



Outcomes | Innovation | Improvement

# ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

## 2026 Annual Report Survey

### General Information

- 1. Confirm college name:
- 2. Name of individual preparing report:
- 3. Phone number of person preparing report:
- 4. E-mail of person preparing report:

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### 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.*

2022-23:       2023-24:       2024-25:

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

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	10.31 %	1.98 %

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.

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

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

2022-23:       2023-24:       2024-25:

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

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	11.69 %	4.82 %

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.)

n/a

7. Do you offer Distance Education?

Yes	No
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*If you answered no, skip to question 8.*

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.*

2022-23:       2023-24:       2024-25:

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

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	9.37 %	3.48 %

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 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.*

2022-23:       2023-24:       2024-25:

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

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	7.34 %	2.59 %

7f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% 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:

2022-23:  2023-24:  2024-25:

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.*

2022-23:  2023-24:  2024-25:

## Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Yes	No
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*If you answered no, skip to question 9.*

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

2022-23:  2023-24:  2024-25:

8b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	%	%

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

## Student Achievement Data

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

Yes	No
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*\*If yes, complete questions 9b – 9c. If no, skip to question 10a.*

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."*

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

*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, 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."*

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

- Student Achievement Measure (SAM)
- Voluntary Framework of Accountability (AACCC)
- College established dashboard
- Other (please specify)

N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.

%

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

%

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://app.powerbi.com/view?r=eyJrIjoieMmQxOTI5NGU0MTk0OC00MTQ0LTlkYjAtZGJlMjMwNDVmZWU1liwidCI6IjVmYmY1Mzg1LWUyNjQtNDE1Zi04OTg5LWE2YmRhYzllYWVWRkMyImlmMi0jZ9>

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

Score: 4

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?

Mt. San Jacinto College supports continual improvement and innovation by providing public access to real-time, disaggregated student achievement data aligned with ACCJC Standards and transparency guidelines. The Institutional Research webpage promotes equity-focused insights; however, improvements in homepage navigation and data storytelling are needed to enhance accessibility and contextual understanding. Ongoing efforts focus on streamlining dashboards into user-friendly tools and ensuring consistent, meaningful data access for faculty, staff, and administrators. These actions strengthen data-informed decision-making, improve programmatic alignment, and advance equitable student outcomes while reinforcing the college's commitment to transparency and continuous institutional improvement.

### 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.

	2022-23	2023-24	2024-25
12a. Institution-Set Standard (floor):	69%	69%	69%
12b. Stretch goal (aspirational):	73%	73%	73%
12c. Actual successful course completion rate:	71%	72%	75%

### Institution-Set Standards: Certificates

13. Do you offer Certificates for 16 or more units/credits?

Yes	No
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*If you answered no, skip to question 14.*

13a. 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:

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	2022-23	2023-24	2024-25
13b. List your Institution-Set Standard (floor):	300	300	300
13c. List your stretch goal (aspirational):	500	500	500
13d. List actual number or percentage of certificates:	348	305	388

### 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:

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	2022-23	2023-24	2024-25
14a. List your Institution-Set Standard (floor) for associate degrees:	2500	2500	2500
14b. List your stretch goal (aspirational) for associate degrees:	3200	3200	3200
14c. List actual number or percentage of associate degrees:	2407	2436	2771

### Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes	No
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*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:

### Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes	No
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*If you answered no, skip to question 17.*

16a. Type of Institute-set standard for a Direct Assessment Program:  
(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:

### Institution-Set Standards: Transfer

17. Does your college offer Transfer Programs?

Yes	No
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*If you answered no, skip to question 18.*

17a. 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:

17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:

	2022-23	2023-24	2024-25
17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2800	2800	2800

17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:

17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	3000	3800	3800
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17d. List actual number or percentage of students who transfer to a 4-year college/university:

17d. List actual number or percentage of students who transfer to a 4-year college/university:	3165	3371	3031
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## Institution-Set Standards: Licensure Examination Pass Rates

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

Yes	No
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*If you answered no, skip to question 19.*

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	Exam Type (National, State, Other)	Institution-Set Standard (%) (Floor)	Stretch Goal (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)	2024-25 Pass Rate (%)
ADN	State	75	100	95	96	91
DMS	National	75	100	100	100	100

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

Yes	No
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*If you answered no, skip to question 20.*

19a. 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 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. 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 (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
AA.ECON.OPTBAT	51	73	44	n/a	n/a
AS.AJ	51	73	45	n/a	n/a
AS.AJ.OPTBAST	51	73	45	n/a	n/a
AS.AJ.OPTCAST	51	73	45	n/a	n/a
AS.AUME	51	73	31	n/a	n/a
AS.BADM	51	73	33	n/a	n/a
AS.BADM.OPTBAST	51	73	33	n/a	n/a
AS.BADM.OPTCAST	51	73	33	n/a	n/a
AS.BADM2.OPTBAST	51	73	33	n/a	n/a
AS.BADM2.OPTCAST	51	73	33	n/a	n/a
AS.CIS.CS.OPTCAST	51	73	27	n/a	n/a
AS.CIS.NETWORK	51	73	27	n/a	n/a
AS.CIS.PROGRAM	51	73	27	n/a	n/a
AS.ECE.OPTBAST	51	73	42	n/a	n/a
AS.FIRE	51	73	48	n/a	n/a
AS.MA.A&C;	51	73	63	n/a	n/a
AS.MGT	51	73	31	n/a	n/a
AS.NURS.RN	75	100	71	n/a	n/a
AS.WT	51	73	83	n/a	n/a

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

Mt. San Jacinto College has historically relied on Cal-PASS Plus LaunchBoard for job placement data; however, the transition by the California Community Colleges Chancellor's Office to DataVista has significantly limited the availability, timeliness, and usability of data. At the time of reporting, DataVista only provides 2022-2023 data, resulting in "n/a" entries for 2023-24 and 2024-25. Additionally, datasets are aggregated at the TOP Code level, preventing program-specific analysis and limiting the ability to generate precise, actionable insights for individual programs. These constraints reflect ongoing challenges with incomplete and delayed statewide datasets. As updated data become available, MSJC will revise our institution-set standards and stretch goals to inform program planning and improvements.

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.

Mt. San Jacinto College's recent student achievement gains are grounded in a strong commitment to data-informed decision-making and strategic enrollment management. By closely analyzing enrollment trends and student progress data, the College has effectively responded to sustained annual enrollment growth, optimizing course scheduling to ensure timely access to high-demand classes. This approach has reduced barriers to completion and supported student momentum toward educational goals. In parallel, faculty engagement in targeted professional development has strengthened instructional quality, particularly in distance education. Efforts have focused on enhancing regular substantive interaction (RSI), integrating equity-minded and student-centered practices, and thoughtfully incorporating AI tools to support learning while maintaining academic integrity. Together, these initiatives reflect a coordinated, innovative approach that aligns institutional planning, instructional practice, and student support—ultimately advancing equitable access, persistence, and success.

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

To support Mt. San Jacinto College in advancing student success over the next three-year cycle, the Commission could provide targeted professional development in several key areas. First, training on the newly adopted ACCJC standards would ensure clear understanding and consistent institutional alignment. Second, guidance on best practices for completing required reports—such as annual and midterm reports—would improve efficiency, clarity, and compliance. Additionally, workshops focused on the Reflection and Storytelling components of the ACCJC Rubric for Effective Institutional Outcome Transparency would strengthen the College's ability to contextualize data and communicate impact meaningfully. Finally, professional development on aligning institutional practices with the ACCJC Quality Continuum Rubric for Distance Education would support continued improvement in online teaching and learning. Collectively, these offerings would enhance institutional effectiveness, data use, and student-centered outcomes.

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following.

- I reviewed the program listings and all of my institution's programs are correctly listed
- I have found some errors and will be reaching out to ACCJC for next steps on updating