Columbia College

2015 Community Survey Results

In the early part of 2015, Columbia College distributed a survey to its communities regarding their interest attending college, their preferences for course offerings, and their preferences in the times and schedules for attending courses. The survey consisted of a printed version that was mailed to 2,300 households, selected by zip codes located in Tuolumne and Calaveras counties or the city of Oakdale (the college’s general service area). Because surveys that must be manually delivered and returned have typically low return rates, the survey was also offered in an online version and promoted through news articles, PSA announcements, and by attending local events, community meetings and public gatherings. Between the final days in December through February 28, 2015, a total of 406 valid surveys had been received—101 were from mailed surveys, 38 were hand delivered, and 267 were obtained through the online version of the survey.

Survey Objective

Columbia College was gathering data in preparation of updating its five year 2020 Strategic Plan. Though information had been collected including internal data, external and local sources, various college staff, student and employer surveys, but no direct feedback from area residents. In other words, the survey was an opportunity to hear directly from the community regarding their preferences for, and/or concerns about attending college.

Executive Summary

Intentions to Attend: The survey revealed strong community interest in attending Columbia College. Over 70% of the respondents indicated they were planning to attend Columbia College in the near future, were currently enrolled at the college, or were planning to enroll in the future.

Course Offerings Important to the Community: When asked to indicate the importance of an itemized list of course offerings, respondents singled out five course types as having the highest importance (either personally or for a family member): Transfer-level coursework—courses that transfer to universities (92%), career/technical training and on-the-job skills training (85% and 81% respectively), basic skills coursework (79%), and college-level courses offered for high school students (73%).

Community or Personal Interest Courses: Nearly 30% of the surveys expressed interest in, and only in personal activity/health or non-credit course offerings. When surveys were specific to this specialized college offering, specifically community and lifetime fitness courses, the surveys were coded and summarized separately. Where reference is made to this specific group, the data is identified as community education/non-credit responses (or Com Ed).
**Quality of Programs:** Respondents were asked to indicate the categories in which they considered Columbia College to be their best choice for attendance. On a scale of “Strongly Agree” to “Strongly Disagree,” the top ratings were (in ranked order): Earning certificates or degrees (80%), completing the requirements to transfer to a university (81%), the faculty that care about students (76%), career and workforce training (71%), staff that care about students (71%), and for the Student Support Services (69%).

**Scheduling Preferences:** In terms of favored times and patterns for course attendance, the majority of the respondents favored courses held in the mornings (61%) and for 1½ hours and two times per week (22%). Evenings were also preferred (63%), followed by afternoons and late afternoons (55% and 54% respectively). Early mornings were least favored (34%). Weekends were also indicated (49%) but with longer course periods (3 hours once per week, or more than 3 hours with fewer weeks). A significant number of the selections received no preference (22%).

Of the Com Ed respondents, very few indicated any scheduling preference at all. Where preferences were indicated, the majority indicated morning classes over early morning, afternoon, evening or weekend classes, and for schedules of between 1 to 1½ hours for two to three times per week. Nearly one half (49%) of the Com Ed respondents gave no preference for any time of day, or for any scheduling.

**Distribution of all who provided a response to time of day preferences:**

![Bar Chart](image-url)
Distribution of all who provided a response to scheduling preferences:

Student Needs: For the respondents (excluding Com Ed respondents), who indicated “critically needed” to “needed”, needs from a list of 11 criteria: The Class Schedule (79%), parking (65%), online services (64%) and financial aid and the College website (52% and 58% respectively).¹

For the Com Ed respondents, the most needed criteria were: The Class Schedule (74%), parking (58%) and online services (56%) as their highest needs.

Internet Access: Respondents were asked if Internet access was available in their homes. If they answered yes, they were asked to specify the type of access available in their homes, e.g., broadband, analog, or another type of service. From the chart below, the online responses reflected more broadband access (59%) than the mailed in responses by comparison (44%) and for high speed Internet access via broadband or cable (60% and 69% respectively).

Reasonable speeds for internet access is thus indicated for many, but not all of the college’s communities (66%).

Distribution of internet access types by survey modality:

<table>
<thead>
<tr>
<th>Type of Internet Service</th>
<th>Mailed-in</th>
<th>Online</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Pct</td>
<td>Count</td>
</tr>
<tr>
<td>High speed Broadband / DSL</td>
<td>61</td>
<td>44%</td>
<td>157</td>
</tr>
<tr>
<td>Cable IP Service Provider</td>
<td>22</td>
<td>16%</td>
<td>26</td>
</tr>
<tr>
<td>Satellite Internet Service Provider</td>
<td>14</td>
<td>10%</td>
<td>39</td>
</tr>
<tr>
<td>Telephone Dial up (analog modem)</td>
<td>5</td>
<td>4%</td>
<td>13</td>
</tr>
<tr>
<td>No Internet</td>
<td>14</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Not sure</td>
<td>4</td>
<td>3%</td>
<td>11</td>
</tr>
<tr>
<td>Unanswered</td>
<td>19</td>
<td>14%</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
<td>9</td>
<td>3%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>139</td>
<td>100%</td>
<td>267</td>
</tr>
</tbody>
</table>

¹ Please refer to the survey reprinted in the Appendices - Question #9.
To validate this finding, the latest 2014 report from the California Public Utilities Commission (CPUC) outlines the availability of broadband service by county and to all households. Calaveras was reported to have 72% availability, while Tuolumne County was reported to have 67% availability. Compared with the results of the survey, this would indicate that while a majority of residents may have broadband service availability, not all residents use, or perhaps can afford, high speed broadband service in their homes.

Caveats

The survey was translated into Spanish and mailed to 80 households in a largely Latino populated area with just three surveys that were returned. Though this population may be suspect of, or unwilling to respond to unsolicited requests for information, it is still a very important population for the College to serve. The College will be working with community liaisons who are familiar with this population to gather input as to the Latino/a preferences and needs but via a more personal, informal basis.

The online surveys were not locked to one survey per IP address. If it had, only a single survey would have been able to respond through sites like the college, a library or another multi-user institution; but with no locks were implemented, the possibility of multiple responses per individual was possible. In terms of the mailed survey, because one survey was delivered per household, only one submission was possible even with multiple college-going individuals in the same household.

The use of two modalities for survey collection may have complicated the reporting process and skewed the results – particularly for the online and internet availability responses – but it did provide the maximum availability for collecting community response. Had the mailed survey been relied upon alone, the response rate would have been just 139, or a low 6% response rate. With the addition of the online version, 267 responses were added for a total of 406 responses. Since the survey was intended as an additional information to add to the existing data, it was decided to err in favor of more information, not less.

The timing of the survey coincided with the start of the spring 2015 term in which the College cancelled a number of sections due to low enrollments. The frustration with course cancellations was expressed in 21 comments as well as a desire to maintain Columbia’s small class sizes.

Next Steps

Focus groups will be conducted through the fall of 2015 to continue gathering input from the community. Of particular interest are conversations with the high school college-bound students and their parents, the business community and community groups, and the ESL community.

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3 The duality in modes for survey collection, in particular the online version, increased the possibility that an individual respondent could submit more than one survey. To screen for duplicate entries, IP addresses were checked against multiple, duplicated responses and respondent demographics. If suspect, the structure and terminology used in comments were examined. Identifying duplicates with absolute certainty however, was difficult except in a very few cases. Four surveys were very likely duplicates. For example, apparent duplications with the identical IP addresses and similar related comments, were found in the non-credit, community education course-specific (Com Ed) responses and were combined into single responses; but where surveys appeared similar but did not include similar demographics, or did not include enough information to identify them with some certainty, they were retained. For the mailed surveys, the possibility of duplicates was reduced (only one return envelope per survey) and because they were handwritten, similar writing could be more easily identified.
Conclusion

Respondents confirmed many of the college’s prior research findings regarding student preferences and needs as well as provided a clearer understanding of the respondents’ preferred scheduling and course offering patterns, the identified highest needs for attending college, and valuable contextual information needed to support what the data were indicating for the college.

The survey also indicated the need for, and importance of personal interest and wellness courses to a significantly large segment of the area’s retired community, and their concern that these courses should not be cut from the college curriculum.

The College will include the community survey research along with existing data and survey summaries and move forward in building a plan that will make the best use of limited resources, faculty expertise and staff talent in terms of serving our communities and students over the next five years.
Appendices
Response Data Summary
2015 Community Survey
N: 289 (104 Mailed Surveys, 185 Online Surveys)

The following data have been compiled per survey question and filtered to separate responses for Community Education/non-credit interest (Com Ed) only. Please refer to the separate “2015 Community Survey Responses – Community Education” for the community education/non-credit course interest responses.

Interest in Attending College
1. Will you, or a member of your family, be attending college in the near future? If so, please indicate when:

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>37%</td>
<td>33</td>
<td>11%</td>
</tr>
<tr>
<td>22</td>
<td>8%</td>
<td>40</td>
<td>14%</td>
</tr>
<tr>
<td>33</td>
<td>11%</td>
<td>49</td>
<td>17%</td>
</tr>
<tr>
<td>5</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What is your first choice for enrolling in undergraduate college level coursework (at what type of institution)?

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
<th>1st Choice for Undergraduate work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>194</td>
<td>67%</td>
<td>A community college (2-year AA/AS granting institution)</td>
</tr>
<tr>
<td>50</td>
<td>17%</td>
<td>A university (4-year BA/BS granting institution)</td>
</tr>
<tr>
<td>15</td>
<td>5%</td>
<td>A vocational school (job skills /workforce certification)</td>
</tr>
<tr>
<td>8</td>
<td>3%</td>
<td>Community College and CSU</td>
</tr>
<tr>
<td>9</td>
<td>3%</td>
<td>None or Undecided</td>
</tr>
<tr>
<td>14</td>
<td>5%</td>
<td>Unanswered</td>
</tr>
</tbody>
</table>

3. Is attending Columbia College an option for you, or a member of your family?

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
<th>Attend Columbia?</th>
</tr>
</thead>
<tbody>
<tr>
<td>114</td>
<td>39%</td>
<td>Yes, currently attending Columbia College (or planning to attend next term)</td>
</tr>
<tr>
<td>4</td>
<td>1%</td>
<td>Yes, I am attending Columbia College and another college</td>
</tr>
<tr>
<td>2</td>
<td>1%</td>
<td>(more than one college concurrently)</td>
</tr>
<tr>
<td>2</td>
<td>1%</td>
<td>Yes, but will enroll at another community college (not Columbia College)</td>
</tr>
<tr>
<td>117</td>
<td>40%</td>
<td>Yes, but at some time in the future</td>
</tr>
<tr>
<td>2</td>
<td>1%</td>
<td>No, planning to attend a vocational skills training institution</td>
</tr>
<tr>
<td>21</td>
<td>7%</td>
<td>No, currently attending (or planning to attend) a CSU, UC or private university</td>
</tr>
<tr>
<td>19</td>
<td>7%</td>
<td>No, do not plan to attend any college</td>
</tr>
<tr>
<td>1</td>
<td>4%</td>
<td>Unanswered</td>
</tr>
</tbody>
</table>
4. If attending, or planning to attend Columbia College, how long does it take to commute to the college campus (approximate in minutes)?

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
<th>Minutes to campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>289</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>17%</td>
<td>Less than 15 minutes</td>
</tr>
<tr>
<td>105</td>
<td>36%</td>
<td>15–30 minutes</td>
</tr>
<tr>
<td>67</td>
<td>23%</td>
<td>30–45 minutes</td>
</tr>
<tr>
<td>36</td>
<td>12%</td>
<td>45 minutes or more</td>
</tr>
<tr>
<td>1</td>
<td>&lt;1%</td>
<td>0 minutes (or an online student)</td>
</tr>
<tr>
<td>2</td>
<td>1%</td>
<td>Don't know</td>
</tr>
<tr>
<td>22</td>
<td>8%</td>
<td>N/A</td>
</tr>
<tr>
<td>8</td>
<td>3%</td>
<td>Unanswered</td>
</tr>
</tbody>
</table>

5. Please indicate the level of importance to you, or your family for the following college offerings:

<table>
<thead>
<tr>
<th>N: 289</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A or Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>5.1 Providing college level courses to high school students</td>
<td>132</td>
<td>46%</td>
<td>77</td>
<td>27%</td>
<td>40</td>
<td>14%</td>
</tr>
<tr>
<td>5.2 Career/Technical certification for job skills training (for example: training in welding, automotive technology, culinary arts, fire science, etc.)</td>
<td>169</td>
<td>59%</td>
<td>76</td>
<td>26%</td>
<td>21</td>
<td>7%</td>
</tr>
<tr>
<td>5.3 Basic skills in English, math or reading</td>
<td>152</td>
<td>52%</td>
<td>77</td>
<td>27%</td>
<td>26</td>
<td>9%</td>
</tr>
<tr>
<td>5.4 Transferrable coursework (courses that transfer to universities, e.g., CSU, UC)</td>
<td>236</td>
<td>82%</td>
<td>30</td>
<td>10%</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>5.5 English as a Second Language (ESL) classes</td>
<td>51</td>
<td>18%</td>
<td>73</td>
<td>25%</td>
<td>76</td>
<td>26%</td>
</tr>
<tr>
<td>5.6 Workplace, or on-the-job skills development classes (such as computer, accounting, customer service, etc.)</td>
<td>146</td>
<td>51%</td>
<td>88</td>
<td>30%</td>
<td>35</td>
<td>12%</td>
</tr>
<tr>
<td>5.7 Education offered through distance learning (for example, via TV, Internet.)</td>
<td>110</td>
<td>38%</td>
<td>82</td>
<td>28%</td>
<td>57</td>
<td>20%</td>
</tr>
<tr>
<td>5.8 Community education, non-credit, ungraded courses (for example: art, music, health &amp; wellness, theater, photography, recreational or personal enrichment not intended to fulfill degree or transfer requirements)</td>
<td>132</td>
<td>46%</td>
<td>82</td>
<td>28%</td>
<td>50</td>
<td>17%</td>
</tr>
<tr>
<td>5.9 Earning a high school equivalency or GED</td>
<td>82</td>
<td>28%</td>
<td>76</td>
<td>26%</td>
<td>75</td>
<td>26%</td>
</tr>
<tr>
<td>5.10 Cultural events (for example: jazz concerts, art exhibits, guest speakers and forums, music concerts, etc.)</td>
<td>122</td>
<td>42%</td>
<td>80</td>
<td>28%</td>
<td>60</td>
<td>21%</td>
</tr>
<tr>
<td>5.11 On campus activities for K-12 students (for example: College for Kids, science camps, youth basketball, Occupational Olympics, music competitions, etc.)</td>
<td>89</td>
<td>31%</td>
<td>90</td>
<td>31%</td>
<td>61</td>
<td>21%</td>
</tr>
</tbody>
</table>

(For Question 5 comments, see below)
Question 6. Please comment on anything not listed above.
(For Question 6 comments, see below)

7. Would you, or a family member, be more likely to attend classes if offered during…
(Select the time and the number of meetings per week desired.)

<table>
<thead>
<tr>
<th>N: 289</th>
<th>1 hour periods, three times a week</th>
<th>1½ hour periods, two times a week</th>
<th>3 hour periods, one time a week</th>
<th>More than 3 hour periods, and shorten the weeks</th>
<th>N/A</th>
<th>No Preference or Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>7.1 Early morning (between 6–8 am)</td>
<td>32</td>
<td>11%</td>
<td>47</td>
<td>16%</td>
<td>16</td>
<td>6%</td>
</tr>
<tr>
<td>7.2 Mornings (between 8 am–1 pm)</td>
<td>32</td>
<td>11%</td>
<td>115</td>
<td>40%</td>
<td>24</td>
<td>8%</td>
</tr>
<tr>
<td>7.3 Afternoons (between 1–4 pm)</td>
<td>18</td>
<td>6%</td>
<td>107</td>
<td>37%</td>
<td>30</td>
<td>10%</td>
</tr>
<tr>
<td>7.4 Late aftemoons (between 4–6 pm)</td>
<td>11</td>
<td>4%</td>
<td>104</td>
<td>36%</td>
<td>34</td>
<td>12%</td>
</tr>
<tr>
<td>7.5 Evenings (between 6–9 pm)</td>
<td>19</td>
<td>7%</td>
<td>69</td>
<td>24%</td>
<td>87</td>
<td>30%</td>
</tr>
<tr>
<td>7.6 Saturdays or Sundays</td>
<td>13</td>
<td>4%</td>
<td>32</td>
<td>11%</td>
<td>50</td>
<td>17%</td>
</tr>
<tr>
<td>7.7 Online (via the Internet)</td>
<td>118</td>
<td>41%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Please rate your agreement with the following, “Columbia College is the best choice for…

<table>
<thead>
<tr>
<th>N: 289</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A or Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>8.1 Completing college certificates and AA/AS degrees</td>
<td>145</td>
<td>50%</td>
<td>87</td>
<td>30%</td>
<td>25</td>
<td>9%</td>
</tr>
<tr>
<td>8.2 Completing undergraduate courses that transfer to four-year universities</td>
<td>149</td>
<td>52%</td>
<td>84</td>
<td>29%</td>
<td>23</td>
<td>8%</td>
</tr>
<tr>
<td>8.3 Career technical training for the workforce</td>
<td>110</td>
<td>38%</td>
<td>95</td>
<td>33%</td>
<td>44</td>
<td>15%</td>
</tr>
<tr>
<td>8.4 Providing the support services that students need to succeed in college</td>
<td>107</td>
<td>37%</td>
<td>92</td>
<td>32%</td>
<td>45</td>
<td>17%</td>
</tr>
<tr>
<td>8.5 Programs that benefit the business community</td>
<td>68</td>
<td>24%</td>
<td>86</td>
<td>30%</td>
<td>93</td>
<td>32%</td>
</tr>
<tr>
<td>8.6 Faculty that care about the achievement of their students</td>
<td>128</td>
<td>44%</td>
<td>91</td>
<td>32%</td>
<td>35</td>
<td>12%</td>
</tr>
<tr>
<td>8.7 Staff that care about the achievement of the students</td>
<td>115</td>
<td>40%</td>
<td>89</td>
<td>31%</td>
<td>43</td>
<td>15%</td>
</tr>
<tr>
<td>8.8 Student alumni that are well prepared and valuable contributors to their fields and communities</td>
<td>95</td>
<td>33%</td>
<td>82</td>
<td>28%</td>
<td>69</td>
<td>24%</td>
</tr>
</tbody>
</table>

(For Comments to Question 8, see below)

9. Please rate the following factors that impact your ability to attend class.
(Definitions: A “critical need” means something you must have in order to attend class; whereas “needed” means that while it’s needed, it wouldn’t necessarily prevent you from attending class.)
Factors that are needed to attend:

<table>
<thead>
<tr>
<th>N: 289</th>
<th>Critical Need</th>
<th>Needed</th>
<th>Occasionally Needed</th>
<th>Not Needed</th>
<th>Don’t Know</th>
<th>N/A or Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Financial Aid</td>
<td>90 31%</td>
<td>61 21%</td>
<td>27 9%</td>
<td>62 21%</td>
<td>46 16%</td>
</tr>
<tr>
<td>9.2</td>
<td>Parking</td>
<td>92 32%</td>
<td>95 33%</td>
<td>37 13%</td>
<td>18 6%</td>
<td>2 1%</td>
</tr>
<tr>
<td>9.3</td>
<td>Class Schedule (when and where courses are offered)</td>
<td>142 49%</td>
<td>87 30%</td>
<td>24 8%</td>
<td>6 2%</td>
<td>2 1%</td>
</tr>
<tr>
<td>9.4</td>
<td>Lack of transportation</td>
<td>46 16%</td>
<td>20 7%</td>
<td>29 10%</td>
<td>85 29%</td>
<td>9 3%</td>
</tr>
<tr>
<td>9.5</td>
<td>Locations (accessibility once on the campus sites)</td>
<td>38 13%</td>
<td>65 22%</td>
<td>34 12%</td>
<td>75 26%</td>
<td>7 2%</td>
</tr>
<tr>
<td>9.6</td>
<td>Childcare</td>
<td>22 8%</td>
<td>24 8%</td>
<td>21 7%</td>
<td>127 44%</td>
<td>1 &lt;1%</td>
</tr>
<tr>
<td>9.7</td>
<td>Language barriers</td>
<td>10 3%</td>
<td>12 4%</td>
<td>11 4%</td>
<td>132 46%</td>
<td>7 2%</td>
</tr>
<tr>
<td>9.8</td>
<td>Access to the Internet</td>
<td>95 33%</td>
<td>63 22%</td>
<td>40 14%</td>
<td>42 14%</td>
<td>1 &lt;1%</td>
</tr>
<tr>
<td>9.9</td>
<td>The college website</td>
<td>77 27%</td>
<td>90 31%</td>
<td>48 17%</td>
<td>20 7%</td>
<td>6 2%</td>
</tr>
<tr>
<td>9.10</td>
<td>Online student services (for example, registration, orientation)</td>
<td>96 33%</td>
<td>88 30%</td>
<td>44 15%</td>
<td>16 6%</td>
<td>1 &lt;1%</td>
</tr>
<tr>
<td>9.11</td>
<td>Scholarships</td>
<td>86 30%</td>
<td>66 23%</td>
<td>30 10%</td>
<td>41 14%</td>
<td>3 1%</td>
</tr>
</tbody>
</table>

10. What type of Internet access do you currently have at your residence or where you study (choose one)?

<table>
<thead>
<tr>
<th>Survey Mode:</th>
<th>Mailed Surveys</th>
<th>Online Surveys</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>N:289 (Com Ed responses filtered out)</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>High speed Broadband / DSL</td>
<td>49 47.1%</td>
<td>103 55.7%</td>
<td>152 53%</td>
</tr>
<tr>
<td>Cable IP Service Provider</td>
<td>15 14.4%</td>
<td>21 11.4%</td>
<td>36 12%</td>
</tr>
<tr>
<td>Satellite Internet Service Provider</td>
<td>10 9.6%</td>
<td>26 14.1%</td>
<td>36 12%</td>
</tr>
<tr>
<td>Telephone Dial up (analog modem)</td>
<td>5 4.8%</td>
<td>10 5.4%</td>
<td>15 5%</td>
</tr>
<tr>
<td>No Internet</td>
<td>8 7.7%</td>
<td>0 0.0%</td>
<td>8 3%</td>
</tr>
<tr>
<td>Not sure</td>
<td>4 3.8%</td>
<td>9 4.9%</td>
<td>13 4%</td>
</tr>
<tr>
<td>Unanswered</td>
<td>13 12.5%</td>
<td>12 6.5%</td>
<td>25 9%</td>
</tr>
<tr>
<td>Other (not listed)</td>
<td>0 0.0%</td>
<td>4 2.2%</td>
<td>4 1%</td>
</tr>
</tbody>
</table>

See End Note: California Public Utilities Commission Report

Background and Demographic Information

This survey is anonymous however, you are being asked to provide the following demographic information for use in aggregating the responses and to keep responses within the context in which they've been offered. This information is kept strictly confidential and will be summarized prior to reporting to ensure anonymity.

11. What is your gender?

<table>
<thead>
<tr>
<th>N:289</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>34% Male</td>
</tr>
<tr>
<td>167</td>
<td>58% Female</td>
</tr>
<tr>
<td>24</td>
<td>8% Decline to state</td>
</tr>
</tbody>
</table>
12. What is your age?

<table>
<thead>
<tr>
<th>N:289</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>3%</td>
<td>17 or younger</td>
</tr>
<tr>
<td>18</td>
<td>6%</td>
<td>18-19</td>
</tr>
<tr>
<td>25</td>
<td>9%</td>
<td>20-24</td>
</tr>
<tr>
<td>23</td>
<td>8%</td>
<td>25-29</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>5% Unanswered</td>
</tr>
</tbody>
</table>

13. What is your ethnicity?

<table>
<thead>
<tr>
<th>N:289</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0%</td>
<td>Black or African-American</td>
</tr>
<tr>
<td>8</td>
<td>3%</td>
<td>Am. Indian or Alaskan Native</td>
</tr>
<tr>
<td>3</td>
<td>1%</td>
<td>Asian</td>
</tr>
<tr>
<td>2</td>
<td>1%</td>
<td>Filipino</td>
</tr>
<tr>
<td>21</td>
<td>7%</td>
<td>Hispanic</td>
</tr>
</tbody>
</table>

14. What is the highest level of education you have completed?

<table>
<thead>
<tr>
<th>N:289</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3%</td>
<td>Less than high school degree</td>
</tr>
<tr>
<td>24</td>
<td>8%</td>
<td>High school degree</td>
</tr>
<tr>
<td>93</td>
<td>32%</td>
<td>Some college – no degree</td>
</tr>
<tr>
<td>12</td>
<td>4%</td>
<td>Unanswered:</td>
</tr>
</tbody>
</table>

15. Which of the following categories best describes your employment status?

<table>
<thead>
<tr>
<th>N:289</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>114</td>
<td>39%</td>
<td>Employed, working full-time</td>
</tr>
<tr>
<td>75</td>
<td>26%</td>
<td>Employed, working part-time</td>
</tr>
<tr>
<td>41</td>
<td>14%</td>
<td>Retired</td>
</tr>
<tr>
<td>12</td>
<td>4%</td>
<td>Unanswered</td>
</tr>
</tbody>
</table>

16. In which ZIP code is your home located?

<table>
<thead>
<tr>
<th>N:289</th>
<th>%</th>
<th>Zip Codes by County:</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>217</td>
<td>75%</td>
<td>Tuolumne County</td>
<td>6</td>
</tr>
<tr>
<td>41</td>
<td>14%</td>
<td>Calaveras County</td>
<td>7</td>
</tr>
<tr>
<td>16</td>
<td>6%</td>
<td>Unknown</td>
<td>2</td>
</tr>
</tbody>
</table>

17. Which of the following describes your current status? (check all that apply)

<table>
<thead>
<tr>
<th>N:289</th>
<th>%</th>
<th>Status</th>
<th>%</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>First generation college student</td>
<td></td>
<td>Low income status</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster youth, or former foster youth</td>
<td></td>
<td>Disabled</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Veteran</td>
<td></td>
<td>Incarcerated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Single parent</td>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

2015 Community Survey
Comments by Question Number:

Question 5, Comments related to the importance of college offerings:

- I'm a youth development professional in Tuolumne. These are my opinions of what would be of benefit to the youth in the county. **Strongly agree with last option-partnering with 4-H (my program) could be a great opportunity.**
- All areas listed above convey to the public that a diverse selection of opportunities are available for growth.
- Columbia should be used as an economic dev tool to create a prepared workforce for our County!
- Community college should be for community residents.
- Distance learning such as Internet courses do not offer the kind of critical development that in class participation does.
- Education of any kind is the key to a better future. It is all extremely important for any age group.
- Education through distance learning is a contradiction in terms and will kill a quality college
- Having a wide interdisciplinary selection of classes is very important.
- Husband & I attend college, 9th grade daughter attends college, K-12 7th grade son interested in college.
- I believe that the original intention of the CA community college system was to provide college required courses for those unable to attend 4-yr colleges. I believe that that is still the thrust of the CC system. That said, I think that the community college in a community setting such as ours here in Tuolumne County can provide enrichment for all of our community. I have always supported taxes & measures that fund/benefit education and am keenly aware of the (negative) outcomes regarding education in CA since passing of Prop 13.
- I do [not] know if you are currently offering any of the above. Please let the community know.
- I find more usefulness with in person classes opposed to distance learning. I did better in person and was able to stay more focused.
- I have answered in terms of what I'd like to see Columbia provide, regardless of whether it directly affects my family.
- I want a quality, challenging educational experience that will not only allow me to transfer to a four-year university but also help me develop the tools needed to succeed upon transferring.
- Ideally we should do it all, but I know you must prioritize.
- My family has participated in all of these listings, except for the ESL instruction. But, we know that it is vitally important to those in need.
- My main goal at Columbia, and all three of my siblings’ main goal, is to transfer to a four year. Even for the one in high school - she plans on going to Columbia after graduating and then going to a four year from there.
- Online learning, in my experience as a student and also as an educator, does little to promote student learning. Students need more rigorous supports and learning environments that what online learning has to offer. Also, the basic math courses that I have taken were abysmal. Very boring worksheet driven courses that did not actually teach me math.
- Providing college level courses and transferable coursework is not applicable to my family at this time, but I personally find it very important in this community where the closest University is over an hour away.
- Scholarships/Grants offered.
- The main purpose of a community college should be to provide vocational training and courses that are fully transferable to 4-year colleges - that should be our focus.
- There are other organizations, such as Adult Literacy, who can be used for ESL and GED. With limited funding, perhaps the college dollars should be used in other areas.
- This small rural town needs this community college as an outlet and gateway for students to make more of themselves and continue higher education.
• We are retired and will be learning new skills.
• We need adaptable service skills to offer the 80% of kids who will not continue higher education and want to remain in our community.
• Would definitely like to see more online classes and opportunities in this day and age of [the] computer.
• You need to accept smaller class sizes and have more course offerings, fewer cancellations.
• You should be doing all the above.

Question 6, Comments related to other interests:

• There is a local high school that offers junior and senior students the opportunity to develop and learn the community college curriculum by accepting applications for high school / college credit. However, this program is not available to other high schools in the area. Is this something that can be expanded to include areas like Summerville High School?
• The hospitality industry offers a tremendous career ladder along with the culinary programs currently offered. Tuolumne County, as a major tourist destination, has a number of lodging properties and restaurants that could employ many students/graduates - thus ‘keeping our kids at home’. The California Hotel & Lodging Association (CH&LA) is interested in partnerships with California educational institutions and offers scholarship programs to support [it]. Many years ago local restauranteurs worked with Columbia College over a year to develop the ‘certificate series’ that permits students more ‘instant gratification’ in achievements. Perhaps local restaurants/hoteliers could be partners with the Columbia College curriculum development to determine greater opportunities for both employees and employers to find meaningful educational/work experiences.
• Support for community management of natural resources.
• Summer night courses that are offered for the working community so late times are needed, after 5pm.
• Sports for younger kids.
• Sections offered at multiple times (day 6/night courses).
• Ropes course
• Proficiency test
• Photoshop, Excel, and Word.
• Partnership with Tuolumne economic development reps to match up education/training with the type of firms they are coaxing to the area, e.g., manufacturing, software development, etc.
• One of the reasons I left Columbia College was because of the lack of language courses in particular. (And know of other students who want to transfer because the Chemistry and Physics courses have limited tutors/courses) Last I checked, there was a part time Spanish teacher that taught every other semester. That is inadequate, especially with foreign language being part of the IGETC. And the IGETC is the reason many students enroll in community college and is necessary in order to continue their higher educational goals.
• Off-site classes in Groveland pertaining to Natural Resources.
• Obviously, my siblings and I are all different and want different things. I think something important to all of us is transfer support - professors and staff who are helping us achieve that goal. I really liked small classes and ability to build personal relationships with faculty.
• Nursing degree and bioengineering.
• Need to have good teachers. For example, I would love to take [a course] as an elective to go towards my UC curriculum, but have only heard negative reviews [as only one person] has a monopoly on a set of courses.
• More time flexibility in course offerings--more late afternoon or night classes.
• More science related fields such as hydrology, more advanced geology and forestry.
• More interface with the community at large where the college comes to the general public.
• Mandarin Language.
• It would also be very important to offer high quality “learning how to learn” UC transferable courses. The availability of these types of courses is part of what makes Columbia College so exceptional and unique. Office hours offered by [instructors] were central to my success in these and other classes. Also the tutors at the learning center and their paid tutors helped me tremendously.
• It is important to offer interesting and challenging courses that will expand the social, cultural and political awareness of the students attending. This will help the students to become more aware of their actions, their surroundings and as a result, become more equipped citizens and participants of their local community.
• Independent study, by-arrangement classes, and student organization/extracurricular and offerings.
• In such a rural place as Tuolumne and Calaveras Counties, having a community college is such a privilege and wonderful opportunity. Especially one that provided an education [like] Columbia College when I was
there. I would not have gone to college at all had Columbia not been an option for me, and I am very grateful
for that experience. The small class sizes, wonderful professors, and amazing opportunities (such as the
one's listed above) transformed my life, and my education, and helped me achieve where I am, today.

- I would like to see more challenging courses that could give me an idea of what I might like to take in the
future academically. Something that I can feel passionate about and do a lot of research in order to get a feel
for what it might be like pursuing that area of interest.

- I would like to see more advanced coursework in the sciences for those of us who are not eligible for transfer
to the CSU system due to their "no second bachelors" policies. Of course this would also benefit young
students who could maximize their time at Columbia and minimize there time at more expensive schools.

- I was able to take CSU courses via distance learning through the Tuolumne County Office of Education in
2008. This was very useful. I don't believe it is offered anymore; however, I feel it should be because of the
commute required to attend a University.

- I enjoy having a strong cohort - fostered through peer mentoring, student engagement, etc. The opportunity
to interact closely with professors is also essential to me - as I do not think I will get to build personal
relationships at a big university. I really enjoy office hours and small classes. It helps me build that
relationship, get the support I need to succeed in class, and build peer support as well.

- I came back to prepare for my master's degree, and really value Columbia College as a launching ground for
both of my degrees.

- I am a graduate of Columbia College and had to take my Psych 1 online from MJC as there wasn't any
classes for me to take to graduate. There needs to be more online classes in Gen Ed!

- Help transitioning into school after many years away...so as not to be overwhelmed going back to school.

- Environmental clubs and awareness.

- Engineering courses.

- Engineering classes, i.e., robotics and alternate energy.

- Courses that familiarize people with the local flora and fauna and ecosystem they attend school in.

- Community Leadership.

- Citizenship development.

- Childcare is very important to my family. Longer hours and more availability in the childcare village would be
ideal.

- Auditing academic classes.

- As part of 5.7 = Remote campus in Calaveras County.

- All classes that [are] offered need to be transformable to any University and should not have to be redone.
When you start in a community college and get your AA degree that should be it. Then you go to a 4 year
and get your BS in another 2 years [and] not have to do a bunch of classes over. I don't know if that is a
problem with the community college, or the universality but it needs to be fixed.

- Academically rigorous classes for students who seek a rewarding education. I do not view "college" as an
environment which primarily focuses on students who learn a skill of limited applicability. Instead, college
should enrich the mind through transferrable coursework, intellectually stimulating dialogue, and culturally
enriching activities.

- There seems to a lack of excitement surrounding college in the community...I'd like to see more of a buzz
surrounding higher education.

Question 8, Comments related to Columbia as the best choice for:

- Outreach needs to be more visible to benefit the community.

- In my experience the teachers are supportive, encouraging, actually care. Whereas, counseling was
less than helpful. I did my best to not have to need them in any way I could.

- While I strongly agree that the majority of the faculty care about the achievement of students, there are
a small handful of teachers who do not. The learning environment should never be volatile.

- Small, challenging, transformative classes. Personal relationships with professors. Gorgeous
environment!

- Don't know much about the campus except from others who have gone [to Columbia] and had
difficulty getting there and getting classes when they wanted.

- Very few technical certificates and AA degrees actually translate into meaningful job opportunities in
this community. I have yet to meet someone with a culinary degree that found stable, high paying work
in this area.

- I highly disliked the online courses that I took. I thought that they were basically an "easy A" that
allowed me to sift through the system without actually learning anything.

- I am hoping that this college will provide the experiences and training I need to be a successful professional and citizen.
- Offering classes from professors that are willing to go above and beyond for the success and development of their students.
- I think that some professors, some classes, and some staff foster an environment that makes Columbia College absolutely extraordinary - fostering skills to excel in every aspect of life. I think many other classes, professors, and staff create an atmosphere that is the exact opposite. The transfer support is definitely not strong enough.
- Faculty willing to teach a student how to succeed since high schools are lacking in this area.
- Columbia's recent decision to cancel many transfer prerequisite courses for "low enrollment" has caused me, an alumni, UC Berkeley graduate, and attorney, to lose faith in the college as a meaningful academic institution.

**Question 9, Comments related to critical needs for attendance at Columbia College:**

- Would prefer to see schedules and be able to register online and not have to drive to campus
- #1 is class schedule, #2 transportation, #3 financial aid.
- With a full-time job, evening classes offered in Calaveras County will be a critical need.
- Physically handicapped. Scheduled & website are basic.
- Columbia College's parking is underrated. Why isn't that one of their promoting points? After having experience with many other community colleges with horrendously limited parking at overpriced costs, Columbia College's parking lot seems like a fantasy. While the courses offered are a nightmare. There is little to none of my major prerequisites classes available at Columbia College as well as basic language courses (needed for the IGETC as well as for individual's self-investment. In order to have [the] possibility to learn French, German, Swedish, Japanese, I had relocate to a different community college. It is frustrating that classes are canceled due to their size.

Please remember the community that Columbia College is in, a very small and diminishing one. Do not take that out on the students. That is all the more reason to support and encourage the students whom have stayed and are trying to pursue higher education. I had that experience personally, I drafted an education plan, had my semester planned and a week before classes started, three of my courses were canceled. I had one week to completely revise my ed plan and enroll in new classes accordingly. That is so difficult as a student and throws off any hope of completing undergraduate courses in two years.

Having the possibility of a small class is even better for the student, having one-on-one assistance and guidance with a teacher would help a student succeed. Having experience with that setting and then experiencing the opposite setting (a class of 100+) where the teacher's hours are limited, usually impacted, so I have no chance of having my questions answered in person, what Columbia College has is remarkable and invaluable as a student.

Transportation is a huge inconvenience. With the way the town is, you need a car to get anywhere, walking is not an option unless you pay outrageous prices for seedy apartments on or near campus. More busses running more often would fix this barrier many students have that prevent them from attending Columbia College. Other colleges have made efforts to fix this instating reliable and often shuttle services, employing rideshare sites (I believe Zimmershare is a popular one) to help students attend their schools.

- Financial Aid — I am currently not working because I am working on my degree full-time in order to get a full-time job this year. Access to Internet — Since I live so far away, I frequently take multiple classes that keep me on campus all day instead of wasting gas and additional time. Online student services — I live in a remote area from school, so these services are very necessary for me at my home. Scholarships — and while I am not working right now, I was making a very good salary that I lost. And while I intend to work full-time after obtaining my AS, I know the field I'm going into will start paying me just half of what I was making. Because of this, I plan on working on my Bachelor's Degree while
• Needy students of all ages should get the help they need.
• My siblings or I would not have been able to attend Columbia without financial aid or adequate transportation.
• As we have to commute from Valley Springs, it is critical we have access to parking. As to Internet access, class schedule website and online classes, it would definitely make it easier to attend class and complete classes if there was an online version. Commuting costs money and can be difficult when looking at, not only tuition, rent and such but then add on another 400 a month just to get to school.
• My SSD isn't enough for me to attend. I wouldn't be able to go without financial aid, parking works well for me as I can park in the upper handicap lot then walk to the Manzanita Building. 
• The public transportation to and from the college is very poor. It is not really convenient for serious students.
• Housing is another issue. The on campus housing is really not feasible for studying, given the rampant apartment drama and drug use.
• Why would "Lack of Transportation" a critical need to attend class? That seems like a reason NOT to attend class. The other services I checked are important for being able to afford college and actually show up and do the work.
• I don't know how to further explain this... it seems very self-explanatory to me. I lived 45 minutes away from campus by car, so obviously parking, transportation, and location were critical. In terms of financial aid and scholarships, I couldn't have paid my fees without them, which obviously would have prevented me from being in class as I would have been dropped, and scheduling and access was important because if something didn't fit my schedule, I obviously couldn't have made it.
• Where and when classes are offered are very important to me since I will be commuting several times a week to the campus from some distance.
• Since I have to drive to the college, I need a parking space.
• There are "students" who use the school to acquire money but don't pursue an education.
• I would not be able to attend college if I was not given support financially and did not have a way to get to school.
• Hard to go to school when there is no money. It's vital for there to be a user-friendly website as well. Ours is not.
• Parking and class schedules are necessary needs for all students.
• Would like more classes available near my home so I don't have to drive so far.
• Not enough handicap parking lots, City bus schedule should be on the hour.
• The timing of the classes and the availability of parking determine whether I'm able to attend.
• Canceling classes, or not offering courses often that are required for degrees slows students' progress and is highly discouraging, especially for those who are relying on limited financial aid funds.
• As a senior citizen, it is essential that class venues are accessible, the printed schedule is a document I look forward to before the end of semesters so I can plan for the next. It is more user friendly than online. I do appreciate the college wifi access to the Internet, which is not available to me in my rural woody home environment.
• Without the class schedule, parking, and the college website, how would I know what is offered?
• I am a mother of three and being able to find child care and/or classes that are available online so I could stay home weighs heavily on whether or not I could take a class.
• Hard to function without them.
• My son would need to park somewhere, he has a car. Class schedule has to be flexible enough to accommodate a work schedule. Access to Internet is always important. College website and online services are ultra-convenient.
• Childcare would be key to being able to continue my education, the Internet is essential.
• All classes that or offered at the college should be offered online.

2015 Community Survey  Page 15 of 24
• Financial considerations and whether my coursework fits nicely together in schedule have always been the most important considerations for me.

• Critical: Financial Aid! I could not afford to attend college without the BOG waiver and FAFSA | Class Schedule: What good is the schedule if I create my ed plan, line up my courses for the semester, only to hear the day before that the class got cancelled? Why is there not warning email to let me know that my course had low enrollment? Schedule is critical to Ed Plans and planning out my semester and work schedule. | Scholarships: Again, Financial. Scholarships help fill in the gaps of cost that FAFSA or BOG does not cover. Needed: Parking. Finding a parking spot has always been troublesome the first couple of weeks on campus. However, even if I have to park in overflow, it does not necessarily prevent me from attending. Maybe think of a parking garage in the way future? ;) Online Student Services: It would be nice to finally have a virtual X-Reg; however, if it's needed, I'll just drive all the way to campus - especially if I can just get everything done in one day.

• I need to be able to park, and evening classes are easier for me.

• These seem to be basic needs for a place to be a college and help its students complete their classes and educational goals.

• If you drive a car to the campus, you have to park somewhere. Parking near class is important in inclement weather.

• I like 3 times a week classes and the off-site classes close to my home.

• Cannot afford to take classes without financial aid. Depending on class schedule I cannot attend because of work schedule.

• My son wants to transfer to a CSU campus and must have access to the required courses

• Financial Aid and scholarships would have been a godsend while attending, as I worked full time for the entirety of my stay at Columbia. This is my fault for not pursuing these opportunities more aggressively, but it should be noted that I, and many I knew, never attempted, nor were encouraged, to pursue alternate methods of funding, the primary reason being unaware of what was available. Class schedules, access to the internet, and the college website are all necessary for students to complete course work as well as plan their classes. I like many only had access to internet through the campus. The child care facility was a godsend, as my experience with the multiple single mothers I knew attending school. Language barriers are obvious problems for individuals with English as a second language.

• For myself, if I did not receive the BOG waiver, I don't know if I would have been able to afford my first semester. Parking (and price) at Columbia is ample in comparison to MJC or other colleges. The low cost and wide availability are characteristics that may convince more students to attend. Class schedule is a critical need, I work as well as go to school so I need to plan my classes with my work schedule, and when unexpected cancellations happens, I really suffer. Access to the Internet is very important, especially in an area where many people don't have internet and rely on the school to provide that. Scholarships would encourage so many more students to apply. If I could just be a student and not have to work so hard, I know I would do much better academically because of having more time to dedicate to my classes along with less stress of trying to balance both. I am not personally an ESL student, but I do know individuals who are and they have relied on Columbia College in order to learn English to further themselves as well as help them have more options in careers. The foreign population is small, but they are there, and this is the only place that offers them opportunities to learn.

• Availability of parking and transportation were always barriers to attendance. Access to the internet and the college website, as well as online services were essential to course planning and access to resources.

• Seems fundamental.

• Exercise for life as affects aging adults is most effective 3 alternating days per week. Tuolumne and Calaveras Counties have a high component of financially distressed families

• Evening classes!
Parking spaces are difficult at times to find; classes are not always available every semester.
It is important to be able to have classes to sign up for, and a way to get there obviously.
Work full time so have limited availability to attend classes.
Without these factors, college would be either impossible or severely difficult for me to attend.
Handicapped parking at the school is not adequate, classes are not offered enough, always need financial aid.
It would be impossible for me to attend without financial aid. The parking is horrible for people with physical problems that limit mobility yet are not defined as "disabled" this area needs work. I have to be dropped off every day because I cannot walk the distance between the parking lots and classes due to knee problems, and the two parking spaces you provide up top are always taken.
Being a single parent financial aid really helps my family. The public bus system has impacted a lot of students, preventing them from attending classes. Scholarships make summer classes possible for me since when you are full time student during fall/spring you cannot receive financial aid during the summer.
I would need to know when the classes are being offered.
Classes need to fit my schedule
Just need a schedule that fits my other activities
As I understand, some faculty members are not putting the students' needs before their own agenda.
If I were attending classes on campus, I would definitely need parking; information on classes being offered seem critical (how else do you know what's being offered?); older folk are not as able bodied as some of those younger students!
It is impossible to get a decent schedule
Parking is always an issue and classes aren't always available at a convenient time. Online services makes life much easier.
Less cancelled classes.
Need parking close to class room buildings and gym.
Poor, Disabled, Have Job, Disabled, Disabled, Poor
Hard to navigate registering for classes.
The website and registering for classes is such an antiquated model!!! Very difficult to get it to work!
Would attend only classes that are offered between 6-9 a.m. weekdays or a long Saturday session.
I need online or evening/evening classes. I work full time and commute to work. The other areas are not issues for me.
Financial aid is needed because families around here don't make enough, including me. It would be great to have a class schedule to help me locate where and when to go. Lastly, scholarships can help me because I don't have to borrow a loan.
I live over 45 minutes away, therefore need to drive to campus and need parking. Without VA Chapter 35, I could not afford not to work the days I attend classes.
Have found getting around campus difficult and need a map which can be hard to find; pathways are hilly.
The gocolumbia.edu website needs updating and made more intuitive.
Conflicting class times and issues with online classes functioning properly impact class attendance.
Clear instructions on how to apply for financial aid and chart to how much will be received. I don't need childcare and I speak English so those areas are not needed.
I included lack of transportation for high school students because in my case my son did not have his license.
Need money to help and more night classes and online classes.
These areas are critical for the academic success of the student.
Financial Aid: cost of college continues to rise, and it is unreasonable to expect a Columbia College student to graduate within two years if she is working full time. Parking: many of us have long commutes. Class Schedule: Need to know where to go. Internet: teachers are being pressured to put
more class content on blackboard, and many are doing so. In order for student who are not enrolled in online courses to be accommodated, there must be available internet. Online services: They take a lot of the pain out of registering. I live too far to make trips to the college to complete small tasks, especially when school is not in session. Scholarships: again, cost is going up. [What] to expect to transfer to a university requires much more money than returning students have access to. Financial aid is getting cut, so scholarships are going to become that much more important.

- Would not attend if I had to drive to Columbia.
- Paper schedules are easier to look through than online versions, Financial Aid otherwise can't afford to go. Lack of handicap parking
- I prefer online registration.
- Need more handicap parking, easier registration.
- The availability and class times are the most important factor that would impact class attendance.
- I'm thinking in terms of my grandchildren.
- As is I have no financial aid and lose opportunities to learn by paying out of pocket through Food Service employment.
- Some of the things didn't apply to me but others would need for sure.
- The parking is a real problem! It makes it difficult to go to class.
- Bus(es) to transport older adults to class/other from parking lots.
- Help paying for books if not able to get FASFA or any other help.
- Transit schedule lacking
- Electric cart shuttles (vans too big), to pick up students around campus.

**Question 18, Additional comments:**

- Please work as closely as possible with the Economic Development Director to train our local workforce in industries we wish to attract to our area: manufacturing, high tech and healthcare. That way we keep our youth and young families from leaving and grow our economy. Thank you!
- I have been very happy with the resources available at Columbia College and commend the professional staff and faculty for their support. A special thanks and recognition to the DSPS program. I transferred to CSU Stanislaus in 2012 and just completed my bachelor's degree in Business Administration with a concentration in Operations Management at the top of my class and with honors! Thank you!
- It's important to me to have a community college in our community - keep growing. Thank you.
- Please, make yourself more visible to the community I cannot stress that enough. Starting at the middle schools, our local middle school is planning a trip to UOP in Stockton this month, why are they not visiting Columbia College instead?
- Please offer more sections for classes (preferred online) for us that work. Attending classes midday is sometimes not possible while holding down a job.
- Support/teach American Sign language (ASL)
- Columbia College offers something remarkable that no other college can. It has small class sizes. That is a key characteristic that truly helped me [as] a student succeed. I had the opportunity to enroll in a course by arrangement. Not only did I have unbelievable constant teacher guidance and encouragement, but it taught me to be a better more determined student. And the course itself, changed how I look at life. It was also a course offered every other spring semester. I can't imagine that type of person/student I would be if, the class [had been] canceled and the teacher did not offer a course by arrangement. I don't think I would be pursuing higher education at the UC level like I am now. Columbia College can offer students a unique foundation that will help them throughout their whole lives. That is such an important opportunity, especially in such a dying community, that students/youths need support [in a ] small class setting to succeed. It is becoming more and more difficult to be a student, especially in a rural community, do not punish the students who persist in
education by cancelling their classes. They need all the encouragement and support they can get, because there are so many hindrances and deterrents already for students.

- I recently found out that I qualified for some small financial aid last year, but I just found out about [it] this year. Unfortunately, I do not qualify now. There needs to be a way that once new students are in the system, and the school obviously already knows about their financial aid status, it should be able to notify these students. I may be struggling to get through my final semester (this spring) just paying my bills and affording the gas back and forth to school. So anything helps me.

- It is difficult to say that across the board, Columbia is best at ___. I feel like some professors and classes were the best I have ever had in my life (including anything taken at UC Berkeley where I have recently graduated from) - they prepared me for graduating with my AA, transferring, and graduating with my BA. Many of my friends (and siblings) are still at Columbia though - struggling to transfer or move on. I do not think they have always been adequately supported or prepared. What has made the difference for all of us has been the few faculty members that have challenged and supported us. Those who have pushed us beyond what we thought we could achieve. Those that have believed in us. At UC Berkeley what I have missed most have been the small classes and close relationships with staff and faculty. Weekly office hours! Professors who knew my name and family. For my siblings’ sakes, I sincerely hope that Columbia does not forget what makes a transformative and quality educational experience - for the sake of meeting state numbers. If you had cancelled classes based on class size back when I was attending - I would have missed out on every single class that changed my life!

- It is difficult to travel to Columbia. I would love to have more course offerings on the Bret Harte Campus and other classes available that are listed in the course offerings book, such as Education classes and Dance classes.

- The reason I never got an associate degree from Columbia after being there four years was due to low enrollment for courses that were only offered every two years and then cancelled.

- I am very much in need of the LPN to RN transition program for nurses.

- Columbia College provided me with great opportunities for growth and development. The reason I chose to move to Sonora and not go to MJC was because I knew they would have smaller class sizes, more interaction with the professors, and a wide variety of classes that I would not have to wait several semesters to get into. It helped me to choose my career path and establish and promising future for me both personally and academically.

- I hope that you can continue to offer high quality classes that will prepare me for transfer. The experiences I’ve had in professor’s office hours for transferable classes have been very helpful in breaking my old bad habits from high school and preparing me for academic success. Coming from a working class family it seems like my best bet for improving my life chances is getting into higher education and doing the best I can. Please invest in courses and teachers that value student’s preparedness for transfer and encourage us to dream bigger.

- Things that are crucial to my educational success at Columbia College were: the professors, many outstanding staff members who served as mentors to me, the small class sizes, a wide variety and number of classes offered, independent study options, flexible office hours of professors who were willing to go above and beyond to serve my educational needs, and a strong support system of fellow students who served as both role models and encouraging peers. Columbia College changed my life for the better, and I wouldn't be the successful person I am today without it.

- I have really benefited from teachers who offer one-on-one assistance and help with their classes. I feel that more classes like these with a lot of support will help me to develop into the student that I would like to become in order to create a successful career.

- I have been impressed with the school and most of the students. Sometimes I find the modern "learn by discussion" and "student-taught class" ideas off-putting. Teaching teamwork and presentation skills is absolutely valuable, but the ability to think and learn without leaning on someone else is also critical. I'd like to see more of a balance.
My goal is to transfer, I really want a BA but I am not sure what I want to study yet. I want to explore different classes without going broke doing it! I want to be challenged and engaged. I want to be prepared when I do transfer - and be able to synthesize, write, and respond to any assignment just as well as the other 4-year students. I want professors and staff who believe in me - who encourage and support me in transferring. I do not want classes that don't require me to do any work and still give me an A. I want small classes, where the teacher knows my name. I love Columbia and am so lucky to have grown up in a small town and still have access to such a wonderful school - but I am scared and frustrated by professors and staff who assume that I can't transfer, don't want to be challenged, and am only there to mess around. I just want a quality education. Some classes have changed my life. Some classes have made me want to scream. My favorite classes have been the small, challenging ones and independent studies built around my interests. My favorite professors are the ones that have been extraordinarily accessible, have challenged me, and believed in me.

As I said above, I very much value Columbia College. I transferred from Columbia and received my bachelor's at UC Davis, then I returned to Columbia to take classes necessary to get my master's degree in public health nutrition. I am currently a Registered Dietitian working with eating disordered patients in an acute care facility, as well as managing a private practice. When I feel secure enough to donate money to a school, it's going to Columbia, because I honestly feel like Columbia did the most to set me on my way.

The College needs to get classes out there to the community. It would be great to get a paper catalog in the mail but a newsletter pointing to the online catalog would be awesome!!

Keep offering small classes, even when they don't have 15 students.

Columbia offers unmatched hands on opportunities for students. General education classes should never be canceled, especially so close to the start of classes. If the college could better coordinate with Tuolumne County Transit so that the bus schedule aligned better with when classes start and end it could improve low-income, transportation hinders students' ability to take classes. As a former student, I have never been satisfied with the level of academic counseling. Consider restricting the number of non-major courses that students in their first two semesters at the college can enroll in so that general education classes are more likely to fill, and the more fun, specialized classes that aren't offered as often have space available for students who need those classes for their degree/certificate. Also – [there] are fantastic teachers whose value should not be diminished by the fact that most students are unwilling to put in the amount of effort required to pass their classes. While not many students may complete their courses, the value to those students who stick it out is tremendous and will serve them greatly in future academic pursuits as well as reflect well on the college.

Columbia is wonderful for building lifelong relationships. It has also helped me find a love of learning, though wonderful staff, students and services.

Offering classes needed for certificates is critical. The class my husband needs to complete his education is offered infrequently and during the middle of the day - inaccessible to a full time employee.

I am working in a satisfying vocation. I began college years ago at Columbia but never completed due to focusing [on] and raising children. My children are grown and over the last few years I have been slowly pecking away at an AA with taking one or two classes a year at Columbia. Due to my work schedule, I can manage an 8:00 am class two days a week in the fall or night classes both semesters. Only math is left for me to take. I have met with a Columbia counselor. I am a lifelong learner and really enjoy taking classes at the college. My favorites are the non-credit cross circuit training exercise classes [that] I have taken for several years now and [other] courses. Some classes are very intellectually stimulating and I have enjoyed them immensely and benefitted from them in application to my teaching middle school children or just being a more informed citizen. I have spoken to many people in my age category who would be interested in having access to auditing courses such as what [is taught] at the college. Thank you!

Offer education packages re: Real Estate education package or Fire Fighter package - something with
a pre-determined class [roster] with some electives and without having to make an appointment with a
counselor.

- I am a high school sophomore planning to attend in the fall. Thank you for the offerings!
- [It's] time to move our college system into the next century. Online.
- Ways to partner with the community to help them understand the benefits of college.....Start the
dialogue early with youth. Get them excited. Make them proud.
- Columbia College met my academic and pre-university goals in the early 1980's - got my AA there.
- Columbia College is an important resource for the community, especially for students who want
smaller class sizes and attention from their professors which if engaged, can lead to strong transfer.
- It feels at this point like Columbia has somewhat alienated some potential students. There are a few
classes that have part 1 and 2 sometimes a year to a year and a half in availability between classes.
It's also hard on students when classes end up canceled due [to] low enrollment and no possible
replacement class is offered to help.
- Because of Columbia College I have the opportunity to pursue higher education without the burden of
a student loan. I know that I have the foundations to transfer to a UC, get a degree, and obtain my
aspirations. Without everything Columbia College offers, I would have huge barriers between me and
my educational goals. Not only that but what Columbia College offers is unique and invaluable in the
higher education realm. Having small class, the possibility of courses-by-arrangements (which I've
completed and have been an invaluable experience that really helped turn around myself as a student
into someone more driven and focused) having these types of possibilities make Columbia College
exactly what the area needs. In many cases fellow students don't have parents who value education,
they don't have support from anyone but the school.
- My educational goals are undefined.
- With the high rate of classes being canceled at Columbia College, it is difficult to complete a degree in
two years, and as a student it is very frustrating to have to deal with that every semester. I have
seriously considered going to a different college because of the amount of classes that get dropped or
that aren't offered on a consistent basis.
- No at this time
- This is a big problem! You cancel classes all the time! My family has given up on you, we are going to
a real school.
- Columbia College is beautiful campus however, it is difficult to navigate for disabled and older
students. More parking is needed and accommodations for handicapped students should be
increased. I believe that these factors deter students from attending. Online classes solve these
problems, but reduce socialization opportunities for students.
- The school district needs to either provide classes at a campus in Calaveras County or give the funds
back to our county to set up a separate college district. (Note: Respondent confused the funds
received by San Joaquin Delta College. Columbia has received no special funding to provide a
campus in Calaveras County.)
- I really feel like Columbia is a wonderful college, and a great learning environment. I feel that when the
class schedules are created they should take into account majors and arrange the classes to where
class times are convenient within that major. Kind of like a first semester experience.
- I hear people complain about classes being cancelled all the time.
- I have heard a lot of negative comments from students about classes being cancelled at the last
minute for lack of enrollment, which has caused students to have to scramble to get into another class
or worse put off graduating for an entire semester or a year. Makes me question why students would
want to come to this beautiful campus.
- The administration needs to provide classes that are posted in the schedule. My daughter has left
Columbia College due to classes not being offered or transferable for an agricultural business degree.
- Providing classes that enrich the lives of older citizens--for credit or not for credit--should be an
important part of a community college.
• If YCCD claims to offer an AA-T they need to be committed to those degrees or stop claiming to offer them. The cancellation of Poly Sc-14, Spcom-7 are both upsetting as a college student, and a community member that you claim to serve.

• Stop canceling classes that are continually cancelled each semester or every other semester, this prevents graduation. We are in a small community so 8-10 students are still important.

• Regarding the survey you asked for input from the general public regarding Columbia College, but when I started the survey it was obviously for those attending or planning to attend the college. Bottom line I was disappointed not to be able to provide my opinion regarding the campus which is mostly positive as a member of the local community.

• One of the best parts of Community Colleges is small class size which gives the instructors the opportunity to enhance the skills of students on an individual level so that they can succeed when they move on to more challenging institutions.

• I would love to work towards a degree, but first I think I need a technical certificate so I can better afford to live and attend college.

• As I was encouraged to enroll in an MJC course that was cancelled at CC this semester, I disagree with this suggestion as it would only reduce income and enrollment credits to CC.

• I am a veteran pursuing a degree in Forestry and another in Natural Resources, with a Micro Credential in Geo-Spatial GIS. Columbia College has been nothing but great to me in my transition from 8 years of military life to civilian life. The faculty and staff are always there for us as students and put our needs and questions first. I will finishing up my degrees in the fall of 2015 and will be heartbroken to leave this place but excited to put my new tools to use and further my education elsewhere.

• I wish the college would make a concentrated effort to "recruit" more students for the classes that are in danger of being cancelled. If the college would make the community/the students aware of important classes that are in danger of being dropped...perhaps more people would sign up. It is very stressful on those of us on a schedule to graduate to have these important classes dropped at the last minute. It also can affect my financial aid if I can't find a class to replace it.

• Community college is important to our community and certainly needs to be available for AA and technical degrees along with transfers to 4 year University/College, but the demographics of this area also show a high percentage of older adults who are willing to pay for classes [that] keep them involved with the college and that support its needs. The community college is an anchor in our rural community and serves people of many ages and economic levels.

• Columbia College needs to continue to develop a larger presence in Calaveras County, i.e. complete the Angels Camp site, offer more classes including Community Ed, and advertise more in Calaveras newspapers, online news links, etc.

• I would like to see a middle college program at Bret Harte. There are kids that are interested.

• Terrible parking for handicapped and barely any signs for how to get to buildings which are stuffed out in the wilderness. Buy some signs and pave double the parking spots that you have now for handicapped persons.

• I went out there to register and [staff] were so grumpy I almost walked away. Thank goodness you have [other staff] who saved me. Others may not have been so lucky.

• I would like to take classes that would help me learn new skills and be able to partake in new activities that I haven't had time to do due to working full-time.

• It has been brought to my attention that Columbia has the highest number of requirements for students who wish to graduate in comparison to similar school in our area. I have noticed that many of the people I began taking classes with 6 years ago are still around taking classes, some of them for even longer than that. Perhaps there is a correlation.

I have also become very frustrated, as a student, by the appalling number of classes that I have registered for that have been placed on the list to be cut due to low enrollment. I typically expect at least one of my instructors to send an email in the last few days before the semester begins seeking
more students to prevent the class from being cut. This semester it was two, and even now, on the first day of the semester, there is uncertainty regarding the status of one of those classes. I anticipate graduating in the fall, but will not be able to do so if any of my classes are cut. Furthermore, as someone who works a full time job, I am required by my boss who very graciously works around my school schedule, to give two weeks' notice at the very least for schedule changes. Many of my peers have extended their expected graduation because of class unavailability. I appreciate the effort that the staff and faculty have invested to make this easier for us, and it shows a strength in the new leadership that this survey has been produced, but administration needs to get its act together so students can make progress.

- I am a Columbia College graduate. I wish that I had better information and assistance with transferring for my BA. I also have a high school student. I wonder what Columbia College plans to do in regards to the new Common Core in high school. How will these new standards effect this incoming group of college students?
- My main purpose for attending Columbia is to gain an AA degree and transfer to a 4-year university. My main priority is small class sizes for more individual attention, and professors who are kind and care about their students by offering educational support in the form of independent study courses, office hours, and by-arrangement courses. Additionally, a large number of courses is crucial to completing my requirements and gaining an education.
- I look forward to my children receiving their AAs from Columbia College.
- Am I able to get financial aid even though I went to a school where I had it there?
- We have a high school sophomore who is interested in Middle College and a College Freshman at CSUMB
- I wish there were more required classes offered for both the spring & fall sessions. Quit dropping the required classes after they're been offered.
- I am an alumni of Columbia College, and my husband from MJC. We both had wonderful experiences. Thank you!
- Both my wife and I have advanced degrees.
- Columbia College class of 198(?), AA degree. CC helped me get AA, gen ed classes & prepare to transfer to UC where I got a BA.
- It would be great if we didn't have to endure class cancellations on the weekend before school starts. The previous week (by midweek?) seems like a good time for assessment of when the classes will fill. Also, could the Library be open on Saturdays for at least 4 hours?
- I wish you had programs like Kaplan it made my life much easier. I got what I wanted a lot faster. It was a much longer drive for me to go there but it was worth it. If [Columbia] did like they do, it would make life a lot easier for people up here. I am going to look into some online English classes. Also having classes in Calaveras County [would] make it easier also.
- Offering more classes between 2 pm - 9 pm would be very beneficial for those of us who work. Parking is awful! Please consider this as a top priority.
- It is a beautiful campus - would like to see it become a bit more wheelchair friendly.
- I feel that the instructors need to be more dedicated to helping students! Not all but most. If the student is having trouble and sets up a meeting with the instructor to make sure they are doing what is asked, and after meetings, tutoring, study groups and still failing the class, what can be done? The instructor should help find a way to help the student pass!
- Dropping required classes causes problems for students.
- Need closer parking. Love the restaurant.
- Programs for the intellectually disabled - such as transition. Our needs need to be served as well.
- If it is at all possible, agriculture classes would be really awesome to offer! I know it would help increase enrollment also because a lot go to Merced just for that. Just a thought.
- Columbia College provided wonderful pre-req courses for my daughter for RN - she went on to a 4 year college to receive her BSRN in nursing.
• Books/textbooks required for classes should be free to check out for the duration of the classes. Add the cost to the tuition fee - or something else.

End notes:

1 In June 2014, the California Public Utilities Commission published its report of broadband availability pursuant to the NTIA’s State Broadband Initiative of broadband availability to households. In terms of access speeds of at least 6 Mbps down and 1.5 Mbps up, 67% of Tuolumne County and 72% for Calaveras County households have accessibility to broadband service.