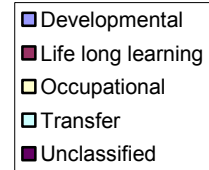
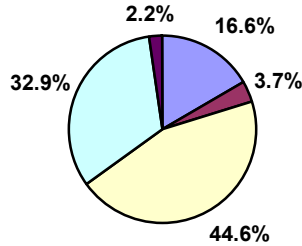


## Curriculum Balance at Los Medanos College by Sections

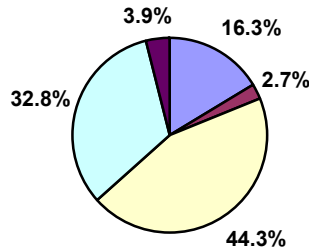
(With ADJUS, FIRE, EMS, COSME)

Distribution of all LMC course sections by category has been steady for the last three years. Most courses offered are Occupational (about 44% for the three semesters), followed by transfer with about 31%, and then Developmental (16%).

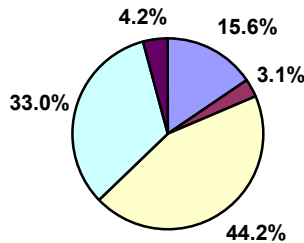
**Fall 2001  
(n=921)**



**Fall 2000  
(n=926)**



**Fall 1999  
(n=842)**



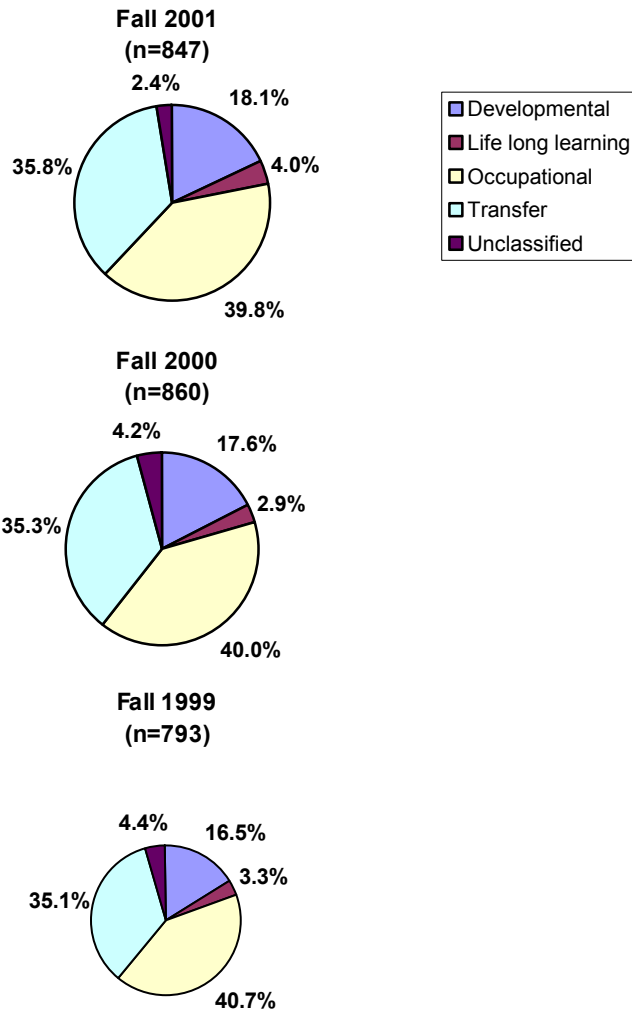
**Offerings by Type**

	Developmental	Life long learning	Occupational	Transfer	Unclassified
Fall 1999 (n=842)	15.6%	3.1%	44.2%	33.0%	4.2%
Fall 2000 (n=926)	16.3%	2.7%	44.3%	32.8%	3.9%
Fall 2001 (n=921)	16.6%	3.7%	44.6%	32.9%	2.2%

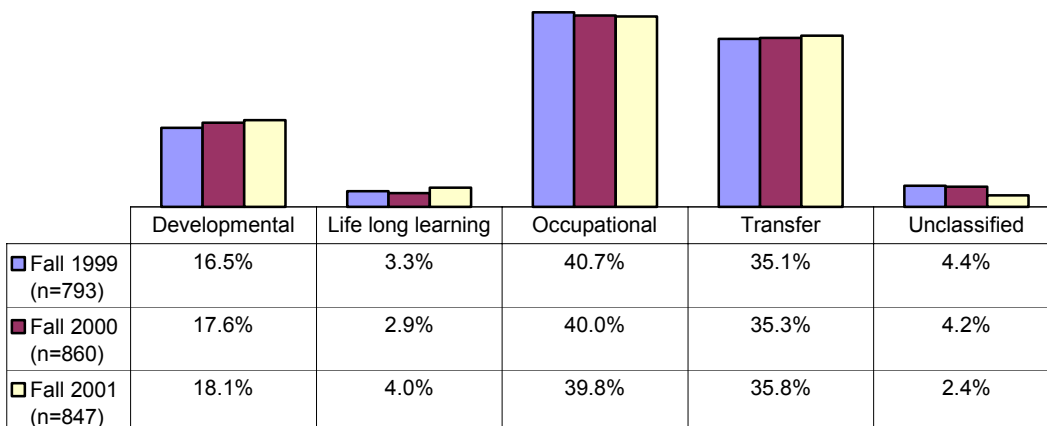
## Curriculum Balance at Los Medanos College by Sections

(Without ADJUS, FIRE, EMS, COSME)

Below are LMC's course section distribution figures without Administration of Justice, Fire, EMS, and Cosmetology. Occupational has a distribution of about 40%, Transfer of 35%, and Developmental of 18%.



**Curriculum Offerings by Type  
Fall 1999 - Fall 2001**

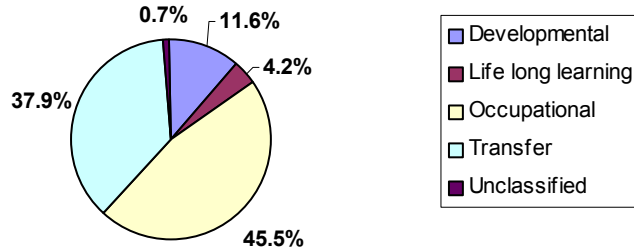


## Curriculum Balance at Los Medanos College by Enrollment

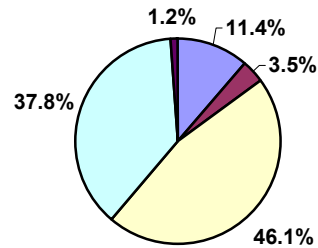
(With ADJUS, FIRE, EMS, COSME)

Distribution of LMC courses by type and by enrollment has been consistent for the last three years. Most students have enrolled in Occupational courses (45.5% for Fall 2001), followed by Transfer (37.9%), and then Developmental (11.6%).

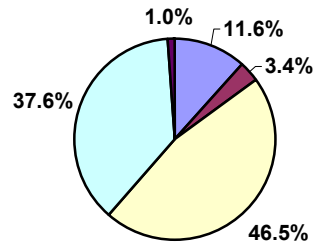
**Fall 2001 Type of Course by Enrollment  
(n=22,570)**



**Fall 2000 Type of Course by Enrollment  
(n=21,473)**



**Fall 1999 Type of Course by Enrollment  
(n=19,372)**



**Type of Course by Enrollment**

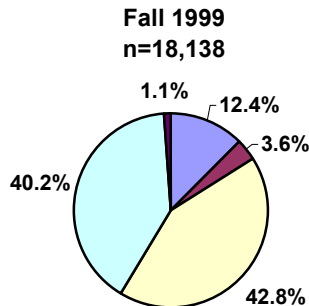
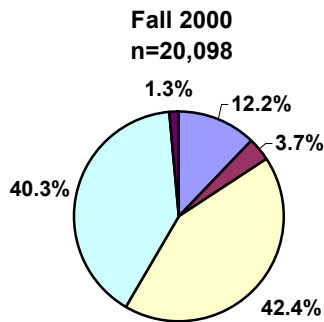
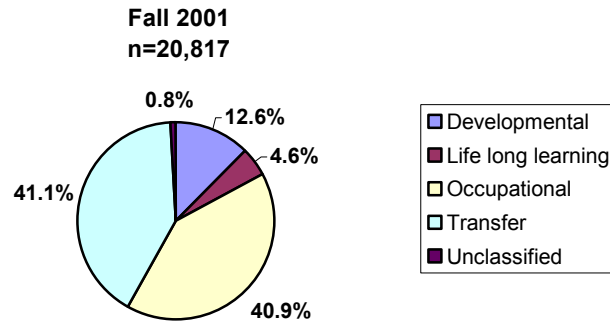
Fall 1999 - Fall 2001

	Developmental	Life long learning	Occupational	Transfer	Unclassified
<div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: #4a7ebb; margin-right: 5px;"></div>                     Fall 1999 (n=19,372)                 </div>	11.6%	3.4%	46.5%	37.6%	1.0%
<div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: #800000; margin-right: 5px;"></div>                     Fall 2000 (n=21,473)                 </div>	11.4%	3.5%	46.1%	37.8%	1.2%
<div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: #ffff00; margin-right: 5px;"></div>                     Fall 2001 (n=22,570)                 </div>	11.6%	4.2%	45.5%	37.9%	0.7%

## Curriculum Balance at Los Medanos College by Enrollment

(Without ADJUS, FIRE, EMS, COSME)

Although the percentage distribution of LMC courses without ADJUS, FIRE, EMS, and COSME by enrollment changes from when including all courses, most students still enroll in Occupational courses (40.9% for Fall 2001), followed by Transfer (41.1%), and then Developmental (12.6%).



**Curriculum Offerings by Type**  
Fall 1999 - Fall 2001

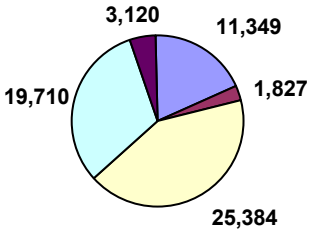
	Developmental	Life long learning	Occupational	Transfer	Unclassified
■ Fall 1999 (n=18,138)	12.4%	3.6%	42.8%	40.2%	1.1%
■ Fall 2000 (n=20,098)	12.2%	3.7%	42.4%	40.3%	1.3%
■ Fall 2001 (n=20,817)	12.6%	4.6%	40.9%	41.1%	0.8%

# Curriculum Distribution of LMC Courses by Total Hours, FTE, and FTES

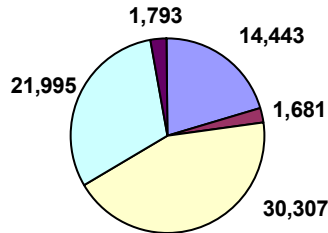
(WITH ADJUS, FIRE, EMS, COSME)

With or Without Administration of Justice, Fire, EMS, and Cosmetology, Occupational and Transfer are the two biggest categories. Below are the charts by TOTAL HOURS, FTEF, and FTES by category.

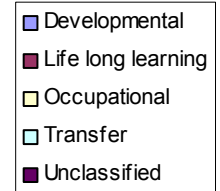
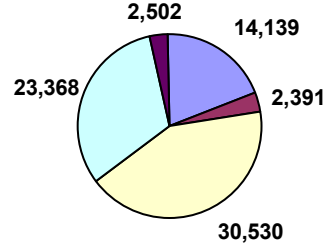
**Total Hours**  
Fall 1999 (n=842)



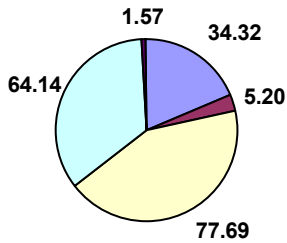
**Total Hours**  
Fall 2000 (n=926)



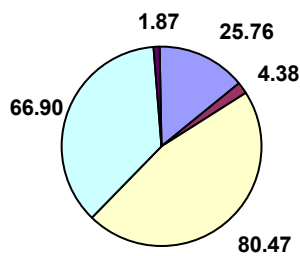
**Total Hours**  
Fall 2001 (n=921)



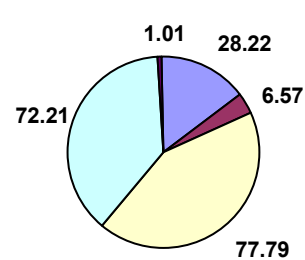
**FTEF**  
Fall 1999 (n=842)



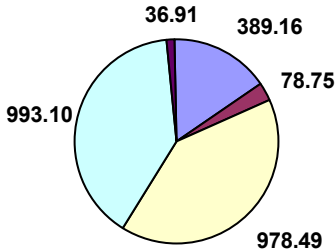
**FTEF**  
Fall 2000 (n=926)



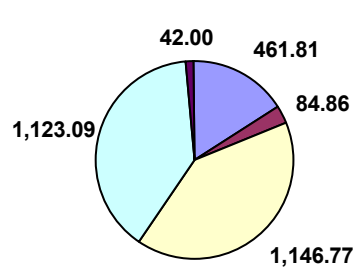
**FTEF**  
Fall 2001 (n=921)



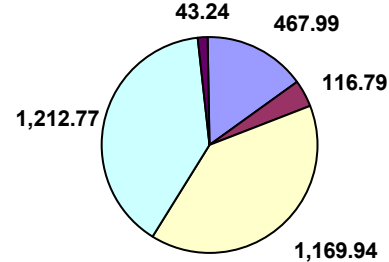
**FTES**  
Fall 1999 (n=842)



**FTES**  
Fall 2000 (n=926)



**FTES**  
Fall 2001 (n=921)



**Curriculum Distribution of LMC Courses by Total Hours, FTE, and FTES  
(Without ADJUS, FIRE, EMS, COSME)**

