

Los Medanos College
Program Review Data for
Fire Control Technology
(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): In examining the last two years (2003-2004 to 2004-2005), Headcount enrollment in Fire Technology (Partnership) increased from 51 in 2002-2003 to 205 in 2004-2005, an increase of 154 students in the last two years.

When examined by ethnicity, it is observed that Filipinos and Pacific Islanders increased by 1% and Whites by 4%. Headcount enrollment decreased for Hispanics by 5%.

Asians, African-Americans and Hispanics have been under represented and Whites over represented for the last two years.

Headcount Enrollment: Fire Technology (Partnership)

	2002-2003		2003-2004		2004-2005		2-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=0	N=12946	N=51	N=11527	N=205	N=12808	+154	-138
							-1%	
Asian	0%	5%	2%	6%	2%	6%	0%	1%
African American (non-Hispanic)	0%	13%	8%	13%	8%	14%	0%	1%
Filipino	0%	6%	0%	6%	1%	6%	1%	0%
Hispanic	0%	21%	14%	23%	9%	24%	-5%	3%
American Indian/Alaskan Native	0%	1%	0%	1%	1%	1%	1%	0%
Other Non-White	0%	3%	0%	3%	3%	2%	3%	-1%
Pacific Islander	0%	1%	0%	1%	1%	1%	1%	0%
White non-Hispanic	0%	44%	72%	43%	76%	43%	4%	-1%
Unknown	0%	7%	4%	5%	2%	3%	-2%	-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): In examining the last two years (2003-2004 to 2004-2005), Seatcount enrollment in Fire Technology (Partnership) increased from 85 in 2002-2003 to 275 in 2004-2005, an increase of 154 students in the last two years.

When examined by ethnicity, it is observed that seatcount enrollment for Whites increased by 5%. Seatcount enrollment decreased for Asians by 3% and for Hispanics by 2%.

Seatcount Enrollment: Fire Technology (Partnership)

	2002-2003		2003-2004		2004-2005		2-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=0	N=43127	N=85	N=40792	N=275	N=42549	+190	-578
								-1%
Asian	0%	5%	4%	6%	1%	6%	-3%	1%
African American (non-Hispanic)	0%	14%	8%	14%	8%	15%	0%	1%
Filipino	0%	6%	0%	6%	0%	6%	0%	0%
Hispanic	0%	20%	11%	22%	9%	24%	-2%	4%
American Indian/Alaskan Native	0%	1%	0%	1%	0%	1%	0%	0%
Other Non-White	0%	3%	0%	3%	3%	3%	3%	0%
Pacific Islander	0%	1%	0%	1%	0%	1%	0%	0%
White non-Hispanic	0%	43%	73%	43%	78%	43%	5%	0%
Unknown	0%	7%	4%	5%	1%	2%	-3%	-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 with partnership programs.

Total FTEF increased from 3.33 in 2002-2003 to 3.93 in 2004-2005, an increase of .60 in the last three years.

FTES/FTEF: Fire Technology (Partnership)

	2002-2003	2003-2004	2004-2005	3-yr Change
Program	n/a	n/a	n/a	
CCC				
DVC				
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).

FTEF: Fire Technology (Partnership)

	2002-2003	2003-2004	2004-2005	3-yr Change
Total FTEF	3.33	4.14	3.93	+.60
FTEF Classified				

RETENTION RATES: Retention rate for students in the Fire Technology program (Partnership) has stayed at 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.

All ethnic groups have 100% retention rates

Retention Rates: Fire Technology (Partnership)

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	194	47,311	358	41,959	275	42,937	+81	-4,374
Asian	100%	84%	100%	84%	100%	87%	0%	3%
African American (non-Hispanic)	100%	73%	100%	73%	100%	72%	0%	-1%
Filipino	100%	84%	100%	84%	100%	82%	0%	-2%
Hispanic	100%	82%	100%	81%	100%	82%	0%	0%
American Indian/Alaskan Native	100%	80%	100%	84%	100%	81%	0%	1%
Other Non-White	100%	81%	100%	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	100%	84%	100%	81%	100%	83%	0%	-1%
All LMC Students	100%	82%	100%	82%	100%	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 Fire Technology program (Partnership) has been either 100% or 99% for the last three years. The success rate for the program has been significantly higher than the college average for the last three years.

All ethnic groups show a very high success rate in Fire Technology (Partnership).

Success Rates: Fire Technology (Partnership)

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	194	47,311	358	41,959	275	42,937	+81	-4,374
Asian	100%	71%	100%	72%	100%	74%	0%	3%
African American (non-Hispanic)	100%	51%	100%	51%	100%	50%	0	-1%
Filipino	100%	70%	100%	71%	100%	70%	0%	0%
Hispanic	100%	65%	100%	66%	100%	66%	0%	1%
American Indian/Alaskan Native	100%	69%	100%	70%	100%	64%	0%	-5%
Other Non-White	100%	61%	100%	65%	100%	65%	0%	4%
Pacific Islander	100%	63%	100%	61%	100%	61%	0%	-2%
White Non-Hispanic	100%	72%	99%	74%	99%	72%	-1%	0%
Unknown	92%	69%	100%	66%	100%	67%	8%	-2%
All Students	100%	67%	99%	68%	99%	67%	-1%	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 Fire Technology as their major and with 18 units or more has increased from 65 in 2002-2003 to 82 in 2004-2005, an increase of 17 students in the last three years.

**Number of Students with Declared Major who Completed 18 Units or More:
Fire Technology**

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=65	N=3586	N=110	N=3649	N=82	N=4711	+17	+1125
Asian	2%	6%	3%	6%	3%	6%	1%	0%
African American (non-Hispanic)	3%	11%	4%	11%	4%	12%	1%	1%
Filipino	0%	8%	1%	7%	0%	7%	0%	-1%
Hispanic	22%	22%	23%	23%	13%	24%	-9%	2%
American Indian/Alaskan Native	3%	1%	0%	1%	5%	1%	2%	0%
Other Non-White	2%	3%	3%	3%	0%	3%	-2%	0%
Pacific Islander	5%	1%	3%	1%	1%	1%	-4%	0%
White Non-Hispanic	54%	46%	60%	46%	69%	44%	15%	-2%
Unknown	11%	2%	5%	2%	5%	2%	-6%	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: Twenty Associate degrees and 4 Certificates have been awarded in Fire Technology in the last three years.

Number of Degrees and Certificates: Fire Technology

	2002-2003	2003-2004	2004-2005	Percent Change
Degrees	6	4	10	+4
Certificates	0	2	2	+2

VTEA Core Indicators for: Fire Control 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	87.21	8.45	86.09	6.33	84.14	4.38
Core 2. Completions	14.29	-45.53	80.00	19.18	30.00	-30.82
Core 3a. Employment	100.00	16.81	100.00	16.81	95.00	11.81
Core 3b. Employment Retention	92.31	9.56	90.00	7.15	100.00	17.15
Core 4a Nontraditional Participation	11.54	-17.44	7.50	-22.48	8.16	-21.82
Core 4b. Nontraditional completion	00.00	N/A	12.50	N/A	16.67	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.