

Columbia College

Educational Master Plan

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Dr. Joan E. Smith

President

Approved by the YCCD Board of Trustees • May 14, 2008

Adopted by the Columbia College College Council • April 21, 2008



Columbia College

Educational Master Plan

2008 - 2015

Dr. Joan E. Smith, President
Columbia College
11600 Columbia College Drive
Sonora, CA 95370
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Approved by the YCCD Board of Trustees
May 14, 2008

Adopted by the Columbia College
College Council • April 21, 2008



President's Message



The leadership challenge that each community college encounters is development of a comprehensive institutional strategic planning process that is responsive to the short-term and long-term educational needs of our local communities. This plan must embrace and include all the resources available to promote the success of community college goals.

There are now three documents that comprise Columbia College's strategic plan: the Educational Master Plan, the Facilities Master Plan, and the Campus Master Plan. These documents contain our evaluation of and professional judgments regarding the current needs of the community we serve, our strategies for responding to these needs and the mechanisms and timetable by which we will evaluate our performance.

The pages that follow contain the Columbia College Educational Master Plan. I am very proud of the broad based campus participation and all of the hard work contributed by the faculty, staff and students on the pages of acknowledgements that follow this message. Now entering its 40th year of service to the community, Columbia College will be well guided by this Educational Master Plan in conjunction with the Facilities Master Plan.

I am grateful for the dedication and commitment the leadership of Columbia College exhibited in accomplishing this process called the "Institutional Strategic Master Plan."

I would like to recognize and personally thank the leadership of the College Council—the membership was invaluable for their contributions and enthusiasm. Columbia College's administration team is also to be commended for their hard work and professionalism on all three documents.

Sincerely,

Joan E. Smith, Ed.D.
President





Educational Master Plan Advisory Council

College Council Members 2007-2008

Four Leadership Team Members:

Dennis Gervin, Vice President for Student Learning
Doug Lau, Director of Marketing and Public Information Officer
Connie Mical, Chief Operations Officer
Gary Mendenhall, Dean of Instructional Svcs., Vocational Education

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Acknowledgements

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Executive Summary

Introduction

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 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.

What follows is a brief summary of the most important activities and recommendations for the college:

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.

Institutional Research and Planning Office

The Institutional Research and Planning Office is responsible for 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.



Instructional Services

Twelve areas of instruction are expected to increase at relatively greater rates than that predicted for the college as a whole:

- | | | |
|--------------------------------|-------|--------------------------------------|
| • Philosophy | 2% | increase in FTES per year on average |
| • Biology | 3% | increase in FTES per year on average |
| • Physical Sciences | 5% | increase in FTES per year on average |
| • Health and Human Performance | 2% | increase in FTES per year on average |
| • English | 3% | increase in FTES per year on average |
| • Automotive Technology | 1.34% | increase in FTES per year on average |
| • Business Administration | 1.80% | increase in FTES per year on average |
| • Child Development | 5% | increase in FTES per year on average |
| • Computer Science | 5% | increase in FTES per year on average |
| • Fire Technology | 10% | increase in FTES per year on average |
| • Welding | 5% | increase in FTES per year on average |
| • Guidance | 5% | increase in FTES per year on average |

Eight areas are expected to grow at about the same rate as that predicted for the college as a whole (.7% increase in FTES per year on average, see pages 233-235 for an explanation):

- Psychology
- History
- ESL
- Art
- Speech
- Mathematics
- Emergency Medical Services
- Hospitality Management

One area is expected to grow at a slightly slower rate than that predicted for the college as a whole (see page 61):

- Political Science .57% increase in FTES per year on average

Ten areas are likely to remain static for the next several years:

- Sociology
- Anthropology
- Geography
- Humanities
- Spanish
- Music
- Dramatic Arts (this area may experience a decrease after fall 2008)
- Allied Health
- Forestry and Natural Resources
- Office Technology

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.

For some areas it was not possible to make accurate predictions of growth due to small amounts of data or due to a large degree of variability in the data. For some areas indicators for potential growth or decline pointed in different directions, again contributing to an inability to make reliable projections at this time:

- Learning Skills
- Other Behavioral Sciences
- Liberal Arts
- Library Science
- Education Aide

One area, film, responsible for a very small number of FTES, will be moved to Community Education. This document will be revised periodically and new data will be used to make adjustments in growth predictions.

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 (SLOs) 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 SLOs 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 educational 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.

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 CCCCCO 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.



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.



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Educational Master Plan

Introduction

Next Steps

Yosemite Community
College District

Columbia College Student
Demographic History

Planning Methodology



Educational Master Plan / Introduction

This Educational Master Plan is an update, review, and consolidation of many documents that comprised the Columbia College planning process that extends back several years. It is the result of a comprehensive process that included participation by faculty, staff, students and administrators through a 15 member College Council and a broad-based review by key constituent groups across the Columbia College community.

The purpose of this planning update is to create a document that will serve as the foundation for additional planning pertaining to all aspects of the college, including instructional programs, support services, learning resources, staffing, facilities, and financial resources.

It is important to bear in mind that institutions of higher learning are living and dynamic, and that all planning must, therefore, be continual. It is also important to understand that an educational master plan must strike the appropriate balance between internal values and strengths, and external needs and opportunities. A plan that minimizes the former may, over time, choke off the roots and ideals that sustain an institution. On the other hand, an institution that ignores the demands of changing times and the accompanying opportunities will become insular and unresponsive to the needs of those it is intended to serve.

This Educational Master Plan has reaffirmed Columbia College's mission, vision, core values, and practices. It has reviewed and updated the college's goals and strategies, based on an assessment of internal strengths and external forces and trends.

The Educational Master Plan will also be used to inform the long-term enrollment plans for Columbia College and the facilities needed to accommodate future growth.

This update comes at a unique time in the history of Columbia College. In November 2004, the voters passed "Measure E," a capital construction bond that will be funded upon its completion (\$52,495,000) of renovations and new facilities for Columbia College. This Educational Master Plan outlines the implications for facility planning, through the Campus Master Plan and Facilities Master Plan which include the "Measure E" construction projects.

Next Steps

This Educational Master Plan is the initial step—the foundation—for a continuous planning process at Columbia College. In May 2006 the college began developing its program review process. This process will continue in 2007-2008. The program review process will serve as the foundation for formulating unit plans and measurable objectives that are consistent with the mission, vision, core values, practices and goals and strategies in this Educational Master Plan. The Columbia College Strategic Planning Process Cycle and Integrated Plan for Resource Allocation chart (exhibit A, page 307) depicts the relationships between the various groups and individuals involved in developing the Educational Master Plan.

In 2007-2008, the college is developing a technology planning framework which is directed by the Columbia College Technology Committee. Its work will result in a comprehensive, multi-year technology plan that aligns with this Educational Master Plan. The same

planning framework has started with the college's Distance Education Plan, directed by the college's Distance Education Committee.

Other on-going planning will follow in accordance with the core values, practices, vision, mission, goals and strategies of this Educational Master Plan. They include an Enrollment Management Plan, with the guidance of an Enrollment Management Team and a Staffing Plan, which will include a long-range staff development plan that builds on the considerable work done by the college on this subject with respect to faculty in recent years. However, the long range staffing plan will grow to include classified and leadership positions.

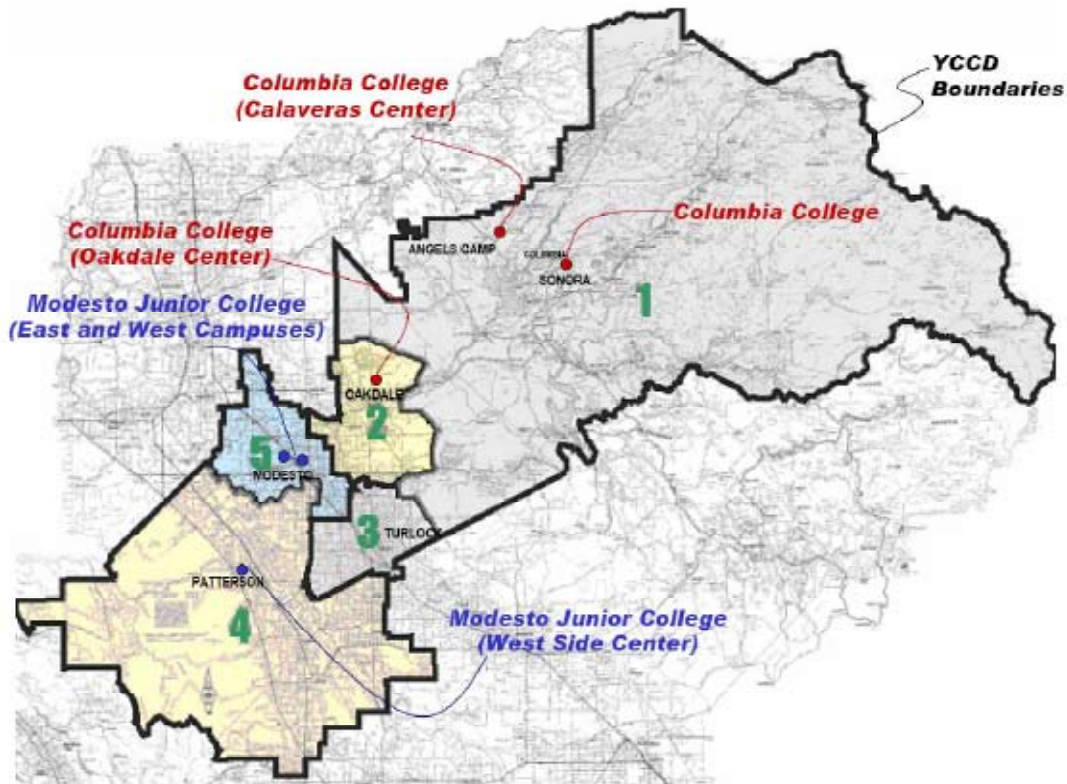
Finally, the college is committed to maintaining a plan-driven resource allocation model. Developing a college-based model will be contingent on the completion of the current Yosemite Community College District effort to develop a district-wide resource allocation plan/model. At the time of publishing this document, the Yosemite Community College District Allocation Task Force is in the process of conferring and developing the model for the district.

Yosemite Community College District

The Yosemite Community College District's (YCCD) two affiliated institutions of higher education are Columbia College and Modesto Junior College. The district offices are located in Modesto. In 1964, action by the district electorate expanded the former Modesto Junior College District into the Yosemite Community College District. This created one of the geographically largest community college districts in the state. The district encompasses 4,500 square miles from the San Joaquin Valley and coast range on the west to the Sierra Nevada on the east. Columbia College's service region includes Tuolumne County, Calaveras County east of Highway 4, and the Oakdale area.

The following page contains a map of the YCCD Trustee service area.

Yosemite Community College District Trustee Area and Service Map



Governing Board

Seven elected trustees serve the district from five distinct geographic areas of relatively equal population and two advisory positions serve the faculty and the students.

Trustee Area Counties Represented:

| | |
|------------------|--|
| Pat Dean | Area 1: Tuolumne, SE. Calaveras, E. Stanislaus |
| Desirree Abshire | Area 2: NE. Stanislaus, San Joaquin |
| Abe Rojas | Area 3: S. Stanislaus, Merced |
| Anne DeMartini | Area 4: W. Stanislaus, Merced, Santa Clara |
| Tom Hallinan | Area 5: Stanislaus, San Joaquin |
| Linda Flores | Area 5: Stanislaus, San Joaquin |
| Paul Neumann | Area 5: Stanislaus, San Joaquin |
| Elbert James | Student Trustee |

Columbia College

Prompted by a growing need for educational opportunities in mountain communities and concern with the lengthy student commute to Modesto Junior College, the Yosemite Community College District Board of Trustees established Columbia Junior College in 1968. Columbia College's first day of on-campus classes was September 18, 1968 and its first degrees were awarded to 31 graduates in June 1969. Originally named Columbia Junior College, "Junior" was dropped from the name in 1978. Since the awarding of the first college degrees in June 1969, thousands of students have graduated from Columbia College. Originally on the quarter system, Columbia College changed to the semester system on July 1, 1984. Numerous programs and courses offered by the college lead to associate degrees and certificates. Achievement of transfer requirements and vocational/workforce training can also be obtained at Columbia College.

Graduates go on to achieve further degrees and have successful careers in fields including but not limited to health care, business and accounting, fire management, culinary arts, emergency medical services, forestry, teaching, and automotive technology. The college also offers remedial and development education, economic development training for local industries, and public/community service programs. In addition, the college serves as a major cultural, artistic and recreational center in the rural Central Sierra Foothill region.

Exhibit B (page 308) contains the Columbia College Organizational Chart.

The following page displays a map of the Columbia College campus.

Columbia College Campus

**Key:**

- | | | |
|--|---|--|
| 1) Alder, Rms. 3-5 | 10) Manzanita, Rms. 2-104 (Administration, Student Services, Instruction Office, Manzanita Bookstore, The Cellar Restaurant & Cafeteria) | 19) Charles Segerstrom, Jr. Memorial Amphitheater |
| 2) Aspen, Rms. 1-5 | 11) Oak Pavilion, Rms. 1-27 | 20) Segerstrom Arboretum Nature Trail |
| 3) Buckeye, Rms. 1-5 | 12) Ponderosa (Child Development Center) | 21) Warehouse, Shipping/Receiving, Transportation & Maintenance |
| 4) Cedar, Rms. 1-10 | 13) Pinyon (Toddler Center) | 22) Me-Wuk Cultural Center |
| 5) Dogwood (Forum Bldg.), Rm. 1 | 14) Redbud, Rms. 1-14 | 23) Observatory |
| 6) Fir, Rms. 1-8 | 15) Sequoia, Rms. 1-11 | 24) Start Point, Fitness Jogging Trail |
| 7) Juniper, Rms. 1-7 (College Nurse) | 16) Toyon, Rms. 1-4 | 25) Security Office (Davis Cabin) |
| 8) Tamarack Hall (Library, Media/ Technology), Rms. 101-218 | 17) Willow (Creative Arts), Rm. 1 | 26) Transit Stop |
| 9) Madrone (Auto & Welding Technology), Rms. 1-2 | 18) Fire Department (Tuolumne County Fire Station #79), Rms. 1000-1001 | 27) Information/Toll Booth |
- * Privately owned and operated by Pogacar Properties

Columbia College Student Demographic History

Table A summarizes student age data for academic years 2001-2002 through 2006-2007. Over time, the percentage of students under twenty years of age has increased and currently represents about one-quarter of enrollments. At the other end of the age spectrum, the percentage of students who are fifty and older has decreased somewhat but still makes up approximately one-quarter of enrollments.

About one-fifth of Columbia College students are young adults, ages 20-24. Projections for future local population changes are discussed in detail in Chapter 4 (page 271-276).

Table A. Student Age by Academic Year (2001-2002 through 2006-2007)

| Age Group | 2001-2002 | % | 2002-2003 | % | 2003-2004 | % | 2004-2005 | % | 2005-2006 | % | 2006-2007 | % |
|--------------------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|
| 19 or Less | 1,047 | 16.7% | 1,168 | 18.9% | 1,203 | 19.3% | 1,184 | 22.0% | 1,281 | 24.7% | 1,265 | 24.3% |
| 20 to 24 | 946 | 15.0% | 999 | 16.1% | 1,117 | 18.0% | 1,057 | 19.6% | 1,073 | 20.7% | 1,103 | 21.2% |
| 25 to 29 | 451 | 7.2% | 469 | 7.6% | 513 | 8.2% | 492 | 9.1% | 445 | 8.6% | 451 | 8.7% |
| 30 to 34 | 453 | 7.2% | 404 | 6.5% | 499 | 8.0% | 343 | 6.4% | 270 | 5.2% | 248 | 4.8% |
| 35 to 39 | 451 | 7.2% | 406 | 6.6% | 416 | 6.7% | 318 | 5.9% | 284 | 5.5% | 244 | 4.7% |
| 40 to 49 | 1,062 | 16.9% | 943 | 15.2% | 963 | 15.5% | 691 | 12.8% | 569 | 11.0% | 540 | 10.4% |
| 50 + | 1,856 | 29.5% | 1,798 | 29.0% | 1,508 | 24.2% | 1,298 | 24.1% | 1,255 | 24.2% | 1,352 | 26.0% |
| Unknown | 22 | 0.3% | 5 | 0.1% | 2 | 0.0% | 7 | 0.1% | 5 | 0.1% | 1 | 0.0% |
| Grand Total | 6,288 | | 6,192 | | 6,221 | | 5,390 | | 5,182 | | 5,204 | |

Source: CCCCC Data Mart.

Table B summarizes student ethnicity data for the same time period (2000-2001 through 2006-2007). Notable is the fact that the percentage of Hispanic students attending Columbia College has remained fairly constant at approximately 6.5% since 2001-2002. The student body at Columbia College is predominantly White Non-Hispanic (67%). While other ethnicities are represented, their numbers are quite small.

Table B. Student Ethnicity by Academic Year (2001-2002 through 2006-2007)

| Ethnicity | Hdct 01-02 | % | Hdct 02-03 | % | Hdct 03-04 | % | Hdct 04-05 | % | Hdct 05-06 | % | Hdct 06-07 | % |
|------------------------------------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|------|
| African-American | 25 | 0.4% | 39 | 0.6% | 45 | 0.7% | 33 | 0.6% | 50 | 1.0% | 61 | 1.2% |
| American Indian/ Alaskan Native | 155 | 2.5% | 152 | 2.5% | 132 | 2.1% | 110 | 2.0% | 130 | 2.5% | 104 | 2.0% |
| Asian | 72 | 1.1% | 58 | 0.9% | 69 | 1.1% | 60 | 1.1% | 63 | 1.2% | 49 | .9% |
| Filipino | 34 | 0.5% | 28 | 0.5% | 26 | 0.4% | 22 | 0.4% | 20 | 0.4% | 29 | .6% |
| Hispanic | 418 | 6.6% | 416 | 6.7% | 459 | 7.4% | 337 | 6.3% | 355 | 6.9% | 342 | 6.6% |
| Other Non-White | 4 | 0.1% | 5 | 0.1% | 3 | 0.0% | 4 | 0.1% | 3 | 0.1% | 3 | .1% |
| Pacific Islander | 34 | 0.5% | 27 | 0.4% | 30 | 0.5% | 20 | 0.4% | 18 | 0.3% | 18 | .3% |
| Unknown/ Non-Resp. | 851 | 13.5% | 812 | 13.1% | 838 | 13.5% | 963 | 17.9% | 888 | 17.1% | 1,092 | 21% |
| White Non-Hispanic | 4,695 | 74.7% | 4,655 | 75.2% | 4,619 | 74.2% | 3,841 | 71.3% | 3,655 | 70.5% | 3,506 | 67% |
| Grand Total | 6,288 | | 6,192 | | 6,221 | | 5,390 | | 5,182 | | 5,204 | |

Source: CCCCC Data Mart.

Table C summarizes recent gender data for Columbia College students. The percentage of female students has consistently been higher than that of male students, by an average of 9.5 percentage points, since the 2001-2002 academic year.

Table C. Student Gender by Academic Year (2001-2002 through 2006-2007)

| Gender | 2001-2002 | % | 2002-2003 | % | 2003-2004 | % | 2004-2005 | % | 2005-2006 | % | 2006-2007 | % |
|--------------------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|
| Female | 3,629 | 57.7% | 3,549 | 57.3% | 3,338 | 53.7% | 2,853 | 52.9% | 2,791 | 53.9% | 2,902 | 55.8% |
| Male | 2,654 | 42.2% | 2,642 | 42.7% | 2,882 | 46.3% | 2,485 | 46.1% | 2,321 | 44.8% | 2,244 | 43.1% |
| Unknown | 5 | 0.1% | 1 | 0.0% | 1 | 0.0% | 52 | 1.0% | 70 | 1.4% | 58 | 1.1% |
| Grand Total | 6,288 | | 6,192 | | 6,221 | | 5,390 | | 5,182 | | 5,204 | |

Source: CCCC Data Mart.

Tables D and E show the completion and transfer rates for Columbia College students from 1999 through 2003 (the most recent year for which data were available). According to the definitions located below the tables, Columbia College students obtain degrees, certificates or can be designated as “transfer-prepared” at a rate somewhat lower than that for California Community College students as a whole. However, Columbia College students transfer to other institutions at a rate substantially higher than that for California Community College system students as a whole.

Student Right-to-Know Completion and Transfer Rates for Fall 1999 to Fall 2003 Cohorts at Columbia College, Modesto Junior College and Statewide in the California Community College System

Table D. Student Right to Know: Completion Rates (%)

| | 1999 | 2000 | 2001 | 2002 | 2003 | Average |
|------------------|------|------|------|------|------|-------------|
| Statewide | 34.8 | 33.7 | 35.3 | 36.0 | 35.6 | 35.1 |
| MJC | 34.6 | 30.3 | 29.9 | 35.3 | 29.4 | 31.9 |
| Columbia | 32.1 | 27.3 | 41.2 | 32.9 | 30.7 | 32.8 |

Source: <http://www.cccco.edu/divisions/tris/mis/srpk.htm>

Table E. Student Right to Know: Transfer Rates (%)

| | 1999 | 2000 | 2001 | 2002 | 2003 | Average |
|------------------|------|------|------|------|------|-------------|
| Statewide | 23.6 | 22.1 | 21.4 | 29.6 | 17.0 | 22.7 |
| MJC | 18.0 | 14.6 | 15.8 | 27.5 | 8.4 | 16.9 |
| Columbia | 30.4 | 22.0 | 25.5 | 44.3 | 24.2 | 29.3 |

Source: <http://www.cccco.edu/divisions/tris/mis/srpk.htm>

In compliance with the Student-Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the policy of the Yosemite Community College District to make public its completion and transfer rates. Beginning in fall each year, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students is tracked over a three-year period (e.g., fall 2003 to fall 2006). Their completion and transfer rates are listed above. These rates do not represent the success rates of the entire student population at the colleges nor do they

account for student outcomes occurring after the three-year tracking periods.

A completer is a student who attained a certificate or degree or became “transfer prepared” during a three year period, (e.g., from fall 2003 to spring 2006). Students who have completed 56 transferable units with a GPA of 2.0 or better are considered “transfer-prepared”. Students who transferred to another post-secondary institution, prior to attaining a degree, certificate, or becoming “transfer-prepared” during a five semester period (e.g., from spring 2004 to spring 2006), are transfer students.

Note: Data were available from 1995 to 1998; however the National Center for Education Statistics cautions their use as “early release” and recommends data beginning with the 1999 cohort as “final release.”

Source: <http://www.cccco.edu/divisions/tris/mis/srtrk.htm>
Columbia College Office of Institutional Research and Planning
August 2007

As summarized in Table F, Columbia College experienced a significant decline in first census enrollments in fall 2005. Since 2005, first census enrollment figures have fluctuated somewhat but have increased overall.

Table F. Columbia College Unduplicated Headcount Datatel Terms First Census

| Term | First Census | Total Count |
|-------------|---------------------|--------------------|
| Fall 2004 | 09/13/2004 | 3487 |
| Spring 2005 | 01/24/2005 | 3343 |
| Fall 2005 | 09/12/2005 | 3022 |
| Spring 2006 | 01/23/2006 | 3225 |
| Fall 2006 | 09/11/2006 | 3246 |
| Spring 2007 | 01/22/2007 | 3272 |
| Fall 2007 | 09/10/2007 | 3325 |
| Spring 2008 | 01/22/2008 | 3143 |

Source: Central Services Office of Research and Planning.

Table G shows the full-time equivalent student (FTES) history of Columbia College from academic year 2000-2001 through academic year 2006-2007. The number of FTES is one measure of college productivity and is the basis for funding.

Table G. Columbia College FTES History

| Academic Year | Columbia College |
|----------------------|-------------------------|
| 2000-2001 | 2,045.76 |
| 2001-2002 | 2,190.01 |
| 2002-2003 | 2,236.35 |
| 2003-2004 | 2,338.19 |
| 2004-2005 | 2,286.07 |
| 2005-2006 | 2,055.83 |
| 2006-2007 | 2,061.36 |

Source: YCCD Fiscal Services, Internal Auditor and Datatel (for 2006-2007).

Total FTES decreased by 10% in academic year 2005-2006 but increased by .27% in academic year 2006-2007. (These figures may be affected by rollbacks and may not accurately represent the true pattern of recent changes in FTES.)

For this Educational Master Plan, projections to 2010 and 2015 were calculated using fall semester data in most cases. Weekly student contact hour (WSCH) data pertaining to instructional areas were obtained from the Information Technology (IT) Department at the Yosemite Community College District Central Services Office for fall 2000 and fall 2005. Some data for Learning Support Services were obtained directly from the CCCC Data Mart and some were provided by staff members who work with the local Scheduling and Reporting (SARS) software system.

FTES data were available locally in Datatel dating back to fall 2004. Table H shows FTES obtained running Section Enrollment Division Detail Reports in Datatel, for the whole college, for fall semesters 2004-2007. These figures do not include positive attendance lab FTES. Data for 2001-2003 were not available.

Table H. Columbia College FTES

| Columbia College | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| FTES | 931.22 | ----- | ----- | ----- | 1034.45 | 964.95 | 964.07 | 970.63 |

Source: Datatel Enrollment Division Summary Report.

FTES increased by 39.41 between fall 2000 and fall 2007. This represents a 4.2% increase over 7 years, or a growth rate of .6% per year on average. FTES grew by 33.73 between fall 2000 and fall 2005. This represents a 3.6% increase over 5 years, or a growth rate of .7% per year on average. The higher of these two rates was chosen to predict growth in FTES for the college as a whole for 2010 and 2015 and is a conservative projection estimate. Growth projections for the college's instructional areas and programs are discussed in Chapter 3 (pages 27-270).

Planning Methodology

History

In the spring semester of 2007, Columbia College's College Council was tasked with the responsibility to begin to formulate as well as implement a comprehensive college plan. College Council is made up of a cross-section of faculty, staff, students and administrators. This Council was charged with developing a college plan that would "foster a teaching and learning climate that visibly supports the educational needs of all students." The Council began by establishing its goals related to this task, which are as follows:

- Create a planning document that was in alignment with the Yosemite Community College District's Strategic Plan.
- Create a planning document that would heighten Columbia College's ability to serve the citizens of Tuolumne and Calaveras Counties, as well as parts of Stanislaus County.

- Create a planning document that connects all other planning documents of Columbia College in a way that is understood by everyone at Columbia College.
- Refer to planning documents as working tools—so that they are utilized as the primary drivers of important decisions, which impact the entire institution.
- Establish planning documents that satisfy the Western Association of Schools and Colleges (WASC).
- Create planning documents that work together in providing guidance for making critical decisions, such as facility decisions, including “Measure E” projects.
- Build upon the planning already completed by College Council and other Columbia College planning committees.
- Conduct a collaborative process that engages the college community in the review of the plan.
- Develop a “living” planning document that becomes a part of an ongoing process that includes key planning statements that the academic departments, support and administrative offices, and working groups can use to develop annual unit plans.
- Develop and/or revisit and update: 1) Mission Statement, 2) Vision Statement, 3) Statement of Columbia College’s Core Values, 4) Goals and Strategies in achieving goals.

A deadline of mid-September was established to review the draft Educational Master Plan, by College Council, in order for the plan to be completed by spring 2008, to assure maximum input by the college community, to enable the updated plan to have an impact on the Facilities Master Plan, to help guide the detailed planning and programming of the “Measure E” projects, and to be available in draft form for an interim visit by the Western Association of Schools and Colleges in the fall of 2007. In light of the tight timeline, a work plan was devised to take full advantage of the considerable work already completed by the college in prior years.

It is important to note that this planning process did not include unit planning, *per se*. Rather, it incorporated the current unit planning process already developed, which is explained in the “Next Steps” section of this chapter, using this updated Educational Master Plan as a foundation.

Guiding Principles

The Columbia College planning process was guided by the following principles:

- College Council served as the oversight body for the development and coordination of strategic institutional planning—developing the Educational Master Plan for the college.
- The planning process was conducted through consensus building and followed the Principles of Collegial Governance.
- College Council members shared documents with their constituency groups at large—allowing for as much campus interaction as possible and creating a venue to provide for greater Columbia College representation.
- The planning process was built upon work already done.
- It was an open, collaborative process of high quality, though mindful of the need to

complete a draft plan by mid-September 2007.

- The process followed effective practice models, as defined by College Council.
- It reflected a positive orientation to planning, viewing critical issues as opportunities to create distinction by integrating institutional strengths and core values with needs, emerging trends and external forces, as well as financial and physical assets.

Process for Updating “The College Plan 2007-2008”

The process was divided into ten phases:

Phase 1: Project Orientation

Orientation and planning meetings were held with College Council and others to convey the project background, desired outcomes, guiding principles, requirements, phases, and timelines.

Phase 2: Document Review

Key Columbia College documents related to the prior planning process were reviewed. They included the current plan for Columbia College, the most recent Columbia College Western Association of Schools and Colleges self study, the Western Association of Schools and Colleges report, catalogues, special studies, data maintained by the Yosemite Community College District Office of Institutional Research at Central Services, and prior internal and external scanning documents (e.g., Columbia College Spotlight Data and Fact Report 2006, Yosemite Community College District Facts 2005-2006, Tuolumne County Profile, Community Indicators Project 2005, Center for Student Success Environmental Scan: A Summary of Key Issues Facing California Community Colleges Pertinent to the Strategic Planning Process, July 2005).

Phase 3: Internal and External Scans

An internal scan of Columbia College enrollments in each area of the Arts & Sciences and Vocational Education Divisions was accomplished through analysis of data obtained from Central Services Research and Planning and Information Technology Departments. Data from fall semesters 2000 and 2005 were initially obtained for comparison purposes. For each TOP code area represented in the college’s curriculum offerings, weekly student contact hours (WSCH) were compared for the two terms. (The explanations for data derivation are contained in exhibit C, pages 309-311.) The actual differences and the percent increase or decrease were calculated and placed in tables for each educational area in Chapter 3 (pages 27-270). Data on weekly student contact hours (WSCH) and full-time equivalent students (FTES), standard measures of college productivity and the basis for funding, was obtained by the Columbia College Office of Institutional Research and Planning for fall semesters (and in some cases for spring) directly from Datatel for years 2004 through 2007 and FTES were calculated for fall 2000 using WSCH data obtained from the district. These data were also placed in tables and graphs for each educational area and are found in Chapter 3. Input was sought through the deans to obtain current program/area descriptions for the narrative portions of the document. College documents such as the catalog were another source of text regarding current program and service area descriptions. Growth estimates for FTES were calculated for each area where possible.

Student Services data for fall 2000 and fall 2005 were obtained, where possible, from the State Chancellor's Office Data Mart. Some data pertaining to Special Programs and Matriculation were also obtained from staff and faculty members who work with the Columbia College SARS system. These data are reported in Chapter 3 of the Educational Master Plan

An external scan of the surrounding geographic service area for Columbia College including Calaveras County and the Oakdale area was carried out using a subscription service maintained by the Yosemite Community College District Research Office with Economic Modeling Specialists/CCbenefits (EMSI/CCbenefits). The Office of Institutional Research and Planning at Columbia College used this web-based Community College Strategic Planner to obtain the regional data needed for strategic plans and environmental scanning. Reports were generated to project population demographic trends to the year 2015. Department of Finance projections were also obtained for the year 2010 for comparison with the EMSI/CCbenefits data. These data are summarized in Chapter 4 (pages 271-276). (Exhibit D, pages 312-319) contains an explanation regarding how EMSI/CCbenefits and the Finance department obtain demographic data and make population projections.)

EMSI/CCbenefits' web-based Community College Strategic Planner (CCSP) was used to forecast the region's high-demand occupations to help the college be better able to plan to meet the needs of a diverse population in a changing economy. Reports were generated to document predicted future trends in employment in industries that usually require a post-secondary degree or certificate. These reports are summarized in Chapter 5 (pages 277-284).

Phase 4: Opportunity Assessment

Based on the prior planning and past and present studies, College Council and other college committees, such as the Facilities Committee, Distance Education Committee, formulated ideas on how the strengths of Columbia College could be integrated with external needs, trends, forces, and opportunities to create strategies that would be given consideration later in the planning process.

Phase 5: Draft of the Key Planning Statements

Using prior Columbia College planning documents and statements, information, and findings and ideas from earlier planning phases, Key Planning Statements were drafted for review by College Council. These appear in Chapter 2 (pages 17-26) of this Educational Master Plan.

Phase 6: College Council Retreats

College Council held two retreats in 2007 (March 7 and April 6) to review drafts of the Key Planning Statements. The statements were modified to reflect the ideas and changes in planning that were established by College Council in earlier meetings. The Vision and Mission Statements were adopted by the Yosemite Community College Board of Trustees on May 9, 2007. The Goals and Strategies statements were adopted by College Council on November 9, 2007.

Phase 7: Develop Facilities Needs and Implications

In early 2003, the college's Facilities Committee, with representation from all constituent groups provided leadership in the development of a long-range college Facilities Master Plan. The plan was crafted during the spring semester of 2003 after receiving considerable input from the college and community. A series of college and community open forums were held and a special Facilities Master Plan web site made available to the public to gather comments and information. The Yosemite Community College District research office provided critical data on demographic projections and FTES trends to formulate future facility needs. At the conclusion of a comprehensive planning process, a list of future facility projects was identified. Through an inclusive process in the fall of 2003, the Facilities Committee prioritized these projects for inclusion in the college's "Measure E" bond proposal.

With the successful passage of "Measure E", a college Campus Master Plan Committee with broad representation from the college community was formed to work with planning consultants, LPA Sacramento, Inc. The Campus Master Plan group serves as a sub-committee to the college Facilities Committee. In support of the Educational Master Plan and Facilities Master Plan, the Campus Master Plan serves as the blueprint for the physical development of the campus. The plan provides the college with design guidelines to inform and plan for future growth, establishes hierarchies and themes through the campus, enhances the student's experience on campus, and promotes sustainable practices campus-wide. The Campus Master Plan also makes recommendations for locations for future/potential building sites and areas for preservation.

The college's Facilities Master Plan and Campus Master Plan are designed to be living documents defined by the college's Educational Master Plan. As part of the update process of this Educational Master Plan, the college will review and update its facilities plans to ensure they are responsive to the needs and implications of the college's educational plan.

Phase 8: Draft Educational Master Plan

A draft of the updated Columbia College Master Plan, including Key Planning Statements, supporting materials, and the facility needs and implications was developed and presented to College Council for its advice and input. This occurred on September 21, 2007.

Phase 9: Campus-Wide Review of Planning

After receiving input from College Council, qualitative data were obtained through interviews with administrators, staff and faculty. Information regarding future needs and plans were obtained using the interview tools that appear in exhibit E, page 315-319.

Phase 10: Final Draft

After the incorporation of the input of faculty and staff a final draft of the Columbia College Educational Master Plan was presented to College Council on April 4, 2008 for recommendations. Following the inclusion of these recommendations, the final version of the Educational Master Plan was presented to the Columbia College President, who submitted the proposed document to the Chancellor of the Yosemite Community College District and Board of Trustees for approval on May 14, 2008. The Yosemite Community College District Board of Trustees approved the Educational Master Plan on May 14, 2008.

Key Planning Statements

Introduction

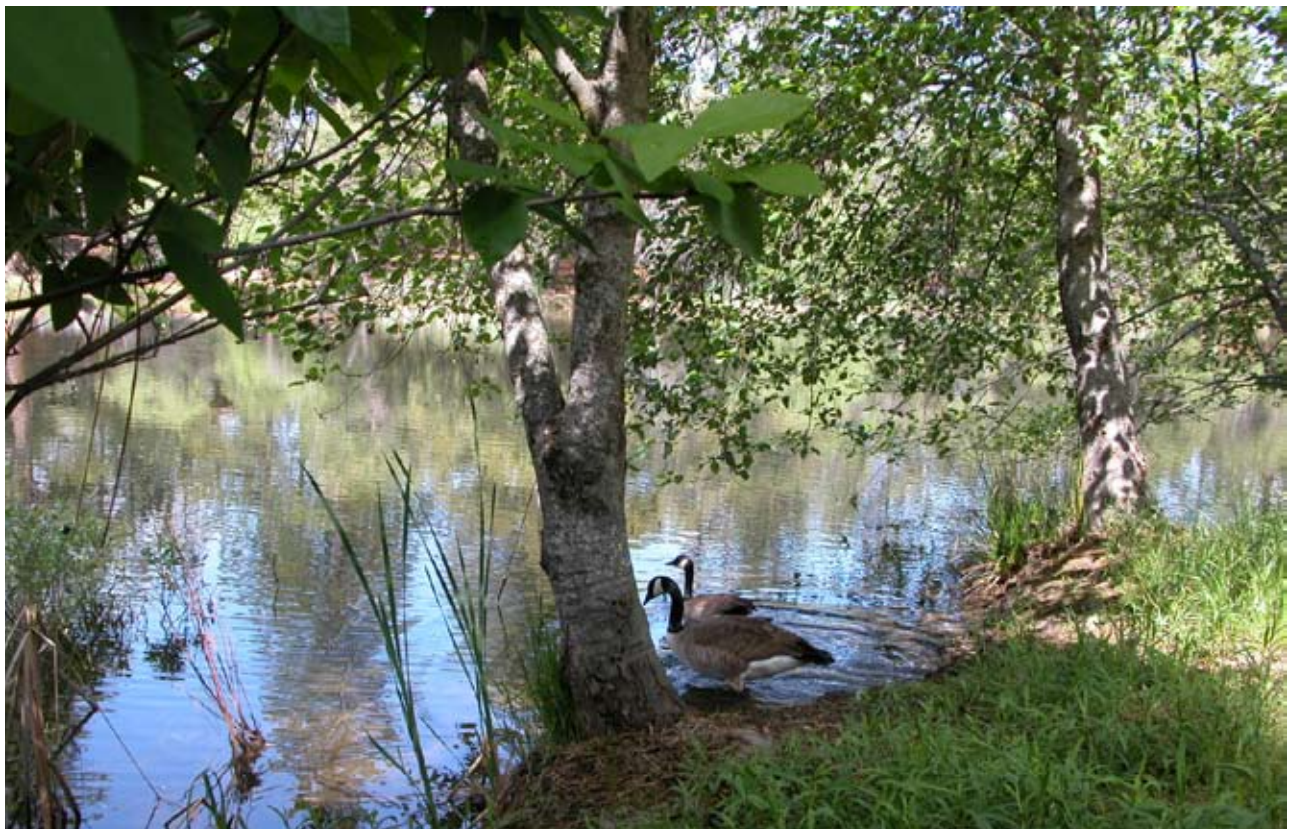
Mission

Vision

Core Values

Practices

Columbia College Goals
& Strategies



Key Planning Statements / Introduction

This Chapter presents the key planning statements that 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.

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

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

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."

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

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.

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

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

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

Practices

- 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.

Columbia College Goals and Strategies

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 and responsive 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 a “one-stop shop” service delivery method. Design the delivery of programs and services to best meet the needs of students.
3. Refine the matriculation process for new students, based upon research data and best practices (e.g., use of online orientation).
4. 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. Develop specific plans to invigorate, assess and improve basic skills support to our students.
6. Develop a plan for student retention that incorporates 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. Develop 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 to provide a culture of evidence and institutionalize the student learning outcomes assessment cycle.

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. 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.

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.
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.

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.

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. Conduct a needs, gaps and solutions analysis for the development of the sites in Calaveras County and Oakdale.
3. Strengthen connections with business and community leaders, government entities, local businesses, as well as non-profit agencies for symposiums, topics of community interest, and educational topics.

4. Develop a curriculum plan for the High Sierra Institute at Baker Station.
5. 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 informs the mission and vision of the college.
3. Develop an effective program review process that is directly tied to the Educational Master Plan and resource allocation.
4. Implement a college-wide program review process that fosters continuous improvement and student learning.

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 pathways and ramps.
3. Advocate for appropriate staffing levels and equipment to adequately support the facility needs of the college.
4. Develop college-wide environmental sustainability standards and practices for building and facility projects.
5. Review of 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. Work with the district to develop 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. Design a system for continually assessing 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. Develop a system for acquiring and managing external funding.

Adopted by Columbia College Council on November 9, 2007

Programs & Services



President's Office

- Columbia College Foundation
- Institutional Research
- Public Relations
- Civic Engagement Project

Student Learning Support Division

- Curriculum
- Enrollment Management
- Matriculation
- Off-Site Campus Administration
- Distance Education
- Instructional Services – Arts & Sciences
- Instructional Services – Occupational & Economic Development
- Learning Support Services
- Columbia College Instructional Summary

Institutional Operations

- Budget Management
- Student Financial Services
- Business Office/Student Accounts
- Enrollment and Student Customer Service
- Technology and Media Services
- Family Care Services
- Health Services
- Campus Safety/Security
- Auxiliary Services
- Marketing and Instructional Materials Center
- Facilities Planning and Operations
- Transportation

President's Office

Joan E. Smith, EdD, President

Current Description

The president's office includes the following areas: institutional research and planning, public relations, the Columbia College Foundation and the Civic Engagement Project. In addition, the president is responsible for human resources coordination, college planning and college-wide decision making processes. The president oversees the major divisions of the college: Student Learning Support and Institutional Operations.

Current Personnel: The president's office includes one full-time classified management staff member, Coni Chavez.

Current Facilities: Located in the Manzanita Building.

Columbia College Foundation

Current Description

The Columbia College Foundation was created 30 years ago by Columbia's first president, Dr. Harvey "Dusty" Rhodes. The foundation works to expand private support for endowments and programs, to uphold the educational excellence on which Columbia's students rely. Each year, the foundation awards scholarships, gives grants, and provides other assistance to meet the needs of the students and the college.

Columbia College Foundation Mission Statement

The mission of the Columbia College Foundation is to provide the community the opportunity to assist and invest in the development of comprehensive educational resources with Columbia College. In cooperation with Columbia College and the community it serves, the foundation commits itself to support and enhance educational excellence.

Private Support is Essential

The college is a state-funded institution; however ongoing state budget fluctuations have affected funding to many programs. Moreover, at the same time that the college has experienced cuts in state funding, it has seen marked increases in the demand for its educational services. Higher tuition and enrollment caps at UC and Cal State campuses have directed more students to community colleges.

Building Endowments Funds

One of the most important roles of the Columbia College Foundation is to build endowment funds for the college. Endowments are funds whose purpose is to earn interest income that can be reinvested or spent each year. When people make gifts to Columbia's endowments, they are contributing to the college's long-term financial security. The foundation's board of directors established the Future Vision fund in 1998, for the purposes of supporting special and innovative projects at the college, for building an endowment, and for supporting ongoing operational costs of the foundation. The library endowment will be a strong support for a changing curriculum. There is also a general scholarship fund.

Endowed scholarships can be named to honor an individual person.

Program Support

The following list is a sampling of the purposes to which program gifts might be allocated:

- Science equipment
- Baker Station
- Music and art programs
- Improvement of public facilities, such as the par course, tennis courts, and sports field
- Expansion of athletic programs
- Book loan program for low income students
- Development of academic and honors programs including a debate team, Phi Theta Kappa, and a drama club

Current Personnel: Coni Chavez, Administrative Assistant.

Current Facilities: Located in the Manzanita Building.

Future Plans/Needs

The college is currently working with a consultant to write and submit a Title III grant application. Obtaining external funding will help to establish a framework for the foundation. Currently the foundation focuses on staging three annual fund-raising events: the Lakeside Jazz and Wine event in October, the Hall of Fame event in April, and a wine-tasting event held in Columbia Park (this last event benefits the Culinary Arts Program). Future goals for the foundation include shifting fundraising activities to corporate giving and estate planning, and the creation of an alumni association. More community and campus involvement is desirable. In the future a separate office will be created to continue the college's efforts to obtain sources of external funding through grants.

Personnel: Once the foundation has grown sufficiently, there will be a need for a full-time director and a full-time clerical support person.

Facilities: A separate office space for foundation and grant office staff will ultimately be needed.

Institutional Research and Planning

Current Description

The position of director was filled in May 2007. The Institutional Research and Planning Office is currently responsible for assisting the president and College Council with the creation and implementation of the Educational Master Plan. Other duties that were assumed by this office in 2008 included: assisting faculty and staff in the process of creating, assessing, analyzing, and reporting student learning outcomes, and assisting in the accreditation process.

Current Personnel: Alexandra Campbell, PhD, Director of Institutional Research and Planning.

Current Facilities: Located in Cedar 12.

Future Plans/Needs

The Institutional Research and Planning Office will work to increase the number of planning and budget allocation decisions that are based on research data and/or statistical information. Relationships are being developed with the Yosemite Community College District Central Services Research and Planning Office and with Modesto Junior College researchers.

According to the director, the institutional researchers across the district are working to institute uniform policies and procedures for requesting data and for assisting faculty and staff with research projects. The group is investigating self-service query tools and data warehouse products for possible purchase by the district. A data element dictionary is being created that will give end-users the most sought after information. Eventually, reporting tools will be created and a mechanism for tracking student learning outcomes is also being investigated.

Personnel: The current level of staffing is sufficient for the near future.

Facilities: There are no facilities needs at the present time according to the director.

Public Relations

Current Description

The roles of marketing and public relations cover two distinctly different but related functions at the college. While these functions both promote Columbia College to the public, each has different goals and utilizes different tools for communication. Marketing and its role is discussed on page 265.

The Public Relations Office is focused on developing an overall positive image of the college to project to on-campus and off-campus communities. Messages cover a wide range of topics, for example: reporting of innovative college activities, new programs, management appointments, awards, students on the Dean's List, and progress on new facilities funded by "Measure E". The public relations office also provides information on topics based on press inquiries.

Communicating with editorial departments is the main function of public relations, and responding directly to press inquiries is common. The main tools used are news releases, audio sound bites and on-camera interviews, along with more detailed news media open houses, press conferences and other opportunities to discuss college viewpoints and updates with members of the media. The public information officer develops personal relationships with local editors and reporters in order to become an effective spokesperson and representative of the college. These relationships are especially critical during campus emergencies.

Current Personnel: Doug Lau, Director of Marketing and Public Information Officer.

Current Facilities: Located in the Manzanita Building.

Future Plans/Needs

The public information officer submitted the following plans:

- **Improve Inter-district Communications:** Pursue monthly meetings with other Yosemite Community College District public relations staff (Nick Stavrianoudakis,

Director of External Affairs and Linda Hoile, Modesto Junior College Director of Marketing & Public Relations). The purpose is to better coordinate public messages that come from the district and the two colleges to be united in presenting one common voice, to the news media. There meeting will also be a good method for communicating new developments that are taking place in our marketing areas.

- **Media Incident Command Center:** Identify and coordinate a Media Incident Command Center in the event of catastrophic events, or major emergencies on campus. This will involve coordination with the district safety director, campus security, facilities, information technology staff, the news media, and local county emergency operations personnel in determining ideal sites and requirements for the center to best serve the needs of the press.
- **“Measure E” Building Projects:** Over the next few years, while new “Measure E”-funded buildings are being constructed, coordinate ground breaking or ribbon cutting ceremonies with the news media. When structures are completed, invite the press to visit the new facilities.

Personnel: The public information officer indicated that this position could benefit from having an assistant to help with writing and interviewing duties, to cover events for the college and to do background research.

Facilities: There are no facilities needs at the present time according to the public information officer.

Civic Engagement Project

Current Description

In 2004 the Yosemite Community College District announced a district-wide project that focuses on promoting civic engagement. As part of the district's Educational Excellence Initiative, the Civic Engagement Project was created to bring about a renewal of enthusiasm for social stewardship by hosting events designed to increase the community involvement of students and to engage community members in ongoing dialog regarding important social topics. Films on particular topics of interest are often screened followed by a discussion of the social issues raised.

Current Personnel: Jim Toner, Civic Engagement Project Coordinator. Various guest speakers are invited to participate.

Current Facilities: Events are held primarily in the Dogwood Building.

Future Plans/Needs

In spring 2008, the Associated Students of Columbia College (ASCC) was approached by college administration to be actively involved by providing input into activities considered for the Civic Engagement Project. Goals for the future include broadening the scope of topics presented. In coming semesters there will be discussions on a variety of subjects including suicide prevention, AIDS education, and specific political issues, etc.

Student Learning Support Division

Dennis Gervin, PhD, Vice President for Student Learning

Current Description

The Student Learning Support Division includes the following areas: curriculum, enrollment management, matriculation, off-campus site administration, distance education, instructional services (including the Arts and Sciences and Occupational and Economic Development Divisions), and learning support services.

Current Personnel: The vice president's office includes two full-time classified management staff members, Lanai Hallmeyer, Executive Secretary and Susan Vegter-Slape, Executive Secretary

Current Facilities: Located in the Manzanita Building.

Future Plans/Needs

With the current vacancy of the Dean of Learning and Support Services position, this area is being considered for organizational restructuring.

Curriculum

Current Description

The Columbia College Curriculum Committee is comprised of seven voting faculty members, the committee chair (voting only to break a tie), the vice president of student learning and a faculty intern. The committee utilizes resource/liason positions as needed.

Acting as a sub-committee of the Columbia College Academic Senate, the Columbia College Curriculum Committee initiates action on and provides formal means to arrive at decisions on curriculum, related instructional matters, and academic policy. The committee is responsible for continuous review and revision of curriculum, and recommends appropriate actions relating to curriculum.

The curriculum executive committee streamlines and facilitates the process of curriculum development and maintenance. More specifically, the executive committee interprets committee policies and procedures when appropriate; acts on behalf of the full committee under the emergency powers authority, or other specific authority granted by the full committee (for example, 70 and 170 courses); verifies follow up actions directed by the committee; advises the curriculum committee chair concerning curriculum proposals prior to the presentation of the proposal to the full committee; recommends policies and procedures to the entire committee and serves as a brainstorming group to find solutions to curriculum issues.

Future Plans/Needs

According to the vice president, future plans include further implementation of Curricunet (Curriculum Management Software). This will streamline processes and help to better organize and track the college's curriculum and related changes.

Enrollment Management

Current Description

Guided by the Educational Master Plan, the Columbia College Enrollment Management Plan coordinates the activities from six general components to guide the college's enrollment.

The components are: 1) matriculation; 2) course scheduling; 3) facilities planning; 4) growth management and planning; 5) budget and 6) outreach and marketing.

- **Component 1** is based on the California Community College Matriculation Standards, and focuses on learning support and retention by addressing each of 8 matriculation standards to address how students interface with the college matriculation processes. This component addresses strategies to streamline assessment; orientation; advising; counseling, advising and referral; student follow-up; coordination and training; research and evaluation; and academic policies and procedures. Each of these standards identifies focal points which can help to reduce student attrition, and improve retention for our existing students. The Columbia College Matriculation Plan is the primary resource for this component.
- **Component 2** focuses directly on the course scheduling process and looks for efficiency in class scheduling practices by working with strategies to better accommodate student needs, scheduling efficiency and productivity. This includes enrollment scheduling analysis software (Class Tracks), enrollment scheduling software and is informed by data from the program review process.
- **Component 3** relates to how facilities planning and room utilization and furnishings can be used to increase enrollments and maximize instructional space. This component is also a critical interface with the planning component, in particular, the Facilities Master Plan.
- **Component 4** addresses overall planning and management of growth and is the key part of the plan that connects enrollment management and the college planning processes. This is where the Educational Master Plan, Unit Plans (and program review) interface with the Enrollment Management Plan.
- **Component 5** focuses on the connections between budget and planning with regard to enrollment management. This component addresses the balance between the revenue generated by enrollment, and the expenditures needed to fund the total cost of instructional programs. One of the primary focuses of this component is the management of the Part Time Overload (PTOL) Budget.
- **Component 6** considers outreach and marketing aspects of enrollment management. This would include both on campus and off-campus outreach – including outreach to special populations.

Future Plans/Needs

Columbia College's Enrollment Management Plan is under ongoing development.

According to the vice president, other 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.

Matriculation

Current Description

The matriculation process at Columbia College is designed to help students plan, choose, and achieve educational goals. This process for new, returning or transfer students includes orientation to the college, assessment, 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 process is that of promoting student success.

For more detailed information refer to the Columbia College 2005 Local Matriculation Plan.

For more information on Admissions and Records and Assessment, see the Institutional Operations Division section of this Educational Master Plan (pages 236-270).

Current Personnel: Lynn Martin PhD, Matriculation Coordinator (.50 faculty), Counselors: Jeff Fitzwater, Brian Jensen PhD, Alicia Kolstad, Lynn Martin PhD and Susan Medeiros (all FT faculty).

Matriculation Plan Committee members: Dennis Gervin PhD, Doralyn Foletti, Gary Mendenhall, John Leamy, Kathy Smith, Meryl Soto, Susan Medeiros, and a student member.

Current Facilities: Located in the Manzanita Building.

The following tables (1-4), present matriculation data for the years 2000 and 2005 obtained from the CCCCCO Data Mart. Short and mid-term goal growth targets were calculated for fall semesters 2010 and 2015 based on a projected rate of 2% per year increase in the number of students receiving matriculation services where supported by sufficient data.

Table 1. Placement Assessment Services

| Enrollment | Credit Only | Credit Only | Credit Only | Credit Only |
|---|--------------------|--------------------|---|------------------------------------|
| | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term 2015 |
| College Enrollment (Data Mart) | 2,842 | 2,717 | ----- | ----- |
| Students Directed to Assessment % of Enrollment | 1,557 55% | 876 32% | 964** | 1,060** |
| Students Received Assessment (all types) % of Enrollment | 1,665 59% | 876 32%* | 964** | 1,060** |

For credit courses only. Note: enrollment figures from Data Mart differ from the unduplicated headcounts obtained from the district IT department/Datatel.

*For 2005 the number of students receiving assessment was 100% of those directed to assessment, according to the Data Mart.

**Growth targets based on a rate of 2% growth per year, uncompounded.

Table 2. Orientation

| Enrollment | Credit Only | Credit Only | Credit Only | Credit Only |
|---|--------------|---------------|----------------------------|--------------------------|
| | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
| College Enrollment (Data Mart) | 2,842 | 2,717 | ----- | ----- |
| Students Directed to Orientation % of Enrollment | 1,557 55% | 812 30% | 893** | 982** |
| Students Received Orientation % of Enrollment | 1,510 53% | 1,816 67%* | 1,998** | 2,198** |

For credit courses only. Note: enrollment figures from Data Mart differ from the unduplicated headcounts obtained from the district IT department/Datatel.

*Although the number of students directed to orientation appears to have decreased between 2000 and 2005, the percentage of enrolled students actually receiving orientation increased by 14%, according to the Data Mart.

**Growth targets based on a rate of 2% growth per year, un compounded.

Table 3. Other Assessment Services

| Enrollment | Credit Only | Credit Only | Credit Only | Credit Only |
|---|-------------|-------------|----------------------------|--------------------------|
| | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
| College Enrollment (Data Mart) | 2,842 | 2,717 | ----- | ----- |
| Students Received other Assessment (at least one) % of Enrollment | 12 .004% | 0 0% | * | * |

For credit courses only. Note: Enrollment figures from Data Mart differ from the unduplicated headcounts obtained from the district IT department/Datatel.

*Unable to estimate growth targets due to lack of data.

Table 4. Academic Follow-up Services

| Enrollment | Credit Only | Credit Only | Credit Only | Credit Only |
|--|-------------|-------------|----------------------------|--------------------------|
| | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
| College Enrollment (Data Mart) | 2,842 | 2,717 | ----- | ----- |
| Students Received Academic Follow-Up during Term % of Enrollment | 513 18% | 0 0% | * | * |

For credit courses only. Note: Enrollment figures from Data Mart differ from the unduplicated headcounts obtained from the district IT department/Datatel.

*Unable to estimate growth targets due to lack of data.

The college uses the Scheduling and Reporting System (SARS) software program to track matriculation and services. This system is not yet interfaced to transmit data to Datatel but the district Information Technology Department is currently working on this project. Figures for matriculation services including counseling and orientation that were obtained from Data Mart are inaccurate. The table (5) on the following page shows matriculation data obtained from faculty and staff that work with the local SARS system for calendar years 2006 and 2007.

Table 5. Annual SARS Matriculation Student Contacts

| | 1/6/2006- 12/29/2006 | 1/2/2007- 12/21/2007 | 1/2/2008- 3/6/2008* |
|-------------------------------|-------------------------|-------------------------|------------------------|
| | | | |
| Orientation | 565 | 480 | 41 |
| Advisement-New Student | 565 | 439 | 44 |
| Education Plan | 387 | 408 | 95 |
| | | | |
| Total Student Contacts | 1,517 | 1,327 | 180 |

*A two-month period.

According to these locally obtained data, there was a 12.5% decrease in the number of student contacts in these matriculation areas in calendar year 2007. (The counseling data are also presented in the Learning Support Services section of this document, pages 196-198).

Future Plans/Needs

According to the matriculation coordinator, the offering of the new Guidance 107 course should lead to an increase in the number of students that receive orientation. The initiation of the new Early Alert Program should also lead to an increase in the number of counseling appointments for students.

Some services are available at the Calaveras site when the counselor is there part-time. No matriculation services are currently available in Oakdale, but once a permanent site is selected in this area it will be necessary to bring services to students there.

The ability to offer brief orientation online will help those students who choose not to take advantage of the on-campus offering. Online orientation will also be able to be used by students who do attend the on-campus orientation events, but need a permanent resource to refer to after the event. Online resources will help the college meet the increased needs caused by growth in enrollment that is expected to occur over time. The current campus facilities for offering matriculation services (orientation, advisement and assessment) are adequate. As enrollments increase, more events can be scheduled to handle the increased demand for services.

The ability to use student e-mails in the near future will enable staff and faculty to send important reminders to students to move them along in the matriculation process.

Personnel: Counseling staff indicated that there is a need to hire another full-time counselor.

Facilities: Current facilities are adequate.

Off-Campus Site Administration

Calaveras Site

Current Description

Located in Angels Camp, 2892 Highway 49, Suite #4, the site offers courses and some college services to students and the Calaveras community. Course offerings include computer and distance-learning classes, vocational, general education and transfer classes, community education classes, and economic development training courses. General education and transfer courses are available during the day and in the evenings. Students can be enrolled full-time at Columbia College through the Calaveras site. Student support services available at the Calaveras site include:

- Registration for all Columbia College classes
- Admissions & Records
- Business Services
- Counseling Services
- Book sales for Calaveras classes

Current Personnel: Trudy Lackey, Manager (.50 classified management), Jeri Perez, support staff II (.25 classified).

Current Facilities: See above description.

Future Plans/Needs

An outside consultant has been hired by the Yosemite Community College District to develop a plan for the Calaveras site. This document will be an addendum to the Columbia College Educational Master Plan.

Oakdale Site

Current Description

Plans are underway for a Columbia College Education Center to be built in the future in Oakdale. Currently a number of general education courses are held at Oakdale High School.

Current Personnel: Mike Torok, Administrative Coordinator, Kathy Smith, Admissions and Records Liaison.

Current Facilities: Oakdale High School.

Future Plans/Needs

An outside consultant has been hired by the Yosemite Community College District to develop a plan for the Oakdale site. This document will be an addendum to the Columbia College Educational Master Plan.

Distance Education

Current Program

During 2001-02, Columbia College's Distance Education Committee was formed and recommendations by the Academic Senate Committee were made to help further interest and support for distance learning on campus, though there was no college-wide program. At the time the committee was formed there was one web-based online course and the Nursing Program, which was delivered to Columbia College via Modesto Junior College through two-way video-conferencing equipment. This Nursing Program has been active since 2000-01. There are currently three English courses, four child development courses and five office technology courses fully online, several hybrid (partially face-to-face, partially online) courses and numerous instructors use WebCT to enhance their face-to-face classes.

The following focal points were adopted as the goals of Columbia College's Distance Education Committee to help promote and support a future distance education program:

- Develop policies and procedures in alignment with the Yosemite Community College District's Master Distance Education Plan.
- Provide online developmental opportunities and resources for Columbia College faculty and staff.
- Develop programs for equitable compensation and support for those interested in development of Distance Education technologies.
- Utilize various programs and services offered by the California Educational Technology Collaborative (CETC).
- Provide a "How to Succeed as an Online Student" hybrid course.

Video conferencing equipment is available at three off campus sites, the Me-Wuk Tribal Classroom, the Tuolumne County Office of Education, and the college's Calaveras site. The nursing courses had previously originated in Fir 2, but are currently held at Sonora Regional Medical Center and broadcast from Modesto Junior College. Child development courses are also broadcast to the Calaveras and Me-Wuk sites. WebCT is the online course management system used by the Yosemite Community College District. Since the extension of the district's license to one of unlimited use there has been an increase in the number of online, hybrid and enhanced course offerings.

Since the Distance Education Committee was instituted, training on WebCT has been offered consistently during the summer and/or at the beginning of the fall semester. The Distance Education Coordinator provides one-on-one training for faculty during the year and is currently offering a WebCT Academy that lasts for six weeks.

General WebCT orientations are also offered to students at the beginning of the semester to eliminate the need for faculty to hold face-to-face orientation meetings for courses that are completely online.

Current Personnel: Melissa Colon, Distance Education Coordinator (faculty, .40, reassigned), Doris Goldson (Administrative Secretary).

Distance Education Committee: Brian DeMoss, Teresa Borden, Rick Rivera,

Michelle Vidaurri, Lynn Martin, Lonnie Blansit, Kelley Marshall, Kathy Schultz, Joan Canty, Ida Ponder, Gene Womble, Donald Smith, Brian Greene.

Current Facilities: The Distance Education Committee usually meets in the Instructional Technology Center in Tamarack Hall.

The following table (6) shows the number of FTES obtained for Distance Education courses for academic years 2000-2001 through 2006-2007.

Table 6. FTES for Distance Ed Courses 2000-2007

| | Academic Year 2000-2001 | Academic Year 2001-2002 | Academic Year 2002-2003 | Academic Year 2003-2004 | Academic Year 2004-2005 | Academic Year 2005-2006 | Academic Year 2006-2007 |
|-------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| FTES | 0.00 | 0.00 | 3.44 | 5.99 | 18.59 | 13.13 | 10.16 |

Source: CCCC Data Mart

Future Plans/Needs

Although the college has experienced a decline in distance education enrollments in the past several years (see table 6 above) enrollment is expected to increase as more distance education offerings become available. A consultant has been hired to assist in the application by the college for a Title III grant to develop a distance education program. The College's Distance Education Plan is currently being revised.

Columbia College is working with Central Services to enhance the college's Informational Technology (IT) support. There is a need for more local support for distance education in general and WebCT in particular. Currently, the help desk for this system resides solely at Modesto Junior College and can only be accessed by Columbia College users by phone or e-mail.

There is a need for more formal and continuous training for faculty in the use of WebCT. In addition, faculty need additional training in content development for application formats that work better within WebCT such as HTML based documents rather than MS-Word.

Personnel: According to the Distance Education Coordinator, there will be a need for a full-time Distance Education Coordinator in the future as enrollments increase. Hiring an Instructional Aid for the Instructional Technology Center would help the current Distance Education Coordinator to be able to devote more time to distance education projects.

Facilities: Office space will be needed for the Distance Education Coordinator in the future. There is also a need to continue to make general WebCT orientation sessions and computer labs available for faculty to bring students for training.

Instructional Services- Arts & Sciences

Mike Torok, Interim Dean

Current Description

Arts & Sciences includes the following major instructional areas: The Academic Achievement Center, behavioral and social sciences, biological and physical sciences, health and human performance and athletics, literature and language, mathematics, visual and performing arts.

Current Personnel: The interim dean's office includes one full-time classified staff member, Elaine Urruty, Administrative Secretary.

Current Facilities: Located in the Manzanita Building.

Future Plans/Needs

There are no current plans to restructure this area.

Personnel: According to the dean, there is need for increased administrative support in this area.

Facilities: The facilities in the Arts and Sciences area could benefit from reorganization to create more space to accommodate heavy traffic patterns.

Note: Weekly student contact hour (WSCH) data pertaining to instructional areas were obtained from the Information Technology Department at the Yosemite Community College District Central Services Office. Some data for Learning Support Services were obtained directly from the CCCC Data Mart and some were provided by staff members or were obtained from the SARS system.

Full-time equivalent student (FTES) data for fall 2000 were calculated using the formula: $FTES = WSCH / (525 / 17.5)$ or $WSCH / 30$. (17.5 = term length multiplier for 2000).

FTES for fall 2005 were calculated using the formula: $FTES = WSCH / (525 / 16.4)$ or $WSCH / 32.012$. (16.4 = term length multiplier for 2005).

FTES for 2004-2007 were obtained running the Datatel Section Enrollment Division Detail Crystal Reports for each instructional area.

Positive attendance lab FTES were not included in FTES totals.

Growth targets for WSCH were made based on a conservative estimate of 2% growth per year, uncompounded. This figure is supported by the fact that total WSCH for Columbia College as a whole increased by 2,941.78 between fall 2000 and fall 2005. This represents a 10.53% increase over 5 years, or a growth rate of 2.11% per year on average.

Where appropriate, growth targets for FTES were made based on a conservative estimate of .7% growth per year. This figure is supported by the fact that FTES for Columbia College increased by .7% per year on average between fall 2000 and fall 2005. See pages 233-235 for explanation.

Where clear trends in data allowed for different growth estimates to be made, this fact was noted.

Where growth estimates could not be supported due to lack of sufficient data, this fact was noted. Growth estimates may be modified as data warrant.

Unless otherwise noted all FTES growth projections were calculated beginning from fall 2005 to fall 2010 and fall 2015. No growth projections were made for WSCH for individual instructional areas.

Academic Achievement Center

Current Description

The Academic Achievement Center (AAC), located in the Manzanita Building 18-2, provides free academic assistance to all students. Some of the services include: One-on-one tutoring in multiple subjects by appointment, assistance with papers and writing skills, Supplemental Instruction (SI) for various courses, help developing study skills and preparing for classes,

Appointments allow students to work one-on-one with a tutor for a set amount of time to obtain a more thorough understanding of course subject matter or to learn new skills. The AAC employs peer tutors who are also students familiar with academic life at Columbia College. All appointments are free.

Tutoring is offered in these subjects and more, most recently in anatomy, art history, biology, microbiology & physiology, chemistry, computer science, English, forestry, history, math, physics, and speech communication. The courses tutored vary across semesters depending on what tutors are available. Tutors are student workers who are recommended by faculty and have received training.

The AAC can also help students learn skills necessary for academic success: efficient note taking, using textbooks effectively, reading comprehension, college writing, time management, preparing for classes, spelling and grammar, test-taking strategies.

Supplemental Instruction (SI) is a group tutoring program offered for specific high risk courses in which students often need additional assistance to understand subject material.

SI sessions are led by students who have demonstrated a mastery of the course content and are recommended by department faculty. Student leaders are trained in SI techniques created by the University of Missouri at Kansas City. The courses for which SI is offered at Columbia College vary from year to year. Most recently, SI sessions have been offered in anatomy, business math, microbiology, and physiology. All SI sessions are free to registered Columbia College students.

The AAC offers many other services in addition to tutoring and academic assistance.

Some of these services include an Internet capable computer lab with nine computer stations and a computer reserved for use by students with disabilities, and limited free printing. Test proctoring for non-Columbia exams is available. The AAC provides proctoring for exams from other schools, including online courses. Proctoring services cost \$20 per exam for non-Columbia students. (Currently, all Columbia College course make-up exams are proctored in the library.)

The AAC has recently seen an increase in the number of students served. There were 501 students served during the entire academic year 2006-2007. So far, in just summer and fall 2007, 400 students have been seen.

Current Personnel: AAC Coordinator, Craig Johnson, (FT non-instructional faculty), Elissa Creighton (classified instructional assistant, 11 month).

Current Facilities: Located in the Manzanita Building.

Future Plans/Needs

Appointments in the Academic Achievement Center (AAC) are up this year (as noted above) compared to the last several years. It is hoped the new AAC Coordinator will support college-wide efforts to increase both the number of tutors and the number of students using the services offered. With the increased emphasis on improving the basic skills of students, the AAC has the potential to assist in many areas.

When new computer software is purchased for instruction, this software should also be installed on the AAC computers to support student learning. A supply budget dedicated to the AAC would also be very helpful.

The AAC needs to have a computerized tracking system for appointments. Currently these are hand-tallied and tracked using an appointment book. Student logons to the computers are tracked electronically. It would also be desirable to track “early alert” students so that assistance could be offered to them and data could be obtained on the effectiveness of services.

Courses designed to train tutors need to be offered as online courses.

Personnel: In the past there were four more instructional assistants than are currently employed. It is hoped that as enrollments increase, previous staffing levels can be restored.

Facilities: The space is adequate for the current level of demand. However, more computers and an additional printer could be brought into the space for student use. The AAC is located near other student services and this should be maintained. It may be possible to reconfigure the current space in ways that better suit the needs of students. If exam proctoring were ever moved from the library back to the AAC, space would need to be found for this function.

Behavioral and Social Sciences

The Behavioral & Social Sciences area is associated with a wide range of academic disciplines including anthropology, geography, history, political science, psychology, and sociology. These components of the educational program are designed to establish an understanding of human behavior, cultural diversity, and historical and political development. They share a common thread of interdisciplinary study across the entire range of human behavior and the institutions that mold it.

Psychology

Current Description

The Psychology area provides students with an opportunity to increase understanding of human behavior and mental processes. Courses provide preparation for further study in upper division psychology, as well as application in every day life.

Current Personnel: Bill Wilson (FT faculty). In fall 2007 Psychology experienced a reduction in the number of full-time faculty members. (There had previously been two full-time faculty members in this area.)

Current Facilities: Various classrooms.

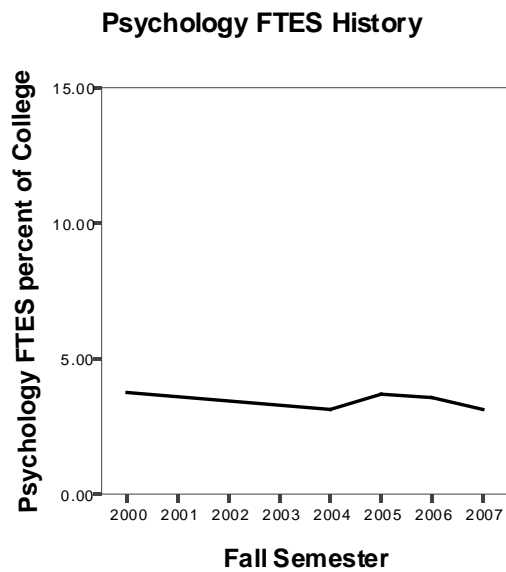
The table (7) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Psychology (CPSYC), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 7. Psychology FTES

| Psychology | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 34.83 | ----- | ----- | ----- | 32.18 | 35.77 | 34.16 | 30.45 |

The following graph (1) depicts Psychology FTES as a percent of the total College FTES for fall semesters 2000 through 2007.

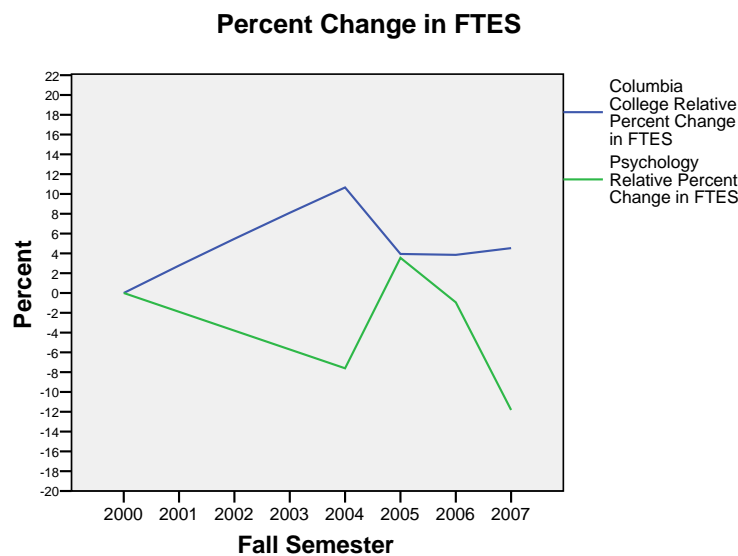
Graph 1. Psychology FTES as a Percent of College FTES



In fall 2000 Psychology represented 3.74% of the college FTES, 3.11% in fall 2004, 3.71% in fall 2005, 3.54% in fall 2006, and 3.14% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (2) depicts the relative percent change in FTES for Psychology and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated using 2000 and 2004 data.

Graph 2. Relative Percent Change in FTES for the College and Psychology



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .002% in fall 2006 followed by

a slight increase of .7% in fall 2007.

For Psychology there was a 7.61% decline in FTES from fall 2000 to fall 2004, followed by an 11.16% increase in fall 2005. There was a 4.5% decrease in FTES between fall 2005 and fall 2006, followed by another decrease of 10.86% in fall 2007.

The FTES data presented generally conform to the perceptions of the Psychology faculty member interviewed from fall 2004 forward. A new full-time faculty member was hired in 2005. According to this faculty member, three adjunct faculty members were released in fall semester 2006 which led to a decrease in the number of sections offered. In fall 2007 one full-time faculty member left and this led to a further decrease in FTES.

Future Plans/Needs

The Psychology faculty member interviewed indicated that cross-listing the college's guidance courses with Psychology could increase enrollments in these courses.

A stress management course, originally created in the Psychology area, was moved to Health and Human Performance and was then moved back to the Psychology area in fall 2006. This course needs to be revised and made more rigorous. As noted by the Psychology faculty member interviewed, a qualified instructor needs to be found to teach this course.

There is a need for a lower division research psychology course (with a design and statistics emphasis) for the major. Currently psychology majors interested in transferring to a four-year school have to wait until transferring to take a course in this area.

There is currently one online psychology course. This will be taught by the new instructor in fall 2008.

There is potential to increase enrollments in Oakdale according to the Psychology faculty member interviewed.

Personnel: A full-time replacement faculty member is currently being sought. New adjunct faculty need to be identified, according to the Psychology faculty member interviewed.

Facilities: There are no facilities needs currently, as noted by the Psychology faculty member interviewed.

Growth Projections

A replacement for the full-time faculty member is expected to be hired by fall 2008. It may take several semesters to see a strong increase in FTES as new faculty members often begin with lower enrollments in their sections. As the faculty member becomes established and if the plans above can be carried out, enrollments can eventually be expected to increase substantially, according to the Psychology faculty member interviewed.

Psychology FTES declined an average of 1.7% per year between fall 2000 and fall 2007 (12.6% overall) and declined at a faster rate of 7.7% between fall 2005 and fall 2007 on average, making it difficult to make any reliable growth estimates.

However, given that a new full-time faculty member should be in place by fall 2008, the table (8) on the next page shows FTES growth estimates based on a rate of .7% increase in FTES per year on average beginning in fall 2007, assuming that this area will begin to grow at about the same rate as the college overall (using fall semester data). This estimate is conservative and may need to be readjusted upwards once the new faculty member becomes established. Growth estimates may be adjusted as warranted by new data.

Table 8. Psychology Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|-----------|-------------------|----------------------------|--------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Psychology* WSCH | 1,044.94 | 1,073.39** | ----- | ----- |
| FTES | 34.83 | 33.53 (35.77)^ | 31.09***** | 32.18***** |

*Fall 2000 and fall 2005 TOP Psychology Code for WSCH = 2001.

**An increase of 28.45 WSCH. This represents 2.7% growth over 5 years or .54% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****Growth targets based on a rate of .7% growth per year, un compounded, beginning in fall 2007.

Human Services

741030 ASOE Human Services

741040 C Human Services

Current Description

The Human Services certificate and major prepare students for entry level positions in selected social service occupations. The program offers a broad spectrum of knowledge, skills, and experiences identified by local human service agencies and organizations as important for employment. The Associate Degree in Human Services (with counseling assistance) can be used as preparation for transfer to a four year institution.

Current Personnel: Various faculty members in different departments.

Current Facilities: Various classrooms.

Future Plans/Needs

This program is currently being redeveloped and is undergoing the initial stages of review for the major and certificate programs.

With the passage of the Mental Health Services Act (MHSA), funds are available to enhance this area so that workers can be trained to serve in the mental health field. A consultant is working with the deans of Arts and Sciences and Occupational and Economic Development to design a program to meet the needs and requirements of the MHSA for workforce development.

Personnel: To be determined.

Facilities: There are no specific facilities needs at the current time.

Sociology

Current Description

Sociology is concerned with modern society, reflecting the influences of industrialization, the growth of technology and the modern sciences. The sociological perspective stresses the social contexts in which people live. Columbia College offers sociology courses that serve the needs of transfer students and which meet general education requirements. Course topics include introduction to sociology, American society, ethnicity and ethnic and relations in America, gender culture and society, sociology of the family, death and dying, and others.

Current Personnel: Paula Clarke, PhD (.50 faculty).

Current Facilities: Various classrooms.

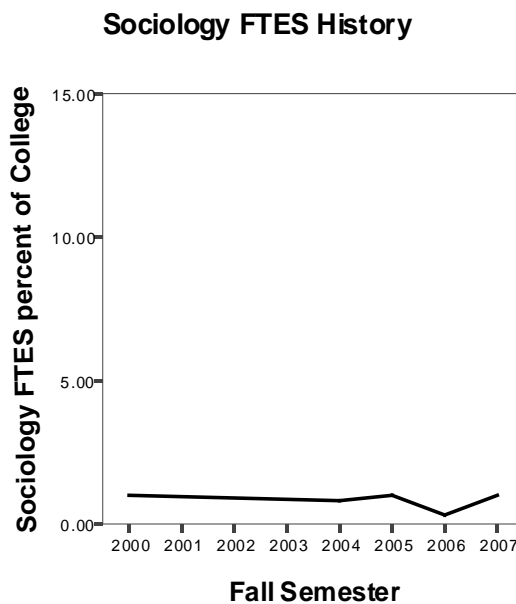
The table (9) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Sociology (CSOCS), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 9. Sociology FTES

| Sociology | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 9.31 | ----- | ----- | ----- | 8.13 | 9.94 | 2.76 | 9.69 |

The following graph (3) depicts Sociology FTES as a percent of the total college FTES for fall semesters 2000 through 2007.

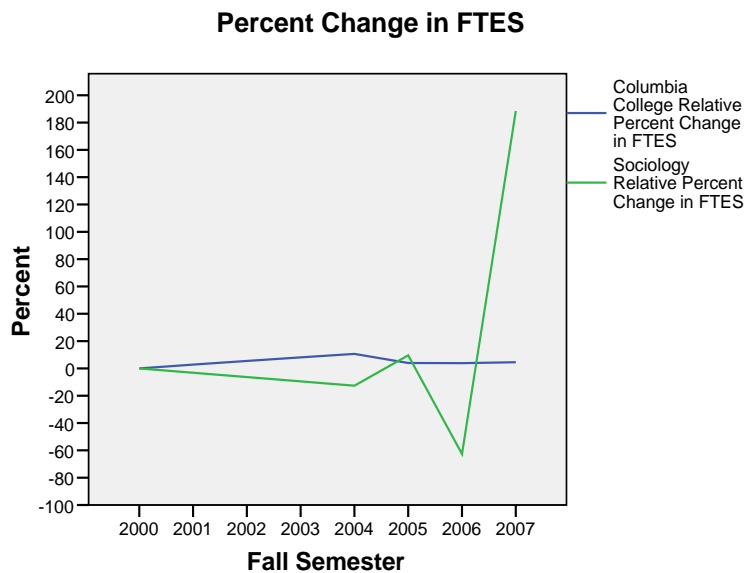
Graph 3. Sociology FTES as a Percent of College FTES



In fall 2000 Sociology represented 1.00% of the college FTES, .79% in fall 2004, 1.03% in fall 2005, .29% in fall 2006, and 1.00% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (4) depicts the relative percent change in FTES for Sociology and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 4. Relative Percent Change in FTES for the College and Sociology



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .002% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Sociology there was a 12.68% decline in FTES from fall 2000 to fall 2004, followed by a 22.26% increase in fall 2005. There was a 72.23% decrease in FTES between fall 2005 and fall 2006, followed by an increase of 251.09% in fall 2007.

The FTES data generally conform to perceptions of the Sociology faculty member interviewed. The dip in FTES for fall 2006 can be explained by the sabbatical leave of the sole full-time faculty person. When that faculty member returned in fall 2007 the number of FTES in this area returned to about the same level seen in fall 2005.

Future Plans/Needs

According to the Sociology faculty member interviewed, there are no current needs for additional Sociology course offerings. However, this faculty member felt that the courses that are available may gain higher enrollments with more promotion by the college.

Personnel: The Sociology faculty member interviewed stated that there is a need for another qualified full-time faculty or adjunct instructor in this area if sustained growth is to be seen.

Facilities: There are no current facilities needs in this area of instruction as noted by the Sociology faculty member interviewed.

Growth Projections

Sociology FTES increased by an average of .58% per year on average between fall 2000 and fall 2007. However, it was difficult to make reliable growth estimates due to variability in the data for Sociology and the lack of plans to add courses or instructors. The table (10) below shows FTES goals for 2010 which are based on FTES obtained in fall 2007. Growth estimates may be adjusted as warranted by new data.

Table 10. Sociology Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|-----------|-----------------|----------------------------|--------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Sociology* WSCH | 279.37 | 317.98** | ----- | ----- |
| FTES | 9.31 | 9.93 (9.94)^ | 9.69***** | -----***** |

*Fall 2000 and fall 2005 TOP Sociology Code for WSCH = 2208.

**An increase of 38.61 WSCH. This represents 14% growth over 5 years or 2.8% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****No reliable estimates of growth in FTES can be made at the current time.

^Obtained from Data! Section Enrollment Division Detail Report (9/19/07) running department code: CSOCS. No FTES were obtained running department code CSOC.

Anthropology

Current Description

Anthropology is a comparative holistic discipline that overlaps with many other social sciences concerned with understanding the human species, both ancient and modern. The anthropological perspective enables one to grasp the connection between biology, biography and the production of culture. Columbia College offers anthropology courses to meet the needs of transfer students and the general education requirements for graduation. Course topics include physical anthropology, cultural anthropology, archeology and cultural prehistory, among others.

Current Personnel: Paula Clarke, PhD (.50 faculty).

Current Facilities: Various classrooms.

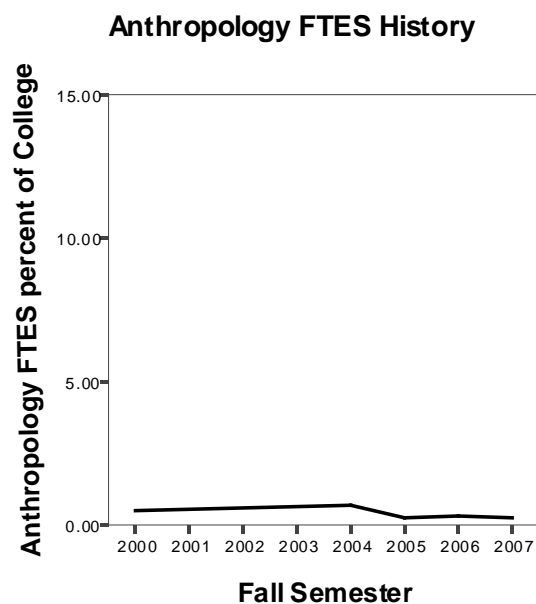
The table (11) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Anthropology (CANTH), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 11. Anthropology FTES

| Anthropology | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 4.94 | ----- | ----- | ----- | 7.31 | 2.63 | 2.78 | 2.34 |

The graph (5) below depicts Anthropology FTES as a percent of the total college FTES.

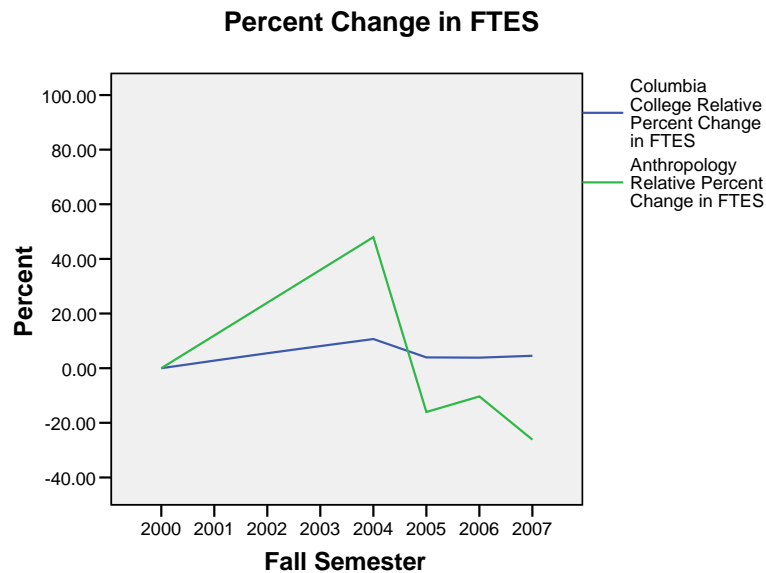
Graph 5. Anthropology FTES as a percent of College FTES



In fall 2000 Anthropology represented .53% of the college FTES, .71% in fall 2004, .27% in fall 2005, .29% in fall 2006, and .24% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (6) depicts the relative percent change in FTES for Anthropology and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 6. Anthropology FTES as a Percent of College FTES



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Anthropology there was a 47.98% increase in FTES from fall 2000 to fall 2004, followed by a 64.02% decrease in fall 2005. There was a 5.70% increase in FTES between fall 2005 and fall 2006, followed by a decrease of 15.83% in fall 2007.

The FTES data generally conform to the perceptions of the Anthropology faculty member interviewed who stated that this area of instruction is in low demand by local students. The decline in FTES in 2005 may be partially explained by overall lower college enrollments, but more sections were offered in 2005 than in either fall 2004 or fall 2006. The reasons for the observed pattern of FTES changes warrant further investigation.

Future Plans/Needs

The current course offerings meet the needs of Columbia College students for graduation, transfer and general education according to the Anthropology faculty member interviewed.

Courses could be offered at off-campus sites if qualified adjuncts can be found.

Personnel: There are currently no adjunct faculty members teaching in this area. The Anthropology faculty member interviewed stated that there is no current need for more full-time faculty as the demand in this area is low.

Facilities: Although the plans for the new Science and Natural Resources Building do not include the Anthropology area, according to the Anthropology faculty

member interviewed, there is a need for a dedicated storage space in close proximity to the teaching area so that lab materials (e.g., bone specimens) for the physical anthropology course do not have to be transported around the campus.

Growth Projections

According to the Anthropology faculty member interviewed, this area of instruction should grow at a rate slower than the college as a whole, given perceived low demand for courses in this area. In fact, this area experienced a 7.5% decrease in FTES per year on average between fall 2000 and fall 2007.

Given the lack of plans expressed by faculty to add courses and the faculty's impression that local demand is low, there is no reason to predict any growth in this area. At best, the number of FTES in this area may remain steady at about the present amount of approximately two FTES. It is also possible that there will be a continued decline in FTES unless the college takes steps to expand this area of instruction.

The table (12) below shows that no reliable growth estimates in FTES can be made at the present time due to variability in the data and the small number of FTES obtained in Anthropology. Goals for fall 2010 are based on the FTES obtained in fall 2007. Growth estimates may be adjusted as warranted by new data.

Table 12. Anthropology Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|-----------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Anthropology* WSCH | 148.20 | 83.97** | ----- | ----- |
| FTES | 4.94 | 2.62 (2.63)^ | 2.34***** | -----***** |

*Fall 2000 and fall 2005 TOP Anthropology code for WSCH = 2202.

**A decrease of 64.23 WSCH. This represents a 43% decrease over 5 years or a decrease of 8.6% per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****No reliable estimates of growth in FTES can be made at the current time.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CANTH.

Geography

Current Description

Geography at Columbia College meets general education, transfer and graduation requirements. Course topics include cultural geography, which examines humankind's relationship with the environment; physical geography, which introduces selected aspects of the earth's physical environment and the processes that affect their worldwide distribution; and world regional geography, a regional study of the people, countries, land forms, climate, religions, languages, political and economic systems, and natural resources of the world.

Current Personnel: Ted Hamilton (.40 faculty).

Current Facilities: Various classrooms.

The table (13) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Geography 12, 15 and 18, for fall semesters 2004-2007. Data for 2000-2003 were not available.

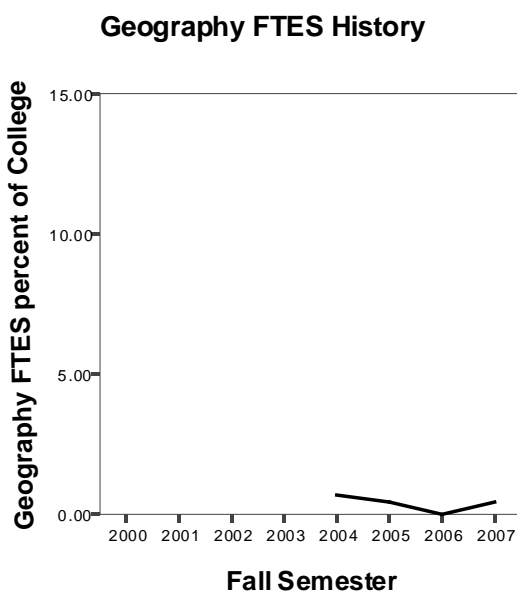
Table 13. Geography FTES

| Geography | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | ----- | ----- | ----- | ----- | 6.79 | 4.00 | 0.00 | 4.15 |

Geography 12, 15, 18.

The graph (7) below depicts Geography (12, 15 and 18) FTES as a percent of the total college FTES.

Graph 7. Geography FTES as a Percent of College FTES



In fall 2004 Geography 12, 15 and 18 represented .66% of the college FTES, .41% in fall 2005, .00% in fall 2006, and .43% in fall 2007. Data for 2000-2003 were not available.

For Geography there was a 41% decline in FTES from fall 2004 to fall 2005, followed by a 100% decrease in fall 2006 (to zero FTES). There was a 100% increase in FTES in fall 2007.

The Geography faculty member was on sabbatical during 2006. This fact could account for the drop in FTES for fall 2006.

There were insufficient data for Geography to warrant comparing relative percent change in FTES with the college data.

Future Plans/Needs

The Geography faculty member interviewed stated that two new Geography courses could be offered that would capitalize on the uniqueness of the area: California geography and Mother Lode/Gold Country geography.

One approach would be to create these courses first in the Community Education area to gauge the demand. If demand is high and/or grows, then these content area courses could eventually be integrated into the college curriculum.

Personnel: According to the Geography faculty member interviewed qualified adjunct instructors are needed in this area, particularly if new courses are created. The eventual hiring of a part-time permanent faculty would be ideal in order to promote this area.

Facilities: Faculty noted that there is a need for more maps and a dedicated storage space for these materials. Ideally, there should be a dedicated “smart” classroom for geography and GIS courses.

Growth Projections

There has been a 13% decrease in Geography FTES per year since 2004 on average. But FTES were about the same in 2005 and in 2007, when the faculty member returned from sabbatical.

The table (14) below shows that no reliable growth estimates in FTES can be made at the present time due to variability in the data and the small number of FTES obtained in this area. Goals for 2010 are based on FTES obtained in fall 2007. Growth estimates may be adjusted as warranted by new data.

Table 14. Geography Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|-----------|-----------|----------------------------|--------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Geography* WSCH | ----- | ----- | ----- | ----- |
| FTES | ----- | 4.00^ | 4.15***** | -----***** |

* Geography 12, 15, 18.

**Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****No reliable estimates of growth in FTES can be made at the current time.

^Obtained from Datatel Section Enrollment Division Detail Report running department code: CGEOG.

History

Current Description

History courses at Columbia College meet general education, transfer and graduation requirements. Course topics include world civilizations, history of California, United States history and introduction to the history and philosophy of science, among others.

Current Personnel: Ted Hamilton (.20 faculty), and Tom Johnson (.60 faculty).

Current Facilities: Various classrooms.

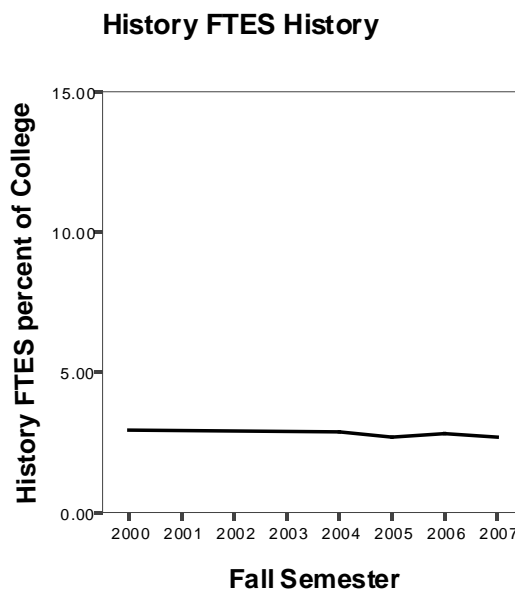
The table (15) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for History (CHIST), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 15. History FTES

| History | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 27.60 | ----- | ----- | ----- | 29.93 | 25.80 | 26.88 | 26.32 |

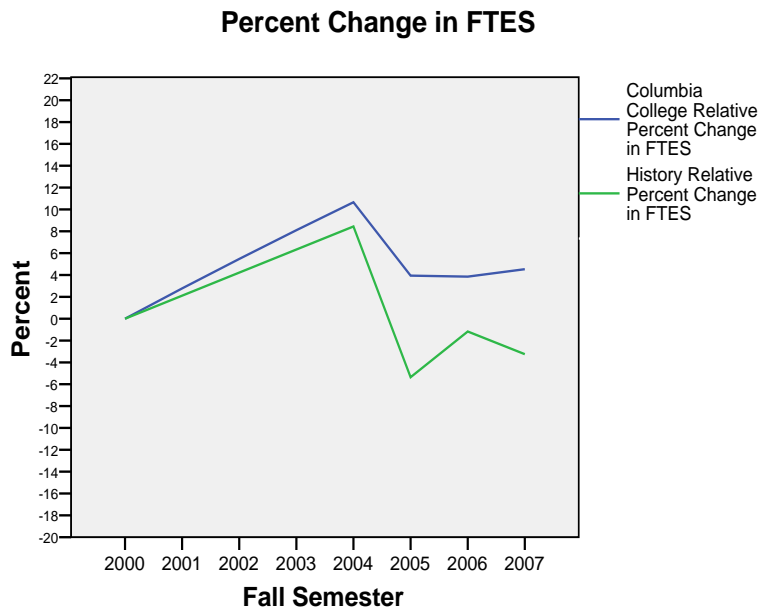
The graph (8) below depicts History FTES as a percent of the total college FTES.

Graph 8. History FTES as a Percent of College FTES



In fall 2000 History represented 2.96% of the college FTES, 2.89% in fall 2004, 2.67% in fall 2005, 2.79% in fall 2006, and 2.71% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (9) depicts the relative percent change in FTES for History and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 9. Relative Percent Change in FTES for the College and History

FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For History there was an 8.44% increase in FTES from fall 2000 to fall 2004, followed by a 13.80% decrease in fall 2005. There was a 4.19% increase in FTES between fall 2005 and fall 2006, followed by a decrease of 2.08% in fall 2007.

The FTES generally conform to perceptions of the History faculty member interviewed. Change in FTES for this area parallel fairly closely the pattern observed for the college as a whole and the decrease in FTES in 2005 can be accounted for by the drop in enrollments in fall 2005.

Future Plans/Needs

The faculty member interviewed for History stated that there are currently no plans for the development of any new history courses.

Courses could be offered in Oakdale and Calaveras, but finding qualified adjunct instructors to teach them has proven to be difficult according to the History faculty member interviewed.

Personnel: The History faculty member interviewed noted that there is a need for qualified adjunct instructors. There are no current plans to hire a full-time History faculty member at this time.

Facilities: There are no facilities needs at the present time, according to the History faculty member interviewed.

Growth Projections

Between fall 2000 and fall 2007 History has had a decrease in FTES of .66% per year on average, indicating that this area of instruction is relatively stable at the current level of enrollment. While there were 11 sections of History offered in fall 2007, there are 12 scheduled for fall 2008 which might positively impact FTES. There is no reason to predict growth at a rate faster than the college in this area given that there are no current plans for new curriculum or instructors.

The table (16) below shows that FTES in History are predicted to grow at about the same rate as that predicted for the college as a whole, about .7% per year on average. Growth estimates may be adjusted as warranted by new data.

Table 16. History Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|-------------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| History* WSCH | 828.11 | 825.49** | ----- | ----- |
| FTES | 27.60 | 25.79 (25.80)^ | 26.87***** | 27.81***** |

*Fall 2000 and fall 2005 TOP History code for WSCH = 2205.

**A decrease of 2.62 WSCH. This represents a less than 1% decrease over 5 years.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

***** Growth targets based on a rate of .7% growth per year, un compounded beginning in fall 2007.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CHIST.

Political Science

Current Description

Political Science covers the political system of the United States from its inception to the present time. The ideological underpinnings of the Constitution, its uses and limitations are the focus. The two-party system, the justice process and the specific mechanisms of all levels of government are all covered in course content. Political Science courses at Columbia College meet requirements for transfer, IGETC, graduation and general education. Course topics include constitutional government, American political thought, and international relations.

Current Personnel: Ted Hamilton (.40 faculty), Tom Johnson (.40 faculty).

Current Facilities: Various classrooms.

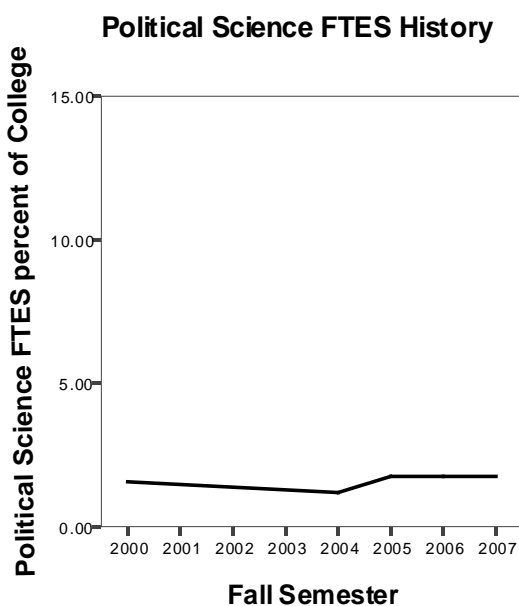
The table (17) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Political Science (CPOLI), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 17. Political Science FTES

| Political Science | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 14.52 | ----- | ----- | ----- | 12.42 | 16.80 | 16.72 | 16.99 |

The graph (10) below depicts Political Science FTES as a percent of the total College FTES.

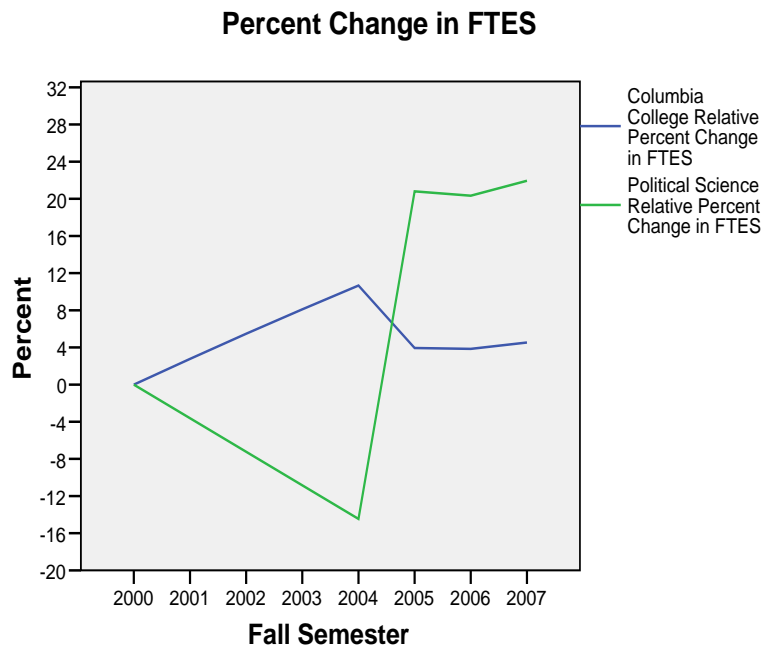
Graph 10. Political Science FTES as a Percent of College FTES



In fall 2000 Political Science represented 1.56% of the college FTES, 1.20% in fall 2004, 1.74% in fall 2005, 1.73% in fall 2006, and 1.75% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (11) depicts the relative percent change in FTES for Political Science and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 11. Relative Percent Change in FTES for the College and Political Science



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Political Science there was a 14.46% decline in FTES from fall 2000 to fall 2004, followed by a 35.27% increase in fall 2005. There was a .48% decrease in FTES between fall 2005 and fall 2006, followed by an increase of 1.62% in fall 2007.

The Political Science faculty member interviewed stated that the increase in FTES in fall 2005 could have been due to an increase in the number of sections offered. There were only three Political Science sections offered in fall 2004 while five sections were offered in fall 2005.

Future Plans/Needs

According to the Political Science faculty member interviewed courses could be offered at the Oakdale and Calaveras sites. Planning and scheduling of courses need to be closely monitored by faculty and administration to optimize section enrollments at off-campus sites.

The Political Science faculty member interviewed stated that the Political Science area should develop curriculum for two more courses, one on civil rights and civil liberties and one on “citizen politics.”

Personnel: There is a need to recruit and retain qualified adjunct faculty, according to the Political Science faculty member interviewed.

Facilities: The faculty member interviewed noted that there is a need for a “smart” classroom with projection capabilities for this area.

Growth Projections

Political Science FTES grew at an average rate of 2.4% per year between fall 2000 and fall 2007. This area of instruction should grow at about the same rate as the college as a whole according to the faculty member interviewed. The area grew at a slower rate of .57% between fall 2005 and fall 2007. Also, while there were seven section of Political Science offered in fall 2007, only six are scheduled for fall 2008 suggesting that there may be a slight decline in FTES next fall.

The table (18) below shows growth estimates for Political Science FTES based on a conservative rate of .57% increase per year on average (due to variability in the data). Growth estimates may be adjusted as warranted by new data.

Table 18. Political Science Enrollment

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|-------------------------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Political Science* WSCH | 435.6 | 537.50** | ----- | ----- |
| FTES | 14.52 | 16.79 (16.80) [^] | 17.28***** | 17.77***** |

*Fall 2000 and fall 2005 TOP Political Science code = 2207.

**An increase of 101.90 WSCH. This represents 23% growth over 5 years or 4.6% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****Growth targets based on a rate of .57% growth per year, un compounded beginning in fall 2007.

[^]Obtained from Data1el Section Enrollment Division Detail Report (9/19/07) running department code: CPOLI.

Philosophy

Current Description

Philosophy courses at Columbia College meet requirements for general education, transfer and graduation. Course topics include introduction to philosophy, world religions and spirituality, and twentieth century philosophy, among others.

Current Personnel: Dr. Timothy Elizondo (.50 faculty).

Current Facilities: Various classrooms.

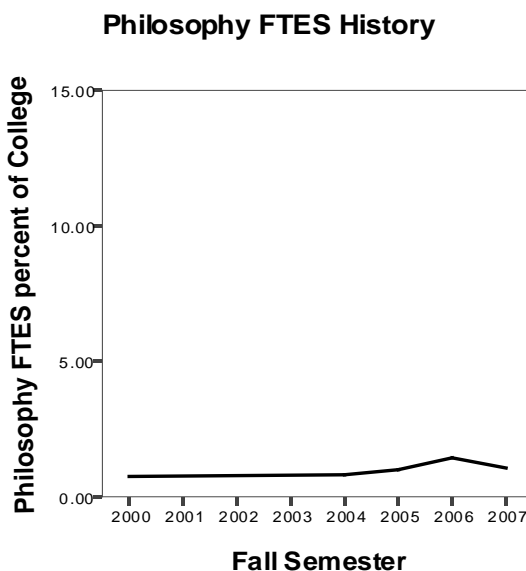
The table (19) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Philosophy (CPHIL), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 19. Philosophy FTE

| Philosophy | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 7.03 | ----- | ----- | ----- | 8.59 | 9.45 | 13.85 | 10.44 |

The graph (12) below depicts Philosophy FTES as a percent of the total College FTES.

Graph 12. Philosophy FTES as a Percent of College FTES

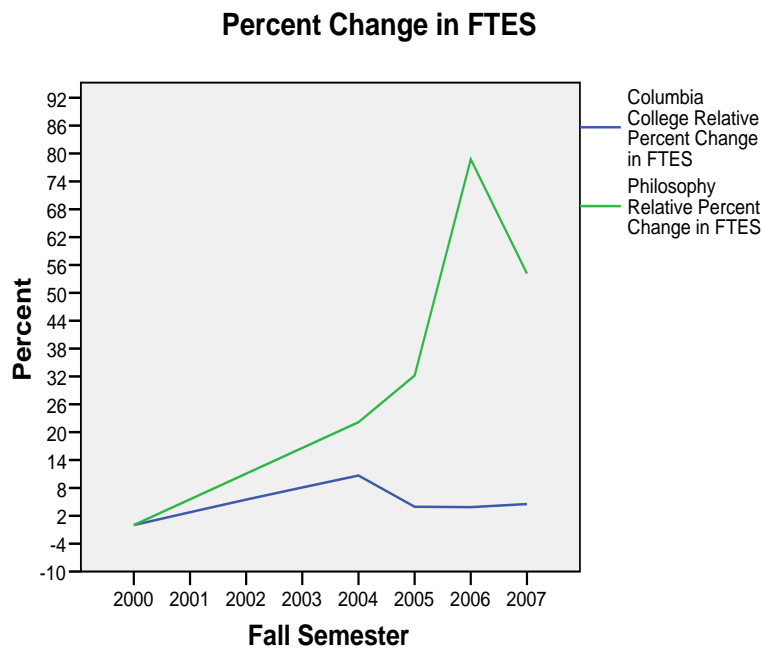


In fall 2000 Philosophy represented .75% of the college FTES, .83% in fall 2004, .98% in fall 2005, 1.44% in fall 2006, and 1.08% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (13) depicts the relative percent change in FTES for Philosophy and the relative percent change in FTES for the college as a whole from the fall semester of 2000

through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 13. Relative Percent Change in FTES for the College and Philosophy



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Philosophy there was a 22.19% increase in FTES from fall 2000 to fall 2004, followed by a 10.01% increase in fall 2005. There was a 46.56% increase in FTES between fall 2005 and fall 2006, followed by a decrease of 24.62% in fall 2007.

The FTES data generally conform to perceptions of the Philosophy faculty member interviewed. This faculty member was hired in 2005 but another instructor went on sabbatical in 2006. A course on twentieth century philosophy began to be offered in 2006 coinciding with a rise in FTES. In fall 2007 fewer adjuncts were available, possibly accounting for the observed decrease in FTES for that semester. While only five sections of Philosophy were offered in fall 2005 and fall 2007, six were offered in fall 2006 possibly contributing to the differences seen in FTES. Only four sections are scheduled for fall 2008.

Future Plans/Needs

There is a need to recruit qualified adjunct instructors according to the Philosophy faculty member interviewed. Greater coordination between the Philosophy area and other instructional areas is necessary to help students see value in taking philosophy courses.

Personnel: As noted above, the recruitment and retention of qualified adjunct instructors is necessary for this area to grow, according to the Philosophy faculty member interviewed.

Facilities: There were no specific facilities needs noted at the current time.

Growth Projections

There could be an increase in FTES in fall 2008 if qualified adjunct instructors can be found, according to the Philosophy faculty member interviewed. Given the recent variability in FTES for this area it was difficult to make accurate growth estimates. FTES growth from fall 2000 through fall 2007 has averaged 7% per year. FTES growth from fall 2005 through fall 2007 averaged 5% per year. FTES levels in this area closely parallel the number of sections offered in a given semester. While there were five sections of Philosophy offered in fall 2007, only four are planned for fall 2008 suggesting there might be a decrease in FTES in fall 2008. Although there was significant variability in the data, the general trend in FTES over the past seven years has been upwards.

The table (20) below shows growth estimates for Philosophy FTES at a conservative rate of 2% increase per year on average. (This rate is about three times greater than the rate of growth predicted for college-wide FTES). Growth estimates may be adjusted as warranted by new data.

Table 20. Philosophy Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|-----------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Philosophy* WSCH | 210.80 | 299.30** | ----- | ----- |
| FTES | 7.03 | 9.35 (9.45)^ | 11.07***** | 12.18***** |

*Fall 2000 TOP Philosophy code = 1509. Fall 2005 counted under TOP code 2201 (Removed from 2201 and will be recoded as 1509).

**An increase of 88.50 WSCH. This represents 42% growth over 5 years or 8.4% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

***** Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CPHIL.

Humanities

Current Description

Humanities at Columbia College consists of a set of interdisciplinary courses which focus on the study of history, philosophy, literature, and the arts with a special emphasis on important intellectual and cultural developments within the western humanistic tradition as well as other major world civilizations. Students examine the development of a wide variety of ideas and forms of expression that have had a major influence on a variety of cultures, both past and present. Students learn to interpret literary, historical, and philosophical texts and assess important human values through the arts. Students also develop important workplace skills including the ability to write clearly, debate, think logically and critically, organize information, and speak in public. Lastly, courses within the Humanities Program help students deepen their understanding and appreciation of the ways in which important issues that now confront our world have been addressed at other times and in other cultures.

Current Personnel: Jim Riggs, EdD (FT faculty).

Current Facilities: Various classrooms.

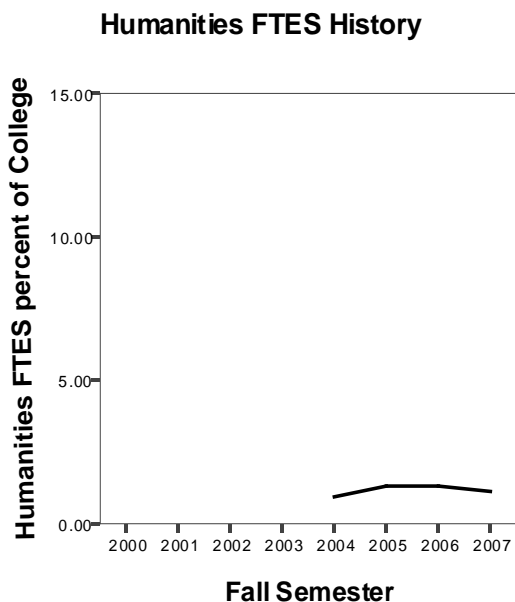
The table (21) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Humanities (CHUM), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2000-2003 were not available.

Table 21. Humanities FTES

| FTES | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Humanities | ----- | ----- | ----- | ----- | 9.57 | 12.83 | 12.59 | 10.75 |

The graph (14) below depicts Humanities FTES as a percent of the total College FTES.

Graph 14. Humanities FTES as a Percent of College FTES



In fall 2004 Humanities represented .93% of the college FTES, 1.33% in fall 2005, 1.31% in fall 2006, and 1.11% in fall 2007. Data for 2000-2003 were not available.

For Humanities there was a 34% increase in FTES from fall 2004 to fall 2005, followed by a 2% decrease in fall 2006. There was a 15% decrease in FTES between fall 2006 and fall 2007.

The FTES data generally conform to the perceptions of the Humanities faculty member interviewed. In academic year 2005-2006 several new sections of Humanities 4 were offered which could account for the small increase in FTES observed in fall 2005 and 2006.

There were insufficient data for Humanities to warrant comparing relative percent change in FTES with the college data.

Future Plans/Needs

According to the Humanities faculty member interviewed, the curriculum for Humanities 1 should be reworked and updated. New courses that could be created include an Introduction to Humanities course or Humanities through the Arts course. Another goal is to create a Humanities leadership course based on curriculum created by Phi Theta Kappa.

An interdisciplinary studies course that emphasizes critical thinking will be offered sometime during the next academic year. Finally, a World Music course that would meet a general education requirement is in the planning stages.

WebCT will be used extensively in this area to provide written and web based material. Video and audio materials for students are made available through the library reserve system. Small group discussions and the use of presentation software will be emphasized as this area of instruction develops.

One Humanities course is offered at the Oakdale site each semester, but the demand has not been great thus far. Instructor availability is also a problem at the off-campus sites.

There is a need to create a Humanities section in the Unit Planning Tool.

Personnel: There is currently a new full-time faculty member developing this area.

Facilities: Classroom facilities are adequate, but the Humanities faculty member interviewed noted that it is a challenge to obtain adequate multimedia equipment at times. There is need for a new projector, sound system and video equipment. There is also a need for ongoing library support including access to books, the Internet, databases, digital video discs and compact discs as noted by faculty.

Growth Projections

The Humanities faculty member interviewed expressed the goal of adding of one section of Humanities instruction per year. If this occurs, Humanities may grow at a faster rate than the college as a whole. From fall 2004 to fall 2007 there has been a 4% increase in FTES per year on average. But for the past two years, this area has experienced an average decrease in FTES of 8% per year. It was difficult to make accurate growth estimates given the lack of any clear trend in the data in recent years. However, while four sections in Humanities

were offered in fall 2007, six are scheduled for fall 2008 suggesting that this area will at least recover to 2006 FTES levels.

The table (22) below shows that no reliable growth estimates in FTES can be made at the current time. Goals for 2010 are based on the number of FTES obtained for fall 2006. Growth estimates can be adjusted as warranted by new data.

Table 22. Humanities Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|------------------|------------------|---|---|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Humanities WSCH | ----- | ----- | ----- | ----- |
| FTES | ----- | 12.83^ | 12.59***** | -----***** |

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****No reliable growth estimates can be made at the current time.

^Obtained from Data1 Section Enrollment Division Detail Report (9/19/07) running department code: CHUM.

Miscellaneous FTES

This section was used to record information that did not easily fit within other areas of instruction but for which FTES were obtained. In future Educational Master Plans, these data may be moved.

Learning Skills

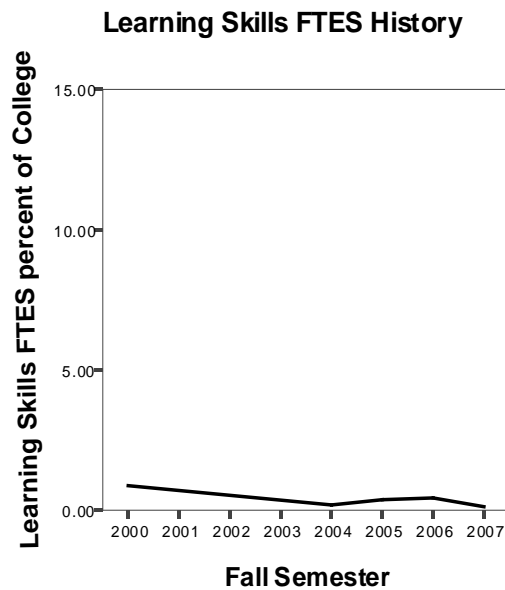
The table (23) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Learning Skills (CSKIL), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 23. Learning Skills FTES

| Learning Skills | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 7.98 | ----- | ----- | ----- | 2.16 | 3.73 | 4.18 | 1.02 |

The graph (15) below depicts Learning Skills FTES as a percent of the total college FTES. In fall 2000 Learning Skills represented .86% of the college FTES, .21% in fall 2004, .39% in fall 2005, .43% in fall 2006, and .11% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

Graph 15. Learning Skills FTES as a Percent of College FTES



For Learning Skills there was a 73.06% decrease in FTES from fall 2000 to fall 2004, followed by a 73.49% increase in fall 2005. There was a 12.06% increase in FTES between fall 2005 and fall 2006, followed by a decrease of 75.60% by in fall 2007.

There were insufficient data for Learning Skills to warrant comparing relative percent change in FTES with the college data.

The following table (24) shows a discrepancy between FTES data obtained from the district and FTES data obtained locally. Due to the small number of FTES for Learning Skills, the variability in the data and the discrepancy between data obtained from the district and data obtained locally, growth targets were not computed for this area. This discrepancy may be accounted for by TOP code variations and should be investigated further. Growth estimates may be made when more data become available.

Table 24. Learning Skills/General Studies Enrollment

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|-----------|---------------|----------------------------|--------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Learning Skills/General Studies* WSCH | 239.52 | 391.85** | ----- | ----- |
| FTES | 7.98 | 12.24 (3.73)^ | ----- | ----- |

*Fall 2000: TOP Code for Learning Skills WSCH = 4930. Fall 2005: TOP Code for General Studies WSCH = 4930.

**An increase of 152.33 WSCH. This represents 63.6% growth over 5 years or 12.7% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

Other Behavioral and Social Sciences

The table (25) below is included to show how TOP code groupings do not always reflect how areas are grouped at the college and to demonstrate the degree of correspondence between district and local data for these TOP codes. In this instance the correspondence between FTES data is substantial. Growth targets for instructional areas represented in this table are included under the Humanities and Geography areas.

Table 25. Other Behavioral and Social Sciences Enrollment

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|-----------|----------------|----------------------------|--------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Beh. & Soc. Sciences* WSCH | 324.20 | 544.78** | ----- | ----- |
| FTES | 10.81 | 17.02 (17.66)^ | ----- | ----- |

*Fall 2000: TOP Behavioral and Social Sciences Codes for WSCH = 2201.04 + 2201.07; Fall 2005: TOP Behavioral and Social Science code for WSCH = 2201.

**An increase of 220.58 WSCH. This represents 68% growth over 5 years or 13.6% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

^Obtained from Data1 Section Enrollment Division Detail Report (9/19/07) running department codes: CHUM, CGEOG.

Liberal Arts and Science

The table (26) below is included to demonstrate how TOP code groupings do not always reflect how areas are grouped at the college and to demonstrate the degree of correspondence between district and local data for these TOP codes. The table shows a discrepancy between FTES data obtained from the district and FTES data obtained locally. Due to the small number of FTES for Learning Skills, the variability in the data and the discrepancy between data obtained from the district and data obtained locally, growth targets were not computed for this area. This discrepancy may be accounted for by TOP code variations and should be investigated further.

Table 26. Liberal Arts and Science, General Enrollment

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|---------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Liberal Arts & Science, General* WSCH | 0 | 15.62** | ----- | ----- |
| FTES | 0 | .49 (.17)^ | ----- | ----- |

*Fall 2000: No data; fall 2005 TOP Liberal Arts and Science, General code for WSCH = 4901.

**An increase of 15.62 WSCH.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

^Obtained from DataTel Section Enrollment Division Detail Report (9/19/07) running department code: CLBST.

Biological and Physical Sciences

| | | |
|--------|----|---|
| 081020 | AS | Science – Emphasis in Biology |
| 221020 | AS | Science – Emphasis in Earth Science |
| 091020 | AS | Science – Emphasis in Environmental Science |
| 111020 | AS | Science – Emphasis in General Science |
| 661020 | AS | Science – Emphasis in Physical Science |

The Biological and Physical Sciences area offers a variety of undergraduate courses that can lead to A.A and A.S. degrees in Biology, Earth Science, Environmental Science, General Science and Physical Science or transfer to other educational institutions. The college offers field courses that highlight the Sierra Nevada (e.g., mushroom, bird and wildflower courses) and some faculty also teach internationally (e.g., the Baja California field studies course).

Biology

Current Description

Biology courses at Columbia College meet requirements for general education, transfer and graduation. Course topics include principles of biology, principles of animal biology, principles of plant biology and human anatomy, among others.

Current Personnel: Jerry Hodge (FT faculty), Micha Miller, PhD (FT faculty), Guy Van Cleave (FT faculty), Doreen Bass (FT classified Laboratory Coordinator).

Current Facilities: Located primarily in Sequoia. Baker Station is also used.

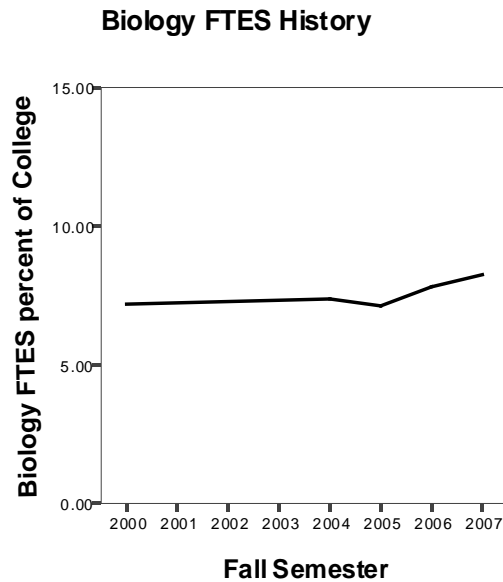
The table (27) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Biology (CBIO), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 27. Biology FTES

| Biology | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 66.99 | ----- | ----- | ----- | 76.58 | 68.93 | 75.18 | 79.85 |

The graph (16) below depicts Biology FTES as a percent of the total College FTES.

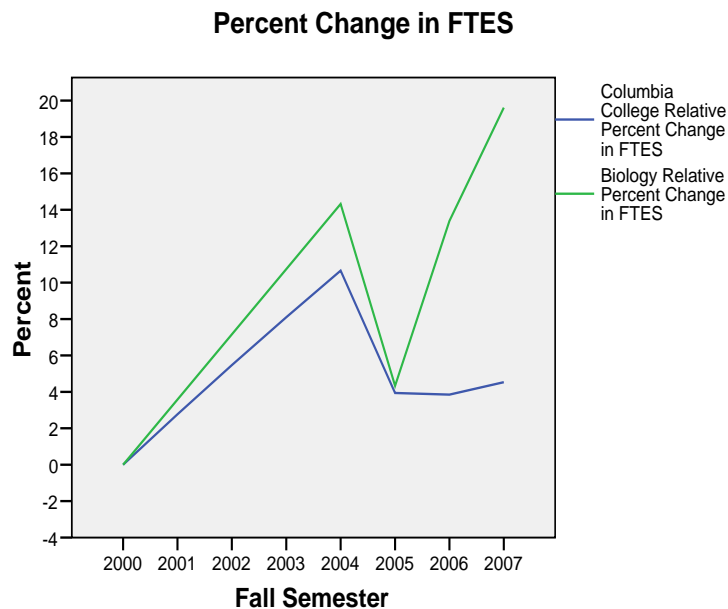
Graph 16. Biology FTES as a Percent of College FTES



In fall 2000 Biology represented 7.19% of the college FTES, 7.40% in fall 2004, 7.14% in fall 2005, 7.80% in fall 2006, and 8.23% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (17) depicts the relative percent change in FTES for Biology and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 17. Relative Percent Change in FTES for the College and Biology



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Biology there was a 14.32% increase in FTES from fall 2000 to fall 2004, followed by a 9.99% decrease in fall 2005. There was a 9.07% increase in FTES between fall 2005 and fall 2006, followed by another increase of 6.21% in fall 2007.

The FTES data generally conform to perceptions of Biology faculty members interviewed. The decrease in FTES for fall 2005 parallels the drop in college enrollments that semester. In fall 2007 a new faculty member and a new adjunct were available; the increase in FTES for fall 2006 and 2007 can be explained by the fact that more sections in Biology were offered during these semesters than during fall 2005.

Future Plans/Needs

More sections need to be offered to meet demand in Biology as noted by the faculty members interviewed and as supported by the data above. For example, anatomy sections sometimes have 40 students on the waiting list. Physiology and microbiology sections are also in high demand according to faculty. All full-time faculty members are currently carrying overload classes in Biology.

The Biology faculty members interviewed noted that many of the field courses in mushrooms, wildflowers and local birds are very popular with local community members. More of these sections could be offered and the use of Baker Station for some field courses should attract more students. A suggestion was made to offer more Biology courses during the summer.

Faculty would like to develop curriculum for elementary school science teacher-training.

The nutrition course is currently offered in a hybrid format and is proposed to be fully online in fall 2008, as well as being offered in the normal classroom format. Many other Biology courses make extensive use of online resources and study guides. Past exams, lecture notes and course outlines are also posted online for students.

Satellite courses could be offered in Groveland using the high school science laboratory facilities. Non-lab courses such as nutrition and elementary anatomy and physiology could also be offered at the Calaveras and Oakdale sites.

Biology faculty members noted that another autoclave (used to sterilize laboratory equipment) is needed. If the one currently in use were to fail, it would need to be taken to Modesto for repair which would create a disruption in courses that rely on this piece of equipment. The autoclave is running 8 times per day currently and will be running more frequently in the near future. At times media preparation and biohazard disposal is hampered by having only one autoclave available.

Other current supply needs include:

- One digital camera microscope
- Three digital spectrophotometers
- One electronic balance
- Six portable laminar flow hoods
- Thirty laptops are needed for students with transducers and data acquisition hardware and software

Personnel: According to the Biology faculty members interviewed and as supported by the data, there is a need for an additional full-time faculty member to meet enrollment demand. There is also a need for increased prep-room staff assistance. There are currently about 6-7 qualified adjunct instructors. According to faculty it is always a challenge to recruit and retain qualified adjunct faculty members. When the new facility is occupied, there will be a need for another half-time lab assistant. Presently 5-6 students are providing part-time assistance of 30-35 hours per week, but finding reliable, capable help has always been a challenge according to faculty

Facilities: Enrollments will be limited by the current facilities until the new Science and Natural Resources Building is completed in 2010. The new facility will need 60 bright field microscopes, 60 dissecting microscopes with lamp source according to the faculty members interviewed.

The new Science and Natural Resources Building will not have a large lecture hall which is needed for many courses in this instructional area. The Dogwood and Cedar Buildings are large, but they will be a long walking distance from the new building. Biology faculty noted that it would be ideal to remodel the Redbud Building and restore the large lecture hall that once existed there.

When a permanent Oakdale site is obtained or built, it will need to have a complete “wet lab” in order to accommodate biology courses.

Growth Projections

According to the Biology faculty members interviewed, this area should grow a rate equal to or greater than the college as a whole if a faculty member can be added to accommodate the growth in enrollment. This area has had an average growth rate of 2.7% FTES per year between fall semesters 2000 and 2007. The growth rate has been 7.9% FTES per year (on average) for the past two years. According to the dean in this area, growth is expected to continue even before the new building is occupied.

The following table (28) shows FTES growth estimates based on the conservative rate (seen over the long term in this area) of 3% increase per year on average through fall 2010, indicating that this area is expected to grow at a rate faster than the college as a whole though the area is limited by the current facilities. When the new building is occupied the growth rate will likely increase for the time period 2010-2015. No specific growth estimate can currently be made for 2015. Growth estimates may be adjusted as warranted by new data.

Table 28. Biological/Natural Life Sciences Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|------------------|-------------------|---|---|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Biological/Natural Life Sciences* WSCH | 2,009.64 | 2,205.71** | ----- | ----- |
| FTEs | 66.99 | 68.90 (68.93)^ | 87.04***** | -----***** |

*Fall 2000: TOP Biological Sciences Codes for WSCH = 401 + 401.1; Fall 2005: TOP Natural Life Science, Gen Code for WSCH = 401.

**An increase of 196.07 WSCH. This represents 10% growth over 5 years or 2% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****Growth target based on a rate of 3% growth per year, un compounded beginning in fall 2007.

*****No specific growth estimate can be made at the current time.

^Obtained from DataTel Section Enrollment Division Detail Report (9/19/07) running department code: CBIO.

Note: For the purposes of descriptions and planning, each area of the Physical Sciences is presented separately. Growth projections were made for the area as a whole at the end of the section.

Earth Science

Current Description

The Earth Science Department at Columbia College offers transferable lecture, lab, and field classes intended for general education, certificate programs, and enrichment. Field classes allow students to explore the geology of different regions in California including, Death Valley, the Cascade volcanoes, the Coast Range, and the Sierra Nevada. Classes are offered in Columbia, Angels Camp, Oakdale, the High Sierra Institute at Baker Station, Mt. Knight, and the field locations mentioned above.

Current Personnel: Jeff Tolhurst, PhD (.75 faculty).

Current Facilities: Earth Science is located primarily in the Fir Building. Baker Station is also used for Earth Science field courses. Courses are also offered at the Calaveras and Oakdale sites.

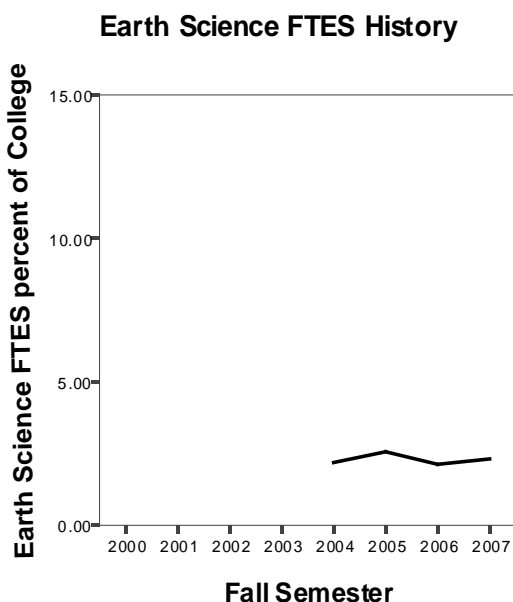
The table (29) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Earth Science (CERSC), for fall semesters 2004-2007. Data for 2000-2003 were not available.

Table 29. Earth Science FTES

| Earth Science | Fall 2000 | Fall 2001 | Falls 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|---------------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|
| FTES | ----- | ----- | ----- | ----- | 22.83 | 24.92 | 20.54 | 22.73 |

The graph (18) below depicts Earth Science FTES as a percent of the total college FTES.

Graph 18. Earth Science FTES as a Percent of College FTES



In fall 2004 Earth Science represented 2.21% of the college FTES, 2.58% in fall 2005, 2.13% in fall 2006, and 2.34% in fall 2007. Data for 2000-2003 were not available.

For Earth Science there was a 9.15% increase in FTES from fall 2004 to fall 2005, followed by a 17.58% decrease in fall 2006. There was a 10.66% increase in FTES between fall 2006 and fall 2007.

The FTES data generally conform to perceptions of the Earth Science faculty member interviewed. In fall 2006 the full-time faculty member was unavailable and three field courses were not offered that semester, accounting for the drop in FTES seen. Instead of teaching the usual field geology classes that semester, Columbia College hosted the National Association of Geoscience Teachers (NAGT) Far West Section Fall 2006 meeting. Approximately 95 geoscience faculty, professionals, students, and others attended the conference. The Earth Science department published a field guide entitled "Geology of the Central Sierra."

There were insufficient data for Earth Science to warrant comparing relative percent change in FTES with the college data.

Future Plans/Needs

Earth Science has added five new courses in the last one and one-half years that have been approved by the curriculum committee to bring the current total number of courses offered to 21 (13 lab and lecture courses, plus 8 field courses). According to the Earth Science faculty member interviewed, there are currently waiting lists each semester for two to three courses offered by the full-time faculty member. Approximately five field courses are offered each summer. There is also a week-long, intensive teacher training Geosciences Institute that is offered in collaboration with the San Joaquin County Office of Education during summer session. Approximately 90-100 K-12 teachers from Central California have gained Earth Science Standards content and process knowledge and skills. It is recommended that these activities be continued.

In spring 2009 the college will begin offering some of the new courses recently approved (Earth History, Natural Disasters, Energy Uses and Alternatives, Earth Systems and California Geology).

According to the Earth Science faculty member interviewed increased use of Geographical Information Systems (GIS) and Global Positioning Systems (GPS) technologies in the Earth Sciences would raise the quality of instruction in this area. Unlimited access to a computer lab or having a set of laptop computers for Earth Sciences classes would be beneficial to students in the program.

In the future, the potential to offer hybrid courses, combining lectures delivered via Internet with field activities, will be explored.

Twelve years ago the department received \$2,000 per year to fund field classes. That amount was increased to \$3,000, then again to the current \$4,000 level. The money pays for transportation (each trip usually requires two vans to transport approximately 18 students). Currently the money is used to fund 2 to 3 trips each semester. According to the faculty member interviewed there is currently no budget for summer field courses. Increased

funding for field trips during the summer is needed to eliminate the liability associated with students driving their own vehicles.

If the 80 acre Mount Knight property is acquired, part of the acreage could be available for field studies. The tentative plan for this property includes constructing approximately six tent cabins and a cooking/meeting cabin for student use along with a restroom facility according to the faculty member interviewed.

College Observatory

The college observatory was built in 1976, over thirty years ago, and was fitted with a simple 14" diameter telescope that has virtually no technology surrounding its operation. The only technological feature is a simple motor that helps keep it pointed at an object once it is centered in the eyepiece. Other than this, there is no other end-user technology associated with the telescope. Besides simple observing, scientific pursuits are very limited. Additionally, the existing telescope is in declining condition due to wear and age-related deterioration of components. Replacement parts are becoming hard to find. Motor jams are commonplace. Technology retrofit for this obsolete telescope is non-existent.

In the intervening years, while the Columbia College telescope has remained the same, telescope technology has taken giant leaps which include:

- Computer controlled aiming and tracking systems
- Computer (CCD) imaging systems for capturing and processing digital photographs
- Improved optics for image clarity

According to faculty members contacted a new telescope would have a tremendous impact on teaching astronomy at Columbia College and within our community. Students, faculty and staff would benefit from these improvements due to:

- An opportunity to join the worldwide astronomical community and to participate in a wide variety of research efforts through improvements. Students could use the telescope to do research helpful to current astronomical surveys, International Variable Star Association, Association of Lunar and Planetary Observers, and supernova searches.
- Increased speed and efficiency in locating objects during restricted class time.
- Students would have the opportunity to use a scientific-quality instrument that uses technology current in the field of astronomy.
- Students could capture astronomical images using either CCD technology, same as in digital cameras, or on film. The CCD images are saved to computer memory, displayed to the observers on the monitor in the observatory or classroom, and manipulated, using software, to bring out desired features and details.
- Student teams could work together to conduct research projects. They could then go to the observatory at night, taking images through the telescope, that support their projects, learning firsthand what it is like to be an astronomer. They would reduce and transfigure their data to bring out the details to support the project.

Faculty contacted noted that the old scope could go to Baker Station to be used as a portable scope on a pad or a pier located at the top of Sonora Pass.

Faculty stated that there is strong interest in the community at large in astronomy. A 2003 observatory star-party for viewing of Mars attracted 450 people from surrounding counties. A recent viewing of the lunar eclipse in February 2008 attracted approximately 50 people.

A new telescope, facility improvements, and observatory upgrade, including the purchase of a research-grade instrument to enhance the capabilities of a college astronomy program would better serve the needs and interests of our students and community as noted by faculty.

Personnel: Currently there are one full time and four part time faculty members. According to the Earth Science faculty member interviewed, there is a need for another full-time Earth Science faculty member and additional qualified adjunct faculty. An adjunct will be hired to teach the Energy course in spring 2009. Faculty contacted stated that a new full-time faculty member is needed to help continue teacher training, community outreach and to teach courses that consistently have wait-lists, as well as some of the other new courses (with a focus on climate change, weather/meteorology).

Facilities: This department will move to the new Science and Natural Resources Building that will open in 2010. The GIS lab will not be moving to the new building. Ideally, GIS could be relocated in Toyon to be closer to the new building as noted by the Earth Science faculty member interviewed. Currently Earth Science courses are taught in rooms that have no lab counter space, or convenient access to electricity, gas, or water. There are no smart boards in the Fir Building limiting instructors' abilities to take advantage of current technology in teaching. Earth Science students have commented on the utility of the student study rooms in the Learning Resources Center (library) and faculty are currently working on adding student study rooms to the design of the new Science and Natural Resources Building (there are four rooms that will be part of that building presently). Earth Science storage space over the past 15 years has continued to decrease with the growth of Computer Science and the creation of office space in the Fir Building. Moving into the new science facility should help alleviate some of these conditions. Additionally, the faculty member interviewed would like to see a new weather station mounted atop the new Science and Natural Resources Building as part of long-term planning.

College Observatory: A proposal was submitted to the Facilities Committee to create a state-of-the-art college observatory to replace the existing telescope, along with peripherals to maximize the use of the new technology. Renovation of the facility occurred during fall of 2007 – new paint, two new concrete pads and mounts for the two 8" telescopes, new flooring, lighting repairs, etc. The Facilities Committee is unable to fund equipment so the department is currently seeking other funding avenues to upgrade the telescopes.

Desired improvements include:

- A Meade 16” Schmidt-Cassegrain telescope, which includes a computer-controlled aiming and tracking system (that automatically directs the telescope to 145,000 different astronomical objects).
- Filters to enhance observing capabilities, and an assortment of eye pieces to view various size objects.
- Computer (CCD) imaging system (for capturing and processing digital images).
- An observatory-dedicated laptop computer to process images and interface the observatory, via Internet, with the current Fir classroom and the earth sciences lab in the soon-to-be-built (bond funded) science facility, and other astronomical facilities worldwide. This would include observatory remote operation from college classrooms.
- Facilities upgrades designed to enhance equipment storage, organization, operation, and observatory usefulness. This would include interior and exterior painting, replacement of interior paneling, the creation of a desk and shelving space, dome improvements, pruning of surrounding vegetation, two permanent piers for existing 8” portable scopes, and extension of college Internet connection to the observatory.

Chemistry

Current Description

The Chemistry Department offers lower division chemistry classes to chemistry novices as general education requirements, A.A./A.S. degree candidates, pre-allied health students, pre-health professional students, and science majors. A.A./A.S. degree candidates can choose to obtain an A.S. in physical science by completing the general chemistry and calculus based physics series at Columbia College or an A.A. in Liberal Studies,

Current Personnel: Joseph Ryan, PhD (FT faculty).

Current Facilities: Redbud 8.

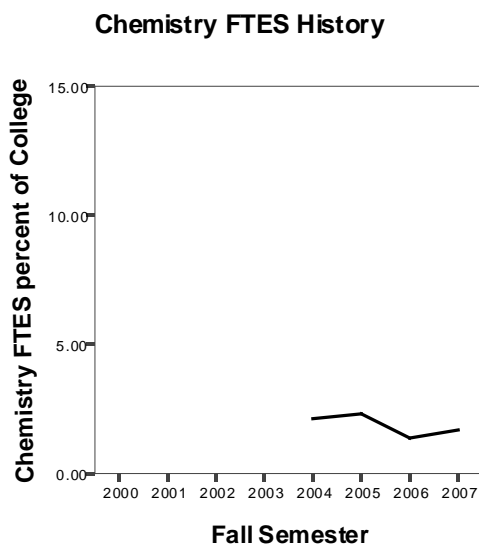
The table (30) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Chemistry (CCHEM), for fall semesters 2004-2007. Data for 2000-2003 were not available.

Table 30. Chemistry FTES

| Chemistry | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | ----- | ----- | ----- | ----- | 22.30 | 22.27 | 13.03 | 16.43 |

The graph (19) below depicts Chemistry FTES as a percent of the total college FTES.

Graph 19. Chemistry FTES as a Percent of College FTES



In fall 2004 Chemistry represented 2.16% of the college FTES, 2.31% in fall 2005, 1.35% in fall 2006, and 1.69% in fall 2007. Data for 2000-2003 were not available.

For Chemistry there was a .13% decrease in FTES from fall 2004 to fall 2005, followed by a 41.49% decrease in fall 2006. There was a 26.09% increase in FTES between fall 2006 and fall 2007.

There were insufficient data for Chemistry to warrant comparing relative percent change in FTES with the college data.

Future Plans/Needs

New curriculum is under development, but likely will not be offered until the 2009-2010 academic year.

Long-range goals include increasing learning opportunities in a wet lab setting by:

- Upgrading appropriate equipment
- Writing interesting and challenging laboratory curriculum
- Continued integration of Internet delivery for pre-lab preparation
- Modernization of laboratory facilities (the new Science and Natural Resources Building will accomplish this goal)

Personnel: There are no plans for additional full-time faculty in Chemistry for the near future, but another qualified adjunct instructor in this area would be ideal (currently there is one adjunct in this area) according to the faculty member contacted.

Facilities: Currently, there is no space available to offer organic chemistry classes (which results in lower overall enrollments for Chemistry). The new Science and Natural Resources Building which is scheduled to open in 2010 may allow the addition of these courses by using some combination of old and new facilities.

Physics

Current Description

Physics courses at Columbia College meet requirements for graduation, transfer and general education. Course topics include conceptual physics, and introductory physics (at both the trigonometry and calculus levels).

Current Personnel: Dennis Albers, PhD (.75 faculty).

Current Facilities: Redbud 8.

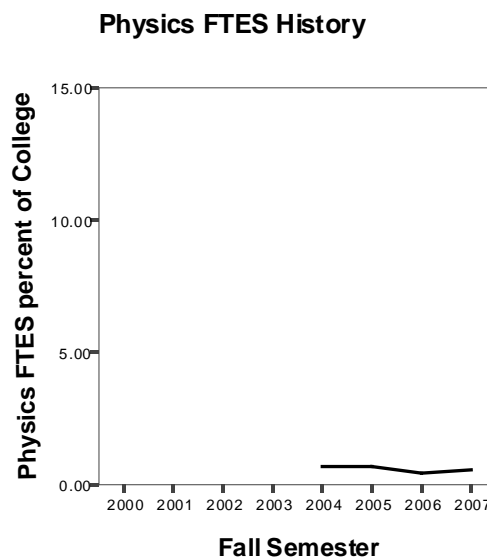
The table (31) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Physics (CPHYC), for fall semesters 2004-2007. Data for 2000-2003 were not available.

Table 31. Physics FTES

| Physics | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | ----- | ----- | ----- | ----- | 7.37 | 6.69 | 4.42 | 5.48 |

The graph (20) below depicts Physics FTES as a percent of the total college FTES.

Graph 20. Physics FTES as a Percent of College FTES



In fall 2004 Physics represented .71% of the college FTES, .69% in fall 2005, .46% in fall 2006, and .56% in fall 2007. Data for 2000-2003 were not available.

For Physics there was a 9.23% decrease in FTES from fall 2004 to fall 2005, followed by a 33.93% decrease in fall 2006. There was a 23.98% increase in FTES between fall 2006 and fall 2007.

There were insufficient data for Physics to warrant comparing relative percent change in FTES with the college data.

Future Plans/Needs

Some new curriculum has been recently created that should appeal to a broader segment of Columbia College students and this will be offered in the 2008-2009 academic year. The lack of a calculus course beyond the 1st semester at Columbia College has suppressed the demand for more advanced physics courses according to the faculty member contacted.

Personnel: There are no plans for additional full-time faculty in Physics for the near future, and there are no adjunct faculty members in this area.

Facilities: The Physics Program will be transitioning to the new Science & Natural Resources Building that is part of the “Measure E” bond funding source.

All Physical Sciences

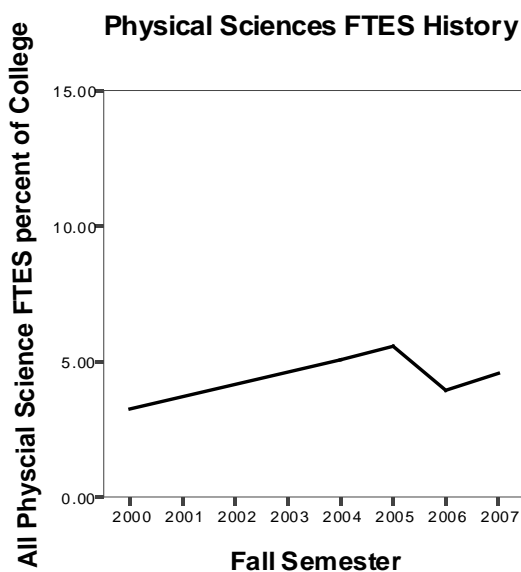
The table (32) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for all Physical Sciences (CERSC, CCHEM, CPHYC), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 32. All Physical Sciences FTES

| All Physical Sciences | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 30.55 | ----- | ----- | ----- | 52.50 | 53.88 | 37.99 | 44.64 |

The graph (21) below depicts all Physical Sciences FTES as a percent of the total College FTES.

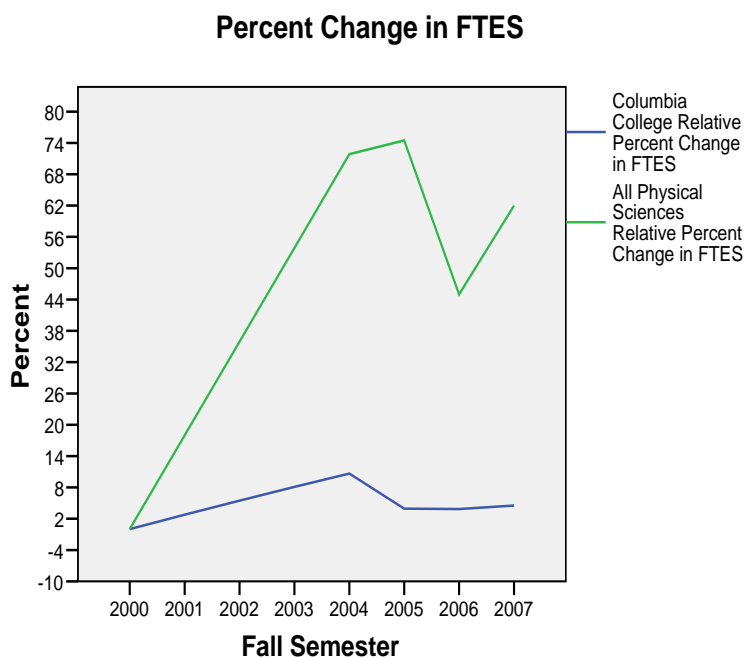
Graph 21. History FTES as a Percent of College FTES



In fall 2000 Physical Sciences represented 3.28% of the college FTES, 5.08% in fall 2004, 5.58% in fall 2005, 3.94% in fall 2006, and 4.58% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (22) depicts the relative percent change in FTES for all Physical Sciences and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 22. Relative Percent Change in FTES for the College and Physical Sciences



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Physical Sciences there was a 71.85% increase in FTES from fall 2000 to fall 2004, followed by a 2.63% increase in fall 2005. There was a 29.49% decrease in FTES between fall 2005 and fall 2006, followed by an increase of 17.50% in fall 2007.

The decrease in FTES in fall 2006 can be partially explained by the decrease in FTES in Earth Science discussed above. Chemistry and Physics also experienced declines in FTES in fall 2006. The Physical Sciences area rebounded somewhat in fall 2007.

Growth Projections

The Earth Science area of instruction could grow at a rate somewhat faster than the college as a whole if another full-time faculty member is hired according to the faculty member interviewed.

The Chemistry faculty member contacted stated that enrollments in chemistry are projected to be flat over the next few years until new curriculum is in place. There is the potential for an increase in enrollment beyond that time period.

According to the Physics faculty member contacted, enrollments in physics are projected to be flat over the next few years. Beyond that time period, too many variables exist to make accurate predictions. Retirement of the full-time faculty member may affect growth in this area in the near future, according to the Dean of Arts and Sciences.

The Physical Sciences area grew at a rate of 8.9% FTES per year on average between fall 2000 and fall 2007. There was a 29.5% decrease in FTES between fall 2005 and fall 2006, followed by a 17.5% increase between fall 2006 and fall 2007. Growth in this area is limited by current facilities and staffing. The areas of Earth Science, Chemistry and Physics have only one full-time faculty member each; FTES levels are highly dependent on these staff members even when qualified adjuncts are available. The Arts and Sciences dean noted that increased efficiency in scheduling in the Physical Sciences area should contribute to continued, albeit slower, growth in this area.

The table (33) below displays a conservative estimate of 5% growth in FTES per year on average until the fall of 2010. When the new building is occupied the growth rate will likely increase during the time period 2010-2015. No specific growth estimate can currently be made for 2015. Growth estimates may be adjusted as warranted by new data.

Table 33. Physical Science/Earth Science/Chemistry/Physics Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|-------------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Physical Science* WSCH | 916.63 | 1,724.06** | ----- | ----- |
| FTES | 30.55 | 53.86 (53.88)^ | 44.64***** | -----***** |

*Fall 2000: TOP Code for WSCH = 1901 + 1901.01 + 1901.05 + 1901.07; fall 2005: TOP Code for WSCH = 1901 + 1902 + 1905 + 1914.

**An increase of 807.43 WSCH. This represents an increase of 88% over 5 years or 18% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****No reliable growth estimate can be made at the current time.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department codes: CCHEM, CERSC, and CPHYC.

Health & Human Performance and Athletics

641010 AA Health and Human Performance

Current Description

The Columbia College Health and Human Performance Department provides a wide variety of opportunities for students, faculty, staff, and community to live a healthy active lifestyle. Classes are offered in the areas of fitness, health education, dance, outdoor recreation, adaptive physical education, and sport. On campus facilities include an inside track, cardiac and pulmonary rehab lab and activity area, adaptive physical education center, six outdoor tennis courts, weight room, aerobic center, soccer field, dance room, and gymnasium with a full regulation court. Off campus locations offer golf, yoga, backpacking, and rock climbing in addition to various fitness courses. Athletic opportunities in men's basketball and women's volleyball are also available.

Columbia College is a member of the Community College League of California, Central Valley Conference. The college currently sponsors two intercollegiate sports: Women's Volleyball and Men's Basketball. Second year eligibility is based on completion of 24 units and a cumulative 2.0 grade point average. Health & Human Performance and Athletics activities take place in the Oak Pavilion and at Symons Field.

This area of instruction serves all students, from high school students and graduates to community residents who are elderly and/or disabled.

Current Personnel: Josh Bigelow (FT faculty), Morgan McBride (FT faculty), Nathan Rien (FT faculty), Raelene Juarez (FT faculty), Samantha Westgate (.70, classified support staff), Tim Mann (classified: .75 athletic equipment attendant, .25 instructional assistant), Karen Yacovetti (.80, classified instructional assistant).

Current Facilities: Oak Pavilion.

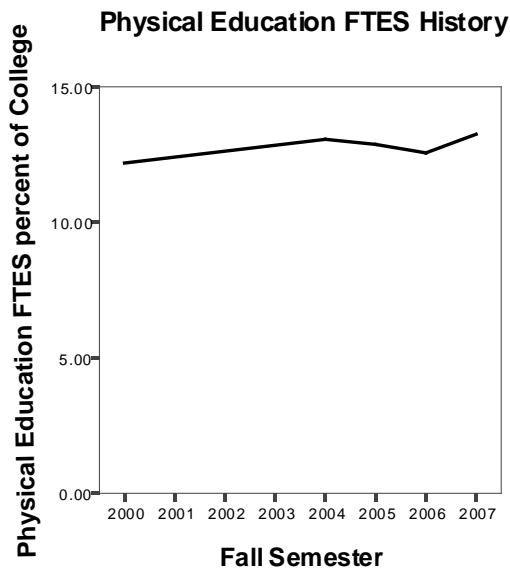
The table (34) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Health and Human Performance (CHHP), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 34. Physical Education FTES

| Physical Education | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 113.27 | ----- | ----- | ----- | 135.14 | 124.03 | 121.39 | 128.39 |

The graph (23) below depicts Physical Education FTES as a percent of the total College FTES.

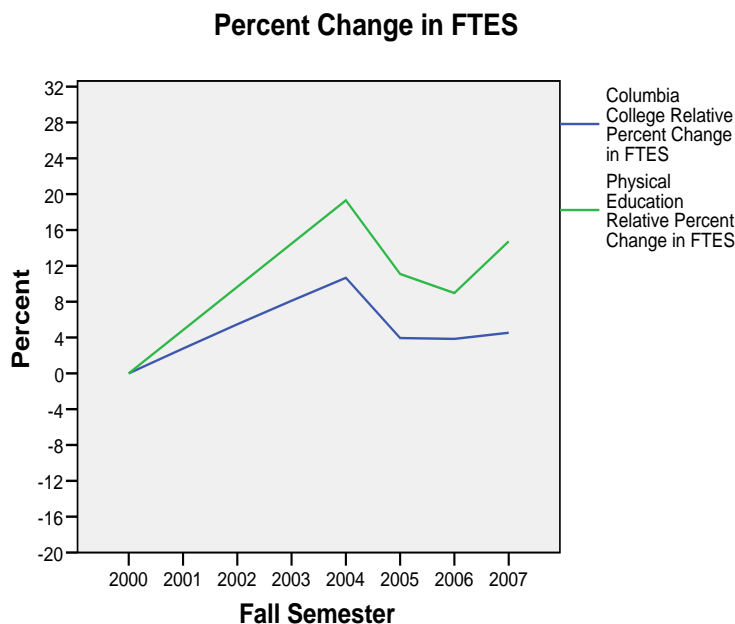
Graph 23. Physical Education FTES as a Percent of College FTES



In fall 2000 Physical Education represented 12.16% of the college FTES, 13.06% in fall 2004, 12.85% in fall 2005, 12.59% in fall 2006, and 13.23% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (24) depicts the relative percent change in FTES for Physical Education and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 24. Relative Percent Change in FTES for the College and Physical Education



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Physical Education there was a 19.31% increase in FTES from fall 2000 to fall 2004, followed by an 8.22% decrease in fall 2005. There was a 2.13% decrease in FTES between fall 2005 and fall 2006, followed by an increase of 5.77% in fall 2007.

The FTES data generally conform to Health and Human Performance and Athletics faculty and staff members' perceptions of enrollments. This department accounts for the largest percentage of the total college FTES. The fact that two activities courses are required for graduation helps this area of instruction maintain high enrollments. Change in FTES over time generally parallel the changes seen for the college as a whole.

Future Plans/Needs

The department would like to be able to offer physical education major classes, such as Introduction to Physical Education, Physical Education for the Elementary School Teacher, and Physical Education for Early Childhood Educators. These courses could potentially draw students who plan to transfer to CSU Stanislaus, CSU Sacramento, and the University of the Pacific.

According to faculty and staff interviewed it would be advantageous for the college if the department could work with the Vocational Education division to offer a "Fitness Certificate." This would be an 18-credit certificate that would train students to become personal trainers and would include some business courses.

The area of Allied Health has a large potential for increased enrollments. If collaboration with Health and Human Performance can occur, it may be possible to develop programs for training physical therapy assistants. This area needs to be explored as noted by faculty.

In the past, the department had a large dance program and plans are being developed to bring this program back to its former size, if space can be made available. This program currently uses the Alder Building.

Other programs that the department would like to see created or brought back include: fencing, outdoor education, and adaptive physical education for diabetic patients. The Cross-Country Program is being put on hold until such time as demand increases and faculty are available. If it is to be brought back in the future, a cross-country running course would need to be created.

Currently, head coaches must raise funds to support intercollegiate sports programs. If the Columbia College Foundation could assist in fundraising, this would give faculty more teaching time. Alternatively, hiring a full time college marketing director (whose duties would include all fundraising activities for athletics teams and other campus organizations) could be very useful, according to Health and Human Performance and Athletics faculty and staff interviewed.

In the future online Health and Recreation courses will be developed. As staffing, funds, and space become available, it may be possible to expand class offerings in Calaveras County and Oakdale.

Staff and faculty alike stated that it is very important to broaden the role of the Technology Committee to include monitoring equipment used in the Health and Human Performance department. There is no current college plan to deal with the maintenance and/or replacement of sophisticated fitness equipment. Maintenance is handled on an “as-needed” basis. Budgetary constraints make regular maintenance difficult currently, but as technological improvements are made in the future, a plan and budget to deal with equipment needs will be necessary.

In the future, as budget constraints permit, it would be advantageous to invest in a card-swipe system for tracking student attendance. Many other community colleges in the state have already acquired this technology. This technology could potentially increase positive attendance credit FTES initially by 15-25% in this department according to faculty and staff interviewed.

Faculty and staff also expressed the desire to supplement some of the current non-credit courses with for-credit courses by creating more course sequences in the curriculum.

Personnel: Faculty and staff interviewed in this area stated that there will eventually be a need to increase the number of faculty members so that the number of contract employees can be decreased. Faculty and staff expressed a need currently for a full-time faculty/athletic trainer/physical therapist capable of doing evaluations for adaptive physical education courses and providing CVC required certified athletic trainer duties for all home intercollegiate games and matches. This person could also teach courses in kinesiology and athletic training - these courses are already in the college’s curriculum, as majors and transfer courses.

Staff and faculty stated that there is a need to increase the instructional assistant’s hours from 36 to 40. The athletic equipment attendant’s hours should be increased from 30 to 40 hours. Ideally, these two classified positions should be made full-time/eleven month positions. In addition, the support staff position should be maintained at 75% for the department according to faculty and staff.

Facilities: Health and Human Performance and Athletics faculty and staff noted that, if funds could be obtained, the creation of an Aquatic Complex would create a draw for students and community residents alike. They also expressed the desire to have a classroom near Symons Field for outdoor and recreation courses with the possibility to support additional H-HP courses if needed.

The indoor running track in Oak Pavilion needs to be permanently rubberized and made seamless as this is a safety issue according to staff and faculty. New exercise mats are also needed.

Faculty and staff noted that it would be ideal to install an electronic system with

sound, music, video, and computer capabilities in the cardio room, weight room, and surrounding areas as needed for instructional purposes.

The par course needs to be maintained and hiking/bike pathways created throughout the campus.

Growth Projections

According to Health and Human Performance and Athletics staff and faculty interviewed, with the current staffing levels, enrollments in this department can be expected to grow at about the same rate as the college. If another faculty member can be hired the department could grow at a faster rate than the college as a whole. However, this area has seen an average of 2% growth per year between fall 2000 and fall 2007. The growth rate was 1.7% between 2005 and 2007 and the rate was 5.8% growth from 2006 to 2007. The average of these rates is about 3%.

Given the variability in the data, the table (35) on the next page shows growth estimates based on a conservative cap rate of 2% increase in FTES per year on average beginning in 2007. Growth estimates may be adjusted as warranted by new data.

Table 35. Physical Education Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|---------------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Physical Education* WSCH | 3,397.98 | 3,969.16** | ----- | ----- |
| FTES | 113.27 | 123.99 (124.03)^ | 136.09***** | 149.70***** |

*Fall 2000 and fall 2005 TOP Physical Education codes for WSCH = 835 + 835.1.

**An increase of 571.18 WSCH. This represents 17% growth over 5 years or 3.4% growth per year on average.

***Growth targets based on a rate of 2% growth per year, uncompounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, uncompounded.

*****Growth targets based on a rate of 2% growth per year, uncompounded beginning in fall 2007.

^Obtained from Data! Section Enrollment Division Detail Report (9/19/07) running department code: CHHP.

Literature and Language

- 261010 AA Language Arts – Emphasis in English
 761010 AA Language Arts – Emphasis in Speech Communication

English

Current Description

The English Department at Columbia College offers a wide range of transferable courses which are designed to meet the various needs of our community. For the general student who needs to learn reading and writing in small classes, the Department offers a sequence that moves from fundamentals (250) to remedial (151) to beginning (1A) to advanced English (1B) in courses limited to twenty-seven students. For the student who lives far from the Columbia campus, the Department offers English 1A, 1B, and 1C entirely online, plus face-to-face courses at the Calaveras and Oakdale sites. For the student who needs more advanced courses, the Department offers Creative Writing, Film Studies, and Critical Reasoning (1C) every semester; Shakespeare, British Literature, and American Literature on a revolving two-year schedule; and a yearly trip to the Shakespeare Festival in Ashland, Oregon.

Current Personnel: Jim Toner (FT faculty), Ray Liedlich (FT faculty), Rick Rivera (FT faculty), and Meryl Soto (FT faculty).

Current Facilities: Various classrooms in the Cedar, Fir, Sequoia, and Buckeye buildings.

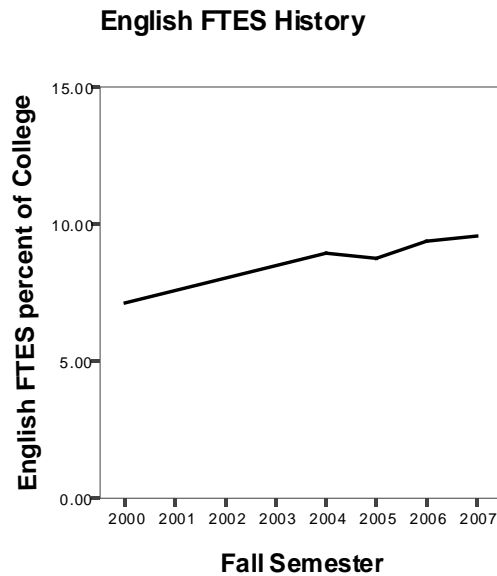
The table (36) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for English (CENGL), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 36. English FTES

| English | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 66.08 | ----- | ----- | ----- | 92.74 | 84.67 | 90.40 | 92.66 |

The graph (25) below depicts English FTES as a percent of the total College FTES.

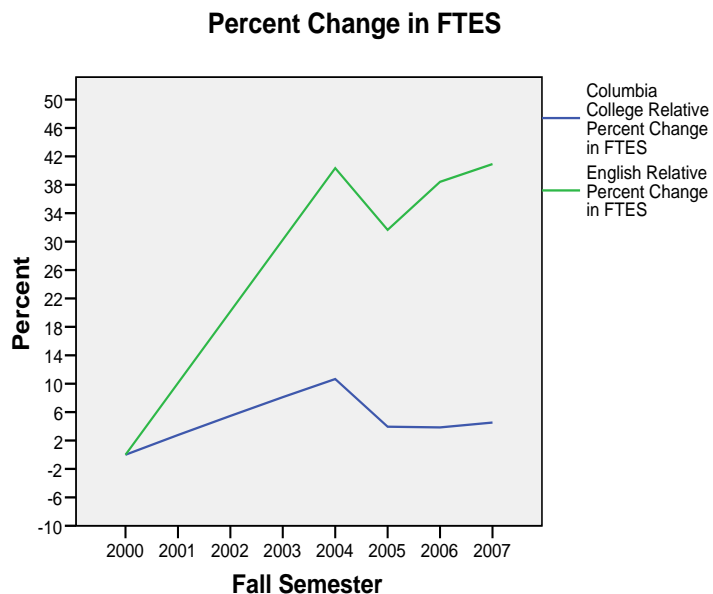
Graph 25. English FTES as a Percent of College FTES



In fall 2000 English represented 7.10% of the college FTES, 8.97% in fall 2004, 8.77% in fall 2005, 9.38% in fall 2006, and 9.55% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (26) depicts the relative percent change in FTES for English and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 26. Relative Percent Change in FTES for the College and English



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For English there was a 40.35% increase in FTES from fall 2000 to fall 2004, followed by an 8.70% decrease in fall 2005. There was a 6.77% increase in FTES between fall 2005 and fall 2006, followed by another increase of 2.50% in fall 2007.

The FTES data for English generally conform to perceptions of the faculty member interviewed. The decrease in FTES in fall 2005 parallels the decrease in college enrollments that semester. The increases seen since fall 2005 can be accounted for by the increase in the number of sections offered over time. One full-time faculty member is currently on sabbatical and their courses are being taught by adjunct faculty.

Future Plans/Needs

The English faculty member interviewed stated that the inclusion of a greater emphasis on reading in the English area is planned for the future. According to this faculty member a Reading Apprenticeship program should be developed and the English department should consider developing new curriculum on reading. An academic literacy course or a “Reading Jam” to be offered before the start of each fall semester would be useful in helping to prepare students for college.

The English faculty, adjunct instructors, the AAC coordinator, the tutor trainer and tutors should all receive training in the Reading Apprenticeship approach in order to initiate a new program as noted by the faculty member contacted. In general, it would be beneficial to have more coordination between the English department and the AAC. The creation of a Writing Center in the AAC and having faculty members offer some of their office hours in the AAC would also help students.

The upcoming “First Year Experience” will combine the efforts of English, math and counseling faculty to increase student success. More class partnerships, such as team teaching between child development courses and English 151 may also increase student success.

English 1A, 1B and 1C are currently offered in both face-to-face and online formats. Faculty members are working on an online enhancement for English 10 at the present time. While English 151 should probably not be offered exclusively online, an online enhancement for this course may be helpful to students, according to the English faculty member interviewed. The development of an Online Writing Lab (OWL) is also being considered.

The creation of a customized grammar guide that integrates specific institutional information would be a useful tool to offer students and is being considered by English faculty members.

Personnel: According to the English faculty member interviewed and as supported by enrollment trends, there will be a need for an additional full-time English faculty member in the near future.

Facilities: According to the English faculty member interviewed, Sequoia 11 is too

small for many English course sections that can have as many as 27 students enrolled. This room is only rated for occupancy by 21 students. Having a dedicated space for English classes would be desirable. There is also a need for storage for video/computer equipment so that students can access the Internet during class time. Ideally, English faculty members who teach hybrid or online classes should receive computer upgrades when funding is available.

Growth Projections

The English area grew at a rate of 5.8% FTES per year (on average) between fall 2000 and fall 2007. This area grew at a somewhat slower rate of 4.7 % FTES per year (on average) between fall 2005 and fall 2007 and grew at a rate of 2.5% between 2006 and 2007. The mean growth rate for these three rates is 4.3%.

The table (37) below shows FTES growth estimates based on a conservative cap rate of 3% per year on average, indicating that this area is expected to grow at a rate faster than the college as a whole. Growth estimates may be adjusted as warranted by new data.

Table 37. English Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|-------------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| English* WSCH | 1,982.28 | 2,694.47** | ----- | ----- |
| FTES | 66.08 | 84.17 (84.67)^ | 101.00***** | 116.15***** |

*Fall 2000: TOP English Code for WSCH = 1501; fall 2005; TOP English Code for WSCH = 1501.

** An increase of 712.19 WSCH. This represents 36% growth over 5 years or 7% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****Growth targets based on a rate of 3% per year, un compounded beginning in fall 2007.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CENGL.

Spanish

Description

The Spanish Department at Columbia College offers a range of beginning and intermediate courses for students wishing to meet transfer requirements, to pursue further studies in Spanish, to enrich their travel experiences in Spanish speaking countries, to communicate in Spanish with customers and/or colleagues in the workplace, or for personal and civic cultural enrichment. Courses are available on campus, in downtown Sonora, and at the Calaveras site. The teaching methodologies incorporate a structural foundation with emphasis on applied practice in everyday situations, with assignments involving reading, writing, listening and conversation.

Current Personnel: Vonna Breeze-Martin (FT faculty).

Current Facilities: Various classrooms.

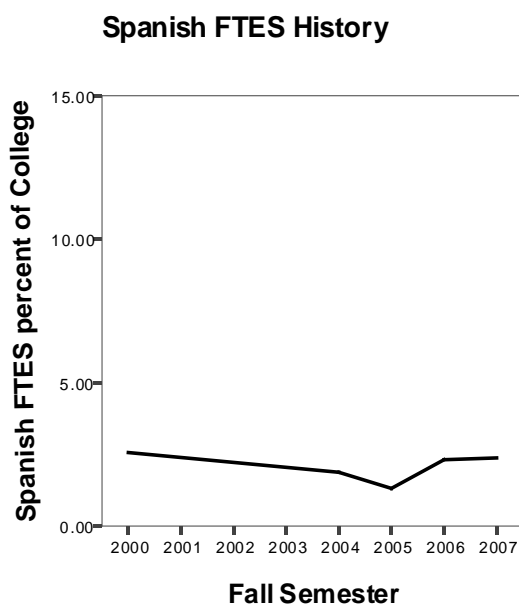
The table (38) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Spanish (CSPAN), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 38. Spanish FTES

| Spanish | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 23.88 | ----- | ----- | ----- | 19.25 | 12.98 | 22.43 | 22.89 |

The graph (27) below depicts Spanish FTES as a percent of the total College FTES.

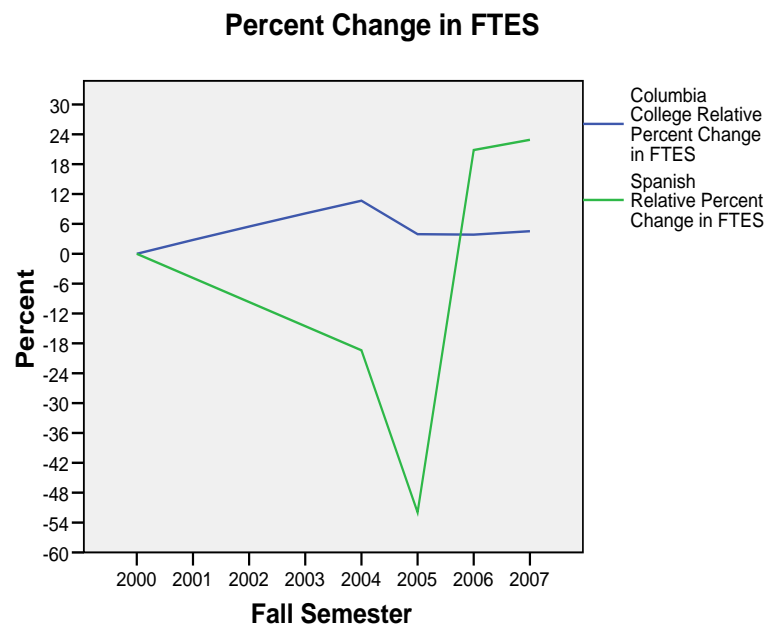
Graph 27. Spanish FTES as a Percent of College FTES



In fall 2000 Spanish represented 2.56% of the college FTES, 1.86% in fall 2004, 1.35% in fall 2005, 2.33% in fall 2006, and 2.36% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (28) depicts the relative percent change in FTES for Spanish and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 28. Relative Percent Change in FTES for the College and Spanish



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Spanish there was a 19.39% decline in FTES from fall 2000 to fall 2004, followed by a 32.57% decrease in fall 2005. There was a 72.80% increase in FTES between fall 2005 and fall 2006, followed by another increase of 2.05% in fall 2007.

The FTES data for Spanish generally conform to the faculty member's perceptions of enrollments since 2004. The only full-time Spanish faculty member was on sabbatical during the 2005-2006 academic year which, in addition to the college-wide drop in enrollments in fall 2005, could account for the decrease in FTES for fall 2005. Spanish FTES have recovered to greater than 2004 levels (and greater than 2000 levels) since the return of that faculty member in fall 2006.

Future Plans/Needs

The Spanish faculty member interviewed stated that the possibility of offering languages other than Spanish should be explored by the college.

Both the beginning transfer sequence and the beginning conversational sequence are now offered at the Calaveras Center as well as on campus.

A ‘Spanish for the Community’ focusing on workplace Spanish is being offered Spring 2008 at the Me-Wuk Tribal Education Center to offer convenient access to employees of Black Oak Casino, where 40% of the clientele are Spanish-speaking. Other workplace Spanish courses being considered include Spanish for healthcare workers, law enforcement, social services workers, and the hospitality and child care industries.

The Community Education department is offering a workshop entitled “Spanish for Travelers.”

A summer travel/study/home stay program is being offered in Vitoria, Alava, Spain.

A proposal for a fall 2008 TMI Spanish 1A class is currently before the Curriculum Committee. Also under development is an intensive program at Baker Station (through Modesto Junior College) and a “Spanish for Spanish-speakers” course.

Personnel: According to the Spanish faculty member interviewed as enrollments continue to increase, there will be a need to hire an additional faculty member in the future. Hiring someone who could teach both Spanish and ESL would be desirable.

Facilities: There are no facilities needs at this time as noted by the faculty member interviewed.

Growth Projections

Spanish FTES decreased by .59% per year on average between fall 2000 and fall 2007. Given the extreme variability in the data (due to the effect of the Spanish faculty member’s absence in fall 2005) and the fact that there is only one full-time faculty member in Spanish it was difficult to make accurate growth estimates. However, while there were six sections of Spanish offered in 2007, there are eight sections scheduled for 2008, which indicates probable growth in FTES for fall 2008.

The table (39) on the next page shows that no reliable growth estimates in FTES can be made at the present time. Goals for 2010 are based on the number of FTES obtained for fall 2007. Growth estimates may be adjusted as warranted by new data.

Table 39. Spanish Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|------------------|-------------------|---|---|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Spanish* WSCH | 716.34 | 415.34** | ----- | ----- |
| FTEs | 23.88 | 12.98 (12.98)^ | 22.89***** | -----***** |

*Fall 2000: TOP Foreign Language, General Code for WSCH = 1101; fall 2005: TOP Foreign Language Code for WSCH = 1101.

** A decrease of 301 WSCH. This represents a 42% decrease over 5 years or an 8.4% decrease per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****No reliable growth estimates can be made at the current time.

^Obtained from Data1 Section Enrollment Division Detail Report (9/19/07) running department code: CSPAN.

English as a Second Language

Current Description

Columbia College offers a range of beginning, intermediate and advanced courses for English-language learners who wish to improve their English abilities (reading, writing, speaking, listening) for the workplace, for communicating with their children’s schools, for helping their children with homework, for practical everyday applications (such as health care, shopping, transportation, etc.), or for continuing education (e.g., improved literacy, GED, certificate, degree, transfer). Classes are offered at four locations: Sonora, Jamestown, Tuolumne and Angels Camp.

Current Personnel: Vonna Breeze-Martin (3 hours release time faculty).

Current Facilities: A-TCAA Sonora Family Learning Center, Jamestown Family Resource Center, Summerville Family Resource Center at Summerville Elementary School, Mark Twain Elementary School.

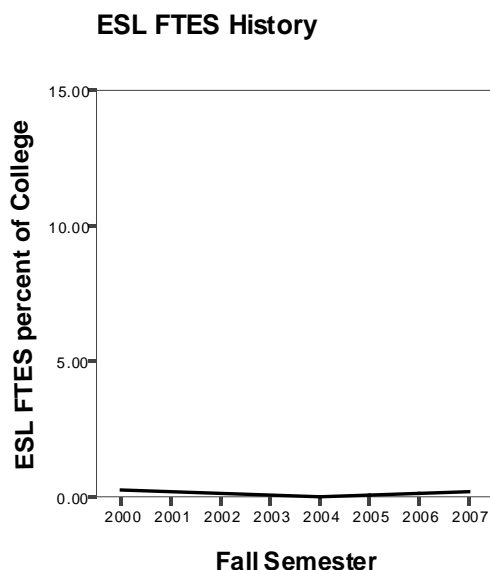
The table (40) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for English as a Second Language (CENGL-305 and 206), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 40. ESL FTES

| ESL | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 2.42 | ----- | ----- | ----- | 0.00 | .47 | 1.06 | 1.71 |

The graph (29) below depicts ESL FTES as a percent of the total college FTES. In fall 2000 ESL represented .26% of the college FTES, .00% in fall 2004, .05% in fall 2005, .11% in fall 2006, and .18% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

Graph 29. ESL FTES as a Percent of College FTES



There were insufficient data for ESL to warrant comparing relative percent change in FTES with the college data.

The FTES data for ESL generally conform to perceptions of the faculty member interviewed. This program is currently being revitalized and enrollments are expected to grow substantially beginning in spring 2008.

Future Plans/Needs

The perception of the ESL faculty member interviewed is that there is an increasing need to offer English as a Second Language classes in the Columbia College service area. This faculty member stated that between 1995 and 2005, the Latino K-12 population almost doubled in Tuolumne County and more than doubled in Calaveras County, according to the California Department of Education in December of 2005. This is even more significant in view of the general decline in Tuolumne and Calaveras K-12 population. The faculty member noted the increases in Spanish-speakers and other ELD students at the elementary school level, as it is their parents who are the primary target of Columbia's ESL classes. For example, at Sonora Elementary in 2004, there were eight ELD students while in 2005 there were 22, according to the faculty member interviewed. The ELD high school students are less likely to need ESL classes than the young adult working population, usually more recently arrived and here with their young children.

The Oakdale area may have an increased need for ESL education, but this is currently being handled by the Adult Education department of the public school system in that area according to the ESL faculty member interviewed.

Columbia College offered ESL classes at four community locations in the spring of 2008, two of which were offered in collaboration with the Amador-Tuolumne Community Action Agency. Classes were offered at three levels: beginning, intermediate and advanced.

One important long-term goal is to assist more ESL students in making the transition to becoming Columbia College students.

Increased marketing efforts include radio spots on Spanish-language radio stations and wide distribution of bilingual Spanish/English flyers. This is expected to lead to an increase in enrollments and a sustainable program according to faculty.

The ESL faculty member interviewed stated that the local casino plans to hire about 800 more employees and that a GED is required for most employment there. Other local employment opportunities include the lumber industry, the Forest Service, the wine industry, and service jobs in the tourism sector, etc. As more Hispanic/Latino people move to this area to seek employment in these and other skilled or semi-skilled positions, the need for ESL instruction is likely to increase. The faculty member contacted noted that the success of this program depends on building trust in the community. This may mean leaving class sections open longer and not cancelling classes that have low enrollments to build a stable continuum on which the English-learner community can depend.

The ESL faculty member is also exploring Spanish GED and citizenship classes to better serve this community.

Personnel: As the demand for ESL instruction increases, there will eventually be a need for a full-time instructor. Ideally, this person could teach in both the ESL, Spanish and/or English areas as noted by the ESL faculty member interviewed.

Facilities: Currently all ESL instruction occurs at off-campus sites.

Growth Projections

In order to meet educational needs of the local population affected by changing demographics, ESL instruction at Columbia College is being revitalized and this area could grow at a faster rate than that of the college as a whole. While there were three sections of ESL offered in fall 2007, with a total of 37 students, for spring 2008, there are five sections currently being taught, with 45 students enrolled. This represents a 22% increase in the number of students enrolled in ESL classes. For fall 2008 five sections of ESL are scheduled. It was difficult to make accurate growth estimates for ESL FTES given the small amount of data available.

A conservative growth estimate for ESL FTES was made based on a rate of .7% per year on average beginning with fall 2007, as shown in the table (41) below. Growth estimates may be adjusted as warranted by new data.

Table 41. English as a Second Language Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|-----------|---------------|----------------------------|--------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| ESL* WSCH | 72.57 | 14.81** | ----- | ----- |
| FTES | 2.42 | .46 (.47)^ | 1.75***** | 1.81***** |

*Fall 2000 and fall 2005 TOP English as a Second Language code = 4930.8.

**A decrease of 57.76 WSCH. This represents an 80% decrease over 5 years or a 16% decrease per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year.

*****Growth targets based on a rate of .7% per year, un compounded beginning in fall 2007.

^Obtained from Datatel running course code: CENGL-305.

Speech

Current Description

Speech courses at Columbia College meet requirements for graduation, transfer and general education. Courses include instruction on such topics as fundamentals of speech, argumentation, introduction to human communication and intercultural communication, among others.

Current Personnel: Timothy Elizondo, PhD (.50 faculty).

Current Facilities: Various classrooms.

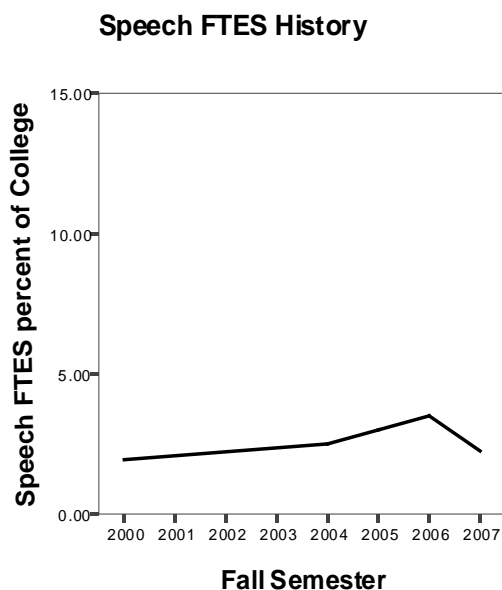
The table (42) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Speech (CSPCOM and CJRNL), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 42. Speech FTES

| Speech | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 18.12 | ----- | ----- | ----- | 25.60 | 28.96 | 34.02 | 22.03 |

The graph (30) below depicts Speech FTES as a percent of the total college FTES.

Graph 30. Speech FTES as a Percent of College FTES

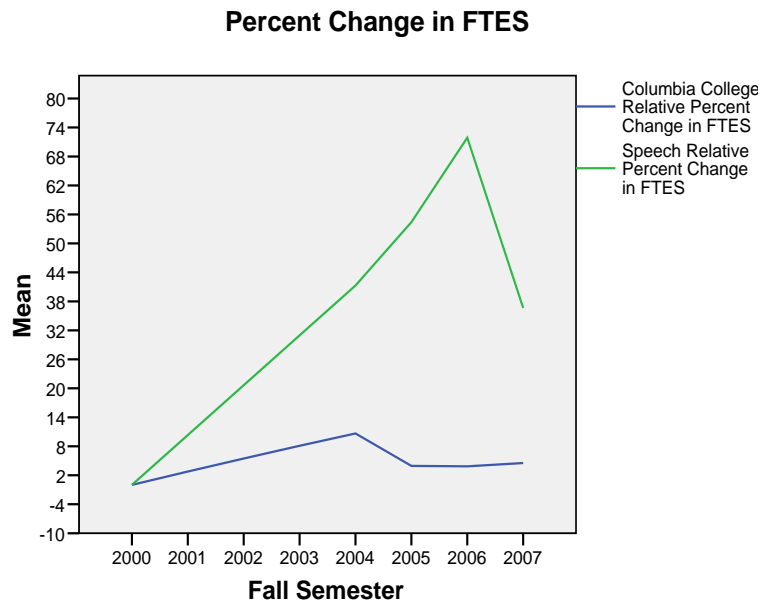


in fall 2000 Speech represented 1.95% of the college FTES, 2.47% in fall 2004, 3.00% in fall 2005, 3.53% in fall 2006, and 2.27% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (31) depicts the relative percent change in FTES for Speech and the relative percent change in FTES for the college as a whole from the fall semester of 2000

through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 31. Relative Percent Change in FTES for the College and Speech



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Speech there was a 41.28% increase in FTES from fall 2000 to fall 2004, followed by a 13.13% increase in fall 2005. There was a 17.47% increase in FTES between fall 2005 and fall 2006, followed by a decrease of 35.24% in fall 2007.

The FTES data for Speech generally conform to perceptions of the faculty member interviewed for this area. The increase in FTES in fall 2006 was most likely the result of the fact that the college's first full-time Speech Communication instructor was on board at that point. The decrease in fall 2007 can be explained by the retirement at that time of a part-time faculty member in Speech Communication. The lack of qualified adjunct instructors also may have contributed to a decrease in enrollments in fall 2007.

Future Plans/Needs

Columbia College has never had a Speech Communication major. There is currently a Language Arts AA with an emphasis in Speech Communication. The primary instructor would like to change the degree title to Communication and broaden the program of study somewhat.

The Debate Team is the only academically competitive program at Columbia College and has won state and national championships in 2007. The team will continue to participate in competitions at the state and national levels this spring. Funding, perhaps from the Columbia College Foundation or the college general fund, is needed to help support this activity. There is need for the main instructor to obtain a class B driver's license for travel to competitions using a college van.

According to the Speech faculty member interviewed, the sequence of courses taken by students interested in debate are different from the typical sequence taken by Speech Communication students, but can also meet the requirements for the major. All students who have participated in the debate program have gone on to transfer to four-year colleges according to the faculty member interviewed.

According to the faculty member interviewed, some of the courses that are currently offered in the Drama area (e.g., oral interpretation and voice dynamics) need curriculum revision and could be brought into the Speech Communications area to be taught by a new faculty member. The current full-time Speech faculty member could then focus on teaching public speaking, argumentation and debate. A new faculty member could also develop a competitive speech program with an emphasis other than debate.

Relationships between this instructional area and the AAC need to be strengthened. Students from the Middle College Program could possibly be recruited to the major by being exposed to the activities of the Debate Team. The Debate Team's participation in the Civic Engagement Project will give this award-winning team greater exposure in the local community.

Personnel: According to the Speech faculty member interviewed, there is a need for a full-time faculty member in this area to replace the half-time person who retired, to be able to develop this area further and to teach Speech Communications 4 and 5.

Facilities: There are no specific facilities needs at the present time as noted by the Speech faculty member interviewed.

Growth Projections

According to the Speech faculty member interviewed, FTES may decrease further until replacement instructors are found. According to the dean in this area once new instructors are hired, enrollments can be expected to grow at least as much as the college as a whole grows and probably more, especially over the long-term. Speech FTES grew at a rate of 14.6% per year on average between fall 2000 and fall 2006, before the retirement of the half-time faculty member contributed to a 35.2% decrease in Speech FTES in fall 2007. FTES grew at an average rate of 3.1% per year from 2000-2007. Given the recent variability in the data and the uncertainty in the timing of hiring a new faculty member it was difficult to make accurate growth estimates. While eleven sections of Speech were offered in spring 2007, only eight are scheduled for 2008 suggesting that this area may see a decline in FTES for fall 2008.

According to the dean in this area, two adjunct instructors would be able to make up for the recent declines and contribute to steady growth. The dean noted that there is unmet demand in Speech and that the current full-time faculty member has revitalized this area and is continuing to develop curriculum and tighten degree requirements. The efforts to locate a few qualified adjunct instructors are ongoing and will hopefully be successful in the near future. Speech Communication 1 is one of two courses that meet the G.E. Breadth Requirements (Area A.1) for the associate degree and the IGETC (Area 1, Group 1C) requirements for transfer. If more sections of this course can be offered, it is likely that FTES will increase in this area.

The table (43) below shows tentative growth estimates for FTES in Speech. A conservative estimate of an average .7% increase in FTES per year from 2007 to 2010 was projected. FTES are likely to grow at a rate faster than the college by 2015. Growth estimates may be revised as warranted by new data.

Table 43. Speech Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|------------------|-------------------------------|---|---|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Speech* WSCH | 543.60 | 926.95** | ----- | ----- |
| FTES | 18.12 | 28.96 (28.96) [^] | 22.49***** | -----***** |

*Fall 2000: TOP Mass Communication Code for WSCH = 601; fall 2005 TOP Communications, General Code for WSCH = 601.

**An increase of 383.35 WSCH. This represents 71% growth over 5 years or 14% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****Growth targets based on a rate of .7% per year, un compounded beginning in fall 2007.

*****No reliable estimate of FTES can be made currently.

[^]Obtained from Data! Section Enrollment Division Detail Report (9/19/07) running department code: CSPCOM and CJRNL.

Mathematics

561010 AA Mathematics

Current Description

The Mathematics Department offers courses which enable students to:

1. Develop and/or review pre-collegiate mathematical skills and prepare for collegiate level mathematics
2. Meet general education requirements for the Associate Degree and/or Transfer
3. Partially satisfy lower division pre-major requirements in mathematics, the sciences, business administration, and other areas.
4. Earn an Associate Degree in Mathematics.

In all course offerings, the department uses both traditional and non-traditional instructional methods to develop students' abilities to solve problems, reason and effectively communicate mathematically in addition to teaching computational skills. The department maintains a Mathematics Resource Center to provide additional support for student learning.

Current Personnel: John Leamy (FT faculty), Anne Cavagnaro (FT faculty), Maryl Landess (FT faculty), Laurel Grindy (FT faculty), Dennis Albers (FT faculty, shared with physical science) and Casey Bonavia (.75, 10 month, classified assistant 3), 1-2 student workers each semester.

Current Facilities: Primarily located in Juniper, also various classrooms.

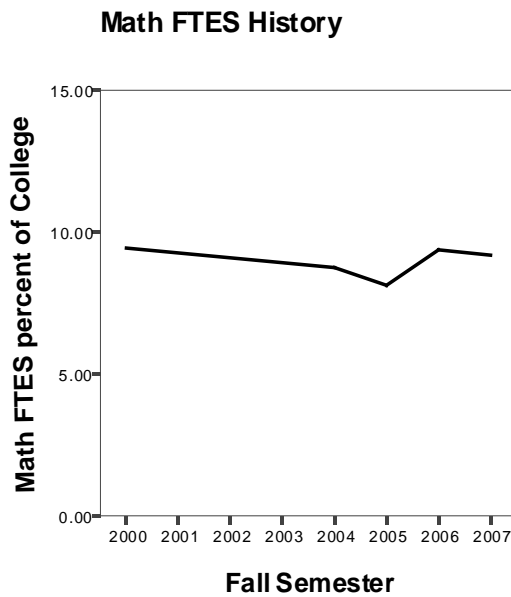
The table (44) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Mathematics (CMATH), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 44. Math FTES

| Math | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 88.15 | ----- | ----- | ----- | 90.68 | 78.31 | 90.35 | 89.16 |

The graph (32) below depicts Math FTES as a percent of the total college FTES.

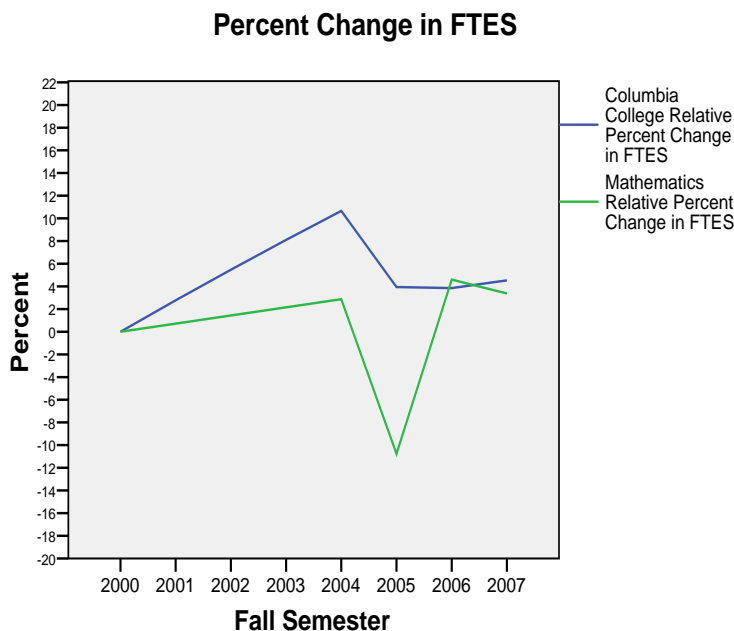
Graph 32. Math FTES as a Percent of College FTES



In fall 2000 Math represented 9.47% of the college FTES, 8.77% in fall 2004, 8.12% in fall 2005, 9.37% in fall 2006, and 9.19% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (33) depicts the relative percent change in FTES for Math and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 33. Relative Percent Change in FTES for the College and Mathematics



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Math there was a 2.87% increase in FTES from fall 2000 to fall 2004, followed by a 13.64% decrease in fall 2005. There was a 15.37% increase in FTES between fall 2005 and fall 2006, followed by a decrease of 1.32% in fall 2007.

The FTES data for Mathematics generally conform to the perceptions of faculty members interviewed. The decrease noted in fall 2005 can be accounted for by the fact that there were only 24 sections offered that semester. This parallels the drop in college enrollments for fall 2005. In fall 2004 and fall 2006 there were 26 sections offered each semester, and in fall 2007 there were 28 math sections offered.

Future Plans/Needs

Mathematics faculty interviewed noted that there seems to be a recent trend of more incoming students scoring higher on math placement tests than previously, possibly due to increased high school math graduation requirements. (This statement needs to be validated by examining math placement test scores directly.) However, students that are being placed into lower level math classes seem to perform more poorly in class than in the past, according to faculty members. There is a need for data collection and analysis in this area.

The department cannot completely satisfy lower division math major requirements as there are no sophomore level math courses being offered at this time. This is problematic for Engineering and Math majors. There is a need to build enrollments in Math, Physics and Engineering students to support courses in multivariate calculus, differential equations, linear algebra, and possibly a “bridge” course in logic and proof. These courses would prepare transfer students for upper division math at the four-year college level.

The recent state-mandated increase in math requirements for the associate degree, which goes into effect in fall 2009, may increase demand for math courses at Columbia. Or, the increased requirements could have the opposite effect of decreasing the demand for math courses by decreasing the number of students who decide to obtain a terminal associate degree in Mathematics at Columbia College, according to Math faculty interviewed.

Curriculum to develop the quantitative skills of vocational education students is being developed. “Applied Math in the Workplace”, currently a hybrid course that will be offered online in fall 2008, will help students meet employer demands for increased math competency. A work-readiness certificate will begin to address employer needs in our region. In the fall 2008, pilot “Math in the Workplace” courses will be offered in Auto Technology, Business Administration and Culinary Arts.

Math courses are also offered in Oakdale and at the Calaveras site, but it is difficult to sustain the proper sequence of courses in the schedule at off-campus sites, according to Math faculty interviewed. As off-campus offerings increase, efforts will need to be made to maintain sufficient contact between on- and off-campus instructors to ensure the equivalency of courses taught at different sites.

The Mathematics Resource Center could benefit from the installation of a card swipe system to improve accuracy in tracking students logging out of the Center. Currently, if students do not log out, the positive attendance lab will only register one hour of credit for a student's session in the Center although a student may have actually spent more time in the Center. This improvement could potentially lead to an increase in FTES in the Math area.

Mathematics faculty interviewed noted that new graphing calculators are needed so that the department can stay current with technology. It is possible that lottery funds could be used for this purpose.

Personnel: The increase in the Mathematics AA requirement, the expansion of math into vocational education, and the impending retirement of a 1/3 FTEF Math instructor suggests that a new FT Mathematics faculty position will be needed in the near future.

Math faculty noted that there is a need for increased support staff hours so that the Math Resource Center can remain open longer in the evenings. There is also a need for support staff during the summer sessions. Increasing the lab assistant position from a 75%, ten month appointment to a full-time, eleven month position would be ideal according to faculty.

Facilities: According to Math faculty interviewed, students have consistently stated that having the mathematics classrooms, instructors' offices, and the Math Resource Center in the same location is an important factor in their success. However, with the growth of the Math faculty and course offerings, the current facilities are no longer adequate. If enrollments increase, this problem will be exacerbated. Hence, Math faculty stated that there is a need for more space to be dedicated to the Mathematics Resource Center. Additional computer stations are needed and a more private study area for groups of students would be ideal. An area for viewing videos and testing would also be an asset to the Mathematics Resource Center.

Math faculty stated that there are two possible ways to address the needs stated above, both of which have been discussed in the Facilities Committee:

- If Health Services is relocated to one of the modular buildings being vacated by the Child Care Center, then the additional space in the Juniper Building could be used by the Mathematics department to enlarge and enhance the Mathematics Resource Center and add two additional instructor's offices. However, this option does not address the need for an additional classroom.
- Alternatively, Mathematics could move to the Sequoia Building when it is vacated by the Sciences area. This would meet classroom needs, Math Resource Center needs, and office space needs. An additional benefit is that Mathematics and the Sciences would be located in the same area of campus.

Both options would require extensive remodeling. Whatever options are considered, Math faculty stated that all math classrooms ideally need to be made “smart” classrooms with computer stations, video equipment and overhead projectors.

Growth Projections

Mathematics faculty members interviewed stated that FTES in Mathematics should grow at least at the same rate as the college. Mathematics FTES could increase at a slightly greater rate than the college as a whole given the state-mandated increase in Math requirement for the Associate Degree which goes into effect in fall 2009 and given the ongoing efforts to improve math competency in vocational education programs. Math FTES grew by an average .72% per year between fall 2000 and fall 2004 and grew by an average of .16% between fall 2000 and fall 2007. Though there was a decrease of 1.32% between fall 2006 and fall 2007, the mean rate of decrease in FTES since 2004 was .76% per year (fall 2005 data were excluded as representing an anomaly). In fall 2007 there were 28 math sections offered, but only 27 sections are scheduled for fall 2008.

The vice president of student learning and the dean in this area noted that with recent and ongoing instructional efforts in Mathematics related to the Basic Skills Initiative, this area should begin to grow at least at the same rate as the college. The vice president also expressed a commitment to build upper level math courses into the program over the next five years which will also create growth in FTES.

The table (45) below shows that an increase in Mathematics FTES is predicted to occur at a conservative rate of .7% per year on average. Growth by 2015 may occur at a rate faster than the college. Growth estimates may be adjusted as warranted by new data.

Table 45. Math Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|-------------------------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Math* WSCH | 2,644.37 | 2,506.11** | ----- | ----- |
| FTES | 88.15 | 78.29 (78.31) [^] | 91.03***** | 94.22***** |

*Fall 2000 and fall 2005 TOP Mathematics Codes for WSCH = 1701.

**A decrease of 138.26 WSCH. This represents a 5% decrease over 5 years or a 1% decrease per year on average.

***Growth targets based on a rate of 2% growth per year, uncompounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, uncompounded.

*****Growth targets based on a rate of .7% increase per year, uncompounded, beginning in fall 2007.

[^]Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CMATH.

Visual and Performing Arts

| | | |
|--------|----|-------------------------------------|
| 041010 | AA | Fine Arts – Emphasis in Art |
| 041011 | AA | Fine Arts – Emphasis in Photography |
| 581010 | AA | Music |

Fine Arts

Current Description

Art course topics at Columbia College include ancient art history and renaissance to modern art history. The program emphasizes courses for the beginner as well as offering advanced sections in design, drawing, painting, photography, digital and conventional darkroom, and ceramics, ceramic and metal sculpture. Classes are offered both on and off campus.

Current Personnel: Li Ching Accurso (FT faculty), Laurie Sylwester (FT faculty).

Current Facilities: Primarily located in the Willow Building. The darkroom in the Fir Building has 18 photography enlarging stations. Four of these are wheelchair accessible.

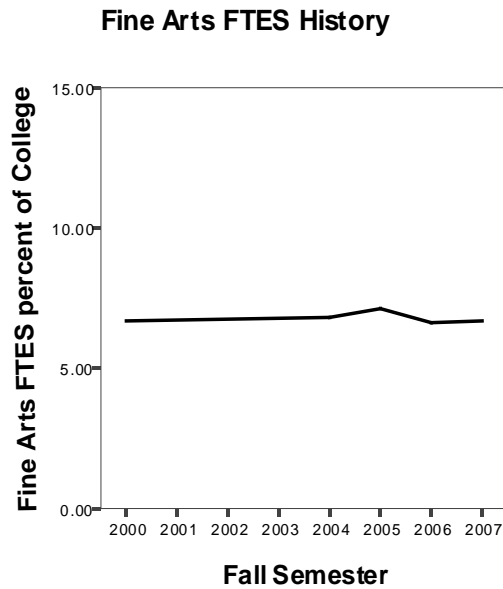
The table (46) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Fine Arts (CART), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 46. Fine Arts FTES

| Fine Arts | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 62.23 | ----- | ----- | ----- | 70.38 | 69.06 | 63.99 | 65.19 |

The graph (34) below depicts Fine Arts FTES as a percent of the total College FTES.

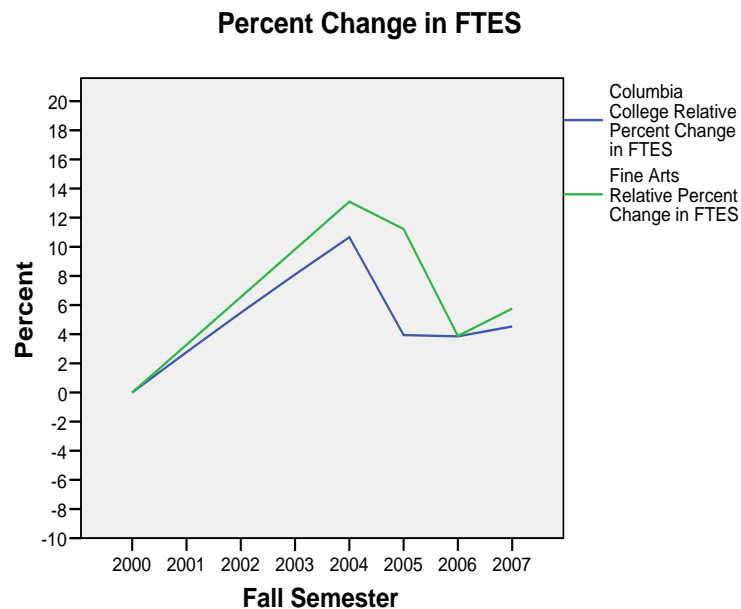
Graph 34. Fine Arts FTES as a Percent of College FTES



In fall 2000 Fine Arts represented 6.68% of the college FTES, 6.80% in fall 2004, 7.16% in fall 2005, 6.64% in fall 2006, and 6.73% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (35) depicts the relative percent change in FTES for Fine Arts and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 35. Relative Percent Change in FTES for the College and Fine Arts



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Fine Arts there was a 13.10% increase in FTES from fall 2000 to fall 2004, followed by a 1.88% decrease in fall 2005. There was a 7.34% decrease in FTES between fall 2005 and fall 2006, followed by an increase of 1.88% in fall 2007.

Overall, the FTES data for Fine Arts generally conform to perceptions of the faculty members interviewed for this area and somewhat parallel the pattern shown by the college as a whole. Ideally, enrollment data for each area of Fine Arts should be examined separately. This will occur in program review in the near future. The decrease in fall 2006 FTES may partly be explained by the fact that three fewer sections were offered that semester than in fall 2005.

Future Plans/Needs

Ceramics

The Fine Arts faculty member contacted for this area stated that new curriculum proposed includes a ceramic wheel throwing course. According to this faculty member, the very popular night ceramics course has a high interest in throwing, but the facility is not large enough to handle the interest when the course is offered only one night per week. It is recommended that the new wheel throwing ceramics class be offered on a Monday night in addition to the Wednesday evening ceramics class.

It would be advantageous to create a 1-2 unit lab technical class that emphasizes loading kilns, mixing glazes, testing a variety of glazes on a variety of clays, health and safety in the lab and firing kilns. Many students help with this as part of the other ceramic classes, but more FTES could be captured if the course were to be formalized. The simple addition of this course could bring in enough revenue to pay for the student lab assistant according to the Fine Arts faculty member interviewed.

Another new proposal would be to offer visiting artist opportunities to the students. The cost would be about \$100-\$200 for a single workshop. The college would capture hours as the students would be required to log-in to participate. Having more visiting artists come to the college would also benefit the department and the students.

For the ceramics area, the college should continue to be prepared to accept appropriate donations of professional equipment. The faculty member in this area has relationships with many potters and will continue to court significant donations.

According to the Fine Arts faculty member interviewed for this area, the single most crucial piece of replacement equipment that may be needed is the Skutt electric kiln, which is about 7 years old. It is fired daily. The college needs to plan to replace it if the computer in the kiln fails. A new replacement would cost under \$3000.

There is continued need to fund a repair budget for the aging potter's wheels. One to two wheels per year need to be reconditioned at an approximate cost of \$200-\$300 per wheel. New wheels cost about \$1000.

The faculty member interviewed noted that obtaining a Scott Extruder with a large extension box would be ideal as it would allow the college to offer some excellent workshops.

Personnel: According to the Fine Arts faculty member interviewed for this area, there is a need for a dedicated lab technician to work a minimum of 15 hours per week keeping the kilns running, tracking supply inventory and generally increasing safety. This would enable the faculty member to teach extra courses.

Faculty also noted that there is a need to continue to develop and support the adjunct faculty pool. In ceramics, when an adjunct instructor is added, there needs to be an increase of paid lab technician time added as well. For each ceramic course added, an additional 5 hours of lab technician time is required to support that course according to the faculty member interviewed.

Facilities: As noted by the Fine Arts faculty member interviewed, if the Willow Building was available 5 days per week, it is possible that ceramics courses could be offered five days per week. For this to occur, other classrooms would be needed for the other two-dimensional arts. The suggestion was made that when the new Science and Natural Resources Building is completed, the temporary wall in the Sequoia Building could be removed to create a drawing/painting room there at low cost.

Currently, ceramics, painting and drawing all share the Willow Building. Ideally, in order for the Art department to grow, separate buildings are needed for the various media according to the Fine Arts faculty member interviewed. At a minimum, the clay courses need to be separated from all two dimensional media. There is also a need for a gallery space to showcase student art work in all areas.

Photography

According to the adjunct instructor interviewed this area of Fine Arts is not growing currently and is in need of program development. The instructor noted that there is substantial community interest in photography. About half of the students enrolled in photography courses are over the age of 30 according to the instructor interviewed. Courses could be offered at off-campus locations in the community which could increase enrollments.

Conventional color photography is in decline, while digital photography is gaining in popularity.

Art 42 could be taken out of the curriculum and replaced by a digital photography course to possibly be team taught. If the digital area is enhanced, it is possible that conventional film courses would see a decline in enrollments. Planning activities need to take this fact into

account. A field photography course could be taught in both film and digital formats.

The photography instructor interviewed would like to expand Art 48 Special Topics to include field photography, documentary photography and practical courses such as wedding photography. Other special topics could include older printing methods, “How to Make a Living at Photography” and “How to Put on an Art Show.” A course on the history of photography would also be an appropriate addition to the curriculum.

The photography instructor noted that obtaining supplies in a timely manner is difficult. Orders must be submitted 2-3 months ahead of the time they are needed.

Personnel: There is currently no full-time faculty member in this area of Fine Arts. The adjunct instructor interviewed noted that it would be helpful to hire at least one half-time faculty member dedicated to this area to provide representation and support. This area is supported by three adjunct instructors currently.

Facilities: According to the instructor interviewed it would be advantageous to have a dedicated classroom for teaching studio photography. Conversion of either the Pinyon or Ponderosa Buildings would be ideal for this purpose.

The conventional darkroom in Fir 8 needs to be rebuilt to ADA specifications. Alternatively, the bottom floor of Alder could be converted into a darkroom facility. There has been no substantial upgrading of the facilities since 1981. Funding for upgrading and repairs is needed. Of the 18 enlarging stations, only 15 are reliable. New sinks are also needed according to the instructor interviewed.

Growth Projections

According to the Fine Arts faculty member interviewed the area of ceramics instruction could grow at a rate faster than the college, but this would require increased access to Willow. With present usage, the only two slots that are available to increase the number of ceramic students are on Monday night and by offering two classes on Friday.

According to the adjunct Photography instructor interviewed, the area of digital photography could grow at a faster rate than the college with sufficient support by the college to develop the program.

Due to variability in the direction of change in FTES for this area recently, it was difficult to make reliable growth estimates. From fall 2000 to fall 2007 Fine Art FTES grew by an average rate of .68% per year. While 37 sections of art were offered in fall 2007, 41 sections are planned for fall 2008 so this area may experience some growth.

The table below (47) shows growth estimates for Fine Arts FTES based on a conservative rate of .7% growth in FTES per year on average beginning with fall 2007. Growth estimates may be adjusted as warranted by new data.

Table 47. Fine Arts Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|-----------|-------------------------------|----------------------------|--------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87***** |
| Fine Arts* WSCH | 1,867.00 | 2,200.05** | ----- | ----- |
| FTES | 62.23 | 68.73 (68.20) [^] | 66.56***** | 68.89***** |

*Fall 2000: TOP Fine Arts, General and Art Codes for WSCH = 1001 + 1002.02 + 1002.09; fall 2005 TOP Fine Arts, General and Art Codes for WSCH = 1001 + 1002.

**An increase of 333.05 WSCH. This represents 18% growth over 5 years or 3.6% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****Growth targets based on a rate of .7% growth per year, un compounded, beginning in fall 2007.

[^]Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CART.

Music

Current Description

The Columbia College Music Department offers classes for students who wish to pursue a major, increase their knowledge or broaden their experience. The department offers instruction and performance opportunities in vocal and instrumental music and is very active and visible in the local community. The department also offers general education courses for the non-performer. Fundraising is done by the Columbia Jazz Artist Series (a non-profit organization established by Rod Harris in 1995).

Current Personnel: John Carter (FT faculty), Rod Harris, PhD (FT faculty).

Current Facilities: Located primarily in the Aspen and Dogwood Buildings. There is one grand piano and one upright in Aspen with a music chalkboard and a stereo. There is a piano lab with 15 electric pianos with headphones.

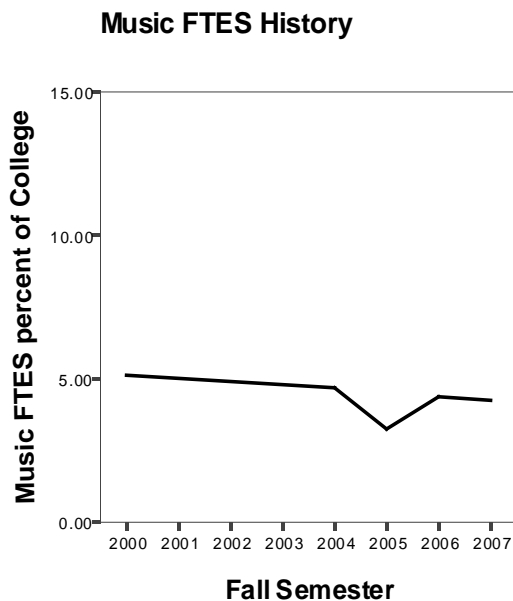
The table (48) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Music (CMUSC), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 48. Music FTES

| Music | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 47.59 | ----- | ----- | ----- | 48.30 | 31.51 | 42.49 | 41.39 |

The graph (36) below depicts Music FTES as a percent of the total College FTES.

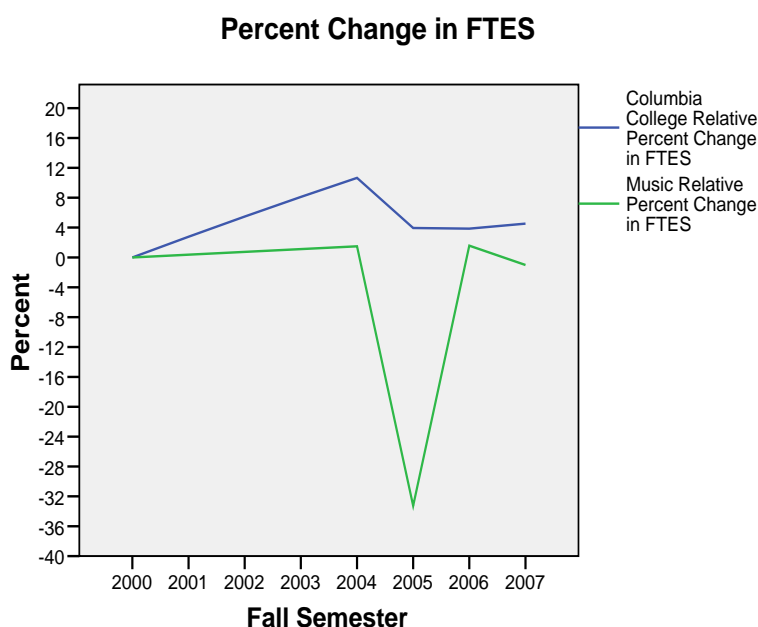
Graph 36. Music FTES as a Percent of College FTES



In fall 2000 Music represented 5.11% of the college FTES, 4.67% in fall 2004, 3.27% in fall 2005, 4.41% in fall 2006, and 4.26% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (37) depicts the relative percent change in FTES for Music and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 37. Relative Percent Change in FTES for the College and Music



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Music there was a 1.49% increase in FTES from fall 2000 to fall 2004, followed by a 34.76% decrease in fall 2005. There was a 34.85% increase in FTES between fall 2005 and fall 2006, followed by a decrease of 2.59% in fall 2007.

The FTES data for Music generally conform to perceptions of the faculty member interviewed. One full-time faculty member was on sabbatical in 2005, during which time there were no course offerings in the jazz area of the Music department. This could account for the decrease in FTES in fall 2005. The return of this faculty member in fall 2006 can account for the similar rise in FTES for that semester.

Future Plans/Needs

According to the Music faculty member interviewed there is a great interest by the local community in the Music department of the college. On average, there are about 40 public performances per year that draw large audiences of community residents. Recently, there

seems to be a trend for music courses to attract younger students, but there are many older community residents enrolled in courses as well. One factor that limits growth in FTES in this area is the limit on repeatability of performance-oriented elective courses. The faculty member interviewed noted that new curriculum needs to be developed so that community students can take more advanced levels of performance courses for which the college can receive funding.

Representation on the Technology Committee would help the Music department make its needs known in a more effective way.

Personnel: Ideally, there should be one full-time faculty person for each area of music: Choir (John Carter), Jazz (Rod Harris) and a new full-time faculty person for Band/Orchestra (or Piano/Orchestra), according to the faculty member interviewed.

An accompanist is hired at an hourly rate currently. In the past, there was a full-time person to play the piano and to assist with office duties for Music. According to the faculty member interviewed there is a need to hire a full-time classified support staff person who could play the piano and teach in addition to being available as a tutor. This would help music majors who must be able to demonstrate proficiency in piano.

Facilities: According to the Music faculty member interviewed, in order to keep up with technological advances in the field of digital music, there is a need for a computer lab with MIDI (Musical Instrument Digital Interface) capabilities. The 15 electric pianos that the Music department has are each in need of a computer in order to be able to accommodate the new technology. This lab would need to be secure and would need a lab assistant to oversee student use. An increased budget for repairs is also needed. Enhancement of computer resources in the Music department would also help increase computer/information technology literacy for students.

As noted by the faculty member interviewed, in the long run, it would be ideal to build a dedicated facility to house all performing arts departments with classrooms, piano labs and a performance venue. A rehearsal hall with practice rooms, a MIDI lab and faculty offices should be present in any new building. The replacement of the Dogwood Building with a theatre built to seat 220 with a lobby and ADA compliant restrooms would be ideal.

Growth Projections

According to the Music faculty member interviewed growth in this area should parallel that of the college as a whole with current facilities and equipment. However, there has been a 1.86% decrease per year on average in Music FTES from fall 2000 to fall 2007. There was a .37% increase in FTES on average per year from fall 2000 to fall 2004 and there was a 2.59% decrease in FTES from fall 2006 to fall 2007. The mean rate of decrease in FTES from fall 2000 to fall 2007 (excluding data from fall 2005 as anomalous) was 1.11%. While 28 sections of Music instruction were offered in fall 2007, only 25 are scheduled for fall 2008 suggesting

that this area could see a continuing decrease in FTES. However the dean in this area stated that there has recently been a greater level of administrative support for Music and it is expected that this area will remain stable in terms of FTES.

Given these data it was difficult to justify any growth in FTES in the near future. The table (49) below shows that no reliable growth estimates in FTES can be made at the present time. Goals for 2010 are based on the number of FTES obtained for fall 2007. Growth estimates may be adjusted as warranted by new data.

Table 49. Music Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|-------------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Music* WSCH | 1,427.75 | 1,008.47** | ----- | ----- |
| FTES | 47.59 | 31.50 (31.51)^ | 41.39***** | -----***** |

*Fall 2000 and fall 2005 TOP Music Code for WSCH = 1004.

**A decrease of 419.28 WSCH. This represents a 29% decrease over 5 years or a 5.8% decrease per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****No reliable growth estimates can be made at the current time.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CMUSC.

Dramatic Arts

Current Description

In the past, when there was a full-time faculty member, this was a vibrant instructional area for the college. When this instructor left, a part-time faculty member took over and the area has seen a decrease in enrollment since then.

Current Personnel: The part-time faculty member in this area retired in fall 2007.

Current Facilities: Dogwood Building.

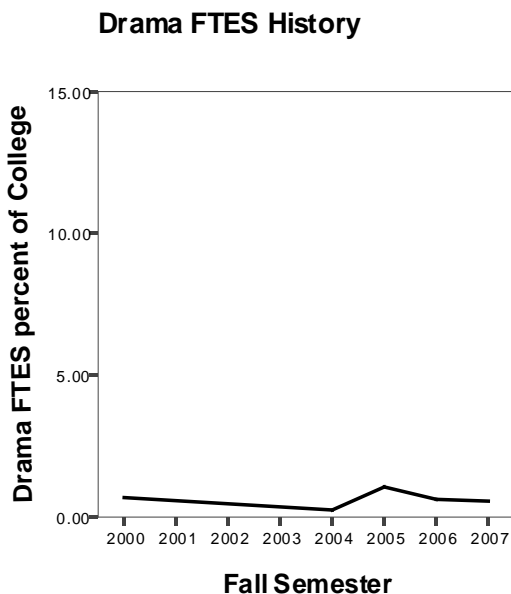
The table (50) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Dramatic Arts (CDRAM), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 50. Dramatic Arts

| Dramatic Arts | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 6.13 | ----- | ----- | ----- | 2.77 | 10.12 | 6.06 | 5.27 |

The graph (38) below depicts Dramatic Arts FTES as a percent of the total College FTES.

Graph 38. Drama FTES as a Percent of College FTES



In fall 2000 Dramatic Arts represented .66% of the college FTES, .27% in fall 2004, 1.05% in fall 2005, .63% in fall 2006, and .54% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

For Drama there was a 55% decrease in FTES from fall 2000 to fall 2004, followed by a 265% increase in fall 2005. There was a 40% decrease in FTES in fall 2006 followed by a 13% decrease in fall 2007.

There were insufficient data for Drama to warrant comparing relative percent change in FTES with the college data.

Future Plans/Needs

Due to the retirement of the part-time faculty member in fall 2007, this area is currently under review.

Growth Projections

Two sections of Drama were offered in fall 2007 and two sections are scheduled for fall 2008. The table (51) below shows that no reliable growth estimates in FTES can be made at the present time. Goals for 2010 are based on the number of FTES obtained for fall 2007. Growth estimates may be adjusted as warranted by new data.

Table 51. Dramatic Arts Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|-------------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97*** | 37,376.87*** |
| Dramatic Arts* WSCH | 183.80 | 323.93** | ----- | ----- |
| FTES | 6.13 | 10.12 (10.12)^ | 5.27***** | -----***** |

*Fall 2000 and fall 2005 TOP DramaticArts code = 1007.

**An increase of 140.13 WSCH. This represents a 76% increase over 5 years or 15.2% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****No reliable growth estimates can be made at the current time.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CDRAM.

Film

Current Description

Film-305 is currently the only course offered in this area.

Current Personnel: Jeff Olsen (adjunct faculty).

Current Facilities: Currently offered on campus and in Sonora as Community Education and in Murphys as a non-credit course.

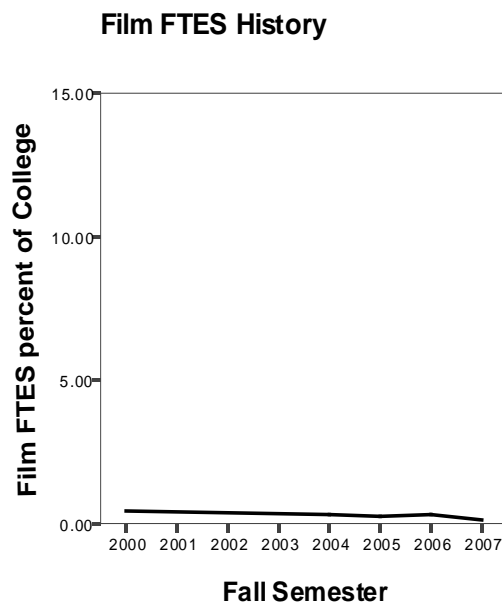
The table (52) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Film (CFILM-05), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 52. Film FTES

| Film | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 4.10 | ----- | ----- | ----- | 3.05 | 2.69 | 3.16 | 1.45 |

The graph (39) below depicts Film FTES as a percent of the total College FTES.

Graph 39. Film FTES as a Percent of College FTES



In fall 2000 Film represented .44% of the college FTES, .29% in fall 2004, .28% in fall 2005, .33% in fall 2006, and .15% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

For Film there was a 26% decrease in FTES from fall 2000 to fall 2004, followed by a 12% decrease in fall 2005. There was a 17% increase in FTES in fall 2006 followed by a 54% decrease in fall 2007.

There were insufficient data for Film to warrant comparing relative percent change in FTES with the college data.

Future Plans/Needs

Currently plans are being explored to change the TOP code listing of this course or to bring the film course under Community Education. There are no sections of film-305 scheduled being offered in fall 2008. The table (53) below shows that there will be no FTES in this area in the future.

Table 53. Cinematography, TV, Film Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|------------------|------------------|---|---|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Cinematography, TV, Film* WSCH | 123.14 | 86.25** | ----- | ----- |
| FTES | 4.11 | 2.68 (2.69)^ | 0.00***** | 0.00***** |

*Fall 2000: TOP Cinematography/RA-TV/Film code = 603; fall 2005: TOP Other Education code for WSCH = 899.

**A decrease of 36.89 WSCH. This represents a 30% decrease over 5 years or a 6% decrease per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****This area is being moved to Community Education.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running course code: CFILM-305.

Library Science

Current Description

Library Science consists of a 1 unit, stand-alone course that is offered each semester. The course covers introduction to the library and information research. The course teaches students how to use the library catalogs, bibliographic databases and how to evaluate Internet sources, among other topics. The course is six weeks in length and typically starts mid-semester.

Current Personnel: Brian Greene (FT faculty).

Current Facilities: The course meets in various classrooms and not in the library.

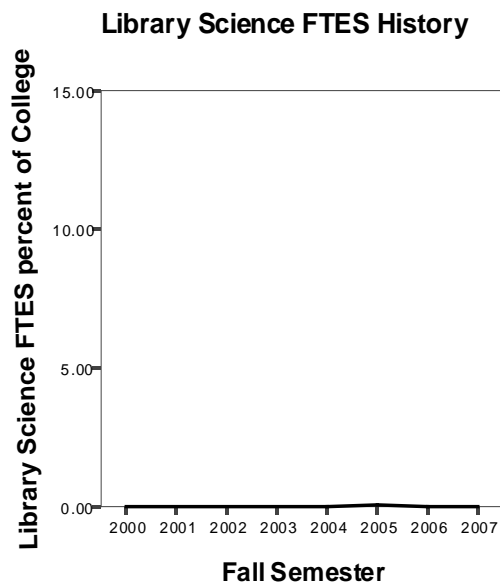
The table (54) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Library Science (CLIBR)), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 54. Library Science FTES

| Library Science | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 0.00 | ----- | ----- | ----- | 0.10 | 0.39 | 0.10 | 0.19 |

The graph (40) below depicts Library Science FTES as a percent of the total college FTES.

Graph 40. Library Science FTES as a Percent of College FTES



In fall 2000 Library Science represented .00% of the college FTES, .01% in fall 2004, .04% in fall 2005, .01% in fall 2006, and .02% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

There were insufficient data for Library Science FTES to warrant examining change across fall semesters or to warrant comparing relative percent change in FTES with the college data. The line in the above graph (40) is essentially lying flat on the x-axis.

Future Plans/Needs

Library Science is not a required course and this, along with the fact that it is a late-start class, may partially account for the consistently low enrollment it has had in recent years. In addition, many students may not know they have a need to take a class specifically designed to teach them how to use the library. The library promotes itself as a welcoming place where help is available and many students ask staff members specific questions on an “as needed” basis. Changing the name of the course and trying different promotional efforts might help increase enrollment according to the librarian.

If the college were to include “information literacy” as one of its institutional-level student learning outcomes related to basic skills, and make the course mandatory, enrollments would be expected to increase. Many other institutions have done this across California and the nation. According to the librarian, this idea is supported by the statewide Academic Senate for California Community Colleges.

The course requires a substantial amount of the librarian’s time to plan and teach but it is a worthwhile endeavor for the few students who take the course. However, the librarian is open to the idea of discontinuing this course offering if it is determined that the time devoted could be better spent on other activities.

Personnel: There is no need for additional personnel to continue to offer this course as it is currently included in the job description of the librarian. If the course were to be made mandatory, there would be a tremendous and immediate need for more personnel to teach additional sections of this course. One scenario by which this may occur is if the college adopts an information literacy requirement as part of its attempt to comply with the Basic Skills Initiative.

Facilities: The librarian expressed the desire to find a way to have the course officially meet in the library in the future, but currently there is no classroom space available in the library.

Growth Projections

The librarian stated that enrollments for this course are not expected to grow very much in the near future. There were insufficient data to make reliable projections for Library Science FTES as shown in the table (55) below.

Table 55. Library Science Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|-----------|---------------|----------------------------|--------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97*** | 37,376.87*** |
| Library Science* WSCH | 0 | 12.44** | ----- | ----- |
| FTES | 0 | .39 (.39)^ | -----***** | -----***** |

*Fall 2000: No data; fall 2005: TOP Library Science, General code = 1601.

**An increase of 12.44 WSCH.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****No reliable growth estimates can be made at the current time.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CLIBR.

Instructional Services - Occupational & Economic Development

Gary Mendenhall, Dean

Current Description

Occupational and Economic Development includes the following areas: The High Sierra Institute at Baker Station, instructional technology, activities related to the Vocational and Technical Education Act, economic development/customized education, the Fire House, work experience, community partnerships, and vocational education. The Vocational Education area includes: allied health, automotive technology, business administration/management, child development, computer science, emergency medical services, fire technology, forestry and natural resources, hospitality management, office technology, welding and education aide instruction.

Current Personnel: The dean's office includes two full-time classified staff members, Linda Cross, Administrative Secretary, and Cynthia Vlahov, Support Staff II.

Current Facilities: Located in the Manzanita Building.

Future Plans/Needs

There are no current plans to restructure this area.

Personnel: There were no personnel needs noted by the dean at the present time.

Facilities: There were no facilities needs noted by the dean at the present time.

High Sierra Institute at Baker Station

Current Description

Located in the heart of the Sierra, the High Sierra Institute (HSI) is a partnership between the Yosemite Community College District and the United States Forest Service. Under special use permit from the Stanislaus National Forest, accredited courses in the humanities, environmental arts, and sciences are offered at a historic field station that houses participants and provides a staging area for classes that involve backcountry exploration.

The High Sierra Institute provides a unique opportunity for California and out-of-state students to study at a location with both natural beauty and ecological diversity. The Institute was established in 2000 via a partnership between the Yosemite Community College District and USDA Forest Service. The Institute is located at Baker Station, a historic California Department of Transportation maintenance station. At 6,200 feet in elevation, HSI occupies a 2.5-acre area accessible to roughly 200,000 acres of high country meadows, forest, ponds and marshes just below Sonora Pass.

The diverse High Sierra Institute courses reflect holistic learning via the integration of academic concepts with place and experience. HSI offers learning experiences that enhance personal connections to place and reinforces the relationship between human culture and the environment surrounding and sustaining it.

The Institute has on-site living spaces for 18 students in the barracks and 15 additional spaces at on-site camp spots. There is a full kitchen and a modest bathroom facility with showers. Because course participants live together a climate of intellectual exchange is created which builds strong group dynamics and enhances overall learning.

Mission Statement

We create challenges that connect to the natural world through experiential learning in the high Sierra. We transform lives.

Vision Statement

To be the most dynamic learning experience in the Sierra Nevada.

Current Personnel: Dimitri Keriotis, High Sierra Institute Coordinator (.20 reassigned faculty).

Current Facilities: Baker Station is located on Highway 108 near Kennedy Meadows.

Future Plans/Needs

The dean in this area noted that the next steps for the development of the High Sierra Institute are the maintenance of the buildings and site, expansion of the web site, extension of site use to other users, and the identification of ICON programs with established curriculum.

Personnel: According to the dean there is a need to hire a site coordinator and part time caretaker(s).

Instructional Technology

Current Description

The Columbia College's Instructional Technology Committee serves as the initiator and primary source of information for the Technology Plan. The Committee's makeup allows for easy access to several of the most technologically dependent areas on campus and provides a significant source of information and recommendations for the structure and body of this Plan.

The Technology Plan focuses on three major elements that are crucial for the success of any technology master plan – organization, processes, and technology. The Plan examines the current status of technology on the Columbia College campus. It contains administrative procedural recommendations that should be implemented and supported to maintain the high standard of education the college currently provides. The Plan outlines budgeting requirements that will facilitate currency in technology and infrastructure. It also describes future staffing needs that require consideration in order to support the college's growth in technology.

Committee Membership:

Gary Mendenhall, Chair – Dean, Instructional Services for Occupational & Econ. Development

Brian DeMoss, Co-chair – Interim Director of Information Technology & Media Services

Melissa Colon, Co-chair – Instructional Technology Center Coordinator and Faculty, Information Technology

Ryan Brady, Electronics Technician – Technology & Media Services

Rick Rivera, Faculty – Arts & Sciences

Brian Greene, Librarian – Library

Robert Gritz, Fiscal Services Supervisor – Business Services

Cass Larkin, Financial Aid Manager – Financial Aid

Wendy Link, Media Services Technician – Technology & Media Services

Kelley (KC) Marshall, Alternative Media Access Technician – Disabled Student Services

Ida Ponder, Faculty – Computer Science

Don Smith, Faculty – Computer Science

Susan Vegter-Slape, Executive Secretary to the Vice President, Student Learning Support

Doris Goldson, Recorder – Library/Technology & Media Services

Columbia College is offering more advanced multimedia capabilities and access with the construction of the Instructional Technology Center in the new Learning Resource Center. The newest capabilities provide faculty, staff and students, under supervision of a staff member, an opportunity for multimedia production. The room is equipped with modern desktop computers, nine video-editing computers, Internet access, digital and video cameras, projection and lighting systems, an audio system, cassette players, multimedia software applications and the ability to play and produce different media ranging from VHS to DVD.

The Technology Committee currently maintains protocol and provides support for the Instructional Technology Center. The goal of the committee is to develop a strong dialog

concerning instruction and technology on the Columbia College campus and how to use both to meet faculty and student needs. In addition, Technology Support Services provides limited checkout of technology equipment to faculty and staff. The goal is to promote use of multimedia technologies and make it possible to address instruction among students with diverse learning styles and increase student motivation for class work and assignments.

Future Plans/Needs

The Columbia College Technology Committee has developed a list of technology-related prioritized strategic goals for the future. The highest priority items are:

- **Technology and Media Services:** Increase wireless infrastructure installation and support across campus to leverage access in support of the enhanced gathering areas described in the Campus Master Plan and other areas on campus that do not have access to campus provided technology.
- **Technology Replacement, Upgrade and Maintenance:** Equipment must be replaced on a regular cycle to maintain a proper standard of service to end-users.

Standardize adoption of accessibility software necessary to ensure compliance with federal and state regulations.

Upgrades and new applications should be evaluated for functionality, system requirements, investment value, and feasibility of cross-platform operation.

- **Network and Telecommunications:** The college's telecommunications network will continue to support the college's mission by providing opportunities for teaching and learning with access to the voice, video and data network.

Streaming video is fast becoming a standard in some industries and the college data and video network needs to be in place to support such bandwidth intensive applications.

Enhancement of the wireless pilot project to become a full production system utilized by all faculty, staff, students and guests of Columbia College.

- **Communication and Collaborative Resources:** Columbia College will continue to participate in district discussions concerning decisions and improvements throughout the evolution of our e-mail system.

Feasibility of piloting alternate communication protocols should be investigated.

- **Remote Access of Technology:** Virtual Private Networks (VPN) connectivity will be maintained and, as appropriate, extended to identified and trained staff and faculty.

Investigate portal technologies to allow for web access to institutional systems.

- **Web Site Access and Development:** Recognizing that the Internet is an essential 24-hour, seven day-a-week service, the district must invest in additional backup hardware, software, server security and staffing to ensure local needs are met in a timely fashion.

Columbia should continue to work with the YCCD programmers to customize our program interfaces to integrate our Web services with our student information system.

Update site for the use of a content management system and train faculty and staff on the use of the system for maintenance and updates.

- **Business Continuity and Disaster Recovery:** Off-site storage of monthly or semi-annual data should be placed at the YCCD Central Services area and another suitable off-site location identified.

Formulation of business continuity requirements for critical business operation centers during an emergency or crisis.

Vocational Technical Education Act

Current Description

The Vocational Technical Education Act (VTEA) provides Federal funds, allocated through the State Chancellor's Office, to support career and technical education programs. Columbia College, in collaboration with a local planning team comprised of industry, agency, faculty and staff members, develops a local plan each year to address the requirements of Act.

The current plan is focused on activities to:

- Improve the academic skills of students enrolled in Career and Technical Education (CTE) Programs.
- Strengthen the connection between secondary and postsecondary programs.
- Prepare students for occupations in demand that pay family-supporting wages.
- Invest in effective, high-quality local programs.

Future Plans/Needs

According to the dean, over the next five years, the Vocational Education unit will focus on the following activities to meet the requirements for Perkins IV funding:

- Meet state-adjusted levels of performance.
- Improve student academic and technical skills through the integration of core academics with vocational programs to ensure that all Columbia College students are taught at the same level and gain proficiency.
- Provide vocational students with strong experience in and understanding of all aspects of an industry.
- Develop, improve, or expand the use of technology in vocational programs which may include training of personnel in state-of-the-art technology including distance learning; provide students with the skills necessary to enter high tech and telecommunications fields; work with high tech industries to offer voluntary internships and mentoring programs.
- Include parents, students, teachers, business and industry representatives, labor organizations and representatives of special populations to develop, implement, and evaluate vocational programs.
- Provide services and activities that are of sufficient size, scope, and quality to bring about improvement in the quality of such programs.
- Provide quality assurance that vocational programs are independently evaluated and continually expanded, improved and modernized.
- Review vocational programs and identify and adopt strategies to overcome barriers for declining rates of access or success for special populations, ensure against their discrimination, and enable these students to meet state-adjusted levels of performance.
- Promote preparation for nontraditional training and employment.

- Provide comprehensive professional development for teachers, counselors, and administrators including in-service and pre-service training in effective teaching skills based on research. Provide effective practices to improve parental and community involvement to ensure that these personnel stay current with all aspects of an industry.
- Link secondary and postsecondary vocational programs including tech-prep program implementation.

Economic Development/Customized Education

Current Description

The Economic Development unit of Columbia College can provide business and industry with a variety of services, including occupational-specific skills assessments, task analysis, basic skills training, performance consulting, customized training, and staff development, utilizing all of the Economic and Workforce Development resources available within the state. These services are designed to meet the needs of the organization and the worker by successfully translating learning into improved job performance and increased potential for greater earnings.

Customized Education provides customized training that is designed to meet business goals and performance criteria. Communication skills, team building, process improvement, performance management, front-level supervision, customer service and job-specific skills training are available. Typically the cost of the training is born by the business receiving the training.

Future Plans/Needs

According to the dean, Columbia College will work with the local economic development leadership in Tuolumne and Calaveras Counties to rebuild the capacity to provide services and training to businesses and industry. The next steps towards achieving this goal are to participate and support events and efforts to identify needs, resources and delivery systems.

Fire House

Current Description

The Columbia College Fire Station #79 provides emergency medical and fire protection services for the college and local community. The station is operated under an agreement between Cal Fire-Tuolumne County Fire Department and Columbia College. Tuolumne County supervisors approved the new agreement on September 4, 2007.

The new program includes the services of a fire department battalion chief, who will oversee the operations of the station and provide mentoring for the firefighters. Professional supervision will be present on the premises at all times. The station houses an engine, breathing support apparatus, and other equipment.

The fire house serves as a lab environment for the skills training portion of the Fire Academy and provides student employees the opportunity to serve in Fire Fighter I, Engineer and Crew Leader positions.

Columbia College assumes the responsibility and costs for the college work experience program and expenses for operating the station. Individuals who meet the necessary educational and training qualifications will respond to fires and other emergencies on the campus and in the community.

Current Personnel: Preston Birdwell, Firehouse Manager (.50 classified).

Current Facilities: The Fire House.

Future Plans/Needs

The area dean noted that future plans for the Fire House include the expansion of the existing facility to be able to house more equipment. This will accommodate the expansion of the current partnership with Cal Fire to provide fire protection and emergency medical services to the community and to the college.

The new facility will also accommodate Campus Security. This inclusion will require revision of Fire House protocol, chain of command and inter-department communications.

Refer to the Facilities Master Plan for more information regarding the new facility.

Work Experience

Current Description

This area of instructional services provides occupational students with the opportunity to alternate full-time terms in school with full-time employment during which class attendance is not required. A student may earn from 1 to 4 units of work experience credit during each term (semester) on the job, for a maximum of 16 semester units total. Of these, 12 units may be transferable to CSU or UC systems as electives. The following areas may qualify for work experience credit: art, fire technology, forestry and natural resources, automotive technology, geography, office technology, biology, guidance, political science, business administration/management, health and human performance, psychology, chemistry, health occupations, sociology, drafting, history, Spanish, drama, hospitality management, speech communication, earth science, journalism, education aide training, emergency medical services, mathematics, welding, English, and music.

Current Personnel: Dave Chesnut, Work Experience Coordinator (3hrs/week, non-instructional certificated).

Current Facilities: Manzanita Building.

Future Plans/Needs

The dean for this area noted that the primary focus of the Work Experience plan for the future will be a conversion from the traditional work experience model to a greater emphasis on internships. When the current pilots are developed and improved, the Career Tools for Excellence course will be required as a co-requisite for targeted vocational programs. Participating programs will have composed and implemented exit portfolios as an instrument to use in the internship/work experience course and for the documentation of acquisition of program student learning outcomes.

Community Partnerships

Current Description

Columbia College, in collaboration with partners in the community, has the potential to play a leading role in meeting the educational and vocational training needs of residents in the counties it serves.

Increased use of alternative scheduling, the creation of unique programs to meet community needs and a strong focus on job training through local partnerships will help create a broad array of programs with varied techniques.

By taking advantage of its unique physical environment, the college is a leader in such fields as management of natural resources and geographic information systems. General education and an increasingly interdisciplinary liberal arts program will also provide a balance between job training and transfer education.

As alliances are built with local high schools and other agencies in the area, Columbia College is building strong ties to the economic development of the region. The Job Connection Center has helped to improve programs and provides services for many low income and disadvantaged students who might not otherwise be able to attend college. Through this partnership, Columbia College faculty and staff have the opportunity to quickly respond to community and students needs. Other partnerships include:

EMS Partnerships:

Tuolumne County Fire Department
Cal Fire
Tuolumne County EMS Agency
National Ski Patrol

Forestry Partnerships:

U.S. Forest Service Agency
National Park Service/US Dept. of Interior/BLM
Bureau of Reclamation
U.S. Army Corps of Engineers
Cal Fire
California State Department of Parks and Recreation
Don Pedro Recreation Agency
Tuolumne County Department of Public Works

Hospital/Elder Care Facility Partnerships:

Sonora Regional Medical Center
Mark Twain St. Joseph's Hospital
Fremont Hospital
Avalon

Future Plans/Needs

In concert with all stakeholders, Columbia College will focus on the following activities to maintain and grow partnerships:

- Create a strategy for identifying the educational and service needs of each distinct community in the Columbia College service area.

Intended outcome(s):

Perform a needs assessment report for each community and population that provides direction for course offerings and provision of services.

Create a series of courses that provide learning and enrichment experiences that support the increasing population of retired and semi-retired residents who are interested in staying active.

Expand the opportunities for the clientele of non-profit agencies to use our services; particularly the computer labs, and simultaneously gather positive attendance credit for the college.

- Conduct two planning sessions, one for Calaveras and one for Oakdale.

Intended outcome:

Perform a needs, gaps and solutions analysis to build upon the college's recent experiences with the development of these two sites.

- Strengthen connections with business and community leaders (i.e.; Workforce Investment Board, Economic Development Corporations, Chambers of Commerce, etc).

In collaboration with such entities, sponsor a forum on business attraction, retention, and innovation activities.

Partner with government entities, local businesses, as well as non-profit agencies for symposiums, topics of community interest, and educational topics.

Intended outcome:

Create a definitive action plan that clarifies the roles of each partner to improve the community served by Columbia College.

Increase local employment opportunities for our students.

- Identify and deploy resources to develop a plan with relevant curriculum for Baker Station.

Select, assign tasks and provide stipends to specific individuals to implement the plan.

Intended Outcome:

Offer a series of courses over the next three years that are articulated to the plan.

- Expand outreach to high schools through the guidance counselors, participation in high school career fairs and participation in community events where Columbia College information can be disseminated.

Intended Outcome:

Expand dissemination of course offerings on and off campuses.

Vocational Education

Note: Weekly student contact hour (WSCH) data pertaining to instructional areas were obtained from the Information Technology Department at the Yosemite Community College District Central Services Office.

Full-time equivalent student (FTES) data for fall 2000 were calculated using the formula: $FTES = WSCH / (525 / 17.5)$ or $WSCH / 30$. (17.5 = term length multiplier for 2000).

FTES for fall 2005 were calculated using the formula: $FTES = WSCH / (525 / 16.4)$ or $WSCH / 32.012$. (16.4 = term length multiplier for 2005).

FTES for 2004-2007 were obtained running the Datatel Section Enrollment Division Detail Crystal Reports for each instructional area.

Positive attendance lab FTES were not included in FTES totals.

Growth targets for WSCH were made based on a conservative estimate of 2% growth per year, un compounded. This figure is supported by the fact that total WSCH for Columbia College as a whole increased by 2,941.78 between fall 2000 and fall 2005. This represents a 10.53% increase over 5 years, or a growth rate of 2.11% per year on average.

Where appropriate, growth targets for FTES were made based on a conservative estimate of .7% growth per year. This figure is supported by the fact that FTES for Columbia College increased by .7% per year on average between fall 2000 and fall 2005. See pages 233-235 for explanation.

Where clear trends in data allowed for different growth estimates to be made, this fact was noted.

Where growth estimates could not be supported due to lack of sufficient data, this fact was noted. Growth estimates may be modified as data warrant.

Unless otherwise noted all FTES growth projections were calculated beginning from fall 2005 to fall 2010 and fall 2015. No growth projections were made for WSCH for individual instructional areas.

Allied Health

381020 AS Allied Health

Current Description

Columbia College now offers an Associate Degree in Registered Nursing via Modesto Junior College. The program is the outcome of a collaborative project completed in 2001. Students complete their general education and prerequisite classes at Columbia College. Upon completion of the core of courses, students apply for the Modesto Junior College Registered Nursing Program. The lecture component of the program is broadcast from Modesto Junior College to the Columbia College classroom. The skills lab and practicum are completed in the Mother Lode area using local health care providers and a new simulation lab.

Current Personnel: Danise Rapetti, Nursing Program Coordinator (Modesto Junior College FT faculty).

Current Facilities: Sonora Regional Medical Center classroom.

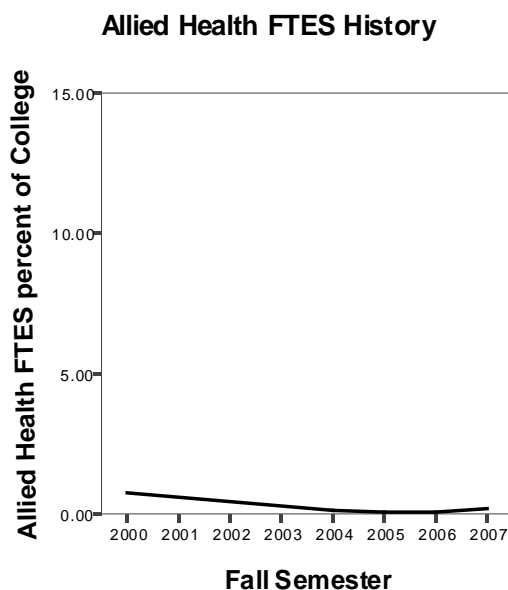
The table (56) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Allied Health (CHOCC), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 56. Allied Health FTES

| Allied Health | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 7.04 | ----- | ----- | ----- | 1.06 | 0.78 | 0.47 | 1.72 |

The graph (41) below depicts Allied Health FTES as a percent of the total College FTES.

Graph 41. Allied Health FTES as a Percent of College FTES



In fall 2000 Allied Health represented .76% of the college FTES, .10% in fall 2004, .08% in fall 2005, .05% in fall 2006, and .18% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The Paramedic Program was created in 1997 and was the primary source of FTES until 2003. Due to new regulatory requirements and Title 5 issues, the hosting of the program was transferred to another institution. A severe decline in FTES has been experienced since then according to the area dean.

There were insufficient data for Allied Health to warrant comparing relative percent change in FTES with the college data.

Future Plans/Needs

The area dean noted that Columbia College will continue to provide the A.S. degree in Allied Health to prepare students to enter Paramedic, L.V.N. and R.N. programs. There are also plans to bring the Registered Nursing lab back onto the campus when the new Science and Natural Resources Building is constructed.

Growth Projections

According to statewide employment projections, the health care industry will see significant increases in employment opportunities over the next 8 years. For the Columbia College service area (including Calaveras and portions of Stanislaus counties), several segments of this industry (nursing, nursing aides, licensed vocational nursing, radiological technology) are ranked among the top 20 growth occupations (see Chapter 5, pages 277-284) and jobs openings in these areas are expected to increase by about 20% on average by 2015.

There were three sections offered in this area in fall 2007 and four sections are scheduled for fall 2008. Although the economic projections indicate that there should be growth in this area of instruction, there were insufficient data to make specific growth projections for Allied Health FTES, as shown in the table (57) below.

Table 57. Allied Health Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals | |
|---|-----------|----------------------------|-------------------------|-----------------------|
| | | | Short Term Fall 2010 | Mid Term Fall 2015 |
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Allied Health* WSCH | 211.23 | 96.36** | ----- | ----- |
| FTES | 7.04 | 3.01 (.78) [^] | 1.72***** | -----***** |

*Fall 2000: TOP Allied Health and Chiropractic codes = 1201 + 1299; fall 2005: TOP Health Profession, General and Other Health Occupations codes = 1201 + 1299.

**A decrease of 114.87 WSCH. This represents a 54% decrease over 5 years or a 10.9% decrease per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****No reliable growth estimates can be made at the current time.

[^]Obtained from DataTel Section Enrollment Division Detail Report (9/19/07) running department code: CHOCC. Running CALHL added nothing to the FTES total.

The table (57) also shows a discrepancy between FTES data obtained from the district and data obtained locally. This could be due to TOP variations and will be explored so that corrections can be made. Goals for 2010 are based on the number of FTES obtained for fall 2007. Growth estimates may be revised as warranted by new data.

Automotive Technology

| | | |
|--------|------|---|
| 061032 | ASOE | Automotive Technology – Automotive Maintenance Tech |
| 061040 | C | Automotive Technology – Automotive Maintenance Tech |
| 061033 | ASOE | Automotive Technology – Automotive Service Technician |
| 061041 | C | Automotive Technology – Automotive Service Technician |
| 061042 | C | Automotive Technology – Electrical Repair |
| 061043 | C | Automotive Technology – Engine Performance |
| 061045 | C | Automotive Technology – Engine Repair |
| 061044 | C | Automotive Technology – Under Vehicle Service |

Current Description

At Columbia College students are trained in basic servicing and repair techniques, including automatic transmission repair, drive lines and rear axle repair, fundamentals of automotive electricity, smog control, principles of air conditioning, fuel and ignition systems, suspension and front end alignment, and engine repair.

Students attend Automotive Technology courses at Columbia for a wide range of reasons:

- Learn occupational entry skills
- Gain ASE Certification training
- Gain Air Conditioning Recovery Certification
- Gain Smog Technician Licensing
- Obtain one or two-year college degrees
- Obtain one or two-year college certificates
- Update and improve skills
- Increase personal knowledge
- Save money on vehicle repairs
- Explore the automotive industry

The comprehensive Automotive Technology curriculum is in compliance with the high standards of the National Automotive Technicians Education Foundation (NATEF).

Current Personnel: Eric Andal (FT faculty) and Merlin Bart, Lab Technician (FT classified).

All instructors and staff have L1 and master Automotive Service Excellence (ASE) certification, advanced Smog Technician certification, and California Teacher Credentials. They also have professional experience working in automotive repair facilities.

Current Facilities: Madrone Building.

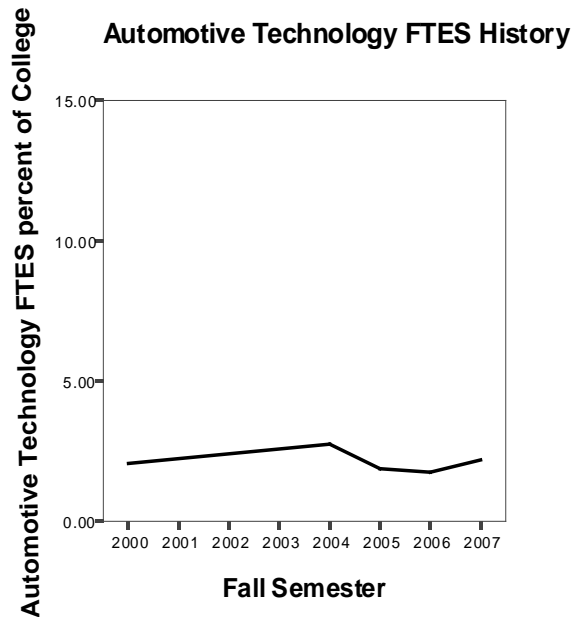
The table (58) below shows FTES obtained running Section Enrollment Division Detail Reports in Datatel, for Automotive Technology (CAUTO), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 58. Automotive Technology FTES

| Automotive Technology | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 19.42 | ----- | ----- | ----- | 28.27 | 18.05 | 16.96 | 21.24 |

The graph (42) below depicts Automotive Technology FTES as a percent of the total college FTES.

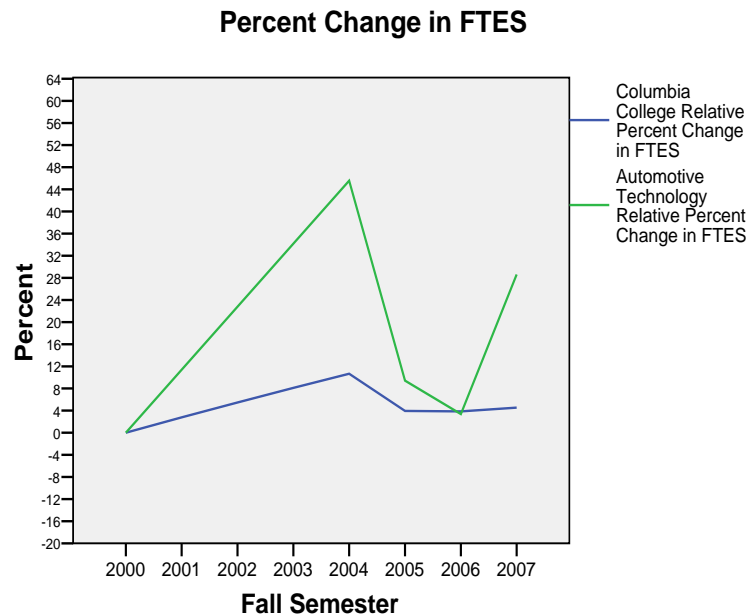
Graph 42. Automotive Technology FTES as a Percent of College FTES



In fall 2000 Automotive Technology represented 2.09% of the college FTES, 2.73% in fall 2004, 1.87% in fall 2005, 1.76% in fall 2006, and 2.19% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (43) shows the relative percent change in FTES for Automotive Technology and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 43. Relative Percent Change in FTES for the College and Automotive Technology



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Automotive Technology there was an increase in FTES from fall 2000 to fall 2004 of 45.57%, followed by a decrease in fall 2005 of 36.15%. There was a further decrease in FTES between fall 2005 and fall 2006 of 6.04%, followed by an increase in fall 2007 of 25.24%.

The FTES data for the Automotive Technology department basically conform to the perceptions of the faculty member and the dean and parallel fairly closely the changes in overall enrollments for the college except for the large percent increase in FTES seen in fall 2007. The decrease in FTES in 2005 can be partially explained by the fact that there were two fewer sections of Automotive Technology offered that semester (14), compared with fall 2004 (16). There were 13 sections offered in fall 2007 coinciding with the rise in FTES. There are also 13 sections being offered in fall 2008, suggesting that the rate of growth in this area may be decreasing.

Future Plans/Needs

Plans for the new facility are currently with the architect and the 6,000 square foot building is scheduled to open in spring 2009. Collaboration with the welding department will allow for the creation of autobody/collision repair courses at Columbia College. A new spray-booth will allow for auto painting training to be offered. While autobody classes are currently under the Automotive Technology Program, the creation of a separate autobody program with a certificate of achievement will be created when enrollments make this practical.

According to the faculty member interviewed in this area, possible future plans include expanding into biodiesel fuel manufacturing training and providing training in methods to convert gas vehicles to accept alternative fuels. Partnering with local auto repair businesses to offer training clinics for employees is another possible way to expand the program in the future.

Faculty noted that Automotive Technology has plans to increase program promotion once the new facility is operational. As the K-12 population is expected to drop over the next 10 years, reaching out to potential older students who are interested in fast-tracking to a good career will be important.

Personnel: The Automotive Technology faculty member noted that if the area is to be able to expand into autobody/collision repair hiring a full time welding/autobody instructor will be necessary.

Facilities: A description of the new facility is contained in the Facilities Master Plan. When the new facility is complete an overhaul/reorganization of the automotive lab will be done to include more practical work stations incorporating new technology with enhanced equipment. An automotive reference library is also needed according to the faculty member interviewed.

Growth Projections

According to statewide employment projections, the automotive service industry will see significant increases in employment opportunities over the next 8 years. For the Columbia College service area (including Calaveras and portions of Stanislaus counties), this industry is ranked among the top 20 growth occupations (see Chapter 5, pages 277-284) and jobs openings are expected to increase by about 11% by 2015.

Between fall 2000 and fall 2007 this area has seen an average of 1.34% growth in FTES per year. Since fall 2005 this area has seen an increase in FTES of 8.8% per year on average. However, the number of sections being offered in fall 2008 is the same as the number offered in fall 2007 making it difficult to predict a large amount of growth in this area currently.

Given the variability in the data, the table (59) below shows growth estimates made with a conservative rate of 1.34% increase in FTES per year on average beginning in fall 2007. Since the new facility is scheduled to open in spring 2009, the growth in Automotive Technology FTES between 2010 and 2015 may be higher than the estimate made here. Growth estimates may be adjusted as warranted by new data.

Table 59. Automotive Technology Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|------------------|-------------------|---|---|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Automotive Technology* WSCH | 582.68 | 577.67** | ----- | ----- |
| FTES | 19.42 | 18.04 (18.05)^ | 22.09***** | 23.57***** |

*Fall 2000 and fall 2005 TOP Automotive Technology/Technician Code for WSCH = 948.

**A decrease of 5.01 WSCH. This represents a 1% decrease over 5 years or a .2% decrease per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****Growth targets based on a rate of 1.34% growth per year, un compounded beginning in fall 2007.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CAUTO.

Business Administration

| | | |
|--------|------|---|
| 103044 | C | Business Administration – Account Clerk |
| 103030 | ASOE | Business Administration – Accounting |
| 103040 | C | Business Administration – Accounting |
| 103031 | ASOE | Business Administration – Management |
| 103041 | C | Business Administration – Management |
| 103020 | AS | Business Administration – Occupational |
| 103043 | C | Business Administration – Organizational Behavior |
| 103046 | C | Business Administration – Payroll Clerk |
| 103021 | AS | Business Administration – Professional |
| 103047 | C | Business Administration – Small Business Management |
| 103045 | C | Business Administration – Tax Clerk |

Current Description

Business Administration offers general survey courses to give students a strong background and knowledge of everyday concepts and principles. Through accounting and computer courses, students acquire a working knowledge of practical skills for a career in business or for further education, such as transfer to a four-year institution.

As part of the Business Administration core curriculum, students learn the principles of marketing, business law, and human relations. Basics concepts in business procedures, ownership, recruitment and training of personnel, labor-management relations, and production/distribution of goods, competition, profit, transportation, finance, managerial controls, and government relations are also covered by the comprehensive curriculum offered.

Computerized accounting methods are taught in addition to the procedural steps for creating sole proprietorships, as well as partnerships and corporations. Production and maintenance of accounting systems using journalizing, posting, adjusting, and closing methods are taught. The program also covers concepts such as: debt and equity, bond amortization, statement of cash flows, managerial/cost accounting, cost-volume-profit analysis, budgeting for capital expenditures, and other key financial topics.

Columbia College is the first community college to offer free income tax filing assistance to local students and elderly residents. Accounting majors receive 40 hours of specialized training through the IRS to provide an important community service and learn a useful skill. This service takes place on campus using equipment provided by the IRS.

Current Personnel: Ida Ponder (.50 faculty), Michael Hill (FT faculty), and Randy Barton (.50 faculty), Vickie Garrett, Instructional Assistant (PT classified).

Current Facilities: Buckeye Building.

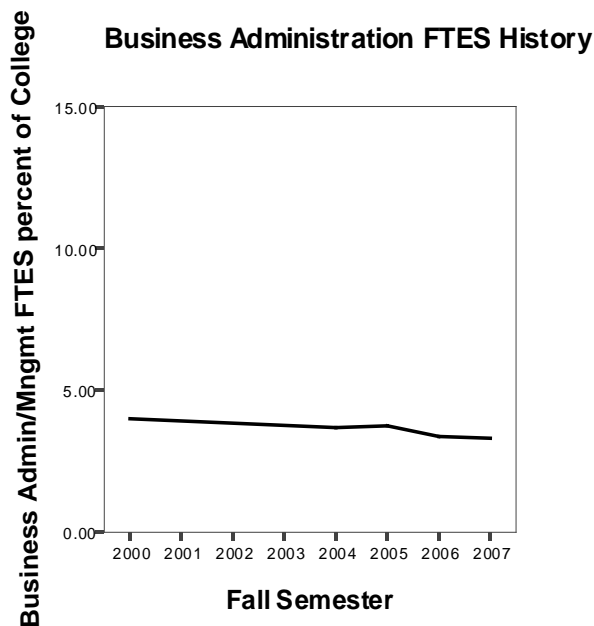
The table (60) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Business Administration/Management (CBUAD), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 60. Business Administration/Management FTES

| Business Administration/Management | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 37.13 | ----- | ----- | ----- | 37.76 | 35.91 | 32.38 | 31.79 |

The graph (44) below depicts Business Administration/Management FTES as a percent of the total college FTES.

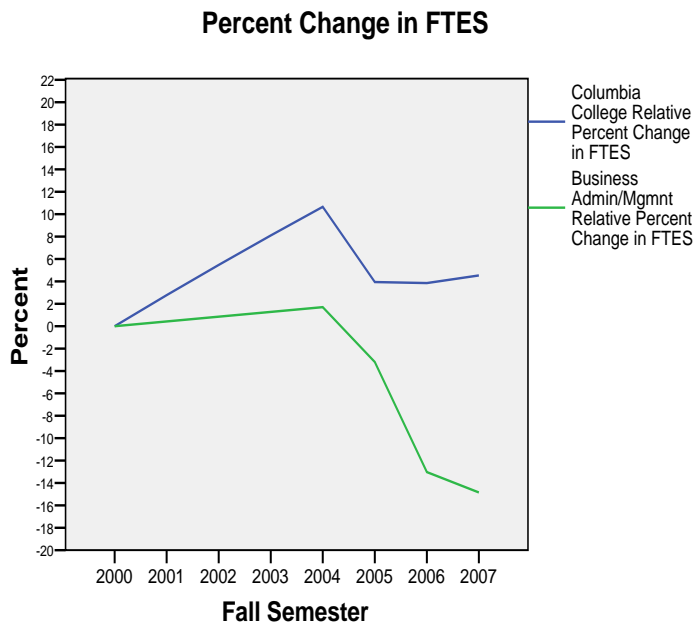
Graph 44. Business Administration FTES as a Percent of College FTES



In fall 2000 Business Administration/Management represented 3.99% of the college FTES, 3.65% in fall 2004, 3.72% in fall 2005, 3.36% in fall 2006, and 3.28% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (45) shows the relative percent change in FTES for Business Administration/Management and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 45. Relative Percent Change in FTES for the College and Business Administration



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Business Administration/Management there was an increase in FTES from fall 2000 to fall 2004 of 1.70%, followed by a decrease in fall 2005 of 4.90%. There was a further decrease in FTES between fall 2005 and fall 2006 of 9.83%, followed by a decrease in fall 2007 of 1.82%.

The FTES data generally conform to faculty and dean perceptions of the program's enrollment trends over the past several years. While 22 sections were offered in fall 2005, only 20 were offered in fall 2006 and 15 sections in fall 2007. Eighteen sections are scheduled for fall 2008.

Future Plans/Needs

According to Business Administration faculty members interviewed, over the past 5 years, in response to community needs, several new certificates and degrees in the accounting area have been developed. There are now three certificates available (18 units or less) for Payroll Clerk, Tax Clerk and Account Clerk.

The department is beginning to collaborate with the Office Technology department to offer courses that can build the skills of students in both areas. For example, there is now a

QuickBooks course offered in the Business Administration and Management department that students in the Office Technology Program can benefit from. This was offered in Calaveras County and at the A-TCC and is now being offered on campus.

A new Small Business Management certificate has also been created, with courses to be offered in Calaveras County, to meet a need identified by the advisory committee in this area.

Business Administration faculty noted that it may be beneficial to increase collaboration between the Business Administration and Management department and the Computer Science department to create training opportunities for business entrepreneurs. Small business management courses could be offered at times when business owners can attend. This market may be limited, however.

Other potential future plans include providing management information courses and data mining training.

Expanding curriculum into areas relevant for those wishing to enter the E-Commerce field is another possible direction for the department. This area had been under development in the Computer Science Department, but will be brought into the business and office technology areas according to the Business Administration faculty members interviewed.

Individuals wishing to enter the business arena using a “virtual office” model can gain employment working in medical, paralegal, and bookkeeping fields. Administrative assistance and support and office management jobs can also be done using a “virtual office” model. Training in marketing and communication skills is necessary for students interested in this career path in addition to the technological training. Further program development in this area is another possible future direction for the department.

New pedagogical techniques in the classroom include more project-oriented activities and increased use of the Internet for assignment research. The Internet is being used extensively in economics course. Students have access to the APLIA software application which enables them to use interactive theoretical economic models in real-time to make predictions based on different assumptions and variables. Online blogs are used to allow student to communicate with one another regarding projects completed using this software.

Another innovative approach being used in this department is to infuse basic math skills into the curriculum. An embedded math module is included in a payroll accounting class. One of Columbia College’s math instructors comes into the accounting classroom to teach mathematical problem solving using the course curriculum. The accounting instructor has noted an increase in test grades since the math instructor began this activity. (This observation is anecdotal and needs to be supported by appropriate data collection and analysis.)

One additional example of the use of new methodologies is that students can now take advantage of free online assistance through the Tuolumne County library between the hours of 1 and 10 p.m.

Personnel: The program dean would like to make it a requirement that all adjunct faculty members be currently employed in the business industry to ensure that these instructors' skills are current.

Facilities: No needs were described at this time.

Growth Projections

According to Business Administration faculty members interviewed, future enrollments somewhat depend on local community business leadership. If the economy is allowed to develop as the population increases, there will be an increased need for training in business administration and management skills.

Enrollments are expected to grow at about the same rate as the college as a whole according to Business Administration faculty members interviewed. However, since fall 2000 this area has seen a 2% decrease in FTES per year on average and a 5.3% decrease in FTES per year on average since fall 2004, indicating an increasing rate of decline in recent years.

This area appears to have been undergoing significant reorganization in recent years which could have contributed to the decline in FTES observed. Given the trend to declining enrollments in this area and the ongoing redevelopment in terms of curriculum, it was difficult to make reliable growth estimates. On the other hand, while only 15 sections in Business Administration were offered in fall 2007, 18 sections are scheduled for fall 2008 indicating that enrollments may increase somewhat in fall 2008.

Based on these facts and the faculty members' impressions that enrollments are poised to increase, a conservative growth estimate of 1.8% increase in FTES per year on average was made beginning in fall 2007 (based on locally obtained data). This estimate is based on an assumption that the most recent decline in FTES of 1.8% between fall 2006 and fall 2007 can at least be reversed beginning in fall 2008 since three more sections are scheduled to be offered in fall 2008 than were offered in fall 2007.

The table (61) on the next page shows these estimated growth targets. Growth in FTES may increase faster than predicted, especially between 2010 and 2015. Growth rates may be adjusted as warranted by new data.

Table 61. Business Administration and Management Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|------------------|-------------------|---|---|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Business Administration and Management* WSCH | 1,114.05 | 1,341.71** | ----- | ----- |
| FTEs | 37.14 | 41.91 (35.91)^ | 33.51***** | 36.53***** |

*Fall 2000 and fall 2005 TOP Business Administration and Management and Economics Codes for WSCH = 501 + 506 + 514 + 2204.

**An increase of 227.66 WSCH. This represents 20% growth over 5 years or 4% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****Growth targets based on a rate of 1.8% growth per year, un compounded, beginning in fall 2007.

^Obtained from Data1el Section Enrollment Division Detail Report (9/19/07) running department code: CBUAD. There is a significant discrepancy between data obtained from the district and locally obtained data. This may be a result of TOP code variations and will should be investigated.

Child Development

| | | |
|--------|----|---|
| 135020 | AS | Child Development |
| 135040 | C | Child Development |
| 135041 | C | Child Development – Associate Child Development Teacher |

Current Description

Columbia College's Child Development Program prepares future early childhood educators and parents with a comprehensive background. Included is an understanding of core child development principles, as well as skills in observing, planning, and working with young children and their parents.

At Columbia College, students cover a wide range of studies for infants/toddlers to school age children from physical, social, intellectual, and emotional development to basic nutritional needs. Equally important is studying the impact of family and community interrelationships with the young child.

Supervised practicum is conducted at the college's on-campus Child Development Center, adjacent Toddler Center, or through approved field sites. This hands-on work experience allows students to plan and implement activities, develop guidance techniques, and interact with staff and children in the classroom as student teachers.

Further, advanced courses teach the skills and techniques, needed to administer a successful public and private child care and nursery school program in California.

Current Personnel: Kathy Sullivan (FT faculty), and Adrienne Webster (FT faculty).

Current Facilities: Currently, the program utilizes classrooms across campus and in the community. Each full-time faculty member has an office space; however they are not located in the same area of the campus.

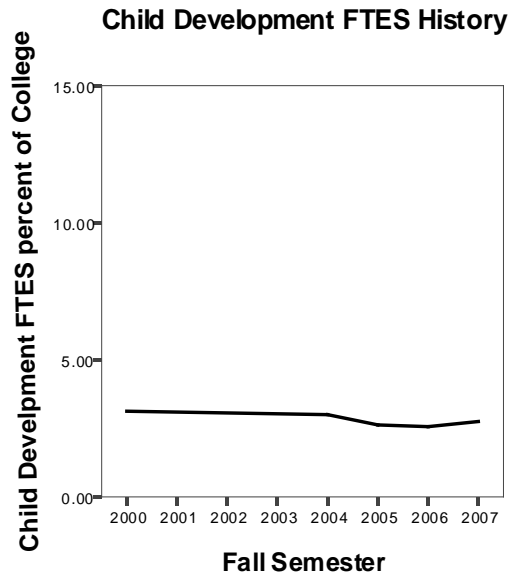
The table (62) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Child Development (CCHDV), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 62. Child Development FTES

| Child Development | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 28.92 | ----- | ----- | ----- | 31.03 | 25.34 | 24.78 | 26.81 |

The graph (46) below depicts Child Development FTES as a percent of the total College FTES.

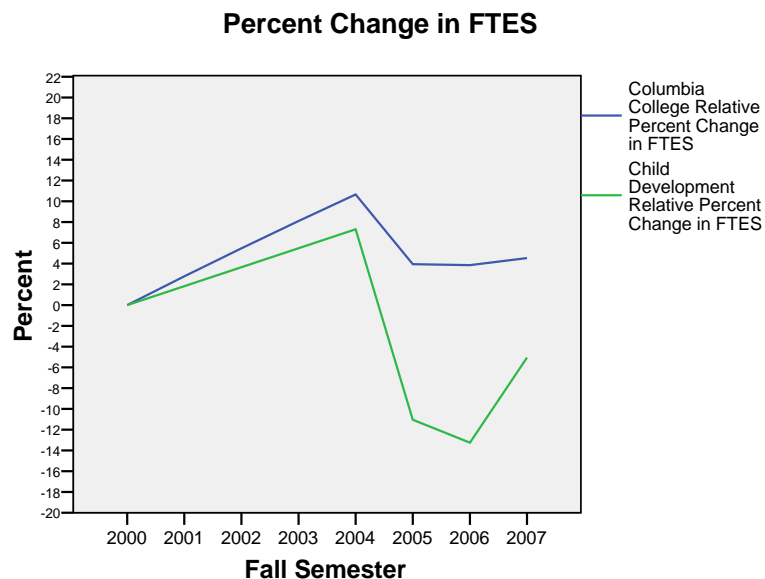
Graph 46. Child Development FTES as a Percent of College FTES



In fall 2000 Child Development represented 3.11% of the college FTES, 3.00% in fall 2004, 2.63% in fall 2005, 2.57% in fall 2006, and 2.76% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (47) shows the relative percent change in FTES for Child Development and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 47. Relative Percent Change in FTES for the College and Child Development



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Child Development there was a 7.30% increase in FTES from fall 2000 to fall 2004, followed by an 18.34% decrease in fall 2005. There was a 2.21% decrease in FTES between fall 2005 and fall 2006, followed by an increase of 8.18% in fall 2007.

The FTES data generally agree with faculty perceptions of changes that have occurred over the past seven years. When the federal Headstart Program mandated that all of its teachers obtain an A.S. degree in child development enrollments increased dramatically between 2000 and 2004. Most of those teachers completed the required degrees by the year 2004 and so the drop in FTES in 2005 and 2006 is understandable. This decrease also parallels the decrease in college enrollments for fall 2005.

Future Plans/Needs

Program faculty members are currently working to align the Columbia College curriculum with the CSU system to ensure successful transfers for students. In addition, work is being done with the local high school system to ensure articulation with the ROP Childcare Program. As part of an effort to increase the number of internships available in the Vocational Education division, internships in child development are being developed. The overall goal is to make career pathways more visible and accessible to students interested in child development.

Currently, one core course each semester is offered at the Oakdale site. According to the Child Development faculty members interviewed, there is a plan to add more courses including an administrative process class. There are currently two fully online classes and a new one is planned to be offered beginning in fall 2009. At least one course is broadcast to the Calaveras site each semester.

Future ideas for the department include the possibility of expanding curriculum into a more inclusive Family Services department. As the population ages, there will be a greater need to educate and train caregivers across the lifespan, especially for the elderly. The creation of a required competency in parenting skills is another idea that could be considered in the future.

Personnel: Child Development faculty members interviewed stated that additional staff will be required after the move into the permanent facility, particularly in the area of program support. Additional adjunct faculty will be needed to accommodate program growth over the next three years. Another full-time faculty member will most likely be needed by 2009 as noted by faculty.

Facilities: This area is currently in the planning stages for a new Child Development facility to house the children's program as well as the Child Development Instructional Program (including offices and classrooms). When finished, five new buildings will house infant, toddler and preschool areas, as well as two adult classrooms that can be used by the entire college. Administrative space is also planned in the new construction. The facility is primarily funded by the "Measure

E” Bond although grants have been secured and are being pursued to address funding gaps. Additional funding may be needed for furniture, fixtures, and equipment according to the Child Development faculty and dean interviewed.

The new facility will use modern video technology to make possible video observation of the hands-on training that takes place in the program. An outdoor classroom will also allow for different types of learning activities to take place.

Refer to the Facilities Master Plan for more information regarding the new facilities.

Growth Projections

According to the Child Development faculty members interviewed, when the new center opens in fall 2009, several jobs will be available and over time, the need for trained childcare providers is expected to increase in the service area of the college and across the state.

Demographic changes are not always predictable and enrollments may be somewhat dependent on whether the number of families with young children increases in Tuolumne County over time. If the state mandates “preschool for all” demand for teachers will increase even more. Faculty noted that many students of child development tend to be older women, reentering the workforce by formalizing skills they used in raising their own families.

According to statewide employment projections, the need for qualified preschool teachers will grow over the next 8 years. For the Columbia College service area (including Calaveras and portions of Stanislaus counties), this industry is ranked among the top 20 growth occupations (see Chapter 5, pages 277-284) and jobs openings are expected to increase by about 35% by 2015.

From fall 2000 to fall 2007 there was a 1% decline per year on average in Child Development FTES. From fall 2005 to fall 2007 this area has seen an increase in FTES of 3% per year on average. Faculty members noted that the 8% increase in FTES seen between fall 2006 and fall 2007 may continue to some degree in the near future as four new preschools have opened in the Sonora area this year.

The table (63) shows growth estimates made based on a conservative cap rate of 5% growth in FTES per year on average beginning in fall 2007. Growth in FTES may increase faster than predicted, especially between 2010 and 2015, once the new facility is open. Growth estimates may be adjusted as warranted by new data.

Table 63. Child Development Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|------------------|-------------------|-----------------------------------|---------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Family Life/Lifespan* WSCH | 867.74 | 810.88** | ----- | ----- |
| FTES | 28.93 | 25.33 (25.34)^ | 30.83***** | 38.54***** |

*Fall 2000: TOP Family Life code for WSCH = 1305; Fall 2005 TOP Lifespan/Child Development/Family Studies, General code for WSCH = 1305.

**A decrease of 56.86 WSCH. This represents a 7% decrease over 5 years or a 1.4% decrease per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****Growth targets based on a rate of 5% growth per year, un compounded, beginning fall 2007.

^Obtained from Datatel (10/15/07) running department code: CCHDV.

Computer Science

| | | |
|--------|------|--|
| 141020 | AS | Computer Science |
| 141031 | ASOE | Computer Science |
| 141041 | C | Computer Science |
| 141030 | ASOE | Computer Science – Applied Computer Studies-Bus Emphasis |
| 141040 | C | Computer Science – Applied Computer Studies-Bus Emphasis |
| 141047 | C | Computer Science – Computer Support Technician |
| 141046 | C | Computer Science – Digital Graphic Arts |
| 141032 | ASOE | Computer Science – Geographic Information Systems (GIS) |
| 141042 | C | Computer Science – Geographic Information Systems (GIS) |
| 141049 | C | Computer Science – Management Information Systems |
| 141045 | C | Computer Science – Multimedia Web Design |
| 141048 | C | Computer Science – Network Support Technician |
| 141043 | C | Computer Science – Website Development |

Current Description

CIS Systems

Columbia College's Computer Information Systems (CIS) Department offers courses on many practical software skills: financial spreadsheets, database management, principles of accounting, and word processing. In addition, time management, project management, and team building techniques are emphasized. The CIS curriculum is fully integrated with the college's Computer Science (Programming & Networking) and Geographic Information Systems (GIS) Programs. In addition, course content is compatible with and supportive of Business Administration, Office Technology and other departments.

The strength of Columbia's CIS Program is based on the team of instructors, who combine teaching with business and industry experience. With small classes, students become actively involved in many hands-on learning opportunities. The teacher-to-student ratio is low, allowing more instructor accessibility and one-on-one interaction. Further, the CIS curriculum is constantly re-evaluated and updated to meet students' and the business community's expectations and needs. Through partnerships with industries in the community, Columbia offers practical work experience at job sites for students.

CISCO- Certificates for Careers in Technology

Columbia College has two career-focused certificate programs in the computer technician field. Each requires 17 units of course work and can be completed in two semesters.

Columbia College has offered the Cisco Networking Academy Program for over five years. In the program, students learn through hands-on lab experience with the latest Cisco equipment, and are taught by instructors with industry experience.

In addition, two computer repair courses form the core of the CompTIA A+ Certification Preparation Program. Training is provided in repairing and upgrading computers with current hardware and operating systems. In the class, students tear down and then re-assemble computers while learning key aspects of performing computer upgrades.

GIS

Columbia College offers a Geographic Information Systems Certificate Program and a vocational degree, designed to prepare students for entry-level employment in this growing field. Students are trained in the practical application of Environmental Systems Research Institute (ESRI) software, importation of GIS data, display, visualization, exploration, query, analysis, and production of hard-copy maps and reports.

Business partnerships with private and governmental agencies allow students to earn additional units, gaining firsthand on-the-job experience while attending classes.

The rigorous curriculum provides excellent preparation and training for students to take advanced GIS coursework at the university level. Columbia has a state of the art computer lab using ESRI ArcGIS and ArcPad software, a large format plotter, and a variety of GPS units.

Multimedia

Columbia College has three multimedia focused certificates, Multimedia Web Design, Digital Graphic Arts, and Web Development. These certificates focus on Web and Multimedia Technology, Animation, Graphic Design and client-side coding and programming. Students learn professional applications such as Adobe Illustrator, InDesign, Photoshop, MS Powerpoint, Macromedia Flash and Dreamweaver.

Current Personnel: Ida Ponder (.50 faculty), Kathy Schultz (FT faculty), Melissa Colon (FT faculty), Don Smith (FT faculty), Jeff Tolhurst, PhD (.50 faculty), Randy Barton (.30 faculty), Lonnie Blansit, Lab Technician (FT classified).

Current Facilities: There are three primary computer labs on the Columbia College campus, Fir 1, Fir 4 and Redbud 9 which contain a total of 60 student computers. The Fir 4 lab also includes 12 computers used for loading and learning about operating systems. The Redbud lab also has 8 workbenches for dismantling and building computers.

Some Computer Science courses are also offered in the Buckeye 4 lab and the Sequoia 8 lab on campus. Off site computer lab locations include a 21 station lab in East Sonora and a 24 station lab at the Calaveras site.

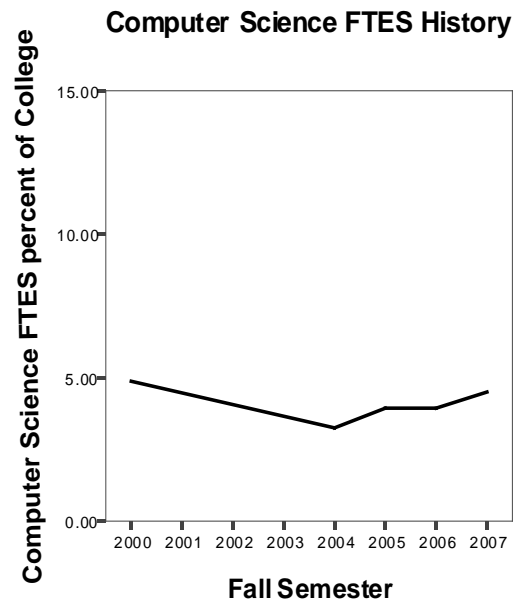
The table (64) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Computer Science (CCMT and CDRFT), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 64. Computer Science FTES

| Computer Science | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 45.48 | ----- | ----- | ----- | 33.69 | 38.01 | 37.78 | 43.83 |

The graph (48) below depicts Computer Science FTES as a percent of the total college FTES.

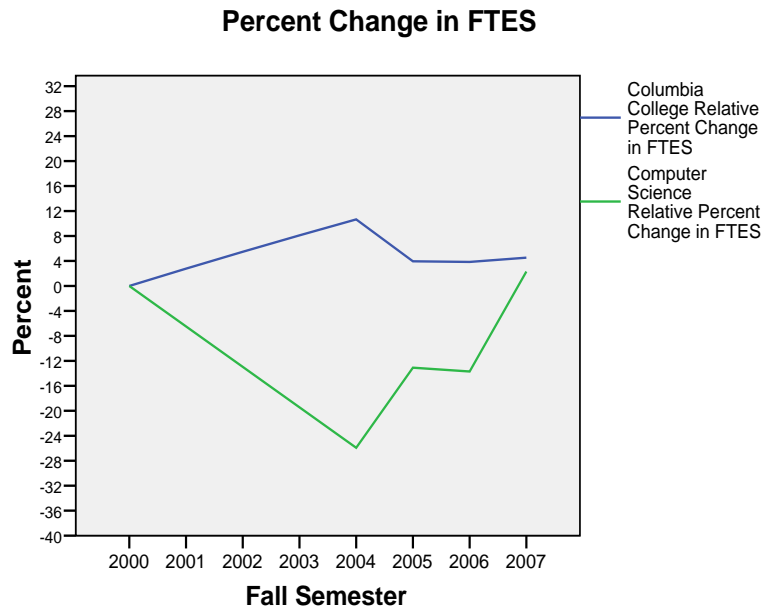
Graph 48. Computer Science FTES as a Percent of College FTES



In fall 2000 Computer Science represented 4.88% of the college FTES, 3.26% in fall 2004, 3.94% in fall 2005, 3.92% in fall 2006, and 4.52% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (49) shows the relative percent change in FTES for Computer Science and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 49. Relative Percent Change in FTES for the College and Computer Science



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Computer Science there was a 25.92% decrease in FTES from fall 2000 to fall 2004, followed by a 12.82% increase in fall 2005. There was a .61% decrease in FTES between fall 2005 and fall 2006, followed by an increase of 16.01% in fall 2007.

The FTES trends generally conform to perceptions of faculty interviewed. One faculty member left in 2004, which could account for the decrease in FTES seen in fall 2004. Since that time, this area has seen a fairly steady increase in FTES with the (exception of fall 2006 during which there was a slight decline).

Future Plans/Needs

The Computer Science department continues to work with their advisory committee, composed of representatives from local computer industry businesses, county agencies, and teachers and administrators from local high schools to discuss and plan for hardware, software and program changes that will best serve student needs.

According to Computer Science faculty members interviewed, hardware and software need to be continually upgraded in all labs, both on campus and at off site locations, to ensure that students' skills remain competitive within the industry.

One goal expressed by faculty is to build some of the existing certificates into degrees by adding courses that require a higher level of communication skills (reading, writing and speaking) and a broader range of general education knowledge.

The area will continue to work in conjunction with Columbia's Career Tools for Excellence course to develop and implement internships for students. The entire department will also work on building relationships with the local high schools to offer a variety of career paths to students interested in computers, whether their goals are job skills upgrades, achievement of certificates, degrees or transfer to four-year colleges.

Increased use of hybrid, online and video conference capabilities will increase access to course offerings. The new video production area has one course currently and there are plans to add an advanced course according to Computer Science faculty members interviewed. Another goal is to develop more server-side web courses that will support electronic-commerce and interactive websites. Ideally, the college would hire a webmaster to create an enhanced Internet presence for the college and for this department.

There are plans to offer high school students more access to computer courses at the Calaveras site.

GIS faculty members annually meet with an advisory board to guide the program and identify needs in the community in terms of training for technicians. Columbia College's GIS Program is currently working with the Gold Country GIS User Group to host a meeting on campus each May. The possibility of adding online/hybrid delivery of GIS course content is also being explored. Infusion of the GIS technology into other fields is occurring. Currently GIS is moving into fields that require multivariate spatial analyses. There is an ongoing need to keep up with the latest hardware and software demands. This area is meeting the community's needs in terms of putting technicians to work locally and regionally according to the faculty member interviewed.

Personnel: Computer Science faculty members indicated that there is a need to develop a stable cadre of qualified adjunct instructors. A certificated lab coordinator is needed to be able to cover the open lab so that access to the lab could be increased for students.

For GIS, two additional part time faculty are being hired; one to teach a summer course and another for a course to be taught next year.

Facilities: Faculty stated that the Oakdale site will need to have a permanent computer lab with networking and Internet capacity. There is also a need for video-conferencing equipment.

For GIS current space needs are adequate. The GIS instructor noted that it would be advantageous to locate GIS near the new Science and Natural Resources Building when that building is constructed. Ideally, the Toyon Building could be remodeled to house a GIS lab. Forestry, Ecology, Natural Resources, and other areas will need to train students to use GIS and GPS technologies into the future.

Growth Projections

With increased outreach to high school students, new career paths and increased offerings at the Oakdale site, it is possible that this instructional area could grow somewhat faster than the college as a whole in terms of enrollments over the next 3-5 years according to the Computer Science faculty members interviewed. If computer literacy were added to the general education requirement for graduation, there could be a further increase in enrollments in this area.

According to statewide employment projections, the computer industry will see significant increases in employment opportunities over the next 8 years. For the Columbia College service area (including Calaveras and portions of Stanislaus counties), the area of computer support specialist is ranked among the top 20 growth occupations (see Chapter 5, pages 277-284) and jobs openings in this area are expected to increase by about 18% by 2015.

Between fall 2000 and fall 2007 there was a decline in Computer Science FTES of .52% per year on average. However, this area has seen an increase in FTES of about 9% per year on average between fall 2004 and fall 2007, and growth occurred at rate of 7.7% from fall 2005 to fall 2007. From fall 2006 to fall 2007 growth occurred at a rate of 16%. The mean of these rates is 8%. While 28 sections of Computer Science (including one drafting class) were offered in fall 2007, 31 are scheduled for fall 2008 (including one drafting class) suggesting that continued growth will occur.

The table (65) below shows growth estimates (calculated using locally obtained data) based on a conservative cap rate of 5% increase in FTES per year on average beginning in fall 2007. Growth estimates may be adjusted as warranted by new data.

Table 65. Computer Science Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|-------------------------------|----------------------------|--------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Computer Science* WSCH | 1,364.36 | 1,249.58** | ----- | ----- |
| FTES | 45.48 | 39.04 (38.01) [^] | 50.40***** | 63.00***** |

*Fall 2000 and fall 2005 TOP Computer Science and Engineering Drafting Technology Codes for WSCH = 701 + 799 + 953.

**A decrease of 114.78 WSCH. This represents an 8.4% decrease over 5 years or a 1.7% decrease per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****Growth targets based on a rate of 5% growth per year, un compounded beginning in fall 2007. If the mean increase rate of 8% noted above is applied beginning in fall 2007, FTES for 2010 would total 54.35; and for 2015 FTES would total 76.09.

[^]Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department codes: CCMPT and CDRFT.

(Running CGIS added nothing to the total FTES.) There was a small discrepancy between data obtained from the district and locally obtained data. This could be due to variations in TOP codes and should be investigated.

Emergency Medical Services

| | | |
|--------|----|---|
| 211031 | AS | Emergency Medical Services |
| 211041 | C | Emergency Medical Services |
| 211043 | C | EMS – Emergency Medical Technician Training |
| 211042 | C | EMS – First Responder |

Current Description

Columbia College's Emergency Medical Services (EMS) Department offers a full range of education and training from everyday emergency first aid to sophisticated pre-paramedic instruction and beyond to equip students with a wide range of occupational skills. Columbia College is one of only a limited number of community colleges in the state that offers a two-year college degree in emergency medical services.

The intensive EMT Program at Columbia 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 emergency medical technician (EMT). Individuals must additionally pass a certification exam as required by the state of California.

The EMT refresher course covers the latest techniques and proper procedures in emergency medical care for both EMTs and first responders.

The Columbia College Pre-Paramedic Program is accepted by several major Paramedic Training Programs, and it serves as preparation for those students pursuing careers as paramedics. An approved pre-paramedic class is often required for admission into a paramedic program. Paramedic programs are taught at regional locations throughout the Central Valley and Bay Area and are conducted by independent training agencies.

Emergency health care professionals can obtain continuing education at Columbia College. Also available are specially-designed courses to fill the training needs of local organizations, industries, or governmental agencies through partnerships and other collaborations.

All faculty members have pre-hospital care experience as paramedics, emergency medical technicians or registered nurses.

Current Personnel: Sylvia Watterson (FT faculty).

Current Facilities: Oak Pavilion.

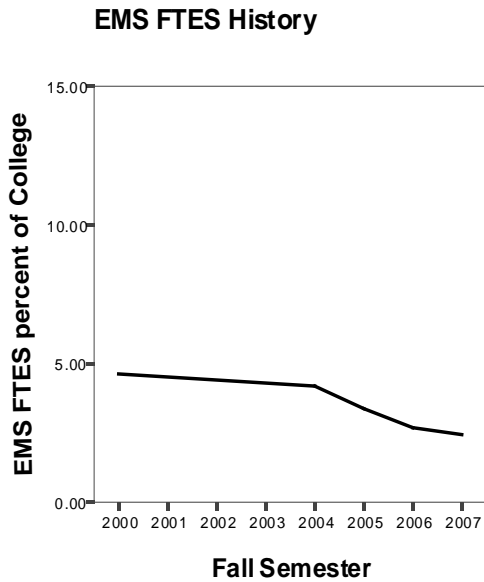
The table (66) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Emergency Medical Services (CEMS), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 66. EMS FTES

| EMS | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 43.27 | ----- | ----- | ----- | 43.33 | 32.45 | 25.89 | 23.49 |

The graph (50) below depicts EMS FTES as a percent of the total college FTES.

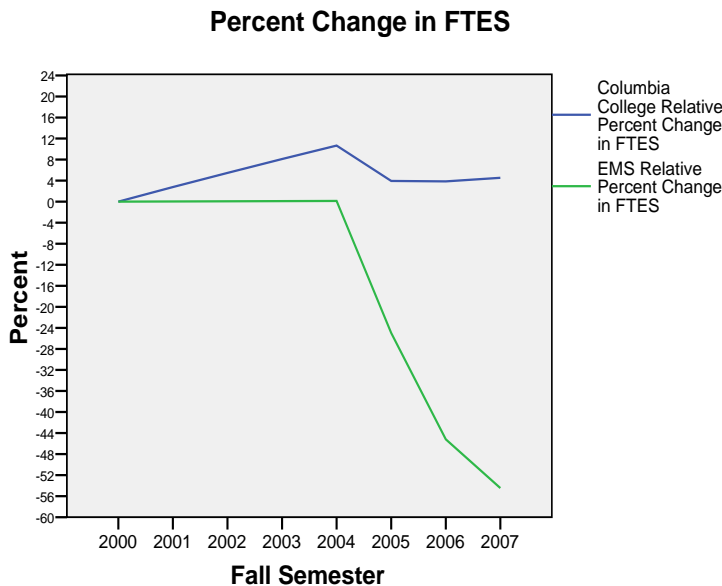
Graph 50. EMS FTES as a Percent of College FTES



In fall 2000 EMS represented 4.65% of the college FTES, 4.19% in fall 2004, 3.36% in fall 2005, 2.69% in fall 2006, and 2.42% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (51) shows the relative percent change in FTES for EMS and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 51. Relative Percent Change in FTES for the College and EMS



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For EMS there was a .14% increase in FTES from fall 2000 to fall 2004, followed by a 25.11% decrease in fall 2005. There was a 20.22% decrease in FTES between fall 2005 and fall 2006, followed by a decrease of 9.27% in fall 2007.

The FTES data generally conform to the perceptions of the faculty member interviewed and the area dean. In approximately 2003, the college's Paramedic Training Program had to be discontinued due to state regulations that required open access, low fees and exclusively for-credit instruction. Sponsorship of this program was initially taken up by CSU Stanislaus, but this school also had to close the program and currently the only local paramedic training is private. As the pipeline for paramedic certification has been cut off, even pre-paramedic training course enrollments are down. The number of agency courses offered also has temporarily been cut back due to regulatory requirements.

A full-time faculty member left in 2003 and this may also have negatively impacted enrollments.

Future Plans/Needs

According to the EMS faculty member and the area dean, plans are in the works to reconstitute the EMS advisory committee and to involve local agencies in developing new curriculum for local agency training programs. The curriculum in this area of instruction has to constantly be updated to realign with new industry technologies and techniques and the advisory committee will play a major role in this endeavor.

Pediatric emergency care and advanced life support are two areas that will be targeted for future curriculum development.

With the loss of Tuolumne General County Hospital and the decrease in services available at the Groveland area clinic, the need to provide home health care training can be expected to increase. This type of training will enable health care workers to meet the needs of, especially south county, residents who have limited access to health care facilities. A grant could be sought to provide funding to develop curriculum for this career path according to the EMS faculty member and the area dean.

The department may explore the possibility of offering more courses online in the future, including continuing education credits for re-certification for various health care professionals (e.g., EMT, first responder, nurses). Currently, in one course, the midterm is offered online. The ability to have another college agree to precept final exams would assist students who travel some distance to attend courses at Columbia College.

Personnel: According to the dean there are no immediate staffing needs in this department.

Facilities: The Calaveras site should have facilities built with emergency medical services in mind as noted by the area dean. The infrastructure should be designed

to accommodate the space and technology needs of the emergency services agencies.

Growth Projections

The college has recently hired a full-time faculty member and expects that enrollments will increase at about the same rate as the college grows once this faculty member becomes established in the position and has had time to contribute to program development.

According to statewide employment projections, the health care industry will see significant increases in employment opportunities over the next eight years. For the Columbia College service area (including Calaveras and portions of Stanislaus counties), the emergency medical technician and paramedic occupations are ranked among the top 20 growth occupations (see Chapter 5, pages 277-284) and jobs openings in these areas are expected to increase by about 32% on average by 2015.

While 10 sections of EMS instruction were offered in fall 2007, 14 sections are scheduled for fall 2008 suggesting that this area will experience growth in FTES. Given the dramatic decline in FTES in this area in recent years, the table (67) below shows EMS FTES growth estimates based on a conservative rate of .7% increase per year on average (the same rate used to predict overall college FTES increases) beginning in fall 2007. Growth estimates may be adjusted as warranted by new data.

Table 67. Emergency Medical Services Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|-----------|-------------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| EMT/Paramedic* WSCH | 1,297.98 | 1,038.39** | ----- | ----- |
| FTES | 43.27 | 32.44 (32.45)^ | 23.98***** | 24.82***** |

*Fall 2000: TOP EMT/Paramedic Training code for WSCH = 1250; fall 2005: TOP Emergency Medical Technician code for WSCH = 1250.

**A decrease of 259.59 WSCH. This represents a 20% decrease over 5 years or a 4% decrease per year on average.

***Growth targets based on a rate of 2% growth per year, uncompounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, uncompounded.

*****Growth targets based on a rate of .7% growth per year, uncompounded, beginning in fall 2007.

^Obtained from DataTel Section Enrollment Division Detail Report (9/19/07) running department code: CEMS.

Fire Technology

| | | |
|--------|------|---|
| 281020 | AS | Fire Technology |
| 281030 | ASOE | Fire Technology |
| 281040 | C | Fire Technology |
| 281021 | AS | Fire Technology – Wildland/Urban Inter. Fire Management |

Current Description

Columbia combines training in firefighting with selected general education courses to enable students to earn an A.S. (Associate in Science) Degree. Units are transferable to four-year institutions. An A.S.O.E. (Occupational Education) Degree is not transferable and is the choice for students who wish to pursue firefighting on a part-time or volunteer basis. A certificate program is also available, which prepares students for the Firefighter I examination.

Fire technology students receive individual instructor support and hands-on experience through the Fire Academy. The academy provides preparation for the written Firefighter I Certification Exam.

Along with preparation for a firefighting career, earning a degree may also be of benefit to students who wish to pursue a departmental management career. With a strong emphasis on academic achievement, Columbia College Fire Academy students consistently score higher than the state average in Firefighter I exams.

Columbia is one of two community colleges in California that has a volunteer county fire station located on its campus. The station is staffed by qualified individuals, including a number of students enrolled in the program.

Among the search and rescue classes offered at Columbia, two fundamental courses are recommended: Low Angle Rope Rescue, which is a mandatory prerequisite for Rescue Systems I and II, and High Angle Rope Rescue. In these courses trainees learn how to reach and evacuate injured or trapped victims with the necessary ropes, knots and equipment to transport them to safety.

The Wildland-Urban Interface Program offers a degree different from a fire science degree. Learning to manage fire emergencies located in wildland areas that have growing urban populations requires a different type of fire service training and expertise. By condensing the traditional semester schedule, Columbia's wildland-urban interface classes are held between late October and late April, thus not interfering with the busy fire season. Combined education and work experience prepares participants to obtain permanent positions with fire and resource protection agencies.

Columbia College's cooperative partnerships with the US Forest Service, Cal Fire and the Tuolumne County Fire Department allow students to obtain experience in wildland fire management and incident command systems.

Current Personnel: Joseph Doherty (FT faculty).

Current Facilities: Redbud Building.

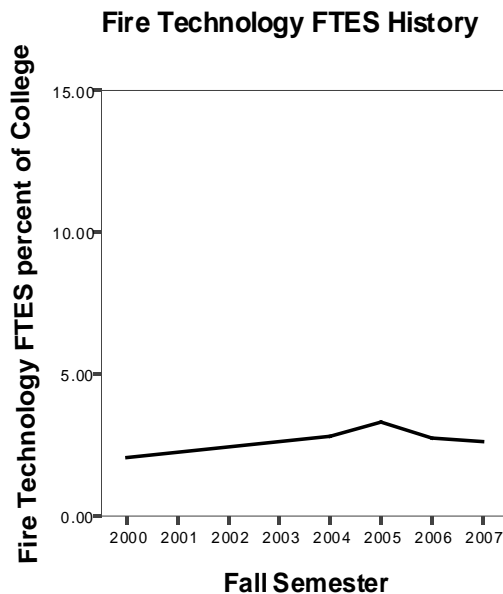
The table (68) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Fire Technology (CFTEC and CSARE), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 68. Fire Technology FTES

| Fire Technology | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 19.23 | ----- | ----- | ----- | 29.17 | 32.00 | 26.29 | 25.70 |

The graph (52) below depicts Fire Technology FTES as a percent of the total college FTES.

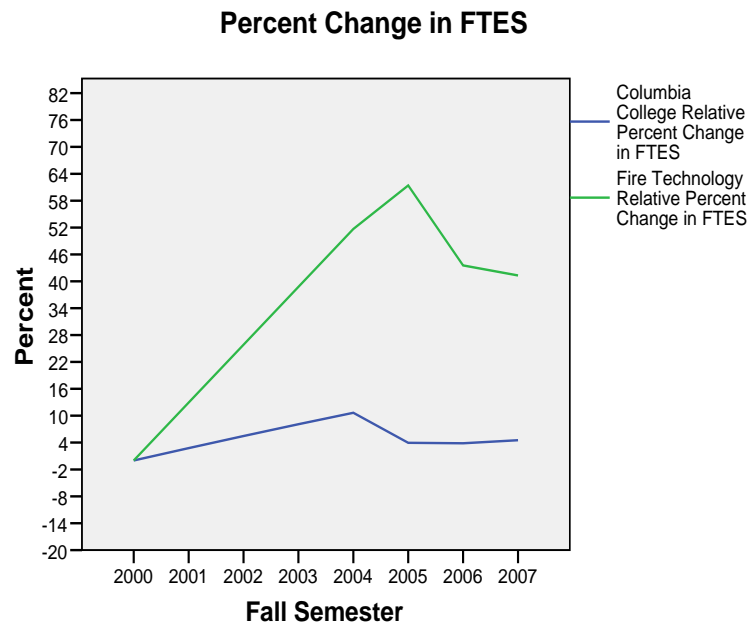
Graph 52. Fire Technology FTES as a Percent of College FTES



In fall 2000 Fire Technology represented 2.07% of the college FTES, 2.82% in fall 2004, 3.32% in fall 2005, 2.73% in fall 2006, and 2.65% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (53) shows the relative percent change in FTES for Fire Technology and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 53. Relative Percent Change in FTES for the College and Fire Technology



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Fire Technology there was a 51.69% increase in FTES from fall 2000 to fall 2004, followed by a 9.70% increase in fall 2005. There was a 17.84% decrease in FTES between fall 2005 and fall 2006, followed by a decrease of 2.24% in fall 2007.

There was a decrease in the number of agency-sponsored classes (Fire 170) in fall of 2006 which can account for the decrease in FTES as compared with fall 2005. There were a very low number of agency-sponsored classes in fall 2007 also. There are no agency classes scheduled for spring 2008.

Since the FTES in Fire Technology may be disproportionately affected by courses offered in spring, it was decided to analyze FTES for academic years beginning in 2004-2005. The following table (69) shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel for Fire Technology (CFTEC and CSARE) for academic years 2004-2007.

Table 69. Fire Technology FTES by Academic Year

| FTES | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|---------------|---------|---------|---------|----------|
| Fall | 29.17 | 32.00 | 26.29 | 25.70 |
| Spring | 45.59 | 59.29 | 53.98 | 48.53* |
| Summer | 21.98 | 13.62 | 28.64 | 46** |
| TOTAL | 96.74 | 104.91 | 108.91 | 120.23** |

*Does not include FTES for 16 PAC sections. **Predicted by area dean.

Annual FTES increased by about 8% between 2004-05 and 2005-06 and annual FTES increased by another 3.8% between 2005-06 and 2006-07. The average increase in FTES across these three academic years was about 4% per year. While there were 12 sections of Fire Technology offered in summer 2007, there are only 6 sections (including 2 sections in search and rescue) scheduled for summer 2008 because no work experience in this area is being offered in summer 2008. However, this decrease may not affect FTES greatly. A significant factor influencing enrollments in this area is agency courses. Additional sections may be scheduled at any time and then are offered fairly quickly. The area dean predicted that summer 2008 agency courses will generate at least 46 FTES. Using these estimates, Fire Technology FTES could increase by at least 10.4% for academic year 2007-2008.

Future Plans/Needs

According to the Fire Technology faculty member and the dean, in the future it will be advantageous to offer courses to support state-level exams for Fire Officer I and Chief II. Plans to reinstate a Fire Fighter I internship training program will be brought to the advisory committee. Increasing the amount of fieldwork available for credit should increase the number of degrees and certificates awarded.

According to the faculty member interviewed, to maintain and increase the number of enrollments, it is imperative to increase the number of courses available online to maintain competitiveness. Fire 2, 3, 4 and 5 could all be offered online. Online course availability will allow those who are employed during the fire season to take courses when convenient. Online courses will also help Columbia draw more out of area enrollments. Offering some courses in compressed eight-week sessions could also increase enrollments.

Two fire technology courses are offered in Calaveras. A recent proposal has been submitted for an ICON program to be located in the new Calaveras Center. The proposal calls for infrastructure that would accommodate Fire Technology, Emergency Medical Services, Search and Rescue and new homeland security programs. Courses at the Center would be offered and supported with partners from Cal Fire and Emergency Services Agency.

A potential area for growth would be to create a course designed for training instructors to be offered to Community Emergency Response Teams (CERT). Certification involves 24 hours or more of training and prepares community members to assist in the event of local emergencies or disasters. These courses are recognized by FEMA, DHS and state OES agencies. Efforts to develop and market these programs would necessitate hiring additional staff.

The Fire Academy will pursue becoming a State Fire Approved Regional Academy and/or national recognition through Federal Emergency Services Higher Education. The time necessary to raise the standards of the current program to pursue these goals would require hiring additional staff, according to the Fire Technology faculty member interviewed.

Another goal for the future could be to obtain funding to purchase Driver Training Simulators. Grants may be available through the National Highway Transportation Safety agency, ABAG and some insurance companies. A mobile simulator would be best for this area, as it could be used on the main Columbia College campus or at the Calaveras site.

An increase in enrollments is expected as the college begins offering Fire Technology courses to inmates at the Sierra Conservation Center in spring 2008. According to staff this program of short courses offered throughout the semester will create a continual increase in FTES for the near future at least.

Personnel: The Fire Technology faculty member interviewed noted that it will be necessary to hire a full-time instructor/coordinator for the Fire Technology Program as the program grows. This will enable the college to apply for any federal grants and to pursue some of the other goals mentioned above. The offering of additional Level I and II classes will also require additional instructors.

Facilities: According to the faculty member interviewed and the dean, the Calaveras facility should be built with fire technology specifications in mind. The infrastructure should be designed to accommodate the space and technology needs of the emergency services agencies.

Growth Projections

The large number of Fire Technology FTES gained in summer 2007 contributed to the overall annual increase between 2004-2005 and 2005-2006, versus the decrease seen in FTES between 2005 and 2006 when only fall semester data were examined.

Annual FTES increased by about 8% between 2004-2005 and 2005-06 and annual FTES increased by another 3.8% between 2005-06 and 2006-07. The average increase in FTES across these three academic years was about 4% per year. This rate of growth is similar to the average growth rate between fall 2000 and fall 2007, which was 4.8%. It would seem reasonable to predict a conservative rate of growth in the range of a 4% increase in FTES for fall 2008.

However, a large increase in enrollments is expected as the college begins offering Fire Technology courses to inmates at the Sierra Conservation Center in spring 2008. According to staff this program of short courses offered throughout the year will create a continual large increase in FTES for the near future. The dean in this area predicted that Fire Technology should increase by at least 10% FTES per year or per fall semester for the next several years. Actual increases could be much higher.

The table (70) below shows estimates of growth in Fire Technology FTES at a conservative cap rate of 10% per year on average from fall 2007 to fall 2010 and from fall 2010 to fall 2015. Growth estimates may be adjusted as warranted by new data.

Table 70. Fire Technology Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|------------------|-------------------|---|---|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Fire Science and Control, Search & Rescue/Fire Science* WSCH | 576.80 | 1,024.17** | ----- | ----- |
| FTES | 19.23 | 31.99 (32.00)^ | 33.41***** | 50.11***** |

*Fall 2000: TOP Fire Science/Control and Search and Rescue codes for WSCH = 2133 + 2199; fall 2005: TOP Fire Science and Other Public Affairs and Service codes for WSCH = 2133 + 2199.

**An increase of 447.37 WSCH. This represents 77.6% growth over 5 years or 15.5% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

***** Growth targets based on a rate of 10% growth per year, un compounded beginning in fall 2007. When academic year FTES totals are used to project increases at an average rate of 10% per academic year, total FTES for 2010-2011 could reach 156.30 and for 2015-2016 could reach 234.45.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department codes: CFTEC and CSARE.

Forestry and Natural Resources

| | | |
|--------|------|---|
| 321020 | AS | Forestry |
| 325030 | ASOE | Forestry Technology |
| 325040 | C | Forestry Technology |
| 601020 | AS | Natural Resources |
| 601030 | ASOE | Natural Resources – Watershed Management Technology |
| 601040 | C | Natural Resources – Watershed Management Technology |
| 605030 | ASOE | Natural Resources Technology |
| 605040 | C | Natural Resources Technology |

Current Description

Forestry & Natural Resources at Columbia College is located on a 280-acre forest in the California foothills of the Sierra Nevada. This setting has groves of mixed conifers and oaks, diverse chaparral plant communities on many natural trails, a 4-1/2 acre reservoir and an extensive ditch-system. There are also limestone-marble rock formations on the college grounds.

Forestry Technology – Along with forest management, the curriculum emphasizes timber, watershed, outdoor recreation, silviculture, and forest ecology.

Natural Resources Technology – A broad-based approach to the study of natural resources includes timber, wildlife, wilderness, watershed, water, forage, minerals, outdoor recreation and natural history.

The department is equipped with an inventory of essential surveying instruments for student training, including hand and staff compasses, topographic chains, clinometers, auto levels, engineer's transits, standard and digital theodolites, and electronic distance meters. In addition, Relaskops and prisms are on-hand for teaching the art of timber cruising and forest measurement. Aerial photographs and remote sensing imagery of the locale are available for resource inventory, as well as aquatic sampling instruments and field test kits for class use.

There is a high level of cooperation between the Forestry & Natural Resources and Biological & Physical Sciences Departments. This interdisciplinary interaction strengthens all participating departments, and improves the future employment potential for students. A strong crossover exists with the Geographic Information Systems/Global Positioning Systems Program in the Earth Sciences area. While resource identification, evaluation and measurement are taught in Forestry & Natural Resources, GIS/GPS students learn how to apply these data to map and graphical projections as well as field orienteering. Students can apply for and gain job experience through available work programs and internships in the area, earning up to eight units during the summer months.

In addition to the rustic campus setting, students engage in field activities at these nearby study sites:

- Calaveras Big Trees State Park
- Carson-Iceberg Wilderness Area
- Emigrant Wilderness Area
- Knight's Ferry River Park
- New Melones Lake Reservoir
- Stanislaus National Forest
- Yosemite National Park

Current Personnel: Tom Hofstra (FT faculty, interim).

Current Facilities: Toyon Building.

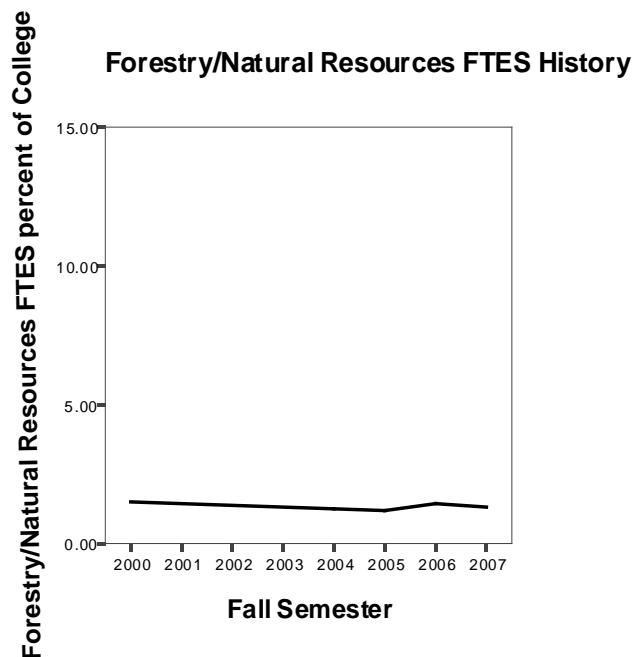
The table (71) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Forestry and Natural Resources (CFORT, CFRTC, CNATC and CNATL), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 71. Forestry and Natural Resources FTES

| Forestry and Natural Resources | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 14.12 | ----- | ----- | ----- | 13.06 | 11.54 | 13.90 | 13.00 |

The graph (54) below depicts Forestry and Natural Resources FTES as a percent of the total College FTES.

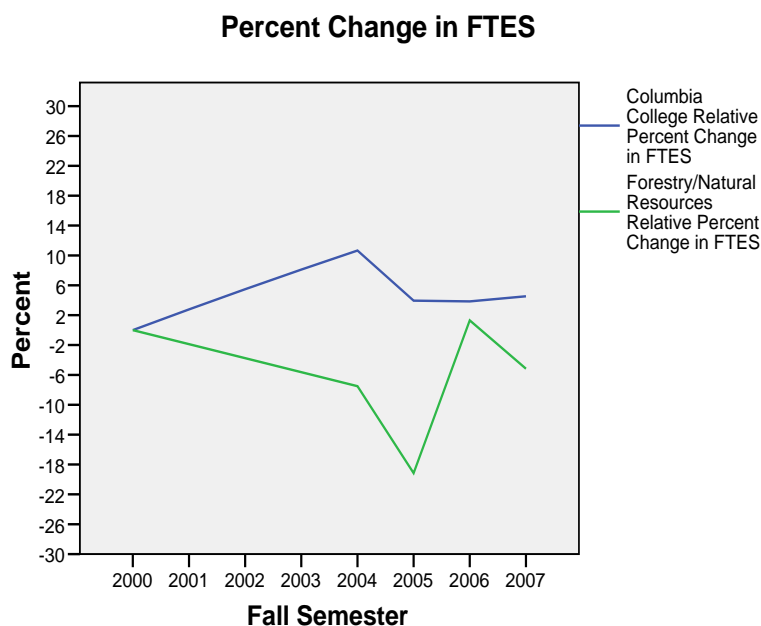
Graph 54. Forestry/Natural Resources FTES as a Percent of College FTES



In fall 2000 Forestry and Natural Resources represented 1.52% of the college FTES, 1.26% in fall 2004, 1.20% in fall 2005, 1.44% in fall 2006, and 1.34% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (55) shows the relative percent change in FTES for Forestry/Natural Resources and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 55. Relative Percent Change in FTES for the College and Forestry/Natural Resources



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Forestry/Natural Resources there was a 7.51% decrease in FTES from fall 2000 to fall 2004, followed by an 11.64% decrease in fall 2005. There was a 20.45% increase in FTES between fall 2005 and fall 2006, followed by a decrease of 8.18% in fall 2007.

The FTES data for this department generally conform to the perceptions of the faculty and dean. The large decrease in fall 2005 may be explained by the absence of a full-time faculty member. A full-time instructor retired before fall 2007 and the goal is to replace this position.

Future Plans/Needs

Given the geographical proximity of Columbia College to the Stanislaus National Forest, the local need for this program is obvious according to the Forestry and Natural Resources faculty member interviewed. The program is continually changing to reflect changes in the local and regional job markets as the timber industry has declined and the recreational

use of the forest has increased. Forestry management principles change based on national political agendas and the curriculum must also be continually updated to correspond with these trends.

Plans are currently being pursued with the US Forestry Department and Cal Fire to develop curriculum for bachelor's and master's degree programs that would allow students enrolled at UC Merced to complete major requirements at Columbia College while completing general education and upper division courses at the Merced campus.

The faculty member and dean noted that another potential new program that may be especially useful in the county is training in the creation and monitoring of onsite waste water treatment systems. These may become common here as more residential septic systems fail and consumers need to replace these with state-of-the-art systems for managing waste water. Columbia College could play a major role in providing training for this high-tech career path.

The Mount Knight property is a resource that needs to be developed. These 30 acres on Italian Bar Road were set aside for Oak conservancy as part of a mitigation agreement for a new subdivision being built. According to the faculty member interviewed and dean this land is being donated to the college and could become a mid-elevation field site for the study of the management of Oak woodlands in California. This resource can also be used to enhance community involvement in the development of Columbia College.

Upgrading GPS/GIS equipment is another important goal for a number of the department's courses.

Personnel: A full-time faculty member is needed to replace the full-time faculty person who retired last year. The college is currently advertising and recruiting for a full-time position in Forestry and Natural Resources.

Facilities: Faculty noted that Baker Station High Sierra Institute should be utilized to a greater degree by this department. Offering a natural resource "field camp" as a two-week summer intensive could help attract high school students to the field. Courses might eventually be offered to younger students as well.

The Forestry and Natural Resources faculty member interviewed stated that the San Diego reservoir is underutilized and its use as a wildlife and fisheries study unit should be increased. Other resources that could be used to a much greater degree include the arboretum and the greenhouse. These facilities continue to be substantially upgraded.

Faculty also stated that the Toyon Building needs to be enhanced to draw attention to the fact that it houses one of the most complete natural history and taxidermy collections in the area. The drains need to be repaired so that water can be used in the building again. There has been no water to the building for approximately the past 7 years. The plant growth chamber is also out of service. This chamber, which allows for temperature and humidity control, could be used to grow special plants.

Growth Projections

The faculty member interviewed predicted that enrollments will stay at about the current level for the next two years, and then increase as the new initiatives discussed above are developed and after a new faculty member becomes established. Between fall 2000 and fall 2007 Forestry and Natural Resources FTES decreased by about 1.1% per year on average. Between 2004 and 2007 FTES decreased an average of .15% per year. Between fall 2005 and fall 2007 FTES increased by about 6.3% per year on average. There was a 6.5% decrease between fall 2006 and fall 2007. The average of these rates is a trend toward a slight decline of .36% FTES per year.

According to statewide employment projections, the forestry industry will see moderate increases in employment opportunities over the next eight years. For the Columbia College service area (including Calaveras and portions of Stanislaus counties), the forestry and conservation technician areas are ranked among the top 20 growth occupations (see Chapter 5, pages 277-284) and jobs openings in these areas are expected to increase by about 12% by 2015.

The table (72) below shows that no reliable growth estimates for Forestry and Natural Resources FTES can be made given the variability in the data and the current lack of faculty. Goals for 2010 are based on the number of FTES obtained for fall 2007. Growth estimates may be adjusted as warranted by new data.

Table 72. Forestry and Natural Resources Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|-------------------|----------------------------|--------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Forestry and Natural Resources* WSCH | 423.6 | 369.1** | ----- | ----- |
| FTES | 14.12 | 11.53 (11.54)^ | 13.00***** | -----***** |

*Fall 2000: TOP Forestry and Natural Resources Codes for WSCH = 114 + 115; Fall 2005: TOP Forestry and Natural Resources Codes for WSCH = 114 + 115.

** A decrease of 54.5 WSCH. This represents a 13% decrease over 5 years or a 2.6% decrease per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****No reliable growth estimates can be made at the current time.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CFORT, CFRTC, CNATC and CNATL.

Hospitality Management

| | | |
|--------|------|---|
| 441047 | C | Hospitality Management – Baker |
| 441048 | C | Hospitality Management – Bartender |
| 441034 | ASOE | Hospitality Management – Chef |
| 441044 | C | Hospitality Management – Chef |
| 441020 | AS | Hospitality Management – Culinary Arts |
| 441049 | C | Hospitality Management – Deli Cook & Baker |
| 441050 | C | Hospitality Management – Dining Room Management |
| 441051 | C | Hospitality Management – Dining Room Staff |
| 441030 | ASOE | Hospitality Management – Dinner Line Cook |
| 441040 | C | Hospitality Management – Dinner Line Cook |
| 441021 | AS | Hospitality Management – Hotel Management |
| 441031 | ASOE | Hospitality Management – Hotel Management |
| 441041 | C | Hospitality Management – Hotel Management |
| 441032 | ASOE | Hospitality Management – Pantry & Dessert Chef |
| 441042 | C | Hospitality Management – Pantry & Dessert Chef |
| 441022 | AS | Hospitality Management – Restaurant Management |
| 441033 | ASOE | Hospitality Management – Restaurant Management |
| 441043 | C | Hospitality Management – Restaurant Management |
| 441045 | C | Hospitality Management – Safety & Sanitation |
| 441059 | C | Hospitality Management – Tourism and Recreation Studies |

Current Description

The Columbia College Hospitality Management Program offers an A.S. Degree, an A.S.O.E. Degree, and many certificates of achievement in different areas of culinary arts and hospitality management.

Small class sizes allow for significant student-instructor interaction. Students have direct access to faculty for consultation, and have many opportunities to participate in the kitchen lab and pastry shop. All instructors have professional experience, based on prior employment or experience in fine restaurants across the country. A revised restaurant math course has seen increased success rates over the past few years according to the Hospitality Management faculty member interviewed.

An advisory committee of culinary professionals guides college curriculum development in this area. Committee members include executive chefs and food and beverage directors, along with restaurant managers and owners. In addition, the Hospitality Management Program has received certification by the prestigious American Culinary Federation.

As part of the hospitality management curriculum, students are introduced to the world of advanced classical cuisine preparation, fine dining room management and service, wine making, beverage management, and kitchen management. Various guest speakers and industry experts are invited to discuss new trends and innovative ideas throughout the semester.

The Cellar Bistro on the first level of Columbia College's Manzanita Building serves fine

continental cuisine to local patrons several evenings per week during the semester. Students in the college’s advanced contemporary cuisine class plan and prepare special course selections and patrons are served by students in the dining room management class. The cost is reasonable and the menu changes weekly.

The college also offers a certificate in Tourism and Recreation.

Current Personnel: Gene Womble (FT faculty), and Charles Rice, Lab Assistant (FT classified).

Current Facilities: Manzanita Building.

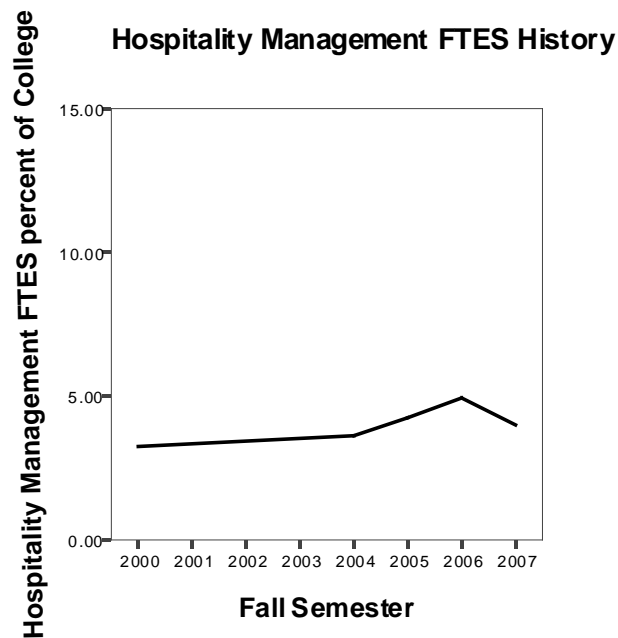
The table (73) below shows FTES obtained running Section Enrollment Division Detail Reports in Datatel, for Hospitality Management (CHOSP), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 73. Hospitality Management FTES

| Hospitality Management | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 30.22 | ----- | ----- | ----- | 37.44 | 41.29 | 47.69 | 38.88 |

The graph (56) below depicts Hospitality Management FTES as a percent of the total college FTES.

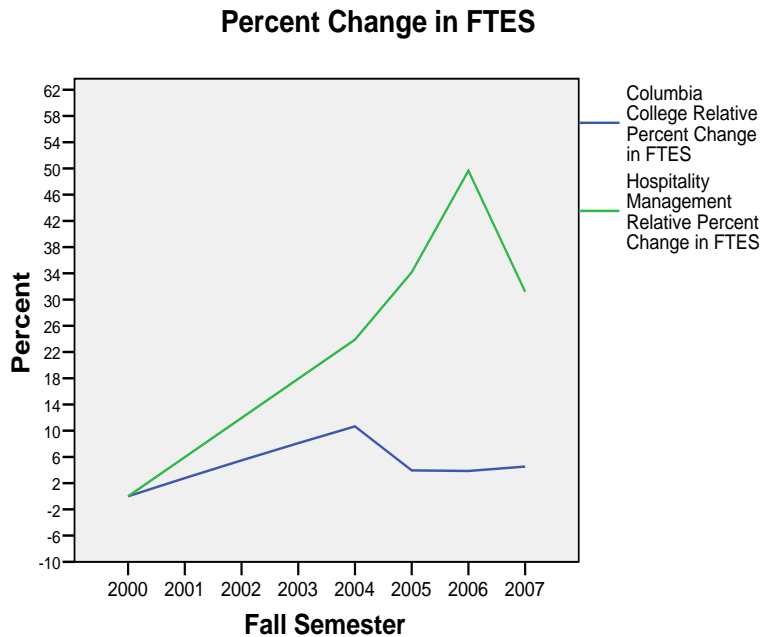
Graph 56. Hospitality Management FTES as a Percent of College FTES



In fall 2000 Hospitality Management represented 3.25% of the college FTES, 3.62% in fall 2004, 4.28% in fall 2005, 4.95% in fall 2006, and 4.01% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (57) depicts the relative percent change in FTES for Hospitality Management and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 57. Relative Percent Change in FTES for the College and Hospitality Management



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in FTES in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Hospitality Management there was an increase in FTES from fall 2000 to fall 2004 of 23.89%, followed by another increase in fall 2005 of 10.28%. There was an increase in FTES between fall 2005 and fall 2006 of 15.50%, followed by a decrease of 18.47% in fall 2007.

The retirement of a local high school foods instructor may have recently negatively impacted enrollments in Columbia College's Culinary Arts Program. There were six fewer sections offered in fall 2007 versus fall 2006 which could account for the decrease in fall 2007 FTES.

Since the FTES in Hospitality Management may be disproportionately affected by courses offered in spring and summer, it was decided to analyze FTES data for academic years beginning in 2004-2005. The table (74) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Hospitality Management (CHOSP) for academic years 2004-2007.

Table 74. Hospitality Management FTES by Academic Year

| FTES | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|---------------|---------|---------|---------|---------|
| Fall | 37.44 | 41.29 | 47.69 | 38.88 |
| Spring | 33.44 | 41.84 | 43.30 | 35.40* |
| Summer | 22.77 | 22.14 | 34.88 | |
| | | | | |
| Total | 93.65 | 105.27 | 125.87 | |

*Does not include FTES for one PAC section. FTES for spring 2008 are almost completely captured by the data in this table.

Annual FTES increased by about 12% between 2004-05 and 2005-06 and annual FTES increased by another 20% between 2005-06 and 2006-07. The average increase in FTES across these three academic years was about 10.7% per year. However, for fall 2007 and spring 2008 FTES totals are significantly lower than for the previous academic year. And, while there were 12 sections of Hospitality Management offered in summer 2007, there are only 6 sections scheduled for summer 2008 suggesting that the annual total Hospitality Management FTES for academic year 2007-2008 may be lower than the total obtained in 2006-2007.

Future Plans/Needs

The online WebCT course management system is being used extensively in this instructional area and is very beneficial for faculty, staff and students. If class size can be increased to greater than 15 students on average, this program will need a full-time coordinator as noted by faculty.

One possible goal is to have the bakery certified by the Retail Baker's Association. This will cost approximately \$4,000. In the future, the development of a regional program to include Oakdale and Calaveras sites will be explored, including wine-tasting and cooking.

The expansion of cooking courses to evening hours is desirable in addition to creating more short-term (e.g., 4-week) specialty courses. Certificates for these courses could be developed. A mechanism to increase the pay for adjunct faculty teaching short-term courses should be explored.

Personnel: Faculty indicated that an additional full-time instructor will be needed to achieve long-term goals.

Facilities: Recently, the facility was partially remodeled and received new ovens. "Point of sale" equipment is needed for the Cellar Bistro. Further remodeling will need to be state-funded according to the faculty member interviewed.

Growth Projections

Faculty predicted that the Hospitality Management area will increase in FTES at about the same rate as the college as a whole.

According to statewide employment projections, the hospitality industry will see significant increases in employment opportunities over the next 8 years. For the Columbia College service area (including Calaveras and portions of Stanislaus counties), the food and beverage serving area is ranked among the top 20 growth occupations (EMSI Complete Employment, 2007) and job openings are expected to increase by about 12% by 2015. However, neither an associate degree nor certificates are required for entry into this industry.

It seems appropriate that growth estimates for Hospitality Management be made based on annual FTES totals rather than relying on fall semester data alone. Annual FTES increased by about 12% between 2004-2005 and 2005-06 and annual FTES increased by another 20% between 2005-06 and 2006-07. The average increase in FTES across these three academic years was about 10.6% per year. However, a decrease in FTES may obtain for academic year 2007-2008 given the significantly fewer number of summer sections scheduled to be offered in 2008 and the lower FTES obtained for fall 2007 and spring 2008. While there were 27 section offered in fall 2007, 30 sections of Hospitality Management are scheduled for fall 2008 which could result in an increase in FTES in fall 2008.

Given the uncertainty in the direction of change in Hospitality Management FTES recently, it was difficult to make reliable growth projections for Hospitality Management.

The table (75) on the next page shows Hospitality Management FTES growth estimates (using locally obtained data and after consultation with the area dean) based on a conservative cap rate of .7% growth in FTES per year on average, assuming that this area will grow in FTES at the same rate as the college. Growth estimates may be adjusted as warranted by new data.

Table 75. Hospitality Management Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|------------------|-------------------|---|---|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Food Manag., Hospitality Manag./ Nut & Food, Hosp, Rest and Food Serv. Man.* WSCH | 906.54 | 1,269.15** | ----- | ----- |
| FTES | 30.22 | 39.65 (41.29)^ | 39.70***** | 41.09***** |

*Fall 2000: TOP Food Management, Production Services & Related Technology and Hospitality codes for WSCH = 1306.1 + 1307; Fall 2005 TOP Nutrition and Food, Hospitality and Restaurant and Food Service Management codes for WSCH = 1306 + 1307 + 1307.1.

**An increase of 363.61 WSCH. This represents 40% growth over 5 years or 8% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****Growth targets based on a rate of .7% growth per year, un compounded beginning in fall 2007.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CHOSP.

(Running CTOUR added nothing to the total FTES.

Office Technology

| | | |
|--------|------|---|
| 616030 | ASOE | Office Technology – Administrative Assistant |
| 616040 | C | Office Technology – Administrative Assistant |
| 616031 | ASOE | Office Technology – Medical Office Specialist |
| 616041 | C | Office Technology – Medical Office Specialist |
| 616032 | ASOE | Office Technology – Medical Transcription |
| 616042 | C | Office Technology – Medical Transcription |
| 616033 | ASOE | Office Technology – Office Assistant |
| 616043 | C | Office Technology – Office Assistant |

Current Description

Columbia College's Office Technology curriculum provides instruction in the tools of modern technology and also teaches the basics of office procedures. Students learn communications, human relations, critical thinking, and organizational skills. In addition to technological training, students develop oral and written communication techniques, teamwork skills, and supervisory strategies for time management, problem solving, decision making values & ethics, and conflict resolution.

Current Personnel: Randy Barton (.20 faculty).

Current Facilities: Buckeye Building.

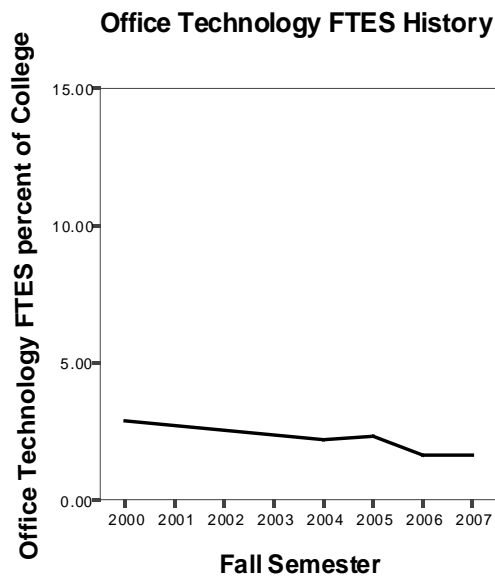
The table (76) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Office Technology (CHOSP), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 76. Office Technology FTES

| Office Technology | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 26.61 | ----- | ----- | ----- | 22.34 | 22.08 | 15.90 | 15.82 |

The graph (58) below depicts Office Technology FTES as a percent of the total college FTES.

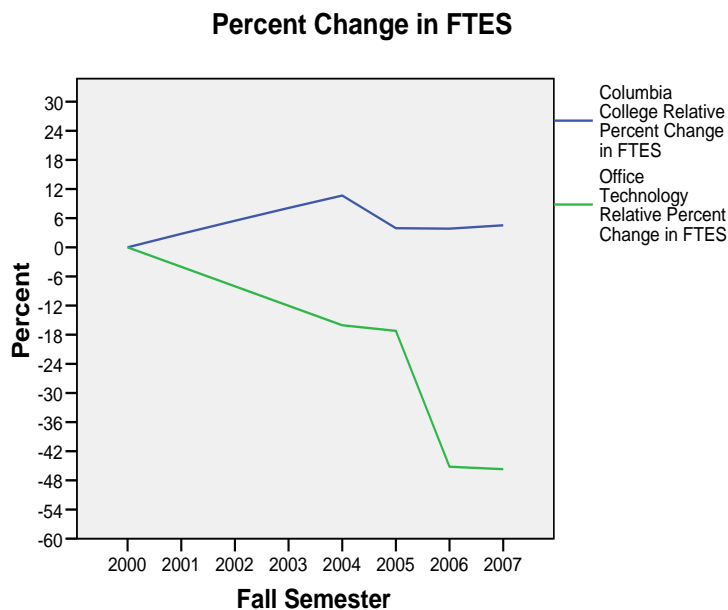
Graph 58. Office Technology FTES as a Percent of College FTES



In fall 2000 Office Technology represented 2.86% of the college FTES, 2.16% in fall 2004, 2.29% in fall 2005, 1.65% in fall 2006, and 1.63% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (59) shows the relative percent change in FTES for Office Technology and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 59. Relative Percent Change in FTES for the College and Office Technology



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Office Technology there was a 16.05% decrease in FTES from fall 2000 to fall 2004, followed by a 1.16% decrease in fall 2005. There was a 27.99% decrease in FTES between fall 2005 and fall 2006, followed by a decrease of .50% in fall 2007. These data generally conform to perceptions of faculty and the area dean and can be explained by the fact that this area has no full-time faculty member currently and by the fact that the program is undergoing a major revision.

Future Plans/Needs

A program revision planned and developed by faculty, will be implemented when a full-time faculty person in Office Technology is hired. The plan calls for major revision in the program and the inclusion of virtual office curriculum.

Growth Projections

According to statewide employment projections, jobs that require office skills will see significant increases in employment opportunities over the next eight years. For the Columbia College service area (including Calaveras and portions of Stanislaus counties) several areas (medical secretary, medical records and health information technician, paralegal and legal assistant, legal secretary and medical transcriptionist) are ranked among the top 20 growth occupations (see Chapter 5, pages 277-284) and jobs openings in these areas are expected to increase by about 23% on average by 2015.

Goals for 2010 are based on the number of FTES obtained for fall 2007, assuming that this area has stabilized. Of note is the fact the while only 24 sections of Office Technology were offered in fall 2007, 29 sections are scheduled for fall 2008 indicating that some degree of growth is possible.

Although the economic projections indicate that there will be growth in this area of instruction, there is too much instability in the program currently to make specific growth projections for Office Technology FTES, as shown in the table (77) below. Growth estimates may be revised as warranted when more data become available.

Table 77. Office Technology Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|---|-----------|-------------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Office Administration* WSCH | 798.23 | 716.43** | ----- | ----- |
| FTES | 26.61 | 22.38 (22.08)^ | 15.82***** | -----***** |

*Fall 2000 and fall 2005 TOP Office Administration code for WSCH = 514.

**A decrease of 81.80 WSCH. This represents a 10% decrease over 5 years or a 2% decrease per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****No reliable growth estimates can be made at the current time.

^Obtained from Data1 Section Enrollment Division Detail Report (9/19/07) running department code: COTEC.

Welding

801040 C Welding Technology

Current Description

The Welding Program offers comprehensive instruction in a complete, comprehensive range of welding processes, including metallic and tungsten inert gas, arc, and oxygen-acetylene welding, as well as metallurgy, through a combination of shop and field techniques. Students learn how to interpret blueprint lines and symbols in preparation for welding.

Students learn basic welding procedures in specially designed work booths where all modern lab equipment is well-maintained for use. Classes and labs are held in the evenings to accommodate the working student.

The Welding Technology Program provides training in OxyAce, M.I.G/T.I.G, and ARC welding. AWS welding certification is offered through the program.

The art welding classes at Columbia are a unique offering unavailable at any nearby community college.

Current Personnel: There are currently no full-time faculty members in this area; there are two part-time adjunct instructors.

Current Facilities: Madrone Building.

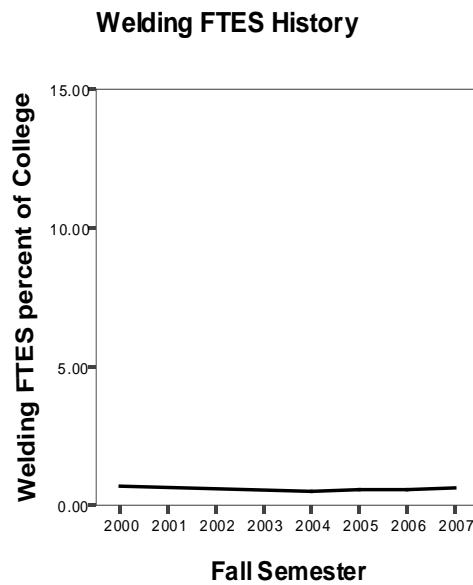
The table (78) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Welding (CWELD), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 78. Welding FTES

| Welding | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 6.52 | ----- | ----- | ----- | 5.04 | 5.46 | 5.66 | 6.01 |

The graph (60) below depicts Welding FTES as a percent of the total college FTES.

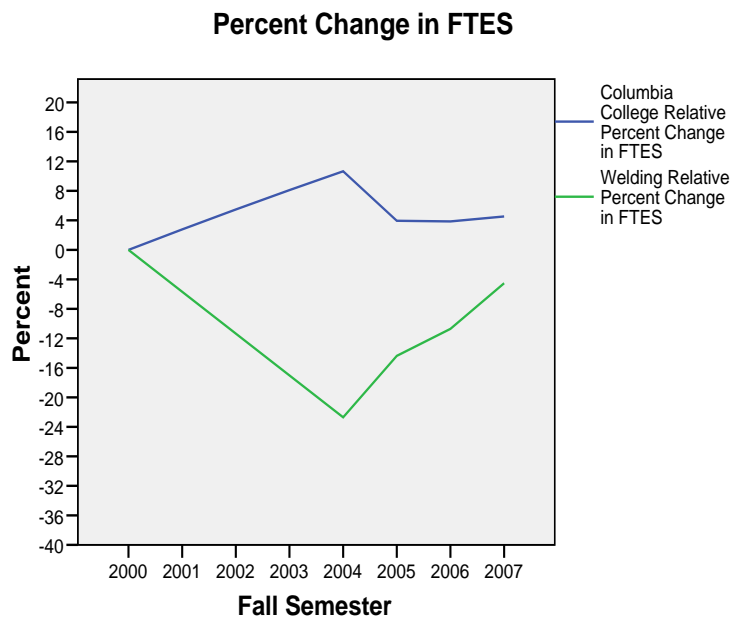
Graph 60. Welding FTES as a Percent of College FTES



In fall 2000 Welding represented .70% of the college FTES, .49% in fall 2004, .57% in fall 2005, .59% in fall 2006, and .62% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (61) shows the relative percent change in FTES for Welding and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 61. Relative Percent Change in FTES for the College and Welding



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Welding there was a 22.70% decrease in FTES from fall 2000 to fall 2004, followed by an 8.33% increase in fall 2005. There was a 3.66% increase in FTES between fall 2005 and fall 2006, followed by an increase of 6.18% in fall 2007.

The FTES data generally conform to the perceptions of the faculty member interviewed. It is difficult to explain the drop in Welding FTES in 2004 given that this coincided with the semester of highest overall college enrollment in recent years, but data for 2001-2003 were unavailable for comparison. It is also difficult to explain the increase in FTES seen in fall 2007 given that fewer sections were offered in that semester (6) than in the previous two fall semesters (nine in 2006 and eight in 2005). Obviously more students enrolled in the sections that were offered in fall 2007.

Future Plans/Needs

New welding technologies including a plasma arc or laser will be needed for the new facility once it is built. In the future it may be desirable to acquire the technology to offer training in Computer Numeric Control according to the faculty member interviewed.

The new facility will allow the department to upgrade its certification with the American Welding Society and possibly gain national certification. ICAR certification for sheet metal welding within the autobody area can also be sought once that program is established.

Personnel: Once the new building is complete and as enrollments increase in the autobody area, more classes can be offered. There will eventually be a need to hire a full-time welding/autobody instructor as noted by faculty. A three quarter to full-time instructional assistant will be necessary in the future.

Facilities: See the Facilities Master Plan for a description of the new building that will house autobody and welding instruction.

Growth Projections

In the new facility, the number of work-stations will be doubled (from 10-20) and so this instructional area should grow at a rate greater than the college as the capacity of the new facility (scheduled to open spring 2009) becomes fully utilized. Collaboration with the Automotive Technology department will allow for the creation of autobody/collision repair courses at Columbia College.

The average growth rate in Welding FTES from fall 2004, when the area was at its lowest point in the recent past, to fall 2007 was a 6% increase per year. The average annual growth rate calculated between fall 2004 and fall 2007 was 5.8%. The following table (79) shows FTES growth estimates based on a conservative cap rate of 5% per year on average beginning in fall 2007. This estimate is supported by the fact that there are more than twice as many Welding sections planned for fall 2008 as were scheduled in fall 2007. Growth estimates may be adjusted as warranted by new data.

Table 79. Welding Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|------------------|------------------|---|---|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Welding* WSCH | 195.60 | 174.84** | ----- | ----- |
| FTES | 6.52 | 5.46 (5.46)^ | 6.91***** | 8.64***** |

*Fall 2000 TOP Welding code for WSCH = 956.5. Fall 2005 TOP Welding and Industrial Technology Systems codes = 956.6 + 956.

**A decrease of 20.76 WSCH. This represents a 10.6% decrease over 5 years or a 2% decrease per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****Growth targets based on a rate of 5% growth per year, beginning in fall 2007, un compounded.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CWELD.

Education Aide

Current Description

The Education Aide major is a pre-professional program leading to Multiple Subject or Special Education Credential state university programs. The mission is to insure that students graduate with a strong subject matter background and the necessary experience to prepare them for a teaching career in elementary education. For planning purposes, this major currently resides in the Vocational Education Department but may be placed under Arts and Sciences in the future.

Current Personnel: Adrienne Webster (faculty, shared).

Current Facilities: Various classrooms.

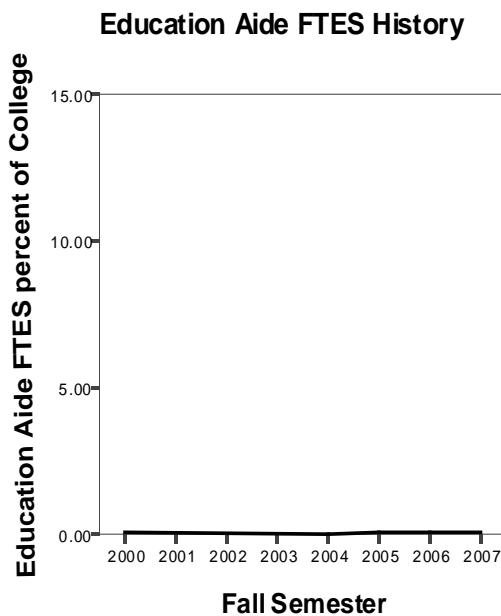
The table (80) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Education Aide (CTATN), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 80. Education Aide FTES

| Education Aide | Fall 2000 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|----------------|-----------|-----------|-----------|-----------|-----------|
| FTES | .43 | .13 | .50 | .44 | .50 |

The graph (62) below depicts Education Aide FTES as a percent of the total college FTES.

Graph 62. Education Aide FTES as a Percent of College FTES



In fall 2000 Education Aide represented .05% of the college FTES, .01% in fall 2004, .05% in fall 2005, .05% in fall 2006, and .05% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The line in the graph is basically flat and lying on the x-axis.

There were insufficient data for Education Aide to warrant comparing relative percent change in FTES with the college data.

Future Plans/Needs

This area of instruction is currently undergoing redevelopment. A significant number of Liberal Studies majors have identified this as their area of emphasis. The curriculum has been developed by a Teacher Prep steering committee and has been articulated with Cal State Stanislaus. Future plans call for a fully delineated program of study that will be developed into a certificate and/or degree. This prescribed program of study would then be provided and offered to interested students.

Growth Projections

There were insufficient data to make any growth projections for Education Aide FTES as shown in the table (81) below.

Table 81. Education Aide Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|-----------|---------------|----------------------------------|--------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Education Aide* WSCH | 13.00 | 15.99** | ----- | ----- |
| FTES | .43 | .50 (.50)^ | -----***** | -----***** |

*Fall 2000: TOP Education Aide code for WSCH = 2107.5; fall 2005: TOP Educational Aide-Teacher Assistant = 802.

**An increase of 2.99 WSCH. This represents a 23% increase over 5 years or 4.6% growth per year on average.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****No reliable estimates can be made at the current time.

^Obtained from Datatel Section Enrollment Division Detail Report (9/19/07) running department code: CTATN.

Learning Support Services

There is currently no dean in this area. This position is vacant and the area is under review for reorganization.

Current Description

Learning Support Services includes the following areas: counseling, guidance, career/transfer services, veterans' affairs, special programs (Extended Opportunity Programs and Services, CARE, Disabled Students Programs and Services, CalWORKs/Jobs Now!), student development, student discipline, community education, staff development, the library, and general education development (G.E.D.)

Current Personnel: Learning Support Services includes one full-time classified staff member, Rose Hefley, Administrative Secretary.

Current Facilities: Located in Tamarack Hall.

Future Plans/Needs

This will be discussed further in the recommendations section of this Educational Master Plan.

Note: Some data for Learning Support Services were obtained directly from the CCCC Data Mart and are inaccurate. Other data were obtained from faculty/staff members that work with the local SARS system.

Counseling

Current Description

Counseling Services at Columbia College are provided for five distinct service areas. General counseling services for all students are provided. The office of Extended Opportunities Programs and Services (EOPS) is available to ensure the success of students who experience educational or economic disadvantages. Veterans counseling services are provided for all veterans of the armed forces or for the dependents of a disabled or deceased veteran. Counseling services for CalWORKs students are available. For students with a certifiable disability, services are provided by Disabled Students Programs and Services (DSPS) designed specifically for the students' needs.

The Columbia College General Counseling Office provides counseling services for new, continuing and returning students. The Counseling faculty are available to assist students with the development of an educational plan, course selection for an associate degree or certificate, and transfer and workforce preparation. Counselors are also available in the Career/Transfer Center and during Columbia College orientation sessions.

Current Personnel: Jeff Fitzwater, Brian Jensen PhD, Alicia Kolstad, Lynn Martin PhD and Susan Medeiros (all FT faculty), Linda Watkins, Support Staff II (FT classified). There are also four part-time counselors.

Current Facilities: Located in the Manzanita Building 14, 17 and 18-3.

The table (82) on the following page presents counseling data for the years 2000 and 2005 obtained from the CCCCCO Data Mart. Growth targets were not calculated for this area due to lack of adequate data.

The college uses the Scheduling and Reporting System (SARS) software program to track counseling services. This system is not yet interfaced to transmit data to Datatel but the

Table 82. Counseling Services Goals

| Enrollment | Credit Only | Credit Only | Credit Only | Credit Only |
|---|--------------------|--------------------|---|---|
| | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
| College Enrollment (Data Mart) | 2,842 | 2,717 | ----- | ----- |
| Students Directed to Counseling Services | 1,584 | 844 | 928*** | 1,021*** |
| % of Enrollment | 55% | 31% | | |
| Students Received Counseling Services | 325 | 0 | ----- | ----- |
| % of Directed Students | 21% | 0% | | |

For credit courses only. Note: enrollment figures from Data Mart differ from the unduplicated headcounts obtained from the district IT department.

***Growth targets based on a rate of 2% growth per year, un compounded.

***Growth targets based on a rate of 2% growth per year, un compounded.

district IT department is currently working on this project. Figures for counseling services that were obtained from Data Mart shown in the table (82) above are inaccurate. The table (83) below shows counseling contact data obtained from staff that work with the local SARS system.

Table 83. Annual SARS Counseling Contacts

| | 1/6/2006- 12/29/2006 | 1/2/2007- 12/21/2007 | 1/2/2008- 3/6/2008* |
|-------------------------------|---------------------------------|---------------------------------|--------------------------------|
| Advisement-New Student | 565 | 439 | 44 |
| Education Plan | 387 | 408 | 95 |
| | | | |
| Total Student Contacts | 952 | 847 | 139 |

These data also appear in Table 5 in the Matriculation section of this document.

According to these locally obtained data, there was an 11% decrease in the number of student contacts for counseling in calendar year 2007. The faculty members interviewed stated that 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 the system and as reasons given by students for counseling contacts are coded more consistently.

Future Plans/Needs

The fact that in the recent past Datatel was not able to flag students who met criteria for probation has hindered Counseling Services in providing timely intervention to students who clearly need it according to counseling faculty members interviewed. In spring 2008 Datatel will be able to notify counselors of a student's probationary status and students will be blocked from registering for classes. This will most likely increase the number of students who seek counseling to obtain the necessary signatures for registering and to receive counseling to improve academic performance. The counselors warned that as this automatic blocking process occurs, enrollments for spring 2008 could drop somewhat initially.

Two counselors work exclusively with EOPS, DSPS and Veteran students. Three work with all students. If enrollment increases and counselors teach guidance courses as part of their load (versus teaching guidance courses as overload) there will be fewer hours available for counseling appointments according to faculty members interviewed.

There currently are no counseling services available at the Oakdale site and one counselor works 20% time in Calaveras. A part-time counselor will be needed in Oakdale as enrollment increases.

One counselor is currently studying methods of offering counseling online.

Ideally, all student services should be located near each other. If the Manzanita Building can be designated as a student center in the future, this would be advantageous, as noted by Counseling faculty members interviewed.

Personnel: A recommendation was made by Counseling Services faculty to hire another full-time general counselor in the near future. It was also suggested that the Articulation Officer position be made full-time and be administered by Instructional Services. This position needs to be staffed with a person experienced in the area of curriculum in order to create strategic relationships with other colleges.

With increased use of additional technological programs, including the SARS scheduling system, there will be an increased need for counseling faculty to be trained. Due to growing demands, Counseling Services faculty stated that the current position of Support Staff II should be upgraded to Administrative Technician. Faculty and staff also noted that an additional support staff/clerical position is needed, at least in a part-time capacity, to assist the front desk whether or not the Support Staff II position is upgraded.

According to Counseling Services faculty members interviewed, there is a goal is to hire a full-time Matriculation Coordinator. If the counselor currently assigned 50% as matriculation coordinator is hired as the full-time coordinator, then the full-time counseling position should be replaced with a permanent full-time tenure track faculty counseling position.

Facilities: When another full-time general counselor is hired there would be a need for another office for that faculty member. It would be highly desirable to change the doors on Manzanita 17c and 17d so that the doors of these offices open onto the counselor's corridor instead of into the Transfer Center as they do now. This will afford more privacy and allow the counselors to interact more frequently and effectively. Once the reconfiguration of the EOPS/Financial Aid space is complete it would be desirable to designate at least a part-time counseling office in that area of the Manzanita Building.

Guidance Instruction

Note: Weekly student contact hour (WSCH) data pertaining to instructional areas were obtained from the Information Technology Department at the Yosemite Community College District Central Services Office.

Full-time equivalent student (FTES) data for fall 2000 were calculated using the formula: $FTES = WSCH / (525 / 17.5)$ or $WSCH / 30$. (17.5 = term length multiplier for 2000).

FTES for fall 2005 were calculated using the formula: $FTES = WSCH / (525 / 16.4)$ or $WSCH / 32.012$. (16.4 = term length multiplier for 2005).

FTES for 2004-2007 were obtained running the Datatel Section Enrollment Division Detail Crystal Reports for each instructional area.

Positive attendance lab FTES were not included in FTES totals.

Growth targets for WSCH were made based on a conservative estimate of 2% growth per year, un-compounded. This figure is supported by the fact that total WSCH for Columbia College as a whole increased by 2,941.78 between fall 2000 and fall 2005. This represents a 10.53% increase over 5 years, or a growth rate of 2.11% per year on average.

Where appropriate, growth targets for FTES were made based on a conservative estimate of .7% growth per year. This figure is supported by the fact that FTES for Columbia College increased by .7% per year on average between fall 2000 and fall 2005. See pages 233-235 for explanation.

Where clear trends in data allowed for different growth estimates to be made, this fact was noted.

Where growth estimates could not be supported due to lack of sufficient data, this fact was noted. Growth estimates can be modified as data warrant.

Unless otherwise noted all FTES growth projections were calculated beginning from fall 2005 to fall 2010 and fall 2015. No growth projections were made for WSCH for individual instructional areas.

Current Description

In addition to obtaining counseling services, students are encouraged to complete college guidance courses to ensure academic success and enhance career planning. Guidance courses are taught by faculty from Counseling Services who are familiar with personal, social and educational assessment instruments which aid students in understanding their abilities and planning for their futures. Guidance courses are taught on the main campus as well as at the Calaveras and Oakdale sites.

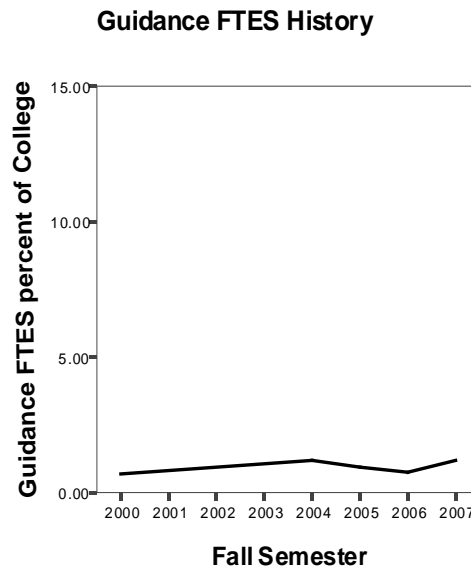
The table (84) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for Guidance (CGUID), for fall semesters 2004-2007. Fall 2000 data were obtained from YCCD Central Services IT Department. Data for 2001-2003 were not available.

Table 84. Guidance FTES

| Guidance | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 6.30 | ----- | ----- | ----- | 12.47 | 9.34 | 7.24 | 11.34 |

The graph (63) below depicts Guidance FTES as a percent of the total college FTES.

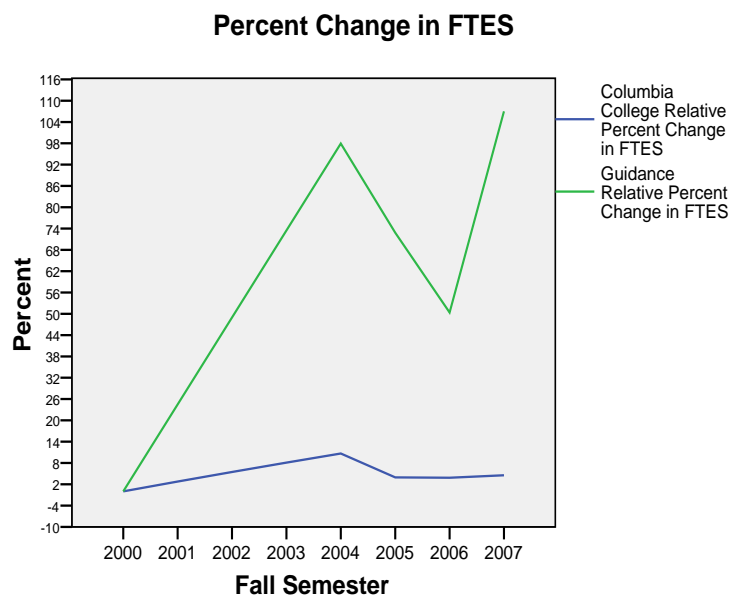
Graph 63. Guidance FTES as a Percent of College FTES



In fall 2000 Guidance represented .68% of the college FTES, 1.21% in fall 2004, .97% in fall 2005, .75% in fall 2006, and 1.17% in fall 2007. Data for 2001-2003 were not available; the graph interpolates these values using data from 2000 and 2004.

The following graph (64) shows the relative percent change in FTES for Guidance and the relative percent change in FTES for the college as a whole from the fall semester of 2000 through the fall semester of 2007. Data for 2001-2003 were not available; these data points were interpolated from 2000 and 2004 data.

Graph 64. Relative Percent Change in FTES for the College and Guidance



FTES for the college as a whole increased between fall 2000 and fall 2004 by 11% followed by a decrease in fall 2005 of 6.7%. There was slight decrease of .09% in fall 2006 followed by a slight increase of .7% in fall 2007.

For Guidance there was a 97.94% increase in FTES from fall 2000 to fall 2004, followed by a 25.10% decrease in fall 2005. There was a 22.48% decrease in FTES between fall 2005 and fall 2006, followed by an increase of 56.63% in fall 2007.

The increase in Guidance FTES between fall 2006 and fall 2007 may be explained by an increase in the number of Guidance 100 sections offered (five in fall 2006 and eight in fall 2007) and the presence of broader institutional support for counselors teaching guidance courses.

Future Plans/Needs

The Counseling faculty hopes to provide interactive orientation online, possibly for credit, in the future. They would also like an orientation session to be required following admission for new students.

The faculty requested that, if possible, funds for teaching guidance courses come from the instructional budget.

Personnel: See above section under Counseling.

Facilities: See above section under Counseling.

Growth Projections

Counseling faculty members predicted that with the increased emphasis on and support for matriculation, guidance course enrollments should continue to increase, perhaps at a rate greater than that for the college as a whole, around 5% per year at least, for the next several years.

The average increase in FTES for Guidance between fall 2000 and fall 2007 was 11.4% per year. There was a 56.63% increase in FTES between fall 2006 and fall 2007. There are half as many Guidance courses scheduled for fall 2008 compared with fall 2007 (four in fall 2008, eight in fall 2007) suggesting that the rate of growth may slow significantly.

The table (85) below shows Guidance FTES growth estimates based on the conservative figure suggested by Counseling Services faculty of a 5% increase in FTES per year on average beginning in fall 2007. Growth estimates may be adjusted as warranted by new data.

Table 85. Guidance Instruction Enrollment Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|------------------|------------------|---|---|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524*** | 3,876*** |
| College WSCH | 27,936.58 | 30,889.98 | 33,978.97**** | 37,376.87**** |
| Guidance* WSCH | 188.90 | 298.99^** | ----- | ----- |
| FTES | 6.30 | 9.34^ | 13.04***** | 16.30***** |

*Fall 2000 and fall 2005: TOP Guidance Code for WSCH = 4930.1

**An increase of 110.09 WSCH. This represents 58% growth over 5 years or 12% per year.

***Growth targets based on a rate of 2% growth per year, un compounded beginning in fall 2007.

****Growth targets based on a rate of 2% growth per year, un compounded.

*****Growth targets based on a rate of 5% growth per year, beginning in fall 2007, un compounded.

^Note: Data obtained from the district stated that the WSCH for Guidance courses (TOP Code 4930.1) was 16.46 in fall 2005. This would have represented a 91% decrease from 2000 WSCH. The figure of 298.99 WSCH was obtained from running Division Section Enrollment Division Detail Reports for CGUID in Datatel and calculating WSCH from the FTES listed there of 9.34 for Guidance 1, 100, 101 and 25.

Career/Transfer Services

Current Description

The Career Center offers materials and services to assist students researching career options and setting educational goals. The Center maintains a variety of books, occupational publications, newsletters, college catalogs and Eureka, a computerized vocational/educational information system. Computers are available for online occupational exploration.

The Transfer Center Coordinator works closely with college counselors in Counseling Services and Special Programs to provide a comprehensive Transfer Program designed to facilitate students' transitions into four-year colleges or universities. Columbia College has a strong articulation arrangement established with the California State University (CSU) system and the University of California (UC) system. These agreements have been developed to provide students with approved planning tools for completing major preparation and general education courses prior to transfer. Within the Transfer Center students will find a diverse collection of four-year college and university catalogs. Students may access the computers in the Transfer Center to explore the statewide online articulation data system —Project Assist at ASSIST.org. They may also apply for college admission online. A counselor is available to answer questions and give students assistance. Prospective transfer students may attend transfer activities and/or open houses individually or in groups. Transfer Center informational flyers regarding dates and times for visits to CSU, UC and private colleges or universities are available. Students are encouraged to plan visits to the Transfer Center frequently during their time at Columbia College.

Current Personnel: Jeff Fitzwater, Transfer Center Coordinator (FT faculty),
Jean Mallory, Articulation Officer (PT faculty).

Current Facilities: Located in the Manzanita 14 and 15.

The college uses the Scheduling and Reporting System (SARS) software program to track counseling services. This system is not yet interfaced to transmit data to Datatel but the district IT department is currently working on this project. The table (86) below shows Career/Transfer Services student contact data obtained from staff members that work with the local SARS system.

Table 86. Annual SARS Career/Transfer Advising Student Contacts

| | 1/2/2006- 12/19-2006 | 1/1/2007- 12/21/2007 | 1/2/2008- 3/6/2008* |
|--------------------------|-------------------------|-------------------------|------------------------|
| Career Advising | 70 | 87 | 13 |
| Transfer Advising | 253 | 348 | 59 |
| Total | 323 | 435 | 72 |

*A two month period.

According to these locally obtained data, there was a 35% increase in the number of student contacts for Career/Transfer Services in calendar year 2007. The faculty members interviewed stated that 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.

Future Plans/Needs

According to the Transfer Center Coordinator, the loss of a Career/Transfer Center Technician position six years ago has had a negative impact on the level of services offered in this area, although the table (86) above actually shows an increase in the number of student contacts between calendar year 2006 and 2007. The number of workshops offered and student trips has declined substantially and may partially account for lower than desired transfer rates for Columbia College students to the university level. Increased overall student enrollment at Columbia College will increase the need for a Career/Transfer Center Technician. The faculty member interviewed stated that if this position were filled, this service area could increase the number of workshops and trips to transfer destination schools to previous levels and higher, and provide an available and ongoing resource to students throughout each school day. This could favorably impact the college's transfer rates.

The part-time counselor at the Calaveras site offers some career and transfer guidance to students enrolled there. Guidance in Oakdale is done by the Oakdale High School counselor presently. Guidance courses are offered at that site. According to the Transfer Center Coordinator, there is a plan to hire someone to provide part-time counseling in Oakdale but this plan has been delayed due to the inability to locate and hire a qualified adjunct instructor.

The Transfer Center Coordinator stated that articulation should be a separate planning area as this office is vital for the transfer function of the college. The college Articulation Officer has a separate office and has files that are not accessible to Counseling. However, articulation information must be maintained in the Transfer Center for student and counselor access.

Personnel: Six years ago a Career Center technician retired and this position has never been reinstated. This area is not covered well as faculty members that work in this area have other duties. The Transfer Center Coordinator noted that there is a strong and demonstrated need to hire a dedicated person with specialized training in this area of student services. Restoring staffing to previous levels would be a good start for future Career/Transfer Center improvement efforts.

Facilities: As previously mentioned, there are currently only four computers in the Career Center. If the counselors' office doors could be turned around to face the "counseling corridor" the back wall of the Career Center could be used to accommodate 4-5 more computers which would increase the capacity of services offered. If the license agreement with Eureka can be increased there is the potential to also load this software onto the computers in the library for students to use in that location.

When assessment or GED testing is going on, the Career Center cannot be used effectively. It would be ideal for all assessment and testing activities at the college to have a dedicated, quiet, more private space separate from the Career/Transfer Center.

Job Placement Services

Current Description

Job Placement Services is a student-run service and offers free employment assistance to all currently enrolled students. Exceptions apply to CalWORKs students. Job listings are available online and on the campus. Jobs include part-time, seasonal and full-time openings.

Current Personnel: Dave Chesnut, Job Placement Coordinator (PT classified).

Current Facilities: Located in the Manzanita Building.

Future Plans/Needs

According to the job placement coordinator the Job Placement Services area will continue to expand its partnership with local one-stop centers (Mother Lode Job Training/Job Connections of the Mother Lode) to produce the annual Job Fair held at the Tuolumne County Fairgrounds in Sonora. Job Placement Services hopes to improve the online job request system that is already in place to include a means of calculating the number of student “hits” to the system. There are plans to conduct outreach efforts to local and regional employers to encourage use of the college listings to recruit employees.

Veterans Affairs

Current Description

Veterans Affairs at Columbia College is authorized by the United States Department of Veterans Affairs and the California Department of Veterans to assist eligible military veterans in accessing Montgomery GI Bill funding for their college educations, and funding resources from Columbia College for their schooling at Columbia. Services include personal, academic and career counseling, transfer counseling, and educational planning and priority registration. Eligibility requirements include:

- Eligibility status determined by Financial Aid Office
- Enrollment in a minimum of six credits hours at Columbia College
- Status as a disabled military veteran
- Member of a Reserve Unit
- Status as a dependent of a disabled, deceased or retired veteran

Currently, 44 veterans are being served by Columbia College (up from 35 in fall 2007). That number is expected to increase with the signing of a new veteran's education bill by the governor of California. This program is mandated to have a special counselor that is able to certify the courses that veterans with disabilities (currently there are three enrolled as students) are eligible to take through the federal program. This certifying and counseling function is the only piece of Veteran's Affairs services that falls under Learning Support Services. The counselor provides academic and educationally related personal counseling in addition to assisting veterans in the creation of an educational plan. The rest of Veteran's Affairs services are provided by Student Financial Services. The prospective student meets with the manager of Financial Aid to determine eligibility before meeting with the counselor.

Current Personnel: Brian Jensen, PhD (FT faculty, shared).

Current Facilities: Located in the Manzanita Building.

Future Plans/Needs

To prepare for an increase in the number of veteran students with disabilities in the near future, staff has received specialized training to prepare for the particular emotional and intellectual challenges that Iraq war veterans may face. If enrollments increase significantly, the current counselor will not be able to handle the increased work load according to faculty interviewed in this area.

The initiation of a veterans club could increase the perceived support available to veteran students with disabilities. A faculty advisor would be needed to supervise this project.

Planning for veterans services at the Calaveras site has begun. Efforts are being made to work with the Calaveras site coordinator and part-time counselor to increase outreach efforts to veterans in that county. Planning for the Oakdale site will take place once a physical space is available. Currently all services are available only on the main Columbia College campus.

The Internet is currently being used to provide information to prospective veteran students. There is a link from the Columbia College homepage to the Financial Aid Services webpage and a link for Veterans Aid. This webpage is currently being redesigned to include more step-by-step instructions with video segments and a checklist to help students apply for financial aid.

Personnel: According to Counseling Services faculty, as the number of Iraqi war veterans enrolling at Columbia College increases there will be a need for another full-time counselor who can work with traumatic brain injured students and students suffering from post-traumatic stress disorders. Iraq War veterans have a higher suicide rate than Vietnam War era veterans so counselors who work with this population will also need expertise in crisis intervention and suicide prevention. Depending on enrollments, there will also be a need for another 50% time support staff person in the future as noted by faculty.

Facilities: Counseling faculty stated that the proposed reconfiguration of the Financial Aid/EOPS/DSPS space will assist the college in better serving veteran students with the addition of at least one more office that can be used for confidential interviewing.

Special Programs

Extended Opportunity Programs and Services (EOPS)

Current Description

Extended Opportunity Programs and Services (EOPS) is a California state-funded program authorized by the state legislature to ameliorate historical economic and educational inequities in communities throughout the state. The EOPS Program mission is to provide academic and career counseling services, financial support, university transfer services, personal/career development awareness, and information/referral services to eligible students in order to ensure education goal attainment.

Eligibility Criteria:

Residence: Eligible students must be California residents.

Economic Disadvantage:

Students must be eligible to receive a California Community Colleges Board of Governors Fee Waiver A or B.

Educational Disadvantage:

Students must meet at least one or more of the following criteria:

- College placement test results at basic skills level in math and/or English
- Did not graduate from high school or receive GED or pass the High School Equivalency Exam
- High school grade point average below 2.5
- Enrollment in developmental (basic skills) courses in high school or college.
- Other eligibility factors approved by the EOPS Director

Services include: academic, transfer, career, and short-term crisis/personal counseling; special personal development, career and academic growth workshops; university transfer preparation including travel to universities for on-site visits for transfer students when funds are available; book expenditure and grants support to qualifying students; campus and community-based information and referral services; extra tutorial support in collaboration with Columbia Colleges' Academic Achievement Center when funds are available. Priority registration is available to EOPS students.

CARE Program

Current Description

Cooperative Agencies Resources for Education (CARE) is a child care and family support program for EOPS students who are single-heads-of-households. The program serves qualified single parents on Temporary Assistance for Needy Families (TANF).

Eligibility Criteria:

- Status as currently enrolled EOPS student
- Receiving TANF for self and/or child
- Parent of a child under the age of 14
- Be a single parent/head of household
- New CARE students must be enrolled in a minimum of 12 units

CARE Program Services may include child care assistance, books, academic supplies, meal vouchers, car service vouchers, academic/career workshops, seminars, and incentive grants as funds permit.

Current Personnel: Susan Medeiros, Interim EOPS/CARE Director, EOPS/CARE Counselor and CARE Coordinator, (FT, .50 faculty, .50 classified management), Elsie Bruno, Adjunct EOPS Counselor, Nat De Anda, PhD (Adjunct EOPS Counselor (PT, faculty), Brian Jensen, PhD, Special Programs Counselor (FT faculty: .50 EOPS, .50 DSPS), Linda Watkins, (temporary Administrative Secretary .50), Susan Tinsley, Support Staff II (.45 EOPS, .05 CARE, .50 DSPS classified Staff), and part-time student workers when needed.

Current Facilities: The EOPS/CARE Office is located in Manzanita 18-3. Presently the EOPS/CARE Office is located in an open area that does not have cubicles. The EOPS/CARE office space is shared with Disability Services. Manzanita 18-3 also houses Financial Aid/Scholarships, DSPS learning disability specialist (part-time), DSPS High Tech Center, DSPS alternative media specialist, DSPS interim coordinator, and the tram driver. Manzanita 18-3 is open to Manzanita 18-2 (Academic Achievement Center area) and Manzanita 18-1 (Community Education Room). Partitions that do not reach the ceiling separate the spaces between these areas.

The office of the previous director of Special Programs is located in Manzanita 18-3. It is now used by temporary clerical staff as they work on EOPS/CARE and DSPS projects. Changes for its use are anticipated, as staffing issues are resolved. In addition, this closed office space is presently being used for small meetings or consultations.

The learning disabilities specialist shares an office with EOPS/CARE adjunct counselors. This closed office space is average in size and is adequate for its purposes. EOPS adjunct counselors can also be scheduled to use the adjunct counseling office (Manzanita 17C). This small, closed office space is also used by general counseling adjunct counselors and district personnel.

The interim EOPS/CARE director is located in Manzanita 14-A in the counseling area. This person is also assigned EOPS and CARE counseling duties and is the CARE coordinator. This closed office space is large and lends itself well to small group meetings.

The Special Programs counselor is located in Manzanita 17-D in the general area of Counseling Services. This closed office space is very small.

The table (87) below shows the number of students served by EOPS for the past several academic years.

Table 87. EOPS Students Served (Unduplicated) by Academic Year

| | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|
| EOPS Students | 354 | 313 | 306 | 303 |
| % EOPS in Total Student Population | 6.6%* | 6.0%* | 5.8%* | ** |

Data obtained from the interim EOPS/CARE director. *Calculated based on headcounts obtained from

During academic years 2004-2005 through 2006-2007, EOPS served 6% of the Columbia College student population on average. There have been small decreases in the numbers of EOPS students since academic year 2004-2005 which may be partly attributable to some variability in the closing dates set for accepting new students in different terms according to the interim EOPS/CARE director. The interim director predicts that the number of EOPS students could increase over the next several years by about 4% per year on average as administrative procedures become more consistent.

Future Plans/Needs

According to the interim EOPS/CARE director, as general enrollment increases, the number of students eligible for EOPS/CARE is also expected to increase. EOPS/CARE is a categorical program, and funding is based upon EOPS/CARE student numbers. It has been recommended by the state that student growth in EOPS/CARE should be managed carefully - keeping it to less than 6% growth per year. This allows students within the program to receive adequate academic and financial services.

As student numbers and funding increase, it will be important to analyze how finances will be spent. Direct services and aid to students, increased counseling services, sufficient clerical assistance to support the programs and adequate space to enhance a productive professional environment are all necessary components of the programs. A balanced approach to allocation of resources must be taken as noted by the interim director.

The interim EOPS/CARE director met with other staff providing services to students and a consultant hired to facilitate long-term planning in this area. The interim director also met with the Calaveras Center coordinator to discuss current procedures for serving EOPS/CARE students.

The interim EOPS/CARE director will participate in future planning sessions for the Oakdale site. Alternatives are being considered as how to best serve these students without

dedicating staff to these sites. Staff is limited and must sufficiently cover the main campus site. Yet there can be alternatives for accessing EOPS/CARE services through other means, for example the Internet, e-mail or phone and/or satellite conferencing.

To increase efficiency, greater use of the Internet should occur. Student e-mail accounts will be available to all students by fall 2008 and these accounts can be used to send important notices about Special Programs services, Early Alert notification and financial aid application deadlines, etc.

The SARS system for tracking student contacts needs to be able to interface with Datatel so that accurate information about the numbers and types of students served at Columbia College can be reported to the State Chancellor's Office.

The method of reporting EOPS/CARE information for MIS purposes is cumbersome. The district provides the state with information given to it by the college. Tracking of reports needed for categorical funding sent to the district office for submission to the state is difficult at best. An efficient tracking system for reports would be very helpful according to the interim EOPS/CARE director.

Equipment needs include a copy/fax machine and locking cabinets to store confidential records.

Personnel: Since the office of the former director has been vacated, there is now space available to locate a new administrative secretary as noted by the interim EOPS/CARE director. There is need for this level of clerical support. There will also be a need for a dedicated EOPS counselor in the future.

Facilities: The interim EOPS/CARE director stated that Columbia College EOPS/CARE is challenged by space issues, especially front office space. The lack of adequate and appropriate space has impacted productivity, professionalism, and the ability to maintain confidentiality. The current space is open to the public, with limited work areas.

The program is in the process of reconfiguring the front office space so that it will be enclosed in two cubicles. This will help solve some of these issues. Currently the staff is split between the Counseling area and the area of EOPS/CARE, DSPS, and Financial Aid/Scholarships.

There is currently no dedicated space for group sessions. The Community Education Classroom is located nearby. However, this space is open to other areas and provides no sound insulation to ensure confidentiality. It is also a heavily used room that serves many college purposes. Scheduling the room for activities can be a challenge according to the interim director.

Space must be scheduled among various office locations. Space is not only shared with other adjunct counselors, but with other staff as well. The adjuncts do not have a dedicated space. Keeping materials secure is an issue.

According to the interim EOPS/CARE director, the counseling services for all programs (general, EOPS/CARE, DSPS, CalWORKs, and veterans) should be in close proximity. Being located near the AAC and Financial Aid Services would be ideal. Centralizing administrative (management/clerical support) and Counseling Services would also be advantageous. Centralizing the EOPS/CARE location with other student support services, especially with DSPS Counseling, and the CalWORKs office would be optimal. However, this would require remodeling the Manzanita Building.

The interim director noted that while confidentiality is important, it is also necessary to avoid marginalizing categorical programs physically as it (1) is not practical (2) gives the wrong message to the college community – faculty, staff and students- that Special Programs are marginalized institutionally.

Disabled Students Programs & Services

Current Description

Disabled Students Programs & Services (DSPS) provides access to educational programs and activities for students with disabilities so they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. A Student Educational Contract (SEC) is developed for each student which links a student's goals, curriculum program, and academic accommodations to his/her specific disability related educational limitation. The department provides accessibility through use of support services, special equipment, specially trained staff, and removal of architectural barriers.

Support Services for Students with Disabilities include, but are not limited to:

- Special parking – includes on-campus parking registration or while an application for the state handicapped placard or license plate is pending, provision of a temporary parking permit
- Tram service/mobility assistance on-campus – includes manual or motorized transportation to and from college courses and related educational activities
- Note taker services – providing assistance to students with disabilities in the classroom
- Test-taking facilitation – including arrangement, proctoring and modification of tests and test administration for students with disabilities

Facilitation of Learning for Students with Learning Disabilities:

DSPS provides learning support for students with verified learning disabilities, including:

- Individualized assessment to determine the nature and extent of the disability
- Individualized learning strategies to remediate or compensate for lack of basic skills
- In-class assistance as needed (e.g., provision of note takers or readers)
- Test taking facilitation (e.g., additional time, low distraction location, proctor)
- Additional specialized disability-related tutoring may be offered by specially trained staff to allow students with disabilities to more fully access and benefit from the general offerings and services of the college
- Special equipment loan (which provides access to and arrangements for adaptive educational equipment, materials and supplies required by students with disabilities)

High Tech Center

The center provides students with disabilities access to and training on adaptive computer hardware and software to allow them to compete as equals with their non-disabled peers.

Additional Services

- Vocational counseling
- Academic advising
- Supplemental specialized orientation which acquaints students with programs,

- services, the college and community
- Special equipment loan (which provides access to and arrangements for adaptive educational equipment, materials and supplies required by students with disabilities)
- Liaison with campus and community resources
- Priority enrollment, other registration assistance and application for financial aid and related college services
- Outreach activities designed to recruit potential students with disabilities to the college campus from area feeder schools
- Providing and maintaining a special software program server dedicated to allowing all computers on the campus accessible to students with special needs
- Job development/placement

Specialized Instruction

- Special instruction in adaptive physical education
- Cardiac and pulmonary rehabilitation
- Computer access instruction combined with learning strategies using assistive technology

Provision of Alternative Media for Learning

Alternative media allows access to people who, due to a sensory or processing disability, cannot easily use standard materials. Alternative media must comply with federal state laws when providing services (Section 504 & Section 508 of the Rehabilitation Act, and Title II of ADA) and California laws (Title 5, AB 422 and SB 105, California statutes). The latter laws require that California's community colleges provide access in all programs and activities.

An alternative media specialist assists faculty, staff, and students with disabilities by providing access to alternative media formats to meet a variety of instructional needs. The alternative media specialist can create these formats to produce instructional materials in the form best suited for individual students in order to facilitate learning abilities.

Alternative media can include, but are not limited to:

- E-Text
- Braille
- Tactile graphics
- Audio format
- Large print
- Real-time captioning
- Closed captioning
- Accessible online and distance education teaching and learning guidelines
- Guidance and design of accessible college websites

Please see exhibit F, pages 320-321 for descriptions of alternative media formats.

Current Personnel: Interim DSPS director, Karin Rodts (.50 classified management), Brian Jensen, PhD, DSPS Counselor, (.50 faculty), Karin Rodts, High Tech Coordinator, Tram Coordinator, Skills 210 (.50, classified), Jim Willey, Learning Disability Specialist (.60 faculty), Kelley (K.C.) Marshall, Alternative Media

Specialist (classified, Full-time), Susan Tinsley, Support Staff II (.50 classified).

Current Facilities: Located in the Manzanita Building.

The table (88) below displays the numbers of students served in DSPS from academic years 2000-2001 through 2006-2007.

Table 88. DSPS Students Served by Academic Year

| | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Disabled | 397 | 456 | 467 | 379 | 485 | 431 | 377 |
| Not Disabled | 5,805 | 5,832 | 5,725 | 5,842 | 4,905 | 4,751 | 4,827 |
| % Disabled in Total Student Population | 6.4% | 7.2% | 7.5% | 6.1% | 8.9% | 8.3% | 7.2% |

Data obtained from the CCCC Data Mart.

Faculty and staff members interviewed noted that the dip in numbers of DSPS students during the 2003-2004 academic year could be explained by the departure of a full time faculty member. The data suggest that along with the overall drop in student count for 2005-2006, the population of students with disabilities also declined somewhat. The number of DSPS students decreased by 11% in academic year 2005-2006 and by another 12.5% in academic year 2006-2007.

The interim DSPS director noted that due to difficulty in ensuring that accurate local data are reported to the State Chancellor's Office, the data on the CCCC Data Mart website are inaccurate. The interim director noted that while for fall 2007 the Central Services IT department indicated that only 243 students were verified as DSPS eligible, local information indicates that 334 students were being served. There is an ongoing effort between the district and the college to increase accuracy in reporting DSPS data to the State Chancellor's Office.

Future Plans/Needs

According to DSPS faculty and staff the addition of a full time learning disabilities specialist will be likely to increase the percentage of students using DSPS services to 10-12% of college enrollments by 2010. This person will be able to increase the number of students diagnosed and/or confirmed as having disabilities. They will also be able to increase the number of outreach activities engaged in by the college, teach some basic skills courses and provide training to faculty and staff on how to deal with students with disabilities more effectively.

The college is currently installing a new server that will hold all assistive technology software. Once this is complete, alternative media will become a distance education service and students will be able to access the software they need from any remote location.

Currently, DSPS services are not available at the Oakdale site. The part-time counselor at the Calaveras site refers students who may need DSPS services to the main campus for counseling and assessment. Some services could be provided at the Calaveras site on an "as needed" basis by appointment only. If enrollments increase at the Calaveras site, especially

if more returning war veterans enroll, the college will need to increase the availability of on-site services there according to faculty and staff interviewed. More counseling hours will be needed and the LD specialist may need to have some office hours at that site.

Faculty and staff would also like to see the creation of a media production department. This department would help create and record media for campus use, such as college meetings, academic senate meetings, classroom a-synchronistic trainings for distance education, and a-synchronistic broadcast of classroom instruction. A media production department could handle creation and transfer of media to be placed into the correct format for use, such as DVD, streaming media, broadcast media. The DSPS department would work together with the media production department to insure ADA compliance and accessibility of media.

Personnel: There is a current need for a full-time learning disabilities specialist. As the number of students using DSPS services increases, there will be a need for a half- or full-time DSPS coordinator in the future. To accommodate current program needs the college is recruiting for a position that will serve as both DSPS program coordinator and learning disabilities specialist. It is hoped that this position can be filled by fall 2008.

Facilities: The current space in the Manzanita Building used by DSPS is going to be reconfigured. A proposal has been submitted and is in the review process at the college. Once approved, the proposal will be forwarded to the Chancellor's Office for final approval. The reconfiguration will allow for the existing space to be used more effectively for the benefit of faculty, staff and students. For example, records will be kept in locked cabinets to protect student confidentiality and raised counters will help front desk staff maintain a more efficient work environment. According to faculty and staff members interviewed there is a need for DSPS to have access to a confidential fax machine. Office space needs to be configured more efficiently as well. Faculty and staff interviewed indicated that, ideally, Counseling Services should be closer to DSPS.

CalWORKs/Jobs Now!

Current Program

Columbia College provides a host of CalWORKs support services, among them individualized and coordinated case management, child care vouchers, career information, job seeking/retention skills, job placement and work study opportunities, specialized curriculum advantages, and more.

Eligibility Criteria

- Receiving TANF for self or child
- Parent of a child under 18

Current Personnel: Dave Chesnut, CalWORKs Coordinator (.50 classified).

Current Facilities: Located in the Manzanita Building.

The table (89) below shows the number of students who participated in the CalWORKs Program from fall 2000 through fall 2007.

Table 89. CalWORKs Students Served

| | Fall 2000 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| County Referral Program Participant | 30 | 44 | 34 | 20 | 20 |
| Self-Initiated/Referred Participant | 8 | 12 | 6 | 13 | 22 |
| Total | 38 | 56 | 40 | 33 | 42 |
| % CalWORKs in Total Student Population | .94%* | 1.65%** | 1.29%** | 1.03%** | 1.29%** |

Fall data provided by Dave Chesnut (12/03/07), except fall 2005 data from the CCCC Data Mart.

*Obtained using headcount data from the CCCC Data Mart. **Obtained using headcount data from Datatel Student Demographic Report.

The decrease in the number of students served in 2005 coincides with the drop in overall college enrollments that semester. Participation increased somewhat by fall 2007.

Future Plans/Needs

The CalWORKs coordinator reported that the State Chancellor's Office is encouraging an increase in work study placements. With the 2007-08 budget cycle, the CCCC has increased the focus on work study by allotting more funds for work study and by calling on programs to budget 60% of their total funding for work study placements. These external factors should lead to an increase in the number of students served.

Budget assistance is provided by the Yosemite Community College District. The coordinator develops an annual program plan and submits an end-of-year report, forwarded to the district then reported by the district to the CCCC along with the plan and report for Modesto Junior College. The dispersal of funds to the colleges is also handled by the district. The coordinator is working to enhance communication between the college and the district regarding the accuracy of MIS data reported to the CCCC.

The coordinator has meetings scheduled once per month during the fall and spring semesters for CalWORKs students in cooperation with Job Connection Calaveras in San Andreas. Meetings are scheduled by appointment. General college recruitment efforts take place at the Calaveras site as well.

The Columbia College Job Placement Services website has job listings for numerous off-campus job openings. The listings include full-time, part-time, seasonal and short-term positions. All currently-enrolled students attending Columbia College have access to the job listings. There are no plans to offer any additional CalWORKs services online at this time.

In March 2008, the college's Job/Career Fair was moved off-campus and the college co-produced the event with the Tuolumne County Job Connection and Partners in Education at the fairgrounds.

Personnel: The coordinator noted that it would be advantageous to change the current coordinator position to a permanent (12 month) position. If CalWORKs participation increases 2% per year until the year 2010, it will be necessary to hire more staff or increase the current coordinator position to full-time and hire additional staff to perform other duties currently performed by this staff member. By 2015 this area will need a program specialist in order to best serve students. It would also be helpful to hire a clerical support person 30% time (15 hours/week), and it would be ideal to hire someone 70% time (30 hours/week) in the near to mid-term as noted by the CalWORKs coordinator.

Facilities: Although CalWORKs is a part of Special Programs, it is not located near the EOPS or DSPS Programs currently. According to the coordinator there is currently a need for a larger office space in order for this staff member to be able to carry out confidential student interviews. Due to the proximity between the coordinator's office and Career/Transfer Services, the coordinator is often asked to assist students using the computers in these areas and this staff member noted that it is sometimes difficult to carry out important job duties (e.g., report writing) without interruption.

Student Development

Associated Students of Columbia College

Current Program

The Student Senate is an organized body to represent the various needs, concerns and viewpoints of Columbia College students. It provides a means to coordinate student representation with administration, faculty and staff on college committees. Students have the opportunity to enhance the decision-making at Columbia College by participating in this body. An application and interview process are required to be considered as a member. There are ten senators and five executive council members. The qualifications to hold office are:

Senator

- Current semester enrollment in 9 units and completion of 9 units in the prior semester with a GPA of 2.0 or greater
- Maintain a 2.0 GPA throughout term in office
- Complete Guidance 115 class within one academic year
- Attend all Student Senate meetings
- Hold three posted office hours per week

Executive

- Current semester enrollment in 9 units and completion of 12 units in the prior semester with a GPA of 2.0 or better
- Maintain a 2.0 GPA throughout term in office
- Complete Guidance 115 within one academic year
- Attend all Student Senate meetings
- Hold five posted office hours per week

Current Personnel: Doralyn Foletti Student Advisor, Lynn Martin, PhD Co-Advisor. ASCC Officers: Jayme Johnson President, Reid Milburn Vice President, Tom McDonnell Vice President of Activities, Liesl Finkler Vice President of Clubs, Johnny Proctor Vice President of Finance, Jennifer Cheney Secretary, Sean Day Director of Publicity, Jason Reavis Senator, Sarah Olson Senator, Elbert James YCCD Student Trustee.

Current Facilities: Located in Manzanita-15, the Student Center is the space for all Student Senate meetings. The Student Center is designed to be welcoming for all students and has four computers available for student work and one for senate officers. There are meeting tables and a couch in addition to a coffee-maker and a small refrigerator all for student use. The Student Senate officers also have a locked office within the Student Center for their use which contains three computers and a camera for creating student/faculty/staff identification cards. Student Senate meetings take place in the Student Center which is open Monday through Thursday from 8:00 a.m. to 4:00 p.m. and on Fridays until 2:00 p.m.

Future Plans/Needs

In fall 2007, the student government was more active than it had been in the recent past. Current leaders are working hard to increase the level of student involvement campus-wide. With larger enrollments, the budget for student government will increase, allowing the leadership to plan more activities. There are currently no student government activities at either the Calaveras or Oakdale sites. Current leadership is committed to obtaining the input of Columbia College students at all educational sites regarding their educational and student life needs and opinions on key issues.

The ASCC president and vice president, along with the senate, are attempting to establish policies and procedures that will ensure that continuity of leadership occurs as the student body changes over the years. More administrative involvement is crucial to this effort. Current leadership is planning to bring to College Council a proposal that would integrate the Student Senate and the Administration more formally. For example, when student leadership is weak, administrative input is crucial to ensure that students are represented on the various campus committees (e.g., College Council, Board of Trustees, and the Safety, Facilities and Curriculum committees). Setting up a “continuity binder” to document successful processes and strategies will enable future student representatives to use past information each academic year when planning activities, etc. More policies and procedures will be created and updates are underway to remedy the current disconnect between policies and procedures and the student government constitution and bylaws.

According to student leaders, another new idea is for each student government representative to have his/her own faculty advisor to mentor them in their leadership role. Senate leaders are also interested in having more student representation in the student learning outcome assessment activities at Columbia.

A major effort by student leaders in fall 2007 has led to a much improved relationship between the student governments at Columbia and Modesto Junior College. Cooperative efforts have included attendance at a leadership conference in Sacramento and at the statewide General Assembly in November 2007. Future plans include both colleges holding workshops in areas where the student government of each school is strong so that the other college can benefit.

Leaders stated that many activities are being planned to increase student involvement including barbeques, dances, open-mike events, a volleyball tournament, etc., with the goal of further enhancing student life on campus.

In the area of technology, leaders expressed that it is important to enhance the student government's presence on the college website and would like to see a current photo posted in addition to having pdf's available of the constitution and by-laws as well as links for leadership development information. Students now have taken a more active role in sponsoring the Columbia College Civic Engagement Project.

Personnel: Student leaders stated that it would be advantageous for the student advisor to be able to devote more time to student government and recommended that there be a full-time student advisor to carry out the activities necessary in this

position. Hiring a part-time or full-time student affairs director would be optimal. This person could teach the required student leadership course that must be attended by ASCC senators every semester.

Facilities: Student leaders stated that the Student Center needs to have extended hours, at least until 7:00 p.m. each weekday evening so that they can use the facilities to accomplish work related to their duties and to give all students more access to the Center generally. With increased student involvement and increased enrollments over time, the current space will eventually be outgrown. Leaders noted that the Student Center is often filled to capacity, about 20 students. In the future it will be necessary to expand the space available and leaders expressed the desire to keep the Student Center centrally located in the Manzanita Building in order to serve all Columbia College students adequately. Current by-laws mandate that all Student Senate meetings take place in the Student Center. If a larger space is needed in the future to hold these meetings, the by-laws will need to be changed.

Leaders stated that having more access to different areas on campus to stage activities would increase student involvement. For example, being able to use the patio area outside Tamarack Hall would be desirable as it is centrally located, as opposed to Carkeet Park which is not convenient for many students.

Student leaders strongly support the idea that the Library be kept open later in the evenings and on weekends and that hours be expanded during finals weeks. Having a full-service cafeteria with high-quality, reasonably priced food is another agenda item that has broad student support, according to the leaders interviewed.

Student Activities

Current Program

Supported by the student activity fee, the Student Senate organizes and hosts special events for students such as concerts, guest speakers and cultural events. There are several clubs on campus as well. These include Auto Tech Club, Environmental Club, Games Club, Student Political Alliance Club and Speech and Debate Team.

Graduation planning is another major function of the student advisor in addition to budget planning and ensuring that ASCC senators participate in required leadership training.

Current Personnel: Doralyn Foletti, Student Advisor.

Current Facilities: Various locations on campus.

Future Plans/Needs

The Student Activities area has recently purchased an electronic scrolling LED sign to use for announcements regarding student activities.

Personnel: It would be desirable to approach the Faculty Senate to obtain volunteers who could advise students and serve as student activities monitors in the evening hours.

Facilities: There are no current facilities needs, but there is a need for a dedicated TV/DVD/VCR combination unit to use for workshops and to show movies.

Student Outreach

Current Program

Through outreach, Columbia College information is distributed to prospective students. Contact is made with high school students and counselors, business and industry professionals, community members, and those seeking personal growth opportunities to improve job skills. Outreach activities are coordinated throughout the Yosemite Community College District. Activities include personalized large group tours of the campus with an emphasis on programs and services offered, presentations and workshops about Columbia at local high schools, and public presentations throughout the community including the local prison. Throughout the year transfer destination colleges and institutions come to Columbia and offer information to prospective transfer students and there is an annual college fair where numerous institutions set up information tables. Representatives from Cal Trans and the Department of Forestry also come to offer information to prospective employees. Workshops for the Nursing Program offered in conjunction with Modesto Junior College are also held several times a year.

Plans were recently finalized to have Columbia College assist in the production of the Job Connection's spring career/job fair. The fair took place on March 5th and is an annual event.

There were 41 outreach events or activities performed in fall 2007 and 34 events or activities scheduled for spring semester 2008.

Current Personnel: Doralyn Foletti, Program Representative Student Development/ Outreach (FT classified, shared).

Current Facilities: Located in the Manzanita Building.

Future Plans/Needs

A new DVD is being developed for Columbia College outreach and recruiting. Plans are being made to coordinate all of the artwork for marketing pieces for the college.

The possibility of establishing an educational partnership between Columbia College and the Sierra Conservation Center is currently being explored.

Personnel: It would be desirable for the current program representative to be able to devote more time to outreach, marketing and recruiting activities. This could be accomplished with increased staffing in other areas currently covered by this staff member.

Facilities: There are no specific facilities needs at the present time.

Student Discipline

Current Description

The student conduct process is a process for responding to student misconduct. This process is designed to be an educational one that fosters students' personal and social development and delineates the college/district expectations while protecting the rights, health and safety of the entire college community. The student judicial affairs process takes into account federal legislation. It is affected by the Family Educational Rights and Privacy Act of (1974), the Student Right-to-Know and Campus Security Act (1998), the Drug-Free Schools and Communities Act and Drug-Free Schools and Campuses Regulations. The process handles incidents of sexual assault, use and abuse of alcohol and drugs on campus, religious freedom, discrimination based on gender, ethnicity or sexual orientation as well as academic issues related to plagiarism.

Future Plans/Needs

Student discipline matters are currently being referred to the vice president for student learning. As noted earlier, the dean of learning support services position is currently vacant and this area is under review for future reorganization.

Community Education

Current Description

Community Education offers fee-funded classes, including short courses, workshops, field trips, excursions, and travel opportunities. There are no academic requirements for these courses and no college credits are earned. The classes provide cultural enrichment, skill development, recreation and professional development for community members, as well as students. Classes are held on the main campus, at the Calaveras site, and throughout Calaveras and Tuolumne Counties.

Current Personnel: Trudy Lackey, Coordinator (.25, classified), and one other part-time clerical position ten hours per week.

Current Facilities: Located in the Manzanita Building.

Future Plans/Needs

Currently Community Education classes are held at Columbia College, at the Calaveras Center and at several off-campus sites in Sonora and Calaveras. There are currently no classes held at the Oakdale site but the coordinator has plans to begin a dialog with local community leaders regarding appropriate courses that could be offered there. Discussions will include the local high school and adult education administrators. The goal is to begin some Community Education classes in Oakdale by fall of 2008.

According to the coordinator more aggressive marketing could increase enrollment significantly. Articles in the local press regarding Community Education courses offered should appear frequently if possible. An enhanced web presence would also be beneficial. Online registration for Community Education classes may be available beginning spring 2008.

Staff is exploring the possibility of creating a Learning Institute partly modeled after programs developed at many other colleges. The “Continued Learning Institute of Columbia” would be a membership organization composed of individuals over 50 who share a commitment to life-long learning and cultural enrichment. The institute would help interested retirees engage in intellectual and social interaction in an in-depth way at an economical price. The first step in starting this project will be to form an advisory committee that would include college and community representation.

Personnel: According to the Community Education coordinator, in the near future a full-time coordinator and a full-time support person will be necessary. Current staff is only part-time and many important tasks are not able to be completed. Although the program is breaking even currently (an improvement from three years ago), additional staff would allow the program to stabilize, expand and increase revenue even more. A trained program representative could do much to expand the program.

Facilities: The Community Education room is frequently used by college personnel for many activities and meetings. Having a dedicated space with a convenient

restroom would be advantageous for the Community Education Program. Additional off-campus sites could also be found if necessary. The current office space adjacent to the Community Education room, with modifications, could be used by two staff persons. The current coordinator is primarily based at the Calaveras Center.

Staff Development

Current Description

Staff Development is guided by a standing committee with responsibility for the assessment and planning of employee development needs, coordination of events, activities, programs and services related to In-Service Day, Flex Day, and sabbatical presentations at Columbia College. The committee also has responsibility for on-going staff development activities throughout the academic year related to improvement of professional growth or student outcomes as described in Title 5. In addition the committee reviews all staff development proposals submitted by staff for conferences and workshop attendance.

Current Personnel: Committee composition: All (minimum)
4 faculty members-Kathy Schulz, Guy Van Cleave
2 classified members (plus Administrative Secretary)-Rose Hefley
2 management members (plus committee chair)-Coni Chavez,
Committee Chairperson: Dennis Gervin, Vice President for Student Learning

Current Facilities: Committee meets in various rooms.

Future Plans/Needs

The Staff Development Committee is currently working on developing policies and procedures and a planning process to guide staff development activities at the college. An administrative process to approve proposals is being put into place so that the committee can begin to focus more on the long term development needs of faculty and staff. This committee is also currently putting into place a process for giving awards for excellent work done by faculty and staff. Nominations will be sent to the Staff Development Committee and the final selection will be made by the president of the college.

The committee would like to establish a process of selecting co-chairs to increase employee involvement in the work of the committee. Putting interactive request forms online would make it easier for individuals to make requests. The creation of a campus master calendar of all activities (e.g., Civic Engagement Project, Columbia College Foundation) including those available for flex-credit would make it easier for employees to access all activities in one location. The committee is also considering creating a handbook that would guide employees interested in planning, advertising and carrying out staff development activities at the college.

Library

Current Description

Located in Tamarack Hall, the Columbia College Library is a center for study, class research and leisure reading. The library is open Monday through Thursday 7:45 a.m. to 8:00 p.m. and Friday 7:45 a.m. to 4:30 p.m. It is closed Saturday, Sunday and school holidays. The library welcomes use by students, staff and community residents. Among its collections are nearly 50,000 books, current subscriptions to 250 magazines and six newspapers, brochures, maps, art prints, and a variety of electronic databases, including full text magazines and journals, encyclopedias, statistics and other reference sources. Personal computers are available for use during library hours, along with coin-operated photocopiers. The library's media collections include 4,000 audio and video recordings of popular, folk and classical music, local oral history and a wide variety of documentary and feature films. Through the Interlibrary Loan Program, the Columbia College library can locate and borrow materials which are unavailable on campus. The library's membership in the Central Association of Libraries allows quick access to the collections of more than 50 libraries for students, community residents and staff. The library staff is available for assistance in locating needed materials, whether from local, regional or national locations.

Current Personnel: Brian Greene, Librarian (FT, Certificated), Doris Goldson, Administrative Secretary (.50 classified), Luisa Adams, Library Media Technician (9 month .75 classified, interim), Nancy Brooks, Library Media Technician (11 month, FT, classified), and Shelley Muniz, Library Media Technician (11 month, FT, interim).

Current Facilities: Tamarack Hall.

Future Plans/Needs

Currently, the library has a process to check out and deliver books to the Calaveras Center and the Oakdale Public Library has agreed to place certain materials on reserve there. There is a link on the library website homepage that outlines library services and how Calaveras and Oakdale students can access services. As these two centers grow, the Columbia College Library will need to develop processes to meet increased demand for these services.

Ways of meeting the library service needs of distance education students will also need to be developed as this segment of the student body grows. Increased use of WebCT is possible as there is a "library" tab available on the software. This will involve discussions between library staff members and instructors using distance education methods to deliver instruction.

Personnel: According to staff members interviewed, there is presently a strain on services at the current staffing levels. The library tries to have at least two staff members available to help students; however this is not possible during all evening hours. Currently, on two evenings per week only one staff person is available to handle all student needs. The library budget has been used to hire a "student assistant" to help meet staffing needs. Ideally, the student worker should be available 60 hours per week in fall and spring, and available fewer hours in the

summer. Library fines can be used to offset the cost of the student worker.

Currently, it is difficult for the library to be open during the summer months. Library management is proposing that the college extend certain staff contracts to 12-months. If the college plans include keeping the library open year-round, there will be a need to restructure staff contracts and funding will need to be provided by the college for additional staff.

Staff noted that there is a current need for another support staff person to float between library positions. Staff expressed a desire to have the administrative secretary library position increased from half to full-time. (This position currently reports to the Technology Department half-time.)

Security is sometimes an issue when only one staff member is available, especially near closing time. The library staff expressed a desire that security staff come inside the library at closing time.

Longer term staffing needs include a second full-time librarian. One librarian position should be designated “Library director” according to staff members interviewed.

Facilities: The library has been located in Tamarack Hall since October of 2003. Staff members reported that despite being located in an attractive, newer building, space is beginning to run out. Specifically, shelf space is at a premium and staff members are “weeding out” books published prior to 1981 that have not been checked out since 1990. (A process is in place for faculty to review books slated for removal so that items deemed necessary can be kept.) There is a need to convert current video materials to DVD when possible to save on space as well.

Storage space is also “maxed out” and staff members noted that it is becoming increasingly difficult to effectively display new books and materials.

Student needs are the priority in the library and all staff members stated that student work spaces were well designed and effectively utilized. There are currently 90 computers available for student use and wireless connectivity is also available for students’ personal computers. Staff members reported that at times there are 60-70 students using the library at once. Study rooms are available for groups of two or more students working together.

Staff expressed that a conference room is needed and noted that the faculty/staff lounge is sometimes used for this purpose.

One idea put forth was to have the microform room turned into a small conference room. Also, the Training Resource Center could be used for meetings.

Ideally, library staff noted that Technology and Media Services needs to have its own space and that the current space allocated for these areas in Tamarack Hall

should be used for library functions. Staff also indicated that the library's use of the adjunct faculty area and faculty offices on the second floor ought to be raised in future facilities plans.

Locating certain student services, such as the High Tech Center, in the library would also make sense in the long run according to library staff members.

Accessibility continues to be an issue as there is only one handicapped parking space near Tamarack Hall. The tram is helpful, but the walking paths are difficult for disabled individuals to traverse. In addition, there needs to be staff parking closer to the building, especially for staff members that work late hours.

G.E.D.

Current Description

Columbia College is the only official General Education Development Testing Center in the local foothill area within a 60-mile radius, and provides the opportunity for individuals to obtain a high school equivalency or G.E.D. diploma. The test is administered nine months out of the year, excluding January, July and August. As Columbia is designated a “small” center, the maximum number of examinees that will be tested at a given time is twelve.

A non-credit G.E.D. preparatory course is offered each semester on the main campus and occasionally at the Calaveras site for a minimal fee.

The seven and one-half hour battery of tests is conducted on two consecutive evenings and includes sections on reading, writing, social studies, math, and science. The test is offered on a Tuesday and a Wednesday evening from four to nine p.m. The cost is \$150. Scantron forms are sent to the State Educational Testing Service (ETS) Office in charge of scoring and results are given to examinees about two weeks after the test by Columbia’s testing center. Official certificates are sent to the examinees by the state ETS Office upon their successful passing of the test. The entire test, or portions failed, can be retaken up to three times per year. A new version of the test is scheduled to be published in 2011.

The Tuolumne Rancheria is approved as an addendum site and the test can be offered there as necessary. There are currently no G.E.D. services offered by Columbia College in Oakdale or at the Calaveras site.

The district office helps with processing invoices and budget requisitions for needed materials, etc.

All testing materials are stored in secure, locked cabinets in a designated locked location.

In 2006 sixty-four examinees were tested and in 2007 seventy-seven students were served.

Personnel: Karin Rodts (Chief Examiner, classified overtime), Linda Watkins (Proctor, classified, Support Staff, .25)

Facilities: G.E.D. testing takes place in the Career/Transfer Center, Room 14 in the Manzanita Building.

Future Plans/Needs

The Black Oak Casino is requiring at least a G.E.D. for all employees and this has increased demand for testing at Columbia. Increased demand can be accommodated by offering more testing dates, if necessary. Increased recruiting by Armed Services branches has also caused an increase in demand for G.E.D. testing.

There are plans to enhance the web presence of this service on the college website to increase public awareness and enhance community relations.

Personnel: Ideally, there should be a chief examiner, an alternate examiner and a proctor to staff this service area. There should also be several back-up proctors. In case of retirements or planned and unplanned absences, recruiting for additional qualified personnel should begin soon according to staff members interviewed. A learning disabilities specialist is needed to be able to certify prospective G.E.D. students with disabilities. Staff noted that the current support staff position should be upgraded to technician as the responsibilities of this position are beyond that of a support staff classification.

Facilities: A secure and more private testing center is needed.

Columbia College Instructional Summary

Since data are available locally in Datatel dating back to fall 2004, Section Enrollment Division Detail Crystal Reports were run for all fall semesters 2004-2007 to obtain FTES data for these semesters for the college as a whole.

The table (90) below shows FTES obtained running Section Enrollment Division Detail Crystal Reports in Datatel, for the whole college, for fall semesters 2004-2007. Fall 2000 data were obtained from the YCCD Central Services IT Department. These figures do not include positive attendance lab FTES. Data for 2001-2003 were not available.

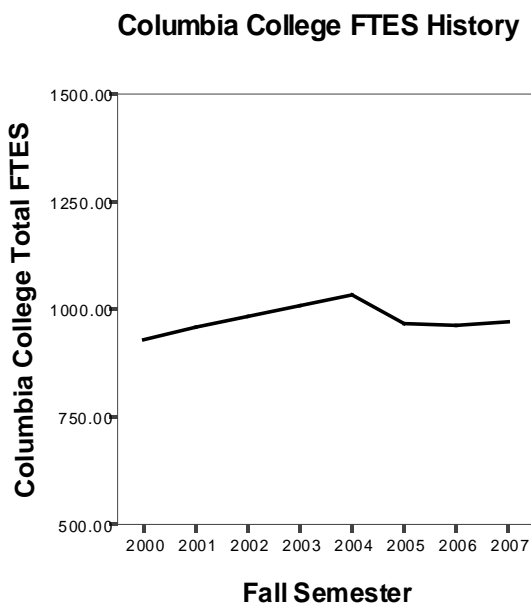
Table 90. Columbia College FTES

| Columbia College | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| FTES | 931.22 | ----- | ----- | ----- | 1034.45 | 964.95 | 964.07 | 970.63 |

FTES increased by 39.41 between fall 2000 and fall 2007. This represents a 4.2% increase over 7 years, or a growth rate of .6% per year on average. FTES grew by 33.73 between fall 2000 and fall 2005. This represents a 3.6% increase over 5 years, or a growth rate of .7% per year on average. The higher of these two rates was chosen to predict FTES for the college as a whole from fall 2007 to fall 2010 and fall 2015.

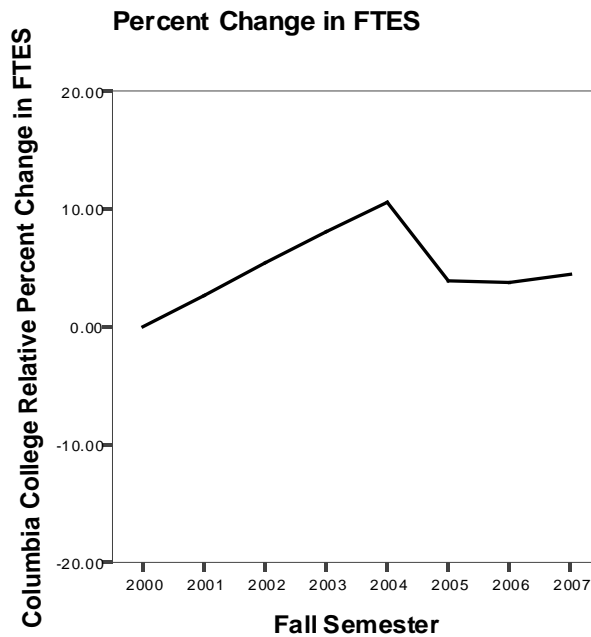
The following graph (65) depicts the FTES data from the table (90) above for the college as a whole. Data for 2001-2003 were unavailable; these data points were interpolated using 2000 and 2004 data.

Graph 65. Columbia College Total FTES History



The following graph (66) shows the relative percent change in FTES for the college as a whole from fall 2000 through fall 2007. Data for fall semesters 2001-2003 were not available; these data points were interpolated using fall 2000 and fall 2004 data.

Graph 66. Columbia College FTES Percent Change History



FTES for the college as whole increased between fall 2000 and fall 2004 by 11%, followed by a decrease in fall 2005 of 6.7%. There was a slight decrease of .09% in fall 2006, followed by a slight increase of .7% in fall 2007.

Growth Projections

The summary and growth projection table (91) below was created using the data set obtained from YCCD Central Services IT Department and using data obtained locally in Datatel.

Table 91. Columbia College Instructional Goals

| Enrollment | Fall 2000 | Fall 2005 | Goals Short Term Fall 2010 | Goals Mid Term Fall 2015 |
|--|-----------------------------|-----------------------------|-----------------------------------|---------------------------------|
| College Enrollment Unduplicated 1st Census | 4,123 | 3,022 | 3,524* | 3,876* |
| College WSCH Includes non-credit WSCH | 27,936.58 | 30,889.97 | 33,978.97** | 37,376.87** |
| FTES | 931.22 | 964.59 (964.95)^ | 991.01*** | 1,025.69*** |
| WSCH % Lec/Lab/Lec+Lab/Dist (Non-credit) | 61/15/17/<1 (7) | 70/5/11/3 (11) | ----- | ----- |
| No. of Sections Lec/Lab/Lec+Lab/Dist (Non-credit) | 491 255/134/47/1 (54) | 540 345/49/46/20 (33) | ----- | ----- |
| Avg. No. Students per Section Lec/Lab/Lec+Lab/Dist (Non-credit) | 18 22/9/16/23 (30) | 16 17/8/14/13 (23) | ----- | ----- |

Total WSCH for Columbia College as a whole increased by 2,953.39 between fall 2000 and fall 2005. (2005 WSCH were calculated using local data.) This represents a 10.57% increase over 5 years, or a growth rate of about 2% per year on average. FTES grew by 33.73 between fall 2000 and fall 2005. This represents a 3.6% increase over 5 years, or a growth rate of .7% per year on average.

*First census enrollment growth targets based on rate of 2% growth per year, un compounded beginning in fall 2007.

**WSCH growth targets based on a rate of 2% growth per year, un compounded.

***FTES growth targets based on a rate of .7% growth per year, un compounded beginning in fall 2007.

^Obtained running Datatel Section Enrollment Division Detail Crystal Report for the entire college, fall 2005.

Institutional Operations Division

Connie Mical, Chief Operations Officer (COO)

Current Description

The Institutional Operations division provides college-wide services that support the overall operations of the college. Institutional Operations is committed to providing quality services and promotes a holistic delivery of services to students and the greater college community.

Departments/ Programs reporting to this division include:

- Budget Management
- Student Financial Services: Business Services and Financial Aid
- Enrollment Services: Admissions and Records and Assessment
- Health Services
- Family Care Services: Child Care Center and Foster Kinship Care Education
- Campus Safety and Security
- Information Technology and Media Services
- Auxiliary Services: College-operated Bookstore and Food Services.
- Marketing and Instructional Materials Center
- College Facilities Planning

The Institutional Operations Division currently consists of a staff of forty two regular employees: nine classified management, one certificated, and 32 classified employees. In addition, the division regularly employs a number of student and seasonal employees.

Current Personnel: The COO office includes one full-time classified management staff member, Terri Isaman, the Executive Secretary, in addition to the Chief Operations Officer. The Chief Operations Officer serves as the senior administrator of the Institutional Operations Division and also serves as the college's chief business and fiscal officer. The COO is the primary liaison and coordinator for the college's facilities projects.

Current Facilities: The COO Office is located in the Manzanita Building, room 10 and includes a work area for the Executive Secretary.

Future Plans/Needs

With the current vacancy of the dean of learning support services position, this area is being considered for organizational restructuring.

Budget Management

Current Description

The office of the Chief Operations Officer is responsible for the budget functions of the college. Serving as the college budget office it is responsible for the coordination and oversight of the college budget development process, for administering budget management procedures and processes, for providing training and support to all areas of the college in the fiscal aspects of their programs, and for maintaining fiscal compliance with local, state, and federal agencies. To assist the college, the office of the COO publishes the Columbia College Budget and Fiscal Handbook.

In fiscal year 2006-07, Columbia College's general unrestricted budget was \$11,387,101. Additionally, the college received another \$4,476,016 from restricted funding sources, which included grants, co-curricular, and categorical funds.

In fiscal year 2007-2008, Columbia College's general unrestricted budget was \$12,609,950. Additionally, the college received another \$5,798,733 from restricted funding sources, which included grants, co-curricular, and categorical funds.

Student Financial Services

Financial Aid

Current Description

The college's Financial Aid Office administers the following federal and state assistance programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, Cal Grant, Extended Opportunity Programs & Services, and California Board of Governors Fee Waiver. Students who need help to meet expenses, such as tuition and fees, housing, food, books, supplies, transportation, and personal incidentals may apply for aid. Eligibility is based on financial need and satisfactory academic progress. Additionally, students must have a high school diploma, a G.E.D or have passed an approved placement examination administered by the testing center at the college. Awards are made on a first-come, first-served basis, and are contingent upon availability of funds.

Veteran's Affairs

Current Description

Disabled veterans, post-Vietnam era veterans (who participated in payroll deduction programs), members of reserve units and dependents of disabled, deceased or retired veterans may be eligible for educational benefits while attending college at least half-time.

Scholarship Office

Current Description

Columbia College has an extensive number of scholarships and awards provided by organizations and individuals both inside and outside of our community. These are publicly announced on the scholarship forms rack in the Financial Aid Office and in the “Real People Win Scholarships” brochure available in the Financial Aid scholarship office. A standard application is used to determine a student’s eligibility for most of the awards. If a special application is required for a specific scholarship, it will be noted. Selection is generally based on one or more of the following criteria: grade point average, financial need, major, units completed, and participation in extracurricular activities. Awards are given to students pursuing goals in almost every major, certificate or transfer program offered and they are available for new, continuing, returning, transferring, and part-time students. According to the CCCCCO Data Mart, \$122,200 in scholarships was awarded to 161 Columbia College students during academic year 2006-2007.

Current Personnel: The Financial Services Department consists of one full-time classified management member, the Financial Aid Manager, but this position is currently vacant. There are three classified staff members: Wendy Hesse (.50, shared), Michelle Vidaurri (FT) and Marnie Shively (FT).

Current Facilities: The Financial Services Department is located in the Manzanita Building, room 18-3. In addition to the manager’s office, there are two work areas including a reception desk for two classified employees. The remaining classified position is a shared position with Business Services and is located in the college Business Office, Manzanita, room 10.

The table (92) below shows the types and dollar amounts of financial aid awarded to Columbia College students for academic years 2001-2002 through 2006-2007.

Table. 92 Columbia College Financial Aid Awards by Type and Year

| Financial Aid Type | Academic Year | Head Count | Total Amount |
|---------------------------|---------------|------------|--------------|
| Cal Grant B | 2001-2002 | 67 | \$84,536 |
| | 2002-2003 | 109 | \$136,894 |
| | 2003-2004 | 114 | \$147,955 |
| | 2004-2005 | 134 | \$163,666 |
| | 2005-2006 | 129 | \$160,241 |
| | 2006-2007 | 121 | \$144,637 |
| Cal Grant C | 2001-2002 | 32 | \$13,680 |
| | 2002-2003 | 30 | \$12,816 |
| | 2003-2004 | 34 | \$14,400 |
| | 2004-2005 | 34 | \$14,184 |
| | 2005-2006 | 28 | \$9,828 |
| | 2006-2007 | 21 | \$8,352 |
| EOPS Grant | 2001-2002 | 200 | \$43,603 |
| | 2002-2003 | 136 | \$22,178 |
| | 2003-2004 | 217 | \$45,488 |
| | 2004-2005 | 156 | \$26,000 |
| | 2005-2006 | 190 | \$26,700 |
| | 2006-2007 | 157 | \$57,300 |
| Federal Work Study | 2001-2002 | 46 | \$17,010 |
| | 2002-2003 | 40 | \$37,972 |
| | 2003-2004 | 33 | \$38,149 |
| | 2004-2005 | 43 | \$65,589 |
| | 2005-2006 | 33 | \$53,024 |
| | 2006-2007 | 27 | \$37,401 |
| Pell Grant | 2001-2002 | 507 | \$1,048,609 |
| | 2002-2003 | 530 | \$1,167,902 |
| | 2003-2004 | 552 | \$1,269,239 |
| | 2004-2005 | 614 | \$1,470,981 |
| | 2005-2006 | 602 | \$1,367,871 |
| | 2006-2007 | 554 | \$1,225,935 |
| SEOG | 2001-2002 | 262 | \$68,430 |
| | 2002-2003 | 247 | \$82,600 |
| | 2003-2004 | 212 | \$76,892 |
| | 2004-2005 | 267 | \$91,524 |
| | 2005-2006 | 186 | \$64,200 |
| | 2006-2007 | 117 | \$39,400 |

Source: CCCCCO Data Mart

The table (93) below displays the total amounts of all financial aid awarded to Columbia College students from academic years 2001-2002 through 2006-2007.

Table 93. Financial Aid Award Totals by Academic Year

| | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Award Amount | \$1,275,868 | \$1,460,362 | \$1,592,123 | \$1,831,944 | \$1,681,864 | \$1,513,025 |
| Number of Awards | 1,114 | 1,092 | 1,162 | 1,248 | 1,168 | 997 |
| % Students Rec'd. Awards | ----- | ----- | ----- | 23%* | 23%* | 19% |

Source: CCCCO Data Mart. *Calculated based on academic year student headcount data obtained from the CCCCO Data Mart.

From academic year 2004-2005 through 2005-2006 there was an 8% decrease in the total dollar amount awarded while enrollments decreased by 3.9% across this same time period (from 5,390 to 5,182 for unduplicated headcount). There was a decrease of 6.4% in the number of awards given in the same time period.

From academic year 2005-2006, when Columbia's enrollments were at their lowest level in recent years, to 2006-2007, there was a 10% decrease in the total dollar amount awarded in spite of the fact that enrollments were about .42% higher in 2006-2007 (from 5,182 to 5204 for unduplicated headcount). That is, while there was a slight increase in enrollment, there was a fairly large decrease in the amount of financial aid awarded. The number of financial aid awards given also decreased by about 15% despite slightly higher enrollment in 2006-2007.

Future Plans/Needs

Planning for the future needs to take into account the potential for an increase in enrollments of Iraqi War veterans who will be eligible for financial aid and special programs. According to the staff member interviewed a state-of-the-art scholarship database has been requested and should be in place by September 2008, to assist students in locating financial assistance.

FASFA is converting to an online-only application system in 2008. This should relieve some of the current burden to staff in helping students complete the paper forms.

Financial Services staff works with the district office to process financial aid awards. Staff members stated that it would be helpful if the college could print its own checks for students when timelines are tight.

Personnel: According to staff there may be a need to hire another half-time technician if the Iraqi War veteran student population grows as expected. This person will be needed to perform the official certification of eligibility for financial aid.

Facilities: For seamless delivery of registration services to students, it would be advantageous to locate Financial Services closer to Admissions and Records and the Business Office. Presently, a .50 FTE financial aid staff person is located in the Business Office to provide a full breadth of student financial services to students. If another half-time technician can be hired, a work space with privacy will need to be found so that this person can accomplish the confidential information gathering necessary. Presently there is only one work space in Financial Services that can provide enough privacy for confidentiality to be assured. Within the current configuration of the Manzanita Building, finding adequate program space has been a challenge. Ideas for identifying a student accessible yet private work space for Financial Aid continue to be explored.

Business Office/Student Accounts

Current Description

Business Services offers a comprehensive set of financial services and support to the college community. Business Services staff members provide accounting services for all college funds, student fee collection and maintenance of student accounts, and disbursement of financial aid awards. Student transactions make up over eighty percent of the window service provided by the Business Services Department. Window service consists primarily of receiving payments, processing fee waivers and disbursing parking permits. The collection of campus and event revenues and disbursing staff parking permits constitutes most of the staff transactions. Payments to the college can be made either in person at the campus Business Office, by mail, or via credit card using the telephone or college web site. In addition, the Business Office provides accounting support for the Columbia College Foundation.

Current Personnel: One classified management staff member, Fiscal Services Supervisor Robert Gritz, and one classified staff member, Wendy Hesse (.50, shared). Seasonal and student employees are employed to meet peak period demand.

Current Facilities: The college Business Office is located in the Manzanita Building. Located in the Business Office is the work area for the manager, one classified staff member desk and service area, and a work and service area for a seasonal and/or student employee.

Future Plans/Needs

With the increased student use of online registration and payment of fees, the Business Office will be able to absorb the increased work load that will come as regular college enrollments grow. However, beginning in January, Columbia College will be entering into a new agency sponsorship agreement with Cal Fire to offer Fire Technology training at the Sierra Conservation Center. Inmates will be trained in wildland/urban interface fire suppression. These short term courses will last 10 days and students will be added continually to new sections. This program has the potential to increase college enrollments by 3-4,000 students per year (headcount) and will increase the workloads of staff in Admissions and Records, Financial Aid and Business Services dramatically according to staff members interviewed.

WebCT and connectColumbia allow students to apply for admission, select courses and pay fees online. There is a need to have personnel on campus to provide assistance to students using these services. The help desk is currently located at Modesto Junior College. Having a local help desk staffed with trained student workers will be necessary as more Columbia College students use the automated system. The Title III grant, if funded, may provide resources to meet this need.

Currently, onsite business services are not available at the Oakdale site. At the Calaveras site, student and community education registration may be done and payments may be

made. Books are sold for classes offered at the site. Fee waivers cannot be processed at the Calaveras site and the availability of business services is limited to designated days and times. In the future it may be desirable to hire a broadly trained staff person to provide registration services, business and financial aid services and bookstore services at these off campus sites according to staff members interviewed. Another possible solution to the problem of handling some remote site student services would be to create a mobile unit equipped with a computer and printer to be able to process registration and billing at multiple sites at specified times.

Personnel: Staff members stated that a full-time person will be needed in Business Services to handle the new agency sponsored enrollments. This person will need to process student inmate registrations, track sponsorship agreements and link these to the proper agency for billing. Rising enrollments will also create a need for increased staffing in Admissions and Records and the Financial Aid Office. Increasing the BOG position from 50% to full-time may be necessary.

Facilities: There is room in the current Business Services Office for one more full-time staff member. This window is currently used by seasonal staff. In the future, as resources become available, it would be desirable to locate the Admissions and Records, Financial Aid and Business Services offices near each other according to staff members interviewed.

Enrollment and Student Customer Service

Enrollment Services provides the institutional services of student admissions, student records, student registration, student record evaluation, and assessment services. This department interacts with students, faculty, administration, and the public. Enrollment services staff members have the responsibility of implementing college-wide academic regulations and policies and procedures.

Admissions and Records

Current Description

The Admissions and Records Office often is the college “ambassador”. It is the first contact that many individuals have with the college and as a result it is critical that the staff be extremely knowledgeable and service-oriented. The responsibilities in this office consist of processing new student applications, determining student residency status, informing students of registration appointments and matriculation requirements, assisting students with registration issues, protecting and maintaining student confidentiality, maintaining and managing student academic records, including incoming and outgoing transcripts, evaluating courses from incoming college transcripts to determine prerequisite completions so that students can register, evaluating student academic records for completion of degree and certificates of achievement and counselor requested evaluations, and finally distributing Columbia College transcripts to other colleges and institutions along with IGETC and CSU certifications.

The Admissions and Records Office provides internal service and critical support for faculty and the institution as a whole. The office is responsible with providing faculty current enrollment information, semester grade sheets and assistance with grading issues. The office is responsible for ensuring that all term grades are submitted and that the college is in compliance with regulations established by the district Board of Trustees and the state education code. Additionally, the office is responsible for ensuring that all positive attendance is collected and entered into the district data base for funding purposes.

Through the use of an integrated Datatel Colleague computerized MIS system, registration activities can be performed by a variety of methods: in person at the Admissions Office, over the Internet through the connectColumbia online system, or through the touch-tone phone system. Each year, approximately 7,500 students register for classes, 3,000 student applications are processed, 10,200 student registration appointments are scheduled, and 2,200 transcripts are sent out to other educational institutions.

Current Personnel: One classified management staff member, Kathy Smith, Director of Student Success/Matriculation (.80) and three classified staff members: Rickee Hill (FT) and Mary Debra York (FT) Admissions and Records Technicians and Patricia Ramirez (FT) Evaluator. Seasonal and student employees are employed to meet peak periods and workload demands.

Current Facilities: The College Admissions and Records Office is located in the

Manzanita Building adjacent to the Rotunda. The area for the two technicians includes a work and service counter area. The evaluator has a private work area away from the service counter. The manager's office is located adjacent to the Admissions and Records Office in the Manzanita Building.

Future Plans/Needs

Staff members interviewed stated that a primary goal is to bring Enrollment Services (Admissions, Records, and Assessment) and Student Financial Services (Financial Aid and Business Services) together into a "one-stop" registration shop for students. Students could register for classes, apply for financial aid, receive matriculation advice, and pay their student fees all in one location. Although at the college's main campus, the Manzanita Building does not yet accommodate one central location, the integration of these services and the co-location of these departments have brought about a more seamless registration process for students. The "one-stop" shop model could also be applied at the college's off-campus education sites.

Students can register, choose courses and pay fees online. The increased use of the Internet has helped reduce the demand on staff time for these functions. If the college receives a Title III grant to develop a distance education program, some funds will need to be allocated to make online registration and other important student services fully automated and user-friendly. However, the increased use of technology needs to be balanced with Columbia's emphasis on personal contact between students, faculty and staff, which is one of this small college's strengths.

Other growth areas for the college are the development of two off-campus sites in Calaveras County and Oakdale. The Calaveras site currently has a leased facility with a part-time support staff position. There is currently no dedicated space in Oakdale for the college's enrollment services. Services are provided in Oakdale at the high school site at the beginning of each semester in the late afternoon and evening hours, as space is available.

In addition to the development of a distance education program, and the Oakdale and Calaveras sites, an increase in enrollments is expected as the college begins offering Fire Technology courses to inmates at the Sierra Conservation Center. According to staff this program of short courses offered throughout the semester will create a continual increase in demand for registration and academic records services and result in an increased workload for the Admissions and Records staff.

There is a plan to give each student a college e-mail account. This will be used for all official college communications and will begin to be utilized beginning in the spring 2008 semester. It will take several semesters for the system to be fully functional. A communications policy needs to be written to guide the use of the e-mail system for college communications.

The Admissions and Records department is using imaging technology to archive old paper transcripts from 1968 to 1985. This will make student records more readily available and free up storage space when the paper records can be removed from the Admissions and Records area. This is a large project which needs resources for completion.

The use of electronic transfer of transcripts to CSU Stanislaus is currently in the testing phase.

Personnel: According to staff members interviewed, the growth of college enrollment, the development of off-campus sites, and an increase in agency classes will increase the work load of the Admissions and Records staff. This will be true regardless of the number of units for which each student registers. Hiring a staff person who can perform the multiple functions of the Admissions and Records department in an integrated fashion with other registration services will help in providing services at off-campus sites according to staff members interviewed.

Facilities: The current space in the Manzanita Building is efficiently organized and works well for the current number of staff members. There is room within the current Admissions and Records area to create another work station with some remodeling of the space according to staff members interviewed.

Assessment

Current Description

Assessment is one of the five components of matriculation. Assessment is mandated of all students planning to enroll in an English or math course (Ed Code, Sec. 51006) and is intended to provide initial placement information to the student concerning the appropriate selection of math and English courses at the beginning of their college experience. Columbia College is currently using an assessment instrument produced by the College Board that is on the State Chancellor's Office approved list of assessment instruments. Multiple measures are factored into the placement recommendations so that no single criterion is used to recommend course placement. Assessment scores are also used to meet course prerequisites, allowing students to register for appropriate classes. Assessment test results obtained at other colleges are accepted by Columbia College. Central Services assists in this area by uploading student assessment scores for reporting to the Chancellor's Office.

Current Personnel: There is one classified management staff member, Kathy Smith, Director of Student Success/Matriculation (.20). When necessary, short-term temporary contracted employees are utilized.

Current Facilities: At the current time, most assessments are administered in large group settings prior to the start of each academic semester. As the assessment is a computerized adaptive self-paced instrument, students are provided with the dates and time of the sessions and instructed to sign in and wait for an available computer. The majority of these sessions are held on a Saturday and all sessions take place on campus.

This system works well with the current resources available. As computers are needed for test administration, access to the computer labs is limited to weekends and when academic terms are not in session. Additionally, these labs provide the only environment on campus that is appropriate for testing.

The table (94) below displays the type and number of assessment instruments administered during calendar years 2005 through 2007.

Table 94. Assessment Tests Administered

| Calendar Year | Arithmetic Test 1016 | Algebra Test 1017 | College Level Math Test 1046 | Reading Test 1014 | Sentence Test 1015 | Total Tests Administered | Total Number of Students Tested |
|---------------|----------------------|-------------------|------------------------------|-------------------|--------------------|--------------------------|---------------------------------|
| 2005 | 283 | 679 | 385 | 758 | 758 | 2863 | 808 |
| 2006 | 255 | 748 | 497 | 859 | 860 | 3219 | 924 |
| 2007 | 254 | 728 | 438 | 845 | 828 | 3093 | 945 |

Note: Not all students take all portions of the assessment as they often bring in acceptable test scores from another college, an acceptable AP test and score or a math or English course from another college that allows a placement to be made in these areas.

Table 94 shows that there was 12% increase in the number of placement tests administered in 2006, but then a 4% decrease in 2007. There was a 14% increase in the number of students tested in 2006 and a further increase of 2% in 2007, in spite of the fact that the total number of tests administered decreased in 2007.

Future Plans/Needs

Staff members interviewed noted that cut-score validation for assessment tests given by the college is mandated and will need to be undertaken in the near future. This will involve using data to determine the success and failure rates of students placed into courses at various levels. Placement cut-scores may need to be adjusted accordingly depending on the results of the validation project.

Increased demand for assessment testing can be met by providing more testing dates at the main campus.

Staff members stated that a secure testing area will be needed at the Oakdale site to meet the needs of students in that area. It is further recommended that counseling and advisement services be offered along with assessment services at that site. Currently, Calaveras students must travel to the main campus to obtain assessment services.

Personnel: Staff members interviewed noted that additional part-time proctors may be needed, especially if assessment services are to be offered at off-campus sites.

Facilities: In the future, it would be ideal to locate a closed testing area that could be used for assessment placement and other testing needs. This area would ideally include sound proof walls, up-to-date computers with Internet access and a window between the testing area and the director's office, so that there would be continual visual test supervision.

Technology and Media Services

Current Description

Information Technology plans for, installs, maintains, and expands all computing, networking and telephone equipment on campus. This includes the following:

- Computers and server systems located at the college and alternate sites (ATTC, Calaveras site, etc)
- Computer software including operating systems, network operating systems, local application programs
- Computer peripherals including printers, scanners, and in cooperation with Media Services, document cameras, SmartBoards, data projectors and video conferencing equipment
- Networking equipment in cooperation with Central Services IT, including all firewalls, routers, switches, cabling and wireless access points, and external connections including 3 T1-lines and 1 DS3-line
- The campus telephone system, local and long distance access including the complete PBX system in cooperation with Central Services IT
- In cooperation with Central Services IT, provide local support for all network enterprise applications including Datatel, Matrix/OnBase document imaging system, SARS, ClassTracks, WebCT, e-mail, EMS room-scheduling system, SIRSI, and Positive Attendance Lab software (POSLab)

Media Services plans for, installs, maintains, and expands all classroom media and instructional presentation equipment on campus, and maintains the general Columbia College website. This includes the following:

- Classroom video, audio and data projection equipment located at the college and alternate sites (ATTC, Calaveras site, etc)
- Video conferencing equipment
- “Smart Classroom” systems including integrated SmartBoard technology, video, audio and data projection equipment. Assist and train faculty to use systems as part of instructional delivery
- Maintain data structure, grant access and enter and remove data to ensure currency of information for the general content on college website
- Establish and document procedures, train users and assist with data entry in the EMS calendaring system
- Post, remove and edit information on the college website to ensure currency of information and continuity of format and style
- Assist and train faculty and department staff as they maintain and update web pages on the Columbia College website.

Current Personnel: One full-time classified manager, Brian DeMoss, Interim Director of Information Technology and Media Services, and four classified staff: Doris Goldson, Administrative Secretary (FT), Ryan Brady, Electronic Technician (FT), Fred Grolle Electronic Specialist (FT), and Wendy Link, Media Services Technician (FT).

Current Facilities: Information Technology currently occupies two workrooms, one on the first floor of Tamarack Hall that is approximately 20 feet x 20 feet, and one in the attic of the Manzanita Building that is 20 feet x 10 feet. Information Technology also uses one interior office on the second floor of Tamarack Hall and one office inside the library in Tamarack Hall. In addition to office and work space, Information Technology maintains the wiring closets, phone switch rooms and local racks and shelves for network switches in all buildings. Media Services occupies one workroom on the first floor in Tamarack Hall that is approximately 20 feet x 20 feet. Media Services shares the two offices in Tamarack Hall with Information Technology. Media Services is responsible for maintaining all media equipment in the classrooms and conference rooms with special attention paid to video conferencing in the Fir Building and in the Manzanita Conference Room.

Future Plans/Needs

According to staff members in this area, as enrollment increases on campus, technology resources for students must be increased. This includes computer labs, library computer resources, and wireless access for students. The additional equipment and network potential will bring increased workloads to Information Technology staff members who are already challenged to provide adequate support at current staffing levels. Thin Client technology should be explored to ease the support burden and increase the useful life span of existing technology, thereby increasing the total technology available while decreasing the amount of support needed per installed unit. This approach will expand technology available to the Columbia College community at a fraction of the cost of the current traditional computer systems according to staff. Media Services will also have an increased workload, as higher enrollments will necessitate more scheduled classes and larger class sizes, which will require more data projectors and video equipment. New equipment purchased ideally should be permanently installed in instructional areas to minimize the need for Media Services staff to deliver and set up equipment. In addition, more scheduled classes will create more website work, both in faculty/staff training and direct data entry and updates.

As enrollment increases through distance education, the college will need to increase the reliability of its network connection to the Central Services IT Office. The college must also work with Central Services IT to ensure that appropriate bandwidth, server function, and data storage are available for Columbia College students and instructors. 24/7 technical and informational support for online students and faculty must be identified and implemented to properly support students and instructors. In addition, Columbia College should become an active public advocate for increasing the local availability of high-speed Internet connectivity in our service region as noted by staff.

It is recommended that Columbia College explore the possibility of contracting with a cell phone service provider to increase the coverage for cell phones on campus. This increase in coverage should be viewed as a communication enhancement, security improvement and general service enhancement for the entire college community. As use of the off-campus sites are increased, the amount of technology services and media equipment needed at these centers will also increase. More equipment with greater levels of use indicates that more support staff will be needed. Support of the remote centers is already difficult as services are provided by existing campus technical support staff, and when staff must leave to service a

remote site, they are not available for support service on the main campus.

It is also recommended that high quality equipment that can be remotely monitored be purchased and installed at off-campus sites to assist as they expand. New equipment that has remote support capability will minimize the need of support staff to drive to the remote site for simple equipment service.

The following is a list of specific recommendations made by Information Technology and Media Services staff:

- The college should contract with a 24/7 support service provider for WebCT support.
- Thin client technology should be installed at the college where appropriate to increase the number of computing workstations and to streamline support.
- Online course shells should be made available to all instructors for all courses to minimize the amount of paper distributed to students and to aid in communication.
- Most classrooms should be equipped with a data projector with audio capability for data presentation, movies and audio presentations.
- The number of automated “Smart Classrooms” should be increased to allow for greater ease and automation in the presentation of instruction.
- Thin client architecture will mean that most desktop computing will be centralized to a server environment and only decentralized on an application-by-application basis.
- Creating WebCT shells for all courses centralizes the information distribution for all classes to the WebCT server with Central Service IT support for the server and bandwidth.
- Web services support will become centralized and media setups will no longer require the high level of attention from the media services specialist. This will allow more attention and effort to be put into maintaining the college website.
- Increased distance education will decentralize instruction as students and instructors will not be required to come onto the campus or travel to remote sites or centers for distance education classes.
- Media services will become more decentralized as more instructional media equipment is permanently installed in classrooms and daily setup will no longer be required.

Personnel: According to staff members, it is likely that the current structure of computing support staffing will need to be changed. In order to support Thin Clients a network specialist or engineer will be needed to replace the current staffing of a network technician. In addition, at least one more staff position in the general computer support area will be needed. This position should be structured to manage all Help Desk services, including contracted services, and to assist in training instructors and students regarding general computer use.

Facilities: One additional office could be used if staff is increased to handle additional network support issues brought about by increasing wireless and by

implementing Thin Clients. Additional dedicated space for a campus server room with appropriate air handling and power with proper backup generation equipment will be needed in the future according to staff members contacted.

Family Care Services

Child Care Center

Current Description

The Columbia College Child Care Center serves infants, toddlers and preschool children and is best described as a “family friendly environment that fosters positive relationships.” The core of the Center’s mission focuses on curriculum that supports children’s growth and development by building on each child’s natural curiosity, desire to learn, and individuality. Emphasis is placed on age appropriate experiences that foster physical, social, emotional, cognitive, and the creative development of each child in a nurturing and safe environment.

The facility supports student learning outcomes by serving as a laboratory for adult students enrolled in the Child Development Program. It also provides child care for students so that they can attend class and complete assignments knowing that their children are being well cared for. Approximately 50% of enrolled families are students, while others are working or job searching.

Currently, the Child Care Center serves a total of 52 children at any given time (12 infants, 16 toddlers and 24 preschoolers). Funding is primarily provided by a grant from the California Department of Education to provide child care for families who are financially eligible and have a demonstrated need. On average, the center has seventy-five to ninety families on the waiting list for infant and toddler care and fifty families needing preschool care. According to the Center manager, local research done by the Tuolumne County Child Care Resource and Referral Agency reported that there is an unmet need for licensed child care slots, particularly infant and toddler care, in our community. Families who cannot access licensed child care services often choose “informal” child care options that may not always be safe, dependable or consistent.

Current Personnel: Tiffeny Flies, Child Care Center Manager (.50 classified management), Angela Brunton, Site Supervisor (.75 classified, 10 month), Kathy Diener, Master Teacher (FT classified, 10 month), Cathy Gray, Master Teacher (FT classified, 10 month), Anne Anderson, Support Staff I (.475 classified, 12 month) and up to 15 Student Teacher Aides (this number fluctuates).

Current Facilities: The Infant Center is located off campus in a facility owned by Tuolumne County Office of Education. The on-campus Child Care Center is comprised of two modular buildings, Pinyon and Ponderosa. The Toddler Center and the manager’s office are located in the Pinyon Building and the Preschool Center is located in the Ponderosa Building.

Foster Care

Current Description

The Foster & Kinship Care Education Program (FKCE) provides quality education and support opportunities for care givers of children in out-of-home care so that these providers may meet the educational, emotional, behavioral and development needs of children and youth. Funding for FKCE is received from the California Community College Chancellor's Office. The state Chancellor's Office provides oversight through the FKCE/Child Development Unit.

The Columbia College FKCE Program coordinates monthly training opportunities for foster parents and kinship care givers in Tuolumne, Mariposa, and Calaveras Counties. The training curriculum follows core requirements in the following subject areas: parenting skills, working with the system, permanency planning/reunification/emancipation, specialized topics, and training of trainers.

In academic year 2006-07, Columbia College offered 158.5 hours of training to 147 participants. Examples of trainings offered included the following:

- Cultural diversity, sensitivity, and awareness
- Family fun activities
- Car seat and home safety
- Children of alcoholics
- Parentally exposed infants
- Working with the system
- Children of substance abusing parents
- Positive discipline techniques for children under 5
- First aid/CPR
- Fostering sexually abused children
- The paradoxical nature of teenagers
- Grief and loss
- ADHD
- Attachment problems of foster children
- PRIDE pre-service training

FKCE workshops are led by professionals with specialized knowledge in the workshop content. Hours for participants are tracked on the FKCE database so care givers and county employees can track attendance for licensing purposes. The college also houses a resource library that includes books and videos that Foster Kinship families may check out. In addition to the trainings and the resource library, the Foster Kinship Care Education Program provides a valuable network of support for foster families and kinship care givers in a three-county region.

Current Personnel: Tiffeny Flies, Foster & Kinship Care and Education Coordinator (.50 classified management), Anne Anderson, Support Staff I (.475 classified).

Current Facilities: The FKCE Program has one small office which is shared between the manager and support staff person and is co-located in the Child Care Center manager's office in the Pinyon Building. The FKCE resource library is located on-campus in the Child Development storage closet in the Redbud Building.

Future Plans/Needs

With the construction of the new Child Development Training and Family Care Services Center, the Columbia College Child Care Center will be able to meet more of the unmet child care needs of students and families on campus and in the community. With additional children's classroom spaces, the program will expand to serve one hundred and one children, almost doubling in size from its current capacity. This increase will support more student and community families as they work toward educational goals and meet employment needs. In addition, students studying Child Development or a closely related field will have opportunities to observe children in spaces that are specifically designed to support best practices in child care.

It is the program's goal to have the Toddler, Preschool Center and Infant Center accredited by the National Association for the Education of Young Children upon completion of the new Child Development Training and Family Care Services Center.

The new facility will also be the coordination focal point for the Foster & Kinship Care Education Program. There will be space to appropriately house the program's resource library, and for foster parent trainings and meeting.

According to staff interviewed the current space in Pinyon and Ponderosa will be vacated once the new Child Care Center is complete. When the new space is open, the infant care center that is currently located off campus will be relocated to the new center. Staff hopes that the county Cal Safe Program (which helps teens that are pregnant or who have young infants to graduate from high school) can be moved to the main campus, perhaps into one of the vacated modular units. This program typically serves 12-15 young parents.

The new facility will utilize camera technology to provide the opportunity for staff and students to carry out behavioral observations of children in the center.

Ideally, the Student Health Center should be located near the Child Care Center as noted by staff.

Staff stated that there are currently no plans to offer child care services at the Calaveras or Oakdale sites.

Personnel: Staff interviewed noted that in the new facility, there will be a minimum need to hire three more associate teachers. Increasing the support position from 9.5 hours/week to full-time will be necessary with the increased number of children and the increased paper work serving more children will create. It will be advantageous to increase the site supervisor's position to full-time as well, and more student workers (up to 30) will be needed. Ideally, the center would hire one more master teacher and another half-time support staff person.

Facilities: Currently in the design phase, the new Child Development facility is scheduled to begin construction in June 2008 with a projected move-in date of fall 2009. The Maple Building will hold two adult classrooms; the Laurel 1 Building will house administrative and faculty offices, a staff lounge, workroom, kitchen and a small conference room that can be used by all employees on campus. Laurel 2 and 3 will be designated for the care of infants (21 children) and toddlers (32), while Laurel 4 will hold the preschool classroom (48).

Health Services

Current Description

Health Services supports the Columbia College mission by providing health and wellness support to the campus community to aid in achieving the educational goals of all students and the broader goals of the college in the community. Using a wellness model, Health Services strives for excellence, professionalism, accountability and creativity in the provision of services.

The Health Services office provides approximately 800 student contacts during the fall and spring semesters. This is increasing each semester and is considered an underestimation of student contacts due to the difficulty in accurately documenting every student encounter that occurs both in and outside the office.

Services

The coordinator of Health Services who is the college nurse treats minor illness and injuries, and provides health education and health counseling. The nurse assesses the need for further evaluation and treatment for illness and injuries beyond the scope of practice for the office and provides referrals to community health care providers. Tuberculosis screening is provided for all faculty, staff and specific student programs. Lab testing is available for pregnancy, anemia, blood sugar, strep throat and limited urinalysis can also be done.

Over the counter medications are provided for pain relief, allergies, stomach upset, colds and flu symptoms. Health Services offers birth control counseling and condoms. Students may receive a pocket first aid kit assembled by the nurse. The nurse works with Campus Security and on-campus EMTs to provide response for campus medical emergencies.

The campus mental health professional is a licensed clinical social worker (LCSW) who provides confidential mental health appointments for students. The LCSW also participates in college-wide educational programs for faculty and staff covering mental health topics. A complaint of a mental health issue comprised nearly 25% of all health visits in 2002.

There is an extensive selection of health education pamphlets as well as a health and medical reference library for reviewing in the office. The nurse is regularly asked by various faculty members to provide lectures on health related topics for culinary arts, child development, psychology and nutrition courses. Health Services sponsors college-wide educational events on such topics as HIV/AIDS awareness, breast cancer awareness, domestic violence, nutrition, heart health, and alcohol awareness. The nurse is certified to provide smoking cessation counseling and alcohol intervention student certification. The college nurse represents the college with various community organizations and sits on several college committees.

Support of Student Learning

According to the college health nurse, the American College Health Association has documented (through the National College Health Assessment tool) a link between poor student health and poor educational outcomes and conversely a link between good student health and positive educational outcomes. The four top health issues affecting student

grades noted in this study were, in order: stress, cold/flu/sore throat, sleep difficulties and concern for a family member or friend. Health Services addresses each of these issues in different ways. For example, by offering mental health services and providing flu vaccines Health Services is targeting the top two student health issues and promoting positive student learning outcomes.

The table (95) below shows the total estimated number of students and staff seen in the Health Services office during several past semesters as well as the total number of logged visits. Some students/staff may have visited the clinic more than once and some contacts were likely not recorded, indicating that these data may represent a significant underestimation of the number of students individuals served.

Table 95 . Students and Staff Served and Total Visits in Health Services (Estimated)

| | Spring 2005 | Fall 2005 | Spring 2006 |
|---------------------|-------------|------------|-------------|
| Students | 234 | 110 | 191 |
| Staff | 53 | 34 | 41 |
| Total Visits | 298 | 148 | 254 |

Data for fall 2007 is unavailable at the current time. Data obtained from college health nurse.

The table (96) below displays the number of new students served by the mental health counselor from spring 2004 through spring 2006. Returning students are not represented in these data.

Table 96. Students Served in Mental Health Services (Unduplicated)

| | Spring 2004 | Fall 2004 | Spring 2005 | Fall 2005 | Spring 2006 |
|---------------------------|-------------|-----------|-------------|-----------|-------------|
| Number of Students | 22 | 17 | 26 | 13 | 22 |

Data for fall 2007 is unavailable at the current time. Data obtained from college health nurse.

Current Personnel: Laureen Campana, RN NP MPH, college health nurse (.80 certificated faculty); Earleen Keller, LSW (20 hr/wk contracted) providing mental health counseling; and one part-time, “as needed” classified staff nurse to serve as a substitute during the absence of the college nurse. There is an occasional student worker as well.

Current Facilities: Located in Juniper 2, Health Services occupies a cramped inadequate office space according to the faculty member interviewed. The front area serves as the nurse’s office, reception desk, intake area, and resource center. There is a small treatment room which does not provide enough space for an exam table. The Health Services facilities are not ADA compliant. The faculty member interviewed noted that the facilities lack adequate space to provide a private, confidential environment. There is not room for the mental health counselor, who provides services in a converted faculty office in the Fir Building.

Future Plans/Needs

According to the faculty member interviewed, health services are solely funded by revenue generated from the student health fee. In the past, this revenue stream has been inadequate to support even the most basic level of service. The level of current service is essentially the same as that which was present when the college served about 1,500 students annually. In some ways services have effectively decreased as the space available has been reduced and there are fewer staff members now than there were in the past.

With the passage of AB 982 last year, additional revenue will be available for the program and this will help provide some fiscal stability. In addition, plans are pending to provide expanded direct services by way of contracting with a local health van to be on campus one day per month. Also planned are expanded office hours, notably summer coverage of the health office as noted by the college health nurse.

There are currently no health services available at the college's Oakdale site. The Calaveras site has a vending machine with various medications, and a pamphlet stand with printed health information.

The college health nurse has plans to increase the use of the college's website to include video segments of students discussing relevant health concerns and the services available to them at the college. Given the current debate at the college regarding smoking policy, there are plans to increase students' awareness of resources available to them to aid in quitting smoking.

There is a need to improve and increase data collection regarding the utilization of health services for evaluation and planning purposes. The ability to use the SARS system for tracking appointments and student contacts would be extremely helpful according to the faculty member interviewed.

Personnel: As noted by the college health nurse, health services are essentially a one-person operation. It is very difficult for the college health nurse to provide direct clinical services, cover the front office reception area, perform program administrative duties, respond to campus medical emergencies, and take the health education program out to the campus community. At a minimum, a part-time receptionist/support staff/medical technician is required now to assist the college health nurse in meeting the program's requirements. There is a need to increase the number of hours that the mental health counselor is available to at least one and one-half days per week. Eventually, there will be a need to hire a permanent part-time classified support staff person as noted by the faculty member interviewed.

Facilities: The Health Services office has submitted a request to the college Facilities Committee for increased and improved space to allow for ADA access, adequate exam and rest space and to co-locate the mental health counselor with the health office space. The faculty member interviewed stated that it would be advantageous to move all Health Services to one of the modular units vacated by the Child Care Center (Pinyon or Ponderosa). The accessibility of the Pinyon Building is ideal and its location near the library would make health services more visible to students possibly leading to higher utilization rates.

Campus Security

Current Description

The Campus Security Department is in operation 24 hours daily and provides for the safety of the campus community and its facilities. A service-oriented department, Campus Security is available to assist students, faculty and staff and visitors as needed to ensure that their experience at Columbia College is safe and secure. Campus Security is available to provide escort services when requested. The campus shuttle provides service from the campus parking lots to classroom buildings Monday through Thursday evenings from 5:30 p.m. until campus closure.

Campus Security provides patrol and management of the college's parking lots. Campus Security Officers do not have law enforcement authority. Their role is to "observe and report" only. The Crime Awareness and Campus Security Act of 1990 requires institutions to publish an Annual Security Report. The report includes campus crime statistics and college security policies. The report is available at the Campus Security office or online at www.gocolumbia.edu. The following table (97) presents the campus crime statistics for January 1, 2003–December 31, 2006:

Table 97. Columbia College Crime Statistics

| | 2003 | 2004 | 2005 | 2006 |
|--|-----------|----------|----------|-----------|
| Criminal Offenses | | | | |
| Murder/Non-negligent Manslaughter | 0 | 0 | 0 | 0 |
| Negligent Manslaughter | 0 | 0 | 0 | 0 |
| Forcible Sex Offenses | 0 | 0 | 0 | 1 |
| Non-forcible Sex Offenses | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 0 |
| Aggravated Assault | 2 | 1 | 0 | 0 |
| Burglary | 3 | 3 | 2 | 7 |
| Motor Vehicle Theft | 0 | 0 | 0 | 0 |
| Arson | 1 | 0 | 0 | 0 |
| Hate Crimes | | | | |
| Murder/Non-negligent Manslaughter | 0 | 0 | 0 | 0 |
| Negligent Manslaughter | 0 | 0 | 0 | 0 |
| Forcible Sex Offenses | 0 | 0 | 0 | 0 |
| Non-forcible Sex Offenses | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 0 |
| Aggravated Assault | 0 | 0 | 0 | 0 |
| Burglary | 0 | 0 | 0 | 0 |
| Motor Vehicle Theft | 0 | 0 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 |
| Arrests | | | | |
| Illegal weapons possession | 0 | 0 | 0 | 0 |
| Drug law violations | 1 | 1 | 0 | 0 |
| Liquor law violations | 6 | 0 | 0 | 0 |
| Referrals for Disciplinary Action | | | | |
| Illegal weapons possession | 1 | 0 | 0 | 0 |
| Drug law violations | 2 | 3 | 2 | 4 |
| Liquor law violations | 2 | 0 | 4 | 10 |
| Annual Totals | 18 | 8 | 8 | 22 |

Source: Columbia College Annual Safety Report, 2007.

Current Personnel: Campus Security is staffed at a one-officer rotation per eight-hour shift with the exception of the swing shift (3 to 11 p.m.), which has a two-officer rotation. This is the equivalent to 1 officer for every 3,500 students, a student-to-officer ratio much higher than can be found at other colleges and universities. Further, the large campus size of 280 acres, and the time and distance for law enforcement response has prompted the district and college to move forward with a two-officer rotation per shift during the times the college is in session. Campus dispatch is provided by student firefighters in the college Fire House.

Current staff members: Greg Elam, Lead Security Officer (FT), Jeremy Allen, Campus Security Officer I (FT), Philip Fish, Campus Security Officer I (FT), Tammie Miles, Campus Security Officer I (FT); Suzanne Cruz, Campus Security Officer I (.80), William Walton, Campus Security Officer I (.40), Carol Taylor, Shuttle Driver (.40). Student workers staff campus dispatch and the campus information booth.

Current Facilities: The Campus Security department is currently housed in the Davis cabin which is adjacent to the college's tennis courts.

Future Plans/Needs

As noted above, the college is moving forward to improve the staffing levels of its Campus Security department. One of the college's "Measure E" bond projects, the modernization of the Fire House and co-location with the new Public Safety Center will integrate fire and security emergency response systems on campus. It will allow Campus Security to have more office and storage space, an interview room and it will be much more visible and accessible to the entire campus community.

Personnel: According to the COO proposed staffing will create a Campus Security Manager position and add two .80 FTE security officers to allow a two officer rotation during the days and evenings during the week. With the filling of a remaining vacant officer position, the college will be able to provide a two-officer rotation for the day shift. Graveyard and weekend shifts will remain on a one officer rotation.

Facilities: Campus Security will move its operations to the modernized Public Safety Center in 2009. Refer to the Facilities Master Plan for more information regarding the new facility.

Auxiliary Services

Food Services

Current Description

Food services are located on the lower level of the Manzanita Building and in front of Tamarack Hall for the convenience of Columbia College students, faculty and staff and community members. The Columbia College Snack Bar is open daily, providing breakfast and lunch “grab and go” food items. Items are also available in the Manzanita Bookstore on a daily basis. The Snack Cart, which is located on the patio of Tamarack Hall, offers snacks, sandwiches, candy and drinks. Food Services also serves the needs of the college’s Child Development Center, providing breakfast and lunch meals daily which meet or exceed the standards set by the California Child Care Food Program

Not under responsibility of Auxiliary Services, the Cellar Restaurant operates as part of the college’s vocational education Hospitality Management Program. The Cellar Restaurant is operated and run by students who plan, prepare and serve meals as part of their training. The Cellar Restaurant is open Monday through Thursday, serving breakfast and lunch.

Current Personnel: Jeff Whalen, Auxiliary Services Manager (FT classified management), Nancy Bull, Account Technician II (FT classified), Cindy Buie, Bookstore Operations Lead (FT classified), Liz Rumney, Bookstore Buyer (FT classified), Dean Zaharias, Cook/Baker (11 month, FT classified), Karen Stanley, Food Services Specialist (.75 classified). The Auxiliary Services department also depends upon a number of student employees in both units to fulfill its staffing requirements.

Current Facilities: Food Services operates a self-serve Snack Bar located in the lower level of the Manzanita Building. In addition to the food stations, there is a dining area that seats 42. The Snack Bar has a very small storage and food preparation area, approximately 350 square feet. In the preparation area is a small office area, double door freezer, double door refrigerator, 4 ft. sandwich refrigerator, 4 ft. sink, 5 ft. food prep table, single door refrigerator, can rack and a small shelving area for miscellaneous storage. The Snack Bar shares a dishwashing area with the college’s Culinary Arts Programs and relies on access to culinary arts kitchen equipment in order to prepare its daily offerings. The limited state of current facilities is significantly hampering Food Services meal offerings, program development, and ability to satisfactorily serve the college community according to the staff member interviewed.

Future Plans/Needs

Increased enrollment will lead to increased sales in this area. Increased enrollment will also bring about an increase in the size of the Child Care Program. Enrollment at the Child Care Center is expected to double when the new building is occupied fall 2009. According to the Food Services manager, this will increase the work loads of snack bar employees.

Personnel: According to the manager another full or part-time child care food prep worker will be needed once the new Child Care Center opens.

Facilities: The manager noted that the snack bar is in critical need of a larger prep area that is at least double the present size to accommodate its current and projected needs. This larger area would need to include a kitchen area that is not shared by Hospitality Management students. A separate office area is also needed. A plan to modernize the Manzanita Building has been submitted by the district for state funding. Staff noted that the plan would improve the lower level of Manzanita and enlarge and upgrade the space for Food Service.

Equipment needs include:

- One six burner stove with a convection oven
- One hot food holding cabinet
- One three tub sink
- One under counter dishwasher with pre-rinse station and disposer
- One buffet steam table
- One walk in refrigerator and freezer

Bookstore

Current Description

Located in the Manzanita Building, the Bookstore carries textbooks, materials and supplies as required for college classes. Available also are paperbacks, greeting cards, sundries, snacks, computer software and many other items. Costs of textbooks and educational supplies vary with the types of programs, but costs normally range from \$300 to \$600 each semester. The Bookstore offers used books to students at substantial savings, and conducts text book “buy backs” at the end of each semester. Students can also shop online conveniently for textbooks at www.manzanitabookstore.com or at www.gocolumbia.edu (click on bookstore).

Current Personnel: See above description under Food Services.

Current Facilities: The Manzanita Bookstore is located on the lower level of the Manzanita Building. It has approximately 680 square feet of retail space, 300 square feet used for staff offices and cash registers, and 400 square feet of storage. This year, the bookstore purchased 73 linear feet of textbook shelving to replace shelving that was inadequate for operational needs. The current space available to the bookstore limits its ability to serve the college adequately according to the manager.

Future Plans/Needs

According to the manager, a projected increase in enrollment will have a direct effect on the bookstore and the services offered. As the number and variety of classes increase, the bookstore will experience an increased need for retail floor space for textbooks. The

textbook area is currently operating near full capacity. Currently, the Manzanita Bookstore serves the Columbia College main campus, the Calaveras site and the Oakdale site. Students attending classes at any site can come to the campus bookstore and purchase books and supplies or purchase them online and have them shipped to their location. For off-campus sites, the bookstore makes arrangements to have books sent to the Calaveras site allowing students to purchase books on location. However, an on-site option is not available for Oakdale students. Without a permanent college operated facility, the Oakdale site does not have a secure area to store and sell textbooks. As the Oakdale site develops, the bookstore will look at other ways to better serve the textbook needs of the students in the Oakdale area.

The manager noted that an increase in enrollments will also put a strain on the cash register area. There will be more customers in the store during rush periods. Lack of space poses a problem with adding a fourth cash register. This problem could be solved by purchasing a Palm device from Sequoia Retail. A Palm device could be used as a cash register for sales, returns and buybacks as well as to take inventory while taking up no extra counter space.

Personnel: According to the manager there will be a need to hire a part-time head cashier as enrollments increase.

Facilities: The bookstore will need to grow proportionately to the growth of the college. Currently, there are 650 square feet of selling space for approximately 3,500 students. With the current growth it is estimated that at least 2,000 square feet of selling space and 800-1000 square feet of storage space will be needed in the future.

Marketing and Instructional Materials Center

Current Description

Marketing today presents new and complex challenges as market segmentation is increasingly identified and defined by specific lifestyle traits. With a very broad range of multi-generational students, community colleges face the monumental task of sending varied advertising messages to different audiences, delivered through different forms of media and at the same are restricted by limited marketing budgets.

Columbia College offers programs and courses that draw students from high school age to retired seniors. The mission of Columbia College in serving its students is broad. Along with attempting to promote higher education to a cross-section of potential students from each multi-generational group, Columbia College is also attempting to create enrollment growth at new sites in Calaveras County and in Oakdale. The marketing challenge is in creating an awareness of the outreach site's location, encouraging enrollment in Columbia College versus other schools, and providing and promoting a selection of classes that will fulfill student requirements and perceived needs.

Over the past seven years, available marketing funds have been used primarily to announce the start of each new semester and to promote locations where class schedules can be found – both online and locally as hard copies. With about 60% of Columbia's students coming from Tuolumne County and 20% from Calaveras County, marketing dollars have been mainly spent in the foothills.

Instructional Materials Center and Mailroom

Description of Services:

- Self-Service Copies – Ideal for up to 50 black-and-white copies. Self-serve copier is located in the mailroom and operates by entering user code.
- KWIKCopies – Black-and-white copies for fast, low-cost duplicating of 50 copies or more – for instructor exams and student handout materials. All masters are camera-ready and duplicating services only by reprographics operator are required. Normal job turnaround is 1-2 working days. From January through August 2007, KWIKCopies produced 623,338 copies in 2,236 jobs.
- Creative Services BW and Standard Color Copies – Requires artwork by IMC designer before duplicating. Subsequent black-and-white copies for jobs are billed at \$.03 per side and standard color copies are \$.20 per side. From January through August 2007, Creative Services produced 37,104 black-and-white copies and 62,985 standard color copies.
- Creative Services Custom Color Copies - Requires artwork by IMC designer before duplicating. Subsequent custom color copies are \$.40 per side. Approximately 500 custom color copies were made between January and August 2007.
- Bindery Services – Laminating, folding, cutting, stapling, and hole-drilling and spiral

binding are also handled by the IMC.

- Campus Operator and Mailroom Services – Through its secretary I staff person, the IMC provides services as the campus telephone operator and mailroom clerk. This includes handling daily on-campus and postal mail – Postal Service, UPS, Fed Ex shipments, etc. – as well as bulk mail. In addition, the staff person schedules facilities and room use as requested by campus employees and off-campus non-profit organizations through EMS. Also, college vehicle requests are handled by this staff person, along with posting of the college marquee sign.

Additional Information

- IMC Charges – All IMC Work Orders are logged into a database and records are kept to account for materials used by each instructor and each administrative support area by assigned codes. Users with copy codes are allowed 1,500 free black and white copies per month for use as either self-serve or KWIKCopies. Copies in excess of the allotted monthly allowance are charged at a rate of \$.03 per side. Free copies are not available to Restricted Fund Programs.
- Copyright Authorization – If materials for duplication by the IMC are copyrighted, it is the responsibility of the originator to obtain the appropriate authorization and permission for reproduction.
- Instructor Syllabi – Instructor developed materials can be duplicated in the IMC and sold in the Manzanita Bookstore.
- Personal Copies – Personal work may be copied on the college copy machines at a cost of \$.05 per copy, payable direct to the IMC.

Current Personnel: Doug Lau, Director of Marketing and Public Relations Officer (FT classified management), Gail Segerstrom, IMC Coordinator (FT classified), Cari Craven, Secretary I (FT classified), and Jessie Pearson, Reprographic Operator III (FT classified). Additional seasonal part-time classified staff members are hired to meet workload demands as needed.

Current Facilities: The office of the Director of Marketing and Public Relations Officer is located in the Manzanita Building. The IMC and mailroom are also located in the upper level of the Manzanita Building.

Future Plans/Needs

According to the director, the expansion of off-campus educational sites, particularly in the Oakdale area has significant implications for the college's marketing program. Media costs are significantly higher in the valley and advertising efforts in Oakdale will tax the already stretched college marketing budget. In addition, with a more prominent Hispanic diverse population, marketing to support the Oakdale site will need to include outreach through the Spanish media.

An electronic work order submission form is available that can be used by those at the

Calaveras and Oakdale sites as well as by faculty and staff on the main campus. Presently it is more cost effective to do the copying for these centers at the main campus and use couriers to take the printed materials to the remote centers.

According to the director the mailroom needs to be administered more effectively and this may involve the use of new methods to sort and deliver the mail. Methods used in the mailroom at Modesto Junior College might be investigated to see if any of the techniques used there could help improve services at Columbia.

Personnel: According to the director there is currently a need for an additional full-time designer to assist the IMC coordinator with the current work load. In the long term there will be a need for an office manager. The current secretarial staff member needs assistance with mail and phones as this position has been expanded to other duties including room scheduling, coordination of janitorial and security services, etc.

Facilities: To meet the service needs of the college community, a modernization of the IMC/Mailroom is planned according to the director. With the recent removal of the old print press the IMC has transitioned into a photocopy center freeing up valuable floor space. This modernization plan will reconfigure the current space to become a more user friendly, “Kinko’s” style service area and provide space for the director’s office. More copiers will be needed to serve larger numbers of faculty and students as the college grows.

Long term planning needs to consider the possibility of creating a free-standing facility, perhaps a portable structure, with a bigger, more accessible loading dock centrally located on the campus.

Once the Oakdale facility is built, it will need its own self-service copiers for faculty and student use.

Facilities Planning and Operations

Current Description

Facilities Planning and Operations is a function of the Yosemite Community College District Office. This office provides support to the colleges and Central Services to plan and construct facilities to meet the needs in under-built instructional and operational space. The department facilitates coordination between operations, outside contractors and college staff for all construction projects including scheduled maintenance and hazardous substance removal. Each college of the district is staffed with a campus facilities operations manager. The on-campus facilities staff is responsible for maintenance, repair, and custodial services at the college.

The Facilities department does report to the college chief operations officer in order to coordinate and direct facility activities on campus. The chief operations officer is also responsible for the planning and oversight of facilities projects for the college. The chief operations officer together with the college's Facilities Committee provides the leadership for the development and implementation of the college's Facilities Master Plan and Campus Master Plan.

Current Personnel: Jonathan Sterling, Campus Facilities Operations Manager I (FT classified management), Joycie Lopez, Support Staff II (.50 classified), Steven Frost, Custodian Lead (FT classified), Tammie Brumlow, Custodian (FT classified), Eileen Cupit, Custodian (FT classified), Christian Pomeroy, Custodian (FT classified), Kathleen Thuloweit, Custodian (FT classified), Lorraine Rasmussen, Custodian (FT classified); Steven D'Orsay, Grounds Maintenance II (FT classified); Darin Blume, Maintenance II (FT classified), Steven Shively, Maintenance II (FT classified), Charles Cooper, Carpenter Maintenance III (FT classified), Ken Ciabatti, Maintenance I (FT classified); Richard Moody, HVAC Technician (FT classified). There is currently one Grounds Maintenance II position open.

Current Facilities: The Facilities department is housed in a series of buildings in the college's maintenance and transportation yard.

Future Plans/Needs

The Columbia College community prides itself on the high quality of its natural and physical environment. As the college continues to grow at off-campus sites such as the Calaveras Center and Baker Station and as the main campus ages, the Facilities department will be stretched to provide a clean and safe learning environment. With the completion of the college's "Measure E" bond projects, the Facilities department capability to provide facilities support will be even more significantly impacted. Two new major facilities are planned on campus as well as two off-campus sites. According to the chief operations officer, the Facilities Department will require additional staffing in order to continue to meet the facilities needs of the college.

Transportation

Current Description

The Yosemite Community College District maintains a small college-based fleet of vehicles. These include buses, vans, pick up trucks, sedans, heavy equipment, and numerous electric service carts. The Transportation department provides on-campus repair and maintenance for all college vehicles. The Transportation department also functions as the college's receiving department.

Current Personnel: Marvin Ghan, Equipment Mechanic and Receiving (FT classified).

Current Facilities: Transportation is housed in a series of buildings in the college's maintenance and transportation yard.

Future Plans/Needs

Planning for this area is handled at the Yosemite Community College District Office. When buses are needed for field trips the Central Services Office is contacted and a bus is provided. The need for this service is increasing; however the current facility at Columbia is not suited to housing or maintaining highway type bus/coaches. If trips increased to a point where a bus would need to be stationed at Columbia, existing facilities would not be adequate.

According to the staff member interviewed, it would be ideal for the district to purchase a new intra-campus/DSPS shuttle. The current intra-campus shuttle bus (14-passenger) is an older vehicle and it is difficult to find replacement parts for it. The company that built the body is no longer in business, making these repair parts impossible to obtain. The small DSPS van with wheelchair lift is also an older vehicle and can only accommodate one wheelchair. In the future, as funding allows, a 14-18 passenger bus with a wheelchair lift would be an ideal replacement for these two older Columbia College vehicles.

Population Statistics



Tuolumne County

Calaveras County

Oakdale Site

State Comparisons

Population Statistics

Data for population statistics and projections were obtained from EMSI/CCbenefits (Economic Modeling Specialists). This is a web tool subscribed to by the district.

Department of Finance population projections for Tuolumne and Calaveras counties were available for 2010 and were quite different from the numbers obtained from EMSI/CCbenefits. Department of Finance estimates are noted in the following table (98) with an asterisk. (Exhibit D, pages 312-314) contains an explanation of how the Department of Finance and EMSI/CCbenefits make population projections.)

Table 98. Population Projections by Service Area and State

| | Age | Pop 2007 | Pop 2010 | Pop 2015 | Net Change in Pop 2007-2015 |
|-------------------------|-------|-------------------|-------------------|-------------------|-----------------------------|
| Tuolumne County | | | | | |
| | 15-24 | 8,543 | 7,990/7913* | 6,575 | 23% decrease |
| | 25-39 | 12,702 | 15,333/8,838* | 19,548 | 54% increase |
| | 50-69 | 15,847 | 16,233/18,010* | 15,837 | <1% decrease |
| Total | | 37,092 | 39,556 | 41,960 | 13% increase |
| | | | | | |
| Calaveras County | | | | | |
| | 15-24 | 6,312 | 6,147/6,614* | 4,735 | 25% decrease |
| | 25-39 | 9,317 | 12,469/5,814* | 18,351 | 97% increase |
| | 50-69 | 13,239 | 13,267/15,613* | 12,042 | 9% decrease |
| Total | | 28,868 | 31,883 | 35,128 | 22% increase |
| | | | | | |
| Oakdale Area | | | | | |
| | 15-19 | 5,113 | 5,113 | 4,673 | 9% decrease |
| | 20-24 | 4,191 | 4,671 | 4,890 | 17% increase |
| | 25-39 | 12,824 | 14,284 | 17,399 | 36% increase |
| | 50-69 | 12,016 | 13,655 | 15,949 | 33% increase |
| Total | | 34,144 | 37,723 | 42,911 | 26% increase |
| | | | | | |
| State | | | | | |
| | 15-19 | 2,842,520 | 2,822,042 | 2,504,382 | 12% decrease |
| | 20-24 | 2,775,203 | 2,954,905 | 3,045,778 | 10% increase |
| | 25-34 | 5,195,485 | 5,440,598 | 6,050,246 | 16.5% increase |
| | 35-39 | 2,692,476 | 2,560,026 | 2,565,273 | 5% decrease |
| | 50-69 | 7,250,818 | 7,988,175 | 8,985,803 | 24% increase |
| Total | | 20,756,502 | 21,765,746 | 23,151,482 | 11.5% increase |

Tuolumne County

Tuolumne County alone accounted for 64% of all enrollments in fall 2004. In this county, the population subgroup of 15-24 year olds is projected to decrease by 6.5% by 2010, and to decrease by another 16.5% (23% net decrease) by 2015. The number of adults ages 25-39 is projected to increase by 21% by the year 2010, and to increase by an additional 33% (54% net increase) by 2015. The number of older adults, ages 50-69, is projected to increase by only 2% by the year 2010. This subpopulation should remain quite stable by the year 2015, with a net decrease of less than 1% from the year 2007. Given the discrepancies between population projections made by EMSI/CCbenefits and the Department of Finance for 2010, caution should be used in interpreting these data.

Calaveras County

Columbia College is investing in the development of the Calaveras site which accounted for 19% of the Columbia campus enrollments in 2004; following are the population statistics for this county alone. By the year 2010, the population subgroup of 15-24 year olds is projected to decrease by 2.6%, and by the year 2015 to decrease by an additional 22.4% (net decrease of 25%). The 25-39 year old subgroup is expected to see a jump of 34% growth by the year 2010 and may increase by another 64% by the year 2015 (net increase of 97%). The older subpopulation of 50-69 year olds is projected to increase by less than 1% by the year 2010, but by 2015 this subpopulation should see a decrease of 8% (net decrease of 9%). Given the discrepancies between population projections made by EMSI/CCbenefits and the Department of Finance for 2010, caution should be used in interpreting these data.

Oakdale Site

Planning for Oakdale suggests a need to analyze the population statistics for the Stanislaus County zip codes that are predicted to be the primary geographic areas that will generate student enrollments for the site. These zip codes encompass Oakdale, Knight's Ferry, Valley Home, Riverbank and Waterford.

For this service area, the population statistics for the subgroup of 15-19 year olds are very different from those in the 20-24 year old subgroup. Hence these two subgroups will be analyzed separately to give a more accurate picture of what may occur between now and 2015. The 15-19 year old subgroup is projected to see 0% change in population between 2007 and 2010 (remaining at 5,113). However, by 2015, this group should see a 9% decline in population (4,191 individuals). By contrast, the number of 20-24 year olds is projected to increase 11% by 2010 and to see an additional increase of 6% by 2015 (a net increase of 17%).

By 2010, the population subgroup of 25-39 year olds is projected to grow by 11% and by 2015 and to grow by an additional 25% (a net growth of 36% between 2007 and 2015). In a similar fashion, the number of 50-69 year olds is projected to increase 14% by 2010, and to see an additional 19% increase by the year 2015 (a net increase of 33%). Given the discrepancies between population projections made by CCbenefits/EMSI and the Department of Finance for 2010, caution should be used in interpreting these data.

State Comparisons

In order to determine whether the changes in population demographics noted above are particular to the Columbia College service areas, an analysis was done for the same age subgroups at the state level for comparison.

Unlike Tuolumne and Calaveras counties, where substantial decreases may occur, especially over the mid-term time frame of 2007-2015, for both subgroups of 15-19 year olds and 20-24 year olds, for the state as a whole these groups may behave quite differently in terms of population change. For the subgroup of 15-19 year olds, the state has projected only a 1% decrease by 2010 and an additional modest 11% decrease by 2015. However, the number of 20-24 year olds in the state should see a small increase of 6% by 2010, and an additional increase of 4% by 2015.

Again, statewide changes among the 25-39 year old subgroup used for analysis above (because of similar increases among 25-29, 30-34 and 35-39 year old segments of the group) are not similar across this grouping of age ranges. The subgroup of 25-34 year olds is projected to increase about 5% by the year 2010 and to see an additional 11.5% growth by 2015. However the 35-39 year old subgroup is projected to decrease 5% by 2010 and remain steady in 2015.

Across the state, population change predictions for 50-69 year olds are similar to those described for the Columbia College service areas. By 2010 this group of older adults is projected to increase by 10% and by 2015 should increase by an additional 14% (net increase of 24%).

Given the discrepancies between population projections made by EMSI/CCbenefits and the Department of Finance, caution should be used in interpreting these data.

Area Economic Overview

Columbia College
Service Area



Area Economic Overview

Columbia College Service Area

The Columbia College service area, for the purposes of this Educational Master Plan, consists of all of Tuolumne and Calaveras Counties and the portions of Stanislaus County which include Oakdale, Knight's Ferry and Valley Home, Riverbank and Waterford. Although educational planning documents for the Oakdale and Calaveras sites will be included as addendums to this Educational Master Plan, economic projections for these areas were included here since even students who exclusively attend the Columbia College main campus can be expected to seek employment in this larger geographic area.

In addition to taking note of the future trends predicted for population demographic shifts that will occur over the next eight years, important drivers of future planning for the college are the predicted changes in industry and occupation that are on the horizon. Columbia's vision statement includes the following sentence: "Columbia College will continue to provide comprehensive, exemplary educational programs and services which respond to the...collective economic...needs of its diverse communities."

Vocational education has long been a strong component of Columbia College's mission. In order to adequately plan for future occupational and industry needs in our service area, a detailed industry and occupation analysis was completed using the EMSI/CCbenefits web tool subscribed to by the district.

All analyses in this section were done examining industries and occupations that usually require an associate or vocational education degree or certificate to secure employment.

Exhibit D, pages 312-314, contains an explanation regarding how EMSI/CCbenefits obtains demographic data and makes population and employment projections.

The next four pages contain tables and graphs displaying some relevant occupational information for the greater Columbia College service area.

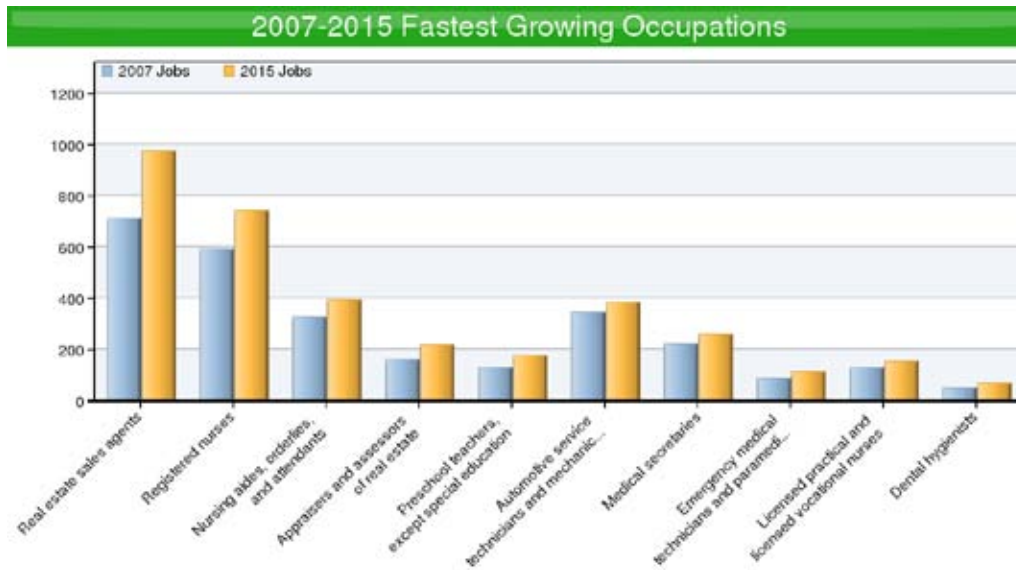
The table (99) below lists the top 20 fastest growing job classifications in the greater Columbia College service area over the next 8 years (that require an associate or vocational level degree or certificate) listed in order of number of new jobs that are predicted to be available.

Table 99. Top 20 Fastest Growing Occupations

| SOC Code | Description | 2007 Jobs | 2015 Jobs | Growth | Growth % | 2006 Hourly EPW |
|----------|---|-----------|-----------|--------|----------|-----------------|
| 41-9022 | Real estate sales agents | 709 | 976 | 266 | 38% | \$19.31 |
| 29-1111 | Registered nurses | 591 | 743 | 153 | 26% | \$31.94 |
| 31-1012 | Nursing aides, orderlies, and attendants | 327 | 394 | 68 | 21% | \$10.31 |
| 13-2021 | Appraisers and assessors of real estate | 160 | 219 | 59 | 37% | \$20.04 |
| 25-2011 | Preschool teachers, except special education | 129 | 174 | 45 | 35% | \$11.62 |
| 49-3023 | Automotive service technicians and mechanics | 346 | 386 | 40 | 11% | \$15.69 |
| 43-6013 | Medical secretaries | 221 | 260 | 39 | 18% | \$12.73 |
| 29-2041 | Emergency medical technicians and paramedics | 85 | 112 | 27 | 32% | \$15.09 |
| 29-2061 | Licensed practical and licensed vocational nurses | 130 | 154 | 24 | 18% | \$19.02 |
| 29-2021 | Dental hygienists | 50 | 68 | 18 | 36% | \$41.90 |
| 15-1041 | Computer support specialists | 88 | 105 | 16 | 18% | \$14.94 |
| 29-2071 | Medical records and health information technicians | 58 | 73 | 15 | 27% | \$12.79 |
| 39-9031 | Fitness trainers and aerobics instructors | 83 | 98 | 15 | 18% | \$12.78 |
| 23-2011 | Paralegals and legal assistants | 50 | 64 | 14 | 28% | \$20.21 |
| 43-6012 | Legal secretaries | 79 | 93 | 14 | 18% | \$13.65 |
| 49-3031 | Bus and truck mechanics and diesel engine specialists | 96 | 108 | 12 | 13% | \$17.81 |
| 39-5012 | Hairdressers, hairstylists, and cosmetologists | 136 | 147 | 10 | 8% | \$8.14 |
| 29-2034 | Radiological technologists and technicians | 44 | 54 | 10 | 23% | \$26.70 |
| 19-4093 | Forest and conservation technicians | 76 | 85 | 9 | 12% | \$13.76 |
| 31-9094 | Medical transcriptionists | 37 | 46 | 9 | 24% | \$14.54 |

All 20 of these jobs are in the top 28 largest occupations in the area, indicating continued robust employment opportunities in these classifications. Seventeen of these jobs are among the top 50 highest paying jobs in the area. Only hairdressers, nursing aides and preschool teachers were not among the top paying jobs. The graph (67) below displays the top 10 fastest growing job classifications and the increase in number of jobs available in the greater Columbia College service area from 2007-2015.

Graph 67. Top 10 Fastest Growing Occupations



Source: CCbenefits, 2007

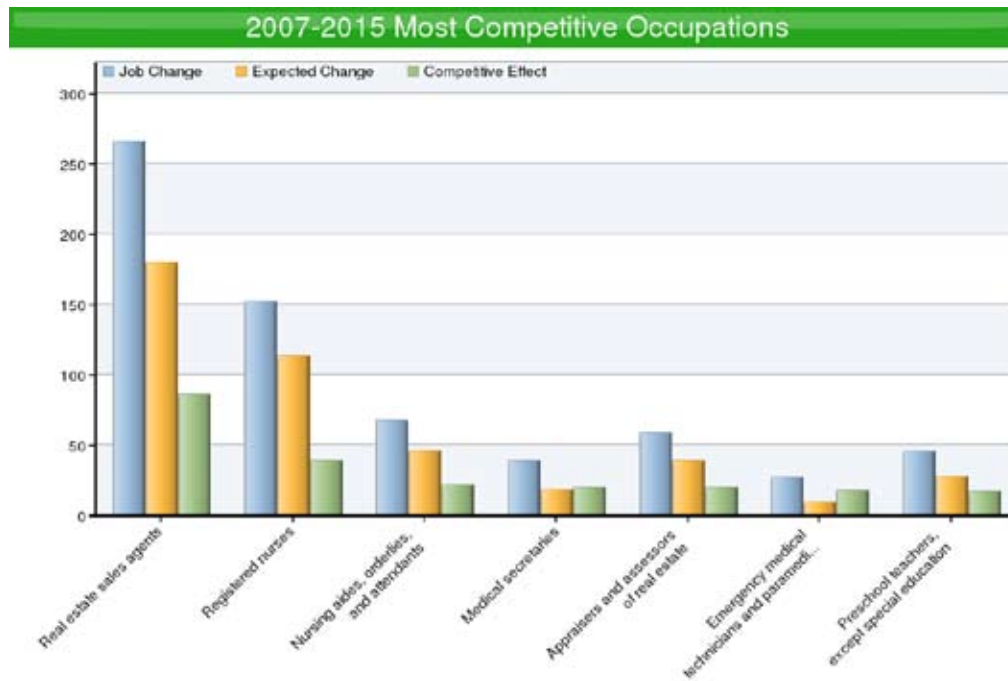
The table (100) below shows the top 10 most competitive occupations in the geographical area studied (that require an associate or vocational education degree or certificate.) These are the occupations which are growing faster in the area studied than would be expected, given national economic and industry trends, over the next 8 years.

Table 100. Top 10 Most Competitive Occupations

| SOC Code | Description | Job Change | Occ Mix Effect | Nat Growth Effect | Expected Change | Competitive Effect | 2006 Hourly EPW |
|----------|---|------------|----------------|-------------------|-----------------|--------------------|-----------------|
| 41-9022 | Real estate sales agents | 266 | 117 | 63 | 180 | 86 | \$19.31 |
| 29-1111 | Registered nurses | 153 | 61 | 52 | 113 | 39 | \$31.94 |
| 31-1012 | Nursing aides, orderlies, and attendants | 68 | 17 | 29 | 46 | 22 | \$10.31 |
| 43-6013 | Medical secretaries | 39 | -1 | 20 | 19 | 20 | \$12.73 |
| 13-2021 | Appraisers and assessors of real estate | 59 | 25 | 14 | 39 | 20 | \$20.04 |
| 29-2041 | Emergency medical technicians and paramedics | 27 | 2 | 8 | 9 | 18 | \$15.09 |
| 25-2011 | Preschool teachers, except special education | 45 | 16 | 11 | 28 | 17 | \$11.62 |
| 29-2061 | Licensed practical and licensed vocational nurses | 24 | 3 | 12 | 15 | 9 | \$19.02 |
| 51-9141 | Semiconductor processors | 6 | -2 | 2 | 0 | 6 | \$15.67 |
| 19-4093 | Forest and conservation technicians | 9 | -4 | 7 | 3 | 6 | \$13.76 |

The graph (68) below displays the top seven most competitive occupations in the greater Columbia College service area (that require an associate or vocational education degree or certificate). The graph shows the amount of job change predicted and the amount of change expected given prevailing national economic and industry trends. The competitive effect shows that these jobs are increasing in the geographical area studied at a faster rate than expected when taking into account broader national economic and industry trends.

Graph 68. Top Seven Most Competitive Occupations



Source: CCbenefits, 2007

Summary & Recommendations

Introduction

President's Office

Institutional Research and Planning Office

Instructional Services

Learning Support Services

Institutional Operations

Recommendations related to Demographic and
Economic Factors Affecting Columbia College



Summary and Recommendations / 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.

What follows is a brief summary of the most important activities and recommendations for the college:

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.

Institutional Research and Planning Office

The Institutional Research and Planning Office is responsible for 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.

Instructional Services

Twelve areas of instruction are expected to increase at relatively greater rates than that predicted for the college as a whole:

- Philosophy: 2% increase in FTES per year on average
- Biology: 3% increase in FTES per year on average
- Physical Sciences: 5% increase in FTES per year on average
- Health and Human Performance: 2% increase in FTES per year on average
- English: 3% increase in FTES per year on average
- Automotive Technology: 1.34% increase in FTES per year on average
- Business Administration: 1.80% increase in FTES per year on average
- Child Development: 5% increase in FTES per year on average
- Computer Science: 5% increase in FTES per year on average
- Fire Technology: 10% increase in FTES per year on average
- Welding: 5% increase in FTES per year on average
- Guidance: 5% increase in FTES per year on average

Eight areas are expected to grow at about the same rate as that predicted for the college as a whole (.7% increase in FTES per year on average, see pages 233-235 for an explanation):

- Psychology
- History
- ESL
- Art
- Speech
- Mathematics
- Emergency Medical Services
- Hospitality Management

One area is expected to grow at a slightly slower rate than that predicted for the college as a whole (see page 61):

- Political Science: .57% increase in FTES per year on average

Ten areas are likely to remain static for the next several years:

- Sociology
- Anthropology
- Geography
- Humanities
- Spanish
- Music
- Dramatic Arts (this area may experience a decrease after fall 2008)
- Allied Health
- Forestry and Natural Resources
- Office Technology

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.

For some areas it was not possible to make accurate predictions of growth due to small amounts of data or due to a large degree of variability in the data. For some areas indicators for potential growth or decline pointed in different directions, again contributing to an inability to make reliable projections at this time:

- Learning Skills
- Other Behavioral Sciences
- Liberal Arts
- Library Science
- Education Aide

One area, film, responsible for a very small number of FTES, will be moved to Community Education. This document will be revised periodically and new data will be used to make adjustments in growth predictions.

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 (SLOs) 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 SLOs 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 educational 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.

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.

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.

Recommendations related to Demographic and Economic Factors Affecting Columbia College:

- The college will need to develop strategies to target enrollment efforts to the older demographic group of students (25-39 year olds) that is expected to grow in Columbia College's local service area, while the typical population of 18-24 year olds declines over the next seven years (see Chapter 4, pages 271-276). Efforts to recruit high school students into the Middle-College Program may lead to a long-term increase in college enrollments as some of these students are retained and go on to pursue college-level work at Columbia. As one-quarter of Columbia's students are over fifty, instructional programs need to continue to be developed that will appeal to this segment of the student body.
- Although the Hispanic student population is not increasing at Columbia College at the same high rate as in other parts of the state (see Table B, page 8), there is a perceived need to increase efforts to serve the local Spanish-speaking population of working young adults. One long-term goal is to assist a certain percentage of ESL students in making the transition to become college students. Once an ESL student has mastered the English language, their choice of careers may be broadened and opportunities denied to individuals who do not speak English will become available.
- Given that the median household income in the local Columbia College service area (Tuolumne County = \$41,067) is lower than the state average (California = \$49,894) (both figures from USDA, Economic Research Service, based on 2004 data), student services that encourage residents of lower socioeconomic status to pursue postsecondary education by helping them obtain available financial aid should continue to be promoted and supported. Students with disabilities also need to continue to be assisted in getting the support they need to achieve educational goals.
- The partnerships that currently exist between Columbia College and the local business and professional communities should continue to be strengthened and expanded to enhance future local employment prospects of graduating students

and to assist the community by contributing to a qualified labor force.

- Occupational programs should engage in coordinated efforts of outreach and engagement to increase enrollments in the college's unique programmatic offerings (e.g., Fire Technology, Hospitality Management, etc.)
- Occupational programs that are related to growth industries (e.g., Automotive Technology, Allied Health, Child Development, Computer Science, Emergency Medical Services, Forestry and Natural Resources and Office Technology) should receive increased support for the development of appropriate curriculum and in attracting students.
- Outreach and marketing efforts need to continue to recruit new students to the main campus and to the two off-site centers.
- In order to remain competitive for enrollments in an environment that includes increased use of distance education, all efforts to support the current Title III grant application should be made. Distance education offerings need to be promoted outside the local service area.

Implications

of the Educational Master Plan
for the Facilities Master Plan
and the Campus Master Plan



Implications of the Educational Master Plan for the Facilities Master Plan and the Campus Master Plan

As mentioned earlier in this document, the primary purpose of an Educational Master Plan is to provide a planning foundation for all aspects of the college. This includes providing a framework for the planning of the college's physical environment—the Facilities Master Plan and the Campus Master Plan. As the Educational Master Plan was updated and developed to meet current Columbia College needs, the Goals and Strategies were developed with implications for the physical environment.

As was the case with Columbia College, the update of its Educational Master Plan happened to coincide soon after the passing of “Measure E”, bond financing that provided capital for the upgrade, renovation, and expansion of the college's facilities. The responsibility for overseeing the development and implementation of “Measure E” projects and the development of the college's long-term facilities plan lie within the Campus Master Plan. The Columbia College Master Plan team began bi-monthly meetings with the Campus Master Plan Committee to gain direction and gather input from campus stakeholders. Upon completion of this task, the primary governance body that advises the college President on facilities matters is the Facilities Committee, through College Council.

As the college's 2007-2008 educational master planning process was coming to a conclusion and implications associated with the physical environment had been identified, a meeting with College Council occurred to review the final draft of the plan. The purpose of this meeting was to provide an overview of the Educational Master Plan and to make sure that the mission statement and goals and strategies that impact the planning of the college's physical environment were in alignment with its educational purposes, core values and guiding principles stated in the College's Facilities Master Plan. The Core Values and Guiding Principles stated in the revised, Columbia College Facilities Master Plan, 2004 are as follows:

Core Values

- Promote sustainable practices in all facilities
- Provide safe and healthful facilities
- Preserve the unique environment of Columbia College with minimal impact
- Commit to provide students with state-of-the art learning facilities
- Provide accessible education to the communities that we serve
- Provide an adequate infrastructure to support the college community

Guiding Principles

- Use land effectively
- Build and maintain excellent facilities
- Incorporate green technology in the construction of new facilities
- Create an aesthetically pleasing environment and ensure that new facilities are designed in concert with the unique natural environment and architectural design of Columbia College
- Incorporate state-of-the art technology in the design of new and existing facilities
- Explore options to improve accessibility to the college campus, its facilities, and at remote sites

- Improve educational accessibility through the use of alternative delivery methods
- Promote the integration of infrastructure needs as it relates to construction of new facilities and/or modification of existing facilities
- Recognize that Columbia College contains less than 100 acres of buildable land
- Limit enrollment and facility growth at any one site to a size conducive to a quality educational environment

The revised, Facilities Master Plan 2004, Core Values and Guiding Principles were determined by College Council to be in direct alignment with the College's Guiding Principles and Core Values as noted in this Educational Master Plan (pages 12-13; 20-21). The Columbia College community is committed to following this set of enduring core values—both educationally and institutionally wherein the development of the college meets the needs of the present, without compromising the ability of future generations to meet their own needs:

- **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.

During the educational master planning process with College Council, members of the Council expressed the need for keeping the community at large informed of all new projects developed on the campus. They also indicated that the Educational Master Plan had to be viewed as a fluid document—as the key educational driver of the College. The existing structures facilities improvements (both with and without “Measure E” funds) that have occurred, are in harmony with the unifying architectural design theme that focuses on the natural aesthetics of the campus and the instructional and student services needs of the campus community. This has been very helpful in assisting Columbia College to develop a reputation as one of the most attractive community colleges in the nation as well as the primary higher education resource for the surrounding community. By overlaying the college’s image and profile onto the Facilities Master Plan, Campus Master Plan and “Measure E” defined projects, an even more unified and stronger campus image will be created.

The Columbia College Strategic Plan



The Columbia College Strategic Plan

Last spring (2007) the Columbia College, College Council was charged with the task of developing an integrated planning process for Columbia College that would complete our strategic planning process—this included the Educational Master Plan. This Council first adopted the Yosemite Community College Strategic Plan, 2007-2013, at their January 12, 2007 meeting. Thus, this strategic plan was used as the starting point for the college's planning. Next, the president worked with College Council to review the assessment and evaluation of the planning documents—this group worked as a team to establish a starting point for the planning process.

The Council developed a revised mission statement and vision statement. Moreover, the College Council worked diligently to integrate the philosophies and verbiage contained in numerous Columbia College documents—planning and otherwise, to revise the Columbia College Vision Statement and to develop the Columbia College Core Values for the institution. The Council felt strongly that the vision statement should articulate, “Where we want to be,” and a value statement, or core values, should, “Be the moral compass” of the organization.

College Council members were tasked with communicating the planning process used and the documents developed to their constituency groups and to bring feedback from those groups back to the Council. Additionally, this participatory governing body, College Council, discussed two ongoing goals of the group. The first goal was to identify common direction(s) of college constituents and their visions for the future of the college; to identify and develop the institutional plan in order to improve institutional communication and cohesion; to develop a realistic perspective; and to balance short-term and long-term college goals. The second goal stated was that College Council wanted to “take the lead” in establishing criteria for making strategic decisions about programs and requisite funding in order to determine the efficacy of those decisions in achieving college goals.

Columbia College recognizes that with the completion of this Educational Master Plan—the institution now has the educational driver which completes our strategic planning process. (Please note: Columbia College Strategic Planning Process Cycle, exhibit A, page 307). However, the college is also keenly aware that planning is a fluid process that will develop as the campus grows and achieves both its short-term and long-term goals.

Exhibits



Exhibit A:
Columbia College Strategic
Planning Process Cycle and
Integrated Plan for Resource
Allocation

Exhibit B:
Columbia College
Organizational Chart

Exhibit C:
Explanation of Derived Data

Exhibit D:
EMSI/CCbenefits Demographic
Data & Projections Department
of Finance Demographic
Research Unit Technical Notes

Exhibit E:
Department and Service Area
Interview Planning Templates

Exhibit F:
Alternative Media Descriptions

Exhibit A

Columbia College Strategic Planning Process Cycle and Integrated Plan for Resource Allocation

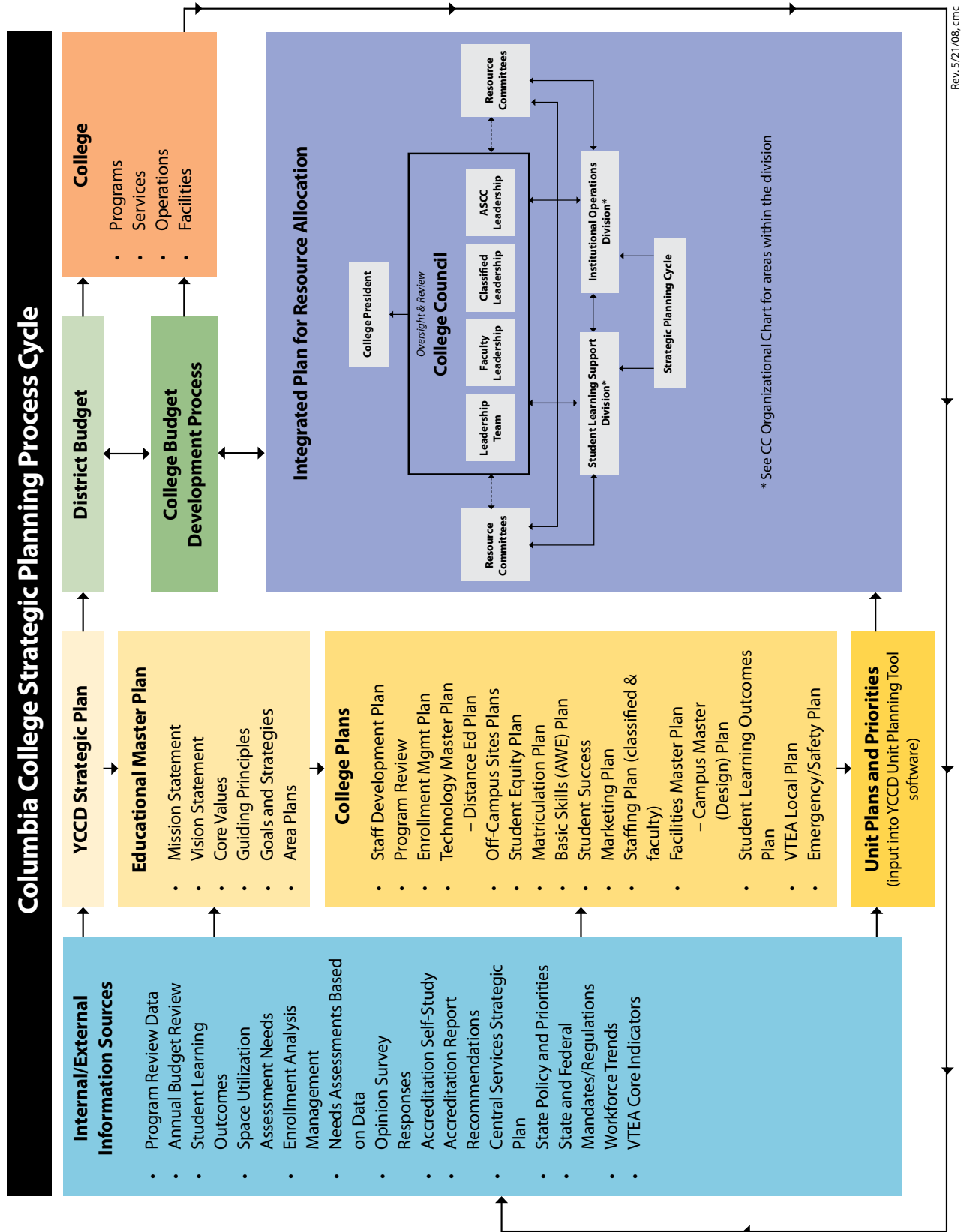


Exhibit B

Columbia College Organizational Chart

8-30-07

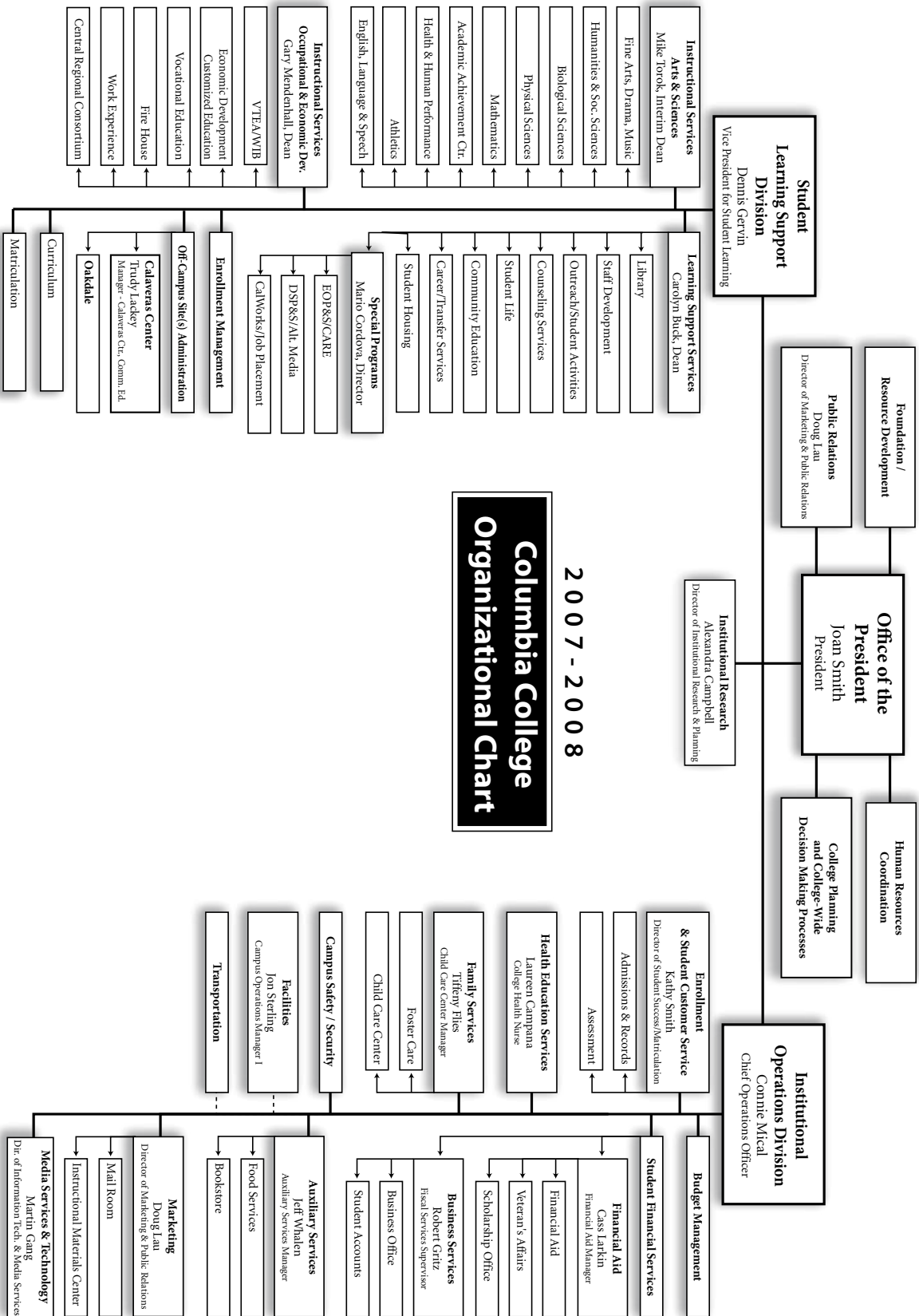


Exhibit C

Explanation of Derived Data

Section Data

- Data prior to summer 2004 is from our legacy system called 'DSK'.
- Data from summer 2004 and on is from our 'Datatel' system.
- Cancelled sections are excluded.
- Community Education sections are excluded.
- College Skills sections are excluded. Contact hours and enrollments are not stored in Datatel for these sections.
- Master/Detail or Co-Listed sections counted individually
- All attendance accounting methods/funding sources, including exempt are included, except for non-credit.
- Tops Code: DSK – from CMD screen; Datatel – Local Government code on SECT screen.
- Enrollment is Section-Level 1st Census enrollment
- WSCH definition: FTE'S * (525/Term Length Multiplier).
- Beginning in fall 2002 - FTE's were calculated using the apportionment grid and the college went from an 18 week to a 16 week semester.
- Beginning in fall 2004 - Distance Education FTE's became census day/week procedure.

Changes

- Fall 2000 and 2005 are only reported.
- Term enrollment hours are the sum of 1st census enrollment * section clock hours for 1f and 2f.
- Term clock hours are the sum of the section clock hours.
- Lecture, Lab and Lecture/Lab are credit only
- Tops Code Description is included.

a) All MJC

- DSK Campus Location = 2
- Datatel Term include 'C' and has a meeting pattern

b) Lecture only

- DSK Class meeting type 'LEC' excluding a lecture with any other meeting type - except 'OR' Excludes 'LEC' with campus=online and room=internet
- Datatel Instructional Method of 'LEC', 'LEC1', 'LEC2', 'LEC3', 'LECD', 'DIR', 'ITV', 'WEXP', 'FLXP' only. Independent Study, TV and Work Experience are now included in here because how they are coded in DSK.

- c) Lab only
- DSK Class meeting type 'LAB' excluding a lab with any other meeting type - except 'OR'
Excludes 'LAB' with campus=online and room=internet, if any
 - Datatel Instructional Method of 'LAB;LAB1;LAB2;LAB3' OR
Instructional Method of 'CAI;DINT;DINT1;DINT2;DINT3' and building <> 'CONL'
- d) Non-Credit
- DSK Attendance Accounting Method = 'N'
 - Datatel ~~Funding Accounting Method = 'PANC'~~
Minimum credit units are = 0.
- e) Distance Education
- DSK Campus='ONLINE' OR Room='INTERNET'
 - Datatel Instructional Method of 'CAI;DINT;DINT1;DINT2;DINT3' and building = 'CONL' or room = 'INTERNET'
~~NOTE: Beginning in Summer 2004, distance education used apportionment hours, not units.~~
- f) Lecture & Lab
- DSK Class meeting types are both 'LEC' and 'LAB'
 - Datatel Instructional Method of 'LEC;LEC1;LEC2;LEC3;LECD', 'DIR', 'ITV', 'WEXP', 'FLXP' PLUS
Instructional Method of 'CAI;DINT;DINT1;DINT2;DINT3' and building <> 'CONL'

Employee Data

- Counts are duplicated.
- DSK – account number/work location determines MJC, tops code in account number used
- Part-time includes student workers
- Paid Sabbaticals are included.
- Employees on unpaid leave are excluded
- October payroll was used for Fall; ~~February payroll was used for Spring~~

Changes

- Staff is separated between classified and management.
- Community Education is included.
- DSK uses major description and Datatel uses the account number activity description the tops code/CSS/ASA code description.

- a) Full Time
- DSK Employee Type = 'M'
Management Code = '1' for management, '2' for faculty and '3' for classified
MDH Code = 'M' (monthly)
Pay location is 40 or account location is 4, 5, 6.

 - Datatel Pay cycle is 'RF' for faculty,
Pay class is 'MGR' or 'EXE' for management
Classified is any non-instructor paid monthly
Location = 'M'
- b) Part Time
- DSK Employee Type = 'H'
Management Code = '0' for hourly
Employee Number begins with a 'C' for faculty (certificated) or 'N' for classified
Pay location is 40 or account location is 4, 5, 6.

 - Datatel Pay cycle is 'HR' for faculty,
Pay cycle is 'HR' or 'ST' for staff
Faculty is coded as an instructor
Location = 'M'

Exhibit D

EMSI/CCbenefits Demographic Data & Projections

EMSI demographic data and projections are based on three major sources: (1) US Census Bureau annual estimates, County Population Estimates, (CPE) (2) birth and mortality rates from the US Health Department, and (3) projected regional job growth. To obtain our estimates, national birth and mortality rates are calculated by age, gender, and race using information from the US Health Department. These are then combined with county-level annual population estimates published by the US Census Bureau in CPE to create the final current population numbers, with localized birth/mortality rates. To create demographic projections, EMSI uses past trends along with its own employment projections, on the assumption that people will follow jobs.

Department of Finance Demographic Research Unit Technical Notes

Basic Method

The Department of Finance uses a baseline cohort-component method to project population by age, gender and race/ethnicity. For this projection series, there are seven mutually exclusive race/ethnic groups: Hispanics and non-Hispanic American Indians, Asians, Blacks, Multiracial persons, Pacific Islanders and Whites. A baseline projection assumes people have the right to migrate where they choose and no major natural catastrophes or war will befall the state or the nation. A cohort-component method traces people born in a given year through their lives. As each year passes, cohorts change as specified in the mortality and migration assumptions. New cohorts are formed by applying the fertility assumptions to women of childbearing age.

Special Populations

Special (institutionalized) populations are populations that do not age normally. They are found primarily in prisons, college dorms, and group housing on military installations. These populations tend to remain static in age as people enter and leave the institutions. In counties where special populations represent a significant proportion of a specific race/ethnic group's population, they were removed from the base and projected separately. For prison and military populations, the determination was made based on an examination of sex ratios. Adjustments to college dorm populations were based on an examination of age structure. Forecasts from the Department of Corrections and Rehabilitation and the various college campuses were used to determine the opening/closing of facilities.

Survival Rates, Fertility Rates and Migration Proportions

Survival Rates

For the starting date, state-level survival rates were constructed separately for men and women of seven race/ethnic groups. That is, life tables were created for men and women of each race/ethnic group using a five-year average of death data (CY 2000-2004), with the survival rates being derived from each of these life tables.

Fertility Rates

A set of six 5-year age-specific fertility rates (ASFRs for the age range 15-44) for each of seven race/ethnic groups was calculated for each county for each year of the period 2000-2004. For the numerators of these rates, births to mothers under age 15 and births to mothers of unknown age were added to the births of the youngest age group and births to mothers over age 44 were added to births of the oldest age group. Rate denominators were published E-3 2000-2004 estimates by age, gender and race/ethnic group for each county. ASFRs were then averaged for each race/ethnic group of each county to derive beginning fertility rates for the projections. In San Luis Obispo and Yolo counties adjustments to the E-3 populations were made for college students.

Migration Proportions

Migration proportions were developed for the decade of the 1990s by a survived population method. The 1990 population was aged forward in time to 2000 by adding recorded births to form new cohorts and subtracting deaths from existing cohorts. The survived 1990 population was compared to the 2000 population and differences were assumed to be migration. The ten-year migration was annualized and divided by the total to derive a proportion. Then a three-year moving average was used to smooth the migration proportions.

Assumptions

Base Population: As the benchmark (or starting population), the Department of Finance has used the 2000 Census counts as modified by the Bureau of the Census to eliminate the “Other” race category. These counts represent a modification to the race distribution of the census count and not an adjustment for undercount to the total.

Fertility: Two fertility options were used. Depending on current levels and historical trends, local area fertility was either merged to the state norm or followed the state trends. The state fertility norms as expressed in terms of total fertility are as follows:

- Non-Hispanic Whites: 1.83
- Non-Hispanic Blacks: 1.80
- Non-Hispanic American Indians: 1.27
- Non-Hispanic Asians: 1.80
- Non-Hispanic Native Hawaiian and Other Pacific Islanders: 2.10
- Non-Hispanic Multiracial: 1.68
- Hispanics: 2.33

Mortality: Evaluation of the life tables by county, gender and race/ethnic group revealed that the county tables contained many small data cells that could not deliver consistent results. Therefore, statewide survival rates by gender and race/ethnic group were used for all California counties. State-level survival rates were merged to 2050 national-level race/ethnic- and gender-specific survival rates published by the US Census Bureau. It was assumed that the higher of the state rate or the national rate for each race/ethnic-, age- and gender-specific group would be used as the group's 2050 survival rate. The implied life expectancies by race/ethnic group and gender were:

- Non-Hispanic White Females: 81.1
- Non-Hispanic White Males: 76.8
- Non-Hispanic Black Females: 75.7
- Non-Hispanic Black Males: 68.8
- Non-Hispanic American Indian Females: 81.6
- Non-Hispanic American Indian Males: 78.1
- Non-Hispanic Asian Females: 86.9
- Non-Hispanic Asian Males: 82.9
- Non-Hispanic Hawaiian/Pacific Islanders: 78.9
- Non-Hispanic Hawaiian/Pacific Islanders: 72.7
- Non-Hispanic Multiracial Persons: 90.9
- Non-Hispanic Multiracial Persons: 88.8
- Hispanic Females: 84.2
- Hispanic Males: 79.3

Migration: The Department of Finance relied on the expertise of local agencies to assist in the development of local area migration assumptions. When local input was not available, the migration assumptions were made by the Department of Finance based on historical analysis of the county's migration patterns. On a statewide basis, net migration averages 177,000 over the 50-year period.

Demographic Model

The benchmark population was projected using the fertility, mortality and migration assumptions. Applying the fertility assumptions to the women of childbearing ages creates new cohorts. The population ages with time, as the gender-, race/ethnic-, and age-specific survival rates are applied to the population at risk. In addition, the overall migration assumptions by race/ethnicity are distributed using the assumed gender and age proportions. The process is carried forward for 50 years from 2000. Special populations are then added to produce total population projections.

**Columbia College
Educational Master Plan Survey**

Service Area _____ Date: _____

Interviewee _____

Title _____ No. years at CC _____

Current Service:

Description of Services: Already in EMP.

Current space utilized (be as specific as possible regarding type of space, size, and locations):

Personnel currently employed:

Managers _____ Classified FT _____ PT _____

Supervisors _____ Other _____

Future Needs:

Possible effects of increased enrollment (to 2010 and to 2015) on your services:

Has any planning taken place for serving multiple centers and/or campus sites?

Will new methods be used to provide your services? (e.g., Internet)

Space Needs:

Where might expanded services be provided if this occurs?

What part(s) of your services will be centralized or decentralized?

Which other student services or facility operations should be in close proximity to yours?

Anticipated space needs: Short Term (2010) _____

Mid-Long Term (2015) _____

Future Personnel Needs:

Do you anticipate hiring more personnel in future years?

| | Number | Type |
|----------------------------|--------|-------|
| Short Term (3 years): | _____ | _____ |
| Mid-Long Term (8 years) | _____ | _____ |

Additional Comments or special needs:

Exhibit F

Alternative Media Descriptions

Alternative Media Center assists faculty, staff, and students with disabilities by providing access to alternative media formats to meet a variety of instructional needs. They can include, but are not limited to Braille, large print, e-text, captioning, tactile graphics, accessible online teaching and learning, accessible college web site, and etc.

E-Text

The use of electronic digital text (E-text) has emerged as a convenient and popular method of providing access for students who cannot use standard printed materials. Partially sighted individuals can use E-text by taking advantage of built-in options within many standard software applications (e.g. adjusting font size) or through the use of specialized screen magnification software. E-text can also be used with screen reading software to output the text to a speech synthesizer or refreshable Braille display. The main advantage of E-text is that it can be easily stored, searched, indexed, and converted to large print or hard copy Braille through use of a translation program. E-text exists in many formats such as Word, RTF, ASCII, PageMaker, Quark, TIFF, EPS, PDF, etc. The Alternative Media Specialist can access these formats to produce instructional materials in the format best suited for individual students in order to facilitate their learning.

Large Print

For students with sufficient vision, large print is an often desirable accommodation. Although they are somewhat bulkier, materials in large print have all the advantages of regular print. They are relatively portable, require no special equipment, convey all the graphic and spatial information contained in the original, and can be easily referenced. Producing large print copies of materials is simple if the document is not too lengthy and is available in electronic text, although some reformatting may be necessary. However, relatively few textbooks are available in large print and those that are tend to be expensive. Staff can recreate books in large print as needed.

Braille

Braille is a system of reading and writing for blind individuals. The basic unit is the Braille cell. From these six raised dots you can get 64 possible combinations. There are many more ink print symbols than the 64 Braille symbols. For example, most computer systems handle about 96 different ink print symbols. This problem is solved by using contractions, assigning more than one Braille cell to represent certain ink print symbols, and in some cases, by using specialized codes for unique applications. Thus, learning to read and write Braille requires considerable training and practice.

Audio

Providing materials in a recorded audio format is one method of making information accessible to persons who are blind or visually impaired. Many individuals with learning disabilities also use materials in audio format because they find it difficult to process printed information. Audio material is commonly recorded on cassette tapes, but it may also be stored on CD-ROM, DVD and the new format called DAISY. It is also possible to produce material in audio format by having E-text read with a speech synthesizer. A large number

of literary works and standard college textbooks are already available in audio format from organizations such as Recording for the Blind and Dyslexic (RFB&D). Such organizations will also usually record books on request, although this may take some time.



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