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COLLEGE DISTRICT

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Date: September 4, 2024
To: Dr. David Johnson, Team Chair
Dr. Jeannie Kim, Vice Chair
Ms. Melynie Schiel, ACCJC Staff Liaison
From: Dr. Lena Tran, President, College
CC: Dr. Melissa Raby, Accreditation Liaison Officer
Re: College Update on Core Inquiries

Columbia College is looking forward to the upcoming Focused Site Visit. In order to facilitate the team's review process, please see below pertinent college developments pertaining to the core inquiries, in addition to evidence the team may find helpful in advance of the visit.

Core Inquiry 1:

The team seeks to better understand how the institution fosters a sense of belonging through student engagement and opportunities for student participation. How does the institution ensure formal opportunities for students to engage? Does the college have the survey results from 2022 Noel-Levitz Student Satisfaction Inventory that they could share with the team?

Standards or Policies:

Standards 2.8 and 4.2

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections that have occurred pertaining to Core Inquiry 1. (300 words max.)

YCCD Board Policies 2015 Student Member (CI.1.1), 2510 Participation in local decision-making (CI.1.2), and 5400 Associated Student Organizations (CI.1.3) guide practices for student participation and engagement. Additionally, the Associated Students of Columbia College (ASCC) is governed by the ASCC Policies & Procedures Handbook (CI.1.4).

Recently, the college has hired a Program Assistant (Rory Thompson) to work with the Associated Students of Columbia College and student clubs and organizations. Having this additional staff will allow us to provide students with the support and resources needed to grow and thrive. The ASCC students have been working over this past summer on upgrading their website to allow for better organization, including a place to house agendas and minutes. Student clubs have steadily grown in the past few years as more and more students are engaging in college activities.



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Through the lens of our Student Equity Plan goals, our Weeks of Welcome (WOW) standing committee lead by Outreach and Retention and wide constituent representation, the college holds many robust and interactive on-campus events throughout the year, including summer term! Students have access to fun, peer-to-peer conversations, services, staff, and faculty who participate in highly creative ways for each event. WOW and all sub-workgroup standing committees, such as Financial Wellness, have representation from all programs and constituent groups- especially those from all equity-based programs, and includes student representation.

Every two years the college administers the Noel-Levitz Student Satisfaction Inventory as a way to improve the quality of student life and learning. The results are shared with the college community via councils, emails and posted on the college website (CI.1.5). The latest results from the spring 2024 survey will be shared with councils in the fall 2024 semester (CI.1.6, CI.1.7).

Evidence: Provide the list of evidentiary documents that will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 1. (documents should be separate pdf files, accessible via hyperlinks and uploaded to ACCJC's cloud service)

1. [CI.1.1 BP 2015 Student Member](#)
2. [CI.1.2 BP 2510 Participation in local decision-making](#)
3. [CI.1.3 BP 5400 Associated Student Organizations](#)
4. [CI.1.4 Policies and Procedures Handbook](#)
5. [CI.1.5 SSI 2022 Noel Levitz Results](#)
6. [CI.1.6 SSI 2024 Noel Levitz Report](#)
7. [CI.1.7 Brief 2024 SSI](#)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)



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Core Inquiry 2:

The team would like to better understand how faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate to guide program improvement and curriculum development, address achievement gaps, and inform institutional goal setting.

Standards or Policies:

Standard 2.9

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections that have occurred pertaining to Core Inquiry 2. (300 words max.)

The College's Research and Planning Office has focused on creating timelines and planning documents for better communication and dissemination (CI.2.1). For example, the College sends out enrollment information to the college community via email (CI.2.2). The Researchers also frequently present at each of the council meetings as well as many impromptu requests with individual staff and faculty (CI.2.3, CI.2.4, CI.2.5, CI.2.6).

Columbia has found it difficult to utilize the Chancellor's Office data due to the small number of students in some subpopulations. The Research and Planning Office analyzes local data and has improved upon data access by creating data dashboards (CI.2.7). However, upon further review and discussion, it was determined that the dashboards are not as widely utilized as we would have liked. Moving forward, the College Research and Planning Office will provide more research briefs around enrollment management and student success.

In Spring and Summer 2024, a small group worked on updating the program review form (now program planning and evaluation). The new form is sectioned to allow instruction and student services to use a single form for review. The form has added questions regarding curriculum, a stronger focus on equity, and a section for feedback (CI.2.8).

During the past year, the college developed the Educational Master Plan (EMP). The EMP outlines Columbia College's ten-year goals to support academic programs and services provided for students and the community. The EMP was created after careful review of the College's Mission, Vision, and Core Values; the College's institutional



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student learning outcomes; and an environmental scan of internal and external data. Creation of the EMP was a year-long collaborative effort among all constituent groups at the College. The process was thoughtful, transparent, and inclusive (CI.2.9).

Evidence: Provide the list of evidentiary documents that will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 2. (documents should be separate pdf files, accessible via hyperlinks and uploaded to ACCJC's cloud service)

1. [CI.2.1. Data Sharing Timeline](#)
2. [CI.2.2. Enrollment Update.6.4.24](#)
3. [CI.2.3. College Council Minutes Data Communication](#)
4. [CI.2.4. IEC Minutes Data Communication](#)
5. [CI.2.5. SSC Minutes Data Communication](#)
6. [CI.2.6. Research and Planning AdHoc Requests](#)
7. [CI.2.7. Data Dashboard Website](#)
8. [CI.2.8. Program Planning and Evaluation Form](#)
9. [CI.2.9. Educational Master Plan](#)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)



Core Inquiry 3:

The team seeks to better understand how the college assessed the impact of the recent change to the District Resource Allocation Model (RAM) on its financial resources and its ability to support and sustain the mission and promote equitable achievement of student success. The team is interested in how the change to the RAM potentially impacts the ability of the college to ensure financial solvency sustained fiscal stability.

Standards or Policies:

Standards 3.4 and 3.7

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections that have occurred pertaining to Core Inquiry 3. (300 words max.)

After careful review, and due to the size of the college, we decided to hire a Senior Director of College Administrative Services in place of the previously vacated Vice President position (CI.3.1). When the previous Vice President moved into the Vice Chancellor role, he continued to serve as the college's Chief Fiscal Officer until the new role of Senior Director was hired.

The Senior Director of College Administrative Services participates in the District Fiscal Advisory Council (DFAC) along with other representatives from Columbia College. DFAC is a participatory governance body that has representation from Columbia, MJC and the district office (CI.3.2). The Resource Allocation Model (RAM) was discussed over several meetings and included constituency feedback from both colleges. The review also included scenarios of actual allocations for Columbia College, Modesto Junior College and the District Office (CI.3.3). The committee also developed a Budget Reduction process that went through several edits and approvals from the colleges (CI.3.4). The RAM and final budgets were then discussed at the Columbia Finance Committee (CI.3.5).

Evidence: Provide the list of evidentiary documents that will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 3.

(documents should be separate pdf files, accessible via hyperlinks and uploaded to ACCJC's cloud service)

1. [CI.3.1 Senior Director Job Description](#)
2. [CI.3.2. DFAC Charge participatory governance](#)
3. [CI.3.3 DFAC minutes](#)
4. [CI.3.4 Budget Reductions Draft](#)



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5. [CI.3.5 CC Finance Committee Minutes](#)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

Core Inquiry 4:

The team seeks to better understand the college's updated procedures for the distance education and correspondence education addenda (as documented in the College's ISER on page 26) to reaffirm alignment with ACCJC's Policy on Distance Education and Correspondence Education.

Standards or Policies: Standard 2.6 and the Policy on Distance and on Correspondence Education

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections that have occurred pertaining to Core Inquiry 3. (300 words max.)

Columbia College's Curriculum Committee initially discussed the Title 5 proposed changes during the spring 2023 semester and made minor changes to the Distance Education (DE) Addendum form. The proposed changes included removing the Correspondence Education (CE) as Title 5 now recognizes CE separate from distance education. The section in Methods of Instruction was changed to "regular and effective contact between instructor and student" to "...regular and substantive interaction between instructor and student..." (CI.4.1). During the first curriculum committee meeting in Fall 2023, the new Distance Education Coordinator shared the DE Memo ESS 24-14 Guidance for Distance Education Regulation Changes with the committee (CI.4.2, CI.4.3). During the rest of the academic year, the committee continued with robust discussions about CE and DE regarding Title 5 changes (CI.4.4).



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The district is currently updating Board Policy 4105 Distance Education to reflect these changes (CI.4.5). Distance Education is further stipulated in the YCCD Faculty contract including training and support from the Distance Education Coordinator (CI.4.6).

Evidence: Provide the list of evidentiary documents that will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 3.

(documents should be separate pdf files, accessible via hyperlinks and uploaded to ACCJC's cloud service)

1. [CI.4.1 2023 03.21 FullMN CC](#)
2. [CI.4.2 2023-09.12 CCFull Minutes - FA23 DEA discussion](#)
3. [CI.4.3 Guidance for Distance Education Regulation Changes](#)
4. [CI.4.4 Curriculum Committee DE and CE Conversations](#)
5. [CI.4.5 BP and Draft Changes 4105 Distance Education](#)
6. [CI.4.6 Collective Bargaining Agreement](#)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)