



Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019

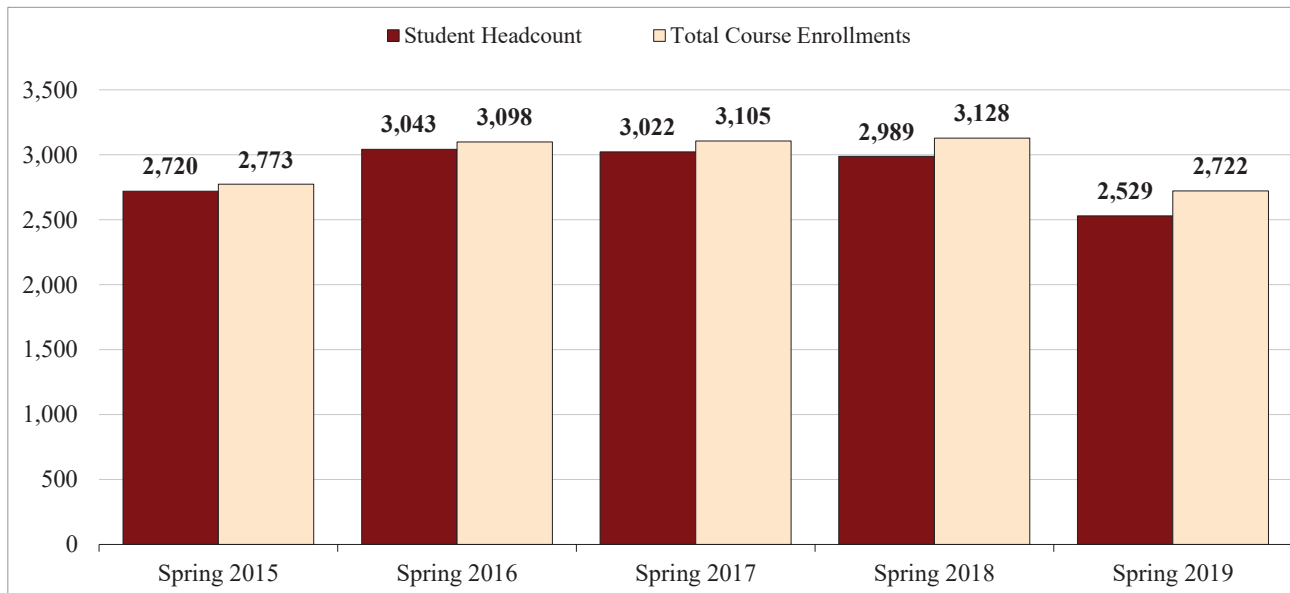
Discipline:

Mathematics (MATH)

<u>TABLE OF CONTENTS</u>	<u>PAGE</u>
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

Mathematics (MATH)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	2,720	3,043	3,022	2,989	2,529
Total Course Enrollments	2,773	3,098	3,105	3,128	2,722



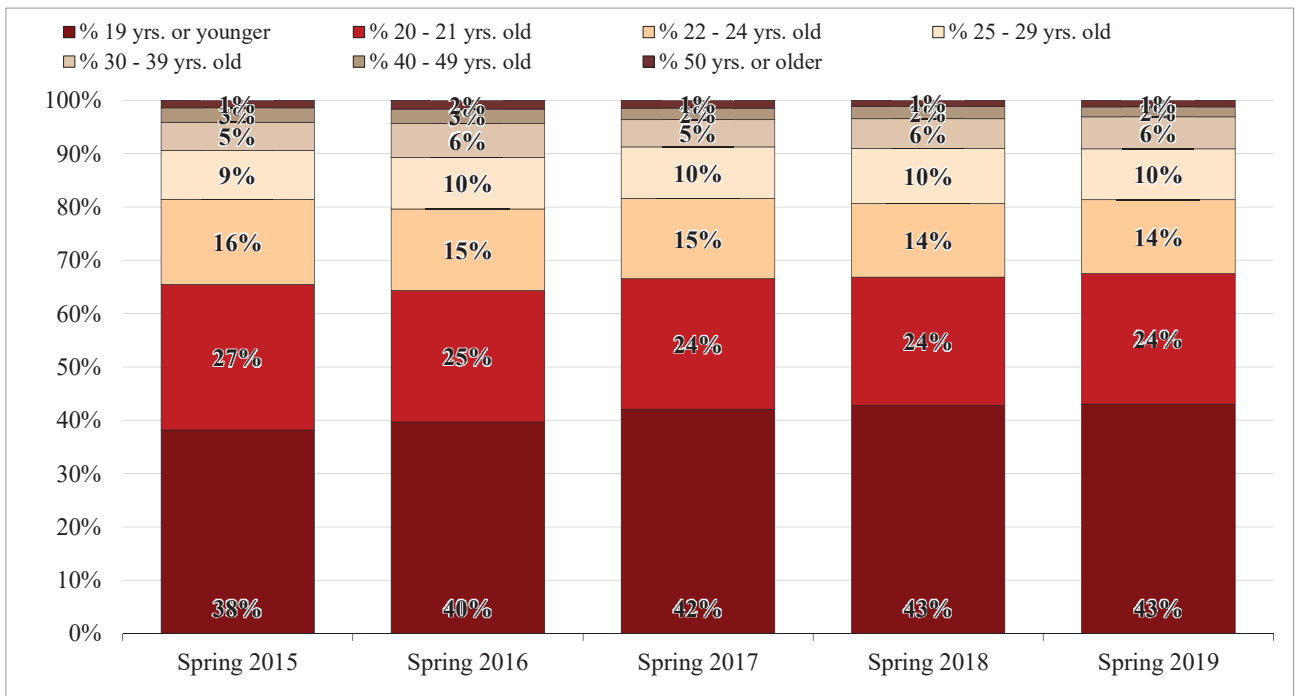
Definitions:

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.

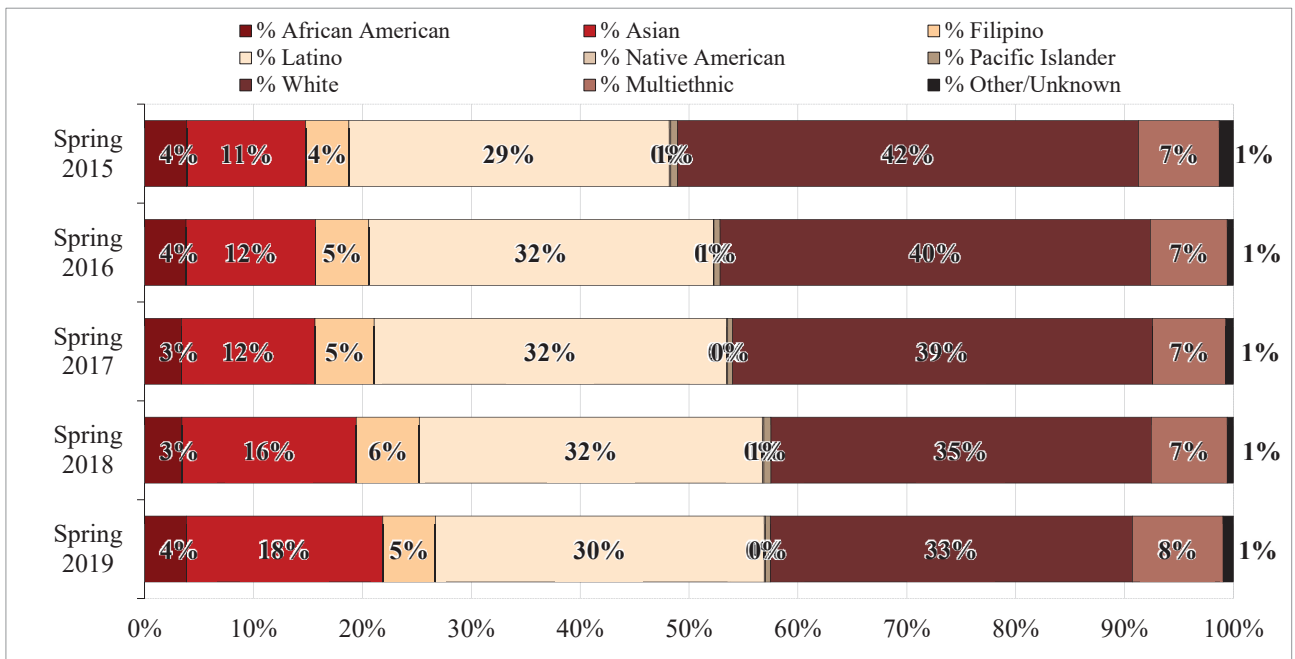
Student Demographics: Gender & Age

	Mathematics (MATH)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	1,254	1,393	1,401	1,375	1,124
Male	1,445	1,615	1,582	1,568	1,372
19 yrs. or younger	1,037	1,206	1,271	1,279	1,088
20-21 yrs. old	743	752	740	718	619
22-24 yrs. old	434	464	455	414	350
25-29 yrs. old	251	295	292	308	242
30-39 yrs. old	143	193	155	166	152
40-49 yrs. old	74	82	65	71	46
50 yrs. or older	38	51	44	33	32
% Female	46%	46%	47%	47%	45%
% Male	54%	54%	53%	53%	55%
% 19 yrs. or younger	38%	40%	42%	43%	43%
% 20 - 21 yrs. old	27%	25%	24%	24%	24%
% 22 - 24 yrs. old	16%	15%	15%	14%	14%
% 25 - 29 yrs. old	9%	10%	10%	10%	10%
% 30 - 39 yrs. old	5%	6%	5%	6%	6%
% 40 - 49 yrs. old	3%	3%	2%	2%	2%
% 50 yrs. or older	1%	2%	1%	1%	1%



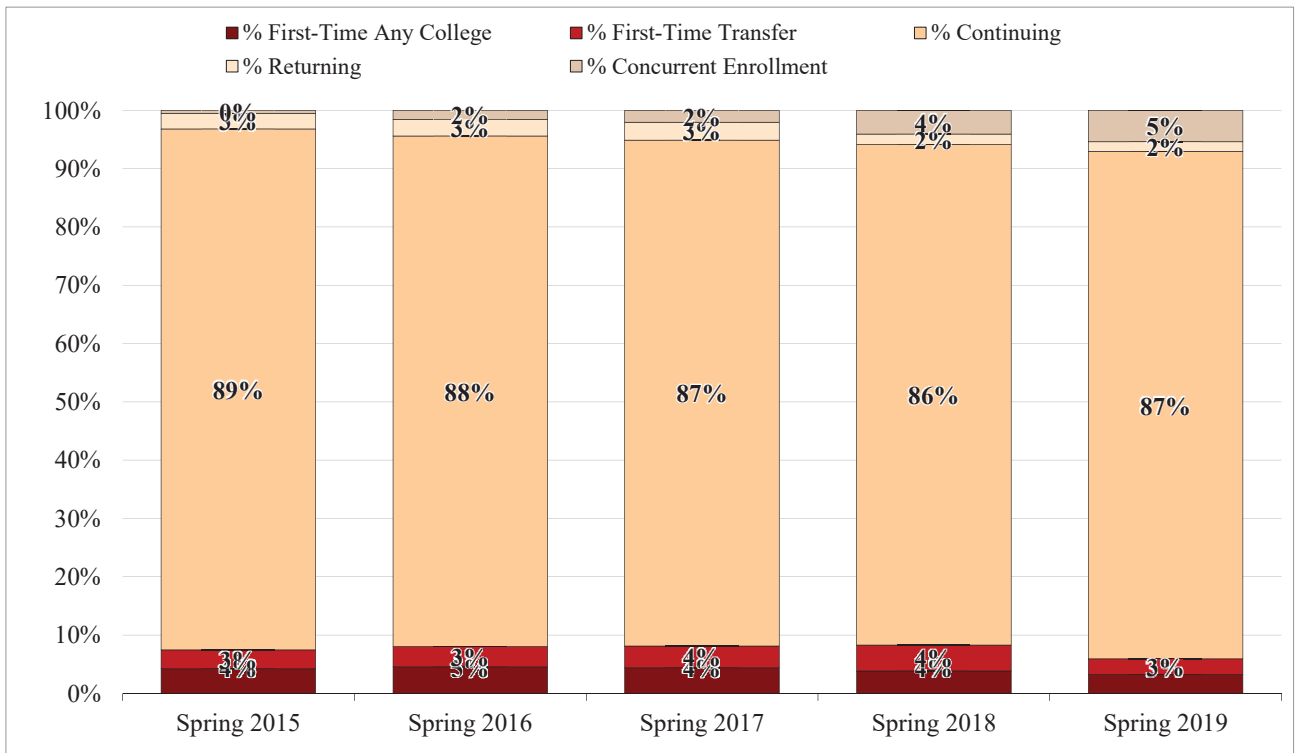
Student Demographic: Race-Ethnicity

Mathematics (MATH)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	105	115	102	102	97
Asian	297	363	371	479	456
Filipino	108	148	164	173	122
Latino	800	963	978	942	764
Native American	4	2	3	4	3
Pacific Islander	17	17	14	19	11
White	1,152	1,203	1,166	1,045	842
Multiethnic	202	215	203	208	210
Other/Unknown	35	17	21	17	24
% African American	4%	4%	3%	3%	4%
% Asian	11%	12%	12%	16%	18%
% Filipino	4%	5%	5%	6%	5%
% Latino	29%	32%	32%	32%	30%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	1%	1%	<1%	1%	<1%
% White	42%	40%	39%	35%	33%
% Multiethnic	7%	7%	7%	7%	8%
% Other/Unknown	1%	1%	1%	1%	1%



Student Enrollment Status

	Mathematics (MATH)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	115	139	133	114	82
First-Time Transfer	88	104	112	134	67
Continuing	2,430	2,666	2,622	2,565	2,202
Returning	73	88	93	54	42
Concurrent Enrollment	13	46	61	122	136
% First-Time Any College	4%	5%	4%	4%	3%
% First-Time Transfer	3%	3%	4%	4%	3%
% Continuing	89%	88%	87%	86%	87%
% Returning	3%	3%	3%	2%	2%
% Concurrent Enrollment	<1%	2%	2%	4%	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.

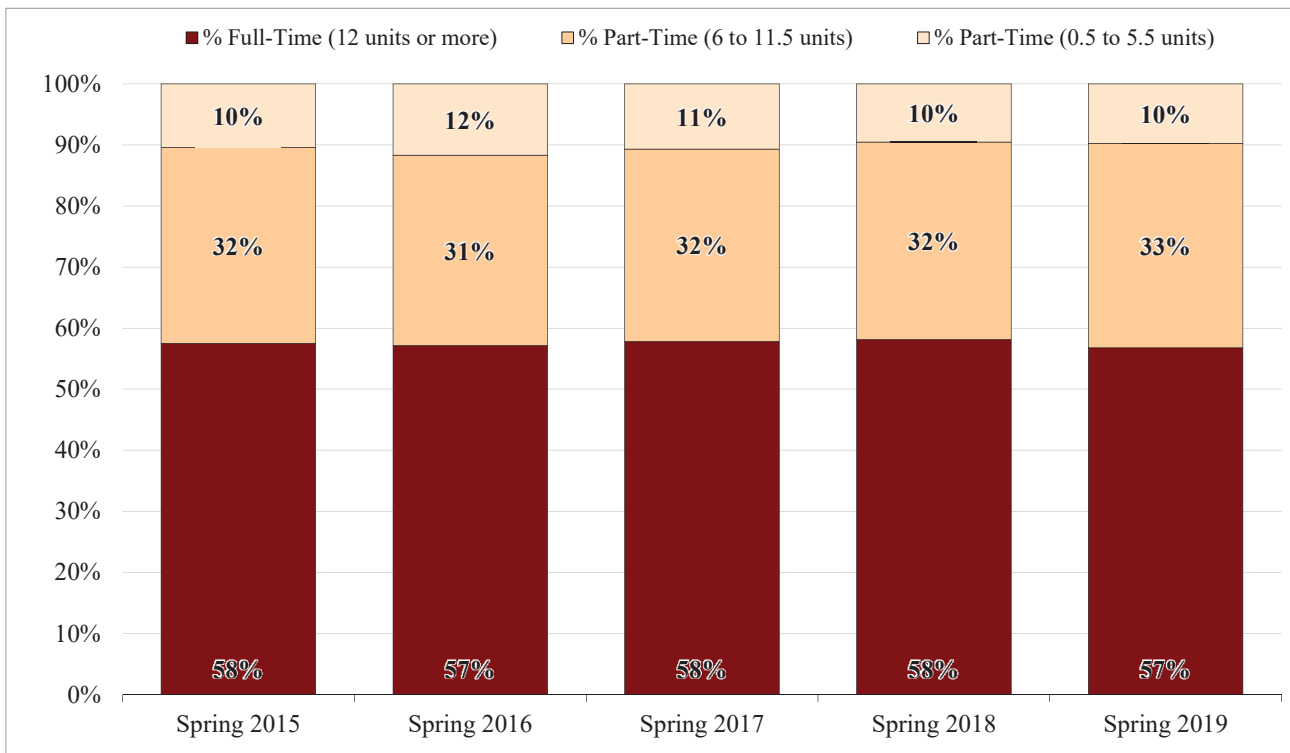
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

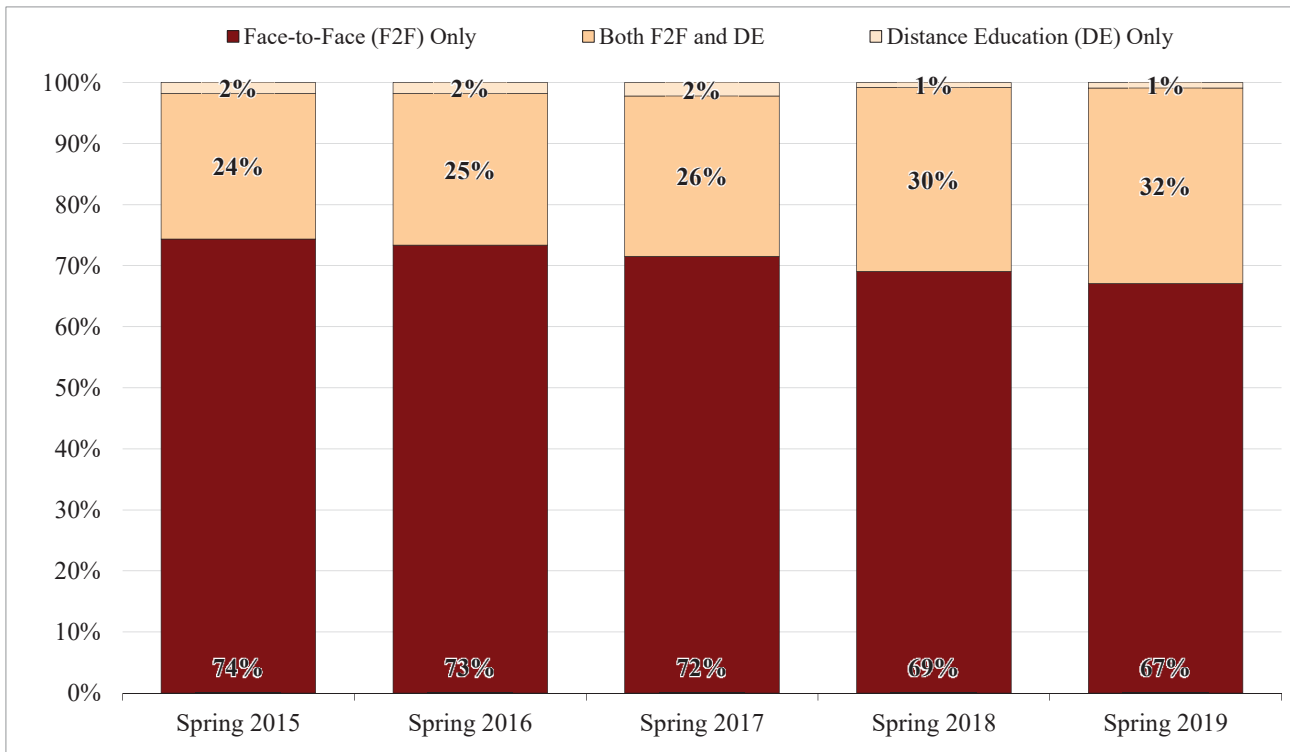
Student Unit Load

Mathematics (MATH)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	1,564	1,739	1,748	1,738	1,436
Part-Time (6 to 11.5 units)	873	948	952	966	847
Part-Time (0.5 to 5.5 units)	283	356	322	285	246
% Full-Time (12 units or more)	58%	57%	58%	58%	57%
% Part-Time (6 to 11.5 units)	32%	31%	32%	32%	33%
% Part-Time (0.5 to 5.5 units)	10%	12%	11%	10%	10%



Students Using Distance Education

Mathematics (MATH)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	2,023	2,232	2,162	2,064	1,697
Both F2F and DE	648	756	793	902	810
Distance Education (DE) Only	49	55	67	23	22
% Face-to-Face (F2F) Only	74%	73%	72%	69%	67%
% Both F2F and DE	24%	25%	26%	30%	32%
% Distance Education (DE) Only	2%	2%	2%	1%	1%

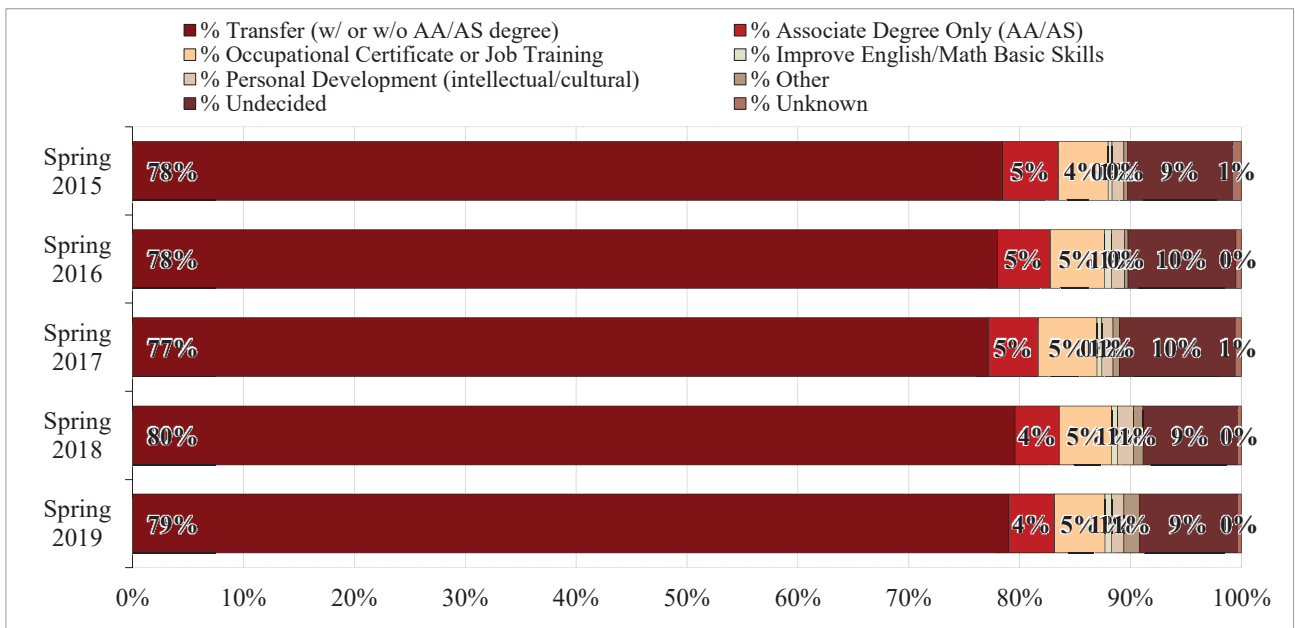


Definitions:

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

Student Educational Goal

Mathematics (MATH)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	2,134	2,374	2,332	2,379	1,998
Associate Degree Only (AA/AS)	137	145	137	119	105
Occupational Certificate or Job Training	122	149	160	142	115
Improve English/Math Basic Skills	10	18	13	15	15
Personal Development (intellectual/cultural)	29	36	30	43	28
Other	9	10	18	26	36
Undecided	258	296	315	255	223
Unknown	21	15	17	10	9
% Transfer (w/ or w/o AA/AS degree)	78%	78%	77%	80%	79%
% Associate Degree Only (AA/AS)	5%	5%	5%	4%	4%
% Occupational Certificate or Job Training	4%	5%	5%	5%	5%
% Improve English/Math Basic Skills	<1%	1%	<1%	1%	1%
% Personal Development (intellectual/cultural)	1%	1%	1%	1%	1%
% Other	<1%	<1%	1%	1%	1%
% Undecided	9%	10%	10%	9%	9%
% Unknown	1%	0%	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.

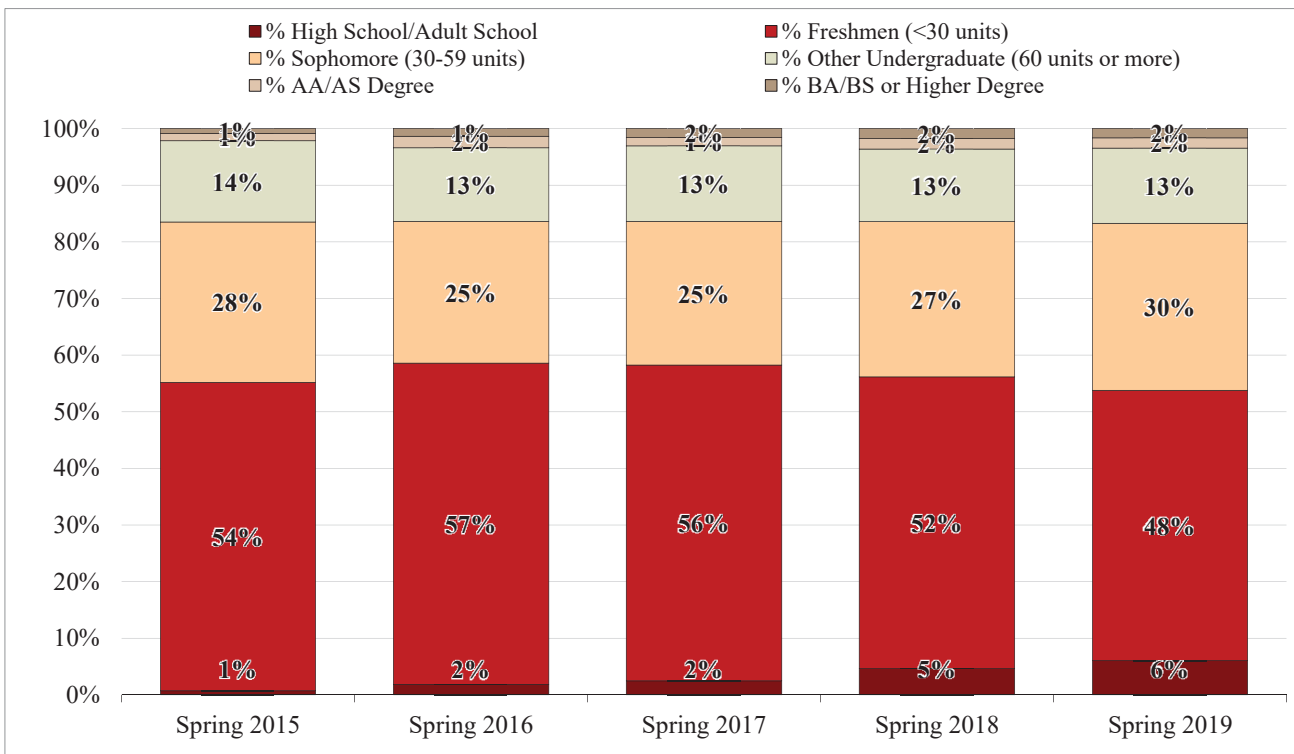
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

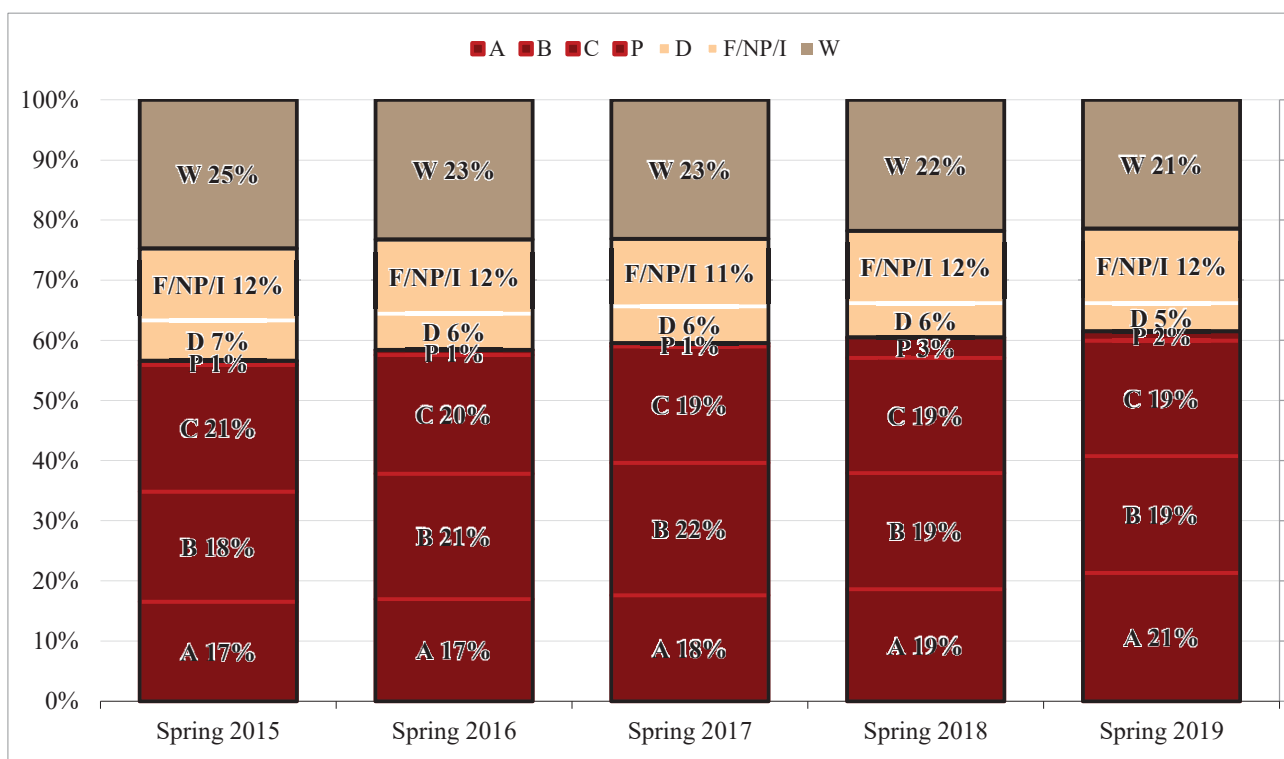
Highest Educational Level of Students

Mathematics (MATH)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	19	56	74	137	152
Freshmen (<30 units)	1,482	1,727	1,685	1,541	1,207
Sophomore (30-59 units)	770	760	767	819	747
Other Undergraduate (60 units or more)	390	397	404	384	335
AA/AS Degree	36	62	44	55	46
BA/BS or Higher Degree	23	41	48	53	42
% High School/Adult School	1%	2%	2%	5%	6%
% Freshmen (<30 units)	54%	57%	56%	52%	48%
% Sophomore (30-59 units)	28%	25%	25%	27%	30%
% Other Undergraduate (60 units or more)	14%	13%	13%	13%	13%
% AA/AS Degree	1%	2%	1%	2%	2%
% BA/BS or Higher Degree	1%	1%	2%	2%	2%



Student Performance: Grade Distribution

Mathematics (MATH)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	2,773	3,098	3,105	3,128	2,722
Course Success Rates	57%	58%	60%	60%	61%
A	17%	17%	18%	19%	21%
B	18%	21%	22%	19%	19%
C	21%	20%	19%	19%	19%
P	1%	1%	1%	3%	2%
Course Non-Success Rate	19%	18%	17%	18%	17%
D	7%	6%	6%	6%	5%
F/NP/I	12%	12%	11%	12%	12%
Withdrawals (W)	25%	23%	23%	22%	21%



Definitions:

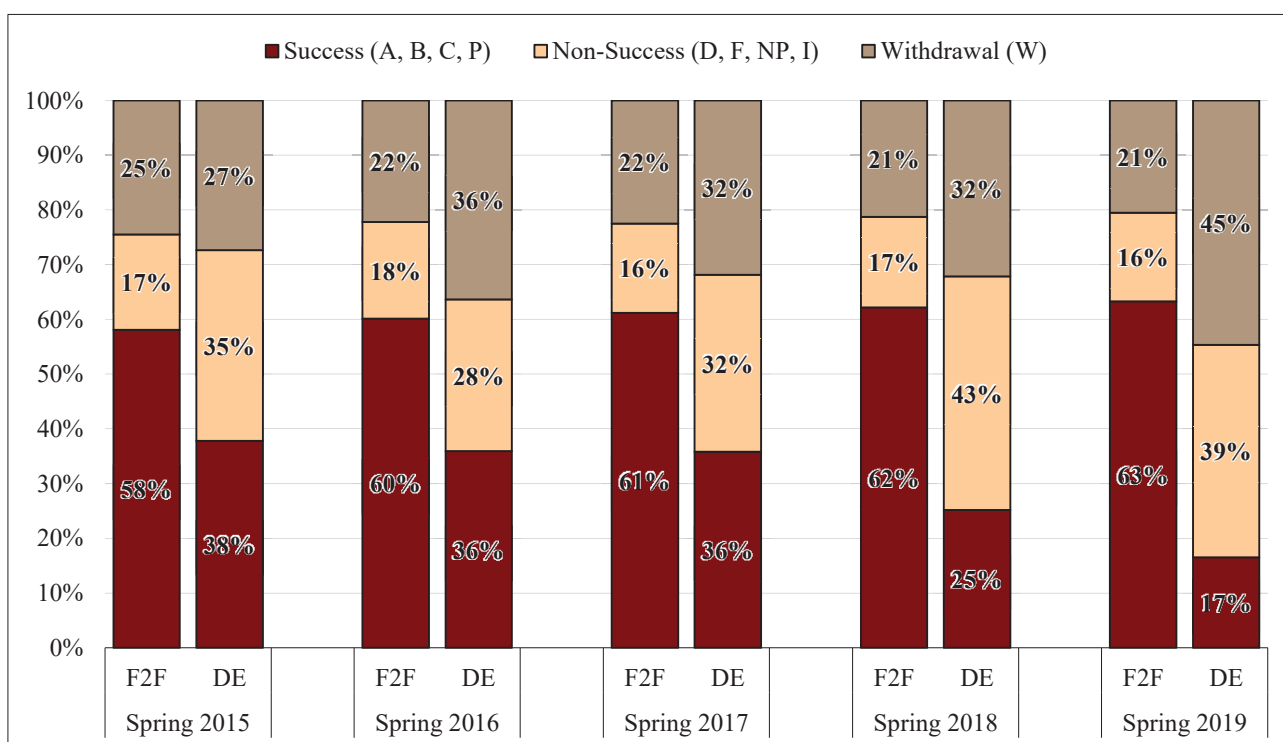
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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.

Student Performance: Distance Education

Mathematics (MATH)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	2,773	3,098	3,105	3,128	2,722
Face-to-Face (F2F) Sections	2572	2878	2904	2985	2619
Success Rates	58%	60%	61%	62%	63%
Non-Success Rates	17%	18%	16%	17%	16%
Withdrawals	25%	22%	22%	21%	21%
Distance Education (DE) Sections	201	220	201	143	103
Success Rates	38%	36%	36%	25%	17%
Non-Success Rates	35%	28%	32%	43%	39%
Withdrawals	27%	36%	32%	32%	45%



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.

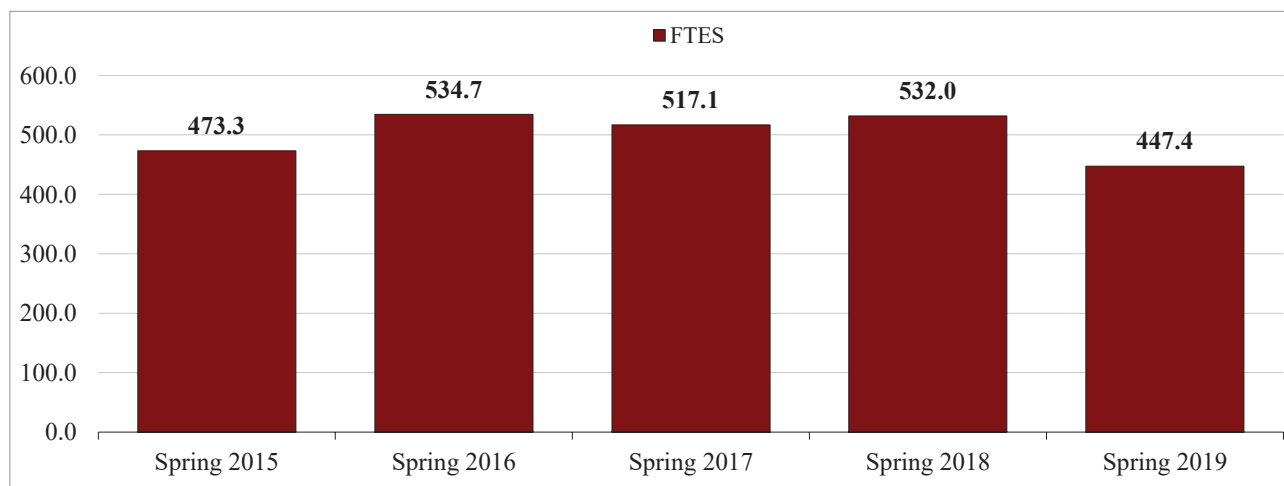
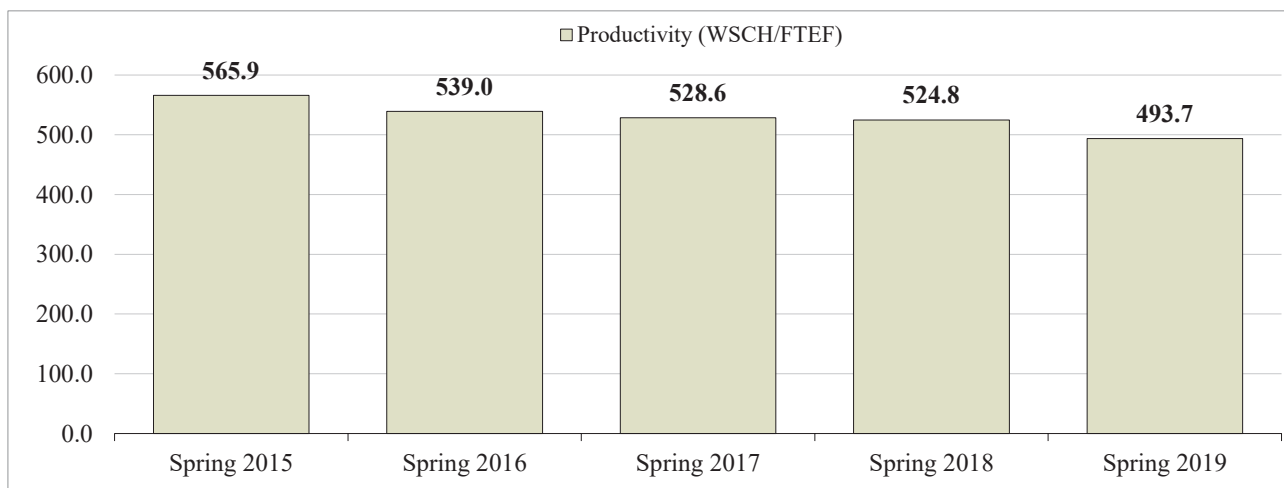
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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

	Mathematics (MATH)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	14,555	16,410	16,028	16,382	13,777
FTEF	473.3	534.7	517.1	532.0	447.4
FTEF	25.7	30.4	30.3	31.2	27.9
Productivity (WSCH/FTEF)	565.9	539.0	528.6	524.8	493.7



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.

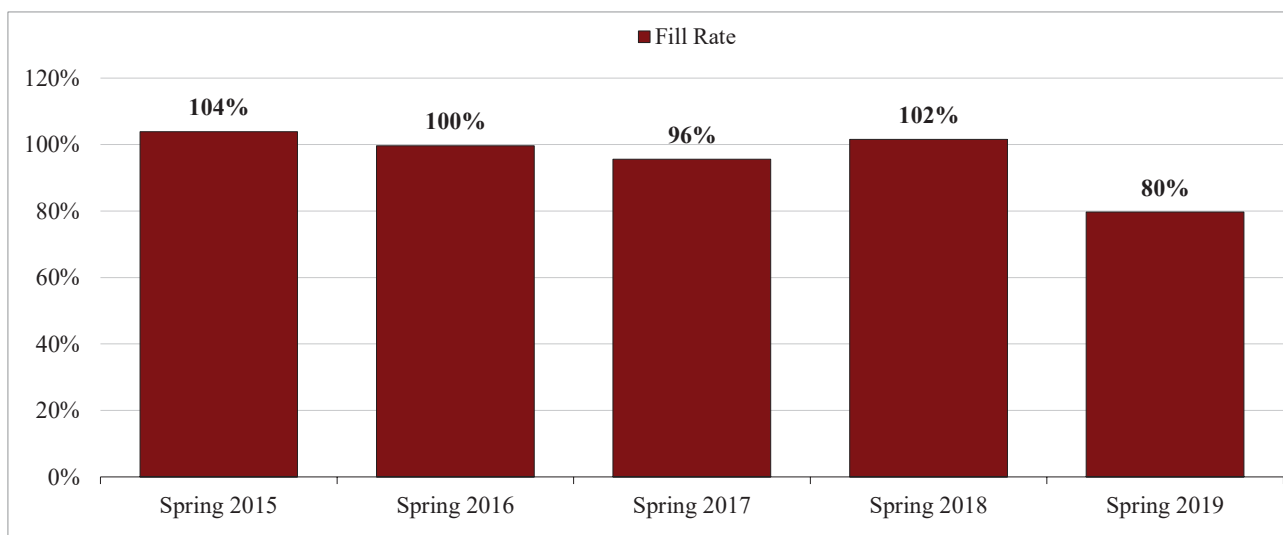
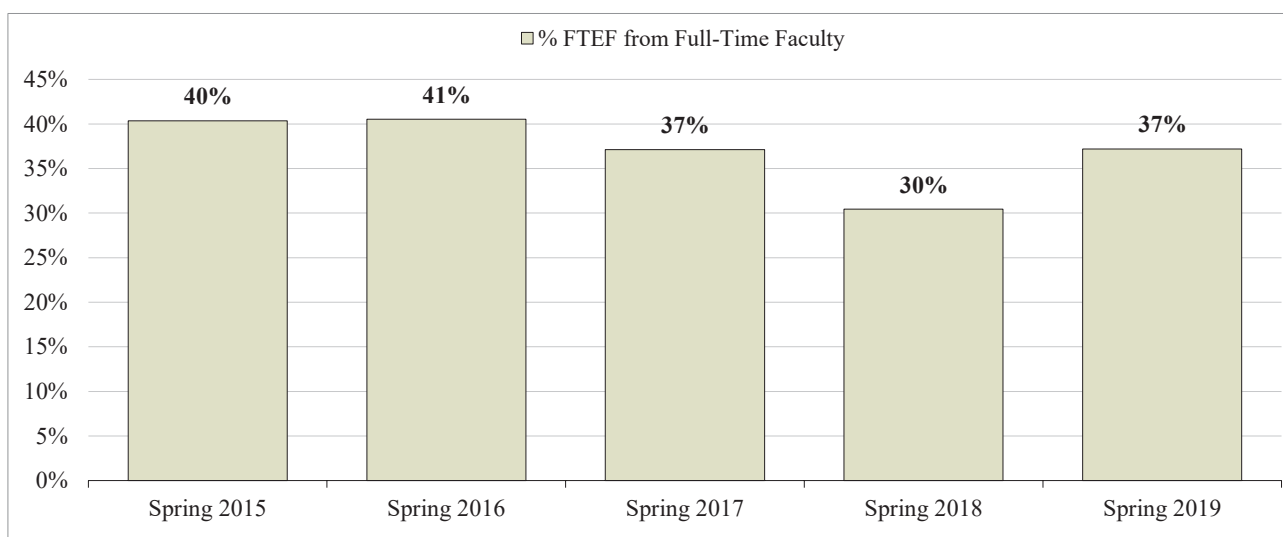
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Mathematics (MATH)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	10.4	12.3	11.3	9.5	10.4
% FTEF from Full-Time Faculty	40%	41%	37%	30%	37%
Enrollments	2,773	3,098	3,105	3,128	2,722
Capacity (seats available)	2,669	3,108	3,248	3,080	3,415
Fill Rate	104%	100%	96%	102%	80%



Definitions:

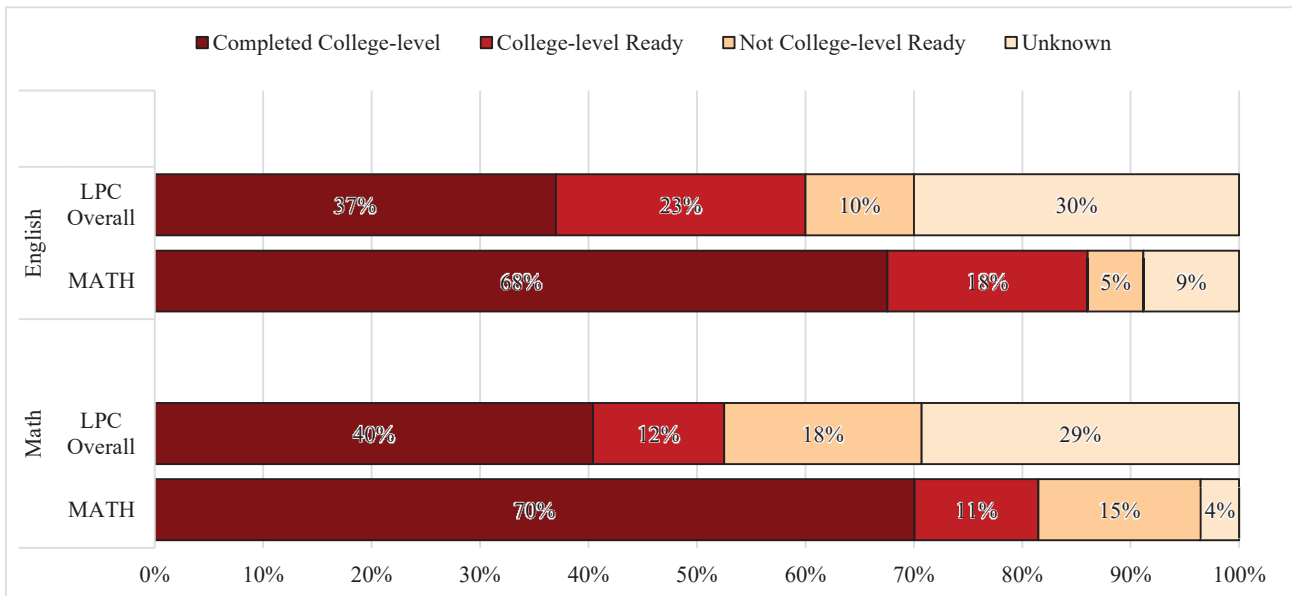
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	MATH		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	1,709	68%	5,237	60%
College-level Ready	467	18%	1,339	15%
Not College-level Ready	130	5%	458	5%
Unknown	223	8%	1,703	19%
College Math				
Completed College-level	1,772	70%	4,956	57%
College-level Ready	289	11%	642	7%
Not College-level Ready	378	15%	1,161	13%
Unknown	90	4%	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.