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)
For all other questions: Catherine Webb (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) 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:

   Santa Ana College

2. Name of individual preparing report:

   Dr. Jeffrey Lamb

3. Phone number of person preparing report:

   714-564-6080

4. E-mail of person preparing report:

   lamb_jeffrey@sac.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: 58,252   2020-21: 52,382   2021-22: 56,331

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

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

   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.

   See Below

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

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

   2019-20: 34,261   2020-21: 32,396   2021-22: 37,341

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

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

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.

Enrollment Data: Distance Education

7. Do you offer Distance Education?

Yes	No

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: 11,654   2020-21: 16,252   2021-22: 16,843

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

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

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.

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)*	*(auto-calculated)*

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:

22 %

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 Local MIS Data_____ (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:	67.6 %	70.7 %	74.6 %
12b. List your stretch goal (aspirational) for successful student course completion rate:	81.2 %	81.5 %	79.6 %
12c. List the actual successful student course completion rate:	76.8 %	78.2 %	75.9 %

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:	1,304	1,435	1,414
13b. List your stretch goal (aspirational) for certificates:	1,960	1,966	1,968
13c. List actual number or percentage of certificates:	1,893	1,713	1,591

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:	2,214	2,347	2,396
14b. List your stretch goal (aspirational) for associate degrees:	3,182	3,132	3,108
14c. List actual number or percentage of associate degrees:	2,980	2,582	2,508

Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes	No

If you answered no, skip to question 16.

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:

	2019-20	2020-21	2021-22
15b. List your Institution-Set Standard (floor) for baccalaureate degrees:	5	7	2
15c. List your stretch goal (aspirational) for baccalaureate degrees:	29	27	27
15d. List actual number or percentage of baccalaureate degree awards:	11	18	7

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:

	2019-20	2020-21	2021-22
16a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	812	775	682
16b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	981	956	973
16c. List actual number or percentage of students who transfer to a 4-year college/university:	919	800	709

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 (%)
Occupational Therapy Assistant	State	80	100	84	88	91
Pharmacy Technician	State	87	100	100	97	100
Registered Nurse	State	86	95	91	87	91

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 (%)
Occupational Therapy Assistant	82	93	84	88	91
Pharmacy Technician	94	100	95	100	100
Registered Nurse	86	93	91	87	91

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):

See Below

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.

5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below.

Discipline	2020-21	2021-22	Difference
Ethnic Studies	135	443	228%
Kinesiology Fitness	70	191	173%
Culinary Arts	113	297	163%
Digital Media	503	1,147	128%
Welding	121	246	103%
Criminal Justice Academies	4,496	7,739	72%
Italian	34	55	62%
Diesel	39	63	62%
Kinesiology Sports Medicine	45	72	60%
Kinesiology Aerobic Fitness	57	91	60%
Automotive Technology	266	422	59%

Discipline	2020-21	2021-22	Difference
TV/Video Communications	248		-100%
Fire Officer Training	44	7	-84%
Library & Information Studies	64	28	-56%
Banking	22	10	-55%

The College has seen increases in several areas as we bounce back from the enrollment decline of COVID 19, these programs include: Kinesiology (Fitness, Aerobic and Fitness), Criminal Justice Academies, and Italian. In other areas, the College has made significant investments in faculty, supplies, equipment, marketing, etc. These programs are Culinary Arts, Welding, Diesel, Automotive Technology, Culinary Arts). Graphic Design and TV/Video were combined to create the Digital Media department. This explains the increase in one and the decrease in the other. Ethnic Studies has seen growth due to the strong program and recent legislation.

Decreases are due in part to lower demand (as is the case of FOT) or simply smaller offerings that declined by smaller increments.

18. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

TOP	Title	Floor	Aspiration	2019-20	2020-21	21-22
050200	ACCOUNTING	71	88	81	75	80
050500	BUSINESS ADMINISTRATION	68	96	70	89	89
050600	BUSINESS MANAGEMENT	81	94	86	83	91
050800	INTERNATIONAL BUSINESS AND TRADE	64	96	82	70	78
051400	OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	69	99	81	71	87
094800	AUTOMOTIVE TECHNOLOGY	76	98	92	77	89
095300	DRAFTING TECHNOLOGY	65	99	74	97	74
095630	MACHINING AND MACHINE TOOLS	83	100	95	92	83
095650	WELDING TECHNOLOGY	81	90	83	84	85
120800	MEDICAL ASSISTING	82	93	90	86	91
120820	ADMINISTRATIVE MEDICAL ASSISTING	77	93	81	92	87
121800	OCCUPATIONAL THERAPY TECHNOLOGY	75	91	77	79	84
122000	SPEECH/LANGUAGE PATHOLOGY AND AUDIOLOGY	61	100	62	91	93
122100	PHARMACY TECHNOLOGY	72	97	81	85	96
123010	REGISTERED NURSING	86	100	100	100	90
130540	PRESHOOL AGE CHILDREN	74	87	82	74	81
130590	INFANTS AND TODDLERS	77	84	82	83	78
140200	PARALEGAL	73	96	93	82	76
210500	ADMINISTRATION OF JUSTICE	88	94	91	90	94
213300	FIRE TECHNOLOGY	86	96	89	89	89

Question 19:
Santa Ana College has historically reported job placement rates for students completing CTE certificates and degrees for those that have done so as part of the requirements from their respective accrediting bodies (OTA, Pharm Tech, and Nursing). SAC is now including areas that can be found in the XXX data report.