



Las Positas College

Program Review Discipline Data Packet

Fall 2015 to Fall 2019

Discipline:

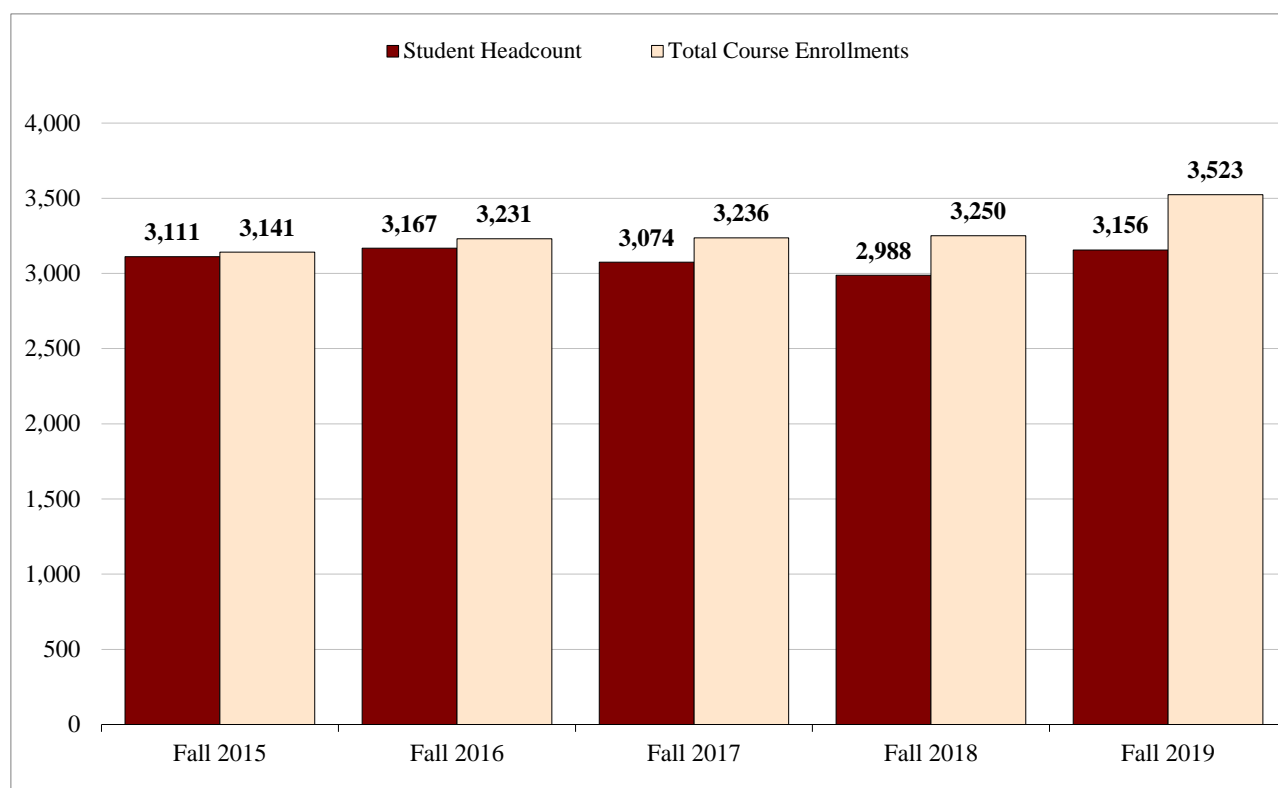
Mathematics (MATH^)

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NOTE: ^ next to rubric / subject code indicates that the report combines data for related credit and non-credit rubrics

Headcount & Enrollment

Mathematics (MATH^)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student Headcount	3,111	3,167	3,074	2,988	3,156
Total Course Enrollments	3,141	3,231	3,236	3,250	3,523



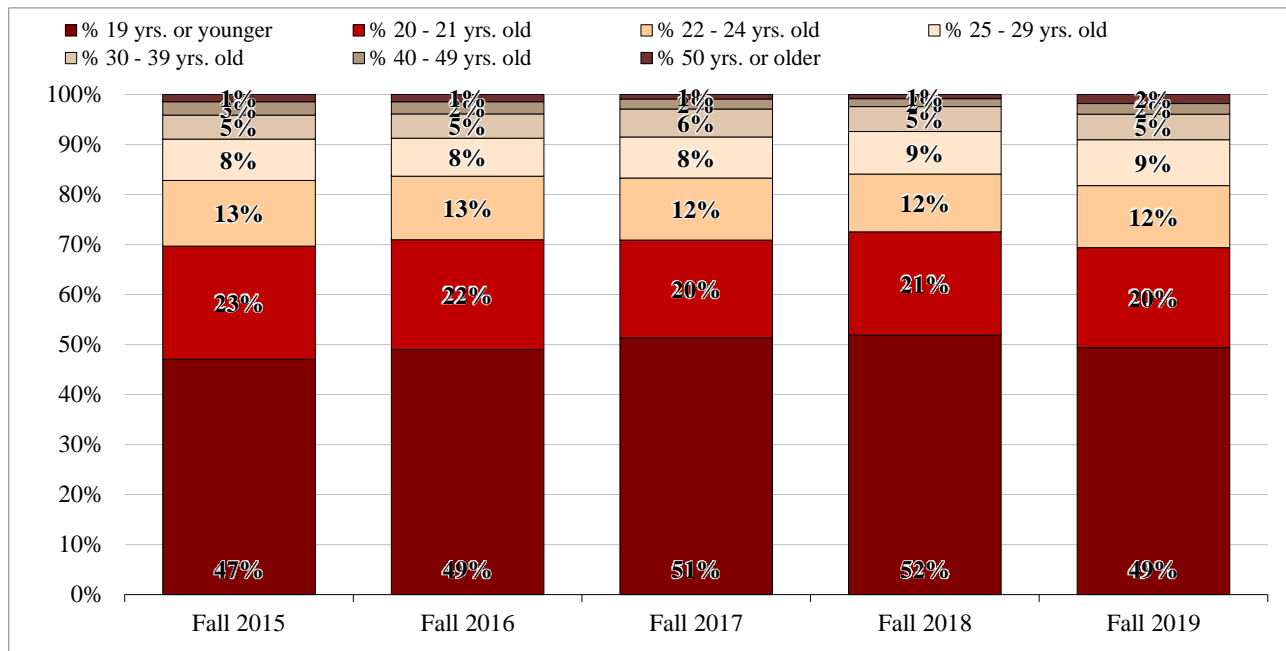
Definitions:

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.

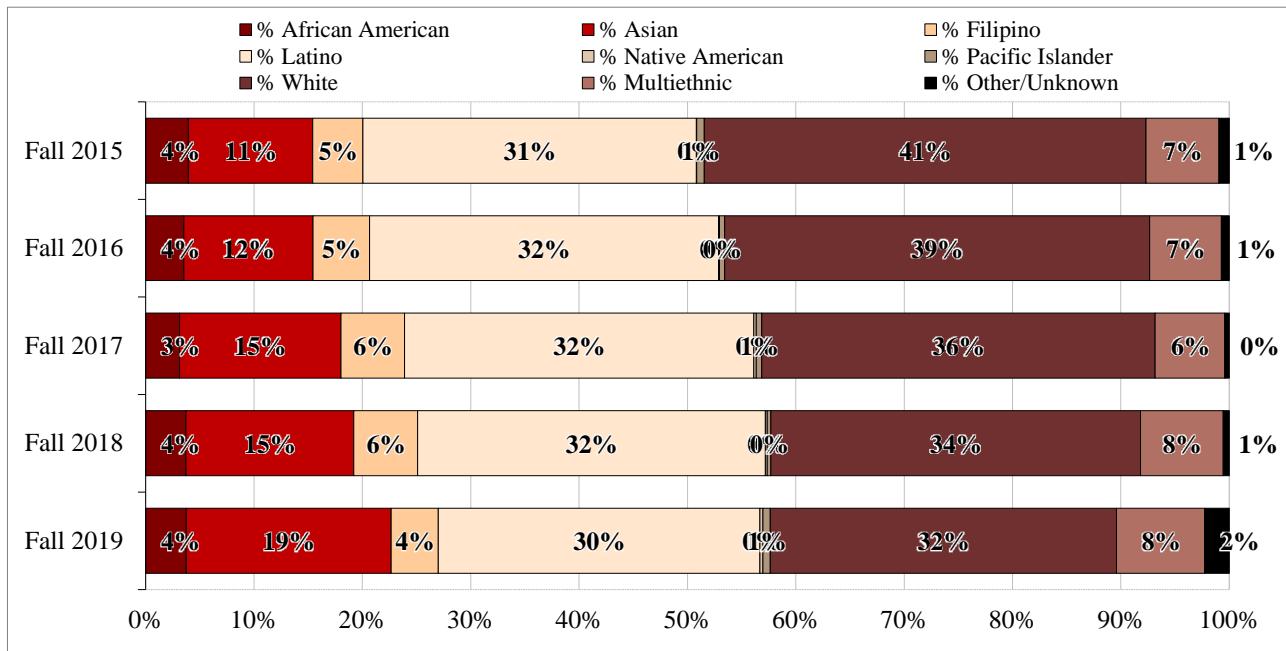
Student Demographics: Gender & Age

Mathematics (MATH^)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Female	1,421	1,504	1,436	1,394	1,422
Male	1,650	1,625	1,588	1,552	1,666
19 yrs. or younger	1,464	1,553	1,577	1,549	1,559
20-21 yrs. old	704	694	602	618	631
22-24 yrs. old	408	402	381	346	390
25-29 yrs. old	257	241	252	254	290
30-39 yrs. old	149	153	172	149	162
40-49 yrs. old	83	78	62	46	66
50 yrs. or older	46	46	28	26	58
% Female	46%	48%	47%	47%	46%
% Male	54%	52%	53%	53%	54%
% 19 yrs. or younger	47%	49%	51%	52%	49%
% 20 - 21 yrs. old	23%	22%	20%	21%	20%
% 22 - 24 yrs. old	13%	13%	12%	12%	12%
% 25 - 29 yrs. old	8%	8%	8%	9%	9%
% 30 - 39 yrs. old	5%	5%	6%	5%	5%
% 40 - 49 yrs. old	3%	2%	2%	2%	2%
% 50 yrs. or older	1%	1%	1%	1%	2%



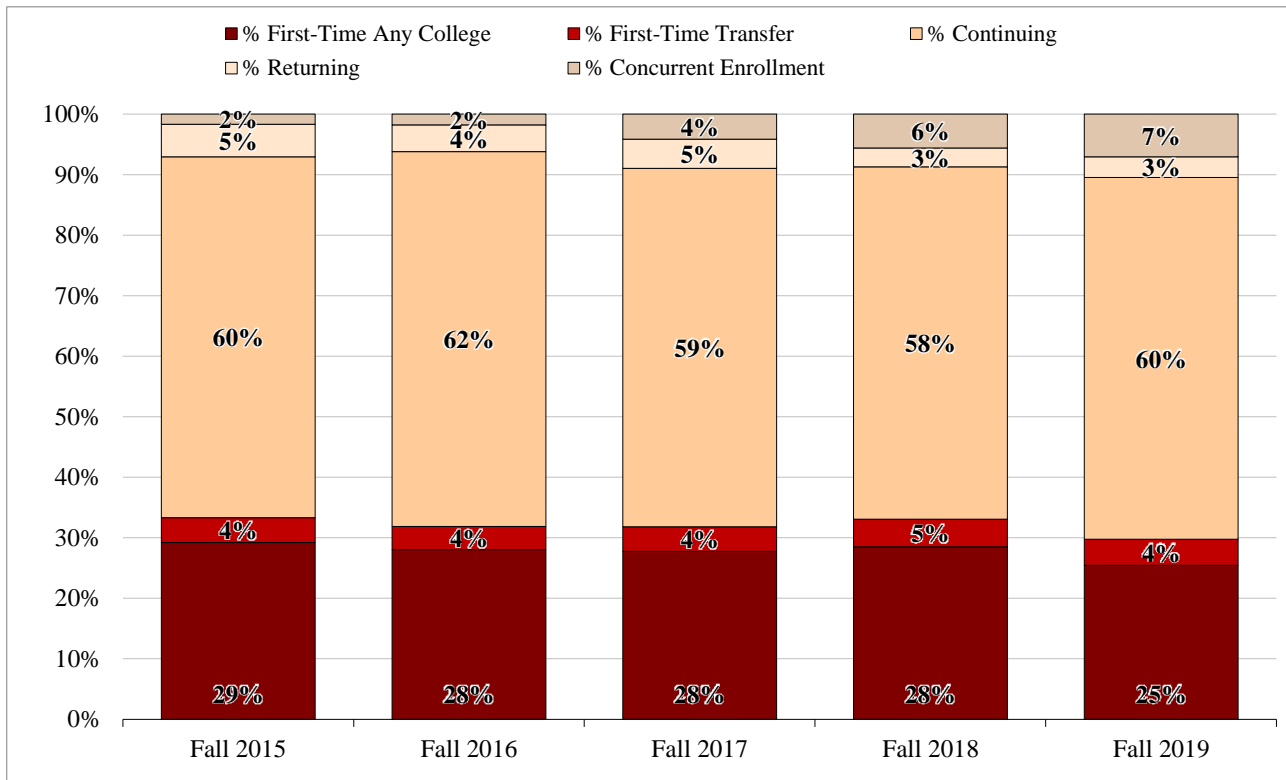
Student Demographic: Race-Ethnicity

Mathematics (MATH^)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	123	112	96	111	118
Asian	357	377	458	463	597
Filipino	144	165	180	176	137
Latino	957	1,020	991	959	937
Native American	1	3	7	5	9
Pacific Islander	22	15	16	10	21
White	1,268	1,242	1,116	1,019	1,009
Multiethnic	209	210	197	228	256
Other/Unknown	30	23	13	17	72
% African American	4%	4%	3%	4%	4%
% Asian	11%	12%	15%	15%	19%
% Filipino	5%	5%	6%	6%	4%
% Latino	31%	32%	32%	32%	30%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	1%	<1%	1%	<1%	1%
% White	41%	39%	36%	34%	32%
% Multiethnic	7%	7%	6%	8%	8%
% Other/Unknown	1%	1%	<1%	1%	2%



Student Enrollment Status

Mathematics (MATH^)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First-Time Any College	909	889	853	851	803
First-Time Transfer	128	120	125	137	137
Continuing	1,855	1,962	1,820	1,739	1,886
Returning	167	139	148	94	108
Concurrent Enrollment	52	57	128	167	222
% First-Time Any College	29%	28%	28%	28%	25%
% First-Time Transfer	4%	4%	4%	5%	4%
% Continuing	60%	62%	59%	58%	60%
% Returning	5%	4%	5%	3%	3%
% Concurrent Enrollment	2%	2%	4%	6%	7%



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.

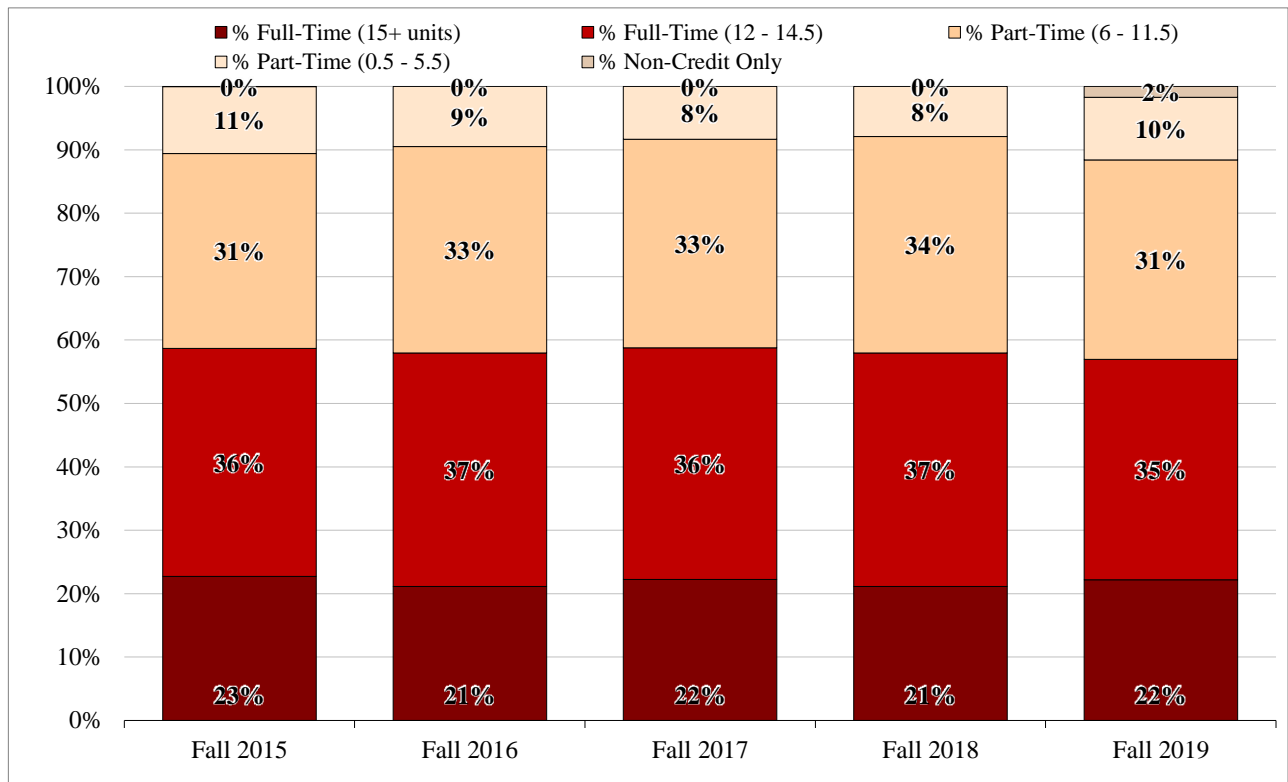
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

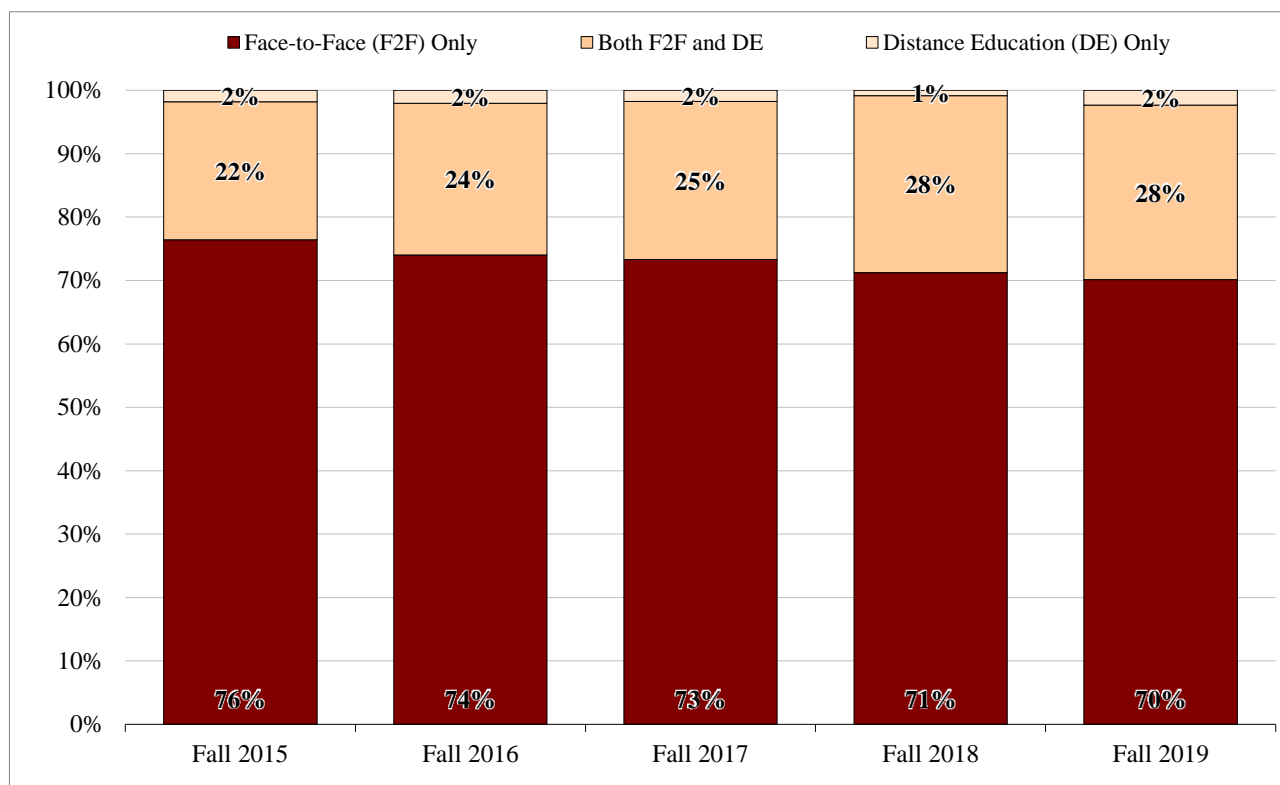
Student Unit Load

Mathematics (MATH^)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full-Time (15+ units)	706	670	684	632	700
Full-Time (12 - 14.5)	1,119	1,166	1,122	1,100	1,098
Part-Time (6 - 11.5)	957	1,031	1,012	1,020	992
Part-Time (0.5 - 5.5)	328	300	256	236	311
Non-Credit Only	1	0	0	0	55
% Full-Time (15+ units)	23%	21%	22%	21%	22%
% Full-Time (12 - 14.5)	36%	37%	36%	37%	35%
% Part-Time (6 - 11.5)	31%	33%	33%	34%	31%
% Part-Time (0.5 - 5.5)	11%	9%	8%	8%	10%
% Non-Credit Only	<1%	0%	0%	0%	2%



Students Using Distance Education

Mathematics (MATH^)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Face-to-Face (F2F) Only	2,377	2,345	2,254	2,129	2,051
Both F2F and DE	678	757	766	833	805
Distance Education (DE) Only	56	65	54	26	68
% Face-to-Face (F2F) Only	76%	74%	73%	71%	70%
% Both F2F and DE	22%	24%	25%	28%	28%
% Distance Education (DE) Only	2%	2%	2%	1%	2%

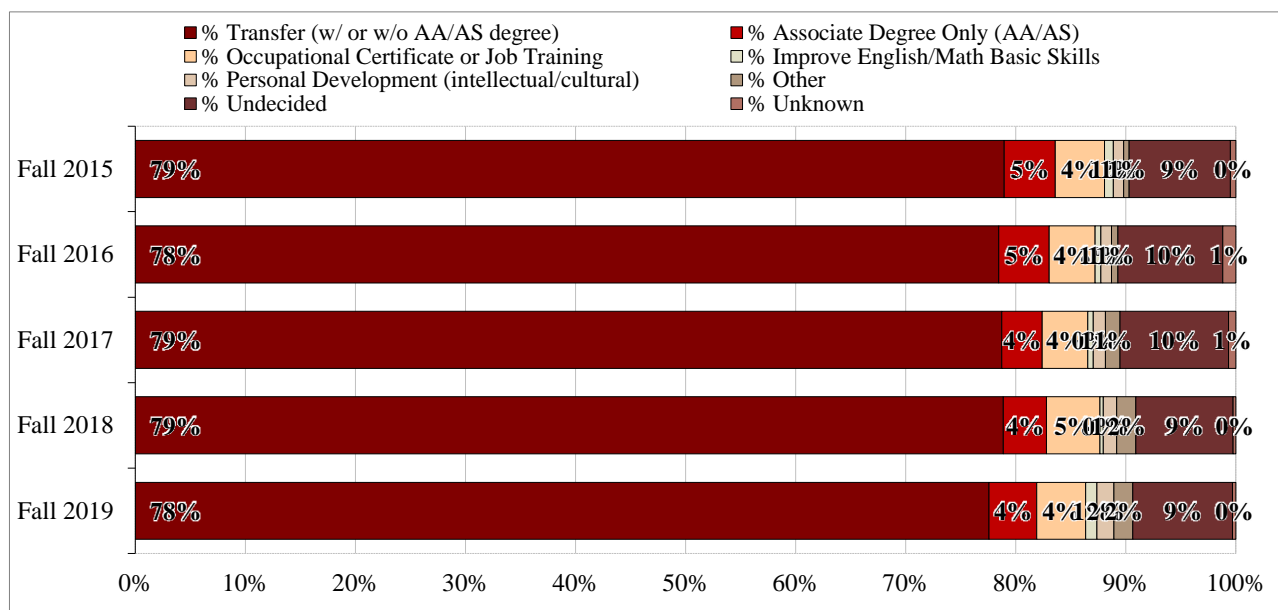


Definitions:

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

Student Educational Goal

Mathematics (MATH^)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Transfer (w/ or w/o AA/AS degree)	2,456	2,485	2,420	2,357	2,448
Associate Degree Only (AA/AS)	145	145	113	117	137
Occupational Certificate or Job Training	139	132	128	145	141
Improve English/Math Basic Skills	25	17	15	9	32
Personal Development (intellectual/cultural)	29	30	34	37	49
Other	16	19	41	52	54
Undecided	286	302	303	264	286
Unknown	15	37	20	7	9
% Transfer (w/ or w/o AA/AS degree)	79%	78%	79%	79%	78%
% Associate Degree Only (AA/AS)	5%	5%	4%	4%	4%
% Occupational Certificate or Job Training	4%	4%	4%	5%	4%
% Improve English/Math Basic Skills	1%	1%	<1%	<1%	1%
% Personal Development (intellectual/cultural)	1%	1%	1%	1%	2%
% Other	1%	1%	1%	2%	2%
% Undecided	9%	10%	10%	9%	9%
% 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.

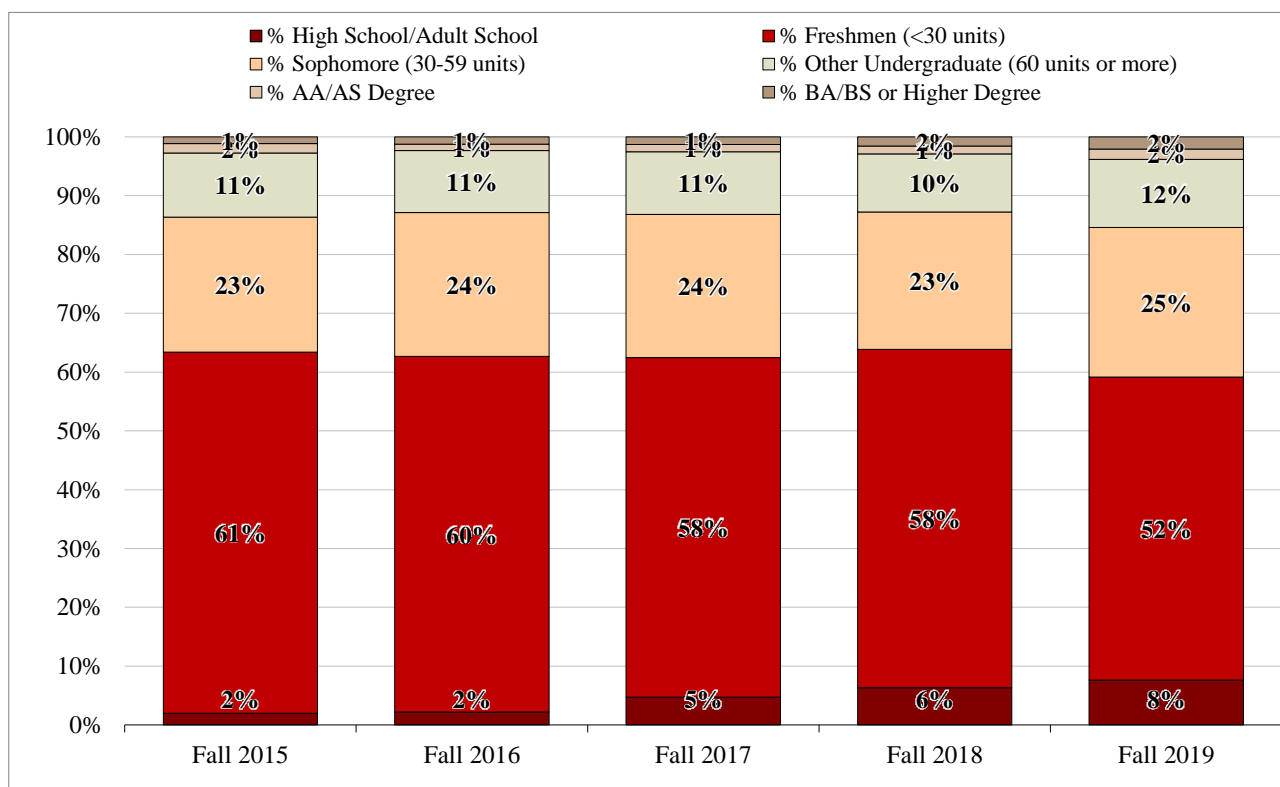
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

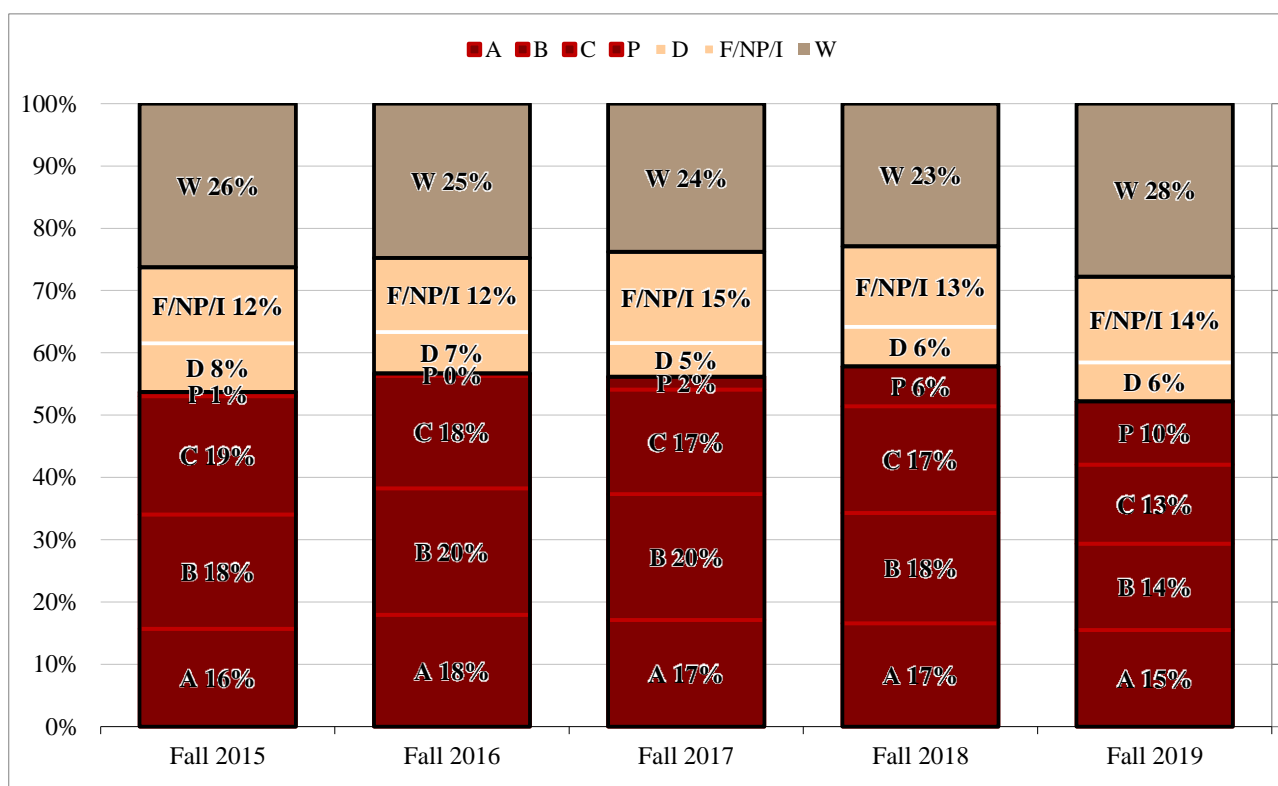
Highest Educational Level of Students

Mathematics (MATH^)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
High School/Adult School	62	69	145	189	241
Freshmen (<30 units)	1,910	1,916	1,775	1,719	1,626
Sophomore (30-59 units)	714	775	749	699	803
Other Undergraduate (60 units or more)	340	333	327	294	366
AA/AS Degree	49	35	39	41	55
BA/BS or Higher Degree	36	39	39	46	65
% High School/Adult School	2%	2%	5%	6%	8%
% Freshmen (<30 units)	61%	60%	58%	58%	52%
% Sophomore (30-59 units)	23%	24%	24%	23%	25%
% Other Undergraduate (60 units or more)	11%	11%	11%	10%	12%
% AA/AS Degree	2%	1%	1%	1%	2%
% BA/BS or Higher Degree	1%	1%	1%	2%	2%



Student Performance: Grade Distribution

Mathematics (MATH^)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Course Enrollments	3,141	3,231	3,236	3,250	3,523
Course Success Rates	54%	57%	56%	58%	52%
A	16%	18%	17%	17%	15%
B	18%	20%	20%	18%	14%
C	19%	18%	17%	17%	13%
P	1%	<1%	2%	6%	10%
Course Non-Success Rate	20%	19%	20%	19%	20%
D	8%	7%	5%	6%	6%
F/NP/I	12%	12%	15%	13%	14%
Withdrawals (W)	26%	25%	24%	23%	28%



Definitions:

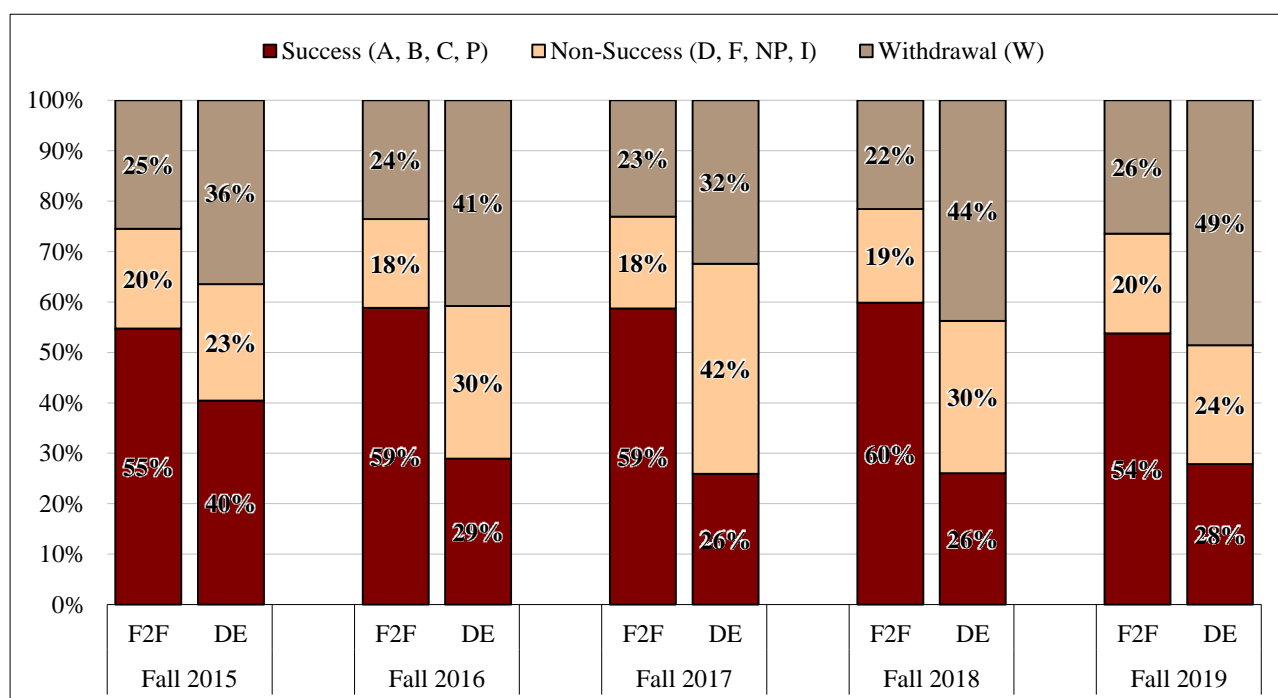
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Course Enrollments	3,141	3,231	3,236	3,250	3,523
Face-to-Face (F2F) Sections	2916	3003	2989	3058	3311
Success Rates	55%	59%	59%	60%	54%
Non-Success Rates	20%	18%	18%	19%	20%
Withdrawals	25%	24%	23%	22%	26%
Distance Education (DE) Sections	225	228	247	192	212
Success Rates	40%	29%	26%	26%	28%
Non-Success Rates	23%	30%	42%	30%	24%
Withdrawals	36%	41%	32%	44%	49%



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.

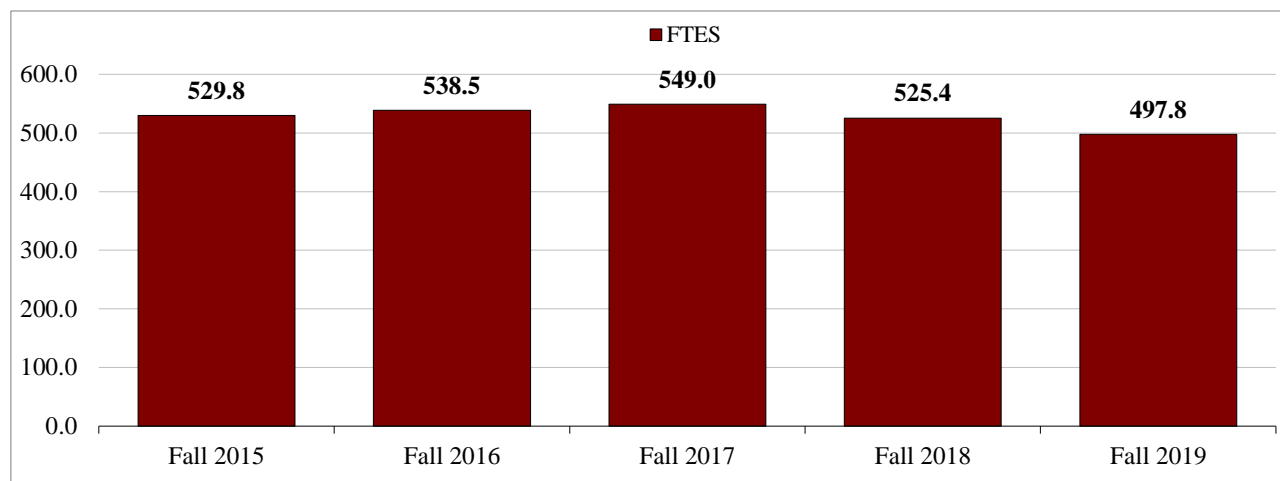
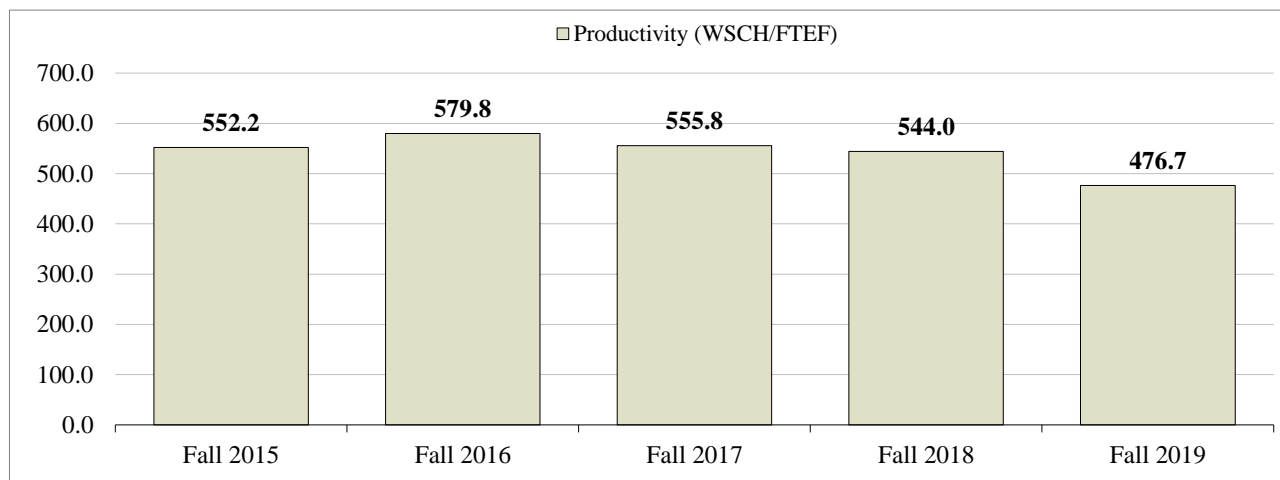
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
WSCH	16,260	16,527	16,850	16,086	15,366
FTES	529.8	538.5	549.0	525.4	497.8
FTEF	29.4	28.5	30.3	29.6	32.2
Productivity (WSCH/FTEF)	552.2	579.8	555.8	544.0	476.7



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.

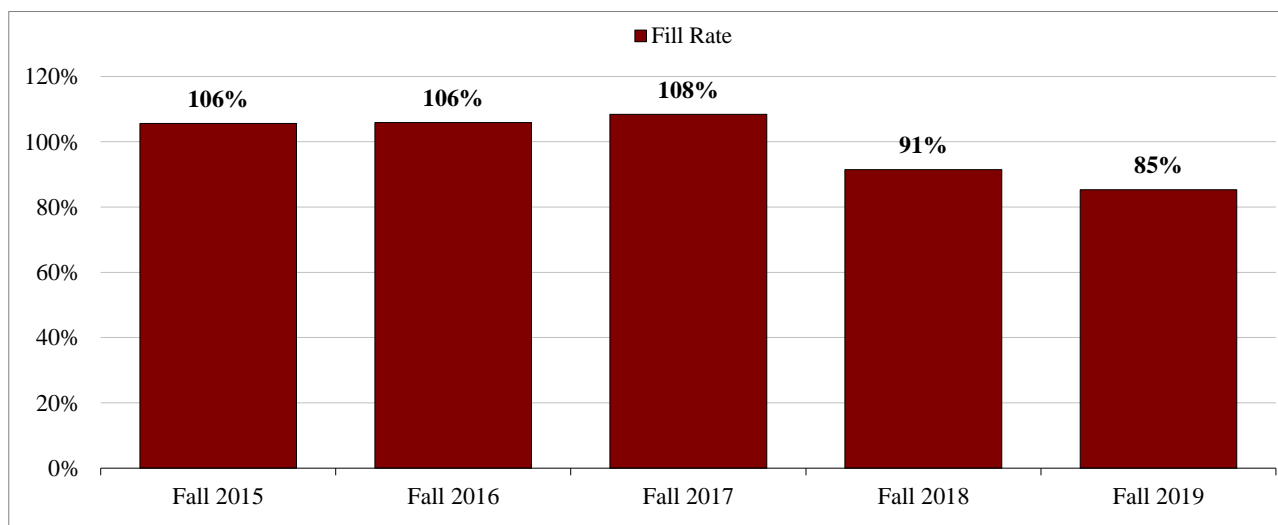
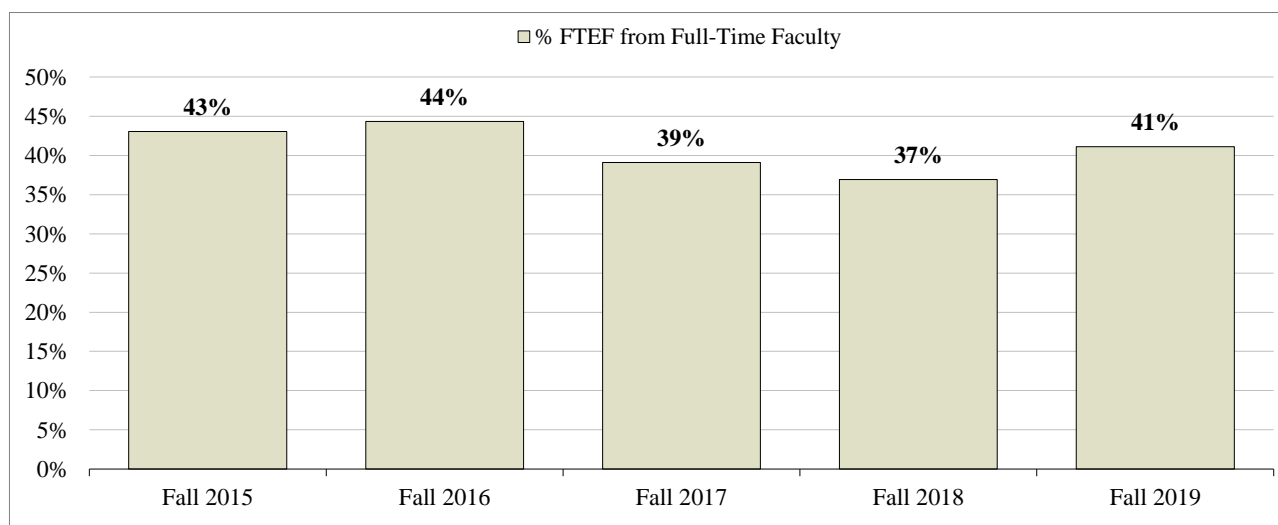
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Note: Enrollment Management data are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/14/20.

Enrollment Management: Part 2

Mathematics (MATH^)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
FTEF from Full-Time Faculty	12.7	12.6	11.9	10.9	13.3
% FTEF from Full-Time Faculty	43%	44%	39%	37%	41%
Enrollments	3,141	3,231	3,236	3,250	3,523
Capacity (seats available)	2,974	3,050	2,985	3,552	4,128
Fill Rate	106%	106%	108%	91%	85%



Definitions:

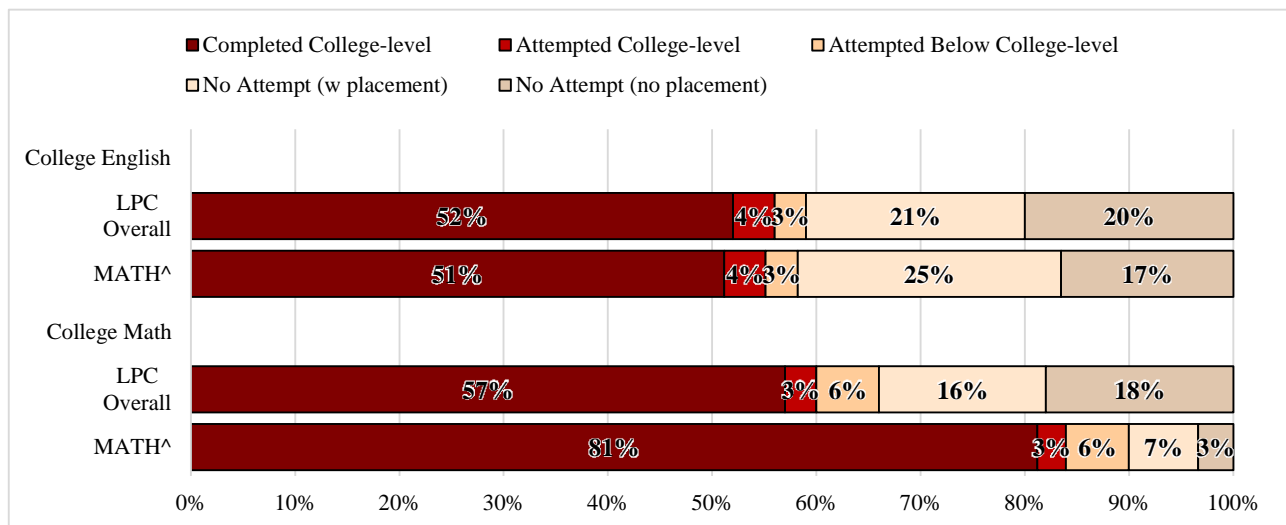
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/14/20.

College Readiness: English & Math Proficiency

Fall 2019				
	MATH [^]		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	1,496	51%	4,712	52%
Attempted College-level	116	4%	393	4%
Attempted Below College-level	90	3%	261	3%
No Attempt (with placement)	739	25%	1,887	21%
No Attempt (no placement)	483	17%	1,811	20%
College Math				
Completed College-level	2,374	81%	5,193	57%
Attempted College-level	80	3%	302	3%
Attempted Below College-level	177	6%	538	6%
No Attempt (with placement)	194	7%	1,405	16%
No Attempt (no placement)	99	3%	1,623	18%



Definitions:

College English: Completed College-level = successfully completed ENG 1A, 1AEX, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted ENG 1A or 1AEX but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted ENG 102, 104, 105, 100A, 100B, NENG 204, or ESL 25 prior to indicated term.

No Attempt (w placement) = no previous English enrollments within the sequence but has used a placement tool.

No Attempt (no placement) = no previous English enrollments within the sequence and did not utilize a placement tool.

College Math:

Completed College-level = successfully completed MATH 55, 50, NMAT 255 or 250, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted MATH 55, 50, NMAT 255 or 250 but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted MATH 110, 107, NMAT 210 or 207 prior to indicated term.

No Attempt (w placement) = no previous Math enrollments within the sequence but has used a placement tool.

No Attempt (no placement) = no previous Math enrollments within the sequence and did not utilize a placement tool.