

2025 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 2024-2025 Annual Report is due no later than **April 11, 2025**.

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 2025 Annual Report Survey

There were no major changes to the Annual Report questions for the 2025 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 2025 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 2025 Annual Report collects data for the three-year period that includes 2021-22, 2022-23, and 2023-24 (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.

2025 Annual Report Survey

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:

Taft College
Xiaohong Li
661-763-7978
xli@taftcollege.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 20.

2021-22:

2022-23:

2023-24:

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

	2021-22	2022-23	2023-24
% Change from Prior Year:	(n/a)	3.65%	13.55%

- 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:

2021-22:

2022-23:

2023-24:

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

	2021-22	2022-23	2023-24
% Change from Prior Year:	(n/a)	3.65%	13.48%

- 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

Enrollment Data: Distance Education

7. Do you offer Distance Education?

Yes

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.

2021-22: 2703

2022-23:

2500

2023-24:

2806

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

	2021-22	2022-23	2023-24
% Change from Prior Year:	(n/a)	-7.51%	12.24%

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

N/A

7d. Total unduplicated **degree-applicable** 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.

2021-22: 2703

2022-23:

2500

2023-24:

2806

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

	2021-22	2022-23	2023-24
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% Change from Prior Year:	(n/a)	-7.51%	12.24%
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- 7f. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in **degree applicable** distance education courses in a single year, please explain below. Enter N/A if this does not apply.

N/A

- 7g. % of all students that took at least one **degree applicable** distance education course:

2021-22: 88%

2022-23:

87%

2023-24:

82%

- 7h. % of all **degree applicable** distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2021-22: 46%

2022-23:

45%

2023-24:

44%

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

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).

2021-22: N/A

2022-23: N/A

2023-24: N/A

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

	2021-22	2022-23	2023-24
% Change from Prior Year:	(n/a)	(n/a)	(n/a)

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

N/A

Student Achievement Data

9a. Does your institution participate in Title IV funding?

Yes	
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*If yes, complete questions 9b – 9c. If no, skip to question 10a.

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

11%

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.”

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

23%

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution’s name in the search box to find the current graduation rate, scroll to the Graduation & Retention drop-down. After you expand the section, you will see the % of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as “the share of students who transferred to another institution within 8 years of entering this school for the first time.”

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

- ☐ Student Achievement Measure (SAM)

☐ Voluntary Framework of Accountability (AACCC)

☐ College established dashboard

☐ Other (please specify)
-

X N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that **completed an award** at your institution by the end of the 2022-2023 academic year.

N/A

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

N/A

11a Please provide a link to the exact page on your institution’s website that displays its most recent publication of disaggregated 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 Standards 1.1, 1.3, 1.5, and 2.9.

<https://www.taftcollege.edu/about/offices-departments/institutional-research-planning/data-dashboards/index.php>

11b Please review and score your institution’s website on the [Rubric for Effective Institutional Outcome Transparency](#).

The Rubric for Effective Institutional Outcome Transparency provides a mechanism for institutions to review and self-score their publicly available student achievement data story. As part of the Annual Report submission process, institutions are asked to evaluate their Institutional Outcome Transparency according to the criteria presented in this rubric.

Score: 8

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution’s public website?

Our college fosters continual improvement and innovation by aligning with ACCJC Standards and ensuring data transparency on our public website. We assess institutional effectiveness using student data and program reviews to guide decision-making. Key performance indicators from the Strategic Action Plan (SAP), Institution-Set Standards (ISS), and institutional research data are publicly accessible, promoting accountability. ISS and SAP data are shared through governance bodies like the Academic Senate, Governance Council, and committees with ASO student representatives. This inclusive approach enables faculty, staff, and students to contribute to ongoing improvements, upholding accreditation standards and advancing student success.

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.

	2021-22	2022-23	2023-24
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	66%	66%	66%
12b. List your stretch goal (aspirational) for successful student course completion rate:	79%	79%	72%
12c. List the actual successful student course completion rate:	69%	70%	72%

Institution-Set Standards: Certificates

13. Does your college offer Certificates for 16 or more units/credits? *If you answered no, skip to question 14.*

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

13a. Type of Institute-set standard for certificates:
(Please select one option from the menu):

- X Number of certificates
☐ Percent of headcount
☐ Number-other
☐ Percent-other

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

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	2021-22	2022-23	2023-24
13b. List your Institution-Set Standard (floor) for certificates:	31	31	31
13c. List your stretch goal (aspirational) for certificates:	35	35	50
13d. List actual number or percentage of certificates:	33	137	169

Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees:
(Please select one option from the menu):

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

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

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	2021-22	2022-23	2023-24
14a. List your Institution-Set Standard (floor) for associate degrees:	340	340	380
14b. List your stretch goal (aspirational) for associate degrees:	453	453	519
14c. List actual number or percentage of associate degrees:	556	539	511

Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes

If you answered no, skip to question 16.

15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu):

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

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

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	2021-22	2022-23	2023-24
15b. List your Institution-Set Standard (floor) for baccalaureate degrees:		0	0

15c. List your stretch goal (aspirational) for baccalaureate degrees:	0	0
15d. List actual number or percentage of baccalaureate degree awards:	0	0

Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?	No
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Direct Assessment is a form of Competency Based Education as discussed in ACCJC's Policy on Competency Based Education. ACCJC has included this section in the Annual Report Survey in anticipation of colleges seeking to implement Competency Based Education programs using the Direct Assessment approach and will be required to report this data

17. Does your college offer Transfer Programs? <i>If you answered no, skip to question 18.</i>	Yes
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17a. Type of Institute-set standard for transfers: (Please select one option from the menu):	<input checked="" type="radio"/> Number of transfers <input type="radio"/> Percent of headcount <input type="radio"/> Number-other <input type="radio"/> Percent-other						
If Number-other or Percent-other, please describe:							
17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	<table border="1"> <thead> <tr> <th>2021-22</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>218</td> <td>170</td> <td>170</td> </tr> </tbody> </table>	2021-22	2022-23	2023-24	218	170	170
2021-22	2022-23	2023-24					
218	170	170					
17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	<table border="1"> <tbody> <tr> <td>231</td> <td>231</td> <td>242</td> </tr> </tbody> </table>	231	231	242			
231	231	242					
17d. List actual number or percentage of students who transfer to a 4-year college/university:	<table border="1"> <tbody> <tr> <td>185</td> <td>244</td> <td>203</td> </tr> </tbody> </table>	185	244	203			
185	244	203					

Institution-Set Standards: Licensure Examination Pass Rates

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field? <i>If you answered no, skip to question 19.</i>	Yes
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- 18a. 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 (%)	2021-22 Pass Rate (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)
Dental Hygiene	State	85%	100%	95%	100%	100%

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

- 19 Does your college offer Career and Technical Education Programs? *If you answered no, skip to question 20.*

Yes

- 19a. 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 (%)	2021-22 Job Placement Rate (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)
Business and Commerce, General	73%	75%	82%	80%	62%
Health Occupations, General	73%	91%	90%	76%	90%
Dental Hygiene	73%	95%	88%	95%	100%
Early Childcare ED	73%	85%	79%	67%	72%
Administration of Justice	73%	85%	100%	95%	75%

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):

We have a significant number of students enrolled in one-day, in-person job training classes at our partner facilities. These students are reported to IPEDS. However, for 7g, which measures the percentage of students who took at least one degree-applicable distance education course, these students were not included in the calculation.

In this Annual Report, ACCJC seeks to gain additional insights from our member institutions. Regarding student achievement data, these questions seek to learn more about how colleges are advancing student achievement, challenges faced, and support needed.

21. *Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved.*

Our college has made significant strides in student achievement, with increasing course completion rates and certificate recipients over the past two years. Key initiatives include the establishment of the HSI workgroup, Cougar Days, HSI Freshman Experience Day, and intentional faculty development opportunities. The HSI workgroup focuses on retention strategies to narrow achievement gaps, while the Freshman Experience Day provided students and parents with essential resources. To enhance student support, we implemented intrusive counseling, proactively reaching out to non-returning students via email, phone calls, and Zoom. Timely registration campaigns and workshops ensured students enrolled in classes on time. Our "Celebrate the Student" campaign and administration-led events fostered a sense of belonging and persistence. Additionally, through our Zero Textbook Costs (ZTC) initiatives, we have expanded the use of Open Educational Resources, reducing barriers to course materials. We have also increased access to academic support services by expanding tutoring hours and enhancing resources for distance education learners. Student Services further strengthened retention through ASO affinity clubs and mental health support. Various programs hosted targeted workshops and events, reinforcing student engagement. Through strategic outreach, shared governance, and a culture of care, our college remains committed to student success, equity, and continuous innovation.

22. *What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle?*

OPEN TEXT BOX, max 200 words

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.