

Los Medanos College
Program Review Data for
Welding

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 Welding increased from 255 in 2002-2003 to 326 in 2004-2005, an increase of 71 students. The proportion of Filipinos increased by 2% and of Whites by 3% in the last three years. The proportion of African-Americans decreased 1%. 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: Welding

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=255	N=12946	N=297	N=11527	N=326	N=12808	+71	-138
							+28%	-1%
Asian	4%	5%	3%	6%	3%	6%	-1%	1%
African American (non-Hispanic)	9%	13%	7%	13%	8%	14%	-1%	1%
Filipino	1%	6%	2%	6%	3%	6%	2%	0%
Hispanic	26%	21%	23%	23%	25%	24%	-1%	3%
American Indian/Alaskan Native	1%	1%	1%	1%	1%	1%	0%	0%
Other Non-White	2%	3%	3%	3%	3%	2%	1%	-1%
Pacific Islander	2%	1%	0%	1%	0%	1%	-2%	0%
White non-Hispanic	50%	44%	55%	43%	53%	43%	3%	-1%
Unknown	6%	7%	6%	5%	3%	3%	-3%	-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 Welding increased from 674 in 2002-2003 to 704 in 2004-2005, an increase of 30 seats for the last three years. When examined by ethnicity, seatcount enrollment increased for Filipinos by 2% and for Whites by 4%. Seatcount decreased for Asians by 1%, for African-Americans by 1%, for Hispanics by 5% and for Pacific Islanders by 2%.

Seatcount Enrollment: Welding

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	N=674	N=43127	N=743	N=40792	N=704	N=42549	+30	-578
							+4%	-1%
Asian	4%	5%	3%	6%	3%	6%	-1%	1%
African American (non-Hispanic)	8%	14%	7%	14%	7%	15%	-1%	1%
Filipino	1%	6%	2%	6%	3%	6%	2%	0%
Hispanic	29%	20%	23%	22%	24%	24%	-5%	4%
American Indian/Alaskan Native	0%	1%	1%	1%	0%	1%	0%	0%
Other Non-White	1%	3%	3%	3%	4%	3%	3%	0%
Pacific Islander	2%	1%	1%	1%	0%	1%	-2%	0%
White non-Hispanic	50%	43%	53%	43%	54%	43%	4%	0%
Unknown	5%	7%	6%	5%	4%	2%	-1%	-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 Welding program increased from 21.4 in 2002-2003 to 23.1 in 2004-2005, an increase of 1.7 in the last three years.

FTEF decreased from 2.23 in 2002-2003 to 2.12 in 2004-2005, a decrease of .11.

FTES/FTEF: Welding

	2002-2003	2003-2004	2004-2005	Change
LMC Program	21.4	23.9	23.1	+1.7
CCC*	n/a	n/a	n/a	
DVC*	n/a	n/a	n/a	
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: Welding

	2002-2003	2003-2004	2004-2005	Change
FTEF	2.23	2.13	2.12	-.11

RETENTION RATES: The retention Rate for students in the Welding program has been 92% in 2002-2003, 92% in 2003-2004 and 91% in 2004-2005, consistently high and about 10% higher than the college average. When looking at retention rates by ethnicity for the last three years, it is observed that the retention rate for African-Americans decreased by 12%, Filipinos by 25%, Hispanics by 1%, and Whites by 1%.

Retention Rates: Welding

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	823	47,311	753	41,959	707	42,937	-116	-4,374
Asian	100%	84%	96%	84%	100%	87%	0%	3%
African American (non-Hispanic)	96%	73%	93%	73%	84%	72%	-12%	-1%
Filipino	100%	84%	93%	84%	75%	82%	-25%	-2%
Hispanic	90%	82%	87%	81%	89%	82%	-1%	0%
American Indian/Alaskan Native	100%	80%	80%	84%	100%	81%	0%	1%
Other Non-White	89%	81%	82%	80%	100%	79%	8%	-2%
Pacific Islander	81%	81%	100%	82%	100%	80%	19%	-1%
White Non-Hispanic	92%	84%	93%	85%	91%	84%	-1%	0%
Unknown	98%	84%	94%	81%	94%	83%	-4%	-1%
All LMC Students	92%	82%	92%	82%	91%	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 Welding program has decreased from 90% in 2002-2003 to 83% in 2004-2005, a 7% decrease. However, when comparing this success rate to LMC's average, it is important to note that program's success rates have been consistently higher for the last three years.

When examining success rates by ethnicity for the last three years, it is observed that the success rate for all ethnic groups decreased.

Success Rates: Welding

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	823	47,311	753	41,959	707	42,937	-116	-4,374
Asian	96%	71%	96%	72%	95%	74%	-1%	3%
African American (non-Hispanic)	91%	51%	89%	51%	64%	50%	-27%	-1%
Filipino	100%	70%	87%	71%	70%	70%	-30%	0%
Hispanic	87%	65%	84%	66%	82%	66%	-5%	1%
American Indian/Alaskan Native	100%	69%	80%	70%	67%	64%	-33%	-5%
Other Non-White	89%	61%	82%	65%	85%	65%	-4%	4%
Pacific Islander	81%	63%	100%	61%	100%	61%	19%	-2%
White Non-Hispanic	91%	72%	93%	74%	85%	72%	-6%	0%
Unknown	98%	69%	89%	66%	85%	67%	-13%	-2%
All Students	90%	67%	90%	68%	83%	67%	-7%	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 Welding as their major and with 18 units or more increased from 22 in 2002-2003 to 41 in 2004-2005, an increase of 19 students.

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

	2002-2003	2003-2004	2004-2005	3-Year Change
	N=22	N=48	N=41	+19
Asian	5%	4%	3%	-2%
African American (non-Hispanic)	5%	8%	10%	5%
Filipino	0%	0%	0%	0%
Hispanic	41%	23%	26%	-15%
American Indian/ Alaskan Native	0%	0%	0%	0%
Other Non-White	0%	0%	0%	0%
Pacific Islander	0%	0%	0%	0%
White Non-Hispanic	50%	60%	56%	6%
Unknown	0%	4%	5%	5%
All Students	100%	100%	100%	-

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

NUMBER OF DEGREES AND CERTIFICATES: One Associate degree and three certificates have been awarded to students in the last three years.

Number of Degrees and Certificates: Welding

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

VTEA Core Indicators for: Welding

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	96.11	17.35	95.76	16.00	96.36	16.60
Core 2. Completions	6.25	-53.57	8.00	-52.82	5.56	-55.26
Core 3a. Employment	87.50	4.31	76.00	-719	77.78	-5.41
Core 3b. Employment Retention	71.43	-11.32	84.21	1.36	78.57	-4.28
Core 4a Nontraditional Participation	6.44	-22.54	4.68	-25.30	5.32	-24.66
Core 4b. Nontraditional completion	00.00	N/A	00.0	N/A	00.0	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.