



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CORE INQUIRIES

Columbia College
11600 Columbia College Drive
Sonora, CA 95370

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 18, 2024.

Dr. David M. Johnson
Team Chair

Table of Contents

Peer Review Team Roster 3

Summary of Team ISER Review 4

Core Inquiries 5

Core Inquiry 1:5

 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?5

Core Inquiry 2:7

 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.7

Core Inquiry 3:8

 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.8

Core Inquiry 4:9

 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.9

Columbia College

Peer Review Team Roster

Team ISER Review

March 18, 2024

Dr. David M. Johnson, Team Chair Merritt College President	Dr. Jeannie Kim, Vice Chair Santiago Canyon College President
ACADEMIC MEMBERS	
Ms. Charlene Reed Orange Coast College Professor & Program Coordinator, Interior Design	
ADMINISTRATIVE MEMBERS	
Dr. Aaron McVean San Mateo County Community College District Vice Chancellor of Educational Services and Planning	Mr. Nestor Lomeli Dean of Student Services West Hills College Lemoore
ACCJC STAFF LIAISON	
Ms. Virginia "Ginni" May, ACCJC Interim-Vice President	

Summary of Team ISER Review

INSTITUTION: Columbia College

DATE OF TEAM ISER REVIEW: March 18, 2024

TEAM CHAIR: David M. Johnson

A five-member accreditation peer review team conducted a review of Columbia College's institutional self-evaluation report (ISER) on March 18, 2024. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report and supporting evidence. The peer review team received the college's ISER and related evidence several weeks prior to the Team ISER Review. Team members found the report to be a comprehensive document detailing the college's alignment to the 2024 Accreditation Standards, Eligibility Requirements, and Commission policies. The College provided a thoughtful report, reflecting on the institution's transformational processes, equitable student outcomes, and planning for continuing institutional improvement.

In preparation for the Team ISER Review, the team chair attended a team chair workshop on December 5, 2023, and held a pre-review meeting with the college CEO on January 26, 2024. The entire peer review team participated in a team workshop provided by staff from ACCJC on January 31, 2024. Prior to the Team ISER Review, team members completed their assessment of the college's alignment to the Accreditation Standards and policies, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College meets Accreditation Standards, Eligibility Requirements, and Commission policies. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and developed Core Inquiries to be pursued during the Focused Site Visit, which will occur during the week of September 16, 2024.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit. During the Focused Site Visit, the team will tour the facilities, conduct scheduled meetings and an open forum, gather additional information to further their analysis to determine whether all standards are met, and accordingly finalize their Peer Review Team Report which will identify commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. During the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p>Core Inquiry 1:</p> <p>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?</p>
<p>Standards or Policies:</p> <p>Standards 2.8 and 4.2</p>
<p>Description:</p> <p>The College has integrated Standard 2: Student Success into its operational principles, with academic and support programs that are thoughtfully designed to support students' unique educational pathways. The institution's commitment to equitable student success is manifested in its strategic planning, curriculum design, support services, and community engagement efforts. These practices are aligned with the college's mission, emphasizing the importance of student achievement, equity, and holistic development.</p> <p>Fostering a Sense of Belonging (Standard 2.8): The college actively fosters a sense of community and belonging through various engagement opportunities. Clubs, cultural events, and student organizations reflect the diverse interests and backgrounds of the student body, enhancing the college experience.</p> <p>Roles, Responsibilities, and Decision-Making Structures (4.2): The college has established systems for identifying roles, responsibilities, and authority for decision-making which are clearly defined and communicated throughout the institution. Further, the institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant employee and external community perspectives. The team would like to better understand the roles, responsibilities, and opportunities for student participation.</p>
<p>Topics of discussion during interviews:</p> <p>Opportunities for student engagement campuswide.</p>
<p>Request for Additional Information/Evidence:</p> <p>Any procedures or policies related to student roles in participatory governance and other decision-making activities.</p>

Request for Observations/Interviews:

- Associated Students of Columbia College Representatives
- Associated Student Advisor
- Student Trustee
- Leaders of student clubs and organizations
- Student representatives from participatory governance committees

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

Description:

There is evidence of the campus moving forward toward utilizing the student outcomes data with specific programs i.e. Project RISE populations, international students, and dual enrollment programs. The team is seeking evidence of outcomes assessment practices for the broader student population and would like to better understand how student outcomes data is being shared with the campus community to inform institutional goal setting and achieve equitable student outcomes.

Topics of discussion during interviews:

How are the outcomes assessment data utilized and shared across the college? How often are the assessments and outcomes shared with the broader campus community?

Request for Additional Information/Evidence:

Any procedures or policies related to the utilization and sharing of outcomes assessment data across the college.

Request for Observations/Interviews:

- Meet with assessment and outcomes review committee.
- Meet with college faculty and staff involved in research and planning.

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

Description:

The Team reviewed the revised District Resource Allocation Model (RAM), the establishing document for the Finance Committee, and the Budget Development Process.

Topics of discussion during interviews:

The Team is interested in understanding what process and information was used to analyze the impact of the revised RAM to assess the impact on financial resources to support and sustain the mission and promote equitable achievement of student success, and to ensure financial solvency and sustained fiscal stability.

Request for Additional Information/Evidence:

Scenarios or other analyses of the impact of the change in the RAM on the financial resources for Columbia College.

Request for Observations/Interviews:

Discussions with members of the District Financial Advisory Committee (DFAC), and other college administrators responsible for oversight of the financial solvency and fiscal stability of the college.

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

Description:

The team reviewed all submitted required documentation. The College has a full-time DE Faculty Coordinator, a dedicated committee, and a variety of opportunities for faculty to collaborate, promote excellence and respond to campus needs. Both the Peer Observation Form for Faculty Teaching Online and the Student Evaluation Form for Faculty Teaching online are also evidence of the pursuit of excellence in non-traditional teaching modalities. The team has noted the Curriculum Committee's intent to review the DE/CE Addendum in Fall of 2023 to ensure alignment with ACCJC's policies.

The team wishes to follow up with the College on the status of the distance education and correspondence education addenda review.

Topics of discussion during interviews:

The outcome of the College's discussion on the review and update of the distance education and correspondence education addenda and how faculty are notified of said changes.

Request for Additional Information/Evidence:

Any supporting evidence for verification.

Request for Observations/Interviews:

- Distance education coordinator and committee
- Curriculum Chair
- Chief Instructional Officer