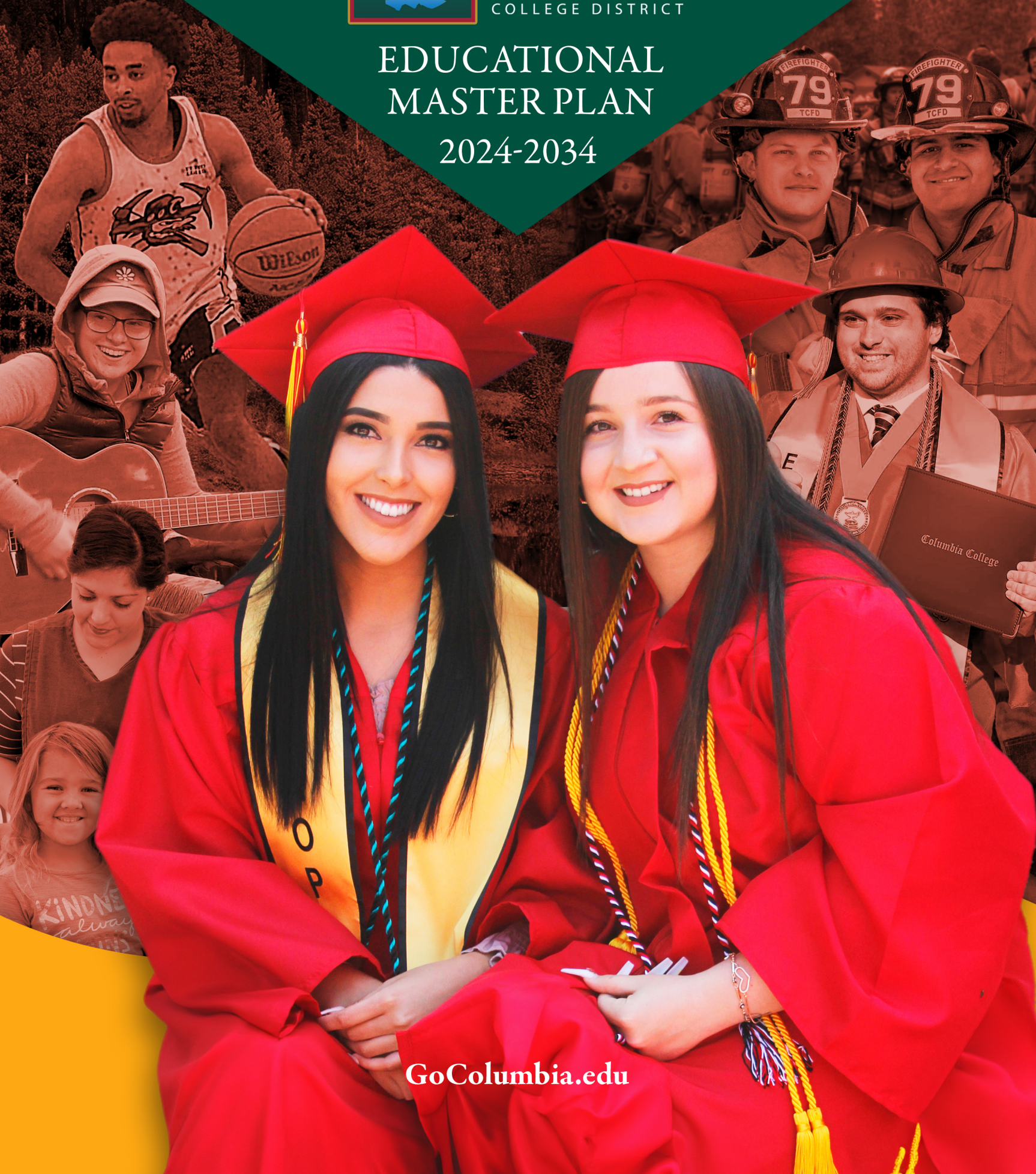




COLUMBIA
COLLEGE
YOSEMITE COMMUNITY
COLLEGE DISTRICT

**EDUCATIONAL
MASTER PLAN
2024-2034**



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Letter from the President

Fall 2023

Dear Colleagues,

On behalf of Columbia College, I am pleased to present the Columbia College 2024-2034 Educational Master Plan (EMP). This plan was developed as the College, our community, and our entire country are recovering from the COVID-19 global pandemic. After many long months of isolation, students are finally returning to campus, enrollment is showing signs of growth, and positive energy abounds. The EMP builds on this moment of opportunity to push our horizons and expand our reach with goals that challenge us to be our best.

As with everything at Columbia College, our EMP is student-centered. It strives to ensure equity by removing barriers related to enrollment, retention, completion, and transfer readiness. It demands academic excellence, innovation, and institutional effectiveness. And it challenges us to strengthen our external partnerships for social, cultural, economic, and educational growth.

An essential component of the College's integrated planning process, the Educational Master Plan aligns with our core values, our mission and our goals and it supports the framework for thoughtful action outlined in the California Community College's Vision 2030. When combined with the Facilities and Technology Master plans and the Student Equity and Achievement Plan, the EMP guides formation of our Strategic Plan leading to measurable objectives to chart our progress.

When I look into the future, I see unlimited opportunities for growth. I see expanding student enrollment, propelling us past the average college-going rate in our state. I see the college leveraging our location to grow programs uniquely suited to our region; programs in forestry and fire, healthcare, hospitality, and arts and theatre while maintaining robust offerings in dual enrollment, transfers, community education, and career technical education. And I see proactive partnerships in our larger community enriching student experience and enhancing college life. What an exciting future!

I am profoundly grateful to the entire college community for their support in developing this plan. The process was guided by a cross-functional planning team and was reviewed multiple times by all staff and faculty groups at the college. Holding true to our belief in participatory governance, we took all suggestions seriously, making adjustments where needed. The resulting document represents the best thinking of all involved and I sincerely thank everyone for the hours of work and dedication that this plan reflects.

I look forward to partnering with the college and the community in making our Educational Master Plan a reality for our institution and most importantly for the students we serve.



Lena Tran, Ed.D., MBA
President
Columbia College

Planning Team Membership

Participatory Group Representation	Title / Department	Name
Co-Chair, Institutional Effectiveness Council	Interim Vice President of Instruction	Raelene Juarez
Co-Chair, Student Success Council	Vice President of Student Services	Dr. Melissa Raby
Community Partner and Writing Contributor	Columbia College Foundation	Jan Verhage
Faculty Co-Chair, Institutional Effectiveness Council	Child Development	Adrienne Seegers
Faculty Planning	Chemistry	Daniel Gretch
Faculty Planning	Past President, Academic Senate	Lahna VonEpps
Faculty Planning	President, Academic Senate	Marcus Whisenant
Classified Senate and Writing Contributor	Research and Planning Analyst	Matthew Connot
Classified Senate Contributor	Curriculum Process Specialist	Elissa Creighton
Classified Senate Planning	President, Classified Senate	Michael Baldwin
Leadership Team Planning	Dean, Student Services	Michael Igoe
Leadership Team Planning	Executive Assistant	Kelsie Gillen
Leadership Team Planning	Director of Outreach and Retention	Courtney Sutton
Student Planning	President, Associated Students of Columbia College	Alex Jukes

Executive Summary

The Educational Master Plan (EMP) 2024-2034 outlines Columbia College's ten-year goals to support academic programs and services provided for students and the community. It provides the pathway for other planning and is designed to be flexible and responsive in meeting emerging and changing needs during this period. When partnered with the College's long-range Facilities Master Plan, Technology Plan and the Student Equity and Achievement Plan, the long-range vision for the College emerges.

The EMP 2024-2034 was created after careful review of the College's Mission, Vision, and Core values; the College's institutional student learning outcomes; and an [environmental scan](#) of internal and external data. In addition, California Community College systemwide [strategic initiatives](#) that have had broad impact on the College were considered along with new accreditation standards from the Accrediting Commission for Community and Junior Colleges.

Creation of the EMP was a year-long collaborative effort among all constituent groups at the College. The process was thoughtful, transparent, and inclusive. Drafts of the plan were vetted and approved through the governance structure at the College including classified professionals, faculty, leadership, and students with final approval through the College Council and the Yosemite Community College District Board of Trustees.

The EMP provides general direction to the College community. Its four broad goals and multiple focus areas help frame the measurable objectives that are contained in the College's Strategic Plan. These objectives guide the budget development process and are updated annually through extensive program review and outcomes assessment. The goal of all planning activities, including development of the EMP, is to ensure that the College remains nimble, relevant, and responsive to students, the College environment, and the community at large.

Educational Master Plan goals are summarized below:

Goal 1: Student Access, Student Retention, Program Completion, and Transfer Readiness

Columbia College will continuously improve processes and remove barriers related to enrollment, retention academic program completion, and transfer readiness to increase equitable access and student success.

Indicators for Action: Given a lower than average Baccalaureate-attainment level, the College will explore options to reduce financial barriers, offer flexible learning options, increase wrap-around services and provide clear pathways for student success.

Goal 2: Academic Excellence and Innovation

Columbia College will engage in continuous evaluation and innovation to support, grow, and expand its educational programs and services to ensure equitable student success.

Indicators for Action: With a larger percentage of students choosing to attend Community College than the state average, an emphasis on student-centered programming, innovation, and workforce readiness is expected to improve equitable outcomes and student success rates.

Goal 3: Institutional Effectiveness

Columbia College will plan and implement effective strategies that are responsible, transparent, inclusive, and respectful to all stakeholders and consistent with the College’s Mission, Vision, and Core Values.

Indicators for Action: By engaging all available technologies to improve student attainment and workforce readiness goals, a continued focus on participatory governance, collaborative communication and integrated planning will lead to goal achievement.

Goal 4: Strengthening Community and Workforce Partnerships

Columbia College will seek and strengthen wide-ranging external community and workforce partnerships to ensure social, cultural, economic, and educational growth for our students.

Indicators for Action: With increased workforce needs in private educational services, health care, social assistance, leisure and hospitality, and business services, Columbia College expects to enhance connections with local employers, increase workforce opportunities for students, and work proactively with the Columbia College Foundation.

A copy of the Educational Master Plan 2024-2034 is available at Columbia College’s [Planning Documents](#) site.

History of Columbia College

Columbia College is a public community college located in Sonora, California. The college was founded in 1968 and is 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 and approximately 60 miles southeast of Sacramento and 120 miles east of San Francisco. 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 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 Miwuk Indians inhabited the region and today, the Miwuk tribe has an active presence in the region to protect their cultural traditions and promote the well-being of their communities.

The region is known for its abundant natural resources, including timber, water from snowpack, and wildlife and also for its outdoor activities such as hiking, fishing, hunting, camping, and skiing. There are many small, historic towns that were once bustling mining communities during the Gold Rush era that are now popular tourist destinations. In addition, there is a vibrant art, music, and theater presence in the community that enriches the cultural landscape.

The establishment of Columbia College was initiated by a collective effort in the 1960s involving community leaders, educators, and government officials in the region. The result was a community-driven effort to bring accessible higher education to Sonora and its surrounding areas. Over the decades, the college has expanded and adapted its programs, courses, and services to meet the evolving needs of its students and the community.

Today, the college offers a wide range of educational opportunities, including associate degrees, transfer programs, vocational training, community education, and lifelong learning classes. The college remains committed to academic excellence, student success, and community engagement and strives to provide a supportive learning environment that fosters personal growth and prepares students for tomorrow.

Mission Statement

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

Reaffirmed by Columbia College Council on February 3, 2023

Approved by the YCCD Board of Trustees on March 8, 2023

Vision Statement

Columbia College - the college of choice for transformational learning in the Sierra foothills.

Reaffirmed by Columbia College Council on February 3, 2023

Approved by the YCCD Board of Trustees on March 8, 2023

Core Values

The Columbia College community is committed to following a set of enduring Core Values. These values are focused on the development of a sustainable institution and serve to guide the institution through changing times and shape our Mission, Vision, and Goals.

Academic Excellence and Success:

We value high quality education via a robust curriculum designed to meet the career and transfer needs of our community. We provide effective learning experiences ranging from in-person to online offerings. We equally value an environment of academic success and wellness for all of our students through effectively integrated in-person and online support services.

Learning and Growth:

We value and promote creativity, innovation, experimentation, critical thinking, and diverse perspectives. We celebrate the strengths of both in-person and online learning in helping our students fulfill their goals. We value learning and the pursuit of knowledge as lifelong processes of transformational personal and professional growth.

Assessment and Improvement:

We value continuous improvement through the assessment of student learning outcomes, program effectiveness, and our decision-making processes. We use the results of these assessments to pursue improvements in our curriculum, programs, practices, and student outcomes.

Access for All:

We value our role as the sole higher education institution in our area. We assist all members of our community to gain access to higher education and to achieve success in their chosen endeavors. We recognize a successful community includes all races, ethnicities, religious beliefs, socioeconomic status, languages, geographical origins, genders and/or sexual orientations who bring their personal knowledge, background, experiences and interests for the benefit of all.

Community Support:

We value the support provided to Columbia College by our community, including students, parents, civic and educational leaders, businesses, and industries. We support our community by hosting educational events, serving on advisory boards, and providing educational programs leading to strong careers.

Collegiality and Professionalism:

We value working in a collaborative and inclusive manner to meet the holistic needs of our diverse student population. We value kindness and respect in all our interactions. We value the individuality and uniqueness of each member of our campus community. We support, promote and demonstrate understanding, empathy, transparency, civility, cooperation, and acceptance.

Campus and Environmental Sustainability:

We value and strive to preserve the unique environmental beauty of the Columbia College Campus and welcome all diverse populations into a safe and pleasing location. We value our living planet by accepting responsibility and adopting practices to protect the environment for future generations and sharing these values with others.

Participatory Decision Making:

We value participatory decision making that provides each of us the opportunity to contribute

ideas, bring forth concerns, and explore options in developing consensus. We value the roles of our leaders and representatives, share with them our impressions on matters of importance, and trust them to carry our input forward for discussion and consensus building.

Civic and Global Awareness:

We value civic and global awareness of contemporary issues. We challenge students and one another to think critically with diverse, equity-minded, and social justice perspectives. We promote the understanding and betterment of society and our world by engaging our students, staff, and surrounding community in meaningful discussions and activities.

Institutional Wellness:

We value an institutional attitude and culture that promotes and supports total health and wellness of students and employees.

Revised by Columbia College Council on April 15, 2022

Approved by the YCCD Board of Trustees on March 8, 2023

Institutional Student Learning Outcomes (ISLOs)

Upon satisfactory completion of their course of study at Columbia College, students will be prepared to:

- Excel in the workplace and enter into fulfilling and productive careers. – Commonly referred to as the ‘Career’ ISLO
- Communicate effectively across levels and disciplines utilizing a variety of methods, mediums, and technologies. – Commonly referred to as the ‘Communication’ ISLO
- Think critically about the world, solve problems using appropriate analytic skills, and be discerning about the quality of information. – Commonly referred to as the ‘Critical Thinking’ ISLO
- Demonstrate a knowledge of facts, skills, and understanding of the subjects studied. – Commonly referred to as the ‘Knowledge’ ISLO
- Integrate into a vibrant community and culture, understand others, value diversity, and encourage sustainability. – Commonly referred to as the ‘Culture and Community’ ISLO
- Calculate precisely and interpret results accurately using key principles and methods of scientific inquiry and quantitative reasoning. – Commonly referred to as the ‘Calculation’ ISLO

Development of the Educational Master Plan

The College started on the development of the Educational Master Plan (EMP) during the 2019-20 academic year. However, the College paused completion due to the COVID-19 pandemic shutdown in March 2020 and immediately redirected its priorities to the safety and well-being of the college community. As remote operations continued, the Strategic Plan also became due for an update and revision. While the development of the EMP should have proceeded first, the College understood the importance of having attainable goals with objectives to measure progress toward achieving the mission. Remote working conditions during the pandemic also provided the space for robust dialogue in the Institutional Effectiveness Council (IEC) on how college goals in the Strategic Plan could incorporate institution-set standards for accreditation purposes, demonstrate progress toward the Vision 2030 framework, and measure the impact of Guided Pathways.

When the College returned to on-campus instruction and operations, the Strategic Plan 2022-2027 was vetted through the participatory governance process and approved Fall 2022. Efforts then immediately shifted to developing the Educational Master Plan 2024-2034 that would reflect the long-range goals and future college planning. The following timeline summarizes the steps taken to develop the EMP.

- January 5, 2023 - The Education Master Plan was discussed as part of the Spring 2023 All College In-Service Meeting
- January 13, 2023 - Cambridge West Consultants provided EMP development information and data to the campus community via a town hall meeting
- Mid-January 2023 - The EMP Workgroup was established with representatives from the following: faculty, classified professionals, students, leadership, and community
- Mid-January - The EMP Workgroup met on a weekly basis with Cambridge West Consultants who provided external and internal scan data and summary results from division/area questionnaires and interviews
- February 2023 – The EMP Workgroup continued meeting on a weekly basis with discussions narrowing down format and developing goals
- March 2023 – EMP Workgroup members shared updates with their respective constituents
- April 2023 – EMP Workgroup paused weekly meetings due to end of the semester activities and graduation
- Summer 2023 - The EMP workgroup establishes four visionary goals with focus area to be presented at fall in-service in late August
- August 25, 2023 – EMP shared to campus community at Professional Development Day
- September – First Readings through the participatory governance structure – College Council and constituent groups
- October 6-20, 2023– Second Readings through the participatory governance structure
- November 3, 2023 – Adopted by College Council
- November 8, 2023 – Adopted by Board of Trustees

The Educational Master Plan was a collaborative effort among all constituent groups at the College. The process was thoughtful, transparent, and inclusive. Drafts of the plan were vetted and approved through the participatory governance structure at the College. This includes all

constituent groups –faculty, classified professionals, student leadership; shared with the community – with final approval through College Council and the Yosemite Community College District Board of Trustees.

Summary – Environmental Scan

An [environmental scan](#) was conducted including external and internal factors. Key elements are captured below. Of special note is that 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.

External Scan

- The overall population for Tuolumne and Calaveras counties is expected to remain fairly constant by 2035 with slight growth for the Motherlode Region as a whole.
- Our service area differs from California in that we have a larger retirement population and the area is less ethnically diverse.
- Educational attainment at the Baccalaureate level is less than California average.
- 2031-32 Kindergarten through Twelfth grade (K-12) enrollment is projected to increase and graduates are expected to decrease. Importantly, the K-12 projections see the largest increase among students in lower grades so projected 9-12 enrollment growth won’t occur until after 2031-32.
- The college-going rate for high schools in our area is lower than California as a whole but of those that do attend college, a larger percentage of them attend a California Community College.
- Industry projections for the Eastern Sierra-Mother Lode Region see the largest increases in Educational Services (Private), Health Care, and Social Assistance, Local Government, Leisure and Hospitality, and Professional and Business Services.
- The Eastern-Sierra Mother Lode Region is projected to see an increase in the number of occupations in areas that require some college or above. However, 70% of occupations are projected to not require some college or above, compared to 60% for California as a whole.
- Bookkeeping, Accounting and Auditing Clerks, General and Operations Managers, Registered Nurses, Teaching Assistants, and Firefighters are some of the occupations expected to see the largest number of job openings.
- Unemployment in Tuolumne and Calaveras counties has historically been higher than California as a whole but in recent years this gap has decreased.

Internal Scan

- Enrollment amongst students that are 19 years old or younger has increased while enrollment amongst students between the ages of 20-29 and 50+ have declined.
- Special Admit students have increased while first-time and first-time transfer students have declined. Noncredit enrollment declined significantly during COVID-19. The number of students enrolled in less than 6 credits (less than half-time) has increased, those enrolled in 6 to 8.9 credits (half-time) has remained consistent and those enrolled in 9 to 11.9 credits (three-quarters time) and 12+ credits (full-time) has decreased.
- Student term modality, a status assigned to a student based on all of the courses the student takes in a term, has seen a dramatic change after COVID-19. For Fall 2022, most students were hybrid students (primarily taking some in-person and online courses; not hybrid courses), in-person only and online only students are relatively similar.

While internally, the course-taking behavior of Columbia College students may have adapted to leverage the opportunities created in technology-assisted lives, a need to serve both in-person and online learners remains strong. Additionally, the need for flexibility and responsiveness in delivering high quality instruction and student services is projected to grow throughout the next decade. Ensuring the College effectively promotes and markets these opportunities to an increasingly younger-at-first-access college student population requires more targeted collaboration and ongoing commitments to our 9-12 systems' realities and challenges. College preview days and discipline-specific experiences contextualize and enrich pre-9-12 students' learning and worldview development.

As a lifelong resource to community members, the external scan reveals increasing the appeal of participating in dual enrolled courses throughout the High School years helps establish an ongoing link to Columbia College early. By continuing to pursue, innovate, and adapt existing programming to meet the community's need, the College continues to deliver on its mission. Apprenticeships, On-the-job training, and Work based learning opportunities further serve immediate basic needs like housing and food insecurity, while building and reinforcing a network of paid opportunities to remain relevant in the region. Noncredit options can also be expanded for students as bridges into higher education and from retirement to sustained community-involvement through a shared community of learners.

When Tuolumne and Calaveras counties' young and returning learners are able to complete their entire 4-year pathways to fulfilling careers without leaving their communities, their risk of never returning to fulfill the promise of contributing to their local economy and community decreases. A new frontier in equitable access to learning, skill-development opportunities, and service to our rural population is represented with Columbia College's pursuit of 4-year Baccalaureate degree programs available locally.

Educational Master Plan Goals and Focus Areas

A ten-year plan takes the broadest possible view of the future. It considers expected influences and anticipated variables while maintaining a degree of flexibility and adaptability that isn't possible in shorter-range planning documents. Columbia College's ten-year Educational Master Plan (EMP) was written just as California's newly-minted framework, Vision 2030, launched. The juxtaposition of these plans forged goals that reflect the California Community College's Vision 2030 throughout the Columbia College EMP's stated focus areas.

The Educational Master Plan, as reflected in this document, presents four overarching goals to propel the College forward. Each goal sets strategic direction and is supported by key points of evidence, elements of Vision 2030, and focus areas that more clearly define how the goal influences possible outcomes. The intention throughout, is to enhance equitable student access, improve equitable student success and achievement metrics, and build stronger supportive links within the College community and with the community at large.

Goal 1: Student Access, Student Retention, Program Completion and Transfer Readiness

Columbia College will continuously improve processes and remove barriers related to enrollment, retention, academic program completion, and transfer readiness to increase equitable access and student success.

Key Evidence

Regional educational attainment at the Baccalaureate level is less than California average. 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 won't occur until after 2031-32. As course-taking patterns shift, most students will be hybrid students (primarily taking some in-person and online courses).

Links with [Vision 2030](#) Strategic Direction: *Actions for Equitable Baccalaureate Attainment*

Increase equitable access, success and support for:

- a. Dual Enrollment in degree pathway
- b. Justice-involved and justice-impacted Californians' enrollment in degree pathways including the community college baccalaureate.
- c. Foster youth in degree pathways
- d. Veterans in degree pathways including the Military Articulation Program
- e. Increase and improve access, success and support to quality online programs of study.

Increase the number of eligible students who apply for, and receive federal, state, and local financial aid grants, including the federal Pell Grant, the state Cal Grant, and the California College Promise Grant, among others.

Increase flexible term structures, flexible schedules and credit for prior learning opportunities to support working adult learners increase their full-time course intensity.

Focus Areas

- Develop targeted **marketing and communication** that increases community awareness of Columbia College and leverages its unique geographical location and learning opportunities
- Provide **effective outreach and orientation** activities for high school students and returning adults
- **Reduce financial barriers** by increasing student access to scholarships, basic needs support, and affordable housing
- Optimize and expand **flexible learning options** that embrace student equity and support non-traditional learners including dual enrollment, distance education, and noncredit opportunities
- Explore **course offerings** that will stimulate enrollment growth of dual enrollment, rising scholars, and international students
- Continue to promote the **Columbia College Promise and other Special Programs** to support access and retention for all students
- Provide **persistent guidance counseling and proactive educational planning** to promote a smooth transition to college with a high likelihood of retention
- Continue **integration of wrap around services**, emphasizing the joint responsibilities of student services and instructors
- Support student **technology needs** through effective access to software, hardware and internet connectivity
- Optimize student success through **well-advertised resources** such as tutoring, library services, and other instructional support opportunities
- Expand **instructional, co-curricular, and extra-curricular activities** that reduce equity gaps, promote inclusion, embrace diverse perspectives, and encourage student growth in civic and global awareness
- Continually assess and improve upon **clear program pathways and agreements** supporting student academic transfer or direct entry into the workforce

Goal 2: Academic Excellence and Innovation

Columbia College will engage in continuous evaluation and innovation to support, grow, and expand its educational programs and services to ensure equitable student success.

Key Evidence

Regional educational attainment at the Baccalaureate level is less than California average. The college-going rate for High Schools in our area is lower than California as a whole but of those that do attend college, a larger percentage of our students attend a California Community College. Enrollment amongst students that are 19 years old or younger has increased while enrollment amongst students between the ages of 20-29 and 50+ have declined.

Links with [Vision 2030 Strategic Direction: Actions for the Future of Learning and Equitable Baccalaureate Attainment](#)

Actively engage with the impacts of generative AI on the future of teaching and learning

Increase credit mobility and transfer opportunities within the California Community Colleges and to the California State University (CSU), University of California (UC) and Association of Independent California Colleges and Universities (AICCU) institutions.

Focus Areas

- Maintain a **student-centered perspective** focused on providing a quality education
- Ensure that all **courses and programs are reviewed** using appropriate assessment tools and timelines to inform optimization and innovation efforts
- Promote excellence in teaching and learning with **equitable outcomes**
- Expand opportunities for all college staff to explore, share, and celebrate best practices that support **innovative teaching and learning**
- **Leverage our unique location and offerings** locally, regionally, and internationally to expand and promote academic program pathways and opportunities
- Invest in educational programs and support services that **increase workforce readiness**
- Emphasize **evidence-based decision making** to identify high-need areas when considering new program development
- Develop **non-traditional and innovative programs** that serve a diverse community of learners

Goal 3: Institutional Effectiveness

Columbia College will plan and implement effective strategies that are responsible, transparent, inclusive, and respectful to all stakeholders and consistent with the college's Mission, Vision, and Core Values.

Key Evidence

Regional educational attainment at the Baccalaureate level is less than California average. Columbia College has a responsibility to its community to engage all available technologies to improve attainment and future workforce development goals of the region using our participatory planning processes. Annual planning is achieved through program review and assessment of outcomes. The College uses program review for instructional programs, learning support services, and student service areas. The process is aligned with the Strategic Plan and the EMP to continuously advance the College.

Links with [Vision 2030 Strategic Direction: Actions for Equitable Baccalaureate Attainment and the Future of Learning](#)

All actions, policies and procedures, will be enacted centering equity and inclusion and dismantling prejudice and racism.

Actively engage with the impacts of generative AI on the future of teaching and learning

Focus Areas

- **Build a culture of inquiry** with the use of data and dialogue for decision-making
- **Ensure transparency** with all constituents when discussing academic and professional matters of the college
- Continually review plans and processes to promote and support **diversity, equity, inclusion, and accessibility**
- Embrace **collegial and collaborative communication**
- Commit and adhere to **participatory governance** as a sensible, fair, and effective means of including all constituencies in planning and decision-making
- Embrace **integrated planning** and continue to monitor and adjust college planning processes to support student success and meet the needs of the college including human, fiscal, physical, and technological resources
- Maintain a **transparent, equitable, and collaborative** budget development and resource allocation process with continuous evaluations and improvements to meet the evolving needs of the college's academic programs and services
- **Optimize adaptive capacity** with plans and processes that are nimble and responsive in the face of a changing educational landscape and community needs

Goal 4: Strengthening Community and Workforce Partnerships

Columbia College will seek and strengthen wide-ranging external community and workforce partnerships to ensure social, cultural, economic, and educational growth for our students.

Key Evidence

Industry projections for the Eastern Sierra-Mother Lode Region indicate large increases in private Educational Services, Health Care and Social Assistance, Local Government, Leisure and Hospitality, and Professional and Business Services. Bookkeeping, Accounting and Auditing Clerks, General and Operations Managers, Registered Nurses, Teaching Assistants, and Firefighters are some of the occupations demanding Columbia College to further develop its curriculum in the short-range, as they represent the largest number of long-range job openings.

Links with [Vision 2030](#) Strategic Directions: *Actions for Equitable Workforce and Economic Development*

Increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them, including apprenticeships, work-based learning and incorporating Learning-Aligned Employment Programs.

Education: Increase system capacity to decrease faculty shortages in key sectors including nursing, early childhood pathways and education.

Health care: Expand access to health care pathway programs with particular attention to nursing, mental and behavioral health.

Focus Areas

- Develop and sustain extensive **collaborative projects and partnerships** with community based educational institutions, businesses, and civic organizations
- Explore collaboration and **improve pathways to completion** with area high schools
- Strengthen the **connection to local employers** to create better opportunities for students
- Explore new ways to leverage apprenticeships and **work-based learning** that students will apply in their pursuit of a pathway to greater workforce opportunity
- Host and support **student-focused and community-based events and activities** that foster artistic endeavors, environmental stewardship, civic expression, and cultural enrichment
- **Welcome underrepresented voices** through open dialogue and college engagement
- **Develop relationships and a shared vision with prospective donors** to support innovation, academic enrichment, and meeting basic student needs
- Fully optimize the **partnership with the Columbia College Foundation** to enhance the mission, vision, and goals of the institution

Integrated Planning

The Mission, Vision, and Core Values guide all planning for the College. The Education Master Plan 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. The Strategic Plan includes outcomes-based goals and performance objectives to evaluate progress and is the living document where the goals and objectives can be updated if needed. Together, the EMP and Strategic Plan provide the blueprint for building and sustaining student-responsive educational programs and services at Columbia College. Fully vetted at the College Council and Yosemite Community College Board of Trustees levels, these documents hold Columbia College to its shared vision of a better future for all.