2022 Annual Report
Final Submission
03/30/2022

Columbia College
11600 Columbia College Drive
Sonora, CA 95370

General Information

#	Question	Answer
1.	Confirm your College Information	**Confirmed**
2.	Name of individual preparing report:	**Brian Sanders**
3.	Phone number of person preparing report:	**209 588-5051**
4.	E-mail of person preparing report:	**sandersb@yosemite.edu**
5.	Type of Institution (select one)	**California Community College**

Headcount Enrollment Data

#	Question	Answer	
6.	Total unduplicated headcount enrollment for last three years:	2018-19: 2019-20: 2020-21:	**4,208** **4,190** **3,128**
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)		**0%** **-25%**
	6. Additional Instructions and Data Definitions: For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.		
7.	Total unduplicated headcount enrollment in degree applicable credit courses for last three years:	2018-19: 2019-20: 2020-21:	**3,637** **3,662** **3,034**
7a.	Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year. **In previous years, Columbia College researchers reported changes in program enrollment at the level of the degree code, but for 2022 opted to report unduplicated program enrollment grouped by "areas of interest," which reflect its advising guides and are akin to what some colleges call "meta majors."**		

The college reported enrollment where a student must have been actively declared in the program in at least one semester in a given academic year. Columbia College offers about 15 program "areas of interest," including Arts & Humanities, Automotive and Welding, Business & Entrepreneurship, Children & Teaching, Culinary & Hospitality, Emergency Services, English & Communication Studies, General Education, Forestry & Natural Resources, Healthcare, Kinesiology & Athletics, Lifelong Learning & Community Education, Social & Behavioral Sciences, STEM, and a catch-all area for students who are still deciding. From this lens, only enrollment into Lifelong Learning and Community Education programs declined more than 50%, from 272 in AY2019-20 to 95 in AY2020-21 (-65.1%). Likely attributable to the impacts of Covid-19, most other program areas saw declines ranging less than 10% (Emergency Services, Healthcare, Social and Behavioral Sciences, STEM Studies. All others experienced declines exceeding 10%, but not more than 35%. Finally, students enrolling as Still Deciding declined from 775 to 413 (-46.7%), but this is likely more attributable to improvements in academic counseling practices rather than to the pandemic.

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

Distance Education and Correspondence Education

#	Question	Answer	
8.	Do you offer Distance Education?		**Yes**
8a.	Total unduplicated headcount enrollment in distance education in last three years:	2018-19 2019-20 2020-21	**1,751** **1,907** **2,668**
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)		**9%** **40%**

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

8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

#	Question	Answer	
9.	Do you offer Correspondence Education?		**Yes**
9a.	Total unduplicated headcount enrollment in all types of Correspondence Education for last three years:	2018-19 2019-20 2020-21	**0** **264** **335**
9b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)		**100%** **27%**
9c.	If your institution experienced more than a one-year increase (or decrease) of 50%, please explain: **Columbia began offering correspondence education for its Incarcerated Students Programs in Spring 2020, with acknowledgement from the Commission, because the COVID-19 shutdown precluded instructors from teaching courses face to face in correctional facilities, and incarcerated students are precluded from using the internet to take regular online offerings. Correspondence education was a way to retain these students and keep them on their academic path. In March 2021, the ACCJC approved the college's substantive change proposal to serve as an ongoing provider of high quality correspondence education.**		

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

Federal Data

#	Question	Answer
10.	List the current Graduation Rate per the US Education Department College Scorecard	**22 %**

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

#	Question	Answer
11.	If your college relies on another source for reporting success metrics, please identify the source **(select one)**.	**Other: We use CCCCO metrics and/or local data stores depending on the context**
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	**https://www.gocolumbia.edu/ institutional_research/instituti onal%20outcomes%20and%2 0student%20achievement%20 reporting.php**

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

Institution Set Standards for Student Achievement

#	Question	Answer		
		Course Completion Rates		
		2018-19	2019-20	2020-21
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	**72 %**	**72 %**	**72 %**
		2018-19	2019-20	2020-21
13a.	List your stretch goal (aspirational) for successful student course completion rate:	**80 %**	**80 %**	**80 %**
		2018-19	2019-20	2020-21
13b.	List the actual successful student course completion rate:	**76 %**	**75 %**	**77 %**

13. Additional Instructions and Data Definitions:
For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.

Certificates

14.	Type of Institute-set standard for certificates:	**Number-Other**		
	If Number-Other or Percent-other, please describe:	**The headcount of individual students earning one or more awards each year**		

14a.	List your Institution-Set Standard (floor) for certificates:	2018-19	2019-20	2020-21
		25	**25**	**25**

14b.	List your stretch goal (aspirational) for certificates:	2018-19	2019-20	2020-21
		61	**61**	**61**

14c.	List actual number or percentage of certificates:	2018-19	2019-20	2020-21
		81	**61**	**72**

14. Additional Instructions and Data Definitions:
For purposes of this report, include only those certificates which are awarded with 16 or more units.

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

15.	Type of Institute-set standard for degrees awarded:	**Number-Other**		
	If Number-Other or Percent-other, please describe:	**The headcount of individual students earning one or more awards each year**		

15a.	List your Institution-Set Standard (floor) for degrees:	2018-19	2019-20	2020-21
		202	**202**	**202**

15b.	List your stretch goal (aspirational) for degrees:	2018-19	2019-20	2020-21
		260	**260**	**260**

15c.	List actual number or percentage of degrees:	2018-19	2019-20	2020-21
		214	**287**	**299**

Bachelor's Degree (B.A./B.S.)

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	**No**

Transfer

17.	Type of Institute-set standard for transfers:	**Number-Other**		
	If Number-Other or Percent-other, please describe:	**Number of transfers as reported by CCCCO Student Success Metrics (currently only reporting to 2018-19)**		

17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		185	**185**	**185**

17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		227	**227**	**227**

17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		182	**N/A**	**N/A**

Licensure Examination Pass Rates

18.	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	Exam (National, State, Other)	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)

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

Employment rates for Career and Technical Education students

	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:					
	Program	Institution-Set standard (%)(Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
19.	**01 Agriculture and Natural Resources**	**60 %**	**76 %**	**70 %**	**71 %**	**74 %**
	05 Business and Management	**60 %**	**76 %**	**70 %**	**64 %**	**77 %**
	09 Engineering and Industrial Technologies	**60 %**	**76 %**	**80 %**	**88 %**	**63 %**
	12 Health	**60 %**	**76 %**	**77 %**	**83 %**	**82 %**
	13 Family and Consumer Sciences	**60 %**	**76 %**	**78 %**	**71 %**	**84 %**
	21 Public and Protective Services	**60 %**	**76 %**	**96 %**	**94 %**	**89 %**

19. Additional Instructions and Data Definitions:
For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

	Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).
20.	**Columbia College has not previously reported employment rates for item 19 in this report due to small program enrollment and unreliable outcomes data. For this year's report, the college opted to use the CCC MIS Perkins IV reporting system (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Default.aspx), which groups outcomes by California Taxonomy of Programs (TOP) prefix code rather than by specific program. For this report, Columbia College is reporting outcomes for any TOP prefix code where more than 10 respondents were surveyed in all years.**

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

Click to Print This Page