

Evaluation of LAMC's Performance on the Institution-Set Standards (ISS) 2023-2024

Approved by the LAMC Academic Senate on 10/2/2025

Federal/ACCJC guidelines created the need for colleges to establish institution-set standards (ISSs) and “stretch goals” related to student achievement, and to evaluate performance against them. A “standard” is the *minimum* level of performance the institution considers acceptable to meet its expectations for educational quality and institutional effectiveness. A standard differs from a performance “goal” for improvement, which an institution aspires to achieve.

LAMC has set standards, and in some cases “stretch goals,” for several measures of student retention and achievement. Every year, members of the LAMC Academic Senate meet with the LAMC Office of Institutional Effectiveness, and using disaggregated LAMC trend data and other comparative data (now available on the College's data dashboards and from other publicly-available sources), they evaluate the College's performance in relation to the ISSs and stretch goals and make recommendations for improvement. They may also make recommendations to change the College's ISSs and/or stretch goals as they deem appropriate. This year, for the first time, the College's new Student Success and Equity Committee (SSEC) also reviewed the data over the course of two meetings in Spring 2025 in order to also evaluate the College's performance in relation to the ISSs and stretch goals, make observations about the disaggregated data, and to make recommendations for improvement and/or changes to the ISSs and/or stretch goals for the Academic Senate's consideration. A combined summary of the feedback from the SSEC meetings, and the Academic Senate's recommendations and discussion points (from its ISS review meeting on May 28, 2025), is below.

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%

- **Recommendation to increase both the ISS and Stretch Goal** based on having hit the current stretch goal for two years in a row now (and had also hit it in some prior years as well):
 - Change ISS to be: 65%
 - Change Stretch Goal to be: 70%

- As also seen in previous years, first-time students had the lowest success rates compared to students of all other entering statuses.
- Overall, in-person course success rates were higher than for online courses (by about 4.4% in Fall 2023), but this was not true for all disciplines (e.g., Math, where the opposite was seen).
- It was observed that “First 8-Week” classes tended to have the highest course success rates, followed by “16-Week” classes and then “Second 8-Week” classes.
- **Recommendation to improve onboarding to allow students to physically access the services we offer *before* they begin classes**
- **Recommendation to offer campus orientations to our services during weeks 1 AND 9**
- **Recommendation to work to improve/enhance students’ sense of belonging**
- **Recommendation to create a Professional Development Training Session that includes:**
 - **Re-balancing class workload in full-term classes to avoid heavy workload for students near the end of each 8-week session, when short-term classes may be having finals**
 - **Providing Extra Credit “points” for visiting the Tutoring Center**
 - **Providing study sessions events (perhaps with snacks?), could be by pathway or departments, in partnership with the LRC team**

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%

- **Keep ISS** (there is no Stretch Goal for this metric)
- A persistent finding in the retention data is that students receiving the CA Promise Grant (fee waiver) had lower course retention (81.6% in Fall 2023) than the standard, and students receiving a Pell Grant had especially high course retention (88.7% in Fall 2023).
 - **As previously, we recommend ensuring students are aware of the benefits of a Pell Grant and encourage them to apply (the majority of students will qualify), and encouraging students to enroll in 15 units, when feasible, as it comes with additional aid.**

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%

- The data in the chart above comes from the CCCC’s DataVista dashboard [select “Locale” = College (Los Angeles Mission College) & “Metric” = 406]: https://datavista.cccco.edu/data_views/single_metric_nsa]; however, when we look at the data in our own LAMC dashboard, we see that the rates look much better (64.9% for Fall 2022 to Spring 2023) when we take out students attending LAMC who do not have their majors declared at LAMC (i.e., “swirlers” as their majors are declared at one of the other LACCD colleges).
 - **As previously, we recommend using the college’s own data (so that non-LAMC majors can be excluded) when looking at fall-to-spring persistence rates for planning purposes.**
- It was noted that, while first-time students show relatively low successful course completion rates, they show relatively *high* fall-to-spring persistence rates. Thus, we need to find better ways to support these students to be successful in their initial classes (see recommendations under the first metric), as they *are* persisting at the College.
- It was noted that the Student Success and Equity Committee’s Persistence Workgroup is focused on addressing issues of student persistence, especially for disproportionately impacted student groups.
 - An area of focus for this group has been on the promotion of Financial Aid, as persistence rates are higher for students receiving CA Promise Grants and even higher for students receiving Pell Grants. Persistence is also positively correlated with students’ unit loads.
- It was noted that Black students have consistently had lower persistence rates compared to the other races/ethnicities, and it is great that the College has now been approved to have an Umoja program that will help address this gap.

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

- **Keep ISSs and Stretch Goal**
- We saw a high number of students earning degrees during 2020-21 (when everything was remote due to Covid). This was followed by a decline in degree earners in 2022-23, which tracks with the decreased enrollment we had during Covid. Numbers now appear to be rebounding.
- Discussion that we may want to revisit our ISSs for this metric starting next year, as completion of transfer degrees may decline with the transition to Cal-GETC requirements in Fall 2025.
- We will need to set an ISS and stretch goal for Baccalaureate Degrees next year, as we anticipate having our first Biomanufacturing BS completers in 2025-26.

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>	<i>789</i>	<i>679</i>	<i>756</i>
<i>Certs of <16 Units Only</i>	<i>76</i>	<i>97</i>	<i>287</i>

- **Recommendation to increase the ISS for number of State-Approved Non-GE-Related Certificates awarded, due to well-exceeding the current ISS:**
 - **Change ISS to be: 500 certificates**
- **Recommendation to set a NEW standard and stretch goal for Unduplicated Students Obtaining State-Approved Certificates so as to only include certificates of 16+ units for this metric (this is what the ACCJC is asking for, and only certificates of 16+ units are included in the State's Student-Centered Funding Formula and are eligible for financial aid). We will report this metric going forward:**
 - **Set ISS to be: 600 students**
 - **Set Stretch Goal to be: 800 students**
- We've seen the numbers of Certificates of Achievement increase over the last few years, in part due to the "auto-awarding" efforts of the College for non-GE-Related Certificates of Achievement.
- We've seen the number of students earning Certificates of Achievement increase in particular in 2023-24 due to curriculum development, "auto-awarding," and students returning post-pandemic.
- Discussion that we may want to revisit our ISSs for the above metrics that include GE-Related Certificates of Achievement starting next year, as completion of GE-Related Certificates of Achievement may decline with the transition to Cal-GETC requirements in Fall 2025 (or at least mark this as a pivotal point in time when reporting the data).
- Faculty would like more information about the timeline of processing the certificates after the students have completed all of the required coursework and the process for students to obtain their printed certificates.

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%

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%

- **Keep ISS and Stretch Goal**
- The number of transfers to UCs and CSUs dipped significantly in 2023-24. This follows the wave of decreased enrollment during the pandemic and the resulting decreased number of transfer degrees and certificates awarded in 2022-23.
- When looking at data for transfers to “In-State Private” universities and “Out-of-State” universities, we saw that we have more students transferring out-of-state than to UCs each year. This is likely due to the out-of-state universities having lower tuition, more online offerings, and lower cost of living expenses.
- Discussion that we should also now be tracking students that transfer to a Baccalaureate program at a California Community College (like our own Bachelor of Science program) – need to figure out the source for obtaining this information.

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%

- **Keep ISSs and Stretch Goals**
- In the future, programs that may also require this reporting (if enough students complete them) include the Real Estate Sales program and the Vocational Nursing Training program.

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%

Program (continued)	<i>Stretch Goal</i>	2020-21 cohort	2021-22 cohort	2022-23 cohort
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%
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%

- **Keep ISSs and Stretch Goal methodology**
- In the most recent data, the programs that fell short of the ISS would have needed one to three more students to be employed in order to have reached the ISS.
- Individual programs address job placement rate data in their biennial program reviews.
- In looking at our data in the CTE Outcomes Survey, during the pandemic (2020-21 & 2021-22) LAMC students were less likely to be employed in a job closely or very closely related to their program of study than the State average, but we saw significant improvement in this metric in 2022-23 (the rate went from 61.8% in 2021-22 to 70.0% in 2022-23).