



Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019

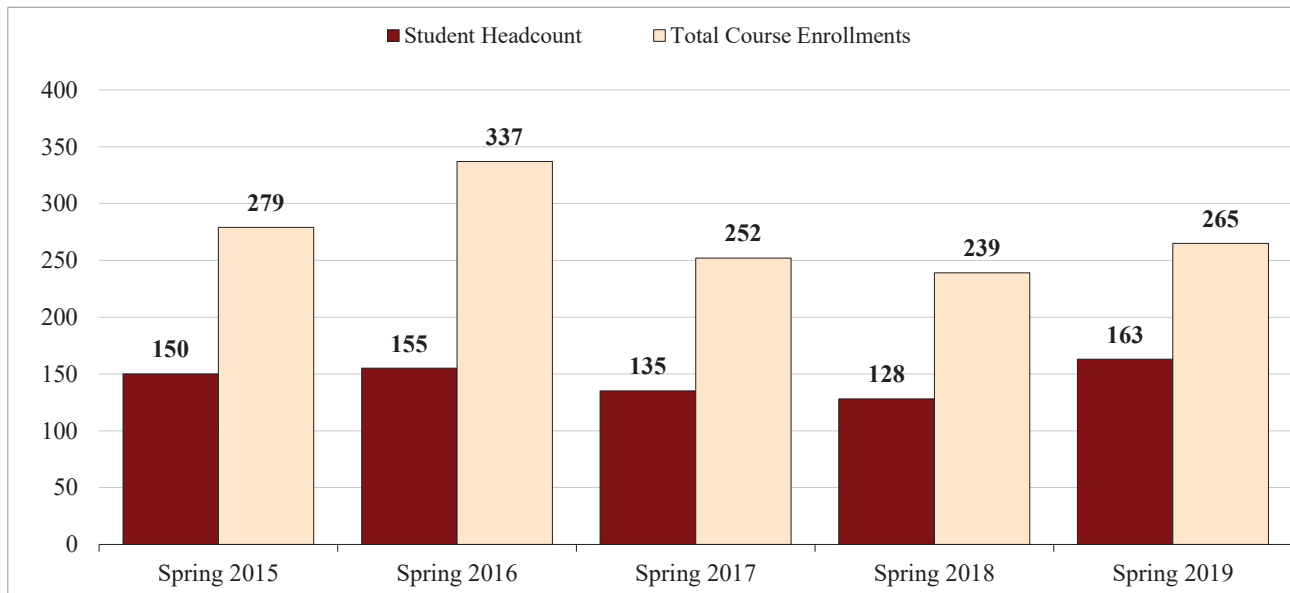
Discipline:

Fire Service Technology (FST)

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Headcount & Enrollment

Fire Service Technology (FST)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	150	155	135	128	163
Total Course Enrollments	279	337	252	239	265



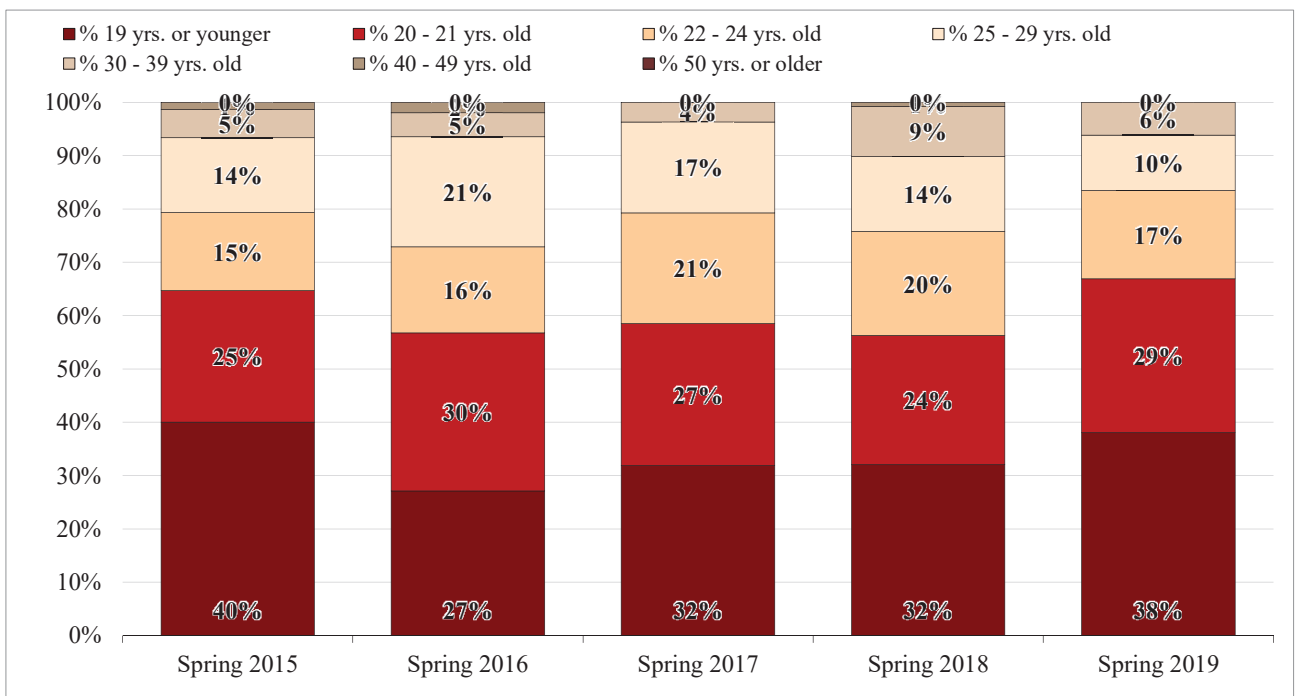
Definitions:

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.

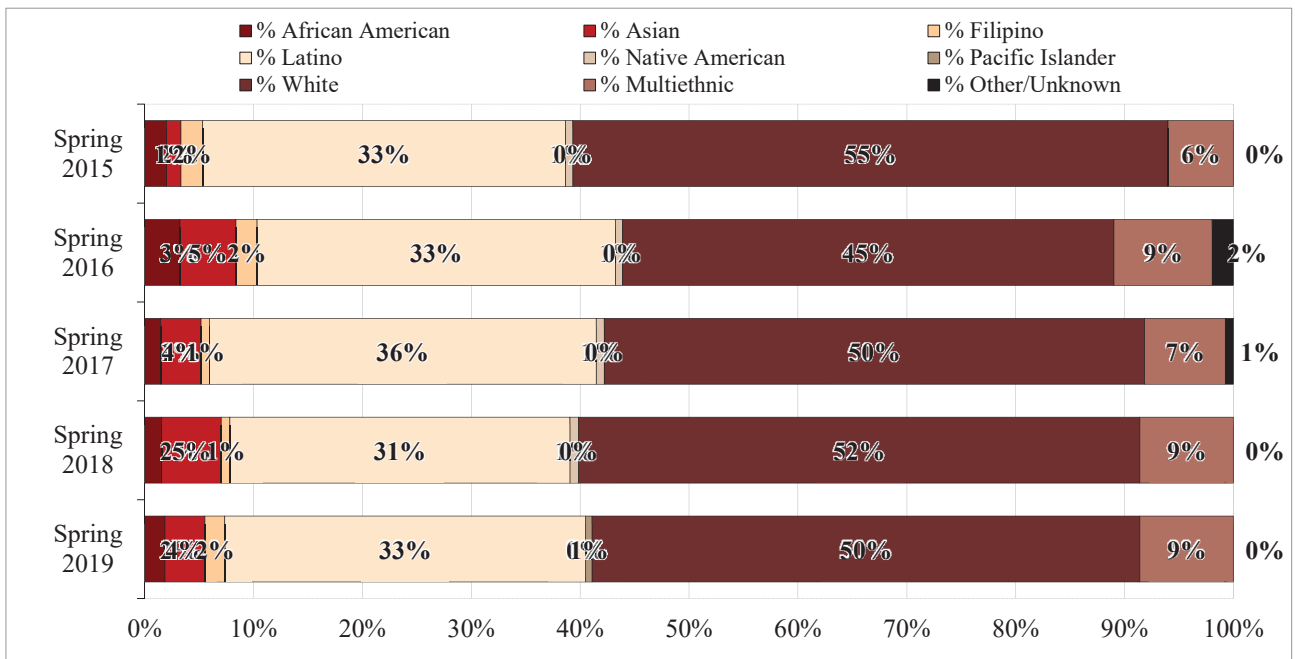
Student Demographics: Gender & Age

Fire Service Technology (FST)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	9	13	13	20	24
Male	139	140	121	106	135
19 yrs. or younger	60	42	43	41	62
20-21 yrs. old	37	46	36	31	47
22-24 yrs. old	22	25	28	25	27
25-29 yrs. old	21	32	23	18	17
30-39 yrs. old	8	7	5	12	10
40-49 yrs. old	2	3	0	1	0
50 yrs. or older	0	0	0	0	0
% Female	6%	8%	10%	16%	15%
% Male	94%	92%	90%	84%	85%
% 19 yrs. or younger	40%	27%	32%	32%	38%
% 20 - 21 yrs. old	25%	30%	27%	24%	29%
% 22 - 24 yrs. old	15%	16%	21%	20%	17%
% 25 - 29 yrs. old	14%	21%	17%	14%	10%
% 30 - 39 yrs. old	5%	5%	4%	9%	6%
% 40 - 49 yrs. old	1%	2%	0%	1%	0%
% 50 yrs. or older	0%	0%	0%	0%	0%



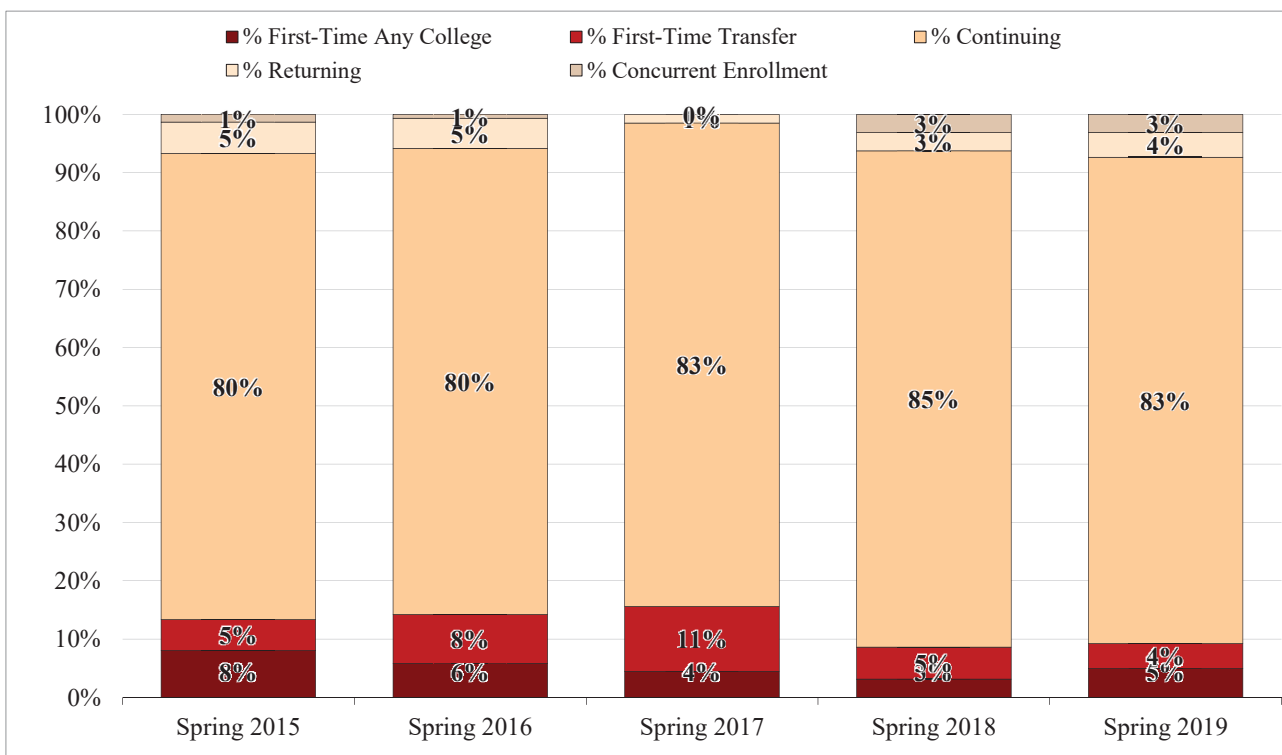
Student Demographic: Race-Ethnicity

Fire Service Technology (FST)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	3	5	2	2	3
Asian	2	8	5	7	6
Filipino	3	3	1	1	3
Latino	50	51	48	40	54
Native American	1	1	1	1	0
Pacific Islander	0	0	0	0	1
White	82	70	67	66	82
Multiethnic	9	14	10	11	14
Other/Unknown	0	3	1	0	0
% African American	2%	3%	1%	2%	2%
% Asian	1%	5%	4%	5%	4%
% Filipino	2%	2%	1%	1%	2%
% Latino	33%	33%	36%	31%	33%
% Native American	1%	1%	1%	1%	0%
% Pacific Islander	0%	0%	0%	0%	1%
% White	55%	45%	50%	52%	50%
% Multiethnic	6%	9%	7%	9%	9%
% Other/Unknown	0%	2%	1%	0%	0%



Student Enrollment Status

Fire Service Technology (FST)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	12	9	6	4	8
First-Time Transfer	8	13	15	7	7
Continuing	120	124	112	109	136
Returning	8	8	2	4	7
Concurrent Enrollment	2	1	0	4	5
% First-Time Any College	8%	6%	4%	3%	5%
% First-Time Transfer	5%	8%	11%	5%	4%
% Continuing	80%	80%	83%	85%	83%
% Returning	5%	5%	1%	3%	4%
% Concurrent Enrollment	1%	1%	0%	3%	3%



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.

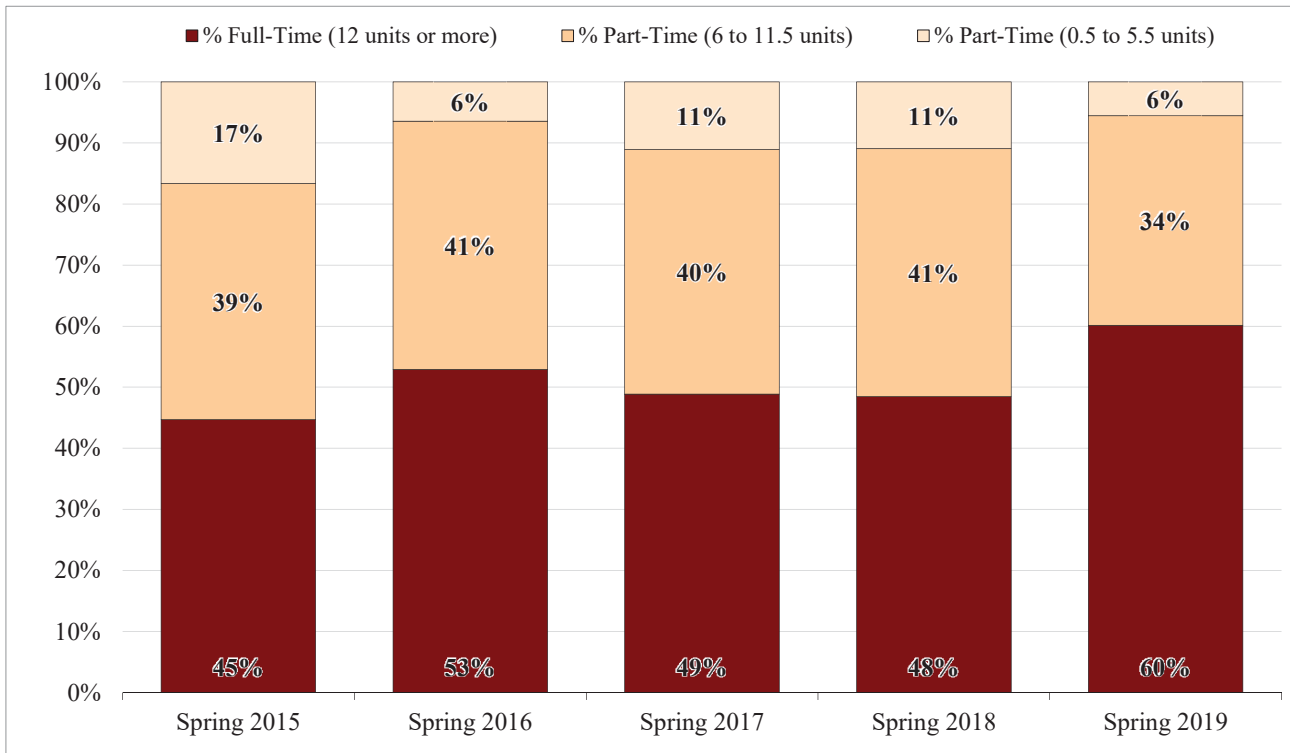
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

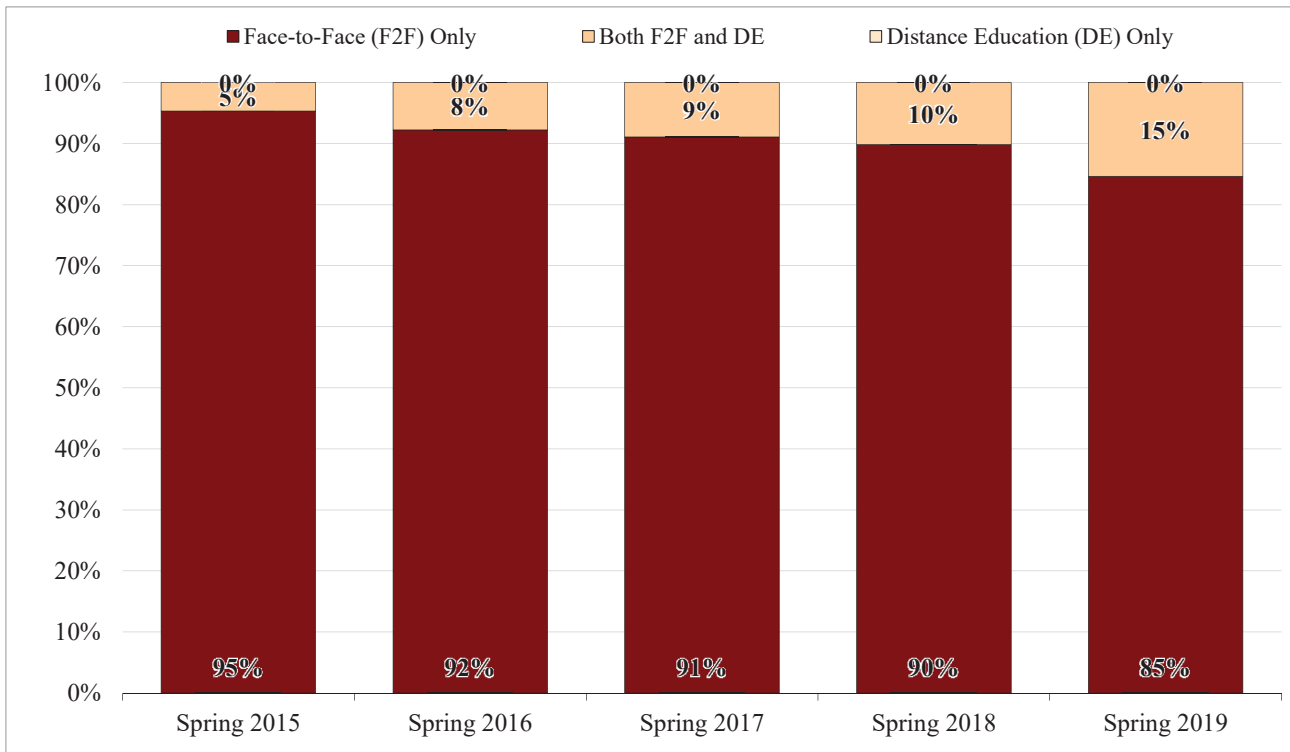
Student Unit Load

Fire Service Technology (FST)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	67	82	66	62	98
Part-Time (6 to 11.5 units)	58	63	54	52	56
Part-Time (0.5 to 5.5 units)	25	10	15	14	9
% Full-Time (12 units or more)	45%	53%	49%	48%	60%
% Part-Time (6 to 11.5 units)	39%	41%	40%	41%	34%
% Part-Time (0.5 to 5.5 units)	17%	6%	11%	11%	6%



Students Using Distance Education

Fire Service Technology (FST)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	143	143	123	115	138
Both F2F and DE	7	12	12	13	25
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	95%	92%	91%	90%	85%
% Both F2F and DE	5%	8%	9%	10%	15%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

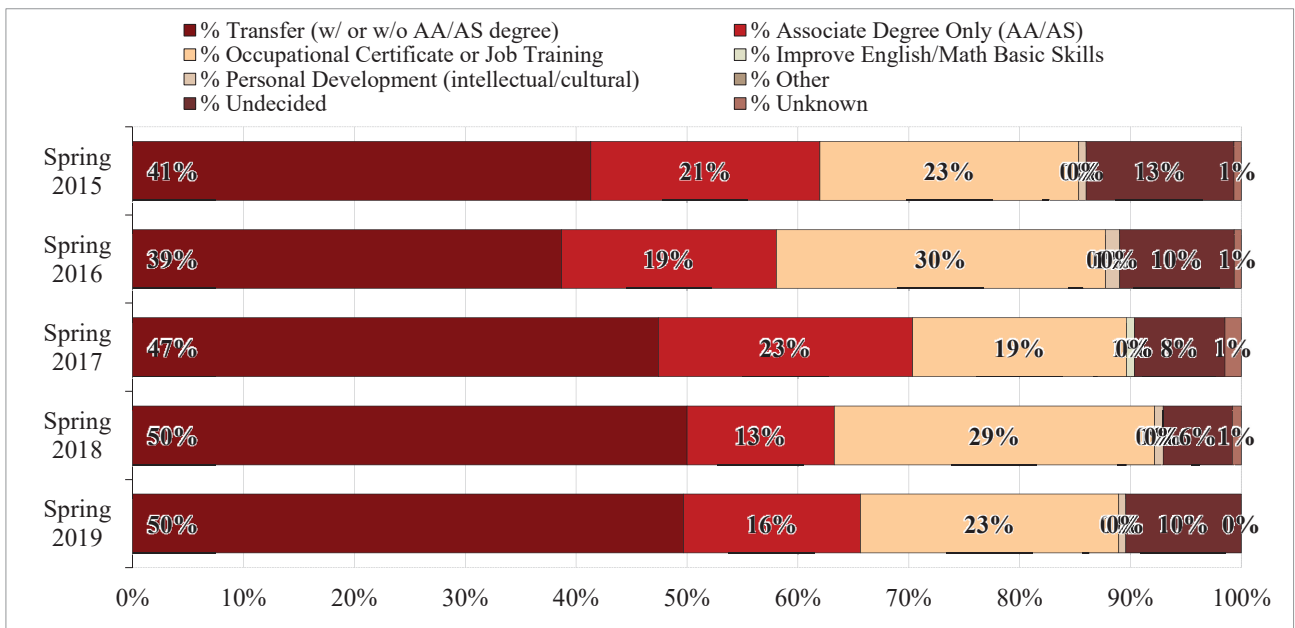


Definitions:

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

Student Educational Goal

Fire Service Technology (FST)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	62	60	64	64	81
Associate Degree Only (AA/AS)	31	30	31	17	26
Occupational Certificate or Job Training	35	46	26	37	38
Improve English/Math Basic Skills	0	0	1	0	0
Personal Development (intellectual/cultural)	1	2	0	1	1
Other	0	0	0	0	0
Undecided	20	16	11	8	17
Unknown	1	1	2	1	0
% Transfer (w/ or w/o AA/AS degree)	41%	39%	47%	50%	50%
% Associate Degree Only (AA/AS)	21%	19%	23%	13%	16%
% Occupational Certificate or Job Training	23%	30%	19%	29%	23%
% Improve English/Math Basic Skills	0%	0%	1%	0%	0%
% Personal Development (intellectual/cultural)	1%	1%	0%	1%	1%
% Other	0%	0%	0%	0%	0%
% Undecided	13%	10%	8%	6%	10%
% Unknown	1%	1%	1%	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.

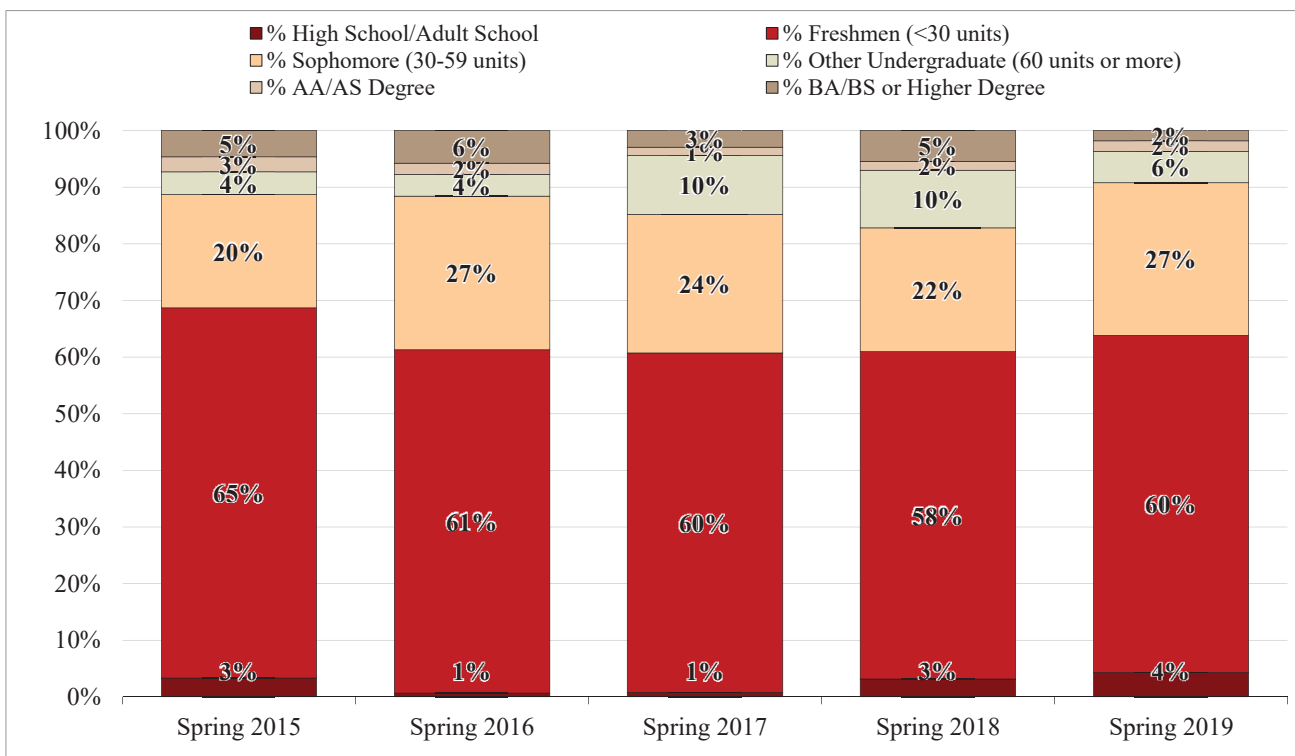
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

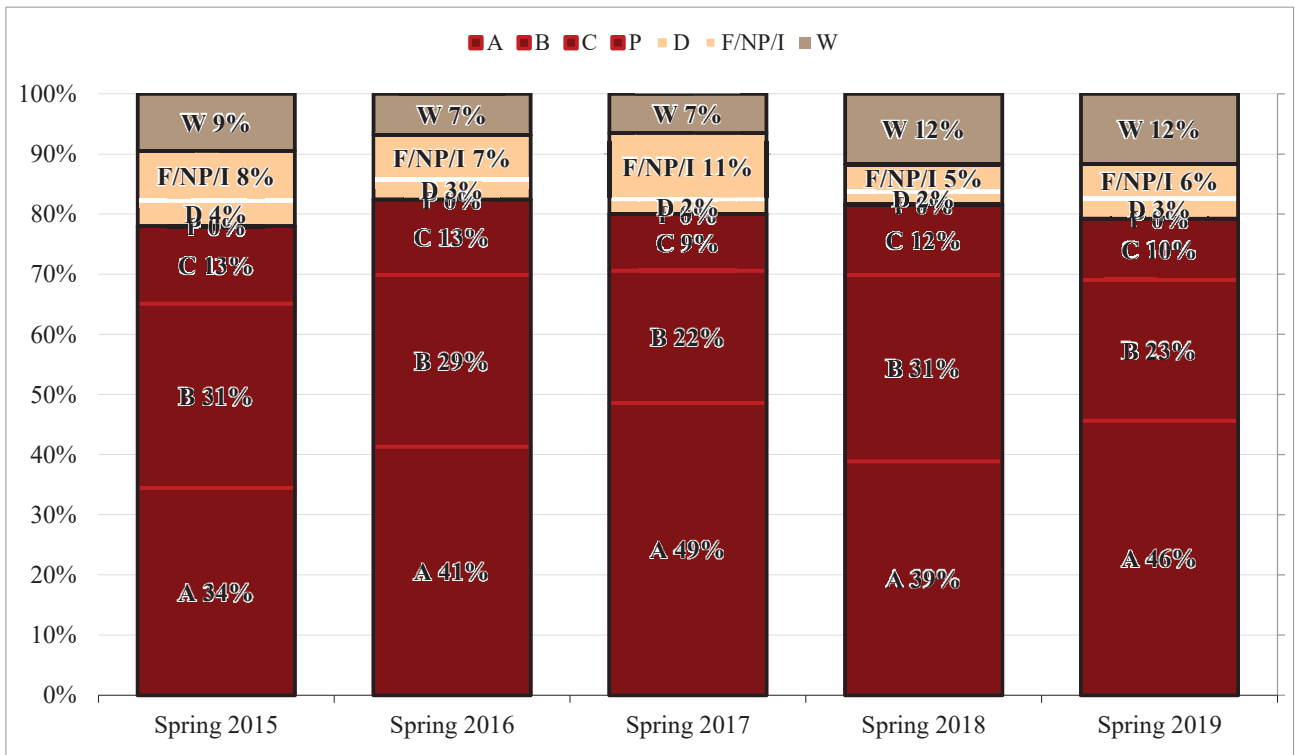
Highest Educational Level of Students

Fire Service Technology (FST)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	5	1	1	4	7
Freshmen (<30 units)	98	94	81	74	97
Sophomore (30-59 units)	30	42	33	28	44
Other Undergraduate (60 units or more)	6	6	14	13	9
AA/AS Degree	4	3	2	2	3
BA/BS or Higher Degree	7	9	4	7	3
% High School/Adult School	3%	1%	1%	3%	4%
% Freshmen (<30 units)	65%	61%	60%	58%	60%
% Sophomore (30-59 units)	20%	27%	24%	22%	27%
% Other Undergraduate (60 units or more)	4%	4%	10%	10%	6%
% AA/AS Degree	3%	2%	1%	2%	2%
% BA/BS or Higher Degree	5%	6%	3%	5%	2%



Student Performance: Grade Distribution

Fire Service Technology (FST)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	279	337	252	239	265
Course Success Rates	78%	82%	80%	82%	79%
A	34%	41%	49%	39%	46%
B	31%	29%	22%	31%	23%
C	13%	13%	9%	12%	10%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	13%	11%	13%	7%	9%
D	4%	3%	2%	2%	3%
F/NP/I	8%	7%	11%	5%	6%
Withdrawals (W)	9%	7%	7%	12%	12%



Definitions:

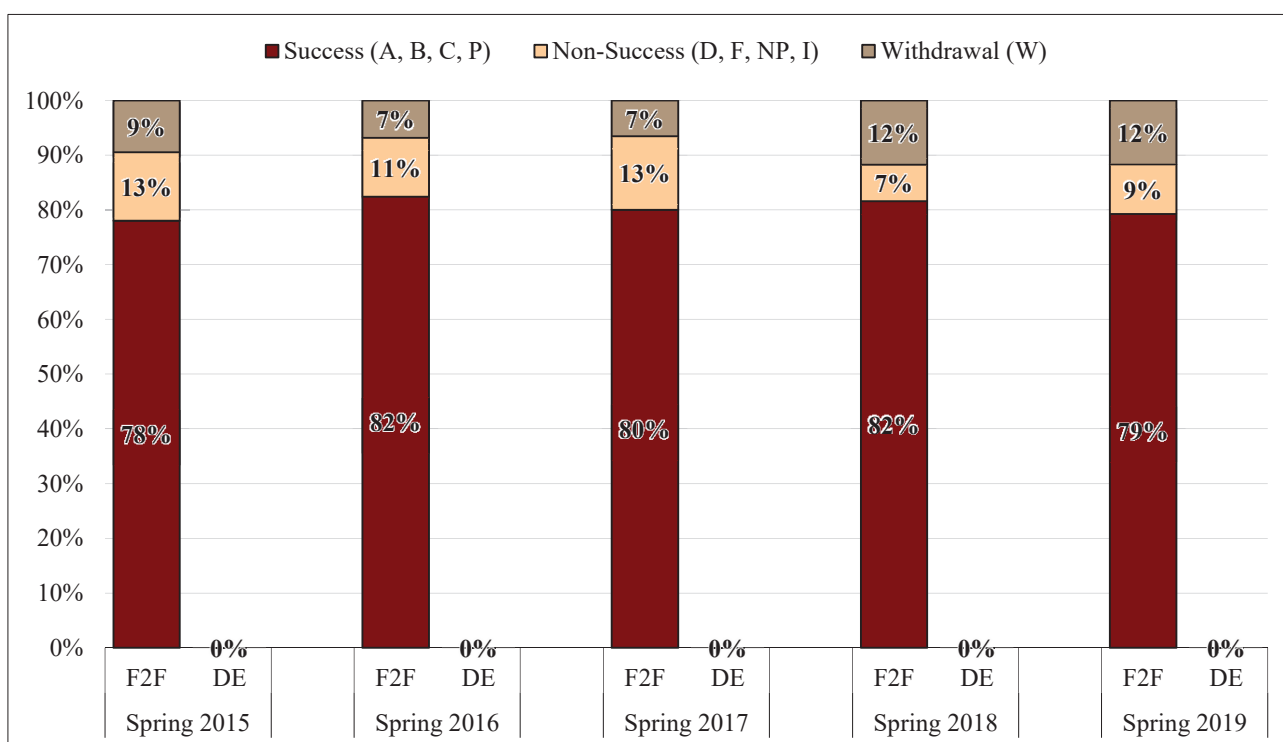
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	279	337	252	239	265
Face-to-Face (F2F) Sections	279	337	252	239	265
Success Rates	78%	82%	80%	82%	79%
Non-Success Rates	13%	11%	13%	7%	9%
Withdrawals	9%	7%	7%	12%	12%
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.

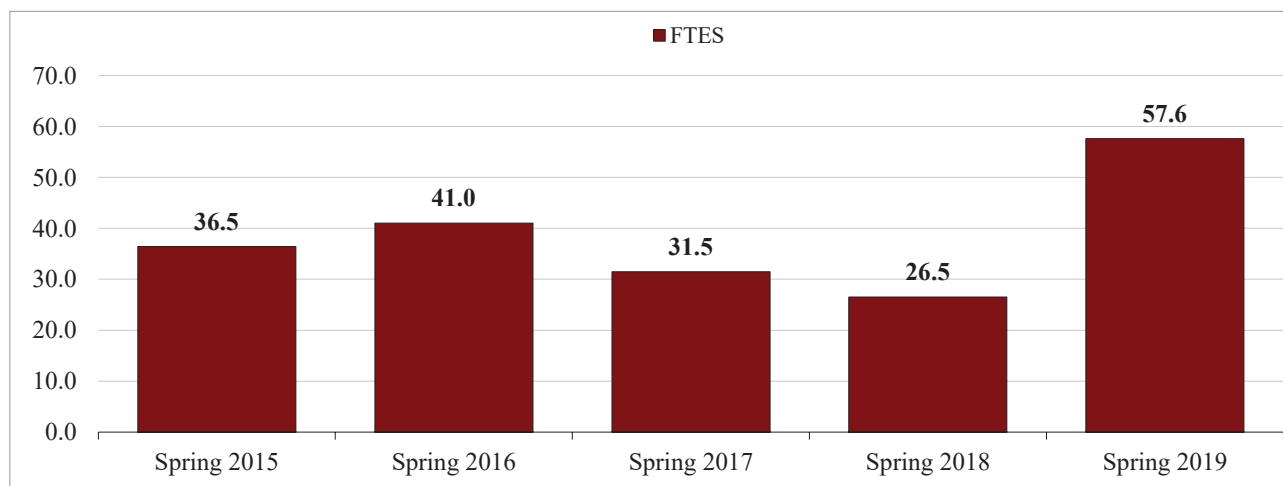
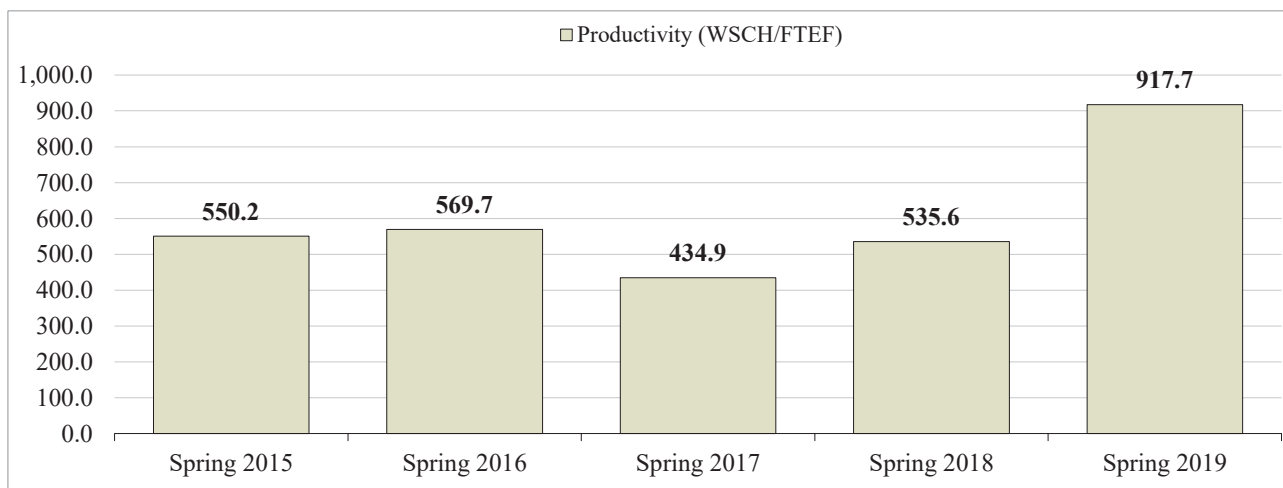
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	1,118	1,251	955	812	1,729
FTEF	36.5	41.0	31.5	26.5	57.6
Productivity (WSCH/FTEF)	550.2	569.7	434.9	535.6	917.7



Definitions:

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

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

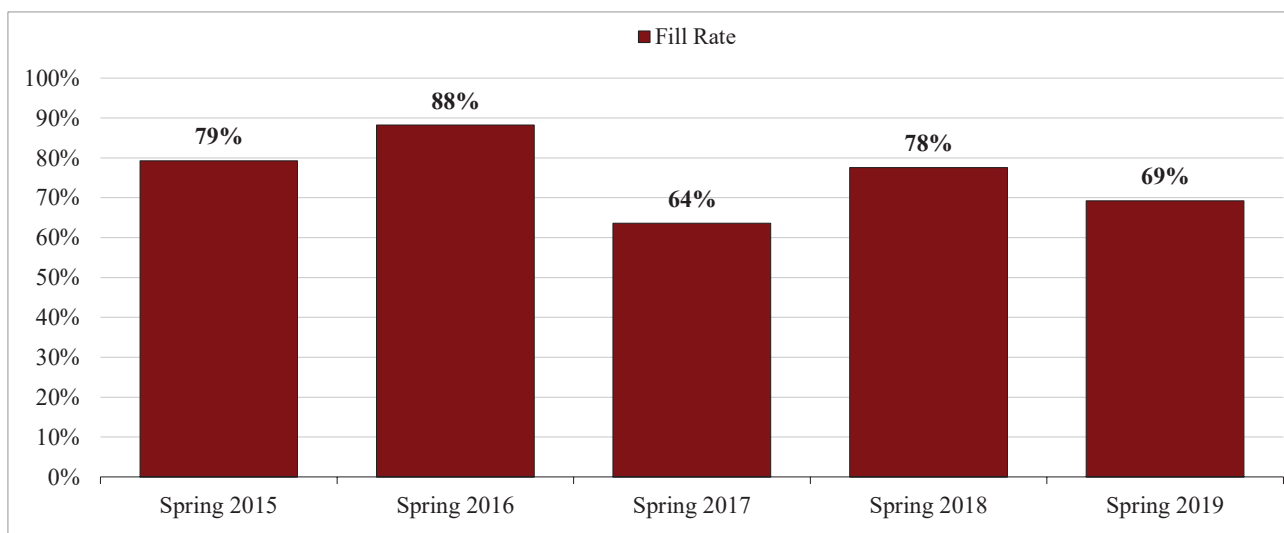
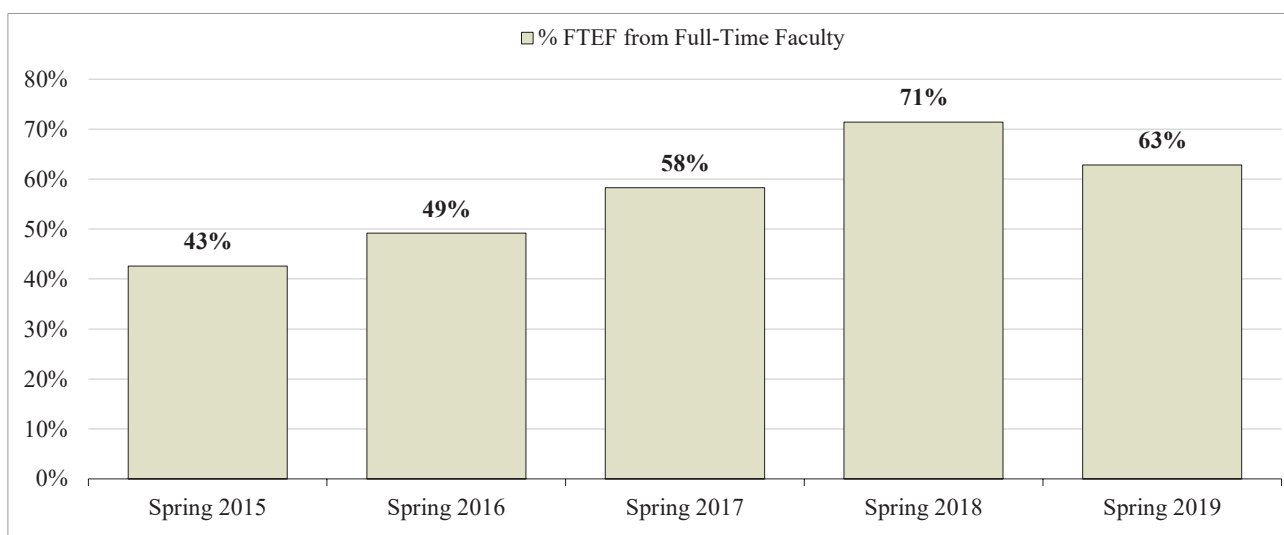
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	0.9	1.1	1.3	1.1	1.2
% FTEF from Full-Time Faculty	43%	49%	58%	71%	63%
Enrollments	279	337	252	239	265
Capacity (seats available)	352	382	396	308	383
Fill Rate	79%	88%	64%	78%	69%



Definitions:

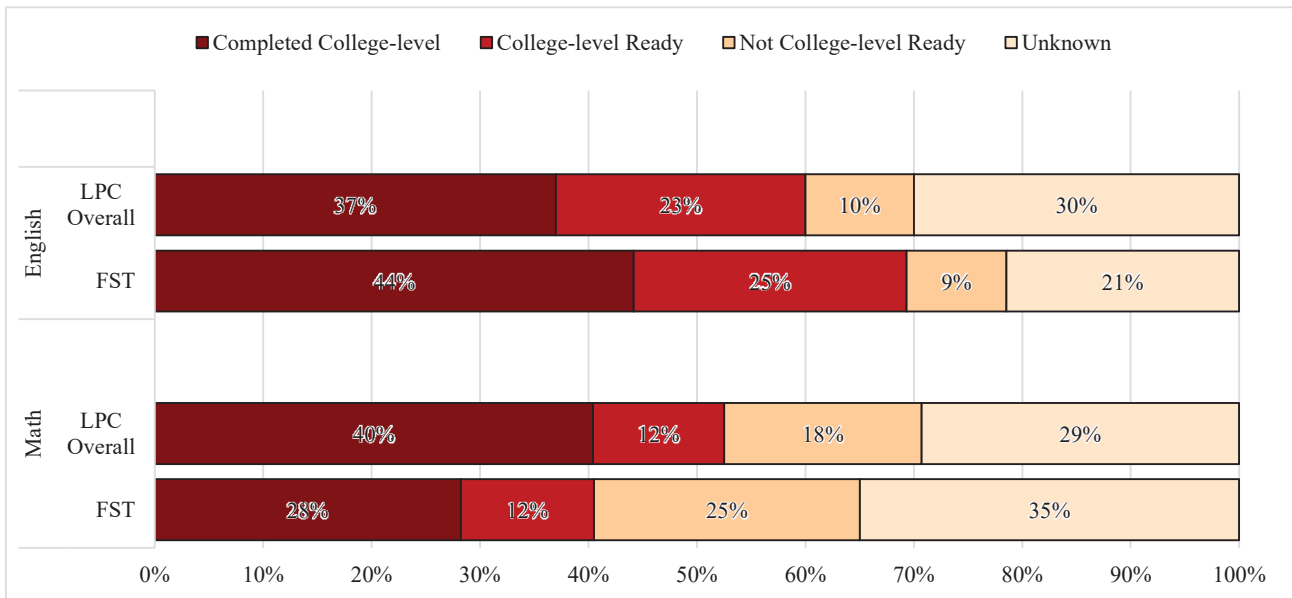
Fill Rate is number of enrollments over the total capacity (seats available).

% 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

Spring 2019				
	FST		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	72	44%	5,237	60%
College-level Ready	41	30%	1,339	15%
Not College-level Ready	15	13%	458	5%
Unknown	35	25%	1,703	19%
College Math				
Completed College-level	46	28%	4,956	57%
College-level Ready	20	12%	642	7%
Not College-level Ready	40	25%	1,161	13%
Unknown	57	35%	1,978	23%



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.