Las Positas College

Discipline Program Review Data Packet

Fall 2016 to Fall 2020
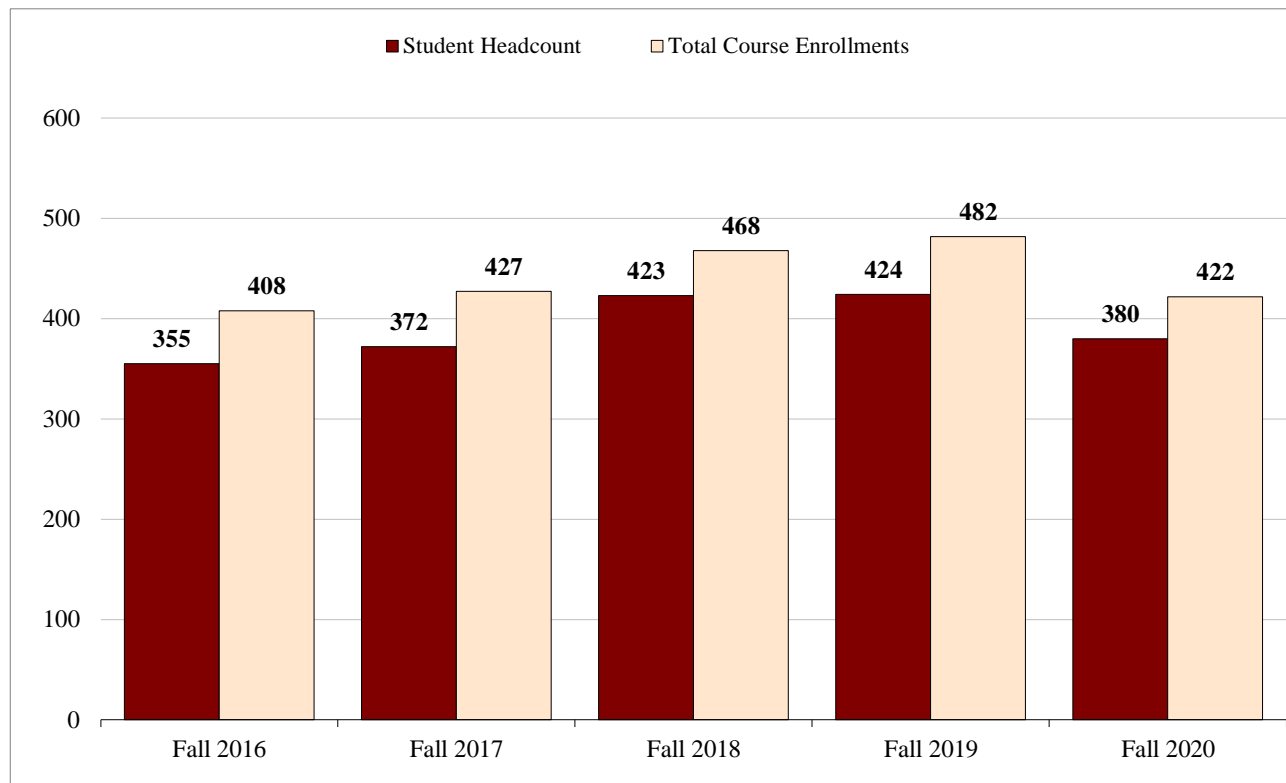
Discipline:

Computer Science (CS)

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Headcount & Enrollment

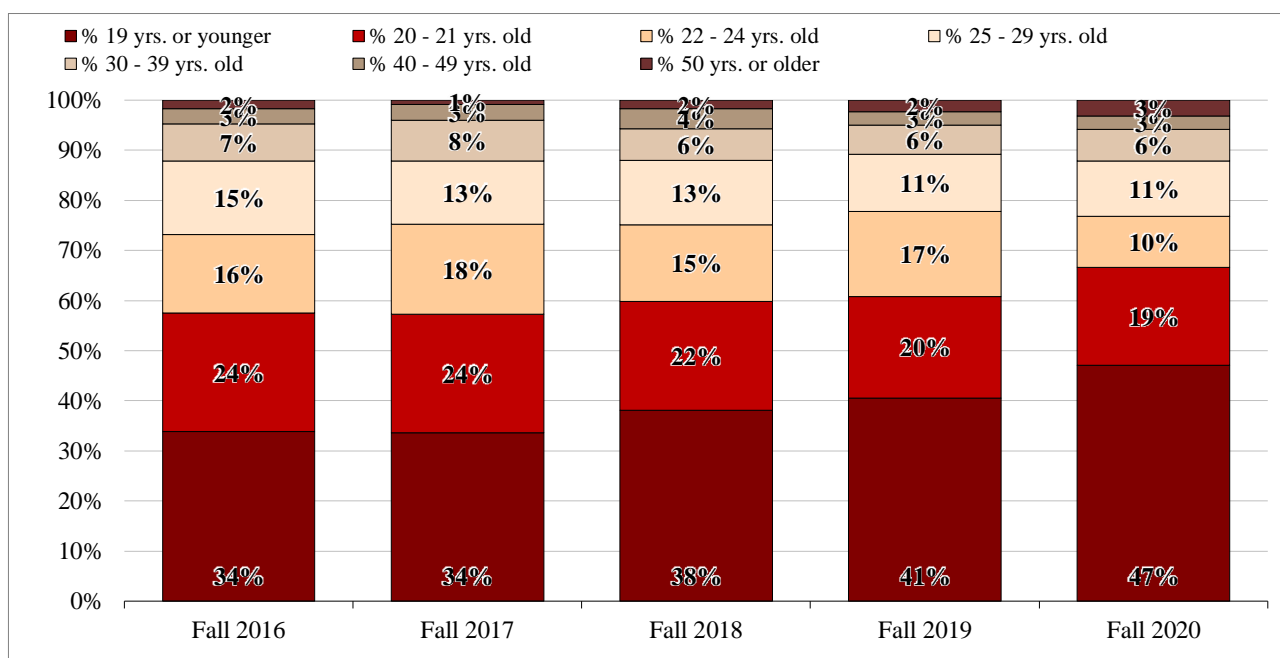| Computer Science (CS)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Student Headcount	355	372	423	424	380
Total Course Enrollments	408	427	468	482	422

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

Computer Science (CS)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Female	79	80	89	91	93
Male	269	283	327	326	280
19 yrs. or younger	120	125	161	172	179
20-21 yrs. old	84	88	92	86	74
22-24 yrs. old	56	67	65	72	39
25-29 yrs. old	52	47	54	48	42
30-39 yrs. old	26	30	27	25	24
40-49 yrs. old	11	12	17	11	10
50 yrs. or older	6	3	7	10	12
% Female	23%	22%	21%	22%	25%
% Male	77%	78%	79%	78%	75%
% 19 yrs. or younger	34%	34%	38%	41%	47%
% 20 - 21 yrs. old	24%	24%	22%	20%	19%
% 22 - 24 yrs. old	16%	18%	15%	17%	10%
% 25 - 29 yrs. old	15%	13%	13%	11%	11%
% 30 - 39 yrs. old	7%	8%	6%	6%	6%
% 40 - 49 yrs. old	3%	3%	4%	3%	3%
% 50 yrs. or older	2%	1%	2%	2%	3%

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Student Demographic: Race-Ethnicity

Computer Science (CS)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
African American	10	12	12	15	11
Asian	86	95	127	141	135
Filipino	25	19	27	35	17
Latino	65	73	81	69	70
Native American	0	0	0	0	0
Pacific Islander	1	3	3	2	0
White	135	142	135	133	112
Multiethnic	29	26	36	19	26
Other/Unknown	4	2	2	10	9
% African American	3%	3%	3%	4%	3%
% Asian	24%	26%	30%	33%	36%
% Filipino	7%	5%	6%	8%	4%
% Latino	18%	20%	19%	16%	18%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	<1%	1%	1%	<1%	0%
% White	38%	38%	32%	31%	29%
% Multiethnic	8%	7%	9%	4%	7%
% Other/Unknown	1%	1%	<1%	2%	2%
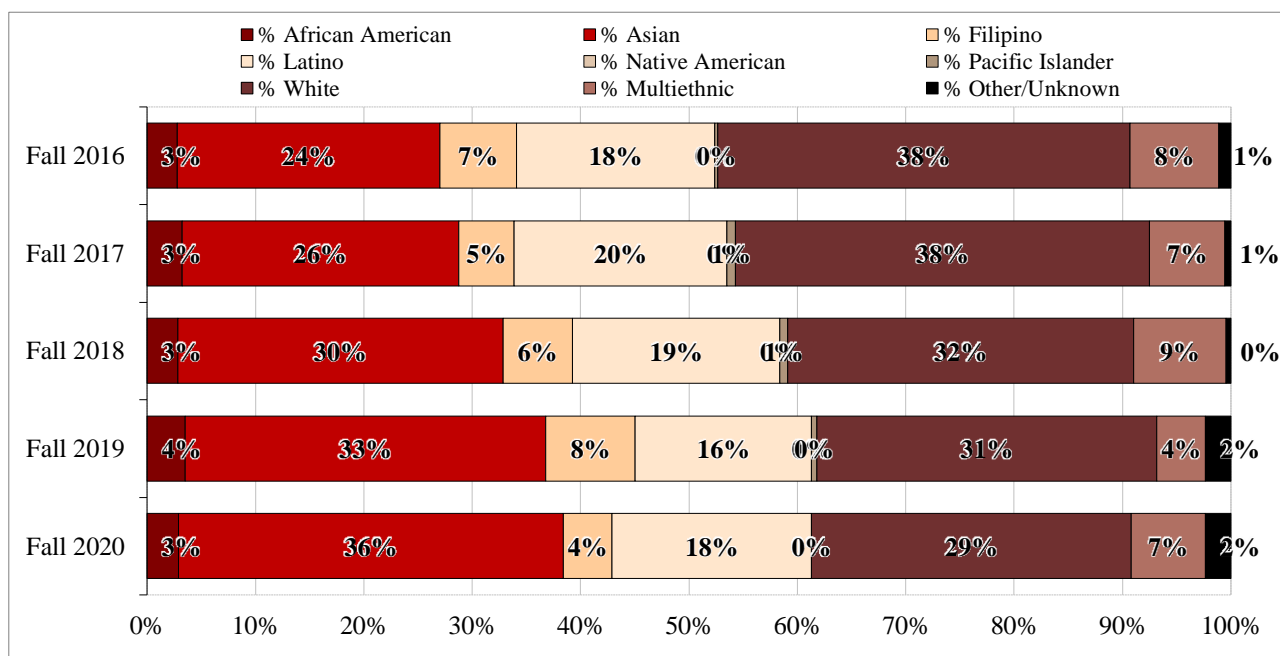
Student Enrollment Status

Computer Science (CS)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
First-Time Any College	49	39	80	75	84
First-Time Transfer	29	29	28	25	12
Continuing	245	265	293	289	241
Returning	26	26	15	23	19
Concurrent Enrollment	6	13	7	12	24
% First-Time Any College	14%	10%	19%	18%	22%
% First-Time Transfer	8%	8%	7%	6%	3%
% Continuing	69%	71%	69%	68%	63%
% Returning	7%	7%	4%	5%	5%
% Concurrent Enrollment	2%	3%	2%	3%	6%
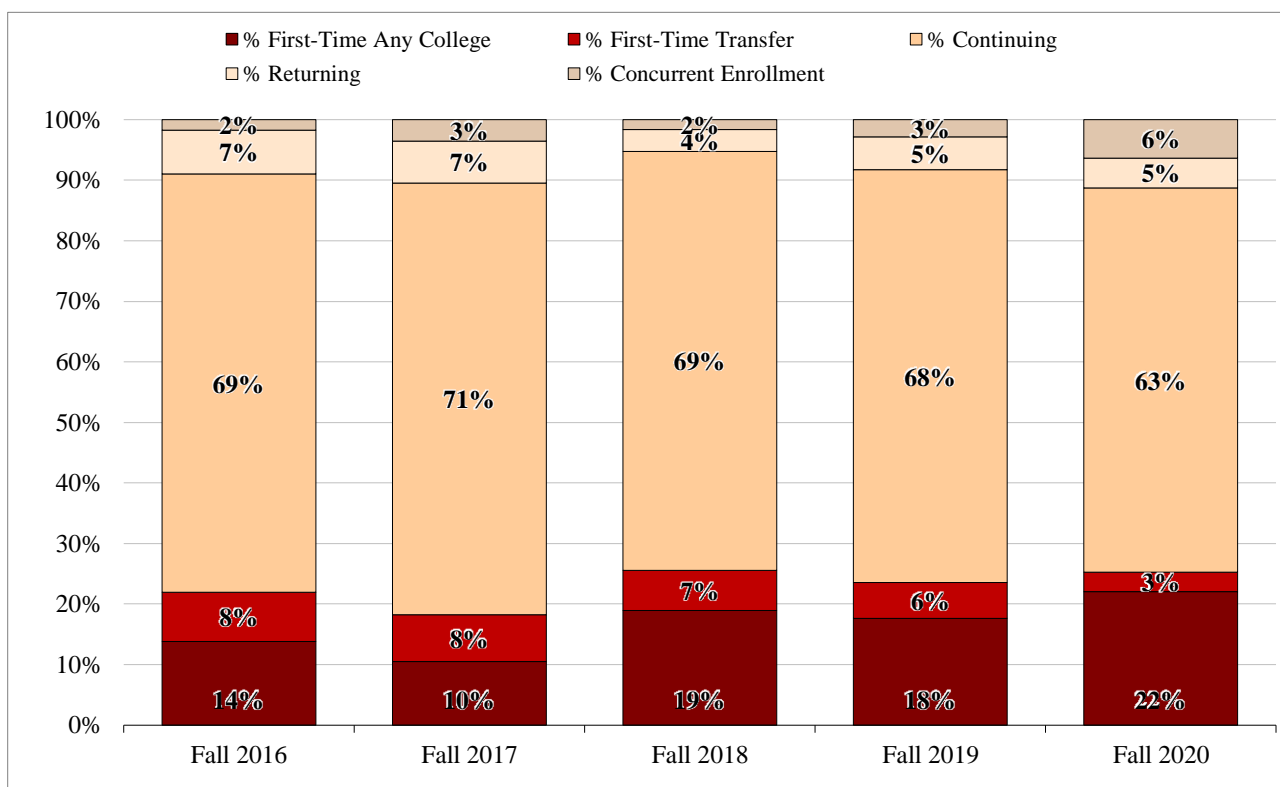
Definitions:

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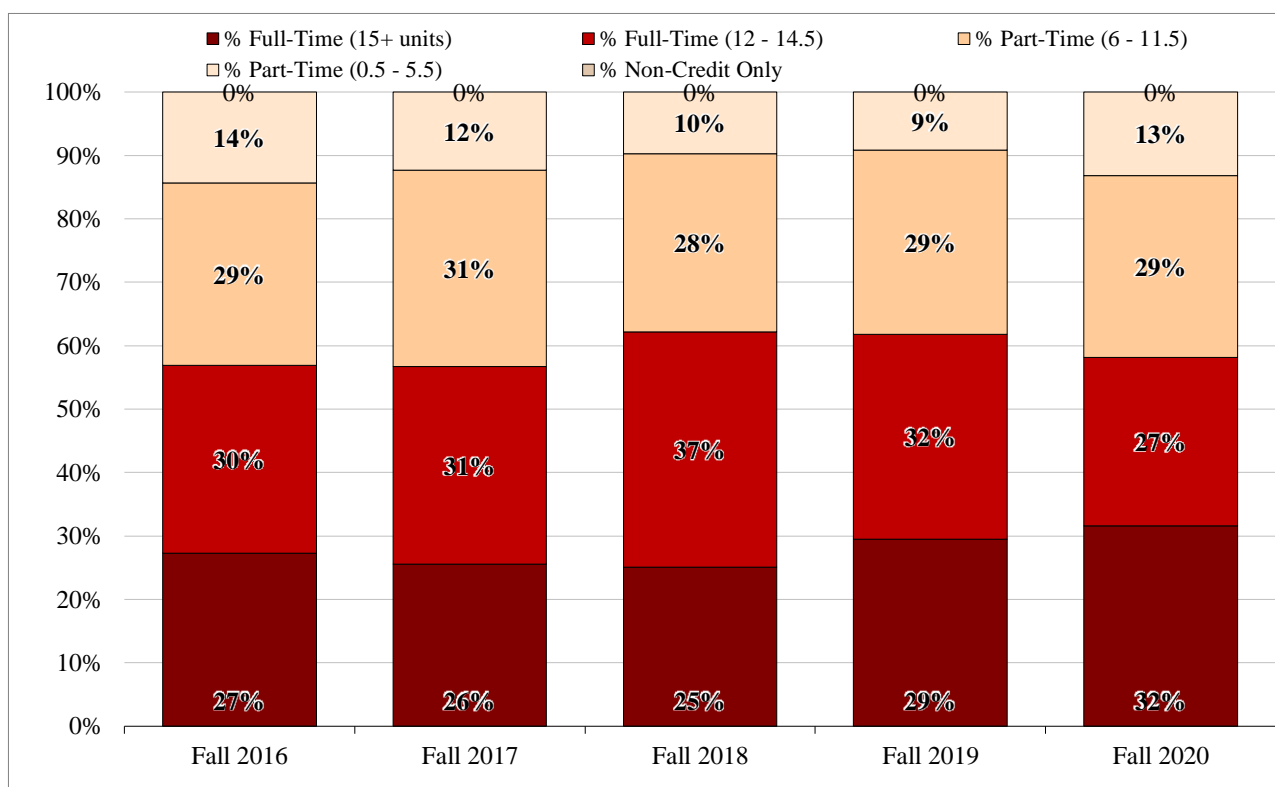
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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

Computer Science (CS)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Full-Time (15+ units)	97	95	106	125	120
Full-Time (12 - 14.5)	105	116	157	137	101
Part-Time (6 - 11.5)	102	115	119	123	109
Part-Time (0.5 - 5.5)	51	46	41	39	50
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	27%	26%	25%	29%	32%
% Full-Time (12 - 14.5)	30%	31%	37%	32%	27%
% Part-Time (6 - 11.5)	29%	31%	28%	29%	29%
% Part-Time (0.5 - 5.5)	14%	12%	10%	9%	13%
% Non-Credit Only	0%	0%	0%	0%	0%

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Students Using Distance Education

| Computer Science (CS)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Face-to-Face (F2F) Only	284	306	331	323	0
Both F2F and DE	70	65	92	101	2
Distance Education (DE) Only	1	1	0	0	378
% Face-to-Face (F2F) Only	80%	82%	78%	76%	0%
% Both F2F and DE	20%	17%	22%	24%	1%
% Distance Education (DE) Only	<1%	<1%	0%	0%	99%
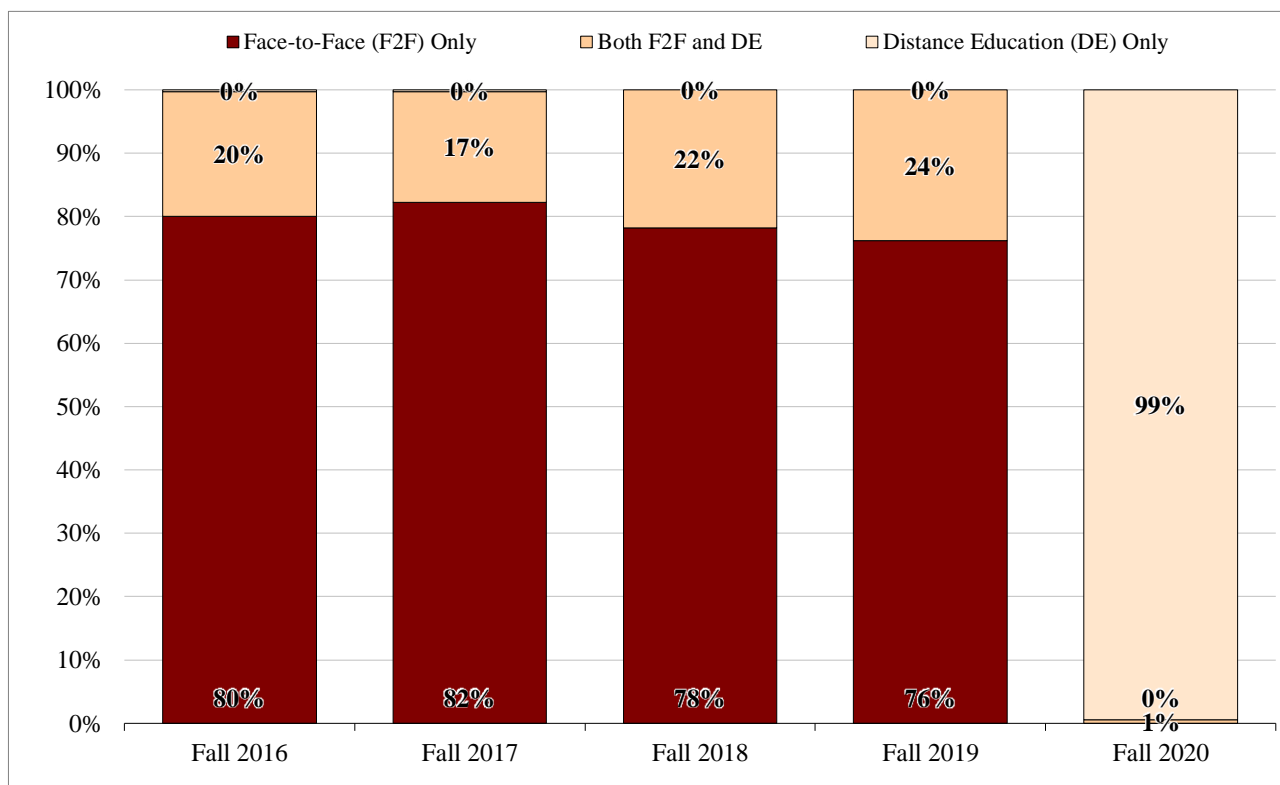
Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Student Educational Goal

Computer Science (CS)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Transfer (w/ or w/o AA/AS degree)	272	278	345	328	289
Associate Degree Only (AA/AS)	14	12	15	19	14
Occupational Certificate or Job Training	28	34	31	34	30
Improve English/Math Basic Skills	1	2	2	4	4
Personal Development (intellectual/cultural)	5	8	7	13	11
Other	0	5	1	2	11
Undecided	32	32	22	24	21
Unknown	3	1	0	0	0
% Transfer (w/ or w/o AA/AS degree)	77%	75%	82%	77%	76%
% Associate Degree Only (AA/AS)	4%	3%	4%	4%	4%
% Occupational Certificate or Job Training	8%	9%	7%	8%	8%
% Improve English/Math Basic Skills	<1%	1%	<1%	1%	1%
% Personal Development (intellectual/cultural)	1%	2%	2%	3%	3%
% Other	0%	1%	<1%	<1%	3%
% Undecided	9%	9%	5%	6%	6%
% Unknown	1%	<1%	0%	0%	0%
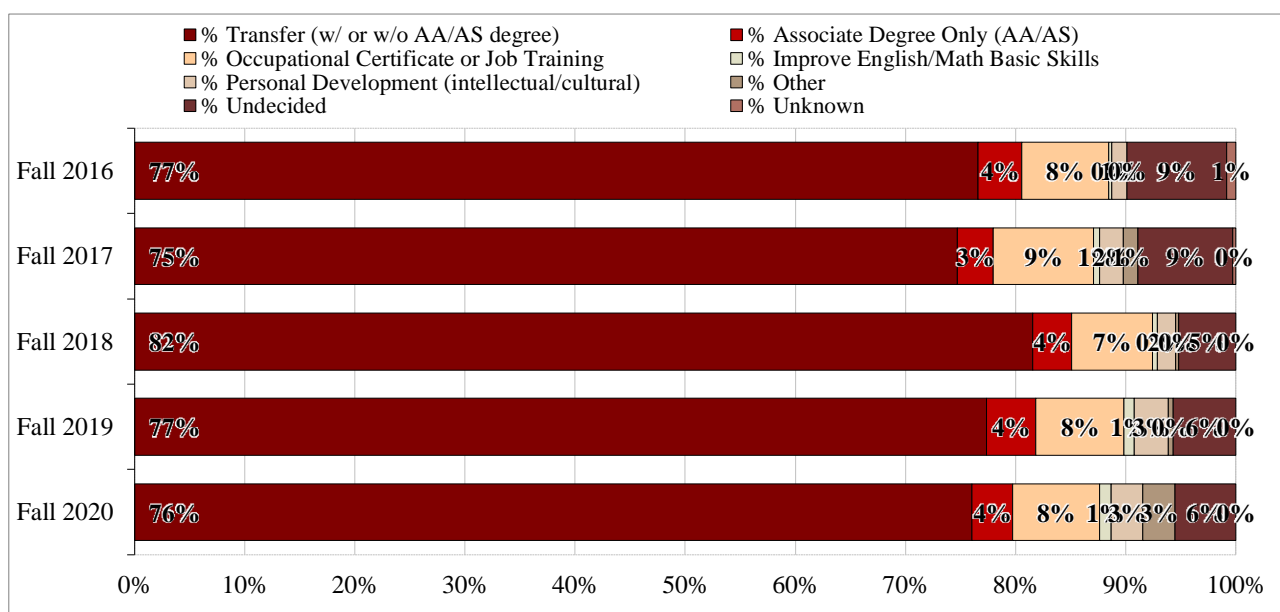
Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.
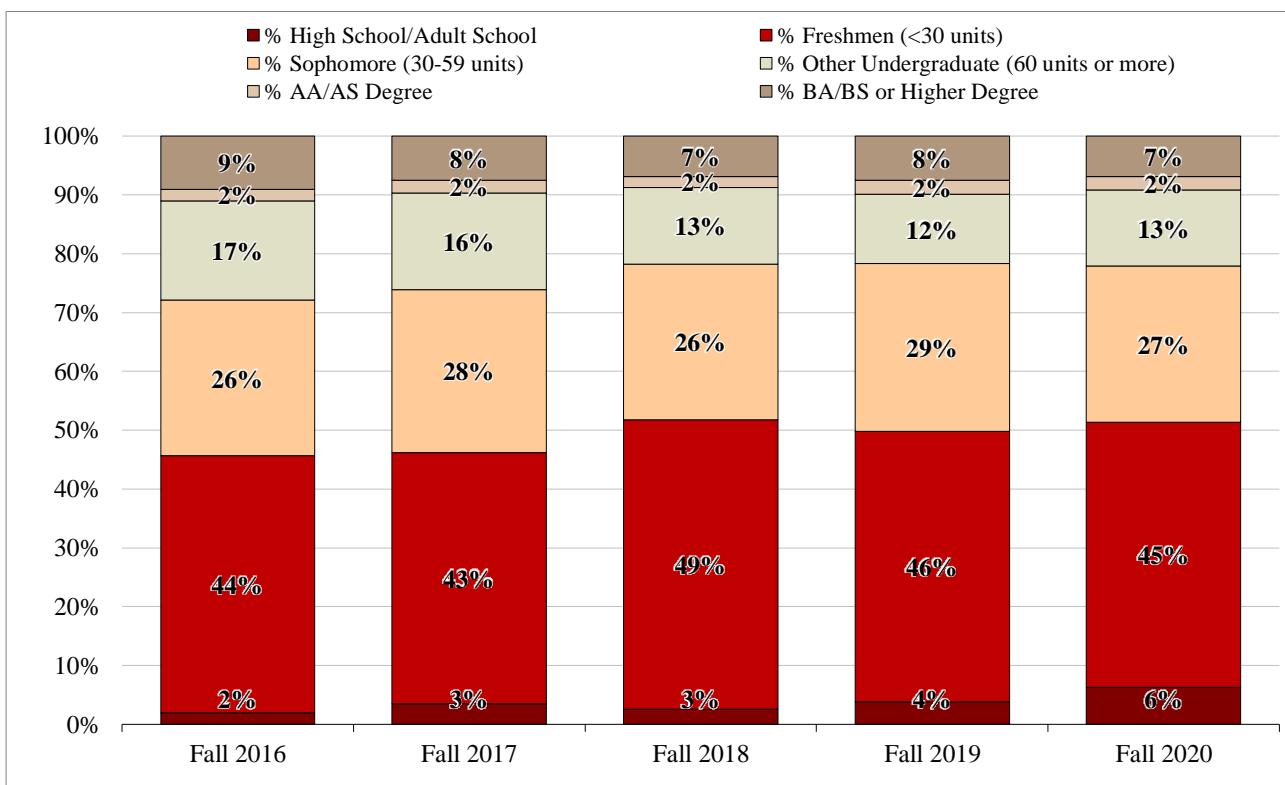
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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

Computer Science (CS)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
High School/Adult School	7	13	11	16	24
Freshmen (<30 units)	155	159	208	195	171
Sophomore (30-59 units)	94	103	112	121	101
Other Undergraduate (60 units or more)	60	61	55	50	49
AA/AS Degree	7	8	8	10	9
BA/BS or Higher Degree	32	28	29	32	26
% High School/Adult School	2%	3%	3%	4%	6%
% Freshmen (<30 units)	44%	43%	49%	46%	45%
% Sophomore (30-59 units)	26%	28%	26%	29%	27%
% Other Undergraduate (60 units or more)	17%	16%	13%	12%	13%
% AA/AS Degree	2%	2%	2%	2%	2%
% BA/BS or Higher Degree	9%	8%	7%	8%	7%

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Student Performance: Grade Distribution

| Computer Science (CS)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Total Course Enrollments	408	427	468	482	422
Course Success Rates	**58%**	**66%**	**66%**	**64%**	**67%**
A	26%	32%	33%	31%	36%
B	21%	19%	20%	21%	21%
C	11%	15%	12%	12%	9%
P	0%	0%	0%	<1%	<1%
Course Non-Success Rate	**18%**	**18%**	**16%**	**11%**	**13%**
D	7%	5%	5%	5%	5%
F*	11%	13%	11%	6%	8%
Withdrawals (See Note)	**24%**	**16%**	**18%**	**25%**	**20%**
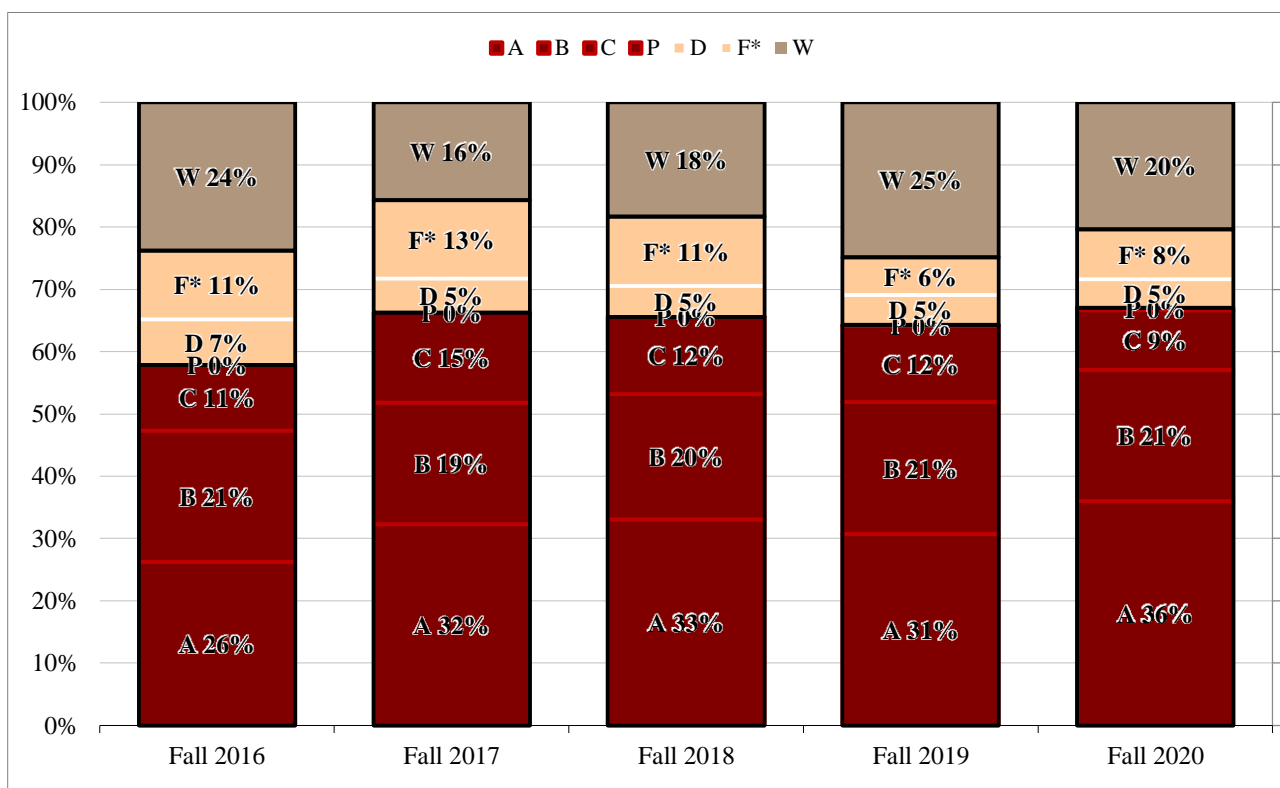
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D' or F* (includes: 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP').

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW', or, (2) a course dropped due to COVID-19.

Student Performance: Distance Education

Computer Science (CS)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Total Course Enrollments	408	427	468	482	422
Face-to-Face (F2F) Sections	404	421	466	478	0
Success Rates	58%	66%	66%	64%	—
Non-Success Rates	19%	18%	16%	11%	—
Withdrawals	24%	16%	18%	25%	—
Distance Education (DE) Sections	4	6	2	4	422
Success Rates	50%	83%	50%	100%	67%
Non-Success Rates	0%	0%	50%	0%	13%
Withdrawals	50%	17%	0%	0%	20%
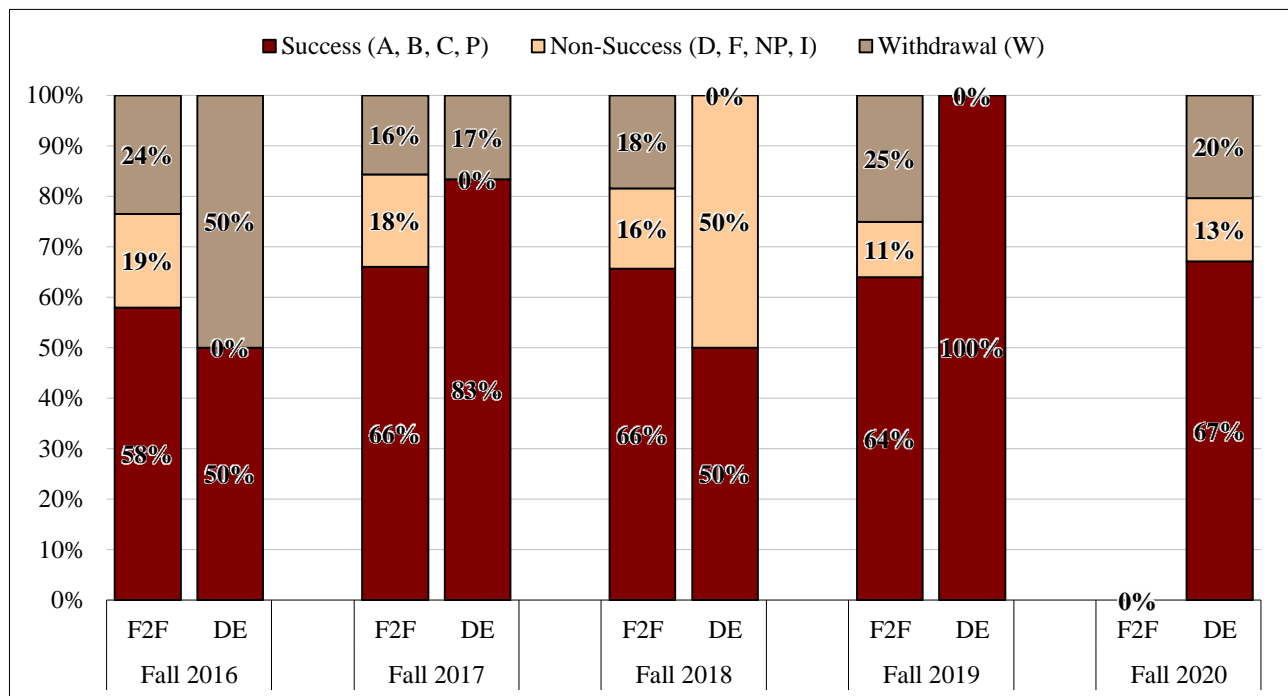
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP'.

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW' or, (2) a course dropped due to COVID-19.

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Enrollment Management: Part 1

Computer Science (CS)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
WSCH	2,364	2,466	2,692	2,779	2,409
FTES	74.3	77.6	86.4	89.1	77.3
FTEF	4.0	4.4	5.0	5.0	4.7
Productivity (WSCH/FTEF)	593.7	563.8	535.0	556.8	514.5
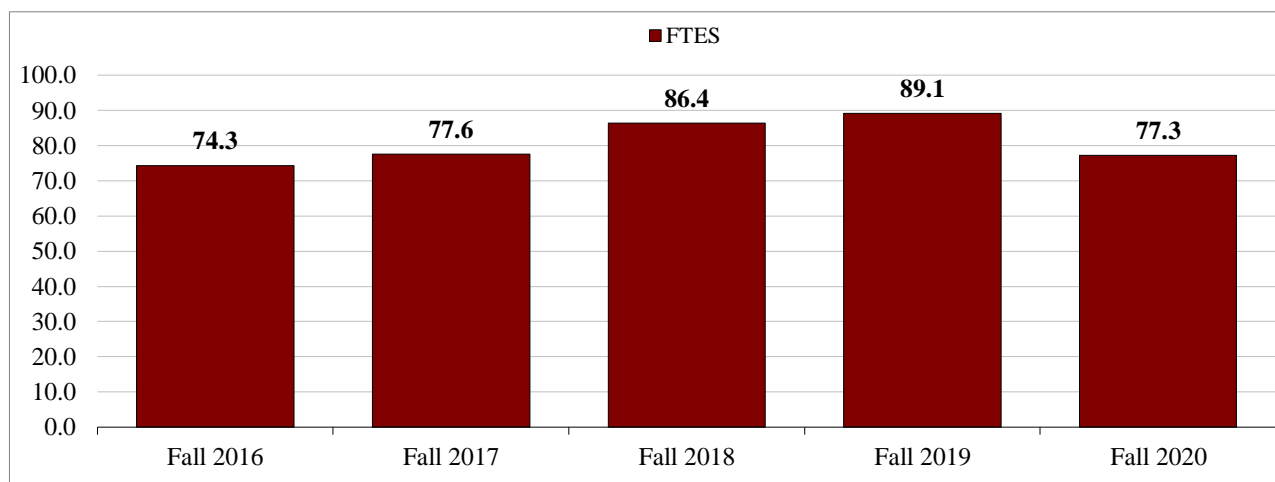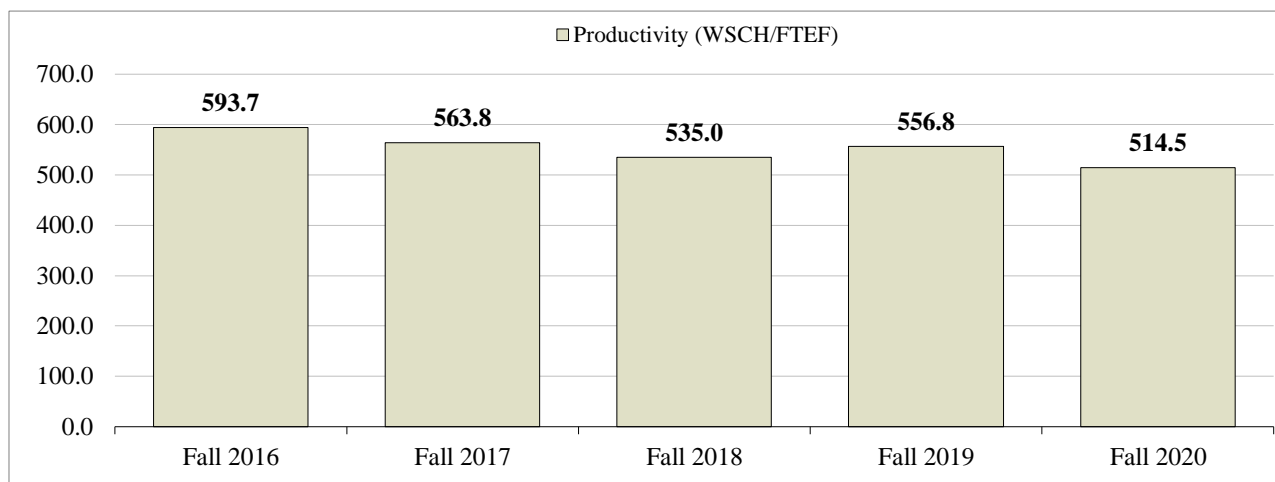
Definitions:

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 7/20/21.

Enrollment Management: Part 2

| Computer Science (CS)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
FTEF from Full-Time Faculty	2.1	1.1	2.0	2.1	2.1
% FTEF from Full-Time Faculty	53%	24%	40%	42%	45%
Enrollments	408	427	468	482	422
Capacity (seats available)	360	390	451	450	390
Fill Rate	113%	109%	104%	107%	108%
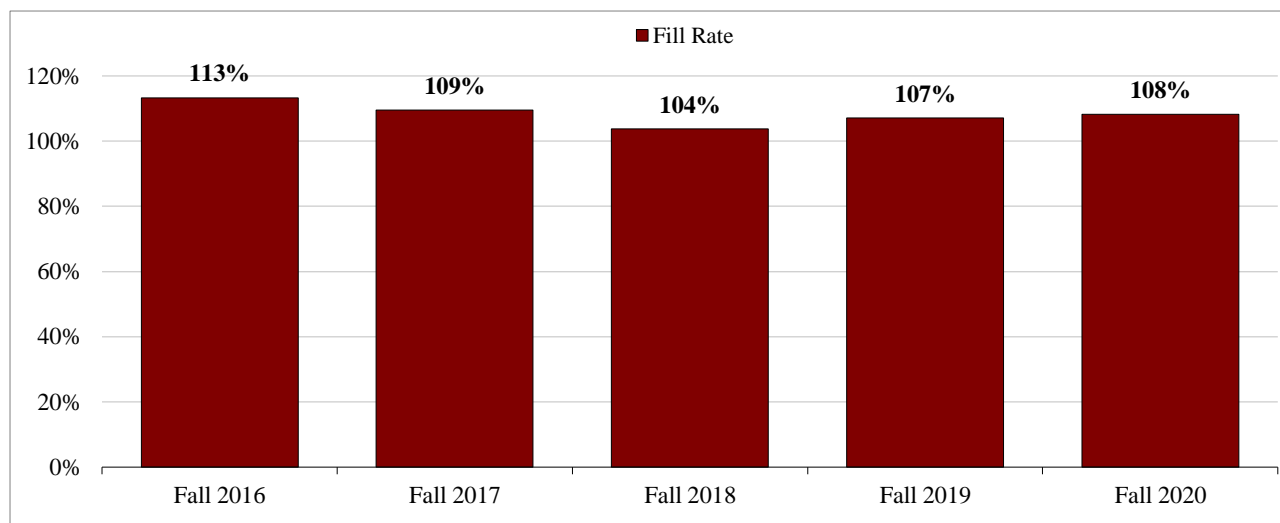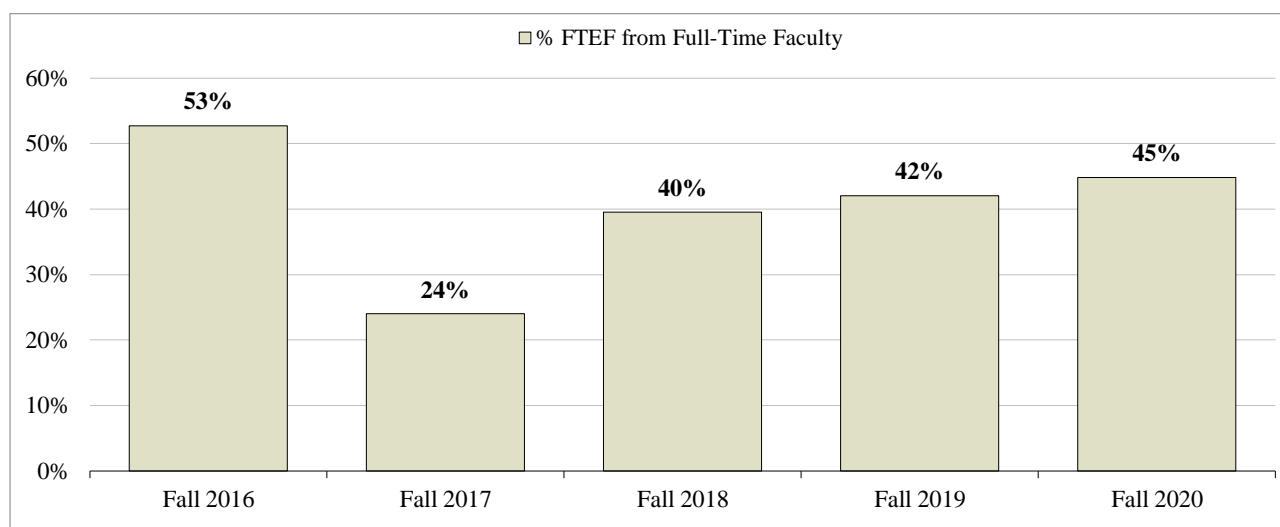
Definitions:

  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 7/20/21.

Prior Experience in English & Math

Fall 2020				
	CS		**LPC Overall**	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	234	62%	4,353	52%
Attempted College-level	9	2%	438	5%
Attempted Below College-level	4	1%	86	1%
No Prior Attempt (has placement)	86	23%	1,974	24%
No Prior Attempt (no placement)	47	12%	1,489	18%
College Math				
Completed College-level	312	82%	4,972	60%
Attempted College-level	2	1%	199	2%
Attempted Below College-level	4	1%	261	3%
No Prior Attempt (has placement)	34	9%	1,555	19%
No Prior Attempt (no placement)	28	7%	1,353	16%
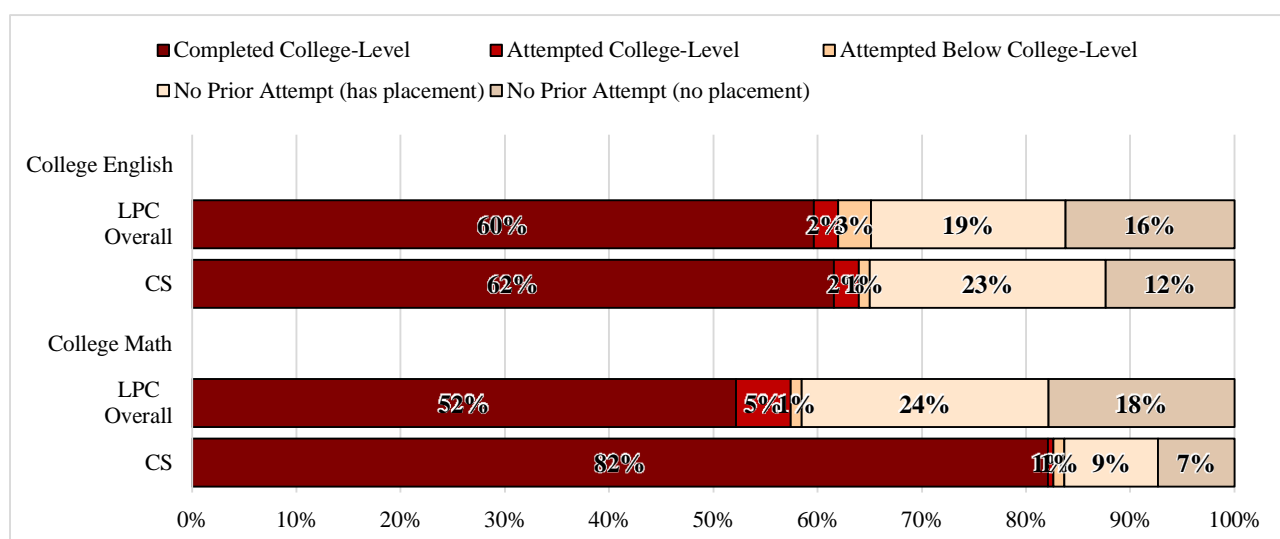
Definitions:

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

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

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