

**Columbia College**

# Educational Master Plan

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**Update & Addendum  
Spring 2010**



**Dr. Joan E. Smith**  
President





Columbia College

# Educational Master Plan

2008 - 2015

Update & Addendum  
Spring 2010

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Dr. Joan E. Smith, President  
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## President's Message

In the spring of 2008, Columbia College published its comprehensive Educational Master Plan. Through the dedicated work of the College Council, the college administrative team and many other college staff and faculty members, this document provides the backbone of Columbia's strategic plan. The other major college planning documents are the Facilities Master Plan and the Campus Master Plan.

Contained in the Educational Master Plan is the Columbia College Strategic Planning Process Cycle. This chart displays the shared governance processes by which the college uses internal and external information about student and community needs, as well as both State and Federal policies and regulations, to create various plans at different levels of college operations. These plans culminate with a set of prioritized unit plans in which needed resources to improve programs and services are requested.

Through the collaborative deliberation of college division leaders, resource committees and the College Council (which ensures student input into planning decisions) resource allocation recommendations are made and actions are taken. This Strategic Planning Process Cycle ensures that the college is transparent in its decision-making and that it is engaging in participatory governance by involving all college constituent groups.

As part of the evaluation process that we use to ensure that our primary planning statements are kept up-to-date, the college's Master Planning Calendar states that the Mission and Vision Statements and the college Goals and Strategies will be reviewed every two years.

This past fall, 2009, the College Council undertook to review all of the planning statements. After thorough deliberation and discussion, several changes were made to the college Goals and Strategies. The Mission and Vision Statements were reviewed and were re-approved unchanged, as were our Core Values and Practices.

This addendum to the Columbia College Educational Master Plan contains the reaffirmed Mission and Vision Statements, the reaffirmed Core Values and Practices and the revised Goals and Strategies which were adopted by the College Council on December 4, 2009.

Once again I would like to thank the leadership of the College Council for their invaluable contributions. As the college continues to move forward with planning for the future they will be called upon regularly to guide the institution through challenging times.

Sincerely,

Joan E. Smith, Ed.D.

President





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# Acknowledgements

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# Educational Master Plan Summary and Update

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# Educational Master Plan Summary and Update

## Introduction

The Columbia College Educational Master Plan 2008 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 processes used in the development of this plan began in early spring 2007 and included gathering quantitative and qualitative information about the programs and services offered at Columbia College and about its service area. The process involved developing projections of future population changes and enrollment trends. For the most part FTES projections were developed based on analysis of fall term data. The expert opinions of faculty and staff were obtained through interviews with employees in every area of the college. Department/program managers were also consulted for their expert opinions. Projections for the future of instructional programs were developed and organized into one document. Plans for student services and institutional operations were also integrated into this Educational Master Plan.

In order to ensure that the college's primary planning statements are kept current, the college reviews them every two years according to the Master Planning Calendar. The only planning statement to be revised in 2009 was the college Goals and Strategies. The planning statements follow this summary and update.

What follows is a brief summary of the most important activities and recommendations for the college from the Educational Master Plan 2008-2015 updated to reflect the completion of some of the goals and a statement of the status of others:

## President's Office

Developing the Columbia College Foundation is a primary goal for the college. As community college funding levels cycle in relation to the health of the overall economy of the state and nation and are affected by political decisions at many levels, it is important that the college develop its own fundraising arm in order to be able to maintain some economic independence from state budget decisions. Fundraising activities for the future include corporate giving, estate planning and the creation of an alumni association. Also, other resource development activities such as a grants writing/acquisitions office need to be established in order to obtain external funding.

**UPDATE:** A Title III grant has been obtained and is in its second year of implementation; the primary goals of this grant are to expand distance education offerings and to increase external funding to the college through establishment of a Development Office. The Development Office houses both the Columbia College Foundation and the college's grant functions. It is staffed by a full-time director and part-time administrative specialist.

Procedures have been established for coordinating grant-seeking efforts, which have resulted in an increased number of grant proposals developed by the college. The Foundation completed a strategic planning process and is working towards specific fundraising objectives. There is a current vacancy in the Public Information Office and the President's Office is handling the day-to-day operations of public relations. This position will not be filled at this time due to budget constraints.

### **Institutional Research and Planning Office**

The Institutional Research and Planning Office is responsible for assisting the college governance structures in updating this Educational Master Plan. The office will also assist in creating a master planning cycle to create planning schedule timelines for all college planning documents (i.e., Technology Plan, Distance Education Plan, Enrollment Management Plan, Matriculation Plan, Staffing Plan, etc.). The development of a campus Research Plan to prioritize local research projects that will support faculty and staff in improving student success and retention is needed. Ideally, a data warehouse will eventually be in place and training end-users in the proper interpretation and use of data will be necessary. District leadership has stated that the creation of a district-wide data warehouse is a priority and efforts to accomplish this goal are currently taking place.

**UPDATE:** The College Master Planning Calendar lists the major planning documents of the college. Timelines have been developed for most plans and work is currently being done to establish planning cycles for the rest. The Research Office has prioritized its work with guidance from the Instruction Office. A formal Research Plan has not yet been developed but a research calendar is in the works that will list the major regular research activities that must be done annually (e.g., Distance Ed report for Board of Trustees, Institutional Effectiveness Report.)

The District has made progress on the creation of a data warehouse with the purchase of Cognos. An implementation date has not been set.

The Research Office recently applied for technical assistance to enhance the culture of evidence at the college. If chosen to participate in the Bridging Research, Information and Cultures Initiative Technical Assistance Program, which is sponsored by the Research and Planning Group for California Community Colleges, Columbia College will receive assistance from a special team of experts to increase the capacity of staff and faculty to “collaboratively analyze and act on information.”

### **Instructional Services**

According to the faculty members and area deans interviewed, one reason for lack of growth is often the lack of qualified adjunct instructors. Many departments are sustained by only one or two full-time faculty members. When one instructor takes a sabbatical or retires, the instructional area can be greatly affected and steep declines in FTES can occur. Lack of space is also a factor limiting growth in some areas. As a result of the passage of “Measure E”, the new planned science, childcare and public safety buildings, along with several scheduled remodeling efforts will greatly assist the college in expanding programs and services over the next several years. As some programs are relocated, the use of vacated space should be carefully considered to provide the greatest benefit to the college as a whole.



Steps should be taken by the college (as part of its ongoing planning efforts) to determine whether programmatic, space or staffing changes are needed to maintain or increase instructional program growth rates, and appropriate support should be allocated to those areas deemed most important to the college's mission.

Columbia College's Enrollment Management Plan is under ongoing development. Plans include implementation of Class Tracks (Scheduling analysis software). The college is also working with Central Services to obtain better information to be used in the forecasting of Part-time/Overload spending. Improved scheduling should result in an increase in FTES for the college overall.

Plans in the area of curriculum include further implementation of Curricunet (Curriculum Management Software). This will streamline curriculum-related decision making processes and help to better organize and track the college's curriculum and related changes.

The college's Distance Education Plan is currently being revised and a Title III grant application is under development. The goal is to substantially increase Columbia College's online educational offerings. Careful planning for the provision of adequate levels of student support services to meet the needs of distance education students will be necessary.

College planning efforts in the areas of the Basic Skills Initiative and Student Learning Outcomes (SLO's) are ongoing. As the college continues with its planning efforts, particular attention needs to be paid to finding ways to engage faculty in taking the next steps towards gathering data on SLO's and using the results to make positive changes in instructional methods. More research should be done to determine the success and retention results of students in Basic Skills courses and to identify student skill, instructional and other factors related to success in order to make necessary changes in curriculum or teaching methodologies. Ensuring that basic skills courses are coded properly for MIS reporting are also essential. Student outcomes in the higher level graduation requirements in English and mathematics, to be implemented in 2009, should be monitored carefully.

An outside consultant has been hired by the Yosemite Community College District to develop plans for the Oakdale and Calaveras sites. These documents will be addenda to the Columbia College Educational Master Plan. Particular attention will need to be paid to finding effective ways to bring student services to these sites.

Hiring prioritization plans need to carefully consider the results of this Educational Master Plan in determining which areas will receive greater staffing levels.

**UPDATE:** Due to the current State budget crisis, the college has had to make some tough decisions in order to cut spending. The primary method that the college has used to make its required cuts for budget years 2009-2010 and 2010-2011 has been through a limit on hiring, especially after retirements. Unfortunately this has resulted in an increase in the number of "orphan" programs. There are currently 14 programs that do not have a full-time faculty person in charge and this number will grow to 16 in academic year 2010-2011.

These cuts have occurred in the context of increased enrollments and the number of FTES

generated. The college continues to serve more students than ever, with fewer staff and budgetary resources.

In spite of these fiscal challenges, the Measure “E” projects are being completed on or ahead of schedule. The new Public Safety building and the Mahogany building were completed and these buildings are open. The Madrone remodel was also completed. The construction of the new Child Development buildings are well under way with a planned ribbon cutting ceremony set for mid-June, 2010. The groundbreaking for the new Science and Natural Resources building occurred on August 13, 2009. The site has been prepared and steel is being erected.

As part of the college structural reorganization, responsibility for the Instructional Materials Center was shifted from Institutional Operations to Instructional Services. The space modernization project for the Instructional Materials center was completed at the end of summer 2009 and has increased efficiency and quality of services for faculty and staff.

The college is in its second year of implementing the Title III grant and the increase in FTES generated by Distance Education should help the college when it comes time to plan space utilization for the new buildings and older buildings made available through the move of science and natural resource courses to the new science building.

The use of Class Tracks for scheduling classes has been delayed.

CurricuNet is being implemented and is helping to streamline the curriculum review process. Current efforts are being directed towards improving the reporting capabilities of this product.

The college was recognized for its innovative approach to enhancing Basic Skills through the Academic Wellness Educators projects by the Hewlett Foundation in 2008. The college received a “Leaders in Student Success” award along with three other community colleges in the first year that this award was offered. The President and several faculty members received the award for the college at the Research and Planning Group’s “Strengthening Student Success” conference in fall 2008.

A major initiative by the Chancellor’s Office to correct basic skills course coding was completed by the college in early March, 2010. This project should improve the accuracy of the annual ARCC data and report.

Progress toward meeting college goals regarding student learning outcomes is being moved forward by the creation of a new software tool that will allow faculty and staff to input and track progress in the creation, assessment and use of SLO information for making improvements in teaching and learning. This tool is in the beginning stage of creation and no date has been set for its implementation as of yet.

Planning is continuing for the Columbia College off-campus educational sites in Calaveras County and in Oakdale. No final plans have been approved at this point.

Hiring prioritization processes for both faculty and classified staff have been revised and enhanced in the past several years. The Research Office was able to provide FTEF data for the first time to all areas submitting hiring proposals in fall 2009.

## Learning Support Services

A dean position is currently vacant and this area is being considered for some degree of organizational restructuring. Matriculation services may benefit from increased integration of the functions of counseling, admissions and records and assessment. Creating online orientation and planning for student services at off-campus sites are high priorities for this area.

In the learning support services area, there has been a trend in recent years for some programs (e.g., counseling, EOPS, DSPS), towards a decline in the number of students served or a decrease in the percent of the student population served. The causes for these trends should be further studied and appropriate resources should be allocated to find effective ways to increase eligible student participation rates in these valuable college programs and services.

Methods of recording student counseling contacts in the SARS system are still being developed. Information recorded in SARS may not be completely accurate at the present time. The data collected in SARS should increase in reliability and accuracy as faculty and staff gain more experience with it and as reasons given by students for counseling contacts are coded more consistently.

Due to a difficulty in ensuring that accurate local data regarding learning support services (e.g., counseling contacts, EOPS and DSPS designations) are reported to the Chancellor's MIS Office, the numbers at the CCCCO Data Mart are inaccurate. There is an ongoing effort between the district and the college to increase accuracy in reporting data to the state Chancellor's Office. It is critical that this issue be resolved so that the college receives all of the funding it is entitled to receive.

Facilities planning should place the needs of students foremost when possible relocation or reconfiguration of services is considered. The need for a secure and confidential space for assessment and other testing functions appears to be critical for several areas of the college.

**UPDATE:** The new dean of Student Services was hired in spring 2009 and has successfully guided the area in its organizational restructuring. Major budget cuts to all categorical programs has somewhat hampered college efforts to enhance services, but with the guidance of the new dean efficiency has been increased.

Structural reorganization placed the Enrollment and Student Customer Service Department (including Admissions and Records and Assessment) under the auspices of Student Services instead of Institutional Operations where it had been for several years. (See 2009-2010 Organizational Chart at end of this document.)

With the implementation of online registration services in 2001 and connectColumbia in 2004, students can register for classes and pay fees online. The number of applications to

the college has increased by 52% between fall 2006 and fall 2009 and many of these have to be hand-processed by admissions and records staff. However, increased use by students of online services has helped to somewhat offset the increased work load in a department that has not had a new hire since 2006.

A large data collection and analysis project was undertaken by the Research Office in fall 2008 to document the validity of the ACCUPLACER English and Math placement tests. Results indicate that the Sentence Skills test has adequate consequential validity to be used, in conjunction with multiple measures, to place students into the college's English course sequence. Currently, a disproportionate impact study is being done for English placement data. The data for Math placement is being analyzed and will be reported out to faculty by fall 2010.

The college and district have made major strides in improving the accuracy of MIS data that is reported to the Chancellor's Office regarding matriculation services. This is reflected in the information available on the Data Mart which shows that Special Programs have seen a substantial increase in the number of students served since the 2006-2007 academic year.

With the help of the Title III grant, several new online services have been made available to students. The electronic Early Alert tool allows faculty to notify students needing assistance and to refer them for services such as counseling and Supplemental Instruction. This tool also allows for tracking between the faculty members making the referrals and the services being obtained by the student. A new online Orientation service is up and running that allows students to cover the same material that they would receive by coming onto campus.

The SARS system is fully implemented and the accuracy of information recorded has increased as staff and faculty have gained experience with the system.

A new Program Review tool is being developed in Excel to supply student services staff and faculty with annual MIS data regarding special programs in a format that is useful for tracking changes over time, setting goals for improvement and making requests for resources in the Unit Planning Tool.

The Student Center was moved from Manzanita 15 to Manzanita 18-2 allowing the main Counseling area to be moved from Manzanita 14 to Manzanita 15. This freed up space in Manzanita 14 for use by the Career and Transfer centers. Ten computers are about to be installed in this area for student use.

Although the number of placement tests for English and Math given at the college has increased by 35% from 2006-2007 through 2008-2009, facilities' planning has yet to address the need for a confidential placement test assessment area.

## Institutional Operations

The college is preparing to handle a large influx of students as a result of the contract with the Sierra Conservation Center to provide Fire Technology training to inmates. This will affect the business office and admissions and records areas substantially and increased staffing may be required to deal with the increase in overall headcount. Increased use of online fee payment and registration will help the office handle a surge in enrollments.

Greater integration of student services such as admissions and records and assessment with other student services operations may enhance the efficiency of these areas and provide better support for students as they navigate the educational system at Columbia College. A structural reorganization is being considered at the present time to enhance the student experience.

The college may be out of compliance with state regulations regarding mandated placement test cut-score validation. Further investigation by the Research Office will need to be undertaken in the near future in order to address this issue.

Despite increased enrollment in academic year 2006-2007, there were substantial decreases in the number (15%) and amount (10%) of awards for financial aid that year. The college needs to determine the reasons for this decrease so that appropriate resources can be allocated to this area to reverse this trend.

The Health Services area would benefit from more reliable data collection methods to track student contacts. This would give staff the ability to more accurately determine necessary program service changes so that the most pressing students health needs can be effectively met. The possibility of using the SARS system to track student contacts should be explored.

Efforts to manage the “Measure E” projects are ongoing. As the college prepares for the opening of the new larger Child Care Center (scheduled for fall 2009), planning for growth in terms of services and staffing will need to be addressed. The new Public Safety Center, scheduled to open in 2009, will house both the Fire House and Campus Security. A major planning focus here is to improve staffing levels for the improved safety of Columbia College employees and students. The new Science and Natural Resources Building, scheduled to open in 2010, will also require careful planning to maximize instructional program growth.

Although the Facilities management function of the college is directed by the Yosemite Community College District Office, the on-campus staff is involved in planning ways to meet the increased demand for services that will occur when the new buildings are completed (i.e., Child Care Center, Public Safety Center, Science and Natural Resources Building.)

Space and staffing needs in Auxiliary Services will become priorities if enrollments increase as expected over the next three to eight years.

Planning for space modernization in the Instructional Materials Center should lead to increased efficiency of services for faculty and staff.

Transportation is also directed by the Yosemite Community College District Office. As vehicles age out-of-service funds will be needed to purchase replacement vehicles with one goal being to better meet the needs of students with disabilities.

The college's Technology Plan has recently been revised to meet the technology and media services needs of Columbia College staff, faculty and students. A planning cycle with time lines and person(s) responsible needs to be documented.

**UPDATE:** Although there has been a substantial increase in demand for business services with the recent rise in college enrollments, budget constraints have led to a reduction in staffing levels within the Business Office. The increased use by students of online fee payment services has helped to offset the increased workload somewhat.

Structural reorganization included placing Admissions and Records under the auspices of Student Services instead of Institutional Operations where it had been for several years. Responsibility for the Instructional Materials Center was moved to Instructional Services.

Since 2006-2007, the number and amount of awards given by the Financial Aid Office have increased and the college recently topped the \$3,000,000.00 mark in awards for the first time in the history of the institution.

Health Services supplied data to the Research Office that was used to facilitate Program Review for this area. The implementation of SARS for tracking student health services contacts has not been implemented.

In spite of the current fiscal challenges, the Measure "E" projects are being completed on or ahead of schedule. The new Public Safety building and the Mahogany building were completed and these buildings are open. The Madrone remodel was also completed. The construction of the new Child Development buildings are well under way with a planned ribbon cutting ceremony set for mid-June, 2010. The groundbreaking for the new Science and Natural Resources building occurred on August 13, 2009. The site has been prepared and steel is being erected.

A new floor was installed in the hospitality management area in summer 2009 and a more diverse food product line was introduced that includes Panini sandwiches and specialty coffee drinks. The bookstore has increased the availability of affordable textbooks by offering some of them for rental use.

A van with a lift for transporting disabled students in wheelchairs was acquired in spring 2009.

The college's Technology Plan was revised in spring 2008 and continues to undergo updating and revision annually to meet the changing technology needs of the campus, particularly with regard to Title III planning and purchasing.

# Key Planning Statements

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Mission

Vision

Core Values

Practices

Columbia College  
Goals & Strategies







## Key Planning Statements

The key planning statements drive every aspect of the Educational Master Plan: The Mission, Vision, Core Values, Practices and Goals and Strategies of Columbia College. They reflect the ideals of the institution, and what the college is striving to be.

### Mission

The mission, simply put, expresses what Columbia College is, whom it serves, what it does, and how it is unique.

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*

### Vision

The vision describes the College's desired future state of being.

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*

## Core Values

Core values serve as the “compass” so to speak, that guide an institution’s plan and its day-to-day decisions. If one was using religious terms, the core values would be the canon or creed. In secular terms, they would be the “truths held as self evident.”

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*

## Practices

Practices are the ways in which individuals and the institution conduct themselves in order to reflect the core values.

- We demonstrate courtesy and mutual respect in our relationships with everyone by listening to our colleagues and our students with care and concern, finding common ground, and fostering a sense of community.
- We consistently demonstrate professional standards, collaboration, and teamwork.
- We recognize and reward creativity and innovation.
- We provide the appropriate technology to deliver our educational programs and services.
- We recognize and celebrate student, staff, and institutional accomplishments.
- 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 continuously assess our environment to identify new educational opportunities.
- We assess the needs of those we serve and evaluate our success in meeting and exceeding their expectations.
- We encourage the development of educational programs and services which promote student and staff understanding and participation in a global environment.
- We maintain and improve a safe and accessible physical environment and a secure infrastructure to support student and staff learning and success.
- As ambassadors of Columbia College, we strive to improve and enhance its reputation.

*Reaffirmed by College Council on September 11, 2009*

## Columbia College Goals and Strategies

Goals and strategies describe the specific and measurable ways that the college will strive to carry out its mission. Progress toward goals will be used to document the institutional effectiveness of Columbia College.

### 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.

#### Strategies to Achieve the Goal

1. Create a user friendly, efficient, non-redundant set of administrative systems, scheduling practices and support services to assist students from their initial inquiry through completion of their academic programs.
2. Advance an approach that incorporates the concept of an integrated delivery of services to students. Such services would be characterized by ongoing dialogue and collaboration between instructional and service areas.
3. Refine the matriculation process for new students, based upon research data and effective practices (e.g., use of online orientation.)
4. Further develop a systematic method for assessing and evaluating the following on a regular basis:
  - a. Student interests and regional needs so that the College maintains responsive programs and services.
  - b. Academic programs and learning resources to be certain that course content is current, that the most successful pedagogical techniques are used and that the desired learning outcomes are achieved.
  - c. Services to students to be certain that services are effective and valuable to students in achieving their goals.
  - d. Student competencies and evaluation methodologies through appropriate committees.
5. Enhance and support specific plans to invigorate, assess and improve basic skills support to our students. Such plans would be found in the matriculation plan and Academic Wellness Educators work plan.
6. Continue to advance and support plans to improve student success and retention. Such plans would be found in the matriculation plan and Academic Wellness Educators work plan. Incorporate activities of the Academic Wellness Educators work plan; that includes retention targets and is based on evidence and effective practices.

## 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.

### Strategies to Achieve the Goal

1. Further refine educational master plans that outline the educational programs and services for students at the Calaveras and Oakdale off-campus sites.
2. Expand distance education course offerings, programs, services and support.
3. Identify, research, analyze and implement student learning outcomes, program review and Institutional Effectiveness Report to provide a culture of evidence and institutionalize the student learning outcomes assessment cycle.
4. Develop a curriculum plan for the High Sierra Institute at Baker Station.

## 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.

### Strategies to Achieve the Goal

1. Expand collaboration among staff and departments to benefit students and the community.
2. Further develop and support a robust student life program including support of the Student Senate in its planned activities.
3. Support the Civic Engagement Project to bring important issues and balanced viewpoints to the campus and community.

## 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.
6. Seek to ensure employee equality of salaries and benefits for all employee groups in relation to our cohort.

### **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.

#### **Strategies to Achieve the Goal**

1. Review and prioritize the recommendations as delineated in the Technology Plan.
2. Expand distance education course offerings, programs, services and support.
3. Provide training for instructors and staff that illustrates new possibilities for incorporating innovative technology into instructional programs and support services.
4. Provide technology tools and training that will support the College's efforts to create, measure and meet identified student learning outcomes and program review.
5. Incorporate the latest technologies designed for students with disabilities and ensure that all technologies used meet Federal and State accessibility guidelines.

### **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.

#### **Strategies to Achieve the Goal**

1. Provide lectures, discussions, films, displays and other programs that cultivate awareness among the community on issues of local, national and international importance.
2. Enrich the cultural environment of the community with music, art, dance, film and other programs of cultural significance.
3. Support the Civic Engagement Project to bring important issues and balanced viewpoints to the campus and community.

4. Support the Student Senate in its outreach efforts to the community.
5. Support the Community Education Program to enhance opportunities to the community at large.

## 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.

### Strategies to Achieve the Goal

In concert with all stakeholders:

1. Identify the educational and service needs of each distinct community the college serves and address each key population (e.g. seniors, high school students, incumbent workers, employers) in both credit and community education delivery modes.
2. Strengthen connections with business and community leaders, government entities, local businesses, as well as non-profit agencies for symposia, topics of community interest, and educational topics.
3. Further develop the partnership supporting the High Sierra Institute at Baker Station.
4. Expand outreach to high schools throughout our service area.

## 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.

### Strategies to Achieve the Goal

1. Identify and prioritize research issues necessary to support a culture of evidence.
2. Identify, research, analyze and implement the student learning outcomes assessment cycle to provide a culture of evidence that supports the mission and vision of the College.
3. Improve and maintain an effective program review process that is directly tied to the Educational Master Plan and resource allocation.
4. Continue to build on the existing college-wide program review process that fosters continuous improvement and student learning, and to utilize the outcomes of program review in college decision making processes.

## **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.

### **Strategies to Achieve the Goal**

1. Review and update the Facility Master Plan (FMP) to support the Educational Master Plan (EMP). Implement the FMP and Campus Master Plan to improve student learning and work environments.
2. Improve the accessibility of college facilities with particular attention to improving the quality of campus infrastructure (i.e., roads, pathways and ramps).
3. Advocate for appropriate staffing levels and equipment to adequately support the facility needs of the College.
4. Further develop college-wide environmental sustainability standards and practices for building, and facility projects and operations.
5. Continue to review the College's safety and security operations. Develop and implement plans to meet the College's current and future security and safety needs.

## **Goal 10 - Fiscal Resources**

Columbia College optimizes its resources through creative and prudent fiscal management providing a stable, flexible funding base.

### **Strategies to Achieve the Goal**

1. Continue to work with the District to maintain a collaborative process to ensure the transparent and equitable allocation of financial resources and implement a process to communicate budget issues on an ongoing basis.
2. Continue to utilize and evaluate the unit planning process as a tool to better track and focus on how resources—human, fiscal, and physical—align with the mission of the College and make the necessary adjustments.
3. Pursue funding opportunities for Facilities Master Plan projects.
4. Grow the Columbia College Foundation to increase financial contributions to the College.
5. Continue to explore and develop systems for acquiring and managing external funding.

*Revised and Adopted by College Council on December 4, 2009*



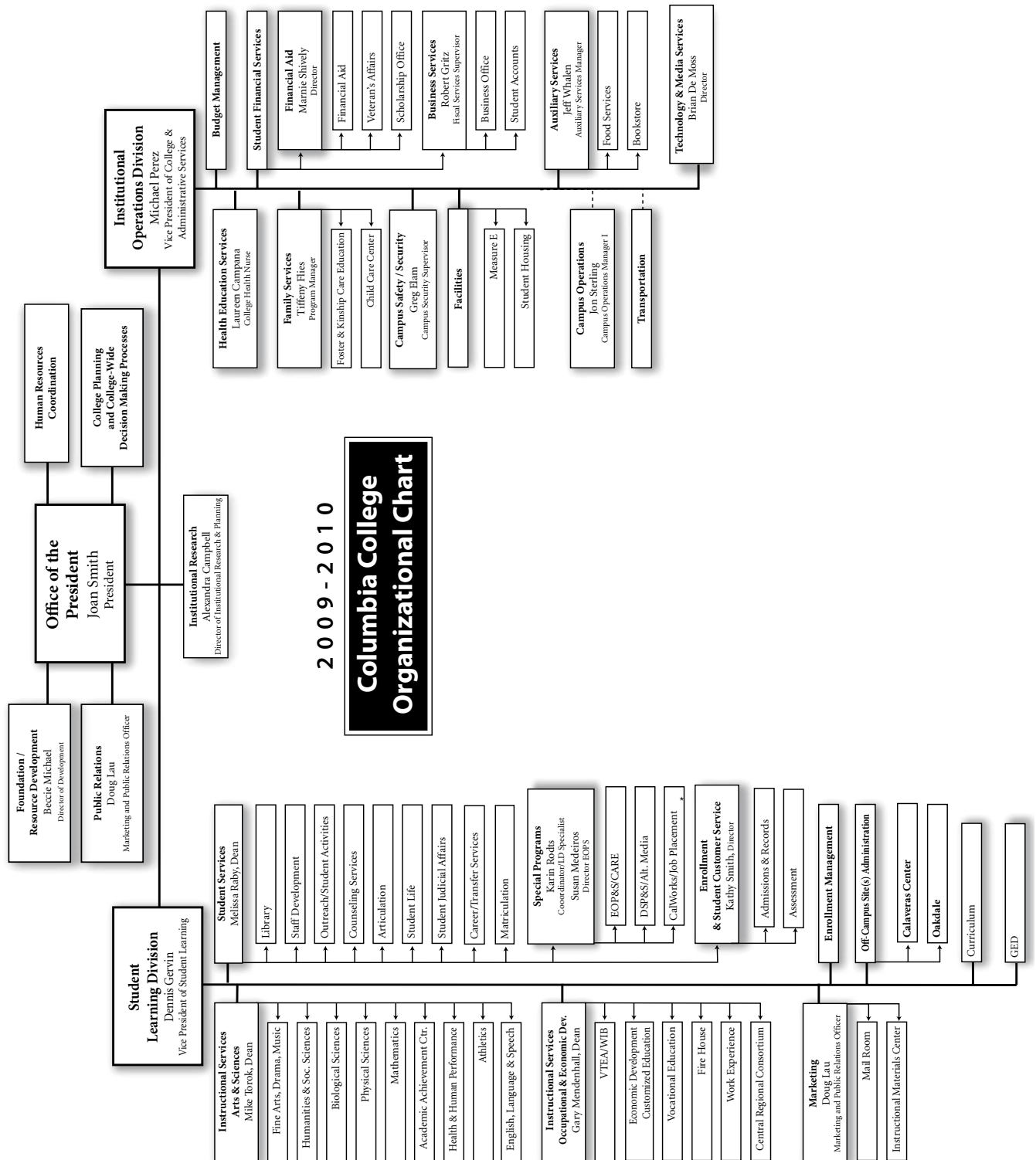
# Organizational Chart

## 2009–2010

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