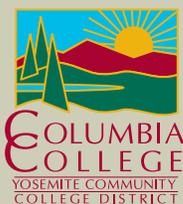


Columbia College 2013

# Accreditation Follow-Up Report



Prepared for the Accrediting Commission

for Community and Junior Colleges

Western Association of Schools and Colleges

October 10, 2013

# Columbia College

## 2013 Accreditation Follow-Up Report

Presented to the  
Accrediting Commission  
for Community and Junior Colleges  
Western Association of Schools and Colleges

Submitted October 2013

Submitted by  
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Linda Flores, Mike Riley and Tom Hallinan  
Erik K. Vorsatz, Student Trustee

Dr. Joan Smith, Chancellor

Dr. Leslie Buckalew, Interim President, 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 embrace diversity.

## 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 our students and the collective economic and cultural needs of the diverse communities we serve.

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 adopt a holistic approach to promote a culture of support for student learning across the institution.

Columbia College will use effective 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 ourselves developing a passion and capacity for lifelong learning.

## Core Values

### **Academic Excellence and Success:**

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

### **Innovation, Professional Development, and Commonality:**

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

### **Transformational Learning:**

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

**Vital Community and Access:**

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

**Environmental Sustainability:**

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

**Civic Awareness:**

We value civic and global awareness. We promote the understanding and betterment of our planet by engaging our community.

**Shared Decision Making:**

We value shared decision making that provides each of us the opportunity to participate in building consensus. We value individual and collective responsibility and accountability.

**Positive Environment:**

We value the preservation of the unique cultural and aesthetic environment of Columbia College which is welcoming, pleasing, and safe.

**Collegiality and Professionalism:**

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

**Institutional Wellness:**

We value an institutional environment and culture that promotes and supports total health and wellness of staff and students.

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## Certification of the Follow-Up Report

Date: October 10, 2013

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

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

This 2013 *Accreditation Follow-Up Report* is in response to recommendations cited in the February 11, 2013 action letter from the Accrediting Commission for Community and Junior Colleges.

We certify that there was broad participation in the production of the 2013 Accreditation Follow-Up Report by the college community, that the report accurately reflects actions taken by the college and the district to address the recommendations, and that the report was presented to the board of trustees for review prior to submission.

Signed:

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Leslie Buckalew, Ed.D.

Interim President, Columbia College

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John Leamy

President, Academic Senate, Columbia College

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Abe Rojas

Chair, Board of Trustees, Yosemite Community College District

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Doralyn Foletti

President, Classified Senate, Columbia College

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Joan Smith, Ed.D.

Chancellor, Yosemite Community College District

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Matthew Christman

President, Associated Students of Columbia College

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Chris Vitelli

Accreditation Liaison Officer,

Interim Vice President of Student Learning, Columbia College



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## Statement of Report Preparation

In August 2011, the Columbia College (CC) Self Study Report was completed and submitted to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC). The ACCJC Self Study Evaluation Team subsequently visited Columbia College (CC) in October 2011 [1.01].

In a letter from the ACCJC dated February 1, 2012, the commission acted to issue a Warning to Columbia College and require a Follow-Up Report from Columbia College [1.02]. The commission letter cited six College Recommendations and four District Recommendations where improvement was required. The Follow-Up Report was submitted October 2012 [1.03]. The Follow-Up Report was followed by a visit by ACCJC Representatives in fall 2012 [1.04].

In a letter from the ACCJC dated February 11, 2013, the commission acted to continue Warning and required the College to complete this Follow-Up Report. [1.05] The commission letter cited two College Recommendations and two District Recommendations.

This Follow-Up Report documents the process, progress, and completion on all of the College and District Recommendations. Columbia College actively engaged all campus constituents, including faculty, staff, students and administrators to participate on the accreditation standards work groups and follow-up reports. These committees started meeting in March 2013 to gather evidence for the College Follow-Up Report. Teams continued to meet during the summer 2013 and refined the college responses to the recommendations.

The Follow-up Report was sent out electronically in summer 2013 for review and feedback to all college-wide constituents. The College response was reviewed at the July 11, 2013 and August 15, 2013 College Council Meetings (Columbia College's main governance committee), and again for approval on September 6, 2013. Comments and corrections were reviewed by and integrated into the document by the accreditation liaison officer [1.06, 1.07, 1.08]. The Board of Trustees received the report for initial review in September 2013. The final document was brought forward for YCCD Board approval at the October 2013 YCCD Board of Trustees meeting [1.09]. The Follow-Up Report was completed, printed and sent to the ACCJC to meet the October 15, 2013 Follow-Up Report deadline.

The membership of these task forces is as follows:

### District Recommendation 2 – Team members

Jill Stearns	President, Modesto Junior College
Leslie Buckalew	Interim President, Columbia College
Gary Whitfield	Vice President of College and Administrative Services, Columbia College
John Leamy	Academic Senate President, Columbia College

### District Recommendation 3 – Team members

Jill Stearns	President, Modesto Junior College
Leslie Buckalew	Interim President, Columbia College
Nick Stavrianoudakis	YCCD Director of Public Affairs
Coni Chavez	Executive Assistant to the President, Columbia College

### College Recommendation 1 – Team members

Chris Vitelli	Interim Vice President of Student Learning, Columbia College
Kathy Sullivan	Faculty
Micha Miller	Faculty
Craig Johnston	Faculty
Dave Chesnut	Classified
Matthew Christman	Student, ASCC President

### College Recommendation 2 – Team members

Gary Whitfield	Vice President of College and Administrative Services, Columbia College
Raelene Juarez	Faculty
Wendy Griffiths-Bender	Faculty
Tom Johnson	Faculty
Nancy Bull	Classified
Aiko Gonzalez	Student, ASCC Director of Publicity

## **Evidence for the Statement of Report Preparation**

- 1.01 Columbia College Institutional Self Study Report
- 1.02 Letter from ACCJC, February 1, 2012
- 1.03 ACCJC Follow Up Report, October 15, 2012
- 1.04 ACCJC Follow Up Visit, November 19, 2012
- 1.05 Letter from ACCJC, February 11, 2013
- 1.06 Minutes from Columbia College Council Committee, July 11, 2013
- 1.07 Minutes from Columbia College Council Committee, August 15, 2013
- 1.08 Minutes from Columbia College Council Committee, September 6, 2013
- 1.09 Minutes from the YCCD Board of Trustees meeting, October 9, 2013

## Response to Yosemite Community College District Recommendation 2

**District Recommendation 2:** In order to fully meet the standard, the teams recommend that the District and the colleges review institutional missions and their array of course offerings and programs in light of their current budgets. (Standards III.D, III.D.1, ER 17.)

To fully meet the recommendation, the Yosemite Community College District, Columbia College, and Modesto Junior College engaged in further review of their mission statements and array of course offerings and programs in light of current budgets. The review included a districtwide discussion at the March 29, 2013, YCCD Strategic Planning Session of the three mission statements and how they relate to one another [2.01]. The districtwide discussion brought forth a recommendation that Modesto Junior College shorten the mission statement adopted by the Board of Trustees on October 10, 2012, to ensure clarity and strengthen the linkage between the three institutional mission statements within the district. No recommendation for changes to the Yosemite Community College District or Columbia College mission statements resulted from the strategic planning meeting.

### Yosemite Community College District Mission

The YCCD mission statement reads: “The Yosemite Community College District is committed to responding to the needs of our diverse community through excellence in teaching, learning and support programs contributing to cultural and economic development and wellness.”

The YCCD mission statement was reviewed and updated as part of the Strategic Planning Process initiated in November 2010 which resulted in the YCCD Strategic Plan 2007-2015 which was approved by District Council on April 27, 2011 [2.02, 2.03]. The YCCD Strategic Plan provides the framework and support for all other college and central services plans. The YCCD mission and vision statements are the foundation for the YCCD Strategic Plan. The Board of Trustees approved the extended YCCD Strategic Plan 2007-2015 on May 11, 2011 [2.04].

District Council is the districtwide governance committee comprised of representatives from each of the district constituency groups, central services, and the colleges. The purpose of this council is to make recommendations to the chancellor regarding the existence of needs, the establishment of priorities, and the allocation of resources on a broad, districtwide basis. District Council serves as the coordinating body for the review of the district strategic plan. District Council affirmed the YCCD mission statement on April 25, 2012 [2.05].

### Relationship between the YCCD and Columbia College mission

During 2012, Columbia College reviewed and discussed all key planning statements including the Mission, Vision, and Core Values of the College. Changes were proposed to accurately reflect the core educational purpose of the College and to ensure alignment with the Yosemite Community College District mission statement. College Council approved all revisions to the key planning documents during the February 3, 2012 meeting [2.06]. Additionally, recommendations from the March 29, 2013 District Council Planning Session were reviewed and taken into consideration regarding mission statement alignment at the April 5, 2013, Columbia College Council meeting [2.01, 2.07]. Following discussion, it was agreed to support adding the statement, “Committed to utilizing its resources in responding...” to the Yosemite Community College District Mission Statement. Further, the Council was in agreement to consider the suggestions proposed at the District Council Retreat when revisiting the college mission statements in fall 2013. Finally, to facilitate better alignment with integrated

planning, Columbia College has included as a part of the Program Review, aligning at least one college Goal for each resource allocation requests.

#### **Relationship between the YCCD and Modesto Junior College mission**

Over the course of 2012, MJC engaged in a review and revision of the College mission statement. The process was initiated to ensure that the MJC mission statement accurately reflected the current educational purpose, the intended student population, and the commitment to student learning in alignment with the Yosemite Community College District mission statement. Two workshops were held to gather input and to analyze data in support of mission statement revision [2.08, 2.09]. A workgroup convened to draft a new college mission statement that was adopted by the College Council on October 1, 2012, and approved by the YCCD Board of Trustees on October 10, 2012 [2.10, 2.11].

During the March 29, 2013 YCCD Strategic Planning Session, several workgroups noted that the MJC mission statement was too long and suggested that it be shortened to the first paragraph [2.01]. This recommendation received consent from the strategic planning participants and was brought to College Council for consideration on July 9, 2013 [2.12]. College Council affirmed the mission change on August 13, 2013, and the YCCD Board of Trustees took action to approve the revision on September 11, 2013 [2.13].

#### **Mission, Course Offerings, and Programs**

Columbia College and Modesto Junior College affirm and ensure that course and program offerings are aligned with the college mission through the curriculum approval process. Curriculum review requires that the role of the course in supporting the college mission be clarified [2.14]. The California Community College system focus on transfer preparation, career technical education, and basic skills has further defined the purpose of instructional programs and courses at the colleges. To maximize opportunity for students during the extended period of reduced resources available to support instruction and student success each college implemented resource allocation processes that tie allocation to the college mission.

Columbia College established the Big Picture Budget Discussion Group (BPBDG) that reports to College Council. This group is founded on TLC – Transparency, Listen, and Communication – and is led by the college president. The group makes recommendations to College Council on budget development and resource allocation for general and restricted funds [2.15].

The Resource Allocation Council at MJC developed and implemented guiding principles which supports resource allocation recommendations in periods of growth and reduction. The Resource Allocation Council is responsible for presenting a college budget recommendation to College Council each spring as part of the annual budget development process. The resource allocation process links budget and resource requests to the college mission, goals, learning outcomes, and student success [2.16].

**Evidence for District Recommendation 2**

- 2.01 District Planning Session Meeting Notes, March 29, 2013 with Mission Alignment across YCCD Table
- 2.02 District Council Agenda and Minutes, April 27, 2011
- 2.03 YCCD Strategic Plan 2007-2015
- 2.04 Board of Trustee Minutes, May 11, 2011
- 2.05 District Council Agenda and Minutes, April 25, 2012
- 2.06 Columbia College Council Minutes, February 3, 2012
- 2.07 Columbia College Council Minutes, April 5, 2013
- 2.08 Institutional Effectiveness Assessment Workshop Minutes, May 15, 2012
- 2.09 MJC Strategic Planning Workshop Summary, Mission Statement Development Minutes, August 23, 2012
- 2.10 MJC College Council Agenda and Minutes, October 1, 2012
- 2.11 Board of Trustees Agenda and Minutes, October 10, 2012
- 2.12 MJC College Council Agenda and Minutes, July 9, 2013
- 2.13 Board of Trustees Agenda and Minutes, September 11, 2013
- 2.14 Screenshot of Curriculum Submission through CurricUNET that shows Alignment with College Mission
- 2.15 Big Picture Budget Discussion Group (BPBDG) Columbia College, Agendas and Minutes
- 2.16 Resource Allocation Council Agendas and Minutes from October 2012 to current

## Response to Yosemite Community College District Recommendation 3

**District Recommendation 3:** The team recommends the District and Board of Trustees develop policies on the delegation of authority to the college president. (Standard IV. A.2.a, IV.B.3.e.)

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Prior to receiving Recommendation #3, the District had adopted a policy delegating authority to the chancellor and presidents. However, to fully meet the recommendation, the Yosemite Community College District policy committee created separate policies: one existing that delegates authority to the chancellor (Policy 2430), and one delegating authority to the college presidents (Policy 2430.1) [3.01, 3.02]. The Board of Trustees adopted the new Policy 2430.1 on August 14, 2013 [3.03].

Every effort has been made to ensure that the Yosemite Community College District's Board Policies, 2430 Delegation of Authority to the Chancellor and 2430.1 Delegation of Authority to the Presidents, are in full alignment with Education Code §70902(d) and 72400, and Standard IV.B.3.e. Further, the YCCD job descriptions for the chancellor and presidents were updated to clearly state delegation of authority from the Board of Trustees to the college presidents via the chancellor.

### **Evidence for District Recommendation 3**

- 3.01 District Board Policy 2430
- 3.02 District Board Policy 2430.1
- 3.03 Board of Trustees Agenda and Minutes, August 14, 2013

# Response to College Recommendation 1

**College Recommendation 1:** In order to meet the standard, the team recommends that the institution complete the development and assessment of student learning outcomes for all courses and programs and develop and assess learning outcomes in administrative services, student services, as well as the Library and Learning Support Services and use the results for improvement of student learning and institutional effectiveness (Standards I.B.3, I.B.7).

With regard to College Recommendation 1, the team notes that in some administrative areas the use of assessment results or ‘closing the loop’ may not have taken place since a full cycle of one year has not passed since assessment began.

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## Introduction

The College continues to prioritize comprehensive student learning outcomes to provide the highest quality education for our students, to stimulate improvements as needed, strengthen our culture of evidence, and use results for overall institutional effectiveness.

Since the ACCJC follow-up visit, the College has worked to “close the loop” on development, assessment, and analysis of all administrative area student learning outcomes—using assessment results to initiate program improvement [1.08].

For all areas, the College’s cycle of improvement for student learning outcomes continues to meet the rubric for continuous quality improvement. As such, the College continues to: 1.) Improve comprehensive reporting and support, 2.) Build stronger relationships between program review and SLOs, and 3.) Identify and share improvements to student learning through ongoing cycles of assessment [1.01, 1.03, 1.05, 1.08, 1.09].

The College continues to provide ongoing support for all areas with particular focus and attention to those administrative areas “closing the loop” and has completed a full cycle of assessment [1.01, 1.08, 1.13]. SLO Mentors are an integral part of this process for all areas at the College. The SLO Mentors provide weekly scheduled office hours, online tools and resources, regular workshops, “just-in-time” one-on-one support, online support resources, monthly columns in the Academic Senate Newsletter, and open dialogue and communication with the campus community [1.01, 1.04, 1.06, 1.07, 1.08, 1.10, 1.16]. Additionally, the SLO Workgroup meets regularly to discuss progress, share improvements, and to guide the overall cycle of review for all areas of SLOs at the College.

## Completion of the Development & Assessment of SLOs for Courses and Programs

Of the 511 courses (excluding cross-listings), 100% are currently associated with at least one or more student learning outcomes and an associated assessment and analysis (excluding new courses from the 2012-13 academic year). To date, analysis of SLOs has led to either the review and/or identification of improvements for all active (excluding new courses) courses at the College. Moving forward, the College has particularly focused on the analyses of these SLOs and the improvement ensued as part of that cycle [1.08, 1.13].

Of the 96 programs, 100% are currently associated with at least one or more student learning outcomes and an associated assessment and analysis. To date, analysis of SLOs has led to either the review and/or identification of improvements for all active programs at the College [1.08, 1.13].

### **Development and Assessment of Learning Outcomes for Administrative Services, Student Support Services, and Library and Learning Support Services**

The development and assessment of learning outcomes of Administrative Services, Student Support Services, and Library and Learning Support Services has been a continuous primary goal.

#### **Administrative Services**

Of the 9 programs in Administrative Services, 100% currently are associated with at least one learning outcome and associated assessment. To date, analysis of SLOs has led to either the review and/or identification of assessment results for the improvement of all the programs in Administrative Services [1.08, 1.13].

#### **Student Support Services**

Of the 15 programs in Student Support Services, 100% currently are associated with at least one learning outcome and associated assessment. To date, analysis of SLOs has led to either the review and/or identification of assessment results for the improvement of all the programs in Student Support Services [1.08, 1.13].

#### **Library and Learning Support Services**

Library and Learning Support Services has 100% currently associated with at least one learning outcome and associated assessment. To date, analysis of SLOs has led to either the review and/or identification of assessment results for the improvement of all the programs in Library and Learning Support Services [1.08, 1.13].

### **Results Demonstrating Improvement and Closing the Loop**

The College continues to utilize comprehensive assessment reports via the SLO Tool—helping inform the College of the progress with ongoing cycles of evaluation. [1.08, 1.13] The SLO Tool, integrated with Program Review [1.09] and resource allocation, provides comprehensive results demonstrating improvement for courses and programs—particularly in “closing the loop” on one full cycle of learning outcomes for several administrative areas. [1.03, 1.04, 1.05, 1.06, 1.07, 1.08, 1.12, 1.13]

As a part of the current cycle, the SLO Mentors have developed a Program SLO Report Card [1.14] for all program-related student learning outcomes. The goal is for all programs to evaluate Program SLOs and demonstrate improvement as a result of this planning cycle. Additionally, each program is connecting their respective learning outcomes to one or more of the college/institutional learning outcomes—a new addition to the SLO Tool [1.06, 1.08].

By September 2013, all college programs, including administrative areas, completed the Program SLO Report Card demonstrating the completion of one full cycle for all programs with results for improvement of student learning and institutional effectiveness [1.14]. Using the results of the Program SLO Report Card, the SLO Mentors will identify common areas needed for continuous improvement and address these areas through a series of one-on-one consultations, electronic dialogue, and workshops.

As a part of our continuous cycle of improvement, the SLO Report Card will be forwarded to College Council for inclusion in the annual evaluation.

**Examples of Improvement:****Courses**

The NARTC 181-California Wildlife course instructor developed an assessment tool aligned with each of the course SLOs to gain student perspective on each outcome. The student assessments and comments led to the improvement of course technology and upgrades with the purchase of new wildlife cameras for the course [1.08, 1.15].

**Programs**

The Biological and Physical Sciences Program created an assessment to measure the SLO to “develop social and professional skills needed to be successful in the modern workplace.” The results of the 4-question student assessment given in all science-related programs led to increased classroom instruction and contextualized activities related to the types of workplace skills needed as they relate to biological and physical sciences related careers [1.08, 1.15].

**Administrative Services**

The Child Development Center’s SLO to “provide ‘hands on’ opportunities and experiences for students to explore and practice what has been learned while enrolled in Child Development or closely related courses” was linked to the following two assessment tools: the Infant Toddler Environmental Rating Scale (ITERS) and the Early Childhood Education Rating Scale (ECERS). The analyses of these tools led to increased activities and hands-on opportunities for student employees aligned with the ITERS and ECERS assessments [1.08, 1.15].

**Student Services**

The EOPS program’s SLO for “80% of new EOPS students to demonstrate knowledge of program requirements and services as a result of attending an EOPS orientation” was assessed with a quiz after each session. As a result of the orientation quiz, it was determined that students were often unable to identify the required action steps and counseling sessions for the program. This resulted in an increased emphasis on this component of the orientation, which included more clearly defined action steps and required counseling sessions [1.08, 1.15].

**Library Support Services**

The Library’s SLO to “foster positive growth in students”—integrated with college-wide SLOs—was assessed via several student surveys in a four-year period. The results led to several improvements including the increased depth and breadth of textbook availability in the reserve collection leading to a 50%-plus increase in usage, an increase in face-to-face orientations, and the development of Finals Cram Nights [1.08, 1.15].

**Outline of Overall SLO Cycle Review for Columbia College**

In an effort to codify comprehensive review cycles, the College has discussed a plan and the SLO Workgroup made the recommendation to College Council to adopt the following review comprehensive cycle for all learning outcomes [1.06, 1.11]:

### Comprehensive Review Cycle for SLOs

Area	3-Year Cycle	5-Year Cycle
Institutional SLOs		X
Courses		X
Programs	X	
Administrative Services	X	
Student Services	X	
Library Support Services	X	

The review cycle was adopted by College Council on May 16, 2013 [1.11]. The College is working to develop a more detailed cycle calendar with specific dates for each of the areas. The goal is to stagger the dates appropriately to allow for a portion of each area to conduct comprehensive reviews each year.

### Evaluation Summary

The College has made significant progress in completing the cycle and “closing the loop” for learning outcomes in all areas—including administrative areas—and is using the outcomes to improve and enhance student success and institutional effectiveness.

To date, all instructional courses and programs as well as Administrative Services, Student Services, and Library Support Services have identified SLOs and are actively using the results for improvement and institutional effectiveness [1.08]. SLOs are also now included as an integrated component of Program Review [1.09] and ongoing support is provided for all areas. Furthermore, a comprehensive review cycle has been identified and will ensure continuous quality improvement and assessment of SLOs [1.11].

In summary, Columbia College is committed to student learning outcomes for all areas to use the results for improvement of student learning and institutional effectiveness. The College has strived to meet the proficiency level for all student learning outcomes and has “closed the loop” on the development, assessment, and analysis of all administrative area student learning outcomes—using the results to initiate program improvement.

## **Evidence for College Recommendation 1**

- 1.01 Student Learning Outcomes
- 1.02 SLO Statement of Purpose
- 1.03 Assessment Cycle
- 1.04 Assessment Tools and Resources
- 1.05 Implementation Models
- 1.06 SLO Workgroup Minutes
- 1.07 SLO Workgroup
- 1.08 SLO Tool
- 1.09 Columbia College Planning, Instructional Program Review
- 1.10 Accreditation Forum Presentations
- 1.11 College Council Minutes, May 16, 2013
- 1.12 ACCJC College Recommendation 1 Response Team Meeting Minutes
- 1.13 SLO Report Summary
- 1.14 Program SLO Report Card
- 1.15 SLO Examples of Improvement
- 1.16 Academic Senate Newsletters

## Response to College Recommendation 2

**College Recommendation 2:** In order to fully meet the standard, the team recommends the institution continue to assess the evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, the library and other learning support services (Standards I.B.6; IV.A.5).

With regard to College Recommendation 2, at the time of the Follow-up Team's visit the College had not yet finalized the revision of its goals and the development of the measurable objectives. Additional work is needed to develop sustainable evaluation mechanisms that lead to continuous quality improvement at all levels.

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### Introduction

Columbia College continues to strengthen its culture of institutional assessment. Since the time of the last visit, the College has finalized the institution's goals, measurable objectives, and developed sustainable evaluations mechanisms that lead to continuous quality improvement at all levels.

In December 2010, College Council initiated the evaluation of college goals and continued the effort through the spring and summer of 2011 [2.01]. After several reiterations of trying to develop a qualitative rubric, it was decided at the September 30, 2011 College Council retreat to instead create measurable objectives for each of the college goals [2.02].

Efforts toward the revision and measurement of college goals continued; however, it was not until the formation of the College Goals Revision Subcommittee at the April 6, 2012 College Council meeting that considerable progress was made [2.03]. The goals were consolidated from ten into five with each goal having measurable objectives. A full-time Director of Research and Planning was also hired in May 2012 to help to stabilize the institutional research needs of the College [2.04].

The College Council approved the following five college goals with measurable objectives at an October 5, 2012 meeting [2.05, 2.06]:

GOALS	OBJECTIVES	SUPPORTING DATA
<p><b>Goal 1 – Student Success:</b>  <b>Students at Columbia College shall develop and reach informed self-identified goals in a timely manner. Our students shall master relevant theory and practice.</b></p>	<p>1.1 The college shall increase the percentage of students that have Student Educational Plans</p> <p>1.2 The college shall increase the percentage of students that have reviewed or updated their Educational Goals each semester</p> <p>1.3 The college shall monitor and plan for an optimal number of annual program completions</p> <p>1.4 Student completion data shall be used to determine existing time-to-completion velocities for college programs. Data shall be used to improve time-to-completion velocities</p> <p>1.5 Students shall demonstrate in-depth, critical knowledge of theory, research and practice relevant to their chosen professional roles and focus areas, including skill development in Organization, Computation, Communication, and Research. (Institutional SLO #4)</p>	<p>1.1.1</p> <ul style="list-style-type: none"> <li>Percentage students with Student Education Plans</li> </ul> <p>1.2.1</p> <ul style="list-style-type: none"> <li>Percentage students that have reviewed SEPs each semester</li> </ul> <p>1.3.1 (<i>optimal would be determined over time through program review</i>)</p> <ul style="list-style-type: none"> <li>Number of (annual) program completions. ‘Completions’ shall be defined by instructional and non-instructional areas.</li> <li>Percentage (annual) program completions. Percent of completers identified in program</li> </ul> <p>1.4.1</p> <ul style="list-style-type: none"> <li>Time to completion velocities</li> </ul> <p>1.5.1</p> <ul style="list-style-type: none"> <li>Measures for Institutional SLO #4</li> </ul>
<p><b>Goal 2 – High Quality Programs and Services:</b>  <b>Columbia College shall develop and maintain high quality programs and services that support the College Mission.</b></p>	<p>2.1 All college programs shall regularly evaluate and improve program quality through ongoing and systematic cycles of program review</p> <p>2.2 All college programs shall regularly evaluate and identify resource needs through ongoing and systematic cycles of program review</p> <p>2.3 All programs shall document their appropriate support for the college mission</p> <p>2.4 Instructional programs undergo effective systematic cycles of curriculum review</p>	<p>2.1.1</p> <ul style="list-style-type: none"> <li>Evidence of ongoing cycles of effective program review</li> <li>Evidence of quality data-informed plans to improve program/service performance</li> <li>Evidence of ongoing cycles of learning assessment, planning and improvement</li> <li>Evidence of improvement through the analysis of program review data</li> </ul> <p>2.2.1</p> <ul style="list-style-type: none"> <li>Evidence of ongoing cycles of needs assessment</li> <li>Evidence of quality data-informed resource requests</li> <li>Evidence of appropriately prioritized resource allocations</li> </ul> <p>2.3.1</p> <ul style="list-style-type: none"> <li>Evidence of ongoing cycles of needs assessment</li> </ul> <p>2.4.1</p> <ul style="list-style-type: none"> <li>Evidence of High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. (Standard II.A.2.c)</li> </ul>

GOALS	OBJECTIVES	SUPPORTING DATA
<p><b><u>Goal 3 – Institutional Effectiveness:</u></b>  <b>Columbia College shall demonstrate institutional effectiveness through ongoing and systematic cycles of improvement that lead to the accomplishment of the College Mission and guide the allocation of its resources.</b></p>	<p>3.1 The College Council shall annually evaluate progress toward Mission-based CollegeGoals.</p> <p>3.2 The institution shall demonstrate the consistent execution of regularly scheduled institutional plans as prescribed by the Master Planning Calendar</p> <p>3.3 There is dialogue about institutional effectiveness that is ongoing, robust and pervasive data and analyses are widely distributed and used throughout the institution. <i>(ACCJC Rubric: Planning)</i></p> <p>3.4 The institution shall maintain and improve mechanisms to evaluate the Strategic Planning Cycle</p> <p>3.5 The institution shall increase and improve connections between evaluation and resource allocation</p>	<p>3.1.1</p> <ul style="list-style-type: none"> <li>Annual analysis and reporting on measurable objectives for College Goals</li> </ul> <p>3.2.1</p> <ul style="list-style-type: none"> <li>Regular review of Master Planning Calendar, and assessment of its effectiveness at Annual Planning Assessment Retreats</li> </ul> <p>3.3.1</p> <ul style="list-style-type: none"> <li>Document and assess frequency, breadth, visibility and effectiveness of dialogue</li> </ul> <p>3.4.1</p> <ul style="list-style-type: none"> <li>Identify and expand the connections between the Master Planning Calendar and Strategic Planning Cycle.</li> <li>Suggested improvements from Annual Planning Assessment Retreats</li> <li>Document and track increasing number of improvements to SPC</li> </ul> <p>3.5.1</p> <ul style="list-style-type: none"> <li>The College Council shall identify and evaluate processes that drive resource allocation</li> <li>Comprehensive reports from program review</li> </ul>
<p><b><u>Goal 4 – Campus Climate:</u></b>  <b>Interactions among all constituencies at Columbia College shall be characterized by respect for all individuals and ideas. Campus policies and procedures shall be inclusive and encourage participation by all in the college community. Both the physical and intellectual environment of the campus shall encourage personal reflection and inquiry.</b></p>	<p>4.1 The college shall strive to increase broad participation in college committees by students, faculty, staff, and management</p> <p>4.2 The college shall strive to increase broad participation in college activities by faculty, staff, and students</p> <p>4.3 Faculty, staff, management and students shall encourage diverse viewpoints and critical thinking</p> <p>4.4 The college shall strive to increase the percent of students, faculty, staff and management who find the physical environment of the campus supportive of reflection, Inquiry and learning</p>	<p>4.1.1</p> <ul style="list-style-type: none"> <li>Track the number of college committees on the Columbia College Committee Map that have regular participation by students, faculty, staff, and management.</li> <li>Survey students and all employees as to their level of participation on college committees</li> </ul> <p>4.2.1</p> <ul style="list-style-type: none"> <li>Track the number of college activities on the events calendar that have regular participation by students, faculty, staff, and management.</li> <li>Survey students and all employees as to their level of participation in college activities</li> </ul> <p>4.4.1</p> <ul style="list-style-type: none"> <li>Survey students and all employees regarding the level of impact the physical surroundings (buildings and grounds) on their level of reflection and inquiry</li> </ul>

GOALS	OBJECTIVES	SUPPORTING DATA
<p><b>Goal 5 – Community Connections:</b>  <b>Columbia College shall foster mission focused partnerships and the economic development of its surrounding communities. The college shall promote social and civic responsibility through activities and programs for its students.</b></p>	<p>5.1 The college shall increase formal connections with city and county economic development and workforce training</p> <p>5.2 The college shall increase efforts to support occupational pathways that are documented as new or viable areas of employment</p> <p>5.3 The college shall strengthen community partnerships that support the College Mission</p> <p>5.4 Students shall develop values, opinions, attitudes, and behaviors that underlie and support active citizenship through, Civic engagement, Leadership development, Advocacy, Collaboration, Team-building and Mentoring. (Institutional SLO 2)</p>	<p>5.1.1</p> <ul style="list-style-type: none"> <li>• Track the number of formal connections with Workforce Investment Boards, Economic Development Programs and Industry Leaders.</li> <li>• Document formal partnerships, consortia and initiatives the college is engaged with in support of the communities served</li> </ul> <p>5.2.1</p> <ul style="list-style-type: none"> <li>• Document sectors of employment to focus on through Department of Labor Statistics, CCCCCO Data, and Perkins IV Data.</li> <li>• Documentation of initiatives and support for programs in above-mentioned area</li> <li>• Employment data and number of students in programs documented as emerging or viable</li> </ul> <p>5.3.1</p> <ul style="list-style-type: none"> <li>• Track the number of partnerships in support the College Mission. This could be number of partnerships, number of members, number of organizations, institutions or counties involved</li> </ul> <p>5.4.1</p> <ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Measures for Institutional SLO #2</li> </ul>

### Closing the Loop

The College continues to review and improve upon sustainable evaluation mechanisms that had been developed leading to continuous quality improvements at all levels. College Council had a Planning Assessment Retreat on November 6, 2012 that focused on developing effective evaluation mechanisms for strategic planning, resource allocation, and program review [2.07].

Topics of discussion included, but were not limited to, identifying mechanisms and a process to evaluate and improve college goals [2.08]. The College now has a prioritization process for resource allocation and a simplified identification of resource needs included in the new Program Review Tool.

### Program Review

The Columbia College Program Review format and process for Student Services and Administrative Services has proven to be effective [2.09]. As a part of continuous quality improvement, the Program Review Tool was evaluated, feedback was solicited (CTE Division Meeting, January 2013), and the following changes were made: 1.) Increase ease of navigation and the elimination of multiple screens, 2.) New comprehensive view of final document, 3.) Integrated planning tools, 4.) Integrated and embedded data, and 5.) Integrated resource allocation and alignment with College Goals [2.10].

Within the new form, SLO data is readily available as well as all courses and programs approved through the curriculum committee. Documents are easily attached to provide additional information and/or external data. With resource requests integrated within the new Program Review form, there is no longer a need for the Unit Planning Tool. If projects and/or improvements require funding, each resource request is associated with a College goal and measurable outcomes.

On March 29, 2013, the Arts and Science and Career Technical Education division deans presented the new format and discussed the components with faculty [2.11]. An aggressive timeline was presented with the goal to complete Program Review within the new form—by the beginning of the fall 2013 this goal was achieved [2.12].

### **The Integrated Planning Process and Cycle of Evaluation**

The Columbia College Annual Planning Cycle is an ongoing systematic review leading to continuous quality improvement for the institution. The implementation of timeframes for the Annual Planning Cycle codifies the ongoing systematic review and improves the College's culture of evidence.

At the College Council April 5, 2013 meeting, it was shared that a timeline with defined dates should be created for SLOs and other annual planning processes such as program review and resource allocation [2.16]. College Council was open to documenting these dates. At the May 16, 2013 meeting, College Council reviewed a one-page chart outlining the timeframes for integrated planning process components and made recommendations to be brought back to the next meeting [2.17]. The chart was created to provide a quick overview of the timeframes and includes the components outlined below. At the July 11, 2013 meeting, the timeline was approved by College Council.

#### **Mission & Goals and other strategic planning documents**

The Institutional Effectiveness Report (IER) and analysis prepared by the college researcher, including evaluation of college goals and objectives, is reviewed annually by College Council at the March retreat [2.18]. Columbia College has a designated timeline in the Master Planning Calendar for reviewing and updating the Mission, Vision, Core Values and Goals every two years. Recommendations for improving the integrated planning process assist in the development of evaluation mechanisms that lead to continuous quality improvement.

#### **Program Review**

Program Reviews are updated each fall by all areas: instruction, student and administrative services with a comprehensive Program Review completed every three years for all divisions. The comprehensive Program Review is a complete analysis of the previous three years and review of the program or service going forward. The Vice Presidents provide an Executive Summary after the third year to College Council at the March retreat.

To maintain continuous quality improvement for student success, the Program Review process uses data and other evaluation tools such as surveys to analyze the effectiveness of the program or service. Identified improvements result in the program or service creating appropriate Student Learning Outcomes (SLOs) to monitor the continuous process of improvement. The Program Review process also identifies resources necessary to accomplish needed improvements.

### **Student Learning Outcomes**

SLOs are identified from Program Review and documented in the software developed by the College. Annual reviews and updates take place each spring semester. A comprehensive review is completed every three years for programs and support services. Courses are comprehensively reviewed every five years. In spring 2013, the SLO Report Card was implemented to assess the quality of Program SLOs and a button was added in the SLO Tool to connect program SLOs to college SLOs [2.13, 2.14, 2.15].

### **Resource Allocation**

The resource allocation process starts in late fall, after Program Reviews are updated or the comprehensive Program Review is completed, and continues into the spring semester for all areas. The identified resource needs in Program Review are prioritized. The Dean or Administrator creates a prioritized list of the needs to submit to the Vice Presidents. The lists are reviewed by the Vice Presidents and brought forward to the Administrative Council meeting in February for consideration.

At the Administrative Council meeting in February, the lists of resource needs are reviewed and discussed. In March, the Administrative Council will finalize the approved items for funding, based on available resources, and make recommendations to the President for approval.

The President approves the items deemed appropriate to fund and presents the list to College Council for review at the April meeting. After consultation with College Council, the list of approved items for funding are included in the college budget.

### **Evaluation of Mechanisms for Continuous Quality Improvement**

In March of each year, the College Council meets to review the Institutional Effectiveness Report (IER), surveys completed, and analysis from the College Researcher. The IER report is a trend analysis of the College's goals and objectives that are supported with data from various sources. College Council discusses and makes recommendations for improvement of learning outcomes.

College Council reviews, discusses, and makes recommendations for improvements to the integrated planning process from surveys and other input for Program Review, SLOs, and the allocation of resources to the College President. The College President takes those recommendations to the Administrative Council for discussion and implementation.

Finally, the College Council reviews the planning process mechanisms in place at the College, including but not limited to, Program Review, Student Learning Outcomes (SLOs), and allocation of resources for ease of use and effectiveness. College Council reviews an Executive Summary from each of the following areas: instruction, student services and administrative services. The Executive Summary highlights areas of improvement, allocated resources, and areas of needed improvement that support the College's effort of continuous quality improvement.

**Evaluation Mechanism for Continuous Quality Improvement**

The College goals were evaluated through a student survey conducted spring 2013 and data was presented to College Council on May 5, 2013 [2.19].

Columbia College has a Master Planning Calendar which indicates the timeline for the review or development of all college planning documents [2.20]. This calendar was created to facilitate integration of planning documents. The next biennial review for the college Strategic Planning Documents (mission, vision, core values, and college goals) is scheduled for fall 2013 [2.21].

Columbia College has an integrated planning process that has evolved over the years and has developed a cycle of evaluation based on evidence and data to improve student learning and also analyze progress toward its mission and goals. The institution continues to assess the evaluation mechanisms through a systematic review that integrates strategic and annual planning processes. The effectiveness of programs and services—both instructional and non-instructional—are measured and connected to the College goals and prioritized through the College's resource allocation process.

**Evaluation Summary**

With the revision of the College goals, evaluation of the measurable objectives and a comprehensive Program Review process, the College is now able to improve the effectiveness of programs and services being offered and provide sustainable evaluation mechanisms that lead to continuous quality improvement at all levels.

## **Evidence for College Recommendation 2**

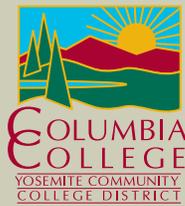
- 2.01 College Council meeting minutes, December 2010
- 2.02 College Council meeting minutes, September 30, 2011
- 2.03 College Council meeting minutes, April 6, 2012
- 2.04 YCCD Board meeting minutes (hire of full-time researcher), May 2012
- 2.05 College Council meeting minutes, October 5, 2012
- 2.06 College Goals and Objectives
- 2.07 College Council Planning Assessment Retreat minutes, November 6, 2012
- 2.08 Integrated Planning System (Program Review Tool / Unit Planning Tool / SLO Tool)
- 2.09 Program Review for Student Services and Administrative Services
- 2.10 CTE Program Discussion feedback
- 2.11 Launch of new Program Review form (email from CTE and A&S Deans), March 29, 2013
- 2.12 New Program Review form for instructional programs
- 2.13 SLO Tool
- 2.14 SLO Report Card
- 2.15 SLO Workgroup meeting minutes, March 25, 2013
- 2.16 College Council meeting minutes, April 5, 2013
- 2.17 College Council meeting minutes, May 16, 2013
- 2.18 Institutional Effectiveness Report
- 2.19 Student Survey 2013
- 2.20 Master Planning Calendar
- 2.21 Strategic Planning Documents

## Conclusion

The process of responding to the two District Recommendations and two College Recommendations has provided Columbia College with an opportunity to reflect on and strive for continuous quality improvement in providing excellent services for our students.

Constituents across the college pulled together to respond to the ACCJC follow-up recommendations. These recommendations validated many of the observations in the college's self-study report and provided the catalyst for propelling the college forward in addressing these areas that needed improvement. Many individuals spent countless hours reviewing their current efforts to serve students and ways to improve our systems and processes. The outcome of these efforts has created renewed energy and commitment to finding creative solutions that improve the overall college performance and enhance student learning.

The improvements identified in this report are part of a continued and ongoing campus wide effort to meet and exceed ACCJC's goal to use ongoing and systematic evaluation and planning to refine its key processes and improve student learning.



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