



Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019

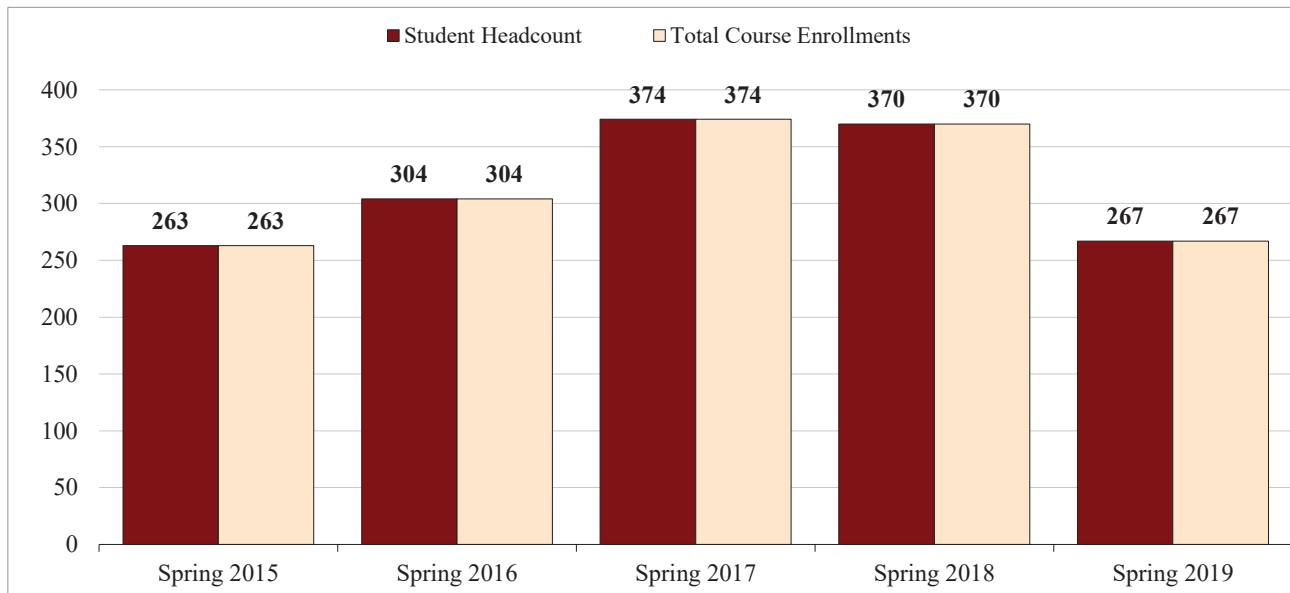
Discipline:

Nutrition (NUTR)

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Headcount & Enrollment

	Nutrition (NUTR)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	263	304	374	370	267
Total Course Enrollments	263	304	374	370	267



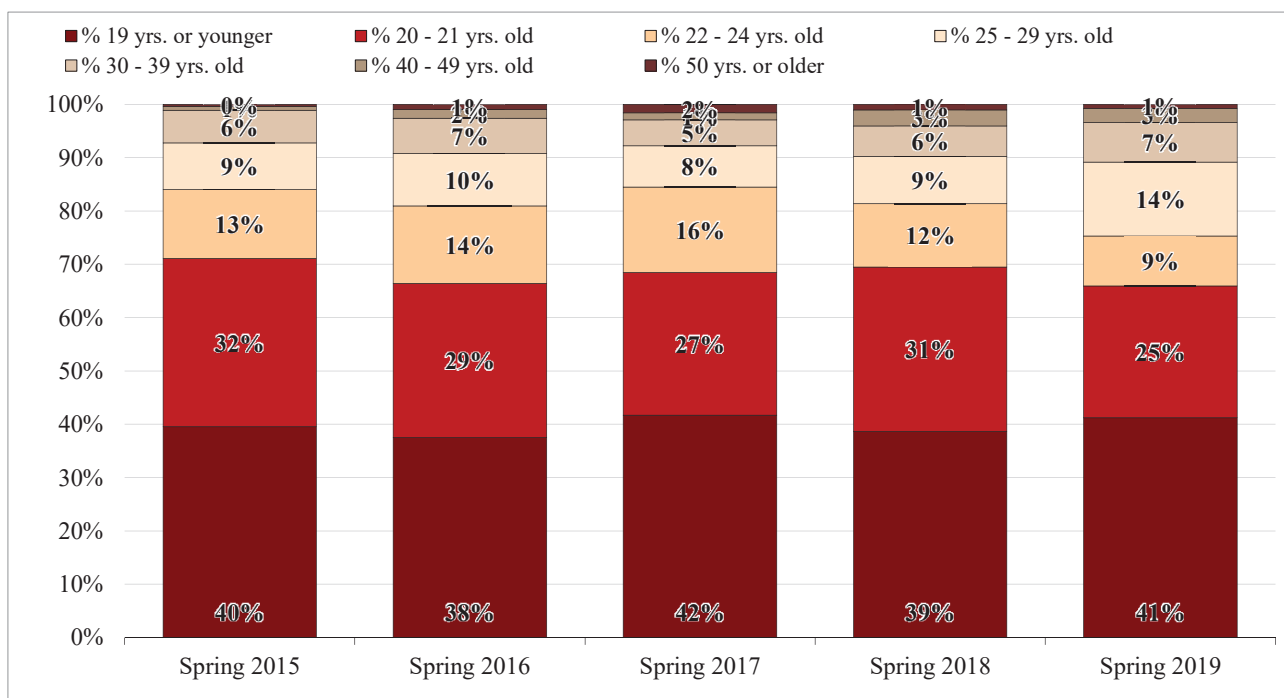
Definitions:

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.

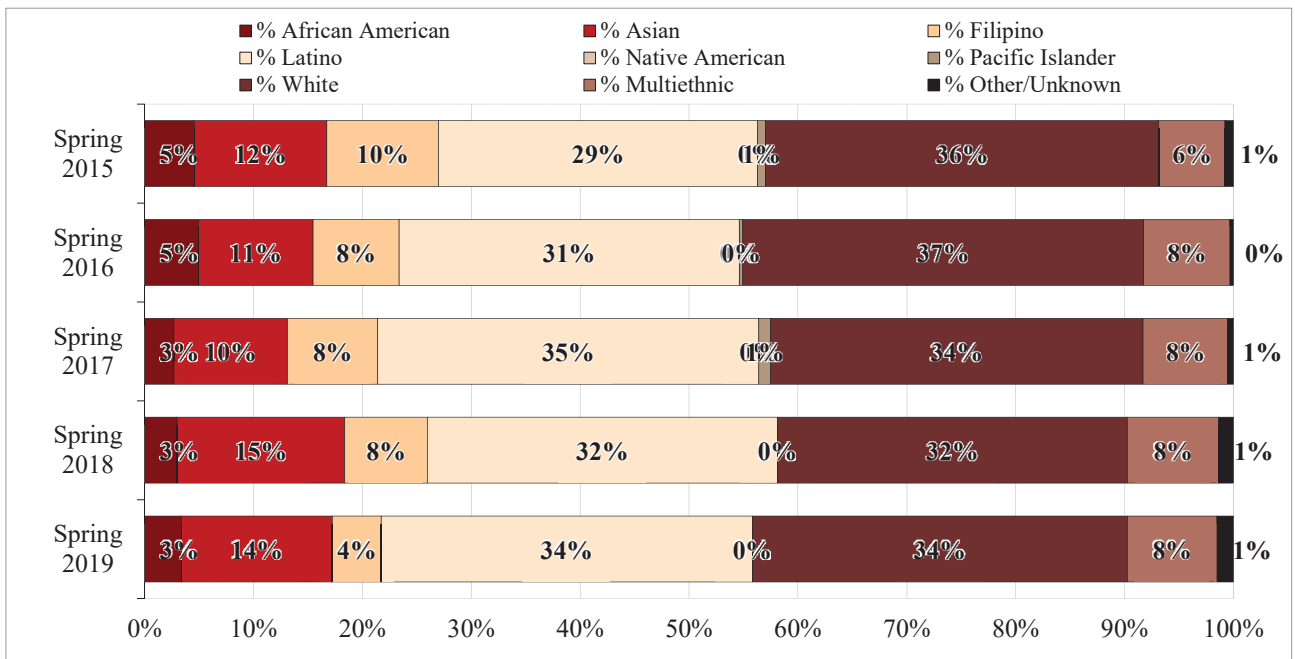
Student Demographics: Gender & Age

	Nutrition (NUTR)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	160	173	216	227	177
Male	101	128	158	141	85
19 yrs. or younger	104	114	156	143	110
20-21 yrs. old	83	88	100	114	66
22-24 yrs. old	34	44	60	44	25
25-29 yrs. old	23	30	29	33	37
30-39 yrs. old	16	20	18	21	20
40-49 yrs. old	2	5	5	11	7
50 yrs. or older	1	3	6	4	2
% Female	61%	57%	58%	62%	68%
% Male	39%	43%	42%	38%	32%
% 19 yrs. or younger	40%	38%	42%	39%	41%
% 20 - 21 yrs. old	32%	29%	27%	31%	25%
% 22 - 24 yrs. old	13%	14%	16%	12%	9%
% 25 - 29 yrs. old	9%	10%	8%	9%	14%
% 30 - 39 yrs. old	6%	7%	5%	6%	7%
% 40 - 49 yrs. old	1%	2%	1%	3%	3%
% 50 yrs. or older	<1%	1%	2%	1%	1%



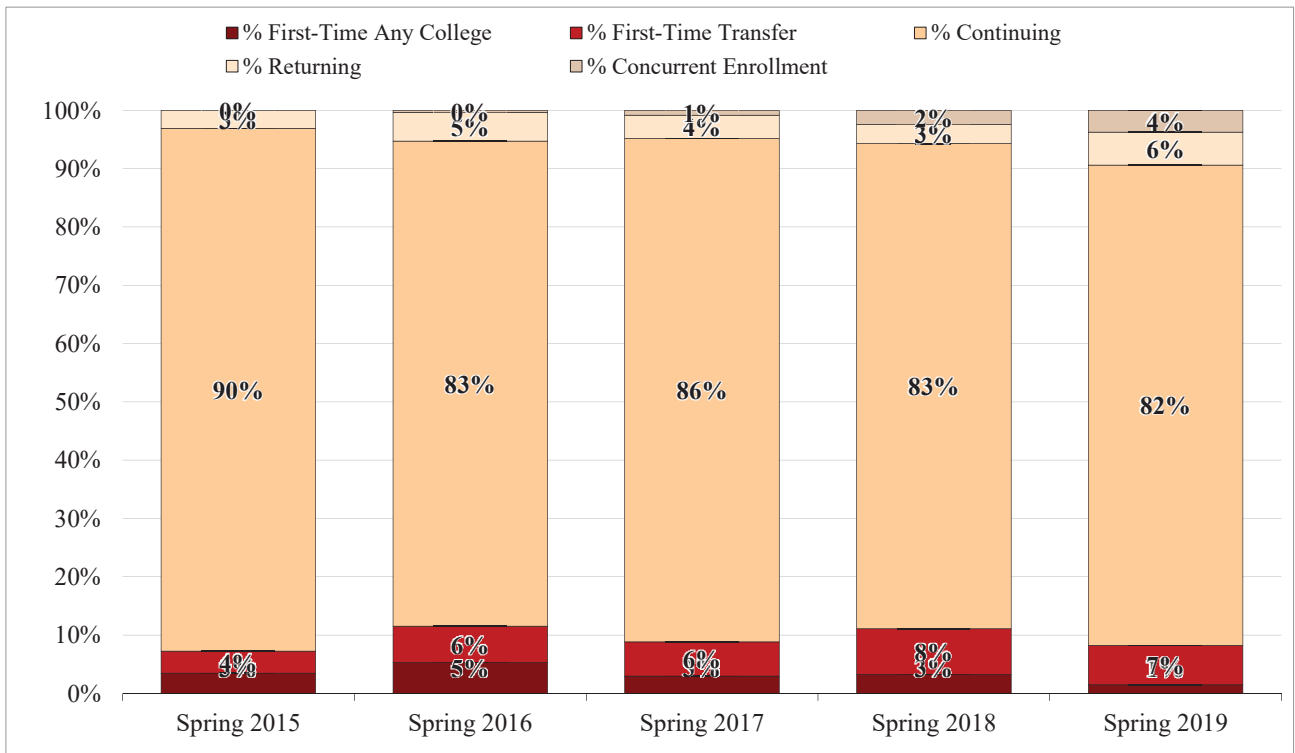
Student Demographic: Race-Ethnicity

	Nutrition (NUTR)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	12	15	10	11	9
Asian	32	32	39	57	37
Filipino	27	24	31	28	12
Latino	77	95	131	119	91
Native American	0	0	0	0	0
Pacific Islander	2	1	4	0	0
White	95	112	128	119	92
Multiethnic	16	24	29	31	22
Other/Unknown	2	1	2	5	4
% African American	5%	5%	3%	3%	3%
% Asian	12%	11%	10%	15%	14%
% Filipino	10%	8%	8%	8%	4%
% Latino	29%	31%	35%	32%	34%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	1%	<1%	1%	0%	0%
% White	36%	37%	34%	32%	34%
% Multiethnic	6%	8%	8%	8%	8%
% Other/Unknown	1%	<1%	1%	1%	1%



Student Enrollment Status

	Nutrition (NUTR)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	9	16	11	12	4
First-Time Transfer	10	19	22	29	18
Continuing	236	253	323	308	220
Returning	8	15	15	12	15
Concurrent Enrollment	0	1	3	9	10
% First-Time Any College	3%	5%	3%	3%	1%
% First-Time Transfer	4%	6%	6%	8%	7%
% Continuing	90%	83%	86%	83%	82%
% Returning	3%	5%	4%	3%	6%
% Concurrent Enrollment	0%	<1%	1%	2%	4%



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.

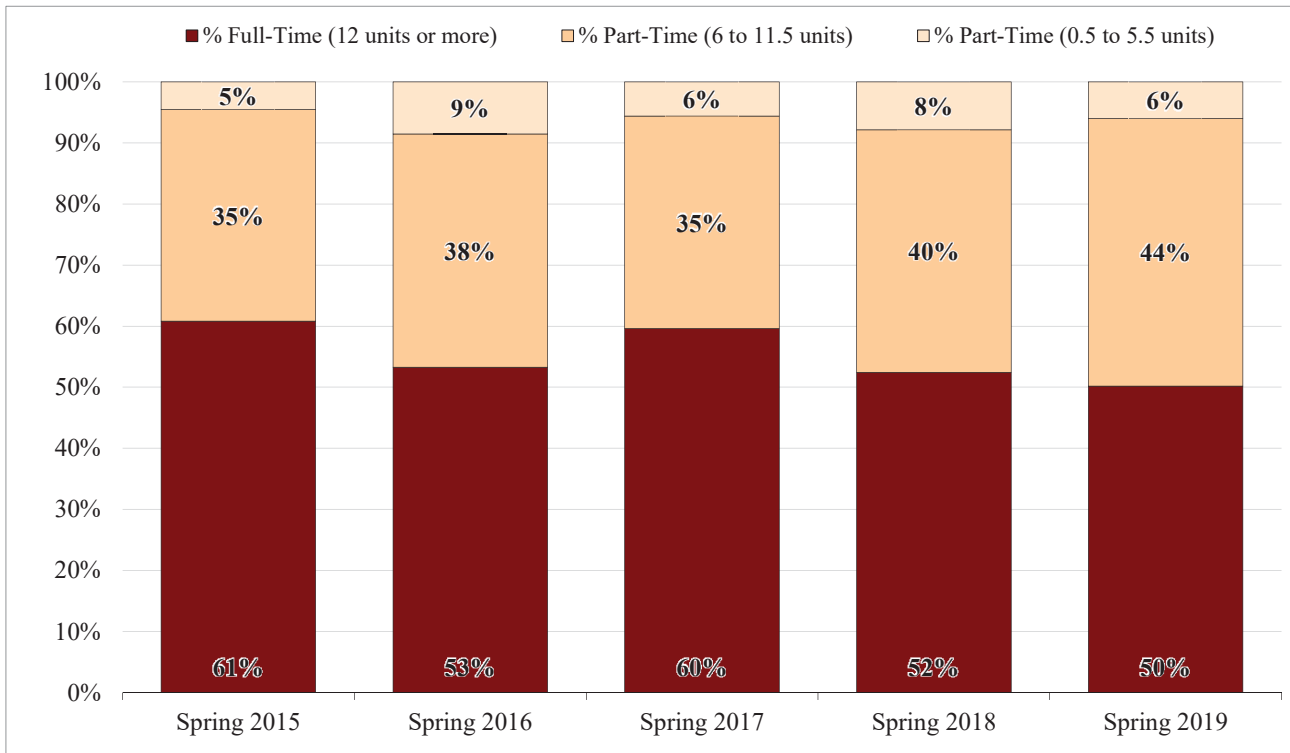
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

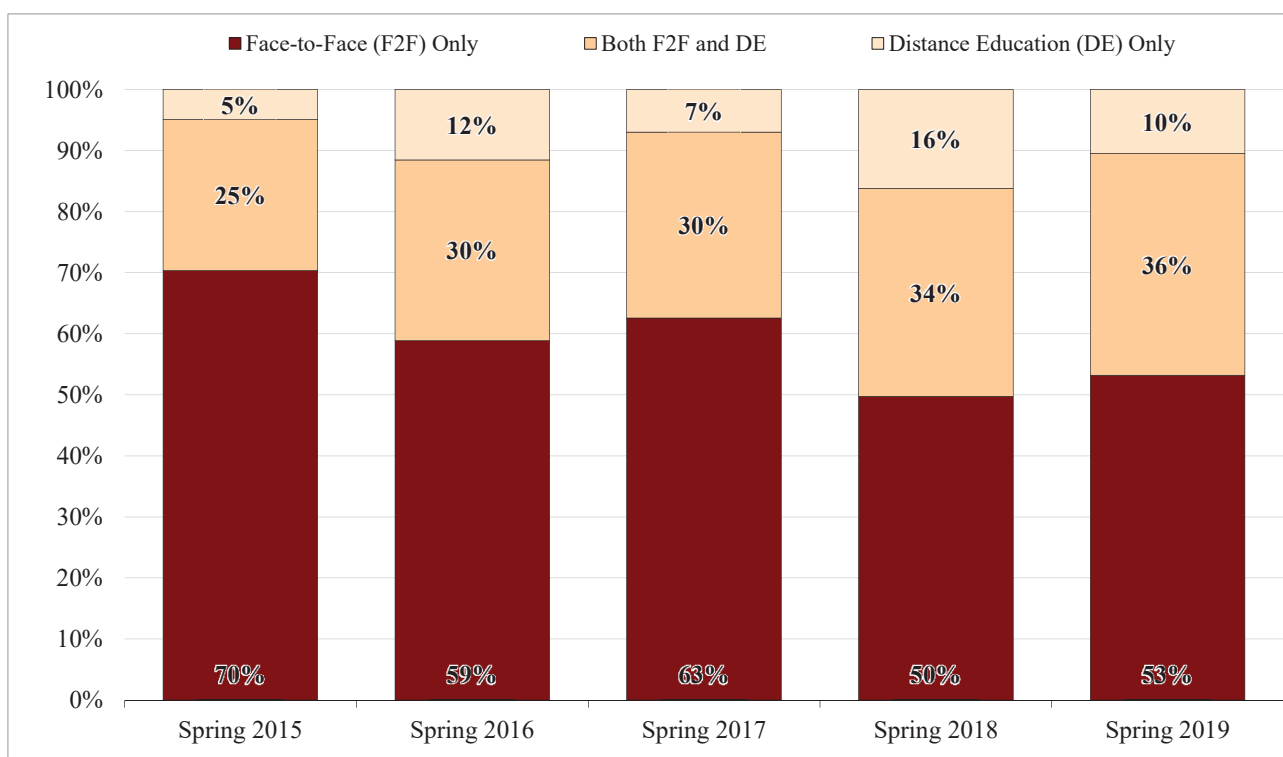
Student Unit Load

	Nutrition (NUTR)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	160	162	223	194	134
Part-Time (6 to 11.5 units)	91	116	130	147	117
Part-Time (0.5 to 5.5 units)	12	26	21	29	16
% Full-Time (12 units or more)	61%	53%	60%	52%	50%
% Part-Time (6 to 11.5 units)	35%	38%	35%	40%	44%
% Part-Time (0.5 to 5.5 units)	5%	9%	6%	8%	6%



Students Using Distance Education

Nutrition (NUTR)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	185	179	234	184	142
Both F2F and DE	65	90	114	126	97
Distance Education (DE) Only	13	35	26	60	28
% Face-to-Face (F2F) Only	70%	59%	63%	50%	53%
% Both F2F and DE	25%	30%	30%	34%	36%
% Distance Education (DE) Only	5%	12%	7%	16%	10%

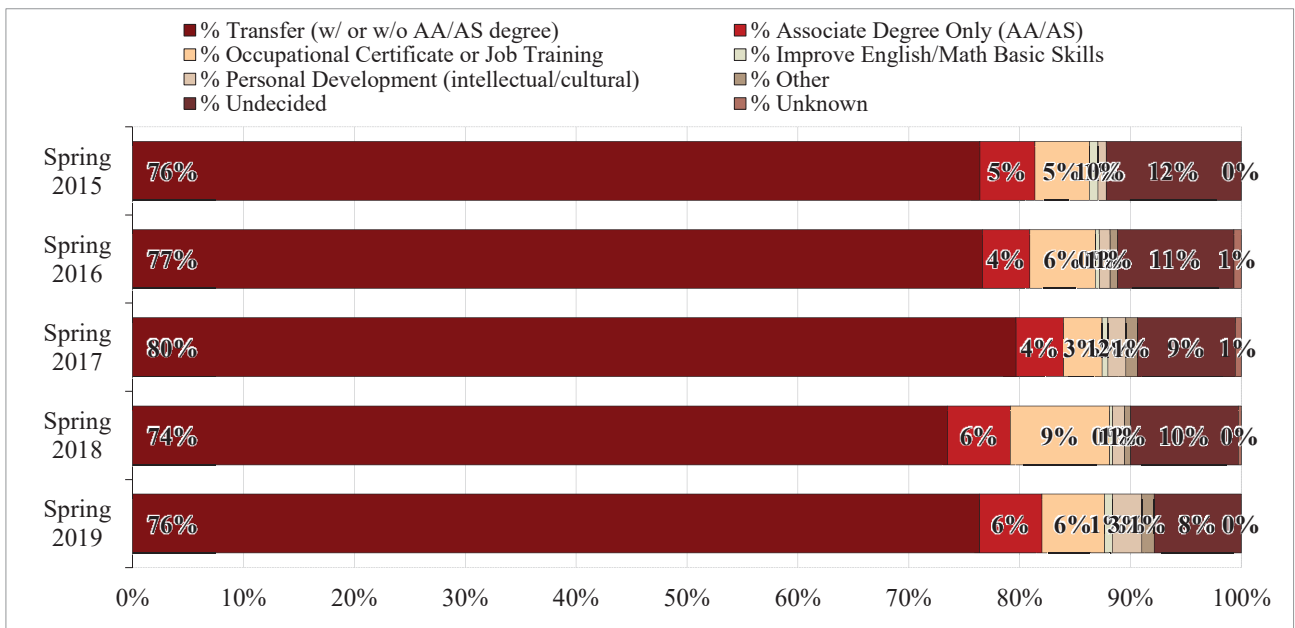


Definitions:

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

Student Educational Goal

Nutrition (NUTR)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	201	233	298	272	204
Associate Degree Only (AA/AS)	13	13	16	21	15
Occupational Certificate or Job Training	13	18	13	33	15
Improve English/Math Basic Skills	2	1	2	1	2
Personal Development (intellectual/cultural)	2	3	6	4	7
Other	0	2	4	2	3
Undecided	32	32	33	36	21
Unknown	0	2	2	1	0
% Transfer (w/ or w/o AA/AS degree)	76%	77%	80%	74%	76%
% Associate Degree Only (AA/AS)	5%	4%	4%	6%	6%
% Occupational Certificate or Job Training	5%	6%	3%	9%	6%
% Improve English/Math Basic Skills	1%	<1%	1%	<1%	1%
% Personal Development (intellectual/cultural)	1%	1%	2%	1%	3%
% Other	0%	1%	1%	1%	1%
% Undecided	12%	11%	9%	10%	8%
% Unknown	0%	1%	1%	<1%	0%



Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.

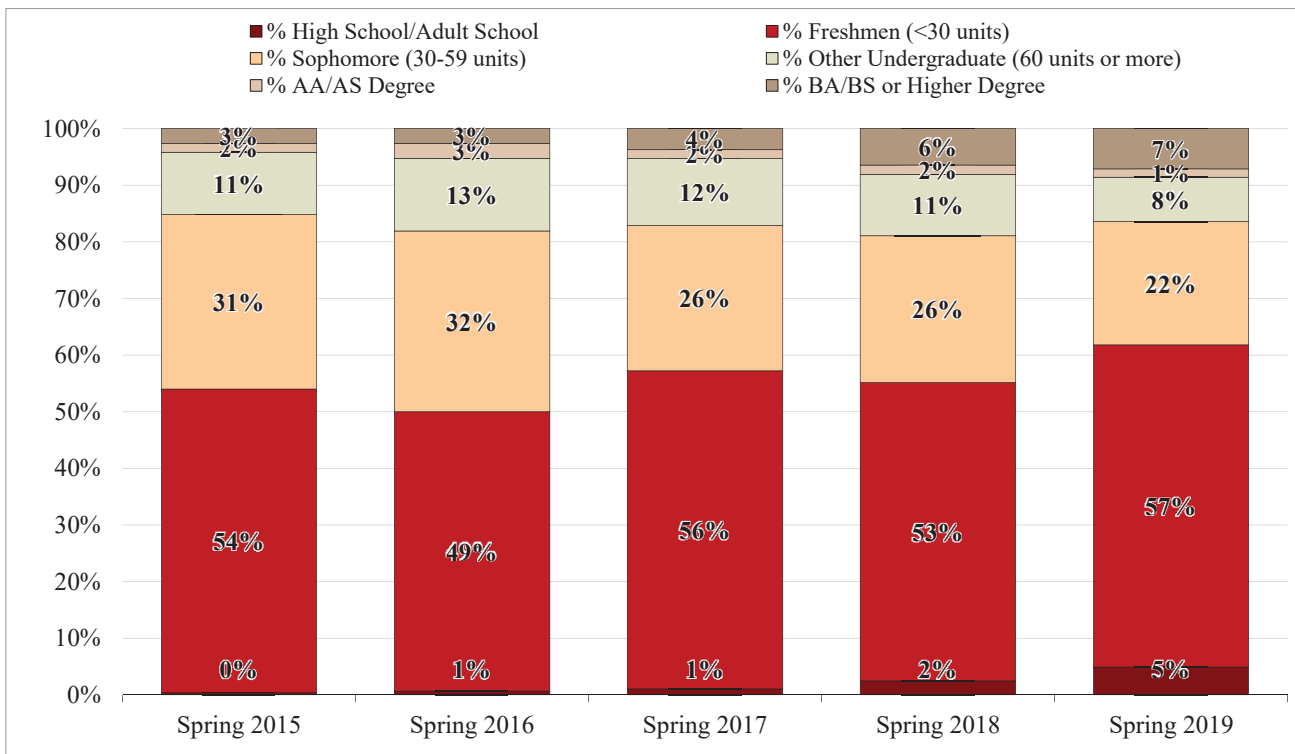
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

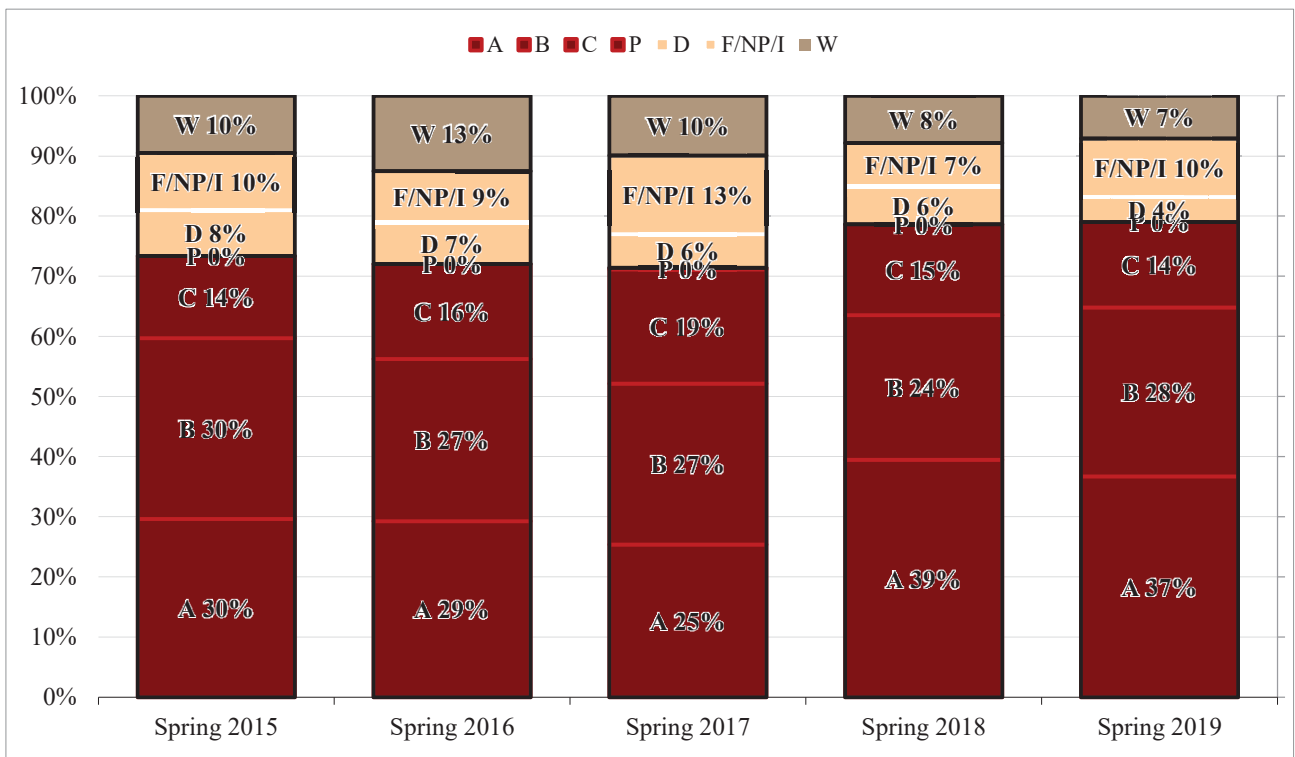
Highest Educational Level of Students

	Nutrition (NUTR)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	1	2	4	9	13
Freshmen (<30 units)	141	150	210	195	152
Sophomore (30-59 units)	81	97	96	96	58
Other Undergraduate (60 units or more)	29	39	44	40	21
AA/AS Degree	4	8	6	6	4
BA/BS or Higher Degree	7	8	14	24	19
% High School/Adult School	<1%	1%	1%	2%	5%
% Freshmen (<30 units)	54%	49%	56%	53%	57%
% Sophomore (30-59 units)	31%	32%	26%	26%	22%
% Other Undergraduate (60 units or more)	11%	13%	12%	11%	8%
% AA/AS Degree	2%	3%	2%	2%	1%
% BA/BS or Higher Degree	3%	3%	4%	6%	7%



Student Performance: Grade Distribution

Nutrition (NUTR)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	263	304	374	370	267
Course Success Rates	73%	72%	71%	79%	79%
A	30%	29%	25%	39%	37%
B	30%	27%	27%	24%	28%
C	14%	16%	19%	15%	14%
P	0%	0%	<1%	0%	0%
Course Non-Success Rate	17%	15%	19%	14%	14%
D	8%	7%	6%	6%	4%
F/NP/I	10%	9%	13%	7%	10%
Withdrawals (W)	10%	13%	10%	8%	7%



Definitions:

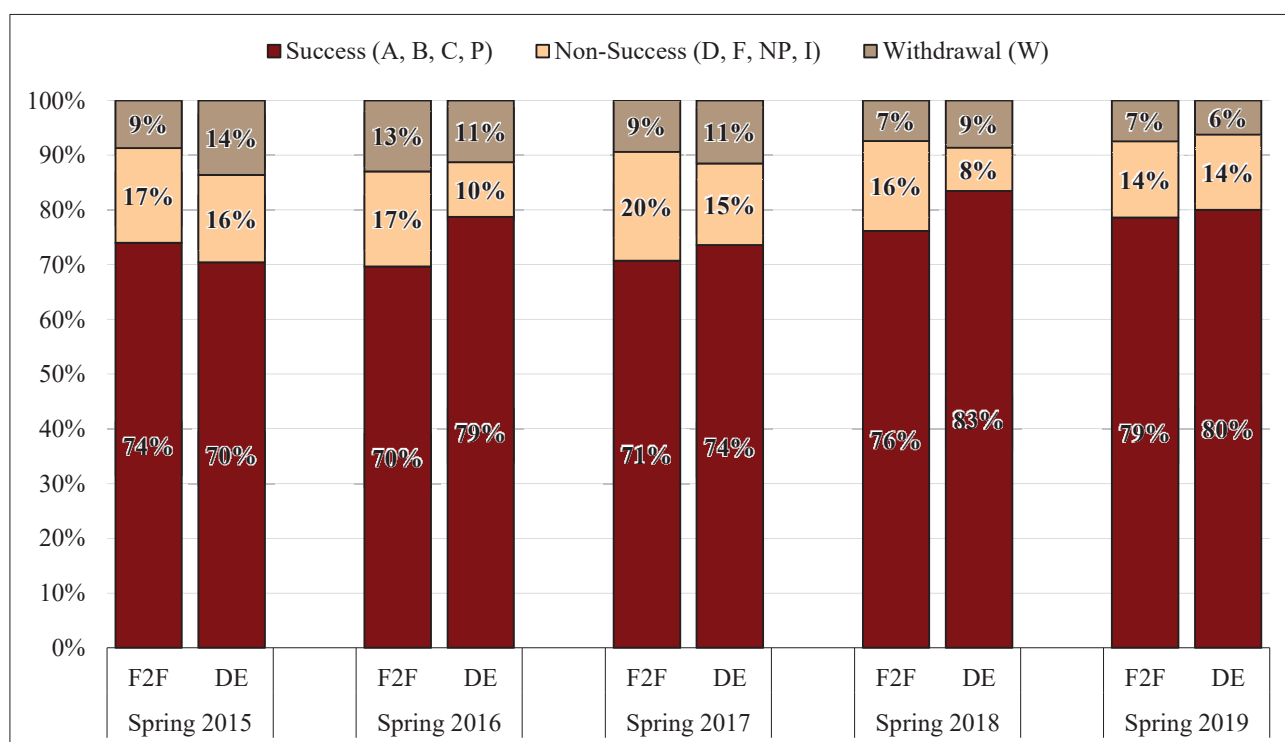
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Nutrition (NUTR)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	263	304	374	370	267
Face-to-Face (F2F) Sections	219	224	287	243	187
Success Rates	74%	70%	71%	76%	79%
Non-Success Rates	17%	17%	20%	16%	14%
Withdrawals	9%	13%	9%	7%	7%
Distance Education (DE) Sections	44	80	87	127	80
Success Rates	70%	79%	74%	83%	80%
Non-Success Rates	16%	10%	15%	8%	14%
Withdrawals	14%	11%	11%	9%	6%



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.

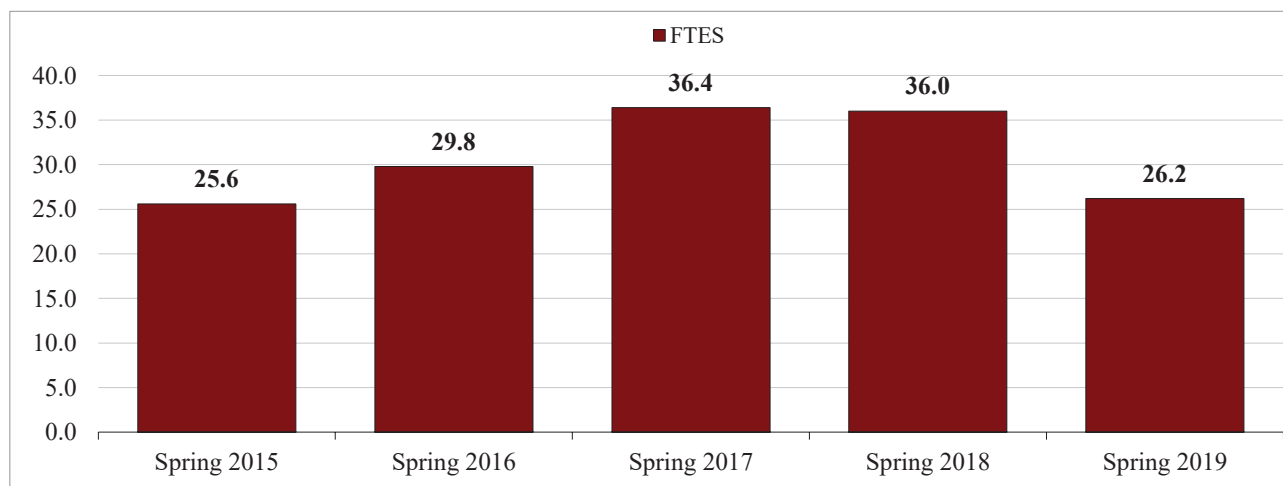
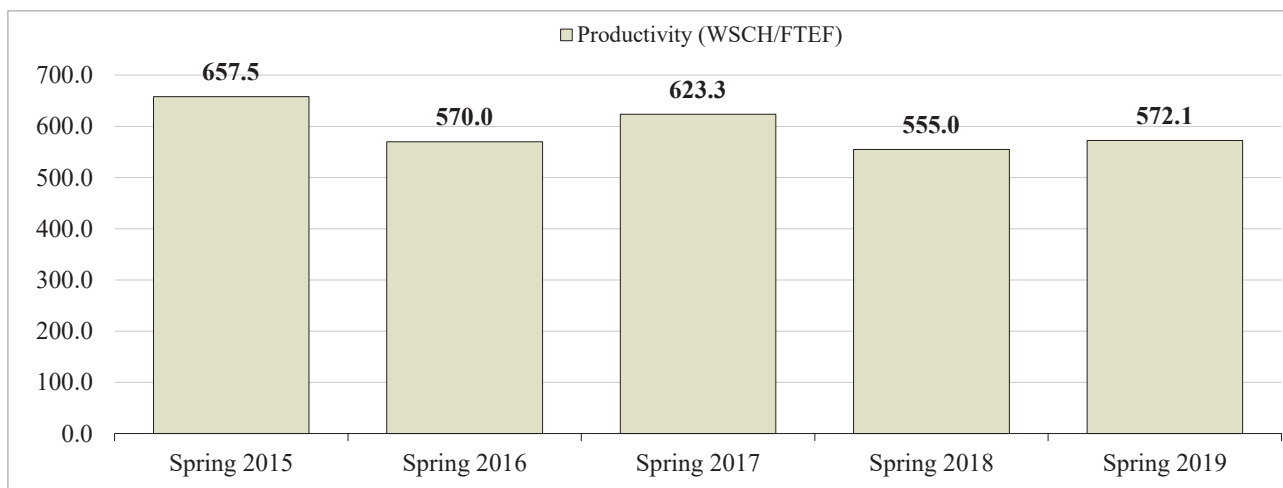
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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

	Nutrition (NUTR)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	789	912	1,122	1,110	801
FTES	25.6	29.8	36.4	36.0	26.2
FTEF	1.2	1.6	1.8	2.0	1.4
Productivity (WSCH/FTEF)	657.5	570.0	623.3	555.0	572.1



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.

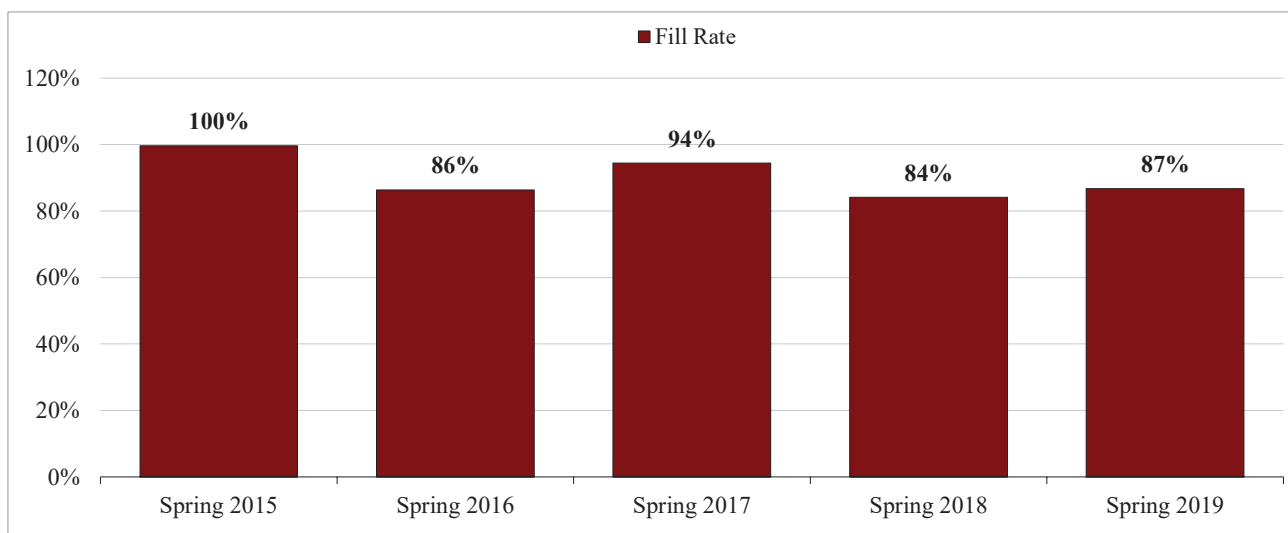
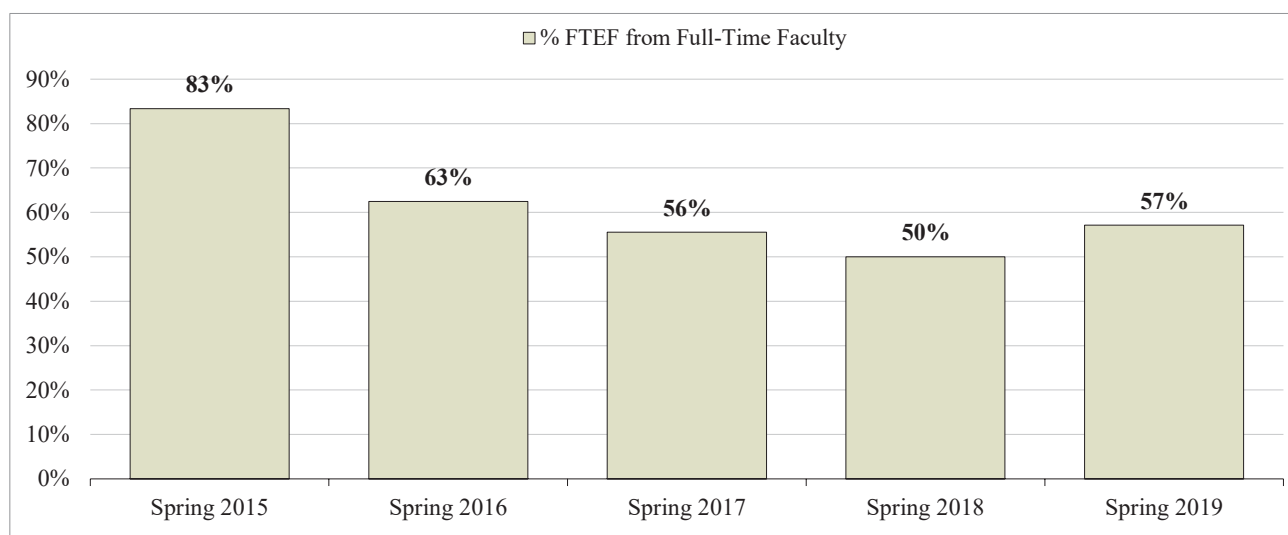
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

	Nutrition (NUTR)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	1.0	1.0	1.0	1.0	0.8
% FTEF from Full-Time Faculty	83%	63%	56%	50%	57%
Enrollments	263	304	374	370	267
Capacity (seats available)	264	352	396	440	308
Fill Rate	100%	86%	94%	84%	87%



Definitions:

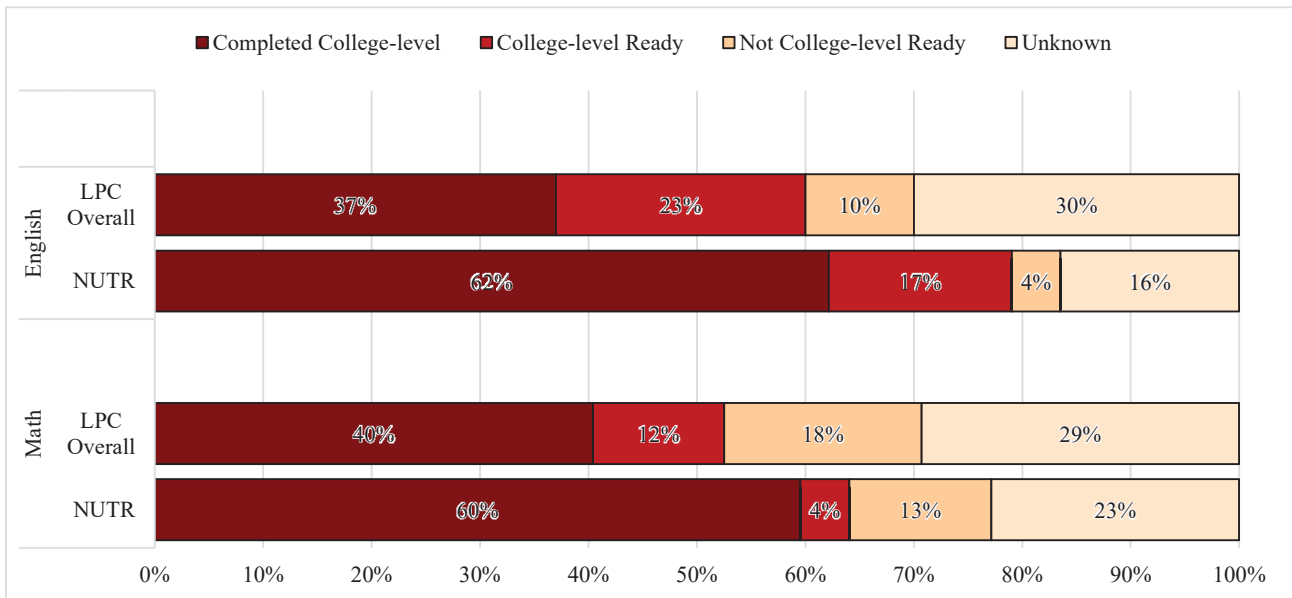
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	NUTR		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	166	62%	5,237	60%
College-level Ready	45	17%	1,339	15%
Not College-level Ready	12	5%	458	5%
Unknown	44	18%	1,703	19%
College Math				
Completed College-level	159	60%	4,956	57%
College-level Ready	12	4%	642	7%
Not College-level Ready	35	13%	1,161	13%
Unknown	61	23%	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.