Highlights

Columbia College 2014 Institutional Effectiveness Report

**College Size:** As a small, rural college in the California Community College system, Columbia College serves approximately 4,500 students each year—roughly 1.6% of the 2.1 million community college students served statewide. In terms of enrollment size, Columbia ranks 104 in a list of 112 colleges.

**Student Residences:** The majority of the Columbia College students reside in Tuolumne County (70%) or Calaveras County (20%). The remaining addresses are located either within a 50 mile radius of the campus or in northern California. Very few students (less than 1%) are non-residents of California.

**Student Demographics:** In recent years Columbia College enrollment trends indicate more daytime-enrolled students who are in their early to mid-twenties and who are financially needy. Students tend to represent the region which is predominately white but recent trends have seen a rise in the Hispanic population while the white student population has been decreasing. There is also a trend toward more full-time (12 units or more) vs. part-time enrollments.

**Student Entering Skill Levels:** Entering students are required to complete placement testing prior to enrolling in their beginning courses of English and Math. For these students, the majority arrive with remedial skills in both subject areas. Over 50% test into basic mathematics or pre-algebra (Math 602) and 30% place into beginning or intermediate algebra (Math 101 and Math 104). Only 10% of the assessed students place into college level mathematics (Math 2, 4A, 6, 8, etc.). For English placements, approximately 60% of the entering students place into English fundamentals or in preparation for composition (English 151). The remaining 40% of entering students place into college level composition (English 1A).

Progress toward the five College Goals

**Goal 1 – Student Success**

The College continues to improve its infrastructure and systems to capture all relevant data in terms of tracking and measuring student progress to the completion of goals. Tracking systems have been studied for coding efficiencies and new software purchased in efforts to capture all activities and services that are delivered to students throughout the college. Up from just 5.3% in 2008-2009 to 26.5% in 2012-2013, the ratios of completed educational plans and updates reflect those efforts in both encouraging more students to file and the ability to capture the data.
In terms of the number of Columbia College degrees, certificates and skills achievement certificates, the well-documented number of degrees awarded has steadily increased over the past decade. Columbia's highest number of awards on record (398), were conferred in 2013-14.

Time to Completion: Students are averaging approximately 5 years to complete degrees at Columbia College. Unless remedial work is needed, when students enroll on a full-time basis (12 units or more) they can expect to complete all the requirements for a liberal arts transfer degree in 4.6 terms. However, degrees can vary in the number of units required for completion. The highest total number of credit units required to complete one AS degree, for example, is 73 units while the total number of units required for a transfer degree is 55 (after all pre-requisites are completed).

Student outcomes are being compiled and studied through the academic year 2012-2013 in terms of prior student equity and success. Early observations from the study indicate that GPAs are highest for females, whites and Asians as well as for financial aid recipients. The Student Equity data compilations are currently found on the side bar link, “Student Equity Documents” on the SharePoint Data Portal site: https://sp-portal.yosemite.edu/data/cc-research/SitePages/Data%20Portal.aspx.

**Goal 2 – High Quality Programs and Services**
The All Columbia College programs, services, and administrative units have submitted their program reviews, evaluations, strategies for improvement and requests for resources as of 2013-2014. Comprehensive programmatic reviews include quantitative and qualitative college data as well as specific programmatic data that reflect their individual processes. Resource requests as identified in the program review process are brought forward to collectively prioritize and forward department and division resource requests to the administrative team. The administrative team then earmarks requests per available resources for allocation.

In terms of program and service efficacy, from the latest Institutional Effectiveness Survey, the majority of staff respondents felt that Columbia College offers high quality programs and services (87%) and strives for overall excellence (87%). Students as well responded on an earlier survey that they felt comfortable in asking questions in class and discussing their progress with their instructors (89%) and that Columbia continually seeks ways to improve student learning (82%).

Student respondents rated services to students as above average (4 on a scale of 5), and that the college has a good reputation in the community (65%).

**Goal 3 – Institutional Effectiveness**
Each college program, service and administrative unit identifies planning and resource needs connected to the college mission, goals and focus areas.

All programs, services and administrative units have established, reviewed and assessed their SLOs, and have submitted evaluations of, and plans for improvement. SLOs are an integral part of the program review process and changes to SLOs have impact to, and are reflected in the annual program review updates. When applicable, they are also reflected in resource requests.

Each instructional program undergoes a systematic cycle of curriculum review for each course and award offered through the program. Dates for upcoming curriculum reviews are included in the Highlights – Institutional Effectiveness Report, 2014
program review forms as information items and to aid in planning changes, additions, or deletions that will coincide with the program’s curriculum review timelines.

For the most part, the feedback from the users regarding the revised program review process indicates the improvements have made a positive difference; however, gaps remain in training, e.g., the information and data presented to programs and services and in identifying the types of information that they need that will be the most useful to their programs. Efforts are currently underway to enhance the program review form to include enhanced resource request/allocation information and a “roll up” of the previous year’s submission, SLOs, and past resource requests. The intention is to assist planners in easier access to, and use of their data regarding past activities.

**Goal 4 – Campus Climate**

The Associated Students have experienced strong leadership over the past several years that has resulted in a prominent presence in college leadership circles, committees and activities. More than just attending meetings, students have been viable advisors and contributors to college initiatives and planning. Respondents to the Student IER Feedback survey indicate that a strong majority of students feel highly prepared to participate in collaborative work, engage as citizens in their communities, and in advocating for issues that are important to them.

The college has promoted access to campus resources including electronic and social media which contributes to the students’ ability to communicate with their peers, with the college staff and with their instructors. A campus-wide text messaging system for example, can notify all staff and students in a matter of seconds.

Respondents to both staff and student surveys indicate they feel the campus is a safe place to visit, work and study as well as being a naturally beautiful environment (80% for staff, 89% for students).

**Goal 5 – Community Connections**

The College engages and interfaces with the community, e.g., public entities such as the Economic Workforce Development Director, with private employers, the regional WIB (Mother Lode Job Connection) and the high schools to name a few. Campus activities highlight those efforts in events such as the Occupational Olympics, Career Day, science and community events, etc.

Advisory committees keep instructors apprised of current employment skills needed for employment. Where available, programs are encouraged to apply for and maintain independent accreditation, e.g., Culinary Arts Federation Accreditation and State Fire Marshall Training Accreditation.

An independent Career Technical Education Outcomes Survey was distributed to “leavers” of vocational programs in 2013 in which former students were asked to rate their training and provide current employment information for the college’s use in evaluating its programs. A large majority (89%) of the respondents indicated they were satisfied to very satisfied with the education and vocational training received at Columbia College. Most (66%) found employment within six months of leaving the program, and/or saw their hourly wages increase. Results are expected from a second iteration of the CTE Outcomes Survey in the Fall 2014.

Work experience is available to all students and closely monitored by faculty from the student’s chosen field of study and discipline. Students receive credit for their work experience, and their employers
provide valuable feedback to CTE faculty in their fields. Many of these employers also serve on college advisory committees that are directly related to the college programs.

Community partnerships are greatly strengthened by the involvement of the Columbia College Foundation which is made up of local community leaders and successful entrepreneurs. Some of Board’s members are themselves alumnus of Columbia College.

The majority of staff (85%) and students (80%) responding to the Institutional Effectiveness survey indicated they would recommend Columbia to a friend without hesitation “depending” on the friend’s major or focus of study.