



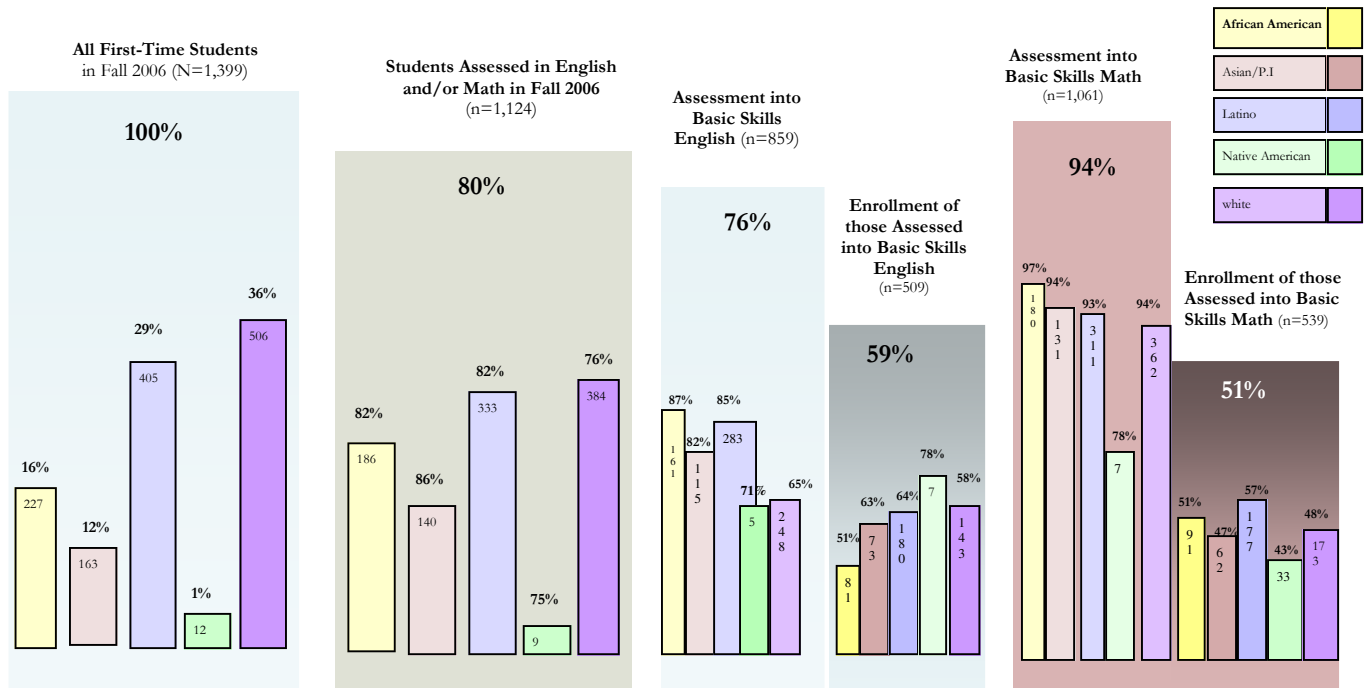
**Educational Path and Educational Outcomes of a Cohort<sup>1</sup> of LMC Students During a Two-Year Period:** The college has been working with the Center for Urban Education (CUE) from the University of Southern California to examine institutional data through an equity lens for purposes of identifying gaps. An LMC team was formed in October 2009 to examine the data and identify equity opportunities. To understand our students, we examined the student cohort for 2006, enrollment and success in basic skills and transfer level English and math, and their educational outcomes during a two and three-year period. In this issue of *INSIGHTS*, the cohort's assessment in English and math, the enrollment pattern from one level below basic skills to *Transfer Ready*, the enrollment pattern from college level English to *Transfer Ready*, and educational outcomes during a three year period are presented. All data is examined by ethnicity (Figure 1).

**Assessment and Enrollment in Basic Skills Math and English.** There were 1,399 students identified as first time students at LMC in Fall 2006. Of the 1,399 first-time students, 1,124 (80%) took the Computerized Placement Test (CPT) in the first semester for placing in English and math courses. Of the 1,124 who were assessed, 859 (76%) assessed into basic skills English and 1,061 (94%) assessed into basic skills math. Of those who assessed in basic skills English (n=859), 509 (59%) enrolled in a basic skills class in their first semester. Of those who assessed in Basic skills math (n=1,061), 539 (51%) enrolled in the basic skills math class.

**The Data from an Equity Perspective:** When examining the same data from an equity lens, we can see an equity opportunity for African-American students, Latinos, and Asians; greater proportions of these students assessed into basic skills English. An interesting observation is that only 50% of the African American students who assessed into basic skills courses (in English and math) actually enrolled in the assessed basic skills course in the first semester. Also, ninety seven percent (97%) of African American students assessed into basic skills math in the first semester and only 51% enrolled in the assessed basic skills course.

Figure 1.

**Assessment and Enrollment in Basic Skills Math and English of First-Time Students<sup>2</sup> in Fall 2006 by Ethnicity**



**NOTE 1:** Percentages of each ethnic group is based on its own base in the group. For example, the 82% of African American students who assessed in English/math, was based on 186 of the 227 total group of first-time African Americans in Fall 2006.

**NOTE 2:** Students with OTHER ethnic category are not included in the figures.

<sup>1</sup> Cohort, a group of students that begin college at the same time

<sup>2</sup> First-time student at LMC is a student enrolled in our district for the first time, is between the age of 17 and 19, is NOT special admit (concurrent), and is attempting 21 units or less but has completed zero units.

# I N S I G H T S

## Progression from ONE Level below College Level English (English 90) to Transfer Ready<sup>3</sup> by Ethnicity: Fall 2006 First-Time Freshmen

Of the 1,399 first-time students in the cohort, 267 (19%) students enrolled ONE level below college level (English 90) in their first semester (Fall 2006). Following the course progression, only 4 students became *Transfer Ready*, 2 Latinos and 2 Asians, in a 2-year period.

Enrollment in Basic Skills ONE LEVEL Below Transfer (English 90) (n=267)

Figure 2

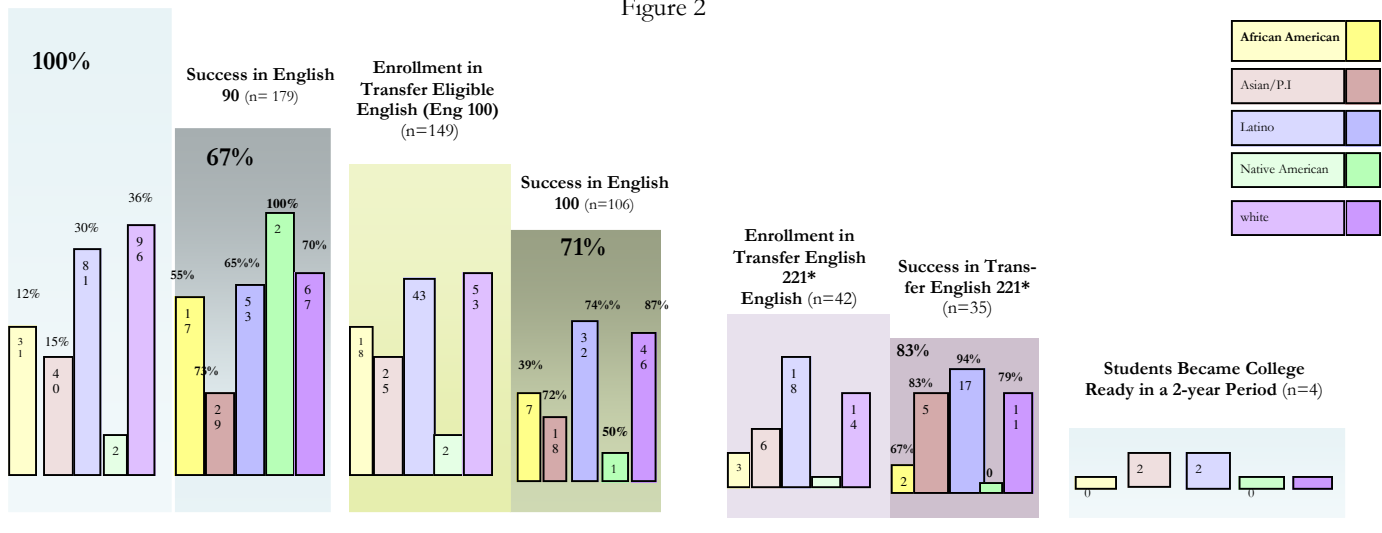
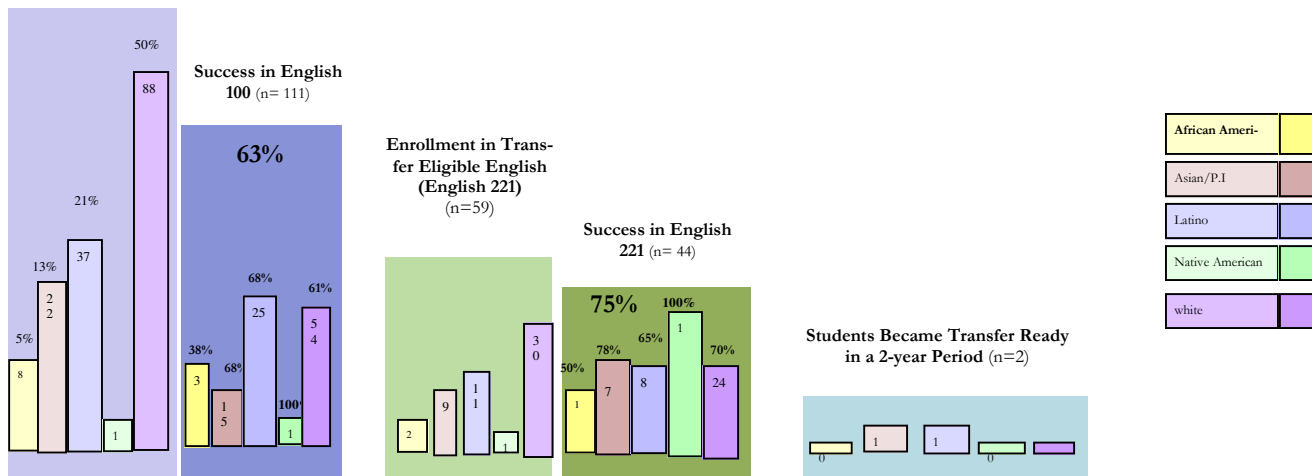


Figure 3

## Progression from College Level English (English 100) to Transfer Ready by Ethnicity: Fall 2006 to Spring 2008

Enrollment in Transfer Eligible English (English 100) in Fall 2006 (n=176)

Of the 1,399 first time students in the cohort, 176 enrolled in English 100 in the first semester (fall 2006). Of these 176 students, 2 became *Transfer Ready* at the end of Spring 2008, one Asian and one Latino.



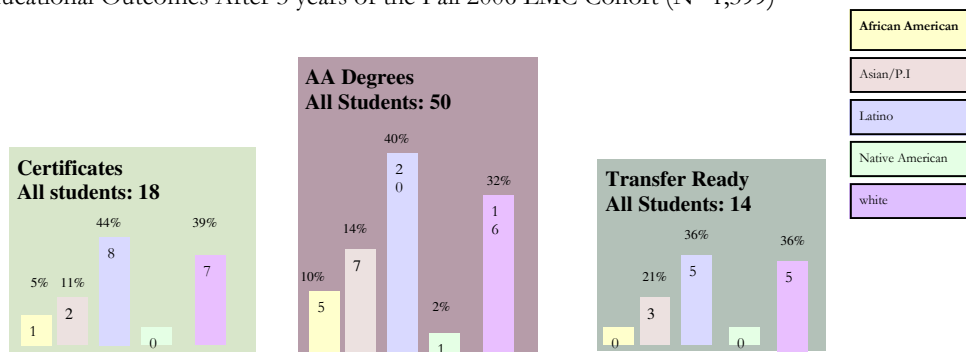
<sup>3</sup>Transfer Ready: The rate by which the transfer directed student cohort completes 56+ transfer units with a 2.0+ GPA at both three and six years, including the successful completion of any transfer level English and any transfer level math course, earning grades A, B, C, or Credit.

# I N S I G H T S

**Educational Outcomes After 3 Years:** Of the 1,399 students, 18 obtained Certificates, 50 Associate Degrees, and 14 became *Transfer Ready* in a period of 3 years. A total of 6 African American students obtained Certificates or Associate degrees during that time period.

Figure 4

Educational Outcomes After 3 years of the Fall 2006 LMC Cohort (N=1,399)



**IDEA and the CUE Data:** The data that has been generated from the work with CUE will be very instrumental to the Institutional Development for Equity and Access (IDEA) committee when updating the Student Equity Plan for the College. Also, in the course of the next few months the CUE Evidence Team will be recommending interventions to address the identified equity gaps.

**Planning at LMC:** The Shared Governance Council (SGC) has given the Research and Planning Committee, Chaired by Gil Rodriguez and Humberto Sale, the following charges for Spring 2010:

- Assess/review the annual planning process, including use of SharePoint
- Revise the Institutional Effectiveness report format and complete the report by FA10.
- Review the program review and planning process, resource allocation process, and Institutional Effectiveness Report (including ARCC data) in order to strengthen the relationship among these activities in terms of meeting the Educational Master Plan goals.

To accomplish the tasks, the committee has formed the following working sub-committees:

- Program Review & Planning composed of Gil Rodriguez, Gail Newman, Ryan Pedersen and Erlinda Jones
- Institutional Effectiveness, composed of Humberto Sale, Karl Debro, Carol Hernandez and Ruth Goodin
- Planning Processes, Richard Livingston, Gil Rodriguez, Humberto Sale and Margaret Hertstein.
- Communication, Margaret Hertstein and Kathy Cullar

Much of the efforts of the Research and Planning Committee in the last three years have been focused on closing the loop in evaluation, planning and improvement. Closing the loop in planning and assessment has been a challenge for LMC, especially since these processes are relatively new for the college. To assist us with identifying specific efforts in closing the loop, the college applied for the Bridging Research, Information, and Cultures Initiative grant (BRIC), with the Research and Planning Group of California. If accepted, this grant will help the college bring together the work that has been happening around the campus in various areas such as Teaching and Learning Project (TLP), Center for Urban Education (CUE), Program Review, and Institutional Effectiveness, Institutional Development for Equity and Access (IDEA).

You can find the work of the Research and Planning Committee in the minutes and agendas: <http://www.losmedanos.edu/planning/default.asp>