

Columbia College

2016 ACCJC Annual Report

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Leslie Buckalew
3.	Phone number of person preparing report:	209 588 5051
4.	E-mail of person preparing report:	buckalewl@yosemite.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.gocolumbia.edu
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.gocolumbia.edu/accreditation/default.php
6.	Total unduplicated headcount enrollment:	Fall 2015: 3,238 Fall 2014: 3,229 Fall 2013: 3,283
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	2,414
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	177
9.	Number of courses offered via distance education:	Fall 2015: 54 Fall 2014: 39 Fall 2013: 37

10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 921 Fall 2014: 637 Fall 2013: 573
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer						
14a.	What is your Institution-set standard for successful student course completion?	70.5%						
14b.	Successful student course completion rate for the fall 2015 semester:	72.3%						
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>0</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>185</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	0	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	185
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	0						
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	185						

	c. If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	65
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	140
16b.	Number of students who received a degree in the 2014-2015 academic year:	201
16c.	Number of students who received a certificate in the 2014-2015 academic year:	100
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	129
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	176
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No
18b.	If yes, please identify them:	n/a
19a.	Number of career-technical education (CTE) certificates and degrees:	112
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	5
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	n/a
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	n/a
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:	

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
n/a			0 %	0 %

2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Agriculture and Natural Resources	19999	78 %	50 %
Business and Management	529999	78 %	62 %
Media and Communications	90102	78 %	100 %
Information Technology	110101	78 %	57 %
Engineering and Industrial Technologies	140101	78 %	75 %
Health	519999	78 %	75 %
Family and Consumer Sciences	190101	78 %	71 %
Public and Protective Services	449999	78 %	71 %
Social Services	450101	78 %	100 %

22. Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard

23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or

	<p>programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>We begin by tracking the running averages of college data regarding each category, adjust for any known factors such as external pressures or funding shortages, then calculate the standard deviation at one sd below the adjusted mean.</p> </div>
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Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 455
	b.	Number of college courses with ongoing assessment of learning outcomes 455
		Auto-calculated field: percentage of total: 100
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 28
	b.	Number of college programs with ongoing assessment of learning outcomes 28
		Auto-calculated field: percentage of total: 100
26.	Courses	

	<table border="1"> <tr> <td>a.</td> <td>Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):</td> <td>24</td> </tr> <tr> <td>b.</td> <td>Number of student and learning support activities with ongoing assessment of learning outcomes:</td> <td>24</td> </tr> <tr> <td></td> <td>Auto-calculated field: percentage of total:</td> <td>100</td> </tr> </table>	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	24	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	24		Auto-calculated field: percentage of total:	100	
a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	24									
b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	24									
	Auto-calculated field: percentage of total:	100									
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.gocolumbia.edu/SLO/									
28.	Number of courses identified as part of the general education (GE) program:	123									
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%									
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes									
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	n/a									
32.	Number of Institutional Student Learning Outcomes defined:	4									
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%									
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%									
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>In Fall 2015 the College revised its Institutional Learning Outcomes to cover the capstone, over-arching student learning outcomes and expectations, and as a means to more</p> </div>										

efficiently map the non-program specific general education course groups at the institutional SLO level. The College Council reviews all work regarding program review, SLO outcomes, resource allocations and college progress toward and attainment of the objectives and goals related to ISLOs and College Goals. The College also converted its SLO reporting practices to a new software and reporting package, eLumen.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

36.

With the implementation of eLumen, Columbia's faculty will be able to assess ISLOs at the course level as well as the program level. All can be mapped up to the program level as well as top level ISLOs and to the 2014 revised College Goals. Through the curriculum committee, program review and SLO processes courses have been aligned to create more efficient pathways for students. Realignments include rolling four separate disciplines into one for Forestry and Natural Resources, revamping the Chemistry courses to include curricula that is current with the majors, and aligning highly competitive programs, e.g., nursing and transfer majors. The curriculum committee is also reviewing the general education area requirements to provide more efficient pathways for students seeking to fulfill transfer and degree requirements.

37.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

There are many groups and committees across the campus that deal with individual programs, workforce advisories, etc., but the main campus committees that directly deal with student learning outcomes are the: - SLO Workgroup Committee - The College Council - Academic Senate - Student

	<div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: fit-content;"> <p>Government - Academic Wellness Educators Committee (AWE)</p> </div>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: fit-content;"> <p>Columbia has several single faculty/staff departments that meet with their divisions to review and discuss program-level reviews and department planning including prioritization of resource requests. Discussions review not only their plans and SLO outcomes but also include external reviews, e.g., a community survey, CTE labor market projections and student feedback from the Career Technical Outcomes Survey, the Perkins Core Measure reports, and an Employer's Needs Survey. Following a thorough discussion of the needs, the projected needs and the outcomes of the students, plans are made and resources are requested for future enhancements and improvements. These are then forwarded to the administrative body who produce the summarized list of requests prior to finalizing actual allocations. In this way the entire college is aware of the needs, the funding available and the final outcome and why.</p> </div>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: fit-content;"> <p>The Health and Human Performance Department offers over a hundred courses to students that are broadly distributed across instructional disciplines from dance, personal fitness to organized competitive sports. Following a comprehensive review of their students' progression and achievements, the department's curriculum was significantly streamlined to make better use of the available space, faculty availability and student scheduling preferences while maintaining a robust, through shortened list of course offerings. Chemistry was completely redesigned to better fit student transfer choices and majors, e.g., nursing, to meet the requirements in science majors. Online and distance coursework has been monitored closely for student access and success resulting in adding online-friendly coursework to the schedule, OEI supported online tutoring, and in shifting or revising the online aides used to help retain student in their coursework. As a result the success ratio for online has increased 11% and retention has increased 6%.</p> </div>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 1 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	We are in the process of evaluating the number of DE courses that are completed in a given discipline relative to the ACCJC requirement about filing a sub change when we are approaching 50% of a program taught online.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	Opened an outreach site in Vallecito, Calaveras County, to provide access to entry level coursework for a very rural population
42b.	List all instructional sites other than the home campus where 50% or more of a	n/a

	program, certificate, or degree is offered:	
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC
 10 Commercial Blvd., Suite 204
 Novato, CA 94949
 email: support@accjc.org
 phone: 415-506-0234