



**2015 Annual Report
Final Submission**

03/26/2015

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:	925 473-7309
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:	www.losmedanos.edu/accreditation
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	www.losmedanos.edu/accreditation
6.	Total unduplicated headcount enrollment:	Fall 2014: 8,850 Fall 2013: 8,732 Fall 2012: 8,780
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	8,509
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,240
9.	Number of courses offered via distance education:	Fall 2014: 50 Fall 2013: 48 Fall 2012: 46
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 1,412 Fall 2013: 1,543 Fall 2012: 1,600
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate	n/a

degree?

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 2014 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, per year, 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, per year, 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 2013-2014 academic year:	798									
16b.	Number of students who received a degree in the 2013-2014 academic year:	699									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	173									
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?	300									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	481									
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 CSU General Education IGETC									
19a.	Number of career-technical education (CTE) certificates and degrees:	53									
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:	53									
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.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																																																																		
<table border="1"> <thead> <tr> <th data-bbox="285 256 711 357">Program</th> <th data-bbox="711 256 878 357">CIP Code 4 digits (##.##)</th> <th data-bbox="878 256 1068 357">Examination</th> <th data-bbox="1068 256 1258 357">Institution set standard (%)</th> <th data-bbox="1258 256 1432 357">Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td data-bbox="285 357 711 394">Registered Nursing</td> <td data-bbox="711 357 878 394">51.16</td> <td data-bbox="878 357 1068 394">state</td> <td data-bbox="1068 357 1258 394">80 %</td> <td data-bbox="1258 357 1432 394">90.24 %</td> </tr> <tr> <td data-bbox="285 394 711 432">Vocational Nursing</td> <td data-bbox="711 394 878 432">51.16</td> <td data-bbox="878 394 1068 432">state</td> <td data-bbox="1068 394 1258 432">90 %</td> <td data-bbox="1258 394 1432 432">100 %</td> </tr> <tr> <td data-bbox="285 432 711 478">EMT</td> <td data-bbox="711 432 878 478">51.09</td> <td data-bbox="878 432 1068 478">state</td> <td data-bbox="1068 432 1258 478">80 %</td> <td data-bbox="1258 432 1432 478">57 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	Registered Nursing	51.16	state	80 %	90.24 %	Vocational Nursing	51.16	state	90 %	100 %	EMT	51.09	state	80 %	57 %																																															
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23.	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).																																																																		
<table border="1"> <tr> <td data-bbox="285 1726 1432 2003"> <p>The college has an integrated program review process that includes the assessment of courses and programs, analysis of disaggregated data, and requests for resources including professional development. The five-year assessment cycle includes four years of course-level assessment (25% of courses for years 1-4) when an "annual program review update" is conducted; and program-level assessment in year 5 when a "comprehensive program review" is conducted by all programs and units at the college. Standards set at the institution-level and at the program-level are assessed and adjusted as needed in year 5. The college has currently met or exceeded institution-set standards for three consecutive years. See data posted on our website at</p> </td> </tr> </table>	<p>The college has an integrated program review process that includes the assessment of courses and programs, analysis of disaggregated data, and requests for resources including professional development. The five-year assessment cycle includes four years of course-level assessment (25% of courses for years 1-4) when an "annual program review update" is conducted; and program-level assessment in year 5 when a "comprehensive program review" is conducted by all programs and units at the college. Standards set at the institution-level and at the program-level are assessed and adjusted as needed in year 5. The college has currently met or exceeded institution-set standards for three consecutive years. See data posted on our website at</p>																																																																		
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<http://www.losmedanos.edu/planning/InstitutionSetStandards.asp>. In order to address achievement gaps discovered through assessment and the program review process, the college has pursued many strategies including receiving two HSI grants. As a result of these grants, the Latino achievement gap has closed, and the college's transfer numbers are growing. The college is invested in addressing equity in student achievement through the Equity and 3SP funds and efforts of various college committees and programs. The college is now implementing "equity-focused professional development".

Student Learning Outcomes and Assessment

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	619
	b.	Number of college courses with ongoing assessment of learning outcomes	465
		Auto-calculated field: percentage of total:	75.1
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	125
	b.	Number of college programs with ongoing assessment of learning outcomes	71
		Auto-calculated field: percentage of total:	56.8
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 instructional programs:	http://www.losmedanos.edu/programassessment/	
28.	Number of courses identified as part of the general education (GE) program:	84	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	77%	
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 <i>program Student Learning Outcomes</i> :	84	
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%
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35.	<p>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).</p>	
	<p>The Tutoring Center conducted an assessment in Spring 2015 to assess the TLO "Recognize the role of cultural competence in building academic confidence and performance". To assess first semester tutors' skills and abilities with this TLO, 27 new tutors were asked to write a reflection on a tutoring session which they felt could have gone better. They also observed another tutor and wrote a reflection on the extent to which they observed elements of cultural competency in the session – a concept that had been the topic of a tutor training workshop they attended. These reflections were then scored by the Tutor Support Team using a rubric that identified varying levels of ten elements of cultural competence. Results indicated that 30%- 39% of new tutors demonstrated a recognition and understanding of cultural competence in tutoring session. About 20% demonstrated an awareness, but not a solid understanding of the concept. Another 34% -40% were not able to identify elements of cultural competence at all in their self-reflection or observation. These results led to plans for additional training for second semester returning tutors and a follow-up assessment to see if additional time and experience would affect their understanding and skills.</p>	

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.

36.	<p>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).</p>	
	<p>In the GE committee, there has been discussion about dropping one of the 5 current SLOs that currently constitute our ISLOs: understanding interdisciplinary connections and using interdisciplinary approaches to problem-solving. The rationale for dropping this ISLO is that it was originally a characteristic of all GE courses, and was not intended to be a student learning outcome. Instead, the GE committee is considering proposing information literacy as the 5th GE/ISLO outcome for all GE courses. Once this is finalized in the GE committee, it will be taken to the Academic Senate for approval - most likely in the next academic year.</p>	

37.	<p>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).</p>	
	<p>The Teaching and Learning Committee (Assessment Committee) has just designed a mid-cycle evaluation survey of our "New Model of Assessment" which was implemented in 2012, following an extensive survey of faculty views on assessment. The mid-cycle evaluation survey will be going out to all LMC employees in April 2015. Results will be reviewed by the TLC and shared with the college community; results will also inform any changes that need to be made to the model, which is now in Year 3 of its first 5-year cycle. The TLC is now focusing on moving beyond communicating the logistics of the model- what to do when- to in-depth dialogue on how assessment results can inform professional development around teaching and learning. We are excited about the selection of next SLO Coordinator beginning in fall 2015, whose expertise in assessment, teaching and learning will lead us well beyond compliance to our model to more meaningful dialogues about deepening the learning experience for students.</p>	

	<p>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 program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p>	
	<p>Dialog begins with the planning of assessment projects at the intra/interdepartmental course</p>	

38.	<p>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 shared by uploading reports to the Program Review Submission Tool (PRST) as part of the annual program review update process. 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 when the course was last assessed when updating the course.</p>
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 data-bbox="277 554 1425 955" style="border: 1px solid black; padding: 5px;"> <p>Both the Math and the English departments continue to implement additional sections of accelerated courses to move students more rapidly through developmental sequences into college level courses. Accelerated math courses are aligned with Math Development Education Program outcomes and have proved dramatic increases in retention, success and persistence rates. (One example: Students enrolling in one accelerated math pathway demonstrated a 60% rate of successfully completing college level math in one year, as compared to a 21% rate for those following a traditional sequence.) English acceleration courses, which teach to learning outcomes one level below transfer, are only in their third semester of offerings, but early data is equally promising; the majority of students passing the accelerated course, enroll in and pass the college level course the next semester. (The traditional path yields a 32% persistence and success rate for students starting two levels below transfer level English.) These results have led to discussions in both departments about re-imagining the foundational philosophy and offerings of the developmental education program.</p> </div>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 3 2011-12: 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:	N/A
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 institutions 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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