

2023 Annual Report General Instructions and Survey Questions

This document provides assistance with the ACCJC 2023 Annual Report. The final version of the report will be submitted online, but the questions are included below for reference and to assist with data collection. The 2023 Annual Report is due no later than **April 14, 2023**.

ACCJC Support Contacts:

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

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.

Overview the 2023 Annual Report Survey

There were no major changes to the Annual Report questions for the 2023 survey. However, ACCJC staff changed the tool used for the 2023 survey to improve usability and streamline the data collection and review processes. Changes were also made to the submission process.

Accessing, Completing, and Submitting the 2023 Annual Report Survey

Institutions submit the Annual Report electronically via an online survey. Instructions for accessing the survey are provided to each institution's Accreditation Liaison Officer (ALO) via email, usually in early February. Please contact Tom Lane (tlane@accjc.org) if you have questions about accessing the survey.

The 2023 Annual Report collects data for the three-year period that includes 2019-20, 2020-21, and 2021-22 (unless otherwise noted). Additional information and data definitions are provided in the instruction text where relevant. All questions in the survey are required, unless otherwise noted. If a question is not applicable, please enter **N/A**.

Answers are saved automatically, and can be accessed and revised as many times as needed prior to submission. To submit a final copy, follow the instructions in the Final Step page of the online survey. When the survey has been submitted, ACCJC will forward a final PDF copy of the answers 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.

2023 Annual Report Questions (Due April 14, 2023)

General Information

1. Confirm college name:
2. Name of individual preparing report:
3. Phone number of person preparing report:
4. E-mail of person preparing report:

Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

In previous years I used the Datamart to generate these numbers. However, in looking at Question 7 and the need to identify credit degree applicable students and the need to identify DE students as well. It makes more sense to use Informer. I used the following informer report to identify the unduplicated students who earned a GOR or were enrolled in a non-credit course: [KW – Completion, Success, and Enrollments](#).

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 19.

2019-20: 9917 2020-21: 8439 2021-22: 7699

5a. Year-to-Year Increase/Decrease:

	2019-20	2020-21	2021-22
% Change from Prior Year:	(n/a)	-14.9%	-8.8%

- 5b. If your institution experienced a one-year 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, but asked for description in web form: The decrease is of 9% from the prior year is due to the pandemic.

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

Number 7 below: Looked at CreditType equal to "DEGRE" for the summer, fall, and spring term in the 2020-2021 academic year. I used the following informer report to identify the unduplicated students who earned a GOR in degree applicable course: [KW – Completion, Success, and Enrollments](#).

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

2019-20: 9702

2020-21: 8357

2021-22: 7307

- 6a. Year-to-Year Increase/Decrease:

	2019-20	2020-21	2021-22
% Change from Prior Year:	(n/a)	-13.9%	-12.6%

- 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, but asked for description in web form: The decrease is of 9% from the prior year is due to the pandemic.

Enrollment Data: Distance Education

7. Do you offer Distance Education?

If you answered no, skip to question 8.

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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- 7a. Total unduplicated 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 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 during Spring 2020.

2019-20: 2766

2020-21: 6711

2021-22: 7133

- 7b. Year-to-Year Increase/Decrease:

	2019-20	2020-21	2021-22
% Change from Prior Year:	(n/a)	+143%	+6.3%

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

The 143% increase in the number of students enrolling in online courses from 2019 – 2020 to 2020 - 2021 is due to the pandemic to decrease the likelihood of students, staff, and faculty contracting COVID-19. The increase from 2020-2021 to 2021-2022 in distance education students is also due to the pandemic as well as an increased interest of students to take distance education sections.

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

If you answered no, skip to question 9.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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8a. Total unduplicated headcount enrollment in correspondence education in the 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).

2019-20:	<input type="text"/>	2020-21:	<input type="text"/>	2021-22:	<input type="text"/>
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8b. Year-to-Year Increase/Decrease:

	2019-20	2020-21	2021-22
% Change from Prior Year:	(n/a)	(auto-calculated)	(auto-calculated)

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

Federal Data

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

34	%
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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."

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

- ☐ CCCCO Student Success Metrics dashboard
- ☐ Student Achievement Measure (SAM)
- ☐ Voluntary Framework of Accountability (AACC)
- ☒ College established dashboard
- ☐ Other _____ (type in option)
- ☐ 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:

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 Standard I.C.3 and Eligibility Requirement 19.

<https://www.craftonhills.edu/about-chc/research-and-planning/borg-data-cubes>
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Institution-Set Standards: Course Completion

In the past I have used the [CHC Scorecard Dashboards](#). Gio or I had updated the institutional set standards document. In the future this will be updated annually and should match the dashboard. I used the ISS document this year.

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.

	2019-20	2020-21	2021-22
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	63.6%	63.6%	63.6%
12b. List your stretch goal (aspirational) for successful student course completion rate:	73.0%	73.0%	76.7%
12c. List the actual successful student course completion rate:	76.7%	74.4%	73.2%

Institution-Set Standards: Certificates

For the purposes of the Annual Report, report only certificate awards for 16 or more units.

13. Type of Institute-set standard for certificates:
(Please select one option from the menu):
- ☒ Number of certificates
 - ☐ Percent of headcount
 - ☐ Number-other
 - ☐ Percent-other

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

	2019-20	2020-21	2021-22
13a. List your Institution-Set Standard (floor) for certificates:	204	204	204
13b. List your stretch goal (aspirational) for certificates:	255	296	497
13c. List actual number or percentage of certificates:	497	470	464

Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees:
(Please select one option from the menu):
- ☒ Number of degrees
 - ☐ Percent of headcount
 - ☐ Number-other
 - ☐ Percent-other

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

	2019-20	2020-21	2021-22
14a. List your Institution-Set Standard (floor) for associate degrees:	204	428	710
14b. List your stretch goal (aspirational) for associate degrees:	255	492	896
14c. List actual number or percentage of associate degrees:	475	492	782

Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

If you answered no, skip to question 16.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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- 15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu):

- ☒ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

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

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- 15b. List your Institution-Set Standard (floor) for baccalaureate degrees:

- 15c. List your stretch goal (aspirational) for baccalaureate degrees:

- 15d. List actual number or percentage of baccalaureate degree awards:

	2019-20	2020-21	2021-22
15b.			
15c.			
15d.			

Institution-Set Standards: Transfer

(In the past used Vision for success numbers and target here. Need to revise floor with addition of ADTs. Transfer numbers are not being used so used UC, CSU, OOS, and ISP numbers. I think that the Vision for Success numbers were duplicated.) **Gio had just updated the institutional set standards document. In the future this will be updated annually and should match the dashboard. I used the ISS document last year.** Source: The [CCCCO MIS Data Mart](#) for In-State-Private and Out-of-State institutions. The [CSU](#) Reports and Analytics statistical reports for CSUs, and the "TR Eth by Col" tab in the Admissions by Source School transfer site for [UCs](#).

2021-2022

In-State Private

Out of State

CSUs

UCs

Total

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

- ☐ Number of transfers
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

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

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- 16a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:

- 16b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:

- 16c. List actual number or percentage of students who transfer to a 4-year college/university:

	2019-20	2020-21	2021-22
16a.	163	338	338
16b.	665	558	558
16c.	519	569	507

Institution-Set Standards: Licensure Examination Pass Rates

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:

To set the Institution Minimum Standard I used the same methodology as other measures. I used three years here instead of five because the cohorts and data are harder to come by. The minimum standard was calculated by subtracting the standard deviation from the lowest exam passage rate in the previous year. The programs reviewed and approved minimum standards. Some changed the standard.

The stretch goal was set as 100% for the RADTECH and Paramedic, since they have had this as a result, the last three years. To calculate the other two stretch goals, calculated the SD based on last three years and added 1SD to the current year.

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.

Program	Exam Type (National, State, Other)	Institution- Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)	2021-22 Pass Rate (%)		
						# Pass	# Take	% Pass
Respiratory Care/Therapy	National	70.0%	89%	84%	93.8	18	18	100.0
Radiologic Technology (Check PPR)	National	78.6%	100%	100%	85.7	8	8	100.0
Emergency Medical Services (Check PPR)	National	70.0%	88%	72%	84.7	65	74	88
Paramedic	National	70.0%	100%	100%	98.7	43	46	93
CNA	State	80%	90%			30	30	100%

Institution-Set Standards: Employment Rates for Career and Technical Education Students

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

Go to the Chancellor's Office Data on Demand Page or click on the following link:

<https://misweb.cccco.edu/perkins/main.aspx>,

https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Default.aspx. Click on Core Indicator Reports and Forms → Click on the most recent report. In this case the 2019-2020 Fiscal year Planning report was the most current. Next, click on Forms and then Form 1 Part F by 4 Digit TOP Code. Select Crafton, each program individually, and View Report. Record the College—all CTE students numbers (Count and Total) and percent (College Performance) for Core Indicator 4 – Employment for each program. Another way to do that is to click on Core Indicator reports and under Trend Reports by Core Indicator, choose Core 4 and they most recent year. Go to page 2. Need to make sure I choose the Job Placement Rate year that corresponds with most recent ACCJC Year in Table below.

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 2021-22 job placement rate will be the number of students who completed the program in 2020-21.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2020-21, you do not need to report a job placement rate for 2021-22. 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 – but please describe your definition and methodology in Question 19.

Program	Top Code	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)	2021-22 Job Placement Rate (%)		
						Count	Total	%
Accounting	0502	43.2	75.8	84.62	61.54	11	14	78.6
Business Administration	0505	64	92.3	80.77	83.33	17	20	85.0
Business Management	0506	70	92.3	NA	83.33	11	14	78.6
Computer Information Systems	0702	70	90.0	NA	100.0	NA	NA	NA
Respiratory Care/Therapy	1210	57.2%	79.8	77.78	76.92	25	28	89.3
Radiologic Technology	1225	63.6%	100.0	100.0	100.0	9	9	100.0
Emergency Medical Services	1250	85.4%	99.0	94.55	98.56	133	139	95.7
Paramedic	1251	90.0%	99.0	94.74	97.92	10	10	100.0
Child Development /early Care & Education	1305	49.6%	70	83.33	NA	5	5	100.0
Fire Technology	2133	80.1%	98.2	93.75	96.55	81	87	93.1

Other Information

19. Please use the text box below to provide any comments or context regarding the data submitted in this report (optional, no word limit):

The numbers of degrees earned increased in 2021-2022 primarily because of the inclusion of transfer degrees in the count. Any zero in the license exam and job placement rates means there were no cohorts in those years.

SUBMISSION INSTRUCTIONS

Once all data has been entered into the online survey, use the Section Navigation links to review carefully. Answers may be reviewed and revised as many times as needed prior to final submission.

Follow the instructions in the **Final Step** page of the online survey to submit. Upon submission, ACCJC will forward PDF copy of the answers to the ALO and CEO for final review (and correction, if needed). If no corrections are needed, the PDF copy will stand as the final, certified copy of the institution's 2023 Annual Report.