

ACCJC Annual Report 2024

Due: April 12, 2024

Support Contacts

For technical support:

Tom Lane (tlane@accjc.org)

For all other questions:

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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.

To assist you as your institution prepares its responses, you can find additional information, data definitions, and a printable version of the 2024 survey questions at <https://accjc.org/wp-content/uploads/Annual-Report-Instructions-and-Questions.pdf>.

Technical Notes for the 2024 Annual Report Survey

The 2024 Annual Report collects data for the three-year period that includes 2020-2021, 2021-2022, and 2022-2023.

Additional information and data definitions are provided in the instruction text where relevant.

All questions with an * are required.

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.

Use the "Section Navigator" buttons on the next page to jump between sections.

Submitting the 2024 Annual Report Survey

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.

This is the Section Navigator which will allow you to jump to any sections of the survey. You can complete the sections in any order and if you need to return to the main page, please use the back button.

To begin or return to a section, please click the **Answer** button.

The **Next** button at the bottom of this page will bring you to the final page of the survey. You will not be able to proceed until all sections of the survey have been completed.

If you can't complete a section in one sitting, click **Back** to navigate back to the section navigator to complete a different section.

Questions marked with an * are required.

Confirm college name:

City College of San Francisco

Name of individual preparing report:

Kristin Charles

Phone number of person preparing report:

415-239-3677

Email of person preparing report:

kcharles@ccsf.edu

For numerical fields, commas can be entered to delineate 1000s (e.g. 1,000,000).

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 18.

2020-2021

39000

2021-2022

38000

2022-2023

37870

5a. The table below shows an auto-calculation of year-to-year changes in unduplicated headcount for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2020-2021	2021-2022	2022-2023
Reported Headcount:	39000	38000	37870
% Change from Prior Year:		-2.56%	-0.34%

5b. If your institution experienced an increase (or decrease) in enrollment of more than 50% in a single year, please explain below (Enter N/A if this does not apply to your institution.)

N/A

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

2020-2021

26346

2021-2022

25342

2022-2023

26584

6a. The table below shows an auto-calculation of year-to-year changes in degree-applicable enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2020-2021	2021-2022	2022-2023
Reported Headcount:	26346	25342	26584
% Change from Prior Year:		-3.81%	4.90%

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 is not applicable to your institution.)

N/A

7. Do you offer Distance Education?

Yes

7a. Total unduplicated headcount enrollment in distance education in 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.

2020-2021

15752

2021-2022

14767

2022-2023

15292

7b. The table below shows an auto-calculation of year-to-year changes in distance education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2020-2021	2021-2022	2022-2023
Reported Headcount:	15752	14767	15292
% Change from Prior Year		-6.25%	3.56%

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

N/A

8. Do you offer Correspondence Education?

No

8a. Total unduplicated headcount enrollment in all types of Correspondence Education for 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 8, above).

8b. The table below shows an auto-calculation of year-to-year changes in correspondence education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2020-2021	2021-2022	2022-2023
Reported Headcount:			
% Change from Prior Year		%	%

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

10. If your college relies on another source for reporting success metrics, please identify the source (select one).

CCCCO Student Success Metrics dashboard

11. 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.ccsf.edu/about-ccsf/administration/academic-institutional-affairs/institutional-advancement-and-effectiveness/office-research-planning/research>

12. Course Completion Rates

	2020-2021	2021-2022	2022-2023
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	70%	70%	70%
12b. List your stretch goal (aspirational) for successful student course completion rate:	73%	73%	73%
12c. List the actual successful student course completion rate:	70%	68%	70%

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

Number of certificates

13. Certificates

	2020-2021	2021-2022	2022-2023
13a. List your Institution-Set Standard (floor) for certificates:	737	737	737
13b. List your stretch goal (aspirational) for certificates:	818	818	818
13c. List actual number or percentage of certificates:	1584	1631	1846

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

Number of degrees

14. Associate Degree (A.A./A.S.)

	2020-2021	2021-2022	2022-2023
14a. List your Institution-Set Standard (floor) for degrees:	1218	1218	1218
14b. List your stretch goal (aspirational) for degrees:	1331	1331	1331
14c. List actual number or percentage of degrees:	1312	1437	1237

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

No

16. Does your college offer a Direct Assessment Program? (*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 upon the delivery of their programs to students.*)

No

17. Type of Institute-set standard for transfers (Please select one option from the menu):

Number of transfers

17. Transfer

	2020-2021	2021-2022	2022-2023
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	1804	1804	1804
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2125	2125	2125
17c. List actual number or percentage of students who transfer to a 4-year college/university:	2278	2035	n/a

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.

Our institution has programs that meet these conditions.

18. 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:

Program

Diagnostic Medical Imaging

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

75

Stretch (Aspirational) Goal (%)

100

2020-2021 Pass Rate

100

2021-2022 Pass Rate

100

2022-2023 Pass Rate

100

Program

LVN

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

72

Stretch (Aspirational) Goal (%)

85

2020-2021 Pass Rate

85

2021-2022 Pass Rate

71

2022-2023 Pass Rate

89

Program

RN

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

90

Stretch (Aspirational) Goal (%)

95

2020-2021 Pass Rate

94

2021-2022 Pass Rate

92

2022-2023 Pass Rate

85

Program

EMT

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

80

Stretch (Aspirational) Goal (%)

90

2020-2021 Pass Rate

77

2021-2022 Pass Rate

84

2022-2023 Pass Rate

88

Program

Health Information Tech

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

85

Stretch (Aspirational) Goal (%)

95

2020-2021 Pass Rate

100

2021-2022 Pass Rate

100

2022-2023 Pass Rate

100

Program

Paramedic Program

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

85

Stretch (Aspirational) Goal (%)

100

2020-2021 Pass Rate

100

2021-2022 Pass Rate

100

2022-2023 Pass Rate

100

Program

Phlebotomy

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

85

Stretch (Aspirational) Goal (%)

95

2020-2021 Pass Rate

94

2021-2022 Pass Rate

88

2022-2023 Pass Rate

86

Program

Dental Assisting

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

75

Stretch (Aspirational) Goal (%)

91

2020-2021 Pass Rate

80

2021-2022 Pass Rate

80

2022-2023 Pass Rate

83

Program

Firefighter One (Ff1)

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

100

Stretch (Aspirational) Goal (%)

100

2020-2021 Pass Rate

100

2021-2022 Pass Rate

100

2022-2023 Pass Rate

100

Program

Certified Professional Coder

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

85

Stretch (Aspirational) Goal (%)

100

2020-2021 Pass Rate

n/a

2021-2022 Pass Rate

100

2022-2023 Pass Rate

100

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 2021-2022 job placement rate will be the number of students who completed the program in 2020-2021.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2020-2021, you do not need to report a job placement rate for 2021-2022. 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 19.

Our institution has programs that meet these conditions.

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

Program

Business Administration

Institution-Set Standard (%) (Floor)

80.7

Stretch (Aspirational) Goal (%)

89

2020-2021 Job Placement Rate

75

2021-2022 Job Placement Rate

86

2022-2023 Job Placement Rate

67

Program

Computer Infrastructure and Support

Institution-Set Standard (%) (Floor)

80.7

Stretch (Aspirational) Goal (%)

88

2020-2021 Job Placement Rate

90

2021-2022 Job Placement Rate

78

2022-2023 Job Placement Rate

94

Program

Nursing

Institution-Set Standard (%) (Floor)

80.7

Stretch (Aspirational) Goal (%)

100

2020-2021 Job Placement Rate

100

2021-2022 Job Placement Rate

91

2022-2023 Job Placement Rate

81

Program

Community Health Care Worker

Institution-Set Standard (%) (Floor)

80.7

Stretch (Aspirational) Goal (%)

95

2020-2021 Job Placement Rate

100

2021-2022 Job Placement Rate

100

2022-2023 Job Placement Rate

67

Program

Child Development/Early Care and Education

Institution-Set Standard (%) (Floor)

80.7

Stretch (Aspirational) Goal (%)

90

2020-2021 Job Placement Rate

90

2021-2022 Job Placement Rate

83

2022-2023 Job Placement Rate

71

Program

Library Technician (Aide)

Institution-Set Standard (%) (Floor)

80.7

Stretch (Aspirational) Goal (%)

90

2020-2021 Job Placement Rate

100

2021-2022 Job Placement Rate

75

2022-2023 Job Placement Rate

90

Program

Administration of Justice

Institution-Set Standard (%) (Floor)

80.7

Stretch (Aspirational) Goal (%)

93

2020-2021 Job Placement Rate

80

2021-2022 Job Placement Rate

100

2022-2023 Job Placement Rate

86

Program

Other Commercial Services (Custodial) - Noncredit

Institution-Set Standard (%) (Floor)

80.7

Stretch (Aspirational) Goal (%)

100

2020-2021 Job Placement Rate

78

2021-2022 Job Placement Rate

83

2022-2023 Job Placement Rate

76

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

Notes re. #5:

Figures for 2020-21 and 2021-22 are from data mart (rounded); 2022-23 leverages new local reporting that incorporates two-census for noncredit.

Note re #17:

We use state data for transfer and that hasn't been published yet for 2022-23.

Note re. #19:

We utilize the Career and Technical Education Outcomes Survey (CTEOS) for placement data. Each year, the most current data is for students who completed two years prior (e.g., for 2022-23 data, student completed in 2020-21, did not re-enroll in 2021-22, and responded to the survey in 2022-23).

Final Step

Thank you for completing the survey. Please take a moment to review your submission. If you need to make any changes, you can click the back button or the navigation buttons below. When you are ready, please click the submit button at the very bottom on the survey.

By submitting this report on behalf of my institution, I confirm that the data and information contained herein is accurate and correct to the best of my knowledge. The institution acknowledges that knowingly submitting false or inaccurate data may result in notification to the U.S. Department of Education and/or accreditation action.

Check to confirm and acknowledge

Thank you for your submission!

ACCJC emails copies of the final submission to the ALO and CEO of each institution. Please contact support@accjc.org if your institution does not receive a final copy.