



Las Positas College

Program Review Discipline Data Packet

Spring 2014 to Spring 2018

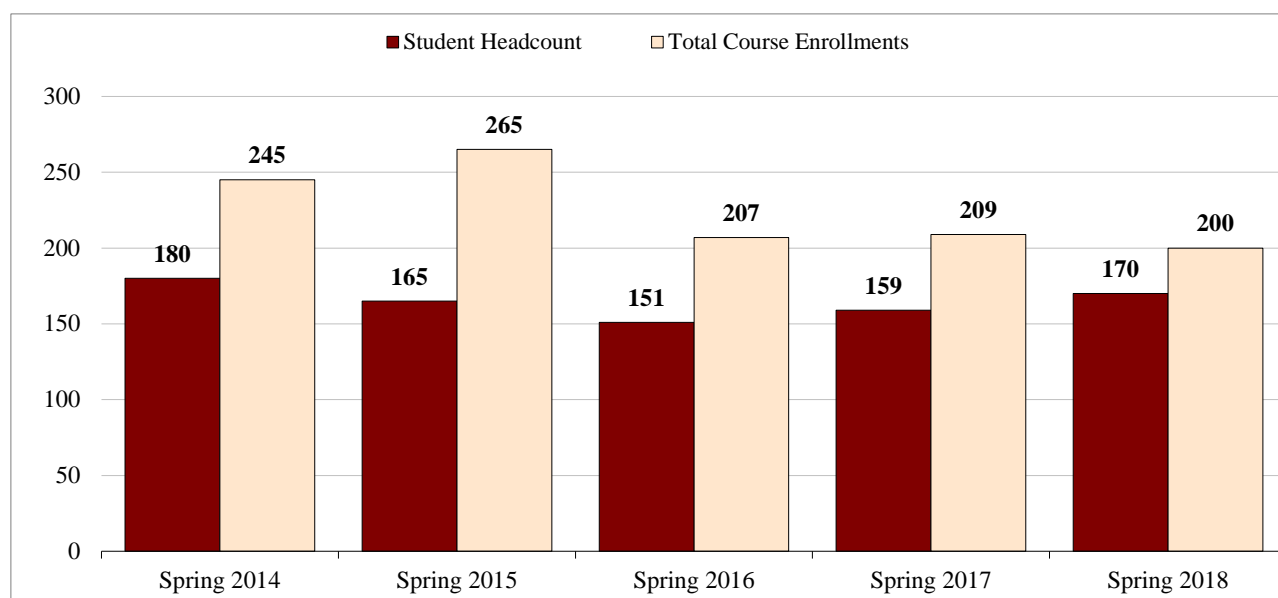
Discipline:

Emergency Medical Services (EMS/PARA)

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Headcount & Enrollment

Emergency Medical Services (EMS/PARA)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	180	165	151	159	170
Total Course Enrollments	245	265	207	209	200



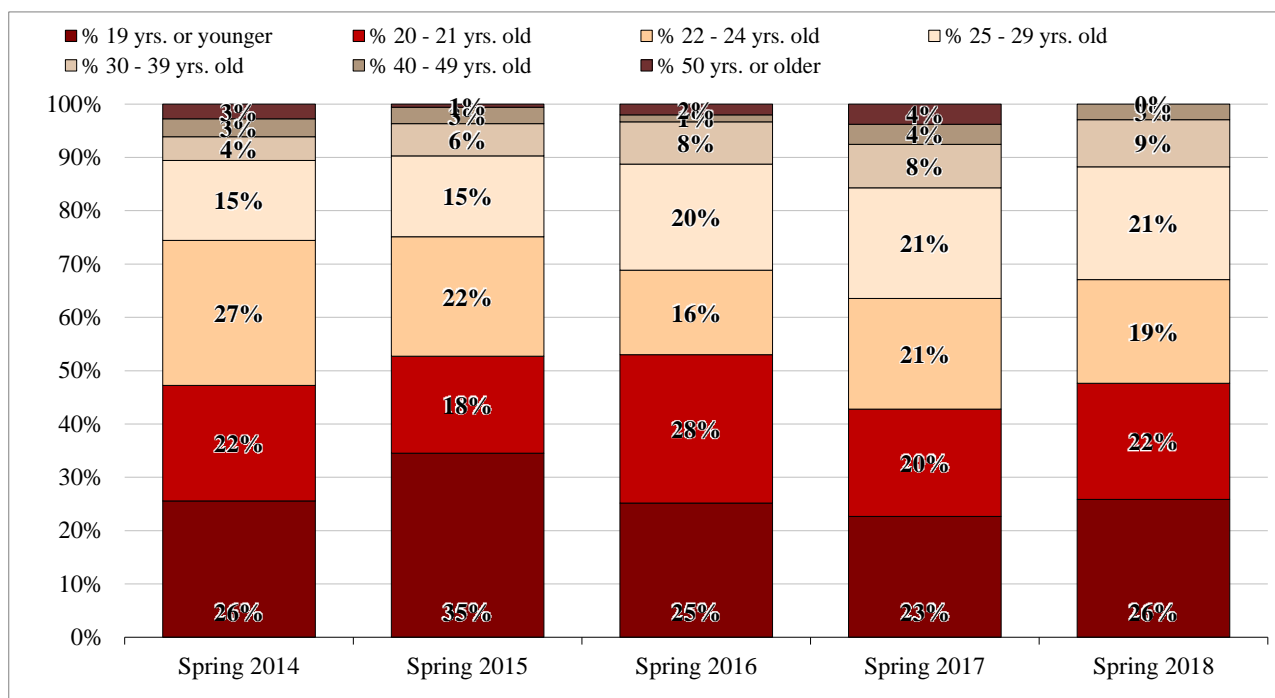
Definitions:

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.

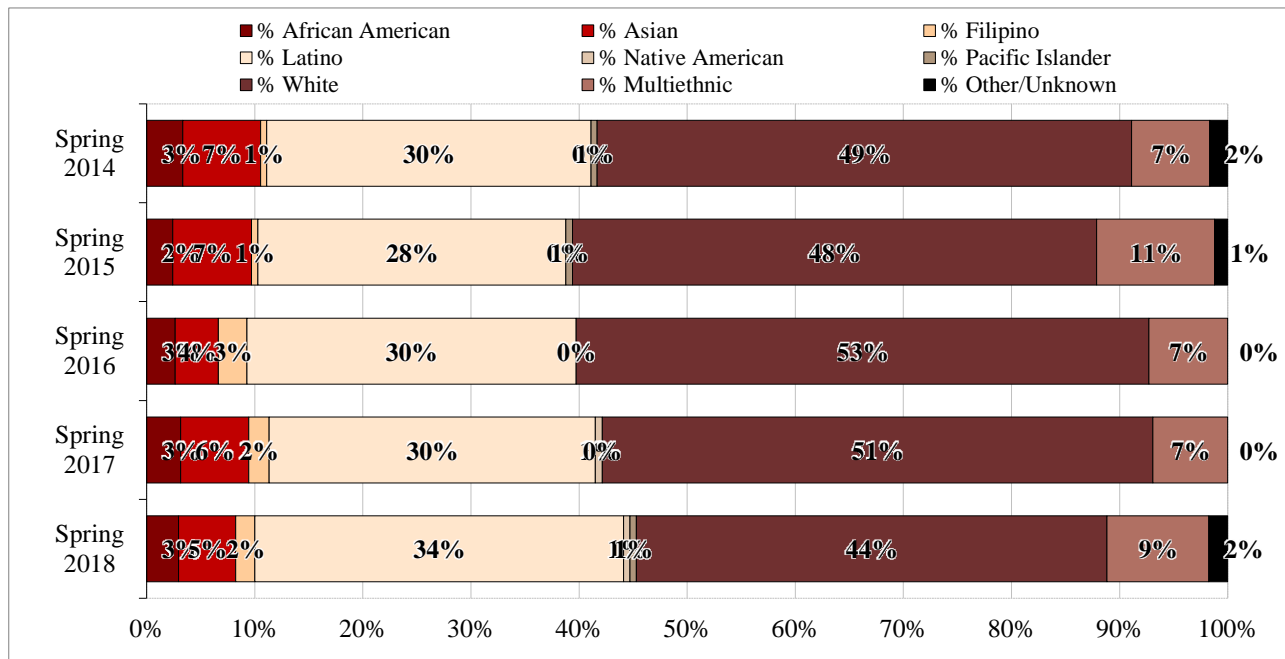
Student Demographics: Gender & Age

Emergency Medical Services (EMS/PARA)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Female	52	54	36	57	42
Male	126	110	114	100	123
19 yrs. or younger	46	57	38	36	44
20-21 yrs. old	39	30	42	32	37
22-24 yrs. old	49	37	24	33	33
25-29 yrs. old	27	25	30	33	36
30-39 yrs. old	8	10	12	13	15
40-49 yrs. old	6	5	2	6	5
50 yrs. or older	5	1	3	6	0
% Female	29%	33%	24%	36%	25%
% Male	71%	67%	76%	64%	75%
% 19 yrs. or younger	26%	35%	25%	23%	26%
% 20 - 21 yrs. old	22%	18%	28%	20%	22%
% 22 - 24 yrs. old	27%	22%	16%	21%	19%
% 25 - 29 yrs. old	15%	15%	20%	21%	21%
% 30 - 39 yrs. old	4%	6%	8%	8%	9%
% 40 - 49 yrs. old	3%	3%	1%	4%	3%
% 50 yrs. or older	3%	1%	2%	4%	0%



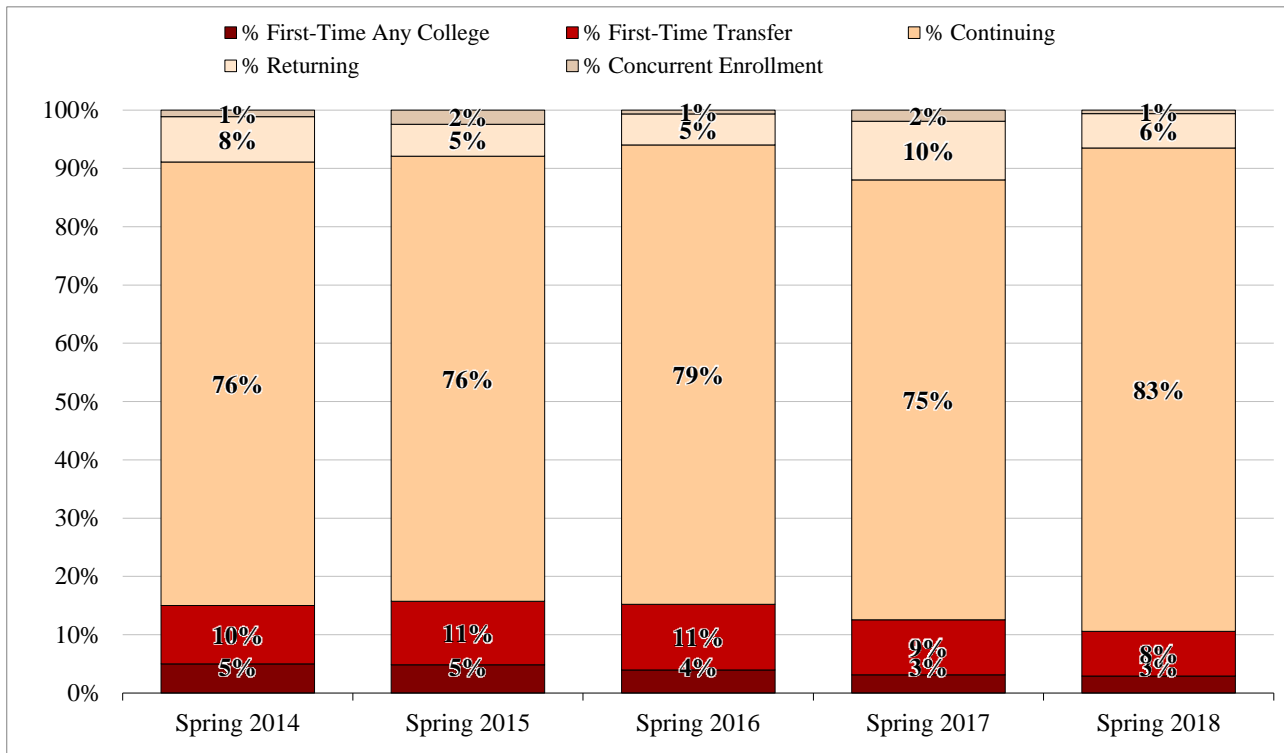
Student Demographic: Race-Ethnicity

Emergency Medical Services (EMS/PARA)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	6	4	4	5	5
Asian	13	12	6	10	9
Filipino	1	1	4	3	3
Latino	54	47	46	48	58
Native American	0	0	0	1	1
Pacific Islander	1	1	0	0	1
White	89	80	80	81	74
Multiethnic	13	18	11	11	16
Other/Unknown	3	2	0	0	3
% African American	3%	2%	3%	3%	3%
% Asian	7%	7%	4%	6%	5%
% Filipino	1%	1%	3%	2%	2%
% Latino	30%	28%	30%	30%	34%
% Native American	0%	0%	0%	1%	1%
% Pacific Islander	1%	1%	0%	0%	1%
% White	49%	48%	53%	51%	44%
% Multiethnic	7%	11%	7%	7%	9%
% Other/Unknown	2%	1%	0%	0%	2%



Student Enrollment Status

Emergency Medical Services (EMS/PARA)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	9	8	6	5	5
First-Time Transfer	18	18	17	15	13
Continuing	137	126	119	120	141
Returning	14	9	8	16	10
Concurrent Enrollment	2	4	1	3	1
% First-Time Any College	5%	5%	4%	3%	3%
% First-Time Transfer	10%	11%	11%	9%	8%
% Continuing	76%	76%	79%	75%	83%
% Returning	8%	5%	5%	10%	6%
% Concurrent Enrollment	1%	2%	1%	2%	1%



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.

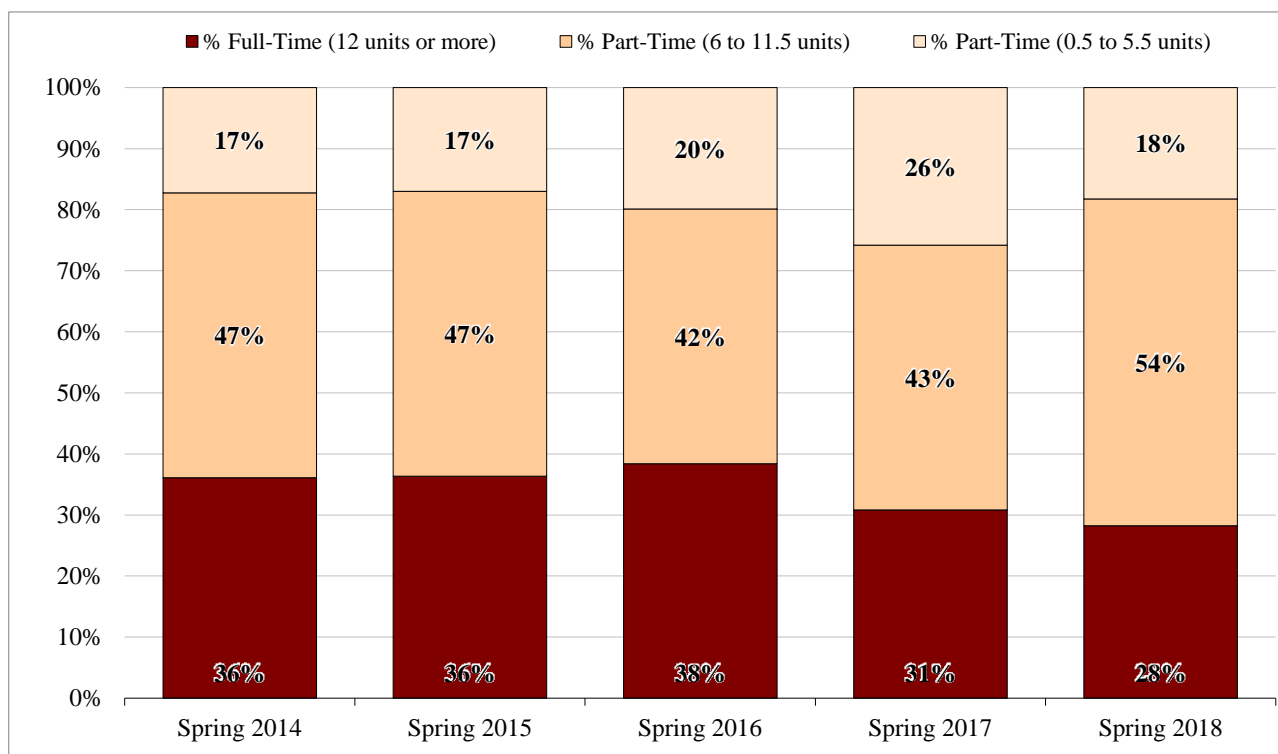
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

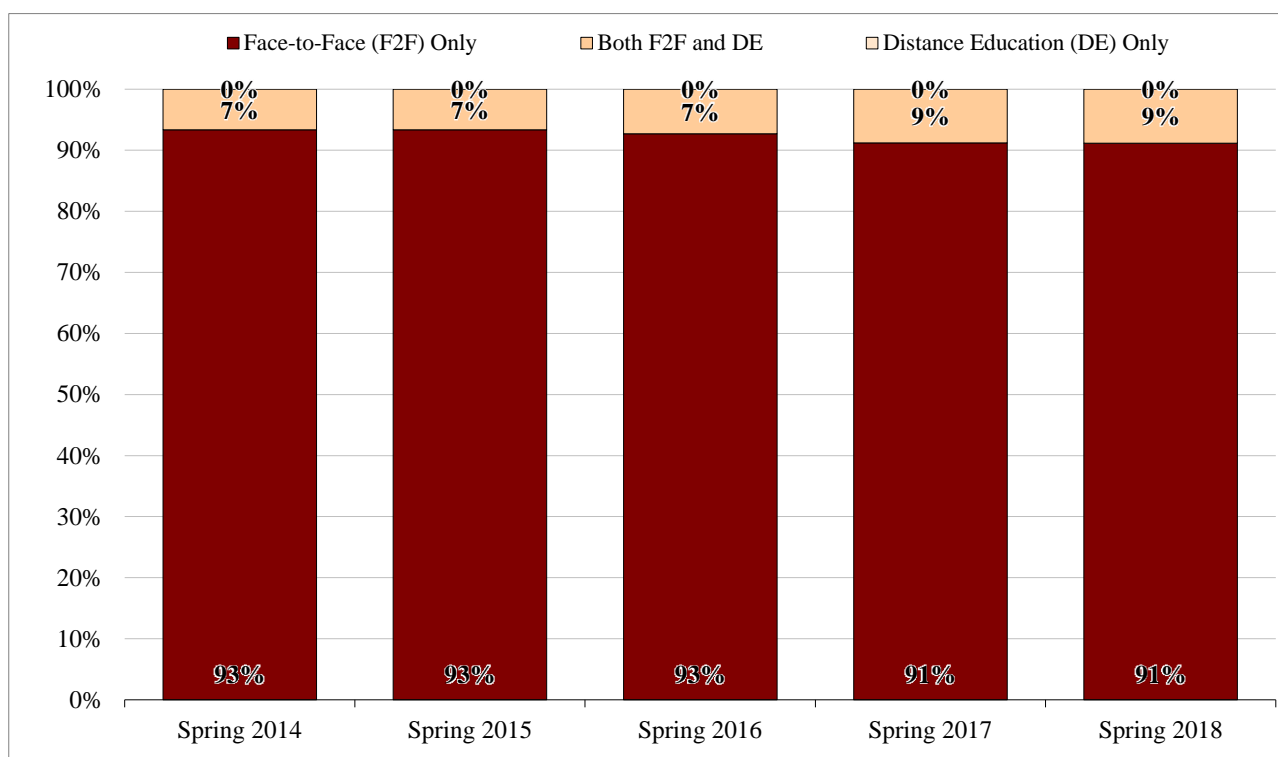
Student Unit Load

Emergency Medical Services (EMS/PARA)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	65	60	58	49	48
Part-Time (6 to 11.5 units)	84	77	63	69	91
Part-Time (0.5 to 5.5 units)	31	28	30	41	31
% Full-Time (12 units or more)	36%	36%	38%	31%	28%
% Part-Time (6 to 11.5 units)	47%	47%	42%	43%	54%
% Part-Time (0.5 to 5.5 units)	17%	17%	20%	26%	18%



Students Using Distance Education

Emergency Medical Services (EMS/PARA)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Face-to-Face (F2F) Only	168	154	140	145	155
Both F2F and DE	12	11	11	14	15
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	93%	93%	93%	91%	91%
% Both F2F and DE	7%	7%	7%	9%	9%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

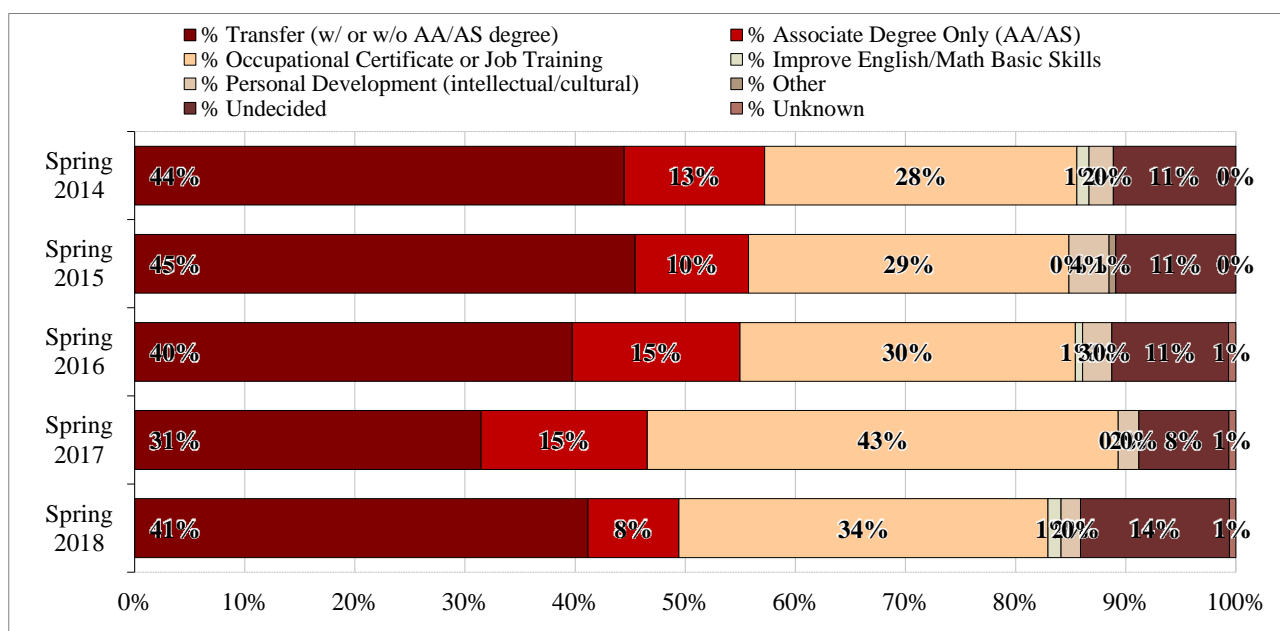


Definitions:

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

Student Educational Goal

Emergency Medical Services (EMS/PARA)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	80	75	60	50	70
Associate Degree Only (AA/AS)	23	17	23	24	14
Occupational Certificate or Job Training	51	48	46	68	57
Improve English/Math Basic Skills	2	0	1	0	2
Personal Development (intellectual/cultural)	4	6	4	3	3
Other	0	1	0	0	0
Undecided	20	18	16	13	23
Unknown	0	0	1	1	1
% Transfer (w/ or w/o AA/AS degree)	44%	45%	40%	31%	41%
% Associate Degree Only (AA/AS)	13%	10%	15%	15%	8%
% Occupational Certificate or Job Training	28%	29%	30%	43%	34%
% Improve English/Math Basic Skills	1%	0%	1%	0%	1%
% Personal Development (intellectual/cultural)	2%	4%	3%	2%	2%
% Other	0%	1%	0%	0%	0%
% Undecided	11%	11%	11%	8%	14%
% Unknown	0%	0%	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.

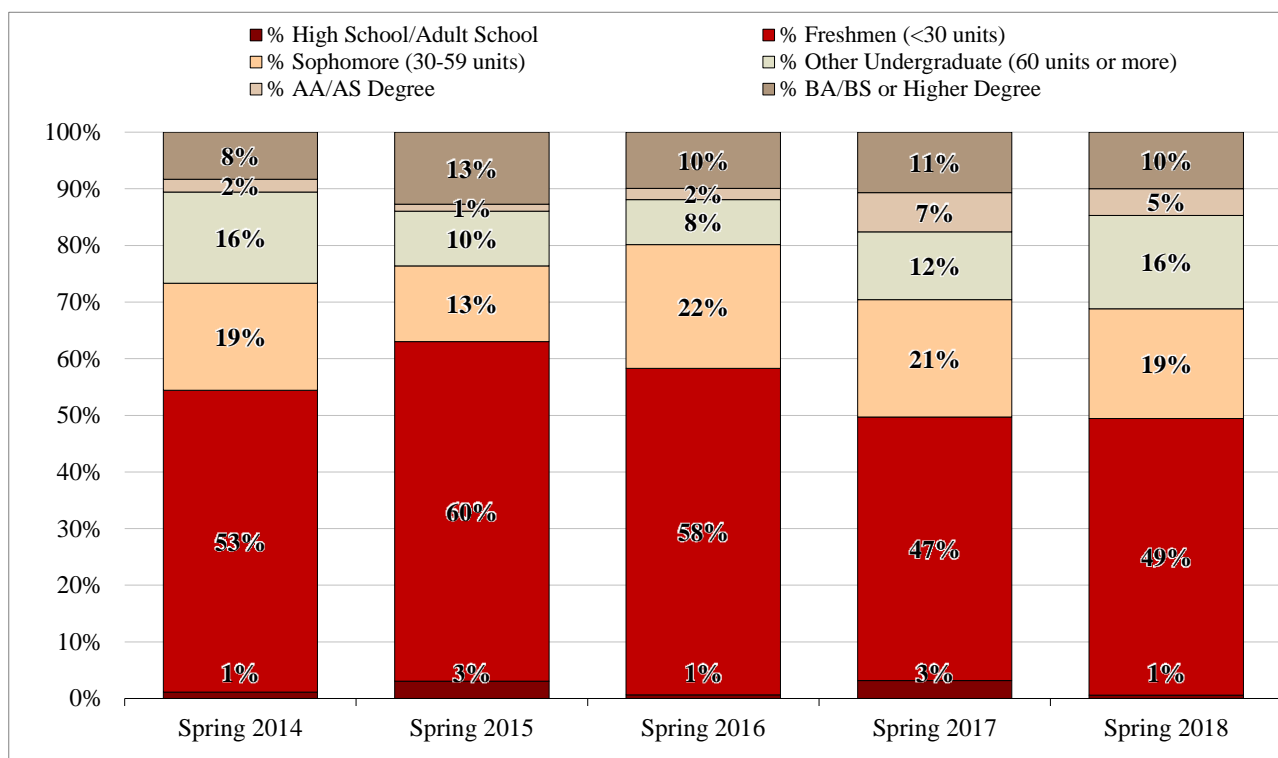
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

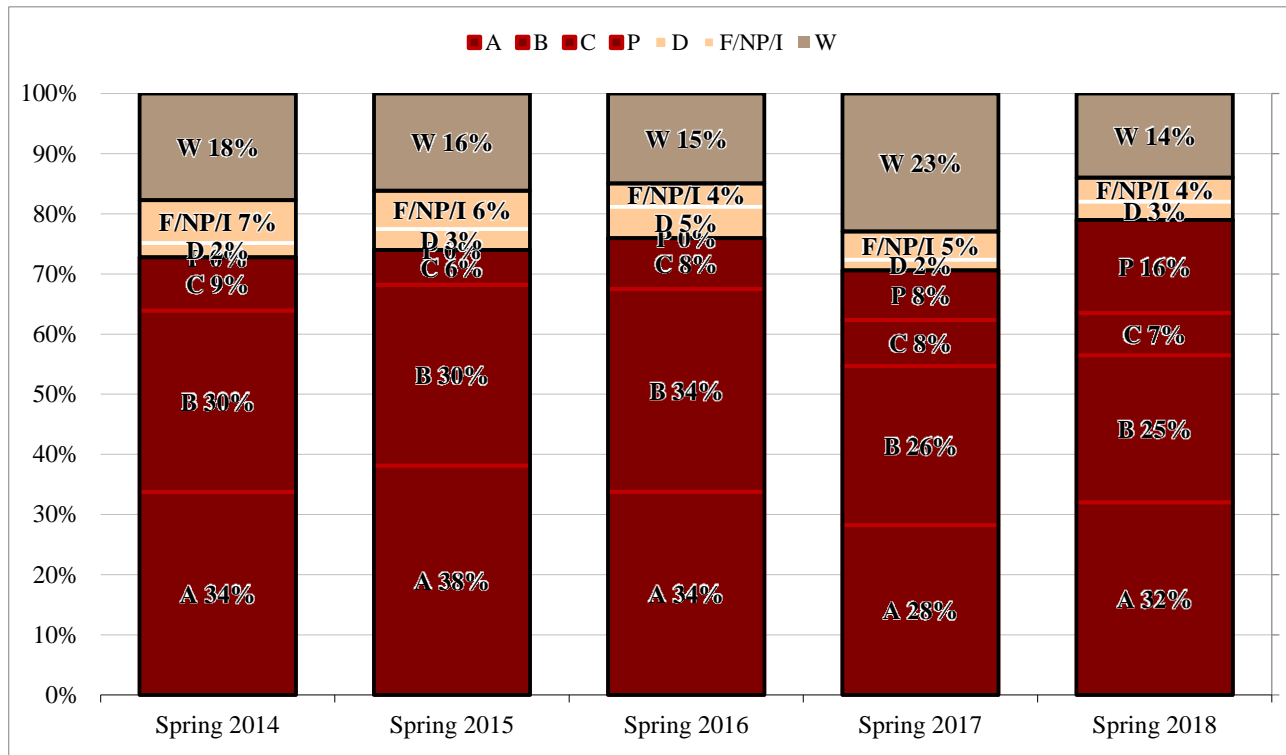
Highest Educational Level of Students

Emergency Medical Services (EMS/PARA)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	2	5	1	5	1
Freshmen (<30 units)	96	99	87	74	83
Sophomore (30-59 units)	34	22	33	33	33
Other Undergraduate (60 units or more)	29	16	12	19	28
AA/AS Degree	4	2	3	11	8
BA/BS or Higher Degree	15	21	15	17	17
% High School/Adult School	1%	3%	1%	3%	1%
% Freshmen (<30 units)	53%	60%	58%	47%	49%
% Sophomore (30-59 units)	19%	13%	22%	21%	19%
% Other Undergraduate (60 units or more)	16%	10%	8%	12%	16%
% AA/AS Degree	2%	1%	2%	7%	5%
% BA/BS or Higher Degree	8%	13%	10%	11%	10%



Student Performance: Grade Distribution

Emergency Medical Services (EMS/PARA)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	245	265	207	209	200
Course Success Rates	73%	74%	76%	71%	79%
A	34%	38%	34%	28%	32%
B	30%	30%	34%	26%	25%
C	9%	6%	8%	8%	7%
P	0%	0%	0%	8%	16%
Course Non-Success Rate	9%	10%	9%	6%	7%
D	2%	3%	5%	2%	3%
F/NP/I	7%	6%	4%	5%	4%
Withdrawals (W)	18%	16%	15%	23%	14%



Definitions:

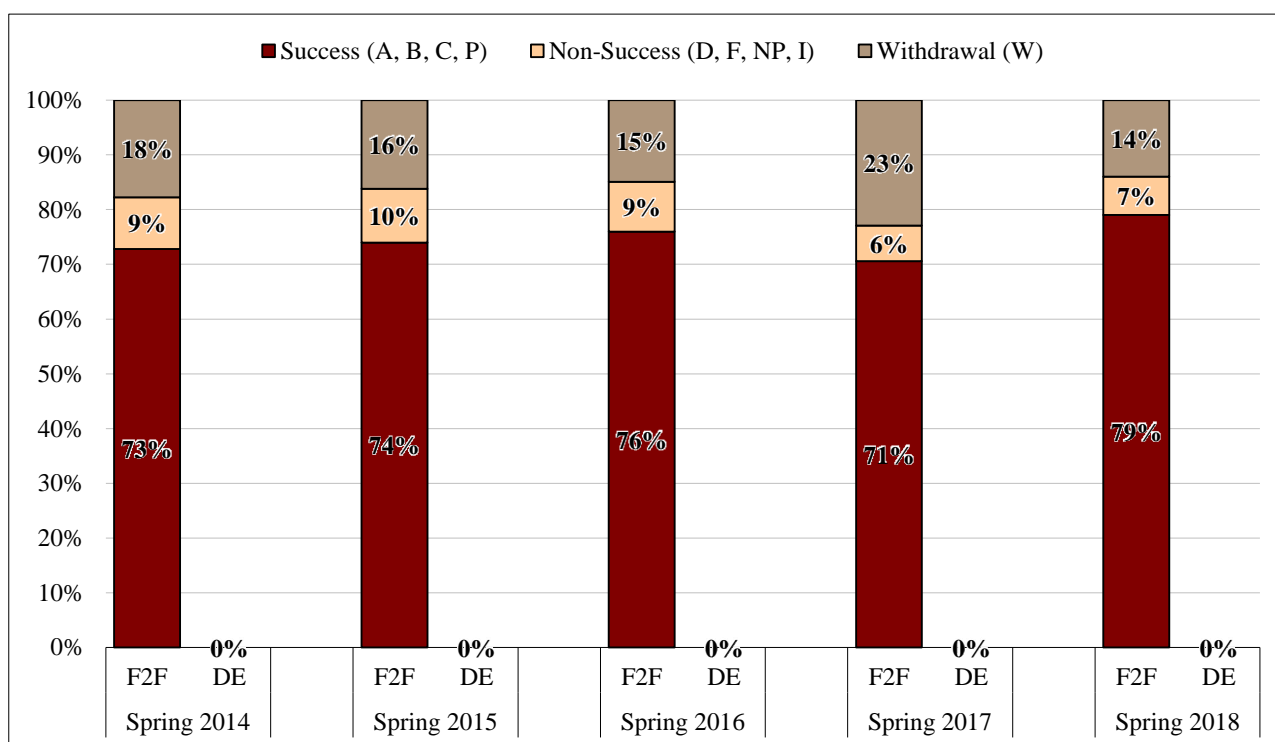
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Emergency Medical Services (EMS/PARA)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	245	265	207	209	200
Face-to-Face (F2F) Sections	245	265	207	209	200
Success Rates	73%	74%	76%	71%	79%
Non-Success Rates	9%	10%	9%	6%	7%
Withdrawals	18%	16%	15%	23%	14%
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.

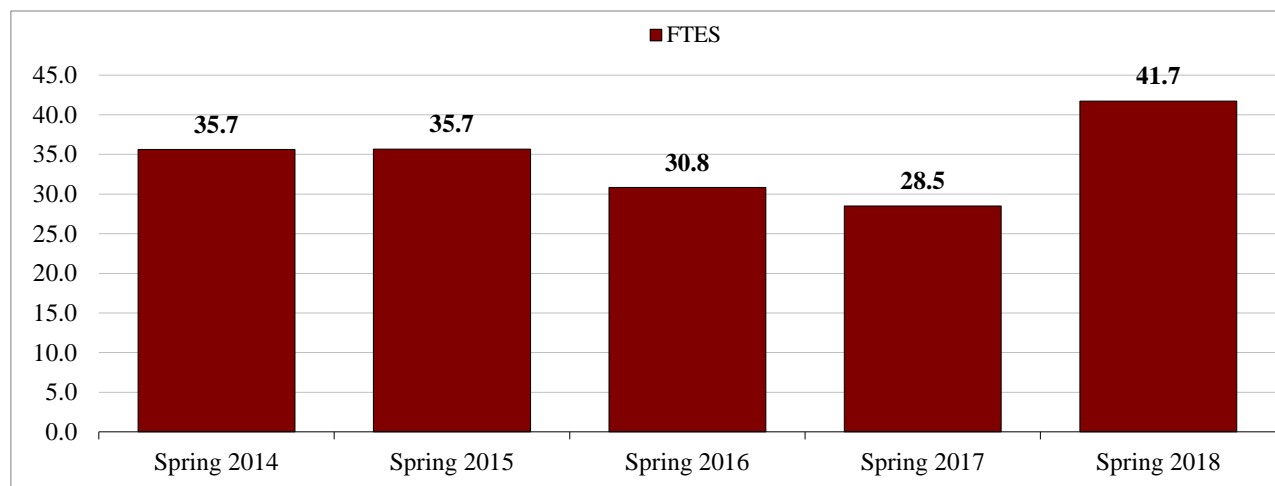
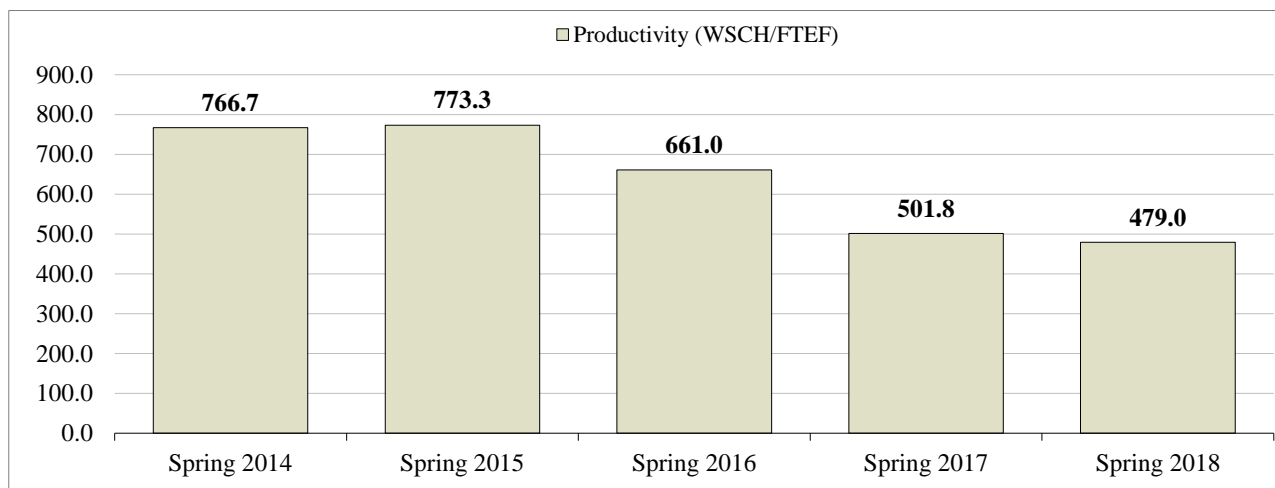
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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

Emergency Medical Services (EMS/PARA)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	1,078	1,088	930	855	1,257
FTES	35.7	35.7	30.8	28.5	41.7
FTEF	1.4	1.4	1.4	1.7	2.6
Productivity (WSCH/FTEF)	766.7	773.3	661.0	501.8	479.0



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.

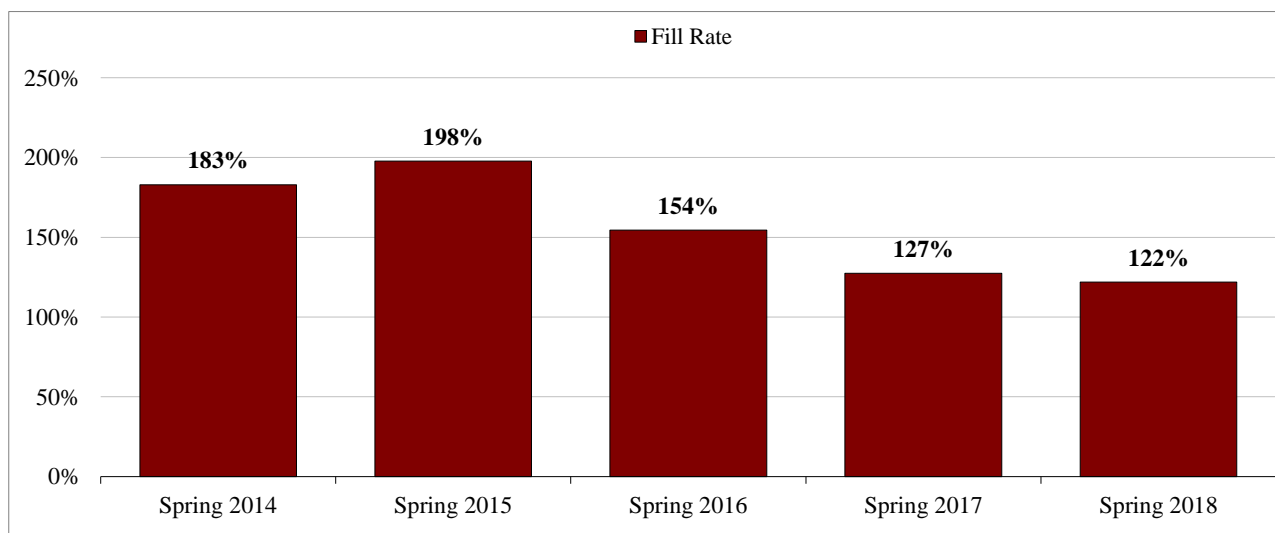
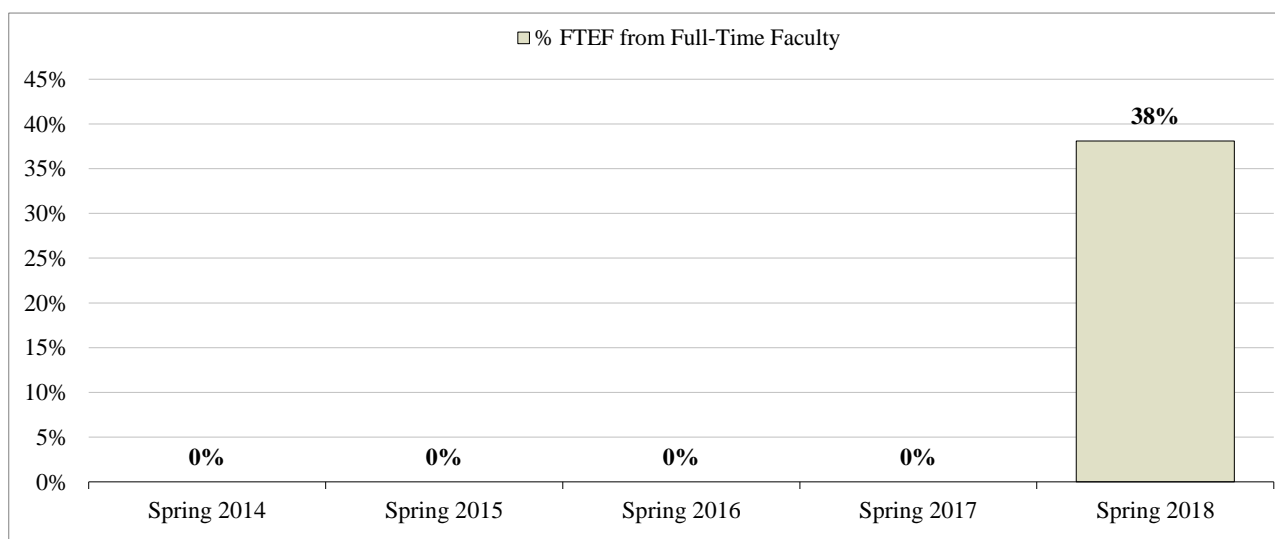
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Emergency Medical Services (EMS/PARA)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
FTEF from Full-Time Faculty	0.0	0.0	0.0	0.0	1.0
% FTEF from Full-Time Faculty	0%	0%	0%	0%	38%
Enrollments	245	265	207	209	200
Capacity (seats available)	134	134	134	164	164
Fill Rate	183%	198%	154%	127%	122%



Definitions:

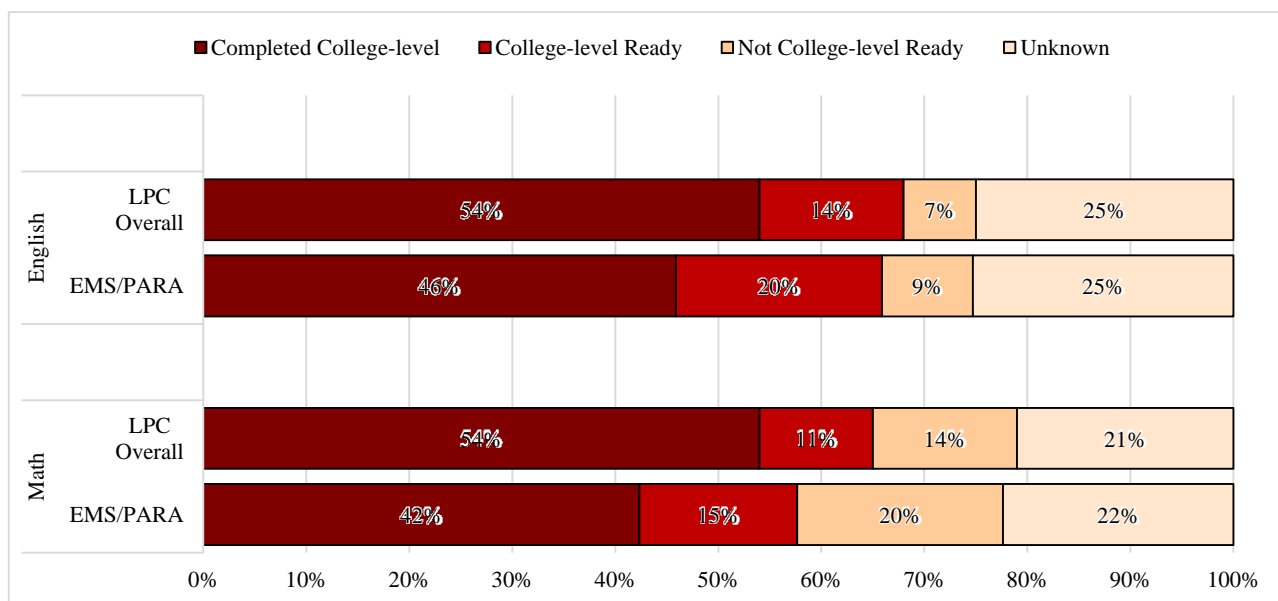
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	EMS/PARA		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	78	46%	4,955	54%
College-level Ready	34	21%	1,319	14%
Not College-level Ready	15	10%	619	7%
Unknown	43	25%	2,260	25%
College Math				
Completed College-level	72	42%	4,980	54%
College-level Ready	26	15%	974	11%
Not College-level Ready	34	20%	1,239	14%
Unknown	38	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.