

Indicators for College Goal # 2

“Create an educational environment in which all people have a chance to develop their potential and achieve their educational goals.”

Fall 2010

LOS MEDANOS
COLLEGE

Prepared by

The Office of Institutional Research
and the Planning Committee

Introduction

In this summary, indicator findings for the college goal number 2 are presented. Goal number #2 states: “*Create an educational environment in which all people have a chance to develop their potential and achieve their educational goals.*” Findings in this report is part of the *Institutional Effectiveness* report, which measures the extent to which the goals of the college are met. This summary is about institutional data on Student Achievement and has the purpose to be an additional reference of data for all Depts. for their program review.

Briefly, *Institutional Effectiveness* can be defined "...as the ‘fit’ between institutional purpose and performance” (Peter Ewell, 1992) or simply as the extent to which institutions achieve their goals. Like many universities and colleges across the country, Los Medanos College continues to identify indicators that reflect *Institutional Effectiveness* for purposes of assessing its goals, efforts and improving.

Data Sources:

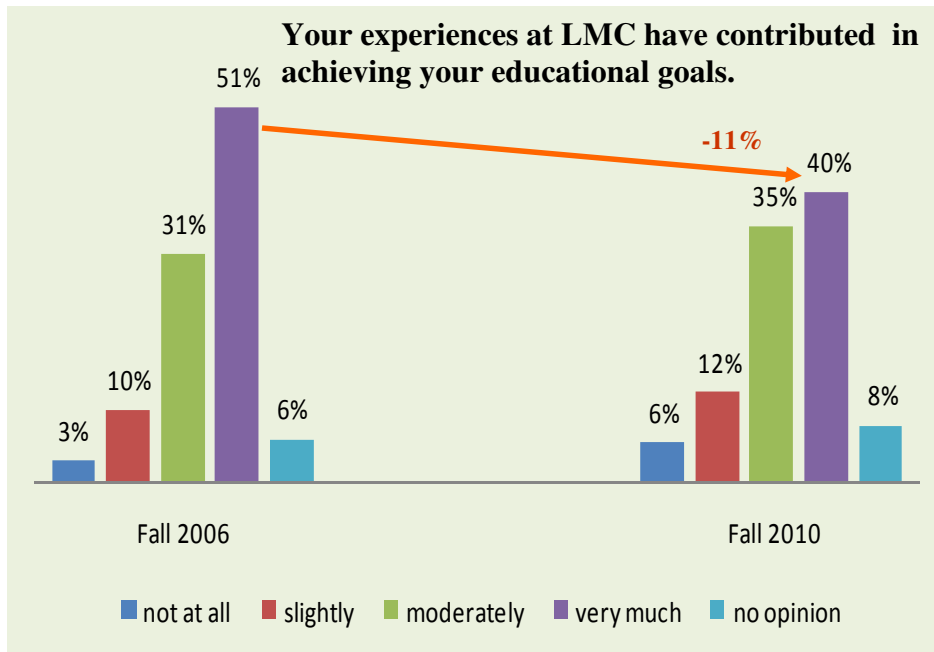
There were four data sources for this summary: The Students Experiences with Los Medanos College Study, fall 2010 and fall 2006; The Accountability Reporting for the Community Colleges report, fall 2010 (ARCC); California Postsecondary Education Commission (CPEC), 2010 and California Community College System Data Mart, 2010.

Definitions: Definitions for each measure of the ARCC data in this summary are presented in the last section.

GOAL #2 – Create an educational environment in which all people have a chance to develop their potential and achieve their educational goals.

Indicator # 1: Students perceive that being at LMC helps them develop their potential to achieve their goals.

Figure 1



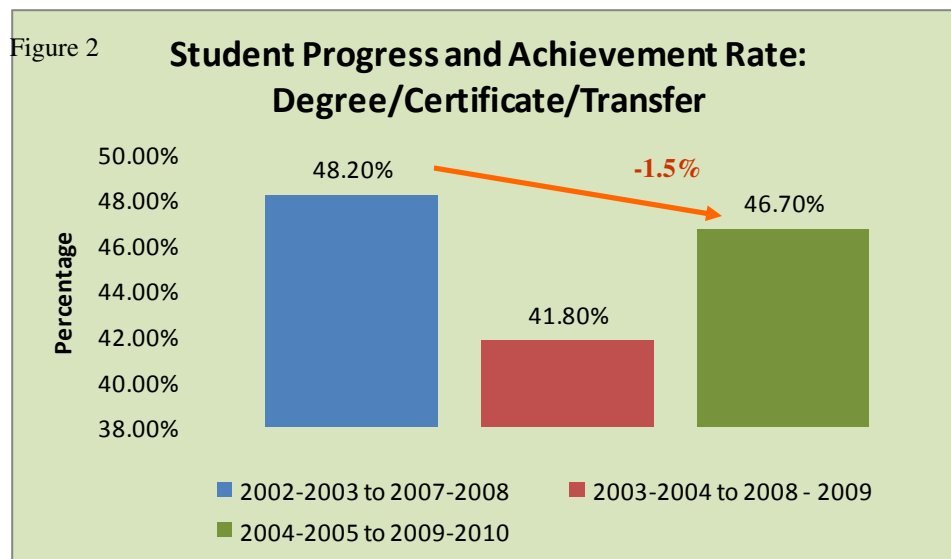
OBSERVATIONS:

Preliminary analysis from the 2010 student experiences with LMC study, indicate that in fall 2010, 40% of the students felt that their experiences with LMC have VERY MUCH contributed in achieving their educational goals and in 2006 the corresponding figure was 51%, a decrease of 11%.

Source: Student Experiences with LMC Survey, Fall 2010

Indicator # 2 Accountability Reporting for Community Colleges (ARCC) report.

STUDENTS PROGRESS AND ACHIEVEMENT: Percentage of first-time students who show intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a certificate (18 units or more); or achieved “transferred Directed” status; or achieved “Transferred Prepared” Status.



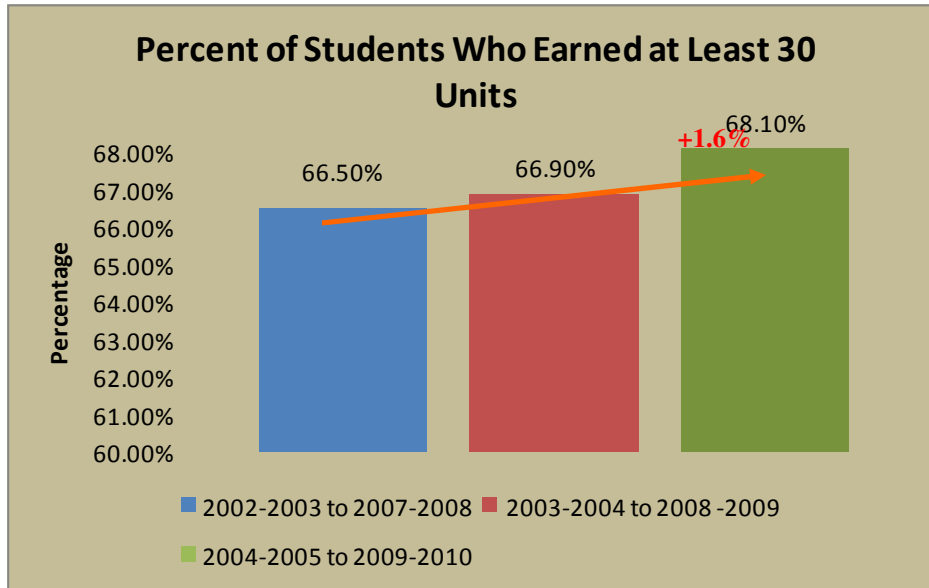
OBSERVATIONS:

The composite figure from ARCC regarding student progress and achievement indicates that there is an overall decrease from the groups of 2002-2003 to 2007-2008 (48.2%) to the group from 2004 -05 to 2009-10 (46.7%) -- a 1.5% decrease.

Source: ARCC, 2010

Students who earned at Least 30 units: Percentage of students who showed intent to complete and who earned at least 30 units while in the California Community College during a five-year period: Three groups.

Figure 3



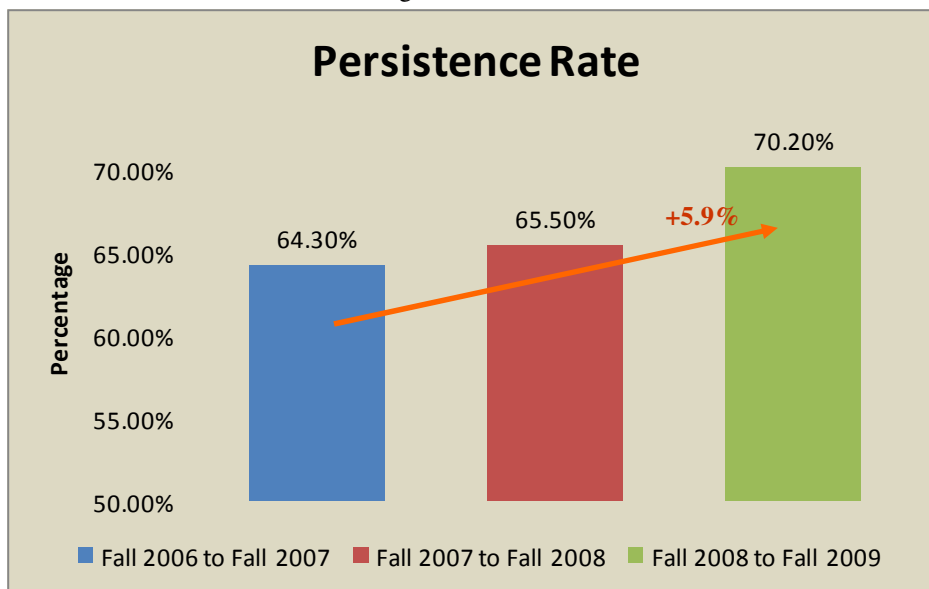
Source: ARCC, 2010

OBSERVATIONS:

The percent of LMC students who earned at least 30 units in the California Community Colleges during a five-year period has increased by 1.6% (from **66.50%** in 2002-03 to 2007-08, to **68.10%** in 2004-05 to 2009-10).

Persistence Rate: Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.

Figure 4



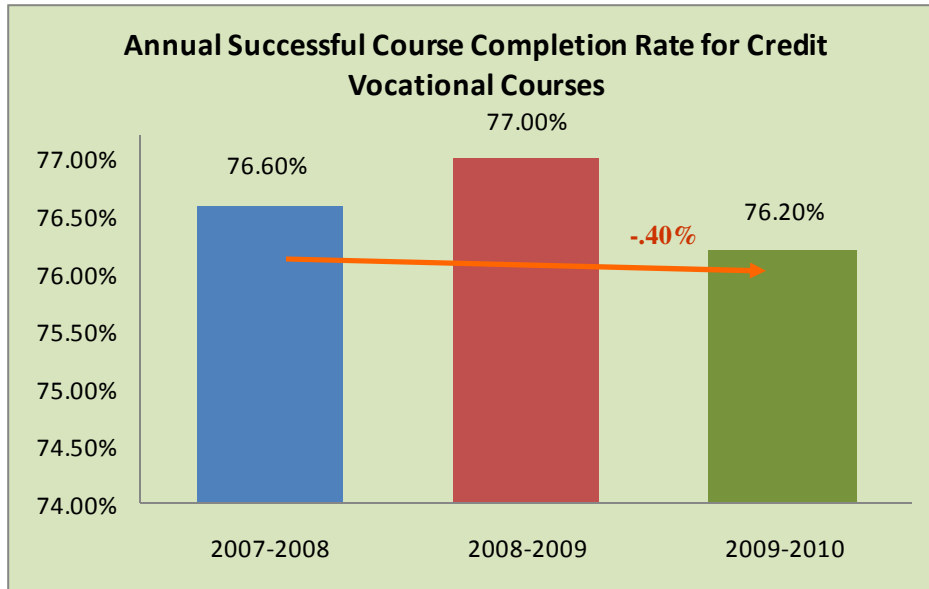
Source: ARCC, 2010

OBSERVATIONS:

The persistence rate for Los Medanos College has increased from 65.30% in fall 2006-fall 2007 to 70.20% in fall 2008-fall 2009, an increase of 5.9%.

Student Progress and Achievement: Vocational/Occupational/Workforce Development:
Annual Successful Course Completion Rate for Credit Vocational Courses

Figure 5



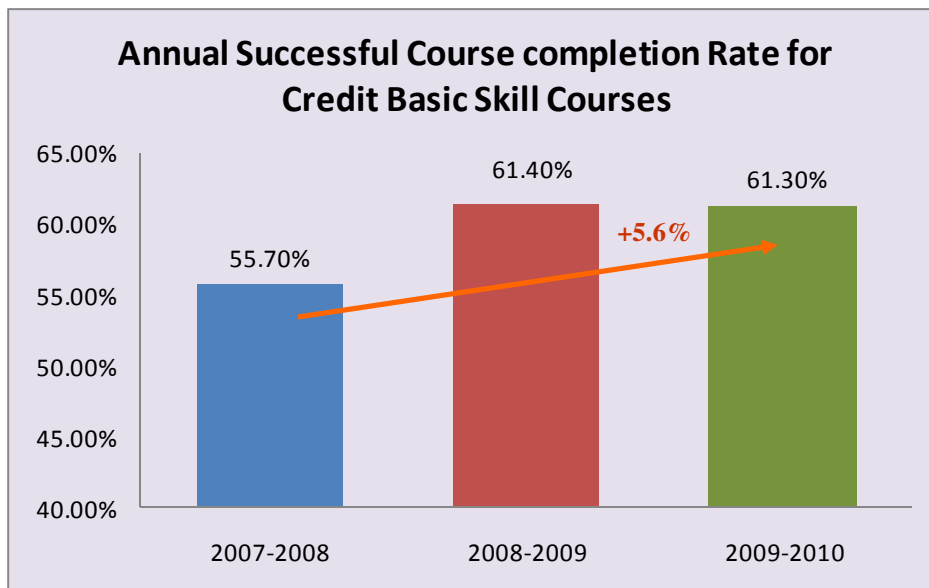
OBSERVATIONS:

The annual successful rate of vocational courses has fluctuated from 76.60% in 2007-0, 77% in 2008-09, and 76.2% in 2009-10.

Source: ARCC, 2010

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Figure 6



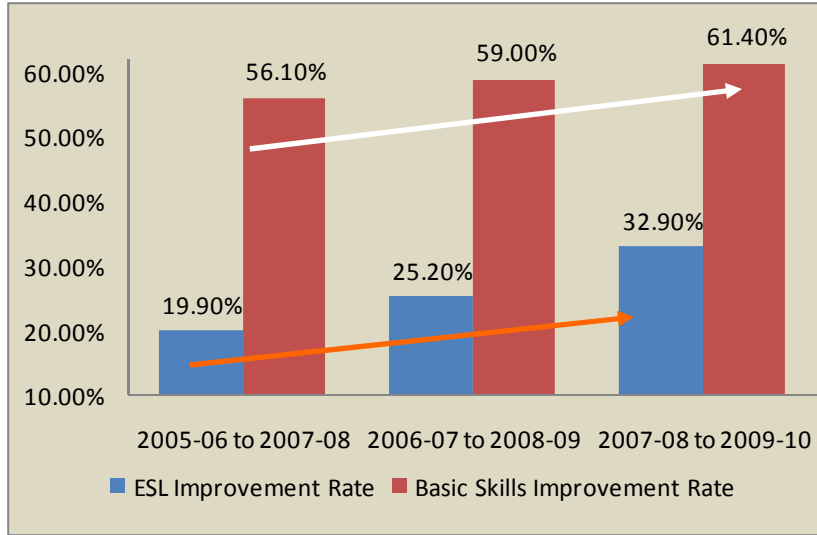
OBSERVATIONS:

The annual successful course completion rate for credit Basic Skill course has increased from 55.7% in 2007-08 to 61.3% in 2009-10.

Source: ARCC, 2010

Figure 7

Improvement Rates for ESL and Credit Basic Skills Courses



Source: ARCC, 2010

OBSERVATIONS:

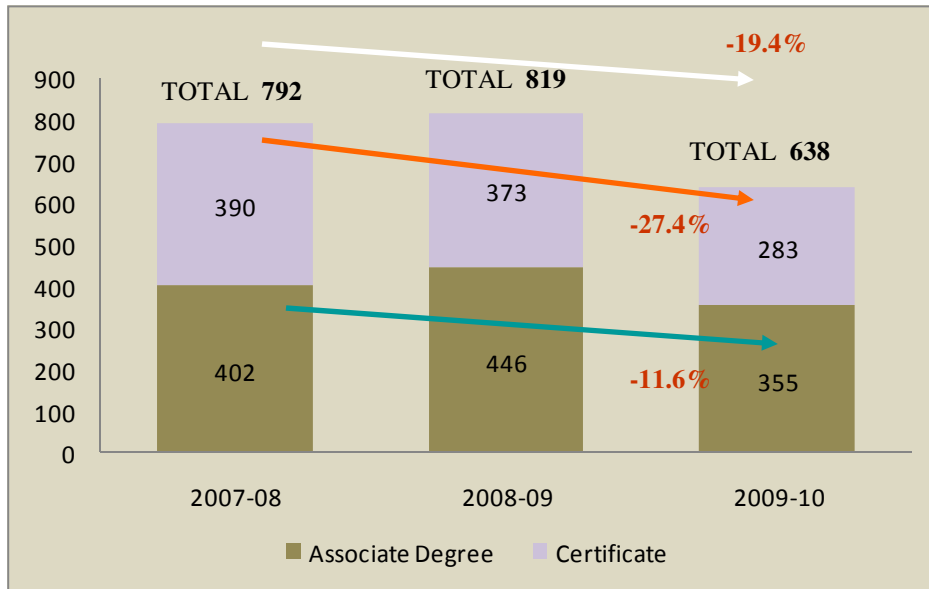
ESL Improvement Rate: The outcome of interest was that group of students who successfully completed a higher-level ESL course in the same discipline (writing, reading, speaking and listening, or integrated ESL) or a transfer level English course within three academic years of completing the first ESL course. This rate has increased from 19.9% to 32.90%, an increase of 13%.

Basic Skills Improvement Rate: Basic skills in math and English has increased from 56.1% to 61.4%, an increase of 5.3%.

Degrees and Certificates Awarded at Los Medanos College

Figure 8

Number of Associate Degrees and Certificates Awarded



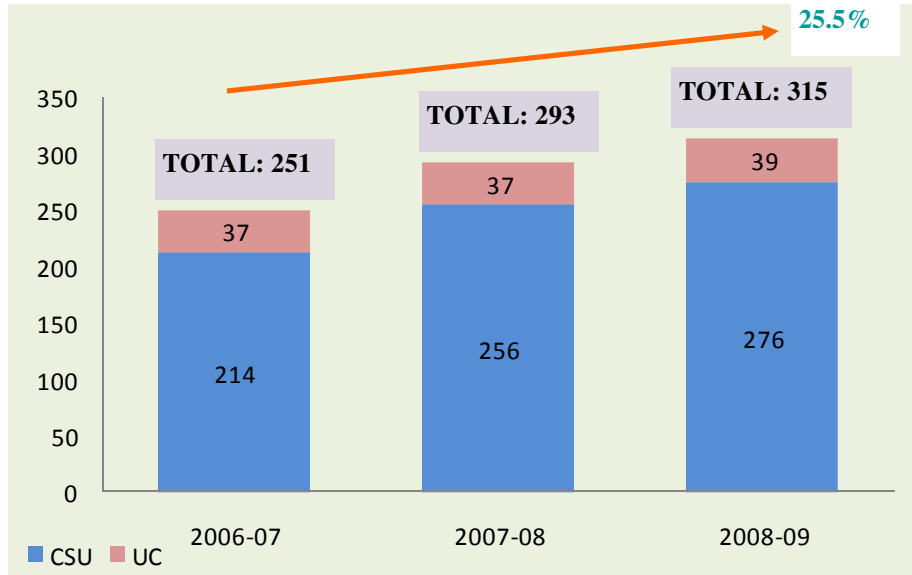
Source: CCCS Data Mart, 2010

OBSERVATIONS:

The number of total awards granted has decreased from 792 in 2007-08 to 638 in 2009-10, a decreased of **19.4%**. Specifically, The number of Certificates awarded has decreased from 390 in 2007-08 to 283 in 2009-10, a decreased of **27.4%**. As for Degrees awarded, they have decreased from 402 in 2007-08 to 355 in 2009-10, a decreased of **11.6%**.

LMC Transfers to California State University and University of California systems

Figure 9



OBSERVATIONS:

The number of LMC students to California's Public universities (UC and CSU) has increased from 251 in 2006-07 to 315 in 2008-09, an increase of 25.5%.

The greatest increase is to CSU, from 214 in 2006-07 to 276 in 2008-09.

Source: CPEC, 2010

ARCC DEFINITIONS

STUDENT PROGRESS AND ACHIEVEMENT RATE

Definition: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer course within six years and who are shown to have achieved ANY of the following outcomes within six years of entry:

- Earned any AA/AS or Certificate (18 or more units)
- Actual transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved “Transfer Directed” (student successfully completed both transfer-level Math AND English courses)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0)

The cohorts consisted of first-time students from 2002-2003 (Cohort 1), 2003-2004 (Cohort 2) and 2004-2005 (Cohort 3) who achieved outcomes by 2007-2008 (Cohort 1), 2008-2009 (Cohort 2) and 2009-2010 (Cohort 3). Transfer was determined by matching with a database generated by the Chancellor's Office that contains NSC, UC and CSU transfers.

Data Source: Chancellor's Office Management Information System (COMIS)

PERCENT OF STUDENTS WHO EARNED AT LEAST 30 UNITS

Definition: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer course within six years of entry who are shown to have achieved the following value-added measure of progress within six years of entry:

- Earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive effect on future earnings.)

The cohorts consisted of first-time students from 2002-2003 (Cohort 1), 2003-2004 (Cohort 2) and 2004-2005 (Cohort 3) who achieved outcomes by 2007-2008 (Cohort 1), 2008-2009 (Cohort 2) and 2009-2010 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

PERSISTENCE RATE

Definition: Percentage of cohort of first-time students with minimum of six units earned in their first Fall term in the CCC who return and enroll in the subsequent Fall term anywhere in the system.

The rate is based on three first-time student cohorts enrolled in Fall 2006 (Cohort 1), Fall 2007 (Cohort 2) and Fall 2008 (Cohort 3). Persistence was measured by their enrollment in Fall 2007 (Cohort 1), Fall 2008 (Cohort 2) and Fall 2009 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT BASIC SKILLS COURSES

Methodology: The cohorts for basic skills course completion rate consisted of students enrolled in credit basic skills courses in the academic years of interest (2007-2008, 2008-2009, 2009-2010). These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of B in CB08 (basic skills course). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or P.

Data Source: Chancellor’s Office Management Information System (COMIS)

IMPROVEMENT RATE FOR CREDIT ESL COURSES

Methodology: The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the ESL course. Students enrolled in any ESL course coded CB 21 prior to transfer level English were included in the cohort. Taxonomy of Programs (TOP) codes were used to identify ESL courses and disciplines within ESL (reading, writing, listening/speaking, integrated ESL). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or Pass (P).

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course in the same discipline (writing, reading, speaking and listening, or integrated ESL) or a transfer level English course within three academic years of completing the first ESL course. In the case where the qualifying cohort course is Integrated ESL (TOP Code 4930.87), improvement is signaled by progress in higher level integrated ESL or a higher level ESL course in writing or reading or speaking/listening.

Cohorts were developed and followed for academic years 2005-2006 to 2007-2008, 2006-2007 to 2008-2009, and 2007-2008 to 2009-2010.

Data Source: Chancellor’s Office Management Information System (COMIS)

IMPROVEMENT RATE FOR CREDIT BASIC SKILLS COURSES

Methodology: The basic skills improvement rate cohorts consisted of students enrolled in a credit basic skills Reading, Writing, or Mathematics course who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Students starting at one or more levels below transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math, Writing, and Reading courses. Basic skills courses were those having a course designation of B in CB08 (basic skills course). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or Pass (P).

Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

Cohorts were developed and followed for academic years 2005-2006 to 2007-2008, 2006-2007 to 2008-2009, and 2007-2008 to 2009-2010.

Data Source: Chancellor’s Office Management Information System (COMIS)