



Las Positas College

Program Review Discipline Data Packet

Fall 2014 to Fall 2018

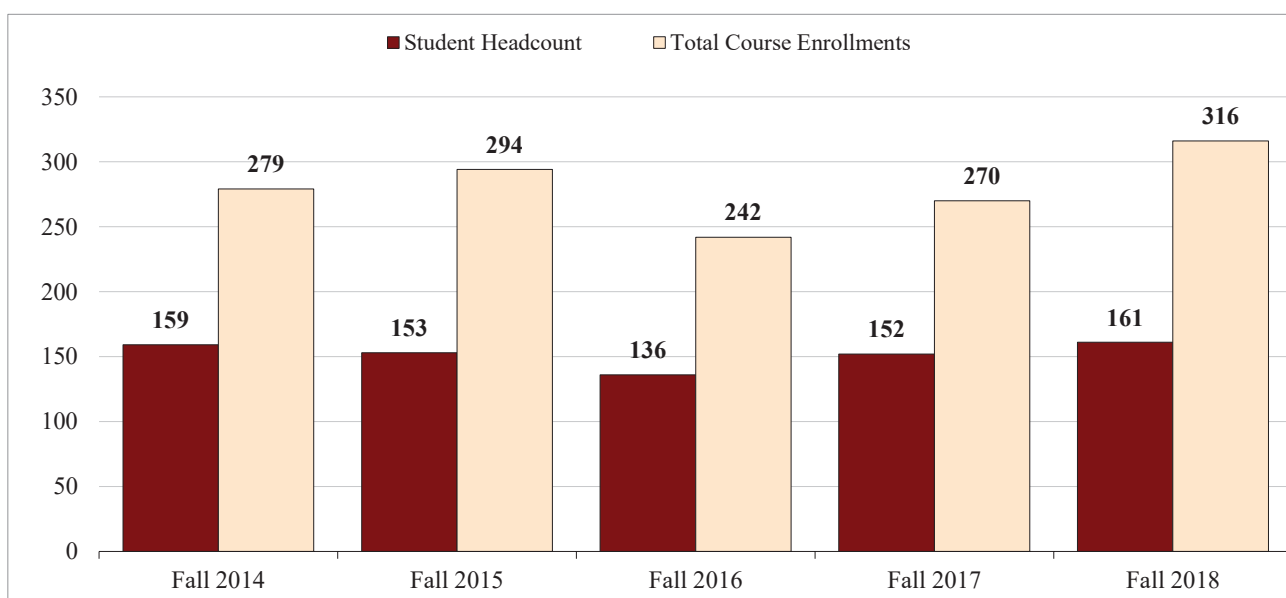
Discipline:

Fire Service Technology (FST)

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Headcount & Enrollment

Fire Service Technology (FST)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student Headcount	159	153	136	152	161
Total Course Enrollments	279	294	242	270	316



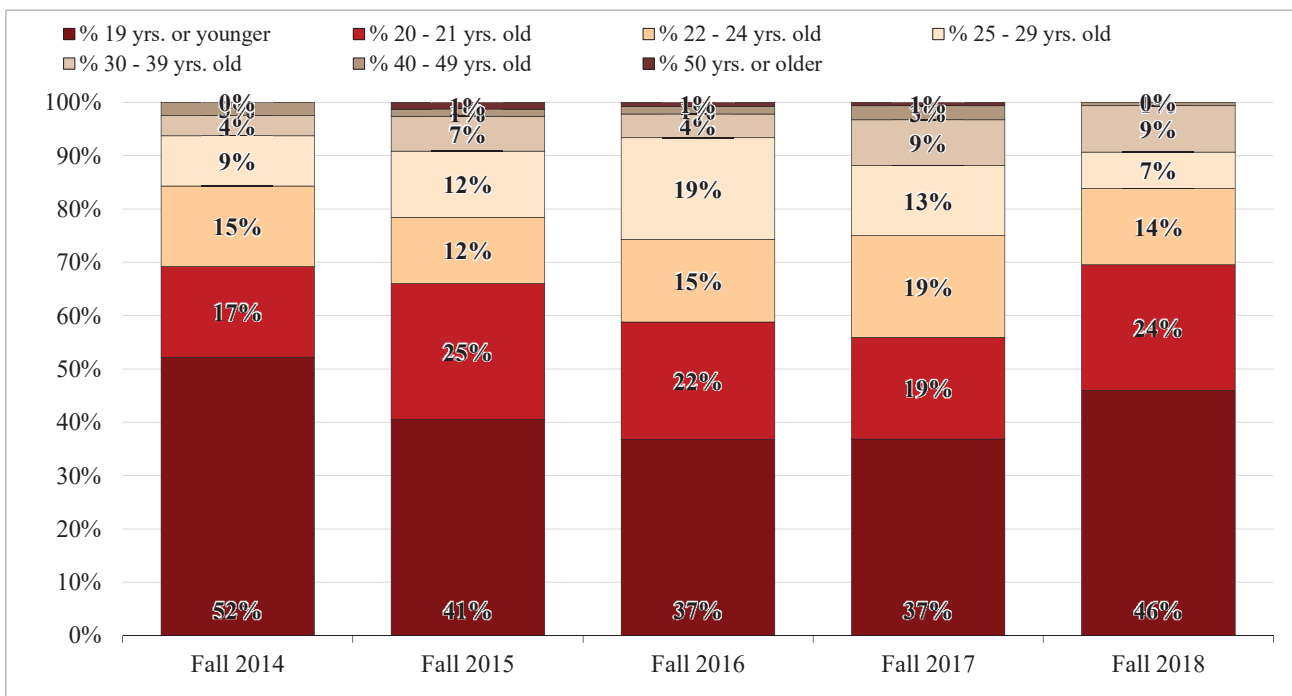
Definitions:

Student Headcount is the unduplicated count of students enrolled in all courses within the discipline.

Total Course Enrollments is the sum of all course enrollments (filled seats) within the discipline.

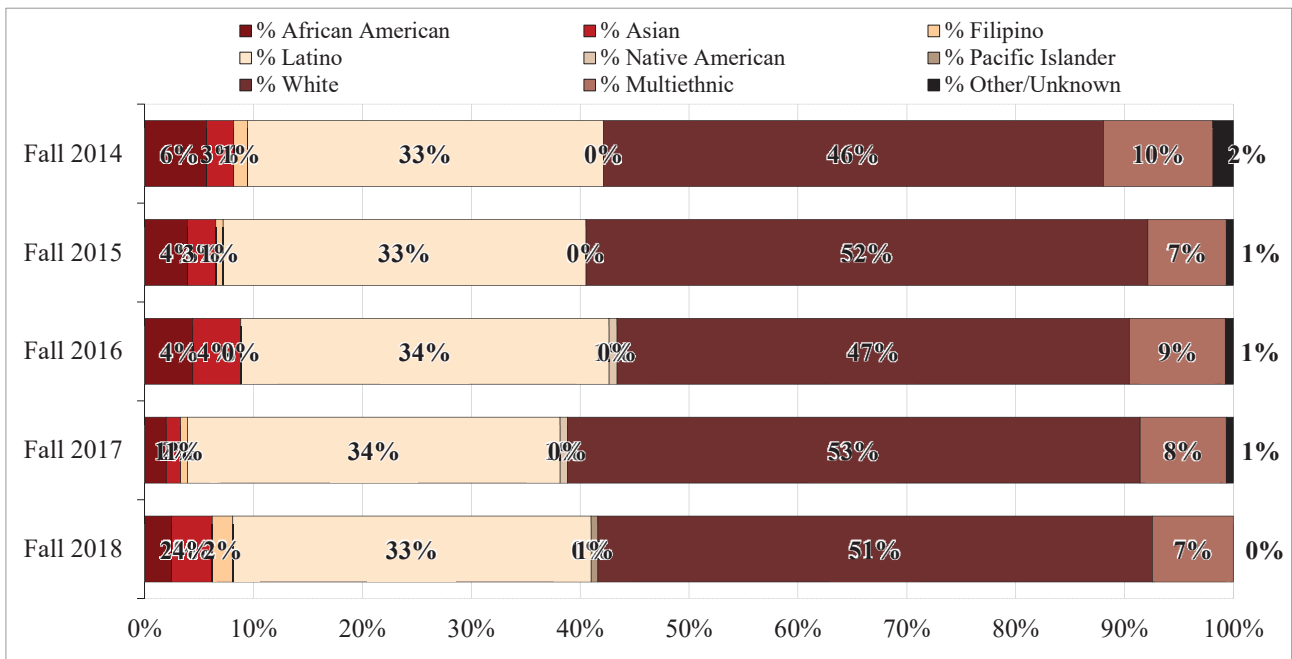
Student Demographics: Gender & Age

Fire Service Technology (FST)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	6	10	19	20	17
Male	152	142	116	129	142
19 yrs. or younger	83	62	50	56	74
20-21 yrs. old	27	39	30	29	38
22-24 yrs. old	24	19	21	29	23
25-29 yrs. old	15	19	26	20	11
30-39 yrs. old	6	10	6	13	14
40-49 yrs. old	4	2	2	4	1
50 yrs. or older	0	2	1	1	0
% Female	4%	7%	14%	13%	11%
% Male	96%	93%	86%	87%	89%
% 19 yrs. or younger	52%	41%	37%	37%	46%
% 20 - 21 yrs. old	17%	25%	22%	19%	24%
% 22 - 24 yrs. old	15%	12%	15%	19%	14%
% 25 - 29 yrs. old	9%	12%	19%	13%	7%
% 30 - 39 yrs. old	4%	7%	4%	9%	9%
% 40 - 49 yrs. old	3%	1%	1%	3%	1%
% 50 yrs. or older	0%	1%	1%	1%	0%



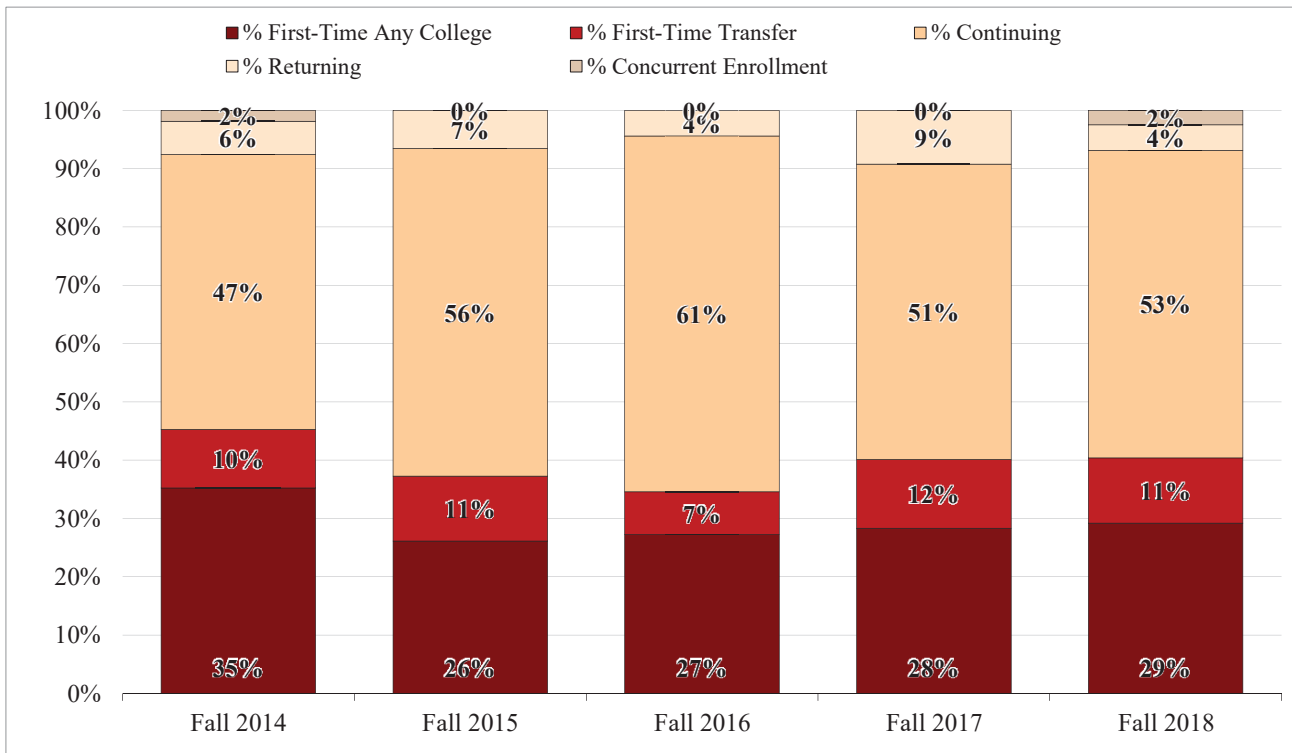
Student Demographic: Race-Ethnicity

Fire Service Technology (FST)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American	9	6	6	3	4
Asian	4	4	6	2	6
Filipino	2	1	0	1	3
Latino	52	51	46	52	53
Native American	0	0	1	1	0
Pacific Islander	0	0	0	0	1
White	73	79	64	80	82
Multiethnic	16	11	12	12	12
Other/Unknown	3	1	1	1	0
% African American	6%	4%	4%	2%	2%
% Asian	3%	3%	4%	1%	4%
% Filipino	1%	1%	0%	1%	2%
% Latino	33%	33%	34%	34%	33%
% Native American	0%	0%	1%	1%	0%
% Pacific Islander	0%	0%	0%	0%	1%
% White	46%	52%	47%	53%	51%
% Multiethnic	10%	7%	9%	8%	7%
% Other/Unknown	2%	1%	1%	1%	0%



Student Enrollment Status

Fire Service Technology (FST)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
First-Time Any College	56	40	37	43	47
First-Time Transfer	16	17	10	18	18
Continuing	75	86	83	77	85
Returning	9	10	6	14	7
Concurrent Enrollment	3	0	0	0	4
% First-Time Any College	35%	26%	27%	28%	29%
% First-Time Transfer	10%	11%	7%	12%	11%
% Continuing	47%	56%	61%	51%	53%
% Returning	6%	7%	4%	9%	4%
% Concurrent Enrollment	2%	0%	0%	0%	2%



Definitions:

First-Time Any College: Students enrolled in college for the first time.

First-Time Transfer: Students transferring to LPC in the current semester from another community college or university.

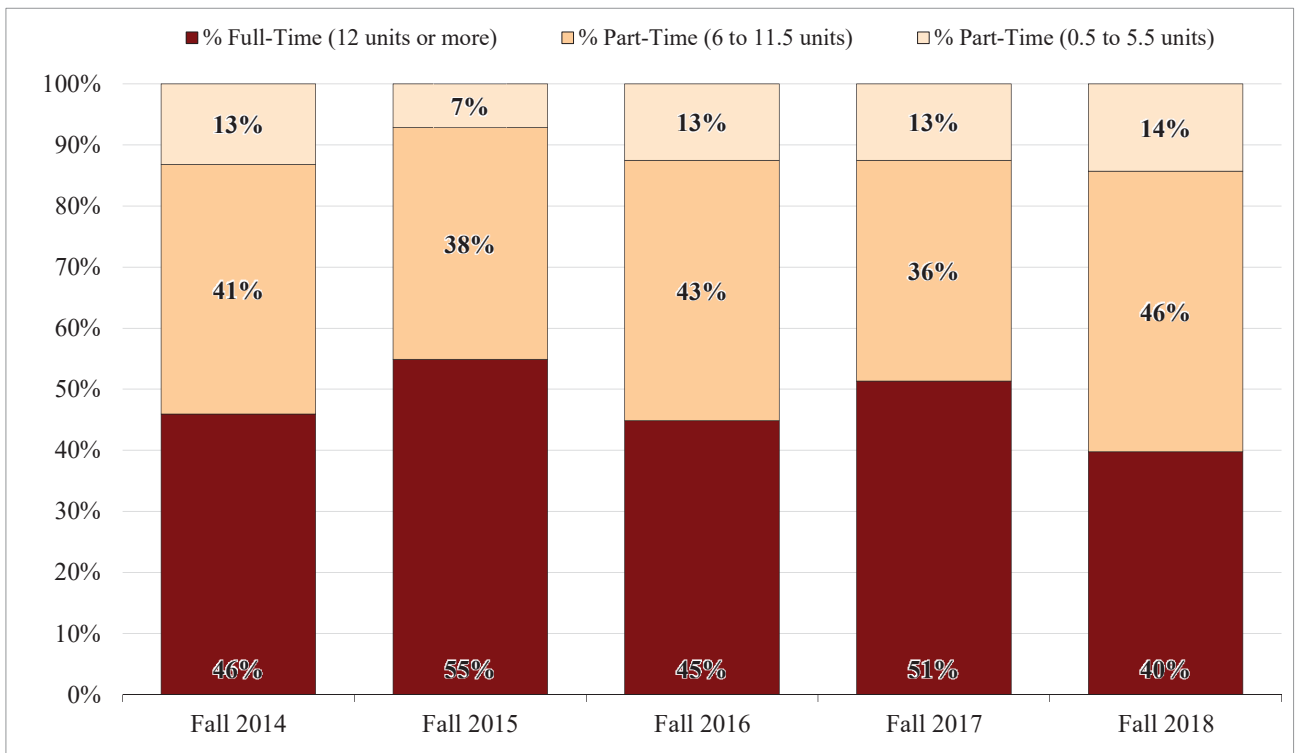
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

Returning: Students enrolled at LPC after an absence of one or more primary terms from the District.

Concurrent Enrollment: A special admit student currently enrolled in K-12.

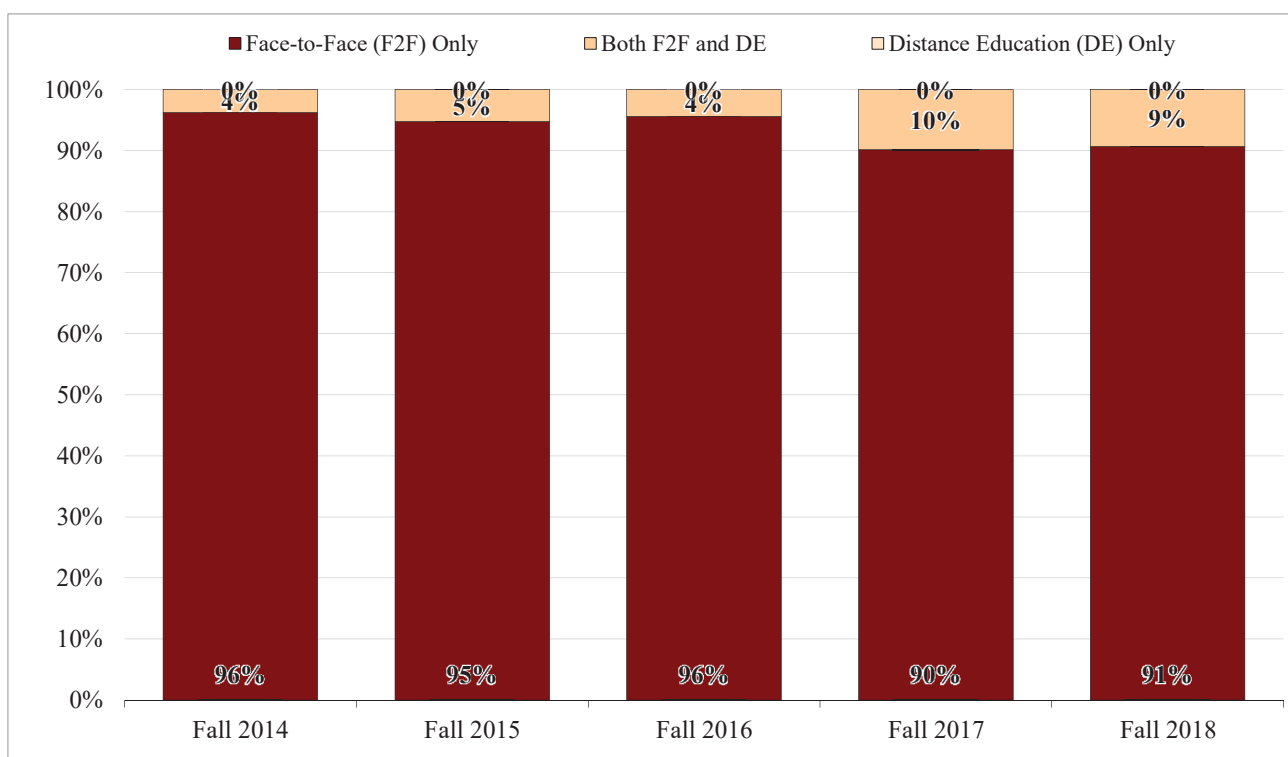
Student Unit Load

Fire Service Technology (FST)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Full-Time (12 units or more)	73	84	61	78	64
Part-Time (6 to 11.5 units)	65	58	58	55	74
Part-Time (0.5 to 5.5 units)	21	11	17	19	23
% Full-Time (12 units or more)	46%	55%	45%	51%	40%
% Part-Time (6 to 11.5 units)	41%	38%	43%	36%	46%
% Part-Time (0.5 to 5.5 units)	13%	7%	13%	13%	14%



Students Using Distance Education

Fire Service Technology (FST)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Face-to-Face (F2F) Only	153	145	130	137	146
Both F2F and DE	6	8	6	15	15
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	96%	95%	96%	90%	91%
% Both F2F and DE	4%	5%	4%	10%	9%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

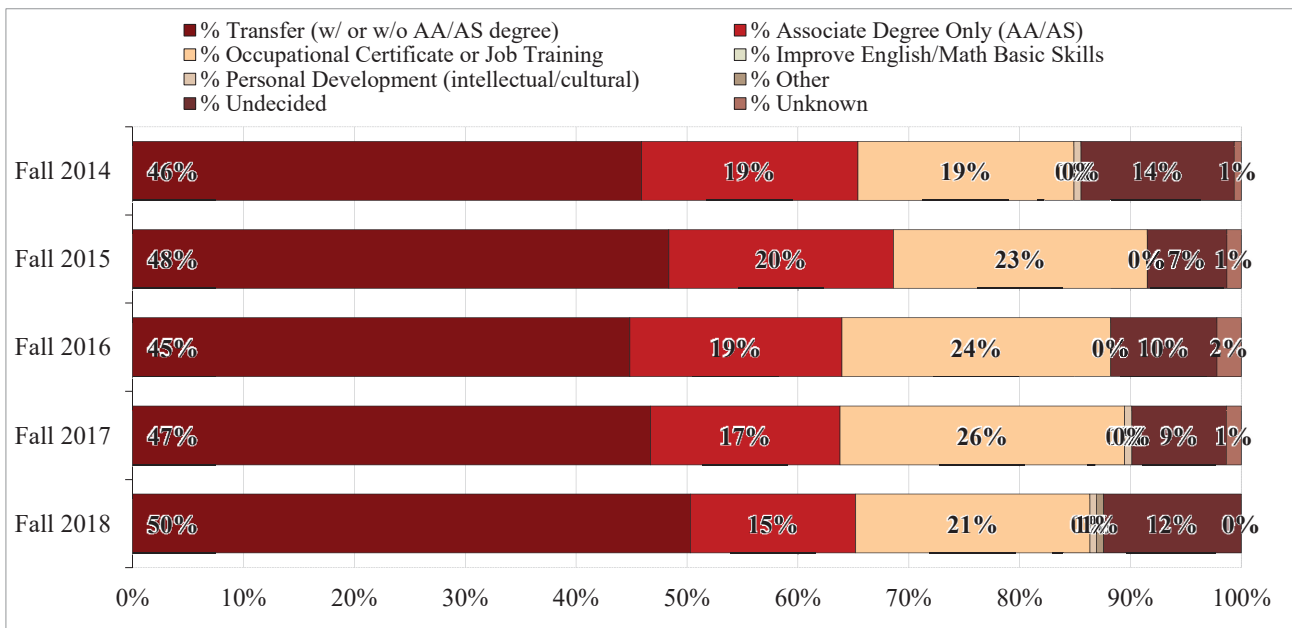


Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Student Educational Goal

Fire Service Technology (FST)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Transfer (w/ or w/o AA/AS degree)	73	74	61	71	81
Associate Degree Only (AA/AS)	31	31	26	26	24
Occupational Certificate or Job Training	31	35	33	39	34
Improve English/Math Basic Skills	0	0	0	0	0
Personal Development (intellectual/cultural)	1	0	0	1	1
Other	0	0	0	0	1
Undecided	22	11	13	13	20
Unknown	1	2	3	2	0
% Transfer (w/ or w/o AA/AS degree)	46%	48%	45%	47%	50%
% Associate Degree Only (AA/AS)	19%	20%	19%	17%	15%
% Occupational Certificate or Job Training	19%	23%	24%	26%	21%
% Improve English/Math Basic Skills	0%	0%	0%	0%	0%
% Personal Development (intellectual/cultural)	1%	0%	0%	1%	1%
% Other	0%	0%	0%	0%	1%
% Undecided	14%	7%	10%	9%	12%
% Unknown	1%	1%	2%	1%	0%



Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.

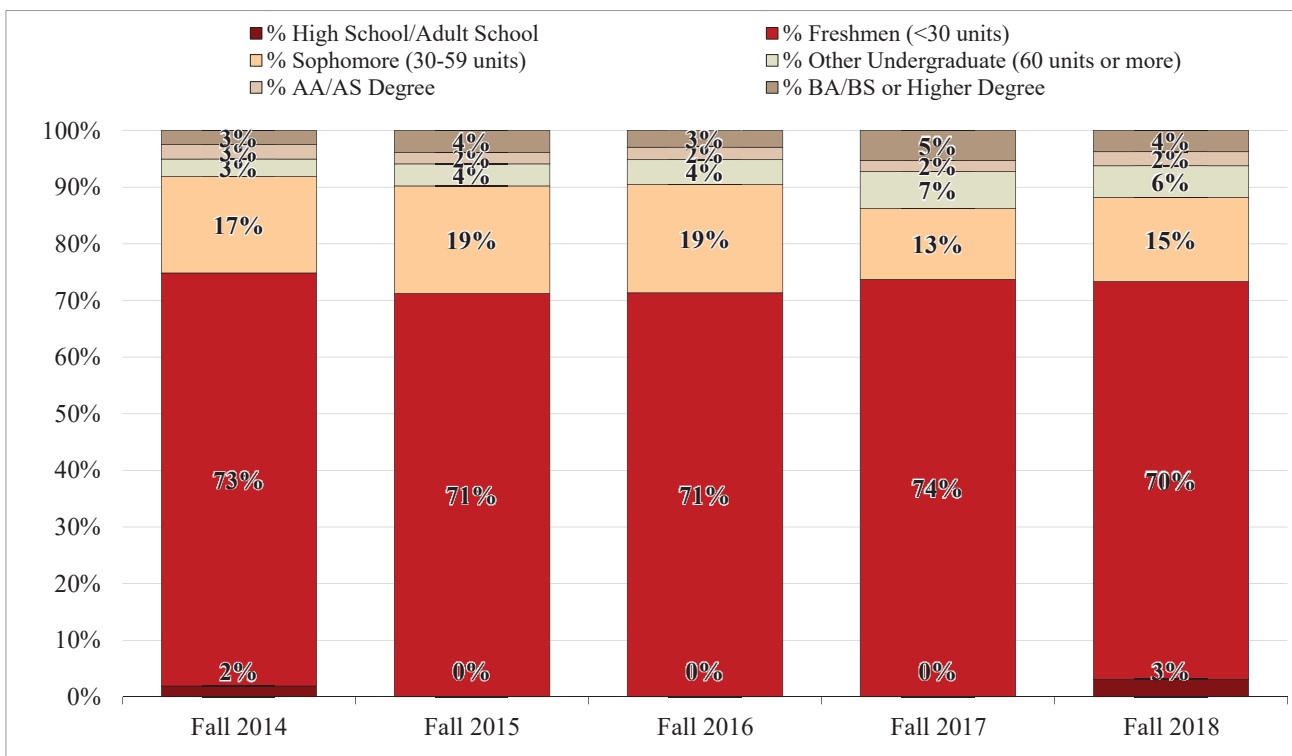
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

Personal Development: Students taking courses for intellectual and/or cultural development.

Other: Students completing diploma/GED requirements or moving from non-credit to credit courses. Data from admission application.

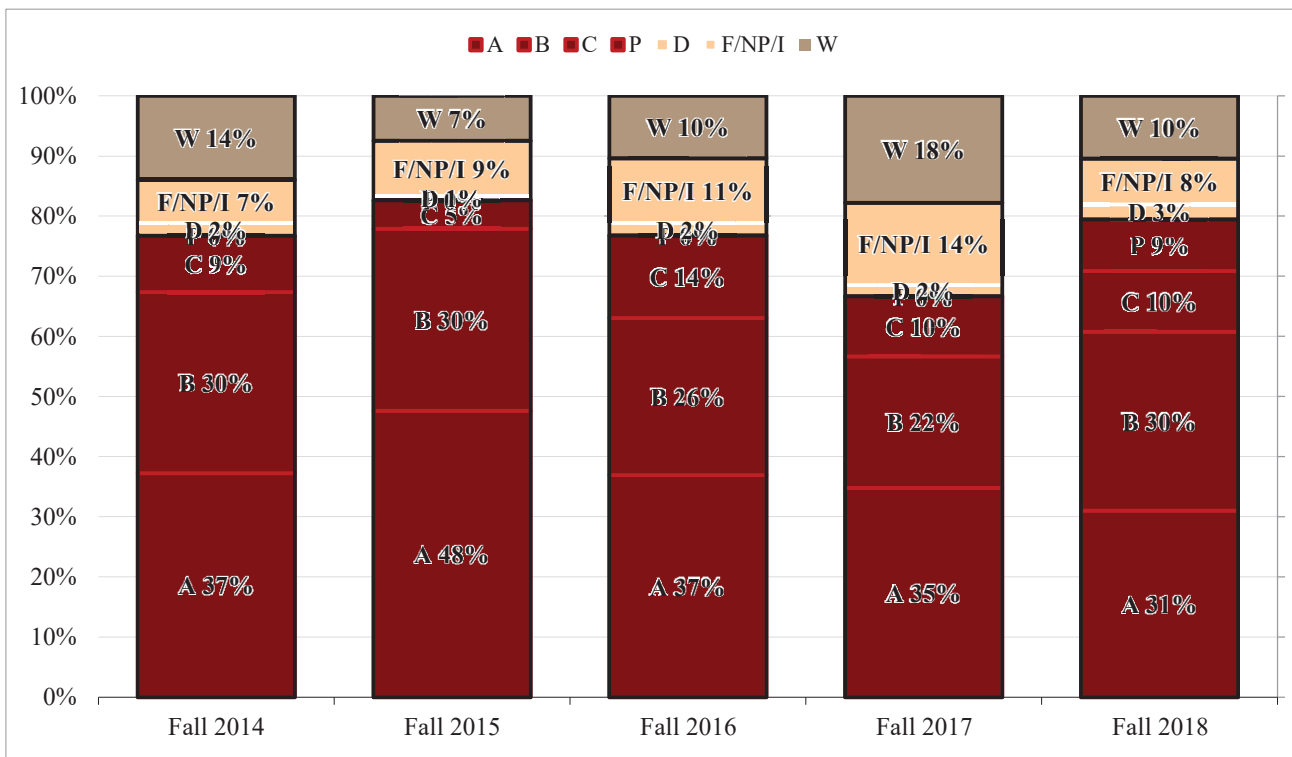
Highest Educational Level of Students

Fire Service Technology (FST)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
High School/Adult School	3	0	0	0	5
Freshmen (<30 units)	116	109	97	112	113
Sophomore (30-59 units)	27	29	26	19	24
Other Undergraduate (60 units or more)	5	6	6	10	9
AA/AS Degree	4	3	3	3	4
BA/BS or Higher Degree	4	6	4	8	6
% High School/Adult School	2%	0%	0%	0%	3%
% Freshmen (<30 units)	73%	71%	71%	74%	70%
% Sophomore (30-59 units)	17%	19%	19%	13%	15%
% Other Undergraduate (60 units or more)	3%	4%	4%	7%	6%
% AA/AS Degree	3%	2%	2%	2%	2%
% BA/BS or Higher Degree	3%	4%	3%	5%	4%



Student Performance: Grade Distribution

Fire Service Technology (FST)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	279	294	242	270	316
Course Success Rates	77%	83%	77%	67%	79%
A	37%	48%	37%	35%	31%
B	30%	30%	26%	22%	30%
C	9%	5%	14%	10%	10%
P	0%	0%	0%	0%	9%
Course Non-Success Rate	9%	10%	13%	16%	10%
D	2%	1%	2%	2%	3%
F/NP/I	7%	9%	11%	14%	8%
Withdrawals (W)	14%	7%	10%	18%	10%



Definitions:

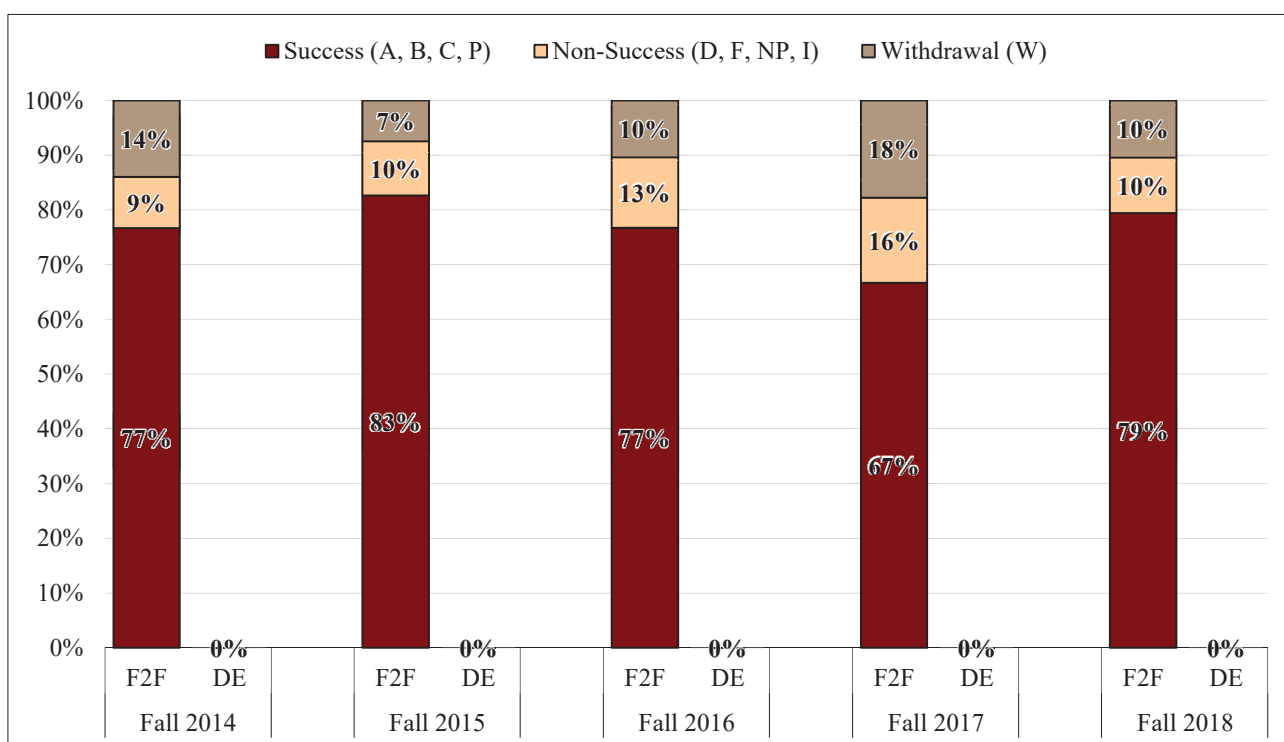
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

Student Performance: Distance Education

Fire Service Technology (FST)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	279	294	242	270	316
Face-to-Face (F2F) Sections	279	294	242	270	316
Success Rates	77%	83%	77%	67%	79%
Non-Success Rates	9%	10%	13%	16%	10%
Withdrawals	14%	7%	10%	18%	10%
Distance Education (DE) Sections	—	—	—	—	—
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—



Definitions:

Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

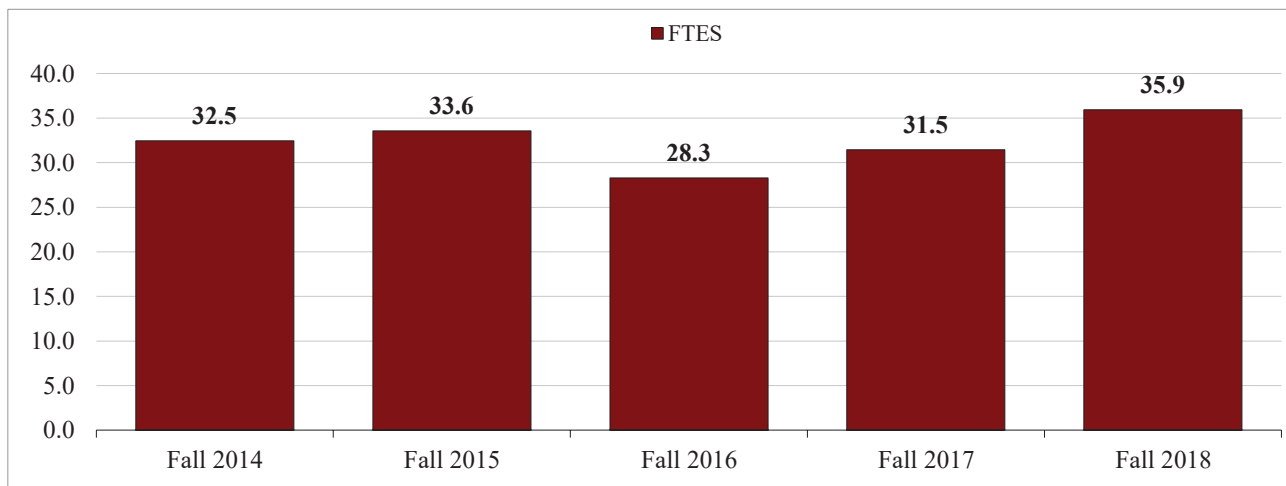
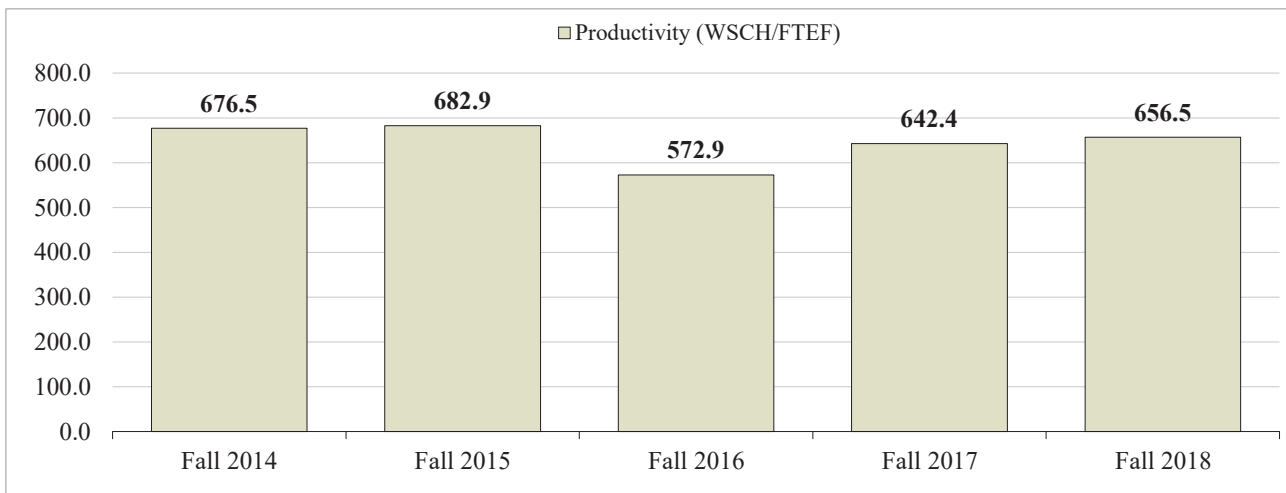
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Enrollment Management: Part 1

Fire Service Technology (FST)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
WSCH	991	1,012	849	952	1,078
FTES	32.5	33.6	28.3	31.5	35.9
FTEF	1.5	1.5	1.5	1.5	1.6
Productivity (WSCH/FTEF)	676.5	682.9	572.9	642.4	656.5



Definitions:

WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the discipline.

FTES is the total Full Time Equivalent Student value resulting from all enrollment within the discipline.

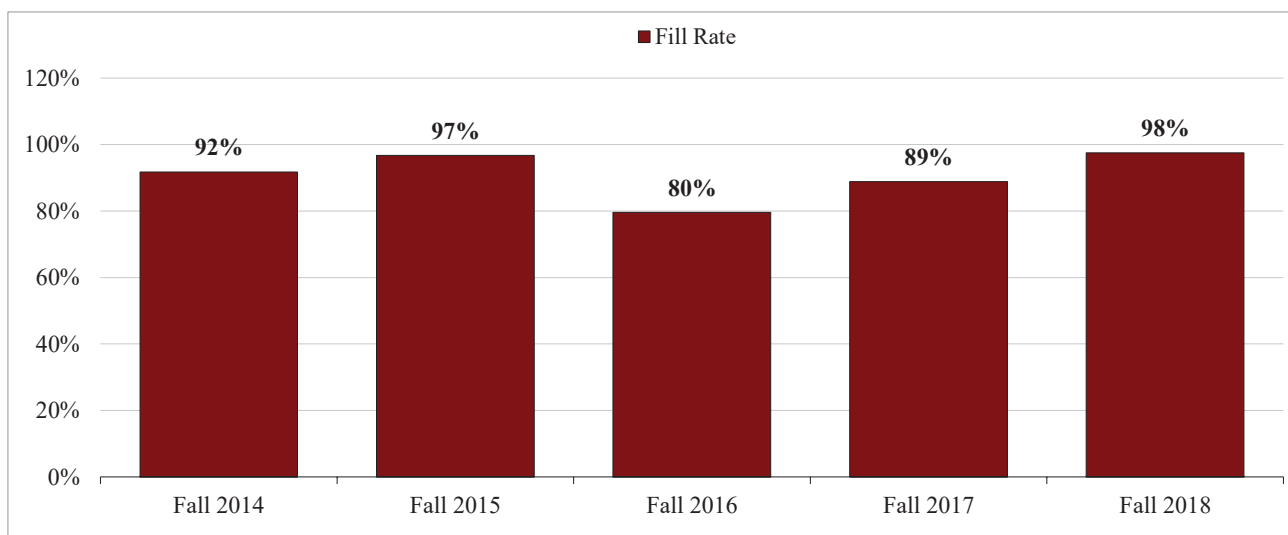
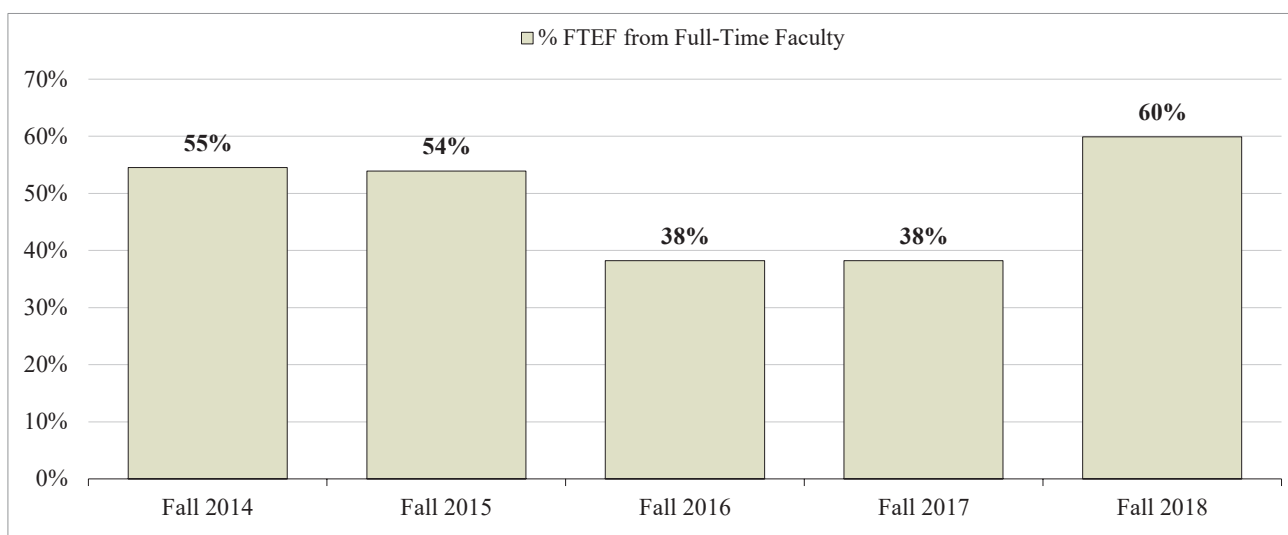
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Note: Enrollment Management data includes all credit courses accounted for during the respective academic terms; data accessed on 5/15/18.

Enrollment Management: Part 2

Fire Service Technology (FST)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
FTEF from Full-Time Faculty	0.8	0.8	0.6	0.6	1.0
% FTEF from Full-Time Faculty	55%	54%	38%	38%	60%
Enrollments	279	294	242	270	316
Capacity (seats available)	304	304	304	304	324
Fill Rate	92%	97%	80%	89%	98%



Definitions:

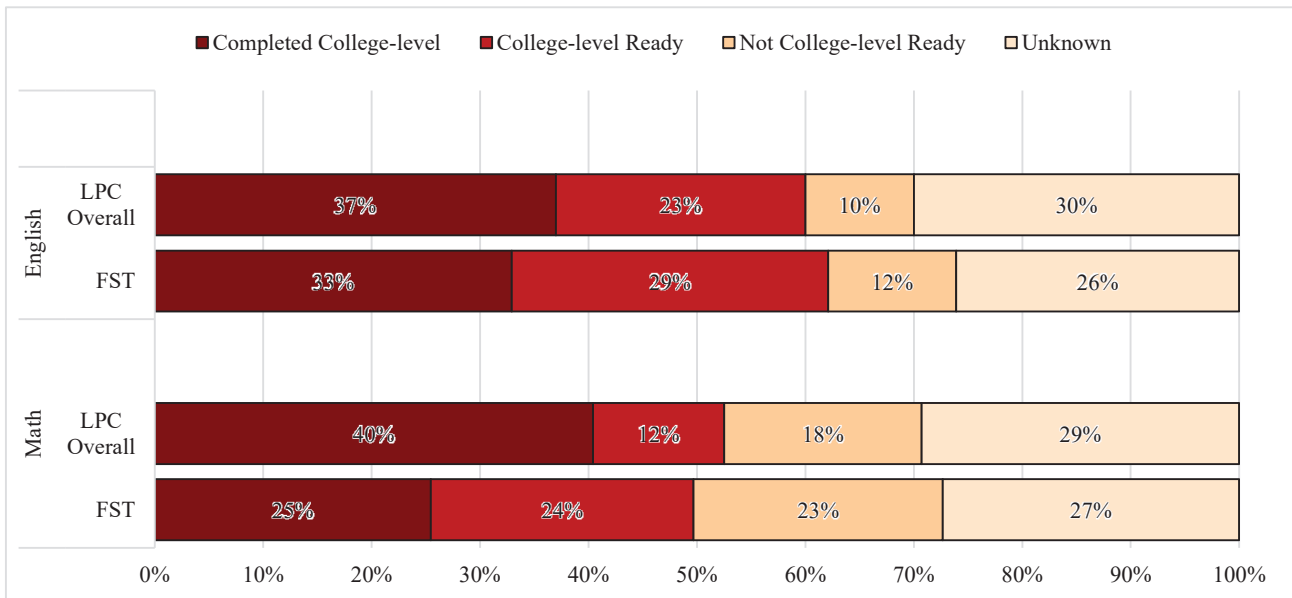
Fill Rate is number of enrollments over the total capacity (seats available).

% FTEF from Full-time Faculty is the FTEF generated by full-time faculty as load (i.e., excluding overload) divided by the total FTEF.

Note: Enrollment Management data includes all credit courses accounted for during the respective academic terms; data accessed on 5/15/18.

College Readiness: English & Math Proficiency

Fall 2018				
	FST		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	53	33%	4,858	52%
College-level Ready	47	32%	2,005	22%
Not College-level Ready	19	13%	675	7%
Unknown	42	26%	1,776	19%
College Math				
Completed College-level	41	25%	4,134	44%
College-level Ready	39	24%	1,812	19%
Not College-level Ready	37	23%	1,583	17%
Unknown	44	27%	1,785	19%



Definitions:

College English

Completed College-level is defined as successfully completed ENG 1A or higher, or has earned at least an Associates degree.

College-level Ready is defined as anyone who is eligible for ENG 1A but has not successfully completed the course.

Not College-level Ready is defined as anyone who is not eligible for ENG 1A but has not successfully completed the course.

Unknown is defined as anyone with no previous English enrollments within the sequence and no previous English assessment.

College Math

Completed College-level is defined as successfully completed Math 55 or higher or assessed into Transfer-level Math, or has earned at least an Associates degree.

College-level Ready is defined as anyone who is eligible for MATH 55 but has not yet successfully complete the course.

Not College-level Ready is defined as anyone who is not eligible for MATH 55 but has not yet successfully complete the course.

Unknown is defined as anyone with no previous Math enrollments within the sequence and no previous Math assessment.