



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

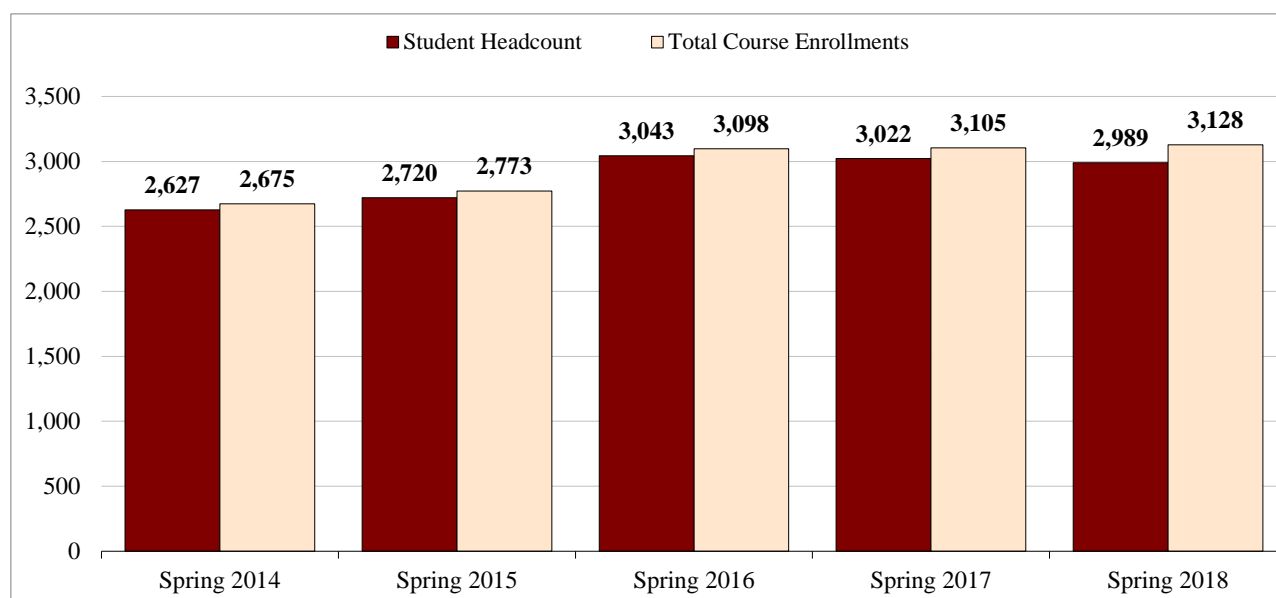
Discipline:

Math (MATH)

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Headcount & Enrollment

	Math (MATH)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	2,627	2,720	3,043	3,022	2,989
Total Course Enrollments	2,675	2,773	3,098	3,105	3,128



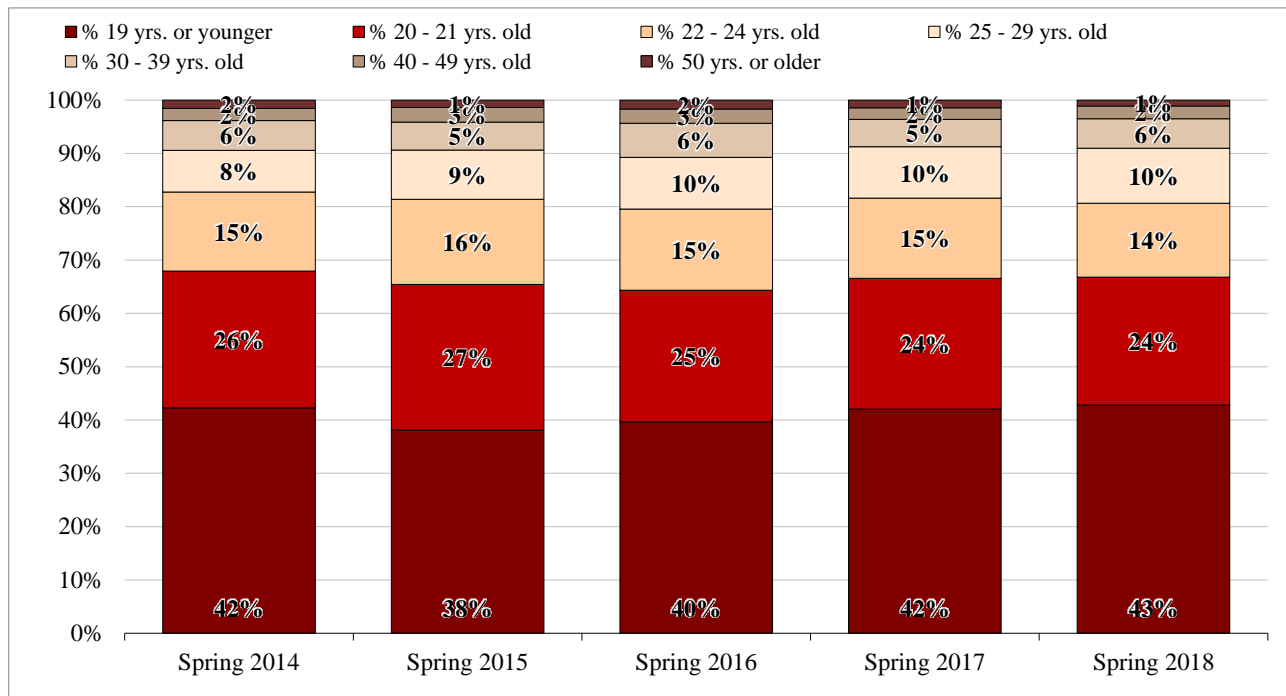
Definitions:

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.

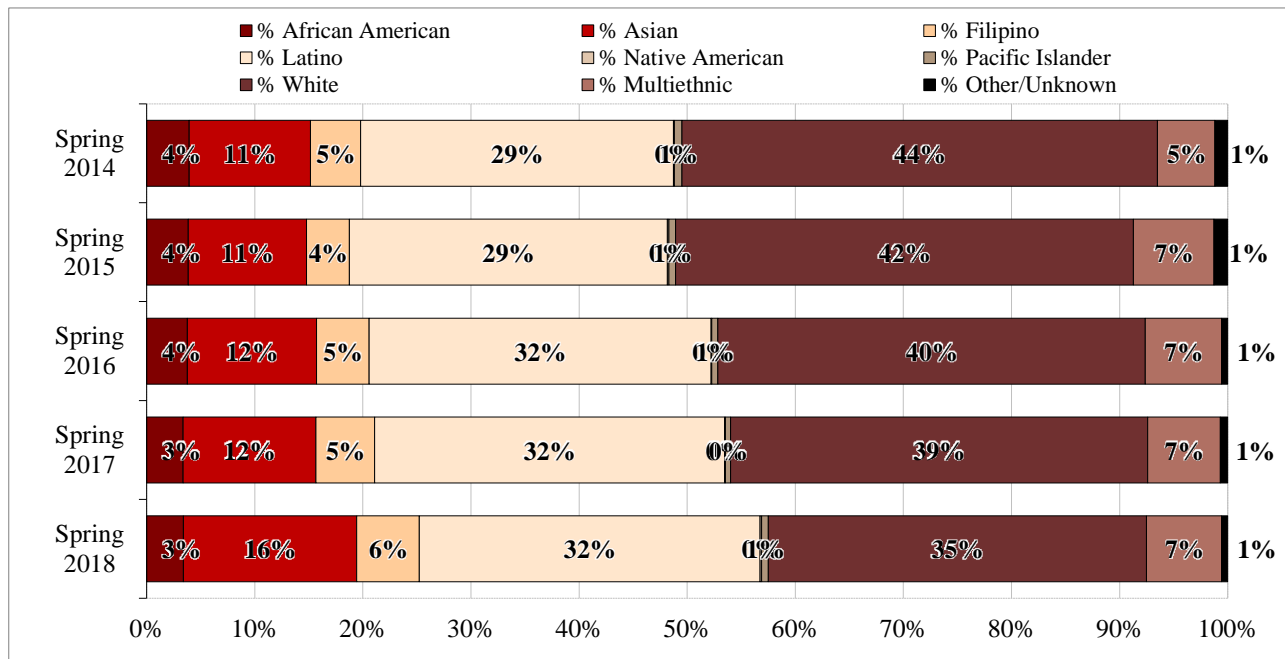
Student Demographics: Gender & Age

	Math (MATH)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Female	1,189	1,254	1,393	1,401	1,375
Male	1,423	1,445	1,615	1,582	1,568
19 yrs. or younger	1,110	1,037	1,206	1,271	1,279
20-21 yrs. old	675	743	752	740	718
22-24 yrs. old	389	434	464	455	414
25-29 yrs. old	206	251	295	292	308
30-39 yrs. old	147	143	193	155	166
40-49 yrs. old	59	74	82	65	71
50 yrs. or older	41	38	51	44	33
% Female	46%	46%	46%	47%	47%
% Male	54%	54%	54%	53%	53%
% 19 yrs. or younger	42%	38%	40%	42%	43%
% 20 - 21 yrs. old	26%	27%	25%	24%	24%
% 22 - 24 yrs. old	15%	16%	15%	15%	14%
% 25 - 29 yrs. old	8%	9%	10%	10%	10%
% 30 - 39 yrs. old	6%	5%	6%	5%	6%
% 40 - 49 yrs. old	2%	3%	3%	2%	2%
% 50 yrs. or older	2%	1%	2%	1%	1%



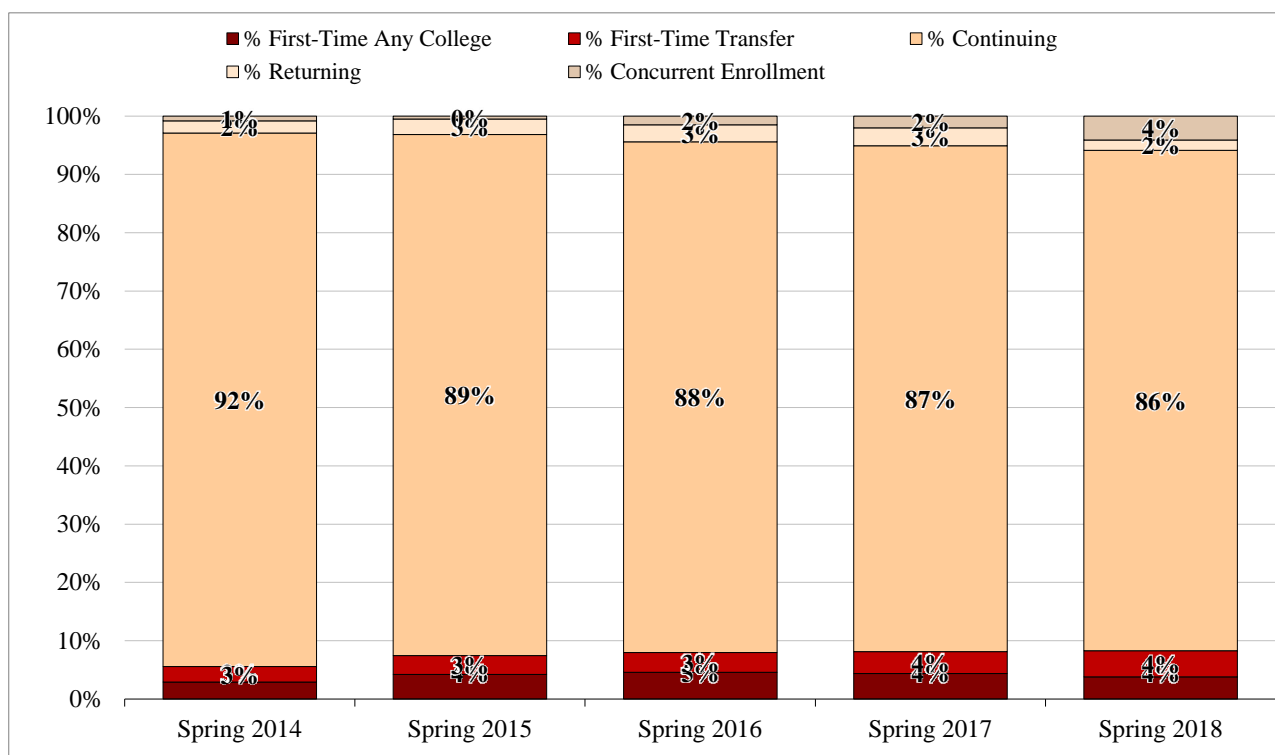
Student Demographic: Race-Ethnicity

Math (MATH)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	103	105	115	102	102
Asian	295	297	363	371	479
Filipino	122	108	148	164	173
Latino	760	800	963	978	942
Native American	2	4	2	3	4
Pacific Islander	19	17	17	14	19
White	1,155	1,152	1,203	1,166	1,045
Multiethnic	140	202	215	203	208
Other/Unknown	31	35	17	21	17
% African American	4%	4%	4%	3%	3%
% Asian	11%	11%	12%	12%	16%
% Filipino	5%	4%	5%	5%	6%
% Latino	29%	29%	32%	32%	32%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	1%	1%	1%	<1%	1%
% White	44%	42%	40%	39%	35%
% Multiethnic	5%	7%	7%	7%	7%
% Other/Unknown	1%	1%	1%	1%	1%



Student Enrollment Status

	Math (MATH)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	77	115	139	133	114
First-Time Transfer	69	88	104	112	134
Continuing	2,404	2,430	2,666	2,622	2,565
Returning	55	73	88	93	54
Concurrent Enrollment	21	13	46	61	122
% First-Time Any College	3%	4%	5%	4%	4%
% First-Time Transfer	3%	3%	3%	4%	4%
% Continuing	92%	89%	88%	87%	86%
% Returning	2%	3%	3%	3%	2%
% Concurrent Enrollment	1%	<1%	2%	2%	4%



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.

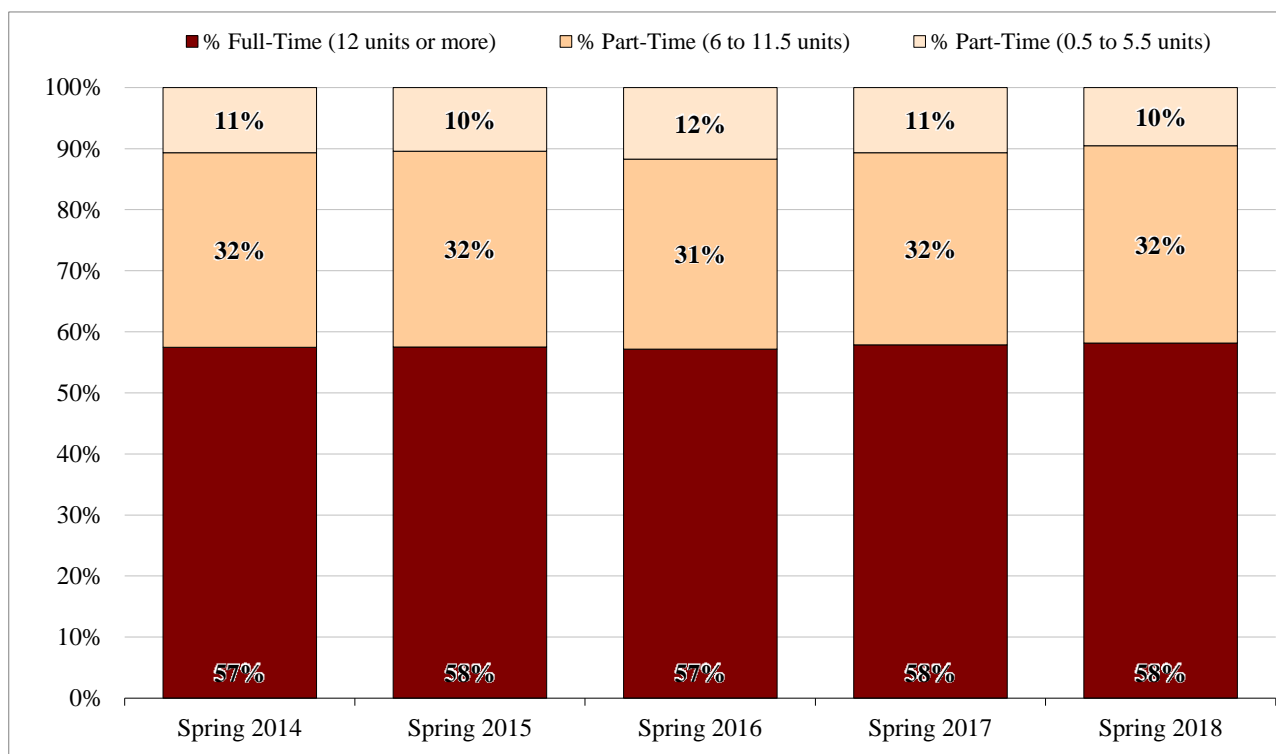
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

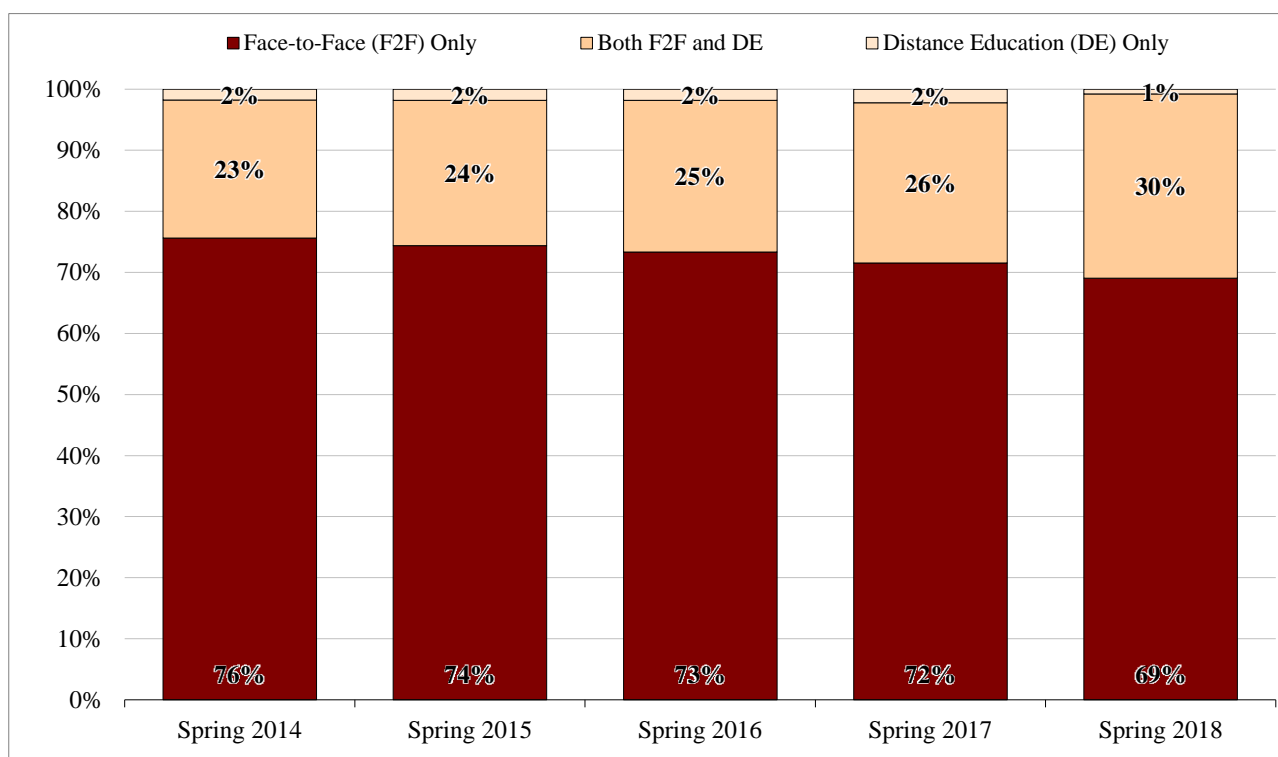
Student Unit Load

Math (MATH)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	1,510	1,564	1,739	1,748	1,738
Part-Time (6 to 11.5 units)	837	873	948	952	966
Part-Time (0.5 to 5.5 units)	280	283	356	322	285
% Full-Time (12 units or more)	57%	58%	57%	58%	58%
% Part-Time (6 to 11.5 units)	32%	32%	31%	32%	32%
% Part-Time (0.5 to 5.5 units)	11%	10%	12%	11%	10%



Students Using Distance Education

Math (MATH)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Face-to-Face (F2F) Only	1,987	2,023	2,232	2,162	2,064
Both F2F and DE	594	648	756	793	902
Distance Education (DE) Only	46	49	55	67	23
% Face-to-Face (F2F) Only	76%	74%	73%	72%	69%
% Both F2F and DE	23%	24%	25%	26%	30%
% Distance Education (DE) Only	2%	2%	2%	2%	1%

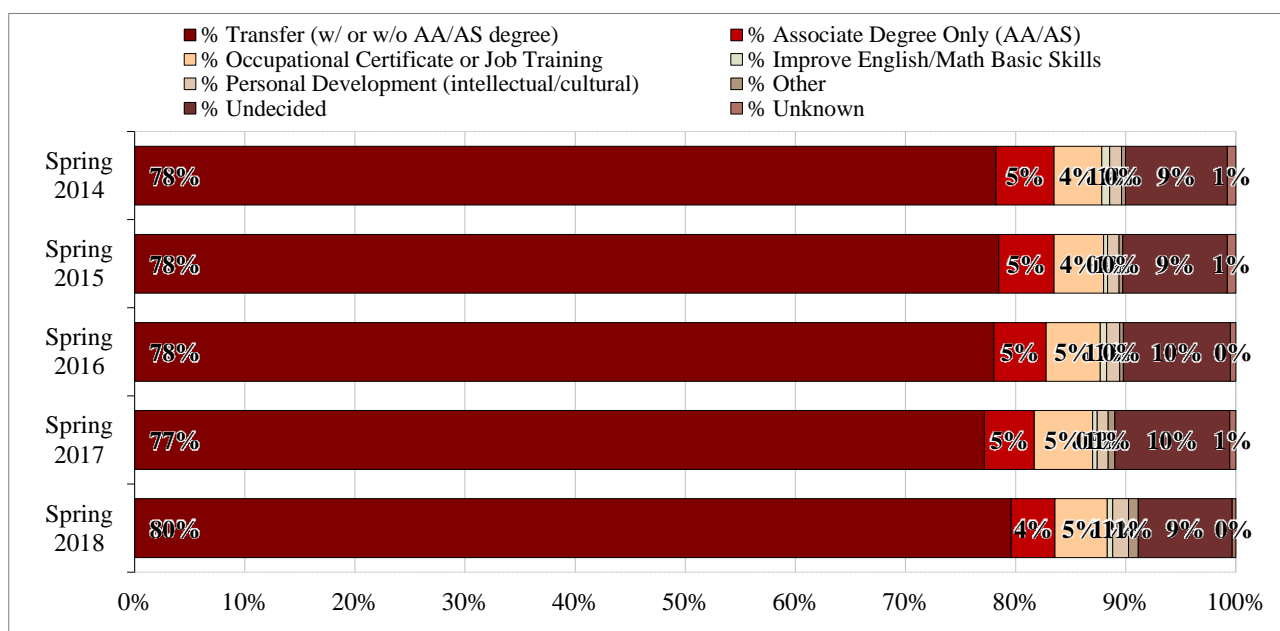


Definitions:

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

Student Educational Goal

Math (MATH)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	2,055	2,134	2,374	2,332	2,379
Associate Degree Only (AA/AS)	138	137	145	137	119
Occupational Certificate or Job Training	114	122	149	160	142
Improve English/Math Basic Skills	19	10	18	13	15
Personal Development (intellectual/cultural)	28	29	36	30	43
Other	10	9	10	18	26
Undecided	243	258	296	315	255
Unknown	20	21	15	17	10
% Transfer (w/ or w/o AA/AS degree)	78%	78%	78%	77%	80%
% Associate Degree Only (AA/AS)	5%	5%	5%	5%	4%
% Occupational Certificate or Job Training	4%	4%	5%	5%	5%
% Improve English/Math Basic Skills	1%	<1%	1%	<1%	1%
% Personal Development (intellectual/cultural)	1%	1%	1%	1%	1%
% Other	<1%	<1%	<1%	1%	1%
% Undecided	9%	9%	10%	10%	9%
% Unknown	1%	1%	0%	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.

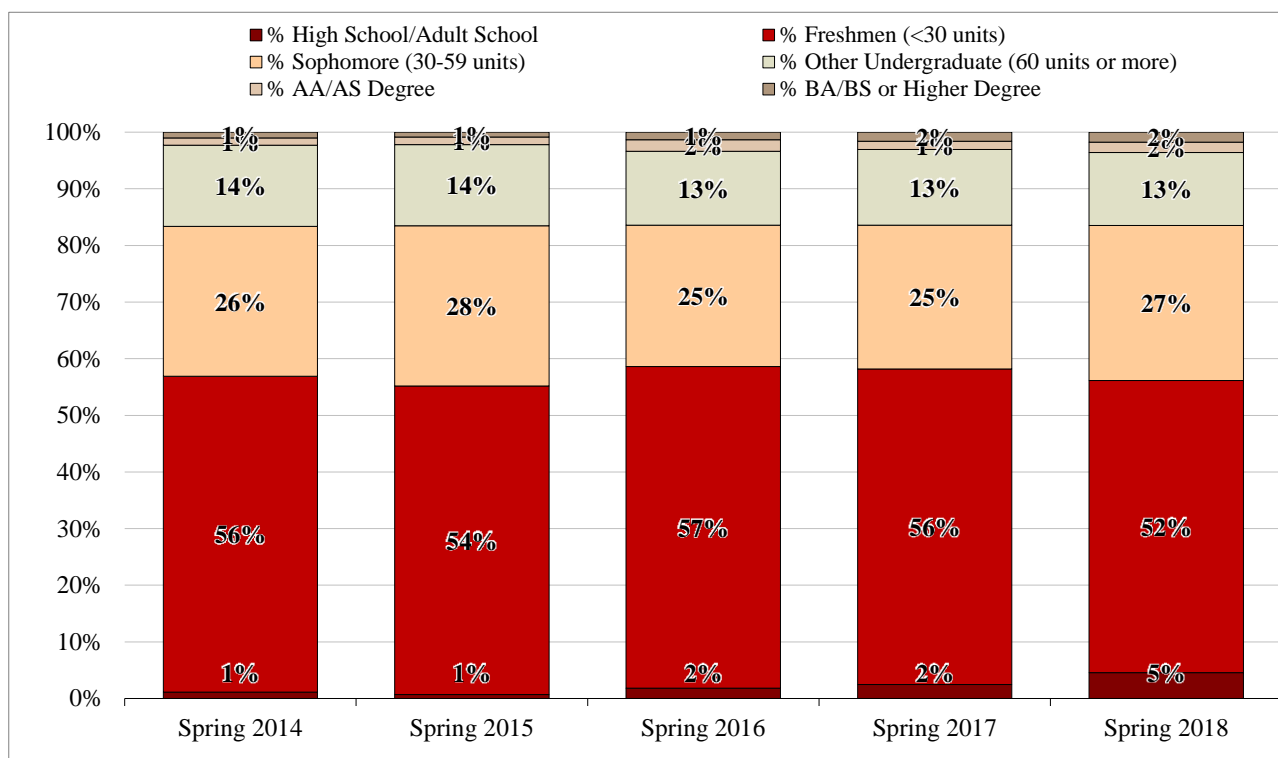
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

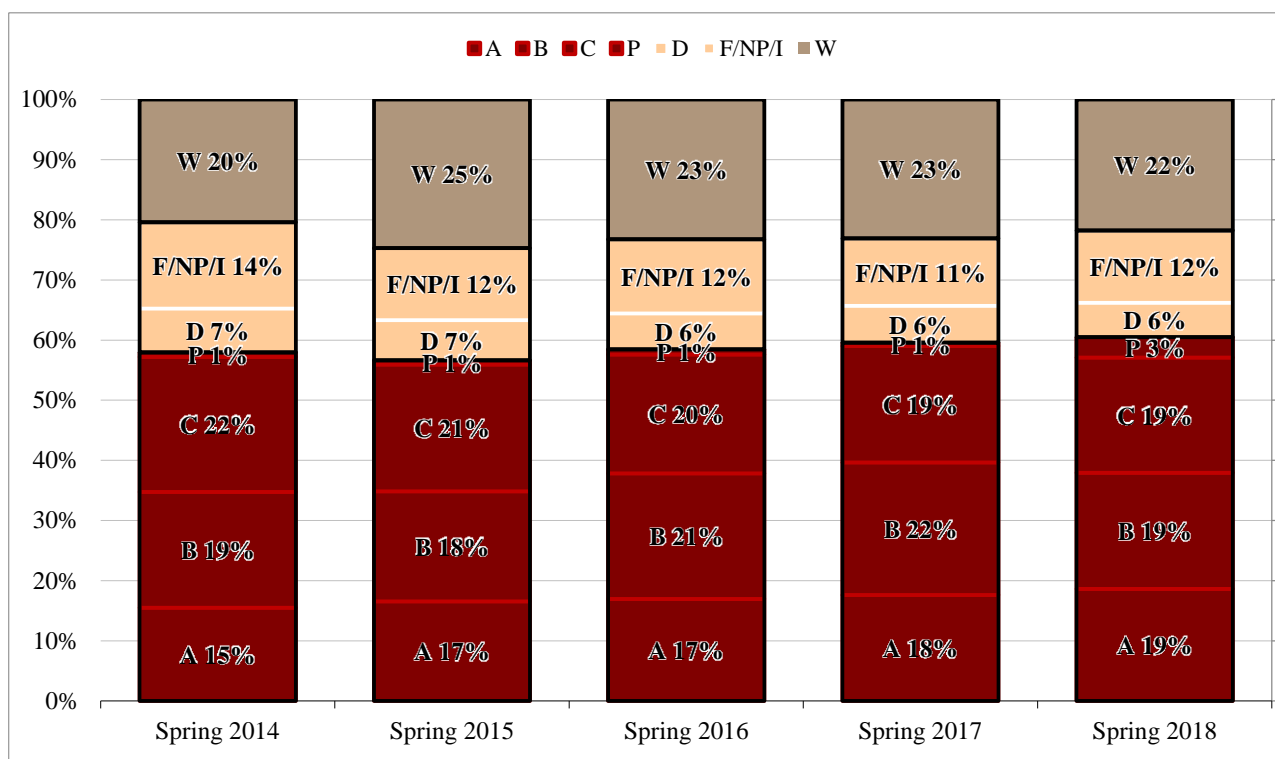
Highest Educational Level of Students

	Math (MATH)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	30	19	56	74	137
Freshmen (<30 units)	1,465	1,482	1,727	1,685	1,541
Sophomore (30-59 units)	695	770	760	767	819
Other Undergraduate (60 units or more)	377	390	397	404	384
AA/AS Degree	34	36	62	44	55
BA/BS or Higher Degree	26	23	41	48	53
% High School/Adult School	1%	1%	2%	2%	5%
% Freshmen (<30 units)	56%	54%	57%	56%	52%
% Sophomore (30-59 units)	26%	28%	25%	25%	27%
% Other Undergraduate (60 units or more)	14%	14%	13%	13%	13%
% AA/AS Degree	1%	1%	2%	1%	2%
% BA/BS or Higher Degree	1%	1%	1%	2%	2%



Student Performance: Grade Distribution

Math (MATH)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	2,675	2,773	3,098	3,105	3,128
Course Success Rates	58%	57%	58%	60%	60%
A	15%	17%	17%	18%	19%
B	19%	18%	21%	22%	19%
C	22%	21%	20%	19%	19%
P	1%	1%	1%	1%	3%
Course Non-Success Rate	22%	19%	18%	17%	18%
D	7%	7%	6%	6%	6%
F/NP/I	14%	12%	12%	11%	12%
Withdrawals (W)	20%	25%	23%	23%	22%



Definitions:

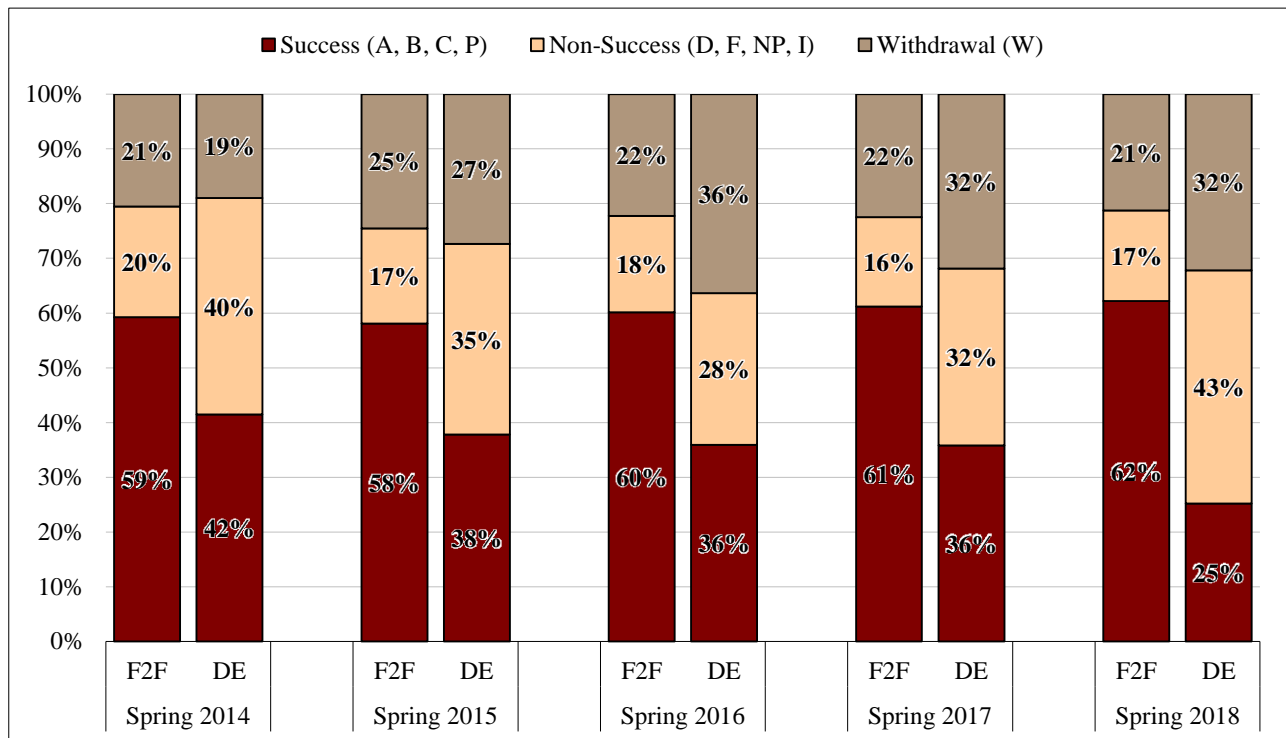
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Math (MATH)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	2,675	2,773	3,098	3,105	3,128
Face-to-Face (F2F) Sections	2475	2572	2878	2904	2985
Success Rates	59%	58%	60%	61%	62%
Non-Success Rates	20%	17%	18%	16%	17%
Withdrawals	21%	25%	22%	22%	21%
Distance Education (DE) Sections	200	201	220	201	143
Success Rates	42%	38%	36%	36%	25%
Non-Success Rates	40%	35%	28%	32%	43%
Withdrawals	19%	27%	36%	32%	32%



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.

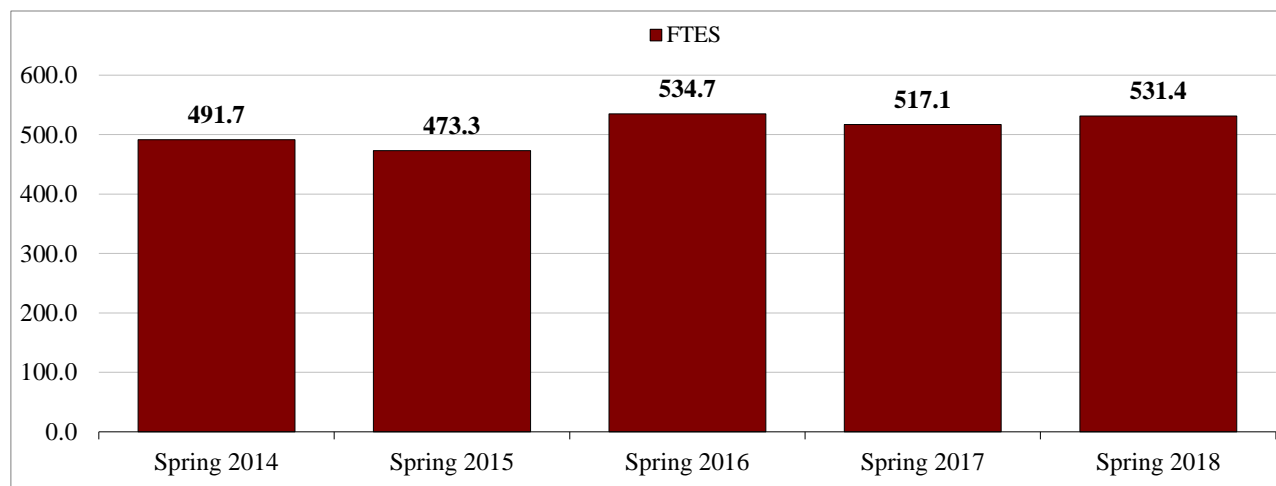
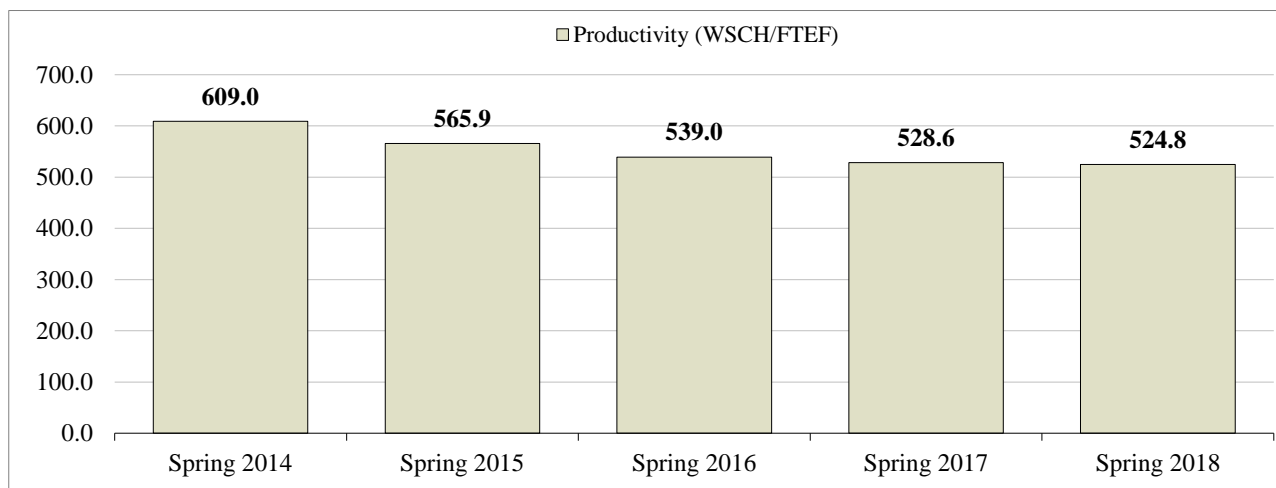
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T') relative to all students receiving a grade.

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

	Math (MATH)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	15,097	14,555	16,410	16,028	16,382
FTES	491.7	473.3	534.7	517.1	531.4
FTEF	24.8	25.7	30.4	30.3	31.2
Productivity (WSCH/FTEF)	609.0	565.9	539.0	528.6	524.8



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.

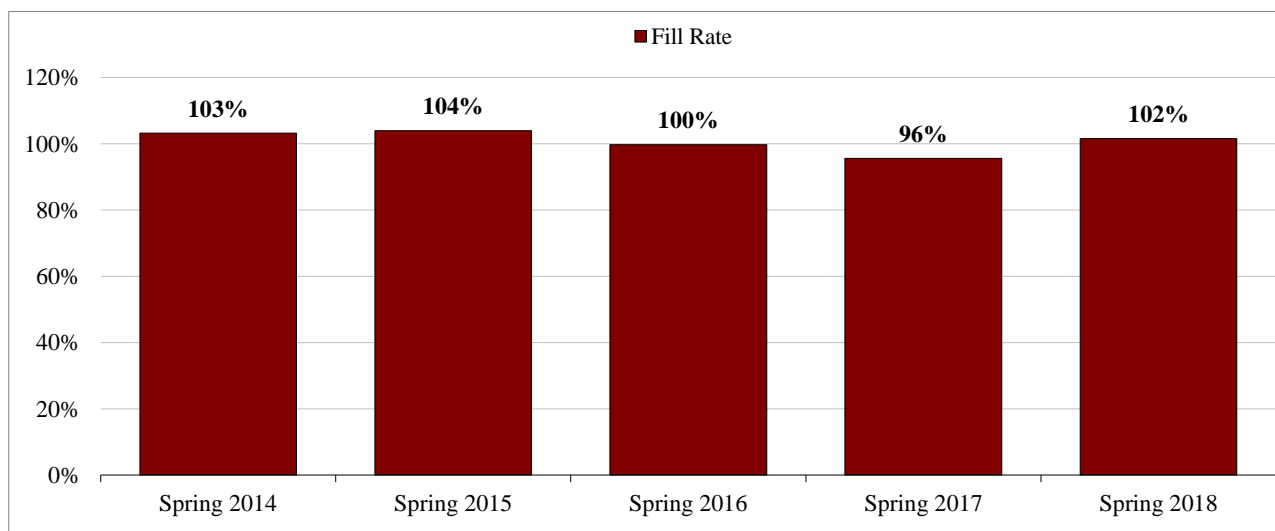
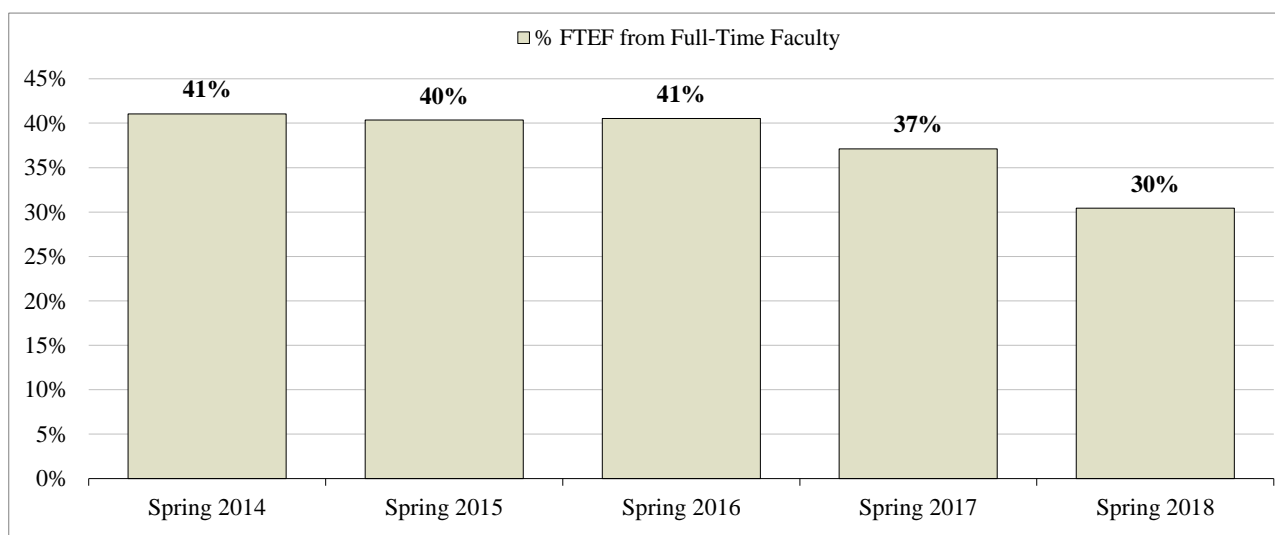
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Math (MATH)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
FTEF from Full-Time Faculty	10.2	10.4	12.3	11.3	9.5
% FTEF from Full-Time Faculty	41%	40%	41%	37%	30%
Enrollments	2,675	2,773	3,098	3,105	3,128
Capacity (seats available)	2,593	2,669	3,108	3,248	3,080
Fill Rate	103%	104%	100%	96%	102%



Definitions:

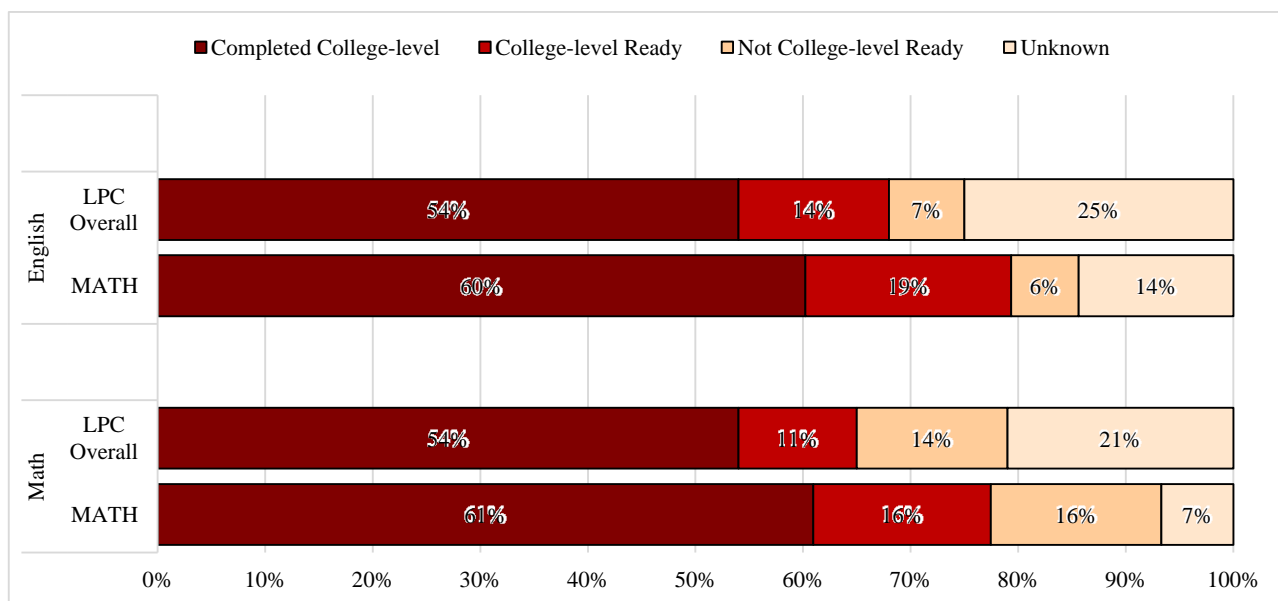
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	MATH		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	1,800	60%	4,955	54%
College-level Ready	572	19%	1,319	14%
Not College-level Ready	187	6%	619	7%
Unknown	430	13%	2,260	25%
College Math				
Completed College-level	1,822	61%	4,980	54%
College-level Ready	493	16%	974	11%
Not College-level Ready	474	16%	1,239	14%
Unknown	200	7%	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.