ACCJC Annual Report 2025

Due: April 11, 2025

Support Contacts
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Background: About the ACCJC Annual Report
In accordance with federal regulations and the Commission *Policy on Monitoring Institutional Performance*, ACCJC applies a set of annual monitoring and evaluation approaches to assess member institutions' strengths, stability, and ongoing alignment with the Standards during the course of the accreditation review cycle The Annual Report (AR) is one of the tools used for this process. 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.

To assist you as your institution prepares its responses, you can find additional information, data definitions, and a printable version of the 2025 survey questions at https://accjc.org/wp-content/uploads/Annual-Report-Instructions-and-Questions-1.pdf.

Technical Notes for the 2025 Annual Report Survey
The 2025 Annual Report collects data for the three-year period that includes 2021-2022, 2022-2023, and 2023-2024.
Additional information and data definitions are provided in the instruction text where relevant.
All questions with an * are required.
If a question is not applicable, please entern/a.
If you are copying and pasting figures from a Word or PDF document, please ensure your numbers don't have extra (trailing) spaces in the end.
Answers are saved automatically, and can be accessed and revised as many times as needed prior to submission.
Use the "Section Navigator" buttons on the next page to jump between sections.
Submitting the 2025 Annual Report Survey
To submit a final copy, follow the instructions in the Final Step page of the online survey. When the survey has been submitted, the College ALO and the individual completing the survey (if different) will receive email confirmation of submission and a copy of the survey responses. ACCJC will forward a final PDF copy of the Annual Report to the ALO and CEO for final review (and adjustment, if needed). If no corrections or adjustments are needed, the PDF copy will stand as the final, certified copy of the Annual Report.

This is the Section Navigator which will allow you to jump to any sections of the survey. You can complete the sections in any order and if you need to return to the main page, please use the back button.
To begin or return to a section, please click the 'Answer' button.
The 'Next' button at the bottom of this page will bring you to the final page of the survey. You will not be able to proceed until all sections of the survey have been completed.
If you can't complete a section in one sitting, click 'Back' to navigate back to the section navigator to complete a different section.

Questions marked with an * are required.

Confirm college name:

College of San Mateo

Name of individual preparing report:

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Phone number of person preparing report:

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For numerical fields, commas can be entered to delineate 1000s (e.g. 1,000,000).

5. Total unduplicated headcount enrollment for last three years:

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.

2021-2022

13274

2022-2023

13192

2023-2024

15148

5a. The table below shows an auto-calculation of year-to-year changes in unduplicated headcount for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	13274	13192	15148
% Change from Prior Year:		-0.62%	14.83%

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.

N/A

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2021-2022

13102

2022-2023

13015

2023-2024

14925

6a. The table below shows an auto-calculation of year-to-year changes in degree-applicable enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	13102	13015	14925
% Change from Prior Year		-0.66%	14.68%

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)
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.

N/A

7. Do you offer Distance Education?
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.

Yes

7a. Total unduplicated headcount enrollment in distance education in last three years:

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 offered 100% in the distance education modality 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.

2021-2022

11509

2022-2023

9545

2023-2024

10844

7b. The table below shows an auto-calculation of year-to-year changes in distance education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	11509	9545	10844
% Change from Prior Year		-17.06%	13.61%

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

N/A

7d. Total unduplicated degree-applicable headcount enrollment in distance education in the last three years:

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 offered 100% in the distance education modality 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.

2021-2022

11365

2022-2023

9469

2023-2024

10782

7e. The table below shows an auto-calculation of year-to-year changes in degree-applicable distant education for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	11365	9469	10782
% Change from Prior Year		-16.68%	13.87%

7f: If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in degree applicable distance education courses in a single year, please explain below. Enter N/A if this does not apply.

N/A

7g. % of all students that took at least one degree applicable distance education course:

2021-2022

86%

2022-2023

72%

2023-2024

72%

7h. % of all degree applicable distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2021-2022

51%

2022-2023

75%

2023-2024

79%

8. Do you offer Correspondence Education?

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 7, above).

No

8a. Total unduplicated headcount enrollment in all types of Correspondence Education for last three years:

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 7, above).

8b. The table below shows an auto-calculation of year-to-year changes in correspondence education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:			
% Change from Prior Year		%	%

9a. Does your institution participate in Title IV funding?

Yes

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

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9c: List the current Transfer Rate per the US Education Department College Scorecard.
The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. After entering your institution's name in the search box to find the current graduation rate, click on View School and scroll to the Graduation & Retention drop-down. After you expand the section, you will see the % of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."

40

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

Other (please specify)*: CCCCO Student Success Metrics dashboard

11a. Please provide a link to the exact page on your institution's website that displays its most recent publication of disaggregated student achievement data:
ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions. This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

https://collegeofsanmateo.edu/prie/datadashboards.php

11b. Please review and score your institution's website on the *Rubric for Effective Institutional Outcome Transparency*

Score

4

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution's public website? (100 words)

Our college plans to make the following changes: 1) Add a Fast Facts link to the Quick Links on the home page, 2) Add a Data Dashboards link to the Explore CSM dropdown on the home page, and 3) Improve collaboration between IR and Marketing with stories that link to institutional data.

12. Course Completion Rates
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 18.

	2021-2022	2022-2023	2023-2024
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	78%	81%	70%
12b. List your stretch goal (aspirational) for successful student course completion rate:	83%	85%	82%
12c. List the actual successful student course completion rate:	80%	75%	75%

13. Does your college offer Certificates for 16 or more units/credits?
For the purposes of the Annual Report, report only certificate awards for 16 or more units.

Yes

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

Number of certificates

13. Certificates

	2021-2022	2022-2023	2023-2024
13a. List your Institutional-Set Standard (floor) for certificates:	350	360	207
13b. List your stretch goal (aspirational) for certificates:	400	370	402
13c. List actual number or percentage of certificates:	409	355	266

14. Type of Institutional-set standard for associate degrees: (Please select one option from the menu):

Number of degrees

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

	2021-2022	2022-2023	2023-2024
14a. List your Institutional-Set Standard (floor) for degrees:	930	925	892
14b. List your stretch goal (aspirational) for degrees:	958	950	975
14c. List actual number or percentage of degrees:	907	841	964

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

No

16. Does your college offer a Direct Assessment Program? (*Direct Assessment is a form of Competency Based Education as discussed in ACCJC's Policy on Competency Based Education. ACCJC has included this section in the Annual Report Survey in anticipation of colleges seeking to implement Competency Based Education programs using the Direct Assessment approach and will be required to report this data upon the delivery of their programs to students.*)

No

17. Does your college offer Transfer Programs?

Yes

17a. Type of Institute-set standard for transfers (Please select one option from the menu):

Number of transfers

17. Transfer

	2021-2022	2022-2023	2023-2024
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	730	513	478
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	750	634	593
17c. List actual number or percentage of students who transfer to a 4-year college/university:	605	550	515

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes

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.

Our institution has programs that meet these conditions.

18a. 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

Cosmetology

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

50

Stretch (Aspirational) Goal (%)

76

2021-2022 Pass Rate

77

2022-2023 Pass Rate

69

2023-2024 Pass Rate

58

Program

Dental Assisting

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

75

Stretch (Aspirational) Goal (%)

84

2021-2022 Pass Rate

60

2022-2023 Pass Rate

58

2023-2024 Pass Rate

90

Program

Nursing

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

90

Stretch (Aspirational) Goal (%)

94

2021-2022 Pass Rate

92

2022-2023 Pass Rate

84

2023-2024 Pass Rate

94

19. Does your college offer Career and Technical Education Programs?

Yes

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 2022-2023 job placement rate will be the number of students who completed the program in 2021-2022.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-2022, you do not need to report a job placement rate for 2022-2023. 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.

Our institution has programs that meet these conditions.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

Program

Accounting

Institution-Set Standard (%) (Floor)

77

Stretch (Aspirational) Goal (%)

83

2021-2022 Job Placement Rate

77

2022-2023 Job Placement Rate

84

2023-2024 Job Placement Rate

80

Program

Administration of Justice

Institution-Set Standard (%) (Floor)

88

Stretch (Aspirational) Goal (%)

92

2021-2022 Job Placement Rate

82

2022-2023 Job Placement Rate

86

2023-2024 Job Placement Rate

93

Program

Business Administration

Institution-Set Standard (%) (Floor)

66

Stretch (Aspirational) Goal (%)

96

2021-2022 Job Placement Rate

100

2022-2023 Job Placement Rate

67

2023-2024 Job Placement Rate

80

Program

Computer & Information Science

Institution-Set Standard (%) (Floor)

53

Stretch (Aspirational) Goal (%)

77

2021-2022 Job Placement Rate

80

2022-2023 Job Placement Rate

50

2023-2024 Job Placement Rate

65

Program

Cosmetology

Institution-Set Standard (%) (Floor)

72

Stretch (Aspirational) Goal (%)

78

2021-2022 Job Placement Rate

63

2022-2023 Job Placement Rate

73

2023-2024 Job Placement Rate

78

Program

Dental Assisting

Institution-Set Standard (%) (Floor)

69

Stretch (Aspirational) Goal (%)

96

2021-2022 Job Placement Rate

100

2022-2023 Job Placement Rate

71

2023-2024 Job Placement Rate

81

Program

Digital Media: Broadcast and Electronic Media

Institution-Set Standard (%) (Floor)

66

Stretch (Aspirational) Goal (%)

70

2021-2022 Job Placement Rate

64

2022-2023 Job Placement Rate

70

2023-2024 Job Placement Rate

69

Program

Fire Technology

Institution-Set Standard (%) (Floor)

89

Stretch (Aspirational) Goal (%)

99

2021-2022 Job Placement Rate

92

2022-2023 Job Placement Rate

100

2023-2024 Job Placement Rate

93

Program

Nursing

Institution-Set Standard (%) (Floor)

73

Stretch (Aspirational) Goal (%)

98

2021-2022 Job Placement Rate

100

2022-2023 Job Placement Rate

91

2023-2024 Job Placement Rate

81

In this Annual Report, ACCJC seeks to gain additional insights from our member institutions. Regarding student achievement data, these questions seek to learn more about how colleges are advancing student achievement, challenges faced, and support needed.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved. (max 200 words)

For the past two years, College of San Mateo (CSM) has not had a statistically significant equity gap in fall to spring persistence among first-time matriculation non-exempt students, when analyzed by race and ethnicity. The college attributes its success to a robust array of academic, social, and financial student supports. Central is the Promise Scholars program, a replication of the CUNY ASAP model, which is a degree and certificate completion program that provides participants with multi-year tuition support, a low counselor-to-student ratio, and textbook vouchers. College of San Mateo's parent district also pioneered the use of legislation (SB 893) to offer free tuition to all San Mateo County residents pursuing a degree or certificate. Several cultural learning communities provide BIPOC students with meaningful academic engagement and sense of belonging, both of which are critical factors in student persistence. Finally, the college provides transportation and basic needs support through a free shuttle to and from BART, a regional heavy rail system; subsidized round-trip Lyft rides to select destinations; and free groceries, meals, and personal care products, as well as financial coaching and housing needs assistance through our SparkPoint program.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle? (max 200 words)

1. Partnership development. College of San Mateo's Education Master Plan identifies Transformative Community Partnerships as one of four key goals for student and institutional success. We view community, industry, and philanthropic partnerships as key to accessing hard-to-reach communities, to developing internship and career pathways, and to sustaining innovations that support equitable student success.
2. Effective Communication or Teambuilding. Creative and/or interest-building solutions to get all employees onboard, integrated, and aware of institutional goals, current initiatives, and gaps.

Final Step
Thank you for completing the survey. Please take a moment to review your submission. If you need to make any changes, you can click the back button or the navigation buttons below. When you are ready, please click the submit button at the very bottom on the survey.

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

Thank you for your submission!
ACCJC emails copies of the final submission to the ALO and CEO of each institution. Please contact support@accjc.org if your institution does not receive a final copy.