



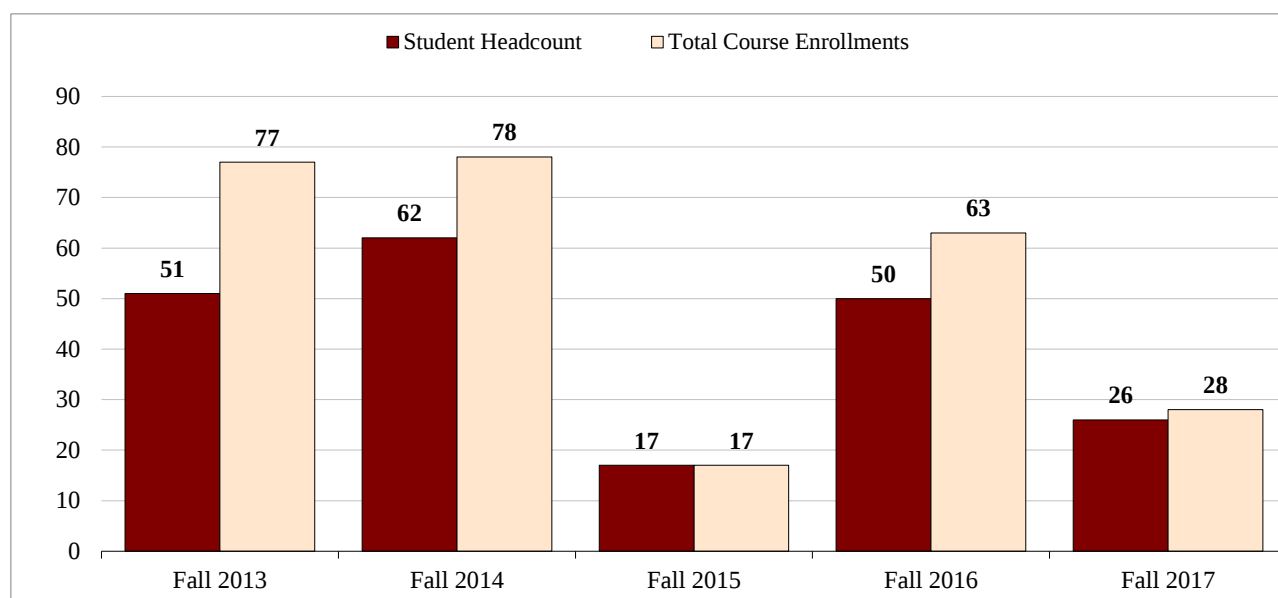
Las Positas College
Program Review Discipline Data Packet
Fall 2013 to Fall 2017

Discipline:
Learning Skills (LRNS)

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Headcount & Enrollment

	Learning Skills (LRNS)				
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student Headcount	51	62	17	50	26
Total Course Enrollments	77	78	17	63	28



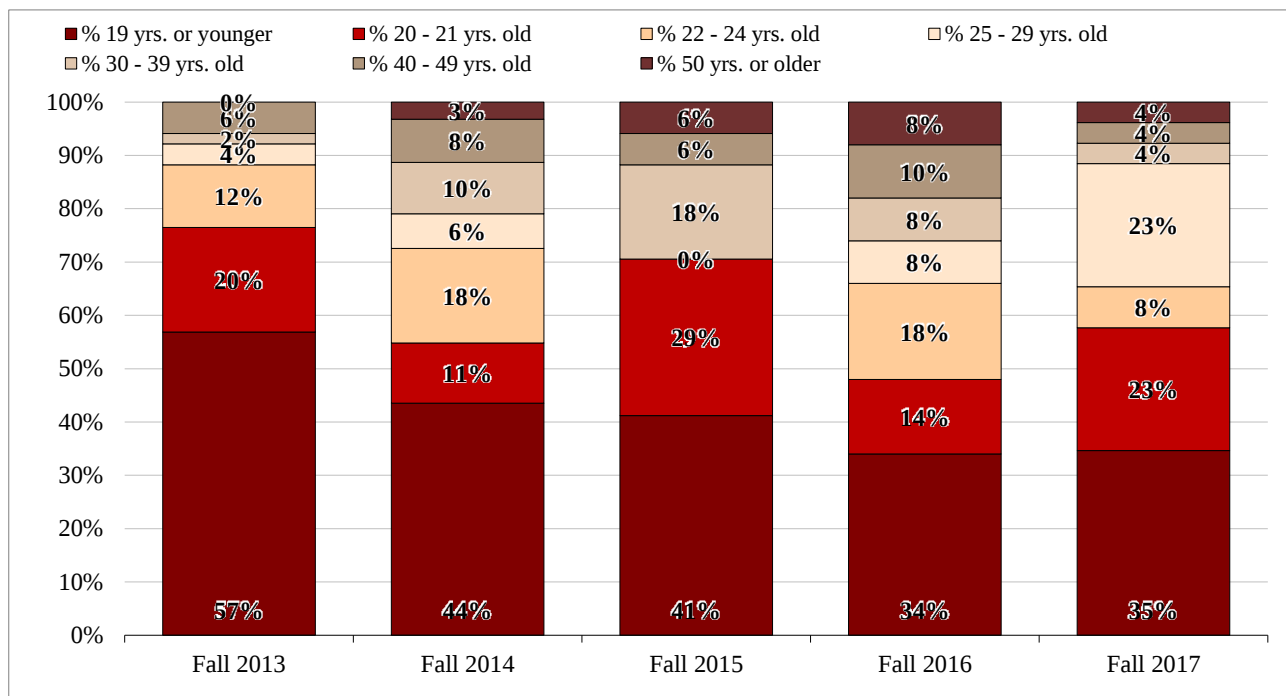
Definitions:

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.

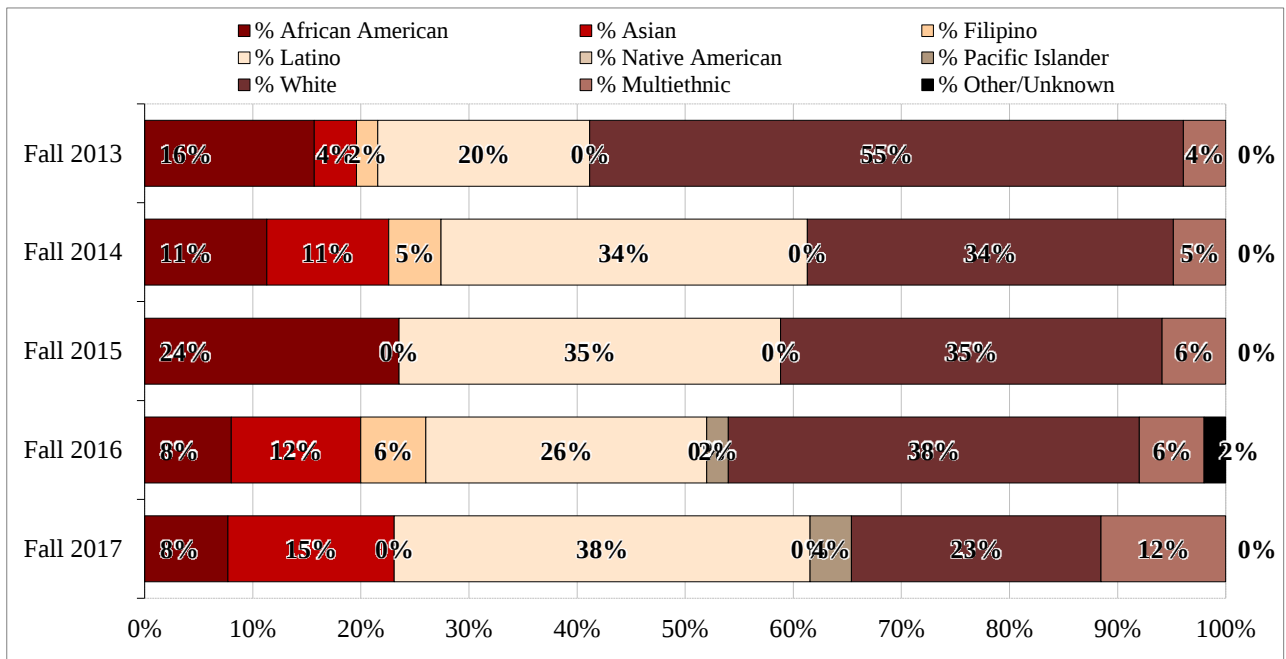
Student Demographics: Gender & Age

	Learning Skills (LRNS)				
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	29	32	6	33	13
Male	22	29	11	17	12
19 yrs. or younger	29	27	7	17	9
20-21 yrs. old	10	7	5	7	6
22-24 yrs. old	6	11	0	9	2
25-29 yrs. old	2	4	0	4	6
30-39 yrs. old	1	6	3	4	1
40-49 yrs. old	3	5	1	5	1
50 yrs. or older	0	2	1	4	1
% Female	57%	52%	35%	66%	52%
% Male	43%	48%	65%	34%	48%
% 19 yrs. or younger	57%	44%	41%	34%	35%
% 20 - 21 yrs. old	20%	11%	29%	14%	23%
% 22 - 24 yrs. old	12%	18%	0%	18%	8%
% 25 - 29 yrs. old	4%	6%	0%	8%	23%
% 30 - 39 yrs. old	2%	10%	18%	8%	4%
% 40 - 49 yrs. old	6%	8%	6%	10%	4%
% 50 yrs. or older	0%	3%	6%	8%	4%



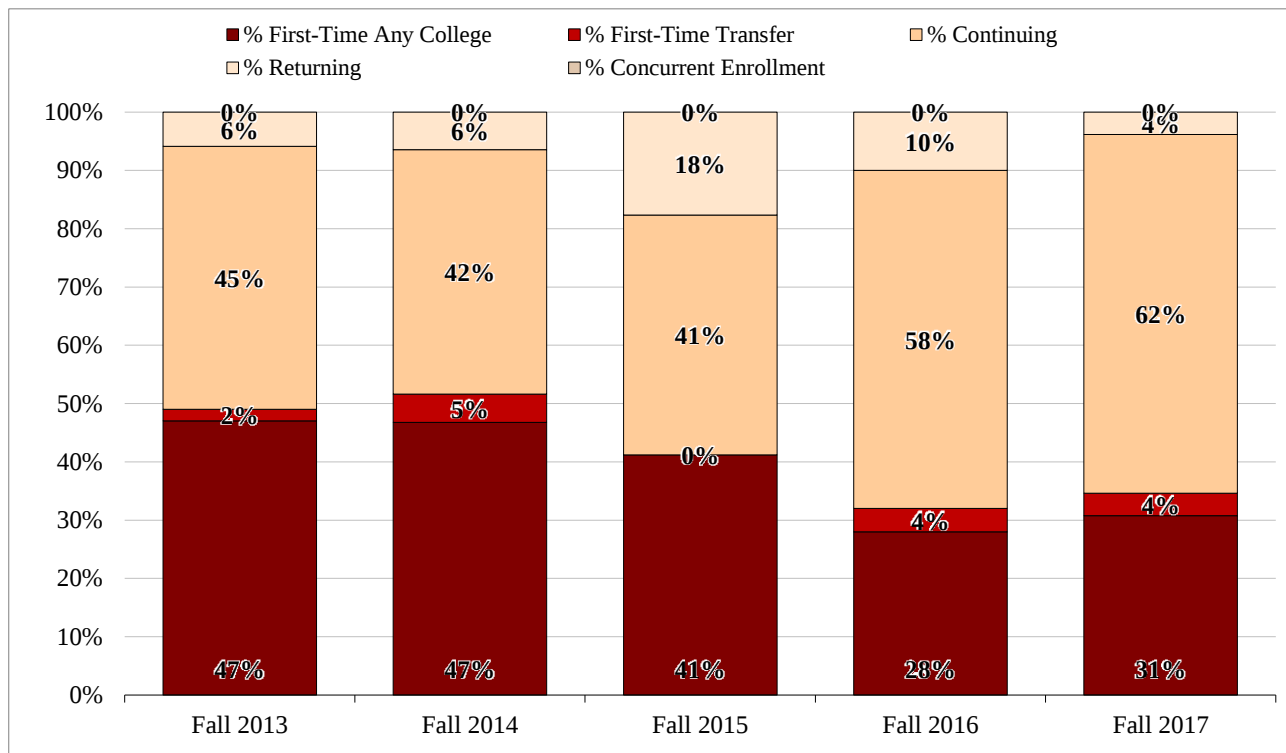
Student Demographic: Race-Ethnicity

Learning Skills (LRNS)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
African American	8	7	4	4	2
Asian	2	7	0	6	4
Filipino	1	3	0	3	0
Latino	10	21	6	13	10
Native American	0	0	0	0	0
Pacific Islander	0	0	0	1	1
White	28	21	6	19	6
Multiethnic	2	3	1	3	3
Other/Unknown	0	0	0	1	0
% African American	16%	11%	24%	8%	8%
% Asian	4%	11%	0%	12%	15%
% Filipino	2%	5%	0%	6%	0%
% Latino	20%	34%	35%	26%	38%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	2%	4%
% White	55%	34%	35%	38%	23%
% Multiethnic	4%	5%	6%	6%	12%
% Other/Unknown	0%	0%	0%	2%	0%



Student Enrollment Status

	Learning Skills (LRNS)				
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
First-Time Any College	24	29	7	14	8
First-Time Transfer	1	3	0	2	1
Continuing	23	26	7	29	16
Returning	3	4	3	5	1
Concurrent Enrollment	0	0	0	0	0
% First-Time Any College	47%	47%	41%	28%	31%
% First-Time Transfer	2%	5%	0%	4%	4%
% Continuing	45%	42%	41%	58%	62%
% Returning	6%	6%	18%	10%	4%
% Concurrent Enrollment	0%	0%	0%	0%	0%



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.

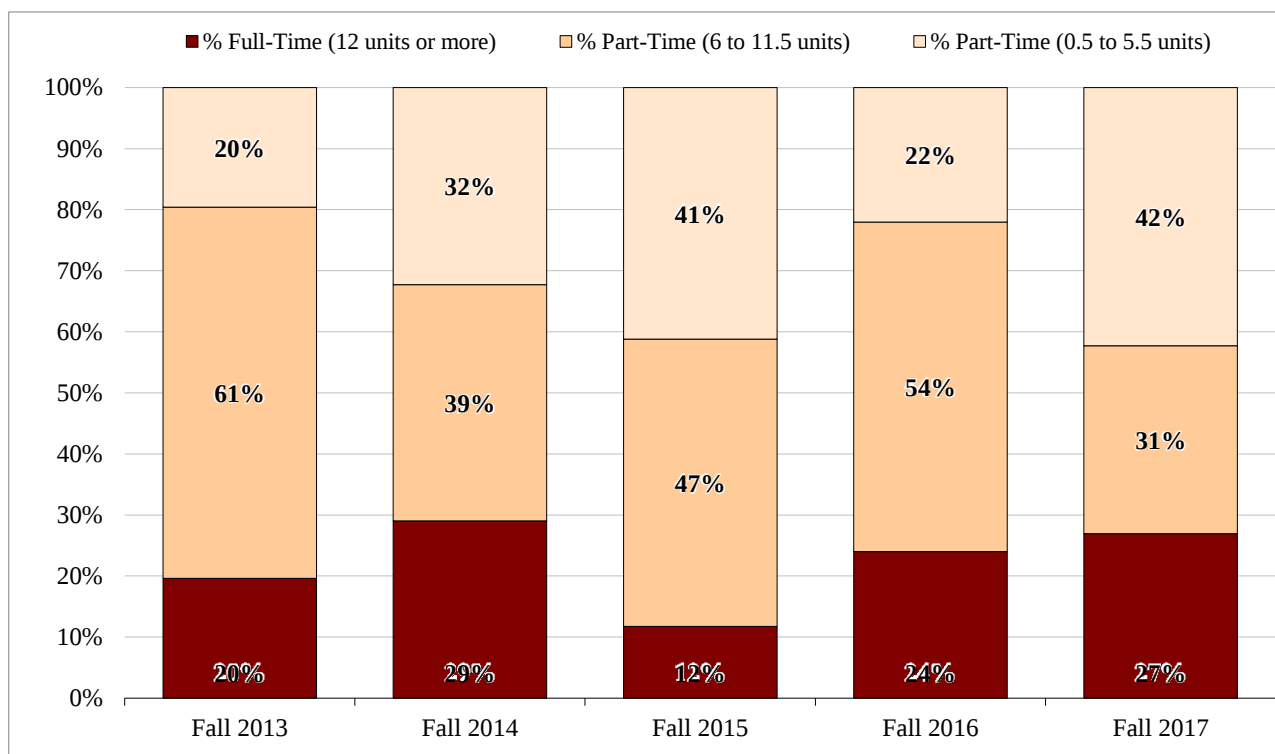
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

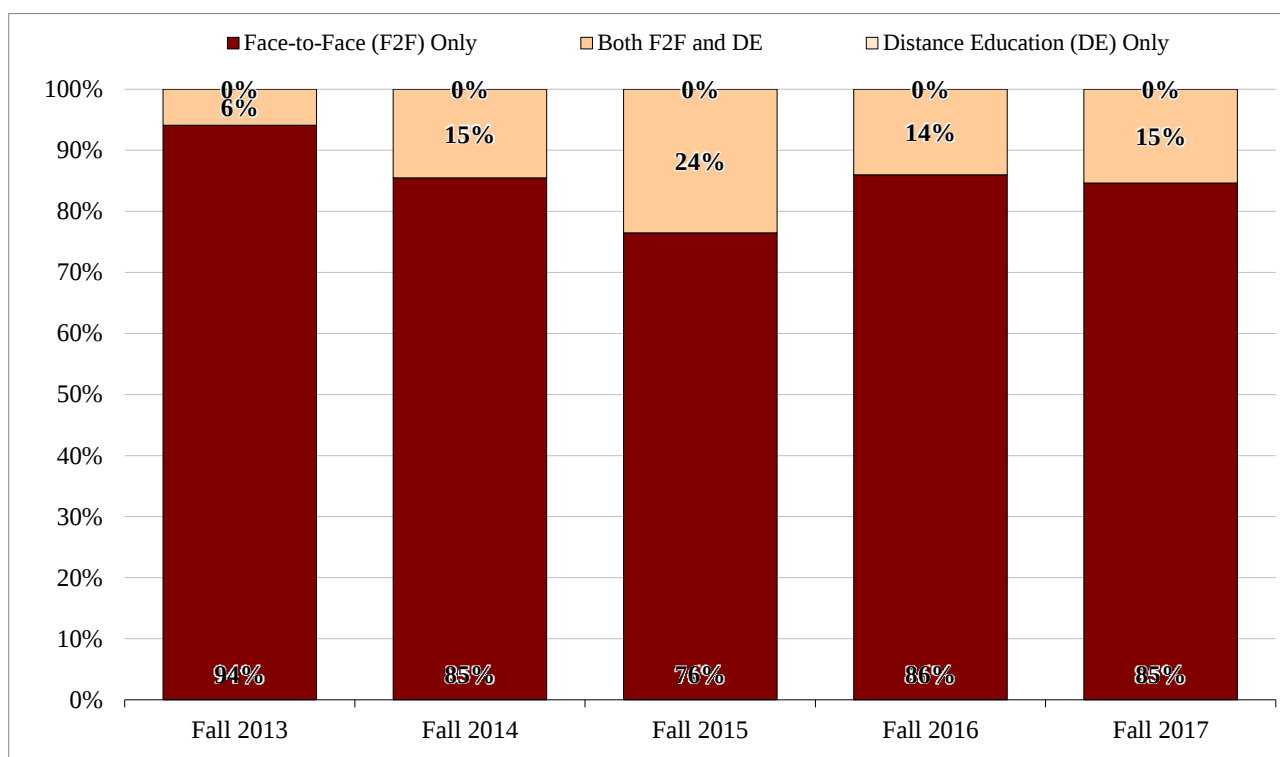
Student Unit Load

Learning Skills (LRNS)	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Full-Time (12 units or more)	10	18	2	12	7
Part-Time (6 to 11.5 units)	31	24	8	27	8
Part-Time (0.5 to 5.5 units)	10	20	7	11	11
% Full-Time (12 units or more)	20%	29%	12%	24%	27%
% Part-Time (6 to 11.5 units)	61%	39%	47%	54%	31%
% Part-Time (0.5 to 5.5 units)	20%	32%	41%	22%	42%



Students Using Distance Education

Learning Skills (LRNS)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Face-to-Face (F2F) Only	48	53	13	43	22
Both F2F and DE	3	9	4	7	4
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	94%	85%	76%	86%	85%
% Both F2F and DE	6%	15%	24%	14%	15%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

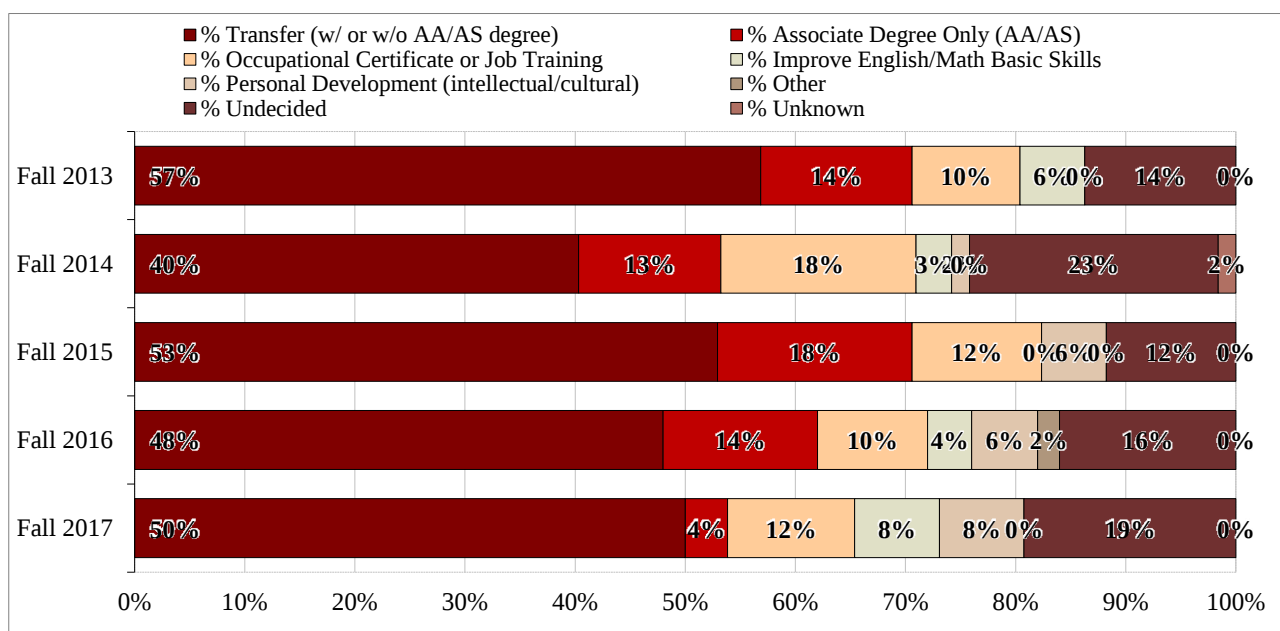


Definitions:

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

Student Educational Goal

Learning Skills (LRNS)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Transfer (w/ or w/o AA/AS degree)	29	25	9	24	13
Associate Degree Only (AA/AS)	7	8	3	7	1
Occupational Certificate or Job Training	5	11	2	5	3
Improve English/Math Basic Skills	3	2	0	2	2
Personal Development (intellectual/cultural)	0	1	1	3	2
Other	0	0	0	1	0
Undecided	7	14	2	8	5
Unknown	0	1	0	0	0
% Transfer (w/ or w/o AA/AS degree)	57%	40%	53%	48%	50%
% Associate Degree Only (AA/AS)	14%	13%	18%	14%	4%
% Occupational Certificate or Job Training	10%	18%	12%	10%	12%
% Improve English/Math Basic Skills	6%	3%	0%	4%	8%
% Personal Development (intellectual/cultural)	0%	2%	6%	6%	8%
% Other	0%	0%	0%	2%	0%
% Undecided	14%	23%	12%	16%	19%
% Unknown	0%	2%	0%	0%	0%



Definitions:

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

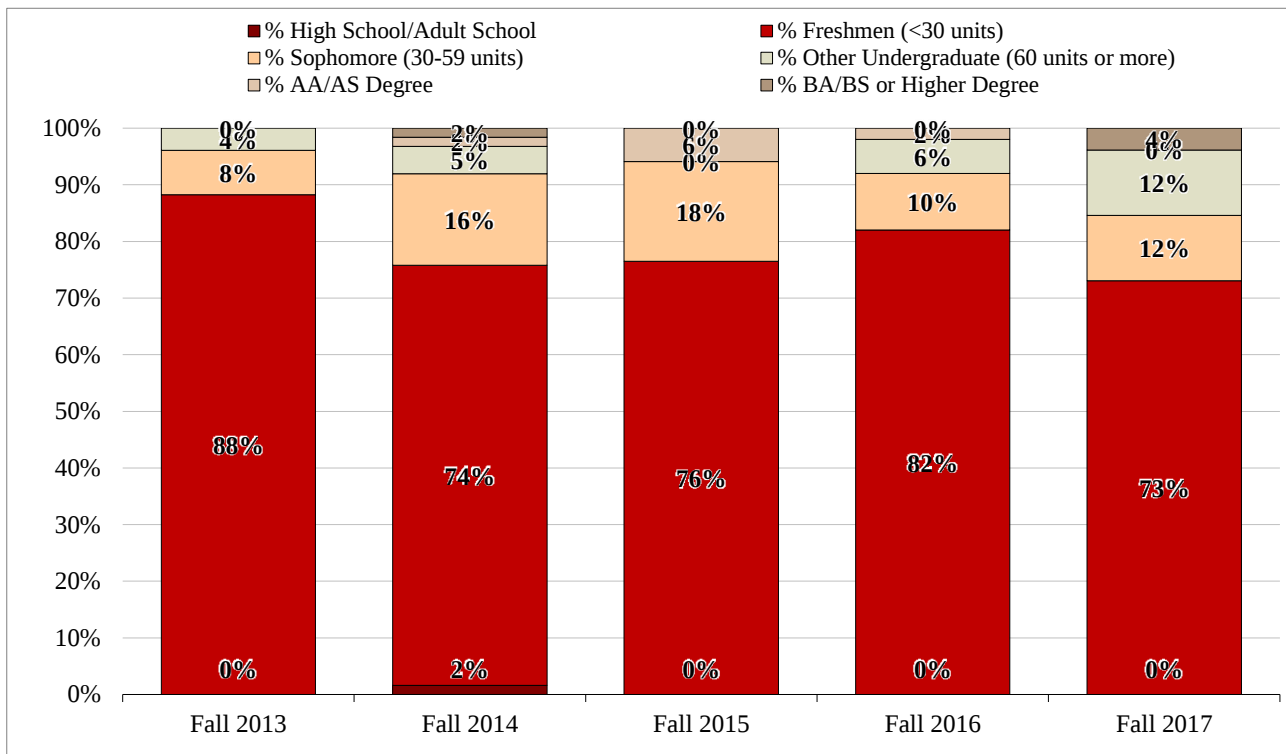
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

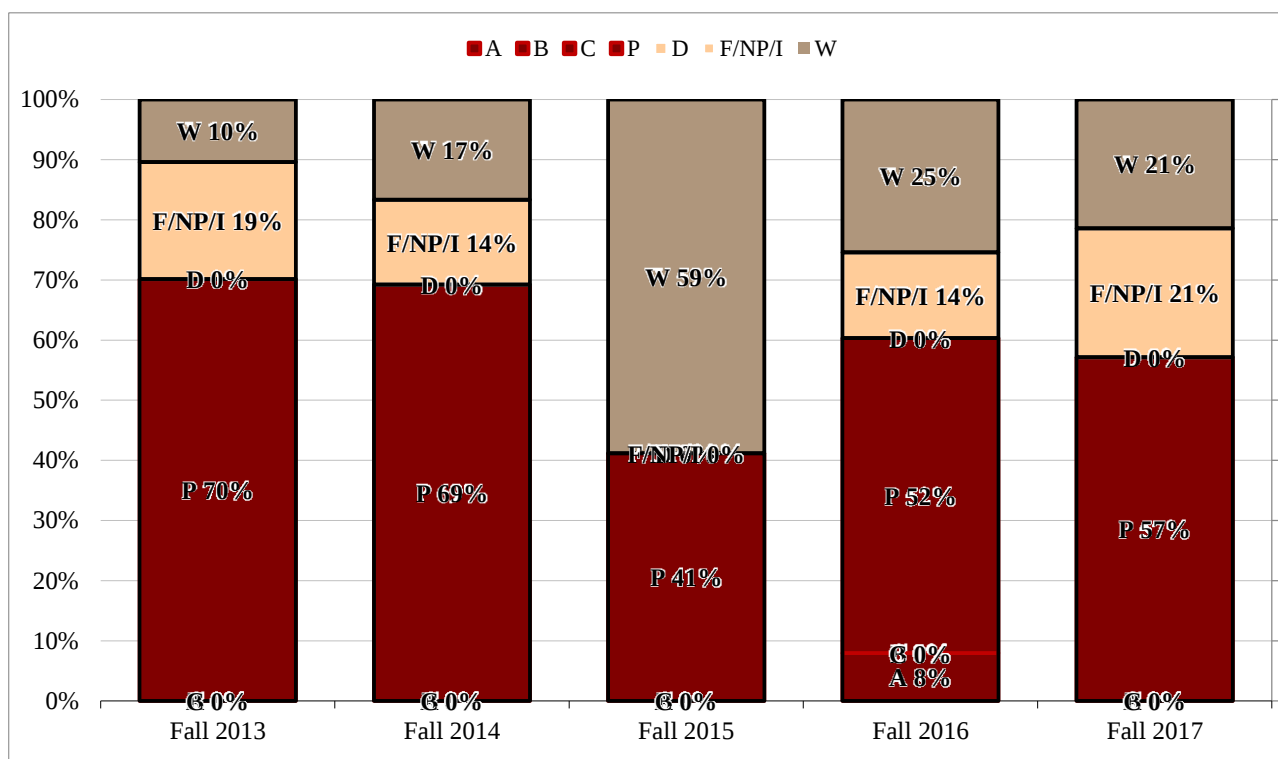
Highest Educational Level of Students

Learning Skills (LRNS)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
High School/Adult School	0	1	0	0	0
Freshmen (<30 units)	45	46	13	41	19
Sophomore (30-59 units)	4	10	3	5	3
Other Undergraduate (60 units or more)	2	3	0	3	3
AA/AS Degree	0	1	1	1	0
BA/BS or Higher Degree	0	1	0	0	1
% High School/Adult School	0%	2%	0%	0%	0%
% Freshmen (<30 units)	88%	74%	76%	82%	73%
% Sophomore (30-59 units)	8%	16%	18%	10%	12%
% Other Undergraduate (60 units or more)	4%	5%	0%	6%	12%
% AA/AS Degree	0%	2%	6%	2%	0%
% BA/BS or Higher Degree	0%	2%	0%	0%	4%



Student Performance: Grade Distribution

	Learning Skills (LRNS)				
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total Course Enrollments	77	78	17	63	28
Course Success Rates	70%	69%	41%	60%	57%
A	0%	0%	0%	8%	0%
B	0%	0%	0%	0%	0%
C	0%	0%	0%	0%	0%
P	70%	69%	41%	52%	57%
Course Non-Success Rate	19%	14%	0%	14%	21%
D	0%	0%	0%	0%	0%
F/NP/I	19%	14%	0%	14%	21%
Withdrawals (W)	10%	17%	59%	25%	21%



Definitions:

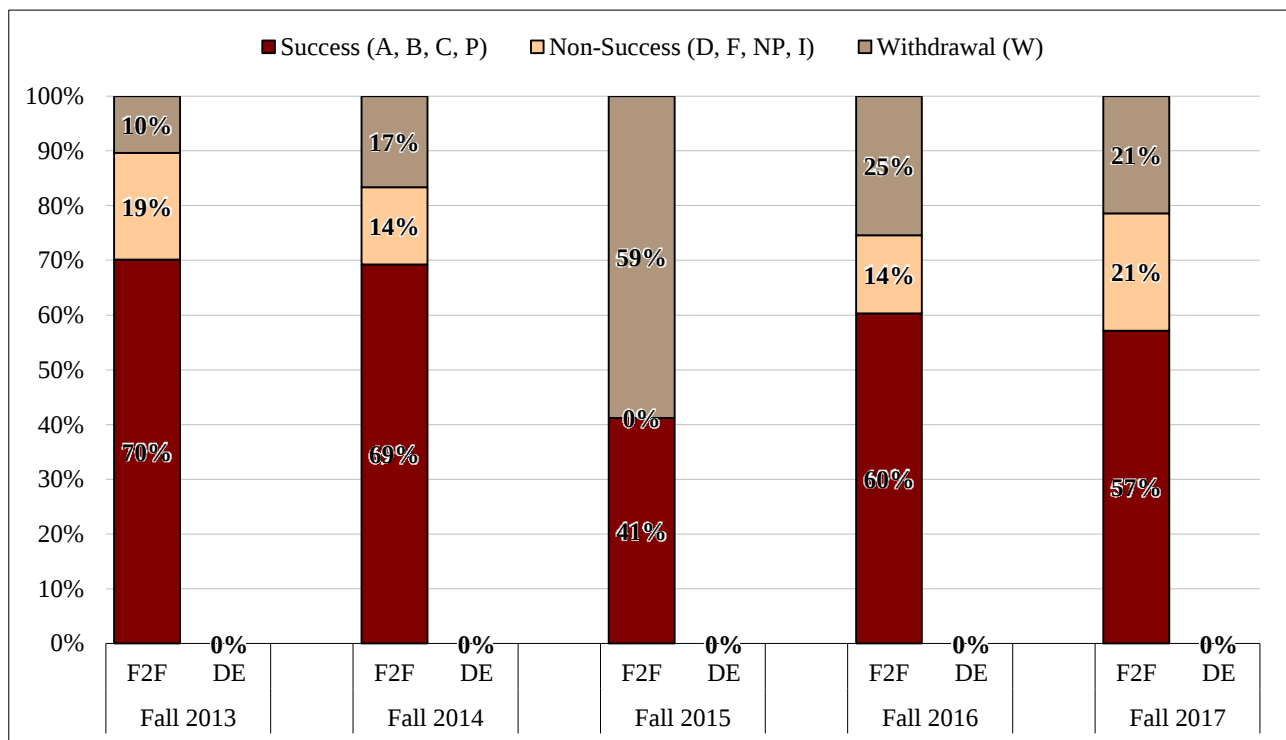
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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.

Student Performance: Distance Education

Learning Skills (LRNS)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total Course Enrollments	77	78	17	63	28
Face-to-Face (F2F) Sections	77	78	17	63	28
Success Rates	70%	69%	41%	60%	57%
Non-Success Rates	19%	14%	0%	14%	21%
Withdrawals	10%	17%	59%	25%	21%
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.

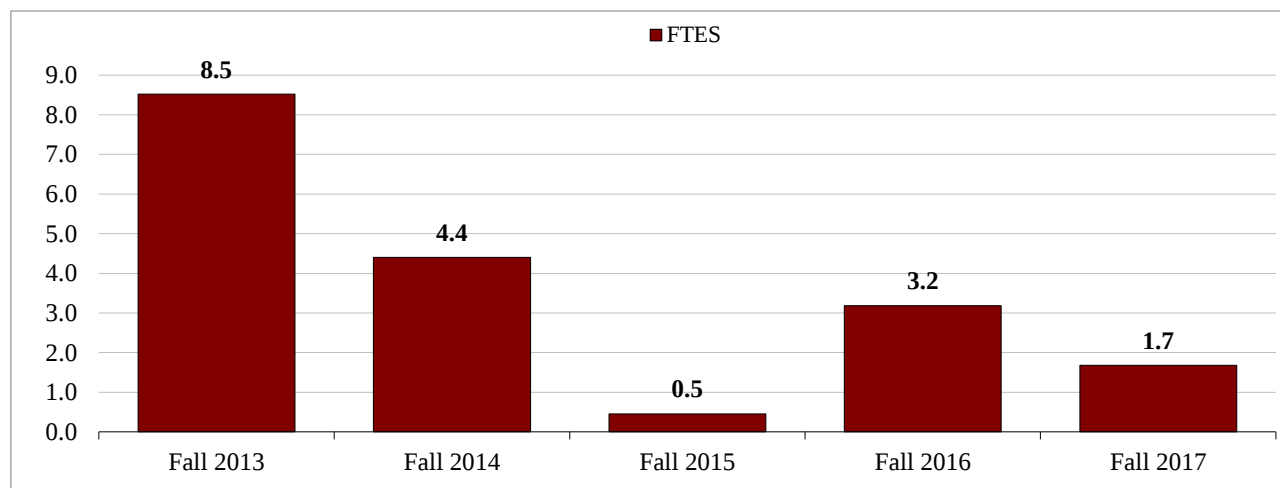
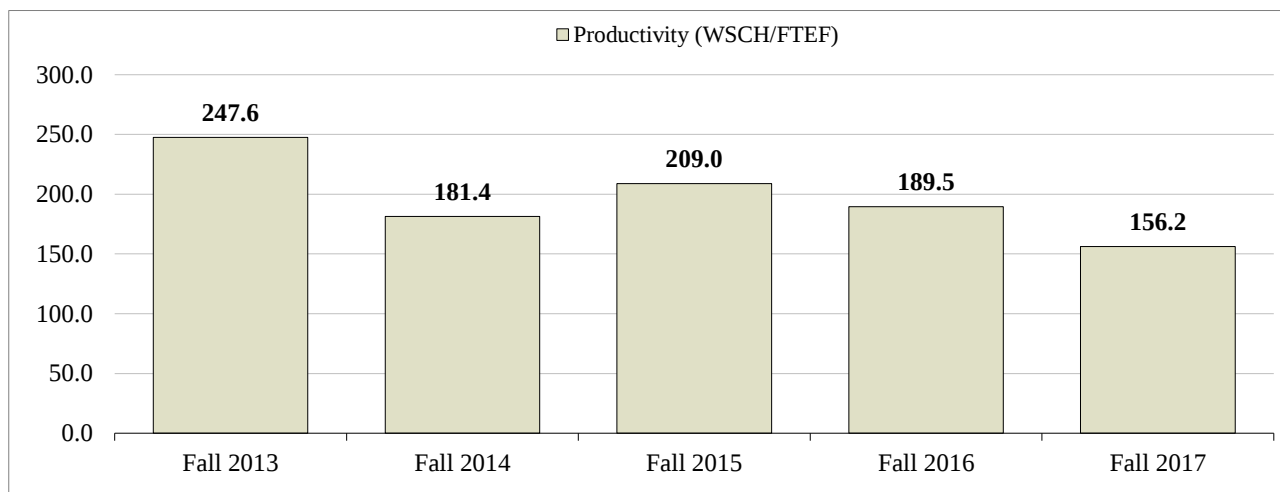
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T') relative to all students receiving a grade.

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

	Learning Skills (LRNS)				
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
WSCH	256	133	14	101	52
FTEF	8.5	4.4	0.5	3.2	1.7
Productivity (WSCH/FTEF)	247.6	181.4	209.0	189.5	156.2



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.

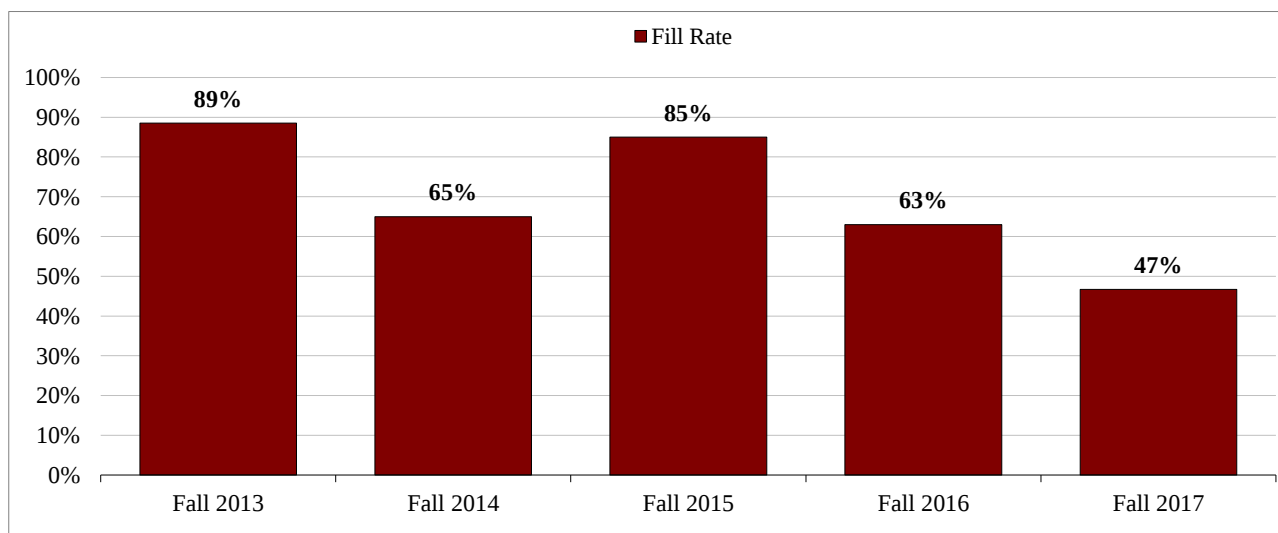
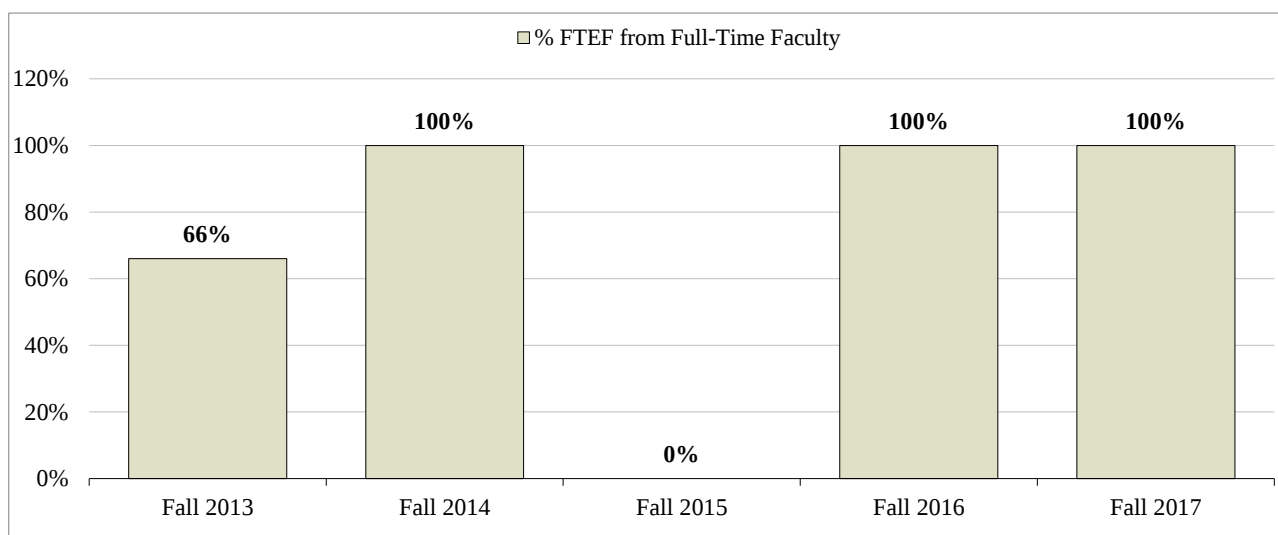
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

	Learning Skills (LRNS)				
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
FTEF from Full-Time Faculty	0.7	0.7	0.0	0.5	0.3
% FTEF from Full-Time Faculty	66%	100%	0%	100%	100%
Enrollments	77	78	17	63	28
Capacity (seats available)	87	120	20	100	60
Fill Rate	89%	65%	85%	63%	47%



Definitions:

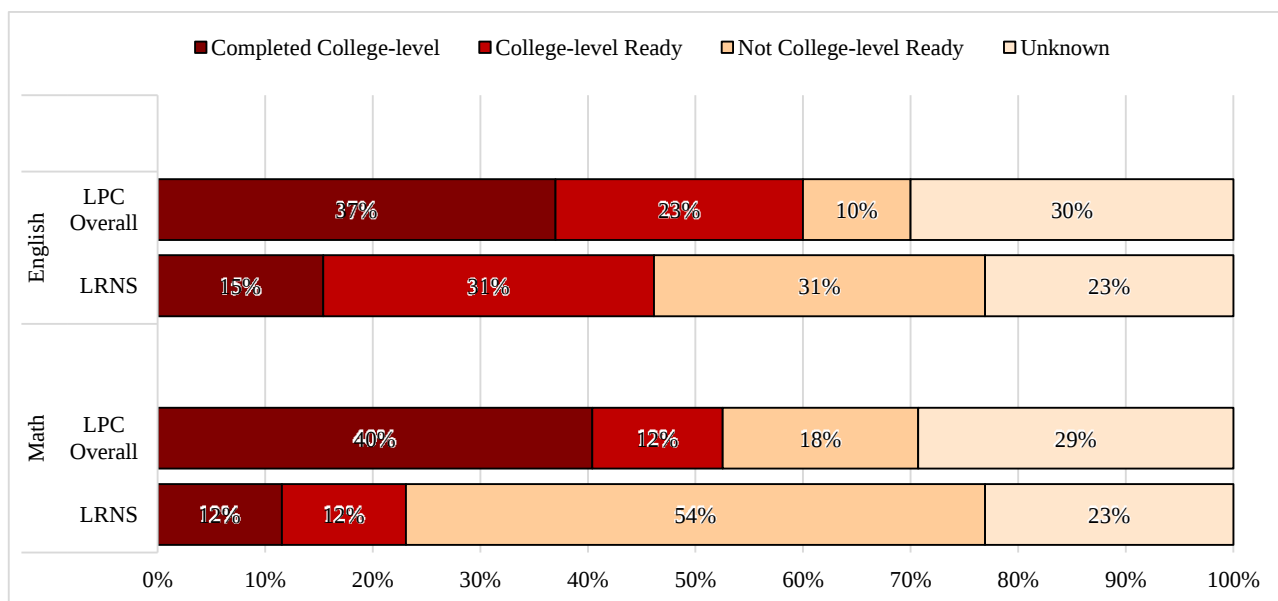
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2017				
	LRNS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	4	15%	3,485	37%
College-level Ready	8	32%	2,141	23%
Not College-level Ready	8	40%	904	10%
Unknown	6	23%	2,842	30%
College Math				
Completed College-level	3	12%	3,738	40%
College-level Ready	3	12%	1,138	12%
Not College-level Ready	14	54%	1,733	18%
Unknown	6	23%	2,763	29%



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.