



Las Positas College

Program Review Discipline Data Packet

Fall 2014 to Fall 2018

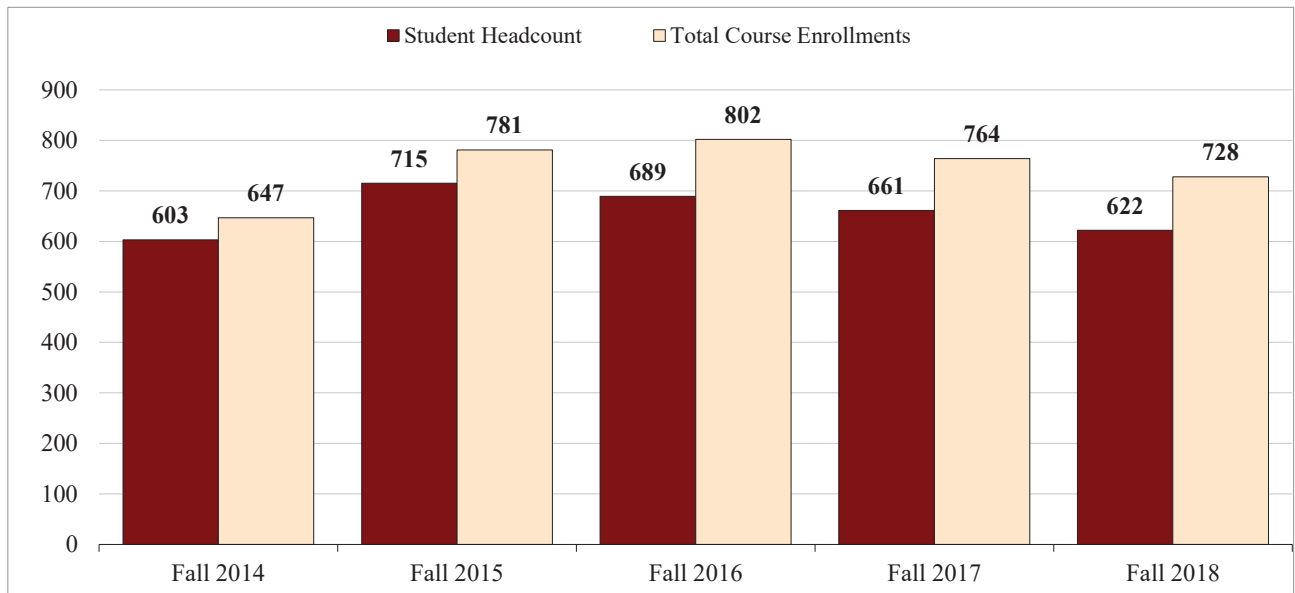
Discipline:

Music (MUS)

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Headcount & Enrollment

	Music (MUS)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student Headcount	603	715	689	661	622
Total Course Enrollments	647	781	802	764	728



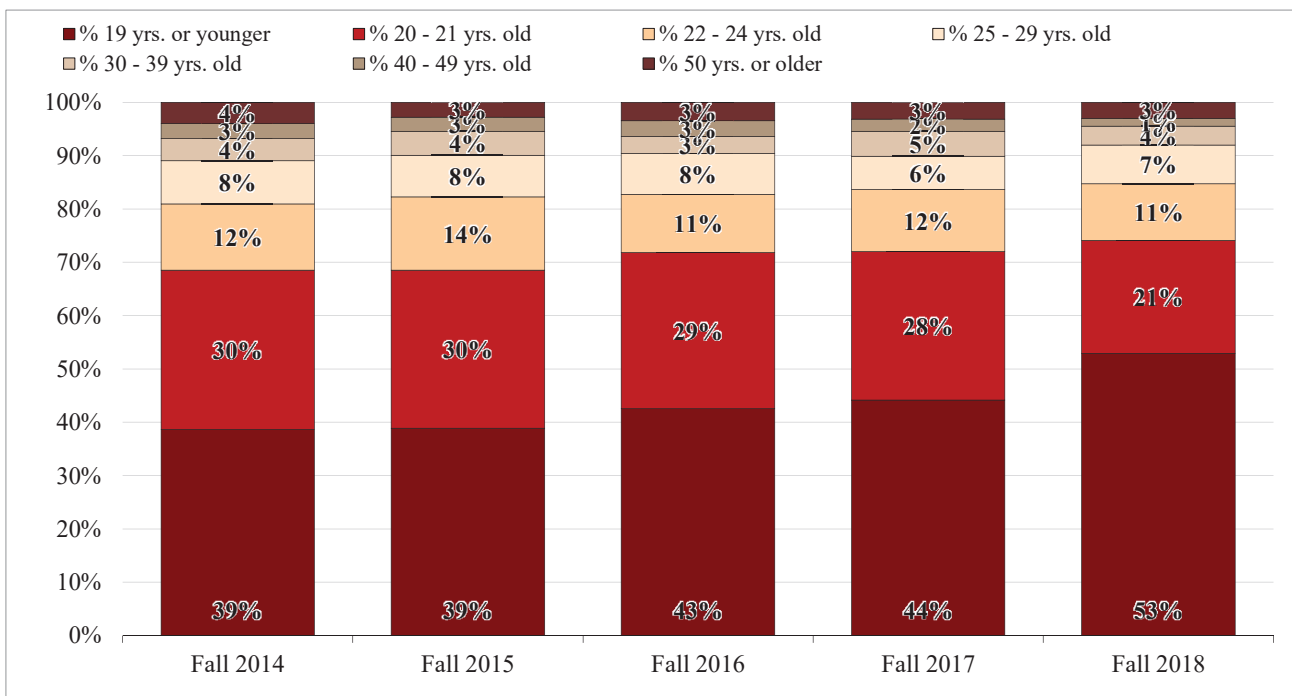
Definitions:

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.

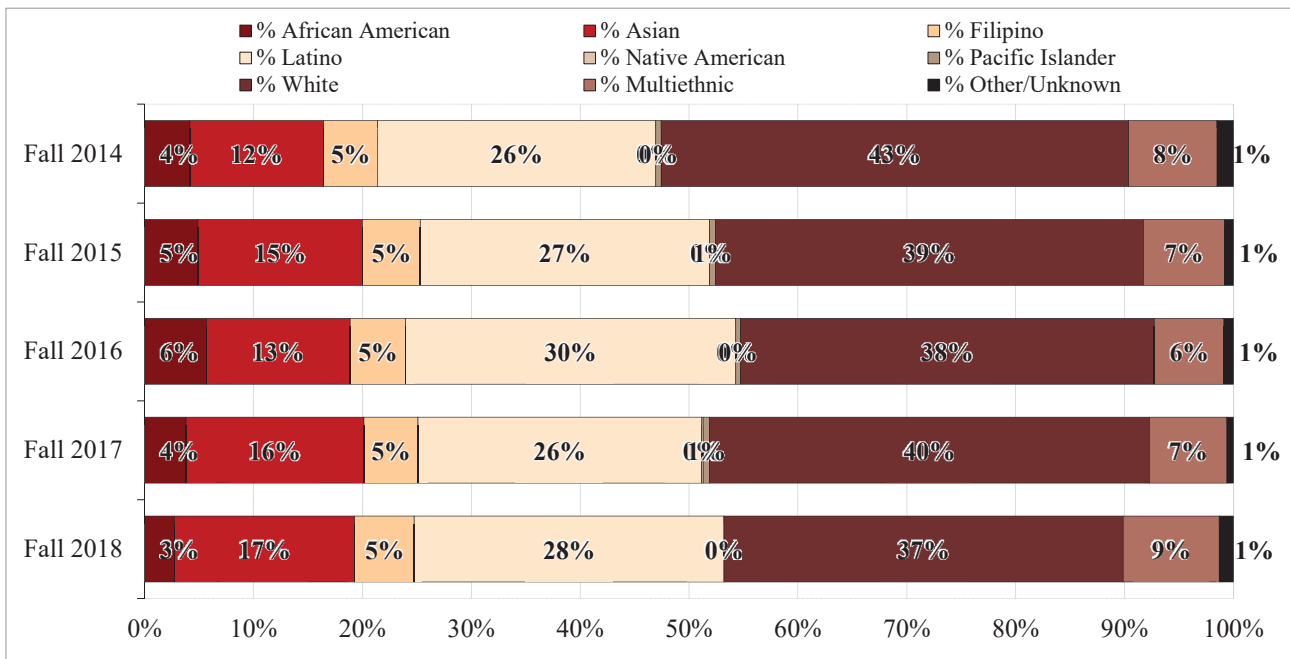
Student Demographics: Gender & Age

	Music (MUS)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	295	338	300	295	311
Male	297	369	383	358	300
19 yrs. or younger	233	278	293	292	329
20-21 yrs. old	180	212	202	184	132
22-24 yrs. old	75	98	75	77	66
25-29 yrs. old	49	56	53	41	45
30-39 yrs. old	25	32	22	31	22
40-49 yrs. old	17	19	20	15	9
50 yrs. or older	24	20	24	21	19
% Female	50%	48%	44%	45%	51%
% Male	50%	52%	56%	55%	49%
% 19 yrs. or younger	39%	39%	43%	44%	53%
% 20 - 21 yrs. old	30%	30%	29%	28%	21%
% 22 - 24 yrs. old	12%	14%	11%	12%	11%
% 25 - 29 yrs. old	8%	8%	8%	6%	7%
% 30 - 39 yrs. old	4%	4%	3%	5%	4%
% 40 - 49 yrs. old	3%	3%	3%	2%	1%
% 50 yrs. or older	4%	3%	3%	3%	3%



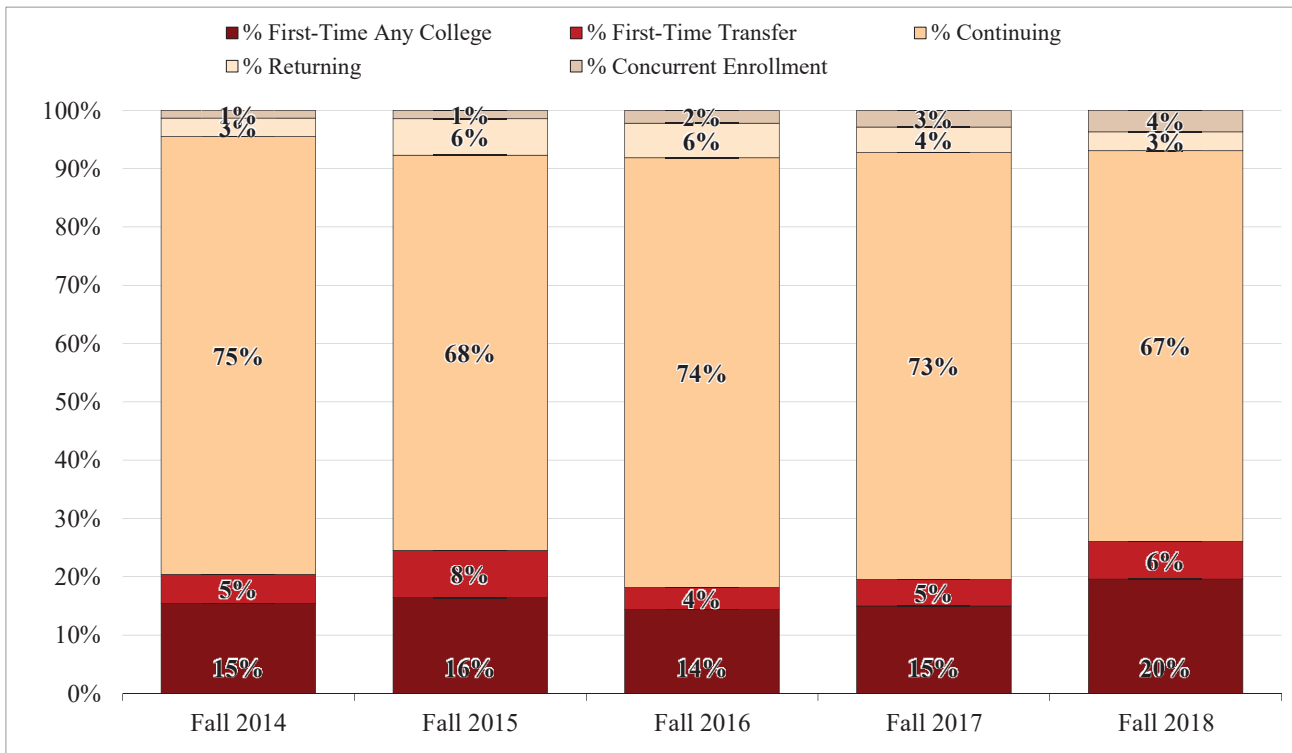
Student Demographic: Race-Ethnicity

	Music (MUS)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American	25	35	39	25	17
Asian	74	108	91	108	103
Filipino	30	38	35	33	34
Latino	154	190	209	172	177
Native American	0	0	0	1	0
Pacific Islander	3	4	3	4	0
White	259	281	262	267	228
Multiethnic	49	53	44	47	55
Other/Unknown	9	6	6	4	8
% African American	4%	5%	6%	4%	3%
% Asian	12%	15%	13%	16%	17%
% Filipino	5%	5%	5%	5%	5%
% Latino	26%	27%	30%	26%	28%
% Native American	0%	0%	0%	<1%	0%
% Pacific Islander	0%	1%	<1%	1%	0%
% White	43%	39%	38%	40%	37%
% Multiethnic	8%	7%	6%	7%	9%
% Other/Unknown	1%	1%	1%	1%	1%



Student Enrollment Status

	Music (MUS)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
First-Time Any College	93	117	99	99	122
First-Time Transfer	30	58	26	30	40
Continuing	453	484	508	484	417
Returning	19	45	41	29	20
Concurrent Enrollment	8	10	15	19	23
% First-Time Any College	15%	16%	14%	15%	20%
% First-Time Transfer	5%	8%	4%	5%	6%
% Continuing	75%	68%	74%	73%	67%
% Returning	3%	6%	6%	4%	3%
% Concurrent Enrollment	1%	1%	2%	3%	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.

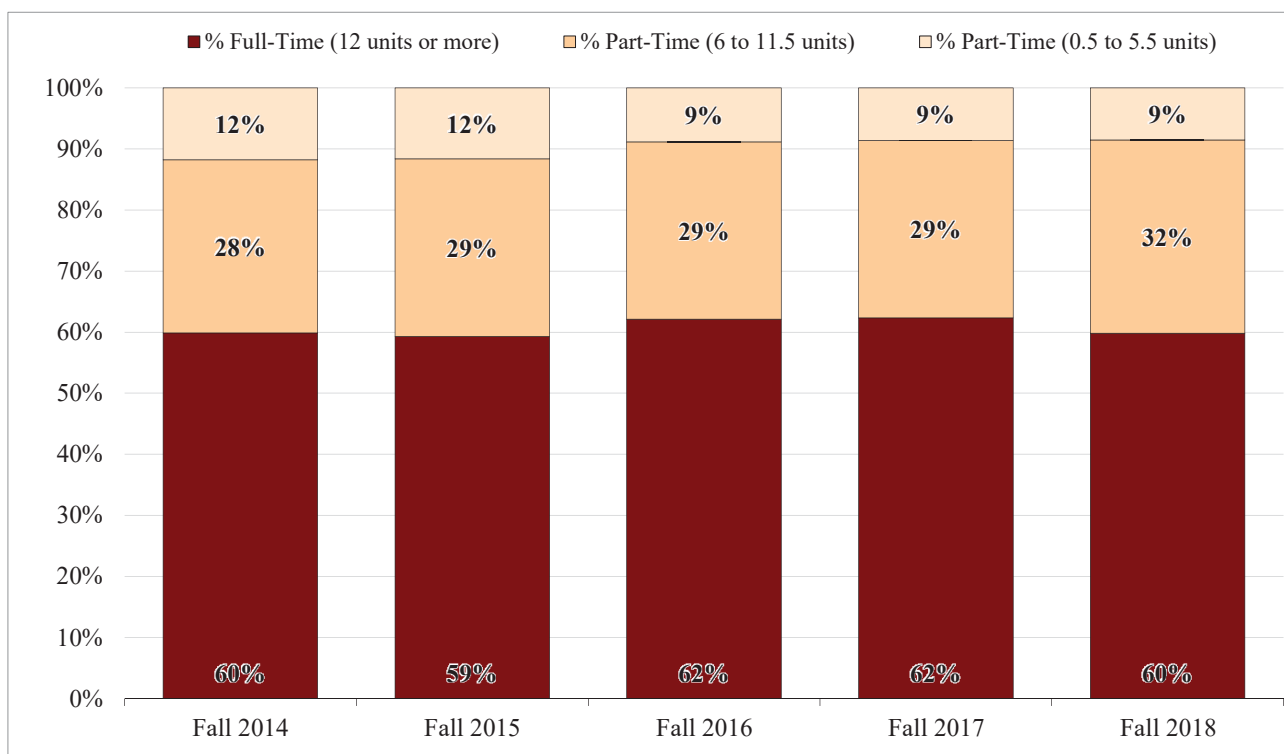
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

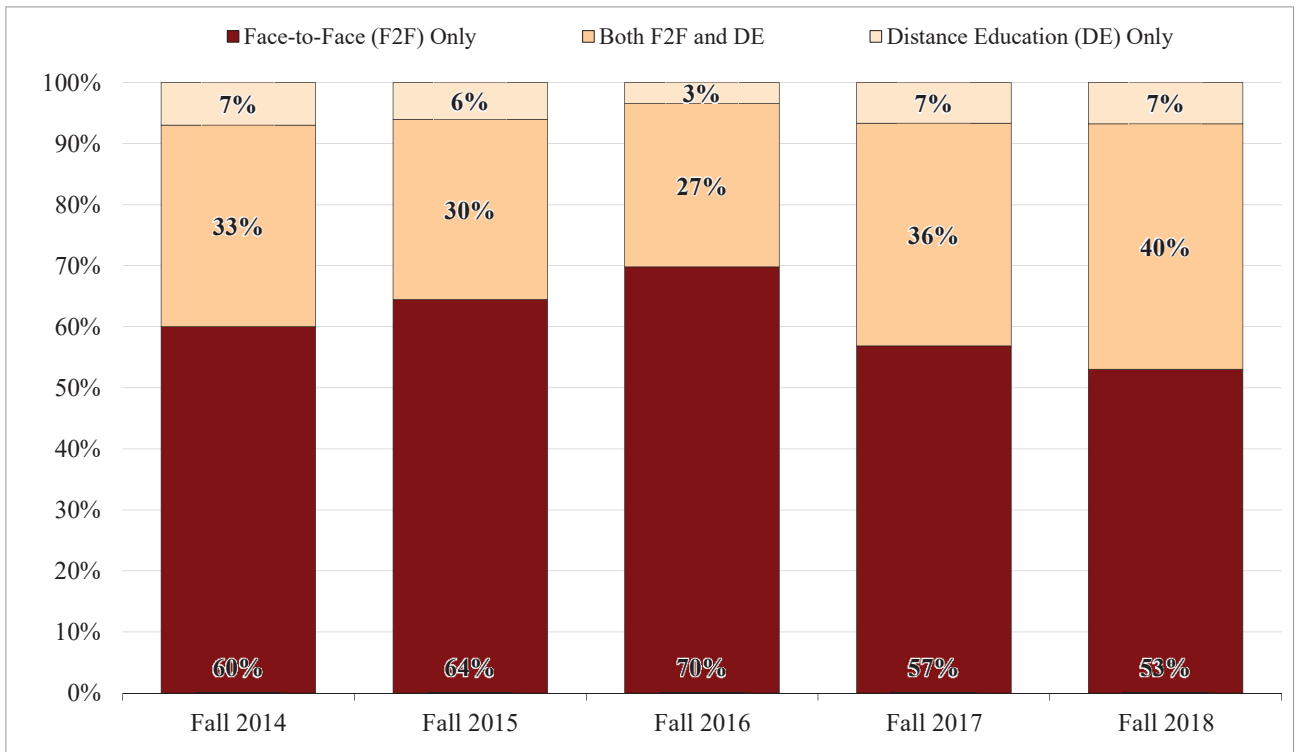
Student Unit Load

	Music (MUS)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Full-Time (12 units or more)	361	424	428	412	372
Part-Time (6 to 11.5 units)	171	208	200	192	197
Part-Time (0.5 to 5.5 units)	71	83	61	57	53
% Full-Time (12 units or more)	60%	59%	62%	62%	60%
% Part-Time (6 to 11.5 units)	28%	29%	29%	29%	32%
% Part-Time (0.5 to 5.5 units)	12%	12%	9%	9%	9%



Students Using Distance Education

Music (MUS)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Face-to-Face (F2F) Only	362	461	481	376	330
Both F2F and DE	199	211	184	241	250
Distance Education (DE) Only	42	43	24	44	42
% Face-to-Face (F2F) Only	60%	64%	70%	57%	53%
% Both F2F and DE	33%	30%	27%	36%	40%
% Distance Education (DE) Only	7%	6%	3%	7%	7%

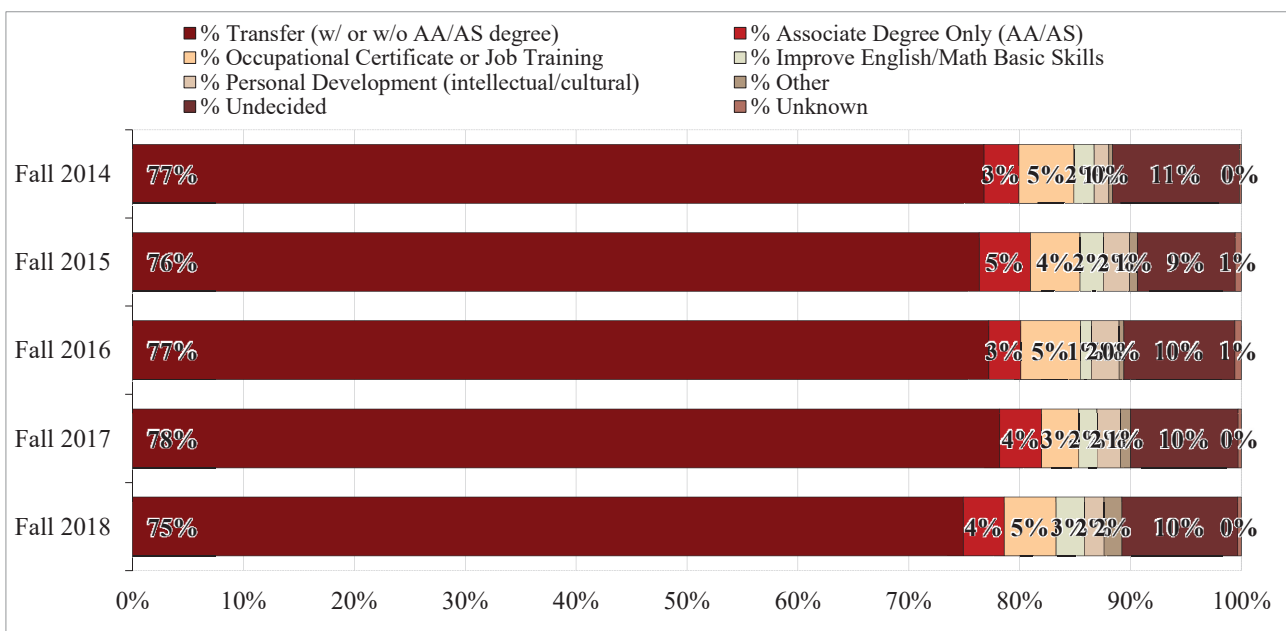


Definitions:

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

Student Educational Goal

Music (MUS)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Transfer (w/ or w/o AA/AS degree)	463	546	532	517	466
Associate Degree Only (AA/AS)	19	33	20	25	23
Occupational Certificate or Job Training	30	32	37	22	29
Improve English/Math Basic Skills	11	15	7	11	16
Personal Development (intellectual/cultural)	8	17	17	14	11
Other	2	5	3	6	10
Undecided	69	63	69	64	65
Unknown	1	4	4	2	2
% Transfer (w/ or w/o AA/AS degree)	77%	76%	77%	78%	75%
% Associate Degree Only (AA/AS)	3%	5%	3%	4%	4%
% Occupational Certificate or Job Training	5%	4%	5%	3%	5%
% Improve English/Math Basic Skills	2%	2%	1%	2%	3%
% Personal Development (intellectual/cultural)	1%	2%	2%	2%	2%
% Other	<1%	1%	<1%	1%	2%
% Undecided	11%	9%	10%	10%	10%
% Unknown	<1%	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.

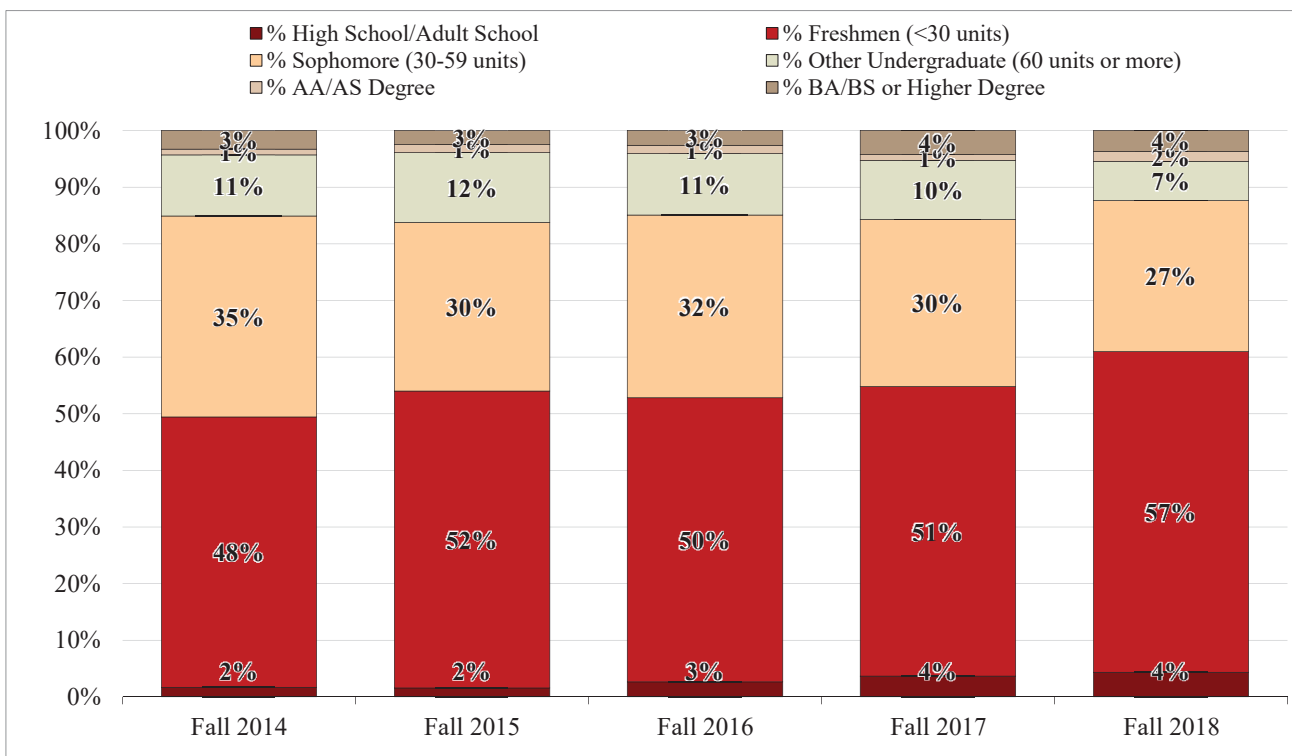
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

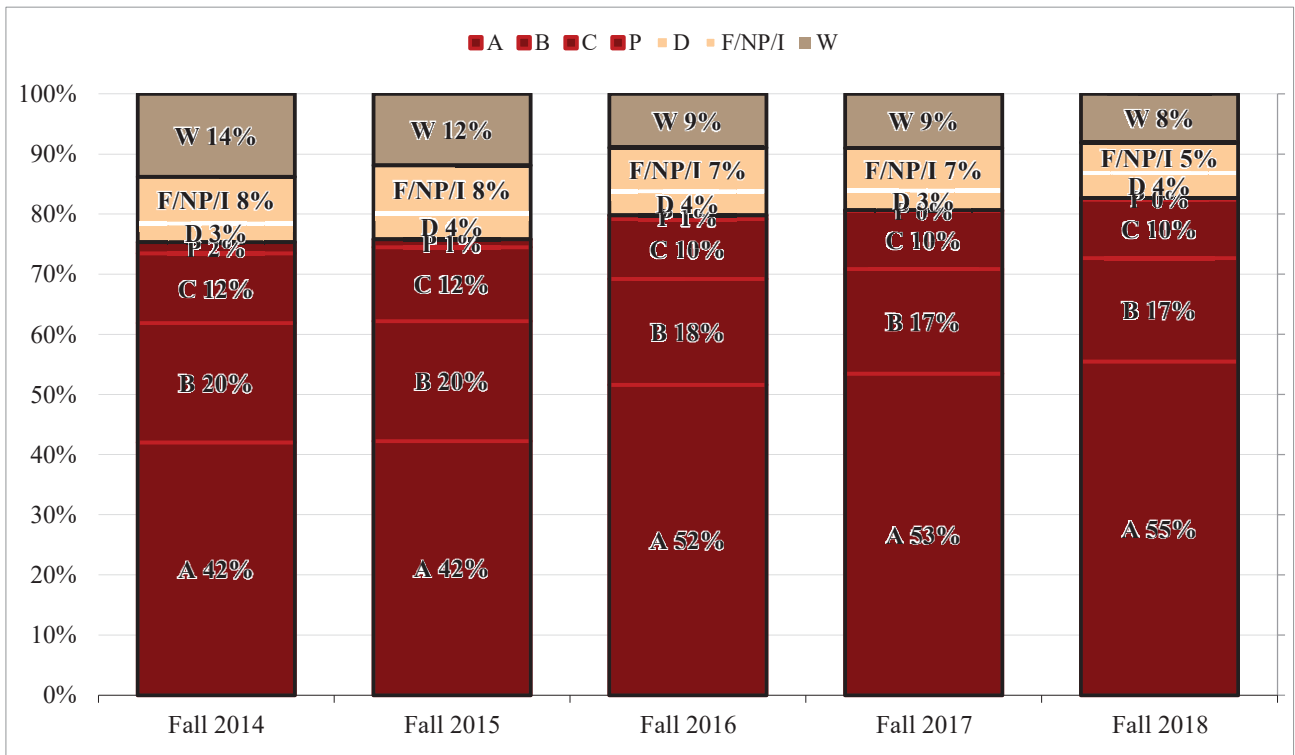
Highest Educational Level of Students

Music (MUS)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
High School/Adult School	10	11	18	24	27
Freshmen (<30 units)	288	375	346	338	352
Sophomore (30-59 units)	214	213	222	195	166
Other Undergraduate (60 units or more)	65	88	75	69	43
AA/AS Degree	6	10	10	7	11
BA/BS or Higher Degree	20	18	18	28	23
% High School/Adult School	2%	2%	3%	4%	4%
% Freshmen (<30 units)	48%	52%	50%	51%	57%
% Sophomore (30-59 units)	35%	30%	32%	30%	27%
% Other Undergraduate (60 units or more)	11%	12%	11%	10%	7%
% AA/AS Degree	1%	1%	1%	1%	2%
% BA/BS or Higher Degree	3%	3%	3%	4%	4%



Student Performance: Grade Distribution

Music (MUS)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	647	781	802	764	728
Course Success Rates	75%	76%	80%	81%	83%
A	42%	42%	52%	53%	55%
B	20%	20%	18%	17%	17%
C	12%	12%	10%	10%	10%
P	2%	1%	1%	<1%	<1%
Course Non-Success Rate	11%	12%	11%	10%	9%
D	3%	4%	4%	3%	4%
F/NP/I	8%	8%	7%	7%	5%
Withdrawals (W)	14%	12%	9%	9%	8%



Definitions:

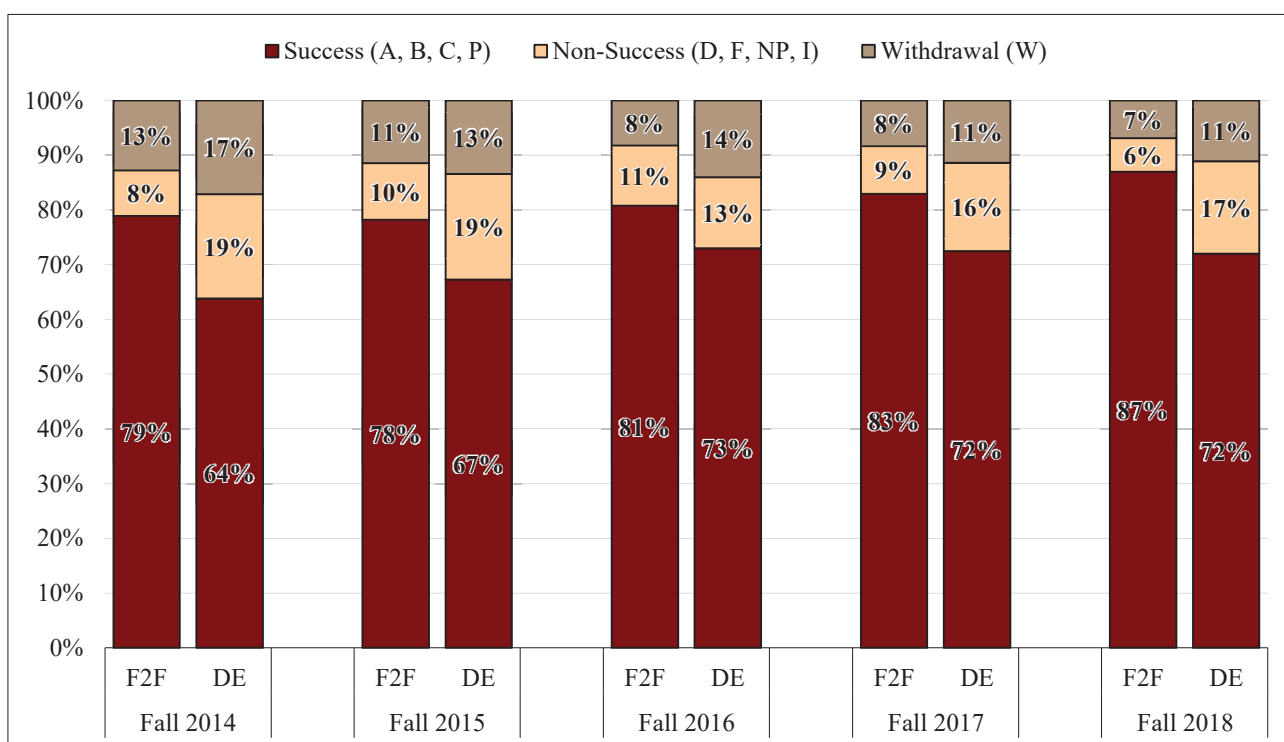
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Music (MUS)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	647	781	802	764	728
Face-to-Face (F2F) Sections	495	610	702	598	521
Success Rates	79%	78%	81%	83%	87%
Non-Success Rates	8%	10%	11%	9%	6%
Withdrawals	13%	11%	8%	8%	7%
Distance Education (DE) Sections	152	171	100	166	207
Success Rates	64%	67%	73%	72%	72%
Non-Success Rates	19%	19%	13%	16%	17%
Withdrawals	17%	13%	14%	11%	11%



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.

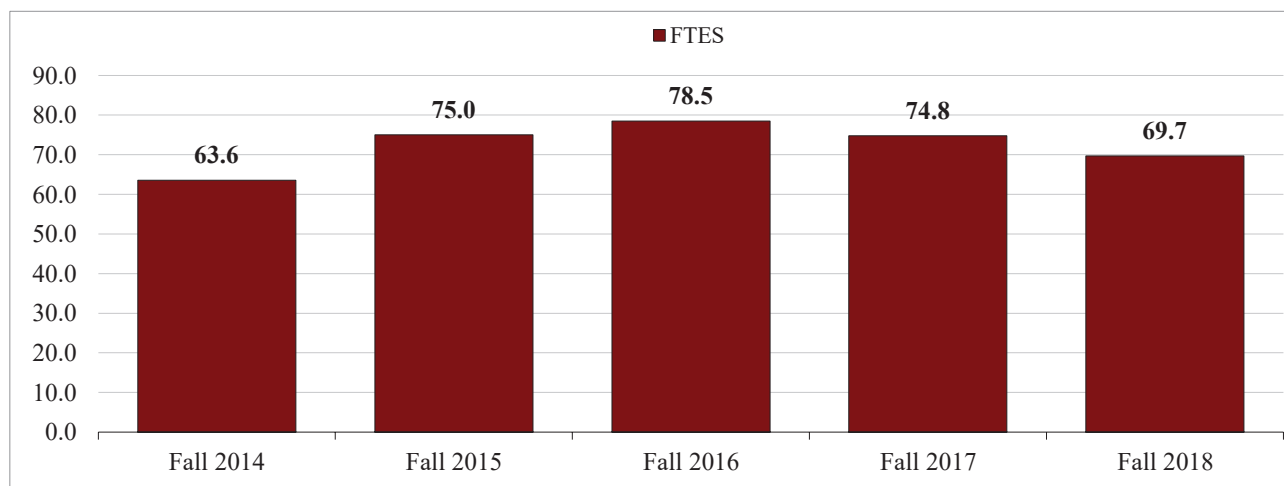
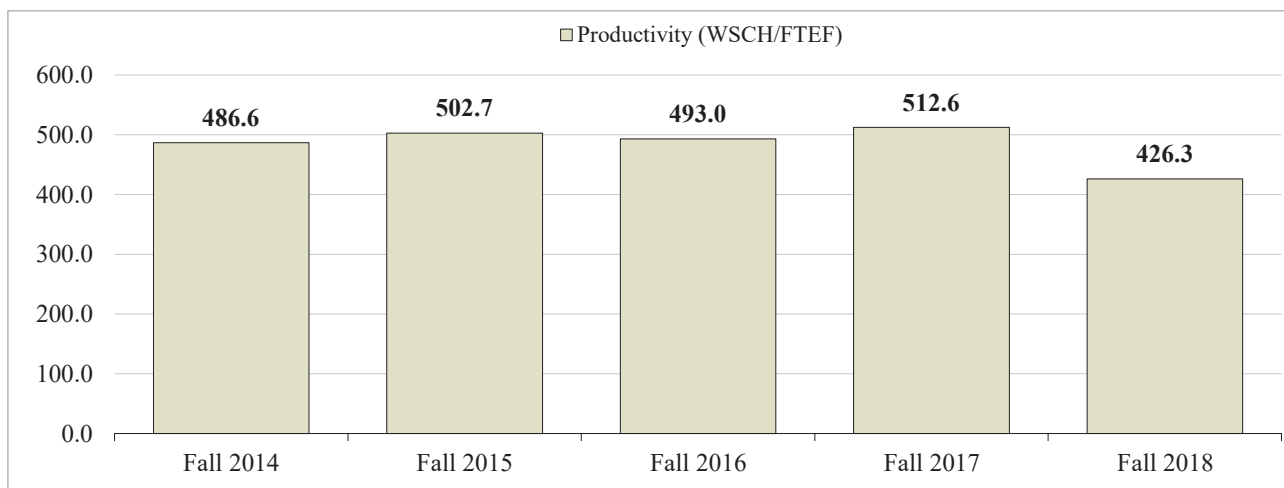
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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

	Music (MUS)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
WSCH	1,954	2,354	2,415	2,298	2,149
FTEF	63.6	75.0	78.5	74.8	69.7
Productivity (WSCH/FTEF)	486.6	502.7	493.0	512.6	426.3



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.

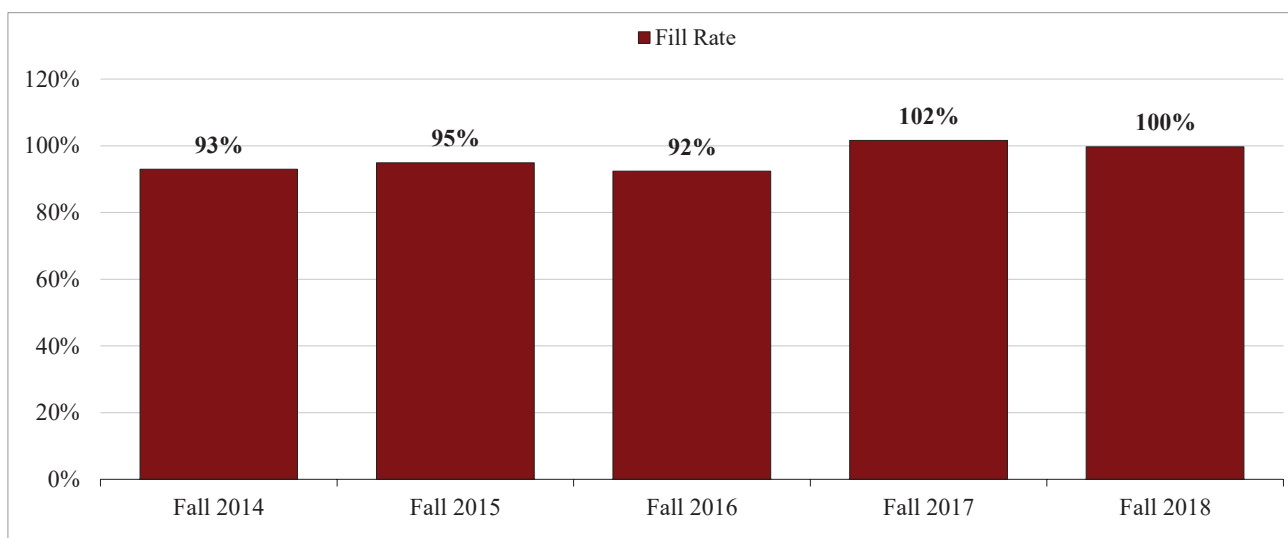
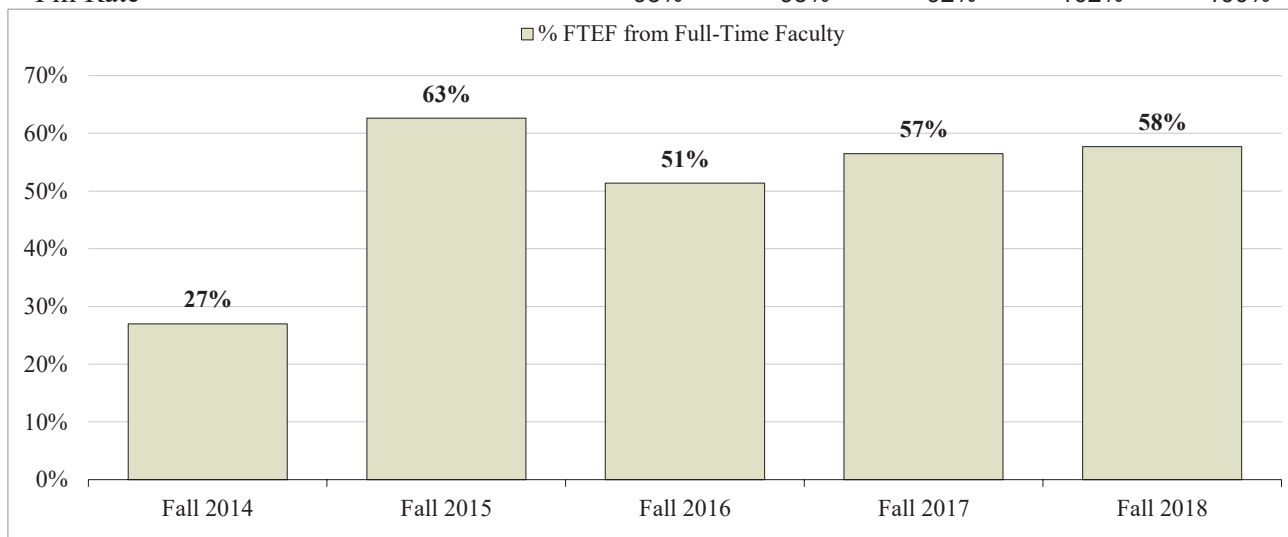
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

	Music (MUS)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
FTEF from Full-Time Faculty	1.1	2.9	2.5	2.5	2.9
% FTEF from Full-Time Faculty	27%	63%	51%	57%	58%
Enrollments	647	781	802	764	728
Capacity (seats available)	696	823	868	752	730
Fill Rate	93%	95%	92%	102%	100%



Definitions:

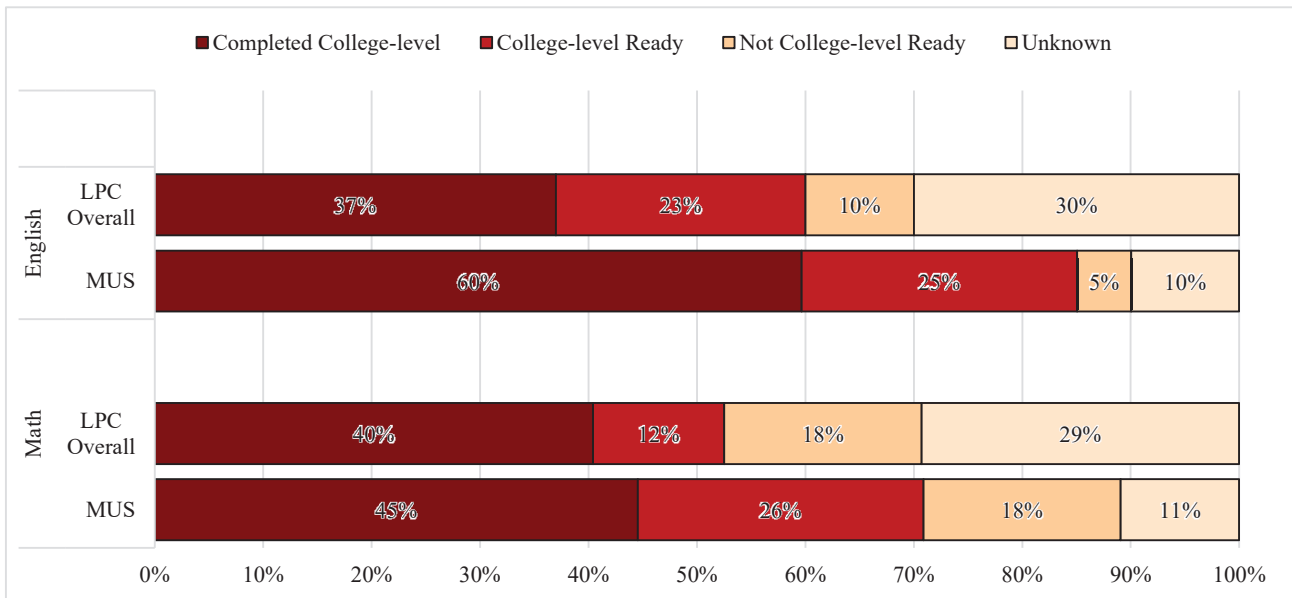
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	MUS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	371	60%	4,858	52%
College-level Ready	158	30%	2,005	22%
Not College-level Ready	31	6%	675	7%
Unknown	62	10%	1,776	19%
College Math				
Completed College-level	277	45%	4,134	44%
College-level Ready	164	26%	1,812	19%
Not College-level Ready	113	18%	1,583	17%
Unknown	68	11%	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.