



I N S I G H T S



The Role of Institutional Research in Planning



In the last few years, research information has become very important in the area of planning in Education. As we prepare to serve the community, first, it is important to understand the composition of the community, their needs and their educational objectives. It is also important to assess how well we are meeting their needs and how we are performing as an institution. Thus, the role of the research office is to provide management, departments, programs, committees, faculty, and any other college personnel, with statistical information in the form of reports or summaries for purposes of program and policy review and development. ♦

Composition of LMC Students

Below are some statistical tables that display a five-year trend of LMC student population and gives you a sense of their characteristics.

Enrollment: Enrollment has fluctuated from 9,971 in fall 2001 to a high of 10,956 in fall 2002 and down to 8,632 in fall 2005.

Educational Objective: The composition of students with a long-term objective has been about 29%. It is important to note that about 50% of the students are either undeclared or do not respond.

Fall	2001	2002	2003	2004	2005
N	9971	10956	8189	8956	8632
Transfer with associate degree	12%	14%	16%	15%	16%
Transfer without associate degree	3%	3%	3%	4%	3%
Obtain associate degree without transfer	2%	2%	3%	3%	3%
Obtain vocational degree without transfer	3%	3%	4%	4%	3%
Earn a vocational certificate without transfer	5%	5%	5%	5%	5%
Short term objectives	16%	14%	12%	13%	15%
Undecided	28%	31%	33%	32%	33%
Unreported	33%	28%	24%	24%	22%

Ethnic composition: The student ethnic make up continues to change. Latinos have increased 6 percentage points and Whites decreased 8 percentage points.

Fall	2001	2002	2003	2004	2005
N	9971	10956	8189	8956	8632
Asian	5%	5%	6%	6%	5%
African American	12%	12%	12%	13%	14%
Filipino	5%	5%	7%	6%	6%
Hispano/Latino	18%	18%	23%	23%	24%
American Indian/Alaskan Native	1%	1%	1%	1%	1%
Other non-white	2%	2%	3%	2%	3%
Pacific Islander	1%	1%	1%	1%	1%
Caucasian	50%	46%	43%	43%	42%
Unknown	6%	9%	5%	5%	5%

Gender Distribution: Males have decreased by 4 percentage points in the last five years.

Fall	2001	2002	2003	2004	2005
N	9971	10956	8189	8956	8632
Female	56%	55%	60%	58%	60%
Male	44%	45%	40%	42%	40%

Age Distribution: Over 50% of students have been under 24 years of age.

Fall	2001	2002	2003	2004	2005
N	9971	10956	8189	8956	8632
19 or younger	20%	28%	28%	28%	27%
20-24	23%	20%	25%	26%	29%
25-29	10%	10%	10%	11%	10%
30-34	10%	10%	8%	8%	7%
35-39	9%	9%	8%	8%	7%
40-44	9%	8%	8%	7%	7%
45-49	8%	6%	5%	5%	5%
50 or over	11%	10%	8%	7%	7%



Performance of LMC Students

Retention: The institutional retention rate average has increased from 81% to 83% in the last 5 years. The State retention average is 83%.

Success: Institutional success rate has fluctuated from 68%, 69% and 67%. The state average is 66%.

Fall	2001	2002	2003	2004	2005
N	23360	25089	21243	22109	20767
Retention Rate	81%	82%	84%	83%	83%
Success Rate	68%	66%	69%	68%	67%

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).

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).

First-to-Second Semester Persistence: Persistence is one key indicator where attention is needed. Of all first-time freshmen, only 58% re-enroll after their first semester. Persistence has improved in the last 4 years.

First-Time-Freshmen Persistence		
N in Fall		Persistence Rate
N=2560	Fall 01 to Spring 02	41%
N=2384	Fall 02 to Spring 03	46%
N=1926	Fall 03 to Spring 04	56%
N=2127	Fall 04 to Spring 05	58%

Source: Research Data Warehouse

For additional information visit the office webpage:

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

Program Review

Last semester much of the research efforts were spent preparing information for all departments and programs for their program review. Three-year trend reports were prepared for each program (instructional and student services) in enrollment, student success and degrees awarded, where applicable. Also, assistance was provided for offices in support services such as the Business Office, Office of Instruction, etc. The information was useful in preparing their plans for the next three years. Program data and plans for each instructional program, student services and support services can be viewed in the intranet under the planning page (<http://www.losmedanos.edu/planning/default.asp>)

The Research Agenda for Spring 2007



How is the research agenda developed?

Typically, a research project is placed in the agenda when a program, department, committee, faculty, or administrator needs specific analytical information in order to move the institution forward. The project could be evaluative or exploratory in nature. Each research project needs to reflect the goals and direction of the institution. Below is a list of some major projects scheduled for this spring semester. ♦

Some Research Projects for Spring 2007

PROJECT	PURPOSE
Transfer Students out of California	To have more accurate transfer numbers
Title V Research: First Year results	To respond to the evaluation of Title V
2nd year results	
Accountability Report for Community Colleges (ARCC)	To respond to a series of indicators provided by the CCC Chancellor's Office
Accreditation: Introduction	
Research for each standard	To respond to the accreditation visit
Chair Standard I	
Five-Year Student Climate Study	To assess LMC student climate. Also, use results to respond to accreditation
Five-Year Personnel Climate Study	To assess LMC personnel climate. Also, use results to respond to accreditation
Equity Research	Assess access and Achievement of traditionally underrepresented students.
High Schools Profiles	Marketing and feedback to HS officials
Developmental Education Research: Survey Research	Assess grant indicators.
Sequential enrollment	
Institutional Effectiveness Report	Measure LMC performance.
Pre-requisite validation study for HUMT 3LS	To determine the need of English 10, English 9, or appropriate assessment scores in order to be successful in LS courses.

Requesting a Research Project



To request a project, an email can be sent to the office of research with the general description of the project, then a meeting is scheduled to discuss the details of the project as well as the date of completion. The project needs to reflect the goals and direction of the college and the results need to be useful.

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

