



Las Positas College

Discipline Program Review Data Packet

Spring 2018 to Spring 2022

Discipline:

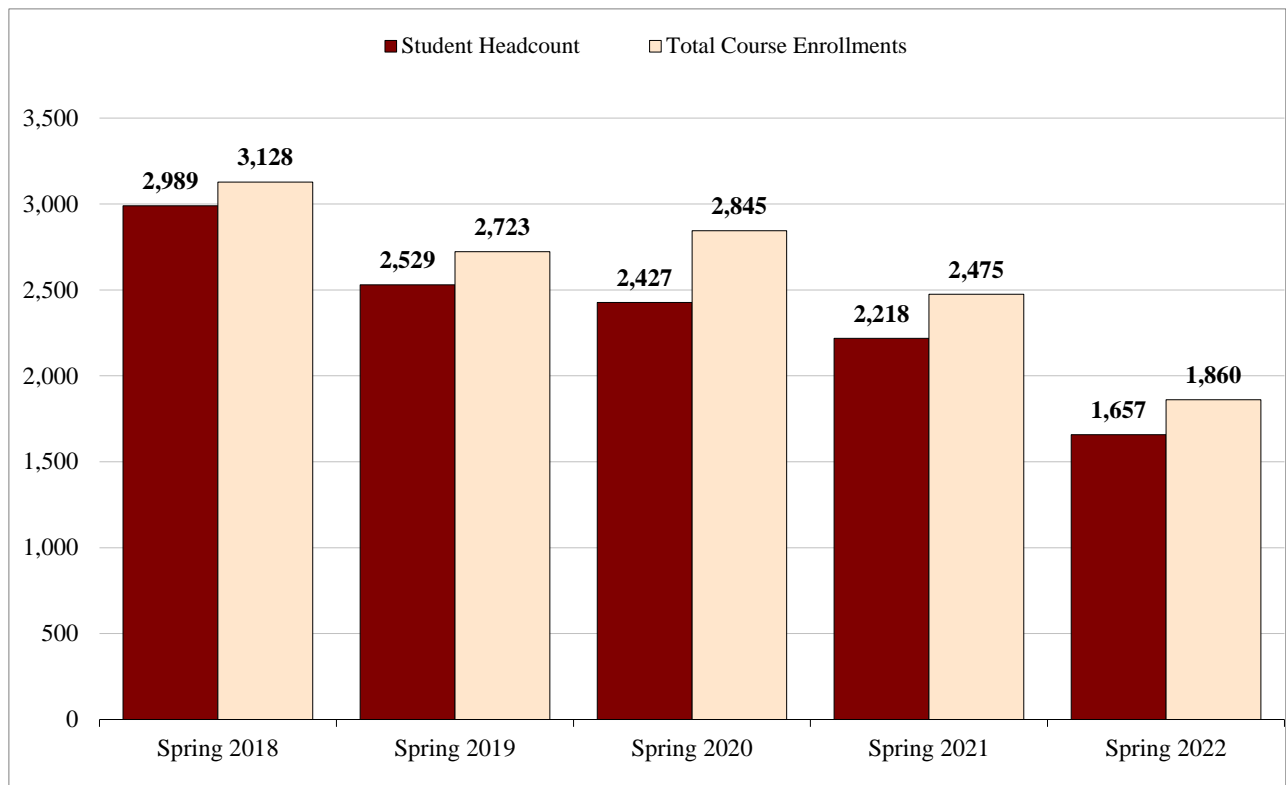
Mathematics (includes Non-Credit)

(MATH/NMAT)

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Headcount & Enrollment

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Student Headcount	2,989	2,529	2,427	2,218	1,657
Total Course Enrollments	3,128	2,723	2,845	2,475	1,860



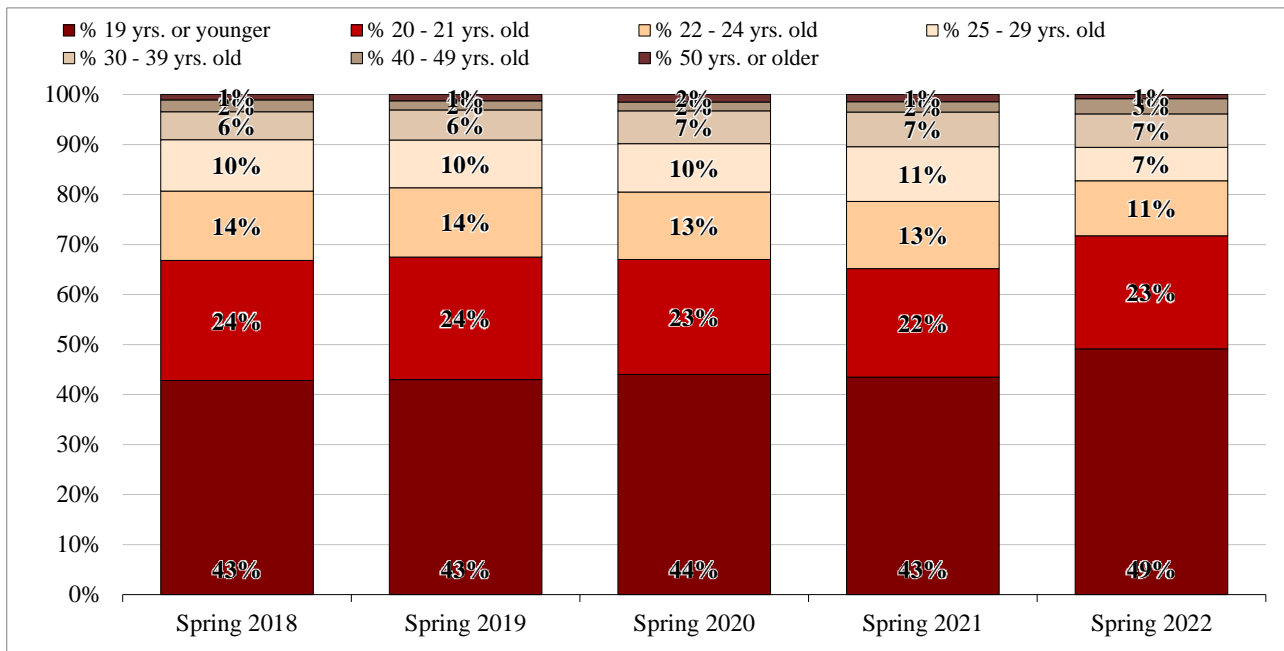
Definitions:

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.

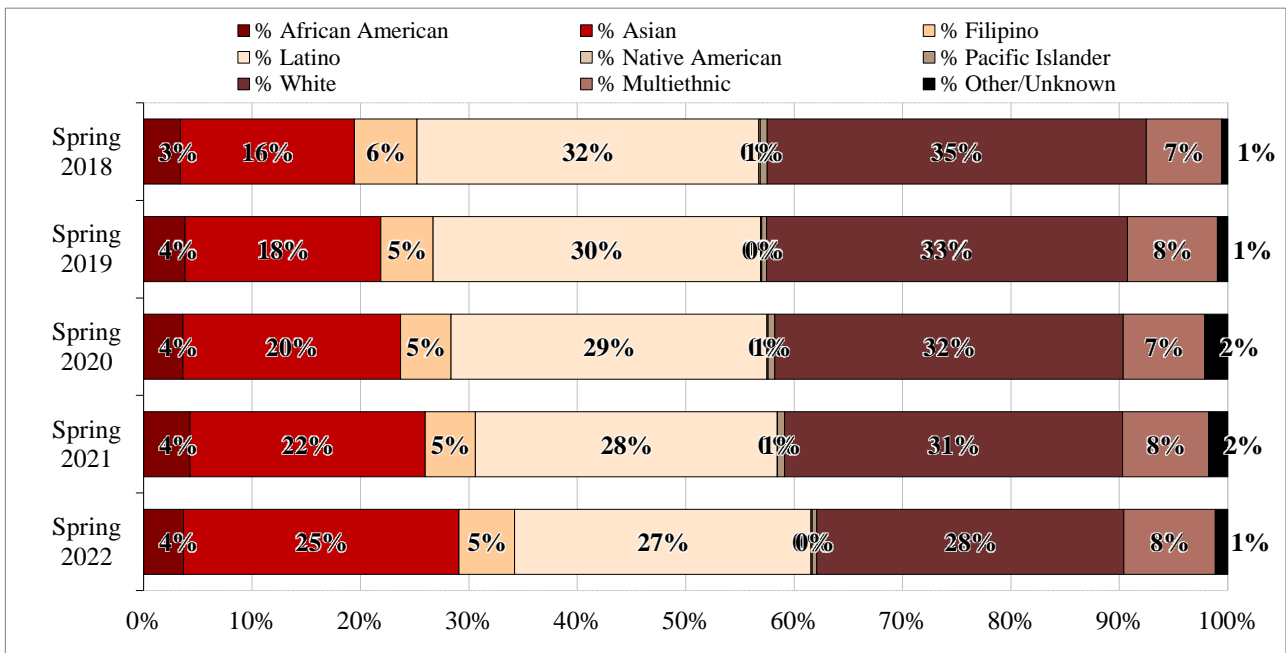
Student Demographics: Gender & Age

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Female	1,375	1,124	1,078	1,028	743
Male	1,568	1,372	1,304	1,149	886
19 yrs. or younger	1,279	1,088	1,069	964	814
20-21 yrs. old	718	619	557	481	375
22-24 yrs. old	414	350	327	298	182
25-29 yrs. old	308	242	235	243	111
30-39 yrs. old	166	152	160	154	111
40-49 yrs. old	71	46	42	46	50
50 yrs. or older	33	32	37	32	14
% Female	47%	45%	45%	47%	46%
% Male	53%	55%	55%	53%	54%
% 19 yrs. or younger	43%	43%	44%	43%	49%
% 20 - 21 yrs. old	24%	24%	23%	22%	23%
% 22 - 24 yrs. old	14%	14%	13%	13%	11%
% 25 - 29 yrs. old	10%	10%	10%	11%	7%
% 30 - 39 yrs. old	6%	6%	7%	7%	7%
% 40 - 49 yrs. old	2%	2%	2%	2%	3%
% 50 yrs. or older	1%	1%	2%	1%	1%



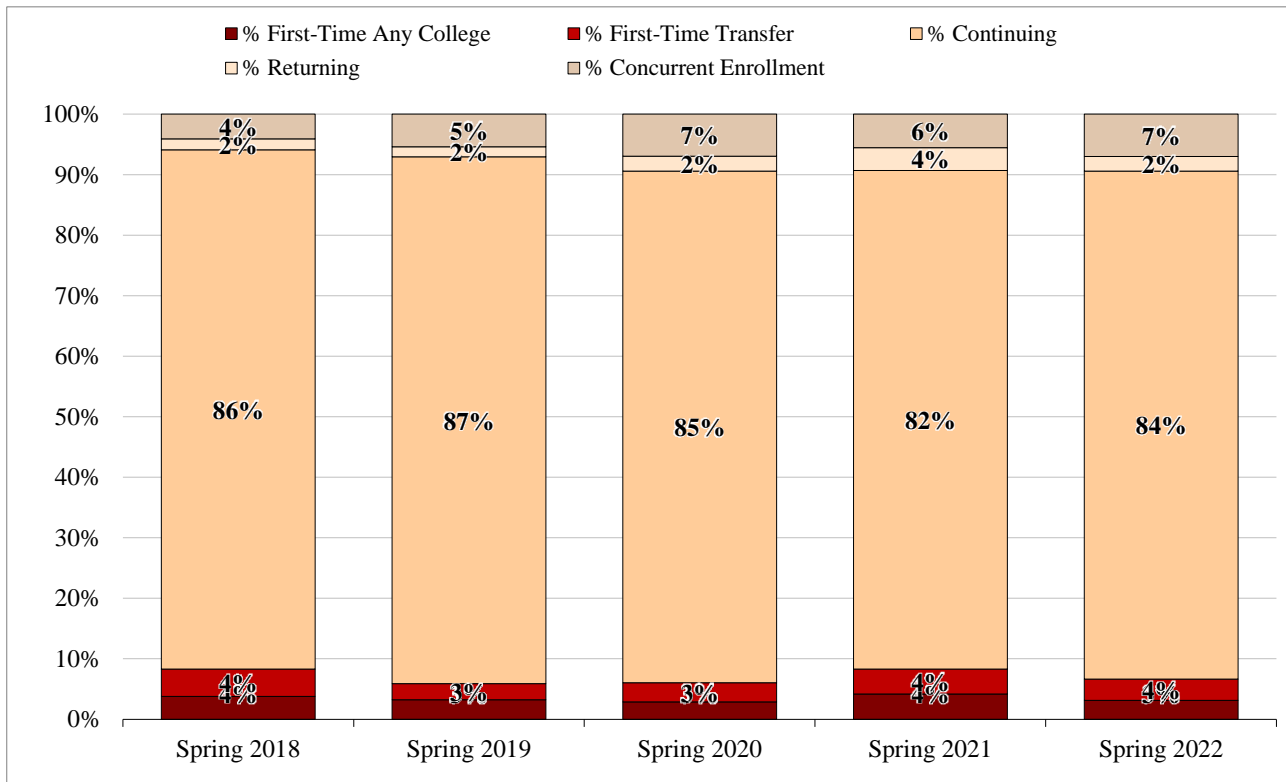
Student Demographic: Race-Ethnicity

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
African American	102	97	88	95	61
Asian	479	456	487	481	421
Filipino	173	122	113	103	85
Latino	942	764	707	617	453
Native American	4	3	3	1	2
Pacific Islander	19	11	15	14	7
White	1,045	842	780	692	469
Multiethnic	208	210	182	176	140
Other/Unknown	17	24	52	39	19
% African American	3%	4%	4%	4%	4%
% Asian	16%	18%	20%	22%	25%
% Filipino	6%	5%	5%	5%	5%
% Latino	32%	30%	29%	28%	27%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	1%	<1%	1%	1%	<1%
% White	35%	33%	32%	31%	28%
% Multiethnic	7%	8%	7%	8%	8%
% Other/Unknown	1%	1%	2%	2%	1%



Student Enrollment Status

	Mathematics (includes Non-Credit) (MATH/NMAT)				
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
First-Time Any College	114	82	70	93	52
First-Time Transfer	134	67	77	91	58
Continuing	2,565	2,202	2,051	1,827	1,391
Returning	54	42	60	84	40
Concurrent Enrollment	122	136	169	123	116
% First-Time Any College	4%	3%	3%	4%	3%
% First-Time Transfer	4%	3%	3%	4%	4%
% Continuing	86%	87%	85%	82%	84%
% Returning	2%	2%	2%	4%	2%
% Concurrent Enrollment	4%	5%	7%	6%	7%

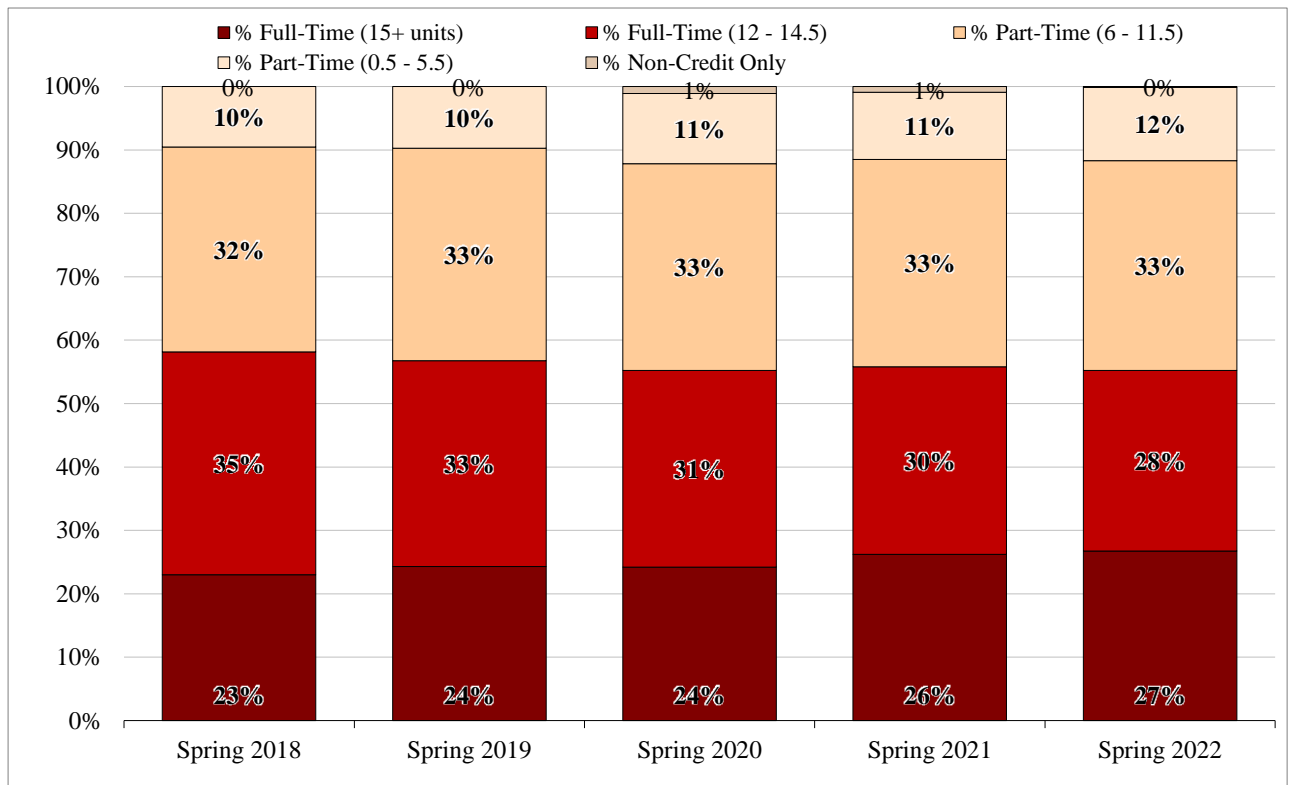


Definitions:

- 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.

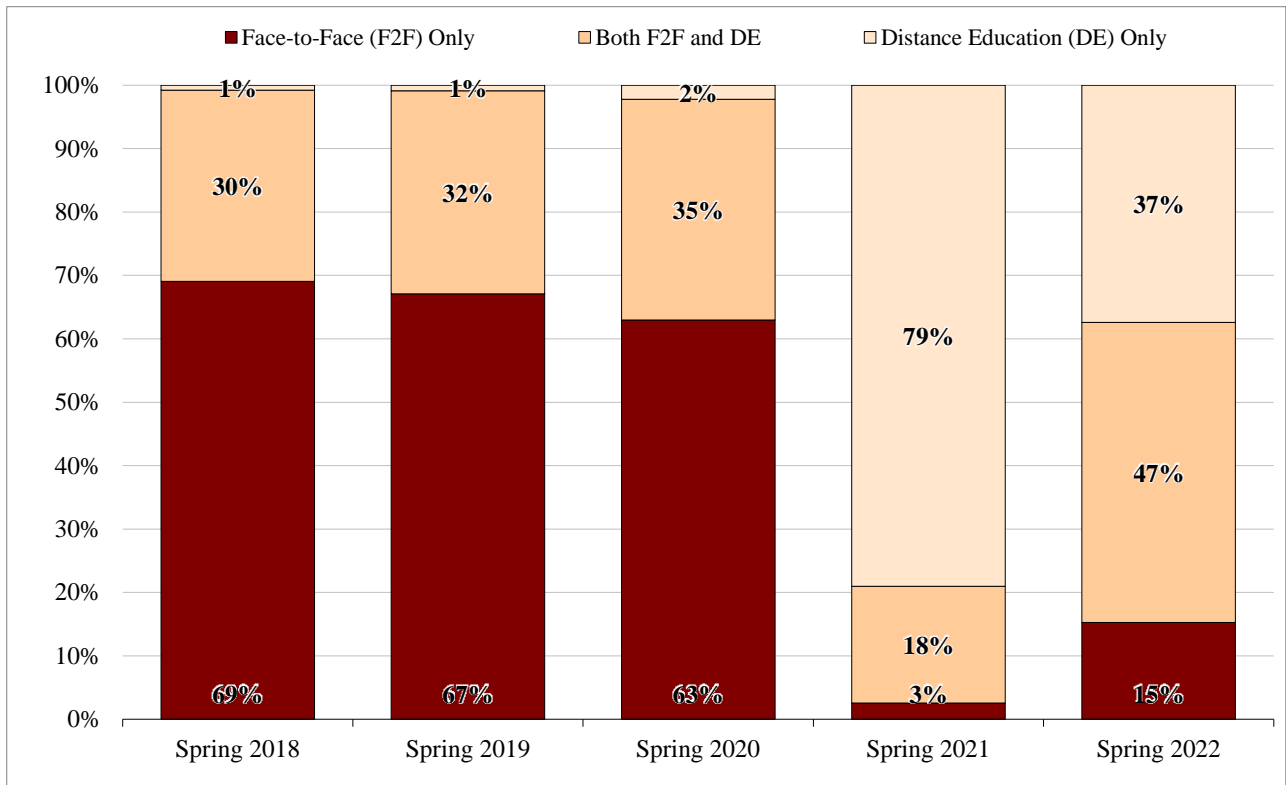
Student Unit Load

	Mathematics (includes Non-Credit) (MATH/NMAT)				
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Full-Time (15+ units)	688	614	587	581	443
Full-Time (12 - 14.5)	1,050	822	753	657	472
Part-Time (6 - 11.5)	966	847	792	725	548
Part-Time (0.5 - 5.5)	285	246	268	235	192
Non-Credit Only	0	0	27	20	2
% Full-Time (15+ units)	23%	24%	24%	26%	27%
% Full-Time (12 - 14.5)	35%	33%	31%	30%	28%
% Part-Time (6 - 11.5)	32%	33%	33%	33%	33%
% Part-Time (0.5 - 5.5)	10%	10%	11%	11%	12%
% Non-Credit Only	0%	0%	1%	1%	<1%



Students Using Distance Education

Mathematics (includes Non-Credit) (MATH/NMAT)	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
<i>(Categories reflect college-wide coursework)</i>					
Face-to-Face (F2F) Only	2,064	1,697	1,528	57	253
Both F2F and DE	902	810	845	408	784
Distance Education (DE) Only	23	22	54	1,753	620
% Face-to-Face (F2F) Only	69%	67%	63%	3%	15%
% Both F2F and DE	30%	32%	35%	18%	47%
% Distance Education (DE) Only	1%	1%	2%	79%	37%

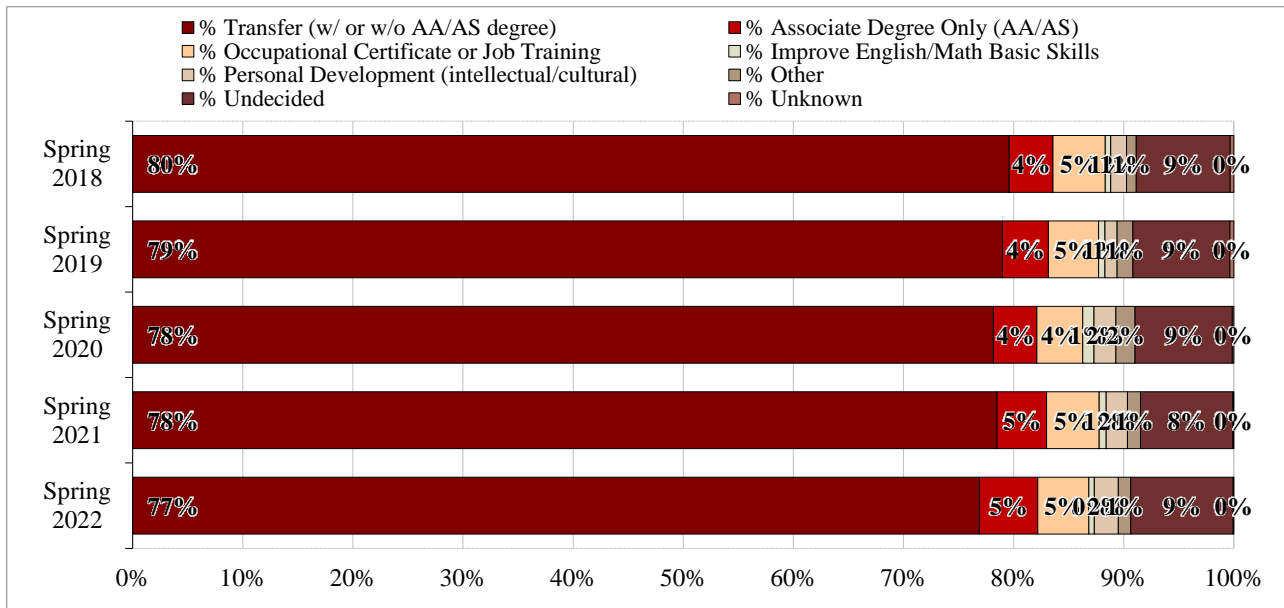


Definitions:

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				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Transfer (w/ or w/o AA/AS degree)	2,379	1,998	1,897	1,741	1,274
Associate Degree Only (AA/AS)	119	105	96	100	88
Occupational Certificate or Job Training	142	115	101	106	77
Improve English/Math Basic Skills	15	15	25	14	8
Personal Development (intellectual/cultural)	43	28	48	43	36
Other	26	36	42	26	19
Undecided	255	223	215	186	154
Unknown	10	9	3	2	1
% Transfer (w/ or w/o AA/AS degree)	80%	79%	78%	78%	77%
% Associate Degree Only (AA/AS)	4%	4%	4%	5%	5%
% Occupational Certificate or Job Training	5%	5%	4%	5%	5%
% Improve English/Math Basic Skills	1%	1%	1%	1%	<1%
% Personal Development (intellectual/cultural)	1%	1%	2%	2%	2%
% Other	1%	1%	2%	1%	1%
% Undecided	9%	9%	9%	8%	9%
% Unknown	<1%	<1%	<1%	<1%	<1%

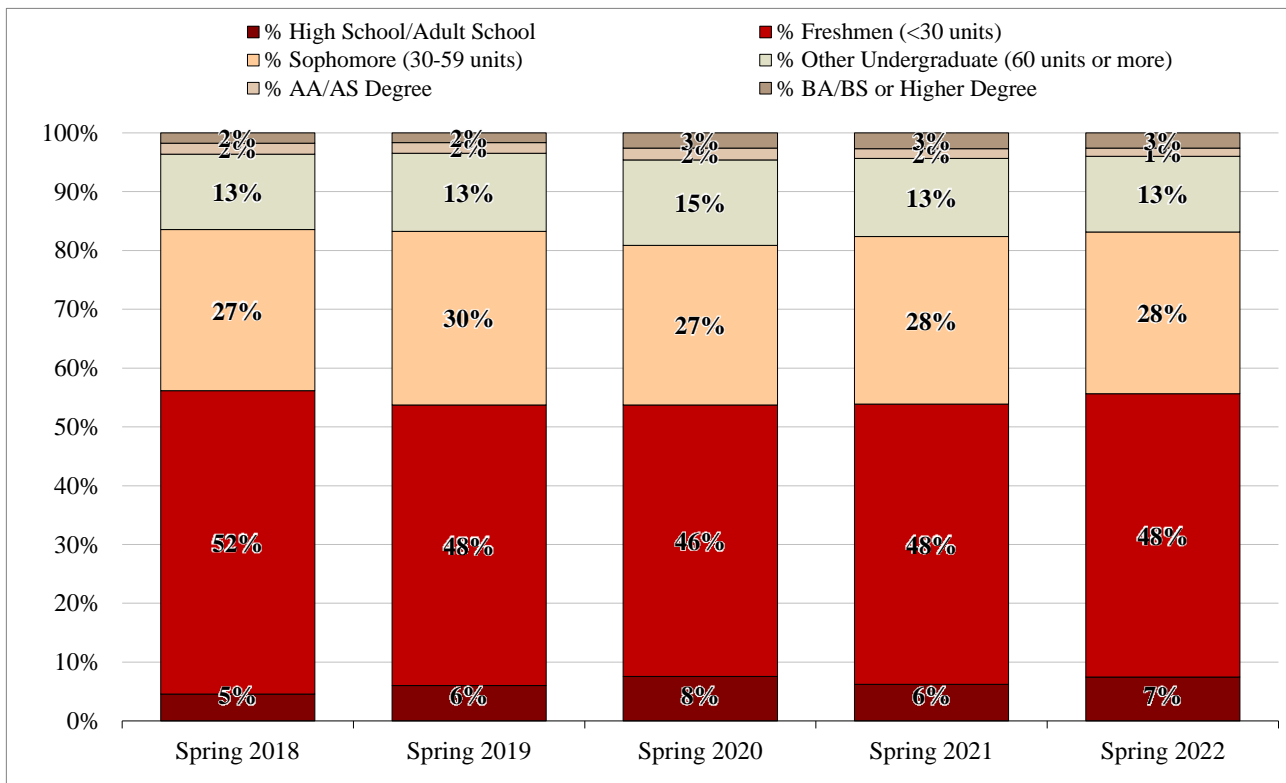


Definitions:

- 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.

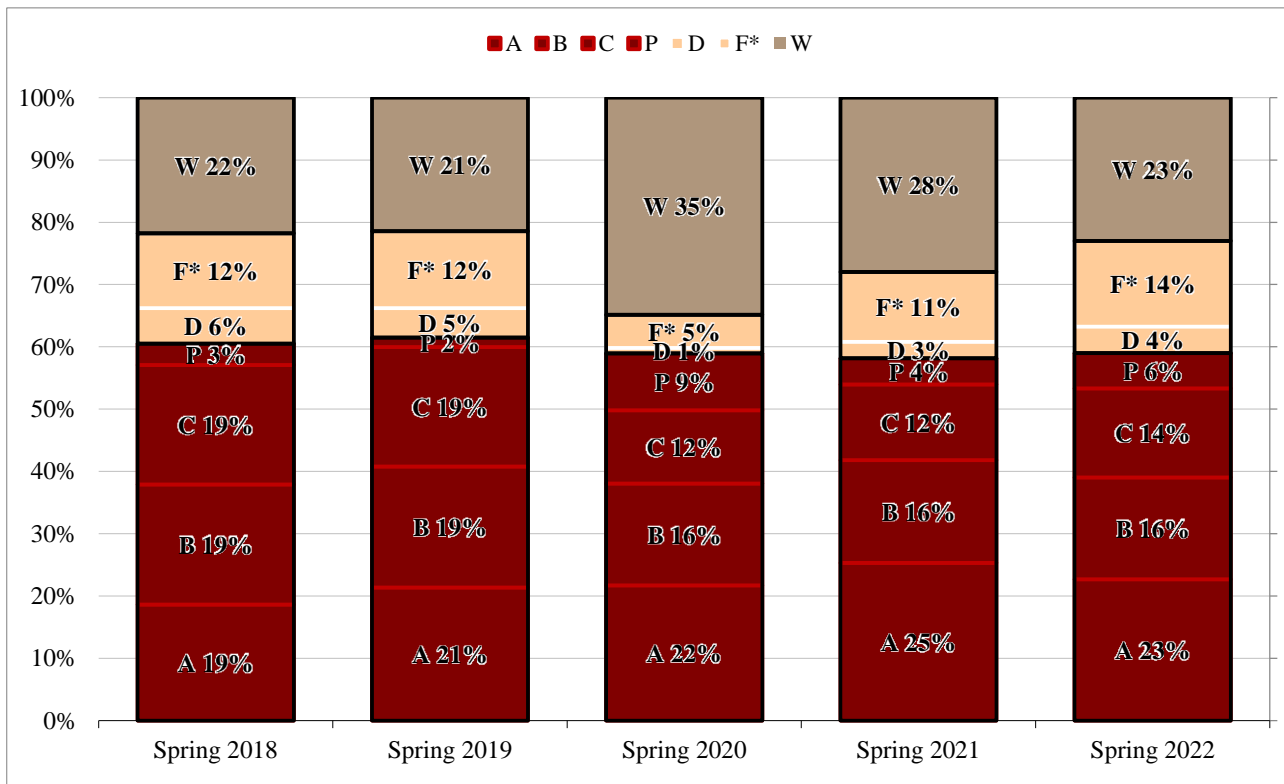
Highest Educational Level of Students

	Mathematics (includes Non-Credit) (MATH/NMAT)				
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
High School/Adult School	137	152	184	138	124
Freshmen (<30 units)	1,541	1,207	1,120	1,057	798
Sophomore (30-59 units)	819	747	659	632	456
Other Undergraduate (60 units or more)	384	335	353	295	213
AA/AS Degree	55	46	48	37	23
BA/BS or Higher Degree	53	42	63	59	43
% High School/Adult School	5%	6%	8%	6%	7%
% Freshmen (<30 units)	52%	48%	46%	48%	48%
% Sophomore (30-59 units)	27%	30%	27%	28%	28%
% Other Undergraduate (60 units or more)	13%	13%	15%	13%	13%
% AA/AS Degree	2%	2%	2%	2%	1%
% BA/BS or Higher Degree	2%	2%	3%	3%	3%



Student Performance: Grade Distribution

Mathematics (includes Non-Credit) (MATH/NMAT)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Total Course Enrollments	3,128	2,723	2,845	2,475	1,860
Course Success Rates	60%	61%	59%	58%	59%
A	19%	21%	22%	25%	23%
B	19%	19%	16%	16%	16%
C	19%	19%	12%	12%	14%
P	3%	2%	9%	4%	6%
Course Non-Success Rate	18%	17%	6%	14%	18%
D	6%	5%	1%	3%	4%
F*	12%	12%	5%	11%	14%
Withdrawals (See Note)	22%	21%	35%	28%	23%



Definitions:

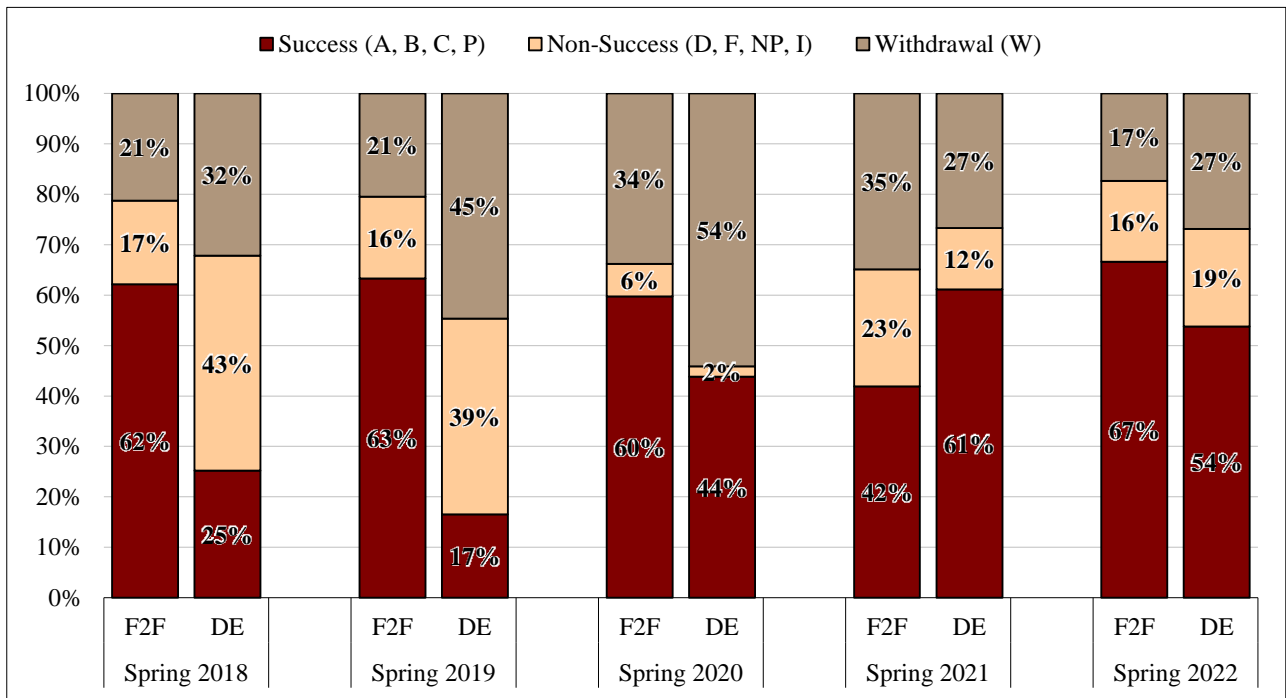
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D' 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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Total Course Enrollments	3,128	2,723	2,845	2,475	1,860
Face-to-Face (F2F) Sections	2,985	2,620	2,699	389	760
Success Rates	62%	63%	60%	42%	67%
Non-Success Rates	17%	16%	6%	23%	16%
Withdrawals	21%	21%	34%	35%	17%
Distance Education (DE) Sections	143	103	146	2,086	1,100
Success Rates	25%	17%	44%	61%	54%
Non-Success Rates	43%	39%	2%	12%	19%
Withdrawals	32%	45%	54%	27%	27%



Definitions:

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

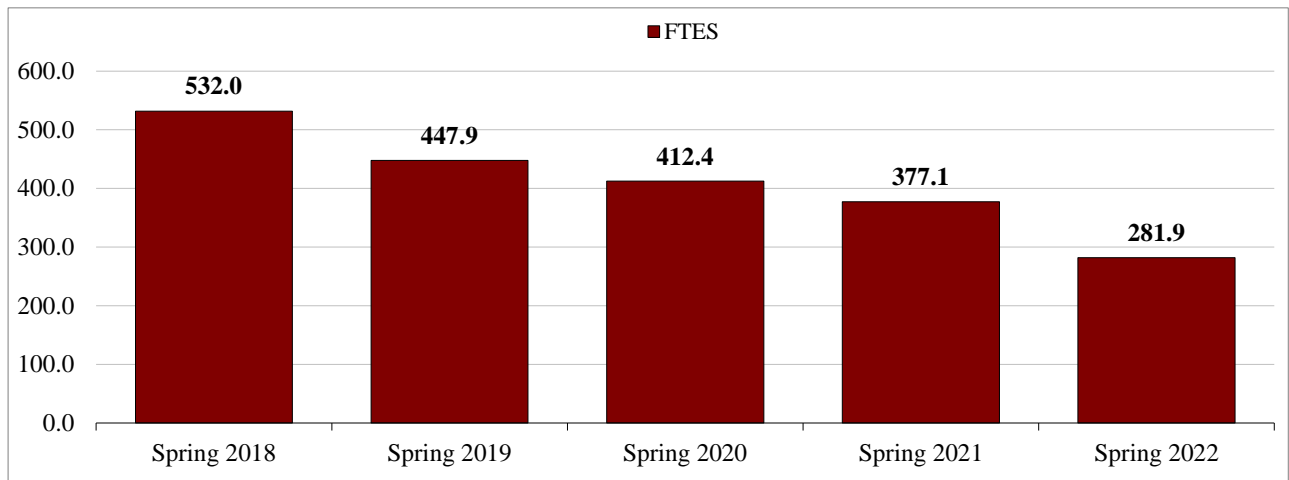
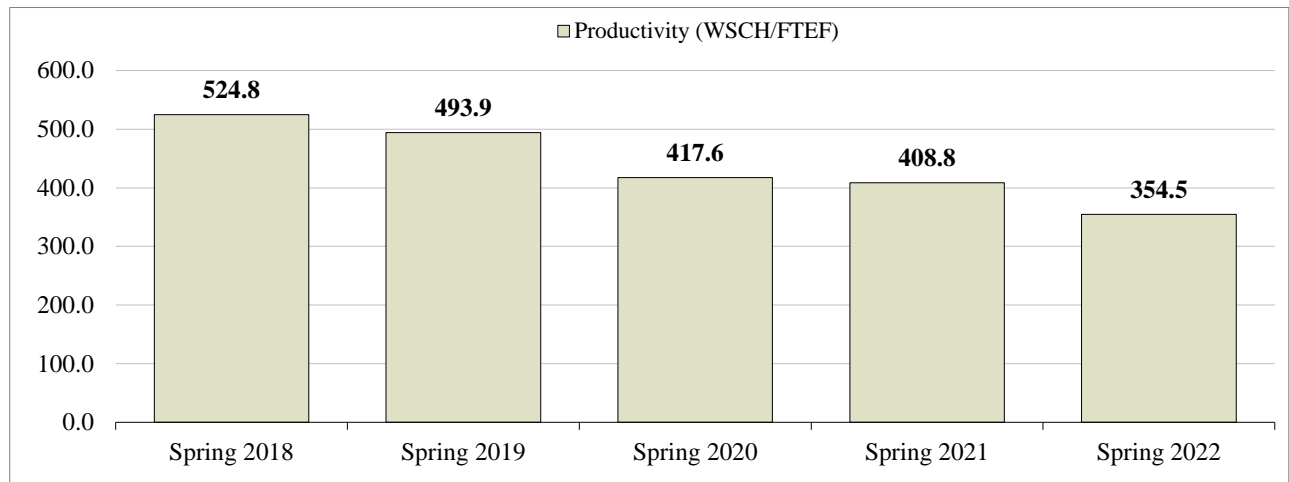
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
WSCH	16,382	13,782	12,728	11,659	8,640
FTEs	532.0	447.9	412.4	377.1	281.9
FTEF	31.2	27.9	30.5	28.5	24.4
Productivity (WSCH/FTEF)	524.8	493.9	417.6	408.8	354.5



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.

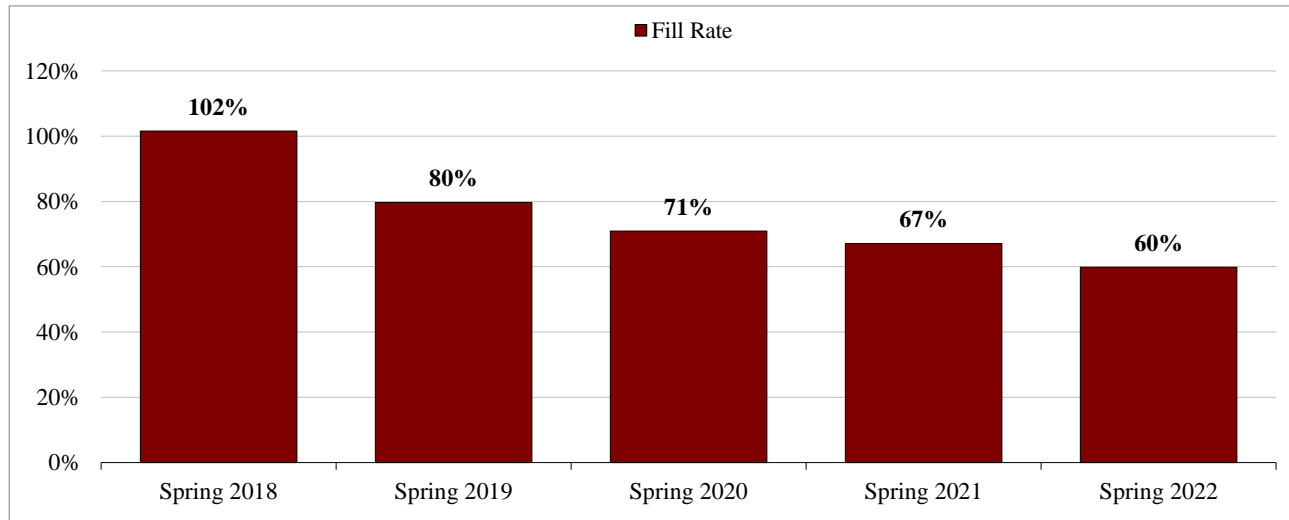
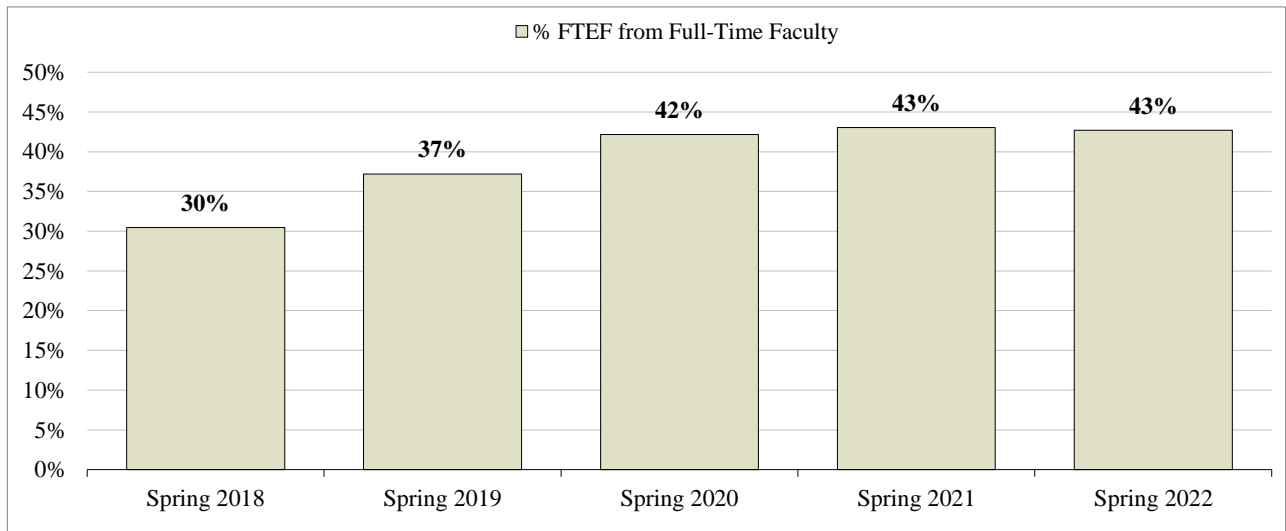
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
FTEF from Full-Time Faculty	9.5	10.4	12.9	12.3	10.4
% FTEF from Full-Time Faculty	30%	37%	42%	43%	43%
Enrollments	3,128	2,723	2,845	2,475	1,860
Capacity (seats available)	3,080	3,415	4,013	3,687	3,109
Fill Rate	102%	80%	71%	67%	60%



Definitions:

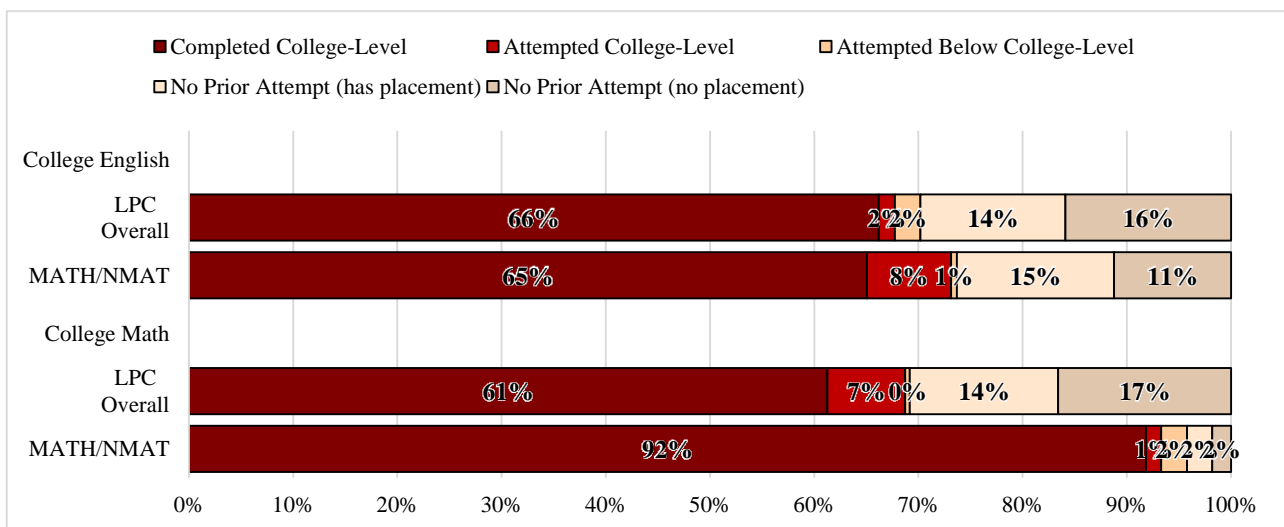
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 / TUTOR 200; latest data accessed on 7/20/21.

Prior Experience in English & Math

	Spring 2022			
	MATH/NMAT		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	1,078	65%	4,022	61%
Attempted College-level	134	8%	490	7%
Attempted Below College-level	9	1%	30	0%
No Prior Attempt (has placement)	250	15%	934	14%
No Prior Attempt (no placement)	186	11%	1,089	17%
College Math				
Completed College-level	1,522	92%	4,345	66%
Attempted College-level	24	1%	103	2%
Attempted Below College-level	41	2%	160	2%
No Prior Attempt (has placement)	40	2%	914	14%
No Prior Attempt (no placement)	30	2%	1,043	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.