



Las Positas College

Discipline Program Review Data Packet

Fall 2021 to Spring 2026

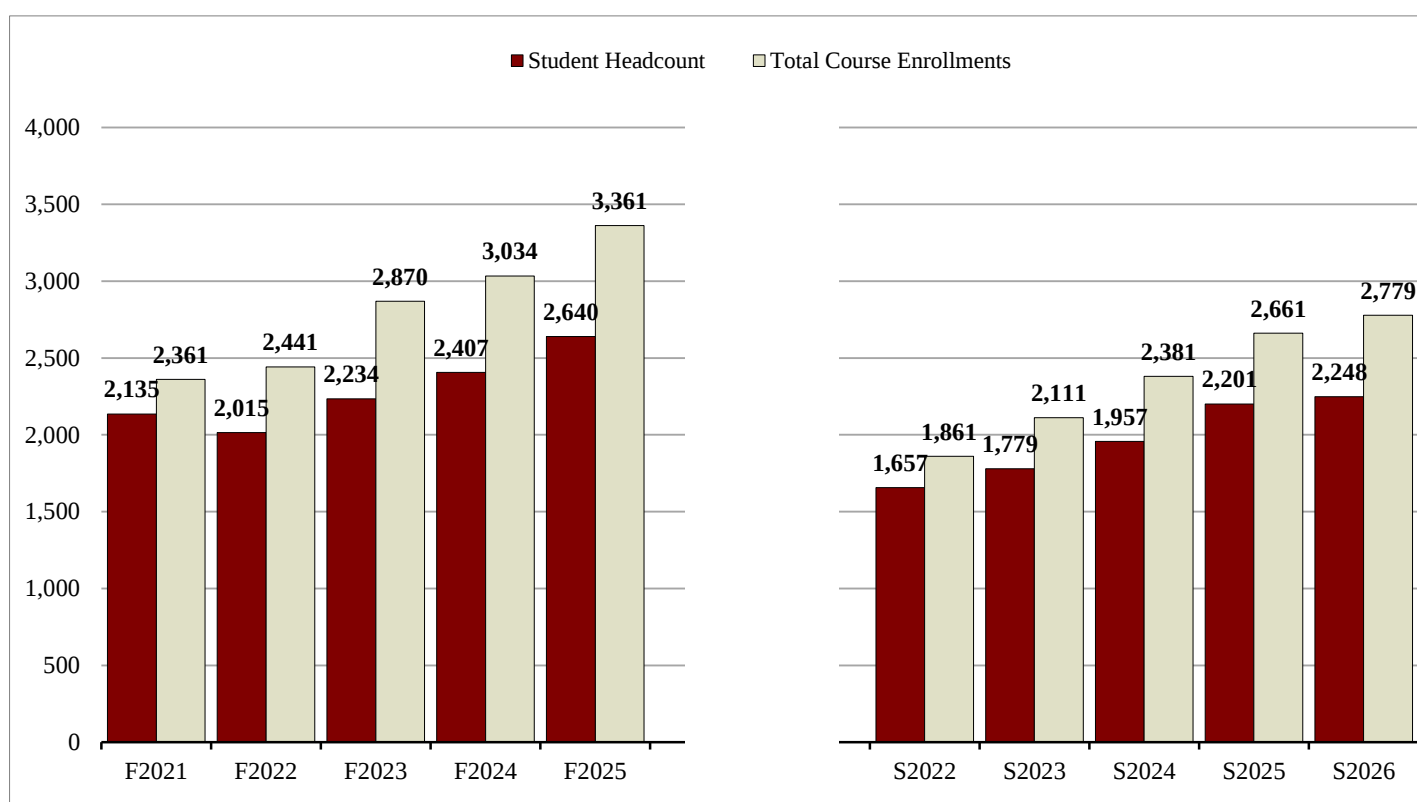
Discipline:

**Mathematics (includes Non-Credit) (MATH-
STAT-NMAT)**

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Headcount & Enrollment

Mathematics (includes Non-Credit) (MATH-STAT-NMAT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Student Headcount	2,135	2,015	2,234	2,407	2,640	1,657	1,779	1,957	2,201	2,248
Total Course Enrollments	2,361	2,441	2,870	3,034	3,361	1,861	2,111	2,381	2,661	2,779



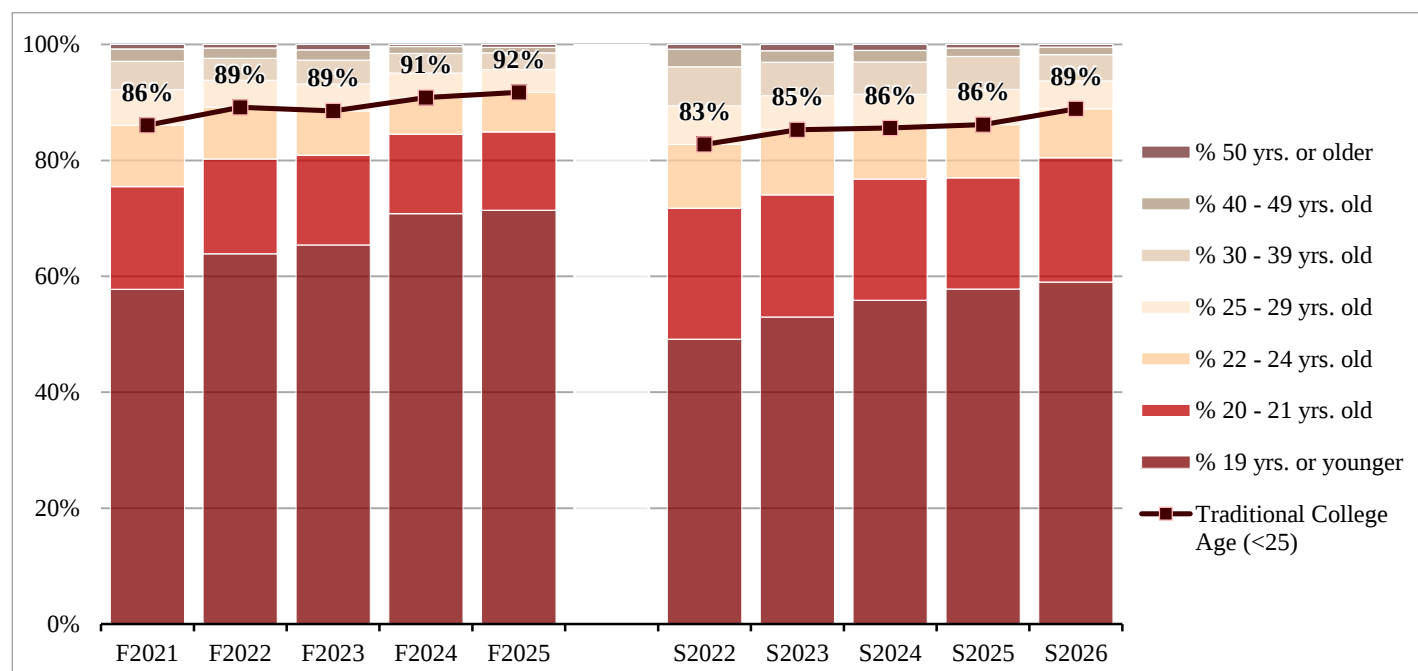
Definitions:

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.

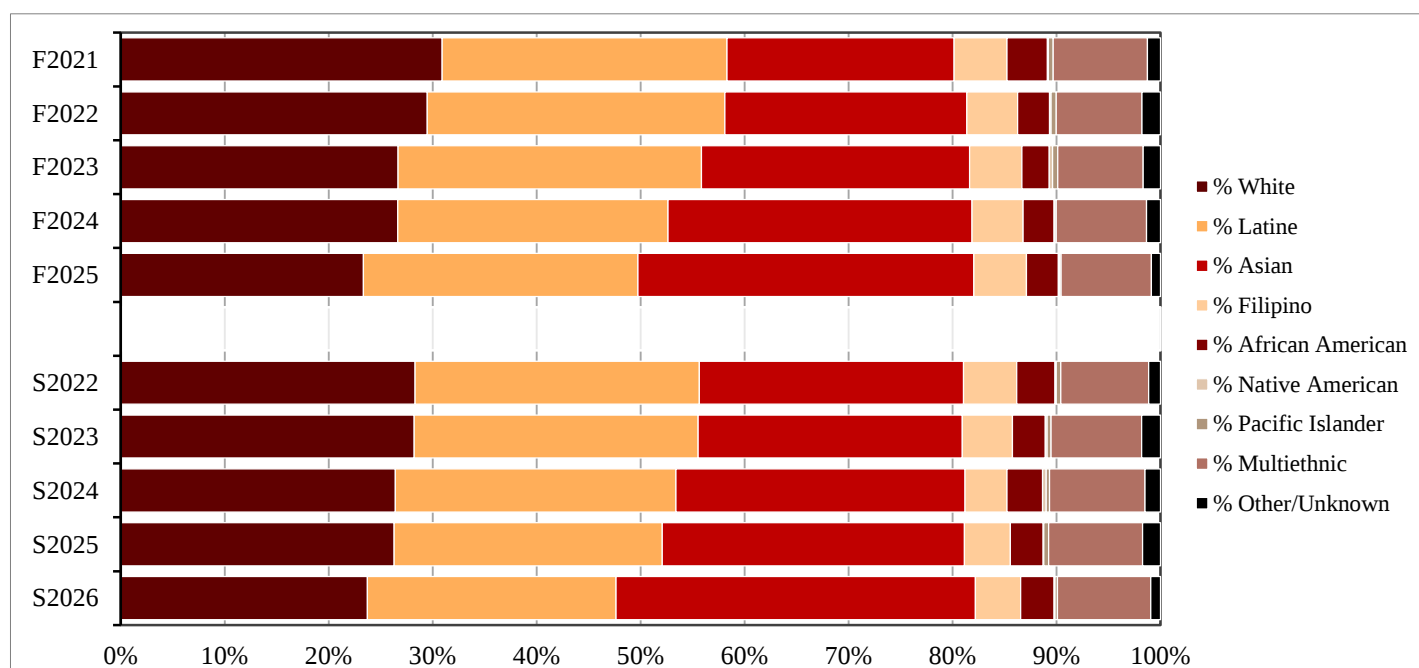
Student Demographics: Gender & Age

Mathematics (includes Non-Credit) (MATH-STAT-NMAT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Female	1,001	901	932	1,003	1,166	743	773	833	975	972
Male	1,103	1,070	1,108	1,258	1,390	886	967	994	1,170	1,197
Non-Binary	0	0	0	0	30	0	0	0	25	13
19 yrs. or younger	1,233	1,287	1,461	1,704	1,885	814	942	1,093	1,272	1,326
20-21 yrs. old	378	330	346	330	356	375	375	410	423	482
22-24 yrs. old	227	180	171	152	181	182	200	172	202	190
25-29 yrs. old	131	94	104	103	103	111	105	114	134	109
30-39 yrs. old	104	76	91	81	77	111	102	109	124	101
40-49 yrs. old	46	36	40	28	24	50	36	39	32	30
50 yrs. or older	16	12	21	9	14	14	19	20	14	10
% Female	48%	46%	46%	44%	45%	46%	44%	46%	45%	45%
% Male	52%	54%	54%	56%	54%	54%	56%	54%	54%	55%
% Non-Binary	0%	0%	0%	0%	1%	0%	0%	0%	1%	1%
% 19 yrs. or younger	58%	64%	65%	71%	71%	49%	53%	56%	58%	59%
% 20 - 21 yrs. old	18%	16%	15%	14%	13%	23%	21%	21%	19%	21%
% 22 - 24 yrs. old	11%	9%	8%	6%	7%	11%	11%	9%	9%	8%
% 25 - 29 yrs. old	6%	5%	5%	4%	4%	7%	6%	6%	6%	5%
% 30 - 39 yrs. old	5%	4%	4%	3%	3%	7%	6%	6%	6%	4%
% 40 - 49 yrs. old	2%	2%	2%	1%	1%	3%	2%	2%	1%	1%
% 50 yrs. or older	1%	1%	1%	<1%	1%	1%	1%	1%	1%	<1%



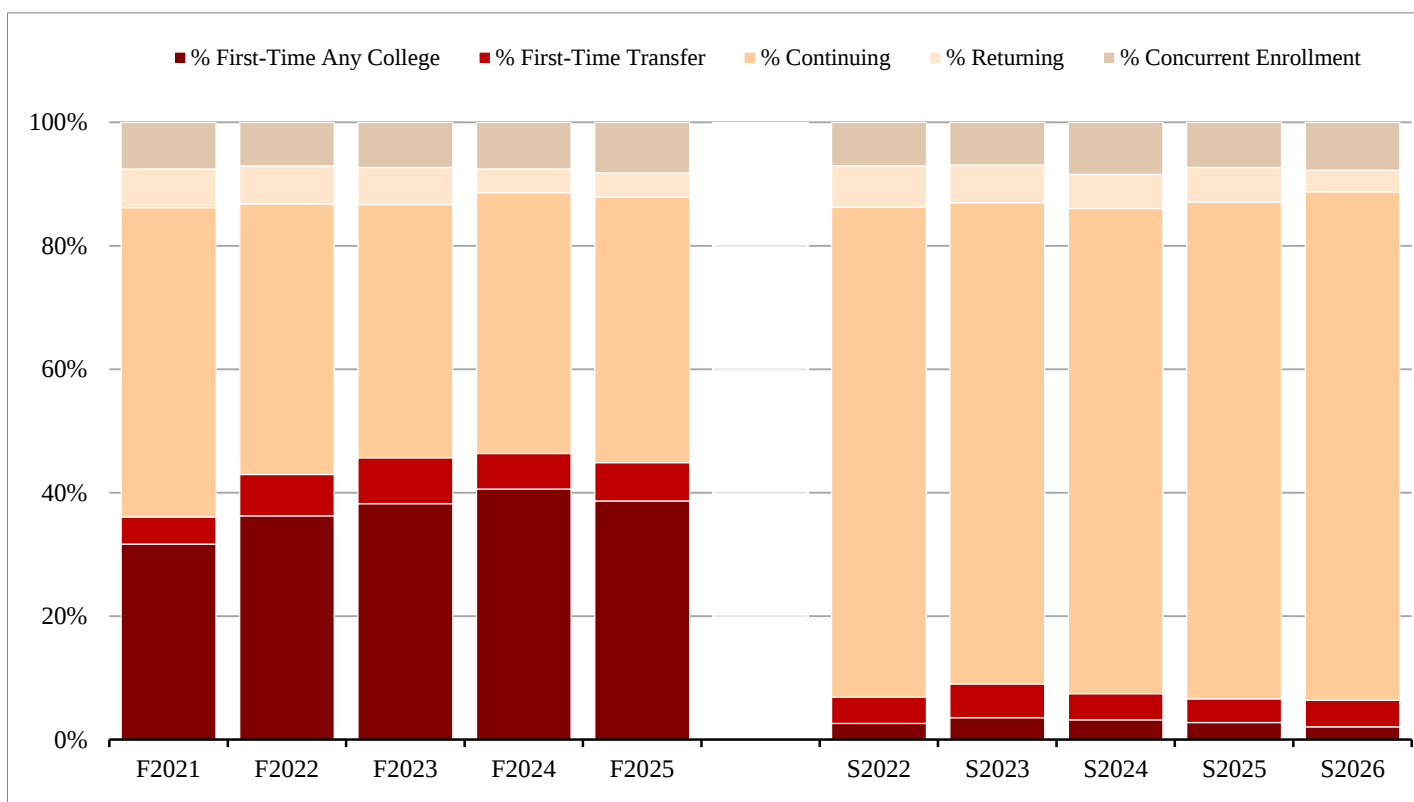
Student Demographic: Race-Ethnicity

Mathematics (includes Non-Credit) (MATH-STAT-NMAT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
African American	83	62	59	72	81	61	56	67	70	72
Asian	466	469	576	704	853	421	452	544	640	777
Filipino	109	98	112	118	134	85	86	79	97	98
Latine	585	577	652	626	697	453	486	528	567	538
Native American	2	3	7	1	3	2	3	7	1	2
Pacific Islander	10	10	11	4	4	7	7	6	10	5
White	660	594	596	641	616	469	502	517	579	533
Multiethnic	193	166	184	209	229	140	155	180	199	202
Other/Unknown	27	36	37	32	23	19	32	29	38	21
% African American	4%	3%	3%	3%	3%	4%	3%	3%	3%	3%
% Asian	22%	23%	26%	29%	32%	25%	25%	28%	29%	35%
% Filipino	5%	5%	5%	5%	5%	5%	5%	4%	4%	4%
% Latine	27%	29%	29%	26%	26%	27%	27%	27%	26%	24%
% Native American	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	<1%	0%	0%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
% White	31%	29%	27%	27%	23%	28%	28%	26%	26%	24%
% Multiethnic	9%	8%	8%	9%	9%	8%	9%	9%	9%	9%
% Other/Unknown	1%	2%	2%	1%	1%	1%	2%	1%	2%	1%



Student Enrollment Status

Mathematics (includes Non-Credit) (MATH-STAT-NMAT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
First-Time Any College	676	730	854	977	1,020	43	63	63	61	46
First-Time Transfer	94	135	166	139	165	70	97	82	84	97
Continuing	1,070	884	916	1,016	1,136	1,317	1,387	1,539	1,771	1,852
Returning	134	124	135	93	103	111	109	108	124	79
Concurrent Enrollment	161	142	163	182	216	116	123	165	161	174
% First-Time Any College	32%	36%	38%	41%	39%	3%	4%	3%	3%	2%
% First-Time Transfer	4%	7%	7%	6%	6%	4%	5%	4%	4%	4%
% Continuing	50%	44%	41%	42%	43%	79%	78%	79%	80%	82%
% Returning	6%	6%	6%	4%	4%	7%	6%	6%	6%	4%
% Concurrent Enrollment	8%	7%	7%	8%	8%	7%	7%	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.

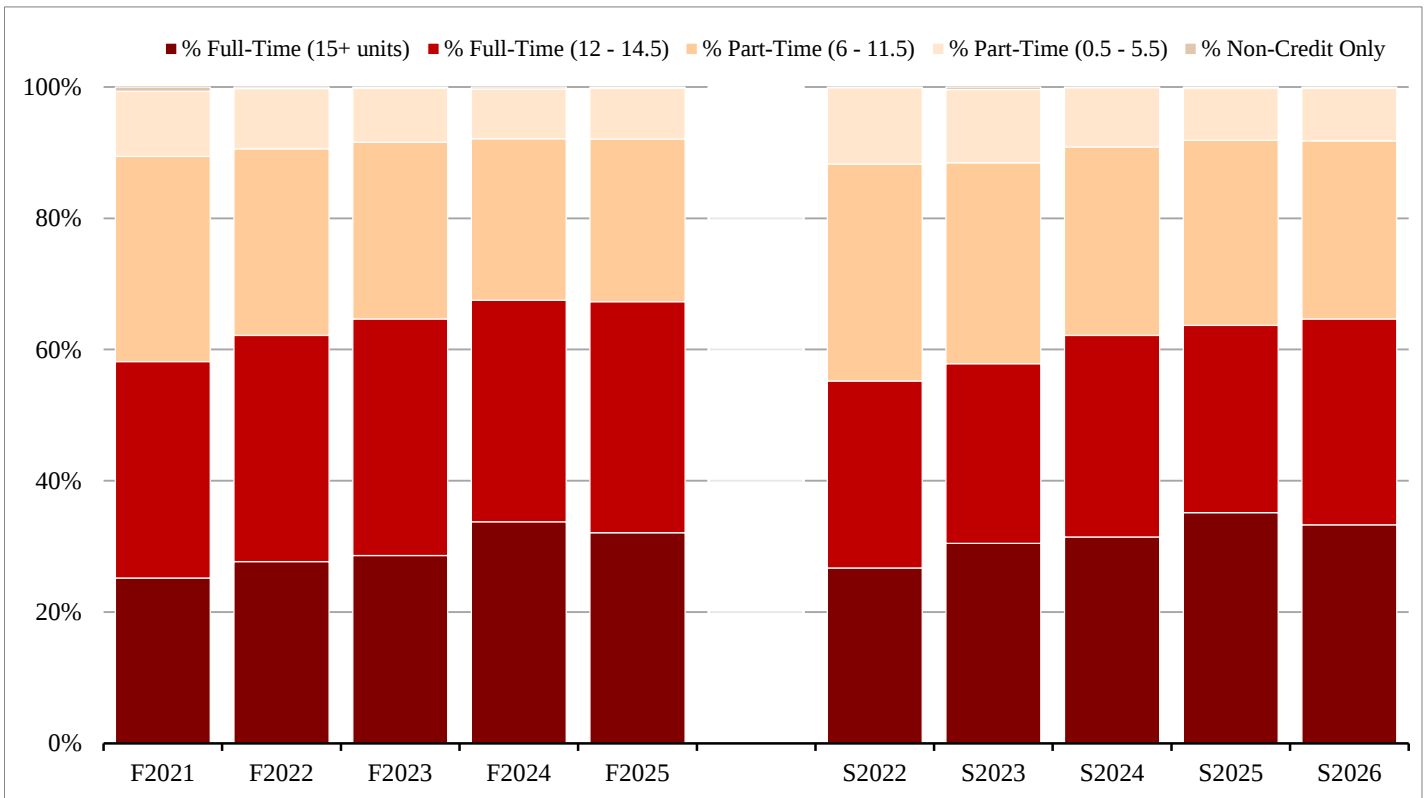
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

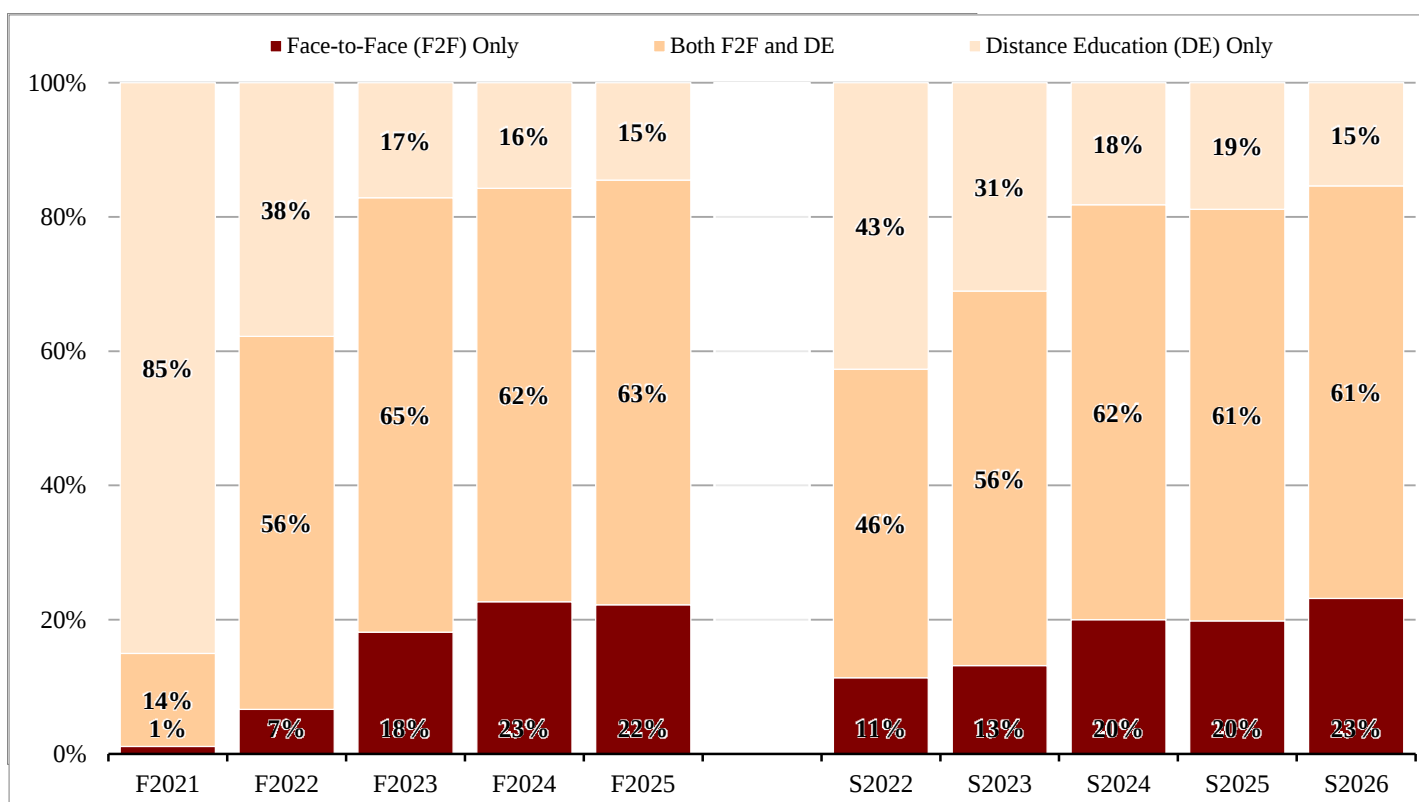
Student Unit Load

Mathematics (includes Non-Credit) (MATH-STAT-NMAT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Full-Time (15+ units)	538	558	639	813	847	443	542	615	774	749
Full-Time (12 - 14.5 units)	704	694	805	812	929	472	487	601	628	704
Part-Time (6 - 11.5 units)	667	573	603	592	655	548	545	562	620	611
Part-Time (0.5 - 5.5 units)	212	185	183	183	204	192	198	177	176	180
Non-Credit Only	14	5	4	7	5	2	7	2	3	4
% Full-Time (15+ units)	25%	28%	29%	34%	32%	27%	30%	31%	35%	33%
% Full-Time (12 - 14.5)	33%	34%	36%	34%	35%	28%	27%	31%	29%	31%
% Part-Time (6 - 11.5)	31%	28%	27%	25%	25%	33%	31%	29%	28%	27%
% Part-Time (0.5 - 5.5)	10%	9%	8%	8%	8%	12%	11%	9%	8%	8%
% Non-Credit Only	1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%



Students Using Distance Education

Mathematics (includes Non-Credit) (MATH-STAT-NMAT)										
<i>(Categories reflect college-wide coursework)</i>	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Face-to-Face (F2F) Only	24	134	405	546	587	188	234	391	436	521
Both F2F and DE	296	1,120	1,446	1,482	1,670	762	993	1,210	1,350	1,381
Distance Education (DE) Only	1,815	761	383	379	383	707	552	356	415	346
% Face-to-Face (F2F) Only	1%	7%	18%	23%	22%	11%	13%	20%	20%	23%
% Both F2F and DE	14%	56%	65%	62%	63%	46%	56%	62%	61%	61%
% Distance Education (DE) Only	85%	38%	17%	16%	15%	43%	31%	18%	19%	15%



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.

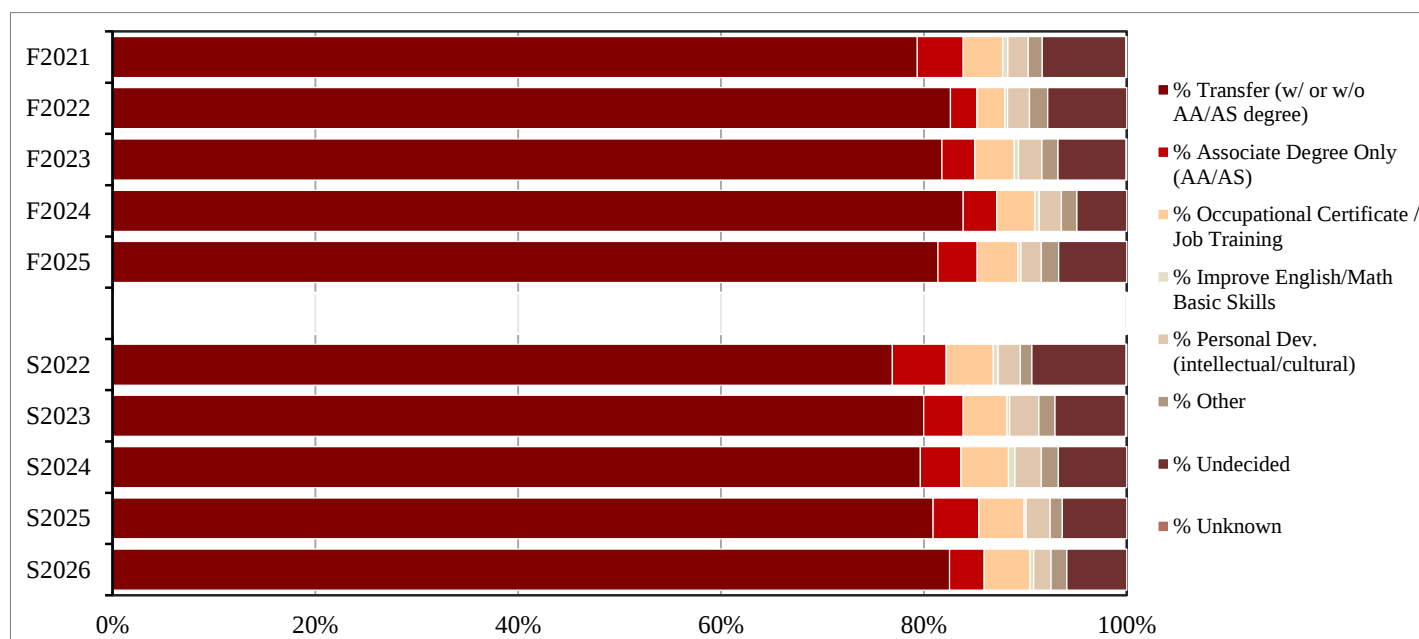
In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.

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-STAT-NMAT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Transfer (w/ or w/o AA/AS degree)	1,694	1,665	1,827	2,019	2,149	1,274	1,423	1,559	1,781	1,855
Associate Degree Only (AA/AS)	97	52	72	79	102	88	69	78	99	77
Occupational Certificate / Job Training	83	56	87	91	106	77	77	92	98	102
Improve English/Math Basic Skills	11	5	10	10	8	8	5	12	5	8
Personal Development (intellectual/cultural)	43	44	51	53	53	36	51	51	52	38
Other	29	36	36	37	45	19	28	33	26	35
Undecided	176	157	150	118	177	154	124	132	140	133
Unknown	2	0	1	0	0	1	2	0	0	0
% Transfer (w/ or w/o AA/AS degree)	79%	83%	82%	84%	81%	77%	80%	80%	81%	83%
% Associate Degree Only (AA/AS)	5%	3%	3%	3%	4%	5%	4%	4%	4%	3%
% Occupational Certificate / Job Training	4%	3%	4%	4%	4%	5%	4%	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%	3%	3%	2%	2%
% Other	1%	2%	2%	2%	2%	1%	2%	2%	1%	2%
% Undecided	8%	8%	7%	5%	7%	9%	7%	7%	6%	6%
% Unknown	<1%	0%	<1%	0%	0%	<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.

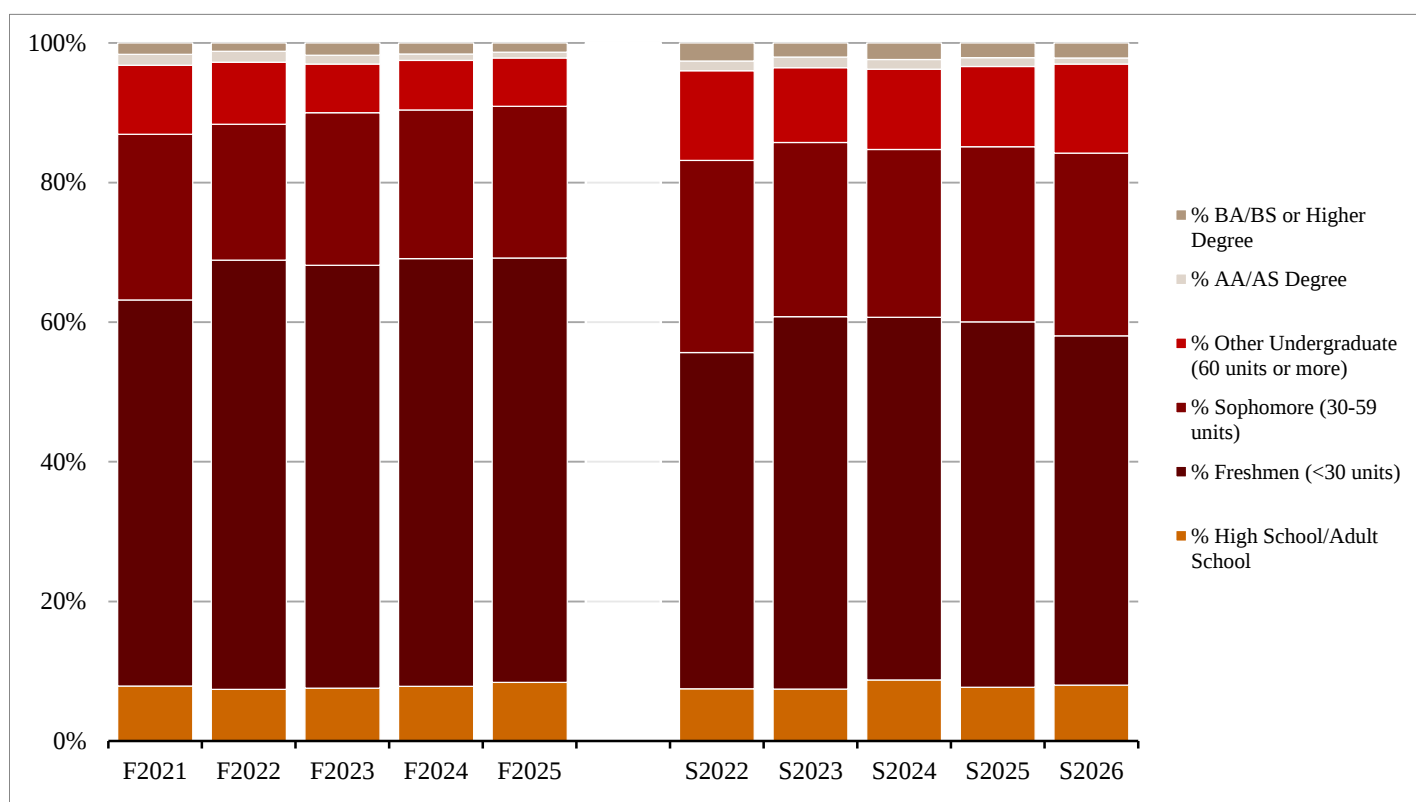
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

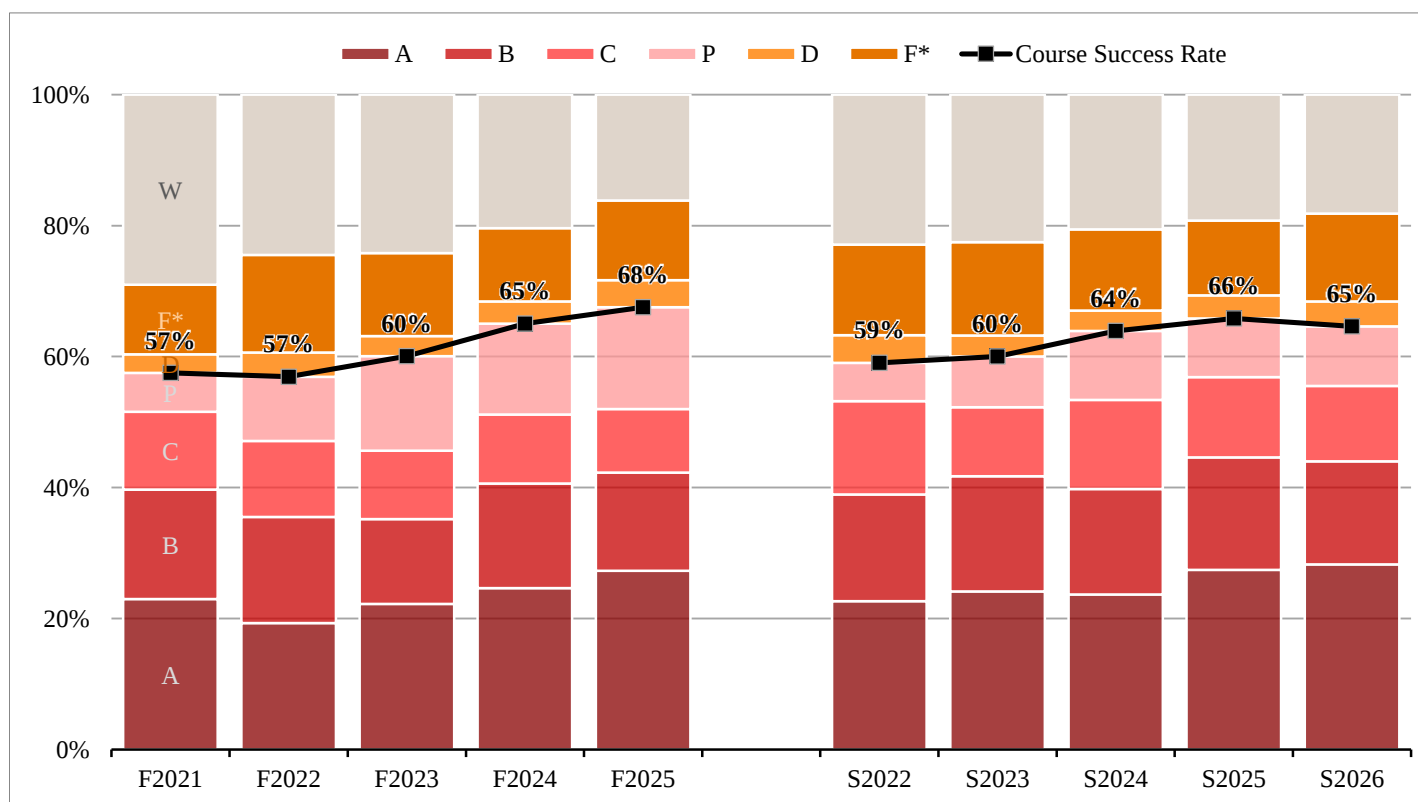
Highest Educational Level of Students

Mathematics (includes Non-Credit) (MATH-STAT-NMAT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
High School/Adult School	168	149	169	188	222	124	132	171	169	180
Freshmen (<30 units)	1,181	1,239	1,353	1,475	1,605	798	949	1,017	1,153	1,125
Sophomore (30-59 units)	507	392	489	513	573	456	444	470	552	588
Other Undergraduate (60 units or more)	211	179	155	171	183	213	191	225	253	287
AA/AS Degree	33	32	29	22	22	23	27	28	28	20
BA/BS or Higher Degree	35	24	39	38	35	43	36	46	46	48
% High School/Adult School	8%	7%	8%	8%	8%	7%	7%	9%	8%	8%
% Freshmen (<30 units)	55%	61%	61%	61%	61%	48%	53%	52%	52%	50%
% Sophomore (30-59 units)	24%	19%	22%	21%	22%	28%	25%	24%	25%	26%
% Other Undergraduate (60 units or more)	10%	9%	7%	7%	7%	13%	11%	11%	11%	13%
% AA/AS Degree	2%	2%	1%	1%	1%	1%	2%	1%	1%	1%
% BA/BS or Higher Degree	2%	1%	2%	2%	1%	3%	2%	2%	2%	2%



Student Performance: Grade Distribution

Mathematics (includes Non-Credit) (MATH-STAT-NMAT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	2,361	2,441	2,870	3,034	3,361	1,861	2,111	2,381	2,661	2,779
Course Success Rates	57%	57%	60%	65%	68%	59%	60%	64%	66%	65%
A	23%	19%	22%	25%	27%	23%	24%	24%	27%	28%
B	17%	16%	13%	16%	15%	16%	18%	16%	17%	16%
C	12%	12%	10%	11%	10%	14%	11%	14%	12%	12%
P	6%	10%	14%	14%	16%	6%	8%	11%	9%	9%
Course Non-Success Rate	13%	19%	16%	15%	16%	18%	17%	15%	15%	17%
D	3%	4%	3%	3%	4%	4%	3%	3%	4%	4%
F*	11%	15%	13%	11%	12%	14%	14%	12%	11%	13%
Withdrawals (See Note)	29%	24%	24%	20%	16%	23%	23%	21%	19%	18%



Definitions:

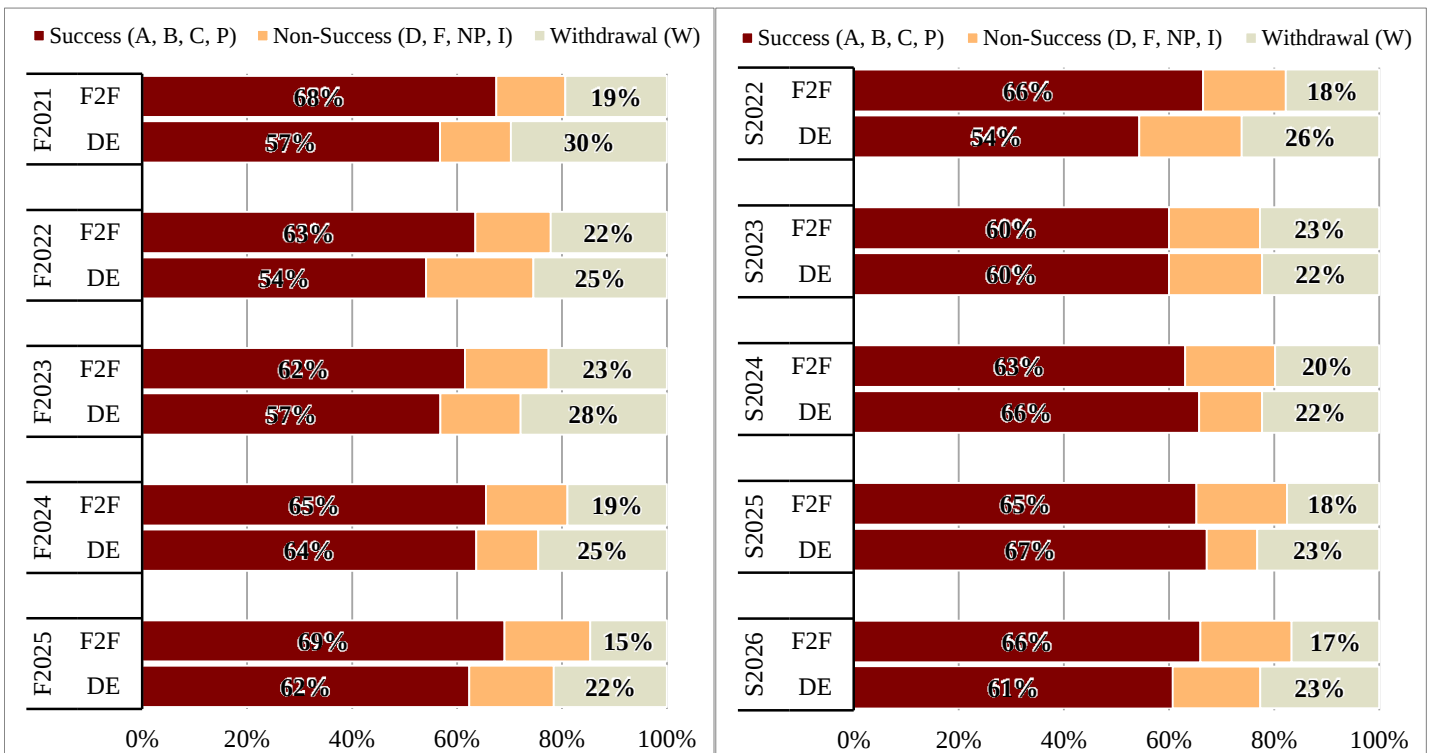
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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-STAT-NMAT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	2,361	2,441	2,870	3,034	3,361	1,861	2,111	2,381	2,661	2,779
Face-to-Face (F2F) Sections	160	731	1,959	2,224	2,573	725	1,093	1,628	1,860	2,072
Success Rates	68%	63%	62%	65%	69%	66%	60%	63%	65%	66%
Non-Success Rates	13%	14%	16%	16%	16%	16%	17%	17%	17%	17%
Withdrawals	19%	22%	23%	19%	15%	18%	23%	20%	18%	17%
Distance Education (DE) Sections	2,201	1,710	911	810	788	1,136	1,018	753	801	707
Success Rates	57%	54%	57%	64%	62%	54%	60%	66%	67%	61%
Non-Success Rates	14%	20%	15%	12%	16%	19%	18%	12%	10%	17%
Withdrawals	30%	25%	28%	25%	22%	26%	22%	22%	23%	23%



Definitions:

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

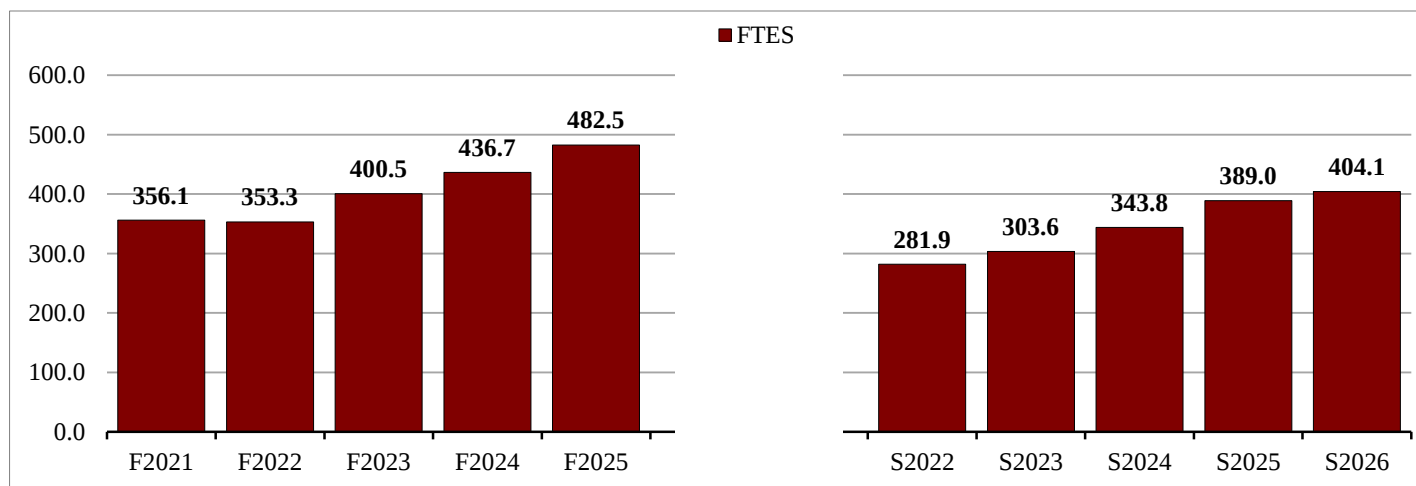
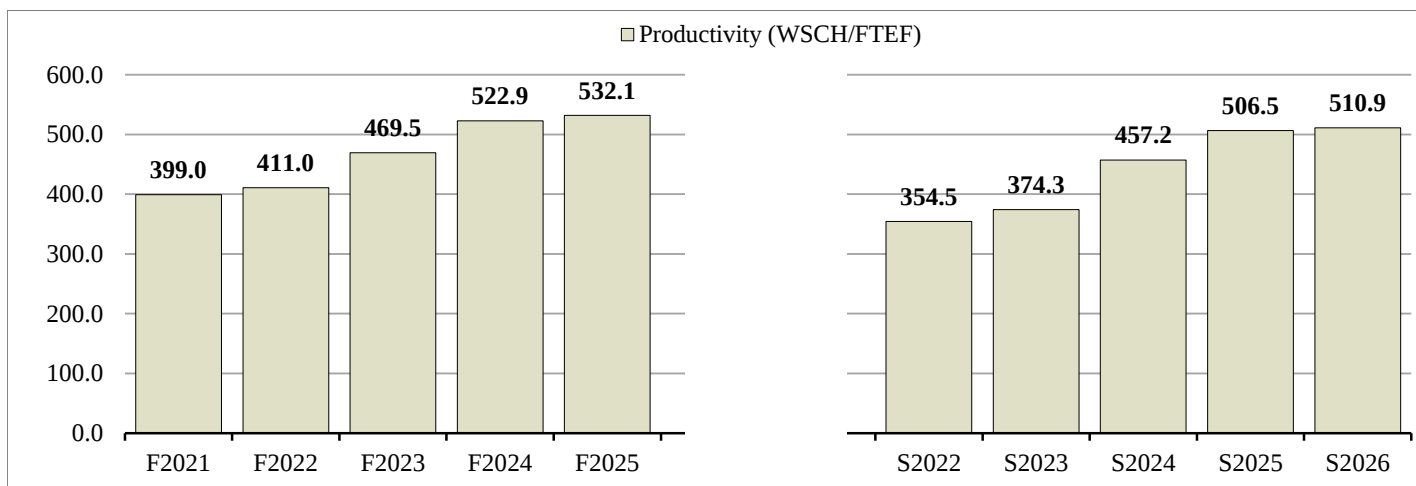
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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-STAT-NMAT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
WSCH	10,870	10,887	12,278	13,385	14,748	8,640	9,429	10,580	11,967	12,412
FTEs	356.1	353.3	400.5	436.7	482.5	281.9	303.6	343.8	389.0	404.1
FTEF	27.2	26.5	26.2	25.6	27.7	24.4	25.2	23.1	23.6	24.3
Productivity (WSCH/FTEF)	399.0	411.0	469.5	522.9	532.1	354.5	374.3	457.2	506.5	510.9



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.

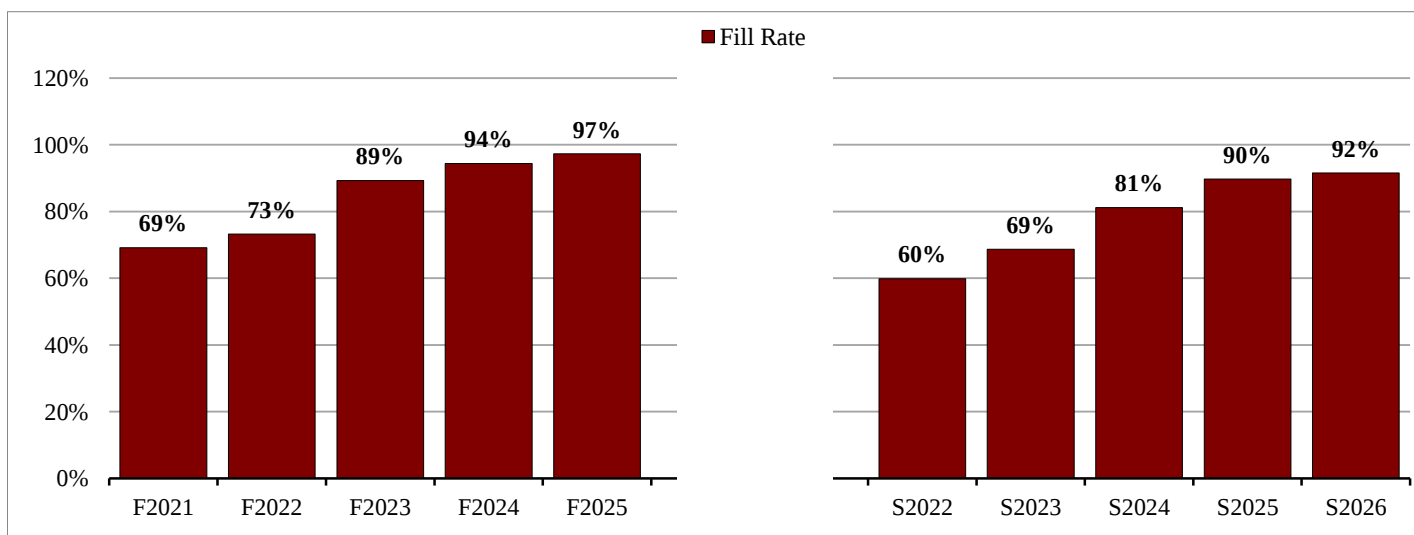
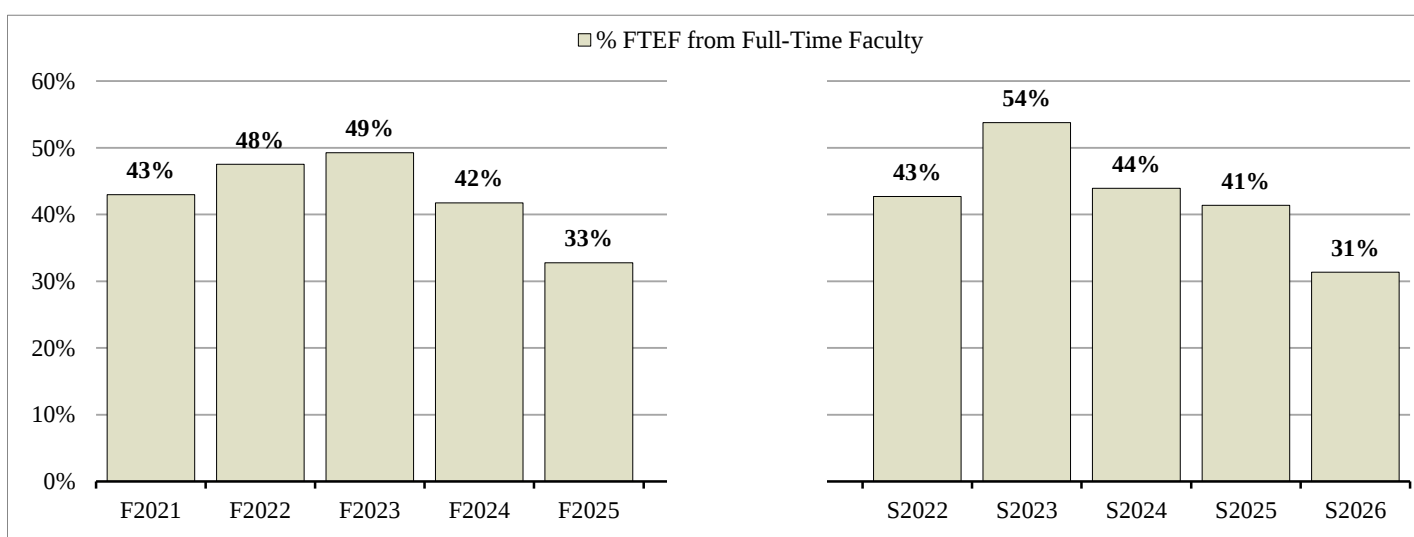
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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-STAT-NMAT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
FTEF from Full-Time Faculty	11.7	12.6	12.9	10.7	9.1	10.4	13.5	10.2	9.8	7.6
% FTEF from Full-Time Faculty	43%	48%	49%	42%	33%	43%	54%	44%	41%	31%
Enrollments	2,361	2,441	2,870	3,034	3,361	1,861	2,111	2,381	2,661	2,779
Capacity (seats available)	3,415	3,334	3,214	3,214	3,455	3,109	3,074	2,934	2,966	3,035
Fill Rate	69%	73%	89%	94%	97%	60%	69%	81%	90%	92%



Definitions:

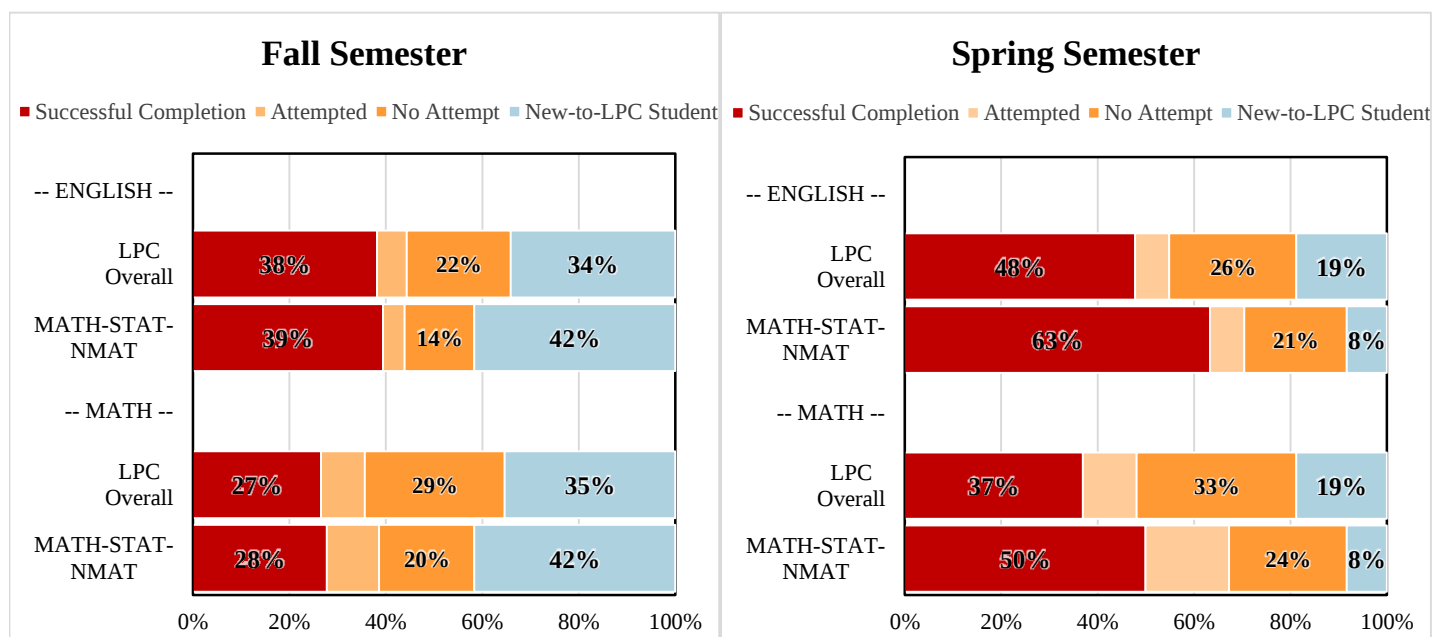
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2025				Spring 2026			
	TH-STAT-NM		LPC Overall		TH-STAT-NM		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	1,040	39%	3,416	38%	1,423	63%	4,091	48%
Attempted (<i>not successful</i>)	119	5%	553	6%	160	7%	607	7%
No Attempt	381	14%	1,931	22%	478	21%	2,260	26%
New-to-LPC Student	1,100	42%	3,057	34%	187	8%	1,609	19%
Transfer-level Math								
Successful Completion*	733	28%	2,211	27%	1,123	50%	3,163	37%
Attempted (<i>not successful</i>)	285	11%	756	9%	389	17%	959	11%
No Attempt	522	20%	2,410	29%	549	24%	2,836	33%
New-to-LPC Student	1,100	42%	2,946	35%	187	8%	1,609	19%



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.