

# ACCJC Annual Report 2025

**Due: April 11, 2025**

## Support Contacts

For technical support:

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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 2025 survey questions at <https://accjc.org/wp-content/uploads/Annual-Report-Instructions-and-Questions-1.pdf>.

## Technical Notes for the 2025 Annual Report Survey

The 2025 Annual Report collects data for the three-year period that includes 2021-2022, 2022-2023, and 2023-2024.

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.

If you are copying and pasting figures from a Word or PDF document, please ensure your numbers don't have extra (trailing) spaces in the end.

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 2025 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:**

Contra Costa College

**Name of individual preparing report:**

Jason Berner

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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 20.*

**2021-2022**

8991

**2022-2023**

9794

**2023-2024**

10207

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.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	8991	9794	10207
% Change from Prior Year:		8.93%	4.22%

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.

N/A

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

**2021-2022**

8637

**2022-2023**

9285

**2023-2024**

9525

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.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	8637	9285	9525
% Change from Prior Year:		7.50%	2.58%

**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.***

The following programs experienced an increase of 50% or more in the last year (NOTE: Programs with an N < 10 are not reported):

AA.LACEC.C Liberal Arts: Communication in the English Language  
AA.SPAN.C Spanish  
AS.CUBAK.C Culinary Arts: Training in Pastry and Baking Skills  
AS.CUCFP.C Culinary Arts: Classical/Modern Food Prep & Restaurant Training  
AST.MATH.C Mathematics for Transfer  
CA.ADJSL.C Administration of Justice: Law Enforcement  
CA.CHEM.C Chemistry  
CA.CSUGE.C CSU General Education Breadth  
CA.CUCFP.C Culinary Arts: Classical/Modern Food Prep & Restaurant Training  
CA.EMED.C EMED: Paramedic Studies  
CA.EMT.C Emergency Medical Services  
CA.ENGIN.C Engineering  
CA.DFP.C Digital Film Production  
CA.HSHS.C Health & Human Services: Human Services  
CA.MEDASST.C Medical Assisting  
CA.STEM.C Liberal Arts: Science, Technology, Engineering, and Math

**7. Do you offer Distance Education?**

***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.***

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 offered 100% in the distance education modality 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.***

**2021-2022**

8347

**2022-2023**

8275

**2023-2024**

8122

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.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	8347	8275	8122
% Change from Prior Year		-0.86%	-1.85%

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 offered 100% in the distance education modality 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.*

2021-2022

7892

2022-2023

7822

2023-2024

7747

7e. The table below shows an auto-calculation of year-to-year changes in degree-applicable distant education 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.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	7892	7822	7747
% Change from Prior Year		-0.89%	-0.96%

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:

2021-2022

86.9%

2022-2023

78.8%

2023-2024

74.8%

**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.

**2021-2022**

63.3%

**2022-2023**

56.3%

**2023-2024**

51.0%

**8. Do you offer Correspondence Education?**

*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).*

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 7, 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.**

	2021-2022	2022-2023	2023-2024
<b>Reported Headcount:</b>			
<b>% Change from Prior Year</b>		%	%

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

Yes

**9b: 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."*

27%

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

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, click on View School and 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."

31%

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

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.contracosta.edu/about/institutional-effectiveness/>

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

Score

3

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? (100 words)

While the college has links to various data available on its website, the data is not presented in as student-friendly a way as possible. We will work with our marketing department to identify ways to present data prominently, paying particular attention to the data that would be most helpful to students. We will seek ways to solicit feedback from students about the information that they find most relevant to their needs. Similarly, we want to increase the data literacy of faculty, so that they can identify specific areas of success and areas in need of improvement.

### 12. Course Completion Rates

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.

	2021-2022	2022-2023	2023-2024
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	71%	71%	71%
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%	71%	72%

13. Does your college offer Certificates for 16 or more units/credits?

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

Yes

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

Number of certificates

**13. Certificates**

	2021-2022	2022-2023	2023-2024
13a. List your Institutional-Set Standard (floor) for certificates:	511	511	511
13b. List your stretch goal (aspirational) for certificates:	639	639	639
13c. List actual number or percentage of certificates:	537	813	568

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

Number of degrees

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

	2021-2022	2022-2023	2023-2024
14a. List your Institutional-Set Standard (floor) for degrees:	882	882	882
14b. List your stretch goal (aspirational) for degrees:	1103	1103	1103
14c. List actual number or percentage of degrees:	795	860	975

**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. Does your college offer Transfer Programs?**

Yes

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

Number of transfers

**17. Transfer**

	2021-2022	2022-2023	2023-2024
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	409	409	409
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	511	511	511
17c. List actual number or percentage of students who transfer to a 4-year college/university:	362	290	315

**18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?**

Yes

**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.

**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:**

**Program**

Emergency Medical Technician

**Exam (National, State, Other)**

National

**Institution-Set Standard (%) (Floor)**

90

**Stretch (Aspirational) Goal (%)**

95

**2021-2022 Pass Rate**

75

**2022-2023 Pass Rate**

86

**2023-2024 Pass Rate**

88

**Program**

Paramedic

**Exam (National, State, Other)**

National

**Institution-Set Standard (%) (Floor)**

90

**Stretch (Aspirational) Goal (%)**

95

**2021-2022 Pass Rate**

100

**2022-2023 Pass Rate**

n/a

**2023-2024 Pass Rate**

90

**Program**

Nursing: Certified Nursing Assistant

**Exam (National, State, Other)**

State

**Institution-Set Standard (%) (Floor)**

90

**Stretch (Aspirational) Goal (%)**

95

**2021-2022 Pass Rate**

n/a

**2022-2023 Pass Rate**

n/a

**2023-2024 Pass Rate**

n/a

**Program**

Nursing

**Exam (National, State, Other)**

State

**Institution-Set Standard (%) (Floor)**

90

**Stretch (Aspirational) Goal (%)**

95

**2021-2022 Pass Rate**

83.33

**2022-2023 Pass Rate**

86

**2023-2024 Pass Rate**

94.29

**19. Does your college offer Career and Technical Education Programs?**

Yes

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 2022-2023 job placement rate will be the number of students who completed the program in 2021-2022.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-2022, you do not need to report a job placement rate for 2022-2023. 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.

Our institution has programs that meet these conditions.

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

Accounting

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

62.5

**2022-2023 Job Placement Rate**

100

**2023-2024 Job Placement Rate**

66.67

**Program**

Administration of Justice

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

n/a

**2022-2023 Job Placement Rate**

83.33

**2023-2024 Job Placement Rate**

80

**Program**

Automotive Technology

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

88.89

**2022-2023 Job Placement Rate**

100

**2023-2024 Job Placement Rate**

100

**Program**

Automotive Collision and Repair

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

100

**2022-2023 Job Placement Rate**

100

**2023-2024 Job Placement Rate**

90

**Program**

Business Administration

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

42.86

**2022-2023 Job Placement Rate**

75

**2023-2024 Job Placement Rate**

77.78

**Program**

Business Management

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

62.5

**2022-2023 Job Placement Rate**

68.42

**2023-2024 Job Placement Rate**

61.90

## Program

Biotechnology

### **Institution-Set Standard (%) (Floor)**

73.25

### **Stretch (Aspirational) Goal (%)**

73.25

### **2021-2022 Job Placement Rate**

n/a

### **2022-2023 Job Placement Rate**

n/a

### **2023-2024 Job Placement Rate**

n/a

## Program

Certified Nurse Assistant

### **Institution-Set Standard (%) (Floor)**

73.25

### **Stretch (Aspirational) Goal (%)**

73.25

### **2021-2022 Job Placement Rate**

n/a

### **2022-2023 Job Placement Rate**

n/a

### **2023-2024 Job Placement Rate**

n/a

## Program

Computer Information Systems

### **Institution-Set Standard (%) (Floor)**

73.25

### **Stretch (Aspirational) Goal (%)**

73.25

### **2021-2022 Job Placement Rate**

100

### **2022-2023 Job Placement Rate**

80

**2023-2024 Job Placement Rate**

66.67

**Program**

Computer Infrastructure and Support

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

66.67

**2022-2023 Job Placement Rate**

50

**2023-2024 Job Placement Rate**

75

**Program**

Computer Software Development

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

n/a

**2022-2023 Job Placement Rate**

n/a

**2023-2024 Job Placement Rate**

n/a

**Program**

Nutrition, Food and Culinary Arts

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

72.22

**2022-2023 Job Placement Rate**

83.33

**2023-2024 Job Placement Rate**

66.67

**Program**

Digital Media/Film Production

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

n/a

**2022-2023 Job Placement Rate**

n/a

**2023-2024 Job Placement Rate**

n/a

**Program**

Early Childhood Education

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

88.57

**2022-2023 Job Placement Rate**

78.26

**2023-2024 Job Placement Rate**

69.23

**Program**

Emergency Medical Services (EMT)

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

75

**2022-2023 Job Placement Rate**

77.78

**2023-2024 Job Placement Rate**

n/a

**Program**

Health and Human Services

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

50

**2022-2023 Job Placement Rate**

76.92

**2023-2024 Job Placement Rate**

85.71

**Program**

Health Occupations General (HHA)

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

n/a

**2022-2023 Job Placement Rate**

n/a

**2023-2024 Job Placement Rate**

n/a

**Program**

Journalism

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

100

**2022-2023 Job Placement Rate**

n/a

**2023-2024 Job Placement Rate**

100

**Program**

Medical Assistant

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

72.73

**2022-2023 Job Placement Rate**

85.71

**2023-2024 Job Placement Rate**

70.59

**Program**

Office Technology/Office Computer Applications

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

66.67

**2022-2023 Job Placement Rate**

40

**2023-2024 Job Placement Rate**

n/a

**Program**

Registered Nursing

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

77.78

**2022-2023 Job Placement Rate**

95.45

**2023-2024 Job Placement Rate**

92

**Program**

Emergency Medical Services (Paramedic)

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

n/a

**2022-2023 Job Placement Rate**

n/a

**2023-2024 Job Placement Rate**

n/a

**Program**

Real Estate

**Institution-Set Standard (%) (Floor)**

73.25

**Stretch (Aspirational) Goal (%)**

73.25

**2021-2022 Job Placement Rate**

100

**2022-2023 Job Placement Rate**

66.67

**2023-2024 Job Placement Rate**

100

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

Regarding question 18 (licensure), we wish to clarify that the Nursing/CNA class was not offered during the three years under review.

Regarding the questions on job placement (19), the college does not have a mechanism for tracking employment outcomes for any educational programs. The data provided come from the CTE Core Indicator reports generated by the Chancellor's Office. The Job Placement Rates reflect the college's performance related to the "CTE Cohort" for each program. \*N/A" indicates that there were fewer than 10 students in the cohort. As a result of this small sample size, employment outcomes could not be disclosed for privacy reasons.

Through our review of our institutional-set standards, we took the opportunity to review and, where appropriate, revise our floors and stretch goals, which had not been updated over the last few years. Using a data-centered approach, we made the following decisions:

Course Completion: Success Rate C or Better: Maintain floor and stretch goal for completion (71% and 73%, respectively): Since 2018-19, our successful course-completion rate has hovered right around 71%, experiencing a slight jump to 72.45% in 2023-24. We predict we will hold steady, as we continue to seek ways to increase student success.

Certificates awarded: Increase floor from 511 to 537; increase stretch goal to from 639 to 671. In three out of the last five years, we not only reached our floor, but exceeded our stretch goals. In the years we didn't reach the stretch goal, we still exceeded our projected floor, awarding 537 certificates in 2021-22 and 568 in 2023-24. We decided, conservatively, to set our floor at the lowest number over the last four years (537), with a stretch goal of 125% of the new floor.

Associate degrees: Raise the floor from 882 to 900, and the stretch from 1103 to 1125. As with certificates, this new goal was based on the steady trend over the last four years, as we have pretty consistently met or surpassed our floor goals (although not reaching the stretch goal), Based on these continuous trends, we project that we can get to at least 900 associate's degrees (and, again, we set the stretch goal at 125% of the floor).

Transfer: This is one area where we are struggling. While we achieved our floor (409) in 2019-20 and 2020-21, the number of transfers has been steadily declining, reaching only 297 in 2023-24. Our first goal, therefore, is to "stop the bleeding." We have therefore set our new floor at our current level (300), and we hope to climb from there.

In addition to setting these new goals, we will present to our Academic Senate and other constituency groups a plan for constantly reviewing and revising these goals on an annual basis, so that we base our annual plans and activities on the most recent data available.

**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. (max 200 words)**

Over the last few years, CCC has seen a steady uptick in headcount. This is no doubt due in large part to the continued rebound from the COVID pandemic. Other efforts, however, such as the continuing implementation of Guided Pathways have likely helped. CCC has launched Program Mapper on its website, so prospective (and current) students can more easily see their path to achievement of their goals. The steady increase in AS degree achievement may also be partially attributable to this, and we hope that this will also help us realize increases in transfer rates.

CCC has increased its use of learning community and cohort-based classes. In addition to its long-standing Puente program, CCC now has Puente MAS (math and science), a Black Experience learning cohort, an Asian American and Native Hawaiian/Pacific Islander cohort, and a MESA program. As we continue our Pathways work, the expansion of these types of programs will contribute to students' success and sense of belonging.

Finally, students in CCC's Nursing, EMT, and Paramedic programs continue to have great success in state and national licensure examinations. CCC also just received confirmation that its Paramedic program has officially been taken off probationary status.

**22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle? (max 200 words)**

1. Institution-Set Standards and Stretch Goals: Training on how to set, evaluate, and effectively use institution-set standards and stretch goals to drive institutional planning and student achievement.
2. Student Learning Outcomes (SLO) Assessment: Guidance on developing meaningful, measurable SLOs and using assessment results to improve instruction and support services, with a focus on closing equity gaps.
3. Program Review and Planning: Support on designing integrated and evidence-based program review processes that inform resource allocation, curriculum updates, and strategic planning. Emphasis on linking review outcomes to college-wide goals and student success.

**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](mailto:support@accjc.org) if your institution does not receive a final copy.**