



Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019

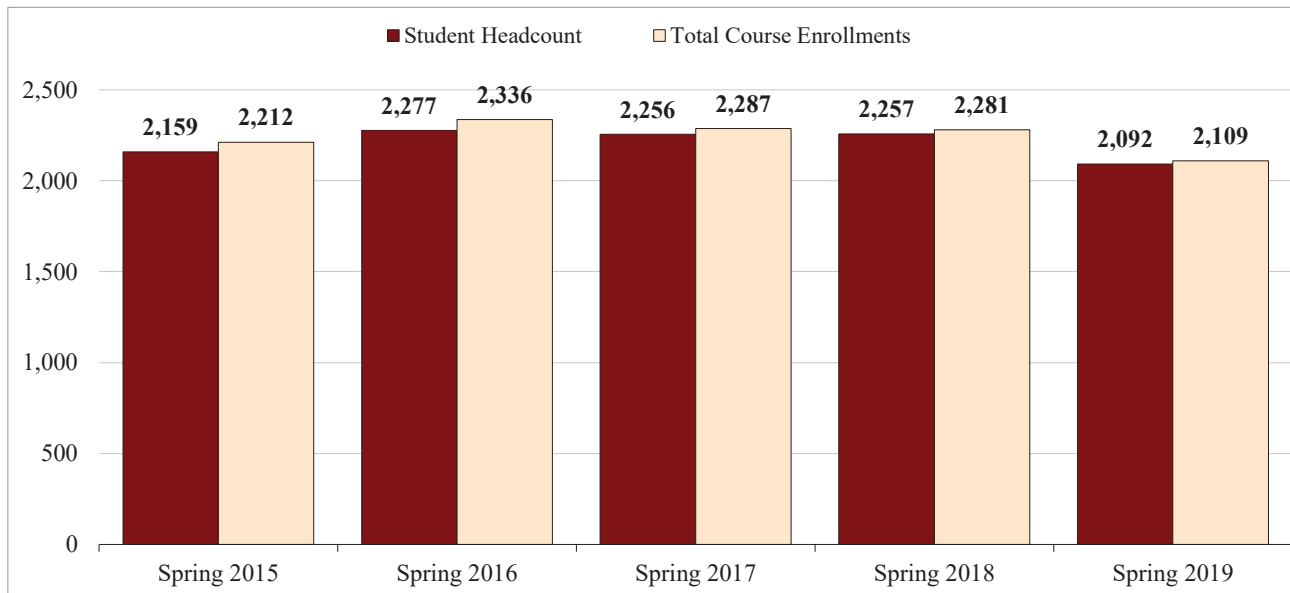
Discipline:

English (ENG)

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Headcount & Enrollment

	English (ENG)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	2,159	2,277	2,256	2,257	2,092
Total Course Enrollments	2,212	2,336	2,287	2,281	2,109



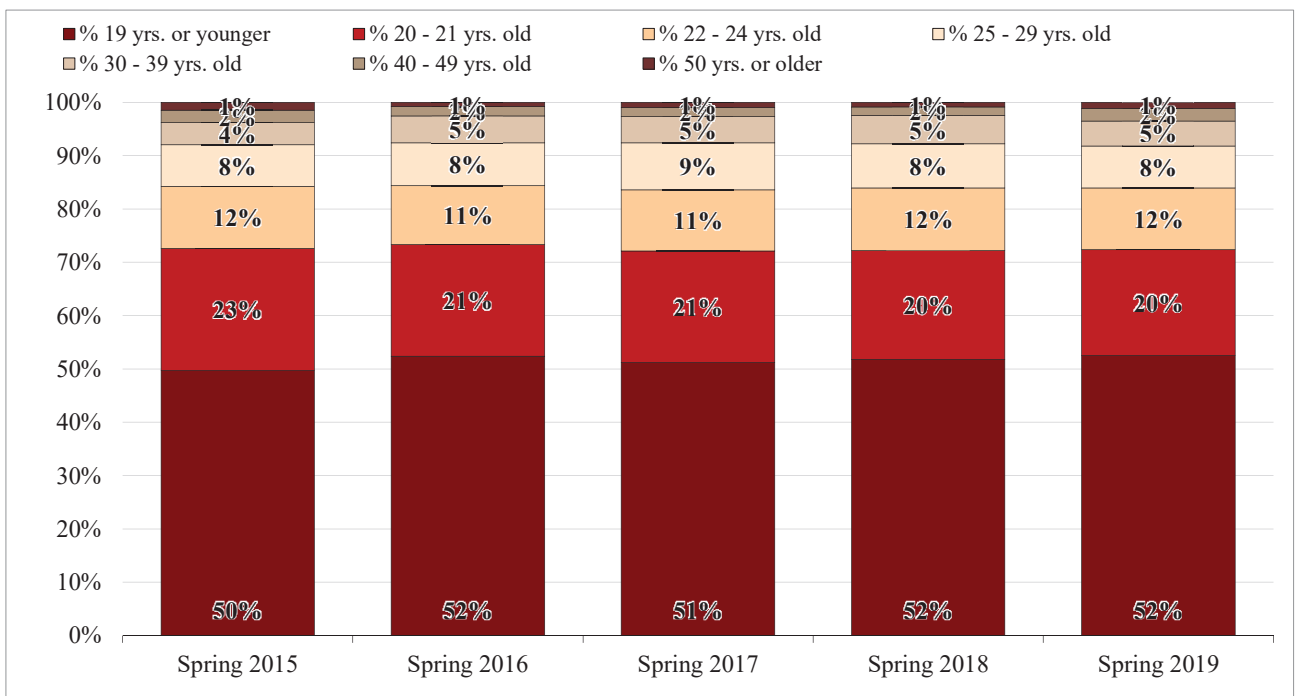
Definitions:

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.

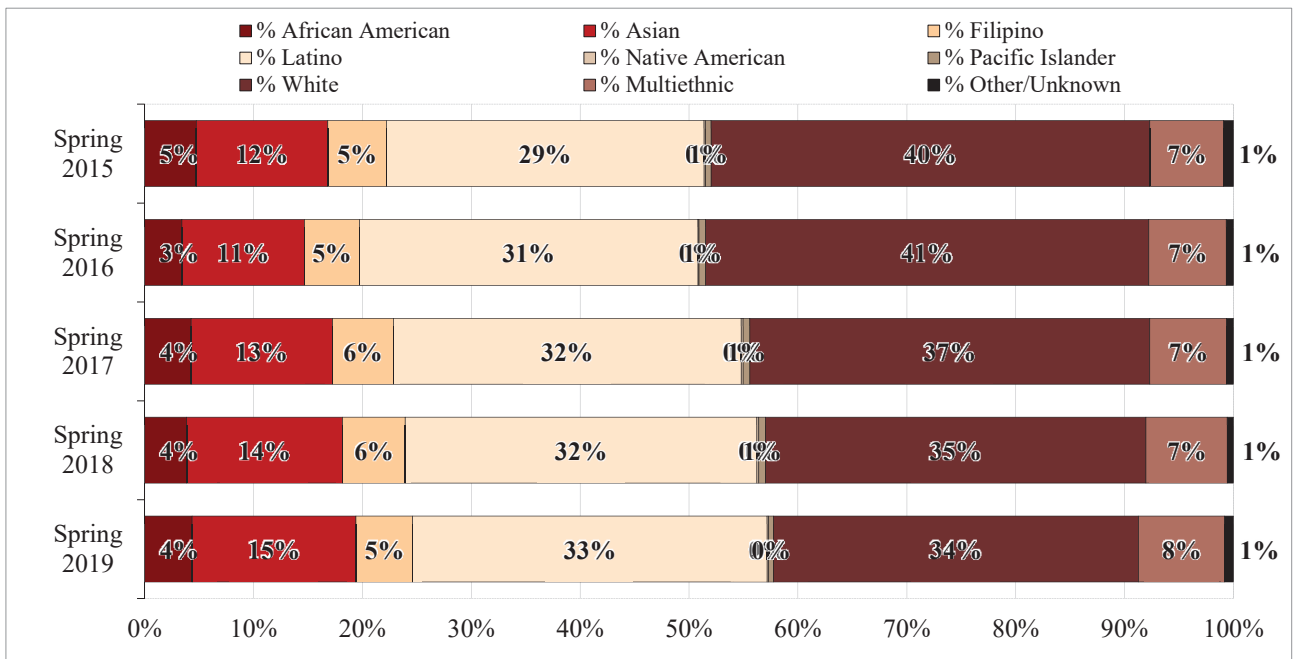
Student Demographics: Gender & Age

	English (ENG)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	1,064	1,110	1,078	1,099	1,046
Male	1,077	1,139	1,152	1,122	1,014
19 yrs. or younger	1,073	1,192	1,155	1,169	1,098
20-21 yrs. old	495	478	472	460	416
22-24 yrs. old	251	251	259	266	242
25-29 yrs. old	168	183	198	186	165
30-39 yrs. old	89	115	111	121	98
40-49 yrs. old	51	39	39	35	49
50 yrs. or older	32	19	22	20	24
% Female	50%	49%	48%	49%	51%
% Male	50%	51%	52%	51%	49%
% 19 yrs. or younger	50%	52%	51%	52%	52%
% 20 - 21 yrs. old	23%	21%	21%	20%	20%
% 22 - 24 yrs. old	12%	11%	11%	12%	12%
% 25 - 29 yrs. old	8%	8%	9%	8%	8%
% 30 - 39 yrs. old	4%	5%	5%	5%	5%
% 40 - 49 yrs. old	2%	2%	2%	2%	2%
% 50 yrs. or older	1%	1%	1%	1%	1%



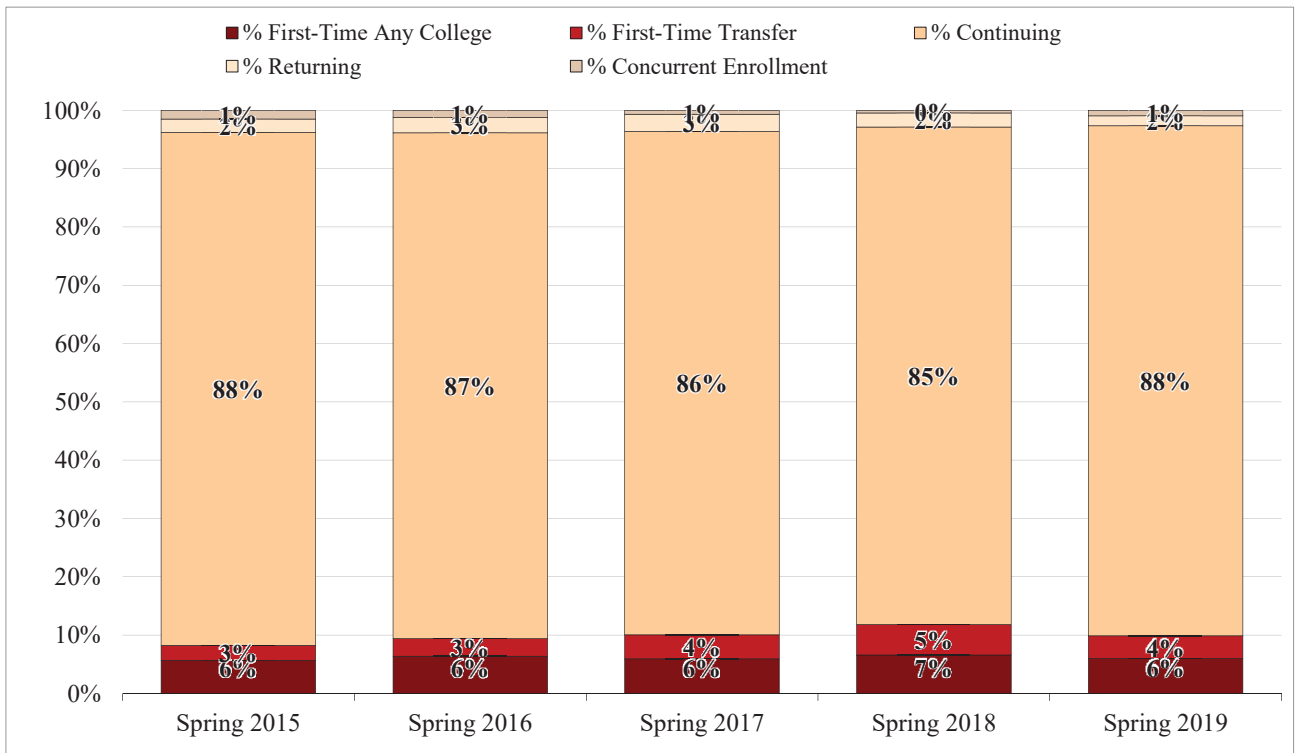
Student Demographic: Race-Ethnicity

	English (ENG)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	102	78	96	87	91
Asian	261	256	293	323	315
Filipino	116	115	126	130	109
Latino	630	708	721	729	681
Native American	3	2	4	4	3
Pacific Islander	11	14	14	14	9
White	870	927	829	789	702
Multiethnic	147	162	159	168	165
Other/Unknown	19	15	14	13	17
% African American	5%	3%	4%	4%	4%
% Asian	12%	11%	13%	14%	15%
% Filipino	5%	5%	6%	6%	5%
% Latino	29%	31%	32%	32%	33%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	1%	1%	1%	1%	<1%
% White	40%	41%	37%	35%	34%
% Multiethnic	7%	7%	7%	7%	8%
% Other/Unknown	1%	1%	1%	1%	1%



Student Enrollment Status

	English (ENG)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	122	145	134	149	125
First-Time Transfer	55	68	93	117	81
Continuing	1,899	1,976	1,947	1,927	1,831
Returning	50	60	67	54	36
Concurrent Enrollment	32	27	15	10	19
% First-Time Any College	6%	6%	6%	7%	6%
% First-Time Transfer	3%	3%	4%	5%	4%
% Continuing	88%	87%	86%	85%	88%
% Returning	2%	3%	3%	2%	2%
% Concurrent Enrollment	1%	1%	1%	<1%	1%



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.

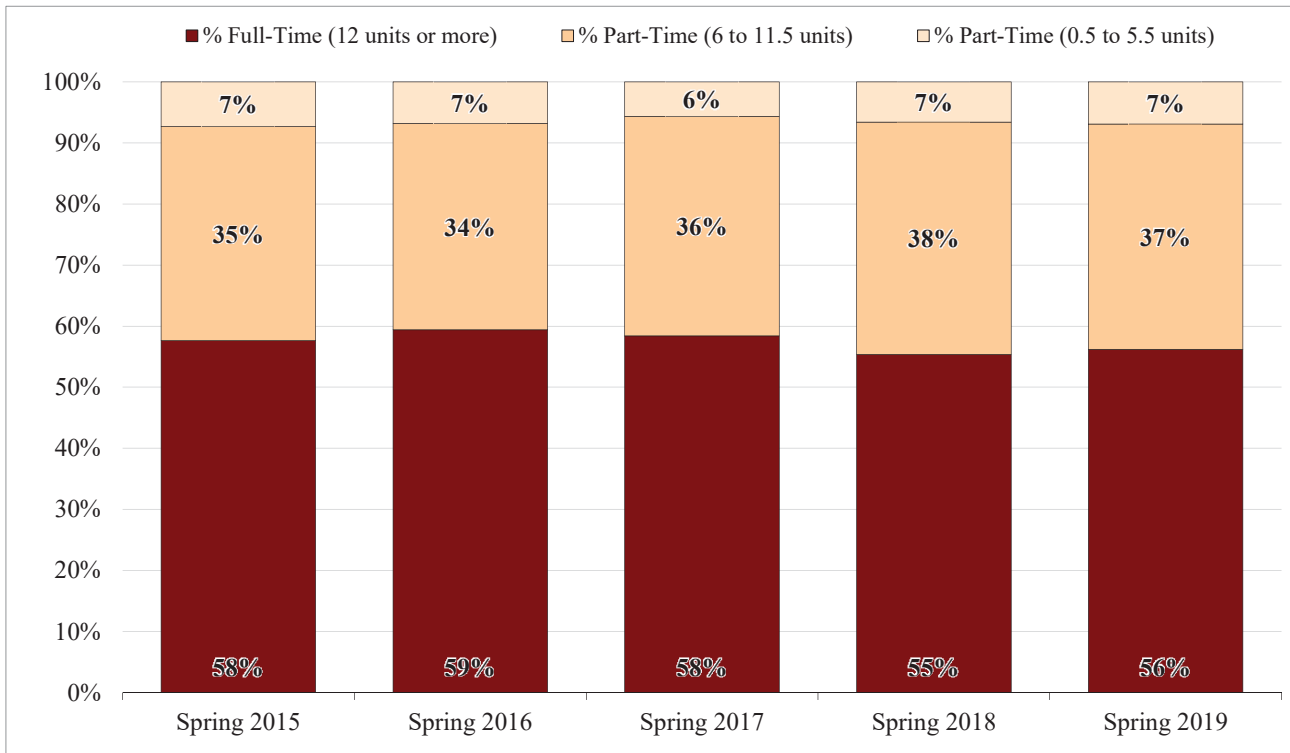
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

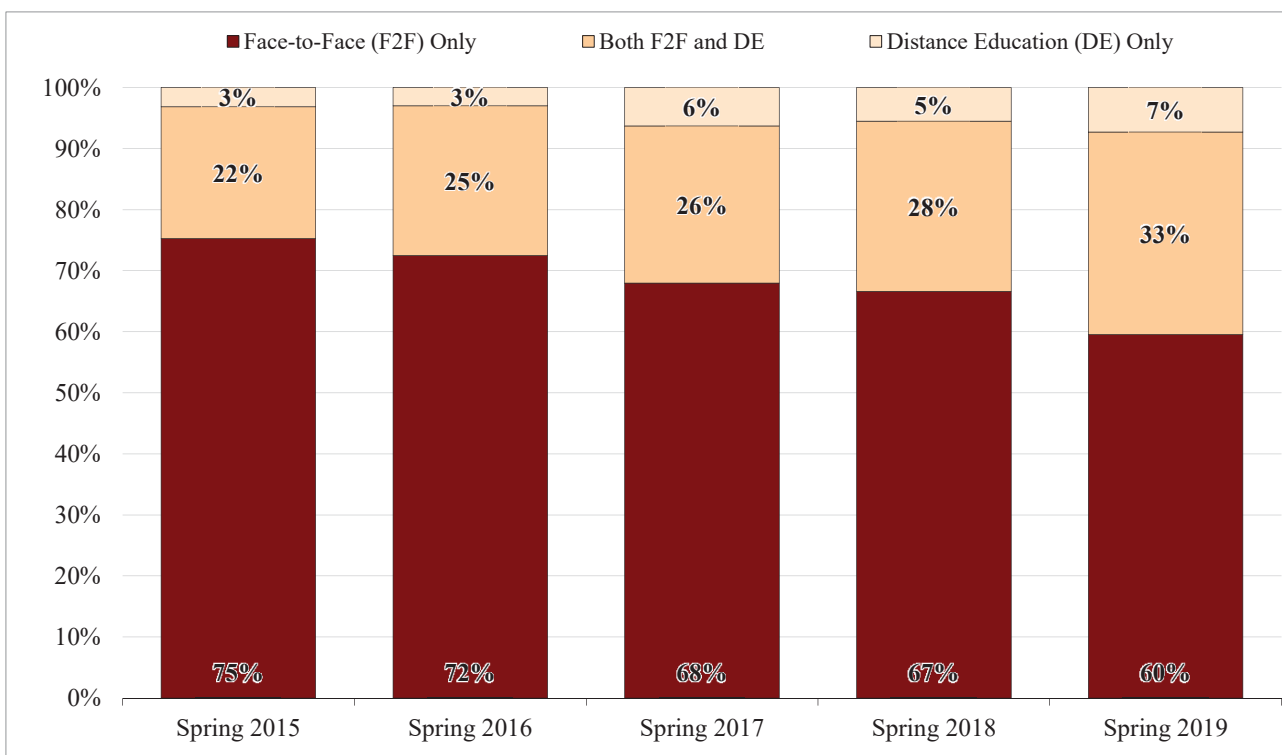
Student Unit Load

English (ENG)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	1,244	1,353	1,317	1,250	1,176
Part-Time (6 to 11.5 units)	757	769	812	858	772
Part-Time (0.5 to 5.5 units)	158	155	127	149	144
% Full-Time (12 units or more)	58%	59%	58%	55%	56%
% Part-Time (6 to 11.5 units)	35%	34%	36%	38%	37%
% Part-Time (0.5 to 5.5 units)	7%	7%	6%	7%	7%



Students Using Distance Education

English (ENG)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	1,625	1,650	1,533	1,503	1,246
Both F2F and DE	466	559	581	630	693
Distance Education (DE) Only	68	68	142	124	153
% Face-to-Face (F2F) Only	75%	72%	68%	67%	60%
% Both F2F and DE	22%	25%	26%	28%	33%
% Distance Education (DE) Only	3%	3%	6%	5%	7%

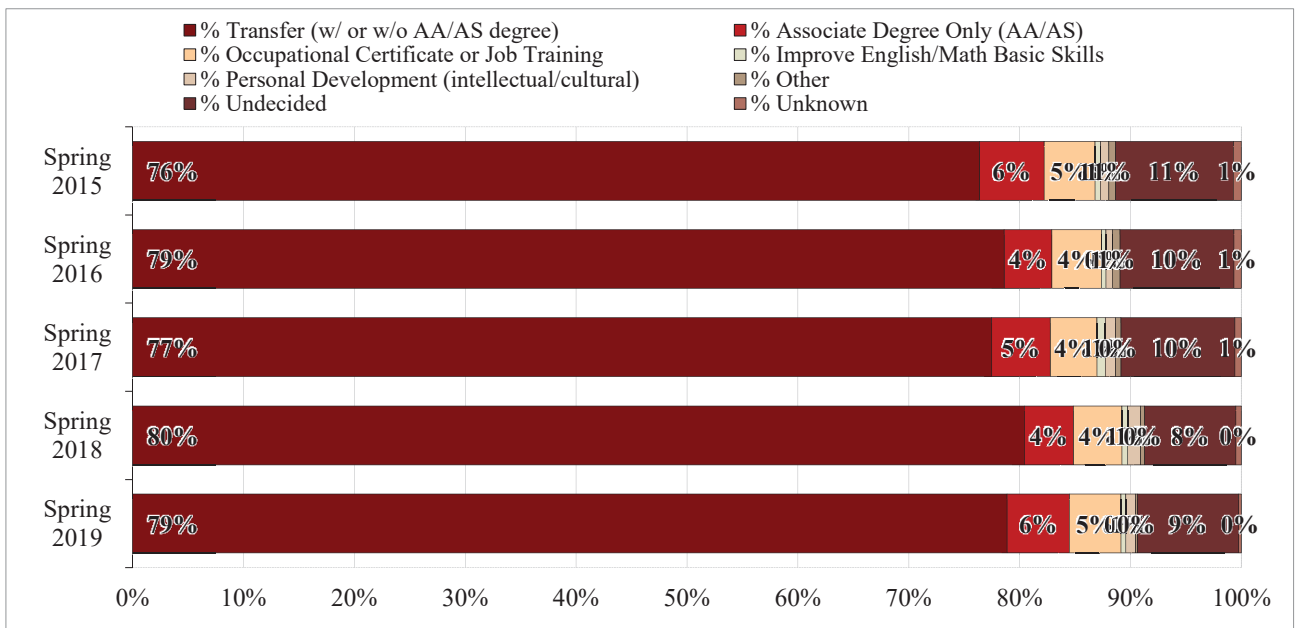


Definitions:

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

Student Educational Goal

English (ENG)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	1,649	1,790	1,748	1,815	1,650
Associate Degree Only (AA/AS)	126	98	119	100	118
Occupational Certificate or Job Training	99	102	95	99	97
Improve English/Math Basic Skills	11	9	17	12	9
Personal Development (intellectual/cultural)	16	14	21	26	18
Other	13	15	11	8	4
Undecided	230	234	232	186	191
Unknown	15	15	13	11	5
% Transfer (w/ or w/o AA/AS degree)	76%	79%	77%	80%	79%
% Associate Degree Only (AA/AS)	6%	4%	5%	4%	6%
% Occupational Certificate or Job Training	5%	4%	4%	4%	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%	10%	10%	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.

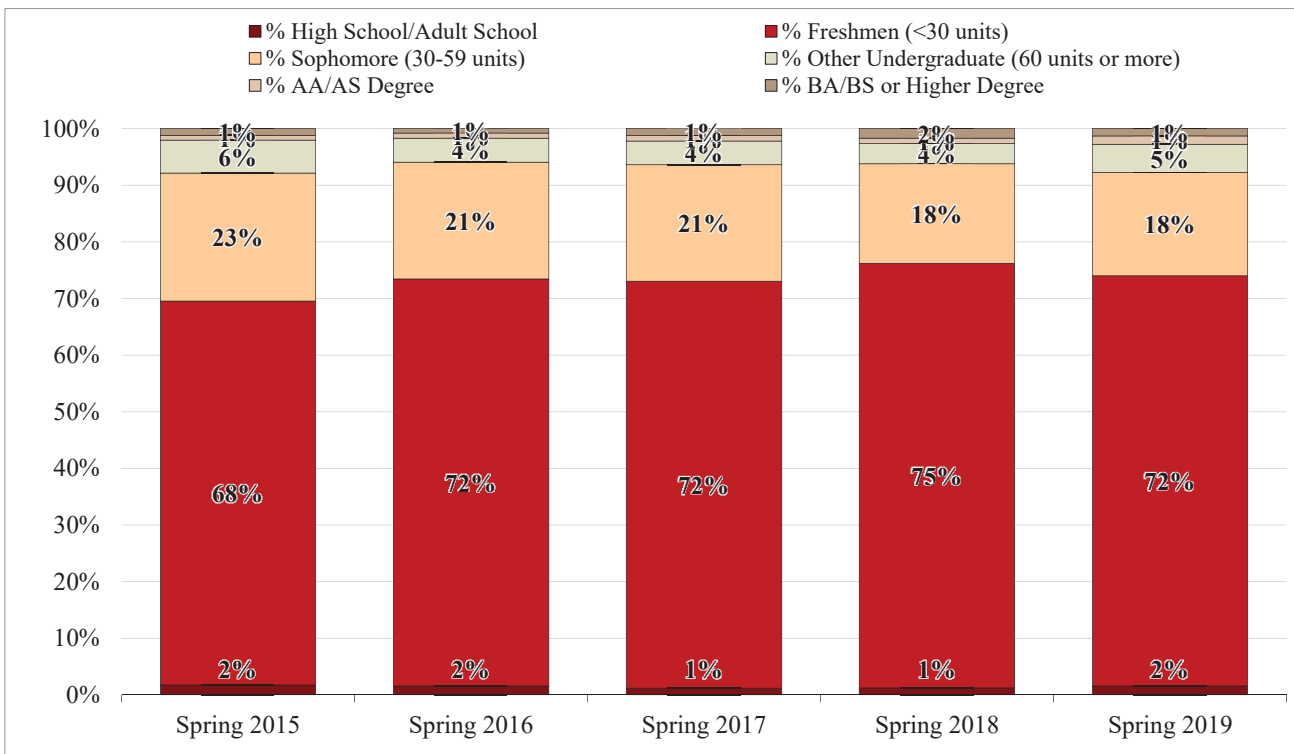
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

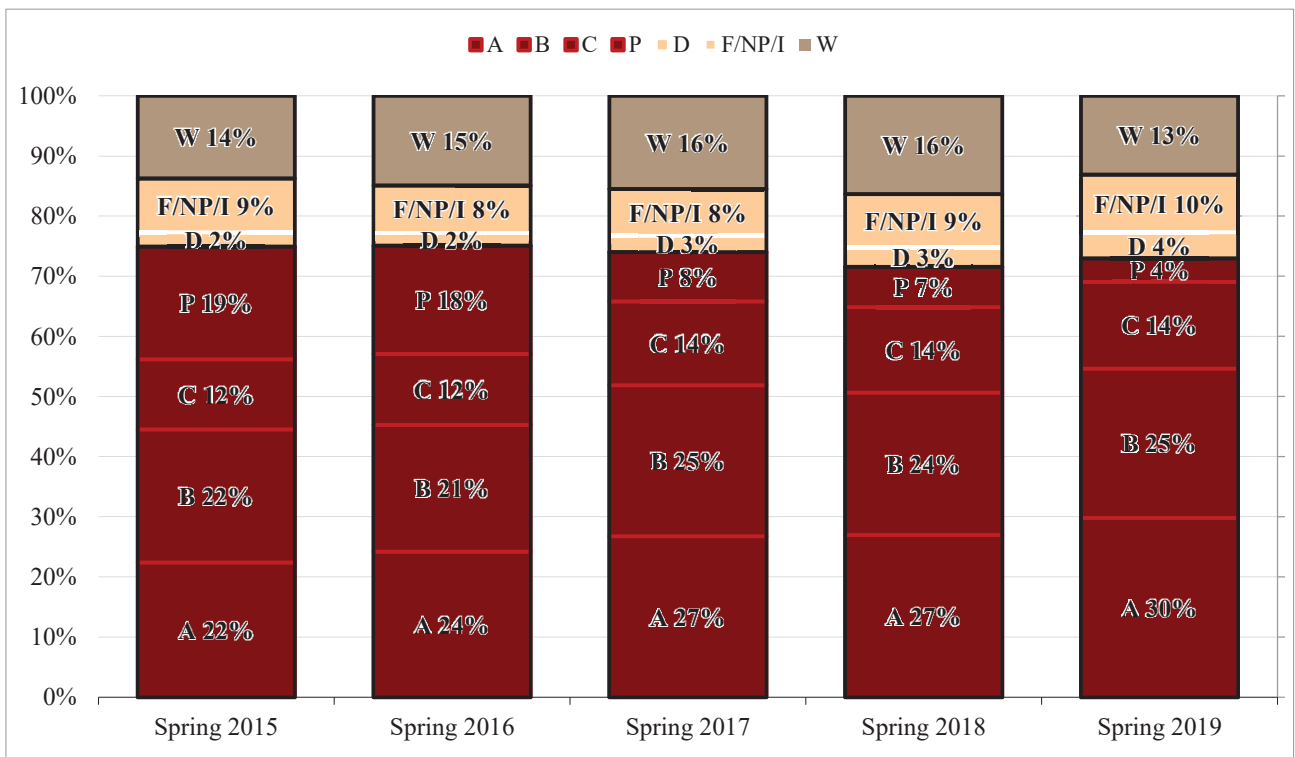
Highest Educational Level of Students

	English (ENG)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	37	35	26	28	32
Freshmen (<30 units)	1,464	1,637	1,622	1,692	1,516
Sophomore (30-59 units)	488	470	463	396	382
Other Undergraduate (60 units or more)	126	96	95	81	104
AA/AS Degree	18	20	21	21	30
BA/BS or Higher Degree	26	19	29	39	28
% High School/Adult School	2%	2%	1%	1%	2%
% Freshmen (<30 units)	68%	72%	72%	75%	72%
% Sophomore (30-59 units)	23%	21%	21%	18%	18%
% Other Undergraduate (60 units or more)	6%	4%	4%	4%	5%
% AA/AS Degree	1%	1%	1%	1%	1%
% BA/BS or Higher Degree	1%	1%	1%	2%	1%



Student Performance: Grade Distribution

	English (ENG)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	2,212	2,336	2,287	2,281	2,109
Course Success Rates	75%	75%	74%	72%	73%
A	22%	24%	27%	27%	30%
B	22%	21%	25%	24%	25%
C	12%	12%	14%	14%	14%
P	19%	18%	8%	7%	4%
Course Non-Success Rate	11%	10%	10%	12%	14%
D	2%	2%	3%	3%	4%
F/NP/I	9%	8%	8%	9%	10%
Withdrawals (W)	14%	15%	16%	16%	13%



Definitions:

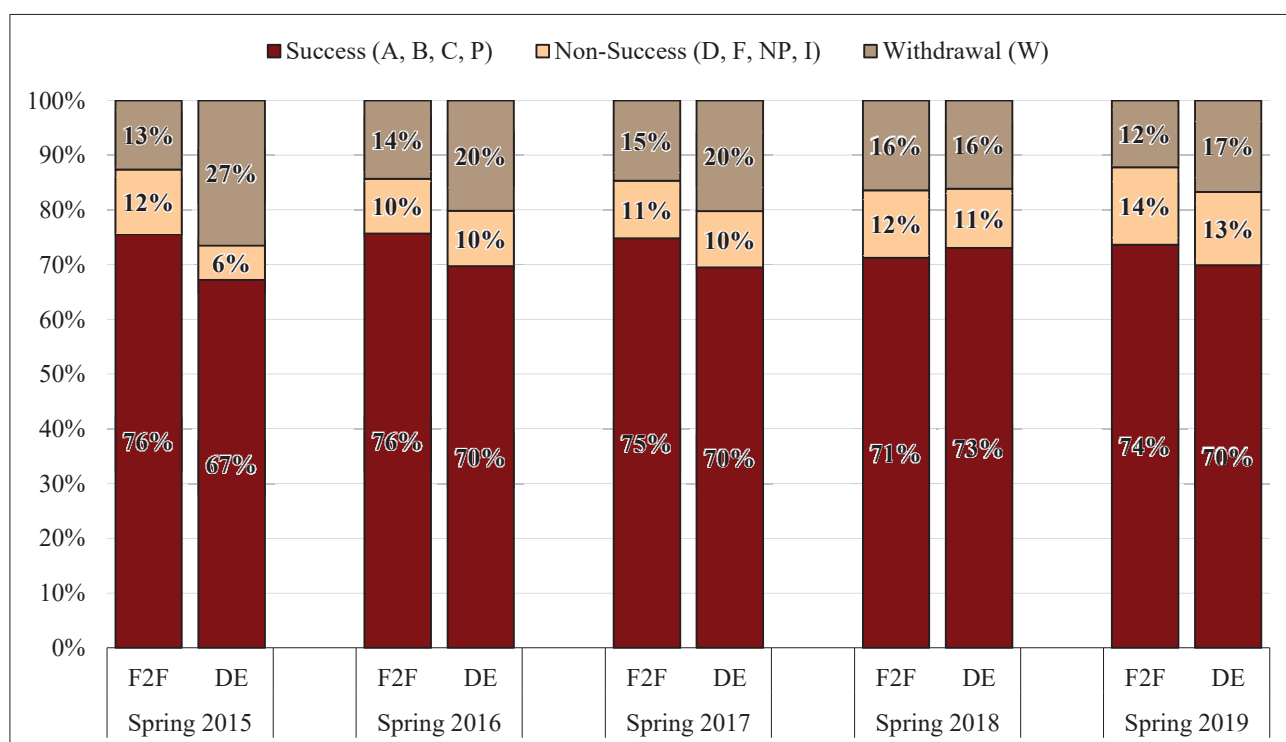
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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.

Student Performance: Distance Education

English (ENG)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	2,212	2,336	2,287	2,281	2,109
Face-to-Face (F2F) Sections	2035	2108	1937	1894	1660
Success Rates	76%	76%	75%	71%	74%
Non-Success Rates	12%	10%	11%	12%	14%
Withdrawals	13%	14%	15%	16%	12%
Distance Education (DE) Sections	177	228	350	387	449
Success Rates	67%	70%	70%	73%	70%
Non-Success Rates	6%	10%	10%	11%	13%
Withdrawals	27%	20%	20%	16%	17%



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.

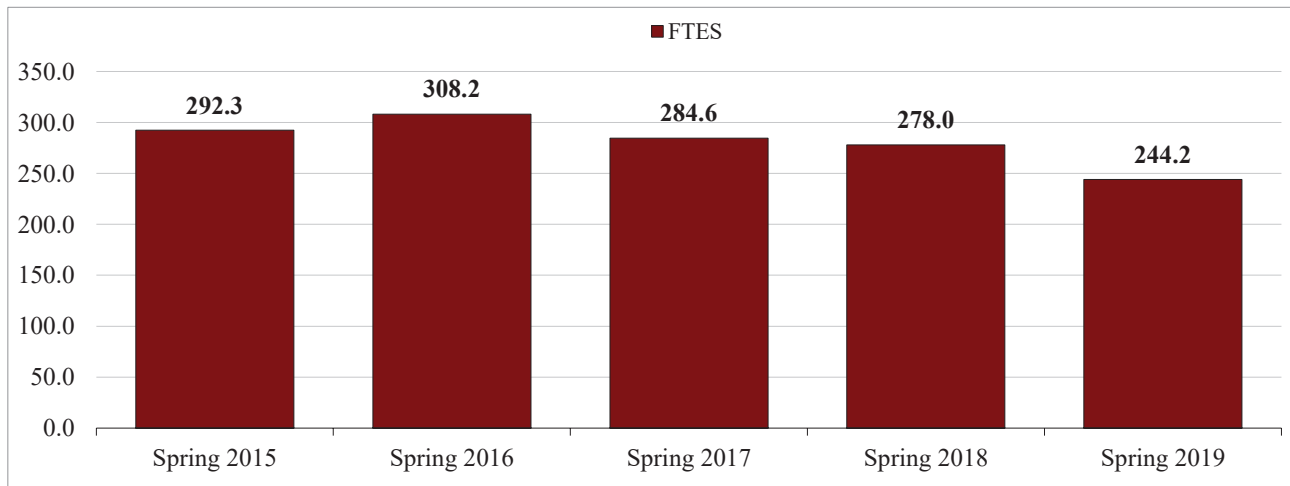
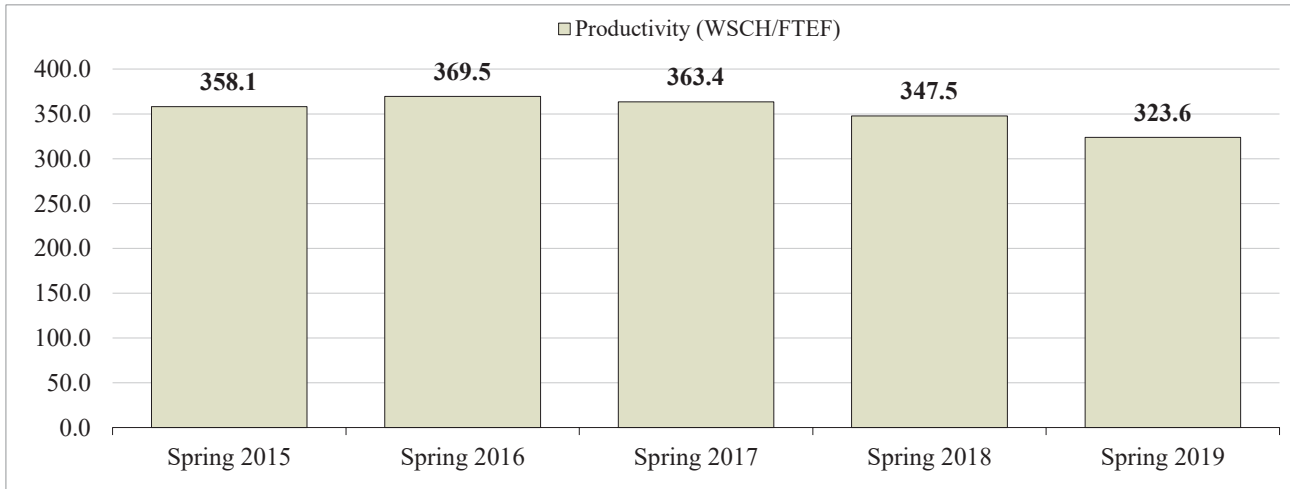
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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

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

Enrollment Management: Part 1

	English (ENG)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	8,961	9,462	8,798	8,558	7,543
FTEF	292.3	308.2	284.6	278.0	244.2
FTEF	25.0	25.6	24.2	24.6	23.3
Productivity (WSCH/FTEF)	358.1	369.5	363.4	347.5	323.6



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.

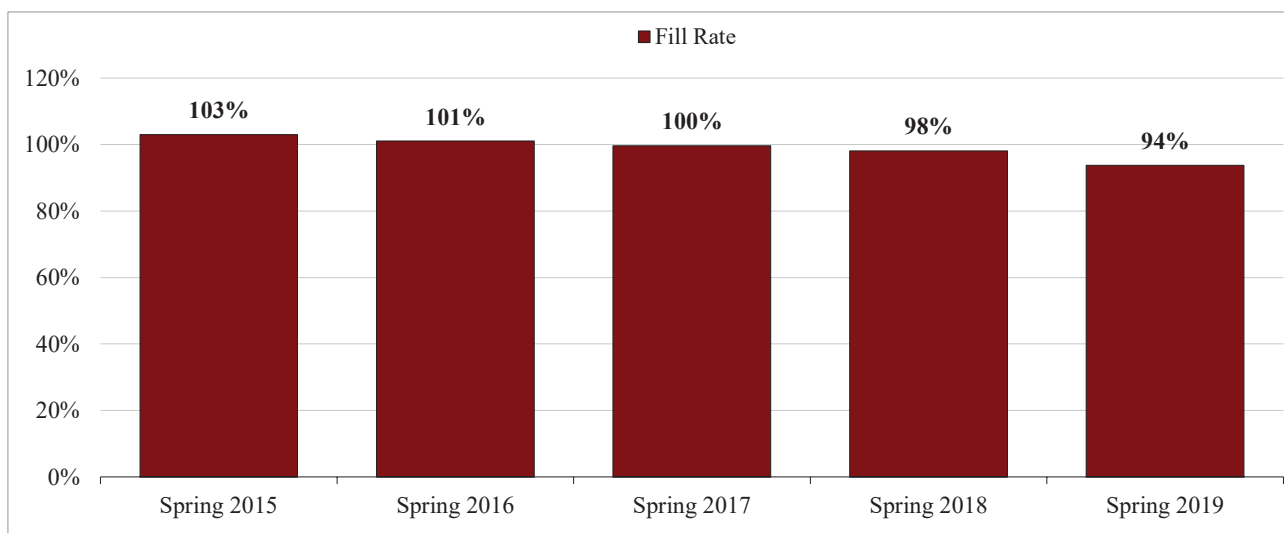
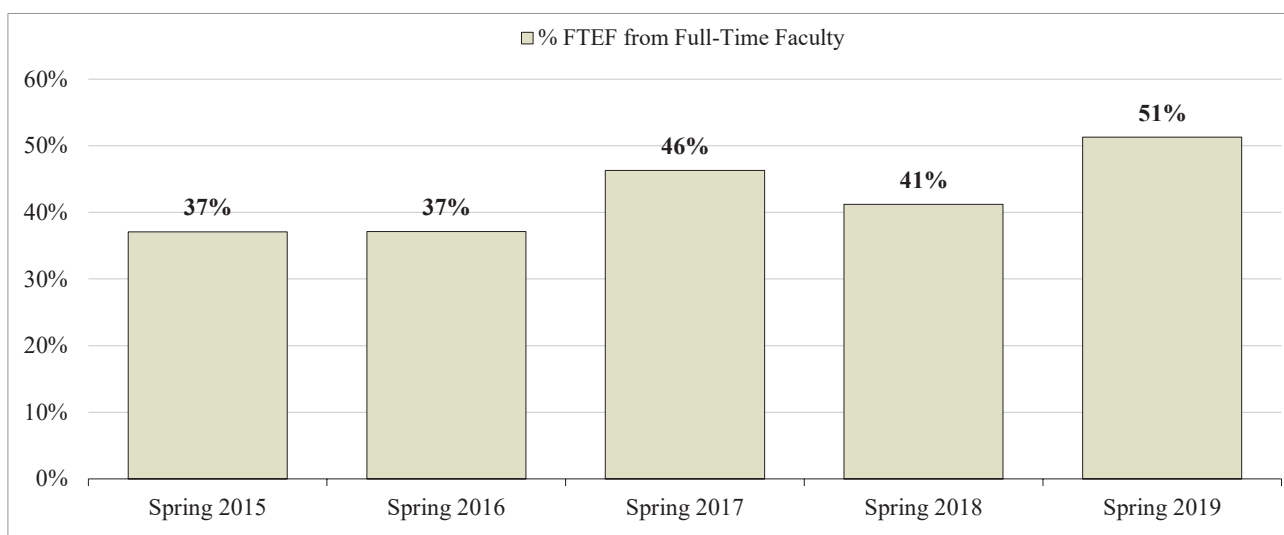
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

	English (ENG)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	9.3	9.5	11.2	10.2	12.0
% FTEF from Full-Time Faculty	37%	37%	46%	41%	51%
Enrollments	2,212	2,336	2,287	2,281	2,109
Capacity (seats available)	2,148	2,312	2,295	2,325	2,249
Fill Rate	103%	101%	100%	98%	94%



Definitions:

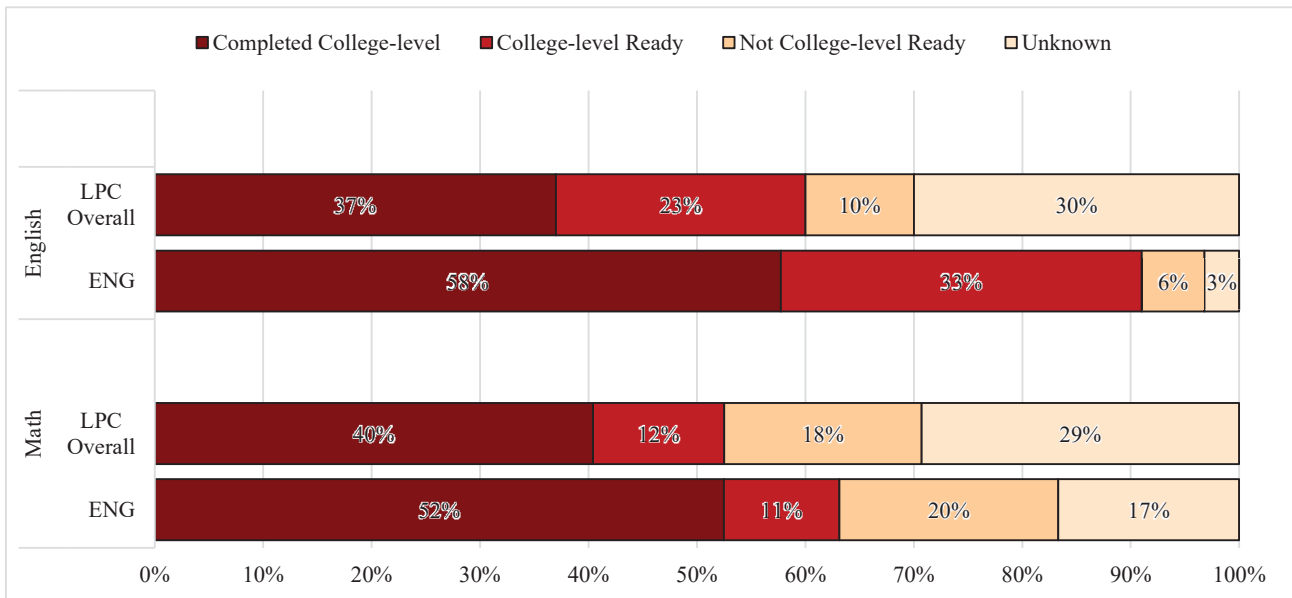
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2019				
	ENG		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	1,208	58%	5,237	60%
College-level Ready	696	35%	1,339	15%
Not College-level Ready	121	8%	458	5%
Unknown	67	4%	1,703	19%
College Math				
Completed College-level	1,098	52%	4,956	57%
College-level Ready	223	11%	642	7%
Not College-level Ready	422	20%	1,161	13%
Unknown	349	17%	1,978	23%



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.