

Los Medanos College
Program Review Data for
SPEECH

Prepared by the Office of Institutional Research

August 2006

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 Speech increased from 540 in 2002-2003 to 577 in 2004-2005, an increase of 37 students. When examined by ethnicity, it was observed that the proportion of African-American and Hispanic students has increased by 3% and 5% respectively in the last three years. Pacific Islanders increased by 1%. Whites decreased by 4%.

The ethnic composition of students in the program has reflected well the ethnic composition of the students in the institution in the last three years.

Headcount Enrollment: Speech

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=540	N=12946	N=561	N=11527	N=577	N=12808	+37	-138
							+7%	-1%
Asian	3%	5%	6%	6%	3%	6%	0%	1%
African American (non-Hispanic)	12%	13%	12%	13%	15%	14%	3%	1%
Filipino	9%	6%	10%	6%	9%	6%	0%	0%
Hispanic	21%	21%	21%	23%	26%	24%	5%	3%
American Indian/Alaskan Native	2%	1%	0%	1%	1%	1%	-1%	0%
Other Non-White	4%	3%	3%	3%	3%	2%	-1%	-1%
Pacific Islander	0%	1%	1%	1%	1%	1%	1%	0%
White non-Hispanic	44%	44%	44%	43%	40%	43%	-4%	-1%
Unknown	5%	7%	5%	5%	3%	3%	-2%	-4%
All Students	100%	100%	100%	100%	100%	100%	-	-

SEATCOUNT ENROLLMENT (Duplicated at Census): Seatcount enrollment in Speech increased from 548 in 2002-2003 to 585 in 2004-2005, an increase of 37 seats for the last three years. When examined by ethnicity, seatcount enrollment increased for African-Americans by 2%, for Hispanics by 5% and Pacific Islanders by 1%. Whites decreased by 4%.

Seatcount Enrollment: Speech

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=548	N=43127	N=575	N=40792	N=585	N=42549	+37	-578
							+7%	-1%
Asian	3%	5%	6%	6%	3%	6%	0%	1%
African American (non-Hispanic)	12%	14%	12%	14%	14%	15%	2%	1%
Filipino	9%	6%	10%	6%	9%	6%	0%	0%
Hispanic	21%	20%	20%	22%	26%	24%	5%	4%
American Indian/Alaskan Native	2%	1%	1%	1%	1%	1%	-1%	0%
Other Non-White	4%	3%	3%	3%	3%	3%	-1%	0%
Pacific Islander	0%	1%	1%	1%	1%	1%	1%	0%
White non-Hispanic	44%	43%	43%	43%	40%	43%	-4%	0%
Unknown	5%	7%	5%	5%	3%	2%	-2%	-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 Speech program decreased from 17.4 in 2002-2003, to 16.5 in 2004-2005, a decrease of .9. LMC's FTEF/FTES is relatively comparable to CCC's and DVC's.

There was no increase in Full-Time faculty in the last three years. Part-Time faculty increased from 1.3 in 2002-2003 to 1.8 in 2004-2005.

FTES/FTEF: Speech

	2002-2003	2003-2004	2004-2005	Change
LMC Program	17.4	16.5	16.5	-.9
CCC*	17.1	16.7	17.4	+.3
DVC*	13.3	14.9	13.5	+.2
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: Speech

	2002-2003	2003-2004	2004-2005	Change
FT FTEF	1.1	.9	1.1	0
PT FTEF	1.3	1.6	1.8	.5
Classified FTEF	0	0	0	0

RETENTION RATES: Retention Rate for students in the program has increased from 75% in 2002-2003, to 82% in 2004-2005, an increase of 7%. Retention Rates have increased for all ethnic groups. Retention rates for African-American students have been consistently low when compared to those of other groups.

Retention Rates: Speech

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	584	47,311	581	41,959	591	42,937	+9	-4,374
Asian	91%	84%	91%	84%	100%	87%	9%	3%
African American (non-Hispanic)	65%	73%	79%	73%	69%	72%	4%	-1%
Filipino	77%	84%	75%	84%	88%	82%	11%	-2%
Hispanic	71%	82%	82%	81%	81%	82%	10%	0%
American Indian/Alaskan Native	88%	80%	100%	84%	100%	81%	12%	1%
Other Non-White	65%	81%	65%	80%	88%	79%	23%	-2%
Pacific Islander	100%	81%	67%	82%	100%	80%	0%	-1%
White Non-Hispanic	80%	84%	84%	85%	83%	84%	3%	0%
Unknown	64%	84%	79%	81%	94%	83%	30%	-1%
All Students	75%	82%	82%	82%	82%	82%	7%	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 has increased from 70% in 2002-2003 to 76% in 2004-2005, an increase of 6%. The success rates for African-American students decreased from 60% in 2002-2003, to 55% in 2004-2005, a decrease of 5%. There was a three-year increase of success rates for all other groups. The success rates for African-American students have been consistently low when compared to those of other groups.

Success Rates: Speech

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	584	47,311	581	41,959	591	42,937	+9	-4,374
Asian	86%	71%	85%	72%	100%	74%	14%	3%
African American (non-Hispanic)	60%	51%	61%	51%	55%	50%	-5%	-1%
Filipino	72%	70%	71%	71%	83%	70%	11%	0%
Hispanic	66%	65%	71%	66%	77%	66%	11%	1%
American Indian/Alaskan Native	88%	69%	100%	70%	67%	64%	-21%	-5%
Other Non-White	52%	61%	53%	65%	77%	65%	25%	4%
Pacific Islander	100%	63%	67%	61%	100%	61%	0%	-2%
White Non-Hispanic	75%	72%	79%	74%	77%	72%	2%	0%
Unknown	54%	69%	72%	66%	88%	67%	34%	-2%
All Students	70%	67%	74%	68%	76%	67%	6%	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:

There is no major in Speech.

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

	2002-2003	2003-2004	2004-2005	3-Year Change
Asian				
African American (non-Hispanic)				
Filipino				
Hispanic				
American Indian/ Alaskan Native		No Major		
Other Non-White				
Pacific Islander				
White Non-Hispanic				
Unknown				
All Students				

NUMBER OF DEGREES AND CERTIFICATES:**Number of Degrees and Certificates: Speech**

	2002-2003	2003-2004	2004-2005	3-Year Change
Degrees	n/a	n/a	n/a	n/a
Certificates	n/a	n/a	n/a	n/a