

Los Medanos College

Contra Costa Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed 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 "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	44.1%	45.6%	40.6%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	62.7%	66.1%	66.6%

Table 1.2:
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. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	65.3%	63.8%	65.3%



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Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	76.0%	76.6%	77.0%

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

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	56.1%	55.7%	61.4%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	31.6%	36.0%	14.0%
Basic Skills Improvement Rate	47.7%	48.1%	51.0%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



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Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	13,619	14,652	16,610
Full-Time Equivalent Students (FTES)*	6,264	7,754	8,093

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	30.8%	32.6%	32.8%
20 - 24	25.1%	24.6%	25.2%
25 - 49	37.4%	36.3%	35.8%
Over 49	6.5%	6.3%	6.2%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	55.3%	54.7%	53.4%
Male	40.8%	41.5%	42.8%
Unknown	3.9%	3.8%	3.8%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	15.2%	16.1%	17.4%
American Indian/Alaskan Native	0.9%	0.8%	0.8%
Asian	5.2%	5.0%	4.8%
Filipino	5.9%	5.6%	5.6%
Hispanic	24.9%	26.2%	26.6%
Pacific Islander	0.9%	1.1%	1.0%
Unknown/Non-Respondent	7.7%	7.6%	7.9%
White Non-Hispanic	39.4%	37.7%	35.9%

Source: Chancellor's Office, Management Information System



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College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	40.6	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	66.6	68.3	52.2	77.3	B1
C	Persistence Rate	65.3	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.0	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.4	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	51.0	49.2	32.9	64.2	F1
G	Improvement Rate for Credit ESL Courses	14.0	41.5	0.0	100.0	G2

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



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College Self-Assessment

Increasingly, college-bound students in the area are choosing Los Medanos College instead of other colleges. A high percentage of these students are not ready for college-level work; many of them are first-generation college students; and socio-economic factors in the feeder area cause many students to need financial aid or to work full-time.

Los Medanos College's student population increased 29% in FTES between 2006-2007 and 2008-2009, and the college expects growth of 16% in 2009-2010 despite reduced offerings. The college continues to experience increases in younger students, male students, and African American and Hispanic students fulfilling the accessibility goals of its Educational Master Plan.

Student Services staff is developing a First Year Experience plan and Freshman Seminar with projected implementation in fall 2010, which will improve the preparation of new students as they will have a better understanding of college resources that can improve their chances for success. College counselors are working on strengthening interventions for students on probation and dismissal, also to be implemented in fall 2010. These efforts should enhance student support and improve students' ability to persist, progress and attain their goals. While outcomes such as degree/certificate completion and transfer remain inadequate, new efforts to improve students' educational experience are being reviewed and introduced.

LMC's developmental education (DE) program is implementing an outcome-based curriculum and integrating student services into classroom activities. Through grant-funding, ESL has improved its curriculum and is now better tied to the developmental program. Developmental education now focuses more on professional development through "teaching communities" and systematic program review and planning. The college is piloting ways to "accelerate" students through the DE program. The assessment of student learning outcomes is underway and the analysis of the results will be used for improvement. Clearly, DE outcomes must be improved.

Last year, the ESL Program with HSI Grant funding focused particular attention to the development and implementation of retention and success strategies for ESL students, including: writing eleven new ESL courses; revising five existing courses; updating all course level student learning outcomes; enhanced advising with the addition of an ESL student liaison position to assist students in registering for the appropriate course levels; increasing numbers of student appointments with the ESL counselor; and training for students on the use of Web-Advisor (LMC's student registration portal). At the same time all ESL faculty are participating in a professional development teaching community centered on the use of software and other technology in the classroom. In fall 2009, all of the ESL TOP Codes were changed and aligned with the CB21 rubric to assure proper data tracking of ESL student progression.

Positive course completion rates for CTE courses are encouraging. The college has improved: both student outreach and "in reach"; professional development for high school and college counselors; career counseling; faculty advising; and bridge programs for incoming students. Career technical programs are updated, aligned, and more relevant, to industry needs. Program information is better "packaged" and more accessible. Progress on internships, cooperative education and job placement continues.

