ACCJC Annual Report 2024

Due: April 12, 2024

Support Contacts
For technical support: Tom Lane (**tlane@accjc.org**)
For all other questions: Melynie Schiel (**mschiel@accjc.org**)

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 2024 survey questions at https://accjc.org/wp-content/uploads/Annual-Report-
Instructions-and-Questions.pdf.

Technical Notes for the 2024 Annual Report Survey
 The 2024 Annual Report collects data for the three-year period that includes 2020-2021, 2021-2022, and 2022-
 2023.
 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 entern/a.
 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 2024 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.

<div align="center">

Questions marked with an * are required.

</div>

Confirm college name:

 Los Medanos College

Name of individual preparing report:

 Ryan Pedersen

Phone number of person preparing report:

 925-473-7309

Email of person preparing report:

 rpedersen@losmedanos.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 18.

2020-2021

11,981

2021-2022

11,321

2022-2023

11,445

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.

	2020-2021	2021-2022	2022-2023
Reported Headcount:	11,981	11,321	11,445
% Change from Prior Year:		-5.51%	1.10%

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 to your institution.)

N/A

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2020-2021

11,764

2021-2022

11,025

2022-2023

11,120

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.

	2020-2021	2021-2022	2022-2023
Reported Headcount:	11,764	11,025	11,120
% Change from Prior Year		-6.28%	0.86%

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 is not applicable to your institution.)

N/A

7. Do you offer Distance Education?

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 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.

2020-2021

8,767

2021-2022

9,933

2022-2023

9,204

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.

	2020-2021	2021-2022	2022-2023
Reported Headcount:	8,767	9,933	9,204
% Change from Prior Year		13.30%	-7.34%

7c. If your institution experienced an increase (or decrease) in distance education enrollment of more than 50% in a single year, please explain below (Enter N/A if this does not apply to your institution.)

N/A

8. Do you offer Correspondence Education?

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 8, 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.

	2020-2021	2021-2022	2022-2023
Reported Headcount:			
% Change from Prior Year		%	%

9. List the current Graduation Rate per the US Education Department College Scorecard:

37

10. If your college relies on another source for reporting success metrics, please identify the source (select one).

Other (please specify)*: College Established Dashboard

11. 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. Course Completion Rates

	2020-2021	2021-2022	2022-2023
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	72%	72%	72%
12b. List your stretch goal (aspirational) for successful student course completion rate:	74%	74%	73%
12c. List the actual successful student course completion rate:	73%	72%	73%

13. Type of Institute-set standard for certificates (Please select one option from the menu):

Number of certificates

13. Certificates

	2020-2021	2021-2022	2022-2023
13a. List your Institution-Set Standard (floor) for certificates:	549	592	553
13b. List your stretch goal (aspirational) for certificates:	855	872	862
13c. List actual number or percentage of certificates:	729	570	548

14. Type of Institute-set standard for degrees awarded (Please select one option from the menu):

Number of degrees

14. Associate Degree (A.A./A.S.)

	2020-2021	2021-2022	2022-2023
14a. List your Institution-Set Standard (floor) for degrees:	1129	1191	1221
14b. List your stretch goal (aspirational) for degrees:	1589	1637	1668
14c. List actual number or percentage of degrees:	1496	1507	1396

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. Type of Institute-set standard for transfers (Please select one option from the menu):

Number of transfers

17. Transfer

	2020-2021	2021-2022	2022-2023
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	674	681	703
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	721	737	738
17c. List actual number or percentage of students who transfer to a 4-year college/university:	741	725	720

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.

18. 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

Registered Nursing

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

85

Stretch (Aspirational) Goal (%)

97

2020-2021 Pass Rate

75.0

2021-2022 Pass Rate

97.2

2022-2023 Pass Rate

91.3

Program

Licensed Vocational Nursing

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

85

Stretch (Aspirational) Goal (%)

85

2020-2021 Pass Rate

78

2021-2022 Pass Rate

n/a

2022-2023 Pass Rate

76

Program

Emergency Medical Technician Program

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

80

Stretch (Aspirational) Goal (%)

80

2020-2021 Pass Rate

n/a

2021-2022 Pass Rate

n/a

2022-2023 Pass Rate

n/a

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 2021-2022 job placement rate will be the number of students who completed the program in 2020-2021.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2020-2021, you do not need to report a job placement rate for 2021-2022. 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 19.

Our institution has programs that meet these conditions.

19. 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)

82.75

Stretch (Aspirational) Goal (%)

86.42

2020-2021 Job Placement Rate

84.21

2021-2022 Job Placement Rate

85.19

2022-2023 Job Placement Rate

61.54

Program

Business Administration

Institution-Set Standard (%) (Floor)

76.57

Stretch (Aspirational) Goal (%)

84.39

2020-2021 Job Placement Rate

80.00

2021-2022 Job Placement Rate

82.35

2022-2023 Job Placement Rate

77.78

Program

Business Management

Institution-Set Standard (%) (Floor)

73.26

Stretch (Aspirational) Goal (%)

81.00

2020-2021 Job Placement Rate

81.82

2021-2022 Job Placement Rate

75.00

2022-2023 Job Placement Rate

75.00

Program

Office Technology/Office Computer Applications

Institution-Set Standard (%) (Floor)

65.90

Stretch (Aspirational) Goal (%)

89.43

2020-2021 Job Placement Rate

100.00

2021-2022 Job Placement Rate

 75.00

2022-2023 Job Placement Rate

 25.00

Program

 Computer and Information SCI, General

Institution-Set Standard (%) (Floor)

 51.00

Stretch (Aspirational) Goal (%)

 83.68

2020-2021 Job Placement Rate

 83.33

2021-2022 Job Placement Rate

 69.23

2022-2023 Job Placement Rate

 42.86

Program

 Information Technology, General

Institution-Set Standard (%) (Floor)

 51.00

Stretch (Aspirational) Goal (%)

 83.68

2020-2021 Job Placement Rate

 83.33

2021-2022 Job Placement Rate

 69.23

2022-2023 Job Placement Rate

 42.86

Program

 Computer Infrastructure and Support

Institution-Set Standard (%) (Floor)

 56.17

Stretch (Aspirational) Goal (%)

 91.89

2020-2021 Job Placement Rate

80.00

2021-2022 Job Placement Rate

100.00

2022-2023 Job Placement Rate

55.56

Program

Electronics and Electric Technology

Institution-Set Standard (%) (Floor)

88.02

Stretch (Aspirational) Goal (%)

97.44

2020-2021 Job Placement Rate

96.72

2021-2022 Job Placement Rate

93.88

2022-2023 Job Placement Rate

85.29

Program

Electro-Mechanical Technology

Institution-Set Standard (%) (Floor)

58.43

Stretch (Aspirational) Goal (%)

77.74

2020-2021 Job Placement Rate

76.67

2021-2022 Job Placement Rate

59.26

2022-2023 Job Placement Rate

42.86

Program

Industrial Systems Technology and Maintenance

Institution-Set Standard (%) (Floor)

76.62

Stretch (Aspirational) Goal (%)

93.34

2020-2021 Job Placement Rate

93.02

2021-2022 Job Placement Rate

90.70

2022-2023 Job Placement Rate

72.00

Program

Automotive Technology

Institution-Set Standard (%) (Floor)

81.39

Stretch (Aspirational) Goal (%)

88.13

2020-2021 Job Placement Rate

82.69

2021-2022 Job Placement Rate

80.95

2022-2023 Job Placement Rate

74.55

Program

Manufacturing and Industrial Technology

Institution-Set Standard (%) (Floor)

69.50

Stretch (Aspirational) Goal (%)

92.36

2020-2021 Job Placement Rate

80.56

2021-2022 Job Placement Rate

64.71

2022-2023 Job Placement Rate

80.77

Program

Commercial Music

Institution-Set Standard (%) (Floor)

69.69

Stretch (Aspirational) Goal (%)

80.35

2020-2021 Job Placement Rate

76.19

2021-2022 Job Placement Rate

68.42

2022-2023 Job Placement Rate

56.25

Program

Graphic Art and Design

Institution-Set Standard (%) (Floor)

59.52

Stretch (Aspirational) Goal (%)

71.40

2020-2021 Job Placement Rate

72.73

2021-2022 Job Placement Rate

66.67

2022-2023 Job Placement Rate

75.00

Program

Nursing

Institution-Set Standard (%) (Floor)

90.87

Stretch (Aspirational) Goal (%)

93.48

2020-2021 Job Placement Rate

93.18

2021-2022 Job Placement Rate

93.62

2022-2023 Job Placement Rate

97.50

Program

Emergency Medical Services

Institution-Set Standard (%) (Floor)

84.76

Stretch (Aspirational) Goal (%)

91.82

2020-2021 Job Placement Rate

90.82

2021-2022 Job Placement Rate

81.82

2022-2023 Job Placement Rate

100.00

Program

Child Development/Early Care and Education

Institution-Set Standard (%) (Floor)

75.91

Stretch (Aspirational) Goal (%)

79.30

2020-2021 Job Placement Rate

78.95

2021-2022 Job Placement Rate

77.61

2022-2023 Job Placement Rate

71.21

Program

Administration of Justice

Institution-Set Standard (%) (Floor)

90.39

Stretch (Aspirational) Goal (%)

94.36

2020-2021 Job Placement Rate

95.62

2021-2022 Job Placement Rate

90.53

2022-2023 Job Placement Rate

94.17

Program

Fire Technology

Institution-Set Standard (%) (Floor)

86.86

Stretch (Aspirational) Goal (%)

94.19

2020-2021 Job Placement Rate

91.53

2021-2022 Job Placement Rate

95.65

2022-2023 Job Placement Rate

90.28

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

12. Course success rate data was obtained through our District research department.
13. - 17. Certificate, Degree, and Transfer data was accessed using our District Tableau "4CD Awards Dashboard".
12. - 17. After broad discussion at the institution, the college has elected to modify its methodology in establishing floor and stretch goals for course success rate, certificates and degrees awarded, and transfers. For any given year, the college now computes floor and stretch goals as -/+ 1 standard deviation (respectively) from the preceding 5 year average for each metric.
18. LVN Pass Rates Source: https://www.bvnpt.ca.gov/pdf/vn_pass_rates.pdf
LVN: Institution-Set will be 85% as part of our initiative to be nationally accredited after a few years. Stretch goal 85%.
RN: Our institution set standard for NCLEX is 85% based on our plans to work on ACEN or CNEA accreditation. It is no longer 80%. Aspirational is 97%.
EMT: The NREMT and EMSA have not posted exam results since 2019 for any educational certification programs. Due to the unavailability of this data, the EMT program has been unable to include pass rates for the NREMT since 2019. The program is able to conduct a search of each student from respective cohorts, but this would only show us if a student passed not how many students took the exam at all or failed. For reference, the links are provided below for verifying NREMT credentials and the link to the EMSA -NREMT Pass Rates from 2019.
RN Pass Rates Source: https://www.rn.ca.gov/education/passrates.shtml
NREMT Credentials Verification: https://www.nremt.org/verify-credentials
EMSA-NREMT Pass Rates 2019: NREMT_Analysis_All_Pass_-Rates_2019.pdf (ca.gov)
19. The college has modified its data source for job placement rates. Previously, the CTEOS survey was used, but small sample sizes in this survey led the college to elect to switch to using CCCCO MIS CTE Perkins IV Data 2015/16 through 2019/20 (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx) and CCCCO MIS CTE Perkins V Data 2020/21 through 2022/23 (https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx)
Upon discussion with the college CTE committee, utilizing this new data set, we are also modifying our methodology for setting floor and stretch goals for job placement rates to match the institutional methodology of -/+ 1 standard deviation (respectively) from the previous 5 year average.
The college intends to continue its discussion of the methodology surrounding floor and stretch goals in Fall 2024.

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.