



INSIGHTS

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Math and English Placement:

There were 3,685 LMC students who were assessed for math placement in fall 2006. Of these, 34% assessed at college level and 66% assessed below college level; there were 3,657 students who assessed in English in fall 2006. Of these, 28% assessed at college level (English 10) and 72% assessed below college level.

Fall 2006 Assessed: N=3685		
MATH PLACEMENT	No.	Percentage
College Level	1258	34%
Below College Level	2427	66%

Fall 2006 Assessed: N=3657		
ENGLISH PLACEMENT	No.	Percentage
College Level	1017	28%
Below College Level	2640	72%

Student Retention by Ethnicity: Retention rates for all LMC students have ranged from 82% in fall 2002, to 84% in fall 2004. When controlled by ethnicity, the rates differ. African-American students have had the lowest rates and Asian students have had the highest retention rates.

Fall N	2002	2003	2004	2005	2006
	25105	20204	21847	20701	20919
Asian	84%	85%	89%	89%	88%
African American	71%	76%	74%	75%	74%
Filipino	83%	84%	84%	86%	84%
Hispanic	81%	82%	84%	83%	83%
American Indian/ Alaskan Native	79%	81%	78%	87%	80%
Pacific Islander	79%	83%	81%	76%	83%
White non-Hispanic	84%	85%	86%	85%	86%
Other non-White	81%	79%	81%	82%	83%
Unknown	83%	82%	84%	82%	86%
TOTAL	82%	83%	84%	83%	83%

RETENTION 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).

Student Success by Ethnicity: Success rates for all LMC students have ranged from 66% in fall 2002, to 68% in fall 2006. When controlled by ethnicity, the rates differ. African-American students have had the lowest rates and Asian and White students have had the highest success rates.

Fall	2002	2003	2004	2005	2006
	25105	20204	21847	20701	20919
Asian	70%	72%	75%	74%	77%
African American	49%	52%	51%	52%	52%
Filipino	70%	70%	71%	72%	70%
Hispanic	64%	66%	67%	66%	66%
American Indian/ Alaskan Native	67%	67%	60%	68%	63%
Pacific Islander	61%	58%	60%	56%	65%
White non-Hispanic	72%	73%	73%	72%	74%
Other non-White	60%	64%	68%	64%	66%
Unknown	69%	66%	68%	69%	75%
TOTAL	66%	68%	68%	67%	68%

SUCCESS 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).

Persistence by Ethnicity: Persistence is one key indicator where attention is needed. Of all students enrolled in fall 2005, 58% re-enroll in spring 2006. Persistence for African-American students is lower than other students (53%). The persistence of Asians and Hispanics is among the highest at 61% and 60%.

Persistence Rates		
	N in Fall 2005	Re-enroll in Spring 2006 (percentage)
Asian	448	60%
African American	1216	53%
Filipino	549	63%
Hispanic	2031	61%
American Indian/ Alaskan Native	68	59%
Pacific Islander	68	59%
White non-Hispanic	3596	58%
Other non-White	226	56%
Unknown	430	36%
TOTAL	8632	58%



Student Experiences with LMC



In fall 2006, we conducted a study to gauge the experiences students have with various aspects of the college. The results are used to identify areas for improvement and are also used to respond to the Accreditation review. Here is a summary of the key findings:

- A significant majority had positive statements about LMC faculty (the highest rating was for subject matter competence). The “quality of teaching” was rated very positively.
- Students’ opinions about LMC courses and programs were positive – about 80 percent felt that courses are of high quality, help them to achieve their goals and make them better prepared academically.
- The college’s variety of courses, instructional labs and classroom facilities also had positive ratings from students.
- A large majority of respondents who received services from student services found them to be helpful.
- A large majority also felt that they are treated with respect at the college – by classified staff, faculty and managers -- and that LMC has created an atmosphere that supports diversity.
- Students gave high ratings to the cleanliness of the campus and classrooms, college landscaping and the safety of the campus. However, they were not very positive about parking facilities (perhaps due to construction?) and the lighting in parking areas.
- College publications and the website were rated highly.
- A large majority of students indicated that LMC is helping them achieve their goals of learning skills that can be applied to a career and/or transfer.

For a complete copy of the study, go to the college website, then the intranet, then the Research page, then “reports.”

<http://www.losmedanos.edu/newsitepages/research/index-testmenu.html>

Personnel Experiences with LMC:



Every five years we assess how personnel are experiencing LMC. In Spring 2007, we asked personnel via an online survey what they think of some issues at LMC. We had 120 employees respond. The feedback received has been used as one of the measures to determine how effective we are at meeting some of the Accreditation standards. Thanks to all of you who participated in this crucial activity. Here is a brief summary of the responses. Employees:

- Rated the college highly on its mission statement and goals.
- Disagreed somewhat about the degree to which LMC uses research information for evaluation and planning and whether we are meeting our goals.
- Felt program review was effective, although a third of faculty respondents disagreed.
- Were positive about the resource allocation model, although 42 percent of faculty disagreed.
- Did not feel that there are adequate opportunities for professional development.
- Felt that the leadership of the college encourages personnel to improve services to the public.
- Split evenly on whether the District Office is effective in providing services.
- Moderately agreed that the college supports academic freedom, fosters integrity in the teaching/learning process, identifies students’ learning needs, emphasizes student learning outcomes and engages in a dialog about the continuous improvement of student learning.
- Agreed that the college generally understands issues of equity and diversity.
- Moderately agreed that LMC provides quality student support services.
- Praised the cleanliness of the campus, appearance of the landscaping, parking facilities, equipment and safety of the college. However, a number of respondents had concerns about lighting and the adequacy of library resources.
- Rated publications (i.e. catalog, class schedule) highly.

For the complete report, please go to the intranet on the college home page, then to Research, then to “research reports.”

<http://www.losmedanos.edu/newsitepages/research/index-testmenu.html>



INSIGHTS is a publication of the Office of Institutional Research. Forward any comments to hsale@losmedanos.edu.

