



Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019

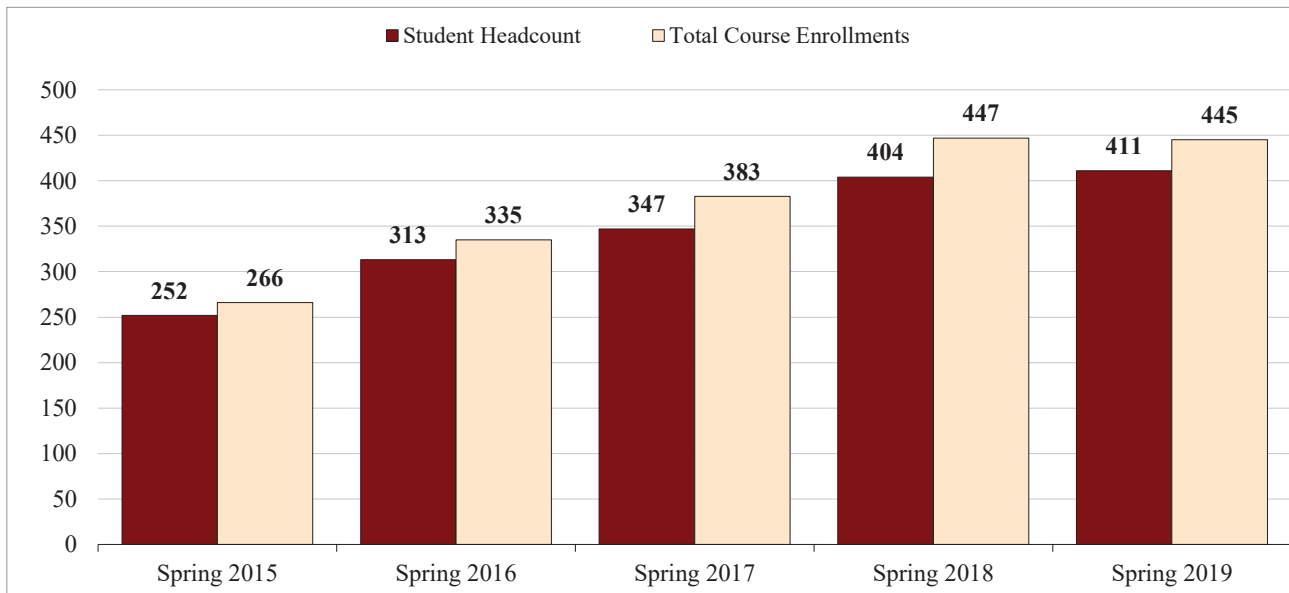
Discipline:

Computer Science (CS)

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Headcount & Enrollment

Computer Science (CS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	252	313	347	404	411
Total Course Enrollments	266	335	383	447	445



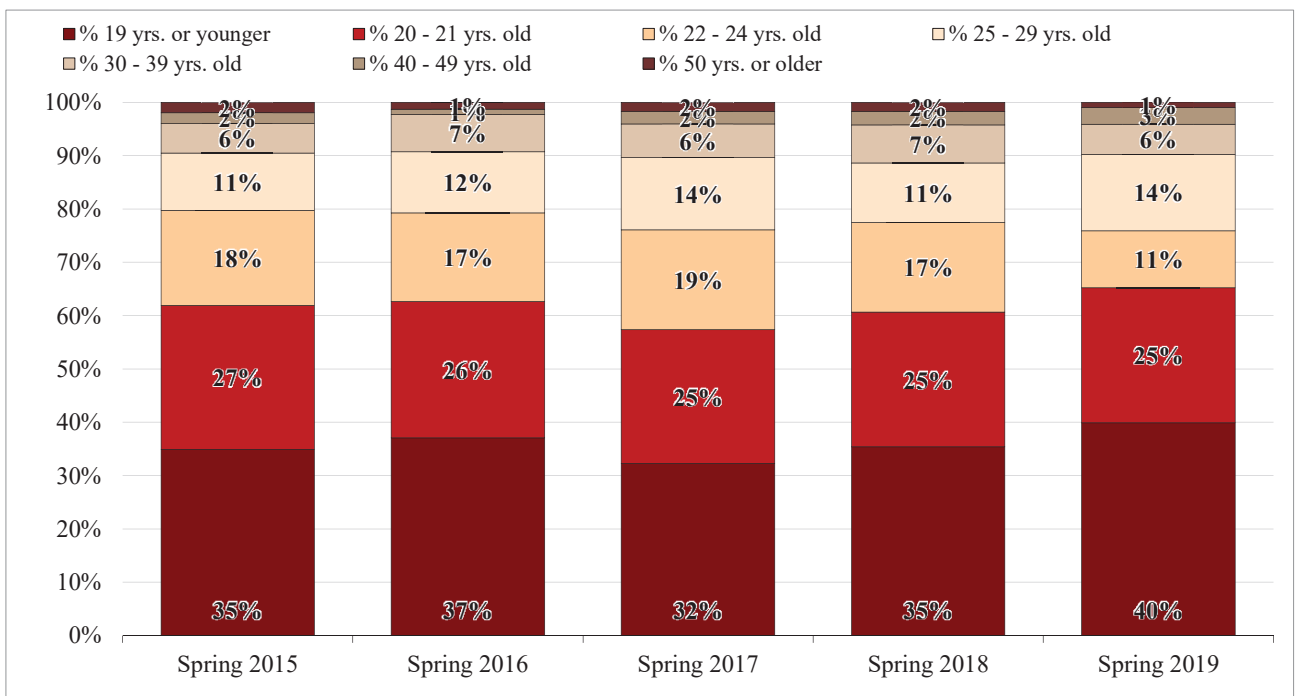
Definitions:

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.

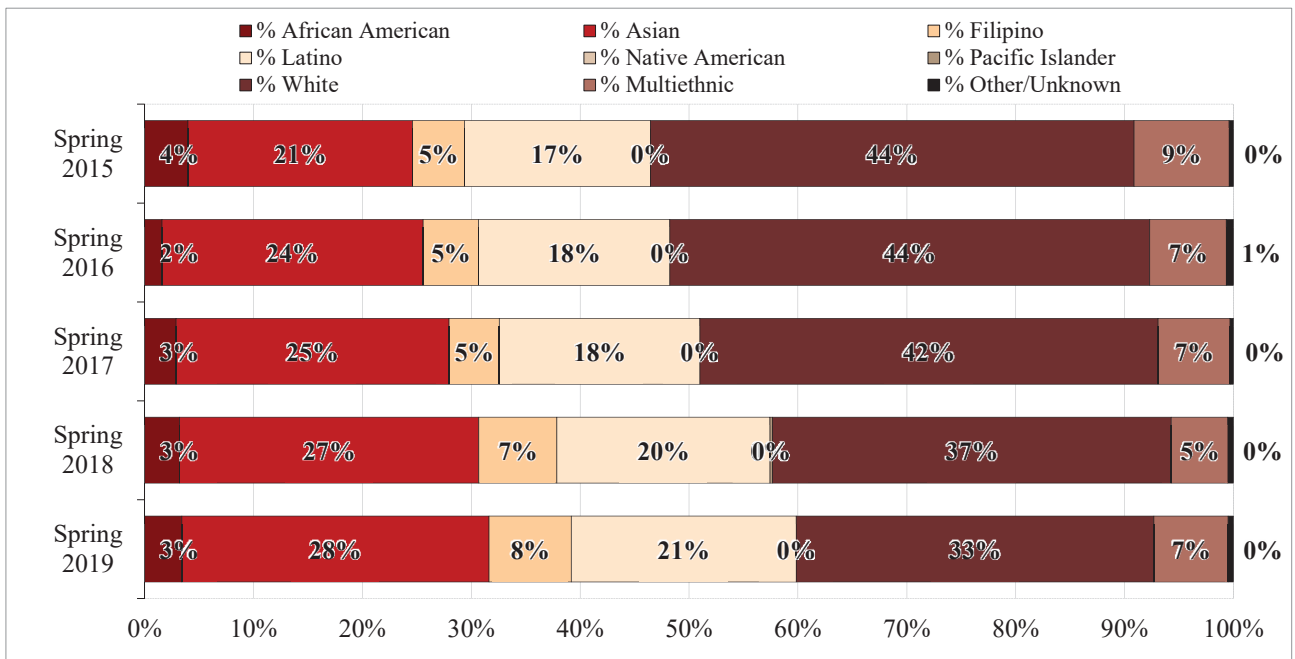
Student Demographics: Gender & Age

Computer Science (CS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	39	68	64	84	88
Male	208	243	276	313	319
19 yrs. or younger	88	116	112	143	164
20-21 yrs. old	68	80	87	102	104
22-24 yrs. old	45	52	65	68	44
25-29 yrs. old	27	36	47	45	59
30-39 yrs. old	14	22	22	29	23
40-49 yrs. old	5	3	8	10	13
50 yrs. or older	5	4	6	7	4
% Female	16%	22%	19%	21%	22%
% Male	84%	78%	81%	79%	78%
% 19 yrs. or younger	35%	37%	32%	35%	40%
% 20 - 21 yrs. old	27%	26%	25%	25%	25%
% 22 - 24 yrs. old	18%	17%	19%	17%	11%
% 25 - 29 yrs. old	11%	12%	14%	11%	14%
% 30 - 39 yrs. old	6%	7%	6%	7%	6%
% 40 - 49 yrs. old	2%	1%	2%	2%	3%
% 50 yrs. or older	2%	1%	2%	2%	1%



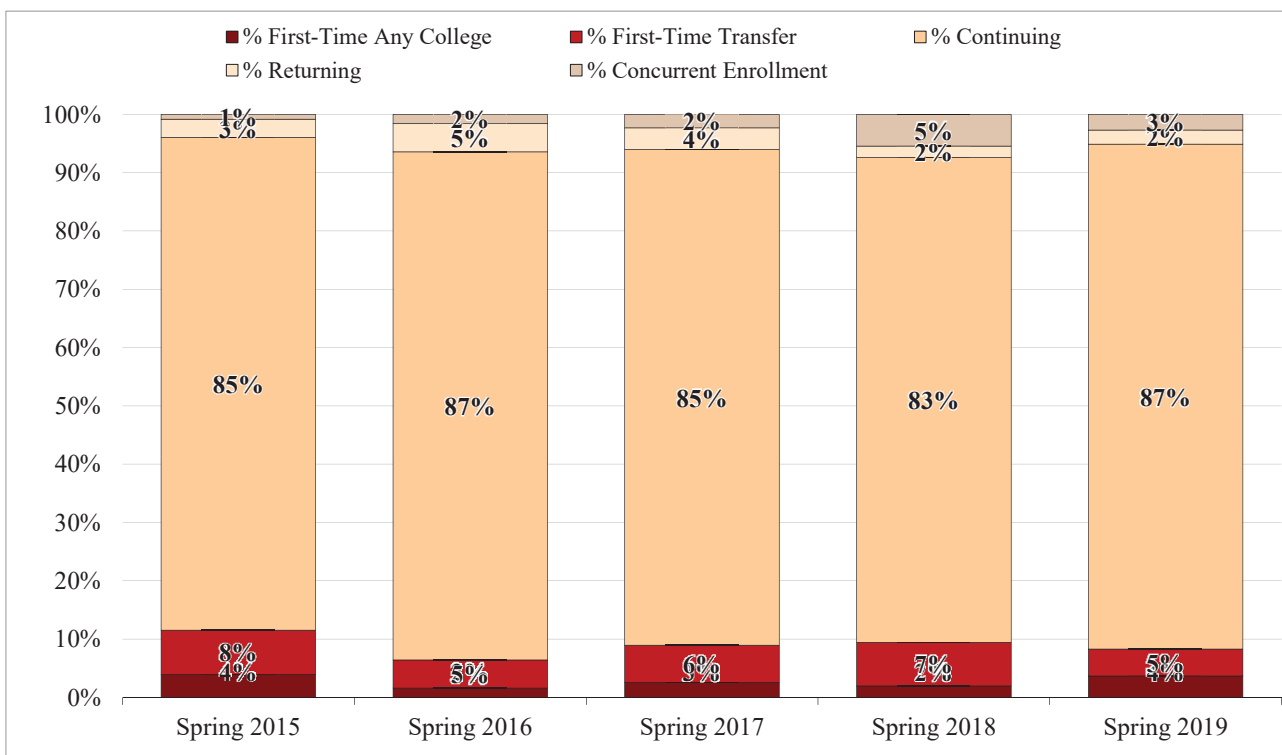
Student Demographic: Race-Ethnicity

Computer Science (CS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	10	5	10	13	14
Asian	52	75	87	111	116
Filipino	12	16	16	29	31
Latino	43	55	64	79	85
Native American	0	0	0	0	0
Pacific Islander	0	0	0	1	0
White	112	138	146	148	135
Multiethnic	22	22	23	21	28
Other/Unknown	1	2	1	2	2
% African American	4%	2%	3%	3%	3%
% Asian	21%	24%	25%	27%	28%
% Filipino	5%	5%	5%	7%	8%
% Latino	17%	18%	18%	20%	21%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	<1%	0%
% White	44%	44%	42%	37%	33%
% Multiethnic	9%	7%	7%	5%	7%
% Other/Unknown	<1%	1%	<1%	0%	<1%



Student Enrollment Status

	Computer Science (CS)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	10	5	9	8	15
First-Time Transfer	19	15	22	30	19
Continuing	213	273	295	336	356
Returning	8	15	13	8	10
Concurrent Enrollment	2	5	8	22	11
% First-Time Any College	4%	2%	3%	2%	4%
% First-Time Transfer	8%	5%	6%	7%	5%
% Continuing	85%	87%	85%	83%	87%
% Returning	3%	5%	4%	2%	2%
% Concurrent Enrollment	1%	2%	2%	5%	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.

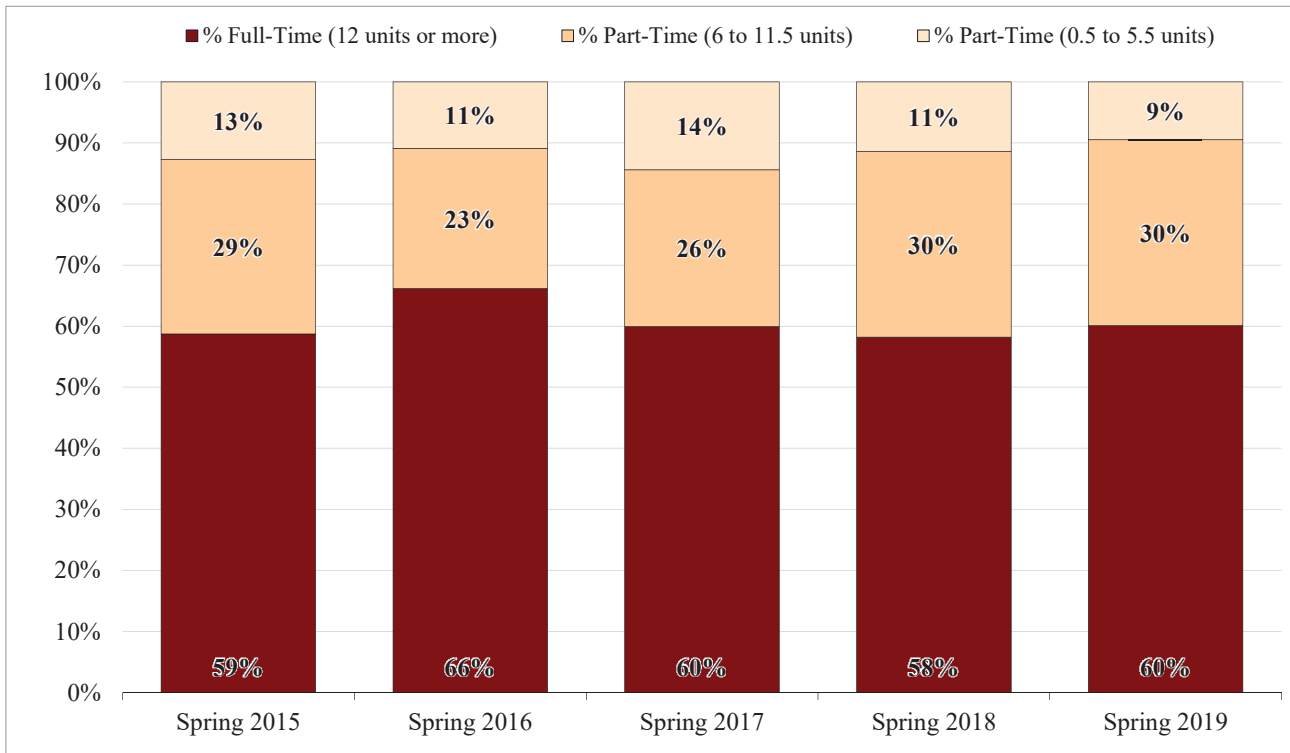
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

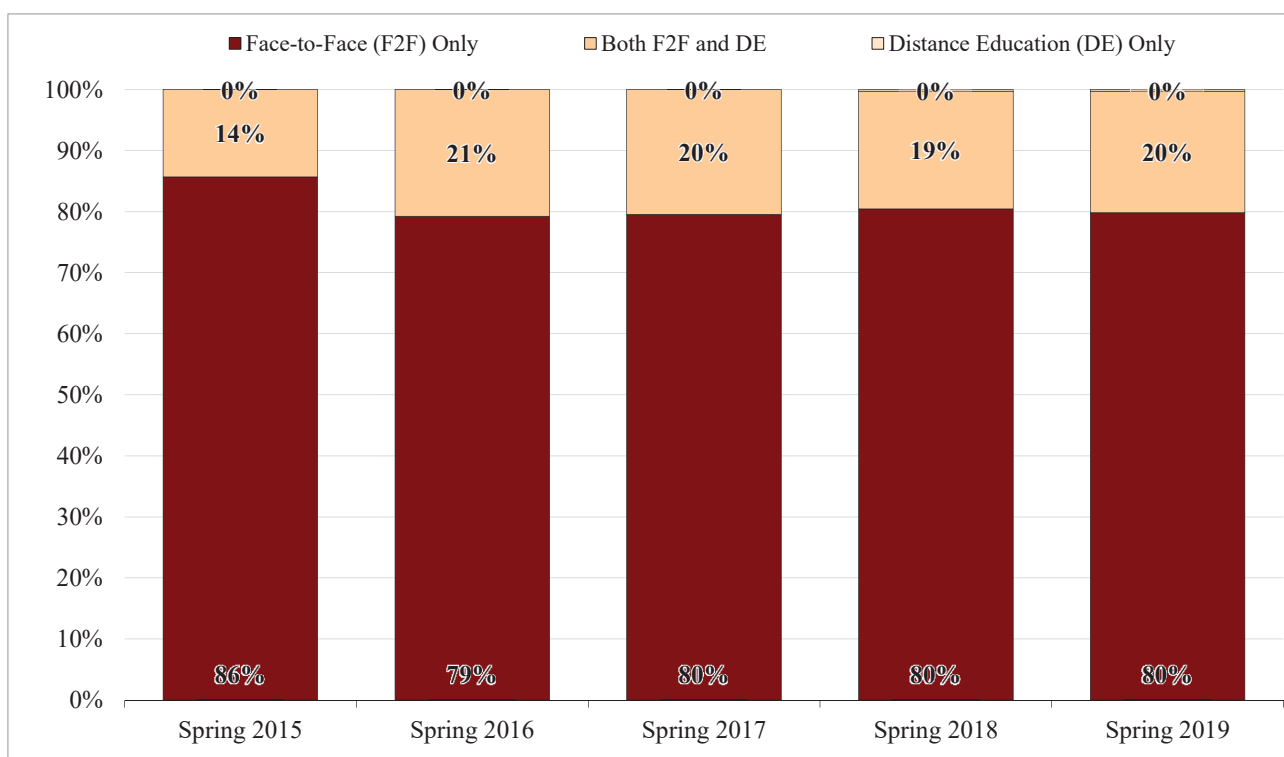
Student Unit Load

Computer Science (CS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	148	207	208	235	247
Part-Time (6 to 11.5 units)	72	72	89	123	125
Part-Time (0.5 to 5.5 units)	32	34	50	46	39
% Full-Time (12 units or more)	59%	66%	60%	58%	60%
% Part-Time (6 to 11.5 units)	29%	23%	26%	30%	30%
% Part-Time (0.5 to 5.5 units)	13%	11%	14%	11%	9%



Students Using Distance Education

Computer Science (CS)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	216	248	276	325	328
Both F2F and DE	36	65	71	78	82
Distance Education (DE) Only	0	0	0	1	1
% Face-to-Face (F2F) Only	86%	79%	80%	80%	80%
% Both F2F and DE	14%	21%	20%	19%	20%
% Distance Education (DE) Only	0%	0%	0%	<1%	<1%

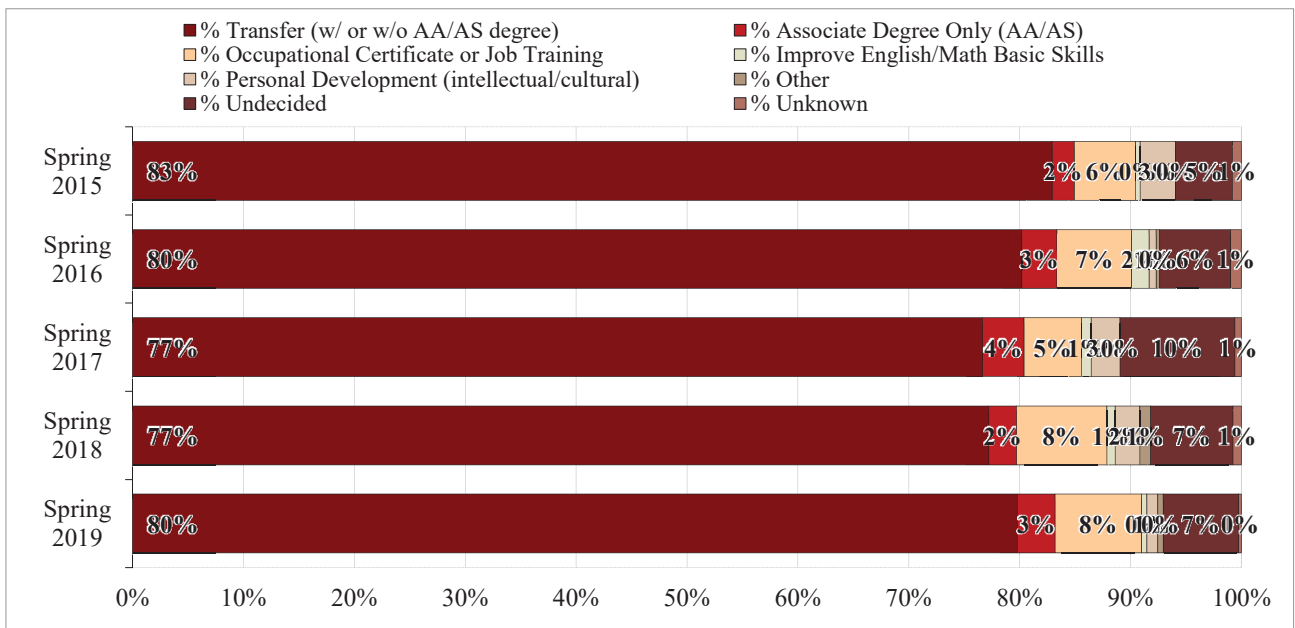


Definitions:

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

Student Educational Goal

Computer Science (CS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	209	251	266	312	328
Associate Degree Only (AA/AS)	5	10	13	10	14
Occupational Certificate or Job Training	14	21	18	33	32
Improve English/Math Basic Skills	1	5	3	3	2
Personal Development (intellectual/cultural)	8	2	9	9	4
Other	0	1	0	4	2
Undecided	13	20	36	30	28
Unknown	2	3	2	3	1
% Transfer (w/ or w/o AA/AS degree)	83%	80%	77%	77%	80%
% Associate Degree Only (AA/AS)	2%	3%	4%	2%	3%
% Occupational Certificate or Job Training	6%	7%	5%	8%	8%
% Improve English/Math Basic Skills	<1%	2%	1%	1%	<1%
% Personal Development (intellectual/cultural)	3%	1%	3%	2%	1%
% Other	0%	<1%	0%	1%	<1%
% Undecided	5%	6%	10%	7%	7%
% 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.

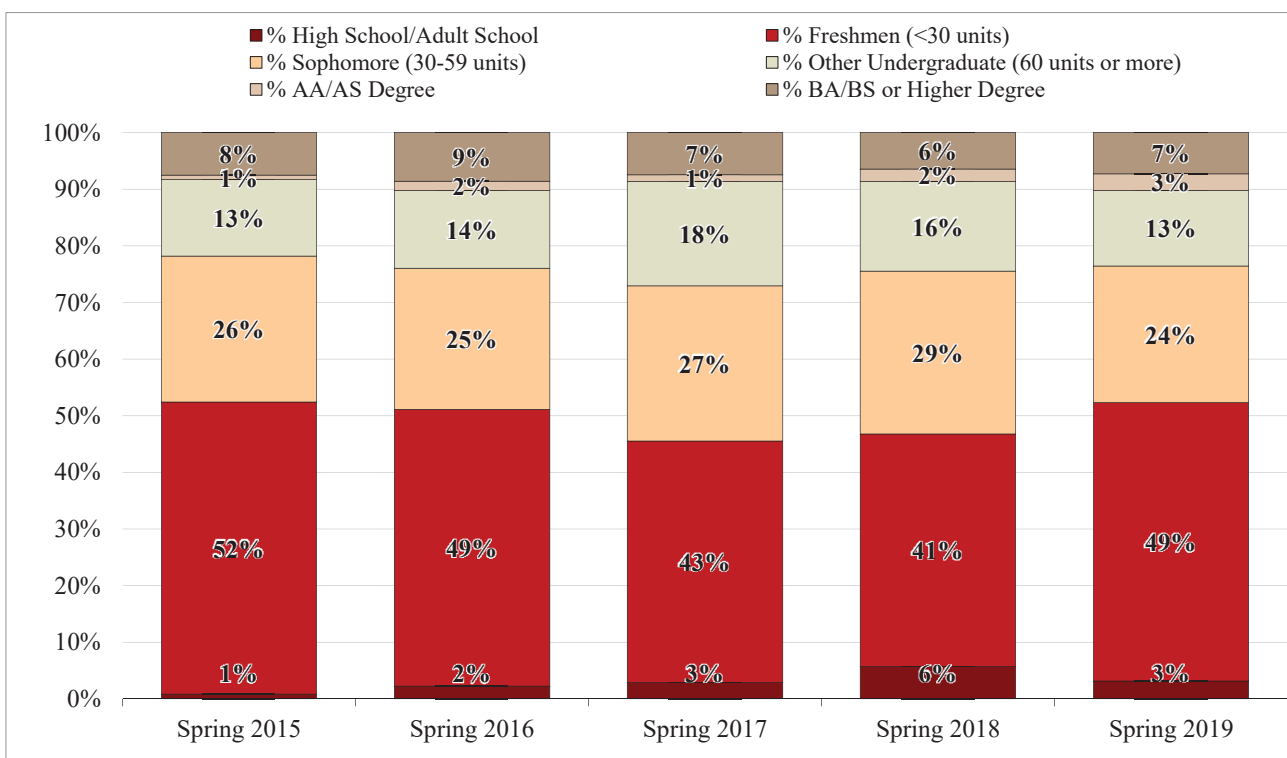
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

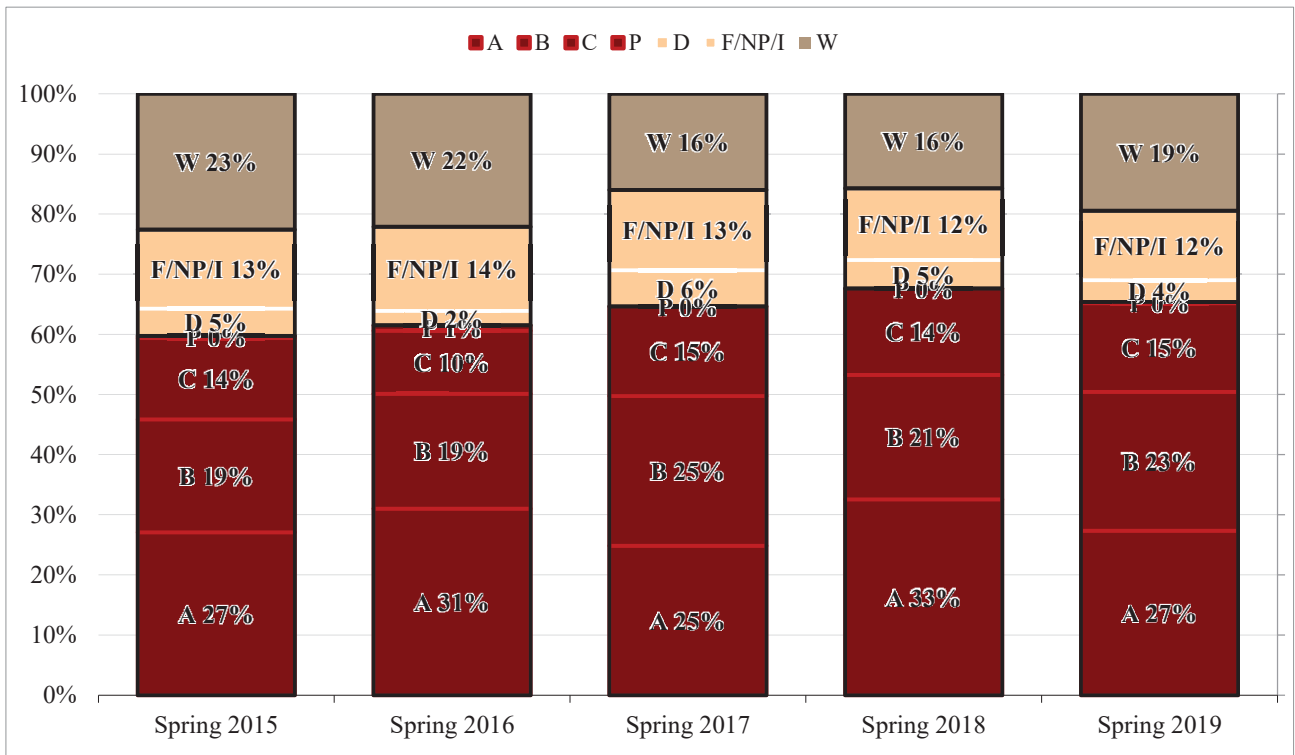
Highest Educational Level of Students

Computer Science (CS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	2	7	10	23	13
Freshmen (<30 units)	130	153	148	166	202
Sophomore (30-59 units)	65	78	95	116	99
Other Undergraduate (60 units or more)	34	43	64	64	55
AA/AS Degree	2	5	4	9	12
BA/BS or Higher Degree	19	27	26	26	30
% High School/Adult School	1%	2%	3%	6%	3%
% Freshmen (<30 units)	52%	49%	43%	41%	49%
% Sophomore (30-59 units)	26%	25%	27%	29%	24%
% Other Undergraduate (60 units or more)	13%	14%	18%	16%	13%
% AA/AS Degree	1%	2%	1%	2%	3%
% BA/BS or Higher Degree	8%	9%	7%	6%	7%



Student Performance: Grade Distribution

Computer Science (CS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	266	335	383	447	445
Course Success Rates	60%	61%	65%	68%	65%
A	27%	31%	25%	33%	27%
B	19%	19%	25%	21%	23%
C	14%	10%	15%	14%	15%
P	<1%	1%	0%	0%	<1%
Course Non-Success Rate	18%	16%	19%	17%	15%
D	5%	2%	6%	5%	4%
F/NP/I	13%	14%	13%	12%	12%
Withdrawals (W)	23%	22%	16%	16%	19%



Definitions:

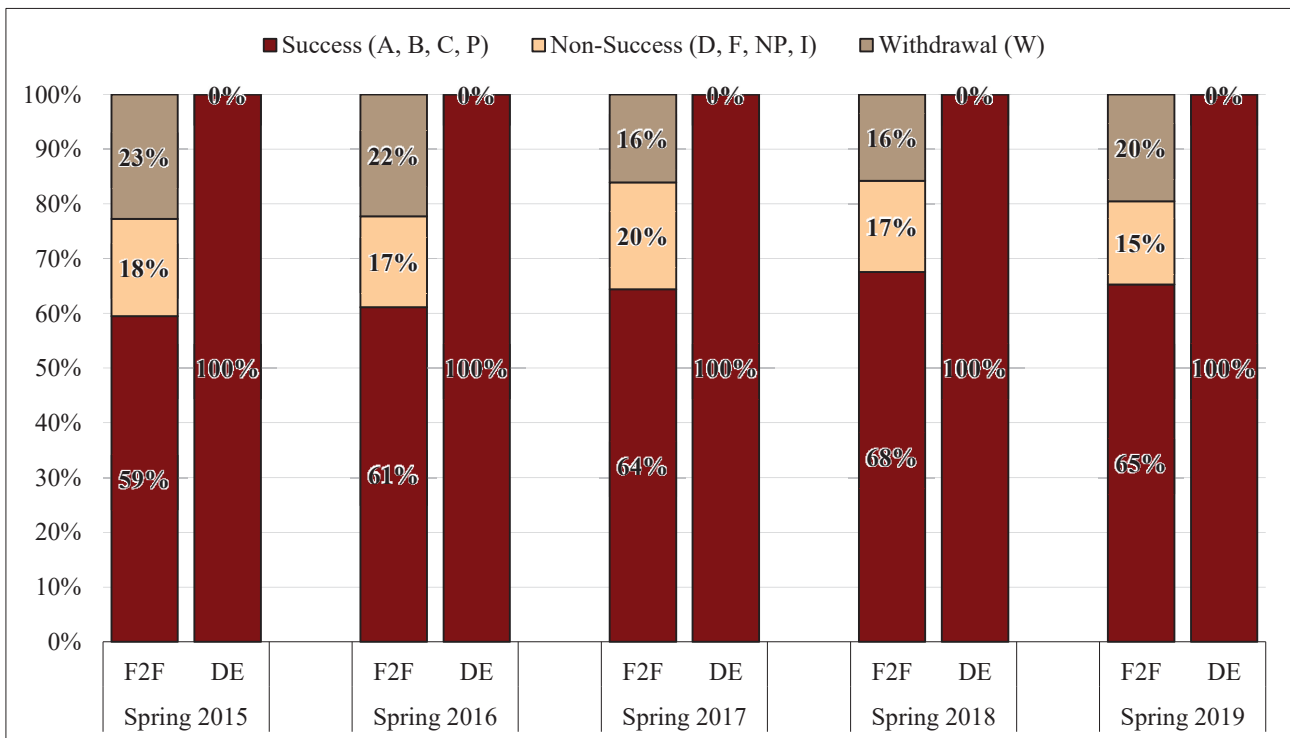
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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 Science (CS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	266	335	383	447	445
Face-to-Face (F2F) Sections	264	332	380	446	444
Success Rates	59%	61%	64%	68%	65%
Non-Success Rates	18%	17%	20%	17%	15%
Withdrawals	23%	22%	16%	16%	20%
Distance Education (DE) Sections	2	3	3	1	1
Success Rates	100%	100%	100%	100%	100%
Non-Success Rates	0%	0%	0%	0%	0%
Withdrawals	0%	0%	0%	0%	0%



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.

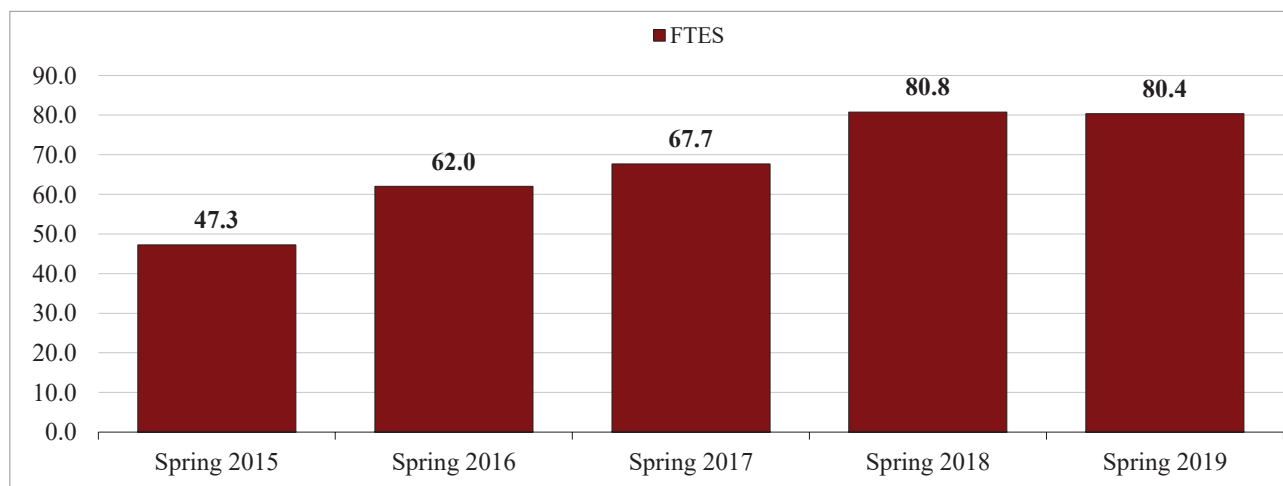
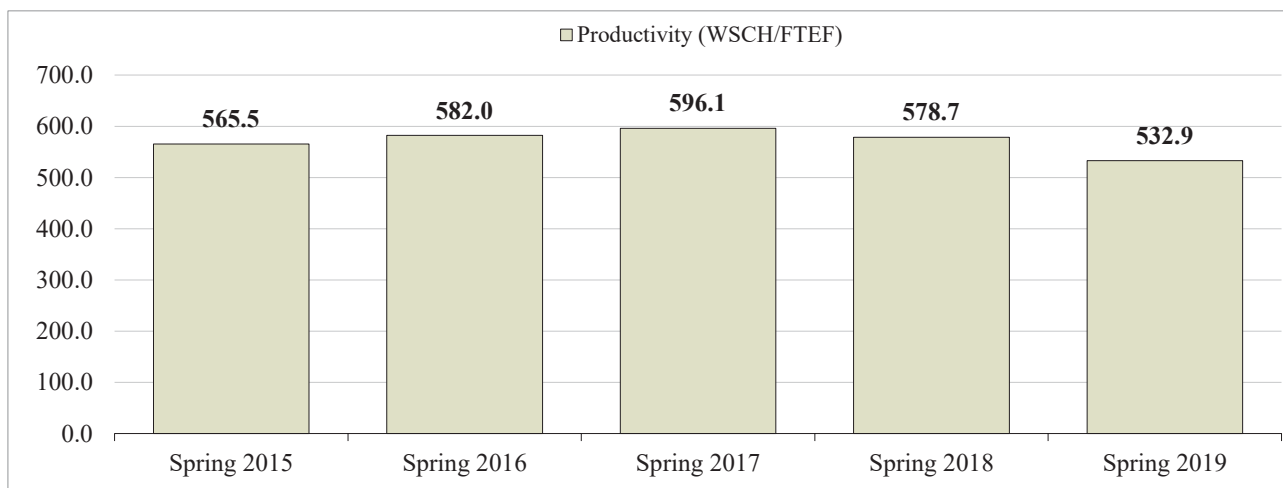
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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 Science (CS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	1,460	1,910	2,165	2,570	2,553
FTES	47.3	62.0	67.7	80.8	80.4
FTEF	2.6	3.3	3.6	4.4	4.8
Productivity (WSCH/FTEF)	565.5	582.0	596.1	578.7	532.9



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.

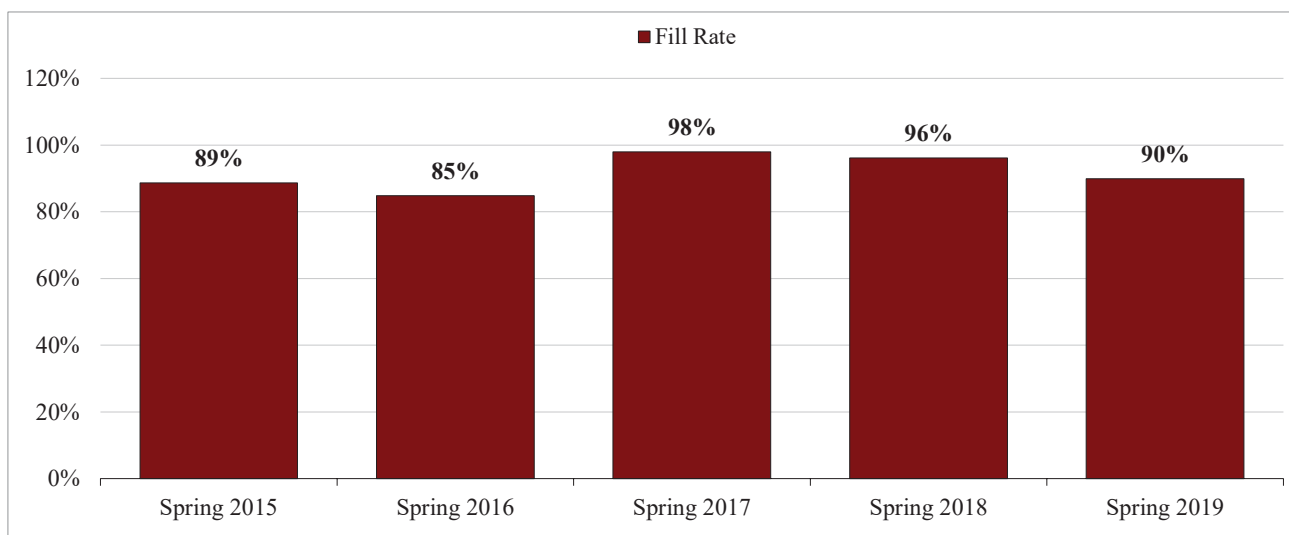
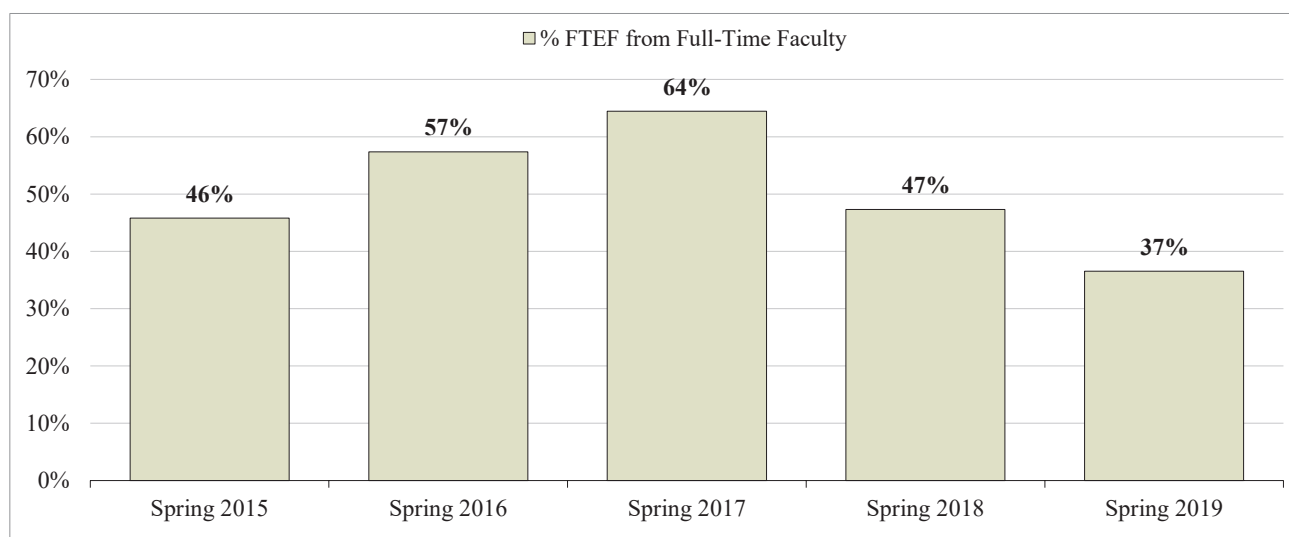
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 Science (CS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	1.2	1.9	2.3	2.1	1.8
% FTEF from Full-Time Faculty	46%	57%	64%	47%	37%
Enrollments	266	335	383	447	445
Capacity (seats available)	300	395	391	465	495
Fill Rate	89%	85%	98%	96%	90%



Definitions:

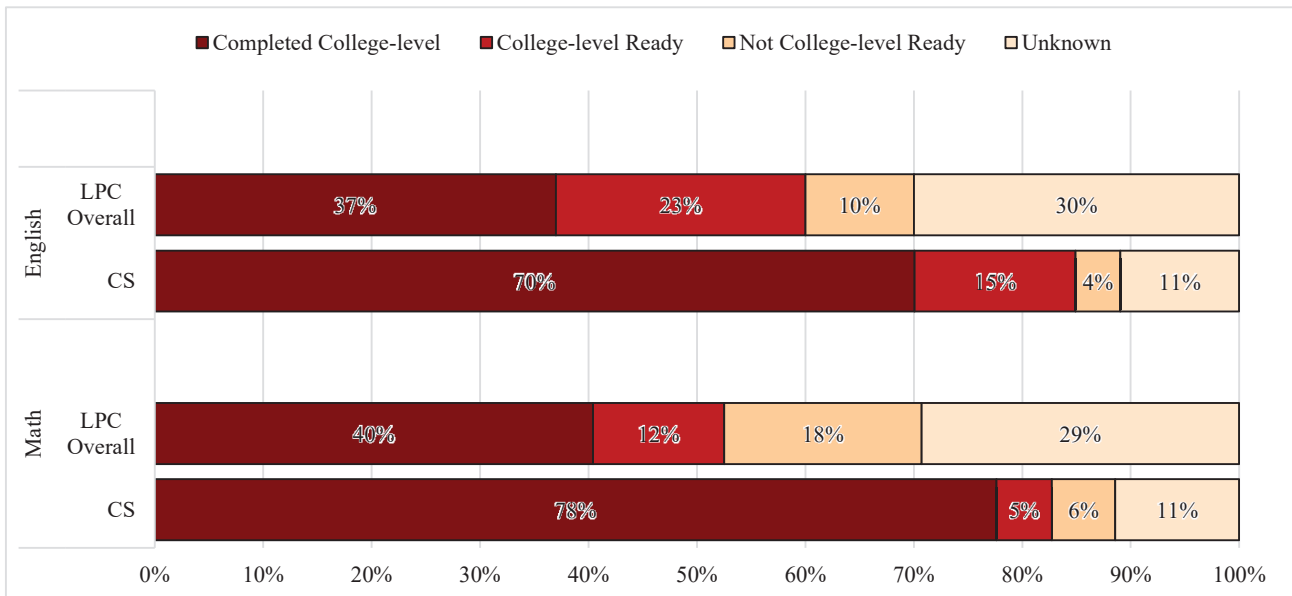
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	CS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	288	70%	5,237	60%
College-level Ready	61	14%	1,339	15%
Not College-level Ready	17	4%	458	5%
Unknown	45	11%	1,703	19%
College Math				
Completed College-level	319	78%	4,956	57%
College-level Ready	21	5%	642	7%
Not College-level Ready	24	6%	1,161	13%
Unknown	47	11%	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.