



Las Positas College
Program Review Discipline Data Packet
Spring 2013 to Spring 2017

Discipline:

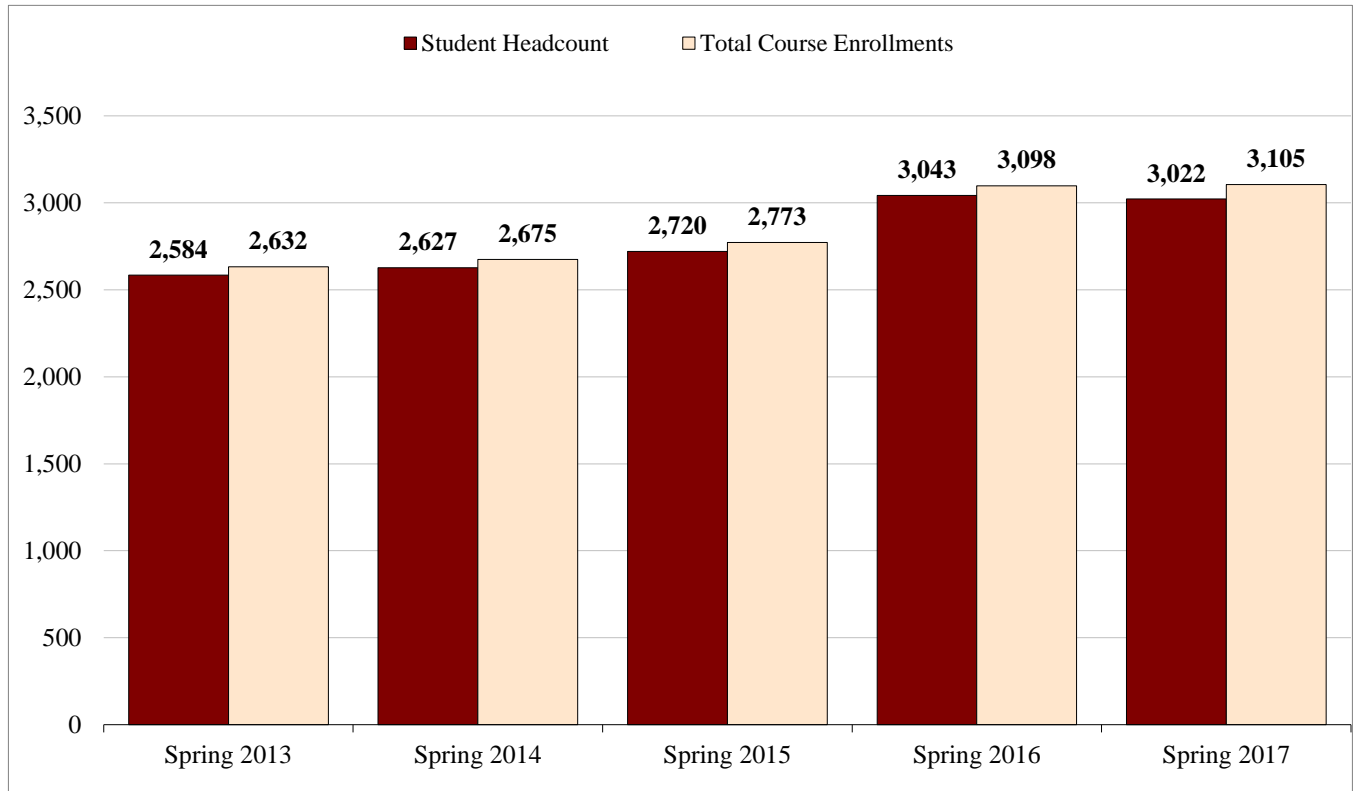
Math (MATH)

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NOTE: Data includes all credit courses except MATH 200.

Headcount & Enrollment

Math (MATH)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Student Headcount	2,584	2,627	2,720	3,043	3,022
Total Course Enrollments	2,632	2,675	2,773	3,098	3,105



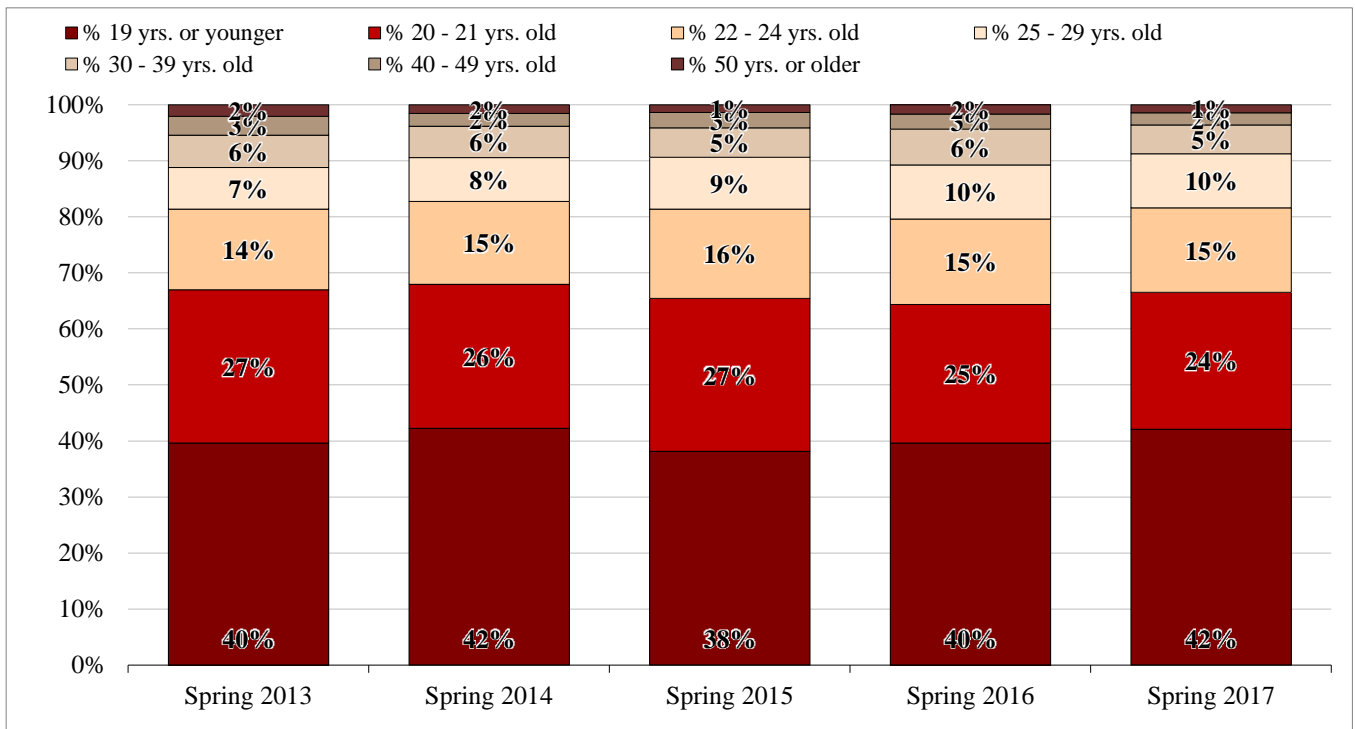
Definitions:

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.

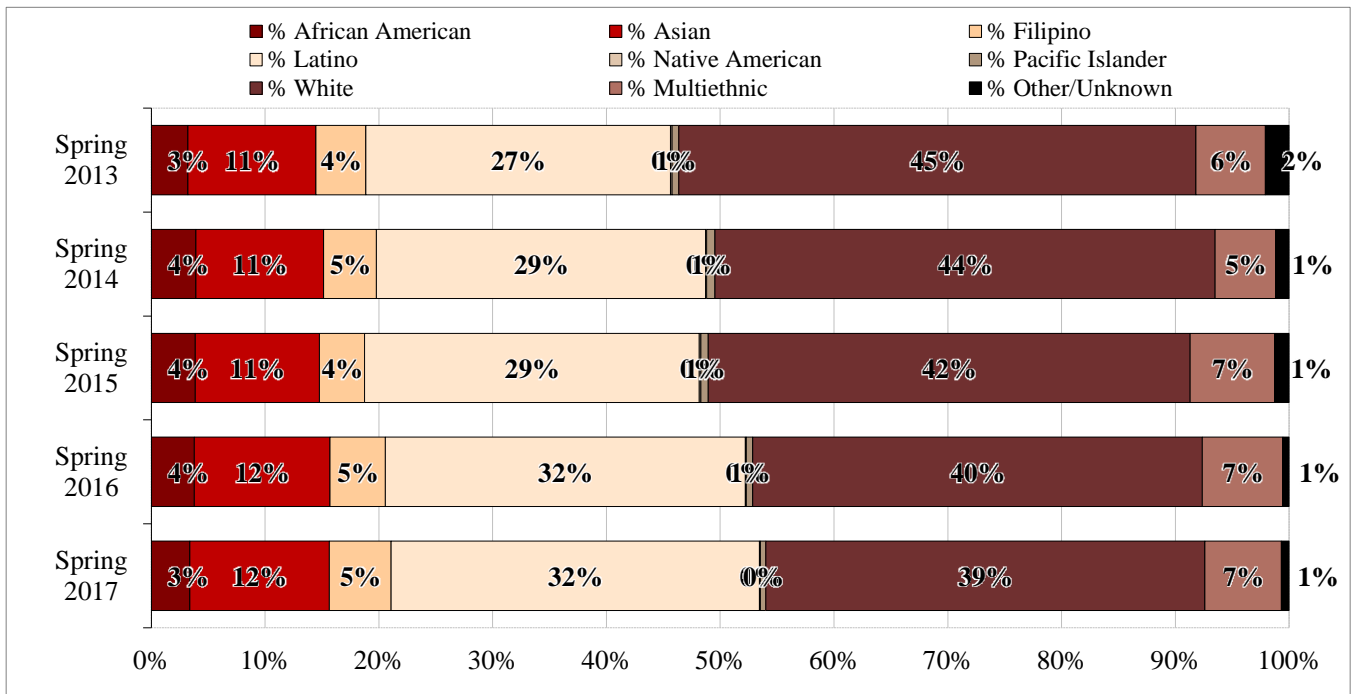
Student Demographics: Gender & Age

	Math (MATH)				
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Female	1,221	1,189	1,254	1,393	1,401
Male	1,340	1,423	1,445	1,615	1,582
19 yrs. or younger	1,024	1,110	1,037	1,206	1,271
20-21 yrs. old	707	675	743	752	740
22-24 yrs. old	372	389	434	464	455
25-29 yrs. old	191	206	251	295	292
30-39 yrs. old	150	147	143	193	155
40-49 yrs. old	87	59	74	82	65
50 yrs. or older	53	41	38	51	44
% Female	48%	46%	46%	46%	47%
% Male	52%	54%	54%	54%	53%
% 19 yrs. or younger	40%	42%	38%	40%	42%
% 20 - 21 yrs. old	27%	26%	27%	25%	24%
% 22 - 24 yrs. old	14%	15%	16%	15%	15%
% 25 - 29 yrs. old	7%	8%	9%	10%	10%
% 30 - 39 yrs. old	6%	6%	5%	6%	5%
% 40 - 49 yrs. old	3%	2%	3%	3%	2%
% 50 yrs. or older	2%	2%	1%	2%	1%



Student Demographic: Race-Ethnicity

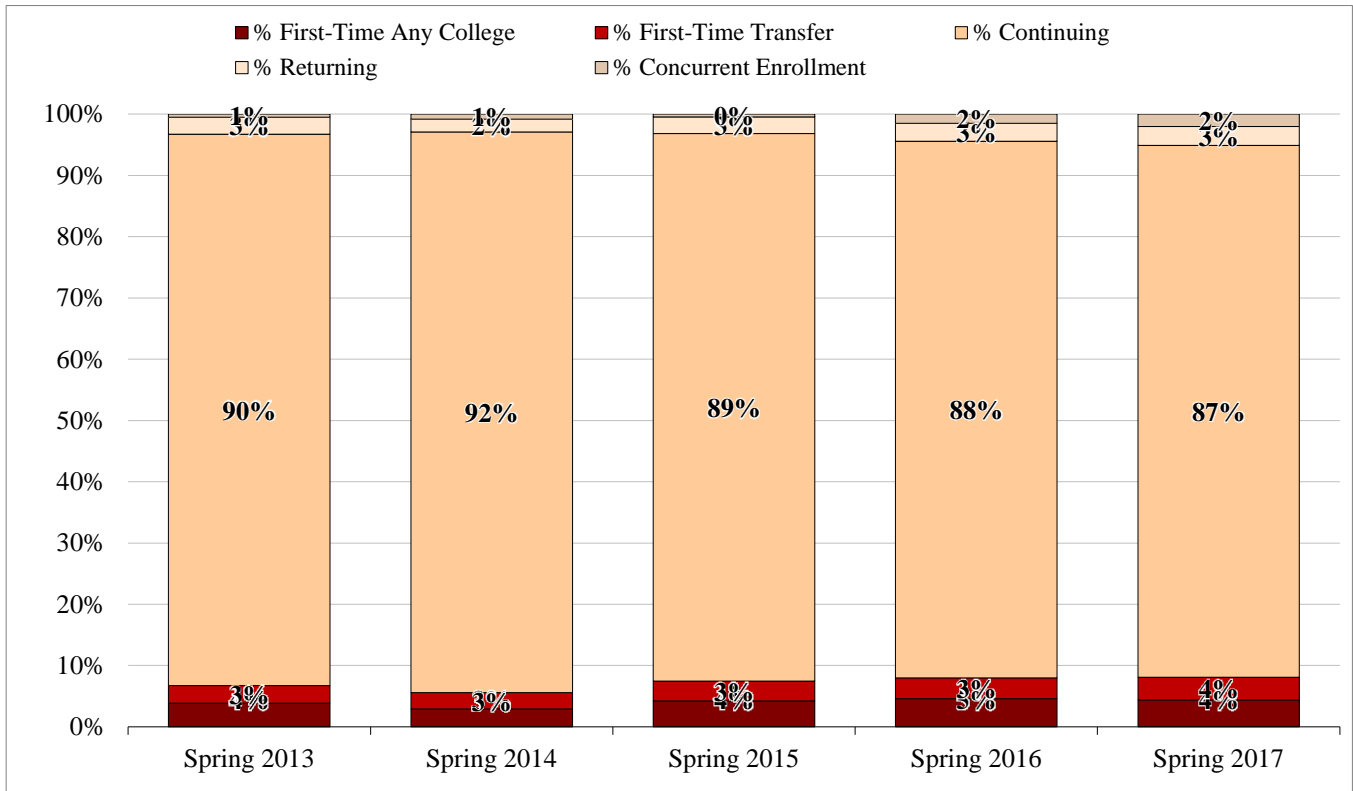
Math (MATH)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
African American	83	103	105	115	102
Asian	291	295	297	363	371
Filipino	113	122	108	148	164
Latino	692	760	800	963	978
Native American	4	2	4	2	3
Pacific Islander	15	19	17	17	14
White	1,174	1,155	1,152	1,203	1,166
Multiethnic	158	140	202	215	203
Other/Unknown	54	31	35	17	21
% African American	3%	4%	4%	4%	3%
% Asian	11%	11%	11%	12%	12%
% Filipino	4%	5%	4%	5%	5%
% Latino	27%	29%	29%	32%	32%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	1%	1%	1%	1%	<1%
% White	45%	44%	42%	40%	39%
% Multiethnic	6%	5%	7%	7%	7%
% Other/Unknown	2%	1%	1%	1%	1%



Note: Multiethnic category became available in Fall 2011.

Student Enrollment Status

Math (MATH)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
First-Time Any College	100	77	115	139	133
First-Time Transfer	74	69	88	104	112
Continuing	2,325	2,404	2,430	2,666	2,622
Returning	71	55	73	88	93
Concurrent Enrollment	13	21	13	46	61
% First-Time Any College	4%	3%	4%	5%	4%
% First-Time Transfer	3%	3%	3%	3%	4%
% Continuing	90%	92%	89%	88%	87%
% Returning	3%	2%	3%	3%	3%
% Concurrent Enrollment	1%	1%	<1%	2%	2%



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.

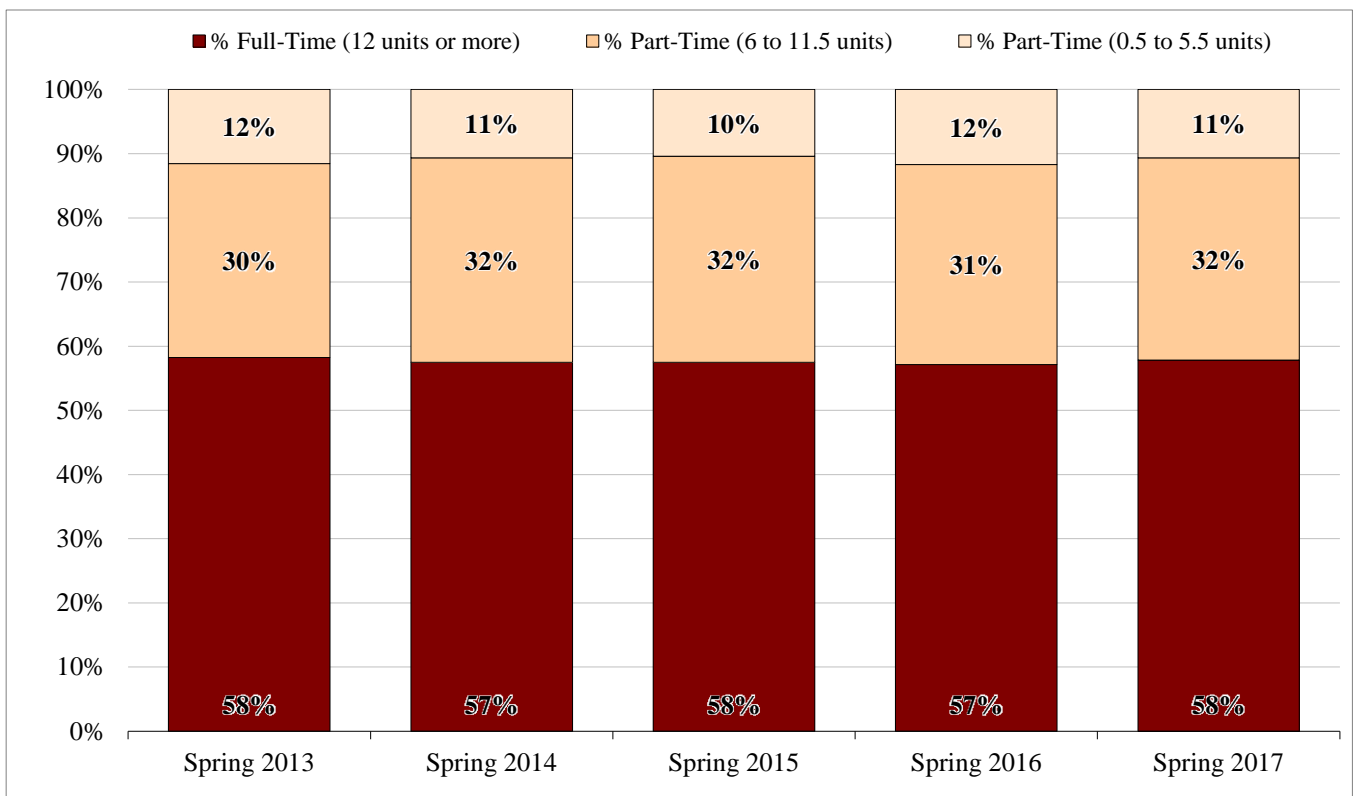
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

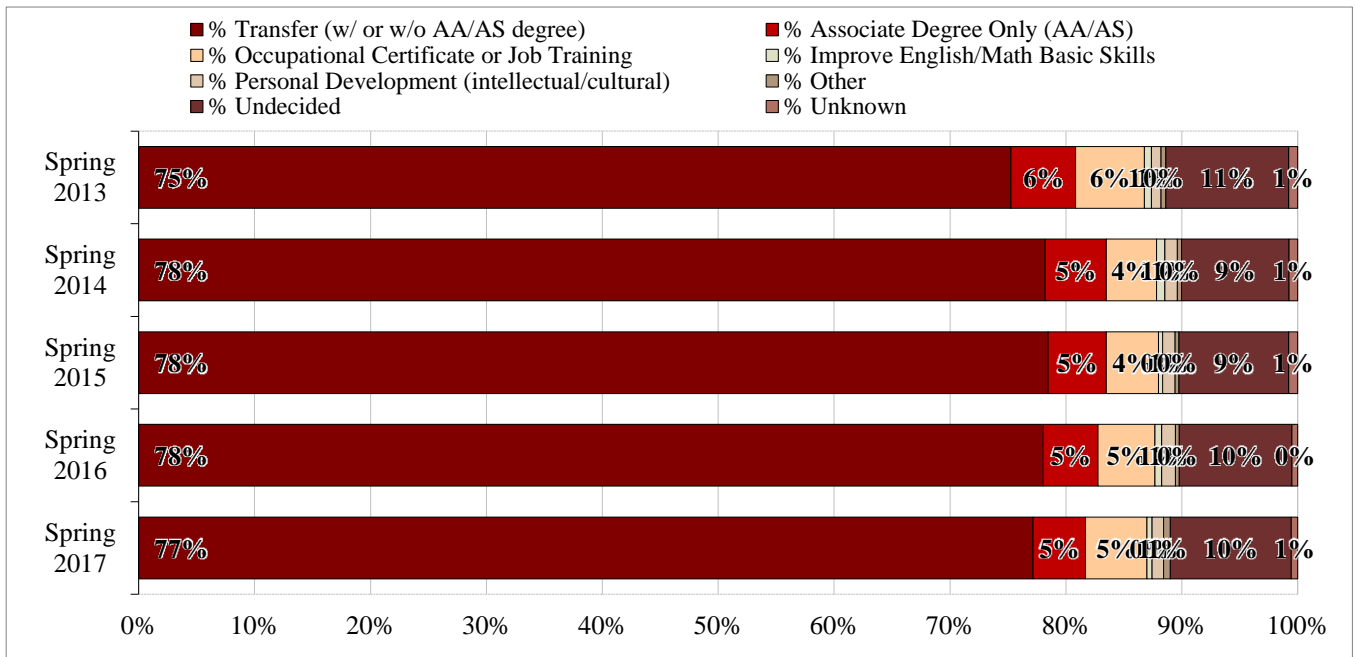
Student Unit Load

Math (MATH)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Full-Time (12 units or more)	1,505	1,510	1,564	1,739	1,748
Part-Time (6 to 11.5 units)	780	837	873	948	952
Part-Time (0.5 to 5.5 units)	299	280	283	356	322
% Full-Time (12 units or more)	58%	57%	58%	57%	58%
% Part-Time (6 to 11.5 units)	30%	32%	32%	31%	32%
% Part-Time (0.5 to 5.5 units)	12%	11%	10%	12%	11%



Student Educational Goal

Math (MATH)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Transfer (w/ or w/o AA/AS degree)	1,945	2,055	2,134	2,374	2,332
Associate Degree Only (AA/AS)	144	138	137	145	137
Occupational Certificate or Job Training	153	114	122	149	160
Improve English/Math Basic Skills	16	19	10	18	13
Personal Development (intellectual/cultural)	21	28	29	36	30
Other	11	10	9	10	18
Undecided	274	243	258	296	315
Unknown	20	20	21	15	17
% Transfer (w/ or w/o AA/AS degree)	75%	78%	78%	78%	77%
% Associate Degree Only (AA/AS)	6%	5%	5%	5%	5%
% Occupational Certificate or Job Training	6%	4%	4%	5%	5%
% Improve English/Math Basic Skills	1%	1%	<1%	1%	<1%
% Personal Development (intellectual/cultural)	1%	1%	1%	1%	1%
% Other	<1%	<1%	<1%	<1%	1%
% Undecided	11%	9%	9%	10%	10%
% Unknown	1%	1%	1%	0%	1%



Definitions:

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

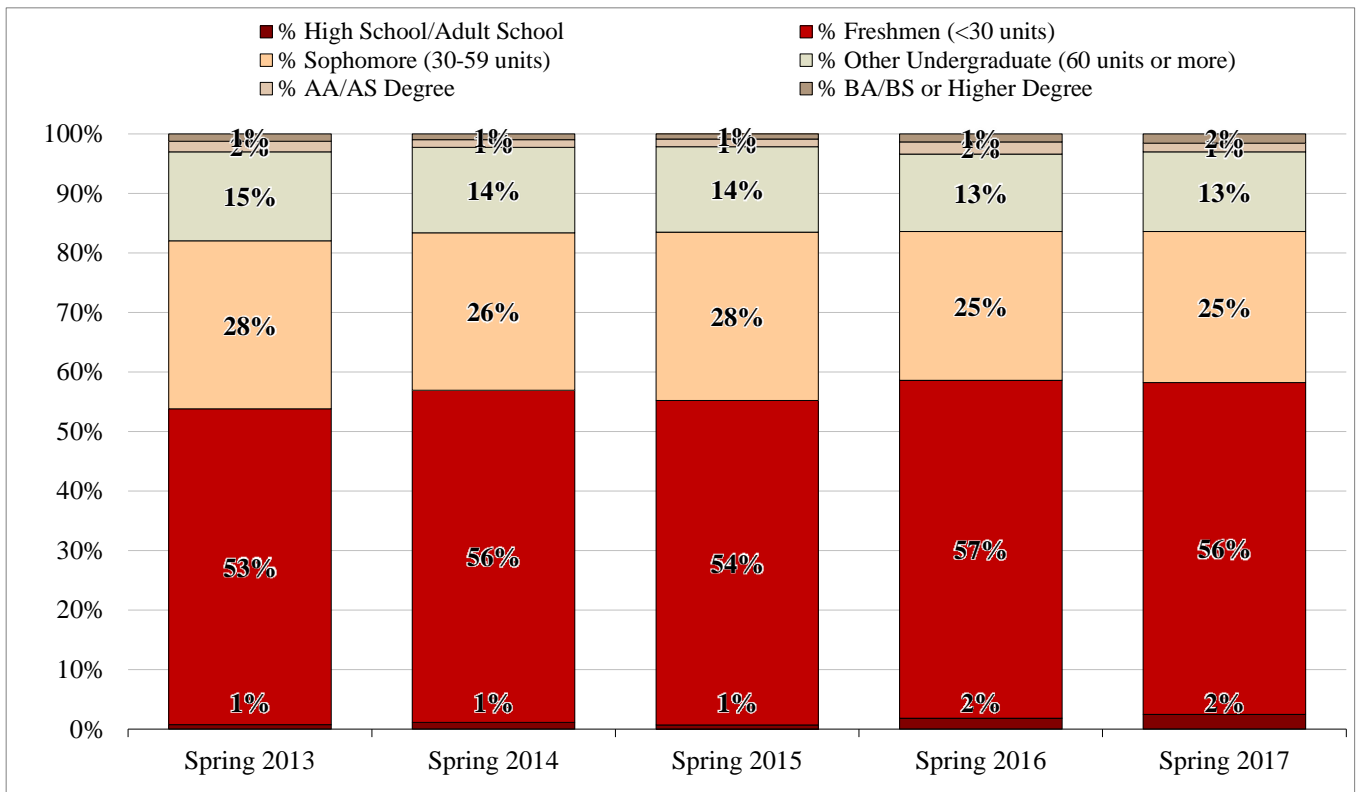
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

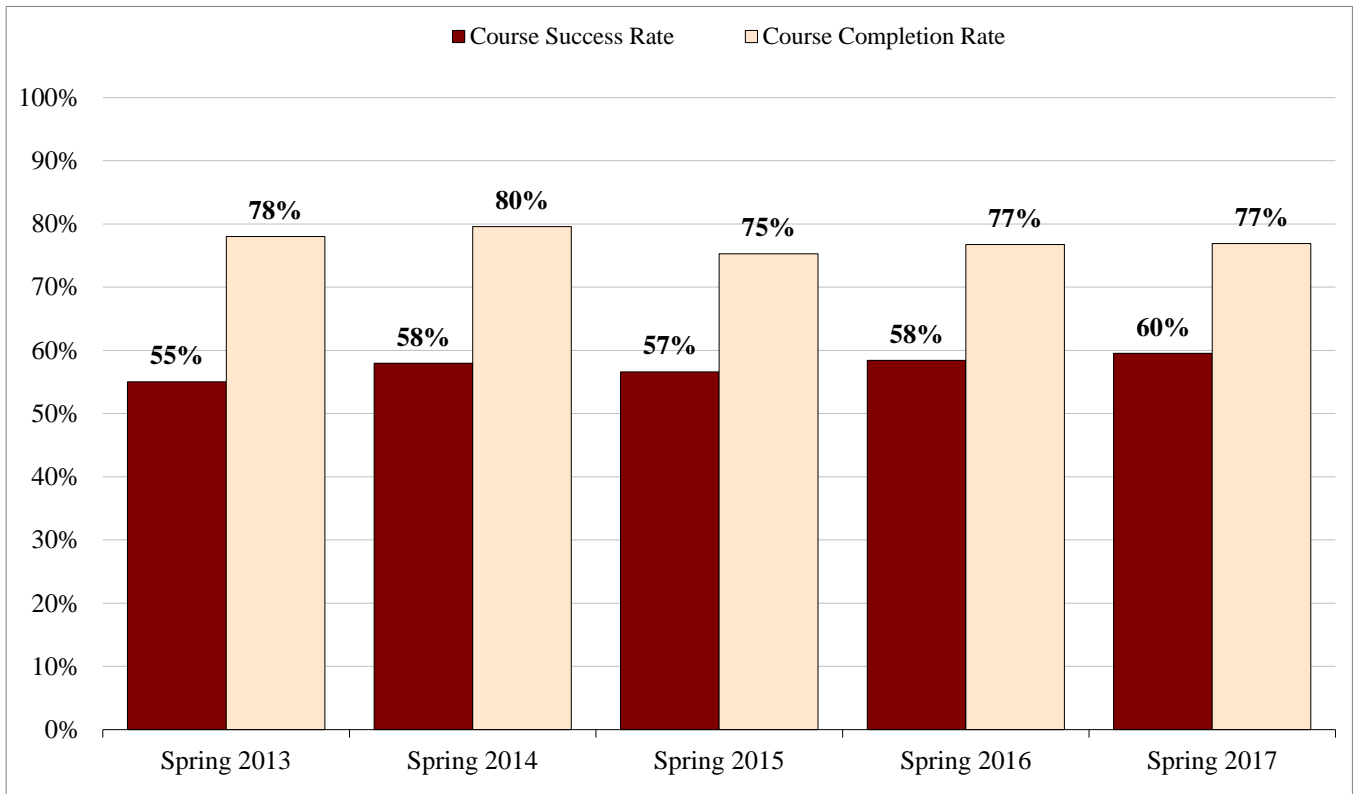
Highest Educational Level of Students

Math (MATH)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
High School/Adult School	20	30	19	56	74
Freshmen (<30 units)	1,370	1,465	1,482	1,727	1,685
Sophomore (30-59 units)	730	695	770	760	767
Other Undergraduate (60 units or more)	386	377	390	397	404
AA/AS Degree	46	34	36	62	44
BA/BS or Higher Degree	32	26	23	41	48
% High School/Adult School	1%	1%	1%	2%	2%
% Freshmen (<30 units)	53%	56%	54%	57%	56%
% Sophomore (30-59 units)	28%	26%	28%	25%	25%
% Other Undergraduate (60 units or more)	15%	14%	14%	13%	13%
% AA/AS Degree	2%	1%	1%	2%	1%
% BA/BS or Higher Degree	1%	1%	1%	1%	2%



Student Performance

Math (MATH)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Course Success Rate	55%	58%	57%	58%	60%
Course Completion Rate	78%	80%	75%	77%	77%



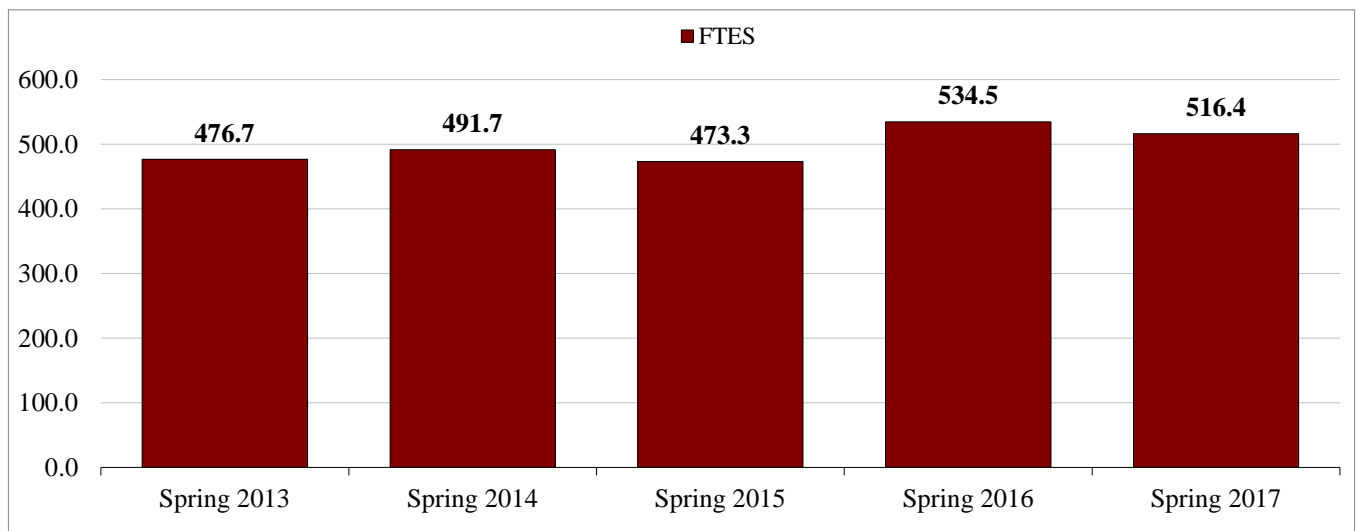
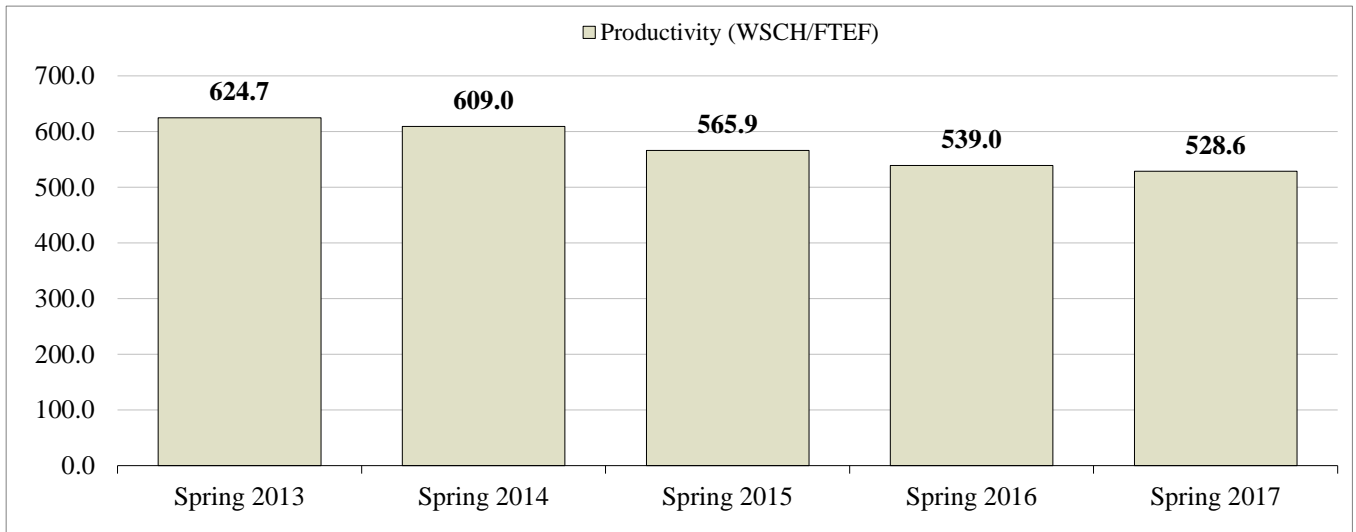
Definitions:

Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.

Course Completion Rate is the percentage of students receiving any grade other than 'W' relative to all students receiving a grade.

Enrollment Management: Part 1

Math (MATH)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
WSCH	14,529	15,097	14,555	16,410	16,028
FTES	476.7	491.7	473.3	534.5	516.4
FTEF	23.3	24.8	25.7	30.4	30.3
Productivity (WSCH/FTEF)	624.7	609.0	565.9	539.0	528.6



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.

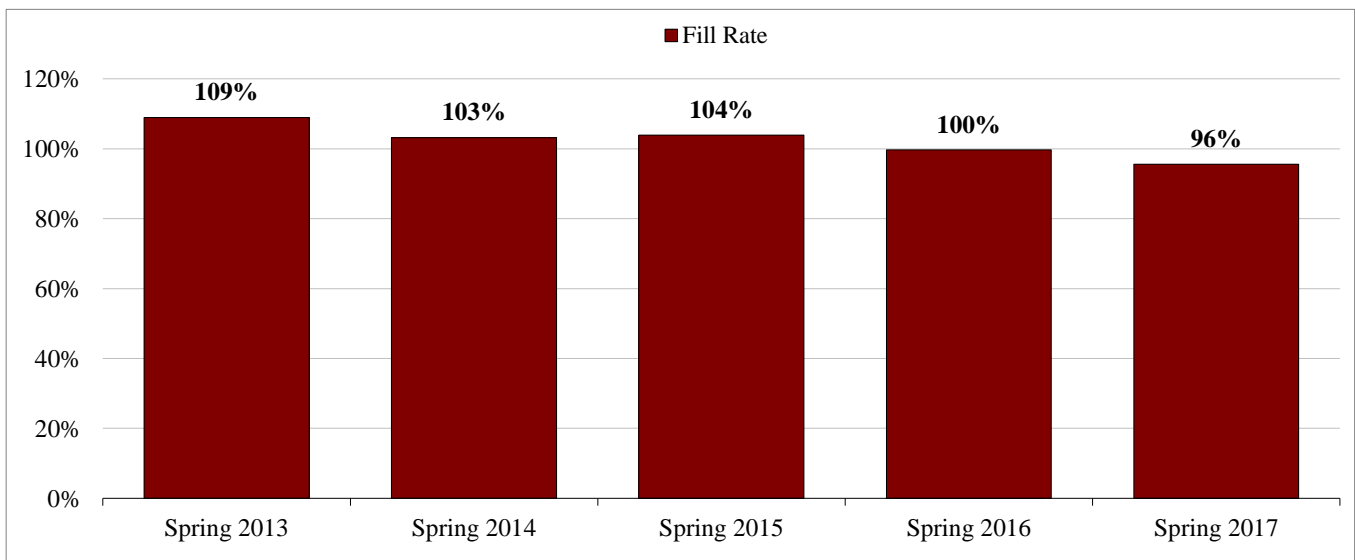
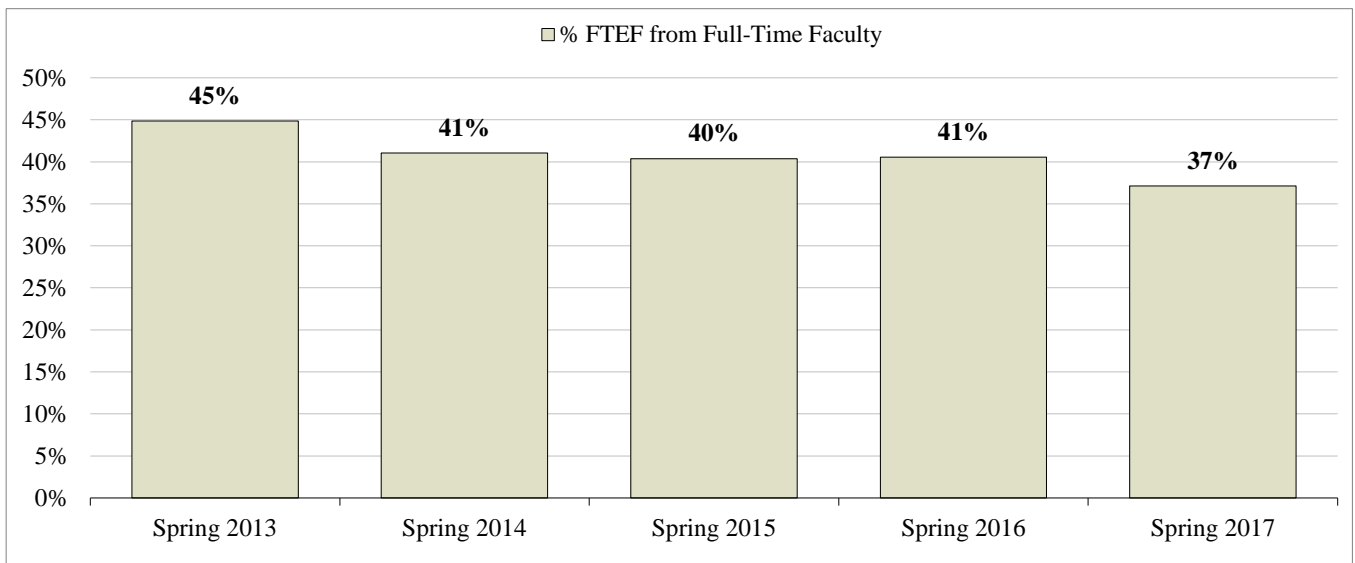
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Note: Enrollment Management data includes all credit courses accounted for during the respective academic terms; data accessed on 7/11/17.

Enrollment Management: Part 2

Math (MATH)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
FTEF from Full-Time Faculty	10.4	10.2	10.4	12.3	11.3
% FTEF from Full-Time Faculty	45%	41%	40%	41%	37%
Enrollments	2,632	2,675	2,773	3,098	3,105
Capacity (seats available)	2,415	2,593	2,669	3,108	3,248
Fill Rate	109%	103%	104%	100%	96%



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 includes all credit courses accounted for during the respective academic terms; data accessed on 7/11/17.