

**Getting Started – 2014 Annual Report**

This document is provided to assist you in completing the ACCJC 2014 Annual Report, which will be submitted electronically. You will be using data from Fall 2013 and the two previous fall semesters to complete this report except where specified otherwise.

Attached are the report questions you may use to prepare before completing the report online.

1. The Chief Executive Officer (CEO) and the Accreditation Liaison Officer (ALO) will each receive e-mail instructions with an individually assigned username and password. The Commission requires the CEO to certify that the information provided in the form is

accurate and to submit the form.

2. If necessary, the password may be changed using the “Update Profile” link once the

ALO has logged into the report. Please note that the ACCJC staff are not able to retrieve

lost passwords if they have been changed.

3. Please do not share your login information. Instead, the ALO may create two

additional accounts in the “Update Profile” to assist in completing the Annual Report.

4. Only the CEO can submit the final version of the Annual Report. The CEO will use the

separate username and password sent by e-mail to submit the report.

5. You may download copies of this document from the Annual Report login screen by

clicking the “Getting Started” link near the bottom of the login screen.

6. Some questions have “[Read Additional Instructions]” pop-up windows that contain

important details to assist in accurately providing the requested information.

7. If you need to “skip” a question because you do not have all the information or need to

validate data, a “skip” button is provided. The report form will retain any information

that is entered and mark the question as “skipped” so that you will be able to more

easily find it at a later time to complete and “Submit” the answer. If you need to go back

to a previous question, use the “Review Prior Question” button.

8. Please note that narrative responses for questions 23, 35, and 36-39 are limited to

1,250 characters (approximately 250 words)

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9. You may edit your answers as many times as you wish until the CEO performs the

“Final Submission” of the Annual Report. Upon the final submission, e-mail

notifications will be sent to the ALO and the institution’s CEO with a copy of the final

report. Please be sure to retain a copy of the final report for your college files.

10. If a question is not applicable, please enter n/a in that box.

**11. The report must be submitted by March 31, 2014; however, if additional time is required to obtain specific data, please e-mail Krista Johns at kjohns@accjc.org. If any changes are required after you have submitted the report, please call Krista Johns, 415-506-0234, at the Commission office.**

12. If you have any questions about the form, please call or e-mail Krista Johns.

2014 Annual Report Questions

**Report Information**

1. Confirm Your Institution: "Start Survey"

2. Name of individual preparing report:

3. Phone number of person preparing report:

4. E-mail of person preparing report:

5a. Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:

[Additional information: Refer to the ACCJC Policy on Representation of Accredited

Status, Policy on Public Disclosure and Confidentiality, and Policy on Rights and

Responsibilities of the Commission and Member Institutions. These can be found in

the Accreditation Reference Handbook online at www.accic.org in the Publications

and Policies section. The college must also post program or other special

accreditation in the college catalog and on the college website. The information must

include name, address, telephone number, and the manner in which complaints can

be made. Accreditor website information would also be helpful to post.]

5b. Provide the URL (link) from the college website to the college’s online statement of accredited status with ACCJC:

**Headcount Enrollment Data**

6. Total unduplicated headcount enrollment

Fall 2013:

Fall 2012:

Fall 2011:

[Additional Instructions: Unduplicated headcount should be based on the enrollments

when the general enrollment period ends (may be referred to as first census date).]

7. Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:

8. Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:

9. Number of courses offered via distance education:

Fall 2013:

Fall 2012:

Fall 2011:

10. Number of programs offered via distance education:

[Additional Instructions: This is the number of programs which can be offered fully online.]

11. Total unduplicated headcount enrollment in all types of Distance Education:

Fall 2013:

Fall 2012:

Fall 2011:

[Additional Instructions: Provide unduplicated enrollment numbers in distance

education courses. Distance Education is defined as education that uses one or more

of the technologies listed below to deliver instruction to students who are separated

from the instructor and to support regular and substantive interaction between the

students and the instructor, either synchronously or asynchronously. If online

courses or online portions of courses are primarily for reading materials posted by

the instructor and student submission of assignments and examinations, they will

likely fall under the definition of correspondence education rather than distance

education. The technologies may include: the Internet; oneway and twoway

transmissions through open broadcast, closed circuit, cable, microwave, broadband

lines, fiber optics, satellite, or wireless communications devices; audioconferencing;

or video cassettes, DVDs, and CDROMs, if the cassettes, DVDs, or CDROMs are used

in a course in conjunction with any of the other technologies.]

12. Total unduplicated headcount enrollment in all types of Correspondence Education:

Fall 2013

Fall 2012:

Fall 2011:

[Additional Instructions: Provide unduplicated enrollment numbers in corresponddence

education courses. Correspondence education means education provided

through one or more courses under which the institution provides instructional

materials (print or other media), by mail or electronic transmission (including

transmission via learning management system), including examinations on the

materials, to students who are separated from the instructor. Interaction between

the instructor and the student is limited, is not regular and substantive, and is

primarily initiated by the student. Correspondence courses are typically self-paced

within a set period of time. Online courses or online portions of courses which

primarily involve "paperwork" — such as 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 USDE definition. See definition of distance

education in question 11 above.]

13. Were all correspondence courses for which students enrolled

in fall 2013 part of a program which leads to an associate degree?

Yes / No

[Additional Instructions: Please consult requirements for federal financial aid

eligibility for correspondence education courses.]

**Student Achievement Data**

14a. What is your Institution-set standard for successful student course

completion?: %

[Additional Instructions: Each institution is required to have an institution-set

standard for successful student course completion. An institution-set standard is the

identified level of performance determined by the institution to be acceptable. It is a

measure the institution can and does use in assessing both institutional and

programmatic performance in these areas (subject to exceptions for certain

programs, which may have different standards as determined by the institution). It is

a measure that will be assessed for reasonableness and effectiveness by peer

external evaluators.]

14b. Successful student course completion rate for the fall 2013 semester: %

[Additional Instructions: Course completion is a measure that applies to all students

at the college. It is the number of successful student course completions (with a

grade of C or better, if graded) over the number of student enrollments when the

general enrollment period ends (may be referred to as first census date).]

15. Institution Set Standards for program completion: While institutions may

determine the measures for which they will set standards, most institutions will

utilize this measure as it is core to their mission. For purposes of definition,

certificates include those certificate programs which qualify for financial aid,

principally those which lead to gainful employment. Completion of degrees and

certificates is to be presented in terms of total numbers. Each student who

receives one or more certificates or degrees in the specified year may be

counted once.

15a. If you have an institution-set standard for student completion of

degrees and certificates combined, what is it?

15b. If you have separate institution-set standards for degrees, what

is your institution-set standard for the number of student

completion of degrees, per year?

15c. If you have separate institution-set standards for certificates, what is

your institution-set standard for the number of student completion of

certificates, per year?

16a. Number of students (unduplicated) who received a certificate

or degree in the 2012-2013 academic year:

[Additional Instructions: Each student who receives one or more certificates or

degrees in the specified year may be counted once. For purposes of definition,

certificates include those certificate programs which qualify for financial aid,

principally those which lead to gainful employment.]

16b. Number of students who received a degree in the 2012-2013

academic year:

[Additional Instructions: Each student who receives one or more degrees in the

specified year may be counted once.]

16c. Number of students who received a certificate in the 2012-2013

academic year:

[Additional Instructions: Each student who receives one or more certificates in the

specified year may be counted once. For purposes of definition, certificates include

those certificate programs which qualify for financial aid, principally those which

lead to gainful employment.]

17a. If your college has an institution-set standard for the number of

students who transfer each year to 4-year colleges/universities, what

is it?

[Additional Instructions: While institutions may determine the measures for which

they will set standards, most institutions will utilize this measure as it is core to their

mission.]

17b. Number of students who transferred to 4-year

colleges/universities in 2012-2013:

18a. Does the college have any certificate programs which are not Yes / No

career-technical education (CTE) certificates?

18b. If yes, please identify them:

[Additional Instructions: Note that in order for a certificate program to be eligible for

student financial aid, it must lead to gainful employment. Your institution’s financial

aid office should have a list of qualifying gainful employment fields for your

reference.]

19a. Number of career-technical education (CTE) certificates and

degrees:

[Additional Instructions: For purposes of definition, CTE certificates to be included

are those which qualify for financial aid, principally those which lead to gainful

employment.]

19b. Number of CTE certificates and degrees which have identified

technical and professional competencies that meet employment

standards and other standards, including those for licensure

and certification:

19c. Number of CTE certificates and degrees for which the

institution has set a standard for licensure passage rates:

[Additional Instructions: Institutions are required to have institution-set standards for

licensure passage rates in all applicable certificate and degree programs.]

19d. Number of CTE certificates and degrees for which the institution has

set a standard for graduate employment rates:

[Additional Instructions: Institutions are required to have institution-set standards for

graduate employment rates in all applicable certificate and degree programs.]

20. 2011-2012 examination pass rates in programs for which students must pass a

licensure examination in order to work in their field of study:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program | CIP Code -4 digits | Institution Set Standard % | Examination: National/State/Local | Pass Rate % |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

[Additional Instructions: Please list each program for which a license examination is

required in which there were at least 10 students who completed the program in the

designated year. State the institution set standard for expected licensure examination pass rates. Also state the pass rate of students who took the examination.]

21. 2011-2012 job placement rates for students completing certificate programs and

CTE (career-technical education) degrees:

|  |  |  |  |
| --- | --- | --- | --- |
| Program | CIP Code -4 digits | Institution Set Standard % | Pass Rate % |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

[Additional Instructions: Please list each program in which there were at least 10

students who completed the program in the designated year. State the institution

set standard for expect job placement rates. Also state the job placement rate, as

measured in the year following graduation, of students who graduated from the

program.]

22. Please list any other institution set standards at your college:

|  |  |  |
| --- | --- | --- |
| Criteria Measured (e.g., persistence, starting salary, etc.) | Definition | Institution Set Standard |
|  |  |  |
|  |  |  |
|  |  |  |

23. Effective practice to share with the field: Describe examples of effective and/or

innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

**Student Learning Outcomes and Assessment**

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of

Student Learning Outcomes assessment ( see the ACCJC Rubric for Evaluating

Institutional Effectiveness, Part III, Student Learning Outcomes). At this time,

colleges are expected to be in full compliance with the Accreditation Standards

related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have studentlearning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

24. Courses

a. Total number of college courses:

[Additional Information: Provide the number of active credit and noncredit courses at the college (courses in the college catalog). Do not include not-for credit offerings of the college.]

b. Number of college courses with ongoing assessment of

learning outcomes:

Auto-calculated field: percentage of total:

25. Programs

a. Total number of college programs (all certificates and degrees, and other programs as defined by college):

b. Number of college programs with ongoing assessment oflearning outcomes:

Auto-calculated field: percentage of total:

26. Student and Learning Support Activities

a. Total number of student and learning support activities (ascollege has identified or grouped them for SLO implementation):

[Additional Information: The institution defines its student and learning support activities and how they may be grouped for assessment of learning outcomes. Definition and grouping of like student or learning support activities should be based upon a determination of how the assessment will best provide information to improve services for students.]

b. Number of student and learning support activities with ongoing assessment of learning outcomes:

**Auto-calculated field: percentage of total:**

27. URL(s) from the college website where prospective students can find SLO

assessment results for programs:

28. Number of courses identified as part of the GE program:

29. Percent of GE courses with ongoing assessment of GE learning outcomes:

30. Do your institution's GE outcomes include all areas identified in the Accreditation Standards?

Yes / No

31. Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:

32. Number of Institutional Student Learning Outcomes defined:

33. Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).

[Additional Information: The institution defines its student and learning support activities and how they may be grouped for assessment of learning outcomes. Definition and grouping of like student or learning support activities should be based upon a determination of how the assessment will best provide information to improve services for students.]

34. Percent of institutional outcomes (ILOs) with ongoing assessment of

learning outcomes: %

35. Effective practice to share with the field: Describe effective and/or innovative

practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice:

(1,250 character limit, approximately 250 words).

**Each of the following narrative responses is limited to 250 words. As you develop yourresponses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.**

36. Please discuss alignment of student learning outcomes at your institution, from

institutional and course to program level. Describe your activities beyond crosswalking or

charting all outcomes to courses in a program (often called “mapping”), to analysis and

implementation of alignment in the planning of curriculum and delivery of instruction.

Discuss how the alignment effort has resulted in changes of expected outcomes and/or

how students’ programs of study have been clarified. Note whether the described

practices apply to all instructional programs at the college (1,250 character limit,

approximately 250 words).

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

38. Explain how dialog and reporting of SLO assessment results takes place at the

departmental and institutional levels. Note whether practices involve all programs at the

college. Illustrate how dialog and reporting impact program review, institutional planning,

resource allocation, and institutional effectiveness (1,250 character limit,

approximately 250 words).

39. Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

**Substantive Change Items**

*NOTE: These questions are for survey purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.*

40. Number of submitted substantive change requests:

2012-13:

2011-12:

2010-11:

41a. Is your institution anticipating any of the following changes which might require

a substantive change proposal? (Check all that apply)

\_ Mission/Objectives

\_ Scope and/or Name

\_ Nature of constituents served

\_ Location and/or Geographic Area

\_ Control and/or Legal Status

\_ Courses and/or Programs (additions and deletions)

\_ Credit awarded

\_ Contractual relationships with a nonregionally accredited institution

\_ Change in sites offering 50% or more of a program, certificate, or degree

\_ Delivery mode (Distance Education or Correspondence Education)

\_ Other change

\_ No changes planned

41b. Explain the change(s) for which you will be

submitting a substantive change proposal:

[Insert n/a if no substantive change proposals are planned.]

**Other Information**

42a. Identify site additions and deletions since the submission of the 2013 Annual

Report:

[Insert n/a if none.]

42b. List all instructional sites other than the home campus where 50% or more of a

program, certificate, or degree is offered:

[Insert n/a if none.]

43. List all of the institution’s instructional sites out of state and outside the United States:

[Insert n/a if none. Additional Information: State means any state of the United States, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia,and the Republic of Palau, where the main campus of the institution is located.]

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

***End of Annual Report***