



Las Positas College

**Program Review Discipline Data Packet**

Spring 2015 to Spring 2019

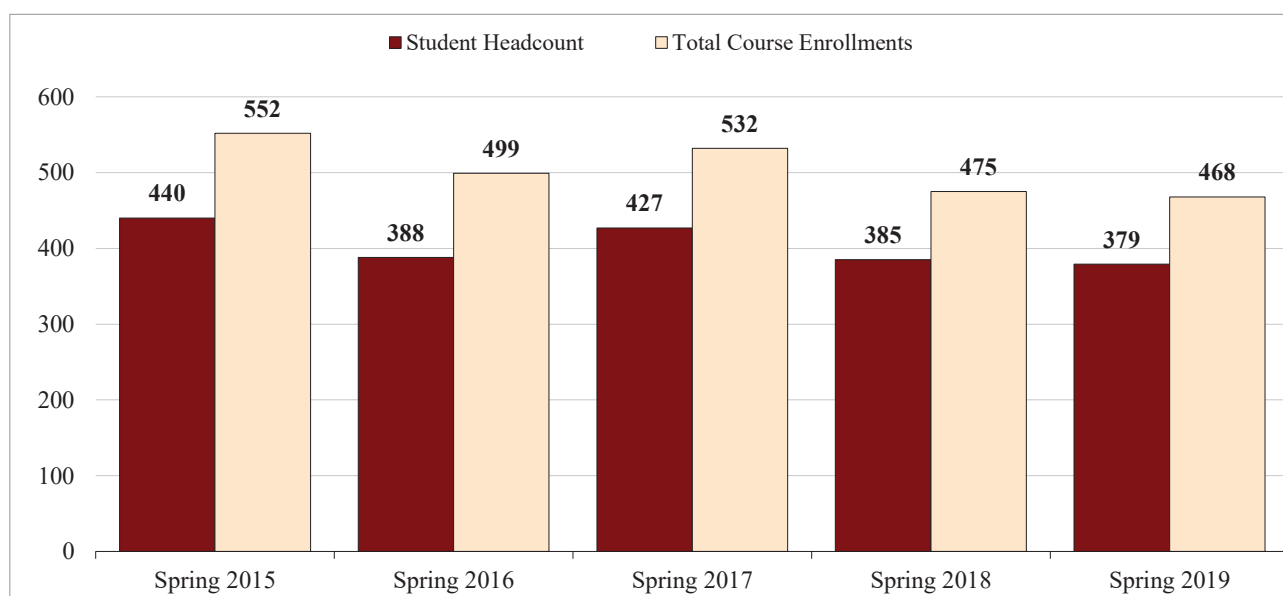
Discipline:

**Computer Information Systems (CIS)**

<b><u>TABLE OF CONTENTS</u></b>	<b><u>PAGE</u></b>
Headcount & Enrollment .....	1
Student Demographics: Gender & Age .....	2
Student Demographics: Race-Ethnicity .....	3
Student Enrollment Status .....	4
Student Unit Load .....	5
Students Using Distance Education .....	6
Student Educational Goal .....	7
Highest Educational Level of Students .....	8
Student Performance: Grade Distribution.....	9
Student Performance: Distance Education.....	10
Enrollment Management Data .....	11-12
College Readiness: English & Math Proficiency.....	13

## Headcount & Enrollment

Computer Information Systems ( CIS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	440	388	427	385	379
Total Course Enrollments	552	499	532	475	468



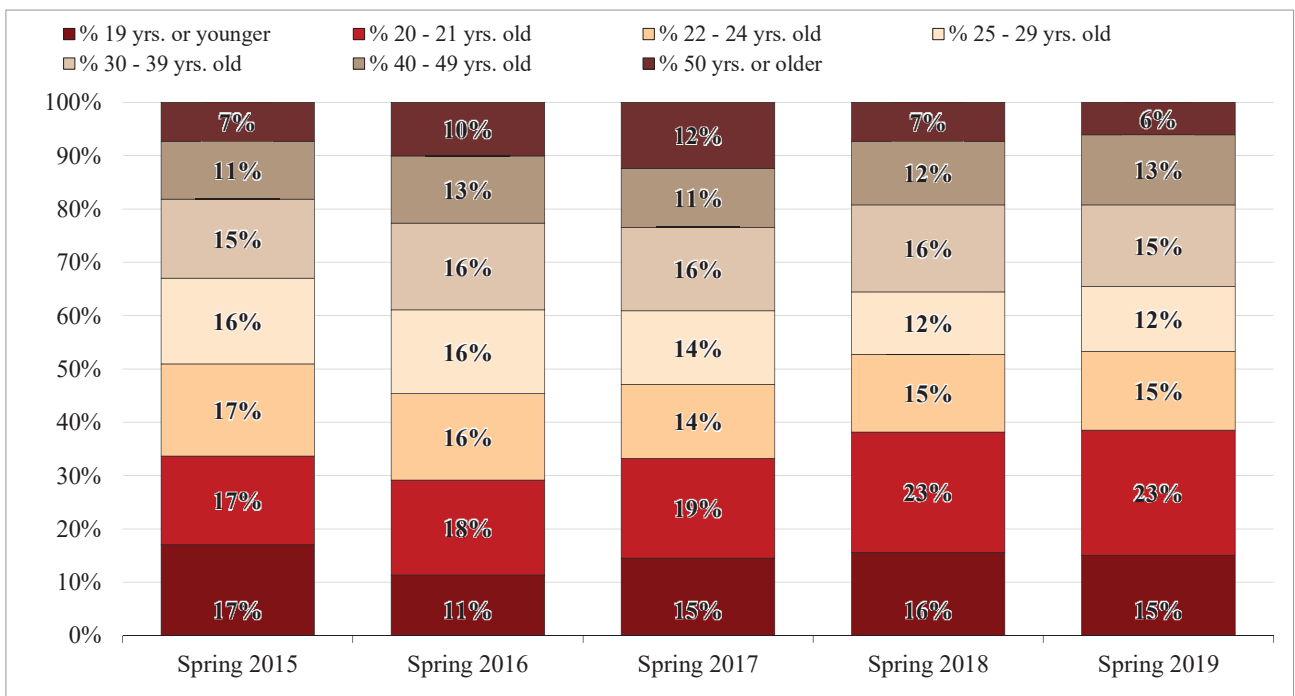
### Definitions:

**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.

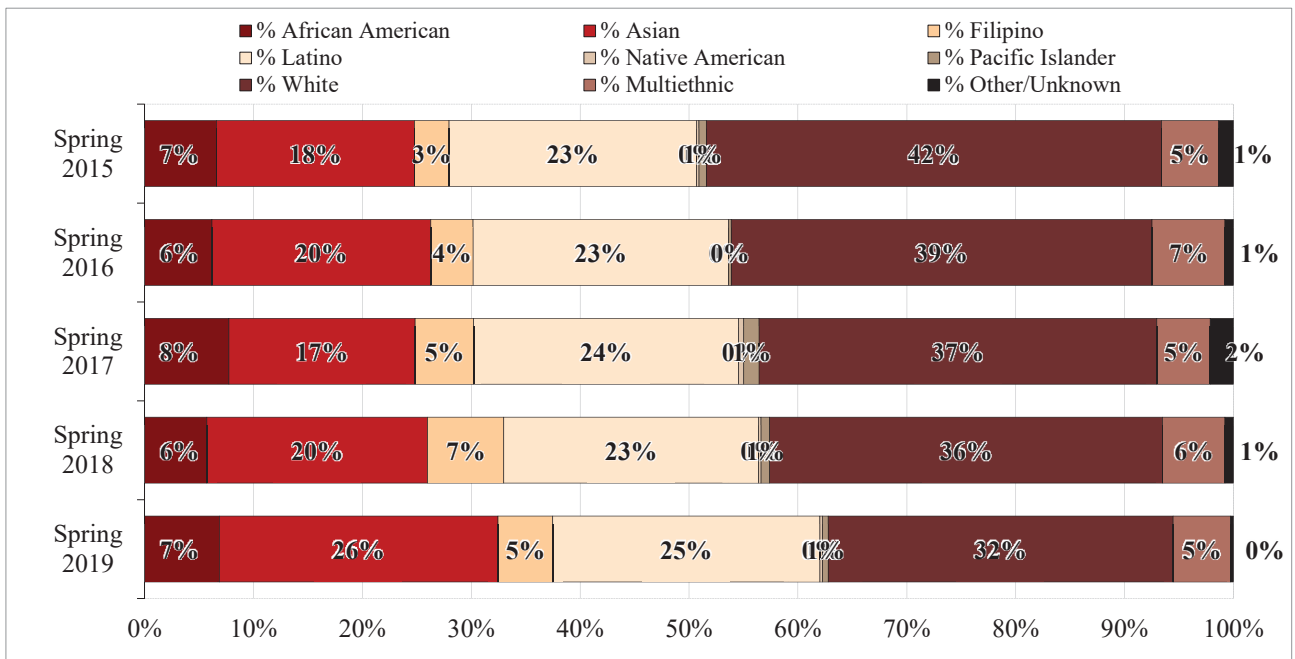
## Student Demographics: Gender & Age

Computer Information Systems ( CIS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	209	196	199	188	206
Male	222	189	222	192	168
19 yrs. or younger	75	44	62	60	57
20-21 yrs. old	73	69	80	87	89
22-24 yrs. old	76	63	59	56	56
25-29 yrs. old	71	61	59	45	46
30-39 yrs. old	65	63	67	63	58
40-49 yrs. old	48	49	47	46	50
50 yrs. or older	32	39	53	28	23
% Female	48%	51%	47%	49%	55%
% Male	52%	49%	53%	51%	45%
% 19 yrs. or younger	17%	11%	15%	16%	15%
% 20 - 21 yrs. old	17%	18%	19%	23%	23%
% 22 - 24 yrs. old	17%	16%	14%	15%	15%
% 25 - 29 yrs. old	16%	16%	14%	12%	12%
% 30 - 39 yrs. old	15%	16%	16%	16%	15%
% 40 - 49 yrs. old	11%	13%	11%	12%	13%
% 50 yrs. or older	7%	10%	12%	7%	6%



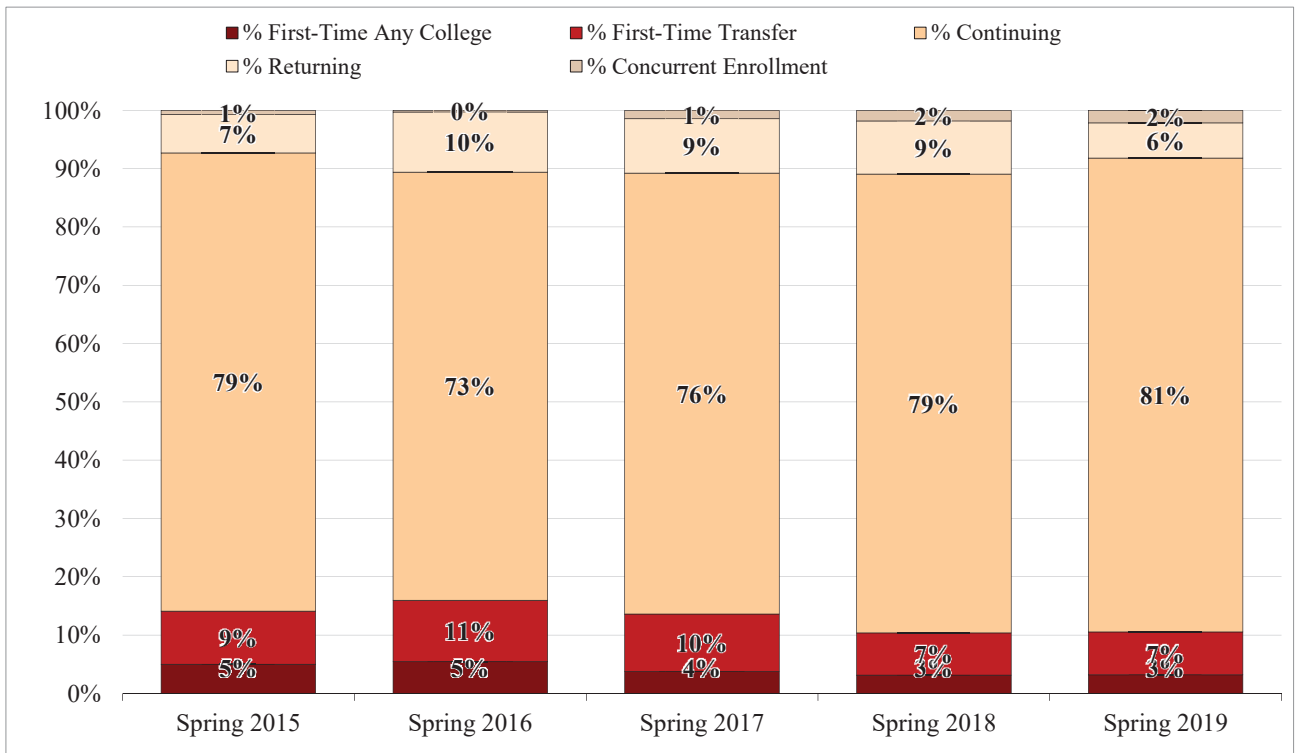
## Student Demographic: Race-Ethnicity

Computer Information Systems ( CIS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	29	24	33	22	26
Asian	80	78	73	78	97
Filipino	14	15	23	27	19
Latino	100	91	104	90	93
Native American	1	0	2	1	1
Pacific Islander	3	1	6	3	2
White	184	150	156	139	120
Multiethnic	23	26	21	22	20
Other/Unknown	6	3	9	3	1
% African American	7%	6%	8%	6%	7%
% Asian	18%	20%	17%	20%	26%
% Filipino	3%	4%	5%	7%	5%
% Latino	23%	23%	24%	23%	25%
% Native American	<1%	0%	<1%	<1%	<1%
% Pacific Islander	1%	<1%	1%	1%	1%
% White	42%	39%	37%	36%	32%
% Multiethnic	5%	7%	5%	6%	5%
% Other/Unknown	1%	1%	2%	1%	<1%



## Student Enrollment Status

Computer Information Systems ( CIS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	22	21	16	12	12
First-Time Transfer	40	41	42	28	28
Continuing	346	285	323	303	308
Returning	29	40	40	35	23
Concurrent Enrollment	3	1	6	7	8
% First-Time Any College	5%	5%	4%	3%	3%
% First-Time Transfer	9%	11%	10%	7%	7%
% Continuing	79%	73%	76%	79%	81%
% Returning	7%	10%	9%	9%	6%
% Concurrent Enrollment	1%	<1%	1%	2%	2%



### 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.

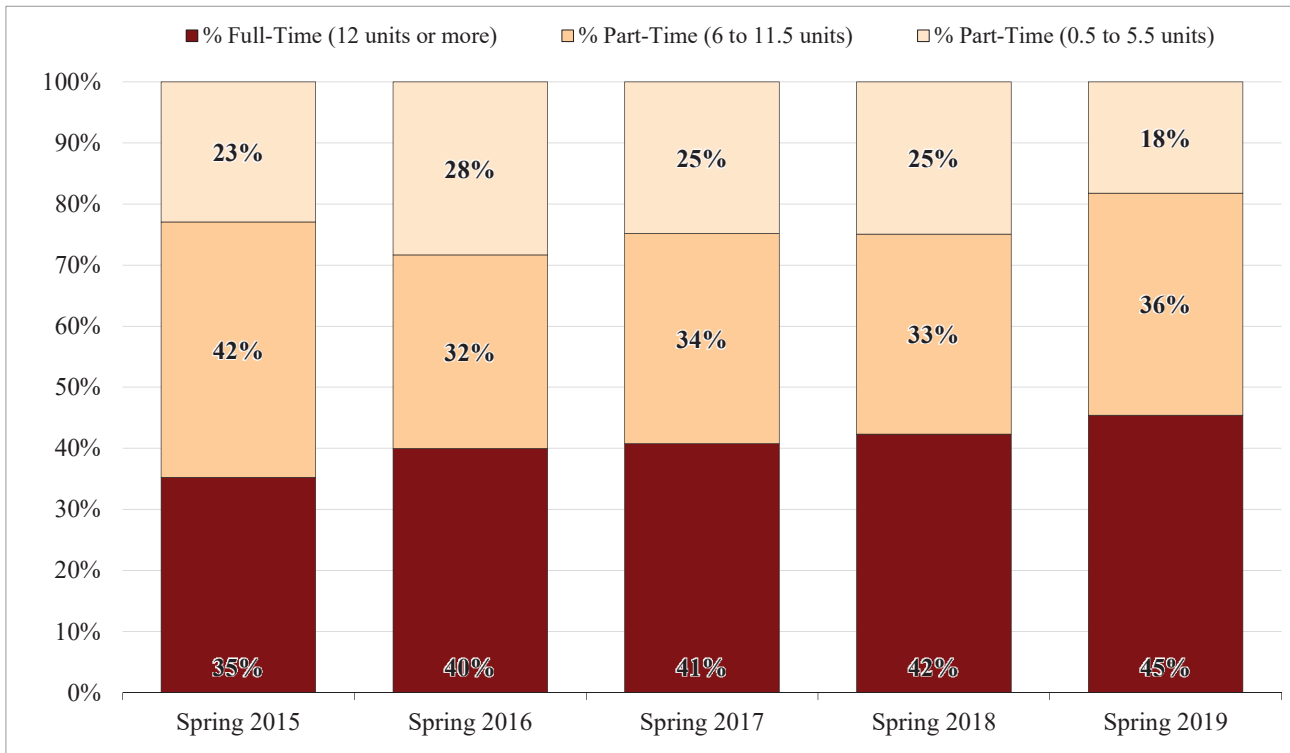
**Continuing:** Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

**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.

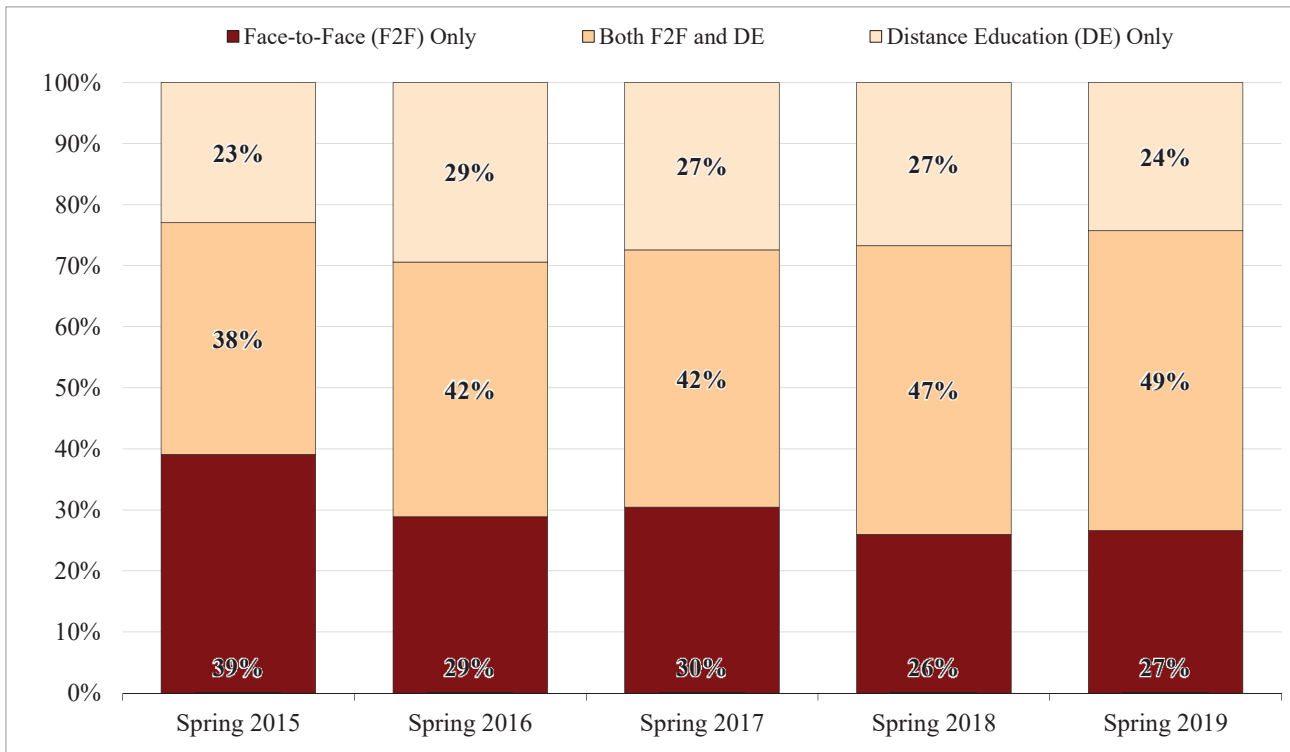
## Student Unit Load

Computer Information Systems ( CIS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	155	155	174	163	172
Part-Time (6 to 11.5 units)	184	123	147	126	138
Part-Time (0.5 to 5.5 units)	101	110	106	96	69
% Full-Time (12 units or more)	35%	40%	41%	42%	45%
% Part-Time (6 to 11.5 units)	42%	32%	34%	33%	36%
% Part-Time (0.5 to 5.5 units)	23%	28%	25%	25%	18%



## Students Using Distance Education

Computer Information Systems ( CIS )					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	172	112	130	100	101
Both F2F and DE	167	162	180	182	186
Distance Education (DE) Only	101	114	117	103	92
% Face-to-Face (F2F) Only	39%	29%	30%	26%	27%
% Both F2F and DE	38%	42%	42%	47%	49%
% Distance Education (DE) Only	23%	29%	27%	27%	24%

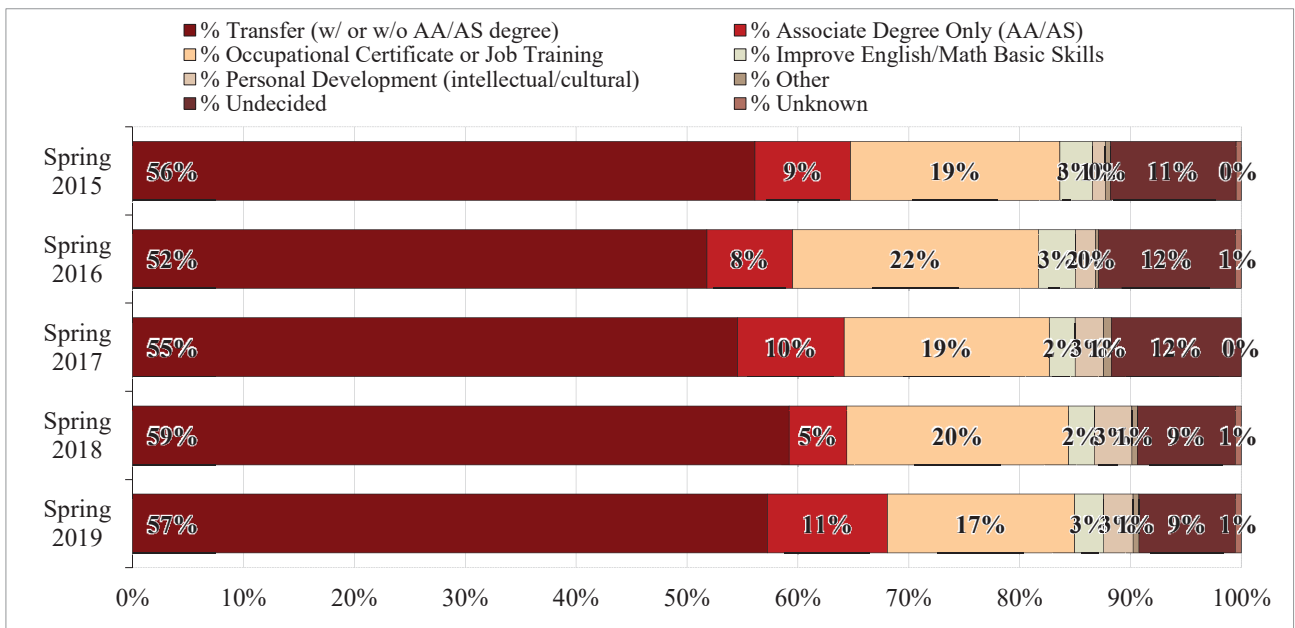


**Definitions:**

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

## Student Educational Goal

Computer Information Systems ( CIS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	247	201	233	228	217
Associate Degree Only (AA/AS)	38	30	41	20	41
Occupational Certificate or Job Training	83	86	79	77	64
Improve English/Math Basic Skills	13	13	10	9	10
Personal Development (intellectual/cultural)	5	7	11	13	10
Other	2	1	3	2	2
Undecided	50	48	50	34	33
Unknown	2	2	0	2	2
% Transfer (w/ or w/o AA/AS degree)	56%	52%	55%	59%	57%
% Associate Degree Only (AA/AS)	9%	8%	10%	5%	11%
% Occupational Certificate or Job Training	19%	22%	19%	20%	17%
% Improve English/Math Basic Skills	3%	3%	2%	2%	3%
% Personal Development (intellectual/cultural)	1%	2%	3%	3%	3%
% Other	<1%	<1%	1%	1%	1%
% Undecided	11%	12%	12%	9%	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.

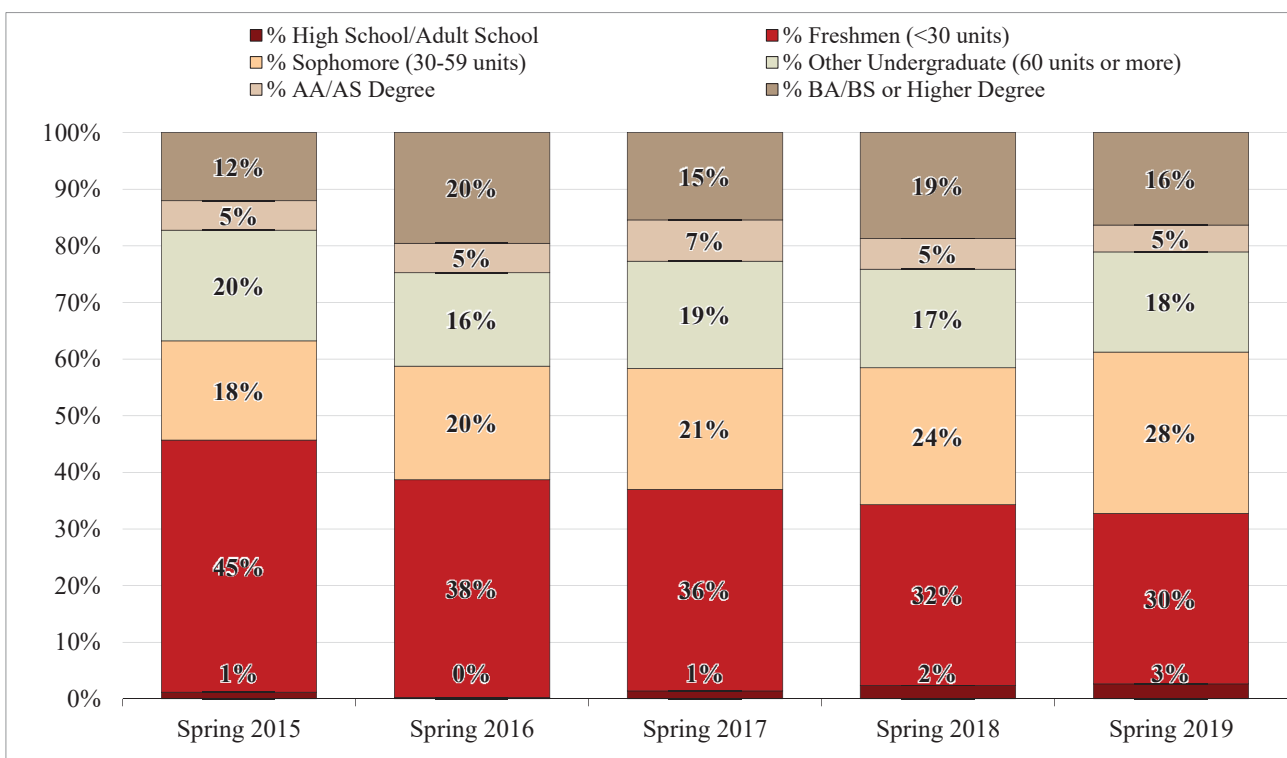
**Personal Development:** Students taking courses for intellectual and/or cultural development.

**Other:** Students completing diploma/GED requirements or moving from non-credit to credit courses. Data from admission application.



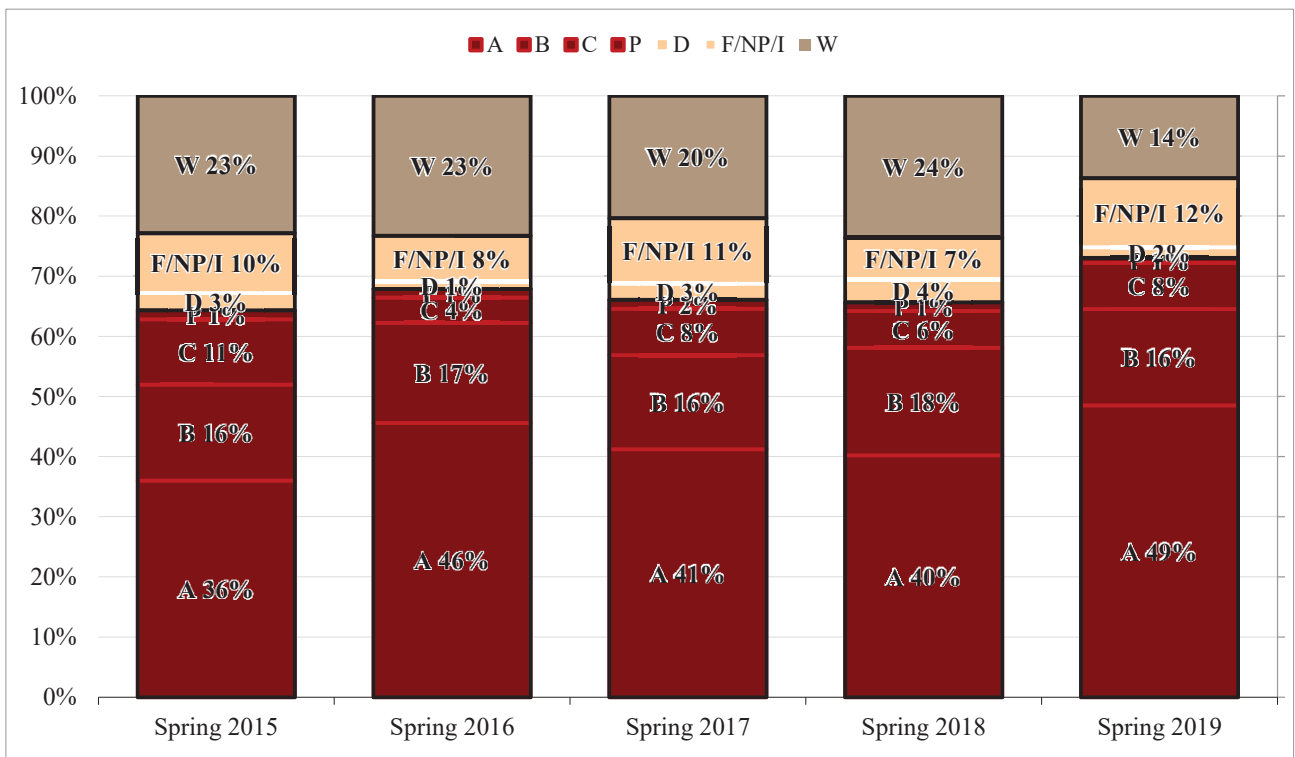
## Highest Educational Level of Students

Computer Information Systems ( CIS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	5	1	6	9	10
Freshmen (<30 units)	196	149	152	123	114
Sophomore (30-59 units)	77	78	91	93	108
Other Undergraduate (60 units or more)	86	64	81	67	67
AA/AS Degree	23	20	31	21	18
BA/BS or Higher Degree	53	76	66	72	62
% High School/Adult School	1%	<1%	1%	2%	3%
% Freshmen (<30 units)	45%	38%	36%	32%	30%
% Sophomore (30-59 units)	18%	20%	21%	24%	28%
% Other Undergraduate (60 units or more)	20%	16%	19%	17%	18%
% AA/AS Degree	5%	5%	7%	5%	5%
% BA/BS or Higher Degree	12%	20%	15%	19%	16%



## Student Performance: Grade Distribution

Computer Information Systems ( CIS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
<b>Total Course Enrollments</b>	<b>552</b>	<b>499</b>	<b>532</b>	<b>475</b>	<b>468</b>
<b>Course Success Rates</b>	<b>64%</b>	<b>68%</b>	<b>66%</b>	<b>66%</b>	<b>73%</b>
A	36%	46%	41%	40%	49%
B	16%	17%	16%	18%	16%
C	11%	4%	8%	6%	8%
P	1%	1%	2%	1%	1%
<b>Course Non-Success Rate</b>	<b>13%</b>	<b>9%</b>	<b>14%</b>	<b>11%</b>	<b>13%</b>
D	3%	1%	3%	4%	2%
F/NP/I	10%	8%	11%	7%	12%
<b>Withdrawals (W)</b>	<b>23%</b>	<b>23%</b>	<b>20%</b>	<b>24%</b>	<b>14%</b>



### Definitions:

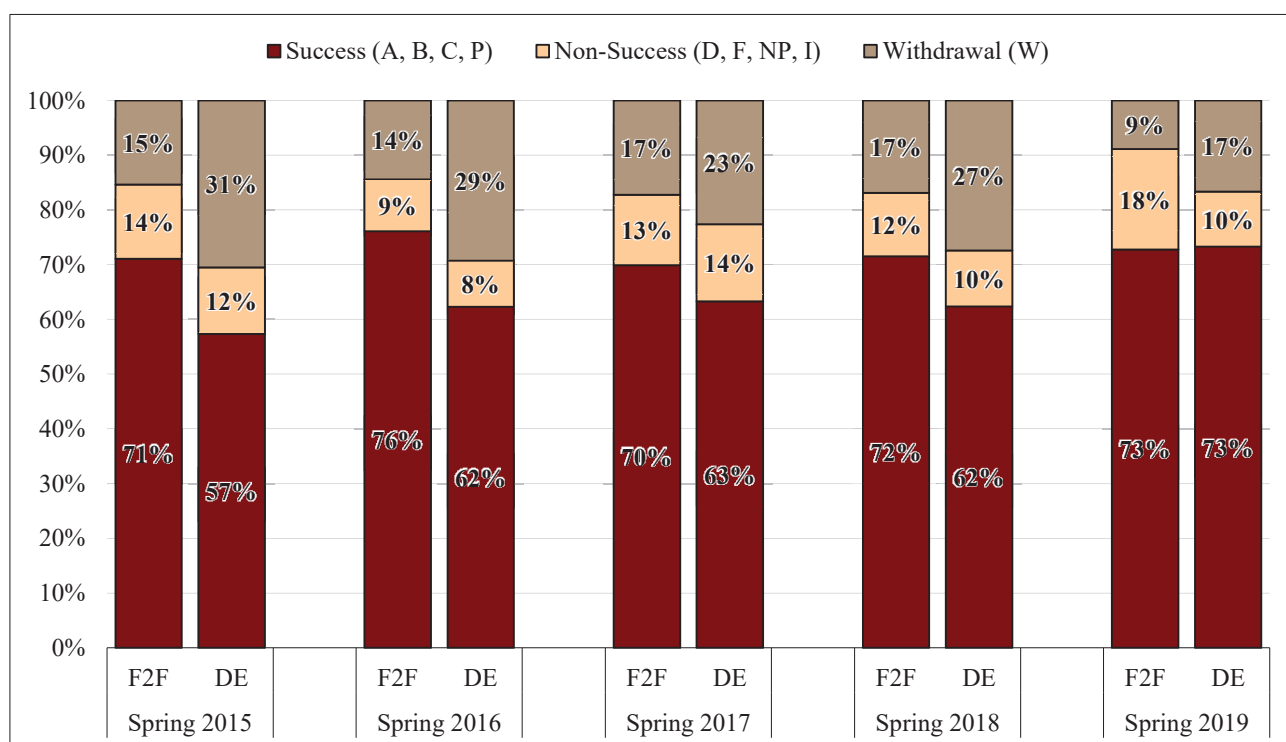
**Course Success Rate** is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

**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

Computer Information Systems ( CIS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
<b>Total Course Enrollments</b>	<b>552</b>	<b>499</b>	<b>532</b>	<b>475</b>	<b>468</b>
<b>Face-to-Face (F2F) Sections</b>	<b>280</b>	<b>202</b>	<b>227</b>	<b>172</b>	<b>180</b>
Success Rates	71%	76%	70%	72%	73%
Non-Success Rates	14%	9%	13%	12%	18%
Withdrawals	15%	14%	17%	17%	9%
<b>Distance Education (DE) Sections</b>	<b>272</b>	<b>297</b>	<b>305</b>	<b>303</b>	<b>288</b>
Success Rates	57%	62%	63%	62%	73%
Non-Success Rates	12%	8%	14%	10%	10%
Withdrawals	31%	29%	23%	27%	17%



### 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.

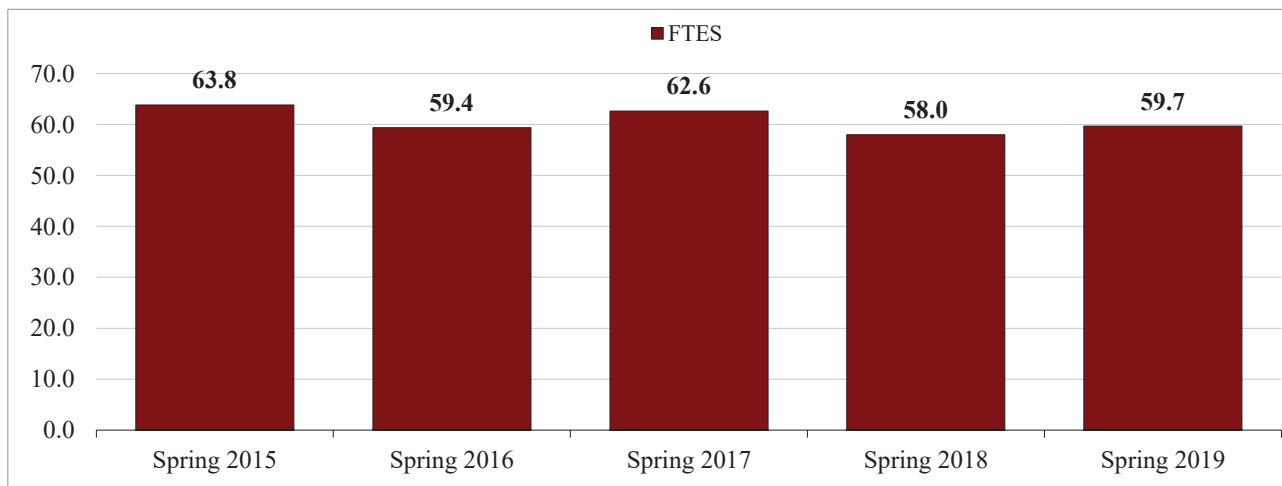
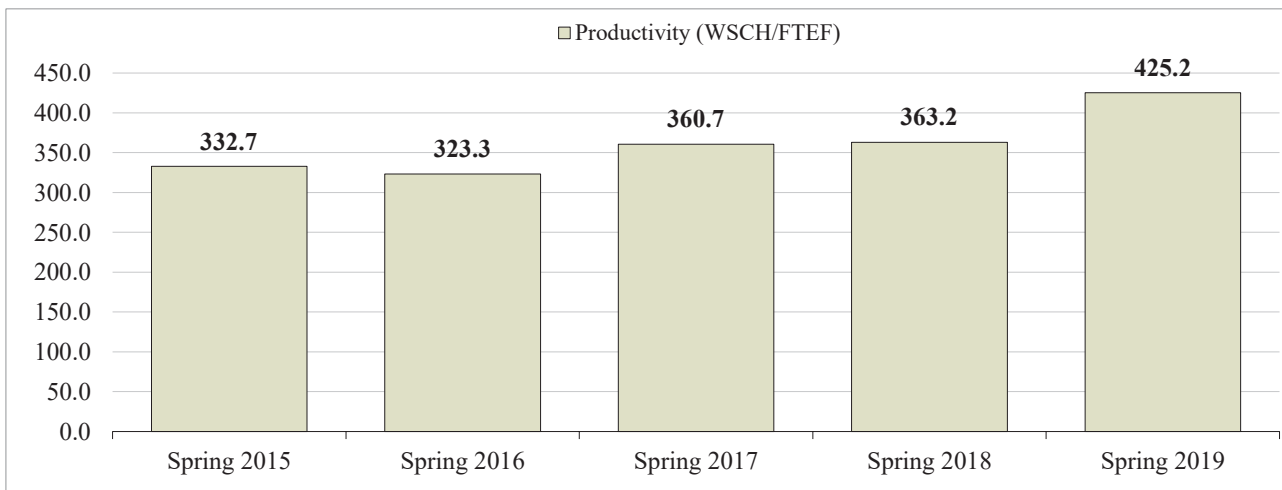
**Course Non-Success Rate** is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

**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

Computer Information Systems ( CIS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	1,998	1,898	1,979	1,817	1,858
FTES	63.8	59.4	62.6	58.0	59.7
FTEF	6.0	5.9	5.5	5.0	4.4
Productivity (WSCH/FTEF)	332.7	323.3	360.7	363.2	425.2



### 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.

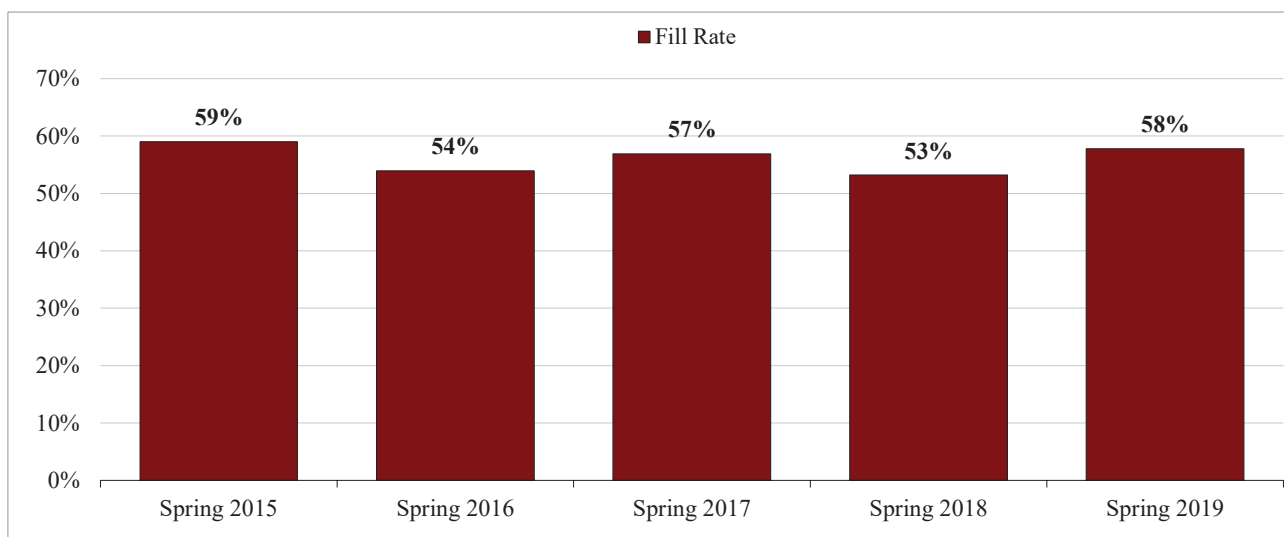
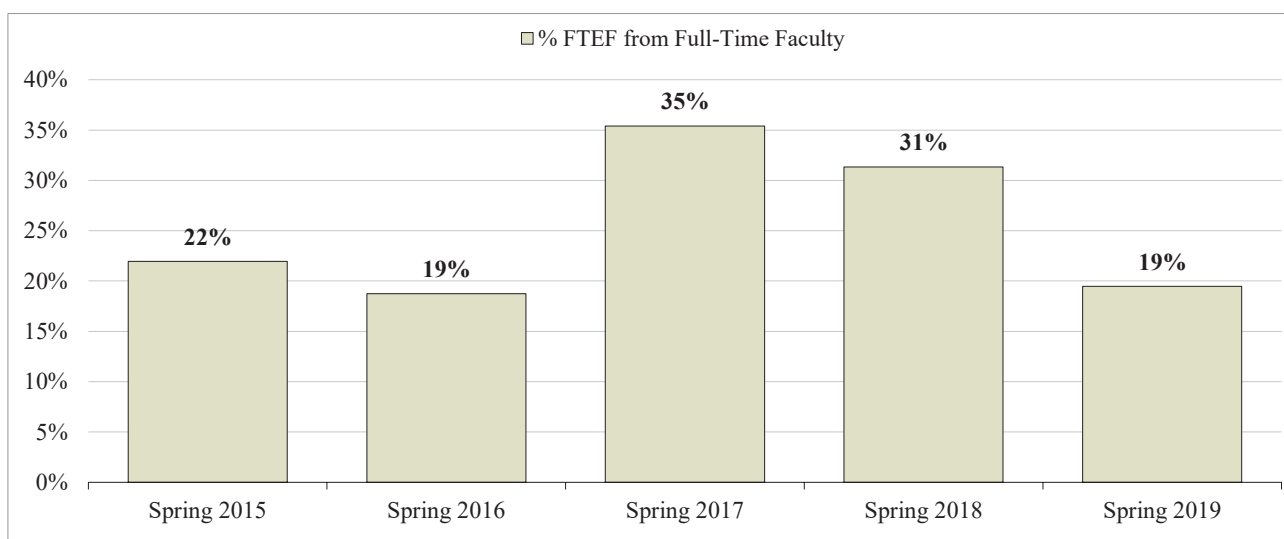
**FTEF** is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

**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

Computer Information Systems ( CIS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	1.3	1.1	1.9	1.6	0.9
% FTEF from Full-Time Faculty	22%	19%	35%	31%	19%
Enrollments	552	499	532	475	468
Capacity (seats available)	935	925	935	893	810
Fill Rate	59%	54%	57%	53%	58%



### Definitions:

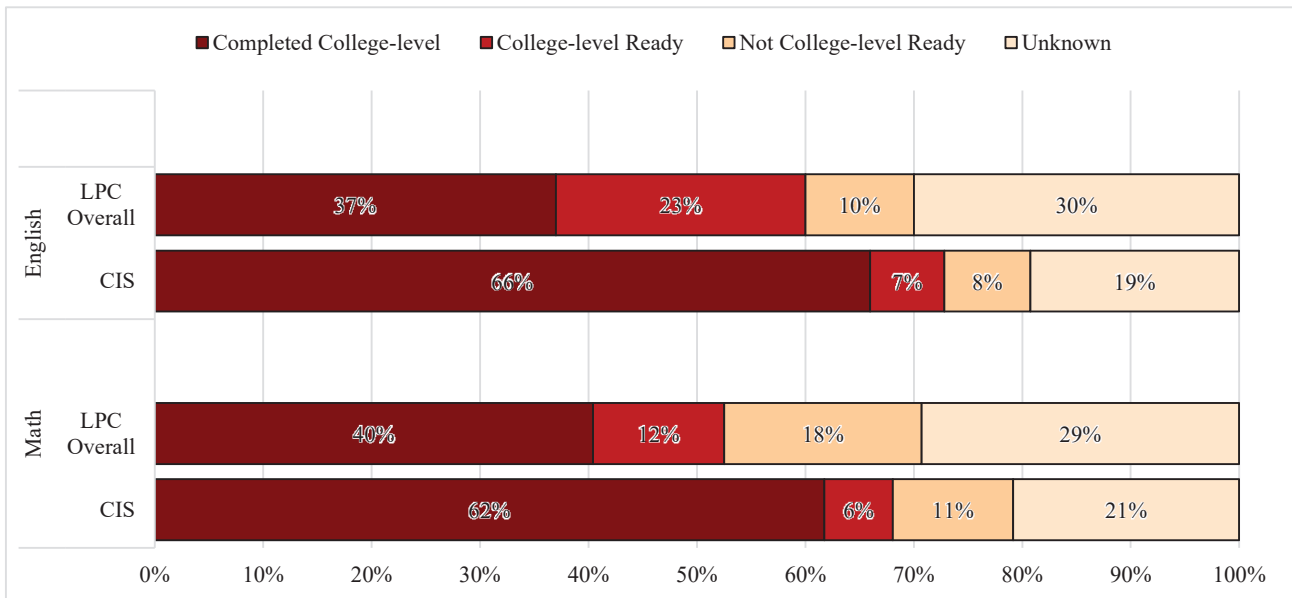
**Fill Rate** is number of enrollments over the total capacity (seats available).

**% 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				
	CIS		LPC Overall	
	Num	Pct	Num	Pct
<b>College English</b>				
Completed College-level	250	66%	5,237	60%
College-level Ready	26	7%	1,339	15%
Not College-level Ready	30	8%	458	5%
Unknown	73	20%	1,703	19%
<b>College Math</b>				
Completed College-level	234	62%	4,956	57%
College-level Ready	24	6%	642	7%
Not College-level Ready	42	11%	1,161	13%
Unknown	79	21%	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.