



Agenda Item Details

Meeting	Mar 24, 2021 - President's Advisory Council
Category	3. REPORTS AND COMMITTEE UPDATES
Subject	3.01 ACCJC Annual and Fiscal Reports (Berumen, McNeice-Stallard, and Royce)
Type	

- ACCJC Fiscal Report FY 2019-20
- ACCJC Annual Report 2021 Draft Version

[ACCJC Annual Fiscal Report FY 2019-20_Draft.pdf \(340 KB\)](#)

[ACCJC Annual Report 2021 Draft Version.03.18.2021.pdf \(352 KB\)](#)

[ACCJC 2021 Annual Report Highlights.Berumen.3.24.21.pptx \(1,041 KB\)](#)



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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Annual Fiscal Report
California Community College
Reporting Year: 2019-2020
REVIEW

Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789

General Information

#	Question	Answer
1.	Confirm College Information	Confirmed
2.	District Name: Is the college a single college district?	Mt. San Antonio College Yes
2. Additional Information: If the college is a single college district, questions 21a, 21b, 22, 23 and 24 will "auto fill" from 18a, 18b, 4a, 6a, and 6d respectively.		
3.	a. Name of College Chief Business Officer (CBO) b. Title of College CBO c. Phone number of College CBO d. E-mail of College CBO e. Name of District CBO f. Title of District CBO g. Phone number of District CBO h. E-mail of District CBO	Morris Rodrigue Vice President, Administrative Services 9092744230 mrodrigue@mtsac.edu Mt. San Antonio Community College District Vice President, Administrative Services 9092744230 mrodrigue@mtsac.edu
3. Additional Information:		

The District CBO email address will be copied on the final report once it has been approved by the CEO.

District Data (including single college organizations) Revenue

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 17/18	FY 18/19	FY 19/20
4.	a. Total Unrestricted General Fund Revenues (excluding account 8900)	\$ 201,856,459	\$ 215,663,831	\$ 225,597,229
	b. Other Unrestricted Financing Sources (Account 8900)	\$ 1,629,518	\$ 1,732,664	\$ 384,191
	i. Other Unrestricted Financing Sources (account 8900) is primarily comprised of (if applicable):			
	Year	Description	Amount	Sustainable/One-time
	FY 17/18	Carryover funds from International Student Fees	\$ 1,530,740	One-time
	FY 17/18	Various carryover budgets	\$ 98,778	One-time
	FY 18/19	Carryover funds from International Student Fees	\$ 1,612,165	One-time
	FY 18/19	Various carryover budgets	\$ 120,499	One-time
	FY 19/20	CARES Act Tuition Reimbursement	\$ 156,748	One-time
	FY 19/20	Carryover budget for Professional Development and other miscellaneous	\$ 227,443	One-time

4. Additional Information:

ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue.

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 17/18	FY 18/19	FY 19/20
5.	a. Net (Adjusted) Unrestricted General Fund Beginning Balance	\$ 43,857,311	\$ 47,618,617	\$ 55,945,717
	b. Net Unrestricted General Fund Ending Balance, including transfers in/out	\$ 47,618,617	\$ 55,945,717	\$ 61,960,216

5. Additional Information:

a. Use adjusted beginning fund balance from CCFS 311 Annual.

b. This amount is the amount reported on the CCFS 311 report after transfers in/out

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 17/18	FY 18/19	FY 19/20
6.				

	a. Total Unrestricted General Fund Expenditures (including account 7000)	\$ 199,724,671	\$ 209,069,395	\$ 219,966,921
	b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	\$ 175,461,802	\$ 183,816,829	\$ 197,449,699
	c. Other Unrestricted General Fund Outgo (6a - 6b)	\$ 24,262,869	\$ 25,252,566	\$ 22,517,222
	d. Unrestricted General Fund Ending Balance	\$ 47,618,617	\$ 55,945,717	\$ 61,960,216
	e. If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 2020-21 with a deficit?	No		
	i. If yes, what is the estimated unrestricted deficit?			

6. Additional Information:
d. 6.d. same as 5.b., which includes transfers in/out

Liabilities

7.	Did the District borrow funds for cash flow purposes?	FY 17/18 No	FY 18/19 No	FY 19/20 No
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8.	Total Borrowing/Total Debt — Unrestricted General Fund	FY 17/18	FY 18/19	FY 19/20
	a. Short-Term Borrowing (TRANS, etc)	\$ 0	\$ 0	\$ 0
	b. Long Term Borrowing (COPs, Capital Leases, other long-term borrowing):	\$ 0	\$ 0	\$ 0

8. Additional Information:
a. list total short-term Unrestricted General Fund Borrowing/Debt
b. list total long-term Unrestricted General Fund Borrowing/Debt (not G.O. Bonds)

9.	a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	FY 17/18 No	FY 18/19 No	FY 19/20 No
	b. What type(s)			
	c. Total amount	\$ 0	\$ 0	\$ 0

10.		FY 17/18	FY 18/19	FY 19/20

Debt Service Payments (General Fund/Operations)

\$ 0

\$ 0

\$ 0

10. Additional Information:

This amount also includes transfers made from the Unrestricted General Fund to any other fund for the purposes of debt service payments.

Other Post Employment Benefits (OPEBs)

11.	(Source: Most recent GASB 74/75 OPEB Actuarial Report)	FY 19/20
	a. Total OPEB Liability (TOL) for OPEB	\$ 130,839,504
	b. Net OPEB Liability (NOL) for OPEB	\$ 58,401,133
	c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	55.36 %
	d. NOL as Percentage of OPEB Payroll	39.7 %
	e. Service Cost (SC)	\$ 4,421,064
	f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	\$ 2,835,764

11. Additional Information:

Annual contribution to the Service Cost is generally the pay-as-you-go cost paid by the unrestricted general fund. Any contribution to the NOL is generally above that amount, and is paid into an Irrevocable Trust during the fiscal year. Please list both amounts here. Note this does not include any change in value or investment earnings of the trust.

12.	Date of most recent GASB 74/75 OPEB Actuarial Report – use valuation date (mm/dd/yyyy)	06/30/2019
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13.	a. Has an irrevocable trust been established for OPEB liabilities?	Yes		
	b. Amount deposited into OPEB Irrevocable Reserve/Trust	FY 17/18	FY 18/19	FY 19/20
		\$ 2,500,000	\$ 2,500,000	\$ 2,835,764
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB	\$ 0	\$ 0	\$ 0
	d. OPEB Irrevocable Trust Balance as of fiscal year end	\$ 71,740,416	\$ 74,934,134	\$ 72,438,371
	e. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2019/20?	No		

13. Additional Information:

- b. Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit.
 e. If "yes", that description and amount should be reported in 4.b.i. for FY 19/20

Cash Position

		FY 17/18	FY 18/19	FY 19/20
14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined General Fund Balance Sheet Total — Unrestricted and Restricted-accounts 9100 through 9115)	\$ 170,482,733	\$ 416,385,959	\$ 316,368,612
15.	a. Does the district prepare cash flow projections during the year?	Yes		
	b. Does the district anticipate significant cash flow issues during 2020-21?	No		

15. Additional Information:
 b. Significant cash flow issues are defined as needing additional cash equal to or exceeding 15% of unrestricted general fund revenues

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy) <div>2/18/21</div>			
<p>NOTE: Audited financial statements are due to the ACCJC no later than April 9, 2021. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.</p>				
17.		FY 17/18	FY 18/19	FY 19/20
	a. List the number of audit findings for each year (enter 0 if none):	1	0	0
	b. From Summary of Auditors Results (Annual Audit) for 2019-20 (this is usually a single page at the beginning of the Findings and Questioned Costs section):			
	<u>Financial Statements</u>			
	i. Type of auditor's report issued	Unmodified		
	ii. Internal Control Material Weaknesses identified	No		
	iii. Internal Control Significant Deficiencies identified	No		
	<u>Federal Awards</u>			

	i. Type of auditor's report issued on compliance	Unmodified
	ii. Internal Control Material Weaknesses identified	No
	iii. Internal Control Significant Deficiencies identified	No
	iv. Qualified as low-risk auditee	Yes
<u>State Awards</u>		
	i. Type of auditor's report issued on compliance	Unqualified / Unmodified
	If qualified, how many state programs were qualified	0
	ii. Internal Control Material Weaknesses identified	No
	iii. Internal Control Significant Deficiencies identified	No

Other District Information

		FY 17/18	FY 18/19	FY 19/20
18.	a. Final Adopted Budget — budgeted Full Time Equivalent Students (FTES) (Annual Target)	31,699	32,855	32,820
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	32,720	32,694	32,633
18. Additional Information: a. Resident FTES only. b. Report resident FTES only. Please use actual FTES, not hold harmless FTES.				
		FY 17/18	FY 18/19	FY 19/20
19.	Number of FTES shifted into the fiscal year, or out of the fiscal year	0	249	0
19. Additional Information: If the District shifted both in and out of a fiscal year, report the net (positive or negative). A negative number may be entered. For FTES shifted into a given year, that same amount should be subtracted from the corresponding report year.				
20.	a. During the reporting period, did the district settle any contracts with employee bargaining units?	Yes		
	b. Did any negotiations remain open?	No		
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and			

issues

For the fiscal year 2019-20, the Faculty, Management, Confidential, CSEA 262, and CSEA 651 employee groups received a 3.26 percent increase in salaries. These increases have been funded from the Unrestricted and Restricted funds.

College Data

NOTE: For a single college district the information is the same that was entered into the District section of the report.

		FY 17/18	FY 18/19	FY 19/20
21.	a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target)	31,699	32,855	32,820
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	32,720	32,694	32,633
	c. Is the college experiencing enrollment decline in the current (2020-21) year?			Yes
	i. If yes, what is the estimated FTES decline?			2,318

21. Additional Information: Report resident FTES only.

		FY 17/18	FY 18/19	FY 19/20
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	\$ 201,856,459	\$ 215,663,831	\$ 225,597,229
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	\$ 199,724,671	\$ 209,069,395	\$ 219,966,921
24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	\$ 47,618,617	\$ 55,945,717	\$ 61,960,216
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	48.15 %	46.52 %	45.46 %

26.		Cohort Year 2014	Cohort Year 2015	Cohort Year 2016
	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	10 %	10 %	14 %

District and College Data

27.	a. Were there any executive or senior administration leadership changes at the College or District during the fiscal year, including June 30? List for the District and for the College.	No
	b. Please describe the leadership change(s)	N/A
	c. How many executive or senior administration positions have been replaced with an interim, or remain vacant?	0

27. Additional Information:
 Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district.

Go To Question #:

The Annual Fiscal Report must be certified as complete and accurate by the CEO (Dr. William Scroggins). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Fiscal Report.

[Send e-mail Notification to CEO to certify report](#)

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2021 Annual Report REVIEW

Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Daniel Berumen
3.	Phone number of person preparing report:	(909) 274-4618
4.	E-mail of person preparing report:	dberumen7@mtsac.edu
5.	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2017-18: 68,785 2018-19: 69,292 2019-20: 69,854
6a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	1% 1%

6. Additional Instructions and Data Definitions:

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.

7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2017-18: 38,639 2018-19: 38,623 2019-20: 40,241
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7a. Please list any individual program which has experienced a 50% increase or decrease in the last year.

N/A

7. Additional Instructions and Data Definitions:

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may

Distance Education and Correspondence Education

#	Question	Answer
8.	Total unduplicated headcount enrollment in distance education in last three years:	2017-18 7,717 2018-19 10,649 2019-20 13,841
8a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	38% 30%
8. Additional Instructions and Data Definitions: 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.		
9.	Do you offer Correspondence Education?	No
9. Additional Instructions and Data Definitions: 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 8, above).		

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	32 %
10. Additional Instructions and Data Definitions: 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."		
11.	If your college relies on another source for reporting success metrics, please identify the source (select one).	Other: Calpass Plus Launchboard and CCCCO Student Success Metrics dashboard
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://www.mtsac.edu/research/ie-data.html
12. Additional Instructions and Data Definitions: ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (https://accjc.org/find-an-institution). This reporting and monitoring requirement supports ACCJC's recognition by the		

Institution Set Standards for Student Achievement

#	Question	Answer						
Course Completion Rates								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>71 %</td><td>72 %</td><td>72 %</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	71 %	72 %	72 %
2017-18	2018-19	2019-20						
71 %	72 %	72 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>N/A</td><td>N/A</td><td>74 %</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	N/A	N/A	74 %
2017-18	2018-19	2019-20						
N/A	N/A	74 %						
13b.	List the actual successful student course completion rate:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>73 %</td><td>72 %</td><td>78 %</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	73 %	72 %	78 %
2017-18	2018-19	2019-20						
73 %	72 %	78 %						
13. Additional Instructions and Data Definitions: 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 20.								
Certificates								
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	Number of certificates						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>617</td><td>588</td><td>588</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	617	588	588
2017-18	2018-19	2019-20						
617	588	588						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>N/A</td><td>N/A</td><td>650</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	N/A	N/A	650
2017-18	2018-19	2019-20						
N/A	N/A	650						
14c.	List actual number or percentage of certificates:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>579</td><td>577</td><td>578</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	579	577	578
2017-18	2018-19	2019-20						
579	577	578						
14. Additional Instructions and Data Definitions: For purposes of this report, include only those certificates which are awarded with 16 or more units.								
Associate Degree (A.A./A.S.)								
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	Number of degrees						
	If Number-Other or Percent-other, please describe:							
15a.	List your Institution-Set Standard (floor) for degrees:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>2,175</td><td>2,358</td><td>2,358</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	2,175	2,358	2,358
2017-18	2018-19	2019-20						
2,175	2,358	2,358						
15b.	List your stretch goal (aspirational) for degrees:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>N/A</td><td>N/A</td><td>2,700</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	N/A	N/A	2,700
2017-18	2018-19	2019-20						
N/A	N/A	2,700						
15c.	List actual number or percentage of degrees:	<table border="1"> <thead> <tr> <th>2017-18</th><th>2018-19</th><th>2019-20</th></tr> </thead> <tbody> <tr> <td>2,639</td><td>3,713</td><td>3,313</td></tr> </tbody> </table>	2017-18	2018-19	2019-20	2,639	3,713	3,313
2017-18	2018-19	2019-20						
2,639	3,713	3,313						

Bachelor's Degree (B.A./B.S.)

16. Does your college offer a Bachelor's Degree (B.A./B.S.)?

No**Transfer**

17. Type of Institute-set standard for transfers(Please Select Number or Percentage):

Number of transfers

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

17a. List your Institution-Set Standard (floor) for the number of students who transfer to a 4-year college/university:

2017-18	2018-19	2019-20
1,784	1,799	1,800

17b. List your stretch goal (aspirational) for the number of students who transfer to a 4-year college/university:

2017-18	2018-19	2019-20
N/A	N/A	1,915

17c. List actual number or percentage of students who transfer to a 4-year college/university:

2017-18	2018-19	2019-20
1,856	1,909	2,065

Licensure Examination Pass Rates

Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
Aviation Maintenance	National	93 %	n/a %	86.6 %	93 %	92.3 %
Emergency Medical Technician	National	90 %	n/a %	94 %	93 %	83.5 %
Nursing	State	75 %	n/a %	94.5 %	95.2 %	96.2 %
Psychiatric Technician	State	90 %	n/a %	81 %	89.4 %	89 %
Radiologic Technician	National	75 %	n/a %	83 %	86 %	95 %
Registered Veterinary Technician	National	72 %	n/a %	93 %	93 %	94.7 %
Respiratory Therapist	National	80 %	n/a %	100 %	100 %	100 %
Welding	Other	75 %	n/a %	47 %	25 %	55 %

18. Additional Instructions and Data Definitions:

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.

Employment rates for Career and Technical Education students

19. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate
Accounting AS Degree	70 %	n/a %	100 %	100 %	77.8 %
Accounting Certificate	45 %	n/a %	n/a %	n/a %	100 %
Administration of Justice AA	20 %	n/a %	0 %	100 %	91 %
Administration of Justice AS	20 %	n/a %	100 %	0 %	100 %
Air Conditioning and Refrigeracion Certificate	80 %	n/a %	87.5 %	100 %	91.7 %
Aircraft Powerplt Main AM Cert	0 %	n/a %	0 %	0 %	87.5 %

Animation	30 %	n/a %	n/a %	n/a %	67.7 %
Aviation Science	25 %	n/a %	100 %	100 %	50 %
Bus: Management II Cert	70 %	n/a %	n/a %	n/a %	100 %
Business Administration	35 %	n/a %	100 %	100 %	54.5 %
Business Management AS Degree	35 %	n/a %	n/a %	100 %	100 %
Child Development AS Degree	20 %	n/a %	80 %	100 %	50 %
Commercial Flight	25 %	n/a %	83 %	100 %	50 %
Computer Network Administration and Security Management AS	20 %	n/a %	0 %	100 %	100 %
Early Childhood Education	20 %	n/a %	n/a %	100 %	66 %
Educ Paraprof (Instr Asst) AS Degree	40 %	n/a %	100 %	100 %	75 %
Electronics and Computer Engineering Technology AS	35 %	n/a %	100 %	100 %	100 %
Fashion Merchandising AS	10 %	n/a %	100 %	0 %	50 %
Histologic Technician Training AS	85 %	n/a %	100 %	100 %	83 %
Hospitality & Restaurant Mgmt AS	70 %	n/a %	n/a %	n/a %	50 %
Human Resources Management	20 %	n/a %	100 %	100 %	50 %
Journalism AA	29 %	n/a %	0 %	100 %	50 %
Mental Health Technology - Psychiatric Technician Certificate	80 %	n/a %	100 %	100 %	100 %
Nursing AS Degree	90 %	n/a %	100 %	100 %	89.2 %
Paralegal/Legal Assistant	50 %	n/a %	100 %	100 %	100 %
Radiologic Technology AS Degree	75 %	n/a %	n/a %	100 %	100 %
Registered Veterinary Technology AS	70 %	n/a %	100 %	100 %	82 %
Respiratory Therapy AS	70 %	n/a %	100 %	100 %	100 %
Television Production AS Degree	40 %	n/a %	100 %	100 %	77.8 %

19. Additional Instructions and Data Definitions:

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 2019-20 job placement rate will be the number of students who completed the program in 2018-19.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2018-19, you do not need to report a job placement rate for 2019-20. 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 provided that you describe this definition in Question 20.

Other Information

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

The College was to create its aspirational goals in spring 2020. Unfortunately, the COVID-19 pandemic disrupted many of the College's normal operations. As such, the aspirational goals for student achievement metrics (Questions 13 – 17) were set in fall 2020, while work to complete goals for Licensure Examination Pass Rates (Question 18) and Employment Rates for Career Technical Education students (Question 19) will start in spring 2021. Per ACCJC's webinar instructions, those data have been listed as N/A for this year's report.

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The Annual Report must be certified as complete and accurate by the CEO (Dr. William Scroggins). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

Send e-mail Notification to CEO to certify report

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2010 ACCJC



2021 ACCJC Annual Report Overview

Daniel Javier Berumen

Wednesday, March 24, 2021

ACCJC Annual and Fiscal Report Purposes:

- Primary tools for annual monitoring
 - Institutional Growth
 - Institution Set Standards for Key Indicators
- Ensures colleges are “holding themselves accountable for continuous improvement in the context of their unique mission and goals”
- ACCJC staff analyze data and provide summary report to the Commission

Annual Report Content Areas:

1. Headcount Enrollment Data
2. Distance Education
3. Federal Data/Graduation Rate
4. Institution Set Standards (ISS) for Student Achievement
 - a) Course Completion Rates
 - b) Certificate, Degrees, Transfer
 - c) Licensure Examination Pass Rates
 - d) Employment Rates for Career and Technical Education Students

RIE Data Collection Process:

- Enrollment and award data is calculated using latest Banner data
- Transfer data is calculated using National Student Clearinghouse database
- Licensure data is collected from department chairs
- Employment data is based on CTE Employment Outcomes Survey (CTEOS)

Highlights: Q13. Course Completion Rates

	2017-2018	2018-2019	
Completion Rate	73%	72%	78%
Increase/ Decrease	+1%	-1%	+6%
ISS	71%	72%	72%

Note: The traditional completion rate formula does not include the EW grade; (A,B,C,P) / (A,B,C,D,F,P,NP,I*,FW,W,DR)

If EW is included in the formula, the 2019-2020 success rate would be 72%

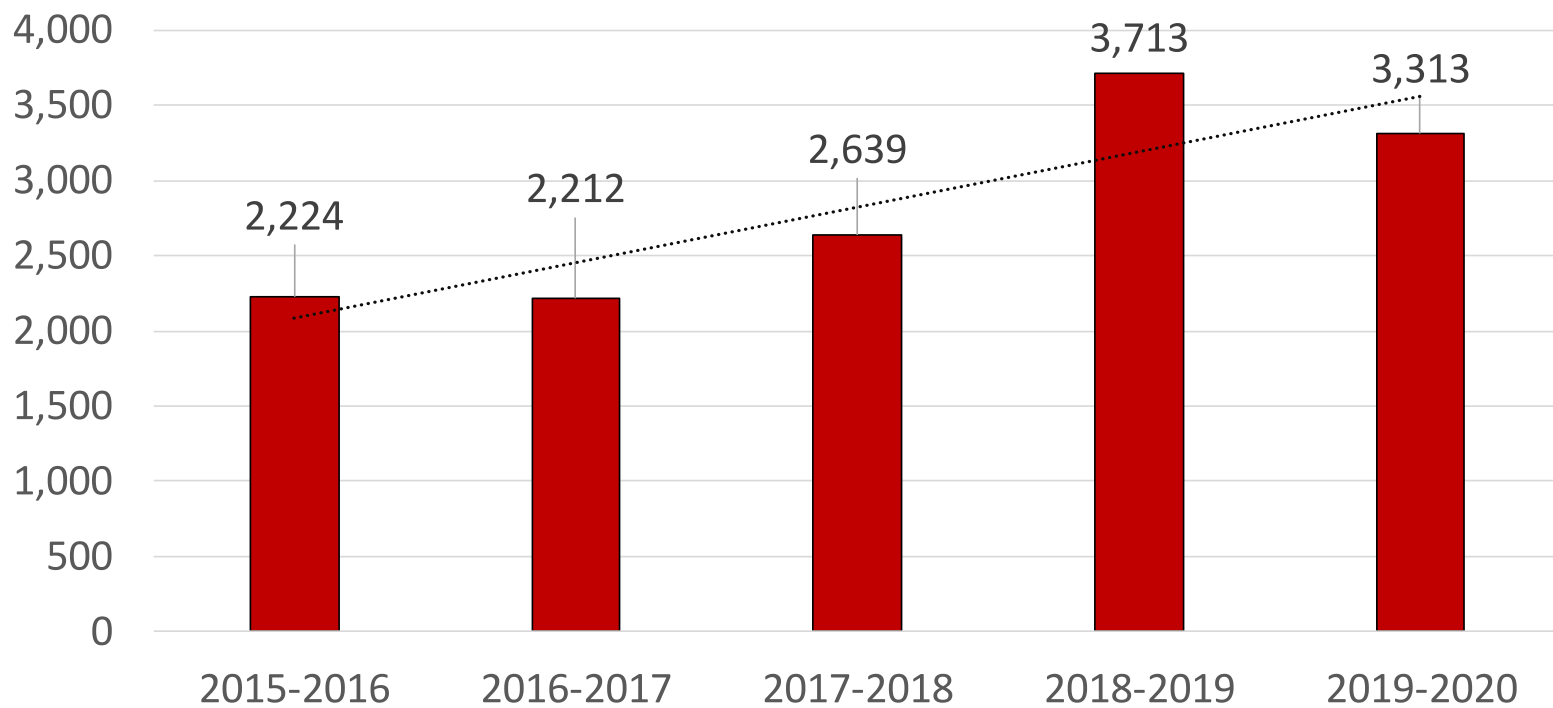
Highlights: Q14 Certificates

	2017-2018	2018-2019	2019-2020
Certificates	579	577	587
Year over Year Change	-0.6%	-0.3%	+1.7%
ISS	617	588	588

Highlights: Q17 Transfers

	2017-2018	2018-2019	2019-2020
Transfer	1,856	1,909	2,065
Year over Year Change	0%	+3%	+8%
ISS	1,784	1,799	1,800

Of Note: Q15. Associate Degrees



Licensure Examination Pass Rates and Employment Rates

- Of the eight programs for which we provide Licensure Examination Pass Rates, four met the ISS, two were about 1% below ISS
- Of the 31 programs for which we provided employment rates, 28 met the ISS (90%), with three other programs within 3%

Need to Address:

- Stretch/Aspirational Goals
 - First year reporting on ACCJC Annual Report
 - College has completed goals for course completion, awards, transfer
 - College must add stretch goals for:
 - Licensure Examination Pass Rates
 - Employment Rates for Career and Technical Education