

Los Medanos College
Program Review Data for
Graphic Arts

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 Graphic Arts decreased from 117 in 2002-2003 to 91 in 2004-2005, a decrease of 26 students. When examining student enrollment by ethnicity, it is observed that the proportion of African-Americans increased by 9%, of Hispanics by 20% and of Whites by 1% in the last three years. Asians decreased by 4%, Filipinos by 2% and Whites by 20% 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: Graphic Arts

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=117	N=12946	N=122	N=11527	N=91	N=12808	-26	-138
							-22%	-1%
Asian	5%	5%	4%	6%	1%	6%	-4%	1%
African American (non-Hispanic)	12%	13%	12%	13%	21%	14%	9%	1%
Filipino	5%	6%	3%	6%	3%	6%	-2%	0%
Hispanic	11%	21%	24%	23%	31%	24%	20%	3%
American Indian/Alaskan Native	0%	1%	1%	1%	1%	1%	1%	0%
Other Non-White	2%	3%	2%	3%	2%	2%	0%	-1%
Pacific Islander	0%	1%	1%	1%	1%	1%	1%	0%
White non-Hispanic	58%	44%	46%	43%	38%	43%	-20%	-1%
Unknown	7%	7%	6%	5%	1%	3%	-6%	-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 Graphic Arts decreased from 214 in 2002-2003 to 124 in 2004-2005, a decrease of 90 seats for the last three years. When examined by ethnicity, seatcount enrollment increased for African-Americans by 13%, for Hispanic by 20% and for Pacific Islanders by 1%. Seatcount enrollment decreased for Asians by 2%, for Filipinos by 4% and for Whites by 26%.

Seatcount Enrollment: Graphic Arts

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=214	N=43127	N=230	N=40792	N=124	N=42549	-90	-578
							-42%	-1%
Asian	4%	5%	4%	6%	2%	6%	-2%	1%
African American (non-Hispanic)	8%	14%	8%	14%	21%	15%	13%	1%
Filipino	7%	6%	2%	6%	3%	6%	-4%	0%
Hispanic	9%	20%	22%	22%	29%	24%	20%	4%
American Indian/Alaskan Native	0%	1%	1%	1%	1%	1%	1%	0%
Other Non-White	1%	3%	3%	3%	2%	3%	1%	0%
Pacific Islander	0%	1%	0%	1%	1%	1%	1%	0%
White non-Hispanic	66%	43%	53%	43%	40%	43%	-26%	0%
Unknown	6%	7%	8%	5%	1%	2%	-5%	-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 Graphic Arts program decreased from 11.4 in 2002-2003 to 8.3 in 2004-2005, a decrease of 3.1 in the last three years. The productivity figures for LMC’s Graphic Arts are lower than the corresponding figures of the sister colleges of the District.

No data is available for Full- and part-time FTEF. There is no classified staff for the Graphic Arts program.

FTES/FTEF: Graphic Arts

	2002-2003	2003-2004	2004-2005	Change
LMC Program	11.4	10.6	8.3	-3.1
CCC*	11.6	22.2	19.8	-8.2
DVC*	13.9	13.5	14.0	+1
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: Graphic Arts

	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	0	0	0	

RETENTION RATES: Retention Rate for students in the Graphic Arts program has increased slightly from 83% in 2002-2003 to 84% in 2004-2005, a 1% increase. The retention rate for the program has been slightly higher than the college average in these last three years. (higher by about 1% to 2%).

When examining retention rates by ethnicity for the last three years, it is observed that the retention rate for Asians increased by 30%, for African-Americans by 11% and for Hispanics by 18%. The retention rates for Filipinos decreased by 19% and for Whites by 3%.

Retention Rates: Graphic Arts

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	297	47,311	231	41,959	124	42,937	-173	-4,374
Asian	70%	84%	88%	84%	100%	87%	30%	3%
African American (non-Hispanic)	58%	73%	67%	73%	69%	72%	11%	-1%
Filipino	94%	84%	100%	84%	75%	82%	-19%	-2%
Hispanic	74%	82%	75%	81%	92%	82%	18%	0%
American Indian/Alaskan Native	0%	80%	100%	84%	100%	81%	100%	1%
Other Non-White	100%	81%	50%	80%	100%	79%	0%	-2%
Pacific Islander	0%	81%	100%	82%	100%	80%	100%	-1%
White Non-Hispanic	87%	84%	92%	85%	84%	84%	-3%	0%
Unknown	64%	84%	63%	81%	100%	83%	36%	-1%
All LMC Students	83%	82%	83%	82%	84%	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 Graphic Arts program has decreased from 77% in 2002-2003 to 67% in 2004-2005, a 10% decrease. The success rate of the business program has been lower than the college average in the past three years.

When examining success rates by ethnicity for the last three years, it is observed that the success rate for African-Americans increased by 8%. The success rates for Asians decreased by 20%, for Hispanics by 1% and for Whites by 12%. The success rates of African-Americans were significantly lower in 2002-2003 and 2003-2004 than the rates of other students.

Success Rates: Graphic Arts

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	297	47,311	231	41,959	124	42,937	-173	-4,374
Asian	70%	71%	63%	72%	50%	74%	-20%	3%
African American (non-Hispanic)	42%	51%	22%	51%	50%	50%	8%	-1%
Filipino	75%	70%	100%	71%	75%	70%	0%	0%
Hispanic	70%	65%	59%	66%	69%	66%	-1%	1%
American Indian/Alaskan Native	0%	69%	0%	70%	100%	64%	100%	-5%
Other Non-White	33%	61%	50%	65%	68%	65%	35%	4%
Pacific Islander	0%	63%	0%	61%	100%	61%	100%	-2%
White Non-Hispanic	83%	72%	78%	74%	71%	72%	-12%	0%
Unknown	64%	69%	47%	66%	100%	67%	36%	-2%
All Students	77%	67%	65%	68%	67%	67%	-10%	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 Graphic Arts as their major and with 18 units or more decreased from 13 in 2002-2003 to 9 in 2004-2005, a decrease of 4 students in the last three years.

**Number of Students with Declared Major who Completed 18 Units or More:
Graphic Arts**

	2002-2003	2003-2004	2004-2005	3-Year Change
	N=13	N=18	N=9	-4%
Asian	0%	0%	0%	0%
African American (non-Hispanic)	0%	0%	25%	25%
Filipino	0%	0%	0%	0%
Hispanic	15%	22%	25%	10%
American Indian/Alaskan Native	0%	0%	0%	0%
Other Non-White	0%	11%	13%	13%
Pacific Islander	0%	0%	0%	0%
White Non-Hispanic	85%	67%	38%	-47%
Unknown	0%	0%	0%	0%
All Students	100%	100%	100%	-

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

NUMBER OF DEGREES AND CERTIFICATES: Three Associate degrees and 3 Certificates have been awarded in Graphic Arts in the last three years.

Number of Degrees and Certificates: Graphic Arts

	2002-2003	2003-2004	2004-2005	3-Year Change
Degrees	1	1	1	0
Certificates	1	2	0	-1

VTEA Core Indicators for: Graphic Arts

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	100	N/A	89.29	9.53	61.02	-18,74
Core 2. Completions	N/R	N/R	100	N/A	22.22	N/A
Core 3a. Employment	N/R	N/R	77.78	N/A	77.78	N/A
Core 3b. Employment Retention	81.43	2.67	100	N/A	100	N/A
Core 4a Nontraditional Participation	66.67	N/A	N/R	N/R	N/R	N/R
Core 4b. Nontraditional completion	100	N/A	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.