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2021 Annual Report
REVIEW

Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565

General Information

#	Question	Answer
1.	Confirm your College Information	**Confirmed**
2.	Name of individual preparing report:	**Chialin Hsieh**
3.	Phone number of person preparing report:	**925-473-7309**
4.	E-mail of person preparing report:	**chsieh@losmedanos.edu**
5.	Type of Institution (select one)	**California Community College**

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2017-18: **13,335** 2018-19: **13,881** 2019-20: **13,401**
6a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	**4%** **-3%**
	6. Additional Instructions and Data Definitions: 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.	
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2017-18: **13,112** 2018-19: **13,620** 2019-20: **13,206**
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year. **N/A**	
	7. Additional Instructions and Data Definitions: 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.

Distance Education and Correspondence Education

#	Question	Answer
8.	Total unduplicated headcount enrollment in distance education in last three years:	2017-18 **4,098** 2018-19 **4,731** 2019-20 **5,639**
8a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	**15%** **19%**

8. Additional Instructions and Data Definitions:
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.

IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	**No**

9. Additional Instructions and Data Definitions:
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 8, above).

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	**26 %**

10. Additional Instructions and Data Definitions:
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."

11.	If your college relies on another source for reporting success metrics, please identify the source (select one).	**CCCCO Student Success Metrics dashboard (Scorecard)**
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	**https://www.losmedanos.edu/planning/survey.aspx**

12. Additional Instructions and Data Definitions:
ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (https://accjc.org/find-an-institution). This reporting and monitoring requirement supports ACCJC's recognition by the

Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

Institution Set Standards for Student Achievement

#	Question	Answer		
Course Completion Rates				
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	2017-18	2018-19	2019-20
		73 %	**73 %**	**73 %**
13a.	List your stretch goal (aspirational) for successful student course completion rate:	2017-18	2018-19	2019-20
		75 %	**75 %**	**75 %**
13b.	List the actual successful student course completion rate:	2017-18	2018-19	2019-20
		73 %	**73 %**	**78 %**

13. Additional Instructions and Data Definitions:
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 20.

#	Question	Answer		
Certificates				
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	**Number of certificates**		
	If Number-Other or Percent-other, please describe:	**Chancellor's Office (CCCCO) Approved (Certificates of Achievement)**		
14a.	List your Institution-Set Standard (floor) for certificates:	2017-18	2018-19	2019-20
		676	**676**	**676**
14b.	List your stretch goal (aspirational) for certificates:	2017-18	2018-19	2019-20
		739	**739**	**739**
14c.	List actual number or percentage of certificates:	2017-18	2018-19	2019-20
		902	**872**	**851**

14. Additional Instructions and Data Definitions:
For purposes of this report, include only those certificates which are awarded with 16 or more units.

#	Question	Answer		
Associate Degree (A.A./A.S.)				
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	**Number of degrees**		
	If Number-Other or Percent-other, please describe:	**Including AA, AS and ADT**		
15a.	List your Institution-Set Standard (floor) for degrees:	2017-18	2018-19	2019-20
		1,356	**1,356**	**1,356**
15b.	List your stretch goal (aspirational) for degrees:	2017-18	2018-19	2019-20
		1,627	**1,627**	**1,627**
15c.	List actual number or percentage of degrees:	2017-18	2018-19	2019-20
		2,097	**2,075**	**2,126**

Bachelor's Degree (B.A./B.S.)

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	**No**

Transfer

17.	Type of Institute-set standard for transfers(Please Select Number or Percentage):	**Number of transfers**
	If Number-Other or Percent-other, please describe:	**Using AAT/AST as our transfer indicator, that is the same as Vision for Success Goal**

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

2017-18	2018-19	2019-20
325	**325**	**325**

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

2017-18	2018-19	2019-20
439	**439**	**439**

| 17c. | List actual number or percentage of students who transfer to a 4-year college/university: |

2017-18	2018-19	2019-20
725	**688**	**725**

Licensure Examination Pass Rates

18. Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
Registered Nursing Program (ADN)	**State**	**80 %**	**85 %**	**89 %**	**100 %**	**81 %**
Licensed Vocational Nursing Program (COA-VN)	**State**	**80 %**	**85 %**	**65 %**	**n/a %**	**87 %**
Emergency Medical Services Program (EMT)	**National**	**80 %**	**85 %**	**72 %**	**54 %**	**28 %**

18. Additional Instructions and Data Definitions:
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.

Employment rates for Career and Technical Education students

19. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate
Electrical & Industrial Technology (ETEC)	**70 %**	**90 %**	**100 %**	**100 %**	**100 %**
Emergency Medical Technician (EMT)	**40 %**	**60 %**	**100 %**	**100 %**	**100 %**
Fire Technology	**40 %**	**60 %**	**75 %**	**100 %**	**100 %**
Travel Marketing	**40 %**	**65 %**	**100 %**	**50 %**	**100 %**
Computer Science	**60 %**	**80 %**	**100 %**	**100 %**	**57 %**
Accounting	**40 %**	**60 %**	**66 %**	**100 %**	**100 %**
Administration of Justice	**40 %**	**60 %**	**89 %**	**73 %**	**92 %**
Automotive Technology	**30 %**	**50 %**	**100 %**	**100 %**	**100 %**

Child Development	**40 %**	**60 %**	**100 %**	**85 %**	**84 %**
Recording Arts	**40 %**	**45 %**	**100 %**	**50 %**	**50 %**
Graphic Arts	**30 %**	**50 %**	**100 %**	**60 %**	**60 %**
Process Technology	**40 %**	**60 %**	**67 %**	**78 %**	**78 %**
Registered Nursing	**60 %**	**80 %**	**100 %**	**95 %**	**94 %**
Welding Technology	**40 %**	**60 %**	**93 %**	**100 %**	**77 %**
Licensed Vocational Nursing	**40 %**	**60 %**	**80 %**	**80 %**	**76 %**

19. Additional Instructions and Data Definitions:

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 2019-20 job placement rate will be the number of students who completed the program in 2018-19.) Report only those programs with a minimum of 10 students CTE in the completion year. For example, if a program had 9 students complete in 2018-19, you do not need to report a job placement rate for 2019-20. 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.

Other Information

20.

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

#13 Course Success
-In 2013, LMC has set a course success goal of 72.9% for 2015/16 and 75.4% for 2021/22. LMC uses 72.9% as our Institution-Set Standard and 75.4% as our Stretch Goal.

#14 Certificate, #15 Degree, #17 Transfers
In 2019, LMC established its Vision for Success goals as our Institution-Set Standards for Certificates, Degrees and Transfers:
-Certificates: CCCCO Approved Certificates of Achievement 18 units to <60 units. LMC uses the 2016/17 baseline year as the Institution-Set Standard and a 20% increase from the 2016/17 baseline year as its Stretch Goal.
-Degrees: AA/AS and ADT (AAT/AST). LMC uses the 2016/17 baseline year as the Institution-Set Standard and a 20% increase from the 2016/17 baseline year as its Stretch Goal.
-Transfers: ADT (AAT/AST). The same indicator as the Vision for Success. LMC uses the 2016/17 baseline year as the Institution-Set Standard and a 35% increase from the 2016/17 baseline year as its Stretch Goal.

Data Source: CCCCO Data Mart as of 03/04/2021.

#18 Pass Rate for RN, LVN, and EMT
-The NCLEX-RN (ADN Program) Pass Rate was taken from the Board of Registered Nursing (BRN) website https://www.rn.ca.gov/education/passrates.shtml
-The NCLEX-PN (LVN Program) Pass Rate was taken directly from the BVNPT website https://www.bvnpt.ca.gov/pdf/vn_pass_rates.pdf
-The NREMT (EMT) Pass Rate was taken from the National Registry of Emergency Medical Technicians website https://emsa.ca.gov/wp-content/uploads/sites/71/2020/07/NREMT_Analysis_All_Pass_-Rates_2019.pdf

#19 Job Placement Rate
-The Job Placement Rate data for all LMC CTE Programs was taken from the CTEOS Visualizations (via Santa Rosa Junior College website) https://cteos.santarosa.edu/employment-status

In 2016, during the goal-setting required by the California Community Colleges Chancellors Office (CCCCO) and the Institutional Effectiveness and Partnership Initiative (IEPI) the College established and adopted the six-year course success goal to 75.4% by 2021-2022; therefore the Institution-Set Standard (short-term goal for 2015/16) for course success rate is 72.9% and the stretch goal (long-term goal) is 75.4% (Course Success Goal Setting). CTE Program Leads identified an overall 20% Institution-Set Standard for Job Placement Rates from the floor goal established in 2016.

In 2019, the College established its Vision for Success (VfS) in degrees, certificates and transfer required by the CCCCO and Assembly Bill 1908. These goals were established through the College's shared governance process and were accepted by the President's Cabinet, Academic Senate,

Classified Senate, Student Senate and the Shared Governance Council. The CCCCO Vision for Success, the College set the 2016/17 actual outcomes as the baseline for setting "Stretch Goals". The College then utilized the same baseline to create the Institution-Set Standards. For degrees and certificates awarded the stretch goal was set at 20% above the Institution-Set Standards. For transfer degrees awarded, the stretch goal was set at 35% above the Institution-Set Standards.

Go To Question #: 2 ⌄   **REVIEW/EDIT**

The Annual Report must be certified as complete and accurate by the CEO (Dr. Robert Kratochvil). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

Send e-mail Notification to CEO to certify report

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