



Las Positas College

Program Review Discipline Data Packet

Fall 2014 to Fall 2018

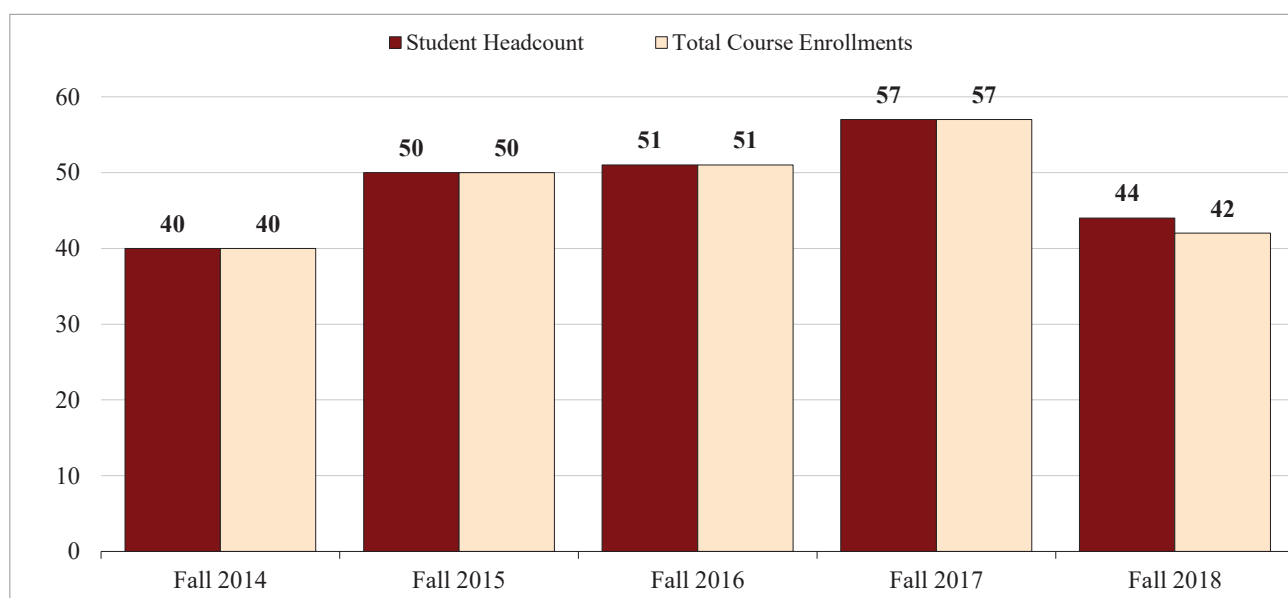
Discipline:

Tutoring (TUTR)

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Headcount & Enrollment

	Tutoring (TUTOR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student Headcount	40	50	51	57	44
Total Course Enrollments	40	50	51	57	42



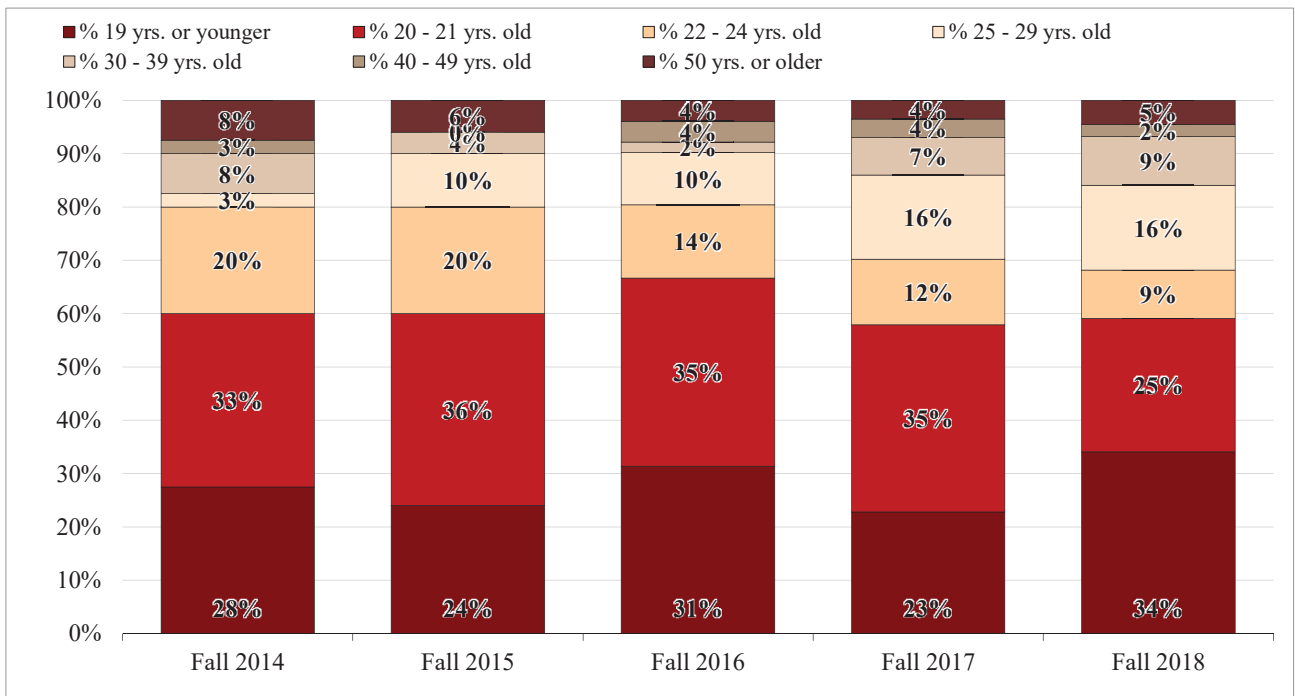
Definitions:

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.

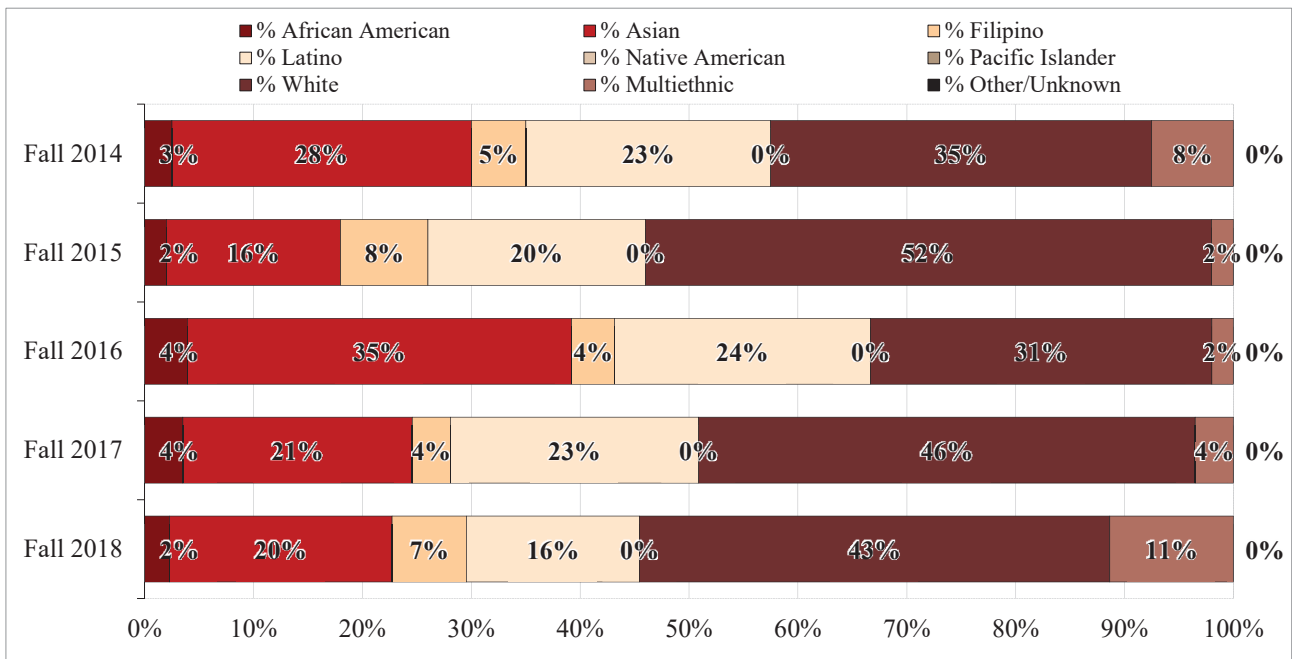
Student Demographics: Gender & Age

	Tutoring (TUTR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	24	19	29	29	28
Male	16	31	22	28	16
19 yrs. or younger	11	12	16	13	15
20-21 yrs. old	13	18	18	20	11
22-24 yrs. old	8	10	7	7	4
25-29 yrs. old	1	5	5	9	7
30-39 yrs. old	3	2	1	4	4
40-49 yrs. old	1	0	2	2	1
50 yrs. or older	3	3	2	2	2
% Female	60%	38%	57%	51%	64%
% Male	40%	62%	43%	49%	36%
% 19 yrs. or younger	28%	24%	31%	23%	34%
% 20 - 21 yrs. old	33%	36%	35%	35%	25%
% 22 - 24 yrs. old	20%	20%	14%	12%	9%
% 25 - 29 yrs. old	3%	10%	10%	16%	16%
% 30 - 39 yrs. old	8%	4%	2%	7%	9%
% 40 - 49 yrs. old	3%	0%	4%	4%	2%
% 50 yrs. or older	8%	6%	4%	4%	5%



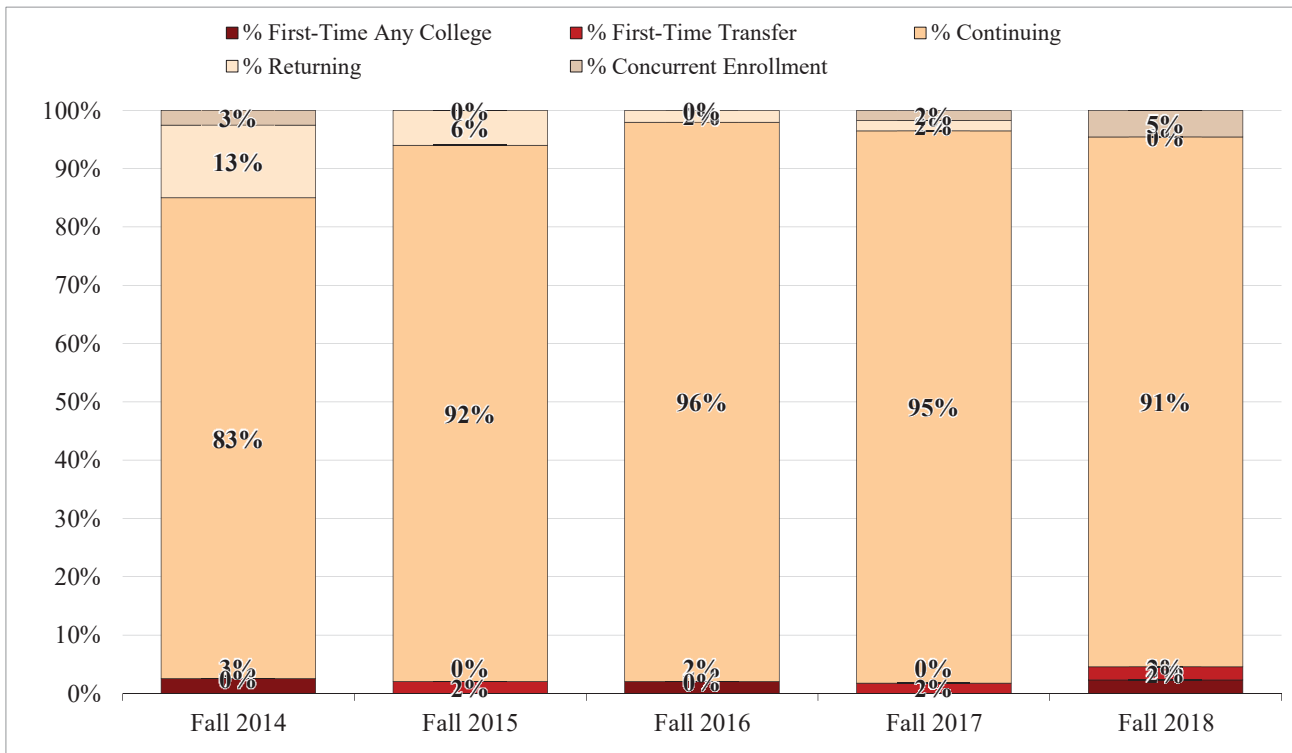
Student Demographic: Race-Ethnicity

	Tutoring (TUTR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American	1	1	2	2	1
Asian	11	8	18	12	9
Filipino	2	4	2	2	3
Latino	9	10	12	13	7
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	14	26	16	26	19
Multiethnic	3	1	1	2	5
Other/Unknown	0	0	0	0	0
% African American	3%	2%	4%	4%	2%
% Asian	28%	16%	35%	21%	20%
% Filipino	5%	8%	4%	4%	7%
% Latino	23%	20%	24%	23%	16%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	35%	52%	31%	46%	43%
% Multiethnic	8%	2%	2%	4%	11%
% Other/Unknown	0%	0%	0%	0%	0%



Student Enrollment Status

	Tutoring (TUTR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
First-Time Any College	1	0	1	0	1
First-Time Transfer	0	1	0	1	1
Continuing	33	46	48	54	40
Returning	5	3	1	1	0
Concurrent Enrollment	1	0	0	1	2
% First-Time Any College	3%	0%	2%	0%	2%
% First-Time Transfer	0%	2%	0%	2%	2%
% Continuing	83%	92%	96%	95%	91%
% Returning	13%	6%	2%	2%	0%
% Concurrent Enrollment	3%	0%	0%	2%	5%



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.

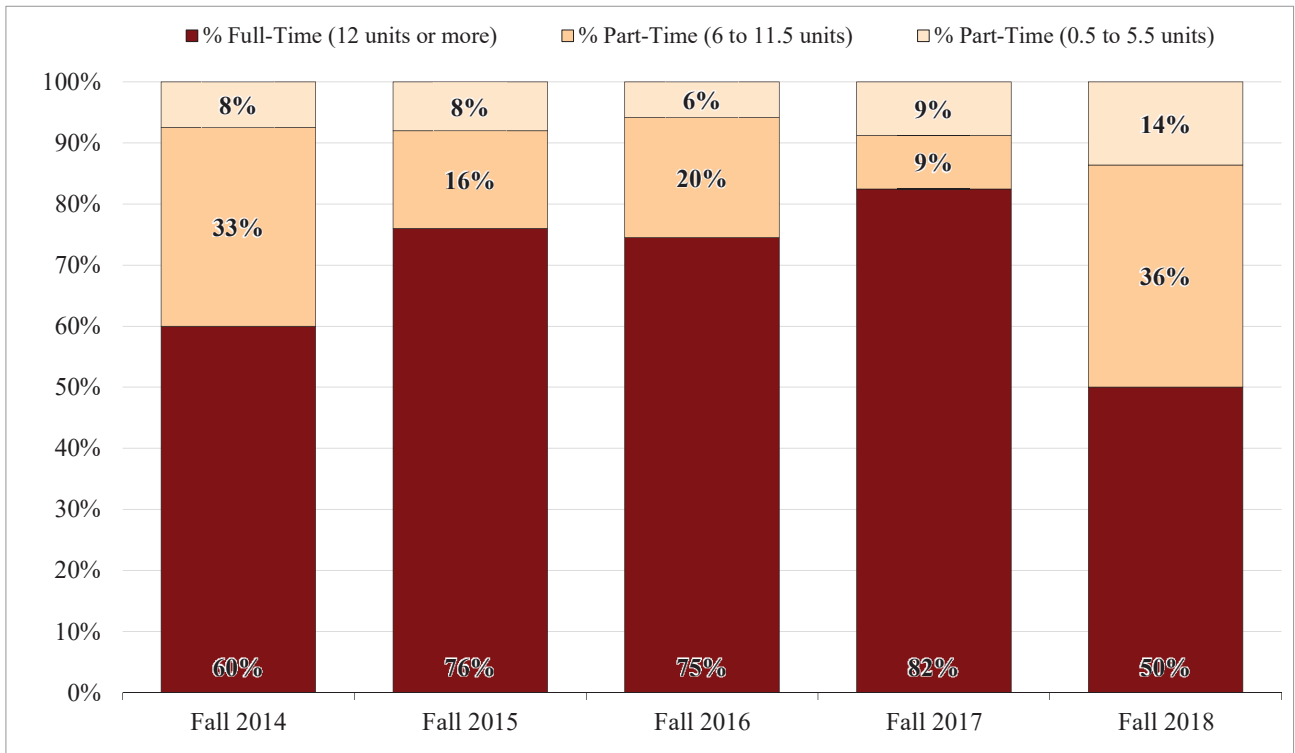
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

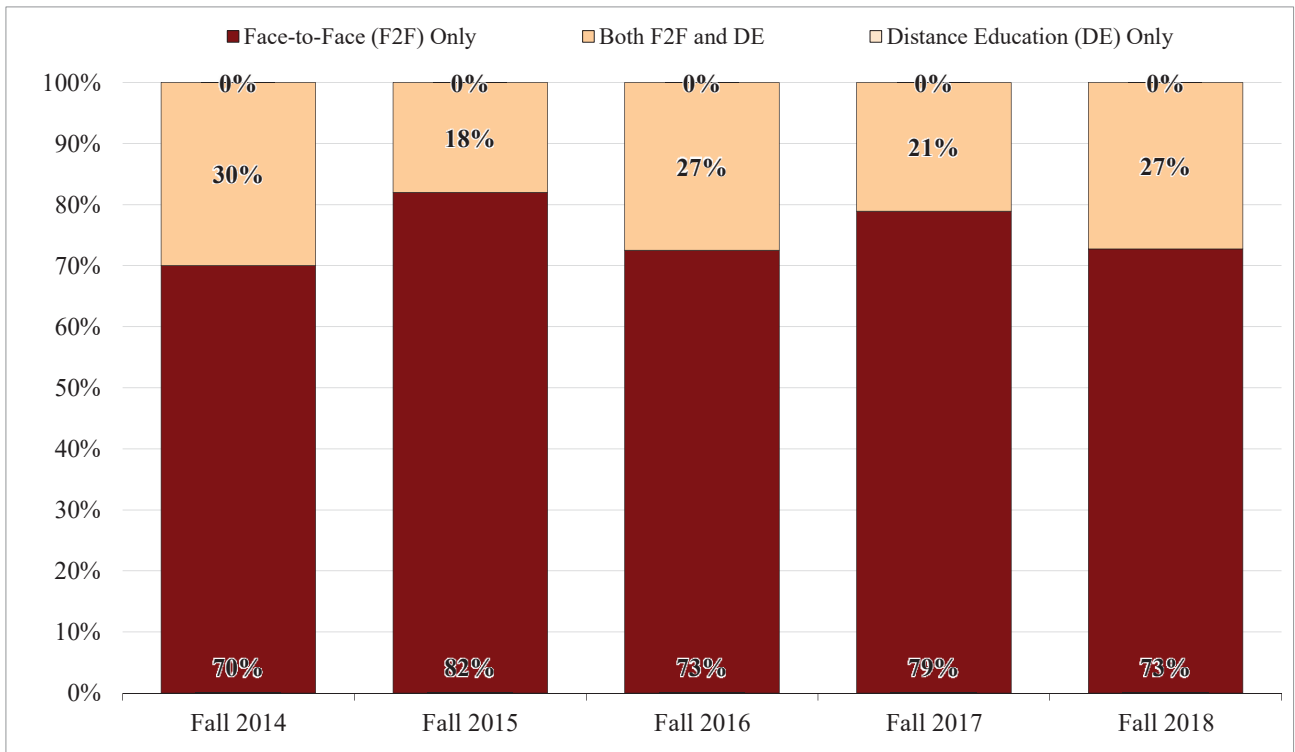
Student Unit Load

	Tutoring (TUTR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Full-Time (12 units or more)	24	38	38	47	22
Part-Time (6 to 11.5 units)	13	8	10	5	16
Part-Time (0.5 to 5.5 units)	3	4	3	5	6
% Full-Time (12 units or more)	60%	76%	75%	82%	50%
% Part-Time (6 to 11.5 units)	33%	16%	20%	9%	36%
% Part-Time (0.5 to 5.5 units)	8%	8%	6%	9%	14%



Students Using Distance Education

Tutoring (TUTR)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Face-to-Face (F2F) Only	28	41	37	45	32
Both F2F and DE	12	9	14	12	12
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	70%	82%	73%	79%	73%
% Both F2F and DE	30%	18%	27%	21%	27%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

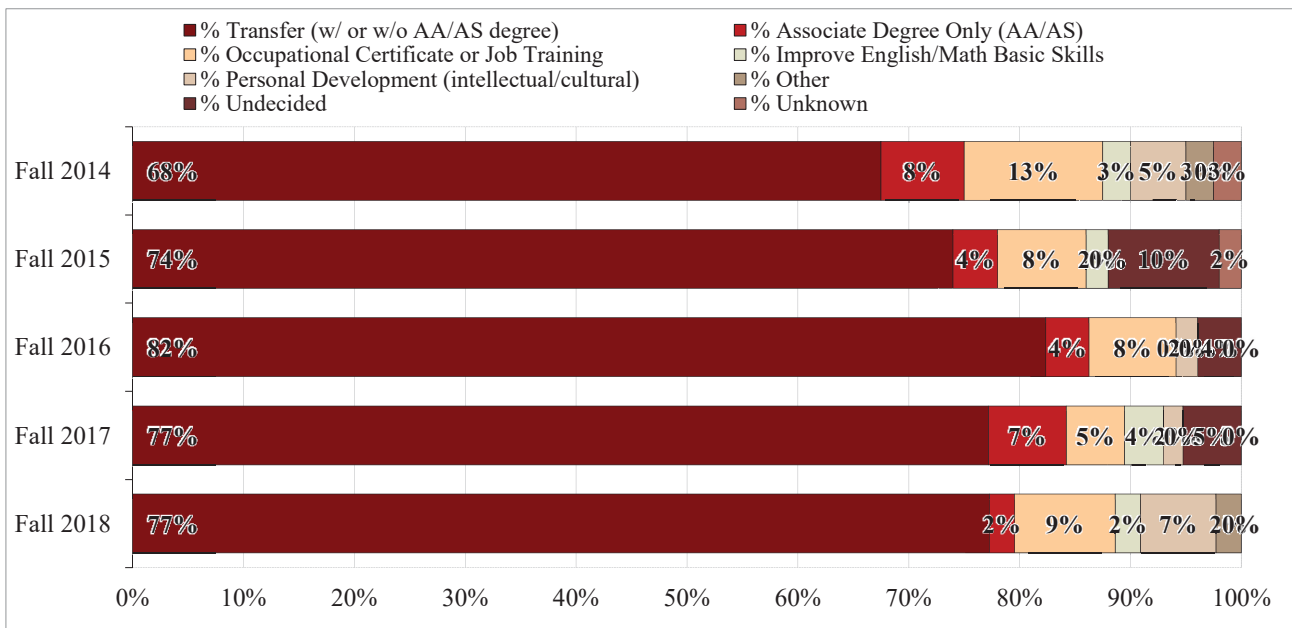


Definitions:

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

Student Educational Goal

Tutoring (TUTR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Transfer (w/ or w/o AA/AS degree)	27	37	42	44	34
Associate Degree Only (AA/AS)	3	2	2	4	1
Occupational Certificate or Job Training	5	4	4	3	4
Improve English/Math Basic Skills	1	1	0	2	1
Personal Development (intellectual/cultural)	2	0	1	1	3
Other	1	0	0	0	1
Undecided	0	5	2	3	0
Unknown	1	1	0	0	0
% Transfer (w/ or w/o AA/AS degree)	68%	74%	82%	77%	77%
% Associate Degree Only (AA/AS)	8%	4%	4%	7%	2%
% Occupational Certificate or Job Training	13%	8%	8%	5%	9%
% Improve English/Math Basic Skills	3%	2%	0%	4%	2%
% Personal Development (intellectual/cultural)	5%	0%	2%	2%	7%
% Other	3%	0%	0%	0%	2%
% Undecided	0%	10%	4%	5%	0%
% Unknown	3%	2%	0%	0%	0%



Definitions:

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

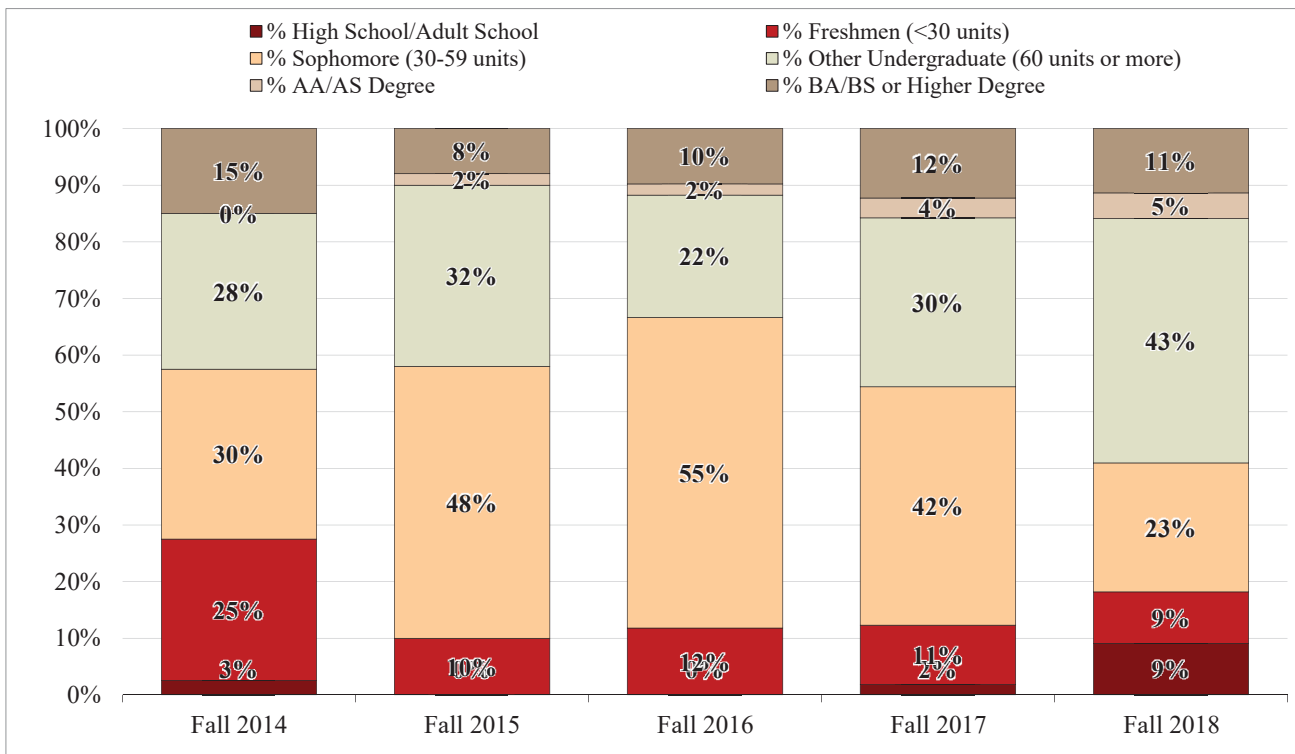
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

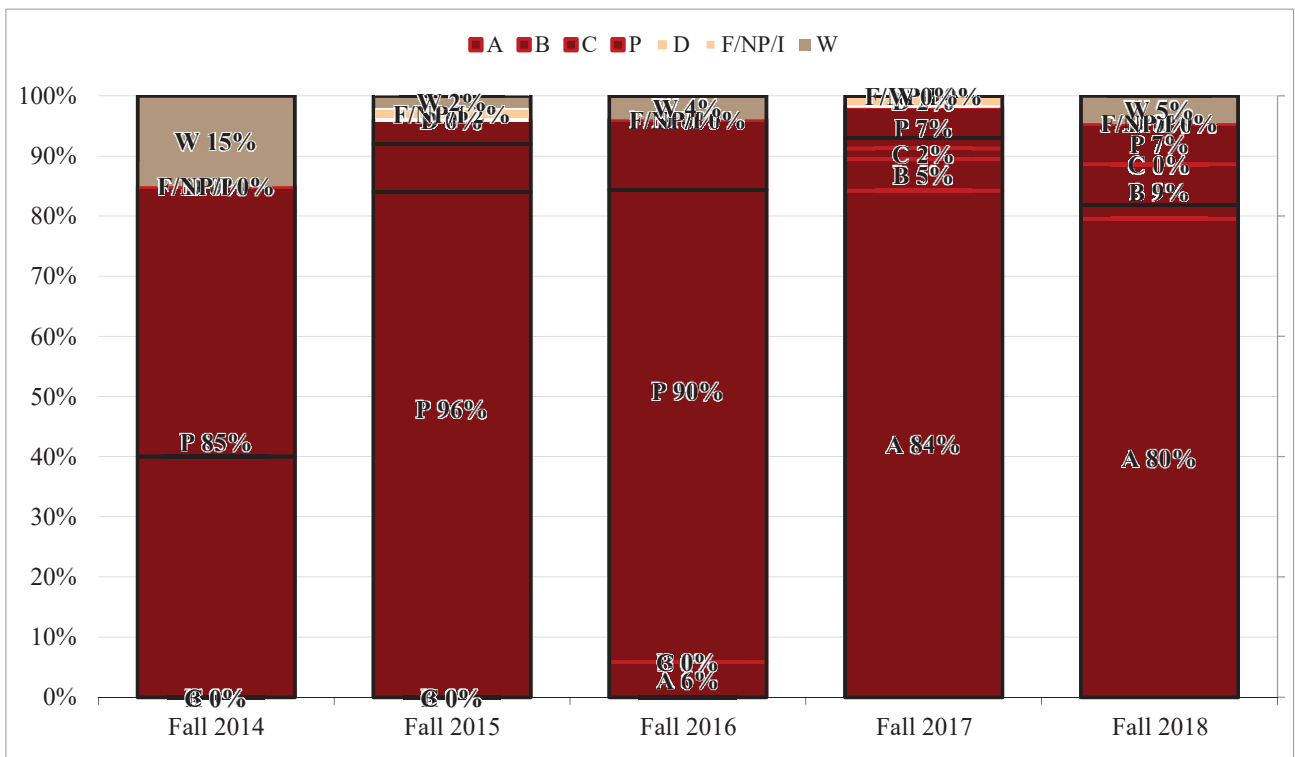
Highest Educational Level of Students

	Tutoring (TUTR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
High School/Adult School	1	0	0	1	4
Freshmen (<30 units)	10	5	6	6	4
Sophomore (30-59 units)	12	24	28	24	10
Other Undergraduate (60 units or more)	11	16	11	17	19
AA/AS Degree	0	1	1	2	2
BA/BS or Higher Degree	6	4	5	7	5
% High School/Adult School	3%	0%	0%	2%	9%
% Freshmen (<30 units)	25%	10%	12%	11%	9%
% Sophomore (30-59 units)	30%	48%	55%	42%	23%
% Other Undergraduate (60 units or more)	28%	32%	22%	30%	43%
% AA/AS Degree	0%	2%	2%	4%	5%
% BA/BS or Higher Degree	15%	8%	10%	12%	11%



Student Performance: Grade Distribution

Tutoring (TUTR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	40	50	51	57	42
Course Success Rates	85%	96%	96%	98%	95%
A	0%	0%	6%	84%	80%
B	0%	0%	0%	5%	9%
C	0%	0%	0%	2%	0%
P	85%	96%	90%	7%	7%
Course Non-Success Rate	0%	2%	0%	2%	0%
D	0%	0%	0%	2%	0%
F/NP/I	0%	2%	0%	0%	0%
Withdrawals (W)	15%	2%	4%	0%	5%



Definitions:

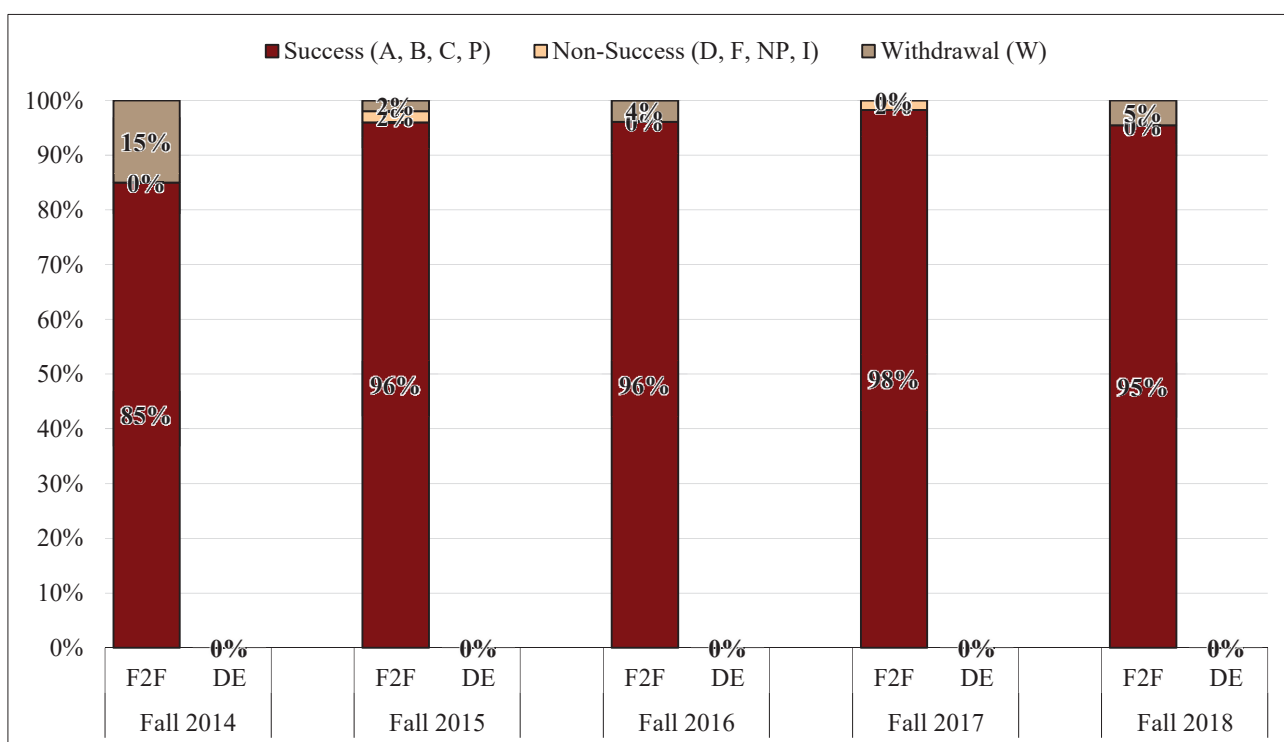
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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.

Student Performance: Distance Education

Tutoring (TUTR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	40	50	51	57	42
Face-to-Face (F2F) Sections	40	50	51	57	42
Success Rates	85%	96%	96%	98%	95%
Non-Success Rates	0%	2%	0%	2%	0%
Withdrawals	15%	2%	4%	0%	5%
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.

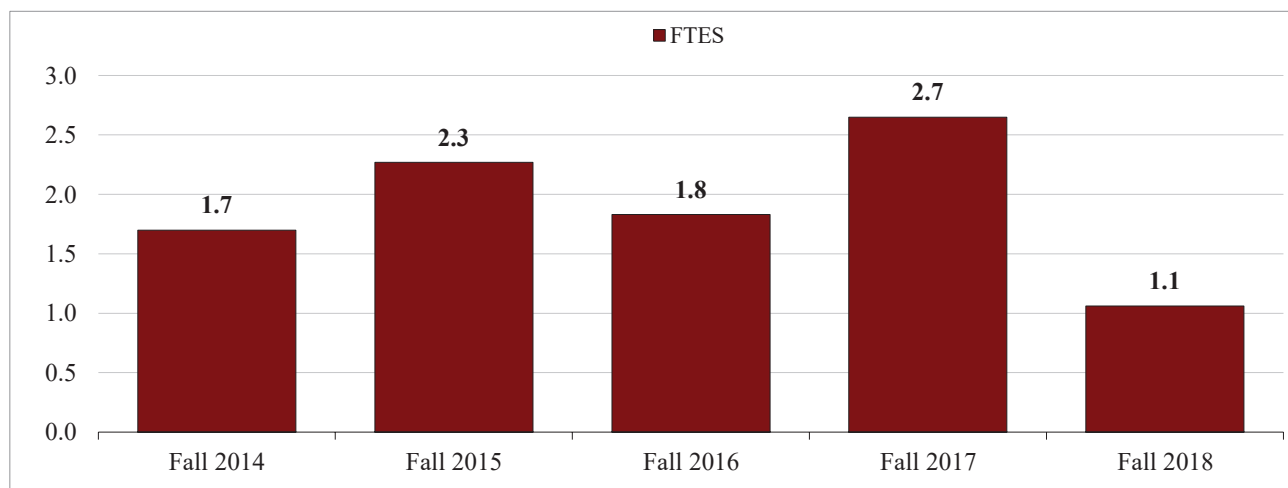
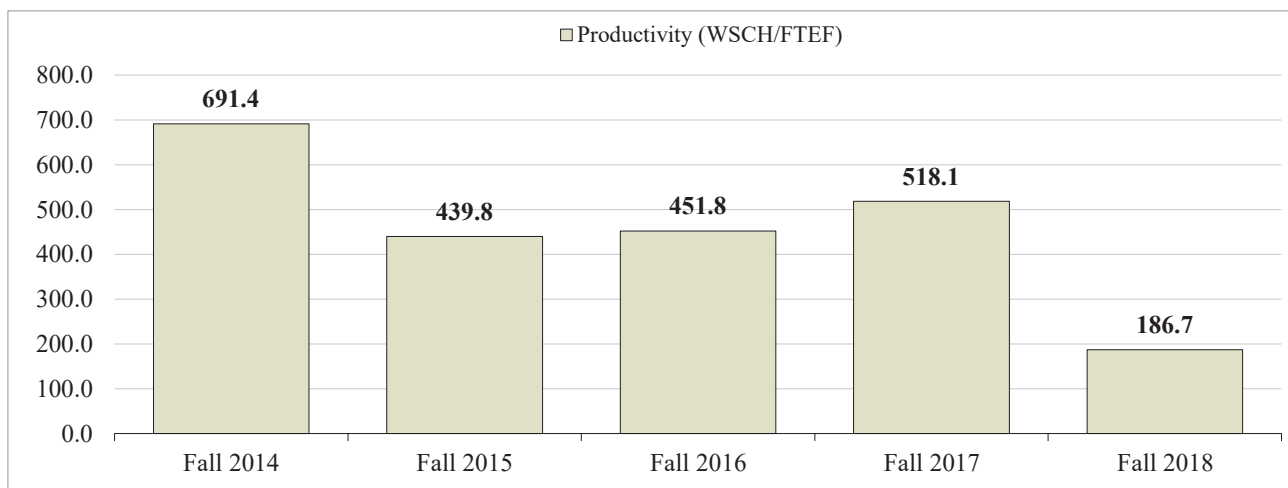
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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

	Tutoring (TUTR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
WSCH	56	73	75	86	31
FTES	1.7	2.3	1.8	2.7	1.1
FTEF	0.1	0.2	0.2	0.2	0.2
Productivity (WSCH/FTEF)	691.4	439.8	451.8	518.1	186.7



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.

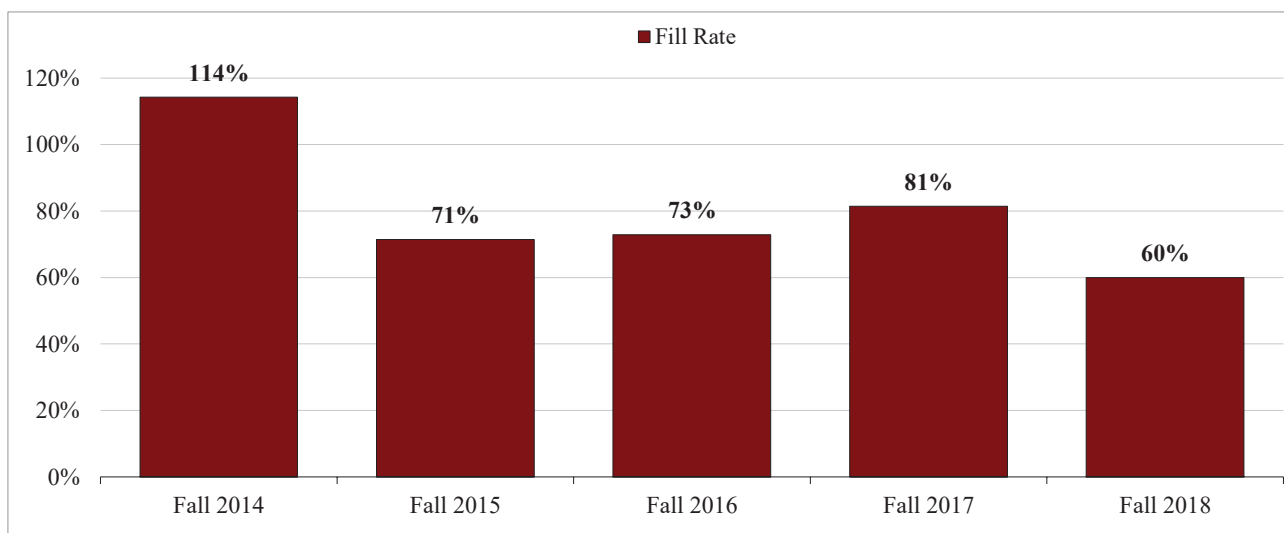
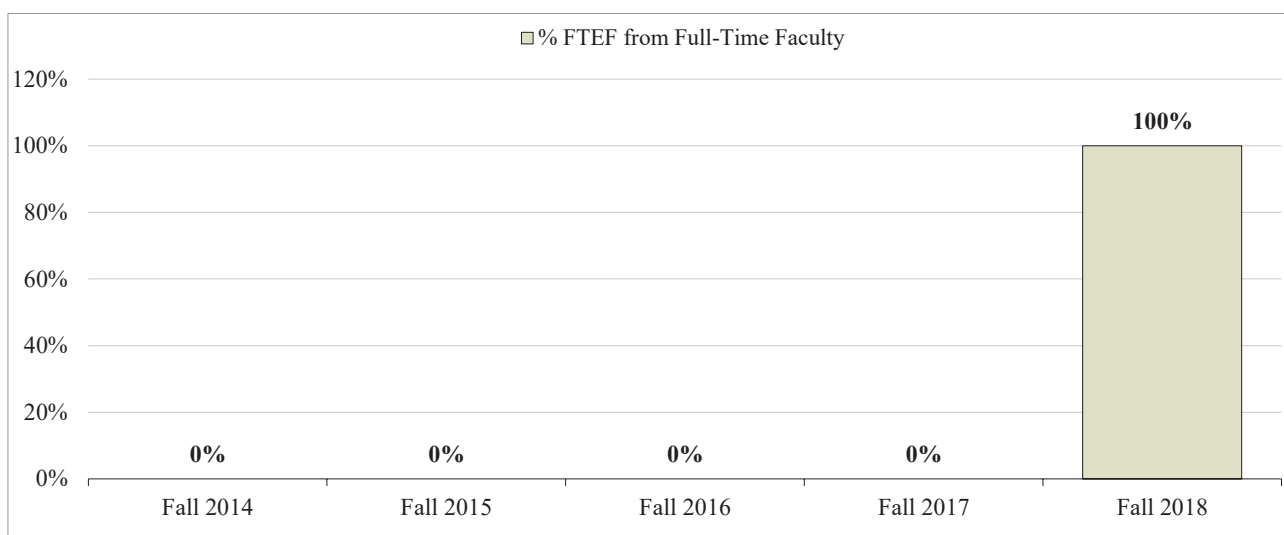
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

	Tutoring (TUTR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
FTEF from Full-Time Faculty	0.0	0.0	0.0	0.0	0.2
% FTEF from Full-Time Faculty	0%	0%	0%	0%	100%
Enrollments	40	50	51	57	42
Capacity (seats available)	35	70	70	70	70
Fill Rate	114%	71%	73%	81%	60%



Definitions:

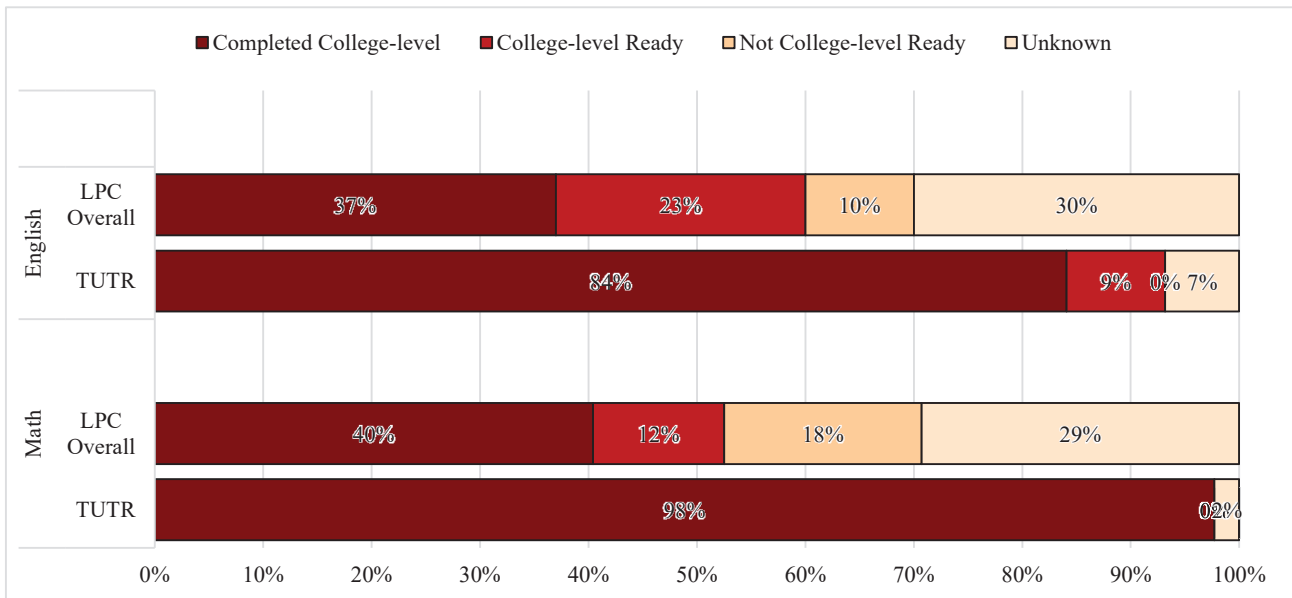
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	TUTR		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	37	84%	4,858	52%
College-level Ready	4	8%	2,005	22%
Not College-level Ready	0	0%	675	7%
Unknown	3	7%	1,776	19%
College Math				
Completed College-level	43	98%	4,134	44%
College-level Ready	0	0%	1,812	19%
Not College-level Ready	0	0%	1,583	17%
Unknown	1	2%	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.