



Las Positas College
Program Review Discipline Data Packet
Spring 2014 to Spring 2018

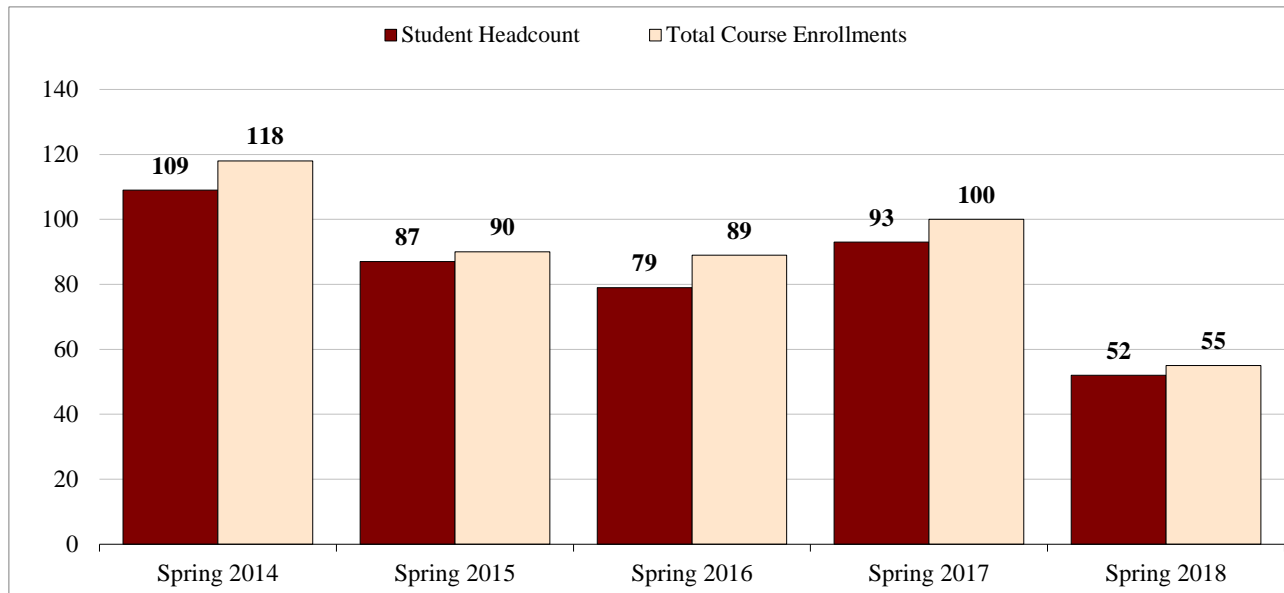
Discipline:

Learning Skills (LRNS)

<u>TABLE OF CONTENTS</u>	<u>PAGE</u>
Headcount & Enrollment	1
Student Demographics: Gender & Age	2
Student Demographics: Race-Ethnicity	3
Student Enrollment Status	4
Student Unit Load	5
Students Using Distance Education	6
Student Educational Goal	7
Highest Educational Level of Students	8
Student Performance: Grade Distribution.....	9
Student Performance: Distance Education.....	10
Enrollment Management Data	11-12
College Readiness: English & Math Proficiency.....	13

Headcount & Enrollment

Learning Skills (LRNS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	109	87	79	93	52
Total Course Enrollments	118	90	89	100	55



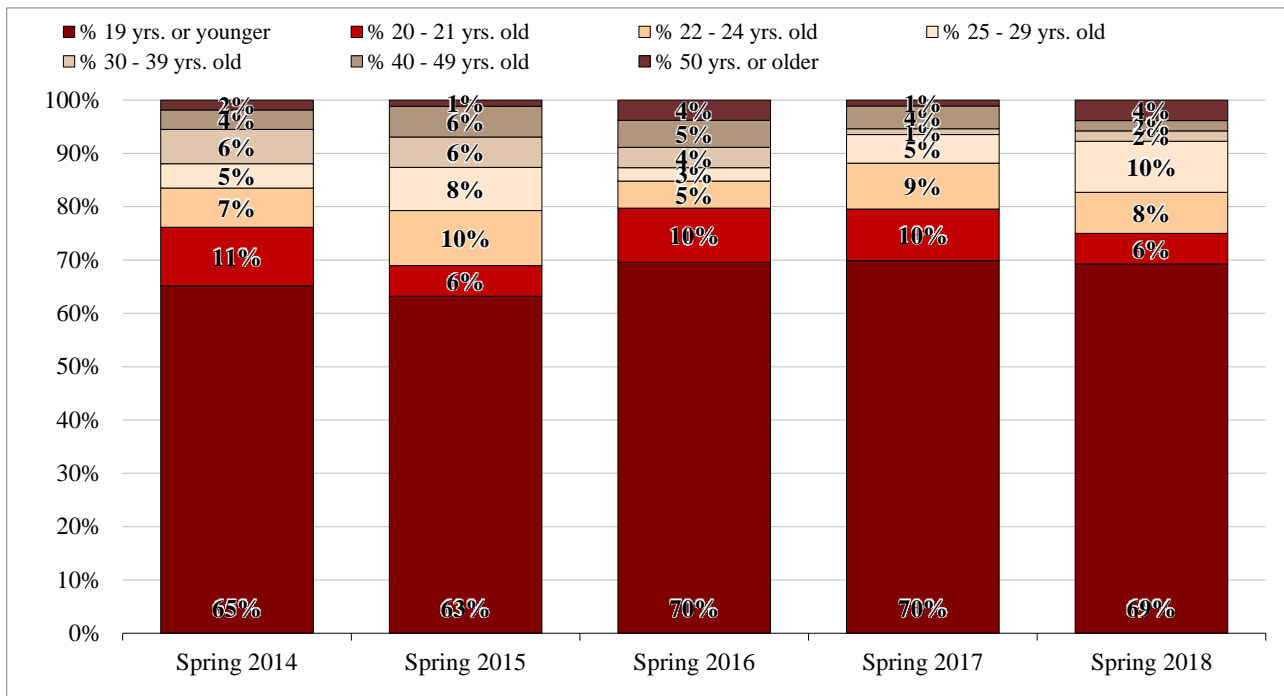
Definitions:

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.

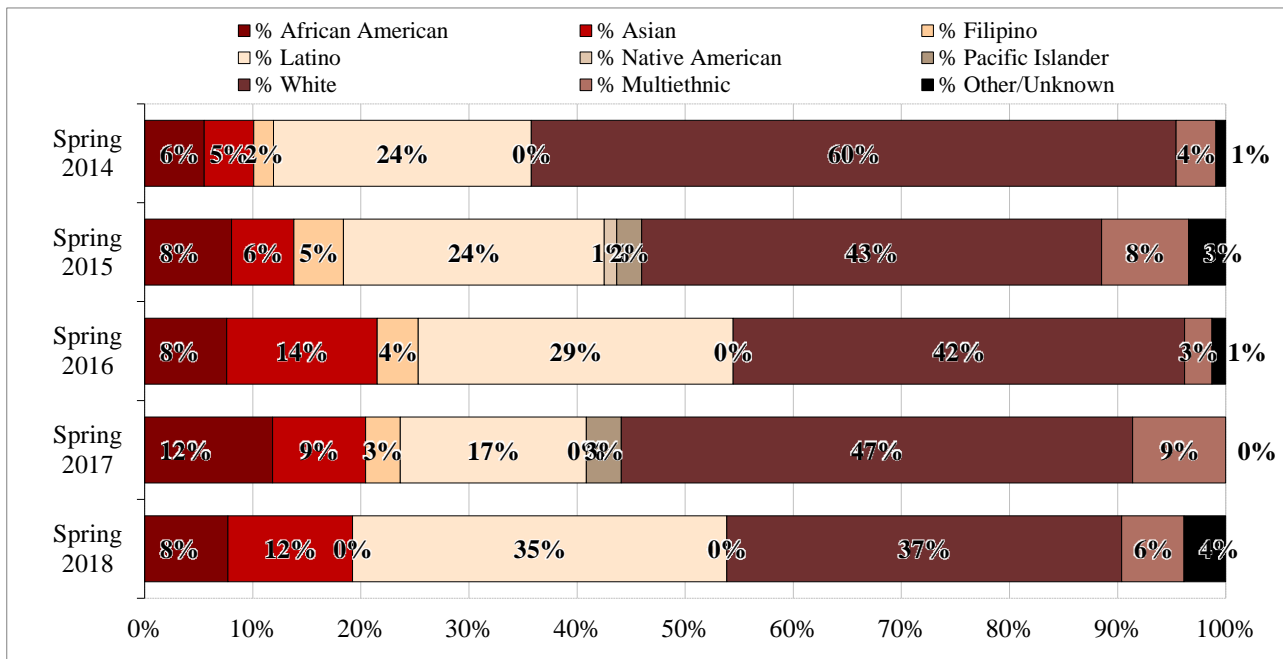
Student Demographics: Gender & Age

	Learning Skills (LRNS)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Female	46	41	41	41	25
Male	60	45	38	52	26
19 yrs. or younger	71	55	55	65	36
20-21 yrs. old	12	5	8	9	3
22-24 yrs. old	8	9	4	8	4
25-29 yrs. old	5	7	2	5	5
30-39 yrs. old	7	5	3	1	1
40-49 yrs. old	4	5	4	4	1
50 yrs. or older	2	1	3	1	2
% Female	43%	48%	52%	44%	49%
% Male	57%	52%	48%	56%	51%
% 19 yrs. or younger	65%	63%	70%	70%	69%
% 20 - 21 yrs. old	11%	6%	10%	10%	6%
% 22 - 24 yrs. old	7%	10%	5%	9%	8%
% 25 - 29 yrs. old	5%	8%	3%	5%	10%
% 30 - 39 yrs. old	6%	6%	4%	1%	2%
% 40 - 49 yrs. old	4%	6%	5%	4%	2%
% 50 yrs. or older	2%	1%	4%	1%	4%



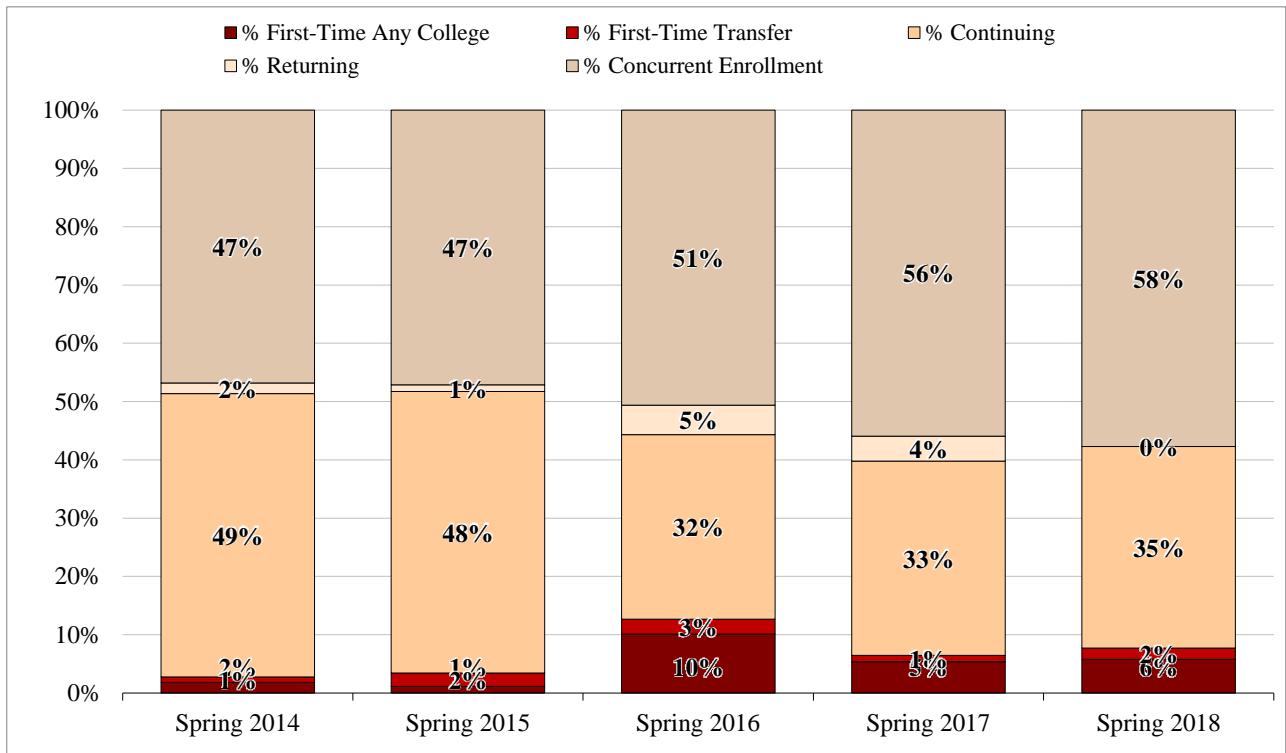
Student Demographic: Race-Ethnicity

Learning Skills (LRNS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	6	7	6	11	4
Asian	5	5	11	8	6
Filipino	2	4	3	3	0
Latino	26	21	23	16	18
Native American	0	1	0	0	0
Pacific Islander	0	2	0	3	0
White	65	37	33	44	19
Multiethnic	4	7	2	8	3
Other/Unknown	1	3	1	0	2
% African American	6%	8%	8%	12%	8%
% Asian	5%	6%	14%	9%	12%
% Filipino	2%	5%	4%	3%	0%
% Latino	24%	24%	29%	17%	35%
% Native American	0%	1%	0%	0%	0%
% Pacific Islander	0%	2%	0%	3%	0%
% White	60%	43%	42%	47%	37%
% Multiethnic	4%	8%	3%	9%	6%
% Other/Unknown	1%	3%	1%	0%	4%



Student Enrollment Status

	Learning Skills (LRNS)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	2	1	8	5	3
First-Time Transfer	1	2	2	1	1
Continuing	53	42	25	31	18
Returning	2	1	4	4	0
Concurrent Enrollment	51	41	40	52	30
% First-Time Any College	2%	1%	10%	5%	6%
% First-Time Transfer	1%	2%	3%	1%	2%
% Continuing	49%	48%	32%	33%	35%
% Returning	2%	1%	5%	4%	0%
% Concurrent Enrollment	47%	47%	51%	56%	58%

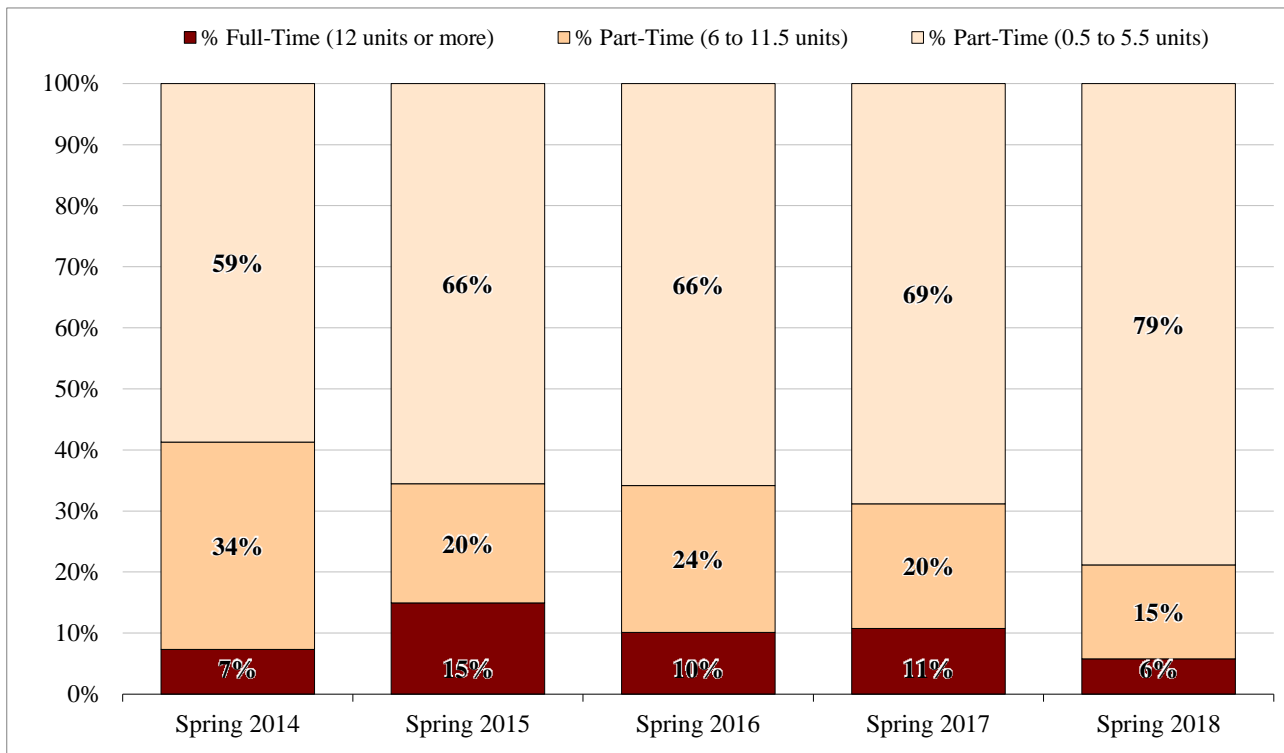


Definitions:

- 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.

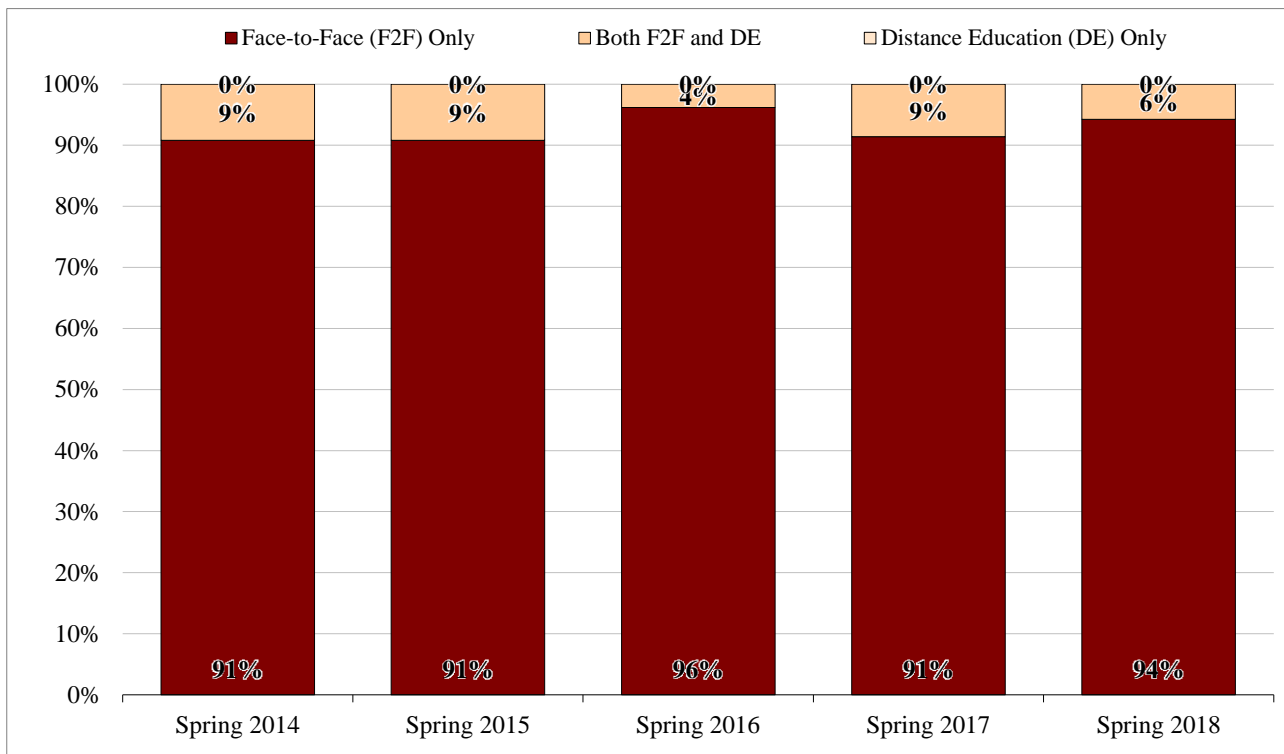
Student Unit Load

	Learning Skills (LRNS)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	8	13	8	10	3
Part-Time (6 to 11.5 units)	37	17	19	19	8
Part-Time (0.5 to 5.5 units)	64	57	52	64	41
% Full-Time (12 units or more)	7%	15%	10%	11%	6%
% Part-Time (6 to 11.5 units)	34%	20%	24%	20%	15%
% Part-Time (0.5 to 5.5 units)	59%	66%	66%	69%	79%



Students Using Distance Education

Learning Skills (LRNS)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Face-to-Face (F2F) Only	99	79	76	85	49
Both F2F and DE	10	8	3	8	3
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	91%	91%	96%	91%	94%
% Both F2F and DE	9%	9%	4%	9%	6%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

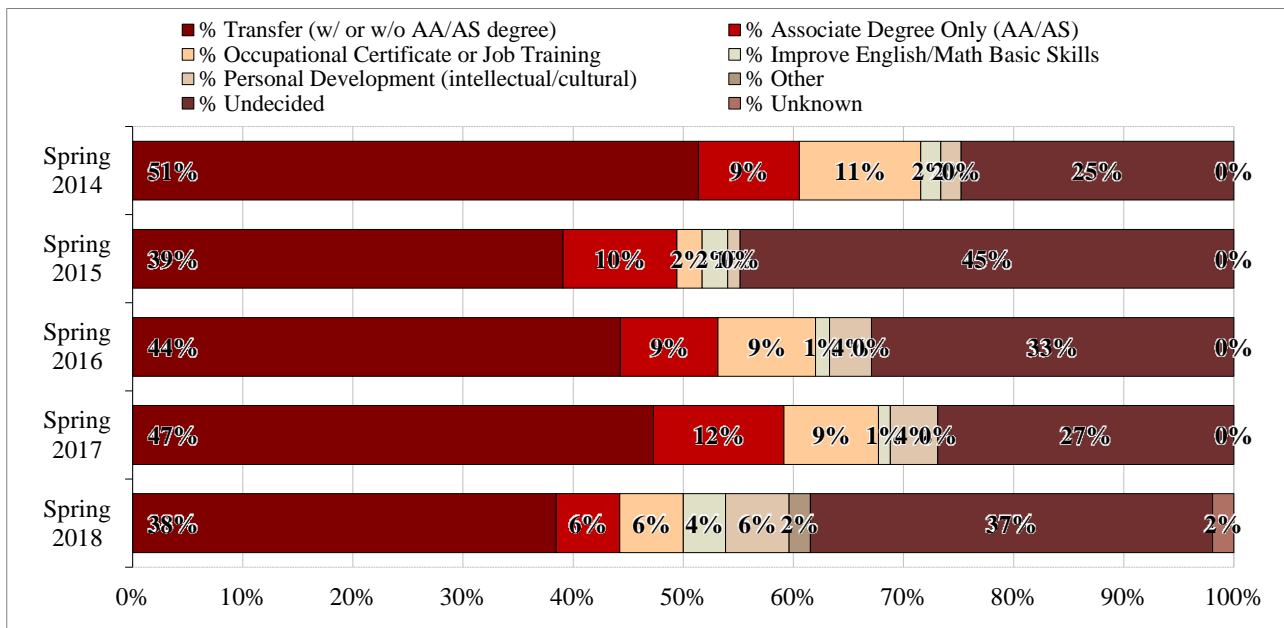


Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Student Educational Goal

	Learning Skills (LRNS)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	56	34	35	44	20
Associate Degree Only (AA/AS)	10	9	7	11	3
Occupational Certificate or Job Training	12	2	7	8	3
Improve English/Math Basic Skills	2	2	1	1	2
Personal Development (intellectual/cultural)	2	1	3	4	3
Other	0	0	0	0	1
Undecided	27	39	26	25	19
Unknown	0	0	0	0	1
% Transfer (w/ or w/o AA/AS degree)	51%	39%	44%	47%	38%
% Associate Degree Only (AA/AS)	9%	10%	9%	12%	6%
% Occupational Certificate or Job Training	11%	2%	9%	9%	6%
% Improve English/Math Basic Skills	2%	2%	1%	1%	4%
% Personal Development (intellectual/cultural)	2%	1%	4%	4%	6%
% Other	0%	0%	0%	0%	2%
% Undecided	25%	45%	33%	27%	37%
% Unknown	0%	0%	0%	0%	2%

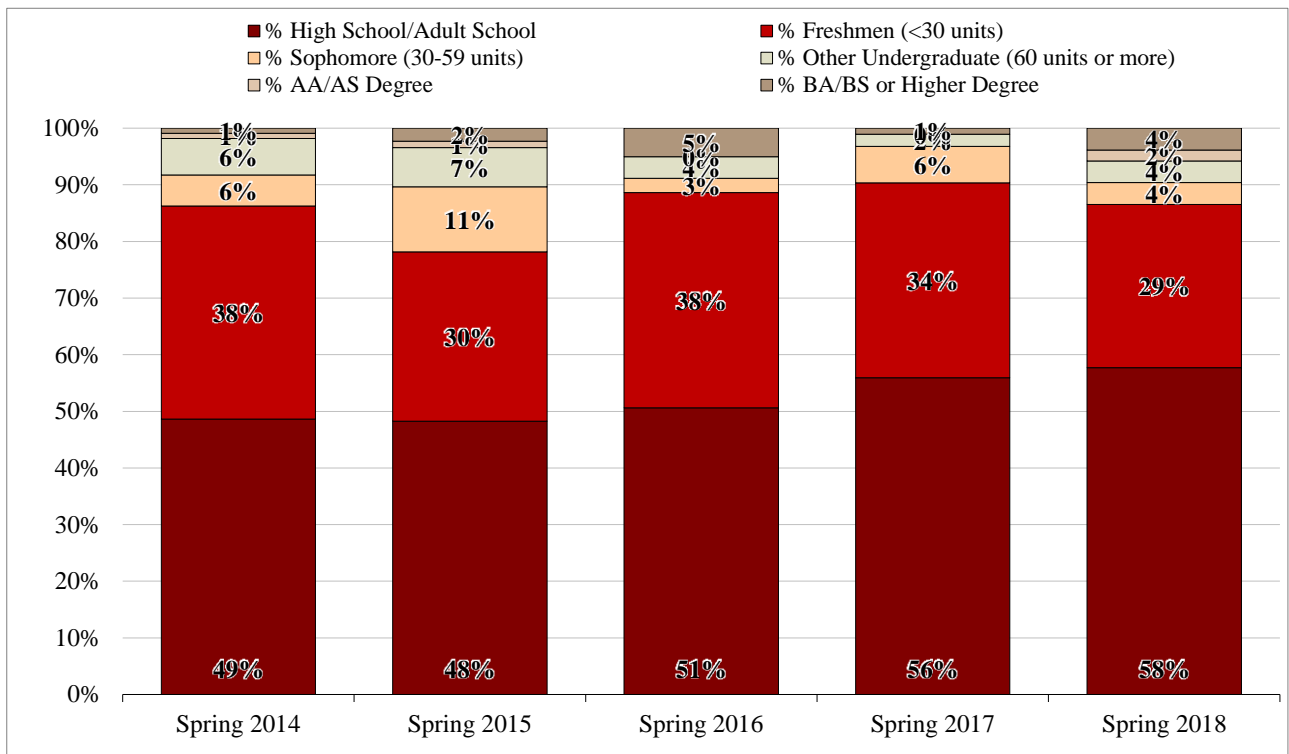


Definitions:

- 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.

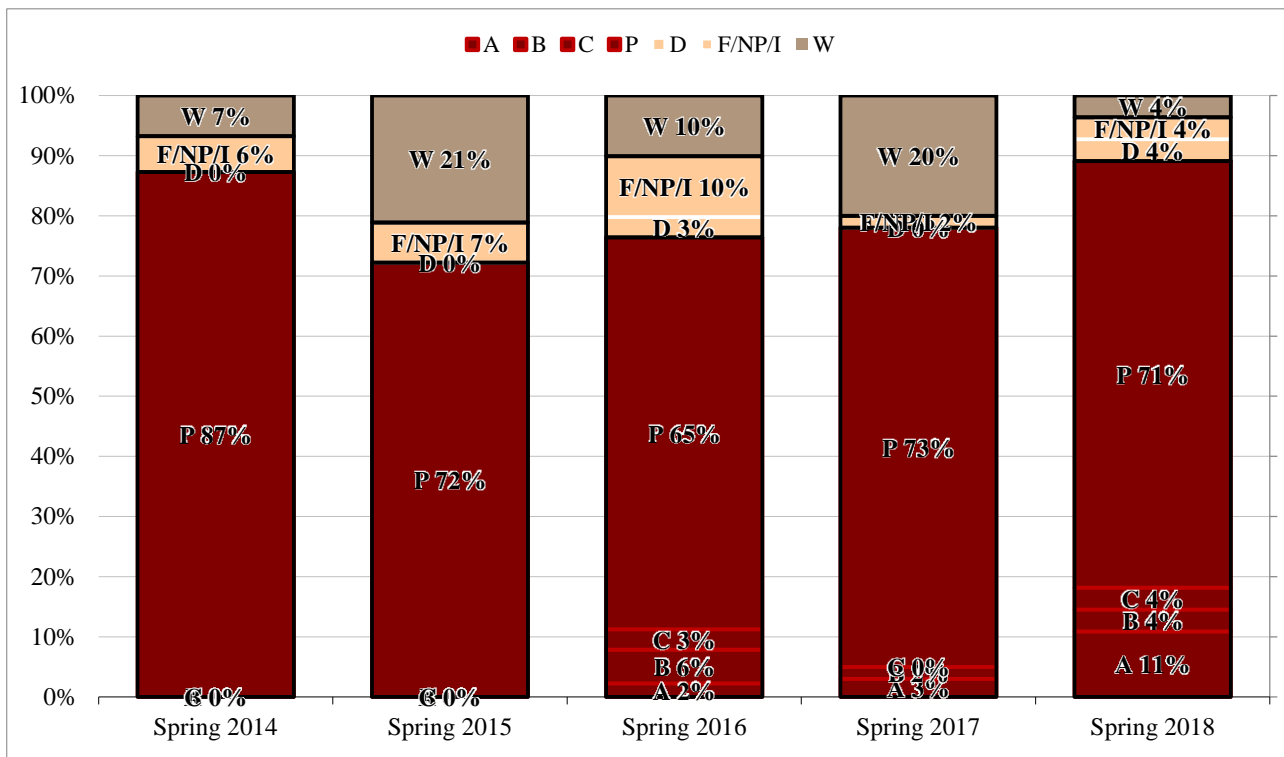
Highest Educational Level of Students

	Learning Skills (LRNS)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	53	42	40	52	30
Freshmen (<30 units)	41	26	30	32	15
Sophomore (30-59 units)	6	10	2	6	2
Other Undergraduate (60 units or more)	7	6	3	2	2
AA/AS Degree	1	1	0	0	1
BA/BS or Higher Degree	1	2	4	1	2
% High School/Adult School	49%	48%	51%	56%	58%
% Freshmen (<30 units)	38%	30%	38%	34%	29%
% Sophomore (30-59 units)	6%	11%	3%	6%	4%
% Other Undergraduate (60 units or more)	6%	7%	4%	2%	4%
% AA/AS Degree	1%	1%	0%	0%	2%
% BA/BS or Higher Degree	1%	2%	5%	1%	4%



Student Performance: Grade Distribution

Learning Skills (LRNS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	118	90	89	100	55
Course Success Rates	87%	72%	76%	78%	89%
A	0%	0%	2%	3%	11%
B	0%	0%	6%	2%	4%
C	0%	0%	3%	0%	4%
P	87%	72%	65%	73%	71%
Course Non-Success Rate	6%	7%	13%	2%	7%
D	0%	0%	3%	0%	4%
F/NP/I	6%	7%	10%	2%	4%
Withdrawals (W)	7%	21%	10%	20%	4%



Definitions:

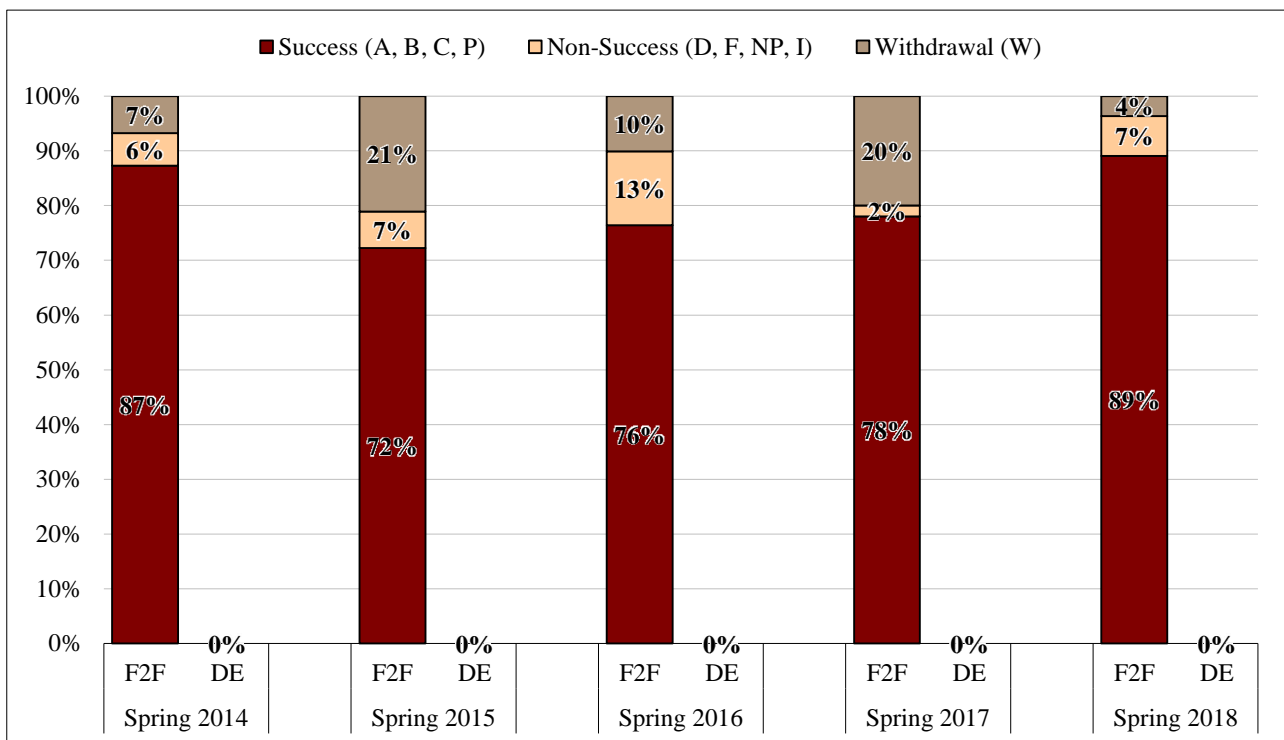
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

Student Performance: Distance Education

Learning Skills (LRNS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	118	90	89	100	55
Face-to-Face (F2F) Sections	118	90	89	100	55
Success Rates	87%	72%	76%	78%	89%
Non-Success Rates	6%	7%	13%	2%	7%
Withdrawals	7%	21%	10%	20%	4%
Distance Education (DE) Sections	—	—	—	—	—
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—

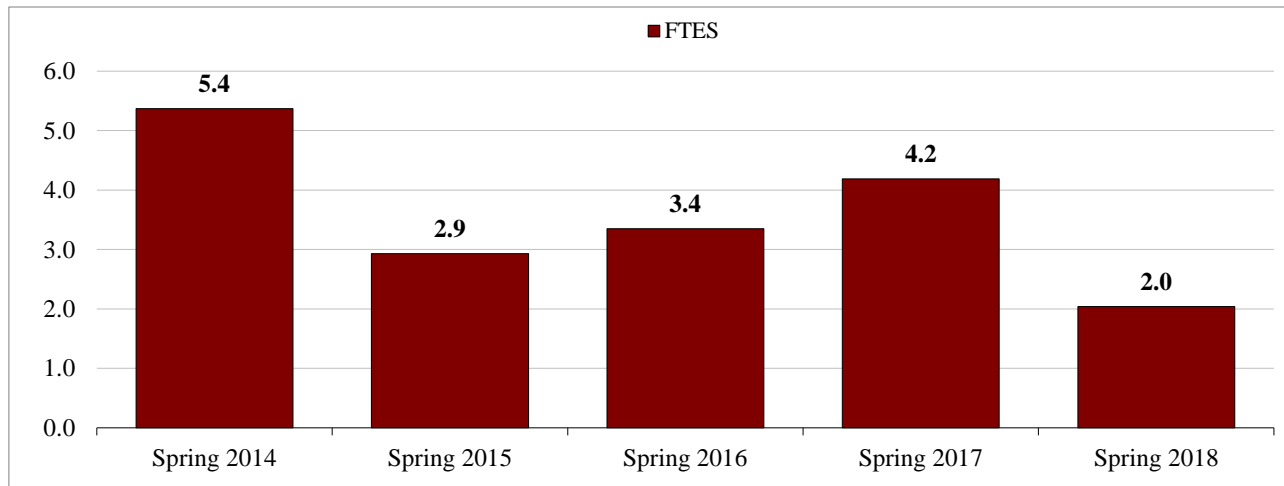
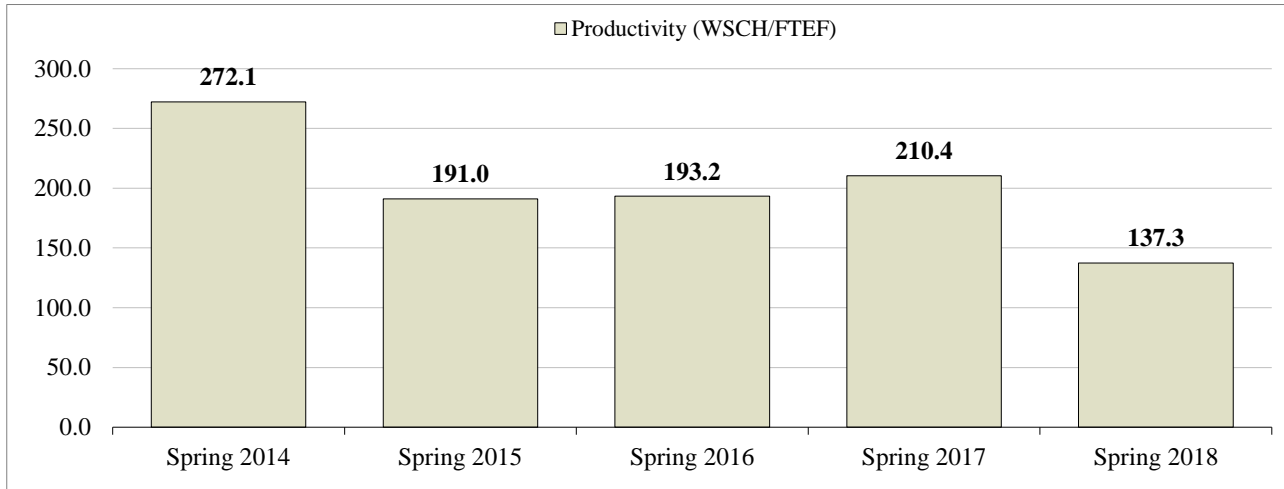


Definitions:

- Course Success Rate** is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.
- Course Non-Success Rate** is the percentage of students receiving a grade of ('D', 'F', 'NP or T) relative to all students receiving a grade.
- Withdrawals** is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.
- Distance Education (DE)** includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Enrollment Management: Part 1

	Learning Skills (LRNS)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	163	89	103	126	64
FTEF	5.4	2.9	3.4	4.2	2.0
FTEF	0.6	0.5	0.5	0.6	0.5
Productivity (WSCH/FTEF)	272.1	191.0	193.2	210.4	137.3



Definitions:

WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the discipline.

FTEF is the total Full Time Equivalent Student value resulting from all enrollment within the discipline.

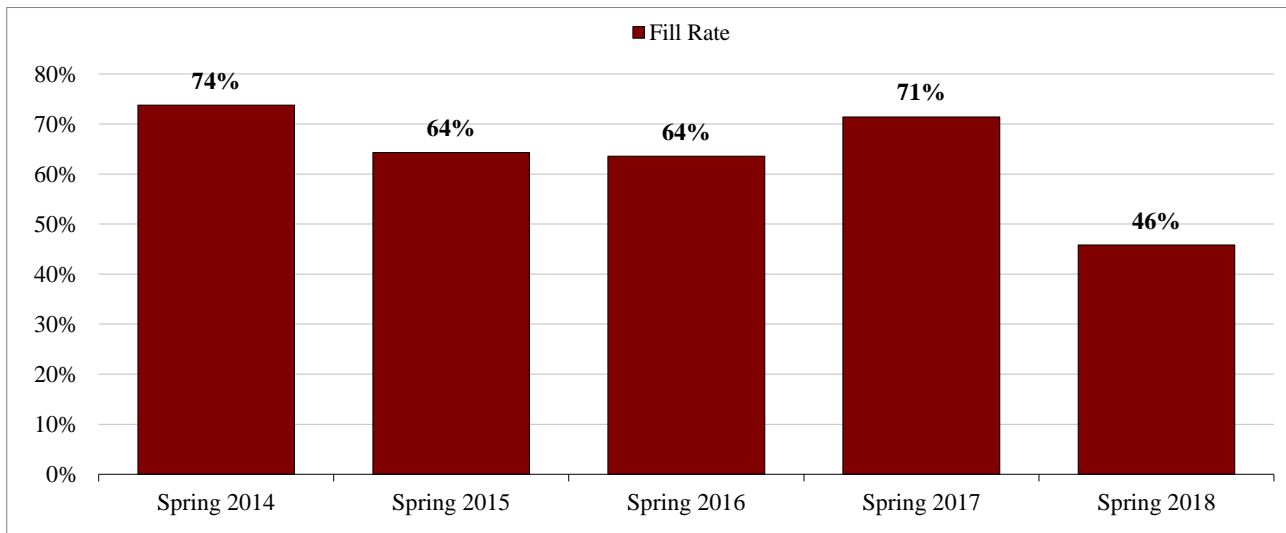
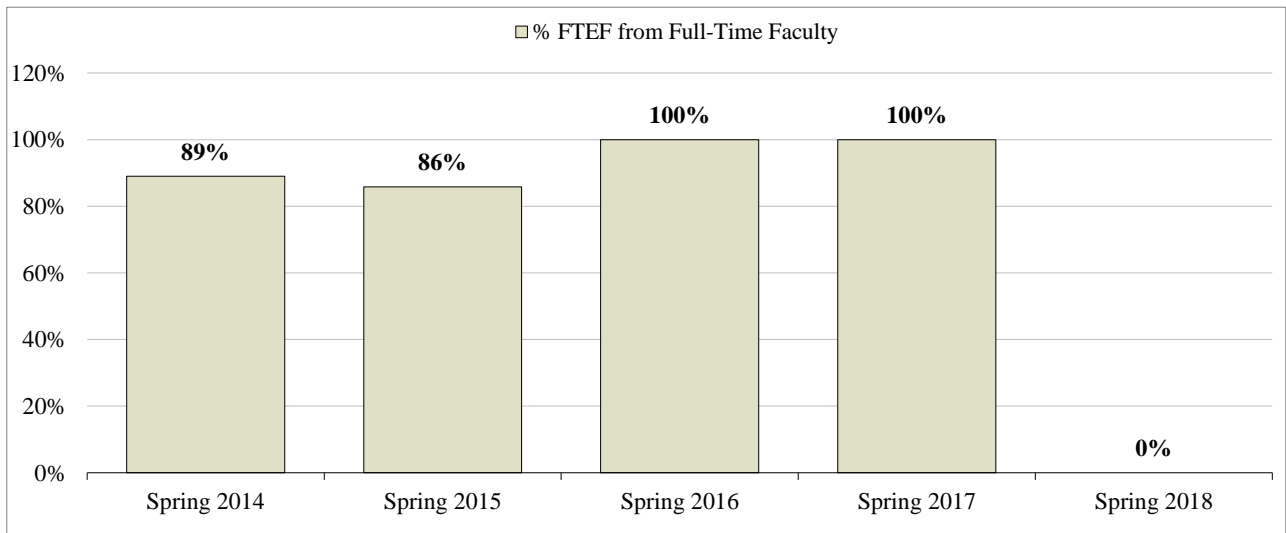
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 5/15/18.

Enrollment Management: Part 2

	Learning Skills (LRNS)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
FTEF from Full-Time Faculty	0.5	0.4	0.5	0.6	0.0
% FTEF from Full-Time Faculty	89%	86%	100%	100%	0%
Enrollments	118	90	89	100	55
Capacity (seats available)	160	140	140	140	120
Fill Rate	74%	64%	64%	71%	46%



Definitions:

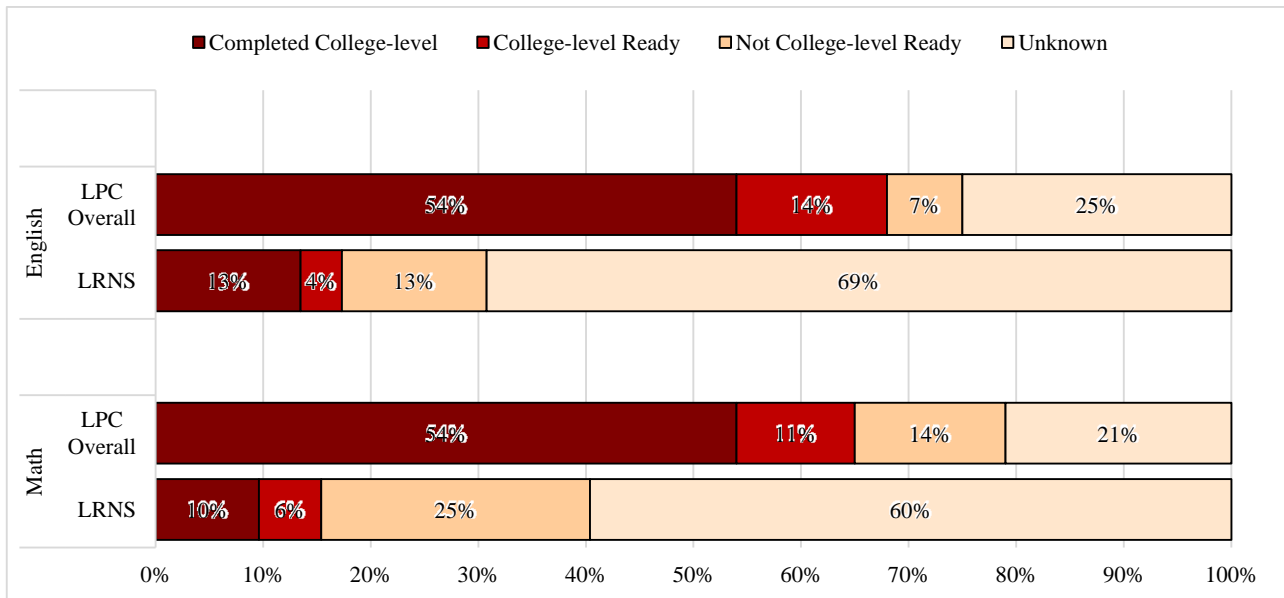
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 5/15/18.

College Readiness: English & Math Proficiency

Spring 2018				
	LRNS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	7	13%	4,955	54%
College-level Ready	2	4%	1,319	14%
Not College-level Ready	7	14%	619	7%
Unknown	36	63%	2,260	25%
College Math				
Completed College-level	5	10%	4,980	54%
College-level Ready	3	6%	974	11%
Not College-level Ready	13	25%	1,239	14%
Unknown	31	60%	1,960	21%



Definitions:

College English

Completed College-level is defined as successfully completed ENG 1A or higher, or has earned at least an Associates degree.

College-level Ready is defined as anyone who is eligible for ENG 1A but has not successfully completed the course.

Not College-level Ready is defined as anyone who is not eligible for ENG 1A but has not successfully completed the course.

Unknown is defined as anyone with no previous English enrollments within the sequence and no previous English assessment.

College Math

Completed College-level is defined as successfully completed Math 55 or higher or assessed into Transfer-level Math, or has earned at least an Associates degree.

College-level Ready is defined as anyone who is eligible for MATH 55 but has not yet successfully complete the course.

Not College-level Ready is defined as anyone who is not eligible for MATH 55 but has not yet successfully complete the course.

Unknown is defined as anyone with no previous Math enrollments within the sequence and no previous Math assessment.