

Los Medanos College
Program Review Data for
Electrical/ Electronic Technology

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 Electrical/Electronic Technology decreased from 229 in 2002-2003 to 125 in 2004-2005, a decrease of 104 students. When examined enrollment by ethnicity, it is observed that the proportion of Asians increased by 2%, African-Americans by 3% and Hispanics by 1%. Filipinos and Whites have decreased by 3% 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.

Headcount Enrollment: Electrical/ Electronic Technology

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=229	N=12946	N=156	N=11527	N=125	N=12808	-104	-138
							-45%	-1%
Asian	4%	5%	3%	6%	6%	6%	2%	1%
African American (non-Hispanic)	9%	13%	9%	13%	12%	14%	3%	1%
Filipino	6%	6%	6%	6%	3%	6%	-3%	0%
Hispanic	21%	21%	29%	23%	22%	24%	1%	3%
American Indian/ Alaskan Native	0%	1%	1%	1%	1%	1%	1%	0%
Other Non-White	3%	3%	1%	3%	3%	2%	0%	-1%
Pacific Islander	0%	1%	2%	1%	0%	1%	0%	0%
White non-Hispanic	54%	44%	42%	43%	51%	43%	-3%	-1%
Unknown	3%	7%	7%	5%	3%	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 for Electrical/Electronic Technology decreased from 282 in 2002-2003 to 142 in 2004-2005, a decrease of 140 students for the last three years. When examined by ethnicity, seatcount enrollment increased for Asians by 3% and for African-Americans by 1%. Seatcount enrollment decreased for Filipinos and Hispanics by 2% and for Whites by 1%.

When comparing the Program's ethnic composition to the Institution's ethnic composition, the data indicates that there is a slight under representation of African-Americans and a slight over representation of Whites for 2004-2005.

Seatcount Enrollment: Electrical/ Electronic Technology

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=282	N=43127	N=194	N=40792	N=142	N=42549	-140	-578
							-50%	-1%
Asian	4%	5%	3%	6%	7%	6%	3%	1%
African American (non-Hispanic)	9%	14%	9%	14%	10%	15%	1%	1%
Filipino	6%	6%	6%	6%	4%	6%	-2%	0%
Hispanic	23%	20%	33%	22%	21%	24%	-2%	4%
American Indian/Alaskan Native	1%	1%	1%	1%	2%	1%	1%	0%
Other Non-White	3%	3%	2%	3%	3%	3%	0%	0%
Pacific Islander	0%	1%	2%	1%	0%	1%	0%	0%
White non-Hispanic	53%	43%	39%	43%	52%	43%	-1%	0%
Unknown	3%	7%	8%	5%	3%	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 Electrical/Electronic Technology program has decreased from 13.0 in 2002-2003 to 12.1 in 2004-2005, a decrease of .90 in the last three years. When compared to the sister colleges of the District, the productivity figure for LMC’s program is lower.

FTEF decreased from 1.90 in 2002-2003 to .99 in 2004-2005, a decrease of .91.

FTES/FTEF: Electrical/ Electronic Technology

	2002-2003	2003-2004	2004-2005	Change
Program	13.0	13.7	12.1	-.90
CCC*	22.0	4.7	14.3	-7.7
DVC*	15.6	16.2	16.0	+.4
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: Electrical/ Electronic Technology

	2002-2003	2003-2004	2004-2005	Change
FTEF	1.90	1.16	.99	-.91

RETENTION RATES: Retention Rate for students in the program has fluctuated: 71% in 2002-2003, 78% in 2003-2004 and 72% in 2004-2005. It has also been lower than the college average by 10% in 2004-2005. When examined by ethnicity, it is observed that the retention rate for Asians has increased by 19% and for Whites by 8%. Retention rates have decreased for Filipinos (-14%), for African-Americans (-1%) and for Hispanics (-6%) in the last three years. The retention rate for African-Americans has been lower than those of other students.

Retention Rates: Electrical/ Electronic Technology

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	311	47,311	271	41,959	144	42,937	-167	-4,374
Asian	70%	84%	100%	84%	89%	87%	19%	3%
African American (non-Hispanic)	61%	73%	55%	73%	60%	72%	-1%	-1%
Filipino	94%	84%	89%	84%	80%	82%	-14%	-2%
Hispanic	74%	82%	76%	81%	68%	82%	-6%	0%
American Indian/Alaskan Native	100%	80%	50%	84%	0%	81%	-100%	1%
Other Non-White	57%	81%	90%	80%	100%	79%	43%	-2%
Pacific Islander	0%	81%	67%	82%	-	80%	-	-1%
White Non-Hispanic	69%	84%	77%	85%	77%	84%	8%	0%
Unknown	86%	84%	91%	81%	25%	83%	-61%	-1%
All LMC Students	71%	82%	78%	82%	72%	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 the program decreased from 65% in 2002-2003 to 63% in 2004-2005, a 2% decrease. For 2004-2005, the success rate of the program was 4% lower than the college average. When comparing success rate by ethnicity, the success rate for Asians increased by 17%, and for Whites by 5%. Success rates for African-Americans decreased by 10%, for Filipinos by 14% and Hispanics by 5%. The success rates for African-Americans and Hispanics are lower than those of other students in the program.

Success Rates: Electrical/ Electronic Technology

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	311	47,311	271	41,959	144	42,937	-167	-4,374
Asian	50%	71%	60%	72%	67%	74%	17%	3%
African American (non-Hispanic)	50%	51%	45%	51%	40%	50%	-10%	-1%
Filipino	94%	70%	78%	71%	80%	70%	-14%	0%
Hispanic	66%	65%	65%	66%	61%	66%	-5%	1%
American Indian/Alaskan Native	100%	69%	50%	70%	0%	64%	-100%	-5%
Other Non-White	57%	61%	90%	65%	75%	65%	18%	4%
Pacific Islander	0%	63%	0%	61%	-	61%	-	-2%
White Non-Hispanic	65%	72%	69%	74%	70%	72%	5%	0%
Unknown	71%	69%	86%	66%	25%	67%	-46%	-2%
All Students	65%	67%	68%	68%	63%	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 Electrical/ Electronic Technology as their major and with 18 units or more has decreased from 29 in 2002-2003 to 11 in 2004-2005, a decrease of 18 students. The proportion of Asians has increased by 9% and Filipinos by 6%. African-Americans have decreased by 10%, Hispanics by 4% and Whites by 9%.

**Number of Students with Declared Major who Completed 18 Units or More:
Electrical/ Electronic Technology**

	2002-2003	2003-2004	2004-2005	3-Year Change
	N=29	N=32	N=11	-18
Asian	0%	3%	9%	9%
African American (non-Hispanic)	10%	13%	0%	-10%
Filipino	3%	9%	9%	6%
Hispanic	31%	34%	27%	-4%
American Indian/ Alaskan Native	0%	0%	0%	0%
Other Non-White	0%	6%	0%	0%
Pacific Islander	0%	0%	0%	0%
White Non-Hispanic	55%	31%	46%	-9%
Unknown	0%	3%	9%	9%
All Students	100%	100%	100%	-

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

NUMBER OF DEGREES AND CERTIFICATES: In the last three years, 5 Associate degrees and 15 certificates have been awarded to students in the program.

Number of Degrees and Certificates: Electrical/ Electronic Technology

	2002-2003	2003-2004	2004-2005	3-Year Change
Degrees	4	1	0	-4
Certificates	14	1	0	-14

VTEA Core Indicators for: Electrical/Electronic Technology

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	95.15	16.39	89.70	9.94	75.97	-3.79
Core 2. Completions	54.55	-5.27	10.0	-50.82	70.00	9.18
Core 3a. Employment	81.82	-1.37	100.00	16.81	95.00	11.81
Core 3b. Employment Retention	66.67	N/A	90.00	7.15	100.0	17.15
Core 4a Nontraditional Participation	6.32	-22.66	5.12	-24.86	4.98	-25.00
Core 4b. Nontraditional completion	00.0	N/A	00.0	N/A	00.0	-25.05

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.