

Columbia College
2015 AACJC Annual Report

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Leslie Buckalew
3.	Phone number of person preparing report:	(209) 588-5107
4.	E-mail of person preparing report:	buckalewl@yosemite.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.gocolumbia.edu/catalog_schedules/general.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.gocolumbia.edu/accreditation/default.php
6.	Total unduplicated headcount enrollment:	Fall 2014: 2,391 Fall 2013: 2,949 Fall 2012: 3,076
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	2,391
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	180
9.	Number of courses offered via distance education:	Fall 2014: 39 Fall 2013: 37 Fall 2012: 25
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 637 Fall 2013: 707 Fall 2012: 851
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	69%
14b.	Successful student course completion rate for the fall 2014 semester:	73%

15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.				
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A			
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	185			
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	65			
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	234			
16b.	Number of students who received a degree in the 2013-2014 academic year:	233			
16c.	Number of students who received a certificate in the 2013-2014 academic year:	93			
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	129			
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	172			
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No			
18b.	If yes, please identify them:	n/a			
19a.	Number of career-technical education (CTE) certificates and degrees:	112			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	112			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	n/a			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	n/a			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
	Agriculture and Natural Resources	01.10	72.2 %	50 %	
	Business and Management	05.00	72.2 %	62.2 %	
	Media and Communications	11.09	72.2 %	100 %	
	Information Technology	07.00	72.2 %	56.5 %	

	<table border="1"> <tr> <td>Engineering and Industrial Technologies</td> <td>09.00</td> <td>72.2 %</td> <td>47.1 %</td> </tr> <tr> <td>Health</td> <td>12.01</td> <td>72.2 %</td> <td>75 %</td> </tr> <tr> <td>Family and Consumer Sciences</td> <td>13.00</td> <td>72.2 %</td> <td>69.6 %</td> </tr> <tr> <td>Public and Protective Services</td> <td>21.33</td> <td>72.2 %</td> <td>70.6 %</td> </tr> <tr> <td>Social Sciences</td> <td>45.01</td> <td>72.2 %</td> <td>100 %</td> </tr> </table>	Engineering and Industrial Technologies	09.00	72.2 %	47.1 %	Health	12.01	72.2 %	75 %	Family and Consumer Sciences	13.00	72.2 %	69.6 %	Public and Protective Services	21.33	72.2 %	70.6 %	Social Sciences	45.01	72.2 %	100 %
Engineering and Industrial Technologies	09.00	72.2 %	47.1 %																		
Health	12.01	72.2 %	75 %																		
Family and Consumer Sciences	13.00	72.2 %	69.6 %																		
Public and Protective Services	21.33	72.2 %	70.6 %																		
Social Sciences	45.01	72.2 %	100 %																		
22.	<p>Please list any other institution set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard																	
Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard																			
23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <p>Columbia College has engaged in a number of innovative practices to evaluate the effectiveness of our programs and services that have resulted in improved student achievement. Student Services The EOPS program’s SLO for “80% of new EOPS students to demonstrate knowledge of program requirements and services as a result of attending an EOPS orientation” was assessed with a quiz after each session. As a result of the orientation quiz, it was determined that students were often unable to identify the required action steps and counseling sessions for the program. This resulted in an increased emphasis on this component of the orientation, which included more clearly defined action steps and required counseling sessions. Library Support The Library’s SLO to “foster positive growth in students”—integrated with college-wide SLOs—was assessed via several student surveys in a four-year period. The results led to several improvements including the increased depth and breadth of textbook availability in the reserve collection leading to a 50%-plus increase in usage, an increase in face-to-face orientations, and the development of Finals Cram Night that resulted in increases student achievement and improved performance on final exams.</p>																				

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	435
	b. Number of college courses with ongoing assessment of learning outcomes	435
	Auto-calculated field: percentage of total:	100
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	23
	b. Number of college programs with ongoing assessment of learning outcomes	23
	Auto-calculated field: percentage of total:	100
26.	Courses	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	25
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	25

	Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.gocolumbia.edu/SLO/
28.	Number of courses identified as part of the general education (GE) program:	117
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	n/a
32.	Number of Institutional Student Learning Outcomes defined:	4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>The College established five College Goals with objectives that coincide with the accreditation standards and continuous quality improvement. This includes reviewing the four ILOs that are aligned to, and included within the verbiage of the applicable goals and thus aligned to each program review. The ILOs, and thus the College Goals, circle through and from every course, program, service area and instructional service area. All evaluations of present, past and intended goals along with planned activities and identified outcomes are used to justify resource requests which are aligned to at least one of the five college goals. Each spring the College Council (the campus representative body) reviews all aspects of the planning process, an annual institutional effectiveness compilation report, and the allocation process. It then provides feedback and recommendations as to overall efficacy. Thus, each planning process, the institution's progress made toward the ILOs/college goals, and the relevancy of the goals themselves are reviewed and updated or revised as needed.</p>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>ILOs are aligned to college goals as well as each course and each program SLO. SLOs are reviewed at least once per year or when circumstances dictate. Based on college and program level evaluations, our child development program has been streamlined and</p>	

	<p>several courses were eliminated. This created a faster path for students to complete their courses in a timely manner and transfer with fewer units.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>SLO assessment results are communicated within the departments then college governance bodies prior to prioritization and resource allocations. Communication within the college is enhanced through a faculty SLO mentor(s) and SLO committee whereby faculty and staff are kept current, assistance is offered, and training provided where needed. Where program activities are enhancing successful student outcomes, outcomes are made public via the program webpages and in an annual Institutional Effectiveness Report.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>As part of each regular program review, SLOs are evaluated and the outcomes and needs for improvements are recorded. The evaluation of the SLOs is taken to the program review process where all assessments and outcomes are summed up as identified with the college goals and IPOs. The requests for resources result from the SLO and program review process and then moves into the resource prioritization process at the department levels. After the departments have prioritized requests, they are forwarded along with the justifications taken from the SLO/program review process to the respective department heads and to the administration level. Here the SLO/program review/planning cycle is completed as resource allocations are made. The College Council is made aware of each step in the process. Students, administration, faculty, classified and managerial staff serve on the council and are involved in part, if not all of their respective program's SLO/program review assessments and their area's resource allocation prioritization process. The results of these college efforts are announced and reported internally through a district wide SharePoint site, and publicly posted (where applicable) on the college website. Ad hoc requests and updates are handled informally through SLO mentors, college newsletters, and the Data Portal.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Several examples of success stories utilizing our SLO practices- As a result of instructors evaluating their programs and courses this led to requests based on their analysis for additional resources that improved student outcomes: 1. Improved Automotive Technology program that included NATEF certification and accreditation. 2. Submission of Fire Science Curriculum for State Fire Marshall's accreditation and improved course offerings 3. Based on review of SLOs in Art, technology was utilized to capture digital images that were made available to students online thus improving student results. Additionally, value reduction exercises were incorporated into the class resulting in students having the opportunity to practice a process known as mapping--that is, drawing with a fuller range of values of light and dark in a still life.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

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