

Environmental Scan for Los Medanos College

An important chapter in an Educational Master Plan is an environmental scan that describes the external and internal environment of the college. In general, the external environmental scan consists of examining the surrounding community and its projections such as housing, population, jobs and high school graduates. The internal environmental scan examines trends on student enrollment, characteristics of the student population, and outcomes, such as retention rates, course success rates, graduation rates, transfer rates, and degrees attainment. The information provided in this scan could also be used for the development of new centers and programs and for other institutional initiatives such as enrollment management.

The External Environment:

Los Medanos College is located in the East part of Contra Costa County, serving the communities of Antioch, Bay Point, Bethel Island, Brentwood, Byron, Discovery Bay, Knightsen, Oakley, and Pittsburg. The growth in the east part of Contra Costa County has been tremendous in the last 10 years, and because of the available land, it is expected to continue to grow. According to the Association of Bay Area Governments, East Contra Costa will continue to dominate growth for the next 25 years, particularly in housing and population.

Household Projections: Households in East county are expected to grow 60% in the next 25 years – from 2000 to 2025 (Graph 1). Most growth will occur in the areas of Brentwood (128%) Rural East (86%), and Oakley (61%) -- Table 1.

**Graph 1. Households Projections: 1990-2025
Contra Costa County**

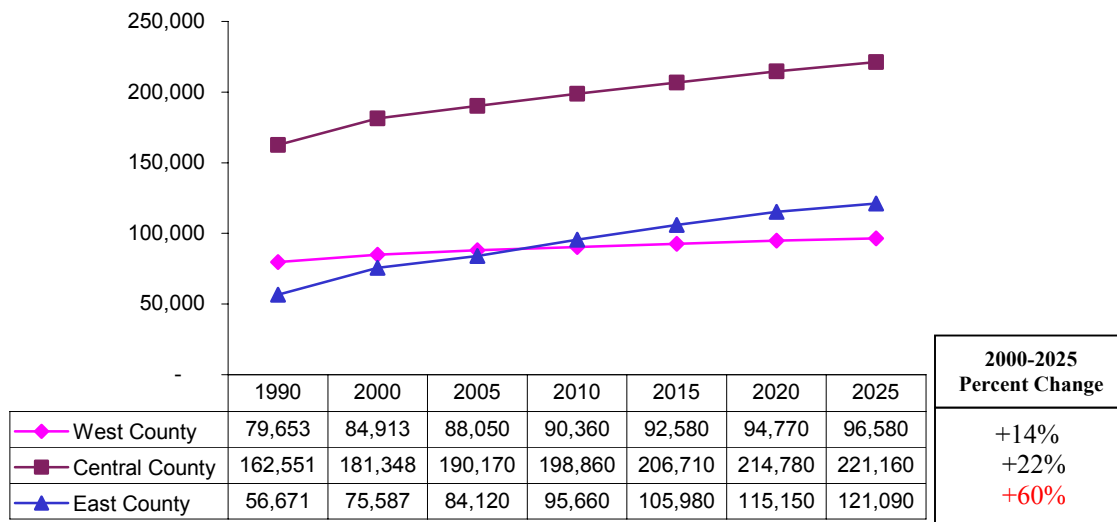


Table 1. Number of Households in East Contra Costa County

	<u>1990</u>	<u>2000</u>	<u>2005</u>	<u>2010</u>	<u>2015</u>	<u>2020</u>	<u>2025</u>	Percent Change
East County Cities								
Antioch	21,729	29,656	31,920	34,660	36,880	39,330	40,870	+ 38%
Brentwood	3,208	7,899	10,060	12,300	14,570	16,480	18,000	+128%
Oakley	5,892	7,901	9,230	10,210	11,200	12,110	12,750	+61%
Pittsburg	21,670	24,001	25,560	29,420	33,380	36,530	38,080	+59%
Rural East County	4,172	6,130	7,350	9,070	9,950	10,700	11,390	+86%
TOTALS	56,671	75,587	84,120	95,660	105,980	115,150	121,090	+60%

Source: ABAG Projections 2000 Report, January 2002.

Persons per Household: The number of persons per household in East Contra Costa will stay relatively constant at about 3 persons per household (Graph 2) and Table 2.

**Graph 2. Persons per Household Projections: 1990-2025
Contra Costa County**

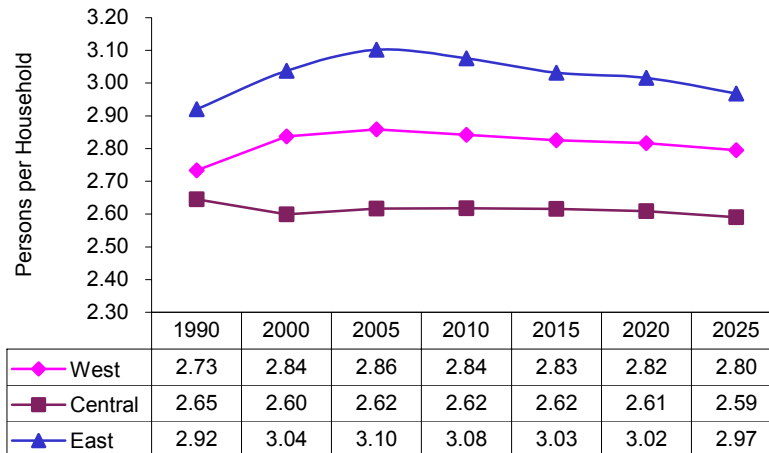


Table 2. Persons Per Household in East Contra Costa County

	<u>1990</u>	<u>2000</u>	<u>2005</u>	<u>2010</u>	<u>2015</u>	<u>2020</u>	<u>2025</u>
East County Cities							
Antioch	2.89	3.06	2.96	2.96	2.95	2.93	2.9
Brentwood	3.04	3.08	3.09	3.07	3.06	3.05	3.02
Oakley	3.10	3.26	3.30	3.28	3.25	3.21	3.17
Pittsburg	2.99	3.20	3.29	3.19	3.12	3.10	3.08
Rural East County	2.58	2.59	2.87	2.88	2.78	2.79	2.67
TOTALS	2.92	3.04	3.10	3.08	3.03	3.02	2.97

Population Projections: The population in East Contra Costa County is projected to grow in the next 25 years by 53% (Graph 3). The greatest growth will occur in the Brentwood area (+55%) and rural part of the east county (+47%) -- Table 3.

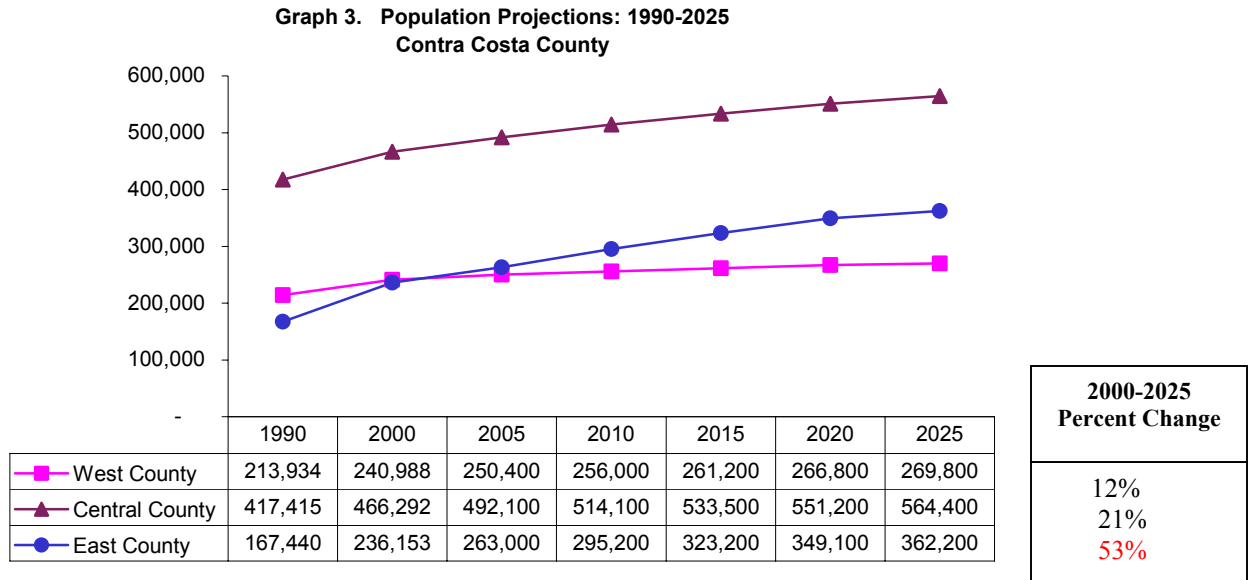
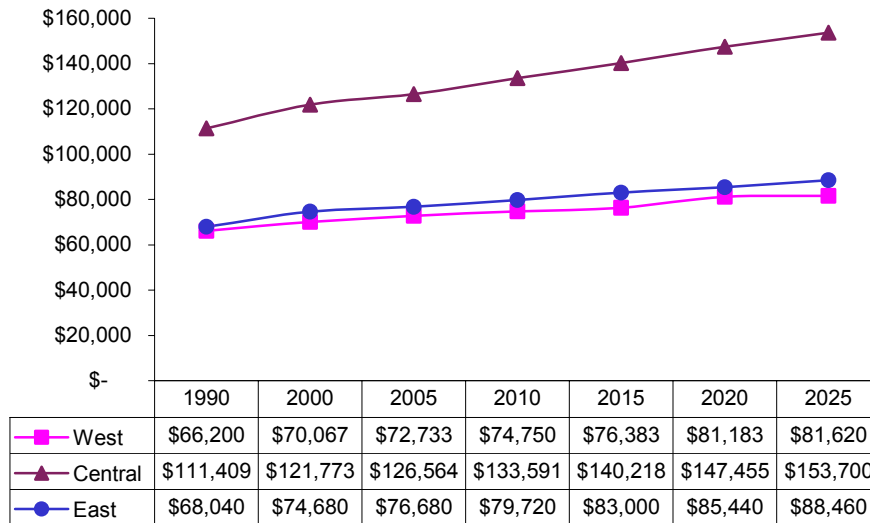


Table 3. Total Population Projections in East Contra Costa County

	1990	2000	2005	2010	2015	2020	2025	Percent Change
East County								
Antioch	63,062	92,293	95,000	102,900	109,100	115,800	118,800	+22%
Brentwood	9,815	24,385	31,100	37,800	44,600	50,200	54,400	+55%
Oakley	18,374	25,845	30,600	33,600	36,500	39,000	40,500	+36%
Pittsburg	65,230	77,479	84,900	94,500	105,000	114,000	117,800	+34%
Rural East County	10,959	16,151	21,400	26,400	28,000	30,100	30,700	+47%
TOTALS	167,440	236,153	263,000	295,200	323,200	349,100	362,200	+53%

Household Income: Household income will continue to be moderate in East Contra Costa county (Graph 4). In East Contra Costa, the greater changes in income in the next 25 years will be in rural east (+\$23,700) and Pittsburg (+18,100) – Table 4. Brentwood and Rural East however, will continue to average higher income that other cities in east Contra Costa County

**Graph 4. Mean Household Income Projections: 1990-2025
Contra Costa County**



Income change
+\$11,553
+\$31,927
+\$13,780

Table 4. Mean Household Income in Cities of East Contra Costa County

	<u>1990</u>	<u>2000</u>	<u>2005</u>	<u>2010</u>	<u>2015</u>	<u>2020</u>	<u>2025</u>	Income change
East County								
Antioch	\$ 71,100	\$ 73,800	\$ 74,900	\$ 76,100	\$ 77,200	\$ 78,200	\$ 79,300	+\$ 5,500
Brentwood	\$ 64,700	\$ 78,900	\$ 82,900	\$ 86,000	\$ 88,000	\$ 89,100	\$ 90,200	+\$11,300
Oakley	\$ 68,600	\$ 72,400	\$ 73,900	\$ 75,300	\$ 76,800	\$ 79,000	\$ 82,700	+\$10,300
Pittsburg	\$ 57,800	\$ 64,100	\$ 65,300	\$ 70,300	\$ 76,200	\$ 78,400	\$ 82,200	+\$18,100
Rural East County	\$ 78,000	\$ 84,200	\$ 86,400	\$ 90,900	\$ 96,800	\$102,500	\$107,900	+\$23,700
AVERAGE	\$ 68,040	\$ 74,680	\$ 76,680	\$ 79,720	\$ 83,000	\$ 85,440	\$ 88,460	+13,780

Employment Trends: Because a great number of Contra Costa residents commute far distances to Oakland and San Francisco for employment, it is important to identify occupational or trends of employment in the entire Bay Area. Table 5 illustrates the top five occupations with the greatest absolute job growth in Alameda, Contra Costa and San Francisco counties. Business and Computer Sciences are two areas where the demand seems to be the greatest in both, as the fastest (table 6) and greatest absolute growth. One factor to keep in mind however, is the present economic situation in California may have some effects in such job trends predictions. (For trends on more occupations see appendix A and B).

Table 5. Top Five Occupations With the GREATEST ABSOLUTE Job Growth
(1)
Bay Area Counties
1999-2006

Alameda	Contra Costa	San Francisco
General Managers, Top Executives	Teachers Secondary School	Salespersons, Retail
Salespersons, Retail	Salespersons, Retail	System Analysts, Electric Data Processing
Computer Support Specialist	General Managers Top Executives	Computer Support Specialist
Cashiers	Cashiers	Computer Engineer
General Office Clerks	System Analysts, Electric Data Processing	Cashiers

Source: Employment Development Department, May 2003

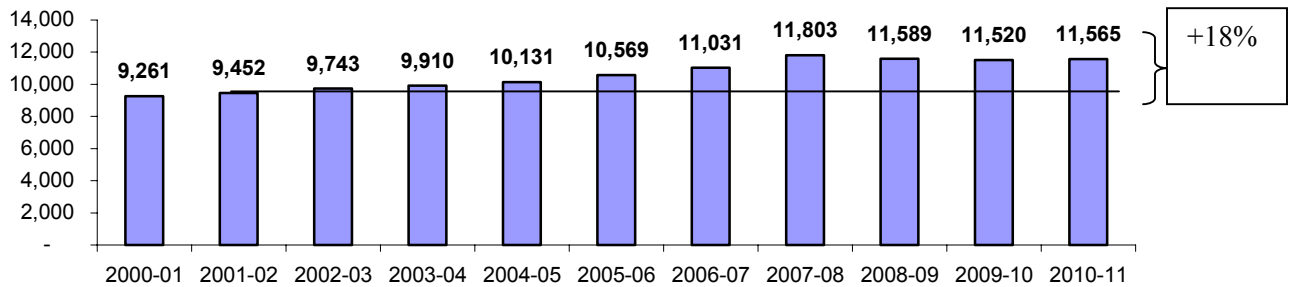
Table 6. Top Five Occupations With the FASTEST GROWTH
Bay Area Counties
1999-2006

Alameda	Contra Costa	San Francisco
System Analysts, Electric Data Processing	System Analysts, Electric Data Processing	Instructional Coordinators
Computer Support Specialist	Computer Engineers	Computer Engineers
Electronic Semiconductor Processing	Electric Equipment assemblers	System Analysts, Electric Data Processing
Plasterers and Stucco Masons	Computer Support Specialist	Computer Support Specialist
Brick masons	Human Services Workers	Paralegal Personnel

Source: Employment Development Department, May 2003

High School Graduate Projections: California's Department of Education has projected an 18% increase of high school graduates in Contra Costa County in the next 10 years. Although no high school projections are available for individual schools in the county, it is believed that most growth will occur in East Contra Costa County area because of the rapid population growth and construction of the new schools, particularly in the areas of Antioch and Brentwood.

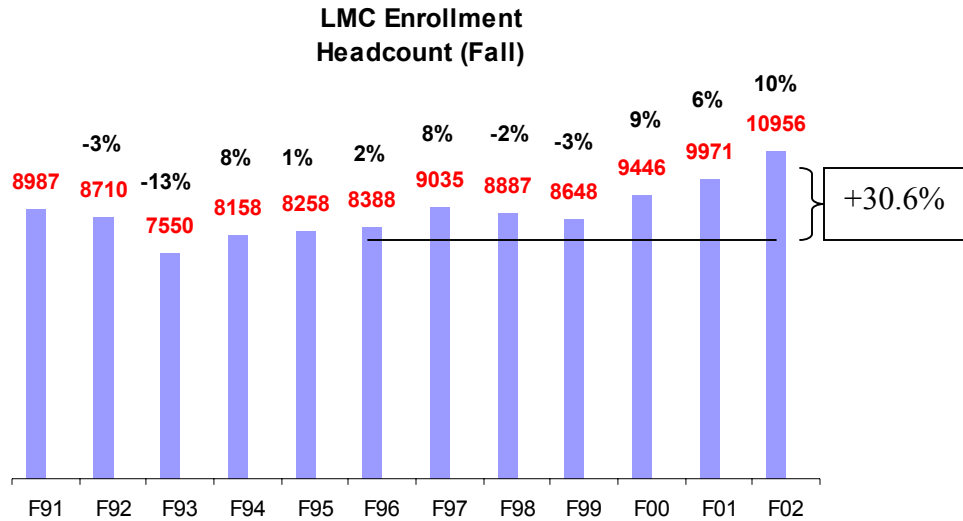
**Graph 5. Projected Public High School Graduates
Contra Costa County**



Internal Environmental Scan

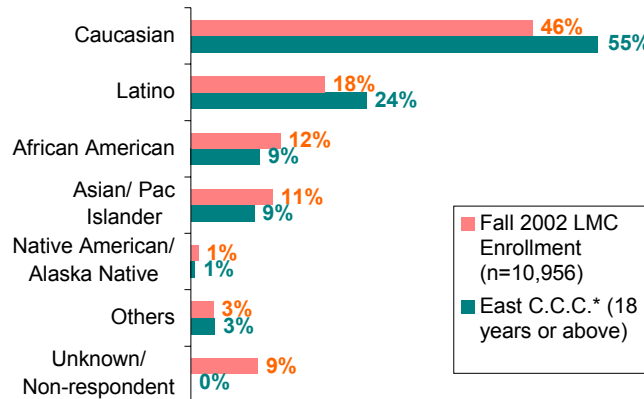
Los Medanos College enrolls nearly 10,000 students. Student enrollment has steadily increased in the past six years. Since 1996, student enrollment has increased from 8,388 to 10,956 in Fall 2002 – a 30.6% increase – Graph 6.

Graph 6



Ethnic Composition: The ethnic composition reflects well that of the adult population in East County (Graph 7). The only change we see in the last five years has been an increase of 2 percent of African-American students (Table 7), and a 4 percent decrease in Caucasian students.

Graph 7
LMC Fall 2002 Student Enrollment as Compared to East County Population



*US Census 2000

Table 7. Ethnicity Distribution of LMC Students: Fall Semesters

	1996	1997	1998	1999	2000	2001	2002
N	8,388	9,035	8,887	8,648	9,446	9,971	10,956
American Indian/ Alaskan Native	1%	1%	1%	1%	1%	1%	1%
Asian/ Pacific Islander	5%	5%	5%	5%	6%	6%	5%
African American	10%	11%	11%	11%	12%	12%	12%
Caucasian	55%	53%	52%	52%	51%	51%	46%
Filipino	5%	5%	5%	5%	5%	5%	5%
Hispano/ Latino	18%	19%	19%	16%	18%	18%	18%
Other non-white	-	-	-	-	2%	2%	2%
Unknown	6%	6%	7%	8%	5%	5%	9%

Gender: The proportion of female to male has changed slightly. In 1996 61% of the student population was female and 39% male. The corresponding figures for fall 2002 are 55% female, 45% male (Table 8).

Table 8. Gender Distribution of LMC Students: Fall Semesters

	1996	1997	1998	1999	2000	2001	2002
N	8,388	9,035	8,887	8,648	9,446	9,971	10,956
Female	61%	61%	61%	56%	56%	56%	55%
Male	39%	39%	39%	44%	44%	44%	45%

Assessment of LMC Students: About 76.6% of all LMC students who are assessed in English (in Fall 2002), assess below college level (Table 9). The corresponding figure for math is about 84.5% (Table 10).

Table 9. Assessment Level Distribution of LMC Students: Fall 2000 to Fall 2002 Semesters:

ENGLISH						
	Fall 2000		Fall 2001		Fall 2002	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Pre-collegiate basic skills (English 70 and below)	647	40.9%	724	38.3%	899	40.1%
Developmental Level (English 90)	557	35.2%	698	36.9%	815	36.4%
College Level (English 10S)	378	23.9%	469	24.8%	527	23.5%
Total	1582	100%	1891	100%	2241	100%

Table 10. Assessment Level Distribution of LMC Students: Fall 2000 to Fall 2002 Semesters:

MATH						
	Fall 2000		Fall 2001		Fall 2002	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Basic Skills (1/2, 7 and 904)	985	67.0%	1132	68.4%	1206	64.6%
Developmental (Math 25)	235	16.0%	272	16.4%	371	19.9%
Math 30 or above	249	17.0%	252	15.2%	289	15.5%
Total	1469	100%	1656	100%	1866	100%

Educational Objective: Community Colleges have traditionally served students with a wide range of educational objectives. Table 11 displays the educational objective distribution of students attending LMC.

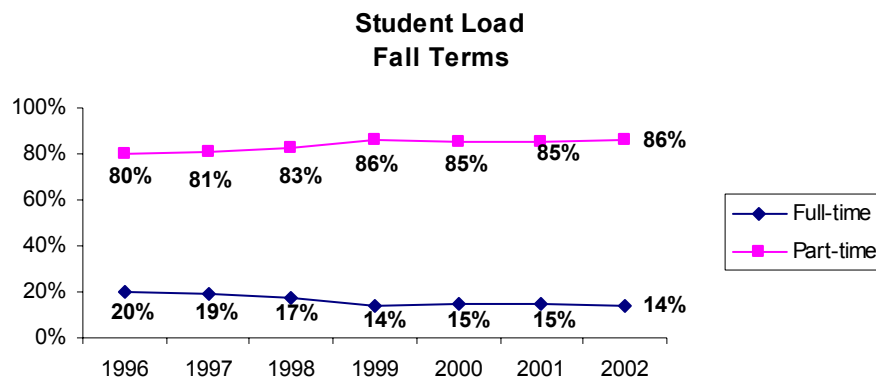
Table 11. Educational Objective of LMC students

What is <u>your</u> primary reason for attending LMC?*	1995 (n=855)	2001 (n=451)
Earn a certificate/ or an Associate Degree	35%	33%
Maintain a certificate or license	2%	3%
Learn new skills for current job/ job change/career advancement	12%	16%
Transfer to a four-year university with or without an A.A. degree	40%	33%
Improve basic skills in reading, writing, math, etc.	1%	2%
Complete high school credits	1%	1%
Pursue personal interests unrelated to any of the above goals	4%	6%
Undecided	3%	4%
Unknown	2%	2%

*Figures obtained from two separate institutional surveys at two different points of time (1995 and 2001).

Enrollment by Student Load: Six-year enrollment trends indicate mostly part time students (86%) – Graph 9.

Graph 9



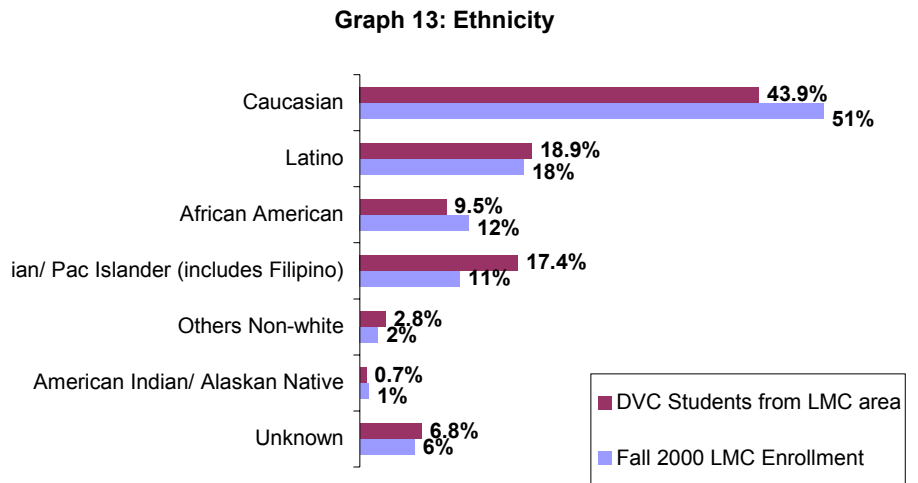
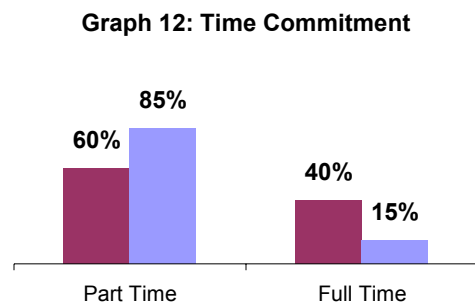
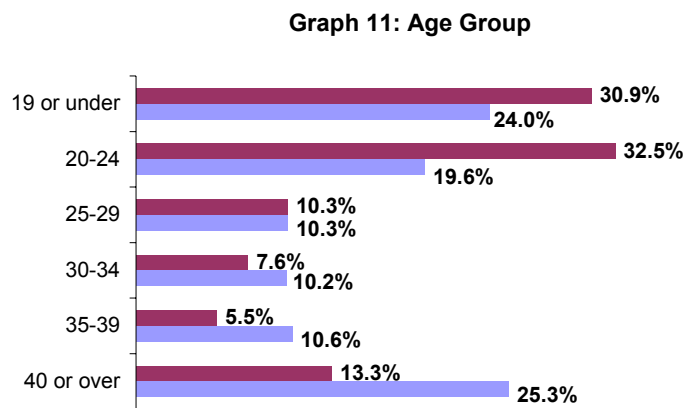
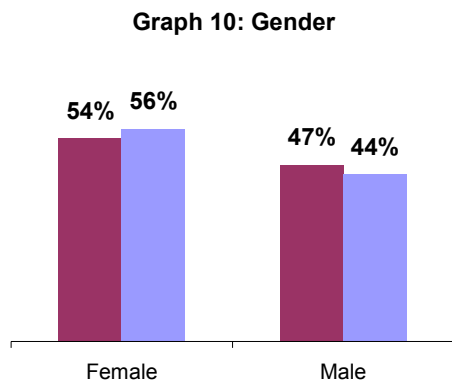
Enrollment by Communities: A four-year study of enrollment by communities indicates that nearly three quarters of the student enrollment at Los Medanos College is from our service area – mostly are from Antioch (31%) and Pittsburg (19%) – Table 12.

Table 12. Headcount Enrollment by City

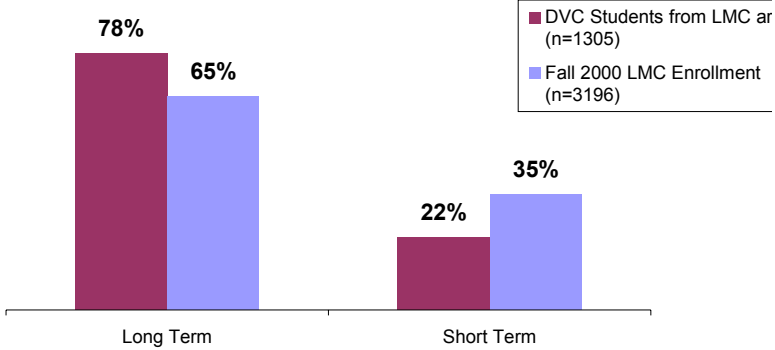
Headcount	Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	8,648		9,446		9,971		10,956	
Antioch	2622	30.3%	3108	32.9%	3197	32.1%	3384	31%
Baypoint	142	1.6%	121	1.3%	109	1.1%	146	1%
Bethel Is	41	0.5%	53	0.6%	55	0.6%	36	0%
Brentwood	547	6.3%	699	7.4%	752	7.5%	1054	10%
Byron	131	1.5%	100	1.1%	112	1.1%	105	1%
Discover Bay	9	0.1%	8	0.1%	32	0.3%	44	0%
Knightsen	23	0.3%	26	0.3%	24	0.2%	26	0%
Oakley	737	8.5%	808	8.6%	900	9.0%	1014	9%
Pittsburg	1751	20.2%	1915	20.3%	2030	20.4%	2135	19%
	6003	69.4%	6838	72.4%	7211	72.3%	7944	73%
Clayton	91	1.1%	89	0.9%	105	1.1%	138	1%
Clyde	0	0.0%	1	0.0%	3	0.0%	1	0%
Alamo	6	0.1%	11	0.1%	10	0.1%	12	0%
Concord	632	7.3%	578	6.1%	646	6.5%	744	7%
Crockett	6	0.1%	9	0.1%	6	0.1%	8	0%
Danville	39	0.5%	43	0.5%	41	0.4%	55	1%
Diablo	1	0.0%	0	0.0%	0	0.0%	0	0%
El Cerrito	12	0.1%	7	0.1%	9	0.1%	10	0%
El Sobrante	16	0.2%	20	0.2%	22	0.2%	18	0%
Hercules	27	0.3%	24	0.3%	22	0.2%	33	0%
Lafayette	44	0.5%	28	0.3%	42	0.4%	38	0%
Martinez	172	2.0%	182	1.9%	210	2.1%	206	2%
Moraga	9	0.1%	7	0.1%	16	0.2%	21	0%
Orinda	13	0.2%	13	0.1%	17	0.2%	12	0%
Pacheco	4	0.0%	10	0.1%	9	0.1%	10	0%
Pinole	16	0.2%	19	0.2%	24	0.2%	33	0%
Pleasant Hill	107	1.2%	119	1.3%	101	1.0%	114	1%
Port Costa	1	0.0%	0	0.0%	0	0.0%	0	0%
Richmond	53	0.6%	43	0.5%	92	0.9%	70	1%
Rodeo	11	0.1%	10	0.1%	15	0.2%	12	0%
San Pablo	26	0.3%	18	0.2%	37	0.4%	51	0%
San Ramon	44	0.5%	32	0.3%	48	0.5%	63	1%
Suisun City	9	0.1%	18	0.2%	10	0.1%	9	0%
Walnut Creek	193	2.2%	169	1.8%	177	1.8%	229	2%
Contra Costa County	7535	87.1%	8288	87.7%	8873	89.0%	9831	90%
Out of Contra Costa County	1113	12.9%	1158	12.3%	1098	11.0%	1125	10%

Students who are from LMC Service Area and Attend DVC: In a study about students from LMC service area attending DVC conducted in 2000, it was found that 2551 such students attend DVC. These students tend to be younger (63.4% are 24 years old or under as compared to 43.6% of LMC enrollment), a greater proportion of them enroll full time (40% vs 15%), and a greater proportion of them have educational objectives that are long term (and among these students, 81% plan to transfer. The corresponding figure for LMC is 57%).

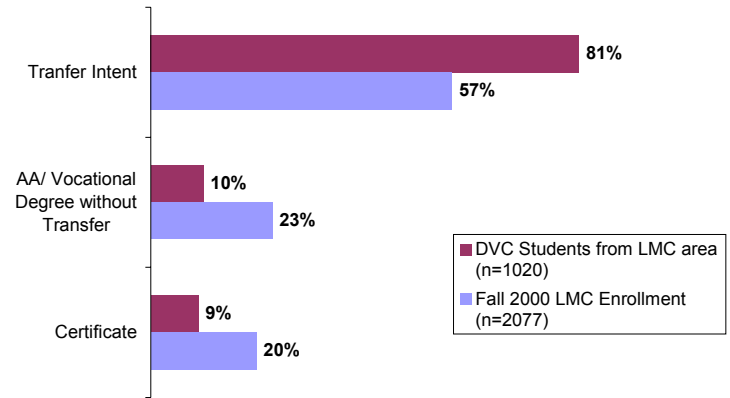
DVC Students from LMC Service Area (n=2551)
As Compared to Fall 2000 LMC Enrollment (n=9446)



Graph 14: Educational Objectives of Those Reported*

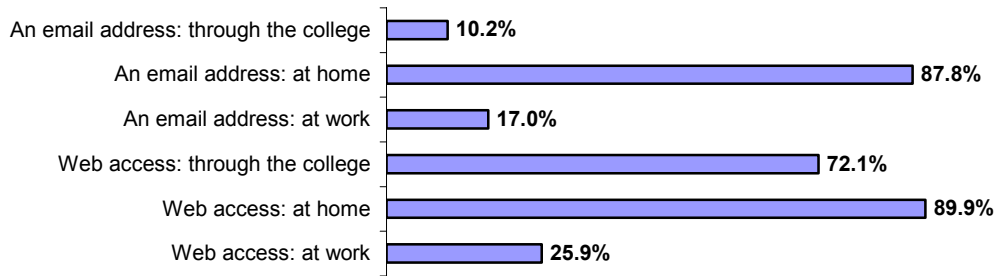


Graph 15: Long Term Objectives

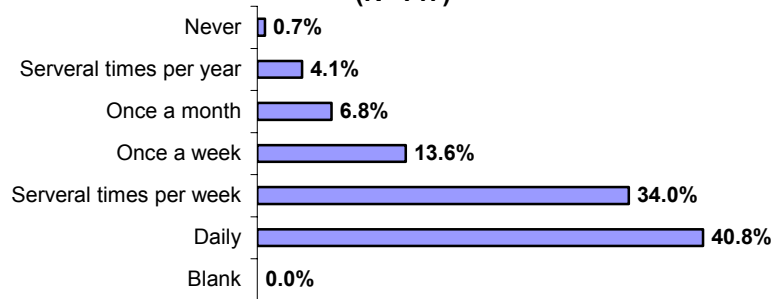


Student Access to Computers: A study conducted in the Fall 2002 revealed that 90% of LMC students have access to the internet from home and about 75% connect to the World Wide Web at least several times a week or daily – Graphs 16 and 17.

Graph 16 Indicate if you do or do not have each of the following* (YES) (N=147)



Graph 17 How Often do you use the Internet or WWW* (N=147)



*Source: ACT Faces of the Future Survey: Fall 2002. LMC, Office of Institutional Research, February 2003.

Enrollment at The Brentwood Center:

To serve the academic needs of the rapidly growing population in East County, Los Medanos College opened a center in Brentwood. Student enrollment in Brentwood has increased from 343 in Fall 1999 to 1,103 in Fall 2002 – a 221% increase. Tables 13, 14 and 15 display their characteristics.

Table 13. Student Ethnic Distribution of Brentwood Center

	Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Caucasian, Non-Hispanic	158	46.1%	271	55.3%	261	52.9%	651	59.0%
Latino	68	19.8%	119	24.3%	113	22.9%	226	20.5%
African American	35	10.2%	34	6.9%	40	8.1%	49	4.4%
Asian	21	6.1%	16	3.3%	20	4.1%	29	2.6%
Filipino	16	4.7%	13	2.7%	17	3.4%	37	3.4%
American Indian/ Alaskan Native	5	1.5%	5	1%	7	1.4%	12	1.1%
Pacific Islander	4	1.2%	1	0.2%	2	0.4%	8	0.7%
Other non-White	3	0.9%	10	2%	12	2.4%	28	2.5%
Unknown	33	9.6%	21	4.3%	20	4.3%	63	5.7%
TOTAL	343	100%	490	100%	493	100%	1,103	100%

Table 14. Student Gender Distribution of Brentwood Center

	FALL 1999		FALL 2000		FALL 2001		FALL 2002	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Female	150	43.7%	286	58.4%	278	56.4%	653	59.2%
Male	182	53.1%	181	36.9%	203	41.2%	412	37.4%
Unknown	11	3.2%	23	4.7%	12	2.4%	38	3.4%
TOTAL	343	100%	490	100%	493	100%	1,103	100%

Table 15. Student Age Distribution of Brentwood Center

	FALL 1999		FALL 2000		FALL 2001		FALL 2002	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Under 19	84	24.5%	187	38.2%	147	29.8%	428	38.8%
20-24	42	12.2%	85	17.3%	130	26.4%	257	23.3%
25-29	35	10.2%	39	8%	31	6.3%	98	8.9%
30-34	46	13.4%	29	5.9%	38	7.7%	73	6.6%
35-39	55	16%	39	8%	43	8.7%	73	6.6%
40 or over	78	22.7%	111	22.7%	103	20.9%	174	15.8%
Unknown	3	0.9%	0	0%	1	0.2%	0	0%
TOTAL	343	100%	490	100%	493	100%	1,103	100%

Enrollment by Communities: The majority of students enrolled in the Brentwood Center live in the areas of Antioch (24.8%), Brentwood (35%) and Oakley (21.6) – Table 16.

Table 16. Three-Semester Headcount Enrollment at Brentwood Center by City

Headcount	<u>Fall 1999</u>		<u>Fall 2000</u>		<u>Fall 2001</u>		<u>Fall 2002</u>	
	343		490		493		1,103	
Antioch	98	28.6%	156	20.0%	106		274	24.8%
Bay Point	6	1.7%	1	0.2%	1	0.2%	2	0.1%
Bethel Is	6	1.7%	9	1.8%	0	0.0%	5	0%
B	67	19.5%	156	3	179		387	35.1
Byron	28	8.2%	21	4.3%	31	6.3%	40	3.6%
Discover Bay	2	0.6%	2	0.4%	6	1.2%	16	1.4%
Knightsen	3	0.9%	5	1.0%	4	0.8%	7	0.6%
Oakl	5	16.0%	120	24	93		238	21.6
Pittsburg	44	12.8%	36	7.3%	33	6.7%	60	2.7%
	309	90.1%	448	91.4%	453	91.9%	1,029	93.3%
Clayton	2	0.6%	1	0.2%	1	0.2%	6	10.5%
Clyde	0	0.0%	1	0.2%	0	0.0%	0	0%
Alamo	0	0.0%	1	0.2%	0	0.0%	1	0%
Concord	6	1.7%	7	1.4%	8	1.6%	21	1.9%
Danville	0	0.0%	0	0.0%	0	0.0%	1	0%
El Cerrito	0	0.0%	0	0.0%	1	0.2%	0	0%
Hercules	0	0.0%	0	0.0%	0	0.0%	1	0%
Lafayette	0	0.0%	0	0.0%	0	0.0%	1	0%
Martinez	0	0.0%	3	0.6%	2	0.4%	5	0.1%
Moraga	1	0.3%	0	0.0%	0	0.0%	0	0%
Orinda	0	0.0%	0	0.0%	0	0.0%	0	0%
Pinole	0	0.0%	0	0.0%	0	0.0%	0	0%
Pleasant Hill	1	0.3%	1	0.2%	0	0.0%	1	0%
Richmond	1	0.3%	1	0.2%	1	0.2%	1	0%
Rio Vista	1	0.3%	1	0.2%	0	0.0%	4	0.3%
Rodeo	0	0.0%	0	0.0%	2	0.4%	0	0%
San Pablo	1	0.3%	1	0.2%	0	0.0%	0	0%
San Ramon	0	0.0%	0	0.0%	0	0.0%	1	0%
Walnut Creek	1	0.3%	2	0.4%	1	0.2%	8	0.7%
Contra Costa County	323	94.2%	467	95.3%	469	95.1%	1,080	97.9%
Out of Contra Costa County	20	5.8%	23	4.7%	24	4.9%	23	2.1%

Institutional Outcomes

Examining some indicators of how the institution performs, is also important in understanding the internal environment of an institution. Six indicators of effectiveness will be examined in this section: Persistence, course retention, course success, retention and success in basic skills math and English, degree attainment, and transfer.

First-to-Second Semester Persistence

DEFINITION: First-time freshman students persist from one term to the next term.

First Term: Student is enrolled in at least one course. A, B, C, D, F, CR, NC, W, I grade notations.

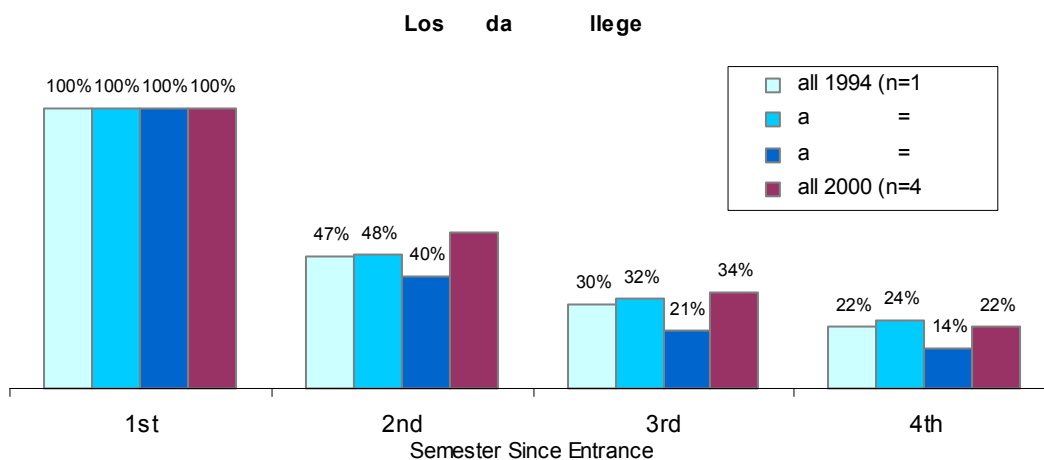
Next Term: Student is enrolled in at least one course. A, B, C, D, F, CR, NC, W, I grade.

MEASUREMENT: Percent of first-time freshmen enrolled in next term out of first-time freshmen enrolled in first term. The persistence rate is calculated by dividing the numerator (number of students in at least one course with A, B, C, D, F, CR, NC, W, I in the next term) by the denominator (number of students in at least one course with A, B, C, D, F, CR, NC, W, I, in the first term).

ANALYSIS: First-to-second semester persistence for 2000 cohort of first-time freshmen is 56%, 16% points higher than 1998 FTF cohort (Graph 18).

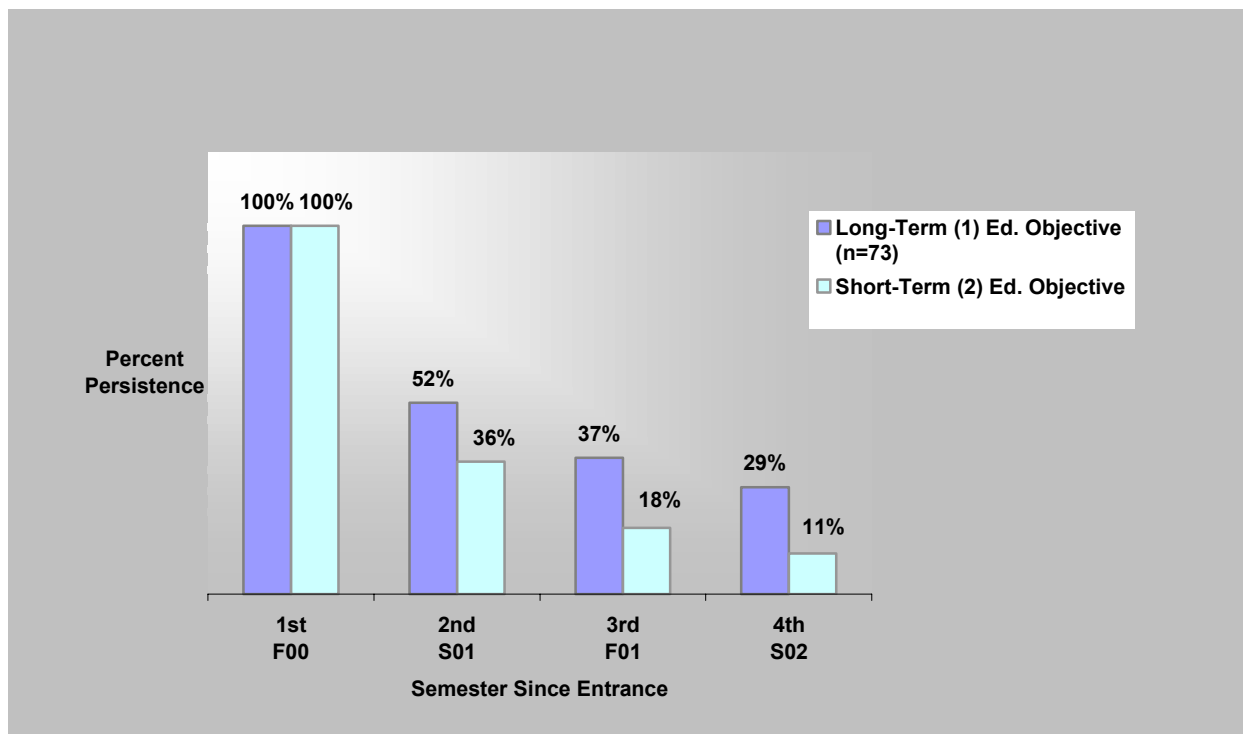
Note: Since community colleges serve students with wide range of educational objectives, it is important that persistence be examined controlling for educational objective. Students with long-range goals have significantly higher persistence rates – 52%-- than those of students with short-term goals --36%-- (Graph 19).

Graph 18. Term-to-Term Persistence for Cohorts of First-Time Freshmen¹



¹A First-Time Freshman is a student who is a high school graduate, is attending LMC for the first time, and has no college credits.

Graph 19. Term-to-Term Persistence for First-Time Freshmen by Educational Objective

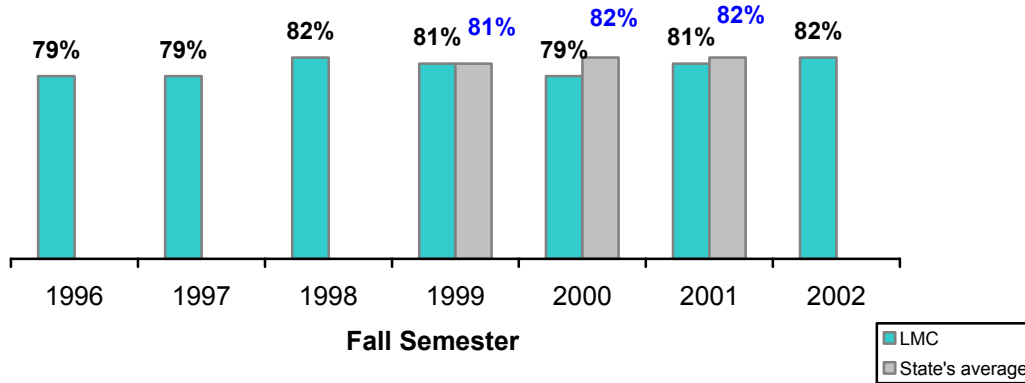


¹Long-term educational objective include students who after being at LMC for one year updated their educational objective and indicated the following: Obtain a Certificate, General Education Degree, Transfer to a four-year Institution, and Vocational Degree.

² Short-term educational objective include students who after being at LMC for one year updated their educational objective and indicated the following: Explore Career Interest, Learn Job Skills, Maintain Certificate, Pursue Personal Interest, and Update Job Skills.

Retention Rate at Los Medanos College: Overall course retention rate for LMC increased from 79% in Fall 1996 to 82% in Fall 2002. The State's average is 82% for Fall 2001 – State average is not available for Fall 2002 at this point -- (Graph 20).

Graph 20. LMC's Overall Course Retention Rates: Fall 1996 to Fall 2002



DEFINITION: Student is retained in the course to end of term. A, B, C, D, F, CR, NC, I grade notations.

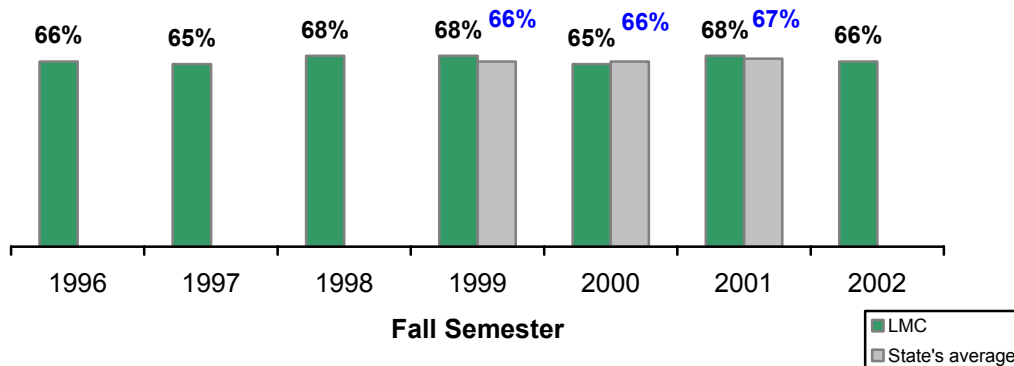
MEASUREMENT: Percent of students retained in courses out of total enrolled in courses. The retention rate is calculated by dividing the numerator (number of students with A, B, C, D, F, CR, NC, I) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I).

Course Success Rate for Los Medanos College: Overall course success at LMC has ranged from 65% in Fall 1997, to 66 % in Fall 2002. Course success State's average for Fall 2001 is 67% -- Graph 21.

DEFINITION: Student succeeds in the course to end of term. A, B, C, CR grade notations.

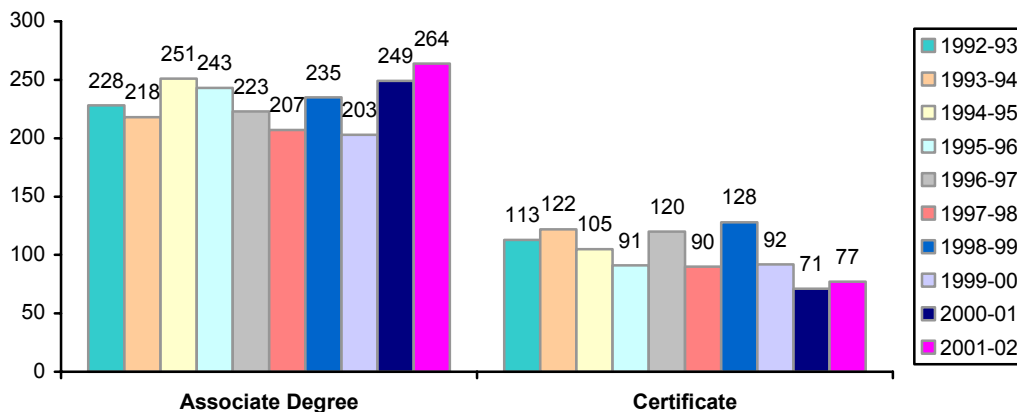
MEASUREMENT: Percent of students successful in courses out of total enrolled in courses. The success rate is calculated by dividing the numerator (number of students with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I).

Graph 21. LMC's Overall Course Success Rates at LMC: Fall 1996 to Fall 2002



Degrees Awarded at Los Medanos College: The number of Associate Degrees awarded is on a steady increase -- from 207 in 1997-98 to 264 in 2001-02. The number of certificates that LMC awarded to students appears to be on a decrease (Graph 22).

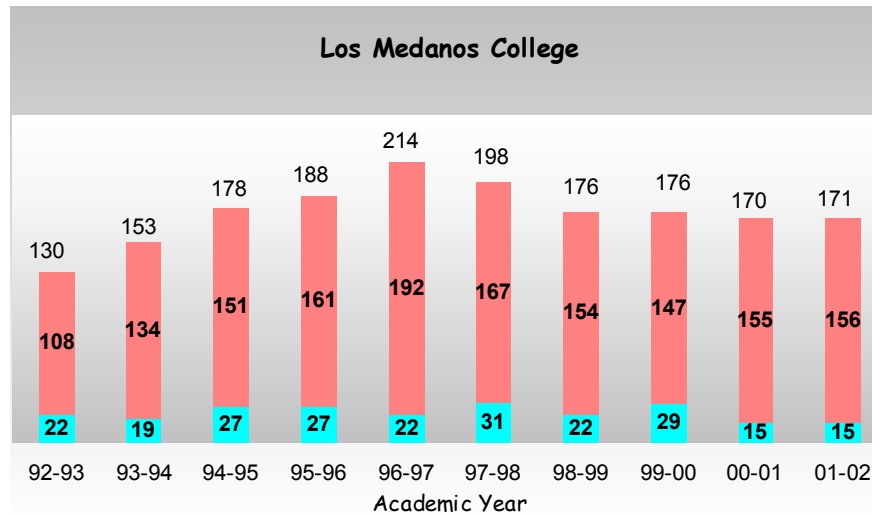
Graph 22. Number of Associate Degrees and Certificates of Achievement Awarded at LMC:
AY 1992-93 to AY 2001-02



Transfer students, Transfer Readiness and Transfer Preparedness

Transfers to UC and CSU: The number of LMC students transferring to 4-year institutions has been in the range of 130 to 214 (Graph 23).

Graph 23



Source: California's Post-Secondary Education Commission, 2003.

Transfer Preparedness at Los Medanos College (Six-Year Trends):

The California Community College system has looked for other ways to measure the transfer function of a college. Professionals in the industry of college outcomes have introduced the concept of transfer readiness and transfer preparedness for this purpose. Transfer readiness is defined as: "Students who were Transfer Directed* and had earned 56+ transferable units with a minimum 2.00 G.P.A. during a period of 4 years". Transfer preparedness is defined as: "All students who had earned 56+ transferable units with a minimum G.P.A of 2.00 during a four-year period"

Additional Definitions:

Total Transfer Directed : Students who enrolled in and earned a grade of "A", "B", "C" or "CR" in a transferable Mathematics course and a transferable English course sometime between the Summer term of 1996 and the Spring term of 2002.

Transferable English courses were those with a Transfer Status (CB05) of "A" or "B" and a Course Program Code (CB03) that started with value of "1501" or "1503" or "1504" or "1507" in the first four positions.

Transferable Mathematics courses were those with a Transfer Status (CB05) of "A" or "B" and a Course Program Code (CB03) that started with the value of "17" in the first two positions.

Work done at all schools attended by a student was taken into consideration if an SSN was reported for the student. If a student was counted as being either Transfer Directed or Transfer Ready in a prior year, they are not counted in this report. Only those students who attain a particular status in this year are counted.

Table 17 displays LMC's historical figures for transfer readiness and transfer preparedness. Also, Table 18, shows the projected goals for the next three years. Using the straight line formula, an increase of transfer readiness and transfer preparedness is expected. This growth does make sense since our surrounding community continues to grow as so does the high school population in the area.

Table 17. Historical Figures for Transfer Readiness and Transfer Preparedness

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	Estimated Goals for 2002-2003
Total Credit Students	15,710	17,233	17,259	17,213	17,134	18,934	19,579*
Total Transfer Directed	370	478	462	346	454	507	534*
Directed Rate	2.36%	2.77%	2.68%	2.01%	2.65%	2.68%	2.72%
Model Transfer Ready	88	134	126	83	140	152	165*
Model Ready Rate	23.78%	28.03%	27.27%	23.99%	30.84%	29.98%	30.89%
Total Transfer Prepared	322	400	357	331	348	413	431*

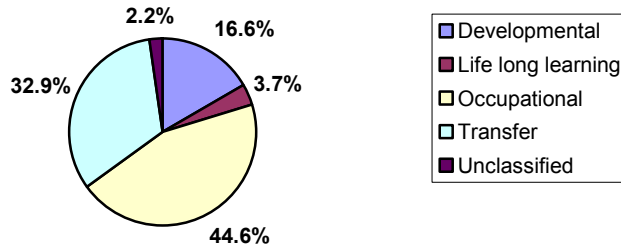
*Formula to estimate goals: $y = a + bx$ where y = the output; a = some constant; b = the slope or rate of increase in y given one unit of change in x ; and x = years. where $b = (y_2 - y_1) / (x_2 - x_1)$.

Table 18. Transfer Preparedness Estimated Goals for 2003-2004 to 2005-2006

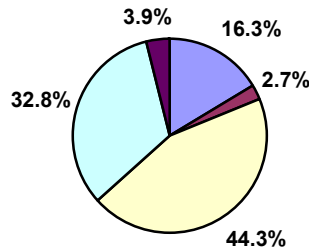
	1996-1997	Estimated Goals for 2003-2004	Goals for 2004-2005	Goals for 2005-2006
Total Credit Students	15,710	19,643*	20,204*	20,765*
Total Transfer Directed	370	561*	588*	615*
Directed Rate	2.36%	2.85%	2.91%	2.96%
Model Transfer Ready	88	178*	191*	204*
Model Ready Rate	23.78%	31.72%	32.48%	33.17%
Total Transfer Prepared	322	449*	467*	485*

Curriculum balance at LMC: Distribution of all LMC course sections by category has been steady for the last three years. Most courses offered are Occupational (about 44% for the three semesters), followed by transfer with about 31%, and then Developmental (16%).

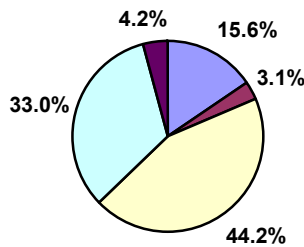
Graph 24. Fall 2001
(n=921)



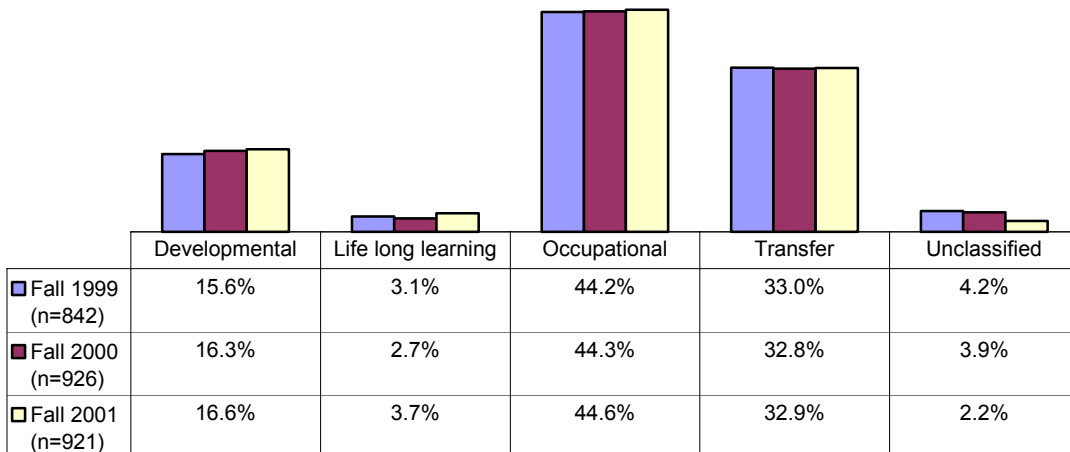
Graph 25. Fall 2000
(n=926)



Graph 26. Fall 1999
(n=842)



Graph 27. Offerings by Type



In the figures below curriculum offerings are shown by Total hours, FTEF and FTES, Occupational and Transfer are the two biggest categories of courses we offer. Below are the charts by TOTAL HOURS, FTEF, and FTES by category (Graph 26).

Graph 28 Categories of Curriculum Offerings by TOTAL HOURS, FTEF and FTES:
Fall 2000 to Fall 2001

