

Los Medanos College
Program Review Data for
ADMINISTRATION OF JUSTICE
(Partnership)

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): Headcount enrollment in Administration of Justice (Partnership) increased from 137 in 2002-2003 to 336 in 2004-2005, an increase of 199 students in the last three years. When examined by ethnicity, enrollment increase is observed for Filipinos by 1% and for Whites by 6%. Asians, African-Americans and Pacific Islanders decreased by 1% and Hispanics decreased by 2%.

There is under representation of African-Americans and Hispanics, and over representation of Whites in the last three years.

Headcount Enrollment: Administration of Justice (Partnership)

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=137	N=12946	N=119	N=11527	N=336	N=12808	+199	-138
							+145%	-1%
Asian	4%	5%	5%	6%	3%	6%	-1%	0%
African American (non-Hispanic)	4%	13%	3%	13%	3%	14%	-1%	1%
Filipino	1%	6%	2%	6%	2%	6%	1%	0%
Hispanic	14%	21%	16%	23%	12%	24%	-2%	3%
American Indian/Alaskan Native	1%	1%	0%	1%	1%	1%	0%	0%
Other Non-White	1%	3%	2%	3%	1%	2%	0%	-1%
Pacific Islander	1%	1%	0%	1%	0%	1%	-1%	0%
White non-Hispanic	71%	44%	71%	43%	77%	43%	6%	-1%
Unknown	3%	7%	3%	5%	2%	3%	-1%	-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 Administration of Justice (Partnership) increased from 313 in 2002-2003 to 1117 in 2004-2005, an increase of 804 seats for the last three years. When examined by ethnicity, seatcount enrollment increased for Hispanics by 1% and for Whites by 4%. Seatcount decreased for African-Americans by 3% and for Pacific Islanders by 1%.

Seatcount Enrollment: Administration of Justice (Partnership)

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=313	N=43127	N=273	N=40792	N=1117	N=42549	+804	-578
							+256%	-1%
Asian	3%	5%	5%	6%	3%	6%	0%	1%
African American (non-Hispanic)	5%	14%	3%	14%	2%	15%	-3%	1%
Filipino	1%	6%	2%	6%	1%	6%	0%	0%
Hispanic	11%	20%	15%	22%	12%	24%	1%	4%
American Indian/Alaskan Native	2%	1%	0%	1%	1%	1%	-1%	0%
Other Non-White	1%	3%	2%	3%	0%	3%	-1%	0%
Pacific Islander	1%	1%	0%	1%	0%	1%	-1%	0%
White non-Hispanic	74%	43%	71%	43%	78%	43%	4%	0%
Unknown	4%	7%	2%	5%	2%	2%	-2%	-5%
All Students	100%	100%	100%	100%	100%	100%	-	-

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

PRODUCTIVITY: There is no productivity (FTES/FTEF) for LMC's Administration of Justice (Partnership) program.

Total FTEF decreased from 6.16 in 2002-2003 to 2.08 in 2004-2005, a decrease of 4.08.

FTES/FTEF: Administration of Justice (Partnership)

	2002-2003	2003-2004	2004-2005	Change
LMC Program	n/a	n/a	n/a	
CCC*				
DVC*				
State				

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: Administration of Justice (Partnership)

	2002-2003	2003-2004	2004-2005	Change
Total FTEF	6.16	2.12	2.08	-4.08

RETENTION RATES: Retention rate for students in the Administration of Justice (Partnership) program has remained at a high 99% or 100% in the last three years. The retention rate for the program has been significantly higher 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%. The retention rates for African-Americans have decreased by 13% and for Hispanics by 1%.

Retention Rates: Administration of Justice (Partnership)

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
		1,232	47,311	1,056	41,959	1,120	42,937	-112
Asian	93%	84%	100%	84%	100%	87%	7%	3%
African American (non-Hispanic)	100%	73%	100%	73%	87%	72%	-13%	-1%
Filipino	100%	84%	100%	84%	100%	82%	0%	-2%
Hispanic	98%	82%	100%	81%	97%	82%	-1%	0%
American Indian/Alaskan Native	100%	80%	100%	84%	100%	81%	0%	1%
Other Non-White	100%	81%	91%	80%	100%	79%	0%	-2%
Pacific Islander	100%	81%	100%	82%	100%	80%	0%	-1%
White Non-Hispanic	100%	84%	100%	85%	100%	84%	0%	0%
Unknown	98%	84%	100%	81%	100%	83%	2%	-1%
All Students	99%	82%	100%	82%	99%	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 Administration of Justice (Partnership) program has increased from a high 97% in 2002-2003 to 99% in 2004-2005, an increase of 2% in the last three years. Compared to the college average, the success rate of the Administration of Justice (Partnership) program has been significantly higher. In 2004-2005 it was 99% VS 67%.

When examining success rates by ethnicity for the last three years, it is observed that the success rate for Asians increased by 7%, for Filipinos by 11% and for Whites by 2%. Success rates for African-Americans decreased by 9%.

Success Rates: Administration of Justice (Partnership)

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	1,232	47,311	1,056	41,959	1,120	42,937	-112	-4,374
Asian	93%	71%	100%	72%	100%	74%	7%	3%
African American (non-Hispanic)	96%	51%	96%	51%	87%	50%	-9%	-1%
Filipino	89%	70%	100%	71%	100%	70%	11%	0%
Hispanic	97%	65%	100%	66%	97%	66%	0%	1%
American Indian/Alaskan Native	100%	69%	100%	70%	100%	64%	0%	-5%
Other Non-White	67%	61%	91%	65%	100%	65%	33%	4%
Pacific Islander	100%	63%	100%	61%	100%	61%	0%	-2%
White Non-Hispanic	98%	72%	100%	74%	100%	72%	2%	0%
Unknown	97%	69%	100%	66%	85%	67%	-12%	-2%
All Students	97%	67%	99%	68%	99%	67%	2%	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 Administration of Justice as their major and with 18 units or more has decreased from 194 in 2002-2003 to 174 in 2004-2005, a decrease of 20 students in the last three years.

**Number of Students with Declared Major who Completed 18 Units or More:
Administration of Justice**

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=194	N=3586	N=188	N=3649	N=174	N=4711	-20	+1125
Asian	3%	6%	2%	6%	2%	6%	-1%	0%
African American (non-Hispanic)	5%	11%	5%	11%	8%	12%	3%	1%
Filipino	3%	8%	4%	7%	3%	7%	0%	-1%
Hispanic	14%	22%	16%	24%	17%	24%	3%	2%
American Indian/Alaskan Native	1%	1%	2%	1%	2%	1%	1%	0%
Other Non-White	1%	3%	1%	3%	1%	3%	0%	0%
Pacific Islander	1%	1%	0%	1%	1%	1%	0%	0%
White Non-Hispanic	72%	47%	70%	47%	67%	45%	-5%	-2%
Unknown	1%	2%	1%	2%	1%	2%	0%	0%
All Students	100%	100%	100%	100%	100%	100%	-	-

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

NUMBER OF DEGREES AND CERTIFICATES: A total of 8 Associate degrees have been awarded in the last three years.

Number of Degrees and Certificates: Administration of Justice

	2002-2003	2003-2004	2004-2005	Change
Degrees	0	2	6	+6
Certificates	n/a	n/a	n/a	n/a

VTEA Core Indicators for: Administration of Justice

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	85.91	7.15	74.81	-4.95	81.09	1.33
Core 2. Completions	94.20	34.38	11.11	-49.71	3.70	-57.12
Core 3a. Employment	96.52	13.33	92.59	9.40	96.30	13.11
Core 3b. Employment Retention	97.55	14.80	91.84	8.99	98.04	15.19
Core 4a Nontraditional Participation	23.92	-5.06	21.79	-8.19	27.17	-2.81
Core 4b. Nontraditional completion	28.04	1.09	33.33	N/A	50.0	N/A

Data obtained from Chancellor's 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.