

Columbia College



Annual Institutional Effectiveness Report

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Preface

This document represents the compilation of general college information and facts related to Columbia College's environment and region. It is not intended to be an exhaustive collection of data but rather an easily read overview of the context in which the college operates. The said, the data that underpin many of the statements contained in the text are included in the Appendices. These include many trends and tabulated charts that are summarized by semesters and years.

Included in this document:

- **Part One** is a synopsis of the area's economy and incoming student populations.
- **Part Two** describes the college itself, its enrollments, the cost of attending the college, student demographics and outcomes, the faculty and staff, and the college's present locations.
- **Part Three** addresses each of the five college goals, objectives, and the activities that have taken place to address each of the objectives for each goal.
- **Part Four** provides the Appendices that contain the data summaries, charts, semester and annual trends in terms of the College's environmental scan and student success.
- Additional information regarding the transition to the college's integrated program review, evaluation, and planning process is found at the end of this report.

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Click the bookmark icon represented above to open the sidebar. Links to the chapter headings and subheadings should become visible. The links can then be clicked individually to easily move about the document.

Please note that while every effort has been made to report the most current information; however, circumstances are dynamic and ever-changing. This simply means that this report is a work-in-progress. Updates can, and will be made to the contents at least once each summer and could change at any time if deemed needed. Please check for updates on www.gocolumbia.org/institutional_research. The title page will reflect the latest version. By accessing the online version, you will ensure you are reading the most recent edition.

For help or information, please contact the Columbia College Institutional Research Office, 209-588-5389 or email: sundayd@yosemite.edu.

Part I. Columbia College's External Environment

Columbia College is a small, rural community college nestled in Tuolumne County in the foothills of the famous Sierra Nevada mountain range of Central California. The present site was still being constructed in 1968, so the first classes were held in off-campus locations including a 100-year old clap board "cottage" on the main street of the nearby historic gold-rush township of Columbia.

Purchased from the Bureau of Land Management, the present site occupies 280 acres and retains its pristine habitat that supports a host of wildlife including deer, fox, wild turkeys, and Canadian geese. The original buildings, designed to blend in with the natural surroundings of rolling hills, water and the beautiful native woodlands have stood the test of time. More recent construction has been funded through a voter approved bond initiative that now offers many technological advances and teaching aids to serve students well into the future.

Columbia serves primarily two neighboring counties known fondly as, "The Heart of the Mother Lode." The College's enrolled students are comprised of approximately 70% of Tuolumne County residents and 20% Calaveras residents. The remaining 10% of the student population report California addresses outside the two counties including a very small proportion, approximately 2%, with out-of-state addresses.

Tuolumne and Calaveras Counties



Tuolumne County (dark blue to the left) is a geographically diverse county located in the foothills of the Sierra Nevada Mountains east of Sacramento, California. Covering over 2,274 square miles, nearly half of its land is either owned or controlled by state of California and federal agencies. It is home to such natural treasures as the Yosemite National Park, Stanislaus National Forest, and BLM controlled land that includes Indian reservations.

The Tuolumne County population numbers approximately 55,000 according to the U. S. 2010

Census. Most of the county's current residents live in small towns and unincorporated areas clustered near the western and southern boundaries of the county.

Similar in terrain, geography and elevation to Tuolumne but smaller in population and square miles, **Calaveras County** is adjacent to Tuolumne County to the northwest (light blue on map above). It too includes large expanses of federal and state controlled parks and forests and like Tuolumne County.

Both counties have rich histories and fascinating stories of boom times and bust as gold drew miners and tradesmen seeking their fortunes during the 1850s to early 1900s. Largely wilderness, the region became densely populated with individuals and transient mining camps alongside large and profitable mining and timber operations. Both counties were two of the original counties formed by the State of California in 1850. Today, the region's population makes up less than 0.1% of the total State's population and is not

expected to grow more than 1% through 2060 according to the California Department of Finance projections.¹

The area still draws many visitors and non-native residents though not for mining gold. The area is now attractive to immigrants relocating to retire or live a more rural life, public servants, artists and recreational vacationers. According to the California Department of Finance (DOF), residents finding employment in Tuolumne County can expect to earn median wages of \$26,000. The demographics for the county are primarily white (81%), 45 to 50 years in age, and with a lower percentage who hold baccalaureate degrees; specifically, Tuolumne County reports an average of 18% of its population who have earned college degrees compared to the state's proportion of 30%.

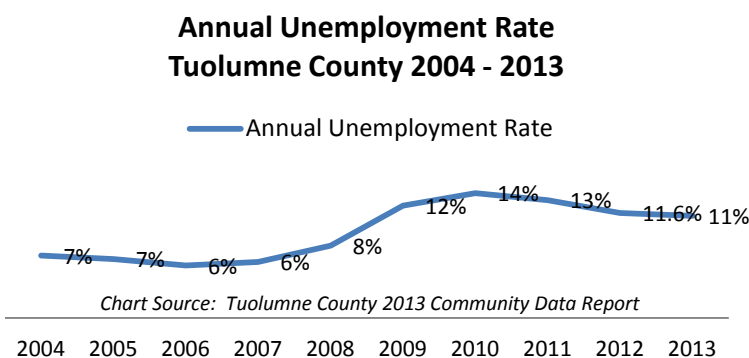
The Economy

Since the 1900s, commerce in the Mother Lode was historically centered in the timber, retail and tourist industries; but by the late 1980s, the largest employment sector for the region was the State of California and the U. S. Department of Forestry and Park Services. Until 2009, the timber and construction industries also supplied a significant number of jobs but in recent years, the government, retail, health care and social service sectors have become the predominant employers for the region.

Tuolumne County median incomes translated into mean earnings by proportions of the population, average \$44,751 overall—meaning, most incomes fall well below the state average of \$61,632 per year. 13.3% of the county's inhabitants fall below the poverty level.²

With nearly 8,000 jobs, the government entities employ the greatest number of workers for the region and offer some of the highest paid positions. Federal, state and county salaries average \$59,000 compared to the second largest industry and employer, the retail industry offers 5,000 jobs and averages median wages of \$30,000 per year. The health care and social assistance services offer over 4,000 jobs and provide salaries comparable to the government sector of nearly \$60,000 on average (annual earnings for 2012).³

Unemployment Rates



Unemployment rates rose to the double digits in 2009 and have remained thus for the past four years. A modest improvement began in the 2011 with the opening of two large chain stores, Lowes and Kohl's department stores. Though this added new employment opportunities and brought down the unemployment rate, it still remains in the double digits - 11%.

¹ California Department of Finance Demographic Reports, P-1 Population Projections (2012): http://www.dof.ca.gov/research/demographic/reports/projections/P-1/documents/Projections_Press_Release_2010-2060.pdf.

² U. S. Census Bureau State and County QuickFacts, 2012. Accessed, 04/18/2013: <http://quickfacts.census.gov/qfd/states/06/06109.html>.

³ Economic Modeling Specialists, Inc., 2012, excerpt - California Labor Market Information. (See: Appendices). Columbia College Institutional Effectiveness Report, Spring 2013

The job growth outlook may continue to improve. Prognosticators report that the Nation and State and neighboring counties will experience an increase in their job growth rates by 2014 of approximately 4%. Tuolumne County, in particular, may see as high as 8% predicted job growth rate for the health care, social service, and retail and hospitality sectors.^{2,3}

High School Graduation Trends and Predictions

Per the last reported data from the California Department of Education (2012), the high school graduation rates for the region reported higher than that those for California. For Tuolumne County and the 2012 high school cohort, 504 of the 598 earned their high school diplomas. This represented an 84.3% graduation rate. For Calaveras County, the graduation rate was 90.5%, and for the State of California, 77.1%.⁴

From the last California Postsecondary Education Commission (CPEC) for high school graduates who transferred to universities and colleges (2009), Tuolumne County saw a 52.4% ratio its high school graduates transfer to a college or university for their first time. Of those, 43.2% transferred to community colleges, see: Appendices, College Going Rates – First Time Public High School Graduates.

In 2010, Columbia's traditionally-aged high school students for the region numbered 6,050. This was an increase in Columbia's traditionally aged students for that year. However, the numbers of traditionally aged entering students (17-20 year olds) after 2010 however, steadily decreased in the region and for the college by about 2-3% per year. This trend is expected to continue, all things remaining equal, until 2015 when Tuolumne County's primary grade population should start to increase again. According to the Department of Finance:

- County populations will reach 55,670 representing a 1.20% increase over the 2000 Census, but
- The high school-aged population (14-18) will decline by approximately 18 students per year to 2018-19; but,
- The K-8 aged population begins to increase and reverses the trend by approximately 20 students per year beginning 2015.

Part II. A Synopsis of Columbia College

Enrollments

An economic down turn, and reduced funding, while at the same time, student fees were increased and federally regulated student financial aid criteria changed, have all had an impact on enrollments at Columbia. Withstanding this, Columbia has maintained and served an average of 6,000 students, or approximately 2,300 full-time equivalent students (FTES) each year.

To date, approximately 26-30% of Columbia College students consistently enroll full-time (that is, enroll in 12 credit units or more per term), while the other 70-74% attend primarily part-time (fewer than 12 units per term). Overall, student demographics have changed very little with one exception. In Fall 2009 a slightly higher ratio of male students, underrepresented ethnicities, and younger students made up the college population. In that same year, an increase in the numbers of students who enrolled full-time versus part-time mirrored an increase in the number of day students. This peaked in 2010 and then began to return to previous levels by Fall 2012, see: Appendices-Student Demographic Trends. This effect coincided with an economic downturn, a housing market crash, and the subsequent state funding reductions that occurred in 2009 and continued through the 2010-11 academic year. Enrollments may

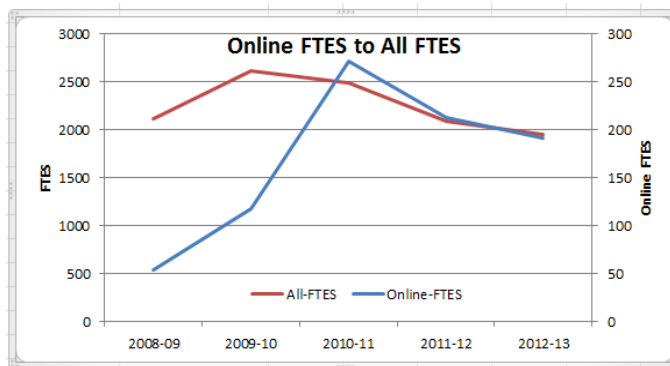
⁴ California Department of Education, Data Reporting Office, Data Quest: Graduates by County, 2011-12. Accessed July 2013, <http://dq.cde.ca.gov/dataquest/>.

also have been impacted by the recent financial aid restrictions and another increase in enrollment fees that were implemented in 2012-13.

Throughout the ups and downs, the College overall continues to offer courses in 46 subjects areas with approximately 900 course sections per year. Though every course cannot be offered in every term, students are able to complete the requirements for most programs and can transfer within 150% of normal time, i.e., 3 years or less, if they carefully plan their enrollment tracks. This is normally accomplished with the aid of a counselor and the numerous planning aids available to students including online catalogs, course schedules, ASSIST, and the new Degree Audit planning tools.

Online Enrollment Trends

In 2008-09, Columbia offered 44 sections online. With the award of a Title III grant that funded training for and facilitation of online instruction, Columbia's online offerings grew to 96 online sections in 17 subjects. By spring 2013, over 56 faculty had been trained in online instruction, online technologies, and enhancing classroom face-to-face instruction via technology. These efforts were accomplished through the Title III funding for a dedicated coordinator. As a result, FTES increased in online enrollments to approximately 200 FTES by 2012-2013.



The chart to the right illustrates the effect of the budget cutbacks in 2011-12 for both the regular and online FTES. As the funding was reduced, course offerings had to be reduced and therefore the enrollments declined.⁵ *For the trend in course success and persistence with state comparisons, see: Appendices – Student Course Completions and Persistence.*

College Costs, Financial Aid and Scholarships

As a California Community College, Columbia's annual tuition costs for full-time resident students are some of the lowest in the nation according to the 2011-12 IPEDS⁶ report. Columbia's annual tuition in 2011 was \$910 compared to the IPED comparison groups' annual median cost of \$2,368—almost 1/3 the cost of the other states' community colleges.⁷

Still, for many of the region's students, the low tuition is still more than their modest incomes can afford. A large number of Columbia College students qualify for financial assistance and aid has been available in a number of ways, including scholarships, Board of Governor's fee waivers (BOGW), federal Pell grants, and work study. The latest IPEDS report indicates that in 2010-11, 46% of all first-time degree-seeking students attending Columbia received some form of grant aid or fee waivers with 22% receiving a PELL grant (PELL grants can be awarded to the same students who receive BOGWs).

Applying for financial aid has been streamlined for Columbia College students in that all may submit financial aid data and scholarships via a single form. The statistics obtained from completed applications

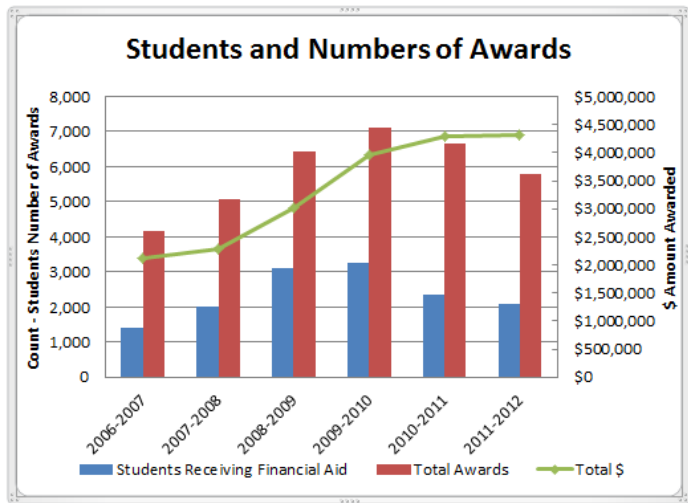
⁵ Data derived from YCCD Crystal Report, "Section Enrollment Extract," and MIS Data on Demand: Student Financial Aid Annual Referential Files, Columbia College Research and Planning, May 2013.

⁶ Integrated Postsecondary Education Data System, U. S. Department of Education, National Center for Education Statistics Feedback Report, 2012.

⁷ The 2013 IPEDS report will reflect higher tuition costs due to the state legislated increase in student fees from \$36 per credit unit in 2011-12 to \$46 per credit unit in 2012-13.

indicate that over 60% of all enrolled Columbia College students qualify for some form of financial aid though not all actually follow through to finalize the process and receive their aid.

The chart to the right illustrates the change in students who did receive financial aid awards over six years. The number of students who received financial aid (blue bars) is compared to the number of awards received (the red bars), and the dollar amounts received by students (the green line). Note that in 2010 to 2012, students who received awards rose to its highest point and the dollar amounts increased by approximately 1/3. Then in 2010 to 2012, the number of students who received aid declined but the dollar amounts remained at the highest level in six years.⁸



In terms of the most recent academic year of 2012-13 for scholarships, donors awarded 59 students with 85 scholarships totaling more than \$56,850⁹. Students are encouraged to apply annually for all available scholarships via a single form. This has two advantages: First, convenience to the student in submitting one application for all scholarships being offered versus numerous forms to the various funders; and Two, the possibility of receiving more than one scholarship, e.g., scholarships that the student may not have known existed.

⁸ CCCC MIS, obtained: Data Mart, 2006-2012.

⁹ Columbia College Financial Aid Office, June 12, 2013.

Note: not all who qualify actually follow through to finalize the process and receive an award.

The Students

In general, Columbia's student demographics have not significantly changed over the past six years with two caveats. The two exceptions were found in the Hispanic population that grew from a five year average of 9% to nearly 14% in 2012 while at the same time, the "Unreported" population decreased from a five year average of 18% to just under 5%.

Student Demographics - 6-Year Averages

	Columbia ¹⁰	California ⁹
Average Age:	34.3 years	20-24 years
Average Unit Load:	5.5 Units	6 - 8 Units
Average % Female:	55.8%	54.0%

Enrollment status:

Average % First-time students:	14.3%	12.4%
Average % Continuing students:	49.3%	60.4%
Average % First-time Transfer Students:	7.0%	7.5%
Average % Returning (from a break in semesters):	17.4%	12.5%
Average % Special Admit (enrolled high school students):	2.8%	2.6%
Average % Uncollected/Unreported:	9.2%	4.6%

Ethnicities:

	Columbia ⁹	California ⁹
African-American	2.0%	7.5%
American Indian/Alaskan Native	1.9%	.7%
Asian	1.0%	11.7%
Filipino:	.4%	3.2%
Hispanic	10.0% ¹	31.3%
Pacific Islander	0.5%	1.1%
Two or More Races	1.2%	.7%
Unknown/Non-Respondent	16.2% ²	10.7%
White Non-Hispanic	66.8%	33.1%

¹ The Hispanic ratio change, 2012-2013: 13.7%

² The unknown/non-respondent ratio change, 2012-13: 4.8%

Student Outcomes - 6-Year Averages

Successful course completions:

	Columbia	California
Average ratio of successful students in coursework (grades earned of C or better since 2007-08):	70%	67%

Retention to the end of the term:

Average ratio of students since 2008 who remained enrolled to the end of the term (did not drop or withdraw):	75%	84%
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Persistence (Enrollment in Subsequent Semesters)

Average ratio of first-time students earning a minimum of 6 units <u>and</u> attempted a math or English course within first three years <u>and</u> enrolled in three consecutive primary terms (fall, spring): ¹¹	63.5%	65.8%
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¹⁰ Columbia Data obtained Datatel Crystal Reports and Data Portal, May 2013.

¹¹ CCCCO MIS Student Scorecard Metrics –cohort 2006-07 to 2011-2012:

http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx, "overall" accessed: 05/13/2013.

Entering Student Skill Levels

New students who wish to enroll at Columbia College for the first time, or who are returning after a prolonged hiatus from college, are provided matriculation services that include assessment testing, orientation and advisement prior to registration. Students' entering skill levels are determined by the scores taken from the assessment process along with selected background information. These are used to determine students' incoming skill levels in math and English and thereby guide students in selecting appropriate coursework for their initial term.

On average, approximately 60% of the new students place into at least one level below transfer in English; and over 75% of all entering students place into one to three levels below transfer level in mathematics, see: *Appendices, Student Demographics, Entering Student Skill Levels-Percent by Placement*.

Note: Columbia uses the College Board "Accuplacer" testing modules for English and mathematics. The cut score criteria remained unchanged until 2011-12 following a validation study of success in math and English coursework given assessment placements. The cutscores were altered in an effort to increase student's likelihood of success in college math and English based on that statistical analysis.

Successful Course Completions

All credit courses at Columbia College are calculated for the ratios of student success (earned grades of C or better) per term. Overall, the data indicated that students succeeded by nearly 70% in degree-applicable courses over the past six-year period. When disaggregated by basic skill and degree applicable English and mathematics courses, and again by gender and ethnicity, the success ratios reflect the following. *Note: The following chart reflects success ratios by categories only—in the interest of space, the non-success and withdrawal ratios are omitted here (see in Goal #1 – Student Success for detail, or subtract any of the numbers below from 100% to obtain the non-success/withdrawal ratios).*¹²

Success ratios disaggregated by gender, ethnicity and age groups, and averaged over six years*:

Successful Course Completions by Gender and Ethnicity:	English & Mathematics	
	Basic Skills†	Degree Applicable††
Male	53.9%	63.9%
Female	61.4%	68.6%
African-American*	37.5%	50.8%
American Indian/Alaskan Native	68.0%	61.4%
Asian	66.7%	70.4%
Filipino	60.0%	79.7%
Hispanic	56.7%	61.3%
Pacific Islander*	50.0%	61.8%
Two or More Races	66.7%	63.6%
White (non-Hispanic)	59.0%	67.7%
Unknown	58.2%	68.0%

* Note: Basic Skills data included small counts in some cases, only 2 persons made up the ratios, e.g., Pacific Islander records for Basic Skills. Very low counts were also reflected in the ratios for the African American population.

† Basic Skills course completion data included: Math 201/601, 202/602. Basic Skills English courses included ENGL: 206/606, 249/649, and 250/650.

†† Degree Applicable course completion data includes all math degree applicable and transferable coursework including MATH 100A/B, 101, and ENGL 151.

¹² Columbia College secured site *Data Portal*, Spring 2007 to Fall 2012, accessed: 05/03/2013.

The trends in course success and persistence by semester are compared with state ratios, see: Appendices – Student Course Completions and Persistence.

Successful Course Completions by Age:	Success in English & Mathematics	
	Basic Skills	Degree Applicable
< = 17	60.0%	68.3%
18-24	55.0%	66.8%
25-34	64.2%	69.9%
35-44	60.6%	72.4%
45-54	61.8%	78.4%
55-64+	55.4%	81.2%

Graduation - Degrees and Certificates

Students can choose majors and degrees (AA, AS, ASOE and AA-T) in 38 disciplines including liberal studies and vocational degrees, and 41 Certificate of Achievements in 23 vocational program disciplines.

Columbia College conferred 341 awards in 2012-13, its highest number of degrees and certificates awarded in a decade. Certificates made up nearly 30% of the total, while Associate Degrees comprised 53%. Associate of Science-Occupational (ASOE) degrees made up the remaining 17%. Note that many students have vocational majors but opt to complete the requirements for the Liberal Arts/Science transfer degree instead.

The California Community College system has offered Liberal Arts Transfer degrees for some time; however beginning Fall 2012, community colleges now offer students Associate of Arts Transfer (AA-T) and the Associate of Science Transfer (AS-T) degrees. Columbia awarded its first AA-T degree in spring 2013. (For list of program completions, see Appendices.)

Student Transfers

Accounting for student transfers can be a complex matter. A large segment of Columbia College students attend part-time and most have enrolled at some point in some other higher education institution. Therefore, if a ratio is taken from the total number of students who transfer by the total number of students enrolled, the transfer ratio is less than 20%; and when the time is constricted to 2 or 3 years to complete, the ratio is reduced even more. To compensate, the California Community College Chancellor’s Office adopted a “transfer velocity” calculation that selects cohorts of first-time students who indicate “intent” to transfer via their courses they complete. Once identified, students who meet the criteria are assigned to a cohort and then tracked over a six year duration. The number of students in the cohort who actually transfer is divided by the total number in the cohort and for Columbia, the ratio increases to approximately 30%. The four most recent CCCCO cohorts reported for transfer identified students at Columbia College:

Transfer Velocity Rates*					
	Transferred	Cohort	% Columbia	Lake Tahoe %	LA Trade Tech
2003-04	114	335	34.0%	27.9%	27.6%
2004-05	98	272	36.0%	30.3%	24.3%
2005-06	78	268	29.1%	31.3%	22.4%
2006-07	92	328	28.0%	34.1%	23.7%

Note: Lake Tahoe is included above as a comparative college to Columbia due to its distance from the nearest 4-year institution for transfer. LA Trade Technical is included as Columbia offers a number of vocational programs that do not have a focus on transfer.

Job Placement

At some point in their college career, many Columbia College students enroll in a vocational course or program thus job placement information is very important to the College.¹³ External workforce data however is not readily available, if at all. The only available source for this information is provided from the Community College Chancellor’s Office in its annual VTEA-Perkins report. This report matches specific criteria for vocationally-focused students with a number of data sources including the Employment Development Department (EDD) employment data, however, it does not reflect all students as it is limited to specific cohorts and can be dated by the time it becomes available, e.g., employment feedback can be delayed by as much as two years before the college receives it.

What is reflected below is Columbia’s latest report that covers workforce activity from 2010-11. Data include students who identified vocational degrees or certificate programs as their goal, and who met specific enrollment criteria. These data the only information the College has at its disposal for the present time.

¹³ Obtained: Total annual headcount / Total annual CTE headcount, MIS Data Mart, accessed: 05/03/2013, <http://datamart.cccco.edu/Students>

The 2010-2011 job placement rates for students in Career Technical Education (CTE) certificate degrees programs as reported through the CCCC VTEA annual report¹⁴. *These do not represent every program Columbia College offers. These reflect only the programs that have data matches for the specified year and that were reported to the CCCC.*

Program	CIP Code for Program	Certificate or Degree	Placement Rate
Forestry	01.14	Both	50%
Natural Resources	01.15	Both	67%
Business	05.01	Both	80%
Office Technology	05.14	Both	50%
Digital Media	06.14	Both	100%
Information Technology	07.01	Both	33%
Computer Information Systems	07.02	Both	100%
Computer Infrastructure/Support	07.08	Certificate	100%
Automotive	09.48	Both	75%
Health Occupations	12.01	Both	50%
Emergency Medical	12.50	Certificate	90%
Child Development	13.05	Both	83%
Nutrition, Foods	13.06	Both	75%
Hospitality	13.07	Both	69%
Fire Technology	21.33	Both	93%

Note: In Spring 2013, the College contracted with the RP Group of California to survey students regarding work and job placement activities. The results of this survey are expected to be completed sometime in the summer, 2013.

Faculty and Staff

Columbia’s highly qualified and accomplished instructors include 50 full-time tenured (tenure-track) and 93 adjunct instructors. Of the full-time and tenure-track faculty, 13 hold advanced doctoral degrees, 2 are Fulbright Scholars, 4 hold double major Master’s Degrees. Four earned their first college degree at Columbia College.¹⁵

Instructors teach in 46 course subjects and approximately 900 credit course sections each year (not all courses are offered every year). Faculty full-time assignment accounts for 65% of all instructional hours taught in the classroom for 2011-12.¹⁶

¹⁴ CCCC Career Technical Education (CTE) Core Indicator Reports, 2010-11, Core Indicator #4, accessed: 03/24/2013, https://misweb.cccc.edu/perkins/Core_Indicator_Reports

¹⁵ From 2012-2013 Columbia College Catalog, Faculty & Staff, p. 191.

¹⁶ CCCC Data Mart, 04/18/2013 http://datamart.cccc.edu/Faculty-Staff/Staff_Demo.aspx; and Columbia College Scorecard 2013: <http://scorecard.cccc.edu/scorecardrates.aspx?CollegeID=591>. Please note: There are many caveats when calculating percent of full-time teaching loads. These numbers do not reflect those caveats -- only the actual hours in the classroom taught by full-time/tenured or tenure-track instructors.

Ethnicity of College Faculty and Staff:	Averages	
	Faculty	Staff
African-American	0%	0%
American Indian/Alaskan Native	2.5%	3.3%
Asian	0.1%	0%
Filipino	0.0%	0%
Hispanic	6.1%	7.0%
Pacific Islander	0%	0%
Two or More Races	0%	0%
Unknown/Non-Respondent	17.6%	14.6%
White Non-Hispanic	73.7%	75.1%
	<hr/> 100%	<hr/> 100%
Average Age in Years:	51.8	54.4
% Female:	42.8%	12.6%
Source: MIS EB Files: 2011-12		

College Locations

Columbia's main campus is located near Sonora, California adjacent to the historic gold rush township of Columbia, California. While no other centers or satellite campuses are currently operating, Columbia offers some courses at several off-site locations including high schools, churches, and partnering business locations. Courses offered at high schools include the local, Tuolumne County high schools, Bret Harte High School in Calaveras County and Oakdale High School in Stanislaus County, California.

Part III. Data Related to the College Mission and Goals

The following is intended primarily for college use in terms of referencing the baseline data needed for evaluating the Columbia College Mission, the College Goals and their objectives.

Columbia College Mission Statement

*Columbia College is a **dynamic** institution of learners and creative thinkers dedicated to high standards of **student success**. We prepare students to be **fully engaged** in an evolving world by offering comprehensive and high quality programs and services. Columbia College is committed to a culture of **improvement** through measuring student learning across the institution. We strive to **excellence**, foster a spirit of **professionalism** and embrace **diversity**.*

The Columbia College Goals

Columbia College operated under ten mission goals for approximately six years. In Fall 2011, the College revisited its previous ten goals in an effort to identify each in a more quantifiable way with measurable goals, and to bring each into alignment with the most current accreditation standards. This was accomplished through multiple conversations within the college community and the College Council. The result was to summarize and reword the ten goals into five, outline each goal's objectives and the measurable outcomes. Each was reviewed to maintain the essence and vision of the college via its mission statement. The resulting revisions were accepted as "works in progress" by the College thereby initiating a cycle for annual review, after each academic year's data could be collected and analyzed.

The five Columbia College Goals, c. 2012-13:

Goal 1: Student Success

Students at Columbia College shall develop and reach informed self-identified goals in a timely manner. Our students shall master relevant theory and practice.

Goal 2: High Quality Programs and Services

Columbia College shall develop and maintain high quality programs and services that support the College Mission.

Goal 3: Institutional Effectiveness

Columbia College shall demonstrate institutional effectiveness through ongoing and systematic cycles of improvement that lead to the accomplishment of the College Mission and guide the allocation of its resources.

Goal 4: Campus Climate

Interactions among all constituencies at Columbia College shall be characterized by respect for all individuals and ideas. Campus policies and procedures shall be inclusive and encourage participation by all in the college community. Both the physical and intellectual environment of the campus shall encourage personal reflection and inquiry.

Goal 5: Community Connections

Columbia College shall foster mission focused partnerships and the economic development of its surrounding communities. The college shall promote social and civic responsibility through activities and programs for its students.

The pages that follow reflect the activities and progress made toward each of the college goals and objectives. The analysis begins with the goal's number and statement (Goal 1,2, etc.), followed by each objective for the goal (Goal 1-Objective 1, etc.), followed with the bulleted lists of the activities related to, or that measure the goal's objective. Data summaries are included where needed to illustrate any indicated change as a result of the activities, and the detailed data charts for external effects, regional

demographics, student descriptive data and student success (particularly Goal #1) are included in the Appendices. Links to survey summaries are also referenced in this report and are located in “Appendices – Survey Summaries.”

Note: This report will be updated annually; however, many data are quickly outdated. Please be aware that many of the data are dynamic and may change. Also be advised that the content of the report, the data used to measure the goals, the processes outlined to measure the goals and activities, as well as the goals themselves are regularly reviewed as the college moves forward in improving its processes and programs, responding to its changing environments, student needs, and its regulatory mandates. If you have questions or comments, please contact the Institutional Research Office.

Goal 1 - Student Success

Students at Columbia College shall develop and reach informed self-identified goals in a timely manner. Our students shall master relevant theory and practice.

Goal 1- Objective 1:

The college shall increase the percentage of students that have Student Educational Plans Goals each semester

Activities Related Goal 1, Objective 1

In the spring term 2012, Columbia College delivered an individualized email to all enrolled students that alerted them to the educational goal and major on file for them at that time. Students were advised that no response was requested if the goal and major reflected in their email was correct. If the data was incorrect however, students were provided with a link to an online survey and asked to correct their information. They were also directed to contact the Counseling Office to review/update their college educational plan. Of the 3,138 surveys delivered, 238 students responded to the survey providing corrected goal and major data. The Student Services Office updated each student's record in the Datatel system and scheduled counseling appointments. ..The result is included in the chart below, Objective 2.

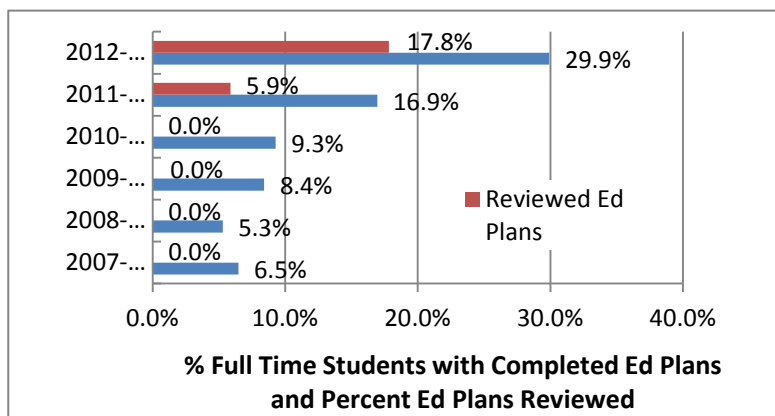
Goal 1- Objective 2:

The college shall increase the percentage of students that have reviewed or updated their Educational Goals each semester.

Activities Related to Goal 1, Objective 2:

The level of change and student follow-through was measured after the educational goal email update.

- In May, 2013, the Columbia College Student Services Office reported the following educational plan via student contact data obtained through the SARS program. The change in educational plan submissions/reviews shows a clear increase over the past two years for both completed ed plans and reviewed ed plans.
- The SARS system for recording educational plan contacts was improved to collect the reviewed ed plan contacts beginning 2011-2012. The data reflect significant the beginning data collection for the updated educational plans.
- Improved record keeping will provide a more complete trend analysis for both the number of completed and reviewed educational plans in the future.
- Email blasts providing students with alerts to their recorded goals and majors may be repeated for subsequent years as needed.



Goal 1- Objective 3:

The college shall monitor and plan for an optimal number of annual program completions.

Activities Related to Goal 1, Objective 3

- Based on the number of degrees, certificates and skills achievement certificates awarded each year, the number of conferred awards has increased by 34% since 2007, see: Appendices, Program Completions by Major).¹⁷
- The most current number of students who have met all requirements for awards totals 341 in academic year 2012-13. This represents the highest number of awards and certificates conferred by Columbia College in over a decade.

Goal 1- Objective 4:

Student completion data shall be used to determine existing time-to completion velocities for college programs. Data shall be used to improve time-to-completion velocities.

Activities Related to Goal 1, Objective 4

- The mean average for the Columbia College students to earn associate degrees from 2008 through 2012 was 5.1 years, the median was 5 years, and the mode was 4 years (not the average, but the most frequently occurring number of years to completion), please see: Appendices, Goal 1-Time to Completion.

Goal 1- Objective 5:

Students shall demonstrate in-depth, critical knowledge of theory, research and practice relevant to their chosen professional roles and focus areas, including skill development in Organization, Computation, Communication, and research (Institutional SLO #4)

Activities Related to Goal 1, Objective 5

- Students with goals of academic attainment and progress must demonstrate sufficient skill in order to succeed in their required coursework. Grades are one measure that demonstrates a student's ability to analyze and apply theory and acquired knowledge by way of preparation, organization, computation, communication and academic research. Average grades (GPAs) are summarized below to reflect trends in GPAs by educational goals. *Note: These data do not include student grades who have recreational or personal enrichment goals, or those with an undeclared or undecided status.*
- On average, students declaring educational goals of non-vocational degrees (with or without transfer), certificates, licensure, or completing requirements for 4-year universities reflect GPAs of 2.57 since 2008.
- Students declaring vocational-related goals reflect combined GPAs of 2.51 on average and show the highest positive change in GPAs since 2008.
- Students declaring educational goals of skills improvement, or to obtain their high school diploma, move from non-credit to credit coursework, or who were undeclared, reflect combined GPAs of 2.77.

¹⁷ Fall 2008 – Spring 2012 Columbia College Data Portal: <https://sp-portal.yosemite.edu/data/cc-research> .
Columbia College Institutional Effectiveness Report, Spring 2013

By Educational Goals:	Overall Average GPAs				
	2008-09	2009-10	2010-11	2011-12	2012-13
Non-Vocational Degree, Certificate, Transfer, or a university student completing 4-yr university requirements:	2.49	2.49	2.48	2.63	2.75
Vocational Degree, Certificates, Job Skills Improvement, Licensure, or Prepare for a New Career:	2.33	2.35	2.43	2.61	2.82
Skills improvement, High School Diploma or move from Non-credit to Credit coursework:	2.58	2.79	2.79	2.87	2.84

Sources: DataTel Crystal Reports for grades, Custom Student Detail and Student Demographics for educational goals.

Goal 2 - High Quality Programs and Services

Columbia College shall develop and maintain high quality programs and services that support the College Mission.

Goal 2 – Objective 1:

All college programs shall regularly evaluate and improve program quality through ongoing and systematic cycles of program review.

Activities Related to Goal 2, Objective 1

- All programs and services submitted program reviews in 2010-11 and again in 2012-13.
- For 2012-13, instructional programs engaged in the program review process. They analyzed their program’s progress made toward meeting goals—both programmatic and college goals. Each responded to trend data, reviewed the status of their SLOs and curriculum reviews, and submitted their annual unit planning and budget requests via a single, online form.
- All Columbia College student and business services completed program reviews with quantitative and qualitative data tailored to reflect their specific programs and processes. They also reviewed the status of their SLOs and submitted their annual planning and budget requests.
- The spring 2013 Student Feedback - Institutional Effectiveness (IER) Survey asked students to rate college services for quality. These included all student services and special programs, e.g., DSPS, EOPS and TRIO, and Library, College Business Services, and for-profit vendors such as the Bookstore and Food Services (cafeteria). Overall, students rated college services as above average with a **3.74** quality rating (scale: 1-Poor to 4-Excellent).¹⁸

Goal 2 – Objective 2:

All college programs shall regularly evaluate and identify resource needs through ongoing and systematic cycles of program review

Activities Related to Goal 2, Objective 2

- Based on program reviews of goal(s), outcomes, and current needs, all programs identify their resource/ funding requests based on their identified goals accompanied by a justification and the evidence gathered through the review process. These are then cross referenced and identified with the college goals.

¹⁸ See separate document, 415 responses, Columbia College Student Feedback – Institutional Effectiveness.pdf, spring 2013.

- Service areas complete program reviews using key indicators applicable to their functions, goals and intended student outcomes (SLOs). These can vary as to content, to meet program functions and special populations, and the overarching goals of institutional effectiveness and student success.
- Resources, requests and funding are finalized after a review by the College Administration and the College Council: <http://www.gocolumbia.edu/funding/>.
- The planning and program review processes are reviewed annually to ensure their efficacy in systematic identification of resource needs.

Goal 2- Objective 3:

All programs shall document their appropriate support for the college mission.

- Annual summaries of the program review process:
http://www.gocolumbia.edu/institutional_research/default.aspx/.

Activities Related to Goal 2, Objective 3

- Each program and service area, department and administrative area addresses their program's fit within the Columbia College Mission Statement.
- Each program and service area, department and administrative area responds to key indicators that are tied to the five goals that encompass the college mission.
- Each program and service area, department and administrative area provides justification for their funding requests based in the college mission and identified with the College Goals.
- The College Mission is reviewed annually to ensure its relevancy to desired college ambitions.
- The College reviews its goals annually to ensure their efficacy in measuring the College Mission.

Goal 2- Objective 4:

Instructional programs undergo effective systematic cycles of curriculum review.

Activities Related to Goal 2, Objective 4

- Each course has a scheduled five to six year curriculum review cycle. The program's degrees or certificates must be reviewed upon any change, addition or deletion and finalized through the Columbia College Curriculum Committee prior to submitting to the State.
- Curriculum Committee activity is tracked through a database created locally for this purpose. These data are used to populate the program review forms for verification as to accuracy plus a reminder of future review dates. The data used to populate program review forms may be obtained through the password-protected Columbia College Planning site: <https://sp-portal.yosemite.edu/data/cc-research/ccplanning/Documents>
- In addition to the curriculum review process, courses that articulate to other colleges or universities are evaluated and approved for specific content related to general education transfer courses and/or major and programs.

Goal 3 - Institutional Effectiveness

Columbia College shall demonstrate institutional effectiveness through ongoing and systematic cycles of improvement that lead to the accomplishment of the College Mission and guide the allocation of its resources.

Goal 3 - Objective 1:

The College Council shall annually evaluate progress toward mission-based College Goals.

Activities Related to Goal 3, Objective 1

- An Institutional Effectiveness Report (IER) is produced annually along with related survey summaries or other data that target and measure progress toward the College Goals.
- College Administration and the College Council review the planning cycle, reports, supporting documentation, the IER, and survey summaries to determine the appropriateness and fit of established criteria and standards for the College Goals.
- Data related to the five College Goals are collected, distributed and maintained through the Institutional Research and Planning Office. These data are distributed via a password protected SharePoint site, are produced periodically in hardcopy form, as well as are available upon request.

Goal 3 - Objective 2, 2a:

The institution shall demonstrate the consistent execution of regularly scheduled institutional plans as prescribed by the Master Planning Calendar.

- a. **Dialogue about institutional effectiveness that is ongoing, robust and pervasive data and analyses are widely distributed and used throughout the institution.**
(ACCJC Rubric: Planning)

Activities Related to Goal 3, Objective 2

- The Planning Calendar, deadlines and criteria for college entities are available online and via administrative, department and manager leaders. The college encourages staff to participate and contribute to their program or functional area review, evaluations, as well as the planning process.
- The planning schedule, timelines and schedules are determined through college wide dialogue and reviewed annually.
- Regular communications are provided by the president and deans to inform the college of planning and budget timelines, processes and procedures and to provide individualized assistance if needed.
- In Fall 2012, an all-college In-Service survey was tallied from the attendees. Nearly 40% did not agree with the two questions, "I know and can explain the college planning cycle/process to an accreditor," and, "I know where to find (access) the strategic planning cycle model." Consequently, the 2012-13 academic year received heightened efforts to inform, train, and streamline the college constituents toward the program review and planning timelines and process.
- The Program Review form includes a section to collect itemized lists of the types of communication, training and information obtained related to program improvement. This section will be summarized and used in identifying any needs related to the institution-wide dialogue.

Activities Related to Goal 3, Objective 2a

- Each program/department itemizes the input, staff development, and recommendations received from advisory committees and professional organizations.
- The Institutional Research Office (IRO) is responsible for maintaining a semester driven data repository, the *Data Portal*, intended to facilitate internal evaluations and analyses by individuals, departments, and programs. These data are available online behind a password-protected site and are controlled, aggregated or disaggregated by the user as they require.
- The Program Review database is maintained in a secured SharePoint site available to college staff at any time. Periodic summaries are produced as needed for college use.

- An annual “Institutional Effectiveness Report” is produced for both public and internal use that is available online or by request.
- College Council minutes are produced and made available online via the college website.
- Periodic data of interest and emerging trends are disseminated college wide by the IRO in “Did you know?” emails.
- College personnel have access an online request form for requesting additional data needs.

Goal 3 - Objective 3:

The institution shall maintain and improve mechanisms to evaluate the Strategic Planning Cycle.

Activities Related to Goal 3, Objective 3

- The College enjoys a small, collegial atmosphere of professionals who freely contribute to and recommend revisions to the planning cycle and process. With a new online program review tool available in fall 2012, improvements were identified and made in spring 2013.
- The platform also changed to SharePoint and InfoPath to make it easier to configure and maintain the form and data in house on campus with little to no program coding.
- The College Council is responsible for guiding the evaluation of the Strategic Planning cycle and process and resource allocation for the college. It provided input and oversight for the discussion that lead to revising the College Goals, and reviews all things relates to the annual planning cycle, timeline and process.

Goal 3 - Objective 4:

The institution shall increase and improve connections between evaluation and resource allocation.

Activities Related to Goal 3, Objective 4

- The revised program review/planning form collects program review based on analysis, and includes the justified requests for resource allocations based on stated goals and expected outcomes. The form now rolls the program review analysis into future goal setting and requests for resources in one place. Below is the excerpt from Section 3 of the 4 part survey.
- Resource allocations are captured and available for tracking through subsequent cycles.
- The College Council recommends which data will be released for internal or public dissemination.

Goal 4 - Campus Climate

Interactions among all constituencies at Columbia College shall be characterized by respect for all individuals and ideas. Campus policies and procedures shall be inclusive and encourage participation by all in the college community. Both the physical and intellectual environment of the campus shall encourage personal reflection and inquiry.

Goal 4 - Objective 1:

The college shall strive to increase broad participation in college committees by students, faculty, staff, and management.

Activities Related to Goal 4, Objective 1

- In 2012, ten questions were presented to 56 staff attending the all-college Fall In-Service Day. Participants were asked to rate their agreement with each of the following statements:
 - 1) 56% agreed – I can explain our unit planning tool to a colleague.
 - 2) 69% agreed – The College’s funding/allocation process is clear to me...
 - 3) 65% agreed – Improvements to may area/service/project are evident based on our planning processes and evaluations.
 - 4) 39% agreed – I know and can explain the college planning cycle/process to an accreditor.
 - 5) 65% agreed – I know where to find (access) the strategic planning cycle model.
 - 6) 83% agreed – The College’s funding/allocation process is driven by the program and operational plans.
 - 7) 78% agreed – I know how we will evaluate our SLO(s) this year (for my area/service/project).
 - 8) 59% agreed – There are sufficient data available (or accessible) to evaluate my program’s/service’s/project’s activities (including SLOs).
 - 9) 75% agreed - I recognize the kinds of data or information that will help me evaluate my program’s/service’s/project’s activities (including SLOs).
 - 10) 52% agreed – I can provide the details, or explain the contents of the last program review for my area/service/or project.(See: Appendices for the distribution of all responses.)

Goal 4 - Objective 2:

The college shall strive to increase broad participation in college activities by faculty, staff, and students.

Activities Related to Goal 4, Objective 2

- Students are informed about participation on committees and governance through the Student Bulletin, announcements posted on campus bulletin boards, in classroom announcements, student email blasts, local radio and newspaper venue, and more recently Facebook and mobile text messaging for emergencies. From the Spring 2013 Student Feedback – Institutional Effectiveness Survey students were asked to rank their “most preferred” to their “least preferred” method of contact.

The top five methods in descending rank order were:

- Student emails
- Mobile text messaging
- Facebook
- Classroom announcements
- Local Radio

From the Spring 2013 Student Feedback IER Survey¹⁹:

- Students rated the information available to them as 2.50 overall (scale of 1-4).
- The majority of respondents felt there was “sufficient” information available to them regarding activities on campus (in rank order):
 - How to participate in student governance, 2.47
 - The college’s accreditation status, 2.43
 - How to file a student complaint, 2.20

¹⁹ Summary of Student Feedback – Institutional Effectiveness Survey available:
http://www.gocolumbia.edu/institutional_research.

Goal 4 - Objective 3:

Faculty, staff, management and students shall encourage diverse viewpoints and critical thinking.

Activities Related to Goal 4, Objective 3

Upon the first review of this goal's objective by College Council (May 16, 2013), it was determined as difficult to measure. This objective's verbiage is under revision for this objective.

Qualitative data was obtained from the Spring 2013 Student Feedback Institutional Effectiveness Survey:

- Respondents ranked the College as 3.25 as having high standards for student learning and 3.19 (scale of 1-Strongly Disagree to 4-Strongly Agree) as a safe place of inquiry and investigation
- When asked "do you feel that Columbia College has prepared you to:", respondents ranked the college on a scale of 1=No not prepared to 4=highly prepared (in rank order):
 - Participate in collaborative work, 3.05
 - Actively engage as a citizen in your community, 2.99
 - Advocate for issues that are important to you, 2.93
 - Mentor others, 2.91
- Students rated how they felt about the college experiences (rating overall on a scale of 1-4 (3% indicated they had no opinion). Ratings included (in rank order):
 - In discussing their progress with their instructor, 3.50
 - The College is preparing students for the future, 3.38
 - The College seeks ways to improve student learning, 3.27
 - Students felt comfortable in asking questions in class, 3.25
 - The College has high standards of student learning, 3.25
 - The College is a place of inquiry and investigation, 3.19
- Staff and students surveys will be conducted semiannually.

Goal 4 - Objective 4:

The college shall strive to increase the percent of students, faculty, staff and management who find the physical environment of the campus supportive of reflection, inquiry and learning.

Activities related to Goal 4, Objective 4

From the Spring 2013 Student Feedback – Institutional Effectiveness Survey, students felt the College is or has (in rank order):

- A safe place to visit or study, 3.59
- Comfortable classrooms and facilities, 3.32
- Accessible and easy to get around campus, 2.93

Goal 5 - Community Connections

Columbia College shall foster mission focused partnerships and the economic development of its surrounding communities. The college shall promote social and civic responsibility through activities and programs for its students.

Goal 5 - Objective 1:

The college shall increase formal connections with city and county economic development and workforce training.

Activities related to Goal 5, Objective 1

- The college meets throughout the academic year with the Tuolumne County Chamber Commerce and the Tuolumne County Economic Development Association/Business Alliance. During the 2012-2013, the college participated in 5 meetings.
- The College offers credit to students for work experience in 10 disciplines. College faculty work with local employers who hire and provide performance evaluations and recommendations highly valued as workforce development and training feedback for the college.
- In the spring semester 2013, the College commissioned the RP Group of California to conduct a survey of local student employment activities. The results of that survey is to be compiled during the fall semester 2013.

Goal 5 - Objective 2:

The college shall increase efforts to support occupational pathways that are documented as new or viable areas of employment.

Activities related to Goal 5, Objective 2

- The College regularly meets with the Mother Lode Workforce Investment Board in its efforts to support occupational pathways. During the 2012-2013, the college participated in 5 meetings.
- Each year Columbia College hosts an "Occupational Olympics" and invites local high school students to the campus for competitions organized by the college's CTE vocational programs facilitated by local business leaders.
- For the past three years, the "Mad about Science" summer camp and dinner hosted by Columbia College and partnering with the Tuolumne County Office of Education and local businesses, drew 145 participants who learned from five instructors, a scientist, and Front Porch, Inc. Its aim was in encouraging, teaching and demonstrating environmentally-focused activities to local students.
- Columbia College offers students who are employed in their field of study an opportunity to enroll in work experience. Closely monitored by faculty from the student's discipline, and graded on performance in their work environment, students earn college credit for workforce experience. This activity also engages local employers in an advisory capacity with college faculty.
- Occupational subject area faculty host local practitioners who are invited to advisory groups in order to remain current with trends in their fields.

Goal 5 - Objective 3:

The college shall strengthen community partnerships that support the College Mission.

Activities related to Goal 5, Objective 3

- The Columbia College Foundation is made up of community leaders and entrepreneurs who raise funds for scholarships and special projects. To date, the Foundation has raised over \$193,834, and an additional \$96,917 in matching funds, and awarded scores of \$1,000 student scholarships and instructional mini grants for special projects. Over the years, the Foundation's community focus, liaison and ability to garner community support has provided inestimable benefit to the College.
- From the spring 2013 IER Student Survey, 87% of the respondents rated the college as having a good reputation in the community.
- On the same survey 70.9% indicated they would recommend Columbia College to a friend without hesitation, and another 18.2% said they would recommend the college with some hesitation adding comments similar to: "it would depend on their major."

Goal 5 - Objective 4:

Students shall develop values, opinions, attitudes, and behaviors that underlie and support active citizenship through, civic engagement, leadership development, advocacy, collaboration, team-building and mentoring. (Institutional SLO 2)

Activities related to Goal 5, Objective 4

- When asked “do you feel that Columbia College has prepared you to:”, students ranked the college on a scale of 1=“Not prepared” to 4=“Highly prepared.” When asked, “do you feel that Columbia College has prepared you to...:” the average indicated students felt “prepared” to:
 - Participate in collaborative work, 3.05
 - Actively engage as a citizen in your community, 2.99
 - Advocate for issues that are important to you, 2.93
 - Mentor others, 2.91

Appendices

Demographic, Environmental

The following data summaries and charts explain the data referenced in statements provided in the above document. Any questions regarding these data may be directed to the Columbia College Office of Institutional Research, area code (209) 588-5389, or by emailing the Director of Institutional Research and Planning, sundayd@yosemite.edu.

Economic Data - Number of jobs

Industry	2012	
	Jobs	% Total
Government	7,948	20.9%
Retail Trade	4,891	12.8%
Health Care and Social Assistance	4,233	11.1%
Accommodation and Food Services	3,641	9.6%
Manufacturing	2,984	7.8%
Construction	2,743	7.2%
Other Services (except Public Administration)	2,397	6.3%
Professional, Scientific, and Technical Services	1,639	4.3%
Agriculture, Forestry, Fishing and Hunting	1,634	4.3%
Arts, Entertainment, and Recreation	1,012	2.7%
Administrative and Support and Waste Management and Remediation Services	961	2.5%
Wholesale Trade	783	2.1%
Finance and Insurance	764	2.0%
Real Estate and Rental and Leasing	695	1.8%
Transportation and Warehousing	576	1.5%
Information	347	0.9%
Educational Services (Private)	266	0.7%
Management of Companies and Enterprises	257	0.7%
Unclassified Industry	127	0.3%
Mining, Quarrying, and Oil and Gas Extraction	92	0.2%
Utilities	86	0.2%

Source: *Economic Modeling Specialists (EMSI), 2012-13*

Economic Data - Average Annual Earnings

NAICS Code	Description	2013 Jobs	2014 Jobs	Change	% Change	2012 Avg. Earnings Per Job
11	Agriculture, Forestry, Fishing and Hunting	241	225	(16)	(7%)	\$43,793
21	Mining, Quarrying, and Oil and Gas Extraction	99	100	1	1%	\$82,031
22	Utilities	170	162	(8)	(5%)	\$133,610
23	Construction	2,371	2,307	(64)	(3%)	\$34,181
31	Manufacturing	1,268	1,240	(28)	(2%)	\$51,352
42	Wholesale Trade	320	333	13	4%	\$47,982
44	Retail Trade	3,534	3,634	100	3%	\$29,963
48	Transportation and Warehousing	363	361	(2)	(1%)	\$57,000
51	Information	347	347	0	0%	\$54,889
52	Finance and Insurance	503	501	(2)	(0%)	\$47,152
53	Real Estate and Rental and Leasing	568	560	(8)	(1%)	\$22,738
54	Professional, Scientific, and Technical Services	1,236	1,279	43	3%	\$44,989
55	Management of Companies and Enterprises	64	75	11	17%	\$90,517
56	Administrative and Support and Waste Management and Remediation Services	952	984	32	3%	\$26,975
61	Educational Services (Private)	294	301	7	2%	\$22,280
62	Health Care and Social Assistance	3,995	4,205	210	5%	\$56,072
71	Arts, Entertainment, and Recreation	871	899	28	3%	\$19,960
72	Accommodation and Food Services	2,720	2,810	90	3%	\$18,247
81	Other Services (except Public Administration)	1,736	1,757	21	1%	\$22,114
90	Government	7,618	7,709	91	1%	\$57,635
99	Unclassified Industry	98	101	3	3%	\$50,659
	Total	29,367	29,889	522	2%	\$42,638

Source: EMSI, QCEW Employees, Non-QCEW Employees & Self-Employed - 2013.1 Class of Worker

Demographics-Population Age Distribution – Tuolumne and Calaveras Counties

Demographic - Age	2013 Population	2014 Population	Change	% Change
Under 5 years	4,311	4,377	66	2%
5 to 9 years	4,658	4,720	62	1%
10 to 14 years	5,266	5,188	(78)	(1%)
15 to 19 years	5,577	5,443	(134)	(2%)
20 to 24 years	4,730	4,649	(81)	(2%)
25 to 29 years	5,133	5,142	9	0%
30 to 34 years	5,149	5,243	94	2%
35 to 39 years	4,534	4,650	116	3%
40 to 44 years	5,341	5,088	(253)	(5%)
45 to 49 years	6,160	6,009	(151)	(2%)
50 to 54 years	7,950	7,638	(312)	(4%)
55 to 59 years	9,189	9,121	(68)	(1%)
60 to 64 years	9,215	9,427	212	2%
65 to 69 years	7,572	7,812	240	3%
70 to 74 years	5,749	5,813	64	1%
75 to 79 years	3,847	3,906	59	2%
80 to 84 years	2,605	2,594	(11)	(0%)
85 years and over	2,512	2,482	(30)	(1%)
Total	99,498	99,303	(195)	(0%)

Source: EMSI Analyst, Economy, Demographics, Population Trends (04/18/2013)- Tuolumne and Calaveras Counties

The College - Student Demographic Trends

Age Groups	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Columbia Total	3,368	100%	3,415	100%	4,137	100%	4,442	100%	3,850	100%	3,302	100%	3,145	100%
19 or Less	877	26.04%	897	26.27%	942	22.77%	1,025	23.08%	936	24.31%	837	25.35%	799	25.41%
20 to 24	706	20.96%	738	21.61%	885	21.39%	1,023	23.03%	983	25.53%	897	27.17%	870	27.66%
25 to 29	269	7.99%	255	7.47%	441	10.66%	463	10.42%	407	10.57%	367	11.11%	325	10.33%
30 to 34	147	4.36%	144	4.22%	247	5.97%	285	6.42%	215	5.58%	192	5.81%	206	6.55%
35 to 39	144	4.28%	133	3.89%	244	5.90%	236	5.31%	129	3.35%	147	4.45%	135	4.29%
40 to 49	324	9.62%	289	8.46%	386	9.33%	398	8.96%	295	7.66%	233	7.06%	192	6.10%
50 +	901	26.75%	958	28.05%	992	23.98%	1,012	22.78%	885	22.99%	629	19.05%	618	19.65%
Unknown		0.00%	1	0.03%		0.00%		0.00%		0.00%		0.00%		0.00%

Source: California Community Colleges Chancellor's Office, Enrollment Status Summary Report, Update run date as of: 4/28/2013

Ethnicity	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Columbia Total	3,368	100%	3,415	100%	4,137	100%	4,442	100%	3,850	100%	3,302	100%	3,145	100%
African-American	39	1.16%	32	0.94%	162	3.92%	193	4.34%	43	1.12%	43	1.30%	43	1.37%
American Indian/Alaskan Native	69	2.05%	75	2.20%	105	2.54%	79	1.78%	52	1.35%	55	1.67%	48	1.53%
Asian	26	0.77%	32	0.94%	35	0.85%	65	1.46%	38	0.99%	32	0.97%	33	1.05%
Filipino	17	0.50%	11	0.32%	14	0.34%	32	0.72%	13	0.34%	12	0.36%	16	0.51%
Hispanic	228	6.77%	198	5.80%	411	9.93%	493	11.10%	393	10.21%	407	12.33%	430	13.67%
Pacific Islander	12	0.36%	13	0.38%	24	0.58%	34	0.77%	24	0.62%	9	0.27%	13	0.41%
Two or More Races		0.00%		0.00%		0.00%	3	0.07%	72	1.87%	97	2.94%	107	3.40%
Unknown/Non-Respondent	637	18.91%	953	27.91%	1,056	25.53%	737	16.59%	451	11.71%	258	7.81%	151	4.80%
White Non-Hispanic	2,340	69.48%	2,101	61.52%	2,330	56.32%	2,806	63.17%	2,764	71.79%	2,389	72.35%	2,304	73.26%

Source: California Community Colleges Chancellor's Office, Enrollment Status Summary Report, Update run date as of: 4/28/2013

The College - Student Demographic Trends (continued)

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Columbia Total	3,368	100%	3,415	100%	4,137	100%	4,442	100%	3,850	100%	3,302	100%	3,145	100%
Female	1,971	58.52%	2,033	59.53%	2,133	51.56%	2,306	51.91%	2,191	56.91%	1,835	55.57%	1,771	56.31%
Male	1,364	40.50%	1,362	39.88%	1,972	47.67%	2,073	46.67%	1,614	41.92%	1,450	43.91%	1,365	43.40%
Unknown	33	0.98%	20	0.59%	32	0.77%	63	1.42%	45	1.17%	17	0.51%	9	0.29%

Source: California Community Colleges Chancellor's Office, Gender Summary Report, Update run date as of: 4/28/2013

The College - Student Enrollment Status Trends

Enrollment Status	Fall 2007 Student Count	Spring 2008 Student Count	Fall 2008 Student Count	Spring 2009 Student Count	Fall 2009 Student Count	Spring 2010 Student Count	Fall 2010 Student Count	Spring 2011 Student Count	Fall 2011 Student Count	Spring 2012 Student Count	Fall 2012 Student Count	Total	%
Columbia Total	3,415	3,966	4,137	4,107	4,442	4,340	3,850	3,767	3,302	3,271	3,145	41,742	100.0%
Continuing Student	1,663	2,189	1,726	2,351	1,408	1,929	1,705	2,176	1,589	1,857	2,001	20,594	49.3%
First-Time Student	161	566	626	501	1,172	694	665	198	582	208	591	5,964	14.3%
First-Time Transfer Student	171	177	196	169	420	309	415	283	319	191	279	2,929	7.0%
Returning Student	1,103	705	1,265	771	559	559	608	588	463	448	186	7,255	17.4%
Special Admit Student	117	122	91	56	145	151	94	121	82	93	88	1,160	2.8%
Uncollected/Unreported	200	207	233	259	738	698	363	401	267	474	0	3,840	9.2%

Source: California Community Colleges Chancellor's Office, Enrollment Status Summary Report, Update run date as of: 4/28/2013

Unit Load	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Columbia Total	3,368	100%	3,415	100%	4,137	100%	4,442	100%	3,850	100%	3,302	100%	3,145	100%
0.1 - 2.9	467	13.87%	460	13.47%	518	12.52%	447	10.06%	694	18.03%	477	14.45%	243	7.73%
3.0 - 5.9	624	18.53%	693	20.29%	1,235	29.85%	1,220	27.47%	749	19.45%	674	20.41%	650	20.67%
6.0 - 8.9	404	12.00%	407	11.92%	486	11.75%	561	12.63%	560	14.55%	538	16.29%	512	16.28%
9.0 - 11.9	294	8.73%	327	9.58%	325	7.86%	422	9.50%	465	12.08%	440	13.33%	433	13.77%
12.0 - 14.9	643	19.09%	629	18.42%	672	16.24%	786	17.69%	785	20.39%	691	20.93%	646	20.54%
15 +	260	7.72%	235	6.88%	202	4.88%	244	5.49%	227	5.90%	213	6.45%	185	5.88%
Non-Credit	676	20.07%	664	19.44%	699	16.90%	762	17.15%	370	9.61%	269	8.15%	476	15.14%

Source: California Community Colleges Chancellor's Office, Enrollment Summary Report, Update run date as of: 4/28/2013

Day/Evening	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Columbia Total	3,368	100%	3,415	100%	4,137	100%	4,442	100%	3,850	100%	3,302	100%	3,145	100%
Day	2,587	76.81%	2,690	78.77%	2,827	68.33%	3,103	69.86%	2,960	76.88%	2,599	78.71%	2,556	81.27%
Evening	745	22.12%	686	20.09%	769	18.59%	735	16.55%	705	18.31%	535	16.20%	439	13.96%
Unknown	36	1.07%	39	1.14%	541	13.08%	604	13.60%	185	4.81%	168	5.09%	150	4.77%

Source: California Community Colleges Chancellor's Office, Enrollment Summary Report, Update run date as of: 4/28/2013

College Going Rates – First-time Public High School Graduates

California Postsecondary Education Commission - 2009									
High School County	Total Public High School Graduates	First time transfer to UC	First time transfer to CSU	First time transfer to CCC	First time transfer Total	First time transfer to UC %	First time transfer to CSU %	First time transfer to CCC %	First time transfer Total %
Alameda	13,256	1,730	1,816	2,697	6,243	13.10%	13.70%	20.30%	47.10%
Alpine *	0	0	0	0	0	N/A	N/A	N/A	N/A
Amador	313	7	35	108	150	2.20%	11.20%	34.50%	47.90%
Butte	2,143	61	224	886	1,171	2.80%	10.50%	41.30%	54.60%
Calaveras	515	18	37	99	154	3.50%	7.20%	19.20%	29.90%
Colusa	256	11	25	35	71	4.30%	9.80%	13.70%	27.70%
Contra Costa	10,600	1,013	1,258	708	2,979	9.60%	11.90%	6.70%	28.10%
Del Norte	372	13	17	72	102	3.50%	4.60%	19.40%	27.40%
El Dorado	2,201	117	273	639	1,029	5.30%	12.40%	29.00%	46.80%
Fresno	10,767	413	1,421	100	1,934	3.80%	13.20%	0.90%	18.00%
Glenn	408	8	48	147	203	2.00%	11.80%	36.00%	49.80%
Humboldt	1,241	49	108	384	541	3.90%	8.70%	30.90%	43.60%
Imperial	2,237	74	170	80	324	3.30%	7.60%	3.60%	14.50%
Inyo	235	8	22	37	67	3.40%	9.40%	15.70%	28.50%
Kern	9,922	326	852	2,114	3,292	3.30%	8.60%	21.30%	33.20%
Kings	1,537	43	128	27	198	2.80%	8.30%	1.80%	12.90%
Lake	663	18	34	39	91	2.70%	5.10%	5.90%	13.70%
Lassen	388	4	11	38	53	1.00%	2.80%	9.80%	13.70%
Los Angeles	91,941	7,356	10,305	23,109	40,770	8.00%	11.20%	25.10%	44.30%
Madera	1,608	48	129	49	226	3.00%	8.00%	3.00%	14.10%
Marin	2,009	248	227	293	768	12.30%	11.30%	14.60%	38.20%

California Postsecondary Education Commission - 2009

High School County	Total Public High School Graduates	First time transfer to UC	First time transfer to CSU	First time transfer to CCC	First time transfer Total	First time transfer to UC %	First time transfer to CSU %	First time transfer to CCC %	First time transfer Total %
Mariposa	175	8	16	42	66	4.60%	9.10%	24.00%	37.70%
Mendocino	859	41	65	101	207	4.80%	7.60%	11.80%	24.10%
Merced	3,590	177	312	1,421	1,910	4.90%	8.70%	39.60%	53.20%
Modoc	131	2	6	18	26	1.50%	4.60%	13.70%	19.80%
Mono	107	5	11	27	43	4.70%	10.30%	25.20%	40.20%
Monterey	3,751	176	325	535	1,036	4.70%	8.70%	14.30%	27.60%
Napa	1,218	69	85	43	197	5.70%	7.00%	3.50%	16.20%
Nevada	1,506	44	55	34	133	2.90%	3.70%	2.30%	8.80%
Orange	34,072	2,882	3,382	10,179	16,443	8.50%	9.90%	29.90%	48.30%
Placer	4,597	244	450	327	1,021	5.30%	9.80%	7.10%	22.20%
Plumas	190	11	11	71	93	5.80%	5.80%	37.40%	48.90%
Riverside	25,274	1,422	2,092	5,501	9,015	5.60%	8.30%	21.80%	35.70%
Sacramento	14,612	800	1,518	4,936	7,254	5.50%	10.40%	33.80%	49.60%
San Benito	702	32	64	148	244	4.60%	9.10%	21.10%	34.80%
San Bernardino	24,311	1,231	2,190	3,637	7,058	5.10%	9.00%	15.00%	29.00%
San Diego	31,271	2,250	4,049	6,208	12,507	7.20%	12.90%	19.90%	40.00%
San Francisco	3,635	734	606	1,519	2,859	20.20%	16.70%	41.80%	78.70%
San Joaquin	7,455	337	600	2,553	3,490	4.50%	8.00%	34.20%	46.80%
San Luis Obispo	2,702	132	313	961	1,406	4.90%	11.60%	35.60%	52.00%
San Mateo	5,232	587	752	1,646	2,985	11.20%	14.40%	31.50%	57.10%
Santa Barbara	4,283	261	239	1,372	1,872	6.10%	5.60%	32.00%	43.70%
Santa Clara	15,886	2,127	1,955	2,439	6,521	13.40%	12.30%	15.40%	41.00%

California Postsecondary Education Commission - 2009

High School County	Total Public High School Graduates	First time transfer to UC	First time transfer to CSU	First time transfer to CCC	First time transfer Total	First time transfer to UC %	First time transfer to CSU %	First time transfer to CCC %	First time transfer Total %
Santa Cruz	2,565	157	249	128	534	6.10%	9.70%	5.00%	20.80%
Shasta	2,003	65	96	699	860	3.20%	4.80%	34.90%	42.90%
Sierra	29	1	3	5	9	3.40%	10.30%	17.20%	31.00%
Siskiyou	405	19	35	249	303	4.70%	8.60%	61.50%	74.80%
Solano	4,210	260	375	202	837	6.20%	8.90%	4.80%	19.90%
Sonoma	4,391	270	395	1,499	2,164	6.10%	9.00%	34.10%	49.30%
Stanislaus	6,373	251	648	1,949	2,848	3.90%	10.20%	30.60%	44.70%
Sutter	1,251	56	93	78	227	4.50%	7.40%	6.20%	18.10%
Tehama	330	15	37	235	287	4.50%	11.20%	71.20%	87.00%
Trinity	142	2	10	22	34	1.40%	7.00%	15.50%	23.90%
Tulare	5,039	149	428	435	1,012	3.00%	8.50%	8.60%	20.10%
Tuolumne	565	21	31	244	296	3.70%	5.50%	43.20%	52.40%
Ventura	9,390	587	706	4,741	6,034	6.30%	7.50%	50.50%	64.30%
Yolo	1,843	228	224	401	853	12.40%	12.20%	21.80%	46.30%
Yuba	831	13	53	38	104	1.60%	6.40%	4.60%	12.50%
Statewide Total	377,538	27,231	39,619	86,304	153,154	7.20%	10.50%	22.90%	40.60%

* The numbers for Alpine County have been suppressed.

Source: CPEC, 2009 College-Going Rates by County from Public Schools, <http://www.cpec.ca.gov/StudentData/CACGRCounty.asp>

Entering Student Skill Levels - Percent by Placement

Prior to, and after cut score change - December 2011 for Math, February 2012 for English

Math Courses	Before 12/12/2011	After 12/12/2011*
Math 601 - Math Concepts - An Interactive Approach	0.82%	21.17%
Math 601 - Math Concepts - An Interactive Approach & Math 602 – Pre-algebra	1.90%	N/A
Math 602 – Pre-algebra	46.69%	29.10%
Math 101 - Algebra 1 Fundamentals & Math 602 – Pre-algebra	0.45%	27.57%
Math 101 - Algebra 1 Fundamentals	30.37%	N/A
Math 101 - Algebra 1 Fundamentals & Math 104 Algebra II - Modeling	1.27%	N/A
Math 104 Algebra II - Modeling & Math 602 – Pre-algebra	0.27%	N/A
Math 104 Algebra II – Modeling	16.68%	21.08%
Math 104 Algebra II - Modeling & Math 2, 4A, 6, 8, 12, or 17A	0.18%	N/A
Math 2, 4A, 6, 8, 12, or 17A	1.36%	1.08%
Total	100%	100%

English Courses	Before 12/12/2011	After 12/12/2011
English 650 - English Fundamentals	11.03%	11.54%
English 151 - Preparation for College Composition	49.47%	49.45%
English 1A - Reading and Composition - Beginning	39.50%	39.01%
Total	100%	100%

Source: CC Office of Institutional Research, 2011-12

* Following cutscore realignment in 2011, multiple level math placements were no longer possible; however, challenges to placements continued if a student's course history indicated placement in another level.

Appendices - College Goal 1 – Student Success

Goal 1 - Student Course Completions, Persistence

	Statewide	CC Success	Non-Success	Withdrawals	Total		Statewide	CC Retained	Not Retained	Total
2007CSP	66.0%	70.1%	15.5%	14.5%	100%	2007CSP	81.3%	74.7%	25.3%	100%
2007CFA	65.4%	67.1%	18.0%	14.9%	100%	2007CFA	81.8%	74.1%	25.9%	100%
2008CSP	66.2%	71.4%	15.1%	13.5%	100%	2008CSP	81.9%	76.3%	23.7%	100%
2008CFA	66.3%	69.0%	17.6%	13.4%	100%	2008CFA	83.1%	76.3%	23.7%	100%
2009CSP	67.0%	71.1%	15.2%	13.7%	100%	2009CSP	83.5%	75.9%	24.1%	100%
2009CFA	61.0%	69.2%	17.3%	13.5%	100%	2009CFA	84.1%	76.2%	23.8%	100%
2010CSP	67.9%	71.8%	14.8%	13.4%	100%	2010CSP	84.1%	76.4%	23.6%	100%
2010CFA	68.3%	68.4%	17.7%	13.9%	100%	2010CFA	84.7%	75.5%	24.5%	100%
2011CSP	67.9%	71.3%	15.7%	12.9%	100%	2011CSP	84.2%	77.1%	22.9%	100%
2011CFA	68.7%	71.1%	15.8%	13.1%	100%	2011CFA	84.9%	76.8%	23.2%	100%
2012CSP	68.8%	69.0%	13.8%	17.3%	100%	2012CSP	84.9%	70.6%	29.4%	100%
2012CFA	70.0%	71.6%	13.8%	14.6%	100%	2012CFA	86.6%	74.5%	25.5%	100%
Averages	67.0%	70.1%	15.9%	14.0%	100%	Total	83.8%	75.4%	24.6%	100.0%

Sources: Statewide Data obtained CCCCO MIS Data Mart: <http://datamart.cccco.edu/Outcomes>; Datatel Crystal Report, Custom Student Detail, also available Columbia College Data Portal: <https://sp-portal.yosemite.edu/data/cc-research/SitePages/Success-Awards.aspx>

Goal 1 - Student Course Completions, Online

	Statewide	CC Success	Non-Success	Withdrawals	Total		Statewide	CC Retained	Not Retained	Total
2009CFA	55.8%	63.4%	16.2%	20.4%	100%	2009CFA	76.8%	66.1%	33.9%	100%
2010CSP	57.6%	69.2%	15.1%	15.7%	100%	2010CSP	77.8%	72.8%	27.2%	100%
2010CFA	57.1%	58.5%	22.1%	19.5%	100%	2010CFA	77.4%	67.4%	32.6%	100%
2011CSP	57.6%	60.7%	19.3%	20.0%	100%	2011CSP	77.6%	66.7%	33.3%	100%
2011CFA	58.4%	60.6%	18.2%	21.2%	100%	2011CFA	77.7%	65.0%	35.0%	100%
2012CSP	59.2%	58.8%	14.2%	27.0%	100%	2012CSP	78.7%	57.5%	42.5%	100%
2012CFA	60.7%	59.4%	17.0%	23.6%	100%	2012CFA	80.3%	61.8%	38.2%	100%
Averages	58.1%	60.6%	17.8%	21.6%	100%	Total	78.0%	64.5%	35.5%	100.0%

Sources: Statewide Data obtained CCCCO MIS Data Mart: <http://datamart.cccco.edu/Outcomes>; Datatel Crystal Report, Custom Student Detail, also available Columbia College Data Portal: <https://sp-portal.yosemite.edu/data/cc-research/SitePages/Success-Awards.aspx>

80.5%

Goal 1 – Educational Plans Completed

Number of full-time enrolled students with recorded education plans filed

	Total Student Population	Ed Plans Completed	Percentage	Ed Plans Reviewed	Percentage
2007-2008	5860	379	6.5%		0.0%
2008-2009	7081	374	5.3%		0.0%
2009-2010	7261	611	8.4%		0.0%
2010-2011	5781	536	9.3%		0.0%
2011-2012	4562	773	16.9%	268	5.9%
2012-2013	1033	309	29.9%	184	17.8%

Source: Columbia College Student Services Office, May 2013.

Goal 1 - Program Completions

	Annual 2007-2008	Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012	% Change
Columbia Total	219	212	241	236	303	+38.4%
Associate of Science (A.S.) degree	53	50	63	78	103	+94.3%
Associate of Arts (A.A.) degree	124	122	113	102	113	-8.9%
Certificate requiring 30 to < 60 semester units	25	12	20	17	26	+4.0%
Certificate requiring 18 to < 30 semester units	17	8	26	11	25	+47.1%
Certificate requiring 12 to < 18 units		20	19	28	36	+8.0%

Source: CCCC MIS Data Mart, accessed: 05/06/2013, <http://datamart.ccco.edu/Outcomes>.

Note: CCCC does not approve certificates requiring fewer than 12 credit units (e.g., Columbia's Skills Attainment Certificates).

Goal 1 - Program Completions by Major

	Annual 2007-2008	Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012
Columbia Total	219	212	241	236	303
Associate of Science (A.S.) degree Total	53	50	63	78	103
Agriculture and Natural Resources-01	8	8	5	7	16
Biological Sciences-04	1	1	1	4	
Business and Management-05	3	6	4	7	11
Engineering and Industrial Technologies-09		1	1		1
Environmental Sciences and Technologies-03	2	1	1	2	
Family and Consumer Sciences-13	10	8	9	8	12
Health-12	6	3	5	11	20
Information Technology-07	2	2	2		
Interdisciplinary Studies-49	5	4	12	15	23
Physical Sciences-19	3	3		1	2
Public and Protective Services-21	13	13	21	21	16
Social Sciences-22			2	2	2
Associate of Arts (A.A.) degree Total	124	122	113	102	113
Education-08		1		2	1
Fine and Applied Arts-10	2	3	8	8	3
Humanities (Letters)-15	14	14	9	11	16
Interdisciplinary Studies-49	104	100	95	79	90
Mathematics-17	4	4	1	2	3
Certificate requiring 30 to < 60 semester units Total	25	12	20	17	26
Agriculture and Natural Resources-01	6	3	1		3
Business and Management-05	3	5	5	6	6
Engineering and Industrial Technologies-09	5			1	5
Family and Consumer Sciences-13	10	4	13	9	11
Social Sciences-22	1		1	1	1
Certificate requiring 18 to < 30 semester units Total	17	8	26	11	25

	Annual 2007-2008	Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012
Columbia Total	219	212	241	236	303
Associate of Science (A.S.) degree Total	53	50	63	78	103
Business and Management-05			1		4
Engineering and Industrial Technologies-09	3	1	2	2	5
Family and Consumer Sciences-13	5	3	11	3	12
Health-12			1		
Public and Protective Services-21	9	4	11	6	4
Certificate requiring 12 to < 18 units Total		20	19	28	36
Business and Management-05		8	5	15	7
Engineering and Industrial Technologies-09			4	1	16
Family and Consumer Sciences-13		8	5	7	10
Information Technology-07		2	1	1	2
Media and Communications-06		2	4	4	1

Source: CCCC MIS Data Mart, accessed: 05/06/2013, <http://datamart.ccco.edu/Outcomes>.

Goal 1 - Time to Completion – Degrees

The time students need to complete their chosen goals was determined via extracting the student IDs of all who had earned an AA, AS, AA-T, or ASOE (occupational associate degree) from 2008 to 2011-12 (the latest award data available in MIS records). The IDs were then submitted to the CCCC's password-protected "Data on Demand" site and the "Custom Student Data" report site. The returned data included a total of 725 unduplicated MIS records that included student enrollment histories to 1992-93.

The data that follow reflect the number of enrollments found by year and per student, and then calculated to find the average, median average, and mode (the count that occurred most often) for all completers for all years.²⁰

²⁰ Sources: Data from YCCD award records-2008-present; MIS Annual Award data, and Data on Demand Student History Matches via student IDs with awards through the Institutional Research Office, May 2013.

Time to Completion: Students who completed*** in 2011-12 by first enrolled terms in any CCC:

Year:	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	All*
Individuals per year*:	11	11	19	19	22	24	32	49	60	76	102	142	190	238	348	442	579	513	457	348	725
Average Years to Completion:											5.1										
Median Years to Completion:											5.0										
Mode Years to Completion:											4.0										

*Counts of Columbia College enrolled individuals, submitted to MIS, and matched by year. Enrollment records were unduplicated by individual ID.

**Note: These data start with the student's first recorded term in any California Community College. It is highly likely that students do not remain continually enrolled over more than five to six years but rather begin, stop out, then return to start again. These data do not reflect the actual number of semesters enrolled, on the time the student began a college course to the time the "completion" occurred.

***Completions include students who have earned a certificate (MIS Chancellor approved), AA/AS degree, or have transferred to a university, or attained transfer status (transfer prepared).

[Link to: Student Institutional Effectiveness Survey Summary](#)

2013 - Student Feedback IER Survey Results: [Columbia College Institutional Research Website](#))

Goal 2 - Fall 2012 In-Service Staff Live Survey

Staff attending the In-Service Day, pre semester briefing for Fall 2012 staff were asked to rate their agreement with ten questions targeting their agreement as to their planning and program review knowledge.

InService Session: 8-23-2012 12:23 pm

Created: 8/23/2012 12:58 PM

1. I can explain our unit planning tool to a colleague. (multiple choice)

	Responses	
Enthusiastically Agree	2	3.85%
Strongly Agree	9	17.31%
Somewhat Agree	18	34.62%
Somewhat Disagree	7	13.46%
Strongly Disagree	10	19.23%
Strenuously Disagree	4	7.69%
N/A	2	3.85%
Totals	52	100%

2. The College's funding/allocation process is clear to me...

	Responses	
Enthusiastically Agree	5	9.62%
Strongly Agree	18	34.62%
Somewhat Agree	13	25%
Somewhat Disagree	7	13.46%
Strongly Disagree	5	9.62%
Strenuously Disagree	4	7.69%
N/A	0	0%
Totals	52	100%

3. Improvements to my area/service/project are evident based on our planning processes and evaluations

	Responses	
Enthusiastically Agree	9	17.31%
Strongly Agree	10	19.23%
Somewhat Agree	15	28.85%
Somewhat Disagree	9	17.31%
Strongly Disagree	5	9.62%
Strenuously Disagree	4	7.69%
N/A	0	0%
Totals	52	100%

4. I know and can explain the college planning cycle/process to an accreditor.

	Responses	
Enthusiastically Agree	2	3.70%
Strongly Agree	8	14.81%
Somewhat Agree	11	20.37%
Somewhat Disagree	11	20.37%
Strongly Disagree	12	22.22%
Strenuously Disagree	8	14.81%
N/A	2	3.70%
Totals	54	100%

5. I know where to find (access) the strategic planning cycle model.

	Responses	
Enthusiastically Agree	13	24.07%
Strongly Agree	11	20.37%
Somewhat Agree	11	20.37%
Somewhat Disagree	10	18.52%
Strongly Disagree	6	11.11%
Strenuously Disagree	2	3.70%
N/A	1	1.85%
Totals	54	100%

6. The College's funding/allocation process is driven by the program and operational plans.

	Responses	
Enthusiastically Agree	10	18.52%
Strongly Agree	20	37.04%
Somewhat Agree	15	27.78%
Somewhat Disagree	4	7.41%
Strongly Disagree	1	1.85%
Strenuously Disagree	1	1.85%
N/A	3	5.56%
Totals	54	100%

7. I know how we will evaluate our SLO(s) this year (for my area/service/project)

	Responses	
Enthusiastically Agree	16	29.09%
Strongly Agree	16	29.09%
Somewhat Agree	11	20%
Somewhat Disagree	5	9.09%
Strongly Disagree	2	3.64%
Strenuously Disagree	3	5.45%
N/A	2	3.64%
Totals	55	100%

8. There are sufficient data available (or accessible) to evaluate my program's/service's/project's activities (including SLOs).

	Responses	
Enthusiastically Agree	11	20.37%
Strongly Agree	10	18.52%
Somewhat Agree	11	20.37%
Somewhat Disagree	11	20.37%
Strongly Disagree	6	11.11%
Strenuously Disagree	4	7.41%
N/A	1	1.85%
Totals	54	100%

9. I recognize the kinds of data or information that will help me evaluate my program's/service's/project's activities (including SLOs).

	Responses	
Enthusiastically Agree	14	25%
Strongly Agree	10	17.86%
Somewhat Agree	18	32.14%
Somewhat Disagree	8	14.29%
Strongly Disagree	3	5.36%
Strenuously Disagree	1	1.79%
N/A	2	3.57%
Totals	56	100%

10. I can provide the details, or explain the contents of the last program review for my area/service/or project.

	Responses	
Enthusiastically Agree	14	25%
Strongly Agree	8	14.29%
Somewhat Agree	7	12.50%
Somewhat Disagree	7	12.50%
Strongly Disagree	9	16.07%
Strenuously Disagree	7	12.50%
N/A	4	7.14%
Totals	56	100%

Background Demographic Questions

BG1.) Warm up Background Questions Are You...

	Responses	
Male	12	20.34%
Female	43	72.88%
Choose not to respond	4	6.78%
Totals	59	100%

BG2.) Background Questions What is your primary job classification...

	Responses	
Classified	10	25.64%
Classified Manager	4	10.26%
Faculty	23	58.97%
Adjunct Faculty	0	0%
Administrator	0	0%
Other	2	5.13%
Totals	39	100%

BG3.) Background Questions Is your position considered...

	Responses	
Full time	35	89.74%
60-75% Full time	1	2.56%
Part time (50% or less)	0	0%
Seasonal	0	0%
On call, or other	3	7.69%
Totals	39	100%

Note regarding Program Review, Planning and the evaluation processes:

In 2010-11, all programs from the three main college units, Student Learning, Student Services and the Administrative Services units completed program reviews. Each review included analyses of both quantitative and qualitative data and responses to standardized questions as appropriate to the unit's function. Pdf documents were then created from each word processed document, and then organized under each of the three college units. The aggregate document served the college's planning and allocation process, but it was difficult to filter, sort or extract the data that was contained in it.

The President and Columbia College Council began to address the program review process. The first task was to rework the previous ten college goals to ensure consistency with the College Mission Statement and the YCCD District Mission, plus reflect the current accreditation standards. At the same time, the College Council identified key outcome objectives for each of the five goals and the data in which they might measure overall progress made toward the college goals. Plans were also initiated toward revamping the program review data collection process with a new online form tool.

In fall 2012, the program review tool was ready to implement for all units, departments and programs. Following several attempts in using the form, feedback was received in terms of a need to improve the tool, and by late March it became obvious that the platform wasn't meeting the needs. Work began to tighten the form's content and delivery system, including ways to collect, manipulate and distribute the data following data input for forwarding to constituencies and the college planning and the resource allocation process. The lessons learned from the previous forms and processes were invaluable in quickly adapting a second revision that included the previously separate data collection systems of program review and unit planning. The new form allowed for addressing program review as well as entering programmatic goals and the requests for resources thereby closing the analysis and planning loop for each program in one form that can be exported to Excel sheets for aggregation and manipulation.

In essence, the institution learned from the previous pdf and online form tools, created a process that promises to have more utility and may help validate the planning and improvement cycles for accreditation purposes. The planning timeline also includes annual reviews of the entire planning process each year. It is very likely that as feedback is received, the tool and/or the process will be revised again in order to meet subsequent planning cycles.