Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019
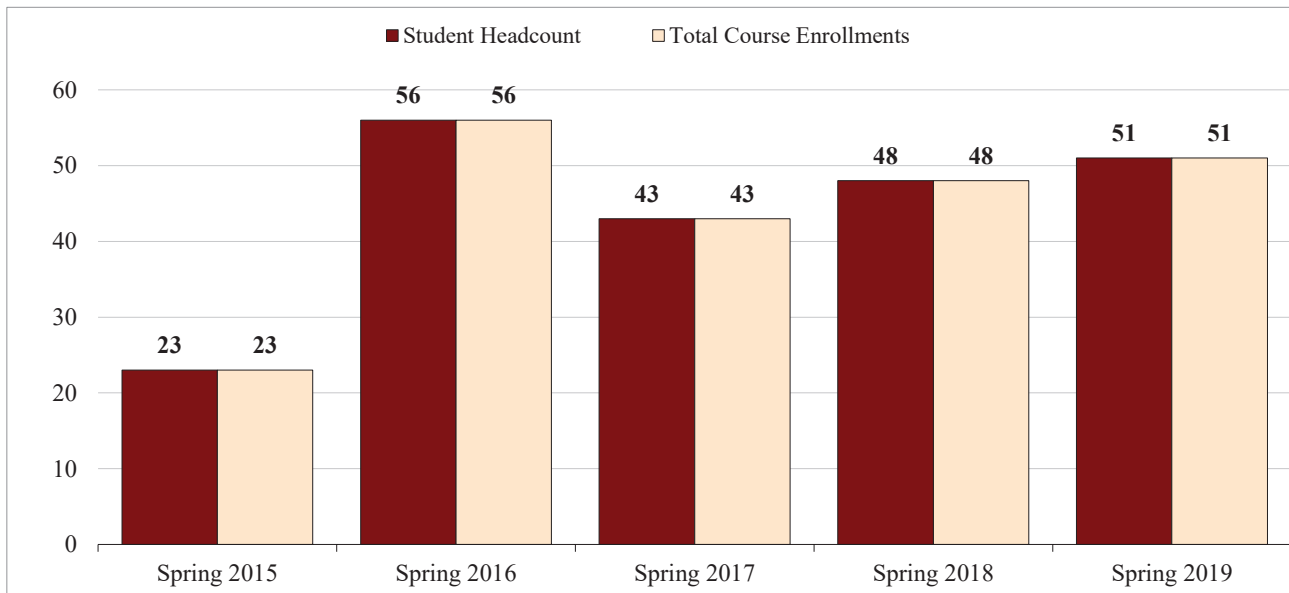
Discipline:

Tutoring (TUTR)

Headcount & Enrollment

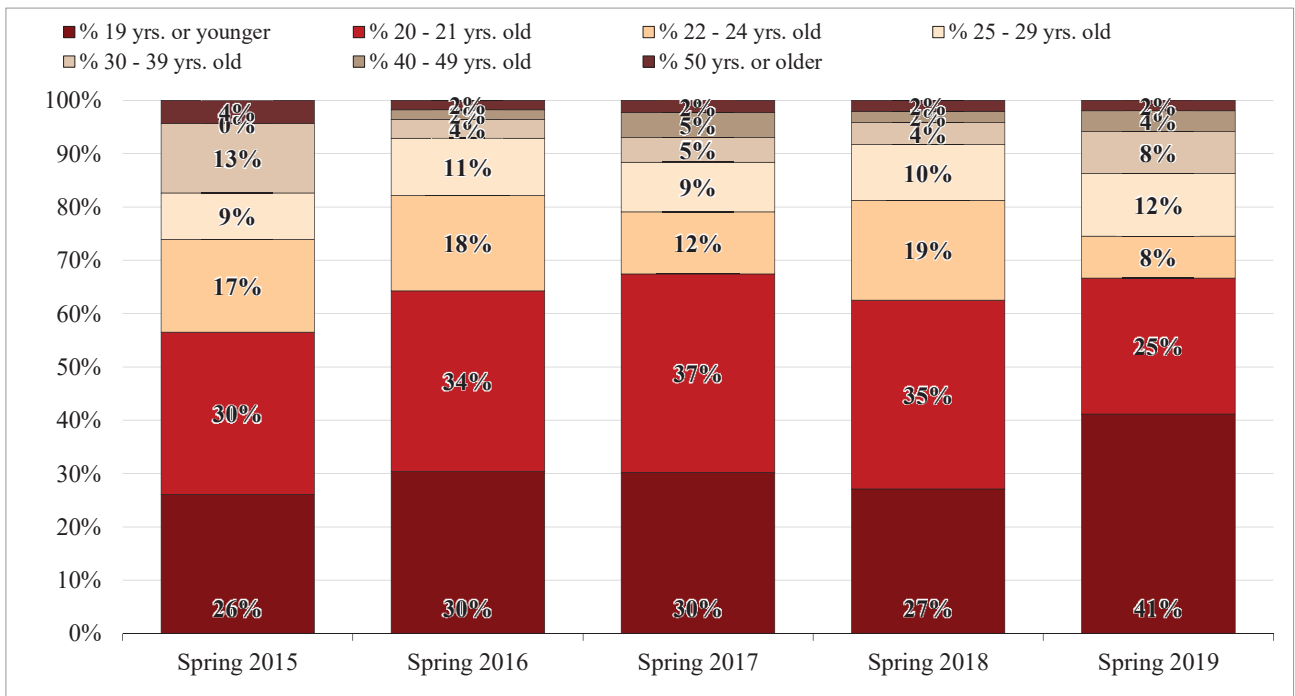| Tutoring (TUTR)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	23	56	43	48	51
Total Course Enrollments	23	56	43	48	51

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

Tutoring (TUTR)					
	Term				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Female	9	28	18	27	28
Male	14	28	25	21	23
19 yrs. or younger	6	17	13	13	21
20-21 yrs. old	7	19	16	17	13
22-24 yrs. old	4	10	5	9	4
25-29 yrs. old	2	6	4	5	6
30-39 yrs. old	3	2	2	2	4
40-49 yrs. old	0	1	2	1	2
50 yrs. or older	1	1	1	1	1
% Female	39%	50%	42%	56%	55%
% Male	61%	50%	58%	44%	45%
% 19 yrs. or younger	26%	30%	30%	27%	41%
% 20 - 21 yrs. old	30%	34%	37%	35%	25%
% 22 - 24 yrs. old	17%	18%	12%	19%	8%
% 25 - 29 yrs. old	9%	11%	9%	10%	12%
% 30 - 39 yrs. old	13%	4%	5%	4%	8%
% 40 - 49 yrs. old	0%	2%	5%	2%	4%
% 50 yrs. or older	4%	2%	2%	2%	2%

Student Demographic: Race-Ethnicity

Tutoring (TUTR)					
	Term				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
African American	1	2	0	0	1
Asian	6	13	11	13	14
Filipino	1	4	1	3	4
Latino	4	15	8	9	8
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	6	21	22	22	21
Multiethnic	5	1	1	1	3
Other/Unknown	0	0	0	0	0
% African American	4%	4%	0%	0%	2%
% Asian	26%	23%	26%	27%	27%
% Filipino	4%	7%	2%	6%	8%
% Latino	17%	27%	19%	19%	16%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	26%	38%	51%	46%	41%
% Multiethnic	22%	2%	2%	2%	6%
% Other/Unknown	0%	0%	0%	0%	0%
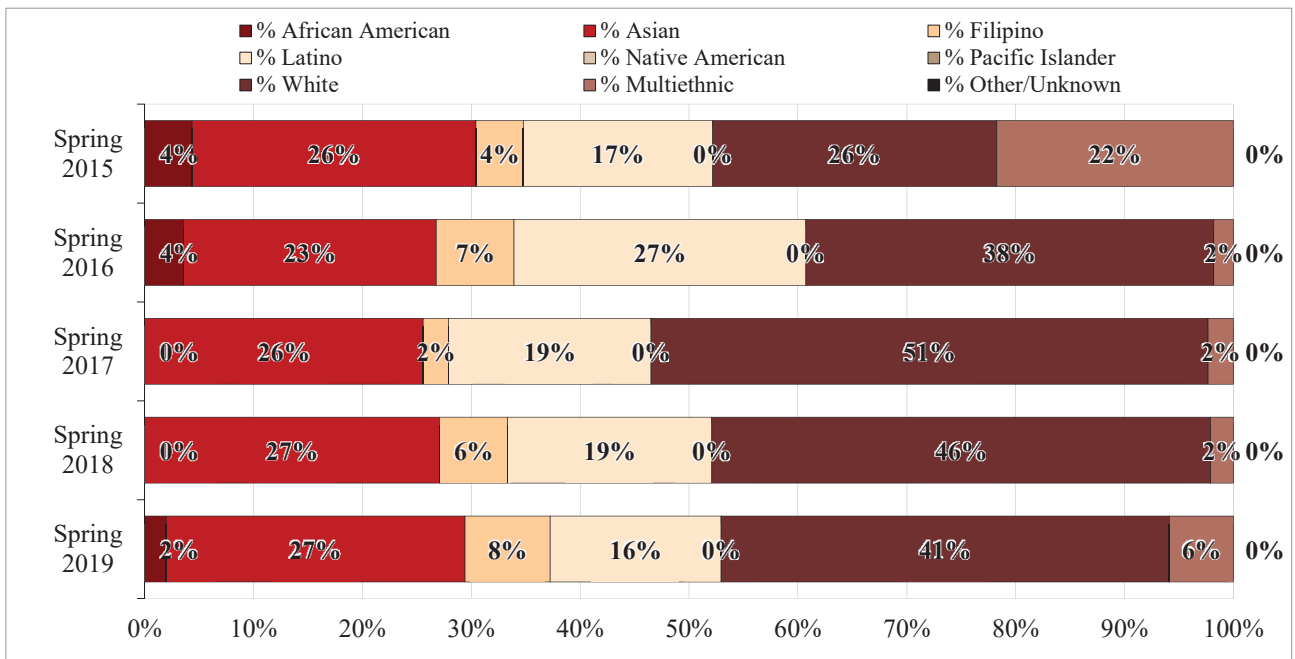
Student Enrollment Status

Tutoring (TUTR)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	0	0	0	0	0
First-Time Transfer	1	0	0	0	0
Continuing	22	56	43	48	45
Returning	0	0	0	0	0
Concurrent Enrollment	0	0	0	0	6
% First-Time Any College	0%	0%	0%	0%	0%
% First-Time Transfer	4%	0%	0%	0%	0%
% Continuing	96%	100%	100%	100%	88%
% Returning	0%	0%	0%	0%	0%
% Concurrent Enrollment	0%	0%	0%	0%	12%
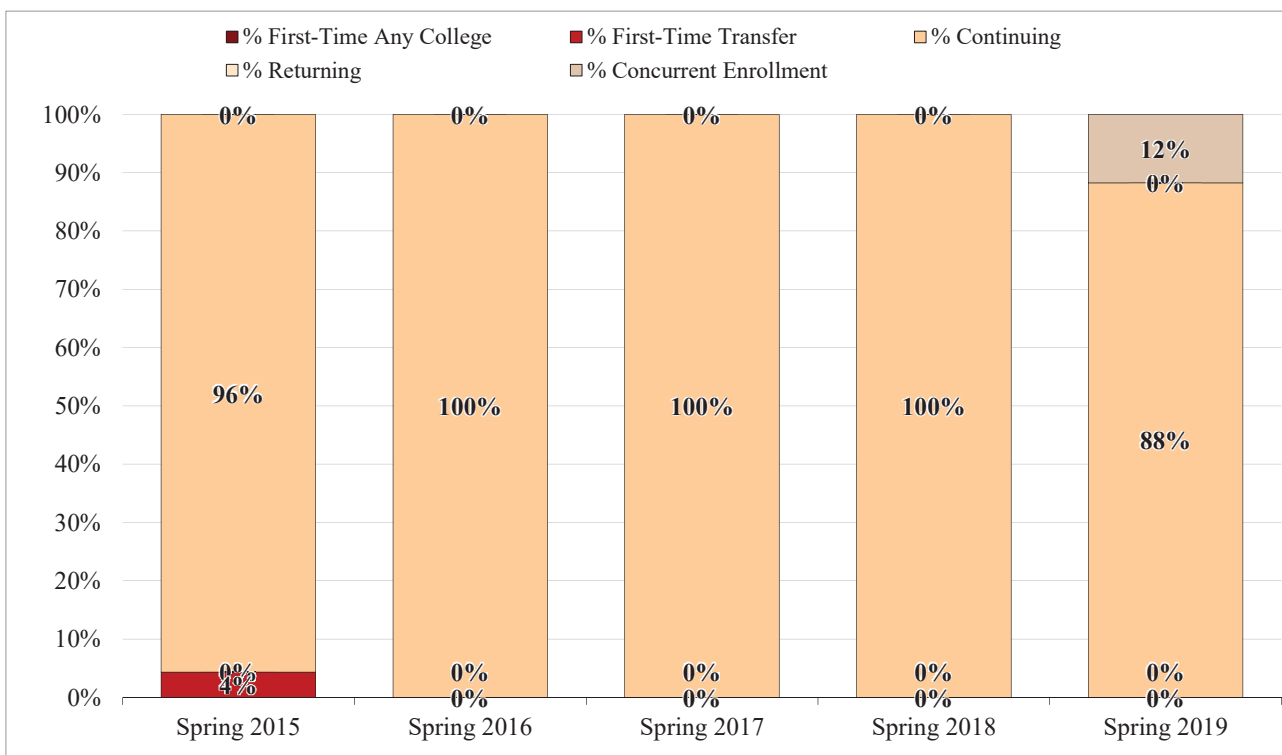
Definitions:

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

Tutoring (TUTR)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	15	46	35	37	27
Part-Time (6 to 11.5 units)	3	7	7	9	21
Part-Time (0.5 to 5.5 units)	5	3	1	2	3
% Full-Time (12 units or more)	65%	82%	81%	77%	53%
% Part-Time (6 to 11.5 units)	13%	13%	16%	19%	41%
% Part-Time (0.5 to 5.5 units)	22%	5%	2%	4%	6%
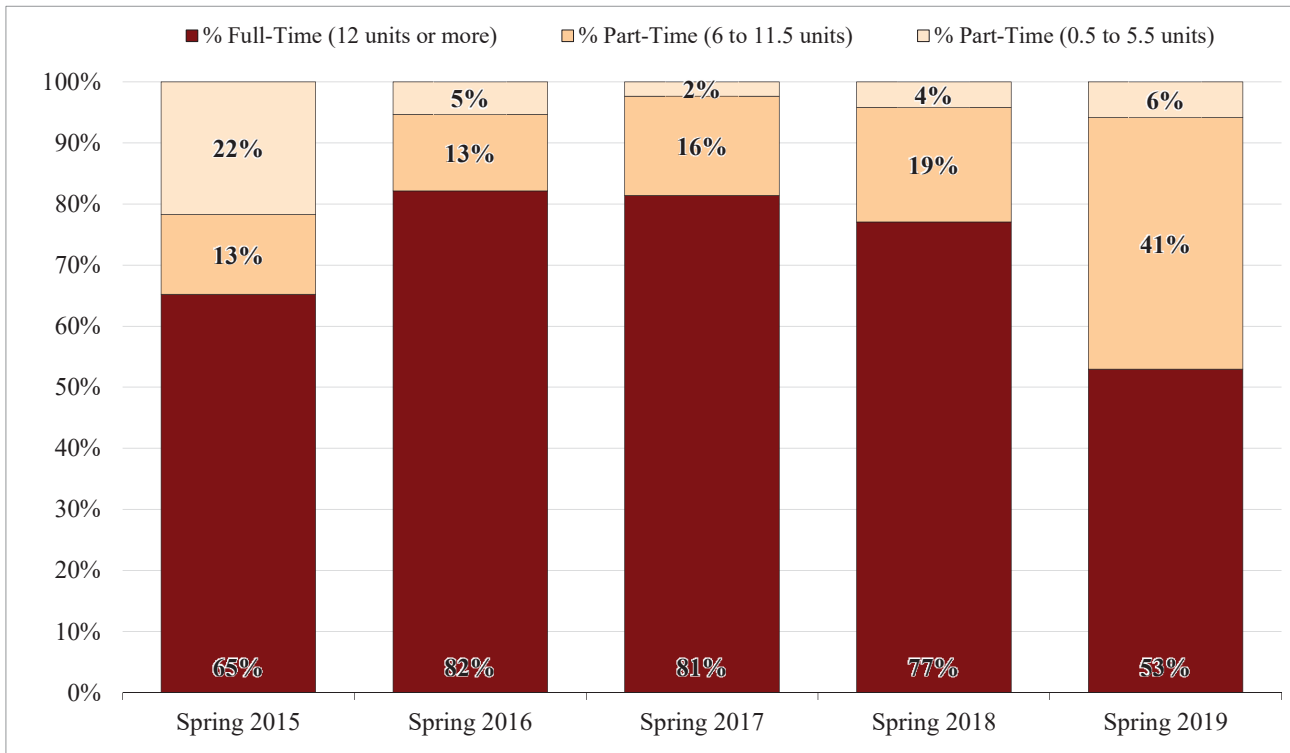
Students Using Distance Education

| Tutoring (TUTR)					
	Term				
(Categories reflect college-wide coursework)	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Face-to-Face (F2F) Only	17	38	31	38	36
Both F2F and DE	6	18	12	10	15
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	74%	68%	72%	79%	71%
% Both F2F and DE	26%	32%	28%	21%	29%
% Distance Education (DE) Only	0%	0%	0%	0%	0%
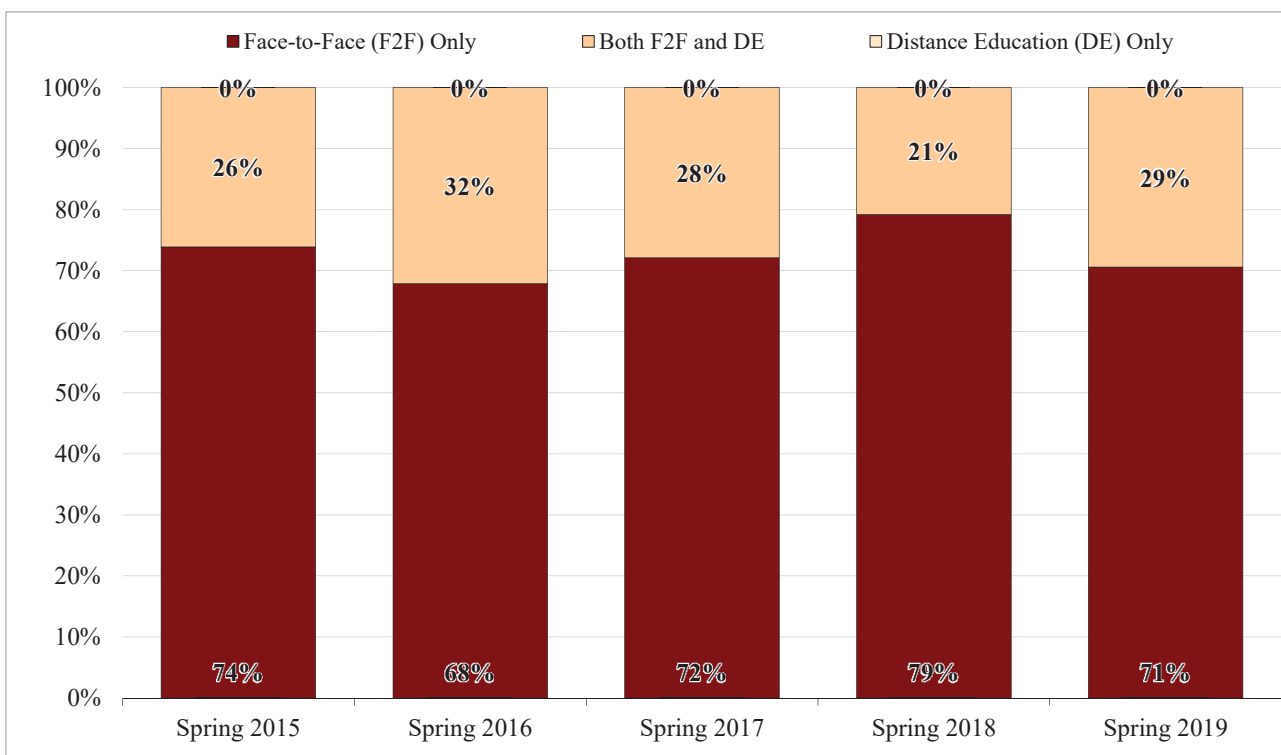
Definitions:

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

Student Educational Goal

Tutoring (TUTR)					
	Term				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Transfer (w/ or w/o AA/AS degree)	17	48	35	38	39
Associate Degree Only (AA/AS)	1	2	1	1	0
Occupational Certificate or Job Training	3	1	3	3	5
Improve English/Math Basic Skills	0	0	0	1	1
Personal Development (intellectual/cultural)	0	1	1	1	1
Other	0	0	0	0	1
Undecided	2	3	3	4	4
Unknown	0	1	0	0	0
% Transfer (w/ or w/o AA/AS degree)	74%	86%	81%	79%	76%
% Associate Degree Only (AA/AS)	4%	4%	2%	2%	0%
% Occupational Certificate or Job Training	13%	2%	7%	6%	10%
% Improve English/Math Basic Skills	0%	0%	0%	2%	2%
% Personal Development (intellectual/cultural)	0%	2%	2%	2%	2%
% Other	0%	0%	0%	0%	2%
% Undecided	9%	5%	7%	8%	8%
% Unknown	0%	2%	0%	0%	0%
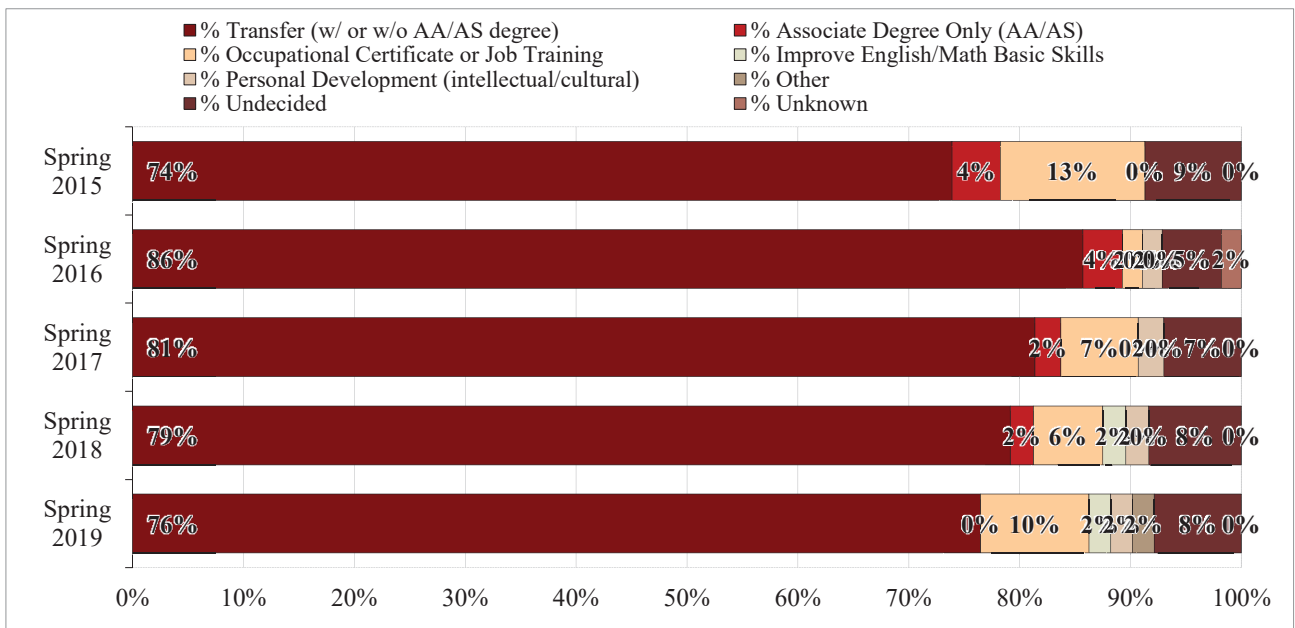
Definitions:

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

Tutoring (TUTR)					
	Term				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
High School/Adult School	0	0	0	0	8
Freshmen (<30 units)	8	13	5	6	12
Sophomore (30-59 units)	4	22	20	17	11
Other Undergraduate (60 units or more)	8	17	13	20	15
AA/AS Degree	0	0	1	1	0
BA/BS or Higher Degree	3	4	4	4	5
% High School/Adult School	0%	0%	0%	0%	16%
% Freshmen (<30 units)	35%	23%	12%	13%	24%
% Sophomore (30-59 units)	17%	39%	47%	35%	22%
% Other Undergraduate (60 units or more)	35%	30%	30%	42%	29%
% AA/AS Degree	0%	0%	2%	2%	0%
% BA/BS or Higher Degree	13%	7%	9%	8%	10%
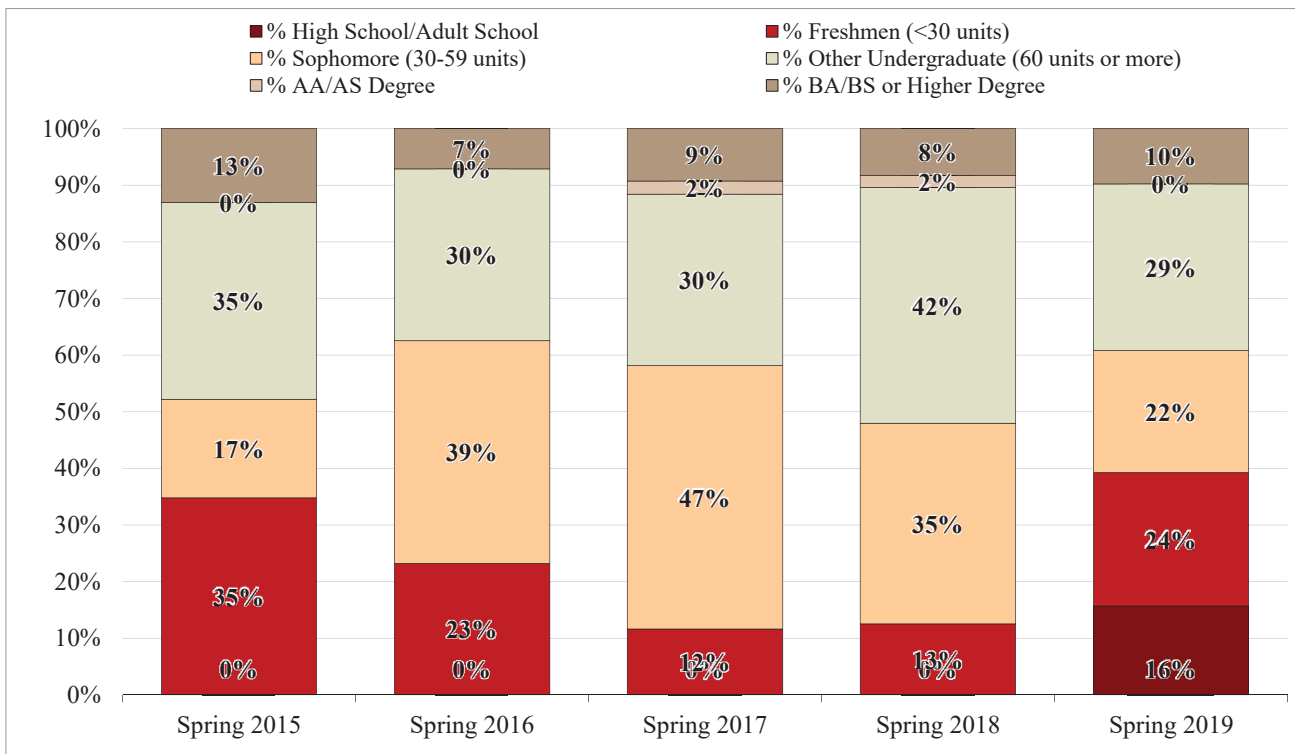
Student Performance: Grade Distribution

| Tutoring (TUTR)					
	Term				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Total Course Enrollments	**23**	**56**	**43**	**48**	**51**
Course Success Rates	**100%**	**100%**	**90%**	**96%**	**88%**
A	0%	84%	86%	83%	65%
B	0%	9%	0%	0%	16%
C	0%	2%	0%	0%	4%
P	100%	5%	5%	13%	4%
Course Non-Success Rate	**0%**	**0%**	**2%**	**0%**	**4%**
D	0%	0%	2%	0%	0%
F/NP/I	0%	0%	0%	0%	4%
Withdrawals (W)	**0%**	**0%**	**7%**	**4%**	**8%**
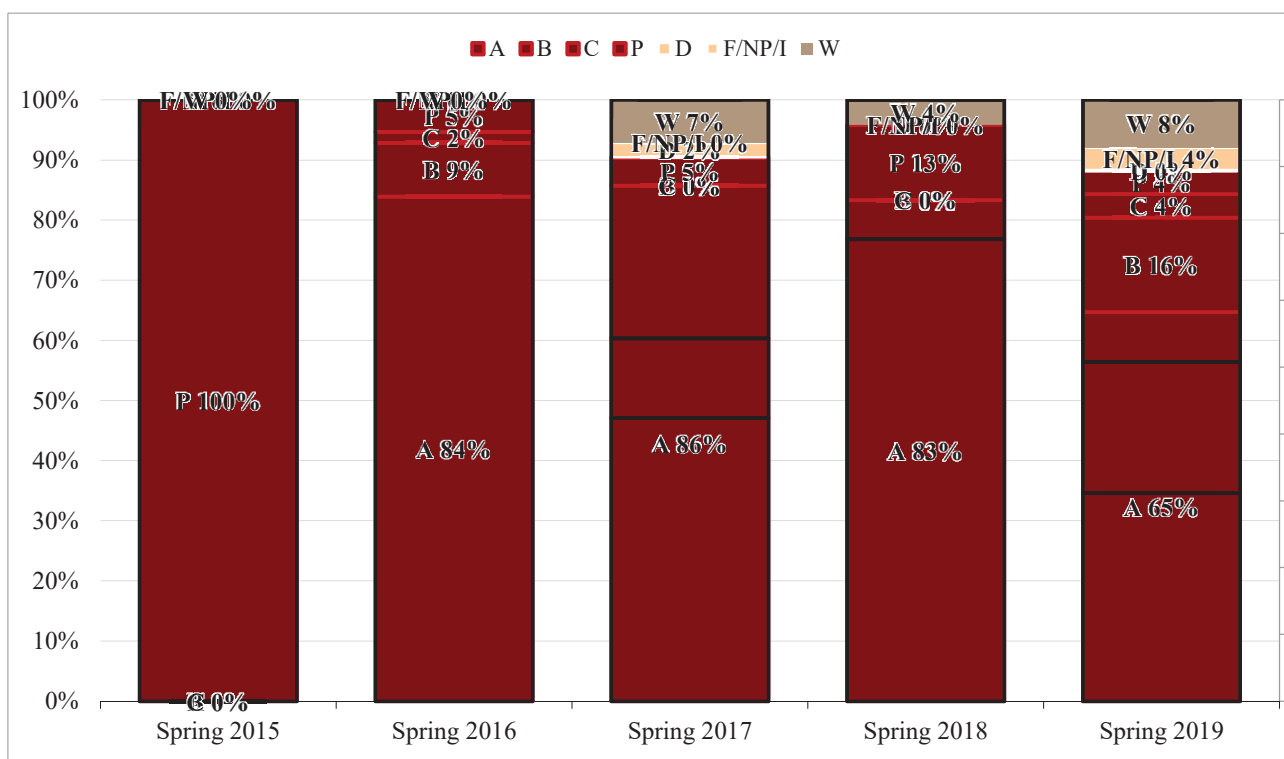
Definitions:

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 '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

Tutoring (TUTR)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	**23**	**56**	**43**	**48**	**51**
Face-to-Face (F2F) Sections	**23**	**56**	**43**	**48**	**51**
Success Rates	100%	100%	90%	96%	88%
Non-Success Rates	0%	0%	2%	0%	4%
Withdrawals	0%	0%	7%	4%	8%
Distance Education (DE) Sections	—	—	—	—	—
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—
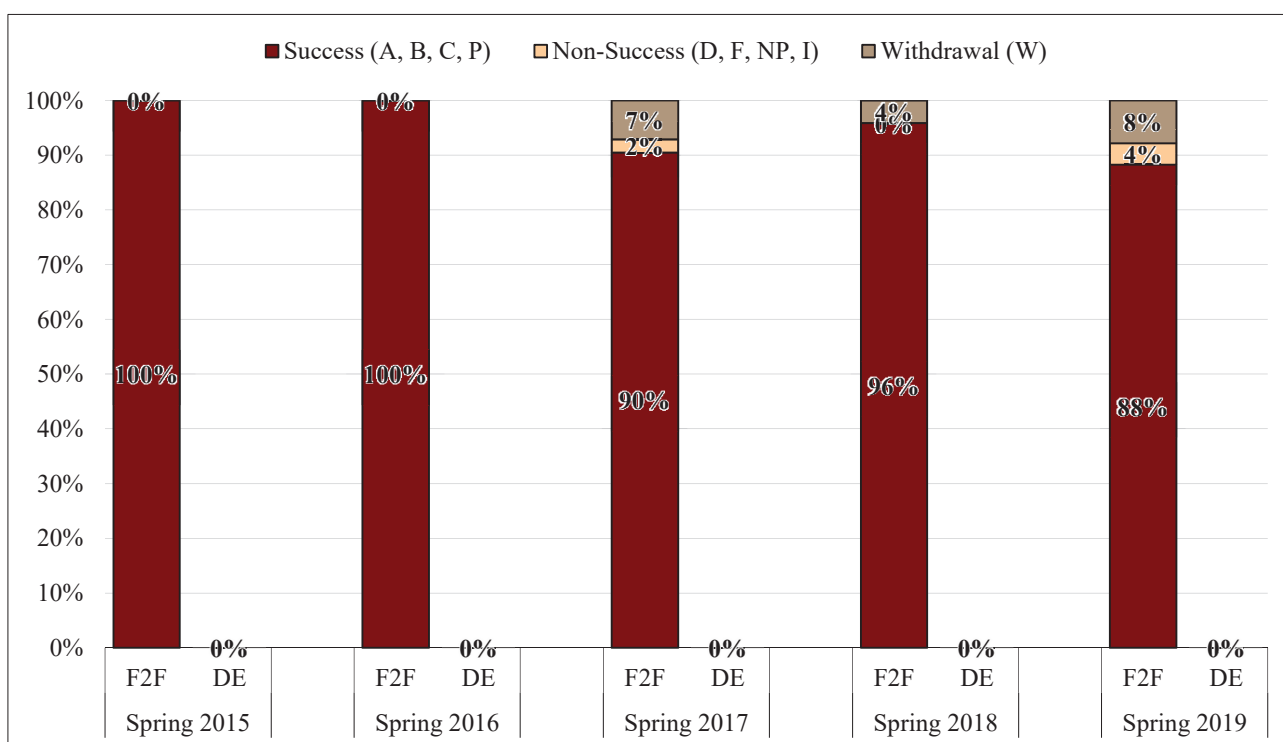
Definitions:

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

Tutoring (TUTR)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	39	83	89	480	37
FTES	1.2	2.1	2.9	14.3	1.2
FTEF	0.1	0.2	0.2	0.2	0.2
Productivity (WSCH/FTEF)	481.5	500.0	536.1	2,891.6	222.9
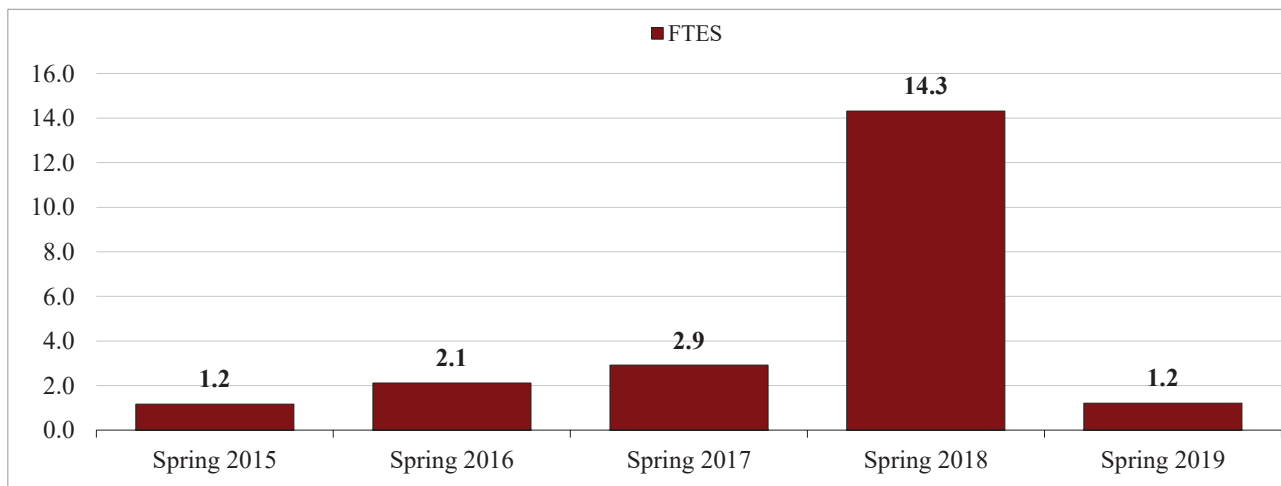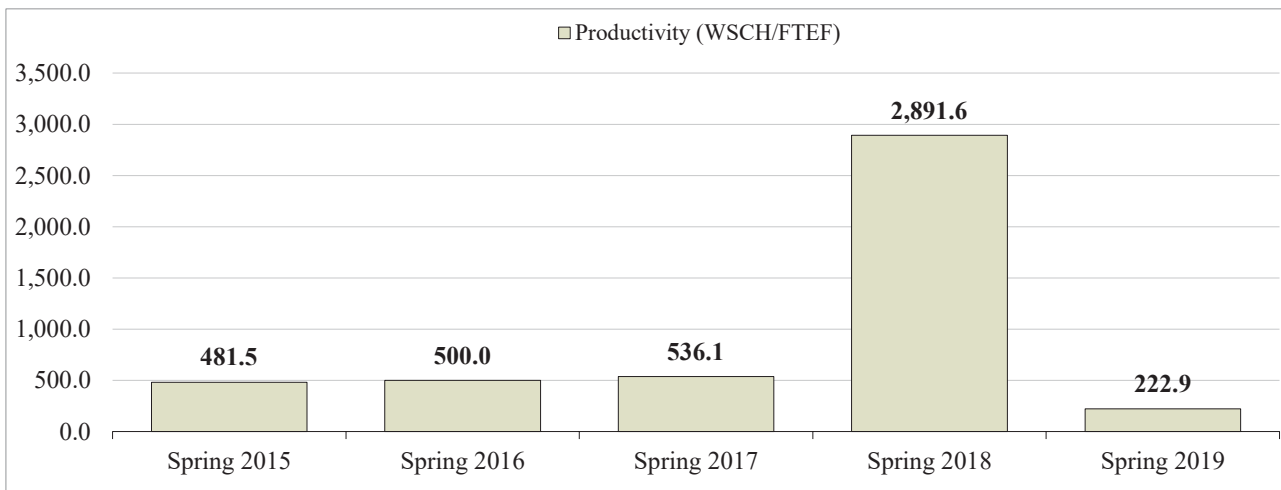
Definitions:

   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

| Tutoring (TUTR)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	0.0	0.0	0.0	0.0	0.2
% FTEF from Full-Time Faculty	0%	0%	0%	0%	100%
Enrollments	23	56	43	48	51
Capacity (seats available)	111	40	40	40	40
Fill Rate	21%	140%	108%	120%	128%
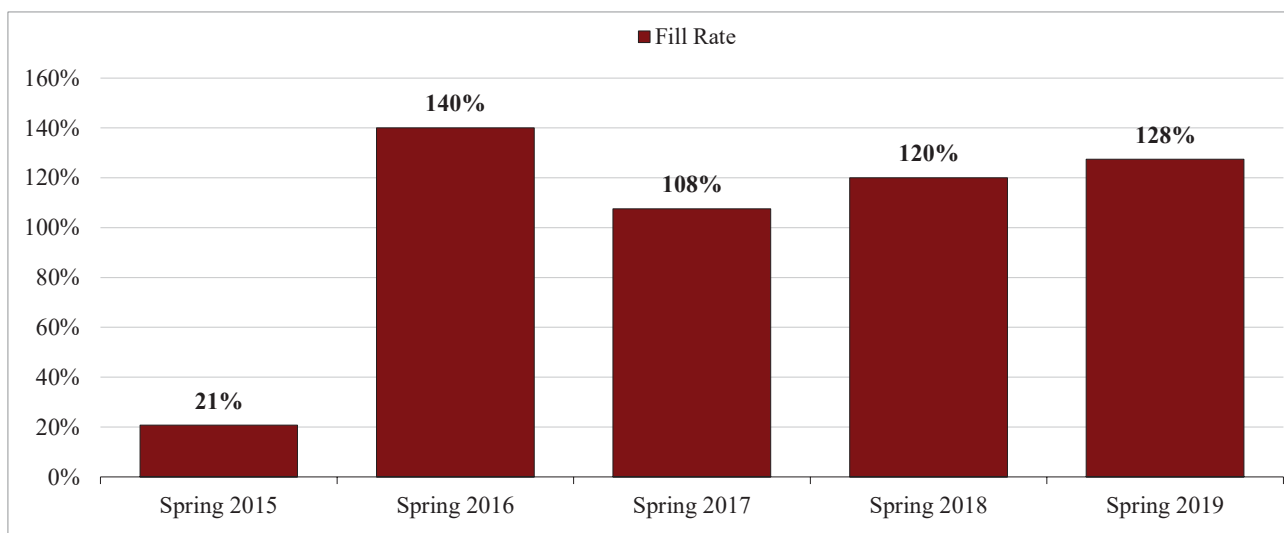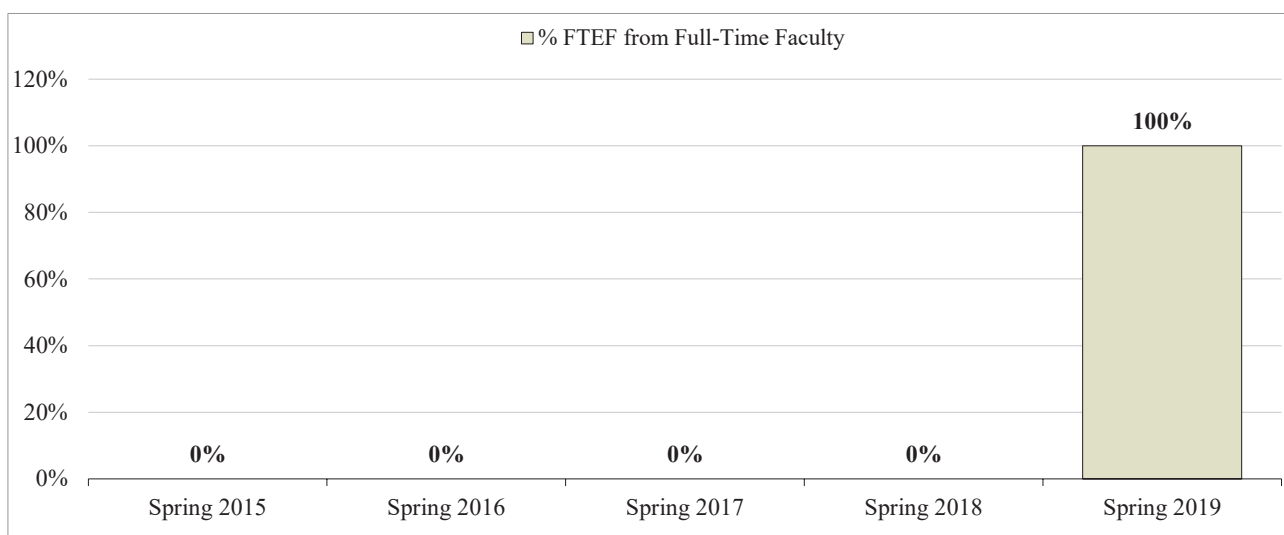
Definitions:

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				
	TUTR		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	41	80%	5,237	60%
College-level Ready	6	10%	1,339	15%
Not College-level Ready	0	0%	458	5%
Unknown	4	8%	1,703	19%
College Math				
Completed College-level	48	94%	4,956	57%
College-level Ready	0	0%	642	7%
Not College-level Ready	0	0%	1,161	13%
Unknown	3	6%	1,978	23%
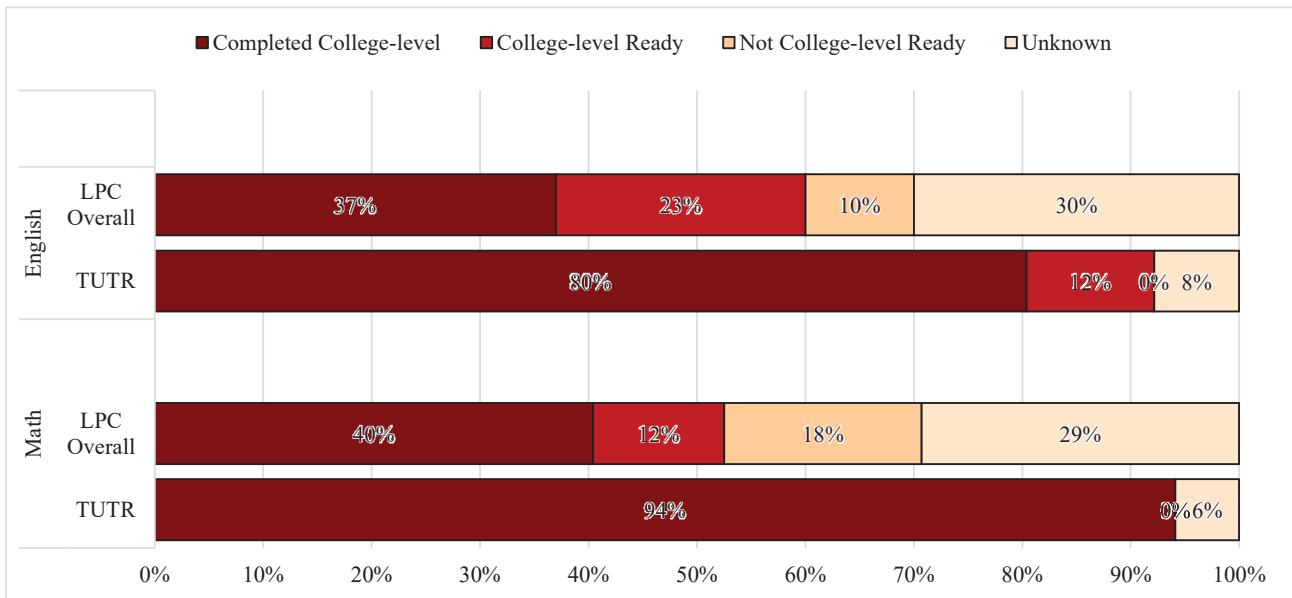
Definitions:

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 succesfully 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 succesfully complete the course.
>
> **Not College-level Ready** is defined as anyone who is not eligible for MATH 55 but has not yet succesfully complete the course.
>
> **Unknown** is defined as anyone with no previous Math enrollments within the sequence and no previous Math assessment.