

LAMC Institution-Set Standards Data 2023

I. Successful Course Completion

The successful course completion rate is the number of students who receive passing grades (A, B, C, or P) divided by the number of students enrolled at census.

	Fall 2020	Fall 2021	Fall 2022
Institution-Set Standard	64%	64%	64%
Stretch Goal	67%	67%	67%
Actual Performance	67.5%	65.8%	66.9%

- **Successful Course Completion by Student Groups:** <https://tinyurl.com/LAMCCAPS>
- **Successful Course Completion by Course characteristics:** <https://tinyurl.com/LAMCCOURSES>
- **State/District comparisons:** https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

II. Course Retention

The course retention rate is the number of students who remain in the course after the no-penalty drop date (i.e., did not drop the course) divided by the number of students who were enrolled in the course at census. *This metric is not required to be reported in the ACCJC Annual Report.*

	Fall 2020	Fall 2021	Fall 2022
Institution-Set Standard	85%	85%	85%
Actual Performance	85.3%	86.3%	87.7%

- **Course Retention by Student Groups:** <https://tinyurl.com/LAMCCAPS>
- **Course Retention by Course characteristics:** <https://tinyurl.com/LAMCCOURSES>
- **State/District comparisons:** https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

III. Fall-to-Spring Persistence

The proportion of students (excluding concurrently enrolled high school students) retained from fall to spring at the same college, excluding students who completed an award or transferred to a postsecondary institution. *This metric is not required to be reported in the ACCJC Annual Report.*

In order to be in alignment with Strategic Goal #2 of the 2019-2024 LAMC Integrated Strategic Master Plan (ISMP), the persistence data provided below tracks progress on ISMP Performance Measure 2.7.2, “increase fall-to-spring student persistence to State-level of performance.”

	Fall 2019 to Spring 2020	Fall 2020 to Spring 2021	Fall 2021 to Spring 2022
LAMC	55.5%	53.9%	49.2%
LACCD	62.1%	64.4%	60.3%
California	66.6%	67.4%	64.3%

- CCCCCO Student Success Metrics Dashboard (source for the data above): <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
- Fall-to-Spring Persistence by Student Groups: <https://tinyurl.com/LAMCCAPS>

IV. Degree Completion

Number of Associate’s Degrees awarded from July 1 through June 30 of the following year (duplicated) and/or the number of students receiving Associate’s Degrees during the same time period (unduplicated). As students may receive multiple degrees in the same year, the duplicated count exceeds the unduplicated count.

Duplicated Degrees:

	2020-2021	2021-2022	2022-2023
Institution-Set Standard	960	960	1,050
Actual Performance	1,555	1,385	1,101

Unduplicated Students Obtaining Degrees (reported to ACCJC):

	2020-2021	2021-2022	2022-2023
Institution-Set Standard	540	540	600
Stretch Goal	793	825	825
Actual Performance	804	781	643

- LAMC Awards Dashboard: <https://tinyurl.com/LAMCAWARDS>

V. Certificate Completion

Number of State Chancellor's Office-approved General Education (GE)-related certificates (CSU and IGETC) and number of non-GE Certificates of Achievement awarded from July 1 through June 30, and/or the unduplicated number of students receiving any of these certificates during the same time period.

GE-Related Certificates:

	2020-2021	2021-2022	2022-2023
Institution-Set Standard	390	425	450
Actual Performance	618	563	461

State-Approved Non-GE-Related Certificates:

	2020-2021	2021-2022	2022-2023
Institution-Set Standard	180	200	300
Actual Performance	291	504	511

Unduplicated Students Obtaining State-Approved Certificates (reported to ACCJC):

	2020-2021	2021-2022	2022-2023
Institution-Set Standard	522	600	700
Stretch Goal	713	800	875
Actual Performance	769	864	771

- LAMC Awards Dashboard: <https://tinyurl.com/LAMCAWARDS>

VI. Transfer

Number of students who transfer to a four-year college or university in the CSU and UC systems.

	2020-2021	2021-2022	2022-2023
Institution-Set Standard	380	380	380
Stretch Goal	560	560	560
Actual Performance	496	474	485

Transfers to CSUs and UCs

	2018-19	2019-20	2020-21	2021-22	2022-23
CSU	340	390	453	436	450
UC	37	43	43	38	35
TOTAL	377	433	496	474	485

Transfers to CSUs by Gender and Ethnicity

	2018-19	2019-20	2020-21	2021-22	2022-23
TOTAL	340	390	453	436	450
Gender					
Female	67.1%	61.8%	61.8%	64.2%	62.4%
Male	32.9%	38.2%	38.2%	35.8%	37.6%
Ethnicity					
Hispanic	72.1%	75.4%	76.8%	76.2%	81.3%
White	8.8%	10.5%	6.6%	6.4%	6.0%
Asian/Pacific Islander	3.5%	1.8%	4.2%	4.1%	5.6%
Black	1.5%	2.8%	0.9%	2.1%	1.3%
Multiethnic	1.8%	0.5%	0.9%	0.9%	0.7%
Native American	0.3%	0.3%	0.2%	0.0%	0.0%
Non-US resident	5.6%	6.2%	5.7%	7.6%	1.3%
Unknown	6.5%	2.6%	4.6%	2.8%	3.8%

- CSU Transfer Data Source: <https://www.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx>

Transfers to UCs by Gender and Ethnicity

	2018-19	2019-20	2020-21	2021-22	2022-23
TOTAL	37	43	43	38	35
Gender					
Female	62.2%	53.5%	48.8%	51.4%	61.8%
Male	37.8%	46.5%	51.2%	48.7%	38.2%
Ethnicity					
Hispanic	64.9%	60.5%	60.5%	65.8%	68.6%
White	16.2%	25.6%	27.9%	18.4%	11.4%
Asian/Pacific Islander	10.8%	3.0%	7.0%	10.5%	0.0%
Black	0.0%	0.0%	0.0%	0.0%	0.0%
Native American	0.0%	0.0%	0.0%	0.0%	0.0%
Unknown	8.1%	4.7%	4.7%	5.3%	20.0%

- UC Transfer Data Source: <https://www.universityofcalifornia.edu/about-us/information-center/admissions-source-school>
- UC Transfer Data by Major: <https://www.universityofcalifornia.edu/about-us/information-center/transfers-major>
- Transfers to In-State-Private and Out-of-State Baccalaureate Granting Institutions: <https://datamart.cccco.edu/Outcomes/Student Transfer Volume.aspx>
- Cohort-Based Transfer Rates: <https://datamart.cccco.edu/Outcomes/Transfer Velocity.aspx>

VII. CTE Licensure Pass Rates

The ACCJC definition for **licensure pass rate** is, in programs for which students must pass a licensure examination in order to work in their field of study, "the number of students who passed the licensure examination divided by the number of students who took the examination." The ACCJC Annual Report form also specifies that rates should only be reported for programs where there were at least ten students who completed the program in the designated year.

Currently, the only program that requires a licensure pass rate is the **Certified Nursing Assistant (CNA)** program, which was launched in Spring 2016.

	2020-2021	2021-2022	2022-2023
Institution-Set Standard	90%	90%	90%
Stretch Goal	100%	100%	100%
Actual Performance	100%	100%	97.1%

VIII. CTE Job Placement Rates

The ACCJC definition for **job placement rate** is, for students completing certificate programs and career education degrees, "the number of students employed in the year following graduation divided by the number of students who completed the program."

The College uses employment rate data from the Career Technical Education (CTE) Perkins V Employment Core Indicator report (found at:

<https://misweb.cccco.edu/perkinsv/Core Indicator Reports/Default.aspx>) for our job placement rates. Employment rates are reported for programs that had 10 or more students

completing certificates or degrees that year in the 6-digit TOP code and that also had at least 10 students in the Perkins V cohort that year (otherwise "****" is displayed).

- **Institution-Set Standard:** Meet the State-set performance goal
- **Stretch Goal:** Increase at least 3 percentage points over the last reported job placement rate for each program *or* to be at the previous/current year's Institution-Set-Standard, whichever is higher

The State-set performance goal (and thus the institution-set standard) for the 2021-2022 cohort was **73.3%**.

Institution-Set Standards for Job Placement Rates

Cohort	ISS (State-set Performance Goal)
2021-22	73.3%
2020-21	73.2%
2019-20	73.0%
2018-19	73.2%
2017-18	73.2%
2016-17	69.7%
2015-16	67.5%

Job Placement Rates by CTE Program

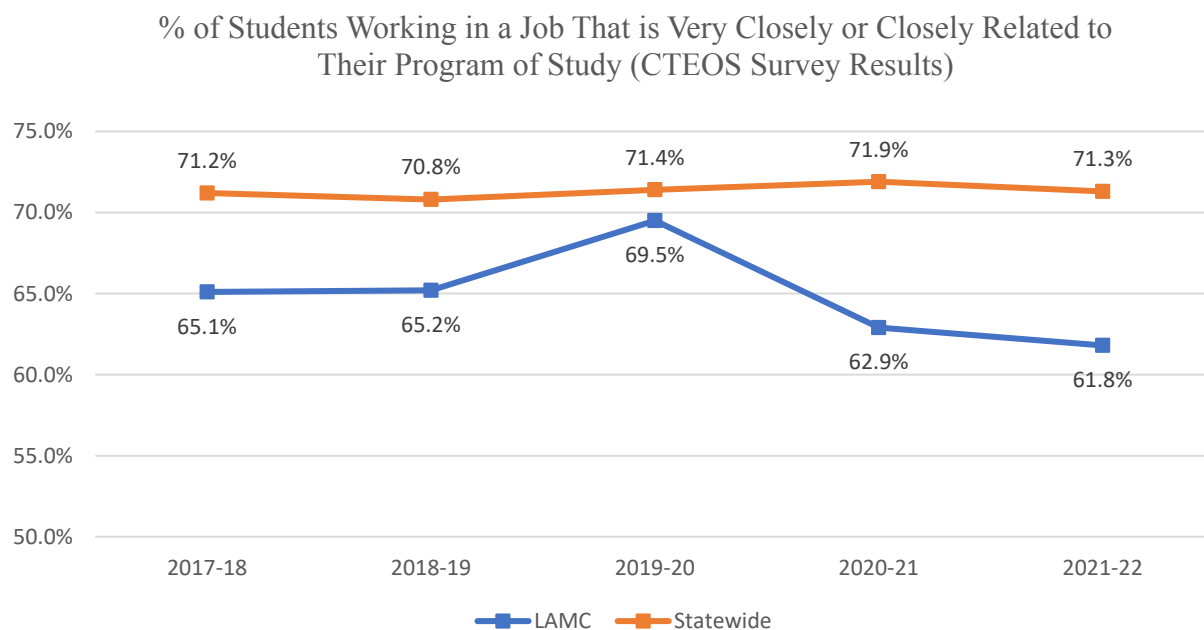
Program	Stretch Goal	2019-20 cohort	2020-21 cohort	2021-22 cohort
Accounting (AA; Certificate)	79.5%	***	76.5%	***
Administration of Justice (AS; AS-T; Skill Awards)	96.3%	74.1%	93.3%	73.1%
Biotechnology and Biomedical Technology (AS; Certificates)	78.0%	75.0%	***	88.9%
Business Administration (AA; AS-T)	76.3%	75.0%	73.3%	81.3%
Child Development/Early Care and Education (Child Development AA; Early Childhood Education for Transfer AS-T; Certificates; Skill Awards)	73.3%	65.2%	69.5%	74.7%
Computer Infrastructure and Support (Cyber Security Associate AS, Certificate, and Skill Award; Full Stack Developer AS and Certificate)	76.3%	***	***	70.0%
Culinary Arts (AA; Certificates; Skill Awards)	80.4%	63.8%	77.4%	75.0%

Program (continued)	Stretch Goal	2019-20 cohort	2020-21 cohort	2021-22 cohort
Health Professions, Transfer Core Curriculum (Health Science AS)	83.4%	84.1%	80.4%	87.2%
Interior Design and Merchandising (AA; Certificates; Skill Award)	73.3%	63.6%	***	***
Office Technology/Office Computer Applications (AA; Certificates; Skill Awards)	83.0%	61.5%	80.0%	66.7%
Paralegal (AA; Certificate)	85.6%	91.7%	82.6%	87.0%
Pharmacy Technology (AS; Certificates)	73.3%	81.3%	61.1%	93.8%

- **Data Source:** https://misweb.cccco.edu/perkinsv/Core Indicator Reports/Core Performance TrendReport_College.aspx

Job Closely Related to Program of Study

Among all students who responded to the statewide Career & Technical Education Employment Outcomes Survey (CTEOS), the proportion who reported that they are working in a job very closely or closely related to their program of study.



- **Data Source:** <https://cteos.santarosa.edu/reports>