



Las Positas College
Program Review Discipline Data Packet
Fall 2012 to Fall 2016

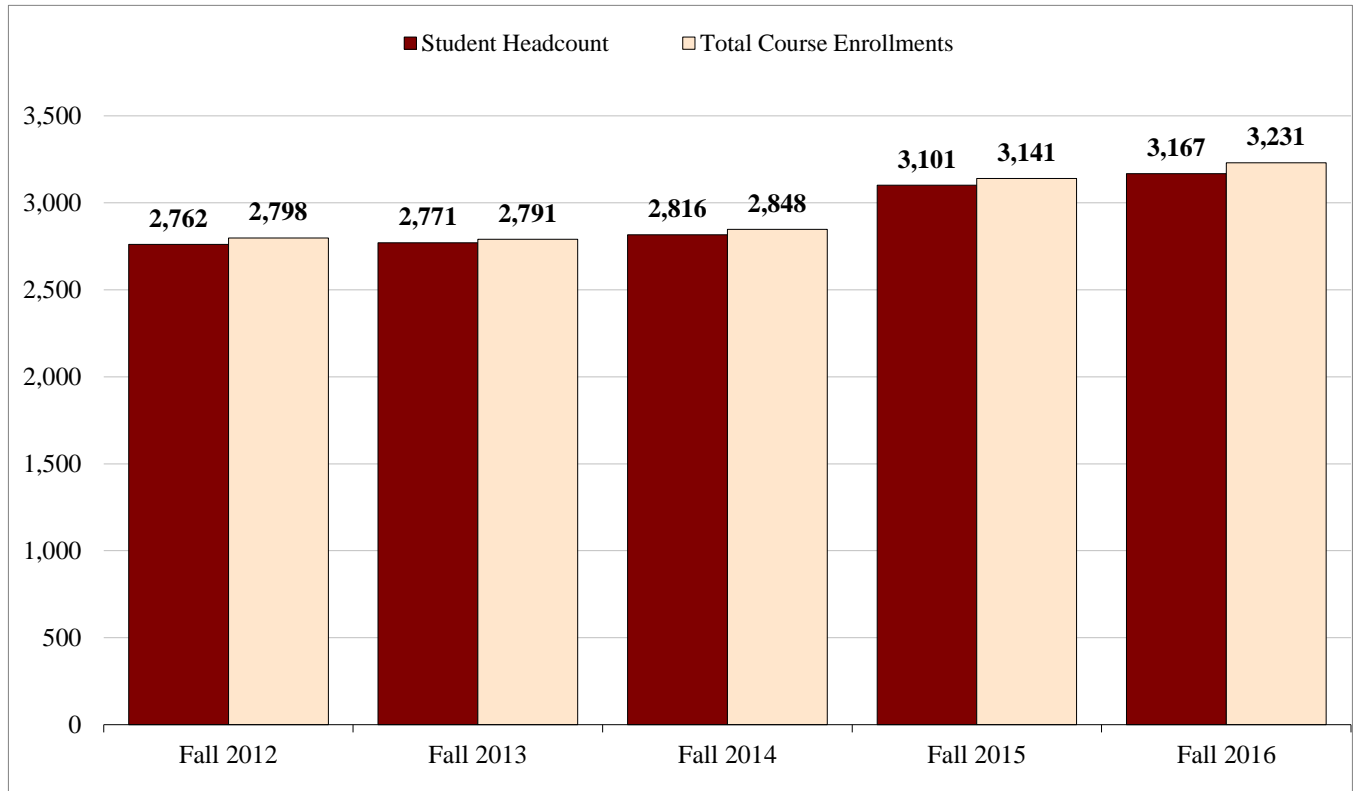
Discipline:
Mathematics (MATH)

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NOTE: Data includes all credit courses except MATH 200.

Headcount & Enrollment

Mathematics (MATH)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student Headcount	2,762	2,771	2,816	3,101	3,167
Total Course Enrollments	2,798	2,791	2,848	3,141	3,231



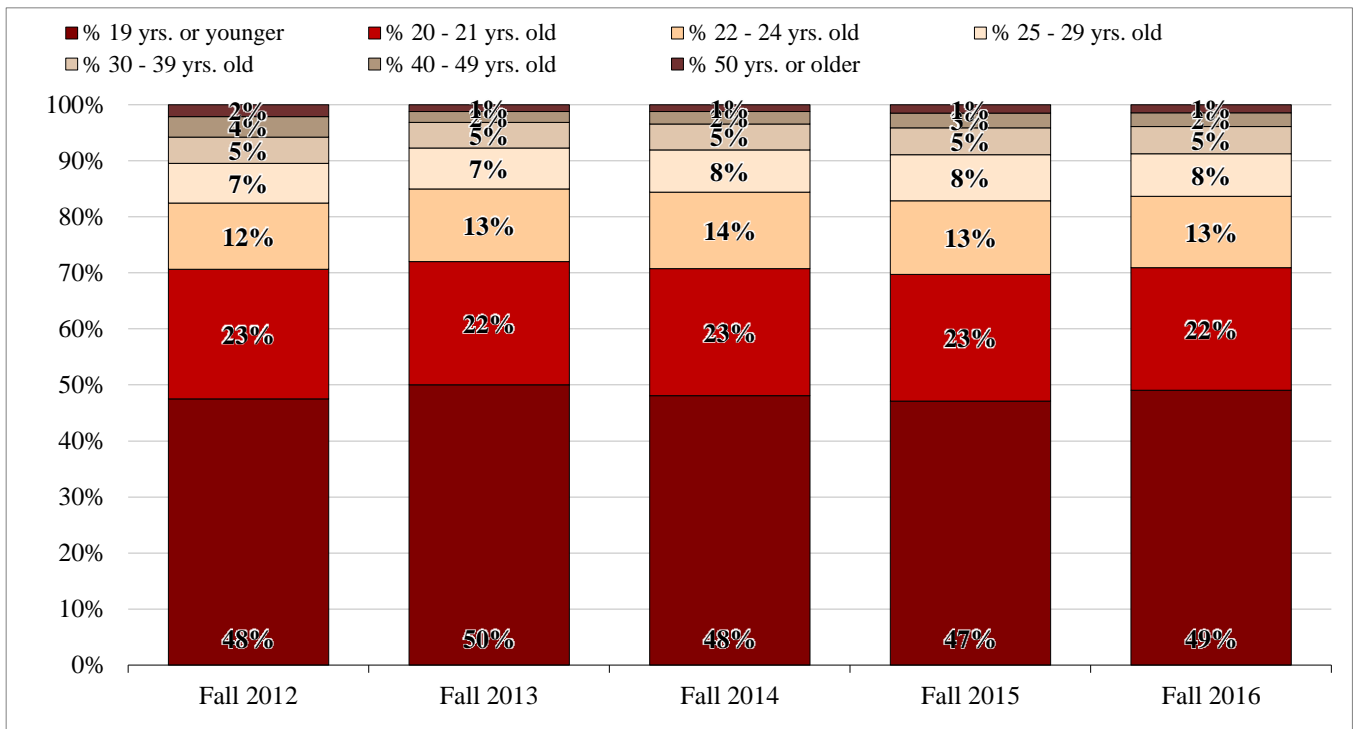
Definitions:

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.

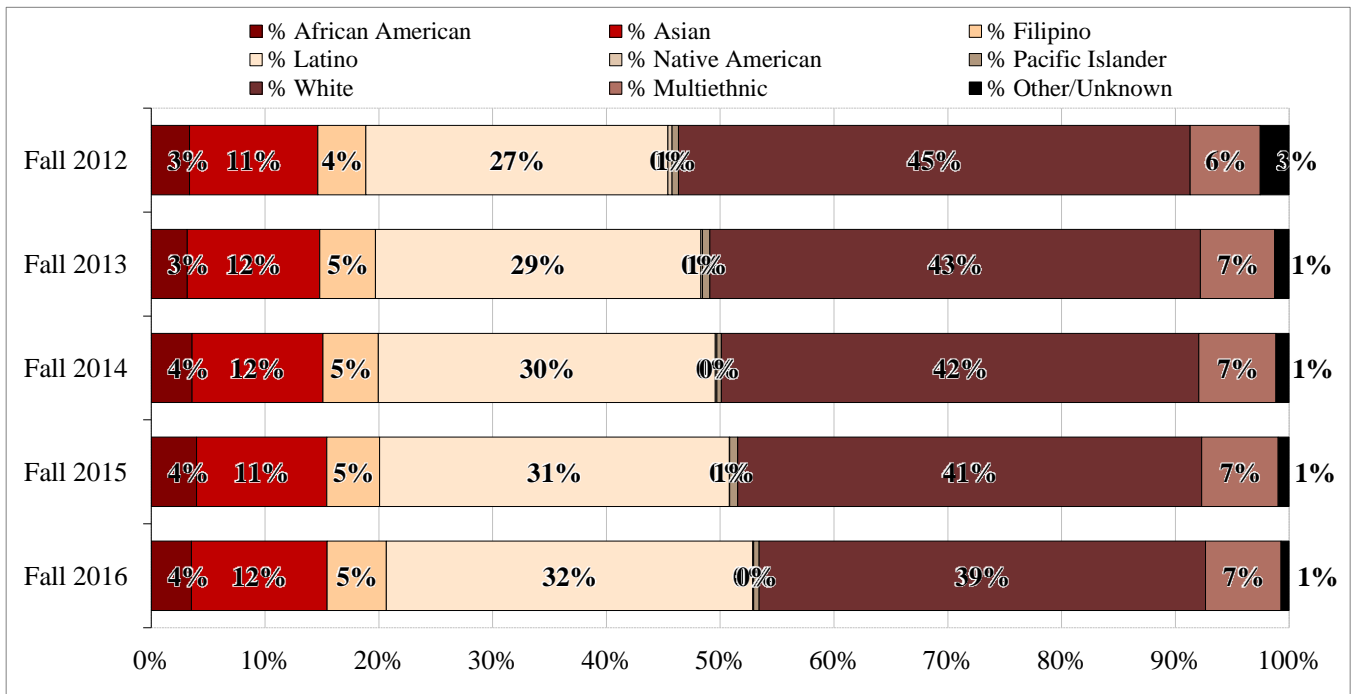
Student Demographics: Gender & Age

Mathematics (MATH)						
	Term					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	
Female	1,308	1,296	1,295	1,415	1,504	
Male	1,420	1,453	1,497	1,646	1,625	
19 yrs. or younger	1,313	1,386	1,354	1,461	1,553	
20-21 yrs. old	638	609	638	701	694	
22-24 yrs. old	326	359	385	407	402	
25-29 yrs. old	196	203	212	256	241	
30-39 yrs. old	130	127	131	148	153	
40-49 yrs. old	101	53	62	82	78	
50 yrs. or older	58	34	34	46	46	
% Female	48%	47%	46%	46%	48%	
% Male	52%	53%	54%	54%	52%	
% 19 yrs. or younger	48%	50%	48%	47%	49%	
% 20 - 21 yrs. old	23%	22%	23%	23%	22%	
% 22 - 24 yrs. old	12%	13%	14%	13%	13%	
% 25 - 29 yrs. old	7%	7%	8%	8%	8%	
% 30 - 39 yrs. old	5%	5%	5%	5%	5%	
% 40 - 49 yrs. old	4%	2%	2%	3%	2%	
% 50 yrs. or older	2%	1%	1%	1%	1%	



Student Demographic: Race-Ethnicity

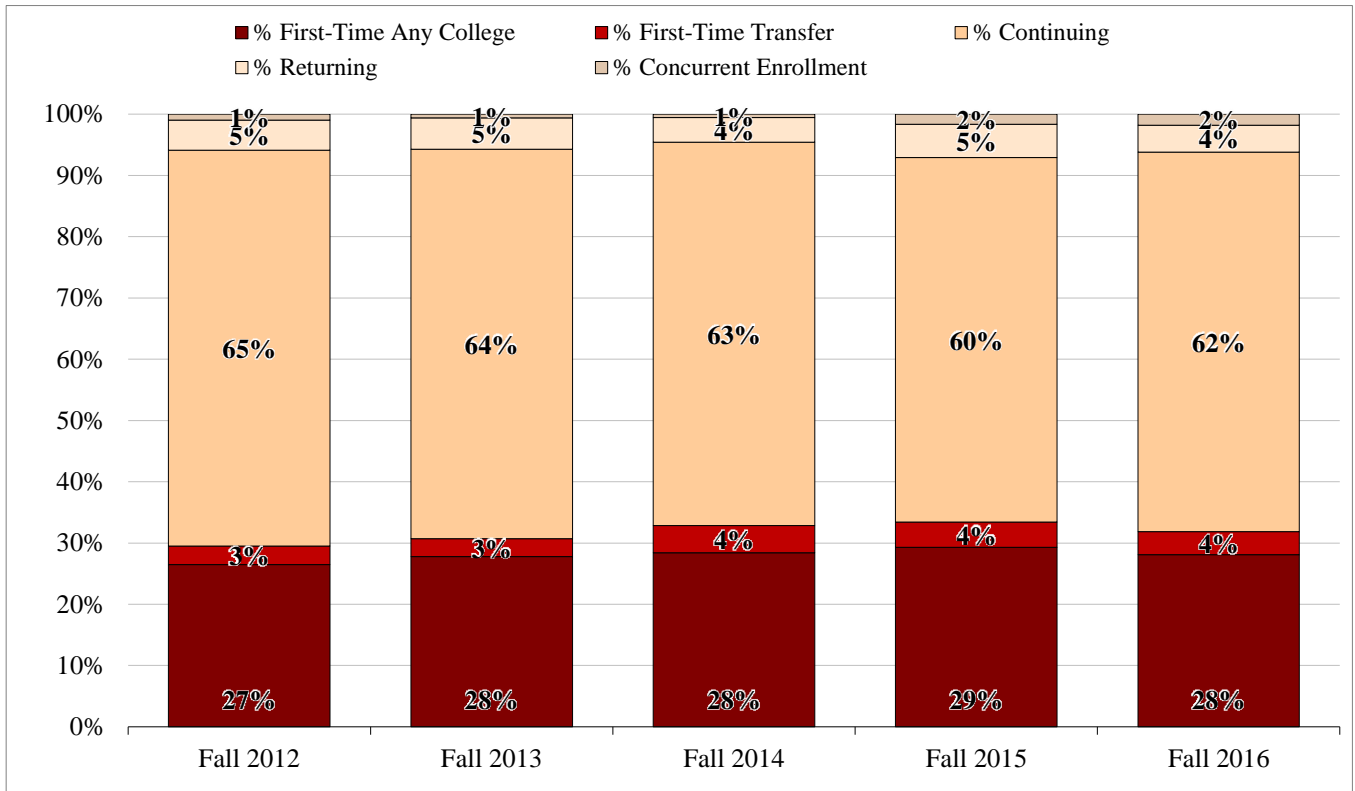
Mathematics (MATH)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	93	88	101	123	112
Asian	311	322	324	355	377
Filipino	117	136	137	144	165
Latino	733	792	834	953	1,020
Native American	10	4	4	1	3
Pacific Islander	16	18	11	22	15
White	1,242	1,195	1,181	1,265	1,242
Multiethnic	170	181	191	208	210
Other/Unknown	70	35	33	30	23
% African American	3%	3%	4%	4%	4%
% Asian	11%	12%	12%	11%	12%
% Filipino	4%	5%	5%	5%	5%
% Latino	27%	29%	30%	31%	32%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	1%	1%	<1%	1%	<1%
% White	45%	43%	42%	41%	39%
% Multiethnic	6%	7%	7%	7%	7%
% Other/Unknown	3%	1%	1%	1%	1%



Note: Multiethnic category became available in Fall 2011.

Student Enrollment Status

Mathematics (MATH)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
First-Time Any College	732	769	799	908	889
First-Time Transfer	83	82	125	128	120
Continuing	1,784	1,761	1,762	1,846	1,962
Returning	136	141	113	167	139
Concurrent Enrollment	27	17	16	52	57
% First-Time Any College	27%	28%	28%	29%	28%
% First-Time Transfer	3%	3%	4%	4%	4%
% Continuing	65%	64%	63%	60%	62%
% Returning	5%	5%	4%	5%	4%
% 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.

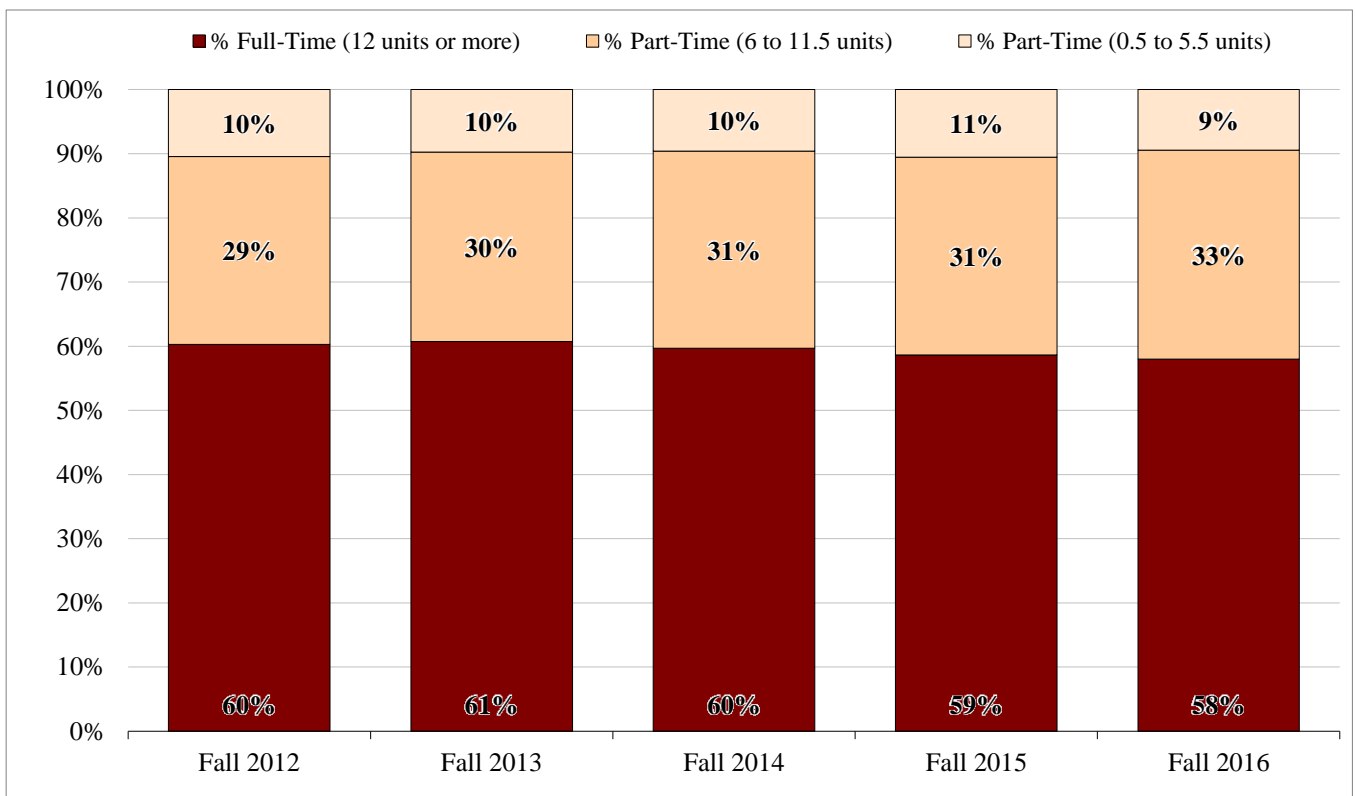
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

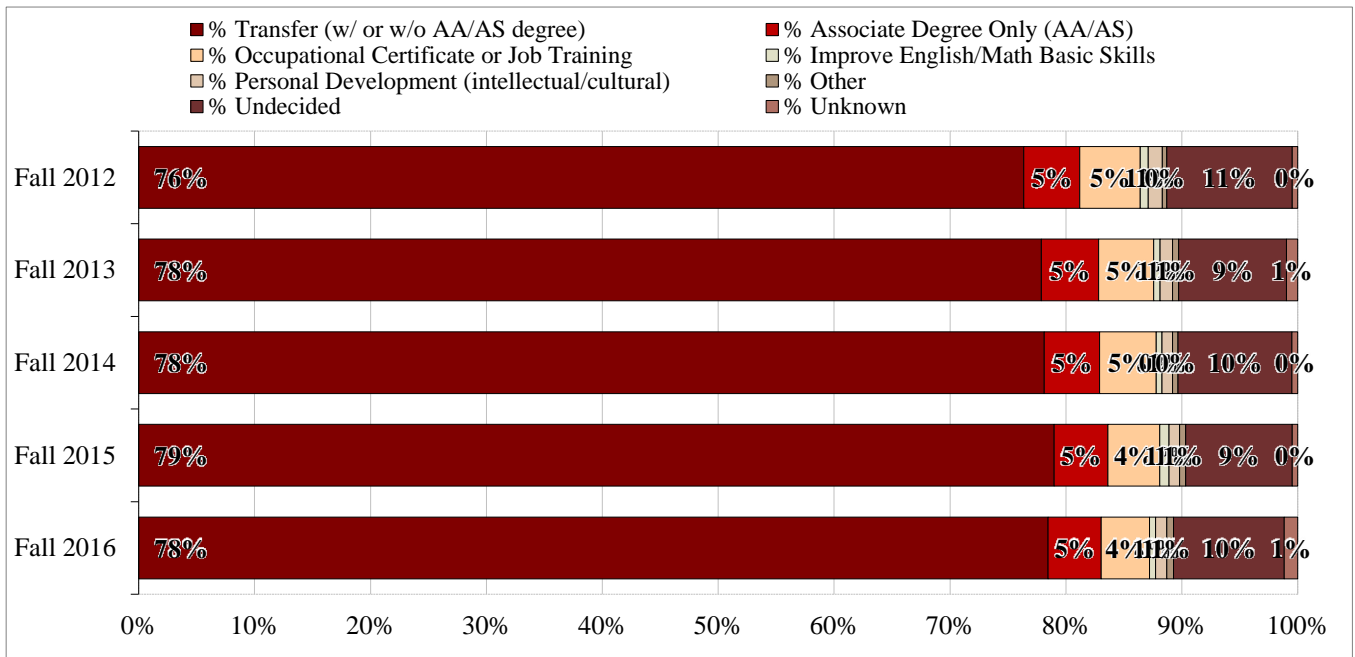
Student Unit Load

Mathematics (MATH)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Full-Time (12 units or more)	1,665	1,683	1,680	1,819	1,836
Part-Time (6 to 11.5 units)	808	818	865	955	1,031
Part-Time (0.5 to 5.5 units)	289	270	271	327	300
% Full-Time (12 units or more)	60%	61%	60%	59%	58%
% Part-Time (6 to 11.5 units)	29%	30%	31%	31%	33%
% Part-Time (0.5 to 5.5 units)	10%	10%	10%	11%	9%



Student Educational Goal

Mathematics (MATH)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Transfer (w/ or w/o AA/AS degree)	2,109	2,158	2,200	2,449	2,485
Associate Degree Only (AA/AS)	134	137	135	144	145
Occupational Certificate or Job Training	144	132	137	139	132
Improve English/Math Basic Skills	19	15	14	25	17
Personal Development (intellectual/cultural)	33	30	26	28	30
Other	11	14	13	16	19
Undecided	299	258	277	285	302
Unknown	13	27	14	15	37
<hr/>					
% Transfer (w/ or w/o AA/AS degree)	76%	78%	78%	79%	78%
% Associate Degree Only (AA/AS)	5%	5%	5%	5%	5%
% Occupational Certificate or Job Training	5%	5%	5%	4%	4%
% Improve English/Math Basic Skills	1%	1%	0%	1%	1%
% Personal Development (intellectual/cultural)	1%	1%	1%	1%	1%
% Other	<1%	1%	<1%	1%	1%
% Undecided	11%	9%	10%	9%	10%
% Unknown	<1%	1%	0%	<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.

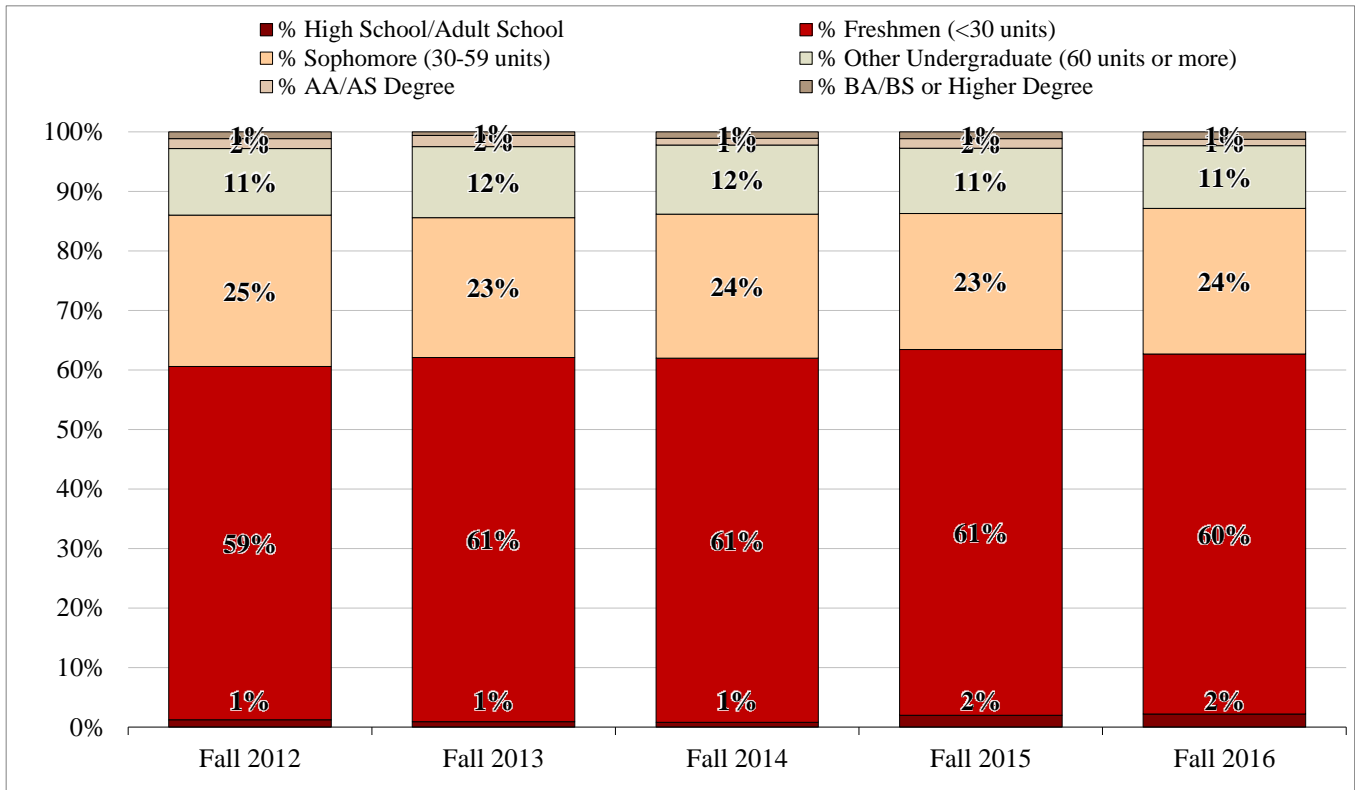
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

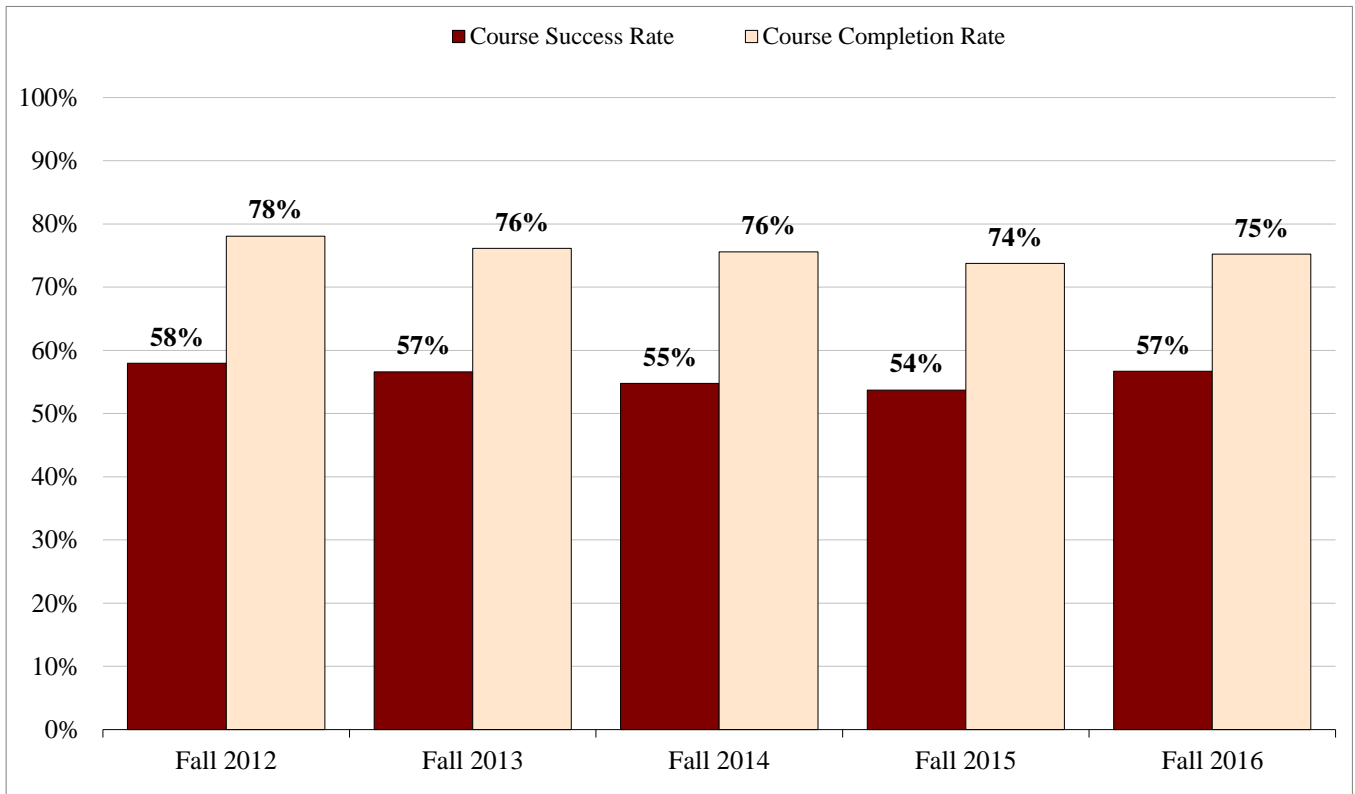
Highest Educational Level of Students

Mathematics (MATH)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
High School/Adult School	34	25	23	62	69
Freshmen (<30 units)	1,639	1,696	1,723	1,905	1,916
Sophomore (30-59 units)	703	651	681	709	775
Other Undergraduate (60 units or more)	308	330	326	340	333
AA/AS Degree	46	52	32	49	35
BA/BS or Higher Degree	32	17	31	36	39
% High School/Adult School	1%	1%	1%	2%	2%
% Freshmen (<30 units)	59%	61%	61%	61%	60%
% Sophomore (30-59 units)	25%	23%	24%	23%	24%
% Other Undergraduate (60 units or more)	11%	12%	12%	11%	11%
% AA/AS Degree	2%	2%	1%	2%	1%
% BA/BS or Higher Degree	1%	1%	1%	1%	1%



Student Performance

Mathematics (MATH)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Course Success Rate	58%	57%	55%	54%	57%
Course Completion Rate	78%	76%	76%	74%	75%



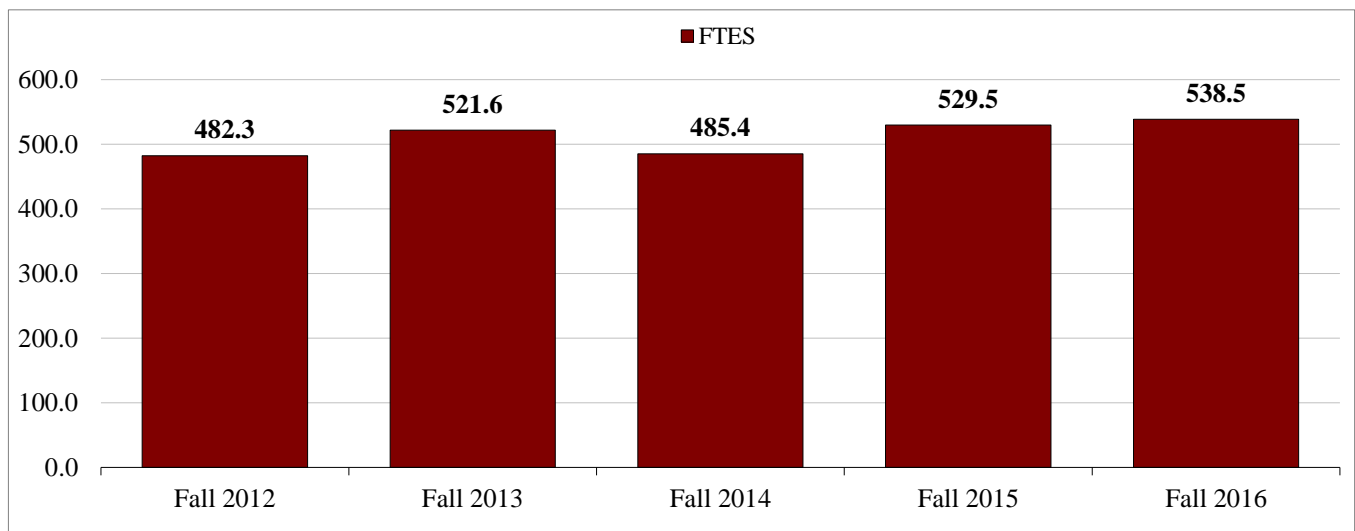
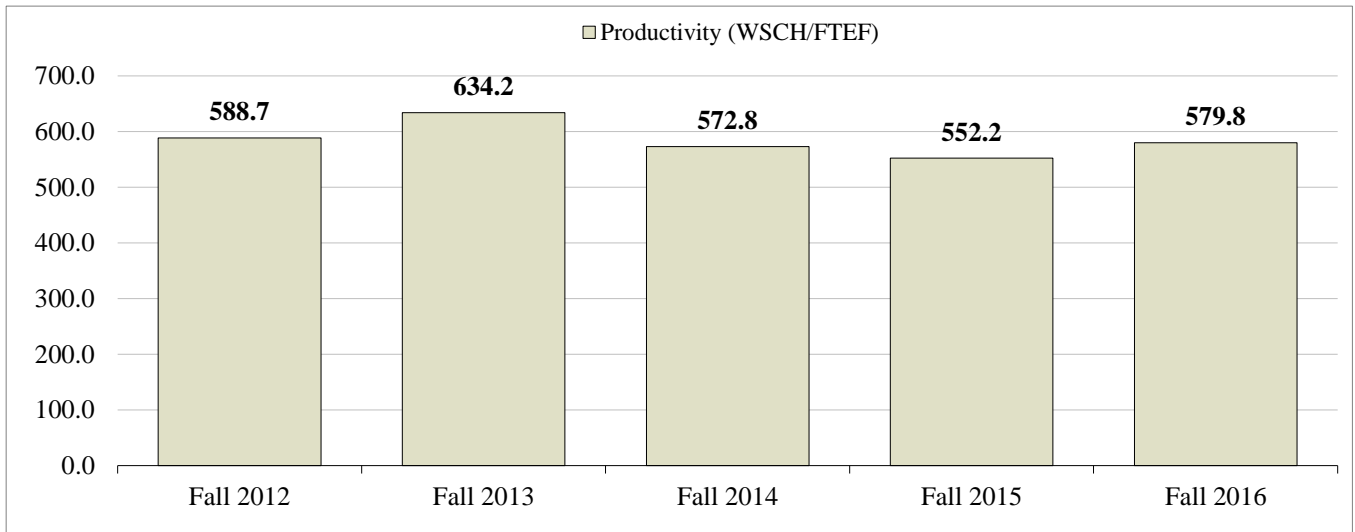
Definitions:

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

Mathematics (MATH)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
WSCH	14,739	15,878	14,832	16,260	16,527
FTES	482.3	521.6	485.4	529.5	538.5
FTEF	25.0	25.0	25.9	29.4	28.5
Productivity (WSCH/FTEF)	588.7	634.2	572.8	552.2	579.8



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.

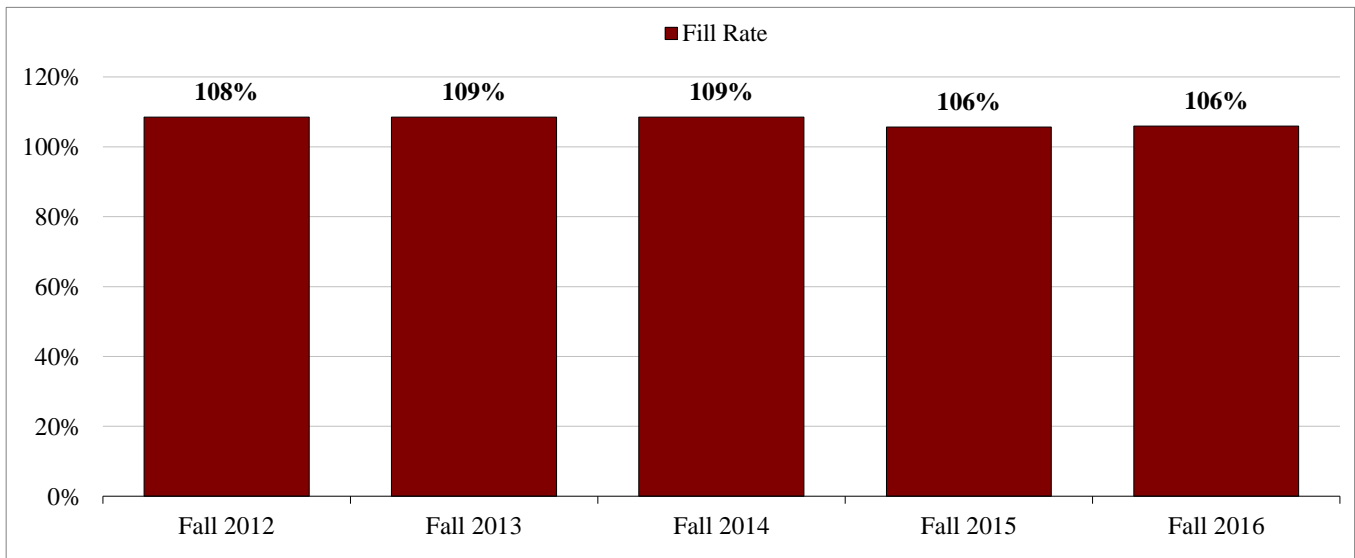
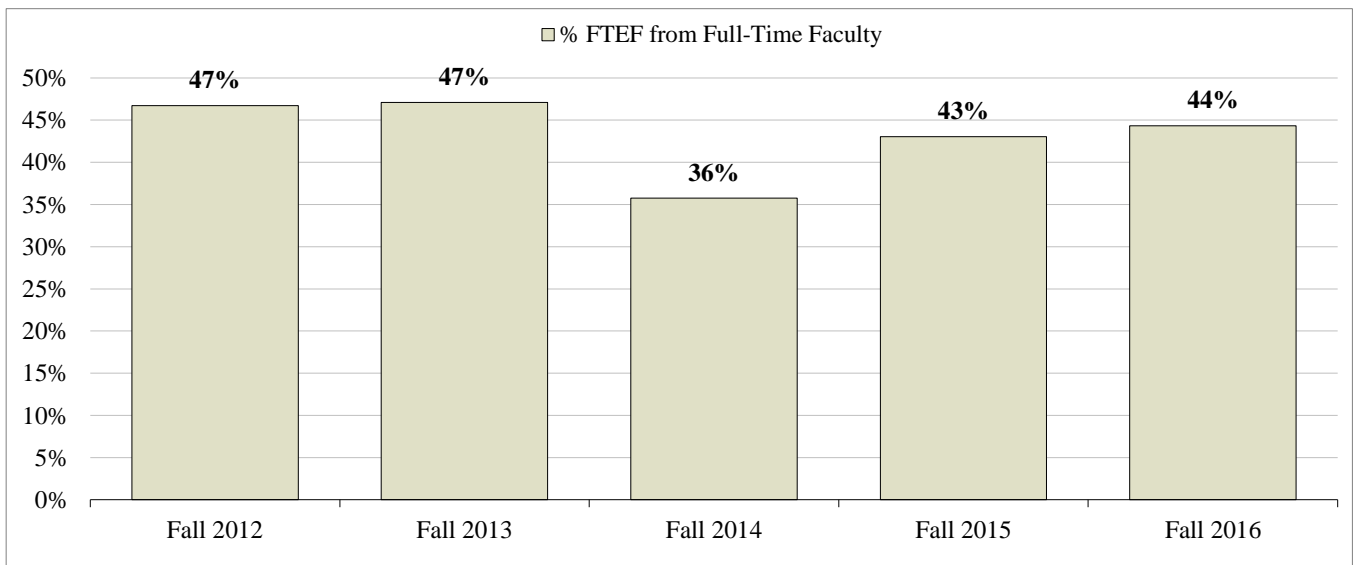
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 5/9/17.

Enrollment Management: Part 2

Mathematics (MATH)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
FTEF from Full-Time Faculty	11.7	11.8	9.3	12.7	12.6
% FTEF from Full-Time Faculty	47%	47%	36%	43%	44%
Enrollments	2,798	2,791	2,848	3,141	3,231
Capacity (seats available)	2,580	2,572	2,624	2,974	3,050
Fill Rate	108%	109%	109%	106%	106%



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 5/9/17.