Academic Senate Meeting Minutes
Call to order: 2:35pm

Date: February 24, 2017

Time: 2:30-4:30pm

Location: Manzanita Conference Room 243

Members Present: Colin Thomas, Jim Retemeyer, Karin Rodts, Lindsay Laney, Tom Johnson, Don Dickinson, Nate Rien, Raelene Juarez, Lahna VonEpps, Elizabeth Pfleging, Wendy Griffiths-Bender, Mike Torok, Melissa Colón, Erin Naegle, Kath Christensen, Judy Reiman.

Guests:

Absent: Maryl Landess, Kathy Schultz, Kirsten Miller, Ted Hamilton, Pam Guerra-Schmidt, Tiffeny Flies, Derrick Wydick, Adrienne Seegers, Li Ching Accurso, Erik Andal, Steve Bowlus, Laureen Campana, Anne Cavagnaro, Paula Clarke, Rod Harris, Tom Hofstra, Rob Hoyt, Brian Jensen, , Ida Ponder, Jeff Tolhurst, Jim Toner, Gene Womble, Don Smith, Helen Yost, Colin Thomas, Stephanie Beaver Alder, Anca Husher, Randy Barton, Meryl Soto, Joe Manlove, Jill Olson, Jeff Fitzwater, Micha Miller, Craig Johnston, Sylvia Watterson, Thomas Newell, Tim Elizondo, Rick Rivera, Tamara Oxford, Matt Fox, , Amy Nilson.

Agenda

Action and Discussion Items:

A. Self-Study Draft for Accreditation – Nate Rien
B. State of California: Awards for Innovation in Higher Education Proposal - Wendy Griffiths-Bender
C. New Discipline Approval* – Kathy Schultz
D. Approval of the Definition of a Program*– Erin Naegle
E. Proposed revision "Councils and Committees Structure"*- Wendy Griffiths-Bender
F. Distance Education – Melissa Colon
G. MOU's- Erin Naegle
H. Safety issues/concerns- Wendy Griffiths-Bender/John Black
I. Reminder of Elections - Wendy Griffiths-Bender

Reports:

A. President's Report – Wendy Griffiths-Bender
B. President – Elect – Erin Naegle
C. College Council – Lahna VonEpps
    - Badges are coming but not required.
D. Curriculum – Kathy Schultz
E. Faculty Board Representative – Michelle Christopherson

Move to approve the minutes from January 27th, 2017 as amended **M/S/P** (Erin Naegle, Elizabeth Pfleging, Colin Thomas, Jim Retemeyer, Karin Rodts, Lindsay Laney, Tom Johnson, Don Dickinson, Nate Rien, Raelene Juarez, Lahna VonEpps, Wendy Griffiths-Bender, Mike Torok, Melissa Colón, Kath Christensen, Judy Reiman).

Minutes

TOPIC: A. Self-Study Draft for Accreditation – Nate Rien

Discussion:

- Draft done.
- Concern: need to go back to refine language out
- SLO are a concern, but data are still gathered
- Student completion program rate is another concern
- Website navigation need to be reworked
- Need to bring the positive points more forward (fire dept., Awe, Forestry….)
- March 21st a team will be coming and evaluate the work done
- Received a $50,000 award to help with guidance for the accreditation

Conclusions:
N/A

Action items:	**Person Responsible**:	**Deadline**
N/A	N/A	N/A

TOPIC: B. State of California: Awards for Innovation in Higher Education Proposal - Wendy Griffiths-Bender

Discussion:

- A Grant has been applied for. It will allow to get personnel to back fill faculty positions with adjunct, so full time can work on the project
- The administration piece will be the easiest one, but the other part of putting MJC/CC together will take more work

Conclusions:
N/A

Action items:	**Person responsible**:	**Deadline:**
N/A	N/A	N/A

TOPIC: C. New Discipline Approval* – Kathy Schultz

Discussion:

Conclusions:
N/A

Action items:	**Person responsible**:	**Deadline:**
Move to approve the new discipline approval **M/S/P** (Elizabeth Pfleging, Raelene Juarez, Colin Thomas, Jim Retemeyer, Karin Rodts, Lindsay Laney, Tom Johnson, Erin Naegle, Don	N/A	N/A

Dickinson, Nate Rien, Lahna VonEpps, Wendy Griffiths-Bender, Mike Torok, Melissa Colón, Kath Christensen, Judy Reiman). N/A		

TOPIC: D. Approval of the Definition of a Program*– Erin Naegle

Discussion:

- Tabled at the Senate Council and ask Brian to look at these edits, and accepted it
- Was presented at College council Friday 24th Feb.
- TRIO need to spelled differently, Calwork need to be added

Conclusions:
N/A

Action items: Motion to approve with noted change **M/S/P** (Raelene Juarez, Lahna VonEpps, Erin Naegle, Elizabeth Pfleging, Colin Thomas, Jim Retemeyer, Karin Rodts, Lindsay Laney, Tom Johnson, Don Dickinson, Nate Rien, Wendy Griffiths-Bender, Mike Torok, Melissa Colón, Kath Christensen, Judy Reiman).	**Person Responsible:** N/A	**Deadline**: N/A

TOPIC: E. Proposed revision "Councils and Committees Structure"*- Wendy Griffiths-Bender

Discussion:

- Was tabled at last meeting
- Was talked about at College council, and notes have been added
- Too many committees where the same people and same subjects are talked about
- The intention is to streamline these committees to avoid redundancies
- Need a complete list of each existing committee, and its members to evaluate the importance of each ones, the membership, and understand their roles for a better re-organization
- Membership standard should also be discussed

Conclusions:
N/A

Action items:	**Person responsible**: N/A	**Deadline:** N/A

TOPIC: F. Distance Education – Melissa Colon

Discussion:

- Joint proposal with MJC.
- An electronic add-card has been proposed as a joint e-card between MJC/CC
- Good for DE class but may be problematic for the face-to-face classes
- Relying on faculty email is not good as some faculty don't always check their email, especially the first days of the beginning of the semester
- The goal is to have both college making a request to IT to get an "more" automated system
- Remove the last therefore

Conclusions:
N/A

Action items: Table to review the process of adding students without an add-card, **M/S** Elizabeth Pfleging, Raelene Juarez	**Person responsible**: N/A	**Deadline:** N/A

TOPIC: G. MOU's- Erin Naegle

Discussion:

MOU Accreditation Co-Chair: Job description was approved by YFA
MOU SLO coordinator: Tabled so SLO workgroup can look at this document, to make sure that the duties are accurate.

Conclusions:
N/A

Action items: Move to approve the MOU Accreditation Co-Chair **M/S/P** (Erin Naegle, Melissa Colón, Raelene Juarez, Lahna VonEpps, Elizabeth Pfleging, Colin Thomas, Jim Retemeyer, Karin Rodts, Lindsay Laney, Tom Johnson, Don Dickinson, Nate Rien, Wendy Griffiths-Bender, Mike Torok, Kath Christensen, Judy Reiman). Tabled MOU for SLO coordinator **M/S** Raelene Juarez, Melissa Colón	**Person responsible**: N/A	**Deadline:** N/A

TOPIC: H. Safety issues/concerns- Wendy Griffiths-Bender/John Black

Discussion:

- John Black discussed about concerned at MJC, and offer to come up at CC
- Parking lights
- Sidewalks
- Meeting with dorm students (offer services to the owner of the dorms)

Conclusions:
N/A

Action items:	**Person responsible**: N/A	**Deadline:** N/A

TOPIC: I. Reminder of Elections - Wendy Griffiths-Bender

Discussion:

- Election are coming up and close on Tuesday 28th Feb.

Conclusions:
N/A

Action items:	**Person responsible**: N/A	**Deadline:** N/A

Adjournment
There being no further business, meeting adjourned at 4:37pm

Record of meeting respectfully submitted by **Bella Lacazotte**

State of California: Awards for Innovation in Higher Education
Proposal submitted by: Yosemite Community College District: Columbia College

Application Coordinator:	**Dr. Brian Sanders, Columbia College, Vice President of Instruction**
Name of Organization:	**Yosemite Community College District – Columbia College**
Email:	**sandersb@yosemite.edu**
Phone Number:	**209-588-5107**
Mailing Address:	**11600 Columbia College Drive, Sonora, CA 95370**

Participants: **Columbia College** – Lead Applicant
Modesto Junior College – Partner
Yosemite Community College District (YCCD) – Fiscal Agent

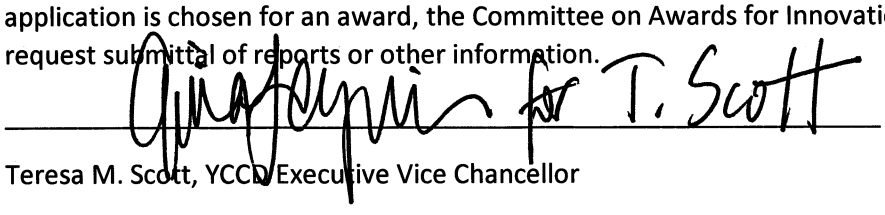
Project Abstract:

The proposal, *Increasing Completion for Rural Students through Innovative Collaborations*, is designed to address the disadvantages students at Columbia College and other rural colleges throughout the state face due to limited course and program offerings. The proposed project seeks to address rural students' lack of access through the development of innovative collaborations with other educational institutions. Project activities include: collaborating with Modesto Junior College (MJC) to develop a common registration system, improve enrollment processes, explore course alignment, develop collaborative programs, and implement an educational planning portal; collaborating with area high schools to provide traditionally disadvantaged students access to college coursework via College and Career Access Pathway partnerships; and collaborating with other community colleges to offer students seamless access to online courses via the Online Education Initiative. Additionally, the project seeks to further support rural students' efforts to meet program requirements by implementing a system for awarding credit for prior experience. Combined, these activities will significantly increase student access while decreasing time to completion and total cost of attendance for students. The project builds upon Columbia's existing cross-college initiatives with MJC as well as a number of statewide initiatives including: C-ID, Degree with a Guarantee, Guided Pathways, Educational Planning Initiative, and the Online Education Initiative. The project includes a thorough evaluation of the efficacy of the program activities, which should prove informative to all community colleges statewide, but may be of particular interest to rural colleges seeking to increase student completion.

Fiscal Agent:	**Teresa Scott, Executive Vice Chancellor**
CCC District:	**Yosemite Community College District**
Email:	scottt@yosemite.edu
Phone Number:	**209-575-6530**
Mailing Address:	**P.O. Box 4065, Modesto, CA 95352**

Assurance and Signature:

I assure that I have read and support this application. I understand that, if this application is chosen for an award, Yosemite Community College District will serve as the fiscal agent for the award and that responsibility of the fiscal agent includes distribution of funds to any other participants in the application pursuant to any agreement between the participants. I also understand, that if this application is chosen for an award, the Committee on Awards for Innovation in Higher Education may request submittal of reports or other information.



Teresa M. Scott, YCCD Executive Vice Chancellor

Increasing Completion for Rural Students through Innovative Collaborations

Columbia College, a small, rural, remote college in the Sierra foothills, and our much larger sister school, Modesto Junior College (MJC), comprise the Yosemite Community College District (YCCD) – a large, multi-county district in the center of the state with a mix of urban and rural regions and a high percentage of low income, Hispanic, and first-generation students.

1. From the perspective of students, what is the problem you are trying to solve? The overarching problem the proposal addresses is the disadvantage rural students face in reaching their educational goals due to inadequate, unclear course and program offerings.

Students at rural colleges have lower completion rates than their peers.

Similar to other rural colleges throughout the state, students at Columbia College often struggle to reach their educational goals. This is evidenced by the results of the 2016 California Community College Student Success Scorecard, which indicates six year completion rates at Columbia College (35.1%) are below the statewide average (47.1%). Additional examination of scorecard data indicates that students at rural colleges throughout the state were less likely to reach their educational goals than their peers. (Table 1)

*Table 1: Comparison of six year completion rates between students at rural California Community Colleges and their peers.**

College Type	Number of colleges	Completion rate
Rural	13	41%
Non-rural	101	49%

Based on California Community College Student Success Scorecard 2005-2006 through 2009-2010 cohorts.
Rural colleges were those with less than 100,000 residents within 30 miles of the campus. Some colleges were omitted due to incomplete data.

Lack of access is a key factor – as students at rural colleges often can't get the courses they need. At Columbia, as at other rural colleges in California, small enrollment limits when and which courses are offered. With fewer students and lower demand for courses than larger institutions, Columbia may offer courses less frequently and cancel them more often when they don't fill. Ironically, students at the urban college in the district (MJC) also struggle with access to courses, but in this case due to consistently high demand (long waitlists). Students at both colleges would benefit from the ability to enroll easily at either college, as this would reduce waitlists at MJC while filling low enrolled courses at Columbia. However, students currently struggle to do so due to cumbersome concurrent enrollment processes. Additionally, a number of other factors discourage completion among students served by Columbia College including: long distances students must travel to receive in-person instruction; lack of access to dual enrollment; lack of access to educational planning tools and clear, easily accessible, information regarding pathways to completion; and the absence of credit for past experience.

Project significance and relevance – The proposed project is significant as it uses a collaborative approach to increase access and reduce the time to completion for students in rural settings while also benefiting students at the larger urban college in the district. This project – which includes cooperative activities designed to: increase access to concurrent enrollment, online courses, and dual enrollment, while also providing students clear pathways to completion – can serve as a model for numerous similarly diverse regions in the state.

2. What is the innovation? The innovation is leveraging collaborations with high schools, our sister college, and other community colleges throughout the state to improve access and increase completion for students across our diverse district.

Increasing Completion for Rural Students through Innovative Collaborations

Needs & Barriers

Rural student completion is hindered due to lack of access to courses and the absence of clear pathways to completion.

Access (1)

Rural students lack access to courses due to:

- Limited course offerings due to the small student population at the rural college.
- The absence of an efficient system which enables students to register for courses at our sister college, or other colleges in the state, seamlessly.
- Student confusion regarding course numbering and concurrent enrollment process.
- The distance the students, at the rural college, must travel to receive in-person instruction.
- Lack of access to college coursework and educational planning in high school.

Pathways (2)

Students fail to identify an educational goal or a clear plan to reach that goal due to:

- Lack of clearly defined pathways to earn degrees and certificates within a reasonable period of time.
- The absence of a well developed online educational planning portal.
- The absence of a well developed process for awarding credit for prior experience.

Activities

Collaboration with MJC to develop of a common registration system, improved concurrent enrollment process, and alignment of registration dates to enable students in the district to seamlessly enroll in both colleges simultaneously. (1)

Collaboration to explore feasibility of aligning MJC and CC course levels, numbering, and courses. (1)

Collaboration with other colleges to develop and offer access to online courses through the OEI. (1)

Collaboration with area high schools to provide access to college courses, and education planning, to high school students. (1,2)

Collaboration with MJC to develop collaborative programs between the colleges (exp. Public Health). (1)

Collaboration with MJC to implement Educational Planning Initiative including development of guided pathways and meta majors. (2)

Improve process for awarding students credit for past experience. (1)

Outputs

Students enroll in courses at both CC & MJC through a single portal seamlessly (1)

District taskforce develops recommendations regarding alignment of levels, numbering, and courses. (1)

Students have greater access to courses in off campus locations (such as Oakdale) and online (through the OEI). (1)

Traditionally disadvantaged students participate in college coursework and educational planning in high school.(2)

Students access educational planning services, including clear two and three year guided pathways, online through the EPI. (2)

Students receive credit for past experience.(2)

Students have access to additional programs offered in partnership between CC and MJC. (1)

Objectives

Short Term

Increase students' average units enrolled per term by 10%.

Increase number of dual enrolled high school students by 20%.

Increase number of concurrently enrolled students by 15%.

Increase proportion of students completing educational plans by 10%.

Long Term

Reduce proportion of students with excess units (over 70 units) by 20%.

Increase six year completion rate by 12%.

Reduce time to degree and therefore total cost of attendance for students.

The key elements of our project:

- Provide greater access to courses by developing and implementing a **common districtwide registration system** with a student portal that is easy to use, provides seamless concurrent enrollment and common transcripts, and resolves current confusion and conflicting procedures. Both colleges have made this a top priority because of the direct impact on every student. An Innovation Award would provide expertise and support. A technology task force with diverse representation will lead this effort, and will include a comprehensive usability audit from student and staff perspectives.
- Collaborate with MJC to provide innovative **online educational planning tools,** through the state's Educational Planning Initiative (EPI), that will give students comprehensive information on their progress each semester, provide students access to two and three year degree pathways, and allow them to map out individualized plans for various degrees and certificates. The new online system will replace the current patchwork of outdated, inefficient educational planning and communication tools.

- Explore **common districtwide course numbering and curriculum alignment.** College faculty and staff have long desired a common districtwide system to resolve current confusion and conflicts between the two schools over which courses are comparable and degree applicable. Tackling this complex task will involve close cooperation of faculty and staff at both colleges, hundreds of course content reviews, and multiple layers of faculty, district, and state approvals. The resulting changes, however, will reduce confusion and help students avoid accumulating excessive units which don't count toward their intended goals.
- **Expand access to courses** and options for meeting course requirements:
    - Initiate College and Career Access Pathway (CCAP) Partnerships with local high schools to provide students in underserved regions access to college courses and educational planning services. YCCD agreements will be among the first in the state to be adopted.
    - Develop high quality online courses that meet the standards of the California's Online Education Initiative (OEI). Columbia College is in the state OEI pilot program.
    - Develop procedures to offer credit for prior experience. This could especially benefit the region's many veterans and older students who have significant work histories.
    - Pursue cooperative programs that can be offered jointly between Columbia and MJC, starting with local needs in high demand fields such as health care and technology.

Improvements for historically underrepresented populations – Project activities specifically focus on the needs of historically underrepresented and disadvantaged students. For example, first generation students, who often lack access to individuals who are familiar with the process of navigating college, will benefit from increased access to college courses, clearer enrollment processes, and greater access to educational and career planning tools. Additionally, our evaluation plan outlines a number of specific research questions related to under-served rural populations, to determine if our activities improve outcomes for these disadvantaged students.

Use of technology – This project incorporates technology that is cutting edge for California community colleges. Among the activities: implement Educational Planning Initiative; provide online tutoring and cross-college enrollment in online courses through the OEI, and add video conferencing technology that allows instructors to conduct interactive classes for two campuses at once. Columbia and MJC have pioneered this successfully with a nursing program offered on the Columbia campus.

3. How will you implement this innovation? We have developed a detailed implementation plan with the following roles and responsibilities:

Project lead: Columbia College. Responsible for project management, coordinating task force and committee activities and project evaluation. With enrollment of about 3,800 students (2,000 FTE), Columbia is one of California's smallest rural community colleges. However, the college is proud to be "small but mighty!" Current faculty and staff have a strong track record of innovation, particularly in finding ways to increase the foothill region's very low percentage of adults with post-secondary degrees or certificates. Columbia is one of 24 pilot colleges for California's Online Education Initiative (OEI). The college was recently awarded two grants from the California Apprenticeship Initiative for new programs in hospitality, automotive technology and child development, and is one of three California applicants selected to launch a federal Educational Opportunity Center to encourage adult college enrollment in this underserved region. Columbia is one of 67 colleges in the nation selected to be an experimental site for the Second Chance Pell Grant Experiment offering financial aid to incarcerated adults who enroll at the institutions. Columbia also recently was awarded a five-year federal Title III grant to improve research capacity. Columbia's leaders are eager to build on this record of innovation.

Key partner: Modesto Junior College (MJC) – MJC faculty and staff will share in all aspects of project research, planning and implementation. With enrollment of 23,304 students (14,686 FTE), MJC is one of California's larger community colleges and operates two campuses in the heart of California's Central Valley. MJC's faculty and staff have a number of innovative projects underway. MJC is a member of the national Achieving the Dream Network. MJC was invited to apply for the Frontier Set Network, a branch of the Aspen Institute (application pending). Faculty and administrators at MJC are working on innovative improvements, including exploration of course syllabi changes and teaching methods to improve engagement for students of color; exploration of guided pathways to help students make education and career decisions; and accelerated math and English courses. In addition, MJC holds multiple federal and state grants, including awards from the Department of Education Title V, National Science Foundation, and National Endowment for the Humanities. MJC leaders are eager to continue collaborative projects to benefit students at both colleges.

Fiscal agent/technology lead: Yosemite Community College District (YCCD). YCCD oversees spending and provides grant oversight. The YCCD Grants Office is the point of contact and correspondence for award, amendments, reporting, and audit purposes. YCCD also provides all technology services for both colleges. District leaders fully support this cooperative effort to serve students more effectively and efficiently.

Project risks and mitigations – One risk suggested in previous research is that students in online courses may be less successful than those in face-to-face instruction. As mitigation, Columbia's online instructors must complete training in effective online instruction. Additionally, students must complete a module assessing readiness for online coursework and

they have access to online tutoring 24 hours a day. Another risk is that guided pathways developed for the EPI may be too prescriptive and discourage student exploration. However, educational planning tools will allow students to explore various scenarios and career paths.

Project Implementation Timeline		Year 1 2017-18		Year 2 2018-19		Year 3 2019-20	
Activity	Lead and key staff	Fall 17	Spr 18	Fall 18	Spr 19	Fall 19	Spr 20
1. Technology upgrades for seamless interaction: Student Portal, E Transcript, Online Ed Planning	**Project Director**						
Convene Technology Task Force, hire IT consultant	Technology Task Force						
Research/recommend design/usability features							
Set implementation and training schedules							
• Launch Online Ed Plan (Starfish software)							
• Launch Student Portal (common registration)							
• Launch E Transcript (common transcript)							
2. Course Numbering/Course Alignment	**Project Dir**						
Convene Curriculum Task Force (faculty/staff)	Curriculum Task Force						
Research/recommend framework/ processes							
Secure approvals (framework/process/timeline)							
Implement approved elements, including curriculum and articulation processes							
3. Online Education Initiative	**A&S Dean**						
Provide incentives/training to develop OEI courses	Distance Ed Coordinator and Deans						
Secure OEI approvals and offer new OEI courses							
Provide OEI training, support, outreach							
4. Improved Pathways	**VPI**						
Work group: research/develop process & timeline	Curriculum Task Force						
Implement CCAP agreements with high schools							
Develop guided pathways and meta majors							
Integrate pathways w/ registration & ed planning							
Develop/publish program guides (print and online)							
5. Credit for past experience	**VPI**						
Convene work group (student services, faculty)	Deans, faculty, registrars						
Research and develop policies, secure approvals							
Provide training and implement							
6. Collaborative programs: MJC & CC	**VPI**						
Convene work group to explore options	Faculty, Deans, staff						
Develop pilot projects, secure college approvals							
Launch pilots and evaluate processes and results							
7. Project management and evaluation	**Project Dir**						
Establish project teams, hire staff and consultants	Research office, project staff						
Finalize research questions, evaluation plan, tools							
Schedule and convene student focus groups							
Collect/assess data, share results, annual reports							

4. How does this innovation align with other efforts you are undertaking, and how does it relate to other efforts in higher education in California? Our collaborative efforts with MJC align directly with the mission statements and strategic plans of both colleges and with the goals of the Innovation in Higher Education Awards. Many of our proposal concepts emerged from a summer workshop, "Common College Initiatives for Student Success," in which Columbia College and MJC faculty identified several barriers to student success that could be addressed jointly: cumbersome processes for registration and concurrent enrollment, confusion over unaligned course numbering systems, inconsistency in student placement, and opportunities for collaborative programs, where the colleges are unable to meet students' needs independently. A key barrier to implementation is the significant commitment of time and resources needed to tackle such a complex project. In November, the College received a College Futures Foundation planning grant to develop the cross-college collaboration described in this proposal. We believe this work has the potential to vastly improve efficiency across the district as it leverages current state and federal grants and builds on the growing spirit of cooperation among our two colleges. This project also builds on key statewide initiatives:

California's C-ID process – a mandated project to standardize common courses across the community college system. A key innovation of this project is exploring design of a district-wide course numbering system built on the C-ID framework to reduce student confusion.

Guided Pathways and the **Educational Planning Initiative (EPI)** – Connected efforts to support California community colleges by creating "structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers.[1]" Columbia and MJC have begun developing guided pathways with published materials and planning tools to clearly map out program requirements and learning outcomes, making it easier for students to select and navigate appropriate programs. The EPI supports this effort with a student services portal and education planning system that will help students make informed choices, clarify goals, and plan for success. Both Columbia and MJC have been accepted into the second cohort of colleges to implement the EPI.

"Degree with a Guarantee" Initiative – a new type of degree (Associate Degrees for Transfer) which provides students a guaranteed transfer pathway to a California State University (CSU), and enables students to complete a bachelor's degree with as little as 120 semester units of coursework. Our plans to develop guided pathways and implement the EPI will clarify the benefits and requirements for transfer degrees, and support student efforts to transfer to a four-year institution without completing unnecessary coursework.

Online Education Initiative (OEI) – a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. Columbia has participated in the online tutoring portion of the project and will begin participating in the course exchange next year. MJC will enter the next phase of the OEI.

College and Career Access Pathways (CCAP) – a statewide effort to encourage underserved high school students to participate in post-secondary education. This dual enrollment initiative provides colleges the ability to offer courses at high schools during the regular school day.

[1] https://www.caguidedpathways.org/

5. How could this innovation be scaled up within the setting in which you work and replicated in other areas in California?

How will this project be scaled up within the setting in which we work?

Many of the innovations described in this project will be at "full scale" upon implementation, immediately benefiting all students. The common registration portal, for example, will enable students at both Columbia and MJC to register in courses across the district immediately. Other innovations will provide immediate benefits to all students upon implementation, with the benefit to students increasing as the innovation is improved upon. For example, with the implementation of the EPI, all students will have immediate access to online educational planning tools, however additional components, such as program guides and an early alert system, will be added over the course of the project.

Still other activities, such as offering of college courses in high schools, offering of college credit for previous coursework, and development of online courses through the OEI, will initially benefit a limited number of students but be scaled up over time. For example, the colleges plan to begin offering college courses to traditionally underserved students in area high schools through recently developed College and Career Access Pathway agreements beginning in Fall of 2017. These initial offerings will be limited to a couple of courses, per high school, per term. However, with support from this innovations grant, the colleges intend to expand these offerings to serve more students over time. Similarly, Columbia College will begin offering online courses through the OEI course exchange in the Fall of 2017, with plans to expand the number of courses offered as more courses are developed as a result of this innovative project.

How will this work be replicated in other areas of California?

Many of the innovative approaches proposed for increasing access and reducing the time to completion for rural students through innovative collaborations could be replicated across the state. For example, efforts to provide students with greater access to courses via an improved district portal, access to the OEI course exchange, increased access to college courses in high schools, and collaborative cross college programs would be of interest to all institutions, but may be particularly salient to colleges serving students in rural settings. These activities, and others which are incorporated in the project, such as the development of guided pathways and the provision of credit for previous experience, may also be of interest to all community colleges who are seeking innovative approaches for increasing student completion and reducing the cost of attendance for students.

6. What evidence suggests that this innovation would be effective in addressing the problem identified in your response to Item 1 and implemented successfully? A variety of evidence suggests these innovations will be effective and can be implemented with success:

- **Past experiences of multi college districts with similar collaborations** – Los Rios College District developed a common registration portal which enables students to enroll at multiple colleges in the district seamlessly. Los Rios also has taken steps to align assessment practices, ensuring students are placed in similar course levels across the district.
- **Results of previous research** – Previous research (Bailey.T, Jaggers, S.S., Jenkins, D. 2015; Jenkins, D. 2012; Student Success Task Force, 2012) suggests that student participation in educational planning, early selection of an educational program, and access to guided pathways promotes student persistence and completion. Previous research also suggests that dual enrollment is particularly beneficial to underserved students. Researchers (Hughs, Rodriguez, Edwards, and Belfield, 2012) examined the effect of the James Irvine Foundation's Concurrent Courses Initiative that enabled thousands of low-income, academically struggling high school students from historically underrepresented backgrounds to take college courses and earn college credit. They found that students who participated in dual enrollment were more likely to graduate from high school, less likely to take basic skills courses in college, more likely to persist, and accumulated more college credits than comparison students.
- **Culture of collaboration between the colleges** – Columbia and MJC already have a strong record of effective collaboration. Examples include joint participation in the EPI, development of collaborative programs (nursing program), engaging in common professional development (2016 Great Teachers Conference, 2016 Disney Training), development and support of a new Oakdale center (located between colleges), shared development of Title IX trainings, and development of this innovations grant proposal.
- **Significant state investment, and progress, in implementing EPI and OEI** – Our project is built upon the foundation laid by these two initiatives. The EPI is now entering its fourth year of operations. Its "CCC MyPath Student Services Portal" has gone live at several colleges, and student testing recently conducted at Santa Rosa Junior College and Butte College has yielded overwhelmingly positive results. The Hobsons Starfish Enterprise Success Platform is live in three pilot colleges. Meanwhile, the Online Education Initiative this semester launched its course exchange component, which provides a seamless pathway for students to register for online courses across participating colleges without requiring students to complete separate application and matriculation processes.
- **Experienced project leadership and personnel** – Columbia College Vice President of Instruction Dr. Brian Sanders will be project director. Dr. Sanders holds an Ed.D. in Educational Leadership, and Master of Arts in Mathematics. He served as a mathematics professor and dean at MJC for 21 years before joining Columbia last year. His expertise in curriculum and understanding of the two institutions will enable him to lead toward district-wide consistency where appropriate, while maintaining the individual characteristics of each college. Other key Columbia College staff include Associate Dean of Student Equity Dr. Brandon Price, Dean of Arts and Sciences Dr. Joseph Ryan, and Academic Senate President Wendy Griffiths-Bender. Lead MJC faculty and administrators include Academic Senate President Curtis Martin and Vice President of Student Services Dr. James Todd.

7. **What information will you use to assess the success of this innovation in addressing the program's goals, and how will that assessment be used to inform future efforts?**
The Project Director will work with research and planning personnel to evaluate the efficacy of the project and disseminate findings to stakeholders locally, and statewide. The process will include formative and summative evaluation components.

Overarching research questions

What effect does ...

1. *Improved access to courses across the district have on units enrolled among students at a rural college?*
2. *Improved access to courses across the district have on concurrent enrollment among students in the district?*
3. *Improved access to courses via the OEI have on access to needed courses among students at a rural college?*
4. *Access to online educational planning tools have on student persistence and completion at a rural college?*
5. *Implementation of College and Career Access Pathways have on college enrollment among traditionally disadvantaged high school students?*
6. *The provision of credit for past experience have on reducing unnecessary course taking?*

Examples of Formative Evaluation Activities

Objectives	Activities
Increase student access to courses. Increase proportion of students completing educational plans. Reduce proportion of undeclared students. Increase college enrollment among traditionally disadvantaged high school students. Increase completion rates and reduce time to completion.	• Conduct student and staff focus groups regarding barriers to course access, such as technology, distance, etc. • Examination of dual enrollment trends and survey of high school students to determine courses / programs of interest. • Survey of students participating in OEI course exchange. • Workgroup to explore alignment of course numbering and curriculum across the district.

Examples of Summative Evaluation Activities

Objectives	Method of Analysis
Increase student access to courses. Increase proportion of students completing educational plans. Reduce proportion of undeclared students. Increase college enrollment among traditionally disadvantaged high school students. Increase completion rates and reduce time to completion.	Pre and Post program implementation comparisons: • Average unit enrollment • Number of students enrolled at both colleges • Proportion of students completing educational plans. • Proportion of undeclared students • Number of dual enrolled students • First year student persistence rates • Units completed after 1,2, and 3 years • Number of students with excess units • Completion rates

The results of the evaluation efforts will be disseminated through a variety of methods:

- Annual reports from Student Success Councils regarding efforts to increase student success
- Columbia College research briefs (hosted on the institutional website)
- Presentations to campus and community stakeholders
- Conference presentations on strategies for increasing success among students at rural colleges

8. **What resources or commitments, or both, do you currently have to support this innovation, and how will implementation of this innovation be sustainable over the long-term?** Project partners already have invested significantly in this project. To date, the district and colleges have:

- Purchased student portal technology and online educational planning software and are now planning steps for design, implementation, and training.
- Developed several online courses for inclusion in the course exchange for the OEI.
- Developed College and Career Access Pathway partnership agreements with feeder schools.
- The colleges have developed pathway templates for degree and certificate programs.
- Faculty and staff have started exploring a framework for course numbering and course alignment, and Columbia recently completed re-aligning general education requirements. This brought the colleges' GE requirements closer, while still meeting their unique needs.
- Columbia's new Title III grant, which includes investments in research staff, technology, and improved communication and training, will fully support our innovation goals. The data dashboards and reports developed under the grant will be shared with MJC and utilized to evaluate the impact of this program.

An Innovation Award will build on this momentum and let us focus resources on the most complex aspects. Key personnel will be compensated for their time and expertise, and coordinating the activities via the grant will integrate efforts and increase impact. If selected for an Innovation in Education grant, resource allocation will be focused primarily on one-time staffing needs and technology: freeing up senior faculty at Columbia and our sister college for in-depth work on the project's Technology Task Force, Curriculum Task Force and work groups; development of online courses; providing temporary administrative and technology support staff and specialists for project activities; investing in related software and equipment, and supporting travel and meeting costs for cross-college committee work.

PROPOSED USE OF GRANT FUNDING	Yr 1	Yr 2	Yr 3	Total
Personnel: salaries, stipends, fringe Faculty: 6 adjunct (backfill task force leaders) + stipends Support staff: 3-5 positions: project activities, eval + mgmt	$530,000	$635,000	$625,000	$1,790,000
Equipment and supplies Video conferencing / 2 classrooms. Equip 5 workstations.	$222,500	$2,500	$0	$225,000
Travel, meetings, trainings Research site visits (4/4 people @ $1k) + work teams	$21,000	$5,000	$4,000	$30,000
Consulting and Services Software subscriptions, IT services, marketing	$125,000	$80,000	$0	$205,000
Indirect (4%) and contingency (6%)	$90,000	$80,000	$80,000	$250,000
PROJECT TOTAL	**$988,500**	**$802,500**	**$709,000**	**$2,500,000**

Project sustainability and generation of other funding – Sustaining these innovations will consist mainly of maintaining software subscriptions, training new staff, updating educational planning tools and marketing materials, and following procedures to keep curriculum alignment current as new courses are added. These tasks can be absorbed easily into the workload of current staff. While the innovations themselves do not require significant effort to maintain, we believe they will have a significant long term effect on student access and completion.

COLUMBIA COLLEGE
INSTITUTIONAL EFFECTIVENESS COUNCIL

Article I – Title

The organization shall be the Columbia College Institutional Effectiveness Council.

Article II – Purpose

The Columbia College Institutional Effectiveness Council shall make recommendations regarding enrollment management, institutional research, program review, student learning outcomes, professional development, and other similar matters to College Council.

Article III – Functions

The basic function of the Columbia College Institutional Effectiveness Council shall be to:

1. Oversee the enrollment management activities of the college.

2. Review institutional research and recommend ways to utilize the results for institutional improvement.

3. Design and manage effective and integrated cycles of program review and assessment of the various types of learning outcomes of the college. Review results of program reviews and SLO assessment and recommend ways to utilize these results for planning and institutional improvement.

4. Oversee professional development activities of the college, including flex time for faculty.

Article IV – Membership

The membership of the Columbia College Institutional Effectiveness Council shall be composed of:

- the Columbia College Vice President of Instruction (Co-Chair)
- the Columbia College Dean of Arts, Sciences and Human Performance
- the Columbia College Dean of Career Technical Education
- the Director of Research and Planning
- four faculty members (Arts and Sciences (1), Career and Technical Education (1), Student Services (1), At Large (1)), one of whom will be appointed by the Academic Senate as Faculty Co-Chair
- four classified members
- one additional leadership team member
- two students

DRAFT

Article V – Terms

The terms of leadership team members shall be determined by the Columbia College President in consultation with the Leadership Team. The terms of the faculty members shall be determined by the Academic Senate. The terms of the classified members shall be determined by the Classified Senate. The terms of the student members shall be determined by the Student Senate.

Article VI – Meetings

The Columbia College Institutional Effectiveness Council shall conduct regularly scheduled meetings and retreats, as necessary. Standing agenda items will include each of the key areas of focus for the council, while depth of discussion on each item will vary according to need.

Article VII – Rules

The business of the Columbia College Student Success Council shall be conducted through consensus building in accordance with the Principles of Collegial Governance. Action items will require formal vote. A simple majority will cause an action item to pass. Approved items are generally forwarded to the College Council for consideration and further consultation.

DRAFT

Columbia College Curriculum Committee

Tuesday, February 24, 2017

Course Disciplines Report

Division: *

Department: All Departments

Note: Approval Criteria: Approved by Curriculum Committee Only

GUIDE

Course	Long Title	Proposed Discipline.	Senate Approved Discipline	Approved in Senate Meeting
GUIDE 8	Introduction to College	Counseling		
Course Records 1				

HHP

Course	Long Title	Proposed Discipline.	Senate Approved Discipline	Approved in Senate Meeting
HHP 9	Circuit Cross-Training	Health	Physical Education	
HHP 10	Adaptive Physical Education	Remove Physical Therapy Assisting	Athletic Training, Physical education	
HHP 300	Lifelong Health and Fitness	Health	Physical Education	
. HHP 303	Rehabilitation for Physically Limited*	Athletic Training	Physical Education	
Course Records 4				

Office Technology

Course	Long Title	Proposed Discipline.	Senate Approved Discipline	Approved in Senate Meeting
OFTEC 152A	Reimbursement Methodology	Health Information Tech	Office Tech	
OFTEC 152B	*Basic ICD Coding*	Health Information Tech	Office Tech	
OFTEC 152C	*Basic CPT Coding*	Health Information Tech	Office Tech	
OFTEC 152D	Intermediate Coding	Health Information Tech		
OFTEC 152E	Professional Coding Practice	Health Information Tech		
OFTEC 170	Healthcare Delivery Systems	Health Information Tech/Office Tech		
OFTEC 171	Healthcare Data Content and Structure	Health Information Tech/Office Tech		
OFTEC 172	Computer Basics in Healthcare	Health Information System/Office Tech		
Course Records 8				

** To become: Fitness Maintenance for the Physically Limited*

Definition of "Program" at Columbia College – DRAFT 2.21.2017 – Revised to reflect feedback from Senate Council

In their discussions of college planning diagrams, the Academic Senate requested greater clarity of definitions of the word "program."

Proposal: *Discuss and come to common understanding of definitions as described below, then post these on the college website in an appropriate place.*

Columbia College employs the word "program" to represent three distinct activities. These definitions are intended to provide clarity and help distinguish between them.

1. **A <u>Program</u> is an Area of Instruction.** An area of instruction, such as biology or computer applications, is considered a "program". In this context, the word refers to one or several instructors working together to teach courses and help students advance toward a certificate or degree whose primary coursework is in this instructional program or area. Example: The faculty in biology teach courses in biology, botany, ecology, anatomy, physiology, and microbiology, and these courses serve as building blocks for both the AS-T in Biology and the pre-nursing prerequisite pathway. The courses also serve as general education options for students across the college. These activities are all collectively encompassed by the biology program. **Synonyms include:** instructional program, instructional area, department, discipline, or symbiotic collection of related departments or disciplines. **Uses**: This definition is utilized to varying levels in resource allocation, budgeting, program reviews, team meetings, and department-level scheduling. For instance, a "program review" is an analysis of an instructional area, the faculty and staff to support the area, the equipment and supplies utilized within the area, and the various educational pathways, degrees, and certificates offered substantially within the educational area.

2. **A <u>Program</u> is a Degree or Certificate Award.** In this context, the word refers to a specified collection of courses that must be completed in order to earn a particular associate's degree, certificate of achievement, or skills attainment certificate at the college. Title 5, Section 55000(m), provides the following definition: *"Educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.* **Synonyms include:** educational program, an educational pathway, or a program of courses leading to an award. The requirements of each award are listed in the college catalog and reported to both the CCCCO and the ACCJC as programs of the college. **Uses:** This definition is utilized by the curriculum committee (e.g. the guiding document for curriculum work is the Program and Course Approval Handbook, or PCAH for short), counselors, and student advisors. It is used in conversation with officials at the CCCCO. "Program Viability" occurs at the level of this definition. That is, the college must discuss whether the number of students following a particular degree or certificate pathway

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provides sufficient enrollments to support course offerings to satisfy award requirements.

- **Disambiguation.** While a **program viability** study *may* be triggered based on evidence observed in **a program review**, in general the two concepts (program review and program viability) are significantly different and fall under different definitions of the word "program". An instructional area is reviewed and analyzed via program review with an eye toward "telling their story," analyzing trends, and planning for incremental improvement via allocation of college resources, while a particular degree or certificate award may be reviewed and analyzed via a program viability study with an eye to discerning whether that award should remain an option for students. If such a study results in discontinuing an award, this may lead to changes in course offerings and options within other awards as well, which may have an effect on the slate of offerings within the instructional area. However, most instructional areas support multiple awards and often provide general education to the college's students at large. Consequently, the results of a program viability study would only rarely result in a need to reassign faculty or staff. That is, program viability is about pathways of coursework, not about staffing.

3. **A <u>Program</u> is a Student Service Area.** A collection of activities and interventions designed to assist students in their progress at the college is often referred to as a program. Examples include Trio, EOPS, DSPS, the "tutoring program" through the Academic Achievement Center, and Library services. In many but not all cases, such programs are supported by categorical funds dedicated to specific outcomes and are accountable to meeting those outcomes in order to maintain funding. These programs often require significant investments of time and resources for external accountability and reporting. In addition, these programs conduct college-level program reviews in keeping with definition 1 above. For the purposes of program review, at times such programs may group together on an operational basis, particularly when shared staff or facilities are involved, such as DSPS/EOPS or Foster Youth/Veterans. Because such programs generally do not result in any degree or certificate, these programs do not align with definition 2 above. **Synonyms include:** student service programs, special programs, and service areas.

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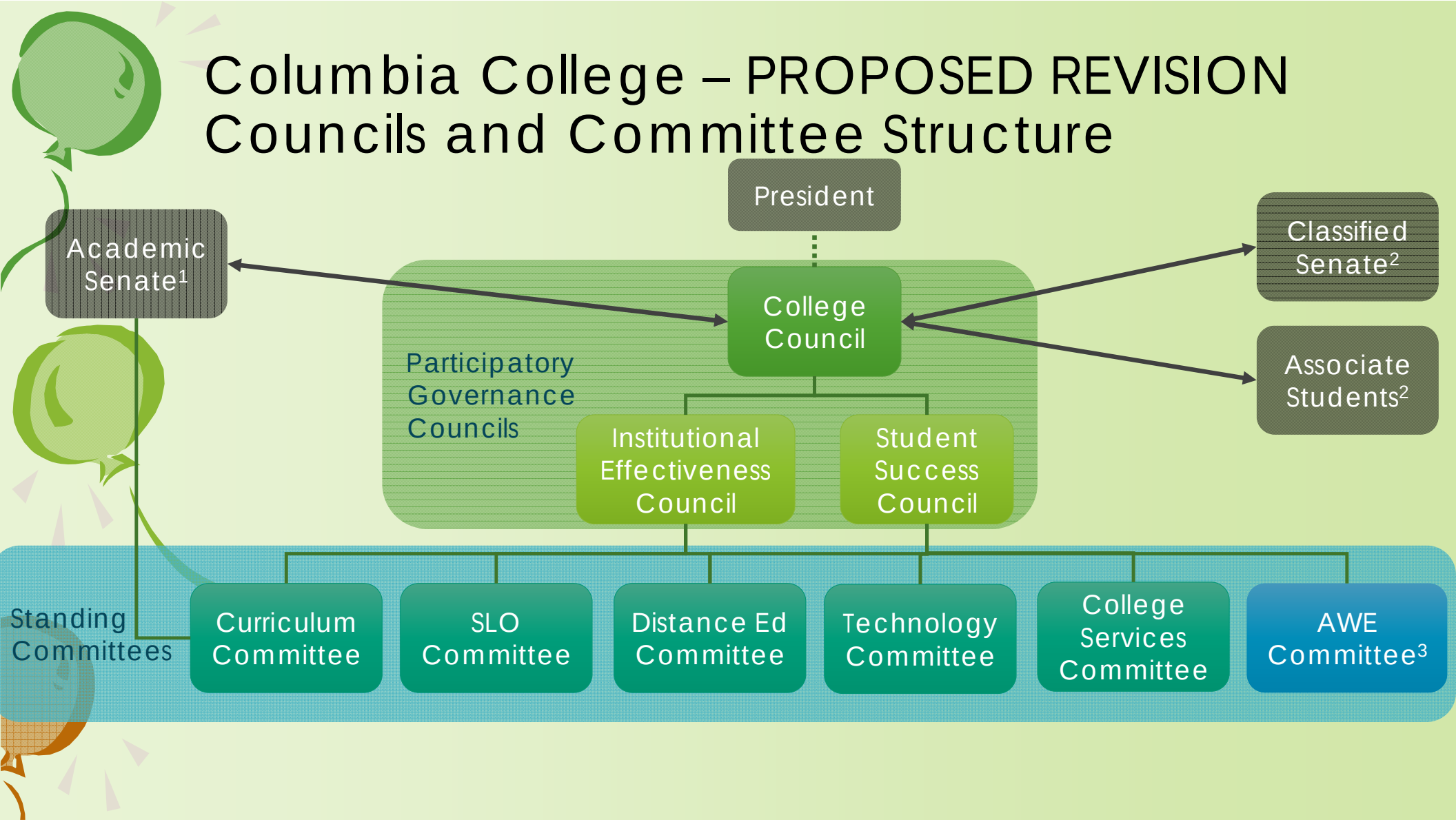
Trial Balloon

Possible revision (version 2) of Council and Committee Structure

Rationale

- We are a small, intimate college.
- We have as many small, topical committees as much larger institutions.
- How about
  - fewer committees
  - more stature
  - broader areas of influence?
- The state is asking colleges to integrate their planning and budgets across Student Success, Student Equity, Basic Skills, and other programs.
- We've already started down this road with SSEAC – Student Success and Equity Advisory Committee.

Columbia College – PROPOSED REVISION
Councils and Committee Structure



Some possible areas of oversight

Special Roles	Institutional Effectiveness Council	Student Success Council
1. Academic Senate and Administration must reach mutual agreement per Title 5 on some matters.	Enrollment Management	Student Success and Support Program
2. Classified Senate and ASCC have defined roles.	Institutional Research	Student Equity
3. AWE serves as incubator of ideas and initiatives.	Program Review and SLO Assessment	Adult Education Block Grant
	Professional Development, including Flex Activities for Faculty	Basic Skills Initiative
		Strong Workforce Program
		Dual Enrollment, AB288

Columbia College

Institutional Self Evaluation Report

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

PUBLIC DRAFT #1

Includes
First public draft of response to ALL standards

Remaining
Insertion of evidence, noted as [Ev]* (at least 485 of them!)
* 95% or more of evidence has been

August 15, 2017

Instructions for Editing –

1. Use Comment Tools in Adobe Reader or Acrobat

   OR

2. Print and hand-write edits in colored pen.

3. If using comment tools, be clear on insertion points.

4. *Keep in mind*: Your suggested edits will be considered along with those of others. Specific text suggestions are very helpful but may not make the final version.

Commented [BS1]: Include correct date to be sent

SUBMITTED BY > Columbia College, 11600 Columbia College Drive, Sonora, CA 95370

SUBMITTED TO > Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

Yosemite Community College District Leadership

Board of Trustees

Area 1
Dr. Lynn Martin

Area 2
Mr. Don Viss

Area 3
Mr. Abe Rojas

Area 4
Mrs. Anne DeMartini

Area 5
Mr. Darin Gharat

Area 6
Mrs. Leslie Beggs

Area 7
Mr. Jon Rodriguez

Student Trustee
Mr. Siegfried Guetensperger

District Administration

Chancellor
Jane Harmon (Interim)

Executive Vice Chancellor of Fiscal Services
Teresa Scott

Vice Chancellor of Human Resources
Gina Leguria

Assistant Vice Chancellor of Information Technology
Dan Duffy (Interim)

Controller
Dr. Sarah Schrader

Director of Public Affairs
Coni Chavez

Director of Facilities Operations
Judy Lanchester (Acting)

Director of Human Resources
Kathren Pritchard

Columbia College Administration

President
Dr. Angela Fairchilds

Vice President of College and Administrative Services
Trevor Stewart

Vice President of Instruction
Dr. Brian Sanders

Vice President of Student Services
Dr. Melissa Raby

Dean of Arts, Sciences, and Human Performance
Dr. Joseph Ryan

Dean of Career Technical Education and Community Education
Dr. Klaus Tenbergen

Associate Dean of Student Equity and Success
Dr. Brandon Price

Acknowledgements

Insert appropriate acknowledgments here.

Accreditation Steering Committee

The Accreditation Steering Committee consists of the President, the Accreditation Liaison Officer, the Faculty Accreditation Co-Chair, and the chairs of each Standard team.

College President
Dr. Angela Fairchilds

Accreditation Liaison Officer
Dr. Brian Sanders, Vice President of Instruction

Faculty Accreditation Co-Chair
Dr. Nathan Rien, Professor of Health and Human Performance and Athletic Director

Standard I Lead
Dr. Joseph Ryan, Dean of Arts and Sciences

Standard II.A Leads
Dr. Melissa Raby, Vice President of Student Services
Dr. Brandon Price, Associate Dean of Student Equity and Success
Katherine Schultz, Professor of Computer and Communications Technology and Curriculum Chair

Standard II.B/C Leads
Anneka Rogers-Whitmer, TRIO Student Support Services Director
Matthew Fox, EOPS/CARE Coordinator and Counselor
Lindsay Laney, Academic Achievement Center Coordinator

Standard III Lead
Trevor Stewart, permanent Vice President of College and Administrative Services

Standard IV Lead
Dr. Angela Fairchilds, College President

Standards Committee Membership

Commented [BS2]: Confirm membership! Anyone we missed?

A large number of individuals participating in developing this report. Members of each Standard Committee are listed below.

Standard I Team

Lead: Joseph Ryan
Faculty: Tom Johnson, Jim Toner
Staff: Nancy Bull, Wendy Hesse, Lonnie Blansit
Student: Brad Sullivan
College Administrators: Amy Nilson, Diana Sunday
District Administrators: Marc Beam

Standard II.A Team

Leads: Melissa Raby, Brandon Price, Kathy Schultz
Faculty: Elizabeth Pfleging, Melissa Colon, Raelene Juarez, Erin Naegle, Pam Guerra-Schmidt, Erik Andal
Staff: Letitia Miller, Doreen Bass
Students: Errin Bass, Ben Vogt
College Administrators: Klaus Tenbergen, Leslie Buckalew, Colleen Henry

Standard II.B/C Team

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Staff: Allison McDermott, Tracey Hickey, Debbie York, Sara Mitchell
Student: Monika Aldabe

Standard III Team

Lead: Brian Sanders (January-October 2016), Trevor Stewart (November 2016-present)
Faculty: Don Smith, Derrick Wydick, Laureen Campana
Staff: Joey Partridge, Fred Grolle, Cindy Inwood, Casey Bonavia
Student: Terri Martin
College Administrators: Robert Gritz, Marnie Shively
District Administrators: Margo Guzman, Gina Leguria, Kathren Pritchard, Lucy Munoz, Teresa Scott, Sarah Schrader, Dave Keener, Tim Nesmith, Judy Lanchester, Marty Gang

Standard IV Team

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Staff: Doralyn Foletti, Elissa Creighton, Michelle Walker
Students: Errin Bass, Ben Vogt
District Administrators: Coni Chavez, Joan Smith

Institutional Self Evaluation Report

Certification Page

Insert certifications signature page here

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Introduction and Required Components in Support of Self-Evaluation

History of the Institution and Characteristics of Primary Service Area

Established in 1968, Columbia College is a small, public, comprehensive, two-year college in California. Together with its larger sister institution, Modesto Junior College (MJC), the two colleges comprise the Yosemite Community College District (YCCD). The district is one of the largest in California, transecting more than 100 miles of the San Joaquin Valley from the Coast Range on the west to the Sierra Nevada on the east. The boundaries encompass over 4,500 square miles serving a population of more than 550,000. The college is located in Sonora, California, on 280 acres of forestland in the historic Mother Lode.

Columbia College's service area consists of all of Tuolumne county and portions of Calaveras County, including the Highway 4 corridor from Copperopolis through Bear Valley, and Stanislaus County, including the cities of Oakdale, Knights Ferry, Valley Home, and Waterford. The majority of Columbia students are from Tuolumne County although an increasing percentage of students come from Calaveras County, as well as the Oakdale area in Stanislaus County.

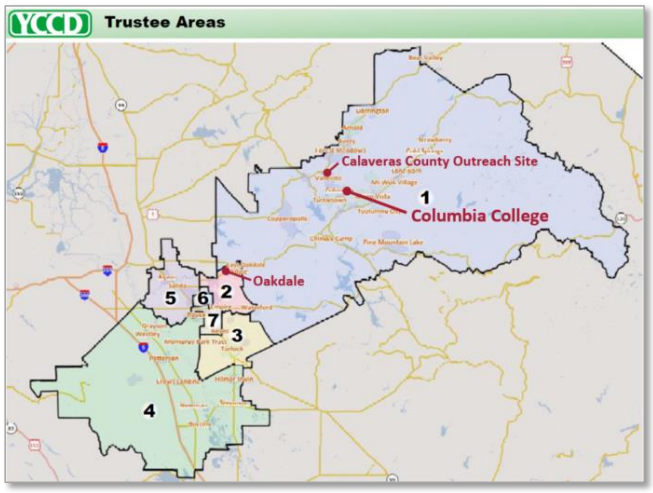

Figure 1 - Yosemite Community College Service Area Map

The college leases a facility in the Calaveras County town of Vallecito to house its Calaveras County Outreach Site. The facility was originally an elementary school then a continuation high school. The site serves as both an intake portal and classroom facility primarily for residents of Calaveras County. Class sizes are allowed to be smaller in this location in order to promote stability of course offerings for the community and maintain the pipeline of students flowing to the main campus after successfully getting started in Vallecito. The college also rents classroom space in the evenings in the town of Oakdale at the Stanislaus Culinary Arts Institute, a specialty and continuation high school operated by the Stanislaus County Office of Education. Course offerings in Oakdale consist of a blend of general education, developmental English and math, and introductory courses for majors. Courses in this location are selected to serve the needs of students at both colleges of the district, particularly those living on the eastern end of MJC's service area and the western end of Columbia's, providing access to necessary and articulated coursework.

Columbia College's service area falls within Areas 1 and 2 of the Yosemite Community College District. Area 1 serves Tuolumne, Calaveras, and Stanislaus counties, including the communities of Sonora, Angels Camp, Groveland, Jamestown and Knights Ferry. Area 2 serves eastern Stanislaus County, primarily the communities of Oakdale, Riverbank, Waterford, Valley Home and Empire.

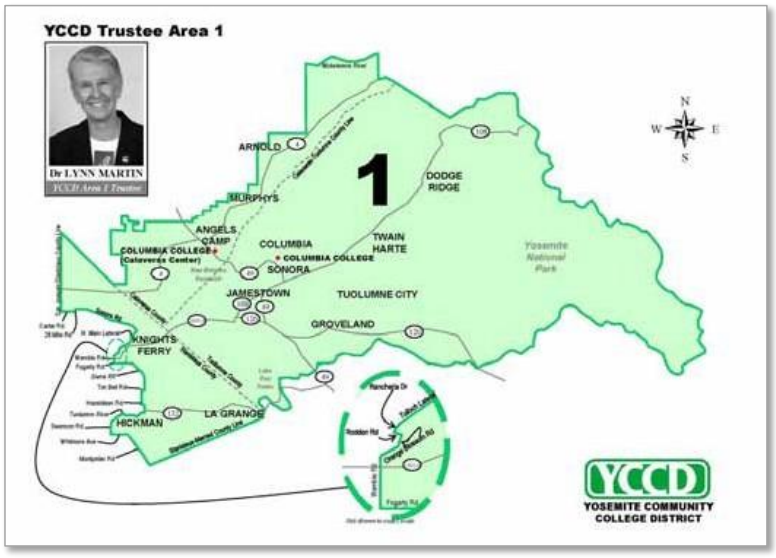

Figure 2 - YCCD Trustee Area 1

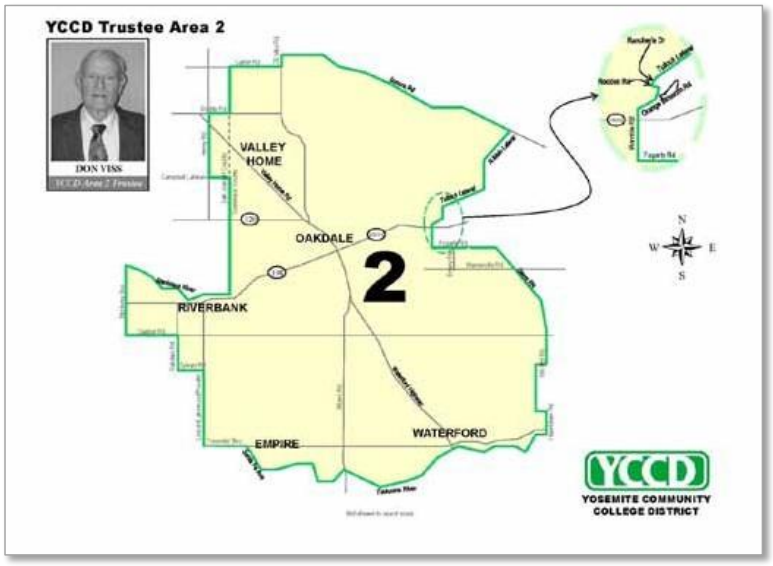

Figure 3 - YCCD Trustee Area 2

Community and Student Demographic Information

College Size: As a small, rural college and part of the California Community College (CCC) system, Columbia College serves 4,300 students annually making up roughly 1.6% of the 2.1 million California community college students statewide. In terms of its enrollment size, Columbia ranks 104 of the 113 making it the sixth smallest college in the CCC system. The campus is located in the Sierra Nevada foothills of California in Tuolumne County near the historic gold rush-era Columbia State Park.

According the Management Information Systems (MIS) data reported to and posted on the California Community College Chancellor's Office for Fall 2015, Columbia College:

- Employed 220 staff:
  - 40 academic tenured/tenure track faculty
  - 6 educational administrators
  - 80 classified staff
  - 94 part-time (adjunct) faculty
- Offered 389 credit course sections in 43 subjects
- Offered 28 degree and certificate programs
- Conferred a total of 409 awards:
  - 217 AA/AS degrees,
  - 33 AS-T and AA-T transfer degrees,

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Commented [BS5]: Seems really low. I count 133 in the catalog

- 55 certificates requiring 18-60 credit units, and
- 104 certificates requiring 6 up to 18 credit units.

The Community Served

Student Residences: Based on 2009-2015 self-reported residential zip codes, Columbia College students primarily reside along the Highway 108 and Highway 49 corridors that intersect Tuolumne County (54%), Calaveras County (12%) and Amador County (8%). The remainder of the student body hails from distances within an approximate 50-mile radius from the campus, primarily Stanislaus County (14%) or other California locations (10%), and out-of-state zip codes (2%).

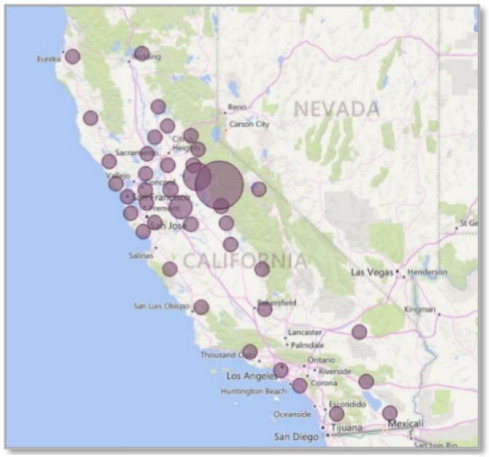

Figure 4 - Students' zip code of origin

Communities Served: The College's primary service area covers all of Tuolumne County, much of Calaveras County and the northeastern portion of Stanislaus County. Courses are regularly offered in Calaveras County in Vallecito, and in Stanislaus County in Oakdale. (San Joaquin Delta College also serves Calaveras County as a part of their service area.) Additional courses are offered occasionally in the towns of Murphys, Jamestown, and Twain Harte. Since Fall 2016, the college has served the community of incarcerated inmates at the Sierra Conservation Center as permitted by Senate Bill 1391 [1]. Beginning in Fall 2017, the college will begin serving students at local high schools via College and Career Access Pathways (CCAP) dual enrollment agreements, as permitted by Assembly Bill 288 [2]. [LINK to our CCAPs. Put all on one webpage.]

Ages by County: The 2017 Department of Finance Population Estimates shows that while Stanislaus County mirrors a similar age distribution as California, both Tuolumne and Calaveras counties have slightly lower proportions of typical college-going ages, and a significantly larger proportion of ages of 60 and over as compared to statewide proportions.

Table 1 - Age Distribution in Service Area

Ages (Projected, 2017)	Tuolumne County	Calaveras County	Stanislaus County (Oakdale)	State of California
Total Population	54,900	45,654	22,348	39,255,883
Median Age	48	52	34	37
Under 19 years of age	13.8%	17.5%	29.1%	25.8%
College-going ages (19-24)	5.0%	5.6%	7.8%	7.2%
Ages 25-39	17.6%	12.2%	20.3%	21.0%
Ages 40-49	10.7%	10.2%	12.2%	13.1%

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Ages 50-59	13.6%	17.7%	12.4%	13.0%
Ages 60 and Over	34.1%	36.8%	18.2%	19.9%

Source: CA Dept. of Finance Population Estimates – E-1 City/County 2015 and 2016 and P-2 Population Projections for 2017.

The Community – High School Graduates by County

Over the past three years, the percent of recent high school graduates who enrolled at Columbia College in the fall term following their high school graduation averaged 29%. Overall, the percent of graduates from high schools within the closest proximity to the campus, Tuolumne County, averaged approximately 35%.

Table 2 - High School Graduates Enrolled at Columbia College

High School Graduates by County:	2013		2014		2015		Totals		
	Grads	Enrolled CC	Grads	Enrolled CC	Grads	Enrolled CC	Grads	Enrolled CC	% Enrolled
Calaveras[1]	512	116	481	158	516	134	1,509	408	27.0%
Tuolumne	487	169	495	238	523	235	1,505	642	42.7%
Stanislaus (Oakdale Unified)	429	56	415	71	399	64	1,243	191	15.4%
Grand Total	1,428	341	1,391	467	1,438	433	4,257	1,241	29.2%

Source High School Graduates: CA Dept. of Education Data Quest. Cohort Outcome Data by County accessed 09/27/2016.

The Community – Highest Educational Attainment for Tuolumne and Calaveras Counties

The U.S. Census Bureau provides its community facts regarding education attainment for the nation, states, and counties. According to their FactFinder 2014 data, most residents have attained "some college or an associate's degree" followed by high school graduation. Residents having attained a bachelor degree or higher make up the smallest of the four groups. The data demonstrate that the Bachelor's degree attainment level in Tuolumne County is roughly half the national average.

Table 3 - Educational attainment by residents of Columbia's service area

Educational Attainment	Tuolumne	Calaveras	California	United States
Less than high school graduates	17.6%	15.9%	14.8%	15.0%
High School graduates (includes equivalency)	31.4%	37.0%	28.4%	29.5%
Some college or associate's degree	46.0%	38.0%	47.9%	45.8%
Bachelor's degree or higher	4.9%	9.0%	8.8%	9.6%

[1] Columbia College and San Joaquin Delta College in Stockton, California, together serve Calaveras County.

Source: U. S. Census Bureau American FactFinder Community Facts, https://factfinder.census.gov, "Educational Attainment: Percent high school graduate or higher," United States, California, Tuolumne and Calaveras counties, 10/28/2016.

The Community – Unemployment Rates by County, State and Nationwide

Unemployment rates have been decreasing for all three primary counties served by the College – Calaveras and Tuolumne and Stanislaus counties – as compared to the state and the nation. Though these reductions have moved the region closer to the state averages over the last three years, all three counties continue to experience higher than state and national rates of unemployment.

Table 4 - Unemployment Rates in Columbia's service area

	Annual Unemployment Rate				Change
County	2012	2013	2014	2015	+/- %
Calaveras	12.4%	10.0%	8.1%	6.5%	-5.9%
Stanislaus	14.9%	12.9%	11.2%	9.5%	-5.4%
Tuolumne	13.0%	10.8%	8.7%	7.1%	-5.9%
Statewide	10.4%	8.9%	7.5%	6.2%	-4.2%
Nationwide	8.1%	7.4%	6.2%	5.0%	-3.1%

Source: http://www.labormarketinfo.edd.ca.gov/data/unemployment-and-labor-force.html and http://www.labormarketinfo.edd.ca.gov/data/unemployment-and-labor-force.html

The Community – Survey Feedback

Given the unique demographics of its surrounding communities, the College seeks input and feedback both formally and informally through collaborations and liaisons with county schools, economic development agencies, and employer advisory groups. In addition to this, surveys are collected for student, staff, employer, and community feedback. The College also enjoys a vibrant, fifteen-member volunteer Foundation Board comprised of local public and private business community leaders with five College members serving in an advisory capacity.

A Community Survey was distributed in Spring 2015 to collect feedback from local residents who were attending or were planning to attend courses at Columbia College. Its purpose was to collect community members' preferences as to class schedules, e.g., time of day and days of the week, and to poll residents as to their primary reasons and objectives for attending college.

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In general, the community expressed highest priorities in earning degrees and/or in transfer to a university (80%). The next highest priority was in workforce training and careers, higher pay, and job satisfaction (71%). Overall, the community's responses were very positive about the College, specifically in terms of the quality of education, the instructors, the beautiful campus grounds, a friendly atmosphere, and smaller class sizes.

The results were forwarded to the College Council in Spring 2015. A summary can be found on the Office of Institutional Research webpage under "Survey Results" [3].

The Community's – Priority #1: Awards and Transfer to Universities

Degrees: Columbia has embraced streamlining its collection of degree and certificate awards to facilitate students' progress toward and attainment of awards. Degree pathways have been clarified and redundancies reduced and eliminated [Ref CC minutes in Dec for hospitality changes, last year for ASOE elimination]. The new AA-T and AS-T transfer awards are replacing the former AA "with emphasis in" awards making the choices for courses clearer for students and reducing the time needed to earn their awards [Ref: CC minutes eliminating Math and Bio degrees]. The College has seen a 134% increase in awards over the past five years. Refer to the section entitled, "Student Outcomes-Success," on page XX for further details

Transfers: To measure and track transfer rates, the College relies on external data sets, e.g., IPEDS, National Student Clearinghouse, and the Student Right to Know (SRTK) transfer rates. Most external sources track first-time, full-time freshmen over a maximum of three years, and may not account for a student's educational goal. The rates from these sources can average less than 20% for Columbia.

Another measure provided by the California Community College Chancellor's Office is called the "Transfer Velocity" rate and is somewhat more realistic for community college students [4]. This measure begins with student cohorts of first-time students who attempt both English and math transfer-level courses and who earn at least 12 degree-applicable units, which serves as a proxy indicating "behavioral intent to transfer." That is, only those students intending to transfer are likely to meet these criteria. The timeframe covers a six-year period which allows for part-time enrollment. This measure has averaged nearly 30% over the past five cohort years.

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Transfer Velocity Cohorts (transferred to a university between 2011 and 2015):

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Table 5 - Transfer rates of Columbia's students

Cohorts	Transfers to University by:	Transferred Students	Total Cohort Students	% Transferred 6-Years
2004-2005	2011	97	273	35.5%
2005-2006	2012	77	262	29.4%
2006-2007	2013	85	294	28.9%
2007-2008	2014	82	319	25.7%
2008-2009	2015	84	314	26.8%

Sources: CSU Analytic Studies, Transfers by Community College, UC Enrollment Statistics

On average, rural colleges experience lower transfer rates to universities than large, metropolitan institutions, particularly if the rural college is located more than 15 miles from the nearest university campus. The nearest public university, California State University, Stanislaus, in Turlock, California, is more than 55 miles from Columbia. The nearest sizable private institution, the University of the Pacific in Stockton, California, is likewise 55 miles from Angels Camp in Calaveras County.

The Community – Priority #2: Employment and Workforce Training

Largest Industries/Jobs for College Service Area: From 2013 to 2016, the highest demand for jobs in Tuolumne and Calaveras counties was found in local government, education, and the hospital/health industries. Jobs were also found in restaurants, suppliers to medical and surgical hospitals, supermarkets, and discount stores, as shown in the graph below.

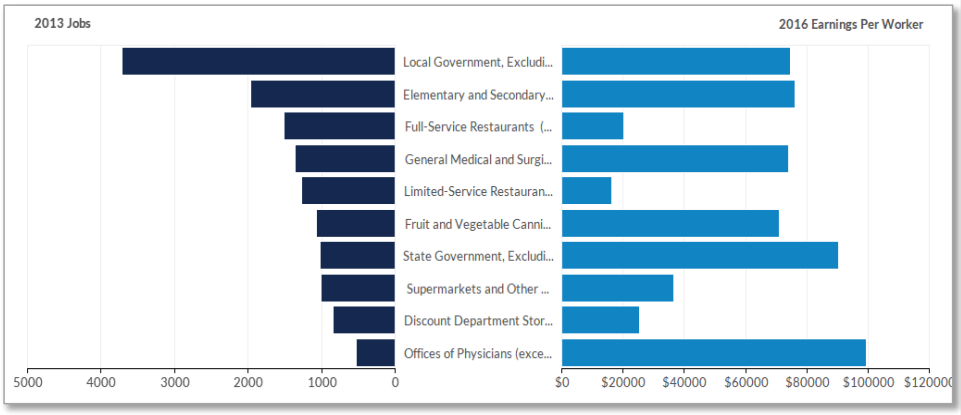

Figure 5 - Areas of highest workforce need and associated salaries

Source: Economic Modeling Specialists International (EMSI)

Service Area's High Demand Industries:

Table 6 - Industries of highest demand in Columbia's service area

Industry	2013 Jobs	2016 Jobs	Change in Jobs (2013-2016)	% Change	2016 Earnings Per Worker
Local Government, Excluding Education and Hospitals	3,714	3,995	282	8%	$74,713
Elementary and Secondary Schools (Local Government)	1,968	2,017	49	3%	$76,107
Full-Service Restaurants	1,513	1,549	36	2%	$20,342
General Medical and Surgical Hospitals	1,361	1,523	162	12%	$74,135
Limited-Service Restaurants	1,266	1,522	256	20%	$16,465
Fruit and Vegetable Canning	1,072	939	-133	-12%	$70,952
State Government, Excluding Education and Hospitals	1,017	1,090	73	7%	$90,239
Supermarkets and Other Grocery (except Convenience) Stores	1,010	1,076	66	7%	$36,457
Discount Department Stores	845	891	46	5%	$25,518

Industry	2013 Jobs	2016 Jobs	Change in Jobs (2013-2016)	% Change	2016 Earnings Per Worker
Physician Offices (except Mental Health)	526	565	39	7%	$99,332

Source: Economic Modeling Specialists International, Sept. 2016

Job Outlook by Program: According to economic analyst sources[2], Columbia College's career technical (CTE) students have a high probability of finding employment in the region in the business and accounting, childcare, restaurant, education, recreation services, natural resources including waste water management, and forestry industries. For social sciences majors, jobs are found in education, counseling, and county, state, and federal government services.

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The largest employers in the region are Sonora Regional Hospital, Black Oak Casino, Sierra Conservation Center, and government offices. Often overlooked, the entrepreneurial sectors have evidenced growth for the region of over 2% compared to the national average, with exceptions among real estate and construction entrepreneurs. Likely sectors for entrepreneurs include child care, hospitality and culinary services, automotive, accounting and tax preparation, laborers, viticulture, and recreational services. Columbia College offers programs related to many of these industry sectors and is developing additional offerings related to the health care field.

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The Community – Priority #3: Personal Enrichment Education/Non-Credit Courses

Columbia College serves a significant number of 50+ aged students who are retired, active, engaged in the community and who regularly enroll in personal interest and fitness courses. The Community Education (Com Ed) respondents to the Community Survey indicated that they lead active lifestyles and are technological savvy, with the majority (70%) indicating access to high-speed Internet access and the Internet. Indeed, most respondents completed the survey via the Internet. The most favored courses for Com Ed respondents were life-time fitness, music, and art classes. Most indicated they planned to continue their enrollment patterns for the future. The Com Ed respondents' concerns were for more online services, a Class Schedule available online and in print, and accessible campus parking.

Enrollment Trends

Columbia College served an average of 4,200 students over the past five years. Overall, Columbia's headcounts have declined from 2012 to 2016. However, this trend may have ended in 2015-2016. As the chart below indicates, Columbia's enrollments did not decline from 2014-2015 to 2015-2016 and the high school graduate numbers rose from 2012-2013 to 2013-2014

[2] Industry outlook data source: Economic Modeling Specialists International, https://e.economicmodeling.com/analyst, obtained 9/30/2016.

stabilizing in 2015-2016[3]. With the statewide community college headcounts also indicating growth from 2012 to 2016, there are indications that enrollments may begin to increase in the near future.

Student Headcount Trends

Table 7 - Student unduplicated headcounts

Annual Unduplicated Student Counts	Columbia College Headcounts	High School Graduates[4]	Statewide CCC Headcounts
2011-2012	4,562	1,446	2,424,957
2012-2013	4,486	1,243	2,292,437
2013-2014	4,387	1,505	2,310,268
2014-2015	3,912	1,509	2,318,780
2015-2016	4,009	1,507[5]	2,344,149
Average Headcounts:	4,271	1,442	2,338,118

Source: CCCCO Data Mart Annual Student Count, California Department of Education Data

Student Demographics – Ages

The student population became somewhat younger over the past five years with 19 to 24 year old population comprising 58% of the student body. All other age groups have remained somewhat static with the exception of the 40 and over age groups that have declined by 5%.

Table 8 - Student age distribution

Age Groups	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Columbia Total	3,302	100.00%	3,145	100.00%	3,018	100.00%	2,760	100.00%	2,768	100.00%
19 or Less	837	25.35%	799	25.41%	885	29.32%	797	28.88%	825	29.80%
20 to 24	897	27.17%	870	27.66%	814	26.97%	737	26.70%	770	27.82%
25 to 29	367	11.11%	325	10.33%	321	10.64%	308	11.16%	283	10.22%
30 to 34	192	5.81%	206	6.55%	199	6.59%	177	6.41%	184	6.65%

[3] Projections from the California Department of Finance indicate that by 2017, enrollments at the high school grades will begin to increase.

[4] High School graduate totals are combined for the main feeder schools -- Tuolumne and Calaveras counties and the Oakdale Unified School District. The 2015-2016 highs school graduate total was not available for this report, thus the total for that year was estimated given the prior two years.

35 to 39	147	4.45%	135	4.29%	119	3.94%	120	4.35%	131	4.73%
40 to 49	233	7.06%	192	6.10%	167	5.53%	162	5.87%	150	5.42%
50 +	629	19.05%	618	19.65%	513	17.00%	459	16.63%	425	15.35%

Source: California Community Colleges Chancellor's Office, Data Mart - Enrollment Status Summary Report

Student Demographics – Gender

The ratio between female and male genders has changed very little over the five-year period remaining stable at approximately 56% female, 43% male, and 1% unknown or unreported.

Table 9 - Student gender distribution

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Gender	Student Count	Count (%)	Student Count	Count (%)	Student Count	Count (%)	Student Count	Count (%)	Student Count	Count (%)
Columbia Total	3,302	100.0%	3,145	100.0%	3,018	100.0%	2,760	100.0%	2,768	100.0%
Female	1,835	55.57%	1,771	56.31%	1,717	56.89%	1,537	55.69%	1,540	55.64%
Male	1,450	43.91%	1,365	43.40%	1,296	42.94%	1,191	43.15%	1,179	42.59%
Unknown	17	0.51%	9	0.29%	5	0.17%	32	1.16%	49	1.77%

Source: California Community Colleges Chancellor's Office, Data Mart – Headcount by Gender

Student Demographics – Ethnicity

Of the ethnic groups, Hispanic students have seen the greatest increase in the student population, from 12% in 2011 to nearly 15% in 2015. The largest decline in ethnic groups over the same period was in the "Unknown/Non-respondent" group declining from 8% of the population in 2011 to 3% in 2015. Collectively, these data reveal that roughly three out of four students of Columbia College are white, non-Hispanic. However, the lack of ethnic diversity among the student body must be viewed in light of high levels of financial need, as discussed in the next section.

Table 10 - Student ethnicities

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Student Ethnicities	Student Count	Count (%)	Student Count	Count (%)	Student Count	Count (%)	Student Count	Count (%)	Student Count	Count (%)
Columbia Total	3,302	100.0%	3,145	100.0%	3,018	100.0%	2,760	100.0%	2,768	100.0%
African-Am.	43	1.30%	43	1.37%	24	0.80%	19	0.69%	46	1.66%
Am. Indian/ Alaskan Native	55	1.67%	48	1.53%	44	1.46%	50	1.81%	44	1.59%
Asian	32	0.97%	33	1.05%	42	1.39%	36	1.30%	46	1.66%
Filipino	12	0.36%	16	0.51%	13	0.43%	15	0.54%	19	0.69%
Hispanic	407	12.33%	430	13.67%	472	15.64%	394	14.28%	409	14.78%
Pacific Islander	9	0.27%	13	0.41%	121	4.01%	66	2.39%	39	1.41%

Two+ Races	97	2.94%	107	3.40%	10	0.33%	11	0.40%	8	0.29%
Unknown	258	7.81%	151	4.80%	108	3.58%	79	2.86%	73	2.64%
White Non-Hispanic	2,389	72.35%	2,304	73.26%	2,184	72.37%	2,090	75.72%	2,084	75.29%

Source: California Community Colleges Chancellor's Office, Data Mart – Headcount by Ethnicity

Student Demographics – Financial Need

Over the past five years, the number of students who received financial aid has remained nearly even at an average 2,100 students per year. The average number of awards per student however, has increased to an average 2.8 awards per student (up from 2.7 in 2011-2012).

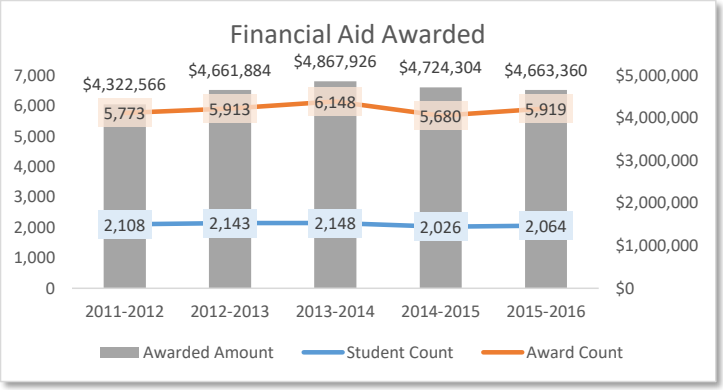

Figure 6 - Financial Aid Awarded by Year, 2011-2016

The dollar amount awarded per student has averaged $2,258 per year over the five-year period, which represents an increase of 4% more than the average amount awarded per student in 2011-2012[5]. With California's inflation rate averaging 1.5% per year, it is not surprising the dollar amounts awarded have been increasing at a faster rate than the number of students awarded.

Table 11 - Financial aid recipient counts and amounts awarded

Financial Aid Year	Total Student Headcount	% Students Receiving Financial Aid	Students Receiving Awards	Number Awards	Aid Amount
2011-2012	4,562	46.2%	2,108	5,773	$4,322,566
2012-2013	4,486	47.8%	2,143	5,913	$4,661,884
2013-2014	4,387	49.0%	2,148	6,148	$4,867,926
2014-2015	3,912	51.8%	2,026	5,680	$4,724,304

[5] CCCCO Data Mart, http://datamart.cccco.edu/Default.aspx as of 10/26/2016.

2015-2016	4,009	51.5%	2,064	5,919	$4,663,360

Source: CCCCO Data Mart, Students/Headcounts; Student Services, Financial Aid Summary

Given recent changes in the regulations that pertain to student financial aid, students must complete their educational goals in 150% of the published program length of time or risk the loss of their financial aid support before completing their program(s). This means that students with financial aid awards must carry more units per term and persist through their studies without repeating too many courses. Additionally, financial aid students must maintain a 2.0 GPA and, if remedial coursework is needed, take only courses for credit (graded).

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Persistence Rates[6] by Economically Disadvantaged vs. Non-disadvantaged students: According to CCCCO Scorecard tallies for persistence and the previous five annual Scorecard cohort reports, Columbia's economically disadvantaged students persisted at a somewhat higher rate than the non-disadvantaged students. Then in 2012, a change in the financial aid regulations meant students who were receiving financial aid were suddenly faced with federal limits placed on their time to completion (see above). In addition to this change, student GPA verifications were required to be reported "per term" opposed to the previous "per year" reporting period.

By 2013, many students found they were no longer eligible to receive financial and were no longer able to continue their programs. In addition, those students who had fallen below the minimum GPA requirement in one semester no longer had the remainder of the year to make up the difference. The 2012 cohort saw their persistence drop 7%, which fell below the non-disadvantaged group's rate for the first time.

In 2011, the economically disadvantaged students' persistence ratio was 73.6%. After the new regulations took effect in 2012, this group's persistence ratio dropped to 66.3%. Though the group's ratio recovered somewhat by 2015 (71.5%) it was still below that of the 2011-year's ratio, as shown in the table below.

Table 12 - Comparison of success rates by economic status

CCCCO Scorecard Report Year:	2011	2012	2013	2014	2015
Economically Disadvantaged[7]	73.6%	66.3%	68.1%	71.8%	71.5%
Not Economically Disadvantaged	67.5%	64.9%	70.3%	70.6%	70.6%
% Difference of the two groups:	6.1%	1.4%	-2.2%	1.2%	0.9%

[6] The CCCCO defines "persistence" as first-time students with a minimum of 6 units who attempted any math or English in the first three years and enrolled in three consecutive primary semester terms anywhere in the CCC system.

[7] The CCCCO defines "disadvantaged" students as those who received a BOGW or PELL, were a CalWorks or WIA participant, or were a DSS client.

Overall	71.0%	65.7%	68.9%	71.5%	71.5%

Source: CCCCO DataMart, Student Success Scorecard Metrics - October 2016

Student Demographics – Unit Loads, Full-time/Part-time

The chart below illustrates the distribution of unit loads that made up all Columbia College fall term enrollments. The distribution of students who carried typical unit loads (3 or more to less than 15 credit units) continued to be largest student load distribution over the past five years; but the distribution for students carrying fewer than usual loads (less than 3 units) and more than typical unit loads (over 15 credit units), declined while non-credit enrollments grew from Fall 2011 to Fall 2015.

Table 13 - Number of units enrolled per student. Full-time/part-time status.

Unit Load		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
		Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Columbia Total		3,302	100.00%	3,145	100.00%	3,018	100.00%	2,760	100.00%	2,768	100.00%
Part-time	0.1 - 2.9	477	14.45%	243	7.73%	185	6.13%	146	5.29%	116	4.19%
	3.0 - 5.9	674	20.41%	650	20.67%	611	20.25%	525	19.02%	561	20.27%
	6.0 - 8.9	538	16.29%	512	16.28%	534	17.69%	491	17.79%	515	18.61%
	9.0 - 11.9	440	13.33%	433	13.77%	449	14.88%	429	15.54%	454	16.40%
Full-time	12.0-14.9	691	20.93%	646	20.54%	648	21.47%	592	21.45%	574	20.74%
	15+	213	6.45%	185	5.88%	198	6.56%	170	6.16%	150	5.42%
Non-Credit		269	8.15%	476	15.14%	393	13.02%	407	14.75%	398	14.38%

Source: California Community Colleges Chancellor's Office, Data Mart – Unit Load Summary

Student Demographics – Day / Evening Enrollments

Daytime enrollments have fluctuated only slightly, constituting between 77% and 81% of all enrollments. Evening enrollments averaged 15% over the past five fall terms; however, evening enrollments were atypically high for Fall 2011 and thus added a full 1% to the average over the five years. The Unknown category incorporates our online classes, among others. The growth in enrollments in this category from 5% to slightly over 8% provides evidence of the colleges concerted efforts to responsibly expand its online offerings.

Table 14 - Day and evening enrollments

Day-Evening	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Columbia Total	3,302	100.00%	3,145	100.00%	3,018	100.00%	2,760	100.00%	2,768	100.00%
Day	2,599	78.71%	2,556	81.27%	2,404	79.66%	2,214	80.22%	2,136	77.17%
Evening	535	16.20%	439	13.96%	437	14.48%	394	14.28%	400	14.45%

Unknown	168	5.09%	150	4.77%	177	5.86%	152	5.51%	232	8.38%

Source: California Community Colleges Chancellor's Office, Data Mart - Enrollment Status Summary Report

Faculty and Staff Demographic Data

Diana will author this section.

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Longitudinal Student Achievement Data

Commented [BS14]: Do we have to disaggregate achievement data? If so, can we put it all in an appendix?

Data Sources Utilized and Definitions of Terms

Data sources utilized: Diana will author a brief synopsis of the various sources of data utilized for this section. She will include reference to the Federal scorecard and a brief analysis of our performance, but describe why we have chosen to utilize other tools to actually measure our performance.

Commented [BS15]: Diana will author a brief synopsis of the various sources of data utilized for this section.

Definitions: California's community colleges define *success* in a course as earning a grade of "C" or better or earning a mark of "P" for "Pass." A student is considered to have been *retained* in the course if he or she remained enrolled as of the end of the course, regardless of grade received. The *success rate* is defined as the ratio of students who succeeded to those who were enrolled. Similarly, the *retention rate* is defined as the ratio of students who were retained to those who were enrolled. Students who withdraw from a course prior to census (approximately 20% of the duration of the course) receive no mark on their transcript and are not counted as having enrolled at all. Consequently, these students' temporary involvement in the class does not contribute to the denominator in success or retention rates at all. By contrast, students who withdraw from a course after census but prior to the withdrawal deadline (approximately 75% of the duration of the course) are considered to have been enrolled but not retained. Consequently, their enrollment does contribute to the denominator of success and retention rates but not the numerator of either. These definitions will be utilized throughout this report.

Student Success – Course Retention and Successful Course Completion

The CCCCO Data Mart reports course retention and course success in its Data Mart website and via the CCCCO Scorecard. Averaging three academic years of Columbia College retention and success data for credit courses, the ratios form a consistent pattern across the terms and years for course retention (84.8% +/- 1.1%) and for course success (71.5% +/- 2.0%). These values compare favorably with statewide community college average performance (69.7% success and 86.0% retention). [Evidence file link here]

Commented [BS16]: Confirm methodology with Diana. Combine resources into single document, upload, and provide link to research.

Ratios for student retention in courses (remaining to the end of the term to earn a grade) and course success (grades of C or above) tend to be slightly higher in the spring terms versus the

fall. This is partly explained by the larger proportion of first-time students in the fall terms contrasted with a larger proportion of continuing students in the spring terms.

Overall, both the student success rate and retention rate have increased over the past five years. Course success has risen from 67.8% in the fall of 2011 to 73.8% in spring 2016. Retention rose to a lesser extent from 82.9% for fall 2011 to 84.5% in the spring of 2016.

In terms of fall terms versus spring terms, the fall terms saw 4.7% more students successfully complete their courses by fall 2015, while 2.6% more students retained in their courses. For the spring terms, 4.6% more students successfully completed their courses by 2016 while 0.2% more students were retained in their courses.

Table 15 - Student success and retention by semester

Student Success and Retention in Courses	Enrollment Count	Retention Count	Retention Rate	Success Count	Success Rate
Fall 2011	7,956	6,598	82.9%	5,398	67.8%
Fall 2012	7,349	6,282	85.5%	5,265	71.6%
Fall 2013	7,346	6,162	83.9%	5,227	71.2%
Fall 2014	6,777	5,797	85.5%	4,954	73.1%
Fall 2015	6,701	5,727	85.5%	4,856	72.5%
% Average Fall Terms:			84.7%		71.2%
Spring 2011	8,429	7,106	84.3%	5,830	69.2%
Spring 2012	7,344	6,151	83.8%	5,126	69.8%
Spring 2013	7,180	6,032	84.0%	5,172	72.0%
Spring 2014	7,233	6,246	86.4%	5,349	74.0%
Spring 2015	6,500	5,585	85.9%	4,813	74.0%
Spring 2016	6,553	5,540	84.5%	4,838	73.8%
% Average Spring Terms:			84.8%		72.1%
% Average All Terms:			84.8%		71.7%

Source: CCCCO Data Mart, Course Retention/Success Rate Summary Report, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx , accessed: September 30, 2016.

Disaggregation of Data

Diana will author a brief section describing the various tools and filters we use to disaggregate data for gap analysis and to examine the performance of certain groups of students.

Diana will include one example of such a report, demonstrating success and retention data broken down by ethnicity for fall 2015 OR spring 2016 as an example. She will highlight one group whose performance lags behind others and whose population is large enough to warrant analysis and briefly comment upon the types and/or places where these gaps would be discussed and improvements planned (e.g. Student Success and Equity Advisory Committee, Admin Team, College Council).

Student Success – Degrees and Certificates

Columbia College offers several award types as shown below.

- Associate of Arts Degree – AA
- Associate of Science Degree – AS
- Associate of Science in Occupational Education – ASOE. The ASOE award type was discontinued and removed from the catalog effective May 1, 2016. Individual ASOE pathways were either converted to AS degrees or inactivated. They will continue to appear in student achievement data until catalog rights for past students expire.
- Associate of Arts for Transfer – AA-T
- Associate of Science for Transfer – AS-T
- Certificate of Achievement – CERT. These awards are recognized by the California Community Colleges Chancellor's Office (CCCCO) and recorded on students' transcripts.
- Skills Attainment Certificate – SAC. These awards are locally developed curriculum pathways requiring no more than 17 units. They are designed to meet local industry needs and provide a low-unit pathway to introductory-level employment in our community. SACs are not recognized by the CCCCO nor recorded on students' transcripts.

Overall, degrees and certificates have increased 34.7% over a five-year period. The largest increases occurred in the Skills Attainment Certificates (SAC), the AA-T and AS-T transfer degrees, and AS degrees. AA degrees saw the only decline by 4.4%, which could be explained by the rise in recently implemented transfer degrees (AA-T and AS-T) streamlining the paths for student graduation and transfer.

Table 16 - Number of degrees and certificates awarded by year

Year	AA	AS	ASOE	CERT	SAC	AA-T	AS-T	Total
2011-2012	113	78	25	87	31			334
2012-2013	117	66	33	90	46	1		353
2013-2014	110	96	19	93	60	8		386
2014-2015	111	85	22	96	63	28	10	415
2015-2016	108	90	26	92	83	39	12	450
Percent Change	**-4.4%**	**+15.4%**	**+0.4%**	**+5.7%**	**+67.7%**	**New[8]**	**New[8]**	**+34.7%**

[8] The AA-T and AS-T degrees, collectively referred to as AD-Ts or Associate Degrees for Transfer, are a new type of degree enacted based on Senate Bill 1440. Because they are new, it is not meaningful to discuss percent change at this juncture. However, the data demonstrate that the new pathways are quite successful for students.

Source: Columbia College Data Portal, July 2016

Student Success – Basic Skills Progression

A longstanding concern for the College has been the rate at which remedial students complete their preparatory coursework and progress to college-level coursework. The chart below reflects the ratios of students who began their studies at two levels below college English, and three levels below college Math and subsequently worked up to and completed college level coursework within six years. That is, the 2008-2009 cohort represents student progress by the end of the 2013-14 academic year, and is the most recent data available.

Commented [BS17]: This seems outdated. Should we be using data through 2009-10 or 2010-11? 2016 scorecard based on 2009-10 data. 2017 Scorecard won't be available by publication deadline.

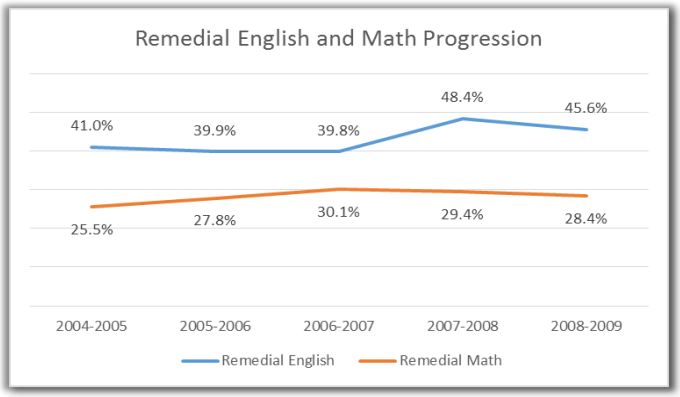


Figure 7 - Remedial English and math progression

Source: California Community College Chancellor's Office "2016 Scorecard" Report for all colleges and statewide reports outcomes for the cohorts beginning 2009-2010 through 2014-15, http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=591

These rates are disappointing and a concern to the college. However, they are not atypical when compared with rates of 45.4% for English and 32.7% for Math across California's community colleges. The college has evidenced some upward movement from the completion rates shown in the 2004-2005 cohorts (ARCC Report, 2012) to the more recent 2008-2009 Scorecard cohort.

Commented [BS18]: I don't understand this reference.

The Academic Wellness Educators (AWE) Committee, funded initially by California's Basic Skills Initiative, and the Student Success and Equity Committee, funded through California's Student Success Support Program (SSSP), have been instrumental in exploring and implementing strategies to address completion rates for Columbia's basic skills students. Examples include expanded tutoring services, supplemental instruction, embedded tutors, a new writing center, accelerated courses, and new processes for initial assessment and placement based on multiple measures. In 2011-2013, the College addressed basic skills course coding issues and implemented a robust reporting system for recording the support services delivered to

students. The impact of these efforts will be reflected in the CCCCO Scorecard cohorts beginning 2017-2018.

Student Outcomes – College Persistence (30+ Earned Units)

The CCCCO provides another measure for the students "demonstrating an intent to earn a degree, certificate and/or to transfer." The "30 Units" metric tracks first-time students through six years and measures the percentage who achieved at least 30 units.

Students Earning 30 or More Credit Units: Five cohorts' data are summarized below for students who attained 30 or more credit units. Columbia College students averaged 64.0% overall as compared to the statewide average of 66.0%. That is, on average, 64% of Columbia's incoming new students earned at least 30 units in six years. For the students who started college as "prepared for college-level coursework," (those who did not require remedial coursework), their completion rate averaged 69.8%, which is very close to the statewide ratio of 69.7%. However, for the unprepared students over the same period (those who needed remediation at the time they started college), the average ratio that was somewhat lower than the statewide average, 61.5% at Columbia versus 64.8% statewide.

Table 17 - Completion of 30+ units at Columbia and statewide

	30+ Units – Columbia College			30+ Units – California Statewide		
Cohorts	CC Overall	Prepared for College	Unprepared for College	Statewide Overall	Prepared for College	Unprepared for College
2004-05	66.9%	75.0%	62.8%	64.9%	68.4%	63.7%
2005-06	64.1%	74.1%	59.3%	65.9%	69.3%	64.7%
2006-07	62.5%	64.1%	61.8%	66.4%	69.7%	65.1%
2007-08	67.7%	69.3%	67.0%	66.5%	70.1%	65.3%
2008-09	58.9%	66.3%	56.8%	66.5%	71.1%	65.0%
Average	64.0%	69.8%	61.5%	66.0%	69.7%	64.8%

Source: CCCCO College Scorecard, as of March 23, 2016

As the table depicts above and the graph displays below, Columbia College's five-year cohort completion overall (64.0%) was only 2% below the statewide average of 66.0%.

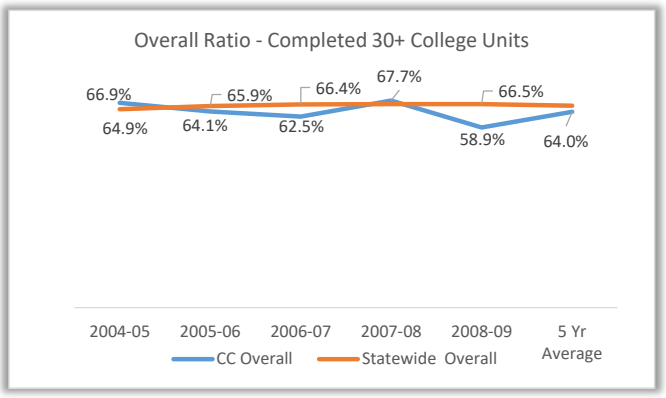


Figure 8 - Completion of 30+ units at Columbia and statewide

Student Outcomes – Persistence to Completion

To determine the rate at which students work their way through courses to complete their award programs, the CCCCO developed their "Completion Rate" metric and incorporated the results into the statewide Scorecard. This metric tracks cohorts of students who are selected via a specific set of standardized criteria[9] and then tracked over six years. If a student completes at least 60 credit units and/or earns "transfer ready" status, earns an award, or transfers and enrolls at a university, they are counted as completed. Each cohort begins with the students with an enrollment status of "first-time," then followed through their subsequent six years of enrollment. For those who successfully complete any of the criteria listed above, they are counted in the numerator then divided by the total number of students who started in that cohort. The result is reported as the institution's completion rate for that year.

As displayed in the table below, Columbia College's cohorts averaged an overall 42.6% rate of completion over the five most recent cohorts. Filtering for the students who arrived "prepared for college-level coursework[10]," however, the average ratio increases to 61.7% completion. The gap between those who arrived prepared, and those who arrived unprepared (those who were ready for college-level coursework vs. those who required remedial coursework), the completion

[9] Percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

- Earned AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)

Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

[10] "Prepared for College Coursework" means a first-time student who places into both college-level English and math.

rate averaged 35.4% over the five years—approximately half the rate of the students who arrived prepared for college coursework.

Table 18 - Completion rates at Columbia College

	Completion – Columbia College			Completion– California Statewide		
Cohorts	CC Overall	Prepared for College	Unprepared for College	Statewide Overall	Prepared for College	Unprepared for College
2005-06	40.5%	56.3%	33.1%	48.9%	70.8%	41.1%
2006-07	41.8%	59.8%	34.3%	49.2%	71.3%	41.2%
2007-08	44.3%	61.3%	36.4%	48.4%	70.6%	40.9%
2008-09	39.2%	61.2%	33.6%	47.3%	70.2%	39.8%
2009-10	47.1%	70.0%	39.6%	47.1%	70.0%	39.6%
Average	42.6%	61.7%	35.4%	48.2%	70.6%	40.5%

Source: CCCCO College Scorecard, Course Completions as of October 26, 2016

Though the statewide completion ratios have varied very little over the five cohort years, Columbia's completion ratios have shown increases across all three groups—the Overall ratio (40.5% to 47.1%), the Prepared for College ratio (56.3% to 70.0%) and the Unprepared for College (33.1% to 39.6%)

The following chart illustrates the upward trend for completion rates at Columbia College as well as the significant gaps that exist between the students who arrive prepared for college coursework and for those who require remediation in either English or math or both upon arrival at the institution.

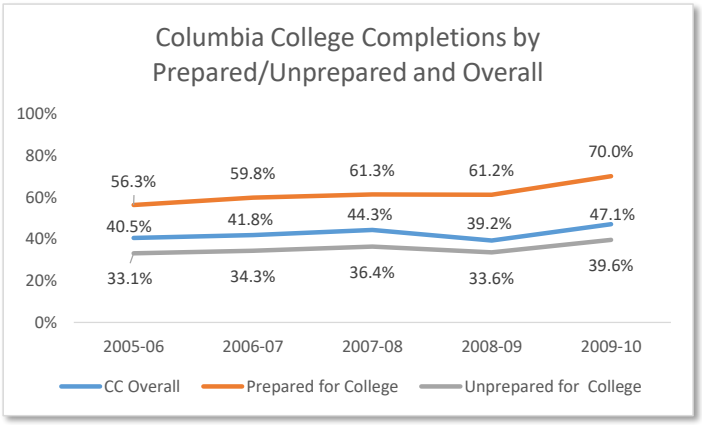


Figure 9 - Completion rates at Columbia College

Source: CCCCO College Scorecard, Course Completions as of October 26, 2016

While pleased with these increasing rates for all groups, the college remains concerned with the significant gap between local and statewide rates. The discrepancy runs counter to course-level success rates. That is, while the college exceeds statewide averages for course-level success it trails statewide averages for program-level success. Closing this gap is incorporated into the college's Strategic Plan [5]. Moreover, the college's plan to attend to this matter is one of two subjects of the Quality Focused Essay as a component of this report.

College Enrollment and FTES Trends

Enrollments - Student Enrollment Status

Over the past five years, first-time students have consistently made up 18-20% of the overall fall term student body, and approximately 5-6% of the student body for the spring terms. Continuing students, returning and transfer students comprise the majority of the student body with an average 68% for fall terms and 79% for the spring terms.

Table 19 - Student enrollment status trends

Terms	First-Time Student	Continuing Student[11]	Special Admit Student	Uncollected/ Unreported
Fall 2011	17.6%	71.8%	2.5%	8.1%
Fall 2012	18.8%	78.4%	2.8%	0.0%
Fall 2013	19.6%	64.0%	3.5%	12.8%
Fall 2014	17.2%	64.2%	4.2%	14.3%
Fall 2015	18.6%	62.7%	5.3%	13.4%
Spring 2012	6.4%	76.3%	2.8%	14.5%
Spring 2013	5.7%	78.1%	3.6%	12.6%
Spring 2014	4.0%	89.8%	3.3%	20.7%
Spring 2015	4.3%	75.8%	5.4%	14.5%
Spring 2016	5.9%	75.5%	5.7%	13.7%
Average Fall terms:	18.4%	68.2%	3.7%	9.7%
Average Spring terms:	5.3%	79.1%	4.2%	15.2%

Source: CCCCO Data Mart, Enrollment Status Summary Report, accessed April 6, 2016.

[11] The continuing numbers above are combined from the CCCCO enrollment status categories of "Returning, Continuing, and Transfer" students.

Of particular note in the trends above is the steady increase in Special Admit students (concurrently enrolled high school students) that have risen from approximately 3% of the student body in 2011-2012, to nearly 6% in the spring, 2016.

FTES Trends

Careful management of Full-Time Equivalent Students (FTES) is essential for Columbia College due to its small size and economy of scale, particularly in light of past five years' decline in enrollments.

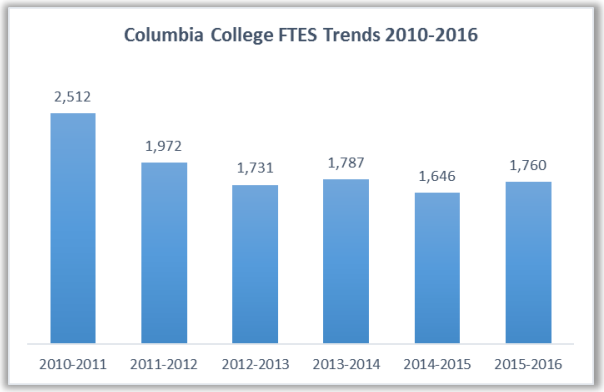


Figure 10 - FTES trends

Table 20 - FTES trends

	Credit FTES	Non-Credit FTES	Total FTES
Annual 2010-2011	2,431.09	80.77	2,511.87
Annual 2011-2012	1,905.67	66.01	1,971.68
Annual 2012-2013	1,650.10	80.54	1,730.64
Annual 2013-2014	1,706.12	80.50	1,786.61
Annual 2014-2015	1,561.08	84.68	1,645.76
Annual 2015-2016	1,673.19	87.17	1,760.37
% Increase/Decrease	-35.8%	4.8%	-30.1%

Source: CCCCO Data Mart, 2010-2015, Full Time Equivalent Student (FTES) Summary Report, April 5, 2016.

There are many reasons for the decline in enrollments including a decline in the high school population and the emigration of wage earners from the region following the housing and economic decline in 2009. To meet this challenge, the college has intensified its efforts to attract new students and to ensure their success once they begin their studies at Columbia College. The college has also worked diligently to develop new markets for enrollments. Examples of these

efforts include adding courses at the Sierra Conservation Center (prison), expanding dual enrollment opportunities via College and Career Access Pathways (CCAP) agreements with local high schools, and increasing its English as a Second Language (ESL) offerings. Together these efforts appear to have countered the effects of local population decline and largely stabilized FTES generation for the college. District reports provide evidence that overall FTES generation for Columbia College has been essentially constant for the past three years [INSERT Mary's graph evidence and district total generated FTES docs.]

Enrollments – New Students

Welcome Week: Beginning Fall 2015, the College began offering a College Welcome Week [6] and has continued this highly successful event each term since. Students are greeted by staff and student ambassadors at the main entrances around the college as they arrive for their first week of the term. They are provided with directions, offered refreshments, and are given helpful materials including a college planner. The week also includes daily, free "come one, come all" events to familiarize students with the college, their instructors, the staff, and the services that are available for them – and have a little fun along the way. The events promote student engagement and convey a sense of belonging, demonstrating that the students matter to the members of the college community, are valued as individuals, and are supported in striving toward their goals.

Figure 11 - Fall 2016 Welcome Week flyer of activities

Student-to-Student Outreach: Beginning 2014, the Student Services Department began training Student Ambassadors for the express purpose of interacting with fellow students. These ambassadors assist staff in providing services and directions at the information desk, provide the students' voice to outreach efforts, and make individual contacts with the other students. The Student Ambassador Program has been well received by not only the students, but the college's faculty and staff as well. The college has benefitted immeasurably through the efforts of these outstanding students.

Public Outreach and the College Foundation: One of the six goals in the college's Strategic Plan is to "Expand modes of communication to improve community outreach, information sharing and marketing efforts." In spring of 2016, the college contracted with a recognized national leader in marketing to assess where and how students receive their information about the college. From the information gathered through these efforts [Post and link media preferences survey here], the college has increased the number of flyers, pamphlets, banners, and personal emails sent to students as well as implemented several electronic outreaches including Facebook, Twitter, Pandora advertising, street banners, and a more public presence at community events.

Another integral connection to the community is the Columbia College Foundation that benefits both new and returning students with scholarship opportunities as well as in building community relationships with alumni and future students.

Enrollments – Current Students

Improving student success through educational planning and support services is another goal within the college's Strategic Plan. In terms of retaining students and assisting them in progressing to and completing their educational goals, the College is reviewing its coursework, improving productivity through streamlined pathways to completion, balancing course loads and course scheduling, and refining projected offerings. These efforts promote stability in our course offerings and provide a reliable schedule that students can use to meet the requirements of their programs. The ultimate goal is to publish a two-year plan of course offerings that can be reliably counted upon to have sufficient enrollments to run as scheduled and to publicize this plan widely to the students. [5]

Enrollments – Student Educational Planning

Research shows that when new students complete an educational plan, they are more likely to persist from fall-to-fall [provide research here]. Local research provides corroborating evidence: Students at Columbia College who filed a comprehensive educational plan with a goal of earning a degree and/or transferring to a university, are persisting from fall-to-fall at increasing rates, as discussed below.

The graph that follows illustrates fall-to-fall persistence for Columbia College students who have identified a goal of degree or transfer, compared to all others without a goal of degree or transfer.

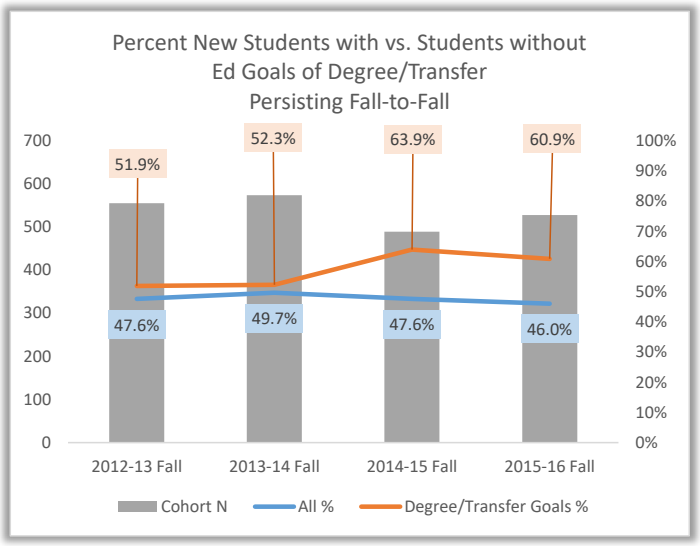


Figure 12 - Persistence from fall to fall based on established educational plan

Source: *NEED SOURCE HERE*

The graph demonstrates that fall-to-fall persistence for students without a clear educational plan falls below 50% while persistence for those with an educational pathway identified has risen above 60%.

The state, as part of its Student Success and Support Programs initiative, has incentivized completion of educational plans as a way to promote student persistence and completion. Columbia College has responded to the initiative and the local data by significantly expanding educational planning opportunities. Through a combination of efforts of counselors, faculty advisors, student ambassadors, and others, the college has worked diligently to provide comprehensive educational plans to as many students as possible. The graph that follows illustrates the increasing proportion of students who have comprehensive educational plans on file with the college.

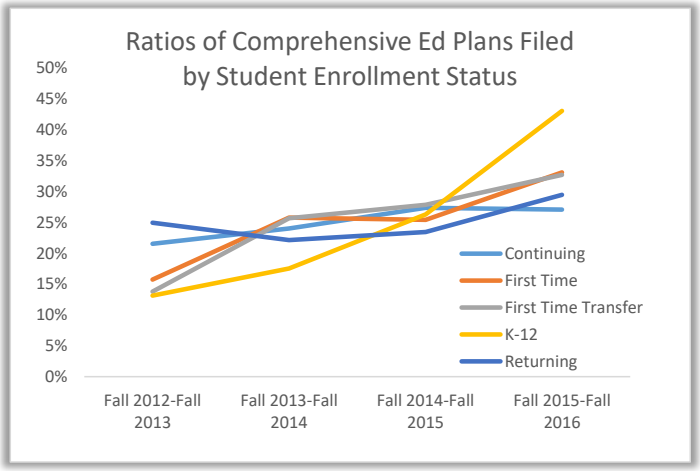


Figure 13 - Comprehensive educational plans by student enrollment status

Source: *NEED SOURCE HERE*

The two graphs above clearly indicate the positive effect of the college's focused and consistent stream of information to students stressing the benefits of educational planning. As depicted, between 2012 and 2016 more Columbia College students filed education plans than ever before, and in every student status category—particularly the first-time students.

Data from fall 2016 are even more promising. Through the combined efforts of student services team members, every new student was contacted and invited into the college for an educational planning session with a counselor. The results of this effort were outstanding. As of the conclusion of fall 2016, 74.6% of incoming new students now have a comprehensive educational plan on file with the college and guiding their registration decisions [confirm and get evidence from Brandon – link it here]. This number far outpaces the state's SSSP requirement to establish a partial/brief educational plan for 50% of its incoming new students.

Enrollments – Future Students

According to population projections from the Department of Finance, the past five-year downward trend in enrollments should begin reversing in 2017 [evidence]. In the meantime, the college has intensified its efforts and presence in the community, in the high schools, with local employers and in gathering input from potential Columbia College students.

Throughout 2015-2016, the college created numerous flyers, pamphlets, banners, and sent students personal emails along with phone calls. Interactions bringing faculty together with the students have been facilitated on campus. The college has also increased its late start class offerings as well as offered a more robust schedule for its summer sessions.

The efforts discussed above to improve and refine scheduling practices and establish a reliable two-year plan of course offerings is also designed to help new students plan their semesters to complete their goals in a timely manner. It is expected that development of clear pathways and reliable course offerings will quickly be embraced by the community at large. Future students will become more plentiful as word gets out of the college's curriculum and scheduling refinements and clearly delineated pathways.

FTES – Off-Site Locations

To bring instruction closer to students' residences, Columbia has offered courses at approximately 20 off-site locations in three counties over the last four years. Courses cover subjects from vocational training, degree and transferable courses, culinary arts, music, art, and life-time fitness. Columbia also serves concurrently enrolled, qualified high school students with an early start in completing college credits and awards. In some cases, these courses may also be used to meet high school graduation and/or breadth requirements.

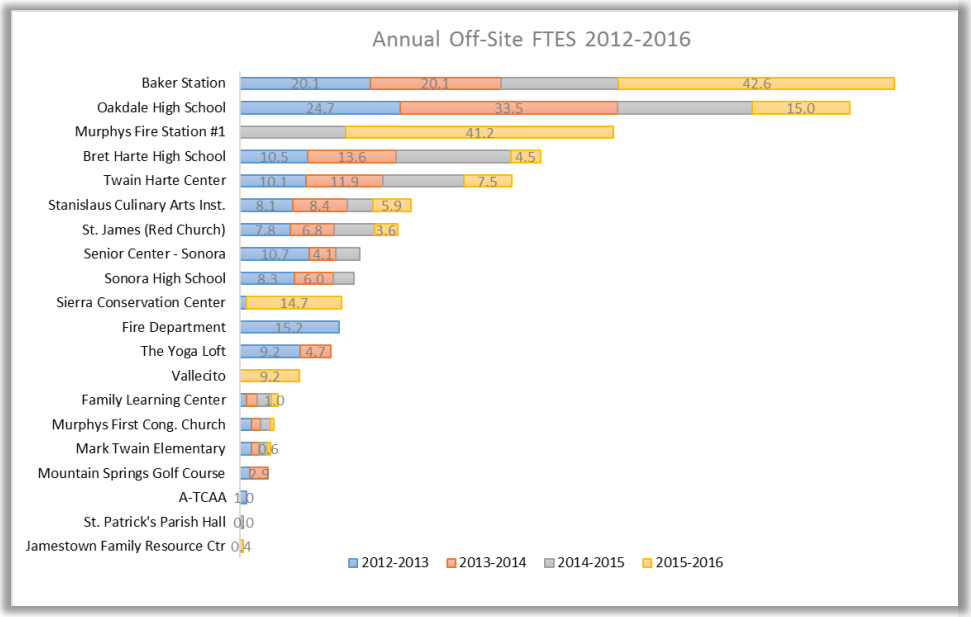


Figure 14 - Annual Off-Site FTES 2012-2016

Source: YCCD Crystal Report "Course Section Extract, Multi-term", 04/07/2016

Based on community feedback, three off-site locations were developed between 2014 and 2016 – Calaveras County Outreach Site, Sierra Conservation Center, and the Stanislaus Culinary Arts Institute.

The college's Calaveras County Outreach Site, located in the town of Vallecito near Angels Camp in Calaveras County, opened in fall 2015. Closer to Angels Camp residents, the Vallecito site offers coursework that fulfills general education core requirements and career technical coursework. In fall 2016, the site also began hosting some community education courses. The Vallecito location added 73 enrollments and 9.2 FTES for Columbia in its first year. The location also serves as an intake portal for students, with a counselor and staff members regularly posted there to meet with local students.

The Sierra Conservation Center (SCC), a minimum to medium security prison located approximately 15 miles west of Columbia, opened its gates to Columbia College's professors and course offerings starting in fall of 2015. The courses at this site cover subjects such as college guidance, math, English, general education, and selected vocational training. The courses have met expectations in both enrollments and student success. Instructors have been well received at the institution by both prison staff and inmates. Professors report that student engagement is very high, the students are deeply dedicated to their coursework, and they are achieving high levels of success. The site added 14.7 FTES to Columbia's annual total for 2015-2016 and the college is expanding offerings for the 2016-17 year. In addition, the SCC operates several external "fire camp" locations where prisoners serve the community as members of wildland firefighting crews. Starting in fall of 2016, the college is also offering classes to prisoners at these locations.

In the town of Oakdale, approximately 30 miles from Columbia, the college has partnered with the Stanislaus County Office of Education to offer courses at their Stanislaus Culinary Arts Institute, a specialized and continuation high school. The college has consolidated its offerings from the Oakdale area to this location and is expanding to offer additional classes as well. Courses offered include English and math, general education, and introductory career technical coursework. Situated approximately halfway between Columbia and Modesto Junior College, course offerings are designed to meet the need of students at either institution. Courses selected most often have comparable MJC on-campus courses with large waitlists and the Oakdale location provides an alternative way for MJC's students to satisfy the requirements of their educational pathways.

FTES – Online Course Offerings

In 2006 the college received a six-year Title III grant to fund infrastructure and provide training to faculty to launch Columbia College's online offerings.[12] In the 2006-2007 academic year, Columbia offered only 2 online course sections that produced 14.5 FTES. The grant's goal was to train over 70 faculty and offer enough sections to generate 200 online FTES. The project

[12] Reference to "online courses" means those course sections that meet 100% of the time online. Reference to "hybrid courses" means course sections that require a face-to-face component plus an online course component and are therefore reported separately.

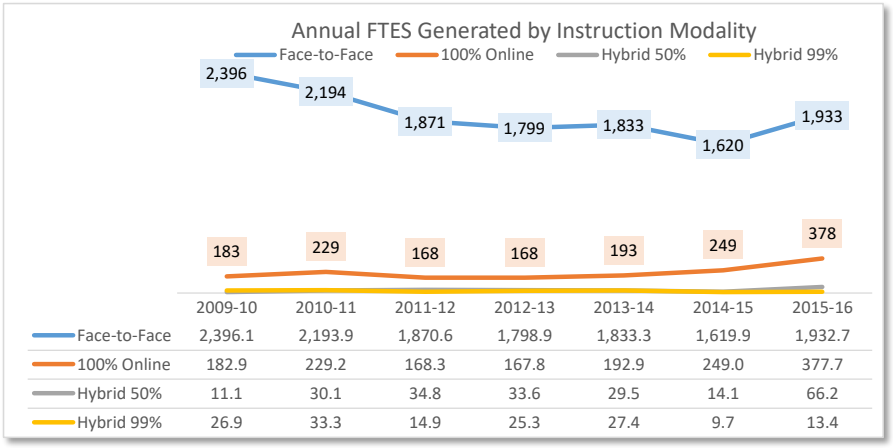
exceeded its goals in not only the number of FTES generated but in the number of online courses offered and the number of faculty trained to teach online.

By 2009-2010, Columbia's online offerings had grown to 69 sections and produced 182.9 FTES for that year. By 2015-2016, online sections produced 377.7 FTES in 206 course sections with 75 full and part-time instructors trained in online teaching tools and strategies.

From the beginning of the grant period to the present, 100% online offerings have grown from 82 sections and 182.9 FTES, to 142 sections and 377.7 FTES. Instructor training, originally funded through Title III grant funds, has since been continued through institutional support.

Budget shortfalls in 2011-2012 resulted in a reduction in all college sections including online followed by subsequent downward trends in enrollments to 2014-2015 as reflected in the figure below. However, in the years since 2011-2012, the college has seen steady growth in online FTES reaching a high of 377.7 FTES in 2015-2016—a 200% increase. Fully online course sections now represent approximately 15% of all course sections offered at Columbia College.

For purposes of this section, "Hybrid 50%" or "HYB50" classes are those whose online component consists of between 0 and 50% of the total course hours. "Hybrid 99" and "HYB99" classes are reported to the state as "Distance Education" and consist of more than 50% but less than 100% of their class time in the online environment. "Online" courses are fully online, including all testing components, with no required on-campus meetings or events.



	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Face-to-Face	2,396.1	2,193.9	1,870.6	1,798.9	1,833.3	1,619.9	1,932.7
100% Online	182.9	229.2	168.3	167.8	192.9	249.0	377.7
Hybrid 50%	11.1	30.1	34.8	33.6	29.5	14.1	66.2
Hybrid 99%	26.9	33.3	14.9	25.3	27.4	9.7	13.4

Figure 15 - FTES from Online and Hybrid courses, 2009-2016

Source: YCCD Crystal Report, Course Section Extract, 10/27/2016.

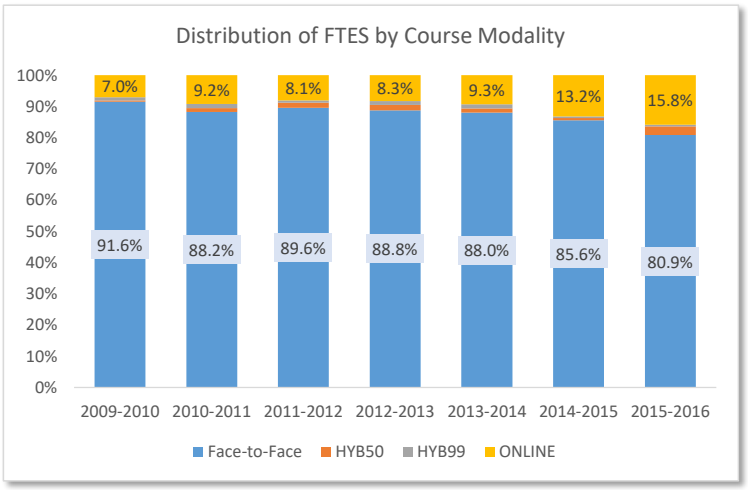


Figure 16 - Distribution of FTES by Course Modality

Source: YCCD Crystal Report, Course Section Extract, 10/27/2016.

Online – Students Demographics

An analysis of students enrolled in online courses yields a demographic breakdown that differs slightly from college-wide demographics, as described in previous sections of this report. The majority of online students are degree-seeking and/or transfer students (69%). The largest age groups for online students are 18-24 (49%) and 25-34 (26%), while college-wide the values in fall 2015 for the same groups were 58% and 17% respectively. By comparison, college-wide data indicate that in excess of 15% of Columbia's students are aged 50 or older. Together, these values indicate that online courses are utilized more by working-age students than by older adults. When viewed by gender, 72% of online students are female and only 28% are male, as compared with a 56% to 43% ratio for all students. Hispanic students comprise 17% of online students but only 15% of overall enrollments. White students comprise 72% of online offerings as compared with 75% of overall enrollments [upload report and insert link].

Collectively, these data paint the picture of a typical online student as being a white or Hispanic woman between the ages of 18 and 34 utilizing online coursework to progress toward her degree or prepare for transfer.

Commented [BS19]: What percent of all students are degree/transfer? Describe here.

Commented [BS20]: This is very interesting! It should help us help online students succeed to understand WHO they are and where they come from. These data are consistent with recent research at MJC, whose online students are most prominently Hispanic women. We should study more closely and determine if they are mothers with children at home, working or not, and typical degrees being pursued. Then we should develop interventions designed with their needs in mind!

Online Students – Enrollments by County

At first, online courses were expected to enroll students outside the college's service area given the remoteness and distance to the college. Current data indicates that this has not been the case for Columbia. Online enrollments for students who reside outside the service area and state make up 9.4% of Columbia's online enrollments. The majority of the college's online enrollments (90.6%) are local students–those who reside within the college's primary service areas – Tuolumne (50.6%), Calaveras (20.2%) and Stanislaus – Oakdale (19.8%) area. Many of

these students are also concurrently enrolled in onsite, face-to-face course sections. These data provide evidence that Columbia's online offerings primarily serve as a primary or alternative learning modality for its own students, enabling local students to progress toward their educational goals, as opposed to diverting resources to students from another college's service area.

Table 21 - Online student enrollments by county

County	Unduplicated Student Count	% Enrolled Online
Tuolumne	1177	50.6%
Calaveras	471	20.2%
Stanislaus	460	19.8%
Other California Counties	229	9.0%
Out of State	9	0.4%
Grand Total	2,328	100.0%

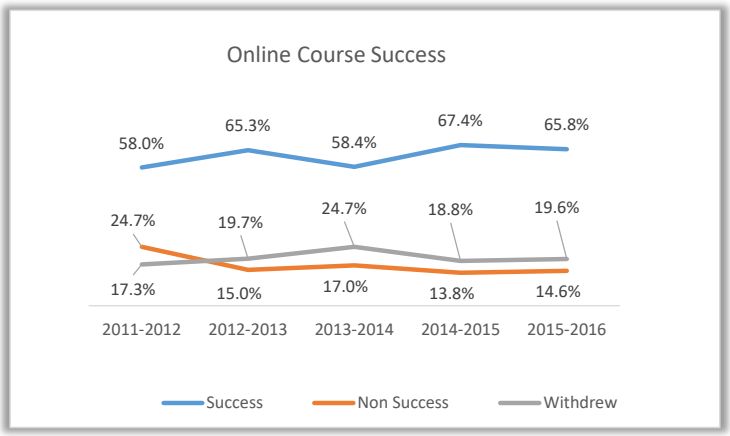
Source: NEED SOURCE EVIDENCE HERE

Online – Student Survey Feedback, 2014

In 2014 students were asked if they found online easier than classroom-based learning. The majority (84%) said they felt online was much harder and the homework took longer but enrolled for the reasons of convenience, to eliminate travel time and distances to the campus, to attend to family obligations, or because of mobility concerns. Of the students surveyed, 61.7% reported earning passing grades with most enrolled in general education courses (68%) and CTE courses (32%) [Post research doc and insert ref]. These data corroborate evidence in the previous section to further indicate that online instruction is but one method utilized by Columbia's local students to meet their course and program requirements.

Online – Course Success

Success in online courses have trended up from 2011-2012 from 58% to 65.8% success. This trend is encouraging and is expected to continue as the college adds to its online support services such as online tutoring, and as more advanced online teaching tools are implemented and improved.



Online – Institutionalizing Successful Components and the OEI

The successes demonstrated by the data above were achieved through the concerted effort of many faculty members. However, the Distance Education Coordinator, a position initially funded by the grant, proved to be uniquely vital to the institution. The DE Coordinator provides training to new and continuing online faculty, trouble-shoots issues with the online learning management system (LMS), promotes new and effective strategies to improve student success, and supports the students enrolled in online courses through training and trouble-shooting as well. At the conclusion of the grant, the DE Coordinator's role was institutionalized and the salary was covered by general funds, thus maintaining this highly effective and vital role.

In recognition of its excellence in providing online instruction, the college was selected to be among the second phase of implementation of the Online Educational Initiative (OEI). The OEI is a statewide consortium of colleges working together to allow cross-college online enrollments in subjects where insufficient capacity exists locally and excess capacity exists elsewhere. For instance, demand for courses at Columbia is low, with enrollments frequently between 20 and 30 students thus representing excess capacity, while a comparable class at an urban institution might have 40 students enrolled and another 40 on the waitlist. In such an instance, through the OEI, a student will be provided an opportunity to enroll in Columbia's online offering while remaining a student at his or her local institution. Columbia will benefit by increased enrollments and associated FTES generation. Other institutions will benefit by their students' ability to progress toward the requirements of their awards.

Commented [BS21]: Review with Joe for accuracy.

Qualitative College Feedback

Student Engagement in Learning

In spring 2015, over 400 Columbia College students completed the Community College Survey of Student Engagement (CCSSE). This nationwide survey asked students to indicate their level

of participation in learning experiences, their perceptions of the support they had received, and their interaction with other students at Columbia College. Their responses were summarized and compared to the responses of thousands of students from hundreds of community colleges across the nation. Aspects of highest and lowest student engagement are displayed in the figures below.

Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *CCSSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest relative to the 2015 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the the 2015 *CCSSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *CCSSE* online reporting system at www.cccse.org.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2015 *CCSSE* Cohort. For instance, 32.6% of Columbia College students, compared with 24.8% of other students in the cohort, responded *often* or *very often* on item 4g. It is important to note that some colleges' highest scores might be lower than the cohort mean.

Figure 3

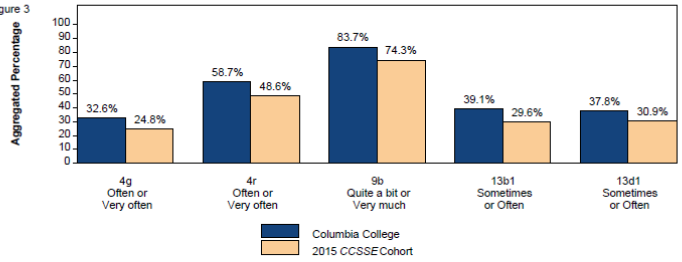


Table 1

Benchmark	Item Number	Item
Active and Collaborative Learning	4g	Worked with classmates outside of class to prepare class assignments
Active and Collaborative Learning	4r	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
Support For Learners	9b	Providing the support you need to help you succeed at this college
Support For Learners	13b1	Frequency: Career counseling
Student Effort	13d1	Frequency: Peer or other tutoring

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 9, *quite a bit* and *very much* responses are combined.

For Item(s) 13, *sometimes* and *often* responses are combined.

Figure 17 - Summary of CCSSE results: Aspects of Highest Student Engagement

Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2015 *CCSSE* Cohort. For instance, 4.6% of Columbia College students, compared with 7.7% of other students in the cohort, responded *often* or *very often* on item 4i. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 4

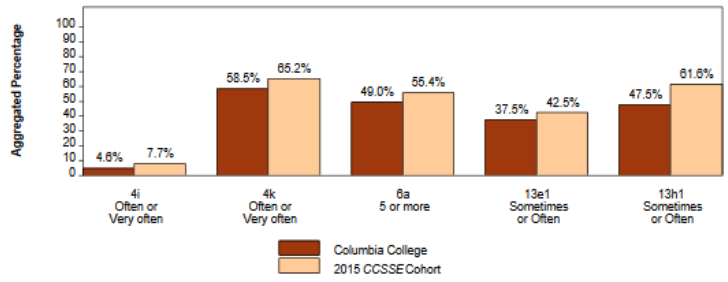


Table 2

Benchmark	Item Number	Item
Active and Collaborative Learning	4i	Participated in a community-based project as a part of a regular course
Student-Faculty Interaction	4k	Used email to communicate with an instructor
Academic Challenge	6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings
Student Effort	13e1	Frequency: Skill labs (writing, math, etc.)
Student Effort	13h1	Frequency: Computer lab

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 6, *5 to 10*, *11 to 20*, and *more than 20* responses are combined.

For Item(s) 13, *sometimes* and *often* responses are combined.

Figure 18 - Summary of CCSSEE results: Aspects of Lowest Student Engagement

Source: 2015 CCSSE summary report, http://www.gocolumbia.edu/institutional_research/ccsse2015.pdf, pp. 4-5.

Overall, Columbia College students felt supported and engaged in collaborative learning well above their national peers, but did not feel as challenged through reading materials, or as engaged in learning/skills labs or computer labs as their national peers.

Campus Climate Survey of College Employees

From December 2016 through January 2017, the college conducted an online survey of its employees to gauge their levels of engagement with college initiatives, perceptions of the campus climate, and knowledge of decision-making processes. The results indicate… [Insert summary of results and some graphs!! Link to full report and provide reference here.]

Institution-Set Standards

Commented [BS22]: Don't we also have to disaggregate results for set standards?

Each year the college submits an annual report to the ACCJC. As part of that report, the college must delineate institution-set standards for course completion, number of awards, number of transfer students each year, and job placement rates for students completing CTE programs of study. In addition, the college is required to describe the process by which the institution set those standards.

In previous years, the college established and utilized institution-set standards much like a "check engine light" on the dash of a car. The college researcher calculated average (mean) performance over the past five years on each metric and the standard deviation of those values. The college then designated one standard deviation below the mean as its institution-set standard for the given metric. Performance on a measure falling below this standard would trigger a warning signal to the college that something is wrong, as does a "check engine light." Similarly, the college established one standard deviation above the mean as its "stretch goals" – the level of performance to which it would strive to improve.

The following pages consist of paired data representations. For each institution-set standard, the table demonstrates the annually-determined standard and the associated actual performance value. By contrast, the figure for each standard displays *only the most recently-set standard* (for the fall 2016 student performance) and actual performance values by year. These data representations provide convincing evidence that the college has met or exceeded its institution-set standards each year. In most cases, the college's performance has experienced an upward trend, yet even its early-year performance exceeds the standard set for the most recent year.

Institution-Set Standards – Successful Course Completions

Table 22 - Institution-Set Course Completion Standards

Successful Course Completions (2016 Institution-Set Standard = 70.5%)	Success	Annual Institution-Set Standard
Fall 2011	66.9%	12.5%
Fall 2012	71.6%	14.5%
Fall 2013	71.0%	16.2%
Fall 2014	73.0%	14.7%
Fall 2015	72.3%	14.8%
Average	**70.9%**	**14.5%**

Commented [BS23]: These are all goofed up.

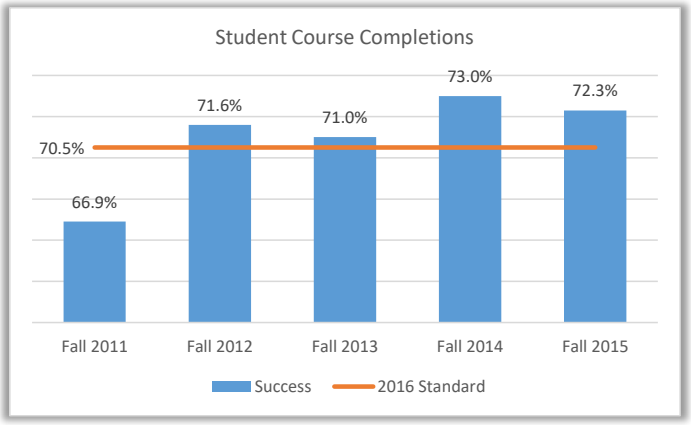


Figure 19 - Institution-Set Course Completion Standards

Source: Columbia College Data Portal, Success and Retention, July 2016.

Course completion rates have consistently exceeded standards set by the college. The figure above demonstrates that despite the rise in success rate, the college exceeded the most current rate for the past four fall terms.

Institution-Set Standards – Degree Completions

Table 23 - Institution-Set Degree Completion Standards

Number of Degrees Conferred (2016 Institution-Set Standard = 185)	Degrees	Institution-Set Standard
2011-2012	238	185
2012-2013	217	185
2013-2014	233	185
2014-2015	247	185
2015-2016	275	185
Average:	238	

Commented [BS24]: These should vary by year.

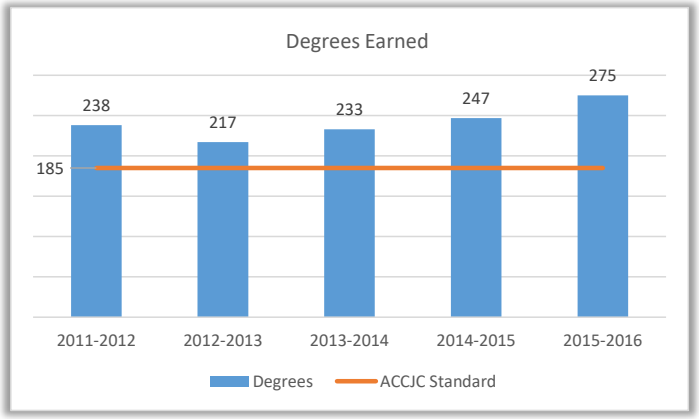


Figure 20 - Institution-Set Degree Completion Standards

Source: Columbia College Data Portal, Awards 2016.

As in the previous metric, these data indicate that the college has consistently exceeded the standard it set for degree completion. The number of degrees conferred each year since 2011-12 has exceeded the minimum threshold for the most current year.

Institution-Set Standards – Certificate Completions

Diana - Table of certificates earned and institution-set annual standards.

Diana - Graph showing certificates earned against standards

Brian will insert analysis paragraph.

Commented [BS25]: Do we also need to display certificate completion rates? In our annual report, we set and report on standards for each of these.

Institution-Set Standards – Number of Transfers

Table 24 - Institution-Set Transfer Standards

Number of Transfers (2016 Institution-Set Standard = 129)	Transfers CSU	Transfers UC	Other-Institutions	Total Transfers	Annual Institutional-Set Standard
2011-2012	61	25	65	151	129
2012-2013	48	20	73	138	129
2013-2014	84	23	67	172	129
2014-2015	88	21	72	181	129
2015-2016	104	19	69*	123	129
Average:	77	21.6	69	153	

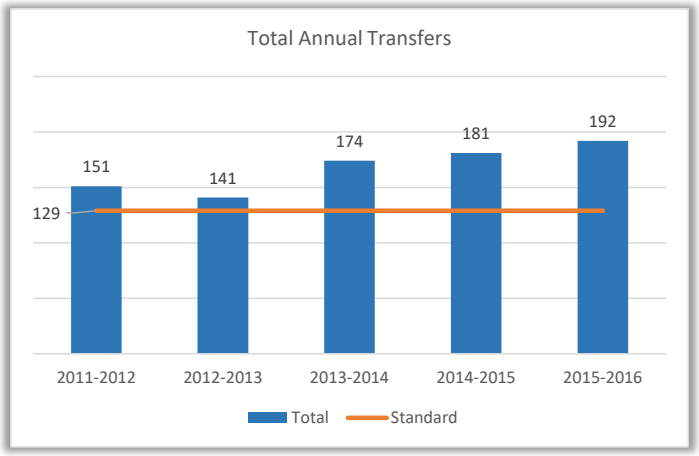


Figure 21 - Institution-Set Transfer Standards

Source: CSU Analytic Studies and the UC InfoCenter.

Data demonstrating fulfillment of the transfer standard is more challenging to obtain because it is housed in systems external to the college. However, when compiled across destination institutions, the data indicate a rising trend of transfers exceeding the standard by a significant margin.

Commented [BS26]: Should vary by year

Commented [BS27]: Insert totals for 2015-16. Here's the note from below the table in draft: ** Data for 2015-2016 was unavailable at the time of this report. The total for 2015-2016 is estimated based on an average of the previous four years.*

Institution-Set Standards – CTE Student Job Placement

Until better data and metrics are available, the college compares employment information provided in Core Measure #4 supplied through the annual Perkins Core Indicators Report [REFERENCE] against a statewide standard set by the Chancellor's Office. The Perkins Core Measures reflect students who have met certain career-related enrollment criteria, and/or who have declared a work-related goal or intention. The Core Indicators Report does not provide the number of students for the ratios – only a notation if the ratio represents less than 10 students.

This report includes employment information for students in CTE majors providing the students complete at least six CTE credit units and those units apply to a program with a vocational Taxonomy of Programs (TOP) code. Students are then matched to Employment Development Department data and counted if found to be employed. The Chancellor's Office has set a standard rate of 78% for this Core Measure to be utilized by all colleges.

The following chart is an example of the aggregated data reported to the ACCJC over the past three years reflecting the Perkins Core Measures:

Table 25 - Institution-Set CTE Job Placement Standards

Program	Core Measure Standard	2014	2015	2016
Agriculture and Natural Resources	78%	67%	50%	50%
Automotive	78%	75%		75%
Business and Management	78%	80%	62%	62%
Computer Systems	78%	100%		100%
Culinary / Foods / Nutrition	78%	75%		
Emergency Medical Technology	78%	90%		
Engineering and Industrial Technologies	78%		47%	75%
Family / Child Development	78%	83%	70%	71%
Fire Technology, Public Safety	78%	93%	71%	100%
Health	78%	50%	75%	75%
Hospitality Management	78%	69%		
Information Technology	78%	33%	56%	57%
Media and Communications	78%	100%	100%	100%
Office Technology	78%	50%		
Social Sciences	78%		100%	100%

Source: CCCCO Career Technical Education (CTE) Perkins IV Core Measures, #4-Employment, Columbia College, 2013-2014, 2014-2015, 2015-2016.

Student Employment Outcomes – CTE Outcomes Survey

To supplement the core measures data regarding student employment, Columbia has conducted an annual CTE Outcomes Survey (CTEOS) each summer over the past three years. Former students are contacted and asked about their vocational training and their employment outcomes. These students are also asked whether they have had an increase in their wages since leaving and if they are working in a field related to their studies.

From the 2016 CTEOS, the College learned that 50 of the 66 respondents (79%) found employment within 3 months of leaving Columbia and 9 of the respondents had gone on to earn industry certifications in Wastewater, Fire Technology, CPR, EMT, Allied Health and/or Child

Development. Most had increased their wages by nearly 25% since their graduation or departure from Columbia, and most were working in the fields related to their studies (76%). [Insert link to CTEOS study.]

Table 26 - Summary of 2015 CTEOS employment responses from former students

If employed, how closely related is your job to your field of study (or programs of study)? Awards Earned	Number of Respondents in the Major	Current employment is close to or very close to their field of study	% working in their field of study
Wastewater Treatment Plant Operation | SAC	5	1	20%
Water Resources Management | ASOE	1	1	100%
Forestry | ASOE	1	1	100%
Multimedia Technician for Entrepreneurs | SAC	1		0%
Computer Science - Multimedia Web Design | CERT	1	1	100%
Computer Science - Computer Support Technician | CERT	2	1	50%
Baker | SAC	3	3	100%
Associate Child Development Teacher | CERT	4	5	125%
Fire Technology | ASOE	4	3	75%
Fire Technology | CERT	5	5	100%
Human Services | ASOE	1	1	100%
Geographic Information Systems | ASOE	1		0%
GIS Geodatabase Micro-Credential | SAC	1	1	100%
GIS Geospatial Micro-Credential | SAC	1	1	100%
Automotive - Electrical Repair | SAC	2	2	100%
Allied Health | AS	9	4	44%
Business Management | AS	1	1	100%
Customer Service Academy | SAC	1	1	100%
Business Administration - Account Clerk | CERT	2	1	50%
Total	**46**	**35**	**76%**

Source: http://www.gocolumbia.edu/institutional_research/CTEOS-2015_Summary.pdf, p.3.

Commented [BS28]: Is this 2015 or 2016 results?

Table 27 - 2016 CTEOS comparison of employment and CTE awards earned

Program of Study	% Employed	Program of Study	% Employed
Agriculture and Natural Resources	50%	Engineering and Industrial Technologies	75%
Business & Management	62%	Health	75%
Media and Communications*	100%	Family and Consumer Sciences	71%
Information Technology	57%	Public and Protective Services	71%
Social Sciences*	100%		

Source: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx

Commented [BS29]: Intentionally using 2016 here versus 2015 in last one?

Additional results can be found as summarized from each annual CTEOS survey: http://www.gocolumbia.edu/institutional_research/surveyresults.php.

Both the standard and the data reviewed above are more complex than the other set-standards for the college. On the whole, the data indicate that Columbia's CTE students generally find employment in the field of study they completed at the college.

Institution-Set Standards – Next Steps

As previously discussed, the institution-set standards reflected in the tables and figures above (with the exception of CTE Job Placement data) were determined to be one standard deviation below the mean of the previous five years. The data above reveal that the college has easily exceeded these values on a regular basis. That is, the "check engine light" has not come on to indicate any concern. Moreover, the college has experienced increasing performance on these metrics.

In recent trainings with the ACCJC, however, it has become clear that colleges should utilize institution-set standards in a different manner. Instead of serving as a "check engine light," the standards should serve as goals that the institution should strive to achieve. In some areas, such goals should represent a desired level of improvement. In others, it should represent maintaining a high level of excellence.

In fall 2016, subsequent to the Accreditation Liaison Officer (ALO) training attended by the college's ALO, Columbia's College Council took a step backward and began deliberations on standards more in-keeping with the ACCJC's training and with the legislative intent for these standards.

Effective with submission of the 2017 Annual Report to the ACCJC, the college will set its standards by ….

Commented [BS30]: WOW – We need to get this nailed down ASAP!

Student Learning Outcomes and Assessment

All Columbia College courses, service departments, and administrative units complete regularly scheduled assessment of their defined learning outcomes and goals. These assessments are incorporated into the program review process where functions are assessed as to how well and in what ways the student experience and outcomes can be improved.

The following summarizes the past three annual reports submitted to the ACCJC in terms of Learning Outcomes and Assessments:

	2014		2015		2016	
Learning Outcomes for:	%	# Assessed	%	# Assessed	%	# Assessed
Courses Identified/Assessed	97.8%	465/543	100%	435/435	100%	455/455
Programs /Assessed	100%	23/23	100%	23/23	100%	28/28
Learning Support Programs /Assessed	100%	25/25	100%	25/25	100%	24/24
General Education (GE) Program[13]	-	-	-	-	TBA	0/123
Community Education	-	-	-	-	TBA	TBA

Source: *NEED SOURCE HERE*

SLO Software Tool Adoption

Prior to 2016, the college used a homegrown database tool for housing its learning outcomes. While relatively simple to use, yielding strong compliance results across the institution, the system had significant limitations with both the capture of and reporting of assessment results. Consequently, it proved exceedingly difficult to obtain effective data for the meaningful conversations about student learning that is necessary for institutional improvement.

After considering a variety of software alternatives, the college joined with Modesto Junior College in adopting a district-wide solution, eLumen. In preparation for the extensive work necessary to transition to this new database, the college archived the results recorded in the previous database on its SLO Committee website [7] and began intensively working to populate the new software with the requisite infrastructure. The new system was implemented in fall 2016.

The eLumen software system provides a sophisticated means to record, edit, assess, and report all learning outcomes for the college – course, program, service area, administrative, and institutional SLOs. It provides a simple interface to "map" course-level student learning outcomes (CSLOs) to program-level SLOs (PSLOs) and institution-level SLOs (ISLOs). That is, if Course X is a component of Program Y, it stands to reason that one or more of Course X's CSLOs provides information about expected student learning within Program Y as reflected in

[13] In spring 2016, Columbia revised its Institutional Student Learning Outcomes (ISLOs) to address the need for learning outcome assessment for all the general education requirement areas. General Education courses were mapped to the ISLOs in eLumen for the first time in 2016 with assessments available beginning 2017.

one or more of its PSLOs. The eLumen interface makes it simple to record these mappings. The software then compiles results of CSLO assessment across all sections mapped to a given program's PSLOs or the college's overall ISLOs. The interested reader can view an animation video of the process of mapping and compiling these asse

ssment results by visiting the Student Learning Outcomes website [7].

Commented [BS31]: Add video to webpage https://www.youtube.com/watch?v=qgMFxOMADzU

SLO Evolution

Columbia College has had student learning outcomes in place across the institution for many years. Most thoroughly developed were the course SLOs. Early discussions of program SLOs led to creation of department-level program SLOs representing goals and expectations of the instructional department, but not specific outcomes expected of a student completing a designated pathway of study. Institutional SLOs were vague and difficult to assess.

With the pending implementation of eLumen, the college undertook a massive rebuild of its entire SLO system. In spring of 2015, the SLO Workgroup began development of meaningful Institutional Student Learning Outcomes. These were approved by College Council in fall of 2015 and entered into the eLumen system in the summer of 2016.

Commented [BS32]: Provide link to appropriate college council minutes

Prior to their upload into eLumen, the college revisited the SLOs for every course. The Curriculum Committee approved a standard introductory phrase for each CSLO and added the SLO statements to each Course Outline of Record, in keeping with the expectations of the Standards [evidence: minutes of each CC action]. Each CSLO was edited carefully to ensure that it properly served as a completion of the introductory phrase. Those CSLOs needing attention were reviewed and revised. In summer 2016, several thousand clean CSLO statements were uploaded into eLumen and simultaneously imported into the Course Outlines of Record as housed within the CurricUNET course management system [upload the upload list of CSLOs and provide link].

Beginning with adoption of Associate Degrees for Transfer (AD-T), the college began developing award-level program SLOs. For submission to the state, each AD-T proposal required the authors to detail the expected student learning upon completion of the degree. Having adopted every AD-T available to the college, these PSLO statements served as the first phase of adoption. Beginning in fall 2016, the college began development of program SLOs for its remaining awards. In January of 2017, the pre-term faculty flex day was converted to SLO Day and served as a college-wide work session to develop the remaining PSLOs and map CSLOs to both PSLOs and ISLOs. PSLOs for the remaining awards will be completed by April 2017.

Also on SLO Day, the college instituted a new process to facilitate meaningful dialog about the results of assessments. Faculty in each department were presented with the collective results of course SLO assessment for the previous term and asked to analyze the data holistically, determine any overarching themes within the data, and seek out ways to improve instruction and/or institutional structures. While the collective data from fall 2016 proved thin, the process itself was well received and led to vigorous discussions throughout the room.

In fall 2017 and each term thereafter, the college will again host SLO Day. Faculty and others will be provided with summary PSLO data based on CSLO assessments gathered over a period of time. They will review the data and utilize it in determining areas of improvement and ways to reach students more thoroughly, identify gaps in student performance, and delineate resources needed to achieve the desired improvements.

Finally, community education learning outcomes were developed and implemented in fall 2016. These will be assessed individually in spring 2017 via a manual process and a separate database housed in the Community Education Office. The first results will be available by summer 2017.

Organization of Self-Evaluation Process

Matters of accreditation have become infused within the culture of Columbia College. Through attendance at trainings offered by the Commission, Academic Senate plenary sessions, statewide conferences for administrators, regular communication with the Commission, and the prevalence of accreditation issues in statewide dialog, accreditation has moved from an occasional matter to one of ongoing attention and compliance. Directions for the institution are determined in light of the Standards. Software is purchased and implemented to gather data and present it for effective discussions. Leaders promote transparency and participation in decision-making because, as reflected in the Standards, this is how effective colleges operate.

Nevertheless, the self-evaluation process has been a massive two-year undertaking for Columbia College with broad participation across the institution. The new 2014 ACCJC Standards were implemented since the college's last self-study, so members of the college community had to acquaint themselves with the revised expectations.

Efforts to establish accreditation work groups and set timelines and benchmarks for developing the report were undertaken. In January of 2015, the college held a "kick-off accreditation planning session" as part of its pre-term "flex day" activities, appointed Accreditation Co-Chairs, and began recruiting members to serve on Standard Committees. Standard committee chairs and, in some cases, separate chairs for significant sub-components of the standards, (e.g. Standard IIA, Standards IIB&C) were selected. Together with the Accreditation Liaison Officer and the Faculty Co-Chair for Accreditation, these committee chairs became the Accreditation Steering Committee. Orientations and trainings for committee members were offered throughout spring of 2015.

The full analysis process kicked off in August on In-Service Day. Early in the process, forward-thinking leaders suggested directly utilizing the ACCJC's *Guide to Evaluating and Improving Institutions* as a critical tool in helping the college community ascertain its effectiveness in meeting each standard. At first, spreadsheets were populated with Standard statements and questions from the *Guide* for each Standard. Quickly, leaders recognized that this approach would become unwieldy. The Director of Institutional Research then created a large, shared Microsoft Office 365 OneNote online notebook system with separate pages for each Standard and pre-populated with the questions from the *Guide*.

In-Service Day in January, 2016, included a thorough presentation on the Institutional Self-Evaluation Process and a delineation of timelines. The presentation was given by the Faculty Co-Chair for Accreditation, Dr. Nathan Rien, and the Accreditation Liaison Officer and Vice President of Instruction, Dr. Leslie Buckalew. Professor Rien serves the college as its Athletic Director and as a professor of health and human performance. He also teaches courses in history, completed his Juris Doctorate, and is working to pass the BAR exam. "Coach" Rien's encouraging approach and team-building skills proved instrumental throughout development of this report. For example, Coach Rien challenged the college community to complete the Accreditation Basics Training, offered online by the ACCJC. He regularly reminded people to take the training, kept logs of those who did so, and assisted with technical troubles in the process. Because of Professor Rien's encouragement, over 100 faculty, staff, and administrators completed the training, representing a very large percentage of the college's full-time employees [Insert roster of completers as evidence].

Standard committees began meeting in February of 2016 to analyze each standard, develop preliminary assessments of the college's performance, and gather evidence. Standard teams were divided into workgroups for each section and together began recording their results in the OneNote site. Regular meetings of each standard workgroup continued through the spring term and into summer of 2016.

Initial findings of the self-evaluation process quickly highlighted a variety of areas in need of additional improvement prior to completing the self-evaluation report. Members of the Accreditation Steering Committee worked collaboratively through the college's participatory governance processes and committees through the early part of 2017 to bring these areas fully into alignment with expectations.

In May, 2016, Dr. Buckalew retired and was replaced as VP of Instruction/ALO by Dr. Brian Sanders. Dr. Sanders had been with the institution for six months as Interim Vice President of College and Administrative Services. As such, he had served as chair of the Standard III committee and was aware of the methods being utilized by the college to gather data for this report. Prior to his work at Columbia College, he served for 13 years as a Professor of Mathematics at Modesto Junior College and 8 years as Dean of Science, Mathematics, and Engineering at MJC. As a result, he brought to the position a thorough knowledge of District processes, procedures, people, and personalities and quickly dove into his role as ALO.

Over the summer, teams began writing sections of this report and inserting references to evidence in support of each Standard. A few enterprising teams rapidly pushed through their work, while others were unable to make progress over the summer due to absences of key committee members. In the fall of 2016, work began again in earnest. Each standard team compiled the evidence and responses needed for their standards. Writing teams for each standard, including representatives from the Yosemite Community College District, worked further on the language.

In September, 2016, College Council reviewed the status of accreditation issues and began brainstorming topics for the Quality Focused Essay (QFE).

Beginning in October 2016, the Faculty Co-Chair for Accreditation began compiling written drafts from within the online OneNote environment into a fresh Microsoft Word document which formed the foundational draft for this report. When sections were found missing, the Co-Chair would meet with Standard chairs and encourage and assist with additional work.

On October 21, the first open accreditation forum was held. Attendance was strong from all constituent groups at the college – faculty, staff, students, and administrators. Members of the Accreditation Steering Committee provided a progress report and sought input. Attendees were given an opportunity for public comment. The ALO summarized previous suggestions for topics for the QFE. Collectively, those in attendance supported the following two areas for inclusion in the Quality Focused Essay:

1. Improved effectiveness in utilizing the results of SLO assessments.
2. Improving student program completion rates: closing the gap between course-level performance that exceeds state averages and program-level performance that falls below state averages.

The accreditation timeline was revised and benchmarks were pushed backward for a number of reasons through the fall of 2016. Reasons for delay include retirement and selection of new administrators; significant work done through the Curriculum Committee, SLO Workgroup, Academic Senate, and College Council to establish and/or refine processes to meet expectations of the Standards; and the day-to-day time and energy required to operate the college, from teaching to evaluations to enrollment management.

Over winter break in December of 2016, significant portions of this report were composed and submitted, then added to the draft by the Faculty Co-Chair.

By mid-January, the second draft of the report was begun by carefully transitioning each section from rough draft to a version acceptable for public review and comment. On February 15, 2017, a complete draft was provided to the college community for their review and comment. The draft was presented to each standard chair, who was charged with reconvening the standard workgroups and examining the report for accuracy and completion. The report was provided to the Board of Trustees for their review and input.

The ALO and Faculty Co-Chair worked together to incorporate edits to the first complete draft through mid-March. A second draft was issued on March 15, 2017, and the editing and correcting process continued, culminating in a third released final edits. Columbia College's Institutional Self-Evaluation Report was presented in final form to College Council on April 22, 2017. Upon approval of College Council, the report was forwarded to the Board of Trustees for their approval. The Board conducted a first reading at its meeting on June 14, 2017. Items identified for correction were addressed rapidly and the Board of Trustees approved the final draft after its second reading on July 12, 2017. The final report was published on Monday, July 17, 2017, and provided to the Commission and members of the visiting team for their review in preparation for their site visit in October of 2017.

Commented [BS33]: Writing in past tense about future events! Need to make sure these things happen on the assigned timeline!

Commented [BS34]: MUST MEET THIS DEADLINE!!

Commented [BS35]: Another date to confirm

This Institutional Self-Evaluation Report is the product of hundreds of hours of effort by committee members and authors from across the college and district. The process was intentionally decentralized to incorporate the widest possible participation. Doing so ensured that the standards were considered carefully by those with the most direct role in each operational area and who would be most adept at compiling the evidence to demonstrate the college's effectiveness in meeting each standard. Standard committee chairs wrote the college's response to their sections, informed by the evidence-gathering and analysis activities of his or her Standard committee. Consequently, passages of this report reflect the different knowledge base, vocabulary, and writing style of each area. An effort was made in the editing and compiling phase to synthesize the components with a consistent voice and style, but differences remain. These differences in writing style are themselves evidence of the broad-based support and participation involved in developing this report, as is expected by the Commission.

It is important to note that in January 2017, the ACCJC issued a revised *Guide to Evaluating Institutions* that included far more focused and specific *Evaluation Criteria* for each Standard than its predecessor. Had this new *Guide* been available during the evidence gathering and writing phase, this report would have been correspondingly more focused and specific. By contrast, the reader will find that the College has provided sometimes wide-ranging and thorough responses herein in order to attend to the multitude of concerns suggested by the previous *Guide*.

2015-17 Timeline for Self-Evaluation Report

Jan 2015	Kick off Accreditation Planning at January Flex. Designation of Accreditation Co-Chairs, announcement to the college community of the opportunity to volunteer to serve on accreditation standard committees and appointment of co-chairs and members for the Standards Committees.
February 2015	Oversight Committee (College Council) approved; finalized Standards Committees, development of timeline (February 6th meeting)
March 2015	Presentation by Accreditation Co-chairs to Oversight Committee
April 2015	Accreditation Standard Training
August 2015	Fall Accreditation Review Kick Off at In Service
September 2015	Standard Committees begin to meet monthly. Establish plan for fall and set goals at first meeting.
October 2015	Oct 16th – ACCJC Training – ALO & CEO attend
December 2015	Meeting with ALO & Faculty Accreditation Co-Chair
January 2016	In-Service Accreditation Flex Accreditation workshop Presentation on SLO tool
February 2016	Accreditation Committees meet to review data and address each standard
February 2016	Attend ACCJC training session on Accreditation – Nate Rien, Faculty Co-Chair & Joe Ryan, Dean A&S to attend
February 2016	ALO Faculty Co-Chair & Standard Chairs meet to review work to date
February 2016	Establish Steering Committee for Accreditation
March 2016	Steering Committee meets at Admin Council

March 2016	Presentation to College Council & Board on accreditation standards
March 2016	ALO Faculty Co-Chair & Standard Chairs meet to review work to date
April 2016	ALO & Accreditation Co-Chair design draft report SLOs & Integrated Planning Resource Allocation
April 2016	ALO Faculty Co-Chair & Standard Chairs meet to review work to date
May 2016	College Council discuss format for ACCJC Self-Evaluation Report
June 2016	Collection of evidence - continuing
July 2016	Begin construction of working draft
August 2016	Continue review of evidence to date – working draft
September 2016	Brainstorm Quality Focus Essay (QFE)
September 2016	Standards Co-Chairs begin skeleton of working draft
October 21, 2016	Open forum for students and community on Accreditation. Announcement for public comments. QFE Proposals for Self-Study
October 28, 2016	Standards Teams Meet to Discuss 3 Requirements of Each Sub-Standard: 1) Evidence of Meeting the Standard 2) Analysis and Evaluation 3) Actionable Improvement Plan Complete each Standards Findings by November 21st at 8 AM.
November 21 2016	Co-Chairs upload Evidence/Analysis of each sub-standard to rough draft – include all new evidence
December 2, 2016	Steering Committee meets to review Standards Uploaded to Draft.
December 9, 2016	Meeting with ALO & Faculty Accreditation Co-Chair
January 2017	Standard committee chairs and key district authors submit significant components of the written draft
February 15, 2017	Accreditation Steering Committee meet to review 2nd draft of report
February 24, 2017	Campus-wide/ Community Forum on Accreditation Report
March 2017	ALO and Co-Chair Final Edits
April 2017	Prepare final report of Accreditation Self-Study
May 2017	Final draft approved by College Council Final draft submitted to Board for review at June BOT meeting (No later than May 23, 2017, at noon)
June 14, 2017	First Board meeting review and comments
June 14-23ish	Attend to edits from BOT
June 23	Submit revised final draft to BOT for July meeting (No later than June XX, 2017, at noon).
July 12, 2017	Final draft reviewed and approved by Board
July, 17 2017	Submit to ACCJC and visiting team members
September 2017	Prepare for ACCJC site visit
October 2017	ACCJC Campus Visit

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Organization of the District and College

The Yosemite Community College District (YCCD) includes two comprehensive two-year colleges (Modesto Junior College and Columbia College) and a Central Services unit. The District covers a 4,500 square mile area and serves a population of over 550,000, encompassing all of two counties (Stanislaus and Tuolumne) and parts of four others (Calaveras, Merced, San Joaquin and Santa Clara). Modesto Junior College, established in 1921, is situated in the Central Valley serves an agricultural and manufacturing based economy. Columbia College, established in 1968, is located in a small mountain community in the Sierra Nevadas, whose economy is based on tourism and natural resources. The District employs a staff of over 1,500 individuals with an annual budget of just over $114.4 million.

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The District is governed by a seven-member Board of Trustees elected by citizens of seven distinct sub-areas of the District's overall service area. Trustees are elected to four-year terms and elections are staggered on two-year intervals to ensure consistency across election cycles. The Community College League of California describes the role of trustees as members "of a lay board that, as a unit, governs through policy; employs a chief executive officer as the institutional leader; acts as a community bridge and buffer; creates a climate for student success; defines legal, ethical, and prudent standards for college operations; assures financial health and stability; maintains standards for good personnel relations; monitors institutional performance; [and] leads as a thoughtful, educated team" [8].

Yosemite Community College District Board of Trustees 2016-2017

Area 1 Dr. Lynn Martin	**Area 5** Mr. Darin Gharat
Area 2 Mr. Don Viss	**Area 6** Mrs. Leslie Beggs
Area 3 Mr. Abe Rojas	**Area 7** Mr. Jon Rodriguez
Area 4 Mrs. Anne DeMartini	**Student Trustee** Siegfried Geutensperger

Yosemite Community College District Organizational Chart

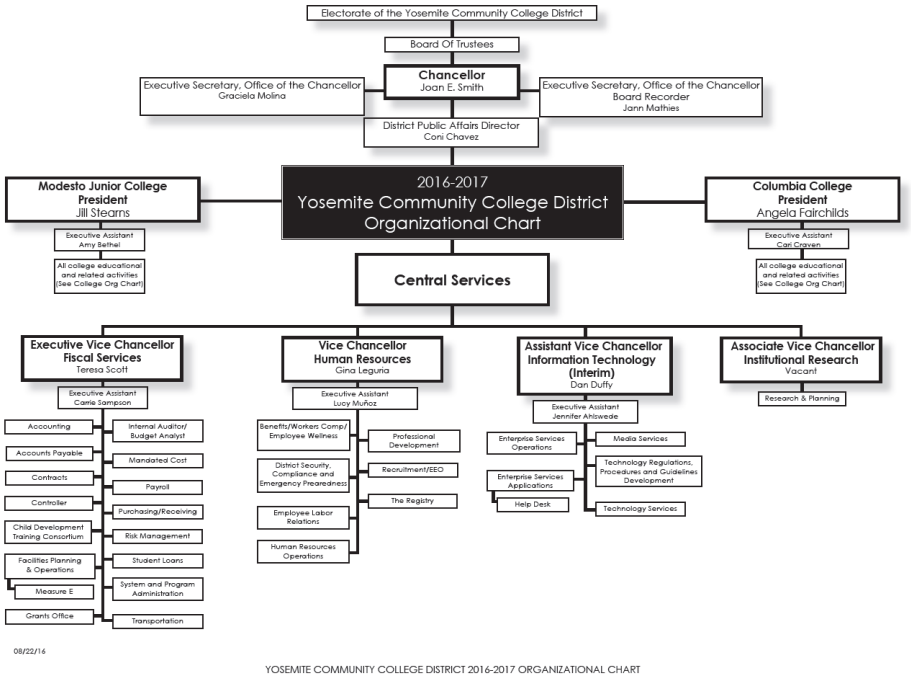


Figure 22 - Organization of the Yosemite Community College District

Commented [BS39]: Need updated chart. Joan Smith, Dan Duffy, AVC-IR removed?

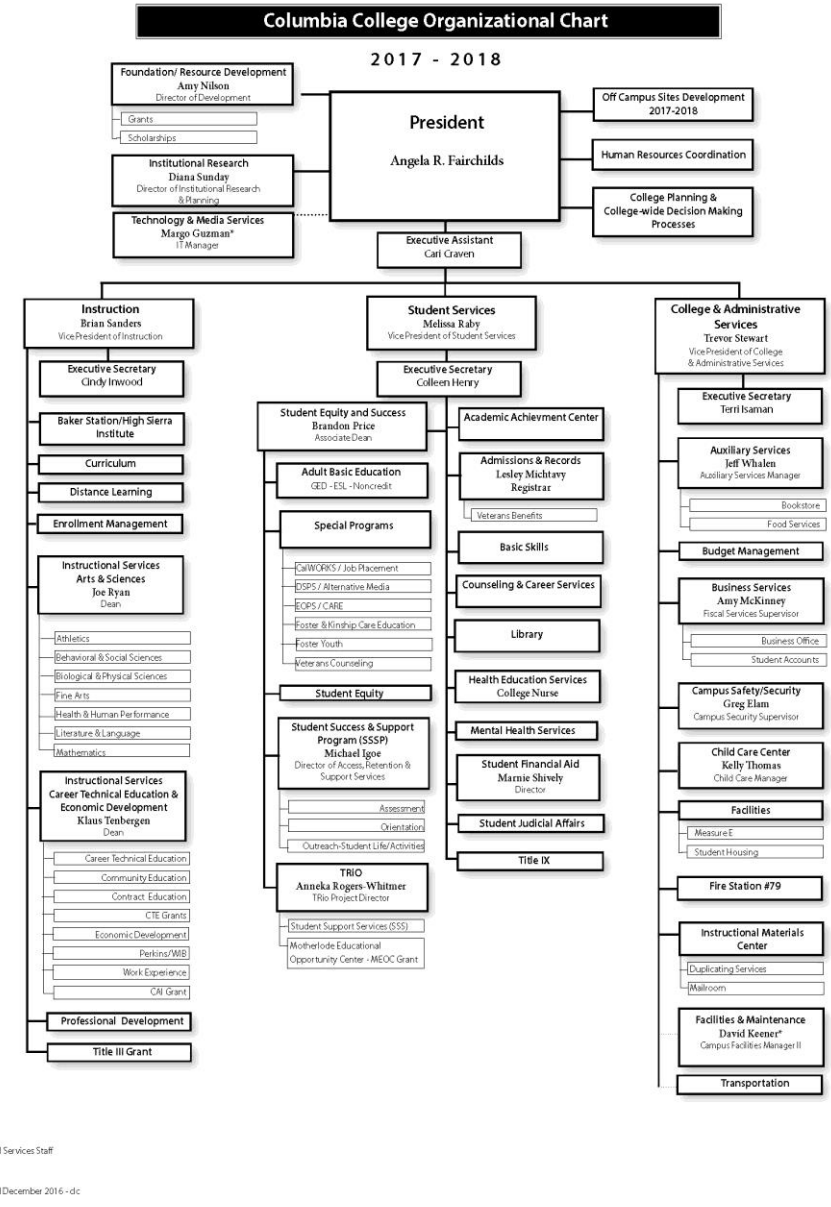


Figure 23 - Organization of Columbia College

District/College Functional Map

In a multi-college district, each college is individually accredited by the Commission. The District is not accredited. Accreditation is earned based on adherence to the Standards and it is the collective responsibility of the colleges and district to meet those standards. Operationally, some standards are primarily satisfied at the college level by college level while others are primarily addressed at the district level. In still others, responsibility is shared mutually by the district and the colleges. The table below provides a functional map to indicate whether the district or the college is primarily responsible for each of the standards. In the right-hand column, the arrow points toward the agency that is primarily responsible for compliance with the standard. The other agency holds secondary responsibilities to meet the standard. The double-headed arrow indicates a shared responsibility for meeting the standard.

Table 28 - Functional map of college and district responsibilities

Functional Map. **C** ← D: College is primary, District is secondary. C → **D**: District is primary, college is secondary. C ↔ D: Shared responsibility	
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	
I.A. Mission	
1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	**C** ← D
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	**C** ← D
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	C ↔ D
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	C ↔ D
I.B. Assuring Academic Quality and Institutional Effectiveness	
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	**C** ← D
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	**C** ← D
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	C ↔ D
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	**C** ← D
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	**C** ← D

Functional Map. C ← D: College is primary, District is secondary. C → **D**: District is primary, college is secondary. C ↔ D: Shared responsibility	
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	**C** ← D
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	C ↔ D
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	**C** ← D
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	C ↔ D
I.C. Institutional Integrity	
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	C ↔ D
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)	**C** ← D
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	**C** ← D
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	**C** ← D
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	C ↔ D
6. The institution accurately informs current and prospective students regarding the total cost of education**,** including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	**C** ← D
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	C ↔ D
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	C ↔ D
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	**C** ← D

Functional Map. **C** ← D: College is primary, District is secondary. C → **D**: District is primary, college is secondary. C ↔ D: Shared responsibility	
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	N/A
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	**C** ← D
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.(ER 21)	C ↔ D
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	C ↔ D
Standard II: Student Learning Programs and Support Services	
II.A. Instructional Programs	
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	**C** ← D
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	**C** ← D
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	**C** ← D
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	**C** ← D
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	**C** ← D

Functional Map. C ← D: College is primary, District is secondary. C → **D**: District is primary, college is secondary. C ↔ D: Shared responsibility	
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	**C** ← D
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	**C** ← D
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	**C** ← D
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	**C** ← D
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	**C** ← D
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	**C** ← D
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	**C** ← D
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	**C** ← D
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	**C** ← D
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	**C** ← D
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	**C** ← D

Functional Map. C ← D: College is primary, District is secondary. C → **D**: District is primary, college is secondary. C ↔ D: Shared responsibility	
II.B. Library and Learning Support Services	
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	**C** ← D
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	**C** ← D
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	**C** ← D
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	**C** ← D
II.C. Student Support Services	
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	**C** ← D
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	**C** ← D
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	**C** ← D
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	**C** ← D
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	**C** ← D
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	**C** ← D

Functional Map. C ← D: College is primary, District is secondary. C → **D**: District is primary, college is secondary. C ↔ D: Shared responsibility	
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	**C** ← D
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	C ↔ D
Standard III: Resources	
III.A. Human Resources	
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	C ↔ D
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	C ↔ D
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	C ↔ D
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	C ↔ D
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	C ↔ D
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	C ↔ D
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	**C** ← D
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	**C** ← D
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	**C** ← D
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	**C** ← D

Functional Map. C ← D: College is primary, District is secondary. C → **D**: District is primary, college is secondary. C ↔ D: Shared responsibility	
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	C → **D**
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	C ↔ D
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	C ↔ D
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	C ↔ D
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	C → **D**
III.B. Physical Resources	
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	C ↔ D
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	C ↔ D
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	C ↔ D
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	**C** ← D
III.C. Technology Resources	
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	C ↔ D
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	C ↔ D
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	C ↔ D
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	C ↔ D
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	C ↔ D
III.D. Financial Resources	

Functional Map. C ← D: College is primary, District is secondary. C → **D**: District is primary, college is secondary. C ↔ D: Shared responsibility	
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	C ↔ D
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	C ↔ D
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	C ↔ D
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	C ↔ D
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	C ↔ D
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	C ↔ D
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	C ↔ D
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	C → **D**
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	C → **D**
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	C ↔ D
11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	C → **D**
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	C → **D**
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	C → **D**
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	C ↔ D

Functional Map. C ← D: College is primary, District is secondary. C → **D**: District is primary, college is secondary. C ↔ D: Shared responsibility	
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	C ↔ D
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	C ↔ D
Standard IV: Leadership and Governance	
IV.A. Decision-Making Roles and Processes	
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	C → **D**
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	C ↔ D
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	C ↔ D
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	**C** ← D
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	C ↔ D
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	**C** ← D
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	**C** ← D
IV.B. Chief Executive Officer	
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	**C** ← D
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	**C** ← D

Functional Map. C ← D: College is primary, District is secondary. C → **D**: District is primary, college is secondary. C ↔ D: Shared responsibility	
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	**C** ← D
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	**C** ← D
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	C ↔ D
6. The CEO works and communicates effectively with the communities served by the institution.	C ↔ D
IV.C. Governing Board	
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	C → **D**
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	C → **D**
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	C → **D**
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	C → **D**
5. The governing board establishes policies consistent with the college/district/sys- tem mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	C → **D**
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	C → **D**
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	C → **D**
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	C ↔ D
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	C → **D**

Functional Map. C ← D: College is primary, District is secondary. C → **D**: District is primary, college is secondary. C ↔ D: Shared responsibility	
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	C → **D**
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	C → **D**
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	C → **D**
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	C ↔ D
IV.D. Multi-College Districts or Systems	
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	C ↔ D
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	C ↔ D
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	C → **D**
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	C ↔ D
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	C ↔ D
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	C ↔ D
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	C ↔ D

Compliance with Eligibility Requirements 1-5

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Columbia College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accreditation body recognized by the Commission of Recognition of Postsecondary Accreditation and the United States Department of Education. The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008. The college is an institution of the California Community College system and is authorized to provide educational programs by the California Education Code. [Ref: Letter from ACCJC reaffirming accreditation]

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

In fall 2016, Columbia College enrolled XXX credit students, YYY noncredit students, and ZZZ students in its community education offerings. Of the credit students enrolled, PPP percent were enrolled full-time, with QQQ percent of the students identifying a primary goal of pursuing transfer, a degree, or career preparation. Students are enrolled in a variety of courses and programs that lead to Skills Attainment Certificates (locally-developed awards of less than 18 units), Associate Degrees, Associate Degrees for Transfer designed by the state to streamline paths for student graduation and transfer. [reference to report used]

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College provides several degree options to meet its students' needs.

- *Associate Degrees for Transfer* are offered for students planning to transfer in certain academic areas to the California State University system. These degrees fulfill university lower division major preparation and general education requirements and are designated AA-T or AS-T depending on whether or not they prepare students to transfer in an arts or science related discipline. Examples of these degrees include the AA-T Fine

Arts/Emphasis in Studio Art and the AS-T Business Administration. Presently fifteen transfer degrees are being offered to our students.

- *Associate in Arts* (AA) Degrees are earned in areas such as Fine Arts, Humanities, and Social and Behavioral Science. Columbia College currently offers ten AA Degrees.
- *Associate in Science* (AS) Degrees are awarded in Science and Technical fields and in occupational programs that provide students with skills and training for immediate entry into the workforce. Ten AS degrees are currently offered in Science/Technical fields and eighteen are being offered in Vocational areas.

The College Catalog lists the requirements for all degrees. All degrees require a minimum of 60 units to complete and include a General Education component as well as a focused body of coursework within a major, in keeping with the requirements of Title 5, Section 55063 [9]. Students entering the college eligible for transfer-level math and English courses and taking 15 units per semester can earn the 60-unit degrees within two years.

Each degree recipient must satisfactorily complete a minimum of 60 degree applicable semester units and have a cumulative grade point average of not less than 2.0 (C average). Students are required to complete an academic major (at least 18 units in a single discipline or related discipline) as part of the associate degree requirements for the College. All courses in the major must be completed with a grade of C or better.

General Education (GE) Breadth Requirements are met through satisfactory completion of GE areas as identified in the college catalog. Students earning an associate degree must also meet state competency requirements in reading, composition, and mathematics. For non-transfer degrees, Columbia College has a local degree requirement of two activity units.

During the 2016-17 academic year, Columbia College offered SSS credit sections. SPELL OUT percent of the sections were degree-applicable.

Insert tables similar to ELAC.

The unduplicated credit headcount for the 2016-17 academic year was NNNN. Nearly SPELL OUT percent of students enrolled in at least one degree-applicable course during that academic year.

Insert table of headcount versus degree-applicable courses.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Yosemite Community College District Board of Trustees selected Dr. Angela Fairchilds as the President and Chief Executive Officer (CEO) of Columbia College effective on February 1, 2014. Dr. Fairchild's primary responsibility is to the institution and possess the requirsite authority to administer board policies at Columbia College [ref job description of president]. Neither the College President nor the District Chancellor is eligible to serve as the President of the Board of Trustees [ref to BP]. The District informed the ACCJC of the appointment of President Fairchilds, who replaced Interim President Leslie Buckalew [ref letter sent?].

Commented [BS40]: Or was it College?

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Columbia College is evaluated as part of the Yosemite Community College District annual audit conducted by an independent certified public accounting firm. This financial audit also includes testing on federal and state requirements as well as internal control procedures. Audit reports for the fiscal year ending June 30 are taken to the board of trustees for approval in December each year. The audit reports are made available via the Yosemite Community College District website under Fiscal Services [ref here].

The Department of Education specifies that institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to a loss of the Direct Loan Program and/or Federal Pell Grant Programs. Columbia College does not participate in the Direct Loan Program and does not have a three-year cohort loan default rate calculation.

Remaining Eligibility Requirements

The College's continued compliance with the remaining eligibility requirements is demonstrated within its response to the Standards themselves, in keeping with the directions from the ACCJC. Those eligibility requirements are included as an appendix to this report and hyperlinked to the related standards to provide an easy reference if needed.

Certification of Continued Institutional Compliance with Commission Policies

Policy on Rights and Responsibilities of the Commission and Member Institutions

Columbia College coordinates its internal accreditation activities through the Accreditation Steering Committee. The preparation of the institutional self-evaluation report takes place over a two-year period of time. All constituent groups of the college participate in developing the report. The Accreditation Liaison Officer has the responsibility to communicate and share information throughout the college community. The Faculty Accreditation Co-Chair also serves to keep the campus community informed and to seek input and feedback. Together the ALO and

the Faculty Co-Chair make presentations on the Standards and expectations of healthy institutions at In-Service Day, College Council meetings, Academic Senate meetings, work sessions, and public forums. The ALO, Faculty Co-Chair, and College President all attend trainings and updates with the ACCJC. The ALO, Faculty Co-Chair, and another member of the Accreditation Steering Committee have made arrangements to attend the upcoming Accreditation Conference with the ACCJC. Together, these activities ensure that the college's leaders remain fully aware of the Standards and expectations and share those broadly with the college community.

Specific activities providing evidence of such communication include Spring In-Service Day 2015 and 2016 Agendas [refs], College Council agendas [refs], Academic Senate agendas [refs], public forum on October 21, 2016 [ref], presentation of the complete draft to the college community on February 15, 2017 [ref to email sent, verify date], second public forum on February 24, 2017 [ref], presentation of complete second draft on DATE [ref], "Last Call" public forum on DATE [ref], and College Council approval of final draft on DATE [ref]. The final version of the Institutional Self-Evaluation Report was posted on the Accreditation website on DATE for access by all members of the college community and the public at large.

The College communicates directly with the Commission on matters of Accreditation. Copies of these communications are posted on the Accreditation website [10] along with the history of Accreditation for the institution for easy access by members of the campus community or the public.

Third party comments can be directed to the ALO via a direct link from the Accreditation website. These comments may also be shared during open forums and via direct contact with the Commission. On March XX, 2017, President Angela Fairchilds sent a college-wide email [ref: include link to copy] to all employees notifying them of the opportunity for submission of third-party comments and the process for doing so. Her communication was posted on the main page of the College's website under "Latest News" for from DATE to DATE [ref: link to screen shot showing notice under Latest News]. A second notification of the opportunity for third-party comment will be sent out by the president in late July, 2017, including a deadline for receipt by August 15, 2017, in order to provide the Commission the requisite five-week timeline prior to the site visit in early October. When received locally, such comments will be provided to the Commission for consideration. At this time, no such third-party comments have been received. Formal student complaints and grievances are on file in the office of the Vice President of Student Services, Dr. Melissa Raby, and are available for review by members of the visiting team, in accord with federal regulations.

In 2011, the College submitted to the Commission and was approved for a substantive change to acknowledge programs that could potentially be earned with greater than 50% online instruction. By 2017, the number of degrees and certificates in this status had grown considerably. A substantive change proposal was submitted on March XX, 2017, delineating those programs that, together with general education credits, could potentially be earned at least 50% online. Approval was received by the Commission on DATE. Records of these proposals and approvals are found on the Accreditation website [10].

Prior to the evaluation site visit in October 2017, the college will review the evaluation team members and report any conflicts of interest or concern to the Commission before the team composition is finalized, in accordance with this policy [11]. The College will also provide unfettered access for communication between the evaluation team and all relevant constituency groups while ensuring that professional organizations, collective bargaining groups, and special interest groups do not impede or interfere with the evaluation team's work, as required by this policy [11]. Upon receipt of the External Evaluation Report and the Commission's action letter, they will be posted on the Accreditation website for public view.

Policy on Institutional Degrees and Credits

Columbia College follows regulations of the California Community Colleges regarding number of units of credit for an Associate degree and the number of hours of student work per unit of credit. Title 5, Section 55063, requires satisfactory completion of a minimum of 60 units of degree-applicable credit to earn an associate degree [9]. Every degree at the College meets this requirement.

To award credit for courses, the College follows guidelines published by the CCCCO regarding hours and units calculations [12]. The College and District are on a compressed academic calendar with a Term Length Multiplier of 16.4 weeks [13]. Within these terms, the college requires 54 total hours of student time per unit of credit, in accordance with this policy. Student hours are configured as 18 in-class lecture hours plus 36 out-of-class independent effort (such as homework, reading, and projects) for a total of 54 hours per unit of *lecture* credit, or 54 in-class hours per unit of *laboratory* credit. Each Course Outline of Record includes the units and hours of in-class time required. The College's curriculum management system is programmed to highlight any discrepancies from this standard and prohibit advancing the course proposal until errors are corrected. In addition, members of the Curriculum Committee review the units and hours for accuracy.

Commented [BS41]: Consider inserting if we move forward with establishing BP clearly: The District is currently discussing through its participatory governance process a proposed Board Policy that will codify these expectations consistently across the district.

Policy on Transfer of Credit

Columbia College has established clear policies on the transfer of credit from other institutions and posted them publicly for easy access. "Transfer Credit" is accessible on the Admissions and Records webpage, one click from the College's homepage [14]. The document describes policies for transferring credit that are fair and equitable to all students. These policies balance students' desire for credit for previous coursework with the institution's need to ensure completion of quality coursework from accredited institutions, thereby maintaining the quality and integrity of the College's own degrees and certificates. The institutional quality of the sending institution is the first concern. The first line of the document states, "Previously earned lower division degree applicable or transfer college or university units will be accepted if the institution is accredited by one of the following accrediting bodies." Appropriate limits on units and course levels are provided. Students with international coursework are referred to an external agency to evaluate that coursework and determine equivalencies applicable to American institutions.

Specific course-to-course articulations are reviewed by the college's Articulation Officer, in concert with discipline faculty as needed, and with full attention to the quality of the course outline and syllabus as offered at the previous institution compared with comparable courses at Columbia College. Topics, objectives, course hours, units, and prerequisites are examined for alignment with Columbia's course. Appropriate unit conversions are determined if necessary, such as for courses from a college on the quarter system.

All students are encouraged to submit previous coursework for equivalency determination by counselors and advisors. When direct, course-to-course articulation is not evident, the College also provides procedures for course substitution for major or general education requirements. That is, another college's course may not be sufficiently similar to establish a course-to-course articulation, but that college's course may be sufficient to fulfill a requirement for graduation. Thorough procedures for course substitutions are included in these guidelines.

Policy on Distance Education and on Correspondence Education

Distance learning at Columbia College is characterized by the same expectations for quality, integrity, and effectiveness that apply to more traditional modes of instruction. The most prevalent type of distance education courses at the College are offered fully online or as hybrid offerings consisting of a blend of online and face-to-face activities. The College also partners with Modesto Junior College (MJC) to support a cohort of Associate Degree in Nursing students to complete MJC coursework on the Columbia campus via two-way broadcast between lecture rooms on the two campuses. The college does not engage in any correspondence education.

Nursing courses are coordinated through MJC and consist of a lecture portion transmitted from Glacier Hall on the MJC campus to a small lecture room in the Redbud building on the Columbia campus. A nursing faculty member is on staff with MJC but stationed at Columbia to assist with questions regarding lecture and to run the laboratory and clinical learning activities of the courses on site at Columbia and at area hospitals. Faculty and staff in this program are trained on the effective use of the video transmission equipment. Because the lectures are held simultaneously at both colleges, the academic quality of the learning experience is identical in both locations, and it is by nature comparable to a fully face-to-face traditional learning experience.

The remainder of the College's distance education coursework are served by the Distance Education Coordinator, Melissa Colon, a faculty member charged with training and overseeing the quality of online and hybrid courses, the deans, and the Vice President of Instruction. Prior to being offered as distance education (DE), all courses must be reviewed and approved for the specific modality by the Curriculum Committee which ensures that the course itself is appropriate to the mission of the college and that its outcomes and objectives can be fully achieved by the designated DE methods of instruction. All courses and programs at the institution have well defined student learning outcomes, and all offerings of any given course are required to meet those student learning outcomes regardless of delivery modality.

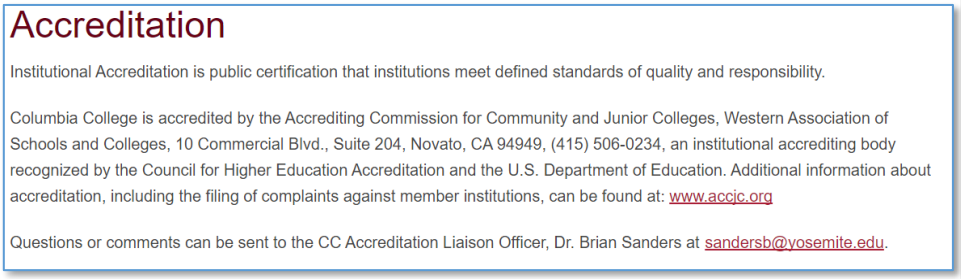
Prior to teaching in the online environment, faculty members are required to complete a thorough training program with the Distance Education Coordinator, either by enrolling in the three-unit

course she offers, EDUC 50 – Online Course Development, and earning the three units as professional improvement credits, or by completing the entire 162-hour content without the actual course units. This thorough training includes technical skill development in building online courses through the Canvas or Blackboard learning management systems, effective pedagogy for DE, requirements for appropriate student-teacher interaction, effective methods to carry out that interaction, and development of an actual online course that is evaluated by the DE Coordinator against a rubric of expectations [REF: get rubric for online classes]. All online faculty are also trained in the requirements to verify that the actual student is participating in course activities and earning credit. At a minimum, identity verification involves a secure log-in and password issued by the College and sent to the student via his or her official student email address. The training covers additional authentication methods, such as video conferencing, photo identification, and others. In short, the faculty are trained on their responsibility to ensure that the student of record is completing the course work.

The College notified the Commission as to degrees affected by its initial foray into DE in 2011. At that time, the College was approved to offer 19 Associate degrees and seven certificates at 50 percent or more via DE [15]. In subsequent years, the Curriculum Committee approved a number of additional course offerings for delivery as distance education. In January, 2017, the Instruction Office conducted an audit of degree and certificate offerings against DE approvals for courses applying toward those awards, and found a total of XX degrees and YY certificates could be potentially be earned with at least 50 percent of the requisite units earned via DE. The College submitted a Substantive Change Report to the ACCJC on DATE notifying the Commission of the additional degrees and certificates meeting the 50 percent threshold. The College acknowledges that it should have kept the Commission abreast of these changes on a regular basis through the intervening years between 2011 and 2017 and resolves to follow this policy and obtain approval from the Commission prior to offering such programs online in the future. It should be noted, however, that these calculations represent *hypothetical* degree completion based on the existence of permission to teach a course via DE, not an actual pattern of coursework that any given student has actually completed. That is, if a program of study consists of ten courses and five of those (half the units) are approved to be taught online, then hypothetically a student could complete half the program online, and the College is obligated to report this program to the Commission for their review and approval. However, there is no data to indicate that the college has actually offered all five of those courses via DE nor that any student has actually completed the units through that modality. According to data discussed earlier in this report [see "FTES – Online Course Offerings" in "College Enrollment and FTES Trends" section], only 15.8% of the college's offerings were via DE for the 2015-16 year. This percentage is growing annually, so there may well be students completing their programs with at least 50% online course program now or very soon. The most recent Substantive Change report delineates those programs where this possibility may *exist*. However, at this time, the College does not have any programs that are intentionally or deliberately offered fully online.

Policy on Representation of Accredited Status

Information about the College's accreditation status is posted on the Accreditation website [10], which is located one click from the main page [16] under *About Us→Accreditation* in the "Our History" column, in keeping with this policy. The College's accreditation status is recorded on the webpage in accordance with the language specified in this policy:



Accreditation

Institutional Accreditation is public certification that institutions meet defined standards of quality and responsibility.

Columbia College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org

Questions or comments can be sent to the CC Accreditation Liaison Officer, Dr. Brian Sanders at sandersb@yosemite.edu.

Figure 24 - Representation of Accreditation Status on College Website

The Accreditation website also includes links to all reports and communications regarding the college to present a complete and unfiltered view of the college's accreditation status to the community.

Policy on Student and Public Complaints against Institutions

Columbia College has in place student grievance and public complaint policies that are reasonable, fairly administered, and well publicized. Board Policy 5530 requires the colleges to develop means by which student grievances and complaints may be heard [17] and provides a listing of those types of complaints that go beyond college-level input, including violations of state regulations, Titles VI, VII and IX, and Section 504 of the Rehabilitation Act, directing complainants instead to the Vice Chancellor of Human Resources.

Student grievance and complaint procedures are fully described on pages 28-31 of the Catalog [18] and on the Student Services website [19] under Student Complaint Procedures and Information [20]. In accordance with this policy, the Columbia College Complaint Form [21] is a written form with fields for the complainant's name and address. Processes for addressing student complaints are followed as outlines in these documents.

Commented [BS42]: Ref to 2016-17 catalog. Update to 2017-18 and page numbers too.

General complaints against the institution are addressed on the Complaint Procedure webpage [22]. This page provides links to Board Policies 7-8006 – Citizen Complaints Concerning Employees, 7-8039 – Complaints Concerning Employees, 5530 – Complaint Policy, and 4-8063 – Complaints Concerning Instructional Materials. The page instructs complainants to complete the Columbia College Complaint Form [21] and submit it to the appropriate administrator or office using a provided Complaint Flowchart.

Complaints against the institution can also be made via the link to the ALO's email on the Accreditation website via email or in person to either the College President, a Vice President, or any other official of the College.

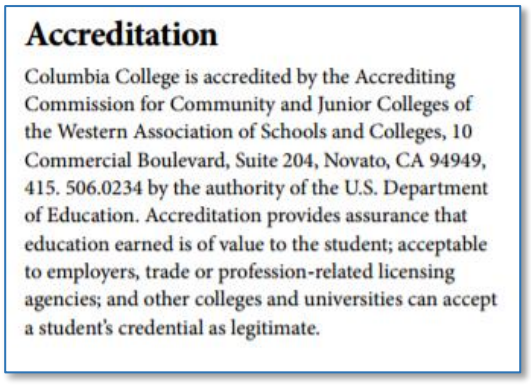
When received, these complaints are reviewed with the President and any other involved parties. Complainants are contacted and remedies are pursued. Should a complainant be unsatisfied with these responses and/or request the opportunity to provide a complaint to the Commission, they are provided contact information and told of the requirement to include their name and address when contacting the Commission.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Educational programs, services, and opportunities offered by Columbia College are the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities of the college. Typical activities include attendance at college and career fairs at local high schools, banners advertising upcoming registration hung across main roads in Sonora or Angels Camp, bus advertisements, movie theater ads, print ads in high school yearbooks, and audio ads about college opportunities on Pandora. The College recently summarized its advertising activities in a for members of the Board of Trustees, who examined the information for compliance with this policy and to assist in getting the word out about Columbia's programs [ref to Cari's summary sent to BOT in January].

Promotional literature focuses on academic programs, areas of coursework and interest, and special support programs available to students. Typical examples include a "flip book" listing CTE areas of study on one side and Associate Degrees for Transfer on the other, flyers for individual degree or certificate pathways, and the benefits of participating in TRiO or EOPS.

The College Catalog provides thorough information about the institution, including contact information, mission, purposes, requirements, prerequisites, rules of conduct, academic freedom, statements of nondiscrimination, and others. The name and area of expertise of each faculty member are listed, as are the names of the members of the Board of Trustees and college administrators. The College's accreditation status is presented in the Catalog in a manner consistent with this policy, as shown in the figure below.



Accreditation

Columbia College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato, CA 94949, 415. 506.0234 by the authority of the U.S. Department of Education. Accreditation provides assurance that education earned is of value to the student; acceptable to employers, trade or profession-related licensing agencies; and other colleges and universities can accept a student's credential as legitimate.

Figure 25 - Accreditation Status in College Catalog

Student recruitment is guided by well-qualified individuals, including the Vice President of Student Services Dr. Melissa Raby, Registrar Lesley Michtavy, the college's counselors, and a group of well-trained Student Ambassadors. For many years, Doralyn Foletti has served as the primary outreach officer of the college in her role supporting student government and student development. She was joined in 2016-17 by program specialists working as part of the Motherlode Educational Outreach Center, a TRiO grant received by the college, with funding for two well-qualified individuals to serve in recruiting students.

Policy on Contractual Relationships with non-Regionally Accredited Organizations

Columbia College does not contract responsibilities for programs and services with any non-regionally accredited organizations.

Policy on Institutional Compliance with Title IV

The Department of Education specifies that institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to a loss of the Direct Loan Program and/or Federal Pell Grant Programs. Columbia College does not participate in the Direct Loan Program and does not have a three-year cohort loan default rate calculation.

References

Commented [BS43]: Fix broken hyperlinks in references – after last reset of references

1. Hancock. *Senate Bill 1391 - Inmate Education Programs*. p. 3. (2014) http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB1391

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3. *2015 Columbia College Community Survey*. www.gocolumbia.edu/institutional_research/2015CommunityNeedspublic.pdf

4. CCCCO. *Transfer Velocity Cohort Report Definition*. http://datamart.cccco.edu/App_Doc/Transfer%20Cohort%20Methodology.doc

5. *Columbia College Strategic Plan Website*. http://www.gocolumbia.edu/about/goals.php

6. *AWE Committee Newsletter - Article on Welcome Week*. (2015, September) http://www.gocolumbia.edu/awe/FA15AweNewsletter.pdf

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8. Community College League of California. *Trustee Handbook*. p. 23. http://www.ccleague.org/files/public/Publications/TrustHdbkWeb.pdf

9. *Title 5 Section 55063 - Minimum Requirements for the Associate Degree*. https://govt.westlaw.com/calregs/Document/IBF3A8AB0D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

10. *Accreditation Website*. http://www.gocolumbia.edu/accreditation/default.php

11. ACCJC. *Accreditation Reference Handbook*. ((2016)) http://www.accjc.org/wp-content/uploads/2016/08/Accreditation_Reference_Handbook_July_2016.pdf

12. CCCCO. *Hours and Units Calculations*. (2015, October 15) http://extranet.cccco.edu/Portals/1/AA/Credit/2015/HoursandUnitsCalculationsforCreditCoursesInstructions.pdf

13. *College Term Length Multipliers*. (Fiscal Year 2014-15) http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Attndc_Acctg/General/District_and_College_Names_With_TLM's_2014-15.pdf

14. *Transfer Credit Policies*. http://www.gocolumbia.edu/admissions/College_Credit_from_Other_Institutions.pdf

15. ACCJC. *Approval of Substantive Change to Offer DE Programs*. (2011, July 7) http://www.gocolumbia.edu/accreditation/ACCJCSubstantiveChange.pdf

16. *Columbia College Website*. www.gocolumbia.edu

17. *Board Policy 5530 - Complaint Policy*. https://www.yosemite.edu/trustees/board_policy/5530%20Complaint%20Policy.pdf

18. *Columbia College Catalog - Student Complaint Procedures*. p. 28-31. (2016-17) http://www.gocolumbia.edu/catalog_schedules/CAT_2016-2017.pdf

19. *Student Services Website*. http://www.gocolumbia.edu/student_services/default.php

20. *Student Complaint Procedures Webpage*. http://www.gocolumbia.edu/student_services/complaint_procedure.php

21. *Columbia College Complaint Form*. http://www.gocolumbia.edu/_assets/pdfs/complaint%20form%206-08.pdf

22. *Complaint Procedure Webpage*. http://www.gocolumbia.edu/vp_college_admin/complaint_procedure.php

Standard I – Cover page with images

Standard I – Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. – Mission

I.A.1

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The mission of Columbia College is clear and succinct.

Columbia College's Mission Statement

Centered in the Sierra foothills, Columbia College offers students of diverse backgrounds many opportunities for discovery and success. Through a supportive and engaging learning environment, students master foundational skills, explore their passions, attain degrees and certificates, and pursue career and transfer pathways. We collaborate with surrounding communities to cultivate intellectual, cultural and economic vitality. Columbia College inspires students to become inquisitive, creative, and thoughtful life-long learners.

The mission delineates four broad educational purposes: mastering foundational skills, exploring students' areas of interest and passion, achieving degrees and certificates, and preparing for next steps in life including careers and/or transfer to a university. These educational purposes are in line with institutions of higher learning and the state wide educational mission of California's Community Colleges as defined by California's Master Plan for Higher Education (Higher Education Act of 1960) [Ev http://www.ucop.edu/acadinit/mastplan/mpsummary.htm] and refined in recent years to focus on basic skills, CTE, and transfer.

The mission identifies the intended student population as those individuals from a broad diversity of backgrounds, generally living in or near the foothills of the central Sierra Nevada, desiring to advance their education through programs of the College. The College's service area includes all of Tuolumne County and parts of Calaveras and Stanislaus counties. With limited college options in the central Sierra, the College also has students from Amador, Mariposa, Alpine, and Mono counties [Ev- https://www.yosemite.edu/trustees/map, http://earlystart.csusuccess.org/uploads/bb/e5/bbe5a849ec52aa885444702adbbba9ce/bigCCCMap.gif , http://www.smc.edu/NewsRoom/PublishingImages/BAapplications_Map_State(120414)_v1.jpg As a small college with a large service area, Columbia is committed to providing various modes of instructional delivery to both traditional and distance learners.

An emphasis on collaborating with the community is inherent in the mission statement to reflect the College's connection to and dependence on partners to help recruit and support students through their educations. The mission defines its degrees and other credentials as those leading to careers or to transfer to a university. Student learning and achievement are reflected in the mission's focus on attainment of educational awards and inspiration to become inquisitive, creative, and thoughtful life-long learners.

The types of courses, certificates, degrees, and industry credentials that Columbia College offers are derived from a deep understanding of our community and our student training and transfer needs.

Foundational and exploratory education is offered through general education, basic skills, and community education courses. Transfer curriculum and degrees are aligned with expectations of the California State University (CSU) and the University of California (UC) systems by way of the C-ID project and UC articulation agreements. Career Technical Education (CTE) program development is informed by focus groups and advisory boards that involve college constituent groups, as well as community leaders and employers [Ev-3 ex's from Tiffany, advisory cmte minutes re program focus]

Basic skills courses are offered at Columbia College to provide foundational training in the areas of reading, writing, mathematics, and English as a Second Language. A comprehensive support program begins with assessment and placement, with an emphasis on placement via multiple measures instead of simply high-stakes assessment tests, continues through tutoring and advising, and guides the student into degree-applicable and transferable courses [Ev-multiple measures assessment criteria, AAC overview, counseling website, math English and ESL progression charts.] These courses align with the College's mission by serving as a bridge between students skills upon entry and those required to attain their educational goals.

Columbia College mission provides a dual focus on transfer programs and career pathways. For transfer students, the College offers Associate Degree for Transfer (AD-T) degrees to provide clear pathways transfer to the California State University (CSU) system and earn a baccalaureate degree. In addition, the College maintains other select Associate Degrees for transfer-bound

students in areas such as Earth Science, where no AD-T has yet been developed. A full listing of the College's degrees can be found on page XX of the 2017-18 Catalog [Ev-link

Commented [BS44]: Link to new page in new catalog

Career Technical Education programs at Columbia College provide students with clear instructional frameworks aligned with local community needs and advisory board input. Details of each program of study can be obtained from the catalog and on department pages linked to the CTE Division website [Ev]. To provide clear pathways from high school through college, the division also provides CTE Programs of Study, a program-by-program guide to recommended coursework from ninth grade through completion at the College [Ev LINK to prog of study web site]. The ties between community need, student areas of interest, and programs of the college reflect strong alignment with the College's mission.

Columbia College seeks to inspire all students to become inquisitive, creative, and thoughtful life-long learners. The College aspires that the required general education and major coursework for degree-seekers provides a breadth of experiences that inspires ongoing learning far beyond program completion. Moreover, with local demographics including a large number of retirees and a declining population of K-12 students, the College provides significant opportunities for older adults as a key component of enrollment management and serving its community. Adult learners are encouraged to enroll in for-credit coursework and supported in their endeavors. The College also provides non-credit courses in the areas of music, art, exercise and rehabilitative activity, as well as a variety of community education offerings. Non-credit courses for older adults are stacked with credit courses in the same room, at the same time, and with the same instructor, providing side-by-side learning opportunities for younger and older students and ensuring the viability of both offerings to serve the needs of the College's students.

The College's mission statement affirms its commitment to student learning and achievement. Student learning is grounded in well-formulated curriculum. Processes for course and program development, review, and update begin with faculty-generated course and program proposals which are entered into the college's CurricUNET online curriculum management system. All new courses, certificates, degrees, and program areas are proposed, vetted, and reviewed in a rigorous process with multiple communication opportunities through the Curriculum Committee.

Once the curriculum is established, the College works diligently to promote student learning and achievement. Fully qualified faculty members instruct courses, counselors and advisors provide guidance, tutors and special programs come alongside students to support their learning needs. (These high claims will be thoroughly justified for the reader in Standard II of this report.) Student success at the College, as measured by overall percentage of students earning a passing grade, consistently exceeds the state average [Ev-several years' data]. By contrast, the College's student completion rate, indicating the percentage of students who complete their degree or certificate within a given period of time, falls significantly below the state average [Ev-several years' data]. In keeping with its mission and focus on student achievement, this contrast will be discussed thoroughly as a component of the Quality Focused Essay in this report.

Columbia College works to invigorate the surrounding communities by cultivating intellectual and cultural vitality in the areas of music, art, athletics, speakers, and other events. The College actively participates as a key player in the cultural community of Tuolumne County.

Analysis and Evaluation

Columbia College's broad educational purpose is clearly defined through its mission statement and demonstrates a commitment to inspire students to become inquisitive, creative, and thoughtful life-long learners. The educational purpose of the College is appropriate to its role in the state as a community college and its specific role in meeting the needs of its service area. The mission clearly defines the student population and the College provides appropriate courses, degrees, and certificates to attend to the needs of its students with a focus on foundational and exploratory education, certificate and degree attainment, and/or career and transfer pathways. The College is committed to student learning and student achievement as demonstrated through its efforts to provide counseling, orientations, quality instruction, tutoring, supports services, and readily attainable information.

I.A.2

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Columbia College regularly uses data to examine effectiveness across the institution. The College continually strives to improve the collection and dissemination of data and to encourage data-informed decisions at all levels. A culture of evidence and inquiry is pervasive in the institution, including assessment of learning outcomes, cohort tracking, and disaggregating student performance data to identify underlying trends. In the College's Strategic Plan, Goal #3 is to, "Collect, manage, and analyze data driven evidence to facilitate continuous improvement" [Ev-link to strategic plan]. These activities rely on strong support from the Office of Institutional Research and Planning.

The College annually evaluates its effectiveness in meeting the mission statement in the detailed Columbia College Institutional Effectiveness Report. Results across a broad range of enrollment and student success measures are reported via the Chancellor's Office Scorecard [LINK to SCORECARD]. Detailed data is collected and assessed in an annual student equity report, student success plan, SLO and program reviews [Ev-links and examples].

Commented [BS45]: Link to more recent report.

Recent actions to assist foster youth provides a good example of this process. Data collected for an annual student equity report showed our college had a relatively high percentage of former foster youth, and analysis showed this student group had lower than average completion rates. To fulfill the mission of "offering students of diverse backgrounds many opportunities for discovery and success" and providing "a supportive and engaging learning environment," the college addressed the needs of this special population by hiring a dedicated counselor, forming

an advisory committee, hosting activities to build community, and seeking out additional resources to provide these students with extra support to meet their educational needs. [Ev]

As evidence of Columbia's commitment to improve its use of data, the college applied for and was awarded a federal Title III Strengthening Institutions grant [Ev]. This five-year award will provide tools, training and dedicated support staff to improve capacity across all areas of the college to collect, assess, and use data for decision-making [Ev].

In 2014, Section 3 of the College's Institutional Effectiveness report (http://www.gocolumbia.edu/institutional_research/IER2014.pdf -- Page 13-24) analyzed data related to its mission and strategic goals. Columbia College adopted a new mission statement in 2016 and will prepare its first review of data regarding this new mission in spring of 2017 [Ev-draft?]. Other data analyses used to gauge the College's effectiveness in meeting its mission include regular program review in all areas, input from CTE advisory committees, Scorecard data, and Institutional SLO assessment. These items are discussed elsewhere in this report.

Commented [BS46]: Will this be true?

Analysis and Evaluation

Columbia College uses data from Institutional Effectiveness reports produced annually, along with Scorecard data, program review, and student learning outcomes to determine how effectively it is accomplishing its mission. The most current student learning outcome tool that the college has adopted (eLumen) has enabled the College to map course-level student learning outcomes (CSLOs) to program-level outcomes (PSLOs) and institutional student learning outcomes (ISLOs). This data is generated to ensure the College is effectively accomplishing its mission of providing a "supportive and engaging learning environment" where students can "master foundational skills, explore their passions, … and become inquisitive, creative, and thoughtful life-long learners" [Ev-mission]. In particular, the assessment of ISLOs will provide evidence of how the College's students are performing on the central aspects of its mission, general education, and foundational skills. These data will inform planning for improvements in student learning. The first assessment of ISLOs using eLumen is expected to occur in late spring 2017.

Commented [BS47]: If this is true, change to past tense and provide evidence and analyze what was learned.

Actionable Improvement Plan

The College will follow through on its plans to cyclically assess its Institutional SLOs and use those results for improvement. This item will be more thoroughly addressed as part of the Quality Focused Essay as a component of this report.

I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Columbia College has continually ensured that its programs and services remain aligned with its mission. Program reviews and other planning documents have consistently included sections to describe these alignments. For example, the first section of the instructional program review template states, "Describe how your program mission relates to the college's Mission Statement and College Goals" [Ev- sample Bio PR in ev file]. The Facilities Master Plan is prefaced by the mission, vision, and values of the institution and those statements guided development of the plan [Ev-FMP].

Columbia College is well underway with a project to update all its guiding statements and documents. The College has taken care to engage in these updates in a sequential manner to ensure that the mission will guide all subsequent plan revisions. The Mission was thoroughly reviewed and revised in April 2016 [Ev-CCmin]. The Vision was recast as a single, overarching, mission-aligned goal in November 2016 [Ev-CCmin]. The College's Core Values were revised to align with the Mission and Vision in January 2017 [Ev-CCmin]. Beginning in Spring 2015, the president and College Council began work on a new Strategic Plan by developing a set of agreed-upon strategic goals [Ev-workshop in spring]. These goals were not officially adopted by College Council until April 2016 to ensure that the Mission was adopted first and that the goals aligned with the mission [Ev-CCmin].

The next major plan to be updated will be the Technology Plan. To be effective, it will be aligned with the College Mission and Strategic Plan, the District Strategic Plan, and the currently-in-development District Technology Plan [Ev-district s.plan, district t.plan meeting/draft]. The Columbia College Technology Plan will delineate general expectations for learning environments, connectivity, student and employee access, currency, meeting spaces and office technology. The plan will avoid listing technical specifications as those change far more rapidly than necessary for the purposes of the Technology Plan. Instead, the plan will refer to an annually-developed specification list for each type of technology needed, such as classroom projection/display, desktop computer, or student computer lab station. Until this new plan is in place, the College will continue reliance on the standing but dated Technology Plan from 2011 [Ev]. This plan was thoroughly integrated with the College's Mission, Vision, and Strategic Goals in place at the time as can be quickly ascertained by a review of its table of contents.

Commented [BS48]: Do global find/replace once title of this is finalized.

By contrast, the College's Distance Education plan is fully updated and aligned with the new mission statement and goals of the institution [Ev-https://docs.google.com/document/d/17F00XsTIYAsk8cmeLF3zDxAOMe46txJSiWb2r3Z45b0/edit]. The plan lists the Distance Education Program Mission as, "In support of the mission of Columbia College, the Distance Education Program will develop uses of technology in teaching and learning that enable students to access a quality education, anytime, anywhere." The Distance Education Committee envisions its role as attending primarily to the "quality" and "anytime, anywhere" aspects of this statement

As discussed elsewhere in this report, the District earned approval for a $326 million construction bond program, Measure E, in 2004. Of the total, $52 million has been spent developing projects at Columbia College. Those projects aligned with the Facilities Master Plan (FMP) [Ev-FMP] and Campus Master Plan (CMP) [Ev-

https://www.yosemite.edu/bond/columbiacollege/combined_master_plan.pdf]. Each of these plans was carefully integrate with the College's Mission, ensuring that taxpayer funds were expended on projects aligned with the mission and goals of the institution. The final Measure E projects will conclude in summer and fall 2017. The Facilities Master Plan will then be updated to align with the new mission, vision, and values, consolidate the FMP and the CMP into a single document, and voice it toward maintenance of existing structures and high-impact, high-need additional facilities. This project will be overseen by the Facilities/Safety Committee or its planned successor, the College Services Committee.

Program review, outlined at length elsewhere in this report, will also be revised to tie more closely to the new mission and goals as well as incorporate outcomes of student learning assessment. The existing program review online tool already includes ties to the college's mission and goals, as required by this standard [Ev-sample PRs]. Resource requests within program reviews form the basis of allocation of general and targeted funds, most specifically regarding faculty and staff hiring and instructional equipment allocations [Ev-IELM, FHP, CSHP lists 2016]. These processes are fully explained elsewhere in this report, including Standard III.D.2.

Analysis and Evaluation

The College's mission is the critical lens through which all other activities are viewed. Its vision, values, and strategic plan align with the mission, forming an integrated core of guiding documents and statements. Additional plans align with these guiding documents. Program review provides an opportunity for each instructional and service area to demonstrate its alignment with the mission. Millions of dollars in Measure E funding have been devoted to projects designed to advance the mission of the institution. New courses, programs, and initiatives are viewed through the lens of the mission which is used as a binary discernment tool. If the proposal is not fully aligned with the mission, it is not pursued. If it is within the scope of the mission, then further discussion about viability and merit take place. But all projects must be mission-appropriate, as expected by this Standard.

I.A.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College's mission statement was thoroughly reviewed and revised, culminating in adoption of its new iteration by College Council on April 22, 2016, and approved by the YCCD Board of Trustees on May 11, 2016. The revision process involved active participation from all constituent groups on campus—students, faculty, administrators, and staff. The process ensured that each segment of the college community took part in this review process.

The mission statement is posted on the college website in a prominent location under the "About Us" tab, accessible from the landing page [Ev-http://www.gocolumbia.edu/about/mission.php]. It is also published on page XX of the 2017-18 Columbia College Catalog. The mission is prominently displayed on posters throughout campus, in all meeting rooms, and many offices as a reminder of its essential role in decision making.

Commented [BS49]: New page in new catalog – make sure it's the new mission

College Council has established a cycle in which its mission statement is reviewed and revised every two years [Ev-CCmin]. This latest iteration reflects the updated ACCJC standards and conveys the multi-faceted intentions of our rural college to serve a diversity of students stretched over multiple counties.

Analysis and Evaluation

The institutions mission is published in prominent and logical locations, including the catalog and website. Posters in meeting rooms and offices serve to remind decision makers that the College's directions must align with its mission.

I.B. – Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Columbia College has a meaningful open structure of dialogue related to continuous improvement of student learning and equity, institutional effectiveness, and academic quality. This dialog ranges from individual, in-person discussions with students to overarching presentations of multiyear data sets on student achievement to our governing board [Ev-BOTmin re Scorecard/ISS] and the general public [Scorecard]. The organization and delineation of discussions and reports is facilitated by our college web site which holds meeting minutes, data analysis reports, and student learning outcome data. Within all of these dialogs and analysis the emphasis on meaningful work is fully apparent.

Structured dialog about continuous improvement of student learning and achievement occurs most thoroughly and formally via College Council and other college committees. Standing committees represent the entire campus and meet regularly to discuss how to better serve our

students' needs. Websites for each committee include agendas and minutes, providing evidence of ongoing discussions, plans, and directions. All standing committees work toward academic quality and institutional effectiveness, attend to student outcomes assessments, consider achievement results, and seek to identify and repair gaps in student equity. However, certain activities are primarily overseen by certain committees.

Student Outcomes

No committee on campus has done more planning for improvement over the last several years than the Student Learning Outcomes Workgroup. The SLO Workgroup has been an active forum and catalyst for reflective, student-focused dialogue since the spring of 2006. The SLO website [LINK HERE] is the "public face" for the college's SLO activities and contains posted SLO Workgroup minutes. Its minutes document the ongoing, rich dialogue between staff, faculty, and administrators centered on the development, implementation, and management of the Student Learning Outcomes Assessment Cycle. Reflective dialogue arising from the SLO Workgroup led to the evolution of a peer mentoring team that works with faculty and staff in the development, assessment, and evaluation of student learning outcomes.

The SLO Mentors promote dialogue surrounding student learning at Columbia College. The college has one SLO coordinator who chairs the Workgroup and three SLO Mentors. These are faculty or staff members who reach out to their colleagues to offer one-on-one peer coaching and support. The SLO Mentors have posted office hours and flexible availability for any faculty or staff member who requests assistance. The mentors keep records of their SLO dialogue in the SLO Mentor Activity Log [LINK HERE]. The peer mentor structure was chosen to allow for a variety of mentoring approaches and to encourage the entire college (instructional and non-instructional) to freely discuss and continually build an institutional culture which embraces SLOs.

The SLO Workgroup previously housed the college's course SLO results in a locally-developed online database. However, upon reflecting on the nature and depth of the data available and with an eye toward current and future needs, the Workgroup determined that a more robust system was needed [Ev-SLOW min re adopt eLumen]. A sense of urgency underlay this project, as the Workgroup recognized its current approach was insufficient to truly address the needs of a high quality, learning-centered institution, as described within the ACCJC Standards. In fall 2015, the College commenced the purchase and installation of the eLumen SLO database to support holistic review and revision of the College's slate of student learning outcomes. The Workgroup found that Course SLOs (CSLOs), developed over a period of many years, under differing leadership, and following different style formats, were not sufficiently aligned to provide comparable data. Prior to migrating these CSLOs to eLumen, the Workgroup, led by the SLO Workgroup Chair and three SLO Mentors, worked with faculty across the college to revise CSLO statements for effectiveness and consistency. These revised statements were uploaded to CurricUNET and displayed on Course Outlines of Record [Ev-excel grid of CSLO uploads].

Similarly, upon review and reflection on Program SLOs (PSLOs), the Workgroup found that some were written to reflect overall instructional programs while others represented the learning

expected of a student pursuing a specific degree or certificate. In fall 2016, the College undertook a project to unify its approach to PSLOs, informed as to best practice by the Standards, by developing award-level PSLOs for every degree and certificate in its catalog. The results of this effort were recorded in eLumen, uploaded to CurricUNET, and can be viewed in the Award Requirements section of the 2017-18 College Catalog [Ev-catalog] and on each official Program Outline of Record in CurricUNET [Ev-examples].

Under the leadership of the SLO Workgroup, the College adopted Institutional SLOs (ISLOs) in fall 2015 and a two-year cycle to review them [Ev-CCmins]. Cycles of assessment were established for both CSLOs and PSLOs as well, with CSLOs being assessed on a two-year cycle for each course and PSLOs assessed every two years on a cycle integrated with program review for clarity and simplicity. In spring 2017, faculty members mapped their CSLOs to both PSLOs and ISLOs within the eLumen system to provide ways to compile CSLO data for assessing these other types of learning outcomes. This process is fully described in Standard II.A.3 and in a training video.

Commencing in fall 2016, results of student learning outcomes assessment are entered into eLumen on a per-student basis. Results can then be analyzed by section, by course, by department, or aggregated for use in analyzing PSLOs and ISLOs. At each level, data can also be disaggregated by demographic subgroups to support gap analysis and help the College promote equity.

Student Equity

The Student Success Initiative is a California statewide effort to improve educational achievement in the California Community Colleges. The Student Success Task Force recommended 22 specific policy changes to strengthen the community college system by expanding those structures and programs that work and realigning our resources with what matters most: student achievement. Each college was required to develop a Student Success and Support Program (SSSP) local plan. The goals of SSSP are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the SSSP process: admissions, orientation, assessment and testing, counseling, and student follow-up.

Soon after implementing the SSSP, the state followed with a renewed focus and funding program devoted to Student Equity [Ev-early SSSP and SE plans]. Student Equity focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators. Success indicators are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity.

At Columbia College, as at other institutions in the state, these two initiatives and plans were initially addressed separately. However, the College recognized that establishing strong connections between them was vital. As a response, in spring 2016 these activities were consolidated into the Student Success and Equity Advisory Committee (SSEAC) to provide guidance for both the Student Success & Support Program (SSSP) (formerly Matriculation) and

Student Equity plans [Ev-CCmin re combo, min of sep committees]. The group's oversight was expanded to provide integrated planning for other student success initiatives including Adult Education Block Grant (AEBG), Basic Skills Initiative (BSI) [Ev-charge of SSC].

Using a combination of SSSP and Student Equity funding, the College hired a research analyst whose research helped identify gaps in student performance [Ev-research briefs]. This gap analysis led to expansion of services to veterans and former foster youth [Ev-list of services/website for each]. Student Ambassadors' efforts were refined to assist in matters of equity, and the College hired a Director of Access and Success.

To further institutionalize matters of equity and ensure thoughtful, integrated planning, the College is discussing altering its governance structures and elevating the SSEAC to become the Student Success Council (SSC). With representatives from across the college, the SSC will be the central hub of matters of equity and student success.

Commented [BS50]: Check tense – if it gets done change to past tense

Academic Quality

Academic quality is the goal of the entire college community and central to committee and council work across the institution, with specific roles in some cases. The Columbia College Council provides recommendations to the Columbia College President on matters of college-wide interest and concern, and through the Columbia College President and representatives to the District Council for matters of district-wide concern and interest. College Council voices these concerns in the interest of promoting and maintaining academic quality.

According to Board Policy 7-8049, the District and College primarily relies upon the Academic Senate to ensure academic quality in the areas of curriculum, prerequisites, discipline placement, degree and certificate requirements, grading policies, faculty roles in accreditation, and policies for faculty professional development activities. By requiring mutual agreement on other areas, including educational program development, student preparation and success, processes for program review, processed for planning and budgeting, and district and college governance structures, the faculty's role in maintaining academic quality is further strengthened.

The Curriculum Committee is the working arm of the Academic Senate charged with planning, organizing, and implementing curriculum approval processes on campus. Academic quality is directly regulated through the curriculum review processes. All courses and programs go through cycles of systematic review by discipline faculty and the Curriculum Committee [Ev-Curric handbook, CCMin-cycle of prog revs].

The Senate and administration together develop processes for program review that include appropriate data to gauge academic quality. Program review processes will be further explained in Standard I.B.5. Further, the Senate is currently working to develop a new, reflective, data-based program viability procedure to ascertain whether individual degree or certificate programs have sufficient student enrollments to support ongoing investment of resources. Once approved, the College will use this process to conduct a thorough audit of its award pathways and determine ways to improve academic quality by combining and condensing program options. There is a sense of urgency in the need for this viability process. However it is balanced by a

sense of caution and concern to ensure that temporarily-depressed enrollments do not result in permanent, culture-altering changes.

The administration also plays an important role in maintaining academic quality. Administrative leaders instigate at-time hard conversations about academic quality [Ev-number of students per program research at Fall flex day 16]. They also work to develop better research and data for decision-making.

Faculty and administrators also work to better our campus by fostering faculty excellence within the hiring process, evaluation processes, and training processes. The Faculty Hiring Prioritization Process [Ev-FHP] ensures a focus on academic quality and the needs of the institution. The dialogue continues through the Faculty Evaluation Process in which faculty members sit in on courses offered by other instructors, and critique and evaluate the knowledge, pedagogy, syllabi, instructional materials, and assessments given by other professors [Ev-YFA contract, article 6, 7 and App C]. Suggestions for improvement are featured and cross fertilization of ideas is paramount. To promote excellence, the College also hosts annual Faculty Retreats to discuss and develop best practices for pedagogy [Ev-agendas last 3 yrs].

Institutional Effectiveness

The Office of Research and Planning hosts the bulk of the College's data reports regarding its institutional effectiveness. Their website serves as the portal for accessing student achievement data, houses program review for all areas, displays the results of surveys of students and employees, and displays updated information on the College's performance on Institutional Effectiveness Partnership Initiative (IEPI) and Institution-Set Standards [Ev-Planning page]. Data are meaningless on their own however. To promote institutional interpretation and dialog, the Director of Research and Planning regularly brings reports and information to College Council for analysis [Ev-IEPI, ISStandards, IE reports last couple years]. Annually, the Research and Planning Office produces an Institutional Effectiveness Report and discusses its findings with the College Council [Ev-IE reports, CCminutes].

The College is currently discussing modifications to its governance structure that will incorporate a new Institutional Effectiveness Council to more regularly and thoroughly attend to these data reports and their underlying meaning regarding academic quality. Among the charges to this new IE Council will be effectiveness reports and analysis, program review and analysis, integration of SLO results into program reviews and planning, enrollment management, and professional development for all employees.

A Columbia College Unique Approach

To support creative, out-of-the-box solutions to vexing questions about student success, equity, and academic quality, the College uses its Academic Wellness Educators (AWE) Committee. The AWE Committee meets regularly to discuss and develop campus-wide projects devoted to the improvement of student success. Reflective dialogue from these meetings is documented in minutes from the AWE Committee. *AWE eNewsletters* spotlight successful student learning projects, including those related to the Basic Skills Initiative. As part of leading the Basic Skills

Initiative at Columbia College, AWE initiates and supports inquiry and activity that address a broad array of issues connected to student access and success. These newsletters are emailed to all Columbia College employees to increase visibility and encourage participation in the activities of this group [Ev-AWE newsletters]. As discussions of modifying governance structures continues, the role of the AWE Committee is being further institutionalized as the incubator of new, creative ideas. Funded from a variety of sources, AWE projects will allow the College to pursue excellence in new ways.

Analysis and Evaluation

The evidence presented demonstrates that Columbia College engages in sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness in a wide variety of committees and venues. These discussions gauge effectiveness of initiatives and guide continuous improvement of student learning and achievement.

I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Columbia College has published student learning outcomes for all courses, all instructional programs[14], and all student and learning support services. All outcomes are available in eLumen. Course SLOs (CSLOs) for both credit and noncredit courses are available to the public on the Course Outline of Record available from the College's CurricUNET site under Search → Course in the left column. Each instructor's syllabus includes the most current CSLOs to ensure students have clarity as to their expected learning. Faculty syllabi are posted to instructors' directory pages on the College website. Similarly, the Program SLOs (PSLOs) for each program are available under Search → Program on the CurricUNET site. The PSLOs are also displayed in the Catalog along with the requirements for each award [Ev-catalog link]. SLOs for each student and learning support service area are displayed WHERE – NEED TO FIGURE THIS OUT. SLOs for each community education offering are developed for each course and included in the contract for each instructor. Results of assessment for these avocational offerings are housed in the Community Education office for use in developing future offerings.

The College has implemented a robust online tool, eLumen, to house its student learning outcomes across the institution[15]. This system replaces an older homegrown tool with limited

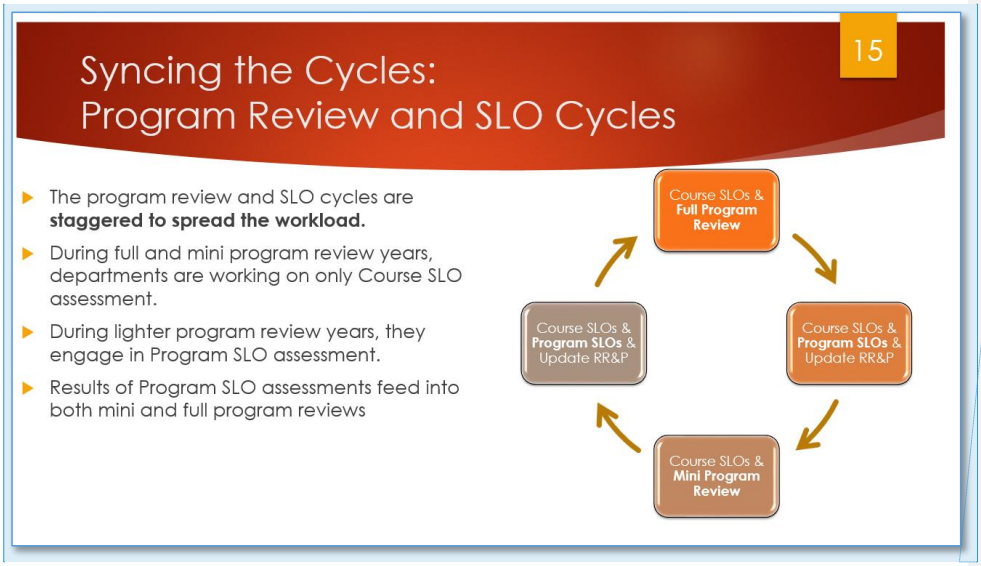
[14] Certain areas of the College, including Hospitality Management, are thoroughly revising their program options. As a result, some options will be eliminated from the next version of the catalog. Program SLOs for these soon-to-be-inactivated programs were not developed.

[15] Other than Community Education.

reporting capability. With eLumen, each department's student learning outcomes are loaded into the system. Then as each course is scheduled for assessment, the faculty assigned to sections (the instructors of record) are presented with their course section(s), their enrolled students, and each CSLO and rubric to be assessed. They simply enter results on each CSLO, per student, as if entering course grades.

The eLumen tool is not limited to just courses however. Student services and administration will also identify and assess their learning outcomes, and all learning outcomes mapped to program learning outcomes (if applicable) and the Institutional Student Learning Outcomes. In addition, learning outcomes can be mapped to IGETC and General Education outcomes, if applicable, and then summarized by course, program, and the institutional level.

To codify systematic and regular assessment, each type of SLO follows a specified cycle. CSLOs are assessed every two to three years based on the frequency of their offerings. Faculty members in each area develop these schedules to reflect normal course offering terms (e.g. fall-only or spring-only courses) and rotation of options (e.g. variety of literature offerings in English) [Ev-cycle of course evals]. PSLOs are assessed every two years as part of the integrated cycle of program review and assessment shown in the figure below [Ev-which programs on which cycle].



Commented [BS51]: Change to new graphic from Jerad

Figure 26 - Integrated Cycle of Program Review and Assessment

Student and learning support services cyclically assess their learning outcomes as a component of their four-year cycle of program review.

The SLO Workgroup is charged with monitoring compliance with agreed-upon cycles, reminding people of when they are slated for assessment, and following up with stragglers.

Results of assessment of outcomes and program review process are used to develop and enhance services and has yielded significant improvements. The instructional program review format includes a specific question: "How has assessment of course-level student learning outcomes led to the improvement in student learning?" Example responses include *get some good ones and put them here* [Ev-example PRs].

Student and learning support program reviews also catalog improvements based on assessment. Examples include increasing services to veterans, foster youth, ESL, incoming freshman, and returning student populations [Ev]. It has also brought focus to the Academic Achievement Center, resulting in embedded tutors in classrooms, supplemental instruction, and a writing center [Ev]. The measurable impact on increased student outcomes is reported annually for the students served by the tutoring center [Ev-data briefs re tutoring].

Analysis and Evaluation

Columbia College has established student learning outcomes for all of its courses, instructional programs, and student and learning support services. These are readily available to the campus community and the public. Course SLO statements are provided directly to students as a component of their syllabus for each course. These SLOs are assessed cyclically and the results are utilized for program improvement.

Actionable Improvement Plan

As discussed in the Quality Focused Essay, the College will work to improve the integration of learning outcomes into planning and the use of assessment for program improvement.

I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Columbia College has established institution-set standards for student achievement. These values have been assessed and reported to the ACCJC each year and these reports are published to the Accreditation webpage for easy access by the public [Ev-2017, 2016 & 2015 annual reports http://www.gocolumbia.edu/accreditation/default.php]. The College utilizes a combination of Scorecard, DataMart, and in-house district reports to set its standards and measure progress. Specifically:

- Satisfactory course completion – Both local reports and DataMart extracts are used to measure success at the course level.

- Program completion – The College uses the Scorecard data for this metric.
- Job placements – This data is very difficult to gather. A variety of local reports and tools are used to assess performance.

The College does not have institution-set standards for licensure exam passage rates.

Commented [BS52]: Why not? Do our fire science, hospitality, and auto programs do this?

In light of the most recent training by the Commission, the College has carefully reconsidered and re-established its institution-set standards to ensure that they serve to pace the pursuit of continuous improvement. From their inception through 2016, the College utilized these standards as a "warning light" as on the dash of a car to indicate a drop in performance. The average performance over the past five years was gathered and the standard was established one standard deviation below the average. Should performance from year to year drop below this level, it would provide a warning-light indication that something was amiss. Since their inception, the College has not had any such performance drops.

However, the Commission expressed concern at trainings in fall 2016 that this sliding scale fails to drive colleges toward improvement. This information was shared with College Council in November 2016 [Ev-min] and a task force of members, including the Director of Research and Planning, Vice President of Instruction, and a Senate representative who teaches statistics, developed recommendations for new standards. In February 2017, College Council reviewed the recommendations of the task force and adopted new fixed institution-set standards to serve as aspirational goals instead of warning triggers [Ev-CCmin 2/17]. These will be held constant for a period of three to four years to gauge performance over time.

Commented [BS53]: Need to finish this project and make it true. Change if process isn't quite as laid out here.

Analysis and Evaluation

The College has established institution-set standards in all areas required by the Commission. It has assessed its performance against these standards annually, published them to the Accreditation website for public access, and forward the results to the Commission in the Annual Report. In 2017, the College re-established its standards to align with revised guidance from the Commission and to serve as pace-setting metrics for program improvement.

I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The SLO Workgroup has monitored student performance via assessment of learning outcomes since 2006. In its first-generation database, differences among the students were reported and available in aggregate. However, these data did not easily lend themselves to broader discussions and were difficult to capture for program review. Desiring a richer reporting solution, the Workgroup led the College to adopt eLumen in 2016-2017, with reporting built into

assessment that includes the capability of disaggregating assessment data by student demographics, student groups and course delivery type. Faculty members evaluate each student enrolled in their assigned course sections on the CSLOs. They also record reflections on the collective assessments across the section and record recommendations for improvements. Course SLOs then rollup to Program SLOs, General Education requirements, and Institutional SLOs based on maps entered by faculty content experts [Ex-CSLO-PSLO maps, CSLO-ISLO map]. The eLumen system summarizes how many CSLOs have been identified and assessed. It provides the ability to identify at a glance the performance for each area, course, program and student group. Armed with better information, the College will be able to identify and promote effective strategies and planning that can support and improve student learning and achievement.

The next iteration of program review for the College will better integrate these results. Currently, there are fields permitting those authoring program review to enter observations or conclusions based on outcomes assessment. However, the College will establish data connections that better populates eLumen results into program reviews where they can be used as evidence for needs identification and improvement planning.

The College's budget development process includes strong ties to program review [Ev-budget dev docs 2016-17 and 17-18]. Resource requests listed in departmental program reviews are compiled and college administrators develop recommendations on how best to leverage different resources to meet program needs. These recommendations are forwarded to College Council to be discussed and forwarded to the president for action [Ev-IELM lists last two years]. By improving the ties between assessment and program review, the College will consequently better link assessment to resource allocation and planning.

The results of program review and SLO assessment in student and learning service areas are brought forward to SSEAC for incorporation in the College's unified student support plan [Ex-spring 2017 proposals list, funded items]. This process instills a strong sense of purpose to both program review and assessment of outcomes and results in program improvements.

Commented [BS54]: Get from Brandon

Analysis and Evaluation

Columbia College gathers assessment data and utilizes it for program improvement. The data is incorporated into departmental program reviews and provides evidentiary support for planning initiatives. Budget development is tied to assessment through resource requests in program reviews.

College Council regularly reviews Scorecard and other metrics to monitor student achievement and uses its observations to help steer decision making at the college.

Actionable Improvement Plan

As discussed in other Standards and to be one topic of its Quality Focused Essay, the College will improve the ways in which it utilizes results of assessment for program improvement.

Institutional Effectiveness

I.B.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Program review is an established and ongoing process at Columbia College. Each program addresses its alignment with the college mission and incorporates program-specific data to review its performance. For instructional programs, trend analysis addresses student enrollments, FTES generation, fill rates, success rates, and number of program completers over a three-year period of time. Authors are prompted to "Describe how these trends have affected student achievement and student learning." They are also given the opportunity to include "Other relevant quantitative/qualitative information used in the evaluation of this program." SLO assessment results are incorporated into program review via prompts asking for ways in which assessment is being used for program improvement, curriculum modifications, and program development. Resource requests are listed in program reviews, aligned with findings and data within the report. These resource requests are then used for resource allocation processes, including faculty and staff hiring, instructional equipment purchases, and budget development [Ev-budget process]. As more SLO assessment data become available through eLumen and are incorporated into the program review system, planners will have more plentiful and applicable data for analysis and program improvement. [Ev-sample program reviews]

Instructional program reviews follow a four-year cycle integrated with outcomes assessment. Approximately one-fourth of the College's instructional programs are on each phase of the cycle. The cycle is displayed in the College's response to Standard I.B.2.

- Year 1 – Full program review, including a thorough rewrite of all sections to promote currency and a presentation to the college community on the strengths and challenges for the program. Ongoing CSLO assessment continues.
- Year 2 – CSLO assessment continues. Faculty also conduct Program SLO assessment for all PSLOs in their purview. Resource requests are modified to remain current.
- Year 3 – Mini program review, consisting of editing responses to prompts, adjusting trend analysis as needed, responding to state curriculum initiatives, and incorporating the input from advisory committees. Ongoing CSLO assessment continues. Resource requests are modified to remain current.
- Year 4 – Repeat of year two, with PSLO and CSLO assessment and modification of resource requests.

The figure below demonstrates a side-by-side comparison of full and mini program reviews.

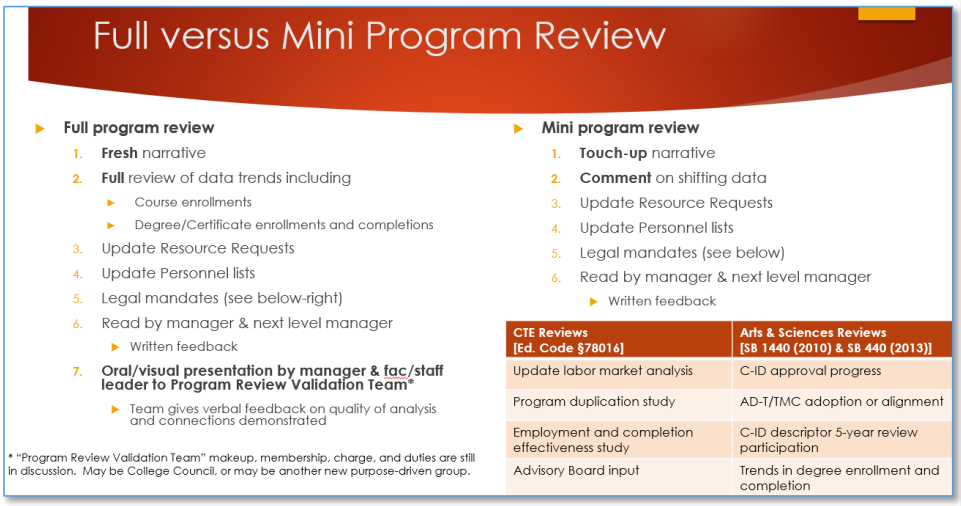


Figure 27 - Full versus Mini Program Review

Program review for student service and learning areas follow a similar four-year cycle. Each year, approximately one-fourth of the College's service areas undertake program review which spreads the effort across units each year and allows each program review to be deeper and more meaningful. Written review processes are followed by presentations to colleagues at student services division meetings. Each review includes alignment with the College mission, incorporates program-specific data and an analysis of the data, assessment of program SLOs, strengths and challenges, goals reached in the previous cycle, and setting of new goals for the next cycle. Resource requests are incorporated into program reviews and justified based on data. Resource requests are then funded alongside instructional needs in the College's budgetary cycles. At the conclusion of each year, the cycle resets and preparations for the next annual funding cycle begin.

Commented [BS55]: This isn't quite right. Work with Melissa to get this figured out.

The College uses review and improvement as an across-the-board method for improvement. For example, in spring 2015, College Council reviewed the previous strategic plan and goals, conducted a day-long workshop, and emerged with revised Strategic Goals and Objectives that formed the basis for the College's new Strategic Plan [Ev-agenda for workshop]. The goals were informed by qualitative data from several surveys: a Community Survey, previous staff and student surveys, and the most recent CCSSE survey were available [Ev-link to surveys]. Quantitative and qualitative information was also reported in the Institutional Effectiveness Reports and summaries.

To promote excellence in distance education, faculty members must complete a mandatory training program prior to teaching online. The Academic Senate has adopted the OEI online course design rubric as its framework for training, mentoring and guiding exemplary practices.

Taught by the College's Distance Education Coordinator, its training course can be completed for credit or just to meet training requirements. The credit version, EDUC-50, proves advantageous for faculty members seeking professional improvement credit toward salary advancement. Instructors who have been through similar training at other institutions, e.g. @One, need only complete a brief Columbia-specific training module. Prior to offering a course online, the outline must be reviewed as a separate step during the curriculum approval process to ensure the course is properly configured to be offered in the DE format. Faculty members teaching online during their scheduled semester of evaluation are required to be evaluated in the online modality. Members of the Distance Education Committee review success in online course to help identify trends, and improve student achievement [Ev-data report with online disaggregated, minutes of DE re student success]. Together, these four components of training, course approval, evaluation, and analysis of student success rates work to promote excellence in online instruction.

Analysis and Evaluation

The College conducts program review across its operations. Program reviews require the setting of goals and, in the subsequent iteration, an analysis of progress toward those goals [Ev-example]. They utilize quantitative data that is disaggregated to be specific to each program. Qualitative analysis is provided by authors of the review. Performance in online coursework is maintained through training, evaluation, and monitoring of results to ensure online courses work to help students meet their goals, in alignment with the College's mission.

The College's institutional research page provides a variety of reports with filters and "slicers" to disaggregate results by program and by any number of demographic variables. These finer slices of data, however, are not yet incorporated into program reviews. With multiple filters, the number of possible snapshots of program results quickly multiplies beyond the bounds of a written report. Prior to their inclusion in program reviews, the College will need to identify which demographic disaggregations are most important in representing student achievement and learning.

I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The College enjoys a robust Student Services Success and Equity Committee (SSEAC). Led by the Vice President of Student Services and the Associate Dean of Student Success and Equity, the committee studies student success across the institution, identifies gaps in student performance via disaggregation of data, and works to close those gaps. Aided by a dedicated

research analyst, the department produces a Student Equity Plan that outlines the findings and established goals by student subpopulation [Ev-equity plan last two years]. These reports have been submitted to the State for the past two years and include multiple disaggregated population reports for course success, access, degree and certificate completions, and transfer to universities. In addition, regular reports are generated by request to track and evaluate student services initiatives and effects resulting from these efforts. For example, Academic Achievement Center outcome reports are generated at the end of each semester to evaluate the effect of tutoring services, Supplemental Instruction, and embedded tutoring on student outcomes [Ev-reports]. Research Briefs are produced that summarize and track college access and outcomes for selected and additional college-identified categories [Ev-other research briefs].

To provide the ability to disaggregate data in other areas across the college, a Student Success dashboard has been developed and offered online that allows users to slice success outcome data via demographic and course details.

Discussions of these data have brought forward many questions regarding student learning which have in turn increased the need for more research. Research informs understanding, which is critical to improving student learning. With the advent of new data extraction tools and software, the College is beginning to break free of previous constraints in static report data extraction. New, more nimble modes of data acquisition will support higher quality research and provide self-service data tools for campus users to access data on demand when they need it.

In fall 2016, the College was awarded a five-year Title III Grant that was written with a focus on institutional effectiveness and data [Ev-grant and goals]. The goals and outcomes written into the grant are intended to increase research capacity, provide data dashboards, and develop new data reports to better inform strategies for student success and retention. This grant will provide needed resources to build a robust infrastructure and to more fully provide the data and tools to answer the questions being asked, and to heighten the campus and community's understanding of student learning at the college.

Recent analyses of data have identified gaps in student performance. In response, the College has implements new strategies, allocated and reallocated staffing, and augmented services to mitigate those gaps. Several illustrative examples follow.

Adoption of the "First Semester Experience" for new students

The First Semester Experience Program (FSE) at Columbia College is a unique learning community that is designed to boost success in pursuing college goals. FSE was created through discussions in the AWE group and began serving students in fall 2014 (Ev-ads, course slate). FSE consists of a series of orientation activities, programs, and courses to help students ease into the demands and challenges of college life, forge connections with counselors, faculty, staff and peers, and prepare for academic and personal success at Columbia and beyond.

Expansion of services to foster youth

Insert a brief paragraph here about analysis of foster youth success rates, gap analysis. Hired counselor. Expanded services.

Commented [BS56]: This paragraph needed from Brandon and Stephanie Beaver.

Review of general education requirements

The Academic Senate and Curriculum Committee conducted a rigorous review of general education requirements over the past two years and decided to reduce the local requirement to better align with current state standards. This reduced the confusion associated with having two types of associate degrees so that students could better understand their pathways to success. The new general education pattern, aligned with Title 5 section 55063 [Ev], was approved by the Academic Senate in fall 2015, with changes in the catalog taking effect for the 2016-17 version.

A commitment to developing a new two-year course plan

With fiscal constraints tightening from 2009 through 2015 and enrollments dropping, data analysis demonstrated that course cancellations had become prevalent at the College. This cycle of cancellations led to a student culture of "preventative registering" where students either waited until the first day of the semester to see if a certain class was going to be cancelled, or didn't register for classes with fewer than 15 students in them. The College calculated the ratio of FTES to FTEF as a measure of productivity and found the value had dropped to approximately 11.5 FTES/FTEF, corresponding roughly to average class sizes of about 23 students. In January 2016, new approaches to enrollment management were employed by the instructional divisions, under the leadership of the Vice President of Instruction and the Enrollment Management Committee. Some difficult decisions were made over the course of 2016 to drop courses from the catalog or reduce the frequency of offerings.

Through these efforts, course cancellations have been reduced by 80% with fewer than 10 being cancelled in SPRING 2017. The two-year offerings calendar to be published in the 2017-2018 Catalog [Ev-new page] is a much better representation of what students can expect to find. The college is now running at efficiencies over 13 FTES/FTEF, a 13% increase in efficiency in just one year.

Analysis and Evaluation

Columbia's researchers have developed powerful tools to disaggregate student performance by a plethora of demographic variables. Student achievement data is displayed for public view on the Institutional Research page with filters to help identify gaps in performance. Once sufficient Course SLO data is in eLumen, data extracts will be similarly filterable to display gaps in learning outcome performance as well. Once gaps have been identified, the College works to close those gaps by instituting targeted programs and services, such as those for foster youth, first-time college students, and veterans. When other data reports (e.g. productivity) reveal issues or gaps in college performance, the institution takes measures to mitigate those gaps. Follow-up studies by the data analyst gauge whether interventions have had their intended effect [Ev-research briefs on FYE, foster youth, veterans]. Similarly, after making adjustments to scheduling practices, data analysis revealed a 13% increase in FTES/FTEF. Together, these data provide evidence that the College attends to data disaggregation as expected by this Standard.

I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Columbia's College Council oversees and approves all significant policies and practices across the institution. In certain areas, such as curriculum development and others delineated in Board Policy 7-8049, the College primarily relies upon the professional input of the faculty to develop and implement policies.

The College is engaged in an ongoing process of self-reflection with the purpose of removing barriers to student access and success [Ev-CCmin, SSEAC min]. When barriers are found, the College community asks itself, in essence, "Does this policy/approach *help* students or *hinder* their progress?" When the latter is determined to be the case, the College takes steps to change its own policies and practices.

Examples of such activities include:

- Multiple measures – The College's assessment tests for math and English have long been barriers to access to transferable coursework, resulting in low levels of program completion. To increase access, the College has met with area high school instructors, reviewed curriculum, and established multiple ways to measure students' readiness for college-level coursework. [Ev-minutes of HS meetings, new MM rules]

- Cross-college conversations – In August 2016, Academic Senate leaders from Columbia College and Modesto Junior College (MJC) held a joint leadership retreat. A significant portion of the agenda included cross-college conversations on issues of student success, cross-enrollment between colleges, and alignment of curriculum [Ev-agenda of retreat]. This event led directly to Columbia's application for and receipt of an Innovations Planning Grant to further the work begun at the retreat [Ev-planning grant award letter]. In January 2017, the two colleges convened in Oakdale and outlined a series of initiatives to reduce barriers to student completion in the District [Ev-planning sheet]. The agreed-upon interventions were written into a $2.5M innovations grant proposal [Ev-grant proposal]. The College is currently awaiting results of that proposal.

- Representatives of the College are serving on statewide initiatives to reduce barriers across the state, including the Online Education Initiative (OEI), the Educational Planning Initiative (EPI), and the Institutional Effectiveness Partnership Initiative (IEPI). The College will enter the full OEI exchange in 2017. Critical aspects of the EPI, including online student educational planning through Hobson's Starfish, are being incorporated into Columbia's student interface. A Partnership Resource Team (PRT)

funded through the IEPI will be visiting Columbia College in March and May to assist with developing greater clarity with regard to the use of student learning outcomes for program improvement [PRT agenda].

- The College is partnering in joint efforts with MJC and the District to develop an integrated Student Portal – a site to house course information, registration, email, calendar, upcoming events, and business transactions for students. Also included in this project are district transcripts and simplified enrollment across both colleges.
- With the Student Portal project, the College's website will be adjusted as to the content provided. Yet despite this pending change, the College continues to refine and improve the current website to make it more user-friendly.

College leaders attempt to repair issues at the lowest level possible, such as making content adjustments on webpages for clarity and supporting student petitions for cross-college enrollments as needed. When issues need broader discussion, they are brought to College Council or the Academic Senate for further input.

Cyclical evaluation of processes is established and overseen by college committees and councils, as appropriate. For instance, cycles of review for course and program outlines are overseen by the Curriculum Committee; cycles of assessment of learning outcomes are overseen by the SLO Workgroup; strategic planning cycles are overseen by College Council. In each case, results are analyzed and improvement plans are developed. When necessary, those plans are brought to College Council for discussion and ratification.

As a component of the Institutional Self-Evaluation process for this report, the College has recognized a lack of clarity on cycles for reviewing its own processes. To provide greater clarity, the College is discussing revisions to its governance councils to incorporate an Institutional Effectiveness Council. Part of the charge of this governance council will be to establish and oversee cycles of review of all policies and practices. Creation of this Council itself provides evidence of how assessment (in this case self-assessment for this report) results in improvement plans. These plans are brought to College Council and discussed by constituent groups. Then plans are established and carried out.

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Analysis and Evaluation

Columbia College evaluates is policies and practices on an ongoing basis with the goal of reducing barriers to access and success. Policies included in the Catalog are reviewed annually during catalog development. Other policies and practices are reviewed on multi-year cycles. Program review provides an opportunity to consider the impact and effectiveness of each area of the institution.

In its self-evaluation, the College recognizes that while adequate, its policy review procedures could be significantly improved. The College is working to establish a new Institutional Effectiveness Council to include, as a component of its work, oversight over cycles of review for all policies and procedures at the College.

Actionable Improvement Plan

The College will come to consensus on its revised governance structure and charge the appropriate new council with developing clear cycles of evaluation for all college policies and procedures.

I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Columbia College engages in assessment and evaluation of its activities at all levels of the operation. Gaps in performance are shared with the college community in a number of ways. Campus security provides timely email notices of any safety items or disclosures required by the Jean Clery Act [Ex-a recent disclosure]. Annual safety summaries are posted on the web [Ev]. Annually, the Director of Research and Planning reviews the College's Scorecard performance with College Council and the Academic Senate. Minutes of these discussions are posted to their respective websites. The president and each of the vice presidents provide regular updates to the campus community on activities in their areas, including recent assessments and evaluations [Ev-one each from Jan/Feb]. When appropriate, external stakeholders are notified of changes at the College via press release [Ev-fire prog accreditation].

While emails get the word out, the people at Columbia College value face-to-face interaction and dialogue. Prior to the start of the fall and spring semesters, the college devotes two days (In-Service Day and Flex Day) to providing venues for institutional dialogue, training, and the exchange of ideas. In-Service Day traditionally begins with the college president sharing important information with the entire college community and often will include keynote speakers to address relevant college or state-wide topics [Ev-recent ISDays]. In-Service Day also includes time for the instructional and support divisions to meet as a whole. These meetings are opportunities to talk about critical issues and discuss planning and budget information relating to the upcoming semester. Flex Days are part of an annual flexible calendar agreement with the California Community Colleges Chancellor's Office. The purpose of the agreement is to provide instructionally related professional development [Ev-latest flex plan]. Flex Day activities are generally devoted to workshops, focused dialogue or breakout sessions. Recent Flex Day agendas include training on new initiatives, efforts to reduce class cancellations and improve productivity [Ev-fall agenda]. In spring 2017, Flex Day became SLO Day with a focus on mapping CSLOs to PSLOs and ISLOs and utilizing the results of assessment for program improvement [Ev-spring agenda]. To communicate effectively with adjunct faculty, the College hosts an Adjunct In-Service prior to the start of each semester [Ev-last 3 agendas]. These meetings are designed to give administrators, staff, and full-time faculty the opportunity to collegially exchange information and ideas with adjunct faculty.

Effective as of fall 2016, assessment results are housed in the eLumen database. Once sufficient data is gathered, the collected results of the instructor assessments will be made available to the college via aggregate reports from the eLumen system and that can be configured by any level of SLO—institutional, department, course, and service area. Further, these results can be disaggregated to seek gaps in performance and develop remedies to close those gaps.

All Program Reviews are open and "live" at all times with previous years' reports archived for later use on the Program Review website. Resource requests extracted from the program reviews are analyzed and prioritized. Lists of funded items are shared widely to demonstrate the links between program review and resource allocation [Ev-IELM results emailed Fall 2016].

Institutional Effectiveness Reports are produced through the Institutional Research Office and posted on the Integrated Planning website. These reports provide external and internal factors that are related to accomplishment of the College Mission and Goals. Various surveys related to the community, employers, and career and technical student outcomes are also posted to this site.

Through the many assessments and evaluations conducted, from course-level SLO assessment to broad surveys of student engagement, the College's key strengths and weaknesses become apparent. Once apparent, the College works to improve both.

Key strengths for Columbia College include its small size, personal touch, and friendly atmosphere. As a small college with relatively small class sizes, Columbia's students enjoy significant contact with their instructors, counselors, and other services. The College is working to build on this friendliness factor by wearing easily read name badges in all offices and service areas, identifying its employees to readily assist. This initiative is an outcome of recent Disney customer service training and provides evidence of building on areas of strength [Ev-disney training agenda]. In spring 2017, the College invited Dr. Darla Cooper to share research from the RP Group on the Six Success Factors that promote student engagement and mattering [Ev-agenda, 6-factors, 10-ways docs]. Dr. Cooper's presentation provided a research-based analysis demonstrating that Columbia's strengths can have a significant impact on student success. As a result, faculty and staff have been more deliberate in attending to the six factors she shared.

A second and related strength is the full slate of targeted student services staffed by friendly, knowledgeable, and student-focused employees. Students recognize that there are services to assist with their needs, from financial aid to mental health counseling and veterans services to transportation. Recent improvements to build on this strength include adding a Veterans Center [Ev-notice fall 2015], expanding services for foster youth [Ev], and being awarded a multi-million dollar TRiO grant to develop the Motherlode Educational Opportunity Center as an outreach arm to the neediest students in the College's service area.

Two aspects of the College's internal functionality also represent key strengths – its Curriculum Committee and SLO Workgroup. These two related but independent activities shoulder an immense workload for the institution with the highest levels of professionalism, attention to detail, compliance with internal and external rules and mandates, and courtesy to all.

The College has identified four areas of weakness and is working to resolve those. The first and most publicly prominent weakness is the navigability of the college website. Students, community members, and employees alike find it difficult to navigate and find information on the website. With insufficient funds for a fulltime webmaster, the College relies on distributed maintenance of website content. Incremental improvements have worked to close some of the gaps. For instance, new navigation buttons are being developed to guide users to the most commonly used pages [Ev-new banner w/buttons]. Over summer 2016, a series of incremental changes were made and those changes were shared with the college community in an email from the Vice President of Instruction [Ev-email re website changes]. Over summer 2017, the College will work to adjust the collection of links within its front-page navigation structure to better reflect the types of information site users seek. Upon implementation of the Student Portal, the website will undergo a more thorough transformation.

Three other areas of weakness have been elucidated by the self-evaluation process. First, as discussed earlier in this Standard, the College recognizes that it needs greater clarity and thoroughness in its review of college policies, procedures, and governance structures. To attend to this concern, the College is revising its governance structure to include a new Institutional Effectiveness Council to oversee develop and oversee cycles of review for all policies, procedures, and structures. Second, as discussed in Standard I.A.1, the College's program completion rate is unacceptably low despite high course completion rates. This issue will be addressed as a component of the Quality Focused Essay (QFE) in this report. Third, and also included in the QFE, the college recognizes that its structures for gathering SLO data are thoroughly planned but its collected data at this point is insufficient to support deep analysis. The QFE will describe the ongoing efforts to gather SLO data and utilize its results in multiple ways for program improvement.

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Analysis and Evaluation

Columbia College assesses its course, programs, services, and activities on an ongoing basis. Results are synthesized and shared on public portals such as the Institutional Research page, sent out in campus updates by college leaders, presented in public forums including In Service Day and meetings of the Board of Trustees, and discussed in several different committees. Institutional priorities are set to build on the College's strengths and improve on its weaknesses. Significant resources have been devoted to website improvements through such projects as the student portal, online educational planning, and upcoming mobile version of the portal. Together, these data provide evidence that the college broadly communicates the results of its assessments, that the institution understand its strength and weaknesses, and that it setting its priorities accordingly.

I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive

process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Columbia College engages in comprehensive planning to accomplish its mission. This planning began in spring 2015 with development of new strategic goals to carry it forward [Ev-workshop/goals]. The College followed by reviewing and updated its mission, vision, and core values [Ev-CCmin]. With these critical components in place, the institution finalized its strategic plan [Ev].

In January 2017, College Council conducted a thorough discussion of progress toward meeting the goals of the strategic plan [Ev-CCmin Jan 17]. Over the course of 90 minutes, college leaders shared the extensive efforts and progress made in the past year toward both short- and long-term needs.

Program reviews are tied to strategic goals and the mission statement, providing another level of systemic integrated planning. Assessment results are likewise incorporated into program reviews and resource requests from program reviews are utilized in budget development and resource allocation. Resource requests are prioritized in light of the mission. Short-term needs (e.g. supplies via lottery funds), medium-term needs (e.g. equipment funded by targeted funds), and long-term needs (e.g. faculty and staff salaries and benefits) for human, physical, technology, and financial resources are all addressed based on these requests and associated budget-development timelines and processes [Ev-budget allocation process, FHP, CSHP processes]. These efforts provide evidence of the integration of program review, planning, and resource allocation into a comprehensive process guided by the mission and supporting institutional effectiveness and academic quality.

In addition to prioritizing resource requests, the College practices a zero-based budgeting process in which each year the budget is built upward based on upcoming needs as contrasted with a rollover budget in which subsequent funding is automatic based on past utilization [Ev-budget process]. To prepare the annual budget, the Vice President of College and Administrative Services shares with leaders an analysis of budget expenditures for a three- or four-year period of time and a form to request funds for the next year in light of these data and upcoming changes and needs. Leaders engage their areas in reviewing these numbers and establishing areas of highest need and submit their requests. The vice president compiles requests for review by the Administrative Team. The Team weighs all requests together, viewing them through the lens of the College's mission, vision, values, and strategic plan, and allocates resources accordingly.

Student success lies at the center of integrated planning. The Student Success and Equity Advisory Committee (SSEAC) has been formed to promote integrated planning of SSSP, Equity, Adult Education, Basic Skills, and Strong Workforce targeted funding streams. They also oversee grants and special programs (e.g. EOPS, DSPS, TRiO-SSS, TRiO-MEOC) and work to support creative solutions to improve student success.

Planning occurs regularly and cyclically across the institution. Wide participation in planning processes is evident in the minutes of College Council, SSEAC, Enrollment Management, SLO Workgroup, Curriculum Committee and others [Ev-link to webpages for minutes of each]. The College's governance structures rely on constituent group representatives reporting on planning activities and bringing feedback from their constituencies. Evidence of this process is found in College Council minutes as well as those of the Academic Senate and Classified Senate [Ev-votes on program review cycles, new governance councils].

Decisions made by these bodies are guided by rich data reports prepared by the Director of Research and Planning, the research analyst, or other college leaders. Directions in planning are informed by data from the District's enterprise database, Ellucian, and from CurricUNET, eLumen, SARS (student service contact-point tracking software), and others.

Consistency in planning is established through the centrality of College Council. All processes and changes of substance are routed through College Council for discussion, representative feedback, and implementation. As the College moves forward in implementing a new governance structure to incorporate a Student Success Council and an Institutional Effectiveness Council, the centrality of leadership provided by College Council will remain [Ev-committee structure graphic].

Analysis and Evaluation

Columbia College's planning and budgeting process are tied together through College Council, program review, and assessment. Through the SSEAC, the College has integrated all of its significant student success initiatives into unified approach to student success. Program review ties to the institution's mission, assessment results, and resource allocation processes and serves as the vehicle to convey program needs to the overall institution. Planning processes address short- and long-range needs for educational programs, including human, physical, technology, and financial needs. The College has in place cycles for revisiting its mission, vision, values, and strategic plan [Ev-CCmin re cycles for mission, 5-year cycle of strategic planning]. Collectively, these approaches demonstrate a comprehensive approach to planning, program review, and resource allocation as expected by this Standard.

I.C. – Institutional Integrity

I.C.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Columbia College assures the clarity, accuracy, and integrity of information provided to its students, prospective students, employees, and the public through careful establishment and review of its policies and practices.

At the highest level, the Board of Trustees cyclically engages in review of Board Policies and Administrative Procedures (BP/AP). All currently-approved BP/Aps are posted on the Board Policies and Procedures webpage [Ev https://www.yosemite.edu/trustees/boardpolicy]. The review process include subject-matter experts throughout the review and development process to ensure clarity, accuracy, currency, and integrity [Ev-https://www.yosemite.edu/trustees/board_policy/YCCD%20Board%20Policies%20and%20Administrative%20Procedures%20Description%20Document.pdf] . After revision and re-approval, new policies and procedures are published online as above.

The mission and vision statements are reviewed and approved regularly to ensure currency and clarity as articulated several times in Standard I.A. If changes are made, these edits are transferred to all appropriate locations on the web site, printed and distributed to replace older versions, and the new statements are disseminated widely to ensure understanding of the new statements [Ev-CC min, emails notifying of changes].

The quality and accuracy of instructional programs and courses at Columbia College is assured through a rigorous curricular and program review process directed by the Academic Senate and Curriculum Committee, and supported by YCCD board policy. In this process, courses, certificates and degrees, and alternative modes of delivery are all read by multiple people and discussed both online and during live meetings where the appropriate edits can be made. This process assures consistent programmatic oversight, high quality courses and programs, and clarity for the public [Ev-Curric Handbook].

Once the curriculum committee passes new or reviewed curriculum, it is moved into the catalog draft. This draft is on display for multiple weeks in order for faculty and staff edits to ensure accuracy. Thus, the correct information regarding the college's instructional programs, courses, and academic policies are clearly displayed in the college catalog [Ev- link to catalog, catalog publication deadlines chart]. Once published, the catalog is available in hardcopy and online. If necessary to correct errors, omissions, or late approvals from the CCCCO, the College publishes an online Catalog Addendum to provide clear and accurate information [LINK to an addendum]. The Columbia College website also provides access to the schedule of classes each semester ensuring accurate and timely information is available to students, staff, and community.

Distance education courses in the college schedule of classes are clearly identified. Search filters can be applied to find or avoid online and hybrid (blended online and face-to-face) courses based on student interest and needs. Distance education offerings are held to the same standards as traditional face-to-face courses and are not differentiated on student transcripts. However, to ensure faculty members are effective in the online teaching environment, online instructors are required to complete thorough training in online pedagogy, course design, and effective student-teacher interactions [Ev-policy for online teaching].

Columbia College provides current and accurate information on student achievement to the public in multiple ways. The College's Office of Institutional Research page offers a number of opportunities for the public to examine institutional effectiveness. In addition, the California Student Success SCORECARD data is available online and a link is posted on every page of the college website. News releases to the public provide information about graduation, the number of graduates, and the names of those student earning President's List status due to their exceptional academic performance.

All Columbia College student learning outcomes are publicly posted for courses through syllabi on Staff Directory Pages [Ev-example link] and through Columbia's CurricUNET webpage. Program SLOs are displayed for each program of study in the catalog [Ev]. These three sources systematically provide clear and accurate information to students and others about expected learning in courses and programs.

The Accreditation website at Columbia College posts its accredited status and all relevant documents via links to reports filed with the ACCJC dating back to Fall 2005, as well as links in Preparation for the 2017 Accreditation Visit and additional Accreditation Resources. On this page and in the catalog, the College presents its current accredited status in full compliance with the Commission's Policy on Representation of Accredited Status, as discussed earlier in this report. To ensure accuracy of this Institutional Self-Evaluation Report, the College teams for each Standard consisting of faculty, staff and administrators tasked with participating in gatherin evidence, writing, and editing the College's response to the Standards. The College also conducts public forums to generate dialog about the Accreditation process. Forums allow review of each accreditation standard, the practices undergone to demonstrate achievement of each standard, and solicit feedback regarding the responses the College has prepared for the self-study. Minutes for each campus-wide forum are located on the Accreditation website.

In addition to accreditation through the ACCJC, the College has three academic programs that prepare students for program licensing and are accredited by industry or government groups: Automotive Technology, Fire Technology, and Hospitality Management. Details of these accreditations are accurately displayed on the College's Accreditation website [Ev] and in the Catalog alongside the award requirements for each area [Ev-link to 2017-18 catalog w. program pages]. Further details are found on departmental websites. A fourth program, Emergency Medical Services, prepares students for licensure as Emergency Medical Technicians but is not itself externally accredited. Columbia College also partners with Modesto Junior College (MJC) to offer nursing instruction to area residents through a cohort of ten nursing students on Columbia's campus enrolled in MJC's program and served by live, interactive video instruction from Modesto. Details of MJC's program are found on their Associate Degree Nursing webpage.

Analysis and Evaluation

The College values clarity and integrity in its publications and information presented to the public. Systems and processes are in place to ensure accuracy of information. Guiding documents such as the mission, values, vision, and strategic goals and course and program

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requirements and learning outcomes are regularly updated and posted for public view. The College accurately displays its accreditation status in accordance with Commission guidelines. The accreditation status of additional programs is accurately portrayed whenever it is presented.

I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Evidence of Meeting the Standard

Columbia College annually prepares a printed catalog which is also posted online catalog for easy accessibility for any current or prospective students. The college catalog is available in the Manzanita Bookstore for $3. Copies of the printed catalog are also sent to high schools in the area to help recruit new students. Students are also provided a free copy of the catalog as a component of a face-to-face educational planning appointment with a counselor as an incentive to promote these valuable sessions.

The College has established protocols and procedures to ensure that the catalog presents accurate, current, and detailed information to the public about its programs, locations, and policies. Through the Vice President of Instruction's Office, the Curriculum Process Specialist follows the Catalog Production Milestones chart [Ev] in order to produce an accurate and current college catalog. A Catalog Committee, consisting representatives from the curriculum committee, counseling, articulation, instruction, and student services, guides development of the catalog and serves as both content and accuracy editors.

The College's Curriculum Committee is an intricate component of this process as its members fully vet and approve new courses, modifications or programs. The Committee also reviews and approves distance education addendums, and certificate and degree changes prior to publication. Prior to publication of the catalog, courses and programs must be approved by the Committee, the Board of Trustees, and, if applicable, the CCCCO [Ev-timeline chart from E's wall].

The Curriculum Process Specialist disperses a draft of the College Catalog for proofing via e-mail to the college community, including leaders, editors and faculty members [Ev-email Feb in ev folder]. This draft is carefully scrutinized by the College faculty, staff, and administration to ensure appropriate changes and edits that are accurate and consistent prior to the college catalog being made available to the public.

Once the college catalog has gone to print, if other errors or omissions are discovered or late approvals are received from the CCCCO (a common delay), an electronic addendum is created and published to include the corrections. Published addenda can be accessed from the same webpage as the catalog itself for easy access [Ev-http://www.gocolumbia.edu/catalog_schedules/default.php]

The college catalog does not address instructional delivery for DE courses, programs, or degree offerings in any specific way. The college does not differentiate between on campus, off campus, or online modes of delivery in our catalog. These differences are addressed each semester in the online schedule of class offerings. Specific details of days, times, and locations for live classes, as well as details about online classes are delineated in the online schedule of classes.

Columbia College faculty members are required to describe their expectations of each student by posting their course syllabi to their directory pages or faculty web pages [Ev-examples of each]. Every distance education course must clearly articulate the expected interactions that are supposed to take place between the student and faculty member [Ev-DEA for a class or two]. The faculty member must also indicate available office hours, in order to ensure easy accessibility for students. Faculty members establish a web presence through their directory or web pages so that students can interact with them even before the classes/semester begins if they choose.

Catalog Requirements

The endnote to the Standards states, "The following list of required information must be included in the college catalog." These items are delineated in Eligiblity Requirement 20. Refer to the page(s) noted below to find the precise location of each catalog component required by the Commission.

See Page..	Required Information
1. General Information	
	Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
	Educational Mission
	Representation of accredited status with ACCJC, and with programmatic accreditors if any
	Course, Program, and Degree Offerings
	Student Learning Outcomes for Programs and Degrees
	Academic Calendar and Program Length
	Academic Freedom Statement
	Available Student Financial Aid
	Available Learning Resources
	Names and Degrees of Administrators and Faculty
	Names of Governing Board Members
2. Requirements	
	Admissions
	Student Tuition, Fees, and Other Financial Obligations
	Degrees, Certificates, Graduation and Transfer
3. Major Policies and Procedures Affecting Students	
	Academic Regulations, including Academic Honesty
	Nondiscrimination
	Acceptance and Transfer of Credits

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See Page…	Required Information
	Transcripts
	Grievance and Complaint Procedures
	Sexual Harassment
	Refund of Fees
4. Locations or Publications Where Other Policies may be Found	
	Additional Policy Information

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Analysis and Evaluation

Columbia College annually produces a printed catalog that is also available online to all interested parties. The Catalog includes precise, accurate, and current information, requirements, policies, and procedures. Further details are found on the college website. As shown in the table above, the College Catalog addresses all areas of Eligibility Requirement 20.

I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College documents the assessment of student learning and achievement in two distinct ways. First, overall course grades are based on the full body of work completed by students throughout each course. Generally referred to as student achievement data, these grades are recorded on student transcripts and results are forwarded to the CCCCO where they are compiled into a variety of reports available to the general public. Two related interface provide the most thorough analysis – the Scorecard and Data Mart [Ev-links]. The former provides comparative data by which the College can compare its performance against that of other colleges in the state. The latter provides a wealth of options, metrics, reports, and extracts to gauge performance. In addition, the College reviews its performance as recorded on the College Scorecard, published by the US Department of Education. However, this resource is built to describe baccalaureate programs with selective admissions criteria and, consequently, does an exceptionally poor job of reflecting the performance of two-year community colleges with open admissions policies.

The College annually reviews the Scorecard data and select Data Mart reports with College Council [Ev-CCmin]. The Council discusses student performance on various metrics and seeks to identify ways to improve outcomes for students. In addition, the Scorecard data is presented each year to the Board of Trustees for their review and discussion in an open meeting [Ev-BOTmin]. The Scorecard is designed by the CCCCO to serve as an effective tool for prospective students and community members to gauge the effectiveness of the state's community colleges.

On the website of the Office of Institutional Research and Planning, available to the general public and readily accessible for use across campus, the College provides student achievement data. The graphs can be easily filtered to show student performance by various demographic subgroups. These tools are exceedingly useful. For example, while college wide success was near 72% in 2015-16, selecting the Foster Youth Served indicates that less than half succeeded in their coursework. These data provided strong evidence of a need to expand services to former foster youth on our campus and find ways to help them engage with fellow students and college employees. The College has since hired a special programs counselor for former foster youth, expanded its services to students, and also expanded its educational programs for families hosting foster children [Ev-Steph Beaver JD, list of services, home for foster youth program, move FKCE to student services].

Second, the College uses eLumen software to gather and house all information related to student learning outcomes assessment. As thoroughly discussed elsewhere in this report (e.g., Standard II.A.3), the College has student learning outcomes for every course (CSLO), academic program of study (PSLO), and at the institutional level (ISLO). Direct assessments are gathered on a per-student basis via CSLO assessments. Each course is assessed on a cyclical basis. When scheduled, all CSLOs for a given course across all sections offered are assessed and student results are input into eLumen. Faculty members have mapped the College's CSLOs to both PSLOs and ISLOs and eLumen software compiles CSLO results to provide data for program and institutional SLO assessment. These compiled batches of data are analyzed for deeper meaning about student learning trends. For an explanation of how the process works, the reader is encouraged to watch the training video used for thorough training of internal stakeholders [Ev-animation video]

The SLO Workgroup will be engaging in the first of these compilation processes in spring 2017 and results will be shared with College Council and with other college stakeholders.

Analysis and Evaluation

The College uses publicly accessible data reporting tools to display its student achievement data, including the state and federal Scorecard websites and the Chancellor's Data Mart. Data from these sites are reviewed on a regular basis by College Council, the Academic Senate [Ev-min of scorecard presentation], and other venues. Advanced data display tools on the Institutional Research page provide ways to disaggregate data to identify low-performing student groups. With that data, the College can engage in specific remedies to assist students in meeting their educational goals.

Student learning assessment is gathered and compiled in a uniform way across the institution. Compiled course results are analyzed for trends and their deeper indications about student learning. These results will be communicated widely.

Actionable Improvement Plan

The College will continue its eLumen implementation project and ensure that PSLO and ISLO data are analyzed and discussed as indicated in this report.

I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Columbia College publishes descriptions of its certificates and degrees in the Awards Requirements section of the college catalog (pgs. 71-134). Each award listing includes a clear description, expected Program Student Learning Outcomes (PSLOs), and the list of required and elective courses. All aspects of each program are reviewed and approved by the Curriculum Committee on an ongoing, cyclical basis [Ev-cycle of reviews, agenda example w/progs]. Individual program outlines of record can be downloaded from the College's curriculum management site at www.curricunet.com/columbia under Search → Program in the left column.

Commented [N62]: Need to update page numbers when the new catalog is completed.

The College clearly identifies its Institutional Student Learning Outcomes (pg. 135) in the Catalog. Course Student Learning Outcomes (CSLOs) are available in the Course Outline of Record in CurricUNET under Search → Course in the left column. Each instructor's syllabus also includes the CSLOs. The College requires that each instructor post comprehensive course syllabi on their faculty directory pages and/or webpages and that these syllabi identify the student learning outcomes for that course. Instructors discuss course SLOs with students upon dissemination of course syllabi on the first day of class and throughout the course of instruction.

Analysis and Evaluation

Columbia College effectively describes its certificates and degrees in the catalog, available in hard copy and online. Each award includes a description of purpose, required and elective courses, and expected student learning outcomes. The college also fields a full slate of institutional student learning outcomes and CSLOs across all courses.

I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

As discussed in Standard I.C.2, the College annually reviews and publishes its catalog in both print and online versions. The Catalog is the central repository of all policies and procedures directly affecting students. Consequently, the annual catalog review requires careful scrutiny of each policy and procedure therein. When the college's mission changes or state requirements or guidelines change, the College incorporates those changes into the catalog. When policies are found in need of adjustment, they are taken to the appropriate body for review and/or redesign,

and then revisions are incorporated into the catalog and mirrored on the website. For example, finding information on the transfer of credit to lack clarity, the Academic Senate reviewed and clarified the process and changes were incorporated into the catalog [Ev-senate discussion fall 2016, minutes dec 16, catalog pages for new policy].

The Board of Trustees cyclically reviews and revises its policies and procedures, as described in Standard I.C.1 to ensure that overall expectations for the district are current and support institutional integrity.

Analysis and Evaluation

The College reviews its policies each year as a component of catalog review, website clarifications, and direct conversation with students. When policies or procedures are found in need of revision, the appropriate body attends to those repairs. The Board regularly and cyclically reviews its policies and procedures.

Upon reflection as a result of this Institutional Self-Evaluation Report, the College believes it can improve upon the clarity of its local policies and procedures and the attendant review process. The College is currently discussing a modification in its council and committee structure to incorporate a new body, the Institutional Effectiveness Council, charged with such matters as enrollment management, program review, and more effectively integrating assessment results into decision-making structures. Developing a slate of college policies and procedures similar to but distinct from those of the Board should be a topic of discussion for this new body.

Actionable Improvement Plan

The College will develop a more formal listing of its local policies and procedures and a regular cycle for their review and improvement.

I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

College Fees and Expenses are thoroughly explained in the 2017-18 Catalog, beginning on page XX [Ev]. Included are the cost per unit of credit, nonresident tuition, student center fee, health services fee, student representation fee, student activity fee, and parking fee. Certain types of courses and enrollments require additional fees, notably a separate fee to audit courses and a specified materials fee for specific classes. Materials fees are established at the course level, reviewed as a component of the curriculum review process, and provide supplies, equipment, or access to information to students. Students are also provided information about the Board of Governors (BOG) Fee Waiver.

Commented [BS63]: New pages from new catalog

The cost of books varies by course. On each course in the online schedule of classes, the College provides a link to the bookstore listing of books and associated costs. Students have the option of purchasing the books from the bookstore, renting them through the bookstore, or purchasing them through another vendor.

A summary of typical all-inclusive student expenses is included in the Catalog on page XX.

The College provides outreach materials to prospective students through visitations to local high schools, community events, annual Claimjumper Day at Columbia College, outreach recruiters for the Motherlode Educational Opportunity Center (MEOC) TRiO grant, X-Registration (registration fast-track event in spring), Parent's Night (high school students and their parents interested in Columbia College), Occupational Olympics, Career Days at high schools, and other events. When costs of education are discussed, the catalog is used as the source for full descriptive data.

The College has a unique partnership regarding student housing (dorms) on campus. Five two-story apartment-style dormitory buildings are on campus adjacent to the upper student parking lot. These dorms are operated by an independent contractor, California Student Housing, and not subject to the day-to-day oversight of the College or District. Operation of the facility is contingent upon a lease arrangement between the contractor and the YCCD [Ev-lease]. A monthly coordination meeting is held between the administration and the contractor to discuss operational, student, and facilities-related matters [Ev-minutes of dorm meetings]. However, the cost of this student housing is not controlled by the College in any way.

Analysis and Evaluation

Columbia College accurately informs its current and prospective students with all necessary information to make informed decisions regarding enrollment all associate costs with attending Columbia College. The Catalog includes thorough descriptions of all fees to be paid by students, as well as the BOG Waiver to negate those fees. Approximately 60% of Columbia's students are currently served by the BOG Waiver. Materials fees are established only upon review and documentation of alignment with the expectations of the Student Fee Handbook from the CCCCO [Ev- http://extranet.cccco.edu/Portals/1/Legal/Ops/12-09_StudentFeeHandbook2012.pdf]. Textbook costs are listed on a per-course basis through a hyperlink to the bookstore from the class search tool. Collectively, these data provide evidence that the College meets the expectation of this standard.

Commented [BS64]: Clarify current BOG %

I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The YCCD publishes and follows governing board policies on academic freedom and responsibility. Board Policy 4030 provides for academic freedom of faculty. No distinction is made between on-campus, off-campus, or online faculty assignments. Details of student academic freedom policy and procedures are stated in Board Policy 5-8081. Policies on Academic Freedom for Faculty and Students are also defined on page 38 of the College Catalog. These policies clearly delineate that Columbia College and the Yosemite Community College District value the free pursuit and dissemination of knowledge and support an atmosphere in which intellectual freedom exists for all those we serve. The policies also delineate the responsibilities associated with this freedom, including acknowledging other views, "avoiding the representation of any personal view as that of the District or its Colleges," and "take reasoned exception to the data." These clearly-stated responsibilities serve to strengthen academic freedom.

Commented [BS65]: Current page needed

Should a violation of student academic freedom be perceived, students are directed to review student complain procedures on the website and complete a Columbia College Complaint Form [Ev-LINK HERE]. The specific form to be used by a student does not specify anything related to academic freedom. However, the student can describe the incident thoroughly. Once received, the College follows established procedures to review and respond to the complaint [Ev-procedure].

Recourse for a faculty member concerning violations of academic freedom follow the organizational charts of the College and District. That is, the matter should be rectified at the lowest level possible but if necessary the faculty member may take the issue as high as the Board of Trustees.

Analysis and Evaluation

Board policies strongly support academic freedom for faculty and students. By these policies, the College demonstrates its commitment to the free pursuit and dissemination of knowledge. The College is proud of its atmosphere of intellectual freedom for all citizens. Should a violation of these tenets be perceived, students follow publicized complaint procedures. Faculty members or other college employees follow their supervisorial chain of authority.

I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Board Policy (5500) specifies those standards of student conduct which it considers essential to its educational mission. These regulations are designed to represent reasonable standards of conduct. These are encapsulated for student use in the Student Code of Conduct which governs the behavior of students and guests on campus and at college-sponsored activities. Violations of the code may subject individuals to disciplinary action, following due process. Item number 13 on the list deals with "Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty." Item 14 relates to forgery and could be part of academic dishonesty if a student allows someone else to take a class for them. It states, "Dishonesty; forgery; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the district."

The Student Code of Conduct, penalties for misconduct, and associated procedures for due process and appeals are clearly outlined on a dedicated page of the college website and in the College Catalog on pages 32-33. This ready availability ensures that expectations are clear to students, faculty, and administrators and procedures to follow in the event of violations are fairly administered. The mechanisms for enforcement and appeals are detailed at the bottom of the page. These ideas are delineated in the faculty handbook to ensure that faculty are informed of the procedures of enforcement.

Commented [BS66]: Change to new pages

To add further clarity to item 13, cited above, the Academic Senate has authored an Academic Integrity Policy, included as pages 34-35 of the College Catalog, that explains in a forthright manner to the students what the faculty mean by "Academic Integrity."

Commented [BS67]: Update pages

Analysis and Evaluation

The College follows board-approved policies on student academic dishonesty and student behavior. These policies are further refined at the college level and clearly communicated as the Student Code of Conduct in both the catalog and website. Clear guidelines and procedures are written that delineate the faculty members' responsibility for academic honesty and integrity. Faculty members are themselves held to a high standard of academic honesty by their own Statement of Professional Ethics as provided in appendix C-2 of the YFA/YCCD Faculty Contract and Board Policy 3050.

I.C.9

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Faculty members are contractually obligated to abide by in the Statement of Professional Ethics as stated in Appendix C-2 of the YFA/YCCD Faculty Contract and referred to in Board Policy 3050. This statement of ethics provides a careful balance, within the bounds of academic freedom, between personal convictions and professionally accepted views. Statement 1 states, in part, "Their primary responsibility to their subjects is to seek and to state the truth as they see it.

Commented [BS68]: Perhaps create an extract, or change hyperlink to include correct page.

To his end they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge." Statement 3 states, in part, "They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they show due respect for the opinion of others." Statement 4 begins, "As members of their institutions, faculty members seek above all to be effective teachers and scholars."

Together these passages clearly indicate that faculty members are obligated to present the scholarly knowledge base for their discipline in a fair and objective manner. Yet it is also clear that faculty members are encouraged to challenge preconceived notions, free to disagree with others' conclusions, and to share their perceptions with their students.

Student perception surveys are a required component of faculty evaluation (cf., Appendix C-5h). These surveys attend to both mechanical details of a course, such as clarity of syllabi and class leadership skills, but also questions focused on the instructor's effectiveness. Question 8 says, "The instructor creates a positive learning environment." Question 9 says, "The instructor is respectful of different viewpoints," and #10 follows with, "The instructor encourages creative and/or critical thinking." Should students perceive a faculty member to be deficient in his or her ability to distinguish between personal and professional views, they can note that in response to these questions and add comments in the free response questions at the end of the surveys.

Commented [BS69]: If new contract comes out, adjust appendix number.

Analysis and Evaluation

The Faculty Statement of Professional Ethics couples with Board Policies on Academic Freedom for both faculty and students to paint a clear picture. Faculty members are discipline content experts and are required to present professionally accepted views in their disciplines. Yet faculty members as scholars in the discipline are likewise free and encouraged to disagree with those views and work to institute new ones. As teachers, they are free to convey their perceptions of relevant matters with their students. Should students find a faculty member's approach heavy-handed, they have opportunities to convey that to the instructor and the administration via the evaluation process.

I.C.10

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Columbia College is a publicly funded community college. As such, it does not seek to instill specific beliefs or worldviews upon its staff, faculty, administrators, or students. The tenets of this Standard are largely inapplicable to the college. However, all college citizens are expected to follow Board Policy, standards of ethics, and the Student Code of Conduct.

Board Policy outlines expected conduct in such matters as academic freedom for faculty and students, nondiscrimination in hiring, prohibitions against harassment or workplace violence, reporting of suspected child abuse, and drug free work environments. These Policies are publicly available through the Board Policy and Procedures website [Ev – insert BP# and link for each].

Board members, faculty, staff, and administrators adhere to codes of ethics delineated in BP 2715 and 3050.

Students are expected to abide by the Student Code of Conduct, found on pages XX-XY of the 2017-18 Catalog and on the College website. The Academic Policies and Procedures section of the Catalog, pages XY-XZ, clearly articulates expectations on several areas tied to student behavior including non-discrimination, academic freedom, drug-free campus, children in the classroom, smoking on campus, and academic integrity.

Commented [BS70]: Update to new catalog pages. Was 32-33.

Analysis and Evaluation

As a publicly-funded institution, the College does not seek to instill specific beliefs or worldviews on its students. Standards of conduct are clearly posted on the website and in the Catalog for all citizens of the college community.

I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Non-applicability of this Standard

Columbia College does not operate in any foreign locations. This Standard is not applicable.

I.C.12

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Columbia College voluntarily complies with all requirements of the ACCJC, including upholding Eligibility Requirements, Accreditation Standards, and Commission Policies [Ev-

Strategic plan, goal 2, objective 3]. The College abides by all guidelines and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. These Standards and requirements represent the expectation of the citizenry of the United States for a highly functional institution of higher education and as such represent both the minimum expected performance and the standard of excellence to strive toward.

Columbia College has been accredited since 1968. The College discloses information to its students and the public through the Columbia College website and through press releases to media outlets (Ev-http://www.mymotherlode.com/news/local/196558/columbia-colleges-accreditation-reaffirmed.html)(http://www.mymotherlode.com/news/local/96308/columbia-college-receives-accreditation-renewal.html). The Accreditation website at Columbia College includes links to reports filed with the ACCJC dating back to Fall 2005 and links in preparation for the 2017 Accreditation Site Visit and additional Accreditation Resources. Upon being placed on Warning status in 2011, the College followed the direction of the Commission and completed all follow-up reports and actions in a timely manner, as indicated by the evidence on the Accreditation website.

The College's Vice President of Instruction is the designated Accreditation Liaison Officer (ALO), and that position is tasked with ensuring timely responses to all ACCJC communications. Working in concert with the ALO, the College has appointed a Faculty Co-Chair, an Accreditation Steering Committee, and Accreditation Standards Teams to carry out its accrediting responsibilities and complete the self-evaluation institutional report (ISER).

Analysis and Evaluation

One of Columbia College's strategic goals includes accreditation compliance. The YCCD Chancellor and College President have consistently communicated to the faculty, staff and administrators the imperative value of maintaining full accreditation status. The College ALO has regularly attended Board of Trustee meetings to keep the district board informed on the accreditation process. By allocating resources to this task, the College has ensured continuous and ongoing compliance with all ACCJC requirements.

Under the leadership of the Accreditation Liaison Officer and the Faculty Co-Chair, the College has created Accreditation Standards Teams and held regularly scheduled meetings to address continued accreditation compliance. In addition, the college has offered professional growth opportunities for college personnel by offering Flex hours for those completing the ACCJC Accreditation Basics Training. Over 100 faculty, staff, and administrators attained their Certificate of Completion. At least seven campus leaders have served on off-site accreditation visiting teams (Ev-see note). Collectively, these activities keep the College continuously informed of any changes in the accreditation process and Commission expectations.

Commented [BS71]: Prep "resume" of names and team service:
Angela Fairchilds, Brian Sanders, Melissa Raby, Trevor Stewart, Wendy Griffiths-Bender, Derrick Wydick, Joseph Ryan

I.C.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Columbia College demonstrates honesty and integrity in its relationships with external agencies through accurate and widely publicized information. The two primary tools used for this publication are the college website and the college catalog.

As discussed in Standard I.C.1, the College has three academic programs accredited by outside agencies: Automotive Technology, Fire Technology, and Hospitality Management. Details of these accreditations are accurately displayed on the College's Accreditation website [Ev] and in the Catalog alongside the award requirements for each area [Ev-link to 2017-18 catalog w. program pages].

The College describes itself in consistent terms to all accrediting agencies [Ev-most recent reports/certs to/from each one]. Changes in status are reported to the Commission [Ev-notification of fire science getting accredited in 2015] and posted promptly on the website.

Analysis and Evaluation

The College publicizes the accreditation status of its programs that prepare students for licensure. It does so in a manner that is honest and straightforward, accurately describing its accreditation status in doing so. On the web, the main college accreditation page and individual department webpages provide consistent information which is also reflected in the college catalog. Recent accreditation of the fire academy was posted to the web and released to the public as a news item [Ev-webpage news sept 2015, press release].

I.C.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Non-Applicability of the Standard

Columbia College ensures commitment to high quality education, student achievement, and student learning. The College does not engage in generating financial returns to investors, nor does it contribute to any related parent organization in any financial way. Moreover, the College does not support any external interests that might create a financial conflicts of interest.

Standard II – Cover page with images

Standard II – Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. – Instructional Programs

II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The Columbia College Mission Statement [Ev] distinguishes and delimits the educational purpose, content, and expectations of the college. It provides direction to the College and gives clear purpose for the implementation of plans to support student learning. The Mission Statement promotes a culture of learning across all the educational opportunities provided by the College, but also serves to keep attention focused on the central purposes of the institution.

The Columbia College Mission Statement was reviewed and revised by the College Council [Ev] in February and March of 2016 after engaging in a reflective, responsive, and representative development process with all constituent groups throughout the campus.

Columbia College Mission Statement:

Centered in the Sierra foothills, Columbia College offers students of diverse backgrounds many opportunities for discovery and success. Through a supportive and engaging learning environment, students master foundational skills, explore their passions, attain degrees and certificates, and pursue career and transfer pathways. We collaborate with surrounding communities to cultivate intellectual, cultural and economic vitality. Columbia College inspires students to become inquisitive, creative, and thoughtful life-long learners.

The mission is utilized by the college's leaders to both support and deny support to various initiatives. Leaders regularly filter new ideas through a simple lens: "Does this idea align with our mission?" If so, then further discussion take place. But if not, the idea is abandoned. Leaders from all constituency groups are committed to devoting their efforts only to those activities that align with the mission of the college.

The mission is supported by the Institutional Student Learning Outcomes (ISLOs) [Ev]. These ISLOs represent the knowledge, skills, and abilities that students will accomplish after completing the requirements for an associate degree, including a blend of general education and courses in an area of emphasis or a major. The ISLOs are divided into four categories:

- *Effective Communication*
- *Critical/Creative Thinking*
- *Awareness and Personal Responsibility*
- *Breadth of Subject Area Knowledge*

The Institutional SLOs were developed by the Student Learning Outcomes Workgroup [Ev] and approved by College Council in January of 2016 [ev: http://www.gocolumbia.edu/institutional_research/2015ISLOs.pdf]. They are easily accessed via the SLO webpage [Ev].

Commented [NR72]: BROKEN LINKS THROUGHOUT!!

Columbia College provides quality instructional programs that are mission-focused by virtue of the ongoing and systematic processes of curricular review. These processes ensure that faculty remain focused on offering and improving courses and pathways that are central to the mission. Instructional programs are developed and regularly reviewed by faculty discipline experts and formally reviewed and approved the Curriculum Committee [Ev], consisting of representatives from across the institution.

The Curriculum Committee maintains its bylaws, processes, criteria, and guiding principles in the Curriculum Handbook [Ev]. This document assures consistent programmatic oversight, practices, and offerings, regardless of membership. Section 2.D of the Curriculum Handbook covers details relating to the philosophy and guidelines associated with the various components within the course outline of record (COR). Elements within the COR and the associated philosophies behind their application ensure that all courses are mission focused. This is accomplished in part through rigorous attention to the development of strong course objectives. The Committee also ensures that each course and program leads to a set of higher-level Course Student Learning Outcomes (CSLOs) and Program Student Learning Outcomes (PSLOs), respectively. A course's CSLOs represent those higher-level concepts the student is prepared to do upon satisfactory completion of the course. Likewise, PSLOs represent the big ideas that a

student should master as a result of completing a designated pattern of coursework. CSLOs and PSLOs differ from course objectives in that objectives are more plentiful in number and focused in detail while outcomes represent broader and more overarching themes.

During the curriculum review process, close attention is focused on the development, maintenance, and improvement of course objectives. The Columbia College Curriculum Handbook was updated in 2013 and provides consistent and well thought out processes, guidelines, and resources to ensure strong curricular pathways that focus on student success. Strong curriculum is essential for students to be able to effectively navigate through the college's programs. Specific components that assist in the development of successful students at Columbia College include strong connections between course objectives and relevant assignments, appropriate requisites and advisories, and course content that is carefully chosen with consideration to relevant content in other courses within a given program of study or planned sequence of courses.

An Academic Senate elected faculty chair leads the committee which consists of one faculty member from each division (Arts and Sciences, Vocational Education, and Student Services), one faculty intern, three faculty-at-large members, the Vice President of Instruction, and the Articulation Officer. The Distance Education Coordinator typically serves as one of the faculty-members-at-large to uphold the integrity of distance education courses and programs. To facilitate coordination between curriculum development, SLOs, and assessment of those SLOs, the faculty SLO coordinator also attends the curriculum meetings.

The Institutional Effectiveness Report (IER) [Ev] is a key document that provides evidence to support curricular and programmatic planning. The IER provides demographic, workforce, and economic information relating to the college's primary service area. In combination with relevant information from the IER, the college utilizes annual program review data to evaluate specific programmatic criteria. Ultimately, using relevant external and internal evidence to support and evaluate strategic planning goals has provided effective service to students and the community.

Commented [NR73]: Should we put the IE Survey from the faculty here?

Brian: No – Added it to intro chapter.

Columbia College offers a comprehensive range of associate degrees to its students. Associate in Arts degrees are earned in areas such as fine arts, humanities, and social and behavioral science. The Associate in Science Degree is awarded in science and career technical fields. Columbia College awards these degrees to students completing requirements as identified in the college catalog [Ev]. Each degree recipient must satisfactorily complete a minimum of 60 degree-applicable semester units and have a cumulative grade point average of not less than 2.0 (C average). Students are required to complete an academic major or area of emphasis (at least 18 units in a single discipline or related discipline) as part of the associate degree requirements for Columbia College, in keeping with state requirements as listed in Title 5 Section 55063 (a)(1) [9]. All courses in the major must be completed with a grade of C or better.

General Education (GE) Breadth Requirements are met through satisfactory completion of GE areas as identified in the college catalog. Students earning an associate degree must also meet state competency requirements in reading, composition, and mathematics. Students following

the College's local degree requirement must complete two units of activity courses, one unit of which is required to be a Health and Human Performance activity course [Ev]. Students following the California State University General Education Breadth requirements (CSU-GE) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern are not required to complete the activity units, although these patterns are significantly more thorough.

These latter, more thorough general education pathways are a vital requirement of the college's Associate Degrees for Transfer (AD-Ts), developed in accordance with the requirements of Senate Bill 1440 [23]. The College has developed and been approved to offer six Associate of Science for Transfer degrees (AS-Ts) and eleven Associate of Arts for Transfer degrees (AA-Ts), as listed below.

- AS-Ts offered: Biology, Business Administration, Chemistry, Early Childhood Education, Geology, and Mathematics.
- AA-Ts offered: Anthropology, Studio Arts, Communication Studies, Elementary Teacher Education, English, Kinesiology, History, Music, Political Science, Psychology and Sociology.

Columbia College offers eleven Associate in Arts degrees in eight areas of emphasis. An Associate in Arts Degree is earned in areas such as fine arts, humanities, social and behavioral science, music, English and is often awarded to students who plan to transfer to a four-year institution.

The college offers 39 Associate in Science degrees in 21 areas of emphasis. The Associate in Science Degree is awarded in science and technical fields. Students who earn an AS degree may either be intending to transfer to a four-year institution, or are developing skills and training for immediate entry into the workforce.

Analysis and Evaluation

As evidenced above, all instructional programs are offered in fields of study consistent with the institution's mission. The college is driven by a mission-based culture that encourages a campus climate supportive of student learning. The Columbia College Mission Statement defines what the college is and provides focus for college-wide strategic planning. The Mission Statement promotes thoughtful development of programs and curricula, which culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

The College offers high-quality instruction that is current and appropriate to an institution of higher learning. The Curriculum Handbook, in combination with the structure and work of the Curriculum Committee, plays an active role in carrying out the college mission.

II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Within the Yosemite Community College District, Board Policy 7-8049 clearly establishes that "Curriculum, including establishing prerequisites and placing courses within disciplines" and "Degree and certificate requirements" are areas where the district "shall 'rely primarily' upon the advice and judgement of the Academic Senates in selected areas. 'Rely primarily' means the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted" [24]. The policy firmly establishes the role of the college faculty in establishing courses and programs. These duties are conferred by the Academic Senate to the college's Curriculum Committee and detailed Curriculum Committee Bylaws [Ev]. The Curriculum Committee formally takes action and makes decisions on curriculum, related instructional matters, and academic policy. The committee is ultimately responsible for the continuous review and revision of curriculum.

The Curriculum Committee reviews and oversees the approval of all course outlines and academic award pathways – degrees, certificates of achievement, and skills attainment certificates (SACs). Curriculum Committee approval is necessary to establish new courses or programs of instruction, alter an existing course or program, or inactivate a course or program. At a minimum, each course and program undergoes a mandatory periodic review once every five years to ensure currency and alignment with the College Mission, Education Code, and Title 5 regulations. Columbia College will not offer a course that has lapsed beyond its curriculum review cycle [Ev].

Commented [BS74]: Do we have mandatory 5-yr review of programs in the handbook? Question sent to Kathy 2.2.17

The determination of competency levels is strengthened through carefully developed course objectives that are well aligned with appropriate methods of evaluation. Within the Curriculum Handbook [Ev], section 4 provides guidelines for the development of strong course objectives. The handbook states that 1) course objectives should be stated in terms of student outcomes; 2) the outcomes must be measurable; 3) course objectives should reflect each part of the course content; and 4) objectives should reflect college-level rigor, independent work and critical thinking.

The Curriculum Committee believes that strong course objectives are critical in the determination of competency levels. Section 4 of the Curriculum Handbook also provides guidance in the determination of appropriate and effective methods of evaluation for courses. Specifically, this component guides faculty to carefully define and describe the basis for grading or other evaluation, and to relate the methods of evaluation to skills and abilities in the course objectives. Appropriate methods of evaluation that have relevant connections to course objectives helps to ensure that faculty can effectively assess the competency levels of their students.

One of the committee's charges is to ascertain whether the methods of instruction in the course outline of record are specifically related to the successful completion of course objectives. To accomplish this, the committee is directed to ensure that course assignments are directly related to the course objectives presented in the course outline. Course assignments must be appropriate for the proposed methods of instruction. Additionally, course assignments need to be specific enough to provide guidance to faculty and clear expectations for students. The Curriculum Committee evaluates the appropriateness of the method of instruction and course assignments with regard to course objectives during the curriculum approval process.

The Committee also reviews courses proposed for instruction via distance education, primarily online or hybrid courses but potentially including other modalities such as two-way audio/video. Title 5 regulations [25] require special attention to course quality standards, course approval, and regular effective contact between the instructor and students when courses are offered through distance education. Collectively, committee members determine whether the proposed course's outline of record can be conveyed to students and its learning outcomes achieved in the proposed modality.

The Committee ensures that all Columbia College courses and programs list measurable SLOs to assist in the evaluation of students' competencies at the course and program level. Both instructional and non-instructional programs have SLOs, with the latter reviewed by the SLO Workgroup. The Workgroup is then tasked with establishing and implementing cyclical assessment of all SLOs established through curriculum development processes and approvals.

Additional competency levels in Career Technical Education areas are established in consultation with local advisory committees and also include Perkins Core Indicators [Ev] as prescribed by the Perkins Act. All career technical education programs regularly assess student progress toward meeting the learning outcomes as part of their review of Perkins Core Indicators.

Finally, it is important to note that the Course Outline of Record (COR), whose fine details are carefully scrutinized by the collective faculty of the Curriculum Committee, provides an essential framework for conveying the course's content, objectives, and outcomes. However, the College relies upon the individual faculty member, whether full-time or adjunct, to convey the slated body of material to his or her students. The instructor is permitted to serve in this role based on meeting appropriate minimum qualifications [26], granted the academic freedom [27] to teach the material in any of a number of appropriate ways, and entrusted by regulation [28] to assign a grade to each student. It is this balance of a "tight" COR, significant academic freedom in conveying that COR, and state-granted authority to grade each student accordingly that defines the art of effective instruction.

Analysis and Evaluation

As evidenced above, faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations by participating in the ongoing

development of new curricula and systematic review of existing curricula. The competency levels and measurable SLOs at the course and instructional program level are determined by faculty in each discipline and program at Columbia College. For Career Technical Education courses and programs, advisory committees also play a central role in validating that competency levels and measurable SLOs are being achieved. The appropriate assessments of competencies for courses are ensured through a rigorous curriculum review process which focuses on carefully thought out methods of evaluation that relevantly connect with course objectives. Faculty and others continuously work to improve instructional courses and programs to ensure currency, improve teaching and learning strategies, and promote student success.

II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Columbia College is deeply committed to establishing and assessing student learning outcomes (SLOs) across the institution. The College focuses its efforts on four types of SLOs.

- Course SLOs (CSLOs) are established for every course in the curriculum. These CSLOs are a required field in the CurricUNET curriculum management system utilized by the College for every course proposal. Faculty authors are required to review and, if necessary, revise the CSLOs. The COR for each course displays the CSLOs prominently. All college CORs are available to the public from Columbia's CurricUNET page at http://www.curricunet.com/columbia/ under the Search→Course section in the left column of the page or accessible via a direct link: http://www.curricunet.com/columbia/search/course/. In fall 2016, after many years of being housed in an external database, the College's CSLOs were uploaded en-masse into CurricUNET so they would be properly displayed on each COR and easily accessible to faculty, students, and the public.
- Program SLOs (PSLOs) are established for every program in the curriculum. As for courses, the CurricUNET system requires faculty authors to write and/or edit PSLOs for each degree and certificate. These PSLOs are displayed on the Program of Record and can be obtained by under Search→Program as above or via a direct link: http://www.curricunet.com/columbia/search/program/. In preparing Associate Degrees for Transfer for submission, Columbia's faculty authored PSLOs for each AD-T. Similarly, CTE areas have long had clarity on their program's learning outcomes. But as with courses, those PSLOs were either housed external to CurricUNET in another system, awkwardly pressed into the "description" field inside CurricUNET, or

nonexistent. Over the 2016-17 academic year, the faculty undertook a thorough scouring, collecting, and uploading exercise. They gathered and fine-tuned PSLO statements for every degree and certificate and uploaded those into CurricUNET for ease of access and as a central repository for these essential components.

- Program SLOs are also established for student services across the College. Each service area establishes its PSLOs and assesses those as a component of its program review. These PSLO statements are found within each area's program review [Provide link to page with links to all service area program reviews].
- Institutional SLOs (ISLOs), as discussed in Standard II.A.1, represent the knowledge, skills, and abilities that students will accomplish after completing the requirements for an associate degree, including a blend of general education and courses in an area of emphasis or a major. The ISLOs are divided into four categories:
    - *Effective Communication*
    - *Critical/Creative Thinking*
    - *Awareness and Personal Responsibility*
    - *Breadth of Subject Area Knowledge*

Policies and procedures for developing student learning outcomes (SLOs) are led by the SLO Workgroup. The workgroup meets regularly to advise SLO planning strategies, track campus-wide progress, and facilitate the development of a culture that focuses on learning outcomes. The SLO Workgroup monitors the college's progress through the SLO cycle at the course, program, and institutional levels [Ev]. As an alternative to a single, full-time SLO coordinator, the college provides 40% reassigned time to the SLO Workgroup Chair and utilizes the services of two or three additional SLO mentors at 10% reassigned time each on an as-needed basis. This structure was chosen to allow for a variety of mentoring approaches, to promote dialogue, and to encourage the entire college (instructional and non-instructional) toward a culture that embraces SLOs.

The College's SLOs are assessed according to established cycles. Each course is assessed once every two or three years, depending on the frequency of its offering. Faculty members in each area determine appropriate terms to assess each course, taking into account course sequences and other factors, and provide the schedule to the SLO Workgroup [link to "courses to be assessed" schedule in evidence folder].

PSLOs for each educational award are assessed every other year as part of a four-year integrated cycle of program review and assessment, as shown in the diagram below. The cycle is designed to offset the extra effort of assessing PSLOs with the extra effort of conducting a full program review so that no department would be required to do both "extras" within the same term. The PSLOs for all awards offered within a given instructional program will be assessed when that point of the cycle rolls around.

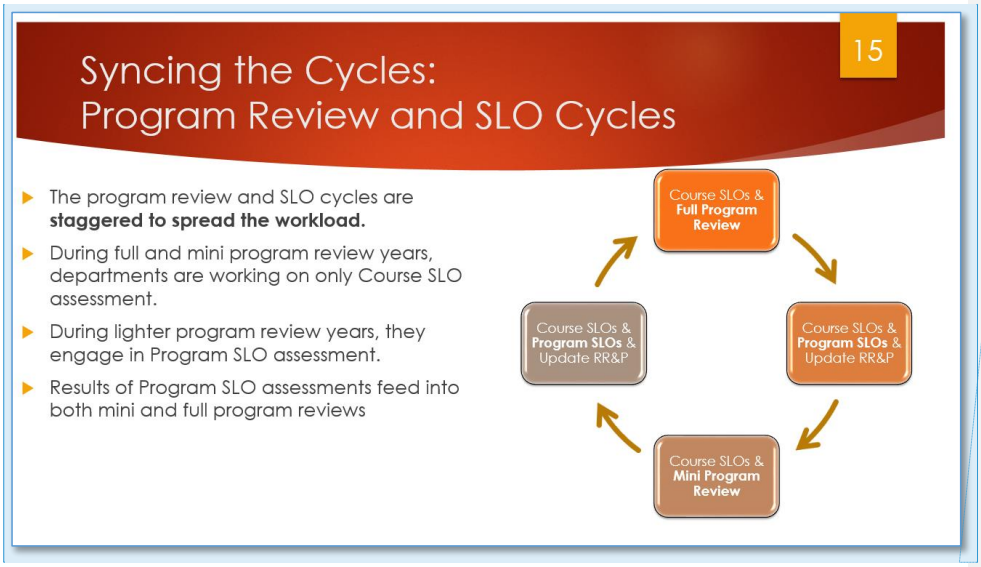

Figure 28 - Integrated Cycles of Program Review and Assessment

As described more fully in Standards IIB and IIC, student services areas assess their PSLOs on a four-year cycle as a component of their program reviews. The data gathered regarding their PSLOs constitute critical components of the evaluation process for each program.

Beginning in spring 2017, the College will be assessing its ISLOs on a two-year cycle wherein the SLO Workgroup analyze the college's performance on the ISLOs within one of the four categories each term. To promote institutional dialog regarding the results of SLO assessment, the SLO Workgroup will present their findings to College Council and engage in discussion with members regarding areas of possible improvement. College Council has also established a two-year cycle to review and, if necessary, revise the ISLO statements to coincide with the college's biennial review of its mission and goals. [Link to college council minutes 12.4.15 page 2 http://www.gocolumbia.edu/governance/MinutesCollegeCouncil12-4-2015.pdf]

In fall 2016, to manage the intricacy of these many interwoven cycles of assessment and the large volume of data gathered in the process, the College adopted a software system called eLumen. All CSLOs, PSLOs, and ISLOs have been loaded into the system along with assessment schedules. The system links to course offerings in Datatel and automatically notifies faculty members that they need to assess certain courses' CSLOs and input those results on a per-student basis into the eLumen interface.

eLumen takes the per-student performance on each CSLO and aggregates the information in a number of important ways. A bit of framework is necessary to understand how the aggregation

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process occurs. Each program consists of a set of courses. Each program has a set of PSLOs. Each course within that program has a set of CSLOs. It stands to reason that students master the PSLOs based on what they learn in their courses. More specifically, it is reasonable to conclude that the big ideas of each program (its PSLOs) should be informed by the big ideas of its component courses (the CSLOs). eLumen provides a mapping tool in which faculty indicate which CSLOs inform which PSLOs within each program. The value of the eLumen system is that it then aggregates student performance across all courses in a program, over multiple semesters, and utilizes the course-level performance to provide program-level PSLO data for consideration. These data consist of several components – a numerical ratio across all sections, the individual per-section responses, and the per-section narrative perception of faculty authors. Together, these quantitative and qualitative data are reviewed for each PSLO. The same method is used to assess ISLOs – a mapping is developed from CSLOs to ISLOs and eLumen aggregates student performance across all applicable CSLOs to determine the institution's performance on each of its ISLOs. This process of "rolling up" course-level data to inform PSLOs and ISLOs utilizes the direct assessment of potentially hundreds or thousands of individual students on their course-level performance to gauge program- and college-level performance across the institution. A more thorough explanation of this process is available as a downloadable Word document and as a video tutorial, both available on the SLO Website [Ev-link!].

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Commented [BS78]: Add these to website! Then get links and put them here.

In addition to PSLOs and ISLOs, eLumen can aggregate information across full departments, by general education category, or other groupings. Importantly, by including certain demographic identifiers at the per-student level, eLumen can then *disaggregate* student performance according to demographics and enabling the College to identify gaps in student performance and engage in measures to promote equitable outputs. Outputs from the eLumen system are made available to the college community through the SLO Workgroup, the Office of Institutional Research, and from a new staff member charged with directly supporting the assessment of SLOs and associated software and processes. This supports a college culture of "visibility" and sharing of ideas across courses and programs. Specific fields within the application were created to enter SLO assessment results as well as positive changes to teaching and learning that occur as secondary effects from the active ongoing process of assessing SLOs. The SLO Workgroup refers to these secondary effects as "collateral successes." Such successes include revisions to curriculum, in-class assessment, and collegial dialogue.

Dialogue regarding SLOs occurs regularly at SLO Workgroup meetings [Ev] and SLO Trainings [Ev]. SLO dialogue has also occurred at recent division meetings [Ev] and in many cases has continued at the program level [Ev]. Meeting minutes capture the discussions and progress relating to the development, assessment, revision, and tracking of SLOs [link to SLO workgroup minutes]. In January 2017, the College transformed its pre-term "flex day" in to "SLO Day" and spent the entire day engaged in mapping, PSLO development and refinement, reviewing the results of fall assessments, and determining what these data revealed about student learning. The findings of the day were encapsulated in a compilation of these analyses [link: SLO Day summary]. By the time of the October 2017 site visit, the College will have engaged in a second iteration of SLO Day with twice the data to consider.

All Course Outlines of Record and Programs include Student Learning Outcomes and are reviewed and updated every five years. The SLO Coordinator sits on the Curriculum Committee as a liaison to the SLO Workgroup and is part of the Technical Review Process, which ensures that the Course SLOs are included in both the Course Outline of Record and on the representative syllabus attached to the COR. At the beginning of each semester, all faculty post their current course syllabi, with CSLOs included, on their faculty directory pages [link to example fac] or webpages [link to fac page]. Division staff download copies of each syllabus to be kept on file for future reference. Syllabi are examined to ensure that the SLOs are included as required.

The College also offers a small collection of community education courses each term. Each offering includes a thorough outline of activities. As a component of this outline, each offering is required to include at least one SLO. Most offerings are brief and informal learning environments and intended for community members to increase their knowledge or skill in a particular area. However, they seldom include any type of formal test. Consequently, the SLOs for these informal learning environments are likewise informally assessed. In some cases, the instructor will ask students to complete a self-assessment of their learning. In others, the instructor will provide his or her perceptions of the learning achieved by the students. Results of these SLO assessments are submitted to the community education coordinator as a component of their final pay claim for their work [Ev – include a couple examples]. Results are kept on file in the community education department.

Commented [BS79]: Klaus and Tiffany – need to make sure this is true.

Analysis and Evaluation

As evidenced above, the institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. Under the guidance of the SLO Workgroup, the faculty and staff of Columbia College have embraced development and implementation of student learning outcomes and assessment of those outcomes. The SLO Coordinator and Mentors assist faculty and staff individually and in group settings in developing, refining, and mapping course and program SLOs. The SLO Mentors also engage in regular dialogue to help faculty and staff use assessment results to guide improvements to courses and programs. The migration to eLumen will be the essential piece to document the on-going assessment and analysis. The results of student learning outcomes assessment are used for improvement at multiple levels. Beyond the course level, results factor into program review for each area, which includes justification for resource requests listed in those program reviews. Evidence of insufficient student mastery can be used as partial justification for additional equipment, supplies, or personnel. Incorporation of student learning outcomes into the integrated planning processes helps the college to ensure that energy and resources are directed into areas that will provide the most benefit to students. The college relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes.

The institution has officially approved current course outlines that include student learning outcomes. The PSLOs for every program are recorded in the catalog (or its summer addendum).

In every class section, students receive a course syllabus that includes that class's SLOs as recorded on the College's officially-approved Course Outline of Record.

Actionable Improvement Plan

The evidence and analysis above demonstrate that the College has highly functional and effective systems and structures in place to support the culture of assessment and program improvement. The College community is fully engaged with the process and focusing its efforts in the right ways. The only lacking component is significant data gathered over a substantial period of time. The College will continue the effective implementation of eLumen and regular assessment of all types of SLOs as scheduled.

The College recognizes that the absence of evidence indicating long-term activity in this arena is a concern. As such, the overall topic of utilizing the results of assessment for improvement has been selected as a topic for the Quality Focused Essay at the end of this report.

II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Columbia College distinguishes between its various types of courses by utilizing different ranges of course numbers, as described in the 2016-17 Catalog on page 37 [Ev – but sub with 2017-18 info soon]. Courses numbered from 1 to 99 are baccalaureate degree/transfer level. Courses numbered from 100 to 199 are associate-degree applicable, but not intended for transfer. Credit-bearing basic skills courses are not transferable nor associate-degree applicable and are numbered from 600-699. Other types of courses utilize similar ranges.

All new courses are required to go through a curriculum review process, which ensures the course is appropriately numbered to designate its place in the curriculum progression from basic skills through transfer level. The curriculum review process [Ev] and relevant Executive Orders guide this process [Ev].

The College offers three areas where a ladder of curriculum progresses from pre-collegiate level through college level: Mathematics, English, and English as a Second Language. To clearly demonstrate these pathways for students, the College includes consistent graphics in its annual catalog. Each graphic uses shading to distinguish between transferable and non-transferable coursework and indicates the sequence of prerequisites to follow to advance to transferable work.

The mathematics sequence is displayed on page XX of the 2017-18 Columbia College Catalog [Ev: Link to new catalog and page number Old link: http://www.gocolumbia.edu/catalog_schedules/CAT_2016-2017.pdf page 196]. The chart

displays three course levels prior to transfer, from *MATH-602 – Prealgebra* through *MATH-101 – Algebra I* and *MATH-104 – Algebra II.* Math 104 is the standard prerequisite to all transferable mathematics courses, of which a variety of options are offered to meet the needs of different areas of study. Beginning in 2017-18, students whose area of study requires transferable statistics will have the option to complete an alternative prerequisite, *MATH-120 – Path to Stats*, designed to blend the algebra skills needed in statistics with concepts and introductory skills to better grasp the concepts in statistics. Students may also advance independently using the *MATH-650 – Personalized Math* course, a self-paced, modular course option with modules ranging from arithmetic through calculus.

The English course sequence is found on page YY of the Catalog [EV – link to NEW page in NEW catalog. Old link: http://www.gocolumbia.edu/catalog_schedules/CAT_2016-2017.pdf page 170]. The College offers two levels of English below transfer, from *ENGL-650 – English Fundamentals* through *ENGL-151 – Preparation for English Composition* and culminating in *ENGL-1A – Reading and Composition.*

The English as a Second Language (ESL) course sequence is also found on page YY of the Catalog [Ev – link to new catalog and page]. The ESL chart demonstrates that the College offers five levels of noncredit ESL instruction – *ENGL-705A, B, C, D, and E.* The chart is located directly below the English chart and demonstrates that upon completion of the highest-level ESL class, the student will normally progress into *ENGL-650*.

The college utilizes CASAS (Comprehensive Adult Student Assessment Systems) standardized tests to place students into noncredit ESL courses and provide evidence that they are ready to progress to the next level or into credit-based English courses. Advancement from one level to the next is based on a CASAS score and instructor recommendation. Should a student in ESL prove ready, the instructor can recommend the student skip *ENGL-650* and enroll in *ENGL-151*.

Course offerings in ESL have begun to rise slowly as people immigrate to the college's service area to support a few growing, typically agriculture-based industries such as growing grapes for wine in area vineyards and serving on forestry crews attending to the millions of trees killed by a combination of a bark beetle infestation and drought [Ev: http://www.sierranevadaconservancy.ca.gov/our-region/tree-mortality]. However, course offerings in ESL are currently limited to two or three per term, with each offering consisting of the full "stack" of *ENGL-705A, B, C, D, and E* and a few students enrolled in each component.

All incoming credit students are required to complete orientation and advising. They are each provided with a college catalog and the math and English course progressions are discussed. Students are assessed and placed into these two sequences and encouraged to begin these courses as soon as possible, as they often represent a lengthy pathway.

Placement into the sequences is done via a combination of a standardized Accuplacer assessment test and a variety of multiple measures that further illuminate the student's potential for success in courses at the College. Multiple measures used include high school transcripts, SAT/ACT scores, EAP (Early Assessment Program) scores, and others. The College's assessment and placement processes are addressed fully in its response to Standard II.C.7 and need not be

repeated here. The goal of the multiple measures approach to assessment is simple: *Utilize data beyond simply a single, high-stakes test to place students into the highest-level course where they are likely to be successful.* Counselors document use of multiple measures using a form developed for this purpose [Ev]. Use of multiple measures placement has been and will continue to be reviewed and evaluated to ensure that this placement methodology benefits students. For example, Math and English faculty at the college have worked with Math and English faculty at feeder high schools to align high school pre-collegiate and collegiate coursework with college courses in order to determine appropriate placement [Ev – notes from meetings with high schools in 2016].

For students who place into pre-collegiate levels of Math and English, the college provides many resources that directly support students in learning the knowledge and skills necessary to advance to, and succeed in, college level curriculum. The On-Ramp program [Ev], offered every summer, provides underprepared or re-entry students with short courses in basic computer skills and study skills, as well as an orientation to college and introduction to the library course. Another resource is the First Semester Experience course (FSE) [Ev]. FSE is offered as a learning cohort for students and includes a pre-collegiate English course, a writing skills course, a pre-algebra course, and a college success/guidance course. The Math department offers *MATH-650 – Personalized Mathematics* every semester. This course uses ALEKS software (**A**ssessment and **LE**arning in **K**nowledge **S**paces) to provide students the opportunity to review or learn mathematics in an individualized, self-paced setting. Students can use MATH 650 to support their enrollment in another math course or as a tool to review and re-assess in an attempt to place into a higher level math course [Ev]. The Math Resource Center also offers tutoring and guidance for all math courses offered at the college [Ev].

The college has recently significantly increased support to ESL students in an effort to increase the number of ESL students who progress through ESL courses into college-level courses. Various methods of support include: a cohort class: SKLDV 701, Life Strategies for Success, offered alongside ESL courses; embedded tutors and student ambassadors in ESL courses to help students not only master the academic material but also learn to navigate college policies and processes, including registration, advising and financial aid; and field trips allowing ESL students studying at off-campus locations to visit the main campus [Ev].

The Academic Achievement Center (AAC) provides tutoring in all subjects offered at the college, including pre-collegiate level curriculum [Ev]. Writing workshops focusing on specific writing topics are held throughout the school year. The College's Disabled Students Programs and Services area offers academic and mobility assistance and counseling to enhance success for disabled students taking pre-collegiate level courses [Ev].

Columbia College's Academic Wellness Educators (AWE) is an ongoing, college-wide committee of faculty, staff and students dedicated to promoting a climate of growth and improvement in the delivery of learning support services throughout the entire college community for all students at all levels of preparation. Several of the support services listed above (On-Ramp, FSE, ESL) were the result of AWE initiatives [Ev – minutes showing when these were voted on].

Analysis and Evaluation

The College clearly distinguishes between its collegiate and pre-collegiate curriculum via the course numbering system as described in the catalog and is explained to new students during the matriculation process. Multiple measures are used to place students into the most appropriate course in the English and math sequences. Regardless of their placement, the College provides a strong network of learning support services to assist students in mastering the course material and advancing through these sequences. ESL students are placed via a standardized assessment (CASAS test) and advance through the sequence based on skills competency testing and instructor recommendation. Along the way, they are supported by several college initiatives and programs. Across the board, the College offers numerous and varied support services for students to master the knowledge and skills necessary to succeed in pre-collegiate courses, and the AWE committee continually explores new ways to further support students.

Actionable Improvement Plan

The College will continue to expand its offerings to ESL students and strengthen the supports provided to these students in order to help them move into credit-bearing, college-level coursework.

II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

High quality instruction and appropriate breadth, depth, and rigor are ensured for all programs through oversight from the Curriculum Committee [Ev] and its Bylaws [Ev]. The Columbia College Curriculum Committee includes representatives from all divisions and utilizes program and curricular review [Ev] as the primary mechanism to evaluate, improve, and maintain college courses and programs. YCCD Board Policy 4020 [Ev] requires programs and curricula of the district to be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.

The College follows the common American practice, codified in Title 5 Section 55063 [9] of requiring both a general education (GE) and a major pattern of coursework to earn a degree. The College provides three GE patterns – a local GE pattern following the minimum requirements set forth in Title 5 Section 55063, the CSU-GE pattern defined by CSU Chancellor's Executive Order 1100 [Ev], and the Intersegmental General Education Transfer Curriculum (IGETC) designed to enable transfer to either a CSU or UC campus [Ev]. These GE patterns are clearly

laid out in the college catalog along with two-year course pattern offerings to guide students in meeting those transfer requirements [Ev – link to catalog page 2017-18 with transfer requirements and two-year plan].

In alignment with these regulatory guidelines, each degree at the College requires a minimum of 60 units of degree-applicable coursework, corresponding to four semesters of 15 units per term or two years. Many students complete more units than are required for the degree due to necessary remedial work and/or exploration of options. Likewise many students take fewer than 15 units per term. As a result, it is only a small percentage of students who complete the full degree in two years [Ev – cite number – get from Diana].

As prescribed by the Curriculum Committee Bylaws [Ev], the Columbia College Articulation Officer (AO) follows established procedures [Ev] to regularly submit course outlines to the University of California (UC) and the California State University (CSU) systems for their review for a variety of purposes including:

- Course-to-course articulation of a Columbia course to a CSU or UC course.
- Inclusion within CSU-GE and/or IGETC patterns.
- Recognition as fulfilling major preparations, such as the UC-Transfer Course Agreement.

In 2014, the Curriculum Committee studied the college's local GE requirements and determined that they significantly exceeded the requirements set forth in Title 5 Section 55063, and that this excessive length posed an undue burden on students. As a result of a two year review process, which included all stakeholders, the Academic Senate adopted a revised general education pattern for local associate degrees [Ev – minutes link http://www.gocolumbia.edu/academic_senate/minutes/10.30.15ASMinutesFull.pdf]. The local GE requirements were incorporated into the catalog beginning with the 2016-17 iteration.

Course and degree level alignments with other post-secondary institutions are monitored. This includes the assignment of course identification numbers through the C-ID project [Ev], maintaining currency of the college's offerings in the Assist statewide articulation database [Ev], and developing Associate Degrees for Transfer as they are made available by the state in areas where the College offers programs of study, in accordance with Senate Bill 1440 [Ev].

The sequencing of curricular programs is built on collaborative relationships between instructional faculty and counselors. Counseling faculty at the college are well informed regarding the intended curricular pathways for degrees and certificates. The Math [Ev -2017-18 link] and English [Ev 2017-18 link and page] progression charts are two examples of course sequencing at the college. Counselors use these charts when working with students on their educational plans. Counselors also use approved multiple measures rubrics [Ev] when placing students in Math and English courses. In addition, Career Pathways are developed for all CTE awards to indicate appropriate curricular sequencing from the high school level through completion of a Columbia College award [Ev].

Prerequisites, co-requisites, and advisories also support effective course sequencing. These enrollment conditions inform students of courses or course content that they will need to possess for likely success in a given course. These conditions of enrollment are also shared as part of the academic advising process and are used to automatically block enrollment for students attempting to bypass a particular curriculum sequence element. As part of its duties, the Curriculum Committee ensures that appropriate requisites are applied to courses so that students are properly prepared for success prior to enrolling in certain courses. In accordance with Title 5 Section 55003(p) [Ev], students may submit a Prerequisite Challenge Petition to request waiver of a course requisite [Ev – prereq challenge form.].

Analysis and Evaluation

Columbia College relies primarily on the faculty through the Academic Senate and the Curriculum Committee to ensure high-quality instruction with appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Delivery modes and teaching methodologies are also evaluated to ensure they meet the diverse needs and learning styles of students.

Courses are evaluated on a five-year cycle for their relevance, learning outcomes, and currency. All courses are assigned to appropriate disciplines, approved by the Academic Senate. Additionally, YCCD Board Policy 4020 [Ev] calls for procedures to ensure appropriate involvement of the faculty and Academic Senate in all curricular processes; therefore, faculty discipline experts develop course outlines of record in order to contain strong course objectives and methods of evaluation.

All degrees require a minimum of 60 semester units, including both general education and a major or area of emphasis, in accordance with the standard expectation for American higher education.

The evidence presented indicates that the College attends to all the required elements of this Standard.

Actionable Improvement Plan

The College will continue with the project, discussed in other areas of this report, to build clear graphics showing pathways through degree and certificate programs. These pathway graphics will be used in counseling sessions, seminars, and online to enable students to guide students toward program completion in a reasonable amount of time.

II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The sequencing of curricular programs is built on collaborative relationships between instructional faculty, counselors, and administrators. Counseling faculty at the college are well informed regarding the intended curricular pathways for degrees and certificates and serve as the direct link between the catalog, schedule of classes, and students.

Right of assignment resides with the dean. Consequently, it is ultimately the responsibility of the dean to schedule the appropriate courses each term in a way such that students can progress through their programs of study without time conflicts or missing components. To that end, the deans use a number of resources to develop an effective schedule of classes.

The Math and English Progression Charts [Ev] previously discussed are two examples of course sequencing at the college that are employed in determining course offerings. For instance, the dean schedules a sequence of courses in successive terms to enable student progression at both the Calaveras County Outreach Site (Vallecito) and Oakdale locations. Academic advisors use these charts when working with students on their educational plans.

To ensure appropriate breadth of general education offerings each term while maximizing efficiency of funding for classes, the Dean of Arts, Sciences, and Human Performance has created a series of spreadsheets representing each GE category. He uses these to determine how many sections of each course should be offered to meet student needs, taking into account time of day, location, and other possibly-conflicting required courses [Ev – get spreadsheet from Joe]. The Dean of Career Technical Education (CTE) schedules classes within each program of study in such a way as to support student progression. Moreover, he consults with the Dean of Arts, Sciences, and Human Performance to ensure that appropriate GE offerings are available in times needed by CTE students. Both deans work closely with faculty so the nuances of individual programs are also taken into account in developing the schedule.

Once the framework of each semester's schedule is established, the deans gather preferences from faculty as to which courses they would like to teach, personal preferences as to time and day of class offerings, and any other limits. The dean then compiles the overall division schedule in light of all data gathered and with attempts to meet the preferences of the faculty. However, right of assignment means, in part, that when the needs of the College don't align with the preferences and requests of the faculty member, the needs of the College and its students will prevail.

While the deans are responsible for scheduling courses, the content and sequencing of those courses relies primarily upon the expertise of the college's faculty. The Curriculum Committee consists of faculty from all divisions and includes the Articulation Officer. The Vice President of Instruction and the two deans serve as resources to the committee and engage in discussion. But ultimately, it is the faculty who establishes the college's curriculum. The Curriculum Committee facilitates the implementation of instructional sequences and academic advising to assist students in the development and completion of their educational planning and personal goals. The Curriculum Committee also ensures that each course is appropriate to the mission of the college and is compliant with state codes and expectations.

Prerequisites, co-requisites, and advisories also assist in effective course sequencing and affect the time period for program completion. These enrollment conditions, reviewed and approved by the Curriculum Committee, help inform students of courses or course content that they will need to possess for likely success in a given course. These conditions of enrollment are also shared as part of the academic advising process and are used to block enrollment for students that are attempting to bypass a particular curriculum sequence element. Students can petition to waive a course requisite, but this process involves further discussion and academic advising.

Columbia College includes in the Catalog a list of courses tentatively slated to be offered each term for the next two years to assist students in planning schedules. The table of Two-Year Course Offerings [Ev-new catalog page] is developed in a collaborative process between discipline faculty, deans, and counselors. This collegial process brings effective dialogue to course sequencing and captures critical elements to ensure effective scheduling to match sequencing intent. However, at this time it is not yet refined enough to represent a promise to the community regarding exactly which courses will be offered. Among the college's strategic goals is to continue the refining process to the point where this table does become a guarantee to the community [Ev – strategic plan/goal re 2-yr plan].

Analysis and Evaluation

The sequencing of Columbia College's curricular programs is built on a collaborative relationship between instructional faculty and academic advisors. Faculty are responsible to create, review, and revise courses and programs of study. Administrators are responsible to schedule courses in such a way as to support student progression through these programs while efficiently using the College's funds in doing so. A combination of advising, sequence progression charts, two-year course offering charts, student needs, faculty preferences, and course requisites all play a vital role in keeping Columbia College students on track and informed about the most appropriate courses to take each semester. The sequence progression charts and two-year course offering charts provide valuable information for students to complete their educational goals.

II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Columbia College offers multiple systems to meet the diverse and changing needs of its students. These systems include traditional delivery methods such as lecture, laboratory, activity, class or group discussion, computer assisted instruction, collaborative workgroup, field experience, supervised practicum, independent study, and cooperative work experience. Additionally, as Columbia College is located in the foothills of the Sierra Nevada, the institution provides

numerous opportunities for field excursion delivery. These include field photography, field geology, field biology, and Geographic Information Systems courses.

The college supports various alternative instructional methodologies as well. These include mixed modalities incorporating technology mediated instruction, excursions and field trips, independent study, and cooperative work experience. As required by California Code of Regulations (CCR) Title 5, Section 55002, the same standards of course quality and expectations are applied to all courses in the same manner, regardless of the method or mode of instruction [29].

The College utilizes three types of technology mediated instruction. Online courses are fully online and require students to have access to a computer and internet connection. Hybrid courses include both face-to-face sessions and online instruction. Video-conferenced nursing courses (two-way video and audio) are taught live to a cohort of students at Modesto Junior College in Glacier Hall and simulcast to a classroom at Columbia College with another cohort of students in the Redbud building. A nursing faculty member serves at Columbia for face-to-face laboratory and clinical skills instruction.

The institution assures that delivery of instruction fits the objectives and content of its courses. The Columbia College Curriculum Committee [Ev] reviews and oversees the approval of all Course Outlines of Record (COR). One of the committee's charges is to see that methods of instruction in the COR are specifically related to the successful completion of course objectives. To accomplish this, the committee is directed to ensure that course assignments are directly related to the course objectives presented in the course outline. Course assignments must be appropriate for the proposed methods of instruction. Additionally, course assignments need to be specific enough to provide guidance to faculty and clear expectations for students. The Curriculum Committee evaluates the appropriateness of the method of instruction and course assignments with regard to course objectives during the curriculum approval process.

Each course in the Catalog undergoes a full curriculum review at least once every five years to ensure their currency and alignment with the mission of the College, Education Code, and California Code of Regulations (CCR) [Ev]. Columbia College will not offer a course that has lapsed beyond its curriculum review cycle.

The Curriculum Committee formally takes action and makes decisions on curriculum, related instructional matters, and academic policy. The committee is ultimately responsible for the continuous review and revision of curriculum. With regard to courses offered through distance education, Title 5 regulations require special attention to course quality standards, course approval, and "regular effective contact" between the instructor and students [25].

The Curriculum Committee provides separate approval for courses offered via distance. Faculty must submit a Distance Education Addendum (DEA) [Ev] to initiate the approval process for distance education delivery. The Distance Education Plan [30] addresses the Curriculum Committee's role with regard to distance education in Section VII – Role of the Curriculum Committee as follows:

The Curriculum Committee uses the following criteria when determining whether a course will be approved for online delivery:

- *Students benefit from having access to the course via a distance offering.*
- *The Course Outline of Record has been approved or revised within five years of Distance Education Addendum (DEA) request for approval.*
- *A DEA has been submitted to the Curriculum Committee adequately designating the following:*
    1. *Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure "regular and effective contact" as required in Title 5 and the approved Regular Effective Contact Policy.*
    2. *Accessibility is ensured as required by Section 508 guidelines. All Title 5 mandates have been met and followed.*

Faculty members are well informed of their responsibilities prior to the submission of DEA proposals to the Curriculum Committee for review. An instructor who wishes to use an alternative delivery mode (online or hybrid/mixed) must first complete a thorough training program and/or the course *EDUC-50 – Online Course Development*, a 3-unit, open access course taught by the college's Distance Education Coordinator. As described in Section X of the College's DE Plan [30], the College also permits instruction by instructors certified in online instruction from a reliable institution such as Cal State East Bay online teaching program, the Cerro Coso Online Educators, or the @ONE Certification Program. Those certified outside the college must also attend a 10-hour Columbia College Online Orientation with the Distance Education Coordinator to review core values and regular and effective student contact requirements.

Whenever a faculty member being evaluated is teaching an online or hybrid course, Section 6.3.4.2 of the faculty contract [31] requires that they be evaluated in the distance education modality. This evaluation includes both peer observation of the faculty member within the online learning environment and student surveys. Among the questions in the survey (Appendix C-5i of the contract), students are asked to rate the instructor's regular and effective contact: *The online instructor provides multiple options for effective student faculty contact.*

Commented [BS80]: Revise if a new YFA/YCCD contract is approved by early summer.

Commented [BS81]: Change if contract changes

The philosophy of the distance education program is to support distance education and to offer students courses that are fully online, partially online (hybrid), or to assist with web-enhanced courses that are entirely face-to-face, but incorporate distance education technology and resources in a classroom setting. The college has resources in place to educate and inform faculty of their responsibilities. These include a Distance Education Plan [30], Distance Education Handbook [32], and a faculty Distance Education Coordinator [Ev-Job Description].

The Distance Education Plan guides distance educational goals and processes for the college. The mission is clearly stated at the beginning of the document: *In support of the mission of*

Columbia College, the Distance Education Program will develop uses of technology in teaching and learning that enable students to access a quality education, anytime, anywhere. Section VIII of the plan presents Teaching and Learning standards that are designed to develop and maintain a quality distance education program.

The Distance Education Committee (DE Committee) is a college-wide committee chaired by the Distance Education Coordinator with representatives from across the college. The committee plans and coordinates distance education. This committee also reviews online services for students and faculty and makes recommendations for improvements to the Columbia College Online Services Developer. Additionally, the DE Committee acts as a development and support team to mentor faculty and review distance education courses as they are developed. The DE Committee oversees the development and revision of the college Distance Education Plan and advises the Curriculum Committee in academic matters involving distance education.

Commented [BS82]: Is this a holdover from the former Title III grant? Do we still have someone in this role?

The Distance Education Handbook provides critical information for distance education instructors. The manual contains five sections that provide information relating to: 1) Online Learning, 2) Teaching Online, 3) What Do I Need to Know?, 4) Policies and Procedures and, 5) Course Management. The DE Handbook also includes information relating to the steps needed for online teaching at Columbia College, assistance with the Distance Education Addendum, and how to establish an account in the college's Learning Management System (LMS).

The DE Handbook contains a rubric for evaluating online discussions and accompanying evaluation criteria for facilitating an online class discussion. To promote excellence in online instruction, the Academic Senate adopted a local assessment rubric built upon the rigorous statewide rubric established by the Online Education Initiative [33] which is used to guide training, mentoring, content, and effectiveness.

The Distance Education Coordinator is a full-time faculty position that serves as liaison between faculty, administration, and support staff for distance education matters. This person collaborates and plans with the Distance Education Committee and district Technology Committee. The DE Coordinator conducts periodic reviews [Ev-checklist? Last review date?] of all distance education course offerings. Other duties include faculty development and curriculum committee course approval relating to teaching and learning with technology. The DE Coordinator also is the primary resource for training and assistance with the college's LMS. For many years, the College has utilized the Blackboard LMS. Effective summer 2017, all instruction is offered solely through the Canvas LMS. The DE Coordinator was instrumental in retraining all DE faculty to use the new LMS and in reframing their courses in the new learning environment.

Regular training opportunities are offered to develop online courses. These training opportunities are reviewed and enhanced as needed. Training is also available for faculty using technology as an enhancement for teaching and learning.

Columbia College assesses delivery methods for their effectiveness in meeting student need. Insert sentence regarding Student Survey and link to report. Data gathered in these surveys are

discussed at Distance Education Committee meetings and at training sessions offered through the Distance Education Coordinator [Ev].

Promoting Equity via Additional Supports

The college provides a variety of services in support of equity in success for all students. These services include tutoring, supplemental instruction, embedded tutoring, and a writing center, which are coordinated through the institution's Academic Achievement Center. Students who prefer distance learning utilize a variety of resources including online resources, tutorials, and online tutors through NetTutor. Details regarding online tutoring are found in Section II.B.1 of this report.

Students with identified disabilities can also have their learning needs addressed through Disabled Students Programs and Services (DSPS). DSPS provides academic support, including individual assessment review/evaluation, individualized learning strategies to remediate or compensate for basic skill deficits, test facilitation, and other in-class accommodations as needed. Specially trained students and staff also offer tutoring for general educational and vocational college coursework. Highly individualized plans can be developed to address specific learning needs for each student seeking help.

The Columbia College DSPS webpage [Ev] highlights services and resources for students with disabilities which include disability guidelines, mobility assistance, real-time captioning, and alternative testing services. Additionally, the Alternative Media Center [34] assists students with specialized learning needs by translating notes, text books or other material from formats that are difficult for them to access into formats that are useful to the student. Types of alternative formats provided include E-Text, Audio Files, DAISY (Digital Accessible Information System), Large Print, Braille, Dragon Naturally Speaking, Kurzweil 3000 and Firefly. Details of each are found on the DSPS webpage. The DSPS High Tech Center (HTC) specifically provides support for disabled students with hardware and software applications. The HTC equips students with current software applications to assist with their course work at the college.

Analysis and Evaluation

Columbia College uses a variety of approaches to convey the content of its courses including lecture, laboratory, activity, class or group discussion, computer assisted instruction, collaborative workgroup, field experience, supervised practicum, independent study, cooperative work experience, fully online, hybrid blend of online and face-to-face, and through video conferencing. As required by California Code of Regulations (CCR) Title 5, section 50002, the same standards of course quality and expectations are applied to all courses in the same manner, regardless of the method or mode of instruction. A rigorous curriculum review process helps ensure that the delivery of instruction is appropriate to meet the stated content, objectives, and assignments for a course. Faculty that use alternative delivery modes must first complete mandatory training where they are taught the most current techniques for online course instruction. The Distance Education Coordinator provides this training and works closely with all online faculty. Faculty must also submit a Distance Education Addendum (DEA) proposal to the Curriculum Committee for each online modality that may be offered for a particular course.

The addendum assures that the committee will consider the mechanisms utilized that will ensure regular effective contact between students and the instructor. DEA proposals are considered in a separate action, as required by CCR Title 5. Delivery methods are evaluated for effectiveness through a combination of regular curriculum review, evaluation of faculty teaching via DE, and periodic student surveys.

II.A.8

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College does not utilize department-wide course or program examinations.

Analysis and Evaluation

Columbia's size negates the need for department-wide examinations that might normally be used at large institutions. Consistency across course offerings is achieved through informal conversations among faculty members and thorough course outlines of record.

II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Columbia College awards course credit based on student achievement of the courses' learning outcomes and program credit upon completion of the courses required for the program. The Academic Senate and Curriculum Committee ensure that credit is awarded according to general accepted norms in higher education. To accomplish these goals, Columbia College relies primarily on the faculty through the Academic Senate and the Curriculum Committee.

The Course SLOs (CSLOs) are an integral component of the Course Outline of Record (COR) for each course. The CSLOs represent the most important "big ideas" in each course. These are further supported in the COR via the catalog description, objectives, content, requisites, and other characteristics. Faculty members are charged by state regulation [28] with determining student performance on the complete body of course material. This primarily includes performance on the course objectives – the specific, observable, measurable skills or bodies of knowledge which a student should be able to demonstrate upon successful completion of a

course [Ev – curric handbook, objectives]. Strong methods of evaluation are critical when it comes to the awarding of credit for courses. The curriculum review process examines the methods of evaluation in relation to course objectives.

The faculty member's assessment of student performance is recorded as the grade on the student's transcript. While determined based primarily on performance on the courses objectives, those objectives are designed to lead directly to the higher-level CSLOs. By extension, students are awarded credit based on satisfying these higher-level CSLOs.

On a cyclical basis, once every two or three years according to a schedule [Ev] developed by the SLO Workgroup in consultation with discipline faculty, each course's CSLOs are directly assessed and per-student performance is entered into the eLumen system. Details of this process are found in the College's response to Standard II.A.3.

Similarly, the learning outcomes of each degree and certificate are recorded as its Program SLOs (PSLOs). Every program completion is awarded based on satisfactory completion of its component courses which, as above, represents successful mastery of its learning outcomes. Faculty overseeing each program cyclically assess its PSLOs by using eLumen software to manage the "rolling up" procedure described in Standard II.A.3. eLumen rolls up the CSLO data that informs the College about student performance on each PSLO and presents that to the faculty for review and feedback.

Unit values at Columbia College follow guidelines provided by the CCCCO [12]. The Curriculum Handbook [Ev] states, "Units – One credit hour or unit should encompass no fewer than 48 hours of coursework (course time in or out of class) and should justify or validate hours relative to the units being listed." To maximize student contact time for conveying course material, the District generally requires 54 total hours of student involvement per unit of credit. These calculations are programmed into the CurricUNET curriculum management system to ensure consistency across the institution.

The appropriateness of the units of lecture and/or laboratory for each class is reviewed by the Curriculum Committee as part of the curriculum review process [Ev]. The review process takes articulation and state standards into account and assigns levels of credit to be awarded upon successful completion of a course. The College numbers its courses within ranges corresponding to specific course types [Ev – link to course numbering page in new catalog]. These consistent numbers appropriately inform students, faculty, and staff of the intended nature of each course.

Analysis and Evaluation

CSLOs are established for each course, incorporated into each COR, and informed by the course's objectives, content, and other components of the COR. The number of units for each course are carefully determined to meet accepted norms in higher education and to be compliant with guidelines from the CCCCO. Students are awarded those units of credit based on satisfactory completion of the CSLOs as demonstrated by overall mastery of the course's objectives and content. The dual process of grading based on performance on the full COR and directly assessing CSLOs on a cyclical basis provide evidence of the College's commitment to

award credit based on performance on student outcomes. Using the guidelines established in the Curriculum Handbook ensures consistency across all college curricula. Complying with CCR Title 5 regulations and articulating with other institutions indicates the college adheres to accepted norms. These data provide evidence that the College meets the expectation of this Standard.

II.A.10

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Columbia College clearly states transfer-of-credit policies on page 43 of the 2016-17 Catalog [Ev]. In this section of the catalog, students will find policies on transfer of credit from other institutions, credit through external exams (e.g., AP Tests), credit by examination/course challenge process, credit for military service, and the process to have international transcripts evaluated for credit. The Course Substitution Policy is also included in this section to provide an option to students whose courses are sufficient to meet requirements but not sufficiently aligned with a specific course at the College to warrant direct articulation. In 2015, the Academic Senate approved a policy and procedures document entitled *College Credit from Other Institutions* to encapsulate processes for awarding credit for students' prior work. This document was reviewed and revised in December of 2016 [14] [Ev-also need evidence of approval by senate]. The policy is posted on the Admissions and Records website under "Transfer Credit." The development of this document reflects the institution's regular review and update of policy as needed to ensure the mobility of our students without penalty. Students may petition through the Academic Requirements Review Committee if there is a course equivalency or substitution evaluation issue needing resolution [Ev].

Commented [BS83]: Update to new catalog page and date.

Other important resources for students to use to determine course transferability are C-ID [Ev], ASSIST [Ev], Degree Audit [Ev], course descriptions in the catalog [Ev], and Columbia College counselors. The Articulation Officer works with faculty to identify courses comparable to C-ID descriptors and submits them for approval. The Articulation Officer also coordinates with UC and CSU institutions on an ongoing basis to maintain and improve articulation agreements between courses and within majors.

Columbia College ensures, in multiple ways, that comparable learning outcomes exist between our own courses and courses from other institutions. The C-ID project ensures comparability by establishing minimum content and objectives on a statewide level. To be approved for a given C-ID designation, the college's Course Outline of Record (COR) must fully align with the

statewide descriptor. Course to course comparability is published on ASSIST for both the UC and the CSU and provides a thorough listing of equivalencies and program requirements between Columbia and its university partners. Such equivalencies are established based on a comparison between the College's course outline and that of a course at each individual university, based primarily on its content, learning outcomes and objectives, units of credit, and methodologies.

Degree Audit is a feature of the District's ellucian/Datatel enterprise database that allows a student to gauge his or her progress against degree or certificate requirements based on course completions. For instance, a student who has attended the college for a year pursuing a psychology major can go into ConnectColumbia, choose the Degree Audit link, and ascertain which program requirements have been fulfilled and which remain. Courses completed externally but articulated with or substituted for local courses are included in the student's record and appear in Degree audit. This system ensures that the students have one reliable resource that accounts for all their relevant coursework.

The *College Credit from Other Institutions* document details the internal process for comparing learning outcomes and establishing equivalency. Step 4 of the procedure is the most important passage: *A critical evaluation of the course to verify core elements of the course including topics, course objectives, lecture and/or lab hours, and pre/co-requisites are sufficiently aligned with Columbia College courses. Appropriate faculty content experts will conduct the review and indicate support.* Once equivalencies are established, they are recorded in ASSIST or forwarded to the state for C-ID designation.

The College has identified one significant pattern of enrollment deserving of special attention – the intra-district flow of students between Columbia and Modesto Junior College. To support these students, the two colleges have a faculty-to-faculty review process, guided by the two Articulation Officers, to establish equivalencies. These are recorded in both a summary list on page XX of the 2017-18 Catalog and within the catalog description of each individual course. Within the ConnectColumbia class search tool [35], these equivalencies are also displayed via a hyperlink from the course title. For example, by searching for *BIOL-10 – Human Anatomy* in ConnectColumbia and clicking the hyperlink under the course title, the equivalent course is displayed at the end of the catalog description as "(MJC ANAT 125)."

Commented [BS84]: Need page in new catalog

To facilitate transfer of Columbia's students to campuses of the California State University and the University of California, the College actively designs and pursues approval of its courses as meeting general education requirements of these institutions. As part of its deliberative process, the Curriculum Committee evaluates the extent to which each COR meets descriptors of CSU-GE [Ev] and Intersegmental General Education Transfer Curriculum (IGETC) [Ev] categories. Those that do are forwarded to the respective university systems for approval, and approvals are recorded on CORs, in the catalog, and in the ASSIST database.

To further promote transfer of credit between Columbia and campuses of the CSU system, the College actively and thoroughly establishes Associate Degrees for Transfer. The College currently offers 17 Associate Degrees for Transfer and is 100% compliant with SB1440/440 expectations [23, 36].

The College also participates in the CTE Transitions program wherein certain high school courses serve in place of introductory CTE coursework at the College. The CTE Transition Coordinator maintains articulation agreements with six local high schools in seven CTE areas [Ev]. In 2016-17, XX new students were awarded credit for YY total units based on these agreements [Ev].

Columbia College is also a member of the Central Valley Higher Education Consortium (CVHEC), a consortium of colleges and universities from Stockton to Bakersfield. Articulation Officers from CVHEC member schools meet yearly to update grids with equivalent prerequisite courses for several popular majors [Ev].

Commented [BS85]: Info needed from Klaus re CTE transitions program

Commented [BS86]: Elizabeth Pfleging – this was formerly true of HECCC. Still true of CVHEC?

Analysis and Evaluation

Transfer of credit policies are clearly stated in the college catalog and on the college website. Students can review how their courses transfer using multiple tools: C-ID, ASSIST and Degree Audit. Students can meet with a college counselor to develop and update their comprehensive educational plans. The college supports identified patterns of enrollment between institutions by maintaining and posting up-to-date intra-district course equivalency information as both a list in the catalog and on each individual course description. The College offers 17 Associate Degrees for Transfer to provide students a streamlined transfer path to the CSU. To the greatest extent appropriate, courses are included in CSU-GE and IGETC transfer patterns to clearly indicate those courses that are most applicable as students transfer across the state.

Together, these data provide evidence that the College aggressively supports the appropriate transfer-of-credit from other institutions to support student mobility.

II.A.11

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The College attends to the requirements of this Standard via an interdependent set of student learning outcomes at the institutional, program, and course level. Each of the requisite categories is addressed by one or more of the College's Institutional SLOs (ISLOs) [Ev] which also serve as the college's General Education SLOs. The ISLOs were adopted by the College Council in January of 2016 after extensive discussion by all constituent groups [Ev: Academic Senate Minutes, Classified Senate Minutes, Associated Student Senate Minutes, College Council minutes 1/29/2016] These ISLOs represent the knowledge, skills, and abilities that students will accomplish after completing the general education requirements for an associate or transfer degree. Moreover, a student completing a certificate or skill attainment program will have met some of these ISLOs. It is expected that all students who attend Columbia College will

accomplish one or more of these ISLOs as a result of their overall experience at the College. The ISLOs are published on page 135 of the 2016-17 Catalog for easy reference.

Commented [BS87]: Update to new catalog page and year

Faculty members, under the guidance of the SLO Workgroup, have established Program SLOs (PSLOs) for each degree, certificate of achievement, and skills attainment certificate at the College. These PSLOs are recorded in the Catalog and/or the annual Catalog Addendum along with the course requirements for each program.

Likewise, through the work of the SLO Workgroup and the Curriculum Committee, the College has established Course SLOs (CSLOs) for all active courses in the Catalog. These CSLO statements are included in the official COR for the course. The COR for any course can be downloaded from a public website by visiting www.curricunet.com/columbia and choosing Search→Course from the left column.

As described in Standard II.A.3, faculty members have mapped CSLOs to both PSLOs and ISLOs indicating which CSLOs provide evidence of student performance on a given PSLO or ISLO. Direct assessment of student performance is done at the CSLO level only. eLumen software is used to compile CSLO results according to these maps. Then faculty members in a given program utilize the compiled CSLO results to assess performance on each PSLO. Similarly, the SLO Workgroup utilizes compiled CSLO results to assess performance on each ISLO. The interested reader can view an animation video of the process of mapping and compiling these assessment results by visiting the Student Learning Outcomes website [7].

Commented [BS88]: Add video to webpage https://www.youtube.com/watch?v=qgMFxOMADzU

A student completing the requirements of a particular major and the general education necessary for an Associate Degree will have met the outcomes specified in this Standard.

Analysis and Evaluation

All of the components are in place for the college to meet this standard. Each course has CSLOs. Each program has PSLOs. The College has its ISLOs that also serve as its General Education SLOs. The CSLOs are mapped to the PSLOs and ISLOs and eLumen software compiles results for review by appropriate faculty, staff, and administrators.

The ISLOs represent the knowledge, skills, and abilities that students will accomplish after completing the general education requirements for an associate/transfer degree. Students completing a certificate or skill attainment program will accomplish some of the ISLOs. It is expected that all students who attend Columbia College will accomplish one or more ISLOs as a result of their overall experience which includes both instructional and non-instructional areas. The ISLOs attend to communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

Completion of a degree at the college requires both major coursework and general education. Therefore, a student completing a degree will have demonstrated competency on both the PSLOs for the major and the ISLOs, including the items specific to this standard.

The evidence presented demonstrates that the College's processes and framework are well aligned with the expectation of this standard.

Actionable Improvement Plan

The institution's transition to the eLumen tracking tool is recent. The system was adopted in fall 2015, established in spring 2016, and fully implemented in summer 2016. CSLO assessments were first entered into eLumen in fall 2016. Mapping of CSLOs to PSLOs and ISLOs was accomplished in spring 2017 and the first results were analyzed in late spring 2017.

The College recognizes that its systems are well planned but that it will require a continued investment of time and energy to fully institutionalize the process of assessing PSLOs and ISLOs based on its CSLO data. This item is of such importance that the College has incorporated it as one of two topics of the Quality Focused Essay in this report.

II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Board Policy 4025 [Ev] is entitled *Philosophy and Criteria for Associate Degree and General Education.* This policy, fully aligned with Title 5 Section 55061 [37], encapsulates the philosophy and meaning of the general education required of degree-seekers. The specific general education (GE) course requirements are delineated in Title 5 Section 55063 [9] and highlighted in Board Policy 4100 [Ev].

Section 55061 says, in part:

> *Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.*

Section 55063 delineates competency requirements in written expression and mathematics and a minimum of 18 units of course requirements in the natural sciences, social and behavioral sciences, humanities, language and rationality (incorporating English composition, communication, and analytical thinking), and ethnic studies.

Together, these guiding codes and policies lay the framework for the required general education pattern. Moreover, it is evident that these categories attend to the specifications of this Standard.

The inclusion of courses within each category is requested by faculty members in the curriculum development process, reviewed and approved by the college's Curriculum Committee, and validated by the Board of Trustees as part of their monthly curriculum report. To establish a course within a given category, the faculty author asserts that the course meets the relevant descriptor within Title 5 Section 55063 and attends the Curriculum Committee to answer questions regarding the submission. The Committee carefully compares the descriptor to the learning outcomes, objectives, content, and methodologies as shown in the COR. If appropriate, the COR is modified to ensure it reflects the required components and expectations. If the course is found to be an inappropriate match to the descriptor, the Committee does not approve its inclusion in the pattern [Ev – include at least one denial example].

The resulting collection of approved GE courses are listed in the General Education section on page 60 of the 2016-17 Catalog. The requirements are also annually updated on planning sheets utilized by counselors and advisors [Ev – latest version 17-18].

Commented [BS89]: Update to new page and year

The College also certifies student completion of GE requirements based on two other patterns previously discussed: CSU-GE and IGETC. Similar to Section 55063, both of these patterns provide descriptors for appropriate course inclusion, however with more specificity and larger unit requirements [Ev – link to descriptor pages for each]. As above, the Curriculum Committee reviews requested CORs against these descriptors, approves those worthy, and forwards their decision to the Board of Trustees. As an additional step, courses approved locally for inclusion in these patterns are forwarded to the respective review boards for additional review and approval [Ev from Elizabeth]. The most recent results of those deliberations are included in the DOCUMENT NAME [Evidence from Elizabeth].

In the ConnectColumbia class search tool [Ev], the college provides a link entitled, "Looking for a specific GE requirement?" By following this link, students can review the College's offerings that satisfy a particular requirement that they need to fulfill.

Analysis and Evaluation

The College follows a fully developed general education philosophy of the District and the state. Faculty members serving on the Curriculum Committee determine whether a given COR is appropriate to a suggested descriptor. For university transfer patterns, local approval is followed by review of the external agencies.

When developing or revising courses, the COR undergoes a technical review process of scrutiny for completeness and for additional information related to articulation. At times, technical reviewers may suggest that faculty members submit courses for consideration for GE

requirements or propose that they modify the COR in order to promote eligibility for such a requirement.

The catalog contains comprehensive information regarding graduation and transfer, including the requirements of the AA/AS pattern, the CSU-GE pattern, and the IGETC pattern. The catalog also gives students access to course descriptions for all classes offered, including articulation information, transferability, C-ID, prerequisites, and advisories.

Actionable Improvement Plan

As mentioned, the College provides a link in ConnectColumbia to help students find courses fulfilling specific GE requirements. The College will develop more effective online class filtering and searching tools to simplify the process for students to meet their GE requirements.

II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All degree programs at Columbia College include focused study in at least one area of inquiry or in an established interdisciplinary core, as required by this standard. This requirement is specified by Title 5, Section 55063(a)(1):

> *At least 18 semester…units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University* [9].

The course sequences that comprise focused areas are determined by faculty discipline experts, and then approved through the curriculum process. The review process includes development of Program SLOs, required and elective courses, and a catalog description. Curriculum Committee members in approving the program of study assess whether the proposed courses are at the appropriate level and incorporate the key theories and practices within the field of study in order to meet the PSLOs. Approved programs are forwarded to the CCCCO for approval and, once received, are incorporated into the Catalog. The Catalog [Ev] clearly identifies the total number of units required for each degree. The units required to meet individual degree patterns vary significantly but in all cases constitute 18 units at a minimum.

Commented [BS90]: Link to current one

Analysis and Evaluation

The college catalog provides evidence that all degree programs offered at Columbia College include at least one focused area of study or an interdisciplinary core. As required by Title 5, the minimum units allowed for any major or area of emphasis is 18. As part of the curriculum review process, all certificates and degrees are scrutinized to ensure the units required for an award are appropriately accounted and that the component courses learning outcomes and competencies are expected to lead to fulfillment of the Program's SLOs.

II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Columbia College students receive education and training for occupations by earning Associate in Science degrees, Certificates of Achievement, and Skills Attainment Certificates (SACs). During the 2015-2016 school year, the college implemented a modification to our local General Education Breadth Requirements. Part of that modification included discontinuing use of the Associate in Science (Occupational Education) designation. The previously-approved ASOE degrees were converted to standard local AS degrees and over the past year each department has reviewed their degrees and made appropriate decisions concerning modification or discontinuance needs. AS Degrees and Certificates of Achievement are offered in the following areas: Automotive Technology, Business Administration, Child Development, Computer Science, Digital Media, Emergency Medical Services, Fire Technology, Forestry, Hospitality Management, Human Services, Natural Resources, Office Technology, and Welding Technology. In most areas, the College also provides students an introductory-level SAC, a locally approved collection of courses totaling less than 18 units, to serve as a stepping stone toward a higher level certification. The three award types within a given area of study are viewed as stackable certifications as shown in the figure below: begin with an SAC, add more courses to earn a Certificate, and add on GE to earn the AS.

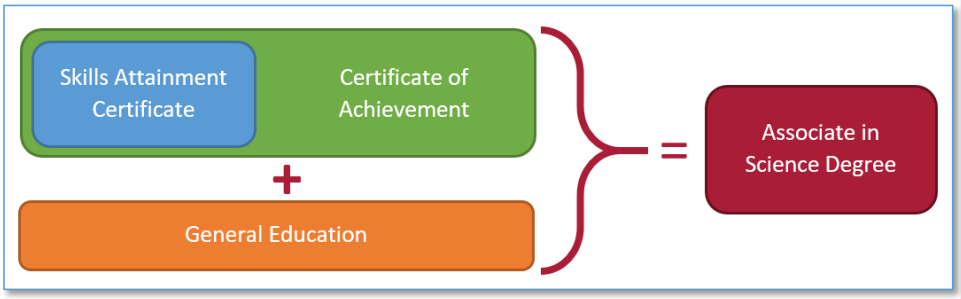

Figure 29 - Stackable Certifications at Columbia College

All vocational education programs are based on extensive planning as well as annual review of performance on their CTE-Perkins IV Core Indicators [38], a set of metrics provided by the federal Department of Education to gauge effectiveness of CTE programs. In addition, all vocational programs are closely monitored by local advisory committees, employers, and external agencies. Each program maintains applicable standards that prepare students for employment.

The Automotive Program curriculum is aligned with the National Automotive Technician's Education Foundation (NATEF), a subsidiary of Automotive Service Excellence (ASE). This national industry standard provides assurance that training is current and industry based. Successful students are prepared for technician certification with ASE. Course assessments include ASE testing and students exit the program having completed a number of critical career certification milestones [Ev – pass rates on ASE tests, number administered, etc].

The Child Development Program serves the community by providing hands-on courses that prepare students for careers with children. The program offers two certificates, AS Degree in Child Development, and an AS-T Degree in Early Childhood Education. The Associate Teacher Certificate is an entry-level certificate suited for a student to jumpstart a career in early childhood education. Students who earn this certificate are qualified to apply for the California Child Development Permit at the Associate Teacher level. The program also offers a Child Development Certificate, which includes practical course work that students need to acquire a California Child Development Permit at the Teacher level. This certificate is a stepping stone for an AS Degree in Child Development. Students earning an AS Degree in Child Development will be eligible to apply for the California Child Development Permit at the Teacher level. Students interested in transferring to a university to pursue a career in Early Childhood Education follow the AS-T pathway for that purpose. Both the AS and the AS-T in the field of Child Development are offered because they satisfy different needs for students and the community, one locally and one for transfer. The advisory committee recommended maintaining the AS degree when the AS-T was developed. This recommendation was brought by the faculty to the Curriculum Committee and approved, providing evidence of how the College's CTE programs are influenced by local employment needs [Ev – curric minutes, advisory board minutes].

Other examples of meeting external licensure and certifications are found in Fire Technology and Emergency Medical Services programs. The Emergency Medical Technician (EMT) Program assists students in acquiring the necessary instruction and manipulative skills to recognize and treat illnesses and injuries in a prehospital environment. This coursework meets state and local training guidelines in preparation for certification as an EMT. Individuals must additionally pass a certification exam as required by the state of California. Columbia College is one of only a limited number of colleges in the state that offers a college degree pertaining to emergency medical services. Similarly, the college's Fire Academy program follows a curriculum outlined by the State Fire Marshall [Ev], customized to meet local needs. In addition to statewide certifications, students of Columbia's fire program are also certified in fighting wildland fires through a partnership with CalFire [Ev]. Upon completion of the academy, students are prepared to become interns at any of a number of fire districts to accumulate the hours and experience to be fully certified. These completers are in high demand in the industry. For instance, tell story of one or more graduating fire academy cohorts and their job prospects [Ev].

Commented [BS91]: Specific test here. Get from Sylvia.

Commented [BS92]: Validate details with Shane

The College's Hospitality Management Program is in the midst of a complete makeover of its courses, degrees, facilities, and personnel. The program introduces students to the world of advanced classical cuisine preparation, fine dining room management and service, and kitchen and beverage management. An advisory committee of culinary professionals guides the curriculum. Committee members are executive chefs, food and beverage managers from area restaurants and hotels, and operators of local resorts ski areas. The Culinary and Pastry Arts Program is certification by the American Culinary Federation (ACF) [Ev]. However, through years of hard use, the instructional facilities had become degraded. In summer 2016, the instructional program was temporarily moved to an offsite location in a church social hall near the college. The instructional facility was gutted and reconstructed. Coincidentally, the faculty member leading the program retired in May of 2016. The new instructional facility will be better suited to group instruction, demonstrations, and modern food safety and preparation methods. The college hired an experienced instructor, Mr. Don Dickinson, to lead the program. Guided by the industry advisory committee, Mr. Dickinson has inactivated several pathways of coursework that distracted students from their primary goals. He is revising and recreating the curriculum to meet the industry's current needs and to properly utilize the new facility. Program offerings are being shaped into clearly stacked certifications to provide students effective guided pathways and to align with gateway jobs and advancement opportunities in the workplace.

The changes to the Hospitality curriculum has been facilitated by a $960,000 California Apprenticeship Initiatitive (CAI) grant that the College received [Ev]. The grant requires the College to place a total 48 student interns over two years with two business partners – Black Oak Casino and Evergreen Lodge. Students complete their coursework via face-to-face lectures on campus with the full- and part-time faculty of the college and side-by-side laboratory instruction on-site at the partners' businesses, learning the content from journey-level professionals on the job. Partnerships in the grant have led to a revitalization of the hospitality advisory committee [Ev-attendance sheet and agenda of adv meeting] and input from these partners has been instrumental in the redesign of the program.

Columbia's effectiveness with the hospitality grant led to its being awarded a follow-up apprenticeship grant, again through the CAI for an additional $960,000, to place 24 student apprentices in child development centers and another 24 in automotive service businesses [Ev]. It is hoped that the new grant will lead to the reinvigoration, curriculum modifications, and expanding advisory committees experienced by the hospitality program.

Analysis and Evaluation

The College's career-technical certificates and degrees are designed to meet the needs of local employers and to lead to jobs for its students. Courses in appropriate areas are designed to lead directly to industry certification, including those in automotive technology, EMS, fire, and child development. Students completing programs in areas such as Fire Technology quickly find internship opportunities, indicating that they are well prepared for needs in the field. Advisory committees provide critical input and direction to ensure the College's programs point students in the right direction and include the training necessary for employment.

The apprenticeship grants provide evidence of strong industry partnerships and instruction designed to help students progress through alternative instructional methods. These partnerships have already proven instrumental in the overhaul of the hospitality program. It is expected that similar results will arise through partnerships with automotive and child development businesses and services due to the new grant.

Actionable Improvement Plan

The College will focus its attention on additional areas within CTE to refresh their curriculum, revitalize enrollments, and reinvigorate relationships with local businesses.

II.A.15

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Program review is a systematic way to assess the quality of Columbia College's academic programs and determine ways to improve the quality of education and service. The purpose of all program reviews is twofold: first, to assure that the faculty and administration provide high quality programs for students and second, to identify opportunities for improvement and support for each program. At times program review leads to a recommendation to eliminate degrees or certificates. At other times, as for the Hospitality Management Program discussed in the previous standard, an instructional program undergoes a wholesale revision of its offerings to meet local industry needs and calls for elimination or significant modification of certain awards.

Program inactivation and modification proposals are forwarded to the Curriculum Committee for approval. Members of the committee review the proposed action and the courses included in the award and provide feedback on college-level impacts of the changes. The Articulation Officer, in particular, provides direct feedback on the impact on students of proposed changes.

As discussed on page 38 of the 2016-17 Catalog [Ev], students retain catalog rights to protect against changing requirements over time. At Columbia College, students maintaining continuous enrollment in the district for up to four years may utilize the provisions of his or her first catalog to qualify for degree or certificate completions. Should course components among those catalog requirements be eliminated, however, completion can be challenging. On the other hand, as new or revised awards are added to subsequent catalogs, students can follow the requirements of any subsequent award. Because newer awards are aligned with newer courses, students often find it advantageous to switch to the new pattern of coursework. Whenever necessary, faculty, counselors, and deans work together with students to approve course substitutions to enable them earn their degrees and certificates. For instance, due to the significant revisions in Hospitality Management, the College has approved substitute coursework for several students in completing previously catalogued award patterns [Ev – examples of substitutions in hospitality].

When students find a requirement of an older catalog includes a class not offered by the College, they have the option to fulfill the requirement via alternative means, such as by substituting another Columbia course or completing a comparable course from another institution. Students are encouraged by counselors, faculty, admissions officers, and deans to submit an Academic Requirements Petition [Ev-link to Student Online Forms page] to request review of alternate coursework in lieu of published requirements. The student can request either a course substitution or a waiver if the minimum units required by the state have been met. Petitions are reviewed by discipline faculty and a dean who will work with the student to ensure their program can be completed in a timely manner. Completion of these courses is recorded on the student's record as equivalencies or substitutions as appropriate. The College then certifies completion of the students' program of study based on having met the requirements in an alternate but sufficient manner.

Because of Columbia's small size, students often face the problem of courses being cancelled or not offered because of insufficient enrollment demand. Such issues may contribute to the college's lower-than-state-average performance on the CCCCO Scorecard's Degree/Transfer completion metric [Ev]. These conditions result in a de-facto program discontinuance hidden from students' view. That is, students may be viewing the College Catalog and pursuing a degree or certificate listed within it but remain unaware that certain required courses cannot be supported by current enrollments. To address this concern, the Academic Senate is working to revise its Program Viability Procedures. Once revised, the College will review its programs in light of the identified criteria and engage in a process to streamline catalog offerings to represent those that can be supported by the institution.

By contrast, the College is also working to develop cooperative degree and certificate pathways with its sister institution, MJC. Specifically, in spring 2017, faculty at Columbia proposed

Commented [BS93]: Include current page and date

Commented [BS94]: Not familiar with this. Is that the 18-unit state min? Ask Elizabeth.

Commented [BS95]: If finalized, change to past tense.

adopting the new AS-T degree in Public Health utilizing primarily Columbia coursework but with one course deliberately offered only by MJC [Ev – template]. Also in partnership with MJC, the College has applied for an Innovation Grant to promote cross-college enrollments. Included in the grant submission is a plan to establish a second video-conferenced pair of classrooms, one at each college, to allow a small cohort at each college to be taught concurrently by a faculty member at just one college. This instructional method will promote student completion by supporting advanced coursework such as differential equations, physics, and organic chemistry whose local enrollments are insufficient to justify offering at Columbia College. This video-conferencing approach will build upon the successes of the nursing partnership, with approximately 65 students enrolled at MJC and 10 at Columbia in any given term.

Commented [BS96]: Confirm number with Lisa Riggs

Analysis and Evaluation

The College provides catalog rights to its students for up to four years. However, curriculum is adjusted and, in some cases, degree and certificate programs are inactivated in that period of time. Faculty, counselors, and deans work together in such instances in a spirit of flexibility to provide alternate means for students to complete their award pathways, including substitute coursework from Columbia and articulated or substitute coursework from other institutions. Online offerings have become an effective tool in supporting student program completion when local course offerings are not sufficient.

To further promote student completion, the Academic Senate is working to revamp its Program Viability process. Once reestablished, the College will assess its programs against the viability criteria and streamline its offerings to those that can be supported. Aspects of such support may include cooperative degree and certificate programs with MJC and cross-college video-conferencing instruction between the two colleges.

Actionable Improvement Plan

To improve, the Academic Senate will conclude its revision of its Program Viability plan and the College will assess its programs against those criteria and reconfigure those in need. The College will pursue cooperative programs and video-conferencing to support the widest possible reliable offerings for its students.

II.A.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College regularly evaluates its instructional programs through three cyclical evaluation processes: a four-year cycle of Program Review integrated with SLO assessment, a five-year periodic review of each course, and a five-year review of each degree and certificate pathway.

Commented [BS97]: Kathy is working with Curriculum Committee to establish this expectation. Should be done by end of Spring.

One hindrance to the effectiveness of program review has been the multiple discrepant meanings of the word "program" itself. The biggest concern surrounds the contrasting concepts of *program review* and *program viability* – the former to describe the current state of an instructional area and its strengths and needs and the latter to define a process for the college to consider discontinuing a particular degree or certificate pathway.

To disambiguate the meaning of the word "program," College Council discussed and adopted a document entitled *Definition of "Program" at Columbia College* on DATE(Hopefully Feb/March) [Ev-meeting minutes and link to doc] after thorough discussion by all constituency groups [Ev-minutes of Ac Senate and Cl Senate meetings]. In it, the College defines three distinct uses of the word:

1. A Program is an Area of Instruction.
2. A Program is a Degree or Certificate Award.
3. A Program is a Student Service Area.

The document also provides the following *disambiguation* statement to distinguish between the first and second definitions.

Commented [BS98]: Edit this disambiguation statement if it changes after Senate review.

> **Disambiguation.** While a **program viability** study *may* be triggered based on evidence observed in **a program review**, in general the two concepts (program review and program viability) are significantly different and fall under different definitions of the word "program." An instructional area is reviewed and analyzed via program review with an eye toward "telling their story," analyzing trends, and planning for incremental improvement via allocation of college resources, while a particular degree or certificate award may be reviewed and analyzed via a program viability study with an eye to discerning whether that award should remain an option for students. If such a study results in discontinuing an award, this may lead to changes in course offerings and options within other awards as well, which may have an effect on the slate of offerings within the instructional area. However, most instructional areas support multiple awards and often provide general education to the college's students at large. Consequently, the results of a program viability study would only rarely result in a need to reassign faculty or staff. That is, program viability is about pathways of coursework, not about staffing.

With clarity as to the distinction between program review and program viability, the College is able to fully embrace the former and will engage in the latter once the procedure is finalized, as discussed under the previous Standard.

Commented [BS99]: Adjust if Senate comes to resolution on Viability soon.

Program Review

Program review has been a long-standing process at Columbia College. The Office of Institutional Research maintains archived records of program reviews dating back to 2012-13

[Ev https://sp-portal.yosemite.edu/data/cc-research/ccplanning/SitePages/ProgramReviewFormMain.aspx]. In light of increasing attention to assessment of SLOs, the College engaged in a discussion of ways to improve and integrate program review and assessment activities. The integrated cycle below was proposed in August 2016 at the college's pre-term In-Service Day [Ev-agenda, planning graphics ppt doc], discussed thoroughly at College Council [Ev – cc minutes] and within each constituency group [Ev – AcSen min 10/28/16, cl.sen min], and adopted by College Council on DATE [Ev: CC minutes].

Program review for instructional programs at Columbia College follows a four-year cycle integrating full and "mini" program reviews with course SLO (CSLO) and program SLO (PSLO) assessment and analysis. The integrated cycle is represented in the figure below.

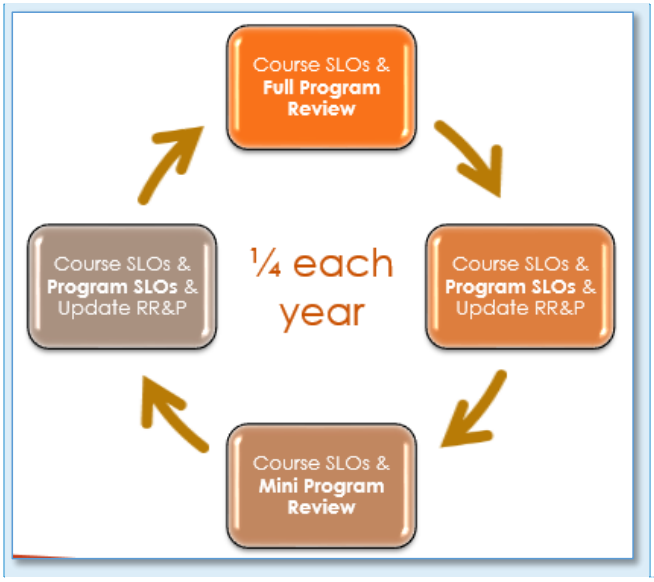

Figure 30 - Integrated Cycle of Program Review and Outcomes Assessment

Commented [BS100]: Replace with better graphic from Jerad.

Each instructional program undergoes program review on a four-year cycle. Program reviews are completed each spring term so that personnel and equipment needs are in the queue for hiring prioritization processes and equipment fund allocation processes that occur in early fall of each year. This process ensures that the College is allocating its resources to fulfill needs identified through program review.

The four years of a given program's cycle are listed below and will be explained further.

- Year 1
    - Full program review, including resource requests and personnel needs
    - Ongoing assessment of CSLOs

- Year 2
    - Program review updated, particularly resource requests and personnel needs
    - Ongoing assessment of CSLOs *and* assessment of all PSLOs
- Year 3
    - "Mini" program review, including resource requests and personnel needs
    - Ongoing assessment of CSLOs
- Year 4
    - Program review updated, particularly resource requests and personnel needs
    - Ongoing assessment of CSLOs *and* assessment of all PSLOs

In this model, program review and SLO assessment are staggered to spread the workload. During full and mini program review years, departments are working only on CSLO assessment. During years when the workload for program review is lighter, they engage in the heavier workload of reviewing all their PSLOs. These CSLO and PSLO assessment results are developed one year and on hand for inclusion in the subsequent year's program review.

The four-year cycle was developed to establish consistency across all programs but keyed from the requisite two-year review cycle for CTE programs mandated by California Education Code Section 78016 [Ev]. The full and mini program reviews are distinguished as below.

1. **Full program review**
    a. **Fresh** narrative
    b. **Full** review of data trends including
        i. Course enrollments
        ii. Degree/Certificate enrollments and completions
    c. Update resource requests
    d. Update personnel lists
    e. Attend to legal mandates (see below)
    f. Read by manager and next level manager. Written feedback provided.
    g. **Oral/visual presentation to the college community** (e.g. In-Service Day or other forum). Program receives feedback on the quality of their analysis and connections demonstrated.
2. **Mini program review**
    a. **Touch-up** narrative

b. **Comment** on shifting data

c. Update resource requests

d. Update personnel lists

e. Attend to legal mandates (see below)

f. Read by manager and next level manager. Written feedback provided.

Both the full and mini program reviews attend to legal mandates. CTE programs are required by EC §78016 to analyze labor markets, ensure their programs do not unnecessarily duplicate those of nearby districts, ascertain the extent to which their graduates are completing programs and finding jobs in the field, and engage their industry advisory boards to ensure the program is meeting community needs. Arts and sciences program reviews attend to the ongoing SB 1440 statewide mandates to establish C-ID designations at the course level and adopt AD-Ts approved by the state [Ev-SB 1440]. They also review trends in degree enrollment and completion.

In spring 2017, each instructional program was placed into one of "steps" of the four-year cycle, with approximately one-fourth of the programs on each step [Ev – program cycles matrix]. All programs engaged in the required updates and full or mini program reviews according to that cycle. Those programs slated for full program review in spring 2017 will present their programs to the college community in August 2017.

Commented [BS101]: Change this if we end up with a session in late spring as discussed by CTE division.

CTE Advisory Committees

As required by statute, each CTE area engages the community via an advisory committee consisting of industry representatives. As discussed in Standard II.A.14, the advisory committee for the Hospitality Management program has been instrumental in helping redesign the curriculum [Ev – minutes of Hosp adv meeting]. In MONTH of 2016, the college's Manzanita Conference Room and adjacent Manzanita Multipurpose Room were filled to capacity with industry representatives. The agenda sought to gather their input on a wide variety of issues, from curricular modifications to industry standards to potential jobs in the community.

Other programs have also held advisory meetings [Ev-need a few examples from CTE fac – Erik, Shane, Tom]. Input from committee members has informed modernization requests in the automotive program, equipment needs and curricular directions for fire technology, and curricular directions in forestry and natural resources. This input was instrumental in the successful application by these departments for funding through the state's Strong Workforce Program [Ev – SWP proposals for these programs].

Using Results of Program Review

Results of the program review process are utilized in several ways. Departmental self-reflection and discussions are inherently valuable. The faculty members in departments work together to assess their performance and identify areas for improvement. These are reviewed by their dean and form the foundation of discussions at the division level.

Equipment and other budgetary needs identified in program reviews form the basis of the College's needs list for the purpose of allocating Instructional Equipment and Library Materials (IELM) funds each year. In both 2015-16 and 2016-17, College Council established a clear procedure by which needs would be identified in program review and funded through IELM resources [Ev – link to both docs, link to both results lists].

Similarly, personnel needs identified in program reviews form the basis for discussions in fall of each year by the Faculty Hiring Prioritization Committee [Ev – link to lists last couple years] and Staff Hiring Prioritization Committee [Ev – link to last couple lists].

Course and Degree/Certificate Reviews

In addition to program review, the College regularly evaluates and improves the quality and currency of its offerings through the cyclical review process required by the Curriculum Committee. In short, every course and curriculum pathway is reviewed at least every five years and fully examined to ensure compliance with regulations, high quality learning outcomes and objectives, currency of content, and alignment with the college mission. These details of these processes are fully delineated in the College's response to previous items in Standard II and need not be repeated here.

Community Education Offerings

The College provides a small collection of community education offerings each semester. These offerings are designed to meet community interest and demand. Each term's offerings vary according to the season, based on instructor availability, and enlightened by enrollment trends in previous terms. As such, each catalog of offerings remains current with community needs.

Analysis and Evaluation

The College has long utilized program review and its curriculum review processes to ensure the quality and currency of its instructional programs. Program review is a reflective process of assessing trends, currency, and applicability of the instructional area. It incorporates assessment of SLOs, goals and objectives for improvement, and identification of current needs including personnel, equipment, supplies, and facilities. The College uses the list of needs identified in program review as the basis for equipment funding allocations and hiring prioritization processes.

CTE areas regularly engage with their advisory committees to gather their input on program directions and curriculum and maintain currency with community employment needs and training requirements.

The college's Curriculum Committee thoroughly attends to the curriculum on a cyclical basis to ensure its ongoing alignment with the college mission and state guidelines.

Together, these data provide evidence that the College regularly evaluates and improves the quality and currency of all instructional programs.

Actionable Improvement Plan

No further action is needed at this time. However, the College will demonstrate its ongoing commitment to effective program review by following its newly established four-year integrated cycle of review, continuing to fund resources and personnel based on inclusion in program reviews, and through the oral/visual presentations to the college community associated with each full program review. It is also expected that the program review instrument itself will be revisited in the coming year to ensure that it effectively integrates the results of assessment of learning outcomes. This integration will be addressed as a component of the Quality Focused Essay in this report.

II.B. – Library and Learning Support Services

II.B.1

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Library

Columbia College Library is committed to supporting the mission of Columbia College as a student-centered institution which embraces academic excellence and meets the learning needs of the college and greater community by providing relevant resources regardless of format. YCCD Board Policy regarding the library is pithy but meaningful: "The District shall have library services that are an integral part of the educational program" [https://www.yosemite.edu/trustees/board_policy/4040%20Library%20Services.pdf]. In support of its mission and this Board Policy, the Columbia College Library supports students learning and achievement by meeting the needs of students, faculty, and the community. The Fall and Spring hours are Monday-Thursday 7:45 AM-7:45 PM. and Friday 7:45 AM-4:30 PM for a total of 56.45 hours a week. Summer hours are Monday-Thursday 7:30 AM-5:30 PM for a total of 40 hours a week. The library faculty and staff include one Faculty Librarian and three Library Specialists who work under the direction of the Vice President of Student Services.

The Columbia College Library's collection is sufficient in quantity, currency, depth and variety to support educational programs, regardless of location or means of delivery, including distance education. The Library provides reference services, circulation services (including reserves and interlibrary loans), bibliographic instruction, library research classes, computers, study carrels,

group study rooms and printing, copying, faxing and scanning for students. The library's resources include:

- Physical Books: 40,828
- Media: 4,151 (includes CDs and DVDs)
- E-Books: 19,501
- Databases: 75
- Computers: 50 Windows and Macs all with internet access
- Library Demo Classroom with 30 computers and LCD projector
- Free Wifi
- 6 I-Pads
- 10 Graphing Calculators
- Group Study Rooms: 8
- Copy Center: Fax, Scan, photocopier and 2 B/W Printers and 1 Color Printer
- Journals, Print (120)
- Newspapers (4)
- 2 Kurzweil Reading Stations with Scanners
- Circulating Art Collection
- Children's Book Collection

Details of these collections are found on the Library website [http://www.gocolumbia.edu/library/]. Utilization statistics and thorough descriptions of services provided are found on the Library Program Review webpage [http://gocolumbia.libguides.com/programreview]. These pages will be referenced frequently throughout the College's response to Standard II.B.

In addition to the resources listed, the Library has a partnership with its sister institution, Modesto Junior College, that allows libraries to share resources with each other via a daily transit service. For items outside the collections of either Columbia College or Modesto Junior College, students may request the resource from other libraries throughout the world via interlibrary loan [Ev. 19].

The Columbia College library's diverse collection contains predominantly nonfiction materials to support the curriculum needs of the College's course offerings. There is a growing interest in developing the literature collection for the casual and recreational needs of our patrons, as well as our DVD collection. The library has many requests from instructors for purchasing DVDs,

particularly from Sociology, Fire Academy and Science. Collection development has added substantial holdings to the Culinary Arts, Science, Humanities, Sociology, Political Science and LGBT (Lesbian, Gay, Bisexual, Transgender) collections based on requests from students, faculty, and administrators. A detailed review of the College's collections and acquisitions can be found within the analysis section of the Library's program review [http://gocolumbia.libguides.com/programreview/analysis] The Librarian actively reads professional reviews, identifies needs and gaps in the collection, and collaborates with the faculty to support their programs. In developing the collection and weeding out unused or outdated materials, the Librarian follows the Collection Development and Weeding Guidelines [http://www.gocolumbia.edu/library/collection.php] designed to maintain Library holdings in accordance with YCCD Board Policies 4-8061 and 4030.

To ensure that library acquisitions are related to academic discipline needs, the librarian is also in constant contact by email, phone, or in person with deans, faculty, and students to request library and media resources [Ev.]. The librarian and library staff actively participate in partnerships across campus. Examples include serving on the Academic Wellness Educators (AWE) Committee to support innovative curriculum and interventions at the college and coordinating with the College's Special Programs to ensure the library needs of the most at-risk students are addressed. The Librarian served on the Student Success and Support Program Committee and now serves on its successor, the Student Success and Equity Advisory Committee (SSEAC). Through these partnerships, the need for textbooks on reserve was identified and established. The library's reserve collection is the most highly utilized area of the collection, as it enables students to check out course textbooks for two-hour periods of time [Ev. 16].

Circulation statistics are tracked through the Worldshare Management Systems (WMS). These utilization statistics are presented in the Circulation section of the Library's program review [http://gocolumbia.libguides.com/programreview/circulation].

Columbia College is fortunate to have an oral history collection. The interviews in the collection were originally recorded between 1949 and 1992. Through the generous support of the Wise Family Charitable Trust and the Columbia College Foundation, a digitalized and transcription effort began in 2007 to preserve the collection and make it available to a wider audience [Ev. 15]. The Oral History Project (OHP) has recently been overhauled and efforts are in place to restore the quality of the recordings as well as continue interviews with current residents. Recently, interviews with survivors of the devastating Butte Fire [Calaveras County 2014] have been recorded and are being added. The project has become an outreach effort that includes a connection with our local history organization and the local museum. Both organizations are interested in having the Columbia College Library OHP webpage be the main vehicle for the Motherlode's oral history collection. The OHP will also be featured weekly on a local radio station. The Library has a generous community donor who has supported development of this collection and its availability to the public. Due to this material being cataloged in the WMS library management system, the interviews are picked up in a simple Google search. The library has seen an increase in reference queries regarding this collection and specific interviews. A summary of activities of the OHP can be found on the Library's general information page

Commented [BS102]: Insert link to Butte Fire summary

[http://gocolumbia.libguides.com/programreview/generalinfo], including a downloadable progress report as of 2016 [http://gocolumbia.libguides.com/ld.php?content_id=24663135].

The Columbia College Library collects usage statistics among patrons accessing databases and library webpages. Usage statistics inform decisions on selection and purchases [Ev. 16]. The library continues to grow its electronic resource collection and databases. In spring 2016, the library purchased *Libguides* and *Today's Science*. *LibGuides* is a Content Management System used by many thousands of libraries worldwide [http://gocolumbia.libguides.com/]. Librarians use *LibGuides* to curate knowledge and share information by creating online guides on any topic, subject, course, or process. Updated weekly, *Today's Science* explains important developments in biology, chemistry, the environment, space, physics, and technology [http://www.gocolumbia.edu/library/databases.php] [http://tsof.infobaselearning.com/index.aspx]

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The Librarian teaches two courses to library users: *Library 1: Introduction to Library and Information Resources* and *Library 101: Introduction to the Library* (Ev. 24 and 25) http://gocolumbia.libguides.com/programreview/libraryclasses]. *Library 101* covers the requisite skills to find quality information for research papers and other college course assignments using the resources available in most college libraries. It is part of the On Ramp Program that is offered every summer for students who are re-entry or need orientation programs to prepare for academic success. *Library 1* is an introduction to information literacy, including developing effective search strategies, narrowing topics, summarizing and evaluating sources, and formatting citations accurately. Emphasis in the course is on online library catalogs, online periodical databases, print and electronic reference sources, and evaluating Internet resources for credibility, bias, and reliability. *Library 1* is a CSU-transferable class and is offered online every semester. http://gocolumbia.libguides.com/programreview/instruction

The Librarian also provides Bibliographic Instruction to general college classes related to their discipline or specific assignments. Instructors can bring classes to the Library's teaching lab with 30 computers or can request instruction to take place in their classroom. With *LibGuides*, instructors can request that a guide be prepared specifically for their assignment or use the discipline guide available for them on the library's webpage.
http://gocolumbia.libguides.com/programreview/instruction
http://gocolumbia.libguides.com/programreview/analysis

http://gocolumbia.libguides.com/c.php?g=583170

In addition to collecting numbers on usage, the library assesses the effectiveness of the collection for quality, quantity, depth, and variety by collecting feedback from students. Satisfaction surveys are conducted each fall and spring semester. The annual fall survey focuses on quality of service while the spring survey focuses on usage and resources accessed in the library. The results indicate that the current practices of the library are meeting and exceeding student needs.
Fall surveys: http://gocolumbia.libguides.com/programreview/fallsurveys .
http://gocolumbia.libguides.com/c.php?g=482574&p=3325221

To directly promote student engagement and success, the library collaborates with the Associated Students of Columbia College (ASCC), the college's TRiO program, and the Academic Achievement Center (AAC) every semester for a Finals Cram Night. This partnership has been very successful in providing an event that is now well established as tradition. At the end of each semester, the library invites faculty members to participate in a study session on the final day of instruction before exams. The library and AAC stay open late on this evening. Professors hold informal gatherings where they give further instruction, assistance, discussion, or just a check-in with their students. The AAC has tutors and supplemental instruction leaders available. The ASCC provides food and drink throughout the evening and holds a raffle at the close of the Cram with prizes such as iPads and gift cards. Students indicate that they find the evening very helpful for their exam preparation and enjoy the casual connection with their classmates and professors. A summary of Cram Night activities and results of brief surveys taken can be found on the right side of the Library Classes webpage [http://gocolumbia.libguides.com/programreview/libraryclasses].

Learning Support Services

The Academic Achievement Center

The Columbia College Tutorial Program was established in 1978 under the auspices of the Learning Skills Center. The name and function of the center was changed in 1995 to the Academic Resource Center, and in 2001 it was renamed the Academic Achievement Center (AAC). Nevertheless, the tutorial program has retained the same general form and function over the years, offering comprehensive free tutoring students. Hours were increased in fall 2014 to support evening tutoring based on faculty and student requests provided to the AAC Coordinator. The hours are Monday-Wednesday, 8:30 AM-7:00 PM, Thursday 8:30 AM-4:00 PM, and Friday 8:30 AM-1:00 PM. Summer hours are Monday-Thursday 10:00 AM-4:00 PM.

The AAC occupies a centrally located space on campus. In spring 2014, the AAC moved to the same building as the Library and the Instructional Technology Center. In spring 2016, the center expanded its general space to provide two additional private rooms and a separate writing center housed within the AAC. The space now includes eight computer stations, various sized tables to accommodate tutoring in pairs as well as group work, and four private rooms for tutoring or studying. Additional features of the AAC include large whiteboards, bookshelves, a tutor appointment desk and the technician's desk. The AAC Coordinator has an office with windows on all sides allowing supervision of the entire center.

The AAC staff consists of one instructional technician and a faculty coordinator. The AAC Coordinator reports to the Dean of Arts & Sciences, who reports to the Vice President of Instruction. The majority of the funding for the AAC comes from the general fund as part of the Arts and Sciences Division's operational funds. Funding to expand the program has come from the Basic Skills Initiative. At various times during the past five years, program funding has been supplemented by other categorical programs including CalWORKS and Work Study. Student Equity funds have recently funded embedded tutoring in the General Education Diploma (GED)

courses and English as a Second Language (ESL) courses based on disproportionate impacts identified within those populations (Ev. 20).

Individual, half hour tutoring appointments can be made at the AAC Appointment Desk or by calling during regular AAC hours. All tutoring is free of charge to registered Columbia College students. Group tutoring is available for up to one hour for two or more students. In the 2015-2016 school year (excluding the summer sessions), the AAC had 1317 individual tutoring appointments, 261 group appointments, and served 1033 students (Ev. 21). This usage is slightly higher than the 2014-15 school year during which there were 1451 individual tutoring sessions, 256 group appointments and service to 1051 students (Ev. 21).

Students who wish to receive tutoring must enroll in the Supervised Tutoring course (SKLDV 410). Tutoring services are offered in most subjects including anatomy, biology, all levels of English, mathematics, physics, chemistry, American sign language, child development, social sciences, speech communication, humanities, computer science, music and overall study skills (Ev. 3). Subjects are selected based on student and faculty requests, past practice, and includes all the basic skills classes. One limitation for specific offerings is based on the availability of qualified tutors.

Students who wish to tutor apply for the position and must supply at least one recommendation from faculty and a transcript indicating a minimum 3.0 G.P.A. If they have not taken a course they wish to tutor, an instructor must sign a recommendation in order to document the equivalent experience. Potential tutors are then interviewed to discuss in more detail their experience in each subject they wish to tutor and why they would like to become a tutor (Ev. 22).

Prospective tutors enroll in a one-unit class named *INDIS 110: Peer Tutoring* taught by the AAC Coordinator. The INDIS classification refers to Interdisciplinary Studies which reflects the nature of the class. This 18-hour lecture course covers a comprehensive set of topics revolving around effective communication skills. The class size is dependent upon enrollment but typically enrolls 10-20 students. Additional training is provided through regularly scheduled tutoring meetings and formative evaluations conducted by the AAC Coordinator. Tutors who complete INDIS 110 and 25 hours of tutoring are Level 1 certified through the College Reading and Learning Association (CRLA). Level 2 certification is reached through additional training and tutoring hours (Ev. 23).

Supplemental Instruction is available for certain gateway and in-demand high risk courses such as anatomy, physiology, microbiology, chemistry, mathematics, speech communication, and physics. Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI leaders", students who have previously done well in the course and who attend all class lectures, take notes, and act as model students. In 2015-2016 (excluding summer session), there were 21 SI offerings and 2389 hours of SI student contact hours. In addition to the SI program, embedded tutoring is available for basic skills courses such as GED,

ESL, mathematics, and English. These offerings represent an increase from the 2014-15 school year during which there were 14 SI offerings and 2127 hours of SI student contact hours (Ev. 21).

The Math Resource Center

The Math Resource Center (known as the Math Lab) is located in the center of in the math department building (Sequoia Building). This recently-remodeled facility includes math faculty offices and classrooms encircling the open Math Lab in the center of the building. This arrangement encourages student use of facility office hours and collaboration amongst staff and students. The Math Lab offers guidance in all levels of mathematics and promotes students collaboration with one another. The lab includes large whiteboards, six computers, and six tables, for a total student capacity of 42 students. A small group study/tutoring room holds five students. The test proctoring room holds up to three students. Individual questions are fielded by one to three student worker tutors and a full-time instructional support specialist. Fulltime and adjunct faculty are available for consultation and use the Math Lab as a hub of student/faculty interaction.

In fall and spring, the Math Lab is open 8:00 AM to 4:30 PM. Summer Math Lab hours and staffing vary to accommodate summer session courses. In addition to tutoring on a drop-in basis, there are other useful resources available such as instructor's and student's editions of all current math textbooks used on campus, a library of other excellent guides and textbooks, and access to graphing calculators and computers to access online tutorial sites (Ev. 8). In 2014-15, the Math Lab recorded 5184 contact hours and 4798 check-in's. In 2015-16, the Lab recorded 6149 contact hours and 5072 check-in's. (Ev. 8a & 8b) This growth can be partially attributed to the new location and the increased hours of the instructional specialist.

Mathematics faculty members are heavily involved in the activities in the Lab. They actively promote use of the lab for individual and group study activities. They advocate for the needs of the center, provide guidance and day-to-day oversight of the area, and answer questions that go beyond the tutor's knowledge base. The needs of the lab are incorporated into the mathematics department's program review. (meetings notes from Lahna to show faculty contribution to decisions and services provided – request has been emailed, 10.6.16) (this area does not have a program review)

Distance Education

Columbia College utilizes online technology to offer a variety of classes and support online, allowing all students to achieve their academic goals.

For students who are distance learners, the library offers a collection of electronic books and databases that can be accessed on or off campus 24 hours a day via the library's homepage. In addition, there are *Libguides* that offer video tutorials on topics including how to do research effectively, navigate the internet, and search databases.
[http://gocolumbia.libguides.com/onlinetutorials/videos]

Online tutoring is available for students 24 hours a day, 7 days a week through NetTutor. NetTutor is an outside vendor provided through Link-systems International since fall 2015 (Ev. 4). Due to the College's participation in the Online Education Initiative (OEI), the California Chancellor's Office has funded NetTutor for all online and hybrid courses for those participating colleges. Additionally through the Basic Skills Initiative, Columbia College funds NetTutor for all face-to-face courses.

NetTutor offers synchronous and asynchronous services: live tutoring, a question and answer center, and a paper center (Ev. 4). Students access NetTutor through the BlackBoard or Canvas LMS so students have an easy point of entry where no additional sign-in is needed. Instructors can provide additional information to the tutors through the Rules of Engagement, a place for them to give directions to the tutors.

NetTutor provides tutoring in the following subjects, including bilingual support (Ev. 17):

- *English:* Writing, Vocabulary, Grammar, Reading
- *Math:* Basic Math Skills, College Algebra, Intermediate Algebra, Algebra 1, Algebra 2, Geometry, Trigonometry, Pre-Calculus, Single Variable Calculus, Multi Variable Calculus, Applied Calculus, Differential Equations, Advanced Math Topics, Beginning Statistics, Intermediate Statistics, Advanced Statistics, Mathematics for Teachers, Matemáticas en Español
- *Accounting, Economics, Finance, & Business:* Accounting; Principles of Financial; Intermediate Accounting I, II, III; Advanced Accounting; Governmental Accounting; Principles of Managerial; Accounting; Cost Accounting I, II; Audit I, II; Internal Audit; Taxation; Tax I (Personal); Tax II (Business/Corporate); Law; Business Law; Law and the Accountant; Economics; Principles of Microeconomics; Principles of Macroeconomics; Finance; Principles of Finance; Management; Principles of Management; Marketing; Principles of Marketing; Information Systems; Principles of Information Systems
- *Life Sciences & Physical Sciences:* Physics, Mechanics, Classical Electromagnetism, Optics, Nuclear, Physics, Quantum Mechanics, Acoustics, General Relativity, Biology, General Biology, Biochemistry, Molecular & Cell Biology, Microbiology, Human Anatomy & Physiology, Genetics, Zoology, Botany, Ecology, Evolution, Chemistry, General Chemistry I and II, Organic Chemistry I and II, Biochemistry, Inorganic Chemistry, Physical Chemistry, Analytical Chemistry, Earth Science, Geology, Astronomy
- *World Languages:* Spanish, French, German, Italian, Portuguese

Students are supported by an online Helpdesk to assist with BlackBoard/Canvas navigation issues. The Helpdesk is accessible through website tutorials, email and phone. [link to helpdesk]

Other Learning Support Services

The College provides learning support services through a slate of Special Programs as well. While not solely focused on library and learning services, these programs provide special access for, in many cases, the most at-risk learners. They are described here as evidence of the comprehensive support for learning provided by Columbia College. In addition to the learning support services listed below, Columbia College houses additional departmental and specially funded learning support services including Extended Opportunity Programs and Services (EOPS), Cooperative Agencies and Resources for Education (CARE), CalWORKS, Veteran's Center, Associated Students of Columbia College (ASCC), Foster Youth Support Services, Mental Health and Health Services, and general counseling. All these programs supplement the learning process of students.

TRiO Student Support Services (SSS)

TRiO SSS offices are located in the upper level of the Manzanita building alongside the other Special Program departments (EOPS/CARE, CalWORKS, DSPS). SSS is a federally funded "TRiO" grant from the Department of Education, Higher Education Act of 1965, that serves first-generation, low-income, and students with disabilities that plan on graduating from Columbia College and then transferring to a 4-year university in a timely manner with the highest GPA possible and the maximum financial aid and scholarship opportunities. The goal is to provide students with a supportive environment, hands-on resources, and structured guidance to launch students towards their academic goals. Specially trained, experienced, and compassionate peer mentor student workers assist students with problem solving, academic tutoring, research, and life skill development (Ev. 12). A variety of learning resource materials, laptop computers, school supplies, and hands-on guidance is provided on-site and via email, phone, and Canvas Learning Management System (LMS). (provide screen shots for evidence here)

TRiO SSS provides a BlackBoard/ Canvas open entry course for all trio-enrolled students. This course provides a portfolio of resources, connections to transfer and scholarship related services, and a way to synchronously and asynchronously communicate with TRiO SSS staff. [link to course]

Career/Transfer Center

The Career/Transfer Center (CTC), located within the upper level of the Manzanita Building adjacent to the Counseling area, offers materials and services to assist students with career information and exploration. The CTC maintains a variety of resources including occupational publications, newsletters, college catalogs, and Eureka, a computerized vocational/educational information system. Additionally, resources are available to assist students in the job search process.

The CTC has many resource materials available to help facilitate the transition from Columbia College to other 2 and 4-year colleges and universities for completion of student's educational goals, as well as job search resources to aid students. The CTC houses catalogs from all California public schools as well as many from private and out-of-state schools. There are videos and pamphlets available to enhance students' college research, as well as sixteen

computers for use with online services including Eureka, Vault, and Vocational Biographies (Ev. 7).

Specially trained Student Ambassadors staff the CTC Monday through Friday from 8:00 AM to 4:30 PM in fall and spring and Monday through Thursday 7:30 AM to 5:30 PM during the summer term. Ten pages of free printing is provided to each student per day. Additional staffing hours are allocated based on high need demand and usage during specific times on the year. For example, additional Student Ambassadors work during the first week of classes each spring and fall term to staff the "Welcome Week" engagements events. (Ev. 26)

Beginning in late spring 2017, the College has utilized regional Strong Workforce funding to provide fulltime staffing of the CTC. The additional staffing will increase workforce outreach to the community, expand the College's job board postings, centralize work study and internship opportunities, and assist students in navigating between educational pathways and the workforce.

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The Career/Transfer Center website provides a list of resources for researching career exploration and transfer related information [link to list of resources]. Additional functionality of the CTC website will be established through the new Strong Workforce funding.

Disabled Student Programs and Services

Disabled Student Program and Services (DSPS) is located in the upper Manzanita building alongside the other Special Programs departments (EOPS/CARE, TRiO SSS, and CalWORKS). DSPS provides accessibility through support services, special equipment, specially trained staff and removal of architectural barriers. The Alternative Media Specialist, Instructional Technician, and Faculty Coordinator/Learning Disabilities Specialist staff members encourage independence and integration in the pursuit of learning and participation in college life. DSPS provides academic support for those with professionally verified learning disability, including individual assessment review/evaluation, individualized learning strategies to remediate or compensate for basic skill deficits, test facilitation, other in-class accommodations as needed. Academic tutoring is provided by the Instructional Technician and other specially trained student workers for general educational and vocational college coursework (Ev. 9) The Library has 2 Kurzweil reading stations and a Libguide for the Disabled Student called the Disabled Student Resource Guide. http://gocolumbia.libguides.com/disabled

DSPS provides phone appointments for consultation and academic counseling. Students can also email the DSPS Faculty Coordinator and Counselor.

The High Tech Center

The High Tech Center, located within the DSPS office, provides training for students with disabilities and support in the use of assistive technologies that allow them to compete as equals with their non-disabled peers. Workstations are fully accessible, using the same Windows platform common throughout campus and integrated with the campus network. The center has a variety of programs and hardware including, but not limited to: desktop computers, laptops, notebook computers/iPads with assistive software. Software available includes: Dragon Naturally Speaking, Jaws, Kurzweil 3000, Echo Smart Pen, MagniSight CCTV, talking

calculators, Text-to-Audio, typing tutor, digital recorders, ZoomText, Inspiration, and AlphaSmart (Ev. 10).

Instructional Technology Center

The ITC is located in the Tamarack building along with the library and the AAC. It is staffed by an Instructional Specialist to assist staff, faculty, and students with use and development of multimedia products and projects and online instructional assistance with Blackboard/Canvas LMS development and navigation. In partnership with the ITC, the Distance Education Coordinator facilitates training for faculty and staff in online course development and implementation (Ev. 11).

Analysis and Evaluation

The evidence presented demonstrates that College's library and learning support services are sufficient in quantity, currency, depth, and variety to support educational programs. The funding is secure for library and learning support services which allows us to provide sufficient quality and quantity of services. Faculty and staff salaries are paid through the general fund and the College leverages lottery funds for text and database acquisition and additional categorical funds to expand service to students.

There is consistent and open communication between library and learning support services and their counterparts elsewhere on campus. Faculty and staff work together to promote currency and depth of services. Robust services for distance education students including online tutoring, video tutorials, and access to library and learning support staff regardless of location via website, email, and phone.

Clear evidence from multiple program reviews show that math course work is a significant barrier to graduation and transfer goals, especially for disadvantaged students (see program reviews from Special Programs departments). Therefore, consistent and robust Math Lab services are a priority. The Math Lab has submitted a Resource Request for additional staff coverage based on high demand (Ev. 8a). However, as of this writing the College has been unable to expand its permanent staff in the Math Lab.

A variety of collaborative learning support services are spread throughout the campus to assist students wherever they may need services (AAC, Math Lab, TRiO SSS, CTC, DSPS, HTC, and ITC).

II.B.2

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Columbia College selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission through continuous communication between faculty, staff, and students. The library's collection development process is guided from Board Policy 4030 (Faculty Academic Freedom), 4040 (library Services), and 4-8061 (Library Acquisitions) (Ev. 5a-5c); the Collection Development Guidelines (Ev. 11 and 14) and the Weeding Guidelines (Ev. 16). The library regularly solicits acquisitions and suggestions from all patrons, particularly faculty and students. Communication between the librarian and all faculty occurs throughout the year. Email requests are received by the Librarian and processed by library staff. A prioritization process is in place to determine greatest need (Ev. 6, 11, 14, 17, 18, 19, 20). The Library also receives feedback through the "Ask a Librarian" feature on their website (Ev. 6), the Institutional Effectiveness Survey (Ev. 22), and Point of Service survey results (Ev. 19 and 20). These instruments help refine identified needs, which are then recorded in the department program review as resource requests to be reviewed and acted upon by college administration.

The library maintains a collection of course reserve materials that students can use during library hours or checked out overnight, for three days, or for a week. This includes a set of ten graphing calculators that can be checked out for a month. Every semester the library seeks the latest materials for each course. Currently the library has 90 percent of the materials for each course based on the list of texts submitted by faculty to the bookstore (Ev. 9, 15). Library materials are accessible in-person and online through their easy to use catalog system (Ev. 5, 8).

For the increasing needs of students who are distance learners, the library offers a collection of electronic books and databases that can be accessed on or off campus 24 hours a day. These can be accessed through the library's homepage (Ev. 5, 7, and 8).

Columbia College provides bibliographic instruction sessions which allows the resources and expertise of the library and librarian to be shared with the faculty and students. These sessions allow faculty and library staff to discuss current and emerging trends as well as the need for additional educational materials. These sessions can be delivered in the library's demonstration area, equipped with computers to allow guided hands-on application and practice of the concepts, including data-base utilization. Additionally, instructors can request that library staff come to their classes to present a library overview. This collaboration between instructional faculty and library staff allow continuous dialogue regarding services and the identification of faculty and subject-specific needs.

Additionally, all other learning support services/locations on campus contribute equipment and materials to support learning and enhance the college's mission. The Academic Achievement Center Faculty Coordinator selects appropriate educational equipment and materials based on faculty and student needs and requests (Ev. 1a and 1b). In addition to the eight computer stations and free printing (10 pages a week) provided to students, five graphing calculators are available to tutors to use with students during tutoring sessions. A large selection of the most commonly tutored subject textbooks are also kept on hand for use by tutors and students (Ev. 12).

The Math Resource Center's equipment and materials are selected in collaborative bi-monthly department meetings with the consultation of the Instructional Support Specialist (Ev. 17). Details are advertised on the Math Lab webpage for students (Ev. 10). Math faculty, with their offices adjacent to the Math Lab, have regular contact with students and peer tutors to determine equipment and material needs.

The Instructional Technology Center's equipment and materials are selected by the Distance Education Faculty Coordinator and the Instructional Assistant and are based on faculty and student requests received through emails and direct communications. Previous accumulation of materials with a Title III grant allowed a depth and breadth of educational resources to allow faculty to effectively provide online resources and classes. The multimedia technician grant and the original library building grant allowed the initial purchases of educational equipment and materials. These past and recent grants support classroom needs, teaching needs and student project needs (Ev. 4, 13, and 18).

There is ample equipment available to support student learning in the distance education modality. Computers with internet access are now available to students in the library and all other learning support and student service areas (AAC, DSPS Hi-Tech Center, Career Transfer Center, Student Center, Math Lab, Welcome Desk, SSS, and the ITC). The Instructional Technology Center (ITC) provides headphones, cameras, and other equipment a student may need when learning through distance education courses (Ev. 1-5). The Distance Education Committee, made up on faculty, staff, administration, and students, provide an avenue for continuous dialogue on equipment and materials needs.
http://www.gocolumbia.edu/Distance%20Education/default.php

The Disabled Student Programs and Services Center's equipment and materials are selected in consultation with the Faculty Coordinator, Alternative Media Specialist, and Instructional Support Technician (Ev. 2a). In order to fulfill the mission of DSPS, it is required that the center provides educational materials and resources necessary to enable students with disabilities to compete academically on an equal basis with their non-disabled peers. To ensure these resources meet student needs, the program review process, which includes Point of Service surveys given to students, allow the program to identify needs and submit necessary resource requests. The program review analysis includes data on the number of specific student disabilities and needed accommodations. For example, in the 2014-15 program review, Veteran DSPS students identified as a population with additional needs and requests for a designated area with study materials was requested and fulfilled. (Ev. 2b) (Ev. 28)

Analysis and Evaluation

In accordance with this standard, instructional faculty and staff are directly connected to the selection of educational equipment and materials to support student learning. The Librarian, Distance Education Coordinator, AAC Coordinator, and staff members within the College's learning support services all have direct input into the tools used in their areas.

II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library

Columbia College regularly assess and evaluates library and learning support services to assure students' needs are properly identified and addressed promptly as part of the Integrated Planning and Evaluation cycle (Ev. 13). Our comprehensive annual Student Learning and Student Services Division Program Review process, which includes development and evaluation of Student Learning Outcomes, provides multiple data points to determine student needs and measure to what degree students achieve Learning Outcomes by service area (Ev.7). Through this review process, each department individually and collectively responds to student needs, as determined by student performance on related SLOs, with new services, materials, and program development.

The Program Student Learning Outcomes (PSLOs) for the Columbia College library are included on the Library's program review site under the PSLO tab (Ev. 4). They read as follows:

The Library provides opportunities for students to learn how to use information effectively. Research classes, reference services and exposure to Library resources gives students the knowledge and skills to:

1. Recognize the value of pursuing different resources.
2. Increase their awareness of available resources.
3. Critically evaluate the integrity of information they retrieve.

The Library's success in each of these areas is measured by:

1. User statistics on our electronic resources (database usage)
2. Use and circulation of print resources
3. Utilization of Bibliographic Instruction services
4. Student surveys.

Data collected supports strong usage of the variety of library resources (Ev. 11). Total gate count was 2014-15 was 113,872 and 2015-16 was 92,068 students. The database usage for 2014-15 of 65,688 and 2015-16 was 42,034. This means the average student accessed the library 29 times in 2014-15 and 26 times in 2015-16. Students used the Library online databases on

average 16 times in 2014-15 and 12 times in 2015-16. This robust usage of library services indicates students are confident in utilizing Columbia's library services. Additionally, in 2014-15 circulation of print resources (books, magazines, audio, course reserves and movies) totaled 10,236. In 2015-16, the total circulation was 9,171. In 2014-15, the bibliographic instruction service had 1,438 students participate and in 2015-16 (excluding summer) 1,207 students participated. Assessment of this usage data is evaluated each year by the faculty Librarian and staff to direct the development of improvements for the Library's student services. Detailed circulation information is available within the Library's program review page under the Statistics tab [http://gocolumbia.libguides.com/programreview/circulation].

To further assess the services and effectiveness of the library and associated services, students respond to a survey. Fall semester surveys focus on customer satisfaction and the spring semester surveys focus on exposure to library resources and use of reference services. During the fall semesters, surveys measured customer satisfaction by asking students to respond to questions about hours, services, and staff member interaction with students. Results demonstrated a strong satisfaction rate with all services (Ev. 11a). Results from spring surveys indicate that although students are primarily utilizing online search engines, they are also utilizing the library catalog, webpage and database at a rate of approximately 40% of student responses. The survey demonstrates that students recognize the value of pursuing different resources and are aware of applicable library resources at the college. Details of these surveys from 2011 through the current semester are found on the Library's program review page under the Fall Surveys and Spring Surveys tabs [http://gocolumbia.libguides.com/programreview/generalinfo].

Institutional effectiveness surveys were distributed to all students in spring of 2013 and included one question pertaining to the library. The question asked students to rate their satisfaction with the library services. 390 students responded with an average rating of 4.43 out of 5. This number represents between a good and excellent rating (Ev. 12). This college-wide survey completes the Library assessment and evaluation cycle.

The surveys assist the Librarian is determining which databases to continue with or replace and these changes reflect what is being taught in the classes. Changes to the databases in the last few years were made based on these assessments which showed a need for more science and political databases as opposed to literature review and critiques. The surveys also indicated a need for more video and tutorials that can assist in research and database searches. *LibGuides* has proven to be a useful addition in providing an accessible platform for distance education, disabled students and the general student population.

Academic Achievement Center

The AAC Program objectives are guided by Student Learning Outcomes (SLO) which have been collaboratively authored and collectively agreed upon by staff in the program.

1. Students who use the learning support services offered through the AAC will be able to identify specific learning needs with regard to the classes for which they seek assistance.

2. Students who have received learning support services offered through the AAC will develop a necessary skillset and apply it to coursework.
3. Students who have received learning support services offered through the AAC will demonstrate and report independent application of learning strategies.

These objectives are evaluated by student surveys conducted each fall semester (Ev. 2). These self-reported results show Columbia students are readily identifying learning needs, developing necessary skillsets, and independently applying those skillsets to increase their success in their coursework.

Additionally, the college's Institutional Research Office recently completed a research brief (Ev = two research briefs in Evidence Folder from Kristin) to explore the impacts of AAC tutoring services on student success rates. The results demonstrated dramatic increases in student success and retention for those students who utilize the AAC as compared to those who did not. These improvements across subject, ethnicity, and gender are important indicators that AAC interventions and methods are to be continued and increased wherever and whenever possible.

Instructors also survey students who receive Supplemental Instruction, embedded tutoring, and writing "stamp" appointments. The AAC's Embedded Tutor Program places a tutor in the classroom, working closely with the instructor for the duration of the course. The embedded tutor works in the class as a peer tutor, a mentor, and a model for successful academic strategies and habits (Ev. 3). The writing "stamp" appointments are designed for a specific assignment by the instructor and given to the AAC tutors ahead of time. Then students attend a "stamp" appointment with a tutor at the AAC to have their assignment reviewed and assessed by the tutor according to the criteria set by the instructor (Ev. 3a, 3b). The results of the instructor's surveys are designed to measure the AAC's performance on its third SLO, as listed above. The majority of the feedback (above 90%) is positive, providing evidence that the AAC is providing effective service to the students who utilize its services. [Survey and results email from Lindsay 2/9/17 in Evidence folder]

Overall the AAC provides a large amount of services across campus to maximize access to proven tutoring services. All tutoring services are continually improved through a rigorous assessment and evaluation.

Analysis and Evaluation

On a regular basis the institution evaluates library and tutoring services through their Program Review and SLO processes. The culture of assessment and evaluation is prevalent across its learning support services. Surveys and evaluation instruments are utilized on a regular basis, and the college has utilized results of these assessments to make improvements to better meet students' needs.

Actionable Improvement Plan

The College can expand its culture of assessment by creating and evaluating SLOs for additional learning support areas, assessing those SLOs, and utilizing the results for improvement of

Commented [BS105]: Fall 2016 Embedded Tutoring Summary
102 students filled out the survey from 7 sections.
Of those students, 57 made appointments in the AAC with a tutor.
98% of students rated their embedded tutor as 4 or above on a scale of 1-5 (1=not helpful to 5=very helpful).

Fall 2016 Stamp Survey Summary
32 Students were surveyed who had stamp appointments in the AAC.
87%% of students rated their tutor as 4 or above on a scale of 1-5 (1=not helpful to 5=very helpful).
28 out of 32 (87.5%) students indicated they would return to the AAC for future help.

We haven't yet received a Fall 2016 tutoring report from Kristin Rascon, but I attached one from Fall 2015 so you can see what will be provided. Since I wasn't here last fall, I don't have an electronic copy of our Spring 2016 tutoring report, so I will follow up with Kristin as I know it was completed.

services. Areas to be addressed include the Math Lab, Instructional Technology Center, DSPS tutoring and the Hi-Tech Center, Career/Transfer Center, and TRiO SSS tutoring and peer mentoring.

II.B.4

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Library

The library relies on several outside vendors and institutions to carry out critical functions. Examples include Online Computer Library Center's WMS (Worldshare Management System) for the online catalog and library information system (include Ev); WT Cox for subscription management (Ev); 3M for security gate maintenance; IKON for copier maintenance and service (Ev needed) and both Tuolumne County and CCI Logistics for courier services (EV needed). Usage statistics and reports are used to regularly evaluate each service (EV needed). When a particular contract expires, the library evaluates its current needs and explores alternatives before agreeing to a new contract, in accordance with the Library's Collection Development and Weeding Guidelines (http://www.gocolumbia.edu/library/collection.php)

Columbia College is also a member of the Online Computer Library Center (OCLC) that provides a cataloging database from world-wide sources through Inter-Library Loan (I.L.L.) (EV needed). Through the OCLC, the library also has access to WMS (Worldshare Management System) (Ev 3 and 4). This membership enables students, staff and faculty to request resources located outside the library. The library provides this interlibrary loan service free to its college community.

Additionally, Columbia College subscribes to the California Community College Council of Chief Librarians (CCCCL). This membership provides a discounted subscription to online resources via the Community College Library Consortium (CCLC). The consortium is a nonprofit public benefit corporation whose voluntary membership consists of the 72 local community college districts in California. This service evaluates the various services and databases, and arranges consortium prices that are then offered to the California Community Colleges. It is through this service that Columbia College purchases databases including EBSCO, Lexis Nexis, Credo Reference, Gale, CQ Researcher, Issues and Controversies, and Todays Science. The CCLC provides community colleges a vast array of databases, at prices

brokered through the consortium thus maximizing resource availability to students within local budget constraints.

Library materials are protected by 3M Security Systems which involves securing Library materials with security strips, sensitizing and desensitizing materials with a detection system, and locating the magnetic detection gates at the entrance of the Library. A service contract with 3M is necessary for regular maintenance and repair of the detection system. Reserve books, iPads and graphing calculators are secured behind the Circulation Desk. All equipment is in working order and meets the need of the Library staff for protecting Library materials.

Columbia College's Technology & Media Services Department is responsible for the hardware and software installation and upgrade of computers in the Library. All computers are equipped with Deep Freeze and anti-virus software that protects computers against viruses and prevents downloading of programs without administrative privileges. The multifunction copier and printers throughout the Library are also overseen by Media Services.

Other Contracts for Services

Columbia College utilizes funding made available through the Distance Education Captioning and Transcription grant (DECT) which provides California Community Colleges with funding for live and asynchronous captioning and transcription as a means for enhancing the access of all students to distance education courses (Ev of DECT grant agreement).

Columbia College applied for and was selected to be part of the Online Education Initiative (OEI). The OEI is an initiative of the CCC Chancellor's Office, funded by the California legislature in 2013 in support of Governor Jerry Brown's Online Education Initiative proposal. The OEI is one of three major initiatives—including the Education Planning Initiative and the Common Assessment Initiative—that are expected to integrate, improve, and evolve existing technology services on behalf of California's community college students. The OEI is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses.

The OEI is sponsored by the Foothill-De Anza Community College District, in partnership with the Butte-Glenn Community College District and its CCC Technology Center at Butte College as recipients of a $56.9 million five-year grant disbursed by the California Community College Chancellor's Office (CCCCO). The Online Education Initiative represents a comprehensive and collaborative program that leverages best practices and technology to significantly increase the opportunity for higher education degree attainment in California.

In order to be included in the OEI, selected Columbia College faculty submitted course syllabi and online courses to demonstrate they met the Online Course Design Standards (http://ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/) as established by the OEI and recorded on their OEI Faculty Resources webpage (http://ccconlineed.org/faculty-resources/).

An additional service offered through the OEI and paid by the Chancellors Office is a partnership with Link-Systems International (LSI) to offer tutoring resources that augment local college tutoring services. LSI's NetTutor provides online, on-demand services to meet with live online tutors, submit questions, and review essays (Ev. 11a and 11b). In fall 2016, Columbia students utilized NetTutor 21 times for a total of 395 minutes of tutoring time representing a slight increase of 18 visits for 325 minutes in spring 2016 (EV: file in ev folder). As word of this service spreads among the students, the College expects these numbers to grow considerably.

Also through the OEI, Columbia College offers Online Student Readiness Tutorials, a series of interactive multimedia tutorials that address the real challenges experienced by online students, new and experienced, while pursuing success in online classes. The goal of these tutorials is to assist our students in developing the skills required to be successful in an online course. Topics include: Introduction to Online Learning, Organizing for Online Classes, Communication Skills for Online Learning, and Educational Planning (Ev. 11c).

The Academic Achievement Center has been certified by the College Reading and Learning Association (CRLA) since 1992 as meeting the CRLA Internationally accepted standard of tutor training. Through this certification program, tutors complete training to certify their status as Level 1 (Regular Tutor) and Level 2 (Advanced) (Ev. 12 and files from Lindsay in evidence folder). In spring 2017, 5 tutors have achieved Level 1 certification and 4 have advanced to Level 2 (ev: cite email from Lindsay in evidence folder). Another four or five tutors will reach Level 1 certification later in the term. As part of a regular 5-year cycle, the CRLA recently reviewed and recertified Columbia's AAC through May of 2021 (Ev: Columbia College Program Certificate in evidence file).

In partnership with CRLA, Innovative Educators produced nine videos as a practical online, on-demand tutor training support tool. Columbia College subscribes to TutorLingo as part of the INDIS 110 and 111 tutoring training courses (Ev. 13). NetTutor is approved by CRLA and encourages tutors to use hands-on skills in an online environment (Ev. 12, 14)

All contracts with external agencies and vendors are reviewed and approved by the Executive Vice Chancellor of Fiscal Services. Master copies are kept on file in the office of the Executive Vice Chancellor and copies are provided to the College for easy access locally. Problems with a particular service are immediately reported to the vendor and followed-up on until they are resolved.

Analysis and Evaluation

The Library regularly collaborates with other institutions for support services, such as through the Inter-Library Loan program, library databases, the Online Education Initiative, and NetTutor. In each case, the College engages in formal agreements to ensure that such resources and services are adequate for the library's intended purposes, are easily accessible and are used. The performance of these services are evaluated regularly and Columbia College Library takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement. The databases are accessible and highly used. The determining factors for subscriptions of resources are based on usage statistics, faculty and student input, product

comparisons and reviews, scope and currency. To ensure the reliability of services, the library staff regularly checks access to the Library's databases and catalog. Technical issues are relayed to the appropriate vendors and/or the College's Technology and Media Services.

II.C. – Student Support Services

II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The mission of the college, specifically the need for a "supportive and engaging learning environment" is fulfilled when the college looks at all programs, departments, and service areas as "student support services." However, the College also provides a wide array of student support services and programs as listed below to provide a supporting and engaging learning environment.

- Special Programs
  - EOPS/CARE
  - DSPS
    - Hi-tech Center
  - TRiO
    - Student Support Services (SSS)
    - Motherlode Educational Opportunity Center (MEOC)
  - CalWORKS
  - Foster Youth
  - Veterans Counseling
- Childcare center
- Food services (snack bar)
- Health services
- Mental health services
- Veterans resource center
- Veterans benefits/services thru A&R
- Job placement (online job board)
- Counseling
- SSSP (Access, Orientation/Assessment/Advising/Educational planning)
  - Outreach (application workshops)
- Library
- Academic Achievement Center (tutoring)

- Math Resource Center
- Welcome Center
- Career Transfer Center
- Student Ambassadors
- Financial Aid (including outreach)
- Instructional Technology Center
- Associated Students of Columbia College
    - Student Clubs

Each Student Services department examines their programs through the Columbia College Student Services Program Review process. Program Review is part of our Integrated Planning Cycle (insert link here, Ev. x). For student support services, quality of services and how each department contributes to the accomplishment of college's mission is reviewed yearly, with larger data trends noted and Student Learning Outcome results assessed and evaluated through a four-year cycle, overlapping with Program Review (Ev.x). Student Learning Outcomes (SLOs) will be discussed in more detail in the College's response to Standard II.C.2.

Program Review for each Student Support Service is comprised of the following components:

- Program description, including department/program missions and their connection to the college's overall mission
- Analysis of data and trends
- Numbers of students served and service types
- Customer satisfaction based on "point of service" surveys
- Accomplishments (goals reached based on previous program review data and student learning outcome analysis)
- Strengths and Challenges noted while working towards Accomplishments
- Set new program goals
- Progress and evaluation of data on each SLO or PSLO (Program Student Learning Outcome). Some departments are in the process of developing Service Area Learning Outcomes as the nature of their department may not allow for direct assessment of individual student achievement.
- Resource requests (includes personnel, equipment, supplies, professional development)

The Associate Dean of Student Equity and Success and the VP of Student Services (VPSS) review and evaluate each Program Review for alignment of department/program mission statements with the college's overall mission statement. Program review results are interpreted by the Associate Dean and VPSS on a four-year cycle and notations for improvements and implementation plans within the program reviews are reexamined each year. For example, "point of service" survey responses requested extended hours and more assistance available online or over the phone. In response, the College has hired new staff, extended hours, and

expanded services online. [Evidence needed: Cite example evidence from Program Reviews starting in 2012-13, 2013-14 through 2014-15 (will be most recent data available, 2015-16 completed in Fall 2016 for only some programs that did not complete 2014-15 data/analysis, per the adoption of the new 4 year cycle]

Following are several additional improvements made as a result of Program Review and assessment:

- The College has added online counseling opportunities and resources. General and Special Programs Counseling are available through Google Hang Out counseling appointments, phone appointments, or via question emailed to counselors or posted on Facebook, which are answered within one business day.
- Online workshops on EXPLAIN are offered by WHOM via StudentLingo.
- TRiO SSS has developed an online support environment within a Canvas course shell to provide thorough resources to program participants.
- All significant print materials, such as the course catalog and all forms, are available online for digital download and review.
- The EOPS/CARE program added an online orientation for its students.
- Staff in Special Programs text reminders to participating students.
- Students who remain undecided or who applied but did not enroll at the College receive multiple follow-up calls and emails with offers to assist and provide additional guidance.
- The College has implemented Early Alert and Early Intervention services. SENTENCE ABOUT SERVICES NEEDED.

In addition to regular program review, the College also engages the community to serve as members of an Advisory Board for Special Programs that meets twice a year. Members include community stakeholders and campus partners who work with the eligible populations Special Programs serve. This Advisory Board provides direct feedback at the meetings and throughout the year about the specific needs and effectiveness of the services provided by the Special Programs departments (EV. 7- 7c). This direct feedback is used to improve student learning outcomes and success rates through incorporation of the member's ideas to each applicable Special Program. For example, one advisory meeting in 2014 involved a discussion about student financial burdens. This led Special Programs to offer more workshops on "How to Afford College" and Financial Aid information (Ev.7d).

The Student Equity Plan and research agenda is another form of assessment and evaluation of programs and services in the Student Support Services areas. Detailed data analysis is used to search for disproportionate impact in five key areas: college access, course completion, English as Second Language (ESL) and basic skills completion, degree and certificate completion, and transfer rates for all students as measured by success indicators (Ev. 25-26). "Success indicators" are used to identify and measure areas for which disadvantaged populations may be

Commented [BS106]: Why in quotes. Need to fine-tune this.

impacted by issues of equal opportunity. In addition to the state mandated populations, Columbia College has further researched the following student populations to ensure adequate evaluation is made to further improve our student support services: [INSERT other data break downs here. Cite an example from research briefs from Kristen if possible. … Goes towards proof of how we evaluate specific data on target populations to increase equity by eliminating disproportionate inequity (if any is found).]

Commented [BS107]: Need this further research example.

Analysis and Evaluation

The college meets this standard. The institution regularly evaluates the quality of student support services through an extensive Program Review process for all programs on campus, including all of Student Services. Program Review process is part of the college's Integrated Planning methods and thoroughly addresses the mission of the college by using data for each service area to implement continuous improvements. This program review process fully connects student support services to resource allocation, student learning outcomes, and thoughtful data-driven decision making best practices.

Actionable Improvement Plan

The format of Program Review continues to be improved each year. These continued improvements will better incorporate the results of assessment of SLOs. The College's eLumen SLO management system will also be further developed and refined to gather and compile assessment results more easily and provide a forum to record the meaningful dialog and recommendations needed based on these assessments.

II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Program review and the integrated SLO process allows each program to identify student needs through assessment of student learning, point of service surveys, and review of best practices. Each program's completed program review is used by the individual department to make improvements to their services and is used by college's administration to complete the Integrated Planning process college-wide.

Prior to the 2014-15 academic year, program review was generally conducted yearly or biennially. In spring 2016, the College began discussions of a four-year integrated cycle designed to integrate program review, course SLO assessment, and program SLO assessment in meaningful, synchronous, but non-overlapping ways. This cycle was discussed widely and adopted by College Council in fall 2016 (Ev. College Council notes 10/21/2016 here). The Student Services division has aligned its program review cycle in accordance with these guidelines [Ev = link to list/matrix showing which programs assessed on which cycles].

In addition to our internal processes, the program review data and results of the evaluation process are also used to complete other state and federal reporting requirements, such as Management Information System (MIS), SSSP yearly plan, Student Equity yearly plan, state Institutional Effectiveness (IE) reports, and individual Special Programs reporting requirements including EOPS/CARE, DSPS, CalWORKS, and TRiO. Using the comprehensive program review data for these additional reports completes a check-and-balance process that causes our student support services to be student-centered and dynamically responsive to the changing needs of our diverse population.

Specifically, the completion of federal reports of the Department of Education called Annual Performance Reports (APRs) are then reflected in each department's program review (Ev. 12-12b). Columbia College has just recently been awarded an additional new Title III grant, starting in 2016, that will assist with college-wide assessment improvement and innovations (EV. copy of title III Abstract here). As with other college programs, the annual reporting for this Title III grant will be tied to program review as a check-and-balance and to promote program improvement.

The college also completes many state reports yearly that assist in the assessment, evaluation, and improvement process. Specifically, the SSSP plan (Ev.9) and the Student Equity Plan (Ev. 10, 10a) focus on direct student services. Development and implementation of these comprehensive plans are led by the Dean of Equity and Success and the Director of Access, Success, and Retention. The Student Equity and Success Advisory Committee (SSEAC) meets monthly to contribute to the research, development, and implementation of these plans as well (Ev – link to SSEAC minutes page).

Student Services departments each develop and assess their own student learning outcomes (SLOs). This allows the College to customize each department's approach to assessment to meet the ever-changing needs of our students. As discussed above in section II.C.1, SLOs are developed and evaluated as part of the Program Review process (Ev. 6a). SLO data is gathered by each department of Student Services. SLOs are evaluated by the department heads and improvement plans are integrated into the Program Review report.

Both aggregate data and individual student success rates are used to evaluate and improve outcomes for student support services at Columbia College. For example, the Research Briefs prepared by the Research office (Ev. 11) are a direct result of needs identified by SSEAC. Also broader Institutional Effectiveness Reports indicate trends that are reviewed by the VP of Student Services and specific department staff to identify trends that need to be addressed. Results are taken into consideration when developing new services or seeking out additional grant funding for services in need of more support. For example, local research and community advisory partner requests indicated outreach to the community was needed, specifically for hidden high-risk populations such as first-generation low-income students without GEDs or high school diplomas. In response, the College applied for a federally funded TRiO Educational Opportunity Centers (EOC) grant, which was awarded in fall 2016. This grant will allow 1,000 community members across our five-county Motherlode region to be served by this new EOC

grant with college readiness skill development, financial literacy (including FAFSA assistance), GED/Diploma referrals, and college application/enrollment assistance (Ev. 8).

Analysis and Evaluation

Through the program review process across all student services departments, student learning outcomes are identified, assessed, and evaluated to continuously improve student support programs and services. These ongoing efforts have resulted in dramatic improvement to our online student support services. In response to needs identified in program review and assessment of learning outcomes, the College has added online guidance courses, online orientation, online counseling, and e-advising to supplement on-campus services. In response to assessment, research, and community input, the College has sought and obtained grant support for additional outreach to at-risk students. Together these data provide evidence that the College establishes and assesses student learning outcomes and utilizes the results of assessment for program improvement.

Actionable Improvement Plan

To provide more thorough and effective online guidance and advising resources to its students, the College has joined the pilot of California's Educational Planning Initiative (EPI) [https://cccedplan.org/]. A key component of the EPI is implementation of Hobson's Starfish Degree Planner [http://www.starfishsolutions.com/about-us/partners/epi/]. Implementation is expected by fall 2017.

Counselors and faculty are also working together to construct coherent, structured pathways to each of the College's certificates, degrees, and transfer options through advising guides. Each guide will present a clear, easy-to-follow pathway through the courses required for a given award. This project is expected to be completed in spring 2017.

II.C.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Columbia College strives to provide equitable service to all students regardless of ethnicity, gender, age, income, disability status, or enrollment location. The College offers services to students on-campus, online, and at three primary outreach sites in Oakdale, Vallecito, and at the Sierra Conservation Center.

Students at the main campus have access to walk-in and appointment-based services including admissions and records, business services, financial aid, library, tutoring through the Academic Achievement Center and Math Lab, academic and career counseling, assessment, and categorically- and grant-funded programs for special student populations. (Ev 1, 17, 18) Admission for most students is via an online application system implemented by the CCC

Chancellor's office. (Ev 2) Paper applications for admission are used for incarcerated students at Sierra Conservation Center (SCC) (Ev 3) and are also available for the general student population on an as-needed basis. An admissions checklist is available both online and on campus to guide students through matriculation requirements and class registration steps (Ev 4, 5). Students have equitable access to counselors through face-to-face, online or phone appointments, allowing them to receive counseling regardless of location or delivery method (Ev 7, 8). A cross-trained staff member and a counselor hold regular office hours at the Calaveras County Outreach Site in Vallecito each week, providing face-to-face services comparable to those on campus. Counselors and staff members also hold face-to-face sessions each term at the Oakdale and SCC sites. Career counseling utilizing Myers Briggs and Strong Interest Inventory is available through academic counselors, with students also having access to career tools through the Career Transfer Center (Ev 9). Career exploration and job search classes are also available to students. *Guide 1: Career & Life Planning* is offered every semester and is delivered both face-to-face and online. *Guide 11: Occupational Exploration* is also offered every semester and will be offered online for the first time in spring 2017 (Ev. 33). Instructional and academic support is available to students on the main campus through the Academic Achievement Center (AAC) and Math Lab. Tutoring for online students is available through NetTutor, as described earlier in this report. Tutors hold regular hours at the Oakdale site to assist students. At the SCC, faculty members provide personal assistance on an as-needed basis.

Columbia College has a robust group of categorically- and grant-funded programs providing extra support to qualified students. Programs such as Extended Opportunity Programs and Services and Cooperative Agencies Resources for Education (EOPS/CARE), Disabled Students Programs and Services (DSPS), California Work Opportunities and Responsibilities to Kids (CalWORKs), TRiO Student Support Services, and TRiO Motherlode Educational Opportunity Center (MEOC) are rapidly growing. Student appointments with staff in these programs are typically face-to-face but accommodations are made to allow SKYPE, FaceTime, phone call, and email correspondence. TRiO SSS offers a Canvas learning environment to provide resources to its students. TRiO MEOC specialists visit the SCC to work with current and future students. EOPS offers online orientation for its students. A skills development class, SKLDV 610, is led by our DSPS Coordinator. (Ev 44-46 &/or Screenshot from Anneka)

Student Services use the program review process to continually ensure they are providing reliable, quality service and equitable access to students (Ev 13, 14, 15, 16). Along with program reviews, the College also utilizes both student and community surveys to assess whether services are appropriate, comprehensive and equitable (Ev 40-43).

In the online environment, the College provides a robust array of services for students including applications, financial aid, class registration, tutoring, resources for Blackboard and Canvas, counseling, email set-up help, student success workshops and various other services (Ev 22-31). The Distance Education Committee meets regularly to discuss distance education needs within the college and ensure students choosing to complete online studies have equitable access to services (Ev 32). Additionally, students have access to Degree Audit, an interactive online service through ConnectColumbia which allows students to monitor their progress toward

academic goals. Online assistance with career options is available through Vault.com, Eureka, and Vocational Biographies (Ev 10).

The College also actively encourages concurrent enrollment of high school students, who follow normal application procedures and complete forms for special admit students (Ev 6). Columbia College currently has 172 concurrently enrolled high school students. Through spring 2017, services to these students were provided based on the modality of instruction chosen, with on-site students utilizing on-campus resources and online students using online resources. Effective fall 2017, the College is expanding its offerings via College and Career Access Pathways (CCAP) agreements. College courses will be offered to high school students on their own campuses. The College will send staff and counselors to each high school to provide face-to-face guidance from application through enrollment. Tutoring opportunities will be provided by the College and/or the high school. Additional services will be accessible through online portals using the high school's computers and internet access. In these ways, all Columbia students participating in CCAP coursework will have equitable access to the college's services.

Analysis and Evaluation

These data demonstrate that the College provides appropriate and equitable services to all students regardless of delivery method or service location. The College has actively expanded its offerings to alternative locations and student groups, adding classes on high school campuses and inside the prison. In developing alternative locations, access to services is a primary concern. Plans to offer courses are co-developed alongside plans to offer appropriate services to students. Regular program reviews of services provides a mechanism for identifying areas of need and assists in implementing processes to meet these needs.

Actionable Improvement Plan

A cross-program assessment of services will be undertaken to gauge the best practices of the College and deploy those to other service areas. For example, the EOPS online orientation may be replicated within DSPS and the TRiO Canvas learning environment may prove useful for other programs.

II.C.4

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Columbia College's co-curricular and athletics programs fully align with the College's mission by providing "students of diverse backgrounds many opportunities for discovery and success" [39]. These programs are under the control of the institution, all finances are processed by the

College following standard practices, and the programs are conducted with sound policy and strong integrity.

Student Activities

The Associated Students of Columbia College (ASCC) is the officially recognized student group that represents all of the interests of the institution's student body. This student government organization is a vital part of all Columbia College activities and programs and works to ensure that the voice of the students are represented at the decision-making bodies of the college. The ASCC consists of the Student Senate, Executive Council, and Inter-Club Council. Within the Student Senate there are seven executive officers and ten senators to be elected at large. Elected officers of the ASCC and any other position required in the ASCC Bylaws shall serve as members of the Executive Council, while the Inter-Club Council consists of the president of each active club on campus and shall by chaired by the ASCC Director of Club Affairs. Currently, there are eleven clubs on campus including the Auto Tech Club, Collegiate Entrepreneurs' Organization (CEO Club), Child Development Future Educators Club, Club of Tolerance, Debate Club, Forestry and Natural Resources Club, Gay Straight Alliance, Nutrition Club, Political Science Club, Sisterhood Fellowship, and the Veterans' Club [40].

Commented [BS108]: Verify that club website is current

The Student Senate consists seven officers and ten members at large elected by members of the ASCC (the student body of Columbia College) through a general, campus wide election to be held once a year during the last two months of the spring semester. Each term of office for Officers and Senators shall be one year and begin on July 1 of each year and end on June 30 of the next calendar year as outlined in the ASCC Constitution [41]. The officers of the Student Senate consist of President, Vice President, Treasurer, Secretary, Director of Activities, Director of Publicity, and Director of Club Affairs. In order to serve as either an Officer or a Senator, a student shall have received course credit for a minimum of nine units the previous semester and be enrolled in nine units during his or her term of office with a minimum of a 2.5 cumulative GPA. Moreover, a 2.0 semester GPA must be maintained during the entire term of office. All Standing Committee Chairs shall also meet these unit and GPA requirements. 2016 ASCC Election Requirements

All ASCC board members and club members are held to the highest standards of integrity. Students are responsible for abiding by the California Education Code, the Columbia College Student Code of Conduct (EV) and YCCD Board policy and procedures regarding student travel (EV). If a student is found in violation of any of these standards they will be reported to the Dean of Student Services and subject to discipline.

The Columbia College Speech and Debate Team is a co-curricular program that provides students an opportunity to participate in forensics and debate. Preparation in this area is part of a credit instruction program, as student participants must be enrolled in *SPCOM-7: Forensics Workshop*. The team travels to intercollegiate tournaments each academic year and competes in Parliamentary (NPDA) and Lincoln-Douglas (NFA-LD) style debates, as well as a full range of individual events. The forensics budget is established by the administration. Related expenditures and travel schedule is determined by the head coach, Dr. Timothy Elizondo. The

Speech and Debate Team at Columbia College has been extremely successful and participated in the National Championships in 2015.

Commented [BS109]: Ask Tim. This isn't quite right. We sent a few students to a big competition in spring 2016, right?

Like ASCC, this co-curricular program gives students an opportunity to compete against and network with other students from around the state and nation, which adds to their overall social and cultural awareness, thus enhancing their overall educational experience.

Athletics

Columbia College's Intercollegiate Athletics Program is dedicated to supporting and enhancing the student-athlete experience. The college provides support programs and services to assist its student-athletes in gaining access to higher education and achieving success in their chosen endeavors.

Based upon current funding, facilities, and interests, Columbia College offers two intercollegiate sports: Men's Basketball and Women's Volleyball. Each sport is governed by the Constitution of the California Community College Athletic Association (CCCAA) (EV) and the rules of the Central Valley Conference (CVC) (EV), as well as YCCD Board Policy 5700, California State Education Code Sections 67360-67365 [42], and Title IX of the Education Amendments of 1972 (Ev).

The CCCAA maintains general oversight over the college's intercollegiate athletics program and the Athletic Director is responsible for reporting to the CVC Commissioner. Annual gender equity and financial reports are submitted to the U.S. Department of Education (2016 Equity in Athletics Disclosure Act) and to the CCCAA (2016 Form R-4) to provide statistics and information to the public. These reports are submitted during the fall semester, between October 15 and November 1, and are inclusive of the prior year participation and financials.

Columbia College is Title IX compliant because it meets Prong 1 of the three-prong test: *The Proportionality Test*. In short, the Proportionality Test measures whether the opportunity for students to participate in men's and women's sports is proportional to their enrollment at the institution. Compliance with this test is verified through the annual Equity in Athletics Disclosure Act filings, as well as, the Form R-4. The college's Vice President of Student Services serves as the Title IX Coordinator and works in unison with the Athletic Director to ensure annual compliance. In the past, the College has also offered Cross-Country for both genders. These teams were discontinued because there was a lack of participation and community interest.

Every 5 years Columbia College undergoes an Athletics Program Review through the Central Valley Conference. The primary requirement of this review process is the self-study report (EV), which is based on Standards that are reviewed by a site visitation team. Columbia College underwent this process successfully in 2013 (EV) and is scheduled for review again in 2017-18.

Columbia's two (2) intercollegiate sport programs are consistent with general offerings found in the local Tuolumne/Stanislaus communities, including local high schools, and are fully integrated into the fabric of the college. The athletics programs are housed within the Division of Arts, Sciences, and Human Performance. Direct supervision and oversight is the

responsibility of the Division Dean with help from the Athletic Director. Each sport program is offered as 3-units of educational coursework and all courses associated with the program have been vetted and approved by the Curriculum Committee, the District Board of Trustees, and by the California Community Colleges Chancellor's Office (CCCCO). The corresponding intercollegiate courses are *HHP 82-Men's Basketball* and *HHP 86-Women's Volleyball*. Both courses are listed with the CCCCO under TOP Code 0835.50-Intercollegiate Athletics.

The Intercollegiate Athletics Program is aligned with institutional planning and budgeting cycles, including the college's program review cycle. All finances are controlled by the District and evaluated in the annual planning and budget development process. The Fund 11 (unrestricted) Intercollegiate Account provides the necessary funding for athletic insurance, CVC dues, and an Athletic Trainer stipend. However, each program's travel, vehicle operations, equipment needs, and personnel expenses are paid for through the Intercollegiate Athletics Fund 12 (restricted) account. This account generates revenue from sponsorships, ticket sales, donations, and annual fundraisers, which are deposited into the Fund 12 account. Prior to any fundraiser, the Athletics Department must request permission through the Dean's Office by filling out a Fundraiser Request Sheet. This request is then processed and delivered to the President for final approval. Upon completion of each fundraiser, designated personnel must turn in all monies to the business office. The business office then deposits the money into the correct Fund 12 account. At the conclusion of each fiscal year, any remaining balance is carried forward to the following fiscal year.

The Intercollegiate Athletics Department strives to foster a sense of community among faculty, staff, and students on campus and to help provide a focus for community outreach with alumni, family, friends, and supporters. It also seeks to provide a foundation of principles for each of its student-athletes. The core principles include responsibility, goal setting, evaluation of progress, plans for improvement, achievement of goals, pride, and attainment of self-actualization (Ev). Athletics teams are expected to strive for excellence, with emphasis placed on team cohesion and the personal growth of each student-athlete. By adhering to these principles, the Athletics Program provides a supportive and engaging learning environment, which offers students of diverse backgrounds many opportunities for discovery and success in academics as well as athletics, which is consistent with the mission of the college.

Student-athletes at Columbia College must meet eligibility requirements to participate (Ev). They are required to maintain full-time (12 units) academic status with at least 9 units counting toward the Associate Degree, remediation, transfer, and/or certification as defined by the College Catalog. In addition, student-athletes competing in a second season of sport must also have completed 24 units and have maintained a 2.0 GPA since the first season of completion. Prior to competition, each student-athlete must undergo the eligibility process by meeting with the Athletic Director, their coach and a counselor. The student-athlete is responsible for submitting all transcripts, undergoing a health physical, and completing a Student Education Plan. Once the Eligibility Clerk, Athletic Director and coach have verified that the student-athlete has met all requirements a Form 1-Student Athlete Eligibility Report (EV) is filed with the CVC Commissioners Office and kept on file in the Athletic Director's Office.

Commented [BS110]: Eligibility requirements

Columbia College expects that all Intercollegiate Athletics participants exhibit appropriate behavior at all times and adhere to the CCCAA Decorum Policy (EV) as set forth in the CCCAA Constitution and Form 1. This includes student-athletes, coaches, personnel, staff and volunteers. Each participant is expected to demonstrate respect, courtesy, and appreciation for others, while also holding themselves to the highest standards for honesty and integrity. As highly visible members of the college and community, Columbia College Athletics seeks to set the standard for a model athletics program that helps all participants achieve ultimate success in life.

Analysis and Evaluation

The ASCC program, Speech and Debate Team, and Intercollegiate Athletics programs align with the College's mission by offering "students of diverse backgrounds many opportunities for discovery and success." These programs provide a supportive and engaging learning environment where students can master foundational skills in leadership, communication, cooperation, and athletics. They allow students to explore their passions, attain degrees and certificates, and pursue career and transfer pathways.

Each program lies fully within the oversight of the College, complies with its policies and procedures, and is led by qualified college personnel. All funds associated with each activity are managed by the College following established procedures. These data indicate that the college fully complies with the expectations within this Standard.

II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The mission statement for the Columbia College Counseling Department is as follows: Columbia College Counseling Department is dedicated to student success. Our mission is to provide quality services in a supportive environment that assists students in identifying and achieving their educational, career and personal development.

The goals of the counseling department are to:

1. Orient students to the college and requirements related to their programs of study.
2. Help students make decisions about educational and career goals.
3. Provide academic planning for Certificates, Associate Degrees, and/or university transfer.
4. Help students evaluate current academic readiness and plan appropriate coursework.

5. Assist students to use campus services and resources.
6. Review transcripts from other institutions for credit applied to Certificates and Degrees at Columbia College.
7. Teach students important skills, strategies, and techniques to enhance academic success.
8. Work with students to resolve personal concerns that may interfere with their ability to succeed.

Columbia College offers a variety of counseling and academic advising services to support students in their development and success. There are currently nine full time counselors, two adjunct counselors and one graduate student intern. Counselors are located in the following service areas: General Counseling, Extended Opportunities Programs & Services (EOPS), Cooperative Agencies Resources for Education (CARE), CalWorks, Student Support Services/TRiO, Disabled Student Programs and Services (DSPS), Foster Youth and Veterans Services. Counseling services are available in the main counseling area (Upper Manzanita), the Veteran's Resource Center in the Toyon Building, and the off-campus Valecito site. Plans are under way to offer Counseling services at the new Oakdale site. Each service area is described on the Student Services web page (with the exception of Foster Youth and the Valecito site), branching off from the Student Services page. All counselors work under the direction of the Vice President of Student Services.

Commented [BS111]: Let's ADD foster youth to that page and then drop this parenthetical.

Table 29 - Full-Time Equivalent Faculty Counselors

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Instruction	1.37	1.43	1.17	0.96	1.40	
Coordination	1.20	1.00	1.00	1.00	1.50	
General Counseling	2.55	3.30	3.62	3.95	4.80	
Special Programs Counseling	1.80	2.36	2.56	1.96	2.60	
Totals:	**6.92**	**8.09**	**8.35**	**7.87**	**10.30**	

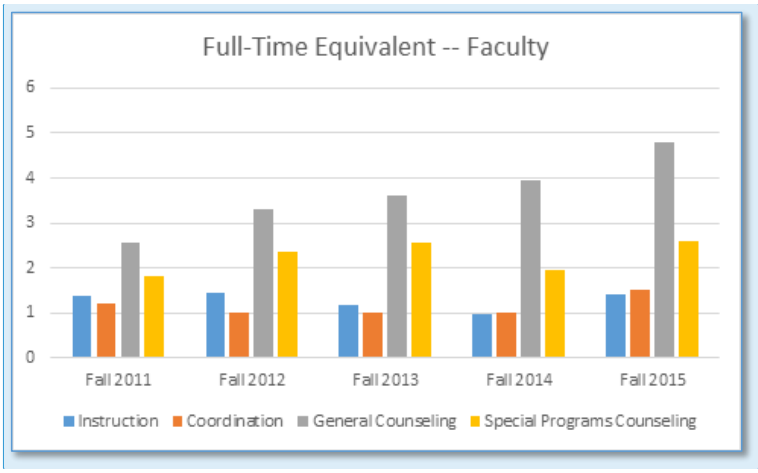

Figure 31 - Full-Time Equivalent Faculty Counselors

Source: PROVIDE SOURCE EVIDENCE

The data displayed above indicate that the total counseling department FTEF's have increased from 6.92 FTEF in Fall 2011 to 10.3 FTEF in Fall 2015. Specifically, the College has had a significant increase in general counseling faculty from 2.55 to 4.8 FTEF, including both full-time and adjunct counselors.

Data from the Columbia College Student Success Scorecard indicates that the student to counselor ratio was 595:1 in the 2014-15 academic year (Ev. 19). This ratio does not take into account the teaching, articulation and program coordination responsibilities assigned to counselors. These necessary responsibilities reduce counseling availability.

The fall and spring hours are Monday-Thursday 8:00 AM-4:30 PM. Summer hours are Monday-Thursday 7:30 AM-5:30 PM. Evening hours are available on Thursday until 6pm with a plan for Spring 2017 to add evening availability on Mondays.

The Student Success and Support Program (SSSP) was created in response to the Student Success Act of 2012, and replaced what were formerly referred to as Matriculation activities and their associated funding source. The SSSP is designed to enhance student access to the California Community Colleges and promote and sustain the efforts of credit students to be successful in their educational endeavors.

The goals of the SSSP are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct requisite components of the program: admissions, orientation, assessment and testing, counseling, and student follow-up. As part of SSSP, students are required to complete

Commented [BS112]: Update with Fall 2016

Commented [BS113]: By 2016?

Commented [BS114]: Did we or didn't we. Put accurate statement here, not plan.

orientation, assessment and advisement, declare a program of study and create a student educational plan (Ev. 20).

To aid in the transition to college and to best ensure academic success, Columbia College has implemented an orientation which can be completed in a variety to ways. Face-to-Face orientations are offered both at Columbia College and at our local feeder high schools. A newly created online orientation allows 24/7 access. Additionally, students who complete *GUIDE-100 – College Success*, *GUIDE-107 – Orientation to College* or *GUIDE-18 – Life Skills for Higher Education* earn credit for the orientation.

Columbia College requires an academic assessment of all students wanting to take English and/or math courses and/or those with English or math prerequisites. The College utilizes the Accuplacer test for both math and English placement. Students can also submit Advanced Placement results and utilize the Multiple Measures placement. These assessment services are discussed thoroughly in II.C.7.

Counseling is available through electronic modalities and in-person via drop-in appointments and scheduled 30- and 60-minute appointments. During periods of heavy usage, such as during registration and orientations, additional drop-in times are scheduled. One of the frequently discussed topics during the counseling sessions is the selection of courses appropriate for each student's expressed educational goal. To aid in this process, the college has created both a first-semester educational plan and a comprehensive educational plan. Program review stats for completed appointments indicate that in the 2014-15 year the College provided 5307 scheduled appointments, 591 drop-ins, 71 e-advising sessions and 87 appointments by phone (EV). Point of service surveys were designed and completed in fall 2016 to assess student satisfaction with services. Results indicated FILL IN HERE AND PROVIDE EVIDENCE. Grant and special funded programs such as CalWORKs, TRiO, EOPS and DSPS receive their own external evaluations to gauge the effectiveness of counseling services provided by their respective programs.

Table 30 - SSSP Core Services Provided

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Comprehensive Ed Plans	569	836	1221	1123		
Abbreviated Ed Plans			397	938		
Ed Plan Updates	13	474	744	1188		
Assessments	1053	289	1048	1045		
Orientations	984	959	599	753		

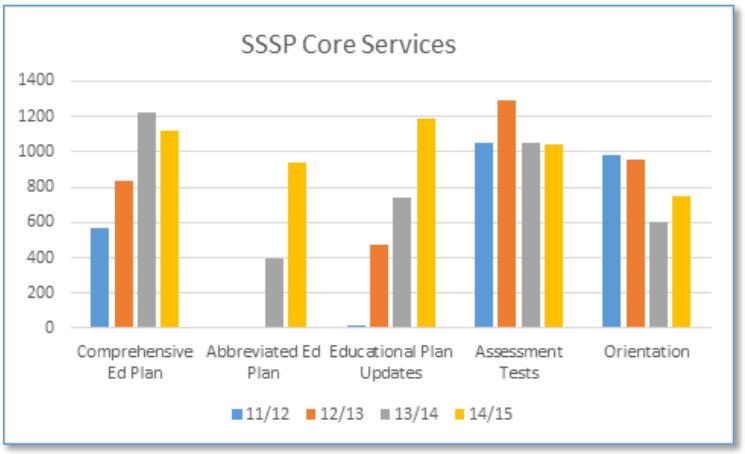

Figure 32 - SSSP Core Services Provided

Source: PROVIDE SOURCE EVIDENCE

In additional to registration, students seek counseling for a variety of reasons including interpretation and application of assessment results, referrals to appropriate campus and community resources, and discussion of academic, career, crisis, probation status, and personal issues. To aid in the transmission of information, counselors have been working with faculty to develop Major Advising Guides for Transfer Degrees which include career pathway examples and a 2-year completion model for each degree (Ev #8). Transfer and graduation information is available via the College Catalog, College website, student success workshops, guidance courses, and individual advising. (Evidence #1, #12, #13, #14, #15, #18). Additionally, counselors are active in catalog development and review to ensure students have a clear and accurate document for certificate and degree completion as well as transfer preparation (Evidence #12).

Students are also able to personally access and review their educational progress. Degree Audit is accessible in the ConnectColumbia student portal for students to gauge their educational progress and compare their complete coursework against the requirements of any degree or certificate offered by the College.

When a student falls below academic standards, support services are offered. Students who fall below minimum academic standards are placed on Probation/Dismissal status. The thresholds for their measures are a 2.0 GPA or a 50% course completion rate in a given term. Students on Probation/Dismissal status are blocked from online registration and required to meet with a counselor to develop a course of action to regain good academic standing with the institution. The counselor works with the student to determine an appropriate course load, identify support services, implement grade checks (academic performance evaluation) from instructors, and establish monthly meetings with a counselor to monitor progress (Evidence #5 and #6).

Effective spring 2016, the college implemented an Early Intervention Program that targets students with fewer than 15 completed units whose academic performance is lagging. Students identified are provided counselor contact information and offers of services and resources. These students receive individual phone calls to discuss their situation and to develop a game plan to get them back on track (Ev. 21). Early Alert is also a support service that faculty can utilize if they are concerned about a student's performance in their particular class. Students receive an email from the instructor, and the counseling office receives a copy. Counseling staff then call the student to offer a counseling appointment to support the student in their efforts to successfully complete the course. If the student does, in fact, make and attend an appointment, the counselor then emails the instructor to "close the loop" on the support offered the student (Evidence #10).

Commented [BS115]: These two pieces seem to say the same thing but not quite. Let's figure out which ONE is right and stick to that one.

Columbia College has a growing online population as well as a segment of the student population that prefers, for various reasons, to access counseling services via online or distance support. To meet the needs of these students, individual counseling is available in-person, online via Google Hangout, and on the phone. Additionally, e-advising allows students to communicate with counselors via email. (Evidence of online counseling) All students can subscribe to the Counseling Department Facebook page to receive updates and information and to post questions (Ev. 17). Additionally, the college experimented with online student success workshops. This one-year service expired in July 2016 and the college has a goal a long-term goal to create in-house college specific online student success workshops.

The Career and Transfer Center offers a variety of resources to aid in career exploration, job search, and transfer processes. The Center serves as the location for transfer focused workshops including *How to Transfer to a UC*, *How to Transfer to a CSU*, *Writing your Personal Statement*, and *Transfer Day and College Night*. An innovative new service consists of Google Hangout sessions with Transfer Directors from 4-year schools. The Career and Transfer Center is staffed by Student Ambassadors who are trained to assist students in applying to the college, registering for classes, accessing student email and all the tools available in the Career Transfer Center. Effective late spring 2017, the College will expand the hours, services, and opportunities within the Career Transfer Center through additional personnel funded by the state's Strong Workforce Program.

To maintain their knowledge base and develop as professionals, counselors participate in a variety of activities. The Counseling Department meets twice per month for 90 minutes to discuss topics of interest, share updates on programs and policies and to collaborate on large-scale projects. Counselors attend statewide conferences and monitor articulation and curriculum list-serves. Training for new counselors includes reviewing the comprehensive Counseling Manual and shadowing current counselors. All counselors are supported to attend professional development activities including the UC/CSU and ETS Conferences, Career Development, and Student Success Conferences. Additionally, counselors regularly participate in campus committees including Academic Senate, Curriculum Committee, Student Success and Equity Advisory Committee, Distance Education Committee, Academic Wellness Educators

Committee, and are regular participants on search committees for new faculty, staff, and administrators.

The First Semester Experience Program (FSE) at Columbia College is a unique learning community that is designed to boost success in pursuing college goals. FSE consists of a series of orientation activities, programs, and courses (Guide 100, Math 602, English 151) to help students ease into the demands and challenges of college life, forge connections with counselors, faculty, staff and peers, and prepare for academic and personal success at Columbia. (Supporting Evidence 7)

Commented [BS116]: This feels ancillary. Let's either augment or trim it.

Analysis and Evaluation

The Counseling program supports student development and success and provides faculty opportunities for development and training for effective and timely advising. Students are provided with orientation and advising related to their programs of study, graduation and transfer information in multiple modalities. Counseling services are designed and offered to meet the wide variety of needs of the College's incoming students, and services are offered in numerous modalities. In response to implementation of the SSSP, the College has expanded counseling, advising, and placement. The College's performance on SSSP metrics continues to improve. Together, these data indicate that the counseling services of Columbia College meet the expectation of this Standard.

Actionable Improvement Plan

The College continues to strive for improvement in accuracy, completeness, and clarity of information for students. To that end, counselors will continue working with instructional faculty to develop Advising Guides, which delineate two-year maps through college coursework, leading to awards and employment or transfer. The College is implementing the Educational Planning Initiative's recommended student online advising tool, Hobson's Starfish. Training and marketing for students and faculty will provide a smooth transition to using this new tool.

II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Columbia College follows the open access policy as required by Title 5 Section 51006 of all Community Colleges in California and reiterated in Board Policy 4-8059 (Ev. 9). The college's general admission policies are consistent with its mission of open access and is supported by the District Board Policy (5010) that states, "The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered: 1. Any person over the age of 18 and possessing a high school diploma or its equivalent. 2. Other

persons who are over the age of 18 years and who, in the judgment of the Chancellor or his or her designee are capable of profiting from the instruction offered" [https://www.yosemite.edu/trustees/board_policy/5010%20Admissions.pdf]

These policies ensure that all admitted students, unless specifically exempt, have equal access to enrollment and participation in the college. In partnership with the California Community College Chancellor's Office, Columbia College utilizes the CCCApply online application for college admissions (Ev. 8). This application was implemented to meet student need and increase access. In special circumstances a paper application is available.

The Admissions and Records department utilizes an Admissions Checklist to guide students through the important steps of the matriculation process, from application to registration (Ev.1). These steps are part of a comprehensive Student Success and Support program (SSSP) offered to all students and required for participation in Priority Registration. The Admissions website (Ev. 2) provides the Admissions checklist online (EV) and includes links for additional admissions and enrollment questions. The college catalog outlines these steps and provides additional details for special admissions procedures.

Special Admit students include high school students and a partnership with Sonora Union High School called Middle College (Ev. 9). Columbia College may admit students who are 14 years of age or older who would benefit from advanced scholastic or vocational work according to Education Code 48800, 48800-5, and 76000 and Board Policy 5010 (Link these!). To be eligible for admission, a student must be in good standing with the school in which he/she is enrolled and may not enroll in more than 11.5 units in any term. Middle College, a partnership between Columbia College and Sonora High School, offers juniors and seniors in high school the opportunity to begin their college careers before graduation. Students are able to work toward an Associate Degree, explore possible careers, or gain advanced technical training. Students from all area high schools who have demonstrated their ability to succeed academically are encouraged to apply. If accepted, the students will take two periods of choice at Sonora High School. They will fulfill the rest of their requirements and electives with college courses at Columbia College. Additional documents required for these students are listed on the Admissions website (Ev. 5, 6).

Columbia College Career Technical Education (CTE) collaborates with local and regional high school programs to meet, collaborate and develop articulation agreements. Agreements that result vary by discipline and may include alignment of course skills, concepts and sequences, advanced placement possibilities, and credit by examination options (Ev. 14).

The College has availed itself of two recent changes in state law permitting course offerings within an otherwise closed site. As permitted by Senate Bill 1391 [1], the College has offered courses within the confines of the Sierra Conservation Center, a minimum to medium security prison approximately fifteen miles from the main Columbia campus. Enrollment in these courses is limited to inmates of the prison. As a result, these courses do not fall under the open enrollment guidelines previously discussed. Due to their residential restrictions, these students complete a paper application that is hand processed by the Admissions and Records staff.

Courses offered are determined through conversations between the College and prison staff regarding student needs and interests and are designed to eventually lead to completion of the College's Human Services degree program, a field of study that is often pursued by former inmates upon release from prison. Instructors, staff, and college supervisory personnel must meet the requirements of the prison in order to instruct inside its closed gates.

Beginning in fall 2017, the College will offer courses in a second closed environment, inside high schools during the regular school day, as permitted by Assembly Bill 288 [2]. These College and Career Access Pathways have been established with several area high schools and will permit enrolled students to earn college credit while still in high school.

The institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. Clear pathways are delineated through the catalog's transfer, degree and certificate requirements (Ev. 7, 12). Each degree and certificate of achievement is reviewed and approved by the Curriculum Committee, then the district Board of Trustees, and finally by the California Community Colleges Chancellor's Office. Every pathway is published in the catalog and on the website. Counselors prove instrumental in advising students on the most efficient and effective pathways to follow through advising appointments and guidance courses. They utilize the Major Advising Sheets (Ev.13) and continue to refine and improve those documents for clarity. Educational Plans are created, both abbreviated and comprehensive, using these resources. Each student's educational plan provides a clear matrix showing the requirements necessary to complete his or her chosen degree or certificate.

Analysis and Evaluation

The admissions policies of the College are consistent with the open access mission and are appropriate for our programs. Courses are only closed to the public under certain exceptions approved by the legislature. Degrees, certificates, and general education requirements are fully described in the Catalog and on the website. These patterns of coursework are all reviewed by the Curriculum Committee and the Board of Trustees and the CCCCO, and reinforced by all college staff.

The College's activities are consequently compliant with the expectations of this Standard. However, as discussed previously, the College is working to improve clarity regarding each individual award and assist students to discern between one pathway versus another in meeting their personal goals.

Actionable Improvement Plan

As in the previous standard, continue to develop and publish Advising Guides, in print and online, to help students choose a program based on their interest and follow its requirements through an appropriate pattern of coursework.

The College is also working with district IT personnel to incorporate approved transfer designations on completed coursework as displayed on student transcripts, including IGETC

(Intersegmental General Education Transfer Curriculum) and C-ID (Course Identification Numbering System) codes. Doing so will streamline students' progress after transfer.

II.C.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Columbia College is an open access institution and does not use an instrument to determine admission. Recognizing the complexity of the matriculation process, the Admissions Office created a check-list designed to best enable a smooth and successful transition into the college (Ev. 7). This transition includes completing assessment testing for math and English competency.

Once students enter Columbia, and as one step to becoming fully matriculated students, they are assessed in both English and math. Many students complete placement tests. These placement instruments have received approval by the California Community College Chancellor's Office (CCCCO) and are validated using the Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges (Ev. 10, Ev. 14). The college uses locally established cut scores based on a composite score to determine placement within each sequence (Ev. 11). Students have the option to retake the placement test after a waiting period of 30 days. Columbia College subscribes to a service that provides a preparation link and practice test through Longsdale Publishing (Ev. 4) This service is in addition to the practice tests available on the Accuplacer website which can be accessed via the Columbia College website (Ev. 3). Columbia College also accepts placement results from all California Community colleges (Ev. 13).

The placement tests are offered year round. Many students complete the assessments as part of a larger matriculation event. Others choose to take the math and/or English placement tests at their convenience. Students can choose to take them on separate visits or complete both during the same sitting. Appointments can be made and drop-ins are also accommodated. On-campus testing is completed in a dedicated testing computer room with four computers. During local high school matriculation events, partnerships with high school administration allows us to utilize high school computer labs to complete the assessment test off-campus.

As an alternative to assessment test scores, Columbia College utilizes multiple measures for both math and English. In consultation with local high school teachers and the college math and English instructors, criteria have been established and protocols for appropriate placement put into effect. Students have the option to use multiple measures or utilize assessment scores (Ev. 8). In many cases, the multiple measures placement negates the need for a student to take the high-stakes assessment test, resulting in placement directly into college-level English and/or mathematics.

Applicants to the college with a verified disability and who are unable to participate in the Student Success and Support Program due to limitations imposed by their disability are eligible for alternative matriculation services which may include special assessment by the Special Programs staff (Ev. 12).

A cut score validation project for Columbia College English and Math course placement was initially conducted and reported in 2008. In 2011, preliminary and exploratory follow-up data was gathered to assist the then-Dean of Students Services to adjust the cut scores (Ev. 1, 1a, 1c, 1d, need English cut score recommendation doc from Diana). These studies included a "Placement Consequential Validity" review whereby students and faculty evaluated the accuracy of the placements via performance in the course.

In 2014, Accuplacer self-reported comparisons were completed (Ev. 1b). The object of this study was to analyze measures to supplement a student's test score for initial course placement given valid predictive criteria from background questions collected on the Accuplacer placement test. Minor adjustments to the placement instrument were made based on the findings of this study.

Analysis and Evaluation

The college regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. As an open access campus utilizing the accepted placement tests for the state of California, we regularly evaluate the validity of our practices. Additional options for placement tests include multiple measures and are consistent with state-wide best practices. The College regularly consults with local K-12 educators to ensure consistency across the curriculum and maximize initial placement of incoming students (EV – meeting notes from MMAP math/English conversations spring/fall 2016).

Actionable Improvement Plan

While meeting validity and review expectations, the College recognizes that students placed into remedial courses have lesser chances of program completion. The College is actively engaged in an expansion of the ways in which students can demonstrate eligibility for higher-level coursework using multiple measures. Dialog is ongoing and new approaches and benchmarks are under consideration. The College is also meeting with its sister institution, Modesto Junior College, to co-develop the content maps required for use with the new statewide Common Assessment Instrument (CAI) (ev- meeting agenda/notes from Jan 2017). The goal is for a student's performance on the CAI to result in common placement across the two colleges.

II.C.8

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Student records at Columbia College are permanently, securely, and confidentially maintained. All current information including applications, transcripts, student petitions, educational plans, residency documents and any other important information are imaged and stored using the On-base (Matrix) system. Password protected access is limited only to staff requiring usage of these documents. Previous records are completely imaged and archived electronically in his system as well. The system is backed up on a daily basis at the college as well as the district office in case of system failure. Record security is maintained by district IT personnel through high security firewalls and data security protocols. Physical records are kept in file cabinets within the appropriate department on a limited basis, then digitized and shredded. The physical locations are supervised when open and locked when not, including door locks and security gates, all within the locked and alarmed Manzanita building, and protected by 24/7 campus security.

The college adheres to the Family Educational Rights and Privacy Act (FERPA). These regulations are provided in Board Policy and Administrative Procedure 5040 (EV1) and listed in the college catalog (2016/2017, p 12) EV2 . In accordance with Board Policy, the college may release directory information unless a student submits a request in writing to the Admissions and Records Office indicating that certain or all such information not be released without prior consent.

Commented [BS117]: Get page for 2017-18 catalog.

Analysis and Evaluation

Columbia College maintains imaged permanent student records in secure and confidential location, and those records are backed up regularly. Physical records are fully secured. Columbia College follows established, published policies for release of records and protects student privacy in accordance with FERPA expectations.

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Standard III – Cover page with images

Standard III – Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. – Human Resources

III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Columbia College hires quality staff. To assure the quality and protect the integrity of its programs and services, the college uses several methods to attract, identify, and hire qualified faculty, staff, and administrators. Applicants for academic positions must meet Minimum Qualifications for Faculty and Administrators in California Community Colleges [CCCCO Minimum Qualifications for Faculty and Administrators in California Community Colleges http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/2014_MQHandbook_ADA.pdf] as established by California Code of Regulations Title 5 sections 53400-53430 [California Code of Regulations Title V, Sections 53400-53430] and Education Code sections 87350-87360 [California Education Code Chapter 2.5 Section 87350-87360]. If an applicant for a faculty position lacks the exact degree or experience specified, the District and Columbia College Academic Senate have an established process for determining if an applicant's qualifications can be deemed equivalent [YCCD Equivalency Policy and Procedures https://www.yosemite.edu/recruitment/equivalency_policy_and_procedures].

The hiring process at Columbia College is consistent, methodical, and inclusive. The College follows guidelines established by the District, which have been carefully developed to align with

Board Policy 7120 [Board Policy 7120 Recruitment and Hiring https://www.yosemite.edu/trustees/board_policy/7120%20Recruitment%20and%20Hiring.pdf] and follow Equal Employment requirements. The District's Equal Employment Opportunity [EEO] Plan provides hiring guidance to committees and requires annual training for all interview committee team members [EEO Plan https://www.yosemite.edu/hr/employeeforms/employee_forms/YCCD%20EEO%20Plan%202015.pdf]. EEO training was conducted in person at Columbia College on an as-needed basis through January 2017. [email from Gina Leguria or other notes]. Beginning in February 2017, the District now offers EEO training as an online training program [Ev].

All hiring follows procedures outlined by the YCCD Office of Human Resources [YCCD Recruitment and Hiring Process https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process.pdf]. Membership on screening committees includes representation from college faculty, staff, and administrators who are familiar with the necessary requirements of the vacant position. Each committee develops appropriate screening criteria and an interview process designed to identify the best and most qualified applicants. The screening committees recommend the top candidates to the college president. Following the interview process, verification of the candidate credentials and qualifications is completed through a reference checking process. Human Resources uses Foreign Degree Service, an outside vendor firm, to review all foreign degrees and transcripts. All offers of employment are contingent upon approval by the YCCD Board of Trustees.

Commented [BS118]: Note to Kathren and Gina 2.11.17. This title isn't correct. Reevaluate this section after HR page is adjusted.

To develop the widest and most diverse pool of applicants possible, Human Resources contracts with a vendor named Ad-Club to advertise positions with ACCA, Ed-Join, HigherEd.com, and Diversity in Higher Ed. The open positions are also posted on the CCC Registry and announced District wide via internal email. Positions may also be posted in national publications or industry specific publications at the discretion of the hiring manager. Typical advertisements are funded by Human Resources budgets. Additional advertisements are funded by departmental budgets.

Program reviews delineate the personnel needs of individual programs [Ev]. Needs are validated through data from program review and other internal and external data sources [Ev]. These personnel needs are also required to align with the College's Strategic Plan [Ev] and fit within budgetary constraints and, for faculty, align with the College's allocation of the district's Faculty Obligation Number (FON) [Ev]. Faculty and staff requests are considered by hiring prioritization committees established by the Academic and Classified Senates, respectively [Columbia College Academic Senate Criteria for Faculty Hire http://www.gocolumbia.edu/academic_senate/CriteriaforFacultyHire4.12.pdf, classified process]. These processes engender broad dialogue and discussion to identify the College's most pressing personnel needs. Once consensus is reached, the committees forward their recommendations to the college president.

Commented [BS119]: Link to diagram showing needs first recorded in PR

Commented [BS120]: Link to 2017-18 FON doc

Job descriptions for all positions are posted for public review on the Human Resources webpage [Ev]. They reflect the duties, responsibilities, authority, qualifications, and expectations of each position. Salary ranges for each position are listed and salary schedules are available on the

website [Ev]. To ensure currency, Board Policy 7232 (Classification Review) [https://www.yosemite.edu/trustees/board_policy/7232%20Classification%20Review.pdf] requires each classified and leadership team (management) position be reviewed for accuracy at a minimum once every five years. A component of the classification review [Ev] includes an in-depth job analysis to confirm the academic and professional qualifications necessary to successfully fulfill the job's requirements. Job class specifications include job title, principal job duties, qualifications, and salary range. To keep pace with changing job demands, the district's classification review process is set on a three-year review cycle to ensure job classifications are reviewed in a timely manner.

Commented [BS121]: Gina – is this accurate? Will we have revised policy in place prior to site visit?

Analysis and Evaluation

Human Resources oversees the recruitment process for all personnel. Hiring of all personnel follows established procedures. Human Resources works closely with all hiring screening committees throughout the entire recruitment process to ensure that hiring criteria, qualifications, and procedures for selection are understood and consistently applied. Each step of the process is validated and recorded by Human Resources staff and records of the hiring process are maintained. Screening committees should be diverse in terms of gender, race/ethnicity, and employee classification to the best extent possible. Positions are advertised widely and with deliberate emphasis on expanding diversity of the applicant pool. Specialized advertisement of positions is utilized when needed.

Job descriptions clearly indicate the expectations and qualifications of each position and are reviewed regularly to ensure currency. Collectively, these data indicate that the College meets the expectations of this Standard.

III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Hiring criteria for all faculty positions are developed to determine the experience, knowledge, skills, and abilities which best meet the needs of the institution and fulfill the job-related requirements of the position. Job descriptions are reviewed and when appropriate revised by the hiring manager with input from members of the screening committee. Job announcements state minimum qualifications, education and professional experience requirements, summary of job duties and responsibilities, desirable qualifications, characteristics, skills and abilities. Job announcements specifically include development and review of curriculum and assessment of

student learning. Required documents for the application packet are clearly indicated in the announcement [ADD SOURCE – JD for New Social Science position in Ev folder].

Applicants for academic positions must meet Minimum Qualifications for Faculty and Administrators in California Community Colleges [CCCCO Minimum Qualifications for Faculty and Administrators in California Community Colleges http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/2014_MQHandbook_ADA.pdf] Degrees utilized to meet these minimum qualifications must be from accredited institutions. Equivalency to the minimum qualifications is determined through a process jointly developed by the Academic Senates of the two colleges and Human Resources, dependent upon demonstrated certifications and experience, and validated by faculty representatives at both colleges. [YCCD Equivalency Policy and Procedures https://www.yosemite.edu/recruitment/equivalency_policy_and_procedures]. A process for determining equivalency of foreign degrees is also included. The Academic Senate and college administration are responsible for establishing and monitoring the process to assure its fairness, efficiency, and consistent adherence to standards. Official copies of all transcripts are received by Human Resources, checked against statements in applications and resumes, and added to the employee's personnel file.

Faculty screening committees include faculty members from the respective discipline or the most appropriate related discipline. The screening committee evaluates each candidate's application materials assigning a point value based upon the pre-determined hiring criteria for professional experience, education, skills, and abilities. Applications that fail to meet minimum qualifications are removed from consideration. Once the application rating is completed, the committee convenes to discuss the applicants' qualifications and those candidates with the highest scores are invited to an oral interview with the committee to further establish and discuss qualifications. Interview questions are directly related to the determined hiring criteria and responses are scored by members of the committee. A teaching demonstration is required. Committee members score the candidate on his or her knowledge of the subject matter and ability to convey that knowledge to students. The top candidates assessed by the screening committee are forwarded to the college president for a second-level interview. Reference checks [YCCD Telephone Reference Check Form https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Reference%20Check%202015.pdf] of finalist are made by the committee chair to verify qualifications, validate work history, and assess their ability to contribute to the college's mission of excellence.

Analysis and Evaluation

District hiring procedures are well defined and consistently applied. Criteria, qualifications, and procedures for hiring are clearly stated and publicized. Applicants who do not meet minimum qualifications or the equivalent are not considered for employment. A well-defined process for establishing equivalency exists and is under the joint purview of the Academic Senates of the two colleges, as is appropriate in multi-college districts where equivalency is established at the district level. Screening committees are participatory in nature and include a broad representation of college constituent groups including discipline or service specific expertise.

The faculty at Columbia College plays a significant role in the selection of new faculty. All screening committee members receive training to ensure the hiring process is an informed process and applied fairly and lawfully.

Job applicants are assessed on a pre-determined hiring criteria based on programmatic needs which are established through program review and other data sources. Faculty members are selected based on their qualifications and ability to convey their knowledge to the students of the institution.

Decisions to create new positions or fill existing faculty positions include critical input from the Academic Senate through the Hiring Prioritization Process, as discussed in the previous standard, which takes into account alignment with the Mission and Strategic Goals of the College.

Faculty job descriptions specifically include developing, implementing, and assessing student learning outcomes, development and revision of curriculum, participation in program review, and engaging in college activities and initiatives.

III.A.3

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Applicants for certificated administrator positions, those responsible for the educational programs and services of the College, must meet Minimum Qualifications for Faculty and Administrators in California Community Colleges [CCCCO Minimum Qualifications for Faculty and Administrators in California Community Colleges http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/2014_MQHandbook_ADA.pdf] Prior to posting, position descriptions are reviewed and, if necessary, revised by the hiring manager, with input from members of the screening committee and approval of the college president. Job descriptions are posted on the Human Resources website [Management Employee Classifications https://www.yosemite.edu/hr/currentclassifications/management].

The job announcement lists the experience, knowledge, skills, and abilities necessary to meet the needs of the College and fulfill the job-related requirements of the position. It states minimum qualifications, requirements for education and professional experience, desirable qualifications, characteristics, skills and abilities of the applicant and provides a summary of job duties and responsibilities. Required documents for the application packet are clearly indicated in the announcement [Ev – JD for VPI, Dean of A&S].

Recruitment and hiring processes follow policies and procedures established and overseen by Human Resources staff [Board Policy 7120

https://www.yosemite.edu/trustees/board_policy/7120%20Recruitment%20and%20Hiring.pdf Recruitment and Hiring Process https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process.pdf].]. The selection process is competitive and designed to select the best possible candidate for the position. Applications are rated by committee members against agreed-upon criteria and top-ranked applicants are selected for interview. Interview questions are carefully selected to illustrate the applicant's experience, knowledge, and leadership ability. Finalists for certain educational leadership positions, such as the president or vice president, are required to participate in an open forum to respond to questions from the college community at large [Ev-Brian's forum invite]. Finalists for educational administrators are invited to a second interview with the college president. This extensive selection process is designed to sustain the institution's effectiveness and academic quality. If in the process a suitable candidate is not found, the process is restarted from the beginning [Ev-email re restart last fall for VP-CAS].

Analysis and Evaluation

The job descriptions for administrators and others responsible for educational programs and services are posted publicly for review by the college community. They delineate the qualifications, skills, abilities, and knowledge required of the position as well as listing the position's duties and responsibilities. The hiring process is competitive, rigorous, and highly selective and designed to ensure the institutional effectiveness and academic quality of the College.

III.A.4

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Hiring criteria are developed to determine the experience, knowledge, skills, and abilities which best meet the needs of the institution and fulfill the job-related requirements of the position. Position descriptions are reviewed and when appropriate revised by the hiring manager with input from members of the screening committee. Job announcements state minimum qualifications, education and professional experience requirements, summary of job duties and responsibilities, desirable qualifications, characteristics, skills and abilities. Applicants for academic positions must meet Minimum Qualifications for Faculty and Administrators in California Community Colleges [CCCCO Minimum Qualifications for Faculty and Administrators in California Community Colleges http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/2014_MQHandbook_ADA.pdf] Required documents for the application packet are clearly indicated in the announcement [Ev]. Degrees used to satisfy the minimum qualifications must be from institutions accredited by U.S. accrediting agencies or certified by an approved Credential

Evaluation and Foreign Degree Service [Ev]. To determine equivalency, the Academic Senate designates three faculty members from the discipline or related disciplines to assess whether the applicant's qualifications, domestic or certified foreign, are sufficiently aligned with those of the job announcement. An applicant is not allowed to move forward in the hiring process unless it has been determined they meet the stated minimum qualifications or the equivalent. The Academic Senate and college administration are responsible for monitoring the process to assure its fairness, efficiency, and consistent adherence to standards.

Commented [BS122]: Note to Kathren and Gina 2.11.17. This title isn't correct. Reevaluate this section after HR page is adjusted.

Analysis and Evaluation

District hiring procedures are well defined and consistently applied. Criteria, qualifications, and procedures for hiring are clearly stated and publicized. Applicants with degrees from foreign institutions are provided clear options to have their degrees certified and translated to common American terms. Applicants who do not meet minimum qualifications are not considered for employment. A well-defined process for establishing equivalency exists and is under the purview of the Academic Senate. Screening committees are participatory in nature and include a broad representation of college constituent groups including discipline or service specific expertise.

Commented [BS123]: Make this true!

III.A.5

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The Yosemite Community College District systematically evaluates the employees in each of its constituent groups including faculty, classified staff, and administrators on stated intervals, as required by Board Policy 7150 [Board Policy 7150 https://www.yosemite.edu/trustees/board_policy/7150%20Evaluation.pdf]. Managers and employees are provided with tools to facilitate discussion regarding job performance expectations and provide feedback noting areas of strength and identifying areas needing improvement. The process also incorporates measurable criteria for effectively assessing an employee's work performance in relation to maintaining institutional effectiveness. The evaluation tools consist of forms for evaluation and performance appraisal, peer evaluation, self-evaluation, goal setting, and performance improvement plans. Each process for performance evaluation was established in compliance with Board Policy 7150 and these processes vary by employee group.

Detailed procedures to ensure the thorough and fair evaluation of all personnel are incorporated into the appropriate collective bargaining agreement. Faculty evaluation procedures are detailed in Articles 6 and 7 and Appendix C of the YFA/YCCD Contract [Yosemite Faculty Association Faculty Contract https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/YFA%20Agreement%202015%202016%20Final%20w%20signatures.pdf]. Evaluation of classified staff follow the guidelines in Article 8 and Appendix C of the CSEA Local 420/District Agreement [CSEA Chapter 420 Contract https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/CSEA%20Contract%202016-2019.pdf]. The evaluation process for management employees is established in the YCCD Leadership Team Handbook [LTAC Handbook 2015 https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/LT%20Handbook%202015.pdf]. The Human Resources webpage contains the evaluation forms for faculty, classified, and administrators [Evaluation Forms https://www.yosemite.edu/hr/employeeforms/evaluation_forms/].

Evaluations of the chancellor and college presidents follow written criteria, attend to performance of job duties, and are designed to lead to improvement. Details of these evaluations are discussed in Standard IV.C.3.

Human Resources tracks and monitors the completion of management and classified evaluations. Managers have access to a report [Ev-example] listing the most recent and next scheduled evaluation for all reporting employees. Managers independently use this report to schedule evaluation cycles in advance. Human Resources also sends notification to supervising managers within 90 days of an evaluation due date, providing detailed information regarding the evaluation cycle for each employee. Managers are expected to complete evaluations in a timely manner and forward them promptly to Human Resources. In the event a supervisor or manager has not completed the evaluation, the appropriate next level administrator is notified and corrective action is taken. At Columbia College, the President's Office also monitors evaluations campus wide to verify that they are completed in a timely manner.

Faculty evaluation cycles are also represented in the online HR report but scheduled and monitored more directly by the Office of Instruction. As delineated by the faculty contract, new faculty members are evaluated each semester for their first two years then annually for the next two as a thorough process of earning tenure. Tenured faculty members are evaluated every three years, usually in the spring semester. Any variations from scheduled timelines are approved by the appropriate vice president and the Yosemite Faculty Association. The most typical variation is to briefly delay an evaluation due to a sabbatical or banked leave during the scheduled evaluation term [Ev-memo re: Jeff or Adrienne].

Per the faculty contract, adjunct faculty are to be evaluated every six semesters of instruction. The Instruction Office maintains a spreadsheet designed to automatically flag adjunct faculty for evaluation in their sixth semester of instruction [Ev]. The Instruction Office notifies division offices of all required evaluations within the first week of each term. The dean then notifies all faculty of their evaluation in accordance with contractual requirements.

Faculty evaluations are completed in a timely manner and submitted to the appropriate vice president for review. Delays or missing evaluations are addressed with the appropriate dean and rectified promptly.

The process for evaluation of each type of employee is designed to assess effectiveness and promote improvement. When an evaluation identifies significant areas of deficiency, an improvement plan is developed to include specific goals for improvement and specific timelines by which to achieve those goals [Ev – PIP p.83 in CSEA contract, eval timelines in YFA contract]. All evaluations are reviewed by the next-level manager. Improvement plans are scrutinized carefully by the next-level manager who then holds the manager accountable for follow-through on appropriate training, deadlines, and the follow-up performance assessment.

Analysis and Evaluation

The District has a system of evaluation in place for all employee groups that is consistent, based on specific criteria designed to measure effectiveness, and tied to a schedule of regular and stated intervals. Employees are assessed on their performance of their job duties and responsibilities as stated in their job descriptions.

Through the negotiations process, each constituent group has participated in discussions with District representatives to review existing evaluation methods. Discussions have included incorporating methods to measure how well performance helps maintain or increase institutional effectiveness. These ongoing discussions result in process improvement through the creation of new or revised evaluation tools and timelines [Ev – new LTAC process in 2015, new synthesized all-faculty Eval article in new YFA contract upcoming].

III.A.6

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

The evaluation of faculty members follows the guidelines of the collective bargaining agreement between the Yosemite Faculty Association and the District [Ev-contract link]. Appendices C-1 and C-1a delineate the criteria for faculty evaluation including excellent performance in classroom teaching or other primary responsibilities, respect for students' rights and needs, respect for colleagues and the teaching profession, and continued professional growth. As discussed at length in Standard II, the College, led by the SLO Workgroup, Academic Senate, and Curriculum Committee, have institutionalized the assessment of student learning and regularly utilize results of these assessments for improvement. Faculty members assess the specific SLOs in their courses when scheduled and upload those results into the eLumen database. These course-level SLO results are then reviewed by faculty members as cross-course

syntheses and compiled to represent Program SLO and Institutional SLO assessment results. Participation in these activities is considered part of the professional responsibilities of faculty members (Articles 4.1.2 and 4.1.4) and as such is taken into consideration in the evaluation process. Participating in the assessment process and using the results for the improvement of teaching and learning demonstrates respect for students, colleagues, and the teaching profession and is a key component of professional improvement. Faculty members often reflect on their students' performance as a component of their required self-evaluation and the contract specifically permits them to include the results of SLOs in that document.

The YFA/YCCD agreement is currently under negotiation. Both the YFA and the YCCD have included revisions to Article 6 as a goal of this cycle as evidenced by the reopening statements approved by the Board of Trustees at their January 2017 meeting [Ev- BOT agenda, reopeners]. It is expected that the revised article will more explicitly incorporate the faculty member's use of the results of assessment of SLOs for improvement of teaching and learning as a component of the evaluation process.

Academic administrators directly responsible for student learning are currently evaluated as to the extent to which they use data derived from the assessment of learning outcomes to support improvement in teaching and learning for program improvement [YCCD Leadership Team Job Performance Appraisal Form #22 https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/LT%20New%20Eval%20Forms_Performance%20Appraisal_fillable.pdf].

Analysis and Evaluation

The faculty contract delineates the professional responsibilities of faculty member and outlines processes of evaluation to ensure faculty members are fulfilling their responsibilities. In recent years, the College has implemented thorough and systematic processes for assessment of SLOs across the institution. The process has been led by faculty and relies entirely upon their gathering, inputting, and utilizing the results of these assessments for program improvement. Self-evaluations written by faculty members frequently attend to improvements made or planned based on the results of assessment of student learning. Consequently, the holistic evaluation of the faculty member utilizing the criteria in the current contract ensures that the faculty member is fulfilling his or her professional obligations to use the results of assessments for improvement.

By contrast, the Leadership Team Handbook includes a direct question designed to attend to the requirements of this Standard for academic administrators responsible for student learning.

Collectively, the evidence indicates that the College includes the use of assessment as a component of evaluation for all responsible parties.

Actionable Improvement Plan

Changes to the faculty evaluation process are currently being negotiated and will help document the activities that the College already completes as it relates to the assessment of learning outcomes and the improvement of student learning.

III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The District requires all faculty to meet the discipline standards as outlined in the Minimum Qualifications for Faculty and Administrators [Ev]. Further, districts in California are required to maintain a specified number of fulltime faculty members based on enrollment and past staffing levels. This Faculty Obligation Number (FON) is listed on the CCCCO website [Ev - http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandardsandAccountibilityUnit/FiscalStandards/FullTimeFacultyObligation.aspx#Fall_2016_and_Fall_2017]. A review of evidence on this page indicates that the YCCD has met its required FON without fail.

The district FON is allocated to the two colleges in accordance with past numbers and growth generated [Ev-district SB 361 allocation]. For the past several years, hiring has primarily continued through replacing retirees and other separations.

Because of Columbia's small size, special attention is paid to the sufficiency criterion of this Standard. The College must ensure that it has sufficient faculty to support the breadth and depth of its programs and fulfill its mission and purposes. The Faculty Hiring Prioritization Committee specifically attends to these concerns as a component of its review and ranking processes [Ev-FHP process]. When a retirement or separation occurs, the College carefully considers replacement options. In 2015-16, for instance, a chemistry faculty member was selected as division dean and professors of hospitality management and computer science retired. After analyzing enrollment trends and remaining staffing, the Faculty Hiring Prioritization (FHP) Committee recommended replacing the chemist and hospitality management positions but shifting the remaining position from low-enrolled computer courses to high-demand fire science courses [Ev-FHP recommendation fall 2015]. The College was also allocated a single new faculty position to help the District meet its FON. With that position, the College chose to hire a physics faculty member to replace a retirement from several years prior. This position was selected over potentially higher demand positions specifically to achieve the mission and purpose of the institution in providing a thorough science educational program [Ev-FHP rationale for physics].

As of fall 2016, there were 53 full time faculty and 85 part-time (adjunct) faculty at Columbia College, as shown in the table below.

Table 31 - Columbia College Employees 2012-2016

College Employees	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%	#	%

Full Time Classified	45	21.3%	44	19.7%	43	18.9%	42	20.1%	45	21.2%
Part Time Classified	4	1.9%	5	2.2%	5	2.2%	5	2.4%	8	3.8%
Full Time Faculty	47	22.3%	45	20.2%	48	21.1%	51	24.4%	53	25.0%
Part Time Faculty	96	45.5%	109	48.9%	112	49.3%	91	43.5%	85	40.1%
Leadership Team	19	9.0%	20	9.0%	19	8.4%	20	9.6%	21	9.9%
Total	**211**		**223**		**227**		**209**		**212**	

Source: District MIS Report prepared by Shawna Dean [Ev]

The full time faculty number includes counselors, librarian, nurse, and mental health counselor. A review of faculty degrees listed on page XX of the Catalog reveals that 28% of full-time faculty hold doctoral degrees (Columbia College Catalog 2016-17).

Commented [BS124]: New catalog and page number

In fall 2016, the FHP Committee again faced the opportunity to replace a faculty position. The committee strategically combined separate proposals for a new psychology position and replacement of a joint sociology/anthropology position into a unified social science position designed to provide expertise in at least two of the required fields [Ev-FHP proposals, results]. Similar combination positions are utilized whenever practical to meet multiple needs of the institution. One example is the spring 2017 temporary full-time joint position to teach biology and serve as the athletic trainer [Ev-JD]. Faculty members frequently teach courses in multiple areas in which they meet minimum qualifications. Examples of joint teaching assignments include physics/math, forestry/biology, computer science/speech, digital media/art, athletics/history, Earth science/geographic information systems, and geography/political science/history. In faculty recruitments, it is common to list multi-disciplinary expertise as a desirable qualification [Ev-physics, social sci JDs].

This attention to properly supporting the mission of the institution is also modeled by the college president. Upon receipt of two proposals for a single faculty recruitment for the 2017-18 academic year, the president asserted that the joint social science position is essential to maintain the integrity of the institution [Ev-email from AF].

Analysis and Evaluation

The College has continually met the Faculty Obligation Number known as the "FON" benchmark and is able to fulfill all faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. Replacement and expansion positions are carefully determined to support the college's mission and instructional programs and meet the enrollment demands of the community. The College actively seeks faculty members with qualifications in multiple areas and assigns loads accordingly on a regular basis.

III.A.8

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

YCCD and Columbia College value the contributions of part time and adjunct faculty and work to integrate them into the life of the institution. Upon Board approval, part time and adjunct faculty are invited to attend Human Resources New Employee Orientation. The orientation includes an overview of policies and practices for the District. (New employee orientation PowerPoint) Each semester, the College hosts Adjunct In-Service on the Wednesday evening prior to the start of classes [Ev-fall and spring AIS agendas]. Jointly coordinated by the Instruction Office and the Academic Senate, this event includes training, professional improvement, and other information.

Part time and adjunct faculty are supervised by an academic dean. Evaluation procedures to evaluate and document the job performance are outlined in the faculty contract [Ev] and all adjunct faculty are evaluated on a regular basis. Adjunct faculty are during the first semester of employment and then at least once six semesters of instruction thereafter.

To promote professional development, adjunct faculty are required to fulfill flex obligations in the same manner as fulltime faculty members. They are invited to open meetings, discussions, trainings, and other types of flex activities. Most adjunct faculty fulfill the bulk of their flex hours through participation in the Adjunct In-Service events. Attendance at these events is impressive, providing evidence that participants feel the time to be well spent [Ev-attendance rosters]. All flex hours are recorded in the College's online flex accountability system in the same manner as for fulltime faculty. Adjunct faculty, like their fulltime counterparts, may submit for approval of independent flex activities aligned with the College's priorities. Alternatively, they can submit continuing coursework or certain independent projects for consideration for Professional Improvement credit and associated advancement on the adjunct salary schedule [https://www.yosemite.edu/hr/employeeforms/employee_forms/request_for_professional_improvement_activity.pdf].

Analysis and Evaluation

Adjunct faculty are integral to the success of Columbia College and its students. Adjunct faculty teach the same courses as their fulltime counterparts, participate in orientation and training, engage in professional development, assess their students' learning, and attend college events, from the requisite to the recreational. Adjunct faculty are frequent attendees at basketball and volleyball games, music concerts, and other campus events.

III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

As shown in the table in Standard III.A.7, in fall 2016 the College had 45 full-time classified employees and 8 part-time classified employees [Ev-Employee Profiles doc from Gina]. To be hired for an advertised position, classified employees must meet the qualifications stated on job descriptions and demonstrate an ability to fulfill the duties of the position in support of effective operation of the College. Classified staffing levels are lower than ideal but sufficient to meet the needs of the institution. Budget cuts in 2010-11 resulted in a reduction in staffing levels and increases since that time have not been enough to support significant increases in staffing. However, recently-received grants have supplemented college staffing levels in areas critical to student success. Examples include the MotherLode Educational Opportunity TRiO grant, with staff members hired for outreach and student support; California Apprenticeship Grants, with staff members to recruit and support apprentices; and Strong Workforce funding, with staff members to support career development, job placement, and program completion. In addition to classified staff, the college employs a cadre of Student Ambassadors to assist students with aspects of registration, orientation, and peer mentoring. Moreover, the numbers listed above represent only employees of the College. The District also deploys an additional 20 staff members to serve on the college campus in support of transportation needs, facilities maintenance, and information technology.

Commented [BS125]: Need current number of district staff – custodians, maintenance, grounds, transport, media, technology

Needs for additional or alternate staff are incorporated into program reviews, described in managerial reorganization proposals, and/or included in proposals to the Classified Hiring Prioritization Committee. Each fall, this committee gathers staff requests from program reviews and other sources, weighs the need for each position in effectively supporting the institution, ranks the requests, and forwards their recommendations to the college president and College Council for their review [Ev-email from Doreen and CC agenda]. As growth positions become available, the recommendations of the committee provides an important component in the decision.

Each retirement or other separation is carefully considered for either replacement, reorganization, or budget savings. Of primary concern is having a sufficient number of staff to support the needs of the institution. As such, each vacant position may represent an essential position, in which case it is replaced, or an opportunity to shift resources to another more essential role. Once direction is set, job descriptions are clarified, announcements are publicized, and qualified personnel are selected to fill the positions.

Analysis and Evaluation

Columbia College employs a sufficient number of qualified individuals to support the institution's mission and purposes. In addition to developing an appropriate staffing allocation,

the College has an interest in increasing institutional effectiveness and productivity. To that end, replacement and expansion positions are carefully considered to maximize their contribution to the goals of the institution.

To ensure currency and promote effectiveness, the District is working to ensure job descriptions are aligned with current job duties, correcting discrepancies that have arisen due to changes in technology and expectations of the institution. The first round of classification reviews has been completed [Ev-get from Kathren]. The District is now updating job descriptions for functional areas to ensure consistency and accountability [Ev].

III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The College currently employs 21 members of its leadership team, as shown in the table under Standard III.A.7. These administrators are deployed across the institution as displayed in the organizational chart in the introductory chapter of this report. Job descriptions for administrative positions delineate the appropriate qualifications, preparation, and expertise required for selection for the position. Leaders are selected based on demonstrated leadership ability in order to keep the institution focused on its mission and purposes. New positions evolve through existing processes of strategic planning, program review, and reorganization of administrative units. Recently, for instance, the College has added a Registrar, an Associate Dean of Student Success and Equity, and a Director of Access, Retention, and Support Services. The College funded the former position through a reorganization of the admissions and records department and the latter two through SSSP and Student Equity funding, in alignment with its strategic plan [A&R Reorg plan, Ev-Str Plan, SSSP/SE plans]. When vacancies occur, the president consults with vice presidents and other members of the administrative team to assess the needs of the department prior to recruitment. Job descriptions and desired qualifications are reviewed and updated as needed. Consistency is established by aligning roles with Modesto Junior College and benchmarking with similar positions in other community college districts when applicable.

Analysis and Evaluation

The College employs a full complement of administrators, in compliance with this Standard and Eligibility Requirement 8. In recent years, the College has expanded its administrative roles in accordance with the expanded duties, responsibilities, and funding of the state's student success initiatives.

III.A.11

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The District has adopted a thorough collection of Board Policies and Procedures to ensure fairness and compliance in employment practices and Human Resource related matters. The full collection of these written personnel policies are found in *Section 3 – General Institution* and *Section 7 – Human Resources* of the Board Policies webpage [Board Policy and Procedures https://www.yosemite.edu/trustees/boardpolicy]. Representative samples include:

- BP 3410 – Nondiscrimination [Ev-link each]
- BP 3420 – Equal Employment Opportunity
- BP 3430 – Prohibition of Harassment
- BP 7100 – Commitment to Diversity
- BP 7120 – Recruitment and Hiring

The District subscribes to the Community College League of California's (CCLC) Policy and Procedure Services. Recommendations for revision or new documents are most often initiated after review of CCLC legal updates. The District is currently undertaking a thorough and cyclical review of its policies and procedures to ensure their currency, clarity, and comprehensiveness. The District's Public Affairs Department in the Chancellor's Office oversees the policy and procedure development and review process for the District. As part of their process, subject matter experts are consulted for review and recommendations. Human Resources serves as the subject matter expert for all personnel related policies. [Ev-BOT agenda with changes to HR BPs]

The most current Equal Employment Opportunity Plan [EEO Plan https://www.yosemite.edu/hr/employeeforms/employee_forms/YCCD%20EEO%20Plan%202015.pdf] was adopted in June 2015 to reflect the District's commitment to equal employment opportunities. Principles of this plan, including requisite training for all hiring committee participants, are built into the hiring procedures published on the Human Resources' Recruitment webpage. Requiring a secured login, the Hiring Process website includes written guidelines and forms to ensure fairness, consistency, and equity in the selection of new employees.

Fairness, consistency, and equity are also supported by clear guidelines found within the collective bargaining agreements and the Leadership Team Handbook. Such matters as evaluation, grievance, and working conditions are delineated in these documents and made available to the general public for review.

Analysis and Evaluation

The District's policies and procedures are available on the District website. Human Resources ensures that new and/or revised policies and procedures are reflected when developing and editing contract and handbook language. New employees are informed and provided with bargaining unit contracts/handbooks as well as District policies and procedures during the onboarding process which is held monthly following each Board of Trustees meeting.

Human Resources also facilitates training sessions covering topics such as bargaining unit contract and handbook guidelines, board policy and procedure, diversity and EEO compliance [Ev-list of trainings in 2016-17]. Human Resources offers and facilitates on-site staff training for legally mandated topics such as harassment awareness training. It partners with outside firms to offer on-site training and online webinars. Beginning in spring 2017, employees may complete required EEO training via an online, self-paced module.

III.A.12

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The YCCD Equal Employment Opportunity (EEO) Plan was adopted by the governing board on June 10, 2015 [YCCD EEO Plan https://www.yosemite.edu/hr/employeeforms/employee_forms/YCCD%20EEO%20Plan%202015.pdf]. The EEO Plan reflects the district's commitment to equal employment opportunity. It is the district's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment that is welcoming to all will foster diversity and promote excellence.

The institution fosters an appreciation for diversity and equity. The district's commitment to diversity is stated in Board Policy 7100 [Board Policy 7100 https://www.yosemite.edu/trustees/board_policy/7100%20Commitment%20to%20Diversity.pdf] : *The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students.*

The District provides training for employees regarding specific issues of equity and diversity. This EEO training is required for all members of screening committees and promotes an understanding of equity and diversity across the institution [Ev – TRAINING BY GINA ON 11/29/16, Jan 2017, EEO Online].

At Columbia College, an appreciation of diversity is reflected in the institution's key planning statements, including its Mission and Core Values [Ev-Mission, Core Values]. Diversity is celebrated through the variety of music and drama presentations offered, artistic activities, and publications [Ev-Music programs, drama program, art show in spring?, new Columbia revue?]. Graduation at Columbia presents a unique celebration of diversity from behind the seated

students – for scanning the crowd one sees the usual array of bright red mortarboards and individually decorated mortarboards but also nursing caps, forestry hard hats, and firefighters' helmets. [Ev-photo from Jerad].

The district evaluates employment equity and diversity. To assess its record in these areas, the YCCD Office of Human Resources utilizes a confidential data sheet [Ev – HR TRACKING SHEET APPLICANTS] to track applicants' ethnicity, gender, and disability for all positions. Utilizing data on employee demographics, HR prepares annual Equal Employment Opportunity reporting documents [YCCD EEO PLAN 2015 https://www.yosemite.edu/hr/employeeforms/employee_forms/YCCD%20EEO%20Plan%202015.pdf, Ev-one or two reports on meeting the EEO plan.]

The demographics of Columbia College's primary service area are not racially or ethnically diverse, with a significant portion of the service area population identifying themselves as white. Because the majority of applicants for positions at Columbia College come from its primary service area, a concerted effort is made to attract candidates from diverse backgrounds and underrepresented groups outside the service area. Positions at the college are advertised broadly through a variety of avenues such as the district website, publications, state-wide job fairs, and the registry for California Community Colleges.

Analysis and Evaluation

The YCCD Office of Human Resources supports diversity among college personnel by providing Equal Employment Opportunity training for all members of screening committees to promote an understanding of equity and diversity. Recruitment for positions stretches beyond the local community to draw to the College highly qualified candidates with diverse backgrounds and perspectives. Administrators attend job fairs to promote faculty, staff, and administrative positions [Ev-SF job fair Jan 2017 – KT with Registry]. Such effort have recently resulted in faculty, staff, and administrators moving to the Columbia area from out of state. The college works diligently to maintain appropriate programs, practices, and services that support its diverse personnel and student body.

III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Adherence to a professional code of ethics is a value embedded in the institution and can be found as a guiding principle throughout the organization. Setting the tone at the top, the YCCD Board Policy and Procedures [Board Policy 2715 Code of Ethics/Standard of Practice https://www.yosemite.edu/trustees/board_policy/2715%20Code%20of%20Ethics-Standards%20of%20Practice.pdf] provides a written code of ethics, standard of practice, and civility for the Board of Trustees.

The bargaining units provide ethics statements to further uphold professionalism and civility. Leadership Team members use as a guiding document the Association of California Community College Administrators Statement of Ethics. This statement is included in the Leadership Team Handbook [LTAC Handbook 2015 https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/LT%20Handbook%202015.pdf] and adherence to this statement is a component of the evaluation of management employees. Faculty are guided by a Statement of Professional Ethics found as Appendix C-2 of the Faculty Contract [Yosemite Faculty Association Faculty Contract Appendix C-2: Statement of Professional Ethics https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/YFA%20Agreement%202015%202016%20Final%20w%20signatures.pdf]. The code is made up of five broad major statements pertaining to the principles and conduct faculty are expected to uphold. The classified contract [CSEA Chapter 420 Contract Article 21: Safe and Civil Working Environment https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/CSEA%20Contract%202016-2019.pdf] does not include a statement of ethics, but Article 21 insures a safe and civil working environment for all classified staff. Staff members are further guided by the state-wide California School Employees Association Code of Ethics [CSEA Code of Ethics http://members.csea.com/memberhome/Portals/830/documents/CSEA%20Code%20of%20Ethics.pdf], which applies to each CSEA Chapter and all members.

Columbia College's Core Values reflect the institution's deep-seated commitment to professional and ethical behavior [Ev – link], with emphasis on civility, cooperation, collegiality, wellness, civic awareness, and environmental sustainability.

Analysis and Evaluation

A written code of ethics is upheld for all employee groups and is supported by the planning statements of the district and college. The College's Core Values [Columbia College Core Values http://www.gocolumbia.edu/about/core.php] has directive language that further supports professional ethics. The culture at Columbia College reflects these values and takes pride in coming together to best serve students.

To further promote ethics in the YCCD, the District policy and procedure review committee has recently reviewed and forwarded *Board Policy 3050 – Institutional Code of Ethics*, identifying the individual ethics codes described above as the expectation of Board Policy. The Board approved these changes at their January 2017 meeting [Ev-jan BOT meeting minutes].

III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College provides professional development for faculty, staff, and management through a variety of programs coordinated by the college and through the District. Training for managers and staff members are a critical component of effectiveness and, consequently, are mostly mandatory. Fulltime faculty members must fulfill a minimum of 28 hours of flex training per year by contract while adjunct faculty are required to fulfill a certain number of flex hours based on the scope of their teaching assignment. Overload teaching assignments for fulltime faculty carry additional flex obligations [Ev-Flex obligation in YFA contract, Flex website]. Faculty members account for these professional development hours using the online Flex system, registering for events and describing independent activities and certifying completion thereof. Deans hold faculty members accountable to complete their required flex time each year [Ev-division reports on flex obligation].

Commented [BS126]: By time of publishing ISER, this may not be blank. Run a version in May to attach to ISER. Then get them completed and run a backup in July to show the visiting team how we got it down to 0 outstanding.

The College hosts In-Service Day on the Thursday preceding the fall and spring terms. Attendance at these events is strong, with only a skeleton crew remaining in offices to attend to student needs [Ev-sign-in sheets]. The most recent iteration, in January of 2017, included a brief all-college meeting on upcoming changes, a sabbatical report, and the remainder of the agenda focused on research by the RP Group, led by Dr. Darla Cooper, on the six factors most effective in promoting student success [Ev-agenda]. The community heard an overview of the factors, learned from a panel of students about their experiences at the college, and engaged in group discussions about their own impact on student success – whether they are custodians or office staff or faculty in the classroom. The afternoon included a brief but thorough training on Title IX and the role that college employees have in reporting violations to the College's Title IX coordinators.

Similarly, on the Wednesday evening before each term, the College hosts an Adjunct In-Service. Consisting of a meal followed by valuable information and group interaction, this event is consistently well-attended [Ev-rosters last couple]. In January 2017, the adjunct participants engaged in comparable professional development on the six success factors [Ev-agenda]. VP of Student Services Melissa Raby and Associate Dean of Student Success and Equity Brandon Price gave a brief overview of the six factors then participants engaged in discussions of how they attend to these factors in the classroom.

Previous In-Service Days have included updates on college activities, overviews of new college initiatives, and presentations on the College's Institutional Self-Evaluation process [Ev-spring 2016, fall 2016 agendas]. Fall 2016 Adjunct In-Service consisted of an information fair with participants from most services provided to students and an opportunity for faculty to learn first-hand of these services to better share them with students [Ev-Agenda]. In addition, faculty were trained on new work-related software, including updating their directory page websites and using the new online flex accountability system.

On the Friday preceding each term, the faculty engage in Flex Day. Agendas consist of training on new software systems as described above, engaging in discussions of college initiatives, and learning new approaches in the classroom [Ev-2015-2017 agendas]. In spring 2017, the focus of

Flex Day was modified to become SLO Day. The agenda outlined a "work party" for faculty members to work with departmental colleagues on mapping Course SLOs to Program and Institutional SLOs, review the results of assessments, and determine how to utilize these assessments to promote improvement of student learning.

In early August 2016, Columbia College managers, staff, and faculty leaders joined colleagues at Modesto Junior College for a two-day customer service academy with the Disney Institute [Ev-agendas, attendee lists]. The emphasis of the training was to recognize how everyday interactions with students affect their participation and success. Outcomes of the training include changes in employee mindset and approach, improvements to the website, and staff and administrators began wearing name tags to more easily identify themselves as representatives of the College and sources of information for students and visitors.

On a district wide level, professional development training sessions are provided to all managers and supervisors. These sessions have included instruction on personnel practices, Title IX, EEO, preventing sexual harassment, performance management, understanding union contracts, conducting investigations, and effective communication [Ev-calendar of events]. The District also conducts an in house leadership academy open to all administrators [Ev-ad, schedule]. This comprehensive, year-long program focuses on developing leaders for the organization to support the Board's "grow your own" philosophy.

The District held a retreat for all classified staff on ____. The day included training on budget overview, fiscal processes, enrollment management practices, accreditation, effective communication, and developing a personal mission/vision.

Commented [BS127]: When was this? I don't recall it.

The District promotes use of the system wide Professional Learning Network (PLN) offered through the California Community College Chancellor's Office [Ev https://prolearningnetwork.cccco.edu/]. It is a full service, one-stop site for professional development, including the ability to have an individual development plan. Training videos on the site show, for instance, how to use the Scorecard, Basic Skills Tracker, Salary Surfer, and other aspects of the Chancellor's Office Datamart. A recent addition to the PLN is the free use of Lynda.com for training purposes.

Individual faculty members may apply for and participate in sabbatical leaves as prescribed in the collective bargaining agreement [Ev-YFA contract, link to sabb article]. In addition, they may, with prior approval, take appropriate courses or conduct independent study and count these activities as professional improvement credit toward salary advancement [Ev-link to form, used earlier in this standard].

Analysis and Evaluation

Faculty, classified staff, and administrators are encouraged to participate in formally scheduled professional development activities. There are provisions in the collective bargaining agreements for full-time faculty to attend conferences and for sabbatical leaves. Classified employees are encouraged to participate in relevant training opportunities and have a provision in their collective bargaining agreement to receive release time for taking college classes and for

the District to underwrite the cost of those units [Ev-link to BP and form]. District workshops provide managers and supervisors with the training they need to perform their responsibilities as administrators.

In the course of developing this Institutional Self-Evaluation Report, it became clear that while staff and faculty development occur, and while flex time is fulfilled by each faculty member, the recent focus on SLOs and the accreditation process had reduced the College's deeper planning processes for professional development. The Staff Development Committee and Flex Committee both experienced low attendance and met infrequently. The College is currently considering a modification to its governance structure that would reinvigorate professional development by placing it as a standing topic in a new Institutional Effectiveness Council, alongside essential activities such as enrollment management and program review [Ev-proposed council structure diagram and charges].

Actionable Improvement Plan

The College will continue its discussion of new ways to consolidate separate committees and ensure that professional development for all employees is reinvigorated as a result.

III.A.15

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The YCCD Office of Human Resource maintains the security and confidentiality of personnel files and employee information. Human Resources has processes in place which ensure the security and confidentiality of all personnel records and files. Employee personnel files containing paper copies of employment records are kept in fire proof cabinets located in Human Resources which are themselves in a locked room inside an access-controlled building. HR personnel are responsible for the security and maintenance of these files. Processes are in place to allow employees access to their personnel file in a secure and confidential environment as required by California Labor Code and Education Code [California Labor Code 1198.5; California Education Code section 87031]. To facilitate Columbia College employees' access to their personnel records, an accommodation has been made allowing employees the opportunity to view their file at the Columbia College President's Office under the supervision of the president's executive assistant. Records are then returned once they have been viewed.

Commented [BS128]: Verify this is still true.

YCCD Board Policy 7-8038 [Board Policy 7-8038 Release of Confidential Information https://www.yosemite.edu/trustees/board_policy/7-8038%20Release%20of%20Confidential%20Information.pdf] governs the treatment and release of confidential information providing additional protection of personnel records. The treatment of personnel records are also addressed in the bargaining unit agreements the district holds with the Yosemite Faculty Association [YFA Contract Article 8: Personnel Files

https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/YFA%20Agreement%202015%202016%20Final%20w%20signatures.pdf] and California School Employees Association [CSEA Chapter 420 Contract Article 9: Personnel Files https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/CSEA%20Contract%202016-2019.pdf].

The District uses its Ellucian enterprise database system for the storage and maintenance of electronic personnel records and information. Access to these electronic records is only granted to key personnel based on their area of work, level of expertise, and need to know basis. Information Technology has the responsibility and oversight of the request process and requires formal approval by a high level administrator before granting access [Ev-form for IT access]. All systems are protected by digital firewalls and appropriate safeguards which are regularly audited for currency and effectiveness [Ev-most recent audit with no findings].

Analysis and Evaluation

YCCD is committed to ensuring the security of and maintaining the confidentiality of all employee records. Measures used by HR to ensure the security and confidentiality of personnel files and records include using fire proof cabinets, oversight of these records by HR personnel during open hours, and keeping records in locked areas during closed hours. HR personnel have processes in place which allow employees access to their file. Employees also have the right to be informed before items of a derogatory nature are placed in their personnel file. These processes to allow employees access to their file and to notify them before the placement of items derogatory in nature are outlined in the bargaining unit contracts and handbooks [Ev-YFA, CSEA, LT handbook].

Electronic files may only be accessed by authorized key personnel and this access is granted by Information Technology through a formal request and approval process.

III.B. – Physical Resources

III.B.1

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Physical resources at Columbia College support a culture of student learning. The college is located on 280 acres in the historic Mother Lode of the Sierra Nevada foothills. Situated among conifers and hardwoods surrounding a four and a half acre lake, the college provides a comprehensive program of academic and vocational education in what has often been described

as one of California's most beautiful campuses. The college also has a use agreement with the United States Forest Service to offer instruction at the High Sierra Institute at Baker Station in the Stanislaus National Forest.

The YCCD Central Services Facilities Planning and Operations unit provides support services to the college's major facilities and supplies the college with maintenance, grounds, and custodial services. The facilities department is directly responsible for the oversight of the college's construction and modernization projects and is the contact for regulatory agencies. The Campus Facilities Manager reports to the Director of YCCD facilities but also plays a key role as liaison between the College and the District via "dotted line" reporting to the College President and the Vice President of Administrative Services. The manager also serves as a member of the College's Facilities/Safety Committee. Through these lines of communication, district and college officials identify and address the college's immediate facilities needs as well as plan for the college's future physical resource requirements.

In November 2004, the voters of the YCCD, which includes Columbia College and Modesto Junior College, approved a $326 million general obligation bond, Measure E [Ev] to improve and construct educational facilities for both colleges and the YCCD Central Services. Columbia College was allocated approximately $52 million of Measure E funds. The college has used its share to fund twenty one projects from the college Facilities Master Plan [Ev-link to master plan]. The impact of Measure E to Columbia College cannot be overstated, resulting in the largest build out for the college since the campus was originally constructed. In summer 2017, the final projects will be completed, including a remodel of the hospitality management facility in the lower floor of the Manzanita building, a fiberoptic cable upgrade, and a makeover of the Juniper building to house digital media and entrepreneurship courses.

Environmental sustainability is a core value of Columbia College, as evidenced by its inclusion in the College's Core Values [Ev-link] and Facilities Master Plan [Ev-link and page]. Large and small facilities projects are designed with an eye toward "green" solutions. Columbia College is very proud that the Measure E funded Child Development Center project was the first facility for the YCCD to achieve the Green Building Council's Leadership in Energy and Environmental Design (LEED) certification (Ev-LEED Certificate). The Sugar Pine science building followed suit shortly after [Ev-LEED Cert] and electric vehicle charging stations in two parking lots [Ev-map] provide further evidence of the College's attention to green solutions.

The college is aware of and addresses its unique access challenges for students and staff. The age of buildings and a mountainous terrain present particular challenges for campus accessibility. For example, restrooms in older buildings are located down flights of stairs or steep ramps that are not handicapped accessible. By contrast, all building projects, including modernization and new construction, are subject to Division of State Architect (DSA) review and approval and are in full compliance with the requirements of the Americans with Disabilities Act (ADA). Accessibility is addressed in multiple ways. One of the college's first completed Measure E projects was the modernization of the disabled parking lot to improve safety and access for disabled students. The college Disabled Students Programs and Services (DSPS) provide a van shuttle service to transport disabled students around campus. The college also has an evening

shuttle to provide safe and quick access for students taking night classes. Signs direct students and visitors to accessible restrooms along accessible pathways. The Columbia College DSPS Director serves as a standing member of the college Facilities/Safety Committee to assure access and safety [Ev-Jan 2017 meeting issue=van parking and drop-off].

The college is regularly evaluated by outside agencies regarding the safety of its facilities. Agencies that regularly inspect our facilities are County Environmental Health, Fire Marshall, Certified Unified Program Agencies, the Department of Toxic Substances, and State Child Care Community Care Licensing Division. These inspections are conducted using defined safety criteria and they evaluate and rate the colleges against the criteria, issuing specific recommendations for improvement when appropriate [Ev-recent eval reports]. The college responds promptly to any report recommendations and rectifies any identified risks.

College employees continually evaluate the sufficiency of facilities. During the course of their duties, facilites staff visually inspect the college's buildings and grounds for safety concerns and maintenance needs. College staff members enter facilities works into an online request and tracking system. Safety items are given top priority in the facilities work order system. [Ev-report from Dave showing safety items prioritized]

The college has a long-standing and active campus Safety Committee which is a subcommittee of the Facilities/Safety Committee [Ev-agenda/minutes Feb 2017]. In its current form, the Safety Committee consists of the primary personnel responsible for college safety [Ev-roster of members]. It is charged with identifying hazards and rectifying identified problems. The Facilities/Safety Committee includes representatives from all constituency groups and serves as the primary audience of general safety concerns from the campus community [Ev-fac/safety roster and agendas]. The college prepares an annual Safety Report [Ev-most recent report] in response to safety criteria established by the United States Department of Education and compliant with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistic Act {20 U.S.C. 1092(f)}.

The Facilities/Safety Committee also serves as the hub of discussion regarding college facilities and grounds. The committee monitors construction and scheduled maintenance projects, discusses proposed improvements, and ensures design criteria follow guidelines established in the Facilities Master Plan [Ev-FMP]. Recommendations regarding the District's Five Year Scheduled Maintenance Plan [Ev-latest plan] are reviewed by the committee and their input is utilized in the district prioritization of these essential activities.

An annual inventory is conducted of the college's classrooms, lecture halls, laboratories, and other facilities and is entered into the state community college system's Facility Utilization Space Inventory Option Net (FUSION) program. The FUSION system tracks data such as the age of buildings, room type, square footage, TOP codes, and number of teaching stations, and results in an annual Space Inventory Report [Ev-latest report]. The report's inventory data is analyzed to determine both the sufficiency and efficiency of the college's space utilization.

College programs and services identify facility needs through their program reviews [Ev-PR facilities section]. This planning process provides the college with information on how well

current facilities are serving the needs of its programs and which may require additional physical resources. The College's annual Institutional Effectiveness Report [Ev-IER] provides information on demographic trends, economic and labor market climate, and student enrollment patterns which inform directions for physical resources.

Columbia College offers classes at several off-campus locations. These off-campus classes are held at a variety of sites, including local high schools, churches, prisons, fitness centers, and community halls. Rented on a semester-by-semester basis, these sites are not serviced by the facilities or campus security staff. Each site is visited by college leaders to ensure the facility is adequate to meet the needs of the program and both safe and accessible to students and employees. A recent review of an off-campus site in Twain Harte found that restrooms were not accessible. As a result, the lessor was required to provide an accessible restroom prior to offering courses at that location [Ev-Twain Harte fitness, Joe's email, new contract].

In fall 2015, the College opened its Calaveras County Outreach Site in the town of Vallecito [Ev-grand opening FB post or campus email]. The site is a former elementary school and later a continuation high school for the Bret Harte Union High School District. As such, it meets ADA and other requirements, includes four classrooms of various sizes, and serves as the hub of outreach to Calaveras County including on-site counselors and admissions staff. Prior to opening the site, the College invested in modernization of networking, parking lot upgrades, and new flooring and finishes. District facilities staff attend to work orders, security staff address safety concerns, and the high school district provides custodial services [Ev-agreement].

The college also has a use agreement with the United States Forest Service to offer instruction at the High Sierra Institute at Baker Station [Ev-latest agreement, list of classes summer 2017]. As part of the use agreement, Baker Station is inspected and serviced by the district facilities staff. Since it is designated a historic site and located at 6200 feet elevation, the annual maintenance requirements of Baker Station are significant [Ev-list of improvements summers 2016, 2017].

The institution physically supports its distance education requirements from a variety of sources. The primary mode of distance delivery is through the internet. YCCD provides the infrastructure for all college facilities. Effective summer 2017, all online classes will be managed within the Canvas Learning Management System which is funded by the CCCCO. To build its on-campus distance education capacity, the college applied for and received a $2 million Title III grant. Over the course of the grant term, nearly all of the college's classrooms were upgraded with instructional technology to allow for technology supported face-to-face and distant course delivery. Through the college's Technology Plan [Ev-link to old one or new one], Distance Education Plan [Ev-link to most recent], and program reviews, technology and equipment needs are identified. These items are prioritized and purchased as either one-time or on-going funds become available [Ev-IELM funding from PR spring 2016, fall 2016].

Analysis and Evaluation

The District and the College partner together effectively to plan for, support, and ensure the safety of college facilities. Board Policies require effective use and maintenance of district facilities, including *BP 3-8025 – Maintenance of Buildings and Property.* The college's

processes for planning and evaluation assure physical resources are used to provide for the quality and integrity of its programs and services. The current campus and all off-site class locations are assessed regularly for compliance with quality, safety, and accessibility standards.

Accessibility is in the forefront of the college's planning. Providing safe and accessible facilities is a Facilities Master Plan core value and guiding principle. Consequently, as funds are available, the College and District have continually made efforts to improve accessibility. All new construction is designed for full accessibility.

The College maintains and monitors its physical resources through collaboration with the facilities department and the college's Facilities/Safety Committee. Frequent inspections ensure a safe working and learning environment. Columbia College students agree. Based on the results of the Spring 2017 Student Survey [Ev], XX% of respondents stated that they are satisfied with campus safety. The YCCD and college are committed to providing clean and well maintained facilities. Approximately XX% of the students surveyed expressed satisfaction with the cleanliness and appearance of campus facilities.

Commented [BS129]: Need survey results from Diana

The facilities work order system is used to identify maintenance needs and track repairs. For accountability, the report includes the date the maintenance item was reported and the date of the repair. Items phoned in for immediate attention are also entered into the system to ensure all maintenance activities are accounted for in reports.

III.B.2

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The College records its plans for facilities needs within the Facilities Master Plan, most recently revised in 2012 [Ev-FMP]. The majority of Columbia College's campus buildings were constructed in the 1970's and early 1980's. In 1991, the Oak Pavilion was completed, providing a multi-purpose building currently housing the Health and Human Performance Department, Athletics, and Emergency Medical Services (EMS) Program. Tamarack Hall, housing the college's Library, Academic Achievement Center and Technology and Media Services, opened in 2003.

Approximately $52.5 million of Measure E bond funds have been used at Columbia College to construct new buildings and also modernize existing facilities. The table below illustrates the breadth and extent of these efforts.

Table 32 - Measure E Bond Projects at Columbia College

Columbia College Measure E Bond Projects		Budget	Status
Bus and Truck Service Loop	$	678,895	Complete
Secondary Access Road		520,163	Complete
Calaveras Center		1,230,751	Complete
Oakdale Center		43,577	Complete
Public Safety Center		2,105,553	Complete
Science Natural Resources		17,743,350	Complete
Madrone Building Modernization		2,922,998	Complete
Manzanita Building		9,141,571	Complete
Child Development Center		8,902,268	Complete
Sequoia Modernization		1,315,481	Complete
Roadways Phase I		760,129	Complete
Roadways Phase II		1,499,992	Complete
Roadways Phase III		1,209,149	Complete
Swing Space		124,426	In Progress
Manzanita Secondary Effects		305,000	In Progress
Manzanita Lower Level Renovation		3,320,000	In Progress
Juniper Upgrade		32,964	On Hold
Pinyon Building Upgrade		329,327	In Progress
Entry Road Repair		234,307	Complete
Columbia College Contingency		75,099	Not Started
Total Columbia College Measure E Budget	$	52,495,000	

The completion of the Five Year Construction Plan [Ev-district 5-yr plan] based on enrollment and cap load ratios and the Space Inventory Report [Ev-most recent SIR] gives the college data on how well it is utilizing its facilities. Prior to the passage of Measure E, Columbia College had completed the comprehensive facility planning process identifying projects and priorities. When bond funds became available, the college was ready to proceed. The college's preparation combined with a favorable economic climate for construction has resulted in Measure E projects completing on schedule as well as on or under budget [Ev-budget/schedule report from Kitchell?]. A planning committee guided the programming and design of each project included in the college Measure E capital construction program. Committee membership included representation of faculty, staff, and administration from the program and service areas affected by the project.

Equipment replacement and maintenance requirements are identified through the college's program review process. Needs identified in these program reviews are compiled and augmented by equipment replacement recommendations from the Technology Committee. Annually, the College discusses and allocates resources to attend to these needs using available funds [Ev-IELM 2016, 17].

The college infrastructure is maintained by Facilities Planning and Operations. Facilities staff use annual inspections for preventive maintenance and the work order process to track requests for services, repairs, deficiencies, and upgrades. The replacements and upgrades of technology are evaluated and performed by Technology and Media Services staff based on a tiered computer replacement plan implemented as identified in the Technology Plan [Ev-tech plan, latest equip list for IELM].

Analysis and Evaluation

The college evaluates the effectiveness of its facilities and equipment through several avenues. Information garnered from program review and the Institutional Effectiveness Report provides data on the adequacy of current physical resources to anticipate future requirements. The Five Year Construction and Maintenance Reports are used to analyze the efficiency and sufficiency of facility usage and to identify future needs.

Replacement and maintenance of equipment is determined through program review to ensure priorities are addressed. The college further evaluates its need for the use of technology resources through the technology and distance education planning process. The college's Facilities, Technology, and Distance Education Committees establish standards necessary to support the college's programs and services.

The Facility Master Plan (FMP) guides facility planning at Columbia College and served as the blueprint for the College's Measure E building program.

Surveys completed by students, faculty, and staff reflect the college's satisfactory management of its physical resources in a manner that effectively supports its programs and services (evidence?).

Commented [BS130]: Staff survey 2016, student survey 2017. Highlight just a couple results.

III.B.3

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Utilization data are gathered and reported to the state as described in the previous two standards and need not be repeated here. However the specific utilization of the College's existing physical resources is overseen by the administration.

Division deans and office staff use the Ellucian-Colleague enterprise database system to schedule courses. Class sections are assigned to classrooms (locations) based on the type of instruction, the equipment and arrangement of each classroom, specified days and times, and expected course capacity. Deans are charged with placing courses strategically to maximize enrollment

and best match section and room capacities. Reports demonstrate the effectiveness of these plans [Ev-section enrollment detail report, CSAR].

The college uses an online Event Management System (EMS) to oversee all events, including outside entities [Ev-Sample Calendar of Events in ev folder]. The class schedule from Colleague is downloaded into the EMS program each term. Authorized staff also enter non-instructional facility usage into EMS. This is done in a coordinated fashion to ensure that non-instructional or external facility requests do not displace or disrupt instruction to students or related support services. Outside use of facilities requires a facility use agreement and proof of liability insurance coverage for protection of the District. An internally-accessible link to EMS is available from the Faculty and Staff website, allowing college staff broad access to the college's facility usage information and the ability to schedule rooms for special purposes [Ev-link].

Analysis and Evaluation

Facility usage is an important piece of data for planning and helps the college understand its facilities needs and requirements. Facilities usage information garnered by methods outlined above contribute to the annual program review process by which both facilities and equipment use is examined and needs identified. Physical resource needs are recorded in departmental program reviews and considered as a component of space allocations. For example, the Instructional Technology Center and Digital Media departmental program reviews have expressed a need for expanded space and these needs are being met in summer 2017 through a remodel of the Juniper building [Ev-PRs for two programs and floorplan for Juniper]. The annual Space Inventory Report prepared by Facilities Planning and Operations [Ev-latest report] provides information on how the college is using its facilities, by type of rooms, type of instruction in the room, and room capacity.

Actionable Improvement Plan

Deans currently work to maximize scheduling efficiencies using a blend of spreadsheets and other limited tools. To improve efficiency of the process and effectiveness of results, the College will follow through on an objective in its Strategic Plan and adopt a robust scheduling software solution for use by deans.

III.B.4

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The construction of new facilities is an important partnership of the College and District. The college Facilities Master Plan, Technology Plan, and Distance Education Plan are aligned with the College's Strategic Plan and provide direction for new facilities [Ev-links to plans].

Meanwhile, capital expansion and long-term maintenance of facilities are reliant upon District personnel.

At the College, physical resource needs for programs and services are gathered through program review and other relevant information sources. Needs are prioritized as part of the resource allocation processes. These priorities are used to make decisions about purchases, such as technology and program equipment. A new District Technology Plan is being developed to standardize technology and strategically minimize total cost of ownership of classroom equipment, laboratory computers, infrastructure, and employee computers [Ev-link to new plan].

For facilities, total cost of ownership includes the personnel to be assigned to the facility, ongoing maintenance, and replacement (depreciation) plans for equipment. In anticipation of the Measure E funded build out of the campus, the Facilities Planning and Operations originally prepared a staffing plan using California Association of School Business Officers standards for facilities staffing per assignable square footage [Ev – find (IIIB24) from previous ISER]. Currently, the District is utilizing APPA software to perform an updated study of campus utilization to determine staffing needs [Ev-new study]. The anticipated completion date for this study is January 2018. The plan will be used to expand staffing once funds are available.

When considering total cost of ownership, the College has been proactive in avoiding or reducing future costs. The College is committed to sustainable facilities, equipment, and technology and carefully considers life-cycle costs in its capital planning. To minimize future custodial and maintenance cost, facilities staff have been involved in the planning, design and selection of material for the college's new facilities. To maximize future energy savings, the college's new facilities have been designed to Green Building Council's Leadership in Energy and Environmental Design (LEED) certification standards as evidenced by the certifications received for the Child Development Center and Science and Natural Resources Building (Ev-LEED certifications are housed with campus presidents).

Analysis and Evaluation

The College strategic planning and program review processes ensure continuous self-evaluation of physical resources. Technology purchases are analyzed and compared against District standards to minimize long-term total cost of ownership and establish consistency across programs. Capital funding requests are aligned with the College's Strategic Goals and are fulfilled through a strong partnership with the District.

Total cost of ownership of the College's new facilities constructed using Measure E funds includes long-term maintenance, replacement of equipment, and daily custodial care. Staffing plans developed for these new facilities have been constrained by limited budgets for several years. However current staffing at Columbia College is sufficient to properly attend to day-to-day needs and both scheduled and emergency maintenance. The College purchased a large number of new computers and related technology for classrooms, offices, and labs as a component of its Measure E projects. The new District Technology Plan will include replacement cycles for these as well as those elsewhere on campus. The challenge facing the

District as a whole will be to identify sufficient funding to replace the technology according to the recommended cycles.

Actionable Improvement Plan

Upon the completion of the District Technology Plan, the College will update its own Technology Plan. The College will work with the District to identify funding for replacement of technology on a cyclical basis.

III.C. – Technology Resources

III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

In response to the continuous evolution of technology needs of the Colleges and District, a centralized approach has been. In 2014, the Information Technology Services department was restructured to include media services and technology services that had previously been College departments. The shift to centralized information technology services facilitated cross training, vertical and horizontal communication regarding technology services, and more efficient management of technology resources.

The Information Technology Services Department (ITS), part of Central Services, strives to keep pace with technology changes and shifting priorities in support of students, faculty, and staff by working collaboratively with the Colleges. The four primary objectives of the ITS department are (ITS website https://www.yosemite.edu/it/):

- Assessing the technological needs of the District annually.
- Evaluating the results of the annual assessment to identify and prioritize the technological needs for continuous for improvement.
- Facilitate implementation by aligning human and financial resource allocations according to the assessment and prioritization of the technological needs.
- Develop and formalize systematic communication channels for technological needs.

These stated objectives guide the ITS Department in prioritizing the technology needs of users across the Colleges and functional areas of the District.

The ITS Department is organized into six units under the direction of an assigned manager who reports to the Assistant Vice Chancellor of Information Technology [Ev-https://www.yosemite.edu/it/files/IT%20Areas%20of%20Responsibility%20v1.2.pdf].

ITS organization

- Media Services at MJC
- Technology Services at MJC
- Technology & Media Services at Columbia College
- Enterprise Applications and Support Services
- Enterprise Operations
- IT Service Desk

Commented [BS131]: This doesn't quite align with the Org chart in prelim pages. Also need to confirm reorg with Dan. Thought all media under Jeff, all workstations under Patrick, etc.

ITS serves the District and College needs for communications and operational systems through the incorporation of industry standards and emerging technologies. ITS supports instructional computers in labs and classrooms and supports computers assigned to faculty, staff, and administrators in support of instruction and student services functions. ITS provides support for devices on the Columbia College network including printers, servers, wireless access points, multi-media equipment, and other devices in addition to computers. Columbia College has 45 classrooms equipped with instructional technology to support instruction and enhance student learning [Ev-classroom listing with tech noted]. Additionally, the ITS team supports conference rooms, the Library, and other computer labs across the College.

Commented [BS132]: confirm

The District Technology Advisory Committee (DTAC) is a district-wide participatory governance committee tasked with technology planning and implementation at the district level. DTAC makes recommendations for District-wide communications and operational systems relying on industry trends and standards. The College benefits from cost efficiencies and economies of scale through DTAC's centralized approaches to learning management systems, databases, support systems, student information systems, redundancy, and software licensing.

DTAC intersects with the Columbia College Technology Committee through ITS managers and faculty representative(s) serving on both committees [Ev-minutes DTAC fall 2015 w/Margo and Don Smith and CC Tech Cmte same time period]. The Technology Committee is comprised of a diverse group of faculty, classified employees, and managers. College technology needs are brought to the Technology Committee and upon review they may be forwarded to DTAC for consideration as a District project. Columbia College established and maintains an equipment standards list which identifies the current specifications for smart classroom technology [Ev-specs sheet from Margo].

In 2015-16, through a combination of retirements and separations, meetings of both DTAC and the college's Technology Committee were infrequent and unproductive. In 2016, the District hired a consultant, Dan Duffy, to serve as Interim Assistant Chancellor of ITS. Mr. Duffy worked collaboratively with staff, faculty, and administrators to assess the District's technology

needs, infrastructure, and oversight. Results of his analysis led to reorganization of ITS [Ev-reorg plan to BOT], a new District Technology Plan [Ev-new plan], and in late spring 2017 a reestablishment of DTAC [Ev-agenda of new meeting]. Next steps will include reinvigorating the Columbia Technology Committee and developing a new Columbia Technology Plan aligned with the district plan.

The ITS Department works closely with a variety of departments and programs at Columbia College to ensure that data is captured, reviewed, and reported accurately. ITS collaborates with departments in developing and adopting data tracking systems that align with the ever-changing reporting requirements for grants, attendance accounting, and support services.

ITS and the Director of District Research and Planning ensure that all MIS data elements pass syntactical and referential edit checks for all state and federally mandated data reporting. They verify the integrity and accuracy of the data through a thorough review process that includes the managers of special programs and departments engaged in the process [Ev-email to Elissa from Shawna re data elements]. As necessary, additional review and resubmission occurs until the validity and integrity of all submitted data is confirmed.

The College has made technology a priority by using available funding to replace aging computers and multi-media equipment and implementing additional Distance Education courses over the past years [Ev-IELM funded list]. The College has used savings in the general fund, grant funding (i.e. Federal Title III), Columbia College Foundation, Instructional Equipment and Scheduled Maintenance funds from the state, and other state funding for these purchases. College administration consults with Technology and Media Services and college departments to prioritize technology needs identified through the program review process and from the computer inventory aging report [Ev-budget/IELM process 2016-17, funded lists, computer inventory from Margo].

ITS holds responsibility for reliability, disaster recovery, privacy, and security of all data and technology systems, including those used in the delivery of distance education courses, for the Yosemite Community College District. To increase the effectiveness of data security and recovery, two new data centers were established through the Measure E general obligation bond [Ev-district Measure E list of projects]. A new primary data center was constructed on MJC's west campus and a secondary data center was established at Columbia College. During 2015, a second fully redundant differentiated path to each college location was implemented. The second path provides redundancy from east campus to west campus, and from west campus to the world. ITS maintains the security of the information systems according to current industry practices and applicable regulation, including authentication of students. ITS ensures integration within and across all systems using a mix of hard data export, auto data transport, and two-way and one-way processes that support the needs of the end user and maintain integrity of the data.

ITS engages in functional evaluation of hardware systems and software. Functional evaluation informs the decision to remain on the current version, move to new version of the existing product, or recommendation to move to a new product. For example, over the past eighteen months, student and employee email accounts were moved from locally-hosted Microsoft

Exchange to Office 365 hosted by Microsoft. This move to a cloud solution provides a more robust, stable, and secure environment for email communication.

Analysis and Evaluation

The organization and delivery of technology services are appropriate and adequate to support College needs. The District successfully enacted a major database migration from Oracle to SQL. This long-anticipated project was carried out with absolute minimum disruption to District and College services because of the effective and meticulous planning and communication of the project specifications. The success of this major upgrade, under interim leadership, stands as evidence that the organization of information technology services facilitates technology support of the College and District's management and operational functions, academic programs, teaching and learning, and support services.

Students apply to the College, receive responses, schedule appointments, register for classes, and apply for financial aid and scholarships online. An online orientation is available for students as is Title IX training. Implementation of a District-wide portal is in the early phases. The portal will provide an enhanced online experience for students and employees and increase ease of communication with students including defined groups.

Technology support meets the instructional, student services, and administrative needs of the College. Employees can easily report technology issues via the web, email, or phone. ITS places high priority on instructional technology and responds very quickly to resolve classroom technology requests.

III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

From 2011 to 2015, district technology needs were delineated by the YCCD Technology Plan [Ev-https://www.yosemite.edu/it/files/yccd_technology_plan_1.pdf]. Revisions to this plan began in 2015 but were delayed by the departure of the Assistant Vice Chancellor of Information Technology. However, the change in leadership did not disrupt the quality of service or advancement of technology in the District. In spring 2017, the District engaged Ferrilli Consulting to assess the District's current needs, interview key technology resource employees and leaders, and produce an updated plan. The new District Technology Plan was adopted in MONTH, 2017 [Ev-link to new plan, adoption by BOT?]. The District Technology Plan outlines the expected lifespan for technology equipment purchased to facilitate planning for replacement. The District Technology Advisory Committee (DTAC) will use this new plan as a framework for prioritizing and implementing planned actions, then measuring the results of the improvements

Commented [BS133]: Get final name for this plan, then do global find and replace. It's lurking in lots of places!

according to the completion dates and metrics established in the plan. The first technology assessment survey of the new District Technology Plan is scheduled for spring 2018.

While ITS is centralized, the funding of college equipment and program specific software is the responsibility of the College. To this end, departments identify needs in their program reviews each spring and seek funding to meet those needs through a mixture of general, restricted, targeted state, and grant sources [Ev-IELM list 2016 spring showing sources used]. The allocation of resources starts in fall with a review of program review resource requests from the previous spring. Divisions meet to prioritize their equipment needs and those ranked lists are brought forward to a meeting of the Administrative Team augmented by the Director of Media and Technology Services who brings the latest computer and classroom upgrade needs. The team reviews the ranked lists and available funding sources and strives to fund as far down the lists as possible. The recommendation of this group is given to College Council which then reviews, edits, and forwards the list to the president for implementation [Ev-budget/IELM process 2016&2017]. The effectiveness of this technology resource allocation process is assessed regularly as part of the cycle of review by College Council [Ev-minutes].

New campus construction and renovation projects funded by Measure E included new and replacement equipment made possible through the general obligation bond. Examples include outfitting the renovated Manzanita building, the Science & Natural Resources building (Sugar Pine), and the Sequoia building with current instructional technology and student computer labs to support teaching and learning. The lifecycle and replacement planning for the equipment are integrated into the College resource allocation process [Ev-Tech list for IELM, Budget process 2016&17]. However, the plethora of equipment purchased for these projects during a brief window of time is looming as a bubble of replacement cost in the near future that will outweigh the College's ability to meet the need. The District and College are currently discussing ways to address this upcoming matter.

The security of the District network and data was improved significantly with the construction of new facilities. A new primary data center on MJC west campus and a secondary data center at Columbia College provide a second fully redundant differentiated path to each college location. ITS uses monitoring and tools to maintain a secure data environment and has established protocols for addressing any security breach in accordance with industry standards and regulation. Recent changes to enhance security and reliability of District technology services includes the move from locally-hosted Microsoft Exchange to a cloud-based Microsoft Office 365 environment which is more robust, stable, secure, and reduces the local staffing need. Additionally, EZproxy was implemented for remote authentication by students and staff so they can access college Library and Learning Centers' subscription databases off campus. The District is working to launch a student portal to support single sign-on to Columbia College and District technology resources. The portal is expected to go live for fall 2017.

The Yosemite Community College District has taken a strategic approach to the purchase of software licenses. ITS provides District wide licenses for the administrative tools foundational for sound electronic communication, student data, reporting, and document, spreadsheet, and presentation preparation. Software in support of instructional and student support programs is

purchased at the department and division level. Modesto Junior College and Columbia College collaborate when selecting software to serve both colleges, such as library catalog systems, eLumen to support assessment of learning outcomes, Canvas to serve as the district's learning management system, and Hobson's Starfish for online student planning. Doing so supports ease of use for students and employees across the District and provides cost savings.

In alignment with the Online Education Initiative in California community colleges, the Distance Education Committee at Columbia College led the District effort to explore Canvas as a proposed alternative to Blackboard, the prior learning management system. Significant investment in course development and extensive faculty training in the existing learning management system made the consideration of a new learning management system one of critical importance to faculty and administration. There was shared interest in reaching a decision that would best serve students and the College in the long run. Faculty piloted courses in Canvas and shared their experience with the DE Committee and Academic Senate. The DE Committees of MJC and Columbia College held a joint meeting in which the recommendation to move to Canvas was approved (MJC Distance Ed minutes http://mjc.edu/governance/distanceedcommittee/documents/deac_minutes_9-21-15.pdf). The Academic Senates of MJC and Columbia College also provided a joint resolution supporting Canvas (Joint resolution Academic Senate supporting Canvas http://www.mjc.edu/governance/academicsenate/documents/resolution_f15_b_joint_resolution_supporting_adoption_of_canvas_for_oct_1_2015_academic_senate_meeting.pdf).

Analysis and Evaluation

ITS provides information technology services as a centralized function of the District. This organizational structure meets the needs of the District and Colleges and includes a district level governance council responsible for technology planning for the District. Assessment of satisfaction with ITS services and technology is integrated into the District planning cycle and serves as a basis for improvement in effectiveness. The District Technology Plan provides the framework for technology purchases, projects, and implementation over the next five years. The Plan is integrated with the YCCD Strategic Plan and informs technology planning with a strong focus on instructional technology.

Technology planning has been increasingly integrated into the District and College planning processes. Program review resource allocation requests are used to prioritize technology purchases and are tied to the College's Strategic Plan and its goals and objectives.

Through a combination of the general fund budget and a variety of special and grant funds, the College strives to ensure that technology meets campus teaching and learning needs. Prioritization of requests in program review is considered at the division level before being routed to the Administrative Team. This provides the opportunity for the division to quickly allocate funds within the division budget to meet program needs when there is a strong fit between the request and available resources. The College has made significant upgrades and purchases of new technology through grant funds and bond resources. These investments have

reached further across the college campuses through cascading of computers from one user to another to extend the life of the equipment.

In recent years, Measure E projects have provided upgrades to infrastructure in ways that the District's limited general fund has not allowed. New fiber, expanded wireless service, and redundant data centers contribute to the quality and capacity of the network to support the College mission, operations, programs, and services.

III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

In a manner similar to other College services, ITS views the Colleges as a whole and provides the same technology, systems, and services at each location. To ensure reliable access, the YCCD network is designed with a redundant infrastructure. Two data centers, 60 miles apart, supported by separate carriers provide a highly sophisticated, secure, and redundant network infrastructure supporting system reliability, security, and disaster recovery. All network communication is encrypted in transit or has private channels. Once data is within the district network, traffic is secured. All PCI traffic is routed on YCCD's private virtual network VLAN.

All campus locations have a connection to the internet. District sites are connected using CENIC services. The College has fiber connection between all buildings. 45 campus classrooms are equipped with a suite of instructional technology tools including a computer, projector and screen or large monitors, document camera, and sound projection. Wireless internet access is available across the campuses including classrooms with 85 active access points.

Commented [BS134]: Verify number of classrooms

Columbia College also hosts classes off campus in several locations. At its Calaveras County Outreach Site, the College maintains high-speed connections integrated with the main campus [Ev-latest contract for service at Vallecito]. Courses taught in Oakdale at the Stanislaus Culinary Arts Institute or on campus at various schools in the community utilize network connections in those locations [Ev-agreement w/SCOE, CCAP agreements]. Courses not dependent on connectivity are hosted in locations without reliable connections. Examples include fitness courses at the Twain Harte Fitness Center, EMS courses at Murphys Fire Station, and ESL and GED courses at the Amador Tuolumne Community Action Agency's Family Learning Center.

The College also holds classes inside the Sierra Conservation Center (SCC), a low to medium security prison, and at off-site fire crew camps operated by the SCC. Prison regulations prohibit access to the internet by inmates. As such, Columbia instructors and personnel must modify typical methods. For example, online application to the College is replaced by a paper form, videos are downloaded and shown from laptop hard drives versus online streaming, and registration is a manual versus online process. These alternatives to technology assure reliable

access, safety, and security of the students while providing them equivalent access to that experienced by other students.

Employees and students are separated in wireless and wired network environments. All remote District sites have encrypted or dedicated circuits. The switches, routers, and networking devices core to reliable and secure delivery of service are maintained up to date for optimal performance [Ev-Replacement plan or maintenance plan]. All systems require that passwords be changed regularly (Ev-policy or procedure). YCCD has implemented a full set of Administrative Regulations to govern IT activities and administrative protocols to implement the regulations (Ev- https://www.yosemite.edu/it/administrativeregulations)

ITS utilizes a network management software program, CISCO Prime Infrastructure, which assists in effectively securing and maintaining the District's infrastructure integrity. The District has a practice of purchasing network equipment with exceptional warranties and extended lifecycles to maximize network resource availability, minimize downtime, and reduce long-term costs. Network monitoring and usage logs assist managers in determining network upgrade needs. System maintenance outages are scheduled on weekends or overnight to reduce disruption of service to employees and students. For example, the recent migration from Oracle to SQL was accomplished over the Thanksgiving holiday weekend [Ev-email from Dan with timeline]. District information technology procedures are regularly reviewed and updated to ensure that practice conforms to regulation and meets the needs of the institution. For example, in fall 2016 the timeout period for non-activity in the student information system was reduced to one hour. This change increased both security and the number of user licenses available at any point in time. (Ev-Email from Dan, Oct. 2016?)

Technology equipment and infrastructure replacement is guided by the District Technology Plan and College Technology Plan [Ev]. There are three technology levels identified: enterprise, operational, and instructional. Enterprise technology is replaced when systems are so slow that they no longer function as designed. These major purchases are funded through end of year savings and other one-time funding allocated by the District. Operational technology is managed at the department level and purchased through departmental and grant funds. Salary savings from unfilled positions are sometimes used for technology purchases and replacements. Instructional technology is funded at the department level with division resources, grants, and specialized instructional resources. The District Technology Plan includes a full cost model for ongoing cost of replacement and cycling of equipment to assist departments and managers in technology purchase decision-making. (Ev-new IT Strategic Plan)

Analysis and Evaluation

The Yosemite Community College District made substantial upgrades to technology resources to ensure reliable access, safety, and security over the last six years. The data centers made possible through Measure E provide full secondary redundancy of all systems and data for the District. Through the integrated strategic planning processes, the District evaluates how well the existing technology meets the needs of programs and services and makes plans for improvement. Technology equipment purchases and replacements are funded through processes to support the

enterprise, operational, and instructional levels. These processes are serving to meet the needs of the District and College following the economic downturn and resulting lack of general budget resources to fund a comprehensive ongoing technology replacement cycle. The District and College have prioritized technology replacement in the allocation of one-time monies, restricted resources, and end of year savings to maintain currency of information technology.

The District Technology Plan provides the visionary, strategic, and operational map to address existing technology needs and provide a roadmap for future information technology projects to assure ongoing reliable access, safety, and security. Off-campus classes are served by sufficiently comparable resources to meet the educational needs of the College's students in these locations.

III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Employees and students join the Yosemite Community College District with a broad spectrum of technology skills. ITS and Columbia College provide instruction and support in the effective use of technology and technology systems related to the programs, services, and operations of the institution. College departments and service areas receive specialized technology training specific to their responsibilities and tools.

The Columbia College Library has 80 computers available for students to use. There is a demonstration lab in the library with 30 computers that is used as a teaching station by the Librarian. The Librarian provides instruction on how to conduct research, information literacy, internet research and using the databases. Students are welcome to use the computers in the lab when a class is not in session. All library services are on a proxy server allowing 24/7 use of the Library's online resources. Online resources, such as databases, are subscriptions and require the student to login with their student identification number. The library also shares an online catalog with Modesto Junior College. The online catalog offers students and staff access to electronic collections of e-books, journals and magazines and provides information for the print and physical collections. The library maintains a webpage and offers tutorials and help in finding appropriate materials through its library guides and research links. [Ev- http://www.gocolumbia.edu/library/ http://gocolumbia.libguides.com/ http://www.gocolumbia.edu/library/research.php.]

Employees are provided technology training through an extensive array of workshops and online training modules. The District's Fiscal Services Classroom provides online training for the financial module of the enterprise system to meet the needs of new employees and those seeking to upgrade their skills. (Ev: https://www.yosemite.edu/fiscalclassroom/,

https://www.yosemite.edu/fiscalclassroom/fiscalclassroom_newemployee, https://www.yosemite.edu/fiscalclassroom/fiscalclassroom_employeereview) Employees can access the full slate of technology training available online through Lynda.com and there are many workshops presented on campus by ITS staff to assist staff in transitioning to software updates. (sample announcements). Staff members are encouraged to take courses at Columbia College that align with their educational and professional goals. Employees are eligible for registration fee reimbursement upon successful completion of their course. [Ev-BP and form]

Division and instruction office staff members at Columbia, many of whom are new to their roles, have attended several training sessions with senior instructional staff in comparable positions from MJC. Trainings have covered reporting tools, guidelines and regulations, and methods to capture and repair errors [Ev-meetings with Pat – 2015-16]. These training sessions have resulted in significant improvement in the accuracy and thoroughness of Columbia's instructional data.

Faculty members engage in technology training as Flex opportunities, through Lynda.com, and through our online faculty training program. Flex opportunities allow faculty to choose the technology training that best meets their professional development goals and support effective instruction using the latest technology tools. Examples of online trainings eligible for flex credit include completion of the Accreditation Basics course offered by the ACCJC, video tutorial on the College's approach to Program SLO Assessment, and how-to videos for using SLO tools (Ev-Flex schedule for 2016-17, indep form) The recent addition of Lynda.com to the available training opportunities greatly expands free access to quick training modules allowing faculty to get just-in-time training for a variety of software packages (Ev-link to Lynda.com, screenshot of access from YCCD).

Analysis and Evaluation

The broad array of technology training, ranging from group sessions to individual activities and independent study, meet the needs of the College and the District.

III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The Yosemite Community College District delineates in Board Policy and Administrative Procedure 3720 the appropriate use of technology in the teaching and learning process (BP 3720 https://www.yosemite.edu/trustees/board_policy/3720%20Computer%20and%20Network%20Use.pdf). The administrative procedure outlines the ownership of the technology resources, the acceptable use, and privacy associated with the District resources. The policy and procedure inform College operations and practice and are reviewed regularly in accordance with District guidelines [Ev-

https://www.yosemite.edu/trustees/board_policy/YCCD%20Board%20Policies%20and%20Administrative%20Procedures%20Description%20Document.pdf] New employees, and those transitioning to new positions, are granted access only to the systems and tools required to fulfill the responsibilities of their role. Managers complete and execute a form requesting access for employees, then submit to ITS for account management (forms https://www.yosemite.edu/it/forms). Employees must view training videos from Fiscal Services Classroom prior to being given access to the general ledger in Ellucian-Colleague (Ev-online fiscal classroom https://www.yosemite.edu/fiscalclassroom/).

Commented [BS135]: Consider global search/replace for Datatel, Ellucian, Colleague. What's the RIGHT name?? Use it consistently throughout the report!

Classroom technology concerns including copyright infringement, intellectual property, copying, integrity of sources, allowable use of programs, unauthorized software access, and password protection are addressed in Board Policy [Ev https://www.yosemite.edu/trustees/boardpolicy] and/or ITS Administrative Regulations (link https://www.yosemite.edu/it/administrativeregulations). Administrative regulations outline the non-expectation of privacy and that the District reserves the right to monitor use of technology resources. Employees and students are required to acknowledge the requirements in BP 3720 before initial login to their email account [Ev-ask Mardi]. Student authentication is required to access the learning management system in accordance with regulation and to maintain integrity of the learning environment. (Ev-screenshot of canvas login page, link to Canvas)

Analysis and Evaluation

YCCD has policies and procedures in place to guide the use and access to technology in the learning process. Board Policy 3720 provides protections against abuse of District technology resources and is reviewed regularly to ensure it meets the needs of the institution in light of ever-evolving new technologies and regulations. Adequate protections have been implemented to minimized violation of policies and procedures.

III.D. – Financial Resources

Planning

III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Columbia College manages its financial resources in an effective, mission-focused manner. As a small yet comprehensive institution, the college must manage its financial resources very efficiently to fulfill its mission (IIID1) and meet the college goals (IIID2). The College's unrestricted general fund is a share, based on an allocation model (IIID3, IIID4), of the Yosemite Community College District (YCCD) state apportionment revenue and annual expenditure budget (IIID5). Reviewed and adopted by the Board of Trustees, it is based on the prior year's allocation (base) and adjusted for budgetary changes such as an increase in health benefit costs, pension costs, or FTES growth (or decline). The college's restricted general fund includes revenue received from categorical, co-curricular, grants, special revenue, and fee-based programs.

Commented [BS136]: Note – Links in Standard III-D are all current and were updated by Trevor and Sarah. Transfer to new reference system and add hyperlinks to keywords.

For the fiscal year 2015-2016, the college total unrestricted fund budget was $13.2 million (IIID5). This budget funds the general operating expense of the institution. For fiscal year 2016-2017, the college total unrestricted budget is $13.4 million (IIID5). Personnel costs budgeted at $12.3 million (IIID6) comprise 92% of the college's unrestricted fund budget. The remaining $1.1 million (8%) is allocated for supplies, materials, services, capital outlay, and other outgo (IIID6). The increase in the unrestricted budget from prior year levels is a direct result of an allocation of one time funds that were received by the district.

In November 2004, voters approved Measure E (IIID7), a general obligation bond to improve and construct educational facilities at Columbia College and Modesto Junior College. Columbia College's share of Measure E is approximately $52.5 million. With this revenue, the college has been able to fund twenty one projects from its *Facilities Master Plan*, including a new Science and Natural Resources Building, a Child Development Center, and roadway improvements (IIID8).

Columbia College utilizes alternative funding sources. In an environment of dwindling state resources, the college undertook a concerted effort to secure alternative funding to support college goals and provide for continuous improvement. Numerous grants have been secured by the college providing millions of dollars in additional revenue to meet the needs of the community and its students. Examples include:

- California Apprenticeship Initiative: Columbia College has received formal notification of the intent to award a $960,000, two-year grant to develop new Apprenticeship programs for Automotive Technology and Child Development training, beginning in January 2017. Columbia College received an earlier Apprenticeship program for a Hospitality program in December 2015. This is also a $960,000, two-year grant for Apprenticeship programs.
- Motherlode Educational Opportunity Center: Columbia College has been awarded a five-year federal (TRiO) education grant totaling $1.18 million to launch an Educational Opportunity Center (EOC) for the Mother Lode region. The college will partner with more than a dozen local agencies in the central Mother Lode to encourage and assist adults who are interested in college and career training to improve their economic opportunities.

- Title III Partnership Grant: The College has received a five-year, $3.3 million grant in partnership with Lake Tahoe Community College District to improve utilization of data, provide dashboards and effective reports for decision-making, and support development of the culture of data-supported decisions.

At theier February 2017 meeting, the Board of Trustees reviewed a report from the YCCD Grant Development office listing a total of almost $5.7 million in primarily multi-year grants received by the College in recent months [Ev-file in evidence folder http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AHWLL6570789/$file/GrantActivity_2017-02-08_BOTmtg.pdf].

Analysis and Evaluation

Columbia College manages its financial resources in an effective manner that is mission focused. The College has consistently demonstrated the ability to maintain a fiscally balanced budget. The college has a balanced budget heading into the 2016-2017 fiscal year and will continue to support the educational needs of the students and community.

The College has developed a strong and effective Development Office which has produced sustainable and mission-focused alternative revenue sources to support college goals. External revenue focuses on identified needs to support the College's Strategic Plan.

III.D.2

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The College's mission and strategic plan serve as the foundation for financial planning and budget development. Resources are allocated to programs and services moving the College forward in meeting its goals.

Instructional departments, service areas, and administrative units complete program reviews on a regular basis. These reviews delineate alignment with the College's mission and goals, highlight areas of strength, describe the findings of student learning assessment, and list resources needed to make improvements via staff, equipment, or services. Personnel decisions, funding allocations, facilities improvement, and technology purchases all stem from these program reviews

Items listed in program reviews are prioritized at the department and division levels. Compiled reports from program reviews are utilized by groups, units, and departments to assist in the process of resource allocation and provide the college with valuable data to predict its future

funding needs. If the existing funding source is not available to achieve a college priority, alternative sources of future funding are pursued, as was the case with the Apprenticeship, Title III, and TRiO grants described in the previous section. Budget requests not included in program reviews are not considered for funding during the financial planning phase.

The college general fund budget is built around an annual FTES target [Ev-Mary's FTES target sheet]. The college uses data and reports available through its Colleague system and the California Community Colleges Chancellor's Office to carefully manage student enrollment and monitor budget expenditures in order to achieve its enrollment goal while staying within its financial means.

Budget information is provided by the YCCD Executive Vice Chancellor to the Board of Trustees at regular Board meetings and study sessions. Provided information consists of the tentative budget (IIID13), final budget (IIID14) and budget augmentations (IIID15). Information on FTES revenue projections and on the college's planned to actual FTES achievement is included in the report (IIID5). The Columbia College Vice President of Instruction provides frequent email updates on student enrollment and FTES projections to the College and District community (Ev-cite a few emails from BKS) and shares the information in meetings of the Enrollment Management Committee [Ev-minutes]. The Columbia College President also provides fiscal planning information to the entire college community through avenues such as campus forums (Ev-budget forum with T.Scott in 2015-16?), the College Council (Ev-CCagendas re budget), emails (Ev-examples), and newsletters [Ev-Pres' campus update] linking budgetary decisions to institutional planning.

Columbia College receives services from the YCCD to supports its goals related to operations. For example, Central Services manages the college's facilities and information technology operations. Other centralized services include payroll, legal services, accounting, purchasing, utilities, and human resources. For the fiscal year 2016-17, $2.79 million was allocated in the YCCD Central Services budget (Ev-IIID55) to provide support services to Columbia College.

The YCCD Board of Trustees approves Columbia College's annual budget and the YCCD's external audit reports in an open public session. Representatives from each of the college's constituent groups are in attendance at the board meeting. Board minutes are available on the YCCD website (IIID16) and the Executive Vice Chancellor posts audit and budget information on the YCCD Fiscal Services website (IIID17).

Budget information is a standing agenda item with the College Council. Members of the council report information back to their respective senates and/or bargaining units, gather input from their constituents, and return to College Council for further discussion. The minutes from the College Council meetings are promptly posted on the college website and available to the campus and community at large (IIID18).

Detailed financial information is available to all departments through the college's Colleague financial information system and a multitude of reports. Managers and staff have access to financial information and reports at the department, division, and college levels. The YCCD

Accounting Office provides, on the YCCD intranet, a budget summary tool providing users with a concise view of the budget (IIID19).

Analysis and Evaluation

Financial planning and associated resource allocation is integrated into the college planning processes and aligned with its mission and goals. The college's fiscal expenditures support the achievement of its plans and goals. The college's accounting code is structured to track expenditures in support of institutional initiatives. For example, Student Success and Support Program (SSSP) funds, which support the college's *Student Success and Support Plan*, have a unique identifying code. The college can run targeted financial reports to view SSSP expenditures and tie these expenditures back to the goals of the *Student Success and Support Plan*. The college can also track expenditures for each department, service area, or grant program of the college, providing documentation of fiscal expenditures used in support of goals of each plan.

Fiscal processes follow guidelines established by the District. Oversight is provided by the YCCD Board of Trustees, college and district leadership, and through College Council to ensure the college's financial plan is consistent with the college mission and goals.

Financial information is readily available throughout the institution. Eighty-one percent of respondents to the fall 2016 Faculty/Staff Survey (Ev –link to survey results) "somewhat agree" (XX%) and strongly agree (XX%) that appropriate financial information is provided throughout the college. Critical budget information is shared regularly with all staff, as evidenced from the college president's communications and the College council minutes (Ev-ex's). This has allowed the college to work collaboratively toward expedient measures in response to state-wide funding fluctuations.

Commented [BS137]: Need results of faculty/staff survey in Dec 2016

III.D.3

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Columbia College's financial planning and budget processes are monitored through its College Council. With equal representation from all college constituent groups (students, management, faculty and classified staff), the Columbia College Council is the organization through which the collegial governance system is coordinated. It serves as the oversight and reviewing body for the development and coordination of strategic institutional planning, institutional documents, and the budget processes (IIID10). College Council members report back on planning and budget processes and developments to their respective constituent groups. This information is recorded in senate or committee minutes and made available to all members. The minutes from College

council meetings are promptly posted to the college website and made available to the entire college community and general public (IIID18).

Information on the processes for planning and budget development is made available from the Columbia College Office of Vice President of College and Administrative Services webpage (IIID20) and in minutes and resource documents for College Council meetings.

The Columbia College President and Vice President of College and Administrative Services have been very proactive in providing reports to various participatory governance committees and the college at large regarding budget and financial planning processes and issues. Budget forums have been held to keep the college current with important state funding developments. Regular email updates are sent on budget and financial matters to the entire college faculty and staff (Ev-Trevor's January 2017 newsletter). Presentations at Academic Senate meetings (IIID21) have also been given.

Analysis and Evaluation

Columbia College program reviews are a key component of the college integrated planning and budget process. Each year, college faculty and staff participate in the update and/or development of program reviews. This participation brings awareness, develops dialogue, and gives all constituents an opportunity to participate in the planning and budget process. To ensure all staff have an opportunity to participate in the college planning and budget development process, ongoing training and support in the program review process is provided by the Office of Institutional Research, Vice President of Instruction, and Vice President of Student Services.

Results from the Columbia College Faculty/Staff Survey for fall 2016 (evidence?) shows that over half of the respondents (XX.X%) rated their level of involvement in the program review process including financial/budgeting as "involved" (XX.X%), "very involved" (XX.X%), and "significantly involved" (XX.X%). Great effort is made through forums, emails, and dialogues within governance committees to make the financial planning and budget development process participatory and transparent.

Commented [BS138]: Need to change this. Budget info needs to be on VPCAS site not IR.

Commented [BS139]: Need December 2016 survey results

Fiscal Responsibility and Stability

III.D.4

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College Council reviews and annually approves the budget development process for the college's general unrestricted fund budget (IIID22). The budget represents the college's plan to meet its ongoing and anticipated fiscal commitments for the year.

The YCCD Executive Vice Chancellor provides regular reports to the YCCD Board of Trustees and college leadership about the status of state funding as well as annual budget assumptions and limitations (IIID23, IIID24, IIID25, IIID26). This information is widely shared at the college level and readily available to college planners. Additionally, there is broad access to financial information through the college's financial management system, Colleague, and associated reports and extracts.

Funding priorities are clear and focused on fulfilling the College's mission and strategic goals [Ev-link to mission, goals]. College committees, such as the Facilities and Technology Committees, are responsible for developing and implementing college resource plans (IIID12, IIID11) that identify and prioritize resource needs. These plans inform institutional planning at the department, division, and college level. Identified needs from these resource committees flow from the program review process.

Development of financial resources and partnerships is a high priority at Columbia College. The college established a Development Office to increase the grant writing capacity of college faculty and staff. The investment has paid off well. As of June 30, 2016 grant awards for the fiscal year 2015-2016 totaled $1,749,565 (IIID27) as compared to $958,870 for 2014-2015 (IIID27).

Analysis and Evaluation

Financial information is available to college faculty and staff, allowing plans to realistically reflect the college's resource availability. Institutional leadership considers projected and actual revenue and expenditure information when making budgetary decisions.

Instructional, student service, and administrative program reviews attend to the needs of individual areas, align with the college's mission and goals, and collectively serve to catalog the needs across the institution. These needs are met to the greatest, most creative yet realistic extent possible through unrestricted, restricted, auxiliary, and grant funds.

III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The responsible and appropriate use of the college's fiscal resources is assured. Since 2003, Columbia College and the Yosemite Community College District (YCCD) use the Colleague financial information system to record financial data and process financial transactions. Built within the system are multiple control mechanisms to assure the responsible and appropriate use

Commented [BS140]: Can we write, "Trust me, you can't buy a box of Kleenex without at least seven signatures!" ?? ;)

of the college's fiscal resources. For example, purchase requisitions are generated electronically in the Colleague system. Processing a requisition through the system requires a valid account number, available budget, and a multi-tiered approval. Budget transfers require review and approval by the manager of the department and the Vice President of College and Administrative Services. This can only be executed in the system by college administrative and YCCD fiscal services staff who by the nature of their position have been assigned a high-level security clearance. The system provides readily available real time financial data. All college staff can view financial information through on-screen viewing, system reports, or the use of a variety of reporting tools developed by the YCCD Accounting Office (IIID19).

Analysis and Evaluation

The college's budget managers and appropriate staff have ready access to Colleague's dependable and timely information to guide their financial decisions.

System security clearances are controlled and assigned based on each individual's job requirement. The number of staff with a high level of system access is carefully limited. The controls automated within the Colleague system and a strong system of internal controls and separation of duties applied to all financial transactions work together to ensure the financial integrity of the college and the YCCD.

III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The Yosemite Community College District (YCCD) Resource Allocation Model (IIID18, IIID4) was revised in 2014-15 to align with SB361, California's funding allocation model adopted in 2007 for community colleges. Initial implementation of the alignment with SB361 will take place over a three year period, beginning in 2015-2016, in order to provide time for the colleges to adjust to the equalizing of their college budget allocations. SB361 alignment will be ongoing with annual adjustments based on funded FTES, YCCD Central Services operating costs, state apportionment, and other changes in the general unrestricted fund revenue. The resource allocation model assures that the colleges receive what they earn after the cost of services provided by the YCCD Central Services office. All resource allocation model information is provided on the YCCD Fiscal Services webpage (IIID19).

The YCCD's financial statements are audited each year in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Each year, the YCCD is also audited for compliance requirements described in Section 400 of the California State Chancellor's Office's California Community College

Contracted District Audit Manual (CDAM) that are applicable to community colleges in the State of California (IIID54) and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). The YCCD received an unmodified opinion for the year ended June 30, 2016 and 2015, respectively (IIID29, IIID30). Responses to audit deficiencies were prepared by the appropriate YCCD administrator and were included in the external auditor's report. The YCCD had one audit deficiency noted in both the fiscal year ended June 30, 2016 and 2015, respectively (IIID29, IIID30). These deficiencies have since been repaired.

Commented [BS141]: Confirm this.

Analysis and Evaluation

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. The YCCD's budget and actual activity meet the standard of allocating at least 50% of resources to direct instructional services (IIID20). The unmodified audit reports are reflective of the YCCD's financial documents, including budget, having a high degree of credibility and accuracy.

III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The Yosemite Community College District (YCCD) and Columbia College take pride in receiving consistently clean audit reports. In the three most recent annual audit reports, fiscal years 2013-2014 to 2015-2016 (IIID28, IIID29, IIID30), there were no compliance findings noted for Columbia College. If deficiencies had been noted by the external auditors, remedies to all of the external auditors' recommendations would be fully implemented in a timely manner and included in the same year audit report.

Analysis and Evaluation

The college and YCCD are subject to an annual external audit. The audit reports are consistently unmodified and serve as evidence of the college's strong system of internal controls as well as appropriate use of financial resources. Responses to external audit findings are timely and comprehensive. The YCCD audit reports, including responses to deficiencies, are made widely available and are posted on the YCCD Fiscal Services website (IIID31, IIID32, IIID33).

III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Financial management processes are reviewed after each audit to identify any areas where improvement can be made. The audit reports examine District and College financial management processes and provide, when necessary, recommendations to strengthen and improve the institution's financial processes, internal controls, and accountability.

In addition to the annual external audit, the YCCD's internal auditor reviews college financial management practices and provides feedback and recommendations for improvement. As an example, the internal auditor may review and make recommendations on cash handling procedures or operations at the college bookstore [Ev-do we have recs from Mary?].

Financial management of restricted funds is routinely reviewed by outside funding agencies to ensure compliance with applicable federal, state, and local regulations in the use of funds, allowable expenditures, and achievement of program goals. All federal and state grants awarded to the college are subject to an annual external evaluation as well as being included in the annual external audit of the YCCD (IIID30). Financial management and internal control processes are a significant portion of the evaluation and audit and any recommendations would be cited in the evaluation along with deficiencies.

No deficiencies were noted for the college in the most recent audit report (IIID30). No recommendations have been cited regarding the financial management of the grants at Columbia College (IIID30).

Analysis and Evaluation

The college financial management system and practices are subject to ongoing assessment through the annual external audit and by the YCCD's internal auditor. The college responds promptly to recommendations and feedback it receives during both audit processes.

III.D.9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Year-end college budget balances are tracked and analyzed. To guard against unforeseen emergencies, the California Community College State Chancellor's Office requires the community college districts to maintain a 5% reserve (IIID34). However, the Yosemite Community College District (YCCD) Board of Trustees provides a board directive to maintain the YCCD's reserves at 10% (IIID35). The reserve is calculated against total unrestricted

general fund expenditures. For fiscal year 2016-2017, the designated reserve for the YCCD was budgeted at $9.6 million (IIID15). The YCCD ending unrestricted general fund balance for the past three years has been:

- FY 2015/16 – $17.4 million (IIID36)
- FY 2014/15 – $20.8 million (IIID37)
- FY 2013/14 – $20.6 million (IIID38)

In the course of the past three years, the college and YCCD have worked diligently to reduce expenditures and align budgets with enrollment projections (IIID4).

The majority of the college and YCCD revenue is received through apportionment from the state. Federal funds are received through the revenue draw down process. The YCCD funds are held with the County of Stanislaus. As of June 30, 2016, the cash and cash equivalents balance for the YCCD was $115,106,715, including general obligation bond cash (IIID30).

To manage risk and cover insurance needs, the YCCD is a member of a joint powers agency called the Valley Insurance Program Joint Powers Agency (VIPJPA). Community college districts in the Central Valley of California created the VIPJPA in 1986 to provide a pooled approach to insurance. The net assets of the VIPJPA as of June 30, 2015 were $16,542,239 (IIID30). The VIPJPA currently consists of three members and maintains pooled coverage programs for workers' compensation, general/employment practice liability, property, and auto physical damage insurance. Since October 1, 2010, the VIPJPA has been administered by the Alliance of Schools for Cooperative Insurance Program (ASCIP) which provides resources to help members control risk and protect their assets with programs such as safety and loss control, structured return-to-work, nurse triage, and litigation management services (Ev-ASCIP agreement IIID60).

Analysis and Evaluation

Both the college and YCCD take a very conservative approach to fiscal management. As a measure of fiscal stability, the college has a long-standing practice of budgeting a general contingency reserve in its unrestricted fund budget.

The YCCD Controller conducts a quarterly cash flow analysis in all funds to ensure the smooth operation of the college and YCCD. Due to the YCCD's strong cash flows, it has not had to issue a Tax and Revenue Anticipation Note (TRAN) in over a decade. The last Certificate of Participation (COP) held by the YCCD was paid down in 2005 and the YCCD is well positioned to issue short-term debt for cash flow purposes, should it become necessary. However, with its strong cash position, it is unlikely the YCCD will be required to seek debt financing.

The VIPJPA was granted "Accreditation with Excellence" by the California Association of Joint Powers Authorities (CAJPA) effective December 12, 2015 for a period of three years (Ev-IIID39). The VIPJPA is well capitalized with over $16 million in net assets. The liability program is funded at the 70% confidence level and the employment practices liability program is

funded at the 80% confidence level. The workers' compensation program is funded at the 80% confidence level. The VIPJPA purchases excess coverage from carriers that cover catastrophic events. The VIPJPA has an independent external financial audit each year and received an unmodified audit opinion, June 30, 2016 (Ev-IIID61).

III.D.10

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The college undergoes annual fiscal audits. All college funds, including those specific to financial aid, grants, externally funded programs, contracts, and auxiliary operations are subject to the annual external audit process (IIID31). Measure E general obligation bond funds are independently audited annually and subject to the oversight of the Citizens Bond Oversight Committee (IIID32, IIID7). The Columbia College Foundation also undergoes a separate annual external audit. The College is subject to financial management review from external funders and must submit detailed financial reports on its use of and management of external funds.

The Office of the Vice President of College and Administrative Services (IIID40) monitors college fund balances from previous and current years to determine if adjustments are required. College staff have access to financial reporting tools displaying budget to actual results and are trained on their use. The year-end closing process includes an examination of budget to actual and also resolution of any deficit balances. The state Chancellor's Office's website provides a five year trend of the YCCD's budgeted expenditures to actual, FTES generation, fund balances, and compliance with the 50% Law based on data submitted by the District (IIID41).

Analysis and Evaluation

The YCCD Board of Trustees and staff review audit reports and respond to any audit deficiencies in a timely manner, ensuring the deficiency is remedied and does not occur in the subsequent year. The *Independent Auditor's Report* for June 30, 2016, reported no deficiencies for Columbia College. Likewise, there were no deficiencies reported in the external audits for Measure E and the Columbia College Foundation.

The College's financial reports to external funders, such as federal and state government funding agencies have been accepted with no incidences of non-compliance or questionable costs. Across the board, the college applies sound financial management to all its funds and assets.

Liabilities

III.D.11

The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Columbia College's long-term planning is rooted in its mission and focused on fulfilling its strategic goals [Ev-link mission and goals]. These plans are informed by the annual *Institutional Effectiveness Report* (IIID42), the *Student Success Scorecard* (IIID43), and other sources such as CTE Perkins Core Indicators (IIID44), and California Community College Chancellor's Office *Data Mart Reports* (IIID45). Fulfillment of its mission and goals is contingent upon short- and long-term financial solvency. College leaders work creatively to leverage funding opportunities to maximize results, yet work cautiously to ensure long-term viability of college programs and initiatives.

Columbia College benefits from District participation in the development of plans for meeting major long-term priorities such as retiree health benefit liability, faculty banking, capital improvement, compensated absences, and pension rate increases. Implementation and oversight responsibility for these programs primarily rests with the District.

In addition to Other Post-Employment Benefits (OPEB, discussed in depth in Standard III.D.12), a load banked leave program is provided to YCCD permanent faculty members. The maximum credit that may be earned is six hours for any semester term and nine hours total per year. No more than an amount equivalent to a faculty member's semester load may be accumulated. Each semester, an accounting entry is made to transfer the faculty member's equivalent current cost of banked hours from the responsible college department to a restricted faculty banking account. A cash transfer is made to the restricted account and interest is credited on a quarterly basis. Upon approval of a faculty member to use their banked leave, the faculty replacement cost is charged to the restricted faculty banking account (Ev-IIID56 and list of banked time sent to Vicki by IO).

In November 2004, the YCCD successfully passed Measure E and obtained authorization from voters to issue up to $326,174,000 in general obligation bonds to fund school constructional projects. As required by Proposition 39, a 15-member Citizens' Bond Oversight Committee was established to oversee the use of Measure E funds. The debt service to repay the general obligation bonds is derived from the secured and unsecured property taxes charged to the YCCD's property owners, based on assessed valuations. YCCD staff work closely with Kitchell CEM, the contracted program and construction management team, to monitor construction budget and control expenditures. In the current economic environment, bids are routinely coming under budget, providing savings to be reallocated to other Measure E approved projects (IIID7).

Through contract negotiation and meet and confer processes, the YCCD has been able to implement a process to limit the amount of accrued vacation (IIID47, IIID48) for classified and

management employees. For classified employees, vacation leave in excess of the number of hours earned in the current fiscal year are not allowed to be carried over into the subsequent year unless the YCCD does not permit the employee to take their vacation during the fiscal year. If the YCCD does not allow the vacation to be taken, then the employee can rollover the excess into the subsequent fiscal year or receive a cash payout for the excess hours. Otherwise staff members are directed to take vacation leave by their manager or excess hours are paid out from department funds at the beginning of the next fiscal year. These expectations provide strong motivation for managers to minimize excess vacation among their employees. Management team members cannot accrue vacation in excess of 336 hours. Once that limit is reached, no further accrual occurs. This motivates employees to keep their vacation totals at a manageable level. Between fiscal years 2011 and 2016, the YCCD was able to significantly reduce the number of employees with excess vacation thus reducing the YCCD compensated absences liability from $3,548,188 (Ev-IIID57) to $2,337,705 (IIID30).

In April of 2016, the YCCD Board of Trustees approved an agreement with Public Agency Retirement Services (PARS) to administer a trust fund through the Post-Employment Section 115 Trust program for the YCCD's Pension Rate Stabilization Program (IIID49). The YCCD's ongoing pension rate increase is likely to cost an estimated $6 million (IIID30). In June 2016, approximately $6.2 million was transferred to the new trust fund (IIID58) with the intention of offsetting the annual increase through 2021.

The YCCD holds a 10% reserve to guard against unforeseen fiscal threats in the general fund as directed by the YCCD Board of Trustees (IIID35). The amount is above the minimum level of 5% required by the California Community Colleges State Chancellor's Office.

Analysis and Evaluation

As part of the sound financial management practices by the YCCD, long-term liabilities and obligations are clearly identified and plans developed and implemented which help to maintain the fiscal stability of the College and District.

Annual independent financial and performance audits are performed on Measures E expenditures in compliance with Proposition 39 [Ev-regs on prop 39]. Included in the financial audit is an analysis and disclosure of the long-term liability activity. Outstanding balances are audited and a report is submitted to the YCCD Board of Trustees and the Citizens' Bond Oversight Committee. There have been no deficiencies noted in the independent auditor's report on Measure E funds (IIID32).

The YCCD is taking steps necessary to stabilize the rising costs associated with the pension rate increases. The YCCD has identified one time funding sources for annually increasing costs and transferred them to a trust fund. The District is currently working to identify ongoing funding sources to support the pension increases once the trust funds have been exhausted.

The YCCD also ensures the fiscal stability of the college by setting aside a 10% general fund reserve annually as the YCCD's budget is prepared (IIID35).

III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

As indicated in Standard III.D.11, Columbia College participates in the development of plans for meeting major long-term priorities; however, implementation and oversight responsibility primarily rests with the District.

The District's retiree health benefit liability was assessed through a series of actuarial studies during the 1990s. The YCCD has been very proactive in implementing a plan to meet its post employee benefit liability. In 1998, ten years before the implementation of the Government Accounting Standards Board (GASB) Statement No. 45 [Ev-link to GASB45] regarding the calculation and reporting of liabilities associated with other post employment benefits (OPEB), the YCCD made its first contribution toward funding the existing retiree health benefit liability. At the same time, the YCCD began making normal cost contributions to the fund, on behalf of the active employees to fund the future cost of their health benefits.

For the YCCD, OPEB are the health benefits promised to employees upon retirement. In March of 2008, the YCCD Board of Trustees approved an agreement with Public Agency Retirement Services (PARS) to administer an irrevocable trust fund through the California School Boards Association GASB 45 Solutions program for the YCCD's OPEB liability (Ev-IIID59).

Since 1998, the YCCD had accumulated $14,943,947 in an account for the purpose of funding the retiree health benefit liability. On June 1, 2009, the YCCD transferred these funds into the PARS irrevocable trust fund. The YCCD continues to pay into the trust an actuarial computed amount for the normal cost and an actuarial computed amount for the unfunded liability (IIID30). As of June 30, 2016, there remained approximately $3.8 million to fund (IIID30).

Analysis and Evaluation

As part of sound financial management practiced by the YCCD, long-term liability and obligations are clearly identified and plans developed and implemented which help to maintain the fiscal stability of the college and YCCD.

The *Independent Auditor's Report* for the fiscal year ending June 30, 2016 found the YCCD to be in compliance with GASB 45 (IIID30). The YCCD continues to have actuarial studies conducted every two years to update the retiree health benefit liability and report on the progress the District is making to comply with GASB 45. Progress has also been made by the YCCD to recognize, address, and fund the liability that exists for retiree health benefits. It is anticipated the liability will be fully funded in 2028.

III.D.13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Columbia College and the Yosemite Community College District have no locally incurred debt instruments.

Analysis and Evaluation

Since Columbia College and the Yosemite Community College District have no locally incurred debt instruments, this portion of Standard III.D does not apply to Columbia College.

III.D.14

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

All funds at Columbia College undergo an annual external audit. This includes, but is not limited to, financial aid, grant funds, auxiliary funds, fund-raising donations, and Measure E general obligation bond funds. As part of the annual audit process, Measure E general obligation bond funds undergo a financial and performance audit (IIID32). The Columbia College Foundation is also audited annually as part of the external audit process (IIID33).

Measure E funds are used to fund facilities projects found in the College's Facilities Master Plan (IIID12) and Campus Master Plan (IIID46), both of which are integral planning components of the college's strategic planning process. The appropriate use of Measure E bond funds are subject to the annual independent audit process and there have been no deficiencies reported (IIID32).

The Columbia College Foundation operates as a separate 501(c)(3) to raise and manage funds for the benefit of the college and its students. It receives private donations and raises funds through a select number of fundraising events. The Columbia College Foundation is subject to an annual independent audit and there have been no audit deficiencies noted in the past three years (IIID33).

The college auxiliary and student funds are used to enrich student life and support student learning, as articulated by the college mission, vision, core values, and goals. Incorporated into the YCCD accounting system, these funds are subject to the same high standard of financial

management as applied to all college funds. There have been no audit deficiencies noted for the past three years associated with auxiliary or student funds (IIID28, IIID29, IIID30).

Along with the annual external audit, many special funds such as federal financial aid and grant funds are subject to local or governmental agency reporting requirements and additional compliance testing during the audit process. There have been no compliance exceptions issued or deficiencies reported regarding the financial management of these funds (IIID28, IIID29, IIID30).

Analysis and Evaluation

As the excellent external audit reports reveal, all funds at Columbia College are effectively managed with integrity in a manner that is compliant with federal, state, county, and local rules, regulations, and laws. The use of these funds are subject to the same internal controls and oversight as other funds and accounted for within the YCCD's Colleague financial information system.

The use of special funds is tied to the College's mission strategic goals and used by the associated college departments to support needs identified in program reviews. The college also pursues grants to provide further support for mission-appropriate projects. The use of foundation funds is subject to review by the college leadership to ensure the use of these funds remains consistent with the mission and goals of the college.

III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Although Columbia College does not issue student loans, it does monitor revenue streams and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The college consistently monitors student financial aid programs during the processing of student financial aid to ensure that any regulatory changes are implemented in a timely manner.

Student financial aid funds are audited annually through the external audit process. As noted in the prior three audit reports, Columbia College has not received a deficiency for the management of these funds (IIID28, IIID29, IIID30).

Analysis and Evaluation

Columbia College works with the District to ensure compliance with federal and state regulations in relation to the administration of student financial aid. Should any deficiencies be

identified during an internal review or external audit of these funds, the college and the YCCD work together to resolve the issue in a timely manner.

Contractual Agreements

III.D.16

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

All proposed contracts undergo review and approval. Contractual agreements with third party entities are typically initiated at the department or division level, in order to achieve department-level or college wide planning goals. Proposed contracts are reviewed and require approval by the appropriate dean, vice president, and president. Properly approved contracts are forwarded from the College to the YCCD Executive Vice Chancellor's Office to be processed and executed.

According to YCCD Board Policy 6340 (IIID50), the Board delegates to the Chancellor the authority to enter into contracts on behalf of the YCCD. Board Resolution No. 15-16.06 (IIID51) designates the Chancellor, Executive Vice Chancellor, and Vice Chancellor as the official signers of contracts for the YCCD. YCCD procedure requires all business and educational contracts to be processed through the YCCD Executive Vice Chancellor's Office for signature. In an effort to ensure the college presidents are involved in the process of contracting for services, materials, leases, and equipment, a cover sheet with the appropriate approvals (IIID52) is forwarded with the contract to the YCCD Executive Vice Chancellor's Office.

YCCD Board Policy 6330 (IIID53) requires the Board to review and approve all contracts greater than $10,000 every 60 days [Ev-BOT minutes]. Contracts are reviewed at the YCCD level for risk exposure by the YCCD Risk Management Office. On an as needed basis, legal counsel reviews contracts.

Analysis and Evaluation

The college and YCCD have a systematic process in place to maintain the integrity of the institution. YCCD Board Policies 6340 and 6330 govern contractual agreements. Appropriate control is maintained by limiting the authority to approve and execute contracts to top-level college and YCCD personnel. Board policy requires all contracts to be consistent with college and YCCD mission and goals.

Standard IV – Cover page with images

Standard IV – Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. – Decision-Making Roles and Processes

IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Although Columbia College is always growing and improving, the framework that the college stands upon is the precepts of its strategic goals and core values. The college is intentional about intertwining these ideas into everyday work as decisions are based on whether or not they align with these goals and values.

College leaders encourage all constituents to actively engage in improving institutional effectiveness, and hold as an institutional core value the promotion of creativity, innovation, experimentation, and critical thinking (Columbia College Core Values). There exists both formal and informal avenues to bring forth ideas for improving processes and practices.

Formal processes primarily are through the College Council. As an example, the institution's mission statement was recently revised through a collaborative process in College Council, and was ultimately approved by the YCCD Board of Trustees on May 11, 2016. The mission statement asserts the college's commitment to a high standard of student success.

The college also recently implemented strategic goals that were developed through an extensive collaborative planning process and ultimately adopted by the Columbia College Council on April 22, 2016. These six goals demonstrate the college's commitment to student success, a balanced instructional environment, data driven decision making, promotion of economic development, improved communication and community outreach, and a comprehensive class schedule.

In addition, Columbia College is committed to continually improving its programs through the regular assessment of student learning outcomes. This work is facilitated through the SLO Workgroup which is comprised of administrators, faculty, classified staff, and student members.

Columbia College has a webpage for the Office of Institutional Research that houses a wealth of information regarding institutional performance. This website has links to District Facts and Columbia College Fast Facts which include information about our service area demographics, the number of staff members, and awards conferred. There are also survey results and an integrated planning page that can be accessed by all staff and students. The integrated planning page links to effectiveness and institutional reports that provide more in-depth information about institutional performance.

Program review is completed within each department and includes program data and analysis that informs plans for new goals and improvements [Ev-examples]. The document also includes previous goals and identifies trends. Departments use this document as a mechanism to identify program needs and request resources. Budget requests are prioritized according to the needs listed in program review. The college recently implemented eLumen software will provide more convenient access to summarized CSLOs, PSLOs, and ISLOs as well as program review summaries.

The college solicits staff participation in planning efforts through their responsibility to write program reviews for their respective areas. This cyclical project provides each department an opportunity to show what the area is doing and provide data to support their requests for additional resources. The college recognizes that each department knows best what is happening in their area on a regular basis and uses program review as a way for staff to communicate that information to the administrative leadership. Each department, either collectively or by designee, is able to participate in the planning efforts for their area.

The Academic Wellness Educators (AWE) group serves as an incubator for innovative ideas. AWE is a long-standing, homegrown group, originally formed to develop focused inquiry solutions for improving student success. Its role has evolved to a broader scope.

Individuals primarily bring forward ideas in department and division meetings, program review, and through resource requests. The ideas from division and department meetings are brought forward for discussion in the bi-weekly Administrative Team meetings or conveyed to the supervising vice president who has the opportunity to discuss the ideas in President's Cabinet. Campus wide surveys have also served as an effective means of collecting feedback and suggestions.

Additionally, the president and vice president of instruction meet regularly with the Academic Senate president and president-elect. The president also meets with the Classified Senate leadership, and the president of ASCC. These meetings serve as a less formal avenue for the exchange of information and ideas.

Analysis and Evaluation

Faculty and staff are empowered to improve services, programs and the learning experiences of students through program evaluation and annual planning processes. The college has established systems and participative processes for effective integrated planning focused on institutional improvement. The introduction of a new College Committee Handbook has helped clarify roles and responsibilities within the participatory governance structure and delineates the various avenues that faculty, staff and students may contribute ideas for innovation and improvement.

IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The Yosemite Community College District has established board policies that specify the roles of all constituents in planning and decision-making processes to ensure broad participation of faculty, staff and students. (BP 2510, BP 3250, BP 5400, BP 7-8049).

The Columbia College Committees Handbook further delineates how all campus constituents can engage in participatory governance processes. The college committee structure enables all members of the campus community, through their respective constituency groups, to participate in policy development and decisions relating to planning and budgeting, student success, and institutional effectiveness.

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In addition, the college organizational chart defines the reporting structure and related job descriptions define the authority of administrators, faculty, and staff to make decisions pertaining to their roles and responsibilities. Students are represented by the Associated Students of Columbia College (ASCC) which appoints representatives to college councils and committees. Additionally, students are represented at the district level by a Student Trustee. Policies pertaining to student representation are: BP 2015, 3600, and 5400.

Analysis and Evaluation

Planning and decision-making processes at Columbia College reflect the requirements established in YCCD Board policy, Title 5 of the California Code of Regulations, Education Code, and federal higher education requirements.

The Columbia College Committee Handbook delineates the responsibilities, charge, and membership of each council and committee. The handbook also provides the process for moving forward recommendations through the various groups to College Council, which is charged with making recommendations to the President.

Student participation in decision-making is highly valued and encouraged. The Associated Students of Columbia College (ASCC) share equal representation at College Council and also serve in similar capacities on most college wide committees. Students are also represented at the district level through representation on District Council, and at the Board level via a Student Trustee.

IV.A.3

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

All constituent groups at Columbia College have a role and a voice in institutional governance. The College Committee Handbook delineates the designated representative positions for faculty, staff, students, and administrators on each governance council and committee. The membership structure for each group is designed to facilitate broad engagement in planning and budget development in alignment with board policy, Title 5 and collective bargaining agreements (BP 2510, 5 CCR §53203, 5 CCR §51203.7, 5 CCR §51023.5, YFA contract)

Committee members are selected by their peer groups. Faculty representatives are appointed by the Academic Senate and by the Yosemite Faculty Association. Administrative representatives are selected by the President's Cabinet based on areas of expertise, interest, and responsibility. Staff representatives are appointed by CSEA and the Classified Senate. Student representatives are appointed by ASCC and may be based upon position held within the Student Senate.

Annually, College Council approves a process for budget development that is then carried out by the administration [Ev-fall 2015&16 processes]. This process directly ties program review data to budget allocations. Resource requests inserted into program reviews are compiled across the institution, ranked by divisions, and resources are allocated from a variety of sources in an attempt to meet as many needs as possible with available funding [Ev-IELM listings].

Analysis and Evaluation

The Yosemite Community College District and Columbia College have established an effective framework of policies, procedures, and participatory governance structures that ensure administrators and faculty have a substantive and defined role in institutional governance (College Committee Handbook, District Council Statement of Principles). The structure and processes support decision-making with broad input and opportunity for individuals to participate in planning, policy, and budget development related to their areas of responsibility. (Minutes - District Council 1/27/16). The participatory governance structure facilitates and encourages robust discussion on matters with potential to impact the institution at the college and district levels.

IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The primary vehicle for faculty and administrators to provide recommendations about curriculum is through the Curriculum Committee, under the auspices of the Academic Senate. In accordance with Board Policy 7-8049, the District relies primarily upon the Academic Senate''s advice and judgment in the areas of curriculum, prerequisites, placing courses within disciplines, degree and certificate requirements, and grading policies, among others. The curriculum development process is well documented in the Curriculum Committee Handbook, available on the Curriculum Committee's webpage. The appropriate YCCD Policies are embedded in the Handbook and provide the framework of the process. The voting members of the Curriculum Committee are faculty with administrators attending the meetings in non-voting advisory capacity. In addition to Curriculum Committee meetings, the Curriculum Committee Chair discusses current topics at the Academic Senate meetings and further shares information through the Academic Senate newsletter. The College uses CurricUNET software to manage and catalog the curriculum process. The administration supports curriculum development through reassigned time for the Curriculum Chair, funding the contract with CurricUNET, and providing two staff members to support curriculum operations.

Curriculum proposals are first entered into CurricUNET by faculty, then all faculty and division deans have access to make comments on curriculum proposals. As the proposal advances through the curriculum process it must be approved by key personnel including both faculty and administrators. Curriculum Committee meetings are open to all faculty and administrators, should they wish to comment on proposed curriculum. The process is transparent at each step.

Under the leadership of the Curriculum Chair, the curriculum process responds to needs arising from particular campus issues (such as programs with no full time faculty), changes in district policy, and demands from the California Community College Chancellor's Office. Any formal

changes to committee structure or procedure must go through the Academic Senate's approval process.

A key avenue for both administrators and faculty to have input into student learning programs and services is the Student Success and Equity Advisory Committee (SSEAC). This group focuses on creating and sustaining projects to enhance the success of students at Columbia College. SSEAC is a collaborative group formed in response to the statewide Student Success and Equity initiatives and provides a place for students, faculty, and administrators to work together to address challenges for students succeeding in their goals.

All institutional strategic and programmatic plans are developed through collaborative and open processes with strong representation of faculty and academic administrators. Plans, including the Student Equity Plan, Student Success and Support Plan, and the College Strategic Plan, are reviewed by the various constituencies and approved by the College Council before being forwarded to the Board of Trustees for approval.

Faculty and academic administrators work collaboratively to ensure that instructional programs and support services engage in the regular cycle of program review. Under the responsibility of the Institutional Effectiveness Council, the program review process serves as the primary tool for determining the health and effectiveness of student learning programs and services. The Academic Senate and academic administrators collaboratively developed and agreed upon the program review process, schedule, and data elements considered. Additionally, the Academic Senate has undertaken a revision of the program viability review process (link to AS minutes) and that work continues at the time of this writing.

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Analysis and Evaluation

Under the auspices of the Academic Senate, the Curriculum Committee effectively ensures that the faculty fulfill their role in curricular and other educational matters as established in Title 5 (Curriculum Committee Handbook, Title 5 §53203). The process and practice for curriculum review is aligned with Board Policy and requirements established by the CCCCO (PCAH, BP 4020, Title 5 §51022(a)). Using the established processes for local approval, Columbia College maintains currency of instructional courses and programs. Since the implementation of associate degrees for transfer (ADT), Columbia College has received approval for 17 ADTs. The Curriculum Committee reviews curriculum and academic policies to ensure compliance with Title 5 and California Education Code, prior to recommendation to the YCCD Board of Trustees for final approval.

Additionally, administrators and faculty have input into student learning programs and services and all institutional strategic and programmatic plans are developed through collaborative and open processes.

IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Through policy and practice, the Yosemite Community College District Board of Trustees reflects the tenets of collaborative decision-making. (Minutes - District Council 1/27/16; Agenda - District Council 1/27/16, YCCD Strategic Planning invitations). Board policy delineates the role of the Chancellor, Presidents, faculty, staff and students in alignment with their expertise, responsibility, and roles within the district (BP 2510).

The college has established a participatory governance structure to engage faculty, staff, students and administrators in decision-making processes that consider the relevant perspectives, expertise, and responsibility of the constituency representatives (College Committee Handbook). The structure and regular meeting schedules are designed to facilitate timely action on institutional plans, policies, instructional programs, and other considerations. When necessary, the College Council and Academic Senates will call special meetings to facilitate timely response to an action item.

The work of the participatory governance councils and committees is communicated clearly and in a timely manner through agendas, minutes, salient documents, and meeting schedules posted on their respective webpages (Academic Senate, Classified Senate, College Council, Curriculum Committee, Facilities Committee website links).

The college president communicates regularly via broadcast email with Campus Updates and other announcements. Likewise, the vice presidents regularly disseminate informational emails about updates, changes, planning, and events in their respective areas of instruction, student services and administrative services (example emails from each).

Analysis and Evaluation

Across the College and District, decision-making occurs through open and participatory processes that vary in form in accordance with the level and type of decision being made. From committees, to councils, departments, divisions, and the institution, ultimate decisions are informed by conferring and collaborating with the individuals and groups affected by the decision. The minutes and agendas of District Council, College Council, Academic Senate, Classified Senate, and Student Success and Equity Advisory Committee verify adherence to Board policies that ensure appropriate consideration of relevant perspectives and expertise in decision-making (Example minutes from each).

The YCCD Board follows a regular cycle of policy review and revision to ensure effectiveness in fulfilling the college and district missions (Cycle of policy review). Policies are revised as necessary to be current with applicable regulation and practice (sample agendas/minutes with policy action). Constituent representatives on the Policy and Procedure Review Committee

communicate with their respective peer groups to solicit input on proposed changes for all policies under review (sample emails from LTAC, CSEA, YFA)

IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The processes for decision-making are documented in the Columbia College Committee Handbook and the Integrated Planning Model. The handbook clearly defines the participatory governance structure, decision-making roles and committee responsibilities, and provides an overview of how recommendations are forwarded to and through the College Council, to the president, and to the Chancellor and YCCD Board of Trustees. The integrated planning model describes a four-step cyclical planning process that links strategic plan goals, program review needs and priorities, resource allocation and evaluation of results.

Commented [BS145]: This needs to be clarified. With all caps, it's a tangible document. Need to make this true or change the language.

Decisions are documented and communicated widely via the College and District websites, *YCCD Board Connection*, meeting minutes, broadcast emails, reports at constituent meetings, and the college president's campus updates (Insert link to YCCD Board Connection).

Analysis and Evaluation

The College and District have established inclusive, well understood and effective decision-making processes (College Committee Handbook, District Council Website, BP 2430, BP 2430.1). Decisions are documented and communicated broadly. Multimedia recordings of open session meetings of the Board of Trustees are available to the public and all meeting minutes are available on the website. (Board of Trustees Website) A brief summary of the proceedings, *YCCD Board Connection*, is shared with the District community via email following each regular board meeting (YCCD Board Connection).

YCCD Board of Trustees meeting agendas include constituency reports as a standing item each month (Agenda- BOT 6/8/16). These reports provide an opportunity for the Board to hear directly from campus leaders and association presidents regarding priorities, issues, and challenges. It also provides a venue to share the good work, community service, and accomplishments of our students, faculty and staff.

IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The college conducts a biannual Institutional Effectiveness survey that are disseminated to all faculty and staff with a different version targeted and disseminated specifically to students [Ev-links to IE surveys and reports].

Survey questions to faculty and staff pertain to strategic goals and topics related to accreditation standards. The survey s for students pertain to their academic planning and campus experiences with some questions loosely related to accreditation, that is less directly probing their knowledge of the standards. The results of these surveys are published on the Office of Institutional Research website with a link distributed to all constituents by broadcast email. In XX of 2017, the results of the most recent surveys were reviewed and discussed by College Council [Ev-CCmin].

Commented [BS146]: Need to review IE report and student surveys at CC meeting

The college leadership has recognized that the committee structure, purposes, and responsibilities lacked clarity for those who were not closely involved. To resolve this issue as a capstone of its strategic planning process, the college recently reviewed and revised its integrated planning model and overhauled the participatory governance structure. The process streamlined the number of college committees, clarified their purposes and roles in the decision-making structure of the college and codified the details in the recently published College Committee Handbook [Ev-handbook].

Analysis and Evaluation

Committees monitor progress, reflect on accomplishments, and periodically report to College Council. The College conducts surveys of employees and students to gauge their understanding of college issues and needs for more information. Results of these surveys are shared widely. These data provide evidence that the college meets the expectations of this standard. However, there is not a well-defined method for the systematic review of the participatory governance and decision-making structures and processes for the college as a whole.

Actionable Improvement Plan

To increase institutional effectiveness, the college will develop a plan for systematic evaluation of the participatory decision-making structure, procedures, and processes to ensure integrity and overall effectiveness. The evaluation plan will include dissemination of results and communication of improvements.

IV.B. – Chief Executive Officer

IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The college president has primary responsibility for the quality of the institution (BP 2430.1; President's Job Description) and provides oversight and leadership of processes and planning efforts to improve institutional effectiveness, financial stability and operational efficiency. The president chairs the College Council, which functions as the primary participatory governance and planning body for Columbia College.

During her first year at the institution (2014), the college president prioritized three major planning initiatives: developing a strategic plan, revamping the College's scheduling practices, and a closer alignment of overall planning processes. At the time, the existing college Strategic Plan was at an end. Through discussion with College Council (College Council Minutes 3/7/14), the president launched an extensive and inclusive two-year strategic planning process to develop the current Strategic Plan for 2016-2021 (Strategic Plan). Beginning with a facilitated Planning Retreat in June 2014, the planning process included multiple opportunities for all campus constituents to provide input. The fall 2014 In-Service Day was devoted to a college-wide planning session focused on adding to the work the College Council accomplished over the summer (8/21/14 In-Service agenda, 8/14/14 CC minutes). A second facilitated planning retreat was held in April 2015 to synthesize information gathered and to review the emerging "themes" that ultimately guided the development of the six priority goals. The purpose of these themes and resulting goals is to ensure and enhance the quality of Columbia College (CC minutes 4/3/15; minutes when Goals were adopted).

The introspective work on the Strategic Plan led to changes in the college committees to streamline the number and clarify the roles and purposes within the decision-making structure. This information is now codified in the *Columbia College Council & Committee Handbook* (completion date TBD). Also, as identified in the early stage of strategic planning, the college reviewed, clarified and reframed its integrated planning process. The resulting framework is intended to synthesize and simplify planning and keep the college community focused on a limited number of high value activities. The primary guiding document is the College Strategic Plan [Ev-link to plan], itself written as a series of measurable goals and objectives versus a long narrative and designed to be used as a rubric for discerning direction. College Council also approved a cycle for regular review and revision of the Strategic Plan, as shown in the figure below [Ev-CC minutes re approval of planning cycle].

Commented [BS147]: Need to complete this project in Spring or adjust language to "in progress". Cited earlier as in progress *somewhere*. Be consistent between the two locations.

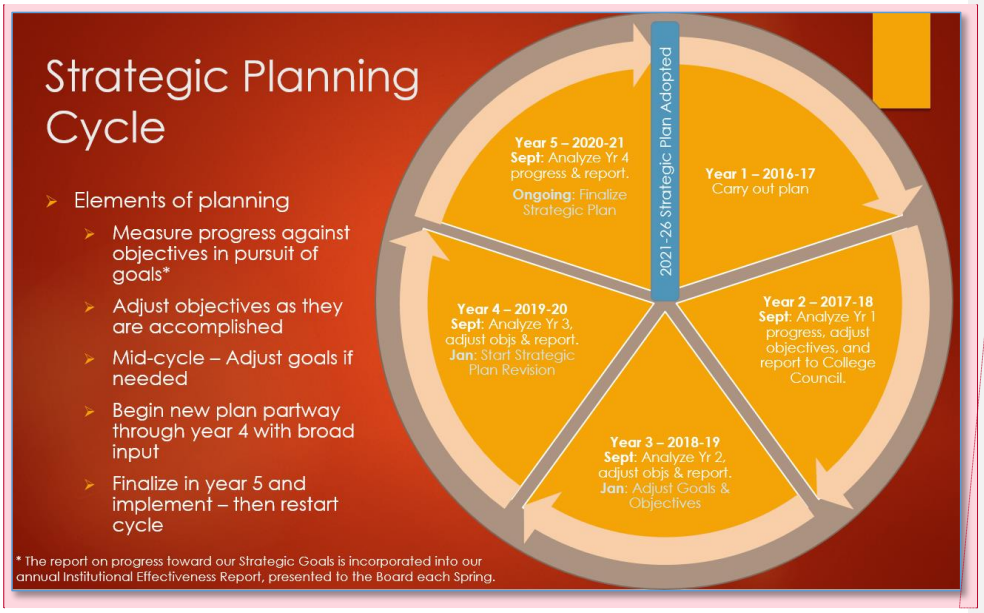

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Figure 33 - Strategic Planning Cycle

The second component is an integrated cycle of program review and assessment designed to ensure annual updates of program needs, ongoing and cyclical attention to assessment of different types of SLOs, and integrating the results of assessment into program and institutional planning. The figure below illustrates the basic cycle. This cycle is fully explained in Standard II.A.3.

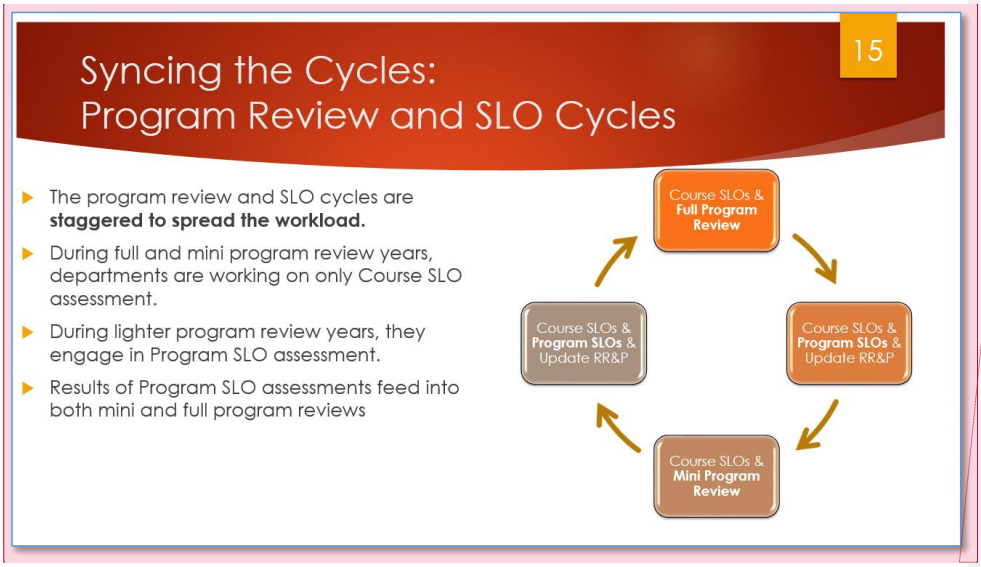

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Figure 34 - Integrated Cycles of Program Review and SLO Assessment

The college president's authorization is required prior to initiating any hiring processes. Decisions about hiring are informed by personnel requests listed in program reviews, retirements, reorganizations, grant obligations, and ranked lists from the Faculty Hiring Prioritization Committee and the Classified Hiring Prioritization Committee. She is engaged in the selection of staff by approving classified hires and conducting second-level interviews for all faculty and management positions. All staffing recommendations to the Chancellor and the Board require approval of the president.

The president recognizes the importance of professional development and is committed to and supports faculty and staff development in a variety of ways. Employees are encouraged to participate in local, regional and state workshops and training, such as Academic Senate Plenary, Curriculum Institute, Great Teachers' Retreat, and Disney Institute Training. Sabbatical leave requests are reviewed by the president and sabbatical reports are incorporated into the Spring In-Service Day agenda as a way to encourage faculty to pursue meaningful professional development via sabbatical leave [Ev-Spring 2016, 2017 ISDay agendas]. The YCCD Board and Chancellor subscribe to a "grow your own" philosophy for leadership development. The college president embraces this concept and supports staff development by approving employees to fill higher level interim or temporary out-of-class assignments as professional growth opportunities (Ev. Examples Joe as dean, Michelle as VPsec, MichelleV as manager at MJC) and nominating them to participate in YCCD Leadership Academies [Ev- LA rosters incl. Jeff, Cari, Brian]. To broaden the local perspective, the president invites subject-matter experts to campus to conduct workshops and trainings. Examples include:

- Inviting Dr. Craig Justice to conduct a thorough training for college leaders and staff members on tools and techniques for effective enrollment management. [Ev-agenda, reports from day]
- Inviting Dr. Darla Cooper to engage the full campus community on In-Service Day in discussions of the Six Factors for Student Success research conducted by the RP Group [Ev-spring 17 ISDay agenda]
- Petitioning the Institutional Effectiveness Partnership Insitute (IEPI) to send a Partnership Resource Team (PRT) in spring 2017 to assist the college in its efforts to institutionalize SLO assessment. [Ev-agenda of meetings 3/31/17, April follow-up]

In attending to the president's goal of improving scheduling practices, deans and vice presidents now rely on data extracts and reports [Ev-examples of ICA, colored section fill rates, productivity report, stacked section report] and comprehensive planning documents [Ev-two year plan, Joe's spreadsheet for GE offerings] to plan for and track student enrollments. Results have been significant. Fall productivity, the ratio of income generated through apportionment (FTES-Full Time Equivalent Students) to the cost to generate that apportionment (FTEF-Full Time Equivalent Faculty), increased almost 11% between 2015 and 2016 [Ev-fall 2015 and 16 productivity reports in ev folder]. Through more effective scheduling and offering courses to new markets, such as ESL in Jamestown and courses for prisoners at Sierra Conservation Center, college leaders maintained essentially constant FTES but via fewer but fuller course offerings.

The president also ensures the college community is reviewing and utilizing data to assess and improve institutional effectiveness. Examples include presentations to College Council on the Institutional Effectiveness report [Ev-CC minutes], review and establishment of new institution-set standards [Ev-CC minutes Nov16-Feb 17], and the annual review of progress toward the College's strategic goals [Ev-CC minutes Jan 17]. The College's Director of Institutional Research and Planning reports directly to the president, who regularly seeks specific and detailed data reports prior to determining how to proceed on a given matter.

Analysis and Evaluation

The president provides effective leadership to shape planning efforts and strengthen processes to enhance institutional effectiveness. She has initiated and been actively engaged in multiple endeavors. Through these initiatives, the college has: developed and implemented six strategic goals; created more effective schedule development and enrollment management practices that are student-focused and rely on data to guide decisions (e.g., fill rates, enrollment trends, cost analyses); revised the integrated planning model to align planning, program review and resource allocation; and streamlined our participatory governance structure.

The college is apprised on progress toward achieving our strategic goals via reports to College Council, broadcast emails, and reports posted to the Office of Research and Planning webpage.

To ensure that the college is aware of and maintains focus on learning outcomes, the Director of Research and Planning publishes, circulates and presents the annual Institutional Effectiveness Reports (IER) to the campus and makes this information available to the public online.

IV.B.2

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The administrative structure of Columbia College is sufficient to maintain effective operations of this small rural college within the scope of its mission. The structure is displayed in the Columbia College Organization Chart found in the introductory chapter of this report [Ev-Org Chart]. The executive-level administration is comprised of the president and three vice-presidents who oversee Instruction, Student Services, and Administrative Services respectively. Collectively, this group convenes as the President's Cabinet for discussion of college issues and priorities. In addition to the vice presidents, the Director of Research & Planning and the Director of Development also directly report to the president. All other college functions are organized under the operational supervision of the vice presidents (Job descriptions for VPS; Dir R&P; Dir Dev).

Information Technology, Human Resources, and Facilities & Maintenance are centralized services that are managed at the District. However, staff are assigned to Columbia College as their primary work site and have "dotted line reporting" to the College President and the Vice President of Administrative Services. The Executive Assistant to the President serves as a liaison between the College and the District for routine human resources processes. Training and other technical assistance is provided by human resources staff.

The Columbia College Organization Chart delineates the reporting structure and clearly indicates the scope of responsibility for each of the vice presidents. This structure represents an important evolution of the leadership structure. When she arrived as president, the College had two vice presidents – one over Administrative Services and another over Student Learning. Under the latter served three deans: Arts and Sciences & Health and Human Performance, Vocational Education & Community Education, and Counseling & Student Services. In light of new state initiatives, including the Student Success and Support Program, Student Equity, Basic Skills Initiative, and others, the president recognized that the administrative structure was insufficient to support the complexity involve in meeting these state mandates. Consequently, she reorganized the administrative structure to include separate vice presidents of instruction and student services. The former dean of counseling and student services was selected as the new vice president. Under her area, an associate dean and additional managers were added to lead the college in student success and equity endeavors. Further, long-standing division codes and names were adjusted to reflect current structures and naming conventions.

There are two instructional divisions each supervised by a Dean: Arts, Sciences and Human Performance, which also includes Athletics, and Career Technical Education, which includes Community Education and Economic Development.

Student services encompasses Admissions & Records, Basic Skills and Adult Education, Counseling, Financial Aid, Special Programs, TRiO, Health Services, the Library and the Academic Achievement Center (tutoring). Supervision of these areas is divided among an associate dean, three directors, DSPS coordinator, and a registrar.

College administrative services are comprised of business services, food services and bookstore, printing and mail room services, campus safety, the child care center and the on-campus fire station. Overseeing these functions are two supervisors and two managers who report to the vice-president.

The responsibilities for each position are spelled out in their job descriptions, available from the Human Resources job classifications website [Ev]. Appropriate authority is delegated to each manager to oversee their area and accountability for the role follows the organizational chart up through the president to the chancellor and Board of Trustees.

Analysis and Evaluation

The president plans, oversees and evaluates the administrative structure of the College to ensure the achievement of the institutional mission. The president delegates appropriate operational authority to the vice presidents and holds them accountable for the functions under their supervision, as well as for achieving defined performance and professional development goals. Changes in administrative roles are communicated to the campus community through appropriate methods, including department meetings, college wide emails, reports to College Council, and published Board agendas. Staffing structures are evaluated and adjusted as necessary to meet student support and campus operational needs, as well as to effectively respond to externally-driven requirements (e.g., establishing the Vice President of Student Services to support SSSP and Student Equity initiatives). In recent years, significant staffing needs have been driven by state initiatives and mandates, such as the Student Success and Support Program, Student Equity, and the Strong Workforce Program, and the president has led the College to carefully design and integrate these positions into the institution.

IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*

- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

The Yosemite Community College District has established policies and administrative procedures that guide Institutional Effectiveness and Institutional Planning (BP/AP 3225; BP/AP 3250) and the college adheres to the expectations described therein. The college president maintains collegial processes to set values, goals and priorities through active engagement in the participatory governance structure. The recent process to review the college mission, values and vision statements, and development of the five-year Strategic Plan are clear examples of her commitment and leadership in this regard (College Council Minutes).

The college relies on research and data to guide institutional improvement of teaching and learning. The Director of Research and Planning plays a key role in supporting access to high quality research and analyses for such efforts as program reviews, outcomes assessments, student equity studies, institutional planning, and other issues as they arise. The president provides the director the tools she needs to conduct this research, such as appropriate statistical software and database subscriptions. The director also gathers data regarding the institution through campus surveys. The college participates in the Community College Survey of Student Engagement (CCSSE) every two years and conducts a local survey of student perceptions in alternate years. The employees of the College are also surveyed to gather their impressions.

The college has established institution-set standards and institutional effectiveness partnership initiative (IEPI) goals against which college performance is measured annually. These standards were set based on analyses of prior institutional performance with the addition of stretch goals intended to urge the college toward enhanced performance. From November 2016 through February 2017, following the guidance of the ACCJC, the College revised its approach to institution-set standards through discussions at College Council and established new performance standards for student achievement designed to push the College toward improvement on these metrics. (Ev-CC minutes, link to ISS and IEPI evidence from I.B).

The president ensures that educational planning is integrated with resource planning and allocations to support student achievement and learning. At her direction, budget managers must verify that resource requests were identified and justified through the program review process, or were identified as priorities in the annual strategic plan update (IELM process; Goal #5 marketing list). The president is an ardent supporter of the adoption of eLumen to house, track, and analyze the results of student learning assessment and has set the expectation that the next iteration of program review processes will more thoroughly and systematically incorporate assessment results.

As previously mentioned, during the strategic planning process the college president emphasized the need to review and revise the integrated planning model. Under the guidance of the vice president of instruction, planning and decision making processes were refined and the cycle re-conceptualized to reflect integrated practices. Proposed changes were discussed, vetted and adopted through the participatory governance structure (find dates of College Council and Acad Senate minutes)

The president also insists on systematic review of the College's plans and progress toward its goals. For example, over half of the January 2017 College Council meeting was spent reviewing progress toward the objectives of the College's Strategic Plan [Ev-minutes and update sheet]. This focus on "closing the loop" with planning is intentionally modeled by the president and is an expected activity across all planning activities.

Analysis and Evaluation

The president ensures that institutional planning and improvement efforts are achieved through collegial and inclusive processes, in accordance with District policies and procedures. In addition, the president ensures that the Office of Research and Planning has the resources to provide quality research and analyses to support program review, outcomes assessment, resource allocations and other institutional planning. Through analysis of data trends in past performance, the college has established appropriate institution-set standards to assess performance in achieving outcomes and fulfilling its mission.

The college, through the participatory governance structure, has recently reviewed its integrated planning model and has implemented a revised concept that more closely aligns planning and budgeting efforts.

IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The college president has the primary leadership role for accreditation. Shortly after assuming the presidency at Columbia College in 2014, the college was released from Warning and its accredited status was reaffirmed by ACCJC. Since that time, the college president has focused the institution on accreditation planning and the ongoing cycle of continuous quality improvement. She has actively encouraged faculty and senior level staff to participate in training and service for external evaluation teams, and each year several people from the college have served in that capacity across the state and beyond.

To underscore the importance of the accreditation processes, the college president served as the lead for the Standard IV team in this recent institutional self-evaluation cycle. To support the review process, the president approved a three-semester graduated release time assignment for a faculty co-chair to assist the Accreditation Liaison Officer (ALO) in working with the Standard teams (Co-chair job description).

The Accreditation Steering Committee, under the leadership of the ALO, provides oversight for the self-evaluation process, compilation of evidence, developing the institutional self-evaluation report, and communicating progress to the college at large. Each team assigned to the individual standards is comprised of faculty, staff, administrators and students who share the responsibility to ensure institutional compliance with the accreditation requirements. The president, ALO and faculty co-chair have worked diligently, in a variety of venues, to educate all constituencies about the purpose of, requirements for, and the processes related to accreditation. To date, over 100 faculty, staff, and administrators have completed the ACCJC's Accreditation Basics online training [Ev-roster of completers], providing evidence of the broad base of support at the institution for compliance with the expectations of the Commission.

Additionally, the president works directly with the college ALO (VP of Instruction) to ensure that all required reports, substantive change proposals, and other accreditation documents are submitted to the ACCJC in a timely manner.

Analysis and Evaluation

The college president embraces accreditation as an integral part of her leadership role and is actively engaged in accreditation efforts not only at the college level but as a peer evaluator on visiting teams across the state as well. She has served on multiple external evaluation visits, the most recent as a Team Chair in March 2017, and keeps informed of accreditation policies and practices.

The president regularly communicates with the campus community regarding accreditation matters (Ev. campus updates) and encourages other college leaders to serve on external evaluation teams (emails to Deans and Acad Senate ldrs) to develop a greater understanding of accreditation processes from different perspectives.

The president sets the ongoing expectation that her administrative team will be engaged in accreditation as an ongoing process of continuous quality improvement. She has ensured the involvement of all constituent groups in the institution self-evaluation process to facilitate a shared responsibility for assuring compliance with accreditation requirements.

IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

As the college CEO, it is incumbent upon the president to be informed of applicable statutes, regulations and governing board policies. The YCCD subscribes to the Community College League of California (CCLC) policy and procedure service which provides updated model language prompted by changes in state and federal laws and regulations. Proposed or required changes are reviewed by the districtwide Policy and Procedures Committee. The president plays an active role in the development and revisions of board policies and administrative procedures as a member of the Chancellor's Cabinet, the District Council, and as a "subject matter area leader". Once new and revised policies are adopted by the Board, the president ensures that institutional practices are updated accordingly.

The vice president of college administrative services serves as the liaison with district fiscal services to ensure compliance with BP/AP 6300, Fiscal Management, but the president maintains primary responsibility for college budget oversight and management.

Similarly, the vice president of instruction serves as the primary compliance officer with the multitude of regulations and procedures surrounding curriculum, apportionment, and instruction. The vice president of student services oversees compliance with regulations and guidelines regarding students' rights, needs, and activities. Yet the college president retains ultimate responsibility for compliance with all regulations, statutes, and policies.

The president works closely with her administrative team to ensure that the annual budget development and expenditures reflect the needs of the college mission and priorities of the strategic plan, that the College's curriculum and instructional program are mission-appropriate and progressing toward college goals, and that student services are sufficient and efficient in addressing the many needs of the College's students.

Analysis and Evaluation

The president understands and implements the statutes, regulations, and policies of the governing board. She ensures that the College upholds its mission when serving students in alignment with all applicable regulation at the local, state, and federal levels. The president stays informed of statutes, regulations, and requirements through professional publications, webinars, conferences, and professional development opportunities. Additionally, the president serves as a member of District Council which reviews and makes recommendations on all District policies and procedures, through an established process. The president is a member of the Chancellor's Cabinet where regulations, policies, and the institutional mission are discussed and she conveys related information to the college administrative team.

IV.B.6

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The president is actively engaged in the communities served by Columbia College and ensures that college leaders maintains close relationships with various organizations, agencies, elected officials and educational partners.

She is active in Rotary, meets regularly with the County Superintendents of Schools for Tuolumne and Calaveras counties and local school district superintendents, as well as with the Chambers of Commerce, workforce and economic development leaders, and county officials [Ev-calendar extract of community meetings]. The president also serves on the Columbia Area Advisory Committee, the Executive Board for the YES Partnership, and the Advisory Committee of the Columbia College Foundation. These many interactions provide opportunities to communicate across a broad spectrum of interests served by Columbia College.

On a wider regional level, the president is a member of the Central Valley Higher Education Consortium (CVHEC), which includes CEOs of community colleges, CSU, UC and private universities from across the central valley and attends quarterly meetings for information sharing and collaborative projects. She attends semi-annual meetings of the CEOs from across California's community colleges to stay abreast of statewide matters and concerns which she then brings back to share with the local community.

Through maintaining these connections and relationships, the president works and communicates effectively with community stakeholders.

Analysis and Evaluation

The president communicates with the communities served by the college through engagement with local business organizations, service clubs, elected officials, and foundations. She maintains strong working relationships with local K-12 partners, the county offices of education, and the Tuolumne County administration. The city newspaper and local radio station, also have been avenues for the president to communicate with the community at large (op ed; News & Views).

IV.C. – Governing Board

IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Yosemite Community College District is governed by a board comprised of seven members who are elected by geographic areas and serve staggered four-year terms [Ev: Trustee Area map,

BP regarding elections] A student trustee, elected by the student body, serves a one-year term in a non-voting advisory capacity. This role alternates between the two colleges each year.

Through adopted policy and practice, the Board has authority over and responsibility for assuring the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the District. The duties and responsibilities of the Board are outlined in BP 2200 **[**BP 2200**]**. Furthermore, Board Policy and Administrative Procedure 3225 [BP/AP 3225] delineates the Board's mandate to establish goals relative to accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines.

The Board exercises its responsibility for monitoring academic quality, integrity, and effectiveness through presentations and reports at its regularly scheduled meetings and through periodic study sessions throughout the year. Similarly, to monitor the fiscal health of the District, the Board approves the annual budget and receives quarterly financial statements and reports presented by the Vice Chancellor of Fiscal Services.

To further meet its responsibility for monitoring academic quality, integrity, and effectiveness, the Board regularly reviews and approves curriculum changes, including new program proposals, revisions to existing programs, course development and revisions, and related student learning outcomes. [Ev: Board agendas; Curriculum reports]

Analysis and Evaluation

The YCCD Board of Trustees has responsibility for, and authority over, the District as established in policy and demonstrated in practice. (Ev: BP 2200 (Board Duties and Responsibilities), BOT meeting schedule). The Board fulfills its legal responsibility and exercises its authority as required by law and delineated in policy. Board agendas include detailed documentation allowing Board members to closely monitor all areas of their responsibility. The Board establishes an annual set of Board Special Priorities in support of institutional effectiveness and leadership of the Chancellor. (Ev: Special Priorities 2016-17)

The Board has established a regular cycle of evaluation of policies and procedures. (YCCD Continuous Review Cycle, Constituent Review Processes). The Board ad hoc committee on policy ensures that policies reflect consistent language regarding quality instructional and support programs, student success, and learning outcomes in alignment with the College and District mission statements and reflecting high levels of institutional effectiveness. The Board, in its regular meetings, discusses proposed revisions to policy and carefully considers any changes before taking action.

In addition, the Board receives monthly, quarterly, and semi-annual financial reports, including information about capital construction projects and progress toward enrollment targets. (Minutes - BOT 6/10/15, 5/13/15). The Board acts in accordance with fiscal policies to ensure the financial stability of the District (Annual Audit, Auxillary audit, and Measure E audit)

IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The YCCD Board of Trustees has an established policy that delineates expectations of its members to ensure shared understanding of the role (BP 2200, Board Duties and Responsibilities). The Board also has established a code of conduct which further clarifies the expectation that the board act collectively in support of decisions made through vote in public meetings (BP 2715 (Code of Ethics/Standards of Practice). Accordingly, the Board acts in concert, as a single entity, and in compliance with the Brown Act. When conducting official business of the District, trustees openly discuss agenda items, ask questions, and express their viewpoints prior to any action. As delineated in BP 2330-Quorum and Voting [Ev], a quorum of the Board consists of no less than four members and actions taken require a majority vote of all members, or at least four votes, with more required in certain specified instances. Although not all votes are unanimous, subsequently the Board acts as a whole in supporting the decisions made through majority vote in public meetings.

Analysis and Evaluation

The Board of Trustees is an engaged body of individuals. They represent a broad spectrum of backgrounds and perspectives and, during meetings, engage in full and vigorous discussion of agenda items, openly expressing their personal viewpoints. Individual items may be pulled from the consent agenda for clarification, discussion, and separate vote at the request of individual Board members. After all members have had opportunity to engage in the discussion, a vote is taken and the agenda commences without further consideration of the item. Once the Board reaches a decision through majority vote, members move forward in a united fashion.

IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The YCCD board has established policies for selecting and evaluating the chancellor and adheres to these policies. [BP 2431; BP 2435]. Accordingly, an open and transparent search process was established and followed when hiring the previous chancellor in 2011 and again in 2016 when she announced her retirement. [Insert links to AACC announcement(2011 search) and 2016 search posting]. The search for a new chancellor, conducted in late summer 2016, was unsuccessful and an Interim Chancellor was hired to serve for the spring 2017 while another search was launched [Ev: New announcement and search posting].

The chancellor is evaluated annually by the Board of Trustees based on criteria developed by the Board in accordance with BP 2435, including performance goals and objectives (BP 2435 – Evaluation of Chancellor). The evaluation instrument is reviewed and updated periodically [June 8, 2015 Board agenda]. The chancellor's evaluation also includes a "360" survey made available to all employees districtwide to solicit evaluative comments which are reviewed by the Board in closed session (BP 2430 - Delegation of Authority to the Chancellor). In addition, the Chancellor completes a self-evaluation as part of the annual performance review.

Board Policy 2431 also provides for hiring the college presidents. This process, similar to that for the hiring a chancellor, was followed when the president of MJC was hired in 2012 and the president of Columbia College was hired in 2013.

Responsibility for evaluating the college presidents remains with the chancellor and a formal evaluation is conducted annually. New presidents are also evaluated at the mid-year mark, during their first year. The components of the evaluation are mutually agreed upon performance goals, a self-evaluation, and a periodic (one to two years) "360" survey that solicits input from college and district personnel [insert link to AF annual goals list for 2015-16; 2016-17]. The Chancellor schedules meetings with the presidents to review progress and cumulative evaluation results. In the closed session portion of the June YCCD Board meeting, the Chancellor shares evaluation results with the trustees and makes a recommendation to roll forward the contracts of the presidents receiving satisfactory evaluations, effective July 1.

Commented [NR150]: Clarify whether presidents' contracts are year to year or multi-year. This appears to indicate annual contracts can be extended (Or NOT) on July 1 of each year.

Analysis and Evaluation

The YCCD Board of Trustees follows established policies and formally adopted human resources procedures in the selection and evaluation of the Chancellor and college presidents, and in compliance with California Education Code and ACCJC standards. (BP 2431 – CEO Selection (Chancellor and Pres), BP 2435 – Evaluation of Chancellor, Title 5 Sections 53000)

IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The YCCD Board of Trustees is comprised of seven members elected for four-year terms by qualified voters of the designated areas comprising the District. (BP 2010 - Board Membership) The Board includes a student trustee elected by students for a one-year term who serves in an advisory capacity to the Board. (BP 2015 - Student Member)

Board policy mandates that the Board act as an independent policy-making body reflecting the public interest in educational quality. (BP 2200 (Board Duties and Responsibilities) The Board carries out its responsibility for policy making through an ad hoc committee which reviews

Board Policy and Administrative Procedure prior to consideration by the Board in open session. (BP 2200 (Board Duties and Responsibilities)

The Board maintains its independence as a decision-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, asking questions, and requesting additional information as needed. The Chancellor meets with each Board member prior to each Board convening to detail all pending actions, follow-up on previous requests, and discuss information on personnel, litigation, and other confidential matters. The Chancellor may direct questions from Trustees to the vice chancellor or president most directly connected to the subject of inquiry as a means of enhancing clarity and immediacy of response for additional information.

Trustees engage with local communities across the Yosemite Community College District. As individuals and collectively, they receive a wide range of input from community and constituent groups in informal settings and at Board meetings. The District holds one meeting each semester at Columbia College to ensure ease of access for Columbia area residents to participate via public comments to the Board of Trustees. (Board Meeting Schedule)

Analysis and Evaluation

The student trustee position rotates annually between MJC and Columbia College thus ensuring that the Board has equal opportunity to hear directly from the student experience at each of the District colleges. (BP 2015 - Student Member) Board members work collaboratively as representatives of the public interest. Public input on the quality of education, institutional policy and procedure, and district operation is facilitated through open session public comment at Board of Trustees meetings. (Agenda - BOT 4/9/14, Minutes - BOT 4/9/14, BP 2345 - Public Participation at Board Meetings, BP 2350 - Speakers, BP 2355 - Decorum) The Board adheres to good practices and YCCD policy concerning open meetings and decision-making. (BP 2310 - Regular Meetings of the Board, BP 2315 - Closed Sessions, BP 2320 - Special and Emergency Meetings, BP 2330 - Quorum and Voting, BP 2340 - Agendas, BP 2360 - Minutes) The Board of Trustees remains focused its role as an independent policy-making body, actively listens to public input, and maintains the interests of the colleges and District.

Commented [NR151]: This seems like laundry list of evidence and needs to be analyzed a bit more.

IV.C.5

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board establishes and regularly updates policies consistent with the District's mission ensuring the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Board has adopted a review cycle of policies and

procedures that ensures currency of policies and encourages regular updates to reflect legislative, technology, and resource changes (Board Policy Review Process).

The District's Mission Statement articulates the YCCD governing board's expectations for quality, integrity, and improvement of student learning programs and demonstrates its commitment to meeting community needs through excellence in teaching, learning, and support programs [BP 1200, District Mission]. Additionally, the YCCD Five-Year Plan, "A Strategic Vision for 2016-2021," [Ev] clearly lays out District institutional goals that describe governing board expectations for quality integrity and improvement of student learning programs and services. The plan was approved by the YCCD Board of Trustees at its June 8, 2016, meeting [insert link to 06/08/2106 Board agenda].

Board policy affirms the Board's commitment to quality education and reflects the Board's vision of institutional effectiveness of the colleges (BP 3225 - Institutional Effectiveness, BP 4220 - Standards of Scholarship , BP 4-8062 - Evaluation of Instructional Programs). The Board has adopted policies regarding educational programs and academic standards that support the District mission.

Likewise, the Board has established policies for graduation, curriculum development and approval, program review, and standards of scholarship. (BP 4100 - Graduation Requirements for Degrees and Certificates, BP 4220 - Standards of Scholarship, BP 4230 (Grading and Academic Record Symbols), BP 4050 (Articulation Agreements), BP 4025 - Philosophy and Criteria for Associate Degree and General Education, BP 4020 (Program and Curriculum Development), BP 4040 (Library Services), BP 4-8062 (Evaluation of Instructional Programs), BP/AP 4-8065 (Syllabus)) The Board relies on the professional expertise of faculty in the area of academic quality through active participation of the Academic Senate and Curriculum Committee in the course and program approval process. (BP 4020 (Program and Curriculum Development), BP 7-8049 (Academic Senates). The Board protects the academic freedom of faculty and the rights of students through policy designed to support an intellectual environment that is inclusive of all perspectives. (BP 4030 (Academic Freedom—Faculty), BP 4-8067 (Sectarian, Partisan, or Denominational Teaching), BP 4-8066 (Nondiscrimination of Instruction) Students may make complaints regarding instructional materials directly to the president who then follows the approved policy in responding. (BP 4-8063 (Complaints Concerning Instructional Materials) The Board has established policy on academic renewal to extend opportunity for students with a history of poor academic success. (BP/AP 4240 Academic Renewal, BP/AP 4250 (Probation, Disqualification, and Readmission)

The Board has established policies in support of an ongoing commitment to strategic planning and institutional effectiveness [BP 3225, 3250]. College leaders provide regular updates to the Board of Trustees on the progress of achieving institution-set standards, goals established through planning processes, and student achievement [Board agendas and minutes with college presentations noted, Board Scorecard presentations, VPI presentations]. During presentations, board members actively engage with the presenters by asking for clarification of College reports, descriptions, data, and plans to better understand and support the institution, requesting follow-

Commented [BS152]: NOTE; NEED TO CHANGE THE TITLE OF THIS LINK FOR CONSISTENCY

Commented [N153]: We need a hyperlink for this Vision plan.

up reports or presentations as they deem necessary. The Board receives monthly accreditation updates during the period of preparation for a comprehensive external evaluation.

The Board of Trustees ensures that the colleges have the necessary resources to deliver high quality student learning programs and services through policy and Board Special Priorities. [Ev – link to Special Priorities 2016-17, BP 6100, 6200, 9581, 6300, 6320, 6330, 6340, 6400, 3-8024. The Board takes action on revisions of the collective bargaining agreements with the Yosemite Faculty Association and Chapter 420 of California School Employees Association and changes to the Leadership Team handbook [YFA Contract, CSEA Contract, LTAC handbook].

The Board is responsible for the financial integrity and stability of the District [BP 2200]. By Board Policy, the Chancellor is delegated authority to supervise the general business procedures of the District including budget development. BP 6100 . The Executive Vice Chancellor of Fiscal Services provides quarterly presentations to the Board of Trustees, monthly written reports including warrants, and special study sessions on budget, fiscal planning, and changes to the District financial status. The Board has an ad hoc committee that attends audit meetings, special budget meetings, and other budget planning sessions [Agendas with Annual Fiscal Report, Preliminary Budget, monthly warrant list, study sessions on budget, ad hoc committee evidence].

The Board maintains a financial reserve in excess of the 5 percent minimum required by the CCCCO, and recommended by ACCJC, to safeguard against disruption of educational programs and services due to short-term reduction in fiscal allocation [Board Special Priorities]. The Board holds the college presidents and central services administrators accountable for operating within the limitations of the budget [BP 6250]. The Board established the Citizen's Bond Oversight Committee to ensure capital projects funded by Measure E are appropriate expenditures according to the intended purpose of the general obligation bond. CBOC, BP 6740

Commented [N154]: Do we clarify what we really have on reserve in order to show solvency?

The Yosemite Community College District Board of Trustees is apprised of and assumes responsibility for all legal matters associated with the operation of the District and colleges. BP/AP 6-8040 The Board closely monitors legal issues that arise in the District, reviews them in closed session, and reports out in open session as required by law. [Sample agendas with legal matters listed in closed session (this is most if not all of them)] YCCD engages the services of legal firms who provide counsel to the Governing Board and ensure the District maintains compliance with local, state, and federal regulations.

Analysis and Evaluation

The policies established and reviewed by the YCCD Board of Trustees demonstrate the commitment of the Board to ensuring the quality, integrity, and improvement of student learning programs and services. The Board maintains awareness of progress toward meeting institution-set standards, Scorecard results, and institutional effectiveness through regular college presentations at its monthly meetings. The Board is an independent body responsible for final decisions and is not subject to actions by any other entity. Through policy and practice, the Board clearly assumes responsibility for educational quality, legal matters, and financial integrity and stability.

IV.C.6

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

All policies that govern the Yosemite Community College District are published on the District's Board Policy and Procedures webpage. On this page, "SECTION 2: BOARD OF TRUSTEES" addresses the duties, responsibilities, structure, and operating procedures of the Board.

Board size and membership are specified and the processes for election and filling vacancies are delineated in policy and procedure (BP 2010, 2015, 2100, 2105, 2110). The duties and responsibilities of the Board of Trustees are established in policy and supported by documents specifying conflict of interest, evaluation of the chancellor, communication among board members, policy and procedure, travel, education, self-evaluation, political activity, parliamentary procedure, and ethics. (BP 2200, 2710, 2712, 2435, 2720, 2410, 2735, 2740, 2745, 2716, 2-8075, 2715).

The responsibilities of the Board are further defined in policy regarding authority of the chancellor and presidents, the selection of chief executive officers, succession, and presentation of initial collective bargaining proposals (BP 2430, 2430.1, 2431, 2432, 2610).

The structure of the governing board is defined in BP 2210, which describes the officers of the board, their responsibilities, how and when officers are selected, and the requirement to hold an annual organizational meeting. Further, BP 2220 provides the parameters under which the board may form committees (BP 2210, 2220, 2305).

Operating procedures are detailed in a series of policies that establish regular meetings of the Board, delineate closed sessions, and define special and emergency meetings (BP 2310, 2315, 2320). The parameters of quorum and voting, agendas, public participation at Board meetings, speakers, decorum, minutes, and recording of meetings are established in policy and associated procedures (BP 2330, 2340, 2345, 2350, 2355, 2360, 2365). Also, there are established policies regarding personal use of public resources, Board member compensation, and Board member health benefits, to ensure consistency in operational matters (BP 2717, 2725, 2730).

Analysis and Evaluation

The YCCD Board of Trustees policies described above specify the board's size, duties, responsibilities, structure, and operating procedures. These policies are readily available to the general public and all district personnel via the District website.

IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board commitment to acting in a manner consistent with its policies and procedures is demonstrated in a variety of ways. The Board complies with the respective policies in scheduling regular, closed session, special, and annual organizational meetings (BP 2310, 2315, 2320, 2305).

Meetings of the Board of Trustees follow the prescribed policies relative to agendas, minutes, recordings, guest speakers, and public participation (BP 2340, 2360, 2365, 2350, 2345). Board members conduct the meetings with a level of decorum, parliamentary procedure, and avoidance of conflict of interest that aligns with established policy (BP 2355, 2710, 2712, 2-8075). The Board holds individual trustees to the highest standards of conduct and addresses violations of the code of ethics in accordance with established procedure. (BP 2715, minutes 8.10.16)

The YCCD subscribes to the Community College League of California's (CCLC) policy and procedure service. In 2015, the District developed and implemented a comprehensive review cycle that provides a process for ongoing review of each policy and administrative procedure in a six-year rotation [policy review cycle]. According to the review plan, the ongoing process provides for an annual review for legal updates and pressing revisions, a six-year comprehensive chapter review of all documents, a balanced workload among groups, and takes into consideration the district's compressed academic calendar.

The review is conducted through the Policy and Procedure Committee, a cross-constituency group from across the District. In addition, a subcommittee of three board members engages in deep discussion and review of proposed policy changes in an advisory capacity, prior to presentation of recommendations to the full board. Policy revisions are scheduled on the Board meeting agenda for both first and second readings prior to adoption [Board agendas].

Analysis and Evaluation

The YCCD Board of Trustees acts in a manner consistent with its policies and bylaws. The Board has established and follows a regular cycle of policy review and revision to ensure effectiveness in fulfilling the college and district missions. Policies are revised as necessary to be current with applicable legislation, regulation and practice.

IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The YCCD Board of Trustees regularly receives reports in public Board Meetings on student learning and achievement from the colleges. The Board reviews and approves academic quality and institutional plans annually and as needed including Student Equity Plans, Student Success and Support Program Plans, Educational Master Plans, and Strategic Plans. [Sample agendas/minutes with plan approval Per Chancellor Smith work with Graciela and Jann in the Chancellor's Office.]

The Board takes special interest in the educational and support programs of the district colleges and has established an ongoing cycle of presentations by the colleges at the regular meetings of the Board. [Ev – minutes of Jan 2017 mtg re wanting more faculty reports, schedule of presentations by colleges, Sample agendas/minutes with presentations from CC]. The Trustees often ask questions of presenters to advance their understanding of the program data and processes. Annually, the Board of Trustees reviews the Scorecard Data including student success, equity, and basic skills completion. [Agendas/minutes with Scorecard presentations November 2016 and others]

In addition, the Board monitors plans for improving academic quality through its review and approval of curriculum updates submitted by the Curriculum Committee, under the guidance of the Academic Senate and the Vice President of Instruction [Ev – example Board report for curric].

Analysis and Evaluation

The YCCD Board of Trustees is regularly informed of key indicators of student learning and achievement. Governing Board agenda and minutes provide evidence of presentation, review, and discussion of institutional plans for improving academic quality. Trustees engage with presenters during Board meetings asking insightful questions and gleaning thoughtful and candid answers regarding transfer velocity, number of degrees and certificates awarded, equity performance, retention, and student success. In addition, the Board is kept up to date on curriculum changes that are intended to enhance academic quality.

IV.C.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The YCCD Board demonstrates its commitment to ongoing board development and the orientation of new members through policy and practice [BP 2740, Board Education].

The Yosemite Community College District orients new Board members with an overview of Central Services operations, a briefing on compliance with Ralph M. Brown and Fair Political Practices acts, a review of the employee organizations, discussion of preparation for and conduct during Board meetings, a review of the code of ethics and standards of practice, and the role and responsibilities of the Board. BP 2355, 2200, 2200, 2715, 2510 [add hyperlinks. Ev-agenda of new BOT training Jan/Feb 2017]

Furthermore, the Board participates in study sessions, attends conferences, and engages consultants for development activities that strengthen experienced and new Trustees [Announcements, agendas, presentations, etc. that demonstrate above from Graciela/Jann].

YCCD Board Policy 2100 establishes the term of office for each Trustee to be four years. BP 2100. Elections are held in even numbered years with staggered terms such that roughly half of the Board is elected in each cycle. New trustees meet with the chancellor for orientation and are encouraged to ask any questions as they arise. In some cases, the chancellor uses questions from trustees to develop topics for special study sessions of the Board [Study session agendas]

Analysis and Evaluation

Members of the governing board in the Yosemite Community College District participate in regular, ongoing training sessions provided locally and by state organizations. The chancellor encourages and supports trustee participation in development activities and provides study sessions to enhance understanding in support of effective decision-making.

IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The YCCD Board of Trustees demonstrates a commitment to assessing its performance through policy [BP 2745]. The Board engages in annual self-evaluation to identify strengths and areas in which it may improve [Agendas/minutes from study sessions on self-evaluation including Oct.24, 2016]. The results of the evaluation are used to identify accomplishments of the previous year and to establish goals for the following year [Sample Board Special Priorities]

The Board conducts regular self-evaluations using an instrument comprised of a series of statements, which reflect the characteristics of effective governing boards. The Board members numerically rate the Board's performance in relation to these statements and may also provide written comments [BOT Evaluation form]. For this process, the Board sometimes engages a consultant to guide its members through the review and discussion of the evaluation summary

which takes place in an open meeting [Agenda study session Oct. 24, 2016 PowerPoint presentation by Brice Harris (Graciela/Jann)]

Analysis and Evaluation

The YCCD Board of Trustees conducts a self-evaluation annually, in accordance with established policy. The results of annual Board of Trustees evaluation are used to improve performance, academic quality and institutional effectiveness. All Board members regularly participate in study sessions, goal setting through establishing special priorities, and self-evaluation activities, which increase the Board's effectiveness in policy-making and oversight of student success and educational quality outcomes.

IV.C.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Several Board Policies and Administrative Procedures delineate the code of ethics, conflict of interest, and standards of practice for the Board. [BP 2710, 2714, 2715, 2717] Individually, and as a whole, the Board abides by these policies. Board members also file an annual Statement of Interest Form 700 from the California Fair Political Practices Commission [Form 700]. As a public document, copies of Form 700 are maintained in the Chancellor's office and are available for review upon request [BP 3300]. Board members recuse themselves or are asked to recuse themselves by the Board Chair when a conflict of interest arises related to the discussion or vote on district business [Board minutes when Mike Riley recused himself from vote (Faculty raise last year), minutes Jan 2017 when Leslie Beggs recused herself for sabbatical vote]

Since the last comprehensive evaluation, an immediate family member of a sitting board member was hired by the District. The board member recused himself from all discussions and votes when the potential for conflict of interest arose [BP 2710, minutes with Riley abstention]. This board member did not seek reelection and completed his term of service in 2016. Subsequently, the spouse of a tenured faculty member at Modesto Junior College was elected to the YCCD Board. This board member similarly recused herself when the potential for conflict of interest arose. The Conflict of Interest policy was reviewed and discussed as part of the New Trustee Orientation [Agenda of orientation].

Analysis and Evaluation

All members of the governing board follow the established policies for conflict of interest and code of ethics. The Board holds its members accountable for appropriate behavior and takes action when infractions arise. As an example, when one Board member was determined by the Board Chair to violate the code of ethics, the Board of Trustees addressed the matter according to policy [Agenda/minutes September 2016]. Board members file an annual Statement of Interest Form 700 and the forms are maintained for public review. Board member interests are disclosed and do not interfere with the impartiality of Governing Board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the District. When potential conflicts of interest arise, Board members recuse themselves from discussion and voting.

IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Through BP 2430, the Yosemite Community College District Board of Trustees delegates full responsibility and authority to the chancellor to implement and administer Board Policies [BP 2430]. The chancellor is held accountable for the operation of the District and delegates authority and responsibility to the presidents for the operation of the colleges [BP 2430, 2430.1, 2432]. The chancellor reports directly to the Board of Trustees and has the authority to administer and reasonably interpret Board Policy, make decisions for district operations, and ensure that the District complies with all laws and regulations [BP 2430, Chancellor job description].

The Board of Trustees evaluates the chancellor annually using annual performance goals, Board Policy, and the chancellor job description as a guide [BP 2435]. The Board and chancellor jointly agree on the evaluation process according to established policy. New chancellors are evaluated twice in the first year and annually thereafter [BP 2435].

Analysis and Evaluation

The Board of Trustees follows policy in delegating authority to the chancellor and holding the chancellor accountable for district operations as denoted through the chancellor's job description and annual performance evaluation [BP 2432, 2435, 2430]. The Board sets clear expectations for the chancellor through direct verbal requests, phone and email communication, and requests for information in Board sessions. The Board members receive monthly reports from the college presidents, through the chancellor, and the chancellor provides updates each month in regular open session of the Board meeting. Board members meet individually or in groups of three with the chancellor for agenda review. [Sample agendas and minutes]

The Board is kept well informed of district and college matters through regular communication from the chancellor. Board members understand the responsibility of the governing board for policy level matters. Further, the Board fulfills its responsibility to oversee educational quality, legal matters, and financial integrity. [Study session agenda Role of Board fall 2015] The chancellor provides documents for review in a timely fashion to ensure that board members have the opportunity to read and request additional information before considering action [Timeline for Board agenda items].

IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Yosemite Community College District Board of Trustees is regularly updated on all accreditation matters including eligibility requirements, Accreditation Standards, Commission policies, college progress on accreditation reports, and the accreditation status of the colleges. Both colleges of the YCCD (Columbia College and Modesto Junior College) resolved issues that led to being placed on sanction in 2012 and subsequently received reaffirmation of accreditation [2012 letters placing MJC on probation, CC on Warning, 2014 letters restoring colleges to accredited status]. Since the last comprehensive visit in 2011, the Board has held study sessions on accreditation including presentations by staff from the Accreditation Commission for Community and Junior Colleges [Agendas? Look for July 2012]. The Accreditation Liaison Officers for both colleges provided updates at each regular session of the Board of Trustees throughout the institutional self-evaluation process [Sample agendas from 2016], as a standing agenda item.

The Board was provided access to draft documents during the institutional review process in spring 2017, and approved the final versions of the Institutional Self Evaluation Reports for Modesto Junior College and Columbia College prior to submittal to the Commission [agenda with ISER action item for summer 2017].

Additionally, Board members receive training on accreditation standards at trustee conferences hosted by the Community College League of California, in special study sessions, and from the chancellor [Sample agendas]. Since the last comprehensive external evaluation of the YCCD colleges in 2011, the Board has demonstrated strong interest in student learning outcomes and improvement in institutional effectiveness [Board agendas with related presentations]. The trustees regularly ask questions and engage in dialogue with presenters on matters related to student learning and accreditation. In addition, the members of the Governing Board maintain high visibility on the college campuses, regularly attending campus events where they converse with faculty, staff, students, and administrators regarding teaching, learning, and student support.

NOTE: Need to check on how the Board participates in evaluation of governing board roles and functions in the accreditation process.

Commented [BS155]: Does the Board have specific self-eval questions in its annual self-survey regarding its role in accreditation?

Analysis and Evaluation

The YCCD Board of Trustees is informed and effectively participates in the accreditation process and supports the colleges in maintaining good standing with the Accrediting Commission for Community and Junior Colleges (ACCJC). The Board monitors activity related to accreditation recommendations and has final approval of all accreditation documents, including midterm reports and the institutional self-evaluation reports, prior to submittal to the ACCJC.

IV.D. – Multi-College Districts or Systems

IV.D.1

In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

As CEO of the District, the chancellor exercises leadership in establishing and communicating expectations of educational excellence and integrity across the District and assures support for the effective operation of the colleges (Chancellor job description, BP 2430, 2430.1). The chancellor meets monthly with District Council, the district-level participatory governance group, which includes representatives from the colleges, central services, and key constituent group leaders. (District Council charge, agendas, minutes, meeting schedule) District Council serves as a formal channel of communication between the chancellor, the colleges, and campus constituencies and is the forum for discussion of district matters that relate to the effective operation of the colleges and educational excellence. (DC Agendas with enrollment management, budget development, student learning outcomes, program review, faculty hiring or FON) District Council, under the leadership of the chancellor, has primary responsibility for the District Strategic Plan and for progress in achieving the goals established therein (Strategic Plan meeting invites mission, vision, goals). The chancellor and District Council establish subcommittees as needed to ensure that the operations of the District are supported in a sustainable and effective manner (Policy and Procedure Committee documents).

The chancellor works with the college presidents in accordance with Board Policy and in support of effective leadership of the institutions (BP 2430, 2430.1). The chancellor exhibits leadership

in the regular monthly meetings with the Chancellor's Cabinet (comprised of the college presidents and the vice-chancellors) and with the college presidents, where the chancellor's expectations are communicated, roles and responsibilities between the district and colleges are reviewed, and support for the colleges is assured (Cabinet agendas). Additionally, Cabinet meetings address operational effectiveness and alignment between the colleges and the district, while the Presidents Meetings focus on college-specific matters and support. Periodically, the chancellor schedules Cabinet retreats to facilitate interaction, foster leadership, and enhance mutual support. Retreats provide a venue for the chancellor to clearly communicate expectations of educational excellence and integrity with the executive leadership of the District. (Retreat agendas)

The chancellor also demonstrates expectations of educational excellence and integrity in the selection and evaluation processes for college presidents. (President job descriptions, evaluation of presidents). The chancellor holds the presidents accountable for jointly established annual performance goals, clearly articulated standards for student success, student achievement, enrollment management, educational excellence, and financial sustainability (President performance review, 360 sample, communication regarding FTES). The chancellor maintains regular communication with the college presidents and is available as needed for consultation and collaboration. The chancellor assures ongoing support for effective operation of the colleges when meeting individually with the college presidents and engages regularly in discussion of any needs, concerns, or opportunities presented by the colleges. (President job descriptions, Chancellor job description, BP 2430, 2430.1)

Analysis and Evaluation

The chancellor communicates expectations for educational excellence and integrity and support for effective college operations in multiple ways including regular meetings, electronic communications, participation in college activities across the District, civic engagement throughout the region, and reports at the meetings of the Governing Board (District Council agendas/minutes, CSEA appreciate breakfast agenda, institute day agenda, In-Service Day agendas, Board meeting minutes, Board Connections).

Commented [N156]: Need all of this evidence. I have not checked ONENOTE to verify each bit yet.

The chancellor worked with the college presidents in drafting the District Functional Map to accurately reflect the current structure of support for college operations (Function map, District Org Chart link to earlier in this report). The Functional Map clarifies the district and colleges' roles and responsibilities across all functional areas and serves to inform planning for organizational change to meet the needs of the colleges and central services. The District makes publicly available the policies and job descriptions that are useful in providing clear roles, responsibilities, and authority for employees across the District (BP 2430, 2430.1, organization of the District, Job descriptions of chancellor, president, and other cabinet-level employees)

IV.D.2

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The YCCD delineates, documents, and communicates operational responsibilities, functions and lines of authority through its organization charts and functional map.

District operations consist of a well-defined set of services in support of the colleges. The District organization chart identifies areas of responsibility that are denoted as Central Services [District org chart – earlier in this report bookmark]. Operational roles and responsibilities are differentiated between the District and colleges and are clearly depicted in the Functional Map matrix [Ev- earlier in this report bookmark], which provides a crosswalk of all support functions and indicates where they are primary, secondary, or shared responsibilities. In addition, the District and College websites provide information regarding the operational areas of responsibility [Link to home page of Yosemite.edu and About CC page].

Central Services staff members actively participate in the accreditation self-evaluation processes for the colleges by providing input about their areas of operational support and assisting in authoring the text of the self-study [List of Standard team membership for both college reports -- highlight Central Services folks]. The major support and responsibility areas of fiscal services, human resources, information technology, public affairs, and physical plant maintenance engage in program review to evaluate their effectiveness in meeting the support needs of the colleges. Program review samples (see Public Affairs)

Analysis and Evaluation

The Yosemite Community College District is organized to provide adequate support to the Colleges in achieving their missions [District org chart]. The effectiveness of centralized and decentralized services is regularly evaluated to ensure that the distribution of services is meeting the support needs of the Colleges [Program Review samples, organization discussions on Cabinet agendas]. Reorganization has been used to realign services when determined that the current distribution of services was not effectively meeting expectations. As an example, in 2013, college media services and information technology services were centralized and became part of the District Information Technology Services department [Board agenda/minutes documenting reorganization (May or June of 2013?]. The transition of media and technical services to the District has increased the communication across sectors of the instructional support services operation necessary to ensure consistent, high-quality delivery of technology services across the college.

The District uses program review, data from work order tracking systems, follow-up, and surveys to determine effectiveness of services in supporting the colleges in achieving their missions [Program review, work order data, sample surveys]. When organizational changes are determined to be necessary, they are coordinated with those likely to be impacted by the change, and communicated broadly across the district and colleges [Board Connections, email, updated org charts]

IV.D.3

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The YCCD Board Policy and Administrative Procedure 6200 addresses the annual budget planning process [BP/AP 6200-Budget Planning]. The district wide internal planning strategies are organized under the "*YCCD Five Year Plan - a Strategic Vision for 2016-2021*" [Ev]. The Colleges' Mission Statements, Education Master Plans/Strategic Plans and program reviews are the foundations for planning and setting priorities at the colleges.

Budget allocation and prioritization discussions begin with the Chancellor's Cabinet and the President's Meetings. Proposed budget targets are discussed with the Chancellor's Cabinet and District Council. Priorities are set and, as state budget information becomes available, budget allocation decisions are made.

The District Budget Planning Timeline is distributed and is posted on the Controller's webpage for reference and deadlines [Ev]. The District Budget Analyst distributes salary and benefit projections to the two colleges and central services departments in early February for review and position confirmation [Ev-email from M.Bylsma to T.Stewart – don't include salary file]. The areas then return the updated information by early March. The Executive Vice Chancellor distributes budget targets mid-March, after discussion with the Chancellor's Cabinet and from review of the latest budget information from the state [Ev – 2016 and 2017 docs]. In April, the salary and benefit data are imported into Colleague (the district's enterprise database system) and the colleges and central services departments provide operational and discretionary expense budgets aligned with their targets which are then imported by district staff.

This Tentative Budget is developed to ensure the Board of Trustees can approve the budget at its June board meeting since the state normally passes its final budget in the month of June. [Ev-BOT minutes June] When the state budget is passed in June, the District makes final adjustments to district wide budgets using various established allocation guidelines and priorities discussed in Chancellor's Cabinet. The Final Budget is taken to the Board of Trustees in September [Ev-BOT minutes].

Resource allocation is linked to district wide strategic planning with enrollment management driving the allocation of operational resources. The YCCD Resource Allocation Model was revised in 2014-2015 to align with SB 361, the state's funding allocation model adopted in 2007 for Community Colleges [Ev-SB 361, current RA Model, and evidence of discussion/development from DC]. Initial implementation of the alignment with SB 361 will take place over a three-year period, beginning in 2015-2016, in order to provide time for the colleges to adjust to the equalizing of their college budget allocations.

SB361 alignment will be on-going with annual adjustments based on funded FTES, central services operating costs, and state apportionment and other changes in general unrestricted fund revenue. The resource allocation model assures that the colleges receive what they earn after the cost of services provided by the district office. The model allocates resources to the two colleges and to central services, district wide services, and regulatory costs.

The model is adjusted modestly from SB361 to recognize the small college in the Yosemite Community College District, Columbia College. The allocation is based on an 85% / 15% split rather than the actual FTES ratio between the colleges of 88% / 12% FTES. Modesto Junior College earns approximately 88% of the total FTES, and Columbia College earns approximately 12% of the total FTES. Distributions of new resources are allocated first to non-discretionary budgets (permanent salaries and benefits, energy, and regulatory increases) and then to discretionary budgets (supplies, materials, services, and other operations).

Growth is allocated to the colleges on the basis of FTES. The amount allocated to each college depends upon its generation of funded FTES based on the YCCD Resource Allocation Model [Ev]. The YCCD Resource Allocation Model for funding growth FTES is updated annually for changes in the FTES funding rates, hourly rates for part-time overload costs, and hiring new full-time faculty positions. The colleges receive funding for growth FTES at approximately 60% of the apportionment dollars earned from the state per FTES.

The CCCCO annually sets a Faculty Obligation Number (FON) representing the total number of fulltime faculty required based on past years' data and FTES generation. Within the district, each college is assigned a certain number of these positions. The FON is adjusted between the colleges in line with increases or decreases in FTES generation.

The District is audited annually to assess its practices and compliance with proper accounting principles. Audits of the 2013-14 and 2014-15 activities gave the following unqualified opinion: *The financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the fiduciary activities of Yosemite Community College District, as of June 30, 201x, and the respective changes in its financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America. [Ev – need both years. Verify text is identical except for year]*

Commented [BS157]: Also 2015-16 right? Edit to include that.

While its financial aspects were clear, the District did have a significant finding in both 2013-14 and 2014-15 in the Information Technology area. Auditors noted that "effective internal controls

are not operating effectively." [Ev] In 2013-14, the area was also cited for not removing access from all terminated employees [Ev]. Since that time, the District has instituted new protocols and procedures to ensure full compliance with effective practice. Results of the 2015-16 audit no longer include this item and provide evidence that the issues have been resolved [Ev]

Analysis and Evaluation

Yosemite Community College District has a long history of financial solvency and strong support from the Governing Board to ensure a healthy reserve [Sample audit summaries, Board Special Priorities]. Through effective control of expenditures, the District consistently ends the fiscal year with a positive balance. Allocated resources are sufficient to provide stability and support student learning. District procedures ensure proper oversight of its affairs, as evidenced by recent audits. When issues are identified in an audit, they are attended to in an expeditious and thorough manner. Collectively, these data provide evidence that the college meets this standard.

IV.D.4

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

Board Policy 2430.1 is entitled *Delegation of Authority to the Presidents.* In accordance with this policy, the chancellor delegates full responsibility and authority to the college presidents to implement and administer district policies without interference and supports the presidents while holding them responsible for the operation of the colleges [President Job descriptions, BP 2430.1]. Accordingly, the college presidents are held accountable for the performance of the colleges by the chancellor, the Governing Board, campus constituencies, and the communities served [president evaluations, 360 sample, Scorecard, college research website].

Analysis and Evaluation

The college presidents meet bi-weekly with the chancellor to present plans, report progress, and discuss issues related to each college [Meeting invites from Graciela]. The framework for accountability is established through annual performance goal-setting between the chancellor and the college presidents. The presidents develop an annual self-evaluation narrative that includes reflection and report of progress made on achieving the established goals [Sample self evaluation]. The performance evaluation of the college presidents usually includes a 360 survey that is sent to all college employees for response and input [Sample 360 instrument]. The chancellor completes the comprehensive evaluation with a narrative summary, including recommendations for improvement, if needed. Unsatisfactory evaluations may result in reassignment or dismissal of the president [President contract, job description, Board agenda?]

The chancellor reviews the evaluations of the college presidents with the Governing Board during closed session.

The chancellor delegates full authority and responsibility to the college presidents to implement district policies without interference [BP 2430.1]. College presidents serve as the chief executives and educational leaders of the colleges [President Job Description]. The college presidents ensure the quality and integrity of educational program and support services, the accreditation status, and financial sustainability of their respective colleges.

IV.D.5

District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

College strategic plans are integrated with the Yosemite Community College District Strategic Plan through alignment of mission and goals. [YCCD Strategic Plan, MJC Strategic Plan, CC Strategic Plan, mission statements of the colleges and district]. The Colleges are invited to participate in the District strategic planning processes and District Council serves as the participatory governance group with primary responsibility for the District Strategic Plan. [DC agendas and invites for strategic planning meetings (mission, vision, goals)]. The colleges use their internal planning processes to develop goals for their strategic and educational master plans and maintain alignment with the District Strategic Plan. [CC planning process diagrams or descriptions] The design of the YCCD Strategic Plan affords the colleges autonomy and responsibility for implementing the broad goals and objectives of the district plan in a manner specifically focused on local needs and institutional conditions.

The Strategic Plans of Columbia College and the Yosemite Community College District work together to support student success. While written by separate groups, utilizing different styles, and voiced from alternate perspectives, the two plans nevertheless complement one another.

The College considers the two plans as working together to erect a structure designed to promote student success. The YCCD's strategic goals are written to promote strength and excellence across the broad spectrum of support services provided by the district, including dynamic personnel, current technology, fiscal stability, modern facilities, and supporting a strong platform of civility and respect designed to provide a campus climate conducive to learning. These services are foundational to success of the district and specifically of Columbia College and its students.

It is upon this strong foundation that the college erects its strategic plan. The college's strategic goals, objectives, and activities are interwoven across the institution to promote stability, strengthen student success in their courses, improve completion rates for degrees and certificates, increase the transfer and employment rate, and establish ways to support our students' deepest needs. Like a building, whose finished status belies the intricately interwoven cables, pipes, and

support structures hidden within its walls, the college's strategic plan when fully realized will present a highly functional institution characterized by mutually-dependent activities all working together toward student success.

The figure below is intended to convey the relationship between the two plans in a visual way. The district's strategic goals represent the foundation of the building. The college's strategic goals represent the building itself. And the roof of the structure, reminiscent of an upward pointing arrow, represents the improvements in student success that both the College and the District strive toward.

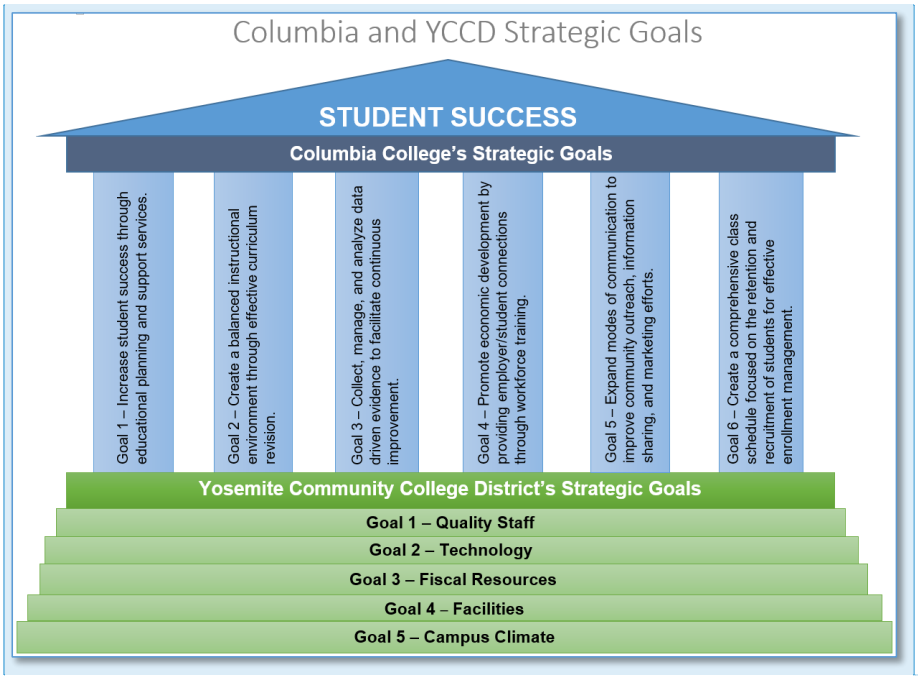

Figure 35 - Columbia and YCCD Strategic Goals

Commented [BS158]: Replace with new graphic from Jerad

Analysis and Evaluation

Yosemite Community College District has established processes for strategic planning. [DC Charge, College Council role & Responsibility for CC and MJC] The planning process provides a framework for integrated comprehensive planning in support of student learning and achievement across central services and the colleges. The District Council has primary responsibility for developing and implementing the District Strategic Plan, under the leadership of the Chancellor.

The YCCD Strategic Plan serves as the overarching plan for the District and all other plans are integrated with the goals set forth in the Plan. Each college follows its own internal planning processes to establish a Strategic Plan/Educational Master Plan that leads to improved student learning and achievement and institutional effectiveness. [MJC Strategic Plan, CC Strategic Plan, MJC and CC Educational Master Plans] The strategic plans include measurable goals and objectives and reports of progress are made publicly available on district and college websites. [Ev - Link to sites. Include Jan 2017 update of CC plan progress]

District plans for technology and facilities are tied directly to the YCCD Strategic Plans. These plans are developed under the direction of the Chancellor's Cabinet and approved through the participatory governance process at District Council which makes recommendations to the Chancellor. [YCCD Tech Plan, Facilities Plan, DC agendas.] These plans support student success and achievement at the Colleges through direct links to the goals of the YCCD Strategic Plan.

The effectiveness of college and district integrated planning is evaluated through annual self-evaluation of committees, including review and dialogue on goal achievement during strategic planning activities. [Ev-Jan 2017 CC agenda] Effectiveness of integrated planning is also evaluated through regular review of mission statements and goals for alignment. [Ev-College Council minutes re cyclic review of mission and goals, strategic plan 5-yr cycle].

District and college personnel work diligently to ensure the integration of district—and college-level strategic and operational plans. This integration relies on collaboration and cooperation between colleges and between the colleges and the District. These discussions, conducted through the District Council, have resulted in plans that reflect a common intent to improve student learning and achievement and increased institutional effectiveness. Assessment of the effectiveness of strategic planning processes at the District level is codified in the District Council Statement of Principles as a major responsibility of this participatory governance body. [DC Statement of Principles].

IV.D.6

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The District has established multiple channels of communication to ensure effective operation of the colleges. The primary communication tool is the district's email system. These communications are timely, accurate and complete, affording effective decision-making by the colleges. Example communications include [Ev – add an example or two for each]:

- Announcements of Board Meetings

- Board Connections – brief highlights
- Departmental newsletters, e.g. Fiscal Services, Facilities
- Human Resources training sessions
- Budget Presentations by EVC Scott
- Policy & Procedure Committee announcements
- District Council announcements seeking items to be added to the agenda

Collaborative activities between the colleges and the district also provide evidence of meeting this Standard. Examples include:

- Joint Distance Education Committee meetings
- Joint meetings of the two colleges' administrative teams
- District Administrative Council monthly meetings
- District and Campus Safety Committees
- District Technology Advisory Committee meetings
- Join meetings of the Academic Senate executive boards from both college
- Cross-college initiatives discussion in Oakdale [Jan 13, 2017 – Ev=agenda and summary]

In order to provide for direct communication between the Board of Trustees and the students, a Student Trustee serves as an advisory member of the Board. Similarly, the faculty designate a Faculty Liaison to the Board of Trustees who meets with trustees, sits and the dais during board meetings, and provides a monthly oral report to the Board.

Analysis and Evaluation

Timely, accurate, and complete communication is a strength of the Yosemite Community College District. The College and District websites house agendas and minutes of all the councils and committees in the decision-making structure including the governing board [Screenshots of the following websites showing minutes/agendas and samples of each District Council, MJC College Council, CC College Council, Board of Trustees, MJC Academic Senate, CC Academic Senate, DTAC]. The chancellor provides a synopsis of board meetings immediately following each regular session via email to all District employees. [Board Connections] The official records of the meetings of the Board of Trustees are publicly available in accordance with the Brown Act. They are also posted in the lobby of the Central Services Building [Trustee website, BoardDocs site, sample agendas/minutes]

Commented [BS159]: Really? Need to verify. Take snapshot and include as evidence.

Policy review and revision is the primary responsibility of the District Policy and Procedure Committee [Charge of P&P]. The committee members share the policies and procedures under review with their constituencies and bring back input from all stakeholder groups [P&P Review

Process]. This process facilitates consideration and input on policies early in the review process affording opportunity for all voices to inform the recommendation to the Board of Trustees from the District Council via the Chancellor.

Information Technology maintains SPECIFIC NUMBER of active list serves [List of list serves]. These list serves include the district wide employee list, college employee lists, lists by employee classification, and other identified groups. These lists provide ease of communication to targeted district populations in a timely fashion. Information Technology also has local oversight and responsibility for employee access to the list serves hosted by the California Community Colleges Chancellor's office (CCCCO), ensuring that campus leaders have appropriate access to state level communication across their areas of responsibility [CCCCO list serve info]

Fiscal Services provides regular updates to the governing board on all financial and budgetary matters. [Board agendas/minutes] During the budget development process each spring, budget presentations are made at the Colleges to facilitate understanding of the current outlook during the annual planning process. [Sample invites and presentations]

Since 2014, the colleges have increased the communication across the district through joint meetings and shared projects. The presidents hold joint meetings including deans and vice presidents to facilitate interaction and institutional effectiveness in support of student learning and achievement. [Joint meeting agenda samples] Outcomes of these cross-college collaborations include MJC faculty participation in the Online Education Initiative pilot as part of the Columbia College cohort and increased scheduling effectiveness to meet the needs of Oakdale area residents. [Schedule of courses in Oakdale, online sections CC w/MJC fac]

The chancellor provides opportunity and encourages sharing at District Council by all stakeholder representatives. [Agendas/minutes] District Council is a forum for discussion of recommendations to the Board of Trustees including Board Policy and Administrative Procedure. [Agendas/ minutes] The chancellor keeps the District Council abreast of budget, FTES, accreditation, educational programs and services, and legislative matters through regular convening of this participatory governance group. [DC meeting schedule]

IV.D.7

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The YCCD Strategic Plan 2016-2021 identifies district goals and objectives. [YCCD Strategic Plan] Columbia College, Modesto Junior College, and Central Services worked jointly to determine the district goals and objectives. The colleges used the goals and objectives in the

YCCD Strategic Plan as a foundation for their own strategic plans. As discussed in Standard IV.D.5, the college's strategic goals are built upon the foundation of the district's strategic goals. The College annually measures its progress against its goals [Ev – jan 2017 CC minutes/summary]. Likewise, the District annually measures its progress towards its strategic goals. [Ev – latest eval of progress].

The chancellor meets regularly with the vice chancellors, college presidents, and other directly reporting staff. [Meeting schedule of Chancellor's Cabinet, Chancellor's staff meetings] The chancellor delegates authority to these individuals to apply and interpret Board Policy in carrying out the responsibility of their service area and evaluates their performance annually through the performance review process. [Management review tools, 360 survey] The annual evaluations of the college presidents include 360 degree input from all college employees. Other members of the Chancellor's Cabinet undergo 360 degree evaluation on a regular cycle in accordance with the Leadership Team Handbook. [LTAC Handbook]

Program review is used to evaluate the effectiveness of district service areas assisting the colleges to meet their goals for student learning and achievement. [Sample PR] District-level program review includes evaluation of organization and effectiveness of decision-making of the service area as a centralized service. The development and refinement of the College-District Functional Map during the institutional self-evaluation process also serves as a mechanism to evaluate the effectiveness of district systems. [Bookmark to Functional map in ISER]

Analysis and Evaluation

Evaluation of outcomes in the program review process leads to reorganization to increase efficiency and to the development of processes to support regulatory compliance. As an example, college media and technology services staff were reorganized and centralized as part of Central Services Information Technology. [Board agenda/minutes] The Fiscal Services area was reorganized to include a technology support position specific to financial matters. [Board agenda/minutes] The schedule for Board Policy review ensures that all policies are regularly reviewed in support of alignment with current regulation and institutional effectiveness.[Board Policy review schedule]

Changes stemming from evaluation of district and college roles and responsibilities are communicated broadly. [Board Connections, Board agendas/minutes, website with policy review information, sample email] Changes are evaluated in the next regular cycle of program review to measure effectiveness of the implemented improvements. [Sample of follow up program review (IT or fiscal)]

Appendix 1 – Remaining Eligibility Requirements

The College described its compliance with the first five eligibility requirements in the introductory chapter of this report. The College continues to meet the remaining eligibility requirements of the Commission. Evidence and analysis to support this continued compliance are incorporated within the College's response to related Standards, in accordance with the expectation of the ACCJC. To provide clarity in reviewing this document and a thorough accounting of those expectations, their statements are recorded here and hyperlinked to the appropriate sections within the remainder of this report.

ER 6 – Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

Commented [BS160]: Insert bookmarks and hyperlinks!

ER 7 – Governing Board

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

ER 8 – Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

ER 9 – Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

ER 10 – Academic Credit

The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

ER 11 – Student Learning and Student Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

ER 12 – General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

ER 13 – Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)

ER 14 – Faculty

The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

ER 15 – Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

ER 16 – Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)

ER 17 – Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific longterm access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)

ER 18 – Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

ER 19 – Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3).

ER 20 – Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*
- *Educational Mission*
- *Representation of accredited status with ACCJC and with programmatic accreditors, if any*
- *Course, Program, and Degree Offerings*
- *Student Learning Outcomes for Programs and Degrees*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

Requirements

- *Admissions*
- *Student Fees and Other Financial Obligations*

- *Degree, Certificates, Graduation and Transfer*

Major Policies Affecting Students

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance and Transfer of Credits*
- *Transcripts*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

Locations or Publications where Other Policies may be found. (Standard I.C.2)

ER 21 – Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and 1.C.13)

Appendix 2 – Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Visiting teams, as a component of their evaluation, are required to ensure that the College is compliant with federal regulations and certain specific policies of the Commission. In order to provide clarity and ease of reference for the members of the team, the College includes the elements of that checklist here along with a hyperlinked reference to where each item is found in the report.

Commented [BS161]: Insert these bookmarks!! Make this a true statement.

Public Notification of an Evaluation Team Visit and Third Party Comment

See page…	Evaluation Items:
	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Commented [BS162]: Add page numbers when this is set to go.

Standards and Performance with Respect to Student Achievement

See page…	Evaluation Items:
	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate

	how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Credits, Program Length, and Tuition

See page…	Evaluation Items:
	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
	Tuition is consistent across degree programs (or there is a rational basis for any program- specific tuition).
	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Transfer Policies

See page…	Evaluation Items:
	Transfer policies are appropriately disclosed to students and to the public.
	Policies contain information about the criteria the institution uses to accept credits for transfer.
	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Distance Education and Correspondence Education

See page…	Evaluation Items:
	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and

	substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education.*

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Student Complaints

See page…	Evaluation Items:
	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Institutional Disclosure and Advertising and Recruitment Materials

See page…	Evaluation Items:
	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
	The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Title IV Compliance

See page…	Evaluation Items:
	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Appendix 3 – Complete References

1. Hancock. *Senate Bill 1391 - Inmate Education Programs*. p. 3. (2014) http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB1391

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Memorandum of Agreement regarding Faculty Accreditation Co-Chair

Between

President of Columbia College

&

Academic Senate of Columbia College

Duration:
Appointment begins two years prior to an accreditation visit. Service may continue after the accreditation visit contingent upon the nature of the accreditation report.

Reassigned Time:
For compensation of service, the faculty member will receive reassigned time or equivalent over the course of 4 Spring and Fall semesters based on the schedule below. Any additional work conducted during the summer will be based on the hourly rate of the faculty member.
1) First semester: 0.2 FTE
2) Second semester 0.6 FTE
3) Third semester 0.6 FTE
4) Fourth semester 0.2 FTE (this semester includes the accreditation visit).

Determination of Service:
Two years prior to an accreditation visit, the Senate Council will initiate the appointment of a Faculty Accreditation Co-Chair. The Senate President will conduct an open call for applicants from the entire full-time faculty. The Senate Council, College President, and Accreditation Liaison (Vice President of Instruction) will work collaboratively to select the faculty Co-Chair from the applicant pool based on previous experience with accreditation.

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Duties & Deliverables

- Works with the Vice President of Instruction to draft the accreditation report
- Works with Standard Team leaders to develop the accreditation report
- Attends accreditation trainings
- See attached job description for further details

DRAFT

_____ Date: _____	_____ Date: _____
Angela Fairchilds	Wendy Griffiths-Bender
President	Academic Senate President
Columbia College	Columbia College

Memorandum of Agreement regarding Student Learning Outcome Mentors

Between

President of Columbia College

&

Academic Senate of Columbia College

Duration:
Minimum of one semester. After two semesters of service, a mentor can continue service by applying to the Senate Council as outlined below in 'Determining Service'.

Reassigned Time:
30% reassigned time is dedicated to SLO mentor positions. This 30% can be distributed among three mentors who will each have 10% reassigned time of a Full Time Faculty work load. If there are not 3 individuals available to be a mentor, then the 30% reassigned time can be distributed among the mentors serving as workload merits. Note, 10% of SLO reassigned time was allocated from the Curriculum Mentor position. If SLO reassigned time is reduced, discussions should be held with the Curriculum Chair regarding reassigned time for the Curriculum Mentor position.

Determining Service:
When one or more mentor positions need to be filled, the Senate President will conduct an open call for applicants from the entire full-time faculty. Ideally the call occurs in the semester prior to the opening(s). The Senate Council and SLO work group will work collaboratively to select the applicant(s) based on previous experience with SLOs. The Senate Council will notify the appropriate Dean and VP for scheduling purposes.

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Duties & Deliverables:

- Attend SLO Workgroup meetings

- Attend SLO faculty meetings
- Assist with CSLO assessment plan

- Facilitate development and refinement of integrated CSLOs and PSLOs
- Mentor faculty and departments on methods to synthesize assessment results, use them for program improvement, and attribute recommended changes to assessments
- Facilitate areas with no fulltime faculty - CSLOs, PSLOs, and mapping
- Assume responsibilities of SLO Coordinator at curriculum meetings in his/her absence

DRAFT

_____ Date: _____

Angela Fairchilds
President
Columbia College

_____ Date: _____

Wendy Griffiths-Bender
Academic Senate President
Columbia College

Memorandum of Agreement regarding Student Learning Outcome Coordinator

Between

President of Columbia College

&

Academic Senate of Columbia College

Duration:
Appointment is for a minimum of two years. After two years, a coordinator can continue service by applying to the Senate Council as outlined below in 'Determining Service'.

Reassigned Time:
40% of a Full Time Faculty work load. Note, 10% of SLO reassigned time was allocated from the Curriculum Mentor position. If SLO reassigned time is reduced, discussions should be held with the Curriculum Chair regarding reassigned time for the Curriculum Mentor position.

Determining Service:
When the position needs to be filled, the Senate President will conduct an open call for applicants from the entire full-time faculty. Ideally the call occurs in the semester prior to the opening. The Senate Council and SLO work group will work collaboratively to select the applicant based on previous experience with SLOs. Ideally the beginning of the two year term will be a different year than the beginning of Curriculum Chair term. Terms begin after May graduation. The Senate Council will notify the appropriate Dean and VP for scheduling purposes.

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COLUMBIA COLLEGE
STUDENT SUCCESS COUNCIL

Article I – Title

The organization shall be the Columbia College Student Success Council.

Article II – Purpose

The Columbia College Student Success Council shall make recommendations regarding the development and implementation of Columbia College's integrated plan for student success to College Council.

Article III – Functions

The basic function of the Columbia College Student Success Council shall be to:

1. Review research related to student equity and success including data related to student access, retention, progression, and completion.

2. Review the allocations and budgets for various statewide student success initiatives including: Student Equity, Student Success and Support Program, Basic Skills Initiative, Adult Education Block Grant, and Strong Workforce Initiative.

3. Draft the institution's integrated plan for student success which shall detail how various student success initiatives, including the Student Equity Initiative, the Student Success and Support Program, the Basic Skills Initiative, the Adult Education Block Grant, and Strong Workforce Initiative will be integrated to promote student success.

Article IV – Membership

The membership of the Columbia College Student Success Council shall be composed of:

- the Columbia College Vice President for Student Services (Co-Chair)
- the Columbia College Associate Dean for Student Equity and Success
- four faculty members (Arts and Sciences (1), Career and Technical Education (1), Student Services (1), At Large (1)), one of whom will be appointed by the Academic Senate as Faculty Co-Chair
- four classified members
- two leadership team members*

  *in addition to the Vice President for Student Services and Associate Dean for Student Equity and Success
- two students

Article V – Terms

The terms of leadership team members shall be determined by the Columbia College President in consultation with the Leadership Team. The terms of the faculty members shall be determined by the Academic Senate. The terms of the classified members shall be determined by the Classified Senate. The terms of the student members shall be determined by the Student Senate.

Article VI – Meetings

The Columbia College Student Success Council shall conduct regularly scheduled meetings and retreats, as necessary.

Article VII – Rules

The business of the Columbia College Student Success Council shall be conducted through consensus building in accordance with the Principles of Collegial Governance. Action items will require formal vote. A simple majority will cause an action item to pass. Approved items are generally forwarded to the College Council for consideration and further consultation.

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