



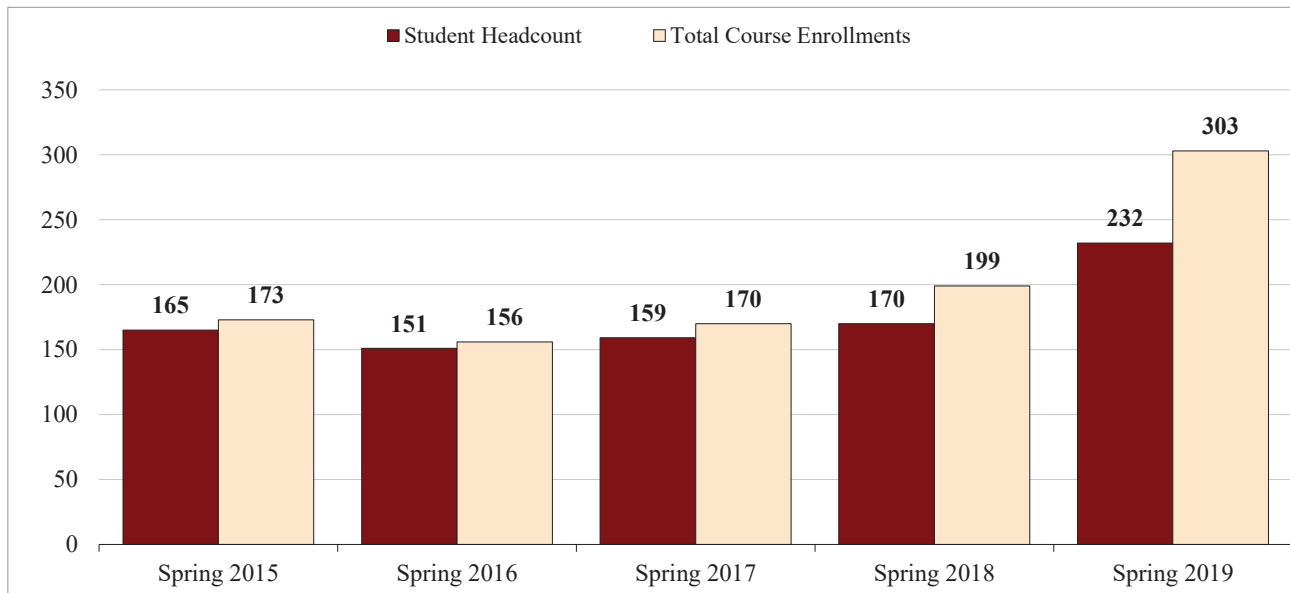
Las Positas College
Program Review Discipline Data Packet
Spring 2015 to Spring 2019

Discipline:
Emergency Medical Services (EMS)

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Headcount & Enrollment

Emergency Medical Services (EMS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	165	151	159	170	232
Total Course Enrollments	173	156	170	199	303



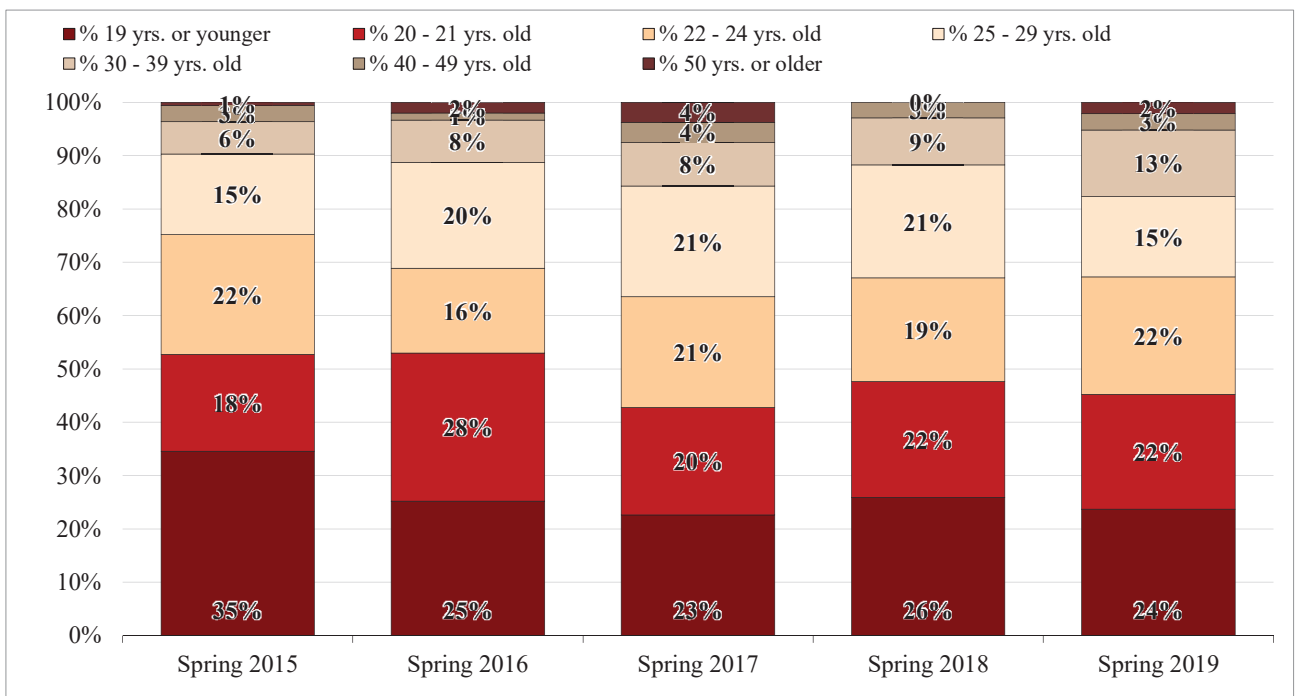
Definitions:

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.

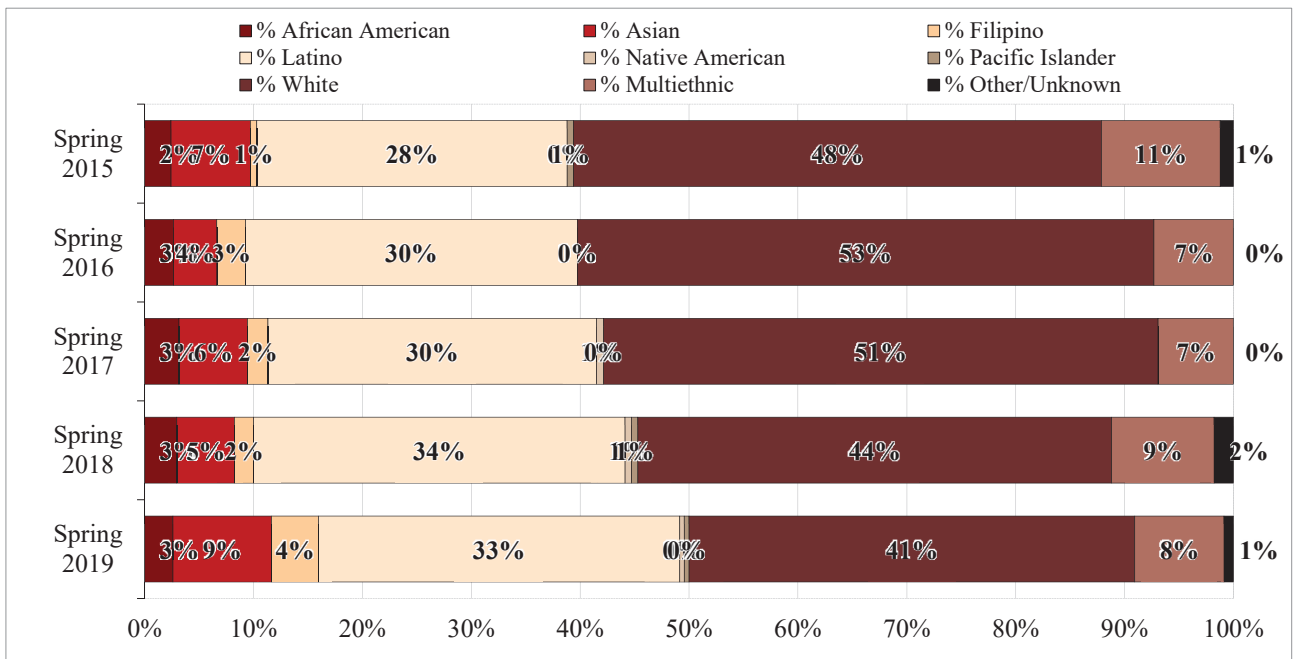
Student Demographics: Gender & Age

Emergency Medical Services (EMS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	54	36	57	42	84
Male	110	114	100	123	147
19 yrs. or younger	57	38	36	44	55
20-21 yrs. old	30	42	32	37	50
22-24 yrs. old	37	24	33	33	51
25-29 yrs. old	25	30	33	36	35
30-39 yrs. old	10	12	13	15	29
40-49 yrs. old	5	2	6	5	7
50 yrs. or older	1	3	6	0	5
% Female	33%	24%	36%	25%	36%
% Male	67%	76%	64%	75%	64%
% 19 yrs. or younger	35%	25%	23%	26%	24%
% 20 - 21 yrs. old	18%	28%	20%	22%	22%
% 22 - 24 yrs. old	22%	16%	21%	19%	22%
% 25 - 29 yrs. old	15%	20%	21%	21%	15%
% 30 - 39 yrs. old	6%	8%	8%	9%	13%
% 40 - 49 yrs. old	3%	1%	4%	3%	3%
% 50 yrs. or older	1%	2%	4%	0%	2%



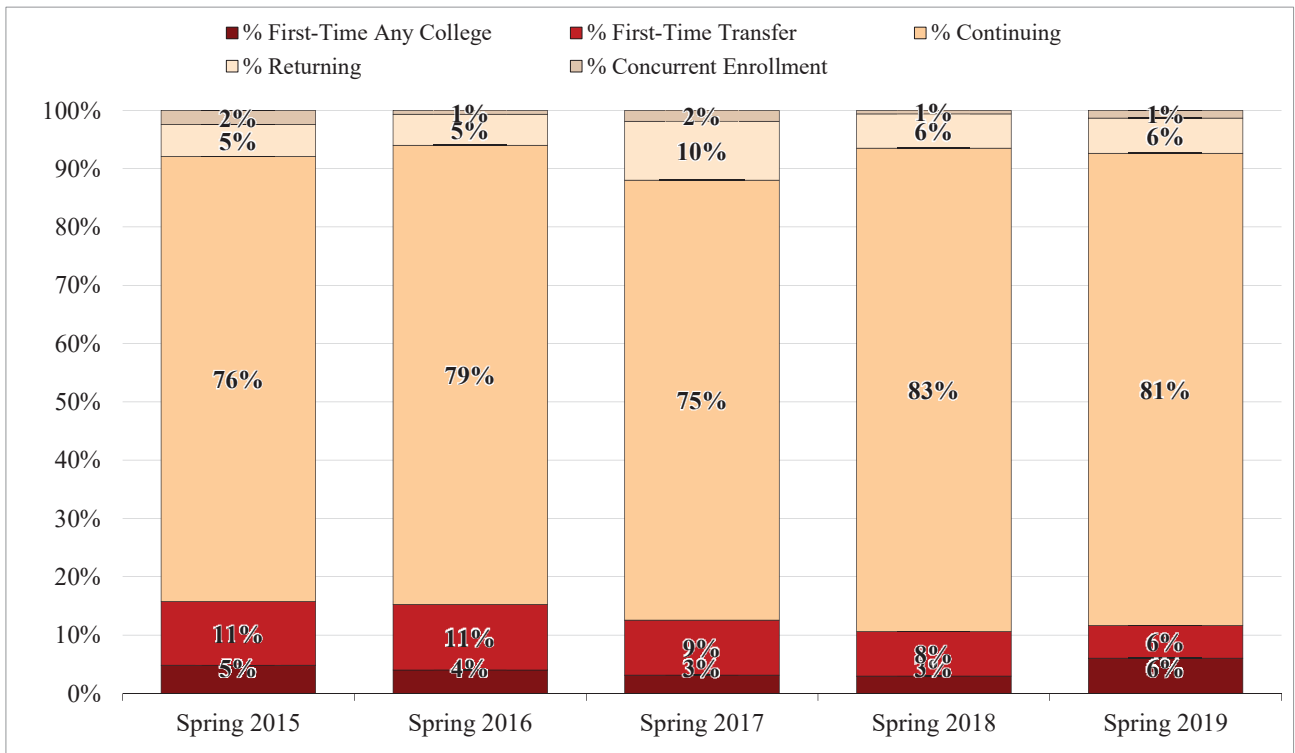
Student Demographic: Race-Ethnicity

Emergency Medical Services (EMS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	4	4	5	5	6
Asian	12	6	10	9	21
Filipino	1	4	3	3	10
Latino	47	46	48	58	77
Native American	0	0	1	1	1
Pacific Islander	1	0	0	1	1
White	80	80	81	74	95
Multiethnic	18	11	11	16	19
Other/Unknown	2	0	0	3	2
% African American	2%	3%	3%	3%	3%
% Asian	7%	4%	6%	5%	9%
% Filipino	1%	3%	2%	2%	4%
% Latino	28%	30%	30%	34%	33%
% Native American	0%	0%	1%	1%	<1%
% Pacific Islander	1%	0%	0%	1%	<1%
% White	48%	53%	51%	44%	41%
% Multiethnic	11%	7%	7%	9%	8%
% Other/Unknown	1%	0%	0%	2%	1%



Student Enrollment Status

Emergency Medical Services (EMS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	8	6	5	5	14
First-Time Transfer	18	17	15	13	13
Continuing	126	119	120	141	188
Returning	9	8	16	10	14
Concurrent Enrollment	4	1	3	1	3
% First-Time Any College	5%	4%	3%	3%	6%
% First-Time Transfer	11%	11%	9%	8%	6%
% Continuing	76%	79%	75%	83%	81%
% Returning	5%	5%	10%	6%	6%
% Concurrent Enrollment	2%	1%	2%	1%	1%



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.

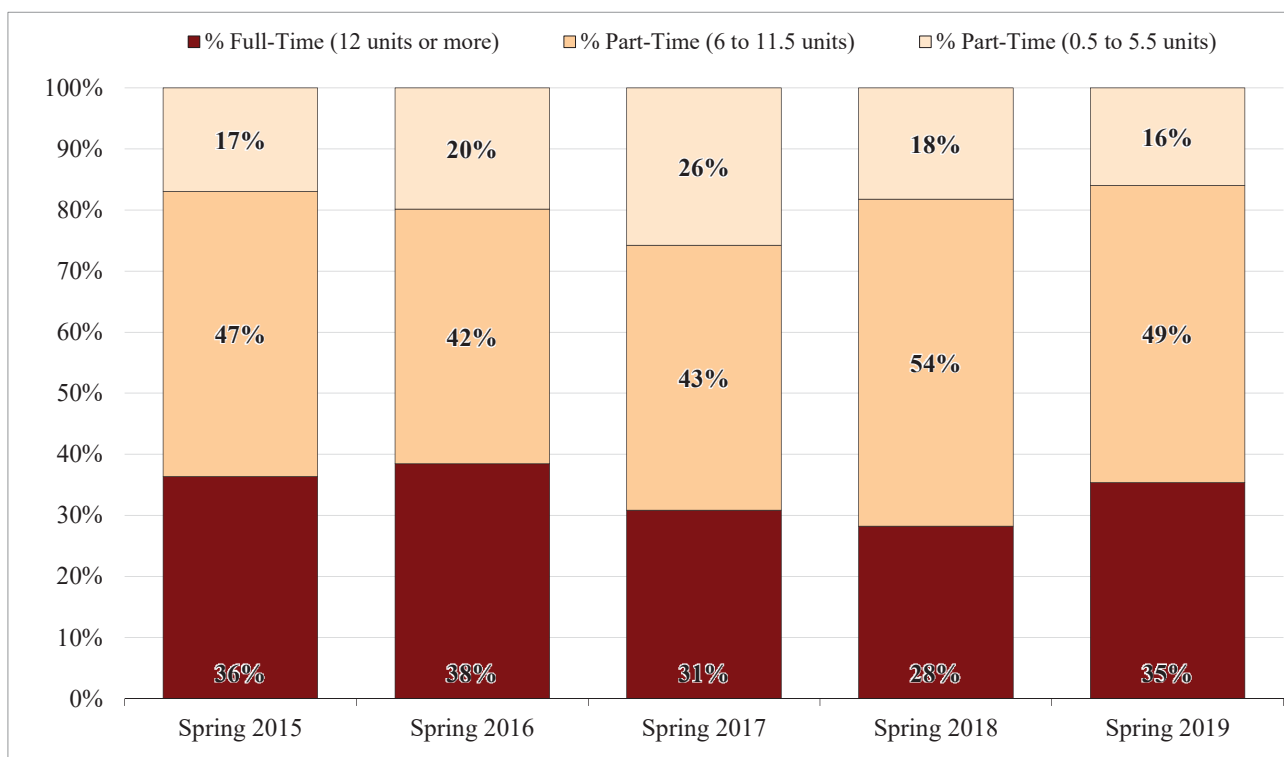
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

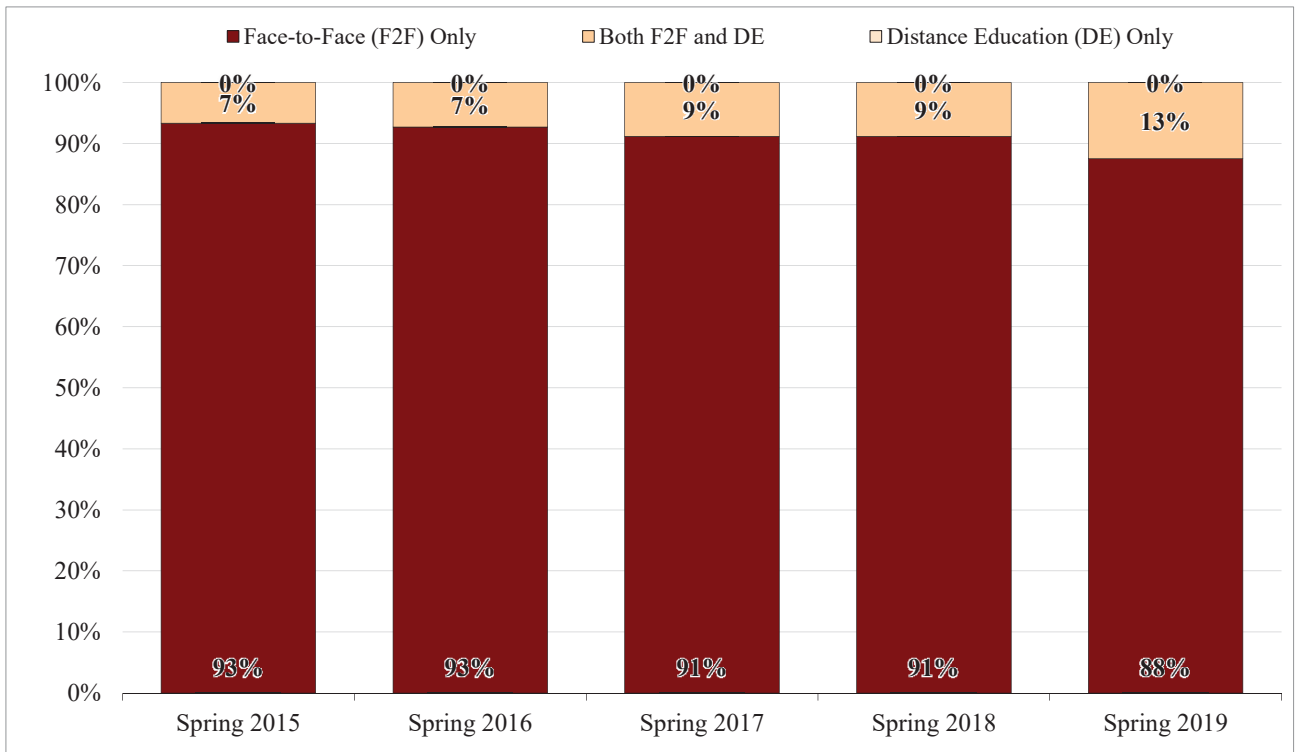
Student Unit Load

Emergency Medical Services (EMS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	60	58	49	48	82
Part-Time (6 to 11.5 units)	77	63	69	91	113
Part-Time (0.5 to 5.5 units)	28	30	41	31	37
% Full-Time (12 units or more)	36%	38%	31%	28%	35%
% Part-Time (6 to 11.5 units)	47%	42%	43%	54%	49%
% Part-Time (0.5 to 5.5 units)	17%	20%	26%	18%	16%



Students Using Distance Education

Emergency Medical Services (EMS)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	154	140	145	155	203
Both F2F and DE	11	11	14	15	29
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	93%	93%	91%	91%	88%
% Both F2F and DE	7%	7%	9%	9%	13%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

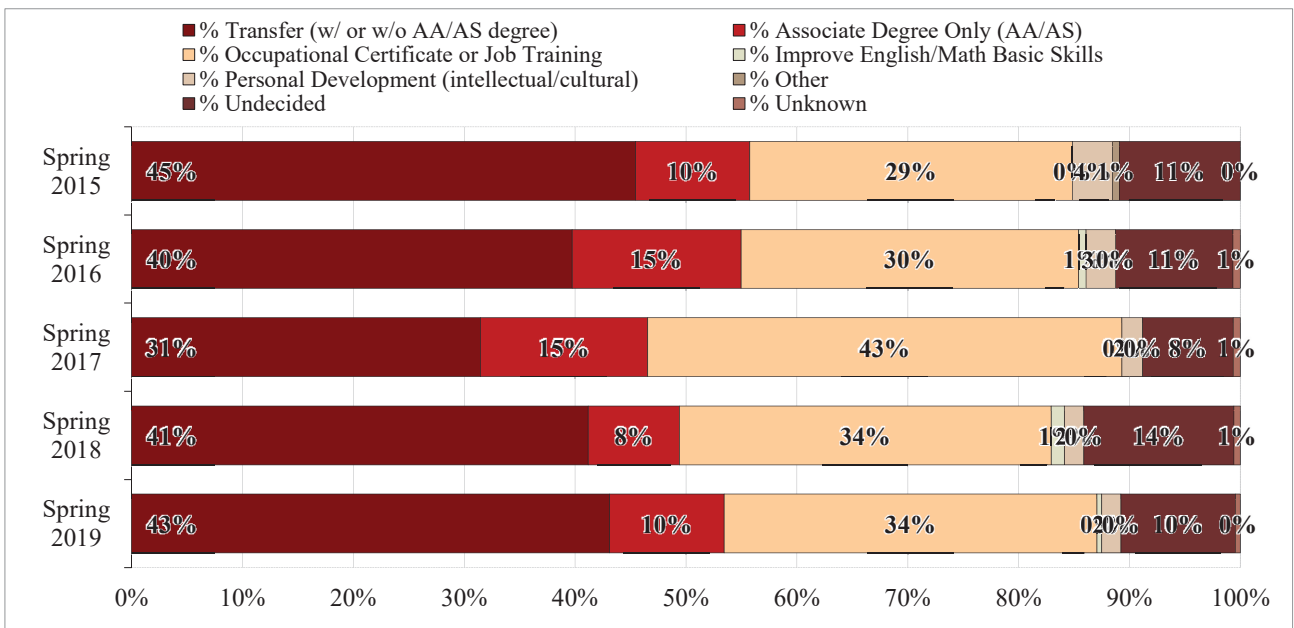


Definitions:

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

Student Educational Goal

Emergency Medical Services (EMS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	75	60	50	70	100
Associate Degree Only (AA/AS)	17	23	24	14	24
Occupational Certificate or Job Training	48	46	68	57	78
Improve English/Math Basic Skills	0	1	0	2	1
Personal Development (intellectual/cultural)	6	4	3	3	4
Other	1	0	0	0	0
Undecided	18	16	13	23	24
Unknown	0	1	1	1	1
% Transfer (w/ or w/o AA/AS degree)	45%	40%	31%	41%	43%
% Associate Degree Only (AA/AS)	10%	15%	15%	8%	10%
% Occupational Certificate or Job Training	29%	30%	43%	34%	34%
% Improve English/Math Basic Skills	0%	1%	0%	1%	<1%
% Personal Development (intellectual/cultural)	4%	3%	2%	2%	2%
% Other	1%	0%	0%	0%	0%
% Undecided	11%	11%	8%	14%	10%
% Unknown	0%	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.

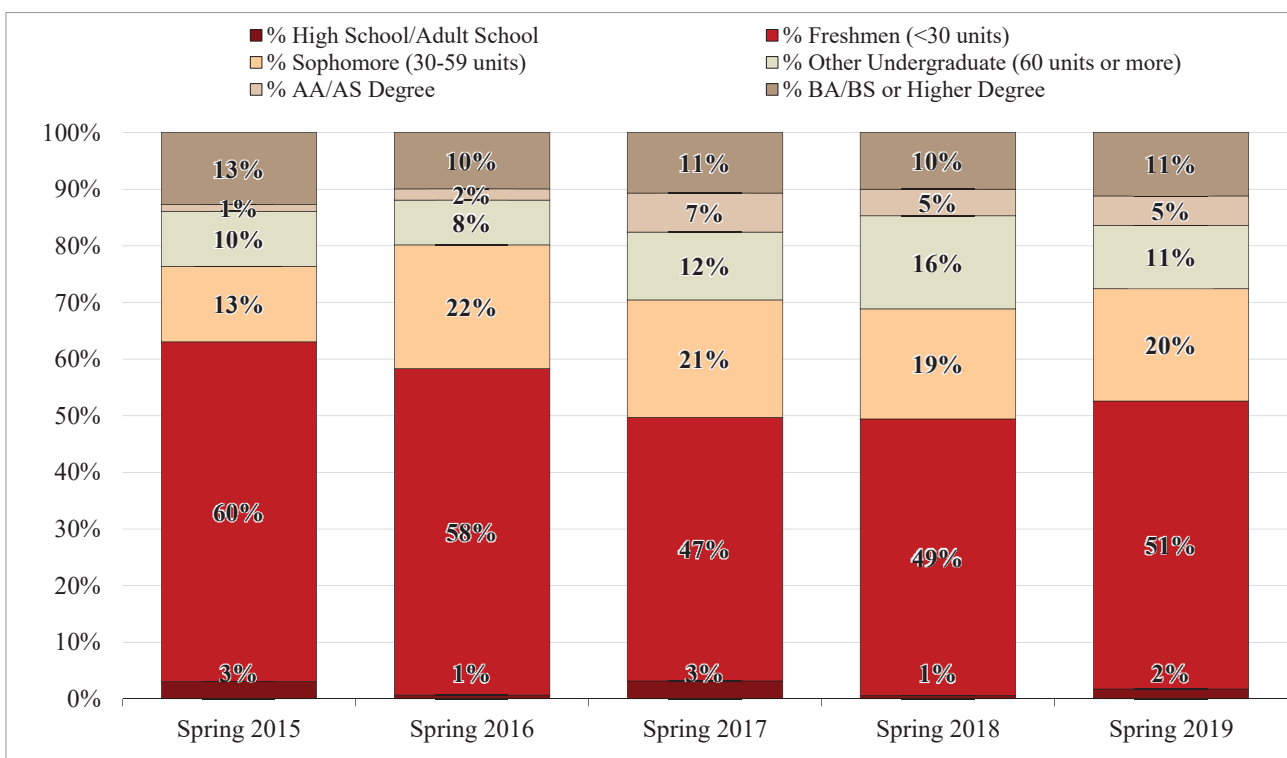
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

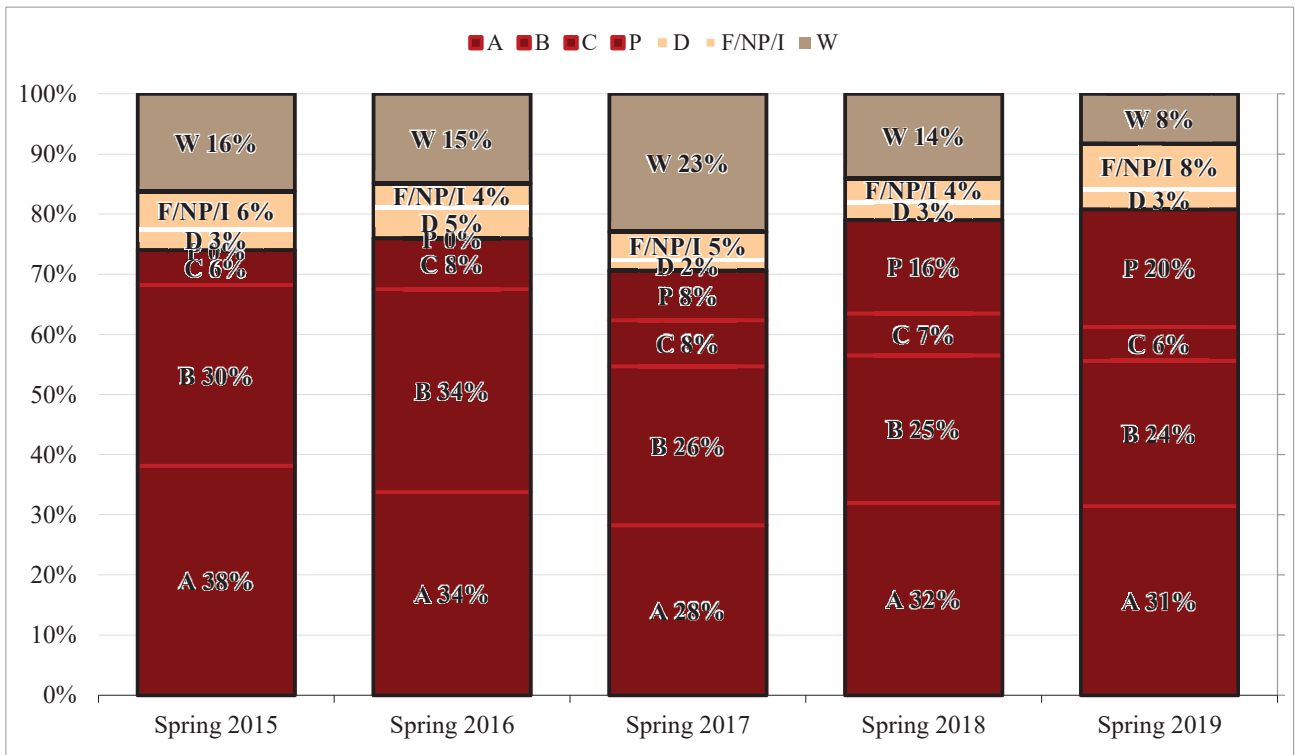
Highest Educational Level of Students

Emergency Medical Services (EMS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	5	1	5	1	4
Freshmen (<30 units)	99	87	74	83	118
Sophomore (30-59 units)	22	33	33	33	46
Other Undergraduate (60 units or more)	16	12	19	28	26
AA/AS Degree	2	3	11	8	12
BA/BS or Higher Degree	21	15	17	17	26
% High School/Adult School	3%	1%	3%	1%	2%
% Freshmen (<30 units)	60%	58%	47%	49%	51%
% Sophomore (30-59 units)	13%	22%	21%	19%	20%
% Other Undergraduate (60 units or more)	10%	8%	12%	16%	11%
% AA/AS Degree	1%	2%	7%	5%	5%
% BA/BS or Higher Degree	13%	10%	11%	10%	11%



Student Performance: Grade Distribution

Emergency Medical Services (EMS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	173	156	170	199	303
Course Success Rates	74%	76%	71%	79%	81%
A	38%	34%	28%	32%	31%
B	30%	34%	26%	25%	24%
C	6%	8%	8%	7%	6%
P	0%	0%	8%	16%	20%
Course Non-Success Rate	10%	9%	6%	7%	11%
D	3%	5%	2%	3%	3%
F/NP/I	6%	4%	5%	4%	8%
Withdrawals (W)	16%	15%	23%	14%	8%



Definitions:

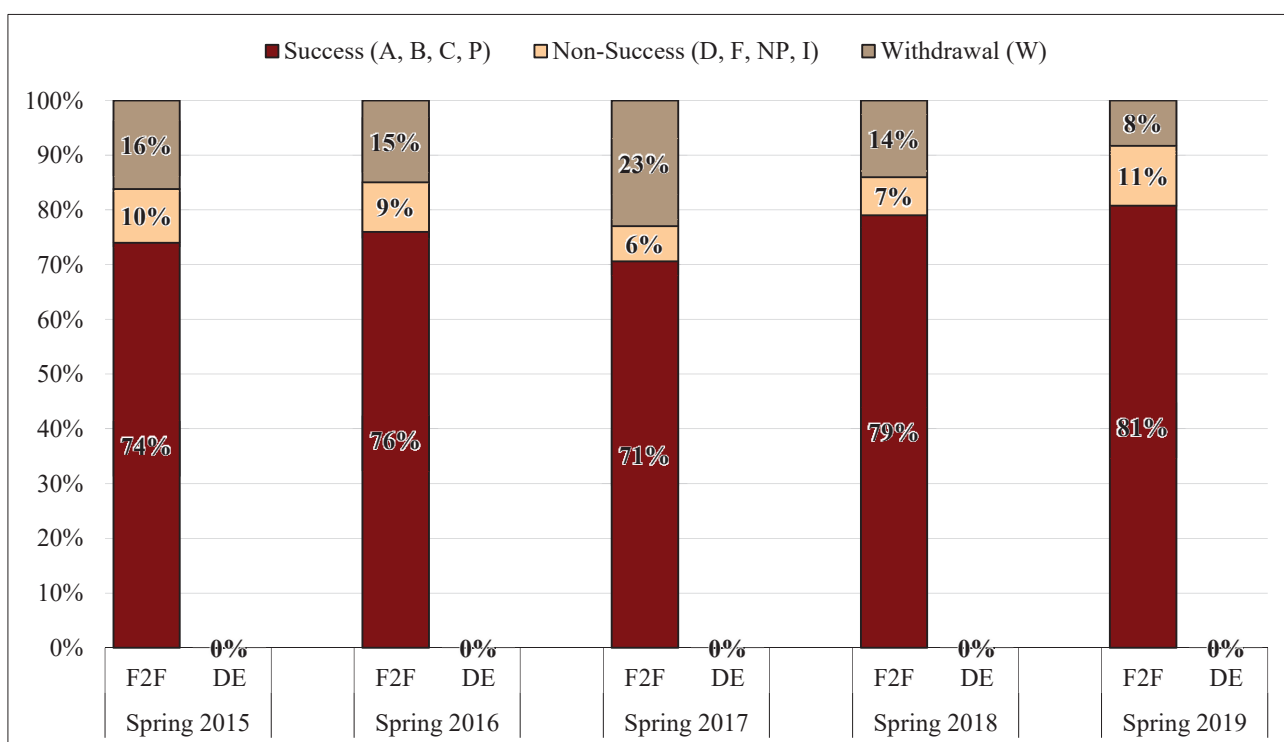
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Emergency Medical Services (EMS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	173	156	170	199	303
Face-to-Face (F2F) Sections	173	156	170	199	303
Success Rates	74%	76%	71%	79%	81%
Non-Success Rates	10%	9%	6%	7%	11%
Withdrawals	16%	15%	23%	14%	8%
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.

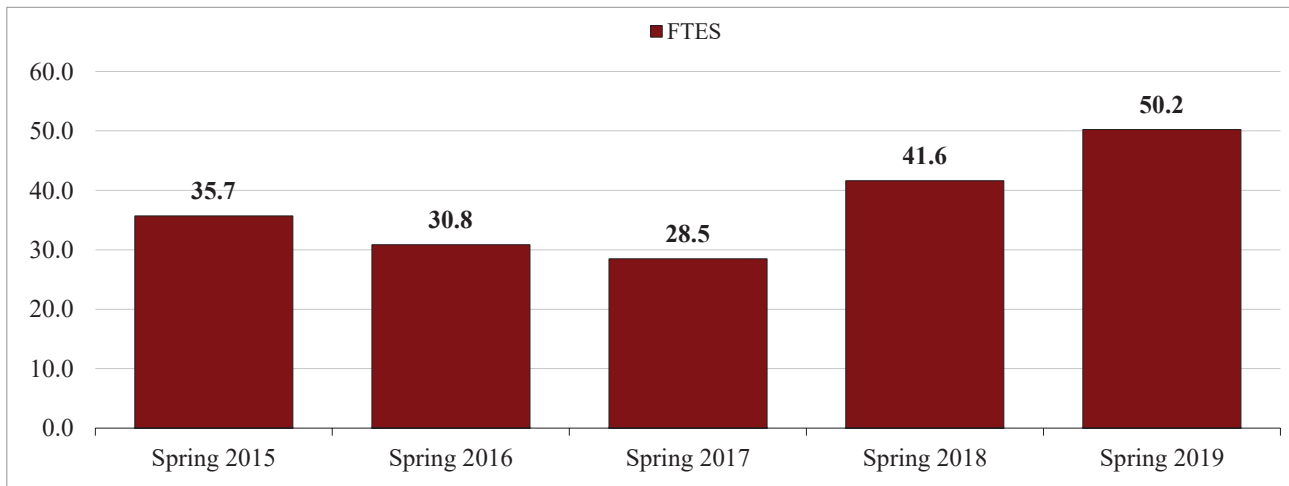
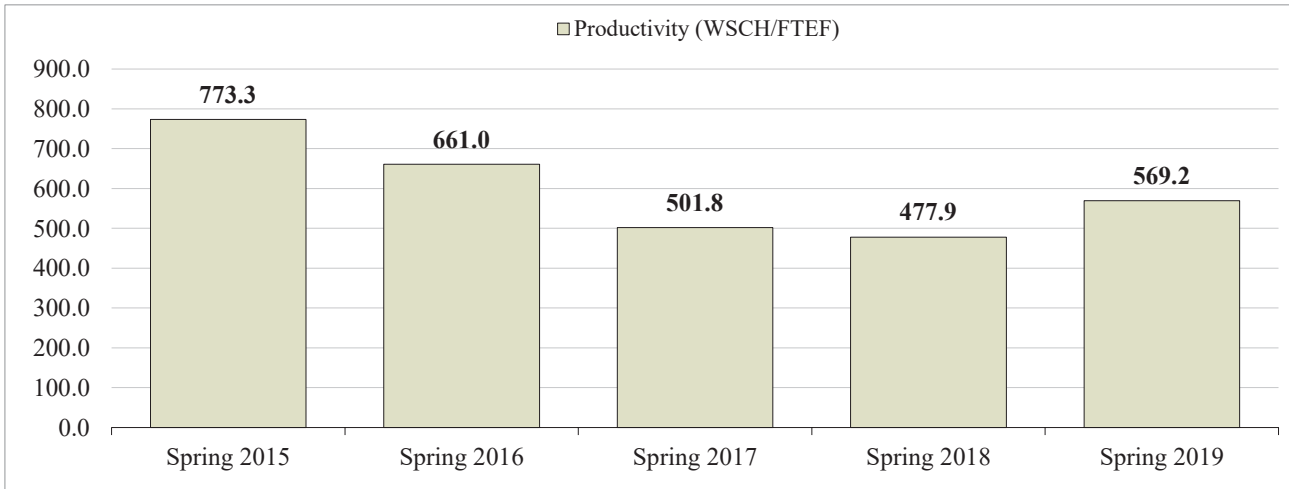
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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

Emergency Medical Services (EMS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	1,088	930	855	1,254	1,518
FTES	35.7	30.8	28.5	41.6	50.2
FTEF	1.4	1.4	1.7	2.6	2.7
Productivity (WSCH/FTEF)	773.3	661.0	501.8	477.9	569.2



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.

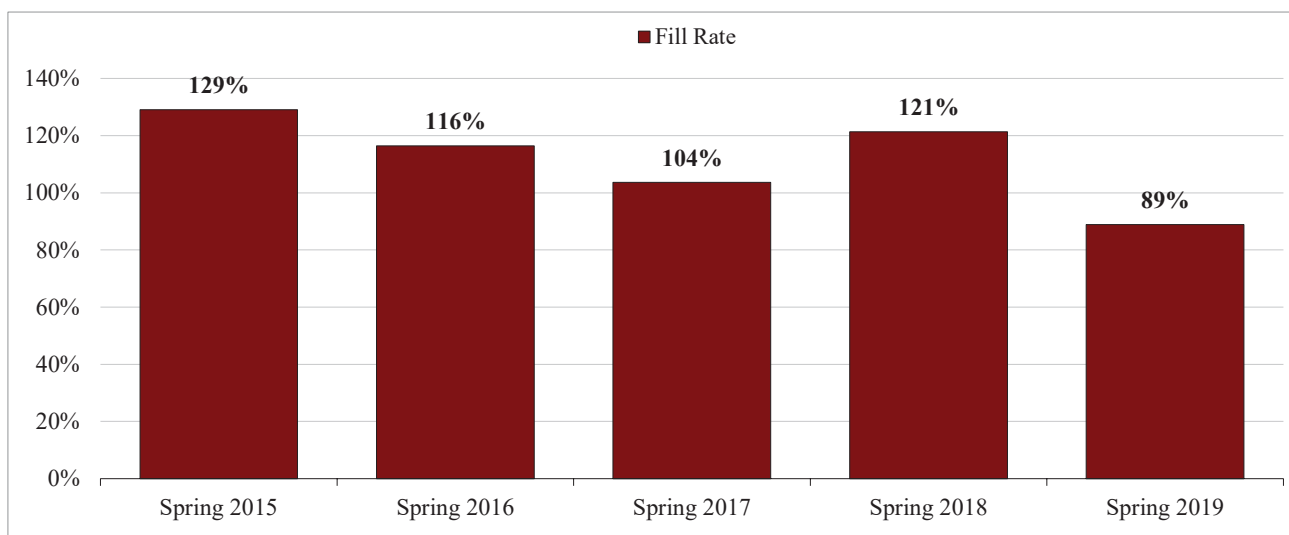
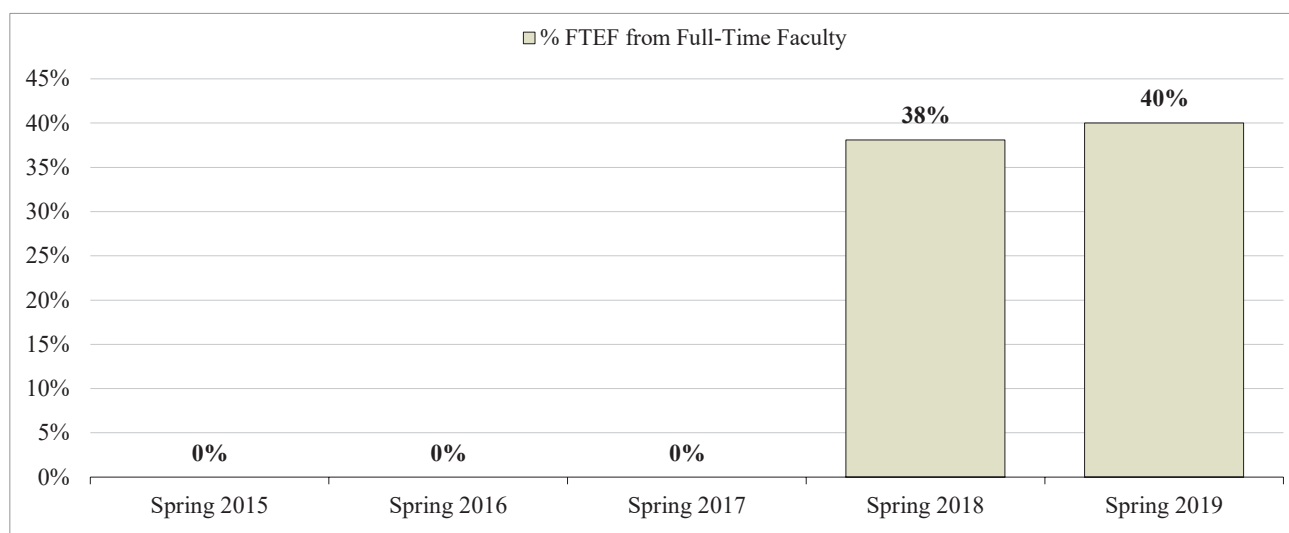
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Emergency Medical Services (EMS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	0.0	0.0	0.0	1.0	1.1
% FTEF from Full-Time Faculty	0%	0%	0%	38%	40%
Enrollments	173	156	170	199	303
Capacity (seats available)	134	134	164	164	341
Fill Rate	129%	116%	104%	121%	89%



Definitions:

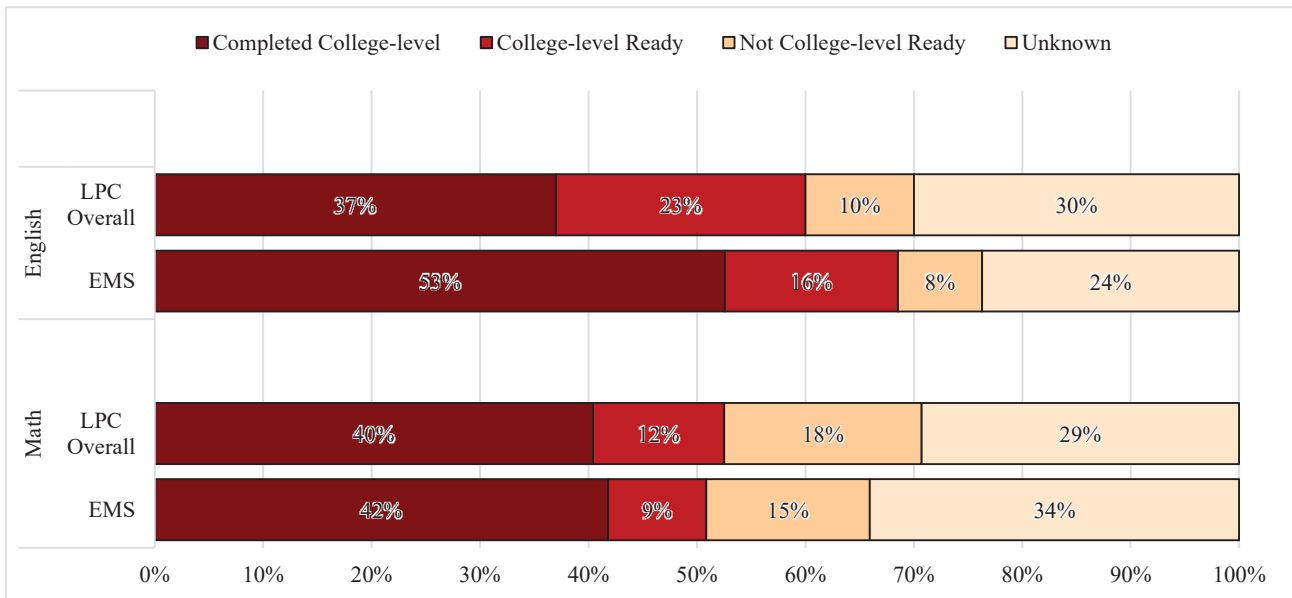
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	EMS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	122	53%	5,237	60%
College-level Ready	37	18%	1,339	15%
Not College-level Ready	18	9%	458	5%
Unknown	55	26%	1,703	19%
College Math				
Completed College-level	97	42%	4,956	57%
College-level Ready	21	9%	642	7%
Not College-level Ready	35	15%	1,161	13%
Unknown	79	34%	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.