

**2014 Annual Report****Final Submission**

03/28/2014

Los Medanos College  
2700 East Leland Road  
Pittsburg, CA 94565

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Kiran Kamath
3.	Phone number of person preparing report:	925 439-2181 x 3216
4.	E-mail of person preparing report:	kkamath@losmedanos.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://www.losmedanos.edu/accreditation/">http://www.losmedanos.edu/accreditation/</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.losmedanos.edu/accreditation/">http://www.losmedanos.edu/accreditation/</a>
6.	Total unduplicated headcount enrollment:	Fall 2013: 8,732 Fall 2012: 8,780 Fall 2011: 9,126
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	8,398
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	1,300
9.	Number of courses offered via distance education:	Fall 2013: 48 Fall 2012: 46 Fall 2011: 40
10.	Number of programs offered via distance education:	4
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 1,543 Fall 2012: 1,593 Fall 2011: 1,392
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

## Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	69%									
14b.	Successful student course completion rate for the fall 2013 semester:	71%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tbody> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>494</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>411</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>110</td> </tr> </tbody> </table>	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	494	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	411	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	110	
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c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	110									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	560									
16b.	Number of students who received a degree in the 2012-2013 academic year:	465									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	129									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	494									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	549									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	American Sign Language Cultural Competence in Modern World Languages Spanish									
19a.	Number of career-technical education (CTE) certificates and degrees:	58									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	58									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3									
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	15									

20.	<p>2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1" data-bbox="285 163 1435 380"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Registered Nursing</td> <td>51.16</td> <td>state</td> <td>80 %</td> <td>86.96 %</td> </tr> <tr> <td>Vocational Nursing</td> <td>51.16</td> <td>state</td> <td>90 %</td> <td>100 %</td> </tr> <tr> <td>EMT</td> <td>51.09</td> <td>state</td> <td>80 %</td> <td>52 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate	Registered Nursing	51.16	state	80 %	86.96 %	Vocational Nursing	51.16	state	90 %	100 %	EMT	51.09	state	80 %	52 %																																												
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21.	<p>2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:</p> <table border="1" data-bbox="285 495 1435 1184"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Institution set standard</th> <th>Job Placement Rate</th> </tr> </thead> <tbody> <tr> <td>Electrical &amp; Industrial Technology</td> <td>47.0101</td> <td>70 %</td> <td>91 %</td> </tr> <tr> <td>Fire Technology</td> <td>43.0201</td> <td>40 %</td> <td>84 %</td> </tr> <tr> <td>EMT</td> <td>51.0904</td> <td>40 %</td> <td>87 %</td> </tr> <tr> <td>Travel Marketing</td> <td>52.1905</td> <td>40 %</td> <td>80 %</td> </tr> <tr> <td>Computer Science</td> <td>11.0101</td> <td>60 %</td> <td>78 %</td> </tr> <tr> <td>Accounting</td> <td>52.0301</td> <td>40 %</td> <td>75 %</td> </tr> <tr> <td>Administration of Justice</td> <td>43.0107</td> <td>40 %</td> <td>90 %</td> </tr> <tr> <td>Appliance Technology</td> <td>47.0106</td> <td>40 %</td> <td>64 %</td> </tr> <tr> <td>Automotive Technology</td> <td>47.0604</td> <td>40 %</td> <td>83 %</td> </tr> <tr> <td>Child Development</td> <td>19.0706</td> <td>40 %</td> <td>72 %</td> </tr> <tr> <td>Recording Arts</td> <td>10.0203</td> <td>40 %</td> <td>65 %</td> </tr> <tr> <td>Graphic Arts</td> <td>50.0409</td> <td>30 %</td> <td>46 %</td> </tr> <tr> <td>Process Technology</td> <td>15.0805</td> <td>40 %</td> <td>82 %</td> </tr> <tr> <td>Registered Nursing</td> <td>51.3801</td> <td>60 %</td> <td>92 %</td> </tr> <tr> <td>Welding Technology</td> <td>48.0508</td> <td>40 %</td> <td>73 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate	Electrical & Industrial Technology	47.0101	70 %	91 %	Fire Technology	43.0201	40 %	84 %	EMT	51.0904	40 %	87 %	Travel Marketing	52.1905	40 %	80 %	Computer Science	11.0101	60 %	78 %	Accounting	52.0301	40 %	75 %	Administration of Justice	43.0107	40 %	90 %	Appliance Technology	47.0106	40 %	64 %	Automotive Technology	47.0604	40 %	83 %	Child Development	19.0706	40 %	72 %	Recording Arts	10.0203	40 %	65 %	Graphic Arts	50.0409	30 %	46 %	Process Technology	15.0805	40 %	82 %	Registered Nursing	51.3801	60 %	92 %	Welding Technology	48.0508	40 %	73 %
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22.	<p>Please list any other institution set standards at your college:</p> <table border="1" data-bbox="285 1272 1435 1436"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td>Participation in Competitions</td> <td>Drama, Journalism and Speech have regional, state and national competitions</td> <td>1 each</td> </tr> </tbody> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	Participation in Competitions	Drama, Journalism and Speech have regional, state and national competitions	1 each																																																										
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23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <div data-bbox="285 1608 1435 1997" style="border: 1px solid black; padding: 5px;"> <p>Program standards are included in the 2014 program review. It includes course completion and success; number of degrees, certificates, transfers, licensures and industry certificates. Nursing programs set their standard in relation to state standards. Performance-based programs (Drama, Journalism, speech) include competitions. In looking for solutions to address high attrition rates, our developmental math faculty have become national leaders in acceleration. Path2Stats, a one-semester course prepares students for statistics and completion of transferable math is three times higher. General Education faculty completed an assessment of critical thinking, ethical thinking and writing. More than 300 papers from various GE courses were scored by a faculty group. Results indicate that our GE courses are effectively improving these outcomes and that the greater the number of GE courses students complete, the higher they score in these SLOs. Assessments in CTE programs (PTEC, ETEC, Nursing) demonstrate the importance of hands-on learning and soft skills in job preparation. The PTEC program increased the hands-on learning and added two short courses adding new content.</p> </div>																																																																

## Student Learning Outcomes and Assessment

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	625
	b.	Number of college courses with ongoing assessment of learning outcomes	431
		Auto-calculated field: percentage of total:	69
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	130
	b.	Number of college programs with ongoing assessment of learning outcomes	71
		Auto-calculated field: percentage of total:	54.6
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	12
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	12
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	<a href="http://www.losmedanos.edu/programassessment/">http://www.losmedanos.edu/programassessment/</a>	
28.	Number of courses identified as part of the GE program:	78	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	80%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	78	
32.	Number of Institutional Student Learning Outcomes defined:	5	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	42%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	80%	
	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250		

character limit, approximately 250 words).

35.

Our GE SLOs are currently our ILOs. A GE assessment was designed to answer "How will students do on a course-embedded assessment" measuring writing/reading, critical thinking and ethics relative to the number of GE units completed. Student papers from GE courses (journalism, biology, philosophy, and political science) were scored by faculty from different programs. The papers were weighted and grouped based on the number of GE units successfully completed as high proficient, proficient, or not proficient. Proficient was defined as "meets our expectations for a student at or near completion of the AA/AS degree". We learned that the more GE courses students complete, the higher their proficiency in these SLOs. This may suggest that that recently reduced GE requirement may need to be revised again. This study will be presented at a college assembly on March 31, 2014. Student Services have 5 themes. Student Services has effective strategies to inform college faculty, staff, students and the public about assessments in an annual newsletter "In-Step with Student Services" describing themes used in assessment projects and summaries of assessment projects. Student Services SLOs and mission statements are also included in the catalog.

**Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.**

Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

36.

SLOs in courses are aligned with program-level SLOs and this is documented in the official course outline of record. SLOs in GE courses align with the GE program SLOs. GE SLOs are our Institutional SLOs currently. We may redefine ILOs next year. Students graduating with a Certificate of Achievement complete the program SLOs of the major, while those graduating with a Degree, complete GE SLOs in addition. Some programs such as ETEC, PTEC, and Computer Science were recently redesigned. The DACUM (Design A CURRICULUM) process began with an inventory of skills and abilities required by future employers, which were then addressed across the different courses in the program of study. In General Education, five criteria are considered essential for a well-rounded graduate. These GE SLOs are required to be addressed by every course approved as a GE course. Students' programs of study are clarified by creating easy to follow 'road maps' for all majors. The College is now piloting "Retention Alert", a proactive electronic tool, to 'guide' students through programs and the college to facilitate faster completion. Electronic Ed Planning has been implemented. It includes a check list of courses required to complete each program of study.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

37.

An executive summary in simple and clear terms for a prospective student or the community is posted on the website at [www.losmedanos.edu/programassessment](http://www.losmedanos.edu/programassessment). It defines SLOs and the format of the report. It should lead to a better selection of courses as well as better course preparation. Journalism did an interesting self-reflection exercise to assess the learning process and student progress. Internally, more detailed reports are posted on an shared drive. Starting in fall 2013, assessment reports-for courses and programs-are included in Program Review to improve awareness of the close connection of-assessment, program review, resource allocation. The dialog and information sharing takes place during Flex activities, department chair meetings, departmental meetings, and Teaching and Learning Committee meetings. Discussions about the need for better student guidance and counseling led to the creation of road maps in many programs describing the course sequence, career, and salary information ([www.losmedanos.edu/roadmaps](http://www.losmedanos.edu/roadmaps)). Assessment reports have resulted in changing the assessment strategy/instruments (Welding), sequencing of courses (Business), acceleration (math, English), and better ed planning (Dev English).

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact

38.	<p>program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Dialog begins with the planning of assessment projects at the intra/interdepartmental course or service level. Results from course, program, and institutional level assessments are reported and discussed within individual department meetings, monthly department chair meetings, Teaching and Learning Committee meetings, college assemblies, and college wide professional development events. Many departments regularly schedule time during FLEX days to plan and discuss ongoing assessment work. Results are also shared through email or by uploading reports to the college's shared public drive or the Program Review Submission Tool (PRST). All SLO assessment reporting is incorporated into the college's program review process, so assessment results can be the basis for developing new program objectives and tied directly to requests for resources. Assessment practices of all programs are noted during the review of curriculum, program objectives, accreditation activities, and resource allocation requests. Departments are required to document on the Course Outline of Record form when the course was last assessed when updating the course.</p> </div>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Student completion of transferable math has tripled in the new math acceleration program, Path2Stats, which is a one-semester course preparing students for statistics. An alternative path to the traditional 3-4 semester remedial algebra sequence. The LMC faculty, who developed this course, is a finalist for the innovation award of the American Association of Community Colleges. The English Department is offering an experimental course (part of California Acceleration Project) to move students through developmental English in one semester. LMC learning communities are enhancing learning, completion and success. The Umoja Scholars Program prepares African American and first-generation college students for academic, professional and personal success through academic support and a contextualized curriculum. The Puente program has improved academic achievement of Latino students through personal counseling and rigorous English instruction. The MESA program has built a strong academic community and improved student achievement. The General Education program has completed an assessment of GE courses, and dialog has begun about the results of the assessment and next steps. CTE programs have web-based road maps to facilitate completion.</p> </div>

### Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 3 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	Brentwood Center Police Academy (Contracted, off-site)  Fire Academy (Off-Site)
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Brentwood Center Fire Academy in Concord

		Police Academy in Pittsburg
43.	List all of the institution's instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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