

Los Medanos College

Program Review Data for

Business – Accounting/ Business Admin./ Transfer

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 Business (Accounting, Business Administration / Transfer) decreased from 840 in 2002-2003 to 776 in 2004-2005, a decrease of 64 students. When examining student enrollment by ethnicity, it is observed that the proportion of African-Americans increased by 6% and of Hispanics by 2% in the last three years. Asians and Filipinos decreased by 1% and Whites decreased by 2% in the last three years.

The ethnic composition of students in the program has generally reflected the ethnic composition of the students in the institution in the last three years, except for African-Americans and Whites. African-Americans have been overrepresented and Whites slightly underrepresented.

Headcount Enrollment: Business – Accounting/ Business Admin./ Transfer

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=840	N=12946	N=757	N=11527	N=776	N=12808	-64	-138
							-8%	-1%
Asian	8%	5%	6%	6%	6%	6%	-2%	1%
African American (non-Hispanic)	16%	13%	18%	13%	22%	14%	6%	1%
Filipino	4%	6%	5%	6%	3%	6%	-1%	0%
Hispanic	22%	21%	21%	23%	24%	24%	2%	3%
American Indian/ Alaskan Native	1%	1%	0%	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	41%	44%	40%	43%	39%	43%	-2%	-1%
Unknown	4%	7%	6%	5%	2%	3%	-2%	-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 for Accounting decreased from 1212 in 2002-2003 to 1179 in 2004-2005, a decrease of 33 students for the last three years. When examined by ethnicity, seatcount enrollment increased for African-Americans by 6% and for Hispanics by 2%. Seatcount enrollment decreased for Asians and Filipinos by 1% and for Whites by 2%.

**Seatcount Enrollment:
Business – Accounting/ Business Admin./ Transfer**

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=1212	N=43127	N=1147	N=40792	N=1179	N=42549	-33	-578
							-3%	-1%
Asian	8%	5%	8%	6%	7%	6%	-1%	1%
African American (non-Hispanic)	16%	14%	19%	14%	22%	15%	6%	1%
Filipino	4%	6%	4%	6%	3%	6%	-1%	0%
Hispanic	23%	20%	21%	22%	25%	24%	2%	4%
American Indian/ Alaskan Native	1%	1%	0%	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	39%	43%	39%	43%	37%	43%	-2%	0%
Unknown	5%	7%	6%	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 Business (Accounting/Business Admin./Transfer program decreased from 16.7 in 2002-2003 to 14.8 in 2004-2005, a decrease of 1.9 in the last three years. The productivity figures for LMC’s Business program fall in the mid-range when compared to the corresponding figures of the sister colleges of the District.

FTES/FTEF: Business – Accounting/ Business Admin./ Transfer

	2002-2003	2003-2004	2004-2005	Change
LMC Program	16.7	15.4	14.8	-1.9
CCC*	12.5	9.8	9.8	-2.7
DVC*	18.0	18.9	19.0	+1.0
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: Business – Accounting/ Business Admin./ Transfer

	2002-2003	2003-2004	2004-2005	Change
FT FTEF*				
PT FTEF*				
Classified FTEF				

* For the entire Business Dept.

RETENTION RATES: Retention Rate for students in the Business program has increased slightly from 79% in 2002-2003 to 80% in 2004-2005, a 1% increase. The retention rate for the program has been slightly lower than the college average in these last three years. (Lower by about 2%).

When examining retention rates by ethnicity for the last three years, it is observed that the retention rate for Asians increased by 4%, for Hispanics by 5% and for Pacific Islanders by 7%. The retention rates for African-Americans decreased by 5%, for Filipinos by 3% and for Whites by 2%.

Retention Rates: Business – Accounting/ Business Admin./ Transfer

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	1,549	47,311	1,164	41,959	1,184	42,937	-365	-4,374
Asian	82%	84%	85%	84%	86%	87%	4%	3%
African American (non-Hispanic)	78%	73%	67%	73%	73%	72%	-5%	-1%
Filipino	81%	84%	82%	84%	78%	82%	-3%	-2%
Hispanic	79%	82%	82%	81%	84%	82%	5%	0%
American Indian/ Alaskan Native	70%	80%	100%	84%	69%	81%	-1%	1%
Other Non-White	83%	81%	80%	80%	75%	79%	-8%	-2%
Pacific Islander	82%	81%	100%	82%	89%	80%	7%	-1%
White Non-Hispanic	78%	84%	84%	85%	80%	84%	-2%	0%
Unknown	79%	84%	65%	81%	96%	83%	17%	-1%
All LMC Students	79%	82%	79%	82%	80%	82%	1%	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 Business program has decreased slightly from 62% in 2002-2003 to 61% in 2004-2005, a 1% decrease. The success rate of the business program has been lower than the college average in the past three years.

When examining success rates by ethnicity for the last three years, it is observed that the success rate for Filipinos increased by 7%, for Pacific Islanders by 24% and for Whites by 3%. The success rates for Asians and Hispanics decreased by 3% and for African-Americans by 4%. The success rate of African-Americans has been lower in the last three years than the rates of other students.

Success Rates: Business – Accounting/ Business Admin./ Transfer

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	1,549	47,311	1,164	41,959	1,184	42,937	-365	-4,374
Asian	72%	71%	77%	72%	69%	74%	-3%	3%
African American (non-Hispanic)	50%	51%	46%	51%	46%	50%	-4%	-1%
Filipino	65%	70%	74%	71%	72%	70%	7%	0%
Hispanic	62%	65%	68%	66%	59%	66%	-3%	1%
American Indian/ Alaskan Native	60%	69%	100%	70%	46%	64%	-14%	-5%
Other Non-White	67%	61%	60%	65%	66%	65%	-1%	4%
Pacific Islander	65%	63%	75%	61%	89%	61%	24%	-2%
White Non-Hispanic	65%	72%	70%	74%	68%	72%	3%	0%
Unknown	58%	69%	47%	66%	74%	67%	16%	-2%
All Students	62%	67%	64%	68%	61%	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 Business as their major and with 18 units or more increased from 60 in 2002-2003 to 81 in 2004-2005, an increase of 21 students in the last three years.

**Number of Students with Declared Major who Completed 18 Units or More:
Business – Accounting/ Business Admin./ Transfer**

	2002-2003	2003-2004	2004-2005	3-Year Change
	N=60	N=72	N=81	+21
Asian	18%	13%	10%	-8%
African American (non-Hispanic)	25%	15%	23%	-2%
Filipino	3%	0%	0%	-3%
Hispanic	12%	18%	21%	9%
American Indian/ Alaskan Native	0%	0%	0%	0%
Other Non-White	12%	7%	3%	-9%
Pacific Islander	2%	3%	3%	1%
White Non-Hispanic	25%	43%	33%	8%
Unknown	3%	1%	8%	5%
All Students	100%	100%	100%	-

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

NUMBER OF DEGREES AND CERTIFICATES: 12 Associate degrees and 10 Certificates have been awarded in Business (Accounting) in the last three years.

**Number of Degrees and Certificates:
Business – Accounting**

	2002-2003	2003-2004	2004-2005	3-Year Change
Degrees	1	7	4	+3
Certificates	2	3	5	+3

VTEA Core Indicators for: Business – Accounting/ Business Admin./ Transfer

CORE INDICATORS	2003-2004		2004-2005		2005-2006	
	College	Percentage above or below State Level	College	Percentage above or below State Level	College	Percentage above or below State Level
Core 1. Achievement	79.70	.94	74.83	-4.93	85.00	5.24
Core 2. Completions	90.91	31.09	76.92	16.10	20.00	-40.82
Core 3a. Employment	63.64	-19.55	61.54	-21.65	100.00	16.81
Core 3b. Employment Retention	83.33	N/A	83.33	N/A	100	N/A
Core 4a Nontraditional Participation	25.65	-3.33	28.12	-1.86	30.12	.14
Core 4b. Nontraditional completion	10.00	-16.95	30.00	4.95	00.0	N/A

Data obtained from Chancellor Office VTEA reports.

DEFINITIONS

Indicator One: Skill Attainment – GPA of at least 2.0 on Forms and Grade C & Above on all other reports. Indicator *One* uses enrollments in Apprenticeship, Advanced Occupational or Clearly Occupational courses (coded with SAM Priority codes A-C). Students may be enrolled in more than one program area and may be included in more than one population grouping.

Indicator Two: Completions – Certificates, Degrees and Transfers

Indicator *Two* measures completions for vocational student "Leavers and Completers." Receipt of a certificate or degree or enrollment in a California four year public University with or without a degree is considered a completion. Military enrollment was not available for this cohort and was removed from all cohorts on three year presentations for the 2003-04 reports.

Indicator Three: Placement and Retention

Indicator *Three* measures *Placement* as UI covered employment or continuation at CSU/UC and *Retention* as three consecutive quarters in UI covered employment for vocational student "Leavers and Completers" in their first year after college. Students found continuing at UC or CSU are considered placed but are removed prior to calculations for retention. Retention is based solely on UI Employed Leavers and Completers.

Military enrollment and federal government employment, although available in previous years, were not available for this cohort. Placement status using military and federal employment was removed from all cohorts on three year presentations for the 2005-06 reports.

Indicator Four: Equity - Training Leading to Nontraditional Employment

Indicator *Four*, Participation, measures the participation of students in 2002-03 vocational courses (SAM code A –D) leading to employment where either gender is less than 25% of those employed using 1990 Census data.

Indicator *Four*, Completion, measures Completion of vocational student "Leavers and Completers" in training leading to employment where either gender is less than 25% of those employed using 1990 Census data.