



I N S I G H T S

Changes of LMC Student Population in the Last Five Years.

There have been some changes in the student population at Los Medanos College in the last five years (from Fall 2003 to Fall 2008). Enrollment has increased by more than 20%, the ethnic make up continues to change, the proportion of full-time students has increased and students attending LMC are younger.

In **enrollment**, headcount has changed from 8,189 in fall 2003 to 10,000 students in fall 2008, a 22% increase; and seatcount has changed from 21,243 in fall 2003 to 25,731 in fall 2008, a 21% increase. FTES increased by 15.4%.

Characteristics: Characteristics of students have also changed proportionally. Females have decreased by 2% and males increased by 2%. Also, Caucasian students have decreased by 7%, Asians by 1% and Filipinos by 1%. Two groups that have increased are Latino and African-American students (+4% and + 5%).

There has also been a significant shift in age. A higher proportion of younger students (19 yrs or younger) attend LMC as compared to 5 years ago. There were 5% of 19 yrs old or younger attending LMC in 2003 and the corresponding figure for 2008 is 33%, an increase of 28%.

Service Area: The proportion of students attending LMC from our service area has increased from 76% in fall 2003 to 82% in fall 2008, a 6% increase.

Unit Load: The proportion of full-time students has increased from 22% in fall 2003 to 29% in fall 2008, a 7% increase.

Educational Objective: The proportion of students with long term objectives has increased by 1%, from 58% in 2003 to 59% in fall 2008.

Student Achievement: Retention has remained the same, success has improved by 1% and persistence has improved by 5%. The number of student transfers has increased by 27%.

ENROLLMENT	Fall 2003	Fall 2008	Percent Change
Headcount	8,189	10,000	+22.1%
Seatcount	21,243	25,731	+21.1%
FTES	3,256	3,760.01	+15.4%

	Fall 2003	Fall 2008	Percent Change
GENDER			
Female	60%	58%	-2%
Male	40%	42%	+2%

	Fall 2003	Fall 2008	Percent Change
ETHNICITY			
Caucasian	43%	36%	-7%
Latino	23%	27%	+4%
American Indian/	1%	1%	-
Asian	6%	5%	-1%
Pacific Islander	1%	1%	-
African American	12%	17%	+5%
Filipino	7%	6%	-1%
Other non-white	3%	3%	-
Unknown	5%	4%	-1%

	Fall 2003	Fall 2008	Percent Change
AGE			
19 or younger	5%	33%	28%
20-24	39%	28%	-11%
25-29	14%	11%	-3%
30-34	9%	7%	-2%
35-39	8%	6%	-2%
40-44	8%	5%	-3%
45-49	7%	4%	-3%
50 or over	11%	6%	-5%

	Fall 2003	Fall 2008	Percent Change
Service Area	76%	82%	6%
Part-time	78%	71%	-7%
Full-time	22%	29%	+7%
Long-term Objective	58%	59%	+1%
Short term Objective	19%	21%	+2%
Unreported/ Unknown	23%	20%	-3%

	Fall 2003	Fall 2008	Percent Change
ACHIEVEMENT			
Retention Rate	68%	68%	-
Success Rate	83%	84%	+1%
Persistence Rate	58%	63%	+5%
Transfers (fm 02-03 to 06-07)	198	251	+27%

I N S I G H T S

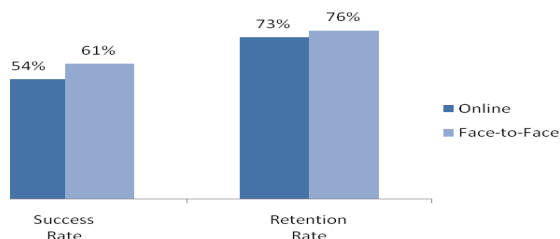
Student Performance in Online Courses

Abstract

The Distance Education Committee requested a study on how students enrolling in online courses compare to face-to-face students with respect to academic performance. For this study, enrollment, retention and success were observed for the following courses:

Business, Computer Science, English, History and Spanish.

Highest enrollment for online sections was found in Computer Science (over 100 students). Students taking face-to-face courses generally have higher retention and success rates than students taking online courses.



The hybrid course observed seemed to show promising results. Retention and success rates were higher than the face-to-face comparable course observed.

Students taking online courses are more likely to be 24 years or younger (62%), mostly white and Hispanic (44% and 26%) female (68%) and mostly with long-term goals (68%) and the majority from LMC's service area (93%)



For a copy of the study contact the Research Office.

Research and Institutional Planning

Program Review, Assessment and Planning (PRAP) — New, Improved and Closing the Loop!

The Research and Planning Committee took suggestions from just about everyone on campus and has developed new templates for Program Review, Assessment and Planning. Here are the major changes to the templates and process:

- The objectives, status and comments from the previous PRAPs will be copied into Fall 2009 templates. This will facilitate reports on them and closing the loop.
- There is an emphasis on “closing the loop” or focusing on improving your program; this is the purpose of program review, assessment and planning. This point has become crystal clear to us! Please keep program improvement in mind when you develop new objectives.
- Program level SLO assessment is embedded in the templates.
- A sign-in list for program members is included to promote the participation of all program faculty, staff and managers.
- The templates have been designed to link with college goals more clearly and to help with writing RAP proposals.

We will be using the new Sharepoint web system to electronically process the templates. There will be training sessions for program leads.

Our goal is to have one of the best program review, assessment and planning systems in the state. We would specially like to thank the following people for major revisions: Peter Garcia, Dan Henry, Janice Townsend, Michael Norris, and the members of the RP Committee.

Major Research Projects for Fall 2009

Program Review: The Office of Research will participate in the process of Instructional Program Review by providing information to all departments. Also, the Office of Research will work with Student Services units to identify data for their Program Review.

Equity Score Card: The Office of Research will work in collaboration with the IDEA Committee and USC Center for Urban Education in preparing information that will address diversity at LMC.

The Office of Research will work with the Planning Committee in identifying *Institutional Effectiveness* indicators.

INSIGHTS is a publication of the Office of Institutional Research. Forward any comments to hsale@losmedanos.edu

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