



Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019

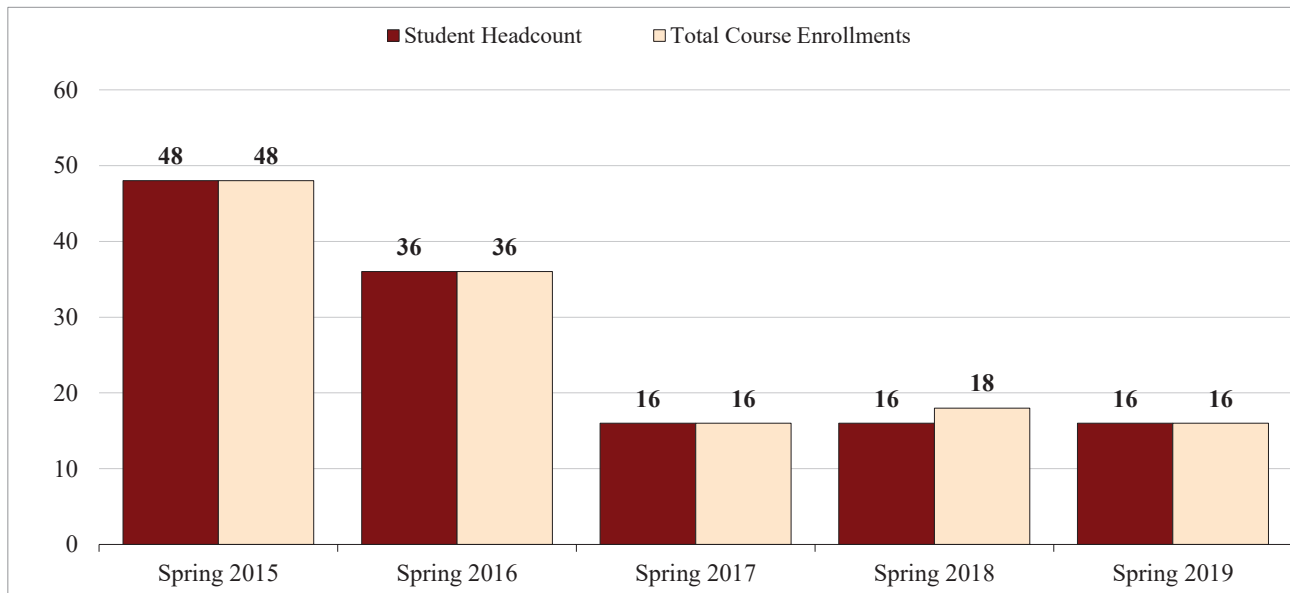
Discipline:

French (FREN)

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Headcount & Enrollment

French (FREN)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	48	36	16	16	16
Total Course Enrollments	48	36	16	18	16



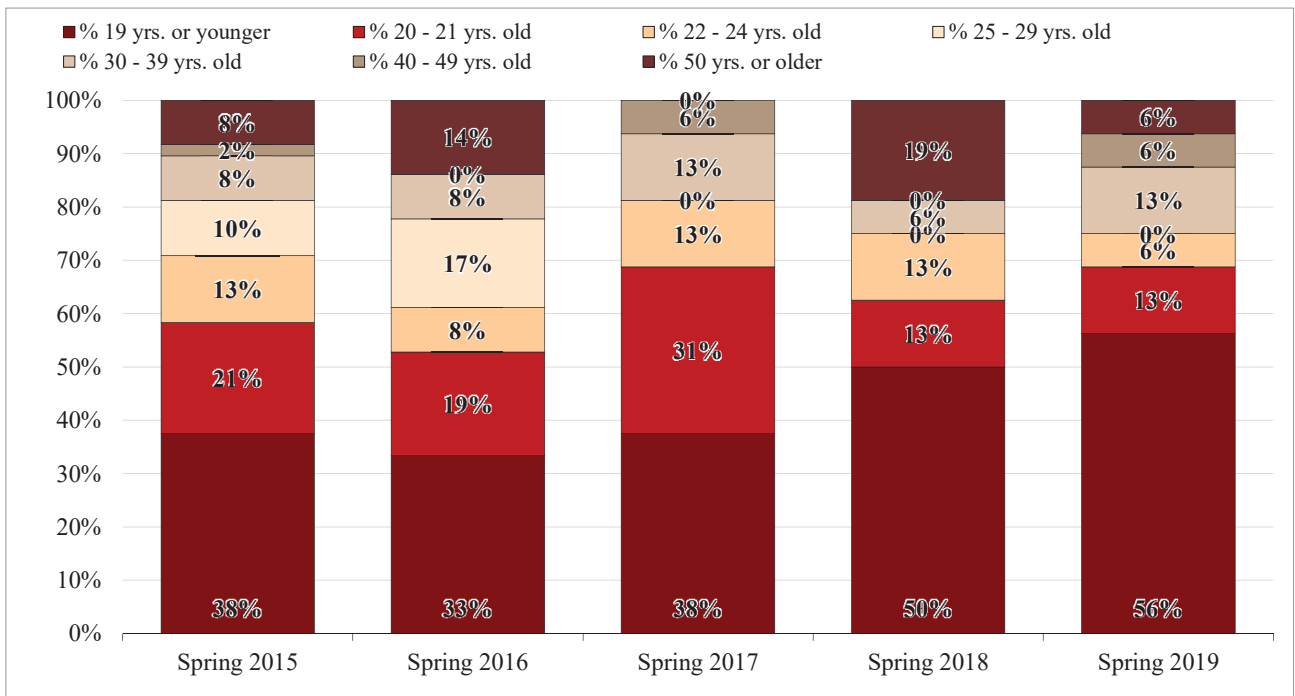
Definitions:

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.

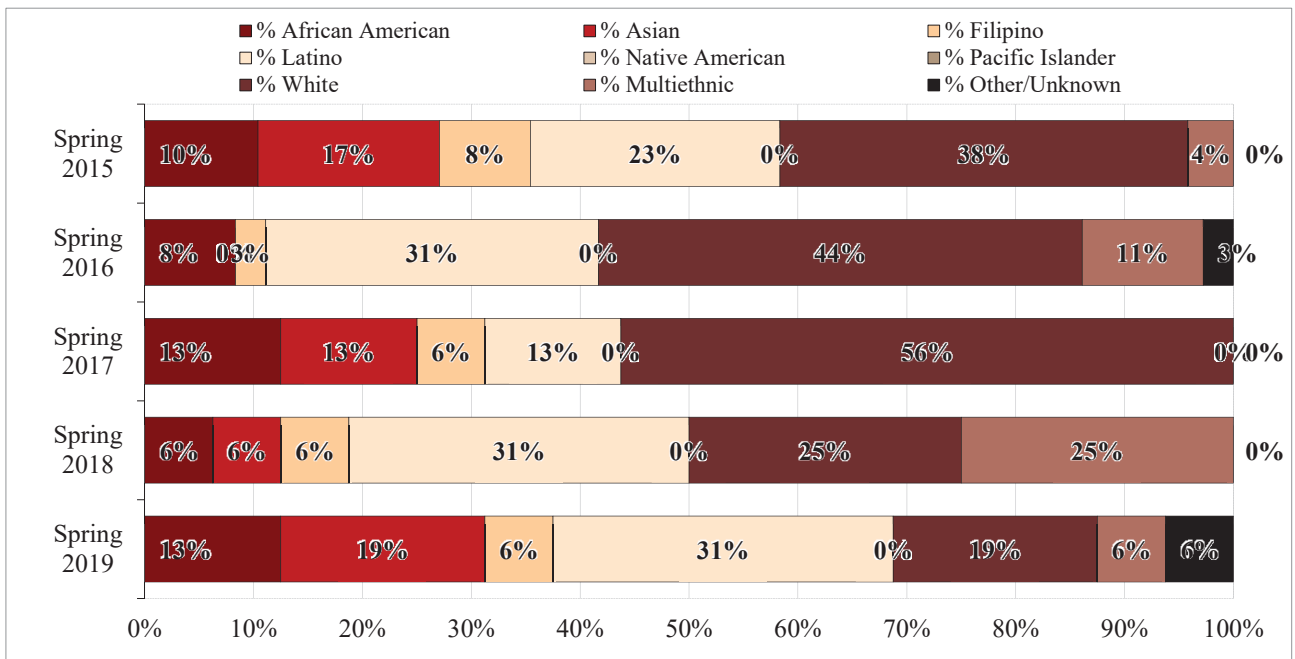
Student Demographics: Gender & Age

	French (FREN)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	28	23	10	9	11
Male	20	11	6	6	5
19 yrs. or younger	18	12	6	8	9
20-21 yrs. old	10	7	5	2	2
22-24 yrs. old	6	3	2	2	1
25-29 yrs. old	5	6	0	0	0
30-39 yrs. old	4	3	2	1	2
40-49 yrs. old	1	0	1	0	1
50 yrs. or older	4	5	0	3	1
% Female	58%	68%	63%	60%	69%
% Male	42%	32%	38%	40%	31%
% 19 yrs. or younger	38%	33%	38%	50%	56%
% 20 - 21 yrs. old	21%	19%	31%	13%	13%
% 22 - 24 yrs. old	13%	8%	13%	13%	6%
% 25 - 29 yrs. old	10%	17%	0%	0%	0%
% 30 - 39 yrs. old	8%	8%	13%	6%	13%
% 40 - 49 yrs. old	2%	0%	6%	0%	6%
% 50 yrs. or older	8%	14%	0%	19%	6%



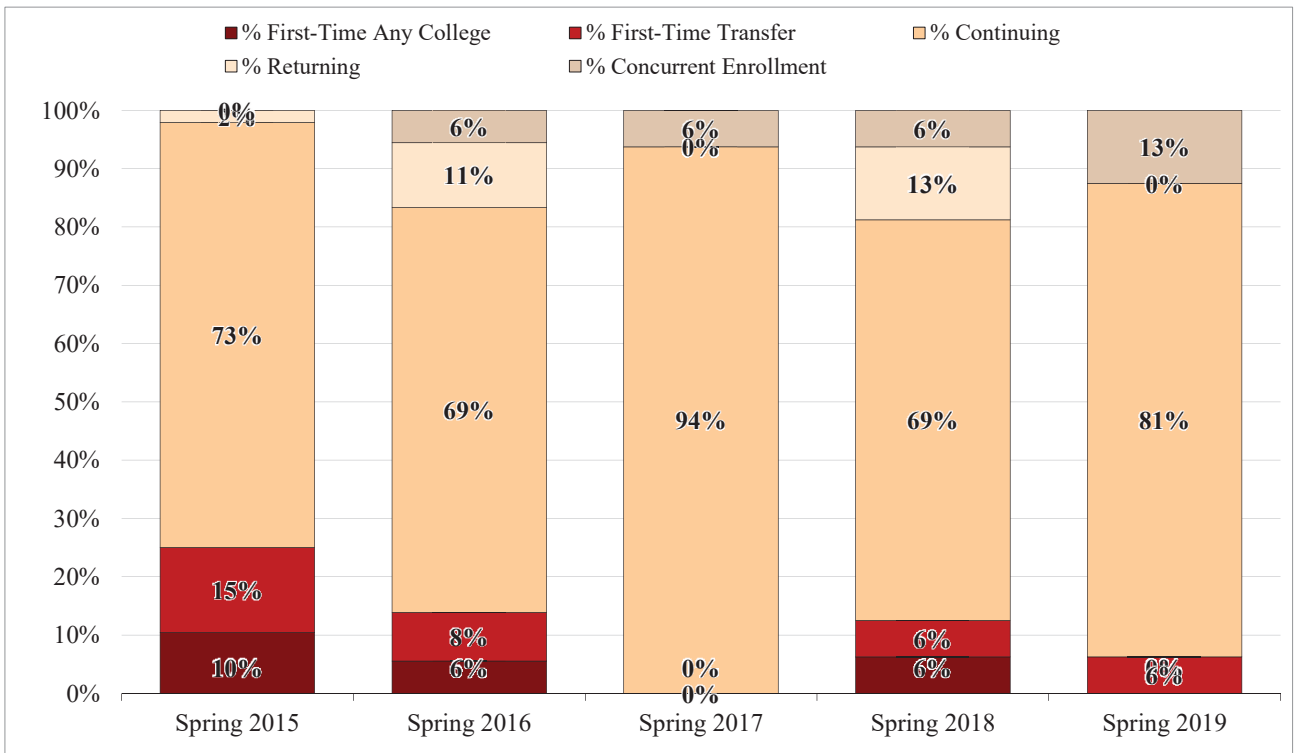
Student Demographic: Race-Ethnicity

French (FREN)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	5	3	2	1	2
Asian	8	0	2	1	3
Filipino	4	1	1	1	1
Latino	11	11	2	5	5
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	18	16	9	4	3
Multiethnic	2	4	0	4	1
Other/Unknown	0	1	0	0	1
% African American	10%	8%	13%	6%	13%
% Asian	17%	0%	13%	6%	19%
% Filipino	8%	3%	6%	6%	6%
% Latino	23%	31%	13%	31%	31%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	38%	44%	56%	25%	19%
% Multiethnic	4%	11%	0%	25%	6%
% Other/Unknown	0%	3%	0%	0%	6%



Student Enrollment Status

	French (FREN)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	5	2	0	1	0
First-Time Transfer	7	3	0	1	1
Continuing	35	25	15	11	13
Returning	1	4	0	2	0
Concurrent Enrollment	0	2	1	1	2
% First-Time Any College	10%	6%	0%	6%	0%
% First-Time Transfer	15%	8%	0%	6%	6%
% Continuing	73%	69%	94%	69%	81%
% Returning	2%	11%	0%	13%	0%
% Concurrent Enrollment	0%	6%	6%	6%	13%



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.

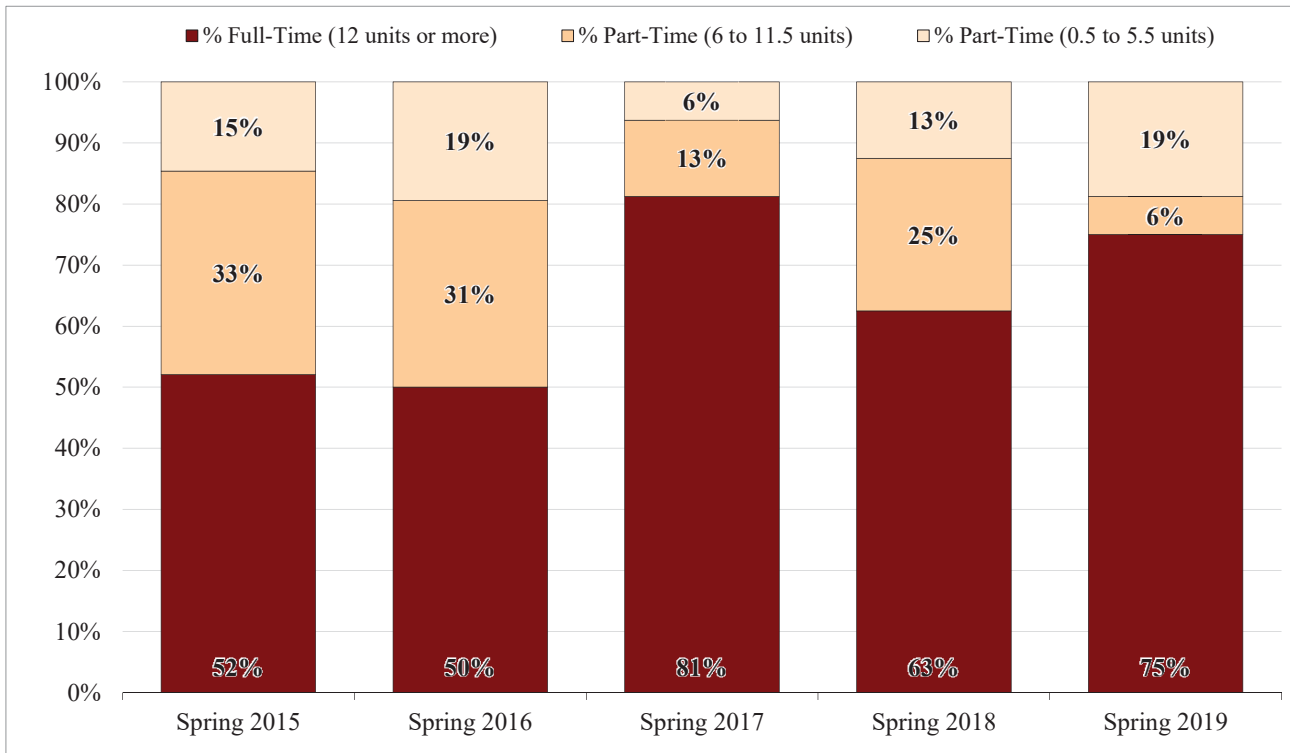
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

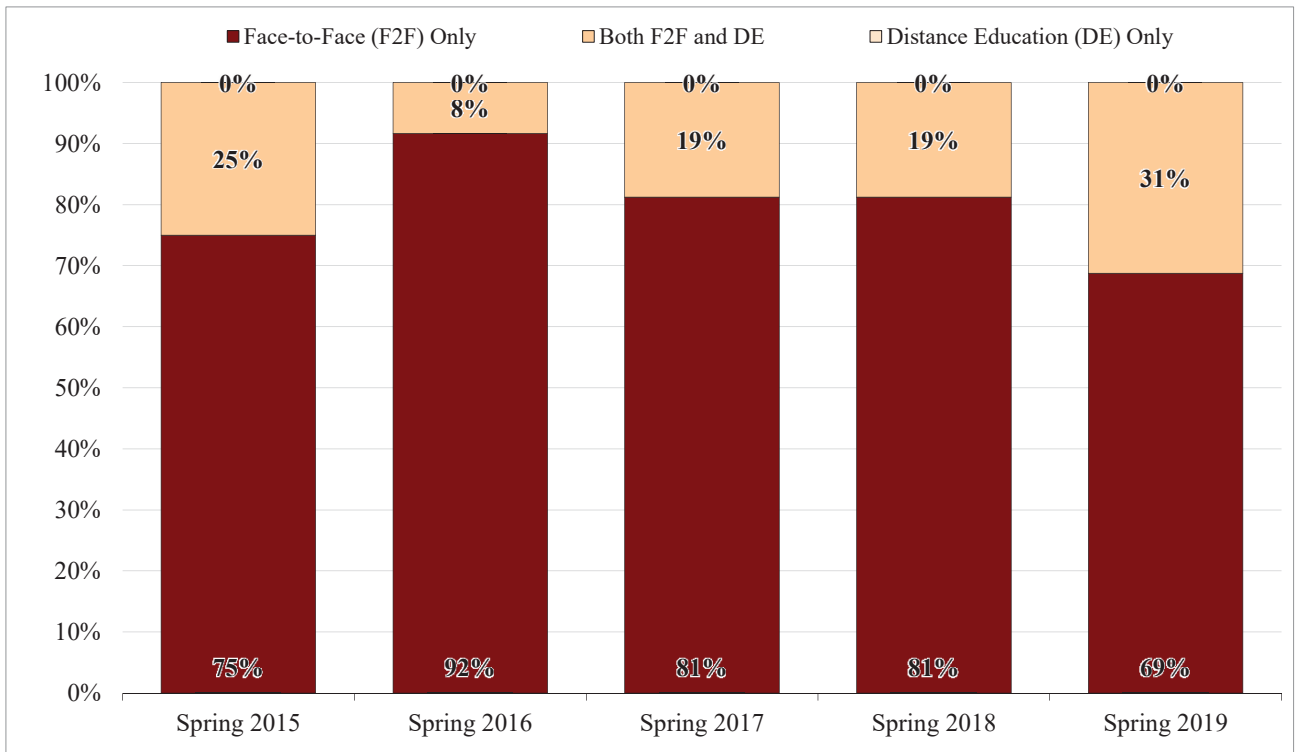
Student Unit Load

	French (FREN)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	25	18	13	10	12
Part-Time (6 to 11.5 units)	16	11	2	4	1
Part-Time (0.5 to 5.5 units)	7	7	1	2	3
% Full-Time (12 units or more)	52%	50%	81%	63%	75%
% Part-Time (6 to 11.5 units)	33%	31%	13%	25%	6%
% Part-Time (0.5 to 5.5 units)	15%	19%	6%	13%	19%



Students Using Distance Education

French (FREN)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	36	33	13	13	11
Both F2F and DE	12	3	3	3	5
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	75%	92%	81%	81%	69%
% Both F2F and DE	25%	8%	19%	19%	31%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

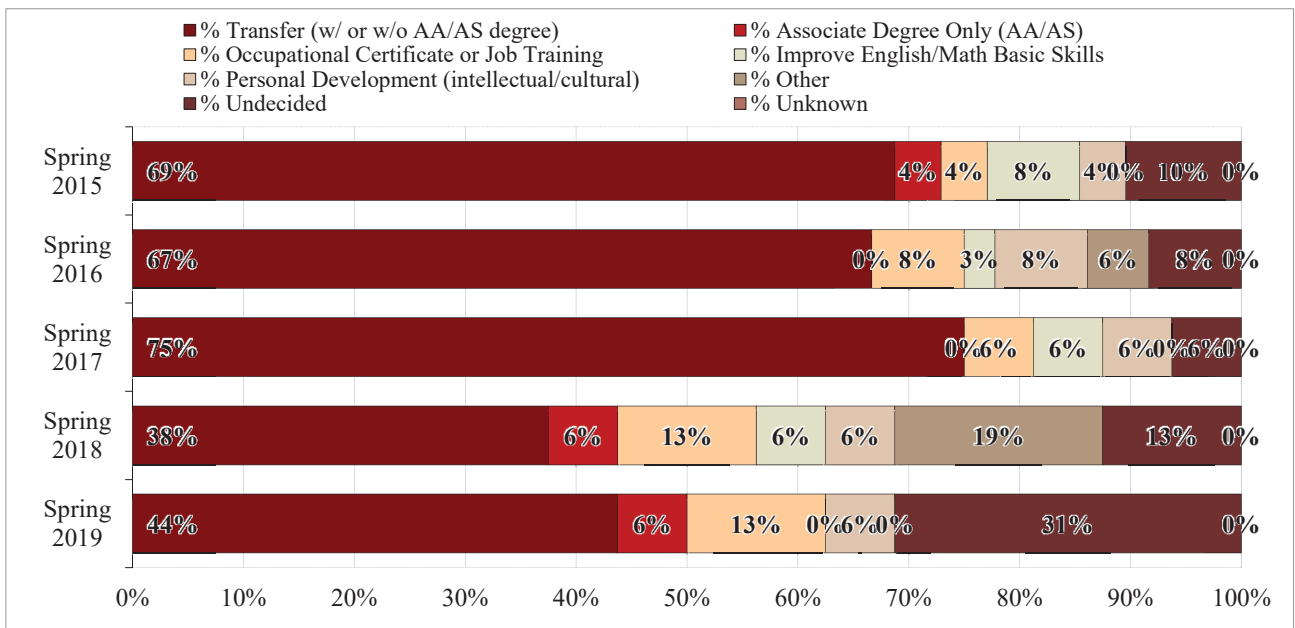


Definitions:

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

Student Educational Goal

French (FREN)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	33	24	12	6	7
Associate Degree Only (AA/AS)	2	0	0	1	1
Occupational Certificate or Job Training	2	3	1	2	2
Improve English/Math Basic Skills	4	1	1	1	0
Personal Development (intellectual/cultural)	2	3	1	1	1
Other	0	2	0	3	0
Undecided	5	3	1	2	5
Unknown	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	69%	67%	75%	38%	44%
% Associate Degree Only (AA/AS)	4%	0%	0%	6%	6%
% Occupational Certificate or Job Training	4%	8%	6%	13%	13%
% Improve English/Math Basic Skills	8%	3%	6%	6%	0%
% Personal Development (intellectual/cultural)	4%	8%	6%	6%	6%
% Other	0%	6%	0%	19%	0%
% Undecided	10%	8%	6%	13%	31%
% Unknown	0%	0%	0%	0%	0%



Definitions:

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

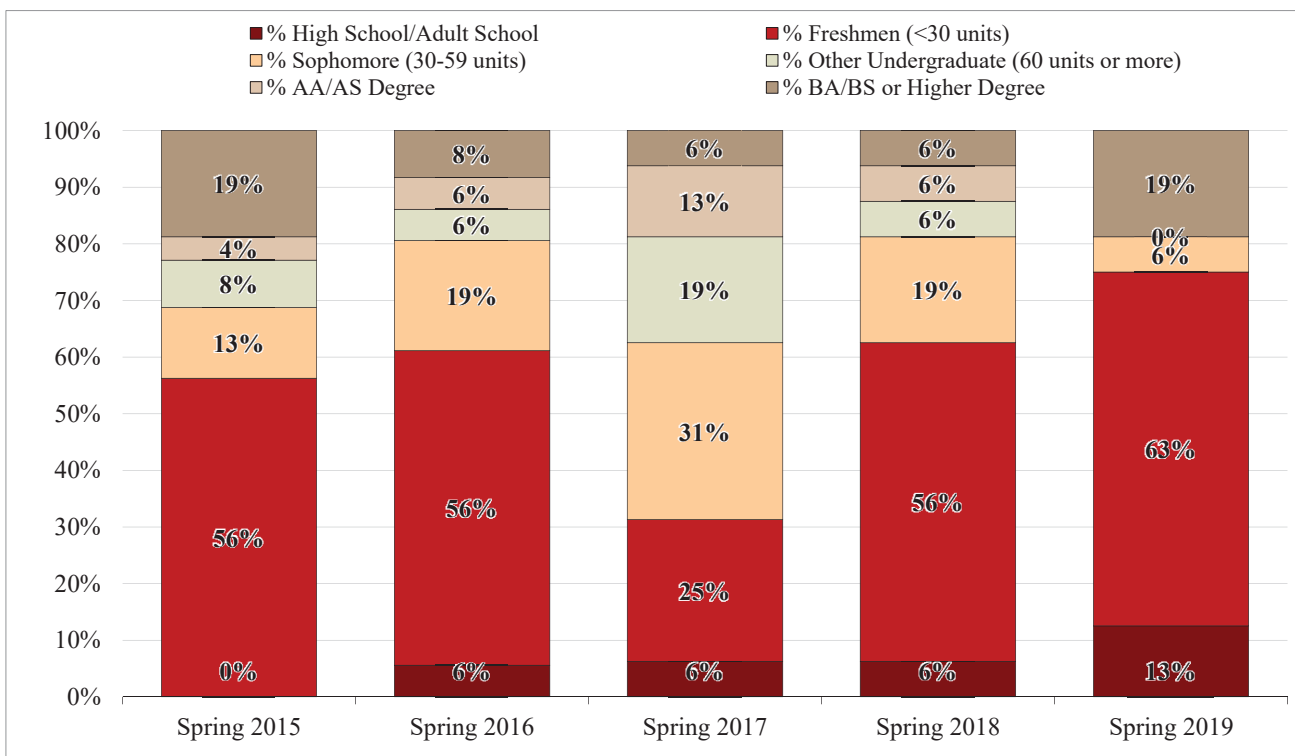
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

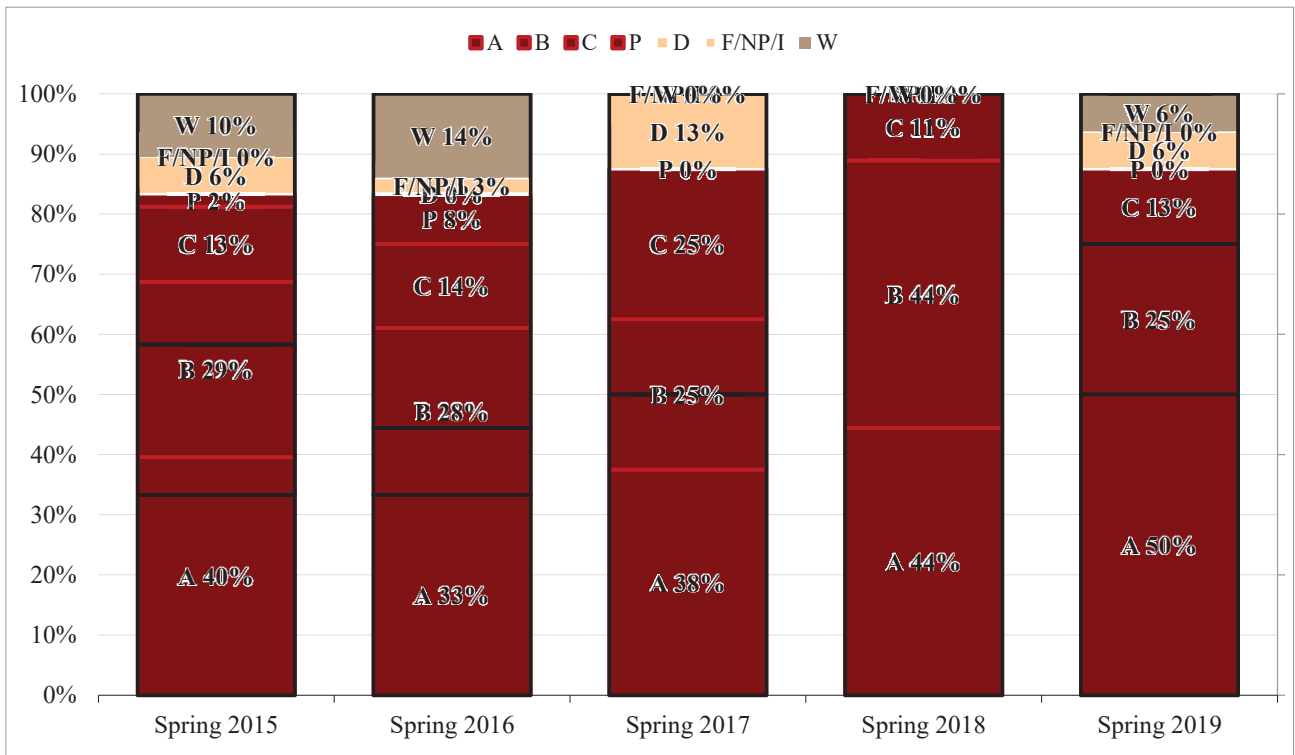
Highest Educational Level of Students

French (FREN)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	0	2	1	1	2
Freshmen (<30 units)	27	20	4	9	10
Sophomore (30-59 units)	6	7	5	3	1
Other Undergraduate (60 units or more)	4	2	3	1	0
AA/AS Degree	2	2	2	1	0
BA/BS or Higher Degree	9	3	1	1	3
% High School/Adult School	0%	6%	6%	6%	13%
% Freshmen (<30 units)	56%	56%	25%	56%	63%
% Sophomore (30-59 units)	13%	19%	31%	19%	6%
% Other Undergraduate (60 units or more)	8%	6%	19%	6%	0%
% AA/AS Degree	4%	6%	13%	6%	0%
% BA/BS or Higher Degree	19%	8%	6%	6%	19%



Student Performance: Grade Distribution

French (FREN)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	48	36	16	18	16
Course Success Rates	83%	83%	88%	100%	88%
A	40%	33%	38%	44%	50%
B	29%	28%	25%	44%	25%
C	13%	14%	25%	11%	13%
P	2%	8%	0%	0%	0%
Course Non-Success Rate	6%	3%	13%	0%	6%
D	6%	0%	13%	0%	6%
F/NP/I	0%	3%	0%	0%	0%
Withdrawals (W)	10%	14%	0%	0%	6%



Definitions:

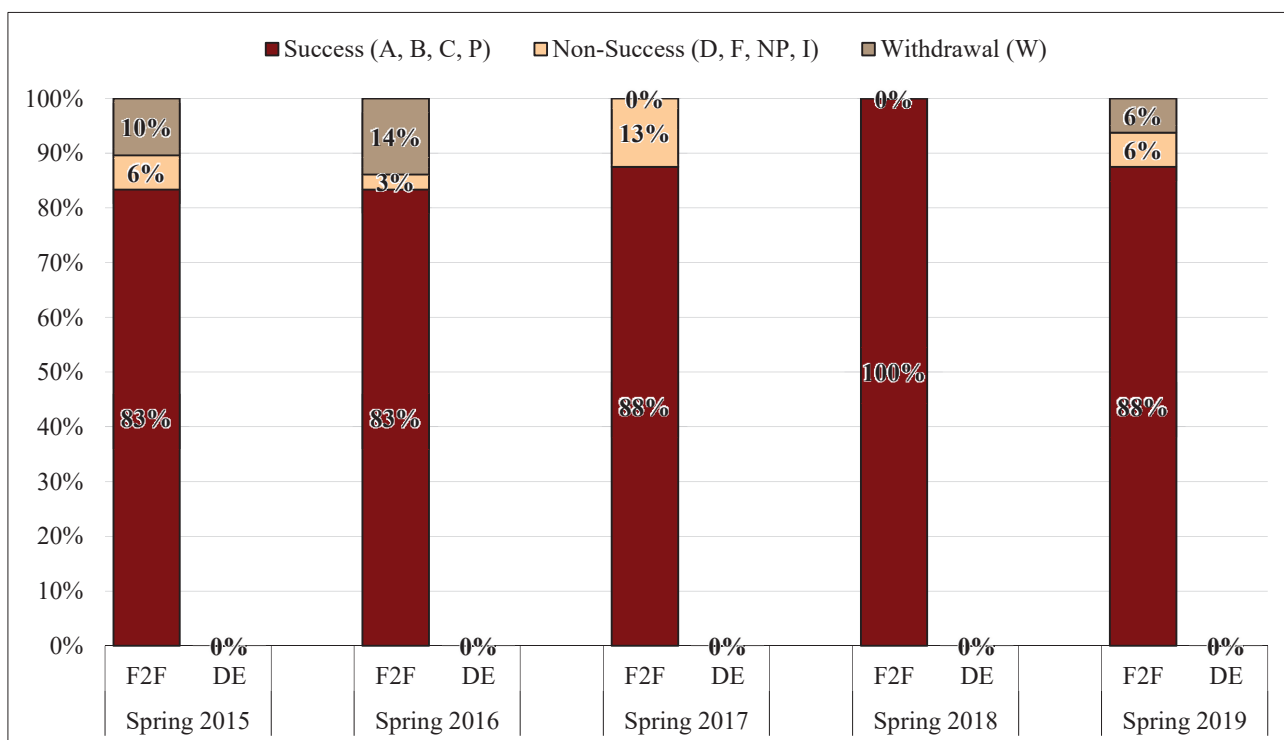
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

French (FREN)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	48	36	16	18	16
Face-to-Face (F2F) Sections	48	36	16	18	16
Success Rates	83%	83%	88%	100%	88%
Non-Success Rates	6%	3%	13%	0%	6%
Withdrawals	10%	14%	0%	0%	6%
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.

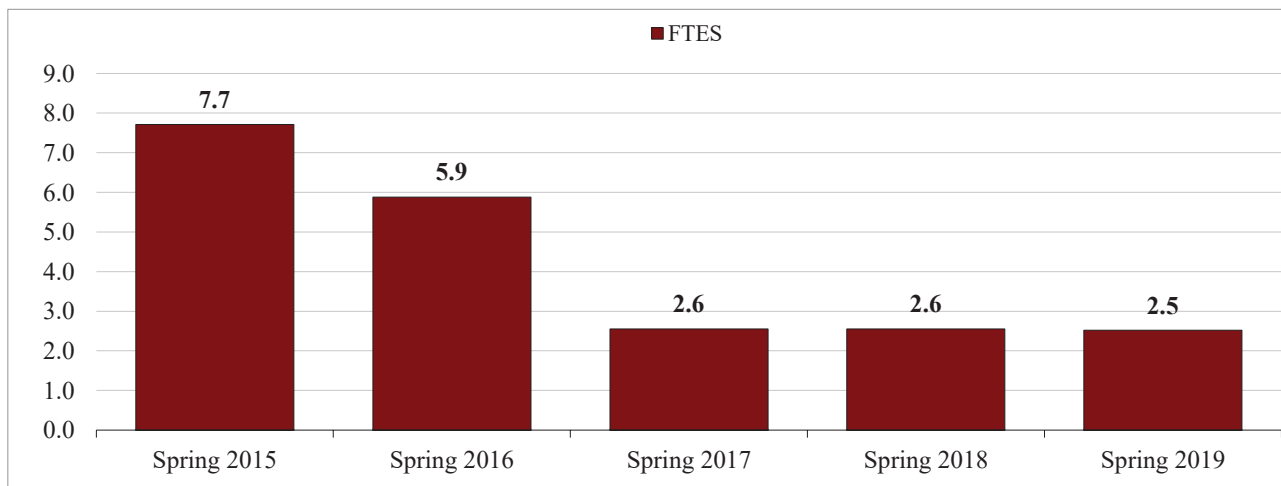
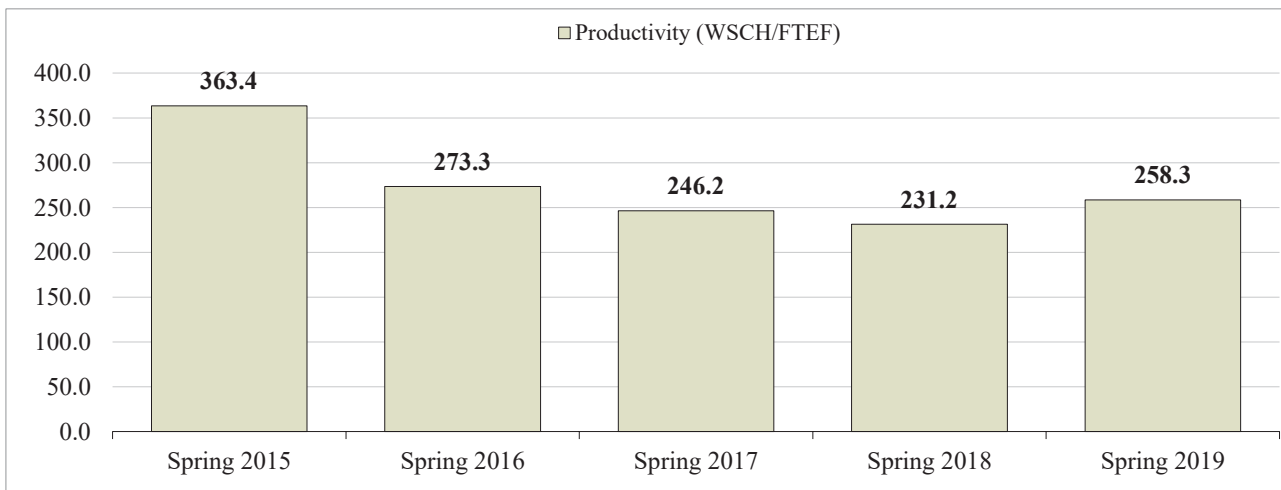
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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

	French (FREN)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	242	182	82	77	86
FTEF	7.7	5.9	2.6	2.6	2.5
FTEF	0.7	0.7	0.3	0.3	0.3
Productivity (WSCH/FTEF)	363.4	273.3	246.2	231.2	258.3



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.

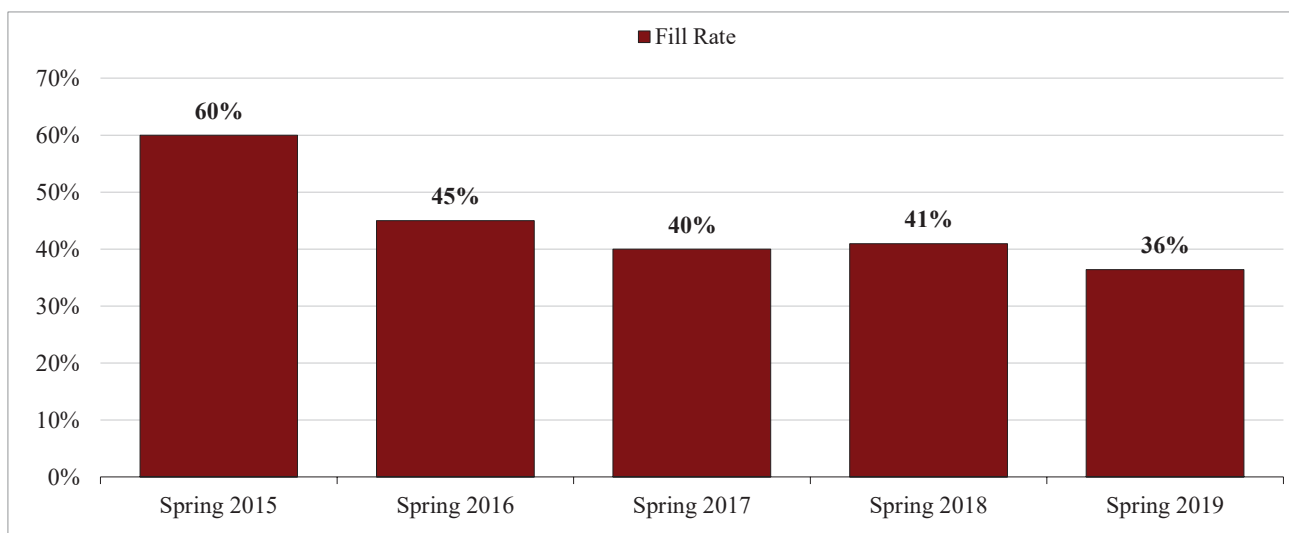
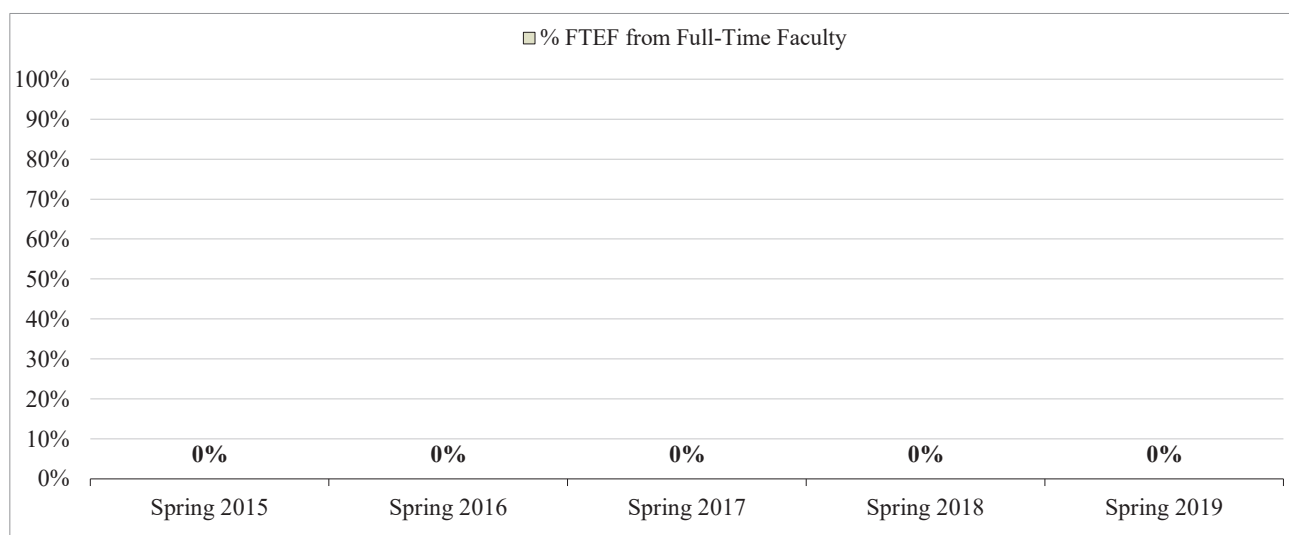
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

	French (FREN)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	0.0	0.0	0.0	0.0	0.0
% FTEF from Full-Time Faculty	0%	0%	0%	0%	0%
Enrollments	48	36	16	18	16
Capacity (seats available)	80	80	40	44	44
Fill Rate	60%	45%	40%	41%	36%



Definitions:

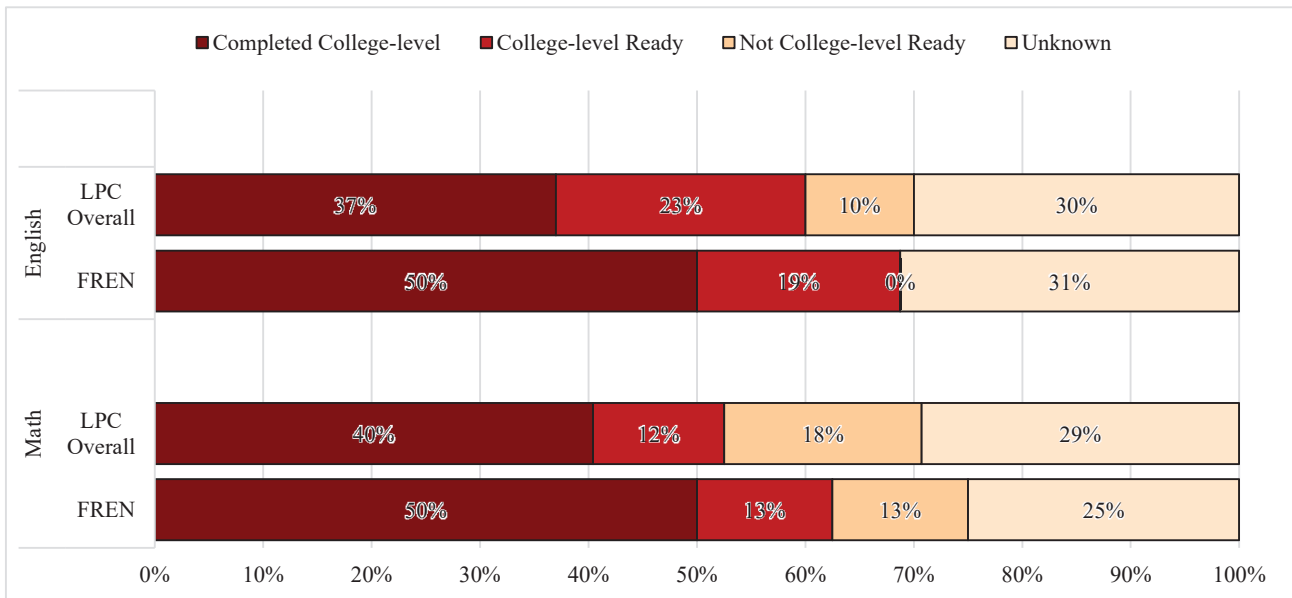
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	FREN		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	8	50%	5,237	60%
College-level Ready	3	19%	1,339	15%
Not College-level Ready	0	0%	458	5%
Unknown	5	29%	1,703	19%
College Math				
Completed College-level	8	50%	4,956	57%
College-level Ready	2	13%	642	7%
Not College-level Ready	2	13%	1,161	13%
Unknown	4	25%	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.