

LAMC Institution-Set Standards Data 2024

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 2021	Fall 2022	Fall 2023
Institution-Set Standard	64%	64%	64%
Stretch Goal	67%	67%	67%
Actual Performance	66.0%	67.0%	67.0%

- **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 2021	Fall 2022	Fall 2023
Institution-Set Standard	85%	85%	85%
Actual Performance	86.6%	87.9%	87.6%

- **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 2020 to Spring 2021	Fall 2021 to Spring 2022	Fall 2022 to Spring 2023
LAMC	53.8%	49.4%	53.3%
LACCD	64.3%	60.3%	63.4%
California	67.2%	64.2%	66.3%

- CCCCO DataVista [select “Locale” = College (Los Angeles Mission College) & “Metric” = 406]: https://datavista.cccco.edu/data_views/single_metric_nsa
- 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:

	2021-2022	2022-2023	2023-2024
Institution-Set Standard	960	1,050	1,050
Actual Performance	1,387	1,110	1,263

Unduplicated Students Obtaining Degrees (reported to ACCJC):

	2021-2022	2022-2023	2023-2024
Institution-Set Standard	540	600	600
Stretch Goal	825	825	825
Actual Performance	782	648	760

- 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 (CSU and IGETC):

	2021-2022	2022-2023	2023-2024
Institution-Set Standard	425	450	450
Actual Performance	563	464	514

State-Approved Non-GE-Related Certificates:

	2021-2022	2022-2023	2023-2024
Institution-Set Standard	200	300	300
Actual Performance	505	514	791

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

	2021-2022	2022-2023	2023-2024
Institution-Set Standard	600	700	700
Stretch Goal	800	875	875
Actual Performance	865	776	1,043
<i>Certs of 16+ Units</i>	789	679	756
<i>Certs of <16 Units Only</i>	76	97	287

- 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.

	2021-2022	2022-2023	2023-2024
Institution-Set Standard	380	380	380
Stretch Goal	560	560	560
Actual Performance	474	485	394

Transfers to CSUs and UCs

	2019-20	2020-21	2021-22	2022-23	2023-24
CSU	390	453	436	450	373
UC	43	43	38	35	21
TOTAL	433	496	474	485	394

Transfers to CSUs by Gender and Ethnicity

	2019-20	2020-21	2021-22	2022-23	2023-24
TOTAL	390	453	436	450	373
Gender					
Female	61.8%	61.8%	64.2%	62.4%	59.2%
Male	38.2%	38.2%	35.8%	37.6%	40.8%
Ethnicity					
Hispanic	75.4%	76.8%	76.1%	81.3%	82.6%
White	10.5%	6.6%	6.4%	6.0%	7.2%
Asian/Pacific Islander	1.8%	4.2%	4.1%	5.6%	2.7%
Black	2.8%	0.9%	2.1%	1.3%	1.9%
Multiethnic	0.5%	0.9%	0.9%	0.7%	0.8%
Native American	0.3%	0.2%	0.0%	0.0%	0.5%
Non-US resident	6.2%	5.7%	7.6%	1.3%	1.6%
Unknown	2.6%	4.6%	2.8%	3.8%	2.7%

- 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

	2019-20	2020-21	2021-22	2022-23	2023-24
TOTAL	43	43	38	35	21
Gender					
Female	53.5%	48.8%	50.0%	60.0%	28.6%
Male	46.5%	51.2%	47.4%	37.1%	57.1%
Ethnicity					
Hispanic	60.5%	60.5%	65.8%	68.6%	57.1%
White	25.6%	27.9%	10.5%	11.4%	28.6%
Asian/Pacific Islander	9.3%	7.0%	18.4%	2.9%	0.0%
Black	0.0%	2.3%	5.3%	5.7%	0.0%
Native American	0.0%	0.0%	0.0%	0.0%	0.0%
Unknown	4.7%	2.3%	0.0%	11.4%	14.3%

- 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](https://datamart.cccco.edu/Outcomes/Student%20Transfer%20Volume.aspx)
- Cohort-Based Transfer Rates: [https://datamart.cccco.edu/Outcomes/Transfer Velocity.aspx](https://datamart.cccco.edu/Outcomes/Transfer%20Velocity.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. Below are the programs at LAMC that meet these criteria.

Program	Exam Type	Institution-Set Standard	Stretch Goal	2021-22 Pass Rate	2022-23 Pass Rate	2023-24 Pass Rate
Certified Nurse Assistant (CNA)	State	90%	100%	100%	100%	96.2%
Phlebotomy	National	90%	100%	N/A	N/A	100%

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://datamart.cccco.edu/Perkins/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 2022-2023 cohort was **73.3%**.

Institution-Set Standards for Job Placement Rates

Cohort	ISS (State-set Performance Goal)
2022-23	73.3%
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

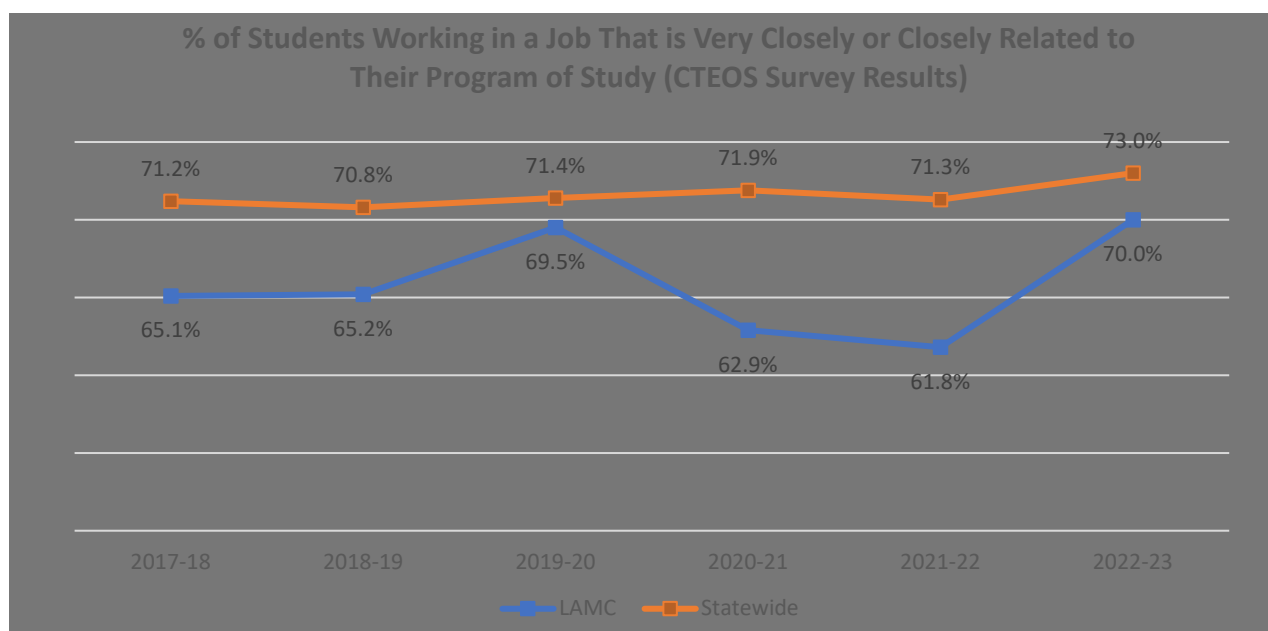
Program	Stretch Goal	2020-21 cohort	2021-22 cohort	2022-23 cohort
Accounting (AA; Certificate)	79.5%	76.5%	***	***
Administration of Justice (AS; AS-T; Skill Award)	76.1%	93.3%	73.1%	94.1%
Biotechnology and Biomedical Technology (AS; Certificates)	91.9%	***	88.9%	77.3%
Business Administration (AA; AS-T)	84.3%	73.3%	81.3%	73.7%
Child Development/Early Care and Education (Child Development AA; Early Childhood Education for Transfer AS-T; Certificates; Skill Award)	77.7%	69.5%	74.7%	83.7%
Computer Infrastructure and Support (Cyber Security Associate AS, Certificate, and Skill Award; Full Stack Developer AS and Certificate)	73.3%	***	70.0%	***
Culinary Arts (AA; Certificates; Skill Awards)	78.0%	77.4%	75.0%	68.3%

Program (continued)	Stretch Goal	2020-21 cohort	2021-22 cohort	2022-23 cohort
Health Professions, Transfer Core Curriculum (Health Science AS)	90.2%	80.4%	87.2%	87.2%
Infants and Toddlers (Certificate)	73.3%	***	***	53.9%
Interior Design and Merchandising (AA; Certificates; Skill Award)	96.3%	***	93.3%	72.2%
Office Technology/Office Computer Applications (AA; Certificates; Skill Awards)	73.3%	80.0%	66.7%	***
Paralegal (AA; Certificate)	90.0%	82.6%	87.0%	92.9%
Pharmacy Technology (AS; Certificates)	96.8%	61.1%	93.8%	***
Preschool Age Children (Certificates)	73.3%	***	***	69.2%

- Data Source: https://datamart.cccco.edu/Perkins/Core_Indicator_Reports/Core_PerformanceTrendReport_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>