



Las Positas College

Program Review Discipline Data Packet

Fall 2014 to Fall 2018

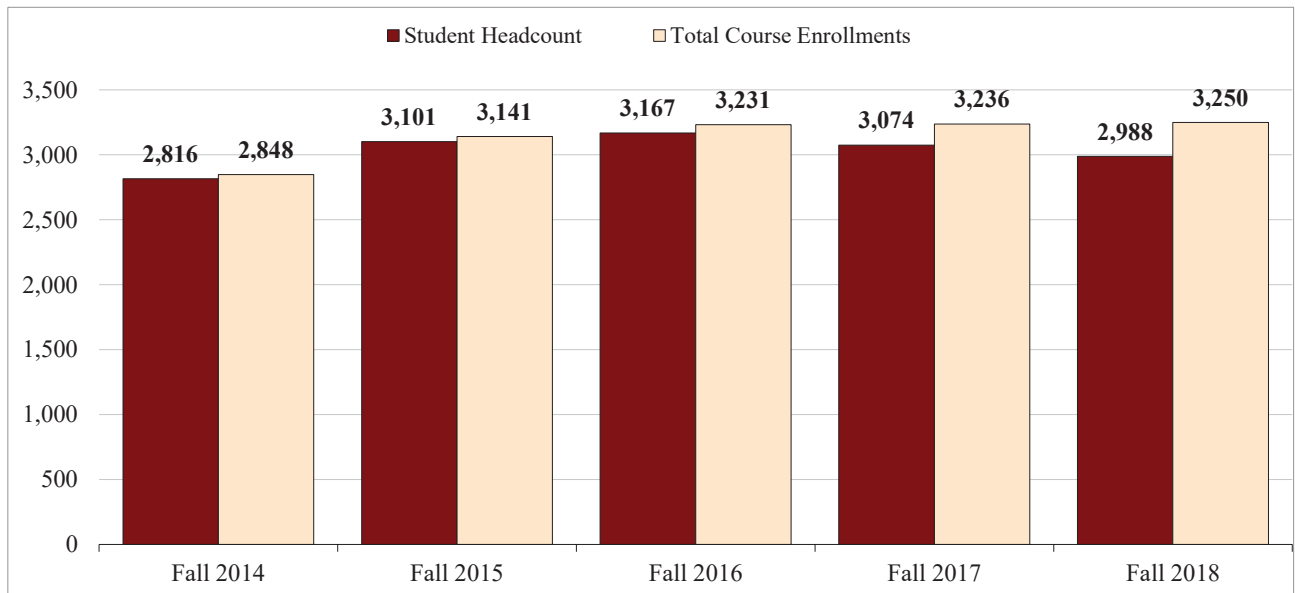
Discipline:

Mathematics (MATH)

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Headcount & Enrollment

	Mathematics (MATH)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student Headcount	2,816	3,101	3,167	3,074	2,988
Total Course Enrollments	2,848	3,141	3,231	3,236	3,250



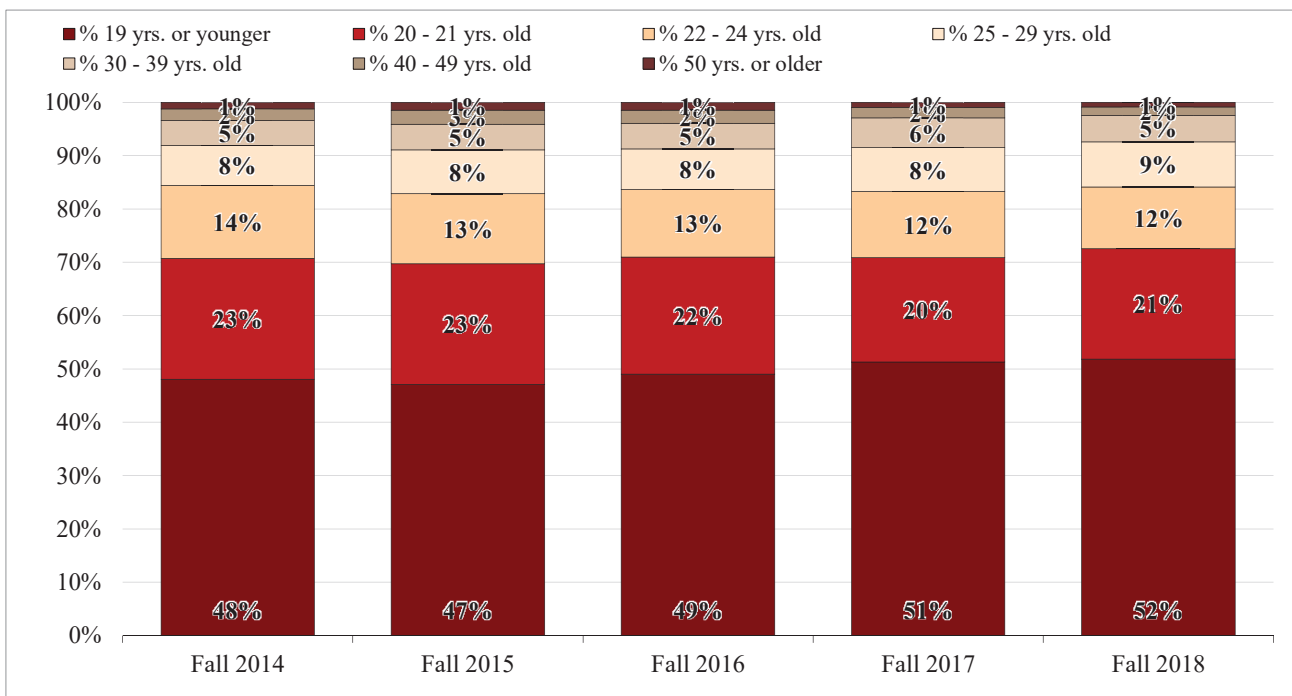
Definitions:

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.

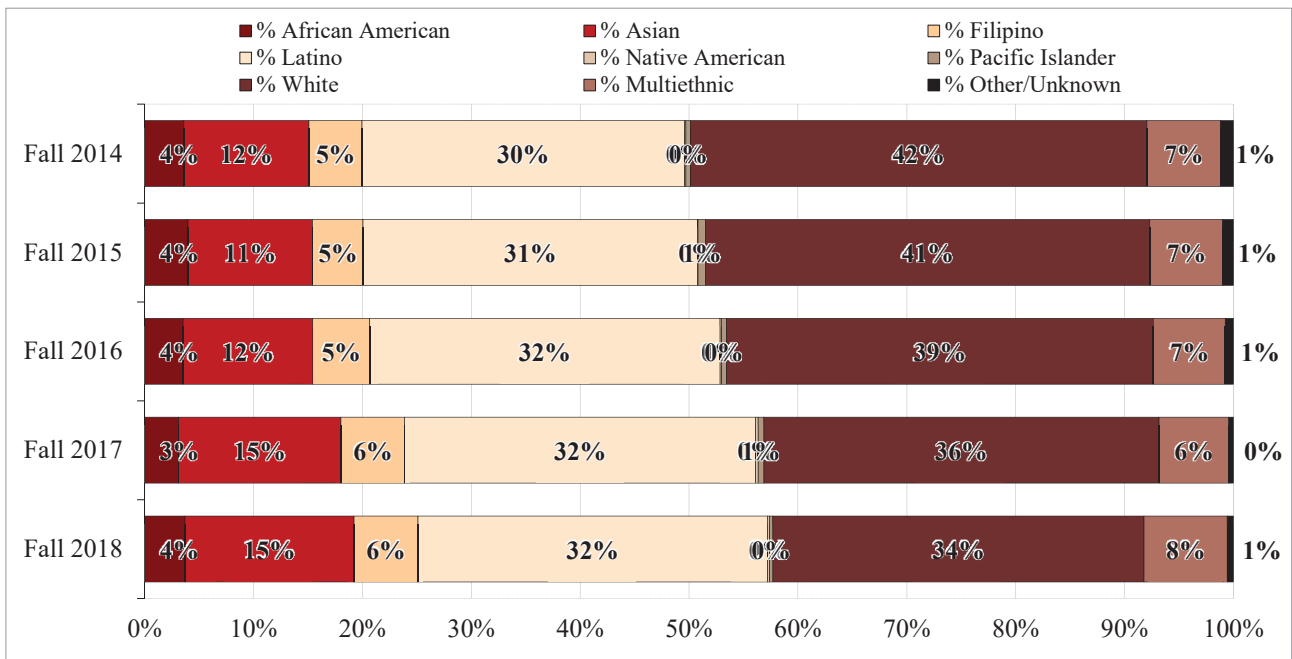
Student Demographics: Gender & Age

	Mathematics (MATH)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	1,295	1,415	1,504	1,436	1,394
Male	1,497	1,646	1,625	1,588	1,552
19 yrs. or younger	1,354	1,461	1,553	1,577	1,549
20-21 yrs. old	638	701	694	602	618
22-24 yrs. old	385	407	402	381	346
25-29 yrs. old	212	256	241	252	254
30-39 yrs. old	131	148	153	172	149
40-49 yrs. old	62	82	78	62	46
50 yrs. or older	34	46	46	28	26
% Female	46%	46%	48%	47%	47%
% Male	54%	54%	52%	53%	53%
% 19 yrs. or younger	48%	47%	49%	51%	52%
% 20 - 21 yrs. old	23%	23%	22%	20%	21%
% 22 - 24 yrs. old	14%	13%	13%	12%	12%
% 25 - 29 yrs. old	8%	8%	8%	8%	9%
% 30 - 39 yrs. old	5%	5%	5%	6%	5%
% 40 - 49 yrs. old	2%	3%	2%	2%	2%
% 50 yrs. or older	1%	1%	1%	1%	1%



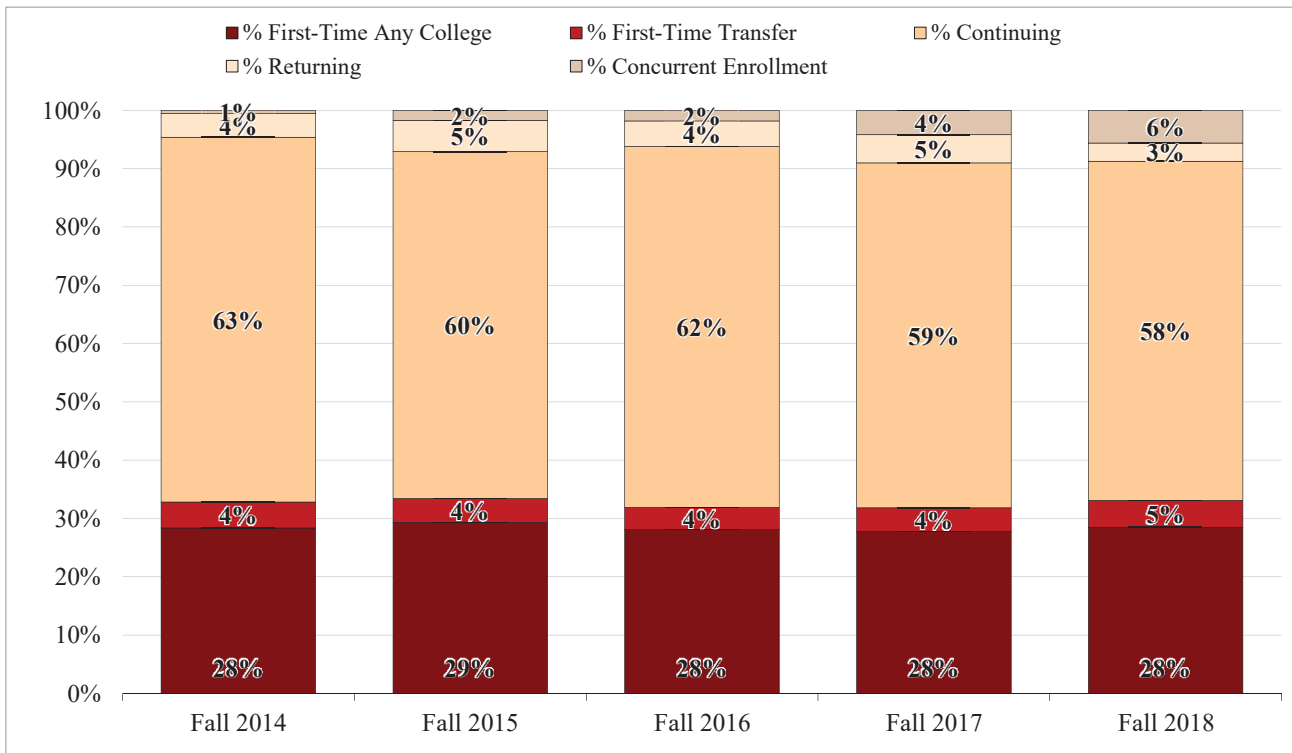
Student Demographic: Race-Ethnicity

Mathematics (MATH)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American	101	123	112	96	111
Asian	324	355	377	458	463
Filipino	137	144	165	180	176
Latino	834	953	1,020	991	959
Native American	4	1	3	7	5
Pacific Islander	11	22	15	16	10
White	1,181	1,265	1,242	1,116	1,019
Multiethnic	191	208	210	197	228
Other/Unknown	33	30	23	13	17
% African American	4%	4%	4%	3%	4%
% Asian	12%	11%	12%	15%	15%
% Filipino	5%	5%	5%	6%	6%
% Latino	30%	31%	32%	32%	32%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	<1%	1%	<1%	1%	<1%
% White	42%	41%	39%	36%	34%
% Multiethnic	7%	7%	7%	6%	8%
% Other/Unknown	1%	1%	1%	<1%	1%



Student Enrollment Status

	Mathematics (MATH)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
First-Time Any College	799	908	889	853	851
First-Time Transfer	125	128	120	125	137
Continuing	1,762	1,846	1,962	1,820	1,739
Returning	113	167	139	148	94
Concurrent Enrollment	16	52	57	128	167
% First-Time Any College	28%	29%	28%	28%	28%
% First-Time Transfer	4%	4%	4%	4%	5%
% Continuing	63%	60%	62%	59%	58%
% Returning	4%	5%	4%	5%	3%
% Concurrent Enrollment	1%	2%	2%	4%	6%



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.

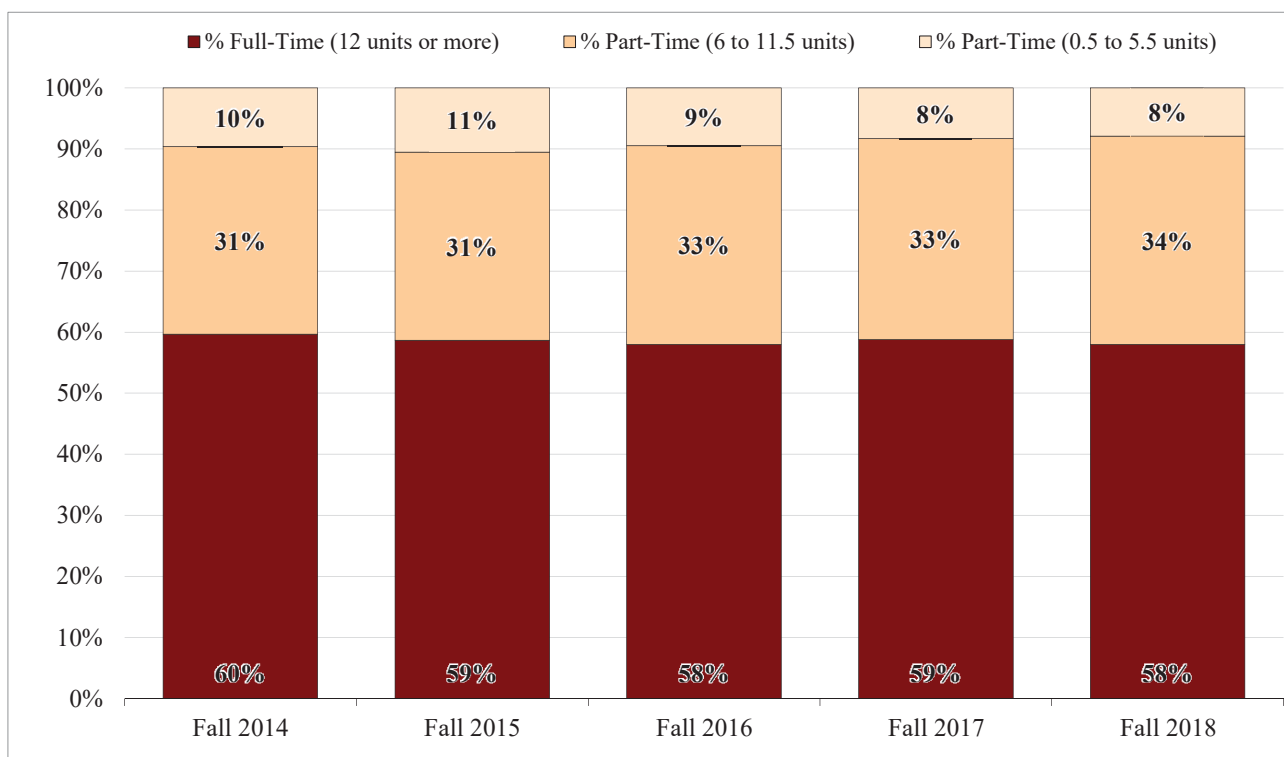
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

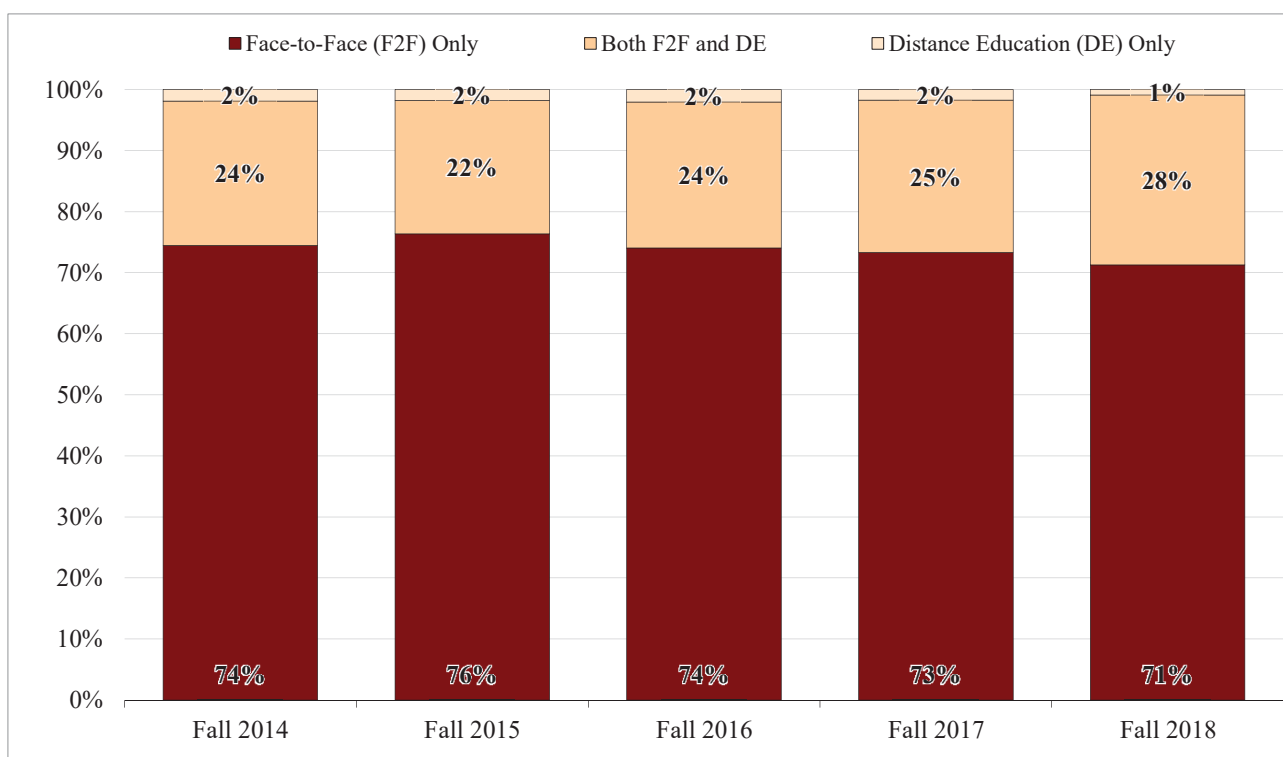
Student Unit Load

Mathematics (MATH)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Full-Time (12 units or more)	1,680	1,819	1,836	1,806	1,732
Part-Time (6 to 11.5 units)	865	955	1,031	1,012	1,020
Part-Time (0.5 to 5.5 units)	271	327	300	256	236
% Full-Time (12 units or more)	60%	59%	58%	59%	58%
% Part-Time (6 to 11.5 units)	31%	31%	33%	33%	34%
% Part-Time (0.5 to 5.5 units)	10%	11%	9%	8%	8%



Students Using Distance Education

Mathematics (MATH)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Face-to-Face (F2F) Only	2,097	2,368	2,345	2,254	2,129
Both F2F and DE	666	677	757	766	833
Distance Education (DE) Only	53	56	65	54	26
% Face-to-Face (F2F) Only	74%	76%	74%	73%	71%
% Both F2F and DE	24%	22%	24%	25%	28%
% Distance Education (DE) Only	2%	2%	2%	2%	1%

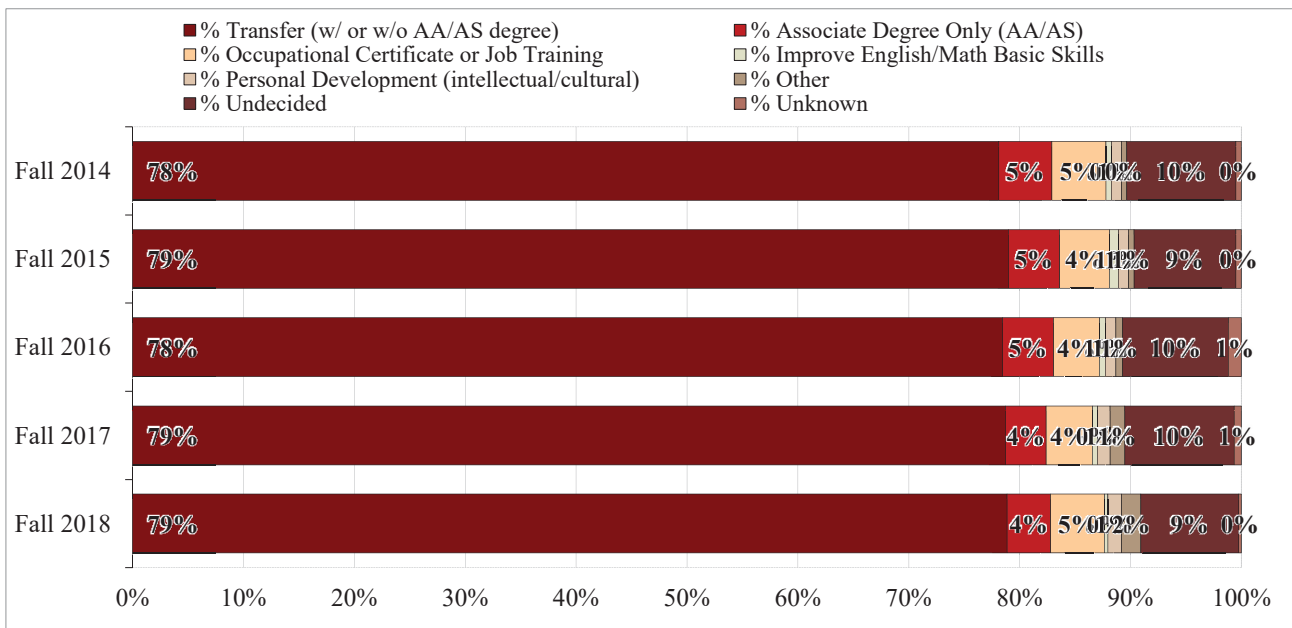


Definitions:

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

Student Educational Goal

Mathematics (MATH)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Transfer (w/ or w/o AA/AS degree)	2,200	2,449	2,485	2,420	2,357
Associate Degree Only (AA/AS)	135	144	145	113	117
Occupational Certificate or Job Training	137	139	132	128	145
Improve English/Math Basic Skills	14	25	17	15	9
Personal Development (intellectual/cultural)	26	28	30	34	37
Other	13	16	19	41	52
Undecided	277	285	302	303	264
Unknown	14	15	37	20	7
% Transfer (w/ or w/o AA/AS degree)	78%	79%	78%	79%	79%
% Associate Degree Only (AA/AS)	5%	5%	5%	4%	4%
% Occupational Certificate or Job Training	5%	4%	4%	4%	5%
% Improve English/Math Basic Skills	0%	1%	1%	<1%	<1%
% Personal Development (intellectual/cultural)	1%	1%	1%	1%	1%
% Other	<1%	1%	1%	1%	2%
% Undecided	10%	9%	10%	10%	9%
% Unknown	0%	<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.

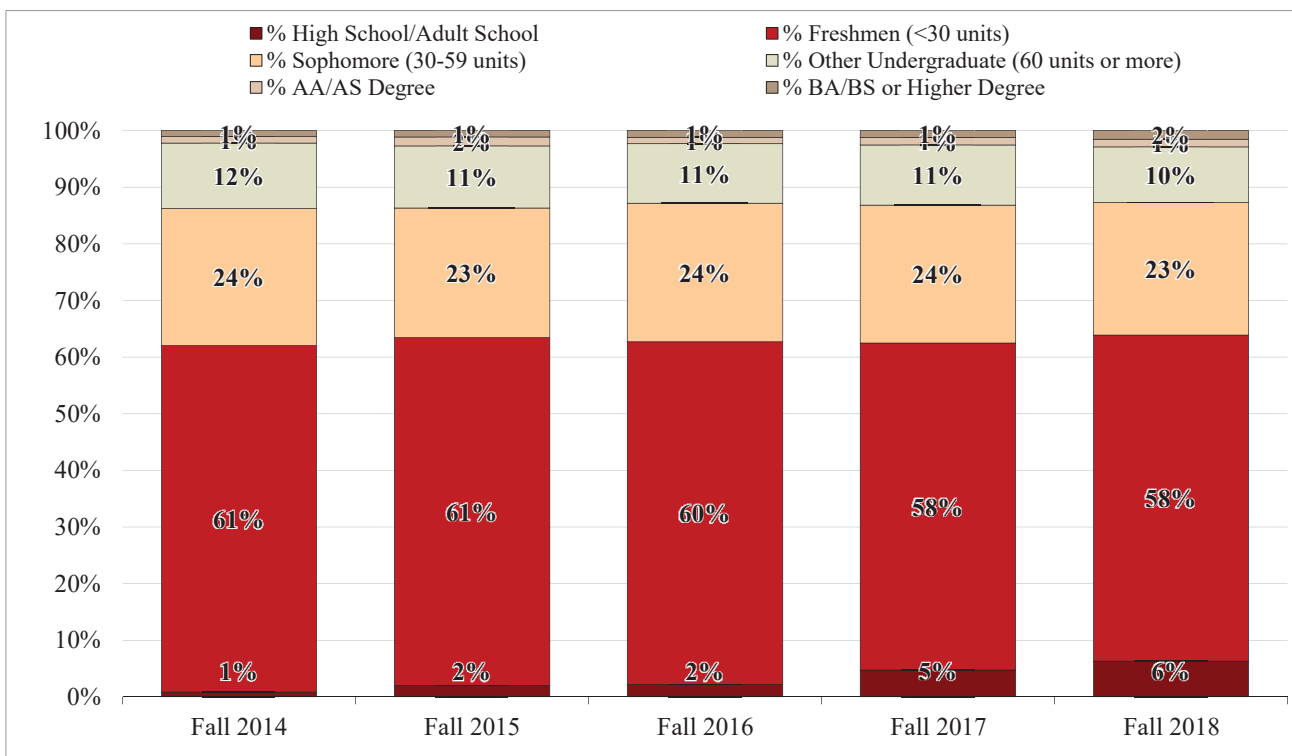
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

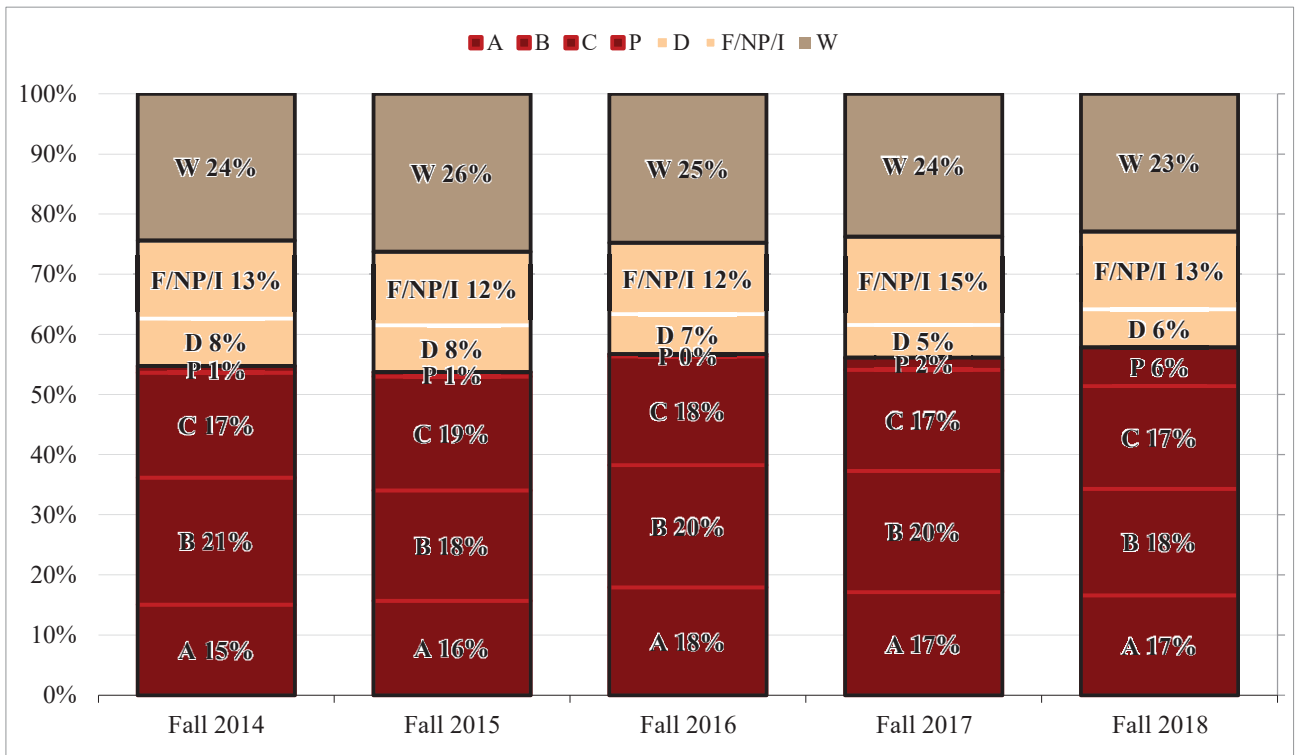
Highest Educational Level of Students

Mathematics (MATH)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
High School/Adult School	23	62	69	145	189
Freshmen (<30 units)	1,723	1,905	1,916	1,775	1,719
Sophomore (30-59 units)	681	709	775	749	699
Other Undergraduate (60 units or more)	326	340	333	327	294
AA/AS Degree	32	49	35	39	41
BA/BS or Higher Degree	31	36	39	39	46
% High School/Adult School	1%	2%	2%	5%	6%
% Freshmen (<30 units)	61%	61%	60%	58%	58%
% Sophomore (30-59 units)	24%	23%	24%	24%	23%
% Other Undergraduate (60 units or more)	12%	11%	11%	11%	10%
% AA/AS Degree	1%	2%	1%	1%	1%
% BA/BS or Higher Degree	1%	1%	1%	1%	2%



Student Performance: Grade Distribution

Mathematics (MATH)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	2,848	3,141	3,231	3,236	3,250
Course Success Rates	55%	54%	57%	56%	58%
A	15%	16%	18%	17%	17%
B	21%	18%	20%	20%	18%
C	17%	19%	18%	17%	17%
P	1%	1%	<1%	2%	6%
Course Non-Success Rate	21%	20%	19%	20%	19%
D	8%	8%	7%	5%	6%
F/NP/I	13%	12%	12%	15%	13%
Withdrawals (W)	24%	26%	25%	24%	23%



Definitions:

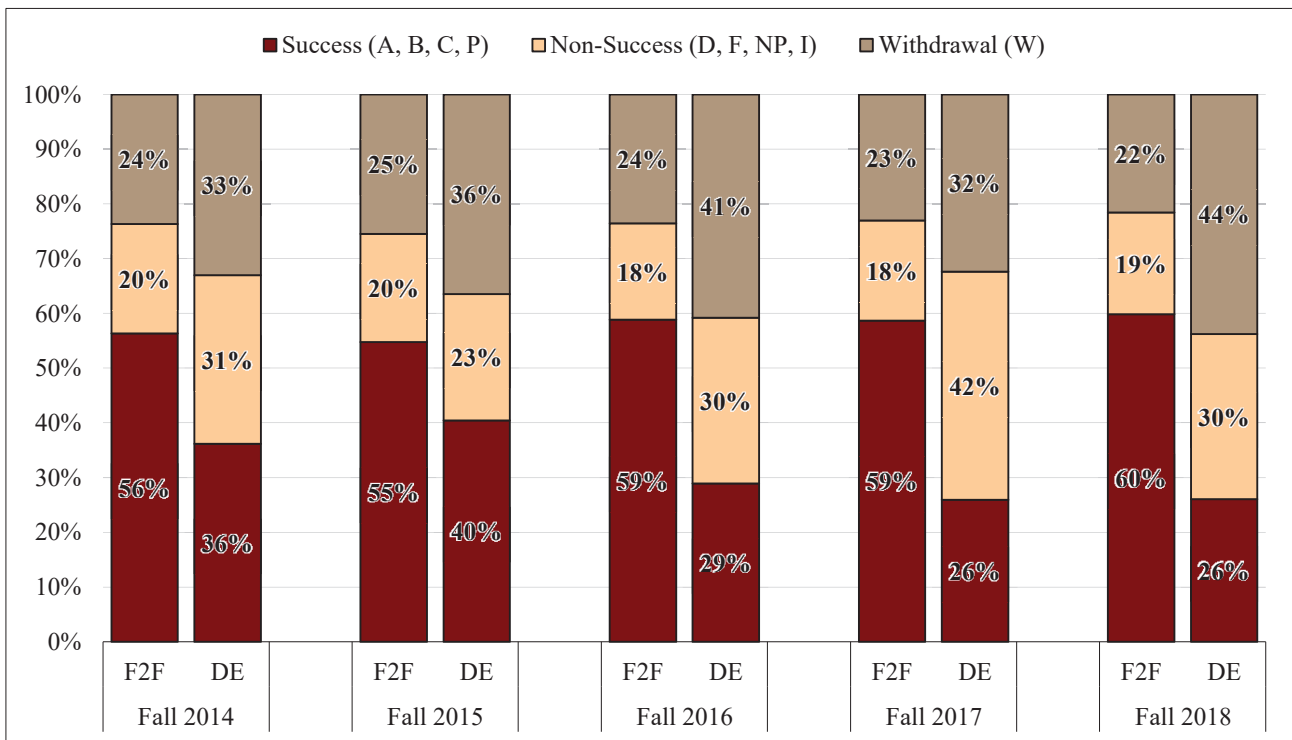
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Mathematics (MATH)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	2,848	3,141	3,231	3,236	3,250
Face-to-Face (F2F) Sections	2624	2916	3003	2989	3058
Success Rates	56%	55%	59%	59%	60%
Non-Success Rates	20%	20%	18%	18%	19%
Withdrawals	24%	25%	24%	23%	22%
Distance Education (DE) Sections	224	225	228	247	192
Success Rates	36%	40%	29%	26%	26%
Non-Success Rates	31%	23%	30%	42%	30%
Withdrawals	33%	36%	41%	32%	44%



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.

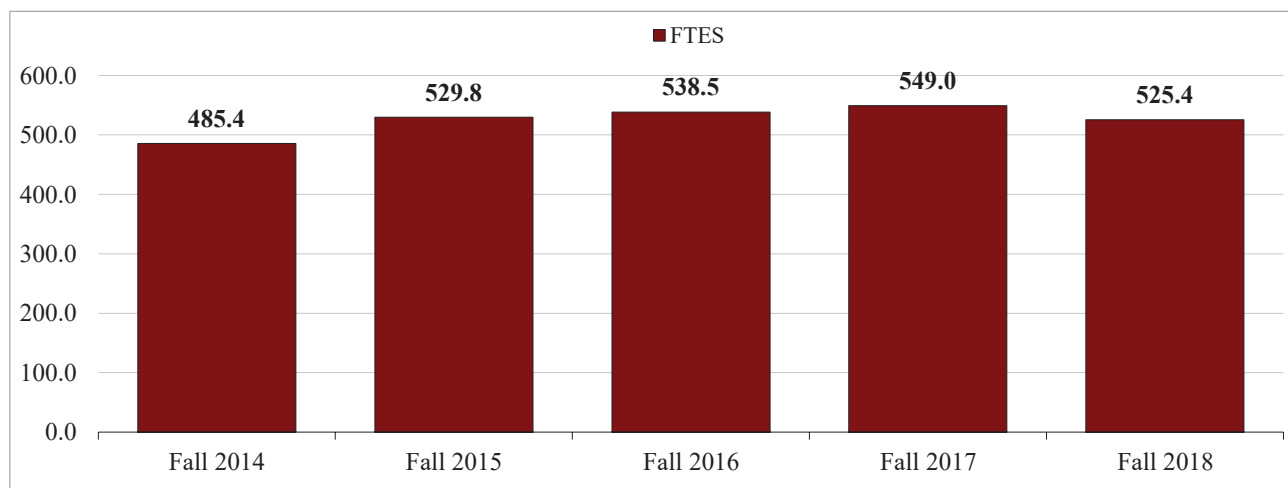
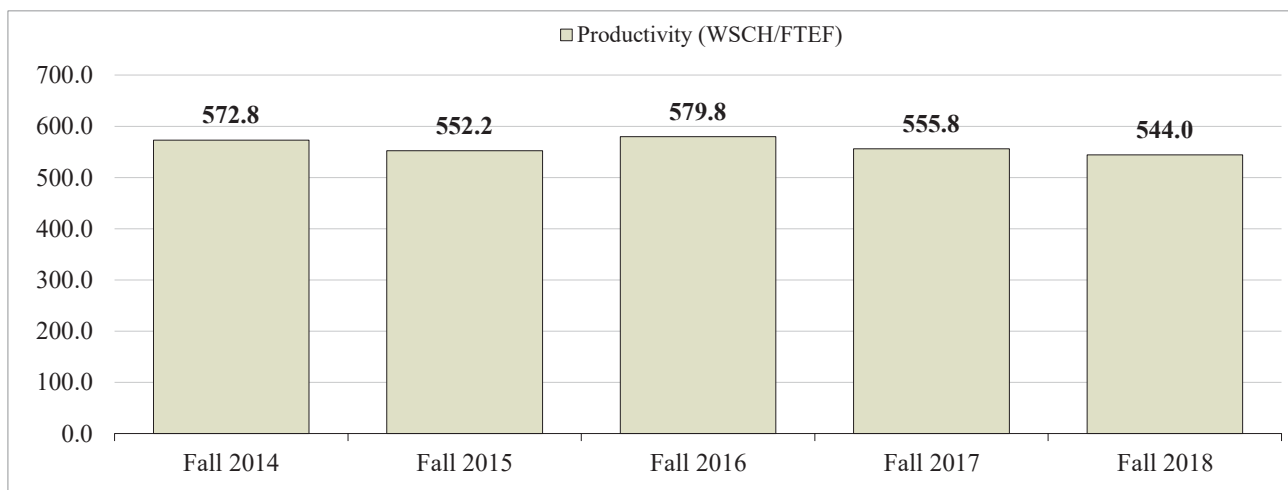
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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

	Mathematics (MATH)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
WSCH	14,832	16,260	16,527	16,850	16,086
FTES	485.4	529.8	538.5	549.0	525.4
FTEF	25.9	29.4	28.5	30.3	29.6
Productivity (WSCH/FTEF)	572.8	552.2	579.8	555.8	544.0



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.

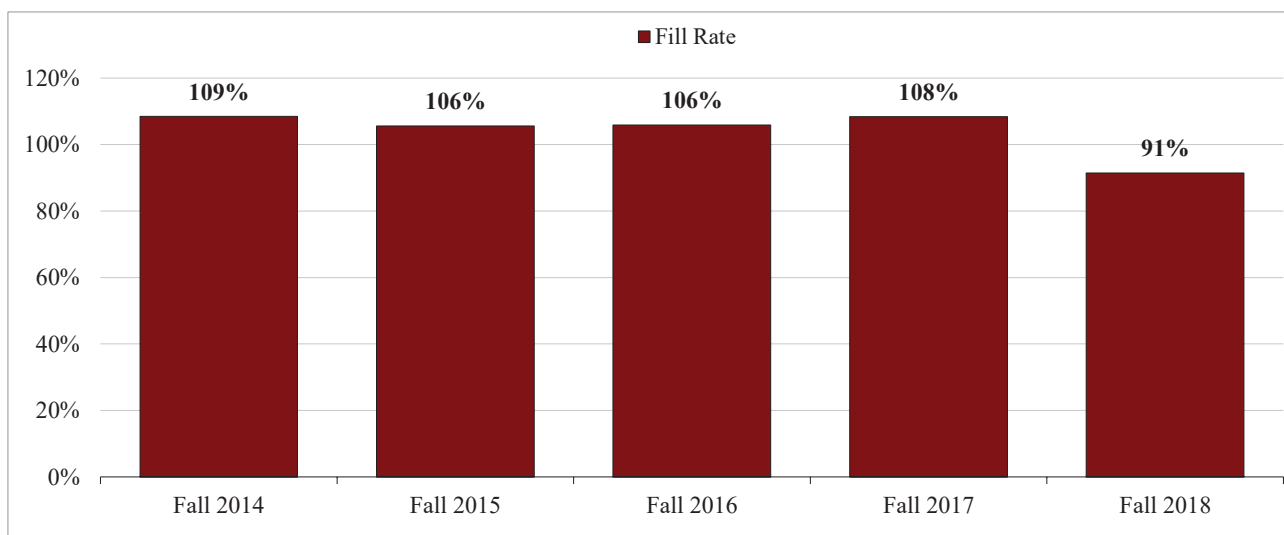
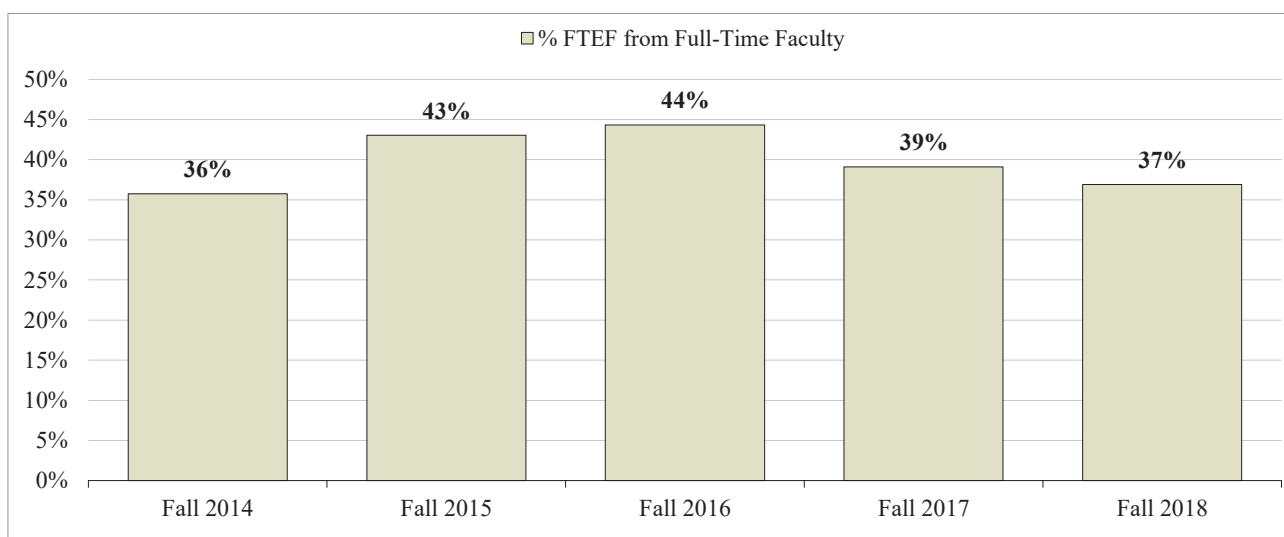
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Mathematics (MATH)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
FTEF from Full-Time Faculty	9.3	12.7	12.6	11.9	10.9
% FTEF from Full-Time Faculty	36%	43%	44%	39%	37%
Enrollments	2,848	3,141	3,231	3,236	3,250
Capacity (seats available)	2,624	2,974	3,050	2,985	3,552
Fill Rate	109%	106%	106%	108%	91%



Definitions:

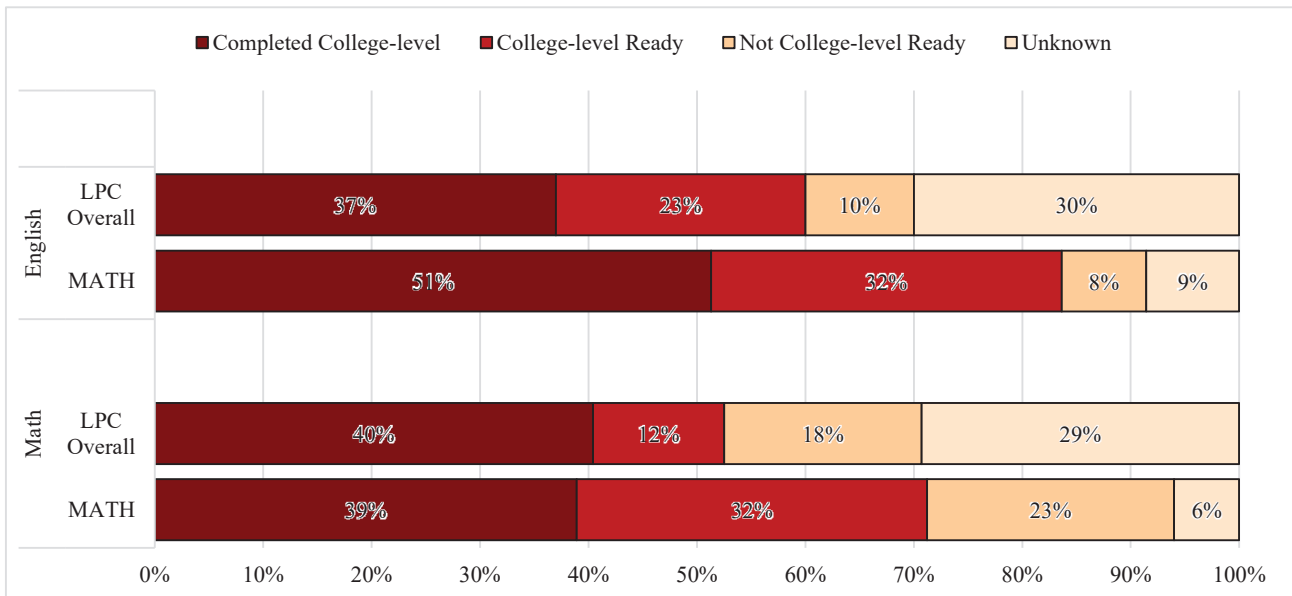
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2018				
	MATH		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	1,533	51%	4,858	52%
College-level Ready	966	37%	2,005	22%
Not College-level Ready	233	9%	675	7%
Unknown	256	8%	1,776	19%
College Math				
Completed College-level	1,163	39%	4,134	44%
College-level Ready	965	32%	1,812	19%
Not College-level Ready	681	23%	1,583	17%
Unknown	179	6%	1,785	19%



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.