

**Institutional Effectiveness
of
Los Medanos College**
(Includes the Brentwood Center)



Fall 2005

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* (1994). 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 except for Caucasian students. The adult population of Caucasian students in the community is 55%, at LMC they make up 44% of LMC student population (page 3). Similar findings were observed for first-time freshmen (page 4).

STUDENT SUCCESS

Course Retention: Overall course retention rate for LMC has remained constant for the past six years at 82% or 83%, such rates have reflected those of the State's. In 2004, the Overall success rate for LMC was the same as the State: 83%. Overall retention rate for the Brentwood Center has fluctuated for the last six years. From 1999 to 2001 retention rates remained constant at 79%, from 2002 to 2003 they increased to 83%, and then in 2004, they decreased to 80% (page 6).

Course Success: Overall course success has remained relatively constant at 68% at LMC for the last six years and slightly above the state average in 2002 and 2004. Course success for the Brentwood Center has fluctuated. In 1999 and 2000 course success rates was 72%, then they decreased to the mid 60's from 2001 to 2004 (page 7).

Semester-to-Semester Persistence: The overall first-to-second semester persistence for all LMC students is between 41% to 48% (2001 cohort of first-time freshmen is 41%) and the overall first-to-second semester persistence for FTF in the Brentwood Center is 53% (pages 8 and 9).

Student Success in Basic Skills: The retention rate for basic skills English has fluctuated in the past six years. For the 2000 cohort, the retention for Basic English was 79%, for the 2002 cohort the retention was 81%, and for the 2004 cohort, this figure was 75%, a 6% decrease from 2002 cohort. The Retention Rate for basic skills math has increased in the last six years. For 2000 cohort, the retention rate was 52%, for 2002 cohort, it was 66%, and for 2004 cohort, it increased to 76% (a 10% point increase from 2002 cohort -- page 10).

The success rate for basic skills in English has decreased for the last 6 years. For the 2000 cohort, the success rate was 65%, for the 2004 cohort, the success rate decreased to 57%. However, the success rate for basic skills math has been on the increase. For 2000 cohort, the success rate was 42%, for 2002, it increased to 45%, and for 2004 cohort, it increased to 55% (page 11).

Degree/Certificate Completion: The number of Associate Degrees awarded has fluctuated for the last five years with a trend towards an increase. In 2000-01 there were 249 students who received Associate Degrees. The corresponding figure for 2004-05 is 277, an increased of 28 degrees awarded. The number of certificates that LMC awarded to students has also been on the increased in the last five years. In 2000-01 there 71 certificates awarded, in 2004-05 there were 107, an increase of 36 certificates (page 12).

Transfer Students: There has been a steady increase of LMC students transferring to the CSU and UC systems in the last five years. In 2000-01, LMC transfer a total of 170 students to the four-year institutions (155 to CSU and 15 to UC). In 2004-05 LMC transferred a total of 253 students to the four-year institutions (225 to CSU and 28 to UC), an increase of 83 students (page 13).

CSU Continuation Rate and First-Year GPA of LMC Transfers: CSU continuation rate of fall 2004 LMC transfers is 85%, the same as the community college statewide average. The average one-year GPA of LMC students is slightly lower than the state's average (page 14).

I. Student Access

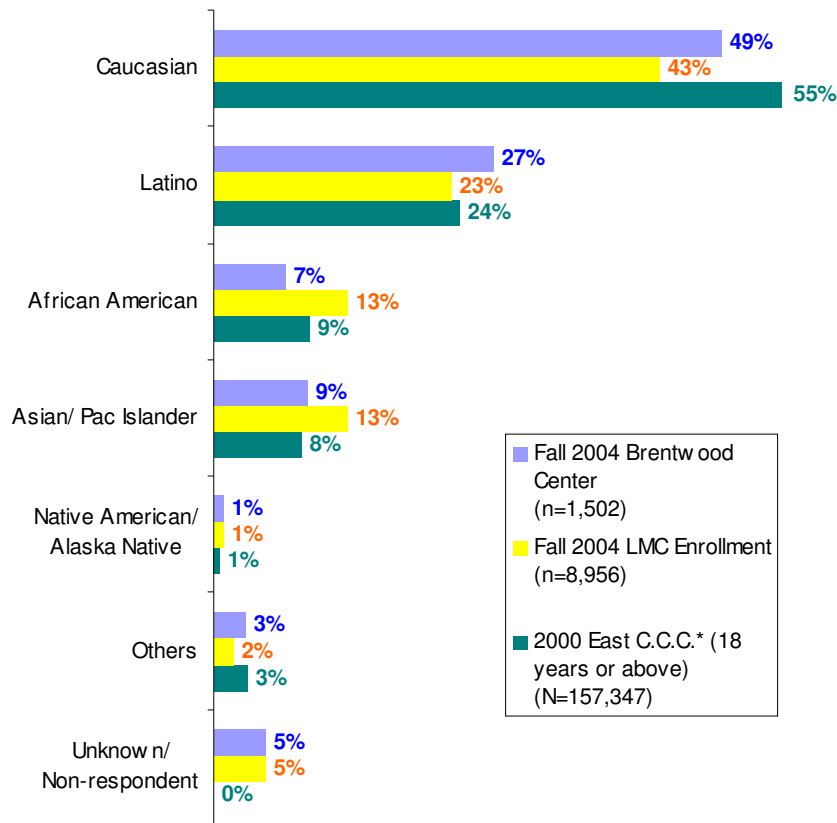
DEFINITION: The extent to which the college population reflects that of the serving community.

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 except for Caucasian students. While 55% of the adults in East Contra Costa County are Caucasian, 43% of LMC students are Caucasian – a 12% point difference. African-American and Asian students are over-represented by about 4% (Figure 1).

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

Figure 1. LMC Fall 2004 Student Enrollment as Compared to East County Population



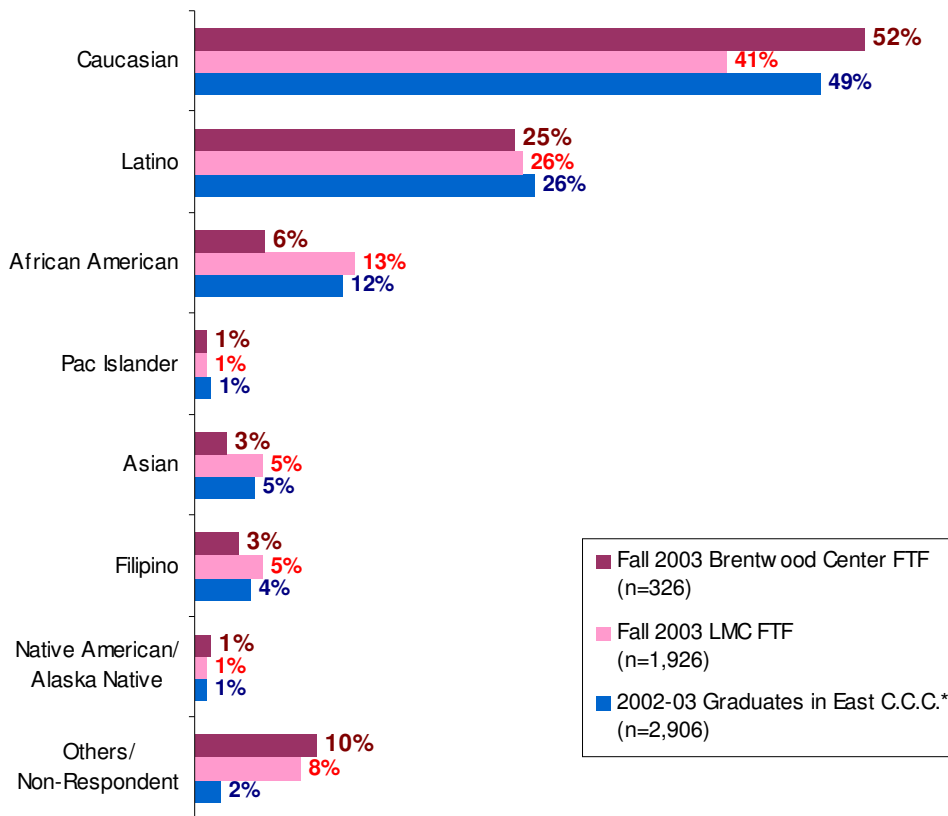
Sources: US Census 2000 and LMC’s Research Data Warehouse

* Antioch, Pittsburg, Brentwood, Oakley, Discovery Bay, Bay Point, Byron, Bethel Island, Kngihten

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 African-American students. While 54% of the high school graduates are Caucasian, 41% of first-time freshman are Caucasian at LMC and 52% of first-time freshmen are Caucasian at the Brentwood Center. (figure 2). The under-representation of African-American students at the Brentwood Center may be more of a residency issue.

Figure 2. 12th Grade 2003 Graduates in East Contra Costa County as Compared to LMC’s First Time Freshman Student Population: Fall 2003



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 has remained constant for the past six years at 82% or 83%, such rates have reflected those of the State's. In 2004, the Overall success rate for LMC was the same as the State: 83%. Overall retention rate for the Brentwood Center has fluctuated for the last six years. From 1999 to 2001 retention rates remained constant at 79%, from 2002 to 2003 they increased to 83%, and then in 2004, they decreased to 80% (figure 3b).

Figure 3a. LMC's Overall Course Retention Rates: Fall 1998 to Fall 2004

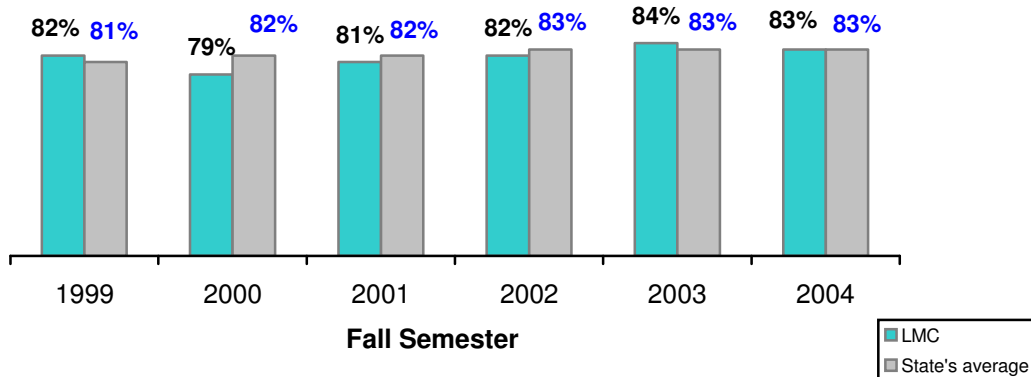
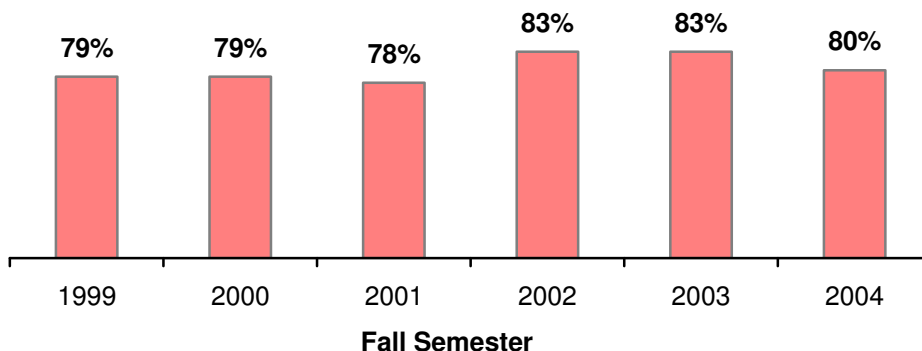


Figure 3b. Brentwood Center Course Retention Rates: Fall 1999 to Fall 2004



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 has remained relatively constant at 68% at LMC for the last six years and slightly above the state average in 2002 and 2004. Course success for the Brentwood Center has fluctuated. In 1999 and 2000 course success rates was 72%, then they decreased to the mid 60's from 2001 to 2004 (figure 4).

Figure 4. LMC's Overall Course Success Rates at LMC: Fall 1998 to Fall 2004

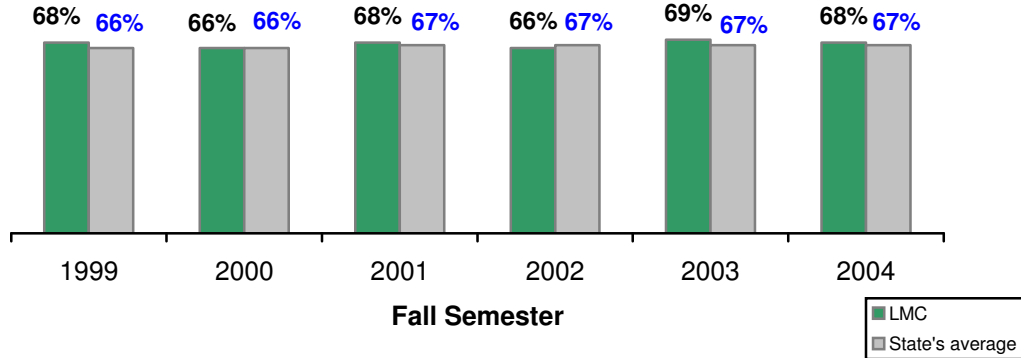
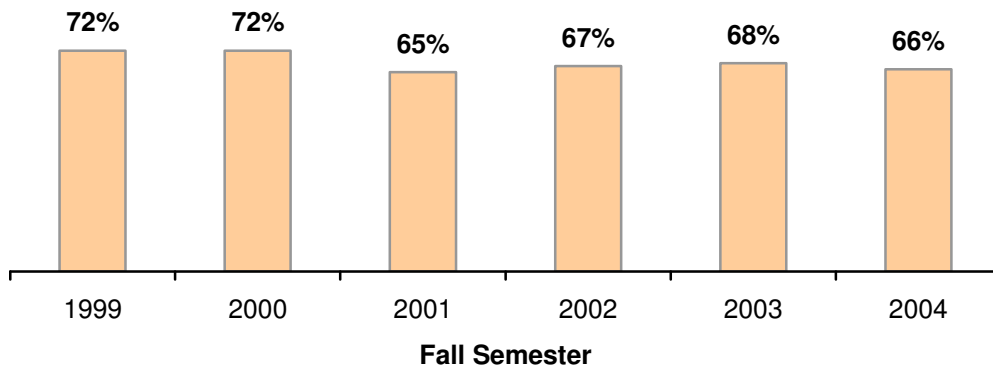


Figure 4b. Brentwood Center Course Success Rates: Fall 1999 to Fall 2004



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: The overall first-to-second semester persistence for all LMC students is between 41% to 48% (2001 cohort of first-time freshmen is 41%) – figure 5a. And the overall first-to-second semester persistence for FTF in the Brentwood Center is 53% (Figure 5b).

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 first-to-second persistence rates – 57%-- than those of students with short-term goals --35%-- (figure 6).

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

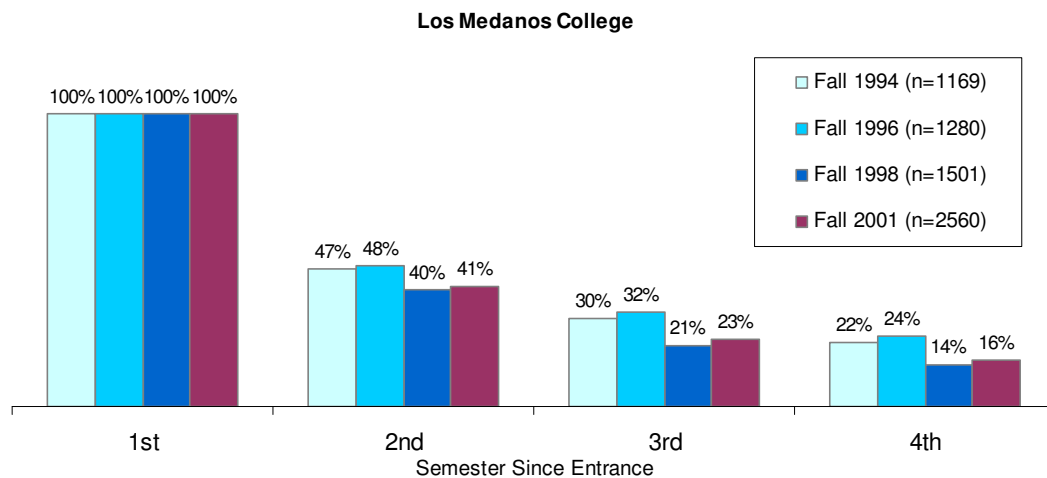
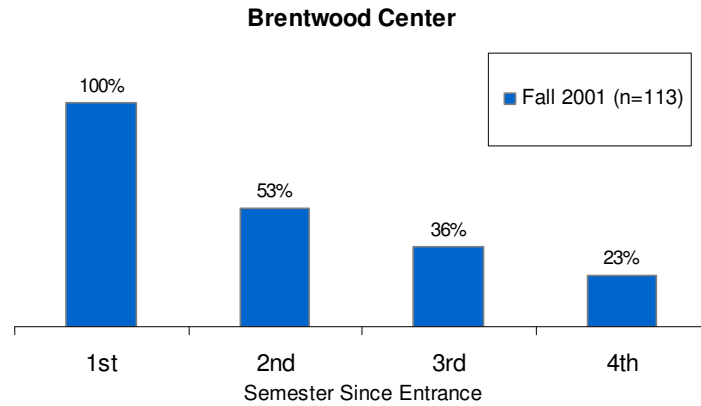
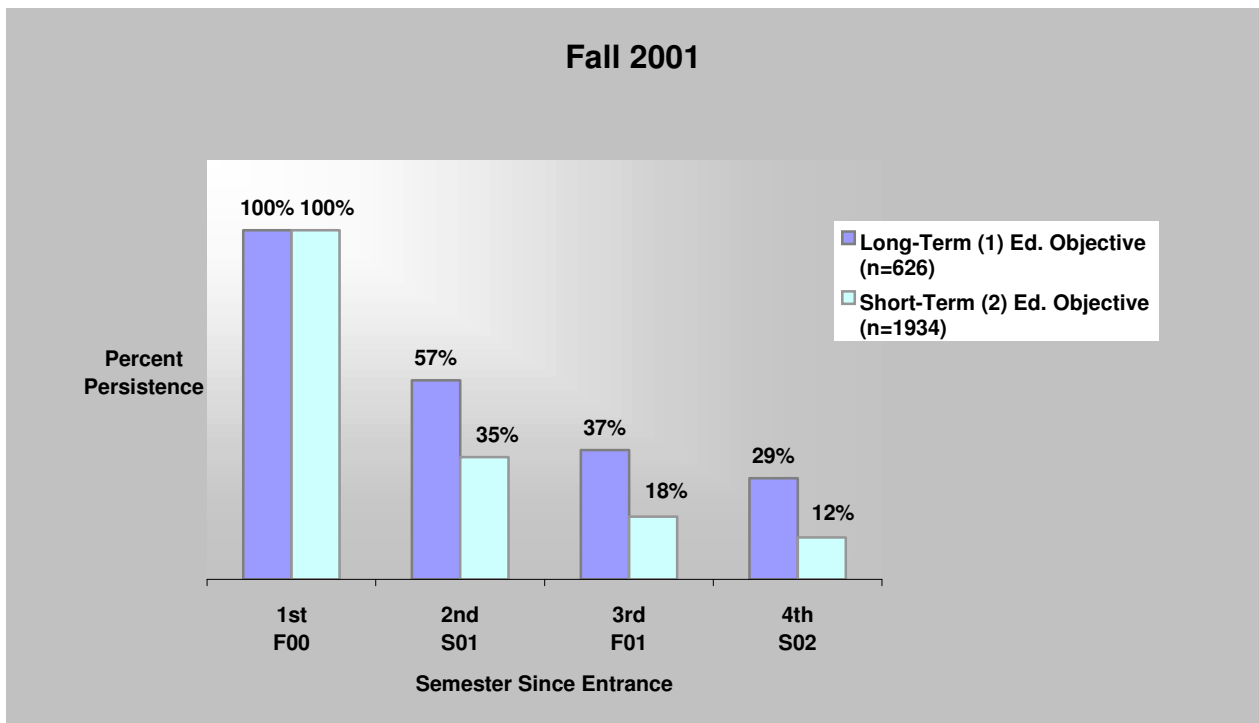


Figure 5b. Term-to-Term Persistence for Cohorts of First-Time Freshmen¹



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.

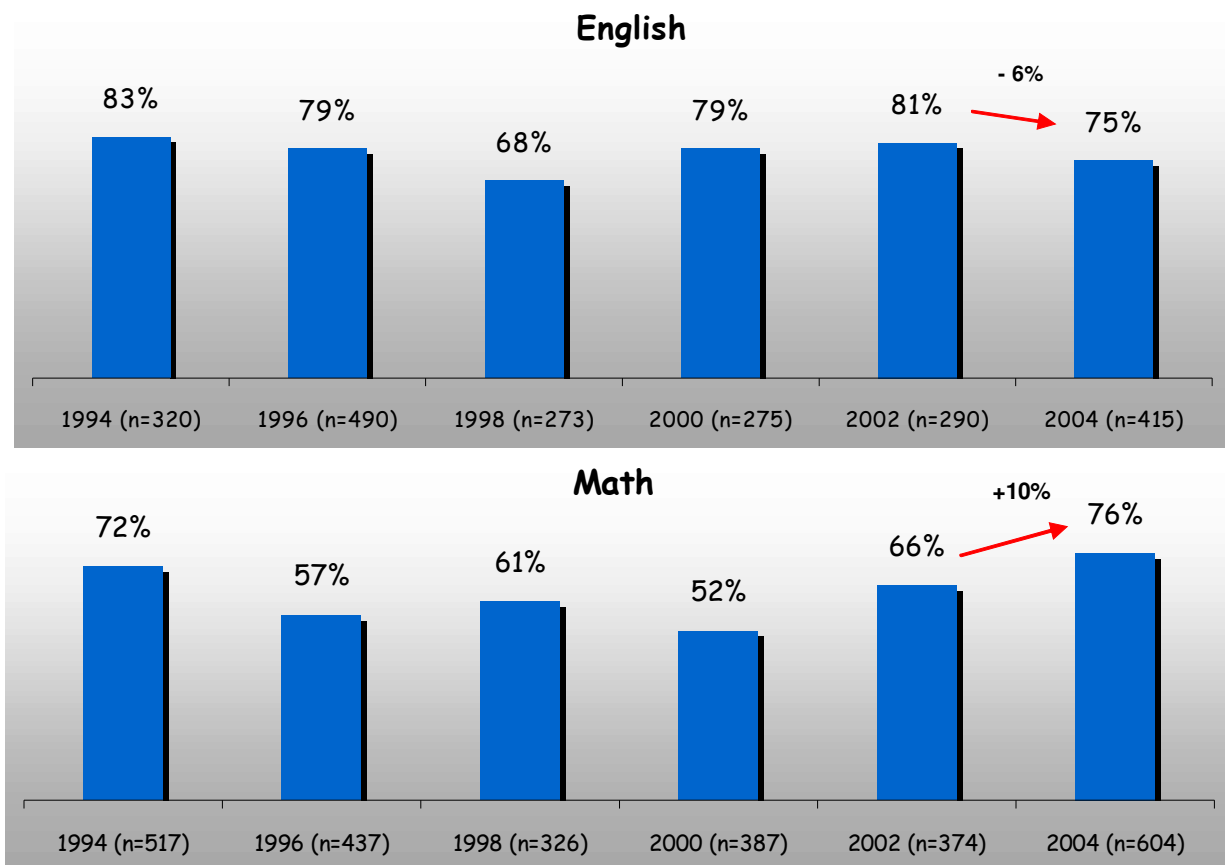
Course Retention in Basic Skills English and Math

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 has fluctuated in the past six years. For the 2000 cohort, the retention for Basic English was 79%, for the 2002 cohort the retention was 81%, and for the 2004 cohort, this figure was 75%, a 6% decrease from 2002 cohort. The Retention Rate for basic skills math has increased in the last six years. For 2000 cohort, the retention rate was 52%, for 2002 cohort, it was 66%, and for 2004 cohort, it increased to 76% (a 10% point increase from 2002 cohort) --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, 2 (formerly MATH 10), 4, 7, and 12

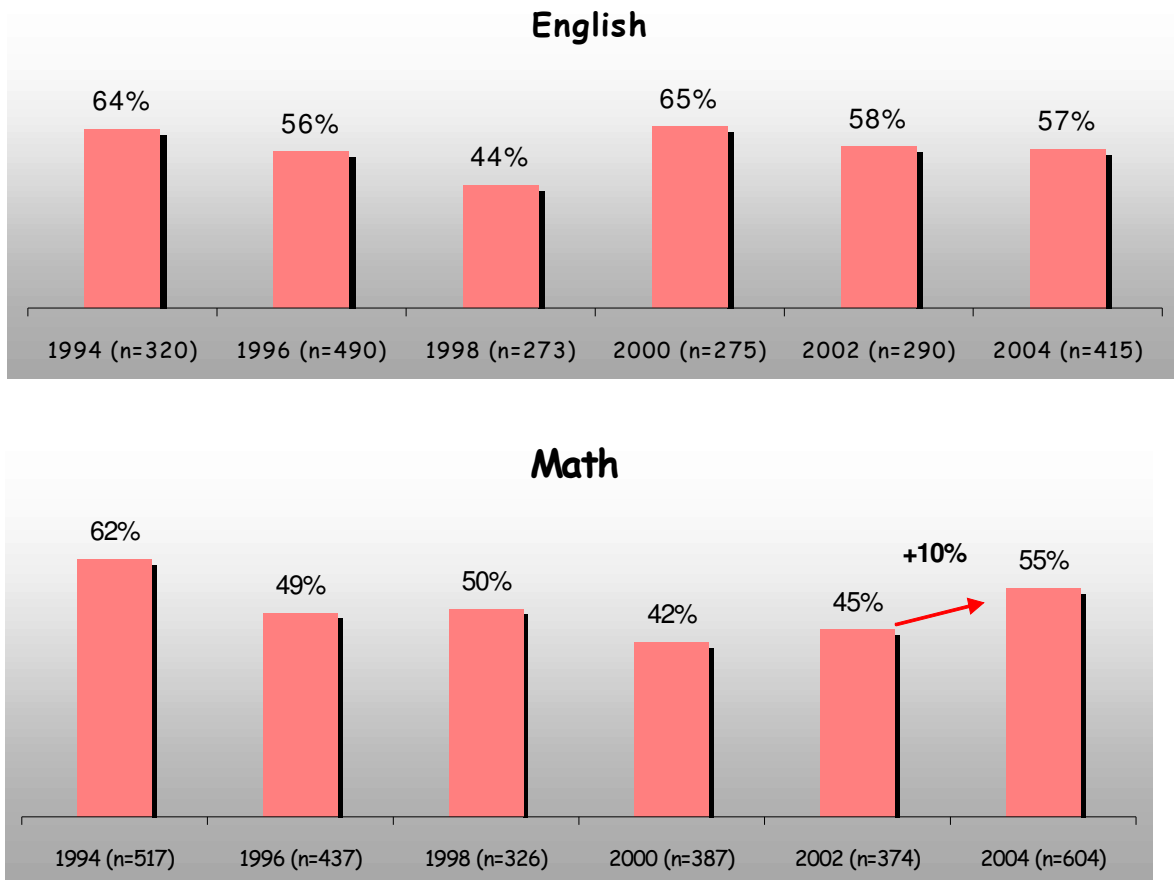
Course Success in Basic Skills English and Math

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 has decreased for the last 6 years. For the 2000 cohort, the success rate was 65%, for the 2004 cohort, the success rate decreased to 57%. However, the success rate for basic skills math has been on the increase. For 2000 cohort, the success rate was 42%, for 2002, it increased to 45%, and for 2004 cohort, it increased to 55% (figure 8).

**Figure 8. Course Success in Basic Skills* English and Math
FALL**



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

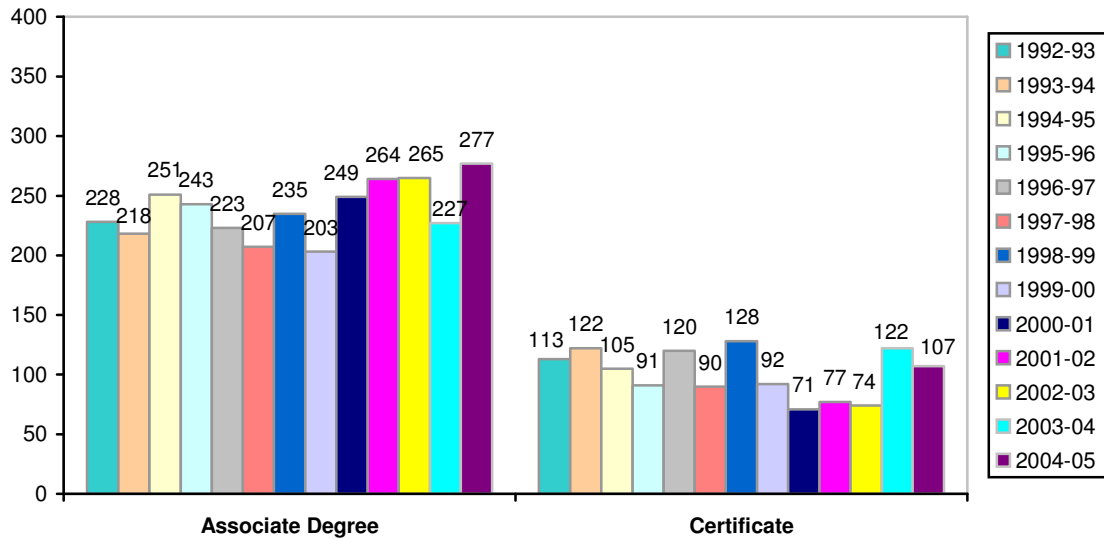
Associate Degrees and Certificates Awarded

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 has fluctuated for the last five years with a trend towards an increase. In 2000-01 there were 249 students who received Associate Degrees. The corresponding figure for 2004-05 is 277, an increased of 28 degrees awarded. The number of certificates that LMC awarded to students has also been on the increased in the last five years. In 2000-01 there 71 certificates awarded, in 2004-05 there were 107, an increase of 36 certificates (Figure 9).

Figure 9. Number of Associate Degrees and Certificates Awarded at LMC: AY 1992-93 to AY 2004-05



Source: CCCC Data Mart, 2006.

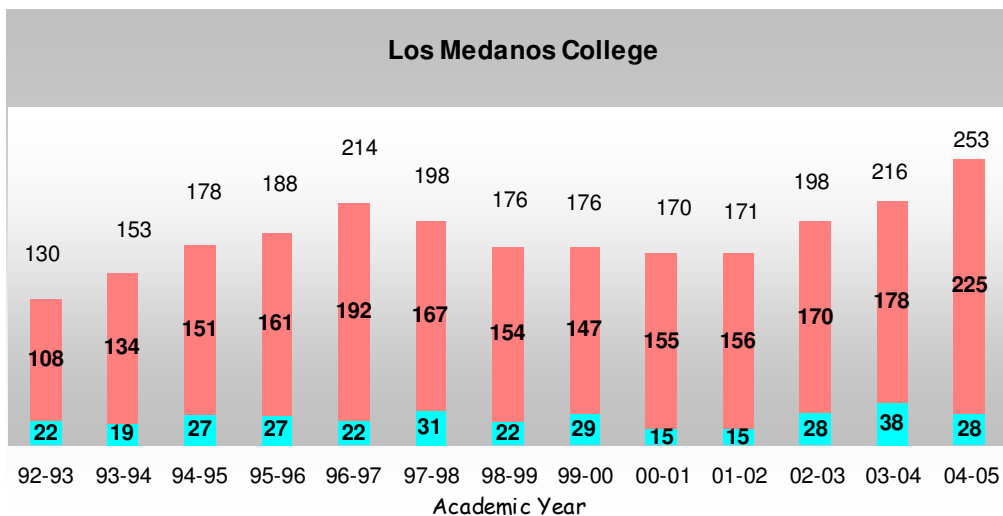
Transfers to California's Public Four-Year Universities

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 has been a steady increase of LMC students transferring to the CSU and UC systems in the last five years. In 2000-01, LMC transfer a total of 170 students to the four-year institutions (155 to CSU and 15 to UC). In 2004-05 LMC transferred a total of 253 students to the four-year institutions (225 to CSU and 28 to UC), an increase of 83 students (figure 10).

**Figure 10. Number of LMC and CCC Transfers to the UC and CSU Systems:
AY 1992-93 to 2004-05**



Source: California Post-Secondary Education Commission

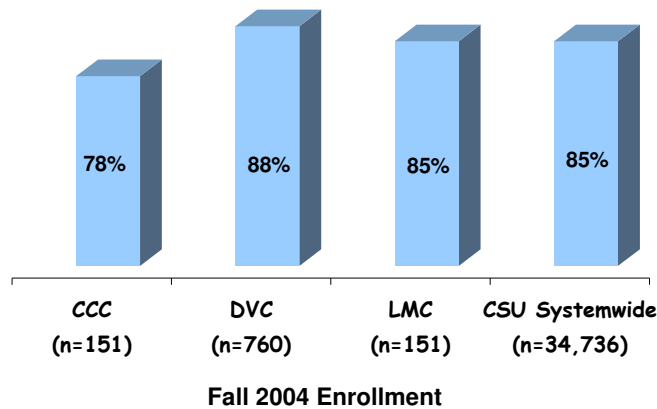
Continuation Rates and GPA After Transfer

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 fall 2004 LMC transfers is 85%, the same as 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 2004 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 2004 Transfers at the CSU from Contra Costa Community College District

	LMC	CCC	DVC	CSU Systemwide
Average	2.80	2.78	2.92	2.94
Upper Division	2.83	2.76	2.92	2.94
Lower Division	2.58	2.96	2.86	2.89

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.