ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

2017 Annual Report Questions

Report Information

1. Confirm Your Institution: "Start Survey"

2. Name of individual preparing report: Michele M. Bresso, PhD

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Headcount Enrollment Data

5. Total unduplicated headcount enrollment:

   Fall 2016: 7028
   Fall 2015: 7228
   Fall 2014: 6293

[Additional Instructions: Unduplicated headcount should be based on the credit and non-credit enrollments when the general enrollment period ends (may be referred to as first census date).]

6. Total unduplicated headcount enrollment in degree applicable credit courses:

   Fall 2016: 5305
   Fall 2015: 5402
   Fall 2014: 4951

7. Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements):

   Fall 2016: 1750
   Fall 2015: 2313
   Fall 2014: 1908

8. Number of programs which may be fully completed via distance education:

   Fall 2016: 0
   Fall 2015: 0
   Fall 2014: 0

[Additional Instructions: This is the number of programs which the college intentionally offers fully online.]

9. Total unduplicated headcount enrollment in all types of Distance Education:

Fall 2016: 2739

Fall 2015: 4400

Fall 2014: 4281

[Additional Instructions: Provide unduplicated enrollment numbers in distance education courses. Distance Education is defined as education that uses technology to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. Courses in which all the class hours are face to face, but some material is posted online, are NOT DE courses.

10. Do you offer Correspondence Education?

Yes / No

[If no, move to item #12]

11. Total unduplicated headcount enrollment in all types of Correspondence Education:

Fall 2016: 0

Fall 2015: 0

Fall 2014: 0

[Additional Instructions: Provide unduplicated enrollment numbers in correspondence education courses. Correspondence education means education provided through one or more courses under which the institution provides instructional materials (print or other media), by mail or electronic transmission (including transmission via learning management system), including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced within a set period of time. Online courses or online portions of courses which primarily involve "paperwork" — such as 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 USDE definition. See definition of distance education in question 11 above.]

Student Achievement Data

		2016	2015	2014
12.	a. What is your Institution-set standard for successful student course completion?	72 %	72 %	72 %
	b. Actual successful course completion rate:	72.4 %	71.9 %	71.2 %

13. a. What is your Institution-set standard for degrees?

2016	2015	2014
450	440	440

b. Actual number degrees awarded:

2016	2015	2014
486	432	448

OR

C. Insert percentage

14. a. What is your Institution-set standard for certificates?

2016	2015	2014
415	404	328

b. Actual number certificates awarded:

2016	2015	2014
454	387	371

15. a. What is your Institution-set standard for number of students who transfer to 4-year colleges/universities?

2015	2014	2013
400	0	NA

b. Actual number of students who transferred to 4-year colleges/universities:

2015	2014	2013
397	389	318

16. Number of CTE certificates and degrees for which the institution has set a standard for licensure pass rates:

2016: 0
2015: 0
2014: 0

[Additional Instructions: Institutions are required to have institution-set standards for licensure passage rates in all applicable certificate and degree programs.]

17. Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:

2016: 0
2015: 0
2014: 0

[Additional Instructions: Institutions are required to have institution-set standards for job placement rates (graduate employment rates) in all applicable certificate and degree programs.]

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

Program	Exam state national other	Institution set standard (%)	2015 Pass Rate (%)	2014 Pass Rate (%)	2013 Pass Rate (%)
Aviation Maintenance Technology	national	83	79	86	100
Cosmetology	state	75	96	96	97
Nursing--RN	national	100	69.23	89.47	100

[Add Row]   [Delete Checked Row]

[Additional Instructions: Please only list each program for which a license examination is required to qualify for employment, and where there were at least 10 students who completed the program in the designated year. State the institution set standard for expected licensure examination pass rates. Also state the pass rate of students who took the examination.]

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

Program	Institution set standard (%)	2015 Job Placement Rate (%)	2014 Job Placement Rate (%)	2013 Job Placement Rate (%)
Aviation Maintenance Technology		72	88	75.54
Cosmetology		N/A	N/A	81.85
Nursing--RN		98		0

[Add Row]   [Delete Checked Row]

[Additional Instructions: Please only list each program where reliable data is available and where there were at least 10 students who completed the program in the designated year. State the institution set standard for job placement rates. Also state the job placement rate, as measured in the year following graduation, of students who graduated from the program.]

Student Learning Outcomes and Assessment
Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In completing the 2017 Annual Report, please refer to the revised Accreditation Standards adopted June 2014.

20. Courses

	2016	2015	2014
a. Total number of college courses:	582	586	627
b. Number of college courses with ongoing assessment of learning outcomes:	704	696	686

[Additional Instructions: Provide the number of active credit and noncredit courses at the college. Courses in the college catalog are considered active. Do not include not-for-credit offerings of the college. The cycle of assessment is defined by the institution.]

21. Programs

	2016	2015	2014
a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	146	90	90
b. Number of college programs with ongoing assessment of learning outcomes:	86	85	83

[Additional Instructions: Provide the number of active credit and noncredit programs at the college. Programs in the college catalog are considered active. Do not include not-for-credit offerings of the college. The cycle of assessment is defined by the institution.]

22. Student Services and Learning Support

	2016	2015	2014
a. Total number of student services and learning support activities (as college has identified or grouped them for SSO/SAO implementation):	16	15	16
b. Number of student and learning support activities with ongoing assessment of learning outcomes:	34	34	36

[Additional Instructions: The institution defines its student and learning support activities and how they may be grouped for assessment of learning outcomes. Definition and grouping of like student or learning support activities should be based upon a determination of how the assessment will best provide information to improve services for students. Learning support programs include, but are not limited to: tutoring, supplemental instruction, information literacy support, and/or any other student services and administrative units where outcomes to support student learning have been developed and assessed.]

23. Add open text box – as optional item. [Additional instructions: Please use this text box to provide any comments regarding the data submitted in this report.]

NOTE: The Annual Report must be certified as complete and accurate by the CEO. Once all the questions have been answered by the ALO, there will be an option to send an email notification to the CEO that the report is ready for certification. The CEO will be able to login and certify the answers.

Only the CEO may submit the final Annual Report.

End of Annual Report