

**Institutional Effectiveness
of
Los Medanos College
and
The Brentwood Center**



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Prepared by

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SUMMARY

Institutional Effectiveness can be defined "...as the 'fit' between institutional purpose and performance" (Peter Ewell, 1992) or simply as the extent to which institutions achieve their goals. Like many universities and colleges across the country, Los Medanos College continues to identify indicators that reflect *Institutional Effectiveness* for purposes of gauging progress and improving. LMC's approach to *Institutional Effectiveness* has been around five areas of accountability: *Student Access, Student Participation and Satisfaction, Human Resources, and Fiscal and Physical Resources*. This *UPDATE* is student focused and only *Student Access* and *Student Success* areas are observed. Operational definitions for *Student Success* indicators are provided and they are consistent with the recommended definitions formulated by the Research and Planning Group for California Community Colleges.

STUDENT ACCESS

Overall student enrollment population of LMC and the Brentwood Center generally reflects the adult population in East Contra Costa County with some discrepancies for Caucasian and Latino students at LMC (page 3). Similar findings were observed for first-time freshmen (page 4).

STUDENT SUCCESS

Course Retention: Overall course retention rate for LMC increased from 79% in Fall 2000 to 81% in Fall 2001. The state average is 82%. Overall retention rate for Brentwood is 78% (page 5).

Course Success: Overall course success increased from 65% in Fall 2000 to 68% in Fall 2001 – a 3% point increase. Course success State's average for fall 2001 is 67%. Course success for Brentwood is 65% for 2001 (page 6).

Semester-to-Semester Persistence: First-to second semester persistence for 2000 cohort of first-time freshmen is 56%, 16% points higher than 1998 FTF cohort. There were 23 FTF identified as attending the Brentwood center. Their first-to-second semester persistence rate is 78% (pages 7 and 8).

Student Success in Basic Skills: Retention rates for basic skills English increased from 68% in fall 1998 to 79% in Fall 2000 (an 11% point increase). The Retention Rate for basic skills math decreased from 61% in 1998 to 52% in Fall 2000. **Success** rates for basic skills in English increased from 44% in Fall 1998 to 65% in Fall 2000. The success rate for basic skills math continues to decrease, Math success rate decreased from 50% in fall 1998 to 42% in Fall 2000 (pages 9 and 10).

Degree/Certificate Completion: The number of Associate Degrees awarded increased from 249 in 2000-01 to 264 in 2001-02. The number of certificates that LMC awarded to students increased from 71 in 2000-01 to 77 in 2001-02 (page 11).

Transfer Students: There was a steady increase of LMC students transferring to the CSU and UC systems from 1992-93 to 1996-97. A decrease has been experienced since then. Figures for Contra Costa College are provided for comparison purposes (page 12).

CSU Continuation Rate and First-Year GPA of LMC Transfers: CSU continuation rate of LMC transfers is 84%, 1% lower than the community college statewide average. The average one-year GPA of LMC students is slightly lower than the state's average (page 13).

I. Student Access

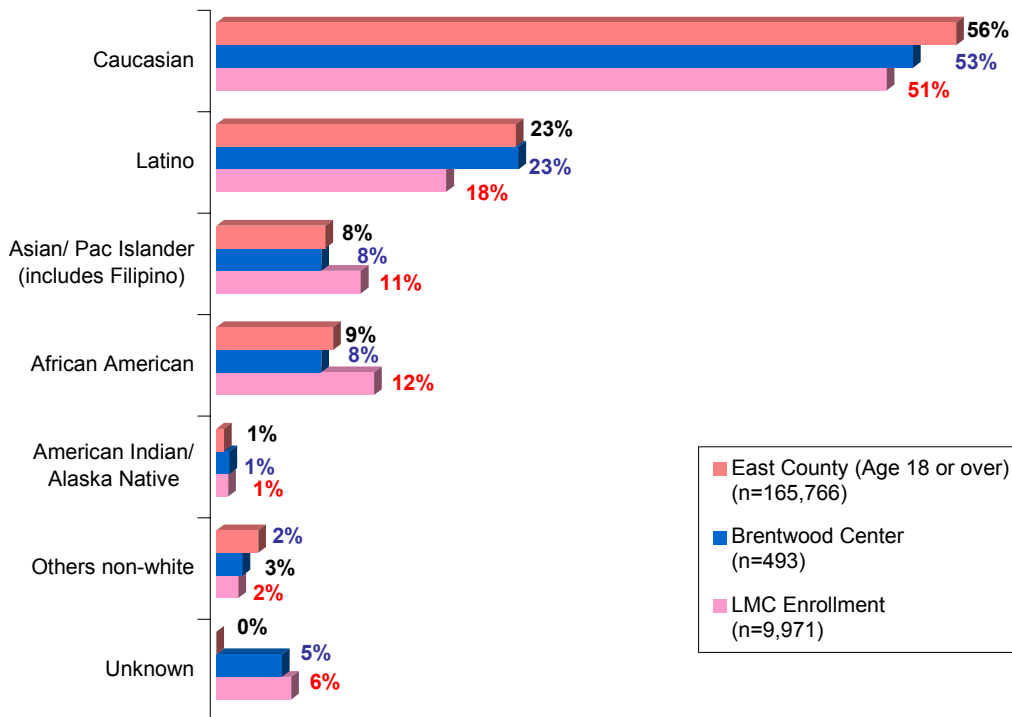
DEFINITION: The extent to which the college population reflects that of the serving community.

MEASUREMENT: Two measures are used: 1) Comparing the ethnic composition of the college’s student population to the community as determined by the most recent US census data and the college’s first census figures. 2) Comparing the ethnic composition of LMC first-time freshman class to the ethnic composition of the 12th grade public school graduates of the service area.

ANALYSIS: Overall student enrollment population of LMC and the Brentwood Center generally reflects the adult population in East Contra Costa County with some discrepancies for Caucasian and Latino students at LMC. While 56% of the adults in East Contra Costa County are Caucasian, 51% of LMC students are Caucasian – a 5% point difference. Similarly for Latino students, while 23% of the adult population in East Contra County is Latino, 18% of LMC student population is Latino – a 5% point deficit (figure 1).

It is important to note however, that traditionally Caucasian students tend to attend four-year institutions directly from high schools, and Latino students make community colleges their gateway to higher education.

Figure 1. LMC Fall 2001 Student Enrollment as Compared to East County Population

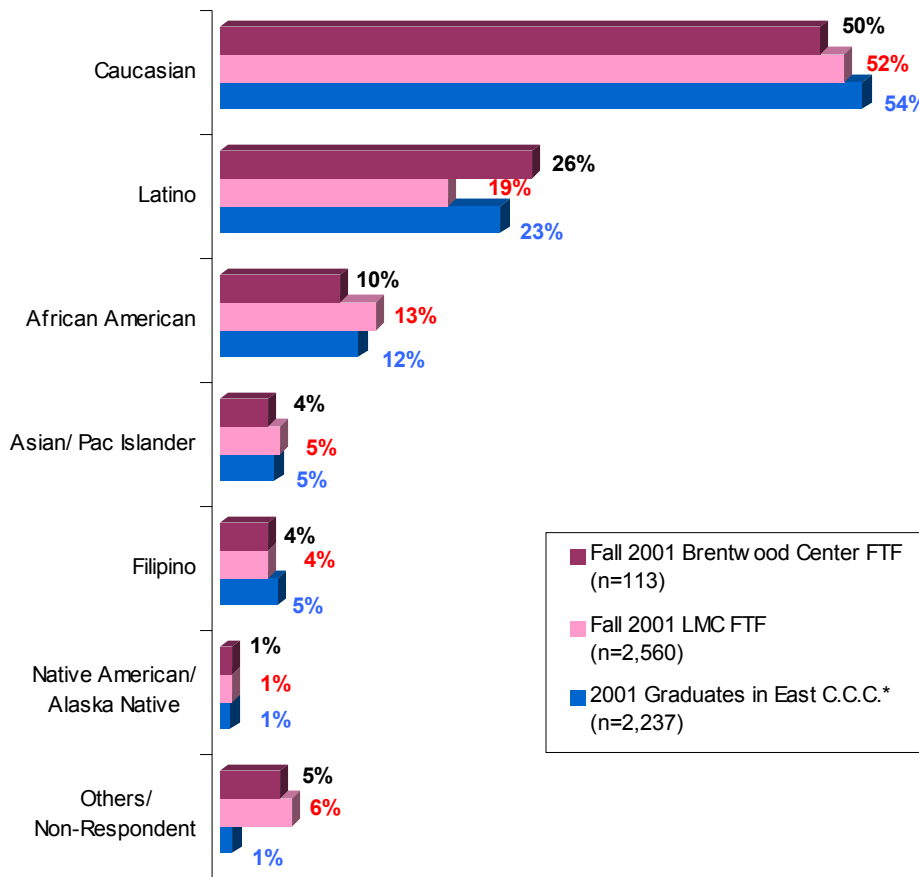


Sources: US Census 2000 and LMC’s Research Data Warehouse

First-Time Freshmen Enrollment:

LMC’s first-time freshman population generally mirrors that of the high school graduates in East Contra Costa County with a discrepancy for Caucasian and Latino students. While 54% of the high school graduates are Caucasian, 50% and 52% of first-time freshmen are Caucasian at LMC and Brentwood Center. The corresponding figures for Latinos are: 23% are high school graduates, and 19% are first time freshmen at LMC (figure 2).

Figure 2. 12th Grade 2001 Graduates in East Contra Costa County as Compared to LMC’s First Time Freshman Student Population: Fall 2001



Source: California Department of Education and Research Data Warehouse

*Antioch, Pittsburg and Liberty School Districts

II. Student Success

This area consists of examining indicators that reflect student success as measured by course retention rates, course success, first-to-second semester persistence, degrees and certificates attained, and number of transfer students to four-year institutions.

Course Retention Rates

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).

ANALYSIS: Overall course retention rate for LMC increased from 79% in fall 2000 to 81% in fall 2001. The state average is 82% (figure 3a). Overall retention rate for Brentwood is 78% (figure 3b).

Figure 3a. LMC's Overall Course Retention Rates: Fall 1996 to Fall 2001

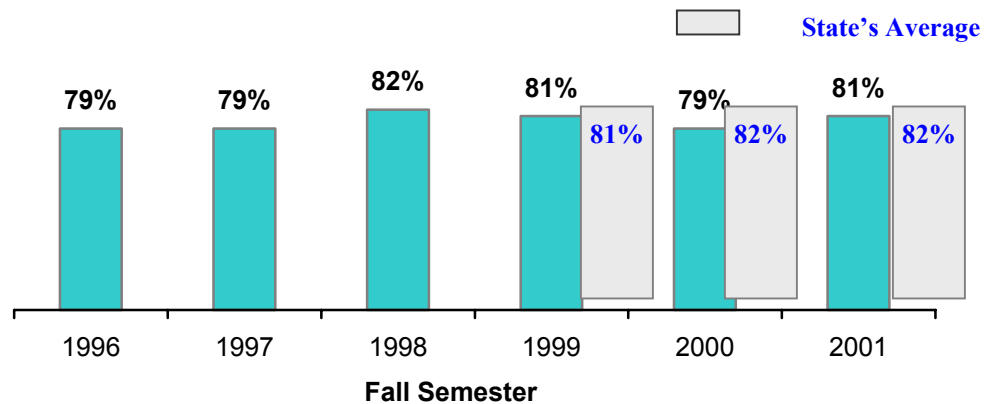
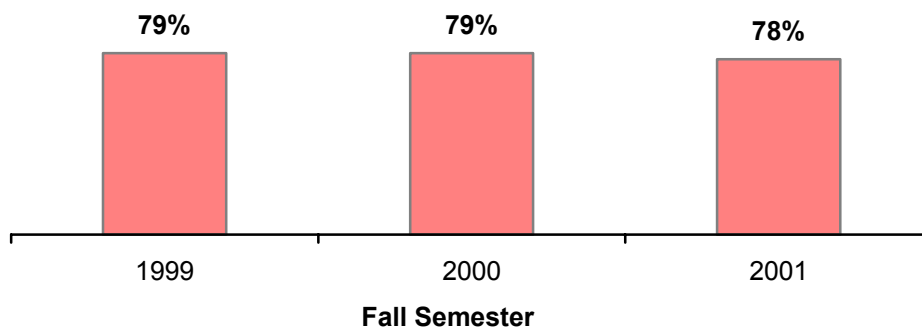


Figure 3b. Brentwood Center Course Retention Rates: Fall 1999 to Fall 2001



Course Success Rates

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).

ANALYSIS: Overall course success increased from 65% in fall 2000 to 68% in fall 2001 – a 3% point increase. Course success State’s average for fall 2001 is 67%. Course success for Brentwood is 65% for fall 2001 (figure 4).

Figure 4. LMC's Overall Course Success Rates at LMC: Fall 1996 to Fall 2001

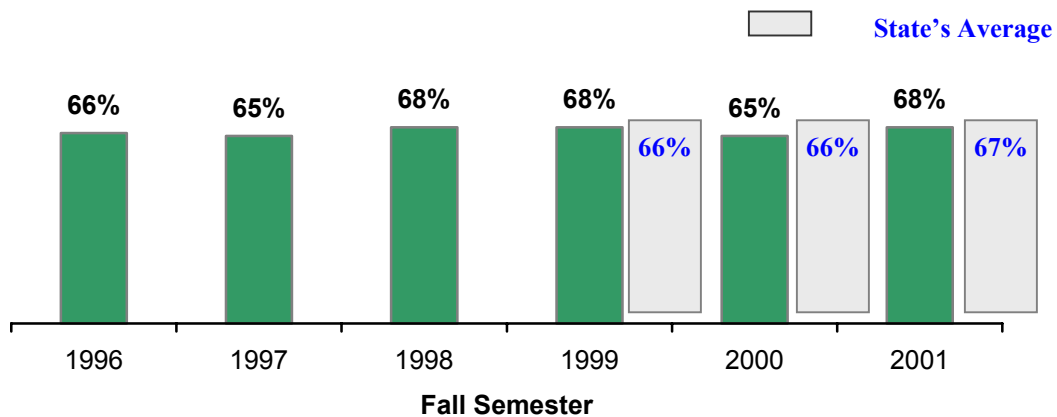
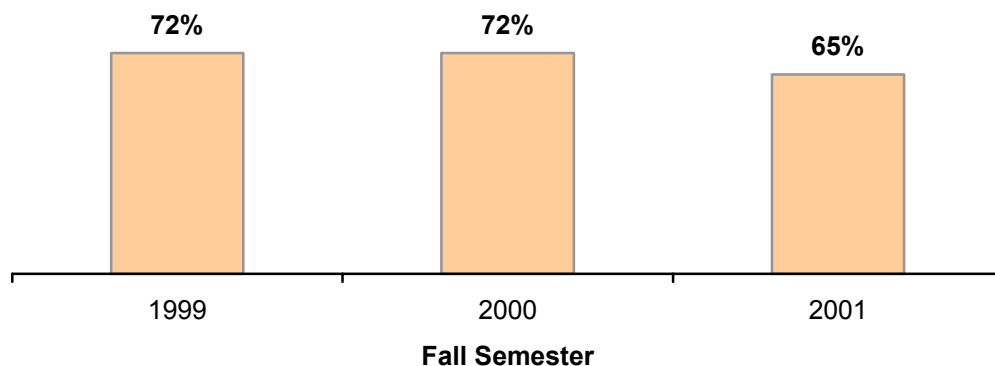


Figure 4b. Brentwood Center Course Success Rates: Fall 1999 to Fall 2001



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 (figure 5a). There were 23 FTF identified as attending the Brentwood center. Their first-to-second semester persistence rate is 78% (figure 5b)

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 -- 73%-- than those of students with short-term goals --44%-- (figure 6).

Figure 5a. Term-to-Term Persistence for Cohorts of First-Time Freshmen¹

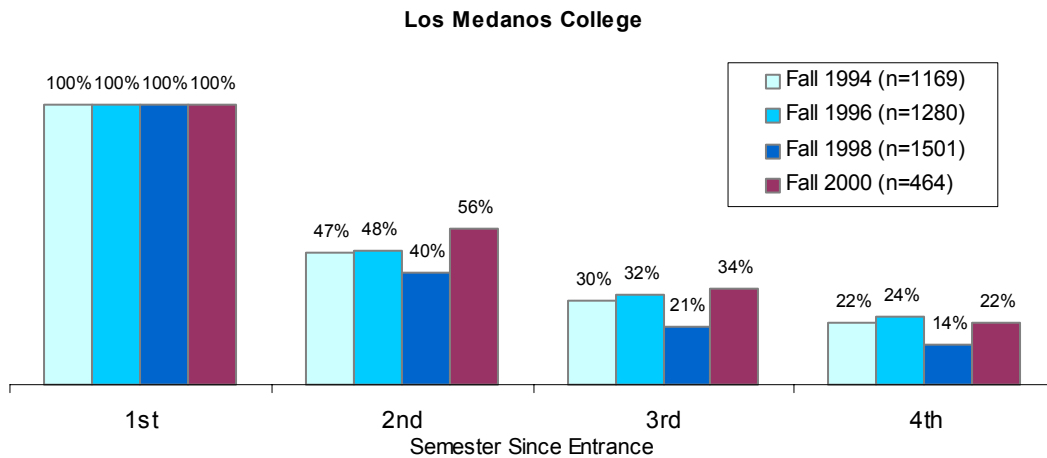
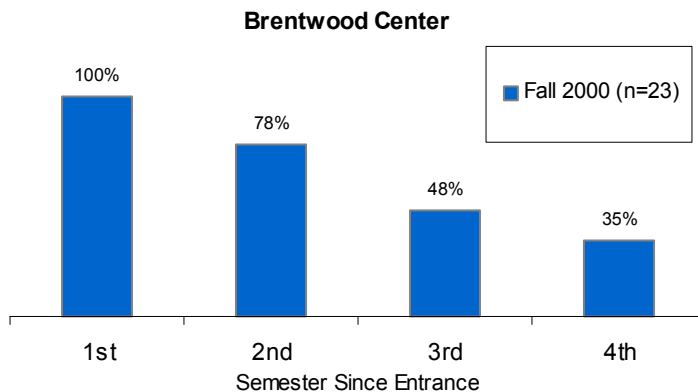
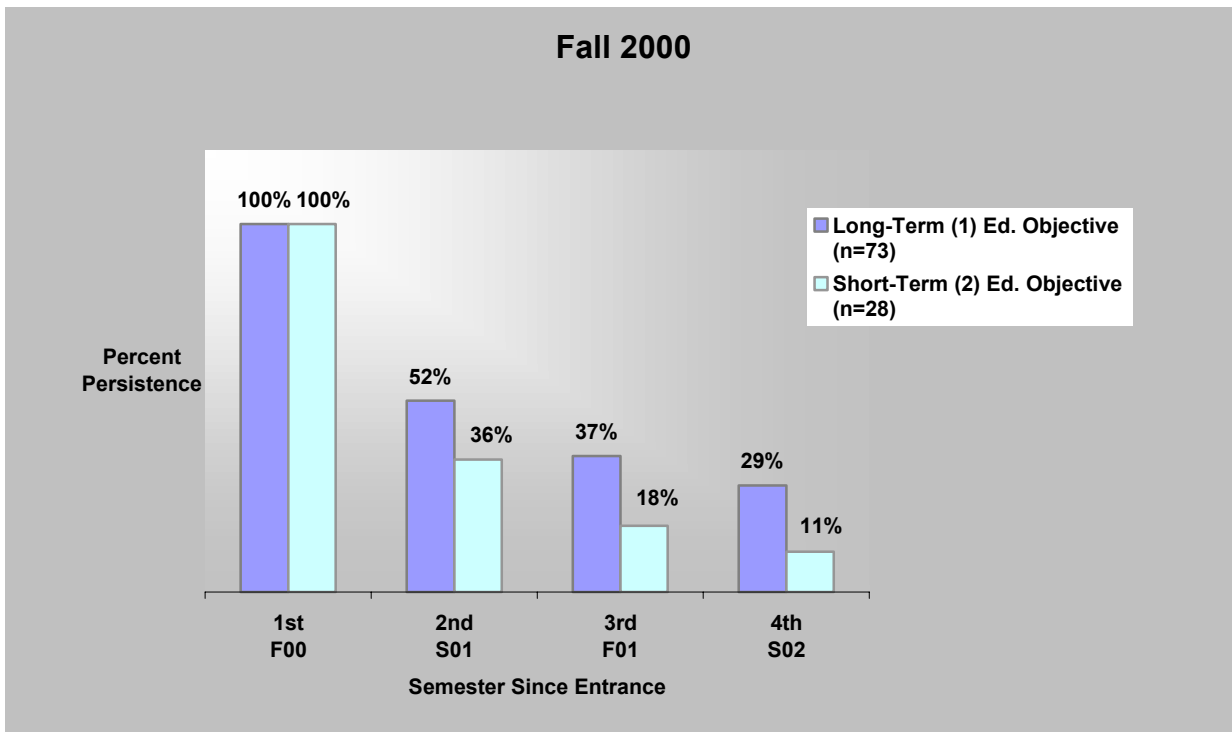


Figure 5b. Term-to-Term Persistence for Cohorts of First-Time Freshmen¹



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.

Figure 6. 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.

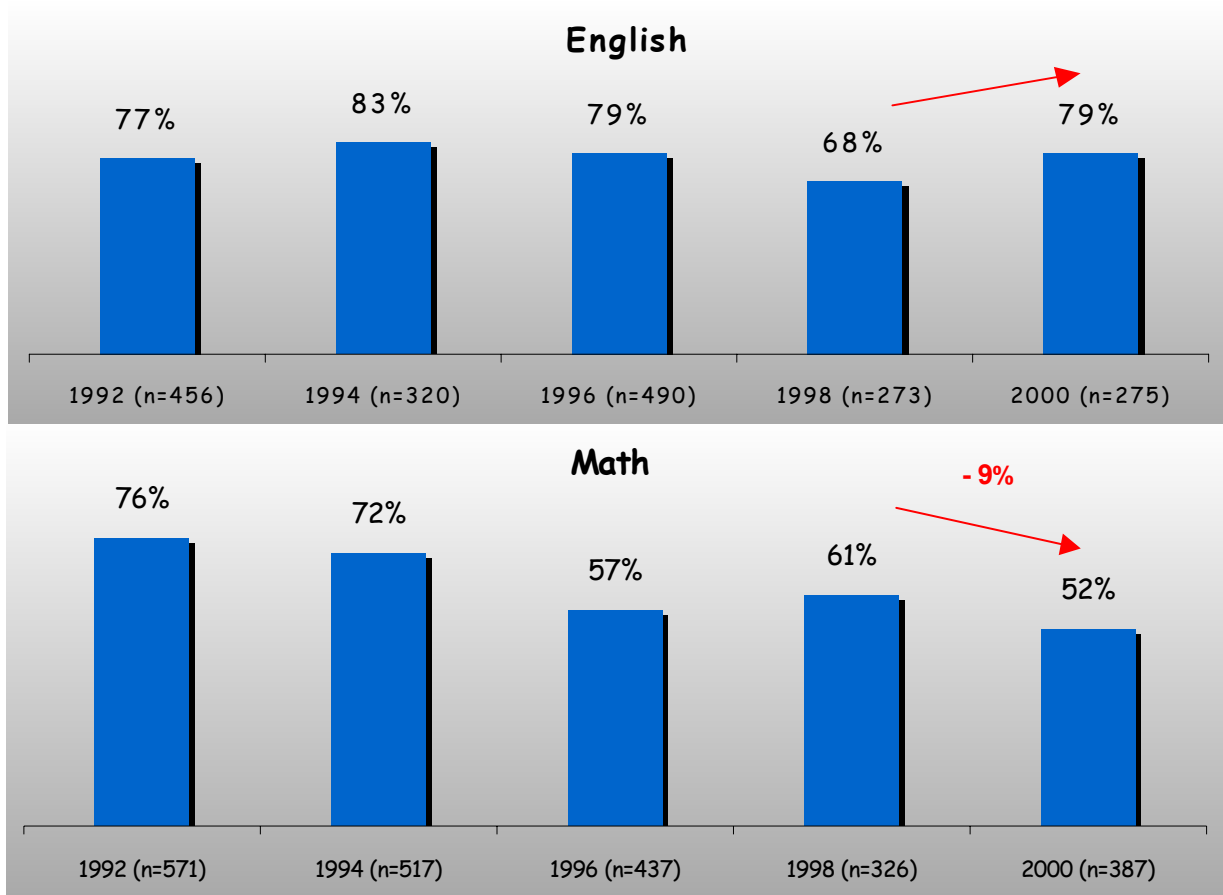
Course Retention in Basic Skills English and Math

DEFINITION: Student is retained in Basic Skills English or Math to end of term. A, B, C, D, F, CR, NC, I grade notations.

MEASUREMENT: Percent of students retained in basic skills English or math courses out of total enrolled in basic skills English or math 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).

ANALYSIS: The retention rate for basic skills English increased from 68% in fall 1998 to 79% in fall 2000 (an 11% point increase). The Retention Rate for basic skills math decreased from 61% in 1998 to 52% in fall 2000 (figure 7).

Figure 7. Course Retention in Basic Skills* English and Math
Fall



*Basic Skills English: ENGL 62, 63, 64, 70, 70a, 70b, and 71
Basic Skills Math: MATH 1 and 2 (formerly MATH 10)

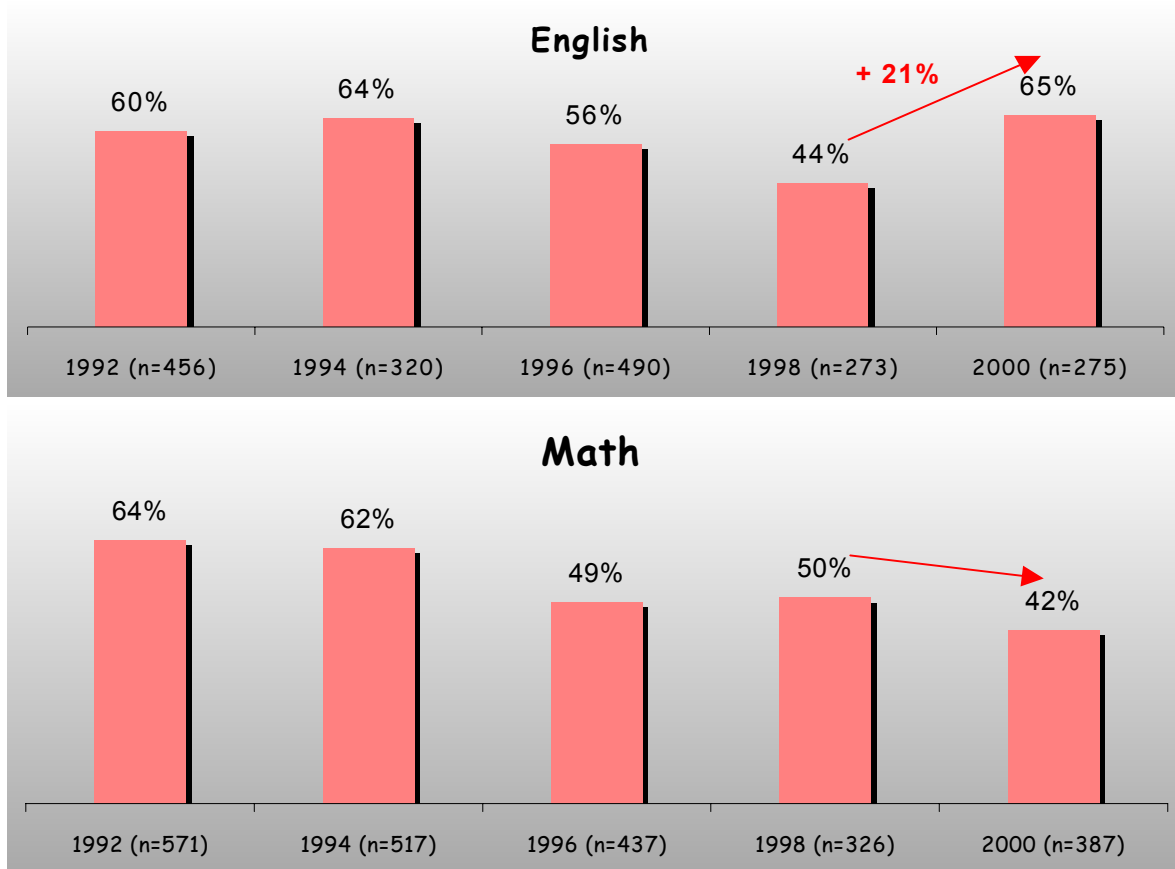
Course Success in Basic Skills English and Math

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).

ANALYSIS: The success rate for basic skills in English increased from 44% in fall 1998 to 65% in fall 2000. The success rate for basic skills math continues to decrease. Math success rate decreased from 50% in fall 1998 to 42% in fall 2000 (figure 8).

**Figure 8. Course Success in Basic Skills* English and Math
Fall 1992, Fall 1994, Fall 1996, Fall 1998 and Fall 2000**



*Basic Skills English: ENGL 7, 8, 15, 17, 19, 50 (formerly Langa 5), 60 and 70
Basic Skills Math: MATH 1 and 2 (formerly MATH 10)

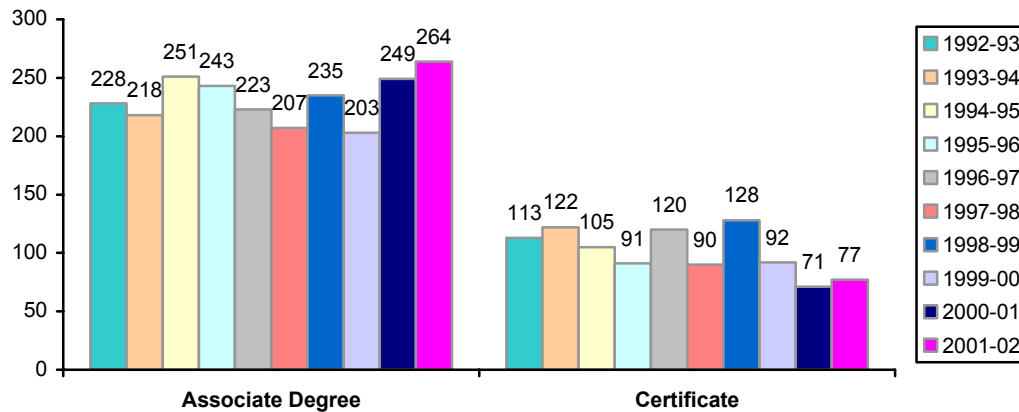
Associate Degrees and Certificates Awarded

DEFINITION: Student files and receives award/certificate during July and June of the academic year.

MEASUREMENT: Data collected through the Colleges' Offices of Admissions and Records then forwarded to Contra Costa Community College District's Office of MIS for processing. Awards and Certificate Report (SR42) is provided to each college with their respective figures.

ANALYSIS: The number of Associate Degrees awarded increased from 249 in 2000-01 to 264 in 2001-02. The number of certificates that LMC awarded to students increased from 71 in AY 2000-01 to 77 in AY 2001-02 (Figure 9).

Figure 9. Number of Associate Degrees and Certificates Awarded at LMC: AY 1992-93 to AY 2000-01



Source: CCCCD MIS SR47 Report and LMC Admissions Office

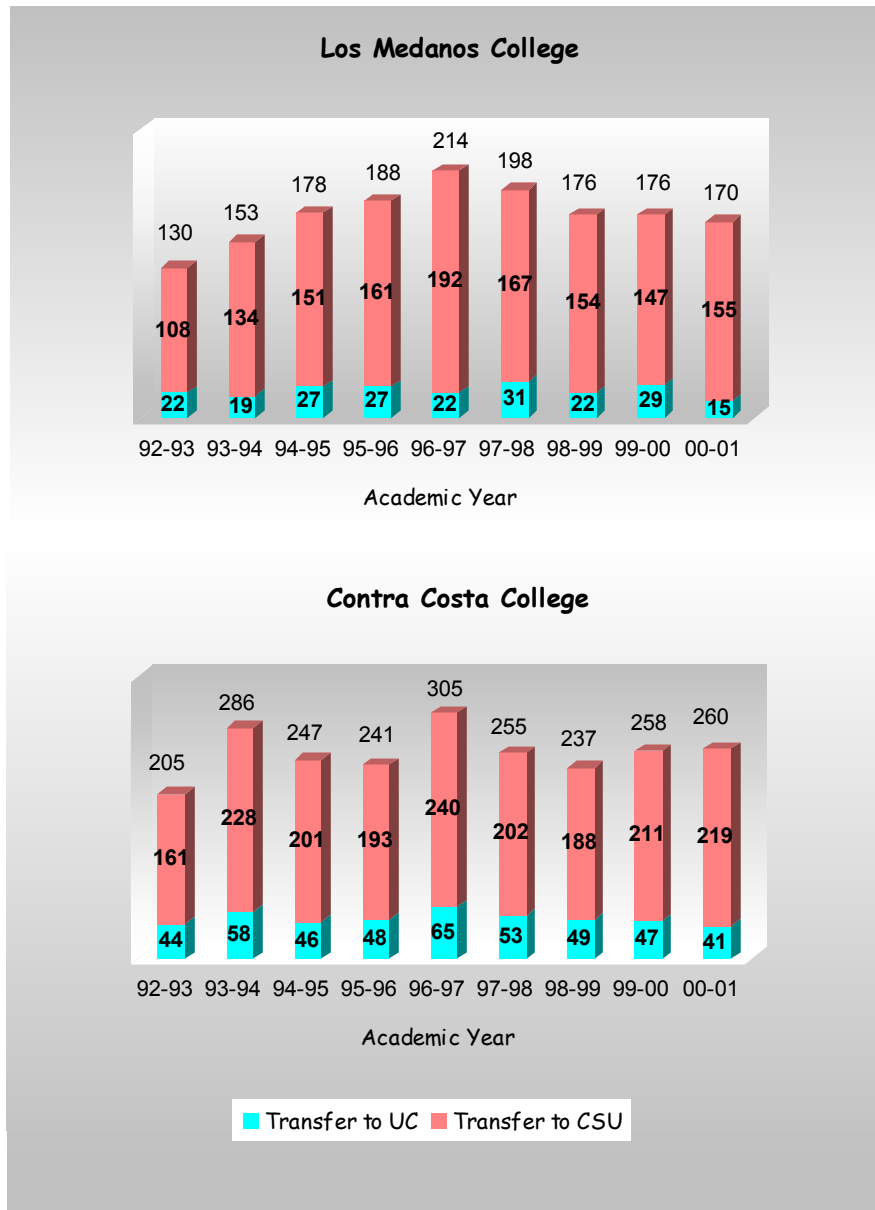
Transfers to California's Public Four-Year Universities

DEFINITION: Student enrolls in one of the institutions of the University of California or California State University systems.

MEASUREMENT: Figures are provided by California's Post-Secondary Education Commission.

ANALYSIS: There was a steady increase of LMC students transferring to the CSU and UC systems from 1992-93 to 1996-97. A decrease has been experienced since then. Figures for Contra Costa College are provided for comparison purposes (figure 10).

**Figure 10. Number of LMC and CCC Transfers to the UC and CSU Systems:
AY 1992-93 to 2000-01**



Source: California Post-Secondary Education Commission

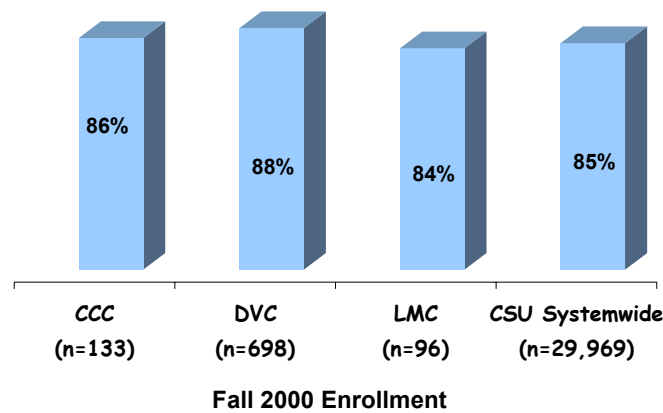
Continuation Rates and GPA After Transfer

DEFINITION: Community college students who transferred to a California State University in Fall 1999 continues¹ in the following Fall term.

MEASUREMENT: Percent of California Community College transfer students who continue as undergraduate students or received a bachelor's degree from a university of the CSU within five years after transfer.

ANALYSIS: CSU continuation rate of LMC transfers is 84%, 1% lower than the community college statewide average (figure 11). The average one-year GPA of LMC students is slightly lower than the state's average (table 1).

Figure 11. One-Year Continuation Rate of Transfers who enrolled in CSU for Fall 2000 from Contra Costa Community College District



¹ Percentage of students enrolling in the fall term who re-enrolled at the same campus for the following fall term
Source: CSU Analytic Studies

Table 1. One-Year GPA² of Fall 2000 Transfers at the CSU from Contra Costa Community College District

	LMC	CCC	DVC	CSU Systemwide
Average	2.73	2.82	2.88	2.88
Upper Division	2.76	2.87	2.92	2.90
Lower Division	2.56	2.34	2.63	2.76

² Grade Point Averages have been computed only for students who continued from fall to fall term. These figures exclude non-reported GPA from CSU campuses.