

Los Medanos College

Program Review Data for

Business – Office Admin/ Small Bus. Mgmt/ Mgmt & Supervision

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 (Office admin., Business Mgmt has virtually stayed the same (1048 in 2002-2003 and 1051 in 2004-2005). When examining student enrollment by ethnicity, it is observed that both the proportion of African-Americans and Hispanics increased by 4% in the last three years. Filipinos and Whites decreased by 2% and 3% respectively 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 – Office Admin/ Small Bus. Mgmt/ Mgmt & Supervision

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=1048	N=12946	N=1089	N=11527	N=1051	N=12808	+3	-138
							0%	-1%
Asian	5%	5%	6%	6%	5%	6%	0%	1%
African American (non-Hispanic)	19%	13%	21%	13%	23%	14%	4%	1%
Filipino	6%	6%	4%	6%	4%	6%	-2%	0%
Hispanic	20%	21%	20%	23%	24%	24%	4%	3%
American Indian/ Alaskan Native	1%	1%	1%	1%	1%	1%	-1%	0%
Other Non-White	2%	3%	2%	3%	3%	2%	1%	-1%
Pacific Islander	1%	1%	1%	1%	1%	1%	0%	0%
White non-Hispanic	41%	44%	41%	43%	38%	43%	-3%	-1%
Unknown	5%	7%	5%	5%	1%	3%	-4%	-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 in Business – Office administration / Small Business management decreased from 1904 in 2002-2003 to 1850 in 2004-2005, a decrease of 54 seats for the last three years. When examining seatcount by ethnicity, it is observed that Asians increased by 2%, African-Americans by 3% and for Hispanics by 5%. Filipinos decreased by 3% and Whites by 4%.

**Seatcount Enrollment:
Business – Office Admin/ Small Bus. Mgmt/ Mgmt & Supervision**

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=1904	N=43127	N=1956	N=40792	N=1850	N=42549	-54	-578
							-3%	-1%
Asian	4%	5%	5%	6%	6%	6%	2%	1%
African American (non-Hispanic)	22%	14%	21%	14%	25%	15%	3%	1%
Filipino	6%	6%	4%	6%	3%	6%	-3%	0%
Hispanic	19%	20%	19%	22%	24%	24%	5%	4%
American Indian/ Alaskan Native	1%	1%	1%	1%	1%	1%	0%	0%
Other Non-White	2%	3%	2%	3%	3%	3%	1%	0%
Pacific Islander	1%	1%	1%	1%	1%	1%	0%	0%
White non-Hispanic	41%	43%	42%	43%	37%	43%	-4%	0%
Unknown	5%	7%	5%	5%	1%	2%	-4%	-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 (Office Administration/Small Business Mgmt/Mgmt & Supervision) program increased from 16.2 in 2002-2003 to 18.2 in 2004-2005, an increase of 2.0 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 – Office Admin/ Small Bus. Mgmt/ Mgmt & Supervision

	2002-2003	2003-2004	2004-2005	Change
LMC Program	16.2	17.6	18.2	+2.0
CCC*	14.3	20.5	19.4	+5.1
DVC*	13.9	14.1	15.1	+1.2
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 – Office Admin/ Small Bus. Mgmt/ Mgmt & Supervision

	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 from 71% in 2002-2003 to 75% in 2004-2005, a 4% increase. The retention rate for the program has been lower than the college average in these last three years.

When examining retention rates by ethnicity for the last three years, it is observed that the retention rate for Asians increased by 7%, for African-Americans by 12%, for Filipinos by 9%, for Pacific Islanders by 18% and for Whites by 5%. The retention rates for Hispanics decreased by 4%. It is important to note that the retention rate for African-Americans has been consistently low and has been lower than those of other students.

**Retention Rates:
Business – Office Admin/ Small Bus. Mgmt/ Mgmt & Supervision**

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	2,220	47,311	2,004	41,959	1,867	42,937	-353	-4,374
Asian	79%	84%	86%	84%	86%	87%	7%	3%
African American (non-Hispanic)	51%	73%	65%	73%	63%	72%	12%	-1%
Filipino	75%	84%	86%	84%	84%	82%	9%	-2%
Hispanic	78%	82%	79%	81%	74%	82%	-4%	0%
American Indian/ Alaskan Native	68%	80%	67%	84%	75%	81%	7%	1%
Other Non-White	85%	81%	78%	80%	66%	79%	-19%	-2%
Pacific Islander	70%	81%	78%	82%	88%	80%	18%	-1%
White Non-Hispanic	77%	84%	85%	85%	82%	84%	5%	0%
Unknown	70%	84%	86%	81%	71%	83%	1%	-1%
All LMC Students	71%	82%	80%	82%	75%	82%	4%	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 increased from 56% in 2002-2003 to 61% in 2004-2005, a 5% increase. The success rate of the business program has been lower in the past three years when compared to LMC's average.

When examining success rates by ethnicity for the last three years, it is observed that the success rate for Asians increased by 13%, for African-Americans and Filipinos by 10% and for Whites by 5%. The success rates for Hispanics decreased by 3%. The success rate of African-Americans has been lower in the last three years than the rates of other students.

**Success Rates:
Business – Office Admin/ Small Bus. Mgmt/ Mgmt & Supervision**

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	2,220	47,311	2,004	41,959	1,867	42,937	-353	-4,374
Asian	63%	71%	76%	72%	76%	74%	13%	3%
African American (non-Hispanic)	38%	51%	45%	51%	48%	50%	10%	-1%
Filipino	60%	70%	67%	71%	70%	70%	10%	0%
Hispanic	61%	65%	65%	66%	58%	66%	-3%	1%
American Indian/ Alaskan Native	53%	69%	42%	70%	56%	64%	3%	-5%
Other Non-White	50%	61%	68%	65%	56%	65%	6%	4%
Pacific Islander	67%	63%	67%	61%	77%	61%	10%	-2%
White Non-Hispanic	65%	72%	74%	74%	70%	72%	5%	0%
Unknown	48%	69%	59%	66%	67%	67%	19%	-2%
All Students	56%	67%	65%	68%	61%	67%	5%	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 71 in 2002-2003 to 110 in 2004-2005, an increase of 39 students in the last three years.

**Number of Students with Declared Major who Completed 18 Units or More:
Business – Office Admin/ Small Bus. Mgmt/ Mgmt & Supervision**

	2002-2003	2003-2004	2004-2005	3-Year Change
	N=71	N=91	N=110	+39
Asian	9%	12%	12%	3%
African American (non-Hispanic)	30%	18%	23%	-7%
Filipino	3%	1%	2%	-1%
Hispanic	16%	15%	18%	2%
American Indian/ Alaskan Native	0%	0%	0%	0%
Other Non-White	6%	3%	0%	-6%
Pacific Islander	0%	2%	1%	1%
White Non-Hispanic	32%	44%	42%	10%
Unknown	6%	4%	2%	-4%
All Students	100%	100%	100%	-

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

NUMBER OF DEGREES AND CERTIFICATES: 22 Associate degrees and 17 Certificates have been awarded in Business in the last three years.

**Number of Degrees and Certificates:
Business – Office Admin/ Small Bus. Mgmt/ Mgmt & Supervision**

	2002-2003	2003-2004	2004-2005	3-Year Change
Degrees	8	9	5	-3
Certificates	6	8	3	-3

VTEA Core Indicators for: Business Management

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	80.41	1.65	84.50	4.74	86.06	6.30
Core 2. Completions	46.81	-13.01	59.62	-1.20	55.00	-5.82
Core 3a. Employment	70.21	-12.98	75.00	-8.19	77.50	-5.69
Core 3b. Employment Retention	80.65	-2.10	83.33	.48	88.46	5.61
Core 4a Nontraditional Participation	66.41	37.43	63.79	33.81	63.48	33.50
Core 4b. Nontraditional completion	36.36	9.41	67.74	42.69	68.18	43.13

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.