2024 Annual Report
General Instructions and Survey Questions

This document provides assistance with the ACCJC 2024 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 2023-2024 Annual Report is due no later than **April 12, 2024**.

ACCJC Support Contacts:

For technical support: Tom Lane (tlane@accjc.org)
For all other questions: Melynie Schiel (mschiel@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 of the 2024 Annual Report Survey

There were no major changes to the Annual Report questions for the 2024 survey. However, ACCJC staff added a question for institutions who have been approved for direct assessment programs. Institutions should complete this section once they have implemented their programs. ACCJC continues to use the same survey tool implemented in 2023 to improve usability and streamline the data collection and review processes.

Accessing, Completing, and Submitting the 2024 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 2024 Annual Report collects data for the three-year period that includes 2020-21, 2021-22, and 2022-23 (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 when a page is completed. You can access and revise the online survey as many times as needed prior to submission. On the page with the Section Navigator, please click the 'Answer' button to start a section. Please note that as you try to proceed to the next page of the survey without completing each section, a warning will generate letting you know which sections remain incomplete.

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.

2024 Annual Report Questions
(Due April 14, 2024)

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:

   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.

   2020-21:   2021-22:   2022-23:

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

	2020-21	2021-22	2022-23
% Change from Prior Year:	*(n/a)*	*(auto-calculated)*	*(auto-calculated)*

   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.

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

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

   2020-21:   2021-22:   2022-23:

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

	2020-21	2021-22	2022-23
% Change from Prior Year:	*(n/a)*	*(auto-calculated)*	*(auto-calculated)*

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.

Enrollment Data: Distance Education

7. Do you offer Distance Education?

Yes	No

If you answered no, skip to question 8.

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.

2020-21: ☐   2021-22: ☐   2022-23: ☐

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

	2020-21	2021-22	2022-23
% Change from Prior Year:	*(n/a)*	*(auto-calculated)*	*(auto-calculated)*

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.

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Yes	No

If you answered no, skip to question 9.

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).

2020-21: [   ]   2021-22: [   ]   2022-23: [   ]

8b. Year-to-Year Increase/Decrease:

	2020-21	2021-22	2022-23
% 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: [   ] %

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.

[   ]

Institution-Set Standards: Course Completion

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.

	2020-21	2021-22	2022-23
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	%	%	%
12b. List your stretch goal (aspirational) for successful student course completion rate:	%	%	%
12c. List the actual successful student course completion rate:	%	%	%

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:

	2020-21	2021-22	2022-23
13a. List your Institution-Set Standard (floor) for certificates:			
13b. List your stretch goal (aspirational) for certificates:			
13c. List actual number or percentage of certificates:			

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:

	2020-21	2021-22	2022-23
14a. List your Institution-Set Standard (floor) for associate degrees:			
14b. List your stretch goal (aspirational) for associate degrees:			
14c. List actual number or percentage of associate degrees:			

Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes	No

If you answered no, skip to question 16.

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:

	2020-21	2021-22	2022-23
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:			

Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes	No

If you answered no, skip to question 16.

16a. Type of Institute-set standard for a Direct Assessment Program:
(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:

	2020-21	2021-22	2022-23
16b. List your Institution-Set Standard (floor) for a Direct Assessment Program:			
16c. List your stretch goal (aspirational) for a Direct Assessment Program:			
16d. List actual number or percentage of a Direct Assessment Program:			

Institution-Set Standards: Transfer

17. 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:

	2020-21	2021-22	2022-23
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:			
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:			

Institution-Set Standards: 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:

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 (%)	2020-21 Pass Rate (%)	2021-22 Pass Rate (%)	2022-23 Pass Rate (%)

Institution-Set Standards: 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:

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 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. 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	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2020-21 Job Placement Rate (%)	2021-22 Job Placement Rate (%)	2022-23 Job Placement Rate (%)

Other Information

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

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. 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.