



Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019

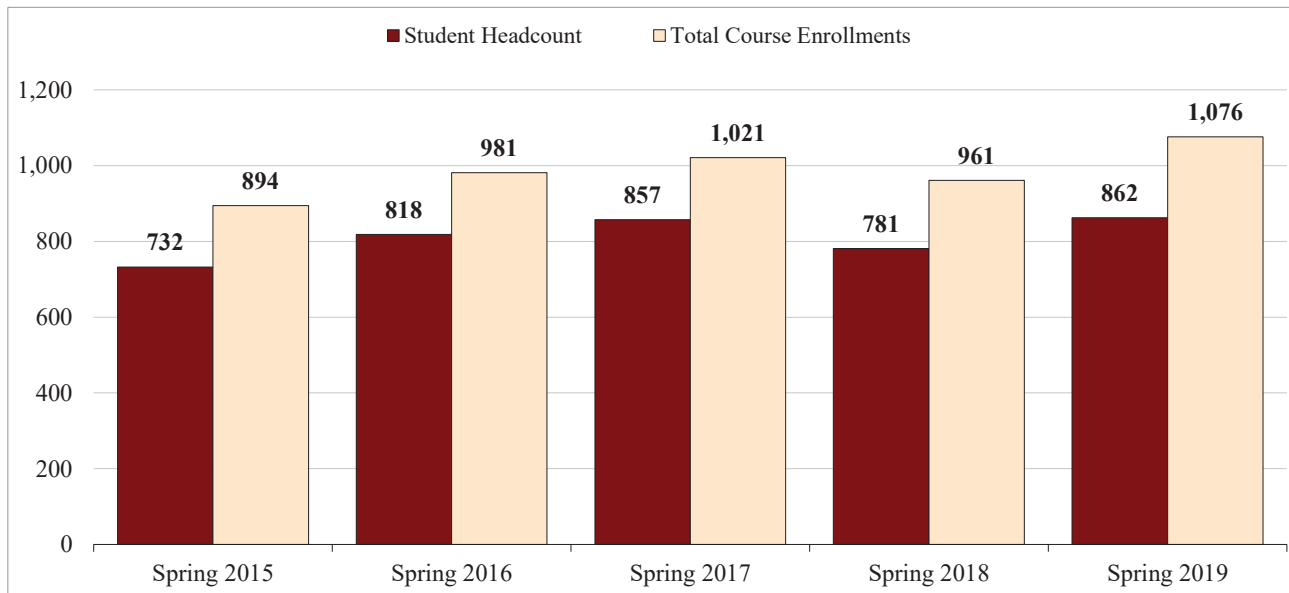
Discipline:

Business (BUSN)

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Headcount & Enrollment

Business (BUSN)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	732	818	857	781	862
Total Course Enrollments	894	981	1,021	961	1,076



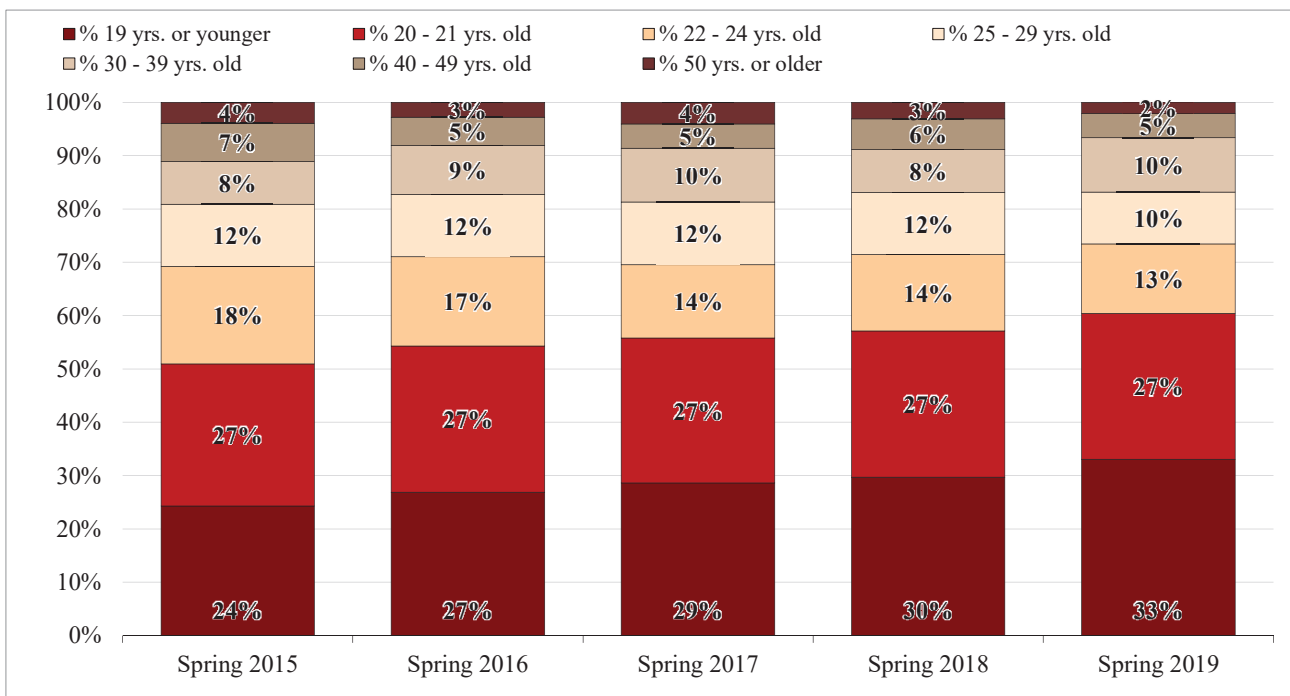
Definitions:

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.

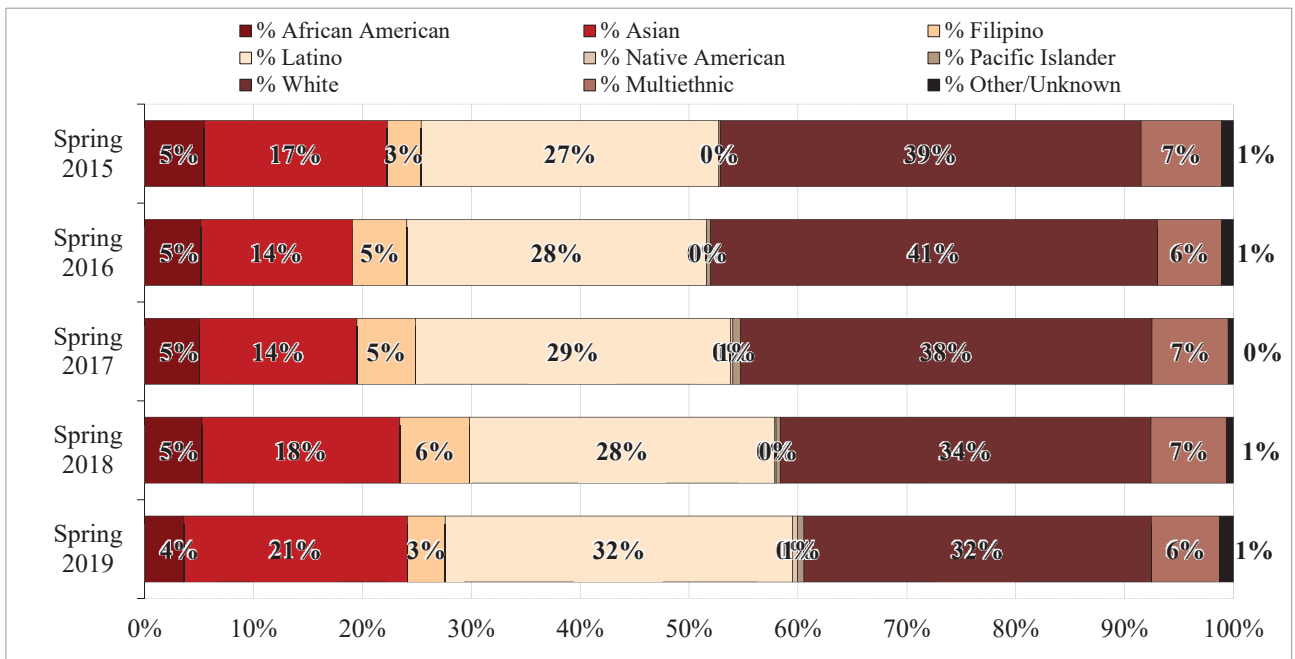
Student Demographics: Gender & Age

	Business (BUSN)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	319	350	382	339	375
Male	404	461	468	435	473
19 yrs. or younger	178	220	245	232	285
20-21 yrs. old	195	224	233	214	236
22-24 yrs. old	134	137	118	112	112
25-29 yrs. old	85	96	101	91	84
30-39 yrs. old	59	75	86	63	88
40-49 yrs. old	52	43	39	45	39
50 yrs. or older	29	23	35	24	18
% Female	44%	43%	45%	44%	44%
% Male	56%	57%	55%	56%	56%
% 19 yrs. or younger	24%	27%	29%	30%	33%
% 20 - 21 yrs. old	27%	27%	27%	27%	27%
% 22 - 24 yrs. old	18%	17%	14%	14%	13%
% 25 - 29 yrs. old	12%	12%	12%	12%	10%
% 30 - 39 yrs. old	8%	9%	10%	8%	10%
% 40 - 49 yrs. old	7%	5%	5%	6%	5%
% 50 yrs. or older	4%	3%	4%	3%	2%



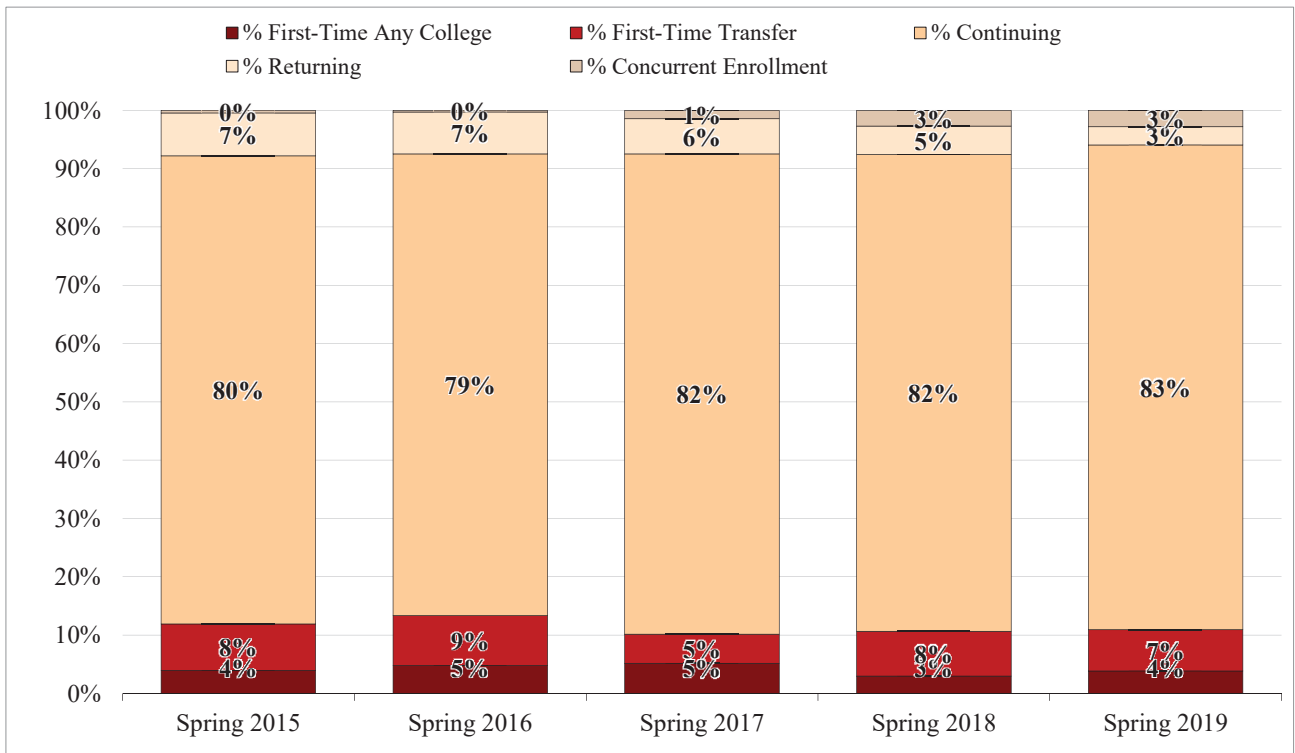
Student Demographic: Race-Ethnicity

Business (BUSN)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	40	42	43	41	31
Asian	123	114	124	142	177
Filipino	23	41	46	50	30
Latino	200	225	248	219	275
Native American	0	0	2	1	4
Pacific Islander	1	3	6	3	5
White	283	336	324	266	275
Multiethnic	54	48	60	54	54
Other/Unknown	8	9	4	5	11
% African American	5%	5%	5%	5%	4%
% Asian	17%	14%	14%	18%	21%
% Filipino	3%	5%	5%	6%	3%
% Latino	27%	28%	29%	28%	32%
% Native American	0%	0%	<1%	<1%	<1%
% Pacific Islander	<1%	<1%	1%	<1%	1%
% White	39%	41%	38%	34%	32%
% Multiethnic	7%	6%	7%	7%	6%
% Other/Unknown	1%	1%	<1%	1%	1%



Student Enrollment Status

	Business (BUSN)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	29	39	44	23	33
First-Time Transfer	58	70	43	60	61
Continuing	588	648	706	639	717
Returning	54	59	52	38	27
Concurrent Enrollment	3	2	12	21	24
% First-Time Any College	4%	5%	5%	3%	4%
% First-Time Transfer	8%	9%	5%	8%	7%
% Continuing	80%	79%	82%	82%	83%
% Returning	7%	7%	6%	5%	3%
% Concurrent Enrollment	<1%	<1%	1%	3%	3%



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.

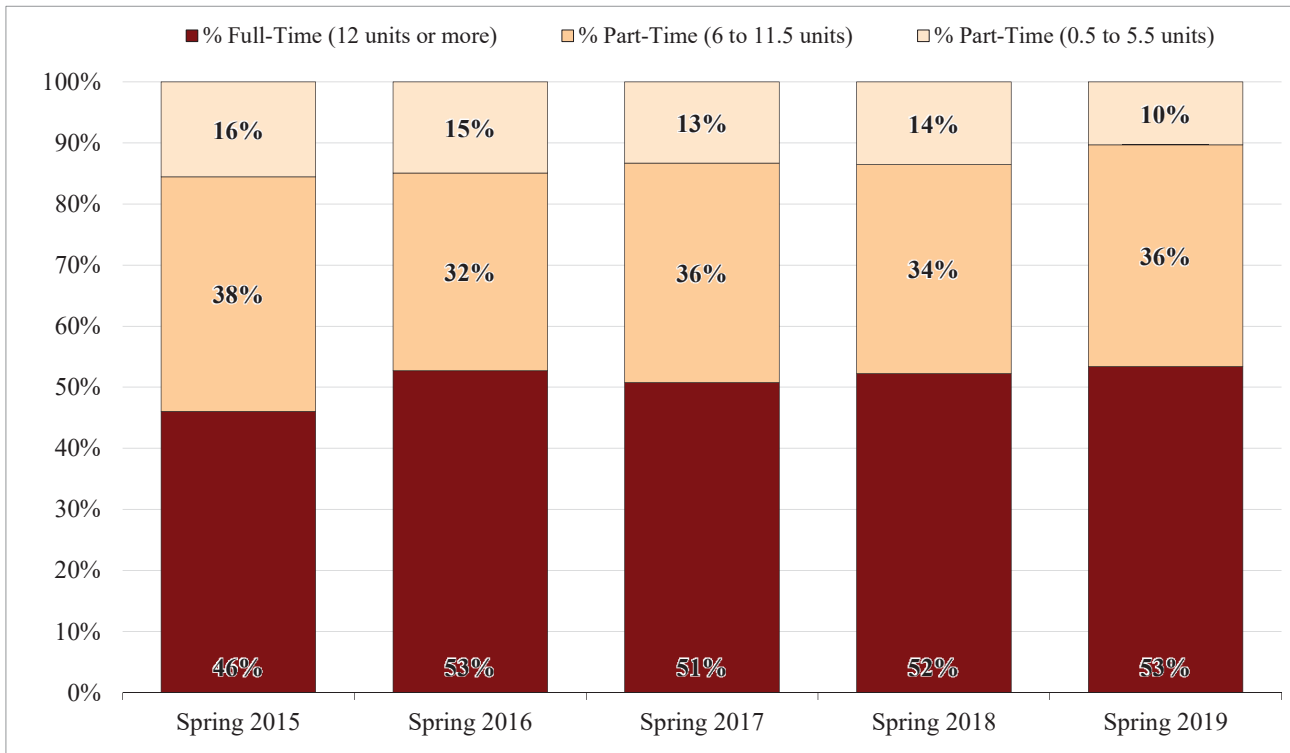
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

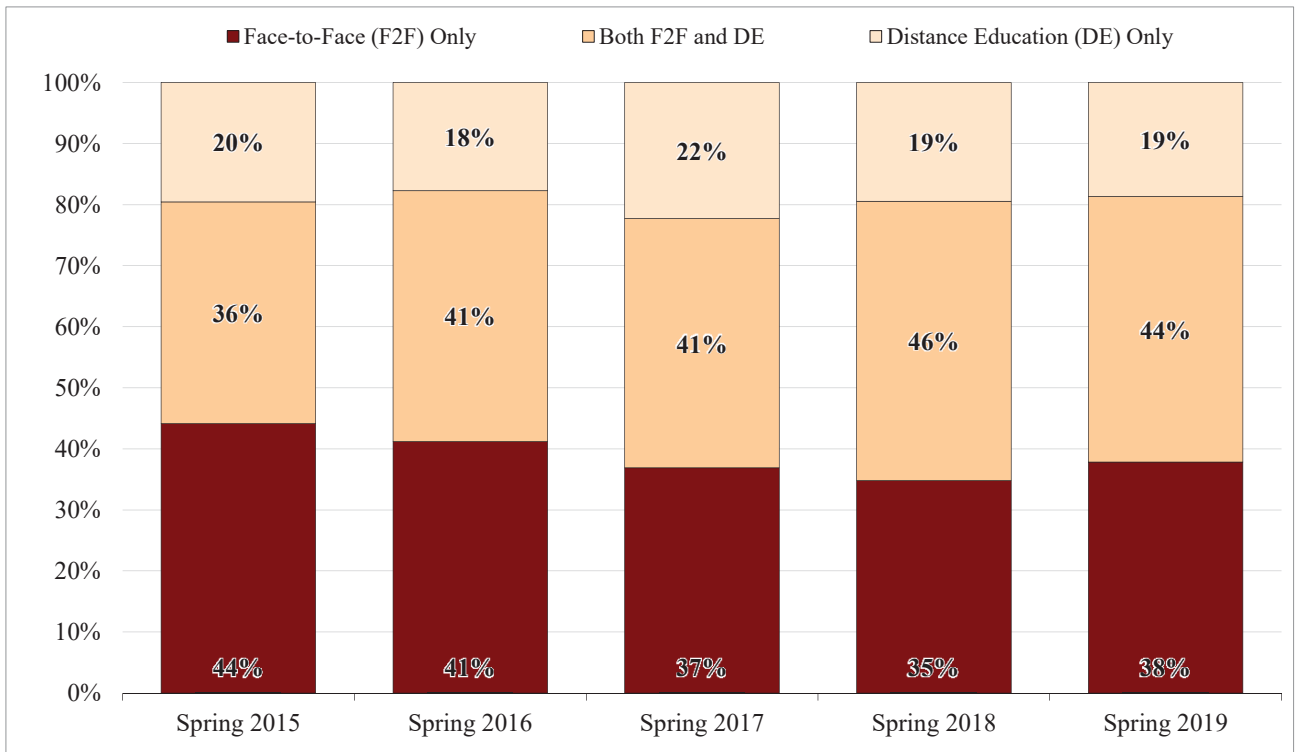
Student Unit Load

	Business (BUSN)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	337	431	435	408	460
Part-Time (6 to 11.5 units)	281	265	308	267	313
Part-Time (0.5 to 5.5 units)	114	122	114	106	89
% Full-Time (12 units or more)	46%	53%	51%	52%	53%
% Part-Time (6 to 11.5 units)	38%	32%	36%	34%	36%
% Part-Time (0.5 to 5.5 units)	16%	15%	13%	14%	10%



Students Using Distance Education

Business (BUSN)					
(Categories reflect college-wide coursework)	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	323	337	316	272	326
Both F2F and DE	266	336	350	357	375
Distance Education (DE) Only	143	145	191	152	161
% Face-to-Face (F2F) Only	44%	41%	37%	35%	38%
% Both F2F and DE	36%	41%	41%	46%	44%
% Distance Education (DE) Only	20%	18%	22%	19%	19%

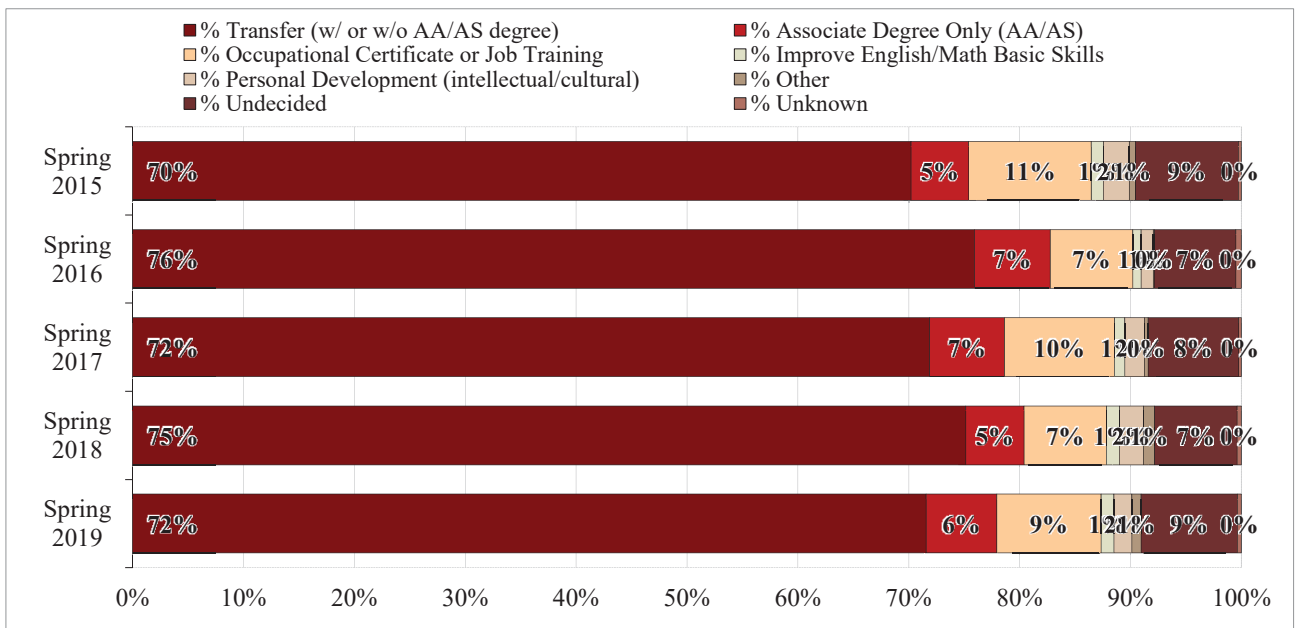


Definitions:

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

Student Educational Goal

Business (BUSN)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	514	621	616	587	617
Associate Degree Only (AA/AS)	38	56	58	41	55
Occupational Certificate or Job Training	81	61	85	58	81
Improve English/Math Basic Skills	8	6	8	9	10
Personal Development (intellectual/cultural)	17	9	15	17	14
Other	4	1	3	8	7
Undecided	68	60	70	58	75
Unknown	2	4	2	3	3
% Transfer (w/ or w/o AA/AS degree)	70%	76%	72%	75%	72%
% Associate Degree Only (AA/AS)	5%	7%	7%	5%	6%
% Occupational Certificate or Job Training	11%	7%	10%	7%	9%
% Improve English/Math Basic Skills	1%	1%	1%	1%	1%
% Personal Development (intellectual/cultural)	2%	1%	2%	2%	2%
% Other	1%	<1%	<1%	1%	1%
% Undecided	9%	7%	8%	7%	9%
% 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.

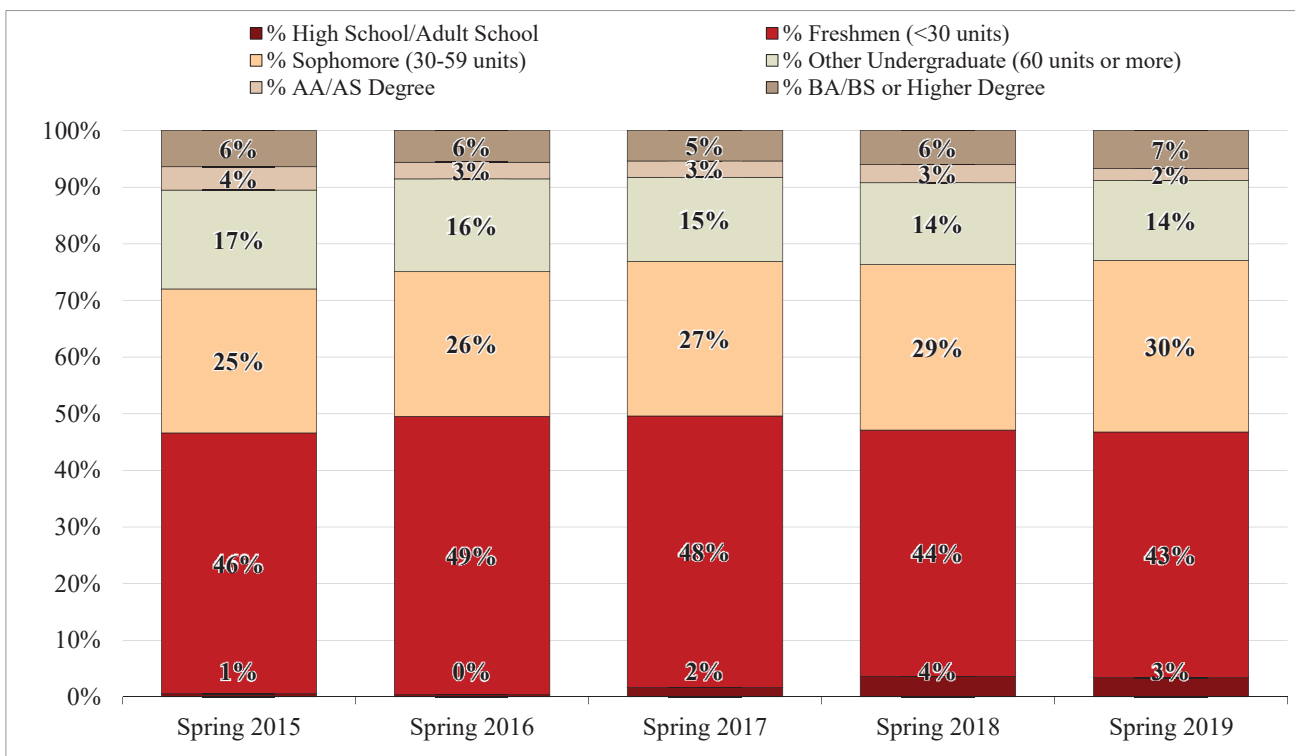
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

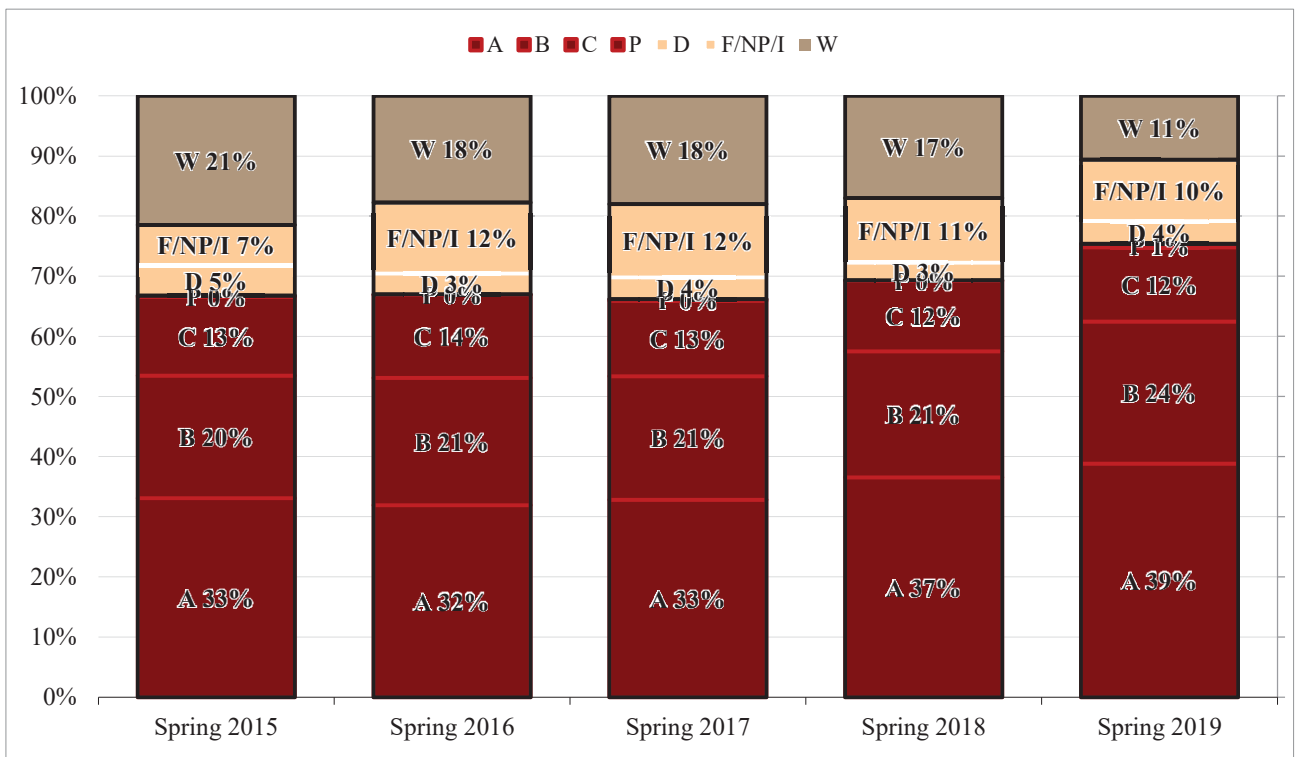
Highest Educational Level of Students

Business (BUSN)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	4	3	14	28	29
Freshmen (<30 units)	337	402	411	340	374
Sophomore (30-59 units)	186	209	234	228	261
Other Undergraduate (60 units or more)	128	134	127	113	122
AA/AS Degree	30	24	25	25	18
BA/BS or Higher Degree	47	46	46	47	58
% High School/Adult School	1%	<1%	2%	4%	3%
% Freshmen (<30 units)	46%	49%	48%	44%	43%
% Sophomore (30-59 units)	25%	26%	27%	29%	30%
% Other Undergraduate (60 units or more)	17%	16%	15%	14%	14%
% AA/AS Degree	4%	3%	3%	3%	2%
% BA/BS or Higher Degree	6%	6%	5%	6%	7%



Student Performance: Grade Distribution

	Business (BUSN)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	894	981	1,021	961	1,076
Course Success Rates	67%	67%	66%	69%	75%
A	33%	32%	33%	37%	39%
B	20%	21%	21%	21%	24%
C	13%	14%	13%	12%	12%
P	<1%	<1%	<1%	<1%	1%
Course Non-Success Rate	12%	15%	16%	14%	14%
D	5%	3%	4%	3%	4%
F/NP/I	7%	12%	12%	11%	10%
Withdrawals (W)	21%	18%	18%	17%	11%



Definitions:

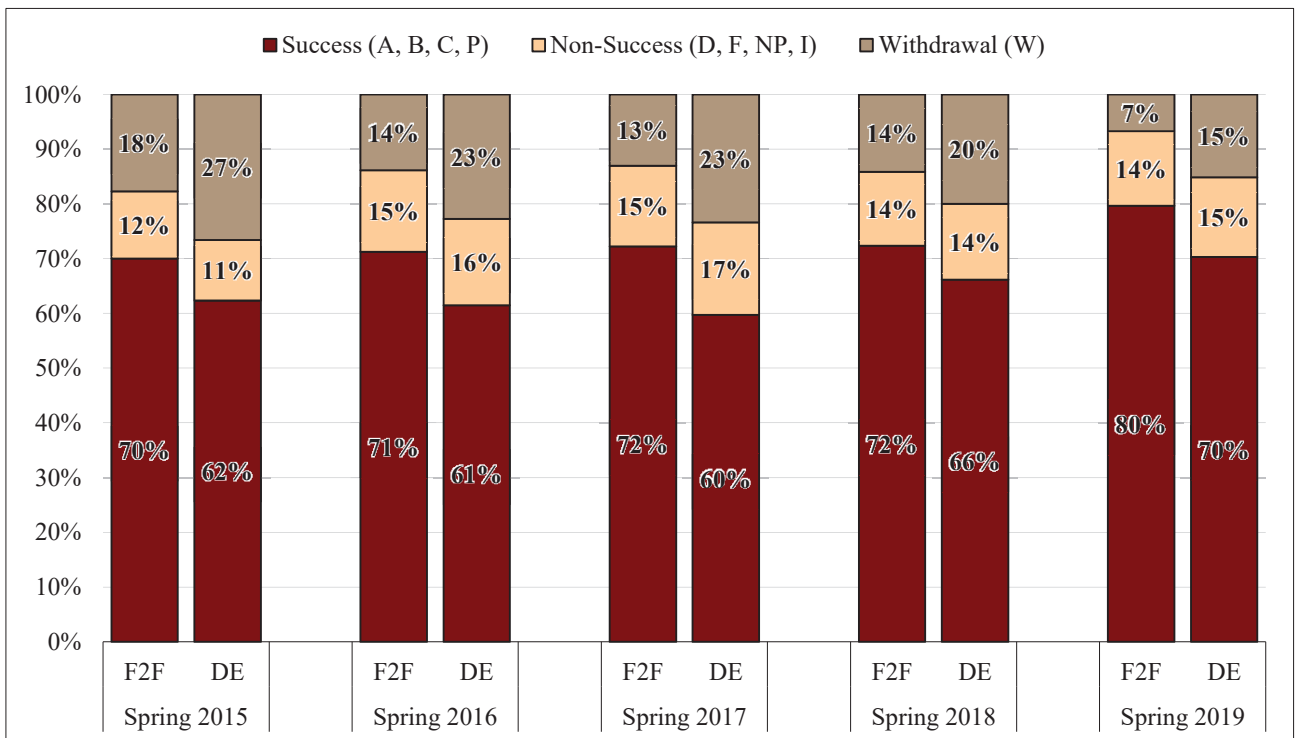
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or '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

Business (BUSN)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	894	981	1,021	961	1,076
Face-to-Face (F2F) Sections	514	550	529	491	581
Success Rates	70%	71%	72%	72%	80%
Non-Success Rates	12%	15%	15%	14%	14%
Withdrawals	18%	14%	13%	14%	7%
Distance Education (DE) Sections	380	431	492	470	495
Success Rates	62%	61%	60%	66%	70%
Non-Success Rates	11%	16%	17%	14%	15%
Withdrawals	27%	23%	23%	20%	15%



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.

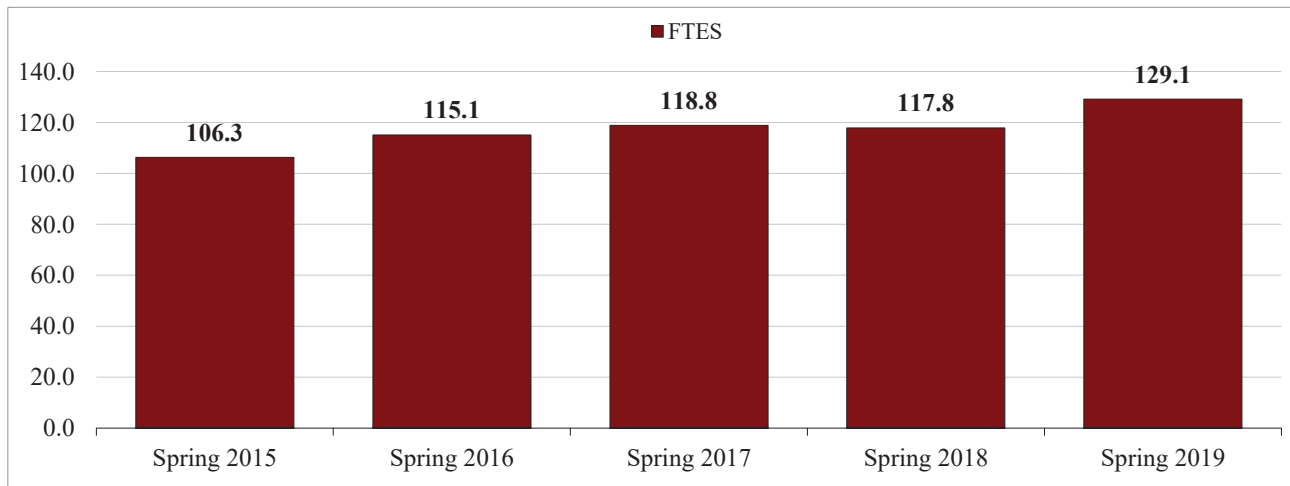
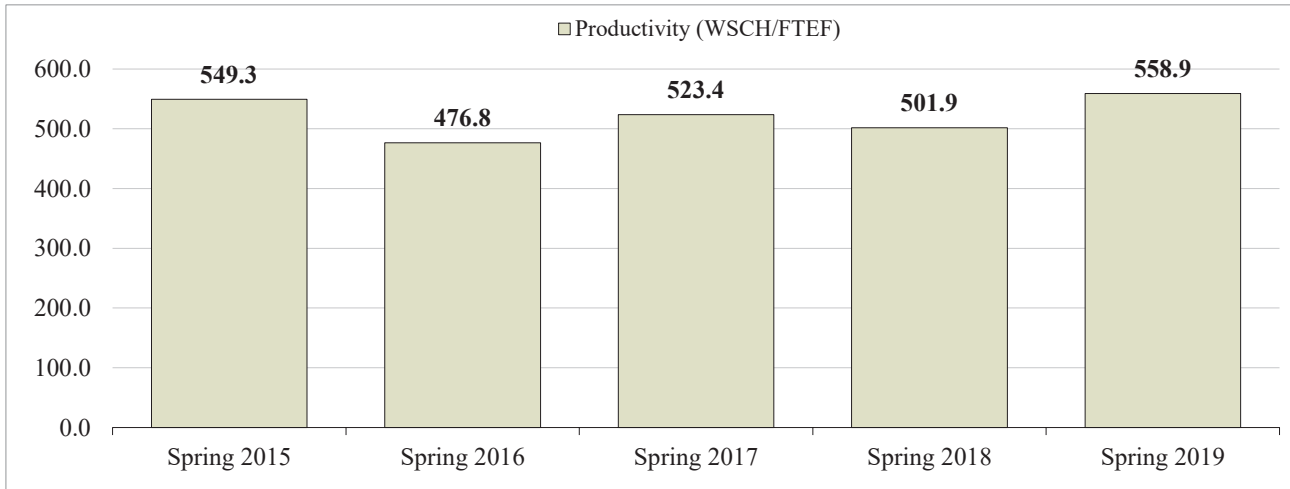
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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

	Business (BUSN)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	3,384	3,591	3,787	3,621	4,016
FTEF	106.3	115.1	118.8	117.8	129.1
FTEF	6.2	7.5	7.2	7.2	7.2
Productivity (WSCH/FTEF)	549.3	476.8	523.4	501.9	558.9



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.

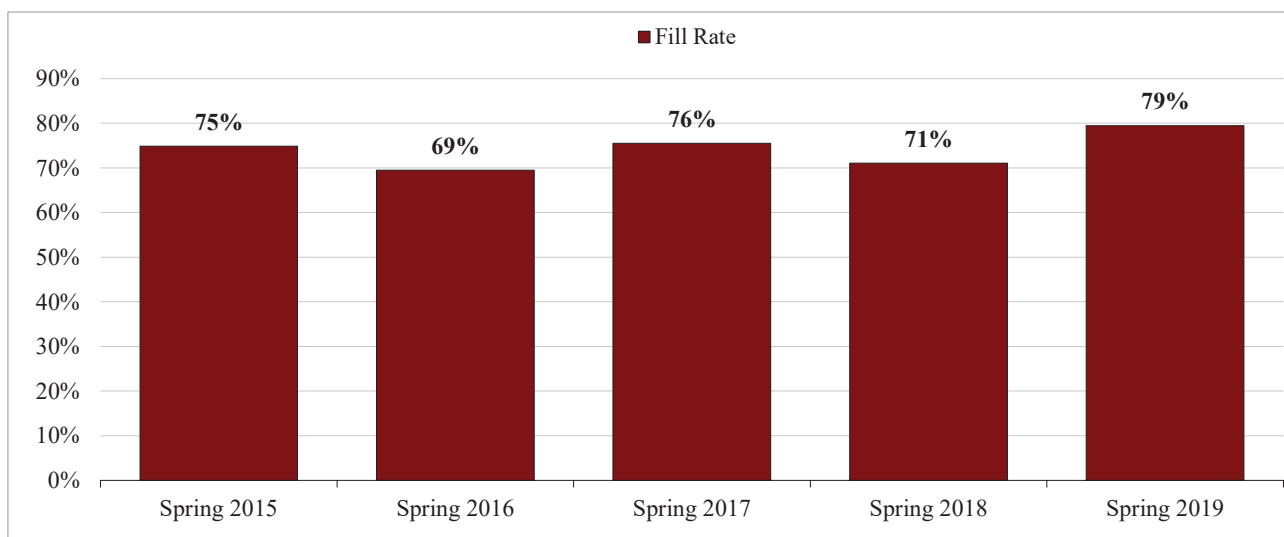
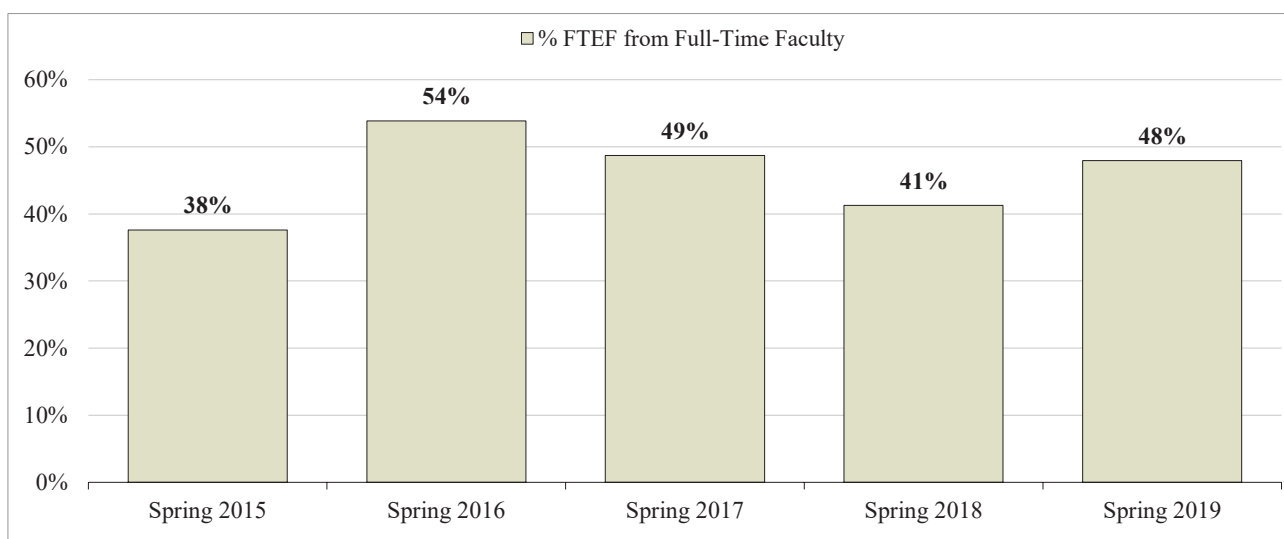
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

	Business (BUSN)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	2.3	4.1	3.5	3.0	3.4
% FTEF from Full-Time Faculty	38%	54%	49%	41%	48%
Enrollments	894	981	1,021	961	1,076
Capacity (seats available)	1,194	1,412	1,352	1,352	1,354
Fill Rate	75%	69%	76%	71%	79%



Definitions:

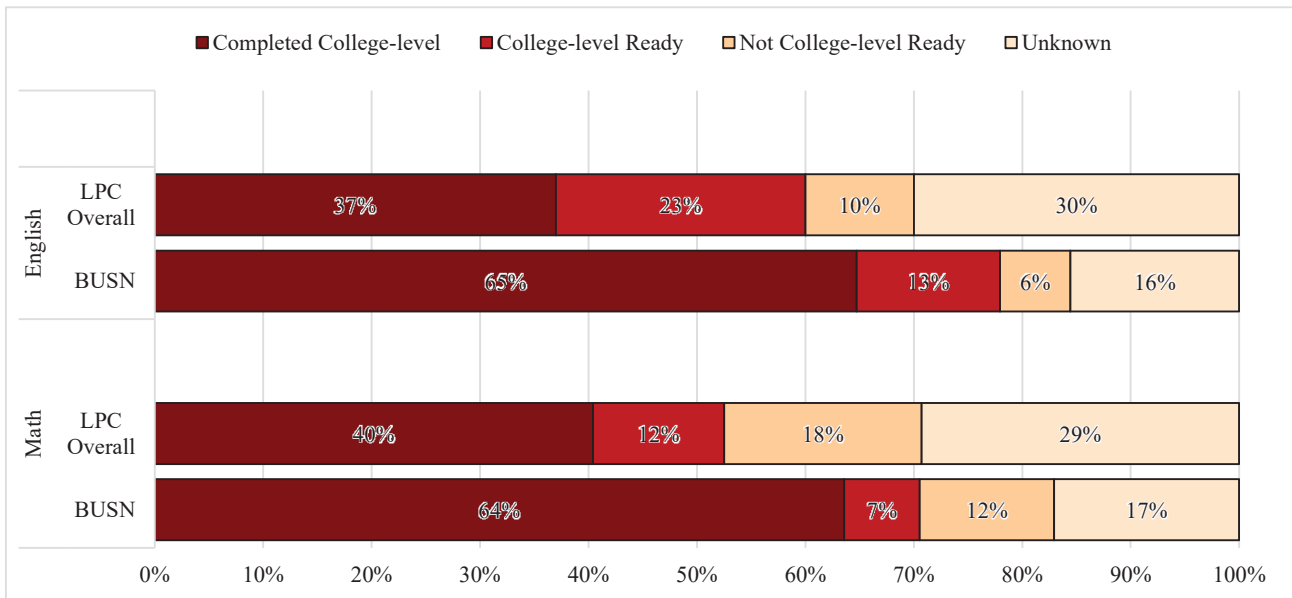
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2019				
	BUSN		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	558	65%	5,237	60%
College-level Ready	114	13%	1,339	15%
Not College-level Ready	56	7%	458	5%
Unknown	134	16%	1,703	19%
College Math				
Completed College-level	548	64%	4,956	57%
College-level Ready	60	7%	642	7%
Not College-level Ready	107	12%	1,161	13%
Unknown	147	17%	1,978	23%



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.