

Los Medanos College
Program Review Data for
English – 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).

English transfer include English 100 and all above courses.
all English courses

Definitions for each measure are provided in the footnotes.

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

STATISTICS

HEADCOUNT ENROLLMENT (Unduplicated at Census): Student headcount in English (Transfer) increased from 1413 in 2002-2003 to 1627 in 2004-2005, an increase of 214 students in the last three years.

When examined by ethnicity, it is observed that the proportion of Asians, African-Americans and Filipinos increased by 1% and Hispanics by 4%. Whites decreased by 3%. There has been a slight under representation of African-Americans in English (Transfer) for the last three years.

Headcount Enrollment: English – Transfer

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=1413	N=12946	N=1513	N=11527	N=1627	N=12808	+214	-138
							+15%	-1%
Asian	4%	5%	5%	6%	5%	6%	1%	1%
African American (non-Hispanic)	10%	13%	9%	13%	11%	14%	1%	1%
Filipino	7%	6%	8%	6%	8%	6%	1%	0%
Hispanic	22%	21%	24%	23%	26%	24%	4%	3%
American Indian/Alaskan Native	1%	1%	1%	1%	1%	1%	0%	0%
Other Non-White	3%	3%	2%	3%	3%	2%	0%	-1%
Pacific Islander	1%	1%	1%	1%	1%	1%	0%	0%
White non-Hispanic	47%	44%	46%	43%	44%	43%	-3%	-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): Student seatcount in English (Transfer) increased from 1640 in 2002-2003 to 1895 in 2004-2005, an increase of 255 students in the last three years.

When examined by ethnicity, it is observed that the proportion of Asians and African-Americans increased by 2%, Filipinos by 1% and Hispanics by 5%. Whites decreased by 5%. There has been a slight under representation of African-Americans in English (Transfer) for the last three years.

Seatcount Enrollment: English – Transfer

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=1640	N=43127	N=1760	N=40792	N=1895	N=42549	+255	-578
							+16%	-1%
Asian	4%	5%	5%	6%	6%	6%	2%	1%
African American (non-Hispanic)	10%	14%	9%	14%	12%	15%	2%	1%
Filipino	7%	6%	8%	6%	8%	6%	1%	0%
Hispanic	21%	20%	23%	22%	26%	24%	5%	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	48%	43%	46%	43%	43%	43%	-5%	0%
Unknown	6%	7%	5%	5%	2%	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 English (Transfer) program has remained at about 11.5 – 11.7 in the last three years. The productivity figures for LMC's English (Transfer) program has generally been equitable to the corresponding figures of the sister colleges of the District.

Full-time FTEF for the English Dept. decreased from 13.49 in 2002-2003 to 12.27 in 2004-2005, a decrease of 1.22 in the last three years. Part-time FTEF however, increased from 9.83 in 2002-2003 to 12.74 in 2004-2005, an increase of 2.91. Classified FTEF for the English Dept has stayed constant at 1.0 for the last three years.

Note: It is not possible to break down FTEF by full-time and part-time data for English developmental. So, full-time and part-time FTEF data is provided for the entire dept.

FTES/FTEF: English – Transfer

	2002-2003	2003-2004	2004-2005	Change
LMC Program	11.5	11.4	11.7	+2
CCC*	10.8	11.7	13.5	+2.7
DVC*	11.4	11.3	11.7	+3
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: English – Department

	2002-2003	2003-2004	2004-2005	Change
FT FTEF	13.49	12.20	12.27	-1.22
PT FTEF	9.83	11.74	12.74	+2.91
Classified FTEF	1.0	1.0	1.0	0

RETENTION RATES: Retention Rate for students in the English (Transfer) program has remained constant at 77% for the last three years. The overall retention rate for English transfer has been lower by 5% than the college average for the 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 8%, for Hispanics by 1% and for Pacific Islanders by 21%. Retention rates for Filipinos decreased by 3% and for Whites by 1%.

Retention Rates: English – Transfer

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	2,157	47,311	1,762	41,959	1,899	42,937	-258	-4,374
Asian	71%	84%	79%	84%	78%	87%	7%	3%
African American (non-Hispanic)	63%	73%	67%	73%	71%	72%	8%	-1%
Filipino	78%	84%	77%	84%	75%	82%	-3%	-2%
Hispanic	77%	82%	73%	81%	78%	82%	1%	0%
American Indian/Alaskan Native	100%	80%	100%	84%	67%	81%	-33%	1%
Other Non-White	81%	81%	73%	80%	83%	79%	2%	-2%
Pacific Islander	79%	81%	77%	82%	100%	80%	21%	-1%
White Non-Hispanic	79%	84%	81%	85%	78%	84%	-1%	0%
Unknown	78%	84%	76%	81%	88%	83%	10%	-1%
All LMC Students	77%	82%	77%	82%	77%	82%	0%	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 English (Transfer) program has remained constant at about 65% in the last three years, except in 2003-2004. That year it increased to 67%. Compared to the college average, the overall success rate for English transfer has been lower by 2% for the last three years.

When examining retention rates by ethnicity for the last three years, it is observed that the success rate for Asians increased by 5%, for African-Americans by 6%, for Hispanics by 2% and for Pacific Islanders by 10%. Success rates for Filipinos decreased by 7% and for Whites by 1%.

Success Rates: English – Transfer

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	2,157	47,311	1,762	41,959	1,899	42,937	-258	-4,374
Asian	63%	71%	65%	72%	68%	74%	5%	3%
African American (non-Hispanic)	49%	51%	53%	51%	55%	50%	6%	-1%
Filipino	66%	70%	69%	71%	59%	70%	-7%	0%
Hispanic	63%	65%	62%	66%	65%	66%	2%	1%
American Indian/Alaskan Native	100%	69%	100%	70%	58%	64%	-42%	-5%
Other Non-White	56%	61%	68%	65%	72%	65%	16%	4%
Pacific Islander	68%	63%	65%	61%	78%	61%	10%	-2%
White Non-Hispanic	68%	72%	71%	74%	67%	72%	-1%	0%
Unknown	72%	69%	70%	66%	76%	67%	4%	-2%
All Students	65%	67%	67%	68%	65%	67%	0%	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:

No major id offered in this area.

**Number of Students with Declared Major who Completed 18 Units or More:
English – Transfer**

	2002-2003	2003-2004	2004-2005	3-Year Change
Asian				
African American (non-Hispanic)				
Filipino				
Hispanic				
American Indian/ Alaskan Native		No Major		
Other Non-White				
Pacific Islander				
White Non-Hispanic				
Unknown				
All Students				-

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

NUMBER OF DEGREES AND CERTIFICATES:

Number of Degrees and Certificates: English – Transfer

	2002-2003	2003-2004	2004-2005	3-Year Change
Degrees	n/a	n/a	n/a	n/a
Certificates	n/a	n/a	n/a	n/a