

2014



# Columbia College Institutional Effectiveness Report

Columbia College Research  
11600 College Drive, Sonoma, CA 95370  
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*Please note: This report is produced once per year at the conclusion of each spring term; therefore the report's content, including the college mission statement, goals and/or objectives, could change before the report is reviewed and updated.*

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## Part I. Columbia College's External Environment

Columbia College is a small, rural community college nestled in Tuolumne County in the foothills of the famous Sierra Nevada mountain range of Central California. Purchased from the Bureau of Land Management, the present site occupies 280 acres and retains much of its pristine native habitat hosting numerous wildlife species including deer, fox, wild turkeys, and Canadian geese. The original buildings were designed to blend in with the natural surroundings—the rolling hills and the beautiful native woodlands that encompass the campus but until the present campus could be built in 1968, first classes were held in off-campus locations including a 100-year old clapboard “cottage” on the main street of the nearby historic gold rush township of Columbia.

Though the campus has been renovated as necessary over the past four decades, it wasn't until a bond initiative was approved by the voters that new construction and many technological upgrades and classroom enhancements were possible. As of this writing, students are now attending classes in a new science building and studying in a new library and many overhauled classroom buildings. Partially completed, the work is expected to continue through the next two years.

Columbia College serves primarily two neighboring counties fondly known as the “Heart of the Mother Lode.” Calaveras County's residents comprise approximately 18% to 20% of the Columbia College enrolled students while Tuolumne County residents comprise the largest percentage of enrolled students, approximately 70%. Another 10% of the students hail from outside the two counties including a small percentage of online students who are from out-of-state.

### Tuolumne and Calaveras Counties



**Tuolumne County** (dark blue to the left) is considered large geographically, and is isolated and quite rugged in the eastern portions of the county. Located in the foothills of the Sierra Nevada Mountains and 95 miles east of Sacramento, the county covers over 2,274 square miles. Nearly half of its land is either owned or controlled by State of California or the Federal government. The Yosemite National Park, Stanislaus National Forest, and BLM-controlled lands are some of the nation's most renowned scenic wonders and all are within a 40 minute drive from the campus.

Numbering approximately 55,000 inhabitants, Tuolumne County's residents live near the unincorporated areas near the western and southern portions of the county. Its inhabitants account for less than 1% of the State of California's total population according to the U. S. 2010 Census. And if the U.S. Census Bureau's annual estimates come to pass, the number inhabitants are expected to slowly decrease until 2020.<sup>1</sup>

Similar in terrain and geography, **Calaveras County** lies adjacent to Tuolumne County (light blue on map above), is somewhat smaller in both square miles and population. It also includes large expanses of federal and state controlled parks and forests and like Tuolumne County, Calaveras' mark in history is as a magnet to gold miners and tradesmen seeking their fortunes during the 1850s to early 1900s.

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<sup>1</sup> U. S. Census Bureau Factfinder, Population Estimates by County, <http://factfinder2.census.gov/bkmk/table/1.0/en/PEP/2014/PEPANNRES/0400000US06.05000>

Both counties have colorful histories and fascinating stories of boom times and bust. By the end of the nineteenth century, the regions were densely populated with transient mining camps, profitable mining digs, and large timber harvesting camps and operations. Both were included as two of the first counties to be recognized by the State of California in 1850.

Together, this region’s population makes up less than 0.1% of the total State’s population and is not expected to grow for some time.<sup>2</sup> Residents earn average median wages of approximately \$26,000 annually, are 81% white, and are aged 45.0 to 49.9 years. Compared to the state’s overall population, the region is predominately white, older, and poor. Additionally, the adult population holds fewer earned baccalaureate degrees per capita than the State’s—Tuolumne County averages 18% adults with earned degrees as compared to the state’s average of 30%.

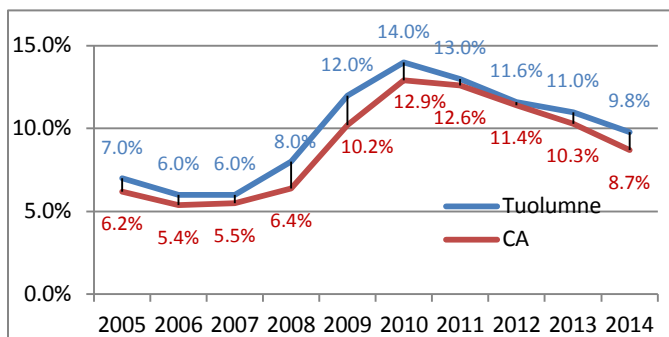
### The Economy

Since the 1900s, commerce in the Mother Lode has historically been centered in the timber, retail, mining, and tourist industries but by the 1980s, the largest employer base became the public sector. The State of California and the U. S. Department of Forestry and Park Services are now the area’s largest employers. The timber harvesting and the construction industries, once primary employers for the region, have all but disappeared. The largest private sector employers are now centered in the retail, health care, and service industries.<sup>1</sup>

As the largest single employer for the region, the public sector provides approximately 7,600 jobs with salaries that average approximately \$69,000. The second largest employer sector, the health care and social services sector, provides 4,000 jobs with average earnings of \$51,000 per year. The third largest employer is the retail trade sector providing over 3,400 jobs and with salaries that average \$30,000.<sup>3</sup> The highest average salaries but only 84 jobs in the region, the utility sector averages salaries of over \$100,000 per year as of 2014.

Overall, Tuolumne County’s median incomes average \$44,751 and well below the state’s average median annual income of \$61,632. Translated into a earning potential, 13.3% of the county’s inhabitants live below the poverty level.<sup>4</sup>

### Annual Unemployment Rates



With the recent recession, the region has watched its unemployment rate climb to 14% - the highest unemployment rate Tuolumne and Calaveras counties have seen in over a decade. Since then, unemployment has improved somewhat with the opening of two major chain stores, Lowes and Kohls Stores in Sonora. Unemployment however, still remains higher overall than for the state.

<sup>2</sup> California Department of Finance Demographic Reports, P-1 Population Projections (2012): [http://www.dof.ca.gov/research/demographic/reports/projections/P-1/documents/Projections\\_Press\\_Release\\_2010-2060.pdf](http://www.dof.ca.gov/research/demographic/reports/projections/P-1/documents/Projections_Press_Release_2010-2060.pdf).

<sup>3</sup> Economic Modeling Specialists, Inc., 2014, excerpt - California Labor Market Information. (See: Appendices).

<sup>4</sup> U. S. Census Bureau State and County QuickFacts, 2013. Accessed, 05/30/2014: <http://quickfacts.census.gov/qfd/states/06/06109.html>.

Prognosticators report that the State, Nation and the neighboring counties may experience job growth to approximately 4% by year's end, 2014. Projected job growth for Tuolumne County is expected to be in the health care and social service sectors while the retail trade, accommodation and food service sectors are expected to expand but at a slower pace.

### **Future Entering High School Student Trends**

In 2010, traditionally-aged high school students numbered a high of 6,050 students for the region. This meant the college saw an increase in its traditionally-aged student population in 2009-11. Since then, the numbers of 17-20 year old students have steadily declined for the region by 2-3% per year.

If economic predictions hold true, this trend should continue over the next four to five years; however, Tuolumne County's primary grade population should start increasing beginning 2015. This would mean that any growth in the K-8 population could offset the decline in the high school aged population by 2022. According to the Department of Finance, and the American Community Survey:

- County populations may rise to 55,000 representing a +1.20% increase over the 2010 Census, but
- The high school-aged population (14-18) will continue to decline by approximately 18 students per year to 2018-19.
- The K-8 aged population will then begin increasing in 2015 and reverse the trend for traditionally aged college populations by approximately 20 students per year within seven years (2022).

## Part II. A Synopsis of Columbia College

### Full-time Equivalent of Student Enrollments (FTES)

On average, about 26% of the Columbia College students enroll full-time (12 credit units or more per term) and the remainder enroll on a part-time basis (fewer than 12 units per term). All enrollments are condensed into a single “full-time equivalent” calculation to streamline state reporting for funding purposes. This calculation is also used as a measurement of a college’s size.

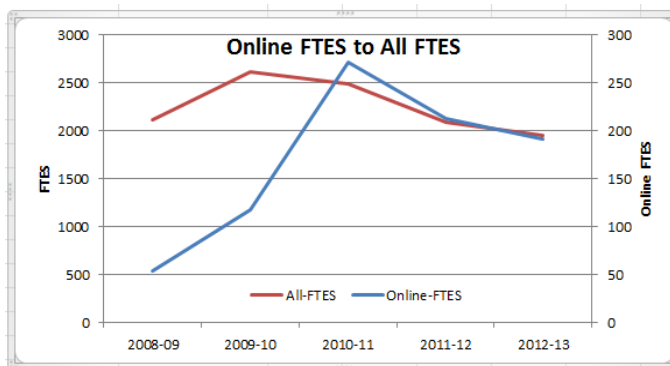
Until 2011-12, Columbia enrolled approximately 2,700 FTES per year and 3,000-4,000 students each term. Since then many external factors have impacted the FTES for the College—a serious economic recession with the resulting funding cuts, legislative changes, restrictions placed on student financial aid, and course credit fee increases. One of the most profound effects on FTES occurred in 2011 when cuts in funding necessitated an abrupt reduction in the numbers of sections offered at Columbia. With this and the additional pressures of enrollment fee increases and legislative restrictions on student aid, Columbia’s FTES have declined by over 22% to date. (See: Appendices, FTES Trends).

### Online Enrollments

Technology and online course offerings have provided greater access to students who have found it difficult to travel to campus, or to attend during scheduled classes. Prior to 2008-09, Columbia offered just 44 online course sections to students. Since 2010 and the award of a Title III grant, Columbia’s online enrollments have grown to well over 106 sections, and from just 50 to over 200 FTES.

From the funding received through the Title III grant, campus technology has been significantly enhanced with support and training provided to online instructors and to those interested in building an online component to their courses. As of 2013-14 and in addition to training over 56 faculty and providing significant online enhancements to the college’s technologies, Columbia has added many tools and equipment upgrades for the face-to-face classrooms.

Though online courses were impacted by the 2011-12 budget cutbacks and a reduced number of course sections, online enrollments have rebounded at a greater rate than the on-campus FTES. As of 2012-13, online FTES accounted for nearly 9% of all Columbia College enrollments.



The chart to the right illustrates the effect of the 2011-12 funding cutbacks, and the reduction in both regular and online sections and the decline in FTES.<sup>5</sup>

### College Costs, Financial Aid and Scholarships

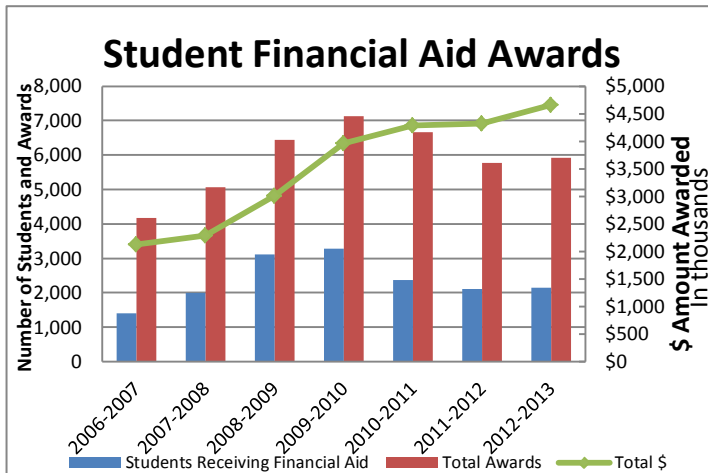
As a California Community College, Columbia’s annual tuition costs for full-time resident students are some of the lowest in the nation. According to an IPEDS<sup>6</sup> 2013 report, Columbia’s \$1,150 tuition costs as

<sup>5</sup> Data derived from YCCD Crystal Report, “Section Enrollment Extract,” and MIS Data on Demand: Student Financial Aid Annual Referential Files, Columbia College Research and Planning, May 2014.

compared to other comparison groups' tuition costs of \$2,472 is less than 1/2 the cost of attending a similar institution in another state.<sup>7</sup>

Though the cost of attending Columbia College is quite low by comparison, a significant number of students still find it difficult to fund their education. More than half qualify for financial assistance by a low income status. For these students, aid is available in a number of ways—grants, Board of Governor's fee waivers, federal Pell grants, and work study. The IPEDS reports indicate that as of 2011-12, 53% of all first-time degree-seeking students received some form of grant aid or fee waivers at Columbia, and 26% received PELL grants (PELL grants can be awarded to students who also receive other state and local grants). In terms of all enrolled students (not filtered for first-time, degree seeking students as does IPEDS), data gathered from the college's financial aid office indicates that over 60% of all Columbia College students qualify for some form of financial aid, whether or not they decide to collect aid.

The chart to the right illustrates the change over time in numbers of students who receive financial aid (the blue bars), the number of awards (the red bars), and the total dollar amounts awarded (green line). Note that in 2010, the number of students who received awards rose to its highest point in four years. The dollars awarded increased as well by approximately 30%. After 2010, the number of students who received aid declined but the dollar amount awarded continued to rise to its highest point in six years.<sup>8</sup>



**Scholarships:** Columbia College awarded over 128 scholarships and \$84,000 in 2013-14<sup>9</sup> as compared to the 85 scholarships and \$56,850 awarded in the previous academic year (a 51% increase). The increase was undoubtedly influenced by the acquisition of an online scholarship processing software system purchased through the generous support of the Columbia College Foundation who also provides oversight to the scholarship program.

Beginning 2013-14, students are able to apply for all available scholarships via a single application form and vendor, Academic Works. With this service, students submit their information that then processes and returns all scholarship opportunities for which they qualify based on their validated course histories. Students then choose their selections without searching out and applying separately to the funders. Based on the student's selection(s), their application information is forwarded to the scholarship funders along with their validated academic histories for the selection process.

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

<sup>7</sup> The 2014 IPEDS report reflects higher tuition costs due to the state legislated increase in student fees from \$36 per in 2011-12 to \$46 per credit unit beginning Summer 2012.

<sup>8</sup> CCCCO MIS, obtained: Data Mart, 2006-2012.

<sup>9</sup> Columbia College Development Office, May 29, 2014.

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

## The Students

Since 2010, changes in Columbia's student demographics include a larger percent enrolled on a full-time basis, a higher proportion of underrepresented ethnicities and younger students. Daytime students (courses attended during the day vs. the evening) have increased by approximately 1-2% while the numbers of students who enroll in non-credit or ungraded coursework have decreased. (See: Appendices-Student Demographic Trends).

Columbia's student ethnic composition has changed as well over the past six years. The Hispanic population has grown from a five year average of 9.9% to nearly 16% by 2013. Likewise, the "Unreported" population has decreased from a five year average of 16.2% to just 3.6%. The traditional-aged student population as mentioned earlier has increased from 22% to just over 27% in 2013. (See: Appendices, Student Demographics, Ethnicity and Age).

### Student Demographic Averages – Fall 2013

	Columbia <sup>10</sup>	California <sup>11</sup>
Majority Age Group:	20-24 years	20-24 years
Majority Unit Load:	3 - 8 Units	6 - 8 Units
% Female:	56.9%	54%

### Enrollment Status:

Average % Continuing students:	37.7%	60.4%
Average % First-time students:	14.1%	12.4%
Average % First-time Transfer Students:	7.7%	7.5%
Average % Returning (from a break in semesters):	29.6%	12.5%
Average % Special Admit (enrolled high school students):	3.6%	2.6%
Average % Uncollected/Unreported:	7.2%	4.6%

### Ethnicities:

	Columbia	California
African-American	2.0%	7.5%
American Indian/Alaskan Native	1.9%	.7%
Asian	1.0%	11.7%
Filipino:	.4%	3.2%
Hispanic	9.9% <sup>1</sup>	31.3%
Pacific Islander	0.5%	1.1%
Two or More Races	1.2%	.7%
Unknown/Non-Respondent	16.2% <sup>2</sup>	10.7%
White Non-Hispanic	66.8%	33.1%

<sup>1</sup> The Hispanic ratio change, 2013-2014: 14.6%

<sup>2</sup> The unknown/non-respondent ratio change, 2013-14: 3.6%

The Fall 2007 to Fall 2013 student demographic trend charts are included in the Appendices, "College Student Demographic Trends."

<sup>10</sup> Columbia Data obtained Colleague (Datatel) Crystal Reports and Data Portal, May 2014.



## Student Outcomes Averages - Successful Course Completions

The following reflect a brief, overall summary of Columbia College student outcomes.<sup>11</sup>

(See: Appendices, "College Goal 1 – Student Success.")

	<u>Columbia</u>	<u>California</u>
Average ratio of successful students in all coursework (Grades earned of C or better since 2007-08)	70%	67%
Average ratio success in Basic Skills English coursework	66%	63%
Average ratio success in Basic Skills Math coursework	55%	54%
Average ratio success in Vocational coursework	75%	74%
Average ratio success in Online coursework	61%	62%

### Retention (to the end of the term)

	<u>Columbia</u>	<u>California</u>
Average ratio of students since 2008 who remained enrolled to the end of the term (did not drop or withdraw):	75%	81%

### Persistence (enrollment in subsequent semesters):<sup>12</sup>

Average ratio of first-time students earning a minimum of 6 units and attempted a math or English course within first three years and enrolled in three consecutive primary terms (fall, spring):	69%	71%
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### Entering Student Skill Levels:

New students who enroll at Columbia College for the first time, or students who return after a long hiatus from college, are provided matriculation services that include assessment testing prior to registration. Students' entering skill levels are determined by the scores they receive from Mathematics and English skills tests. These are used to determine the appropriate levels of coursework in which they are most likely to succeed.

On average, approximately 59% of the new students place into one to two levels below transfer level (collegiate coursework) for English, and over 72% place into one to three levels below transfer level in mathematics. (See: Appendices, Student Demographics, Entering Student Skill Levels-Percent by Placement).

*Note: Columbia uses the College Board "Accuplacer" assessment modules for reading, sentence skills and mathematics. The cut score criteria had been unchanged from 2006 until a validation study was conducted in 2011-2012. Data is being gathered for Math and English coursework completions to compare to placements from the old and the revised cut scores. While preliminary data aggregations have been monitored, these cannot be formally analyzed until sufficient semesters and grades have been collected (estimated date for completion and updated analysis: 2014-15).*

### Successful Course Completions

All credit courses at Columbia College are calculated for ratios of student success (earned grades of C or better) per term. Overall, data indicate students succeed by nearly 70% in degree-applicable courses over a six-year period. When disaggregated by basic skill and degree applicable English and mathematics courses, and again by gender and ethnicity, the success ratios reflect the following:

<sup>11</sup> CCCCO Data Mart, Retention/Success Rates, statewide and Columbia, May 2014.

<sup>12</sup> CCCCO MIS and Student Scorecard Metrics –cohort 2006-07 to 2011-2012:  
[http://datamart.cccco.edu/Outcomes/Student\\_Success\\_Scorecard.aspx](http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx), "overall" accessed: 05/13/2014.

Note: In the interest of space here, the following chart reflects only the success ratios averaged over six years by categories with the non-success and withdrawal ratios omitted.<sup>13</sup> To ascertain the non-successful including withdrawal ratios, subtract the percentage by 100%. For the comprehensive data trends for course completions, please see the Appendices. (See: Appendices, “Goal 1 – Student Course Completions and Retention”).

Successful Course Completion Ratios (averaged over six years)\*:

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

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

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

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

(See: Appendices – Student Course Completions and Persistence for trends in successful course completions and persistence by semester including state comparisons).

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

<sup>13</sup> Columbia College secured site *Data Portal*, Spring 2008 to Fall 2013, accessed: 05/26/2014.

## Graduation - Degrees and Certificates

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

If students carefully plan their enrollment tracks, they can complete their requirements for most programs and/or transfer requirements within 150% of normal time, that is, 3 years or less. Columbia College students are completing their programs as compared to the state ratios however, even though some courses are not offered every term. The College provides many planning aids for students that include individualized one-on-one counseling, on line counseling, student success courses, free catalogs and course schedules, the ASSIST program, and a Degree Audit planning tool. As a result, Columbia College conferred over 300 awards in 2013-14--its highest number of degrees and certificates conferred in nearly a decade. As of the time of this report, that number was going to be surpassed again in 2013-14. Note: Columbia awarded its first AA-Transfer degree in 2012-13 and will award 8 AA/S-Transfer degrees in 2013-14.

Certificates make up nearly 30% of the total, while Associate Degrees comprise approximately 53%. Associate of Science-Occupational (ASOE) degrees made up the remaining 17% (note: many students with vocational majors opt to complete a Liberal Arts/Science or AA-transfer degree due to reduced unit requirements and expediency to transfer). (See: Appendices. Goal 1 – Program Completions.)

## Student Transfers

Accounting for student transfers can be a complex task. Unlike the university system, a large segment of community college students, including Columbia's, attend part-time or in non-contiguous terms. Many have prior enrollments from other institutions and even degrees, while others never intend to earn a degree. Student goals can also change along the way. Therefore, to calculate a ratio from the total number of students enrolled will lead to some spurious conclusions. For example, dividing the number of those who transfer based on the total number of students enrolled will always appear low, approximately 20% or less. This is due to many factors including those that have already mentioned.

To compensate, the California Community College Chancellor's Office adopted a "transfer velocity" calculation selecting cohorts of first-time students who indicate an "intent" to transfer via the courses they complete and/or their educational goals. Once identified, students are assigned to a cohort and then tracked over six years. Students from the cohort who transfer, or who meet the threshold to transfer, are counted and then divided by the total number of the cohort, not the total student population. This calculation increases the "transfer rate" for Columbia well over 10% to approximately 30%. Is that good?

Two similar institutions' cohort rates, plus the statewide annual rates, are compared below:

	Transfer-ready Velocity	Cohort Total	Transfer Velocity Rates*			
			% Columbia	% Lake Tahoe	% LA Technical	Statewide
2003-04	114	335	34.0%	27.9%	27.6%	41.5%
2004-05	98	272	36.0%	30.3%	24.3%	41.3%
2005-06	78	268	29.1%	31.3%	22.4%	41.6%
2006-07	92	328	28.0%	34.1%	23.7%	40.5%
2007-08	84	319	26.3%	24.1%	27.6%	39.4%

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

## Job Placement

Many Columbia College students enroll in vocational programs, or a vocational course or courses at some point in their college career.<sup>14</sup> Workforce information is very important to the students and to the College in assisting students to find work via placement services. Finding them once they've left the college and perhaps employed, is quite difficult. External workforce data has not been readily available to the College, if at all.

One limited source of information is provided by the Community College Chancellor's Office in its annual VTEA-Perkins report; however, the report does not reflect all students as it targets specific vocational cohorts, and can be quite dated between reporting cycles (delayed as much as two years between reporting cycles). It also does not include the self-employed. It is what we have, however, so we provide it here.

The data below reflects the latest information available from the "Core Measures" Report #4 dated 2010-11. Students are identified with a vocational degree or certificate program as a goal, and/or have met specific enrollment criteria.<sup>15</sup> These data do not reflect student employment in any other program codes other than CTE (vocational).

Programs	CIP Code for Program	Certificate or Degree	Placement Rate	California CCC Rate
Forestry	01.14	Both	50%	65%
Natural Resources	01.15	Both	67%	68%
Business	05.01	Both	68%	67%
Office Technology	05.14	Both	67%	63%
Digital Media	06.14	Both	0%	56%
Information Technology	07.01	Both	50%	67%
Computer Information Systems	07.02	Both	45%	65%
Automotive	09.48	Both	63%	71%
Health Occupations	12.01	Both	67%	84%
Emergency Medical	12.50	Certificate	71%	83%
Child Development	13.05	Both	68%	72%
Nutrition, Foods	13.06	Both	76%	70%
Hospitality	13.07	Both	46%	80%
Fire Technology	21.33	Both	86%	85%
Human Services <sup>16</sup>	43.02	Certificate	100%	58%
Welding	48.05	Certificate	0%	68%

Due to the limitations of the Core Measure reports, Columbia contracted with the RP Group of California to conduct a CTE Outcomes Student Survey to assess workforce activity after graduating or leaving the college.

## CTE Outcomes Survey Highlights

In Spring 2013, the College contracted with the Research and Planning Group of California to survey over 300 former CTE students regarding their work-related and job placement activities. The survey was not distributed to general studies completers.

<sup>14</sup> Obtained: Total annual headcount / Total annual CTE headcount, MIS Data Mart, accessed: 05/03/2014, <http://datamart.cccco.edu/Students>

<sup>15</sup> CCCCO Career Technical Education (CTE) Core Indicator Reports, 2012-13, Core Indicator #4, accessed: 05/27/2014, [https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports](https://misweb.cccco.edu/perkins/Core_Indicator_Reports)

<sup>16</sup> The 100% in Human Services represents one completer who was also employed for the 2013 Perkins Core Measure Report (5/27/2014).

The respondents provided insight into their employment post career-technical studies. Nearly all (89%) were satisfied, to very satisfied, with the training they received at Columbia, and the majority (77%) indicated they were employed or self-employed. More than a fifth of the respondents indicated they had transferred to a university to pursue a bachelor's degree (21%).

A copy of the survey questions is available from the password protected Data Portal site: [2013 CTE Outcomes Student Survey](#); along with the survey summary and results: [2013 CTE Survey Summary Results](#). A follow up survey has been contracted for 2014 with the expected results expected in the 2014-15 academic year.

### Faculty and Staff

Columbia's highly qualified and accomplished instructors include 48 full-time tenured (and tenure-track) faculty and adjunct (part time) instructors. Of the full-time and tenure-track faculty, 14 hold advanced doctoral degrees, 2 are Fulbright Scholars, and 4 hold double major Master's Degrees. Five faculty are alumni of Columbia College.<sup>17</sup>

The distribution of staff by classification from the latest Fall 2013 MIS data:

Columbia College Fall 2013  
Distribution by Employee Groups

Employee Classification	Counts	Percent
Educational Administrator	6	2.6 %
Academic, Tenured/Tenure Track	42	18.2 %
Academic, Temporary	107	46.3 %
Classified	76	32.9 %
Total	231	100 %

Source: CCCCO Data Mart, [http://datamart.cccco.edu/Faculty-Staff/Staff\\_Demo.aspx](http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx) Fall 2013 Faculty and Staff Demographics; accessed, 05/27/2014.

Columbia College offers 26 programs, 43 degrees, 41 vocational certificates and 27 Skills Attainment Certificates. On average, 900 credit course sections are offered (though some courses are not offered every term). Full-time faculty (tenured and tenure-track) account for 65% of all instructional hours taught in the classroom as of 2014.<sup>18</sup>

Ethnicity of College Faculty and Staff	Faculty		Staff		Adjunct Faculty	
American Indian/Alaskan Native	1	2.4 %			1	0.9%
Asian			1	1.3 %		
Hispanic	4	9.5 %	9	11.8 %	4	3.7 %
Multi-Ethnicity	1	2.4 %	1	1.3 %		
Unknown	6	14.3 %	8	10.5 %	11	10.3 %
White Non-Hispanic	30	71.4 %	57	75.0 %	91	85.1 %
Total	42	100%	76	100%	107	100%
% Female:	21	50%	51	67.1%	48	44.9%
Median Age Ranges:	50-54		55-64		50-60	

<sup>17</sup> From 2013-2014 Columbia College Catalog, Faculty & Staff, p. 191, and CCCCO Data Mart, <http://datamart.cccco.edu/Faculty-Staff>, accessed 05/27/2014.

<sup>18</sup> CCCCO Data Mart, 04/18/2014 <http://datamart.cccco.edu/Faculty-Staff>; and CCCCO Scorecard, Columbia College 2014: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=591>.

Source: CCCC Data Mart, [http://datamart.cccc.edu/Faculty-Staff/Staff\\_Demo.aspx](http://datamart.cccc.edu/Faculty-Staff/Staff_Demo.aspx) Fall 2013 Faculty and Staff Demographics; accessed, 05/27/2014.

### **College Enrollment Locations**

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

## Part III. Data related to the College Mission and Goals

The following was gathered for the College's use in its evaluations of the College Mission and the five College Goals.

### Columbia College Mission Statement

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

### The Columbia College Goals

In Fall 2011, Columbia College revisited its previous ten goals in an effort to streamline and quantify its objectives in terms of the most recent accreditation standards. This was accomplished through multiple conversations within the college community and the College Council. The result summarized and reworded the previous ten goals into just five that were grounded in the college Mission Statement and given updated objectives and outcomes. The College accepted this revision with the understanding that it was, and continue to be a "work in progress."

#### **Goal 1: Student Success**

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

#### **Goal 2: High Quality Programs and Services**

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

#### **Goal 3: Institutional Effectiveness**

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

#### **Goal 4: Campus Climate**

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

#### **Goal 5: Community Connections**

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

The pages that follow provide a reflection of information collected as to the progress made toward each of the college goals and objectives. The formatting for each section begins with the goal's title and number ("Goal" 1,2, etc.). This is followed by the objectives that are identified by its respective goal ("Goal 1-Objective 1," etc.) and followed by bulleted lists for each of the activities pertinent to, or that measure the objective. Data summaries may be included where they illustrate any indicated change as a result of the activities. Data charts and summaries can be referenced and found in the Appendices.

## Goal 1 - Student Success

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

### Goal 1- Objective 1:

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

#### Activities related Goal 1, Objective 1

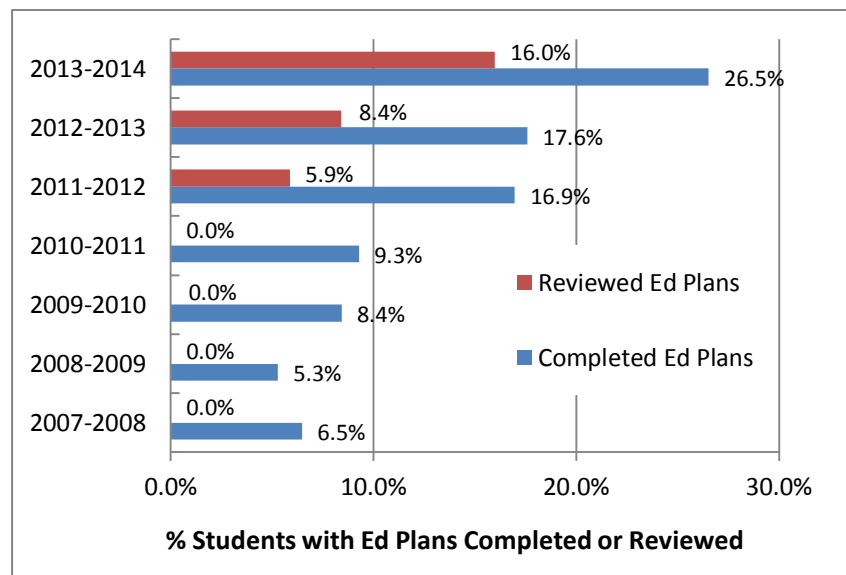
In the spring 2012, Columbia College delivered an individualized email to all enrolled students containing their educational goal and major currently listed in their official record. Students were instructed to do nothing if their goal and major information was correct but if incorrect, given a link to an online survey to correct their information. Of the 3,138 surveys delivered, 238 students responded with corrected goal and major information. The Student Services Office ensured each student's record was updated in the Colleague (Datatel) system and scheduled students with counseling appointments. (See chart below, Objective 2).

### Goal 1- Objective 2:

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

#### Activities related to Goal 1, Objective 2:

- As of June 2014, the Columbia College Student Services Office reported the educational plan student contact data as recorded in the SARS system.
- The SARS was reviewed and its coding streamlined in the spring, 2012. The data to the right reflect the results both before and after the change and the dramatic increase in the recorded numbers of students served. (See: Appendices, Goal 1 – Educational Plans Completed).



Goal 1 - Student Success 1 Source: Student Services Office, June 2014.



### Goal 1- Objective 3:

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

#### *Activities related to Goal 1, Objective 3*

- Based on the number of degrees, certificates and skills achievement certificates awarded each year, the number of conferred awards has been increasing over the past decade.

The most recent numbers of students having met the requirements for awards totaled **350** in academic year 2012-13, and **398** in 2013-14 (including Skills Attainment Certificates). This represents the highest number of degrees and certificates conferred by Columbia College in its history. (See: Appendices, Program Completions by Major).<sup>19</sup>

### Goal 1- Objective 4:

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

#### *Activities related to Goal 1, Objective 4*

- To determine the completion velocity for college programs by student, the mean average for the Columbia College students earning degrees (AA, AS, ASOE and AA-T degrees from 2008 through 2013) was 5 years with a mode of 4 years – that means that, on average, students are taking between 4 to 5 years to complete a degree. (See: Appendices, Goal 1-Time to Degree Completion by Time in the CCC System).
- Another way to determine completion velocities is by the number of units required for the college programs. Given the assumption that an associate degree requires four full-time student semesters (two years) to complete, the length of time to complete a Columbia College AA, AS, ASOE, or AA-T degree given a 12-unit semester is between 4.6 and 6.1 semesters. (The calculation used was the total number of units required for each current program (general education + major units) divided by 12 to determine the number of semesters for a full-time enrolled student to complete.

The lowest unit degrees are post-secondary and liberal arts degrees which require 4.6 to 4.9 terms to complete. The highest unit bearing degrees require 5.0 to 6.1 terms to complete for a full-time enrolled student.

(See: Appendices, Goal 1 – Time to Degree Completion by Program Units).

### Goal 1- Objective 5:

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

#### *Activities related to Goal 1, Objective 5*

While difficult to measure in totality, assessing progress made toward this objective begins with students' grades which must be considered the prima facie evidence of a student's demonstrated skill and acquired knowledge.

Averaged CUM GPAs were taken from three years of term data then parsed into student categories in the following manner:

- Data were filtered to exclude student records for those who held baccalaureate degrees or higher,
- Duplicate student records were unduplicated to retain only the most recent term and CUM GPA,

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<sup>19</sup> Fall 2008 – Spring 2012 Columbia College Data Portal: <https://sp-portal.yosemite.edu/data/cc-research> .

- Where educational goals were used; only informed goals were used meaning, the goals have been verified through a formal process such as meeting with a counselor, attending an advisement session or a student success course (not the first goal selected on the application as a new student).

By Informed Educational Goal: The groups with the highest average cum GPAs were students who were enrolled for intellectual development or personal interest reasons, as well as those who enrolled for career interest reasons. The four-year university students, who typically enroll to meet university requirements, earned the highest cum GPAs but were a very small group. The largest group, the students who planned to earn a degree and transfer, had cum GPAs in the overall top 30%, while those who planned to improve their basic skills, earn a high school diploma, vocational certificate or move from non-credit to credit were in the lowest percentiles. The large “Undecided” group was near the lower third tier as well for average cum GPAs.

Subdividing the data into more detailed groups of students and filtering for those with informed goals of Transfer, Transfer with Degrees, Degrees, Vocational Degrees or Certificates, the cum average GPAs were the highest for the following groups:

- For Gender: Females
- For Ethnicity: White and Asian
- For Age Groups: Either younger (19 or less) or older (40 and over)
- Those who received financial aid, and
- Local High School Graduates from Calaveras County and Sonora.

(See: Appendices, Goal 1 – GPAs by Student Groups. Also see: [2014 Columbia College Student Equity Data Summaries](#)).

While these data only brush the surface on this objective’s intended purpose, they may help spark further thought and discussion to determine future data collections that can inform us for this objective.

## Goal 2 - High Quality Programs and Services

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

### **Goal 2 – Objective 1:**

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

#### Activities related to Goal 2, Objective 1

- All programs and services submitted program reviews in Spring 2013 or Fall 2013.
- All instructional programs reviewed their programs, analyzed their progress made toward meeting goals—both programmatic and college goals—and responded to trend data, reviewed the status of their SLOs and curriculum reviews, and submitted their annual unit planning and budget requests via a revised planning form.
- All Columbia College student and business services completed program reviews with quantitative and qualitative data tailored to reflect their specific programs’ needs and processes. They also reviewed their SLOs and submitted their annual planning and budget requests.
- The 2013 Student Feedback - Institutional Effectiveness (IER) Survey also asked students to rate the college services their viewpoint. All student services and special programs, e.g., DSPS, EOPS and TRIO, and Library, as well as the Business Office services and for-profit vendors such as the Bookstore and Food Services received ratings. Overall, students rated college services as well above average

with a **3.74** overall quality rating (scale: 1-Poor to 4-Excellent).<sup>20</sup> The next student survey will be conducted in 2015-16.

### ***Goal 2 – Objective 2:***

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

#### ***Activities related to Goal 2, Objective 2***

- Based on program reviews of goal(s), outcomes, and current needs, all programs identify their resource/ funding requests based on their identified goals accompanied by a justification and the evidence gathered through the review process. These are then cross referenced and identified with the college goals.
- Service areas complete program reviews using key indicators applicable to their functions, goals and intended student outcomes (SLOs). These can vary as to content, program functions and special populations, and the overarching goals of institutional effectiveness and student success.
- Resources, requests and funding are finalized after a review by the College Administration and the College Council.
- The planning and program review process is reviewed annually to ensure efficacy in systematic identification of resource needs.

### ***Goal 2- Objective 3:***

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

#### ***Activities related to Goal 2, Objective 3***

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

### ***Goal 2- Objective 4:***

**Instructional programs undergo effective systematic cycles of curriculum review.**

#### ***Activities related to Goal 2, Objective 4***

- Each course has a scheduled five to six year curriculum review cycle. The program's degrees or certificates must be reviewed upon any change, addition or deletion and finalized through the Columbia College Curriculum Committee prior to submitting to the State.
- Curriculum Committee activity is tracked through a database created locally for this purpose and used to populate the program review forms for verification and reminders as to future review dates. The data used to populate the program review forms can be obtained through the password-protected Columbia College Planning site: <https://sp-portal.yosemite.edu/data/cc-research/ccplanning/Documents>

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<sup>20</sup> See separate document, 415 responses, Columbia College Student Feedback – Institutional Effectiveness.pdf, spring 2013.

- In addition to the course curriculum review process, courses that articulate to other colleges or universities are evaluated and approved for specific content-related general education and transfer for majors and programs. Each award as well, is reflected in the program's forms with the corresponding review dates.

### Goal 3 - Institutional Effectiveness

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

#### Goal 3 - Objective 1:

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

#### Activities related to Goal 3, Objective 1

- An Institutional Effectiveness Report (this document) is produced annually with any related survey summaries or supplementary data measuring progress toward the College Goals.
- The College Administration and the College Council review the planning cycle, the reports, supporting data, and any survey summaries to determine progress made and the appropriateness and fit of established standards, process and goals.

#### Goal 3 - Objective 2, 2a:

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

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

#### Activities related to Goal 3, Objective 2

- The Planning Calendar, deadlines and criteria for college entities are available online ([Integrated Planning at Columbia College](#)) and via administrative, department and managerial leaders. The college encourages staff to participate and contribute to their program or functional area review, evaluations, as well as the planning process.
- The Institutional Research and Planning Office distributes college data via a password-protected SharePoint site. In this way data can be taken down to more granular levels to assist program planners. Summarized data as well is distributed in presentation formats, on the college website, via email, and in hardcopy form by special request.
- The planning schedule, timelines and schedules are determined through college wide dialogue, reviewed annually and posted on the college website.
- Regular communications are provided by the president and the deans to apprise the college of upcoming planning issues, timelines, processes and procedures and to provide individualized assistance where needed.
- All staff attendees of an all-college In-Service gathering were surveyed in the fall 2012. Nearly 40% did not agree with the two questions, "I know and can explain the college planning cycle/process to an accreditor," and, "I know where to find (access) the strategic planning cycle model." Consequently, the 2012-13 academic year saw a heightened effort to inform, train, and streamline the college constituents toward the program review and planning timelines and process.
- In the Spring, 2014, instructional planners were surveyed in terms of the new program review form, planning process, the data available to them, and the roll up of planning process into program review. Many responses indicated much improvement in planning for and evaluating their programs but while there appears to be sufficient data available, more work appears to be needed in terms of

gaining insight into their student outcomes. The results will be presented to the College Council in June 2014.

- A section was added to the Program Review form to collect itemized lists of the types of communication, training and information obtained related to program improvement. This section has been summarized and will be used for future college dialogue.

#### ***Activities related to Goal 3, Objective 2a***

- Each program/department itemizes the input, staff development, and recommendations received from advisory committees and professional organizations.
- The Institutional Research Office (IRO) is responsible for maintaining a semester driven data repository, the *Data Portal (password protected)*, intended to facilitate for inquiry by individuals, departments, and programs for their internal evaluations and analyses.
- Other data related to planning are available online via the Data Portal as well. These are controlled, aggregated or disaggregated by the user manipulation as required.
- An annual “Institutional Effectiveness Report” (this document) is produced for both public and internal use and made available both online and in hard copy if requested.
- Periodic data of interest and emerging trends are disseminated college-wide through the IRO “Did you know?” blast emails.
- College personnel can request specific research via an online request form and a protection for human subjects’ process and procedure.

#### ***Goal 3 - Objective 3:***

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

#### ***Activities related to Goal 3, Objective 3***

- The College enjoys a small, collegial atmosphere of professionals who freely contribute to, and recommend revisions to the planning process and cycle.
- An online survey made available to staff in Spring 2014, collected suggestions and recommendations for improvement in terms of the users’ experience.
- Comprised of a cross-section of administrators, faculty, staff and students, the College Council reviewed the components of the planning process and evaluated the efficacy of the strategic planning cycle, process, format and resource recommendations from across the college. The body provides input and oversight to the discussions concerning the College Mission, the Goals, and the annual planning cycle and timeline.
- The College Council is presented any data to be released prior to external or public dissemination.

#### ***Goal 3 - Objective 4:***

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

#### ***Activities related to Goal 3, Objective 4***

- The program review/planning forms now collect all program review analysis and requests for resource allocations based on stated goals, expected outcomes and justifications for the request. The form rolls the finalized program review into the future carrying the goals and requests from the previous year into the next.
- Goals and resource requests are ear-marked and then rolled into the subsequent planning cycle for update, progress made or retirement where indicated.

## Goal 4 - Campus Climate

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

### Goal 4 - Objective 1:

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

#### Activities related to Goal 4, Objective 1

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

(See: Appendices for the distribution of all responses.)
- In 2014, eight questions were presented to 20 instructional staff and 12 responded. Though the number of respondents was small, they indicated that overall, the review process and form was comprehensive but could be strengthened, particularly in gaining insight into their student outcomes. For example, one comment stated, *“There are things that this quantitative process cannot tell us. Why are students enrolling in certain time slots vs. others? Teacher, employment trends, late start classes...too many variables make it hard to draw quick conclusions”* and another, *“Very useful in suggesting further questions to ask.”*

	Strongly agree	Some agree	Some disagree	Strongly disagree	N/A	Total	Average Rating 4.0 Possible
Useful as a process to learn more about our program.	8.33% 1	83.33% 10	8.33% 1	0.00% 0	0.0% 0	100% 12	3.00
Valuable in discovering any adjustments needed (or not needed) in our program.	9.09% 1	90.91% 10	0.00% 0	0.00% 0	0.0% 0	100% 11	3.09
Useful in evaluating existing program plans(s) / goals(s).	16.67% 2	58.33% 7	25.00% 3	0.00% 0	0.0% 0	100% 12	2.92
Useful in identifying new program plan(s) / goal(s).	16.67% 2	58.33% 7	25.00% 3	0.00% 0	0.0% 0	100% 12	2.92
Useful in identifying the justifications we needed for our resource requests.	16.67% 2	50.00% 6	33.33% 4	0.00% 0	0.0% 0	100% 12	2.83

	Strongly agree	Some agree	Some disagree	Strongly disagree	N/A	Total	Average Rating 4.0 Possible
Useful in gaining insight(s) into our program's student outcomes.	8.33% 1	41.67% 5	33.33% 4	16.67% 2	0.00% 0	100% 12	2.42
A way to clearly link our goals with the College Goals.	25.00% 3	66.67% 8	8.33% 1	0.00% 0	0.00% 0	100% 12	3.17
Comprehensive.	44.44% 4	33.33% 3	22.22% 2	0.00% 0	0.00% 0	100% 9	3.22

#### Goal 4 - Objective 2:

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

#### Activities related to Goal 4, Objective 2

There are many vehicles for announcing participation in college activities.

- For students: The ASCC (Associated Students of Columbia College), clubs and periodic activities organized through programs. These can be announced through participation on committees and governance through the Student Bulletin, announcements posted on campus bulletin boards, in classroom announcements, student email blasts, local radio and newspaper venue, and more recently Facebook and mobile text messaging for emergencies. According to the Spring 2013 Student Feedback – Institutional Effectiveness Survey, students preferred being notified by email, then mobile text messaging. The majority of respondents felt there was “sufficient” information available to them regarding activities on campus. (See: Spring 2013 Student Feedback IER Survey<sup>21</sup>).
- For the faculty, staff, and administrators: Each has their respective committees, college-wide email blasts and all-college forums and meetings to keep them apprised of opportunities for involvement and upcoming activities and events. For emergencies such as campus closures or eminent danger, the CC Alert text messaging system can notify all staff and students in a matter of seconds.

#### Goal 4 - Objective 3:

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

#### Activities related to Goal 4, Objective 3

*Upon the first review of this goal's objective by College Council (May 16, 2013), it was determined to be difficult to measure. This objective's verbiage may be revised toward more measurable terms.*

From the Spring 2013 Student Feedback Institutional Effectiveness Survey:

- Respondents ranked the College as 3.25 as having high standards for student learning and 3.19 (scale of 1-Strongly Disagree to 4-Strongly Agree) as a safe place of inquiry and investigation
- When asked “do you feel that Columbia College has prepared you to:”, respondents ranked the college on a scale of 1=No not prepared to 4=highly prepared (in rank order):
  - Participate in collaborative work 3.05
  - Actively engage as a citizen in your community 2.99
  - Advocate for issues that are important to you 2.93
  - Mentor others 2.91

<sup>21</sup> Summary of Student Feedback – Institutional Effectiveness Survey available: [http://www.gocolumbia.edu/institutional\\_research](http://www.gocolumbia.edu/institutional_research).



- Students rated how they felt about the college experiences (rating overall on a scale of 1-4 (3% indicated they had no opinion). Ratings included (in rank order):
  - In discussing their progress with their instructor 3.50
  - The College is preparing students for the future 3.38
  - The College seeks ways to improve student learning 3.27
  - Students felt comfortable in asking questions in class 3.25
  - The College has high standards of student learning 3.25
  - The College is a place of inquiry and investigation 3.19
- Staff and students surveys will be conducted semiannually.

#### **Goal 4 - Objective 4:**

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

#### **Activities related to Goal 4, Objective 4**

From the Spring 2013 Student Feedback – Institutional Effectiveness Survey, students felt the College is, or has (in rank order, with 4.0 as the highest score):

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

### **Goal 5 - Community Connections**

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

#### **Goal 5 - Objective 1:**

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

#### **Activities related to Goal 5, Objective 1**

*Outcomes to be determined as to formal connections with city and county economic development...*

- The College offers credit to students for work experience in 10 disciplines. College faculty work with local employers who hire and provide performance evaluations and valuable workforce feedback to the college.
- The Dean of Career Technical Education interfaces with the community via the Economic Workforce Development Director for Tuolumne County, and the local WIB, the Mother Lode Job Training and the high schools.
- A highly rated “Occupational Olympics” brings local high school students on campus along with local industry leaders to host hands-on competitions and activities in building workforce awareness and skills for prizes, and a hosted lunch.
- Each vocational program is encouraged to host local advisory committees to keep abreast of the current skills and abilities students will need to be successful in their fields. Some programs, such as the Culinary Arts program, are accredited by outside agencies and federations that ensure the quality of the studies offered to students at Columbia.
- In Spring 2013 and again in Spring 2014, the RP Group was contracted to disseminate and collect the CTE Outcomes Survey directed to vocational program completers. Though preliminary, the results



from the first 2013 survey indicate that the majority (66%) found work within six months, or had increased their hourly wages. Another 20% were continuing their studies at Columbia or had transferred. The majority (88.9%) indicated they were satisfied with the education and vocational training they had received at Columbia College.

#### ***Goal 5 - Objective 2:***

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

#### ***Activities related to Goal 5, Objective 2***

- Each year Columbia College hosts an “Occupational Olympics” and invites local high school students onto the campus for competitions organized by the college’s vocational programs and facilitated by local business leaders. Refer to Goal 5 – Objective 1.
- Students employed in their field of study can choose to enroll in work experience. Closely monitored by faculty from the student’s discipline, and graded on performance in their work environment, work experience provides students college credit while engaging employers in an advisory capacity with college faculty.

#### ***Goal 5 - Objective 3:***

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

#### ***Activities related to Goal 5, Objective 3***

- The Columbia College Foundation is made up of community leaders and entrepreneurs who raise funds for scholarships and special projects. To date, the Foundation has raised over \$193,834, and an additional \$96,917 in matching funds. They have been responsible for awarding scores of \$1,000 student scholarships and instructional mini grants for special projects as well as monitoring numerous private and organizational grants. Over the years, the Foundation’s student focus and its effective liaison role in the community has provided inestimable benefits to the College both in reputation and prestige, as well as monetary support for the College.
- From the Spring 2013 IER Student Survey, 87% of the respondents rated the college as having a good reputation in the community.
- On the same survey 70.9% indicated they would recommend Columbia College to a friend without hesitation, and another 18.2% said they would recommend the college with some hesitation adding comments similar to: “it would depend on their major.”

#### ***Goal 5 - Objective 4:***

**Students shall develop values, opinions, attitudes, and behaviors that underlie and support active citizenship through, Civic engagement, Leadership development, Advocacy, Collaboration, Team-building and Mentoring. (Institutional SLO 2)**

#### ***Activities related to Goal 5, Objective 4***

- When asked “do you feel that Columbia College has prepared you to:”, students ranked the college (on a scale of 1-least prepared, to 4-highly prepared):
  - Participate in collaborative work, 3.05
  - Actively engage as a citizen in your community, 2.99
  - Advocate for issues that are important to you, 2.93
  - Mentor others, 2.91

## Appendices – Environmental

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

### Economic Data - Number of jobs

Industry	2012 Jobs	2014 Jobs	% Change	% 2014 Jobs
Government	7,666	7,610	-0.7%	26.3%
Health Care and Social Assistance	4,233	3,921	-7.4%	13.5%
Retail Trade	4,891	3,441	-29.6%	11.9%
Accommodation and Food Services	3,641	2,769	-23.9%	9.6%
Construction	2,743	2,171	-20.9%	7.5%
Other Services (except Public Administration)	2,397	1,561	-34.9%	5.4%
Manufacturing	2,984	1,376	-53.9%	4.7%
Professional, Scientific, and Technical Services	1,639	1,179	-28.1%	4.1%
Administrative/Support/Waste Management/Remediation	961	1,017	5.8%	3.5%
Arts, Entertainment, and Recreation	1,012	896	-11.5%	3.1%
Real Estate and Rental and Leasing	695	573	-17.6%	2.0%
Finance and Insurance	764	500	-34.6%	1.7%
Information	347	364	4.9%	1.3%
Wholesale Trade	783	333	-57.5%	1.1%
Transportation and Warehousing	576	317	-45.0%	1.1%
Educational Services (Private)	266	276	3.8%	1.0%
Agriculture, Forestry, Fishing and Hunting	1,237	257	-79.2%	0.9%
Utilities	86	220	155.8%	0.8%
Mining, Quarrying, and Oil and Gas Extraction	92	84	-8.7%	0.3%
Unclassified Industry	127	70	-44.9%	0.2%
Management of Companies and Enterprises	257	41	-84.0%	0.1%

Source: Economic Modeling Specialists (EMSI), 2012-2014, accessed: <https://west.economicmodeling.com/analyst>, 05/28,2014. The data were sorted to reflect the highest to lowest number of jobs in the region for 2014, the percent change and percent of 2014 jobs was added to the chart by the Columbia College Institutional Research Office.

## Economic Data - Average Annual Earnings

NAICS	Industry	Avg. Earnings (2014)
22	Utilities	\$123,066
55	Management of Companies and Enterprises	\$117,996
21	Mining, Quarrying, and Oil and Gas Extraction	\$69,350
90	Government	\$68,346
99	Unclassified Industry	\$57,519
48	Transportation and Warehousing	\$56,759
51	Information	\$54,780
62	Health Care and Social Assistance	\$50,967
31	Manufacturing	\$50,217
52	Finance and Insurance	\$48,690
42	Wholesale Trade	\$46,383
11	Agriculture, Forestry, Fishing and Hunting	\$45,869
54	Professional, Scientific, and Technical Services	\$44,005
23	Construction	\$34,694
44	Retail Trade	\$30,068
56	Administrative/Support/Waste Management/Remediation Services	\$27,033
53	Real Estate and Rental and Leasing	\$23,493
81	Other Services (except Public Administration)	\$22,983
61	Educational Services (Private)	\$22,171
71	Arts, Entertainment, and Recreation	\$20,795
72	Accommodation and Food Services	\$17,959

Source: *Economic Modeling Specialists (EMS)*, 2012-2014, accessed: <https://west.economicmodeling.com/analyst>, 05/28,2014. Data were sorted to reflect highest average earnings by the Columbia College Institutional Research Office.

## Economic Data – Population Age Distribution – Tuolumne and Calaveras Counties

Age Group	2013 Population	2014 Population	% Change	% of Population
Under 5 years	4,311	4,264	-1.1%	4.3%
5 to 9 years	4,658	4,642	-0.3%	4.7%
10 to 14 years	5,266	5,224	-0.8%	5.3%
15 to 19 years	5,577	5,435	-2.5%	5.5%
20 to 24 years	4,730	4,632	-2.1%	4.7%
25 to 29 years	5,133	5,137	0.1%	5.2%
30 to 34 years	5,149	5,284	2.6%	5.3%
35 to 39 years	4,534	4,578	1.0%	4.6%
40 to 44 years	5,341	5,112	-4.3%	5.2%
45 to 49 years	6,160	6,029	-2.1%	6.1%
50 to 54 years	7,950	7,589	-4.5%	7.7%
55 to 59 years	9,189	9,033	-1.7%	9.1%
60 to 64 years	9,215	9,361	1.6%	9.4%
65 to 69 years	7,572	7,861	3.8%	7.9%
70 to 74 years	5,749	5,859	1.9%	5.9%
75 to 79 years	3,847	3,906	1.5%	3.9%
80 to 84 years	2,605	2,638	1.3%	2.7%
85 years and over	2,512	2,496	-0.6%	2.5%
<b>Totals</b>	<b>99,498</b>	<b>99,080</b>	<b>-0.4%</b>	<b>100%</b>

Source: Economic Modeling Specialists (EMS), 2012-2014, accessed: <https://west.economicmodeling.com/analyst>, 05/28/2014. The data were sorted to reflect the age groups from youngest to eldest with the percent change and percent of population added by the Columbia College Institutional Research Office.

## FTES Trends

	Credit FTES	Non-Credit FTES	Total FTES	Change
Annual 2007-2008	2,064.0	170.7	2,234.7	--
Annual 2008-2009	2,279.8	174.4	2,454.2	↑
Annual 2009-2010	2,508.2	247.3	2,755.5	↑
Annual 2010-2011	2,431.1	80.8	2,511.8	↓
Annual 2011-2012	1,905.7	66.0	1,971.7	↓
Annual 2012-2013	1,650.1	80.5	1,730.6	↓
<b>Averages</b>	<b>2,139.8</b>	<b>136.6</b>	<b>2,276.4</b>	<b>-22.6%</b>

## Appendices – Student Demographic Trends

### The College – Age and Ethnicity

Age Groups	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Columbia Total	3,415	100%	4,137	100%	4,442	100%	3,850	100%	3,302	100%	3,145	100%	3,018	100.0%
19 or Less	897	26.27%	942	22.77%	1,025	23.08%	936	24.31%	837	25.35%	799	25.41%	185	6.13%
20 to 24	738	21.61%	885	21.39%	1,023	23.03%	983	25.53%	897	27.17%	870	27.66%	611	20.25%
25 to 29	255	7.47%	441	10.66%	463	10.42%	407	10.57%	367	11.11%	325	10.33%	534	17.69%
30 to 34	144	4.22%	247	5.97%	285	6.42%	215	5.58%	192	5.81%	206	6.55%	449	14.88%
35 to 39	133	3.89%	244	5.90%	236	5.31%	129	3.35%	147	4.45%	135	4.29%	648	21.47%
40 to 49	289	8.46%	386	9.33%	398	8.96%	295	7.66%	233	7.06%	192	6.10%	198	6.56%
50 +	958	28.05%	992	23.98%	1,012	22.78%	885	22.99%	629	19.05%	618	19.65%	393	13.02%
Unknown	1	0.03%		0.00%		0.00%		0.00%		0.00%		0.00%		0.0%
Ethnicity	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Columbia Total	3,415	100%	4,137	100%	4,442	100%	3,850	100%	3,302	100%	3,145	100%	3,018	100%
African-American	32	0.94%	162	3.92%	193	4.34%	43	1.12%	43	1.30%	43	1.37%	24	0.80%
American Indian/Alaskan Native	75	2.20%	105	2.54%	79	1.78%	52	1.35%	55	1.67%	48	1.53%	44	1.46%
Asian	32	0.94%	35	0.85%	65	1.46%	38	0.99%	32	0.97%	33	1.05%	42	1.39%
Filipino	11	0.32%	14	0.34%	32	0.72%	13	0.34%	12	0.36%	16	0.51%	13	0.43%
Hispanic	198	5.80%	411	9.93%	493	11.10%	393	10.21%	407	12.33%	430	13.67%	472	15.64%
Pacific Islander	13	0.38%	24	0.58%	34	0.77%	24	0.62%	9	0.27%	13	0.41%	121	4.01%
Two or More Races		0.00%		0.00%	3	0.07%	72	1.87%	97	2.94%	107	3.40%	10	0.33%
Unknown/Non-Respondent	953	27.91%	1,056	25.53%	737	16.59%	451	11.71%	258	7.81%	151	4.80%	108	3.58%
White Non-Hispanic	2,101	61.52%	2,330	56.32%	2,806	63.17%	2,764	71.79%	2,389	72.35%	2,304	73.26%	2,184	72.37%

Source: California Community Colleges Chancellor's Office, Enrollment Status Summary Report, Update run date as of: 5/28/2014

## The College - Gender

Gender	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Columbia Total	3,415	100%	4,137	100%	4,442	100%	3,850	100%	3,302	100%	3,145	100%	3,018	100%
Female	2,033	59.53%	2,133	51.56%	2,306	51.91%	2,191	56.91%	1,835	55.57%	1,771	56.31%	1,717	56.89%
Male	1,362	39.88%	1,972	47.67%	2,073	46.67%	1,614	41.92%	1,450	43.91%	1,365	43.40%	1,296	42.94%
Unknown	20	0.59%	32	0.77%	63	1.42%	45	1.17%	17	0.51%	9	0.29%	5	0.17%

Source: California Community Colleges Chancellor's Office, Gender Summary Report, Update run date as of: 5/28/2014

## The College - Enrollment Status

Enrollment Status	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count
Columbia Total	4,137	4,442	3,850	3,302	3,145	3,018	3,966	4,107	4,340	3,767	3,271	3,124	
Continuing Student	1,726	1,408	1,705	1,589	2,001	1,293	2,189	2,351	1,929	2,176	1,857	178	
First-Time Student	626	1,172	665	582	591	593	566	501	694	198	208	228	
First-Time Transfer Student	196	420	415	319	279	299	177	169	309	283	191	388	
Returning Student	1,265	559	608	463	186	340	705	771	559	588	448	1,823	
Special Admit Student	91	145	94	82	88	106	122	56	151	121	93	394	
Uncollected/Unreported	233	738	363	267	0	387	207	259	698	401	474	113	

Source: California Community Colleges Chancellor's Office, Enrollment Status Summary Report, Update run date as of: 5/28/2014

## The College - Unit Load

Unit Load	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Columbia Total	3,415	100%	4,137	100%	4,442	100%	3,850	100%	3,302	100%	3,145	100%	3,018	100%
0.1 - 2.9	460	13.47%	518	12.52%	447	10.06%	694	18.03%	477	14.45%	243	7.73%	185	6.13%
3.0 - 5.9	693	20.29%	1,235	29.85%	1,220	27.47%	749	19.45%	674	20.41%	650	20.67%	611	20.25%
6.0 - 8.9	407	11.92%	486	11.75%	561	12.63%	560	14.55%	538	16.29%	512	16.28%	534	17.69%
9.0 - 11.9	327	9.58%	325	7.86%	422	9.50%	465	12.08%	440	13.33%	433	13.77%	449	14.88%
12.0 -14.9	629	18.42%	672	16.24%	786	17.69%	785	20.39%	691	20.93%	646	20.54%	648	21.47%
15 +	235	6.88%	202	4.88%	244	5.49%	227	5.90%	213	6.45%	185	5.88%	198	6.56%
Non-Credit	664	19.44%	699	16.90%	762	17.15%	370	9.61%	269	8.15%	476	15.14%	393	13.02%

Source: California Community Colleges Chancellor's Office, Enrollment Summary Report, Update run date as of: 5/28/2014

## The College - Day / Evening Status

Day/Evening	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Columbia Total	3,415	100%	4,137	100%	4,442	100%	3,850	100%	3,302	100%	3,145	100%	3,018	100%
Day	2,690	78.77%	2,827	68.33%	3,103	69.86%	2,960	76.88%	2,599	78.71%	2,556	81.27%	2,430	80.52%
Evening	686	20.09%	769	18.59%	735	16.55%	705	18.31%	535	16.20%	439	13.96%	411	13.62%
Unknown	39	1.14%	541	13.08%	604	13.60%	185	4.81%	168	5.09%	150	4.77%	177	5.86%

Source: California Community Colleges Chancellor's Office, Enrollment Summary Report, Update run date as of: 5/28/2014

## The College – Entering Student Placement Levels

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

Following the cut scores alignment in spring 2012, course placements saw a small increase in basic skills for English and a more dramatic increase in Math 602 (Pre-Algebra) placements vs. Math 101 (Beginning Algebra). A validation study of grades to placements in Math and English courses is scheduled to be conducted in summer, 2014.

	Before: 12/12/2011 N: 3,499	After 12/12/2011* N: 1,609
<b>Math Courses</b>		
*Math 601 - Math Concepts - An Interactive Approach	7.5%	7.2%
*Math 602 – Pre-algebra (Before: Math 602 or Math 101)	14.3%	40.9%
*Math 101 - Algebra 1 Fundamentals (Before: Math 101 or Math 104)	53.1%	25.5%
Math 104 Algebra II – Modeling (Before: Math 104 or Math 2 and above)	15.8%	17.4%
Math 2, 4A, 6, 8, 12, or 17A	9.3%	8.9%
Total	100%	100%
*Basic Skills (two levels and below transfer level)	74.9%	73.6%
<b>English Courses</b>		
	Before 12/31/2011 N: 1,000	After 1/1/2012 N: 571
*English 650 - English Fundamentals	10.7%	17.3%
*English 151 - Preparation for College Composition	46.7%	44.0%
English 1A - Reading and Composition - Beginning	42.6%	38.7%
Total	100%	100%
*Basic Skills English (two levels and below transfer level)	57.4%	61.3%

Source: Columbia College Institutional Research Office, Colleague (Datatel) student records, 2006-2014, extracted from Crystal Report" TSUM."

\* Following the cut score realignment in 2011, the ambiguity of placements into multiple-levels of math was removed (notations in parentheses); but a "multiple measure" procedure that can qualify a student for a higher level based on the student's history was left unchanged.



## Appendices - College Goal 1 – Student Success

### Goal 1 - Student Course Completions, Retention

	Success in Credit Courses					Retention in Credit Courses			
	Statewide	CC Success	Non-Success	Withdrawals	Total	Statewide	CC Retained	Not Retained	Total
2007CFA	65.4%	67.1%	18.0%	14.9%	100%	81.8%	74.1%	25.9%	100%
2008CSP	66.2%	71.4%	15.1%	13.5%	100%	81.9%	76.3%	23.7%	100%
2008CFA	66.3%	69.0%	17.6%	13.4%	100%	83.1%	76.3%	23.7%	100%
2009CSP	67.0%	71.1%	15.2%	13.7%	100%	83.5%	75.9%	24.1%	100%
2009CFA	61.0%	69.2%	17.3%	13.5%	100%	84.1%	76.2%	23.8%	100%
2010CSP	67.9%	71.8%	14.8%	13.4%	100%	84.1%	76.4%	23.6%	100%
2010CFA	68.3%	68.4%	17.7%	13.9%	100%	84.7%	75.5%	24.5%	100%
2011CSP	67.9%	71.3%	15.7%	12.9%	100%	84.2%	77.1%	22.9%	100%
2011CFA	68.7%	71.1%	15.8%	13.1%	100%	84.9%	76.8%	23.2%	100%
2012CSP	68.8%	69.0%	13.8%	17.3%	100%	84.9%	70.6%	29.4%	100%
2012CFA	70.0%	71.6%	13.8%	14.6%	100%	86.6%	74.5%	25.5%	100%
2013CSP	69.8%	72.0%	12.0%	16.1%	100%	85.9%	82.6%	17.4%	100%
2013CFA	69.6%	71.1%	12.7%	16.2%	100%	86.5%	84.7%	15.3%	100%
2014CSP	TBA-	74.0%	12.4%	13.6%	100%	TBA	86.4%	13.6%	100%
Averages	67.5%	70.6%	15.1%	14.3%	100%	84.3%	85.8%	14.2%	100.0%

### Goal 1 - Student Course Completions, Retention - Online

	Success in Online Credit Courses					Retention in Online Credit Courses			
	Statewide	CC Success	Non-Success	Withdrawals	Total	Statewide	CC Retained	Not Retained	Total
2009CFA	55.8%	63.4%	16.2%	20.4%	100%	76.8%	66.1%	33.9%	100%
2010CSP	57.6%	69.2%	15.1%	15.7%	100%	77.8%	72.8%	27.2%	100%
2010CFA	57.1%	58.5%	22.1%	19.5%	100%	77.4%	67.4%	32.6%	100%
2011CSP	57.6%	60.7%	19.3%	20.0%	100%	77.6%	66.7%	33.3%	100%
2011CFA	58.4%	60.6%	18.2%	21.2%	100%	77.7%	65.0%	35.0%	100%
2012CSP	59.2%	58.8%	14.2%	27.0%	100%	78.7%	57.5%	42.5%	100%
2012CFA	60.7%	59.4%	17.0%	23.6%	100%	80.3%	61.8%	38.2%	100%
2013CSP	62.2%	62.7%	14.4%	22.9%	100%	84.0%	76.5%	23.5%	100%
2012CFA	60.7%	61.3%	16.1%	22.6%	100%	83.1%	77.4%	21.9%	100%
2013CSP	61.4%	60.5%	17.7%	21.9%	100%	80.3%	76.5%	23.5%	100%
2013CFA	60.7%	61.9%	14.4%	23.6%	100%	80.3%	61.8%	38.2%	100%
2014CSP	TBA-	60.6%	16.1%	23.4%	100%	-TBA	62.1%	37.9%	100%
Averages	59.2%	60.6%	17.4%	22.0%	100%	79.5%	64.0%	36.0%	100%

Note: "Online Courses" here mean credit courses that are offered under the supervision of an instructor but where there is no line of sight between students and the instructor. The instructor and students interact via the internet in either simultaneous or delayed interaction modalities.

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

## Goal 1 – Educational Plans Completed

Unduplicated annual numbers of students with recorded educational goals of degree/certificate/transfer having completed or revised an educational plan. Note: Although annotated in counselor’s contact records, it wasn’t until 2012 that educational plan reviews began to be systematically recorded.

	<b>Student Population</b>	<b>Ed Plans Completed</b>	<b>Percent Completed</b>	<b>Ed Plans Reviewed</b>	<b>Percent Reviewed</b>
<b>2007-2008</b>	5,860	379	6.5%		0.0%
<b>2008-2009</b>	7,081	374	5.3%		0.0%
<b>2009-2010</b>	7,261	611	8.4%		0.0%
<b>2010-2011</b>	5,780	536	9.3%		0.0%
<b>2011-2012</b>	4,562	773	16.9%	268	5.9%
<b>2012-2013</b>	4,486	788	17.6%	377	8.4%
<b>2013-2014</b>	4,396	1165	26.5%	702	16.0%

*Source: Columbia College Student Services Office, May 2014.*

## Goal 1 – GPAs by Student Groups

Data were aggregated from three Fall terms of student demographic data, Fall 2011 to Fall 2013, and unduplicated (keeping the most recent term for the student and excluding the rest). Data were filtered again to exclude all students with earned baccalaureate degrees or higher.

### Average CUM GPAs by Student Informed Educational Goal

Educational Goal	Student Count	Average of CUM GPAs
University Student (without degree)	14	2.98
Intellectual Development	341	2.88
Career Interest	15	2.78
Uncollected	2	2.56
Degree - No Transfer	294	2.47
Degree & Transfer	1,035	2.45
Advance in Job	135	2.44
Unknown	51	2.41
Vocational Degree	98	2.39
Transfer	228	2.38
Prepare Career	187	2.38
Undecided	795	2.35
Noncredit to Credit	1	2.30
Maintain certificate or license	67	2.18
Vocational Certificate	123	2.14
High School Diploma/GED	47	2.09
Improve Basic Skills	51	2.04
Grand Total	3,484	2.44

Continuing with data aggregated as above but filtered again to keep only those students with informed goals of degree, transfer (or degree and transfer), or vocational degree or vocational certificate, the cum GPAs were averaged by the student categories below:

Gender	Student Count	Average of CUM GPAs
Female	1,040	2.48
Undeclared	4	2.48
Male	611	2.37
Grand Total	1,655	2.44

Ethnicity	Student Count	Average of CUM GPAs
Unknown	4	3.27
White	1,224	2.51
Asian	12	2.50
Native American	30	2.41
Filipino	7	2.33
Two Races	56	2.15
Hispanic	234	2.06
Pacific Islander	6	1.96
African American	11	1.58
(blank)	71	2.79
Grand Total	1,655	2.44

Age Groups	Student Count	Average of CUM GPAs
40 to 49	160	2.63
19 or less	212	2.61
50+	114	2.49
20 to 24	383	2.48
35 to 39	145	2.36
25 to 29	387	2.32
30 to 34	254	2.32
Grand Total	1,655	2.44

Financial Aid	Student Count	Average of CUM GPAs
Yes	754	2.59
No	901	2.31
Grand Total	1,655	2.44

Students Graduated from High Schools:	Student Count	Average of CUM GPAs
Cornerstone Family Christian School	6	3.47
Coulterville High School	1	2.98
Tioga High School	14	2.79
Bret Harte High School	123	2.71
Sonora High School	336	2.69
Amador Valley Adult High School	1	2.67
Calaveras High School	80	2.61
Gold Rush Charter	1	2.56
Oakdale Charter High School	2	2.55
Gold Strike High School	8	2.42
Summerville Union High School	150	2.42
Mother Lode Christian High Sch	5	2.33
Amador Valley High School	2	2.32
Oakdale High School	124	2.15
Argonaut High School	5	2.00
Amador High School	2	1.52
Grand Total	860	2.55

## Goal 1 - Program Completions

	Annual 2007-2008	Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014 <sup>†</sup>
Columbia Total	219	212	241	236	303	350	398
Associate of Science (A.S.) degree	53	50	63	78	103	98	126
Associate of Arts (A.A.) degree	124	122	113	102	113	117	113
Associate in Arts for Transfer (A.A.-T) degree						1*	8
Certificate requiring 30 to < 60 semester units	25	12	20	17	26	28	81
Certificate requiring 18 to < 30 semester units	17	8	26	11	25	25	22
Certificate requiring 12 to < 18 units		20	19	28	36	36	48

\* First CCCC-approved A.A. degree for transfer awarded 2013.

<sup>†</sup> Preliminary data, MIS approved report due after July 15<sup>th</sup>, 2014.

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

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

## Goal 1 - MIS Program Completions by Major

The number of awards earned by students by year and listed by type (shaded rows) then by program (in this case, the program is identified by its two-digit CCCC TOP code):

		Annual 2006-2007	Annual 2007-2008	Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013
Grand Total		330	281	245	282	262	310	350
Associate in Arts for Transfer (A.A.-T) Degree	Total							1
	Humanities (Letters)-15							1
Associate of Science (A.S.) degree	Total	62	53	50	63	78	103	98
	Agriculture and Natural Resources-01	9	8	8	5	7	16	8
	Biological Sciences-04	1	1	1	1	4		1
	Business and Management-05	6	3	6	4	7	11	8
	Engineering and Industrial Technologies-09			1	1		1	8
	Environmental Sciences and Technologies-03	1	2	1	1	2		
	Family and Consumer Sciences-13	10	10	8	9	8	12	10
	Health-12	7	6	3	5	11	20	21

		Annual 2006-2007	Annual 2007-2008	Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013
Grand Total		330	281	245	282	262	310	350
	Information Technology-07	1	2	2	2			3
	Interdisciplinary Studies-49	10	5	4	12	15	23	20
	Physical Sciences-19	3	3	3		1	2	
	Public and Protective Services-21	13	13	13	21	21	16	18
	Social Sciences-22	1			2	2	2	1
Associate of Arts (A.A.) degree	Total	142	124	122	113	102	113	117
	Education-08			1		2	1	1
	Fine and Applied Arts-10	5	2	3	8	8	3	11
	Humanities (Letters)-15	19	14	14	9	11	16	18
	Interdisciplinary Studies-49	117	104	100	95	79	90	85
	Mathematics-17	1	4	4	1	2	3	2
Certificate requiring 30 to < 60 semester units	Total	21	25	12	20	17	26	28
	Agriculture and Natural Resources-01	3	6	3	1		3	4
	Business and Management-05	1	3	5	5	6	6	7
	Engineering and Industrial Technologies-09	4	5			1	5	8
	Family and Consumer Sciences-13	9	10	4	13	9	11	9
	Information Technology-07	1						
	Social Sciences-22	3	1		1	1	1	
Certificate requiring 18 to < 30 semester units	Total	28	17	8	26	11	25	25
	Business and Management-05	6			1		4	
	Engineering and Industrial Technologies-09	4	3	1	2	2	5	9
	Family and Consumer Sciences-13	12	5	3	11	3	12	13
	Health-12	1			1			
	Public and Protective Services-21	5	9	4	11	6	4	3
Certificate requiring 12 to < 18 units	Total			20	19	28	36	36
	Business and Management-05			8	5	15	7	4
	Engineering and Industrial Technologies-09				4	1	16	16
	Family and Consumer Sciences-13			8	5	7	10	9
	Information Technology-07			2	1	1	2	3
	Media and Communications-06			2	4	4	1	4

		Annual 2006-2007	Annual 2007-2008	Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013
Grand Total		330	281	245	282	262	310	350
Certificate requiring 6 to < 18 semester units	Total	56	47	12	29	15	4	37
	Business and Management-05	6	7			6	2	2
	Commercial Services-30	1	2	2				
	Engineering and Industrial Technologies-09	19	12		2	3	1	16
	Family and Consumer Sciences-13	22	23	10	15	5	1	14
	Health-12	2	1		3			
	Information Technology-07	3	1					
	Media and Communications-06	3	1					2
	Psychology-20				9	1		3
Other Credit Award, < 6 semester units	Total	21	15	21	12	11	3	8
	Family and Consumer Sciences-13	17	15	20	11	10	3	8
	Health-12	4		1	1	1		

Source: CCCCO MIS Data Mart, accessed: 05/06/2014, <http://datamart.cccco.edu/Outcomes>.

### Goal 1 - Time to Degree Completion by Students' Time in the CCC System

Calculating students' time to completion is very difficult to obtain as students come in and out of the college system in both years and institutions. Moreover, many students take divergent paths switching goals and majors as they explore various disciplines, and prior to 2012, these plans were not consistently tracked in the student's record base.

The following therefore, is not a scientific study of the student's trajectory to a degree by any stretch of the imagination. Rather, it is a simple average of the number of terms we can expect for our degree students' time in the system.

A total of 725 unduplicated MIS records were returned which counted the number of terms attended, which was then averaged including the median average and the mode for all years.<sup>22</sup>

The following mean, median and mode was derived via extracting the student IDs having earned an AA, AS, AA-T, or ASOE (occupational associate degree) from 2008 to 2014 and matching them to the CCCCO's records in a password-protected "Data on Demand" site. The data returned provided student enrollment "first terms" histories, some of which dated back to 1992-93.

<sup>22</sup> Sources: Data from YCCD award records-2008-present; MIS Annual Award data, and Data on Demand Student History Matches via student IDs with awards through the Institutional Research Office, May 2014.



Average Years to Completion:	5.1
Median Years to Completion:	5.0
Mode Years to Completion:	4.0

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

**\*\*Note:** These data start with the student's first recorded term in any California Community College. It is highly likely that students do not remain continually enrolled over more than five to six years but rather begin, stop out, then return to continue where they left off or begin a new course of study. These data do not reflect the actual number of semesters enrolled, nor do they reflect the goal the student began their studies to the time the goal or "completion" occurred.

## Goal 1 – Time to Degree Completion by Program Units

The following depicts the number of credit units needed to fulfill the degree requirements plus the general education units for a degree. The total number of units is represented by the number of units published in the catalog plus the number of general education units required for degree or transfer. The “estimated” represents a sum of the two but could vary as students are able to select from a list of courses for their majors, some of which vary in unit value and/or could fulfill a general education requirement. Therefore, the time to completion could vary by approximately +/- .5 terms.

Each degree and program type (AA, AS, ASOE, and AA-T) is as published in the 2013-14 Catalog and sorted from the highest number of units to complete to the lowest:

Columbia College Degree Title and Type	Total Units for Major (estimated)	General Education Units	Total Units (estimated)	No. of 12-Unit Terms to Completion
Hospitality Management Culinary Arts (AS)	36	37	73	6.1
Forestry (AS)	33.5	37	70.5	5.9
Natural Resources (AS)	33.5	37	70.5	5.9
Business Administration Professional (AS)	32	37	69	5.8
Child Development (AS)	32	37	69	5.8
Music (AA)	30	37	67	5.6
Natural Resources Technology (ASOE)	42.5	24	66.5	5.5
Business Administration (AS)	29	37	66	5.5
Emergency Medical Services (AS)	29	37	66	5.5
Entrepreneurship (AS)	28	37	65	5.4
Sport Science (AA)	26	37	63	5.3
Computer Science - Multimedia Tech (AS)	25	37	62	5.2
Fire Technology (AS)	25	37	62	5.2
Early Childhood Education (AA-T)	24	36	60	5.0
Language Arts English (AA-T)	18	42	60	5.0
Psychology (AA-T)	20	40	60	5.0
Sociology (AA-T)	19.5	40.5	60	5.0
Science - Biology (AS)	22	37	59	4.9
Mathematics (AA)	22	37	59	4.9
Science - Earth Science (AS)	21	37	58	4.8
Science - Environmental Science (AS)	20	37	57	4.8
Health & Human Performance (AA)	20	37	57	4.8
Science - Physical Science (AS)	20	37	57	4.8

Columbia College Degree Title and Type	Total Units for Major (estimated)	General Education Units	Total Units (estimated)	No. of 12-Unit Terms to Completion
Allied Health (AS)	19	37	56	4.7
Fine Arts - Photography (AA)	19	37	56	4.7
Language Arts Emphasis in English (AS)	18	37	55	4.6
Fine Arts - Art (AA)	18	37	55	4.6
Liberal Arts AA (transfer) Science	18	37	55	4.6
Liberal Arts AA (non-transfer) Science	18	37	55	4.6
Liberal Arts AA (transfer) Arts and Humanities	18	37	55	4.6
Post-Secondary Studies Biological Sciences (AS)	18	37	55	4.6
Liberal Arts AA Elementary Teaching Preparation	18	37	55	4.6
Post-Secondary Studies Business Administration (AS)	18	37	55	4.6
Post-Secondary Studies Physical Sciences (AS)	18	37	55	4.6
Liberal Arts AA (non-transfer) Arts and Humanities	18	37	55	4.6
Post-Secondary Studies Pre-Engineering (AS)	18	37	55	4.6
Fire Management - Wildland /Urban (AS)	18	37	55	4.6
Language Arts Emphasis in Communication (AA)	18	37	55	4.6
Post-Secondary Studies Computer Sciences (AS)	18	37	55	4.6
Science - General Science (AS)	18	37	55	4.6
Liberal Arts AA (transfer) Behavioral and Social Science	18	37	55	4.6
Liberal Arts AA (non-transfer) Behavioral and Social Science	18	37	55	4.6
Post-Secondary Studies Environmental Sciences (AS)	18	37	55	4.6

## **Appendices – Links to Survey Summaries**

Links to summaries of institutional surveys are housed in the institutional Research and Planning “Data Portal.” Because this site is protected, therefore a password is needed to access the site.

### **Student Institutional Effectiveness Feedback Survey**

Students provided their assessment of their experiences in studying, learning and receiving student assistance while at Columbia. The complete survey summary can be found: [2013 Student Institutional Effectiveness Feedback Survey](#)

### **Staff Institutional Effectiveness Feedback Survey**

Faculty and staff provided their assessment of institutional effectiveness and the learning experience at Columbia. The complete survey summary can be found: [2013 Staff Institutional Effectiveness Feedback Survey](#)

### **Fall 2012 In-Service Staff (Live Survey)**

Staff attended the all college In-Service Day just prior to the start of the Fall term 2012. As part of this biennial briefing, staff were asked to provide their level of agreement to ten questions targeting planning and program review. The survey was conducted live using clickers, a computer and a projector. The results were viewed instantaneously then captured and stored via PowerPoint. The results can be found:

[Fall 2012 In-Service Live Staff Planning Survey](#)

### **Spring 2014 Survey to Instructional Program Review Planners**

Instructors who completed their Program Reviews with the revised Program Review form were queried as to efficacy, the planning process and available data and asked to make recommendations. [2014 Survey to Instructional Program Review Planners](#)