

Institutional Effectiveness

Los Medanos College

Spring 2011

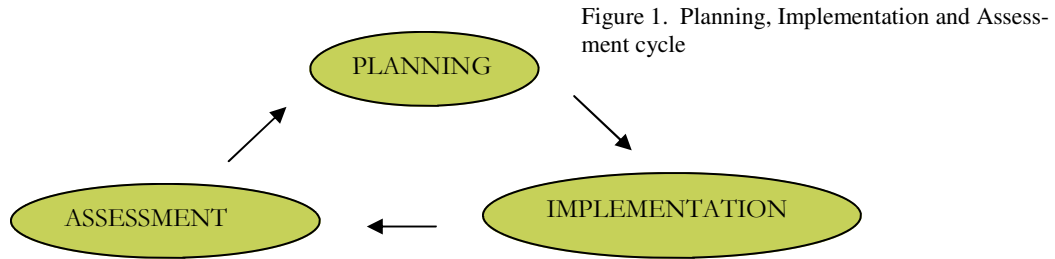
LOS MEDANOS
COLLEGE

Prepared by

The Office of Institutional Research
in collaboration with the Research and Planning Committee

Introduction

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. Institutional Effectiveness is part of "closing the loop" in the cycle of planning, implementation, and assessment (Figure 1) for purposes of improvement.



Los Medanos College continues to identify indicators that reflect the measurement of each institutional goal for purposes of gauging progress and improving. The purpose of this report is to publish measures that members of the Research and Planning committee identified as effectiveness indicators of each institutional goal.

This publication is a collaborative effort by LMC's Research and Planning Committee and the Office of Institutional Research. We invite you to study this Institutional Effectiveness report. It represents a graphic portrait of the indicators that reflect the extent to which LMC goals were met. This report provides indicators for the following institutional goals.

- GOAL # 1 – *Improve the learning of students.*
- GOAL # 2 – *Create an educational environment in which all people have a chance to develop their potential and achieve their educational goals.*
- GOAL # 3 – *Offer high quality programs that meet the needs of students and the community.*
- GOAL # 4 – *Ensure the fiscal well being of the college Intended Outcomes.*
- GOAL # 5 – *Enhance a culture of innovation, inclusiveness and collaboration.*
- GOAL # 6 - *Establish a culture of research and planning, implementing, assessing and improving.*

We hope the information in this report advances your understanding of LMC efforts in achieving its goals and in assisting the Units/Programs develop goals and plans to better serve students and in increase their learning.

Office of Institutional Research

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Goal Measurements

GOAL # 1 – *Improve the learning of students.*

- Faculty have attended professional Activities in SLO and have applied information learned in their curriculum
- All Courses are updated and include CSLOs that are integrated throughout the COOR
- Course Level Assessment Plans turned into Teaching and Learning Program (TLP)
- Action plan and Follow-up information in CLASS

GOAL #2 – *Create an educational environment in which all people have a chance to develop their potential and achieve their educational goals.*

- Students perceive that being at LMC helps them develop their potential to achieve their goals.
- Student Progress and Achievement
- Students who earned at Least 30 units
- Persistence Rate
- Student Progress and Achievement: Vocational/Occupational/Workforce Development:
- Successful course completion rate for Basic Skills courses
- Improvement Rates for ESL and Credit Basic Skills Courses
- Number of Associate Degrees and Certificates Awarded at LMC
- LMC Transfers to CSU and UC

GOAL #3 – *Offer high quality programs that meet the needs of students and the community.*

- Student Perceptions of the Quality of LMC Courses and Programs
- Advisory Board Meetings for CTE Programs in their Program Reviews
- Special programs implemented to support specific student needs

GOAL # 4 – *Ensure the fiscal well being of the college Intended Outcomes.*

- Increase FOUNDATION REVENUE that support planned college activities: 2007-2008 to 2009-2010
- Increase GRANT REVENUE that support planned college activities: 2007-2008 to 2009-2010
- Productivity
- Amount of over/under spending of budgets
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GOAL # 5 – *Enhance a culture of innovation, inclusiveness and collaboration.*

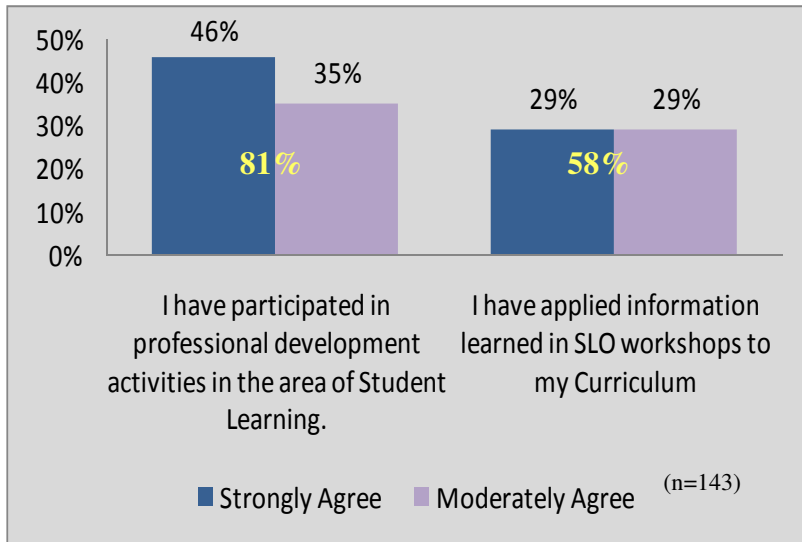
- Employees participate in technology training and are proficient in the use of technology.
- New Instructional programs in the last three years
- NEW Course rationales in the last three years
- Students and personnel at the college engage in collaborative activities
-

GOAL #6 - *Establish a culture of research and planning, implementing, assessing and improving.*

- LMC employees use research, planning, and assessment results to make decisions in their program planning for purposes of improving.
- Los Medanos College has a culture of using research information for purposes of evaluation and planning.
- Individuals who signed off program review for 2010-2011

GOAL # 1 – *Improve the learning of students.*

Faculty attend professional development activities and make changes to curriculum, pedagogy and/or assessment of student learning based on their professional learning.

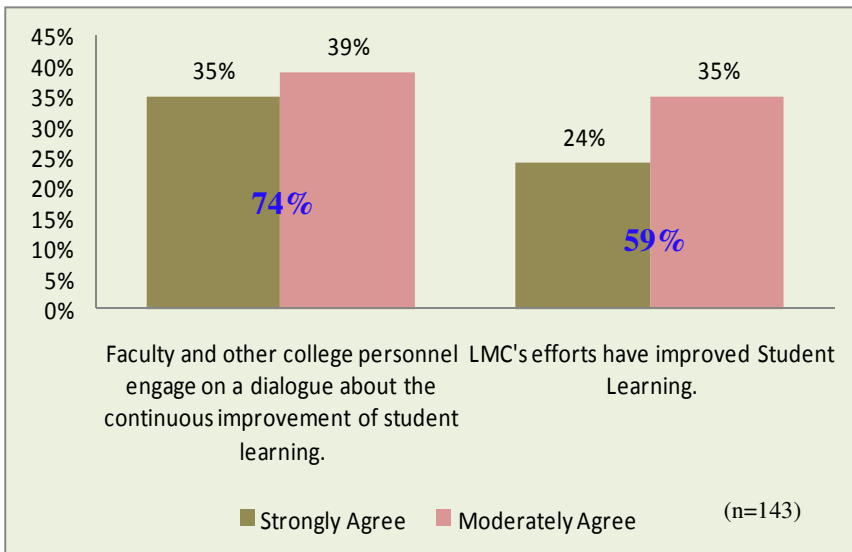


OBSERVATIONS:

Eighty one percent (81%) of faculty indicated that they have participated in professional development activities in the area of student learning and 58% have applied the SLO information learned in their curriculum.

Source: LMC Personnel Survey, Fall 2010.

Dialogue on SLOs and Improved Student Learning

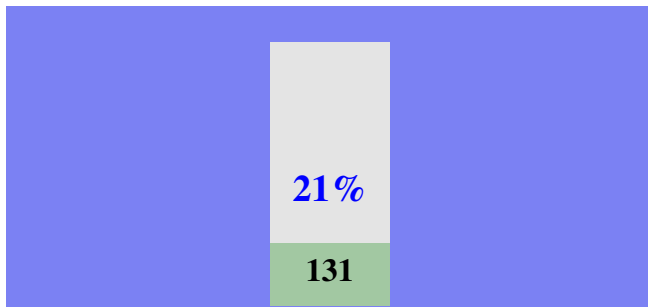


OBSERVATIONS:

Nearly three quarter of faculty (74%) AGREE that faculty and other college personnel engage in dialogue about improvement of student Learning and more than half (59%) AGREE that LMC's efforts have improved student learning.

Source: LMC Personnel Survey, Fall 2010.

Course Level Assessment Plans turned into Teaching and Learning Program (TLP): Fall 2010

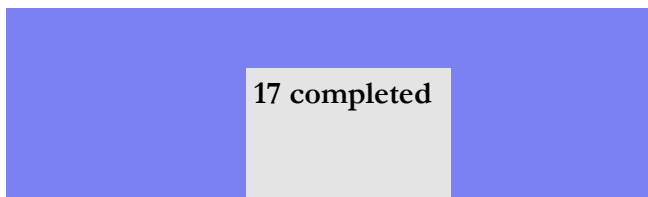


OBSERVATIONS:

The number of Assessment plans turned into TLP is 131 out of 616 (21%) as of end of March 2011.

Source: Teaching and Learning Project, 2010

Action plan and Follow-up information in CLASS: Fall 2010



OBSERVATIONS:

The number of Action Plans and follow up information in CLASS for fall 2010 is 17.

Source: Curriculum Committee Chair, fall 2010

Program Review Assessment Data in Program Review: Fall 2010

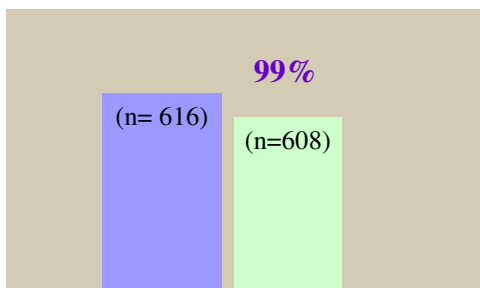


OBSERVATIONS:

There are 23 program Review Assessments in the Department program Review Program for 2010.

Source: Program Review, 2010

Courses updated and include CSLOs that are integrated throughout the COOR: Fall



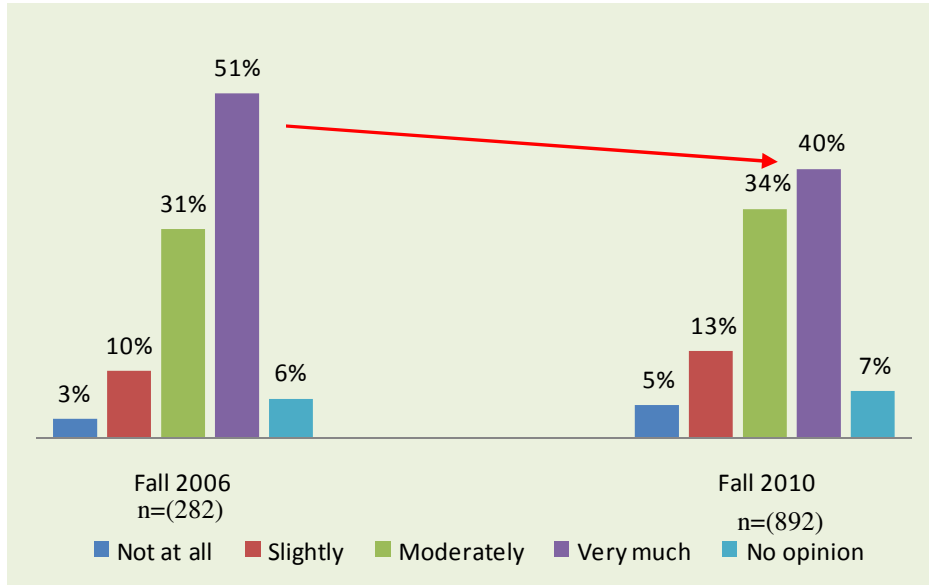
OBSERVATIONS:

By the end of Fall 2010, 99% (608/616) of the courses at LMC had Student Learning Outcomes Assessment and were integrated throughout the COOR.

Source: Curriculum Chair, fall 2010.

GOAL #2 – Create an educational environment in which all people have a chance to develop their potential and achieve their educational goals.

Your experiences at LMC have contributed in achieving your educational goals.

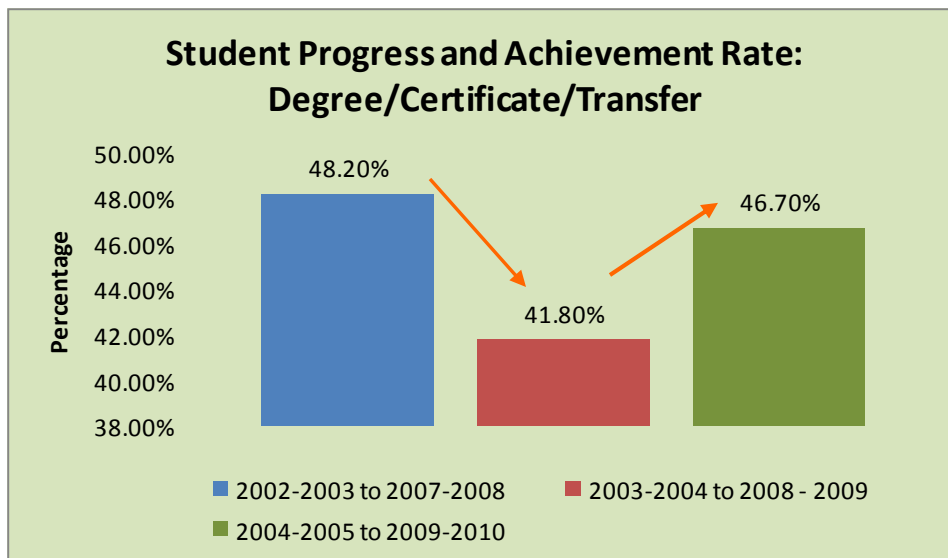


OBSERVATIONS:

Analysis from the 2010 student experiences with LMC study, indicate that in fall 2010, 40% of the students felt that their experiences with LMC have VERY MUCH contributed in achieving their educational goals and in 2006 the corresponding figure was 51%, a decrease of 11%.

Source: Student Experiences with LMC Survey, Fall 2010

STUDENTS PROGRESS AND ACHIEVEMENT: Percentage of first-time students who show intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a certificate (18 units or more); or achieved “transferred Directed” status; or achieved “Transferred Prepared” Status.

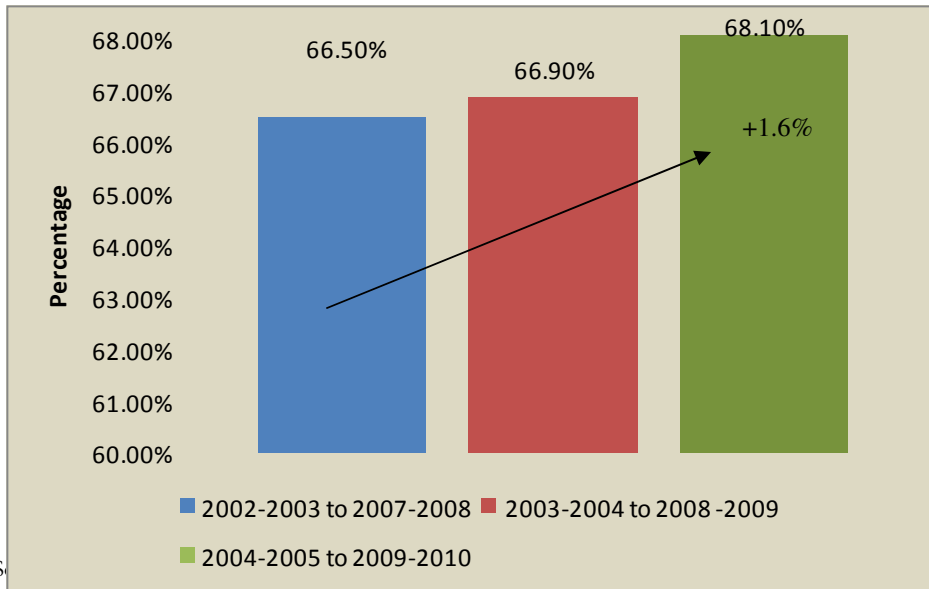


OBSERVATIONS:

The composite figure from ARCC regarding student progress and achievement indicates that there is an overall decrease from the groups of 2002-2003 to 2007-2008 (48.2%) to the group from 2003-04 to 2008-09 (41.8%), then a significant increased occurs for the cohort of 2004 -05 to 2009-10 (46.7%).

Source: ARCC, 2010

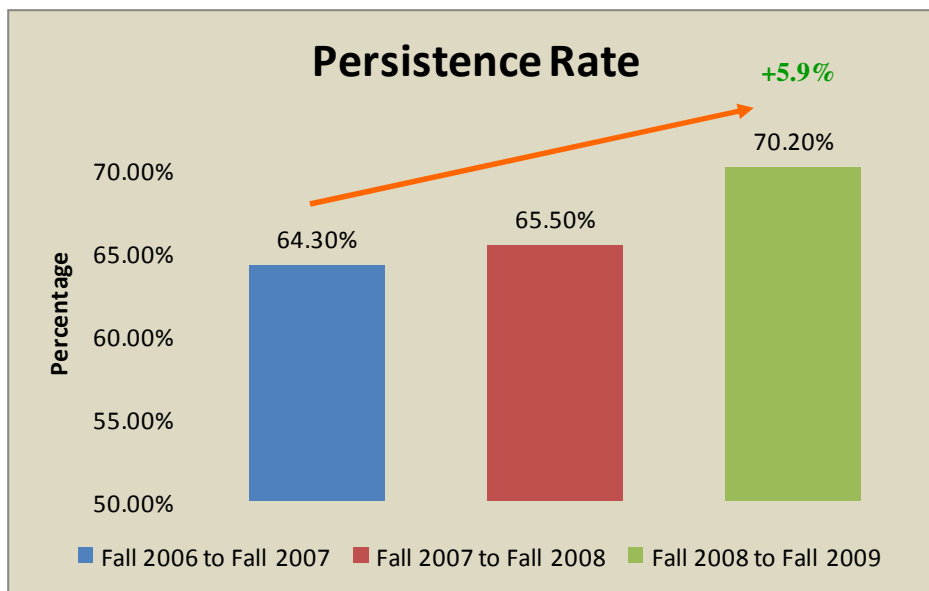
Students who earned at Least 30 units: Percentage of students who showed intent to complete and who earned at least 30 units while in the California Community College during a five-year period: Three groups.



OBSERVATIONS:

The percent of LMC students who earned at least 30 units in the California Community Colleges during a five-year period has increased by 1.6% (from **66.50%** in 2002-03 to 2007-08, to **68.10%** in 2004-05 to 2009-10).

Persistence Rate: Percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the system.

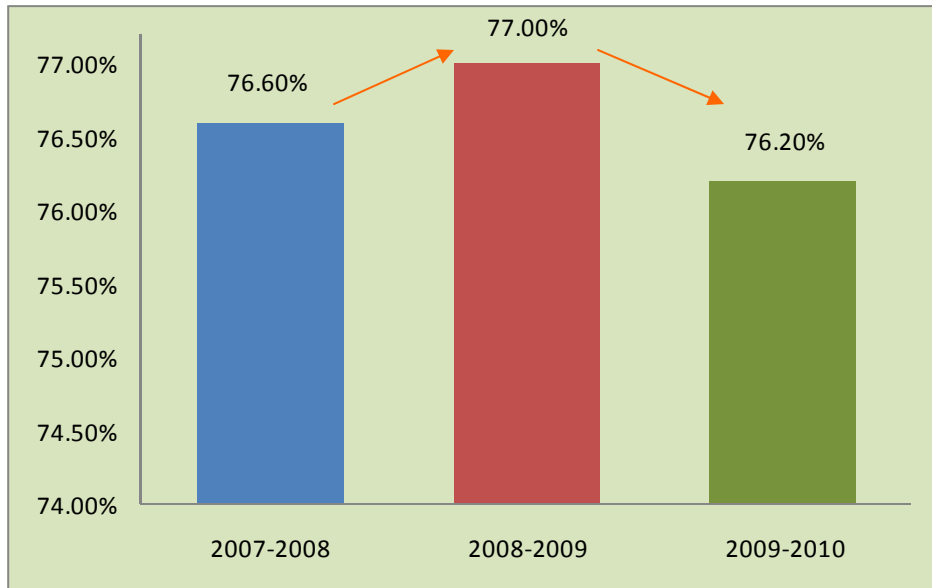


OBSERVATIONS:

The persistence rate for Los Medanos College has increased from 65.30% in fall 2006-fall 2007 to 70.20 % in fall 2008-fall 2009, an increase of 5.9%.

Source: ARCC, 2010

Annual Successful Course Completion rate for Credit Vocational Courses

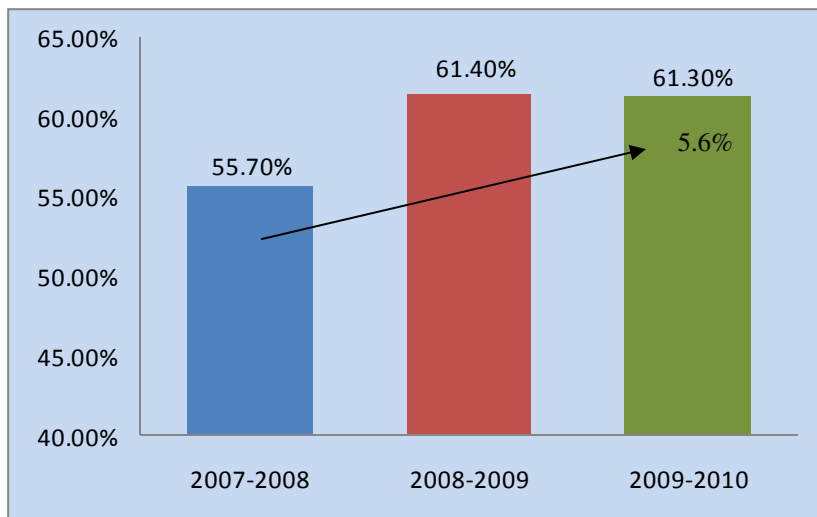


Source: ARCC, 2010

OBSERVATIONS:

The annual successful rate of vocational courses has fluctuated from 76.60% in 2007-0, 77% in 2008-09, and 76.2% in 2009-10.

Annual Successful Course Completion Rate for Credit Basic Skills Courses

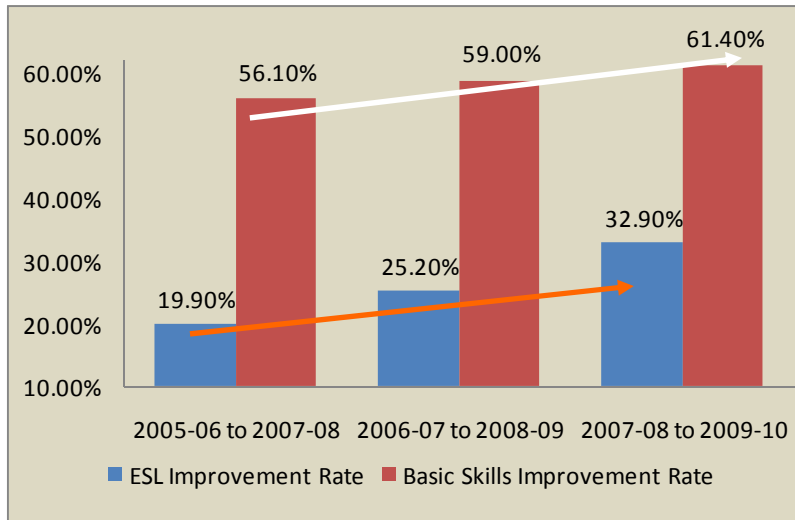


Source: ARCC, 2010

OBSERVATIONS:

The annual successful course completion rate for credit Basic Skill course has increased from 55.7% in 2007-08 to 61.3% in 2009-10. (special Admit students were excluded).

Improvement Rates for ESL and Credit Basic Skills Courses



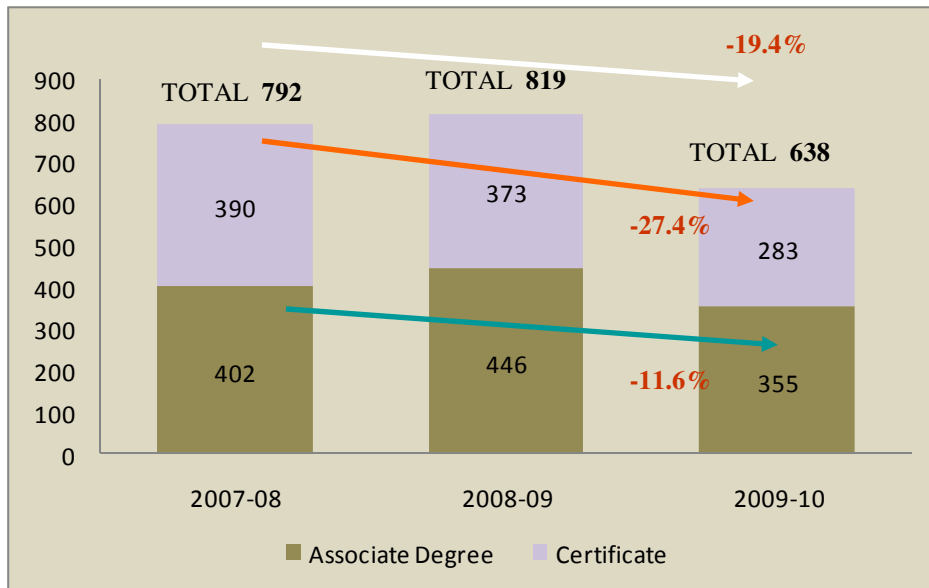
Source: ARCC, 2010

OBSERVATIONS:

ESL Improvement Rate: The outcome of interest was that group of students who successfully completed a higher-level ESL course in the same discipline (writing, reading, speaking and listening, or integrated ESL) or a transfer level English course within three academic years of completing the first ESL course. This rate has increased from 19.9% to 32.90%, an increase of 13%.

Basic Skills Improvement Rate, cohorts consisted of students enrolled in a credit basic skills Reading, Writing, or Mathematics course who successfully completed that initial course. Basic skills in math and English has increased from 56.1% to 61.4%, an increase of 5.3%.

Number of Associate Degrees and Certificates Awarded

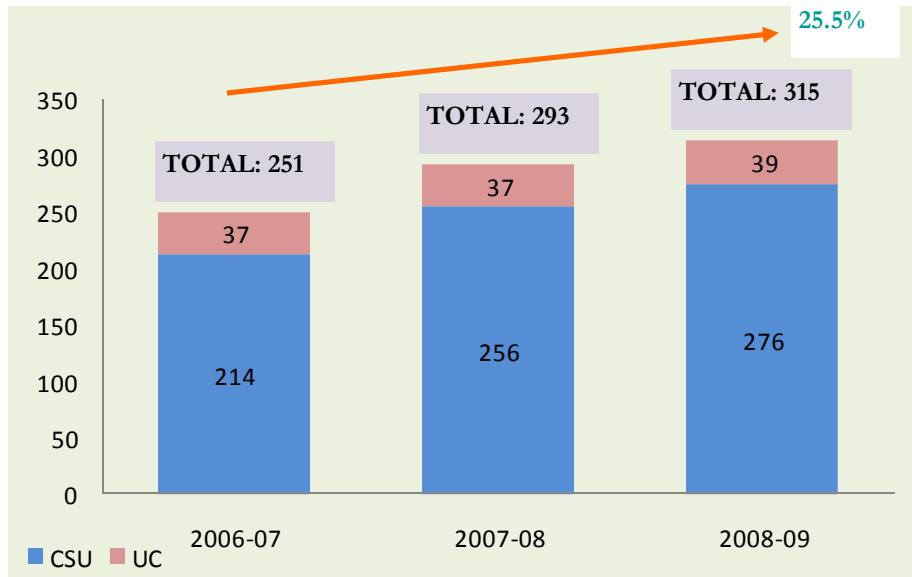


Source: CCCS Data Mart, 2010

OBSERVATIONS:

The number of total awards granted has decreased from 792 in 2007-08 to 638 in 2009-10, a decreased of **19.4%**. Specifically, The number of Certificates awarded has decreased from 390 in 2007-08 to 283 in 2009-10, a decreased of **27.4%**. As for Degrees awarded, they have decreased from 402 in 2007-08 to 355 in 2009-10, a decreased of **11.6%**.

LMC Transfers to California State University and University of California Systems



OBSERVATIONS:

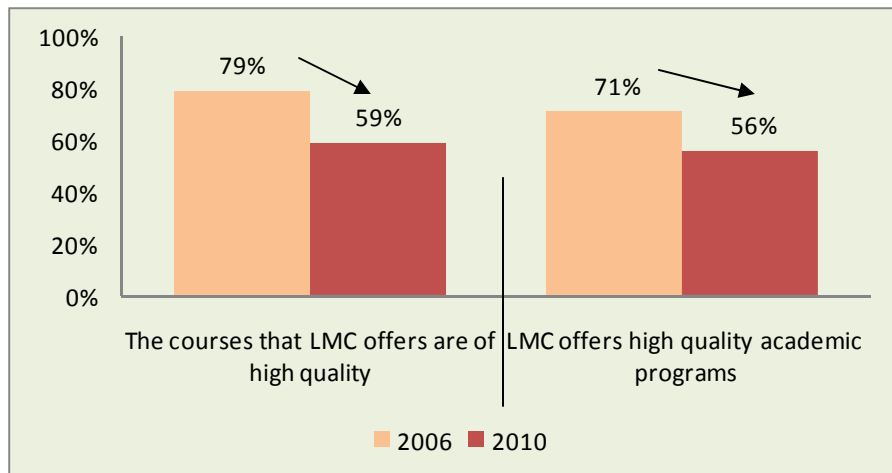
The number of LMC students to California's Public universities (UC and CSU) has increased from 251 in 2006-07 to 315 in 2008-09, an increase of 25.5%.

The greatest increase is to CSU, from 214 in 2006-07 to 276 in 2008-09.

Source: California Postsecondary Education, 2010

GOAL #3 – *Offer high quality programs that meet the needs of students and the community.*

Students AGREE that LMC Offers High Quality Courses and Programs

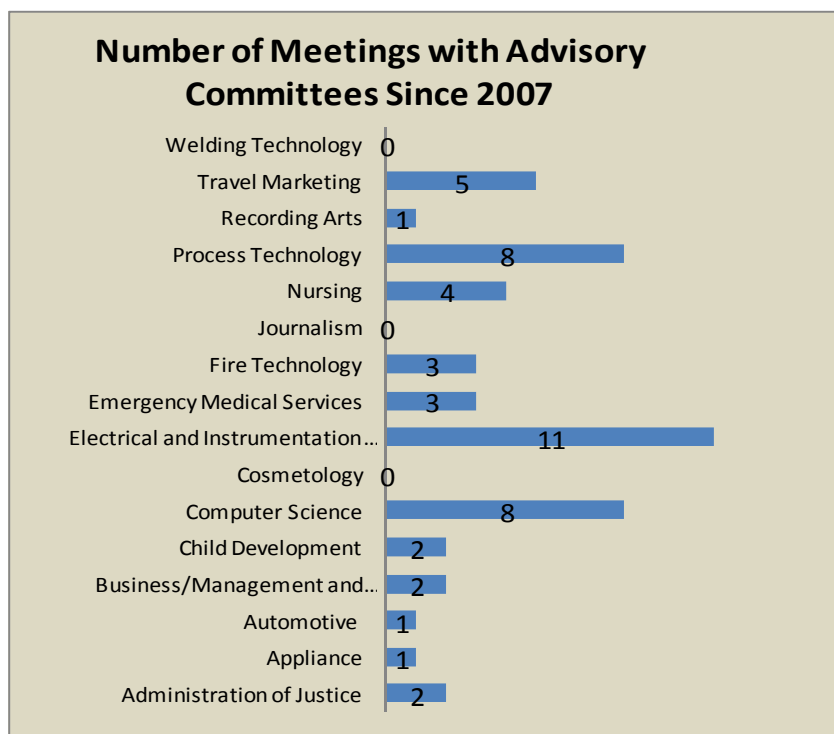


OBSERVATIONS:

Student agreement that LMC offers quality courses has decreased from 79% in 2006 to 59% in fall 2010. Similarly with the quality of programs: in 2006 71% of the students agreed that LMC offered high quality programs and the corresponding figure for fall 2010 is 56%.

Source: Student Experiences with LMC Survey, Fall 2006 and Fall 2010

Advisory Board Meetings for CTE Programs in their Program Reviews



OBSERVATIONS:

The CTE programs that have had the most meeting with their advisory committees since 2007 are: Process Technology (8 Meetings), Electrical and Instrumentation (11 meetings), and Computer Science (8 meetings).

Source: LMC, Office of Career Technical Education, Fall 2010

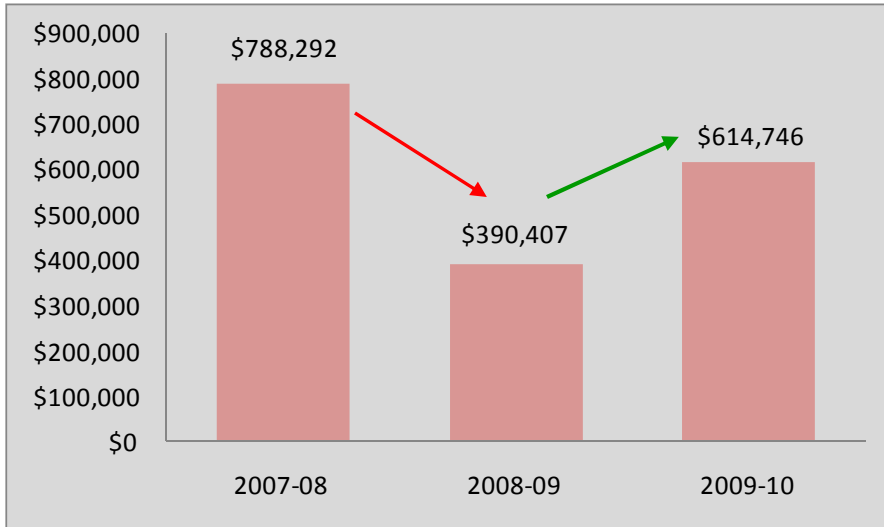
Special programs implemented to support specific student needs

Eight special programs have been created in recent years to support specific student needs. The programs are:

Puente
MESA
Umoja
Honors
ACE
Stat Path
Math Path
AVID

GOAL # 4 – *Ensure the fiscal well being of the college*

Increase FOUNDATION REVENUE that support planned college activities: 2007-2008 to 2009-2010

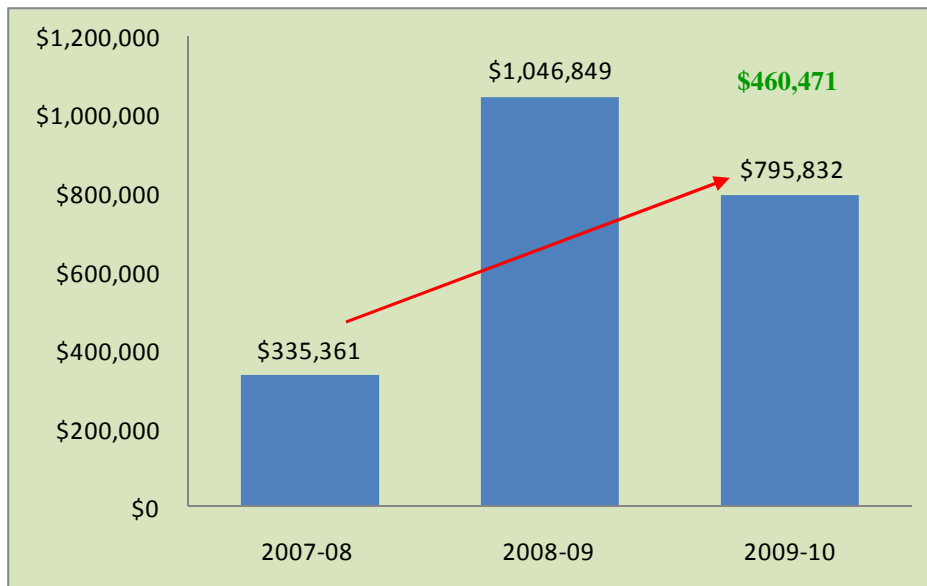


OBSERVATIONS:

Foundation revenue decreased from \$788,292 in 2007-2008 to \$390,407 in 2008-09, but rebounded to \$614,746 in 2009-2010.

Source: LMC Foundation Office, Fall 2010.

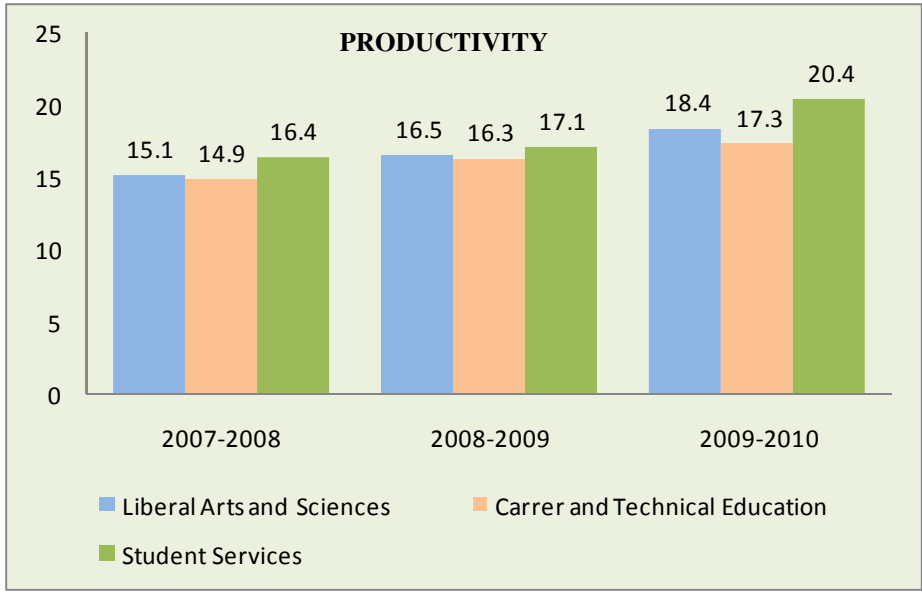
Increase GRANT REVENUE that support planned college activities: 2007-2008 to 2009-2010



OBSERVATIONS:

Grant revenue has more than doubled since 2007-2008. From \$335,361 in 2007-2008 to \$795,832 in 2009-2010, an increase of \$460,471. The best year for grant revenue was in 2008-09, with over a million dollars in support.

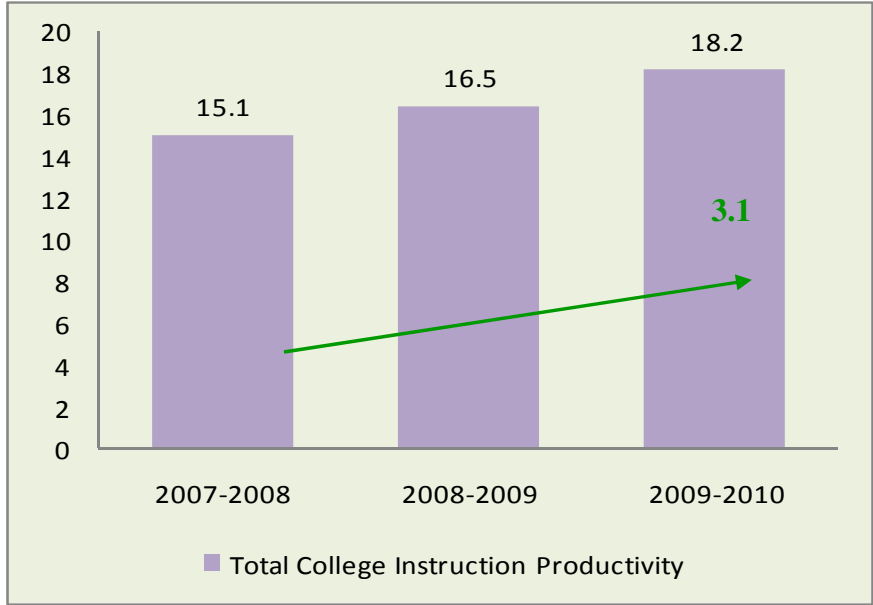
Source: LMC Foundation Office, Fall 2010.



OBSERVATIONS:

Productivity for Liberal Arts and Sciences, Career and Technical Education, and Student Services has increased in the last three years: from 2007-08 to 2009-2010. Liberal Arts productivity increased from 15.1 to 18.4; Occupational Education from 14.9 to 17.3; and Student Services from 16.4 to 20.4.

Source: LMC Business Office, Fall 2010

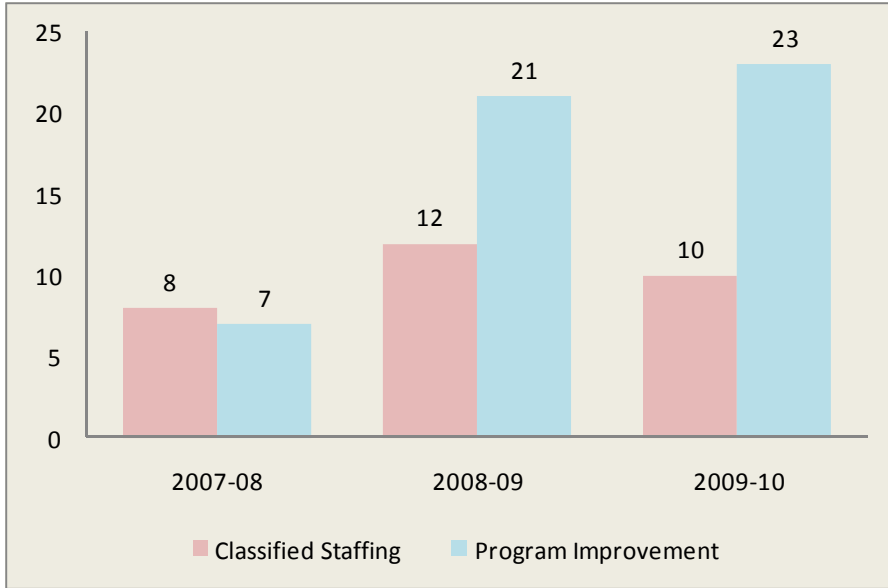


OBSERVATIONS:

Total Instruction Productivity has increased from 15.1 in 2007-2008 to 18.2 in 2009-2010, an increase of 3.1.

Source: LMC Business Office, Fall 2010.

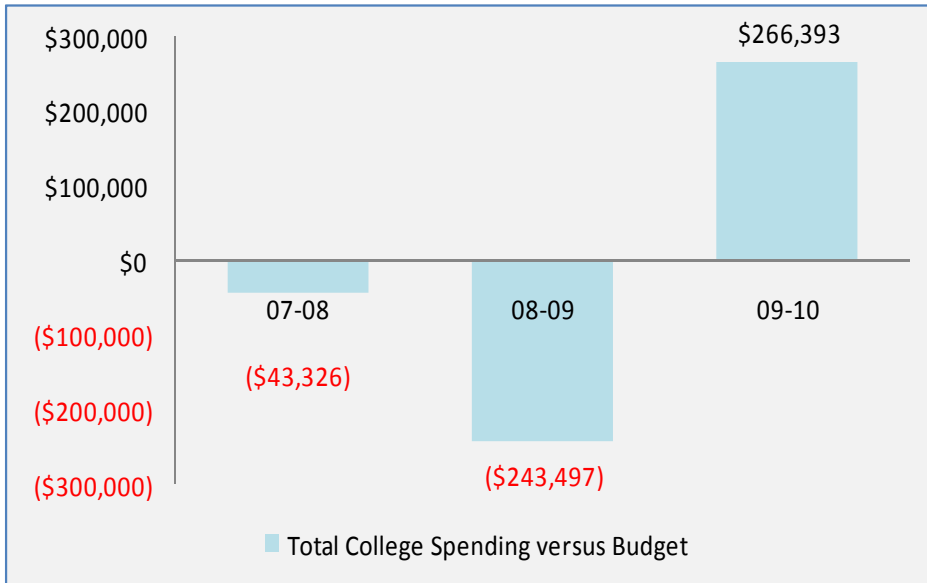
Number of RAP proposals generated each year



OBSERVATIONS:

Number of RAP proposals requesting classified staffing has increased from 8 in 2007-08 to 10 in 2009-10; Number of RAP proposals for Program Improvement has increased from 7 in 2007-08 to 23 in 2009-10.

Amount of over/under spending of budgets



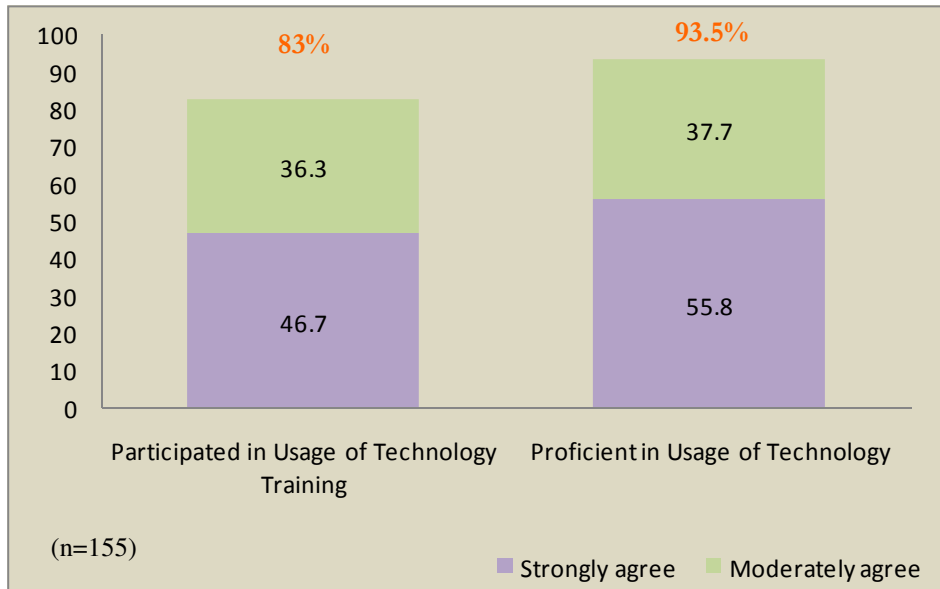
OBSERVATIONS:

In the academic years 2007-08 and 2008-09, the total departmental budgets of the college were over spent compared to the budget allocated to all departments. In 2009-10, the departmental budgets were under spent by a total of \$266,393.00

Source: LMC Business Office, Fall 2008.

GOAL # 5 – *Enhance a culture of innovation, inclusiveness and collaboration.*

Employees participate in technology training and are proficient in the use of technology.



OBSERVATIONS:

Eighty three percent (83%) of LMC personnel indicated that they participate in usage of technology training and 93.5% agreed that they were proficient.

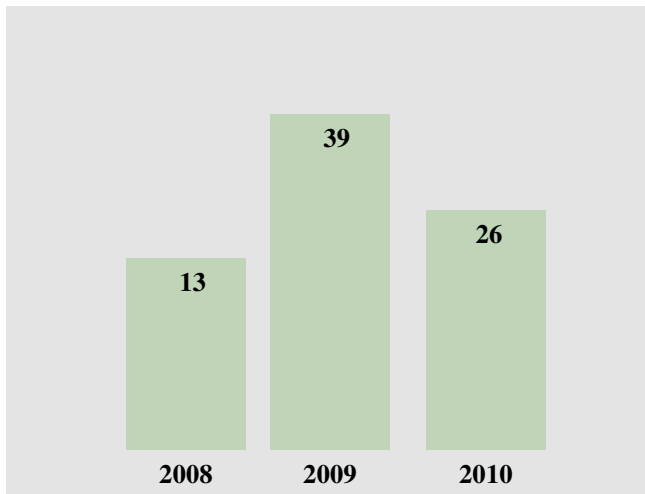
Source: LMC Personnel Survey, Fall 2010.

New instructional programs in the last three years

- Debate Team, Communications Studies program
- Environmental Science
- Theater Arts Degree Program
- Basic Computer Networking and Security (certificate)
- Advanced Computer Networking and Security (Certificate)
- Computer Networking and Security (Associate Degree)

Source: Office of Instruction, February 2011

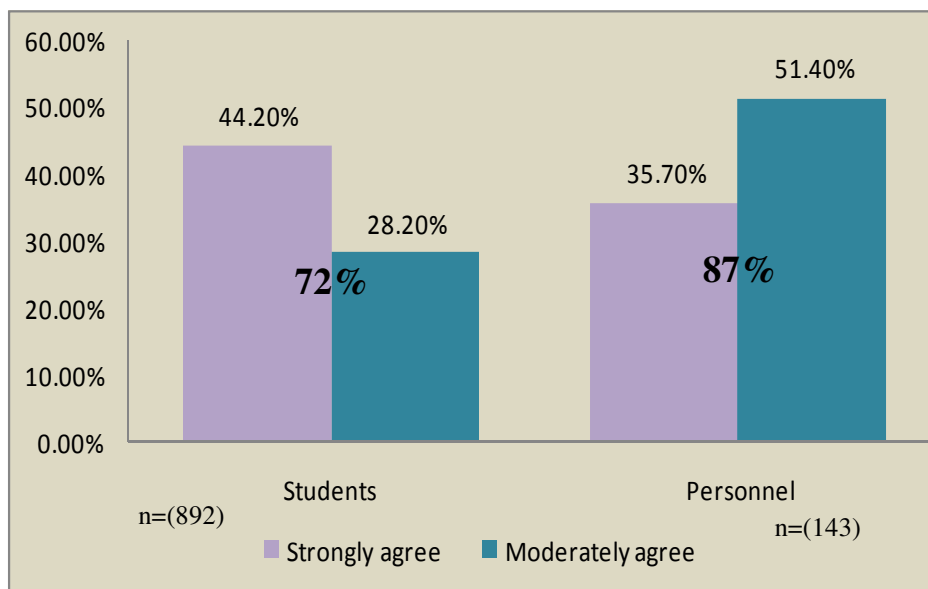
New courses in the last three years



OBSERVATIONS:

A total of 78 New courses have been created at LMC in the last Three years: 13 in 2008, 39 in 2009, and 26 in 2010.

Students and personnel at the college engage in collaborative activities



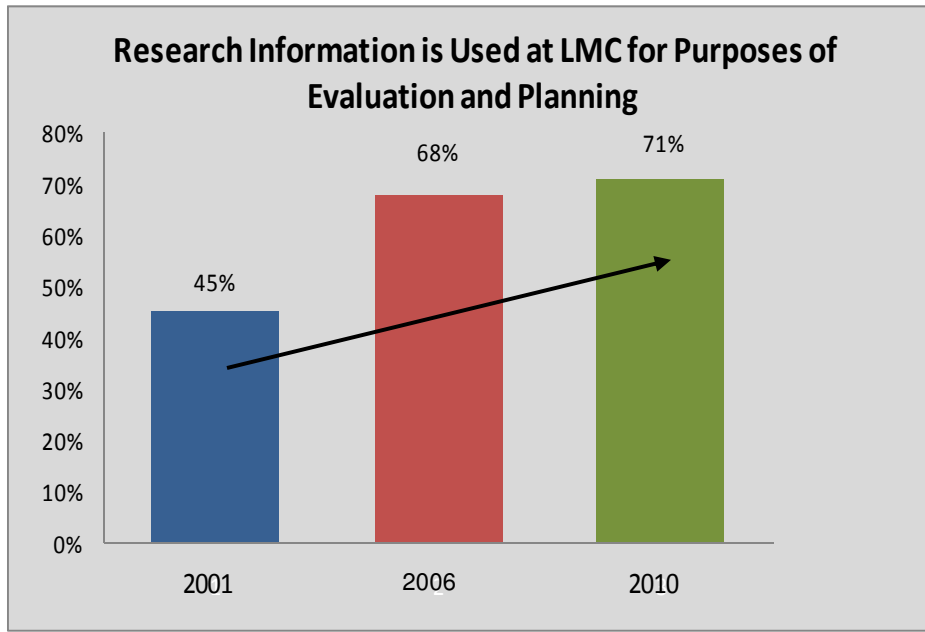
OBSERVATIONS:

The majority of students and faculty engage in collaborative activities on campus (72% students and 87% of faculty).

Source: Student Experiences with LMC Survey, Fall 2010
 Source: LMC Personnel Survey, Fall 2010.

GOAL #6: - Establish a culture of research and planning, implementing, assessing and improving.

LMC employees use research, planning, and assessment results to make decisions in their program planning for purposes of improving.

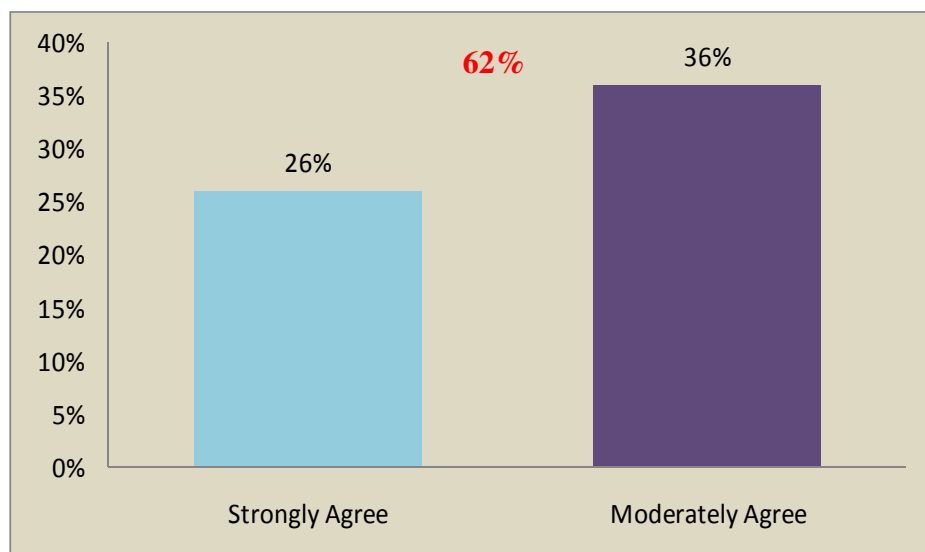


OBSERVATIONS:

The percentage of LMC employees who believe that Research information is used for purposes of evaluation and planning has increased from 45% in 2001 to 71% in 2010.

Source: LMC Personnel Survey, Fall 2010.

Los Medanos College has a culture of using research information for purposes of evaluation and planning.

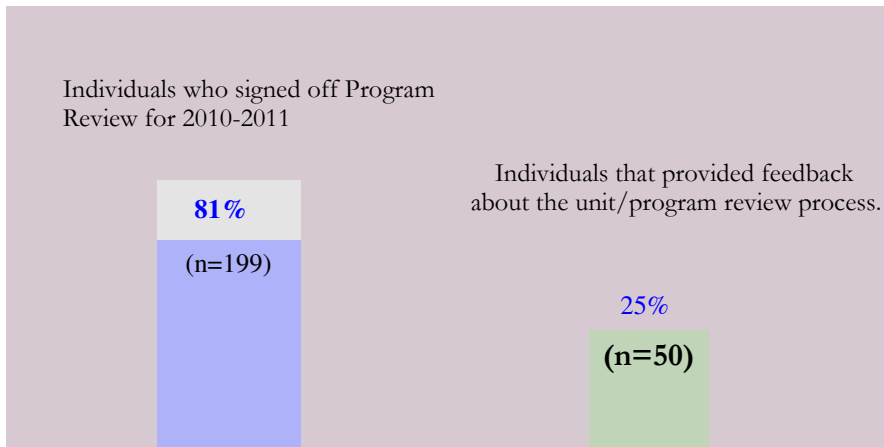


OBSERVATIONS:

About one quarter of personnel (26%) strongly agree that the institution has a culture of using research information for evaluation and planning, 36% moderately agree. Overall, 62% agree.

Source: LMC Personnel Survey, Fall 2010.

All permanent LMC employees engage in Program Review and Planning Process (PRAP).



Note: Some programs may have submitted a unit/program plan but did not fill out the section of individuals who completed report. in the general page of Program Review.

Source: Questionnaire using an online survey (SurveyMonkey).

OBSERVATIONS:

Of all full-time faculty, administrators and staff (n=247), 199 (81%) signed off Program Review for 2010-2011 and 25% provided feedback regarding the process of Unit/Program review.

Summary of Findings

Los Medanos College has prepared several reports on *Institutional Effectiveness* throughout the years. In the past, LMC's approach to *Institutional Effectiveness* has been around five areas of accountability: *Student Access, Student Participation, Human Resources, Fiscal Resources and Physical Resources*. As new educational priorities emerge for California's educational systems, so do measures for accountability. The State now places emphasis in Student Learning and Student Achievement. Los Medanos College's approach to *Institutional Effectiveness* is now around its six goals articulated in its Master Plan. The findings will become benchmarks for future measures to gauge progress and improvement. Following is a summary of the general findings in this report:

Goal 1 - ***Improve the learning of students.***

The college is making progress in its efforts for implementing Student Learning Outcomes assessment as reflected by the fact that most faculty (81%) have participated in professional development activities on SLOs, about three quarters (74%) of faculty indicated engaging in dialogue about SLOs, and about 99% of the courses have been integrated in COOR. However, LMC continues to work in fully implementing SLOs: 58% of the faculty indicated to have applied concepts learned about SLOs in their curriculum; 59% of faculty feel that SLOs efforts have improved Student Learning; 21% of Course Level Assessment Plans have been turned into the Teaching and Learning Project.

Goal 2 - ***Create an educational environment in which all people have a chance to develop their potential and achieve their educational goals.***

LMC efforts for improving student achievement appear to be paying off. Seventy four percent (74%) of students moderately and very much feel that their experiences at LMC have contributed to achieving their educational goals; According to the 2009-10 ARCC report, Student progress and achievement has improved; students who earned at least 30 units has improved; and improvement has also been observed for persistence rate, ESL rate and Improvement for basic skills. The number of LMC Transfers to UC and CSU has also increased.

Goal 3 - ***Offer high quality programs that meet the needs of students and the community.***

Student opinions about LMC offering high quality courses and programs have changed in the last 4 years. According to two institutional student surveys (2006 and 2010) student agreement about LMC offering high quality courses decreased from 79% to 59% and their agreement that LMC programs are of high quality also decreased from 71% to 56%. CTE Advisory meetings for the past three years have ranged from NONE to 11. Also, eight programs at LMC have been designed and implemented to address special needs of students.

Goal 4 - ***Ensure the fiscal well being of the college Intended Outcomes.***

The financial needs of the college have been adjusted according to the economic situation of the State. The Foundation revenues have decreased in the last three years. Yet, Grant revenues have increased. Productivity has also increased, program improvement grant proposals have increased and departmental budgets were under spent.

Goal 5. ***Enhance a culture of innovation, inclusiveness and collaboration.***

Los Medanos college faculty and other personnel are engaged in technology, innovation and collaboration. The majority of faculty participate in technology training and are proficient in the use of technology (83% and 93%); six programs and 78 new courses have been developed in the last three years; and the majority of students (72%) and college personnel (87%) engage in collaborative activities.

Goal 6. ***Establish a culture of research and planning, implementing, assessing and improving.***

LMC continues to develop a culture of information and evidence for decision making. Almost three quarters (71%) of LMC employees believe that research information is used at LMC for purposes of evaluation and planning; 62% believe that LMC has a culture of using information for evaluation and planning; and about 199 of the 247 LMC full-time personnel (81%), signed off for Program Review for 2010 and 2011.

Appendix A

INSTITUTIONAL SURVEYS

Student Survey: An instrument, the Student Experiences with Los Medanos College, was designed and implemented in the fall of 2010 to a sample of 50 courses, stratified by discipline, time of day, and day of the week. This number of courses, yield a sample of 892. Topics assessed through the survey included:

- Student Goals
- Experiences with Student Services
- Experiences with instructors, other students and other personnel of the college
- Experiences with Academic Resources of the college
- Impact from LMC experiences
- Opinions about classes and programs,
- Their perception of various aspects of the college

Faculty Survey: The survey for LMC personnel was designed and administered through an online survey software (SurveyMonkey). The areas assessed included:

- Planning and college direction
Faculty teaching and student learning
- Professional Development
- Facilities
- And other aspects.

Of the approximate 247 LMC employees 143 completed the online survey (58%).

Appendix B

ARCC DEFINITIONS

STUDENT PROGRESS AND ACHIEVEMENT RATE

Definition: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer course within six years and who are shown to have achieved ANY of the following outcomes within six years of entry:

- Earned any AA/AS or Certificate (18 or more units)
- Actual transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved “Transfer Directed” (student successfully completed both transfer-level Math AND English courses)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0)

The cohorts consisted of first-time students from 2002-2003 (Cohort 1), 2003-2004 (Cohort 2) and 2004-2005 (Cohort 3) who achieved outcomes by 2007-2008 (Cohort 1), 2008-2009 (Cohort 2) and 2009-2010 (Cohort 3). Transfer was determined by matching with a database generated by the Chancellor's Office that contains NSC, UC and CSU transfers.

Data Source: Chancellor's Office Management Information System (COMIS)

PERCENT OF STUDENTS WHO EARNED AT LEAST 30 UNITS

Definition: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer course within six years of entry who are shown to have achieved the following value-added measure of progress within six years of entry:

- Earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive effect on future earnings.)

The cohorts consisted of first-time students from 2002-2003 (Cohort 1), 2003-2004 (Cohort 2) and 2004-2005 (Cohort 3) who achieved outcomes by 2007-2008 (Cohort 1), 2008-2009 (Cohort 2) and 2009-2010 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

PERSISTENCE RATE

Definition: Percentage of cohort of first-time students with minimum of six units earned in their first Fall term in the CCC who return and enroll in the subsequent Fall term anywhere in the system.

The rate is based on three first-time student cohorts enrolled in Fall 2006 (Cohort 1), Fall 2007 (Cohort 2) and Fall 2008 (Cohort 3). Persistence was measured by their enrollment in Fall 2007 (Cohort 1), Fall 2008 (Cohort 2) and Fall 2009 (Cohort 3).

Data Source: Chancellor's Office Management Information System (COMIS)

ANNUAL SUCCESSFUL COURSE COMPLETION RATE FOR CREDIT BASIC SKILLS COURSES

Methodology: The cohorts for basic skills course completion rate consisted of students enrolled in credit basic skills courses in the academic years of interest (2007-2008, 2008-2009, 2009-2010). These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of B in CB08 (basic skills course). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or P.

Data Source: Chancellor’s Office Management Information System (COMIS)

IMPROVEMENT RATE FOR CREDIT ESL COURSES

Methodology: The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the ESL course. Students enrolled in any ESL course coded CB 21 prior to transfer level English were included in the cohort. Taxonomy of Programs (TOP) codes were used to identify ESL courses and disciplines within ESL (reading, writing, listening/speaking, integrated ESL). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or Pass (P).

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course in the same discipline (writing, reading, speaking and listening, or integrated ESL) or a transfer level English course within three academic years of completing the first ESL course. In the case where the qualifying cohort course is Integrated ESL (TOP Code 4930.87), improvement is signaled by progress in higher level integrated ESL or a higher level ESL course in writing or reading or speaking/listening.

Cohorts were developed and followed for academic years 2005-2006 to 2007-2008, 2006-2007 to 2008-2009, and 2007-2008 to 2009-2010.

Data Source: Chancellor’s Office Management Information System (COMIS)

IMPROVEMENT RATE FOR CREDIT BASIC SKILLS COURSES

Methodology: The basic skills improvement rate cohorts consisted of students enrolled in a credit basic skills Reading, Writing, or Mathematics course who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Students starting at one or more levels below transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math, Writing, and Reading courses. Basic skills courses were those having a course designation of B in CB08 (basic skills course). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or Pass (P).

Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

Cohorts were developed and followed for academic years 2005-2006 to 2007-2008, 2006-2007 to 2008-2009, and 2007-2008 to 2009-2010.

Data Source: Chancellor’s Office Management Information System (COMIS)