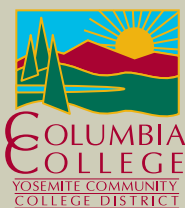Columbia College 2012

Accreditation Follow-Up Report

Columbia College

2012 Accreditation Follow-Up Report

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

Submitted October 2012

Submitted by
Columbia College
11600 Columbia College Drive
Sonora, CA 95370
www.gocolumbia.edu

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.

Certification of the Follow-Up Report

Date: October 15, 2012

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

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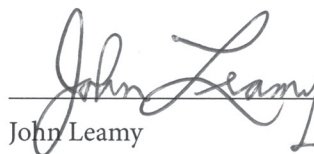   11600 Columbia College Drive
          Sonora, CA 95370

This 2012 *Accreditation Follow-Up Report* is in response to recommendations cited in the February 1, 2012 action letter from the Accrediting Commission for Community and Junior Colleges.

We certify that there was broad participation in the production of the 2012 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:

_____
Dennis Gervin, Ph.D.
President/CEO, Columbia College

_____
Mike Riley
Chair, Board of Trustees, Yosemite Community College District

_____
Joan Smith, Ed.D.
Chancellor, Yosemite Community College District

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Leslie Buckalew, Ed.D.
Accreditation Liaison Officer, Vice President of Student Learning
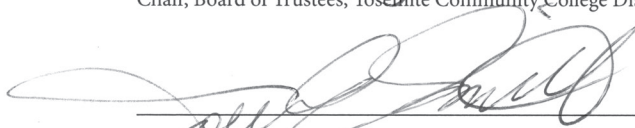
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John Leamy
President, Columbia College Academic Senate
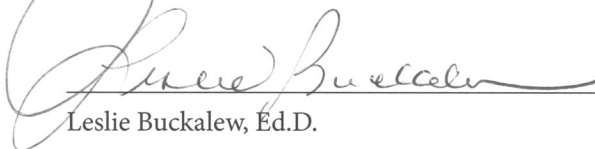
_____
Doralyn Foletti
President, Columbia College Classified Senate

_____
Brandon Moore
President, Associated Students of 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.

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. The commission letter cited six College Recommendations and four District Recommendations where improvement was required. The Follow-Up Report was submitted October 2012. The Follow-Up Report will be followed by a visit by ACCJC Representatives in fall 2012.

This Follow-Up Report documents progress on all of the College and District Recommendations. The report also includes planning agendas established by the institution to address the concerns raised by the visiting team representing ACCJC. Eleven of these planning agendas originated in the Columbia College 2011 Self Study, and four are derived from this follow-up report.

Columbia College actively engaged all campus constituents, including faculty, staff, students and administrators to participate on the accreditation standards work groups. These committees started meeting bi-monthly in April 2012 to gather evidence for the College Follow-Up Report. Teams continued to meet virtually during the summer 2012 and refine the college responses to the recommendations.

In August 2012, the accreditation liaison officer, academic senate presidents (present and immediate past) participated in the editing of the final Follow-Up Report. The college response was reviewed at the August 16, 2012 College Council Meeting (Columbia College's main governance committee), and again for approval on September 7, 2012. The Follow-up Report was also discussed at the faculty and staff college wide In-Service Day on August 23, 2012. Comments and corrections were then reviewed by and integrated into the document by the accreditation liaison officer. The Board of Trustees received the report for initial review in August 2012. The final document was brought forward for YCCD Board approval at the October 2012 YCCD Board of Trustees meeting. The report was then submitted for duplication and binding at the college print shop. The Follow-Up Report was completed and sent to the ACCJC to meet the October 15, 2012 Follow-Up Report deadline.

The membership of these accreditation standards work groups is as follows:

District Recommendation 1 – Team members

Dennis Gervin	President
Adrienne Seegers	Faculty
John Leamy	Faculty
Raelene Juarez	Faculty
Ted Hamilton	Faculty
Randy Barton	Faculty
Gene Womble	Faculty
Lindsey Laney	Adjunct Faculty
Elissa Creighton	Classified

District Recommendation 2 – Team members

Dennis Gervin	President
Randy Barton	Faculty
Kathy Schultz	Faculty
Rick Rivera	Faculty
Nate Rien	Faculty
Erik Andal	Faculty
Melissa Colon	Faculty
Brian Jensen	Faculty
Joe Ryan	Faculty

District Recommendation 3 – Team members

Dennis Gervin	President
John Leamy	Faculty
Raelene Juarez	Faculty
Ted Hamilton	Faculty
Randy Barton	Faculty
Gene Womble	Faculty
Lindsey Laney	Adjunct Faculty
Adrienne Seegers	Faculty

District Recommendation 4 – Team members

Dennis Gervin	President
John Leamy	Faculty
Raelene Juarez	Faculty
Ted Hamilton	Faculty
Randy Barton	Faculty
Gene Womble	Faculty
Lindsey Laney	Adjunct Faculty
Adrienne Seegers	Faculty

College Recommendation 1 – Team members

Mike Torok	Dean of Arts and Sciences
Kathy Sullivan	Faculty
Micha Miller	Faculty
Craig Johnston	Faculty
Dave Chesnut	Classified
Stephanie Romero	Student

College Recommendation 2 – Team members

Gary Whitfield	Vice President of College and Administrative Services
Leslie Buckalew	Vice President of Student Learning
Jim Toner	Faculty
Nate Rien	Faculty
Wendy Griffiths Bender	Faculty
Shelley Muniz	Classified
Tori Palmberg	Student
Lauren Kelly	Student

College Recommendation 4 – Team members

Melissa Raby	Dean of Student Services
Alicia Kolstad	Faculty
Susan Medeiros	Faculty
Sylvia Watterson	Faculty
Ryan McGee	Student

College Recommendation 5 – Team members

Gary Whitfield	Vice President of College and Administrative Services
Melissa Colon	Faculty
Brian DeMoss	Director Information Technology & Media Services
Ida Ponder	Faculty
Randy Barton	Faculty

College Recommendation 6 – Team members

Dennis Gervin	President
Raelene Juarez	Faculty
Karin Rodts	Faculty
Anneka Rogers	TRIO Project Director
Tina Trolier	Faculty

College Recommendation 7 – Team members

Chris Vitelli	Dean of Career Technical Education
Lahna Von Epps	Faculty
Anne Cavagnaro	Faculty
Michelle Vidaurri	Classified
Erin Naegle	Faculty

Evidence for the Statement of Report Preparation

1.   Letter from ACCJC, February 1, 2012
        http://gocolumbia.edu/about/accreditation.aspx

2.   Minutes from the College Council Committee, December 2, 2011
        http://www.gocolumbia.edu/documents/college_council/minutes/default.aspx

3.   Minutes from the College Council Committee, February 3, 2012
        http://www.gocolumbia.edu/documents/college_council/minutes/default.aspx

4.   Minutes from the College Council Committee, March 2, 2012
        http://www.gocolumbia.edu/documents/college_council/minutes/default.aspx

5.   Minutes from the College Council Committee, April 6, 2012
        http://www.gocolumbia.edu/documents/college_council/minutes/default.aspx

6.   Minutes from the College Council Committee, May 3, 2012
        http://www.gocolumbia.edu/documents/college_council/minutes/default.aspx

7.   Agenda for the Board of Trustees Meeting, September 12, 2012
        http://www.yosemite.edu/Trustees/archives.htm

Response to Yosemite Community College District Recommendation #1

District Recommendation #1: In order to fully meet the standard and improve the effectiveness of its human resources, the team recommends the systematic evaluation of all personnel at stated intervals with appropriate documentation. (Standards III.A, III.A.1.a.)

YCCD Human Resources maintains all employee evaluation data and information to assist the colleges in effectively identifying which employees are in need of evaluation as outlined in each constituent group's contract or handbook. Appropriate information will be sent to Modesto Junior College, Columbia College, and Central Services and will include employee name, position title, evaluation code, immediate supervisor name, last evaluation date and next scheduled evaluation date.

The District Human Resources office will maintain evaluation tracking and generate reports to monitor the oversight and effective implementation of all employee evaluations. In addition, the colleges will maintain their own evaluation tracking spreadsheets and processes to ensure that once notified by Human Resources of evaluations due dates, that evaluations are conducted, and the results are forwarded to Human Resources.

Classified Process
The evaluation process for classified staff requires that permanent employees be evaluated every two years and probationary employees shall be formally evaluated two times during the one-year probationary period. The first evaluation shall occur during the first three (3) months and the second during the following six (6) months of employment.

As part of the evaluation process and per the contract, Human Resources will send out quarterly report notifications to each supervising manager beginning July 1 of each fiscal year. These reports provide the supervisor with a complete evaluation status of classified staff in their department. The report provides the employee's evaluation cycle, last evaluation date and next scheduled evaluation date. It serves as a tracking record for supervisors showing which evaluations are due and which have been completed and received by Human Resources. Evaluations must be completed within 30 days of the due date and forwarded to Human Resources for recording and filing.

Human Resources will monitor progress and document completed evaluations. If evaluations are not received within one month of the due date, the college president or appropriate vice chancellor will be notified.

Leadership Team Process
The process for leadership team members requires that employees be evaluated every year.
As part of its evaluation process and per the Leadership Team Handbook, Human Resources will send out quarterly report notifications to each supervising manager beginning July 1 of each fiscal year. These reports provide the supervisor with a complete status of their department or college. The report provides the employee's evaluation cycle, last evaluation date and next scheduled evaluation date. It serves as a tracking record for supervisors showing which evaluations are due and which have been completed and received by Human Resources.

Human Resources will monitor progress and document completed evaluations. The college president or appropriate vice chancellor will be notified quarterly of all overdue evaluations beginning July 1 of each fiscal year.

Faculty Process

The evaluation process for faculty requires that tenured/regular faculty will be evaluated once every three academic years during the spring semester. Contract/probationary faculty will be evaluated in the fall semester each academic year until tenure is awarded.

As part of the evaluation process and per the contract, Human Resources send out notifications and due dates for fall and spring evaluations to the college presidents on August 1 and January 1. The reports will provide to the managing supervisor the employee's evaluation cycle, last evaluation date, and next scheduled due date.

Human Resources will monitor progress and document completed evaluations. The college president will be notified prior to the start of each term, on August 1 and January 1, of all overdue evaluations.

YCCD Human Resources will update all employee evaluation data and information files to document the completion of the evaluation process for each employee.

Evaluation

During this past year, the Human Resources evaluation tracking process was updated to include full time faculty evaluations. The Human Resources office worked in conjunction with the District vice chancellors, college presidents, and vice presidents to fully implement the system. All parties have a clear understanding of the process and scheduled timelines.

Planning Agenda

Both college presidents will continue to work with the Vice Chancellor of Human Resources and Information Technology to insure the evaluation tracking process supports the District and both colleges' efforts to complete evaluations in a timely manner. The District Human Resources will provide the necessary oversight to insure that current evaluations are maintained in the employee's personnel files.

Evidence for District Recommendation 1

1.   Contract, CSEA
       http://www.yosemite.edu/hr/Contract%20CSEA.pdf

2.   Contract, YFA
       http://www.yosemite.edu/hr/YFA%20Agrmt%202007-2008%20Reopener%20with%2018a.pdf

3.   Leadership Team Handbook (currently being updated)
       http://www.yosemite.edu/hr/LT%20HANDBOOK%202009%20-%20FINAL.pdf

4.   Classified Evaluation Memo
       http://www.gocolumbia.edu/student_learning/Accreditation_Resources/accreditation_2012_
       followup/default.aspx

5.   Manager Evaluation Update
       http://www.gocolumbia.edu/student_learning/Accreditation_Resources/accreditation_2012_
       followup/default.aspx

6.   Faculty Evaluation Notice to College Presidents
       http://www.gocolumbia.edu/student_learning/Accreditation_Resources/accreditation_2012_
       followup/default.aspx

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.)

Yosemite Community College District Mission
The YCCD Mission 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.*"

This Mission Statement was reviewed and updated as part of the Strategic Planning Process that began in November of 2010 and resulted in the YCCD Strategic Plan being finalized and approved by District Council in April 27, 2011. The 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 YCCD Strategic Plan-2007-2015 on May 11, 2011.

District Council is a District Wide committee that is comprised of all District constituency leadership at both colleges within the District and Central Services. MJC participants agreed to align their college's mission statement with that of the District Mission Statement, as they are in the process of updating their planning processes. Columbia College agreed, after review, that their mission statement was in alignment with that of the District.

This was affirmed at the April 25, 2012, District Council meeting.

The college's processes are delineated below:

Relationship between the District and Columbia College Mission
On April 6, 2012, Columbia College's Council reviewed the college's mission with respect to *Yosemite Community College Recommendation 2.* Columbia College President Gervin reported that Chancellor Smith had asked both colleges in the District (Columbia College and Modesto Junior College) to review their mission statements in relation to alignment with the YCCD Mission Statement. Discussions were held and the Columbia College Council members offered the following observations and feedback:

The Columbia College Mission Statement and YCCD Mission Statement are aligned in the following ways:
- Serving the needs of students
- Diverse communities
- Teaching and learning in support of programs through focus on high quality.

The Columbia College Mission Statement and YCCD Mission Statement are not aligned, according to the Council by being generic in terms of measureable student learning outcomes. However, the

Council conceded that this may very well be intentional as "measureable student learning outcomes" take place at the college level, not at the District. Overall, the Columbia College Council agreed that the Columbia College Mission Statement and the YCCD Mission Statement are in "harmony" and not at cross purposes with each other. Further, the Council was comfortable with the fact that the District's Mission Statement is broader, which allows specifics to be operationalized at the college level. Again, as noted above, that was the intent of the District Council in the development of the District Mission Statement—it was designed to be "overarching" to allow and support the specifics to be developed at the college level. The purpose of the YCCD District Office is to provide support to the colleges' operations, not control them.

Columbia College revised its Mission Statement on February 3, 2012, and it was Board approved on, March 14, 2012.

Relationship between the District and Modesto Junior College Mission (MJC)
MJC engaged in a review and revision of the College Mission Statement. Interim President Retterer initiated the review to ensure that the MJC mission statement and values 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. It was noted in the MJC College Council minutes that the YCCD mission statement was "firm," as it was revisited and approved by District Council in the spring of 2011 and it is specific enough to state the District's mission, yet general enough to allow the colleges the flexibility to develop their own "focused mission" statements. It was affirmed by MJC's College Council on April 2, 2012, to adopt the following statement: "The College Council of Modesto Junior College affirms that its mission statement will be reviewed and aligned with the mission statement of the Yosemite Community College District and with College's course offerings for the immediate future in light of current California Community College budgets." Two workshops were help to gather input and analyze data in support of mission statement revision. A small workgroup convened to draft a new college mission statement. This statement was adopted by MJC's College Council on October 1, 2012. The MJC mission statement was approved by the YCCD Board of Trustees on October 10, 2012.

College Course and Program Planning
Both colleges have designated committees/groups that are continuously meeting to review their budgets. With the constant fluctuation of the State Budget, the colleges have directed their focus (as has the State) on offering courses for transfer, Career Technical Education (CTE) and basic skills. This does not mean that other courses are not offered—but, this has been the focus of the colleges in course planning. The colleges of the YCCD are no different than colleges in any district throughout the state. They have had to make constant decisions and choices of cuts to services in all program and services areas.

Columbia College has formed a group called the "Big Picture Budget Discussion Group" (BPBDG) that reports to the College Council. This group was formed in the spirit of transparency and is led by the college president. The foundation of the group is "TLC"—(the "T" in transparency, "L" in listen and "C" in communication). This group meets to discuss everything from cuts in VTEA funding to college fiscal shortfalls and programmatic impacts. This group meets in addition to the Columbia College Council. MJC has a working committee called the Planning and Budget Committee, renamed the Resource Allocation Committee in September 2012. In light of the current fiscal challenges in the state, the MJC Resource Allocation Committee, in addition to having meetings on the college's budget, have broadened their discussions. The newly adopted college governance council structure

changes this group from a committee to a college governance council. The Resource Allocation Council is responsible for developing a budgetary master plan which will guide resource allocation recommendations in periods of growth and reduction. The Resource Allocation Council is responsible for making a college budget recommendation to College Council each spring as part of the annual budget development process.

Evaluation

During this past year, significant progress has been made by both colleges in addressing their programmatic needs while at the same time dealing with some of the most horrific budget challenges the State of California has known. In addition, the colleges have worked diligently on addressing their accreditation report findings for the fall 2012 re-visitation.

Planning Agenda

Both colleges will continue to work with their designated committees and/or groups to assess course offerings with respect to the state budget. It does not appear at this time that the California State Budget will stabilize anytime in the near future. The pending November Tax Initiative's passage (or not) will determine additional reviews of course offerings at the colleges.

Evidence for District Recommendation 2

1. YCCD Strategic Plan 2007-2015
    http://www.yosemite.edu/chancellor/STRATEGIC_PLAN_2015_FINAL%2005-12-11.pdf

2. Minutes of District Council Meeting, April 27, 2011
    http://www.yosemite.edu/chancellor/DistCouncil/2011_DC%20Minutes_04.27.pdf

3. Minutes of the Board of Trustee Meeting, May 11, 2011
    http://www.yosemite.edu/Trustees/05.11%20MAY%20MINUTES.pdf

4. Minutes of District Council Meeting, April 25, 2012
    http://www.yosemite.edu/chancellor/DistCouncil/2012_DC%20Minutes_04.25.pdf

5. Minutes of the Columbia College Council Meeting, February 3, 2012
    http://www.gocolumbia.edu/documents/college_council/minutes/2-3-12.pdf

6. Minutes of the Board of Trustee Meeting, March 14, 2012
    http://www.yosemite.edu/Trustees/03.12%20MARCH%20MINUTES.pdf

7. Minutes of the MJC College Council, April 2, 2012
    http://www.mjc.edu/general/president/docs-collegecouncil/ccm4-2s122.pdf

8. Announcement of the MJC Strategic Planning Workshop, August 23, 2012
    http://www.gocolumbia.edu/student_learning/Accreditation_Resources/accreditation_2012_
    followup/default.aspx

9. Minutes of the Board of Trustee Meeting, September 12, 2012
    http://www.yosemite.edu/Trustees/09.12%20SEPTEMBER%20MINUTES.pdf

10. Big Picture Budget Discussion Group
    http://www.gocolumbia.edu/documents/budget/default.aspx

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.)

Board Policy 7430, states that "*the Chancellor may delegate any powers and duties entrusted to him or her by the Board, including the administration of Colleges and centers.*" The Chancellor, however, will be specifically responsible to the Board for the execution of such delegated powers and duties. Although, it is clearly stated in the current Board Policy that the delegation of authority comes from the Board to the Chancellor and that the Chancellor may delegate powers and duties, the District has added more-specific language to the Policy with regard to the college presidents.

The additional language to Policy 7430 adopted by the YCCD Board in September 12, 2012 now reads:

> "*The Chancellor supervises, evaluates and delegates authority to the college presidents. The college presidents serve as the chief executive officer for their respective college.*"

In the Chancellor's job description it clearly states the supervision and evaluation of the presidents under duties and responsibilities. Further, both the Columbia College President and Modesto Junior College President job descriptions define the role and responsibility of the presidents as: "The President serves as the educational leader and the Chief Executive Officer of the college." Further, these same job descriptions, under the heading of Supervision Received and Exercised, it is stated that the presidents, "Report to the Chancellor of the District."

Again, although it was clearly stated in the Procedure 7430 that "*the Chancellor may delegate any powers and duties entrusted to him or her by the Board (including the administration of Colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties*", we have added more-specific language to the Procedure with regard to the college presidents. The additional language to Administrative Procedure 7430 now reads:

> "*The delegation authority comes from the Board to the Chancellor to the college presidents.*"

Although the Yosemite Community College District's Board Policy 7430 is in alignment with Education Code Sections 70902(d), 72400 and Accreditation Standard IVB.3.e, which was adopted on August 6, 2002, and revised on September 2, 2003; the additions to Policy and Procedure identified above were reviewed in District Council on July 18, 2012, and adopted by the Board of Trustees on September 12, 2012. The title also changed to "Delegation of Authority to the Chancellor and College Presidents."

Evaluation

The Yosemite Community College District's Procedures and Job Descriptions were updated to clearly state delegation of authority from Board of Trustees to the college presidents via the Chancellor. As long as the Chancellor is responsible to the Board of Trustees for the evaluation of the college presidents, this delineation of authority is correct and proper.

Planning Agenda

No planning agendas are necessary.

Evidence for District Recommendation 3

1.   Minutes of the District Council Meeting, July 18, 2012
         http://www.yosemite.edu/chancellor/DistCouncil/2012_DC%20Minutes_07.18.pdf

2.   Minutes of the Board of Trustee Meeting, September 12, 2012
         http://www.yosemite.edu/Trustees/09.12%20SEPTEMBER%20MINUTES.pdf

3.   Job Description, Chancellor
         http://www.yosemite.edu/hr/classificationreview/mgmt_job_desc/Chancellor%20YCCD.pdf

4.   Job Description, MJC President
         http://www.yosemite.edu/hr/classificationreview/mgmt_job_desc/President%20MJC.pdf

5.   Job Description, Columbia College President
         http://www.yosemite.edu/hr/classificationreview/mgmt_job_desc/President%20CC.pdf

6.   YCCD Administrative Procedure 7430
         http://www.yosemite.edu/trustees/policyandprocedures/7430%20Delegation%20of%20
         Authority%20to%20Chancellor.pdf

Response to Yosemite Community College District Recommendation #4

District Recommendation #4: The team recommends the District develop policies that clearly define, and follow, the process for hiring and evaluating the college president. (Columbia College 2011 Evaluation Report References Standards IV.B.1; IV.B.1.j and Modesto Junior College 2011 Evaluation Report References Standards III.A, III.A.1, III.A.3; ER3, ER5.)

Board Policy 7431 was adopted on February 8, 2012. It clearly states the following:

> *"In the case of a Chancellor vacancy, the Board shall establish a search process to fill the vacancy and shall select the Chancellor.*
>
> *In the case of a college president vacancy, the Chancellor shall work with the Board to establish a search process to fill the vacancy and to select college president(s).*
>
> *The search process (es) shall be fair, open, and transparent and shall comply with relevant regulations."*

When the Accreditation Team last visited, this Policy was in the final review process by the YCCD Policy and Procedures Committee and therefore was not yet officially recognized. Since its adoption by the Board on February 8, 2012, the Accreditation Team Recommendation 3 has been satisfied. In Board Policy 7405, Board Responsibility, it is stated, *"In conference with the Chancellor, it is primarily the Board's business to consider and act upon the following: …*

> *10. Establish a search process to fill the vacancy of college president(s) (See policy 7431)."*

The presidents are evaluated on an annual basis. The only exception would be that of a new president, in which an evaluation is conducted at the first six months of service, and then again at the one year anniversary. The process and timeline for the presidential evaluation is as follows:

- April 1 - Presidential evaluation surveys sent to college community.
- April 10 - Survey closes.
- April 30 - Survey results to Chancellor and college president.
- May 15 - Self-Evaluation, survey results and draft goals for upcoming year due to the Chancellor.
- May 16-31 - One-on-one meetings to be scheduled with Chancellor to discuss evaluation.
- May Board Meeting - Notify Board that the results of the evaluations are being processed and report forthcoming at June meeting.
- June Board Meeting - Closed Session Item: Chancellor to share evaluation results with Board of Trustees. Satisfactory evaluations will result in a roll of the president(s) contract, effective July 1.

Finally, it is clearly stated in the Chancellor's job description that part of their responsibility is the supervision and evaluation of the college presidents.

Evaluation

The Yosemite Community College District has developed Policies and has Procedures in place that clearly define and follow the process for hiring and evaluating the college presidents. The Board of Trustees, working with the Chancellor recently hired a new president for MJC and she began her duties on July 1, 2012. Further, the Columbia College President, hired on July 1, 2011, has been evaluated both at six- month and one-year intervals, according to the process and timeline described above.

Planning Agenda

No planning agendas are necessary.

Evidence for District Recommendation 4

1.   Minutes of the Board of Trustee Meeting, February 8, 2012
        http://www.yosemite.edu/Trustees/02.12%20FEBRUARY%20MINUTES.pdf

2.   YCCD Board Policy 7405
        http://www.yosemite.edu/trustees/policyandprocedures/7405%20Board%20Responsilbilities.
        pdf

3.   YCCD Board Policy 7431
        http://www.yosemite.edu/Trustees/policyandprocedures/7431%20CEO%20Selection.pdf

4.   Presidential Evaluation Timeline
        http://www.gocolumbia.edu/student_learning/Accreditation_Resources/accreditation_2012
        followup/default.aspx

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).

The College recognizes that comprehensive student learning outcomes are essential to providing the highest quality education to our students and overall institutional effectiveness.
The College has worked diligently to address recommendations identified in the area of student learning outcomes (ref. SLO stats) since the fall 2011 accreditation site visit. Student learning outcome and authentic assessments are in place for courses, programs, support services, certificates and degrees. Of the 552 courses (excluding cross-listings), 99.1% currently are associated with at least one student learning outcome and associated assessment. The analysis for these SLOs is ongoing. Analysis of SLOs has led to identified improvements in 88.2% of the active courses at the College.

The Instructional Support category for Columbia College consists of the college's Academic Achievement Center (AAC), the Columbia College Library, and the Math Resource Center. The AAC and the Library have now completed an initial SLO Cycle and have moved onto a new cycle. The Math Resource Center has only recently been identified as needing their own SLOs, so they have just begun the cycle. This progress is the direct result of collaborative efforts between the Academic Senate, SLO Mentors, many individual faculty and staff, as well as administrators at Columbia College.

Student Support Services, as well as College and Administrative Services are also effectively engaged in cycles of SLO development, analysis and change. Comprehensive reports associated with the SLO Tool (part of the Integrated Planning System) show that the non-instructional programs at Columbia College are also identifying programmatic improvements through the ongoing process of SLO assessment. Currently, 88% of the college's student service programs report such improvement.

The college's cycle of improvement for student learning outcomes 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.

Widespread institutional dialog about the results of assessment and identification of gaps has been aided by the SLO Tool which is available and open to all employees via a convenient web interface called the Integrated Planning System (IPS). The College continues to make available all plans, documents, and meeting schedules related to student learning outcomes through the Student Learning Outcomes web page. In addition, we have ongoing training for both faculty and staff on best practices for SLO development. SLO Mentors continue to be an integral part of this process, with regularly scheduled workshops on a variety of SLO topics and "Just in Time" one-on-one appointments with those who have questions or need individual assistance.

Connection to Institutional Planning
Next steps include the further development of the Integrated Planning System (IPS). The IPS aligns user interfaces and databases for unit planning and SLOs. Soon the IPS will also incorporate a module

that will include program review (see response to College Recommendation 2). The alignment and integration of the user interfaces for these processes will lead to greater institutional dialog, and more importantly, strengthening the connections between Student Learning Outcomes, Program Review and Unit Planning.

The College recognizes the ongoing need to allocate appropriate resources to effectively manage the implementation of student learning outcomes. The Dean of Arts & Sciences provides administrative oversight of the SLO Workgroup which consists of several SLO Mentors as well as representatives from faculty, staff, and student constituency groups. This workgroup is tasked with developing and sharing best practices as well as facilitating progress on student learning outcomes at all levels. Additionally, a Support Specialist within the Arts & Sciences Division has been assigned in part to assist with functions of the workgroup.

SLO Mentors are compensated for their work through either 20% reassigned time, temporary increase in assignment, or stipends, as appropriate. The College demonstrated its commitment to student learning outcomes by providing the SLO Mentors with dedicated office space that includes all the necessary equipment, meeting space, and storage to carry out their tasks. Additionally, programmers were assigned to support the workgroup through the development of the SLO Tool. The College also assembled an impressive SLO resource library from multiple sources, including BRIC-TAP.

The SLO Workgroup will continue to meet on a monthly basis to gauge progress and fine-tune strategies for continued development of student learning outcomes. A focus of the SLO Workgroup in fall 2012 will be the development of an additional standardized training program for SLO Mentors and expansion of recruitment efforts for new mentors. Expanding SLO support and information for adjunct faculty will also be a high priority in the upcoming year. As part of their periodic review of progress and effectiveness on student learning outcomes, the SLO Workgroup is also committed to celebrating our successes regularly in order to maintain the effectiveness of our efforts.

Comprehensive Assessment Reports
Comprehensive assessment reports exist within the SLO Tool – These reports help to inform the SLO Workgroup and the various college programs as to their progress in working with ongoing cycles of evaluation. The College will continue to regularly assess the ongoing cycles of SLO development and use the information toward the improvement of student learning. As program review is brought in to the IPS, SLOs will now be a resource clearly available to be used in programmatic evaluation.

Evaluation
Continued focus on the implementation and assessment of student learning outcomes will assure improvement in student services, Library and Learning Support Services and administrative services. Columbia College will use these outcomes to improve and enhance student success and resource allocation in the area of transfer education and career technical education.

Planning Agendas
2011 Self Study Planning Agenda 3:
The college needs to continue efforts to improve authentic assessment of student learning outcomes for course, program and institutional levels. This will include evidence of cycles of ongoing assessment. The institution will offer college-wide workshops in fall 2011 and spring 2012 to accomplish this.

2011 Self Study Planning Agenda 4:
The college needs to more fully implement programmatic student learning outcomes, in particular, mechanisms to assess progress toward achieving these outcomes.

2011 Self Study Planning Agenda 5:
The college needs to more fully implement institutional student learning outcomes, in particular, mechanisms to assess progress toward achieving these outcomes.

2011 Self Study Planning Agenda 6:
The college needs to more fully implement course level student learning outcomes, in particular, mechanisms to assess progress toward achieving these outcomes.

2011 Self Study Planning Agenda 7:
Measurable programmatic outcomes for programs will appear in the 2011-2012 College Catalog

Evidence for College Recommendation 1

1.01   Student Learning Outcomes
        http://www.gocolumbia.edu/slo/default.aspx

1.02   Statement of Purpose
        http://www.gocolumbia.edu/SLO/statement.aspx

1.03   Assessment Cycle
        http://www.gocolumbia.edu/SLO/cyclegraphic.aspx

1.04   Assessment Tools and Resources
        http://www.gocolumbia.edu/SLO/Tools_and_Resources/default.aspx

1.05   Implementation Models
        http://www.gocolumbia.edu/SLO/implementation_models2/default.aspx

1.06   SLO Workgroup Minutes
        http://www.gocolumbia.edu/SLO/slo_minutes/default.aspx

1.07   SLO Workgroup
        http://www.gocolumbia.edu/SLO/slo_work_group/default.aspx

1.08   IPS Login
        https://columbia.yosemite.edu/SLO/SLO_Tool/login.aspx

1.09   College Council Minutes – April 2, 2010
        http://gocolumbia.edu/documents/college_council/minutes/4-2-10.aspx

1.10   SLO Stats
        http://www.gocolumbia.edu/student_learning/Accreditation_Resources/accreditation_2012_
        followup/default.aspx

1.11   2011 Self Study Planning Agendas
        http://www.gocolumbia.edu/student_learning/Accreditation_Resources/accreditation_2012_
        followup/Planning%20Agendas%20with%20admin%20resp.pdf

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).

Background

Since 2007, Columbia College has gained considerable momentum in maintaining and improving its culture of institutional assessment. Through ongoing cycles of planning, the college has been strengthening its processes each year. In fall of 2010, the college began taking steps toward broader and more holistic improvements to the strategic planning process. These improvements focused on the strengthening of institutional planning assessments and the use of assessments to guide resource allocation.

As part of this process of improvement, Columbia College applied for the Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP), which was sponsored by the RP Group. This was done to further develop the research infrastructure and culture of data-informed decision making at the college. The BRIC-TAP team assisted Columbia College in identifying mechanisms to assess its data needs, availability and use. In addition, the team helped the college to develop an action plan that focused on strengthening research infrastructure and resources for the college. This included elements focused on the assessment of SLOs, strengthening the format and process for program review in Student Services, and addressing data access and integrity issues within the system.

The College Council began discussions relating to the evaluation of college goals in December of 2010. Applying elements identified in the BRIC-TAP Action Plan, the College Council began focusing on how to better connect and integrate the institutional assessment and planning processes. The College Council determined that the primary focus would be to develop a system to measure progress toward the achievement of College Goals. College Council discussions led to the development and exploration of College Goal Progress Reports and a series of College Council retreats during the 2011-2012 year.

The College Council initially approached the assessment of college goals through the development of a qualitative rubric. After evaluating progress, the rubric went through a number of iterations and modifications in 2011. Finally, at a September 30, 2011 College Council retreat a decision was made to move away from the rubric and to focus on the development of measurable objectives for each of the College Goals.

Subsequent efforts to develop measurable objectives led the College Council to recommend that the existing College Goals be revised and focused in a way that would allow them to be more effectively measured. At an April 6, 2012 meeting, the College Council approved the formation of a subcommittee to develop recommendations for revised College Goals and associated measurable outcomes. The College Goals Revision Subcommittee has made considerable progress in the consolidation and revision of the existing College Goals. The general content from the current goals will not change significantly, but the language is now becoming more focused, and content within the existing goals has become more consolidated. The revised College Goals and Measurable Outcomes will go before the College Council for approval in the fall of 2012. The discussions and ultimate decision to modify the

existing College Goals to facilitate the assignment of measurable objectives is a significant milestone in the ongoing cycles of evaluation and improvement for the college.

Strengthening Research

The college hired a full-time Director of Research and Planning in May of 2012 to replace the full-time position that was vacated earlier in 2011. The vacated position was filled by a full-time interim researcher in October of 2011, and then on a permanent basis in May of 2012. The filling of this position greatly helped to stabilize the institutional research needs of the college. In addition to providing stable and trusted leadership in the Office of Institutional Research, the college is pursuing additional resources to improve the research infrastructure.

The Director of College Research and Planning is working with technology resources at Columbia College and YCCD Central Services to bring college evaluative and planning data into a common system and format that can be easily accessed. This has required the rebuilding of all college planning and assessment data bases used for program review, SLO tracking and maintenance, unit planning and all planning reports. The reformatting and colocation of data and information has presented the college with the opportunity to integrate the databases and storage formats used for both evaluation and planning. This will provide new pathways to better align assessment and planning tools used by the institution.

Columbia College has developed online tools for Unit Planning and SLO management. An additional online tool is currently under development that will provide a common user interface for the institution to carry out program review much more effectively. In addition to developing uniform online planning tools for the entire college, there has been a conscious effort to group online tools in a manner that reflect their close relationships and integrated nature.

In the spring of 2012, YCCD programmers began working on a project to integrate unit planning activities, SLO maintenance and program review into a single user interface. The common user interface that has been developed is now called the Columbia College Integrated Planning System (IPS). Currently the IPS has combined the college's previous online tools for SLO management and unit planning activities. The next component, which will provide a common interface for program review, will begin implementation in the fall of 2012 and is scheduled to be a fully operational component of the IPS in spring 2013. All college programs carry out program review, but formats and data-sources have varied for instructional and non-instructional areas. Having a common program review user-interface and format for all college programs will foster institutional discussions and analyses that lead to improvement.

The review and improvement of institution-wide assessment has identified significant areas of improvement relating to the evaluation of district personnel working at the college. As noted in District Recommendation 1, there has been a strong commitment to strengthening the overall personnel evaluation processes for the district. Weaknesses identified in personnel evaluation process at Columbia College have been addressed through the development of the Columbia College Employee Evaluation Process. This process clearly identifies how the college shall verify the employees to be evaluated (through YCCD Human Resources), and outlines a responsible process for tracking the evaluative process to its completion with the updating of employee personnel files.

The most significant progress toward the ongoing improvement of institutional planning is the implementation of Annual Planning Assessment Retreats. Starting in the fall of 2012, the College

Council will hold Annual Planning Assessment Retreats to evaluate the following areas: 1) The effectiveness of the Columbia College Strategic Planning and Cycle, 2) Progress toward the achievement of the College Mission through measurable Goals, 3) Evaluation of program review and its effectiveness in guiding resource allocation, and 4) Employee Evaluation. Institutional information and data analysis for the retreats shall be provided through the Office of Institutional Research. Evaluative information from the Annual Planning Retreats will be consolidated into an Annual Planning Assessment Report that will provide feedback, analysis, and suggestions for improvement to the institution.

Evaluation

Columbia College has significantly improved access to evaluation and planning data for all faculty, staff and administrators. This increased access will be systematically utilized to enhance and improve instructional programs, student support services, the library and other learning support services. Ongoing systematic program evaluation will support the College's mission and goals and lead to improvement.

Planning Agendas

2011 Self Study Planning Agenda 2:
College Council will continue to improve the evaluation tools for college goals and planning processes.

2011 Self Study Planning Agenda 11:
The college needs to develop a systematic and reliable mechanism to track evaluation progress for faculty, administrators, and staff. Responsible parties need to be identified for staff, faculty, and administrators.

2011 Self Study Planning Agenda 14:
The college will continue to develop and strengthen unit planning processes at the unit/division level.

2011 Self Study Planning Agenda 15:
The president will direct college resources to evaluate and implement identified research needs.

Evidence for College Recommendation 2

2.01   Integrated Planning System (IPS), currently has SLO's and the UPT
        https://columbia.yosemite.edu/SLO/SLO_Tool/login.aspx

2.02   Office of Institutional Research
        http://www.gocolumbia.edu/institutional_research/default.aspx/

2.03   Columbia College Research Data Site
        http://www.gocolumbia.edu/institutional_research/researchreports.aspx

2.04   College Council Minutes – College Goals and the Assessment of those Goals
        http://gocolumbia.edu/documents/college_council/minutes/3-2-12.pdf
        http://gocolumbia.edu/documents/college_council/minutes/Minutes%202-10-12.pdf
        http://gocolumbia.edu/documents/college_council/minutes/2-3-12.pdf
        http://gocolumbia.edu/documents/college_council/minutes/9-30-11.pdf
        http://gocolumbia.edu/documents/college_council/minutes/4-6-12.pdf

2.05   Business Intelligence Center
        https://sp-portal.yosemite.edu/data/cc-research/Dashboards/Pages/Default.aspx

2.06   Columbia College Employee Evaluation Process
        http://www.gocolumbia.edu/student_learning/Accreditation_Resources/accreditation_2012_
        followup/default.aspx

2.07   College Council – College Goals Subcommittee
        http://gocolumbia.edu/documents/college_council/goals_subcommittee/default.aspx

2.08   YCCD Board of Trustees Minutes (May 9, 2012) – Researcher Hired
        http://www.yosemite.edu/Trustees/05.12%20MAY%20MINUTES.pdf

Response to College Recommendation 4

College Recommendation 4: In order to meet the standard, the team recommends that the institution develop, implement and evaluate counseling and academic advising that takes into account the needs of students enrolled in Distance Learning courses (Standards II.A.1.b.; II.A.2.d; II.B.3.a; II.C.1.c).

Visiting Team's Remarks:

"The college assures equitable access to all of its students by providing a comprehensive array of student support services regardless of service location or delivery method. The Title III grant has allowed the college to increase the online profile of the curriculum through staff development activities that prepare faculty to become effective online instructors.

The college evaluates on-line services through student surveys. According to the self-study, online library services showed 64% of those surveyed were satisfied with those services. Online support services in counseling and advising activities, however, has not been fully developed, and the team believes this area needs to be incorporated in future planning in order for the College to be compliant with ACCJC Distance Education standards (Standard II.B.3.a)."

Columbia College Response/Update:

Columbia College is committed to meeting the needs of distance learning students. Since the 2011 comprehensive accreditation evaluation, the college has made significant progress toward developing counseling and advising opportunities for online students.

Expansion of the college's distance education program is a key component of Columbia's $2 million Title III grant. Since the grant was awarded in fall 2008, more than 25 online services have been developed to support distance learning students. An Online Services Workgroup was established, comprised of faculty, staff, and administrators from various departments on campus, which meets regularly to assess the needs of online students and develop appropriate solutions. Some of the most pertinent supportive services that have been deployed in the past three years include: embedded online tutoring, online student orientation, online course orientation, student e-portfolios, enhanced online services for the bookstore, online job placement services, video tutor tips, and Health Office advice for online students.

In addition to college-wide evaluative processes such as program review, Columbia's Distance Education program is reviewed on a monthly basis by the Title III Steering Committee and evaluated annually by an external evaluator. This includes an annual site visit by the evaluation consultant, culminating with an in-depth written report regarding strengths, areas for improvement, and an analysis of the college's progress toward meeting its stated objectives. Faculty who participate in trainings to teach online complete pre- and post-surveys regarding the skills they have acquired, and how they are applying those skills in their courses. To date, 45 faculty and staff have been trained in using instructional technology, thus improving the college's ability to support its online students.

Columbia College uses Blackboard, a web-based Course Management System and tool that allows our instructors to develop and support online education. Starting in fall 2012, e-advising services and links to the counseling webpage and Facebook will be placed on the main page of Blackboard where all online students will access. Additionally, an announcement regarding these services will be posted

in each online class. All online students will be asked to provide feedback by completing an evaluation survey at the end of September 2012. Results of the evaluation will be used to assess additional online services for distance education students.

Orientation is now available online for all Columbia College students. The schedule and catalog are accessible online for students seeking distance learning opportunities. The schedule clearly defines the difference between online and hybrid (blended) courses.

The counseling website (www.gocolumbia.edu/counseling) has recently received a major revision in order to be a valuable resource for all students, including our online student population. The goal for the development of the website is to enable students to obtain accurate and up-to-date information, to self-serve where appropriate, to understand the benefit of meeting with a counselor, and to be better prepared when they do meet with a counselor. Counselors have collaborated and provided a variety of material that is valuable to students. Counselors continue to engage in dialogue about what information will go on the website, and they will continue to update and improve the website with students' feedback.

During the spring 2012 semester, the counseling department developed a Facebook page (www.facebook.com/cccounseling). The goal in using Facebook is to give students quick information in a format they are familiar with, to provide links and access to counselors for quick and/or general questions, and to enable the counselors to 'be where students are' with the information that is needed. There is a designated counselor assigned to post information and answer questions, but all counselors have access to do this as well. The project is in a preliminary stage and will be advertised over the summer and fall semesters during orientation sessions and in counseling sessions and classes. There is a direct link to the Facebook page on the Columbia College Counseling webpage. Reference to Facebook will be listed in the next schedule and catalog. Students have already posted questions and comments, and it is anticipated that the activity on the site will continue to grow as students return in the fall 2012 term.

The counseling department is evaluating the effective use of social media has on answering questions and providing information to both distance learning students and students on campus. Student information is being gathered during the fall semester and reviewed by the counseling department in order to evaluate the Facebook page's success and to determine what improvements can be made. Facebook also offers an evaluative graph of activity where the counseling department can track the trends of use on the site. Since orientation sessions began on July 28, there has been a spike in the number of students who have used the page to post questions and obtain vital information about the upcoming semester.

Alternative formats for counseling services are currently in place. When a student cannot physically attend an on campus appointment, they are scheduled for a phone appointment. Additionally, counselors will correspond with students via email, which is now publicized on the updated counseling website. Currently, very few students take advantage of this, as the counselors preferred modality is a face-to-face meeting. The counselors are currently exploring e-advising platforms such as Skype, Blackboard, CCCconfer, Yugma, or Twiddla. In order to efficiently run a successful counseling appointment with a student, the counselor needs a visual component (i.e. desktop sharing) with the student to enable detailed explanations of complex course planning. Further exploration of the appropriate software will continue during the summer and early fall, with a pilot session running during the fall 2012 semester. After evaluation of the program, full implementation and marketing will

occur during the spring 2013 semester.

College orientation is also available in an on-line format for distance learning students to access. Counselors have recently re-evaluated the program and will be updating the content by the end of summer 2012. There is a built-in evaluation tool for students to provide immediate feedback to the Dean of Student Services for review. This information is, in turn, reported back to the counselors to enhance program review. The Guidance course, "Orientation to College", is currently being developed into an online format. This course is designed to prepare the student to meet the demands of college rigor and expands upon the concepts introduced in the online version of orientation. The course will be developed in the online format during the fall 2012 semester and offered in spring 2013.

Columbia College is currently implementing a degree audit system that will help counselors to electronically facilitate educational plans with students. The purpose of degree audit is to inform the counselor and the student of the courses required for the degree program, and their progress toward that goal. Counselors can access Degree Audit through Datatel and students can access degree audit through Web Advisor, via the e-advising program that accompanies degree audit. The five most recent Columbia College catalogs have been entered into the degree audit program (summer 2012) and will be ready for implementation during the fall 2012 semester. Counselors will be trained on how to use the system no later than October 2012. The e-advising component will also accompany the degree audit system that will allow students to access "what-if" scenarios on their chosen program of study.

In response to a spring 2011 Substantive Change Proposal, the ACCJC requested additional information from the college to document specific student support services available for online students in response. An addendum was submitted in May of 2011, documenting the requested services. Subsequently, the college received approval from ACCJC for the substantive changes on July 7, 2011.

Evaluation
Support for distance learning students will continue to be a priority at Columbia College. Based on continuous evaluation of support and instructional resources for distance learners Columbia is committed to adding additional innovative technology to provide virtual and real time counseling and academic services for all students, especially online students.

Planning Agenda
Planning Agenda 3: (In response to College Recommendation 4)
The Dean of Student Services shall continue to work with Columbia College and district personnel to develop and evaluate counseling and academic services that shall meet the needs of distance learning students..

Evidence for College Recommendation 4

4.01   Columbia College Counseling
        http://www.gocolumbia.edu/counseling/

4.02   Columbia College Distance Education Plan
        http://www.gocolumbia.edu/online/faculty.aspx

4.03   Student Services Program Review
        http://www.gocolumbia.edu/institutional_research/cc_planning_home/default.aspx

4.04   Distance Education Resources for Students
        http://www.gocolumbia.edu/online/students.aspx

4.05   Yosemite CCD Degree Audit Project
        http://www.gocolumbia.edu/student_learning/

4.06   Google analytics on Columbia College Counseling Facebook page
        http://www.gocolumbia.edu/student_learning/Accreditation_Resources/accreditation_2012_
        followup/default.aspx

4.07   March 2011 ACCJC Substantive Change request for specific information regarding student
        support services for online students.
        http://www.gocolumbia.edu/student_learning/Accreditation_Resources/accreditation_2012_
        followup/Sub%20Change%20Response%20032411.pdf

4.08   May 2011 Columbia College Substantive Change Addendum.
        http://www.gocolumbia.edu/student_learning/Accreditation_Resources/accreditation_2012_
        followup/CC%20Substantive%20Change%20Adendum%20051211.pdf

4.09   July 7 ACCJC Substantive Change Approval
        http://www.gocolumbia.edu/about/ACCJCSubstantiveChange.pdf

Response to College Recommendation 5

College Recommendation 5: In order to fully meet the standard, the team recommends that the institution implement planning and program review processes in administrative services, and use the results to inform technology decisions, physical resource needs and resource allocation (Standards III.A., III.B.2, III.C.1, III.C.2).

College and Administrative Services has now re-initiated and formalized its program review process. The College and Administrative Services Division met several times during the 2011-2012 year to discuss the Program Review process and establish timelines to get back in-line with the ongoing college process. All departments within the Administrative Services are now back into the Program Review process. Completed program reviews for the entire institution can be accessed online through the college's Homepage for Integrated Planning.

The Administrative Services Division used a Program Review format similar to that currently used by the Student Services departments. The format includes the following evaluative areas; Program Name, Description/Function, Number Served, Program Success, Student or Customer Satisfaction, Strengths, Challenges, and Changes/Goals. The completed Program Reviews for Administrative Services identify staffing, physical resources and technology to be included in the institutional process for allocating resources.

In the fall of 2012, the format for instructional program review will move to an online format that is more similar to that now being carried out for Student Services and the College and Administrative Services division. The college is currently working with YCCD Programmers from Central Services to add program review to the college's Integrated Planning System (IPS). This addition will introduce a uniform online program review process to the existing SLO management and Unit Planning features within the current IPS. This is a significant achievement for the college in that it will complete an important phase in the process of strengthening the connections between evaluation, planning and resource allocation.

As part of the process of developing a common style and format for all program review processes, instructional programs will be the first to move to the updated system starting in the fall of 2012. This will move the instructional programs away from an MS Excel based program review system that has been in place for nearly a decade. The MS Excel system supplied programmatic indicators of success to each instructional program but did not have a mechanism for drilling down to the course level. This limitation was brought forward as a concern during program review training sessions with departments in the fall of 2010.

In the fall of 2012 instructional programs will also have access to greatly improved data sources for program review. The Office of Institutional Research has developed a new Program Review Data Portal that allows programs to access course-level indicators of success and other evaluative programmatic data. This will allow instructional programs to view data trends for specific courses (or sequences of courses). Such trends were difficult or impossible to identify through the previous program review system. Being part of the Integrated Planning System, SLOs can be easily accessed in the process of evaluating programs. The upgraded program review system will improve connections between assessment and planning, providing a much easier and more meaningful mechanism to evaluate programs.

The database for the Program Review Data Portal is being constructed in a way that integrates with the database structure used for the college's unit planning system and SLO management in the IPS. This feature will provide a solid mechanism to align evaluative information from program review and SLOs, with the institutional planning and resource allocation system in the college's Unit Plans.

Following the implementation of the Program Review Data Portal for instruction, program review data for all other college programs will be added to the system and each program will access critical data through the same portal. The remaining college units will begin utilizing this portal to access data in the fall of 2013. Use of a uniform college-wide data retrieval system will allow for the development of program review reports that have a common style and format.

Evaluation

Results from program review will continue to drive resource allocations for the college, but these connections will be much clearer and easier to demonstrate with the improved system. (see College Recommendation 6). The improvement of data access through the Program Review Data Portal, the development of a common program review format, and consistent application throughout all college programs will improve the overall program review process and strengthen its systematic ongoing nature.

Planning Agendas

2011 Self Study Planning Agenda 2:
College Council will continue to improve the evaluation tools for college goals and planning processes.

2011 Self Study Planning Agenda 8:
Student Services will establish a new mechanism to manage program review data.

Evidence for College Recommendation 5

5.01   SharePoint Site
        https://sp-portal.yosemite.edu/CC/instop/default.aspx

5.02   IPS Login
        https://columbia.yosemite.edu/SLO/SLO_Tool/slo_main.aspx

5.03   Strategic Planning Process Cycle
        http://www.gocolumbia.edu/institutional_research/cc_planning_home/default.aspx

5.04   College and Administrative Services Program Review
        http://www.gocolumbia.edu/institutional_research/cc_planning_home/default.aspx

5.05   College & Administrative Services Division Managers Meeting
        http://www.gocolumbia.edu/student_learning/Accreditation_Resources/accreditation_2012_
        followup/default.aspx

5.06   Columbia College Homepage for Integrated Planning http://www.gocolumbia.edu/
        institutional_research/cc_planning_home/default.aspx

5.07   Draft Template for Common Program Review
        http://www.gocolumbia.edu/student_learning/Accreditation_Resources/accreditation_2012_
        followup/default.aspx

Response to College Recommendation 6

College Recommendation 6: In order to meet the standard, the team recommends that the institution systematically assess the effective use of financial resources and uses the results of the evaluation as the basis for institutional improvement (Standards III.D, IIID.3).

Columbia College Response:

Columbia College is strengthening institutional systems to systematically assess planning outcomes that are used to guide the allocation of resources. Columbia College has a strong culture of planning and has taken steps to strengthen and further develop this culture in the area of institutional assessment. Within this effort, there is a highly visible emphasis on the need to use institutional assessments to guide resource allocation.

A key element in the process of effective resource allocation is the ability to determine if the resources are having a positive influence on institutional goals. As outlined in the response to College Recommendation 2, the College Council is in the process of developing a mechanism to formally measure progress toward the achievement of College Goals. The college has had strong connections between resource allocation and College Goals in the past, but the connections were difficult or in some cases impossible to measure. Using measurable objectives that are associated with each College Goal, the measurement of resource impact will be much clearer and more effective.

The newly developed program review response form has been modeled after formats now used by Administrative Services and Student Services, but retains existing structural elements utilized by instructional programs. An Important feature that will aid in the evaluation of resource allocation lies within the layout of the new format. In particular, a response field (evaluating the progress of Unit Plan Projects) has been added. This field used to be buried in the Unit Planning Tool, but in that location it was poorly utilized and did not have a strong connection to program review.

Starting with the Instructional Program Review process in fall of 2013, the evaluation of Unit Plan Projects (Resource Allocation) will move to program review. As part of program review, the data trends (observations) that supported the development of specific Unit Plan Projects now will be used to assess their effectiveness. The transfer of this field and internally linked connections between Unit Planning and Program Review are currently under development with the assistance of programmers from YCCD Central Services.

The new program review format now provides specific fields to link data-driven observations to a clearly defined 'Response' field that will use a narrative format to summarize how the observed data trend will be addressed by the program. These 'responses' shall take the form of activities in the program's corresponding unit plan.

The association between program review and Unit Planning has existed for a number of years, but the association has been difficult to uniformly assign. With the development of measurable objectives for each goal, the goals will now be directly associated with specific data and information. With these changes, the college will be able to align Unit Plan Activities with College Goals in a way that can be better documented.

In summary, the new program review process will not only have improved access to meaningful data, but the connections between programmatic observations and planning will be much clearer and easier to identify. This connection is critical, as it will allow for Unit Plan Projects or SLOs to be evaluated for effectiveness.

As described in the response to College Recommendation 2, Annual Planning Assessment Retreats will provide the needed institutional structure to discuss and evaluate overall planning for the college. This has tremendous impact when it comes to the effective allocation of resources in that it moves away from processes that have not been formalized across the institution.

As part of ongoing systematic cycles of institutional planning, Columbia College is continuing to improve and further integrate its planning processes. Recent modifications to Program Review and institutional planning processes will improve the college's ability to evaluate resource allocations.

Evaluation
Unit planning is integral to the culture of Columbia College, however, an improved program review process that will be implemented in Fall 2012 will ensure resource allocations based on data and thoughtful integrated planning.

Planning Agenda
Planning Agenda 4: (In response to College Recommendation 6)
The College Council will continue to develop and evaluate mechanisms to utilize meaningful data to inform resource allocation decisions.

Evidence for College Recommendation 6

6.01   Strategic Planning Cycle
http://www.gocolumbia.edu/institutional_research/cc_planning_home/Columbia%20
College%20Planning%20Cycles.pdf

6.02   Minutes from College Council Committee, December 3, 2010; January 21, 2011; February 4, 2011; May 5, 2011; August 18, 2011; September 30, 2011; January 6, 2012; April 6, 2012
http://www.gocolumbia.edu/documents/college_council/minutes/default.aspx

6.03   Columbia College Unit Planning
http://www.gocolumbia.edu/institutional_research/cc_planning_home/default.aspx/#Unit_Planning

6.04   College Goal Progress Report
http://www.gocolumbia.edu/institutional_research/cc_planning_home/default.aspx/#College_Goals

6.05   Columbia College Goals
http://www.gocolumbia.edu/institutional_research/cc_planning_home/college_goals/default.aspx

6.06   Minutes for the YCCD Board of Trustees, October 12, 2011, May 9, 2012
http://www.yosemite.edu/Trustees/archives.htm

6.07   Integrated Planning System
http://www.gocolumbia.edu/institutional_research/cc_planning_home/default.aspx

6.08   Integrated Annual and Strategic Planning Cycles
http://www.gocolumbia.edu/institutional_research/cc_planning_home/default.aspx

6.09   Annual Planning Cycle
http://www.gocolumbia.edu/institutional_research/cc_planning_home/default.aspx

Response to College Recommendation 7

College Recommendation 7: In order to fully meet the standard, the team recommends that the institution develop a comprehensive staff development plan designed to meet the needs of its personnel and develop a systematic evaluation process (Standards III.A, III.C.b).

Columbia College has made significant progress toward addressing the concerns of College Recommendation 7 to develop a comprehensive staff development plan designed to meet the needs of its personnel and develop a systematic evaluation process (Standards III.A, III.C.b). Furthermore, the College recognizes that a comprehensive Staff Development Plan is essential to professional engagement in the workplace and providing the highest quality education for our students.

Progress Toward Addressing the Recommendation and ACCJC Standards

Discussions regarding the development of a new Staff Development Plan began in fall 2011. Through collaborative discussions between Classified Senate, Academic Senate, and the Administrative Council, it was agreed upon that the Dean of Career Technical Education and Economic Development would lead the development of a new plan and facilitate a breakout session on January 6, 2012 during the Flex Day Workshops for the college community.

This workshop involved reviewing past staff development activities, assessment of processes from previous plans, and an overall discussion regarding the vision of staff development at Columbia College. The workshop concluded with the group agreeing to the following process to address next steps:

1. Establish a Staff Development Exploratory Team for the spring 2012 term comprised of representation from Classified Senate, Academic Senate, and Leadership.
2. Conduct two to three meetings to formalize a plan of action to implement a Staff Development Plan for the 2012-13 academic year.
3. Address and draft the following by August 2012:
   a. Draft Staff Development Statement of Purpose
   b. Identify which group(s) the Staff Development Plan intends to serve
   c. Name of the Staff Development Plan/Initiative
   d. Prioritize (develop criteria to prioritize/authorize) uses of Staff Development funds
   e. Identify sources of Staff Development funds and other resources
   f. Propose structure of College Staff Development Committee
   g. Draft a resource allocation model
   h. Identify components (goals, objectives, activities, and timelines) of the Three-Year Staff Development Plan

The Staff Development Exploratory Committee met in March, April and May of 2012 to address the aforementioned components identified during the flex day workshop.

The goal is to present the draft Three-Year Staff Development Plan for review and approval to the College Council in the fall 2012.

Institutionalized Staff Development

The College recognizes the need to institutionalize a staff development plan with the appropriate personnel and staff to oversee and manage the initiatives and activities of that plan. The Dean of Career Technical Education (CTE) and Economic Development shall provide administrative oversight of the Staff Development Plan. The Dean is working directly with the Columbia College Staff Development Committee to facilitate and assist in the implementation of a Three-Year Staff Development Plan. Additionally, the Administrative Assistant for the CTE Division will assist with Staff Development Plan related tasks.

As the level of financial resources that can be focused on staff development are often unpredictable, the college is looking to balance out some of the expenses relating to staff development using local human resources. This will be done by utilizing the experience, education, and expertise of current staff, faculty, and management to assist with in-house training and in-service professional development initiatives.

Commitment to Diversity

The Three-Year Staff Development Plan shall reflect a strong commitment to diversity in its representation of all constituencies. The proposed staff development committee structure includes diverse representation and the professional development initiatives will embrace a broad range of activities and initiatives to support the College's mission to *embrace diversity*.

Connection to Institutional Planning

The exploratory committee drafted the Staff Development Purpose Statement as a component of the Columbia College Mission Statement. Furthermore, the developing plan has included discussion connecting the Three-Year Staff Development Plan to the College's Institutional Goals, Values, and Student Learning Outcomes.

The exploratory committee plans to connect the goals of the Staff Development Plan with one or more of the Columbia College Institutional Student Learning Outcomes (SLO's): 1.) Critical and Creative Thinking, 2.) Civic, Environment, and Global Awareness, 3.) Individual and Collective Responsibility, and 4.) Mastery of Relevant Theory and Practice.

Types of Professional Development Initiatives in the Plan

The draft plan includes a broad range of professional development initiatives—both existing staff development opportunities together with new initiatives. The proposed professional engagement initiatives, intended for the campus community, include technology training through the Instructional Technology Center, visiting other campuses to learn statewide best practices in education, leadership and management training, CTE industry trainings, discipline specific workshops and training programs, in-house professional engagement programs, facilitated workshops to encourage innovation and program effectiveness, and strategic alignment and evaluation initiatives to support collaboration and institutional growth.

Evaluation and Assessment

For the purposes of staff development evaluation and assessment, all recognized and/or funded professional development activities will be evaluated via the *Professional Development Activity/ Evaluation* Form used for flex activities. The assessment tool will be used to track and report the effectiveness of professional development activities. This data will in turn facilitate future planning.

Evaluation

Columbia College is committed to implementing a comprehensive Staff Development Plan designed to meet the needs of its personnel. The College has involved all constituencies in the planning, adoption and evaluation of a new Three-Year Staff Development Plan. The draft plan was developed by all constituency groups and presented through the appropriate shared governance processes (College Council) in fall 2012 and implementation of the plan is on target for the 2012-12 academic year.

Planning Agenda

2011 Self Study Planning Agenda 13:

Re-establish the Staff Development Committee to develop a comprehensive Staff Development Plan and processes for the college.

**Evidence for College Recommendation 7**

7.01   Staff Development
        http://www.gocolumbia.edu/staff_development/default.aspx

7.02   Staff Development Planning Sessions
        http://www.gocolumbia.edu/staff_development/default.aspx

7.03   Flex Calendar Activities Agreement Form
        http://www.gocolumbia.edu/student_learning/flex/default.aspx

7.04   Staff Development Plan DRAFT
        http://www.gocolumbia.edu/staff_development/default.aspx

7.05   Minutes from College Council Committee, August 16, 2012
        http://www.gocolumbia.edu/documents/college_council/minutes/default.aspx

Conclusion

The process of responding to the four District Recommendations and six College Recommendations has provided Columbia College with an opportunity to reflect on and strive for continued improvement in providing excellent services for our students. A central theme of integrating our evaluation mechanisms and linking them with our program planning and resource allocation was identified by the ACCJC visiting team. Columbia College has made significant progress in creating improved processes to provide all constituents with real time data for more informed decision-making and the allocation of resources to improve programs and services.

Constituents across the college pulled together to respond to the ACCJC 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. The District has provided a secure and consistent foundation for our college success and Columbia College is poised to weather the challenges that will come in the ensuing months and years by providing an environment where students flourish, gain meaningful skills and/or transfer to four-year universities.

Columbia College

Yosemite Community
College District
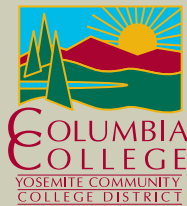
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