

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	43.4%	43.9%	45.7%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	63.0%	62.7%	66.0%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	57.9%	65.0%	63.7%

NA: This performance indicator is not applicable for schools of continuing education



ARCC 2009 Report: College Level Indicators

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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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	76.9%	76.0%	76.6%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	58.1%	56.1%	55.7%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	21.3%	24.3%	30.6%
Basic Skills Improvement Rate	44.1%	47.6%	48.2%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education



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College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	13,614	13,619	14,612
Full-Time Equivalent Students (FTES)*	7,189	6,264	7,754

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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	29.4%	30.8%	32.7%
20 - 24	24.6%	25.1%	24.6%
25 - 49	38.4%	37.4%	36.3%
Over 49	7.4%	6.5%	6.3%
Unknown	0.2%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	54.9%	55.3%	54.7%
Male	41.5%	40.8%	41.5%
Unknown	3.7%	3.9%	3.8%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	14.5%	15.2%	16.1%
American Indian/Alaskan Native	0.9%	0.9%	0.8%
Asian	5.3%	5.2%	5.0%
Filipino	5.9%	5.9%	5.6%
Hispanic	23.1%	24.9%	26.2%
Other Non-White	2.9%	3.0%	3.0%
Pacific Islander	0.9%	0.9%	1.1%
Unknown/Non-Respondent	5.3%	4.7%	4.5%
White Non-Hispanic	41.3%	39.4%	37.7%

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	45.7	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	66.0	67.0	56.2	74.0	B1
C	Persistence Rate	63.7	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.6	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.7	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	48.2	48.3	31.4	64.6	F1
G	Improvement Rate for Credit ESL Courses	30.6	41.3	7.9	80.5	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

Los Medanos College has been commended for using its Educational Master Plan and Program Review process to serve its students. In its East Contra Costa County service area, most college-bound students choose nearby community colleges; a low percentage of parents are college graduates resulting in many first-generation college students; a high percentage of developmental students are not ready for college-level work; and socio-economic factors in the feeder area cause many students to need financial aid or to work full-time.

The college is experiencing significant growth in its student population with an 8% increase in FTES between 2005-2006 and 2007-2008, and a projected growth of 13% in 2008-2009. At the same time, the college is experiencing increases in younger students, male students, and African American and Hispanic students, in alignment with college goals. Outreach efforts have improved significantly, resulting in more full-time students.

More students now have educational plans, leading to improved persistence. Special programs provide additional support for students, also resulting in better persistence. Enrollment processes have been streamlined and more students now enroll electronically. The college is establishing and assessing student learning outcomes at the institutional, program and course level, and related professional development activities, in order to improve student achievement. The Developmental Education program has been evaluated and improved. Special programs, such as First Five, Honors, Puente, Umoja Scholars, are improving student success. A MESA program will be implemented in 2009.

Within the last six years, the developmental education program has implemented innovative outcome-based curriculum, integrated student support services into the pre-collegiate classroom, sponsored intensive faculty professional development, and developed a systematic program evaluation process. This work has improved the persistence of under prepared students and led to statewide recognition for its faculty leaders. The college has also focused the evaluation component and resources of the Basic Skills Initiative to improve success rates in developmental education, with a particular emphasis on the achievement of students of color.

This past year, LMC has continued to utilize its Title V grant to support the ongoing development of a comprehensive ESL program by forming an ESL Renewal Team charged with using the Teachers of English to Speakers of Other Languages Program Standards to review and re-envision key program components; and by increasing student-teacher interaction via guided instruction in the language lab and a week-long orientation, advising, and registration process. The grant efforts are helping to address the program needs and student improvement rates.

LMC continues to demonstrate significant success of course completion in occupational courses. Outreach and "in-reach" initiatives (including improved advising and counseling) have attracted students to CTE programs. Factors include strong partnerships with business and industry; development of new and restructure of existing programs; enhanced program marketing and outreach; development of career pathways from school to college to career; better program 'packaging'; graduation checklists and improved educational planning for students; improved completion rates of certificates and degrees; secondary and post-secondary counselor training; and grants. The college is working to improve tracking of employment placement of graduates.

