

**2022 Annual Report
Final Submission**

04/08/2022

Chaffey College
5885 Haven Avenue
Rancho Cucamonga, CA 91737

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Laura Hope
3.	Phone number of person preparing report:	909-652-6131
4.	E-mail of person preparing report:	laura.hope@chaffey.edu
5.	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment for last three years:	2018-19: 31,261 2019-20: 31,088 2020-21: 28,930
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	-1% -7%

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 for last three years:	2018-19: 30,197 2019-20: 30,184 2020-21: 28,376
7a.	Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year. While more enrollment variance than normal was observed among all programs, four programs experienced enrollment declines greater than 50% from 2019-20 to 2020-21: Aviation Maintenance Technology (660 enrollments in 2019-20; 180 enrollments in 2020-21, a 72.7% decline); Automotive Technology (718 enrollments in 2019-20; 351 enrollments in 2020-21, a 51.1% decline); Dental	

Assisting (606 enrollments in 2019-20; 258 enrollments in 2020-21, a 57.4% decline); and Vocational Nursing (1,116 enrollments in 2019-20; 432 enrollments in 2020-21, a 61.3% decline). As can be inferred from these findings, these four programs all have significant in-person interaction requirements that are dictated by external programmatic accrediting bodies (e.g., Federal Aviation Commission) and were significantly impacted by the COVID-19 pandemic. Preliminary 2021-22 data suggests that all four programs are rebounding and will be less than 50% down from the 2019-20 academic year. Conversely, four programs were identified that experienced enrollment gains greater than 50% from 2019-20 to 2020-21: Computer Information Systems Networking (139 enrollments in 2019-20; 243 enrollments in 2020-21); Fashion Merchandising (96 enrollments in 2019-20; 211 enrollments in 2020-21); Interior Design (326 enrollments in 2019-20; 528 enrollments in 2020-21); and Public Health (139 enrollments in 2019-20; 411 enrollments in 2020-21).

7. Additional Instructions and Data Definitions:

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.

Distance Education and Correspondence Education

#	Question	Answer
8.	Do you offer Distance Education?	Yes
8a.	Total unduplicated headcount enrollment in distance education in last three years:	2018-19 11,678 2019-20 13,810 2020-21 28,747
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	18% 108%
8c.	If your institution experienced more than a one-year increase (or decrease) of 50%, please explain: Responding to the COVID-19 pandemic, almost all courses offered in the 2020-21 academic year were offered either exclusively online or as hybrid courses.	

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.

8a. 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?	Yes
9a.	Total unduplicated headcount enrollment in all types of Correspondence Education for last three years:	2018-19 0 2019-20 0 2020-21 178
9b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	N/A 100%
9c.	If your institution experienced more than a one-year increase (or decrease) of 50%, please explain:	

In response to the COVID-19 pandemic, all instructional delivery in the institution's Turning Point (incarcerated student) program occurred via correspondence education in the 2020-21 academic year. Previously, instructional delivery occurred in-person.

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 current 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 institutions 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).	CCCCO Student Success Metrics dashboard (Scorecard)
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.chaffey.edu/about/docs/institutionally-set-standards-2021-22.pdf

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 Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

Institution Set Standards for Student Achievement

#	Question	Answer		
Course Completion Rates				
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	2018-19 70 %	2019-20 70 %	2020-21 70 %
13a.	List your stretch goal (aspirational) for successful student course completion rate:	2018-19 72 %	2019-20 72 %	2020-21 73 %
13b.	List the actual successful student course completion rate:	2018-19 70 %	2019-20 72 %	2020-21 70 %

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:	Number of certificates		
	If Number-Other or Percent-other, please describe:			
14a.	List your Institution-Set Standard (floor) for certificates:	2018-19	2019-20	2020-21
		1,463	1,536	1,226
14b.	List your stretch goal (aspirational) for certificates:	2018-19	2019-20	2020-21
		1,964	1,600	1,944
14c.	List actual number or percentage of certificates:	2018-19	2019-20	2020-21
		1,524	1,851	1,291

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:	Number of degrees		
	If Number-Other or Percent-other, please describe:			
15a.	List your Institution-Set Standard (floor) for degrees:	2018-19	2019-20	2020-21
		3,596	3,616	3,808
15b.	List your stretch goal (aspirational) for degrees:	2018-19	2019-20	2020-21
		3,974	3,996	4,208
15c.	List actual number or percentage of degrees:	2018-19	2019-20	2020-21
		3,806	4,008	3,886

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

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	No
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Transfer

17.	Type of Institute-set standard for transfers:	Number-Other		
	If Number-Other or Percent-other, please describe:	Number of fall semester transfers to CSUs and UCs		
17a.	List your Institution-Set Standard (floor) for the number of students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		816	1,019	1,027
17b.	List your stretch goal (aspirational) for the number of students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		945	1,180	1,189
17c.	List actual number or percentage of students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		1,073	1,081	1,322

Licensure Examination Pass Rates

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:
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Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)
Associate Degree Nursing	State	80 %	95 %	95.2 %	98.6 %	92.5 %
Dental Assisting	State	84 %	90 %	n/a %	n/a %	100 %
Emergency Medical Technician	National	60 %	90 %	87.1 %	90.1 %	61.7 %
Radiologic Technology	National	85 %	95 %	95 %	100 %	100 %
Vocational Nursing	National	65 %	80 %	75.7 %	68.1 %	77.3 %

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 for last three years available data:					
	Program	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
	Accounting	72.6 %	83.9 %	85.9 %	77.3 %	76.4 %
	Automotive Technology	77.5 %	88.1 %	84.4 %	85.7 %	81.6 %
	Aviation Airframe Mechanics	79.1 %	79.9 %	75 %	70 %	83.3 %
	Aviation PowerPlant Mechanics	83.6 %	88.2 %	82.6 %	81.3 %	88 %
	Business Administration	67.5 %	82.4 %	76.9 %	87.3 %	71.1 %
	Business Management	78.8 %	81.5 %	77.3 %	72.7 %	82.9 %
	Paralegal	70.5 %	80.2 %	80.7 %	74.1 %	74.2 %
	Office Technology/Office Computer Applications	42.7 %	64.3 %	72.9 %	65.8 %	n/a %
	Child Development/Early Care and Education	73.7 %	83.2 %	90 %	70.2 %	77.6 %
	Computer Information Systems	71.3 %	79 %	78.6 %	72 %	75 %
	Computer Software Development	83.1 %	95 %	n/a %	n/a %	87.5 %
	Computer Infrastructure and Support	81.9 %	85.3 %	79.2 %	78.3 %	86.2 %
	Computer Networking	81.6 %	89.4 %	82 %	87.5 %	85.9 %
	Criminal Justice	81 %	90.8 %	90.1 %	83.9 %	85.3 %
	Nutrition, Foods, and Culinary Arts	65.4 %	88 %	95.2 %	87.5 %	n/a %
	Dental Assistant	88.3 %	92.8 %	94.4 %	77.8 %	92.9 %
	Education	63.4 %	68 %	87.5 %	40 %	n/a %
	Electronics and Electrical Technology	88.5 %	96.4 %	91.3 %	90.9 %	93.2 %
	Fashion	72.2 %	72.8 %	65.4 %	66.7 %	76 %
	Fire Technology	86.6 %	95 %	85.2 %	95 %	91.2 %
	Gerontology	69.6 %	78.2 %	83.3 %	n/a %	73.3 %
	Hospitality	87.4 %	91.5 %	81.5 %	88 %	92 %
	Marketing and Distribution	71.3 %	78.8 %	n/a %	83.3 %	75 %
	Nursing, Associate Degree	88.1 %	97.7 %	91.8 %	94.7 %	92.7 %
	Licensed Vocational Nursing	88.8 %	90.4 %	81.4 %	83.3 %	93.5 %
	Pharmacy Technology	86.4 %	94.2 %	86.4 %	91.7 %	90.9 %

Applied Photography	61.5 %	70.4 %	72.2 %	64.3 %	n/a %
Radio and Television	82.2 %	87.4 %	83.3 %	80 %	86.5 %
Radiologic Technology	91 %	96.7 %	92.6 %	88 %	95.8 %

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 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. 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). <input style="width: 100%; height: 20px;" type="text"/>
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This survey was submitted on 2022-04-08