

Los Medanos College
Program Review Data for
Behavioral Science
(Anthropology, Psychology, Sociology)

Prepared by the Office of Institutional Research

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Background

This report provides the department with three-year trends on indicators on the following areas:

- Enrollment
- Productivity
- Student Success

For Vocational Education programs, data on VTEA core indicators are provided.

I. Enrollment: This section provides a three-year trend on student enrollment by headcount as of first census. Because our demographic make up is rapidly changing, figures by ethnicity are also provided.

II. Productivity: In this section, three-year trends are provided for: FTEF/FTES, FTES, Part-time FTEF, full-time FTEF, and full-time Staff. For most measures, college figures are provided for comparison purposes.

III. Student Success. This section consists of: Retention Rates, Success rates, number of students with declared major who completed 18 units or more, and number of degrees and certificates awarded. In this section, statistics by ethnicity are also provided.

Note: ALL DATA is for the academic year (Fall and Spring only).

Definitions for each measure are provided in the footnotes.

Data Sources: The two main sources of information are: 1. DataTel and the Research Data Warehouse. Productivity figures were provided by the Business Office.

STATISTICS

HEADCOUNT ENROLLMENT (Unduplicated at Census): Student headcount in Behavioral Science increased from 1772 in 2002-2003 to 1895 in 2004-2005, an increase of 123 students. When examining student enrollment by ethnicity, it is observed that the proportion of Asians increased by 1%, of African-Americans by 2%, of Filipinos by 3% and of Hispanics by 3% in the last three years. The proportion of White students decreased 5%. The ethnic composition of students in the program has reflected well the ethnic composition of the students in the institution in the last three years.

Headcount Enrollment: Behavioral Science

| | 2002-2003 | | 2003-2004 | | 2004-2005 | | 3-Year Change | |
|--|-----------|---------|-----------|---------|-----------|---------|---------------|---------|
| | Program | College | Program | College | Program | College | Program | College |
| | N=1772 | N=12946 | N=1768 | N=11527 | N=1895 | N=12808 | +123 | -138 |
| | | | | | | | +7% | -1% |
| Asian | 4% | 5% | 4% | 6% | 5% | 6% | 1% | 1% |
| African American (non-Hispanic) | 13% | 13% | 13% | 13% | 15% | 14% | 2% | 1% |
| Filipino | 6% | 6% | 8% | 6% | 9% | 6% | 3% | 0% |
| Hispanic | 22% | 21% | 24% | 23% | 25% | 24% | 3% | 3% |
| American Indian/Alaskan Native | 1% | 1% | 1% | 1% | 1% | 1% | 0% | 0% |
| Other Non-White | 3% | 3% | 3% | 3% | 3% | 2% | 0% | -1% |
| Pacific Islander | 1% | 1% | 1% | 1% | 1% | 1% | 0% | 0% |
| White non-Hispanic | 45% | 44% | 42% | 43% | 40% | 43% | -5% | -1% |
| Unknown | 5% | 7% | 5% | 5% | 2% | 3% | -3% | -4% |
| All Students | 100% | 100% | 100% | 100% | 100% | 100% | - | - |

NOTE: Percentages may not add up to 100% due to rounding.

SEATCOUNT ENROLLMENT (Duplicated at Census): Seatcount enrollment increased from 2189 in 2002-2003 to 2280 in 2004-2005, an increase of 91 students for the last three years. When examined by ethnicity, seatcount enrollment increased for Asians by 1%, for African-Americans by 2%, for Filipinos by 3% and for Hispanics by 4%. The program's seatcount ethnic composition enrollment reflects well the college's seatcount ethnic enrollment.

Seatcount Enrollment: Behavioral Science

| | 2002-2003 | | 2003-2004 | | 2004-2005 | | 3-Year Change | |
|--|-----------|---------|-----------|---------|-----------|---------|---------------|---------|
| | Program | College | Program | College | Program | College | Program | College |
| | N=2189 | N=43127 | N=2141 | N=40792 | N=2280 | N=42549 | +91 | -578 |
| | | | | | | | +4% | -1% |
| Asian | 4% | 5% | 5% | 6% | 5% | 6% | 1% | 1% |
| African American (non-Hispanic) | 13% | 14% | 13% | 14% | 15% | 15% | 2% | 1% |
| Filipino | 6% | 6% | 8% | 6% | 9% | 6% | 3% | 0% |
| Hispanic | 22% | 20% | 24% | 22% | 26% | 24% | 4% | 4% |
| American Indian/Alaskan Native | 1% | 1% | 1% | 1% | 1% | 1% | 0% | 0% |
| Other Non-White | 3% | 3% | 3% | 3% | 3% | 3% | 0% | 0% |
| Pacific Islander | 1% | 1% | 1% | 1% | 1% | 1% | 0% | 0% |
| White non-Hispanic | 45% | 43% | 42% | 43% | 40% | 43% | -5% | 0% |
| Unknown | 5% | 7% | 5% | 5% | 2% | 2% | -3% | -5% |
| All Students | 100% | 100% | 100% | 100% | 100% | 100% | - | - |

NOTE: Percentages may not add up to 100% due to rounding.

PRODUCTIVITY: Productivity (FTES/FTEF) for LMC’s Behavioral Science program increased from 18.7 in 2002-2003 to 21.8 in 2004-2005, an increase of 3.1 in the last three years. When compared the productivity figures of LMC’s Behavioral Sciences to the productivity figures of the sister colleges in the last three years, it is observed that LMC’s productivity has fluctuated and in 2004-2005 is higher.

LMC’s Full-time FTEF has decreased by 1.2 and part-time FTEF has increased by .9 in the last three years. There is no Classified staff for Behavioral Sciences.

FTES/FTEF: Behavioral Science

| | 2002-2003 | 2003-2004 | 2004-2005 | Change |
|----------------------|-----------|-----------|-----------|--------|
| LMC Program | 18.7 | 20.8 | 21.8 | +3.1 |
| CCC* | 25.4 | 23.2 | 19.9 | -5.5 |
| DVC* | 20.2 | 20.4 | 19.1 | -1.1 |
| State Average | | | | |

Productivity (FTES/FTEF) is defined as the average number of FTES earned per full-time equivalent instructor. FTES is defined as 525 student contact hours, based on a 15 hour weekly course load for 2 semester at 17.5 weeks per semester (15x2x17.5=525).

*Data obtained from COGNOS.

FTEF: Behavioral Science

| | 2002-2003 | 2003-2004 | 2004-2005 | Change |
|------------------------|-----------|-----------|-----------|--------|
| FT FTEF | 5.3 | 4.4 | 4.1 | -1.2 |
| PT FTEF | .52 | 1.0 | 1.4 | +.9 |
| Classified FTEF | 0 | 0 | 0 | 0 |

RETENTION RATES: Retention Rate for students in the Behavioral Science program has decreased from 80% in 2002-2003 to 78% in 2004-2005, a 2% decrease. When compared to the college average, the retention rate of the program was comparable until 2004-2005. In 2004-2005, the programs retention average was 4% below the college average.

When examining retention rates by ethnicity for the last three years, it is observed that the retention rate for Asians increased by 9%, for Filipinos by 3% and for Hispanics by 3%. The retention rate for African-Americans decreased by 13% and for Whites by 2%.

Retention Rates: Behavioral Science

| | 2002-2003 | | 2003-2004 | | 2004-2005 | | 3-Year Change | |
|--|--------------|---------------|--------------|---------------|--------------|---------------|---------------|---------------|
| | Program | College | Program | College | Program | College | Program | College |
| | 2,865 | 47,311 | 2,144 | 41,959 | 2,302 | 42,937 | -563 | -4,374 |
| Asian | 81% | 84% | 81% | 84% | 90% | 87% | 9% | 3% |
| African American (non-Hispanic) | 75% | 73% | 76% | 73% | 62% | 72% | -13% | -1% |
| Filipino | 79% | 84% | 77% | 84% | 82% | 82% | 3% | -2% |
| Hispanic | 79% | 82% | 80% | 81% | 82% | 82% | 3% | 0% |
| American Indian/Alaskan Native | 100% | 80% | 93% | 84% | 86% | 81% | -14% | 1% |
| Other Non-White | 81% | 81% | 70% | 80% | 83% | 79% | 2% | -2% |
| Pacific Islander | 76% | 81% | 87% | 82% | 71% | 80% | -5% | -1% |
| White Non-Hispanic | 81% | 84% | 87% | 85% | 79% | 84% | -2% | 0% |
| Unknown | 76% | 84% | 82% | 81% | 74% | 83% | -2% | -1% |
| All LMC Students | 80% | 82% | 82% | 82% | 78% | 82% | -2% | 0% |
| State Average | | 83% | | 83% | | 83% | | 0% |

DEFINITION: Student is retained in the course to end of term. A, B, C, D, F, CR, NC, I grade notations.

MEASUREMENT: Percent of students retained in courses out of total enrolled in courses. The retention rate is calculated by dividing the numerator (number of students with A, B, C, D, F, CR, NC, I) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I).

SUCCESS RATES: Success rate for students in the Behavioral Science program has slightly decreased from 56% in 2002-2003 to 55% in 2004-2005, a 1% decrease. When comparing this success rate to LMC's average, the rate has been lower by about 10% in the last three years.

When examining success rates by ethnicity for the last three years, it is observed that the success rate for Asians and Filipinos increased by 13% and for Hispanics by 2%. The success rates for African-Americans decreased by 1%, for Pacific Islanders by 35% and for Whites by 3%. The success rates of most ethnic groups in the program are lower than the corresponding institutional average figures. African-Americans have the lowest success rate of all groups.

Success Rates: Behavioral Science

| | 2002-2003 | | 2003-2004 | | 2004-2005 | | 3-Year Change | |
|--|--------------|---------------|--------------|---------------|--------------|---------------|---------------|---------------|
| | Program | College | Program | College | Program | College | Program | College |
| | 2,865 | 47,311 | 2,144 | 41,959 | 2,302 | 42,937 | -563 | -4,374 |
| Asian | 55% | 71% | 54% | 72% | 68% | 74% | 13% | 3% |
| African American (non-Hispanic) | 39% | 51% | 38% | 51% | 38% | 50% | -1% | -1% |
| Filipino | 50% | 70% | 57% | 71% | 63% | 70% | 13% | 0% |
| Hispanic | 53% | 65% | 55% | 66% | 55% | 66% | 2% | 1% |
| American Indian/Alaskan Native | 82% | 69% | 87% | 70% | 50% | 64% | -32% | -5% |
| Other Non-White | 54% | 61% | 45% | 65% | 50% | 65% | -4% | 4% |
| Pacific Islander | 64% | 63% | 53% | 61% | 29% | 61% | -35% | -2% |
| White Non-Hispanic | 63% | 72% | 67% | 74% | 60% | 72% | -3% | 0% |
| Unknown | 55% | 69% | 53% | 66% | 49% | 67% | -6% | -2% |
| All Students | 56% | 67% | 58% | 68% | 55% | 67% | -1% | 0% |
| State Average | | 67% | | 67% | | 67% | | 0% |

DEFINITION: Student succeeds in the course to end of term. A, B, C, CR grade notations.

MEASUREMENT: Percent of students successful in courses out of total enrolled in courses. The success rate is calculated by dividing the numerator (number of students with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I).

NUMBER OF STUDENTS WITH DELCARED MAJOR WHO COMPLETED 18 UNTS OR MORE:

The number of students with Behavioral Science as their major and with 18 units or more has increased from 51 in 2002-2003 to 79 in 2004-2005.

**Number of Students with Declared Major who Completed 18 Units or More:
Anthropology/ Sociology/ Psychology**

| | 2002-2003 | 2003-2004 | 2004-2005 | 3-Year Change |
|--|-------------|-------------|-------------|---------------|
| | N=51 | N=45 | N=79 | +28 |
| Asian | 2% | 2% | 10% | 8% |
| African American (non-Hispanic) | 14% | 18% | 17% | 3% |
| Filipino | 6% | 2% | 3% | -3% |
| Hispanic | 20% | 24% | 25% | 5% |
| American Indian/ Alaskan Native | 0% | 2% | 0% | 0% |
| Other Non-White | 2% | 0% | 1% | -1% |
| Pacific Islander | 0% | 0% | 1% | 1% |
| White Non-Hispanic | 49% | 47% | 37% | -12% |
| Unknown | 8% | 4% | 6% | -2% |
| All Students | 100% | 100% | 100% | - |

NOTE: Percentages may not add up to 100% due to rounding.

NUMBER OF DEGREES AND CERTIFICATES: Thirty seven Associate degrees have been awarded in Behavioral Science in the last three years. Each year there is an increase of the number of students who are awarded Associate degrees.

Number of Degrees and Certificates: Anthropology/ Sociology/ Psychology

| | 2002-2003 | 2003-2004 | 2004-2005 | 3-Year Change |
|---------------------|-----------|-----------|-----------|---------------|
| Degrees | 4 | 13 | 20 | +16 |
| Certificates | 0 | 0 | 0 | 0 |