reflect the institution's purposes, size, and complexity. There are two main administrative areas. One is Student Learning and the other is the College and Administrative Services. Each is supervised by a vice president. The two vice presidents and the Director of Development, who is responsible for the Columbia College Foundation and grants, report directly to the college president. The Director of Institutional Research has a shared reporting structure to both the Vice President of Student Learning and the Columbia College President. The Director of Marketing and Public Relations has the same split reporting structure; however, the position is vacant and has not been filled due to budget constraints.

The Vice President of College and Administrative Services (VPCAS) has responsibility for the fiscal operations of the college including development of the institution's budget. The VPCAS collaboratively works with both the college president and the YCCD Executive Vice Chancellor in preparing Columbia College's budget that is presented to the Board of Trustees. The vice president also provides budget updates to the college community through the College Council and/or at budget forums as needed. In addition to budget management, the VPCAS has responsibility for a variety of operational departments including Business Services, Auxiliary Services, Child Care and Family Services, Campus Operations, Campus Safety/Security, and Technology and Media Services. These areas are managed by department directors who report directly to the vice president.

The Vice President of Student Learning (VPSL) is administratively responsible for all instructional and student services programs at Columbia College. The college's three deans, the Dean of Arts and Sciences, the Dean of Vocational Education, and the Dean of Student Services, report directly to the VPSL and serve as the links between the VPSL and faculty. In addition to the college deans, the VPSL has shared oversight responsibilities with the college president for both institutional research and public relations/marketing areas. The VPSL holds additional administrative responsibility for the college's curriculum, general education, and off-campus site locations such as Baker Station. The VPSL also serves as the Accreditation Liaison Officer (ALO) for Columbia College.

The Director of Institutional Research has dual reporting responsibilities to both the college president and VPSL. The Columbia College Office of Institutional Research produces evaluative reports such as the college's *Institutional Effectiveness Report* (IER). The IER contains performance data and is used to facilitate evaluation of institutional quality. This data is utilized in updating the college *Educational Master Plan* (EMP). The EMP sets institutional goals and measures progress toward selected outcomes.

The Administrative Council attends to college operational issues. Its membership includes the Vice President of Student Learning, the Vice President of College and Administrative Services, the Dean of Arts and Sciences, the Dean of Vocational Education, and the Dean of Student Services. This team meets weekly and is chaired by the president. Once a month, an "expanded" Administrative Council meets and also includes senate presidents (academic and classified), a faculty union representative, a classified union representative, and select managers (development and technology). The purpose of the "expanded" Administrative Council is to share important information and to engage in collegial dialogue addressing issues prior to the next College Council meeting and/or other college-wide committees. In addition, the president holds monthly meetings with the college managers. These meetings are focused on information sharing and dialogue. The president also holds individual meetings with various campus leadership groups such as the Academic and Classified Senates. These meetings ensure open communication and provide an opportunity to discuss areas of mutual interest and share information about on-going activities.

Self Evaluation – IV.B.2; IV.B.2.a

The college meets this standard. The president takes responsibility for the planning, oversight, and evaluation of the college administrative structure and ensures it is reflective of and appropriate to Columbia College's size, purpose, and complexity.

The president supports participatory governance and works through the College Council to define institutional goals, develop strategic plans, and establish priorities for the college. Faculty, staff, students, and administrators represent their constituents on the College Council and, in this manner, have a substantial voice in institutional processes, planning, budget, and decision making. The president reminds the council representatives of their responsibility to communicate with their constituents.

Columbia College has a culture that respects individuals and their autonomy. The president delegates authority to administrators according to established job descriptions. All administrators are expected to perform according to their defined job responsibilities in support of the college mission, values, and strategic planning process.

Since the last self study in the fall of 2005, the president worked with the College Council to refine the institution's administrative structure and redesign a number of reporting relationships to better serve students. Student service programs previously reporting to the Chief Operations Officer at the time were moved to the Student Services Division under the dean who reports to the Vice President of Student Learning (VPSL). The Chief Operations Officer position was eliminated and a Vice President of College and Administrative Services position was established in its place.

The institution's administrative structure was further strengthened by hiring a Director of Institutional Research. The director reports to the president for institutional planning duties and to the VPSL

for research projects. The institutional researcher works with faculty and staff for the purposes of program review and plays a critical role in meeting the demands of data-driven decision making. A Director of Development was also hired to serve as the director of grants and for the Columbia College Foundation. The Development Director reports directly to the college president.

Instead of having a single student learning outcome (SLO) coordinator, Columbia College has taken a different approach utilizing four SLO Mentors with reassigned time of 20% for each individual. The mentors collaborate with the SLO Workgroup to develop, implement, and assess SLOs throughout the college. The SLO Mentors report to the VPSL.

The Columbia College President regularly communicates with college employees by email, In-Service Day presentations, and college forums to relay pertinent information on budget, planning, and other important institutional issues. The college president has created a positive work environment and strives to maintain a collegial environment for the entire Columbia College community.

Planning Agenda – IV.B.2; IV.B.2a

None at this time.

■   **IV.B.2.b** – The president guides institution improvement of the teaching and learning environment by the following:

- Establishing a collegial process that sets values, goals, and priorities;

- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions

- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and

- Establishing procedures to evaluate overall planning and institution efforts.

Descriptive Summary – IV.B.2.b

The president communicates institutional values, goals, and direction through the College Council [IVB28] and institutional planning documents [IVB29, IVB30]. The president facilitated the collegial processes that established the values, goals, and priorities for the college. This was done at the College Council in 2007 [IVB31] during the development of the college's *Educational Master Plan* (EMP) [IVB32] and again in 2010 when the EMP was updated [IVB33]. Through this process, the president successfully guided institutional improvement of the teaching and learning environment by enabling the involvement of campus leadership to share information and decision-making recommendations with constituents. For example, when Columbia College revised its mission [IVB34], vision [IVB35], and core values [IVB36] statements of the EMP, these documents were sent out to the college community via the members on the College Council. Additionally, revisions were posted on the website. After the mission and vision statements were approved by the College Council, posters were made and distributed and can be found posted in offices and facilities throughout the campus.

The college goals and values are also communicated through the EMP and integrated in a planning process that supports the college mission. The key planning statements, which include the mission, vision, college goals [IVB37], and core values, are utilized throughout the institution in the strategic planning process. All planning projects entered within the college unit plans [IVB38, IVB39, IVB40, IVB41] are directly linked to one or more of the ten college goals. This connection helps to communicate and reinforce college goals to the entire institution. It also ensures the college is directing resources in support of established goals. All departments and programs carry out the unit planning process as part of the annual Strategic Planning Process Cycle [IVB42].

The president ensures institutional evaluation and planning is guided by external and internal data produced by the Columbia College Office of Institutional Research. The *Educational Master Plan* (EMP) was developed from research on internal and external conditions and is used to guide the planning and resource allocation process at Columbia College. The Strategic Planning Process Cycle found within the EMP, connects educational planning and the achievement of student learning outcomes with the allocation of institutional resources. The EMP is available online, as well as in print. It has been widely discussed and accurately reflects the mission of the college and district.

The president is closely connected with the data and analysis of institutional performance. The Columbia College Director of Institutional Research reports to both the college president and the Vice President of Student Learning. This maintains a close, functional relationship between college

planning and the data and analysis used to evaluate progress toward meeting Columbia College Goals. The college president uses the *Institutional Effectiveness Report* (IER) [IVB43] to communicate critical information to the college. Performance data is found within the IER, which facilitates evaluation of institutional quality and provides an evidence-based focus for the college.

Self Evaluation – IV.B.2.b

The college meets this standard. Through the leadership of the president, Columbia College has worked diligently to develop an integrated planning model that considers all aspects of the college's operations and its impact on student learning. The integrated planning process was developed through the College Council and discussed at many different venues throughout the campus. For example, the deans have worked diligently with their divisions to ensure the unit planning process is understood and tied to the budget and resource allocation. Standard I of the self study provides greater detail regarding the Columbia College integrated strategic planning model.

The president retains primary responsibility for the quality of services Columbia College provides. The college strives for excellence in serving its students and has been recognized for its efforts by the Hewlett Foundation for Student Success in 2008. The president ensures educational planning is integrated with resource planning and that the distribution of resources is aligned with achieving the Columbia College Goals with respect to student learning outcomes.

The president, by acting as a catalyst and change agent, when necessary, and honoring the participatory governance process, has guided the improvement of the teaching and learning environment at Columbia College.

Planning Agenda – IV.B.2.b

- The president will direct college resources to evaluate and implement identified research needs.

■ **IV.B.2.c** – The president assures the implementation of statutes, regulation, and governing board policies and assures that institutional practices are consistent with institutional mission policies.

Descriptive Summary – IV.B.2.c

The president is fully cognizant of the need to be in full compliance with all applicable codes, regulations, policies, and procedures. The president provides oversight, holds staff accountable, and provides accountability to the chancellor and the board to ensure compliance with and implementation of statutes, regulations, and governing board policies. The president guarantees that a high standard of institutional integrity and professionalism is both the intent and practice of the college.

The president has led an institutional commitment to practices that are consistent with the college mission. To further this commitment, the Columbia College Mission Statement is printed on the back of employee business cards and is posted throughout the campus. Postings of the mission statement in offices and facilities serve as a reminder of the primary purpose of the institution. The mission statement also provides consistent direction for planning and resource allocation at the college.

Self Evaluation – IV.B.2.c

The college meets this standard. The president assures the college adheres to statutes, regulations, and board policies and holds administrators accountable for compliance. Policy review and adoption are initiated with the district Policy and Procedure Committee and vetted through constituent representatives as well as the District Council to ensure participation from the Columbia College and Modesto Junior College Academic Senates, the Leadership Advisory Team Council, the Yosemite Faculty Association, the California School Employees Association, and district office representatives. When there are changes in policies or procedures, this information is provided to constituent representatives, disseminated to appropriate staff, and posted on the district website.

Planning Agenda – IV.B.2.c

None at this time.

IV.B.2.d – The president effectively controls budget and expenditures.

Descriptive Summary – IV.B.2.d

The president is ultimately responsible for the budget of Columbia College and places it as a top administrative priority. The president focuses on institutional priorities in making budget decisions. These priorities are delineated in unit planning documents and discussed at the Administrative Council and College Council meetings. Due to the small size of Columbia College, the College Council serves as the institution's planning and budget committee. When budget decisions are made, they are then forwarded to the Yosemite Community College District (YCCD) Executive Vice Chancellor at the district office who then advances recommendations on to the chancellor and then the Board of Trustees for approval.

Financial matters are clearly communicated to the college on a regular basis. The president, in collaboration with the Vice President of College and Administrative Services, prepares and presents budget reports to the College Council on a regular basis. With the recent unknown fiscal picture, three scenarios are often discussed—an optimistic version, a most likely version, and a pessimistic version—all depending on the possible outcomes of the state budget process. The diverse and inclusive composition of the College Council promotes broad input on budgetary issues. The widespread discussion of budget, in addition to college-wide emails and budget forums, have proved to be a crucial elements in maintaining a positive and collaborative relationship among the administration, faculty, and staff at Columbia College. Throughout the current budget "crisis," the president has regularly communicated with the college regarding pending budget decisions in which all members of the college community could offer suggestions, gain perspective, and/or ask questions on potential budget cuts at campus venues held throughout the spring 2011 semester [IVB44].

The YCCD budget meets the state mandated 5% reserve. An independent outside firm is contracted annually to conduct an audit of college and district finances. The firm's reports routinely find no exceptions to accepted standards of sound fiscal management. The YCCD Executive Vice Chancellor coordinates all audit visitations and discusses such reports with the Board of Trustees and at open board meetings [IVB45]. The annual fiscal audits are prescribed in YCCD Board Policy 3400 [IVB46].

The audit reports and financial statements for the YCCD, Measure E, and college foundations can be accessed on the district fiscal services website [IVB47]. Each audit has been prepared using the guidelines required by the Governmental Accounting Standards Board (GASB). The audits consist of the examination of the district's financial statements, a review of the systems of internal accounting controls, and a review of state and federal compliance areas mandated by the Single Audit Act, the State Department of Finance Guide, and the California Community Colleges State Chancellor's Office.

Self Evaluation – IV.B.2.d

The college meets this standard. The college and the YCCD have maintained fiscal stability throughout its history. Independent audits have illustrated that Columbia College and the district manage its finances in an appropriate manner. The president works with the college's vice presidents and deans as well as with the YCCD Executive Vice Chancellor to ensure that the college operates within budget.

This has been challenging during the current fiscal crisis necessitating deep cuts in both personnel and operating expenses. Nonetheless, the college has continued to serve an expanding number of students and has maintained basic operations while remaining fiscally responsible.

Planning Agenda – IV.B.2.d

None at this time.

IV.B.2.e – The president works and communicates effectively with the communities served by the institution.

Descriptive Summary – IV.B.2.e

The Columbia College President is active in the community and communicates effectively with the various entities in the college's large service area, which includes Tuolumne, Calaveras, and Stanislaus counties. The president appears regularly on local radio talk shows discussing college events, issues, and programs. The president is the face of Columbia College and often speaks at local service clubs and volunteers time at community fundraisers and events. The president meets regularly with the superintendents of the local K-12 schools for both Tuolumne and Calaveras counties.

The president, working collaboratively with community groups, hosts events on campus. The Tuolumne and Calaveras Chambers of Commerce hold an annual "Mother Lode Business Services Summit" at the college. The Tuolumne County Superintendent of Schools, working in partnership with the college president, has offered events such as "Mad about Math" and "Mad about Science" on campus. In the spring of 2010, the Sonora Police Department hosted the "2010 Mother Lode Explorers" event that included 33 law enforcement departments from across California, and other agency representatives from Cal Fire, Fish and Game, and Tuolumne County Ambulance.

The college president holds a very high profile in the community and builds relationships by participating in events such as the annual "Principal's Breakfast." The president serves as a member of the local Rotary Club and actively participates in their fund raising events such as wood cutting and serving dinners to seniors during the holidays. In addition, the president encourages local high schools to conduct events on the college campus. As a result, a variety of events such as high school proms and the annual "Occupational Olympics" have been hosted at the college. The president has established a good working relationship with the superintendents and principals by also visiting all local high schools that the college serves. Two of the school superintendents serve on the Columbia College Foundation Board of Directors, as do many local business owners, providing another avenue for the president and college to communicate with the members of the surrounding communities.

Further, the president has started a program of hosting college events that outreach to the community. These events have focused on particular areas of interest in science and history such as, "It's a Jungle Out There," and "A Celebration of Black History: The Westward Quest for Freedom." Over 4,000 visitors from elementary students to seniors visited the displays and/or attended related events.

Self Evaluation – IV.B.2.e

The college meets this standard. During 2010-2011, the interim president met with Tuolumne and Calaveras superintendents, supported the "Dinner with a Scientist" event for local school children, and spoke as a guest on the local radio station KVML. The college also produces an annual report to the community [IVB48] which highlights both campus achievements and the progress the Columbia College Foundation has made in reaching fund-raising goals. The annual report is mailed to both donors and to external stakeholders in the community [IVB49].

The president recognizes the importance of developing strong community relationships and has been

very diligent about maintaining a positive public presence. As a result, Columbia College is well known and regarded throughout the communities it serves.

Planning Agenda – IV.B.2.e

None at this time.

IV.B.3 – In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a – The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary – IV.B.3; IV.B.3.a

The delineation of responsibilities and functions of the district from Columbia College is illustrated by the 2010-2011 Yosemite Community College District (YCCD) Organizational Chart [IVB50]. The organizational chart outlines the scope of responsibilities held by the YCCD Central Services in support of each college in the district. Columbia College defines its organizational responsibilities at the local level through the Columbia College Organizational Chart [IVB51]. The roles and responsibilities of the district, colleges, and governance structures are established in YCCD Board Policy 2100 (Organizational Structure) [IVB52] which states, "The Chancellor shall establish organizational structures that delineate the lines of responsibility and fix the general duties of employees within the District."

Solid planning and operational connections are maintained between the district and college level through institutional alignment with the *YCCD Strategic Plan* [IVB8]. The Columbia College Goals [IVB37] directly support the district strategic plan, facilitating operational connectivity between the two entities. Additionally, delineation between the district and college is communicated at the Chancellor's Cabinet, the District Administrative Council, the District Council, the Columbia College Administrative Council, and the Columbia College Council (via constituency group representatives).

The district strategic planning process was initiated in the fall 2005. The chancellor presented the opportunity to participate at the Modesto Junior College Institute Day, the Columbia College In-Service Day, and the Central Services fall meeting. At these events and through various email communications, all staff were encouraged to participate. The first meeting was convened in November of 2005. The Strategic Planning Committee generated guiding principles to steer the process of revising the district mission, and to create the district vision and goals. The district strategic plan at the time was the starting place from which all other plans were derived. Both colleges and Central Services then used the updated strategic plan to guide their own localized planning statements.

The district strategic goals and objectives were specifically created and addressed by subgroups. The goals were directly related to the vision statement and the objectives were written so that Columbia College, Modesto Junior College, and Central Services could adapt them to meet their specific needs. The final draft of the plan was presented to the District Council for distribution to each representative's constituents. After several readings, edits were finalized and the District Council approved the *Yosemite Community College District Strategic Plan* in November 2006.

In October 2010, the chancellor began the process of updating the YCCD Vision 2010 strategic planning documents to advance planning up to 2015. For this purpose, a retreat was held with the District Council in November 2010. This was an integral step of the district and college strategic

planning process to ensure that district and college plans continue to be mission based and vision focused. After the November review, the YCCD Vision 2015 was edited and returned to the District Council in January 2011. Approval of the YCCD Vision 2015 update occurred at the February 2011 meeting.

The chancellor provides leadership in setting and communicating the board's expectations to the entire district for excellence and integrity in programs and services. The Yosemite Community College District (YCCD) is committed to providing the support services necessary to ensure effective operations at its two colleges. The district (Central Services) provides support for the effective operation of its colleges through a variety of activities and services. The chancellor is responsible for the board's annual district planning, sets priorities, and controls budget expenditures by establishing objectives for the district. The chancellor chairs the District Council which is the participatory governance body and includes representation of leadership constituency groups throughout the district. The *District Council Statement of Principles* [IVB53] is located as a link from the chancellor webpage.

The District Council actively participates in the comprehensive planning process, as stated in the *District Council Statement of Principles*. This also includes developing and reviewing planning assumptions, reviewing data, advising on the planning process, reviewing college plans and projected district revenues, prioritizing needs, and assisting in district budget development. As part of the comprehensive planning process, the District Council reviews the District Mission Statement, makes recommendations for changes, and assures the extent to which the colleges and district are fulfilling that mission. The District Council also is responsible for identifying major issues affecting the entire district such as enrollment management, technology, diversity and equity, and institutional effectiveness. The council is authorized to form and give direction to ad hoc committees to address these and other key topics when helpful or necessary. The council also may ask existing entities to explore and provide feedback on key issues and emerging initiatives. In some instances, the District Council may sponsor informational forums for all staff on critical issues.

The District Council serves as a major communication vehicle among and between the many entities in the district. Council activities ensure that various viewpoints are heard, that information is shared with constituency leaders, and that the opportunity is provided for all employees to be aware of major issues, plans, and activities within the district; thus, playing a key role in facilitating a coordinated and cooperative approach between and among these entities. The District Council continually strives to identify and implement innovative ways to create a highly effective and integrated district that serves its community well.

Self Evaluation – IV.B.3; IV.B.3.a

The college meets this standard. District and college areas of responsibilities are clearly delineated as illustrated in the YCCD and Columbia College organizational charts which are communicated to all constituents through the district and college participatory governance structure. A strength of Columbia College is its participatory leadership and governance structure. However, district-wide planning efforts require greater emphasis in order to more effectively communicate the board's and chancellor's expectations for educational excellence and integrity in the college's programs and services.

In October 2010, the chancellor began the process of updating the YCCD Vision 2010 strategic planning documents to advance planning up to 2015. For this purpose, a retreat was held with the District Council in November 2010 [IVB54]. This was an integral step of the district and college strategic planning process to ensure that district and college plans continue to be mission based and vision focused. After the November review, the YCCD Vision 2015 was edited and returned to the District Council in January 2011 [IVB55]. Approval of the YCCD Vision 2015 update occurred at the February 2011 meeting [IVB56].

Planning Agenda – IV.B.3; IV.B.3.a

None at this time.

■ **IV.B.3.b** – The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary – IV.B.3.b

As illustrated by the Yosemite Community College District (YCCD) Organizational Chart, the district's Central Services provides operational support services to the colleges. The three main units of district provided services are Fiscal Services (which includes Facilities Planning and Operations), Human Resources, and Information Technology. These major service units work closely with the colleges and are led by a vice or associate chancellor who reports directly to the YCCD Chancellor.

The chancellor evaluates personnel at Central Services, including the management for the Fiscal Services and Information Technology, and the YCCD executive management team (Executive Vice Chancellor Fiscal Services, Vice Chancellor Human Resources, and Assistant Chancellor Information Technology). In addition, bi-weekly Chancellor's Cabinet meetings are held, monthly District Council meetings, and quarterly District Administrative Council meetings provide further opportunities for an assessment of district provided services.

The *YCCD Strategic Plan 2007-2015* provides direction for the provision of effective services to Columbia College. This document is regularly updated and assessed. It is the guiding document that the board adopts for the entire district and is followed by the colleges and Central Services in developing their strategic goals and objectives.

Self Evaluation – IV.B.3.b

The college meets this standard. College personnel are surveyed to provide feedback regarding district provided services. A 2010 Faculty/Staff Survey [IVB57] evaluated the ability of the YCCD Central Services to support the mission, functions, and goals of Columbia College. In total, 24 YCCD services or offices were evaluated. In each case, the majority of those surveyed indicated that the services provided were at the "expected level" of performance. With only one exception, 71.5% (or more) of faculty and staff agreed district services were at expected levels or higher. The one exception—staff development support—reported 47.6% of faculty and staff agreeing that services were either "less than expected" (34.9%) or at a "very low level" (12.7%). This is likely a partial response due to the elimination of state funding for staff development a number of years ago. A planning agenda in Standard III addresses this need.

College faculty and staff surveys provide one mechanism for feedback regarding district services. While this can inform the district and college of relative levels of performance, a common evaluative mechanism would provide feedback from both colleges and Central Services to help maintain existing service levels and identify future service needs in the district.

The management evaluation process is another opportunity to provide feedback from all employees and employee groups. However, this mechanism only provides feedback on the individual administrator being evaluated rather than on the operation of the district office or service. Further, the amount of data collected varies with the administrator being evaluated.

Planning Agenda – IV.B.3.b

None at this time.

■ **IV.B.3.c** – The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary – IV.B.3.c

The district provides a fair distribution of resources to support its colleges. The primary purpose of the district resource allocation model is to support the mission of the colleges of the Yosemite Community College District (YCCD). This is accomplished through the implementation of the *YCCD Strategic Plan 2007-2015* and the college strategic plan.

The current resource allocation model was reviewed by the YCCD Budget Allocation Taskforce, a district-wide, participatory governance committee co-chaired by the Columbia College President and the YCCD Vice Chancellor that convened from spring 2007 to spring 2008. The taskforce concluded, after reviewing other districts' allocation models, to maintain the allocation model already in use at the district. The model is simple enough to be readily understood, is easily maintained, and it utilizes formulas and variables that have been readily defined, easily measured, and consistently reported. Additionally, the taskforce created a document [IVB58] to ensure transparency of the district model. This document can be viewed from the YCCD Fiscal Services website [IVB47].

The YCCD serves approximately 18,335 FTES. Modesto Junior College serves about 86% of these FTES and Columbia serves about 14%. This ratio has remained consistent over time. State resources that are not driven by a designated formula and are provided for direct instructional purposes are allocated to the colleges using a ratio of 85% to Modesto Junior College and 15% to Columbia College. This allocation of funds formula is directly tied to each of the college's FTES. Built into the formula is recognition of the higher cost of a small college in a multi-college district and provides a modestly higher percentage of funds relative to FTES to Columbia College.

State funding allocations that are not driven by state formula, and are not restricted to direct instructional expenditures, are allocated using a formula that allocates new dollars to each college and to the Central Services operations. The allocation formula is driven by the percentage of base general unrestricted fund expenditure budgets to the total unrestricted general fund. The formula percentages are consistent from year to year.

Modesto Junior College	58%
Columbia College	15%
Central Services	27%

Various sources of revenue are allocated to the district annually from the state budget. Budget allocations to the colleges and to Central Services are generally based on established formulas with flexibility to recognize each college's particular and specific needs. Restricted categorical program allocations are formulated at the state and allocated based on state formula.

Dialogue relative to student enrollment growth, full-time faculty hires, student services, operational and administrative needs, and district-wide operational needs takes place at the District Council meetings, the District Administrative Council meetings, and at college governance meetings.

Cost-of-Living Adjustments (COLA) allocations, when received from the state, are distributed not based on formula, but rather on the prioritized needs of the district, in addition to collective bargaining agreements.

Budget deficit reduction plans are established according to the pre-established percentages of the general unrestricted fund budget.

Self Evaluation – IV.B.3.c

The college meets this standard. Despite the state's economic downturn, the YCCD has continued to have adequate resources to serve students. The district also distributes revenue to its colleges to support their operations in a fair and equitable manner.

Planning Agenda – IV.B.3.c

None at this time.

■ **IV.B.3.d** – The district/system effectively controls its expenditures.

Descriptive Summary – IV.B.3.d

The Yosemite Community College District (YCCD) applies prudent financial control mechanisms to effectively sustain standard good practices in fiscal management. For the past several years, external audits have produced no adverse findings and the district has consistently maintained a positive ending fund balance. As a higher education institution, the district uses accepted governmental accounting procedures to manage its finances and allocates its resources with an emphasis on the benefit of students.

Systematic and internal controls ensure budgets are not overspent and that positive ending balances are maintained. Both general and categorical expenditures are subject to administrative oversight, a multi-level review and approval process, internal audit procedures, and external audits. Specific fund numbers assigned to each source of funding allows for close tracking of revenue and expenditures. The district's Datatel financial system provides an effective relational database to monitor and manage funds.

The YCCD Chancellor has overall responsibility for the district's budget. The YCCD Executive Vice Chancellor is responsible for the general management of the budget, budget controls (with the assistance of the district controller), internal auditing, and accounting protocols of the district. Such oversight has led to the maintenance of fiscal reserves and clean audit trails. The YCCD is in full compliance with Governmental Accounting Standards Board (GASB) 45 by establishing adequate funding for retiree medical expenditures. This has not been a factor during the current fiscal downturn.

The president of each college is responsible for managing the college budget. College administrative responsibilities include controlling college expenditure, adherence to fiscal procedures established by the district, compliance with deadlines, and adherence to generally accepted accounting principles. The Columbia College Vice President of College and Administrative Services works closely with the college president to administer Columbia College's budget.

Self Evaluation – IV.B.3.d

The college meets this standard. The YCCD has a long track record of and solid reputation for effective fiscal resource stewardship. The district is fortunate to have effective and accomplished leadership in the area of fiscal services. The college benefits from this leadership, and the relationship between Columbia College's fiscal leaders and the district is exemplary.

Planning Agenda – IV.B.3.d

None at this time.

■ **IV.B.3.e** – The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary – IV.B.3.e

The YCCD Chancellor delegates authority to the Columbia College President for the responsibility and accountability of the successful operation within the guidelines established in board policy [IVB10]. The chancellor supports presidential decisions that comply with the district mission and regulations. The chancellor also recognizes and encourages participatory governance and broader consultation, feedback, and input with all district employees and constituency groups. The chancellor advocates and serves as a liaison for the colleges with the Board of Trustees.

The Columbia College President is responsible for planning and developing the overall academic direction for the college and for planning and recommending the instructional and student services programs, budget, and organizational structure of the college. The chancellor holds the president accountable for the performance and operation of the college.

Self Evaluation – IV.B.3.e

The college meets this standard. The college president has been delegated authority to implement and administer district policy without interference. The chancellor asks that the president set goals and is evaluated on these goals on an annual basis, in addition to overall performance. The president is held accountable for the operation of the college that is consistent with established district board policy and goals.

Planning Agenda – IV.B.3.e

None at this time.

███ **IV.B.3.f** – The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary – IV.B.3.f

District-wide joint operations are facilitated through a variety of mechanisms including the Board of Trustees, the Chancellor's Cabinet, the District Administrative Council, the District Council, and the Policy and Procedures Committee. These bodies allow the district and college to work collaboratively and provide an effective structure for communication. Meetings are clear and timely with agendas, minutes, and opportunities given for participants' feedback. The colleges and constituent groups are well informed about district issues as well as board actions and interests. The Board of Trustees develops special priorities each year and finalizes them in open session board meetings at the beginning of the year. The chancellor develops annual, long-term goals, as was presented to the board in December 2007 [IVB59]. These goals are ongoing and regularly updated.

The Board of Trustees effectively communicates through various methods. Most notably are the regular monthly meetings that are conducted and open to the public. The board agenda and minutes are easily accessible on the web site and include archives back to February 2003 [IVB6]. *Board Connections* is a monthly email that is distributed to all the district employees within days following the regular board meeting highlighting specific topics from the meeting, including voting results. Trustees also attend college events that provide opportunities for interaction and dialogue with students, staff, faculty, and administration.

The purpose of the District Council is to make recommendations to the chancellor regarding the existence of needs, the establishment of priorities, and the allocation of resources on a broad, district-wide basis. The council also serves as the coordinating body for the review of the *Yosemite Community College District Strategic Plan*. It is intended that the council will not get involved with the daily administration of the two colleges or Central Services, nor will the council's processes replace the collective bargaining process. The District Council uses the consensus-building process and has adopted a job description for members. The council continually evaluates itself, its processes, and its products. The council also modifies its procedures when appropriate and provides an annual report of this evaluation to the district.

The chancellor chairs the District Council and presents the council's recommendations to the Board of Trustees when appropriate. At the same time, it is acknowledged that the chancellor retains the authority to make her/his own recommendation. Should recommendation differ from the council's or from a significant minority of council members, the chancellor will make that known to the District Council and to the Board of Trustees as well.

The chancellor is the liaison between the board and the college presidents. The chancellor provides the Board of Trustees with weekly district updates. The college president also provides a monthly report to the chancellor that is forwarded to the board.

Self Evaluation – IV.B.3.f

The college meets this standard. The Yosemite Community College District (YCCD) acts as a conduit to connect operations and communications between the college and Board of Trustees. This is accomplished through multiple avenues, including regular meetings of the YCCD Board of Trustees, the District Council, the chancellor, and the review and development of district policies and procedures. Communication is effectively facilitated through mechanisms that support the concept of participatory governance.

The YCCD acts as an appropriate and effective liaison between the governing board and college. The district's role in the coordination of these various meetings and communications ensures that all occur in a timely and consistent manner. The formulation and communication of a district-wide strategic plan and the setting of goals by the chancellor also helps to keep the board and colleges connected with state-wide and systematic issues as well as board goals, actions, and interests. These efforts are further communicated through regular publication of the *Board Connections*, which is distributed to the entire district via email.

Planning Agenda – IV.B.3.f

None at this time.

■ **IV.B.3.g** – The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary – IV.B.3.g

The *YCCD Strategic Plan 2007-2015* identifies district goals and objectives in nine categories [IVB8]. Columbia College, Modesto Junior College, and Central Services have worked jointly to determine the district goals and objectives. The colleges use these goals and objectives to determine their specific goals and objectives. At Columbia College, the ten college goals directly support the district goals.

Fiscal Services also has a comprehensive strategic plan that clearly defines objectives and strategies employed to meet the overall goals in the *YCCD Strategic Plan* [IVB8]. Anyone with an internet connection has access to this plan, increasing visibility and facilitating a clear understanding of expectations for services and actions that the district intends to provide in the support of student learning.

The YCCD Information Technology Department provides a comprehensive strategic plan as well [IVB60]. This plan also clearly defines objectives and strategies employed by the department to meet student learning needs through service to the colleges. College faculty, staff, and administrators can readily access this plan on the district website to better understand the mission, vision, and goals for this district service unit. The access provides the college a clear delineation of what to expect and what type of support services will be provided for technology.

The evaluation of district operational effectiveness is also carried out at the college level. A 2010 Faculty/Staff Survey [IVB57] directly addressed the college perceptions relating to the effectiveness of district operations. As detailed in Standard IV.B.3.b, out of 24 areas surveyed, a majority of faculty and staff responded that the district services provided were at or above the "expected level" of performance. The results of this survey are posted on the college website and shared with the district. Additionally, district personnel and administration carefully review the accreditation self study. This is an exceptional mechanism for interaction and feedback as to how the district services can better facilitate their roles in supporting student learning and services at the college. College institutional effectiveness reports are also provided to the board and budgets are regularly assessed at board meetings.

Self Evaluation – IV.B.3.g

The college meets this standard. The YCCD services are regularly evaluated at both the district and college level. This is accomplished through multiple mechanisms that provide both quantitative and qualitative feedback. The district is responsive to these evaluative sources, as evidenced by policies, procedures, and strategic plans that clearly support student learning by assisting the colleges in their service to students. As evidenced by the 2010 Faculty/Staff Survey, district services are meeting expected needs to address educational goals.

Planning Agenda – IV.B.3.g

None at this time.

Standard IV.B – List of Evidence

IVB1   Board Policy 7100 - Board Elections
IVB2   YCCD Board of Trustees Webpage
IVB3   Board Policy 7410 - Policy and Administrative Procedures
IVB4   YCCD Board Policy & Procedures
IVB5   YCCD Website
IVB6   YCCD Board of Trustees Meeting Minutes and Agendas Archive
IVB7   YCCD Policy & Procedure Review Process - 2011
IVB8   YCCD Strategic Plan 2007-2015
IVB9   Board Policy 7405 - Board Responsibilities
IVB10   Board Policy 7430 - Delegation of Authority to Chancellor
IVB11   Board Policy 7435 - Evaluation of Chancellor
IVB12   Board Policy 7710 - Conflict of Interest
IVB13   YCCD Board of Trustees 2010-2011 Special Priorities
IVB14   Board Policy 7715 - Code of Ethics/Standards of Practice
IVB15   YCCD Mission Statement
IVB16   YCCD Fiscal Services Audit Reports
IVB17   Board Policy 7010 - Board Membership
IVB18   YCCD Board of Trustees Meeting Minutes, 2-10-10
IVB19   Board Policy 7745 - Board Self Evaluation
IVB20   YCCD Board of Trustees Meeting Minutes, 9-8-10
IVB21   YCCD Board of Trustees Self Evaluation Tool
IVB22   Board Policy 4217/7717 - Civility
IVB23   YCCD Board of Trustees Meeting Minutes, 4-20-11
IVB24   In-Service Day Agenda Fall 2010
IVB25   YCCD Board of Trustees Meeting Minutes, 4-14-10
IVB26   YCCD Board of Trustees Meeting Minutes, 9-17-10
IVB27   YCCD Chancellor Survey Evaluation Form
IVB28   College Council Documents Webpage
IVB29   Planning Documents Webpage
IVB30   Integrated Planning Homepage
IVB31   College Council Meeting Minutes, 4-6-07
IVB32   2008-2015 Educational Master Plan
IVB33   2010 Educational Master Plan Update and Addendum
IVB34   Mission Statement
IVB35   Vision Statement
IVB36   Core Values
IVB37   Columbia College Goals
IVB38   Unit Planning Tool (UPT) Login Page
IVB39   Unit Plan Project Ownership Report
IVB40   Unit Plan Project Summary Report
IVB41   Unit Plan Project Detail Report
IVB42   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IVB43   2009 Institutional Effectiveness Report (IER)
IVB44   College Council Meeting Minutes, 3-4-11
IVB45   YCCD Board of Trustees Meeting Minutes, 12-8-10

IVB46   Board Policy 3400 - Audits
IVB47   YCCD Fiscal Services Homepage
IVB48   Columbia College Foundation Annual Report 2010
IVB49   Columbia College Foundation Annual Report 2010 Mailing List
IVB50   2010-2011 YCCD Organizational Chart
IVB51   2010-2011 Columbia College Organizational Chart
IVB52   Board Policy 2100 - Organizational Structure
IVB53   District Council Statement of Principles
IVB54   District Council Meeting Minutes, 11-17-10
IVB55   District Council Meeting Minutes, 1-26-11
IVB56   District Council Meeting Minutes, 2-23-11
IVB57   Fall 2010 Faculty/Staff Survey
IVB58   YCCD Budget Allocation Taskforce Summary and Recommendation
IVB59   YCCD Board of Trustees Meeting Minutes, 12-12-07
IVB60   YCCD Information Technology Strategic Plan

Planning Agendas

Planning Agendas

The planning agendas from the *2011 Self Study Report* Standards have been complied and are listed below. The responsible area and timeline for implementation is also included.

#	Standard	Planning Agenda	Responsible Area	Timeline
1	I.B.4 II.A.2.f	The college will find mechanisms to better involve part-time faculty and staff in planning.	College Council	Fall 2011
2	I.B.6 IV.A IV.A.1 IV.A.5	College Council will continue to improve the evaluation tools for college goals and planning processes.	College Council	Fall 2011
3	II.A.1.c II.A.3.b II.A.3.c	The college needs to continue efforts to improve authentic assessment of student learning outcomes for course, program and institutional levels. This will include evidence of cycles of ongoing assessment. The institution will offer college-wide workshops in fall 2011 and spring 2012 to accomplish this.	Student Learning Outcomes (SLO) Workgroup	Spring 2012
4	II.A.1.c II.A.2.i	The college needs to more fully implement programmatic student learning outcomes, in particular, mechanisms to assess progress toward achieving these outcomes.	Student Learning Outcomes (SLO) Workgroup	Spring 2012
5	II.A.1.c	The college needs to more fully implement institutional student learning outcomes, in particular, mechanisms to assess progress toward achieving these outcomes.	Student Learning Outcomes (SLO) Workgroup	Spring 2012
6	II.A.2.a	The college needs to more fully implement course level student learning outcomes, in particular, mechanisms to assess progress toward achieving these outcomes.	Student Learning Outcomes (SLO) Workgroup	Spring 2012
7	II.A.2.i	Measurable programmatic outcomes for programs will appear in the 2011-2012 College Catalog.	Student Learning Outcomes (SLO) Workgroup	Fall 2012
8	II.B.3 II.B.4	Student Services will establish a new mechanism to manage program review data.	Student Services/ Technology and Media Services	Fall 2011
9	II.B.3.e	Institutional Research Office will work with the Math Department to complete the math assessment validity study.	Institutional Research Office	Spring 2011
10	III.A.1.a III.A.2	Continue to develop Staffing Plan.	College Council	Spring 2013
11	III.A.1.b	The college needs to develop a systematic and reliable mechanism to track evaluation progress for faculty, administrators, and staff. Responsible parties need to be identified for staff, faculty, and administrators.	President's Office	Fall 2011
12	III.A.1.c	Continue to discuss the associations between student learning outcomes and the self-evaluation component of the faculty evaluation.	Academic Senate/ Student Learning Outcomes (SLO) Workgroup	Fall 2011
13	III.A.5 III.A.5.a III.A.5.b	Re-establish the Staff Development Committee to develop a comprehensive Staff Development Plan and processes for the college.	Vice President of Student Learning	Spring 2012
14	IV.A.5	The college will continue to develop and strengthen unit planning processes at the unit/division level.	Deans	Fall 2011
15	IV.B.2.b	The president will direct college resources to evaluate and implement identified research needs.	President	Spring 2012

List of Evidence

Standard I: Institutional Mission and Effectiveness

Standard II: Student Learning Programs and Services

Standard III: Resources

Standard IV: Leadership and Governance

Standard I.A - List of Evidence

IA1   2008-2015 Educational Master Plan
IA2   2010 Educational Master Plan Update and Addendum
IA3   2004 Facilities Master Plan
IA4   2007 Campus Master Plan
IA5   2009 Institutional Effectiveness Report
IA6   2010 Matriculation Plan
IA7   2010 Technology Plan
IA8   2010 Distance Education Plan
IA9   2009-2010 Enrollment Management Plan
IA10   2007-2015 Yosemite Community College District Strategic Plan
IA11   Goals and Strategies
IA12   Mission Statement
IA13   Vision Statement
IA14   Core Values
IA15   College Council Minutes, 4-6-07
IA16   Approval of Mission Statement by YCCD Board Minutes, 5-9-07
IA17   Biennial Review of College Planning Statements - College Council Minutes, 9-11-09
IA18   College Council Constitution
IA19   College Council Minutes
IA20   Accountability Report for the California Community Colleges (ARCCC)
IA21   Student Survey Condensed Item Analysis Report Spring 2010
IA22   Columbia College Faculty/Staff Survey Fall 2010
IA23   2010-2011 College Catalog
IA24   Integrated Planning Homepage
IA25   Unit Planning Tool
IA26   Unit Planning Project Summary Report
IA27   Primary College Goal Progress Report - Organized by Primary Goal
IA28   Secondary Goal Progress Report - Organized by Secondary Goal
IA29   College Council Minutes, 12-3-10 - Goal Progress Report Review
IA30   College Council Minutes, 12-4-09
IA31   TRIO Grant Proposal and Award
IA32   Title III Grant Proposal and Award
IA33   Academic Wellness Educators Website
IA34   Veterans Services
IA35   High Sierra Institute at Baker Station
IA36   Fall 2010 Schedule
IA37   Vocational/Career Technical Program Brochures
IA38   Career Tools for Excellence
IA39   Measure E Bond Program Information
IA40   Faculty Resources for Distance Education
IA41   Columbia College InSite publication - Entrepreneurship Career Program
IA42   Columbia College InSite publication - Middle College Program
IA43   2010-11 Columbia College Organizational Chart
IA44   Academic Wellness Educators (AWE) Steering Committee Website
IA45   Columbia College InSite publication - X-Reg

IA46   Columbia College InSite publication - Hewlett Award Information
IA47   Hewlett Award Brochure
IA48   Student Learning Outcomes Website
IA49   College-wide Student Learning Outcomes
IA50   Student Learning Outcomes Workgroup Meeting Minutes Webpage
IA51   Student Learning Outcomes (SLO) Workgroup Plan and Timeline (Action Plan)
IA52   Student Learning Outcomes Software Tracking Tool
IA53   Comprehensive Student Learning Outcomes Assessment Reports
IA54   2010 Columbia College Foundation Annual Report
IA55   Printed Posters of Mission Statement
IA56   Fall 2010 In-Service Day PowerPoint Presentation
IA57   College Council Principles of Collegial Governance
IA58   Master Planning Calendar
IA59   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IA60   Program Review Templates
IA61   2010-2011 Columbia College Instructional Program Review
IA62   Fall 2010 Enrollment Update Report
IA63   2009-2010 Enrollment Update Report

Standard I.B – List of Evidence

IB1   Agendas and Minutes Webpage for College Committees

IB2   Academic Senate Meeting Minutes

IB3   Classified Senate Meeting Minutes

IB4   College Council Meeting Minutes

IB5   Curriculum Committee Meeting Minutes

IB6   Distance Education Committee Meeting Minutes

IB7   Facilities Committee Meeting Minutes

IB8   Safety Committee Meeting Minutes

IB9   Sustainability Committee Meeting Minutes

IB10   Title III Steering Committee Meeting Minutes

IB11   Technology Committee Meeting Minutes

IB12   Web Focus Committee Meeting Minutes

IB13   Student Learning Outcomes (SLO) Workgroup

IB14   Academic Wellness Educators (AWE)

IB15   Academic Wellness Educators (AWE) Monthly eNewsletters

IB16   Academic Wellness Educators (AWE) Steering Committee Meeting Minutes and Plans

IB17   Basic Skills Initiative Website

IB18   Student Learning Outcomes (SLO) Website

IB19   Student Learning Outcomes (SLO) Assessment Cycle

IB20   Student Learning Outcomes (SLO) Workgroup Plan and Timeline (Action Plan)

IB21   Accrediting Commission for Community and Junior Colleges (ACCJC) Rubric for Evaluating Institutional Effectiveness

IB22   Student Learning Outcomes (SLO) Mentor Activity Log

IB23   ccManzan1 Folder System

IB24   Student Learning Outcomes (SLO) MS Excel Tracking Worksheet

IB25   Student Learning Outcomes (SLO) Tool

IB26   Accreditation Self Study Homepage

IB27   Accreditation Self Study Standards Committees

IB28   Unit Planning Tool (UPT) Login Page

IB29   Unit Plan Project Ownership Report

IB30   Unit Plan Project Summary Report

IB31   Unit Plan Project Detail Report

IB32   Columbia College Office of Institutional Research Webpage

IB33   2009-2010 Enrollment Management Plan

IB34   College Council Minutes, 4-2-10

IB35   College Council Minutes, 9-10-10

IB36   Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) Application

IB37   Press Release 4-22-10 - Columbia College Selected to Participate in BRIC TAP

IB38   Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) Action Plan

IB39   In-Service Day Agendas

IB40   Columbia College Flexible Calendar Homepage

IB41   Flex Day Agendas

IB42   Integrated Planning Fall 2009 Flex Day Presentation

IB43	Student Learning Outcomes (SLO) Flex Day Activity
IB44	Academic Wellness Educators (AWE) 2007-2008 Staff Development Activities, Connect the Dots
IB45	Self Study Training Materials, January 8, 2010 and August 27, 2010 Flex Day Presentations
IB46	College-wide Forums - Examples of Topics for 2009 and 2010
IB47	College-wide Forums - Budget Topic Spring 2010 and Spring 2011
IB48	Vocational Education Presentation - Budget Reduction Plan 2009-2010
IB49	Facilities Master Plan (FMP) Update 2010-2011 - College-wide Forum Agenda(s)
IB50	Facilities Master Plan Update (FMP) 2010-2011 - College-wide Forum Presentation(s)
IB51	Facilities Master Plan Update (FMP) 2010-2011 - College-wide Forum Record of Meeting(s)
IB52	Facilities Master Plan Update (FMP) 2010-2011 - College-wide Emails with Record of Meeting(s)
IB53	Adjunct In-Service Meeting Agendas
IB54	Adjunct In-Service Meetings - Examples of Topics
IB55	Adjunct In-Service Meeting Spring 2011 (1-5-11) - Agenda and Supporting Documentation
IB56	Columbia College InSite publications
IB57	Faculty/Staff Survey Fall 2010
IB58	Student Learning Outcomes Workgroup (SLO) Meeting Minutes
IB59	Flex Day Spring 2011 (1-7-11) Agenda
IB60	Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) Spring 2011 Meetings
IB61	Flex Day Assessment Workshop Spring 2009
IB62	Flex Day Assessment Workshop Fall 2008
IB63	Adjunct In-Service Training Fall 2008 - Agenda and Supporting Documentation
IB64	Adjunct In-Service Training Fall 2007 - Agenda and Supporting Documentation
IB65	Adjunct In-Service Training Spring 2007 - Agenda and Supporting Documentation
IB66	2008-2015 Educational Master Plan
IB67	2010 Educational Master Plan Update and Addendum
IB68	Primary Goal Progress Report
IB69	Secondary Goal Progress Reports
IB70	Integrated Planning Homepage
IB71	College Council Minutes, 12-3-10
IB72	College Council Minutes, 1-21-11
IB73	College Council Minutes, 2-4-11
IB74	College Council Minutes, 4-1-11
IB75	Columbia College Program Review on Integrated Planning Homepage
IB76	2010-2011 Program Review (Instructional)
IB77	2011-2012 Academic Wellness Educators (AWE) Plan
IB78	Matriculation Program Plan, Revised September 2010
IB79	2004 Facilities Master Plan
IB80	Vocational and Technical Education Act (VTEA) Plan
IB81	Carl D. Perkins Vocational and Technical Act of 1998 (Perkins Act)
IB82	Technology Plan Spring 2011
IB83	Distance Education Plan, Revised December 2010
IB84	Measure E Bond Program Information
IB85	Title III Grant Proposal and Award
IB86	Planning Documents Webpage
IB87	2007 Campus Master Plan

IB88   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation

IB89   Annual Planning Cycle

IB90   Mission Statement

IB91   Columbia College Goals

IB92   2008 Basic Skills Initiative 5-year Plan Submitted to the CCCCO

IB93   Enrollment Update Report for 2010-2011 Fall Semester

IB94   College Council Minutes, 2-1-08

IB95   Principles of Collegial Governance

IB96   College Council Constitution

IB97   Columbia College Faculty Hiring Prioritization Process

IB98   Classified Hiring Prioritization Process

IB99   Faculty Hiring Prioritization Process Evidence of Revision

IB100   Faculty Hiring Prioritization Process Proposal - 2008 Mathematics Proposal

IB101   2007-2008 Academic Wellness Educators (AWE) Plan

IB102   2008-2009 Academic Wellness Educators (AWE) Plan

IB103   2009-2010 Academic Wellness Educators (AWE) Plan

IB104   2007-2008 Basic Skills Initiative (BSI) Plan

IB105   2008-2009 Basic Skills Initiative (BSI) Plan

IB106   2009-2010 Basic Skills Initiative (BSI) Plan

IB107   SARS Early Alert Instructions Webpage

IB108   Development Office Webpage

IB109   TRIO Grant Proposal and Award

IB110   2009 Institutional Effectiveness Report (IER)

IB111   Email to Faculty/Staff to Improve Knowledge of Unit Planning Processes - 9-13-10

IB112   Yosemite Community College District (YCCD) Datatel Reports - Annual Program Review Data

IB113   California Community College Chancellor's Office (CCCCO) Data Mart

IB114   California Partnership for Achieving Student Success (Cal-PASS)

IB115   Accountability Report for California Community Colleges (ARCCC)

IB116   Yosemite Community College District (YCCD) Board of Trustees Meeting Minutes, 10-13-10

IB117   2010 Annual Safety Report

IB118   Accreditation and Policies Webpage

IB119   Student Learning Division Webpage

IB120   College Council Grants and Development Sub-Committee Draft Process

IB121   Guidelines for Orphaned Programs

IB122   Master Planning Calendar

IB123   SARS Reports

IB124   College Goal Assessment Process Evaluation Tool

IB125   ACCUPLACER Validation Project Report - English

IB126   ACCUPLACER Validation Project Report - Mathematics

IB127   Student Survey Condensed Item Analysis Report Spring 2010

IB128   Yosemite Faculty Association (YFA) Contract

Standard II.A – List of Evidence

IIA1   Mission Statement
IIA2   2008-2015 Educational Master Plan and 2010 Educational Master Plan Update
         and Addendum
IIA3   2005 Student Equity Plan
IIA4   2010-2011 Basic Skills Initiative (BSI) Plan
IIA5   2011-2012 Academic Wellness Educators Plan
IIA6   Student Learning Outcomes (SLO) Workgroup Plan and Timeline (Action Plan)
IIA7   College Council Constitution
IIA8   Vision Statement
IIA9   Student Learning Outcomes (SLO) Webpage
IIA10   Student Learning Outcomes (SLO) Workgroup Webpage
IIA11   Columbia College Goals
IIA12   Curriculum Committee Webpage
IIA13   Curriculum Committee Handbook
IIA14   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IIA15   2009 Institutional Effectiveness Report (IER)
IIA16   Program Review Data and Information on the Integrated Planning Homepage
IIA17   2010-2011 Columbia College Catalog
IIA18   Student Survey Condensed Item Analysis Report Spring 2010
IIA19   Vocational Education Surveys
IIA20   Student Services Survey
IIA21   Enrollment Management Reports on Enrollment Management Webpage
IIA22   2009-2010 Enrollment Management Plan
IIA23   Enrollment Management Webpage
IIA24   2011 Summer Assessment Information
IIA25   Accuplacer Interpretation Document
IIA26   Admissions and Records Webpage
IIA27   Board Policy 5050 - Matriculation
IIA28   Columbia College Early Alert Information and Login
IIA29   Unit Planning on Integrated Planning Homepage
IIA30   Unit Planning Reports on Integrated Planning Homepage
         - Project Summary Report
         - Project Detail Report
         - Project Ownership Report
IIA31   YCCD Datatel Reports
IIA32   2011 Matriculation Plan
IIA33   2010-2011 Vocational and Technical Education Act (VTEA) Core Indicators
IIA34   2010 Accountability Report for California Community Colleges (ARCCC)
IIA35   California Community Colleges Chancellor's Office (CCCCO) Data Mart
IIA36   California Partnership for Achieving Student Success (Cal-PASS) Website
IIA37   Academic Wellness Educators (AWE) Website
IIA38   Title III Grant Proposal and Award
IIA39   High Sierra Institute Website
IIA40   Career Tools for Excellence Webpage
IIA41   Middle College Memorandum of Understanding, 6-1-11 to 6-30-12

IIA42	An Integrated Approach to Ensuring Student Access & Success at Columbia College (April 2006)
IIA43	2008 Hewlett Award Press Release
IIA44	Academic Wellness Educators (AWE) Guidance, Preparation, and Success (GPS) for Success Website
IIA45	Online Instructors Training and Support Schedule
IIA46	Student Learning Outcomes (SLO) Tool Login
IIA47	Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) Application
IIA48	Bridging Research, Information, and Cultures Technical Assistance Program) (BRIC-TAP) Award Press Release
IIA49	Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) Action Plan
IIA50	Minutes from Student Services, 12-2010 Retreat
IIA51	Unit Planning Tool Login
IIA52	Curriculum Review Process
IIA53	Distance Education Addendum Form
IIA54	2010 Distance Education Plan
IIA55	Yosemite Faculty Association (YFA) Contract
IIA56	Distance Education Committee Webpage
IIA57	Technology Committee Webpage
IIA58	2011 Distance Education Handbook and Reference Manual for Online Teaching and Learning
IIA59	Distance Education Committee Online Course Reviews
IIA60	Blackboard 9.1 Training Manual
IIA61	Distance Education Training Schedule
IIA62	Student Learning Outcomes (SLO) Tool Database
IIA63	College-wide Student Learning Outcomes (SLOs)
IIA64	Fall 2010 Faculty/Staff Survey
IIA65	Student Learning Outcomes (SLO) Peer Mentor Logbook
IIA66	Student Learning Outcomes (SLO) Knowledge Surveys
IIA67	Student Learning Outcomes (SLO) Portfolio Examples
IIA68	Student Learning Outcomes (SLO) Internet Based Tools
IIA69	Original Student Learning Outcomes (SLO) Archive Location
IIA70	Accrediting Commission for Community and Junior Colleges (ACCJC) Rubric for Evaluating Institutional Effectiveness
IIA71	Student Learning Outcomes (SLO) Workgroup Minutes
IIA72	Student Learning Outcomes (SLO) Training Sessions and Workshops
IIA73	Division Level (Meeting) - Student Learning Outcomes (SLO) Dialogue
IIA74	Program Level Student Learning Outcomes (SLO) Dialogue
IIA75	Curriculum Committee Bylaws
IIA76	CurricUNET Login
IIA77	Board Policy 6020 - Program and Curriculum Development
IIA78	Academic Senate Constitution
IIA79	Vice President of Student Learning (VPSL) Curriculum Support Webpage
IIA80	CurricUNET Approval Screen
IIA81	SLO Assessment Cycle
IIA82	CurricUNET Information

IIA83   Columbia College Transfer Agreements

IIA84   2010-2011 College Catalog - Two-year Planning Schedules

IIA85   Spring 2011 Schedule of Classes

IIA86   Course Identification Number System (C-ID) Project Homepage

IIA87   California Community Colleges Chancellor's Office (CCCCO) SB 1440 -
           Student Transfer Achievement Reform Act

IIA88   Columbia College Progression Charts for Mathematics and English

IIA89   California Community Colleges Chancellor's Office (CCCCO) Minimum Qualifications for
           Faculty and Administrators Webpage

IIA90   2011 Technology Plan

IIA91   Distance Learning Information Website

IIA92   Distance Education Addendum Example

IIA93   Disabled Students Programs and Services (DSPS) Webpage

IIA94   Alternative Media Webpage

IIA95   Disabled Students Programs and Services (DSPS) High Tech Center Homepage

IIA96   Academic Wellness Educators (AWE) Steering Committee Webpage

IIA97   Academic Achievement Center (AAC) Webpage

IIA98   YCCD Board Policy & Procedures Webpage

IIA99   Core Values

IIA100   2004 Facilities Master Plan

IIA101   2007 Campus Master Plan

IIA102   2009-2010 Instructional Program Review

IIA103   Faculty Hiring Prioritization Process

IIA104   2010-2011 Instructional Program Review

IIA105   Unit Plan Project Detail Report

IIA106   FLEX Day Agendas

IIA107   Integrated Planning Homepage

IIA108   Annual Planning Cycle

IIA109   Planning Documents Webpage

IIA110   Unit Planning Tool Example of Project and Activity Screen

IIA111   FLEX Presentation Fall 2009

IIA112   Program Review Activities Planning Page

IIA113   Unit Plan Project Summary Report

IIA114   Primary College Goal Progress Report

IIA115   Secondary College Goal Progress Report

IIA116   College Council Meeting Minutes, 1-21-11 and 5-5-11

IIA117   College Goal Assessment Process

IIA118   Master Planning Calendar

IIA119   2009-2010 Basic Skills Initiative (BSI) Plan

IIA120   Vocational and Technical Education Act (VTEA) Plan

IIA121   Integrate Annual and Strategic Planning Process - Long and Short Term Planning Cycles

IIA122   2011-2012 College Catalog

IIA123   Columbia College Philosophy and Criteria for Associate in Science and Associate in Arts
           Degrees and General Education

IIA124   Board Policy 6025 - Philosophy and Criteria for Associate Degree and General Education

IIA125   Columbia College Online Courses

IIA126   Online Counseling Orientation

IIA127   Library Webpage

IIA128   Student Handbook

IIA129   Columbia College InSite publication, February 2009 - It's a Jungle Out There

IIA130   Extended Opportunities Programs and Services (EOPS) Student Success Workshops Spring 2011

IIA131   Associated Students of Columbia College Constitution and Bylaws

IIA132   Board Policy 6225 - Syllabus

IIA133   Board Policy 5045 - Transcript Records

IIA134   Board Policy - 6050 Transcript Records

IIA135   Admission and Records Online Forms

IIA136   Career/Transfer Center Webpage

IIA137   The California State University (CSU) Mentor Website

IIA138   University of California (UC) Pathways Website

IIA139   Academic Senate Program and Services Reduction Process

IIA140   Academic Senate Minutes, 8-26-10

IIA141   College Council Minutes, 11-5-10

IIA142   Academic Requirements Petition

IIA143   Counseling Services Webpage

IIA144   Faculty & Staff Handbook

IIA145   College Council Principles of Collegial Governance

IIA146   Academic Senate Bylaws

IIA147   Columbia College Homepage

IIA148   Schedule of Classes Development Timelines

IIA149   Board Policy 5580 - Academic Freedom (students)

IIA150   Board Policy 6030 - Academic Freedom (students)

IIA151   General Complaint Form

IIA152   Board Policy 5500 - Standards of Conduct

IIA153   Academic Integrity Policy

IIA154   Board Policy 4015 - Legal Authorization for Employment

IIA155   Board Policy 4017 - Nondiscrimination

IIA156   Board Policy 4018 - Sexual Harassment

IIA157   Board Policy 4019 - Drug-free Workplace

IIA158   Board Policy 4217/7717 - Civility

IIA159   Leadership Team Handbook

Standard II.B – List of Evidence

IIB1   2010 Matriculation Plan

IIB2   2010-2011 Columbia College Catalog

IIB3   Board Policy 5010 - Admissions

IIB4   California Education Code References

IIB5   California Code of Regulations Title V References

IIB6   Fall 2010 Matriculation Information

IIB7   Mission Statement

IIB8   Curriculum Handbook

IIB9   Program Review on the Homepage for Integrated Planning

IIB10   California Community Colleges Chancellor's Office (CCCCO) Data Mart

IIB11   2009 Institutional Effectiveness Report (IER)

IIB12   An Integrated Approach to Ensuring Student Access & Success at Columbia College
          (April 2006)

IIB13   College Council Meeting Minutes, 4-7-06

IIB14   Academic Wellness Educators (AWE) Webpage

IIB15   Academic Wellness Educators (AWE) Plans

IIB16   Title III Grant Proposal and Award

IIB17   2008 Hewlett Award Press Release

IIB18   Columbia College InSite publication, October 2008 - Hewlett Foundation Award

IIB19   Student Academic Resources

IIB20   TRIO Grant Proposal and Award

IIB21   TRIO Counseling and Transfer Services

IIB22   Student Bulletin

IIB23   Academic Achievement Center (AAC) Webpage

IIB24   2009-2010 Instructional Program Review

IIB25   Associated Students of Columbia College Webpage

IIB26   CalWORKs Webpage

IIB27   Career/Transfer Center Webpage

IIB28   Student Survey Condensed Item Analysis Report Spring 2010

IIB29   Job Placement Webpage

IIB30   Childcare and Family Services Center Webpage

IIB31   Counseling Services Webpage

IIB32   Disabled Students Programs and Services (DSPS) Webpage

IIB33   Extended Opportunities Programs and Services (EOPS)/CARE Webpage

IIB34   Financial Aid Webpage

IIB35   Snack Bar Webpage

IIB36   Health Services Webpage

IIB37   Math Resource Center Webpage

IIB38   Veterans Services Webpage

IIB39   YCCD Datatel Reports

IIB40   College Catalog Development Timeline

IIB41   connectColumbia Login

IIB42   YCCD Board Policy & Procedures Webpage

IIB43   Yosemite Community College District (YCCD) Homepage

IIB44   Board Policy 5140 - Disabled Student Programs and Services (DSPS)

IIB45   Student Learning Outcomes (SLO) Tool Database

IIB46   2009-2010 Enrollment Management Plan

IIB47   2010 Accountability Report for California Community Colleges (ARCCC)

IIB48   Archived Student Services Program Review Data

IIB49   Spring 2010 Student Services Campus Survey

IIB50   Extended Opportunity Programs and Services (EOPS) Student Surveys

IIB51   Extreme Registration (X-Reg) Evaluations

IIB52   SARS Early Alert Reports

IIB53   Student Services Program Review

IIB54   Unit Planning Reports on the Integrated Planning Homepage

- Project Summary Report
- Project Detail Report
- Project Ownership Report

IIB55   Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP) Action Plan

IIB56   Extreme Registration (X-Reg) Flyer

IIB57   Online Student Services developed through Title III Grant

IIB58   Online Services Meeting Minutes

IIB59   Online Counseling Orientation

IIB60   Student Services Online Forms

IIB61   Health Services Food Resource List

IIB62   Placement Test Score Interpretation Information

IIB63   Financial Aid Online Forms

IIB64   Job Placement Services

IIB65   SARS Alert Login and Instructions

IIB66   Library Homepage

IIB67   College-wide Student Learning Outcomes (SLO)

IIB68   First Semester Experience Information

IIB69   Student Success Skills Assessments

IIB70   Student Services Meeting Minutes

IIB71   Student Services Workshop Flyers

IIB72   Yosemite Faculty Association (YFA) Contract

IIB73   Counseling Retreat Minutes

IIB74   Extended Opportunity Programs and Services (EOPS)/CARE and Disabled Student Programs and Services (DSPS) Meeting Minutes

IIB75   Core Values

IIB76   Vision Statement

IIB77   Columbia College Goals

IIB78   2008-2015 Educational Master Plan and 2010 Educational Master Plan Update and Addendum

IIB79   Academic Wellness Educators (AWE) Steering Committee Meeting Minutes, 3-19-10

IIB80   Academic Wellness Educators (AWE) Veteran's Affairs Focused Inquiry Group (FIG)

IIB81   Columbia College InSite publication, January 2008 - ESL, page 6

IIB82   Academic Wellness Educators (AWE) Steering Committee Meeting Minutes, 3-19-10

IIB83   "Green Clean" Flyer

IIB84   Fall 2008 Schedule of Classes, page 100

IIB85   2005 Community Education Schedule

IIB86   Fall 2005 to Fall 2009 Community Education Schedule (located in back of Schedule of
           Classes)
IIB87   Student Handbook, page 18
IIB88   2009-2010 Columbia College Catalog, page 10
IIB89   Associated Students of Columbia College (ASCC) Campus Clubs Webpage
IIB90   Associated Students of Columbia College (ASCC) Club Handbook
IIB91   Black History Month 1-2010 Press Release
IIB92   2011 Mad About Science Information
IIB93   2011 Mad About Math Information
IIB94   Meet the Authors Event Series Information
IIB95   2010 All Sports Camp
IIB96   Jazz Series Concert Webpage
IIB97   2010 Jazz Festivals Flyer
IIB98   Columbia College InSite publication, October 2008 - Cellar Bistro, page 3
IIB99   Book Discussion Group Invitation
IIB100   Student Art Show Press Release April 2011
IIB101   California Community Colleges Chancellor's Office (CCCCO) Student Services
           Matriculation Reports
IIB102   ACCUPLACER College Placement Test Validation Project
IIB103   English and Mathematics Content Validation Study
IIB104   English Placement Consequential Validity Study
IIB105   ACCUPLACER Sentence Skills Test Item Sensitivity Study
IIB106   ACCUPLACER Sentence Skills Test Disproportionate Impact Study
IIB107   English Faculty ACCUPLACER Meeting
IIB108   Board Policy 5040 - Student Records, Directory Information and Privacy
IIB109   Board Policy 5045 - Transcript Records
IIB110   2010-2011 Columbia College Catalog, page 26
IIB111   Counseling Meeting Minutes
IIB112   Student Services Point-of-Service Surveys
IIB113   List of Student Appointments on Committees
IIB114   Special Programs Advisory Meeting Minutes
IIB115   Categorical State Reports
IIB116   Bridging Research, Information, and Cultures Technical Assistance Program
           (BRIC-TAP) Application
IIB117   Bridging Research, Information, and Cultures Technical Assistance Program
           (BRIC-TAP) Award Press Release
IIB118   Student Services December 2010 Retreat Minutes

Standard II.C – List of Evidence

IIC1   Academic Achievement Center (AAC) Webpage
IIC2   Library Webage
IIC3   Math Resource Center Webpage
IIC4   Student Survey Condensed Item Analysis Report Spring 2010
IIC5   Request for Library Collection Development Suggestions
IIC6   Curriculum Handbook
IIC7   Library Collection Development and Weeding Guidelines
IIC8   Columbia College Faculty/Staff Survey, Fall 2010
IIC9   Library 1 Course Outline
IIC10   Library Orientation Participation Spring 2011, Fall 2010, Fall 2009
IIC11   2009-2010 Enrollment Management Report
IIC12   2009-2010 Academic Achievement Center Tutoring Sessions
IIC13   Academic Achievement Center Tutor Video Tips
IIC14   Brixey Course Syllabi
IIC15   Ask A Librarian Webpage
IIC16   Off-Campus Access Webpage
IIC17   2010 Annual Safety and Fire Safety and Prevention Report p. 4-5
IIC18   Sirsi Online Catalog
IIC19   Community College League (CCL) Agreements for Electronic Databases
IIC20   Copier Maintenance and service Contract with IKON
IIC21   Library Contract with Tuolumne County
IIC22   Library Contract with CCI Logistics
IIC23   Library Usage Statistics
IIC24   Unit Planning Reports on the Integrated Planning Homepage
- Project Summary Report
- Project Detail Report
- Project Ownership Report
IIC25   2011 Technology Plan
IIC26   CC Student Learning Outcomes Assessment Cycle

Standard III.A – List of Evidence

IIIA1   Columbia College Evaluation Report Fall 2005
IIIA2   Mission Statement
IIIA3   YCCD Equivalency Policy and Procedures
IIIA4   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IIIA5   2008-2015 Educational Master Plan
IIIA6   2010 Educational Master Plan Update and Addendum
IIIA7   CC Institutional Research Office Staffing Census Reports - Fall 2006–Fall 2010
IIIA8   Yosemite Faculty Association (YFA) Contract
IIIA9   California School Employees Association Chapter 420 (CSEA) Contract
IIIA10   Leadership Team Handbook
IIIA11   California Community Colleges Chancellor's Office (CCCCO) Minimum Qualifications for
         Faculty and Administrators in California Community Colleges, March 2010
IIIA12   California Code of Regulations Title V, Sections 53400-53430
IIIA13   California Education Code Chapter 2.5 Section 87350-87360
IIIA14   California Community Colleges Chancellor's Office (CCCCO)
IIIA15   Board Policy 4204 - Classification Review
IIIA16   YCCD Classification Review
IIIA17   Institutional Effectiveness Report (IER) Fall 2009
IIIA18   Unit Planning Tool (UPT) Login
IIIA19   Unit Plan Project Summary Report
IIIA20   Unit Plan Project Detail Report
IIIA21   Unit Plan Project Ownership Report
IIIA22   Columbia College Unit Plan Staffing Report, Spring 2011
IIIA23   Faculty Hiring Prioritization Process
IIIA24   Classified Hiring Prioritization Process
IIIA25   YCCD Human Resources Homepage
IIIA26   The Hiring Process - Equal Employment Opportunity Handbook
IIIA27   Instructions for Committee Hiring Process
IIIA28   Columbia College Goals
IIIA29   Classified Senate Minutes
IIIA30   Classified Position Request Form
IIIA31   Academic Senate Minutes
IIIA32   Academic Senate Minutes, 9-18-09
IIIA33   Example of Faculty Hiring Priorities Proposal
IIIA34   Academic Senate Criteria for Faculty Hiring Proposal
IIIA35   YCCD Request to Announce [position vacancy] Form
IIIA36   YCCD Request for New Position
IIIA37   MOU/Faculty Representation on All Screening Committees 10-27-04
IIIA38   Vacancy Announcement - Biology Instructor 2011-2012
IIIA39   Reference Check Form
IIIA40   Board Policy 4000 - Commitment to Diversity
IIIA41   Fall 2010 Student Survey
IIIA42   YCCD Faculty Evaluation Report Forms
IIIA43   YCCD Faculty Evaluation Timelines
IIIA44   YCCD Faculty Evaluation Peer Observation Forms

IIIA45	YCCD Faculty Evaluation Student Evaluation Forms
IIIA46	YCCD Employee Performance Report - Classified
IIIA47	YCCD Management Appraisal Instrument
IIIA48	Human Resources Current Leadership and Classified Classifications Links
IIIA49	Faculty Evaluation Completion Data
IIIA50	Leadership Team and Classified Evaluation Completion Data
IIIA51	Student Learning Outcomes (SLO) Workgroup Webpage
IIIA52	Examples of SLO Emails Sent College Wide
IIIA53	Student Learning Outcomes (SLO) Mentor Activity Log
IIIA54	Student Learning Outcomes (SLO) Assessment Cycle
IIIA55	Student Learning Outcomes (SLO) Tool login
IIIA56	Examples of Improvements Related to SLOs
IIIA57	College-wide Student Learning Outcomes
IIIA58	Board Policy 7715 - Code of Ethics Standards of Practice
IIIA59	Board Policy 7717/4217 - Civility
IIIA60	Code of Ethics, California School Employees Association (CSEA)
IIIA61	Vision Statement
IIIA62	YCCD Strategic Plan 2007-2015, Updated Spring 2011
IIIA63	Core Values
IIIA64	California Community Colleges Chancellor's Office (CCCCO) Data Mart: Student Demographics
IIIA65	Final 2010 YCCD Full Time Obligation 75/25 Summary
IIIA66	Accountability Report for California Community Colleges (ARCCC)
IIIA67	Columbia College Program Review on the Integrated Planning Homepage
IIIA68	2009-2010 Annual Enrollment Management Report (Number of Full-time Faculty, page 6)
IIIA69	YCCD Board of Trustees Webpage
IIIA70	YCCD Board Policy & Procedures Webpage
IIIA71	YCCD Policy & Procedure Review Process - 2011
IIIA72	Board Policy 4200 - Recruitment and Hiring
IIIA73	YCCD Equal Employment Opportunity Training Form
IIIA74	Board Policy 4009 - Release of Confidential Information
IIIA75	Board Policy 4017 - Nondiscrimination
IIIA76	Board Policy 4018 - Sexual Harassment
IIIA77	YCCD Board of Trustees 2010-11 Special Priorities
IIIA78	YCCD Wins National Equity Award, 2002 Press Release
IIIA79	California Assembly Bill 1825
IIIA80	Black History Month 1-2010 Press Release
IIIA81	2010 Faculty/Staff Survey
IIIA82	disAbility and Health Awareness Fair Flyer
IIIA83	Campus Tour - Mi Wuk Roundhouse Webpage
IIIA84	Civic Engagement Event Press Release, Wild & Scenic Film Festival
IIIA85	Technology & Media Services Webpage
IIIA86	Title III Grant Proposal and Award
IIIA87	Academic Senate Mentor and Mentee Program Information
IIIA88	Classified Senate Constitution and Bylaws Addendum
IIIA89	YCCD Human Resources Confidential Data Sheet
IIIA90	2009-2010 Equal Employment Opportunity Fall Report with Past Nine Years

IIIA91   Examples - Broad Advertising of Vacancy Announcements
IIIA92   Board Policy 7710 - Conflict of Interest
IIIA93   Board Policy 5300 - Student Equity
IIIA94   Board Policy 5500 - Standards of Conduct
IIIA95   Student Equity Plan, January 2005
IIIA96   Board Policy 4104 - Professional Improvement
IIIA97   Flex/In-Service Activities on SLO
IIIA98   Flex/In-Service Activities on Pedagogy
IIIA99   Flex/In-Service Activities on Online Instruction
IIIA100 Flex/In-Service Activities on Basic Skills
IIIA101 Vocational and Technical Education Act (VTEA) Plan
IIIA102 Flexible Calendar Homepage
IIIA103 Flex Day Agendas
IIIA104 Adjunct In-Service Meeting Agendas
IIIA105 Spring 2011 Adjunct In-Service Meeting, 1-5-11 - Agenda and Supporting Documentation
IIIA106 Student Success Workshops Schedule Spring 2011
IIIA107 Academic Wellness Educators (AWE) Website
IIIA108 Academic Wellness Educators (AWE) 2010-2011 Plan
IIIA109 Development Office Website
IIIA110 Distance Learning Faculty Resources Website
IIIA111 Student Learning Outcomes (SLO) Workgroup Plan and Timeline 2008-2010
IIIA112 Pre and Post Survey of Faculty in the Distance Education Professional Development Cohort
IIIA113 Academic Wellness Educators (AWE) "On the Road" Webpage
IIIA114 Student Learning Outcomes (SLO) Workgroup Trainings
IIIA115 Accrediting Commission for Community and Junior Colleges (ACCJC) Evaluative Rubric
IIIA116 In-Service and Flex Day Sign-In Sheets
IIIA117 College Council Meeting Minutes, 4-1-11
IIIA118 Staff Development Plan

Standard III.B – List of Evidence

IIIB1   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IIIB2   Facilities Master Plan 2004
IIIB3   Campus Master Plan, March 14, 2007
IIIB4   Technology Plan, Spring 2011
IIIB5   Distance Education Plan
IIIB6   2008-2015 Educational Master Plan
IIIB7   2010 Educational Master Plan Update and Addendum
IIIB8   YCCD Facilities Planning & Operations Organizational Chart
IIIB9   Facilities Committee Bylaws, Revised September 2010
IIIB10   Measure E Bond - Columbia College Program Website
IIIB11   Child Development Center LEED Certification Documents
IIIB12   Columbia College Goals
IIIB13   VIPJPA YCCD Biennial Safety Inspection Report 2009
IIIB14   Columbia College Fire Marshal Report
IIIB15   YCCD Facilities Planning & Operations (FPO) Work Order Report
IIIB16   Safety Committee Minutes
IIIB17   Columbia College 2010 Annual Safety and Fire Prevention Report
IIIB18   Columbia College Five Year Scheduled Maintenance Plan
IIIB19   Columbia College 2010 Space Inventory Report
IIIB20   Columbia College 2010 Five Year Construction Plan
IIIB21   2010-2011 Instructional Program Review Report
IIIB22   Unit Planning on the Integrated Planning Homepage
IIIB23   2009 Institutional Effectiveness Report (IER)
IIIB24   Fall 2010 Class Schedule
IIIB25   Facility Use Agreement
IIIB26   Baker Station Use Agreement
IIIB27   Unit Plan Project Summary Report
IIIB28   Unit Plan Project Detail Report
IIIB29   Unit Plan Project Ownership Report
IIIB30   Equipment and Facilities Report
IIIB31   Integrated Planning Homepage
IIIB32   Title III Grant Proposal and Award
IIIB33   Board Policy 2530 - Weapons on Campus
IIIB34   Board Policy 3660 - Maintenance of Buildings and Property
IIIB35   Board Policy 3900 - Crime Awareness and Campus Security
IIIB36   Board Policy 4001 - Safety
IIIB37   Fall 2010 Student Survey
IIIB38   YCCD Measure E Project Schedule - Updated October 2010
IIIB39   Enrollment Management Plan 2009-2010
IIIB40   Facilities Master Plan Update College-wide Forums - Record of Meeting, 2010-2011
IIIB41   Facilities Master Plan Update College-wide Forums - Email Announcements 2010-2011
IIIB42   Fall 2010 Faculty/Staff Survey
IIIB43   Datatel CSAR Location Report
IIIB44   Virtual Event Management System (VEMS)

IIIB45   YCCD Program Management Plan for Measure E - 9.11, Calaveras Education Site
         Programming Plan
IIIB46   YCCD Facilities, Planning & Operations (FPO) Staffing Plan
IIIB47   Leadership in Energy and Environmental Design (LEED) Certification Standards
IIIB48   Sustainability Committee Minutes

Standard III.C. – List of Evidence

IIIC1   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IIIC2   Technology Plan, Spring 2011
IIIC3   Distance Education Plan, December 2010
IIIC4   2008-2015 Educational Master Plan
IIIC5   2010 Educational Master Plan Update and Addendum
IIIC6   Mission Statement
IIIC7   Vision Statement
IIIC8   Unit Planning Tool (UPT)
IIIC9   Columbia College Goals
IIIC10   Technology Committee
IIIC11   Technology and Media Services Department Website
IIIC12   YCCD Information Technology Department Website
IIIC13   YCCD Measure E Program Management Plan, March 9, 2011
IIIC14   Title III Grant Proposal and Award
IIIC15   Minutes Web Focus Committee
IIIC16   Unit Plan Project Summary Report
IIIC17   Unit Plan Project Detail Report
IIIC18   Unit Plan Project Ownership Report
IIIC19   Technology and Media Services Equipment Database Reports
IIIC20   Meeting Agenda and/or Minutes, Dean of Vocational Education, Computer Science
            Faculty & Technology Department
IIIC21   Online Services Workgroup Summary, 4-14-11
IIIC22   2009-2010 Title III Annual Performance Report
IIIC23   Fall 2010 Faculty/Staff Survey
IIIC24   2010 Columbia College Student Survey
IIIC25   2010-2011 Instructional Program Review Report
IIIC26   Facilities Master Plan, January 2004
IIIC27   Columbia College Facilities Committee Minutes Webpage
IIIC28   Facility Master Plan Update Taskforce Webpage
IIIC29   Academic Senate Bylaws
IIIC30   Curriculum Handbook
IIIC31   Curriculum Committee Bylaws
IIIC32   CurricUNET Login
IIIC33   Distance Education Committee
IIIC34   YCCD/Blackboard Hosting Service Agreement
IIIC35   OmniUpdate Homepage and Information
IIIC36   Curriculum Committee Homepage
IIIC37   Agenda Smart Board Training for Faculty
IIIC38   Title III Faculty Cohort Curriculum
IIIC39   Faculty Resources Webpage for Distance Learning
IIIC40   Resources for Students Webpage - Distance Learning
IIIC41   Faculty Cohort Pre and Post Assessment Reports
IIIC42   Columbia College Homepage
IIIC43   Computer Tier Replacement Plan 2010
IIIC44   Title III Smart Classroom Equipment Inventory and Plan

IIIC45   YCCD Technology Coordination Committee Meeting Minutes

IIIC46   Columbia College General Fund Budget (Fund 11) for the Fiscal Year 2010-2011

Standard III.D – List of Evidence

IIID1   Mission Statement
IIID2   Columbia College Goals
IIID3   YCCD Budget Allocation Model Summary Sheet
IIID4   YCCD State Apportionment Revenue and Annual Expenditure Budget
IIID5   Columbia College 2009-2010 Budget
IIID6   YCCD 2010-2011 Final Budget
IIID7   Columbia College 2010-2011 Budget
IIID8   Columbia College Budget Reduction Plan
IIID9   College Council Minutes, 3-5-10
IIID10   Columbia College Enrollment Management Plan 2009-2010
IIID11   Measure E Program Information Website
IIID12   Title III Grant Project Narrative and Grant Award Notification
IIID13   Columbia College InSite publication - Entrepreneurship Career Program
IIID14   TRIO Grant Application and Award Letter
IIID15   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IIID16   2008-2015 Educational Master Plan
IIID17   2010 Educational Master Plan Update and Addendum
IIID18   College Council Constitution
IIID19   Unit Planning Tool and Reports Web Access
IIID20   Columbia College Unit Plan Staffing Report, Spring 2011
IIID21   Columbia College Equipment and Facilities Report, 2010-2011
IIID22   Yosemite Community College District Fiscal Services Website
IIID23   2009-2010 Annual Enrollment Management Report
IIID24   Fall 2010 Enrollment Management Report
IIID25   College-wide Forums - Budget Topic Spring 2010 and Spring 2011
IIID26   College Council Minutes, 3-4-11
IIID27   Example of Email from President Regarding Budgetary Decisions Linked to Planning
IIID28   YCCD Central Services 2010-2011 Budget
IIID29   College Council Minutes, 1-21-11
IIID30   Facilities Master Plan 2004
IIID31   Technology Plan, Spring 2011
IIID32   Unit Planning Tool Login Page
IIID33   Unit Plan Project Summary Report
IIID34   Unit Plan Project Detail Report
IIID35   Unit Plan Project Ownership Report
IIID36   Development Office Grants Report
IIID37   2009 Institutional Effectiveness Report (IER)
IIID38   Columbia College Program Review on the Integrated Planning Homepage
IIID39   Accountability Report for California Community Colleges (ARCCC)
IIID40   Vocational and Technical Education Act (VTEA) Plan
IIID41   California Community Colleges Chancellor's Office (CCCCO) Data Mart Reports
IIID42   YCCD Board of Trustees Minutes, 3-12-08
IIID43   YCCD Independent Auditors Report, June 30, 2010
IIID44   Faculty Banking Account Report
IIID45   Vacation Accrual Liability Proposal

IIID46   YCCD Independent Auditors Report, June 30, 2009
IIID47   YCCD Proposition 39 and Measure E General Obligation Bonds Performance Audit, June 30, 2010
IIID48   YCCD Proposition 39 and Measure E General Obligation Bonds Financial Audit, June 30, 2010
IIID49   College Council Minutes Webpage
IIID50   Office of Institutional Research Website
IIID51   Academic Senate Minutes, 1-28-11
IIID52   On-Going Training - Unit Planning Process by Office of VPSL and Research
IIID53   Fall 2010 Faculty/Staff Survey
IIID54   YCCD Accounting Office Webpage
IIID55   College Council Meeting Minutes, 12-3-10
IIID56   Primary Goal Progress Report
IIID57   Secondary Goal Progress Reports
IIID58   YCCD Independent Auditors Report, June 30, 2008
IIID59   YCCD Board of Trustees Minutes and Agendas Webpage
IIID60   InSite Webpage
IIID61   Budget and Fiscal Handbook
IIID62   YCCD Budget Review 2009-2010
IIID63   YCCD Budget Review 2008-2009
IIID64   YCCD Board of Trustees Minutes, 8-11-10
IIID65   California Association of Joint Powers Authorities (CAJPA) Accreditation
IIID66   VIPJPA Annual Audit, September 30, 2009
IIID67   YCCD Fiscal Services Audit Reports Webpage
IIID68   YCCD Measure E Citizens Bond Oversight Committee (CBOC) Webpage
IIID69   College & Administrative Services Division Webpage
IIID70   California Community Colleges Chancellor's Office YCCD Fiscal Trend Analysis
IIID71   YCCD Proposition 39 and Measure E General Obligation Bonds Financial Audit, June 30, 2009
IIID72   YCCD Proposition 39 and Measure E General Obligation Bonds Financial Audit, June 30, 2008
IIID73   Columbia College Foundation Independent Auditors Report, June 30, 2010
IIID74   Columbia College Foundation Independent Auditors Report, June 30, 2009
IIID75   Columbia College Foundation Independent Auditors Report, June 30, 2008
IIID76   Board Policy 3340 - Contracts (Purchasing)
IIID77   Contract Procedures and Forms Webpage
IIID78   Board Policy 3330 - Purchasing
IIID79   Title III External Evaluation Report
IIID80   Budget to Actual Tool
IIID81   College Council Minutes, 9-21-07

Standard IV.A – List of Evidence

IVA1   Board Policy 7510 - Participation Local Decision Making
IVA2   Associated Students of Columbia College Homepage
IVA3   YCCD District Council Webpage
IVA4   YCCD Strategic Plan 2007-2015
IVA5   YCCD District Council Statement of Principles
IVA6   College Council Constitution
IVA7   College Council Principles of Collegial Governance
IVA8   2008-2015 Educational Master Plan
IVA9   2010 Educational Master Plan Update and Addendum
IVA10   2009 Institutional Effectiveness Report
IVA11   Homepage for Integrated Planning
IVA12   Unit Planning Tool (UPT)
IVA13   Unit Plan Project Summary Report
IVA14   Unit Plan Project Detail Report
IVA15   Unit Plan Project Ownership Report
IVA16   Primary Goal Progress Report
IVA17   Secondary Goal Progress Reports
IVA18   Columbia College Unit Plan Staffing Report, Spring 2011
IVA19   Technology Committee
IVA20   Facilities Committee
IVA21   Distance Education Committee
IVA22   Title III Steering Committee
IVA23   Academic Wellness Educators (AWE) Steering Committee
IVA24   Student Learning Outcomes Workgroup
IVA25   Enrollment Management at Columbia College
IVA26   Columbia College Goals
IVA27   Core Values
IVA28   Fall 2010 Faculty/Staff Survey
IVA29   College Council Minutes, 12-3-10
IVA30   College Goal Assessment Process Evaluation Tool
IVA31   Hewlett Award Brochure
IVA32   Mission Statement
IVA33   Vision Statement
IVA34   YCCD Board of Trustees Meeting Minutes, 5-9-07
IVA35   College Council Minutes, 4-6-07
IVA36   College Council Minutes, 9-11-09
IVA37   College Council Minutes, 1-21-11
IVA38   College Council Minutes, 2-4-11
IVA39   College Council Minutes, 4-1-11
IVA40   Student Learning Outcomes (SLO) Mentor Activity Log
IVA41   Board of Trustees Meeting Agenda and Minutes Archive
IVA42   YCCD Board of Trustees Meeting Minutes, 4-14-10
IVA43   Academic Senate Constitution
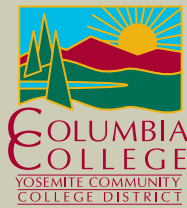IVA44   Academic Senate Bylaws
IVA45   Classified Senate Webpage

IVA46   Columbia College Strategic Planning Process Cycle
IVA47   Planning Documents Webpage
IVA48   YCCD Board Policy 4103 - Academic Senate
IVA49   Curriculum Committee Bylaws
IVA50   Curriculum Committee Handbook
IVA51   Academic Senate Committees
IVA52   Academic Senate Webpage
IVA53   Academic Senate Newsletters
IVA54   Faculty Hiring Prioritization Process
IVA55   Classified Senate Constitution and Bylaws
IVA56   Classified Hiring Prioritization Process
IVA57   YCCD Board Policy 7015 - Student Member
IVA58   Associated Students of Columbia College Constitution & Bylaws
IVA59   College Council Minutes, 12-4-09
IVA60   It's a Jungle Out There Press Release
IVA61   Black History Month 1-2010 Press Release
IVA62   YCCD Board Policy & Procedures
IVA63   Leadership Classifications and Job Descriptions
IVA64   Leadership Team Handbook
IVA65   California Code of Regulations (CCR) Title 5
IVA66   California Assembly Bill 1725
IVA67   YCCD Equivalency Policy & Procedures
IVA68   Guidelines for Orphaned Programs
IVA69   Program/Services Reduction Process
IVA70   Standards of Shared Governance Participation for Columbia College Faculty
IVA71   Curriculum Committee Webpage
IVA72   Curriculum Committee Members & Terms
IVA73   California Community Colleges Chief Instructional Officers Organization
IVA74   California Community College Chancellor's Office Press Release 1-18-11
          - Student Success Task Force
IVA75   Academic Wellness Educators (AWE) Website
IVA76   Agendas and Minutes Webpage
IVA77   Accreditation Focused Midterm Report, October 2008
IVA78   Accreditation Focused Midterm Report Response from ACCJC, February 3, 2009
IVA79   Accreditation Self Study, Fall 2005
IVA80   Accreditation Evaluation Report, Fall 2005
IVA81   Accreditation Progress Report, Fall 2007
IVA82   Accreditation Progress Evaluation Report, Fall 2007
IVA83   ACCJC Letter Regarding Progress Report, January 31, 2008
IVA84   Substantive Change Proposal, March 2011
IVA85   Distance Education Plan, December 2010
IVA86   Accreditation Self Study Homepage
IVA87   Accreditation Steering Committee
IVA88   Accreditation Self Study Standards Committees
IVA89   Accreditation Standards Committee Homepage - Mission and Institutional Effectiveness
IVA90   Accreditation Standards Committee Homepage - Instructional Programs
IVA91   Accreditation Standards Committee Homepage - Student Services
IVA92   Accreditation Standards Committee Homepage - Resources

IVA93   Accreditation Standard Committee Homepage - Technology
IVA94   Accreditation Standard Committee Homepage - Governance
IVA95   Columbia College Homepage
IVA96   YCCD Grants Office
IVA97   Measure E Bond Program Information

Standard IV.B – List of Evidence

IVB1   Board Policy 7100 - Board Elections
IVB2   YCCD Board of Trustees Webpage
IVB3   Board Policy 7410 - Policy and Administrative Procedures
IVB4   YCCD Board Policy & Procedures
IVB5   YCCD Website
IVB6   YCCD Board of Trustees Meeting Minutes and Agendas Archive
IVB7   YCCD Policy & Procedure Review Process - 2011
IVB8   YCCD Strategic Plan 2007-2015
IVB9   Board Policy 7405 - Board Responsibilities
IVB10   Board Policy 7430 - Delegation of Authority to Chancellor
IVB11   Board Policy 7435 - Evaluation of Chancellor
IVB12   Board Policy 7710 - Conflict of Interest
IVB13   YCCD Board of Trustees 2010-2011 Special Priorities
IVB14   Board Policy 7715 - Code of Ethics/Standards of Practice
IVB15   YCCD Mission Statement
IVB16   YCCD Fiscal Services Audit Reports
IVB17   Board Policy 7010 - Board Membership
IVB18   YCCD Board of Trustees Meeting Minutes, 2-10-10
IVB19   Board Policy 7745 - Board Self Evaluation
IVB20   YCCD Board of Trustees Meeting Minutes, 9-8-10
IVB21   YCCD Board of Trustees Self Evaluation Tool
IVB22   Board Policy 4217/7717 - Civility
IVB23   YCCD Board of Trustees Meeting Minutes, 4-20-11
IVB24   In-Service Day Agenda Fall 2010
IVB25   YCCD Board of Trustees Meeting Minutes, 4-14-10
IVB26   YCCD Board of Trustees Meeting Minutes, 9-17-10
IVB27   YCCD Chancellor Survey Evaluation Form
IVB28   College Council Documents Webpage
IVB29   Planning Documents Webpage
IVB30   Integrated Planning Homepage
IVB31   College Council Meeting Minutes, 4-6-07
IVB32   2008-2015 Educational Master Plan
IVB33   2010 Educational Master Plan Update and Addendum
IVB34   Mission Statement
IVB35   Vision Statement
IVB36   Core Values
IVB37   Columbia College Goals
IVB38   Unit Planning Tool (UPT) Login Page
IVB39   Unit Plan Project Ownership Report
IVB40   Unit Plan Project Summary Report
IVB41   Unit Plan Project Detail Report
IVB42   Strategic Planning Process Cycle and Integrated Plan for Resource Allocation
IVB43   2009 Institutional Effectiveness Report (IER)
IVB44   College Council Meeting Minutes, 3-4-11
IVB45   YCCD Board of Trustees Meeting Minutes, 12-8-10

IVB46   Board Policy 3400 - Audits
IVB47   YCCD Fiscal Services Homepage
IVB48   Columbia College Foundation Annual Report 2010
IVB49   Columbia College Foundation Annual Report 2010 Mailing List
IVB50   2010-2011 YCCD Organizational Chart
IVB51   2010-2011 Columbia College Organizational Chart
IVB52   Board Policy 2100 - Organizational Structure
IVB53   District Council Statement of Principles
IVB54   District Council Meeting Minutes, 11-17-10
IVB55   District Council Meeting Minutes, 1-26-11
IVB56   District Council Meeting Minutes, 2-23-11
IVB57   Fall 2010 Faculty/Staff Survey
IVB58   YCCD Budget Allocation Taskforce Summary and Recommendation
IVB59   YCCD Board of Trustees Meeting Minutes, 12-12-07
IVB60   YCCD Information Technology Strategic Plan

11600 Columbia College Drive

Sonora, California 95370

209.588.5100

www.gocolumbia.edu