

Los Medanos College
Program Review Data for
Real Estate

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 Real Estate decreased from 301 in 2002-2003 to 247 in 2004-2005, a decrease of 54 students. When examining student enrollment by ethnicity, it is observed that the proportion of Hispanics increased by 10%, of Pacific Islanders by 1% and of Whites by 2% in the last three years. Asians decreased by 8% and African-Americans by 1%.

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 Hispanics and Whites. Hispanics are over represented and Whites are underrepresented.

Headcount Enrollment: Real Estate

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=301	N=12946	N=273	N=11527	N=247	N=12808	-54	-138
							-18%	-1%
Asian	9%	5%	6%	6%	1%	6%	-8%	1%
African American (non-Hispanic)	17%	13%	16%	13%	16%	14%	-1%	1%
Filipino	7%	6%	7%	6%	6%	6%	-1%	0%
Hispanic	24%	21%	29%	23%	34%	24%	10%	3%
American Indian/Alaskan Native	1%	1%	1%	1%	0%	1%	-1%	0%
Other Non-White	3%	3%	1%	3%	3%	2%	0%	-1%
Pacific Islander	1%	1%	0%	1%	2%	1%	1%	0%
White non-Hispanic	33%	44%	37%	43%	35%	43%	2%	-1%
Unknown	4%	7%	3%	5%	4%	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 Real Estate decreased from 363 in 2002-2003 to 299 in 2004-2005, a decrease of 64 seats for the last three years. When examined by ethnicity, seatcount enrollment increased for Hispanics by 9% and for Whites by 3%. Seatcount decreased for Asians by 10% and for Pacific Islanders by 1%.

The program's seatcount ethnic composition enrollment generally reflects the college's seatcount ethnic enrollment. However, Hispanics are slightly over represented and Whites are slightly underrepresented.

Seatcount Enrollment: Real Estate

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=363	N=43127	N=327	N=40792	N=299	N=42549	-64	-578
							-18%	-1%
Asian	11%	5%	7%	6%	1%	6%	-10%	1%
African American (non-Hispanic)	17%	14%	14%	14%	17%	15%	0%	1%
Filipino	6%	6%	8%	6%	6%	6%	0%	0%
Hispanic	24%	20%	30%	22%	33%	24%	9%	4%
American Indian/Alaskan Native	1%	1%	1%	1%	1%	1%	0%	0%
Other Non-White	3%	3%	1%	3%	3%	3%	0%	0%
Pacific Islander	2%	1%	1%	1%	1%	1%	-1%	0%
White non-Hispanic	32%	43%	37%	43%	35%	43%	3%	0%
Unknown	5%	7%	2%	5%	4%	2%	-1%	-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 Real Estate program decreased from 31.7 in 2002-2003 to 25.8 in 2004-2005, a decrease of 5.9 in the last three years. The productivity figures for LMC's Real Estate program fall in the mid-range when compared to the corresponding figures of the sister colleges of the District.

No data is available for full- and part-time FTEF.

FTES/FTEF: Real Estate

	2002-2003	2003-2004	2004-2005	Change
LMC Program	31.7	27.5	25.8	-5.9
CCC*	24.0	29.7	24.5	+ .5
DVC*	34.3	27.6	27	-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: Real Estate

	2002-2003	2003-2004	2004-2005	Change
FT FTEF	n/a	n/a	n/a	
PT FTEF	n/a	n/a	n/a	
Classified FTEF	n/a	n/a	n/a	

RETENTION RATES: Retention Rate for students in the Real Estate program has increased from 80% in 2002-2003 to 81% in 2004-2005, a 1% increase. The retention rate for the program has been comparable to 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 rates for Filipinos increased by 2% and for Hispanics by 6%. The retention rates for Asians decreased by 40%, for African-Americans decreased by 8% and for Whites by 3%.

Retention Rates: Real Estate

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
		369	47,311	327	41,959	302	42,937	-67
Asian	90%	84%	91%	84%	50%	87%	-40%	3%
African American (non-Hispanic)	94%	73%	73%	73%	86%	72%	-8%	-1%
Filipino	81%	84%	92%	84%	83%	82%	2%	-2%
Hispanic	78%	82%	76%	81%	84%	82%	6%	0%
American Indian/Alaskan Native	50%	80%	100%	84%	100%	81%	50%	1%
Other Non-White	75%	81%	50%	80%	73%	79%	-2%	-2%
Pacific Islander	83%	81%	100%	82%	75%	80%	-8%	-1%
White Non-Hispanic	81%	84%	85%	85%	78%	84%	-3%	0%
Unknown	84%	84%	86%	81%	64%	83%	-20%	-1%
All LMC Students	80%	82%	82%	82%	81%	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 Real Estate program has remained at 56% in the last three years, except for 2003-2004. In 2003-2004 it was 62%. The success rate of the Real Estate program has been about 10% lower than the college average except for 2003-2004.

When examining success rates by ethnicity for the last three years, it is observed that the success rate for African-Americans increased by 7%, for Filipinos by 24% and for Hispanics by 8%. None of the Asian students in Real Estate classes successfully completed the courses in 2004-2005. The success rate for Pacific Islanders decreased by 50% and for Whites by 5%.

Success Rates: Real Estate

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	369	47,311	327	41,959	302	42,937	-67	-4,374
Asian	74%	71%	91%	72%	0%	74%	-74%	3%
African American (non-Hispanic)	53%	51%	53%	51%	60%	50%	7%	-1%
Filipino	43%	70%	65%	71%	67%	70%	24%	0%
Hispanic	44%	65%	53%	66%	52%	66%	8%	1%
American Indian/Alaskan Native	50%	69%	50%	70%	100%	64%	50%	-5%
Other Non-White	8%	61%	50%	65%	55%	65%	47%	4%
Pacific Islander	50%	63%	100%	61%	0%	61%	-50%	-2%
White Non-Hispanic	66%	72%	66%	74%	61%	72%	-5%	0%
Unknown	68%	69%	71%	66%	36%	67%	-32%	-2%
All Students	56%	67%	62%	68%	56%	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 students were found with Real Estate as their major and with 18 units or more.

**Number of Students with Declared Major who Completed 18 Units or More:
Real Estate**

	2002-2003	2003-2004	2004-2005	3-Year Change
	0	0	0	0
Asian	0	0	0	0
African American (non-Hispanic)	0	0	0	0
Filipino	0	0	0	0
Hispanic	0	0	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	0	0	0

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

NUMBER OF DEGREES AND CERTIFICATES: One associate degree was awarded in Real Estate in the last three years.

Number of Degrees and Certificates: Real Estate

	2002-2003	2003-2004	2004-2005	3-Year Change
Degrees	0	1	0	0
Certificates	0	0	0	0

VTEA Core Indicators for: Real Estate

	2003-2004		2004-2005		2005-2006	
CORE INDICATORS	College	Percentage above or below State Level	College	Percentage above or below State Level	College	Percentage above or below State Level
	Core 1. Achievement	81.16	2.40	95	15.24	100
Core 2. Completions	N/R	N/R	66.67	N/A	42.45	12.47
Core 3a. Employment	N/R	N/R	33.33	N/A	N/R	N/R
Core 3b. Employment Retention	N/R	N/R	00.0	N/A	85.14	5.38
Core 4a Nontraditional Participation	34.25	5.27	42.29	12.31	00.0	N/A
Core 4b. Nontraditional completion	N/R	N/R	00.0	N/A	100	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.