



## 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](http://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:	<input style="width: 80px;" type="text" value="11,160"/>
Fall 2012:	<input style="width: 80px;" type="text" value="11,271"/>
Fall 2011:	<input style="width: 80px;" type="text" value="11,588"/>

[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:	<input type="text" value="40"/>
Fall 2012:	<input type="text" value="41"/>
Fall 2011:	<input type="text" value="42"/>

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:	<input type="text" value="1,230"/>
Fall 2012:	<input type="text" value="1,152"/>
Fall 2011:	<input type="text" value="1,192"/>

[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:	<input type="text" value="n/a"/>
Fall 2012:	<input type="text" value="n/a"/>
Fall 2011:	<input type="text" value="n/a"/>

[Additional Instructions: Provide unduplicated enrollment numbers in correspondence 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 n/a

[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? 68 %

[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: 68.20 %

[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.

- a. If you have an institution-set standard for student completion of degrees and certificates combined, what is it? 900

- b. 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? 750

- c. 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? 150

19a. Number of career-technical education (CTE) certificates and degrees: 36

[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: 29

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: 11

[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 (##. ##)	Examination state/national/other	Institution set standard (%)	Pass Rate (%)
Diagnostic Rad Tech	51.09	National		95
Nurse Assistant	51.39	State		85
Registered Nursing	51.38	State		84
Vocational Nursing	51.16	State		79

[ Add Row ] [ Delete Checked Row ]

[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.]



16a. Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year: 721

[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: 652

[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: 116

[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? 850

[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: 611

18a. Does the college have any certificate programs which are not career-technical education (CTE) certificates? Yes / No

18b. If yes, please identify them: CSU General Education Breadth Certificate, IGETC Certificate

[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.]

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	Job Placement Rate (%)
n/a			
n/a			
n/a			
n/a			

[Add Row] [Delete Checked Row]

[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 (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
n/a		
n/a		
n/a		
n/a		

[Add Row] [Delete Checked Row]

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).

See attached narrative
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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 student learning 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:  MTR p.42

[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:  MTR p.42

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):  MTR p.36

b. Number of college programs with ongoing assessment of learning outcomes:  MTR p.36

Auto-calculated field: percentage of total:

26. Student and Learning Support Activities

a. Total number of student and learning support activities (as college 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).

See attached narrative



**Each of the following narrative responses is limited to 250 words. As you develop your responses, 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).

See attached narrative

- 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).

See attached narrative

- 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).

See attached narrative

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).

See attached narrative

**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: | 1 |
| 2011-12: |   |
| 2010-11: | 2 |

- 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 non-regionally 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:

See attached narrative

[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:

n/a

[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:

Los Banos Campus, Mariposa High, Delhi Center, Dos Palos High

[Insert n/a if none.]

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

n/a

[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