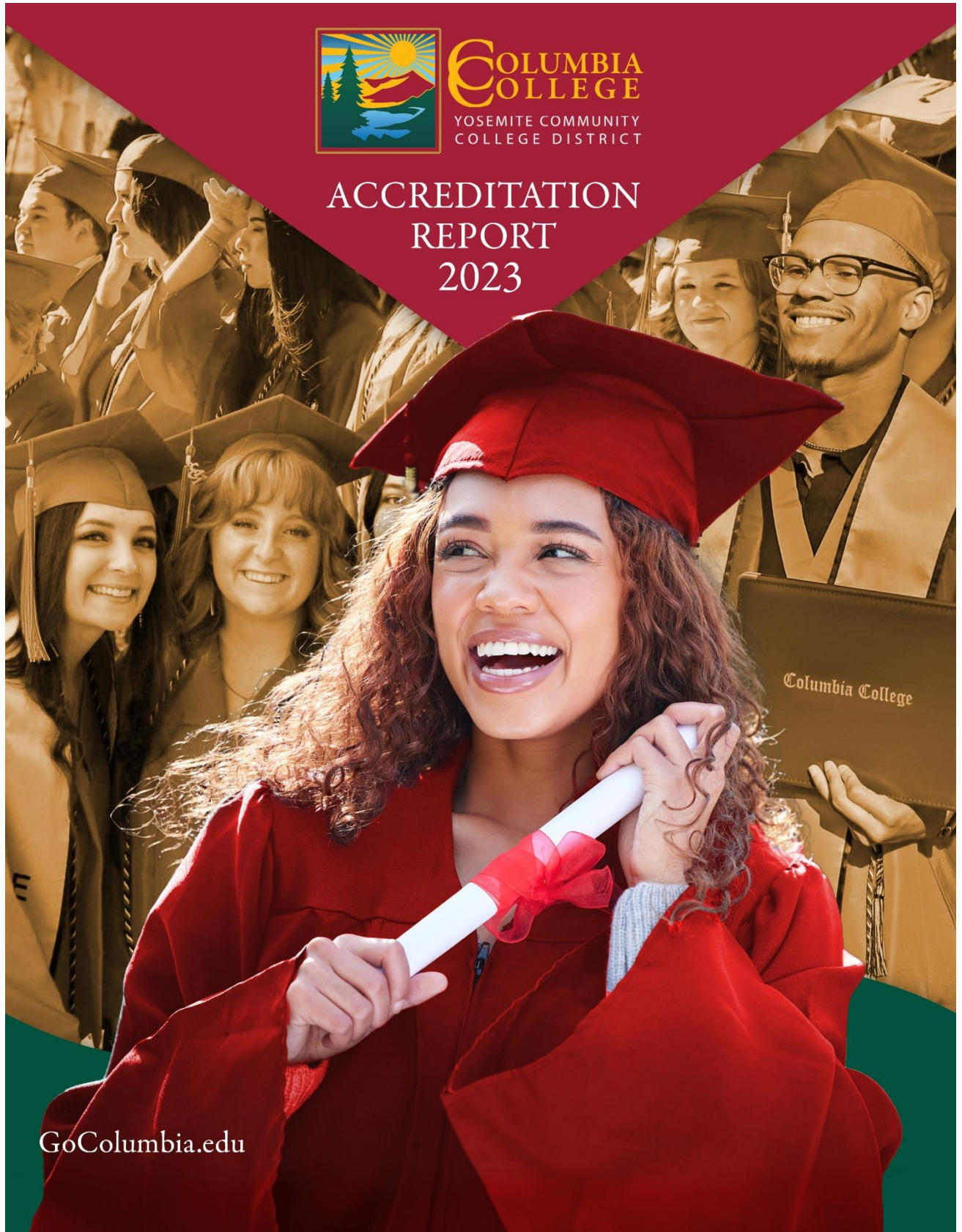




**COLUMBIA  
COLLEGE**  
YOSEMITE COMMUNITY  
COLLEGE DISTRICT

ACCREDITATION  
REPORT  
2023



GoColumbia.edu



**Institutional Self-Evaluation Report**  
**In Support of an Application for**  
**Reaffirmation of Accreditation**

Submitted by

Columbia College  
11600 Columbia College Drive  
Sonora, CA 95370

to

Accrediting Commission for Community and Junior Colleges

December 2023

## Certification


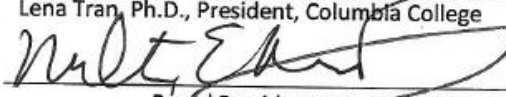
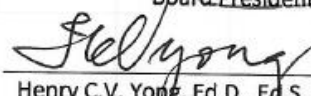


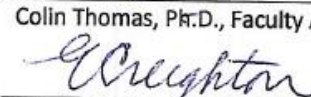

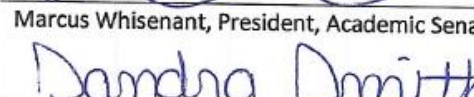
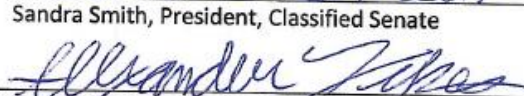
To: Accrediting Commission for Community and Junior Colleges

From: Dr. Lena Tran  
Columbia College  
11600 Columbia College Drive  
Sonora, CA 95370

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community. I believe the Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies.

### Signatures:

 Lena Tran, Ph.D., President, Columbia College	12/11/23 Date
 Board President, Yosemite Community College District	12/13/23 Date
 Henry C.V. Yong, Ed.D., Ed.S., Chancellor, Yosemite Community College District	12/13/2023 Date
 Melissa Raby, Ed.D., Vice President of Student Services/ALO	11-30-23 Date
 Colin Thomas, Ph.D., Faculty Accreditation Tri-Chair	11-30-23 Date
 Elissa Creighton, Classified Accreditation Tri-Chair	11/29/23 Date
 Marcus Whisenant, President, Academic Senate	11/29/23 Date
 Sandra Smith, President, Classified Senate	11/29/23 Date
 Alexander Jukes, President, Associated Students of Columbia College	11/30/23 Date

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## **Forward to the Institutional Self-Evaluation Report**

In August of 2022, seventy-eight people signed up to contribute their knowledge, evidence, and expertise to the self-study and preparation of Columbia College's Institutional Self-Evaluation Report (ISER). This incredible number of over one-third of campus employees, including administrators, faculty, and classified professionals from both the college and the district office, shows the commitment that Columbia College staff has to this most important campus-wide project. Then, in June of 2023, Columbia College and its sister college, Modesto Junior College, adopted ACCJC's 2024 Accreditation Standards obviating much work that had already been done. This decision was not made lightly as it meant losing much of the hard work already put in by multiple people; however, for Columbia, the switch was motivated by the new standard's strong emphases on outcomes and communication, which were exactly the overarching themes we were noticing in our self-assessment. In the end, the self-study process was both unifying and clarifying, and it led to important insights, prompted changes, and identified strengths and areas that require further development. The college has and will continue to deeply benefit as a result.

In aligning to the new standards, it was clear that the recently completed Strategic Plan was remarkably robust; it provided ambitious targets for improvement using metrics that were easily measured, broadly relevant, and mission centric. Sections 1.2 and 1.3 discuss the advantages gained from this plan, and how it can adapt to changing influences and priorities while still assessing the benefit to the students.

During the self-evaluation process, it was discovered that a systematic schedule of review processes was needed to keep the college on task with planning, in response, the college's Institutional Effectiveness Council (IEC) drafted the Cyclic Review Plan (Section 1.4, 2.4, and 3.8). The plan was approved by the College Council to ensure cyclic reviews are attended to recurrently. One example of success on this plan was codifying regular catalog review. As described in 2.4, the so-called "chunking committee" was formed by the IEC to review policies in the catalog in "chunks." While the group found that many policies had a plan for regular evaluation, the information was not always making its way into the catalog. The "chunkers" created a draft review plan which has since been implemented and now ensures regular, effective catalog review.

Throughout the new standards, communication that is clear, audience-appropriate, honest, and frequent is emphasized. While the self-study revealed some intended communication avenues that could be used more effectively, it also highlighted the stunning effectiveness of student services and support communications that reaches broad and intended audiences. As described in Section 1.5, the college has learned that dissemination of certain information, such as data and outcomes, can be improved. In contrast, Section 2.7 explains the outsized performance of the college's many and varied student services programs, and 2.8 highlights the campus activities, cultural enrichment opportunities, and student support programs that are engaging, and both reflective of and responsive to the communities served.

The new accreditation standards not only better reflect the current wholistic and outcomes-based ideology of the college, but they also provide targets for the college to grow into. The standards ask for accountability to mission success, student success, and decision-making practices, and Columbia College has enthusiastically jumped at this opportunity to both learn from this process and to celebrate our earnest efforts to provide opportunities for discovery and success to each and every student we welcome to campus, be it in-person or virtually.

## Introduction: Institutional Context

### A Brief History of Columbia College

Columbia College is a public community college in Sonora, California, established in 1968 as part of the Yosemite Community College District, which also includes Modesto Junior College. Nestled in the heart of Gold Country, the college is located on 280 acres of forested land. The service area of the college is quite expansive and encompasses all of Tuolumne County and portions of Alpine County, Calaveras County, San Joaquin County, and Stanislaus County.

The nearby Stanislaus National Forest and Yosemite National Park offer stunning natural scenery and diverse wildlife. There are many opportunities for outdoor recreation, such as hiking, camping, fishing, boating, hunting, and skiing. Tourists are also attracted to the various historical sites, wineries, and the vibrant art, music, and theater presence that currently enriches the cultural landscape. The college takes its name from the historic town of Columbia, which is situated nearby. Columbia was a booming gold rush town and played a significant role in the California Gold Rush. Before the Gold Rush, the Mi-Wuk Indians inhabited the region and today, the Mi-Wuk tribe has an active presence in the region to protect their cultural traditions and promote the well-being of their communities.

The establishment of Columbia College was initiated by a collective effort in the 1960s involving community leaders, educators, and government officials. The result was a community-driven effort to bring accessible higher education to rural Sonora to sustain the expanding workforce and economy of what had come to be known as the Mother Lode Region of Central California.

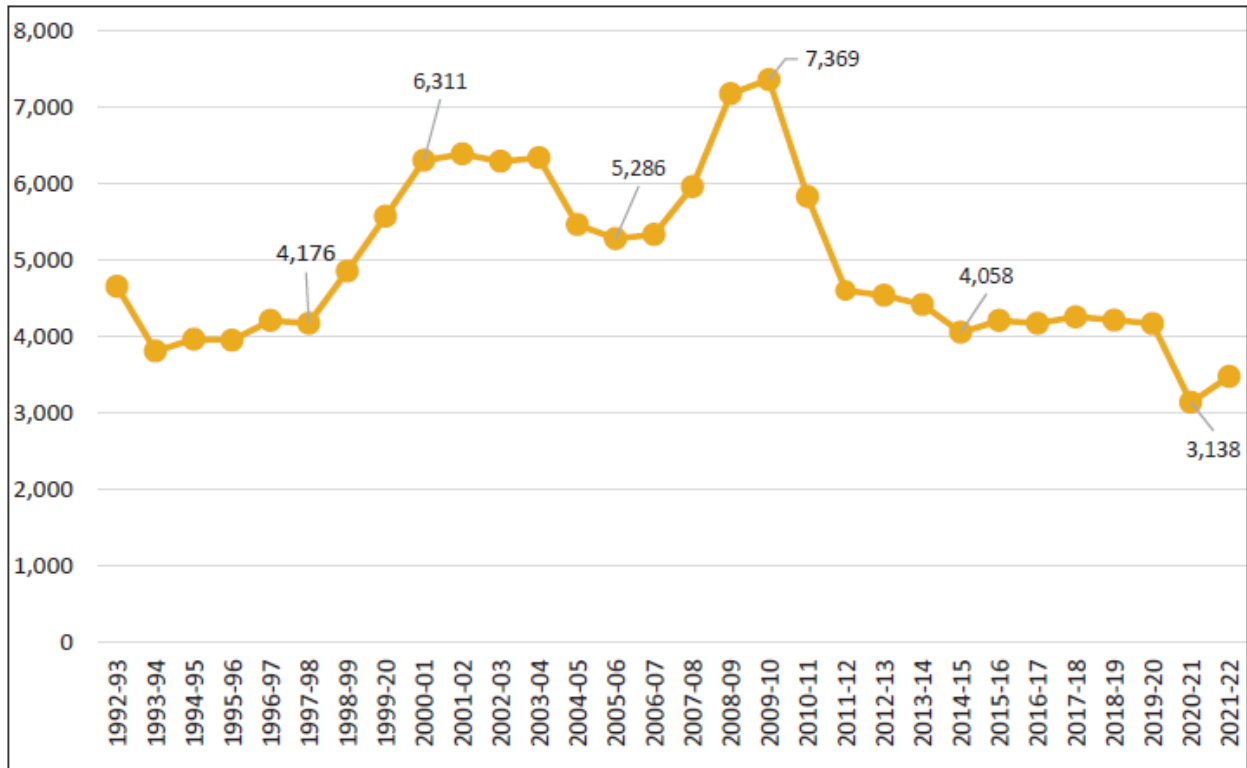
Columbia College was first accredited in 1972 by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) and was most recently reaffirmed in 2017.

Together with Modesto Junior College (MJC), the two colleges comprise Yosemite Community College District (YCCD) which covers 4,500 square miles spanning from the Coastal Range, through the Central Valley, to the Sierra Nevada. In 1978 Columbia Junior College dropped “Junior” from its name and became Columbia College.

### Community and Student Populations

Enrollment at Columbia has gone through some substantial changes over time. In 1997-98 the annual unduplicated headcount was 4,176 before increasing to 6,311 and dipping down to 5,286 in 2006-07. During the 2007-08 financial crisis, the college had a large increase to 7,369 students, with a significant drop in 2014-15 to 4,058. The college saw further decreases in enrollment during the pandemic with a low of 3,138 in 2020-21. Over the past few years, enrollment has steadily increased back to pre-pandemic numbers. In fact, at 1,359, the college had its highest [summer enrollment](#) in over a decade.

### Annual Historical Enrollment



Data Source: [California Community College Chancellor's Office – Data Mart](#). Annual/Term Student Count Report.

The college has also experienced an increase in racial diversity. In 2013-14, white students made up 74% of the total population, and today they represent 66%. LatinX students have increased the most from 16% in 2013-14 to 23% currently.

### Annual Headcount by Ethnicity

Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24*	Total
African American	45	44	71	91	128	140	126	121	111	146	105	738
Asian	57	49	64	64	59	59	57	45	63	64	59	349
Filipino	20	18	20	17	19	18	25	22	34	29	29	129
Hispanic	743	674	735	812	875	818	836	692	805	910	755	4,703
Native American	62	73	71	66	65	65	59	37	43	60	45	327
Pacific Islander	14	19	16	21	24	17	23	16	17	9	9	110
Two or More	105	52	31	13	11	8	15	13	8	14	11	151
Unknown	111	90	77	65	60	66	151	58	59	58	59	397
White	3,354	3,167	3,219	3,146	3,078	3,025	2,908	2,133	2,360	2,518	2,131	15,082
Total	4,511	4,186	4,304	4,295	4,319	4,216	4,200	3,137	3,500	3,808	3,203	21,986

Data Source: Data Dashboards, [https://www.qocolumbia.edu/institutional\\_research/data\\_dashboards.php](https://www.qocolumbia.edu/institutional_research/data_dashboards.php)

Results from a recent [environmental scan](#) indicate that the population of Columbia College’s immediate service area (Tuolumne and Calaveras counties) are expected to decrease slightly (-0.2%) while the larger Mother Lode Region is expected to increase slightly (1.2%) by 2035. These projections reflect a difference between California’s projected increase (7.4%) and all of Stanislaus County’s projected increase (12.9%).

### Projected 2035 Population by Region

	2020 Population	2035 Projected Population	% Change
Amador County	37,577	39,756	5.8%
Calaveras County	44,286	45,087	1.8%
Mariposa County	17,778	17,636	-0.8%
Stanislaus County	555,955	627,883	12.9%
Tuolumne County	52,353	51,319	-2.0%
Tuolumne and Calaveras Counties	96,639	96,406	-0.2%
Mother Lode Region	151,994	153,798	1.2%
<b>California</b>	<b>39,782,419</b>	<b>42,718,403</b>	<b>7.4%</b>

*Data Source: California Department of Finance. Demographic Research Unit. Report P-2A: Total Population Projections, California Counties, 2010-2060 (Baseline 2019 Population Projections; Vintage 2020 Release). Sacramento: California. July 2021*

The community that Columbia College serves differs quite significantly from California as a whole. The Mother Lode is less racially/ethnicity diverse compared to California (78.0% White compared to 35.8% for California), and the area has a large retirement population as reflected through the percentage of adults 65 years and older (16.3% of residents are 65 to 74 years old compared to 8.5% for California).

While our service area reflects a below-average college-going rate than the state, it also records a larger percentage of high school graduates attending community college than statewide averages, highlighting the long-term impact and lifelong importance of Columbia College in each student’s educational journey. Kindergarten through twelfth grade (K-12) enrollment is projected to increase, and graduates are expected to decrease. The K-12 projections see the largest increase among students in lower grades, so projected 9-12 enrollment growth will not occur until after 2031-32. If the current trend continues, most students will be hybrid students, that is taking some in-person and some online courses.

Because of these emerging population and demographic trends, the college has shifted the focus of its planning to be nimbler and to better optimize adaptive capacities. This creates flexibility to respond to the community’s changing needs for associate degrees, transfer programs, vocational training, community education, and lifelong learning classes. These plans also increase the commitment to, and accountability of, instruction and services that result in more equitable outcomes.

### The Columbia Way

Over the decades, the college expanded and adapted its programs, courses, and services to meet the evolving needs of its students and the community. In 2004, a Measure E Bond was approved by voters which led to construction of the Child Development Center and the Science and Natural Resources building, remodel to the central Manzanita building, modernization to the Sequoia building (math), a Public Safety Center, and many other access and safety improvements. However, the original commitment to student education is woven into the fabric of the college’s culture and continues to be a strong characteristic of the institution.

The common refrain of “students first” is at the heart of all planning and decision-making. The clear focus on students is coupled with a calm, friendly, even-keeled attitude from all campus employees. From implementing new initiatives and resolving technology issues to prioritizing resource requests and eliminating barriers for students, Columbia College embraces change and challenges in a style that is steadfast and balanced. Discussions are collegial, respectful, and constructive, and by honoring each other’s diverse perspectives and ideas, the college invariably moves forward together.



The student-centered approach is also integrated into student's daily experiences, as the college takes immense pride in its customer service. Service areas provide high-touch assistance and follow-up through in-person, online, and phone communications, and faculty and staff also know students on a first-name basis, which helps students feel connected and respected as individuals. The outcome is an environment where all feel valued and supported, whether they are here to achieve their professional goals or their educational goals.

Strong professional ties provide the foundation for college operations. As a small, rural college, it is critical to collaborate on all campus processes and plans strategically and constructively. For example, the organizational chart is designed with two main divisions under the college president, Instruction and Student Services, each overseen by a vice president. This same model is evident in the recently approved participatory governance structure where two councils were established under College Council, Institutional Effectiveness Council and Student Success Council, each facilitated by the respective vice president. The Strategic Plan also embodies this type of calculated planning where the Vision for Success, Institution-Set Standards, the Student Equity and Achievement Plan, and other college priorities were melded together to create a comprehensive set of goals and objectives to measure the college's progress toward achieving its mission.

As the college moves forward, finding ways to be more effective and efficient is essential. Due to the small size of the college, employees often serve on more than one council or standing committee, support college-wide events such as Weeks of Welcome, Claim Jumper preview day, and graduation events, or serve on multiple hiring committees, ad hoc committees, and workgroups. In addition, the Academic Senate of the Whole includes all full-time faculty, the Classified Senate includes a majority of classified professional employees, and the District's Leadership Team Advisory Council (LTAC) unites confidential, classified, and certificated administrators. As the college implements state initiatives continually, executes several grants, and incorporates the new accreditation standards, it is even more imperative for the college to continue its tradition of inclusive processes of ideation, evaluation, and reflection for purposes of continuous improvement.

All work done at and by the college is in service of the Mission, Vision, and Core Values statements which guide all planning at the college. The Education Master Plan (EMP) provides the framework for long-term planning and drives the development of other planning documents such as the Student Equity and Achievement Plan, Facilities Master Plan, and Technology Plan to carry out the goals identified in the EMP. The Strategic Plan complements the EMP and is designed to evaluate the college's goals and its progress toward advancing its guiding principles. Together, the EMP and Strategic Plan provide the blueprint for building, sustaining, and improving student-responsive educational programs and services at Columbia College.

### Major Events and Developments

In the years since Columbia's last comprehensive review, the college has made some remarkable progress in providing accessible, high-quality education to our students. The following data highlights the collective efforts of our dedicated faculty, staff, and community partners who have worked tirelessly to advance our educational initiatives and support our students' educational journey.

As part of the Guided Pathways efforts, the college implemented a student success platform called Starfish, which provides just-in-time interventions and cohort management throughout the students' journeys. With many features that connect students with faculty, staff, and resources, Starfish has been

immersed into campus culture. Starfish has allowed students to make clear degree plans and stay on track toward graduation. The fall-to-spring [retention rate](#) of students who had meetings in Starfish was significantly higher, 89.1% compared to the overall retention rate of 59.4%.

Columbia began hosting international students in fall 2023. The international students are on F-1 nonimmigrant visas, which allows them to pursue an associate degree. The college has been engaged in recruitment efforts with Dubai, India, Colombia, and several countries in Asia, and it is expected that the international students will enhance the college's cultural diversity efforts.

The number of high school students in the Dual Enrollment Program has significantly increased with expanded efforts including Middle College, Early College, and College and Career Access Pathways (CCAP). Students in the Middle College and Early College programs take Columbia courses concurrently with their high school classes and earn credits at both institutions. CCAP is a series of courses offered on high school campuses exposing students to higher education pathways that enable them to secure a job or advance in a demanding industry or occupation. Columbia has established programs with nine local high schools, and the [number of students](#) has increased from 218 in 2013-14 to 655 in 2022-23.

The Columbia College Foundation established the [Promise Program](#), which guarantees all local high school graduates two years of free tuition when they attend Columbia full-time immediately after they graduate. Now, in its fifth year, the program has supported over 1,000 students and additionally supports more student advising, more peer support, special scholarship opportunities, and the Welcome Home dorm sponsorship program.

Columbia College embraces innovation and adaptability as we continuously seek new and creative approaches to teaching, learning, and student support by leveraging technology and research-based practices to meet the evolving needs of the students and the community. The college's work to obtain grants opens invaluable opportunities for educational and career advancement for our students. The college has been successful in securing federal, state, and community grants including a Title III Strengthening Institutions grant, TRiO Student Support Services, and Educational Opportunities grants, Culturally Responsive Pedagogy & Practices Innovative grant, Rising Scholar Network grants for those justice involved, Guided Pathways Alignment Project, Eastern Sierra K-16 planning grant, several apprenticeships and workforce development grants, and more. These grants help the college ensure that our rural and underrepresented students will have access to quality education and opportunities for discovery and success.

## A. Institutional Self-Evaluation of Alignment with Accreditation Standards

### Standard 1: Institutional Mission and Effectiveness

*The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.*

- 1.1. **The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to assuring equitable educational opportunities and outcomes for all students. (ER 6)**

#### Mission, Vision, and Core Values

Columbia College, as a body of dedicated people, proclaims its shared values and intents in the [Mission, Vision, and Core Values](#) statements; together, these statements drive our unwavering commitment to serve our students and community. For example, by linking local industries, like forest management and hospitality services, with our unique student population (e.g., the burgeoning populations of [dual enrollment](#) and [incarcerated students](#)) Columbia delivers its mission by adhering to the purposes and ideals stated within these documents. Collectively, they describe the college's ambition to be the college of choice in the Sierra foothills where effective learning experiences, healthy environments, and local and global perspectives are used to support students of diverse backgrounds to learn, train, and grow.

The mission for the college is clearly defined:

*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 statement demonstrates the college's commitment to providing educational opportunities for both the community it serves and its students. The service area is designated as "the Sierra Foothills," which includes parts of Calaveras and Stanislaus counties and the heavily forested Tuolumne County. Many of the rural "students of diverse backgrounds" are drawn to programs like fire, forestry, and hospitality management, as the northern half of Yosemite National Park lies within this service area. Regardless of program, all students are invited to "master foundational skills, explore their passions, attain degrees and certificates, and pursue career and transfer pathways." The statement then ends with the college's intentions to "collaborate" with the surrounding communities and for "students to become inquisitive, creative, and thoughtful lifelong learners."

The Vision Statement expresses the ambition to be "the college of choice" in the communities served, while the Core Values Statement identifies the principles that guide the college toward achieving this ambitious goal. These principles, such as "transformational learning and growth" and "strengthening and enriching the quality of life of all those we serve" help the college focus on its goals and prioritize its

efforts to achieve the mission. Values, such as creating a culture of “continuous improvement” and using “kindness and respect in all our interactions” help assure quality programs and services are delivered with impeccable customer service, a characteristic of Columbia College.

### **Commitment to Equitable Outcomes and Social Justice**

After the past accreditation site visit, the college has taken many steps to improve equitable opportunities and outcomes across the college. The college established the [Student Equity and Achievement Plan \(SEAP\)](#), which is discussed in more detail in Sections 1.2 and 1.3, created a [Diversity, Equity, Inclusion, and Accessibility](#) committee as part of the college’s governance structure, and updated the Core Values Statement to reflect the college’s growing commitment to equity which is demonstrated well in two statements. The “Access for All” statement speaks to serving a community that includes all students and their varied “personal knowledge, backgrounds, and experiences” and the “Civic and Global Awareness” statement proclaims we “challenge students and one another to think critically with diverse, equity-minded, and social justice perspectives.” In spring 2023, the [College Council](#) reaffirmed the Mission, Vision, and Core Values. However, the council recognized that a collective review of these statements was needed to ensure the college's commitment to equity is being effectively communicated to the community and students served. Importantly, this will also provide an opportunity for the college to better align with ACCJC’s Policy on Social Justice.

## **1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.**

### **College Goals are Appropriate for Columbia College**

The college’s Mission, Vision, and Core Values statements are translated into the work of the college by the [Educational Master Plan \(EMP\)](#) and the [Strategic Plan](#). The EMP uses the context of the college’s students and community to provide direction to educational and student support innovations, while the Strategic Plan identifies outcomes-based [goals with performance objectives](#) to [measure progress](#). The goals identified in these two documents were developed through inclusive, participatory processes as defined in the [Participatory Governance Handbook](#) and were influenced by both data (internal and external) and key initiatives. Together, the EMP and Strategic Plan guides the development of all other institutional plans (e.g., [Facilities Master Plan](#), [Student Equity and Achievement Plan](#), Annual Planning, etc.).

### **College Goals Include Equitable Student Outcomes**

The EMP lays out lasting, general goals that provide the framework for long and short-term planning efforts for the college over the next ten years. Aligning with the EMP, the Strategic Plan defines college goals for success by establishing [measurable student-outcome objectives](#) and college performance targets. The Strategic Plan is intended to be a living document, featuring provisions for annual and midpoint assessments, and a comprehensive review and renewal process. Together, these two plans ensure the college focuses on long-range, important improvements to student experiences. Measures of student success can shift, if needed, to the most relevant student performance targets, and those targets can remain realistically ambitious.

The Strategic Plan identifies six goals, shown below, that align to the college's purposes and aspirations as specified in the Mission, Vision, and Core Values Statements. Each Strategic Plan goal is assessed with multiple, measurable objectives that indicate [goal success](#). Other college plans develop and define actions to improve one or more of the Strategic Plan objectives, or, as in the case of the SEAP, define the

objectives for Strategic Plan Goal 5. With this structure, successful performance of any campus plan advances the goals defined in the Strategic Plan and, thus, the mission of the college.

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

Importantly, the SEAP defines the strategic objectives through which the college evaluates the achievement of Strategic Plan Goal 5 (Reducing Equity Gaps), allowing the college to prioritize and address selected equity gaps observed in student outcomes. Presently, the SEAP focuses on the following student populations: American Indian, Black or African American, Foster Youth, People of Color, and LGBT individuals. However, the SEAP is also a living document, and other important Columbia populations such as veterans, first-generation students, and/or undocumented students could become prioritized. Automatically, Strategic Plan Goal 5 adapts to changing priorities and incorporates the SEAP metrics for improved equity.

#### College Goals are Aligned to Key Initiatives

The college has incorporated several key initiatives into its goals to advance its mission. The 2024-2034 EMP was drafted using an [environmental scan](#) focusing on internal and external data and considered several initiatives from the State Chancellor’s Office (e.g., the Vision for Success, Guided Pathways, Strong Workforce Program, and Student Equity and Achievement Program). Likewise, the Strategic Plan incorporates ACCJC institution-set standards (ISS) as measurable objectives. In addition, the Strategic Plan includes the CCCCO’s Vision for Success and Guided Pathways initiatives. [Assembly Bill \(AB\) 1705](#) is reflected in the strategic goals and objectives. For example, Goal 1 (Increase Award Completion) identifies objective 1.2 as “increase degrees,” which directly correlates to the first goal for the Vision for Success. Goal 3 (Reduce Barriers to Completion) encompasses Guided Pathway efforts. Objective 3.2, “increase math and English completions,” was specifically established to measure the college’s progress with the implementation of AB 1705 efforts of eliminating barriers for students to enroll in transfer-level math and English courses.

Goal 6 of the Strategic Plan is unique to the college. It is based on internal priorities, and it is an innovative aspiration that represents the college’s current context of building and maintaining institutional stability with the following six objectives:

- GOAL 6 – Maintain Institutional Stability
  - Objective 6.1 - Stabilize FTES*
  - Objective 6.2 - Balance larger and smaller class sizes*
  - Objective 6.3 - Follow Participatory Governance Handbook*
  - Objective 6.4 - Adhere to established hiring practices*
  - Objective 6.5 - Increase fiscal transparency*
  - Objective 6.6 - Expand community partnerships*

The thoughtfully planned 2022-27 Strategic Plan, the 2024-34 EMP, and the first-ever 2022 Participatory Governance Handbook make the college better poised to systematically review its goals, assess progress, implement improvements, and support equitable outcomes for its students. Furthermore,



these plans include review and renewal cycles so the college can respond to changing community, workforce, student, and equity needs to continuously improve as a small college.

**1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)**

#### Standards for Student Achievement

As mentioned in Standard 1.2, the Strategic Plan establishes standards for student achievement by integrating several state initiatives with the college's agreed-upon aspirations and performance expectations for student success. For example, five of seven ISS are included in the Strategic Plan as objectives that help maintain alignment between Columbia's mission assessments and externally defined measures of student success. The two ISS not included, baccalaureate degree completion and licensure examination rates, do not currently apply to the college. Additional strategic objectives include Vision for Success goals, Guided Pathways, and AB 1705. By incorporating many external and internal performance standards into the Strategic Plan, the college ensures that multiple, widely used measures of institutional performance assess mission accomplishment.

Publication of, and progress on, the student achievement standards specified in the Strategic Plan are reported through the president's [annual report](#), which is published on the website and distributed at College In-Service Day, and the Annual Report and Annual Fiscal Report to the ACCJC are published on the [accreditation page](#) of the college's website. The Strategic Plan's objectives, which indicate progress on Strategic Goals, are updated annually and communicated through [publications](#) at college meetings and through participatory governance [councils](#) and committees. These varied communication methods help broaden shared understanding of the standards and the methods used to evaluate mission success.

#### Evaluating Progress Toward College Goals and Advancing the Mission

Beyond the ACCJC Annual Report and Strategic Plan goals and objectives, student achievement and fulfillment of the college's mission are also measured through student learning outcomes. The college uses eLumen, a software platform, to collect data for course student learning outcomes (CSLOs) which provides the data for program student learning outcomes (PSLOs) and institutional student learning outcomes (ISLOs).

Within annual program reviews, CSLO, PSLO, and ISLO data are reviewed to identify and analyze performance gaps, determine the impacts of prior initiatives or resource allocations, and create new plans for improvement with or without resource requests. For example, a recent sociology program review identified weak representation of some student subpopulations in PSLO data. As a result, the program created new plans to improve the appeal and accessibility of two courses by adopting no-cost textbooks (ZTC designation) with the hope that this will improve enrollment, and thus improve representation in the subpopulations. Although student enrollments for two of these courses increased significantly, data for improving representation in the identified subpopulations is not yet available. And, responding to student interest, the program goal to redevelop and offer Sociology 28: Death and Dying aims to serve our students who have "been through substantial loss" and "face a number of disadvantages already." This example shows how institutional data is used to affect the way students experience our mission in personalized ways.

The college’s ISLO data can be useful for tracking the effects of initiatives that address disproportionate impacts (DI). A DI [observed](#) for Native American students prompted the college to host a series of [events](#) about the current Native American experience. These events helped the college reinforce relationships with Native American students, families, and local tribal communities as well as provide educational and cultural experiences for all students, staff, and community members. However, after an initial improvement in ISLO outcomes (Table 1), the DI has since returned, and the college continues to prioritize this demographic subcategory in the SEAP.

Demographic Subcategory	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Total
Asian	82.5%	75.0%	100.0%	64.4%	91.4%	94.3%	*	<b>84.8%</b>
Black	83.3%	88.2%	81.7%	91.6%	88.0%	90.7%	52.9%	<b>86.9%</b>
Filipino	*	33.3%	*	78.2%	100.0%	81.8%	66.7%	<b>79.1%</b>
Hispanic	79.4%	82.4%	87.7%	86.3%	89.4%	85.6%	86.5%	<b>85.5%</b>
Native American	60.7%	84.1%	*	81.8%	66.7%	66.7%	64.5%	<b>74.6%</b>
Pacific Islander	*	93.8%	*	85.0%	*	*	*	<b>90.0%</b>
Two or More	*	*	*	*	100.0%	*	*	<b>100.0%</b>
White	87.4%	86.9%	91.9%	89.8%	90.5%	90.4%	81.2%	<b>88.9%</b>
<b>Total</b>	<b>86.0%</b>	<b>86.1%</b>	<b>90.8%</b>	<b>88.9%</b>	<b>90.2%</b>	<b>89.4%</b>	<b>81.7%</b>	<b>88.1%</b>

Table 1.1: Annual averages of all ISLO success rates [(meets + exceeds)/total] by year and demographic subcategory.

The college also conducts two biennial surveys to gather additional information to assess progress toward the mission. The [Survey of Governance Structure](#) was created to evaluate the participatory governance structure at Columbia College and helps assess some of the objectives under Goal 6 of the Strategic Plan, specifically objectives 6.3, 6.4, and 6.5. The Ruffalo-Noel-Levitz [Student Satisfaction Inventory](#) is used to analyze student perceptions of institutional strengths and weaknesses by measuring students’ satisfaction with, and the relative importance of, their experiences on campus. To date, findings from these surveys have not been incorporated into college plans, but the surveys have only been conducted twice each. The intention of the data gathering has always been to inform institutional planning, and the college is currently examining ways to incorporate the emerging trends into improvements on campus.

### Meaningful Data is Used in Planning

A culture of transparent processes and broad constituent representation has led to meaningful discussions centered around the use of data for coherent planning. Data is collected for assessing the college’s strategic goals and objectives, institution-set standards, and institutional student learning outcomes and through the two previously mentioned surveys. Together, this data is used by the Institutional Effectiveness Council to make informed updates and revisions to the Strategic Plan, when needed, and for annual planning through the program review process at the unit level.

This self-study revealed the college could better strategize when and by whom institutional data is reviewed and how and how often the resulting interpretations are shared. The Institutional Effectiveness Council will be discussing ways to develop clearer and more succinct reviews of data sources such as ACCJC Annual Report, Strategic Plan goals and objectives, ISLOs, survey results, etc. Improving understanding of the information these data sources can help program reviewers use data to inform curricular and program improvements at the unit level.

Other data is disaggregated in ways that are meaningful to the College. For example, the development of the 2024-34 EMP used both internal and external [environmental scan](#) data projecting population, demographic, and labor market changes and how they might direct educational priorities for the college. Incorporating this information with the goals and ideas from annual program reviews has suggested the college prioritize initiatives such as expanding healthcare pathways with community partners, developing a Fire and Fuels Management training program, and gaining letters of support to apply for a bachelor's degree program within the forestry and natural resources field.

**1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)**

**Comprehensive Planning**

The college organizes comprehensive planning processes with two documents: the [Cyclic Review Plan](#) and the [Participatory Governance Handbook \(PGH\)](#). The Cyclic Review Plan maintains momentum for all planning by specifying the timeline and responsible parties for plan preparation, recurring reviews, data assessments, and publishing and reporting. The need for this plan emerged at the beginning of the self-study process and was approved in Fall 2023. Complementarily, the PGH defines the College Council Committee and decision-making structures that carry out the responsibilities specified in the Cyclic Review Plan.

The College Council is responsible for approving all major planning documents for the college and is specifically responsible for the [Educational Master Plan](#) and [Strategic Plan](#). The Student Success Council and Institutional Effectiveness Council (IEC) are subordinate to the College Council and responsible for the [SEAP](#) and Cyclic Review Plan, respectively. The college president presides over the College Council, while the two vice presidents preside over the Student Success Council and the Institutional Effectiveness Council. This mirroring of the senior administrators to the council structure allows the preparation of planning documents to be distributed, increasing participation and quality. Importantly, all planning documents prominently include the [Mission Statement](#), so plans maintain focus on the purposes and intents stated within the Mission Statement.

While the PGH and Cyclic Review Plan guide planning and assessment, they are not overly rigid. For example, due to the college's response to meeting student needs during the pandemic, the College Council's work on a new Strategic Plan was delayed. To compensate, the IEC assumed the responsibility of developing the Strategic Plan, but the College Council still retained approval authority. This afforded the IEC a unique view of college planning structures, and the need for the Cyclic Review Plan became evident. Now, beyond much of the pandemic-imposed conditions, the combination of the Participatory Governance Handbook, the Cyclic Review Plan, and the Strategic Plan clearly and fully define comprehensive planning for the college, linking the responsible parties with the agreed-upon timelines and versatile assessment metrics. Together, these plans codify the college's planning and decision-making processes. This has become especially important due to several changes in college leadership, normal changes in staffing due to retirements, transition among classified professionals, and other new employees.

Even before this revised comprehensive planning structure, institutional plans improved educational outcomes for students, as seen in the Strategic Plan Update, Table 1.2. Strategic Goals 1 and 2 show

improvement prior to and through pandemic conditions. Goal 3 shows improvement in two of the three objectives (however, the most recent available data for objective 3.2 shows a decline). Goal 4, which has significant reporting lags, shows some declines that could be attributed to reduced enrollment during the pandemic. Portions of Goals 5 and 6 indicate improvement. A more [complete version](#) of this update was distributed to all college employees at the Fall 2023 In-Service Day.

Columbia College Strategic Plan Objectives and Institution Set Standards							
Objective	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Floor/Target
<b>Goal 1 - Increase Award Completion</b>							
Objective 1.1 - Increase certificates†	26	27	48	64	68	108	25 / 61
Objective 1.2 - Increase degrees†	235	214	287	300	235	260	202 / 260
<b>Goal 2 - Increase Transfer Readiness</b>							
Objective 2.1 - Increase transfers*	165	187	171	226			185 / 250
Objective 2.2 - Increase General Education certificates†			22	42	27	41	30/41
<b>Goal 3 - Reduce Barriers to Completion</b>							
Objective 3.1 - Decrease units to degree*	80.4	78.8	80.5	79.4	74.9		NA / 79
Objective 3.2 - Increase math and English completions*	36	98	95	99	73		97 / 116
Objective 3.3 - Increase educational plans	634	662	605	460	558	635	577 / 692
<b>Goal 4 - Increase Workforce Readiness</b>							
Objective 4.1 - Increase licensure pass rates†	<10	<10	<10	<10	<10	<10	10 / 12
Objective 4.2 - Increase CTE job placement	83.4%	83.5%	77.6%	79.8%			71.5% / 80.0%
Objective 4.3 - Increase CTE unit completion*	416	407	286	310			370 / 403
Objective 4.4 - Increase living wage jobs*	441	425	479	377			425 / 463
<b>Goal 5 - Reduce Equity Gaps</b>							
Objective 5.1 - Increase financial aid	53.2%	55.1%	56.4%	52.9%	60.3%	64.0%	62.2% / 72.2%
Objective 5.2 - Reduce equity gaps	See the Columbia College Student Equity Plan 2022-25						
<b>Goal 6 - Maintain Institutional Stability</b>							
Objective 6.1 - Stabilize FTES	1851.2	1868.6	1850.5	1459.5	1436.8	1590.2	
Objective 6.2 - Balance larger and smaller classes							
Objective 6.2.1 - Balance larger and smaller classes	11.9	12.4	12.2	11.4	10.9	11.8	NA / 14
Objective 6.2.2 - Course Fill-Rates	69.4%	73.1%	74.4%	67.6%	66.6%	73.9%	

Table 1.2: A portion of the Strategic Plan update – August 2023

### Integrated Planning

As the college established the first-ever PGH, updated the 2022-27 Strategic Plan, and identified the next major planning documents to be reviewed, questions on how these plans interconnected arose. While the PGH defines the parties responsible for integrated planning, the concise representation in Figure 1.1 shows how the Mission, EMP, annual processes like student and program assessments, and the Strategic Plan work together to affect the student experience. The EMP, as inspired by the Mission, Vision, and Core Values statements, guides the student experience. Cyclic, shorter-term processes continually refine, improve, and resource that experience with funding, personnel, technology, etc. The Strategic Plan—using benchmarks relevant to the college, funding and accrediting agencies, and the state of California—assesses student and college/mission success. Not shown are other plans such as the SEAP, Technology, or Facilities plans, but the work of these plans is directed by the EMP. Together these plans ensure that all aspects of the student experience are adequately considered. The [resource allocation and budget development](#) process, as detailed in Section 3.4, prioritizes allocations such that these plans, or other programs and services, are appropriately resourced to improve the student experience, thus advancing the mission of the college.

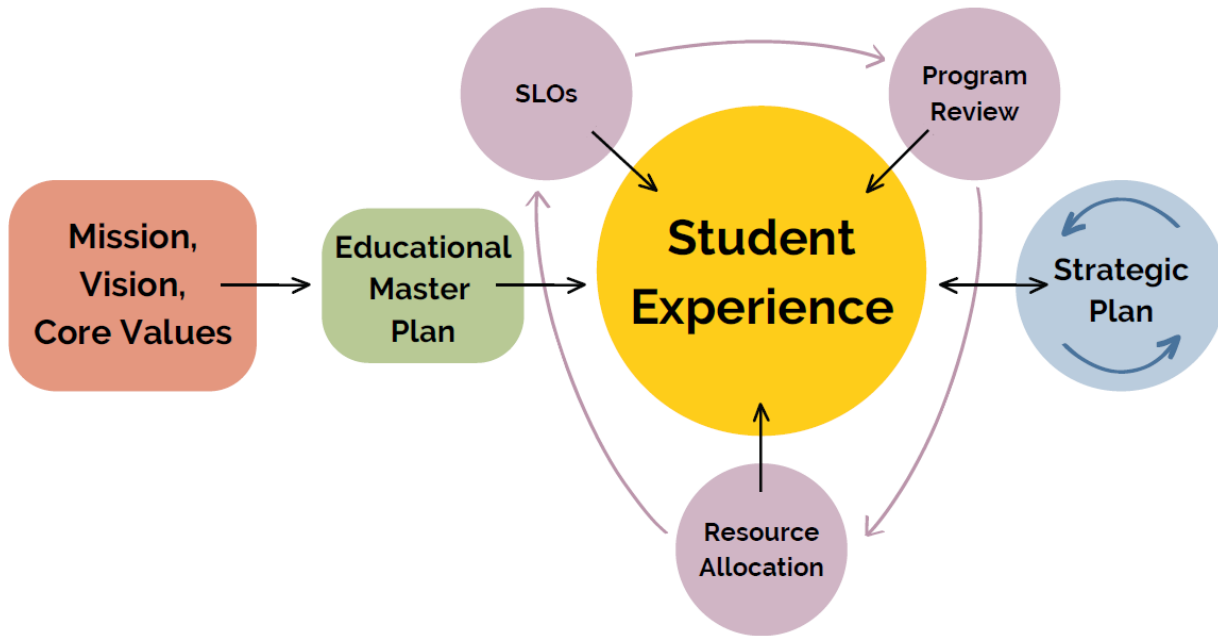


Figure 1.1. Integrated Planning, outcomes assessment, and continuous improvement cycles at Columbia College

As can also be seen in Figure 1.1, annual planning, in the form of [program reviews](#) for instructional programs, service areas, and administrative units, integrates with the student experience through outcomes assessments and resource requests. The program review templates used for [instruction](#), [service](#), and [administration](#) vary, but all share the following components:

- Mission Alignment – programs are asked to relate their unit-level mission or purpose to the Mission and Strategic Goals.
- [Data and Analysis](#) – relevant data is prepared by the Columbia College Research and Planning Office to analyze trends, find areas of success, and identify areas of potential growth.
- Goal Setting – program goals indicate which of the Strategic Goals would be advanced if the program goal was attained.
- [Resource Requests](#)– resources are identified to support and achieve program goals and ultimately, strategic goals.

Connecting resource requests to both data-driven program review goals and the college’s strategic goals allows the college to maintain focus on institutional priorities at the unit level. Other [planning documents](#), such as the [Facility Master Plan](#), inform budget development with a college-wide perspective of what is needed to move the college toward achieving its mission for the community and students.

### Systematic Review of Planning with Constituent Participation

The [Institutional Effectiveness Council](#) ensures the systematic and cyclic review of processes at the college as shown in the Cyclic Review Plan and Participatory Governance Handbook. The Strategic Plan requires assessment of Goal 6 – Maintain Institutional Stability. The college uses a Survey of Governance Structures and Transparency to assess these objectives. In response to constituent concerns requesting improved fiscal transparency, a [Finance Committee](#) was established and implemented in 2022-23.



Adding this committee allowed the college and all constituents to better understand budget development and [resource allocation](#) processes.

**1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)**

**Communication with Internal and External Stakeholders**

As stated in Sections 1.3 and 1.4, Columbia College holds itself accountable for mission performance and continuous quality improvement using codified and transparent assessment and decision-making processes. Communication of those assessment results takes many forms, and any communication to external stakeholders is generally available to internal stakeholders. Some examples of communications about college-wide indicators of success are [presentations](#) to the Board of Trustees ([BOT Minutes](#), April 2022) which are posted on the district website, and the many [data dashboards](#) that are available on the college's [website](#). Other communications that encompass broad measures of mission success and college well-being are captured in the following list:

- The [ACCJC Annual Report for 2022-2023](#) posted on the [Accreditation website](#) for the college
- The annual update to the [Strategic Plan's objectives](#) indicates progress on strategic goals
- The [Annual Report from the President's Office](#) (implemented fall 2023)
- [Program review presentations](#) are on a staggered, four-year cycle and provide a comprehensive assessment of program strengths, goal completion or continuation, and emerging improvement opportunities
- The [Institutional Effectiveness Council](#) reviews the Strategic Plan presentation at the beginning of the fall semester which is then shared through the governance structure (implemented fall 2023)
- Program Reviews are [posted](#) within the Institutional Effectiveness webpages
- The Columbia College [Research and Planning Office website](#) includes research briefs, links to commonly used external data sources, institutional outcomes and student achievement dashboards, and additional resources
- A [District website](#) that contains recent and archived meeting agendas and minutes for Columbia and District councils and committees

Other forms of communication relevant to neighboring communities and industry partners are:

- [Press releases](#) to local online and print newspapers
- Contact with advisory committees to CTE programs such as [Fire](#), and [Forestry](#)
- [Job Fairs](#) through Mother Lode Job Training
- [Reports to donors](#) like the Sonora Area Foundation, the Tuolumne Band of Mi-Wuk, the Foundation for California Community Colleges, and the Chicken Ranch Tribal Council
- County Supervisor Jaron Brandon's attendance at In-Service Day presentations

The college uses this array of communication methods to invite a shared understanding of institutional well-being and build a culture of sincere inclusion. Improving upon this, and as mentioned in Standard 1.3, the Institutional Effectiveness Council will be discussing ways to create more succinct and cohesive reviews of data sources (ACCJC Annual Report, Strategic Plan goals and objectives, ISLOs, [survey results](#), etc.) for dissemination.

### Shared Understanding for Continuous Improvement

Although the pandemic was disruptive to routine work at the college, it allowed time for reflections on existing processes and organization; these reflections led to the establishment of a robust Strategic Plan and codified the governance structure in the PGH. Together, these documents allow simple, quantitative descriptions of college performance and the necessary channels for discussions that lead to shared understandings. The college can use open-forum discussions, like the president's [town hall meetings](#) or [College In-Service](#) days, to provide additional opportunities to share these understandings. The college president's [monthly newsletters](#) also provide reflections from the CEO as well. Moving forward, the college will seek ways to increase communication methods for broader and more frequently shared understandings of Columbia's mission success.

## Standard 2: Student Success

*In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.*

- 2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

### Academic Programs are Consistent with the Mission

Leveraging the unique location of the college, Columbia offers programs and courses that reflect the culture, interests, and experiences of the community it serves, consistent with its mission of exploring passions, attaining degrees and certificates, and pursuing career and transfer pathways. CTE programs such as forestry, fire science, and culinary and hospitality serve the local industries with trained workers and serve the workers with [regionally appropriate](#) wages, while those in STEM, English, communication studies, social and behavioral sciences, and arts and humanities serve students seeking to transfer to four-year colleges and universities. Community education courses, like cell phone photography, the California Nature series, and beginner dog training reflect the broad interests and characteristics of our students and community. A simplified way to browse Columbia’s course and program offerings is viewable on the [Programs of Study](#) webpage.

To fulfill the college [mission](#) of offering “students of diverse backgrounds many opportunities for discovery and success,” all academic awards and courses undergo a rigorous curriculum review process, regardless of location or mode of delivery. The [Curriculum Review Process](#) ensures compliance with all regulations in the California Community Colleges Chancellor’s Office (CCCCO) Program and Course Approval Handbook and requires [narratives](#) stating the extent of alignment with the college’s mission and master plans. The [Curriculum Committee](#), a sub-committee of the Academic Senate, has the broad representation of faculty, administrators, and students which distributes collective responsibility for the programs and courses the college offers to advance its mission.

This process allows the college to offer a wealth of courses that lead to degrees, certificates, transfer, and vocational pathways. As of fall 2023, the college [offers](#) twenty-four associate transfer degrees, twenty-seven associate degrees, twenty-nine certificates of achievement, eighteen skills attainment certificates, and two noncredit certificates. Recently, the college increased the number of online and hybrid course offerings, particularly for the Dual Enrollment, College and Careers Access Pathways (CCAP), and Rising Scholars [programs](#). Except for the 2020-21 year when nearly all classes were remote due to pandemic conditions, online and hybrid enrollments reached a new [all-time high](#) in 2022-23. This adaptation means the college is now more broadly delivering “opportunities for discovery and success” to the communities and students served.

### Curriculum Processes Reflect Generally Accepted Practices

The Curriculum Committee adheres to Board Policy [4020](#), Program, Curriculum, and Course Development, Board Policy [4050](#), Articulation Agreements, and Board Policy [4025](#), Philosophy and Criteria for Associate Degree and General Education, which are consistent with generally accepted practices for ensuring all academic awards and courses are appropriate to higher education. As stated in the [Participatory Governance Handbook](#) (PGH), the Curriculum Committee “meets regularly to evaluate and establish curriculum within the parameters of Education Code, Title 5 regulations, the CCCC Program and Course Approval Handbook, and Yosemite Community College District policies and procedures.” The committee uses a [five-year review cycle](#) for all academic awards and courses to ensure curriculum is systematically reviewed for appropriate breadth, depth, and learning outcomes. A recently [approved](#), additional process is the [Course Sunset Policy and Procedure](#) that addresses two issues: courses that are past due for five-year review and courses that have not been successfully offered in the last two years but are still active in the curriculum inventory.

All Curriculum Committee members complete an [annual training](#) to comply with [CCCCO Annual Curriculum Approval Certification](#) at the beginning of each fall semester. Each member of the Curriculum Committee plays a key role in the scrutiny of all awards and courses, with the following roles having a specific focus during the review process to ensure appropriate breadth, depth, rigor, and learning outcomes:

- The Articulation Officer (AO) reviews course descriptions, prerequisites, sequencing, numbering, objectives, learning outcomes, units, course outlines, textbooks, and assignments. The AO also reviews articulation requests in terms of course applicability and requirements for C-ID descriptors, CSU Transferability, CSU General Education Breadth Requirements (CSU GE), Intersegmental General Education Transfer Curriculum (IGETC), Columbia College GE Requirements (CC GE), University of California Transferable Course Agreements (UC TCA), and CC-MJC Intradistrict Comparability.
- The Distance Education (DE) Coordinator reviews all items relating to distance education and correspondence education, checking for compliance with Title 5 regulations such as requirements for accessibility and substantive interaction between instructor and students and among students.
- The Student Learning Outcomes Program Review (SLOPR) Coordinator reviews all course student learning outcomes (CLSOs) and all program student learning outcomes (PSLOs), ensuring appropriate CSLO to PSLO mapping and ensuring appropriate CSLOs mapping to institutional student learning outcomes (ISLOs).
- The Faculty Rep at Large reviews course and award workflows, focusing on course elements like description, methods of instruction, methods of evaluation, assignments, texts, objectives, CSLOs/PSLOs, distance and/or correspondence education addenda, synthesis of learning, and award elements. including program length, course sequencing, and appropriateness of the curriculum to the college mission and to the curriculum inventory.

For vocational programs, feedback from local industry experts and workforce partners is included via local advisory committee meetings, held in fall and spring, during which curriculum, industry needs and standards, and learning outcomes are discussed. To ensure the programs meet [local industry needs](#) and comply with the CCCC’s criteria for program approval, substantive curriculum additions, and changes must have local advisory committee approval and [Regional Consortia recommendation](#) as part of the Curriculum Review Process. As an example, the Forestry and Natural Resources program discussed the

need for rafting courses in the curriculum with its [local advisory committee](#) and could then receive Curriculum Committee and CCCC approval.

The college reviewed all of its degrees and certificates when the State Chancellor’s Office launched the Guided Pathways initiative in 2019. Consequently, faculty submitted updated curriculum through the Curriculum Committee's Curriculum Review process, which resulted in a more succinct and streamlined offering of degrees and certificates. For example, certificates were better aligned to degrees by designing certificates with courses that were [embedded](#) in the respective associate degrees. Figure 2.1 shows the significant reduction of programs with unique COCI codes after 2019-20.

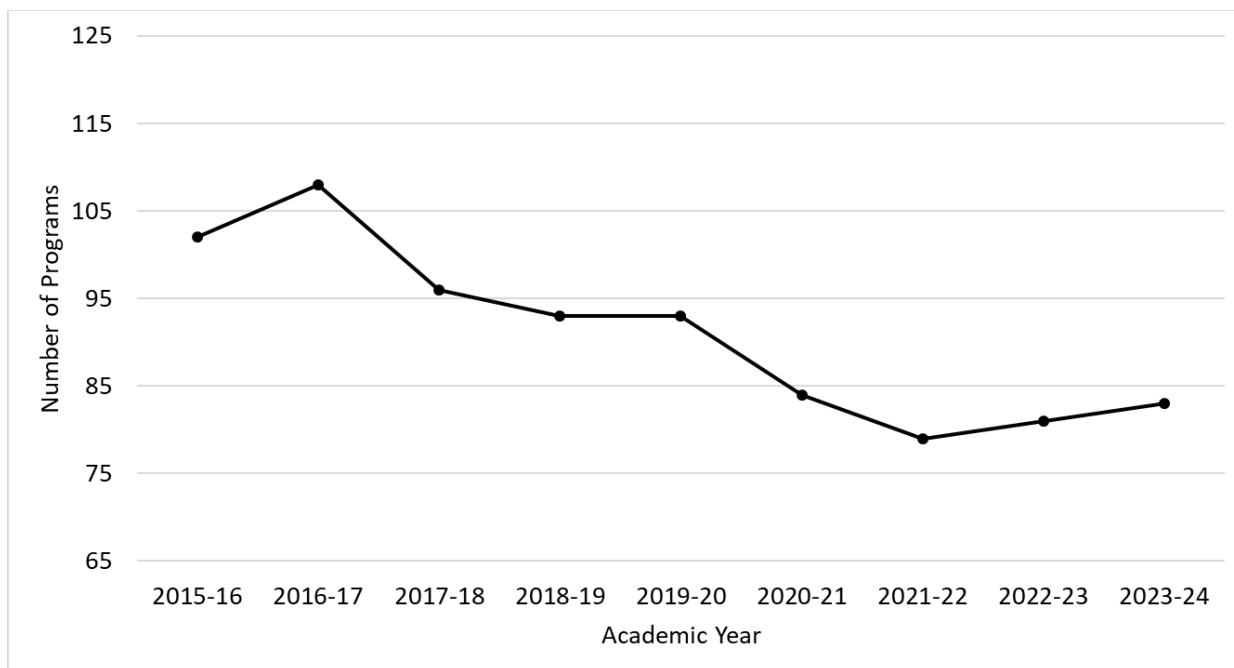


Figure 2.1 Number of Chancellors Office Curriculum Inventory (COCI) approved awards offered at Columbia College by academic year

- 2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.  
(ER 3, ER 9, ER 11, ER 14)**

#### Faculty Involvement in Course and Program Curricula Design and Review

Faculty create and review all courses and academic awards. The Curriculum Committee is the vehicle for this work. Curriculum Committee membership is specified in the [Participatory Governance Handbook](#) and identifies the following faculty representatives as voting members: Arts, Sciences, and Human Performance Representative, Career Technical Education Representative, Student Services Representative, Faculty at Large, Distance Education Coordinator, Student Learning Outcomes and Program Review Coordinator, and Articulation Officer. All other participants serve in an advisory capacity to the Committee. Curriculum processes, such as program or course modifications, are typically initiated by full-time faculty members in the discipline. For programs or courses where there is no full-



time faculty member, the Academic Senate [identifies](#) a full-time faculty member who can be responsible for the curriculum process. This person may collaborate with a discipline expert who could be a part-time faculty member or a full-time faculty member within the district. The entire process is faculty-driven, and decisions are communicated via public meeting minutes and Course and Award Approvals reports submitted regularly to the Board of Trustees for approval.

### Curriculum Review Process

All academic courses, awards, and certificates are cyclically reviewed so that curricula, learning outcomes, and transferability are relevant to current discipline and industry standards. The [Curriculum Review Process](#) identifies the specific roles of Curriculum Committee members and the steps for proposals:

1. Planning
2. Technical Review
3. Committee Review
4. Approval

The important planning stage affords conversation between the discipline faculty and the division dean where equity, learning outcomes, rigor, and student success are discussed. As mentioned in Standard 2.1, local industry experts and workforce partners via [CTE advisory committees](#) provide additional considerations like industry needs/standards and workforce development. These initial conversations help guide the direction of the curriculum whether new or undergoing change, review, or discontinuance.

Informed by the planning stage, a curriculum proposal (also called a [workflow](#)) defines the properties of the course or award and includes examples of textbooks, assignments, and assessment methods, as well as defines the learning outcomes, requisites, and plans for compliance with distance education (DE) requirements. Once submitted by a proposer, the review stages begin.

In the technical review stage, specialists, such as the Articulation Officer or the DE Coordinator, assess compliance of the proposal with local and state policies like articulation agreements, modes of delivery, and SLO validity and mappings; at the same time faculty, deans, and the Curriculum Chair ensure the breadth, depth, and rigor are appropriate for the course, award, or certificate. When applicable, course sequencing is defined to create a progression of skills that students acquire as they successfully complete each course and ultimately achieve the Program Student Learning Objectives (PSLOs) and earn the program award. The Committee review stage adds consideration by non-discipline faculty and student services representatives to provide a broad perspective on the proposal's fit and relevance to other programs and services offered. The proposer [responds](#) to suggestions made after each of these review stages prior to the approval steps.

Approval by the Curriculum Committee initiates review and approval by the [Board of Trustees](#). Once approved, the Curriculum Specialist submits to the Chancellor's Office for inclusion in the Chancellor's Office Curriculum Inventory and the Articulation Officer begins the process of building or revising articulation agreements.

### Curriculum Outcomes

As mentioned in the previous section, student learning outcomes (SLOs) are updated as part of the Curriculum Review Process. The institution uses and publishes three kinds of SLOs: Course (CSLOs),

Program (PSLOs), and Institutional (ISLOs). Course and program SLOs are published in several ways. PSLOs are included on each award page in the eCatalog and in each [Program Outline of Record](#); CSLOs are listed on each course page in the eCatalog, each [Course Outline of Record](#), and on every course [syllabus](#).

The creation or review of all SLOs is guided by the [Student Learning Outcomes Program Review \(SLOPR\) Coordinator](#) who ensures the SLOs are clear, measurable, and mapped; CSLOs are mapped to PSLOs, and CSLOs are mapped to ISLOs. The relationships established by these mappings allow CSLOs to meaningfully build towards both program success and the institutionally agreed-upon measures of academic success. The utility of ISLOs is discussed further in Section 2.3.

During the self-evaluation process, the college noticed that the Program Review process asks faculty to analyze SLO data with an equity lens and create program plans to address issues revealed by the data, but that curriculum changes were not well-connected to the plans emerging from program reviews. The college recognized that these processes could be more closely aligned such that the Program Review and Curriculum Review become cooperative processes to better improve equitable student outcomes.

**2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)**

**General Education Philosophy**

The college follows Board Policy [4025](#), Philosophy and Criteria for Associate Degree and General Education. and Title 5, [55061](#), to ensure broad knowledge, skills, and competencies are included in its [general education framework](#). Specifically, the policy states that “general education is designed to introduce students to the variety of means through which people comprehend the modern world” such as “basic principles, concepts and methodologies both unique to and shared by the various disciplines.”

Appropriate input from faculty regarding the general education framework occurs at the district and college levels. At the district level, the Columbia College Academic Senate has one faculty representative serving on the Yosemite Community College District Policy and Procedure Committee where each board policies and administrative procedure is systematically [reviewed](#) in six years cycles. At the college level, the Academic Senate regularly [reviews](#) its Philosophy and Criteria for AA and AS Degrees and General Education while the Curriculum Committee regularly reviews GE approvals both [during meetings](#) and in [curriculum workflows](#). Additionally, at the college level, the Articulation Officer reviews the [two catalog sections](#) during the catalog review process: 1) general education requirements, and 2) academic award types and requirements. Any significant changes to these two sections are approved through the Academic Senate if needed.

### General Education Framework

The [Curriculum Review Process](#) ensures that the general education philosophy is reflected and consistently applied to academic programs and awards. This ensures that students who earn degrees acquire broad knowledge, skills, and competencies included in at least one of three patterns. The [CSU GE Breadth](#) is the pattern approved for transfer to the California State University system, and the [IGETC Breadth](#) is the pattern approved for transfer to the University of California system. For local degrees where students may not be seeking transfer to a four-year university, the college uses the [local general education requirements](#) modeled after the California State University GE pattern. All three patterns provide students opportunities to engage in communication, qualitative reasoning, critical thinking, civic responsibility, and diverse perspectives through courses in the arts, humanities, sciences, mathematics, and social sciences as they apply to their educational pathway. Recently, the college [updated](#) its Philosophy and Criteria for AS/AA degrees in general education to add Ethnic Studies as a component to the local Columbia College GE Pattern ensuring continued compliance with Title 5.

The college's [ISLOs](#) also represent the breadth of knowledge, skills, and competencies identified in Board Policy [4025](#), Philosophy and Criteria for Associate Degree and General Education. The ISLOs were developed through the Student Learning Outcomes Committee (now Student Learning Outcomes Program Review Committee) with approval from the [Academic Senate](#) and [College Council](#). These learning outcomes, commonly referred to as the Six C's, include the following: calculation, career, communication, critical thinking, culture and community, and knowledge. These ISLOs reflect the intended broad competencies and provide a means to assess the accomplishment of the general education framework.

#### **2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)**

##### Clear, Accurate, and Accessible Communication

The college continually improves the many communication forms used to reach students, college employees, local businesses and community members, and regional and state compliance, accreditation, and organizing offices. While increasing the number of communication forms, the college considers the needs of each audience. Using the website as an example, students may prefer simple searching for course, program, or policy information, while accreditors may need specific information when more complex jargon or data is expected. Furthermore, information quality has improved since the last accreditation cycle, leading to higher information fidelity among sources, better clarity and accessibility in the language and modalities used, and improved accuracy of the information. Using these multiple means, the college communicates 1) program and course information and SLOs, 2) degree planning and progress evaluation, 3) student support services, 4) policies and procedures, and 5) contact information.

##### Effective Communication Mechanisms

The [college website](#) is the primary, front-facing communication tool for all information about the college. The current homepage uses tabs to organize information. For example, the "Academics" tab has information about award programs and alternative programs such as adult education, community education, and dual enrollment. The "Student Services" tab has information about counseling and special programs such as Disabled Student Program Services, Foster Youth, and learning support services such as the Academic Achievement Center and Math Lab. Centered on the page is the "Admissions & Aid" tab which leads to information about admissions and records, student resources, and financial aid.

One click leads to a video on how to apply to the college and the New Student Check List which provides step-by-step instructions for new students to follow once they have applied.

Information about degrees and certificates is clustered into "interest areas" on the Student Services > Academic Counseling > [Programs of Study](#) webpage to help students explore educational and career pathways, types of awards offered, and contact information for the lead counselor and the instructors supporting each [area](#). Links to advising guides and related student services, such as Financial Aid and Career and Job Placement Services, are also included here.

Throughout the website, contact information is included. Minimally, this is the general information phone number, but more frequently email or phone numbers for specific offices, instructional faculty and counselors, or administrators and staff are included to support those with additional questions or those needing greater accessibility than our website currently provides. With a district-wide website redesign expected in 2024, these issues should be minimized.

Simple and multiple means to access the college's [eCatalog](#) enhances the utility of this resource which is the authoritative source of information on curriculum, local and transfer policies, services, fees and financial aid, and other important information about the college. The [courses](#) section includes a description and CSLOs for each course offered, while the [awards](#) section includes each program's goals, a summary of curricular content, PSLOs, a list of required and elective courses, and a unique [advising guide](#). The eCatalog's Program of Study section [mirrors](#) the Programs of Study webpage, and the [Student Services](#) section includes information about learning support resources, basic needs support, and many other services offered, all with links and contact information.

Columbia College widely utilizes the educational technology platform called Starfish, allowing faculty and staff to communicate with students providing intentional just-in-time intervention and cohort management throughout their journey. [Starfish](#) allows faculty and staff to interact with their students through several tracking items. These items may be used to raise alerts (Flag students), provide encouragement (give Kudos), refer students to available people or campus resources (raise Referrals), or assign tasks to students (raise To-Dos). In addition to students receiving an email, staff follow up directly with the student based on their need. For example, a student receiving a financial aid referral through Starfish will be contacted by their Financial Aid Specialist for assistance. Students are also connected in various organizations within Starfish, allowing faculty and staff to target messaging to a specific population.

The college uses many other communications forms including [press releases](#) and [flyers](#) advertising new academic programs. Important deadlines and campus resources are also communicated through [emails](#), [monthly newsletters](#), and [social media](#) posts from the Student Services Division, and [Canvas](#) announcements. Quite important due to the college's rural and forested location is [CCAlert](#), a free emergency notification system used to inform campus and community members of campus closures, inclement weather warnings, air quality disruptions, and other high-priority notices.

### [Reviews for Clarity, Consistency, Accuracy, and Relevance](#)

The previously mentioned website redesign is based upon a [district plan](#) "to assist enrollment marketing and branding efforts," though website construction and maintenance are still left to each college. Owing to its size, Columbia does not have web development staff, thus content updates and website maintenance are distributed among areas, programs, and divisions. Despite, or possibly due to, this limitation, the college has developed several codified means to track and update web content. The

college employs [SiteImprove](#), a web-based tool that reports on quality assurance issues like broken links, misspellings, and accessibility problems. The Programs of Study webpages are collectively reviewed and [updated](#) by the Counseling department, and the Advising Guides are maintained annually using the [Advising Guide Master Worksheet](#) to incorporate any recent curriculum changes.

The college's catalog review process was recently codified in the [2023 Cyclic Review Plan](#), though its origin was from a noticed need for regular [policy review](#) in 2017. The project swelled in 2019 when [consistency errors](#) between the eCatalog and the college website were brought to the [attention](#) of the Institutional Effectiveness Council. The [Deep Review and Regular Review process](#) distributes "chunks" of the catalog for review by content experts or responsible parties. Adherence to the process is ensured by the authority of the Office of Instruction acting through the [IEC](#), and completion is guided by the [catalog production timeline](#). [Lessons learned](#) through this process and through self-evaluation for this publication led to the [ACCJC Catalog Requirements](#) spreadsheet in which all required elements of the catalog are documented and linked. Two examples of improvements that resulted from interaction between the catalog review process and the web content maintenance processes are: 1) providing the Final Examinations Schedule only on the College [website](#) while the eCatalog [links](#) to this webpage, and 2) providing the [Academic Integrity Policy](#) only in the college catalog. Transcription errors are eliminated by these strategic uses of linking.

The college has improved the clarity, accuracy, and accessibility of SLOs for all program awards and courses, which are communicated in the following ways: 1) [eCatalog](#), 2) [course](#) and [program](#) outlines of record, and 3) [course syllabi](#). The clarity of learning outcomes is regularly reviewed through the [curriculum process](#) (Section 2.2) using the college's curriculum management software program, eLumen. As the eCatalog, the course outlines of record (CORs), and the program outlines of record (PORs) are also created in eLumen, the learning outcomes are reproduced verbatim. Furthermore, this information is not limited to those engaged with the college; the [eLumen public link](#) allows anyone access to the SLOs and catalog content. Instructors are encouraged to copy learning outcomes to their syllabi from the current CORs within eLumen, but this step has the lowest fidelity. The college is currently [investigating](#) a program called [Simple Syllabus](#), a software program compatible with eLumen, which will further ensure the accuracy of learning outcomes for all course syllabi.

Review of other communication forms including social media posts, student newsletters, and Canvas announcements takes place in several student services and instructional department meetings including Quarterly Outreach meetings (which include both Student Services staff and Instructional staff), monthly Weeks of Welcome (WOW) committee meetings, and several other subcommittee workgroups like the Transfer Team. These meetings discuss the overall communication goals, requirements, and methods in consideration of the unique rural community and students we serve.

**2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)**

[Classes are Scheduled in Alignment with Student Needs and Program Pathways](#)

The scheduling process at Columbia College follows a [timeline](#) that includes input from faculty and counselors. The process begins with division deans reviewing data from at least these three data sources: [program review course summaries](#) provide information about fill rates, retention rates, and success rates; historical [section data](#) adds consideration of the number of sections and the course



modalities; and [Starfish Degree Planner](#) incorporates student demand and time-to-completion information. These sources allow the college to project [two-year plans](#) that allow for timely completion of all programs and awards. Input from faculty and counselors ensures courses are scheduled at times and locations that minimize overlapping required courses; this property of Columbia's scheduling is critical as many courses have only one section or are only offered annually or biennially. For example, the STEM disciplines collaborate to generate [schedules](#) that eliminate these [conflicts](#) so students can complete biology, chemistry, and physics degree requirements in any two-year period.

[Scheduling](#) for the Dual Enrollment program at high schools and the Rising Scholars program at the prison, juvenile justice site, etc. does not follow the scheduling timeline due to differences in start and end dates at each off-site location. Scheduling at each of these off-site locations is individualized for the desired pathway(s). Typically, high school dual-enrollment tracks are one year and lead to either a vocational, academic, or general education pathway. For Rising Scholars, course planning revolves around students completing awards such as the Social and Behavioral Science AA degree and beginning academic pathways in Hospitality and Fire Technology courses.

#### [Scheduling Facilitates Timely Completion of Pathways](#)

Timely completion of academic pathways is primarily facilitated by course scheduling plans that project needed course offerings for the next two years. A plan for each instructional division—[Arts, Sciences, and Human Performance \(ASHP\)](#) and [Career and Technical Education \(CTE\)](#)—is updated every spring to reflect any curriculum changes such as new or discontinued awards and courses. These updates are then incorporated into the advising guides used by students and counselors for degree planning purposes. While this method has been effective, there is no formal process for the review of this process. As the college prepares to address enrollment management processes, establishing ways to assess and improve the efficacy of these two-year plans could improve timely completion of programs and awards and reduce scheduling conflicts more broadly.

In exceptional circumstances, the college still delivers timely completion opportunities to its students. In 2020-21 the [Office Technology](#) and [Auto Body](#) programs were discontinued through the Curriculum Committee following Academic Senate's [Program Viability Revitalization, and Discontinuance Procedure](#) and Board Policy [4021](#), Program Viability, Revitalization, and Discontinuance Procedures. The college ensured affected students met with a counselor and were provided with alternatives to complete their programs such as [course substitutions, waivers](#), or equivalent courses at the college's sister institution, Modesto Junior College.

#### [Reflection on Time-to-Completion Data](#)

The college is deliberating on how to reflect upon students' time-to-completion data. A recent [report](#) shows time-to-completion information by award type and programs of study. However, outlying data points make the reported average ranges large, and the small sample sizes common at Columbia College make differentiating trends from noise complicated. Further complicating this analysis, older data is less detailed, so a false trend appears implying time-to-completions are increasing at the college, yet older data is necessary for any time-to-completion analysis. Despite these limitations, future enrollment management considerations can apply time-to-completion data to improve timely completion of awards and certificates.

## 2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

### Regular Evaluation of the Effectiveness of Delivery Modes

Columbia College now offers courses in [six different modalities](#) to meet the changing needs of its students and to promote equitable access and success, and the effectiveness of delivery modes is evaluated. In Spring 2020 when the college shifted quickly to asynchronous and synchronous distance education modalities and correspondence education modalities in response to the pandemic, the Curriculum Committee and Vice President of Instruction requested that all discipline faculty conduct a [review of all courses](#) to approve as many distance education addenda (DEA) as possible in the case that pandemic conditions continued past Fall 2020. Discipline faculty were consulted, and the appropriate distance education and correspondence education modalities were approved to ensure course quality standards, authentication of students, and regular and effective contact. The result was a rapid [approval](#) of DEA (with correspondence education option) for every course that could be offered in a distance and/or correspondence education modality. The Curriculum Committee will be reviewing its Distance Education and Correspondence Education Addendum in [Fall 2023](#) to ensure compliance with recent changes to Title 5 and to reaffirm alignment with ACCJC's Policy on Distance Education and on Correspondence Education.

With the slow return of in-person courses beginning Fall 2021, it was unclear which modalities the students preferred. While no formal process for analyzing or applying student modality preferences currently exists, there is growing evidence that students prefer certain modalities for some courses. Two reports from the CCRP's dashboards indicate 1) the [number of online and hybrid sections](#) is increasing, and 2) the [success rates](#) in online and hybrid courses are improving. The college recognizes that optimization of course offerings by modality could benefit student pathways and equitable access, which is especially important for Columbia College considering its large and rural service area. Increased modality options could improve equitable outcomes for marginalized groups that may face challenges such as transportation, work obligations, and childcare.

### Regular Evaluation of the Effectiveness of Teaching Methodologies

The college evaluates and improves teaching practices and student success by supporting professional development opportunities through its institutional [flex days](#), [online education training](#), and [conference attendance](#). A dedicated committee, the [Teaching, Learning, and Community](#) (TLC) committee, promotes "excellence in teaching and learning across the entire college community – students, staff, faculty, and administration – in an ongoing climate of growth and improvement" and "responds to emerging campus needs and resources for professional development." Improvement ideas from this committee include the [Teaching Test Kitchen Labs](#) (TTKL), where groups of faculty and classified professionals collectively create plans to address a teaching or student success need. One recent TTKL focused on a [Brain-Targeted teaching model](#) and how to apply this model to increase student engagement, retention, and completion. Upon conclusion of the TTKLs, participants share their findings with colleagues during [college-wide In-Service](#), [Part-Time In-Service](#), and through other professional development activities. Other TLC programs include a [Brown Bag Lunch series](#) in which faculty and staff read and discuss books related to teaching and learning, and the [Peer Observation Pool](#) where faculty "learn from each other by spending time in a colleague's classroom or a classified's desk." Currently, TLC is planning professional development opportunities to implement a [culturally responsive pedagogy](#) grant awarded by the Chancellor's Office Institutional Effectiveness Division.

Distance education modalities are supported by the [Instructional Technology Center](#). Faculty who teach online are trained using the [OEI rubric](#) as the institution standard. Training is available asynchronously through Canvas or synchronously through drop-in office hours, individualized sessions, workshops, and [accessibility modules](#) in the Faculty Hub in Canvas. A [professional development opportunity](#) was launched in Fall 2022 focusing on the top five components of the OEI rubric to address accessibility and promote equitable learning. In addition, faculty can self-enroll in a [course](#) titled "Aligning Section D in Canvas" available in the college's instance of Canvas. The Faculty Evaluation Process includes Appendix [C-5e](#): Peer Observation Form for Faculty Teaching Online Appendix [C-5k](#): Student Evaluation Form for Faculty Teaching online per the [Faculty Contract](#).

**2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)**

The college provides a broad range of integrated support programs that promote wellness and learning, goal setting, degree attainment, and life-skill development. As will be shown, information on all these programs is available in the [college catalog](#) and on the [college website](#). All Student Services programs strive to impart the essential values of critical thinking, respect, accountability, and self-advocacy in meeting the holistic needs of students. All Student Services programs strive to impart the essential values of critical thinking, respect, accountability, and self-advocacy in meeting the holistic needs of students.

#### [Orientation](#)

Orientation is provided in various [modalities](#): in-person at [GO Columbia Days](#), [online orientation](#), or completion of a [guidance course](#). Go Columbia Days gives new students personalized connections with counseling faculty and student ambassadors, a campus tour, and free educational supplies. They complete all core matriculation steps, which allows them priority registration. These steps include creating an educational plan with a counselor, meeting with a financial aid specialist, and learning about the special programs and resources available to help them be successful. In May, special Go Columbia Days, unique for each local high school, are offered. All new students are encouraged to attend the in-person orientation, as [data](#) shows attendees are more likely to enroll full-time and have higher rates of persistence.

If a student cannot attend an in-person orientation, they can complete an online orientation or enroll in a guidance course. The online orientation is an asynchronous Canvas course that provides "just-in-time" information, and students can review the information as needed throughout their educational journey. Alternatively, the guidance courses connect new students with counseling faculty where successful behaviors and wellness, as well as degree planning, transfer, and graduation requirements are taught. Regardless of orientation method, all new students are invited to the New Student Welcome the Friday before the semester starts.

#### [Onboarding](#)

Columbia College helps students onboard by helping them find their first courses. Columbia College places all incoming students into transfer-level math and English courses in full [compliance](#) with AB

705/AB 1705. The college uses two [Guided Self-Placement](#) processes to assist students in selecting appropriate math and English courses and whether a support course is recommended. In response to placing all students in transfer-level courses, additional one- or two-unit support courses were added for students who, through the self-placement process or otherwise, feel they would benefit from additional instructor support.

The [Weeks of Welcome \(WOW\)](#) series of events are spread throughout the academic year to expose students to the inclusive and supportive culture at Columbia. The first week of classes hosts events such as Caffeine & Counseling, Treats with Tutors, Pancakes and Professors, and Thirsty Thursday. Other events such as Getting Fancy with Finances; First Generation College Day; Wellness, Job, and Transfer Fairs; and the popular Spirit Week invite new and existing students into the supportive and playful environment the Office of Student Services continually provides.

[Student Ambassadors](#) (student employees) are more than our official campus tour guides; they are the representatives at the Information hub in the Manzanita building where most administrative offices are located. Ambassadors are also placed in the Career Transfer Center and the Student Center where many support services are available in a “one-stop-shop” model. The Ambassadors are available at any of these locations to help students find the appropriate services, and they can assist with any of the processes required to be a successful student including registration, student email setup, connecting with academic Counseling, and other student engagement opportunities. Ambassadors also assist with outreach events like application workshops and new student orientations.

### Retention Efforts

Columbia College uses a software platform called Starfish to promote student success by making support processes such as counseling, advising, tutoring, mentoring, and others available online. The program links instructors, students, and student services staff to ensure proactive use of the following features:

- [Intake surveys](#) that identify the needs of incoming students
- [Progress Surveys](#) and raised flags are early alerts so academic support systems can help students in a timely manner
- [Kudos, referrals and flags](#) prompt students to interact with instructors and resources to support them and receive notifications when flags have been cleared
- Counselors can [view](#) and communicate with all students within a major
- Instructor office hours are visible to students online; students can [make appointments](#) and send messages
- Students’ have their own personalized [Success Network](#)
- Students can work with their counselor to create and approve [educational plans](#)
- [Connect and communicate](#) with students

### Counseling and Support Services

The college has developed a case-management approach to academic counseling. Academic counselors are assigned based on a student’s [program of study](#). Students are assigned to either a general counselor or to a special program’s counselor for students in programs such as DSPS, EOPS/CARE, CalWORKs, TRiO, Foster Youth, or Veterans. In many cases, students have multiple layers of counseling support if they are in more than one special program or have multiple academic programs. Appointments can be scheduled in-person or online using Starfish, and counselors can meet in-person, via phone, or online via

Zoom. Counselors help students with a variety of needs, such as developing an educational plan, preparing to transfer to a four-year college, researching careers related to certificates and degrees, and learning strategies and techniques to help them succeed. Student ambassadors are nearby to assist with registration, answer questions, and provide further information.

Columbia offers an array of [Special Programs](#), with most offices located in the central Manzanita building. This close-knit design allows many students to benefit from more than one special program due to the warm hand-offs between program offices. Online students can access each Special Program with one click from the home page. Enrollment in special programs starts with staff and counselors reaching out to high-school students during pre-application meetings and later at on-campus or [online orientation](#) events throughout the matriculation process. Faculty and staff can direct students to special programs at in-person or online events, or by using Starfish [referrals](#).

### Academic Support

The college's mission of offering opportunities for discovery and success and cultivating intellectual, cultural, and economic vitalities is well-supported by the [library](#). Providing resources in many formats, the library's collection is sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery. Holdings and services are regularly [reviewed](#) with [input](#) from faculty, adjusting to student needs and usage. For example, supporting distance education and online students—though long a strength of the library—improved during the pandemic when the college invested in laptops and Wi-Fi hotspot technology, which could be [checked out](#) from the library. The large and rural service area of the college contains many people with limited or unreliable access to technology; according to the [Starfish In-Take Survey](#), almost 40% of our students report not having laptops or home Internet available. 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 a 24/7 [chat reference](#) monitored by a nationwide consortium of librarians.

Tutoring, [embedded tutoring](#), and a writing center operate under the auspices of the [Academic Achievement Center \(AAC\)](#). Tutoring services are free of charge to students and are provided by trained peer tutors who have excelled in the classes they now tutor. The AAC offers in-person and [online](#) services during business hours and 24/7 access through STAR-CA (online tutoring consortium with California Community College tutors) or NetTutor (professional tutors). The AAC has earned the International Tutor Training Program Certification (ITTPC) through the College Reading and Learning Association (CRLA). The AAC promotes tutoring services through many avenues, including direct [emails](#), Starfish, and Canvas.

The [High-Tech Center](#) (HTC) offers resources to students who have a disability by providing access to and training on adapted computer hardware and software, especially for the visually, learning, and mobility impaired. This specialized computer lab allows students to attend classes and counseling appointments virtually and access many software applications that can increase skill levels in reading, writing, and math. Specially trained staff offer academic assistance with educational and vocational college coursework, and they provide workshops on topics such as college readiness or basic life skills. The HTC also features our Testing Center, where students can take exams in a reduced distraction setting and for an extended time.

The [Math Lab](#) provides guidance for students in all levels of mathematics. Their offerings include one-on-one tutoring, group tutoring, and opportunities for student collaboration in both face-to-face and

online meetings. In addition, students have access to resources, such as Instructor's and Student's editions of current math textbooks used on campus as well as a library of guides and textbooks, graphing calculators, online computers, and a 3D-print lab. An Instructional Support Specialist in Mathematics is also available to provide programming development and oversee the tutors. During the summer, the college offers [Math Jams](#), which are intensive workshops specifically designed to prepare students for coursework and concepts in their upcoming math classes. This corresponds with a summer Weeks of Welcome event called [Jump Start](#), which aids students with social integration and academic and emotional support programs at the college.

### [Basic Needs and Financial Support](#)

The [Basic Needs Program](#) provides resources and referrals for basic needs such as housing, food, transportation, medical care, and more. Since access to these key resources is essential for educational success, the college has placed Grab-and-Go food baskets around campus for students. In addition, a food bank, called the [Ponderosa Pantry](#), is available for students to pick up free groceries to take home. The college has also addressed students' need for housing, recently creating a [Welcome Home Sponsorship](#) where free housing is provided on campus for the year. The program, in its pilot stage, provides spaces for a limited number of students; however, the college recognizes the immense need in our community, and additional ideas to support student housing needs are in discussion.

Columbia College's [Mental Health Program](#) provides a range of mental health and emotional wellness services to students. The program provides free therapeutic [services](#) for enrolled students and serves as a [resource](#) for faculty and staff. Special services are designed to support students who may be at-risk, distressed, or dangerous, including those suffering from transitional anxiety to [suicidal ideation](#). With additional state funding, the college has been able to expand its services by hiring two part-time licensed Mental Health Counselors to support the existing full-time Licensed Counselor/Coordinator already on staff. The additional staff has allowed for more student appointments and expanding outreach for mental health and [wellness programs](#), [presentations](#), and [special events](#), while still maintaining sufficient staffing in the office for scheduled sessions and walk-in crisis intervention.

The [Basic Needs Emergency Grant](#) opportunity is offered with additional funding from the State Chancellor's Office. It enables the college to offer emergency financial support for students in need. A simple online form allows students to request emergency funds to pay rental deposits, late utility bills, temporary hotel vouchers, car repairs, gas, or food cards, to name a few. A committee meets regularly to review and process applications.

### [Transfer and Career Services](#)

The [TRiO Student Support Services](#) program uses a collaborative approach to meet the transfer goals of the students and the institution. Working as a team, TRiO Student Support Services, counseling, and other special programs have created a transfer services program designed to increase students' chances of staying in college, help improve their GPA, provide access to leadership opportunities, and complete their educational goals in a timely manner. These [free services](#) include priority academic counseling, peer mentoring, tutoring, scholarship/financial aid assistance, university tours/field trips, and priority registration.

[Career Services](#) has many resources to help students with career exploration and job placement. Services include career assessments, cover letter support, de-stressing job search workshops, effective interviewing, employer connections, job application help, job board listings including apprenticeship opportunities, job fairs, and resume review. The [Career & Transfer Center](#) supports students in a variety



of ways, including access to reference materials, college catalogs, transfer and career sites, and CSU/UC Admissions representatives.

### Student Equity Planning

Columbia College is committed to equitably supporting all students in developing and reaching their educational goals. The Student Success Council coordinates the college's efforts to ensure equal access to educational opportunities and promote success among all students regardless of gender, race, disability, or economic status. The college's [Student Equity and Achievement Plan](#) was developed based on statewide disproportionate impact data using appropriate local groupings to identify inequities among student subgroups. The plan describes activities designed to eliminate or reduce barriers and describes how resources will be allocated in support of these efforts. The college's efforts promote equitable student success and support the college's mission, core values, and goals.

In 2022, the college implemented a process of considering the sensitivity and relational dynamics of having cross-campus discussions around race. In response, a new committee was created on Diversity, Equity, and Inclusion ([DEI](#)) to examine the institution with a critical lens by acknowledging our diversity, creating a culture of unity, developing equitable practices, and promoting an inclusive environment. More recently, the college added "Accessibility" to the title and goals and is now the [DEIA committee](#). Columbia was recently awarded a [culturally responsive pedagogy grant](#) that will allow the college to offer intense and meaningful professional development opportunities around this work. In fall 2023, the college kick-started the semester by inviting [Tim Wise](#) to our in-service, all-college-wide meeting. He provided a powerful presentation exploring the causes, both formal and informal, of institutional racial inequities. In Fall 2023, the college brought in [Dr. Regina Standback Stroud](#) in support of our DEIA vision.

- 2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)**

### Student Engagement

The [Associated Students of Columbia College \(ASCC\)](#) is the officially recognized Student Senate that represents all Columbia College students and is a vital part of the college's communities, activities, and programs. Elected representatives are included in college decision-making processes by representatives on all councils and most committees. All funds collected from students for governance and activity purposes are expended appropriately following Board Policy [5420](#), Associated Students Finance.

Located in the Ponderosa Building, the [Student Center](#) is a place for ASCC meetings, club meetings, and access to resources such as food (The Ponderosa Pantry and a well-equipped kitchen), computers and printers, a TV with gaming consoles, an outdoor deck, barbecue, and gazebo. The center is funded by the Student Center Fee assessed once per academic year, and student leaders—including the ASCC, Student Ambassadors, and Phi Theta Kappa Honor's Society—support the staffing and daily operations of the center.

Student [activities](#) can be organized by students, staff, or both. Annual events enhance community engagement and collective identity with events like [Spirit Week](#), the Trick-Or-Treating and Costume Contest, and the [Giving Tree](#), a collaborative event with the Childcare Center. The entire college

community looks forward to this tradition, and the gifts support local low-income families and their children. The college also has many [student clubs](#) including several that leverage the college's unique location and local talent such as:

- The Outdoor Adventure Club, which uses the many bouldering opportunities on campus
- The Forestry and Natural Resources Club
- International Folkloric Dance Club
- Too Cold Media Club where students access a recording studio, music production equipment, and editing software.

Columbia College's [Intercollegiate Athletic](#) Program is dedicated to supporting and enhancing the student-athlete experience. The college provides support programs and services to assist student-athletes in gaining access to higher education and achieving success in their chosen transfer paths. Based on current funding, facilities, and interests, the college offers two intercollegiate sports: men's basketball and women's volleyball. Each sport is governed by the Constitution of the California College Athletic Association (CCCAA).

### Cultural Enrichment Activities

The [Cultural Enrichment Committee](#) (CEC) is a subcommittee of the Student Success Council, the shared governance body that oversees the Student Equity Plan and equitable success initiatives. The CEC develops programs and activities that create a more welcoming campus culture for the college's disproportionately impacted student groups using events, professional development, and awareness opportunities. Activities can be spontaneous or designed around [monthly themes](#). Recently, they have included:

- [Feel, Heal and Be Real](#) – a forum for discussions of individual or collective trauma inspired by the death of Tyre Nichols
- [Columbia Inspires](#) – a live speaker series celebrating and engaging in understanding diverse cultures and experiences
- [Native Voices](#) – annual events where the campus and local area community hear from indigenous people about their own experiences. In April 2022, Native Voices featured a showcase of Indigenous Hip Hop, including an academic lecture about this topic and performances by three different Native American Hip Hop artists.

### Community Education

[Community Education](#) allows learners of all ages and skills to explore new hobbies and experiences. Columbia College offers an ever-changing selection of classes led by community instructors and industry specialists. A short sample of recent offerings includes Beginning Dog Training, Drumming for All, a California Nature Series led by Fulbright scholar and Nation Park ranger Dr. Nancy Muleady-Mecham, a Wine Varietal comparison class, and Effective Fundraising and Grant Writing. Community classes like this help advance the college mission of developing thoughtful and inquisitive life-long learners.

**2.9. The institution conducts systematic review and assessment to both ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)**

**Overview of the Program Review Cycle**

The College annually implements a detailed and easily completed program review process, managed by a committee dedicated to linking student and program assessments. The [SLOPR committee](#) is led by co-chairs from administration and faculty, with significant [resources](#) provided to the latter to support meaningful assessments and goals, thoughtful use of appropriately disaggregated data, and high completion rates. In 2022-23, all instructional programs had higher than an 80% program review completion rate, and the division of Arts, Sciences, and Human Performance had a nearly 95% completion rate. However, in 2019-20 program review was halted due to the pandemic; completion rates for the following 2020-21 academic year were low.

The program review process uses templates created for [instructional](#), student [service](#), and [administrative](#) areas, though the administrative template and process are still being refined. All areas follow the [Synchronized Program Review Cycle](#), and each provides an overview of their program, reviews data, creates and updates goals, and makes resource requests. The outcomes of the process are then communicated to the campus community during [presentations](#) at each fall semester In-Service Day.

**Program Review for Academic Programs**

Instructional programs use a variety of data sources when completing program review processes. The Columbia College Research and Planning Office (CCRP) maintains [Data Dashboards](#) that include information on campus and course enrollments, student success and retention, student learning outcomes, and academic awards. In addition, the CCRP provides the [Data Summary Sheet](#), [Award Data Summary Sheet](#), and the [Course Data Summary Sheet](#) that analyze trends including disproportionately impacted student populations, CSLO and award success rates, efficiency ratios, and fill-rate information. These data sources allow faculty to observe trends in program and student outcomes and use an equity lens to make reflective assessments of student success and retention. Once completed, division Deans review the templates to assess needs, growth expectations, resourcing, and alignment with the college's mission and strategic goals. Finally, resource needs identified at the program level and prioritized at the division level are forwarded for funding consideration as discussed in Section 3.4 ([budget development process](#)).

**Program Review for Learning Support and Student Services**

Prior to 2022, the Learning Support and Student Services Area Program Review process sought to align with the instructional program review process which focused on course, program, and institutional SLO assessment data, student success and retention rates, and goal setting that leads to resource allocation requests. These metrics were not well suited for assessment of programs like Counseling, DSPS, and Basic Needs, which resulted in an inaccurate assessment of the benefits to students due to these programs. Compounding the problem, redistributions of categorical funding within the California Community College system over the past decade incurred unique reporting of requirements, outcomes, and expectations to each source of continued funding.

As Columbia College's 2022-23 SLOPR Committee worked to resolve the issue that SLOs were becoming less compatible with the way student services reviewed and reported on the performance of its programs, a [redesign](#) of the form was also proposed. In analogy to academic programs "mapping" their program and course outcomes to one of the six ISLO outcomes, the Student Services template is

designed to assess performance and equitable outcomes as related to at least one of the Guided Pathways pillars. These pillars better categorize Student Service Program Outcomes (SSPOs) and lead to more student-centered, disaggregated approaches of setting annual program goals. The fact that the Chancellor's Office revised Student Equity Plan criteria across the system to be more intentional in considering disaggregated racial groups and to apply a more race-conscious approach was a major influence on the program review revisions. In addition to a 3-year goal, annual reporting on each disproportionately impacted group's progress fits within the college's annual review cycle.

Finally, Columbia College must continue to leverage its small size, rural location, personalized services, and highly relationship-driven educational experience to maintain academic excellence to include the metrics and outcome areas identified in the Student Equity Plan: enrollment, math, and English completion in the first year, persistence, transfer, and certificate and degree completion.

### Examples of Program Improvement

The [2021-22](#) and [2022-23](#) Mathematics Program Reviews identified AB 705/AB 1705 may have negatively impacted student success at transfer-level courses. Developed in response was [Math Jams](#), a pre-semester event to help students prepare for college-level transfer mathematics. Additionally, the department introduced three new support courses: *Math Support for Trigonometry*, *Math Support for Precalculus*, and *Math Support for Calculus* to aid students during transfer-level mathematics courses in their first year. Importantly, the Columbia College mathematics program has been in full compliance with AB 705 since its implementation in Fall 2018.

The 2022-23 [Child Development](#) Program Review focused heavily on equity. The review identified success rates for Child Development students ranged from 61.7% to 90% across the demographic subpopulations, and success rates for historically underrepresented groups in Child Development (people of color and men) were higher than their white counterparts. Also, by aligning program goals with campus initiatives, the Child Development program sought resources for zero-textbook-cost (ZTC) options and applying culturally responsive practices across the curriculum.

Our [Academic Achievement Center](#) (AAC) provides embedded course tutoring as well as drop-in times and appointments for individual tutoring services. The remote conditions of the pandemic expanded the ways students access the AAC, and by continuing to offer more online tutoring services and hours has improved access and equity for students using tutoring services. Assessment data for tutoring services was remarkable: student retention was 79.5% for students who received no tutoring, while that rate increased to 92% for students who attended less than 5 hours, and over 96% for students who attended 5 to 10 hours of tutoring through the AAC.

The Motherlode Educational Opportunity Center (MEOC) has been exemplary in using annual program review to go beyond enrollment trends to help inform, shape, and accountably improve services and outcomes for students. While acknowledging their goal to increase the number of Low Income First-Generation (LIFG) student participants resets to achieve 1000 clients each year, as required by federal EOC measurable objective, the staff continues to assess the program's performance goals. MEOC used the annual update year-end review in [2023](#) to document the successful integration of the online program application into numerous partner agencies' intake processes. This was previously identified in the [2021](#) program review to leverage some of their 70 community partnerships (another program goal) to close the gap on incomplete applications for eligibility, thereby increasing their efficiency and capacity to continue reaching and fully serving LIFG clients.

### **Standard 3: Infrastructure and Resources**

*The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.*

- 3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

#### **Staffing Levels and Recruitment of Personnel Support the College**

Columbia College follows Board Policy [7120](#), Recruitment and Hiring, to hire the most qualified administrators, faculty, and classified professionals to operate its programs and services. The Policy delegates authority for establishing hiring procedures to the Chancellor, who works with District Human Resources and college constituency groups to ensure that a diverse pool of the best, most highly qualified candidates become college employees. The college consults the [Strategic Plan](#) and [Educational Master Plan](#) to advance the mission of the college when considering and prioritizing positions. This allows the college to evaluate institutional needs and capacity and determine the availability of resources prior to deciding what positions will be filled to best serve students. The [College Outlook](#), prepared by the Office of the President, provides additional insight into the growth of programs and services for potential hiring.

In general, new and replacement positions among faculty, staff, and administrators at the college are identified through the integrated planning process and, as applicable, identified through the annual program review process (Section 2.9). For new programs and services, positions can be identified through the following avenues: [Classified Hiring Prioritization Process](#), [Faculty Hiring Prioritization Process](#), and/or new programs or services with external funding. For example, the mathematics Instructional Support Specialist position was expanded through program review and the Classified Hiring Prioritization Process. The first-ever full-time [welding](#) instructor was approved through the Faculty Hiring Prioritization Process, and the personnel for the [Rising Scholars Program](#) for justice-involved students was identified during the writing of the grant proposal.

An important factor for determining staffing levels when hiring tenure-track faculty is meeting the [Faculty Obligation Number \(FON\)](#), as determined by the state Chancellor's Office. Historically, the district's number of full-time faculty has been significantly higher than the required minimum. With recent state legislation allocating new faculty funding to the community colleges, this allowed the college to hire several faculty members, including one growth position during the 2022-2023 academic year to start in the 2023-2024 academic year.

Likewise, all administrative positions are considered carefully before refilling. For example, after the promotion of the former Vice President of College and Administrative Services to District Vice Chancellor in 2022, the incumbent continued with many of his former duties at Columbia College. In Spring 2023, the college, recognizing the stop-gap measure was no longer tenable, reclassified the position to a Senior Director of College Administrative Services and advanced the position for

recruitment.

#### Appropriate Hiring Criteria are Used

Once the decision has been made to create or fill a faculty, staff, or administrative position, the hiring process begins. The process for hiring classified professionals, faculty, and management is described on the District Human Resources website, [Hiring Process](#). Details are specified in the respective Committee Chair Checklists for the positions are referenced below:

- [Committee Chair Checklist](#)
- [Faculty Committee Chair Checklist](#)
- [Management Committee Chair Checklist](#)

There are also processes and guidelines for internal recruitment for the following:

- [Interim recruitment \(management only\)](#)
- [Lateral-voluntary demotion recruitment \(classified\)](#)
- [Temporary out-of-class recruitment \(classified\)](#)

#### Faculty Job Descriptions are Appropriate

For faculty positions, the college also follows the [YCCD Faculty Hiring Procedures](#), which ensures hired faculty are highly qualified experts in their subject areas and skilled in teaching and serving the needs of a varied student population across multiple modalities. The job description and announcement of faculty positions are prepared by the Human Resources office in consultation with the Dean/Committee Chair and discipline faculty, utilizing the Columbia College [equity-minded job description](#) developed by the Academic Senate. This template serves as the starting point for creating job descriptions. The job descriptions for instructors, counselors, and distance education coordinator then further define the responsibilities for teaching and learning (instruction) and/or service to students (non-instructional), curriculum oversight, and the assessment of student learning outcomes.

As a small, rural institution, Columbia College has benefited from combining faculty positions to best meet program needs within related fields such as full-time faculty teaching in the following disciplines: Ethnic Studies and Sociology; Athletic Trainer and Kinesiology; Earth Science and Geography.

All full-time and part-time faculty have been determined to meet or exceed the state minimum qualifications, which is verified using the most recent [Minimum Qualifications Handbook](#) established by the state Chancellor's Office. If candidates do not directly meet minimum qualifications, determination of equivalency is requested to the Academic Senate through the equivalency process for a [Master's degree](#), [non-Master's degree](#), or specific bachelor's or associate degree. The District also has a clearly defined process for educational equivalency for applicants who possess a [foreign degree](#).

The District demonstrates an understanding and concern for equity and diversity through the policies and practices it has institutionalized such as the [Equal Employment Opportunity Plan](#) and the [Recruitment and Hiring Policy](#). Employees serving on a hiring screening committee receive specific [equity and diversity training](#) before beginning their committee work. This Equal Employment Opportunity (EEO) training for all members of screening committees promotes an understanding of equity and diversity across the institution.



The District HR Office evaluates employment equity and diversity using a confidential data sheet to track applicant ethnicity, gender, and disability for all positions ([management](#), [faculty](#), [classified](#)). Periodically, the Board of Trustees reviews the demographic composition of the employee workforce and the part-time applicant pool. District HR collaborates with the Research Office to provide data that evaluates the District's employment [equity and diversity](#) to ensure representation from a diverse population.

#### [Hiring Practices Ensure Currency and Relevancy](#)

The [Equal Employment Opportunity \(EEO\) Plan](#) and Board Policies [3420](#), Equal Employment Opportunity, [3410](#), Nondiscrimination, and [7100](#), Commitment to Diversity, reflect the District's commitment to equitable hiring practices that supports the College's Mission to create a working and academic environment that is welcoming to all, to foster diversity and to promote excellence.

### **3.2. The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.**

#### [Professional development supports student, employee, and college growth](#)

The [Teaching, Learning, and Community \(TLC\)](#) initiative is a home-grown answer to improving student experiences by collaborative growth and serves as the professional development committee for the college. Its importance and success are demonstrated by its inclusion as a standing committee in the [Participatory Governance Handbook](#), although its membership is small to maintain "a minimal, functional structure that allows the initiative to be responsive and flexible." Meetings are open to all and are co-chaired by two faculty members, with a classified representative, the Distance Education Coordinator, and the Instruction Office support staff as standing committee members, and the committee directly reports to the Vice President of Instruction.

TLC coordinates innovative professional development opportunities with efforts to close student achievement and equity gaps. The annual [Instructional Skills Workshop \(ISW\)](#) each fall is open to all staff and faculty with previous topics such as metacognition and culturally responsive pedagogy (Fall 2023). [Professional Development Day](#) is offered as flex activities prior to the start of each semester for all employees and has included topics such as artificial intelligence, Apple technology, Native American insights, trauma-informed care and practices, and accreditation. TLC also hosts [Peer Observation Pools \(POP\)](#) and [Teaching Test Kitchen Labs \(TTKL\)](#), which incentivize faculty and staff to further develop teaching and learning strategies, address an issue or gap within the classroom or the student journey, develop technical skills, organizational awareness, and relationships across programs and offices. TLC also hosts a [New Employee Welcome](#) every fall and coordinates a mentor/mentee program for all new hires, designed to introduce new classified professionals, faculty, and administrators to the culture at Columbia College and connect them to resources and colleagues.

The [Vision Resource Center \(VRC\)](#) is the hub of our professional development and flex obligation calendar and tracking. The VRC provides training modules for faculty and classified staff in various categories related to educational services, equity and diversity training, technology use, and closing student achievement gaps. Inside the VRC system, professional development proposals can be

submitted for individual or group activities.

At the district level, professional development training sessions are provided to managers, supervisors, faculty, and staff. These [sessions](#) have included instruction on personnel practices, Title IX, EEO, preventing sexual harassment, performance management, understanding union contracts, conducting investigations, and effective communication. The District conducts a thorough [New Employee Orientation](#) session for staff that is held monthly; however, professional development opportunities at the College are geared toward each constituent group.

Faculty are offered professional development in both individual and collective opportunities. Individual faculty members may apply for and, as approved, participate in sabbatical leaves as prescribed in the [Collective Bargaining Agreement](#). Presentations are often shared campus-wide, such as [Brain Targeted Teaching](#) by Dr. Adrienne Seegers. Other professional development opportunities are offered more broadly. As discussed in Standard 2.6, professional development for distance education has been available for several years. For example, [“5 for 500”](#) incentivized faculty to improve accessibility in online courses while constructing Zero Textbook Cost (ZTC) courses using Open Educational Resources (OER) helped 14 faculty [complete the training](#) with a total of 19 courses transitioned to [ZTC](#). The first training cohort was launched in fall 2022 and focused on exploring OER repositories, using open licenses, copyright principles, Universal Design, accessibility, and curating adapting, and adopting OER materials.

Leadership participates in professional development activities including annual Leadership Academies, conference participation, and district-level trainings. The District funds a [Professional Education Program](#) (PEP) allocating funds to reduce the financial burden on the leadership team members seeking outside training. As mentioned, the District conducts an in-house [leadership academy](#) for new managers which is a comprehensive, year-long program that focuses on developing leaders for the organization.

Codified in the [CSEA Contract](#) is a staff professional development retreat occurring once every two years for Classified Professionals. The most recent [meeting](#) offered training on budget overview and processes, enrollment management practices, effective communication, developing a personal mission and vision, customer service best practices, retirement, and CalPERS information. It also afforded the opportunity for classified personnel to network and build relationships with fellow employees across the district. The Classified Senate at Columbia College also hosts its own annual [retreat](#); over the years topics have included budgeting, legislative updates, rights and purview of Classified employees, customer service practices, and campus and community resources for students. Many also participate in statewide or national conferences including specific categorical training in EOPS, DSPS, or NextUp, Starfish California User’s Group, and Diversity, and Equity and Inclusion conferences.

### Improvement of Professional Development Opportunities

An area of strength for Columbia College is the many flexible opportunities for professional development for all employees. For a long time, the evaluation and improvement of these had been less formalized or lacked effective feedback processes. As a result, the following changes were made and are still being improved upon:

- The Institutional Effectiveness Committee (IEC) receives an annual report from all standing

committees, including TLC.

- Sabbatical presentations are given at all campus In-service meetings.
- TTKLs present their findings in a report or presentation in order to receive compensation.
- POP participants must report on their experience and the ways they will use that to improve their job performance to receive compensation.
- TLC provides surveys to gather feedback on desired training (speaker series, classified senate).

### **3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.**

#### **Regular Evaluation of Employees**

The District systematically evaluates employees in each of its constituent groups including faculty, classified professionals, and administrators at regular, specified intervals in compliance with Board Policy [7150](#), Evaluation. Human Resources oversees evaluation processes and maintains accurate records of evaluation materials in personnel files. Evaluation processes vary by employee group, and evaluation forms for the different types of employees are published on the Human Resources [webpage](#). All performance evaluations include discussions between supervisor and employee regarding job performance strengths, expectations, and areas where improvement may be needed.

The District [monitors](#) the completion of management, faculty, and classified evaluations. Managers can access district guides that include annual evaluation [timelines](#) for the employees who report to them. As needed, the HR Office can provide a comparison list of evaluation due dates, with information about the evaluation cycle for individual employees. Managers are expected to complete evaluations in the required timeframe and forward them to HR. If a manager does not complete an evaluation, the next-level administrator is notified, and corrective action is taken.

Procedures for the evaluation of faculty are detailed in the [YFA/YCCD Contract](#) and are completed in compliance with the current faculty contract and follow the negotiated timeframes. Faculty [evaluations](#) include observation by peers and deans. Faculty teaching distance education courses are evaluated for effectiveness in [teaching online](#) as part of the performance evaluation. When indicated, an improvement plan may be developed, including specific goals for improvement and timelines for achieving them. All evaluations are reviewed and [recorded](#) by supervisors and maintained in personnel files. The COVID-19 Pandemic caused delays in regular evaluation cycles; however, the Yosemite Faculty Association and YCCD reached an [agreement](#) to postpone evaluations and, as of Fall 2022, have returned to the regular evaluation cycle.

Classified professionals are evaluated by their managers twice during their first year and every other year during the rest of their employment as detailed in the [CSEA Local 420/District Agreement](#). Probationary evaluations at the sixth and eleventh month of the one-year probationary period are conducted using the same process and forms as biennial evaluations of permanent employees. Evaluations are conducted using the [Performance Evaluation Form](#) and, if needed, the [Performance Improvement Plan \(PIP\)](#). The former uses criteria such as the quality and quantity of work performed, success at responsibilities, like planning or making decisions, and personal qualities like communication skills and work habits, while the latter is used only when deficiencies are noted. The PIP is created by the evaluator and follow-up on the plan must occur between 30 and 90 days after notification.

Guidelines for the evaluation of management employees are outlined in the [YCCD Leadership Team Handbook](#). Leadership team members (managers and administrators) develop individualized measurable goals with their direct supervisor against which progress can be measured. Managers also receive an evaluation from their peers every [four years](#). All processes incorporate measurable criteria for effectively [evaluating](#) an employee's work performance.

The Board has established a policy delineating the process of evaluation of the [Chancellor](#) and a policy for the [Board Self-Evaluation Process](#).

**3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)**

[Resources to Support Essential Programs and Innovation](#)

Columbia College manages its fiscal resources to support and sustain student learning programs and services and improve institutional effectiveness in a manner consistent with its mission. YCCD Board Policies [6200](#), Budget Planning, [6250](#), Budget Adoption and Administration, [6300](#), Fiscal Management, and [6305](#), Reserves, along with their Administrative Procedures, guide the management of financial affairs to ensure financial stability and integrity in the allocation of resources to Columbia College, Modesto Junior College, and the District Office. The college's unrestricted general fund budget is ascertained using the [District's Resource Allocation Model \(RAM\)](#).

For the fiscal year 2023-2024, the college's tentative unrestricted general [fund budget](#) was \$16.5 million. Personnel costs were budgeted at \$14.9 million, representing 90% of the college's unrestricted general fund budget. The remaining \$1.6 million (9%) is allocated for supplies, materials, services, capital outlay, and other outgo. It is important to note that some direct college costs, such as information technology, utilities, and maintenance and grounds, are funded at the district level. The college also utilizes restricted funds, college-based revenue such as health fees, and externally funded grants. The unrestricted and restricted budgets combine to provide the college with the resources to support and sustain student learning programs and services and improve institutional effectiveness.

Fiscal resource management allows the college to innovate when new needs and opportunities arise that are consistent with its mission. With the creation of the new District RAM, the college was able to keep 75% of its savings generated in the unrestricted general fund. The college created a one-time funding request process during the 2022-23 fiscal year to support needs identified through departmental review processes. [Projects](#) were [developed and reviewed](#) by The College Finance Committee, and [approved](#) by the College Council. The college only utilized one-third of the available reserves with the expectation of being able to continue the process in future years.

The college has been able to create and enhance services for students through the budget process. One significant program that was initiated was the [Columbia College Promise](#), which was developed in collaboration with the Columbia College Foundation. The Foundation raised private dollars for the project. This program was to be a three-year pilot program starting in Fall 2018 to provide local graduating high school seniors their first year of college for free. Around the same time, the California Community College system also created a Promise program ([AB 19](#)) and provided partial funding to colleges to support free enrollment for first-time students. In the first few years of the Promise, other

college resources (primarily AB 19 funding) were accessed, enabling private contributions to continue to build for future years. The Promise has grown to include more area high schools and to offer a second year of free college, with college funds continuing to cover the bulk of student costs. Federal stimulus dollars allowed the college to continue to offer this benefit during the pandemic and allowed the Foundation to continue building its program endowment for the future. This coordinated financial effort, in sync with the college's mission and goals, has yielded important results in college enrollment and outreach to area high schools.

In addition to the unrestricted and restricted general fund budgets, the college also relies on federal and state grants to support its mission. All grants are developed to directly support the mission and priorities of the college. Total available funds for [restricted programs](#) during 2022-2023 was approximately \$10.8 million. Grant opportunities are researched and evaluated by college staff and go through a district-approved [pre-approval process](#) that assures proposals align with the district and college mission and that college and district leaders are informed and review grant requirements and restrictions before submission. The District has a grants compliance office that supports the college staff throughout the grant cycle and assures compliance with accounting and grantor requirements, as outlined in the District's Board Policies [3280](#), Grants, [6-8015](#), Grant Accounting, and [6-8064](#) Special Purpose Grant Applications.

Columbia has taken a team approach to evaluating and pursuing grant funding that aligns with campus and community priorities and has secured several grants that have leveraged local partnerships. Recent grants received by the college include U.S. Department of Education grants such as a [Title III – Strengthening Institutions Program grant](#), a TRiO Educational Opportunity Center grant, and a TRiO [Student Support Services grant](#), as well as state grants including several [California Apprenticeship Initiative awards](#). Additionally, the college has partnered regularly with its regional workforce development agency, Mother Lode Job Training, to secure grants aimed at workforce development. These include a Regional Equity and Recovery Partnership grant focused on expanding healthcare education at the college and a Cal-Fire funded grant to develop the College's Forestry Corp program.

The [Forestry Corp](#) is an innovative new program that leverages state, regional, and local partnerships and funding to meet a high-priority workforce need and address urgent climate and safety issues. It prepares students with basic wildland firefighting and entry-level conservation skills. The program uses classroom instruction, demonstration, and hands-on field application to educate students regarding basic firefighting, standards for survival, engine, and pump operations, backfiring methods and equipment use, chainsaw operations, map and compass use, air operations, basic hand tool sharpening and use, fire line construction, forest conservation, and more. Program participants are provided with housing, as well as paid work experience, and earn several industry certifications during the program.

Additional examples demonstrate Columbia's ability to secure resources for essential program needs and educational improvement and innovation:

- Columbia has received two multi-year awards from California's Rising Scholars program, supporting Columbia's growing efforts in educating [incarcerated](#) and formerly incarcerated students, and [justice-involved](#) youth and adults.
- Columbia was selected to lead a regional [K-16 application](#) for an \$18 million state grant to support local high school-to-college career pathways for a rural seven-county collaborative.

- Columbia received a multi-year [Culturally Responsive Pedagogy](#) grant to springboard the college's equity work that supports professional development and campus activities.

### Resource Allocation Process

In 2022, the college created a [Finance Committee](#) to provide oversight of and insight into the budget development and resource allocation processes. Prior to the establishment of this committee, College Council served as the governing body overseeing the process. Through college-wide discussions, it was determined that more transparency around college finances was required. Therefore, the Finance Committee was established.

The process by which priorities are set for funding are outlined in the [Budget Development Process](#) in the Participatory Governance Handbook. After [salary and benefits](#) for regular employees are reviewed, budget managers [review](#) the history of actual expenses and current year budget-to-actual with faculty and staff in their areas to gather input on future directions. Budget requests are linked to program reviews, plans and initiatives, and broad discussions including prioritizing needs for distribution of [Lottery](#), [Instructional Equipment and Library Materials \(IELM\)](#), and one-time funding.

Recommendations are reviewed in the Finance Committee meeting and forwarded to College Council. Categorical fund budgets are discussed by the Student Success Council to determine the best use of the funds to serve the students and community at Columbia College.

Additionally, the distribution of resources through the district and college resource allocation models supports the development, maintenance, allocation, and reallocation of resources to enhance programs and services. The college has consistently demonstrated the ability to maintain a fiscally balanced budget and often has savings at the end of the year, which are reallocated through the one-time funding process.

### **3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.**

#### Fiscal Planning Includes Mission and Goals

The annual program review process is aligned with the college mission and strategic goals and includes an analysis of student learning and achievement data, goal setting and planning, and resource requests (staff, equipment, technology, etc.) needed to make improvements. [Resource allocation](#) supports the advancement of the mission and strategic direction of the college by fulfilling resource needs identified in [program review](#). The newly formed [Finance Committee](#) is comprised of members from all constituencies on campus and provides oversight in the annual fiscal planning process at the college level.

The college follows its [Budget Development Process](#) to ensure transparency and broad-based input. As outlined in step three of the Resource Prioritization Process, budget managers discuss equipment, college technology, and supply needs with faculty and staff. Items identified in program review needing larger amounts of funding are funneled through the IELM process, college one-time funding process, or other funding sources that may be available. For example, the college identified an increased demand for technology to support teaching and learning during the pandemic. Through College Council, it was decided to provide laptops to all employees and to have laptops and hotspots available for students to check out at the library. To accomplish this promptly, the college combined funding sources including federal HERRF funding and private donations from the Columbia College



Foundation.

Additional processes, which impact the institution's fiscal health, also prioritize the institution's mission and goals. For example, requests for faculty positions are reviewed through the [faculty hiring prioritization process](#), classified positions through the [classified hiring prioritization process](#), and other personnel requests are addressed through the college governance structure. All of these processes include examining how these positions will promote the mission and goals of the institution.

### Participation of Appropriate Stakeholders

The District and college have established clearly defined policies and procedures for financial planning in budget development, including [6200](#), Budget Planning, and [6250](#), Budget Adoption and Administration. The District follows a [Resource Allocation Model](#) developed by the [District Fiscal Advisory Council \(DFAC\)](#). The DFAC is a [council](#) that is comprised of members from all constituency groups from Columbia, MJC, and Central Services. The District's [Budget Planning Calendar](#) is shared at DFAC, along with the [Tentative and Final budgets](#). The college's Finance Committee provides oversight of and insight into the budget development, equipment prioritization, and resource allocation processes of the college. The Finance Committee, comprised of all Columbia College constituency groups makes recommendations to College Council as it relates to fiscal matters.

Communications related to the district budget happen in various venues. The [Board Finance Committee](#) receives information regularly regarding FTES, budget to actual comparisons, and tentative and final budget information. The Board of Trustees vote to approve [tentative](#) and [final](#) budgets annually. Budget information is also shared at [District Fiscal Advisory Council \(DFAC\)](#) and at the [College's Finance Committee](#). Questions and comments regarding the budget are addressed during these meetings, where all constituencies are present. 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](#) and the District's Accounting Office provides, on the intranet, budget and actual summary and detail tools providing users with a concise view of the budget.

### Sound Fiscal Planning

The Yosemite Community College District has board policies and administrative procedures to ensure sound financial practices and financial stability supporting its master and educational plans, including [6200](#), Budget Planning, and [6250](#), Budget Adoption and Administration. The District's annual budget and [Tentative Revenue](#) are developed based on a realistic assessment of available financial resources. The board policies include [6300](#), Fiscal Management, [6305](#), Reserves, [6320](#), Investments, [6307](#), Debt Issuance and Management, [6325](#), Payroll, [6330](#), Purchasing, and [6340](#), Bids and Contracts. Evidence of these sound fiscal practices is highlighted in the District's clean audit reports: [YCCD District Audit 2022](#), [Bond Performance Audit 2022](#), and [Bond Financial Audit 2022](#).

Board Policy [6305](#), Reserves, was updated recently to an amount "...of no less than two months of regular unrestricted general fund operating expenditures so as to provide stability to the District when faced with revenue shortfalls or unanticipated expenditures." This increase in the required reserve level promotes sound financial planning.

**3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.**

**Control mechanisms ensure sound financial management**

The District assures the financial integrity of the institution and responsible use of its financial resources and fiscal outcomes through an internal control structure with appropriate control mechanisms via Board Policies [6310](#), Accounting, [6-8013](#), Control of Fixed Assets, [6330](#), Purchasing, and [6340](#), Bids and Contracts. Multiple control mechanisms are built into the District's Colleague system to ensure the responsible and appropriate use 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 multi-tiered approval with the Accounting Forms Workflow. Accounting forms completed in the Etrieve platform require review and [approval](#) by the budget manager and the Senior Director of College and Administrative Services before the accounting department at the district approves the forms. Changes to approval levels within Colleague can only be executed in the system by college administrative and district fiscal services staff who, by the nature of their positions, have been assigned high-level security clearance.

**Decisions use timely and reliable information**

Colleague, CROA, and Excel CF files provide 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 District Controller's Office.

Timely and dependable information is disseminated for sound financial decision-making. [Monthly](#) and [quarterly](#) financial reports are provided at Board Finance Committee meetings and District Fiscal Advisory Council meetings.

**Audits are consistently clean**

The District takes pride in receiving consistently clean audit reports. There were no audit findings in the six most recent external audit reports, fiscal years 2017 to 2022. The most recent external audit finding was in fiscal year 2016 and related to information technology internal controls. Once the external auditors identified the issue, the department quickly corrected it, so the same deficiency was not noted in the external audit report in the [subsequent year](#). Any audit findings are noted in the external audit reports, which are presented to the Board of Trustees at regular [Board meetings](#) and the [Board Finance Committee meetings](#), ([BOT Meeting Agenda 12-08-2021](#), [Board Finance Committee Meeting Agenda 12-06-2021](#)). The District, Foundation, and Measure E Bond audit reports, including responses to deficiencies, are made widely available and are posted on the District's Administrative Services [website](#).

**3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)**

**Financial solvency is ensured by policies and evaluations**

The District ensures that sufficient financial resources are available to meet current operational needs as it considers long-range financial priorities and future obligations. Board Policy [6200](#), Budget

Planning, discusses the process for budget preparation with other Board Policies supporting the financial management of funds to ensure financial stability for short-term and long-term financial priorities including Board Policies [6307](#), Debt Issuance and Management, [6300](#), Fiscal Management, and [6305](#), Reserves. The District conducts a monthly [cash flow analysis](#) to ensure there is sufficient cash flow to support strategies for appropriate risk management and to meet financial emergencies and unforeseen occurrences. Clean audit reviews over the last six years (discussed in Standard 3.6) have helped confirm that its fiscally responsible strategy is working. With this approach, college leaders work creatively to leverage funding opportunities to maximize results yet work cautiously to ensure long-term viability of college programs and initiatives.

The college participates in the development of the budget through the District Fiscal Advisory Council (DFAC). The budget development process includes the development of plans for meeting major long-term and Other Post-Employment Benefit (OPEB) obligations and priorities such as retiree health benefit liability, faculty banking, capital improvement, compensated absences, and pension rate increases.

The District's retiree health benefit liability was assessed through a series of actuarial studies before the implementation of the Government Accounting Standards Board (GASB) Statement No. 45. In March of 2008, the District's 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. As of April 2023, the irrevocable [trust fund](#) had a balance of \$32,434,918. As of June 30, 2022, the OPEB obligation was \$39,554,326 per the [2022 YCCD Actuarial Report](#). In addition to the monthly OPEB "Pay-As-You-Go" transfers to the trust, the District contributes one million dollars annually to reduce the liability as shown in the [Tentative 2023-24 RAM](#).

To address capital improvement, in November 2004, the District successfully passed Measure E and obtained authorization from voters to issue up to \$326,174,000 in general obligation bonds to fund school construction projects. As of the June 30, 2022 [Performance](#) and [Financial](#) Audits, the District had spent down the entire balance of the bond issuance along with the interest earned on the funds. The District now uses its unrestricted general fund savings and deferred maintenance funds to cover capital improvement needs, as shown in the [2023-24 Tentative Budget Presentation](#) and the [2023-2024 Tentative Budget Booklet](#).

Through contract negotiations and meet and confer, the District has implemented a process to limit the amount of accrued vacation for classified and management employees ([LTAC Handbook](#) and [CSEA Contract](#)). For [classified professionals](#), vacation leave of more than the number of days earned in the current fiscal year shall not be carried over into a subsequent fiscal year. For [Leadership Team](#) members, a team member may accrue a maximum of 336 hours (2 years). In recent years, the District has significantly reduced the number of employees with excess vacation, thus reducing the District's compensated absence liability.

In April 2016, the 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 District's Pension Rate Stabilization Program. The District's ongoing pension rate increases have cost the District \$7.5 million through June 30, 2022, and are estimated to cost an additional \$1 million in the [immediate future](#). As of April 2023, there was approximately \$7 million in the trust, as shown in the [PRSP Reconciliation Report as of 04-30-2023](#), to offset future annual pension rate increases., to

offset future annual pension rate increases.

The college works with the District to ensure that any locally incurred debt repayment schedule does not adversely impact meeting all current and future financial obligations. For example, while no debt has been incurred recently at Columbia, the District went through the process of issuing local debt during the 2021-2022 fiscal year. The purpose of the debt was to build a solar array on the MJC's East Campus to reduce utility costs charged to the District. The Vice Chancellor of Administrative Services provided an Energy Efficiency and Standardization Strategy [presentation](#) to the [Board Finance Committee](#) in February 2022. During the June 2022 Board of Trustees meeting, the Board approved the [loan](#) for the local debt ([Agenda Item 8.3 Resolution No. 21-22.25](#) and [Agenda Item 8.4 Resolution No. 21-22.26](#)). The distribution of the proceeds per the [Loan Agreement](#) will occur in October 2023, with the first semi-annual payment of \$124,130 to be made in December 2024. The District intends to pay for the loan with the utility savings generated from the solar array.

**3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers courses, student services, and/or learning supports.**

[Maintenance and Physical Resources Align with the Mission](#)

YCCD Board Policies [3500](#), Campus Safety, [3530](#), Weapons on Campus, and [3-8025](#), Maintenance of Buildings and Property, build a foundation for providing safe and effective physical resources at Columbia College. Under this foundation, the YCCD collaborates with College administration and the [College Services Committee](#), which is a standing committee responsible for making recommendations to ensure the college facilities and services are safe, maintained, and improved to meet the changing needs of staff and students.

This collaboration is guided by [The Facilities Master Plan \(FMP\)](#) which outlines the facilities and projects needed to support ongoing and future programs determined by the [Educational Master Plan \(EMP\)](#). The current FMP was established in 2012 and is scheduled to be updated in 2024. Under this plan, relevant projects continue to be addressed and uphold the [District's Strategic Goal 4](#) which commits to "the development and maintenance of high quality, functional, accessible, and safe facilities and grounds." A priority in the 2012 FMP was to update technology in identified areas. One of the needs that occurred, after the establishment of the FMP, was the need for a more flexible classroom/meeting space. As a result of this need, the Buckeye building was identified for upgrades. The Buckeye building is used for general education course offerings and was upgraded with modern technology and flexible furniture, creating a more customizable classroom space. Common uses for the upgraded building now include student orientations, committee meetings, classes, and faculty in-service meetings.

Also, during summer 2023, as identified in the FMP, the Oak Pavilion roof was repaired. In addition, its elevator was upgraded, a sound system for improved acoustics was installed, the arena court was resurfaced, and identified flooring was replaced. With guidance from the Educational Master Plan 2024-2034, a new FMP is scheduled for preparation according to the [Cyclic Review Plan](#). A new FMP will help align facilities with the needs and direction of the college for the next ten years. Facility and service needs may arise which are not listed in the FMP. When this occurs, the college can receive facility need

requests through the annual program review process or direct requests through the College Services Committee.

### Processes and Procedures to Ensure Safety

Safety is a priority for YCCD. College facilities are constructed to ensure safe and sufficient physical resources are in place to help the college meet its mission of facilitating effective student learning and support services. Buildings are planned, designed, and built-in compliance with all local, state, and federal regulations including the current standards of the Americans with Disabilities Act (ADA). This is completed following the district policy on key access and safety ([BP 3501, Campus Security and Access](#)).

The YCCD maintains compliance with all federal, state, and local building, fire, and health and safety regulations, codes, and standards. YCCD adheres to the Division of State Architect (DSA), Occupational Safety and Health Administration (OSHA), and California State Fire Marshal guidelines. The District Risk Manager informs the Senior Director of Facilities Planning, Maintenance, and Transportation of any unsafe conditions on the campuses. The Risk Manager also updates and publishes the [Illness Injury Prevention Plan](#) for the district. Annual [elevator maintenance contracts](#) are in place to ensure the college follows local, state, and federal regulations. In 2022, a consultant completed a [review](#) of all elevators on the campuses and developed an elevator maintenance plan. The District also complies with all [fire suppression testing](#), consisting of monthly, quarterly, bi-annual, annual, and five-year testing. All fire suppression deficiencies are tracked, corrected, and cataloged.

The Facilities Planning and Operations department oversees and schedules maintenance of facilities and grounds. The [Custodial Cleaning Checklist](#) is completed and inspected prior to each semester to ensure a clean and healthy environment for students, faculty, and staff. The Assistant Director of Facilities inspects assigned areas with each staff member to evaluate each assignment prior to the beginning of the semester.

The campus community can report safety concerns, needs, or deficiencies on campus via the website, facilities work order system, direct phone lines to Facilities Offices, Student Complaint Web Page, or through Campus Safety. When needed, Campus Safety can dispatch 24/7.

The YCCD and College's schedule of multiple inspections ensures a safe working and learning environment. Columbia College has several reporting systems to proactively address, monitor, and mitigate facilities issues to improve safety and access to physical resources. [Work orders](#) can be entered into the Physical Plant module of Colleague by employees at any time. Work orders are prioritized in order of safety, ADA, routine maintenance, and modernization. Work orders are assigned promptly to ensure quick resolution in the most cost-effective manner. The YCCD uses automation control systems to remotely control the major HVAC infrastructure, electronic locks (access control), intrusion systems, and fire alarms. Automation systems result in improved efficiencies as well as safe and productive teaching and learning environments.

The [Five-Year Scheduled Maintenance Report](#), (which is part of the FMP), submitted to the State every year, is a technical document that helps the college ensure effective monitoring and maintenance of the physical plant. This report identifies maintenance needed, including the determination of cost, when an item should be replaced and/or repaired, and funding sources for projects. The document analyzes the capacity and load ratio of every area of the physical plant and its use. The Scheduled Maintenance Plan is reviewed with the College Services Committee every year.

Columbia College provides instruction at several off-campus locations such as local high schools, agencies, and hospitals. When providing off-campus instruction, Columbia College plans courses by working with the host location to address any physical plant concerns that might impact the teaching and learning experience. Hospitals and other healthcare providers must adhere to the standards of the regulatory agencies that oversee their operations. If there are issues with off-site physical resources, faculty and students may report them directly to the program directors, school deans, or to any student services professional.

### [Effectiveness and Sufficiency of Physical Resources](#)

The [College Services Committee](#) advocates for effective learning environments, such as optimized classroom space, support service areas, and informal meeting spaces for students. The committee is responsible for reviewing and making recommendations on issues on a college-wide basis. College services include facilities, safety, food services, instructional materials center (IMC), business office, student services operations, and others. Recommendations are brought forward to College Council with final decisions made by the president.

Several new and modernized buildings were constructed and renovated on the Columbia College campus through the college's portion of the \$364 million [Measure E General Obligation Bond](#). Columbia College [used](#) approximately \$52 million of the bond to build new instructional buildings and a remodeled student services building. The last major project was completed in 2017 and included a remodel of the hospitality management facility, fiber optics upgrades, and a makeover of the digital media and entrepreneurship facilities.

The High Sierra Institute (HSI) at Baker Station was established in 2000, via a special permit between YCCD and the USDA Forest Service. The HSI serves as an educational campus that offers [courses](#), seminars, and workshops through Columbia College during the summer and early fall seasons. HSI is located in the Stanislaus National Forest at 6,200-foot elevation and provides on-site housing for students enrolled in courses. Facility maintenance including minor roof repairs, plumbing repairs, paint, window treatments, door treatments, and water treatment is conducted by Facilities staff during instructional months.

Facility usage is an essential data element for physical plant planning and aids the college in understanding its facilities' needs and requirements. The college assesses the use of its facilities through a variety of avenues such as class scheduling, room reservations, and outside facilities requests. Deans and department administrative staff review [room usage](#) reports to plan for class scheduling. Each semester they plan days and times of class meetings and identify classrooms and labs that optimize student schedules and [enrollment capacity](#).

Columbia College and Central Services have collaborated to establish a [Total Cost of Ownership \(TCO\)](#). The TCO plan will complement the college's education plans by providing data on relevant resources and information for decision-making on future facilities. The TCO was approved by the College Services Committee, College Council, Academic Senate, and DFAC (District Fiscal Advisory Council).

The college relies on usage information data during its program review process to ensure that requests involving facilities align with the college's mission and goals. Program review identifies equipment replacement and maintenance needs as well as facility requests for modification and new buildings. For example, a recent update to the sound system in the Oak Pavilion resulted from its extensive use.



The Oak Pavilion not only houses our athletic events but has been used for college graduations, job fairs, and when needed the local high schools have used the facility for their sporting events as well. Because of this extensive usage, a needed upgrade was scheduled during the summer of 2023 and completed within the first half of the fall 2023 semester. Also, in summer of 2023, maintenance to the Oak Pavilion included resealing the dome roof to prevent any water leakage during storms.

**3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.**

[Technology guidelines are clearly communicated](#)

Columbia College has established policies and procedures that guide the appropriate and safe use of technology in teaching, learning, and throughout the college. Board Policy [3720](#), Computer and Network Use, stipulates appropriate uses for computer and network use at the college. The Administrative Procedure covers definitions, including ownership and privacy, as well as descriptions of acceptable and prohibited use. All users of the college's Learning Management System (LMS), [Canvas](#), agree to the [Acceptable Use Policy](#). The college uses Microsoft 365, which includes a [customer agreement](#) for acceptable use. Copyright violations, which are also part of Board Policy 3720, are defined in detail in Board Policy [3750](#), Use of Copyrighted Material.

[Appropriate infrastructure supports technology needs](#)

[District IT Services](#) collaborates with the college and attends to the college's broad technology needs. A key piece of providing adequate support is to have a standard through which service is provided; the District IT teams are [trained](#) in the IT Infrastructure Library (ITIL) service management framework and use ServiceNow software for IT Service Management. This framework and software aid in ensuring that service needs are routed to the proper IT team as soon as possible. The [District IT team](#) is divided into four teams specializing in various technical areas supporting the college's mission. These teams maintain and sustain oversight of technology throughout the district. The [job descriptions](#) for IT personnel and managers include oversight, planning, and security of complex technology infrastructure systems throughout the district.

[Regular evaluations and support ensure ongoing effectiveness](#)

The District [Total Cost of Ownership \(TCO\) Plan](#) tracks and plans for the technology needs of the college and was adopted by Columbia College as the Technology Plan. The TCO Plan/Technology Plan is used to guide decision making in IT-related purchases for the college. In addition, the IT staff maintains a [master list](#) of computers and laptops needing updates and replacement. As funds are available equipment is updated at the college.

For larger, back-end infrastructure, a replacement project is currently in progress. The Director of IT Enterprise Operations tracks and maintains firewall protection, file servers, and data storage. Updates about these projects take place regularly during meetings of the [Columbia](#) Technology Committee and at the [District](#) Technology Committee which provide stakeholders with opportunities for input and adjustments. The District committee is comprised of representatives from college and district technology-related positions and is the place where college-specific technology needs and concerns are addressed. Standing reports keep the various constituencies apprised of projects' statuses and

allow for issues to be addressed as they arise.

The Technology Committee also [prioritizes technology requests](#) relating to computer labs, audio-visual classroom needs, and employee equipment. After Technology Committee members evaluate and approve the recommendations, they are forwarded to the [College Council](#) for final approval. This process provides area expertise, fiscal responsibility, and mission alignment oversight as it ensures transparency in addressing technology needs across the campus.

In addition, the District provides a [Help Desk](#) services website, including live help phone assistance during regular business hours. Columbia students, faculty, and staff receive 24/7 phone and chat [support](#) for Canvas issues. Canvas is supported by the California Community College Chancellor’s Office (CCCCO), but the college has prioritized funding for 24/7 phone, text, and email support for students, faculty, and Canvas administrators as well.

**3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.**

**Risk management for finances**

The District has appropriate risk management strategies and sufficient reserves to meet its financial obligations, including emergency needs. Board Policy [6305](#), Reserves, indicates that the District shall maintain reserves in the unrestricted general fund in the amount of no less than two months (10%) of regular unrestricted general fund operating expenditures. The District will take the steps necessary to increase its reserves over the next few years to comply with its updated Board Policy.

The [2022-2023 Adopted Budget](#) shows a total [unrestricted general fund](#) balance of \$21.4 million, 13.6% of budgeted unrestricted general fund expenditures. The following table summarizes the reserve amount for the last five years:

Fiscal Year	Reserve	Unrestricted General Fund Expenditures	Reserve Percentage
2021-2022	\$11,993,981	\$119,939,809	10%
2020-2021	\$11,673,714	\$115,230,642	10%
2019-2020	\$10,940,000	\$114,069,347	10%
2018-2019	\$10,300,000	\$102,597,667	10%
2017-2018	\$9,700,000	\$97,548,133	10%

Table 3.1 Annual budgetary reserves by year. ([YCCD 2017-2018 Final Budget](#), [YCCD 2018-2019 Amended Budget](#), [YCCD 2019-2020 Final Budget](#), [YCCD 2020-2021 Final Budget](#))

The District conducts monthly [cash flow analysis](#) to ensure sufficient cash flow to support strategies for appropriate risk management and to meet financial emergencies and unforeseen occurrences.

**Risk management for other assets**

The District operates a [Risk Management](#) office to administer, review, and update the District’s property, liability, and student insurance programs, ensure a safe environment for the community, and

protect and preserve the District's assets from adverse effects of physical and financial loss. The Risk Management office works with the college, advising leaders regarding the risks of activities and maintaining compliance with District policies.

The District is a member of a joint powers agency called the [Valley Insurance Program](#) JPA (VIPJPA), created by the Central Valley community college districts in 1986 to provide a pooled approach to insurance. The VIPJPA is administered by the Alliance of Schools for Cooperative Insurance Program (ASCIP). It 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.

#### [Risk management for information technology and cyber security](#)

An essential component of risk management is the security of sensitive data systems, including student and employee information systems. The District follows Board Policy [3310](#), Records Retention and Destruction, specifically part VII, which outlines the backup schedule, and [5040](#), Student Records, Directory Information, and Privacy.

The industry standard is a 3-2-1 [Backup Strategy](#) for data protection. This strategy specifies that at least three data copies should be on at least two different media with at least one copy off-site for disaster recovery. The District has multiple backups of digital files, images, videos, and other records in data centers in two counties approximately 55 miles apart. The District has also begun backing up data to a cloud service. District servers and file storage resources are connected to redundant LAN switches directly to the campuses. Whenever possible, redundant fiber paths are utilized. The core switches have redundant supervisor engines, fabric, and power supplies. If any data set becomes corrupted or the data center is breached, the information can be recovered from another backup or location.

## Standard 4: Governance and Decision-Making

*The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.*

### 4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

#### Academic freedoms and responsibilities are codified

Columbia College embraces the principles of academic freedom, integrity, and inquiry as essential to its mission and its role in democracy. These principles are codified in Board Policies and are communicated to the college community, including its students. Board Policies [4030](#), Academic Freedom – Faculty, describes academic freedom for faculty, and [5-8081](#), Academic Freedom – Students, describes academic freedom for students. Both policies have been established for nearly twenty years, a tribute to their significance as an integral part of the college’s identity.

According to the Policy for Faculty, “Faculty shall be free: A.) to examine unpopular or controversial ideas to achieve course learning objectives, in discussion with students, and in academic research or publication. B.) to recommend the selection of instructional materials. C.) to make available library books and materials presenting all points of view.” Under the [Statement of Professional Ethics](#) in the Yosemite Faculty Association (YFA) [Collective Bargaining Agreement](#), faculty exercise professional discretion and integrity within these three areas of academic freedom to help their students reach objectives listed in the Course Outline of Record. Faculty are afforded wide latitude as long as the timely completion of course objectives remain the focus. Peer [evaluations](#) include that the faculty, “appears on track to complete required course content by end of the term” and “selects examples relevant to student experiences and course content”. The [YFA Contract](#) recognizes and encourages “a variety of successful pedagogical approaches to learning”.

Respectful discussions that include different student and faculty perspectives are encouraged as a form of inquiry that leads to deeper understanding. According to Board Policy [4030](#), Academic Freedom – Faculty, “while faculty have the right to present ideas and conclusions, which they believe to be in accord with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views.” Board Policy [5-8081](#), Academic Freedom – Students, extends these principles of Academic Freedom to students stating, “...students have the right to listen, the right to decide, the right to choose, the right to reject, the right to express and defend individual beliefs, and that the educational purpose of the District is best served by this freedom of expression.”

The rights and responsibilities of students regarding academic freedom, academic integrity, and other areas are widely published on the [College website](#), in the [catalog](#), in [AAC materials](#), and in many [course syllabi](#). These responsibilities include avoiding forms of academic dishonesty, including cheating and [plagiarism](#). These descriptions include the consequences for violations, as articulated under Board Policy [5500](#), Standards of Student Conduct. Guardrails like these help students grow toward understanding vibrant academic expression and productive debate as tools that yield more profound insight.

**4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. Institutional decision-making processes provide opportunities for the inclusion and participation of stakeholders, as appropriate to the institution’s character.**

**Decision-making structures are organized and communicated clearly**

At the district level, Board Policy [2510](#), Participation in Local Decision Making, codifies constituent participation in shared decision-making. At the college level, the guiding document for Columbia College’s decision-making structure is the [Participatory Governance Handbook](#), which outlines the processes and mechanisms through which the college’s constituent groups participate equitably and collegially in decision-making.

As a small institution, [decision-making](#) occurs through a limited number of councils and committees with broader oversight of a range of related concepts. This council and committee [structure](#) maximizes the opportunity for meaningful input by each [constituent group](#) while minimizing the time required to participate effectively. The four overarching constituencies of Columbia College are students, faculty, classified staff, and administrators. Together, these four constituencies comprise the decision-making college community. While others from the wider community certainly have an interest in the college’s activities, those not part of the aforementioned groups do not participate directly in decision-making regarding the college’s directions and, consequently, are not considered to be a constituency of the college.

Three councils provide broad oversight of college governance:

- **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.
- **Institutional Effectiveness Council** - Planning, Oversight, and Review Cycles for Enrollment Management, Program Review, Student Learning Outcomes, Professional Development (Flex Advisory Committee and TLC), and Research.
- **Student Success Council** - Planning, Oversight, and Review for Student Success Initiatives, Student Equity and Achievement (SEA), basic student needs, special programs, student activities, outreach, and retention.

All other [standing committees](#) may or may not have college-wide representation, depending on the structure of the committee. Ideas and proposals can originate from any of the committees and go through the College Council for approval, or the Council itself can refer ideas to the appropriate committee for debate before returning them to the Council for approval and recommendation to the president. Committee meetings are open, and all voices are allowed to be heard. Prior to implementation, college leaders must ensure the new idea, project, grant, or initiative is viable by passing it through several filters of consideration as depicted in the Decision-Making Process and Considerations [diagram](#). With the first question always being, “What is the impact on our students?”, other considerations tie to the mission and goals of the college.

For example, during one of the newly created [Finance Committee meetings](#), the Technology Committee brought forward necessary audio-visual (A/V) and computer lab improvements. The Finance committee reviewed and prioritized the list and forwarded it to the College Council for review and approval.

#### **4.3. The institution's decision-making structures and processes are used consistently and effectively to advance the mission and prioritize equitable student outcomes.**

##### [Decision-making processes and results advance the mission](#)

Columbia College has always been committed to the success and growth of its diverse student body, understanding the vital role we play in empowering individuals to achieve their educational and career goals. To ensure continued and lasting improvements, it is imperative that empowering collaborations among all stakeholders and stimulating innovations are maintained. Administrators, staff, faculty, and students are all expected to contribute to the college-wide decision-making processes variously through participatory governance initiatives, council and committee representation, and external funding initiatives. Two examples of inclusive and effective decision-making follow, both of which demonstrate the college's commitment to equity and the mission's core value of [access for all](#).

The college recently established two new committees: the Diversity, Equity, Inclusion, and Accessibility Committee ([DEIA](#)) and the Cultural Enrichment Committee ([CEC](#)). The former was created to address inequitable policies and barriers, and the latter was designed to develop a more welcoming campus culture. Initiated through collaborations between faculty, staff, and administrators, these committees were [approved](#) through the participatory governance structure. The efforts of these committees have led to campus-wide discussions and activities that raise awareness and celebrate culturally relevant events as discussed in Section 2.8. Tri-chair models for both committees (administrator, faculty, classified professional) promote broad participation from all constituent groups, and information is widely distributed in [council meetings](#) and campus-wide [newsletters](#). An important outgrowth of these committee initiatives is the application and awarding of the Culturally Responsive Pedagogy Initiative [grant](#). This grant is structured as a three-pronged intervention to increase campus-wide knowledge, provide specific training, and increase the measures of success and a sense of welcome for all students.

Because of the centrality of equity in the current campus climate, the aims of removing barriers, supporting diversity and inclusion, fostering a sense of belonging, and ensuring equitable outcomes for all students are central to campus planning. These lenses were used when updating the college's [Student Equity and Achievement Plan](#) (SEAP). [College-wide discussions](#) and input occurred in multiple arenas including the Student Success Council and open forums that included representatives from all constituencies. The plan was adopted by [College Council](#) before final approval from the [YCCD Board of Trustees](#).

#### **4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)**

##### [Board oversight is clearly defined](#)

The Yosemite Community College District Board functions under clear [Board Policies \(BP\)](#) that define its areas of responsibility, particularly in terms of monitoring the overall quality and stability of the District and the two colleges within it, Columbia College and Modesto Junior College. These responsibilities are articulated in Board Policy [2200](#), Board Duties and Responsibilities, where ten areas of the Board's primary business are listed in addition to selecting and evaluating the Chancellor. These duties include approving district policies, providing parameters for contract negotiations, reviewing and approving budgets and programs, and aligning the work of the District with its community and partners. The Board also works with staff to [review and update](#) its policies and procedures regularly.



### The Board provides financial oversight

One of the Board’s primary responsibilities is fiscal oversight, as described in Board Policy [6100](#), Fiscal Responsibility, and in Board Policy [6250](#), Budget Adoption and Administration. At monthly District Board meetings and special [budget study sessions](#), trustees hear presentations and receive monthly written reports on budget, fiscal planning, and changes to the District's financial status. The Board Finance Committee, which includes three Board members, [meets monthly](#) to review financial matters and report to the full Board at its regular meeting.

During the [Board Finance Committee meeting](#) on February 6, 2023, topics included the Nonresident Tuition Fee (3.2), the [Quarterly Report](#) on District’s Financial Condition (3.3), the 2023-2024 January Budget Proposal (3.4), as well as other critical budgetary items. Then, at the full district Board meeting the following week, the Chair of the Board Finance Committee reported a summary of what was covered at the Board Finance Committee meeting ([item 5.1](#) Board Finance Committee Report). This structure assures that fiscal oversight receives necessary close attention while also allowing the Board as a whole to address its additional responsibilities.

### The Board holds the college accountable for student success and support

The Board also uses Board Policy [3225](#), Institutional Effectiveness, to monitor College plans for institutional performance and student outcomes. During monthly meetings, the Board reviews and approves institutional plans about academic quality ([Strategic Plan](#)), student equity ([SEP](#)), and sustainable growth (Educational Master Plan [EMP](#)) ensuring the Board is providing appropriate oversight. The Board also oversees plans responding to emergent needs, like the [reopening and enrollment plan](#) created to return from remote learning and recover from the overall trauma of the pandemic learning conditions.

The Board is interested in educational and student support programs and regularly reviews proposals and hears presentations from both colleges on these topics. For example, leaders from Columbia College and MJC jointly presented efforts regarding [customer service](#) at the colleges. The Board heard and reviewed important details about [dual enrollment](#) opportunities for students in area high schools. At another meeting, the Board heard about Columbia’s [activities](#) to promote and support existing students and programs such as a Natural Sciences lecture series, a fundraiser for the Child Development program, a job fair, and the unique “Native Voices” lecture series. Information and approvals like these ensure the Board maintains District quality and stability as it focuses on the best interests of its students and community.

## **4.5. The governing board selects the institution’s chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.**

### The Chancellor is selected and evaluated by the Board

Yosemite Community College District’s Board Policy [2200](#), Board Duties and Responsibilities, states plainly, “[t]he Board of Trustees shall select and evaluate the Chancellor.” The selection process itself follows Board Policy [2431](#), CEO Selection. The Chancellor is then evaluated twice during the first year and once yearly thereafter. According to Board Policy [2435](#), Evaluation of the Chancellor ([item 5.4 Chancellor Goals](#)), the evaluation process is “developed and jointly agreed to by the Board and the

Chancellor. The criteria for evaluation shall be based on Board policy, the Chancellor’s job description, and performance goals and objectives.”

#### [Administrative authority and responsibilities of the Chancellor](#)

Once the Chancellor is selected, Policy 2200 states that the Board has ten principal areas to consider and act upon “[i]n conference with the Chancellor”. Board Policy [2430](#), Delegation of Authority to the Chancellor, stipulates that the Board delegates to the Chancellor “executive responsibility for administering the policy adopted by the Board and executing all decisions of the Board requiring administrative action”.

The Chancellor is held accountable for the operation of the District and the fulfillment of the institutional mission. Authority and responsibility for the operation of the colleges is delegated to the college presidents by Board Policy [2430.1](#), Delegation of Authority to the Presidents, which states the college presidents have “executive responsibility for leading and directing all college operations.” The presidents also establish college administrative procedures, including the administrative organization of their respective colleges, and perform any duties assigned by state law, the Board, and/or the Chancellor.

The Board regularly communicates with the Chancellor and is well-informed on college matters. Board Policy [2430](#) states the Chancellor “shall make available any information or give any report requested by the Board.” The Chancellor must then provide documents in a [timely fashion](#) so that board members have the opportunity to read and request additional information before considering action.

#### **4.6. The governing board functions effectively as a collective entity to promote the institution’s values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)**

#### [The Board prioritizes the community](#)

The YCCD Board works hard to self-govern and adhere to best practices outlined in its bylaws and to serve the institution's collective best interest. The Board relies primarily on Board Policy [2200](#), Board Duties and Responsibilities, which outlines its ten principal areas of responsibility, in addition to hiring and evaluating the Chancellor. These responsibilities [include](#) the need to “[k]eep before the District the needs and desires of the community and keep before the community the mission, needs, and desires of the District”.

#### [Ethical leadership by the Board is prioritized](#)

Board policies provide clear parameters for the conduct and ethical behavior of board members. Board Policy [2355](#), Decorum, and [2-8075](#), Parliamentary Procedure, establish rules and expectations of conduct during board meetings, while Board Policies [2710](#), Conflict of Interest, [2712](#), Conflict of Interest Code, and [2715](#), Code of Ethics/Standard of Practice, require board members to adhere to a Code of Ethics and avoid conflicts of interest. To support new board members with these requirements Board Policy [2740](#), Board Education, requires ongoing training for Trustees, while new Trustees receive [orientations](#) from the Chancellor and can access Board training materials published by the [Community College League of California](#). These orientations include compliance with the Brown Act, review of employee organizations, preparation for and conduct during board meetings, and roles and responsibilities.

Board members file an annual Statement of Interest [Form 700](#) from the California Fair Political Practices Commission. As a public document, copies of Form 700 are maintained in the Chancellor's office and are available for review upon request. Board Policy [2710](#) directs that 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 members hold diverse viewpoints and act unitedly](#)

Most often the Board votes unanimously. Even when discussing potentially contentious issues, the Board regularly votes as a unified body and accepts outcomes once decided. For example, concerns were expressed that a glossary of DEIA terms should be added to Modesto Junior College's Educational Master Plan. After those concerns were addressed, the EMP was adopted without change by [unanimous vote](#). When there was a debate about redistricting and whether to prioritize the impact [boundary changes](#) would have on current board members' seats, the Board voted [unanimously](#) to adopt the option that would have the most negligible impact on existing representation.

Not all votes are unanimous. Board members are empowered to disagree within the bounds of decorum and still function effectively. For example, the unprecedented dynamics brought on by the COVID-19 pandemic proved incredibly challenging. The Board found itself in the extraordinary position of authoring a [resolution](#) for the Chancellor outlining the parameters of vaccination and testing requirements for a return to the campuses. Two of the three board members who drafted the resolution ultimately voted against it. Still, the resolution passed, and classes slowly began returning to in-person in the spring of 2021 ([Board Agenda Item COVID-19 Resolution](#), [BOT Minutes, 10-20-2021, item 8.2](#), [Union Democrat News Article](#)).

Board members are encouraged to suggest future agenda items at each monthly meeting. This approach often results in board study sessions and future action items. For example, a [request](#) by the Board for a presentation on the Faculty Obligation Number (FON) resulted in a [special Board study session](#). During the May 2023 meeting, there was a [request for information](#) on public relations and outreach to the community, including various ways social media is used in reaching out to students and the community. Presentations were made by both colleges, with Columbia [presenting](#) in October 2023.

YCCD has a robust and engaged board that cares deeply for the district. The Board regularly conducts self-evaluations to gauge successes and concerns about Board performance. Despite the wide range of responses to several questions, the prompt "What are the Boards [greatest strengths](#)?" elicited praise from board members for their mutual collegiality and willingness to respectfully disagree and listen to each other's perspectives for the good of the district and community.

## B. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

### Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	<ul style="list-style-type: none"> <li>• <a href="#">ACCJC Reaffirmation Letter 06.28.2019</a></li> </ul>
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 1200, District Mission</a></li> <li>• <a href="#">College Council Minutes, approval of Mission</a></li> <li>• <a href="#">Academic Senate Minutes, 11.18.2022, p6</a></li> <li>• <a href="#">Classified Senate Minutes, 11.10.2022</a></li> <li>• <a href="#">ASCC Student Senate Minutes, 02.02.2022</a></li> </ul>
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Minutes 03.08.2023</a></li> </ul>
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	<ul style="list-style-type: none"> <li>• <a href="#">Educational Master Plan</a></li> <li>• <a href="#">Strategic Plan</a></li> <li>• <a href="#">Participatory Governance Handbook</a></li> </ul>
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	<ul style="list-style-type: none"> <li>• <a href="#">Educational Master Plan, Institutional Goals</a></li> <li>• <a href="#">PGH, Strategic Goals</a></li> <li>• <a href="#">Local Vision Goals Summary</a></li> <li>• <a href="#">Institutional Student Learning Outcomes (ISLO)</a></li> </ul>

## Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution’s practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> <li>• Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees</li> <li>• Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities</li> <li>• Adherence to the Department of Education’s standards for clock-to-credit hour conversions, if applicable (ER 10)</li> </ul> <p>(See Commission <a href="#">Policy on Credit Hour, Clock Hour, and Academic Year</a>)</p>	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 4010, Academic Calendars</a></li> <li>• <a href="#">YCCD Board Policy 4020, Program, Curriculum, and Course Development</a></li> <li>• <a href="#">YCCD Board Policy 4025, Philosophy and Criteria for Associate Degree and GE</a></li> <li>• <a href="#">Annual Curriculum Approval Certification</a></li> <li>• <a href="#">Catalog, Academic Award Types and Requirements</a></li> <li>• <a href="#">Catalog, Unit of Credit</a></li> <li>• <a href="#">Catalog, ADT Requirements</a></li> <li>• <a href="#">Catalog, Associate Degree Requirements</a></li> <li>• <a href="#">Catalog, Cert of Achievement Requirements</a></li> <li>• <a href="#">Curriculum Committee Minutes</a></li> </ul>
<p>ii. Documentation that the institution’s transfer of credit policies include the following:</p> <ul style="list-style-type: none"> <li>• Any established criteria the institution uses regarding the transfer of credit earned at another institution</li> <li>• Any types of institutions or sources from which the institution will not accept credits</li> <li>• A list of institutions with which the institution has established an articulation agreement</li> <li>• Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning</li> </ul> <p>See <a href="#">Policy on Transfer of Credit</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 4050, Articulation Agreements</a></li> <li>• <a href="#">YCCD Board Policy 4235, Credit for Prior Learning</a></li> <li>• <a href="#">YCCD Board Policy 4236, Advanced Placement</a></li> <li>• <a href="#">Transcript Evaluation Process</a></li> <li>• <a href="#">Transfer Related Webpages</a></li> <li>• <a href="#">Transfer Related Catalog Pages</a></li> <li>• <a href="#">Articulation Process Flowchart</a></li> <li>• <a href="#">Course Substitution Waiver Form</a></li> </ul>
<p>iii. Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the <a href="#">Policy on Institutional Advertising and Student Recruitment</a> (ER 16)</p>	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 3-8001, Public Communications</a></li> <li>• <a href="#">YCCD Board Policy 5010, Admissions</a></li> <li>• <a href="#">YCCD Board Policy 5011, Admission and Dual Enrollment</a></li> <li>• <a href="#">YCCD Board Policy 5012, International Students</a></li> <li>• <a href="#">YCCD Board Policy 5052, Open Enrollment</a></li> <li>• <a href="#">YCCD Board Policy 5055, Enrollment Priorities</a></li> <li>• <a href="#">YCCD Board Policy 7120, Recruitment and Hiring</a></li> <li>• <a href="#">Dual Enrollment</a></li> <li>• <a href="#">Athletes</a></li> <li>• <a href="#">Catalog, Admissions</a></li> <li>• <a href="#">Catalog Review Process</a></li> </ul>

Required Item	Documentation
iv. Documentation of clear policies and procedures for handling student complaints, including: <ul style="list-style-type: none"> <li>• Evidence that these policies/procedures are accessible to students in the catalog and online;</li> <li>• Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 5530, Student Rights and Grievances</a></li> <li>• <a href="#">YCCD Board Policy 3435, Discrimination and Harassment Complaints and Investigations</a></li> <li>• <a href="#">Complaint Procedures Webpage</a></li> <li>• <a href="#">Catalog, Complaints</a></li> <li>• <a href="#">Catalog, Nondiscrimination and Harassment</a></li> </ul>
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: <ul style="list-style-type: none"> <li>• Accurate and consistent implementation of complaint policies and procedures</li> <li>• No issues indicative of noncompliance with Standards</li> </ul>	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution’s policies and/or practices for the release of student records	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 5040, Student Records, Directory Information, and Privacy</a></li> <li>• <a href="#">Catalog, Student Records</a></li> </ul>
viii. Documentation that the institution’s policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 4021, Program Viability Revitalization and Discontinuance Procedures</a></li> <li>• <a href="#">CC and MJC Program Viability Revitalization and Discontinuance Procedures</a></li> </ul>
<b>FOR TITLE IV PARTICIPANTS:</b>	
ix. Documentation of institution’s implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> <li>• Findings from any audits and program/other review activities by the U.S. Department of Education (ED)</li> <li>• Evidence of timely corrective action taken in response to any Title IV audits or program reviews</li> </ul> <p>See <a href="#">Policy on Institutional Compliance with Title IV</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">YCCD CCD 6.30.2022 FS Final</a></li> <li>• <a href="#">YCCD CCD Measure E 6.30.2022 FS</a></li> <li>• <a href="#">YCCD CCD Measure E Performance Audit</a></li> <li>• <a href="#">YCCD CCF 6.30.2022 FS</a></li> <li>• <a href="#">CC Title IV Programs Recertification</a></li> </ul>
<b>FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:</b>	



Required Item	Documentation
<p>x. Documentation of institution's :</p> <ul style="list-style-type: none"> <li>• Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit</li> <li>• Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)</li> <li>• Policies regarding protection of student privacy</li> </ul> <p>See <a href="#">Policy on Distance Education and on Correspondence Education</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">COR DE Addendum, ANTHR 1 Example</a></li> <li>• <a href="#">Accessibility &amp; Universal Design for Learning</a></li> <li>• <a href="#">YCCD Course Modalities</a></li> <li>• <a href="#">DE Professional Development in Canvas</a></li> <li>• <a href="#">Distance Education Handbook</a></li> <li>• <a href="#">Distance Education Plan</a></li> </ul>
<b>REQUIRED ONLY IF APPLICABLE</b>	
<p>xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum</p>	<ul style="list-style-type: none"> <li>• <a href="#">Catalog, Course Numbering System</a></li> <li>• <a href="#">Course Description MATH 750</a></li> <li>• <a href="#">Course Outline of Record, MATH 750</a></li> <li>• <a href="#">Program Outline Report, ESL</a></li> </ul>
<p>xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit</p>	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 4235, Credit for Prior Learning</a></li> <li>• <a href="#">Catalog, Credit for Prior Learning</a></li> <li>• <a href="#">Credit for Prior Learning Webpage</a></li> <li>• <a href="#">Credit for Prior Learning Petition</a></li> </ul>
<p>xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services</p>	<ul style="list-style-type: none"> <li>• <a href="#">CCLC Membership Agreement</a></li> <li>• <a href="#">Interlibrary Loan Contract</a></li> <li>• <a href="#">Starfish Contract</a></li> <li>• <a href="#">NetTutor</a></li> </ul>
<p>xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs</p>	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 5500, Standards of Student Conduct</a></li> <li>• <a href="#">YCCD Leadership Team Handbook, Complaints, Investigations and Due Process</a></li> <li>• <a href="#">YCCD Leadership Team Handbook, Statement of Ethics</a></li> <li>• <a href="#">CSEA Contract, Discipline and Due Process</a></li> <li>• <a href="#">YFA Faculty Contract, Due Process and Discipline</a></li> <li>• <a href="#">YFA Faculty Contract, Statement of Ethics</a></li> </ul>

### Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 7120, Recruitment and Hiring</a></li> <li>• <a href="#">YCCD Board Policy 3420, Equal Employment Opportunity</a></li> <li>• <a href="#">YCCD Board Policy 7100, Commitment to Diversity</a></li> <li>• <a href="#">YCCD Equal Employment Opportunity Plan</a></li> <li>• <a href="#">YCCD Recruitment and Hiring Process</a></li> <li>• <a href="#">YCCD Hiring Process Website</a></li> </ul>
ii. Employee handbooks or similar documents that communicate expectations to employees	<ul style="list-style-type: none"> <li>• <a href="#">YCCD New Hire Webpage</a></li> <li>• <a href="#">YCCD New Employee Orientation Checklist</a></li> <li>• <a href="#">YCCD Policy Acknowledgement</a></li> <li>• <a href="#">YFA Collective Bargaining Agreement</a></li> <li>• <a href="#">CSEA Agreement</a></li> <li>• <a href="#">Leadership Team Handbook</a></li> </ul>
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Audit Reports Webpage</a></li> <li>• <a href="#">YCCD Audit 2022</a></li> <li>• <a href="#">YCCD Audit 2021</a></li> <li>• <a href="#">YCCD Audit 2020</a></li> <li>• <a href="#">Columbia College Foundation Audit 2021.2022</a></li> <li>• <a href="#">Columbia College Foundation Audit 2020</a></li> </ul>
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	<ul style="list-style-type: none"> <li>• <a href="#">District Fiscal Advisory Council</a></li> <li>• <a href="#">Resource Allocation Model 23.24</a></li> <li>• <a href="#">Procedures for Resource Allocation Model</a></li> <li>• <a href="#">Discussion of Carryovers</a></li> <li>• <a href="#">Integrated District Budget Planning Calendar</a></li> <li>• <a href="#">Columbia Budget Development Process</a></li> </ul>
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 6100, Delegation of Authority</a></li> <li>• <a href="#">YCCD Board Policy 6200, Budget Planning</a></li> <li>• <a href="#">YCCD Board Policy 6250, Budget Adoption and Administration</a></li> <li>• <a href="#">YCCD Board Policy 6300, Fiscal Management</a></li> <li>• <a href="#">YCCD Board Policy 6305, Reserves</a></li> </ul>
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 3720, Computer and Network Use</a></li> <li>• <a href="#">Information Technology Services Administrative Procedures Webpage</a></li> </ul>
<b>FOR TITLE IV PARTICIPANTS:</b>	

vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	<ul style="list-style-type: none"> <li>• <a href="#">Columbia Cohort Default Rate</a> (No loans have been issued)</li> </ul>
<b>REQUIRED ONLY IF APPLICABLE</b>	
viii. Documentation of any agreements that fall under ACCJC's <i>Policy on Contractual Relationships with Non-accredited Organizations</i>	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 6340, Bids and Contracts</a></li> <li>• <a href="#">YCCD Board Resolution, Authorizing Signatures</a></li> <li>• <a href="#">YCCD Contract Agreement Workflow</a></li> <li>• <a href="#">YCCD Contract and Grant Cover Sheet</a></li> </ul>
ix. Written code of professional ethics for all personnel including consequences for violations	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 3050, Institutional Code of Ethics</a></li> <li>• <a href="#">YFA Statement of Professional Ethics</a></li> <li>• <a href="#">CSEA Code of Ethics</a></li> <li>• <a href="#">Leadership Team Handbook, ACCCA Statement of Ethics</a></li> </ul>

#### Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 2430, Delegation of Authority to the Chancellor</a></li> <li>• <a href="#">YCCD Board Policy 2430.1, Delegation of Authority to the Presidents</a></li> <li>• <a href="#">YCCD Board Policy 2431, CEO Selection</a></li> <li>• <a href="#">YCCD Board Policy 2432, District CEO Succession</a></li> <li>• <a href="#">YCCD Board Policy 2435, Evaluation of the Chancellor</a></li> </ul>
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 2010, Board Membership</a></li> <li>• <a href="#">YCCD Board Policy 2210, Officers</a></li> </ul>
iii. Governing board policies/procedures/bylaws related to Board Ethics	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 2715, Code of Ethics/Standards of Practice</a></li> </ul>
iv. Governing board policies/procedures/bylaws related to conflict of interest	<ul style="list-style-type: none"> <li>• <a href="#">YCCD Board Policy 2710, Conflict of Interest</a></li> <li>• <a href="#">YCCD Board Policy 2712, Conflict of Interest Code</a></li> </ul>

## Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:
<p>i. Documentation of the institution’s appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up</p> <p>See <a href="#">Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</a>, Section D</p>	<ul style="list-style-type: none"> <li>• <a href="#">Third Party Comments</a></li> </ul>
<p>ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page</p> <p>See <a href="#">Policy on Representation of Accredited Status</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">Accreditation Webpage one click from home</a></li> <li>• <a href="#">Accreditation Webpage</a></li> </ul>

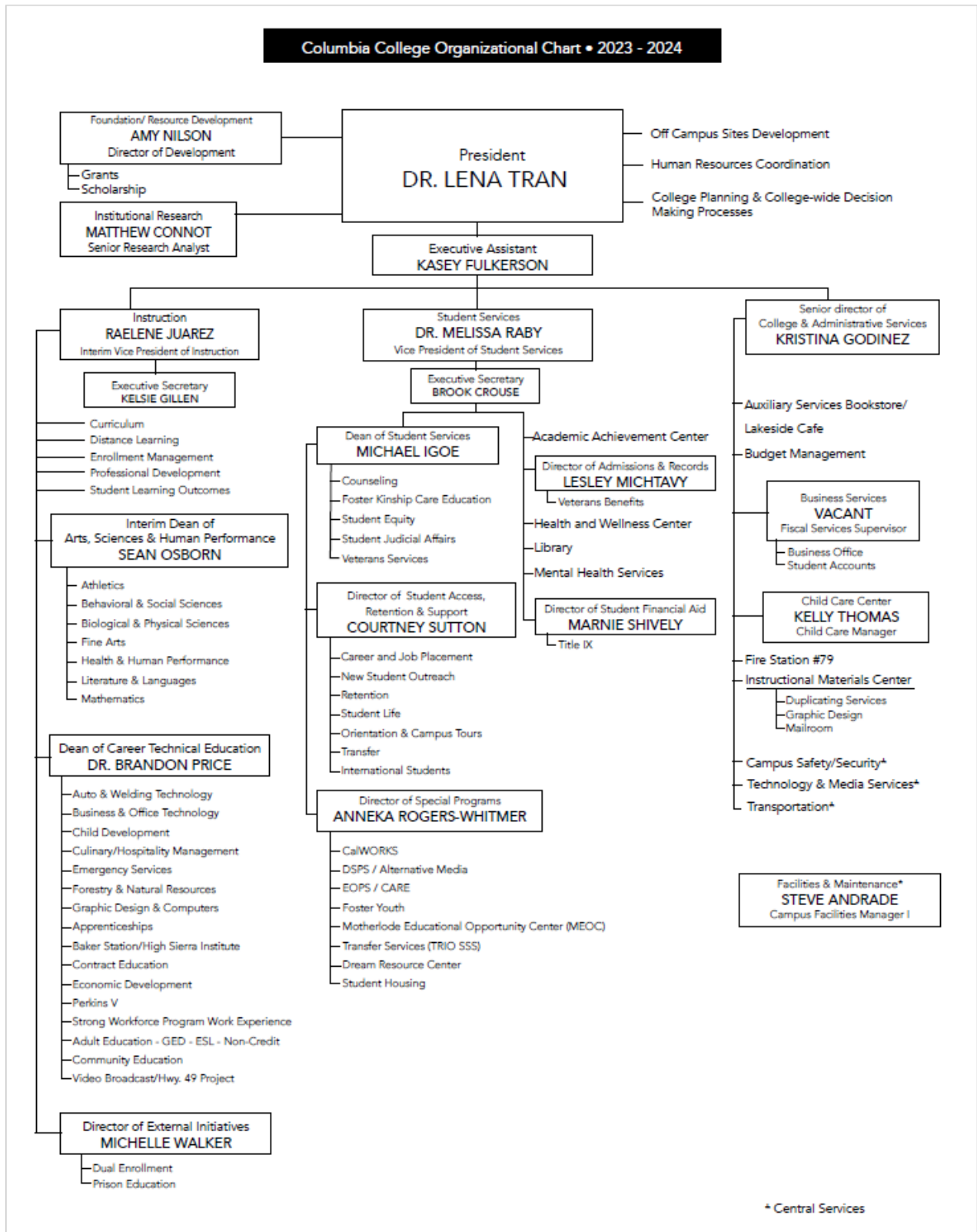
### C. Appendix 1: Verification of Catalog Requirements (ER 20)

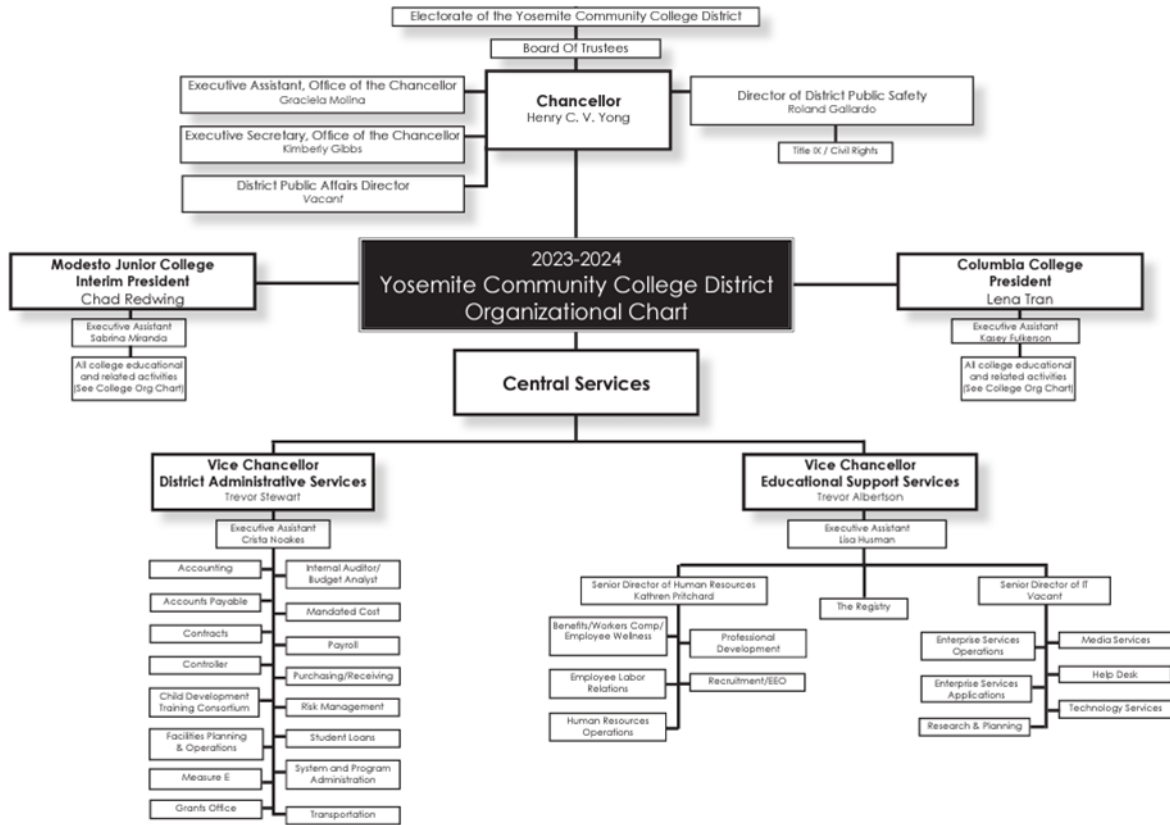
REQUIRED ELEMENT	CATALOG LOCATION
<b>General Information</b>	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	<a href="#">About Columbia College</a> (web address in footer)
Educational Mission	<a href="#">About Columbia College</a>
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	<a href="#">Accreditation</a> <a href="#">Fire Services</a> <a href="#">Culinary &amp; Hospitality</a>
Course, Program, and Degree Offerings	<a href="#">Degrees &amp; Certificates</a> <a href="#">(Academic Awards)</a> <a href="#">Courses</a>
Student Learning Outcomes of Programs and Degrees	PSLOs are at the bottom of every degree/certificate. Example: <a href="#">Accounting AS</a>
Academic Calendar and Program Length	<a href="#">Academic Calendar/ Important Dates and Deadlines</a> (calendars for past eCatalogs are archived on the <a href="#">Columbia College Catalogs webpage</a> )
Academic Freedom Statement	<a href="#">Academic Freedom</a>
Available Student Financial Aid	<a href="#">Financial Aid (Federal Financial Aid Programs and State Financial Aid Programs)</a>
Available Learning Resources	<a href="#">Student Services</a>
Names and Degrees of Administrators and Faculty	<a href="#">Faculty and Administrators</a>
Names of Governing Board Members	<a href="#">YCCD Board of Trustees and College Administration</a>
<b>Requirements</b>	
Admissions	<a href="#">Getting Started at Columbia/Admissions</a>
Student Tuition, Fees, and Other Financial Obligations	<a href="#">Educational Expenses Fees and Refunds</a>
Degrees, Certificates, Graduation and Transfer	<a href="#">Degrees &amp; Certificates (Academic Awards)</a>

	<a href="#">Academic Award Types and Requirements</a> <a href="#">CSU and UC Transfer Requirements</a> <a href="#">Graduation and Commencement</a>
<b>Major Policies and Procedures Affecting Students</b>	
Academic Regulations, including Academic Honesty	<a href="#">College Policies &amp; Procedures</a> <a href="#">Academic Integrity Policy</a>
Nondiscrimination	<a href="#">Nondiscrimination and Harassment</a>
Acceptance and Transfer of Credits	<a href="#">Transcripts from Another College</a> <a href="#">Transfer Units from Another College to Columbia College</a>
Transcripts	<a href="#">Transcripts from Columbia College</a> <a href="#">Transcripts from Another College</a>
Grievance and Complaint Procedures	<a href="#">Complaints</a> <a href="#">Nondiscrimination and Harassment</a>
Sexual Harassment	<a href="#">Nondiscrimination and Harassment</a>
Refund of Fees	<a href="#">Fees and Refunds</a>
<b>Locations or Publications Where Other Policies May be Found</b>	
N/A	



## D. Appendix 2: Organizational Structure





08/16/23

YOSEMITE COMMUNITY COLLEGE DISTRICT 2023-2024 ORGANIZATIONAL CHART