



Las Positas College

Discipline Program Review Data Packet

Fall 2017 to Fall 2021

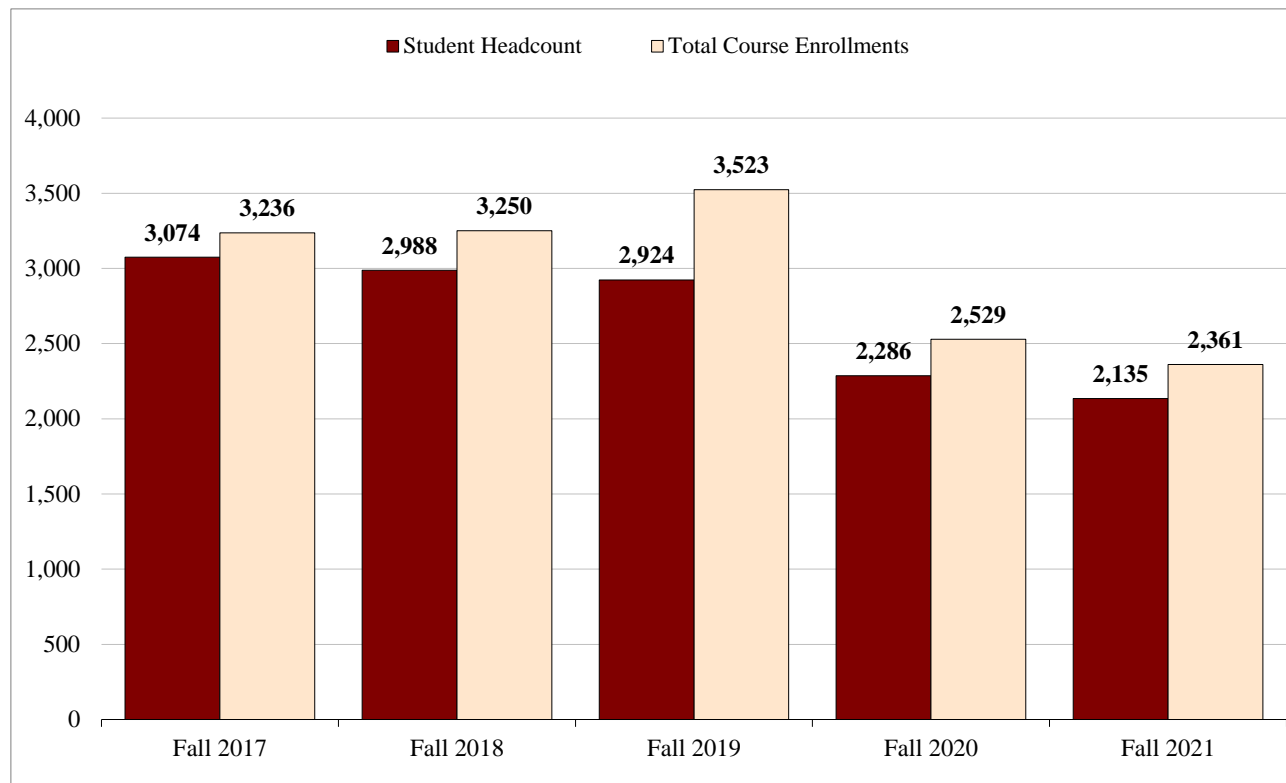
Discipline:

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

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Headcount & Enrollment

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student Headcount	3,074	2,988	2,924	2,286	2,135
Total Course Enrollments	3,236	3,250	3,523	2,529	2,361



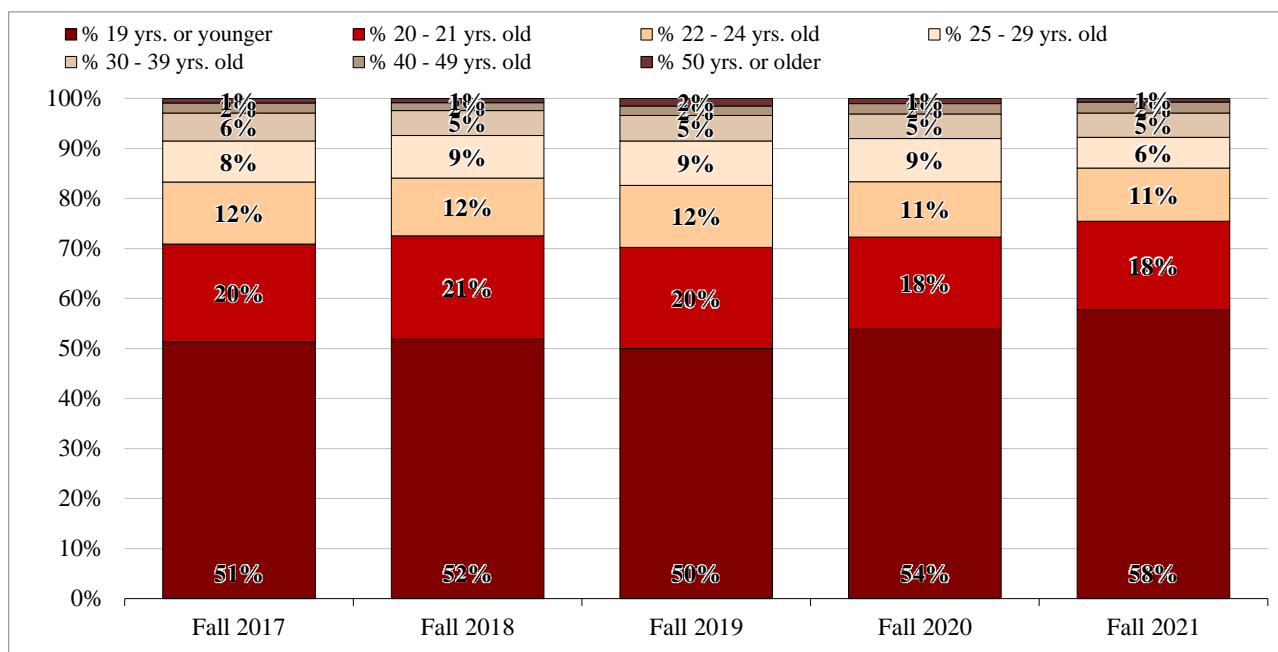
Definitions:

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.

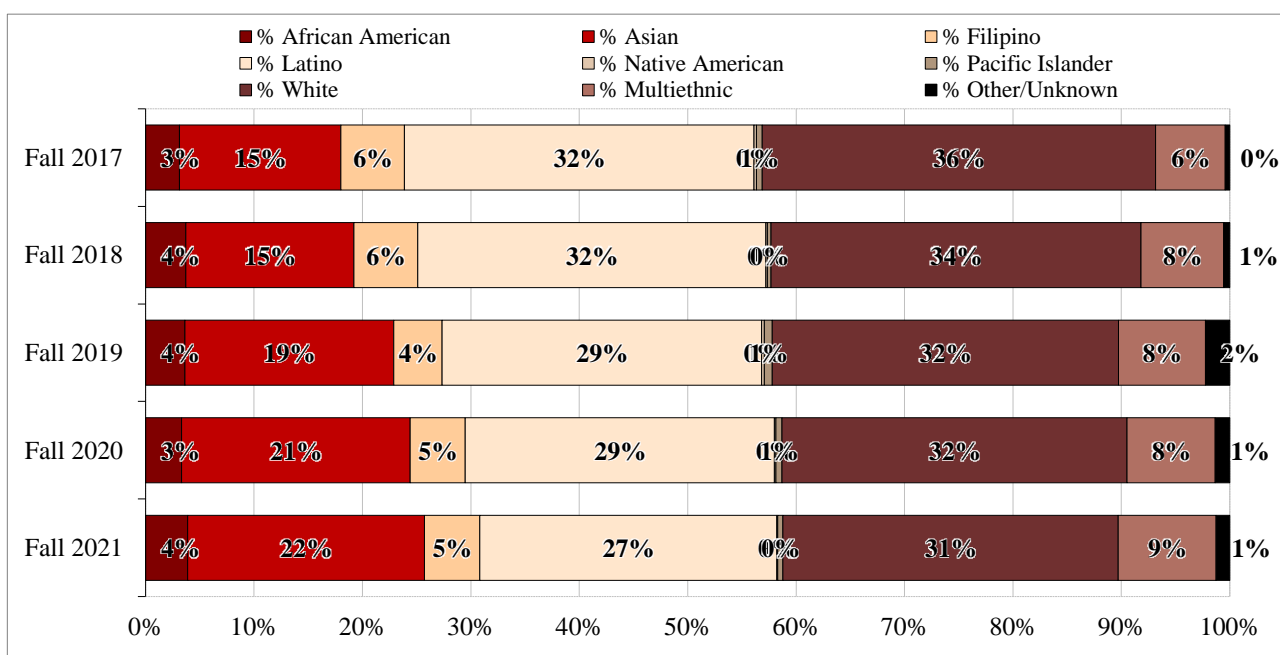
Student Demographics: Gender & Age

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	1,436	1,394	1,296	1,072	1,001
Male	1,588	1,552	1,566	1,180	1,103
19 yrs. or younger	1,577	1,549	1,461	1,231	1,233
20-21 yrs. old	602	618	593	421	378
22-24 yrs. old	381	346	361	254	227
25-29 yrs. old	252	254	261	197	131
30-39 yrs. old	172	149	148	112	104
40-49 yrs. old	62	46	56	47	46
50 yrs. or older	28	26	44	24	16
% Female	47%	47%	45%	48%	48%
% Male	53%	53%	55%	52%	52%
% 19 yrs. or younger	51%	52%	50%	54%	58%
% 20 - 21 yrs. old	20%	21%	20%	18%	18%
% 22 - 24 yrs. old	12%	12%	12%	11%	11%
% 25 - 29 yrs. old	8%	9%	9%	9%	6%
% 30 - 39 yrs. old	6%	5%	5%	5%	5%
% 40 - 49 yrs. old	2%	2%	2%	2%	2%
% 50 yrs. or older	1%	1%	2%	1%	1%



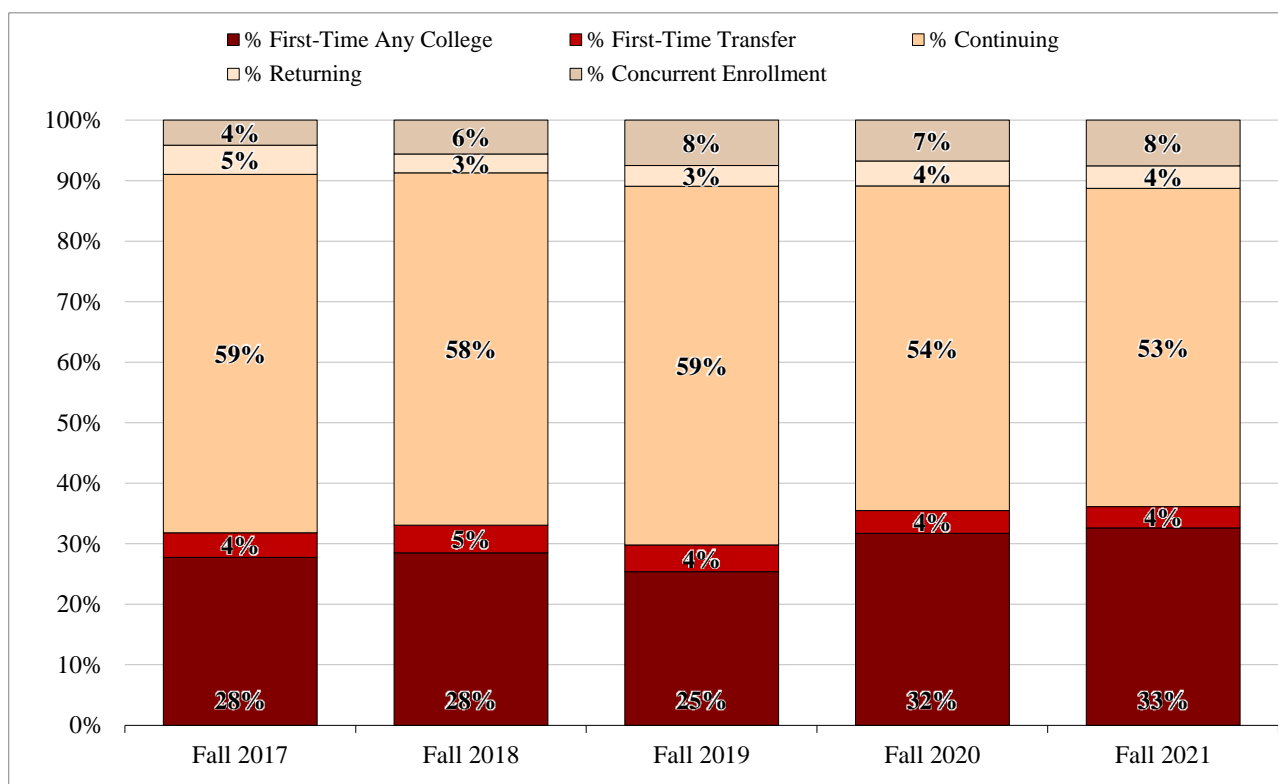
Student Demographic: Race-Ethnicity

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
African American	96	111	106	76	83
Asian	458	463	563	482	466
Filipino	180	176	131	116	109
Latino	991	959	861	652	585
Native American	7	5	8	3	2
Pacific Islander	16	10	21	13	10
White	1,116	1,019	934	727	660
Multiethnic	197	228	234	186	193
Other/Unknown	13	17	66	31	27
% African American	3%	4%	4%	3%	4%
% Asian	15%	15%	19%	21%	22%
% Filipino	6%	6%	4%	5%	5%
% Latino	32%	32%	29%	29%	27%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	1%	<1%	1%	1%	<1%
% White	36%	34%	32%	32%	31%
% Multiethnic	6%	8%	8%	8%	9%
% Other/Unknown	<1%	1%	2%	1%	1%



Student Enrollment Status

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
First-Time Any College	853	851	743	725	697
First-Time Transfer	125	137	128	86	75
Continuing	1,820	1,739	1,734	1,226	1,122
Returning	148	94	99	95	80
Concurrent Enrollment	128	167	220	154	161
% First-Time Any College	28%	28%	25%	32%	33%
% First-Time Transfer	4%	5%	4%	4%	4%
% Continuing	59%	58%	59%	54%	53%
% Returning	5%	3%	3%	4%	4%
% Concurrent Enrollment	4%	6%	8%	7%	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.

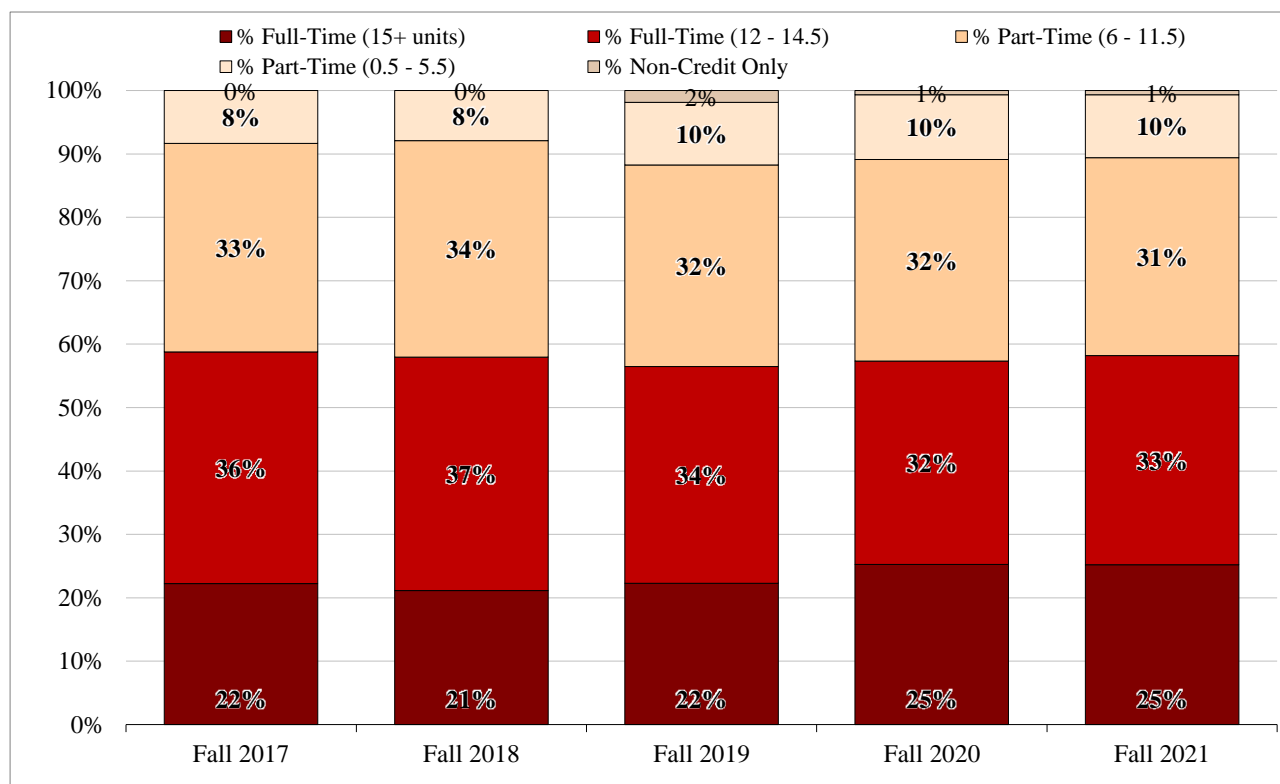
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

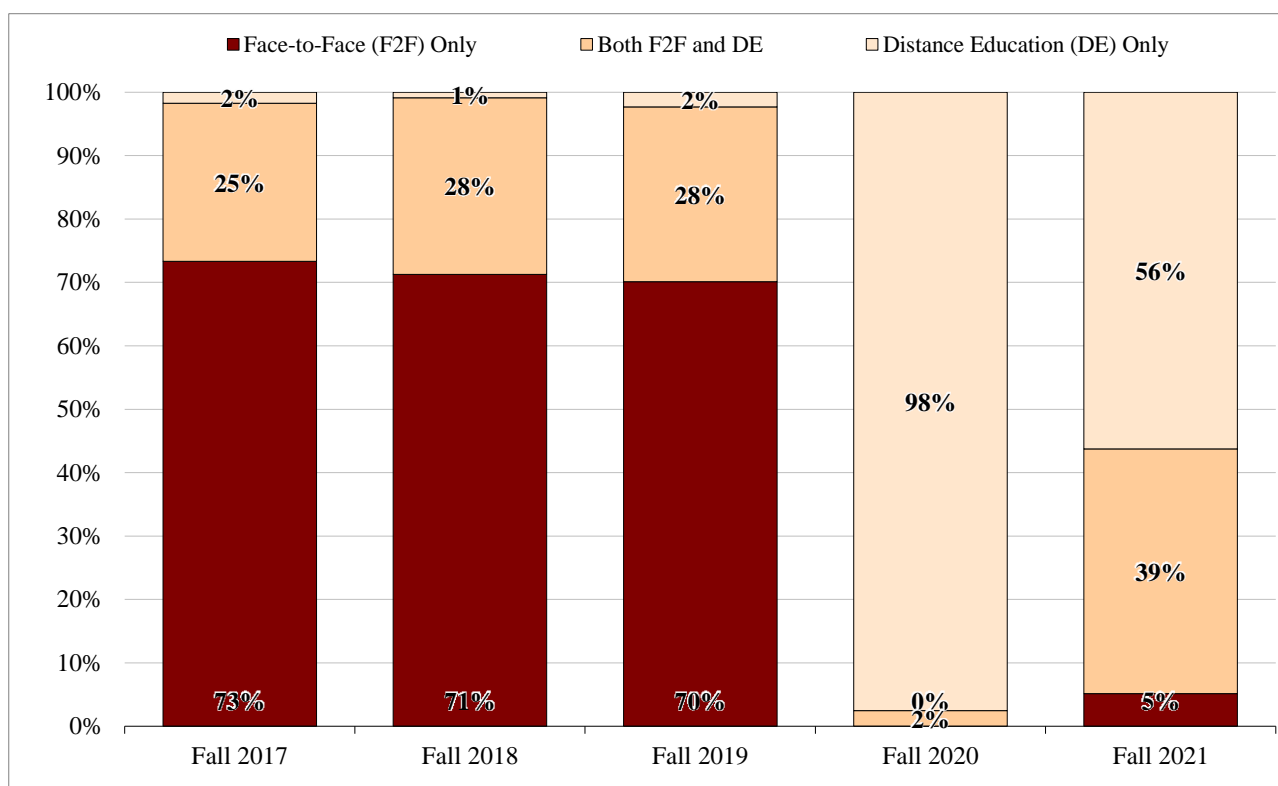
Student Unit Load

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Full-Time (15+ units)	684	632	652	577	538
Full-Time (12 - 14.5)	1,122	1,100	999	734	704
Part-Time (6 - 11.5)	1,012	1,020	929	726	667
Part-Time (0.5 - 5.5)	256	236	289	234	212
Non-Credit Only	0	0	55	15	14
% Full-Time (15+ units)	22%	21%	22%	25%	25%
% Full-Time (12 - 14.5)	36%	37%	34%	32%	33%
% Part-Time (6 - 11.5)	33%	34%	32%	32%	31%
% Part-Time (0.5 - 5.5)	8%	8%	10%	10%	10%
% Non-Credit Only	0%	0%	2%	1%	1%



Students Using Distance Education

Mathematics (includes Non-Credit) (MATH/NMAT)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Face-to-Face (F2F) Only	2,254	2,129	2,051	0	110
Both F2F and DE	766	833	805	56	824
Distance Education (DE) Only	54	26	68	2,230	1,201
% Face-to-Face (F2F) Only	73%	71%	70%	0%	5%
% Both F2F and DE	25%	28%	28%	2%	39%
% Distance Education (DE) Only	2%	1%	2%	98%	56%



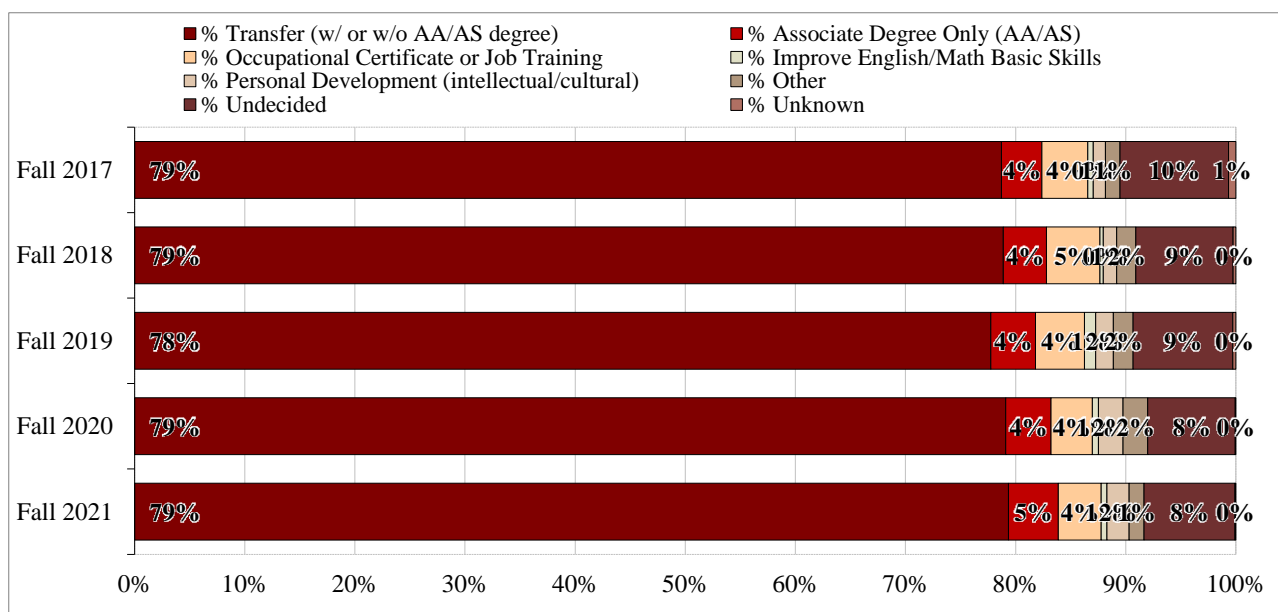
Definitions:

Distance Education (DE) includes enrollments in courses with section numbers designated as courses with 51% or more of instruction delivered online.

Due to the COVID-19 pandemic, 2020-21 DE courses were distinguished through provisional designations.

Student Educational Goal

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Transfer (w/ or w/o AA/AS degree)	2,420	2,357	2,273	1,808	1,694
Associate Degree Only (AA/AS)	113	117	119	94	97
Occupational Certificate or Job Training	128	145	130	86	83
Improve English/Math Basic Skills	15	9	30	13	11
Personal Development (intellectual/cultural)	34	37	47	51	43
Other	41	52	52	51	29
Undecided	303	264	265	182	176
Unknown	20	7	8	1	2
% Transfer (w/ or w/o AA/AS degree)	79%	79%	78%	79%	79%
% Associate Degree Only (AA/AS)	4%	4%	4%	4%	5%
% Occupational Certificate or Job Training	4%	5%	4%	4%	4%
% Improve English/Math Basic Skills	<1%	<1%	1%	1%	1%
% Personal Development (intellectual/cultural)	1%	1%	2%	2%	2%
% Other	1%	2%	2%	2%	1%
% Undecided	10%	9%	9%	8%	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.

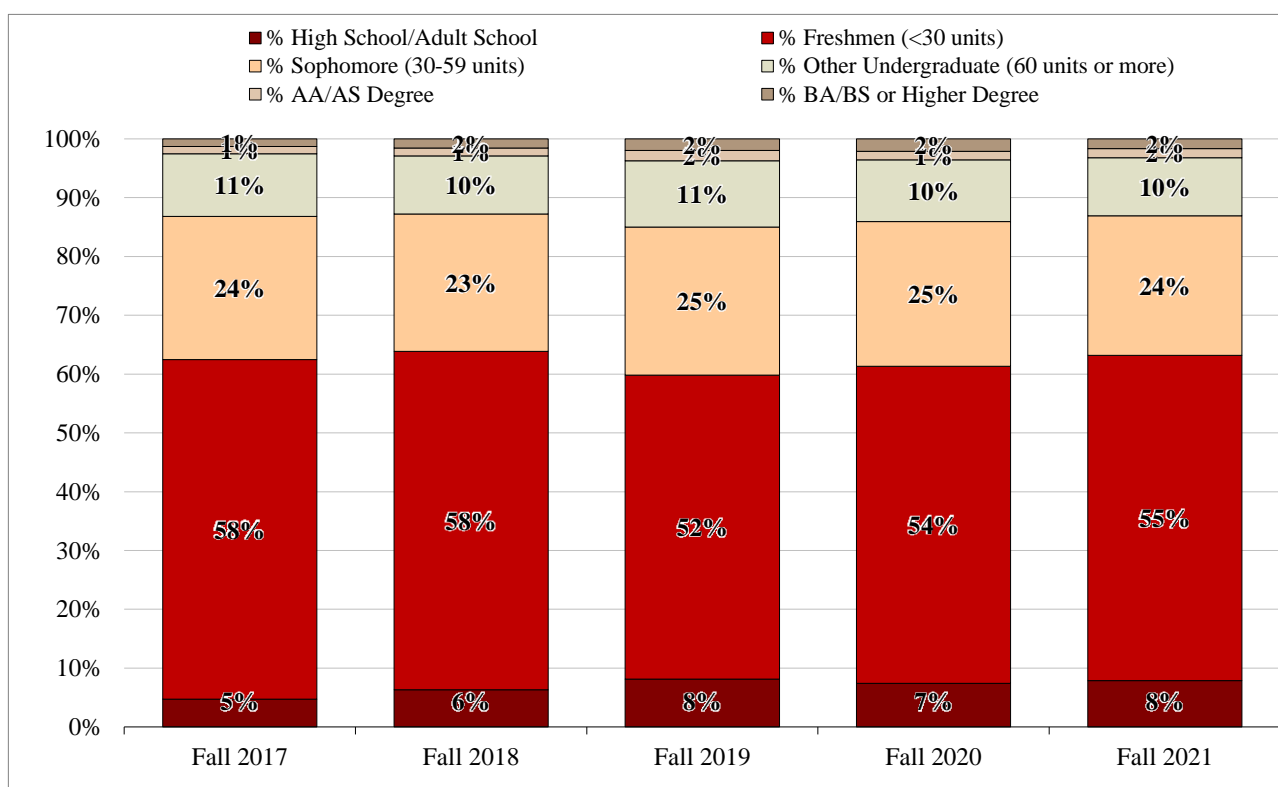
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

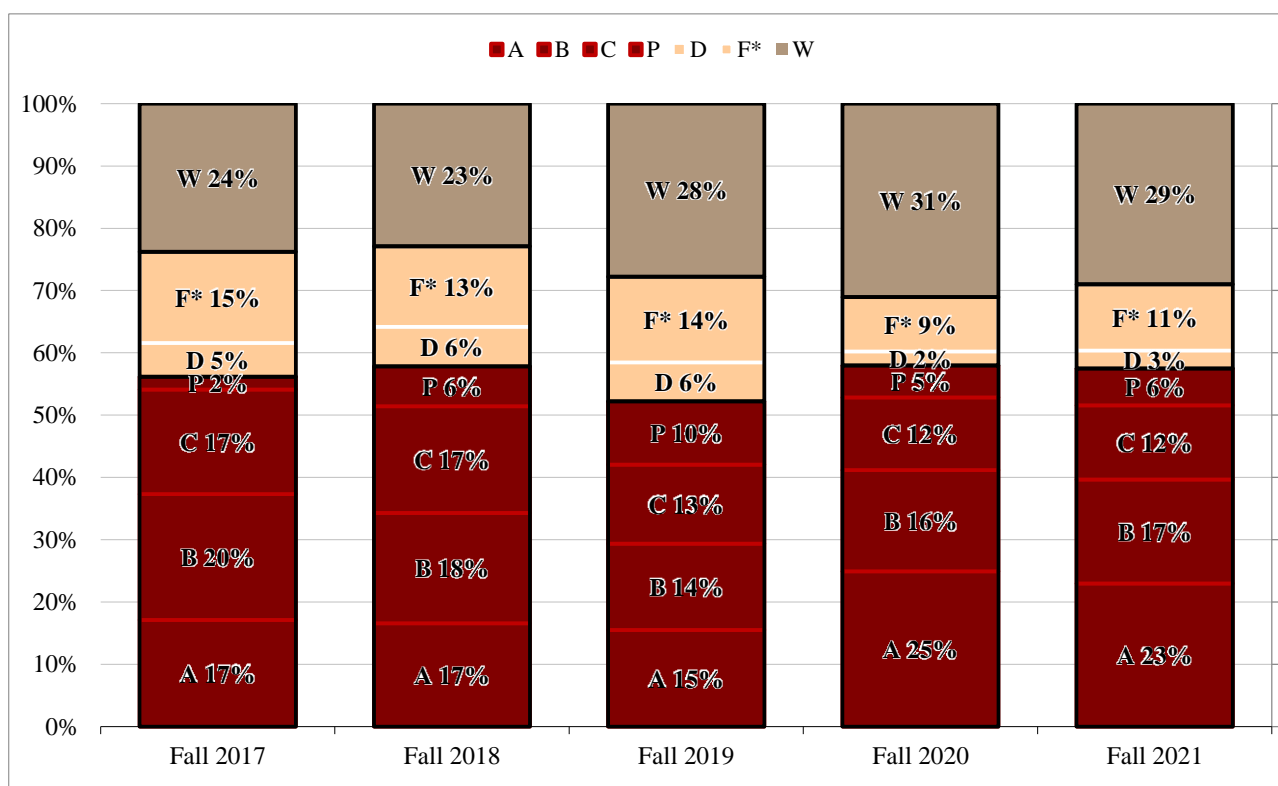
Highest Educational Level of Students

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
High School/Adult School	145	189	238	170	168
Freshmen (<30 units)	1,775	1,719	1,512	1,232	1,181
Sophomore (30-59 units)	749	699	736	563	507
Other Undergraduate (60 units or more)	327	294	330	239	211
AA/AS Degree	39	41	50	34	33
BA/BS or Higher Degree	39	46	58	48	35
% High School/Adult School	5%	6%	8%	7%	8%
% Freshmen (<30 units)	58%	58%	52%	54%	55%
% Sophomore (30-59 units)	24%	23%	25%	25%	24%
% Other Undergraduate (60 units or more)	11%	10%	11%	10%	10%
% AA/AS Degree	1%	1%	2%	1%	2%
% BA/BS or Higher Degree	1%	2%	2%	2%	2%



Student Performance: Grade Distribution

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Course Enrollments	3,236	3,250	3,523	2,529	2,361
Course Success Rates	56%	58%	52%	58%	57%
A	17%	17%	15%	25%	23%
B	20%	18%	14%	16%	17%
C	17%	17%	13%	12%	12%
P	2%	6%	10%	5%	6%
Course Non-Success Rate	20%	19%	20%	11%	13%
D	5%	6%	6%	2%	3%
F*	15%	13%	14%	9%	11%
Withdrawals (See Note)	24%	23%	28%	31%	29%



Definitions:

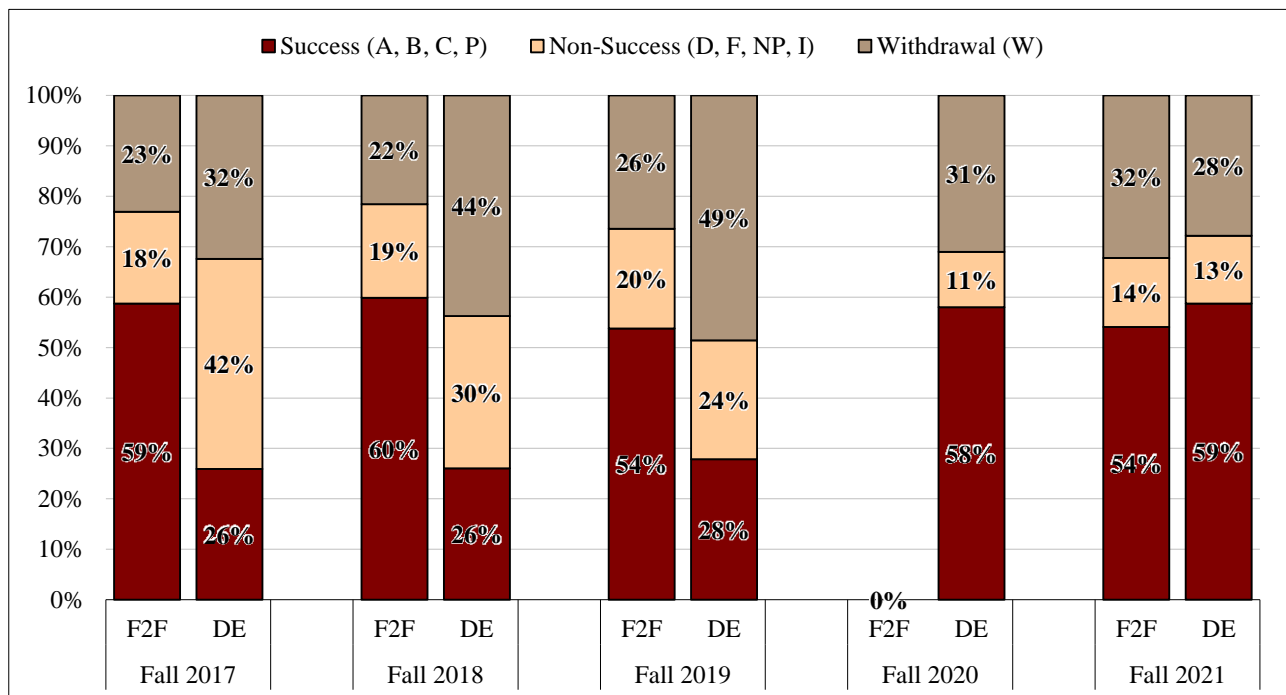
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Course Enrollments	3,236	3,250	3,523	2,529	2,361
Face-to-Face (F2F) Sections	2,989	3,058	3,311	0	614
Success Rates	59%	60%	54%	—	54%
Non-Success Rates	18%	19%	20%	—	14%
Withdrawals	23%	22%	26%	—	32%
Distance Education (DE) Sections	247	192	212	2,529	1,747
Success Rates	26%	26%	28%	58%	59%
Non-Success Rates	42%	30%	24%	11%	13%
Withdrawals	32%	44%	49%	31%	28%



Definitions:

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

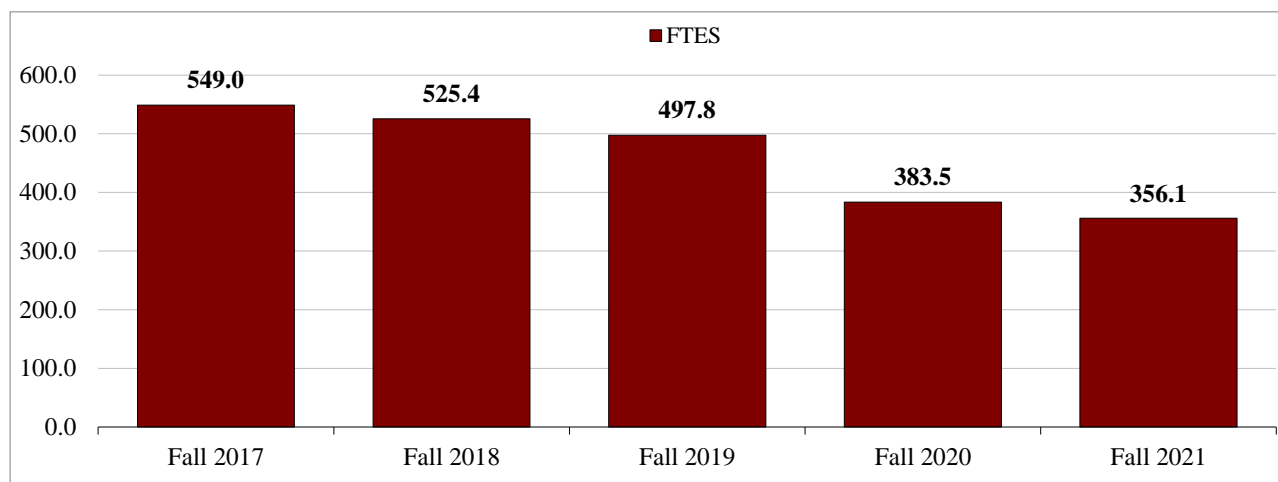
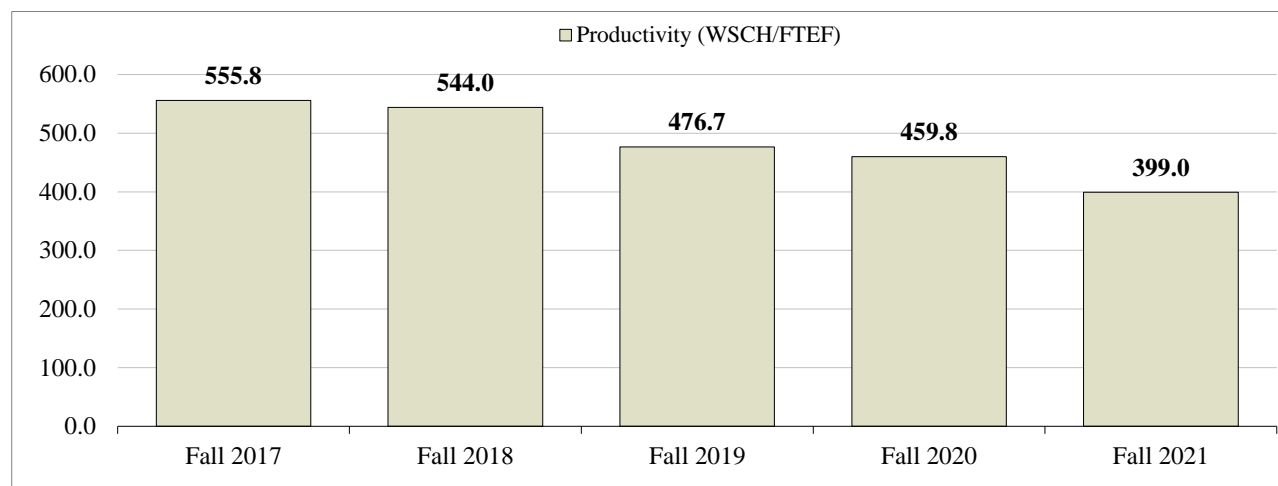
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
WSCH	16,850	16,086	15,366	11,809	10,870
FTES	549.0	525.4	497.8	383.5	356.1
FTEF	30.3	29.6	32.2	25.7	27.2
Productivity (WSCH/FTEF)	555.8	544.0	476.7	459.8	399.0



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.

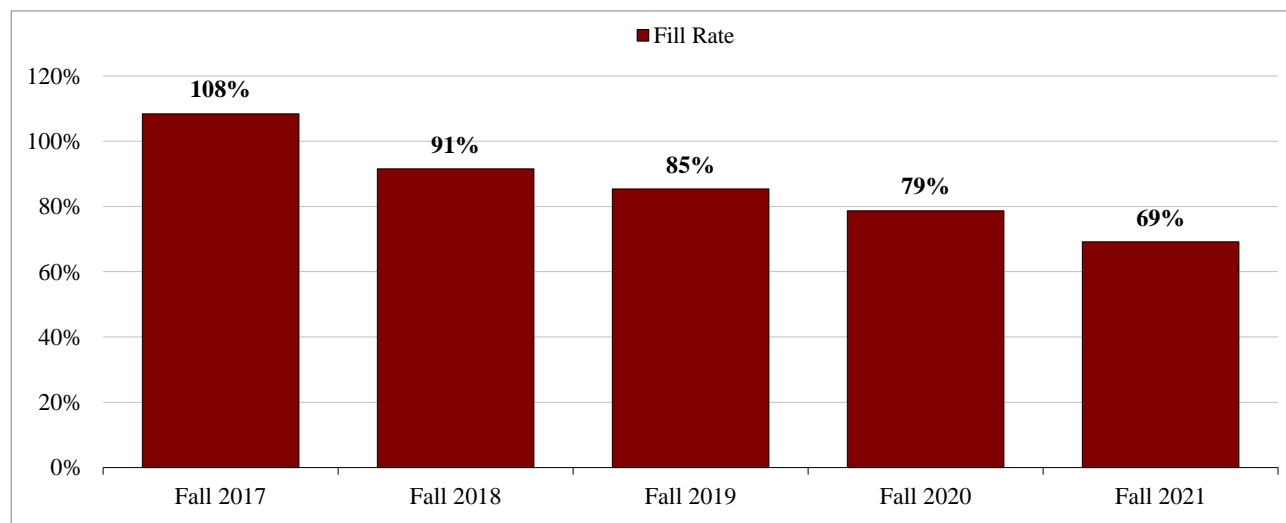
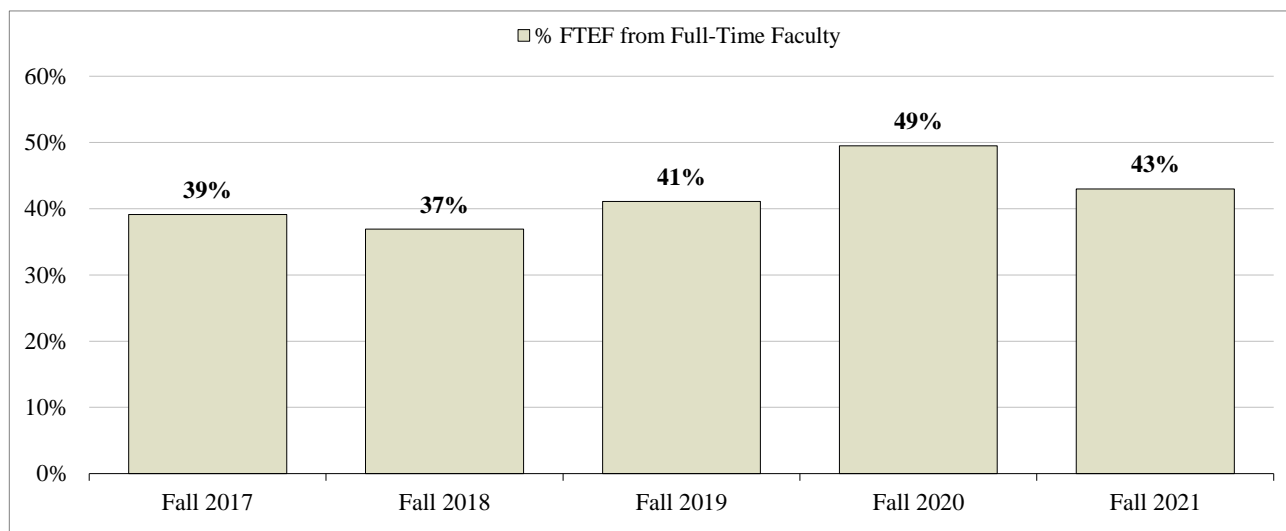
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
FTEF from Full-Time Faculty	11.9	10.9	13.3	12.7	11.7
% FTEF from Full-Time Faculty	39%	37%	41%	49%	43%
Enrollments	3,236	3,250	3,523	2,529	2,361
Capacity (seats available)	2,985	3,552	4,128	3,215	3,415
Fill Rate	108%	91%	85%	79%	69%



Definitions:

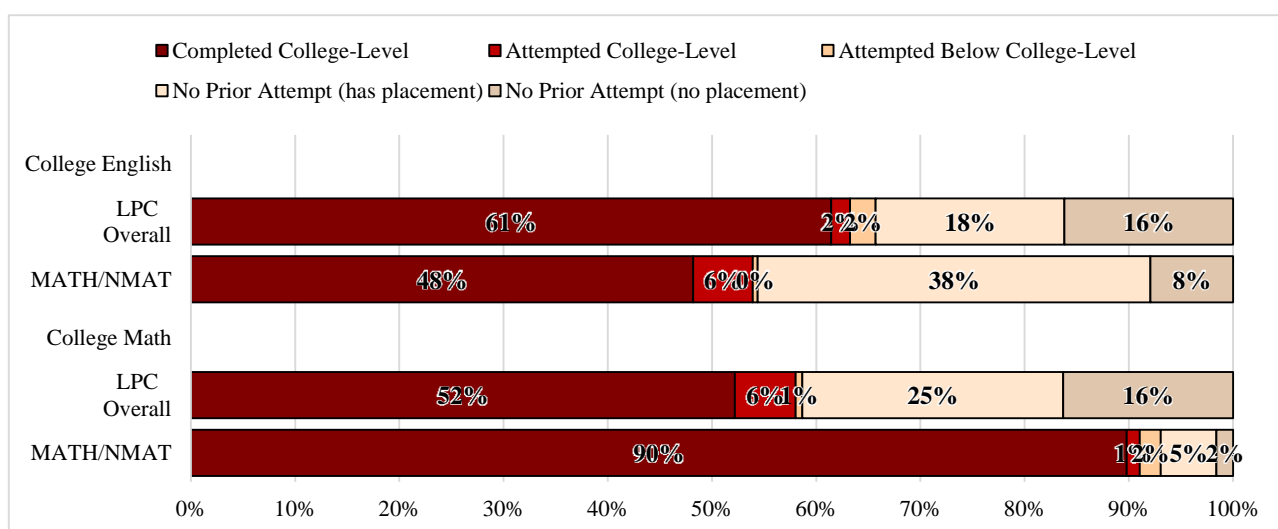
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 7/20/21.

Prior Experience in English & Math

	Fall 2021			
	MATH/NMAT		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	1,029	48%	3,849	52%
Attempted College-level	122	6%	430	6%
Attempted Below College-level	10	<1%	46	1%
No Prior Attempt (has placement)	805	38%	1,845	25%
No Prior Attempt (no placement)	169	8%	1,202	16%
College Math				
Completed College-level	1,917	90%	4,530	61%
Attempted College-level	27	1%	132	2%
Attempted Below College-level	43	2%	181	2%
No Prior Attempt (has placement)	114	5%	1,337	18%
No Prior Attempt (no placement)	34	2%	1,192	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.