

Reviewing progress toward Interim Plan Goals

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LMC's Strategic Priorities

Strategic Priority #1 - Increase and Accelerate Student Program Completion

Strategic Priority #2 - Build Stronger Relationships Among Faculty, Staff and Students to Increase Engagement and Student Success

Strategic Priority #3 - Increase and Accelerate Student Completion of Basic Skills Sequences

Strategic Priority #4 - Improve the Academic Success of our African American Students

Review of data related to LMC's interim Strategic Plan

STRATEGIC PRIORITY #1 – Increase and Accelerate Student Program Completion

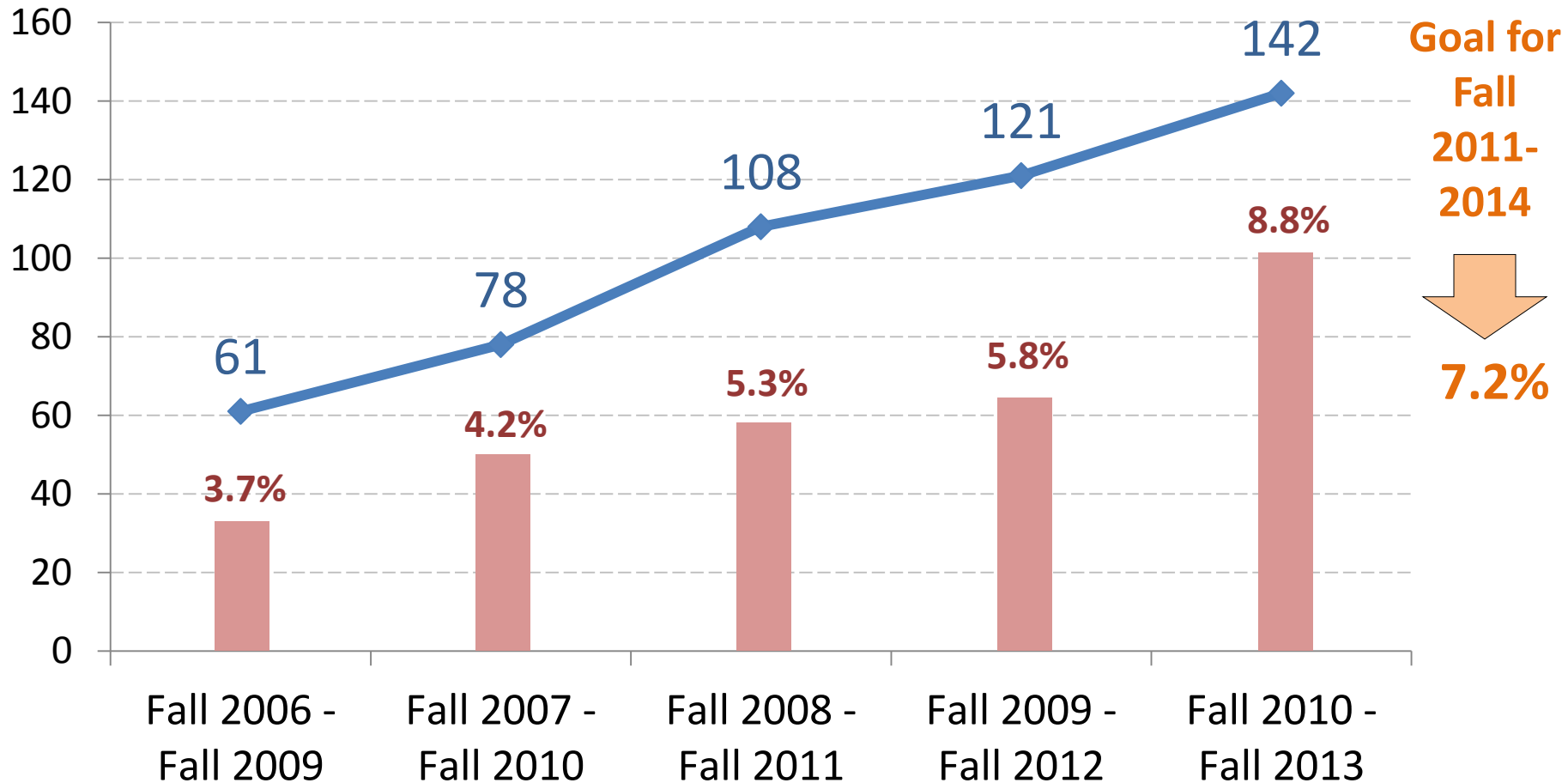
C. SUPPORTING OBJECTIVES

- i. By Fall 2014, there will be a 3% increase in the number of students who become “transfer prepared” within 3 years of enrollment compared to a Fall 2007 – Fall 2010 baseline of 4.2%. This means that 7.2% of all new students in Fall 2011 will be ‘transfer prepared’ by Fall 2014.
- ii. In academic year 2013-2014, there will be a minimum of 362 transfers to UC/CSU, a 3% annualized increase over the 2008-2009 baseline of 315 students.
- iii. In academic year, 2013-2014, there will be a minimum of 708 AA/AS degrees will be awarded, a 10% annualized increase over the 2008-2009 baseline of 464 AA/AS degrees.
- iv. In academic year 2013-2014, a minimum of 130 state approved certificates will be awarded; a 20% annualized increase over the 2008-2009 baseline of 65 state approved certificates awarded.
- v. In academic year 2013-2014, a minimum of 462 locally approved certificates will be awarded, a 10% annualized increase over the 2008-2009 baseline of 308 locally approved certificates awarded.

Transfer Prepared within Three Years

of First-time Students Prepared

% of First-time Students Prepared

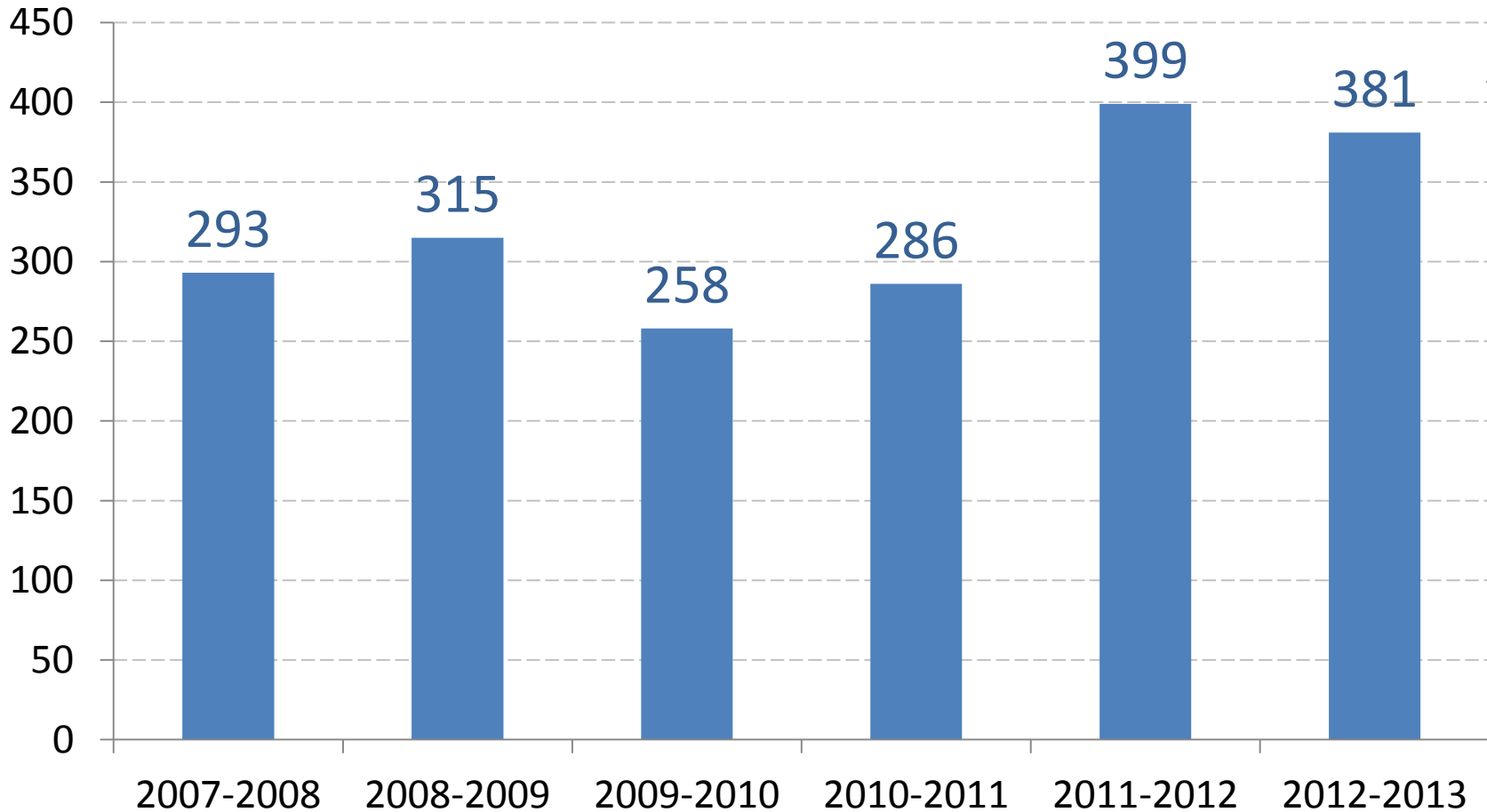


*2012-2013 missing UC system transfers. CSU counts only.

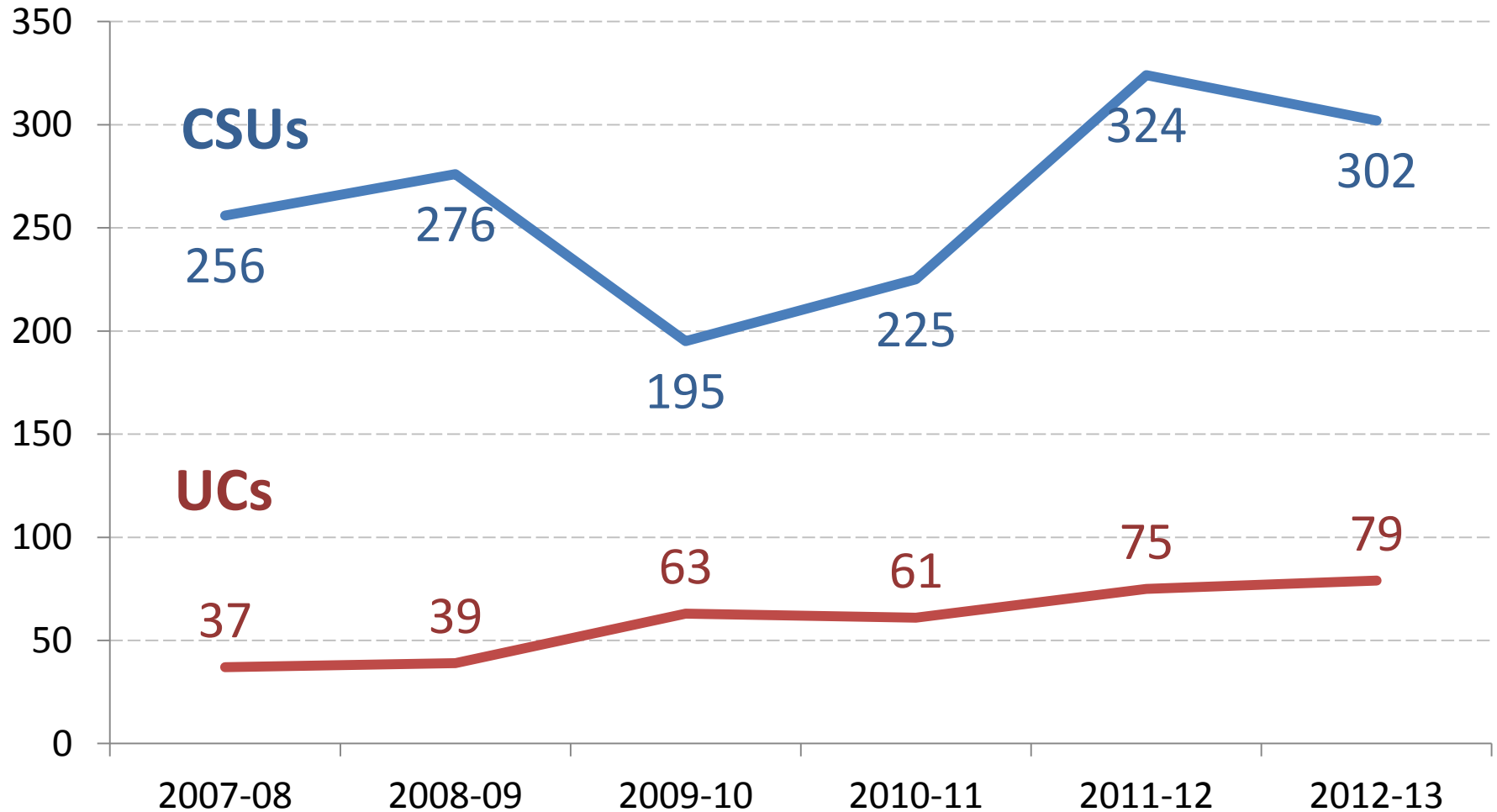
Transfers to UCs & CSUs

LMC

**Goal for
2013/14**



Student Transfers to UCs and CSUs

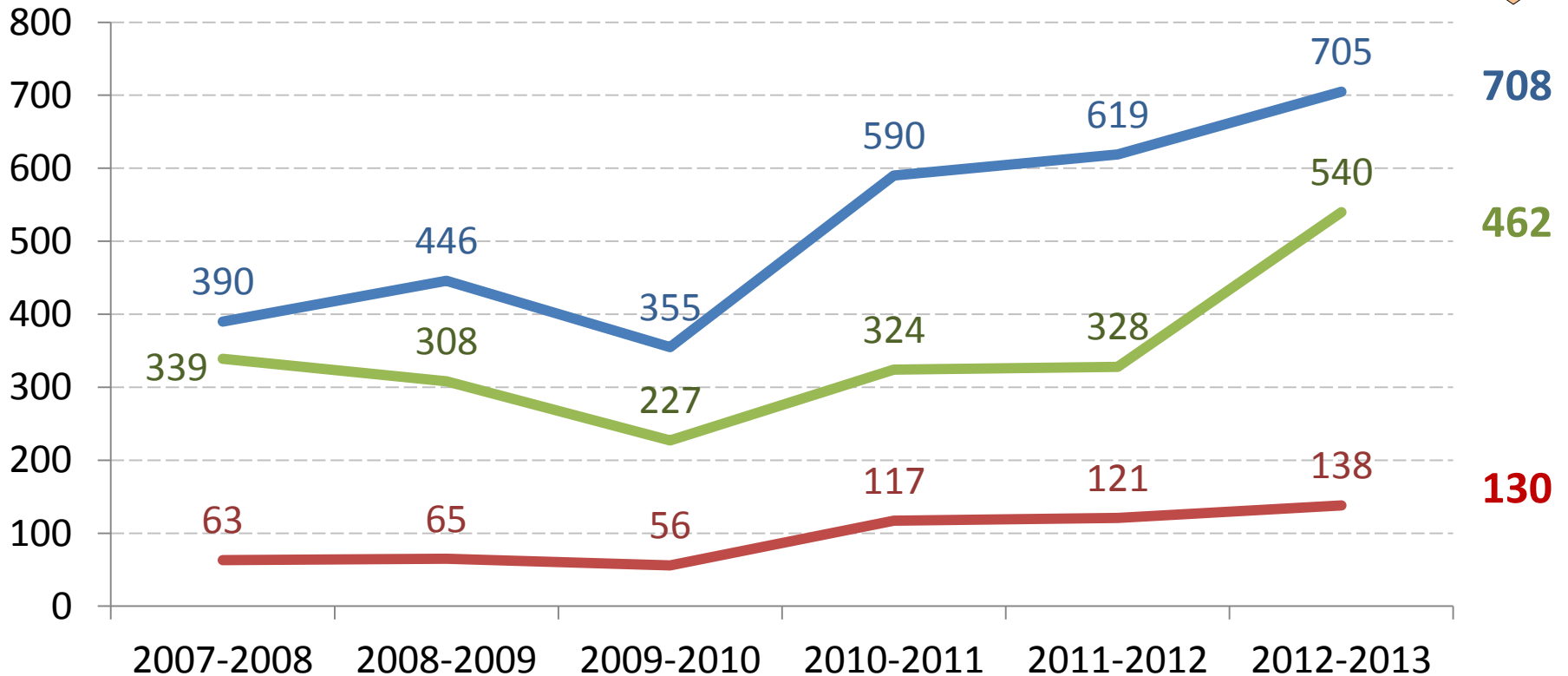
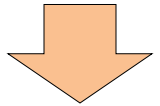


Degree and Certificate Production

LMC

- Degrees Awarded (AA, AS, AAT, AST)
- State-Approved Certificates Awarded
- Locally-Approved Certificates Awarded

**Goals for
2013/14**



Review of data related to LMC's interim Strategic Plan


STRATEGIC PRIORITY #2– Increase and Accelerate Student Completion of Basic Skills Sequences

C. SUPPORTING OBJECTIVES

- i. By Spring 2013, create specific objectives regarding engagement using the results of the SENSE, CCSSE, CCFSSE, and other locally developed instruments (conducted in academic year 2012 - 2013) that measure the engagement of students and employees.

CCSSE Summary Report

SENSE Summary Report



Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2013 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five of the CCSSE special-focus items on promising educational practices. Select faculty survey data are also highlighted.

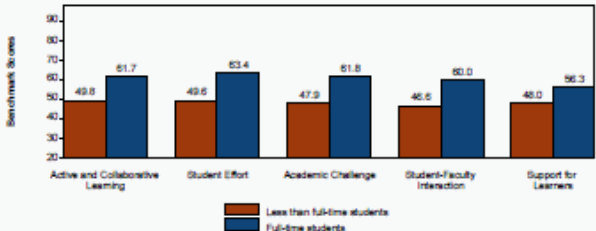
Promising Practices for Student Success

In each annual administration, CCSSE has included special-focus items to allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance of great interest to the field. The 2013 special-focus items are part of an ongoing national research project focused on community college students' participation in a defined collection of promising practices for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and attainment. This work will link data from the CCSSE special-focus items; related items on the faculty survey (CCFSSE), which explore the extent of faculty members' use of the identified promising practices in their teaching; and institutional data collected from the Community College Institutional Survey (CCIS) that address questions about how these promising practices are implemented across varied institutions.


This data collection will provide empirical confirmation of promising educational practices in community colleges, quantification of the extent to which those practices are part of the current experience of our students, and information about whether participation in these types of practices varies across subgroups of students. Ongoing data analysis will provide new evidence of how student participation in these practices is related to overall student engagement, academic progress, and college completion.

Benchmark Overview by Enrollment Status

Figure 1 below represents your institution's CCSSE benchmark scores by students' enrollment status.



Category	Less than full-time students	Full-time students
Active and Collaborative Learning	49.8	61.7
Student Effort	49.6	63.4
Academic Challenge	47.9	61.8
Student-Faculty Interaction	46.6	60.0
Support for Learners	48.0	56.3



Benchmarks of Effective Educational Practice With Entering Students

SENSE Benchmarks

- ★ Early Connections**
 When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.
- ★ High Expectations and Aspirations**
 Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned.
- ★ Clear Academic Plan and Pathway**
 When a student, with knowledgeable assistance, creates a road map—one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.

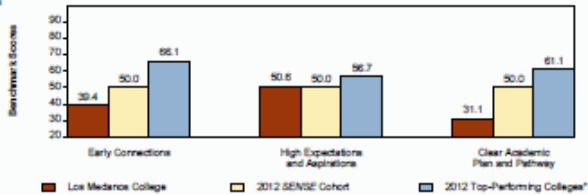
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The Survey of Entering Student Engagement (SENSE) benchmarks are groups of conceptually related survey items that address key areas of entering student engagement. The six benchmarks denote areas that educational research has shown to be important to entering students' college experiences and educational outcomes; thus, they provide colleges with a useful starting point for looking at institutional results.

Ideally, colleges engage entering students in all six benchmark areas, beginning with a student's first contact with the institution and continuing through completion of the first three weeks of the initial academic term. This time is decisive because current research indicates that helping students succeed through the first academic term can dramatically improve subsequent success, including completing courses and earning certificates and degrees.

While many student behaviors and institutional practices measured by the benchmarks can and should continue throughout students' college careers, the SENSE items and the resulting data focus on this critical entering student timeframe.

SENSE benchmark scores are computed by averaging the scores on survey items composing the benchmarks. Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents.



Category	Los Medanos College	2012 SENSE Cohort	2012 Top-Performing Colleges*
Early Connections	39.4	50.0	66.1
High Expectations and Aspirations	50.6	50.0	66.7
Clear Academic Plan and Pathway	31.1	50.0	61.1

*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.ccsse.org.

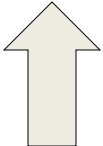
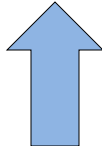
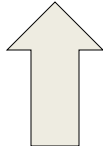
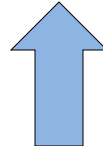
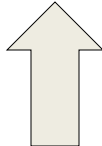
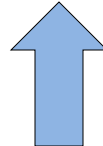
Review of data related to LMC's interim Strategic Plan

STRATEGIC PRIORITY #3– Increase and Accelerate Student Completion of Basic Skills Sequences

C. SUPPORTING OBJECTIVES

- i. Increase the percentage of basic skills math students who successfully complete the DE math program within 3 years by 3% and those who complete a transfer level math course in this same time period by 5% over the Fall 2008 – Summer 2011 baselines of 35.5% and 19.5% respectively.
- ii. Increase the percentage of basic skills English students who successfully complete the DE English program within 3 years by 2% and those who complete a transfer level English course in this same time period by 4% over the Fall 2008 – Summer 2011 baselines of 59.2% and 38.2% respectively.
- iii. **Changes to the California Chancellor's Office treatment of basic skills coding schemes (CB21) in 2009 make it very difficult to track basic skills sequence improvement rates prior to that date. So at this point we can reliably track sequence rates for students enrolling as of Fall 2009**

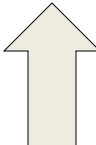
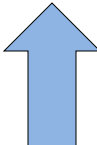
Basic Skill Math 3-Year Sequence Completion Data

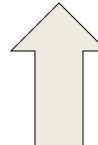

Student Ethnicity	Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	Placed into Dev Ed	Completed Dev Ed Sequence	Complete a Transfer Level Course	Placed into Dev Ed	Completed Dev Ed Sequence	Complete a Transfer Level Course	Placed into Dev Ed	Completed Dev Ed Sequence	Complete a Transfer Level Course
Total	1,332	37%	21%	1,013	37%	23%	1,003	40%	31%
									

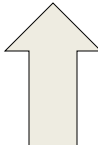
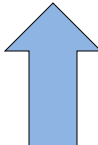
Note: Cohorts are tracked from the starting Fall semester indicated in the table and tracked through the Fall semester three years from that date.

Basic Skill English 3-Year Sequence Completion Data

Student Ethnicity	Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	Placed into Dev Ed	Completed Dev Ed Sequence	Complete a Transfer Level Course	Placed into Dev Ed	Completed Dev Ed Sequence	Complete a Transfer Level Course	Placed into Dev Ed	Completed Dev Ed Sequence	Complete a Transfer Level Course
Total	1,074	56%	46%	989	58%	54%	802	62%	60%

Note: Cohorts are tracked from the starting Fall semester indicated in the table and tracked through the Fall semester three years from that date.

Review of data related to LMC's interim Strategic Plan

STRATEGIC PRIORITY #4 – Improve the Academic Success of our African American Students

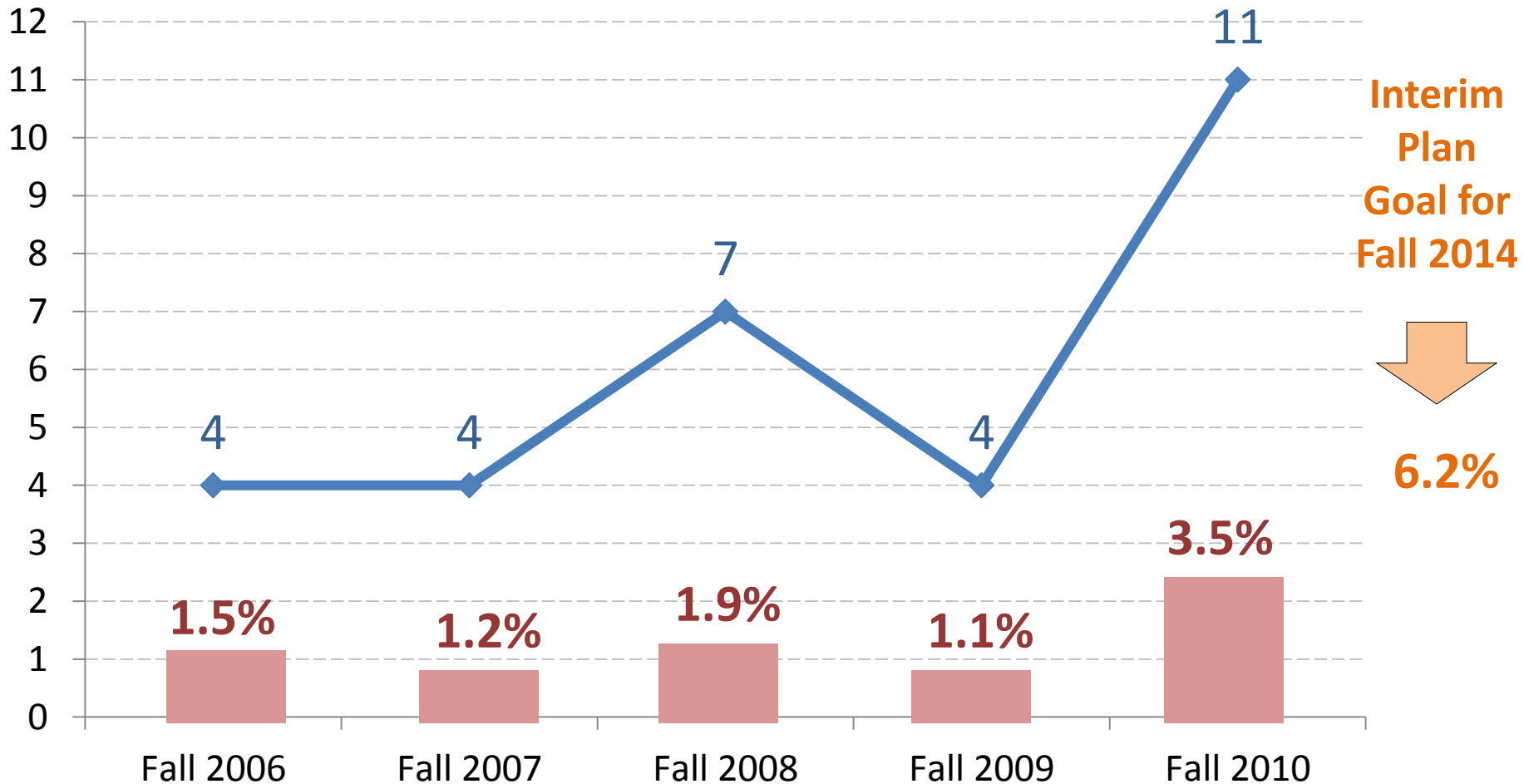
C. SUPPORTING OBJECTIVES

- i. By Fall 2014, there will be a 5% increase in the number of African American students who become 'transfer prepared' within 3 years of enrollment compared to a Fall 2007 – Fall 2010 baseline of 1.2%. This means that 6.2% of all new African American students in Fall 2011 will be 'transfer prepared' by Fall 2014.
- ii. Increase the percentage of African American basic skills math students who successfully complete the DE math program within 3 years by 7% and those who complete a transfer level math course in this same time period by 10% over the Fall 2008 – Summer 2011 baselines of 21.6% and 9.1% respectively.
- iii. Increase the percentage of basic skills English students who successfully complete the DE English program within 3 years by 6% and those who complete a transfer level English course in this same time period by 10% over the Fall 2008 – Summer 2011 baselines of 40.2% and 21.9% respectively.

African Americans Transfer Prepared within Three Years

of First-time Students Prepared

% of First-time Students Prepared



Basic Skill Math Sequence Completion Data

Student Ethnicity	Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	Placed into Dev Ed	Completed Dev Ed Sequence	Complete a Transfer Level Course	Placed into Dev Ed	Completed Dev Ed Sequence	Complete a Transfer Level Course	Placed into Dev Ed	Completed Dev Ed Sequence	Complete a Transfer Level Course
Total	1,332	37%	21%	1,013	37%	23%	1,003	40%	31%
African-American	220	23%	13%	191	28%	16%	198	25%	25%

But looking at Dev Ed completion rates in this aggregate way masks the real story ...

Math Basic Skills

Sequence Completion

Student Ethnicity	Fall 2009 Cohort							
	4-Levels Below		3-Levels Below		2-Levels Below		1-Level Below	
	% Completing		% Completing		% Completing		% Completing	
	Starting Cohort #	Dev Ed Sequence	Starting Cohort #	Dev Ed Sequence	Starting Cohort #	Dev Ed Sequence	Starting Cohort #	Dev Ed Sequence
Total	296	12%	338	25%	352	36%	346	71%
African-American	84	8%	62	23%	41	29%	33	52%
Asian	15	27%	20	35%	19	16%	30	83%
Hispanic	83	8%	87	21%	85	38%	88	72%
White Non-Hispanic	57	7%	77	25%	119	44%	96	75%

Student Ethnicity	Fall 2010 Cohort							
	4-Levels Below		3-Levels Below		2-Levels Below		1-Level Below	
	% Completing		% Completing		% Completing		% Completing	
	Starting Cohort #	Dev Ed Sequence	Starting Cohort #	Dev Ed Sequence	Starting Cohort #	Dev Ed Sequence	Starting Cohort #	Dev Ed Sequence
Total	141	9%	379	24%	265	43%	228	70%
African-American	45	9%	85	27%	33	30%	28	61%
Asian	9	11%	30	27%	16	38%	22	77%
Hispanic	45	4%	122	25%	85	53%	80	64%
White Non-Hispanic	30	20%	104	21%	94	35%	78	77%

Student Ethnicity	Fall 2011 Cohort							
	4-Levels Below		3-Levels Below		2-Levels Below		1-Level Below	
	% Completing		% Completing		% Completing		% Completing	
	Starting Cohort #	Dev Ed Sequence	Starting Cohort #	Dev Ed Sequence	Starting Cohort #	Dev Ed Sequence	Starting Cohort #	Dev Ed Sequence
Total	144	14%	319	22%	231	43%	309	69%
African-American	59	14%	78	8%	27	52%	34	65%
Asian	5	0%	23	30%	18	67%	27	85%
Hispanic	54	17%	103	28%	98	39%	113	68%
White Non-Hispanic	20	10%	88	27%	66	41%	98	73%

Basic Skill English Sequence Completion Data

Student Ethnicity	Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	Placed into Dev Ed	Completed Dev Ed Sequence	Complete a Transfer Level Course	Placed into Dev Ed	Completed Dev Ed Sequence	Complete a Transfer Level Course	Placed into Dev Ed	Completed Dev Ed Sequence	Complete a Transfer Level Course
Total	1074	56%	46%	989	58%	54%	802	62%	60%
African-American	188	32%	28%	177	38%	28%	144	48%	43%

Again, let's look at sequence completion rates for these groups based on placement level ...

English Basic Skills Sequence Completion

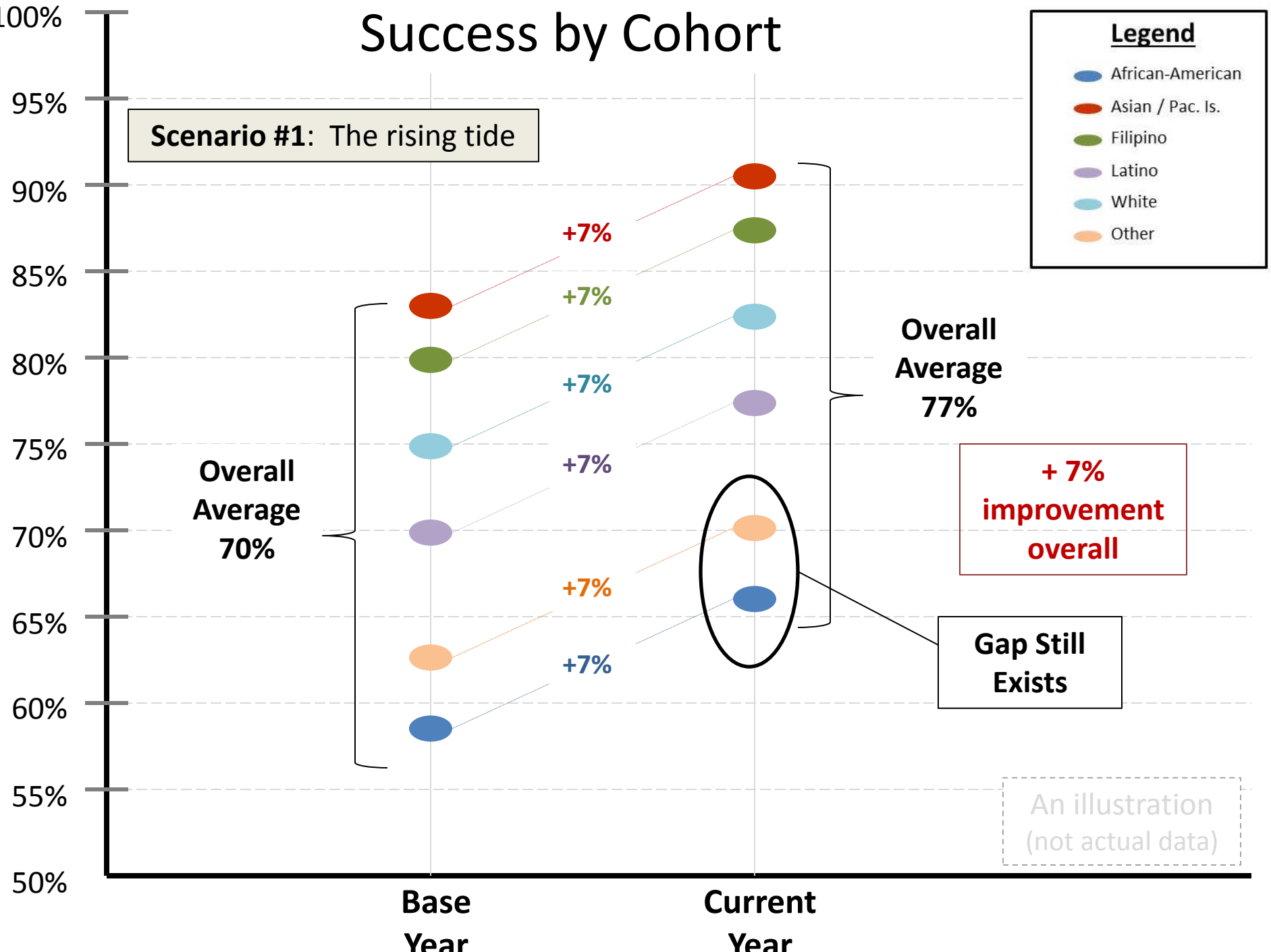
Student Ethnicity	Fall 2009 Cohort					
	3-Levels Below		2-Levels Below		1-Level Below	
	Starting Cohort #	% Completing Dev Ed Sequence	Starting Cohort #	% Completing Dev Ed Sequence	Starting Cohort #	% Completing Dev Ed Sequence
Total	95	17%	460	39%	519	79%
African-American	25	8%	104	20%	59	64%
Asian	12	17%	35	40%	36	81%
Hispanic	23	22%	129	44%	121	81%
White Non-Hispanic	8	13%	87	46%	144	77%

Student Ethnicity	Fall 2010 Cohort					
	3-Levels Below		2-Levels Below		1-Level Below	
	Starting Cohort #	% Completing Dev Ed Sequence	Starting Cohort #	% Completing Dev Ed Sequence	Starting Cohort #	% Completing Dev Ed Sequence
Total	72	17%	403	43%	514	76%
African-American	21	5%	82	33%	74	53%
Asian	9	22%	39	67%	46	91%
Hispanic	29	17%	160	42%	205	81%
White Non-Hispanic	12	33%	76	47%	133	75%

Student Ethnicity	Fall 2011 Cohort					
	3-Levels Below		2-Levels Below		1-Level Below	
	Starting Cohort #	% Completing Dev Ed Sequence	Starting Cohort #	% Completing Dev Ed Sequence	Starting Cohort #	% Completing Dev Ed Sequence
Total	23	30%	347	45%	432	78%
African-American	6	33%	84	40%	54	61%
Asian	6	50%	32	63%	39	74%
Hispanic	5	20%	125	48%	176	83%
White Non-Hispanic	6	17%	73	40%	119	81%

A brief word on the Achievement gap

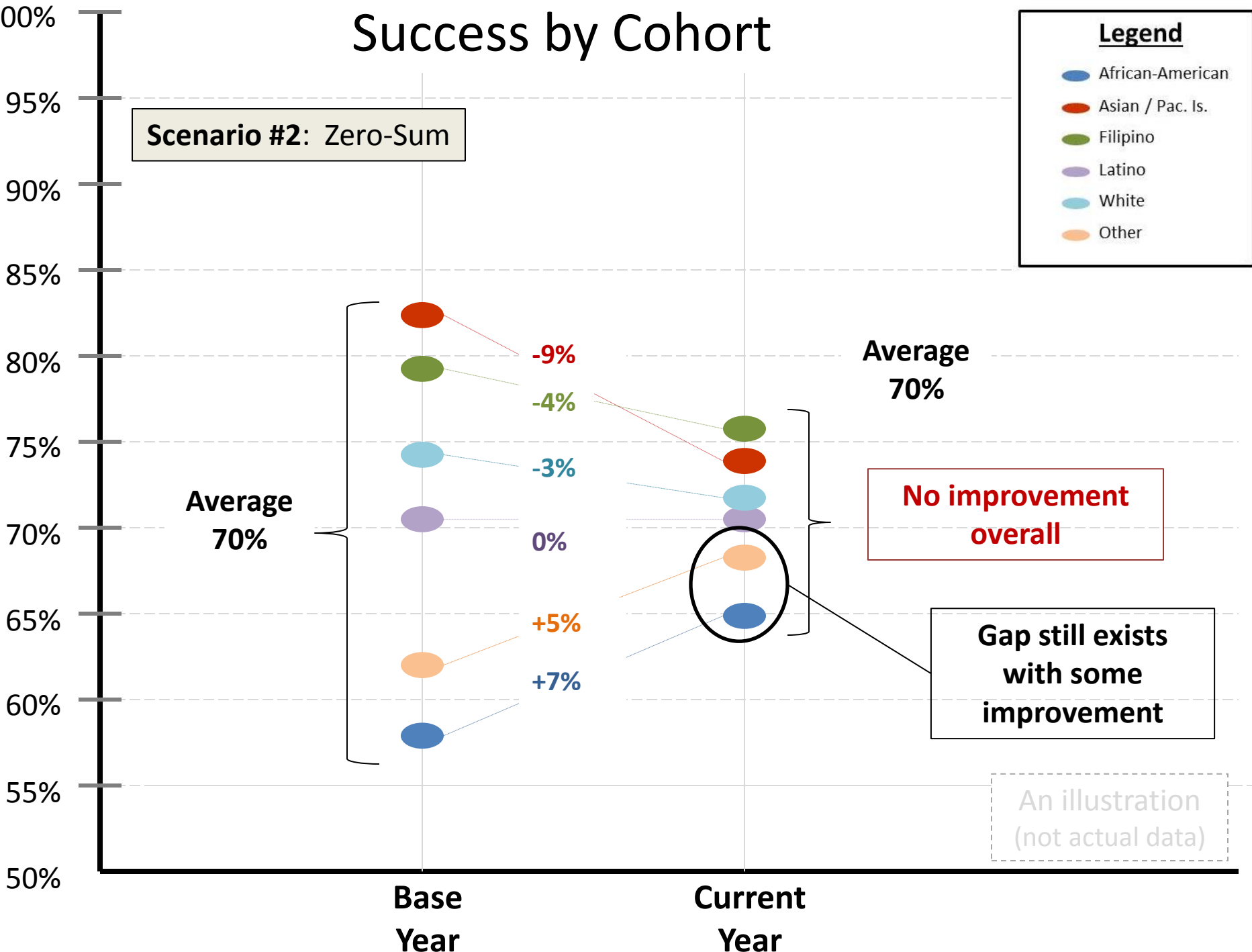
Success by Cohort



Success by Cohort



Scenario #2: Zero-Sum



Gap still exists with some improvement

An illustration (not actual data)

Success by Cohort

