



Las Positas College
Program Review Discipline Data Packet
Spring 2014 to Spring 2018

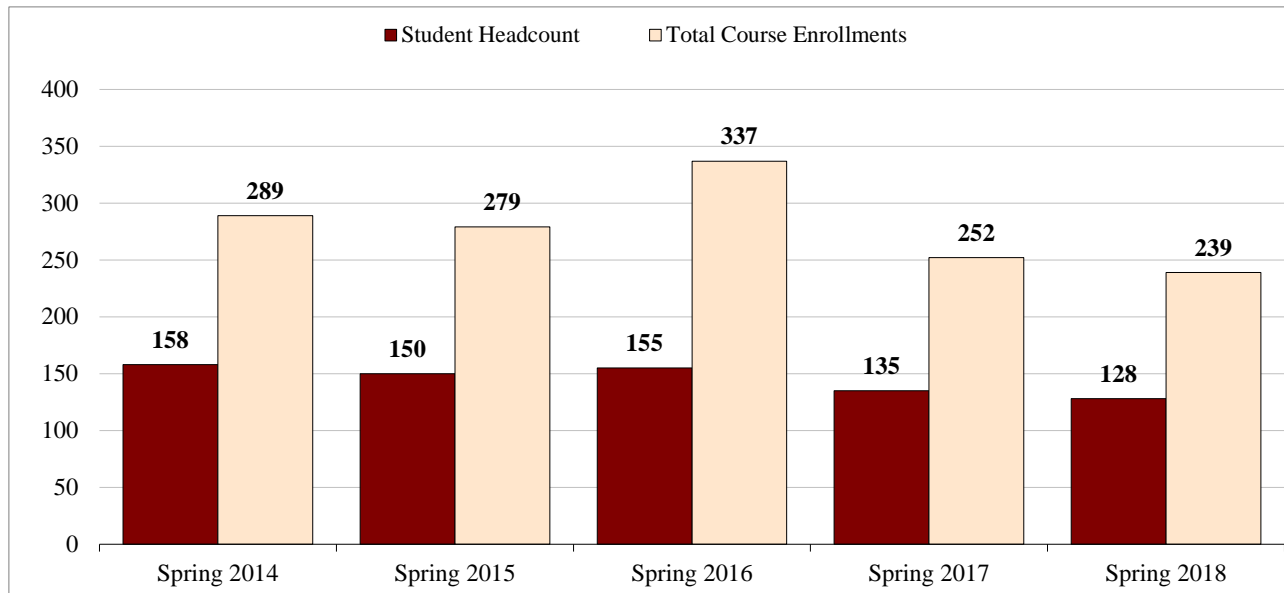
Discipline:

Fire Service Technology (FST)

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Headcount & Enrollment

Fire Service Technology (FST)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	158	150	155	135	128
Total Course Enrollments	289	279	337	252	239



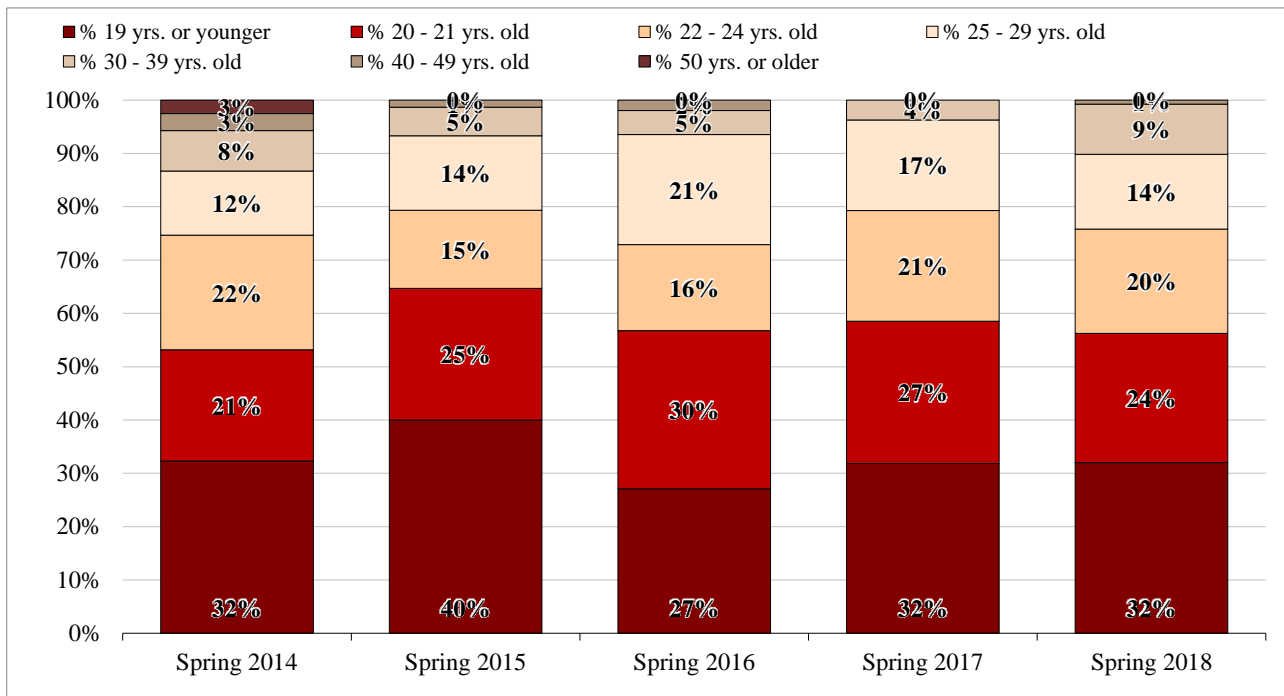
Definitions:

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.

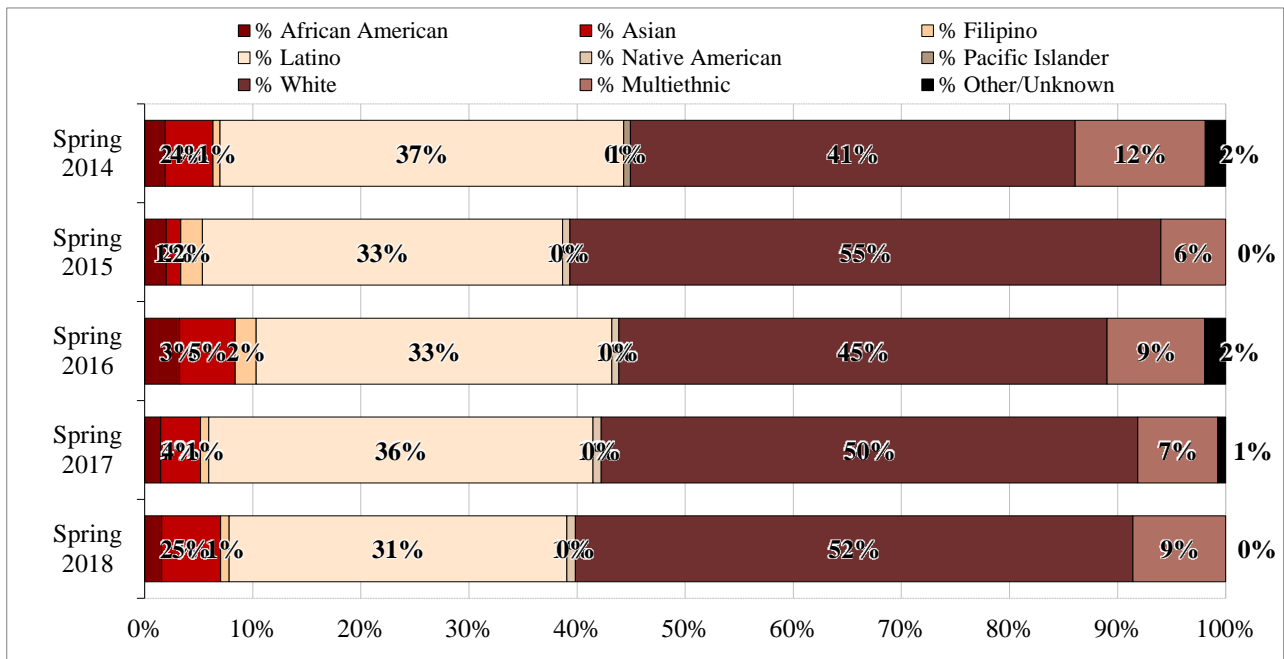
Student Demographics: Gender & Age

Fire Service Technology (FST)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Female	16	9	13	13	20
Male	141	139	140	121	106
19 yrs. or younger	51	60	42	43	41
20-21 yrs. old	33	37	46	36	31
22-24 yrs. old	34	22	25	28	25
25-29 yrs. old	19	21	32	23	18
30-39 yrs. old	12	8	7	5	12
40-49 yrs. old	5	2	3	0	1
50 yrs. or older	4	0	0	0	0
% Female	10%	6%	8%	10%	16%
% Male	90%	94%	92%	90%	84%
% 19 yrs. or younger	32%	40%	27%	32%	32%
% 20 - 21 yrs. old	21%	25%	30%	27%	24%
% 22 - 24 yrs. old	22%	15%	16%	21%	20%
% 25 - 29 yrs. old	12%	14%	21%	17%	14%
% 30 - 39 yrs. old	8%	5%	5%	4%	9%
% 40 - 49 yrs. old	3%	1%	2%	0%	1%
% 50 yrs. or older	3%	0%	0%	0%	0%



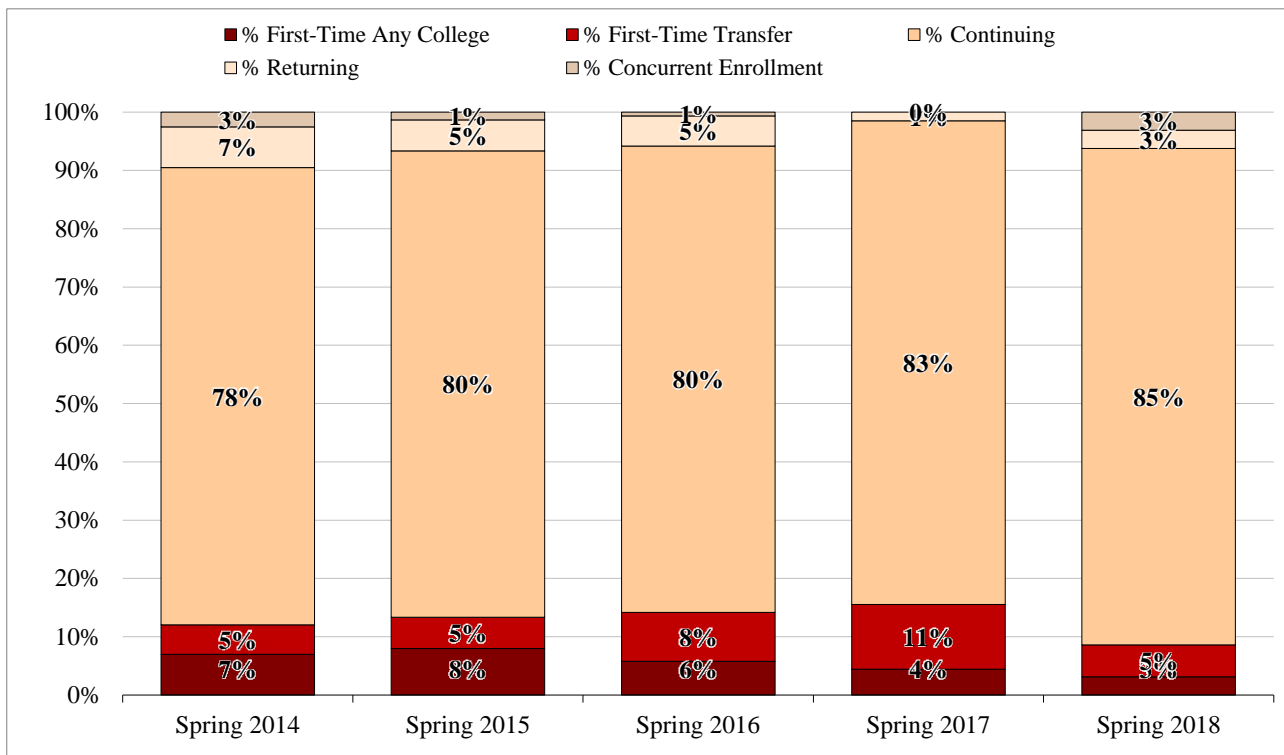
Student Demographic: Race-Ethnicity

Fire Service Technology (FST)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	3	3	5	2	2
Asian	7	2	8	5	7
Filipino	1	3	3	1	1
Latino	59	50	51	48	40
Native American	0	1	1	1	1
Pacific Islander	1	0	0	0	0
White	65	82	70	67	66
Multiethnic	19	9	14	10	11
Other/Unknown	3	0	3	1	0
% African American	2%	2%	3%	1%	2%
% Asian	4%	1%	5%	4%	5%
% Filipino	1%	2%	2%	1%	1%
% Latino	37%	33%	33%	36%	31%
% Native American	0%	1%	1%	1%	1%
% Pacific Islander	1%	0%	0%	0%	0%
% White	41%	55%	45%	50%	52%
% Multiethnic	12%	6%	9%	7%	9%
% Other/Unknown	2%	0%	2%	1%	0%



Student Enrollment Status

	Fire Service Technology (FST)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	11	12	9	6	4
First-Time Transfer	8	8	13	15	7
Continuing	124	120	124	112	109
Returning	11	8	8	2	4
Concurrent Enrollment	4	2	1	0	4
% First-Time Any College	7%	8%	6%	4%	3%
% First-Time Transfer	5%	5%	8%	11%	5%
% Continuing	78%	80%	80%	83%	85%
% Returning	7%	5%	5%	1%	3%
% Concurrent Enrollment	3%	1%	1%	0%	3%

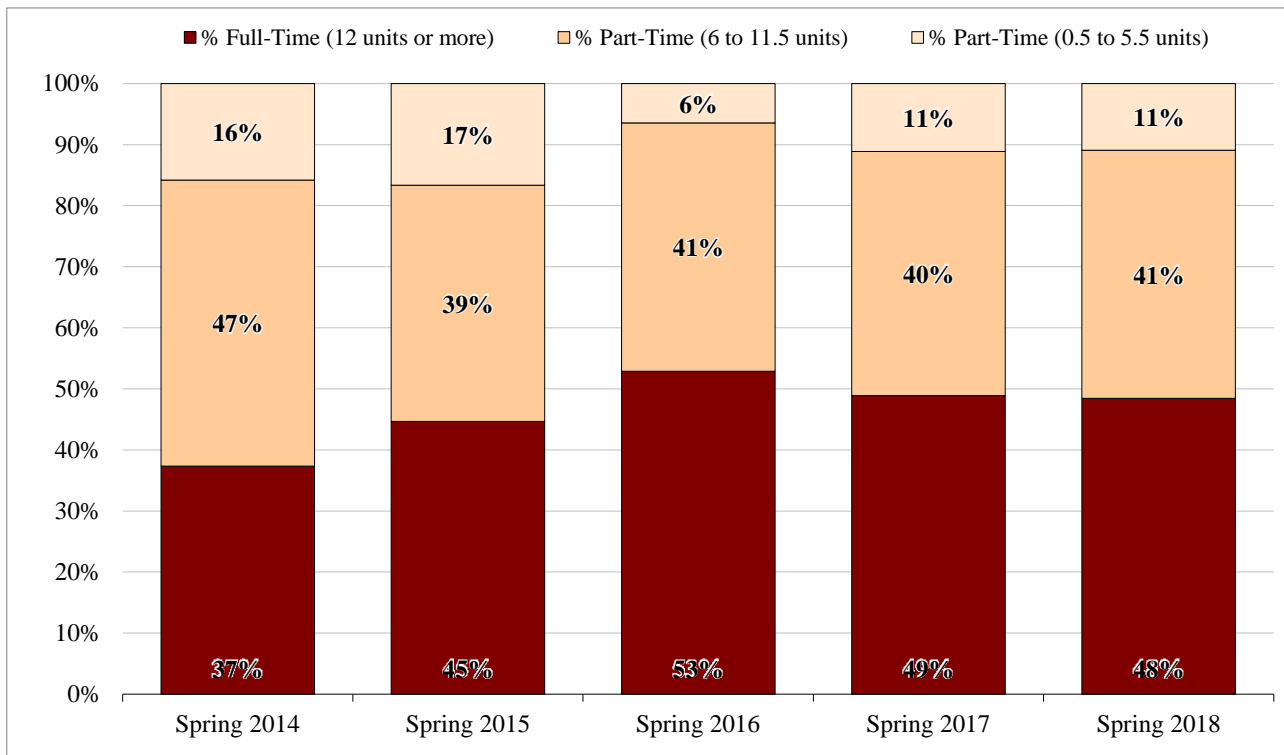


Definitions:

- 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.

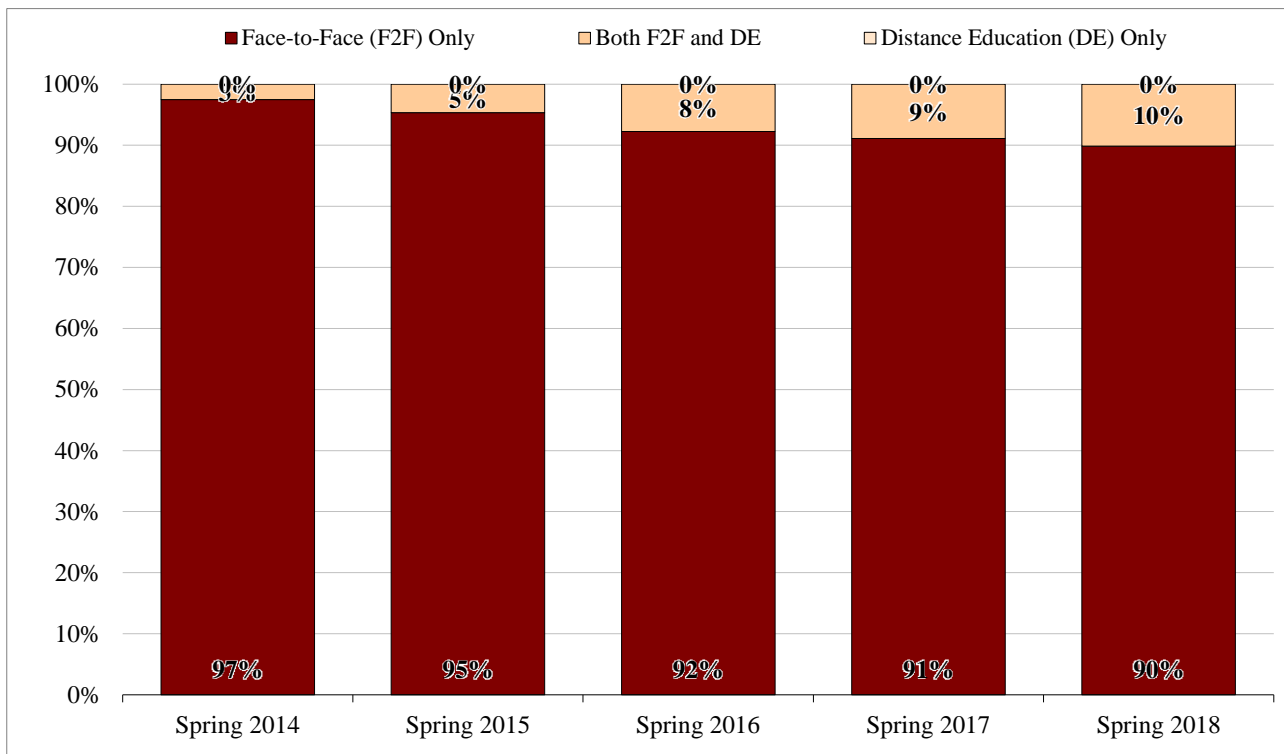
Student Unit Load

Fire Service Technology (FST)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	59	67	82	66	62
Part-Time (6 to 11.5 units)	74	58	63	54	52
Part-Time (0.5 to 5.5 units)	25	25	10	15	14
% Full-Time (12 units or more)	37%	45%	53%	49%	48%
% Part-Time (6 to 11.5 units)	47%	39%	41%	40%	41%
% Part-Time (0.5 to 5.5 units)	16%	17%	6%	11%	11%



Students Using Distance Education

Fire Service Technology (FST)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Face-to-Face (F2F) Only	154	143	143	123	115
Both F2F and DE	4	7	12	12	13
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	97%	95%	92%	91%	90%
% Both F2F and DE	3%	5%	8%	9%	10%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

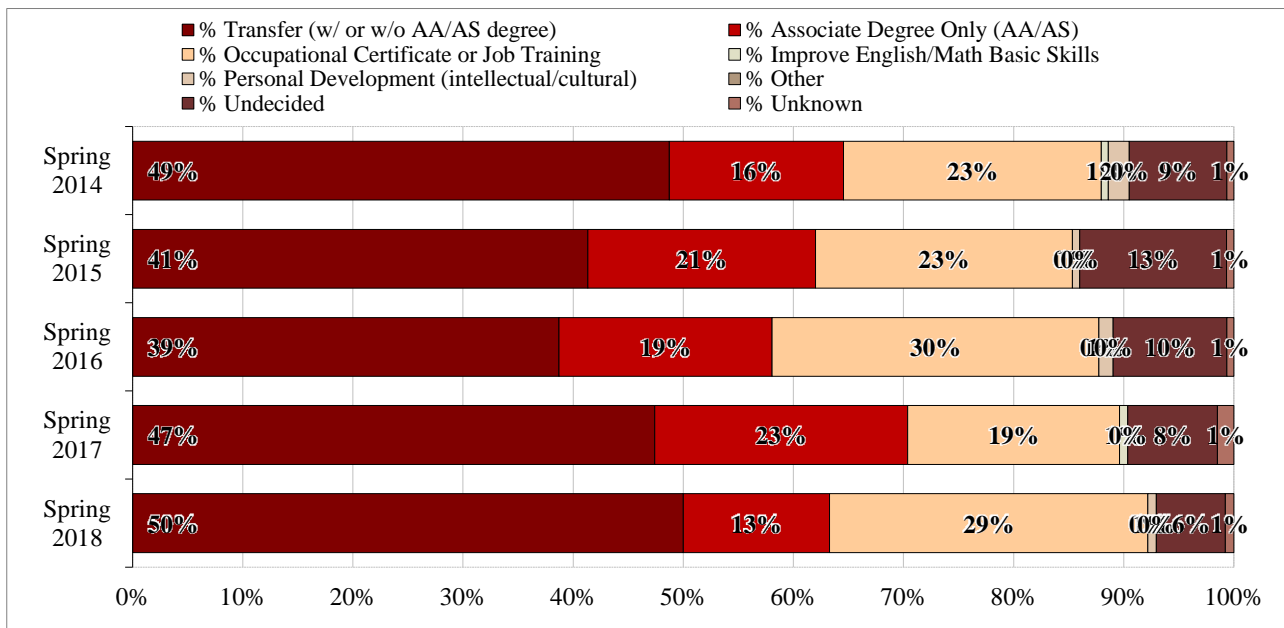


Definitions:

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 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	77	62	60	64	64
Associate Degree Only (AA/AS)	25	31	30	31	17
Occupational Certificate or Job Training	37	35	46	26	37
Improve English/Math Basic Skills	1	0	0	1	0
Personal Development (intellectual/cultural)	3	1	2	0	1
Other	0	0	0	0	0
Undecided	14	20	16	11	8
Unknown	1	1	1	2	1
% Transfer (w/ or w/o AA/AS degree)	49%	41%	39%	47%	50%
% Associate Degree Only (AA/AS)	16%	21%	19%	23%	13%
% Occupational Certificate or Job Training	23%	23%	30%	19%	29%
% Improve English/Math Basic Skills	1%	0%	0%	1%	0%
% Personal Development (intellectual/cultural)	2%	1%	1%	0%	1%
% Other	0%	0%	0%	0%	0%
% Undecided	9%	13%	10%	8%	6%
% Unknown	1%	1%	1%	1%	1%

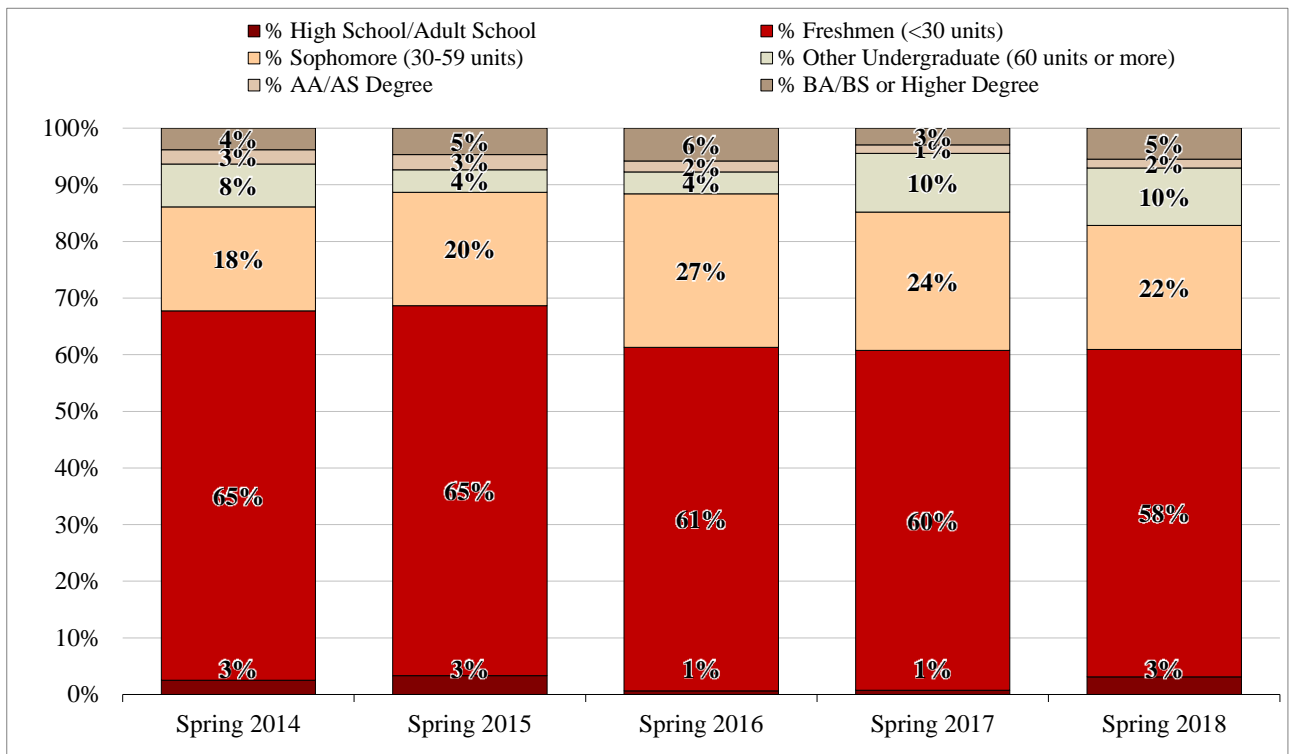


Definitions:

- 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.

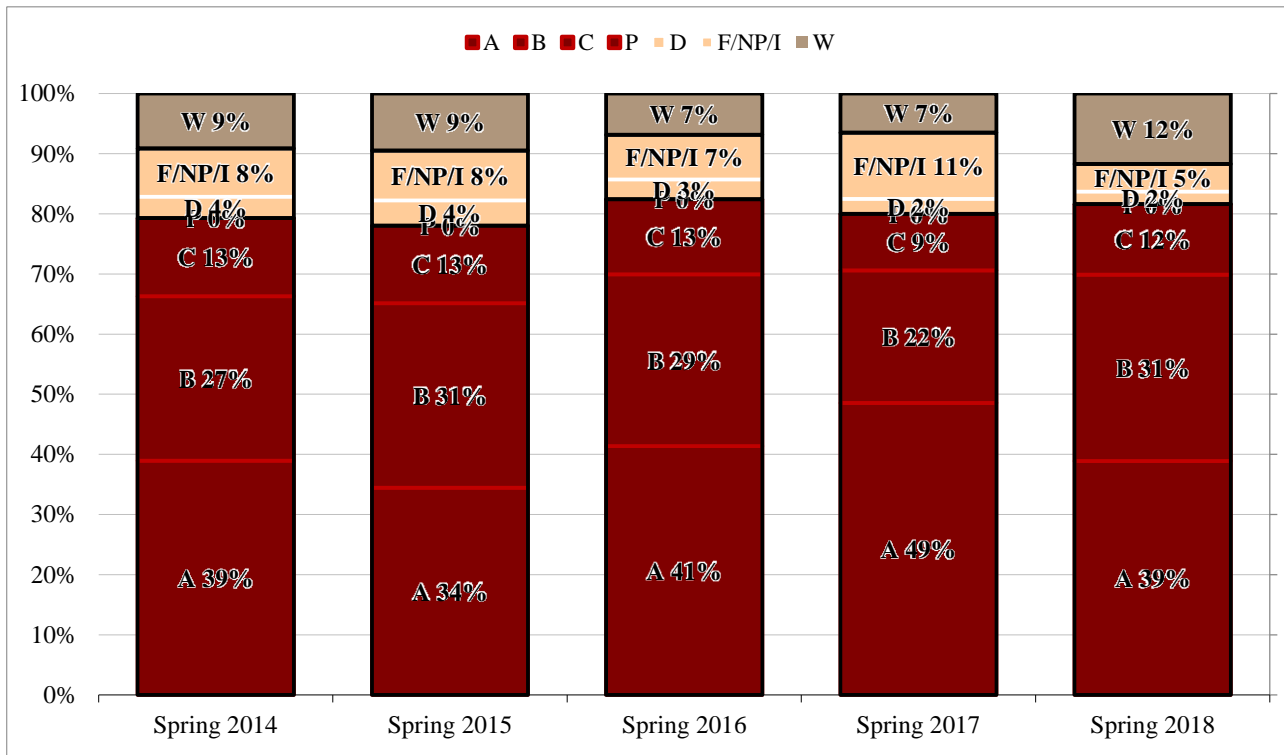
Highest Educational Level of Students

	Fire Service Technology (FST)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	4	5	1	1	4
Freshmen (<30 units)	103	98	94	81	74
Sophomore (30-59 units)	29	30	42	33	28
Other Undergraduate (60 units or more)	12	6	6	14	13
AA/AS Degree	4	4	3	2	2
BA/BS or Higher Degree	6	7	9	4	7
% High School/Adult School	3%	3%	1%	1%	3%
% Freshmen (<30 units)	65%	65%	61%	60%	58%
% Sophomore (30-59 units)	18%	20%	27%	24%	22%
% Other Undergraduate (60 units or more)	8%	4%	4%	10%	10%
% AA/AS Degree	3%	3%	2%	1%	2%
% BA/BS or Higher Degree	4%	5%	6%	3%	5%



Student Performance: Grade Distribution

Fire Service Technology (FST)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	289	279	337	252	239
Course Success Rates	79%	78%	82%	80%	82%
A	39%	34%	41%	49%	39%
B	27%	31%	29%	22%	31%
C	13%	13%	13%	9%	12%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	12%	13%	11%	13%	7%
D	4%	4%	3%	2%	2%
F/NP/I	8%	8%	7%	11%	5%
Withdrawals (W)	9%	9%	7%	7%	12%



Definitions:

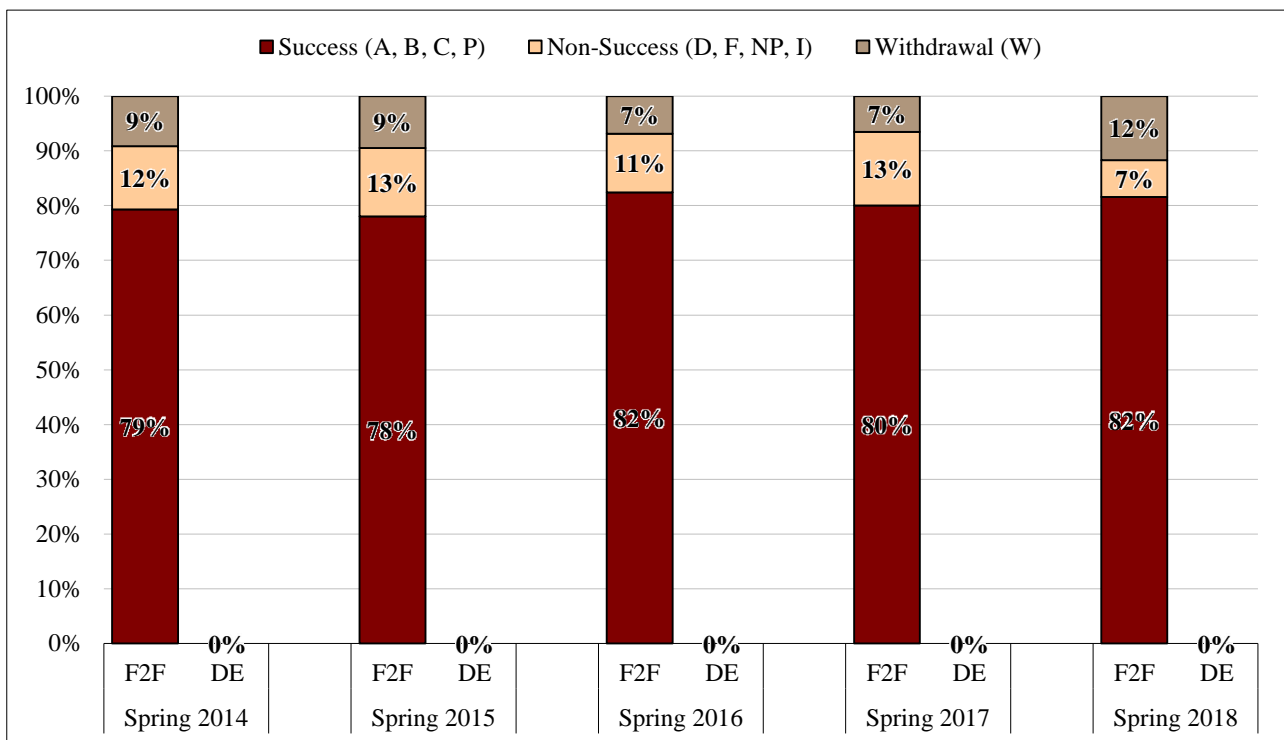
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	289	279	337	252	239
Face-to-Face (F2F) Sections	289	279	337	252	239
Success Rates	79%	78%	82%	80%	82%
Non-Success Rates	12%	13%	11%	13%	7%
Withdrawals	9%	9%	7%	7%	12%
Distance Education (DE) Sections	—	—	—	—	—
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—

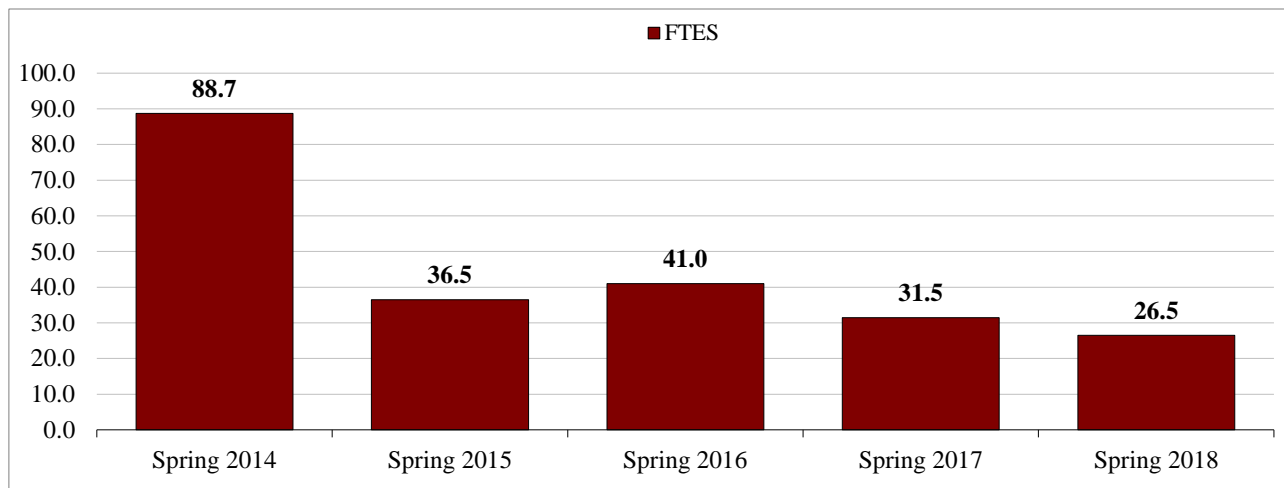
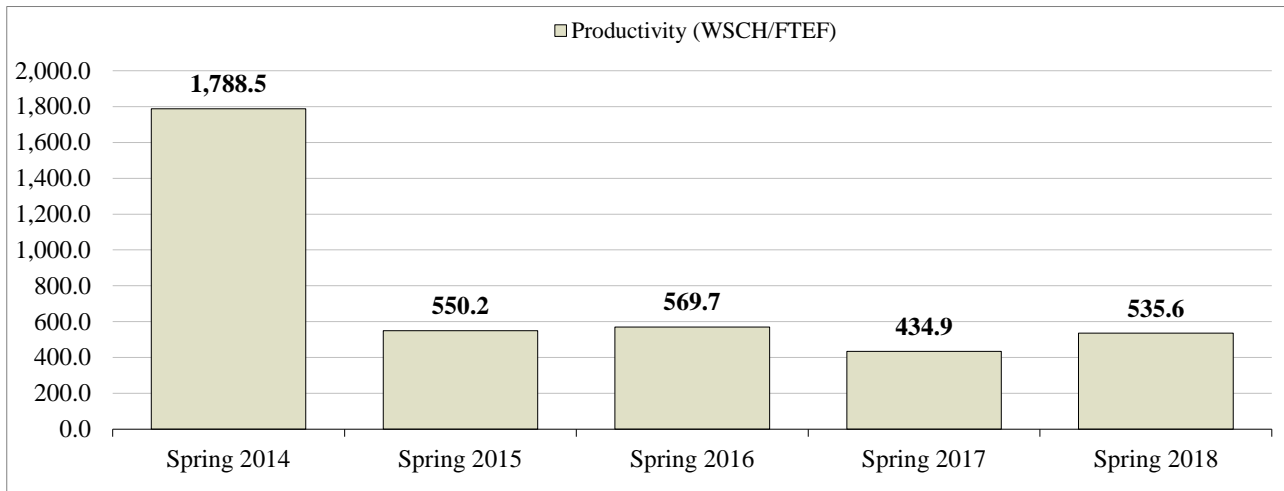


Definitions:

- 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 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.
- 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 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	2,740	1,118	1,251	955	812
FTEs	88.7	36.5	41.0	31.5	26.5
FTEF	1.5	2.0	2.2	2.2	1.5
Productivity (WSCH/FTEF)	1,788.5	550.2	569.7	434.9	535.6



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.

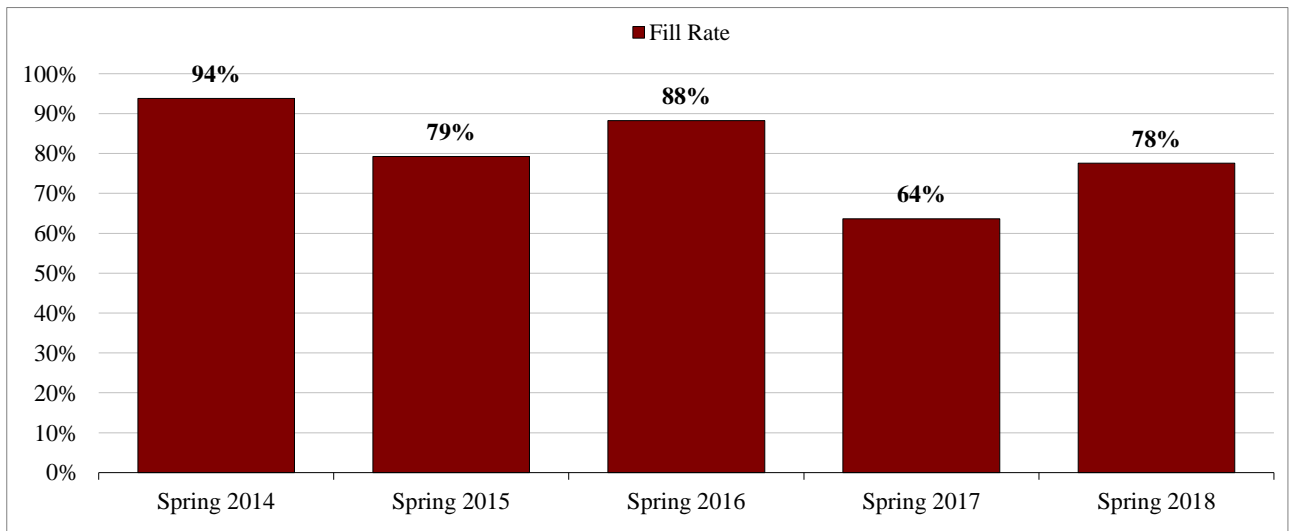
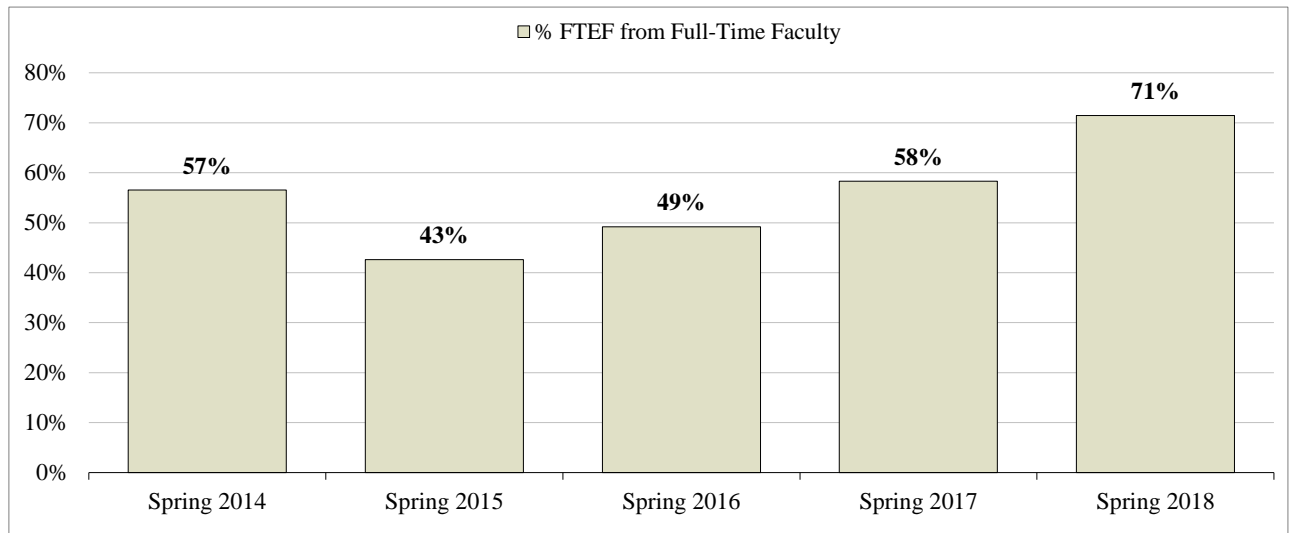
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
FTEF from Full-Time Faculty	0.9	0.9	1.1	1.3	1.1
% FTEF from Full-Time Faculty	57%	43%	49%	58%	71%
Enrollments	289	279	337	252	239
Capacity (seats available)	308	352	382	396	308
Fill Rate	94%	79%	88%	64%	78%



Definitions:

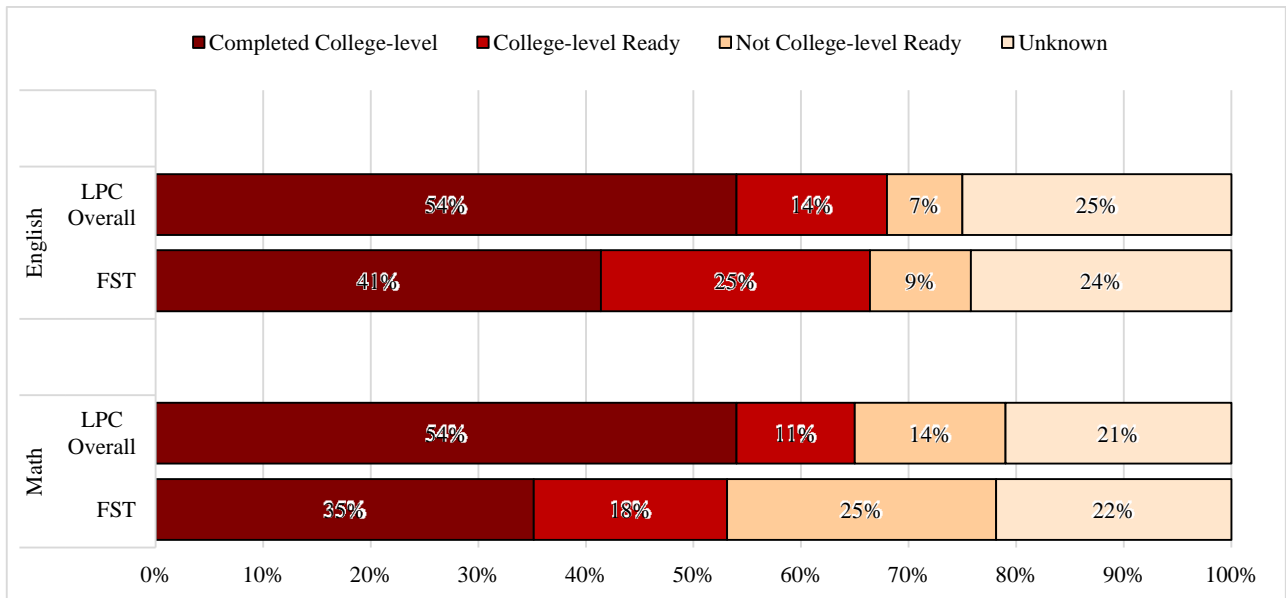
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2018				
	FST		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	53	41%	4,955	54%
College-level Ready	32	27%	1,319	14%
Not College-level Ready	12	11%	619	7%
Unknown	31	24%	2,260	25%
College Math				
Completed College-level	45	35%	4,980	54%
College-level Ready	23	18%	974	11%
Not College-level Ready	32	25%	1,239	14%
Unknown	28	22%	1,960	21%



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.