



Las Positas College

Discipline Program Review Data Packet

Fall 2016 to Fall 2020

Discipline:

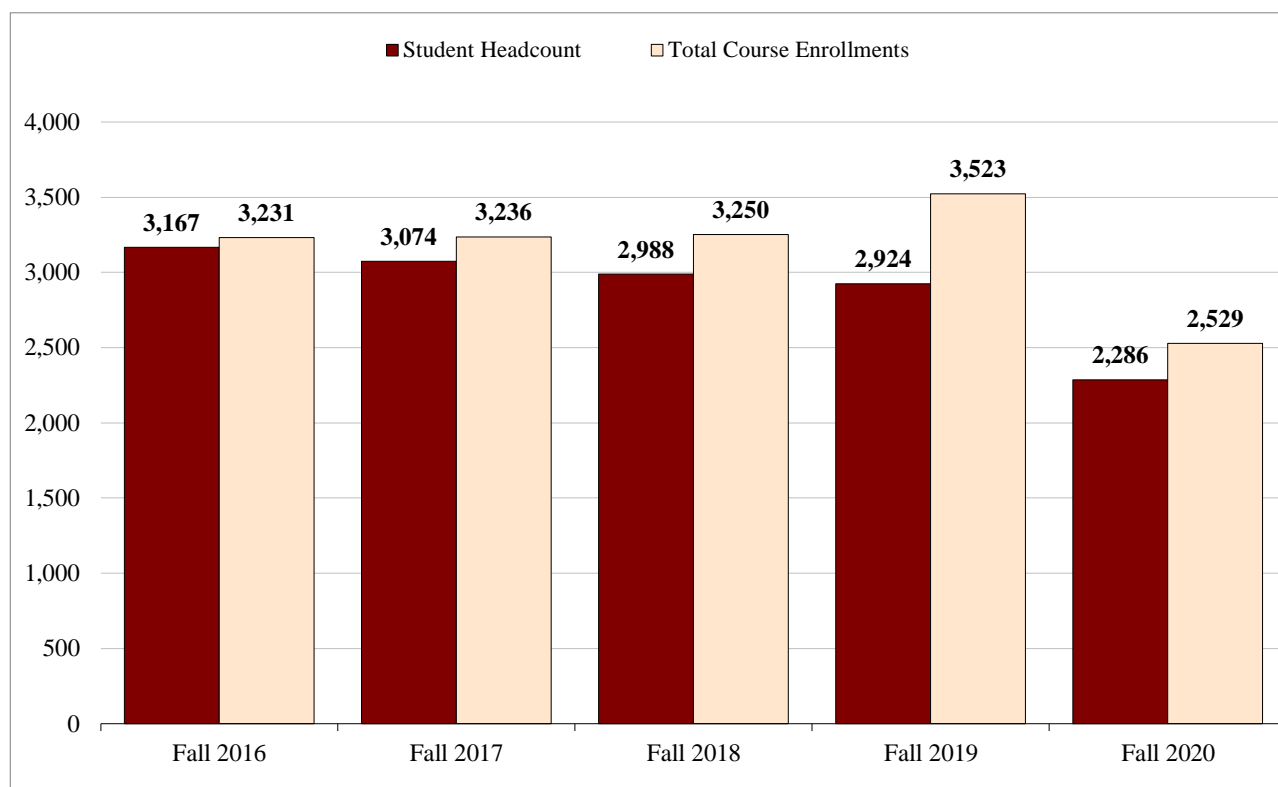
Mathematics (includes Non-Credit)

(MATH/NMAT)

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Headcount & Enrollment

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student Headcount	3,167	3,074	2,988	2,924	2,286
Total Course Enrollments	3,231	3,236	3,250	3,523	2,529



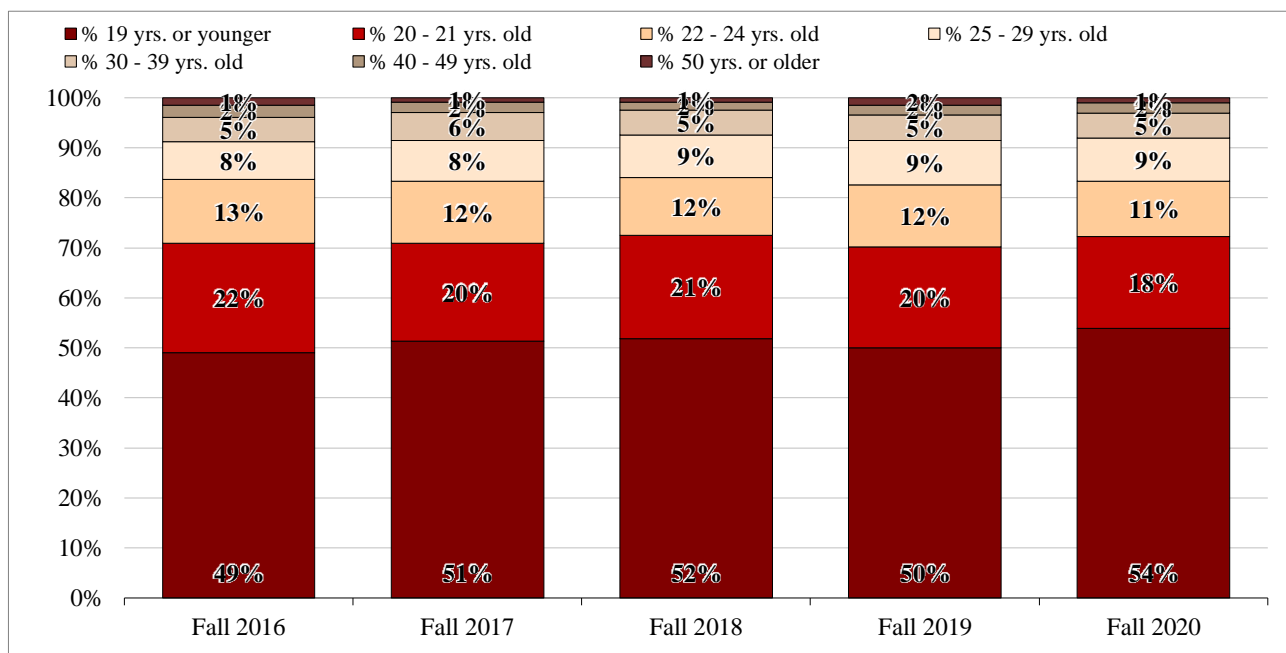
Definitions:

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.

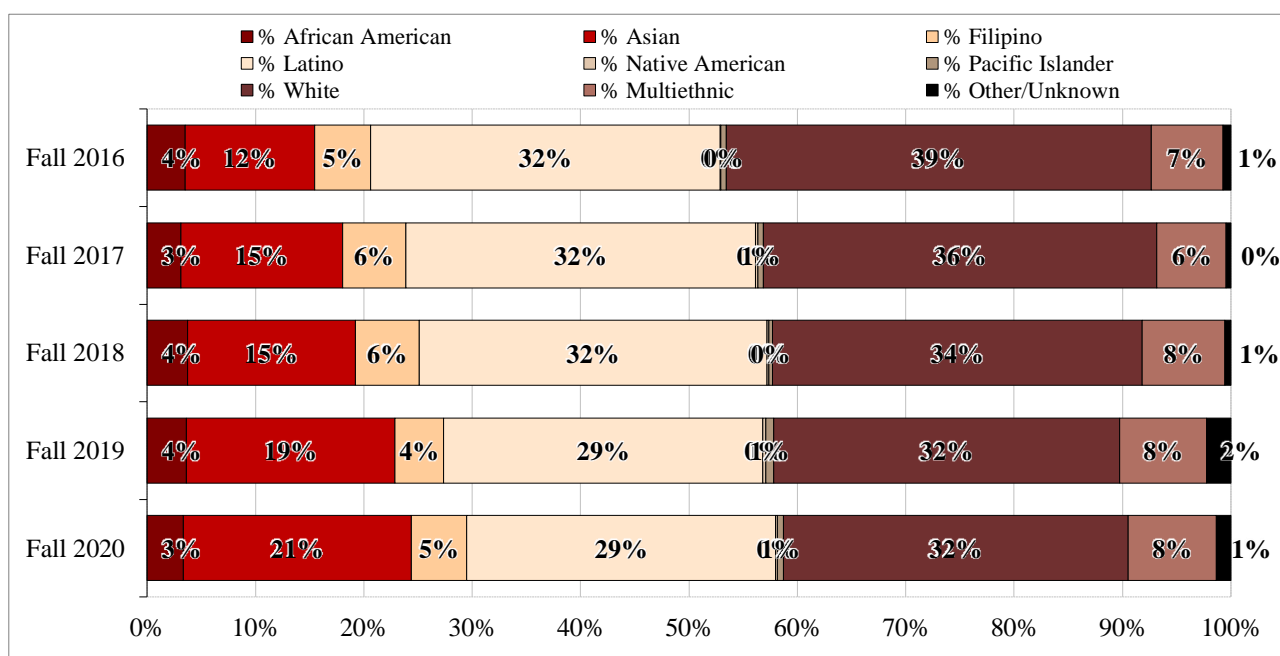
Student Demographics: Gender & Age

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	1,504	1,436	1,394	1,296	1,072
Male	1,625	1,588	1,552	1,566	1,180
19 yrs. or younger	1,553	1,577	1,549	1,461	1,231
20-21 yrs. old	694	602	618	593	421
22-24 yrs. old	402	381	346	361	254
25-29 yrs. old	241	252	254	261	197
30-39 yrs. old	153	172	149	148	112
40-49 yrs. old	78	62	46	56	47
50 yrs. or older	46	28	26	44	24
% Female	48%	47%	47%	45%	48%
% Male	52%	53%	53%	55%	52%
% 19 yrs. or younger	49%	51%	52%	50%	54%
% 20 - 21 yrs. old	22%	20%	21%	20%	18%
% 22 - 24 yrs. old	13%	12%	12%	12%	11%
% 25 - 29 yrs. old	8%	8%	9%	9%	9%
% 30 - 39 yrs. old	5%	6%	5%	5%	5%
% 40 - 49 yrs. old	2%	2%	2%	2%	2%
% 50 yrs. or older	1%	1%	1%	2%	1%



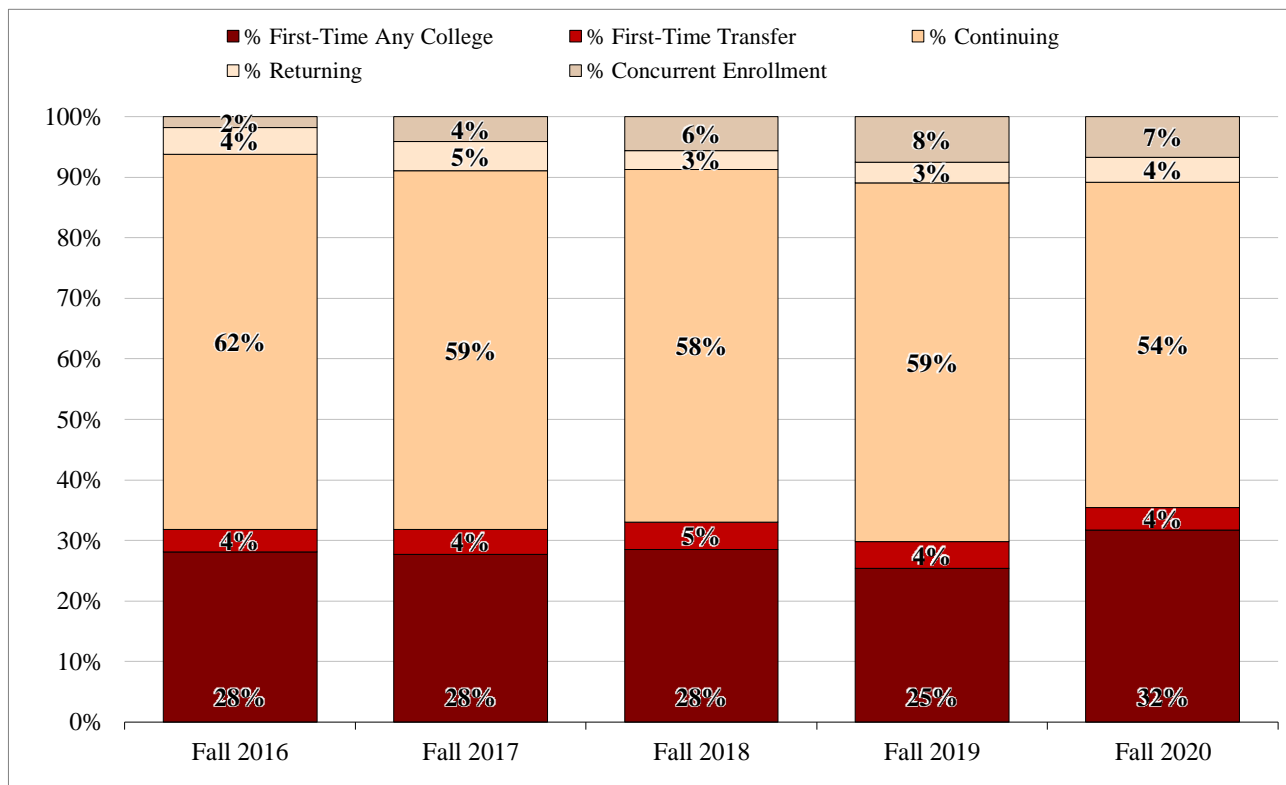
Student Demographic: Race-Ethnicity

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	112	96	111	106	76
Asian	377	458	463	563	482
Filipino	165	180	176	131	116
Latino	1,020	991	959	861	652
Native American	3	7	5	8	3
Pacific Islander	15	16	10	21	13
White	1,242	1,116	1,019	934	727
Multiethnic	210	197	228	234	186
Other/Unknown	23	13	17	66	31
% African American	4%	3%	4%	4%	3%
% Asian	12%	15%	15%	19%	21%
% Filipino	5%	6%	6%	4%	5%
% Latino	32%	32%	32%	29%	29%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	<1%	1%	<1%	1%	1%
% White	39%	36%	34%	32%	32%
% Multiethnic	7%	6%	8%	8%	8%
% Other/Unknown	1%	<1%	1%	2%	1%



Student Enrollment Status

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
First-Time Any College	889	853	851	743	725
First-Time Transfer	120	125	137	128	86
Continuing	1,962	1,820	1,739	1,734	1,226
Returning	139	148	94	99	95
Concurrent Enrollment	57	128	167	220	154
% First-Time Any College	28%	28%	28%	25%	32%
% First-Time Transfer	4%	4%	5%	4%	4%
% Continuing	62%	59%	58%	59%	54%
% Returning	4%	5%	3%	3%	4%
% Concurrent Enrollment	2%	4%	6%	8%	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.

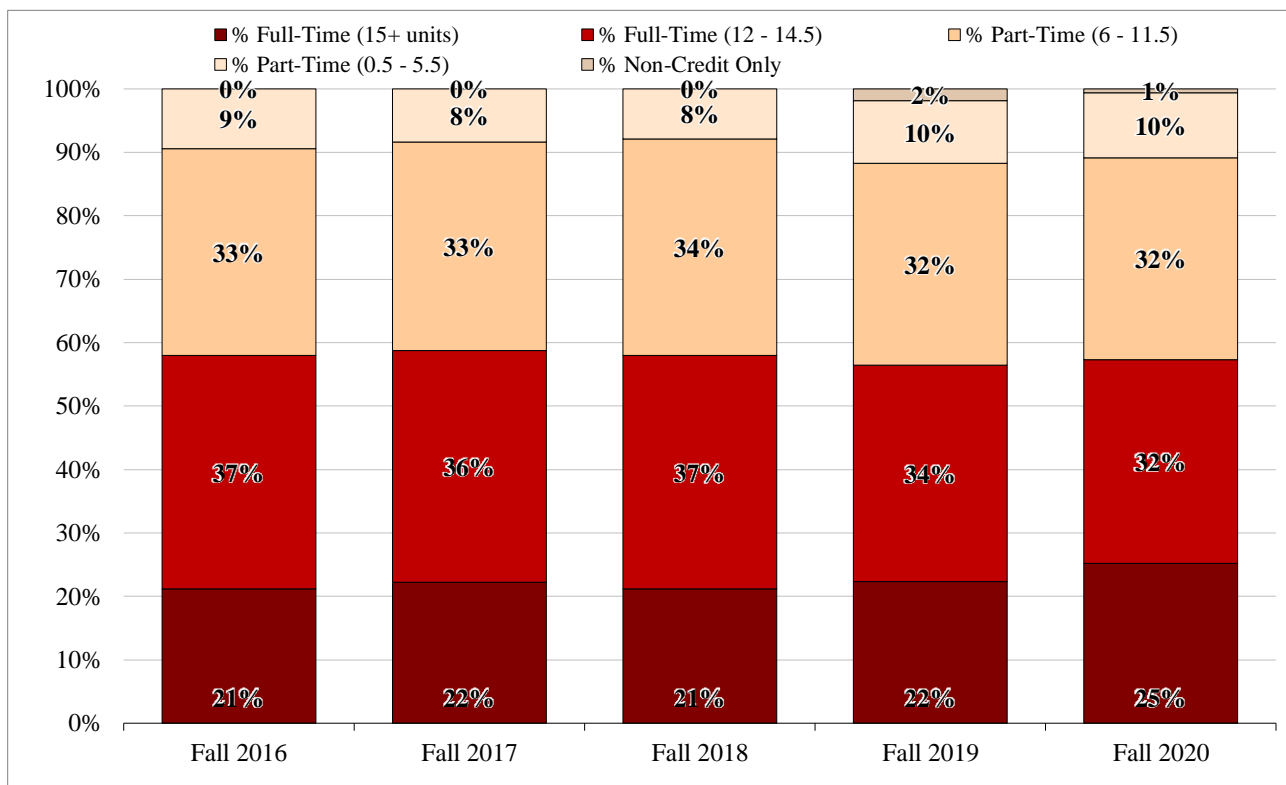
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

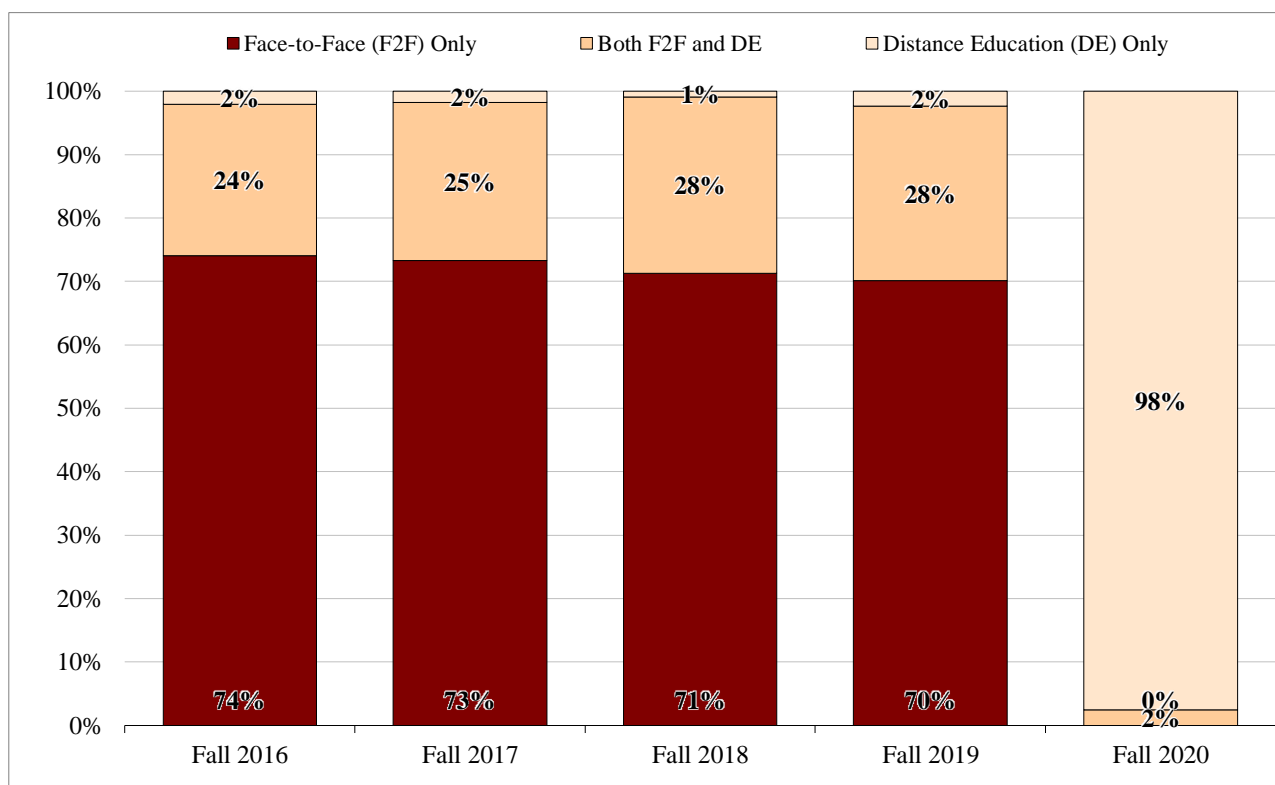
Student Unit Load

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Full-Time (15+ units)	670	684	632	652	577
Full-Time (12 - 14.5)	1,166	1,122	1,100	999	734
Part-Time (6 - 11.5)	1,031	1,012	1,020	929	726
Part-Time (0.5 - 5.5)	300	256	236	289	234
Non-Credit Only	0	0	0	55	15
% Full-Time (15+ units)	21%	22%	21%	22%	25%
% Full-Time (12 - 14.5)	37%	36%	37%	34%	32%
% Part-Time (6 - 11.5)	33%	33%	34%	32%	32%
% Part-Time (0.5 - 5.5)	9%	8%	8%	10%	10%
% Non-Credit Only	0%	0%	0%	2%	1%



Students Using Distance Education

Mathematics (includes Non-Credit) (MATH/NMAT)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Face-to-Face (F2F) Only	2,345	2,254	2,129	2,051	0
Both F2F and DE	757	766	833	805	56
Distance Education (DE) Only	65	54	26	68	2,230
% Face-to-Face (F2F) Only	74%	73%	71%	70%	0%
% Both F2F and DE	24%	25%	28%	28%	2%
% Distance Education (DE) Only	2%	2%	1%	2%	98%

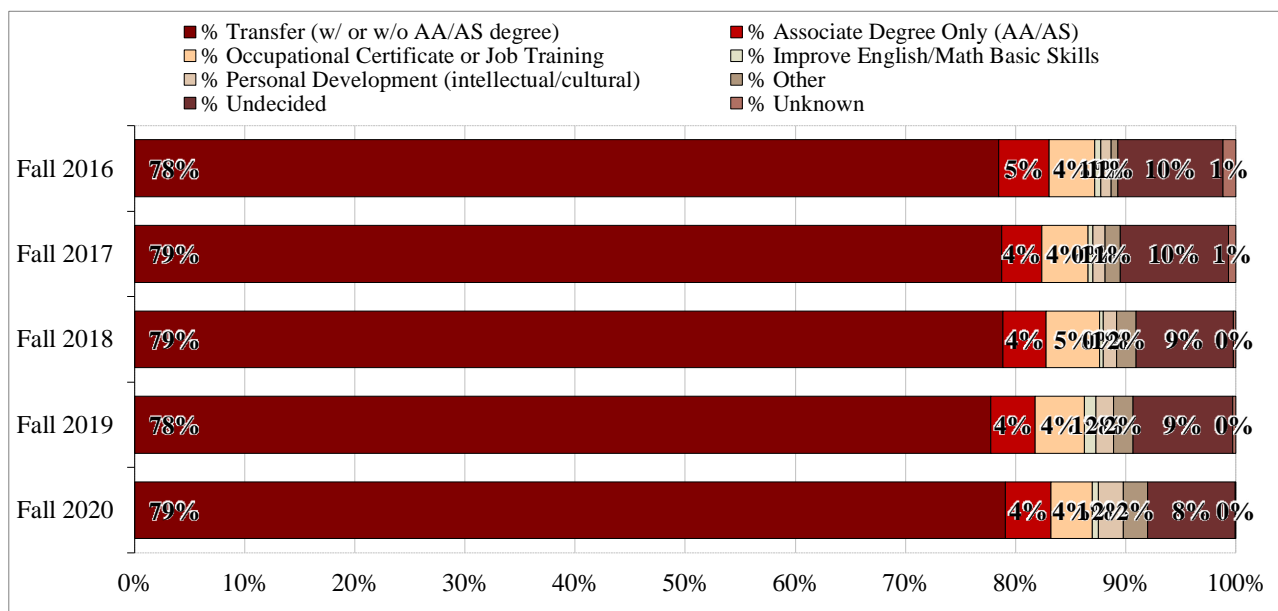


Definitions:

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

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Transfer (w/ or w/o AA/AS degree)	2,485	2,420	2,357	2,273	1,808
Associate Degree Only (AA/AS)	145	113	117	119	94
Occupational Certificate or Job Training	132	128	145	130	86
Improve English/Math Basic Skills	17	15	9	30	13
Personal Development (intellectual/cultural)	30	34	37	47	51
Other	19	41	52	52	51
Undecided	302	303	264	265	182
Unknown	37	20	7	8	1
% Transfer (w/ or w/o AA/AS degree)	78%	79%	79%	78%	79%
% Associate Degree Only (AA/AS)	5%	4%	4%	4%	4%
% Occupational Certificate or Job Training	4%	4%	5%	4%	4%
% Improve English/Math Basic Skills	1%	<1%	<1%	1%	1%
% Personal Development (intellectual/cultural)	1%	1%	1%	2%	2%
% Other	1%	1%	2%	2%	2%
% Undecided	10%	10%	9%	9%	8%
% 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.

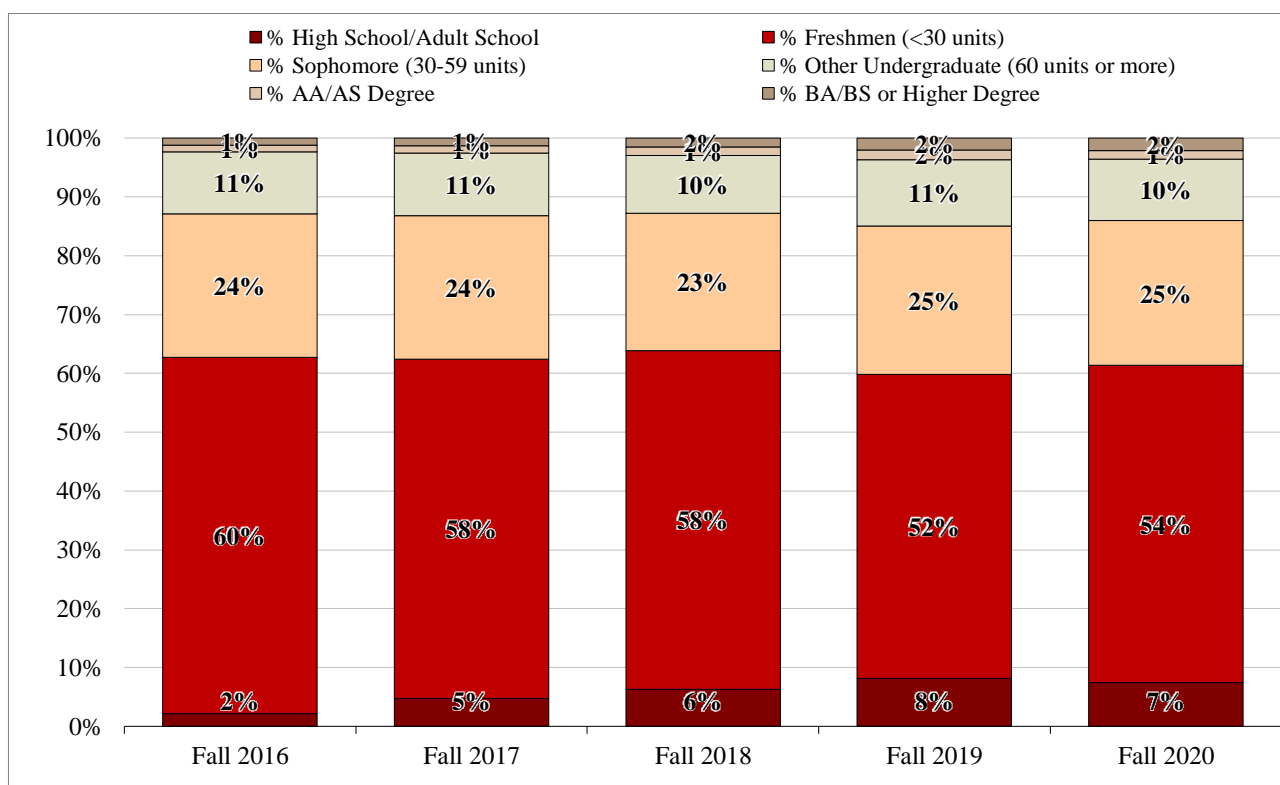
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

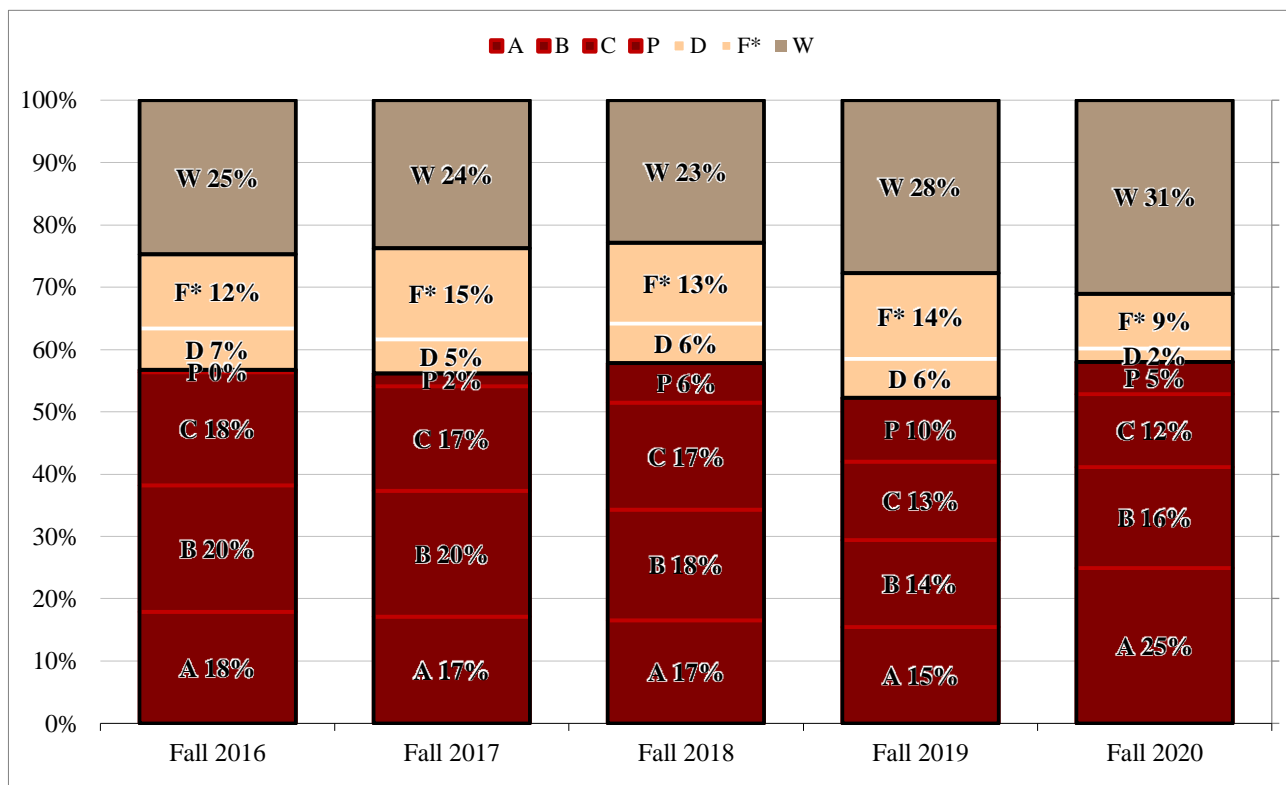
Highest Educational Level of Students

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
High School/Adult School	69	145	189	238	170
Freshmen (<30 units)	1,916	1,775	1,719	1,512	1,232
Sophomore (30-59 units)	775	749	699	736	563
Other Undergraduate (60 units or more)	333	327	294	330	239
AA/AS Degree	35	39	41	50	34
BA/BS or Higher Degree	39	39	46	58	48
% High School/Adult School	2%	5%	6%	8%	7%
% Freshmen (<30 units)	60%	58%	58%	52%	54%
% Sophomore (30-59 units)	24%	24%	23%	25%	25%
% Other Undergraduate (60 units or more)	11%	11%	10%	11%	10%
% AA/AS Degree	1%	1%	1%	2%	1%
% BA/BS or Higher Degree	1%	1%	2%	2%	2%



Student Performance: Grade Distribution

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Total Course Enrollments	3,231	3,236	3,250	3,523	2,529
Course Success Rates	57%	56%	58%	52%	58%
A	18%	17%	17%	15%	25%
B	20%	20%	18%	14%	16%
C	18%	17%	17%	13%	12%
P	<1%	2%	6%	10%	5%
Course Non-Success Rate	19%	20%	19%	20%	11%
D	7%	5%	6%	6%	2%
F*	12%	15%	13%	14%	9%
Withdrawals (See Note)	25%	24%	23%	28%	31%



Definitions:

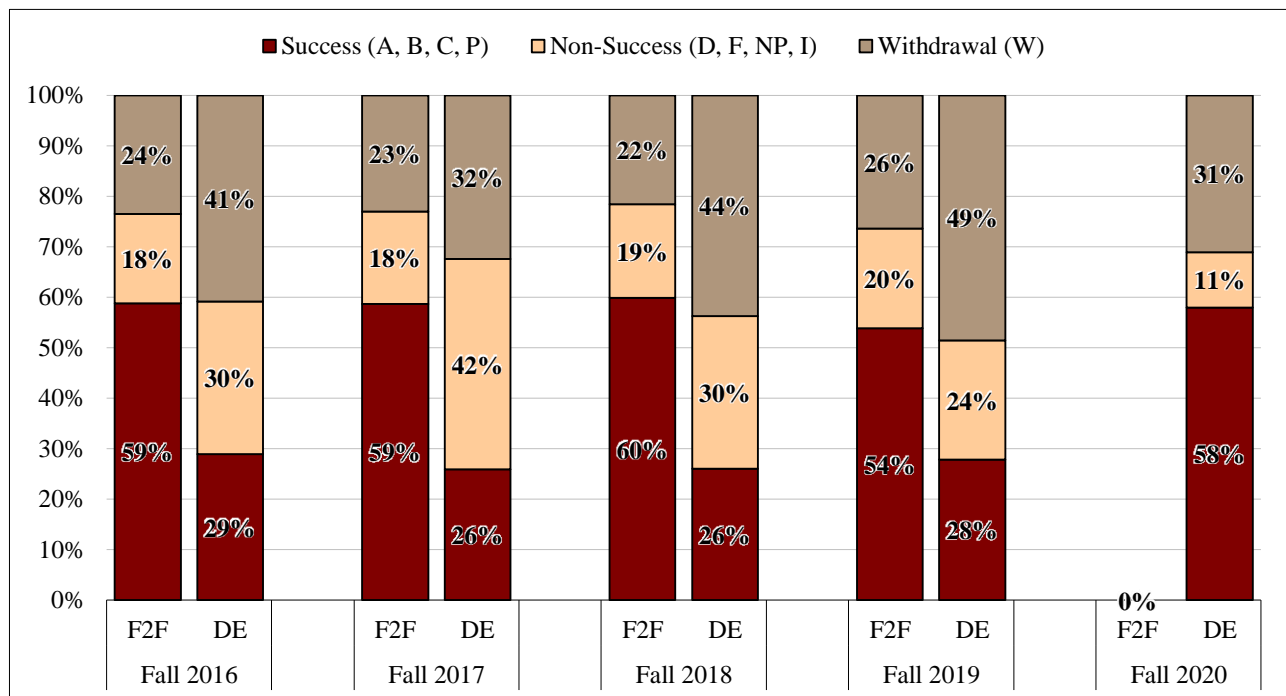
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D' or F* (includes: 'F', 'NP', 'T', '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

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Total Course Enrollments	3,231	3,236	3,250	3,523	2,529
Face-to-Face (F2F) Sections	3003	2989	3058	3311	0
Success Rates	59%	59%	60%	54%	—
Non-Success Rates	18%	18%	19%	20%	—
Withdrawals	24%	23%	22%	26%	—
Distance Education (DE) Sections	228	247	192	212	2529
Success Rates	29%	26%	26%	28%	58%
Non-Success Rates	30%	42%	30%	24%	11%
Withdrawals	41%	32%	44%	49%	31%



Definitions:

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

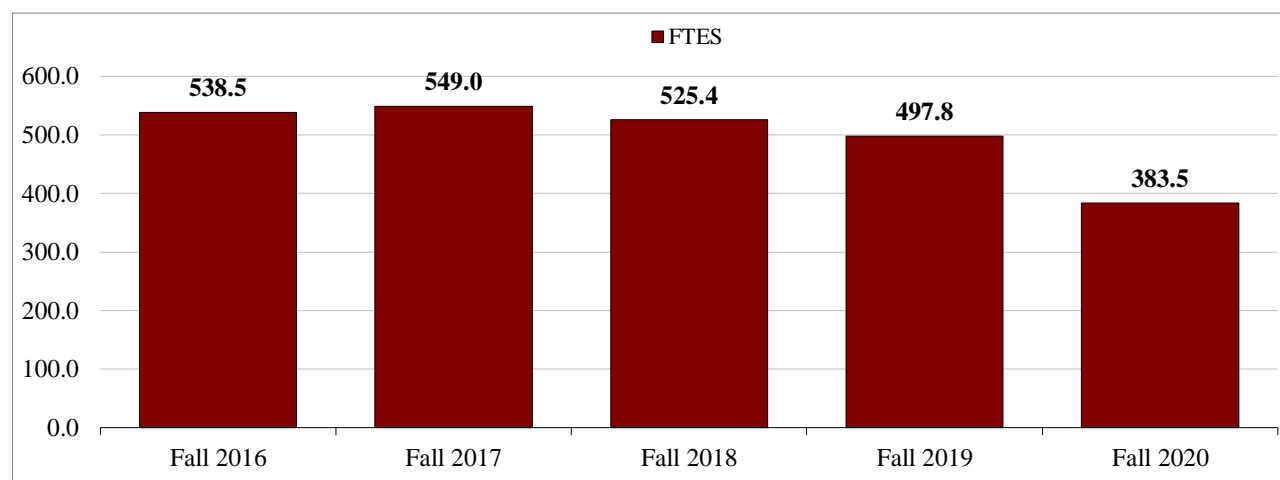
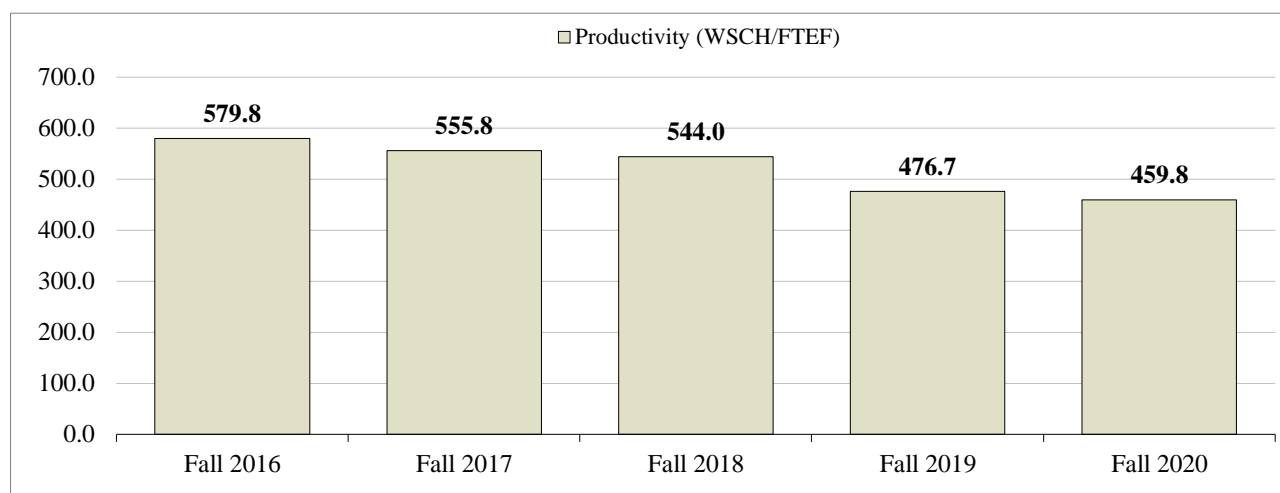
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
WSCH	16,527	16,850	16,086	15,366	11,809
FTES	538.5	549.0	525.4	497.8	383.5
FTEF	28.5	30.3	29.6	32.2	25.7
Productivity (WSCH/FTEF)	579.8	555.8	544.0	476.7	459.8



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.

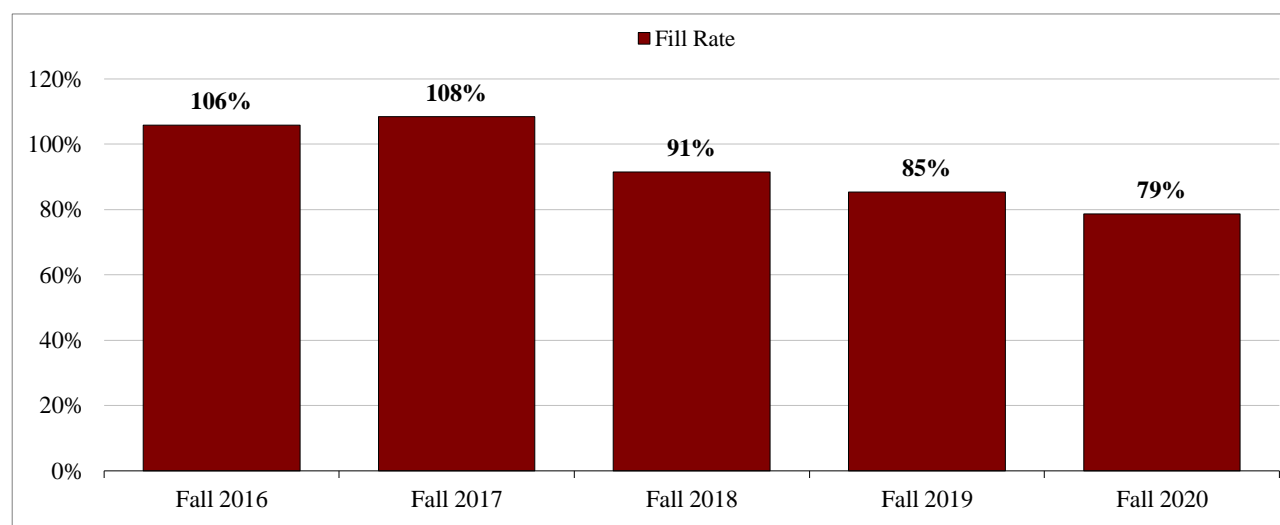
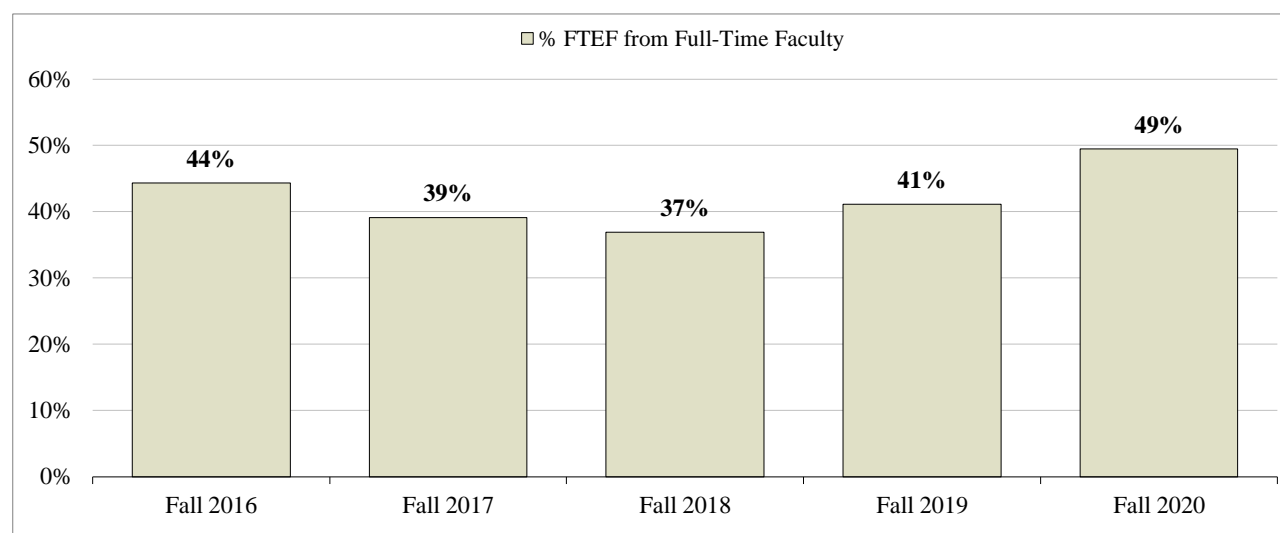
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
FTEF from Full-Time Faculty	12.6	11.9	10.9	13.3	12.7
% FTEF from Full-Time Faculty	44%	39%	37%	41%	49%
Enrollments	3,231	3,236	3,250	3,523	2,529
Capacity (seats available)	3,050	2,985	3,552	4,128	3,215
Fill Rate	106%	108%	91%	85%	79%



Definitions:

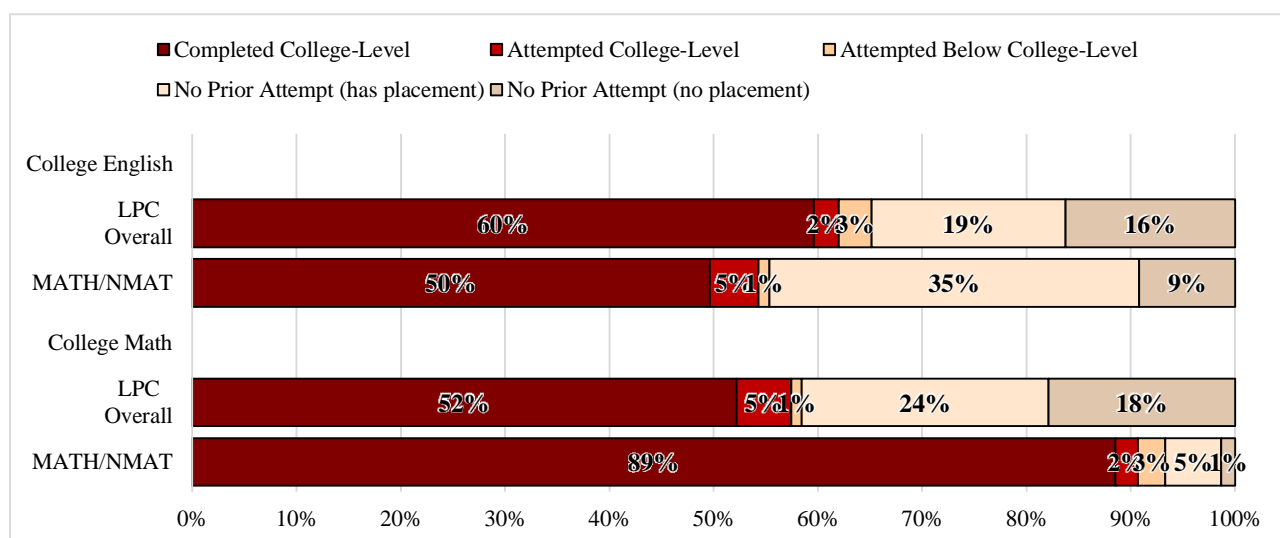
Fill Rate is number of enrollments over the total capacity (seats available).

% 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			
	MATH/NMAT		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	1,135	50%	4,353	52%
Attempted College-level	106	5%	438	5%
Attempted Below College-level	24	1%	86	1%
No Prior Attempt (has placement)	811	35%	1,974	24%
No Prior Attempt (no placement)	210	9%	1,489	18%
College Math				
Completed College-level	2,024	89%	4,972	60%
Attempted College-level	50	2%	199	2%
Attempted Below College-level	59	3%	261	3%
No Prior Attempt (has placement)	123	5%	1,555	19%
No Prior Attempt (no placement)	30	1%	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 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 Prior Attempt (has placement) = no previous Math enrollments within the sequence but has used a placement tool.

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