ACCJC

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Getting Started – 2021 Annual Report

This document provides assistance with the ACCJC 2021 Annual Report. The final version of the report will be submitted online, but the questions are included below for reference as you gather data and prepare your answers for submission. Please contact ACCJC for technical support or for questions about the report itself (see contact information below). The 2021 Annual Report is due by **April 9, 2021**.

ACCJC Support Contacts:
For technical support: Tom Lane (tlane@accjc.org)
For all other questions: Catherine Webb (cwebb@accjc.org)

1. The Chief Executive Officer (CEO) and the Accreditation Liaison Officer (ALO) will each receive an e-mail containing log in instructions and a unique username and password.
2. Please do not share usernames and passwords between individuals. The ALO may create two additional accounts for others who are designated to assist in completing the Annual Report. Click the "Update Profile" link to add accounts.
3. If necessary, passwords may be changed once you have logged into the report. Click the "Update Profile" link to update passwords.
4. The Commission requires the CEO to certify that the information provided in the report is accurate. You may edit your responses as many times as you wish until it is submitted by the CEO. To certify and submit the report, the CEO must log in using their unique username and password. Only the CEO can certify and submit the final version of the Annual Report.
5. You may download copies of this "Getting Started" document from the Annual Report login screen by clicking the "Getting Started" link near the bottom of the login screen.
6. For some questions, you will see a "[Additional Instructions and Data Definitions]" link. This link will open a pop-up window with more detail to further clarify or explain the information you are being asked to provide.
7. The report form will automatically save your responses as you move through each question. If you need to go back to a previous question, use the "Review Prior Question" button. The "Skip" button allows you to move forward through the report, skipping over a question if do not have all the information or need to validate data. The report form will automatically mark the question as "skipped" so that you can return to it more easily when you are ready to enter your answer.
8. If a question is not applicable for your institution or if data are not available, please enter "N/A" as your response.
9. Upon the final submission, the CEO and ALO will receive an e-mail copy of the final report as submitted. Please retain a copy of the final report for the institution's files. If you need to make any changes to a response after the report has been submitted, please contact Catherine Webb at cwebb@accjc.org.

About the ACCJC Annual Report

In accordance with ACCJC Policy on Monitoring Institutional Performance and federal regulations, the Commission applies a set of annual monitoring and evaluation approaches that assess an institution's continued compliance with the Commission's Standards and take into account institutional strengths and stability. The Annual Report and Annual Fiscal Report are the primary reporting tools for annual monitoring during an institution's review cycle. Using institutions' self-reported data, the ACCJC Annual Report collects headcount information to monitor institutional growth (including growth in distance and correspondence education) and institution-set standards for key indicators of student achievement, licensure exam pass rates, and job placement rates.

Per federal regulations, the Commission is obligated to report to the Secretary of Education if a college experiences an increase in headcount enrollment of 50% or more in one year. In addition, it provides a framework for ACCJC to ensure colleges are holding themselves accountable for continuous improvement in the context of their unique mission and goals. Each year ACCJC Staff analyze the data and provides a summary report to the Commission describing trends across ACCJC's membership. This includes trends related to overall headcount enrollment growth and decline; headcount enrollment growth and decline in distance education; institution set standards (floor and aspirational goals); and achievement in course completion, certificates, degrees, transfer, job placement and licensure pass rates.

For colleges undergoing a comprehensive review, the visiting team will have the college's most recent annual report as a point of reference. Colleges are also asked to reflect on trends in their institution-set standard data and share their perspectives on student achievement over time in their Midterm Report.

2021 Annual Report Questions

Report Information

1. Confirm your College Information
2. Name of individual preparing report:
3. Phone number of person preparing report:
4. E-mail of person preparing report:
5. Type of Institution (select one)
   - ○ California Community College
   - ○ Pacific Islands, Public Institutions
   - ○ Private and/or Proprietary College

Headcount Enrollment Data

6. Total unduplicated headcount enrollment for last three years:
   - 2017-18: 14,724
   - 2018-19: 14,125
   - 2019-20: 13,371

6a. Percent change 2017-18 to 2018-19*:* *(automatically calculated - do not edit)*

Percent change 2018-19 to 2019-20: *(automatically calculated - do not edit)*

6b. If your institution experienced more than a one-year increase (or decrease) of 50%, please explain:
(the textbox ONLY appears if the condition noted above occurs in the auto-calculations)

[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:
   - 2017-18: 14,267
   - 2018-19: 13,879
   - 2019-20: 13,085

7a. Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year.

[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

8. Total unduplicated headcount enrollment in distance education in last three years:

2017-18:	5,550
2018-19:	5,815
2019-20:	6,033

8a. Percent change 2017-18 to 2018-19: *(automatically calculated - do not edit)*

Percent change 2018-19 to 2019-20: *(automatically calculated - do not edit)*

8b. If your institution experienced more than a one-year increase (or decrease) of 50%, please explain:
(the textbox ONLY appears if the condition noted above occurs in the auto-calculations)

[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.

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.]

9. Do you offer Correspondence Education? (If no, move to item #10)	Yes	No

9a. Total unduplicated headcount enrollment in all types of Correspondence Education for last three years:		
	2017-18:	
	2018-19:	
	2019-20:	

9b. Percent change 2017-18 to 2018-19: *(automatically calculated - do not edit)*	
Percent change 2018-19 to 2019-20: *(automatically calculated - do not edit)*	

9c. If your institution experienced more than a one-year increase (or decrease) of 50%, please explain:
(the textbox ONLY appears if the condition noted above occurs in the auto-calculations)

[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

10. List the current Graduation Rate per the US Education Department College Scorecard:	21 %

[Additional Instructions and Data Definitions:
The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. Enter your institution's 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."]

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

- [X] CCCCO Student Success Metrics dashboard
- [ ] Student Achievement Measure (SAM)
- [ ] Voluntary Framework of Accountability (AACC)
- [ ] College established dashboard
- [ ] Other _____ (type in option)
- [ ] N/A

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

[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

Course Completion Rates

	2017-18	2018-19	2019-20
13. List your Institution-Set Standard (floor) for successful student course completion rate:	%	%	%
13a. List your stretch goal (aspirational) for successful student course completion rate:	%	%	%
13b. List the actual successful student course completion rate:	74 %	73 %	76 %

[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 (Please Select Number or Percentage):

X Number of certificates
Percentage of headcount
Number–other
Percentage-other

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

	2017-18	2018-19	2019-20
14a. List your Institution-Set Standard (floor) for certificates:	1300		
14b. List your stretch goal (aspirational) for certificates:			
14c. List actual number or percentage of certificates:	569	575	186

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

Degrees

15. Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):

X Number of degrees
Percentage of headcount
Number–other
Percentage-other

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

Associate Degree (A.A./A.S.)	2017-18	2018-19	2019-20
15a. List your Institution-Set Standard (floor) for degrees:	850		
15b. List your stretch goal (aspirational) for degrees:			
15c. List actual number or percentage of degrees:	911	950	849

16. Does your college offer a Bachelor's Degree (B.A./B.S.)? [If no, move to item #17]

Yes	XNo

16a. Type of Institute-set standard for bachelor degrees awarded (Please Select Number or Percentage):

Number of degrees
Percentage of headcount
Number–other
Percentage-other

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

Bachelor's Degree (B.A./B.S.)	2017-18	2018-19	2019-20
16b. List your Institution-Set Standard (floor) for bachelor degrees:			
16c. List your stretch goal (aspirational) for bachelor degrees:			
16d. List number or percentage of actual bachelor degrees:			

Transfer

17. Type of Institute-set standard for transfers (Please Select Number or Percentage):

X Number of transfers
Percentage of headcount
Number–other
Percentage-other

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

	2017-18	2018-19	2019-20
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	675		
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:			
17c. List actual number or percentage of students who transfer to a 4-year college/university:	677	731	652

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 (%)	2017-18 Pass Rate (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)
see Excel						

[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

19. 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 (%)	2017-18 Job Placement Rate (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)
see Excel					

(Note: Additional Instructions and Data Definitions shown on next page)

[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 2019-20 job placement rate will be the number of students who completed the program in 2018-19.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2018-19, you do not need to report a job placement rate for 2019-20. 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

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

NOTE: The CEO must certify the Annual Report as complete and accurate. Once all the questions have been answered, the ALO will have an option to send an email notification to the CEO that the report is ready for certification. The CEO must then login, certify the answers, and submit the Annual Report. Only the CEO may submit the final Annual Report.

- End of Annual Report -