

# ACCJC Annual Report 2023

## General Information

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**Confirm college name:**

Columbia College

**Name of individual preparing report:**

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## Enrollment Data: Unduplicated Headcount

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**2019-2020**

4,197

**2020-2021**

3,130

**2021-2022**

3,488

## Enrollment Data: Unduplicated Headcount

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**5b. If your institution experienced an increase (or decrease) in enrollment of more than 50% in a single year, please explain below (Enter N/A if this does not apply to your institution.)**

N/A

## Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

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**2019-2020**

3,670

**2020-2021**

3,037

**2021-2022**

3,295

## Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

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**6b. Please list any individual degree applicable credit program which has experienced an increase (or decrease) of 50% or more in the last year.**

Since Columbia College is a smaller institution, the research department has opted to focus on "areas of interest" or "meta majors" instead of individual programs where small changes could cause large percentage changes from year to year. The "areas of interest include": Arts and Humanities, Automotive and Welding, Business and Entrepreneurship, Children and Teaching, Culinary and Hospitality, Emergency Services, English and Communication Studies, Forestry and Natural Resources, General Education, Healthcare, Kinesiology and Athletics, Social and Behavioral Sciences, and STEM Studies. Additionally, programs that do not lead to an academic award ('Lifelong Learners', '9-12 Dual Enrolled Students', 'Undecided', or our 'Unsure' series of programs) were excluded. It is important to note that students can be declared in multiple programs so area of interest declines can be attributed to students leaving or changes in program declarations. While we saw a decrease in enrollment during the COVID-19 pandemic we are also working on cleaning up program declaration data which may be reflected here.

No area of interest has declined by 50% in the last year.

## Enrollment Data: Distance Education

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7. Do you offer Distance Education?

Yes

## Enrollment Data: Distance Education

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2019-2020

1902

2020-2021

2589

2021-2022

2269

## Enrollment Data: Distance Education

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7c. If your institution experienced an increase (or decrease) in distance education enrollment of more than 50% in a single year, please explain below (Enter N/A if this does not apply to your institution.)

N/A

## Enrollment Data: Correspondence Education

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8. Do you offer Correspondence Education?

Yes

## Enrollment Data: Correspondence Education

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2019-2020

258

2020-2021

335

2021-2022

310

## Enrollment Data: Correspondence Education

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8c. If your institution experienced an increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below (Enter N/A if this does not apply to your institution.)

Columbia College began offering correspondence education for its Incarcerated Students Program in Spring 2020, with the acknowledgement from the Commission, because the COVID-19 shutdown precluded instructors from teaching courses face-to-face in correctional facilities, and incarcerated students are precluded from using internet to take online offerings. Correspondence education was a way to retain these students and keep them on their academic path. In March 2021, the ACCJC approved the college's substantive change proposal to serve as an ongoing provider of high quality correspondence education.

## Federal Data

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9. List the current Graduation Rate per the US Education Department College Scorecard:

25%

10. If your college relies on another source for reporting success metrics, please identify the source (select one).

N/A

11. Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.

[https://www.gocolumbia.edu/institutional\\_research/institutional%20outcomes%20and%20student%20achievement%20reporting.php](https://www.gocolumbia.edu/institutional_research/institutional%20outcomes%20and%20student%20achievement%20reporting.php)

## Institution-Set Standards: Course Completion Rates

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## 12. Course Completion Rates

	2019-20	2020-21	2021-22
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	72%	72%	72%
12b. List your stretch goal (aspirational) for successful student course completion rate:	80%	80%	80%
12c. List the actual successful student course completion rate:	81%	86%	73%

### Institution-Set Standards: Certificate Completion

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#### 13. Type of Institute-set standard for certificates (Please select one option from the menu):

Number-other

#### If Number-other or Percent-other, please describe:

Unduplicated Annual Headcount

#### 13. Certificates

	2019-20	2020-21	2021-22
13a. List your Institution-Set Standard (floor) for certificates:	25	25	25
13b. List your stretch goal (aspirational) for certificates:	61	61	61
13c. List actual number or percentage of certificates:	61	72	68

### Institution-Set Standards: Associate Degree Completion

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#### 14. Type of Institute-set standard for degrees awarded (Please select one option from the menu):

Number-other

#### If Number-other or Percent-other, please describe:

Unduplicated Annual Headcount

#### 14. Associate Degree (A.A./A.S.)

	2019-20	2020-21	2021-22
14a. List your Institution-Set Standard (floor) for degrees:	202	202	202
14b. List your stretch goal (aspirational) for degrees:	260	260	260
14c. List actual number or percentage of degrees:	287	300	235

### Institution-Set Standards: Baccalaureate Degree Completion

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#### 15. Does your college offer a Bachelor's Degree (B.A./B.S.)?

No

### Institution-Set Standards: Transfer

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#### 16. Type of Institute-set standard for transfers (Please select one option from the menu):

Number of transfers

## 16. Transfer

	2019-20	2020-21	2021-22
16a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	185	185	185
16b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	227	227	227
16c. List actual number or percentage of students who transfer to a 4-year college/university:	165		

## Institution-Set Standards: Licensure Examination Pass Rates

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17. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

### Program

N/A

### Exam (National, State, Other)

Other

### Institution-Set Standard (%) (Floor)

0%

### Stretch (Aspirational) Goal (%)

0%

### 2019-20 Pass Rate

0

### 2020-21 Pass Rate

0

### 2021-22 Pass Rate

0

## Institution-Set Standards: Job placement rates

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18. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

### Program

Agriculture and Natural Resources (01)

### Institution-Set Standard (%) (Floor)

60%

### Stretch (Aspirational) Goal (%)

76%

### 2019-20 Job Placement Rate

76.9

### 2020-21 Job Placement Rate

63.6

**2021-22 Job Placement Rate**

66.7

**Program**

Business and Management (05)

**Institution-Set Standard (%) (Floor)**

60%

**Stretch (Aspirational) Goal (%)**

76%

**2019-20 Job Placement Rate**

77.1

**2020-21 Job Placement Rate**

73.9

**2021-22 Job Placement Rate**

72.2

**Program**

Health (12)

**Institution-Set Standard (%) (Floor)**

60%

**Stretch (Aspirational) Goal (%)**

76%

**2019-20 Job Placement Rate**

87.1

**2020-21 Job Placement Rate**

90.0

**2021-22 Job Placement Rate**

89.2

**Program**

Family and Consumer Sciences (13)

**Institution-Set Standard (%) (Floor)**

60%

**Stretch (Aspirational) Goal (%)**

76%

**2019-20 Job Placement Rate**

82.4

**2020-21 Job Placement Rate**

80.0

**2021-22 Job Placement Rate**

71.7

**Program**

Public and Protective Services (21)

**Institution-Set Standard (%) (Floor)**

60%

**Stretch (Aspirational) Goal (%)**

76%

**2019-20 Job Placement Rate**

91.2

**2020-21 Job Placement Rate**

85.5

**2021-22 Job Placement Rate**

92.1

**Additional Comments**

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

Enrollment - Unduplicated Headcount:

The unduplicated number of noncredit and credit students is determined by looking at sections records and filtered for any of the follow:

- Attempted credit is greater than zero.
- Completed credit is greater than zero.
- The student received an evaluative symbol for the section.
- The total positive attendance hours for the section is greater than zero.

Enrollment - Degree-applicable Enrollment (Credit Courses Only):

Uses the same definition as Question 5 but filters the course to 'CD' which is equated to 'D' in CB04.

Enrollment Data – Distance Education:

Uses the same definition for 'Enrollment – Unduplicated Headcount' but filters the section to include section modalities of 'Online' and 'Online Live.' When determining section modality, the following methodology is used:

- Online: There is an asynchronous session and no synchronous (In-person / zoom) sessions
- Online Live: There is a zoom indicator for a session and no asynchronous session or In-person session.

Enrollment Data – Correspondence Education:

Uses the same definition as 'Enrollment – Unduplicated Headcount' but is filtered to only include sections that have a session instructional method of 'TXT' which is equated to 'Passive Medium (61)' in XF01.

ISS - Course Completion Rates:

The current methodology includes 'EW' in the denominator:

Numerator: 'A', 'B', 'C', 'IB', 'IA', 'IC', 'IPP', 'P', 'CR'

Denominator: 'A', 'B', 'C', 'D', 'F', 'IB', 'IA', 'IC', 'ID', 'IF', 'INP', 'IPP', 'NP', 'FW', 'W', 'P', 'DR', 'EW', 'CR'

In the future the college may opt to adjust the denominator to be more in-line with CCCCO Data Mart definitions of course success.

ISS - Certificate Completions:

The current methodology may have some issues regarding what certificates are counted. In the future the college may better align this metric with exact metric definitions provided through the Student-Centered Funding Formula (SCFF).

ISS - Transfer

Currently, the college looks at the Student Success Metric – Transferred to a Four-Year Institution. This measure typically lags by quite a bit. The college will explore alternative measures such as SCFF data provided through Data on Demand.

ISS - Licensure Examination Pass Rates

The research department will work with different departments across the college to better identify how to collect this information. As of right now the EMS program is the only area that has a licensure exam; however, there are less than 10 students completing each year.

ISS – Job Placement Rates

Based on data from the Perkins V dashboard. Due to Columbia Colleges size programs are reported are the highest TOP level.

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**By submitting this report on behalf of my institution, I confirm that the data and information contained herein is accurate and correct to the best of my knowledge. The institution acknowledges that knowingly submitting false or inaccurate data may result in notification to the U.S. Department of Education and/or accreditation action.**

Check to confirm and acknowledge