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**2022 Annual Report
Final Submission**
04/11/2022

Los Angeles Mission College
13356 Eldridge Avenue
Sylmar, CA 91342

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Dr. Sarah Master
3.	Phone number of person preparing report:	818-364-7788
4.	E-mail of person preparing report:	mastersl@lamission.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: 18,275 2019-20: 18,778 2020-21: 16,571
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	3% -12%

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: 16,273 2019-20: 16,900 2020-21: 16,029
	Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year.	

7a. **Unduplicated headcount enrollment in our engineering programs more than doubled in 2020-2021 (237 students) as compared to 2019-2020 (104 students). This growth was partially due to a new Engineering Drafting Technician certificate we began offering in 2020-2021 to meet labor market demand, and which we were able to offer to high school students through dual enrollment in 2020-2021. In addition, one of our Strong Workforce Program goals is to grow the engineering area. We also recently tenured a faculty member in this area.**

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:	<table> <tr> <td>2018-19</td> <td>6,798</td> </tr> <tr> <td>2019-20</td> <td>8,202</td> </tr> <tr> <td>2020-21</td> <td>15,794</td> </tr> </table>	2018-19	6,798	2019-20	8,202	2020-21	15,794
2018-19	6,798							
2019-20	8,202							
2020-21	15,794							
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	21% 93%						
8c.	If your institution experienced more than a one-year increase (or decrease) of 50%, please explain: We experienced a 93% increase in unduplicated headcount enrollment in distance education in 2020-2021 as compared to 2019-2020. This was because the vast majority of our course offerings were online in 2020-2021 due to the COVID-19 pandemic.							

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
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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
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10.	List the current Graduation Rate per the US Education Department College Scorecard	24 %
<p>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."</p>		
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://lamission.edu/Office-of-Institutional-Effectiveness/Facts-and-Figures/Student-Achievement.aspx
<p>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.</p>		

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"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">64 %</td> <td style="text-align: center;">64 %</td> <td style="text-align: center;">64 %</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	64 %	64 %	64 %
2018-19	2019-20	2020-21						
64 %	64 %	64 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">67 %</td> <td style="text-align: center;">67 %</td> <td style="text-align: center;">67 %</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	67 %	67 %	67 %
2018-19	2019-20	2020-21						
67 %	67 %	67 %						
13b.	List the actual successful student course completion rate:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">67 %</td> <td style="text-align: center;">66 %</td> <td style="text-align: center;">68 %</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	67 %	66 %	68 %
2018-19	2019-20	2020-21						
67 %	66 %	68 %						
<p>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.</p>								
Certificates								
14.	Type of Institute-set standard for certificates:	Number-Other						
	If Number-Other or Percent-other, please describe:	Unduplicated number of students who received a State Chancellor's Office-approved certificate						
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">435</td> <td style="text-align: center;">435</td> <td style="text-align: center;">522</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	435	435	522
2018-19	2019-20	2020-21						
435	435	522						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">594</td> <td style="text-align: center;">594</td> <td style="text-align: center;">713</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	594	594	713
2018-19	2019-20	2020-21						
594	594	713						
14c.	List actual number or percentage of certificates:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2019-20	2020-21			
2018-19	2019-20	2020-21						

750	749	763
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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-Other		
	If Number-Other or Percent-other, please describe:	Unduplicated number of students who received an Associate Degree		
15a.	List your Institution-Set Standard (floor) for degrees:	2018-19	2019-20	2020-21
		450	450	540
15b.	List your stretch goal (aspirational) for degrees:	2018-19	2019-20	2020-21
		661	661	793
15c.	List actual number or percentage of degrees:	2018-19	2019-20	2020-21
		729	754	800

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:	2018-19	2019-20	2020-21
		380	380	380
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		560	560	560
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		377	431	495

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:						
	Program	Exam (National, State, Other)	Institution- Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)
	Certified Nurse Assistant	State	90 %	100 %	100 %	98.2 %	100 %

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

	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:
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Program	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
Administration of Justice (AS; AS-T; Skill Award)	73 %	93 %	87.5 %	90 %	74.1 %
Biotechnology and Biomedical Technology (AS; Certificates)	73 %	73.2 %	n/a %	n/a %	75 %
Business Administration (AA; AS-T)	73 %	73.2 %	100 %	70 %	75 %
Child Development/Early Care and Education (Child Development AA; Early Childhood Education for Transfer AS-T; Certificates; Skill Awards)	73 %	78.7 %	77.9 %	75.7 %	65.2 %
Culinary Arts (AA; Certificates; Skill Awards)	73 %	85.7 %	78.7 %	82.7 %	63.8 %
Health Occupations Fundamentals Skill Award	73 %	81.6 %	52.9 %	78.6 %	n/a %
Health Professions, Transfer Core Curriculum (Health Science AS)	73 %	84.4 %	67.7 %	81.4 %	84.1 %
Office Technology/Office Computer Applications (AA; Certificates; Skill Awards)	73 %	79.9 %	53.9 %	76.9 %	61.5 %
Paralegal (AA; Certificate)	73 %	79.7 %	68.2 %	76.7 %	91.7 %
Pharmacy Technology (AS; Certificates)	73 %	88.7 %	85.7 %	n/a %	81.3 %
Restaurant and Food Services and Management (AA; Certificate; Skill Awards)	73 %	73.2 %	90 %	54.6 %	n/a %

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

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

Below are some notes regarding how our institution has defined and reported some of the data in the "Institution Set Standards for Student Achievement" section:

●**Course Completion Rates:** These rates are reported for the fall term of each year, and our Institution Set Standard (ISS) and stretch goal for this metric were derived from analysis of the fall course completion rates.

●**Certificates:** For this metric we reported (and set our ISS and stretch goal) based on the unduplicated number of students who received a State Chancellor's Office-approved certificate of any number of units.

●**Degrees:** For this metric we reported (and set our ISS and stretch goal) based on the unduplicated number of students who received an Associate Degree.

●**Transfer:** For this metric we reported (and set our ISS and stretch goal) based on the total number

20.

of students who transferred to California State University (CSU) and University of California (UC) System schools.

● Employment rate data comes from the Career Technical Education (CTE) Perkins V Employment Core Indicator report (found at: https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Default.aspx). Employment rates are reported for programs that had 10 or more students completing certificates or CTE 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 "n/a" is displayed). The College sets employment rate stretch goals to be three percentage points higher than the last reported employment rate for each program (2018-19 or 2019-20) or to be the previous year's ISS, whichever is higher. We recognize that a few of our programs did not achieve the ISS for employment rate this year - we attribute this to the impact of the COVID-19 pandemic in 2020-2021, especially in the areas of Child Development/Early Care and Education and Culinary Arts.

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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