

Los Medanos College
Program Review Data for
Mathematics - Developmental

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).

Also, data for developmental math included math 30 and below.

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 Math (developmental) decreased from 2409 in 2002-2003 to 2233 in 2004-2005, a decrease of 176 students. When examining student enrollment by ethnicity, it is observed that the proportion of African-Americans increased by 1% and Hispanics increased by 3% in the past three years. Asians and Whites decreased by 1% 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. African-Americans however were slightly over represented and Whites under represented.

Headcount Enrollment: Mathematics - Developmental

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=2409	N=12946	N=2322	N=11527	N=2233	N=12808	-176	-138
							-7%	-1%
Asian	5%	5%	4%	6%	4%	6%	-1%	1%
African American (non-Hispanic)	15%	13%	15%	13%	16%	14%	1%	1%
Filipino	7%	6%	7%	6%	7%	6%	0%	0%
Hispanic	24%	21%	26%	23%	27%	24%	3%	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	38%	44%	38%	43%	37%	43%	-1%	-1%
Unknown	6%	7%	6%	5%	3%	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 in Mathematics (developmental) decreased from 2970 in 2002-2003 to 2653 in 2004-2005, a decrease of 317 seats for the last three years. When examined by ethnicity, seatcount enrollment increased for African-Americans and Filipinos by 1% and for Hispanics by 3%. Seatcount decreased for Asians by 2% and for Whites by 1%.

Seatcount Enrollment: Mathematics - Developmental

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=2970	N=43127	N=2873	N=40792	N=2653	N=42549	-317	-578
							-11%	-1%
Asian	5%	5%	5%	6%	3%	6%	-2%	1%
African American (non-Hispanic)	15%	14%	15%	14%	16%	15%	1%	1%
Filipino	7%	6%	7%	6%	8%	6%	1%	0%
Hispanic	25%	20%	27%	22%	28%	24%	3%	4%
American Indian/Alaskan Native	1%	1%	1%	1%	1%	1%	0%	0%
Other Non-White	3%	3%	2%	3%	3%	3%	0%	0%
Pacific Islander	1%	1%	1%	1%	1%	1%	0%	0%
White non-Hispanic	39%	43%	38%	43%	38%	43%	-1%	0%
Unknown	5%	7%	6%	5%	3%	2%	-2%	-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 Mathematics (Developmental) program decreased from 19.2 in 2002-2003 to 17.3 in 2004-2005, a decrease of 1.9 in the last three years. The productivity figures for LMC’s Math (Dev.) program have been lower than the corresponding figures of the sister colleges of the District in the last three years.

Full-time FTEF for the entire Math Dept has increased from 13.99 in 2002-2003 to 14.83 in 2004-2005, an increase of .84 in the last three years. Part-time FTEF also increased from 9.83 in 2002-2003 to 11.01 in 2004-2005, an increase of 1.18. FTEF Classified staff has remained at 1.0 for the last three years.

Note: It is not possible to break down FTEF by full-time and part-time data by Math (Transfer). So, full-time and part-time FTEF data was provided for the entire dept.

FTES/FTEF: Mathematics - Developmental

	2002-2003	2003-2004	2004-2005	Change
LMC Program	19.2	16.3	17.3	-1.9
CCC*	21.6	18.2	18.2	-3.4
DVC*	25.6	21.8	18	-7.6
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: Mathematics – Dept Total

	2002-2003	2003-2004	2004-2005	Change
FT FTEF	13.99	14.79	14.83	+.84
PT FTEF	9.83	11.07	11.01	+1.18
Classified FTEF	1.0	1.0	1.0	0

RETENTION RATES: Retention rate for students in the Mathematics (Developmental) program increased from 73% in 2002-2003 to 74% in 2004-2005, an increase of 1%. When compared to the college average, the retention rate for the program has been lower by 9% or 8% in 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 5%, for African-Americans by 4%, for Filipinos and Hispanics by 2% and for Pacific Islanders by 5%. Retention rates decreased for Whites by 1%.

Retention Rates: Mathematics - Developmental

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	3,824	47,311	2,925	41,959	2,701	42,937	-1,123	-4,374
Asian	72%	84%	81%	84%	77%	87%	5%	3%
African American (non-Hispanic)	61%	73%	60%	73%	65%	72%	4%	-1%
Filipino	72%	84%	77%	84%	74%	82%	2%	-2%
Hispanic	74%	82%	72%	81%	76%	82%	2%	0%
American Indian/Alaskan Native	58%	80%	74%	84%	81%	81%	23%	1%
Other Non-White	64%	81%	66%	80%	67%	79%	3%	-2%
Pacific Islander	73%	81%	81%	82%	78%	80%	5%	-1%
White Non-Hispanic	77%	84%	78%	85%	76%	84%	-1%	0%
Unknown	77%	84%	75%	81%	76%	83%	-1%	-1%
All LMC Students	73%	82%	73%	82%	74%	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 Mathematics (Developmental) program increased from 55% in 2002-2003 to 59% in 2004-2005, an increase of 4% in the last three years.

When examining success rates by ethnicity for the last three years, it is observed that the success rates for Asians increased by 2%, for African-Americans by 6%, for Filipinos and Hispanics by 5%, for Pacific Islanders by 12% and for Whites by 1%.

Success Rates: Mathematics - Developmental

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	3,824	47,311	2,925	41,959	2,701	42,937	-1,123	-4,374
Asian	62%	71%	63%	72%	64%	74%	2%	3%
African American (non-Hispanic)	40%	51%	39%	51%	46%	50%	6%	-1%
Filipino	56%	70%	61%	71%	61%	70%	5%	0%
Hispanic	54%	65%	53%	66%	59%	66%	5%	1%
American Indian/Alaskan Native	45%	69%	44%	70%	71%	64%	26%	-5%
Other Non-White	40%	61%	46%	65%	63%	65%	23%	4%
Pacific Islander	57%	63%	50%	61%	69%	61%	12%	-2%
White Non-Hispanic	61%	72%	63%	74%	62%	72%	1%	0%
Unknown	51%	69%	55%	66%	53%	67%	2%	-2%
All Students	55%	67%	56%	68%	59%	67%	4%	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 is offered in this area.

**Number of Students with Declared Major who Completed 18 Units or More:
Mathematics - Developmental**

	2002-2003	2003-2004	2004-2005	3-Year Change
	N=0	N=1	N=0	0
Asian	0%	0%	0%	0
African American (non-Hispanic)	0%	0%	0%	0
Filipino	0%	0%	0%	0
Hispanic	0%	100%	0%	0
American Indian/Alaskan Native	0%	0%	0%	0
Other Non-White	0%	0%	0%	0
Pacific Islander	0%	0%	0%	0
White Non-Hispanic	0%	0%	0%	0
Unknown	0%	0%	0%	0
All Students	0%	100%	0%	-

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

NUMBER OF DEGREES AND CERTIFICATES:

Number of Degrees and Certificates: Mathematics - Developmental

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