

ARCC 2007 Report: College Level Indicators

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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
Student Progress and Achievement Rate	42.9%	43.7%	42.8%

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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
Percent of Students Who Earned at Least 30 Units	59.7%	66.2%	61.9%

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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
Persistence Rate	59.5%	59.4%	57.9%



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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.

	2003-2004	2004-2005	2005-2006
Annual Successful Course Completion Rate for Vocational Courses	78.8%	77.7%	78.8%

Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
Annual Successful Course Completion Rate for Basic Skills Courses	56.3%	58.1%	57.6%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
ESL Improvement Rate *	%	50.0%	26.1%
Basic Skills Improvement Rate	38.7%	35.0%	44.1%

* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



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College Profile

Table 1.6:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
Annual Unduplicated Headcount	14,198	14,086	13,976
FTES*	7,053	6,355	6,726

Source: Chancellor's Office, Management Information Systems and 320 Report

*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

Table 1.7:
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
Under 18	9.2%	8.4%	8.7%
18 - 24	41.8%	43.2%	44.1%
25 - 49	41.1%	40.2%	39.4%
Over 49	7.8%	8.1%	7.5%
Unknown	0.2%	0.1%	0.2%

Source: Chancellor's Office, Management Information Systems

Table 1.8:
Gender of Students

	2003-2004	2004-2005	2005-2006
Female	56.5%	56.1%	55.4%
Male	40.4%	41.2%	41.0%
Unknown	3.1%	2.8%	3.6%

Source: Chancellor's Office, Management Information Systems



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Table 1.9:
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
Asian	5.7%	5.8%	5.4%
Black/African American	13.6%	14.0%	14.6%
Filipino	6.0%	6.1%	6.0%
Hispanic	21.8%	22.6%	22.8%
Native American	0.9%	0.8%	0.9%
Other Non-White	2.5%	2.5%	2.9%
Pacific Islander	0.8%	0.8%	0.9%
White	44.0%	42.7%	41.2%
Unknown/Decline to State	4.6%	4.8%	5.3%

Source: Chancellor's Office, Management Information Systems



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College Peer Grouping

Table 1.10: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	42.8	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	61.9	65.4	56.5	72.8	B1
C	Persistence Rate	57.9	69.3	57.6	78.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.8	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.6	62.2	51.3	73.0	E2
F	Improvement Rate for Credit Basic Skills Courses	44.1	50.9	39.6	57.1	F3

Note: Please refer to Appendix B for the specifications of 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, established in 1974 and one of three colleges of the Contra Costa Community College District, serves an increasingly diverse population of students that continues to reflect the ethnic composition of the community as well as its changes. Latino students have increased as white students have decreased in proportion. Student unduplicated headcount has remained relatively constant with a slight decrease per academic year, ranging from 14,198 in 2003-2004 to 13,976 in 2005-2006. The slight decrease in enrollment over the past three years may be attributed to the lengthy construction period of new facilities.

To better serve the needs of its population and improve the learning environment, Los Medanos College is in the process of completing construction of three new buildings, library, math and science, which adds 109,132 square feet to its facility, and remodeling its existing plant to mitigate its extremely high space utilization rates.

The College has also increased and improved outreach; established an Honors Transfer program; provided additional counseling; developed and implemented new curricula; offered additional professional development opportunities, focusing on Student Learning Outcomes; and developed "learning communities" in order to improve student achievement and persistence rates.

The College has demonstrated significant success in student achievement in the vocational course completion rate and certificate attainment. Contributing factors for the success include strong partnerships with business and industry, short-term courses, job placement contacts, informal advising and improved program "packaging."

Los Medanos College has responded to its concerns about low rates in various achievement indicators such as achievement of degrees, certificates and transfers; the proportion of students who earned at least 30 units; persistence; and the improvement rates in Basic Skills by recently updating its master plan for the next ten years, where institutional and program strategies are emphasized that address student persistence, course completion and educational goal attainment along with the establishment, implementation and evaluation of Student Learning Outcomes.

To address the performance indicators, Los Medanos College has made student improvement an institutional priority. Specifically, Los Medanos College has devoted significant institutional and grant resources (Title III and Title V) to its developmental education and English as a Second Language programs. 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 professional development, and developed a systematic program evaluation process. The College is implementing a comprehensive and integrated ESL program to support students in meeting their personal, academic and vocational goals.

The College has noted the following factors about its service community that has led to these new planning and programmatic efforts: 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.

