

Los Medanos College
Program Review Data for
Mathematics - 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).

Also, data for transfer math included any math course above math 30 (math 30 not included).

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 (Transfer) increased from 743 in 2002-2003 to 798 in 2004-2005, an increase of 55 students. When examining student enrollment by ethnicity, it is observed that the proportion of Asians and African-Americans increased by 1% and Hispanics increased by 7% in the past three years. Filipinos decreased by 3% and Whites by 5% in the last three years.

The ethnic composition of students in the program has generally reflected well the ethnic composition of the students in the institution in the last three years. African-Americans however, were slightly under represented.

Headcount Enrollment: Mathematics - Transfer

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=743	N=12946	N=752	N=11527	N=798	N=12808	+55	-138
							+7%	-1%
Asian	8%	5%	8%	6%	9%	6%	1%	1%
African American (non-Hispanic)	6%	13%	7%	13%	7%	14%	1%	1%
Filipino	9%	6%	7%	6%	6%	6%	-3%	0%
Hispanic	19%	21%	22%	23%	26%	24%	7%	3%
American Indian/Alaskan Native	1%	1%	2%	1%	1%	1%	0%	0%
Other Non-White	4%	3%	4%	3%	4%	2%	0%	-1%
Pacific Islander	1%	1%	1%	1%	1%	1%	0%	0%
White non-Hispanic	47%	44%	44%	43%	42%	43%	-5%	-1%
Unknown	5%	7%	6%	5%	5%	3%	0%	-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 (transfer) increased from 888 in 2002-2003 to 914 in 2004-2005, an increase of 26 seats for the last three years. When examined by ethnicity, seatcount enrollment increased for Asians and African-Americans by 1% and for Hispanics by 7%. Seatcount decreased for Filipinos by 3% and for Whites by 6%.

Seatcount Enrollment: Mathematics - Transfer

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=888	N=43127	N=903	N=40792	N=914	N=42549	+26	-578
							+3%	-1%
Asian	9%	5%	9%	6%	10%	6%	1%	1%
African American (non-Hispanic)	6%	14%	7%	14%	7%	15%	1%	1%
Filipino	9%	6%	8%	6%	6%	6%	-3%	0%
Hispanic	19%	20%	23%	22%	26%	24%	7%	4%
American Indian/Alaskan Native	1%	1%	1%	1%	1%	1%	0%	0%
Other Non-White	4%	3%	4%	3%	4%	3%	0%	0%
Pacific Islander	1%	1%	1%	1%	1%	1%	0%	0%
White non-Hispanic	46%	43%	41%	43%	40%	43%	-6%	0%
Unknown	5%	7%	6%	5%	5%	2%	0%	-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 (Transfer) program decreased from 15.5 in 2002-2003 to 14.2 in 2004-2005, a decrease of 1.3 in the last three years. The productivity figures for LMC's Math (transfer) 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 – (Transfer)

	2002-2003	2003-2004	2004-2005	Change
LMC Program	15.5	14.4	14.2	-1.3
CCC*	17.4	17.5	18.3	+ .9
DVC*	21.4	20.8	20.4	-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: 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 (transfer) program remained at 82% in 2002-2003 and 2003-2004, but decreased to 80% in 2004-2005. When compared to the college average, the retention rate for the program was the same for 2002-2003 and 2003-2004. However, in 2004-2005, it decreased by 2%.

When examining retention rates by ethnicity for the last three years, it is observed that the retention rate for Filipinos increased by 2% and for Hispanics by 6%. Retention rates decreased for Asians by 2%, for African-Americans by 1%, for Pacific Islanders by 4% and for Whites by 6%.

Retention Rates: Mathematics - Transfer

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	1,183	47,311	916	41,959	959	42,937	-224	-4,374
Asian	88%	84%	80%	84%	86%	87%	-2%	3%
African American (non-Hispanic)	78%	73%	83%	73%	77%	72%	-1%	-1%
Filipino	82%	84%	83%	84%	84%	82%	2%	-2%
Hispanic	72%	82%	79%	81%	78%	82%	6%	0%
American Indian/Alaskan Native	78%	80%	92%	84%	60%	81%	-18%	1%
Other Non-White	78%	81%	78%	80%	87%	79%	9%	-2%
Pacific Islander	92%	81%	100%	82%	88%	80%	-4%	-1%
White Non-Hispanic	85%	84%	83%	85%	79%	84%	-6%	0%
Unknown	79%	84%	79%	81%	79%	83%	0%	-1%
All LMC Students	82%	82%	82%	82%	80%	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 Mathematics (transfer) program was higher than the college average in 2002-2003 and 2003-2004, and in 2004-2005, the program success rate was the same as the college average.

When examining success rates by ethnicity for the last three years, it is observed that the success rates for Asians increased by 3%, for Filipinos by 6% and for Hispanics by 1%. Success rates for African-Americans decreased by 11%, for Pacific Islanders by 10%, and for Whites by 6%.

Success Rates: Mathematics - Transfer

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	1,183	47,311	916	41,959	959	42,937	-224	-4,374
Asian	73%	71%	78%	72%	76%	74%	3%	3%
African American (non-Hispanic)	65%	51%	65%	51%	54%	50%	-11%	-1%
Filipino	69%	70%	70%	71%	75%	70%	6%	0%
Hispanic	63%	65%	74%	66%	64%	66%	1%	1%
American Indian/Alaskan Native	78%	69%	92%	70%	60%	64%	-18%	-5%
Other Non-White	68%	61%	72%	65%	70%	65%	2%	4%
Pacific Islander	85%	63%	78%	61%	75%	61%	-10%	-2%
White Non-Hispanic	74%	72%	75%	74%	68%	72%	-6%	0%
Unknown	76%	69%	64%	66%	64%	67%	-12%	-2%
All Students	71%	67%	73%	68%	67%	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:

The number of students with Math (Transfer) as their major and with 18 units or more has decreased from 8 in 2002-2003 to 4 in 2004-2005, a decrease of 4 students.

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

	2002-2003	2003-2004	2004-2005	3-Year Change
	N=8	N=12	N=4	-4
Asian	13%	33%	25%	12%
African American (non-Hispanic)	13%	8%	25%	12%
Filipino	0%	8%	0%	0%
Hispanic	13%	8%	0%	-13%
American Indian/Alaskan Native	0%	0%	0%	0%
Other Non-White	0%	0%	25%	25%
Pacific Islander	0%	17%	0%	0%
White Non-Hispanic	38%	25%	0%	-38%
Unknown	25%	0%	25%	0%
All Students	100%	100%	100%	-

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

NUMBER OF DEGREES AND CERTIFICATES: A total of 10 students have been awarded Associate Degrees in the last three years.

Number of Degrees and Certificates: Mathematics - Transfer

	2002-2003	2003-2004	2004-2005	3-Year Change
Degrees	2	5	3	+1
Certificates	n/a	n/a	n/a	n/a