

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:

Moreno Valley College

Name of individual preparing report:

Joumana McGowan

Phone number of person preparing report:

951-571-6350

Email of person preparing report:

joumana.mcgowan@mvc.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 20.

2021-2022

12,977

2022-2023

15,492

2023-2024

16,742

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:	12,977	15,492	16,742
% Change from Prior Year:		19.38%	8.07%

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

12,189

2022-2023

14,503

2023-2024

16,580

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:	12,189	14,503	16,580
% Change from Prior Year		18.98%	14.32%

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.

N/A

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

10,510

2022-2023

11,007

2023-2024

11,838

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:	10,510	11,007	11,838
% Change from Prior Year		4.73%	7.55%

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

10,440

2022-2023

10,906

2023-2024

11,765

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:	10,440	10,906	11,765
% Change from Prior Year		4.46%	7.88%

7g. % of all students that took at least one degree applicable distance education course:

2021-2022

80.5%

2022-2023

70.4%

2023-2024

70.3%

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

56.4%

2022-2023

44.9%

2023-2024

44.1%

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
Reported Headcount:			
% Change from Prior Year		%	%

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."

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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."

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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://mvc.edu/data>

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

Score

7

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)

There is a link directly under the 'About Us' on the college's webpage (<https://mvc.edu>). The link is labeled 'Data and Outcomes'. The link takes community and prospective students to the college' data library, where published data is less than two years old with the most recent completed academic year. At the college data (<https://mvc.edu/data>) library, an annual institutional effectiveness report is visible and meaningful disaggregated student achievement data is provided. The report provides both analysis and addresses achievement information as it relates to the strategic goals of the college. Additional story telling could improve the college data library.

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:	68%	68%	68%
12b. List your stretch goal (aspirational) for successful student course completion rate:	78%	78%	78%
12c. List the actual successful student course completion rate:	69%	69%	70%

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:	253	253	308
13b. List your stretch goal (aspirational) for certificates:	734	734	734
13c. List actual number or percentage of certificates:	340	421	420

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:	915	915	1,354
14b. List your stretch goal (aspirational) for degrees:	3,146	3,146	3,146
14c. List actual number or percentage of degrees:	1,955	1,354	1,445

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:	575	575	659
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	1,325	1,325	1,325
17c. List actual number or percentage of students who transfer to a 4-year college/university:	709	714	715

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

Paramedic

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

80

Stretch (Aspirational) Goal (%)

90

2021-2022 Pass Rate

100

2022-2023 Pass Rate

96

2023-2024 Pass Rate

100

Program

Emergency Medical Technician

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

80

Stretch (Aspirational) Goal (%)

90

2021-2022 Pass Rate

91

2022-2023 Pass Rate

88

2023-2024 Pass Rate

88

Program

Dental Hygiene

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

90

Stretch (Aspirational) Goal (%)

95

2021-2022 Pass Rate

100

2022-2023 Pass Rate

100

2023-2024 Pass Rate

100

Program

Dental Assistant

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

70

Stretch (Aspirational) Goal (%)

85

2021-2022 Pass Rate

100

2022-2023 Pass Rate

100

2023-2024 Pass Rate

100

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)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

73

2022-2023 Job Placement Rate

73

2023-2024 Job Placement Rate

71

Program

Business Administration

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

69

2022-2023 Job Placement Rate

71

2023-2024 Job Placement Rate

81

Program

Medical Assisting

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

92

2022-2023 Job Placement Rate

81

2023-2024 Job Placement Rate

92

Program

Dental Assistant

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

78

2022-2023 Job Placement Rate

90

2023-2024 Job Placement Rate

68

Program

Dental Hygienist

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

92

2022-2023 Job Placement Rate

85

2023-2024 Job Placement Rate

86

Program

Emergency Medical Technician

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

90

2022-2023 Job Placement Rate

91

2023-2024 Job Placement Rate

93

Program

Paramedic

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

96

2022-2023 Job Placement Rate

100

2023-2024 Job Placement Rate

92

Program

Child Development

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

72

2022-2023 Job Placement Rate

69

2023-2024 Job Placement Rate

71

Program

Human Services

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

100

2022-2023 Job Placement Rate

67

2023-2024 Job Placement Rate

90

Program

Administration of Justice

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

93

2022-2023 Job Placement Rate

89

2023-2024 Job Placement Rate

86

Program

Corrections

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

99

2022-2023 Job Placement Rate

99

2023-2024 Job Placement Rate

99

Program

Police Academy

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

95

2022-2023 Job Placement Rate

98

2023-2024 Job Placement Rate

98

Program

Fire Technology

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

88

2022-2023 Job Placement Rate

85

2023-2024 Job Placement Rate

88

Program

Fire Academy

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

93

2022-2023 Job Placement Rate

95

2023-2024 Job Placement Rate

100

Program

Legal and Community Interpretation

Institution-Set Standard (%) (Floor)

65

Stretch (Aspirational) Goal (%)

83.2

2021-2022 Job Placement Rate

90

2022-2023 Job Placement Rate

90

2023-2024 Job Placement Rate

75

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

For the career technical education reporting, our cohorts are tracked for 2 years. Once they graduate, the cohort is given a year to track job placement. For example, reporting year 2023-24 is a cohort of students that started in 2020-21 and graduating in 2022-23. Therefore, the job placement rate for 2023-24 is those students that started in 2020-21.

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)

The college continues to focus on the student journey by identify barriers and making the necessary changes to practices, policies, and procedures. A success is the colleges focus on building a culture of care. Currently, the college is focused on early momentum points (leading indicators) in application conversion rates, completion of math and English in the first year, persisting from major term to major term while closing equity gaps. Focusing on these early momentum points allows the college to meet both its institutional set standards and attempt to achieve its aspirational targets. This year the college raised institutional set standards for number of degrees awarded, number of certificates awarded, and number of transfers. Through the college's annual and long-term planning processes, the institution is focused on building a culture of care to ensure every student meets their educational goal.

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)

The regional convening was a great opportunity to meet as a region and also learn first hand about new and prior requirements for accreditation. This also allowed institutions to learn from other colleges in meeting those requirements. It would be helpful to hold more of these regional convenings as not everyone can travel to conferences at times. Additionally, it would be helpful to provide additional insights about what is expected at the federal level and also provide insights on key legislation that might be passed. The regional convenings would allow an opportunity to hear first-hand the legislation that will impact our institutions and the expectations needed from us as a member institution. This could lead to more discussion around distance education regulations and nor the expectations.

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.