

**Los Medanos College**  
**Program Review Data for**  
**CHILD DEVELOPMENT**

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 Child Development increased from 906 in 2002-2003 to 1075 in 2004-2005, an increase of 169 students in the last 19 three years. When examined by ethnicity, headcount enrollment for Asians increased by 1% and for African-Americans and Hispanics by 2%. Whites decreased by 2%.

The program's ethnic composition generally reflects the college's ethnic composition with the exception of African-American students. African-Americans are overrepresented in the program and Whites under represented, particularly for 2004-2005.

### Headcount Enrollment: Child Development

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	<b>N=906</b>	N=12946	<b>N=861</b>	N=11527	<b>N=1075</b>	N=12808	<b>+169</b>	-138
							<b>+19%</b>	<b>-1%</b>
<b>Asian</b>	<b>4%</b>	5%	<b>4%</b>	6%	<b>5%</b>	6%	<b>1%</b>	1%
<b>African American (non-Hispanic)</b>	<b>22%</b>	13%	<b>20%</b>	13%	<b>24%</b>	14%	<b>2%</b>	1%
<b>Filipino</b>	<b>4%</b>	6%	<b>4%</b>	6%	<b>4%</b>	6%	<b>0%</b>	0%
<b>Hispanic</b>	<b>22%</b>	21%	<b>23%</b>	23%	<b>24%</b>	24%	<b>2%</b>	3%
<b>American Indian/Alaskan Native</b>	<b>1%</b>	1%	<b>1%</b>	1%	<b>1%</b>	1%	<b>0%</b>	0%
<b>Other Non-White</b>	<b>4%</b>	3%	<b>3%</b>	3%	<b>3%</b>	2%	<b>-1%</b>	-1%
<b>Pacific Islander</b>	<b>1%</b>	1%	<b>0%</b>	1%	<b>1%</b>	1%	<b>0%</b>	0%
<b>White non-Hispanic</b>	<b>40%</b>	44%	<b>41%</b>	43%	<b>38%</b>	43%	<b>-2%</b>	-1%
<b>Unknown</b>	<b>4%</b>	7%	<b>5%</b>	5%	<b>2%</b>	3%	<b>-2%</b>	-4%
<b>All Students</b>	<b>100%</b>	100%	<b>100%</b>	100%	<b>100%</b>	100%	<b>-</b>	<b>-</b>

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

**SEATCOUNT ENROLLMENT (Duplicated at Census):** Seatcount for Child Development decreased from 1939 in 2002-2003 to 1783 in 2004-2005, a decrease of 156 students in the last three years. When examining student enrollment by ethnicity, it is observed that the proportion of Hispanics increased by 6% and of Pacific Islanders by 1%. Filipinos decreased by 2% and Whites by 3% in the last three years.

### Seatcount Enrollment: Child Development

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=1939	N=43127	N=1516	N=40792	N=1783	N=42549	-156	-578
							<b>-8%</b>	<b>-1%</b>
<b>Asian</b>	<b>5%</b>	5%	<b>5%</b>	6%	<b>5%</b>	6%	<b>0%</b>	1%
<b>African American (non-Hispanic)</b>	<b>24%</b>	14%	<b>18%</b>	14%	<b>24%</b>	15%	<b>0%</b>	1%
<b>Filipino</b>	<b>6%</b>	6%	<b>4%</b>	6%	<b>4%</b>	6%	<b>-2%</b>	0%
<b>Hispanic</b>	<b>20%</b>	20%	<b>22%</b>	22%	<b>26%</b>	24%	<b>6%</b>	4%
<b>American Indian/Alaskan Native</b>	<b>1%</b>	1%	<b>1%</b>	1%	<b>1%</b>	1%	<b>0%</b>	0%
<b>Other Non-White</b>	<b>3%</b>	3%	<b>3%</b>	3%	<b>2%</b>	3%	<b>-1%</b>	0%
<b>Pacific Islander</b>	<b>0%</b>	1%	<b>1%</b>	1%	<b>1%</b>	1%	<b>1%</b>	0%
<b>White non-Hispanic</b>	<b>38%</b>	43%	<b>42%</b>	43%	<b>35%</b>	43%	<b>-3%</b>	0%
<b>Unknown</b>	<b>3%</b>	7%	<b>6%</b>	5%	<b>2%</b>	2%	<b>-1%</b>	-5%
<b>All Students</b>	<b>100%</b>	100%	<b>100%</b>	100%	<b>100%</b>	100%	<b>-</b>	<b>-</b>

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

**PRODUCTIVITY:** Productivity (FTES/FTEF) for LMC’s Child Development program increased from 14.3 in 2002-2003, to 15.1 in 2004-2005, a .80 increase. The productivity of LMC’s Child Development program is comparable to those of CCC and DVC. Full-Time FTEF has increased by .36 and part-time FTEF has decreased by 1.15 in the last three years. There are no changes in permanent classified staff for Child Development.

### FTES/FTEF: Child Development

	2002-2003	2003-2004	2004-2005	Change
<b>LMC Program</b>	14.3	14.4	15.1	+ .80
<b>CCC*</b>	14.5	14.6	16.7	+1.7
<b>DVC*</b>	13.4	11.9	14.1	+ .7
<b>State Average</b>				

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: Child Development

	2002-2003	2003-2004	2004-2005	Change
<b>FT FTEF</b>	2.558	3.055	2.922	+ .36
<b>PT FTEF</b>	3.188	2.242	2.035	-1.15
<b>Classified FTEF ***</b>	4.82	4.82	4.82	0

\*\*\* Augmented with hourly Administrative Analyst

**RETENTION RATES:** Overall retention rates for the program have decreased from 86% in 2002-2003, to 81% in 2004-2005b, a decrease of 5%. The retention of the program is comparable to that of the college average for 2004-2005. When retention rates are examined by ethnicity, the retention rates for African-American, Hispanic, and White students have decreased by about 5%. The retention rate for Asian students increased by 3%.

### Retention Rates: Child Development

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	2,832	47,311	1,609	41,959	1,796	42,937	-1036	-4,374
<b>Asian</b>	<b>90%</b>	84%	<b>94%</b>	84%	<b>93%</b>	87%	<b>3%</b>	3%
<b>African American (non-Hispanic)</b>	<b>76%</b>	73%	<b>66%</b>	73%	<b>70%</b>	72%	<b>-6%</b>	-1%
<b>Filipino</b>	<b>95%</b>	84%	<b>90%</b>	84%	<b>95%</b>	82%	<b>0%</b>	-2%
<b>Hispanic</b>	<b>87%</b>	82%	<b>78%</b>	81%	<b>82%</b>	82%	<b>-5%</b>	0%
<b>American Indian/Alaskan Native</b>	<b>80%</b>	80%	<b>86%</b>	84%	<b>88%</b>	81%	<b>8%</b>	1%
<b>Other Non-White</b>	<b>82%</b>	81%	<b>91%</b>	80%	<b>80%</b>	79%	<b>-2%</b>	-2%
<b>Pacific Islander</b>	<b>92%</b>	81%	<b>88%</b>	82%	<b>80%</b>	80%	<b>-12%</b>	-1%
<b>White Non-Hispanic</b>	<b>89%</b>	84%	<b>83%</b>	85%	<b>84%</b>	84%	<b>-5%</b>	0%
<b>Unknown</b>	<b>82%</b>	84%	<b>76%</b>	81%	<b>77%</b>	83%	<b>-5%</b>	-1%
<b>All Students</b>	<b>86%</b>	82%	<b>79%</b>	82%	<b>81%</b>	82%	<b>-5%</b>	0%
<b>State Average</b>		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:** Overall success rates decreased from 68% in 2002-2003 to 65% in 2004-2005, a 3% decrease. Success rates differ by ethnicity. The success rates for African-American and Hispanic students have decreased by 6% in the last three years. Success rate has also decreased for Caucasian students by 3%. Success rate for Asian students has increased by 4%. Success rate for African-American students is the lowest among all other groups.

### Success Rate: Child Development

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	2,832	47,311	1,609	41,959	1,796	42,937	-1036	-4,374
Asian	73%	71%	83%	72%	77%	74%	4%	3%
African American (non-Hispanic)	55%	51%	50%	51%	49%	50%	-6%	-1%
Filipino	85%	70%	79%	71%	85%	70%	0%	0%
Hispanic	71%	65%	61%	66%	65%	66%	-6%	1%
American Indian/Alaskan Native	69%	69%	71%	70%	75%	64%	6%	-5%
Other Non-White	64%	61%	76%	65%	63%	65%	-1%	4%
Pacific Islander	92%	63%	88%	61%	80%	61%	-12%	-2%
White Non-Hispanic	74%	72%	74%	74%	71%	72%	-3%	0%
Unknown	56%	69%	62%	66%	63%	67%	7%	-2%
All Students	68%	67%	67%	68%	65%	67%	-3%	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 UNITS OR MORE:** The number of students with Child Development as their major and with 18 or more units decreased from 176 in 2002-2003 to 147 in 2004-2005, a decrease of 29%.

**Number of Students with Declared Major who Completed 18 Units or More:  
Child Development**

	2002-2003	2003-2004	2004-2005	3-Year Change
	<b>N=176</b>	<b>N=193</b>	<b>N=147</b>	<b>-29</b>
<b>Asian</b>	<b>6%</b>	<b>5%</b>	<b>7%</b>	<b>1%</b>
<b>African American (non-Hispanic)</b>	<b>25%</b>	<b>18%</b>	<b>26%</b>	<b>1%</b>
<b>Filipino</b>	<b>3%</b>	<b>2%</b>	<b>4%</b>	<b>1%</b>
<b>Hispanic</b>	<b>21%</b>	<b>26%</b>	<b>23%</b>	<b>2%</b>
<b>American Indian/Alaskan Native</b>	<b>1%</b>	<b>2%</b>	<b>1%</b>	<b>0%</b>
<b>Other Non-White</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>
<b>Pacific Islander</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>-1%</b>
<b>White Non-Hispanic</b>	<b>38%</b>	<b>43%</b>	<b>36%</b>	<b>-2%</b>
<b>Unknown</b>	<b>3%</b>	<b>4%</b>	<b>2%</b>	<b>-1%</b>
<b>All Students</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>-</b>

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

**NUMBER OF DEGREES AND CERTIFICATES:** The number of degrees increased from 5 in 2002-03, to 6 in 2004-2005. (The average of Associate Degrees awarded a year is about 5). The number of certificates awarded decreased from 8 in 2002-2003 to 3 in 2004-2005.

**Number of Degrees and Certificates: Child Development**

	2002-2003	2003-2004	2004-2005	Change
<b>Degrees</b>	5	4	6	+1
<b>Certificates</b>	8	5	3	-5

## VTEA Core Indicators for: Child Development

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. <b>Achievement</b>	79.12	.36	86.03	6.27	87.11	7.35
Core 2. <b>Completions</b>	12.50	N/A	11.11	N/A	00.0	-60.82
Core 3a. <b>Employment</b>	75.00	N/A	77.78	N/A	71.43	-11.76
Core 3b. <b>Employment Retention</b>	83.33	N/A	71.43	N/A	93.33	10.48
Core 4a <b>Nontraditional Participation</b>	N/R	N/R	N/R	N/R	N/R	N/R
Core 4b. <b>Nontraditional completion</b>	N/R	N/R	N/R	N/R	N/R	N/R

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.