



Las Positas College
Discipline Program Review Data Packet
Spring 2017 to Spring 2021

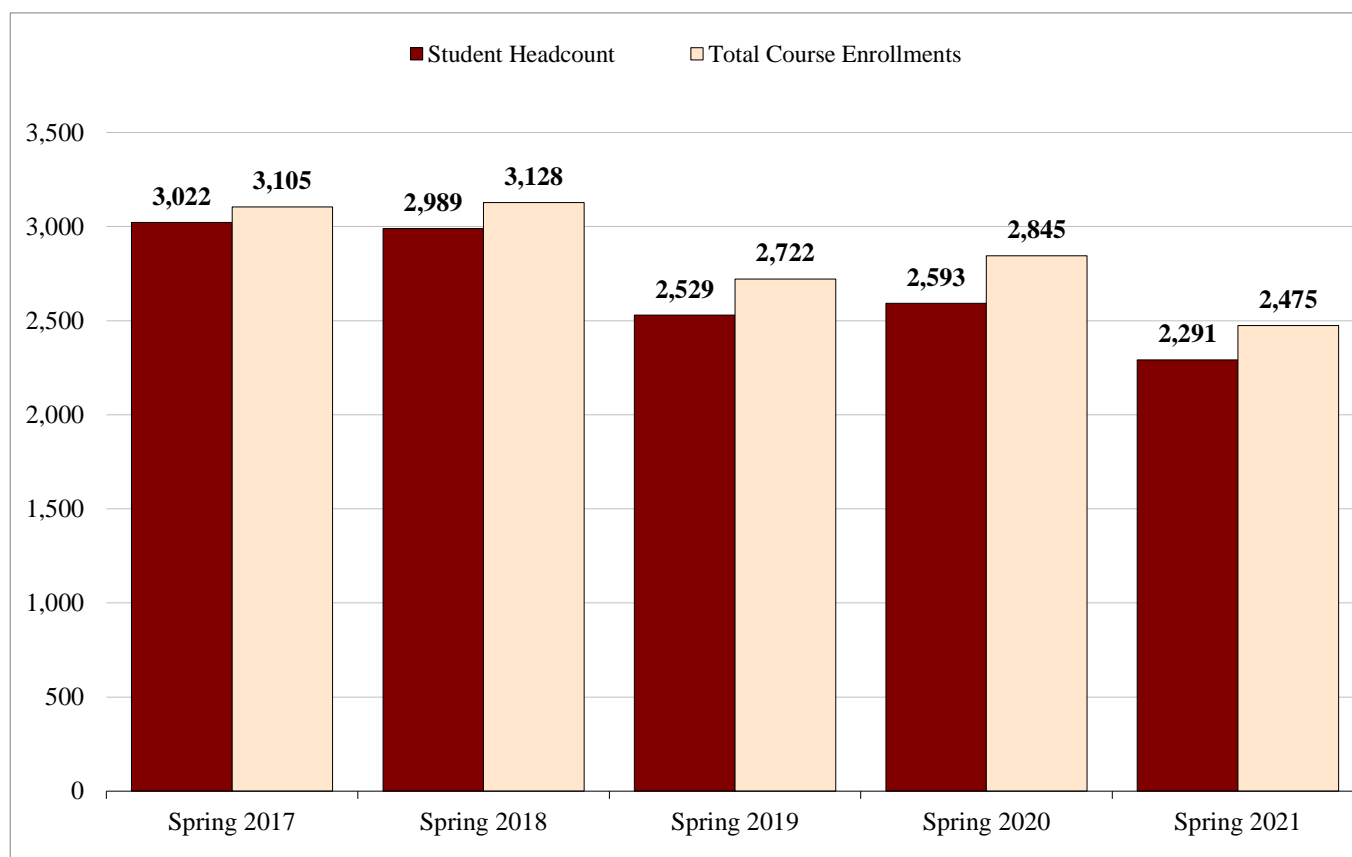
Discipline:

Mathematics (includes Non-Credit)
(MATH/NMAT)

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Headcount & Enrollment

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Student Headcount	3,022	2,989	2,529	2,593	2,291
Total Course Enrollments	3,105	3,128	2,722	2,845	2,475



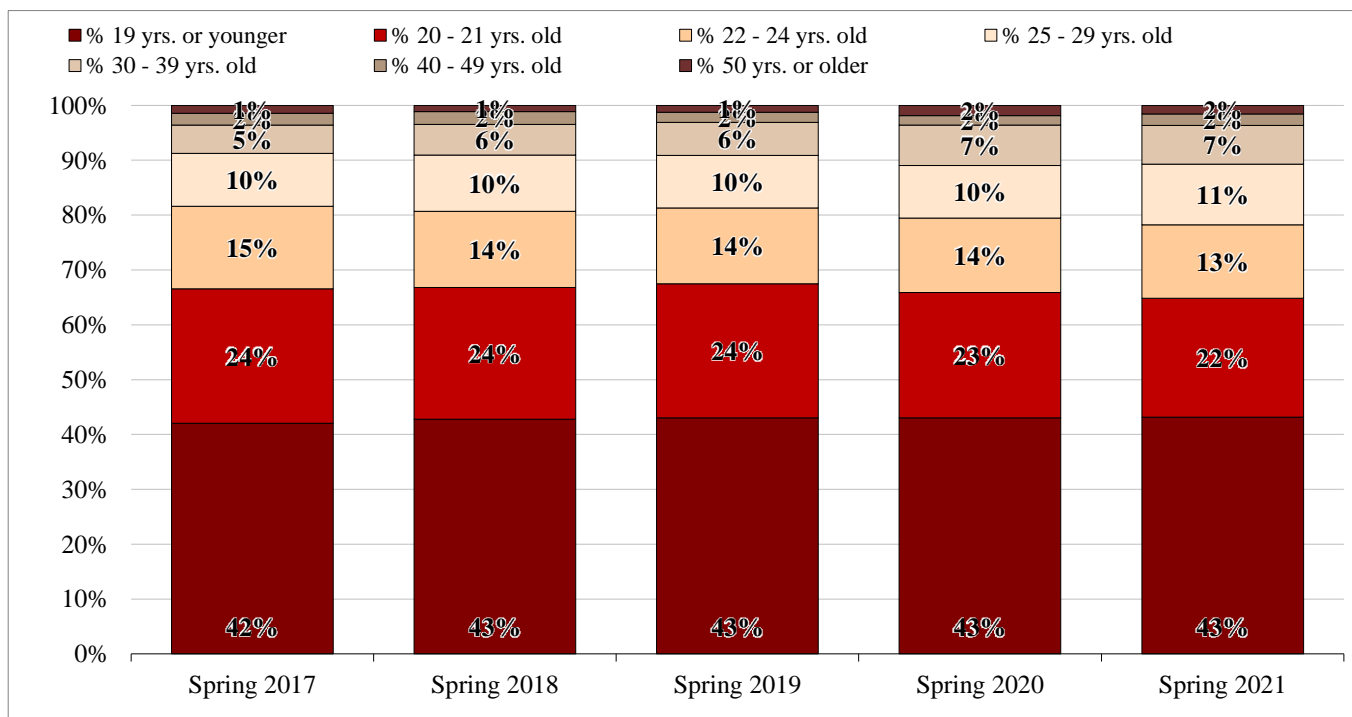
Definitions:

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.

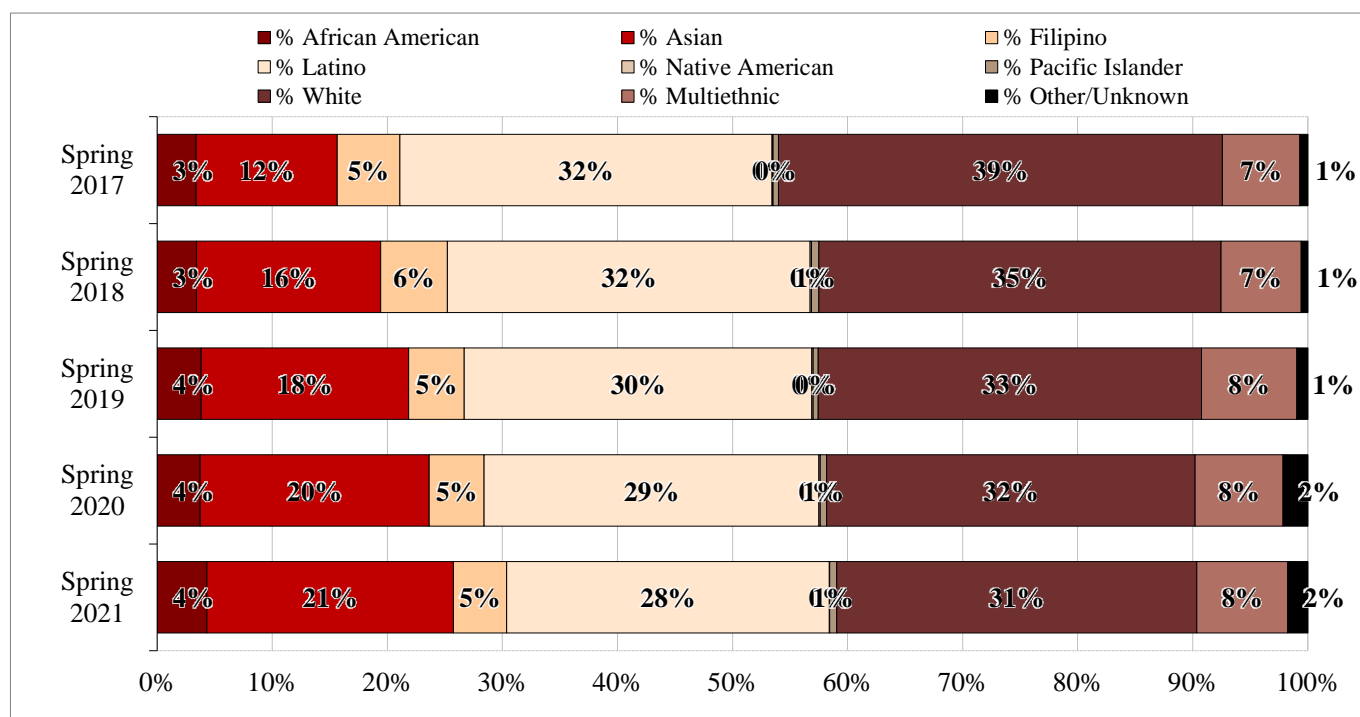
Student Demographics: Gender & Age

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Female	1,401	1,375	1,124	1,159	1,075
Male	1,582	1,568	1,372	1,385	1,173
19 yrs. or younger	1,271	1,279	1,088	1,116	989
20-21 yrs. old	740	718	619	592	496
22-24 yrs. old	455	414	350	352	307
25-29 yrs. old	292	308	242	249	253
30-39 yrs. old	155	166	152	191	163
40-49 yrs. old	65	71	46	44	48
50 yrs. or older	44	33	32	49	35
% Female	47%	47%	45%	46%	48%
% Male	53%	53%	55%	54%	52%
% 19 yrs. or younger	42%	43%	43%	43%	43%
% 20 - 21 yrs. old	24%	24%	24%	23%	22%
% 22 - 24 yrs. old	15%	14%	14%	14%	13%
% 25 - 29 yrs. old	10%	10%	10%	10%	11%
% 30 - 39 yrs. old	5%	6%	6%	7%	7%
% 40 - 49 yrs. old	2%	2%	2%	2%	2%
% 50 yrs. or older	1%	1%	1%	2%	2%



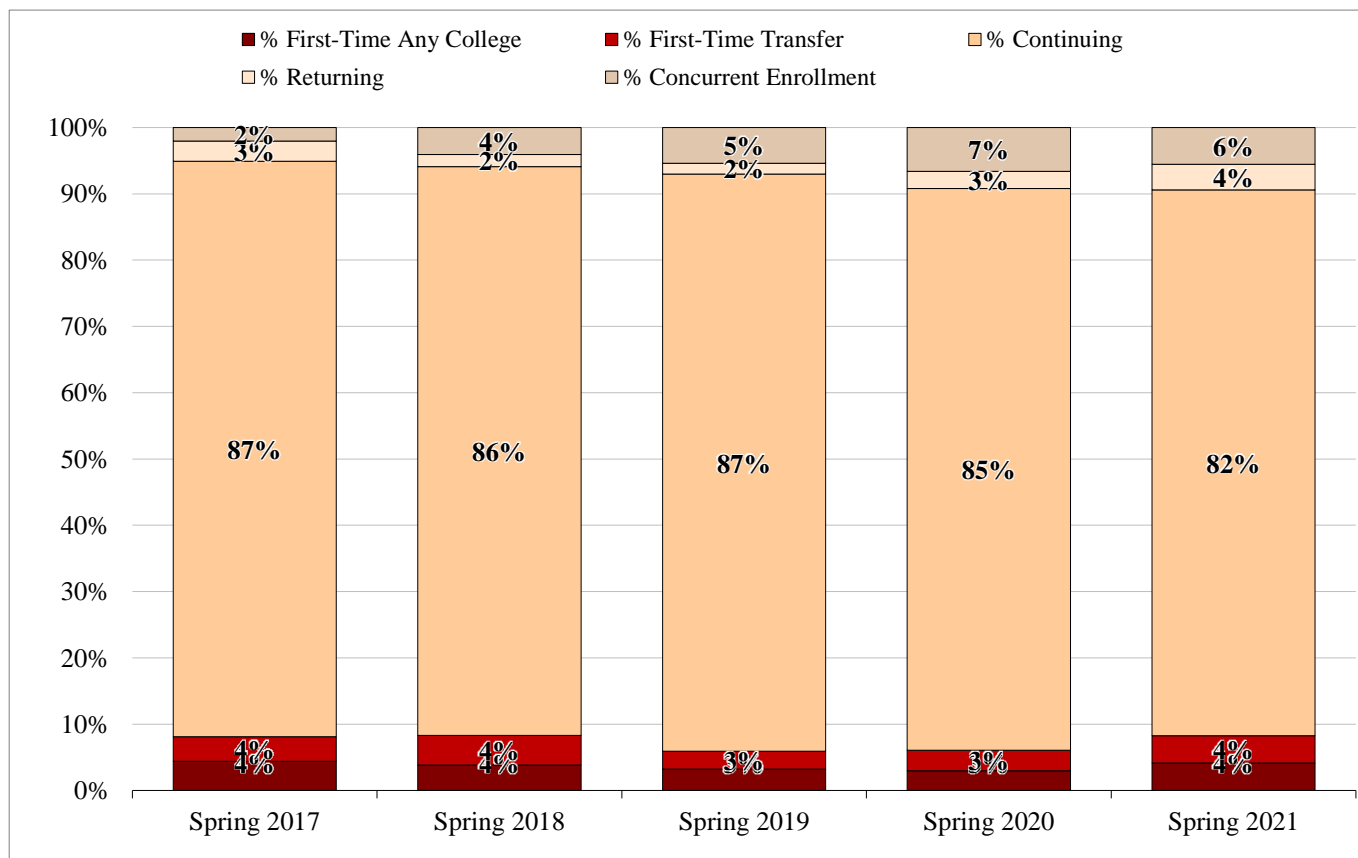
Student Demographic: Race-Ethnicity

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
African American	102	102	97	97	99
Asian	371	479	456	516	491
Filipino	164	173	122	124	106
Latino	978	942	764	754	642
Native American	3	4	3	3	1
Pacific Islander	14	19	11	15	14
White	1,166	1,045	842	830	717
Multiethnic	203	208	210	198	181
Other/Unknown	21	17	24	56	40
% African American	3%	3%	4%	4%	4%
% Asian	12%	16%	18%	20%	21%
% Filipino	5%	6%	5%	5%	5%
% Latino	32%	32%	30%	29%	28%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	<1%	1%	<1%	1%	1%
% White	39%	35%	33%	32%	31%
% Multiethnic	7%	7%	8%	8%	8%
% Other/Unknown	1%	1%	1%	2%	2%



Student Enrollment Status

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
First-Time Any College	133	114	82	77	95
First-Time Transfer	112	134	67	81	94
Continuing	2,622	2,565	2,202	2,196	1,887
Returning	93	54	42	68	88
Concurrent Enrollment	61	122	136	171	127
% First-Time Any College	4%	4%	3%	3%	4%
% First-Time Transfer	4%	4%	3%	3%	4%
% Continuing	87%	86%	87%	85%	82%
% Returning	3%	2%	2%	3%	4%
% Concurrent Enrollment	2%	4%	5%	7%	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.

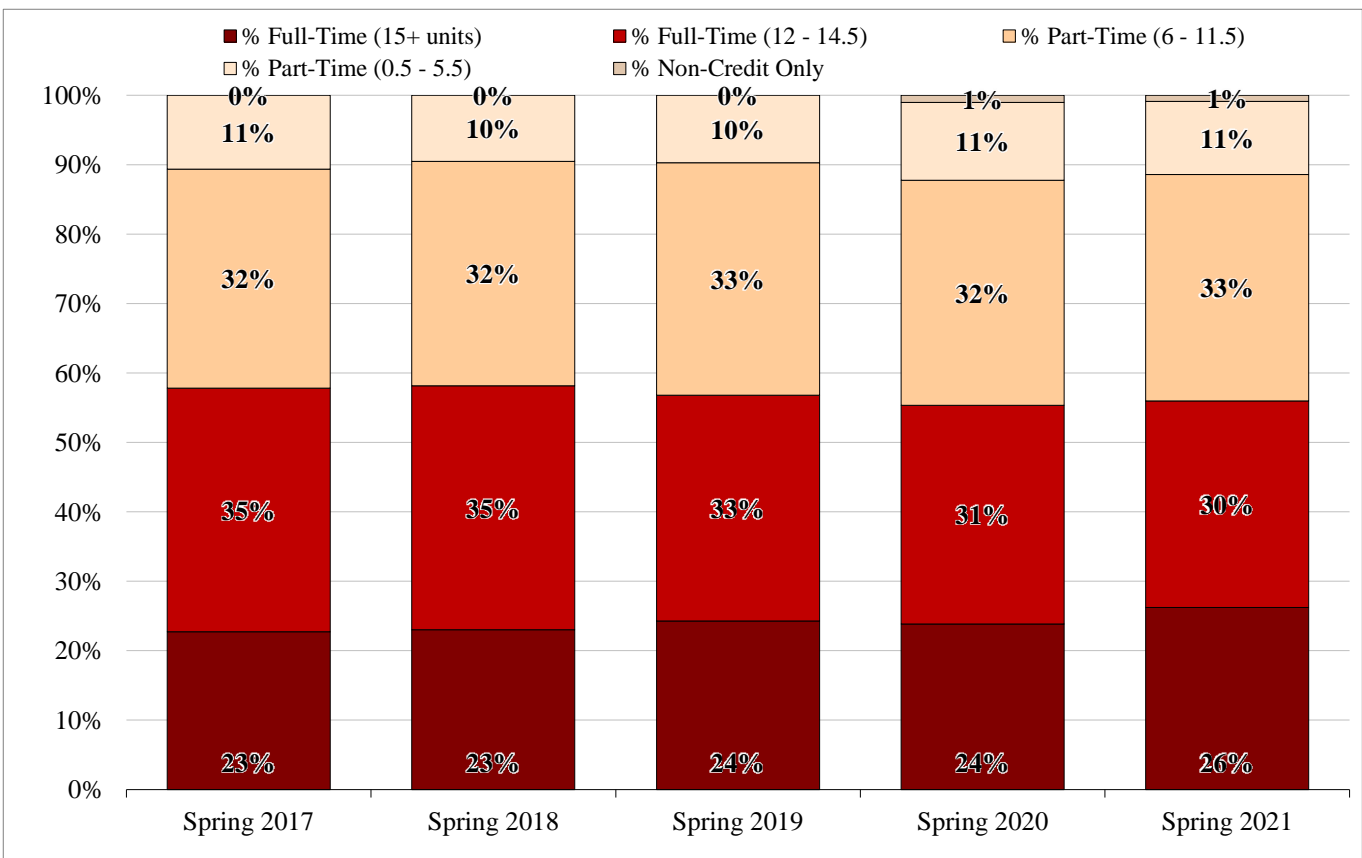
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

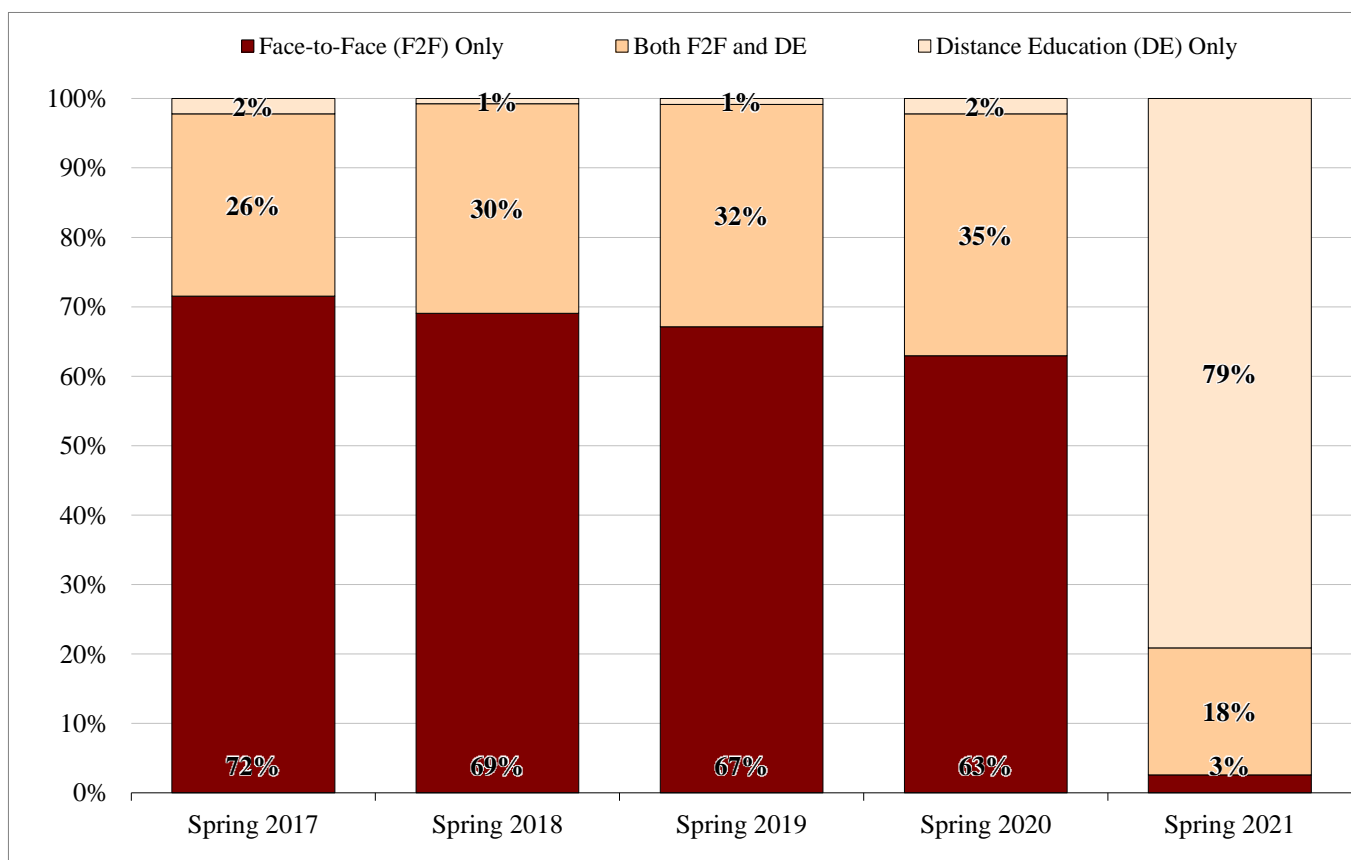
Student Unit Load

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Full-Time (15+ units)	687	688	614	619	601
Full-Time (12 - 14.5)	1,061	1,050	822	816	681
Part-Time (6 - 11.5)	952	966	847	841	748
Part-Time (0.5 - 5.5)	322	285	246	290	241
Non-Credit Only	0	0	0	27	20
% Full-Time (15+ units)	23%	23%	24%	24%	26%
% Full-Time (12 - 14.5)	35%	35%	33%	31%	30%
% Part-Time (6 - 11.5)	32%	32%	33%	32%	33%
% Part-Time (0.5 - 5.5)	11%	10%	10%	11%	11%
% Non-Credit Only	0%	0%	0%	1%	1%



Students Using Distance Education

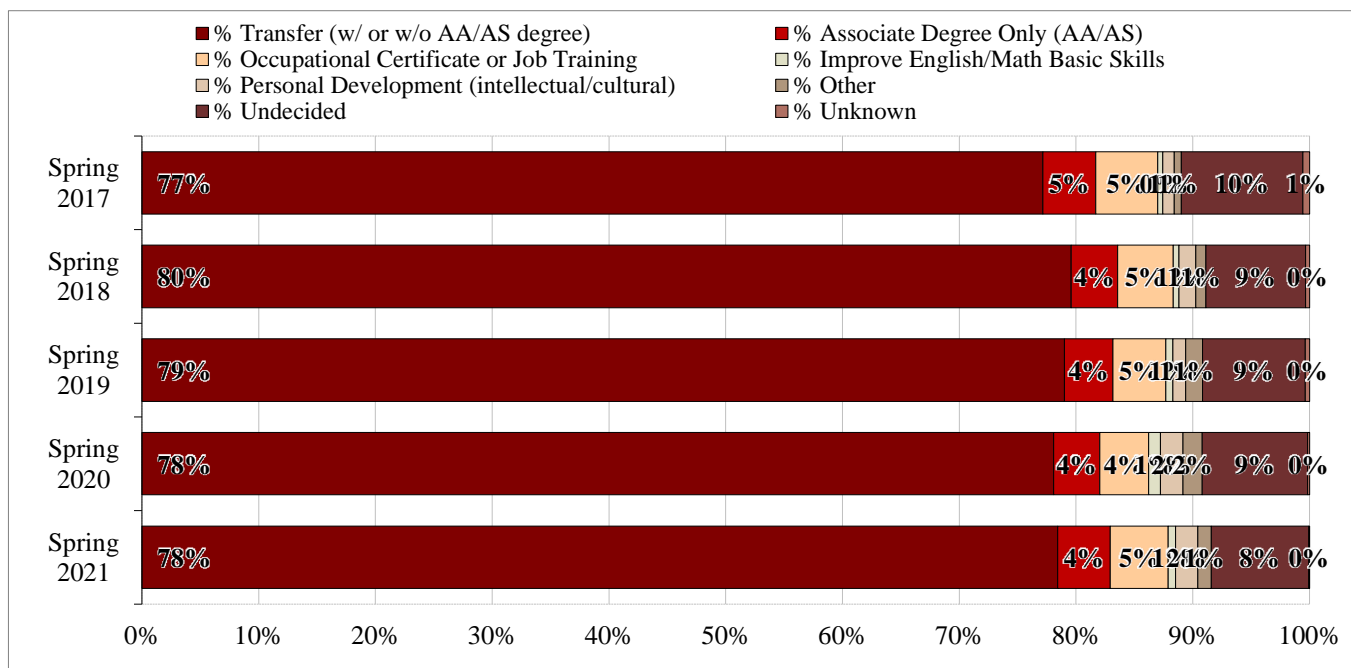
Mathematics (includes Non-Credit) (MATH/NMAT)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Face-to-Face (F2F) Only	2,162	2,064	1,697	1,528	57
Both F2F and DE	793	902	810	845	406
Distance Education (DE) Only	67	23	22	54	1,755
% Face-to-Face (F2F) Only	72%	69%	67%	63%	3%
% Both F2F and DE	26%	30%	32%	35%	18%
% Distance Education (DE) Only	2%	1%	1%	2%	79%



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				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Transfer (w/ or w/o AA/AS degree)	2,332	2,379	1,998	2,025	1,797
Associate Degree Only (AA/AS)	137	119	105	102	103
Occupational Certificate or Job Training	160	142	115	109	114
Improve English/Math Basic Skills	13	15	15	26	14
Personal Development (intellectual/cultural)	30	43	28	50	44
Other	18	26	36	43	26
Undecided	315	255	223	234	191
Unknown	17	10	9	4	2
% Transfer (w/ or w/o AA/AS degree)	77%	80%	79%	78%	78%
% Associate Degree Only (AA/AS)	5%	4%	4%	4%	4%
% Occupational Certificate or Job Training	5%	5%	5%	4%	5%
% Improve English/Math Basic Skills	<1%	1%	1%	1%	1%
% Personal Development (intellectual/cultural)	1%	1%	1%	2%	2%
% Other	1%	1%	1%	2%	1%
% Undecided	10%	9%	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.

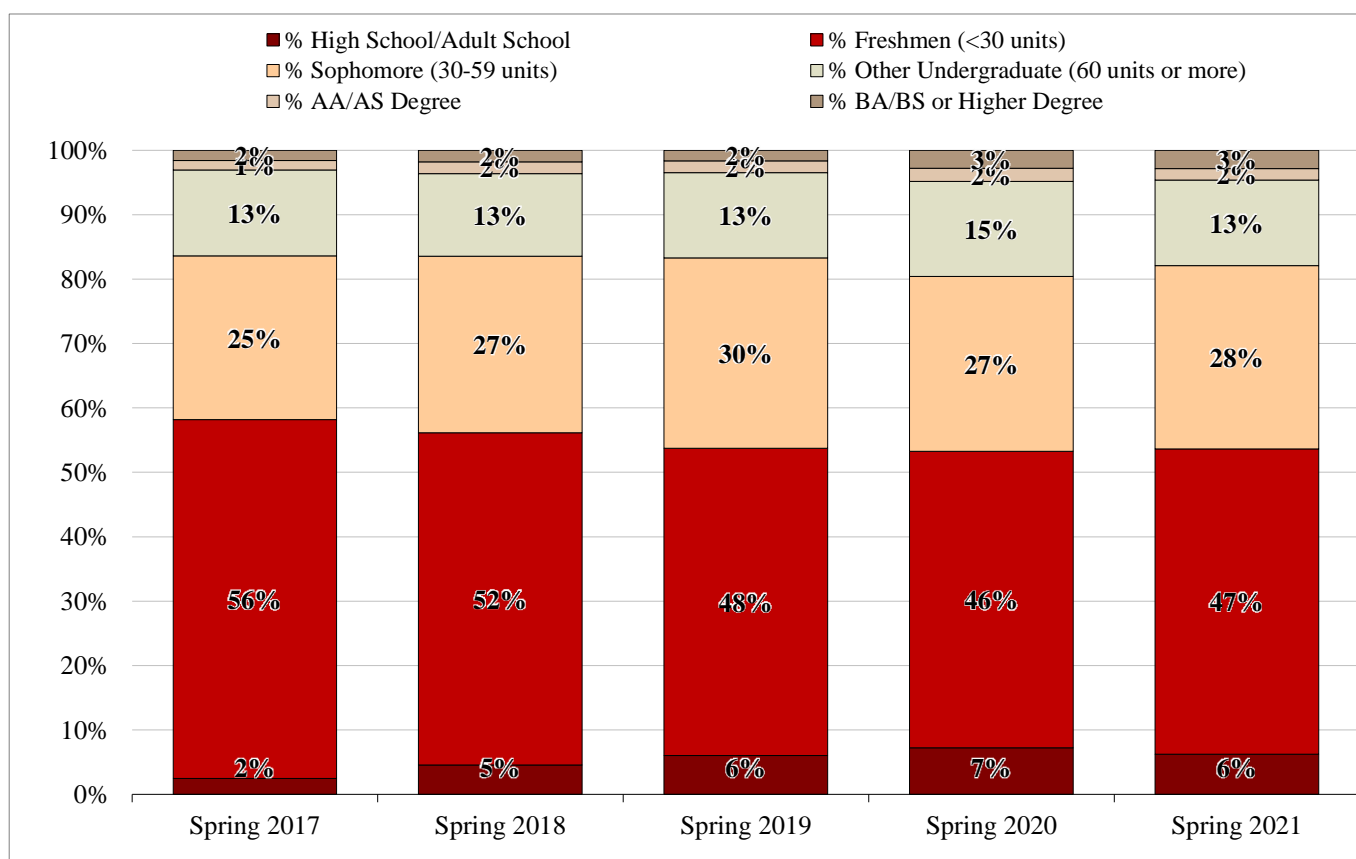
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

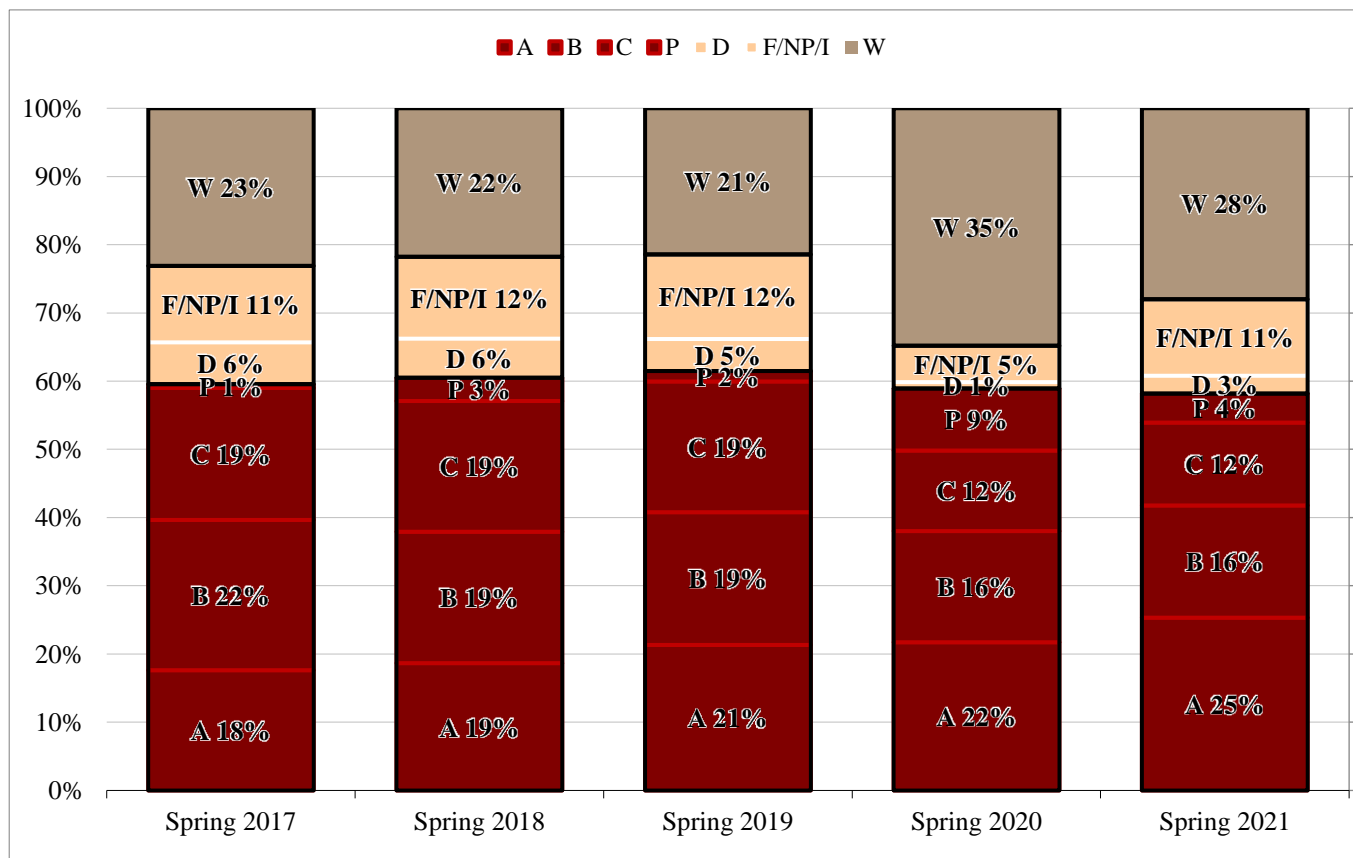
Highest Educational Level of Students

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
High School/Adult School	74	137	152	188	143
Freshmen (<30 units)	1,685	1,541	1,207	1,193	1,086
Sophomore (30-59 units)	767	819	747	704	652
Other Undergraduate (60 units or more)	404	384	335	383	304
AA/AS Degree	44	55	46	53	41
BA/BS or Higher Degree	48	53	42	72	65
% High School/Adult School	2%	5%	6%	7%	6%
% Freshmen (<30 units)	56%	52%	48%	46%	47%
% Sophomore (30-59 units)	25%	27%	30%	27%	28%
% Other Undergraduate (60 units or more)	13%	13%	13%	15%	13%
% AA/AS Degree	1%	2%	2%	2%	2%
% BA/BS or Higher Degree	2%	2%	2%	3%	3%



Student Performance: Grade Distribution

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Total Course Enrollments	3,105	3,128	2,722	2,845	2,475
Course Success Rates	60%	60%	61%	59%	58%
A	18%	19%	21%	22%	25%
B	22%	19%	19%	16%	16%
C	19%	19%	19%	12%	12%
P	1%	3%	2%	9%	4%
Course Non-Success Rate	17%	18%	17%	6%	14%
D	6%	6%	5%	1%	3%
F*	11%	12%	12%	5%	11%
Withdrawals (See Note)	23%	22%	21%	35%	28%



Definitions:

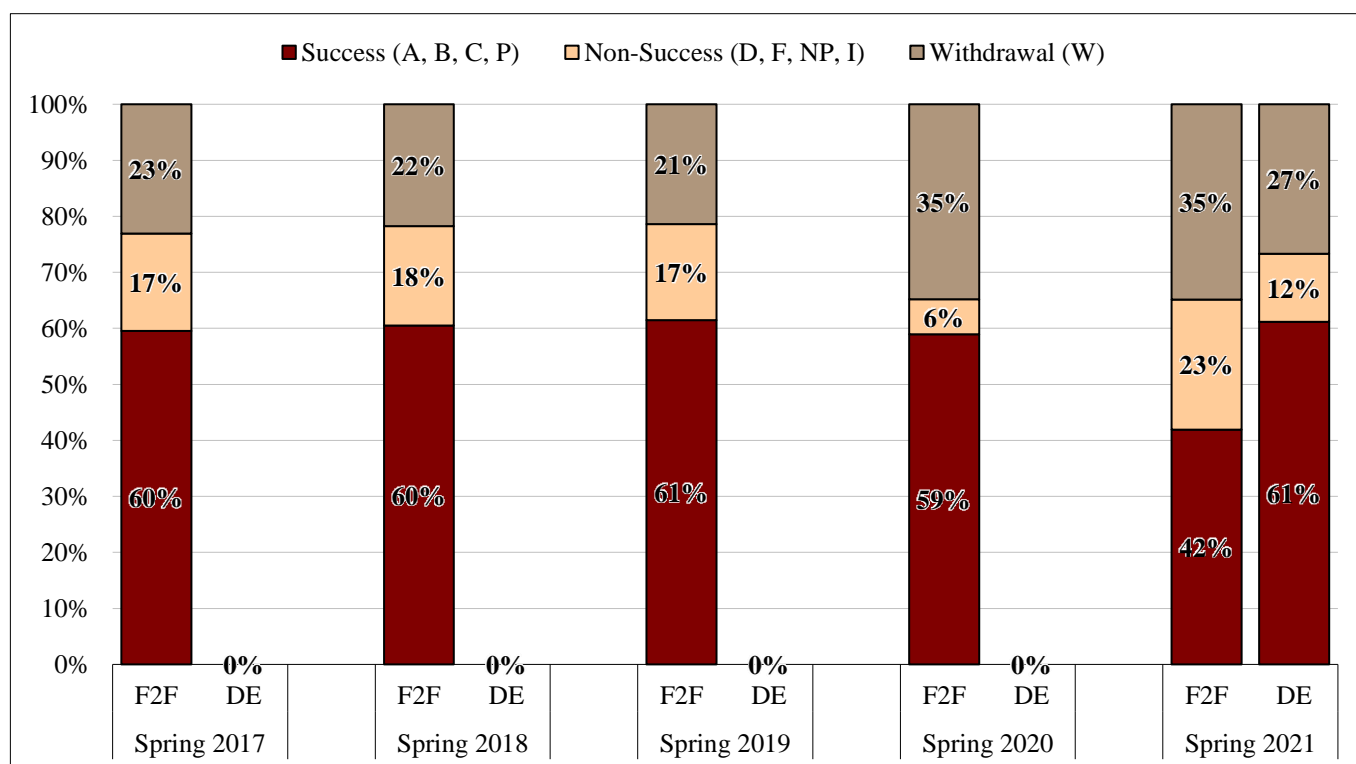
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Total Course Enrollments	3,105	3,128	2,722	2,845	2,475
Face-to-Face (F2F) Sections	2904	2985	2620	2699	389
Success Rates	60%	60%	61%	59%	42%
Non-Success Rates	17%	18%	17%	6%	23%
Withdrawals	23%	22%	21%	35%	35%
Distance Education (DE) Sections	201	143	103	146	2086
Success Rates	—	—	—	—	61%
Non-Success Rates	—	—	—	—	12%
Withdrawals	—	—	—	—	27%



Definitions:

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

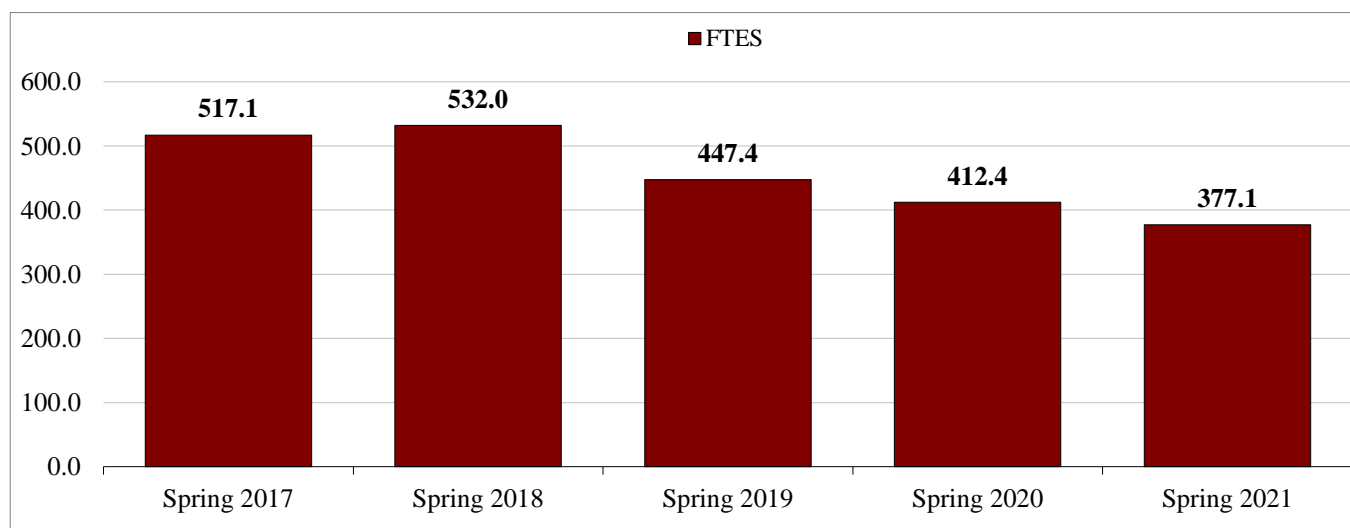
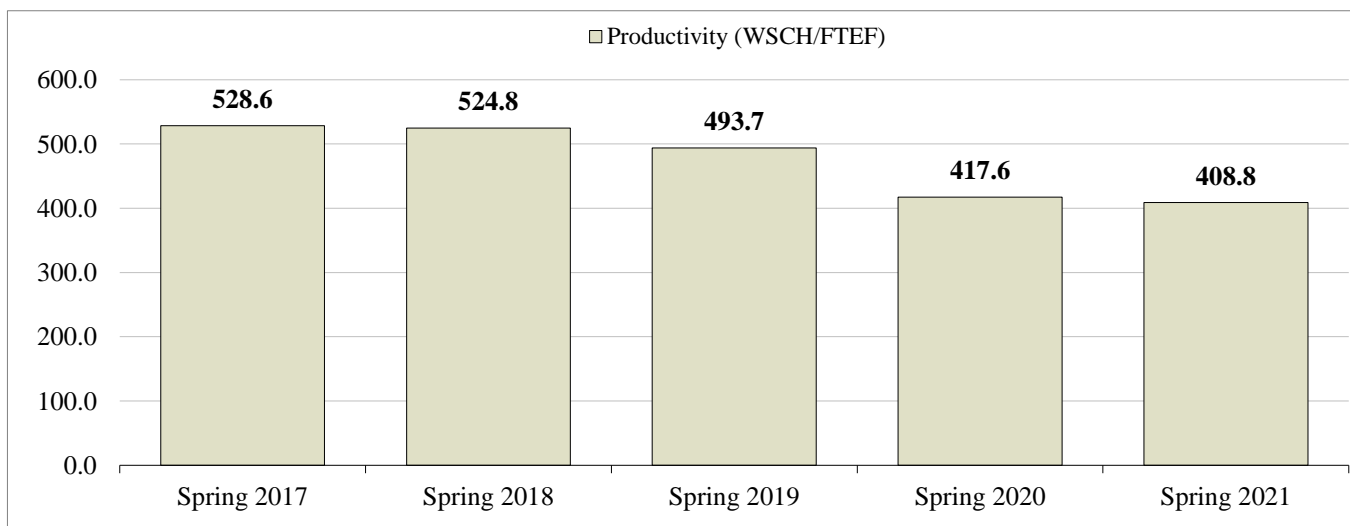
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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					
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	
WSCH	16,028	16,382	13,777	12,728	11,659	
FTES	517.1	532.0	447.4	412.4	377.1	
FTEF	30.3	31.2	27.9	30.5	28.5	
Productivity (WSCH/FTEF)	528.6	524.8	493.7	417.6	408.8	

**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.

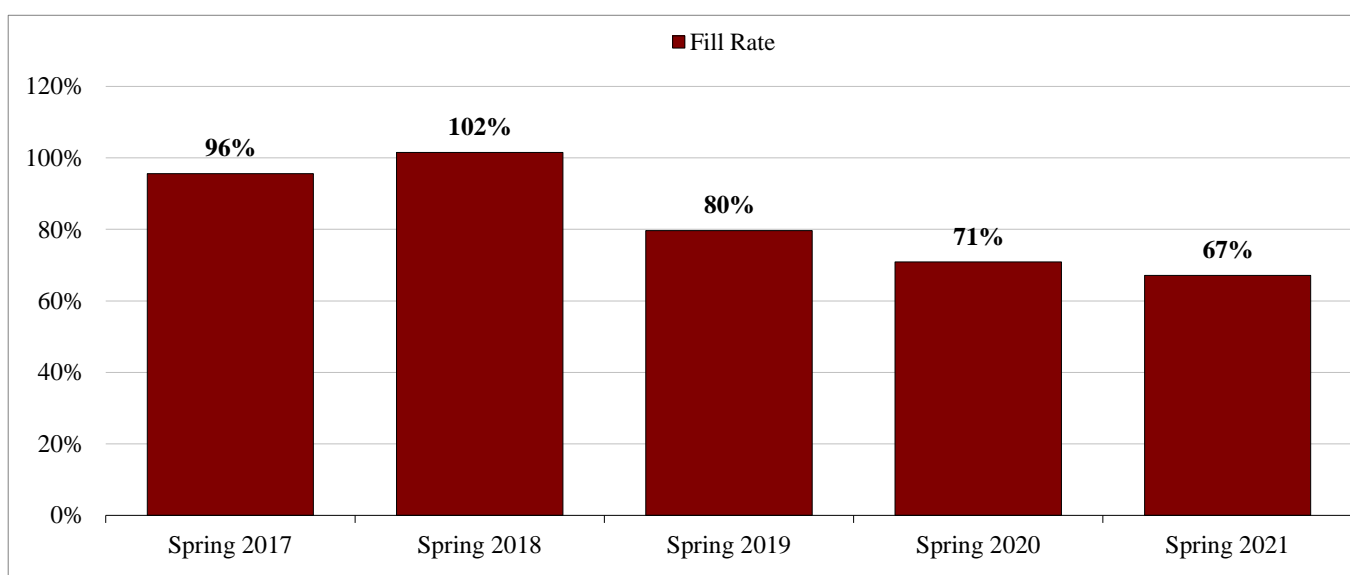
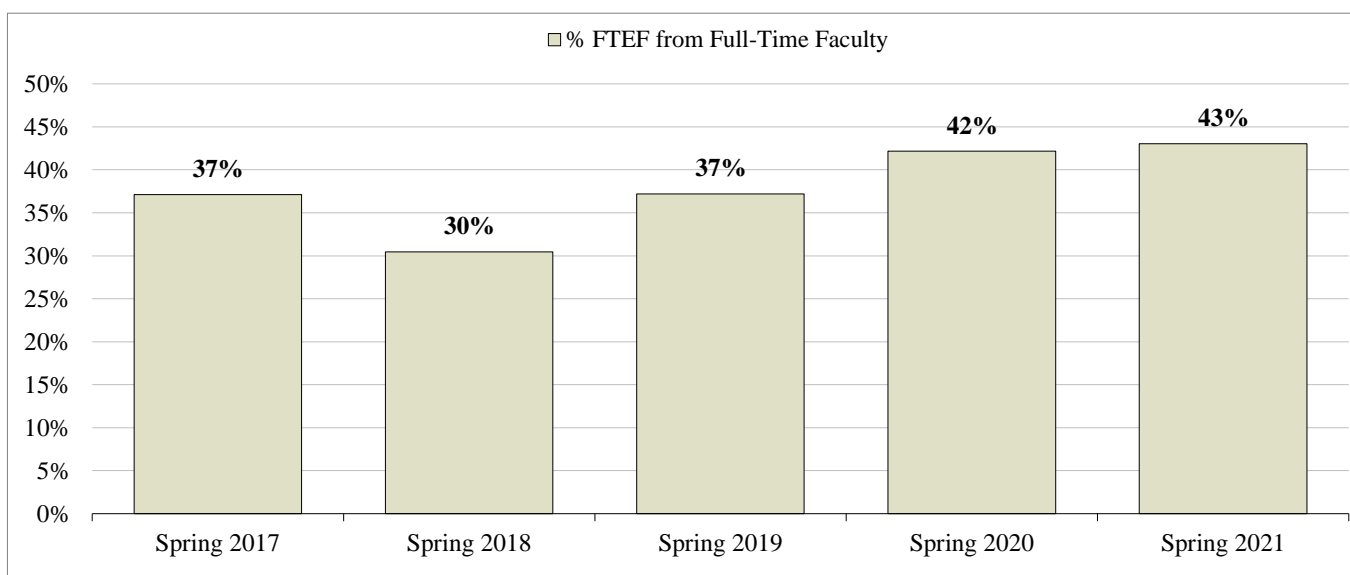
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
FTEF from Full-Time Faculty	11.3	9.5	10.4	12.9	12.3
% FTEF from Full-Time Faculty	37%	30%	37%	42%	43%
Enrollments	3,105	3,128	2,722	2,845	2,475
Capacity (seats available)	3,248	3,080	3,415	4,013	3,687
Fill Rate	96%	102%	80%	71%	67%


Definitions:

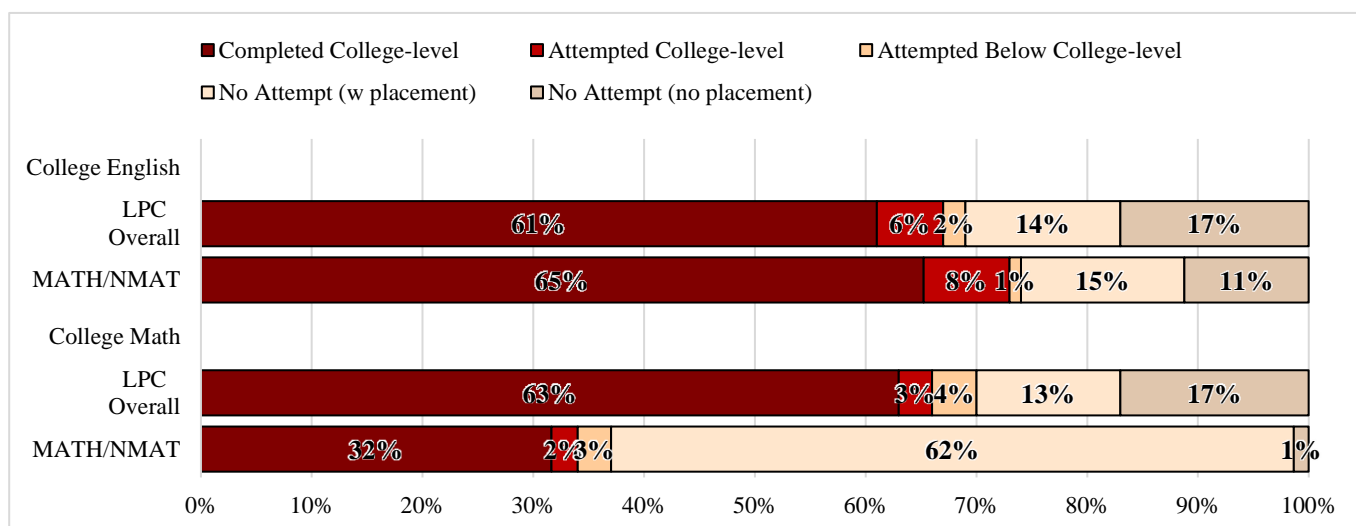
Fill Rate is number of enrollments over the total capacity (seats available).

% 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.

Prior Experience in English & Math

	Spring 2021			
	MATH/NMAT		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	1,447	65%	4,882	61%
Attempted College-level	172	8%	547	7%
Attempted Below College-level	23	1%	65	1%
No Prior Attempt (has placement)	327	15%	1,066	13%
No Prior Attempt (no placement)	249	11%	1,485	18%
College Math				
Completed College-level	654	32%	5,173	64%
Attempted College-level	49	2%	186	2%
Attempted Below College-level	62	3%	217	3%
No Prior Attempt (has placement)	1,273	62%	1,126	14%
No Prior Attempt (no placement)	28	1%	1,343	17%



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.