

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	44.6%	43.2%	43.3%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	66.8%	62.6%	62.4%

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 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	59.4%	58.1%	65.1%



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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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	75.5%	76.8%	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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	58.0%	58.1%	56.1%

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

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
ESL Improvement Rate	16.1%	10.9%	8.5%
Basic Skills Improvement Rate	41.4%	44.1%	47.7%

Table 1.6:
Enhanced Noncredit
Progress and Achievement Rate

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
Enhanced Noncredit Progress and Achievement Rate	.%	.%	.%



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College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	14,086	13,976	13,920
Full-Time Equivalent Students (FTES)*	6,355	7,189	6,264

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 2004-2005, 2005-2006, and 2006-2007 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2004-2005	2005-2006	2006-2007
Under 18	8.4%	8.7%	8.8%
18 - 24	43.2%	44.1%	46.1%
25 - 49	40.2%	39.4%	38.3%
Over 49	8.1%	7.5%	6.7%
Unknown	0.1%	0.2%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.1%	55.4%	55.5%
Male	41.2%	41.0%	40.7%
Unknown	2.8%	3.6%	3.9%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	5.8%	5.4%	5.3%
Black/African American	14.0%	14.6%	15.1%
Filipino	6.1%	6.0%	6.1%
Hispanic	22.6%	22.8%	24.6%
Native American	0.8%	0.9%	0.8%
Other Non-White	2.5%	2.9%	3.0%
Pacific Islander	0.8%	0.9%	0.9%
White	42.7%	41.2%	39.4%
Unknown/Decline to State	4.8%	5.3%	4.7%

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	43.3	53.4	42.3	64.3	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	62.4	67.0	54.5	74.3	<i>B1</i>
C	Persistence Rate	65.1	68.9	61.6	76.1	<i>C2</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.0	74.9	66.4	85.5	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	56.1	63.2	50.5	74.0	<i>E3</i>
F	Improvement Rate for Credit Basic Skills Courses	47.7	47.1	31.5	58.7	<i>F1</i>
G	Improvement Rate for Credit ESL Courses	8.5	29.7	0.0	70.8	<i>G3</i>

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, the newest college in the Contra Costa Community College District, recently completed a comprehensive Educational Master Plan that reconfirms the need to address a large number of part-time and older students; some transfer-bound students who choose nearby community colleges; a low percentage of parents who are college graduates resulting in many first-generation college students; a high percentage of developmental students who are not ready for college-level work; socio-economic factors in the feeder area that cause many students to need financial aid and/or to work full-time; and the physical distance to four-year college options.

Student unduplicated headcount has remained relatively constant with a slight decrease per academic year, ranging from 14,086 in 2004-2005 to 13,920 in 2006-2007. The slight decrease over the past three years is attributed to the temporary effects of a lengthy major construction period that significantly limited vehicle access and parking. The completion of a new library and math building in 2007 is currently contributing to significant growth in 2007-2008. A new science building will be completed by summer 2008.

The college has experienced an increase of both African American and Latino students during the past three years. This growth demonstrates progress toward our goal of having the ethnicity of our student body reflect that of the community, as stated in the college's Title V - Hispanic Serving Institutions Grant. Additionally, the college is initiating an Umoja Scholars Program to serve its growing African American student population.

In response to current trends in student achievement, the College is analyzing the relevancy of its certificates and degree offerings in relation to student interest and labor market trends. In addition, the College is pursuing dedicated staffing to develop and maintain an automated degree audit system. Transfer rates to four year colleges continue to rise.

Within the last five 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. Currently, the college is also involved in the statewide Basic Skills Initiative focused on improving the achievement of students of color.

During the past year, LMC utilized its Title V grant to support the development of a comprehensive ESL program, counseling for ESL students, and the design of an ESL language lab. The grant efforts are helping to address the program needs and student improvement rates.

While the College continues to maintain a high level of course completion in occupational courses, the college is actively pursuing new and expanded vocational programs in response to regional industry needs. These new programs include Process Technology which began in fall 2006 and Electrical and Electronic Technology which has been redesigned and updated in collaboration with the industry advisory board. The college is also working to improve occupational program completion rates in the coming year.

