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2021 Annual Report
Final Submission
03/23/2021

Columbia College
11600 Columbia College Drive
Sonora, CA 95370

General Information

#	Question	Answer
1.	Confirm your College Information	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 (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2017-18: 4,279 2018-19: 4,219 2019-20: 4,194
6a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	-1% -1%

6. Additional Instructions and Data Definitions:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2017-18: 3,652 2018-19: 3,646 2019-20: 3,665
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7a. Please list any individual program which has experienced a 50% increase or decrease in the last year.

Columbia College continues to streamline and optimize its program offerings. Consistent with this effort, programs are treated as "pathways" rather than strict actuarial objects. For example, as a result of evolutions to programs directed through its curriculum process combined with the fact that students retain rights to enroll in certain programs even after they have been inactivated based on

their "catalog year," the college had students enrolled in three programs that all provided the same associate degree in Water Resources Management. For this report, these three programs are simply labeled by the most recent title, "Water Resources Management | AS". Columbia College saw +50% increases or decreases in 78 program areas during the reporting period. **DECLINES IN SMALL PROGRAMS** (starting with 10 enrollments or fewer): Automotive Maintenance Technician | AS; Automotive Maintenance Technician | CERT; Business Administration (Accounting) | ASOE; Business Administration (Management) | ASOE; Computer Science | AS; Business/Web Development | AS; Computer Science | CERT; Computer Science - Digital Graphic Arts | CERT; Computer Science - Management Information Systems |CERT; Multimedia Technician for Entrepreneurs | SAC; Video Production for Entrepreneurs | SAC; Language Arts; Emphasis in English | AA; Entrepreneurship | CERT; E-Marketing Your Business | SAC; Hospitality Mgmt: Hotel Management | AS; Pantry & Dessert Chef | AS; Dinner Line Cook | CERT; Pantry & Dessert Chef | CERT; Hospitality Mgmt Tourism and Recreation Studies | C; Baker | SAC; Dining Room Staff | SAC; Safety and Sanitation | SAC; Baking for Entrepreneurs | SAC; Social and Behavioral Sciences | AA; LIBERAL ARTS Em in Beh/Soc Sci (Transfer GE) | AA; LIBERAL ARTS Emp in Sci (Transfer GE) | AA; Learning Design & Technology | SAC; Watershed Management Technology | CERT; Office Assitant | ASOE; Virtual Office Professional | CERT; Virtual Entrepreneur Technician | SAC; Post-Sec Studies: Biological Sciences-IGETC | AS; Post-Secondary Studies: Business Admin-CSU GE | AS; Post-Secondary Studies: Environ Sci-CSU GE | AS; Post-Secondary Studies: Physical Sci-CSU GE | AS; Post-Secondary Studies: Physical Sciences-IGETC | AS; Psychosocial Rehabilitation | SAC; Social Science | AA. Importantly, note that all but 3 of these programs are inactive. **DECLINES IN LARGE PROGRAMS** (starting with more than 10 enrollments): Automotive Service Technician | CERT; Automotive - Engine Performance | CERT; Business Administration: Accounting | CERT; Programming | AS; Health and Human Performance | AA; Chef | CERT; Deli Cook and Baker | SAC; Post-Secondary Studies: Computer Science-CSU GE | AS; Post-Secondary Studies: Pre-Engineering-CSU GE | AS; Transfer Other - With Degree; Transfer Other: Without Degree; Transfer - UC - Without Degree; Transfer - UC - with Degree. Note that "Automotive Service Technician | CERT" is the only program on this list that remains currently active. **INCREASES IN SMALL PROGRAMS** (ending with 10 enrollments or fewer): Drive Train Technician | AS; Automotive Technology for Entrepreneurs | SAC; Organizational Behavior | CERT; Tax Clerk | CERT; Payroll Clerk | CERT; Business Digital Media Development | AS; Digital Media Technician-Web Development | Cert; Website Development for Entrepreneurs | SAC; Emergency Medical Services | CERT; Intermediate ESL | Cert of Competency; Mgmt & Restoration of Fire-Adapted Ecosystems | SAC; Restaurant Management | CERT; Hospitality Supervision | CERT; Chef for Entrepreneurs | SAC; Bakery Staff | SAC; Public Health Science-IGETC | AST. **INCREASES IN LARGE PROGRAMS** (ending with more than 10 enrollments): Early Childhood Education-IGETC | AST; Computer Programming | AS; English-IGETC | AAT; Engineering Fundamentals | AS; General Ed. Development Prep. | Cert of Competency; Kinesiology-IGETC | AAT; Baking and Pastry Arts | CERT; Culinary Arts | CERT; Physics | AST; Public Health Science | AST; IGETC Pattern | CERT.

7. Additional Instructions and Data Definitions:

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Distance Education and Correspondence Education

#	Question	Answer						
8.	Total unduplicated headcount enrollment in distance education in last three years:	<table border="1"> <tr> <td>2017-18</td> <td>1,550</td> </tr> <tr> <td>2018-19</td> <td>1,745</td> </tr> <tr> <td>2019-20</td> <td>1,897</td> </tr> </table>	2017-18	1,550	2018-19	1,745	2019-20	1,897
2017-18	1,550							
2018-19	1,745							
2019-20	1,897							
8a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	<table border="1"> <tr> <td></td> <td>13%</td> </tr> <tr> <td></td> <td>9%</td> </tr> </table>		13%		9%		
	13%							
	9%							

8. Additional Instructions and Data Definitions:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only

courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	Yes	
9a.	Total unduplicated headcount enrollment in all types of Correspondence Education:	2017-18	0
		2018-19	0
		2019-20	257
9b.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)		N/A 100%
9c.	<p>If your institution experienced more than a one-year increase (or decrease) of 50%, please explain:</p> <p>Columbia began offering correspondence education for its Incarcerated Students Programs in Spring 2020, with acknowledgement from the Commission, because the COVID-19 shutdown precluded instructors from teaching courses face to face in correctional facilities, and incarcerated students are precluded from using the internet to take regular online offerings. Correspondence education was a way to retain these students and keep them on their academic path.</p>		

9. Additional Instructions and Data Definitions:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	18 %

10. Additional Instructions and Data Definitions:

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	Other: We use CCCO metrics and/or local data stores depending on the 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://www.gocolumbia.edu/institutional_research/institutional%20outcomes%20and%20student%20achievement%20reporting.php

12. Additional Instructions and Data Definitions:

ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (<https://accjc.org/find-an-institution>). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

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"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>72 %</td> <td>72 %</td> <td>72 %</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	72 %	72 %	72 %
2017-18	2018-19	2019-20						
72 %	72 %	72 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>80 %</td> <td>80 %</td> <td>80 %</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	80 %	80 %	80 %
2017-18	2018-19	2019-20						
80 %	80 %	80 %						
13b.	List the actual successful student course completion rate:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>76 %</td> <td>76 %</td> <td>74 %</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	76 %	76 %	74 %
2017-18	2018-19	2019-20						
76 %	76 %	74 %						
13. Additional Instructions and Data Definitions: For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.								
Certificates								
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	Number-Other						
	If Number-Other or Percent-other, please describe:	The headcount of individual students earning one or more awards each year						
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	25	25	25
2017-18	2018-19	2019-20						
25	25	25						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>61</td> <td>61</td> <td>61</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	61	61	61
2017-18	2018-19	2019-20						
61	61	61						
14c.	List actual number or percentage of certificates:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>76</td> <td>30</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	46	76	30
2017-18	2018-19	2019-20						
46	76	30						
14. Additional Instructions and Data Definitions: For purposes of this report, include only those certificates which are awarded with 16 or more units.								
Associate Degree (A.A./A.S.)								
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	Number-Other						
	If Number-Other or Percent-other, please describe:	The headcount of individual students earning one or more awards each year						
15a.	List your Institution-Set Standard (floor) for degrees:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>202</td> <td>202</td> <td>202</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	202	202	202
2017-18	2018-19	2019-20						
202	202	202						
15b.	List your stretch goal (aspirational) for degrees:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>260</td> <td>260</td> <td>260</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	260	260	260
2017-18	2018-19	2019-20						
260	260	260						
15c.	List actual number or percentage of degrees:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>214</td> <td>191</td> <td>246</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	214	191	246
2017-18	2018-19	2019-20						
214	191	246						
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-Other		
	If Number-Other or Percent-other, please describe:	Number of transfers as reported by CCCC Student Success Metrics (currently only reporting to 2018-19)		
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2017-18 185	2018-19 185	2019-20 185
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2017-18 227	2018-19 227	2019-20 227
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2017-18 164	2018-19 182	2019-20 0

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	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate

18. Additional Instructions and Data Definitions:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

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 standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate

19. Additional Instructions and Data Definitions:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2019-20 job placement rate will be the number of students who completed the program in 2018-19.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2018-19, you do not need to report a job placement rate for 2019-20. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

20.	Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit). <p>Columbia College engaged in a major revision to its Institution Set Standards in conjunction with its strategic planning and its participatory governance process. For course completion, the college retained its floor goal but established a new stretch goal. In a more major shift to be more consistent with statewide initiatives like the Vision for Success, the metrics used for reporting associate awards and certificates changed from reporting the absolute number of awards earned in a given year to the unduplicated number of students who earn them, and the college set new floor and stretch goals around these standards. It slightly revised its floor goal for four-year exit-transfers, and established a new stretch goal. It also decided to use CCCC Student Success Metrics as the primary source for estimating exit-transfers, as well as CTE job placement. Columbia College</p>
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continues to not report outcomes for licensure examination pass rates or for CTE job placement, both because it remains skeptical about the reliability of its available information and because it typically has too few students completing any relevant program to breach the masking threshold in any regard. In an effort to be thorough, however, the college did establish floor and stretch goals for each of these areas.

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

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