



ACCREDITING COMMISSION FOR
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**2022 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 for last three years:	2018-19: 13,881 2019-20: 13,401 2020-21: 11,981
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	-3% -11%

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 for last three years:	2018-19: 13,620 2019-20: 13,206 2020-21: 11,764
7a.	Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year. NA	

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.	Do you offer Distance Education?	Yes
8a.	Total unduplicated headcount enrollment in distance education in last three years:	2018-19 4,731 2019-20 5,369 2020-21 8,919
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	13% 66%
8c.	If your institution experienced more than a one-year increase (or decrease) of 50%, please explain: During the pandemic (starting March 2020), the majority of our courses changed the modality from F2F to online. Some hard to convert courses (i.e., Auto, Nursing, Welding, etc) changed to hybrid. That was the reason for the 66% increase in distance education from 2019-20 to 2020-21.	
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. 8a. 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 current Graduation Rate per the US Education Department College Scorecard	31 %
10. Additional Instructions and Data Definitions: The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/ . Enter your institutions 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).	College established dashboard
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/insteffect.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:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td style="text-align: center;">73 %</td> <td style="text-align: center;">73 %</td> <td style="text-align: center;">73 %</td> </tr> </table>	2018-19	2019-20	2020-21	73 %	73 %	73 %
2018-19	2019-20	2020-21						
73 %	73 %	73 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td style="text-align: center;">75 %</td> <td style="text-align: center;">75 %</td> <td style="text-align: center;">75 %</td> </tr> </table>	2018-19	2019-20	2020-21	75 %	75 %	75 %
2018-19	2019-20	2020-21						
75 %	75 %	75 %						

13b.	List the actual successful student course completion rate:		2018-19	2019-20	2020-21
			73 %	71 %	73 %

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.

Certificates

14.	Type of Institute-set standard for certificates:	Number of certificates						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>701</td> <td>701</td> <td>701</td> </tr> </table>	2018-19	2019-20	2020-21	701	701	701
2018-19	2019-20	2020-21						
701	701	701						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>841</td> <td>841</td> <td>841</td> </tr> </table>	2018-19	2019-20	2020-21	841	841	841
2018-19	2019-20	2020-21						
841	841	841						
14c.	List actual number or percentage of certificates:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>879</td> <td>864</td> <td>773</td> </tr> </table>	2018-19	2019-20	2020-21	879	864	773
2018-19	2019-20	2020-21						
879	864	773						

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

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

15.	Type of Institute-set standard for degrees awarded:	Number of degrees						
	If Number-Other or Percent-other, please describe:							
15a.	List your Institution-Set Standard (floor) for degrees:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>1,041</td> <td>1,041</td> <td>1,041</td> </tr> </table>	2018-19	2019-20	2020-21	1,041	1,041	1,041
2018-19	2019-20	2020-21						
1,041	1,041	1,041						
15b.	List your stretch goal (aspirational) for degrees:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>1,249</td> <td>1,249</td> <td>1,249</td> </tr> </table>	2018-19	2019-20	2020-21	1,249	1,249	1,249
2018-19	2019-20	2020-21						
1,249	1,249	1,249						
15c.	List actual number or percentage of degrees:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>1,107</td> <td>1,101</td> <td>972</td> </tr> </table>	2018-19	2019-20	2020-21	1,107	1,101	972
2018-19	2019-20	2020-21						
1,107	1,101	972						

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

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

17.	Type of Institute-set standard for transfers:	Number of transfers						
	If Number-Other or Percent-other, please describe:							
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>666</td> <td>666</td> <td>666</td> </tr> </table>	2018-19	2019-20	2020-21	666	666	666
2018-19	2019-20	2020-21						
666	666	666						
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>799</td> <td>799</td> <td>799</td> </tr> </table>	2018-19	2019-20	2020-21	799	799	799
2018-19	2019-20	2020-21						
799	799	799						
17c.	List actual number or percentage of students who transfer to a 4-year college/university:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>688</td> <td>725</td> <td>741</td> </tr> </table>	2018-19	2019-20	2020-21	688	725	741
2018-19	2019-20	2020-21						
688	725	741						

Licensure Examination Pass Rates

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:								
		<table border="1"> <tr> <th>Program</th> <th>Exam</th> <th>Institution-</th> <th>Stretch</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </table>	Program	Exam	Institution-	Stretch	2018-19	2019-20	2020-21
Program	Exam	Institution-	Stretch	2018-19	2019-20	2020-21			

	(National, State, Other)	Set standard (%) (Floor)	(Aspirational) Goal (%)	Pass Rate (%)	Pass Rate (%)	Pass Rate (%)
Registered Nursing Program	State	80 %	85 %	100 %	81 %	75 %
Licensed Vocational Nursing Program	State	80 %	85 %	n/a %	87 %	n/a %
Emergency Medical Technician	National	80 %	85 %	54 %	28 %	n/a %

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 for last three years available data:

Program	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
Electrical & Industrial Technology	70 %	90 %	100 %	100 %	100 %
Emergency Medical Technician	40 %	60 %	100 %	100 %	100 %
Fire Technology	40 %	60 %	100 %	100 %	100 %
Travel Marketing	40 %	65 %	50 %	100 %	45 %
Computer Science	60 %	80 %	100 %	57 %	62 %
Accounting	40 %	60 %	100 %	100 %	100 %
Administration of Justice	40 %	60 %	73 %	92 %	73 %
Automotive Technology	30 %	50 %	100 %	100 %	100 %
Child Development	40 %	60 %	85 %	84 %	71 %
Recording Arts	40 %	45 %	50 %	50 %	47 %
Graphic Arts	30 %	50 %	60 %	60 %	64 %
Process Technology	40 %	60 %	78 %	78 %	77 %
Registered Nursing	60 %	80 %	95 %	94 %	96 %
Welding Technology	40 %	60 %	100 %	77 %	76 %
Licensed Vocational Nursing	40 %	60 %	80 %	76 %	80 %

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 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. 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).

Course Success: Stretch Goal= 2% increase from the baseline (floor) (2016-17).
Certificate: Stretch Goal= 20% increase from the baseline (floor) (2016-17).
Degrees: Stretch Goal= 20% increase from the baseline (floor) (2016-17).
Transfer: Stretch Goal= 35% increase from the baseline (floor) (2016-17).

#13: Course Completion Rates (#13, 13a, and 13b): Data Source--https://www.losmedanos.edu/planning/IEReportDataPacket_InstitutionSetStandardNEW.pdf

#14: Certificates (#14, 14a, 14b, 14c): Data Source--https://www.losmedanos.edu/planning/IEReportDataPacket_InstitutionSetStandardNEW.pdf

#15: Degrees (AA/AS) (#15, 15a, 15b, 15c): Data Source--4CD Awards Dashboard.
https://tableau1.4cd.edu/views/AwardsDashboard_16297485449320/AwardsAvgUnits/chsieh636@ac.portal/LMC?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

#17: Transfer (#17, 17a, 17b, 17c): Data Source--4CD Transfer Volume Dashboard.
https://tableau1.4cd.edu/views/TransferVolume/TransferVolume/chsieh636@ac.portal/LMC?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

#18: Licensure Exam Pass Rate (#18)

***NCLEX-RN (RN Program) Pass Rates were taken from the Board of Registered Nursing (BRN) website: <https://www.rn.ca.gov/education/passrates.shtml>**
***NCLEX-PN (LVN Program) Pass Rates were taken from the CA Board of Vocational Nursing & Psychiatric Technicians (BVNPT) website: https://www.bvnpt.ca.gov/pdf/vn_pass_rates.pdf. The pass rates for the 2020-21 academic year are not yet available. *Note – In 2018-19 our LVN Program did not have a graduating class. Additionally, data was not yet available for the academic year 2020-21.**
***The NREMT (EMT) Pass Rates were 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 *Note – Data was not yet available on pass rates for 2020-21.**
***Institutional-set standards and stretch goals have been confirmed by each department.**

#19: Employment Rates (#19)

***The Job Placement Rate data for all LMC CTE Programs was taken from the CTEOS Visualizations (via Santa Rosa Junior College website): <https://public.tableau.com/app/profile/michael.pham4199/viz/CTEOS2018/LocalAwardsandMedianWageChange>**
***Institutional-set standards and stretch goals have been confirmed by each department.**

College Assembly: shared the progress with the college. https://www.losmedanos.edu/planning/LMC_InstitutionSetStandards_10-18-2021_PresOffcEdits.pdf

Go To Question #: 2

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.

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