

# ACCJC Annual Report 2025

**Due: April 11, 2025**

## Support Contacts

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## 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 2025 survey questions at <https://accjc.org/wp-content/uploads/Annual-Report-Instructions-and-Questions-1.pdf>.

## Technical Notes for the 2025 Annual Report Survey

The 2025 Annual Report collects data for the three-year period that includes 2021-2022, 2022-2023, and 2023-2024.

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 enter n/a.

If you are copying and pasting figures from a Word or PDF document, please ensure your numbers don't have extra (trailing) spaces in the end.

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 2025 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.

Questions marked with an \* are required.

## 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:

rpetersen@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 20.*

**2021-2022**

11,266

**2022-2023**

11,383

**2023-2024**

11,949

**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.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	11,266	11,383	11,949
% Change from Prior Year:		1.04%	4.97%

**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.

N/A

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

**2021-2022**

10,981

**2022-2023**

11,062

**2023-2024**

11,579

**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.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	10,981	11,062	11,579
% Change from Prior Year:		0.74%	4.67%

**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 does not apply to your institution.)**

***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.***

Los Medanos had 5 programs whose enrollment changed by more than 50% from 2022-2023 to 2023-2024.

1) Our Ethnic Studies enrollment changed from 376 to 995 (a 165% increase). This is due to the new ethnic studies general education requirement and our college's commitment to growing this program.

2) Our Kinesiology enrollment increased from 478 to 738 (a 54% increase). This was primarily attributable to the increase in enrollment in our fitness center courses demand for which has been rising strongly coming out of the pandemic when enrollment was very low.

3) Our Process Technology program enrollment increased from 181 to 305 (a 69% increase). This program has been undergoing significant revisions including a restructuring of its cohort model. This shift in enrollment is a good sign for the program.

4) Our Recording Arts program enrollment increased from 99 to 187 (an 89% increase). This program underwent a revitalization process after consistent low enrollment. This increase in enrollment is a good sign.

5) Our Travel program enrollment increased from 183 to 296 (a 62% increase). This program is being discontinued and is experiencing enrollment shifts during the teach out period.

**7. Do you offer Distance Education?**

***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.***

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 offered 100% in the distance education modality 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.***

**2021-2022**

10,190

**2022-2023**

9,545

**2023-2024**

9,484

**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.**

	2021-2022	2022-2023	2023-2024
<b>Reported Headcount:</b>	10,190	9,545	9,484
<b>% Change from Prior Year</b>		-6.33%	-0.64%

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

N/A

**7d. Total unduplicated degree-applicable headcount enrollment in distance education in the 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 offered 100% in the distance education modality 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.*

**2021-2022**

9,896

**2022-2023**

9,185

**2023-2024**

9,111

**7e. The table below shows an auto-calculation of year-to-year changes in degree-applicable distant education 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.**

	2021-2022	2022-2023	2023-2024
<b>Reported Headcount:</b>	9,896	9,185	9,111
<b>% Change from Prior Year</b>		-7.18%	-0.81%

**7f: If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in degree applicable distance education courses in a single year, please explain below. Enter N/A if this does not apply.**

N/A

**7g. % of all students that took at least one degree applicable distance education course:**

**2021-2022**

87.7%

**2022-2023**

80.5%

**2023-2024**

76.1%

**7h. % of all degree applicable distance education courses offered online:**

**This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.**

**2021-2022**

67.8%

**2022-2023**

55.1%

**2023-2024**

48.0%

8. Do you offer Correspondence Education?

*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 7, above).*

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 7, 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.

	2021-2022	2022-2023	2023-2024
Reported Headcount:			
% Change from Prior Year		%	%

9a. Does your institution participate in Title IV funding?

Yes

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

*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."*

36

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

*The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, click on View School and scroll to the Graduation & Retention drop-down. After you expand the section, you will see the % of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."*

26

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

N/A

11a. Please provide a link to the exact page on your institution's website that displays its most recent publication of disaggregated student achievement data:

*ACCJC will include a link to this page in your institution's entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standards 1.1, 1.3, 1.5, and 2.9.*

<https://www.losmedanos.edu/metrics/>

11b. Please review and score your institution's website on the [Rubric for Effective Institutional Outcome Transparency](#)

Score

3

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution's public website? (100 words)

Reflecting on our score of "3", the Planning & Research office will conduct website reviews at regular intervals and will place a prominent and direct link to our Institutional Metrics on the college's homepage. We will rename our site "Institutional Outcomes" in order to be more inviting for our community. The marketing/media department will collaborate with the planning and research office to tell our stories with the data. With the displayed data itself the planning & research office will conduct a deep dive to ensure we are appropriately defining terms, and that the language is clear for the public.

## 12. Course Completion Rates

*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 18.*

	2021-2022	2022-2023	2023-2024
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%	73%	73%
12c. List the actual successful student course completion rate:	72%	73%	74%

## 13. Does your college offer Certificates for 16 or more units/credits?

*For the purposes of the Annual Report, report only certificate awards for 16 or more units.*

Yes

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

Number of certificates

## 13. Certificates

	2021-2022	2022-2023	2023-2024
13a. List your Institutional-Set Standard (floor) for certificates:	592	546	564
13b. List your stretch goal (aspirational) for certificates:	872	862	859
13c. List actual number or percentage of certificates:	554	532	620

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

Number of degrees

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

	2021-2022	2022-2023	2023-2024
14a. List your Institutional-Set Standard (floor) for degrees:	1191	1236	1528
14b. List your stretch goal (aspirational) for degrees:	1637	1779	1750
14c. List actual number or percentage of degrees:	1823	1667	1722

#### 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. Does your college offer Transfer Programs?

Yes

#### 17a. Type of Institute-set standard for transfers (Please select one option from the menu):

Number of transfers

#### 17. Transfer

	2021-2022	2022-2023	2023-2024
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	606	618	611
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	642	643	634
17c. List actual number or percentage of students who transfer to a 4-year college/university:	627	608	561

#### 18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes

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.

#### 18a. 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

**2021-2022 Pass Rate**

97.2

**2022-2023 Pass Rate**

91.3

**2023-2024 Pass Rate**

96

**Program**

Vocational Nursing

**Exam (National, State, Other)**

State

**Institution-Set Standard (%) (Floor)**

85

**Stretch (Aspirational) Goal (%)**

85

**2021-2022 Pass Rate**

78

**2022-2023 Pass Rate**

78

**2023-2024 Pass Rate**

n/a

**Program**

Emergency Med Tech

**Exam (National, State, Other)**

National

**Institution-Set Standard (%) (Floor)**

80

**Stretch (Aspirational) Goal (%)**

80

**2021-2022 Pass Rate**

n/a

**2022-2023 Pass Rate**

n/a



## 2023-2024 Pass Rate

n/a

## 19. Does your college offer Career and Technical Education Programs?

Yes

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 2022-2023 job placement rate will be the number of students who completed the program in 2021-2022.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-2022, you do not need to report a job placement rate for 2022-2023. 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.

Our institution has programs that meet these conditions.

## 19a. 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)

70.6

### Stretch (Aspirational) Goal (%)

89.5

### 2021-2022 Job Placement Rate

85.2

### 2022-2023 Job Placement Rate

61.5

### 2023-2024 Job Placement Rate

65.2

### Program

Business Administration

### Institution-Set Standard (%) (Floor)

76.3

### Stretch (Aspirational) Goal (%)

81.1

### 2021-2022 Job Placement Rate

82.4

### 2022-2023 Job Placement Rate

77.8

### 2023-2024 Job Placement Rate

100

## **Program**

Business Management

### **Institution-Set Standard (%) (Floor)**

73.7

### **Stretch (Aspirational) Goal (%)**

81.1

### **2021-2022 Job Placement Rate**

75.0

### **2022-2023 Job Placement Rate**

75.0

### **2023-2024 Job Placement Rate**

66.7

## **Program**

Computer and Information SCI, General

### **Institution-Set Standard (%) (Floor)**

54.7

### **Stretch (Aspirational) Goal (%)**

82.5

### **2021-2022 Job Placement Rate**

69.2

### **2022-2023 Job Placement Rate**

42.9

### **2023-2024 Job Placement Rate**

68.4

## **Program**

Information Technology, General

### **Institution-Set Standard (%) (Floor)**

54.7

### **Stretch (Aspirational) Goal (%)**

82.5

### **2021-2022 Job Placement Rate**

69.2

### **2022-2023 Job Placement Rate**

42.9

**2023-2024 Job Placement Rate**

68.4

**Program**

Computer Infrastructure and Support

**Institution-Set Standard (%) (Floor)**

50.1

**Stretch (Aspirational) Goal (%)**

87.4

**2021-2022 Job Placement Rate**

100

**2022-2023 Job Placement Rate**

55.6

**2023-2024 Job Placement Rate**

83.3

**Program**

Electronics and Electric Technology

**Institution-Set Standard (%) (Floor)**

85.5

**Stretch (Aspirational) Goal (%)**

94.9

**2021-2022 Job Placement Rate**

93.9

**2022-2023 Job Placement Rate**

85.3

**2023-2024 Job Placement Rate**

92.6

**Program**

Industrial Systems Technology and Maintenance

**Institution-Set Standard (%) (Floor)**

77.6

**Stretch (Aspirational) Goal (%)**

93.1

**2021-2022 Job Placement Rate**

90.7

**2022-2023 Job Placement Rate**

72.0

**2023-2024 Job Placement Rate**

94.1

**Program**

Automotive Technology

**Institution-Set Standard (%) (Floor)**

77.5

**Stretch (Aspirational) Goal (%)**

88.1

**2021-2022 Job Placement Rate**

81.0

**2022-2023 Job Placement Rate**

74.6

**2023-2024 Job Placement Rate**

79.0

**Program**

Manufacturing and Industrial Technology

**Institution-Set Standard (%) (Floor)**

68.6

**Stretch (Aspirational) Goal (%)**

89.4

**2021-2022 Job Placement Rate**

64.7

**2022-2023 Job Placement Rate**

80.8

**2023-2024 Job Placement Rate**

83.3

**Program**

Commercial Music

**Institution-Set Standard (%) (Floor)**

61.9

**Stretch (Aspirational) Goal (%)**

78.1

**2021-2022 Job Placement Rate**

68.4

**2022-2023 Job Placement Rate**

56.3

**2023-2024 Job Placement Rate**

91.7

**Program**

Graphic Art and Design

**Institution-Set Standard (%) (Floor)**

60.0

**Stretch (Aspirational) Goal (%)**

74.2

**2021-2022 Job Placement Rate**

66.7

**2022-2023 Job Placement Rate**

75.0

**2023-2024 Job Placement Rate**

91.7

**Program**

Nursing

**Institution-Set Standard (%) (Floor)**

90.6

**Stretch (Aspirational) Goal (%)**

95.6

**2021-2022 Job Placement Rate**

93.6

**2022-2023 Job Placement Rate**

97.5

**2023-2024 Job Placement Rate**

95.7

**Program**

Child Development/Early Care and Education

**Institution-Set Standard (%) (Floor)**

73.4

**Stretch (Aspirational) Goal (%)**

79.6

**2021-2022 Job Placement Rate**

77.6

**2022-2023 Job Placement Rate**

71.2

**2023-2024 Job Placement Rate**

91.7

**Program**

Administration of Justice

**Institution-Set Standard (%) (Floor)**

90.9

**Stretch (Aspirational) Goal (%)**

95.0

**2021-2022 Job Placement Rate**

90.5

**2022-2023 Job Placement Rate**

94.2

**2023-2024 Job Placement Rate**

96.7

**Program**

Fire Technology

**Institution-Set Standard (%) (Floor)**

88.5

**Stretch (Aspirational) Goal (%)**

94.3

**2021-2022 Job Placement Rate**

95.7

**2022-2023 Job Placement Rate**

90.3

**2023-2024 Job Placement Rate**

83.7

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

12. Course success rate data was obtained through our District research department.

13. - 16. Certificate, Degree data obtained through 4CD local research office.

17. Transfer data was accessed using CCCCO DataMart for In-State Private, CSU Analytics for CSU Transfers, and UC Transfer Dashboard combined. California Community Colleges Chancellor's Office - Data Mart; Data Dashboards | CSU; California Community College new enrollments at UC | University of California

Significant changes to the CSU transfer dashboard resulted in significant changes to our reported transfer numbers. We have adjusted our past years and floor and stretch goals accordingly using the new data source.

12. - 17. The college's methodology in establishing floor and stretch goals for course success rate, certificates and degrees awarded, and transfers, (for any given year) is computed as  $\pm 1$  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](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 Pass Rates Source: <https://www.rn.ca.gov/education/passrates.shtml>

RN: Our institution set standard for NCLEX is 85% (floor) and 97% (stretch) based on our plans to work on ACEN or CNEA accreditation

NREMT Credentials Verification: <https://www.nremt.org/verify-credentials>

EMSA-NREMT Pass Rates 2019: [NREMT\\_Analysis\\_All\\_Pass\\_-Rates\\_2019.pdf](https://www.nremt.org/verify-credentials) (ca.gov)

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.

19. The college uses the CCCCO MIS CTE Perkins IV Data for job placement rates.

CCCCO MIS CTE Perkins IV Data 2015/16 through 2019/20

([https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_coreIndi\\_TOPCode.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx)) and

CCCCO MIS CTE Perkins V Data 2020/21 through 2023/24

([https://misweb.cccco.edu/perkinsv/Core\\_Indicator\\_Reports/Summ\\_CoreIndi\\_TOPCode.aspx](https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx)) The college CTE committee, uses the methodology for setting floor and stretch goals for job placement rates to match the institutional methodology of  $\pm 1$  standard deviation (respectively) from the previous 5-year average.

**In this Annual Report, ACCJC seeks to gain additional insights from our member institutions. Regarding student achievement data, these questions seek to learn more about how colleges are advancing student achievement, challenges faced, and support needed.**

**21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved. (max 200 words)**

Los Medanos College has demonstrated a long-term commitment to supporting student success through various initiatives and programs designed to increase opportunities for traditionally underserved student groups. Key efforts include the Transfer Academy, Puente, Umoja Scholars Program, MESA, and Extended Opportunity Programs & Services (EOPS). These programs provide comprehensive support such as academic counseling, mentorship, tutoring, and community-building activities.

Innovations like the Zero Textbook Cost (ZTC) Initiative and the Tech Equity Loaner Program have significantly reduced financial barriers, ensuring equitable access to learning resources and technology. The Basic Needs Support initiative, including the LMC Marketplace, addresses non-academic barriers by providing free food, clothing, and wellness resources.

The success of these efforts is evident in the increased percentage of students transferring to four-year colleges, particularly among Hispanic/Latine students. The college's race-conscious approach, focusing on the needs of the most underserved populations, has resulted in improved outcomes for all students.

These achievements were made possible through sustained work initiated over the last decade which laid the foundation for many of the current programs. The collaborative efforts of dedicated staff and faculty, along with strategic planning and resource allocation, have been fundamental in supporting these recent successes.

**22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle? (max 200 words)**

The most recent regional meeting surrounding Transparency, Data, and Story-Telling provided an excellent opportunity for our college to collaborate with each other and learn about best practices being implemented in this area at colleges throughout our system. More opportunities like this would be incredibly valuable. Specifically, we would benefit from professional development focused on turning data analysis into real, actionable changes that improve student outcomes. Training that helps institutions move beyond simply identifying gaps — toward building and sustaining strategies to close them — would directly support our goals. Additionally, workshops on how to better use the accreditation process as a lever for institutional improvement, rather than just compliance, would help us create a stronger culture of continuous learning and change. Focused sessions that bridge data insights with hands-on planning would empower leadership to support student success more effectively.

**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](mailto:support@accjc.org) if your institution does not receive a final copy.**