

COLUMBIA COLLEGE
INSTITUTIONAL EFFECTIVENESS COUNCIL MINUTES

Date: November 2, 2020

Time: 3:00-5:00

Location: Zoom

Academic Senate Voting Members
<input type="checkbox"/> VPI Brian Sanders/Co-Chair, <input checked="" type="checkbox"/> Colin Thomas/Co-Chair, <input checked="" type="checkbox"/> Ben Marcus, <input checked="" type="checkbox"/> Matt Connot, <input type="checkbox"/> Tiffnie Versola/CSEA, <input checked="" type="checkbox"/> Elissa Creighton, <input checked="" type="checkbox"/> Eric Taylor, <input type="checkbox"/> Jessica Anselmi/CSEA, <input checked="" type="checkbox"/> Marcus Whisenant, <input checked="" type="checkbox"/> Sylvia Watterson, <input type="checkbox"/> Kirsten Frye, <input checked="" type="checkbox"/> Steve Amador, <input checked="" type="checkbox"/> Jill Olson, <input type="checkbox"/> Kathy Schultz, <input type="checkbox"/> Mike Torok, <input checked="" type="checkbox"/> Raelene Juarez, <input checked="" type="checkbox"/> Cindy Inwood, <input checked="" type="checkbox"/> Torri Keever
Guests and Non-Voting Members
<input checked="" type="checkbox"/> Recorder: Jessica Anselmi, <input type="checkbox"/> Pam Guerra-Schmidt
Call to Order:
Approval of Minutes: 10/5/2020 unanimous

Discussion Items:	
1. Strategic Planning Vocabulary	Colin Thomas
Discussion: <ul style="list-style-type: none"> • There has been a need to specify the difference between terms such as goal, objective and activity plus some others; an agreement on language is being sought • <i>See attached document for further review below</i> Conclusion: <ul style="list-style-type: none"> • IEC is moving forward with approval of Strategic Planning Vocabulary 	
2. Approval of Finalized Strategic Goals	Ben Marcus
Discussion: <ul style="list-style-type: none"> • Columbia College sets and tracks six Institution Set Standards for Student Achievement in accordance with its accreditation process • Colleges are required by ACCJC accreditation standards to set their ISS' in an objective an justifiable way, and to examine ISS attainment as part of their conversations about continuous improvement • A proposal has been put forth to update CCs benchmarks by aligning them to its recently adopted Strategic Goals and initiatives such as the California Community College's Vision for Success • Proposed Updated Institution Set Standards: <ul style="list-style-type: none"> ○ Maintain Institutional Stability ○ Reduce Equity Gaps ○ Reduce Barriers to Completion ○ Increase Workforce Readiness ○ Increase Transfer Readiness ○ Increase Award Completion 	

Conclusion:	
<ul style="list-style-type: none"> IEC is moving forward with approval of the Six Strategic Goals 	
3. Review of Revised Institution-Set Standards and Recommendation to College Council for Adoption	Ben Marcus
Discussion:	
<ul style="list-style-type: none"> ACCJC Institution Set Standards by Area: <ol style="list-style-type: none"> Course-Section Completion Rates <ul style="list-style-type: none"> Retain ISS 1 Floor of 72% Proposed New ISS 1 Stretch set at 80% Certificate-Level Completions <ul style="list-style-type: none"> Proposed New ISS 2 Floor of 21 students awarded one or more certificates as their highest degree Proposed New ISS 2 Stretch set at 61 <ul style="list-style-type: none"> Realigns with the State's Vision for Success Standards to count number of students earning awards, not the total number of awards given Associate-Level Completions <ul style="list-style-type: none"> Proposed New ISS 3 Floor set at 202 students awarded one or more associates based on Vision for Success guidelines Proposed New ISS 3 Stretch set at 260 Transfers to a Four-Year College or University <ul style="list-style-type: none"> Two options presented: 1) Increase all upward transfers by 35% over 5 years OR 2) align with the State's VSS of increasing transfers to a UC or CSU only by 35% over 5 years <ul style="list-style-type: none"> Option 1 chosen to increase all upward transfers BUT by 10% over baseline over 5 years Proposed New ISS 4 Floor of 10% set at 185 Proposed New ISS 4 Stretch of 35%, over the Floor goal, set at 227 Licensure Examination Pass Rates <ul style="list-style-type: none"> Proposed New ISS 5 Floor set at 10 Proposed New ISS 5 Stretch set at 12 <ul style="list-style-type: none"> Need to ensure all licensures on campus are being captured Job Placement Rates <ul style="list-style-type: none"> Proposed New ISS 6 Floor set at 60% Proposed New ISS 6 Stretch set at 76% <ul style="list-style-type: none"> Need to ensure a means of collecting this data is established See attached documents for further review below 	
Conclusion:	
<ul style="list-style-type: none"> IEC has approved all proposed/discussed changes as stated above with a recommendation to College Council for adoption 	
4. Review of Midterm Report Outline and Assigning Responsible Parties	Colin Thomas
Discussion:	
<ul style="list-style-type: none"> A deadline of January has been set to complete the report allowing for Academic Senate, College Council and District Board approval during the spring semester The task of the IEC today is to assign councils, committees, departments and individuals to the various areas of the report See attached document for further review below 	
Conclusion:	
<ul style="list-style-type: none"> All areas have been assigned and contributors will be contacted with their assignments 	
5. Catalog Chunking Update	Elissa Creighton
Discussion:	
<ul style="list-style-type: none"> Committee is currently working on the Admissions and Dual Enrollment section of the catalog The content is complicated thus progress is slowly moving along 	
Conclusion:	
<ul style="list-style-type: none"> None 	
6. TLC update	Marcus Whisenant
Discussion:	
<ul style="list-style-type: none"> IEC is invited to provide training ideas gathered from their constituent groups to the TLC 	

Conclusion:

- None

Adjournment: 5:00pm

- (b) What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?
- (c) Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.
- (d) What is the college doing to complete assessments per established schedule in areas where they are falling behind?
- (2) Evidence to support:
 - (a) Information above. (E.g. quantitative data, specific examples)
 - (b) Narrative above (e.g. qualitative data, meeting minutes)
- ii) Institution-Set Standards (I.B.3)
 - (1) Using most recent Annual Report, reflect on trend data in ISSs for...
 - (a) Course Completion
 - (b) Certificate Completion
 - (c) Degrees Awarded
 - (d) Transfer
 - (2) Queries
 - (a) Has the college met its floor standards?
 - (b) Has the college achieved its stretch (aspirational) goals?
 - (c) What initiative(s) is the college undertaking to improve its outcomes?
 - (d) How does the college inform its constituents of this information?
 - (3) Evidence = most recent Annual Report used for this reflection
- c) Report on the outcomes of the Quality Focus Projects – See **Appendix B**
 - i) Report on the goals, outcomes, and data identified for each QFE project
 - ii) Report on changes in Student Achievement and Student Learning that resulted from the projects
 - iii) If possible,
 - (1) comment on future expansion of the projects and...
 - (2) The potential and intent to expand those projects to other areas of the college and...

(3) The ability to replicate these projects.

iv) Identify which, if any, projects did NOT achieve the desired outcome and provide information as to the factors that contributed to that outcome

d) Fiscal Reporting

i) Provide the most recent Annual Fiscal Report

ii) If any areas of the report indicate that the college is not meeting its goals, such as high loan default rates, unmet liabilities, and/or projected deficits, describe any plans for improvement

iii) If the institution is on enhanced fiscal monitoring...NA

iv) If the conditions above do not apply, NARRATIVE IS NOT REQUIRED.

7) Appendices

a) Include appropriate evidence to support the information in the report.

Appendix A – Matrix of Actionable Improvement Plans and their Dispositions

Color Legend for Disposition

Addressed in QFE Project #1
Addressed in QFE Project #2
To be addressed by new Institutional Effectiveness Council (IEC)
To be addressed by new Student Services Council (SSC)
Other

Std.	Actionable Improvement Plan	Topic & Disposition as of ISER	Status/ Pending Items as of 2020	Timeline for or Evidence of Completion	Responsible Party
I.A.2	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 Focus Essay as a component of this report.	Improved use SLO results. See QFE Project #1			SLO cmte + Deans
I.B.2	As discussed in the Quality Focus Essay , the College will work to improve the integration of learning outcomes into planning and the use of assessment for program improvement.	Improved use SLO results. See QFE Project #1			SLO cmte + Deans
I.B.4	As discussed in other Standards and to be one topic of its Quality Focus Essay , the College will improve the ways in which it utilizes results of assessment for program improvement.	Improved use SLO results. See QFE Project #1			SLO cmte + Deans

Std.	Actionable Improvement Plan	Topic & Disposition as of ISER	Status/ Pending Items as of 2020	Timeline for or Evidence of Completion	Responsible Party
I.B.7	The College's new Institutional Effectiveness Council will develop clear processes and cycles of evaluation for all college policies and procedures.	Develop and centralize cycles of evaluation for college policies and procedures. To be addressed by IEC in 2017-18.			
I.C.3	The College will continue its eLumen implementation project and ensure that PSLO and ISLO data are analyzed and discussed as indicated in this report.	Improved use SLO results. See QFE Project #1			SLO cmte + Ben
I.C.5	The College will develop a more formal listing of its local policies and procedures and a regular cycle for their review and improvement.	Develop and centralize cycles of evaluation for college policies and procedures. To be addressed by IEC in 2017-18.			

Std.	Actionable Improvement Plan	Topic & Disposition as of ISER	Status/ Pending Items as of 2020	Timeline for or Evidence of Completion	Responsible Party
II.A.3	<p>The College's systems and structures support the culture of assessment and program improvement. The College community is fully engaged with the process and focusing its efforts in on the use of assessments for improvement. The College will continue the effective implementation of eLumen and regular assessment of all types of SLOs as scheduled.</p> <p>To reflect the importance of using the results of assessment for improvement, the College has chosen this topic for inclusion in the Quality Focus Essay at the end of this report.</p>	<p>Improved use SLO results.</p> <p>See QFE Project #1</p>			<p>SLO cmte + Deans + Mike Torok</p>
II.A.4	<p>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.</p>	<p>Expand ESL courses and services.</p> <p>Administrative reorganization in summer 2017. Assigned to new Dean of Student Services. Project is ongoing.</p>			<p>Kirsten + Brian + Raelene</p>

Std.	Actionable Improvement Plan	Topic & Disposition as of ISER	Status/ Pending Items as of 2020	Timeline for or Evidence of Completion	Responsible Party
II.A.5	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 guide students toward program completion in a reasonable amount of time.	Improve student completion rates See QFE Project #2			Deans + Steve A. + Kirsten Miller
II.A.11	<p>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.</p> <p>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 Focus Essay in this report.</p>	Improved use SLO results. See QFE Project #1			SLO cmte + Deans as needed

Std.	Actionable Improvement Plan	Topic & Disposition as of ISER	Status/ Pending Items as of 2020	Timeline for or Evidence of Completion	Responsible Party
II.A.12	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.	Improve Class Search interface. In progress summer and fall 2017. New district wide registration system expected by summer 2018. Oversight by SSC.			
II.A.14	The College will focus its attention on additional areas within CTE to refresh the curriculum, revitalize enrollments, and reinvigorate relationships with local businesses.	Improve student completion rates See QFE Project #2			Steve + Mike Igoe
II.A.15	To improve, the Academic Senate will conclude its revision of its program viability process and the College will assess its programs using those criteria. The College will pursue cooperative programs and video-conferencing to support the widest possible reliable offerings for its students.	Improve student completion rates See QFE Project #2 Senate working on Program Viability procedure in fall 2017			Acad. Senate Council + Raelene + Melissa Raby (Title III)

Std.	Actionable Improvement Plan	Topic & Disposition as of ISER	Status/ Pending Items as of 2020	Timeline for or Evidence of Completion	Responsible Party
II.A.16	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 Focus Essay in this report.	<p>Improve program review.</p> <p>To be addressed by IEC in fall 2017 and implemented in spring 2018.</p> <p>Also...</p>			<p>SLO cmte + Deans + Matt/Ben + Brian</p>
		<p>Improved use SLO results.</p> <p>See QFE Project #1</p>			

Std.	Actionable Improvement Plan	Topic & Disposition as of ISER	Status/ Pending Items as of 2020	Timeline for or Evidence of Completion	Responsible Party
II.B.3	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 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.	Improved use SLO results. See QFE Project #1			SLO cmte + Deans (Kirsten)
II.C.1	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.	Improved use SLO results. See QFE Project #1			SLO cmte + Deans + Matt/Ben

Std.	Actionable Improvement Plan	Topic & Disposition as of ISER	Status/ Pending Items as of 2020	Timeline for or Evidence of Completion	Responsible Party
II.C.2	<p>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). A key component of the EPI is implementation of Hobsons Starfish Degree Planner. Implementation is expected by fall 2017.</p> <p>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.</p>	<p>Improve student completion rates</p> <p>See QFE Project #2</p>			<p>Melissa Raby + Kirsten Miller + Kirsten Frye + Deans</p>
II.C.3	<p>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.</p>	<p>Employ best campus practices in other service areas.</p> <p>To be addressed by SSC in fall 2017 and implemented in spring 2018.</p>			

Std.	Actionable Improvement Plan	Topic & Disposition as of ISER	Status/ Pending Items as of 2020	Timeline for or Evidence of Completion	Responsible Party
II.C.5	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, Hobsons Starfish. Training and marketing for students and faculty will provide a smooth transition to using this new tool.	Improve student completion rates See QFE Project #2			Melissa Raby + Kirsten Miller + Kirsten Frye + Deans
II.C.6	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.	Improve student completion rates See QFE Project #2			Melissa Raby + Kirsten Miller + Kirsten Frye + Deans

Std.	Actionable Improvement Plan	Topic & Disposition as of ISER	Status/ Pending Items as of 2020	Timeline for or Evidence of Completion	Responsible Party
II.C.7	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). The goal is for a student's performance on the CAI to result in common placement across the two Colleges.	Improve student completion rates See QFE Project #2			Mike Igoe + Raelene + Ben
III.A.6	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.	Faculty contract changes regarding evaluation. In negotiation at this time.			Deans + Acad Senate + Pam +YFA (Erik/Craig)

Std.	Actionable Improvement Plan	Topic & Disposition as of ISER	Status/ Pending Items as of 2020	Timeline for or Evidence of Completion	Responsible Party
III.A.14	The College will utilize its new Institutional Effectiveness Council (IEC) and a Focused Inquiry Group (FIG) in the Academic Wellness Educators (AWE) Committee to reinvigorate professional development for all employees. The IEC will establish meaningful evaluation processes for professional development activities and measure the impact of these activities on the improvement of teaching and learning.	Reinvigorate professional development for all employees. To be addressed by IEC, AWE, and a FIG in 2017-18.			
III.B.3	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.	Improve student completion rates See QFE Project #2			Raelene + Brian

Std.	Actionable Improvement Plan	Topic & Disposition as of ISER	Status/ Pending Items as of 2020	Timeline for or Evidence of Completion	Responsible Party
III.B.4	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.	Revise Technology Plan. District Technology Plan will conclude in fall 2017. College Technology Plan revised by Technology Committee in spring 2018.			Technology cmte + Student Success
IV.A.7	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.	Implement clear cycles of evaluation for governance structures. Design and implementation by IEC in 2017-18 with ongoing oversight thereafter.			

Appendix B – Recommendations for Improvement

College Recommendation 1 (Improvement): In order to improve effectiveness, the team recommends that the College continue its efforts to fully implement its plan to sustain meaningful SLO assessment, incorporate SLO data into program review, and refine and clarify its integrated planning processes to link institutional planning, assessment, and continuous improvement efforts as outlined in Quality Focus Essay Project #1. (I.B.5, I.C.3, II.A.3, II.A.11)

The manner in which this recommendation was discussed.	What, if anything, was done as a result of the recommendation.	Evidence	Responsible Party

College Recommendation 2 (Improvement): In order to improve effectiveness with the Commission Policies, and USDE Regulations regarding Distance Education, the team recommends that faculty, academic deans, the Vice President of Instruction, along with the Distance Education Committee, continuously engage distance education instructors in a careful review of the definitions, standards, policies and regulations pertaining to regular and substantive interaction between instructor and student. (I.B.5, II.A.7, Policy on Distance Education and on Correspondence Education)

The manner in which this recommendation was discussed.	What, if anything, was done as a result of the recommendation.	Evidence	Responsible Party

College Recommendation 3 (Improvement): In order to increase effectiveness, the team recommends that that College institute a comprehensive system of evaluation of the council and committee structure in order to measure adherence to the mission, progress toward the College’s strategic goals, and general effectiveness of the new structure. (I.B.7, I.B.9, IV.A.7)

The manner in which this recommendation was discussed.	What, if anything, was done as a result of the recommendation.	Evidence	Responsible Party

College Recommendation 4 (Improvement): In order to increase effectiveness, the team recommends that the College update and implement a sustainable college technology plan that ensures its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services, and that the plan will also align with. (III.C.2)

The manner in which this recommendation was discussed.	What, if anything, was done as a result of the recommendation.	Evidence	Responsible Party

District Recommendation 2 (Improvement): In order to improve effectiveness and transparency, the District needs to engage college and district constituencies with timely, deliberative, and collaborative dialogue to coordinate ongoing efforts in the creation, development, and alignment of all college and district plans and planning processes, including: college and district-wide strategic plans, facilities plans, technology plans, resource allocation (including one-time funds), and human resources. As well, it is recommended that the District strengthen communication regarding district decisions. (III.B.4, III.C.2, III.D.3, IV.D.5, IV.D.6, IV.D.7)

The manner in which this recommendation was discussed.	What, if anything, was done as a result of the recommendation.	Evidence	Responsible Party

District Recommendation 3 (Improvement): In order to increase effectiveness, the team recommends that the Trustees act as a collective entity in support of Board decisions. (IV.C.2)

The manner in which this recommendation was discussed.	What, if anything, was done as a result of the recommendation.	Evidence	Responsible Party

Wisdom Dictates that a brief comment upon the current status of the two District Compliance Items is warranted:

District Recommendation 1 (Compliance): In order to meet the standard, the team recommends that the District address the total cost of ownership for physical and technological resources in support of the Colleges’ missions, operations, programs, and services. (III.B.4, III.C.2)

The manner in which this requirement was repaired (Brief!).	Update on ongoing practice.	Evidence/ Examples	Responsible Party

District Recommendation 4 (Compliance): In order to meet the Standards, the team recommends that the Board fully delegate operational authority to the Chancellor and the College Presidents as specified in Board Policies 2430 and 2430.1, and demonstrate through practice, their policy making role while refraining from interfering with the CEO’s authority to operate the District/Colleges. (IV.C.7, IV.C.12)

The manner in which this requirement was repaired (Brief!).	Update on ongoing practice.	Evidence/ Examples	Responsible Party

Appendix C – Quality Focus Essays

Focus 1.1 – Enhancing and Sustaining Meaningful SLO Assessment Status/Pending Items as of 2020 Timeline for or Evidence of Completion					
<i>Goal: The institution will encourage <u>all members</u> of the campus community to engage in authentic, meaningful assessment to support the continuous improvement of its programs.</i>					
Desired Outcomes	Action Steps	Responsible Parties & Resources Needed	Timeline	Status/Pending Items as of 2020	Timeline for or Evidence of Completion
Non-instructional program faculty and staff are provided the support needed to become proficient in developing SLOs and/or SAOs, assessing progress in meeting SLOs and/or SAOs, and employing the results of assessments to inform efforts to continuously improve these programs.	Connect with other colleges that are using eLumen to identify best practices for direct assessment of non-instructional SLOs.	Vice President for Student Services Resources needed: Funding for site visits or hosted discussions.	Complete by the end of Fall 2017		
	Provide initial staffing support for SLO and SAO eLumen input and training for non-instructional areas.	Director of Institutional Research and Planning Resources needed: Staff support.	Complete by the end of Fall 2017		

	Incorporate assessment results in non-instructional area program reviews and use those results to guide improvements.	Vice President for Student Services & Associate Dean for Student Success. Resources needed: Training.	Complete by the end of Summer 2018		
The assessment of administrative units is integrated into the campus wide assessment process.	Establish clear timeline for assessment of Administrative Unit Outcomes and provide support for administrative unit employees on the AUO development and assessment process.	VPI / All Administrators Resources needed: Staff time.	Complete by the end of Spring 2018		
A culture that encourages members of the campus community to engage in authentic, meaningful assessment to support the continuous improvement of programs (rather than simple compliance) is promoted.	Provide professional development opportunities, including adjunct training, on meaningful outcomes assessment.	SLO Committee Resources Needed: Funding for speakers, training facilitators, and innovation incentives.	Ongoing – Begin in Fall 2017		
	Build an electronic hub for communicating about SLO progress,		Complete by the end of Spring 2018		

	procedures, and best practices;				
	Develop and implement innovative activities to encourage, recognize, and reward collaborative efforts.		Ongoing – Begin in Fall 2017		

Focus 1.2 – Using SLOs to Drive Planning and Sustain Continuous Improvement

Goal: SLO assessment results will be incorporated into all facets of planning to inform decision-making and institutionalize cyclical assessment-for-improvement processes.

Desired Outcomes	Action Steps	Responsible Parties & Resources Needed	Timeline	Status/Pending Items as of 2020	Timeline for or Evidence of Completion
The assessment process is well integrated into college planning and continuous improvement efforts.	Develop a plan to connect results of SLO assessments to program review.	Institutional Effectiveness Council Resources Needed: Staff time; funding for trainer stipends.	Complete in Fall 2017		
	Conduct follow-up meetings and trainings with faculty, staff, and administrators, throughout the fall semester to support efforts to connect SLOs to program review, budget development and resource allocation.		Ongoing - Begin in Fall 2017		
	Examine program reviews completed in Spring 2018 for links to SLOs and provide programs feedback.		Complete in Summer 2018		
	Develop an integrated process that links institutional planning and SLO results and continuous improvement.	Institutional Effectiveness Council	Complete in Spring 2018		
	Create and disseminate comprehensive Institutional Effectiveness Report that demonstrates linkages	Resources Needed: Staff time.	Complete in Summer 2018		

	Revise institutional plans to define, describe, and demonstrate linkages.		Complete in Summer 2018		
	Prepare electronic disaggregated reports to inform and help drive program / institutional continuous improvement	SLO Committee, Institutional Research	Ongoing - Begin in Spring 2018		
	Provide training related to the use of disaggregated data to inform program review.	Resources Needed: Staff time; funding for trainer stipends.	Begin in Spring 2018		

Focus 1.3 – Implementing Technology to Support Program Review and Outcomes Assessment

Goal: The institution will adopt an effective, integrated software system to link outcomes assessment results to program review, curriculum, and planning.

Desired Outcomes	Action Steps	Responsible Parties & Resources Needed	Timeline	Status/Pending Items as of 2020	Timeline for or Evidence of Completion
Members of the campus community have access to and training in the use of technology to support their efforts to assess and continuously improve programs.	Conduct an examination of effective program review processes, including software available to support program review. <i>(Includes review of other college models for effective program review processes)</i>	Institutional Effectiveness Council Resources Needed: Funding for software and implementation training; staff time.	Complete in Fall 2017		
	Select, implement and train on new or revised program review system;		Complete in Spring 2018		
	Evaluate effectiveness of the PR system and make improvements as warranted.		Complete in Fall 2018		
	Review and evaluate the current curriculum management system alongside others for effective SLO connection;	Curriculum Committee & VPI Office Resources Needed: Staff time.	Complete in Spring 2018		
	Implement strategy for integrating assessment of SLOs with curriculum management;		Complete in Fall 2018		
	Evaluate effectiveness of efforts to integrating assessment of SLOs with curriculum management.		Complete in Spring 2019		

Focus 2.1 – Identifying and examining barriers to completion

Goal: Determine factors that encourage, discourage, or impede student completion and implement strategies to promote completion.

Desired Outcomes	Action Steps	Responsible Parties & Resources Needed	Timeline	Status/Pending Items as of 2020	Timeline for or Evidence of Completion
Identify barriers to student completion. Develop, and implement, strategies for eliminating, or mitigating, those barriers.	Initiate a Focused Inquiry Group (FIG) to further examine barriers to completion and to propose strategies for promoting completion among the institution's students.	Focused Inquiry Group, Associate Dean of Student Equity and Success Resources needed: Data related to student completion.	Begin in Fall 2017		
	Conduct research related to student completion with particular attention to issues hindering completion among rural students.		Complete by Spring 2018		
	Develop additional completion activities and initiatives based on the finding of research.		Complete by Fall 2018		
	Pilot additional completion activities and initiatives.		Begin in Fall 2019		

Focus 2.2 – Improving student matriculation to promote completion

Goal: Improve student placement, guidance, and educational planning.

Desired Outcomes	Action Steps	Responsible Parties & Resources Needed	Timeline	Status/Pending Items as of 2020	Timeline for or Evidence of Completion
<p>Student placement is improved. Overreliance on traditional placement instruments (which had limited predictive value), is replaced by a system which employs multiple measures to more accurately place students and avoid unnecessary remediation.</p>	Explore adoption of MMAP recommendations for multiple measures placement criteria.	Director of Student Access, Retention, and Support	Complete by the end of Fall 2017		
	Complete competency mapping and programming for the Common Assessment Initiative.	Services, Dean of Arts, Sciences, and Human Performance (ASHP), and the Lead Counselor	Complete by the end of Fall 2017		
	Revise multiple measures placement policies and forms.	<p>Resources Needed:</p> Faculty time to complete competency mapping for the CAI, time to revise placement guides, time for IT staff to complete programming to implement the CAI.	Complete by the end of Spring 2018		

Guidance and educational planning is improved to promote completion.	Continue outreach to first time students to encourage completion of a comprehensive educational plans in the first term.	Director of Student Access, Retention, and Support Services, Dean of ASHP, and the lead counselor	Ongoing		
	Encourage “full-time students” to complete 30 units per year where appropriate to promote “on-time” completion.		Begin in Spring 2018		
	Conduct educational planning with dual enrolled (CCAP) students and students who will reach 15 or more units in a term and still have not completed an educational plan.	Resources needed: Time for counseling staff to develop advising guides for all programs. Time for IT personnel to support implementation of the EPI.	Ongoing		
	Complete advising guides for all college programs.		Complete by Fall 2018		
	Implement the Educational Planning Initiative.		Begin in Summer 2017		

Focus 2.3 – Providing greater access to courses

Goal: Provide students greater access to coursework needed to complete their educational goals.

Desired Outcomes	Action Steps	Responsible Parties & Resources Needed	Timeline	Status/Pending Items as of 2020	Timeline for or Evidence of Completion
Students are provided greater access to courses and course cancelations are reduced.	Provide student portal that streamlines the registration process and make it less burdensome for students to enroll at both MJC and Columbia concurrently	VPI, DE coordinator, Dean of ASHP and Dean of CTE	Launch in Spring 2018		
	Continue to develop courses for inclusion in the OEI.	Resources Needed: Time for faculty to develop additional DE courses and support from IT to launch OEI.	Ongoing		
	Launch OEI courses.		Ongoing		
	Complete CCAP agreements with local high schools.	Dean of ASHP, Dean of CTE Resources needed: Time for Deans to meet and confer with high schools.	Ongoing		
	Offer college courses in local high schools during the school day.	Dean of ASHP, Dean of CTE Resources needed: Liaison with high schools.	Ongoing, beginning Fall 2017		

Proposed Update to Columbia College's Institution Set Standards

COLUMBIA COLLEGE RESEARCH AND PLANNING

OCTOBER 2020 (LAST UPDATED OCTOBER 29, 2020)

Introduction

What is the ask, in brief? Columbia College sets and tracks six *Institution Set Standards for Student Achievement (ISS)* in accordance with its accreditation process. **Please review proposal to update Institution Set Standards.**

Approval is Requested From:

- College Council
- Institutional Effectiveness Council
- Student Success Council

Introduction

Columbia College engages in a data-informed continuous planning and improvement process.

As part of this conversation, the College sets certain benchmarks called *Institution Set Standards* (ISS), which are also reported to the *Accrediting Commission for Community and Junior Colleges* (ACCJC).

This is a proposal to update Columbia College's benchmarks by aligning them to its recently adopted *Strategic Goals* and initiatives like the California Community College's *Vision for Success*.

Student Equity

While ISS' are discussed in this document as collegewide benchmarks, the ACCJC, California Community Colleges, and Columbia College's own Strategic Goals all emphasize reducing equity gaps and removing barriers for underserved populations of students.

With this need in mind, the Columbia College Research and Planning Office developed the [*Columbia College Annual Factbook*](#) as a source to examine course and award completion outcomes within and between student subgroups, while the [*California Community Colleges Student Success Metrics*](#) and [*Strong Workforce Program*](#) dashboards provide a formal source to examine student exit-transfer and job placement outcomes.

About Institution-Set Standards

Attainment of ISS are reported annually to ACCJC and considered as part of the College's accreditation cycle.

Colleges are required by ACCJC accreditation standards to set their ISS' in an objective and justifiable way, and to examine ISS attainment as part of their conversations about continuous improvement.

Colleges have some control over how their ISS are expressed numerically.

For example, when setting a benchmark for award completion, colleges can choose to track either the total number of awards given out or the unduplicated count of students who receive them.

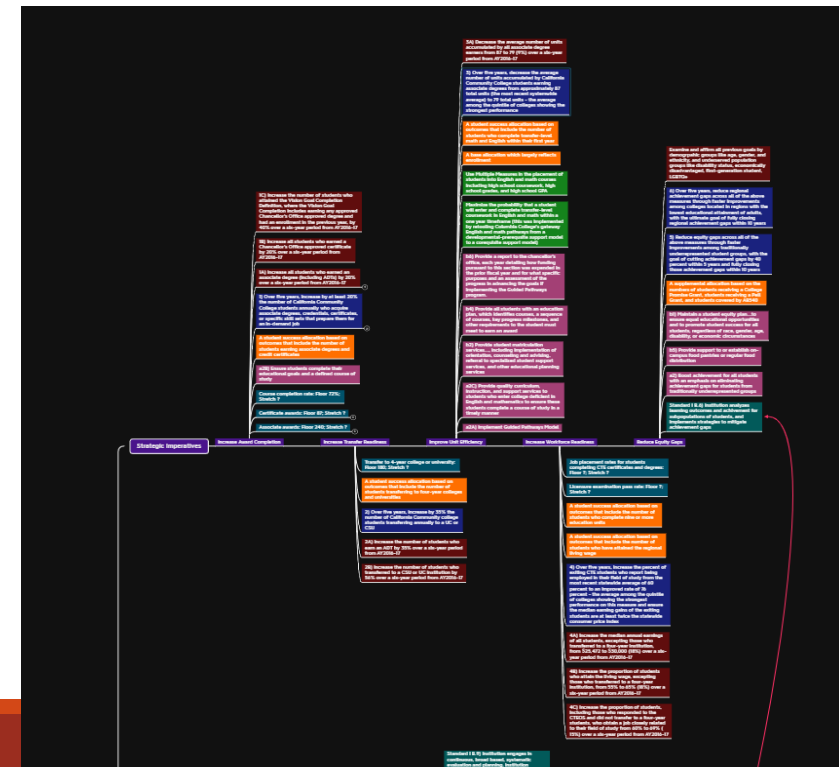
The benchmark levels are ultimately determined by each college based on their unique planning contexts.

For each ISS, colleges set a *floor goal*, or a minimum target to achieve, and a *stretch goal* as an aspirational (but meaningful) target.

Columbia College Strategic Goals

Recently, members of Columbia College's *Institutional Effectiveness Council (IEC)* examined directives from many of the initiatives and regulations that influence its operation. They found the directives sorted into six *Strategic Goals* that could guide formal discussions about college planning:

- 1) Maintain Institutional Stability
- 2) Reduce Equity Gaps
- 3) Reduce Barriers to Completion
- 4) Increase Workforce Readiness
- 5) Increase Transfer Readiness
- 6) Increase Award Completion



Columbia College Strategic Goals

The Strategic Goals have been tentatively approved by both the Institutional Effectiveness Council and the College Council, pending agreement of verbiage, as topical areas in which to organize college planning and reporting activities.

They provided a conceptual framework for approaching the college's ISS', and the initiatives organized underneath them provided direction for setting specific benchmarks.

Of these initiatives, the California Community Colleges' *Vision for Success* (VFS), a series of achievement goals implemented statewide and adopted into strategic planning in institutions like Columbia College, gives the most comprehensive and prescriptive direction for setting ISS' aligned with Columbia's own goals. The VFS provides specific direction relevant to 4 of the 6 ISS.

Quick Overview of Proposed Changes

ACCJC Institution Set Standard Area	Corresponding Columbia College Strategic Goal	Proposed Action
1) Course-Section Completion Rates	3) Reduce Barriers to Completion	Retain ISS floor goal of 72% course-section completion, but add a stretch goal of 83.2%.
2) Certificate-Level Completions	6) Increase Award Completion	Realign ISS with Vision for Success – This will convert the achievement floor from 87 total annual certificates given to a minimum 25 total <u>students</u> who earn one or more certificates each year based on a goal to increase by 20% from a baseline of 21 set in AY2016-17. Also recommend to add a stretch goal of 61 students, which is 20% over the most recent three-year average of 51.
3) Associate-Level Completions	6) Increase Award Completion	Realign ISS with Vision for Success – This will convert the achievement floor from 240 total annual degrees given to a minimum 202 total <u>students</u> who earn one or more degrees each year based on a goal to increase by 20% from a baseline of 168 set in AY2016-17. Also recommend to add a stretch goal of 260 students, which is 20% over the most recent three-year average of 217.
4) Transfers to a Four-Year College or University * <i>* Only one outcome can be reported to ACCJC annually, though both would be tracked internally</i>	5) Increase Transfer Readiness	<p>[PROPOSED OPTION A] Realign ISS with Vision for Success to the Letter – This would amend the current standard from 180 upward transfers to any institution annually to 154 transfers only to the UC or CSU systems, which is a 35% increase from a baseline of 114 set in AY2016-17 consistent with VFS. Also recommended to add a stretch goal of 169 students, which is an additional 10% above the proposed floor.</p> <p>[PROPOSED OPTION B] Realign ISS with Vision for Success Ambition but Continue Counting Upward-Transfers to All Institution Types – This would amend the current standard from 180 upward transfers to any institution annually to 227, which is a 35% increase from a baseline of 168 set in AY2016-17 consistent with VFS. Also recommended to add a stretch goal of 250 students, which is 10% above the proposed floor.</p>
5) Licensure Examination Pass Rates	4) Increase Workforce Readiness	Set floor goal to 10 examinations, which is the same as the minimum number of completions per program required for reporting, and add a stretch goal to 12 examinations.
6) Job Placement Rates for Students Completing CTE Programs	4) Increase Workforce Readiness	Realign ISS with Vision for Success – Set job placement standard to 76% but anticipate challenges in gathering or reporting this information.

<p>Proposed Update to Columbia College's Institution Set Standards</p> <p>Columbia College Research and Planning in Collaboration with Columbia College Institutional Effectiveness Council</p>	<p>ACCJC Institution Set Standard Area</p>	<p>Corresponding Columbia College Strategic Goal</p>	<p>Action Initially Proposed by Research and Planning</p>	<p>Proposed Action as Revised and Adopted by IEC in November 2020</p>
<p><u>A Brief History</u></p> <p>Columbia College engages in a data-informed continuous planning and improvement process. As part of this process, Columbia College sets six student achievement benchmarks called <i>Institution Set Standards</i> (ISS), which are also reported to the <i>Accrediting Commission for Community and Junior Colleges</i> (ACCJC).</p> <p>In collaboration with the college's Accreditation Liaison Officer and the Research and Planning Office, Columbia's <i>Institutional Effectiveness Council</i> (IEC) periodically reviews the ISS' and aligns them with current college goals.</p> <p>In Fall 2020, in anticipation of renewing the college's strategic and master plans, as well as an upcoming ACCJC midterm report, reviewed the college's overall Strategic Goals, and derived six primary goal areas driven by internal and external initiatives like the <i>Vision for Success</i>. These were 1) <i>Maintain Institutional Stability</i>; 2) <i>Reduce Equity Gaps</i>; 3) <i>Reduce Barriers to Completion</i>; 4) <i>Increase Workforce Readiness</i>; 5) <i>Increase Transfer Readiness</i>; 6) <i>Increase Award Completion</i>.</p> <p>These goal areas received a first approval by IEC in October 2020, and a tentative approval by College Council pending agreement of goal-names. The proposed changes received additional approval by IEC in November 2020, and are pending final approval by College Council, but were considered sufficiently working for the purposes of setting ISS.</p> <p>Using the new Strategic Goal areas as a guidepost, the Research and Planning Office proposed new ISS benchmarks that better aligned with those goals. At its November 2020 meeting, the IEC reviewed, revised, and adopted the revised ISS.</p> <p>Additional approvals are sought from Student Success Council and College Council.</p>	<p>1) Course-Section Completion Rates</p>	<p>3) Reduce Barriers to Completion</p>	<p>Retain ISS floor goal of 72% course-section completion, but add a stretch goal of 83.2%.</p>	<p>Retain ISS floor goal of 72% course-section completion, but set the stretch goal to a round number of 80%.</p>
	<p>2) Certificate-Level Completions</p>	<p>6) Increase Award Completion</p>	<p>Realign ISS with Vision for Success – This will convert the achievement floor from 87 total annual certificates given to a minimum 25 total <u>students</u> who earn one or more certificates each year based on a goal to increase by 20% from a baseline of 21 set in AY2016-17. Also recommend to add a stretch goal of 61 students, which is 20% over the most recent three-year average of 51.</p>	<p>Adopt as proposed.</p>
	<p>3) Associate-Level Completions</p>	<p>6) Increase Award Completion</p>	<p>Realign ISS with Vision for Success – This will convert the achievement floor from 240 total annual degrees given to a minimum 202 total <u>students</u> who earn one or more degrees each year based on a goal to increase by 20% from a baseline of 168 set in AY2016-17. Also recommend to add a stretch goal of 260 students, which is 20% over the most recent three-year average of 217.</p>	<p>Adopt as proposed.</p>
	<p>4) Transfers to a Four-Year College or University</p>	<p>5) Increase Transfer Readiness</p>	<p>[PROPOSED OPTION A] Realign ISS with Vision for Success to the Letter – This would amend the current standard from 180 upward transfers to any institution annually to 154 transfers only to the UC or CSU systems, which is a 35% increase from a baseline of 114 set in AY2016-17 consistent with VFS. Also recommended to add a stretch goal of 169 students, which is an additional 10% above the proposed floor.</p> <p>[PROPOSED OPTION B] Realign ISS with Vision for Success Ambition but Continue Counting Upward Transfers to All Institution Types – This would amend the current standard from 180 upward transfers to any institution annually to 227, which is a 35% increase from a baseline of 168 set in AY2016-17 consistent with VFS. Also recommended to add a stretch goal of 250 students, which is 10% above the proposed floor.</p>	<p>Revise and adopt Option B (all upward transfers) by adopting the more modest 10% increase over the AY2016-17 baseline as the floor goal, and using the ambitious VFS goal of 35% over the floor as the stretch level. This would mean an ISS floor goal of 185 upward transfers per year and a stretch goal of 250.</p>
	<p>5) Licensure Examination Pass Rates</p>	<p>4) Increase Workforce Readiness</p>	<p>Set floor goal to 10 examinations, which is the same as the minimum number of completions per program required for reporting, and add a stretch goal to 12 examinations.</p>	<p>Adopt as proposed.</p>
	<p>6) Job Placement Rates for Students Completing CTE Programs</p>	<p>4) Increase Workforce Readiness</p>	<p>Realign ISS with Vision for Success – Set job placement standard to 76% but anticipate challenges in gathering or reporting this information.</p>	<p>Revise and adopt by setting the floor goal as the current VFS prescribed baseline of 60% and use the higher 76% standard as the stretch goal.</p>

Review of Institution-Set Standards

The following slides examine each ISS in detail and describe the rationale for any change

ISS 1) Course Completion Rates

<u>Current Institution Set Standard: Course Completion Rate</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Current ISS Floor ^a	72.0%	72.0%	72.0%	72.0%	72.0%
Current ISS Stretch ^a	Not set	Not set	Not set	Not set	Not set
Columbia College Actual Outcomes ^b	75.1%	76.2%	76.2%	74.4%	In Progress

<u>Retain Floor Standard and Add a Stretch Goal</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Proposed New ISS Floor	72.0%	72.0%	72.0%	72.0%	72.0%
Proposed New ISS Stretch	--	83.2%	83.2%	83.2%	83.2%
Columbia College Actual Outcomes ^b	75.1%	76.2%	76.2%	74.4%	In Progress

Sources. ^a Columbia College (2020). *ACCJC 2020 Annual Report: Final Submission 5/12/2020*. Accessed October 21, 2020 from <https://www.gocolumbia.edu/accreditation/default.php>; ^b Columbia College (2020). *Columbia College Annual Factbook*. Accessed October 21, 2020 from https://www.gocolumbia.edu/institutional_research/columbiaFactbookSept2020.xlsx

ISS 1) Course Completion Rates

Proposed New ISS Floor Level

Course completion rates, in this case, are reported as the number of students earning successful grades (C/P minimum) in credit courses, where the denominator is post-census enrollment.

The proposal retains the current floor course completion rate standard at 72.0%. Columbia College's Strategic Goals do not speak directly to setting a course completion rate benchmark or suggest a specific reason to change it. However, the Strategic Goals and initiatives behind them do indicate that Columbia College should be doing what it can to decrease total unit accumulation and otherwise reduce barriers to college completion, and it seems that striving for increased course completion rates should complement this objective.

Proposed New ISS Stretch Level

A floor level of 72.0% course success rate seems like a reasonable lower limit given Columbia's history. Between AY2017-18 and AY2019-20, however, course completion rates averaged 75.6%, indicating that the college has potential to improve

In the spirit of aspiration, but absence of prescription, Columbia College Research and Planning proposes an ISS Stretch Level increase of 10% over the three-year average course success rate from AY2017-18 to AY2019-20, or an increase from 75.6% to 83.2%

ISS 2) Certificate Level Completions

<u>Current Institution Set Standard: Total Number of Awards Given</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Current ISS Floor ^a	87	87	87	87	87
Current ISS Stretch ^a	Not set	Not set	Not set	Not set	Not set
Columbia College Actual Outcomes ^b	66	83	119	87	In Progress

<u>Vision for Success Standard: Increase the Number of Students who Complete Annually by 20% over Five Years ^c</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Proposed New ISS Floor (Derived as 20% over AY2016-17 Baseline)	--	25	25	25	25
Proposed New ISS Stretch (Derived as 20% over Most Recent 3-Year Average of 51)	--	61	61	61	61
Columbia College Actual Outcomes ^b	21	46	76	30	In Progress

Sources. ^a Columbia College (2020). *ACCJC 2020 Annual Report: Final Submission 5/12/2020*. Accessed October 21, 2020 from <https://www.gocolumbia.edu/accreditation/default.php>; ^b Columbia College (2020). *Columbia College Annual Factbook*. Accessed October 21, 2020 from https://www.gocolumbia.edu/institutional_research/columbiaFactbookSept2020.xlsx; ^c Foundation for California Community Colleges (2020). *Vision For Success: Looking Ahead: Goals for Meeting California's Needs* [webpage]. Accessed October 21, 2020 from <https://vision.foundationccc.org/looking-ahead>.

ISS 2) Certificate Level Completions

Proposed New ISS Floor Level

The proposal is to align Columbia College's ISS for certificate level completions to a standard prescribed by the VFS. This would change the standard from counting a total number of awards given each academic year to counting an unduplicated total number of students each academic year who earn them.

The VFS provides specific guidance on setting benchmarks as achieving a 20% increase in students completing within a five-year time period from AY2016-17. In AY2016-17, 21 Columbia College students earned any certificate and increasing that total by 20% means 25 students earning certificate level awards each year.

Columbia College's current ISS counts the total number of awards given, with a floor benchmark set at 87 certificate level awards, but there is no clear evidence for why this benchmark should be tallied this way, or for the specific 87 award standard.

Adopting this change will redefine Columbia College's ISS floor level from a standard of 87 total certificate level awards given each year to a standard of 25 total students awarded each year.

ISS 2) Certificate Level Completions

Proposed New ISS Stretch Level

The Stretch Goal is an aspirational goal for the college to set, but should be set in the context of relevant evidence.

Columbia College gives certificate level awards to a variable number of students each year, and the VFS baseline year AY2016-17 awarded relatively few students (21) compared to later years – **Is this bar too low to set a reasonable baseline?**

The average number of associate level earners between AY2017-18 and AY2019-20 was 51, and appears more typical for recent years.

Columbia College Research and Planning Office proposes an ISS stretch level for unduplicated certificate level completions as an increase of 20% from its average annual unduplicated completion after the baseline year – or an increase from 51 students on average to a target of 61.

ISS 3) Associate Level Completions

<u>Current Institution Set Standard: Total Number of Awards Given</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Current ISS Floor ^a	240	240	240	240	240
Current ISS Stretch ^a	Not set	Not set	Not set	Not set	Not set
Columbia College Actual Outcomes ^b	244	276	252	374	In Progress

<u>Vision for Success Standard: Increase the Number of Students who Complete Annually by 20% over Five Years ^c</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Proposed New ISS Floor (Derived as 20% over AY2016-17 Baseline)	--	202	202	202	202
Proposed New ISS Stretch (Derived as 20% over Most Recent 3-Year Average of 217)	--	260	260	260	260
Columbia College Actual Outcomes ^b	168	214	191	246	In Progress

Sources. ^a Columbia College (2020). *ACCJC 2020 Annual Report: Final Submission 5/12/2020*. Accessed October 21, 2020 from <https://www.gocolumbia.edu/accreditation/default.php>; ^b Columbia College (2020). *Columbia College Annual Factbook*. Accessed October 21, 2020 from https://www.gocolumbia.edu/institutional_research/columbiaFactbookSept2020.xlsx; ^c Foundation for California Community Colleges (2020). *Vision For Success: Looking Ahead: Goals for Meeting California's Needs* [webpage]. Accessed October 21, 2020 from <https://vision.foundationccc.org/looking-ahead>.

ISS 3) Associate Level Completions

Proposed New ISS Floor Level

The proposal is to align Columbia College's ISS for associate award completion to a standard prescribed by the VFS. This would change the metric standard from counting a total number of awards given each academic year to counting an unduplicated total number of students each academic year who earn them.

The VFS provides specific guidance on setting benchmarks as achieving a 20% increase in students completing within a five-year time period from AY2016-17. In AY2016-17, 168 Columbia College students earned any associate level award, and increasing that total by 20% means 202 students earning awards each year.

Columbia College's current ISS counts the total number of awards given, with a floor benchmark set at 240 associate level awards, but there is no clear evidence for why this benchmark should be tallied this way, or for the specific 240 standard.

Adopting this change will redefine Columbia College's ISS floor level from a standard of 240 total associate level degrees awarded each year to a standard of 202 total students awarded each year.

ISS 3) Associate Level Completions

Proposed New ISS Stretch Level

Columbia College awards associate level degrees to a variable number of students each year, and the VFS baseline year AY2016-17 awarded relatively few students (168) compared to later years – **Is this bar too low to set a reasonable baseline?**

The average number of associate level earners between AY2017-18 and AY2019-20 was 217, and appears more typical for recent years.

Columbia College Research and Planning Office proposes an ISS stretch level for unduplicated associate level completions as an increase of 20% from it's average annual unduplicated completion after the baseline year – or an increase from 217 students to 260.

ISS 4) Transfers to a Four-Year [OPTION A]

<u>Current Institution Set Standard: Total Number of Transfers</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Current ISS Floor ^a	180	180	180	180	180
Current ISS Stretch ^a	Not set	Not set	Not set	Not set	Not set
Columbia College Actual Outcomes ^b	168	165	Not Yet Reported	Not Yet Reported	In Progress

<u>Fully Realign to Vision for Success: Increase the Number of Students Transferring Annually to a UC or CSU by 35% over Five Years ^c</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Proposed New ISS Floor (Derived as 35% over AY2016-17 Baseline)	--	154	154	154	154
Proposed New ISS Stretch (Derived as 10% over floor goal)	--	169	169	169	169
Columbia College Actual Outcomes ^b	114	112	Not Yet Reported	Not Yet Reported	In Progress

Sources. ^a Columbia College (2020). *ACCJC 2020 Annual Report: Final Submission 5/12/2020*. Accessed October 21, 2020 from <https://www.gocolumbia.edu/accreditation/default.php>; ^b California Community Colleges (2020). *Student Success Metrics* [webpage]. Accessed October 21, 2020 from <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>; ^c Foundation for California Community Colleges (2020). *Vision For Success: Looking Ahead: Goals for Meeting California's Needs* [webpage]. Accessed October 21, 2020 from <https://vision.foundationccc.org/looking-ahead>.

ISS 4) Transfers to a Four-Year [OPTION A]

Proposed New ISS Floor and Stretch Goals – Fully Align to VFS

Columbia College's current ISS counts all upward-transfers, including to private- and out-of-state institutions, with a floor benchmark set at 180 total transfers.

One proposed option is to align Columbia College's ISS for upward-transfer counts to a standard prescribed by the VFS. This would change the metric standard from counting all transfers reported by *Student Success Metrics* to counting only transfers to a CSU or a UC.

The VFS provides specific guidance on setting benchmarks as achieving a 35% increase in students transferring within a five-year time period from AY2016-17. In AY2016-17, 114 Columbia College students were counted as having transferred to a CSU or UC, and increasing that total by 35% means 154 students doing so each year.

Adopting this change will redefine Columbia's ISS floor goal from a standard of 180 annual transfers to any four-year college or university to a standard of 154 annual transfers specifically to CSU or UC.

An additional 10% over the floor goal, or 169 annual transfers to CSU or UC, is recommended as a starting point for a stretch goal.

ISS 4) Transfers to a Four-Year [OPTION B]

<u>Current Institution Set Standard: Total Number of Transfers</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Current ISS Floor ^a	180	180	180	180	180
Current ISS Stretch ^a	Not set	Not set	Not set	Not set	Not set
Columbia College Actual Outcomes ^b	168	165	Not Yet Reported	Not Yet Reported	In Progress

<u>Increase All Upward Transfers by 35% over Five Years ^c</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Proposed New ISS Floor (Derived as 35% over AY2016-17 Baseline)	--	227	227	227	227
Proposed New ISS Stretch (Derived as 10% over floor goal)	--	250	250	250	250
Columbia College Actual Outcomes ^b	168	165	Not Yet Reported	Not Yet Reported	In Progress

Sources. ^a Columbia College (2020). *ACCJC 2020 Annual Report: Final Submission 5/12/2020*. Accessed October 21, 2020 from <https://www.gocolumbia.edu/accreditation/default.php>; ^b California Community Colleges (2020). *Student Success Metrics* [webpage]. Accessed October 21, 2020 from <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>; ^c Foundation for California Community Colleges (2020). *Vision For Success: Looking Ahead: Goals for Meeting California's Needs* [webpage]. Accessed October 21, 2020 from <https://vision.foundationccc.org/looking-ahead>.

ISS 4) Transfers to a Four-Year [OPTION B]

Proposed New ISS Floor and Stretch Goals – Retain Emphasis on All Upward Transfers

An alternative proposal would adopt the VFS' ambitious improvement goal of a 35% increase in upward transfers from an AY2016-17 baseline, but would continue to report all upward transfers, not just those to CSU or UC. Both indicators would be tracked internally, but only outcomes for all upward transfers would be reported to ACCJC.

Adopting this change will change Columbia College's ISS floor goal from 180 annual transfers to any four-year college or university to 227, which is 35% over a baseline of 168 set in AY2016-17.

An additional 10% over the floor goal, or 250 annual transfers, is recommended as a starting point for a stretch goal.

ISS 5) Licensure Examination Pass Rates

<u>Current Institution Set Standard: Course Completion Rate</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Current ISS Floor ^a	Not set	Not set	Not set	Not set	Not set
Current ISS Stretch ^a	Not set	Not set	Not set	Not set	Not set
Columbia College Actual Outcomes ^b	Not reported	Not reported	Not reported	Not reported	In Progress

<u>Proposed ISS: Minimum Reporting Standard</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Proposed New ISS Floor	10	10	10	10	10
Proposed New ISS Stretch	12	12	12	12	12
Columbia College Actual Outcomes ^b	<10	<10	<10	<10	In Progress

Sources. ^a Columbia College (2020). *ACCJC 2020 Annual Report: Final Submission 5/12/2020*. Accessed October 21, 2020 from <https://www.gocolumbia.edu/accreditation/default.php>; ^b Columbia College (2020). *Academic Programs Summary* [Webpage]. Accessed October 21, 2020 from <https://yosemiteccd.sharepoint.com/sites/cc-IRP/SitePages/Academic-Programs-Outcomes-Summary.aspx>

ISS 5) Licensure Examination Pass Rates

Proposed New ISS Floor and Stretch Goal

An ISS asks colleges to track the pass rate by program for professional licensure examinations (including certifications) that might be required beyond a college award to work in a field.

Columbia College has not reported licensure examination outcomes in ACCJC Annual Reports since before 2017, primarily because it is not required to report licensure examination outcomes for small programs with few completers at a time.

Although it might not have an obligation to report outcomes because of low completion, the college should still set a floor goal as something to aim towards and plan around.

As a starting point, Columbia College Research and Planning recommends a floor goal of 10 examinations per-program per-year, which is the same number as the lowest number of completions required to report examination outcomes in ISS reporting, and a stretch goal of 12 examinations.

At Columbia College, the only currently accredited award pathways that require professional certification are *Emergency Medical Services* (EMS) programs.

ISS 6) Job Placement Rates for Students Completing CTE Programs

<u>Current Institution Set Standard: Per-Program Job Placement Rate in Related Field after Exiting CTE Program</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Current ISS Floor ^a	68%	68%	68%	68%	68%
Current ISS Stretch ^a	Not set	Not set	Not set	Not set	Not set
Columbia College Actual Outcomes	Not Reported	Not Reported	Not Reported	Not Reported	In Progress
<u>Vision for Success Standard: Increase the Percent of Exiting CTE Students who Report Being Employed in their Field of Study from 60% to 76% over Five Years ^b</u>	<u>AY2016-17</u>	<u>AY2017-18</u>	<u>AY2018-19</u>	<u>AY2019-20</u>	<u>AY2020-21</u>
Proposed New ISS Floor	76%	76%	76%	76%	76%
Proposed New ISS Stretch	Not set	Not set	Not set	Not set	Not set
Columbia College Actual Outcomes	Not Reported	Not Reported	Not Reported	Not Reported	In Progress

Sources. ^a Columbia College (2020). *ACCJC 2020 Annual Report: Final Submission 5/12/2020*. Accessed October 21, 2020 from <https://www.gocolumbia.edu/accreditation/default.php>; ^b Foundation for California Community Colleges (2020). *Vision For Success: Looking Ahead: Goals for Meeting California's Needs* [webpage]. Accessed October 21, 2020 from <https://vision.foundationccc.org/looking-ahead>.

ISS 6) Job Placement Rates for Students Completing CTE Programs

Proposed New ISS Floor Level

In the past, Columbia College has used Perkins reports and CTEOS survey outcomes. In 2017 and 2018, it set a per-program job placement rate for itself at 72.2%, but most reported programs did not hit that benchmark. In 2019 it lowered its standard to 68%, although programs still failed to hit the benchmark.

In 2020, the Columbia College Research and Planning Office questioned the validity of this information for reporting purposes, because the derived percentages were based on the self-reported activities of just a few graduates in any given program, and did not necessarily reflect post-CTE outcomes for all students. The percentages and trend fluctuations seemed to reflect sampling-effects rather than generalized student outcomes.

Columbia College is not required to report job placement outcomes for programs with too few students or too few outcomes-respondents, so job placement outcomes were not reported for Columbia College's 2020 ACCJC Annual Report.

ISS 6) Job Placement Rates for Students Completing CTE Programs

Proposed New ISS Floor Level

A relatively low number of per-program completions and self-reported job-placement outcomes gets Columbia College off the hook for not reporting outcomes, but this does not mean it should not have a planning discussion about expectations regarding post-CTE job placement.

Columbia College, still relies on state-reported information, which in turn still relies on self-reported student outcomes. Relevant indicators are probably most speedily accessed from the [Strong Workforce Programs](#) dashboard. It allows users to narrow job placement outcomes by instructional program area (by TOP code), but suppresses outcomes for most of Columbia College's program areas because they have too few students.

The VFS does specify a goal to increase the percent of exiting CTE students who report being employed in their field of study from the most recent statewide average of 60 percent to an improved rate of 76 percent - the average among the quintile of colleges showing the strongest performance on this measure, and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index.

Columbia College Research and Planning recommends setting a field-relevant job-placement rate for exiting CTE students at 76% in accordance with VFS, but anticipating few enough per-program completions to preclude a reporting requirement in many cases, and ongoing challenges gathering the information in others.

Review of Institution Set Standards

Thank you for your consideration.