Institution-Set Standards

Recent changes in federal/ACCJC guidelines have created the need for colleges to establish institution-set standards related to student achievement.

Definition (from ACCJC 2013 Annual Report): A “standard” is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement “goal” which an institution may aspire to meet.

1. **Institution-set standard for successful course completion rate:**

   Successful course completion rate equals the number of students who receive a successful grade (A, B, C, or P) over the number of students who were enrolled in the course at census.

   ![Successful Course Completion Graph](image)

<table>
<thead>
<tr>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAMC</td>
<td>62.9%</td>
<td>66.2%</td>
<td>67.5%</td>
<td>69.2%</td>
</tr>
<tr>
<td>LACCD</td>
<td>64.4%</td>
<td>65.6%</td>
<td>67.1%</td>
<td>67.9%</td>
</tr>
</tbody>
</table>

   **5-Year Average**
   - LAMC: 67.0%
   - LACCD: 66.4%

   **5-Year Minimum**
   - LAMC: 62.9%
   - LACCD: 64.4%

   **95% of 5-Year Average**
   - LAMC: 63.7%
   - LACCD: 63.1%

   See Appendix A. for successful course completion rates by discipline.

2. **Institution-set standard for course retention rate:**

   Course retention rate equals the number of students who remain in the course after the no penalty drop date (i.e., did not drop the course) over the number of students who were enrolled in the course at census.
See Appendix B. for course retention rates by discipline.

3. **Institution-set standard for persistence rate:**
Persistence rate equals the number of students who completed a course in the fall and enrolled in a course the following fall.

### Fall-to-Fall Persistence

<table>
<thead>
<tr>
<th>5-Year Average</th>
<th>5-Year Minimum</th>
<th>95% of 5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAMC</td>
<td>49.4%</td>
<td>48.4%</td>
</tr>
<tr>
<td>LACCD</td>
<td>49.4%</td>
<td>48.4%</td>
</tr>
</tbody>
</table>

See Appendix C. for LACCD-calculated persistence rates based on the LACCD’s definition of persistence.
4. **Institution-set standard for student degree completion:**

Student degree completion can be given as a percentage or number.

![Degrees](chart)

<table>
<thead>
<tr>
<th>Year</th>
<th>LAMC</th>
<th>LACCD</th>
<th>LAMC as % of LACCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>405</td>
<td>5904</td>
<td>6.9%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>387</td>
<td>5479</td>
<td>7.1%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>426</td>
<td>5508</td>
<td>7.7%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>472</td>
<td>5917</td>
<td>8.0%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>657</td>
<td>6121</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

See [Appendix D.](#) for the number of degrees awarded each year by title.
See [Appendix E.](#) for degree attainment rates of new, first-time students in three and six years.

5. **Institution-set standard for student certificate completion:**

Student certificate completion can be given as a percentage or number.

![Certificates](chart)

<table>
<thead>
<tr>
<th>Year</th>
<th>LAMC</th>
<th>LACCD</th>
<th>LAMC as % of LACCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>169</td>
<td>1863</td>
<td>9.1%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>151</td>
<td>2478</td>
<td>6.1%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>153</td>
<td>3589</td>
<td>4.3%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>239</td>
<td>3819</td>
<td>6.3%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>356</td>
<td>4617</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

See [Appendix F.](#) for the number of certificates awarded each year by title.
See [Appendix G.](#) for certificate attainment rates of new, first-time students in three and six years.
6. Institution-set standard for student transfer to 4-year colleges/universities:
Student transfer to 4-year colleges/universities can be given as a percentage or number.

**LAMC Transfers to 4-Year Institutions**

<table>
<thead>
<tr>
<th>Year</th>
<th>LAMC CSU/UC Transfers</th>
<th>LAMC Total Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>271</td>
<td>361</td>
</tr>
<tr>
<td>2008-2009</td>
<td>279</td>
<td>382</td>
</tr>
<tr>
<td>2009-2010</td>
<td>194</td>
<td>321</td>
</tr>
<tr>
<td>2010-2011</td>
<td>253</td>
<td>406</td>
</tr>
<tr>
<td>2011-2012</td>
<td>310</td>
<td>456</td>
</tr>
</tbody>
</table>

**5-Year Average**  261.4  385.2  248.3  365.9
**5-Year Minimum**   194   321   194   321
**95% of 5-Year Average**  248.3  365.9

**Transfers by type of destination institution:**

<table>
<thead>
<tr>
<th>CSUs</th>
<th>LAMC</th>
<th>LACCD</th>
<th>LAMC as % of LACCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>243</td>
<td>4057</td>
<td>6.0%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>251</td>
<td>3798</td>
<td>6.6%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>176</td>
<td>2577</td>
<td>6.8%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>226</td>
<td>3517</td>
<td>6.4%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>276</td>
<td>3746</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UCs</th>
<th>LAMC</th>
<th>LACCD</th>
<th>LAMC as % of LACCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>28</td>
<td>847</td>
<td>3.3%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>28</td>
<td>791</td>
<td>3.5%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>18</td>
<td>861</td>
<td>2.1%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>27</td>
<td>906</td>
<td>3.0%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>34</td>
<td>882</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>California Private Institutions</th>
<th>LAMC</th>
<th>LACCD</th>
<th>LAMC as % of LACCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>62</td>
<td>1093</td>
<td>5.7%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>68</td>
<td>900</td>
<td>7.6%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>91</td>
<td>1125</td>
<td>8.1%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>108</td>
<td>956</td>
<td>11.3%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>104</td>
<td>838</td>
<td>12.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Out-of-State Institutions</th>
<th>LAMC</th>
<th>LACCD</th>
<th>LAMC as % of LACCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>28</td>
<td>490</td>
<td>5.7%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>35</td>
<td>587</td>
<td>6.0%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>36</td>
<td>653</td>
<td>5.5%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>45</td>
<td>755</td>
<td>6.0%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>42</td>
<td>781</td>
<td>5.4%</td>
</tr>
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</table>

See **Appendix H.** for six-year transfer rates developed by the California Community College Chancellor’s Office using a specific transfer cohort methodology.
## Appendix A. Successful Course Completion Rates by Discipline

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCTG</td>
<td>53.5%</td>
<td>58.0%</td>
<td>64.1%</td>
<td>67.9%</td>
<td>69.9%</td>
</tr>
<tr>
<td>ADM JUS</td>
<td>68.5%</td>
<td>66.9%</td>
<td>70.8%</td>
<td>69.6%</td>
<td>66.5%</td>
</tr>
<tr>
<td>AFRO AM</td>
<td>73.9%</td>
<td>40.5%</td>
<td>56.3%</td>
<td>59.8%</td>
<td>82.8%</td>
</tr>
<tr>
<td>ANATOMY</td>
<td>52.9%</td>
<td>60.7%</td>
<td>57.8%</td>
<td>76.7%</td>
<td>76.3%</td>
</tr>
<tr>
<td>ANTHRO</td>
<td>48.0%</td>
<td>54.9%</td>
<td>58.9%</td>
<td>56.3%</td>
<td>53.2%</td>
</tr>
<tr>
<td>ART</td>
<td>77.1%</td>
<td>73.6%</td>
<td>74.9%</td>
<td>70.0%</td>
<td>74.4%</td>
</tr>
<tr>
<td>ASTRON</td>
<td>48.9%</td>
<td>59.0%</td>
<td>54.5%</td>
<td>77.1%</td>
<td>62.5%</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>57.3%</td>
<td>65.0%</td>
<td>67.2%</td>
<td>63.4%</td>
<td>59.2%</td>
</tr>
<tr>
<td>BUS</td>
<td>45.8%</td>
<td>65.6%</td>
<td>66.4%</td>
<td>64.8%</td>
<td>72.3%</td>
</tr>
<tr>
<td>CAOT</td>
<td>49.8%</td>
<td>58.3%</td>
<td>61.9%</td>
<td>68.4%</td>
<td>73.6%</td>
</tr>
<tr>
<td>CH DEV</td>
<td>76.6%</td>
<td>80.4%</td>
<td>76.6%</td>
<td>85.2%</td>
<td>83.1%</td>
</tr>
<tr>
<td>CHEM</td>
<td>76.9%</td>
<td>69.4%</td>
<td>62.9%</td>
<td>64.3%</td>
<td>61.9%</td>
</tr>
<tr>
<td>CHICANO</td>
<td>70.2%</td>
<td>63.3%</td>
<td>60.5%</td>
<td>65.7%</td>
<td>75.1%</td>
</tr>
<tr>
<td>CINEMA</td>
<td>61.9%</td>
<td>59.3%</td>
<td>58.1%</td>
<td>67.0%</td>
<td>56.9%</td>
</tr>
<tr>
<td>CO SCI</td>
<td>56.9%</td>
<td>60.7%</td>
<td>63.4%</td>
<td>57.8%</td>
<td>55.2%</td>
</tr>
<tr>
<td>DANCETQ</td>
<td></td>
<td></td>
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<td></td>
<td>55.9%</td>
</tr>
<tr>
<td>DEV COM</td>
<td>54.5%</td>
<td>58.7%</td>
<td>55.9%</td>
<td>51.7%</td>
<td>50.5%</td>
</tr>
<tr>
<td>DRAFT</td>
<td>71.4%</td>
<td>56.3%</td>
<td>54.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E.S.L.</td>
<td>73.0%</td>
<td>76.7%</td>
<td>75.3%</td>
<td>81.2%</td>
<td>80.9%</td>
</tr>
<tr>
<td>ECON</td>
<td>67.4%</td>
<td>73.0%</td>
<td>68.9%</td>
<td>68.5%</td>
<td>69.7%</td>
</tr>
<tr>
<td>EDUC</td>
<td>71.4%</td>
<td>69.5%</td>
<td>54.5%</td>
<td>69.2%</td>
<td>85.7%</td>
</tr>
<tr>
<td>ENG GEN</td>
<td>67.9%</td>
<td>70.4%</td>
<td>64.7%</td>
<td>54.5%</td>
<td></td>
</tr>
<tr>
<td>ENGLISH</td>
<td>59.1%</td>
<td>64.1%</td>
<td>68.5%</td>
<td>71.1%</td>
<td>70.4%</td>
</tr>
<tr>
<td>ENV SCI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>74.2%</td>
</tr>
<tr>
<td>ESL</td>
<td>71.4%</td>
<td>79.9%</td>
<td>73.0%</td>
<td>80.4%</td>
<td>79.1%</td>
</tr>
<tr>
<td>FAM &amp;CS</td>
<td>60.4%</td>
<td>71.9%</td>
<td>78.1%</td>
<td>81.3%</td>
<td>78.9%</td>
</tr>
<tr>
<td>FINANCE</td>
<td>28.6%</td>
<td>34.4%</td>
<td>23.5%</td>
<td>63.6%</td>
<td>59.5%</td>
</tr>
<tr>
<td>FRENCH</td>
<td>35.1%</td>
<td>47.9%</td>
<td>70.3%</td>
<td>41.0%</td>
<td>58.0%</td>
</tr>
<tr>
<td>FSMGMT</td>
<td>71.9%</td>
<td>81.7%</td>
<td>88.0%</td>
<td>89.3%</td>
<td>86.6%</td>
</tr>
<tr>
<td>GEOG</td>
<td>74.0%</td>
<td>68.7%</td>
<td>64.8%</td>
<td>67.1%</td>
<td>65.4%</td>
</tr>
<tr>
<td>GEOLOGY</td>
<td>81.8%</td>
<td>96.3%</td>
<td>90.0%</td>
<td>89.5%</td>
<td></td>
</tr>
<tr>
<td>HEALTH</td>
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<td>67.0%</td>
<td>69.4%</td>
<td>71.5%</td>
</tr>
<tr>
<td>HISTORY</td>
<td>59.3%</td>
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<td>64.4%</td>
<td>65.2%</td>
<td>66.1%</td>
</tr>
<tr>
<td>HUMAN</td>
<td>57.4%</td>
<td>67.4%</td>
<td>75.5%</td>
<td>75.5%</td>
<td>85.0%</td>
</tr>
<tr>
<td>INTRDGN</td>
<td>50.9%</td>
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<td>74.5%</td>
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<tr>
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<td>74.6%</td>
</tr>
<tr>
<td>LIB SCI</td>
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<td>LING</td>
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</tr>
<tr>
<td>Discipline</td>
<td>Fall 2008</td>
<td>Fall 2009</td>
<td>Fall 2010</td>
<td>Fall 2011</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
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<td>-----------</td>
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<tr>
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<td>MATH</td>
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<td>MICRO</td>
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<td>74.4%</td>
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</tr>
<tr>
<td>MUSIC</td>
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</tr>
<tr>
<td>OCEANO</td>
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<tr>
<td>PERSDEV</td>
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<td>80.0%</td>
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<tr>
<td>PHILOS</td>
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<td>PHOTO</td>
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<td>PHYS ED</td>
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<td>82.7%</td>
<td>78.8%</td>
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<td>PHYS SC</td>
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<td>78.9%</td>
<td>76.9%</td>
<td>54.4%</td>
</tr>
<tr>
<td>POL SCI</td>
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<td>62.2%</td>
<td>71.5%</td>
<td>68.0%</td>
<td>64.7%</td>
</tr>
<tr>
<td>PSYCH</td>
<td>59.3%</td>
<td>67.0%</td>
<td>74.9%</td>
<td>70.2%</td>
<td>65.9%</td>
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Appendix B. Course Retention Rates by Discipline

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Appendix C. LACCD-Calculated Persistence Rates

Cohorts consist of new, first-time credit students completing six or more units (with a grade of A, B, C, D, or P) at the college in the fall semester who attempt any (>0) units in the following fall semester at the same college (new transfer students and concurrent high school students were excluded).

![LACCD-Calculated Fall-to-Fall Persistence](image-url)
## Appendix D. Number of Degrees by Year and Title

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Appendix E. Three- and Six-Year Degree Attainment Rates

Degree Attainment Rates of New, First-Time Students in 3 and 6 Years

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<tr>
<th>Cohort</th>
<th>Cohort Size (N)</th>
<th>Degree in 3 Years (N)</th>
<th>Degree in 6 Years (N)</th>
<th>% in 3 Years</th>
<th>% in 6 Years</th>
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<td>3.3%</td>
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<tr>
<td>Fall 2010</td>
<td>1880</td>
<td>58</td>
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Appendix F. Number of Certificates by Year and Title

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<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>5-Year Total</th>
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Appendix G. Three- and Six-Year Certificate Attainment Rates

Certificate Attainment Rates of New, First-Time Students in 3 and 6 Years

<table>
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<th>Cohort</th>
<th>Cohort Size (N)</th>
<th>Cert. in 3 Years (N)</th>
<th>Cert. in 6 Years (N)</th>
<th>% in 3 Years</th>
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<td>Fall 2003</td>
<td>1164</td>
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<td>25</td>
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<td>24</td>
<td>0.6%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>1170</td>
<td>7</td>
<td>30</td>
<td>0.6%</td>
<td>2.6%</td>
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<tr>
<td>Fall 2006</td>
<td>1055</td>
<td>12</td>
<td>39</td>
<td>1.1%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>1278</td>
<td>26</td>
<td>64</td>
<td>2.0%</td>
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<td>Fall 2008</td>
<td>1709</td>
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<td>Fall 2009</td>
<td>1553</td>
<td>35</td>
<td></td>
<td>2.3%</td>
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<td>Fall 2010</td>
<td>1880</td>
<td>52</td>
<td></td>
<td>2.8%</td>
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Appendix H. Six-Year Transfer Rates (developed by the California Community College Chancellor’s Office)

For these analyses, cohorts consist of first-time students who, within six years of initial enrollment, have shown “behavioral intent to transfer” by completing twelve credit units and attempting transfer-level math or English. (see: http://datamart.cccco.edu/App_Doc/Transfer%20Cohort%20Methodology.doc)

6-Year Transfer Rates

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