



Las Positas College
Discipline Program Review Data Packet
Fall 2019 to Spring 2024

Discipline:

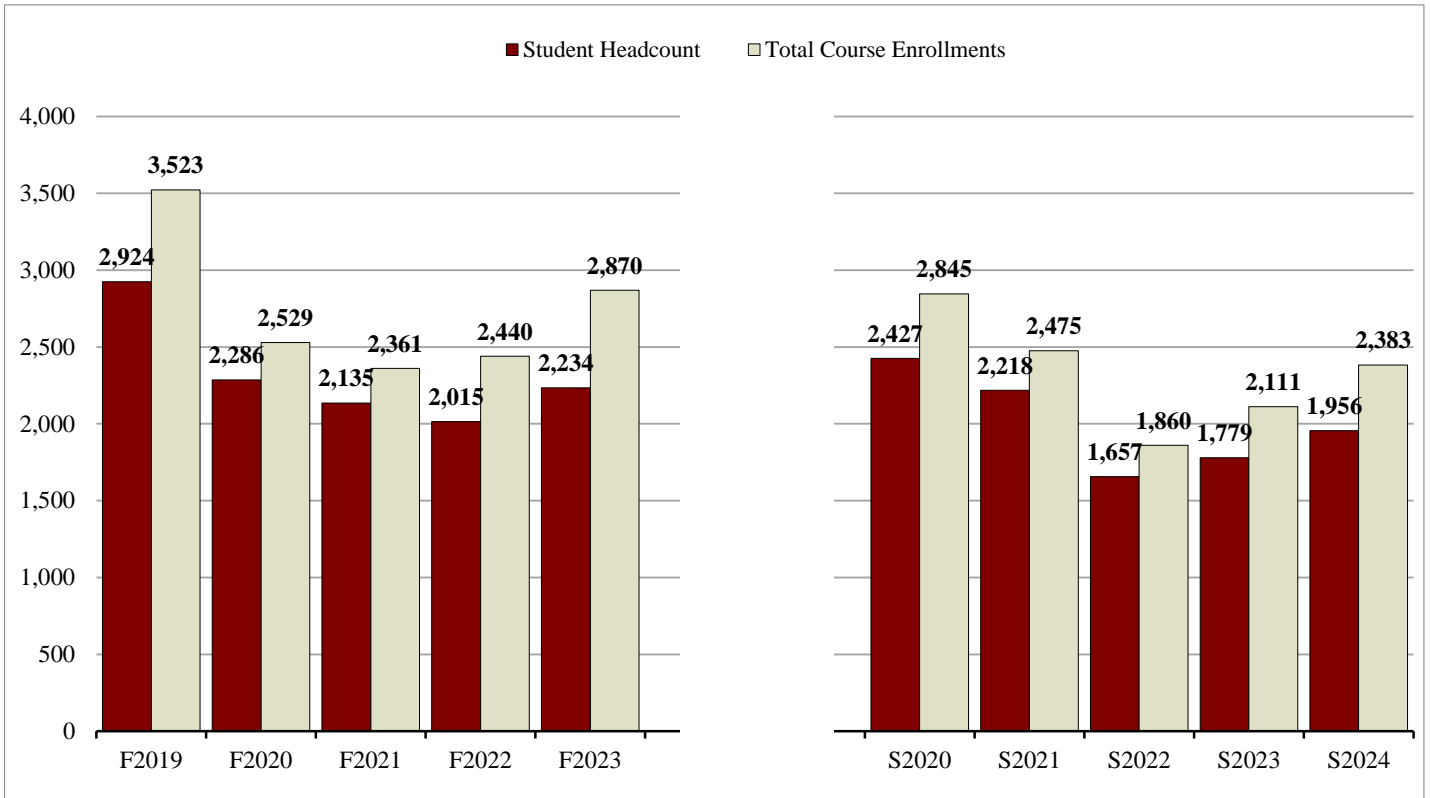
Mathematics (includes Non-Credit)

(MATH/NMAT)

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Headcount & Enrollment

Mathematics (includes Non-Credit) (MATH/NMAT)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Student Headcount	2,924	2,286	2,135	2,015	2,234	2,427	2,218	1,657	1,779	1,956
Total Course Enrollments	3,523	2,529	2,361	2,440	2,870	2,845	2,475	1,860	2,111	2,383



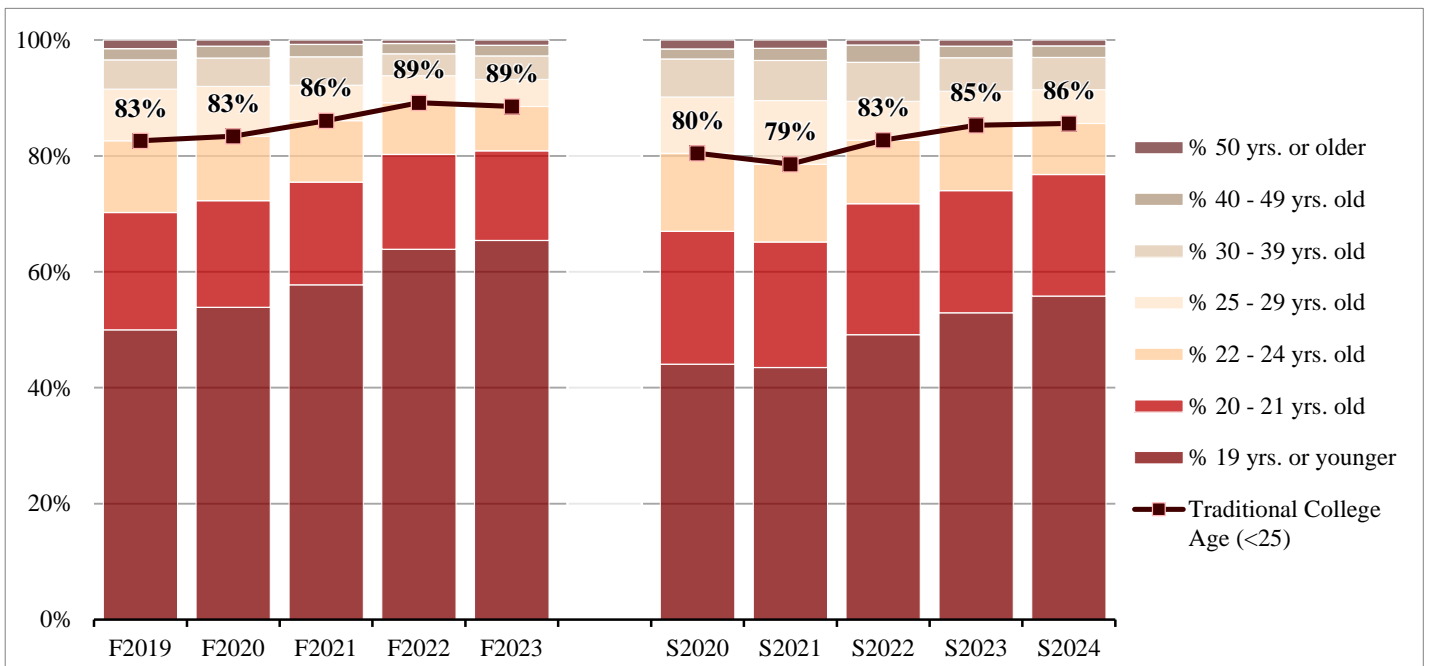
Definitions:

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.

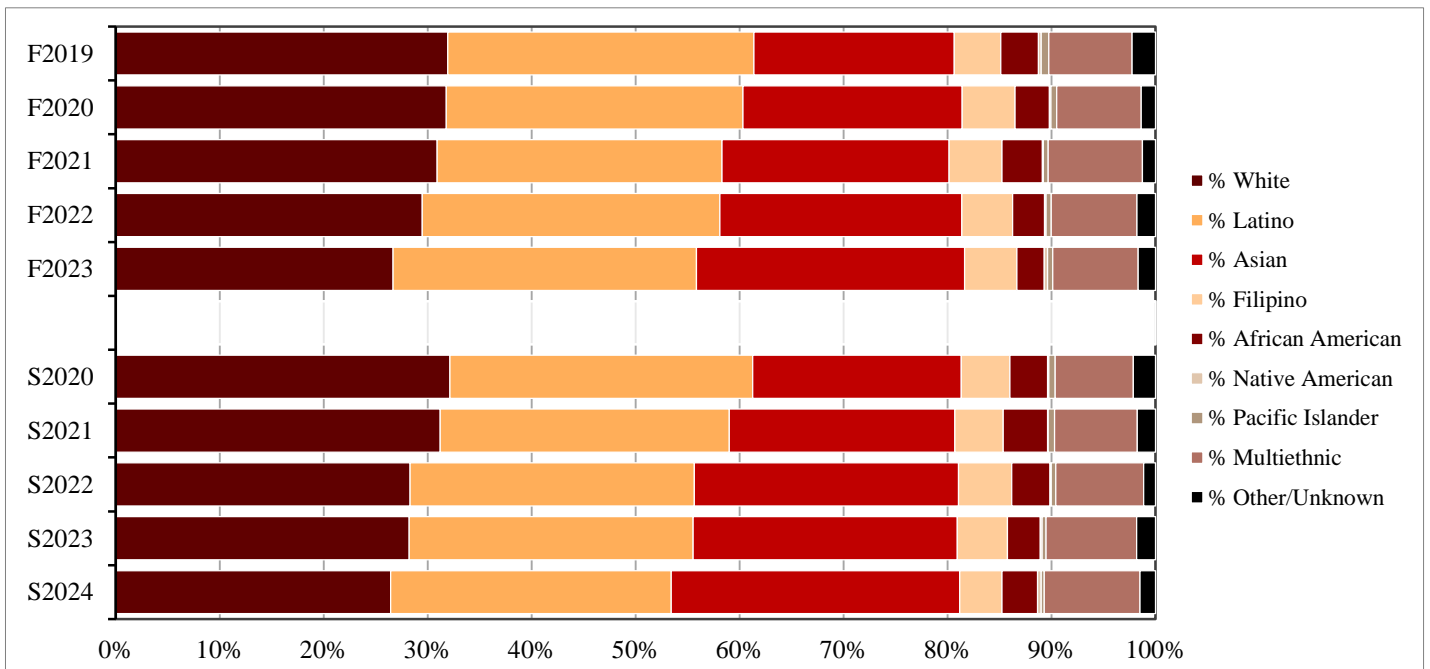
Student Demographics: Gender & Age

Mathematics (includes Non-Credit) (MATH/NMAT)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Female	1,296	1,072	1,001	901	932	1,078	1,028	743	773	832
Male	1,566	1,180	1,103	1,070	1,108	1,304	1,149	886	967	993
19 yrs. or younger	1,461	1,231	1,233	1,287	1,461	1,069	964	814	942	1,092
20-21 yrs. old	593	421	378	330	346	557	481	375	375	410
22-24 yrs. old	361	254	227	180	171	327	298	182	200	172
25-29 yrs. old	261	197	131	94	104	235	243	111	105	114
30-39 yrs. old	148	112	104	76	91	160	154	111	102	109
40-49 yrs. old	56	47	46	36	40	42	46	50	36	39
50 yrs. or older	44	24	16	12	21	37	32	14	19	20
% Female	45%	48%	48%	46%	46%	45%	47%	46%	44%	46%
% Male	55%	52%	52%	54%	54%	55%	53%	54%	56%	54%
% 19 yrs. or younger	50%	54%	58%	64%	65%	44%	43%	49%	53%	56%
% 20 - 21 yrs. old	20%	18%	18%	16%	15%	23%	22%	23%	21%	21%
% 22 - 24 yrs. old	12%	11%	11%	9%	8%	13%	13%	11%	11%	9%
% 25 - 29 yrs. old	9%	9%	6%	5%	5%	10%	11%	7%	6%	6%
% 30 - 39 yrs. old	5%	5%	5%	4%	4%	7%	7%	7%	6%	6%
% 40 - 49 yrs. old	2%	2%	2%	2%	2%	2%	2%	3%	2%	2%
% 50 yrs. or older	2%	1%	1%	1%	1%	2%	1%	1%	1%	1%



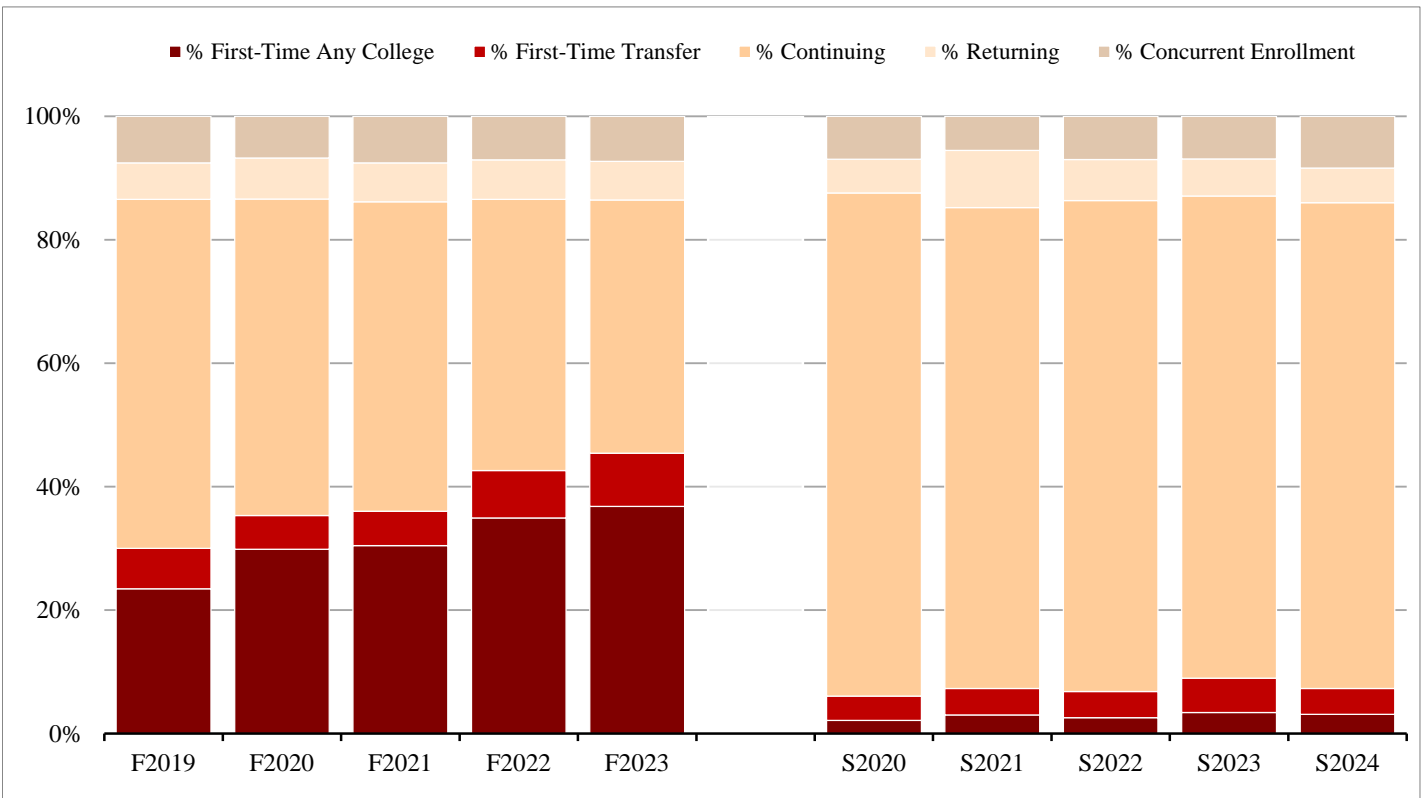
Student Demographic: Race-Ethnicity

Mathematics (includes Non-Credit) (MATH/NMAT)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
African American	106	76	83	62	59	88	95	61	56	67
Asian	563	482	466	469	576	487	481	421	452	543
Filipino	131	116	109	98	112	113	103	85	86	79
Latino	861	652	585	577	652	707	617	453	486	528
Native American	8	3	2	3	7	3	1	2	3	7
Pacific Islander	21	13	10	10	11	15	14	7	7	6
White	934	727	660	594	596	780	692	469	502	517
Multiethnic	234	186	193	166	184	182	176	140	155	180
Other/Unknown	66	31	27	36	37	52	39	19	32	29
% African American	4%	3%	4%	3%	3%	4%	4%	4%	3%	3%
% Asian	19%	21%	22%	23%	26%	20%	22%	25%	25%	28%
% Filipino	4%	5%	5%	5%	5%	5%	5%	5%	5%	4%
% Latino	29%	29%	27%	29%	29%	29%	28%	27%	27%	27%
% Native American	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	1%	1%	<1%	0%	0%	1%	1%	<1%	<1%	<1%
% White	32%	32%	31%	29%	27%	32%	31%	28%	28%	26%
% Multiethnic	8%	8%	9%	8%	8%	7%	8%	8%	9%	9%
% Other/Unknown	2%	1%	1%	2%	2%	2%	2%	1%	2%	1%



Student Enrollment Status

Mathematics (includes Non-Credit) (MATH/NMAT)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
First-Time Any College	686	683	650	704	822	52	67	43	61	61
First-Time Transfer	192	125	119	155	193	95	95	70	99	82
Continuing	1,652	1,171	1,070	885	916	1,979	1,728	1,318	1,389	1,539
Returning	174	153	135	129	140	132	205	110	107	110
Concurrent Enrollment	220	154	161	142	163	169	123	116	123	164
% First-Time Any College	23%	30%	30%	35%	37%	2%	3%	3%	3%	3%
% First-Time Transfer	7%	5%	6%	8%	9%	4%	4%	4%	6%	4%
% Continuing	56%	51%	50%	44%	41%	82%	78%	80%	78%	79%
% Returning	6%	7%	6%	6%	6%	5%	9%	7%	6%	6%
% Concurrent Enrollment	8%	7%	8%	7%	7%	7%	6%	7%	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.

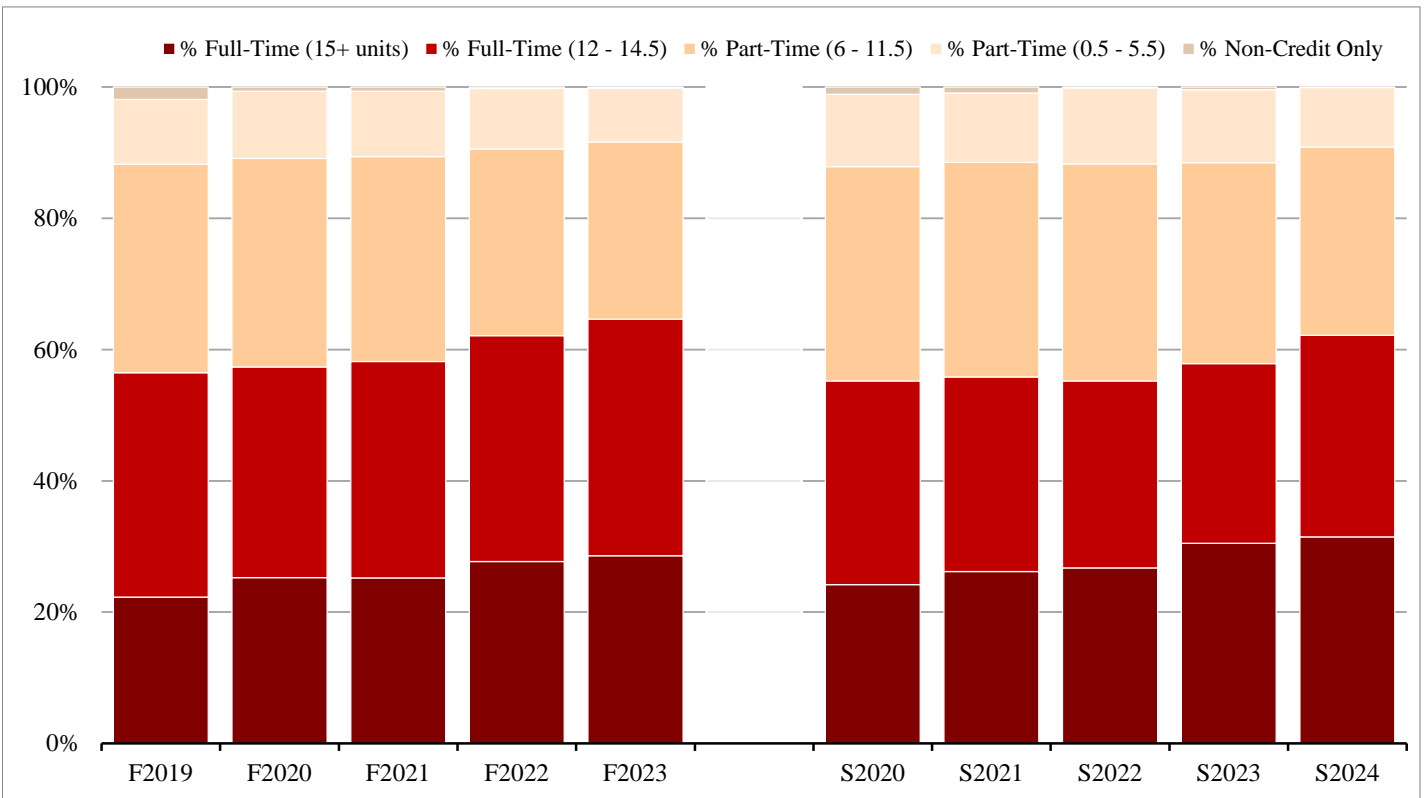
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

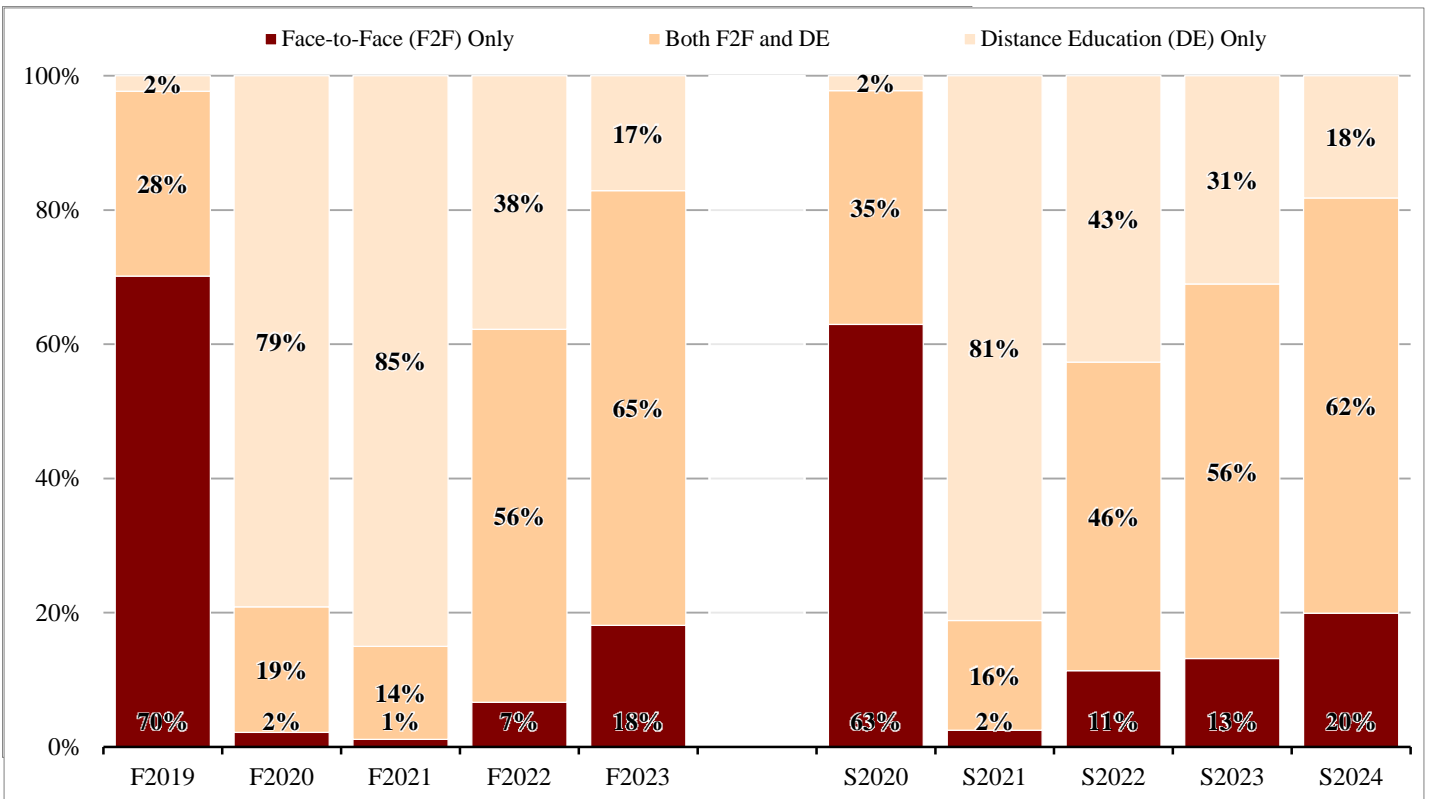
Student Unit Load

Mathematics (includes Non-Credit) (MATH/NMAT)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Full-Time (15+ units)	652	577	538	558	639	587	581	443	542	615
Full-Time (12 - 14.5 units)	999	734	704	694	805	753	657	472	487	601
Part-Time (6 - 11.5 units)	929	726	667	573	603	792	725	548	545	562
Part-Time (0.5 - 5.5 units)	289	234	212	185	183	268	235	192	198	176
Non-Credit Only	55	15	14	5	4	27	20	2	7	2
% Full-Time (15+ units)	22%	25%	25%	28%	29%	24%	26%	27%	30%	31%
% Full-Time (12 - 14.5)	34%	32%	33%	34%	36%	31%	30%	28%	27%	31%
% Part-Time (6 - 11.5)	32%	32%	31%	28%	27%	33%	33%	33%	31%	29%
% Part-Time (0.5 - 5.5)	10%	10%	10%	9%	8%	11%	11%	12%	11%	9%
% Non-Credit Only	2%	1%	1%	<1%	<1%	1%	1%	<1%	<1%	<1%



Students Using Distance Education

Mathematics (includes Non-Credit) (MATH/NMAT)										
(Categories reflect college-wide coursework)	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Face-to-Face (F2F) Only	2,051	50	24	134	405	1,528	55	188	234	390
Both F2F and DE	805	427	296	1,120	1,446	845	363	762	993	1,210
Distance Education (DE) Only	68	1,809	1,815	761	383	54	1,800	707	552	356
% Face-to-Face (F2F) Only	70%	2%	1%	7%	18%	63%	2%	11%	13%	20%
% Both F2F and DE	28%	19%	14%	56%	65%	35%	16%	46%	56%	62%
% Distance Education (DE) Only	2%	79%	85%	38%	17%	2%	81%	43%	31%	18%



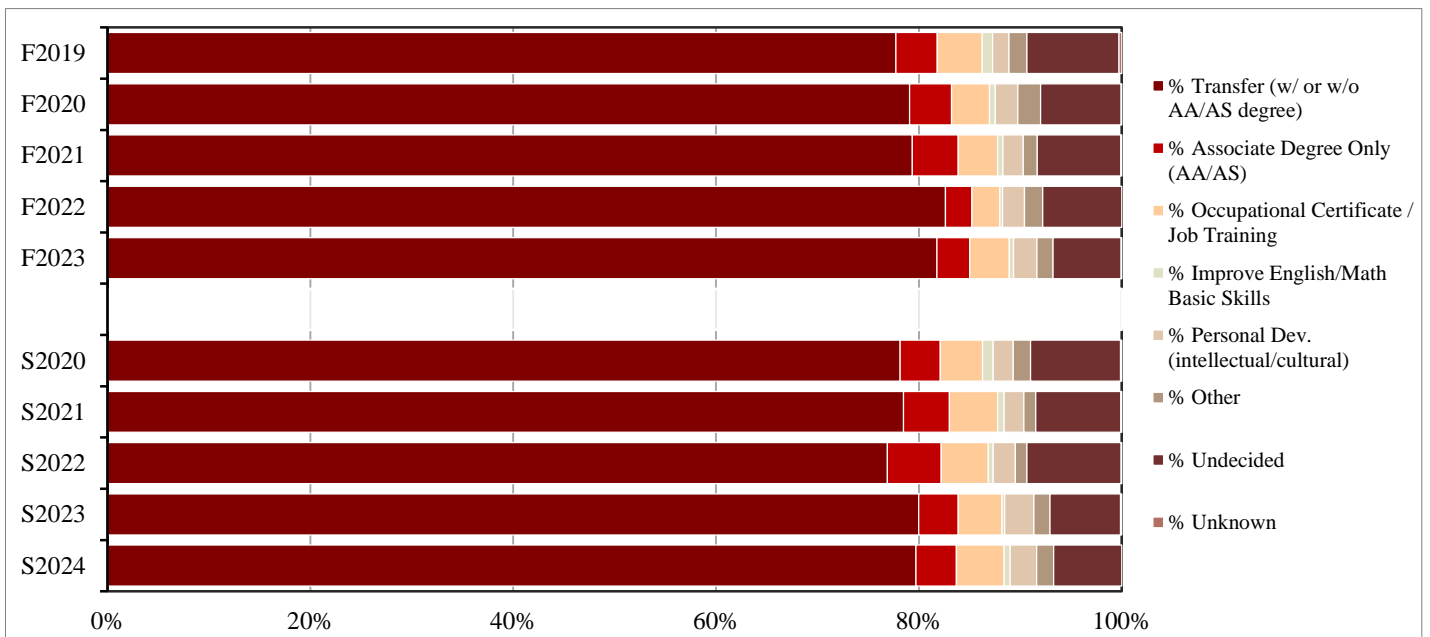
Definitions:

Distance Education (DE) includes enrollments in course sections that deliver course content online. Courses are categorized using the following methods:

- Prior to Summer 2020, via section numbers (i.e., start with 'DE', 'HD', 'LD' and 'LO'); courses with 51% of content delivered online.
- In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.
- In Spring 2021 and Summer 2021, via section numbers (i.e., 'A##', 'S##', 'B##', 'H##', 'HF#').
- Since Fall 2021 to present, via course attributes identifying course modality, or, when no attributes are provided, via section numbers (as previously indicated).

Student Educational Goal

Mathematics (includes Non-Credit) (MATH/NMAT)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Transfer (w/ or w/o AA/AS degree)	2,273	1,808	1,694	1,665	1,827	1,897	1,741	1,274	1,423	1,559
Associate Degree Only (AA/AS)	119	94	97	52	72	96	100	88	69	78
Occupational Certificate / Job Training	130	86	83	56	87	101	106	77	77	92
Improve English/Math Basic Skills	30	13	11	5	10	25	14	8	5	12
Personal Development (intellectual/cultural)	47	51	43	44	51	48	43	36	51	51
Other	52	51	29	36	36	42	26	19	28	33
Undecided	265	182	176	157	150	215	186	154	124	131
Unknown	8	1	2	0	1	3	2	1	2	0
% Transfer (w/ or w/o AA/AS degree)	78%	79%	79%	83%	82%	78%	78%	77%	80%	80%
% Associate Degree Only (AA/AS)	4%	4%	5%	3%	3%	4%	5%	5%	4%	4%
% Occupational Certificate / Job Training	4%	4%	4%	3%	4%	4%	5%	5%	4%	5%
% Improve English/Math Basic Skills	1%	1%	1%	<1%	<1%	1%	1%	<1%	<1%	1%
% Personal Dev. (intellectual/cultural)	2%	2%	2%	2%	2%	2%	2%	2%	3%	3%
% Other	2%	2%	1%	2%	2%	2%	1%	1%	2%	2%
% Undecided	9%	8%	8%	8%	7%	9%	8%	9%	7%	7%
% Unknown	<1%	<1%	<1%	0%	<1%	<1%	<1%	<1%	<1%	0%



Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.

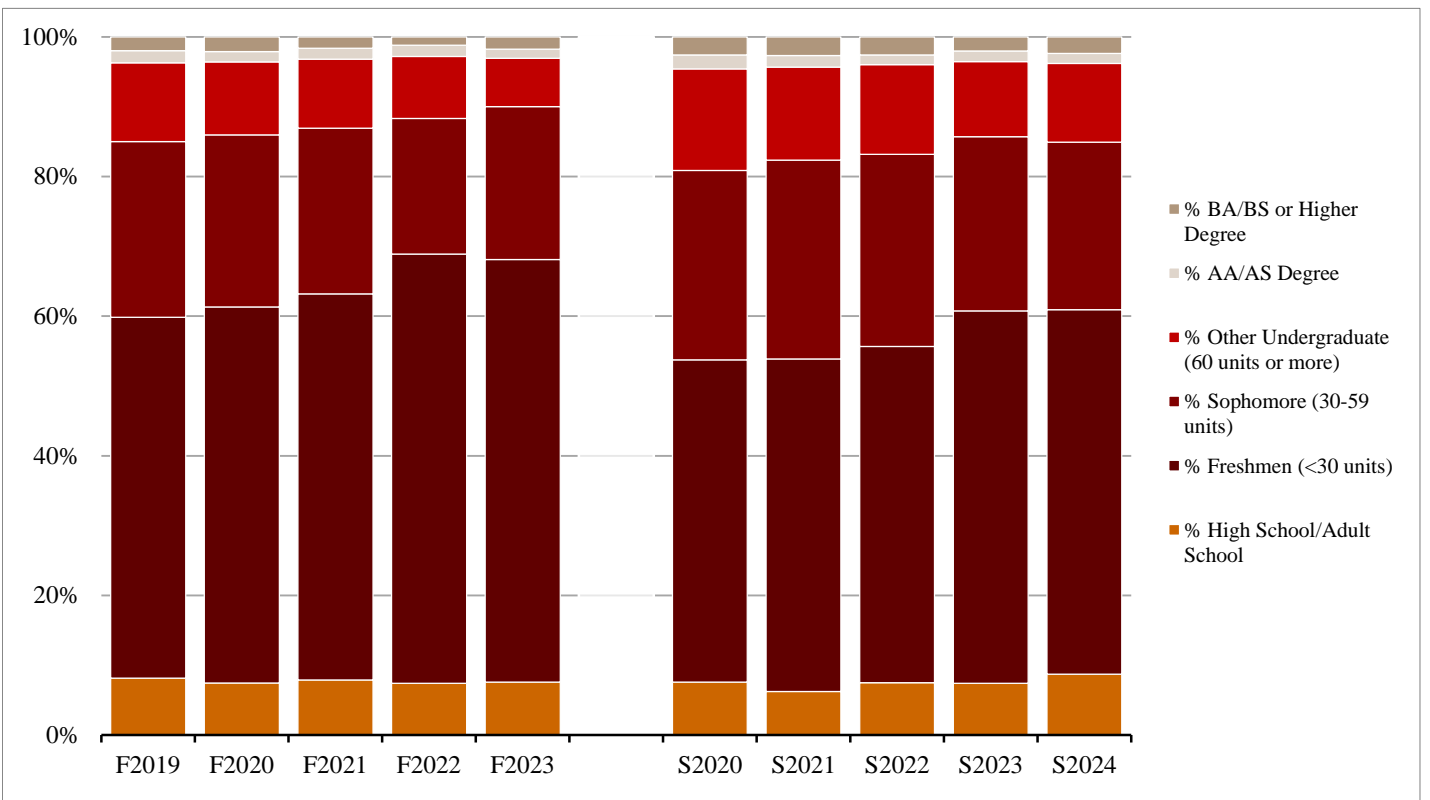
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

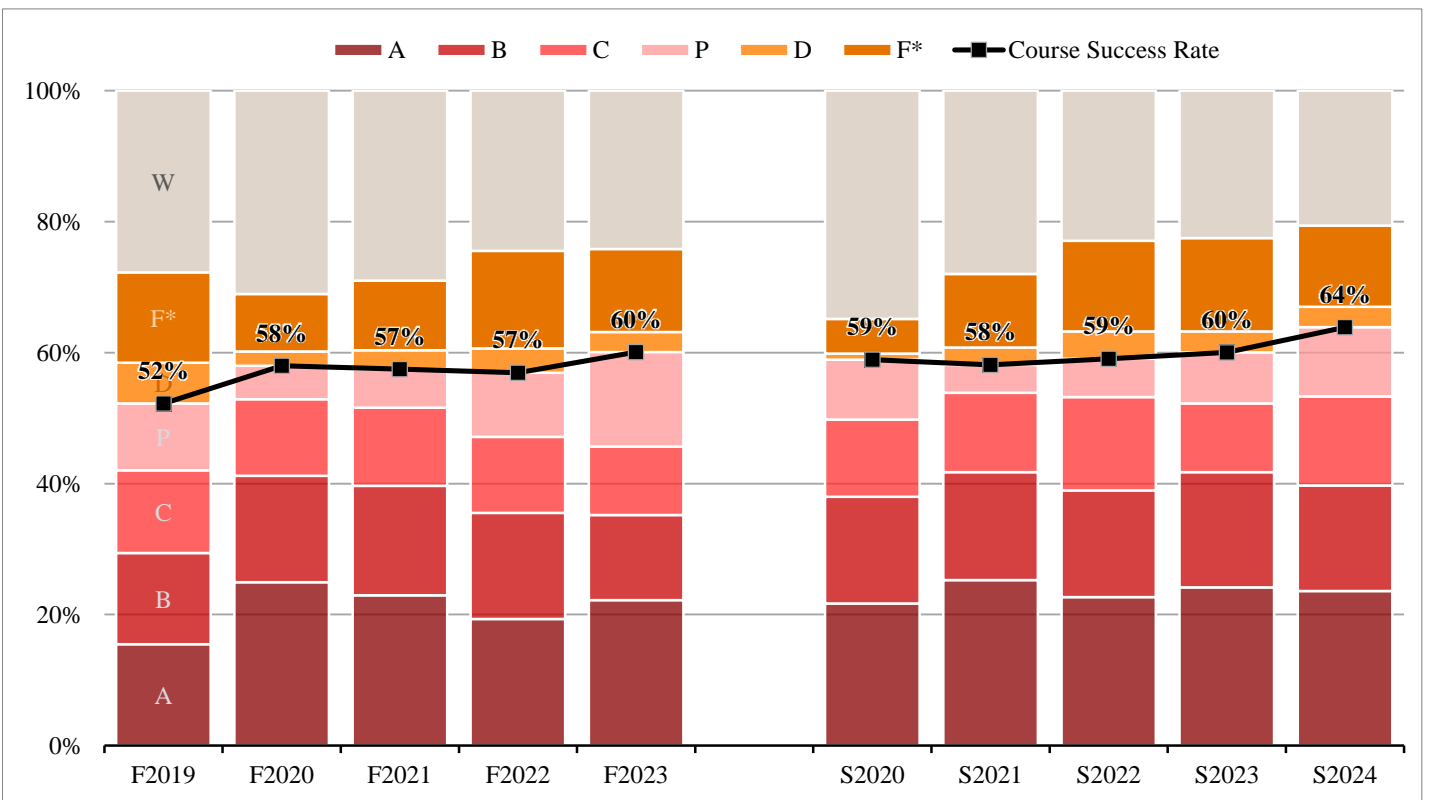
Highest Educational Level of Students

Mathematics (includes Non-Credit) (MATH/NMAT)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
High School/Adult School	238	170	168	149	169	184	138	124	132	170
Freshmen (<30 units)	1,512	1,232	1,181	1,239	1,353	1,120	1,057	798	949	1,022
Sophomore (30-59 units)	736	563	507	392	489	659	632	456	444	469
Other Undergraduate (60 units or more)	330	239	211	179	155	353	295	213	191	221
AA/AS Degree	50	34	33	32	29	48	37	23	27	28
BA/BS or Higher Degree	58	48	35	24	39	63	59	43	36	46
% High School/Adult School	8%	7%	8%	7%	8%	8%	6%	7%	7%	9%
% Freshmen (<30 units)	52%	54%	55%	61%	61%	46%	48%	48%	53%	52%
% Sophomore (30-59 units)	25%	25%	24%	19%	22%	27%	28%	28%	25%	24%
% Other Undergraduate (60 units or more)	11%	10%	10%	9%	7%	15%	13%	13%	11%	11%
% AA/AS Degree	2%	1%	2%	2%	1%	2%	2%	1%	2%	1%
% BA/BS or Higher Degree	2%	2%	2%	1%	2%	3%	3%	3%	2%	2%



Student Performance: Grade Distribution

Mathematics (includes Non-Credit) (MATH/NMAT)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Total Course Enrollments	3,523	2,529	2,361	2,440	2,870	2,845	2,475	1,860	2,111	2,383
Course Success Rates	52%	58%	57%	57%	60%	59%	58%	59%	60%	64%
A	15%	25%	23%	19%	22%	22%	25%	23%	24%	24%
B	14%	16%	17%	16%	13%	16%	16%	16%	18%	16%
C	13%	12%	12%	12%	10%	12%	12%	14%	11%	14%
P	10%	5%	6%	10%	14%	9%	4%	6%	8%	11%
Course Non-Success Rate	20%	11%	13%	19%	16%	6%	14%	18%	17%	16%
D	6%	2%	3%	4%	3%	1%	3%	4%	3%	3%
F*	14%	9%	11%	15%	13%	5%	11%	14%	14%	12%
Withdrawals (See Note)	28%	31%	29%	24%	24%	35%	28%	23%	23%	21%



Definitions:

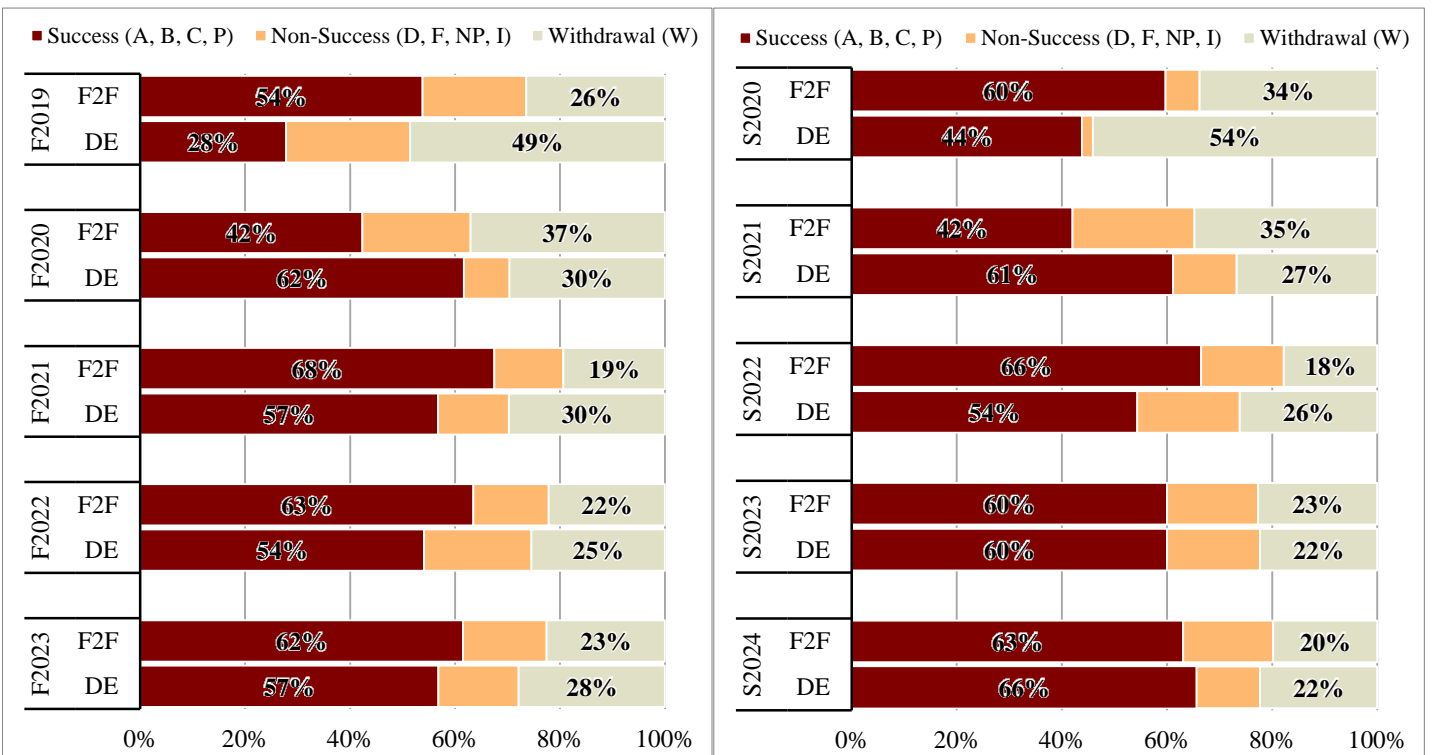
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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

Mathematics (includes Non-Credit) (MATH/NMAT)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Total Course Enrollments	3,523	2,529	2,361	2,440	2,870	2,845	2,475	1,860	2,111	2,383
Face-to-Face (F2F) Sections	3,311	475	179	1,245	1,959	2,699	389	750	1,093	1,630
Success Rates	54%	42%	68%	63%	62%	60%	42%	66%	60%	63%
Non-Success Rates	20%	21%	13%	14%	16%	6%	23%	16%	17%	17%
Withdrawals	26%	37%	19%	22%	23%	34%	35%	18%	23%	20%
Distance Education (DE) Sections	212	2,054	2,182	1,195	911	146	2,086	1,110	1,018	753
Success Rates	28%	62%	57%	54%	57%	44%	61%	54%	60%	66%
Non-Success Rates	24%	9%	14%	20%	15%	2%	12%	19%	18%	12%
Withdrawals	49%	30%	30%	25%	28%	54%	27%	26%	22%	22%



Definitions:

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

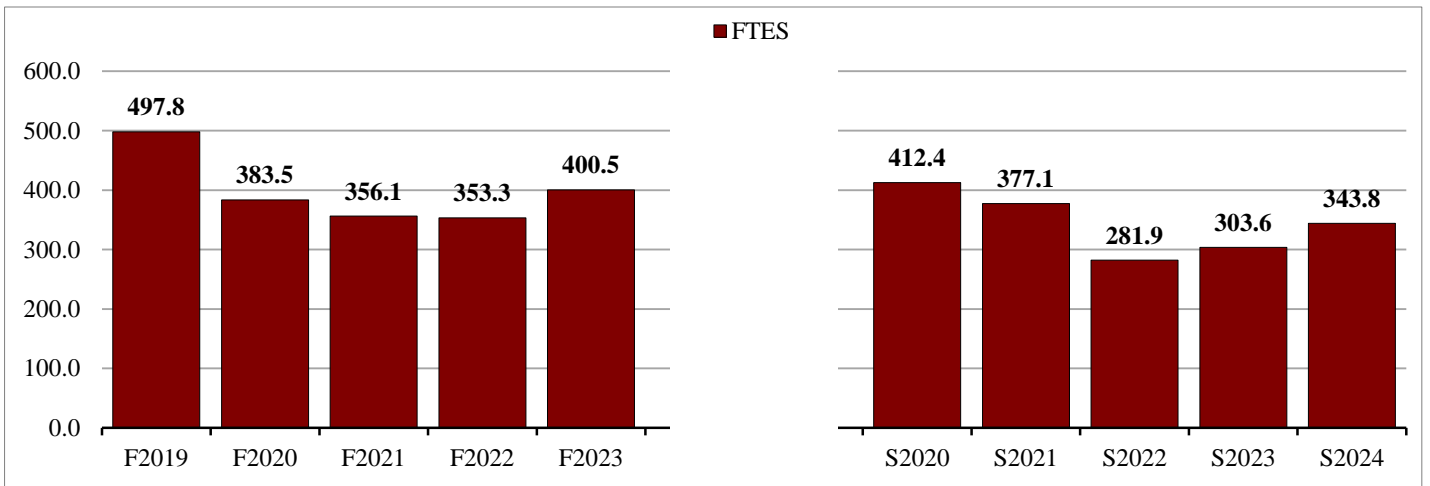
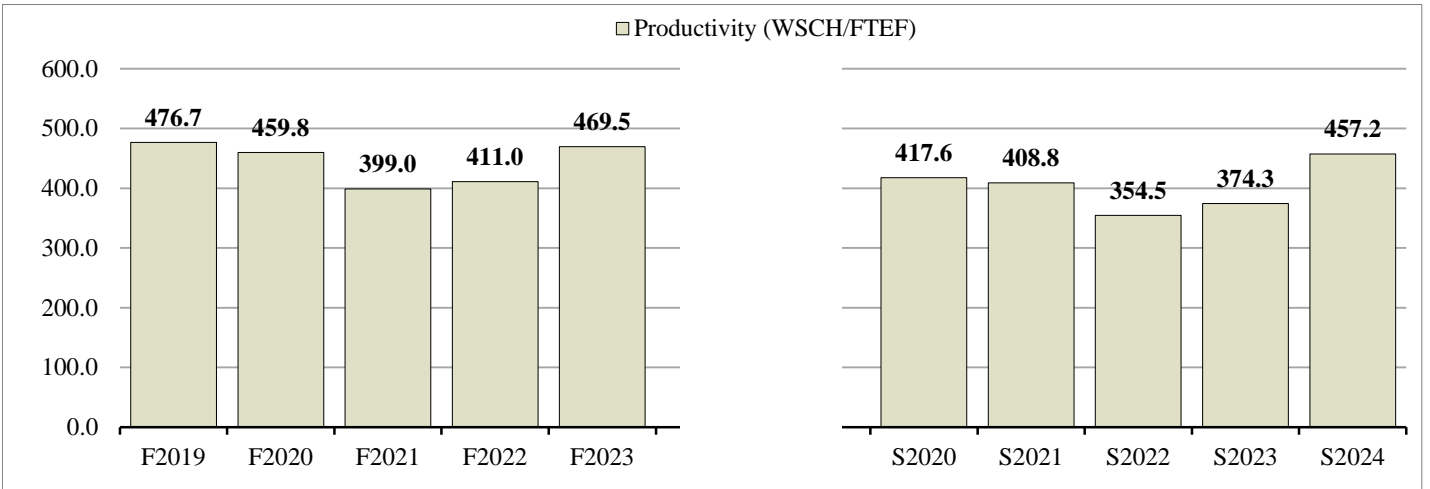
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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 deliver course content online. (see note in "Students Using Distance Education" for details.)

Enrollment Management: Part 1

Mathematics (includes Non-Credit) (MATH/NMAT)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
WSCH	15,366	11,809	10,870	10,887	12,278	12,728	11,659	8,640	9,429	10,580
FTES	497.8	383.5	356.1	353.3	400.5	412.4	377.1	281.9	303.6	343.8
FTEF	32.2	25.7	27.2	26.5	26.2	30.5	28.5	24.4	25.2	23.1
Productivity (WSCH/FTEF)	476.7	459.8	399.0	411.0	469.5	417.6	408.8	354.5	374.3	457.2



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.

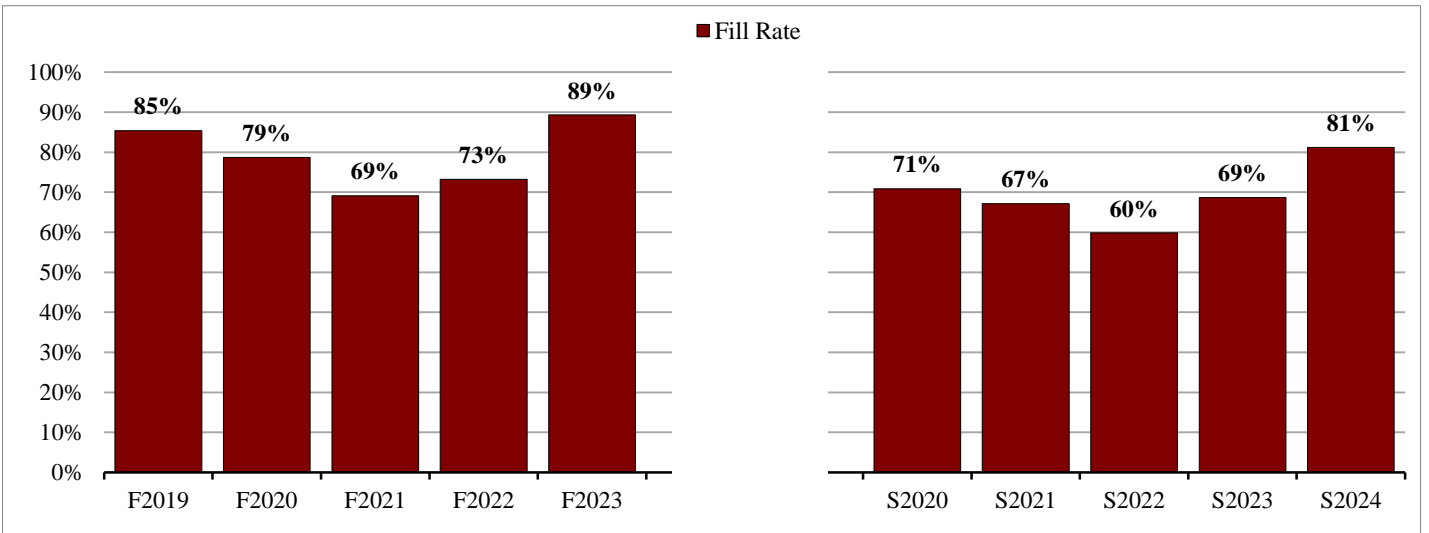
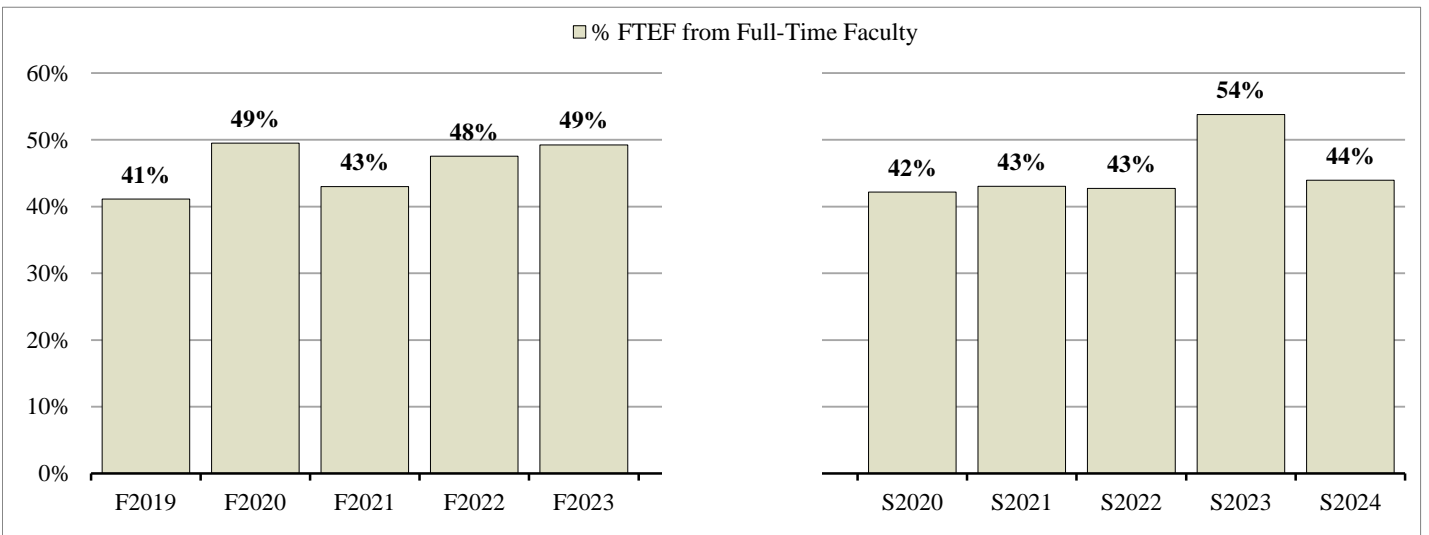
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 7/25/23.

Enrollment Management: Part 2

Mathematics (includes Non-Credit) (MATH/NMAT)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
FTEF from Full-Time Faculty	13.3	12.7	11.7	12.6	12.9	12.9	12.3	10.4	13.5	10.2
% FTEF from Full-Time Faculty	41%	49%	43%	48%	49%	42%	43%	43%	54%	44%
Enrollments	3,523	2,529	2,361	2,440	2,870	2,845	2,475	1,860	2,111	2,383
Capacity (seats available)	4,128	3,215	3,415	3,334	3,214	4,013	3,687	3,109	3,074	2,934
Fill Rate	85%	79%	69%	73%	89%	71%	67%	60%	69%	81%



Definitions:

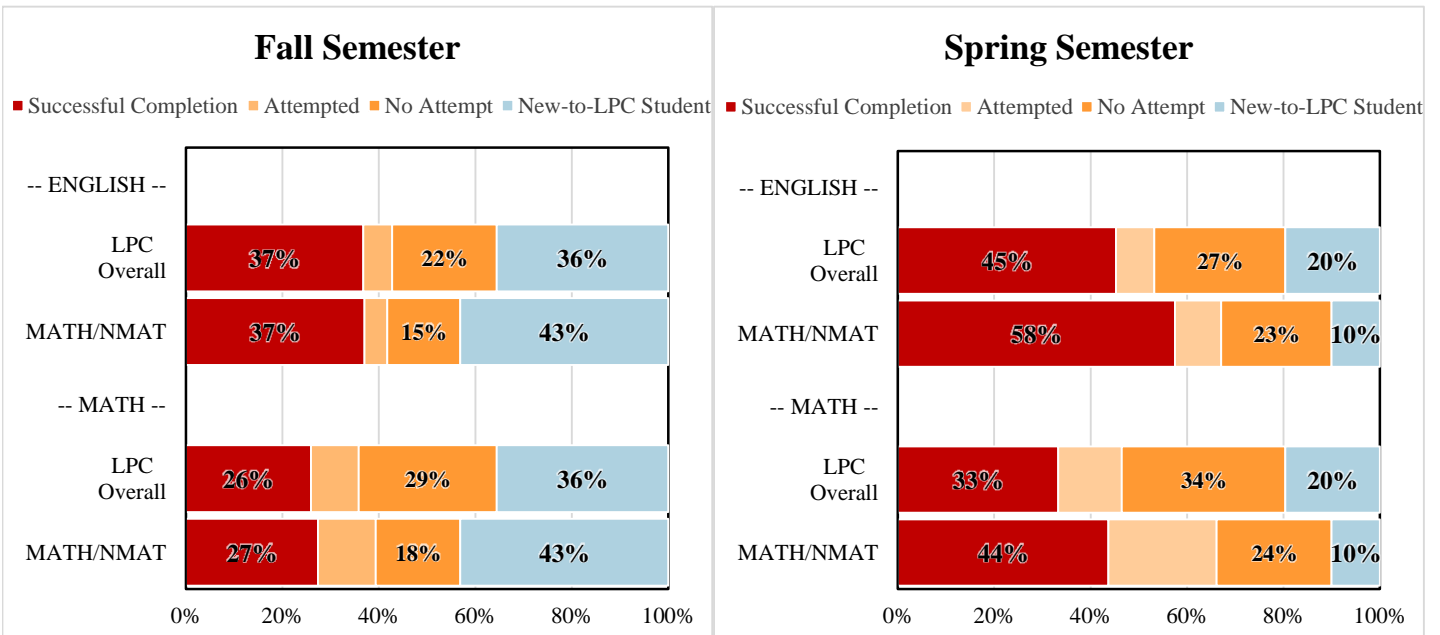
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 7/25/23.

Prior Experience in English & Math

<i>(English and math status prior to the start of the term)</i>	Fall 2023				Spring 2024			
	MATH/NMAT		LPC Overall		MATH/NMAT		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	827	37%	2,796	37%	1,125	58%	3,393	45%
Attempted (<i>not successful</i>)	105	5%	454	6%	187	10%	600	8%
No Attempt	338	15%	1,652	22%	448	23%	2,036	27%
New-to-LPC Student	964	43%	2,703	36%	196	10%	1,472	20%
Transfer-level Math								
Successful Completion*	612	27%	1,971	26%	854	44%	2,498	33%
Attempted (<i>not successful</i>)	267	12%	752	10%	440	22%	986	13%
No Attempt	391	18%	2,179	29%	466	24%	2,545	34%
New-to-LPC Student	964	43%	2,703	36%	196	10%	1,472	20%



Definitions:

Transfer-Level English:

- Successful Completion** = earned a passing grade in ENG 1A or 1AEX, or attempted a higher transfer-level course in the sequence in prior terms.
- Attempted (no successful completion)** = attempted ENG 1A or 1AEX in prior terms but did not receive a passing grade.
- No Prior Attempt** = no prior enrollment in transfer-level English within the sequence.
- New-to-LPC Student** = students with no for credit enrollments within our district prior to the current term.

Transfer-Level Math:

- Successful Completion** = earned a passing grade in a transfer-level math course or attempted a higher transfer-level course in the sequence in prior terms.
- Attempted (no successful completion)** = attempted an entry transfer-level math course in prior terms but did not receive a passing grade.
- No Prior Attempt** = no prior enrollment in transfer-level math within the sequence.
- New-to-LPC Student** = students with no for credit enrollments within our district prior to the current term.