

## 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](mailto:tlane@accjc.org))  
For all other questions: Catherine Webb ([cwebb@accjc.org](mailto: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](mailto: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:

	Merced Community College District
	Karissa Morehouse
	209-384-6199
	karissa.morehouse@mccd.edu

### 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.*

2019-20: 
                 
 2020-21: 
                 
 2021-22:

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

	2019-20	2020-21	2021-22
% Change from Prior Year:	(n/a)	(auto-calculated)	(auto-calculated)
		(-9%)	(-4%)

- 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

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

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

2019-20: 
                 
 2020-21: 
                 
 2021-22:

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

	2019-20	2020-21	2021-22
% Change from Prior Year:	(n/a)	(auto-calculated)	(auto-calculated)
		(-4%)	(-5%)

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.*

Geography, Anthropology and Geology courses had -57.57%, -38.67% and -25.29% decreases in FTES from 2020-21 to 2021-22. ||| Welding, Athletics and Management courses had +100.66%, 92.73% and 74.68% increases in FTES from 2020-21 to 2021-22.

**Enrollment Data: Distance Education**

7. Do you offer Distance Education?

Yes	x	No
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*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.*

**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:	5,959	2020-21:	14,609	2021-22:	12,553
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7b. Year-to-Year Increase/Decrease:

	2019-20	2020-21	2021-22
% Change from Prior Year:	<i>(n/a)</i>	<i>(auto-calculated)</i>	<i>(auto-calculated)</i>
		(145%)	(-14%)

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.

During the pandemic, the majority of classes moved to a distance education modality and have since slowly returned to both online and in-person classes.

**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).*

2019-20:       2020-21:       2021-22:

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

	2019-20	2020-21	2021-22
% Change from Prior Year:	(n/a)	(auto-calculated) (100%)	(auto-calculated) (1%)

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.*

	2019-20	2020-21	2021-22
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	68 %	68 %	68 %
12b. List your stretch goal (aspirational) for successful student course completion rate:	74 %	74 %	74 %
12c. List the actual successful student course completion rate:	70.11%	69.11%	70.56 %

### 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:	950	950	1000
13b. List your stretch goal (aspirational) for certificates:	1400	1400	1400
13c. List actual number or percentage of certificates:	1317	1148	1110

### 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:	1200	1200	1400
14b. List your stretch goal (aspirational) for associate degrees:	2400	2000	2000
14c. List actual number or percentage of associate degrees:	1615	1667	1615

**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:

2019-20	2020-21	2021-22

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

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

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**Institution-Set Standards: Transfer**

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:

2019-20	2020-21	2021-22
850	850	850

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

1000	1000	1000
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16c. List actual number or percentage of students who transfer to a 4-year college/university:

969	867	884
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**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:

*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 (%)
<b>**See attached chart</b>						

**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:

*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	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)	2021-22 Job Placement Rate (%)
<b>**See attached chart</b>					

**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):

In 2021-2022 Certified Nursing Assistants and Vocational Nursing did not sit for exams due to restrictions from the pandemic.

Emergency Medical Technician program is going through external accreditation, no students in the program until Spring 2023.

**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.

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 Questions 17 and 18

17. 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 (%)
Diagnostic Radiologic Tech	National	85%	95%	100%	92.3%	100.0%
Emergency Medical Tech	State	60%	75%	64%	65%	N/A
Nursing Assistant	State	80%	90%	78%	N/A	N/A
Registered Nursing	National	80%	90%	89.58%	81.82%	82.26%
Sonography	National	80%	90%	75%	N/A	100%
Vocational Nursing	State	80%	90%	82%	74%	NA

18. Program		Institution Set Standard (%) (Floor)	Stretch (aspirational Goal) (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)	2021-22 Job Placement Rate (%)
Diagnostic Radiologic Technology		85%	90%	100%	100%	88%
Emergency Medical Tech		65%	70%	N/A	N/A	N/A
Nursing Assistant		90%	100%	49%	N/A	N/A
Registered Nursing		85%	90%	88%	100%	N/A*
Sonography		75%	80%	71.00%	N/A	88%
Vocational Nursing		85%	90%	100%	100%	N/A*

\*= RN and LVN do not have  
 student surveys back yet.