Las Positas College

Program Review Discipline Data Packet

Fall 2015 to Fall 2019

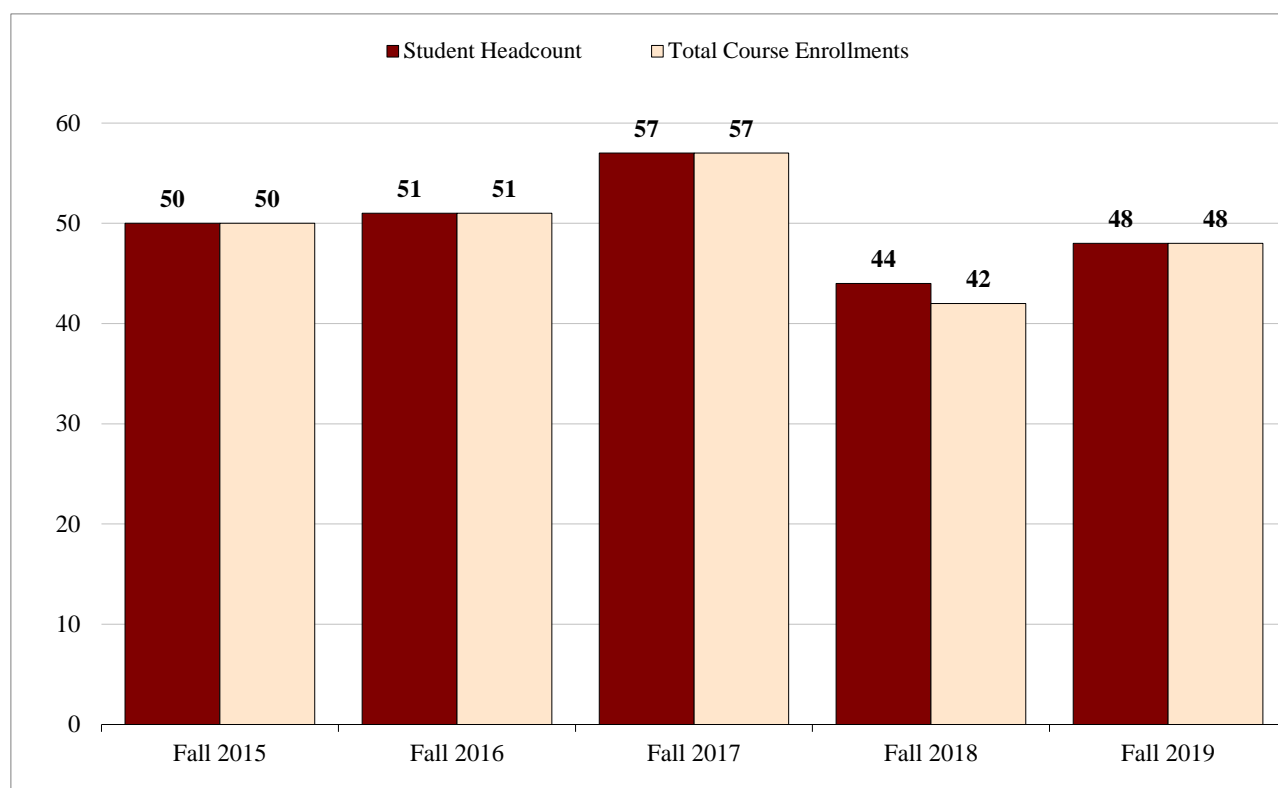Discipline:

Tutoring (TUTR^)

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

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Headcount & Enrollment

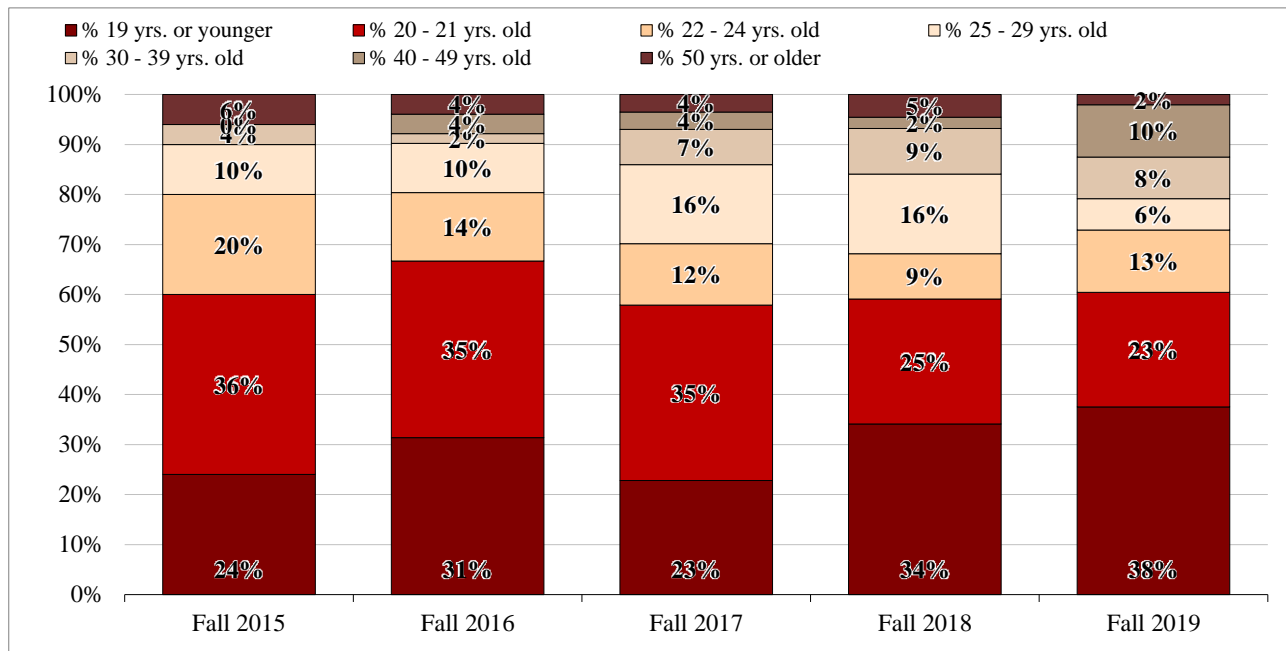| Tutoring (TUTR^)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Student Headcount	50	51	57	44	48
Total Course Enrollments	50	51	57	42	48

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				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Female	19	29	29	28	28
Male	31	22	28	16	19
19 yrs. or younger	12	16	13	15	18
20-21 yrs. old	18	18	20	11	11
22-24 yrs. old	10	7	7	4	6
25-29 yrs. old	5	5	9	7	3
30-39 yrs. old	2	1	4	4	4
40-49 yrs. old	0	2	2	1	5
50 yrs. or older	3	2	2	2	1
% Female	38%	57%	51%	64%	60%
% Male	62%	43%	49%	36%	40%
% 19 yrs. or younger	24%	31%	23%	34%	38%
% 20 - 21 yrs. old	36%	35%	35%	25%	23%
% 22 - 24 yrs. old	20%	14%	12%	9%	13%
% 25 - 29 yrs. old	10%	10%	16%	16%	6%
% 30 - 39 yrs. old	4%	2%	7%	9%	8%
% 40 - 49 yrs. old	0%	4%	4%	2%	10%
% 50 yrs. or older	6%	4%	4%	5%	2%

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Student Demographic: Race-Ethnicity

Tutoring (TUTR^)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	1	2	2	1	2
Asian	8	18	12	9	20
Filipino	4	2	2	3	1
Latino	10	12	13	7	5
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	26	16	26	19	16
Multiethnic	1	1	2	5	3
Other/Unknown	0	0	0	0	1
% African American	2%	4%	4%	2%	4%
% Asian	16%	35%	21%	20%	42%
% Filipino	8%	4%	4%	7%	2%
% Latino	20%	24%	23%	16%	10%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	52%	31%	46%	43%	33%
% Multiethnic	2%	2%	4%	11%	6%
% Other/Unknown	0%	0%	0%	0%	2%
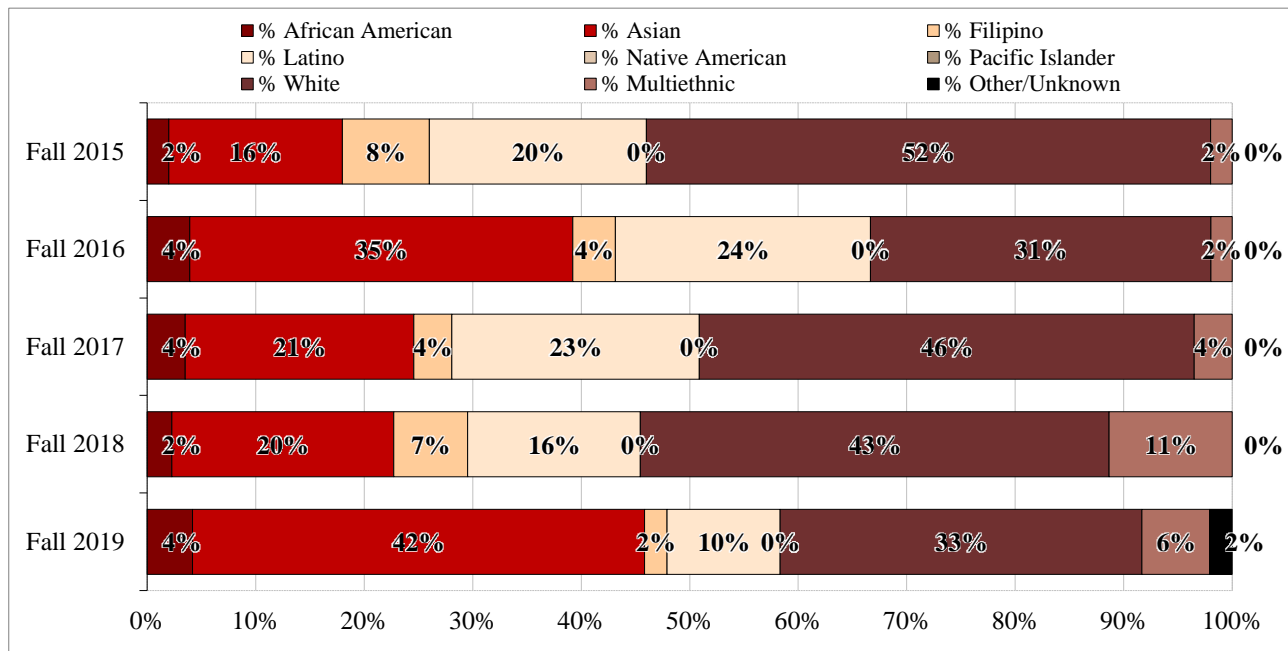
Student Enrollment Status

Tutoring (TUTR^)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
First-Time Any College	0	1	0	1	3
First-Time Transfer	1	0	1	1	1
Continuing	46	48	54	40	37
Returning	3	1	1	0	3
Concurrent Enrollment	0	0	1	2	4
% First-Time Any College	0%	2%	0%	2%	6%
% First-Time Transfer	2%	0%	2%	2%	2%
% Continuing	92%	96%	95%	91%	77%
% Returning	6%	2%	2%	0%	6%
% Concurrent Enrollment	0%	0%	2%	5%	8%
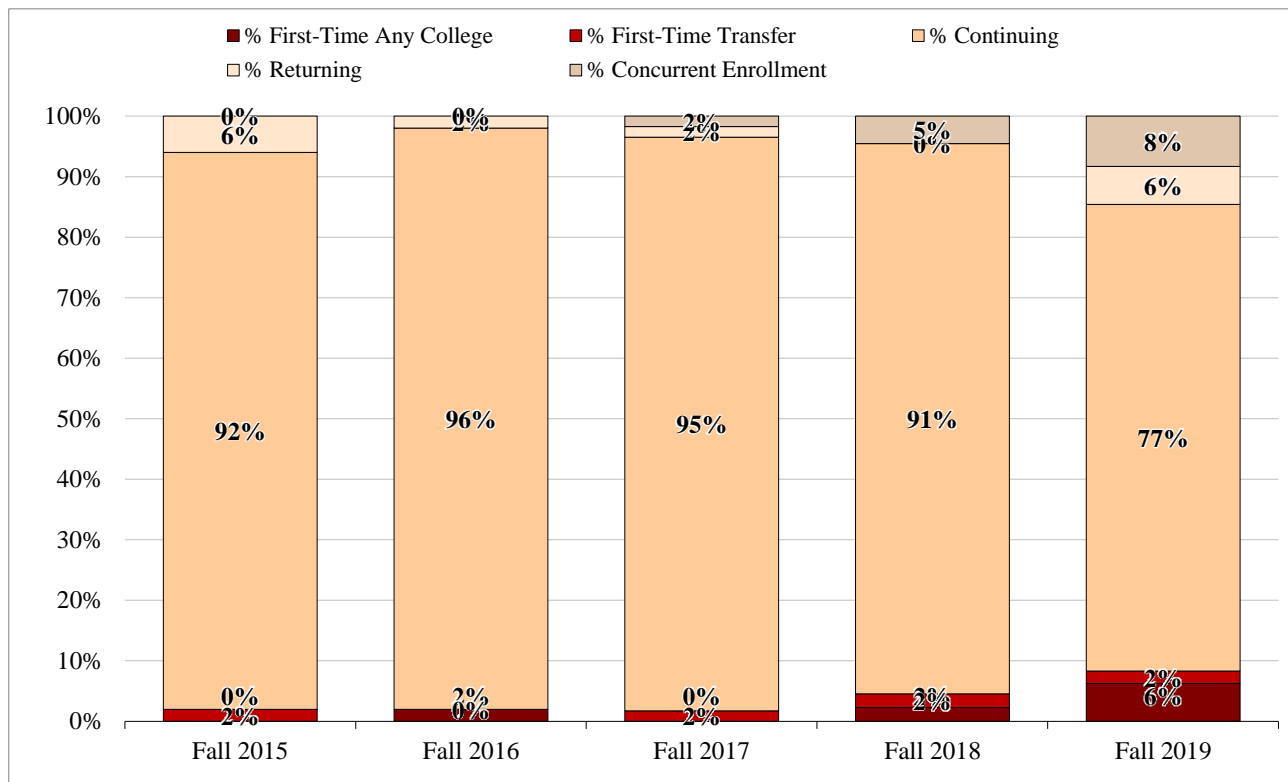
Definitions:

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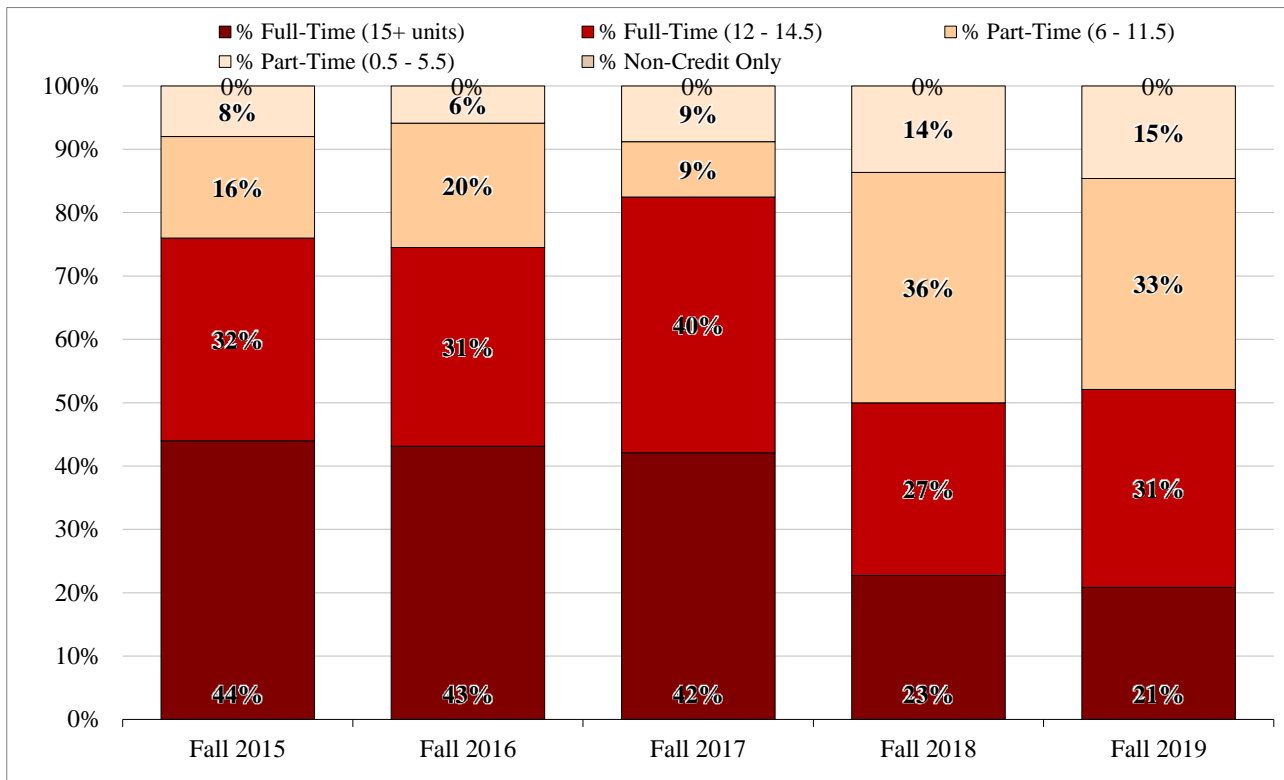
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Full-Time (15+ units)	22	22	24	10	10
Full-Time (12 - 14.5)	16	16	23	12	15
Part-Time (6 - 11.5)	8	10	5	16	16
Part-Time (0.5 - 5.5)	4	3	5	6	7
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	44%	43%	42%	23%	21%
% Full-Time (12 - 14.5)	32%	31%	40%	27%	31%
% Part-Time (6 - 11.5)	16%	20%	9%	36%	33%
% Part-Time (0.5 - 5.5)	8%	6%	9%	14%	15%
% Non-Credit Only	0%	0%	0%	0%	0%

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Students Using Distance Education

| Tutoring (TUTR^)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Face-to-Face (F2F) Only	41	37	45	32	38
Both F2F and DE	9	14	12	12	10
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	82%	73%	79%	73%	79%
% Both F2F and DE	18%	27%	21%	27%	21%
% Distance Education (DE) Only	0%	0%	0%	0%	0%
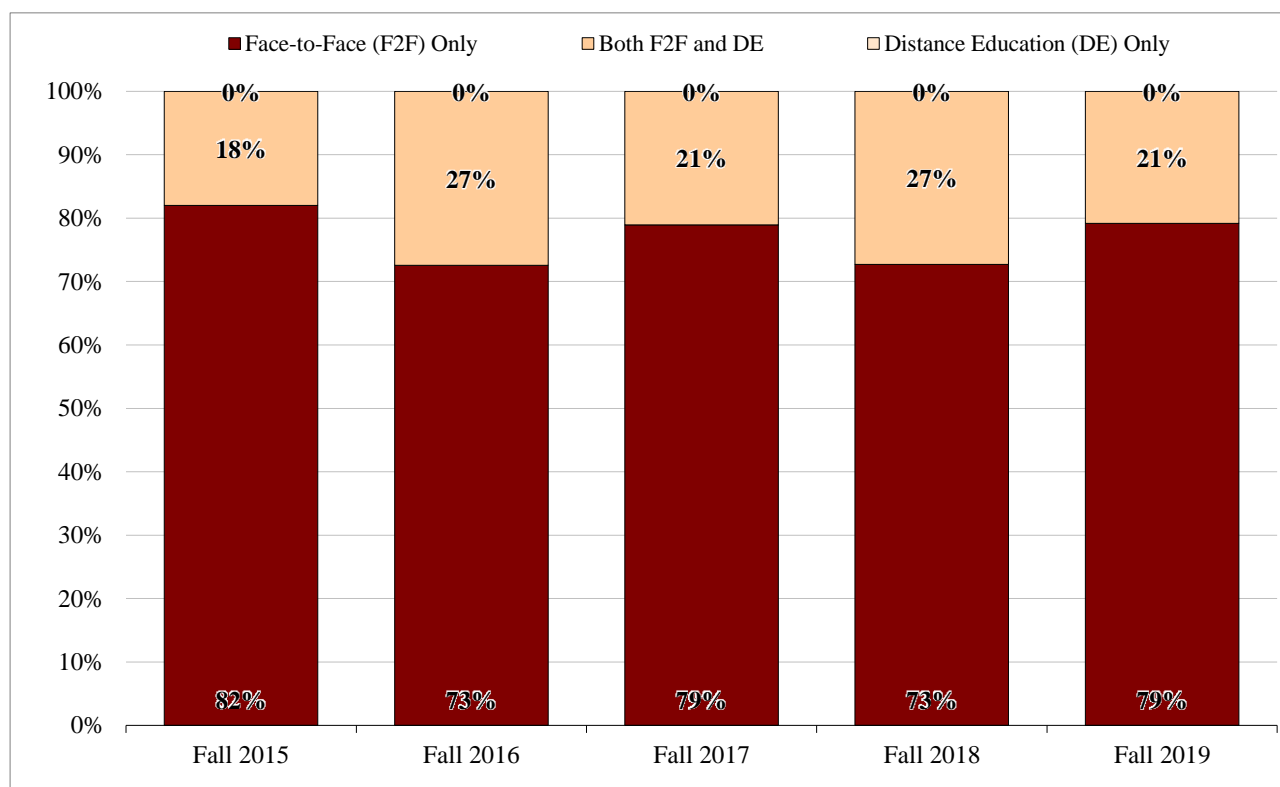
Definitions:

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

Student Educational Goal

Tutoring (TUTR^)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Transfer (w/ or w/o AA/AS degree)	37	42	44	34	34
Associate Degree Only (AA/AS)	2	2	4	1	1
Occupational Certificate or Job Training	4	4	3	4	5
Improve English/Math Basic Skills	1	0	2	1	1
Personal Development (intellectual/cultural)	0	1	1	3	0
Other	0	0	0	1	1
Undecided	5	2	3	0	6
Unknown	1	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	74%	82%	77%	77%	71%
% Associate Degree Only (AA/AS)	4%	4%	7%	2%	2%
% Occupational Certificate or Job Training	8%	8%	5%	9%	10%
% Improve English/Math Basic Skills	2%	0%	4%	2%	2%
% Personal Development (intellectual/cultural)	0%	2%	2%	7%	0%
% Other	0%	0%	0%	2%	2%
% Undecided	10%	4%	5%	0%	13%
% Unknown	2%	0%	0%	0%	0%
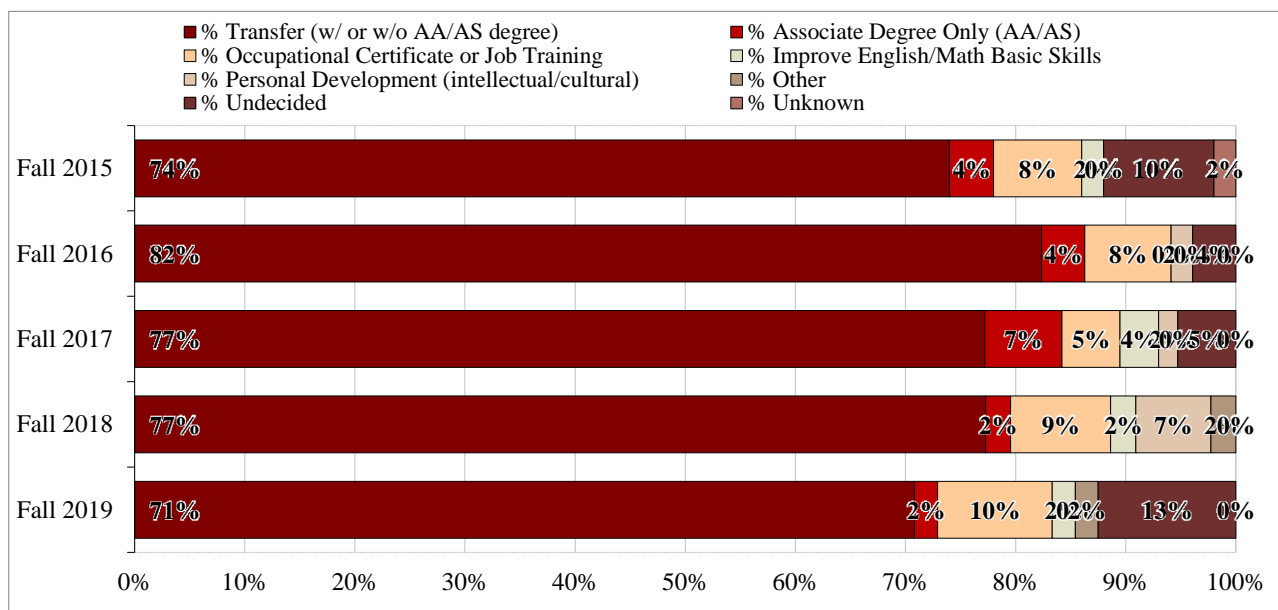
Definitions:

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				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
High School/Adult School	0	0	1	4	6
Freshmen (<30 units)	5	6	6	4	5
Sophomore (30-59 units)	24	28	24	10	19
Other Undergraduate (60 units or more)	16	11	17	19	9
AA/AS Degree	1	1	2	2	1
BA/BS or Higher Degree	4	5	7	5	8
% High School/Adult School	0%	0%	2%	9%	13%
% Freshmen (<30 units)	10%	12%	11%	9%	10%
% Sophomore (30-59 units)	48%	55%	42%	23%	40%
% Other Undergraduate (60 units or more)	32%	22%	30%	43%	19%
% AA/AS Degree	2%	2%	4%	5%	2%
% BA/BS or Higher Degree	8%	10%	12%	11%	17%
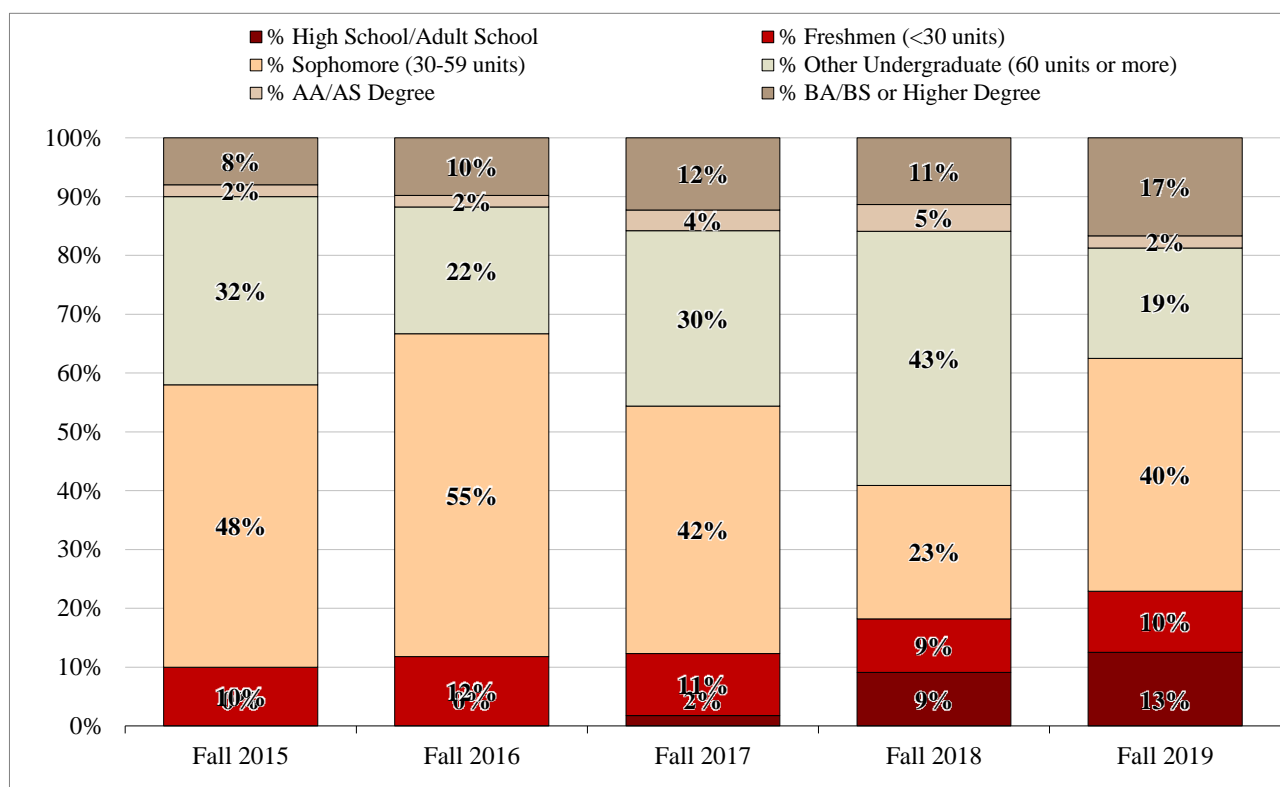
Student Performance: Grade Distribution

| Tutoring (TUTR^)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Total Course Enrollments	**50**	**51**	**57**	**42**	**48**
Course Success Rates	**96%**	**96%**	**98%**	**95%**	**96%**
A	0%	6%	84%	80%	67%
B	0%	0%	5%	9%	17%
C	0%	0%	2%	0%	8%
P	96%	90%	7%	7%	4%
Course Non-Success Rate	**2%**	**0%**	**2%**	**0%**	**2%**
D	0%	0%	2%	0%	0%
F/NP/I	2%	0%	0%	0%	2%
Withdrawals (W)	**2%**	**4%**	**0%**	**5%**	**2%**
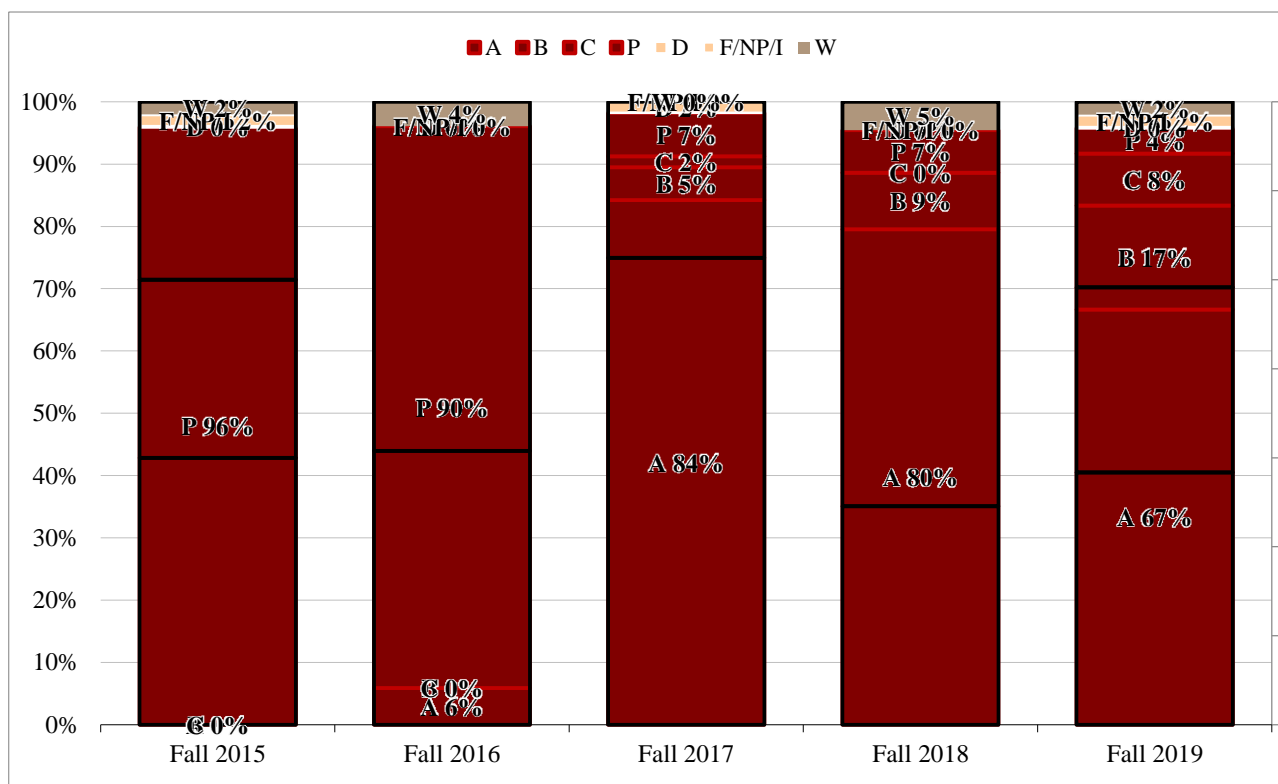
Definitions:

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				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Total Course Enrollments	**50**	**51**	**57**	**42**	**48**
Face-to-Face (F2F) Sections	**50**	**51**	**57**	**42**	**48**
Success Rates	96%	96%	98%	95%	96%
Non-Success Rates	2%	0%	2%	0%	2%
Withdrawals	2%	4%	0%	5%	2%
Distance Education (DE) Sections	—	—	—	—	—
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—
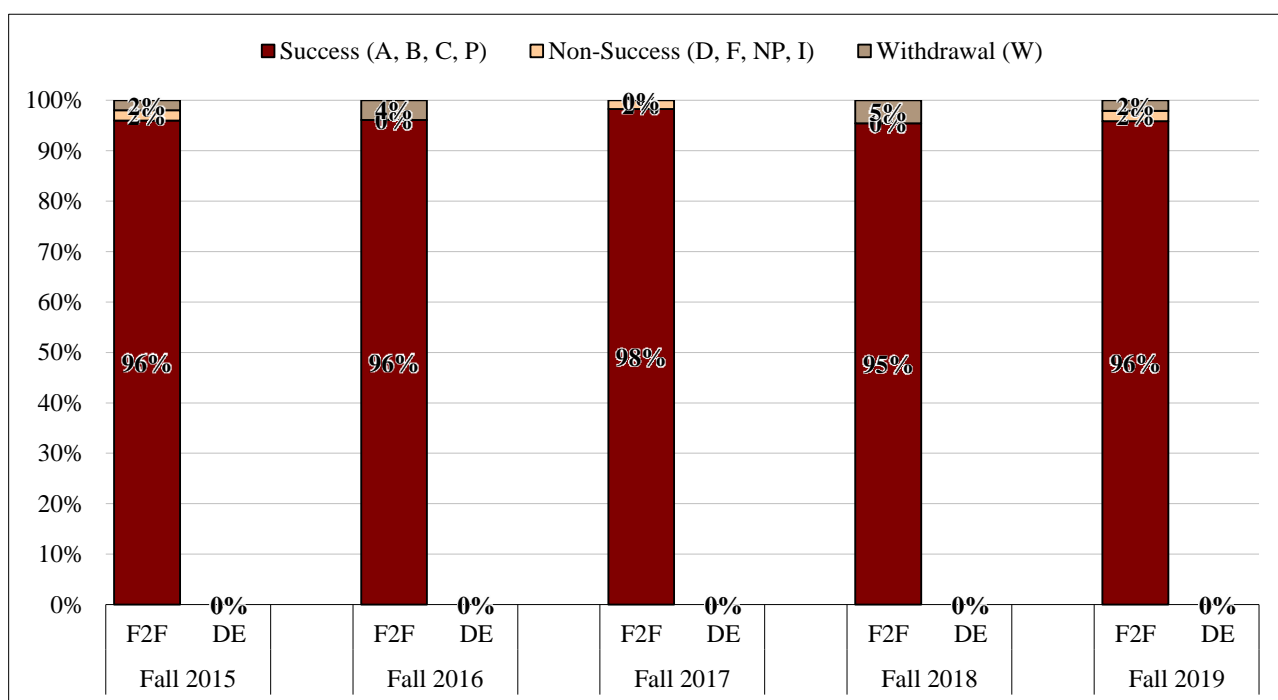
Definitions:

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				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
WSCH	73	75	86	31	25
FTES	2.3	1.8	2.7	1.1	0.8
FTEF	0.2	0.2	0.2	0.2	0.0
Productivity (WSCH/FTEF)	439.8	451.8	518.1	186.7	757.6
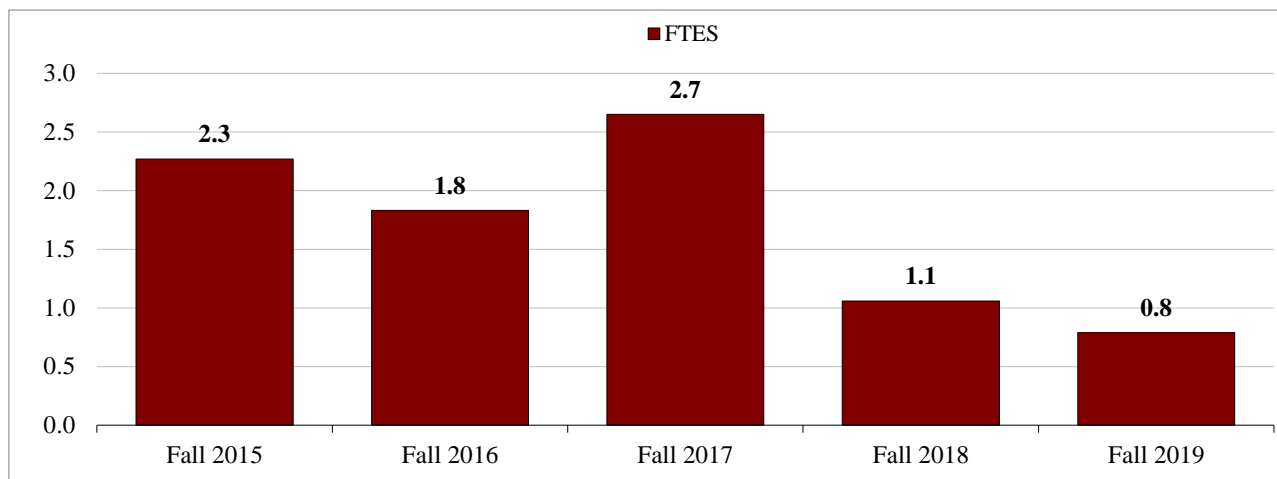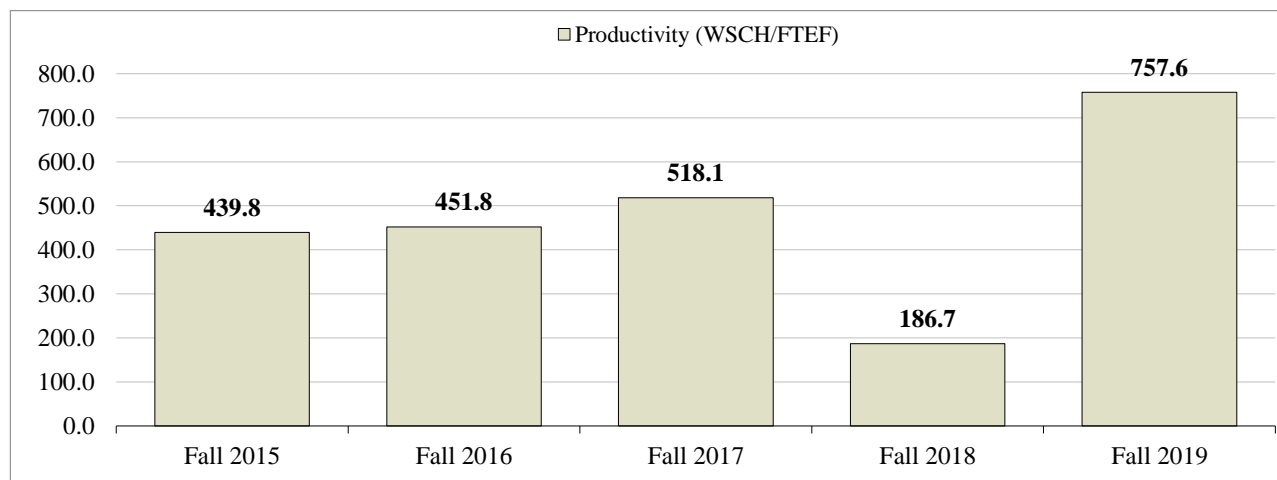
Definitions:

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

| Tutoring (TUTR^)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
FTEF from Full-Time Faculty	0.0	0.0	0.0	0.2	0.0
% FTEF from Full-Time Faculty	0%	0%	0%	100%	100%
Enrollments	50	51	57	42	48
Capacity (seats available)	70	70	70	70	70
Fill Rate	71%	73%	81%	60%	69%
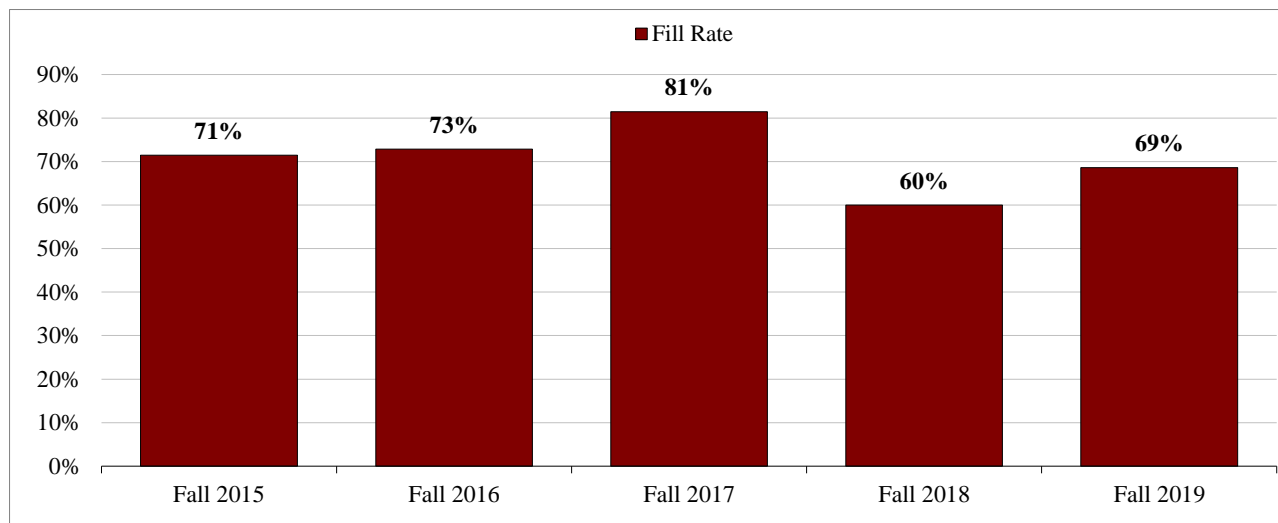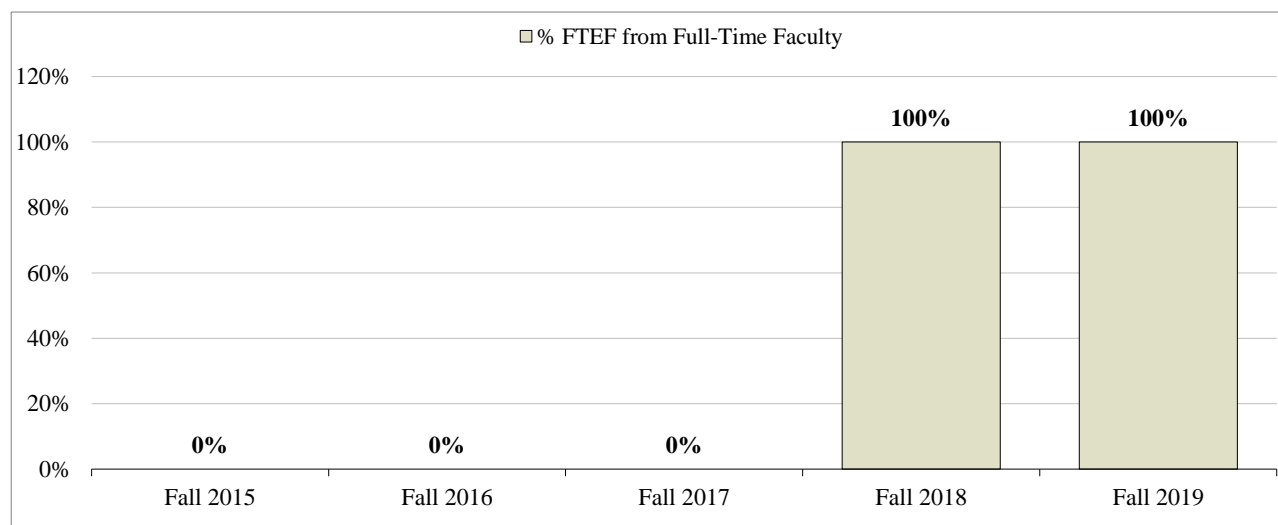
Definitions:

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					
	TUTR^			LPC Overall	
	Num	Pct		Num	Pct
College English					
Completed College-level	0	#DIV/0!		4,712	52%
Attempted College-level	0	#DIV/0!		393	4%
Attempted Below College-level	0	#DIV/0!		261	3%
No Attempt (with placement)	0	#DIV/0!		1,887	21%
No Attempt (no placement)	0	#DIV/0!		1,811	20%
College Math					
Completed College-level	46	96%		5,193	57%
Attempted College-level	0	0%		302	3%
Attempted Below College-level	0	0%		538	6%
No Attempt (with placement)	0	0%		1,405	16%
No Attempt (no placement)	2	4%		1,623	18%
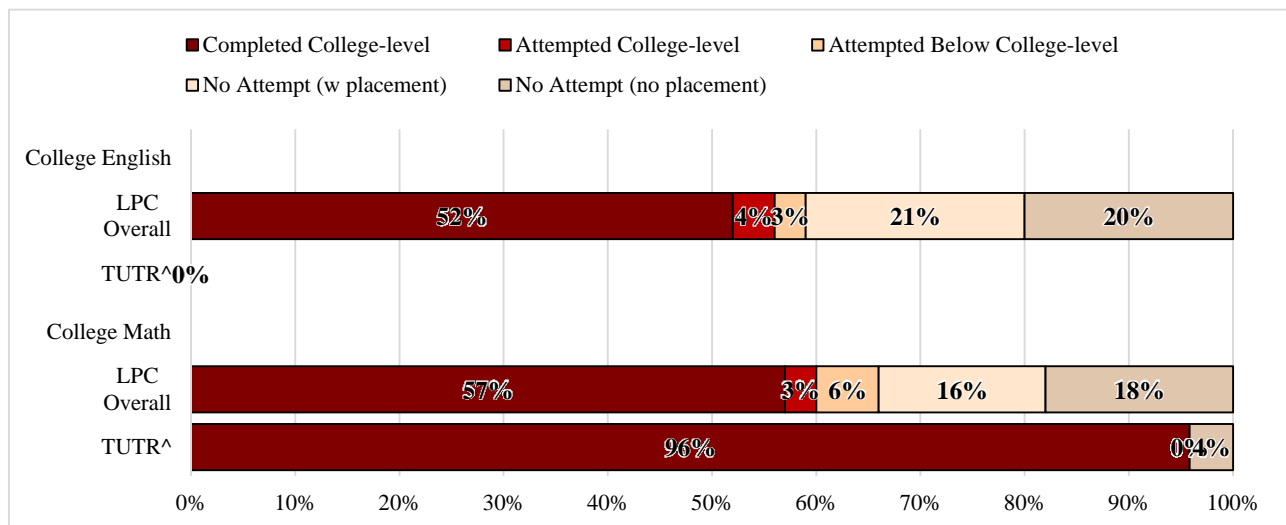
Definitions:

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

College Math:

Completed College-level = succesfully 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 Atempt (no placement) = no previous Math enrollments within the sequence and did not utilize a placement tool.