

Accreditation Focused Midterm Report

In Response to the Request of the Commission
in the Action Letter dated January 31, 2008



Columbia College

11600 Columbia College Drive
Sonora, CA 95370



Submitted: October 2008

FOCUSED MIDTERM REPORT

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Columbia College Vision Statement

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.

Approved by the YCCD Board of Trustees on May 9, 2007

Adopted by Columbia College Council on April 6, 2007

Columbia College Mission Statement

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

Approved by the YCCD Board of Trustees on May 9, 2007

Adopted by Columbia College Council on April 6, 2007

Statement of Report Preparation

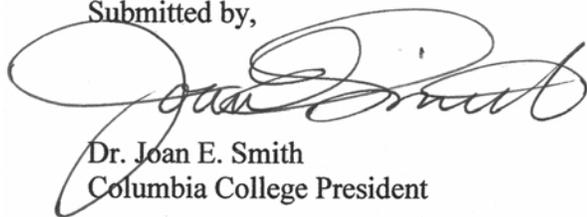
Columbia College was informed by letter, January 31, 2006 that its accreditation had been reaffirmed, with a requirement that the college complete a Progress Report to be submitted by October 15, 2007. It was noted that the report would be followed by a visit by Commission representatives. This visitation occurred on November 19, 2007.

The college was notified via letter on January 31, 2008 indicating that a Focused Midterm Report is due to the Commission on October 15, 2008.

Columbia College respectfully submits this Focused Midterm Report as a summary of the college's institutional progress made in response to the recommendations of the 2005 accreditation visiting team and follow-up to the Progress Report. This report has been prepared by the Vice President of Student Learning, Columbia College's Accreditation Liaison, with input from the Academic Senate President, Classified Senate President and Associated Students of Columbia College President. In addition, assistance was provided by those administrators, faculty and staff members under specific instructional, student services, learning resources, facilities and technology areas whose responsibility involved addressing specific recommendations and planning agenda items identified in the 2005 institutional self study. The Midterm Report was sent via email for the entire college community to review and provide comments to the President's Office.

The college has made significant progress in meeting the recommendations set forth in 2005 and in carrying out the planning agenda items identified in the preceding self study. The institution has benefited from a collaborative college-wide approach to addressing the recommendations. The Columbia College, College Council, as well as other standing college committees have played an important role in the process of institutional improvement centered on accreditation. The Midterm Report was approved by the Yosemite Community College District Board of Trustees on September 10, 2008.

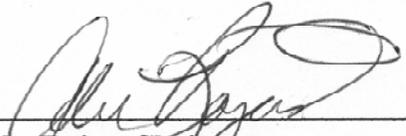
Submitted by,

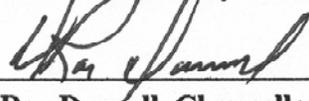


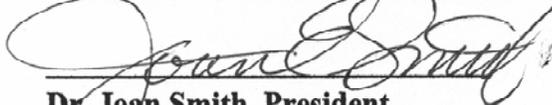
Dr. Joan E. Smith
Columbia College President

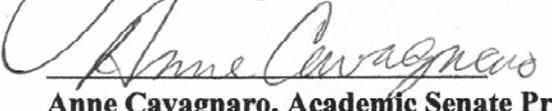
Board of Trustees Approval

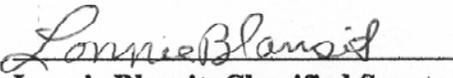
On, September 10, 2008, it was recommended and approved that the Board of Trustees accept the Focused Midterm Report for Columbia College requested by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. We certify that there was participation by the campus community constituent groups and we believe that the Focused Midterm Report accurately reflects the nature and substance of Columbia College.

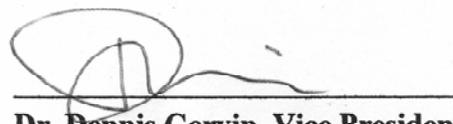

Date: 9/10/08
Abe Rojas, Chair
Yosemite Community College District Board of Trustees


Date: 9/10/08
Dr. Roe Darnell, Chancellor
Yosemite Community College District


Date: 9/10/08
Dr. Joan Smith, President
Columbia College


Date: 9/10/08
Anne Cavagnaro, Academic Senate President
Columbia College


Date: 9/15/08
Lonnie Blansit, Classified Senate President
Columbia College


Date: 9/10/08
Dr. Dennis Gervin, Vice President for Student Learning & Accreditation Liaison Officer
Columbia College

Significant Changes at Columbia College since October 2005

There have been a number of significant changes at Columbia College since the accreditation visit in October, 2005. These include changes in leadership at several levels, a new administrative structure for student services and instruction and the acquisition of new resources, the completion and implementation of several construction projects, and the introduction and implementation of incorporating student learning outcomes (SLO's) at the course, program, and institutional levels.

Leadership changes have included the hiring of the new college President, a new Chancellor for the Yosemite Community College District (YCCD), and a new Dean of Arts and Sciences. Further, the college is currently advertising for a Dean of Student Services, a position that was changed from a Dean of Learning Support Services which came about through the college planning efforts that occurred during the 2007-2008 academic year. A Director of Institutional Research and Planning position was created to support college efforts in achieving and maintaining a "culture of evidence." Columbia College recognizes that as it continues to grow and change, it must be able to assess new processes and outcomes as part of its continuous improvement cycle. Further, a new Director of Information Technology was hired to support college efforts in that area.

New resources included a reallocation in funding by the YCCD to support campus security efforts. With this influx in dollars, the college was able to hire additional security officers to allow two officers to be on duty 24/7. Prior to this, the college only had one guard on duty during most of its shifts, except during special events, etc. Other new resources were the funding of a Title III Strengthening Institutions Grants, which will in part, assist the college in expanding online learning and support as well as increasing its resource development capacity. The Title III funding will be available to the college October 1, 2008.

With the successful passage of Measure E, a district-wide capital bond, Columbia College has undertaken a major construction program to upgrade, modernize, and expand its college facilities. In 2006, the college completed its first two bond projects, both of which greatly enhanced the safety of the campus. With only a single access road, a secondary fire road was added to the campus to provide emergency ingress and egress in case of evacuation. The second safety project improved the disabled parking lot, bus stop, and truck loading zone areas. The summer of 2008 has seen the ground breaking for two more major construction projects, the Public Safety Center and an Auto Technology and Welding facility. The college's new Child Development Center is scheduled to start construction in the fall of 2008 supporting a comprehensive child development program for college students with a comprehensive family care services center for the college and community. Design development is complete on the

College's largest capital project, the Science and Natural Resources building which is scheduled to begin construction in the summer of 2009. To date, all of the college's bond projects have been on schedule and on budget.

A renewed focus has been placed on meeting the needs of our incoming local communities and in recruiting, supporting and retaining new students. New and improved matriculation services now offer new Columbia College students the opportunity to take advantage of assessment, orientation, advisement, registration and enrollment as a single college-wide event (Extreme Registration), which was offered to students for a second year in the fall of 2008. In addition, Columbia College has initiated student email accounts for the fall 2008 semester. Students will be able to receive automatic announcements from the College on; registration dates, latest financial aid information, class add(s) or drop(s), campus closures, class day cancellations and be provided with another means of communication with instructors.

An automated college-wide Early Alert system is now in place to better identify and place students who are in need of support services, and the College is now offering a 'First Semester Experience' cohort that is focused on students that traditionally struggle upon entry to college. The College will also be starting a second year of a middle college program to better serve younger members of our community. The middle college program is a collaborative effort between Columbia College and the Sonora Union High School District and offers alternative learning experiences for students who are not responding to a traditional high school setting.

The result of these changes and college-wide efforts to address the recommendations of the accrediting commission serve to strengthen our commitment to the goal of ensuring student success at Columbia College.

Response to Team Recommendations of the 2005 Visiting Team and Commission Action Letter of January 31, 2008

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

VISITING TEAM’S REMARKS:

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

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

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

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

The recommendation has been met

COLUMBIA COLLEGE RESPONSE/UPDATE:

Columbia College is in a very different place, with respect to communication (Recommendation 1) than it was in the fall of 2005—the time of the comprehensive visitation to the college. As stated in the Progress Report submitted, October 15, 2007, the college made and continues to make extraordinary progress on the recommendations made by the Commission in the 2005 self study and site visitation. Together with new college leadership—and extensive college involvement, significant progress had been made on each recommendation, including Recommendation 1; which was deemed satisfied by the Commission in its report to the college, January 31, 2008.

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

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

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

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

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

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

VISITING TEAM’S REMARKS:

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

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

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

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

The recommendation has been substantially met.

COLUMBIA COLLEGE RESPONSE:

Since the 2005 comprehensive accreditation evaluation, Columbia College has been working to address the development of an integrated comprehensive planning process. In the spring of 2007, a new President arrived at the college and began a major overhaul of existing planning documents and processes. The President began to work with the College Council ¹ in a series of retreats to bring a common understanding of planning processes and accreditation. One of the first actions under this new leadership was for the College Council to adopt the Yosemite Community College District's Strategic Plan as a foundation for establishing its own strategic planning process ².

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

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

The College Council's work on the development of an effective strategic planning cycle made it very clear that the existing Educational Master Plan required significant changes and restructuring to act as the educational driver for college planning. All programs at Columbia

¹ The College Council is the Participatory Governance committee at Columbia College. Its membership consists of 4 students, 4 classified staff, 4 faculty, 4 administrators and the president (chair).

² Under previous leadership, adoption of the YCCD Strategic Plan had been quite controversial

³ See [College Council, C. C. (2008, May 14). Chapter 2; Key Planning Statements. *Columbia College Educational Master Plan* , pp. 17-26]

⁴ See [College Council, C. C. (2008, May 14). Chapter 9; Columbia College Strategic Planning Process. *Columbia College Educational Master Plan* , p. 307]

College took part in the development of the Educational Master Plan ⁵, and it, along with the new college vision, mission, core Values, Goals and Strategic Plans ⁶ was adopted by College Council and all were approved by the YCCD Board of Trustees on May 14, 2008.

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

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

A description of the new Columbia College Strategic Planning Process Cycle ⁸ follows:

⁵ College Council, C. C. (2008, May 14). *Columbia College Educational Master Plan* .

⁶ College Council, C. C. (2008, May 14). Chapter 2; Key Planning Statements. *Columbia College Educational Master Plan* , pp. 17-26

⁷ The YCCD Unit Planning Tool has built in resource prioritization mechanisms and mechanisms for all resource requests to be directly linked to YCCD budget object codes.

⁸ Refer to figure in [College Council, C. C. (2008, May 14). Chapter 9; Columbia College Strategic Planning Process. *Columbia College Educational Master Plan* , p. 307]

- Internal/external information sources (including program review data) and the YCCD Strategic Plan are studied and used to inform the development and revision of the Educational Master Plan which includes general department/area plans. This document provides direction and data to drive the planning processes of the college.
- All other college plans (e.g., Technology Master Plan, Staff Development Plan, Matriculation Plan) are developed using direction and focus provided by the Educational Master Plan and other internal and external sources of information. Updates to the Facilities Master Plan are informed by the Educational Master Plan which is the educational driver for all facilities and equipment planning at the college.
- Unit plans and priorities are updated annually using information supported by program review data, the Educational Master Plan, college plans and other internal and external sources of information. Unit plans for all instructional programs, student services and campus operations demonstrate clear links to college Goals and Strategies ⁹ as outlined in the Educational Master Plan.
- Unit plans and the district and college budgets are used to inform the Integrated Plan for Resource Allocation which is part of the overall Strategic Planning Process. The Integrated Plan for Resource Allocation illustrates the critical ties between planning, resource allocation and budget.
- As part of the Integrated Plan for Resource Allocation, faculty and staff review, revise and prioritize activities that are part of their Unit Plan Projects. College managers then review the unit plans, and add an additional (but separate) prioritization level. It is an important feature to note that management prioritizations do not trump or overwrite faculty and staff priorities; they are recorded along with those generated by faculty and staff. There are also prioritization fields for the college Vice Presidents and President. In all cases, each priority level is stored as a separate (and visible) data element. After the prioritization process, requests for resources are forwarded to the appropriate managers for potential action when college resources/funding become available. The unit planning process takes place in the early spring of each year.
- The district and college budgets, along with the recommendations coming to the college President through the Integrated Plan for Resource Allocation are used to inform final decisions regarding allocation of budget resources for planned activities pertaining to college programs, services, operations and facilities.

⁹ College Council, C. C. (2008, May 14). Chapter 2; Key Planning Statements. *Columbia College Educational Master Plan* , pp. 17-26.

- Information about the performance of college programs (enrollment, student success, persistence, degrees/certificates awarded, etc.), services (student satisfaction, utilization rates, etc.), operations (student satisfaction, financial aid award rates, etc.), and facilities (space utilization, scheduling efficiency, etc.) are collected through the program review process and other institutional research activities including assessment of student learning outcomes.
- These program review data and college research results are then sent out electronically to the campus community to be used in addition to other internal and external information sources. From this point, the Strategic Planning Process Cycle continues.

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

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

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

- Accreditation Self-Study
- Distance Education Plan

¹⁰ Currently reporting from the Unit Planning Tool is a process that requires manual manipulation of a relational database. The College is working with Central Services to refine the reporting functions of this valuable tool to streamline this process.

¹¹ College Council, C. C. (2007, January 8). *Annual Planning Calendar* .

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

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

The Educational Master Plan itself will be updated every five years. With the foundational document complete, the process of updating the Educational Master Plan will be streamlined where possible. The President will be responsible for initiating and managing the Educational Master Plan revision process in cooperation with College Council and all campus constituencies.

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

The Columbia College Strategic Planning Process Cycle will be further discussed by the wider campus community in the fall of 2008, with earlier steps having been taken in the area of program review in spring 2008. Since then the instructional and vocational education areas have

completed the program review process. Program review for student services is being carried out currently and is expected to be complete by fall 2008 ¹².

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

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

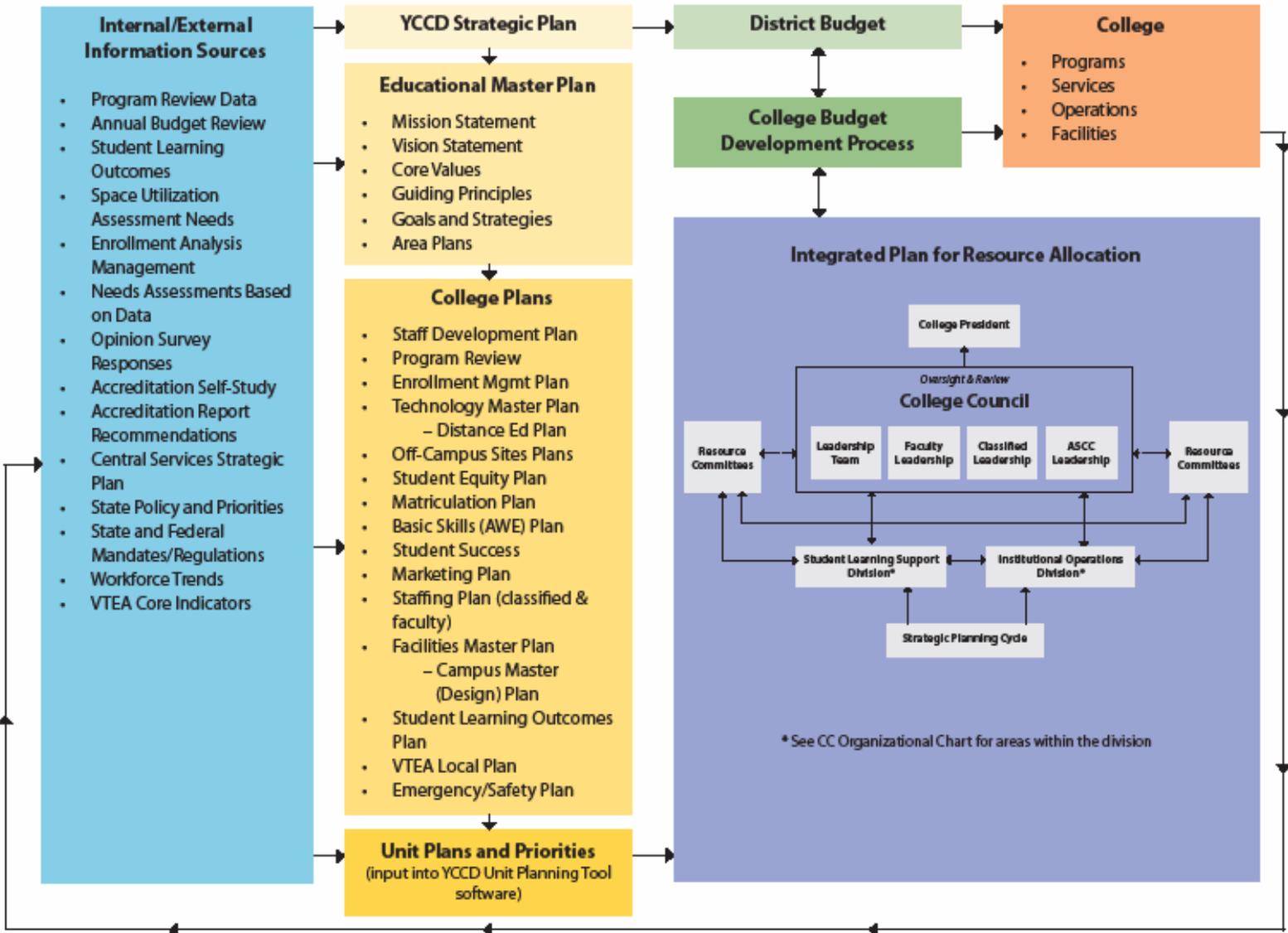
In summary, Columbia College has established an integrated comprehensive planning process that will apply to all areas of the college and that emphasizes and strengthens the link between planning, budgeting and program review. An Annual Planning Calendar is being revised to represent recent changes in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

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

¹² Program review for Student Services and other service related areas has already taken place; current activity relates to transforming program review reporting documents for service areas into a format that is similar to that done by instructional programs. The format conversions are expected to be completed in fall 2008.

Institutional dialogue is fully embraced at Columbia and will be ongoing. The communication of data and analyses throughout the institution and to its Governing Board will be on a regular basis as appropriate to ensure informed participation among all stakeholders. As feedback regarding the working of the planning processes is gathered, the processes and tools will be updated as necessary with the express purpose of continuous improvement. Columbia College is committed to engaging in an on-going effort to improve student learning. Institutional effectiveness will be a priority in all planning structures and processes.

Columbia College Strategic Planning Process Cycle



Rev. 5/21/08, cmc

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

VISITING TEAM’S REMARKS:

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

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

The recommendation has been partially met.

COLUMBIA COLLEGE RESPONSE:

Specifically addressing the shared resource allocation recommendation received from both colleges’ respective visiting team, Columbia College partnered with its colleagues from district and Modesto Junior College (MJC) to establish and participate on a district-wide Budget Allocation Taskforce. Formed as a special working group under the auspices of Yosemite Community College District’s (YCCD) governing body, District Council¹³, the Taskforce was charged with facilitating a dialogue on budget issues across the district and conducting a review of resource allocation models. At the completion of its deliberations, the Task force was given charge of providing District Council with a report of its findings and recommendations.

A collaborative process, the Budget Allocation Task force was co-chaired by Columbia College’s President and YCCD’s Executive Vice Chancellor. Additional members included the Columbia College Chief Operations Officer and Academic Senate President;

¹³ See [District Council, YCCD (2006, July 19). Budget Allocation Taskforce.]

MJC Academic Senate President, a designee from the MJC College President, and the MJC Director of Community and Economic Development; YCCD District Controller; and representatives from the district's two bargaining units, California School Employees Association and Yosemite Faculty Association. Following the January 2007 appointment of the new Columbia College President, the Taskforce began its deliberations.

In the initial sessions, it became apparent that even among the district leadership as represented on the Task force there existed a general lack of knowledge on community colleges funding and a common unfamiliarity with the YCCD budget allocation process. As the Taskforce's first order of business, the spring 2007 meetings were dedicated to in-depth study sessions¹⁴. The group reviewed the SB361 funding model for community colleges, existing YCCD budgeting and allocation methods and practices, current year YCCD general fund budget and expenditures, and the revenue effect of the district's enrollment decline. The Taskforce held discussions on YCCD's financial reserves and policies regarding reserves. As noted in Columbia College's October 2007 Accreditation Progress Report¹⁵, these discussions were lively with significant amount of time committed to questions and answers. Emerging from this dialogue is the YCCD "*Budget Q & A's*"¹⁶ document which has been posted along with other district budget information on the Executive Vice Chancellors web site.

Completing the informational and study phase of the committee work during the spring semester of 2007, the Taskforce reconvened in the fall. Meetings were held on October 2, 2007, October 30, 2007, November 13, 2007; February 12, 2008, February 29, 2008; and April 2, 2008. These sessions were committed to an analysis of the current resource allocation model in practice at YCCD. Examples of other district's allocation models were distributed to committee members for comparison. The review of other districts' allocation models provided both a valuable perspective and validation of the current resource allocation model applied by YCCD. The Taskforce reached the consensus that due to each college district's unique characteristics it would be impossible to directly adopt another model. Further, in context of the looming state budget crisis and the turnover of district and college administration the Taskforce members agreed it would not serve the best interest of students to recommend the adoption of a zero-based budget approach, at this time¹⁷.

After much study and scrutiny by the Taskforce, it became clear the primary budgetary concern for YCCD and the colleges was not one of equity but of transparency and communication. The committee turned its attention in its final sessions to identifying

¹⁴ See [Budget Allocation Taskforce, YCCD (2007, March 6; April 17; May 21). Record of Meeting.]

¹⁵ Columbia College, [Accreditation Progress Report, (2007, October 15)].

¹⁶ YCCD Budget and Resource Information available for review at <http://www.yosemite.edu/fiscalservices/budget.htm>.

¹⁷ See [Budget Allocation Taskforce, YCCD (2007, March 6; April 17; May 21). Record of Meeting.]

venues the district could employ to facilitate the clear dissemination of budget information across the district. In that regard both at the district and college level efforts such as conducting budget workshops; sharing of budget information at the colleges' and district governance councils; and web posting of budget information have been undertaken.

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

The Budget Allocation Taskforce's report was presented and accepted by the YCCD District Council on April 23, 2008²¹. With its charge complete, the Taskforce recommended to District Council to "Continue to improve effective District wide (sic) communication of budget issues and information."²² Improved communication will be accomplished through both formal and informal means. Formally, the Taskforce recommended the District Council conduct a biannual review of the District priorities and resource allocation in keeping with the District's Strategic Plan²³. The Council's review will ensure fiscal resources are committed in order to best serve the needs of students. On an informal basis, to further communication between the college and district the Executive Vice Chancellor has committed as one of her strategic plan goals routine visits to Columbia College. This will allow the college's governance groups a chance to

¹⁸ Yosemite Community College District, Budget Allocation Taskforce, (2008, April 8.) *Summary and Recommendations*.]

¹⁹ Yosemite Community College District, Budget Allocation Model Summary Sheet, Presented to YCCD District Council (2008, April 23).

²⁰ Mical, C. (2005, September). Columbia College Budget and Fiscal Handbook.

²¹ See [District Council, YCCD (2008, April 23). Record of Meeting.]

²² See Yosemite Community College District, Budget Allocation Taskforce, (2008, April 8.) *Summary and Recommendations*.]

²³ Yosemite Community College District, Budget Allocation Taskforce, (2008, April 8.) *Summary and Recommendations*.]

regularly confer with the Executive Vice Chancellor on budget issues as well as afford an opportunity for the Executive Vice Chancellor to meet informally with the college President and Vice Presidents on an on-going basis. Additional opportunities for communication on budgetary issues between the district and college are provided at the District Administrative Council (DAC) meetings attended by college and district senior leadership.

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

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

²⁴ Columbia College, Educational Master Plan (2008, May 14).

²⁵ College Council, C.C. (2008, February 1). Columbia College Strategic Planning Process Cycle.

²⁶ College Council, C.C. (2008, February 1). Columbia College Integrated Plan for Resource Allocation.

Recommendation 4: Research – The team recommends that the institution adopt a culture of evidence by developing and implementing, with timelines, responsibilities, and evaluation, a research process based on quantitative and qualitative analysis that assesses institutional effectiveness and documents the need for resources, technology, staffing, programs, and facilities which best serve the students needs (I.A; I.B; II.B.1, 3.4; II.C).

VISITING TEAM’S REMARKS:

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

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

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

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

This recommendation has been partially met.

COLUMBIA COLLEGE RESPONSE:

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

Quantitative and Qualitative Data Acquisition:

To establish a systematic mechanism for the acquisition of qualitative and quantitative data, Research Request Protocols and Research Data and Project Request forms were developed through collaborative efforts of the Yosemite Community College District and college researchers²⁷. The focus of this collaboration was to document the need for resources and to attain a level of proficiency for the college-wide research process. These shared efforts between the colleges and Central Services (YCCD) provide a greater breadth of resources for each of the individual research components. The request protocol and related forms are now available for download from the district research website²⁸. Critical mechanisms to ensure faculty, staff and students are informed of these new processes and research opportunities are currently being developed.

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

Current research priorities that have been identified focus on mandated institutional projects; specifically those that move the college through the Development phase and into Proficiency phase for student learning outcomes²⁹. Other institutional research priorities

²⁷ Research Work Group, YCCD (2007, August). Research Request Protocol and Forms.

²⁸ Reference YCCD Research Forms URL: <http://www.yosemite.edu/research/>

²⁹ Beno, B. (2007, September 12). ACCJC Rubric for Evaluating Institutional Effectiveness. CA: ACCJC.

include providing relevant data for an effective program review process for instructional programs, student services and learning support services.

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

- Establishment and implementation of a consistent program review process for instruction, learning support services, student services and college operations³⁰
- Provision of data regarding institutional effectiveness for components of the Strategic Planning Process (program review and Educational Master Plan)
- Adaptation of the Unit Planning Tool to better align with college goals and Resource Allocation processes
- Identification and implementation of authentic assessment practices that relate to SLOs
- Tracking and monitoring of SLOs and progress relating to SLO development as defined by the ACCJC Annual Report
- Analysis of State ARCC data to provide accurate information for programs and services at the college

Linkages Between Data, Planning, and Resource Allocation:

Since the last accreditation team visit the college has begun to establish linkages between data, planning and resource allocation through the establishment of a Strategic Planning Process Cycle³¹. The purposeful integration of program review, Unit Planning and Resource Allocation helps ensure that processes exist to monitor and continually improve the institutional effectiveness of Columbia College. The provision of accurate and meaningful data from the Columbia College Research Office will inform these processes and help the college move forward in its development of a true culture of evidence. The Strategic Planning Process Cycle has been designed to produce transparent and equitable processes that provide evidence for program evaluations that will lead to improvement of college programs and services.

³⁰ The OIRP assisted with the implementation of a new program review process in the spring and summer of 2008. This process includes all programs (instructional and non-instructional) and is utilizing data sources that align with data and definitions used by the State Chancellor's Office Datamart, ARCCC reporting and the student learning outcomes initiative.

³¹ College Council, C. C. (2008, January 28). Columbia College Strategic Planning Process Cycle.

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

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

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

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

The effectiveness of the program review processes is evaluated by the Research Office under direction of the Vice President of Student Learning. This evaluation process has already identified the need to revise program review templates to obtain more focused response and review of critical program related data. Additionally, a need for additional data sources has been identified for many of the college's service areas.

By March 1st of each year, assessment and analysis information from program review will be utilized to further develop plans/projects that will achieve program and college

focused goals. The resources needed to implement these plans (staff, equipment, supplies and other expenses) are entered into the college's computerized Unit Planning Tool. Within the Unit Planning Tool, budget codes are linked to each resource type, and resource needs are prioritized by each unit. It is within the Unit Planning Tool that planning, resource allocation and budget are functionally integrated for the college³².

Other component plans that require resource allocations (e.g., Facilities Master Plan, Technology Plan, Distance Education Plan, etc.) are informed by planning information from the Unit Planning Tool, and also may utilize the Unit Planning Tool for the prioritization of their specific resource needs³³. Clear links between planning projects and college goals (as listed in the EMP³⁴) must be demonstrated in the Unit Planning Tool. The desired outcome for each project must be stated in measurable quantitative or qualitative terms. This is accomplished using a drop-down menu that associates each project with specific college goals. The Unit Planning Tool is a critical tool that helps Columbia College achieve a balanced strategic planning process; equally important is the role that it plays in demonstrating the critical nature of data driven, integrated planning processes to all levels of the institution.

College Council has the opportunity to review recommendations made by various Resource Committees. Final decisions for allocation of resources are the responsibility of the President and are based on the input of the college participatory governance structures.

The Faculty Hiring Proposal Process also uses program review data document the need for new or replacement faculty. This is done through a process in which faculty and staff submit proposals for new or replacement positions during September of each year. Program review data is a required component to document programmatic need in each proposal.

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

³² See [College Council, C. C. (2008, May 14). Chapter 9; Columbia College Strategic Planning Process. *Columbia College Educational Master Plan* , p. 307]

³³ This is still under review and may vary depending on the specific resource planning team for a given plan

³⁴ College Council, C. C. (2008, May 14). Chapter 2; Key Planning Statements. *Columbia College Educational Master Plan* , pp. 17-26

Timelines and Responsibilities:

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

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

Responsibility for ensuring faculty and staff participation lies with Deans and other managers, while general oversight for the processes and evaluation of planning lies with the College Council. Keeping general oversight for the planning processes with the College Council ensures that all constituent groups at the college are informed and are collectively responsible for the success and continued improvement of the strategic planning process.

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

Evaluation of Planning Processes:

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

planning cycle, and will be presented to the college and its constituents in the fall of 2009.

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

The Institutional Effectiveness Report (which is designed to incorporate an annual summary of key indicators such as enrollment, retention, persistence and graduation/transfer rates for the college) will be directly utilized by decision-makers to guide resource allocation for the college³⁵. Through the Institutional Effectiveness Report the college's Resource Committees (e.g., Facilities, Technology, Distance Education, Curriculum, Safety, and College Council) will have access to all relevant information regarding the results of planning with regard to the accomplishment of institutional level goals. This enables college leaders to evaluate the cost-effectiveness of previous budget allocation decisions for resources including equipment, technology, staffing and facilities and ensures that future decisions are made that best serve the needs of students.

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

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

Support for Student Learning Outcomes:

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

³⁵ See College Council, C. C. (2008, May 14). Chapter 2; Key Planning Statements. *Columbia College Educational Master Plan*, pp. 17-26

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

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

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

Current Research Office SLO-related projects include:

- Assisting the counseling department by providing descriptive statistical analysis of point-of-service questionnaires designed to assess particular student learning outcomes
- Assisting the EOPS service area develop authentic assessment tools for determining the effectiveness of student participation in improving students' sense of self-determination and responsibility (institutional level SLOs)
- Assisting the child development program in completing documentation of all course-level SLOs for inclusion in the SLO tracking system
- Assisting the Library in developing meaningful data sources for program review and student learning outcomes definitions

The Research Office is responsible for obtaining evidence of progress in SLOs and helping faculty and staff put the evidence into a consistent format. Documents pertaining

³⁶ As defined by Beno, B. (2007, September 12). ACCJC Rubric for Evaluating Institutional Effectiveness. CA: ACCJC

to course, program and department SLOs and their links to institutional level SLOs are tracked in an Excel spreadsheet so that progress can be monitored effectively and assessment results are published to facilitate institutional dialogue about the process. The college is currently investigating commercial software packages that might assist in tracking and monitoring progress for SLOs.

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

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

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

³⁷ College Council, C. C. (2007, April 6). Columbia College Mission, vision, core values, Goals and Strategies.

Recommendation 5: Student Learning Outcomes – The team recommends that the college adopt an aggressive approach with specific timelines and responsibilities for developing student learning outcomes including documentation and assessment at the course, program, and institutional level and demonstrate that evidence is being used for institutional improvement. All employees of the college must assume responsibility to improve student learning outcomes (II.A.1, II.A.2; II.B; II.C).

VISITING TEAM’S REMARKS:

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

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

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

assessment at the course program and institutional level. The college has not developed a specific timeline that commits to a defined rate of progress toward that goal or a specific set of future actions and responsible persons to ensure that this task is accomplished. The college has completed much of the foundational work needed to support a functional SLO cycle. They have engaged in extensive dialogue, explored definitions and models, provided staff development opportunities, established an SLO website, developed a database for tracking SLOs, agreed on an institutional definition and developed institutional learning outcomes. With the addition of a Director of Research and Planning they are well positioned to move forward. However the core of this recommendation still remains to be accomplished. The college needs to develop a concrete plan that defines when and how they will arrive at the point at which all courses and programs are actively engaged in ongoing assessment of learning outcomes and are using that process as an integral component of program review and institutional improvement. Fully meeting this recommendation will require the active involvement of all members of the college community and the development and implementation of specific strategies to accelerate and monitor the pace of progress in this area.

This recommendation has been partially met

COLUMBIA COLLEGE RESPONSE:

The Accreditation Progress Report Evaluation Team noted that while Columbia College had developed a timeline for specific actions, the timeline was focused on short-term (semester or yearly) goals and did not provide a “specific timeline for actual future development and assessment of student learning outcomes at the course and program level”. After meeting with the Evaluation Team, the Columbia College SLO Workgroup began development of a more comprehensive timeline; one that focused on clear goals that would directly relate to the ACCJC Rubric for Evaluating Institutional Effectiveness³⁸. The ACCJC Rubric (released in September of 2007) provides common language that can be used to describe and document a college’s status and compliance to the ACCJC Standards.

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

SLO Plan Benchmarks	Completion Date
SLOs have been developed for 80% of courses within all disciplines	April 30, 2009

³⁸ Beno, B. (2007, September 12). ACCJC Rubric for Evaluating Institutional Effectiveness. CA: ACCJC.

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

Each of the planned activities and goals in the Columbia College SLO Plan³⁹ identify specific individuals who are responsible for monitoring and ensuring success for each listed activity.

The report from the 2007 visiting team indicated that there was a need for the development of new strategies to accelerate and monitor the pace of progress for the development and analysis of SLOs. In response the SLO Workgroup has re-organized its

³⁹ See accompanying document [SLO Workgroup, C. C. (2008, April). Timeline and Responsibilities. *Columbia College SLO Plan*]. The above chart only includes target dates for selected SLO goals and activities; the complete document includes additional goals and also identifies individuals who are responsible for ensuring the stated goal is attained.

structure to include a team of faculty and staff that will act as SLO Peer Mentors for the College.

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

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

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

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

The Student Service and Instructional Service programs at Columbia College have made significant progress with regard to the development and implementation of SLOs. Student Support Services has now identified SLOs for 73.7% of its programs, and have identified assessments for 68.4% of those programs. Instructional Services have now

⁴⁰ Please note that the accompanying ACCJC Annual SLO Survey Data [SLO Workgroup, C. C. (2008, April 30). Updated. *ACCJC Annual Report Summary*] has values that are higher than those submitted to ACCJC for the 2007-2008 academic year. This is because Columbia College’s program review data was not collected until the end of April 2008, which is after the deadline for submission to ACCJC.

identified SLOs for 87.5% of its programs, and have also identified assessments for 75% of its programs. Instructional Services⁴¹ have also now achieved a level in which they have implemented changes to their programs as a result of the analysis of their SLOs.

As recommended by the 2007 visiting team, the college has developed a “concrete plan” that defines when and how the college will arrive at critical points in the development and implementation of SLOs⁴². The critical benchmarks chosen by the college directly correlate to those defined by the 2007 ACCJC Rubric for Evaluating Institutional Effectiveness; each benchmark has specific individuals who have been designated as the responsible parties for monitoring and ensuring success. The college has made strong progress in the semester following the fall 2007 visit, and is poised to effect great change utilizing the Director of Institutional Research and Planning and SLO Mentoring Team in the coming academic year.

It is critical that the college is able to demonstrate that the Developmental Stage (as defined by the ACCJC Rubric for Evaluating Institutional Effectiveness⁴³) has been attained. One of the primary roles of the Columbia College SLO Workgroup is to monitor SLO progress, and to identify appropriate resources to attain specified goals within the Columbia College SLO Plan.

The college has established and implemented the key characteristics that are identified in the ACCJC Rubric as defining the Development level, and is beginning to focus on needed resources to attain the level of Proficiency. The ACCJC Rubric identifies 6 characteristics that define the Development level; the following is a brief inventory of accomplishments and evidence that demonstrate that Columbia College has reached the Developmental level with regard to SLOs.

As described in the rubric, the college has established an institutional framework for definition of SLOs, a detailed SLO Assessment Cycle⁴⁴ and an SLO Plan including associated benchmarks and a timeline⁴⁵. Working with Columbia College’s Institutional Researcher, the SLO Workgroup is moving forward with new strategies to work directly with faculty and staff to gain a shared understanding of the critical role of

⁴¹ General Counseling

⁴² SLO Workgroup, C. C. (2008, April). Timeline and Responsibilities. *Columbia College SLO Plan*

⁴³ Beno, B. (2007, September 12). ACCJC Rubric for Evaluating Institutional Effectiveness. CA: ACCJC

⁴⁴ Institutional framework, SLO Assessment Cycle and Timeline are all available for review at the Columbia College SLO Website: <http://columbia.yosemite.cc.ca.us/slo/slohome.htm>

⁴⁵ SLO Workgroup, C. C. (2008, April). Timeline and Responsibilities. *Columbia College SLO Plan*

Authentic Assessment with regard to building a sustainable culture that is solidly grounded in application and analysis of SLOs.

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

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

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

Institution-wide involvement is demonstrated by the recent integration of SLOs into the Columbia College program review process. Introducing SLOs into the program review cycle provides critical integration into the college planning cycle and resource allocation processes. Evidence of newly acquired, program review driven resources (to aide SLO implementation) would include the provision of Faculty and Staff reassignments and the acquisition of needed office space and technology to support SLOs at the college.

⁴⁶ Probably should document how many in-services have focused on SLOs

⁴⁷ YCCD Board Agenda for June 10, 2008 describes an SLO presentation by Modesto Junior College; YCCD Board Agenda for August 13, 2008 describes a presentation on SLOs from Columbia College

Other critical resources that have been allocated to assist in the development and support of SLOs include; the addition of an Institutional Researcher, funding for guest speakers that focus on SLOs⁴⁸, and sending faculty and staff to SLO trainings and workshops⁴⁹.

⁴⁸ J. Fulks and K. Pluta workshop in fall 2004; Dr. Angela de Cordero workshop in fall 2006; Marybeth Buechner workshop in fall 2008.

⁴⁹ Need reference to Bass Lake and other SLO workshops attended by faculty, administration and staff

Response to Self-Identified Issues

This Section of the report addresses progress relating to Planning Agendas that were submitted as part of Columbia College's 2005 Accreditation Self Study. Dramatic changes in the areas of leadership and planning have developed since the arrival of a new President in January of 2007. As a result, a number of the methodologies and practices proposed in the 2005 Planning Agendas have lost relevancy in the new planning culture that now exists at Columbia College.

In some instances the College responses to the 2005 self-identified issues now follow different pathways to resolution than those which were previously identified in the 2005 Self Study. As the College has become more effective in its planning processes and organization, a number of methodologies suggested in 2005 have lost relevance in the current culture. As a result, the College has utilized updated processes and tactics that better meet the need of our students, staff and community. These instances provide evidence of evolution and growth relating to integrated planning processes at Columbia College.

STANDARD I) Institutional Effectiveness and Mission

PLANNING AGENDA 1 (I.B.3)

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

COLUMBIA COLLEGE RESPONSE:

Under the leadership of the current President, Columbia College's participatory governance committee, the College Council, adopted a new mission statement, vision, core Values, Goals and Strategies in April of 2007⁵⁰. The College Council membership consists of 4 Students, 4 Classified Staff, 4 Faculty, 4 Administrators and the College President (Chair). One of the primary roles of the College Council in this process was to maintain effective dialogue throughout the college community during the development of these planning documents.

The development of an updated mission statement, vision and core Values provided a critical first step as the college began to rework its entire planning process and associated planning documents. To ensure that there was a common understanding of how various college planning documents interfaced, the College Council developed a Strategic Planning Process Cycle⁵¹ in January of 2008. This cycle demonstrates how the various college planning documents interact and integrate with the college budget and resource allocation processes.

⁵⁰ College Council, C. C. (2008, May 14). Chapter 2; Key Planning Statements. *Columbia College Educational Master Plan* , pp. 17-26.

⁵¹ College Council, C. C. (2008, May 14). Chapter 9; Columbia College Strategic Planning Process. *Columbia College Educational Master Plan* , p. 307.

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

The entire college participated in the development of the new Educational Master Plan⁵² in an effort that was directed by the College Council. The new Director of Institutional Research and Planning met with faculty and staff from every department and/or program at the college for input. The Educational Master Plan was adopted by the College Council in April of 2008, and then by the Yosemite Community College Board of Trustees in May of the same year. The Columbia College Educational Master Plan is now the driving force for planning at the college level and provides focus for all institutional planning.

In the spring of 2008 the Columbia College program review process was revised to bring a common format to all planning units. Working with the Director of Institutional Research and Planning, the college units were provided with new and updated program review data. A new element was also added to the program review process to integrate the planning and development of Student Learning Outcomes. Adding a Student Learning Outcomes component to the program review process is a critical element to ensure that the development of SLOs is integrated with planning and resource allocation at the college. Program review is the primary source for identifying programmatic needs for all planning units at the college. All units at the college are currently involved in the program review process.

While the program review process identifies programmatic needs, college/institutional needs are collectively defined and identified in a variety of college-level plans that are part of the college Strategic Planning Process⁵³. These plans include, but are not limited to; The Facilities Master Plan, the Basic Skills Plan, the college Technology Plan, the Student Equity Plan, the Matriculation Plan and Distance Education Plan.

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

⁵² College Council, C. C. (2008, May 14). *Columbia College Educational Master Plan* .

⁵³ College Council, C. C. (2008, May 14). Chapter 9; Columbia College Strategic Planning Process. *Columbia College Educational Master Plan* , p. 307.

Resource needs identified in Unit Plans are organized into a variety of projects that are aligned with specific college goals⁵⁴. Each of these projects has a number of activities (needed to support the project) that are directly linked to budget object codes to identify the general funding category for each resource type. The activities found within Unit Plans are prioritized by the college. The Columbia College Unit Plan performs the function of linking college planning with resource allocation.

PLANNING AGENDA 2 (I.B.5)

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

COLUMBIA COLLEGE RESPONSE:

In the spring of 2007, Columbia College hired a Director of Institutional Research and Planning. Over the past 12 months, the Director of Institutional Research and Planning has played critical support roles in the development of new college planning processes. As a member of the Student Learning Outcomes Steering Committee, the Director of Institutional Research and Planning is now able to directly support the development and authentic assessment of Student Learning Outcomes as the college move towards Proficiency⁵⁵ in that area.

The Director of Institutional Research and Planning has provided both qualitative and quantitative data to inform the program review process and Educational Master Plan for the college. As of the end of spring 2008, the Director of Institutional Research and Planning is now able to play an increasingly more active and visible role in the support of

⁵⁴ College Council, C. C. (2008, May 14). Chapter 9; Columbia College Strategic Planning Process. *Columbia College Educational Master Plan*, p. 307.

⁵⁵ As defined in [Beno, B. (2007, September 12). ACCJC Rubric for Evaluating Institutional Effectiveness. CA: ACCJC.]

Student Learning Outcomes; in particular at the assessment and analytical levels. In recent months, the Research Office has been able to assist with the advancement of authentic assessments in General Counseling, Child Development, Special Programs and Mathematics

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

PLANNING AGENDA 3 (I.B.6)

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

COLUMBIA COLLEGE RESPONSE:

Through a process of participatory governance, the college developed a Strategic Planning Process Cycle that illustrates the integration of planning and resource allocation⁵⁶. This process was finalized and approved by the College Council in the spring of 2008. Specific timelines and mechanisms for systematic evaluation of the college-wide planning process will be developed in the fall of 2008.

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

⁵⁶ College Council, C. C. (2008, May 14). Chapter 9; Columbia College Strategic Planning Process. *Columbia College Educational Master Plan*, p. 307.

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

⁵⁷ All units will not generally be undergoing program review at the same time. The intent is to have approximately 1/3 of College programs undergoing program review each year.

STANDARD II) Student Learning programs and Services

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

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

COLUMBIA COLLEGE RESPONSE:

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

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

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

advancement of a college culture that develops, utilizes and evaluates SLOs.

COLUMBIA COLLEGE RESPONSE:

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

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

PLANNING AGENDA (II.A.2.b)

(See Planning Agenda 6)

PLANNING AGENDA (II.A.2.f)

(See Planning Agenda 6)

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

⁵⁸ SLO Workgroup, C. C. (2008, April). Timeline and Responsibilities. *Columbia College SLO Plan*.

⁵⁹ Beno, B. (2007, September 12). ACCJC Rubric for Evaluating Institutional Effectiveness. CA: ACCJC.

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

COLUMBIA COLLEGE RESPONSE:

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

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

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

COLUMBIA COLLEGE RESPONSE:

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

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

The college will continue the process of developing college-wide SLOs that address values, critical and creative thinking, responsibility and mastery of relevant theory and

practice. This will be addressed by the college SLO Committee in fall of 2005.

COLUMBIA COLLEGE RESPONSE:

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

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

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

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

COLUMBIA COLLEGE RESPONSE:

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

Information from the Research Office and program review will be shared with the Columbia College SLO Workgroup, which will utilize the college planning process to prioritize activities that are most likely to support the personal attributes identified in the

college-wide SLOs. Columbia College's committee that focuses on basic skills and student success will also be a likely resource to provide learning support services identified by the Director of Institutional Research and Planning.

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

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

COLUMBIA COLLEGE RESPONSE:

Columbia College takes seriously the Academic Senate's resolutions (e.g. fall 2002, resolution 9.01, and fall 2006 resolution 9.03) to support information literacy/competency. Although information literacy/competency had not yet been made a requirement for graduation by the Board of Governors or by Columbia College, the need for students to be able to demonstrate information literacy/competency is clear; employers today demand that workers have the academic and technical ability to access information using a wide variety of resources, and to think critically. However, the college decided to proceed somewhat differently than originally planned in order to meet the accreditation standard relevant to this planning agenda item.

Currently, the college has not completed the previous plan to identify courses that address information literacy/competency and to make this a graduation requirement. Rather, the college has chosen to continue its focus on the following activities to build information literacy/competency of students: the use of formal and informal orientation sessions, offering a one-unit library course and extending the capabilities and resources of its web-based portal. The library had also created and begun assessing its own student learning outcomes as part of this campus-wide project and it has used the results to make changes for improvement.

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

During orientation, benefits of using the library are explained, such as improved research techniques, effective use of resources and appropriate citations, etc. The bulk of the orientation is spent in the Demo Area of the Library. (Note that for some classes –

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

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

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

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

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

COLUMBIA COLLEGE RESPONSE:

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

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

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

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

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

PLANNING AGENDA 12 (I.C.2)

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

COLUMBIA COLLEGE RESPONSE:

Note: This planning agenda was written in 2005; the Library no longer has a Library Administrator position.

The Library is currently engaged in the program review process. Baseline data has been collected to track the number of students enrolled in the Library 1 course, number of students served through formal orientation sessions, Library door count, Library Website traffic, Library database usage, and number of student print jobs. These data elements will continue to be tracked in order to monitor Library usage over time. These data are currently being used by the Library to develop plans for improving services and for extending access to patrons.

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

1. Construct context-appropriate search strategies.

Maps to college SLO: ***Mastery of relevant theory and practice and Individual and collective responsibility***

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

2. Awareness of available resources.

Maps to college SLO: ***Mastery of relevant theory and practice and Individual and collective responsibility***

Students will be able to determine what periodicals the Library subscribes to
Students will understand the difference between various Library collections (e.g. General, Reference, Reserve, Internet, etc.)

Students will be able to retrieve physical items in the Library using their call numbers

3. Critically evaluate the integrity of information they retrieve

Maps to college SLO: *Critical and Creative Thinking and Mastery of relevant theory and practice*

Students will understand the significance of different publishing mediums (e.g. the relative ease of publishing on the Web vs. in print)

Students will be able to determine who authored a given piece of information

Students will be able to determine the publication date of information

Students will be familiar with the editorial differences amongst types of publications

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

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

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

assessment efforts.

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

A request for suggestions on improving library orientations elicited a lot of supportive and constructive feedback from faculty. Obvious themes within the suggestions included adding a “scavenger hunt” component to the orientations to increase student involvement and making the orientations reach more Columbia College students across disciplines.

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

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

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

require students to use the skills they learn during orientation.

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

STANDARD III) Resources

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

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

COLUMBIA COLLEGE RESPONSE:

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

At Columbia College, faculty voluntarily consider SLOs as part of professional improvement plans.

PLANNING AGENDA 14 (III.A.2)

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

COLUMBIA COLLEGE RESPONSE:

With the change in leadership at the college, the Fiscal Review Taskforce was disbanded as a working college committee. In its place, the YCCD Budget Allocation Taskforce a

collaborative effort between district and college was convened to examine resource allocation issues district-wide. For the past two years, the college has been engaged in a comprehensive strategic planning process integrating the college's Educational Master Plan, Facilities Plan, and unit plans with program review. As a natural product of the planning process, staffing needs are identified and a staffing plan developed.

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

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

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

COLUMBIA COLLEGE RESPONSE:

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

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

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

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

and will give Columbia College the appropriate measures to ensure that the institution always remains at or above sufficient physical resource support levels.

COLUMBIA COLLEGE RESPONSE:

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

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

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

COLUMBIA COLLEGE RESPONSE:

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

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

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

COLUMBIA COLLEGE RESPONSE:

As noted throughout this report, Columbia College has undertaken a comprehensive strategic planning process. A vital component of the college's strategic planning process was the revision of the college's Technology Master Plan⁶⁰ and the development of the college's Distance Education Plan⁶¹. In the fall of 2007, the Columbia College Technology Committee engaged the Chief Technology Officer from Northwest University to serve as a technical consultant to assist in the update of the Technology Master Plan. A strategic prescriptive plan, the Technology Plan was developed to support and supplement the college Education Master Plan. A three-year plan with annual review and update by the Technology Committee, the Technology Plan contains strategic goals, procedures and recommendations for technological additions and changes for Columbia College.

The spring of 2008 also marked the completion of the college's comprehensive Distance Education Plan. This plan is designed to take the college through the beginning stages of distance education program development and beyond with elements that include

⁶⁰ Columbia College Technology Plan (spring 2008).

⁶¹ Columbia College Distance Education Plan (February 2008).

documentation of current college practices and procedures, adoption of effective standards and practices in use in model Distance Education programs across the California Community College System, and recommendations for teaching and learning that will ensure student success.

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

PLANNING AGENDA 19 (III.C.2)

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

COLUMBIA COLLEGE RESPONSE:

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

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

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

reinforce the relationship between specific budget decisions and the EMP.

COLUMBIA COLLEGE RESPONSE:

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

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

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

COLUMBIA COLLEGE RESPONSE:

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

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

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

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

COLUMBIA COLLEGE RESPONSE:

Since its publication in 2004, the Columbia College Budget and Fiscal Handbook has been readily available to all staff. It is given to new employees and included as a resource distributed to College Council members. As noted in the response to Visiting

⁶² College Council, C.C. (2008, February 1). Columbia College Integrated Plan for Resource Allocation.

Team Recommendation #3, the handbook is in the process of revision to include the college's Integrated Plan for Resource Allocation that was adopted as part of the college strategic planning process and the recent work of the District-wide Budget Allocation Taskforce. The revised handbook will be available fall 2008, with planned workshops to present the updated budget information to college staff. The handbook will continue to be revised on an as-needed basis.

PLANNING AGENDA 23 (IIL.D.3)

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

COLUMBIA COLLEGE RESPONSE:

The College Council developed a Strategic Planning Process Cycle⁶³ in January of 2008. This cycle demonstrates how the various college planning documents are integrated with the college budget and budget allocation processes. Detail of this integration is represented in the Integrated Plan for Resource Allocation⁶⁴ which is part of the Strategic Planning Process Cycle.

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

While the program review Process identifies programmatic needs, college/institutional needs are collectively defined and identified in a variety of college Level Plans that are part of the college Strategic Planning Process⁶⁵. These Plans include, but are not limited to; The Facilities Master Plan, the Basic Skills Plan, the college Technology Plan, the Matriculation Plan and Distance Education Plan.

⁶³ College Council, C. C. (2008, January 28). Columbia College Strategic Planning Process; College Council, C. C. (2008, January 28). Integrated Plan for Resource Allocation.

⁶⁴ College Council, C. C. (2008, January 28). Integrated Plan for Resource Allocation.

⁶⁵ See [College Council, C. C. (2008, January 28). Columbia College Strategic Planning Process.]

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

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

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

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

Resource needs identified in Unit Plans are organized into a variety of projects that are aligned with specific college goals. Each of these projects has a number of activities (needed to support the project) that are directly linked to budget object codes. The activities found within Unit Plans are prioritized by the college. The Columbia College Unit Plan performs the function of linking college planning with resource allocation⁶⁶ through the Integrated Plan for Resource Allocation⁶⁷.

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

The college expects that by the time of the next comprehensive accreditation evaluation the effectiveness of the planning process in efficiently allocating resources will have had

⁶⁶ See [College Council, C. C. (2008, January 28). Columbia College Strategic Planning Process.]

⁶⁷ College Council, C. C. (2008, January 28). Integrated Plan for Resource Allocation.

sufficient opportunity to be evaluated and improved as suggested by the evidence gathered.

STANDARD IV) Leadership and Governance

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

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

COLUMBIA COLLEGE RESPONSE:

Columbia College has documented essential roles for the participant members of College Council. This document, the Principles of Collegial Governance⁶⁸, helps to ensure that the College Council membership understands their role in the process of communicating issues and information to their constituent groups.

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

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

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

COLUMBIA COLLEGE RESPONSE:

A Board Code of Ethics was created in August 2002; the procedure was delineated in April 2007, which outlined consequences. Both the policy and procedure can be accessed on the Yosemite Community College (YCCD) Website under Policy 7715. Specifically, the consequences of violating the Board's Code of Ethics, reads: "Violation of the Board's Code of Ethics will be addressed by the Board Chair, who will first discuss the

⁶⁸ College Council, C. C. (2005, October). Principles for Collegial Governance

violation with the trustee to seek to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Board Chair may appoint an ad hoc committee to examine the matter and recommend further course of action to the Board. Sanctions will be determined by the Board Officers (Board Chair, Board Vice-Chair and Immediate Past Chair) and may include a recommendation to the Board to censure the trustee. A formal censure will require a majority vote of the Board. The Board member who is up for censure shall not vote. If the Board Chair is perceived to have violated the Code of Ethics, the Board Vice Chair is authorized to pursue resolution.”

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

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

COLUMBIA COLLEGE RESPONSE:

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

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

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

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

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

President and the District Chancellor which may include recommendations for changes.

COLUMBIA COLLEGE RESPONSE:

As referenced earlier in this report, the district-wide Budget Allocation Taskforce presented a summary of recommendations⁶⁹ in its report to the YCCD District Council. One of the recommendations is for the District Council to “Examine, for future consideration, centralizing or decentralizing functions and/or services for improved efficiencies.” It is anticipated the District Council will examine how the current district structure supports the colleges and district strategic plan and forward any recommendations for change to the YCCD Chancellor.

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

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

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

⁶⁹ Yosemite Community College District, Budget Allocation Taskforce, (2008, April 8.) *Summary and Recommendations.*]

COLUMBIA COLLEGE RESPONSE:

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

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

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

COLUMBIA COLLEGE RESPONSE:

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

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

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

The College Council and President will encourage the permanent chancellor to

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

COLUMBIA COLLEGE RESPONSE:

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

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

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

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

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

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

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

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

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

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

Updates on Substantive Change:

Columbia College does not currently have any substantive change proposals pending or submitted to ACCJC, nor has the College yet completed planning within any of the 7 designated areas of substantive change noted in the ACCJC Substantive Change Manual.

Substantive change proposals are likely to be submitted within 12 months as a direct result of the awarding of a Title III Grant focused on distance education. Substantive changes are also likely as the College expands into locations that are physically separated from the main campus.



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