



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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2020 Annual Report
Final Submission
05/12/2020

Columbia College
11600 Columbia College Drive
Sonora, CA 95370

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Brian K. Sanders, Ed.D.
3.	Phone number of person preparing report:	(209) 588-5107
4.	E-mail of person preparing report:	sandersb@yosemite.edu
5.	Type of Institution	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2016-17: 4,244 2017-18: 4,293 2018-19: 4,235
6a.	Percent Change 2016-17 to 2017-18: (calculated)	1 %

	Percent Change 2017-18 to 2018-19: (calculated)		-1 %
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2016-17:	3,630
		2017-18:	3,651
		2018-19:	3,649
7a.	<p>Please list any individual program which has experienced a 50% increase or decrease in the last year.</p> <p>It is important to note that Columbia College is in a process of reviewing and updating its program offerings as part of adapting to Guided Pathways recommendations and otherwise streamlining its offerings, and that many of the programs with major declines indicated here will be eliminated or consolidated for the next report. The following ASSOCIATES programs experienced a 100% DECREASE in primary declaration between AY1718 and AY1819, however note that all of these programs started with less than 4 student declarations: Business Administration (Management) ASOE; Computer Science AS; Dinner Line Cook ASOE; Emergency Medical Services ASOE; Forestry ASOE; Geology-IGETC AST; Human Services ASOE; Liberal Arts Em in Beh/Soc Sci AA; Medical Office Specialist ASOE; Post-secondary Studies Environmental Science-IGETC AS; Post-secondary Studies Physical Sciences-IGETC AS. The following ASSOCIATES programs experienced between a 50% and 88% DECREASE in declarations, but each started with 10 declarations or less: Automotive Maintenance Technician AS; Automotive Service Technician ASOE; Business Administration (Accounting) ASOE; Business/Web Development AS; Chef AS; Fire Technology ASOE; Health and Human Performance AA; Language Arts Emphasis in Communication AA; Language Arts Emphasis in English AA; Art AA; Liberal Arts Emphasis in Arts/Humanities (transfer GE) AA; Natural Resources ASOE; Post-secondary Studies Biological Science CSU-GE AS; Post-secondary Studies Environmental Science CSU-GE AS; Post-secondary Studies Physical Science CSU-GE AS; Programming ASOE; Science Emphasis in Earth Science AS. The following ASSOCIATES programs experienced between a 69% and 86% DECREASE in primary declarations, and each started with at least 26 declarations: Hotel and Restaurant Management AS; Science Emphasis in Biology AS. The following ASSOCIATES programs experienced at least a 50% INCREASE in primary declarations, but had fewer than 10 declarations at the end of the reporting period: Administrative Office Professional AS; Anthropology-IGETC AAT; Geology AST; Business Digital Media Development AS; Early Childhood Education-IGETC AST; Elementary Teacher Education-IGETC; Environmental Science AST; Environmental Science-IGETC AST; Geographic Information Systems AS; Kinesiology-IGETC; Music-IGETC AAT; Physics AST; Post-secondary Studies Computer Science-IGETC AS; Science Emphasis in Physical Science AS. The following ASSOCIATES programs experienced at least a 50% INCREASE in primary declarations, and had at least 10 declarations at the end of the reporting period: Accounting AS; Anthropology AAT; Automotive Service Technician AS; Baking and Pastry Arts AS; Business Administration-IGETC AST; Business Administration Professional AS; Business Management AS; Communication Studies AAT; English-IGETC AAT; Fine Arts Emphasis in Photography AA; Liberal Arts Emphasis in Arts/Humanities AA; Liberal Arts Emphasis in Behavioral/Social Sciences AA; Multimedia Technology AS; Political Science-IGETC AAT; Psychology-IGETC AAT; Sociology AAT; Sociology-IGETC AAT. The following CERTIFICATE programs experienced at least a 50% DECREASE in primary declarations, however all but Human Services started with less than 7 declarations: Applied Computer Studies Business Emphasis; Automotive Engine Performance; Automotive Maintenance Technician; Computer Science; Computer Science – Digital Graphic Arts; Computer Support Technician; Hotel Management; Human Services; Multimedia Technician-Digital Media; Office Professional; Office Technology Information Processing. The following CERTIFICATE programs experienced at least a 50% INCREASE in primary declarations, but had less than 7</p>		

declarations at the end of the reporting period: Administrative Office Professional; Automotive – Engine Performance; Automotive – Under Vehicle Service; Pantry & Dessert Chef; Payroll Clerk; Water Resources Management. The following CERTIFICATE programs experienced at least a 50% INCREASE in primary declarations, and had at least 14 declarations at the end of the reporting period: Chef; Emergency Medical Services; IGETC Pattern; Forestry; Natural Resources. The following SKILLS ATTAINMENT CERTIFICATE programs experienced at least a 50% DECREASE in primary declarations, but started with less than 4 declarations: Auto Body Repair SAC; Baker SAC; Baking for Entrepreneurs SAC; Chef for Entrepreneurs SAC; Office Technician SAC; Sanitary and Sanitation SAC; Website Development for Entrepreneurs SAC. The following SKILLS ATTAINMENT CERTIFICATE programs experienced at least a 50% DECREASE in primary declarations, and started with more than 10 declarations: Wastewater Treatment Plant Operation SAC The following SKILLS ATTAINMENT CERTIFICATE programs experienced at least a 50% INCREASE in primary declarations, but had less than 4 declarations at the end of the reporting period: GIS in Emergency Response Micro-Credential SAC; GIS Geodatabase Micro-Credential SAC. The following PREREQUISITE programs experienced at least a 50% INCREASE in primary declarations: MJC Nursing Prerequisites. The following TEMPORARY/UNSPECIFIC programs experienced at least a 50% DECREASE in primary declarations: Transfer Other With Degree; Transfer Other Without Degree; Transfer UC With Degree; Transfer UC Without Degree.

Distance Education and Correspondence Education

#	Question	Answer
8.	Total unduplicated headcount enrollment in distance education in last three years:	2016-17 1,506 2017-18 1,546 2018-19 1,750
8a.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)	3 % 13 %
9.	Do you offer Correspondence Education?	No

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	16 %
11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	Other: We use all of these depending on the reporting context

12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://yosemiteccd.sharepoint.com/sites/cc-IRP/SitePages/IRP-Home.aspx
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Institution Set Standards for Student Achievement

#	Question	Answer						
Course Completion Rates								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>72 %</td> <td>75 %</td> <td>72 %</td> </tr> </table>	2016-17	2017-18	2018-19	72 %	75 %	72 %
2016-17	2017-18	2018-19						
72 %	75 %	72 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table>	2016-17	2017-18	2018-19	N/A	N/A	N/A
2016-17	2017-18	2018-19						
N/A	N/A	N/A						
13b.	List the actual successful student course completion rate:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>75 %</td> <td>76 %</td> <td>76 %</td> </tr> </table>	2016-17	2017-18	2018-19	75 %	76 %	76 %
2016-17	2017-18	2018-19						
75 %	76 %	76 %						
Certificates								
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	Number of certificates						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>87</td> <td>87</td> <td>87</td> </tr> </table>	2016-17	2017-18	2018-19	87	87	87
2016-17	2017-18	2018-19						
87	87	87						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table>	2016-17	2017-18	2018-19	N/A	N/A	N/A
2016-17	2017-18	2018-19						
N/A	N/A	N/A						
14c.	List actual number or percentage of certificates:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>42</td> <td>62</td> <td>108</td> </tr> </table>	2016-17	2017-18	2018-19	42	62	108
2016-17	2017-18	2018-19						
42	62	108						
Associate Degree (A.A./A.S.)								
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	Number of degrees						
	If Number-Other or Percent-other, please describe:							

15a.	List your Institution-Set Standard (floor) for degrees:	2016-17	2017-18	2018-19
		240	240	240
15b.	List your stretch goal (aspirational) for degrees:	2016-17	2017-18	2018-19
		N/A	N/A	N/A
15c.	List actual number or percentage of degrees:	2016-17	2017-18	2018-19
		246	277	254

Bachelor's Degree (B.A./B.S.)

16. Does your college offer a Bachelor's Degree (B.A./B.S.)? **No**

Transfer

17.	Type of Institute-set standard for transfers (Please Select Number or Percentage):	Number of transfers		
	If Number-Other or Percent-other, please describe:			
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19
		180	180	180
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19
		N/A	N/A	N/A
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19
		157	122	142

Licensure Examination Pass Rates

18. Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	Examination	Institution set standard	2016-17 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate

Employment rates for Career and Technical Education students

19. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	Institution set	2016-17 Job	2017-18 Job	2018-19 Job

Other Information

20.

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

We are seeing differences in historical values for this reporting year versus previous reporting years. For example, we are currently reporting a higher total enrollment and degree-seeking-enrollment than was reported last year, but we have revised our certificate earning slightly downward (note that our findings are now much more consistent with what we see from the State's reporting, e.g., via the CalPassPlus Launchpad). We're also reporting many more programs that have experienced a 50% increase/decrease in declarations than was previously reported. Some of our other values, for example transfer rates, have been revised because we use a state-source for that information, and it has been revised at the state level. Finally, we're not reporting job-placement rates this year because, per the instructions in this report, all but a few of the programs had more than 10 students completing in a given year, and we don't have a reliable source of data for the remaining programs. There are many reasons for these changes. The three primary reasons are 1) Columbia College and Yosemite College District have been enhancing their capacity for "big-data" analysis in the last few years, and are able to query information with much greater refinement than in the past; 2) Columbia College has employed new institutional research personnel who have greater capacities for examining the more refined data; and 3) there have been some definitional changes both at the state level and within the ACCJC report. As a final point, note that Columbia College will be revisiting our Institutional Set Standards in an effort to more closely align them with our Vision for Success Goals to establish an integrated set of aspirational goals in the coming year, and as guided through our Institutional Effectiveness Council and College Council.

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

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