



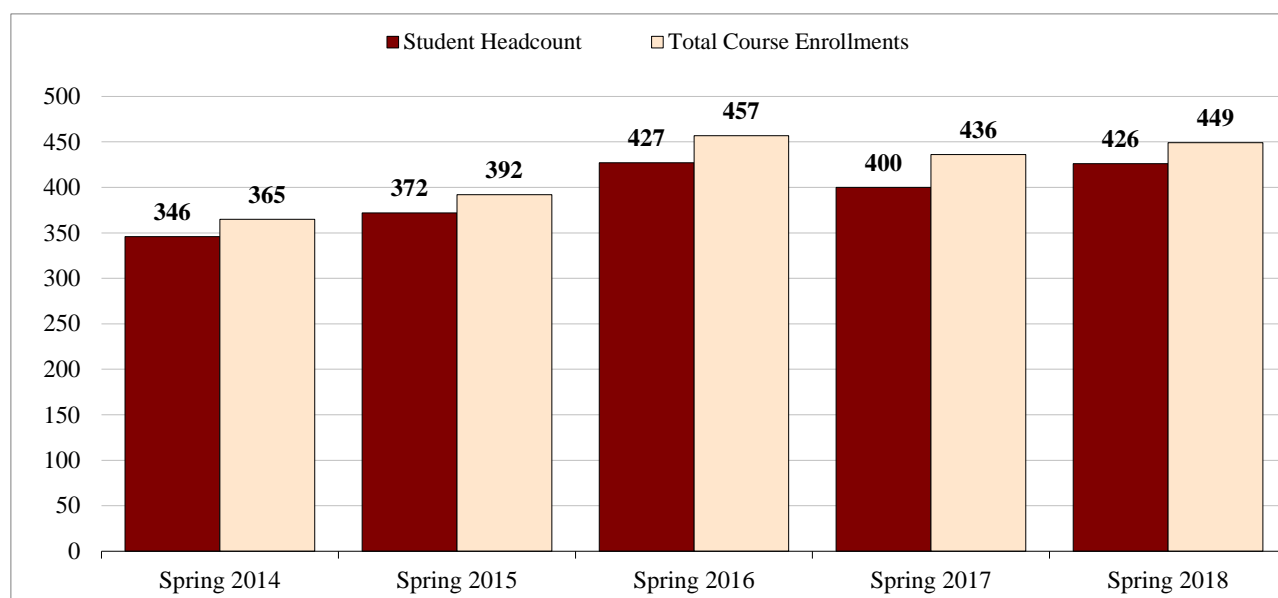
Las Positas College
Program Review Discipline Data Packet
Spring 2014 to Spring 2018

Discipline:
Economics (ECON)

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Headcount & Enrollment

Economics (ECON)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	346	372	427	400	426
Total Course Enrollments	365	392	457	436	449



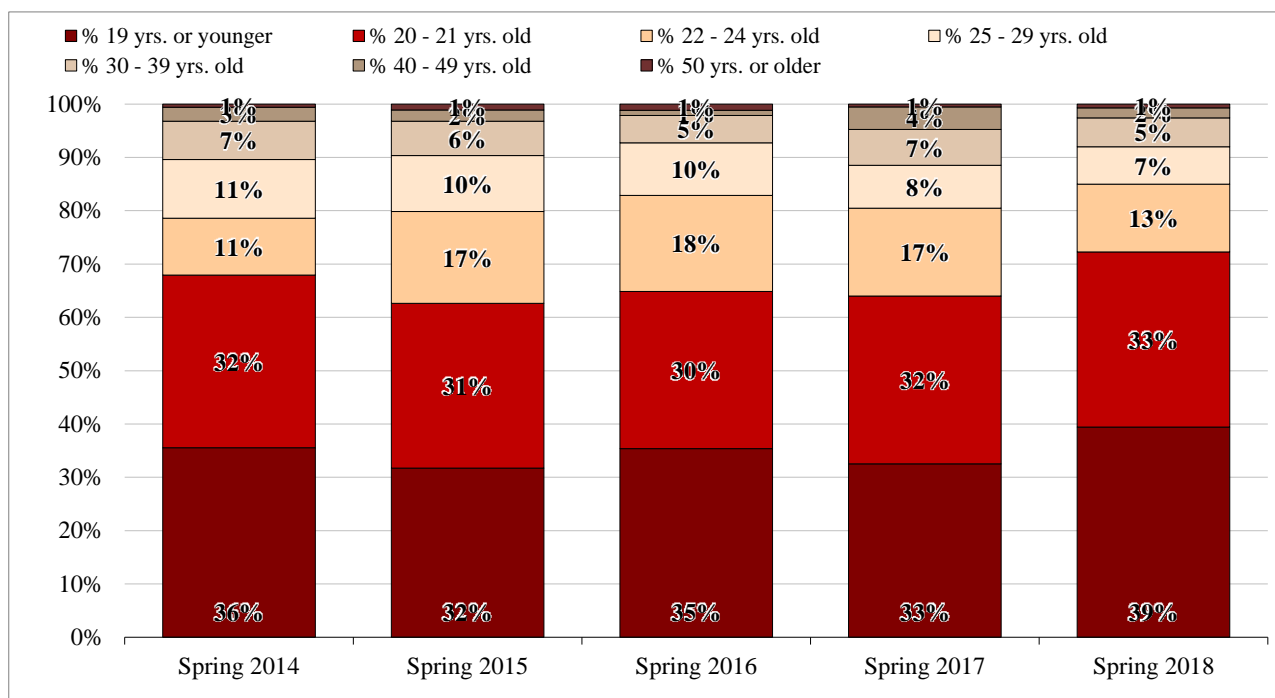
Definitions:

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.

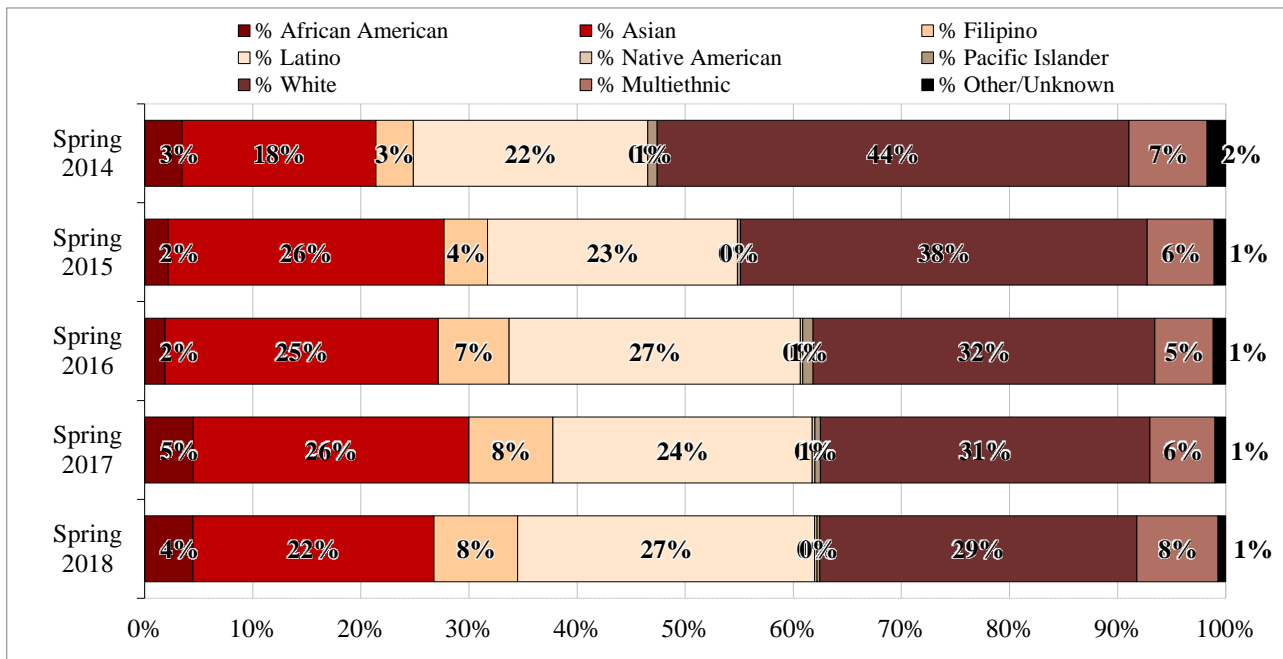
Student Demographics: Gender & Age

Economics (ECON)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Female	122	144	190	168	168
Male	221	225	232	226	256
19 yrs. or younger	123	118	151	130	168
20-21 yrs. old	112	115	126	126	140
22-24 yrs. old	37	64	77	66	54
25-29 yrs. old	38	39	42	32	30
30-39 yrs. old	25	24	22	27	23
40-49 yrs. old	9	8	4	17	8
50 yrs. or older	2	4	5	2	3
% Female	36%	39%	45%	43%	40%
% Male	64%	61%	55%	57%	60%
% 19 yrs. or younger	36%	32%	35%	33%	39%
% 20 - 21 yrs. old	32%	31%	30%	32%	33%
% 22 - 24 yrs. old	11%	17%	18%	17%	13%
% 25 - 29 yrs. old	11%	10%	10%	8%	7%
% 30 - 39 yrs. old	7%	6%	5%	7%	5%
% 40 - 49 yrs. old	3%	2%	1%	4%	2%
% 50 yrs. or older	1%	1%	1%	1%	1%



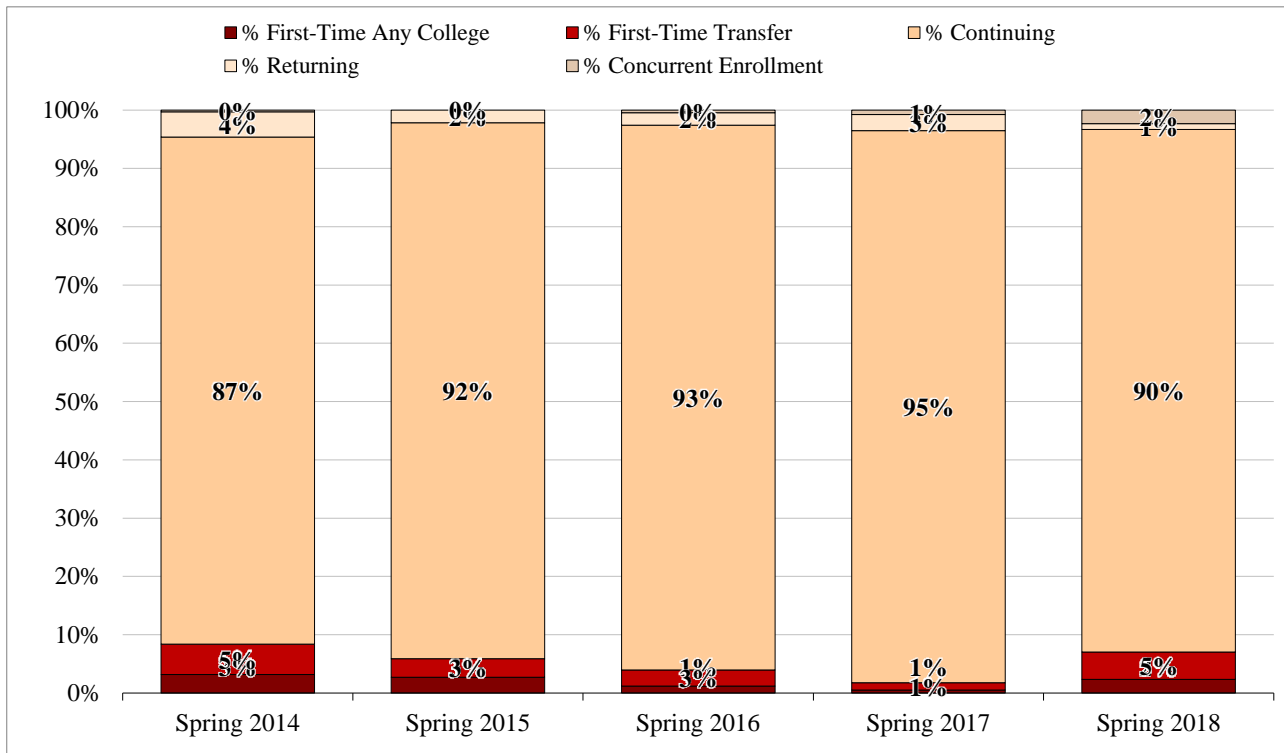
Student Demographic: Race-Ethnicity

Economics (ECON)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	12	8	8	18	19
Asian	62	95	108	102	95
Filipino	12	15	28	31	33
Latino	75	86	115	96	117
Native American	0	0	1	1	1
Pacific Islander	3	1	4	2	1
White	151	140	135	122	125
Multiethnic	25	23	23	24	32
Other/Unknown	6	4	5	4	3
% African American	3%	2%	2%	5%	4%
% Asian	18%	26%	25%	26%	22%
% Filipino	3%	4%	7%	8%	8%
% Latino	22%	23%	27%	24%	27%
% Native American	0%	0%	<1%	<1%	<1%
% Pacific Islander	1%	<1%	1%	1%	<1%
% White	44%	38%	32%	31%	29%
% Multiethnic	7%	6%	5%	6%	8%
% Other/Unknown	2%	1%	1%	1%	1%



Student Enrollment Status

Economics (ECON)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	11	10	5	2	10
First-Time Transfer	18	12	12	5	20
Continuing	301	342	399	379	382
Returning	15	8	9	11	4
Concurrent Enrollment	1	0	2	3	10
% First-Time Any College	3%	3%	1%	1%	2%
% First-Time Transfer	5%	3%	3%	1%	5%
% Continuing	87%	92%	93%	95%	90%
% Returning	4%	2%	2%	3%	1%
% Concurrent Enrollment	<1%	0%	<1%	1%	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.

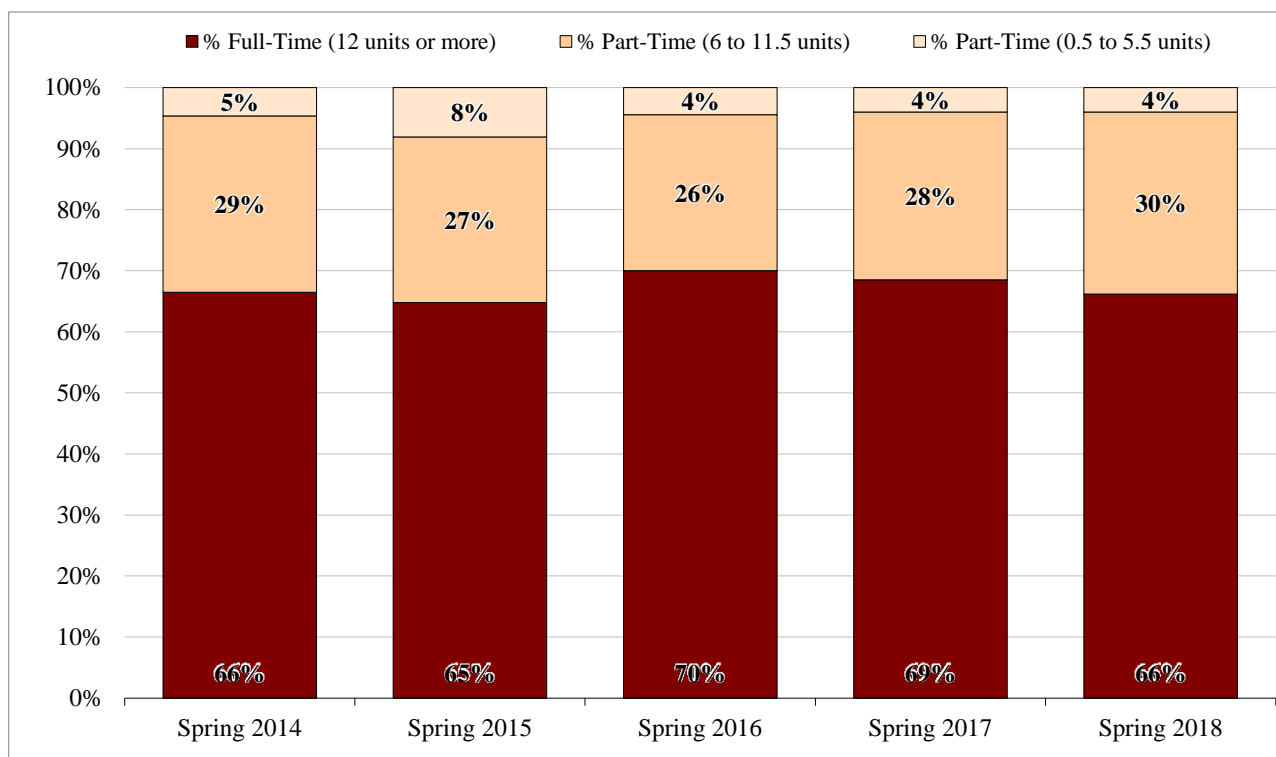
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

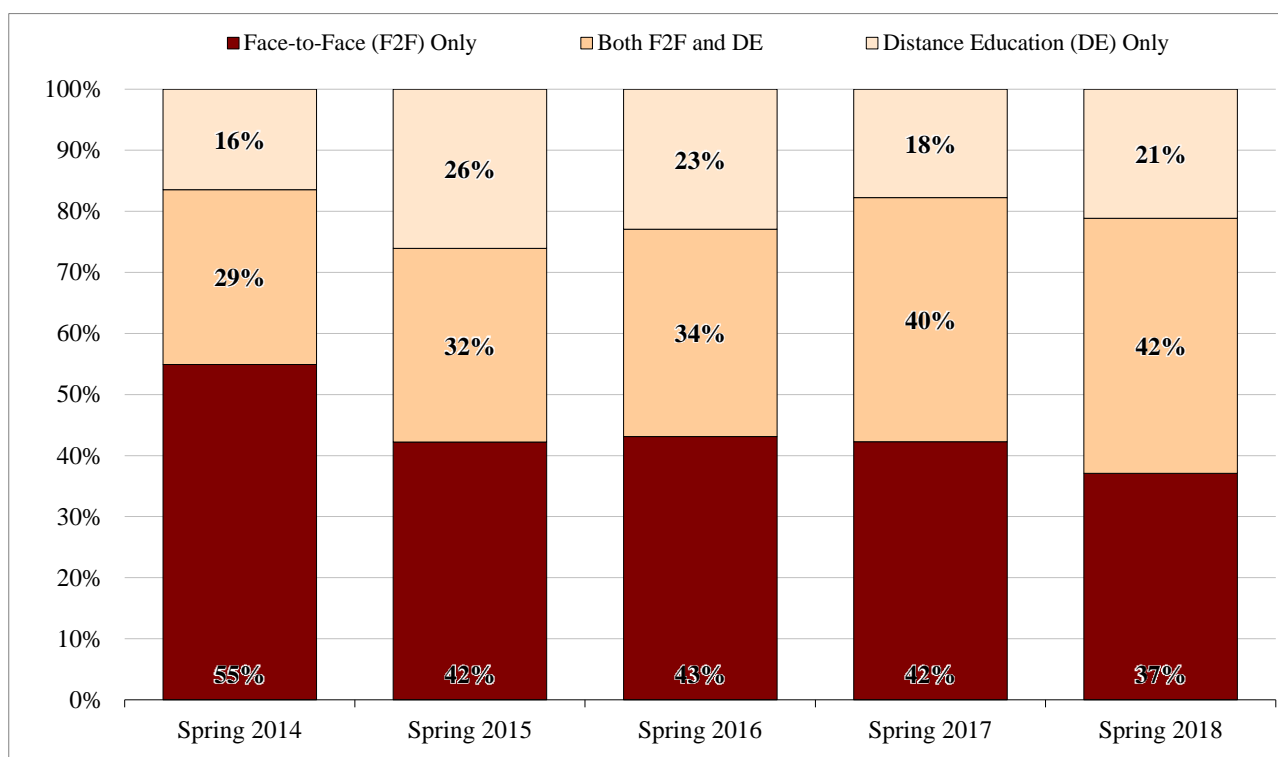
Student Unit Load

Economics (ECON)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	230	241	299	274	282
Part-Time (6 to 11.5 units)	100	101	109	110	127
Part-Time (0.5 to 5.5 units)	16	30	19	16	17
% Full-Time (12 units or more)	66%	65%	70%	69%	66%
% Part-Time (6 to 11.5 units)	29%	27%	26%	28%	30%
% Part-Time (0.5 to 5.5 units)	5%	8%	4%	4%	4%



Students Using Distance Education

Economics (ECON)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Face-to-Face (F2F) Only	190	157	184	169	158
Both F2F and DE	99	118	145	160	178
Distance Education (DE) Only	57	97	98	71	90
% Face-to-Face (F2F) Only	55%	42%	43%	42%	37%
% Both F2F and DE	29%	32%	34%	40%	42%
% Distance Education (DE) Only	16%	26%	23%	18%	21%

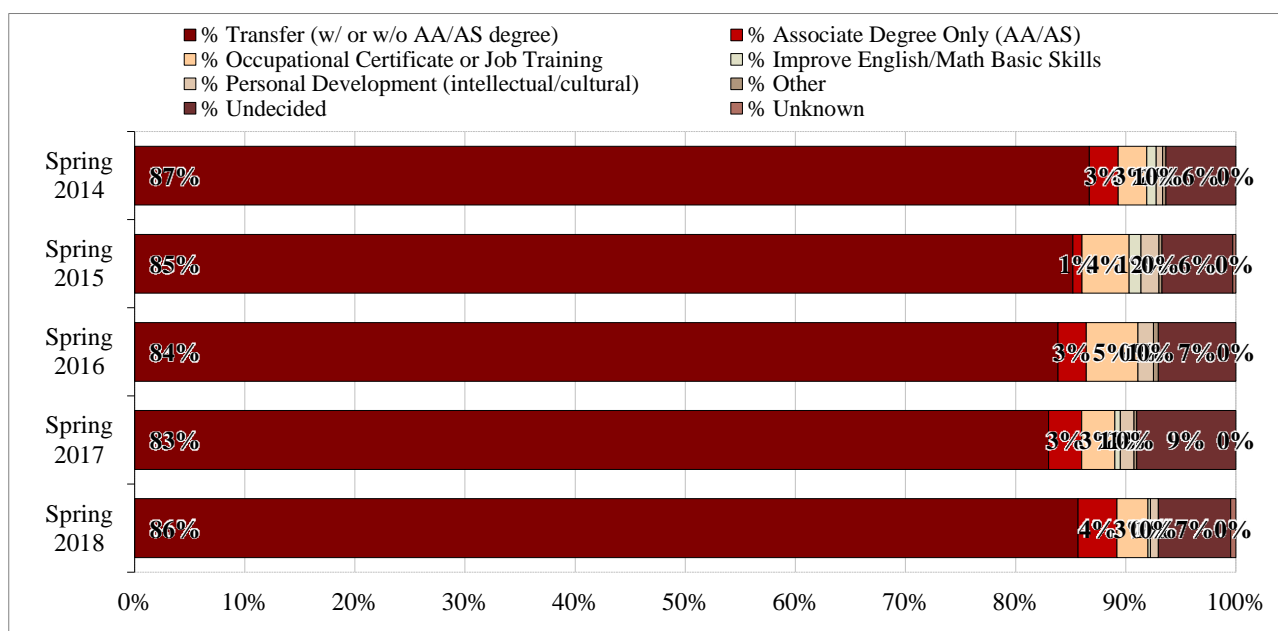


Definitions:

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

Student Educational Goal

Economics (ECON)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	300	317	358	332	365
Associate Degree Only (AA/AS)	9	3	11	12	15
Occupational Certificate or Job Training	9	16	20	12	12
Improve English/Math Basic Skills	3	4	0	2	1
Personal Development (intellectual/cultural)	2	6	6	5	3
Other	1	1	2	1	0
Undecided	22	24	30	36	28
Unknown	0	1	0	0	2
% Transfer (w/ or w/o AA/AS degree)	87%	85%	84%	83%	86%
% Associate Degree Only (AA/AS)	3%	1%	3%	3%	4%
% Occupational Certificate or Job Training	3%	4%	5%	3%	3%
% Improve English/Math Basic Skills	1%	1%	0%	1%	<1%
% Personal Development (intellectual/cultural)	1%	2%	1%	1%	1%
% Other	<1%	<1%	<1%	<1%	0%
% Undecided	6%	6%	7%	9%	7%
% Unknown	0%	<1%	0%	0%	<1%



Definitions:

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

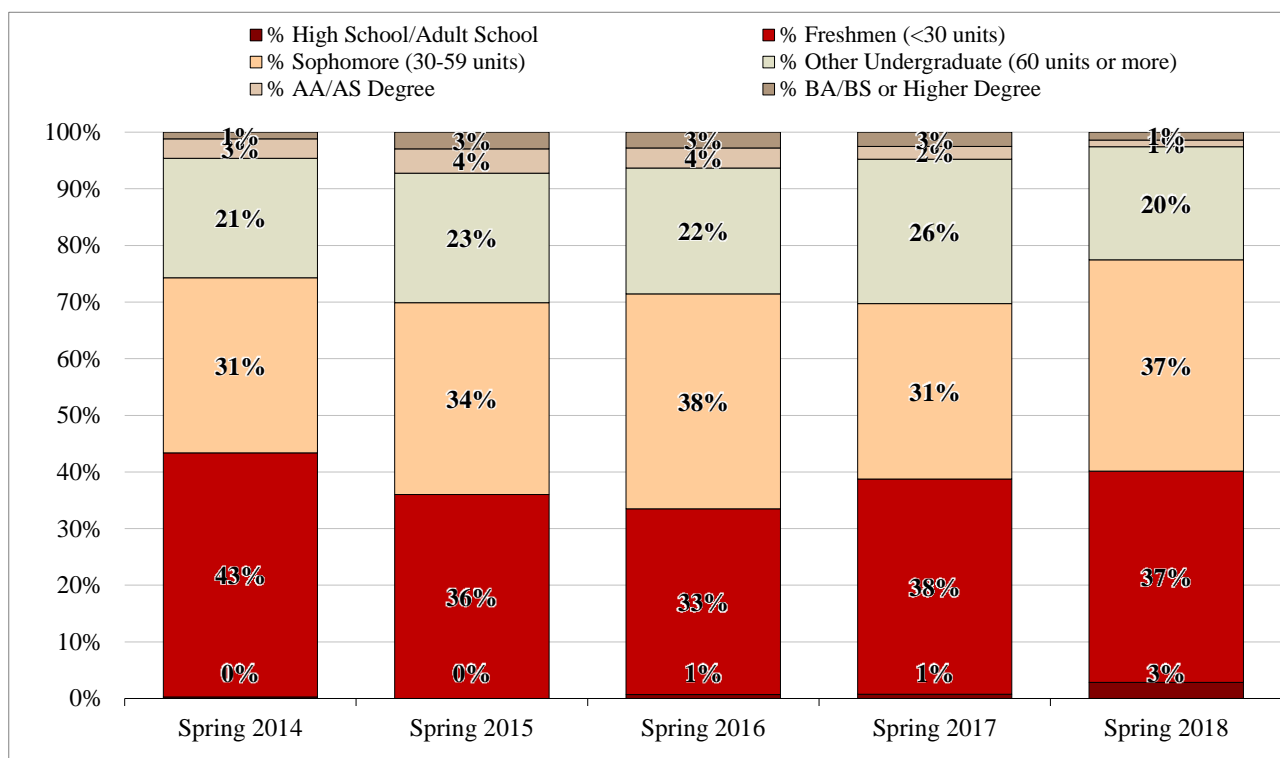
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

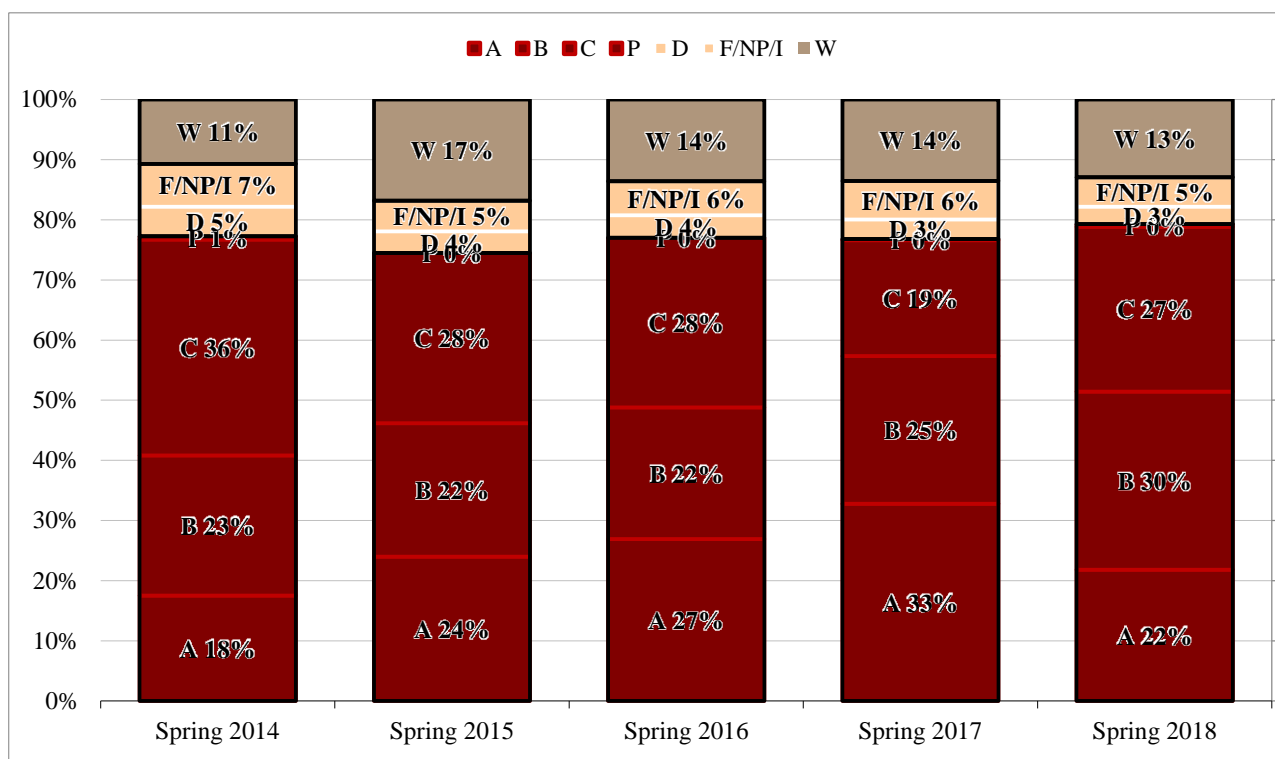
Highest Educational Level of Students

Economics (ECON)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	1	0	3	3	12
Freshmen (<30 units)	149	134	140	152	159
Sophomore (30-59 units)	107	126	162	124	159
Other Undergraduate (60 units or more)	73	85	95	102	85
AA/AS Degree	12	16	15	9	5
BA/BS or Higher Degree	4	11	12	10	6
% High School/Adult School	<1%	0%	1%	1%	3%
% Freshmen (<30 units)	43%	36%	33%	38%	37%
% Sophomore (30-59 units)	31%	34%	38%	31%	37%
% Other Undergraduate (60 units or more)	21%	23%	22%	26%	20%
% AA/AS Degree	3%	4%	4%	2%	1%
% BA/BS or Higher Degree	1%	3%	3%	3%	1%



Student Performance: Grade Distribution

Economics (ECON)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	365	392	457	436	449
Course Success Rates	77%	74%	77%	77%	79%
A	18%	24%	27%	33%	22%
B	23%	22%	22%	25%	30%
C	36%	28%	28%	19%	27%
P	1%	0%	0%	<1%	<1%
Course Non-Success Rate	12%	9%	9%	10%	8%
D	5%	4%	4%	3%	3%
F/NP/I	7%	5%	6%	6%	5%
Withdrawals (W)	11%	17%	14%	14%	13%



Definitions:

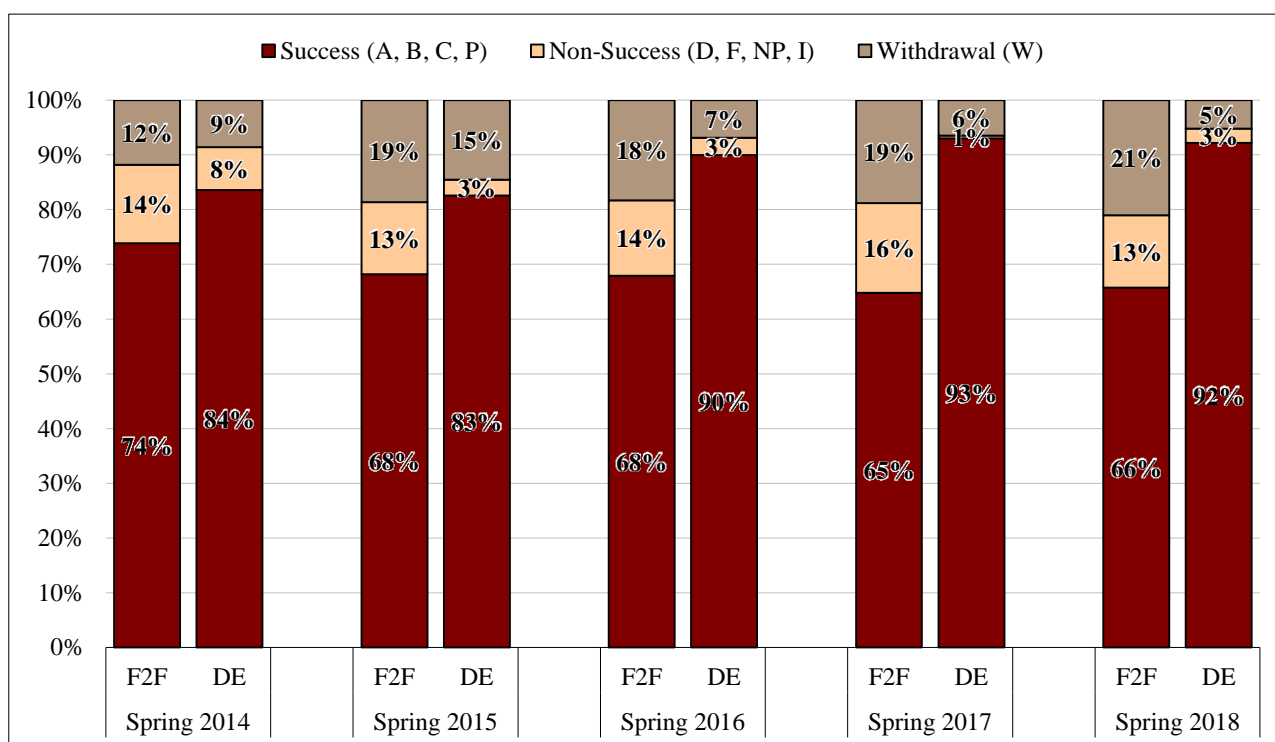
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Economics (ECON)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	365	392	457	436	449
Face-to-Face (F2F) Sections	237	220	268	250	219
Success Rates	74%	68%	68%	65%	66%
Non-Success Rates	14%	13%	14%	16%	13%
Withdrawals	12%	19%	18%	19%	21%
Distance Education (DE) Sections	128	172	189	186	230
Success Rates	84%	83%	90%	93%	92%
Non-Success Rates	8%	3%	3%	1%	3%
Withdrawals	9%	15%	7%	6%	5%



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.

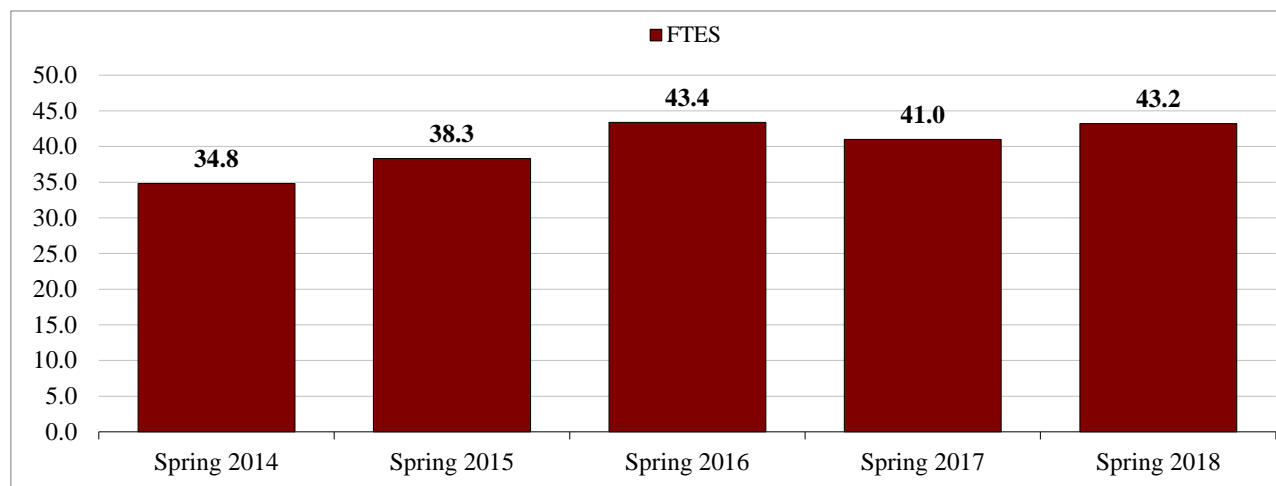
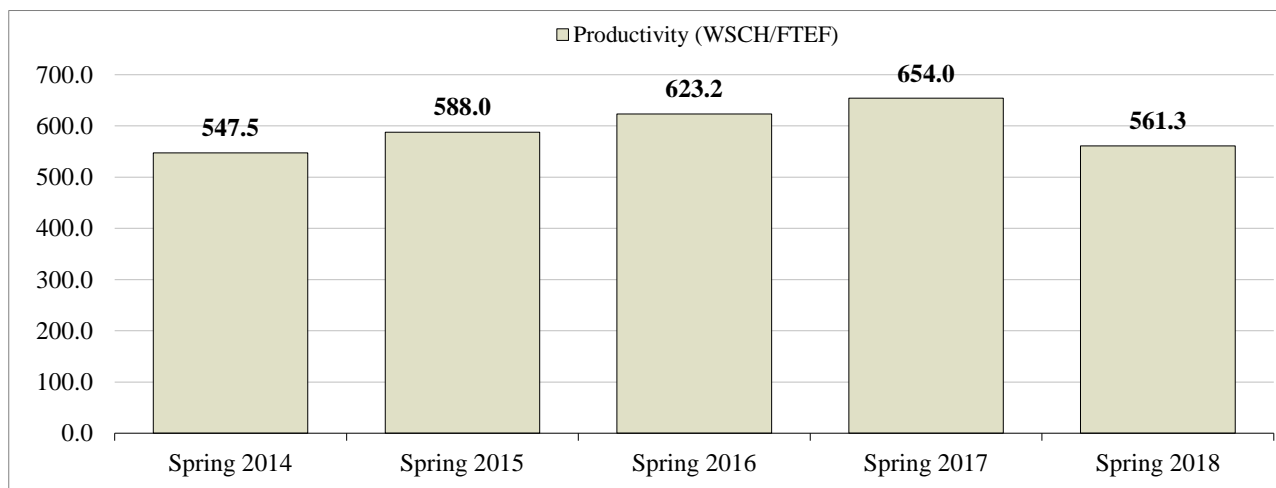
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T') relative to all students receiving a grade.

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

	Economics (ECON)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	1,095	1,176	1,371	1,308	1,347
FTES	34.8	38.3	43.4	41.0	43.2
FTEF	2.0	2.0	2.2	2.0	2.4
Productivity (WSCH/FTEF)	547.5	588.0	623.2	654.0	561.3



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.

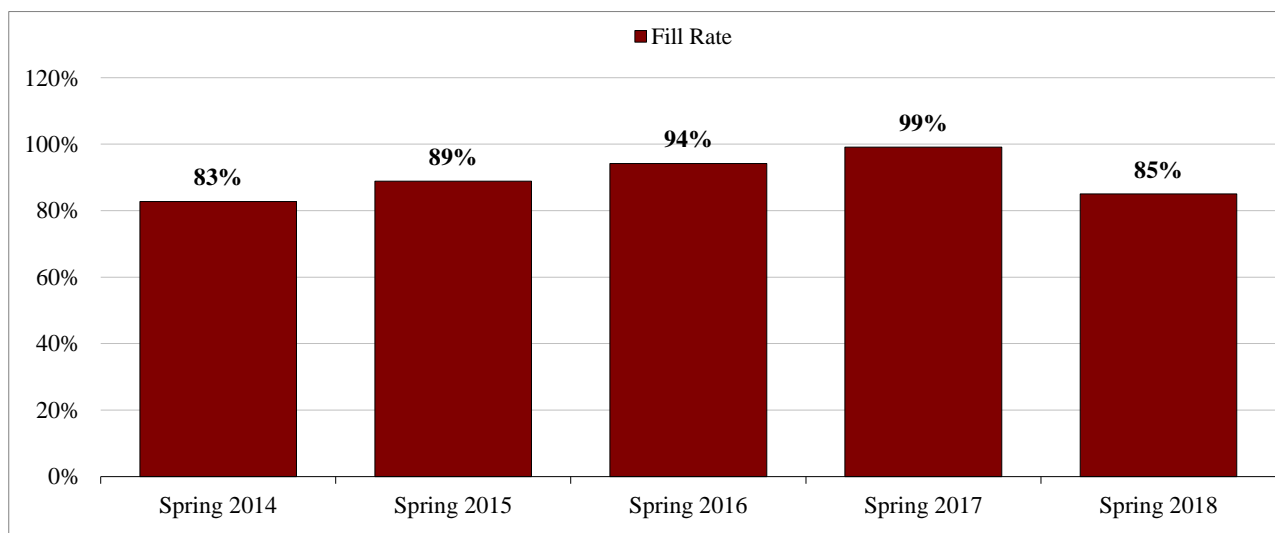
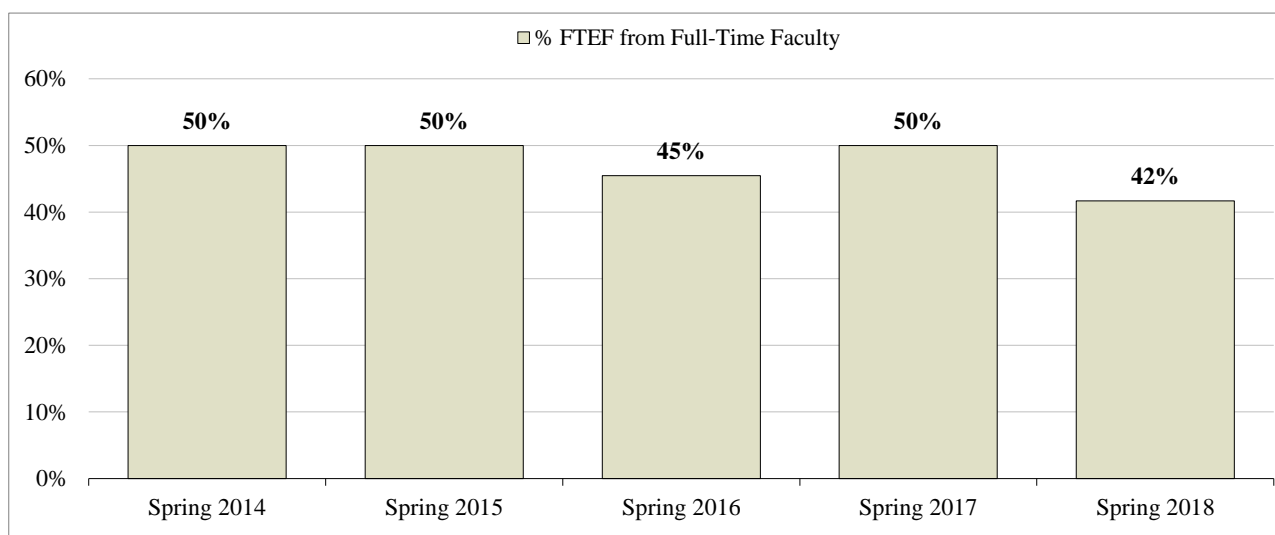
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Economics (ECON)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
FTEF from Full-Time Faculty	1.0	1.0	1.0	1.0	1.0
% FTEF from Full-Time Faculty	50%	50%	45%	50%	42%
Enrollments	365	392	457	436	449
Capacity (seats available)	441	441	485	440	528
Fill Rate	83%	89%	94%	99%	85%



Definitions:

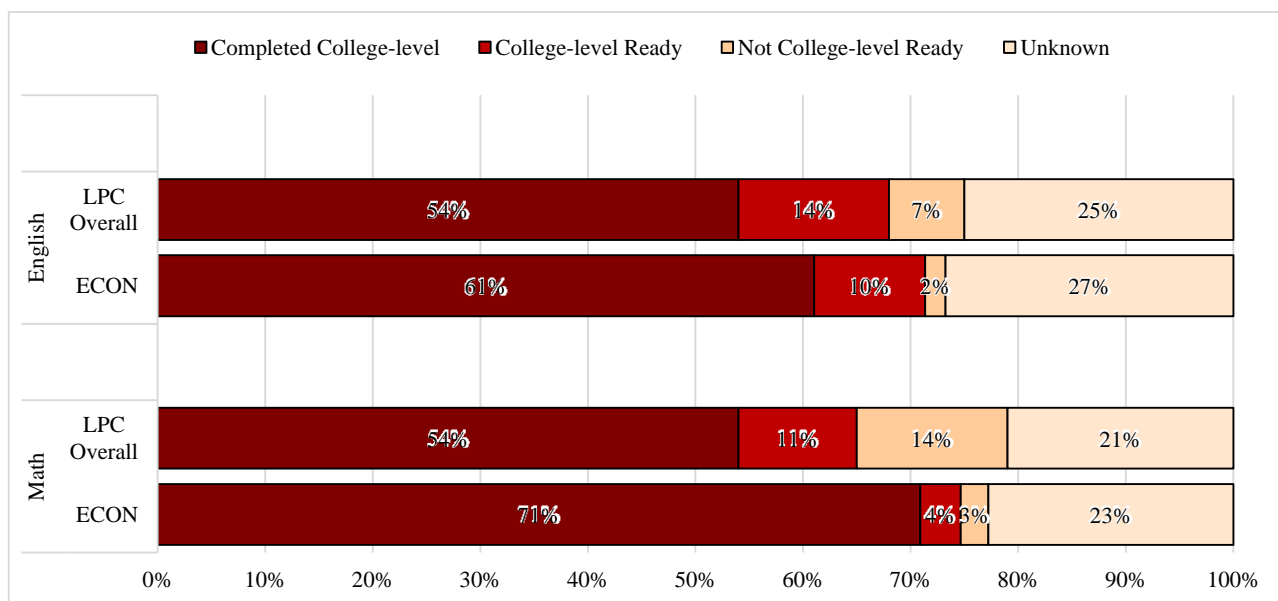
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	ECON		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	260	61%	4,955	54%
College-level Ready	44	9%	1,319	14%
Not College-level Ready	8	2%	619	7%
Unknown	114	26%	2,260	25%
College Math				
Completed College-level	302	71%	4,980	54%
College-level Ready	16	4%	974	11%
Not College-level Ready	11	3%	1,239	14%
Unknown	97	23%	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.