Las Positas College

Program Review Data Packet

Fall 2016 to Fall 2020

COLLEGE-WIDE

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

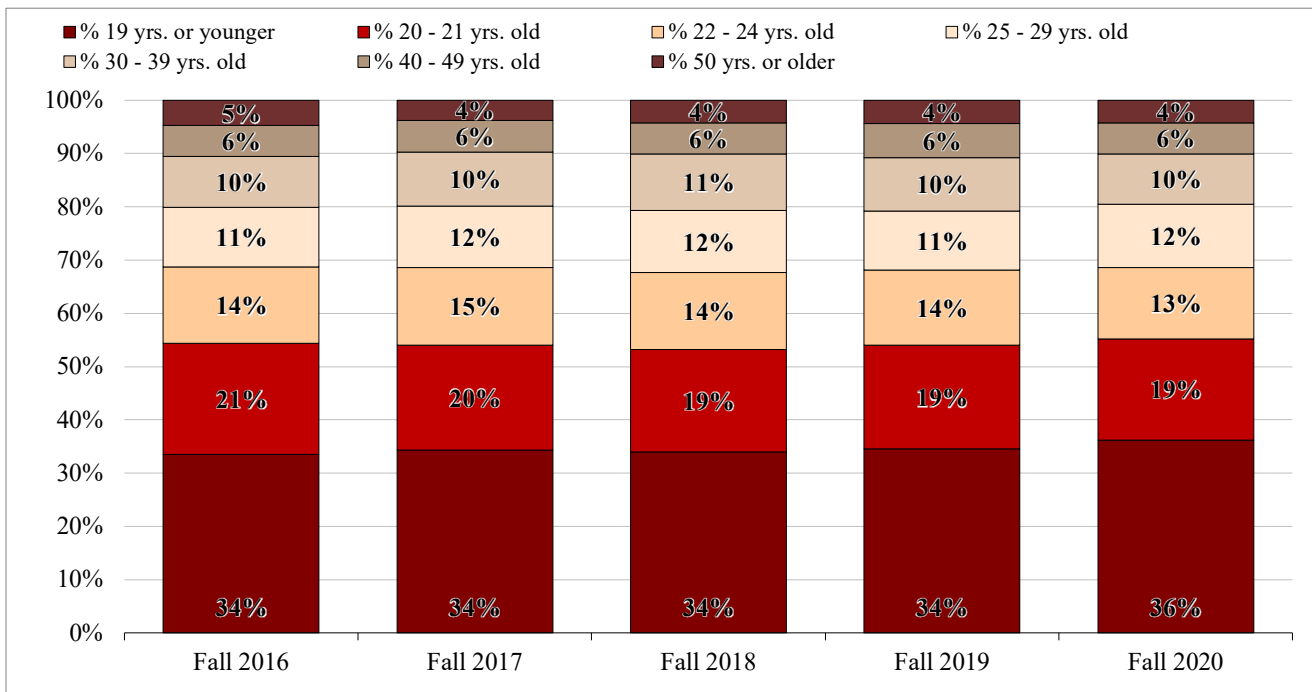| College-Wide					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Student Headcount	9,326	9,372	9,314	9,061	8,340
Total Course Enrollments	25,496	25,474	25,367	25,226	22,385
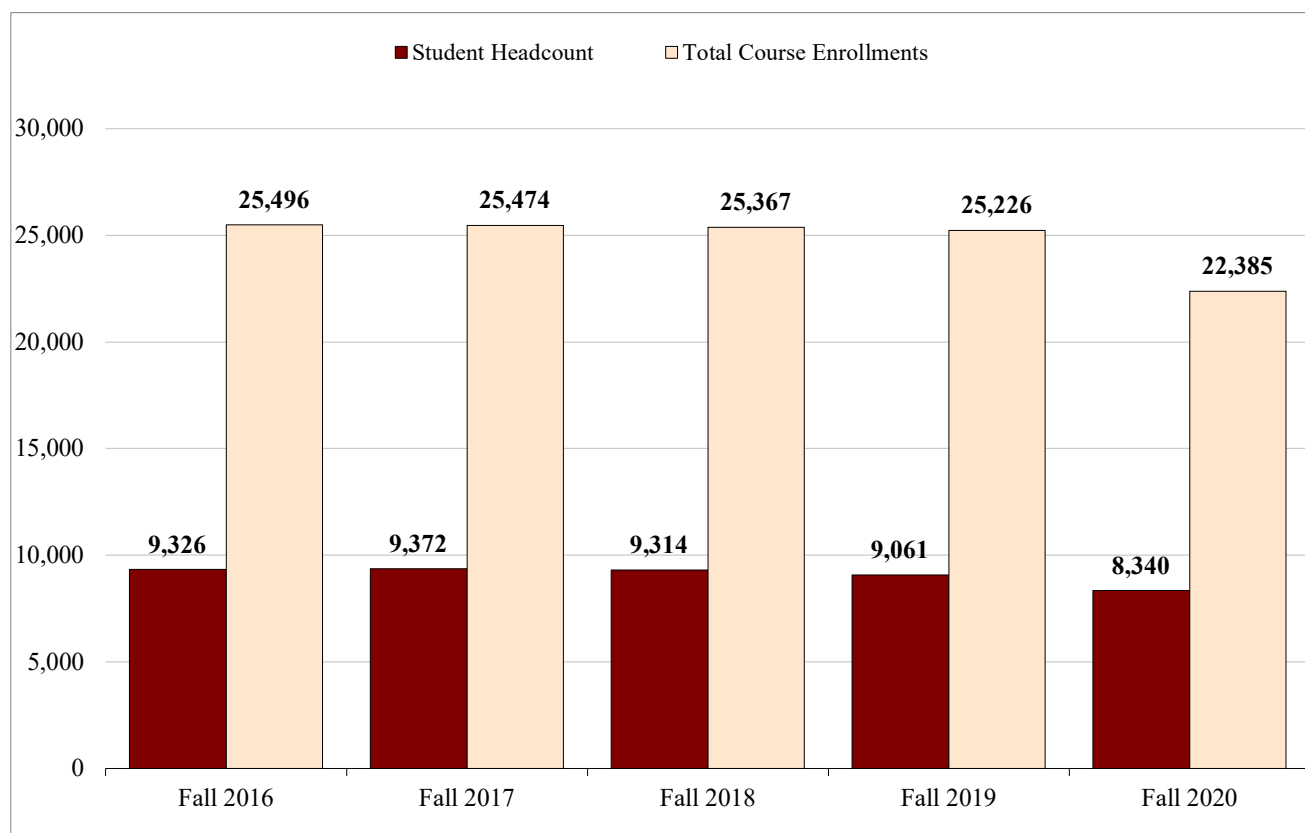
Definitions:

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.
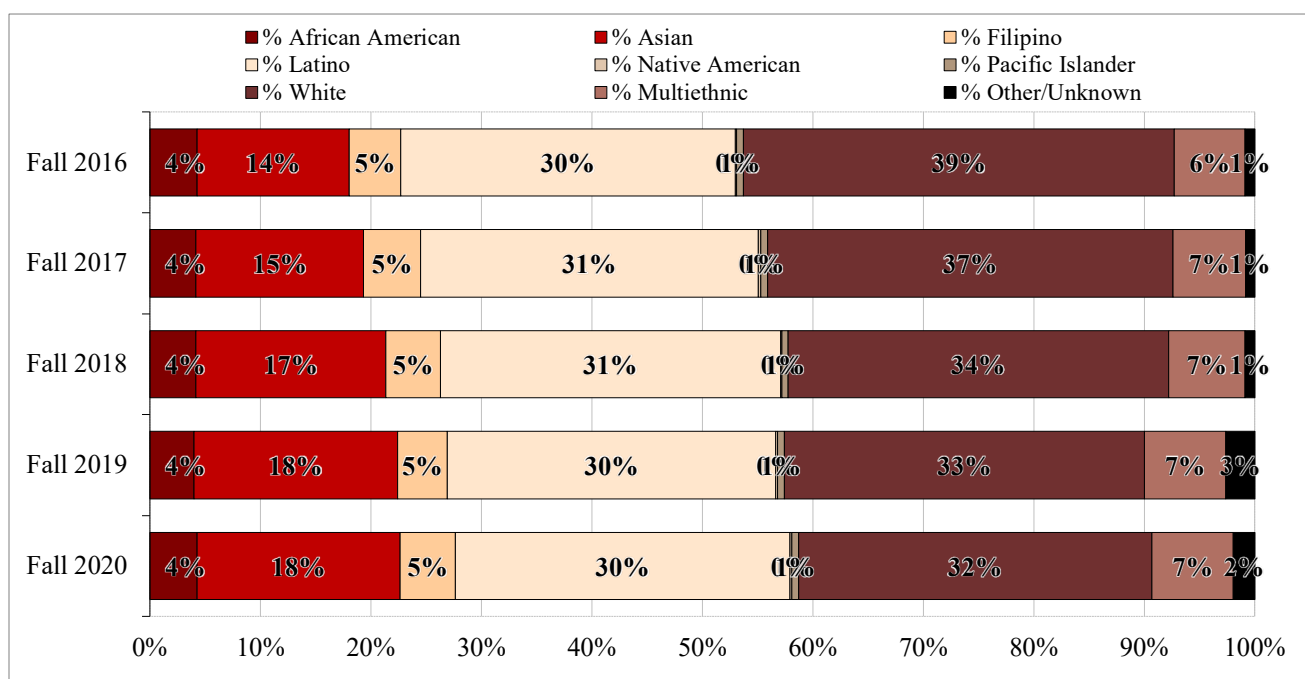
Student Demographics: Gender & Age

College-Wide					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Female	4,720	4,690	4,679	4,652	4,480
Male	4,487	4,523	4,462	4,224	3,695
19 yrs. or younger	3,125	3,222	3,165	3,126	3,022
20-21 yrs. old	1,947	1,841	1,796	1,766	1,583
22-24 yrs. old	1,336	1,366	1,337	1,280	1,113
25-29 yrs. old	1,048	1,086	1,092	1,003	990
30-39 yrs. old	890	950	981	913	796
40-49 yrs. old	538	556	552	573	486
50 yrs. or older	442	351	391	400	350
% Female	51%	51%	51%	52%	55%
% Male	49%	49%	49%	48%	45%
% 19 yrs. or younger	34%	34%	34%	34%	36%
% 20 - 21 yrs. old	21%	20%	19%	19%	19%
% 22 - 24 yrs. old	14%	15%	14%	14%	13%
% 25 - 29 yrs. old	11%	12%	12%	11%	12%
% 30 - 39 yrs. old	10%	10%	11%	10%	10%
% 40 - 49 yrs. old	6%	6%	6%	6%	6%
% 50 yrs. or older	5%	4%	4%	4%	4%

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Student Demographic: Race-Ethnicity

College-Wide					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
African American	399	391	389	360	356
Asian	1,285	1,422	1,599	1,671	1,534
Filipino	435	485	461	408	417
Latino	2,821	2,861	2,867	2,695	2,524
Native American	14	21	14	16	17
Pacific Islander	55	61	50	56	49
White	3,639	3,436	3,208	2,950	2,669
Multiethnic	599	616	647	670	613
Other/Unknown	79	79	79	235	161
% African American	4%	4%	4%	4%	4%
% Asian	14%	15%	17%	18%	18%
% Filipino	5%	5%	5%	5%	5%
% Latino	30%	31%	31%	30%	30%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	1%	1%	1%	1%	1%
% White	39%	37%	34%	33%	32%
% Multiethnic	6%	7%	7%	7%	7%
% Other/Unknown	1%	1%	1%	3%	2%

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Las Positas College

Student Enrollment Status

College-Wide					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
First-Time Any College	1,711	1,627	1,687	1,746	1,669
First-Time Transfer	875	930	982	764	585
Continuing	5,734	5,787	5,621	5,526	5,135
Returning	852	776	730	676	611
Concurrent Enrollment	152	251	294	349	339
% First-Time Any College	18%	17%	18%	19%	20%
% First-Time Transfer	9%	10%	11%	8%	7%
% Continuing	61%	62%	60%	61%	62%
% Returning	9%	8%	8%	7%	7%
% Concurrent Enrollment	2%	3%	3%	4%	4%
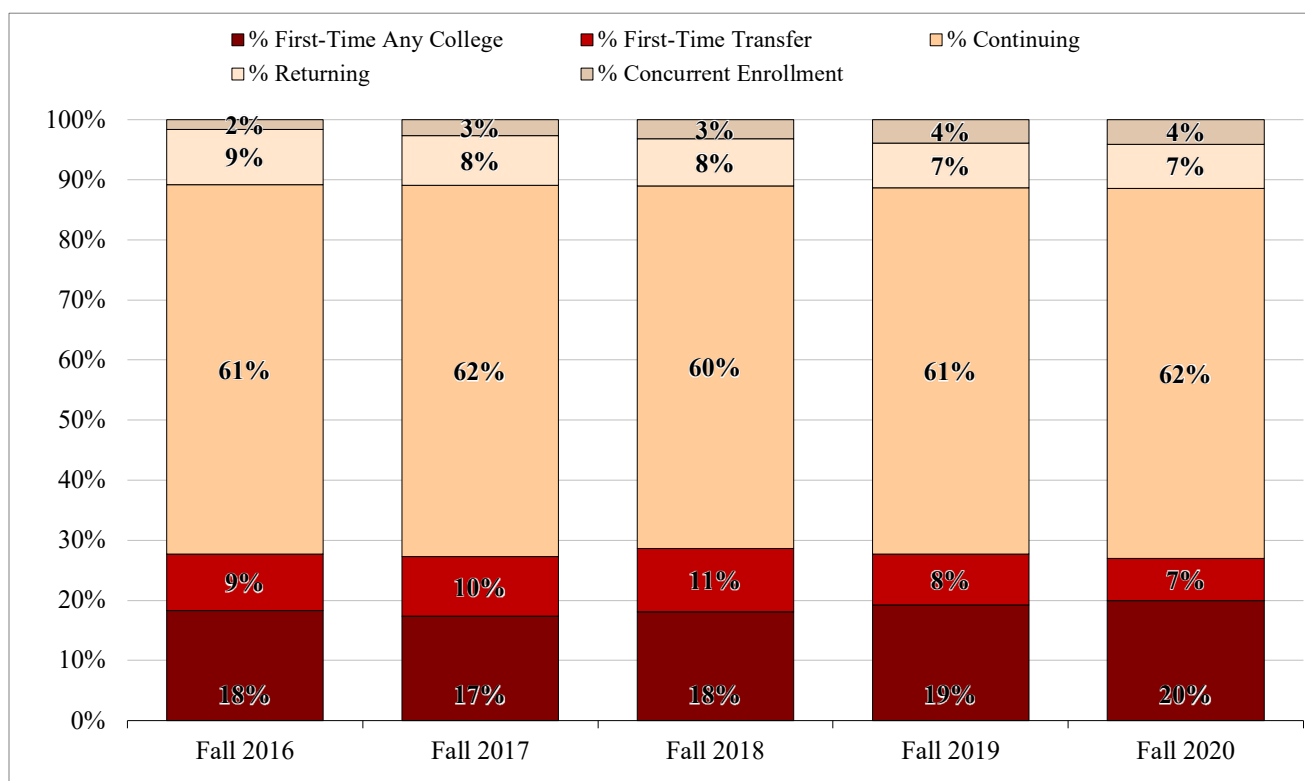
Definitions:

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

College-Wide					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Full-Time (15 units or more)	1,220	1,275	1,277	1,248	1,144
Full-Time (12 to 14.5 units)	2,342	2,295	2,271	2,186	1,970
Part-Time (6 to 11.5 units)	3,501	3,621	3,706	3,460	3,242
Part-Time (0.5 to 5.5 units)	2,263	2,181	2,060	2,078	1,837
Non-Credit Only				89	147
% Full-Time (15+ units)	13%	14%	14%	14%	14%
% Full-Time (12 - 14.5)	25%	24%	24%	24%	24%
% Part-Time (6 - 11.5)	38%	39%	40%	38%	39%
% Part-Time (0.5 - 5.5)	24%	23%	22%	23%	22%
% Non-Credit Only	0%	0%	0%	1%	2%
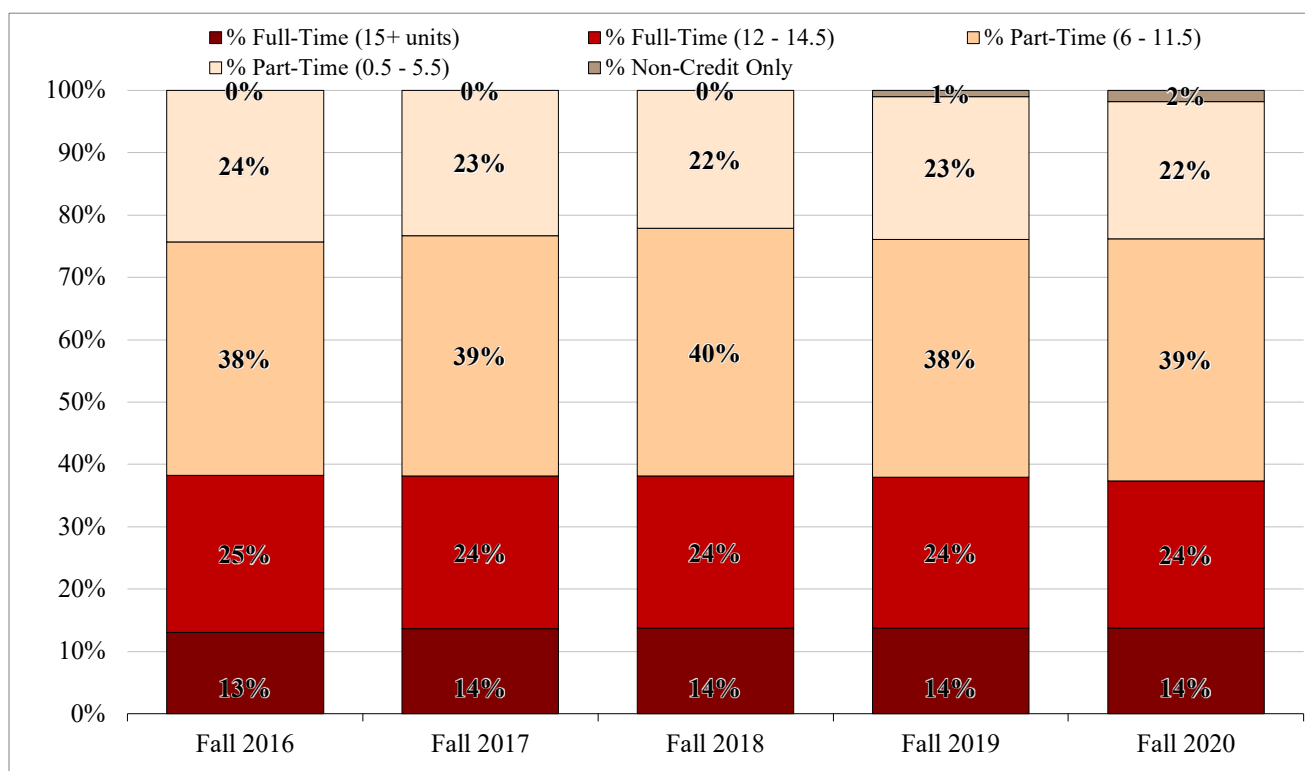
Students Using Distance Education

| College-Wide					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Face-to-Face (F2F) Only	6,641	6,445	6,324	5,948	105
Both F2F and DE	1,687	1,864	2,034	2,087	278
Distance Education (DE) Only	998	1,063	956	1,026	7,957
% Face-to-Face (F2F) Only	71%	69%	68%	66%	1%
% Both F2F and DE	18%	20%	22%	23%	3%
% Distance Education (DE) Only	11%	11%	10%	11%	95%
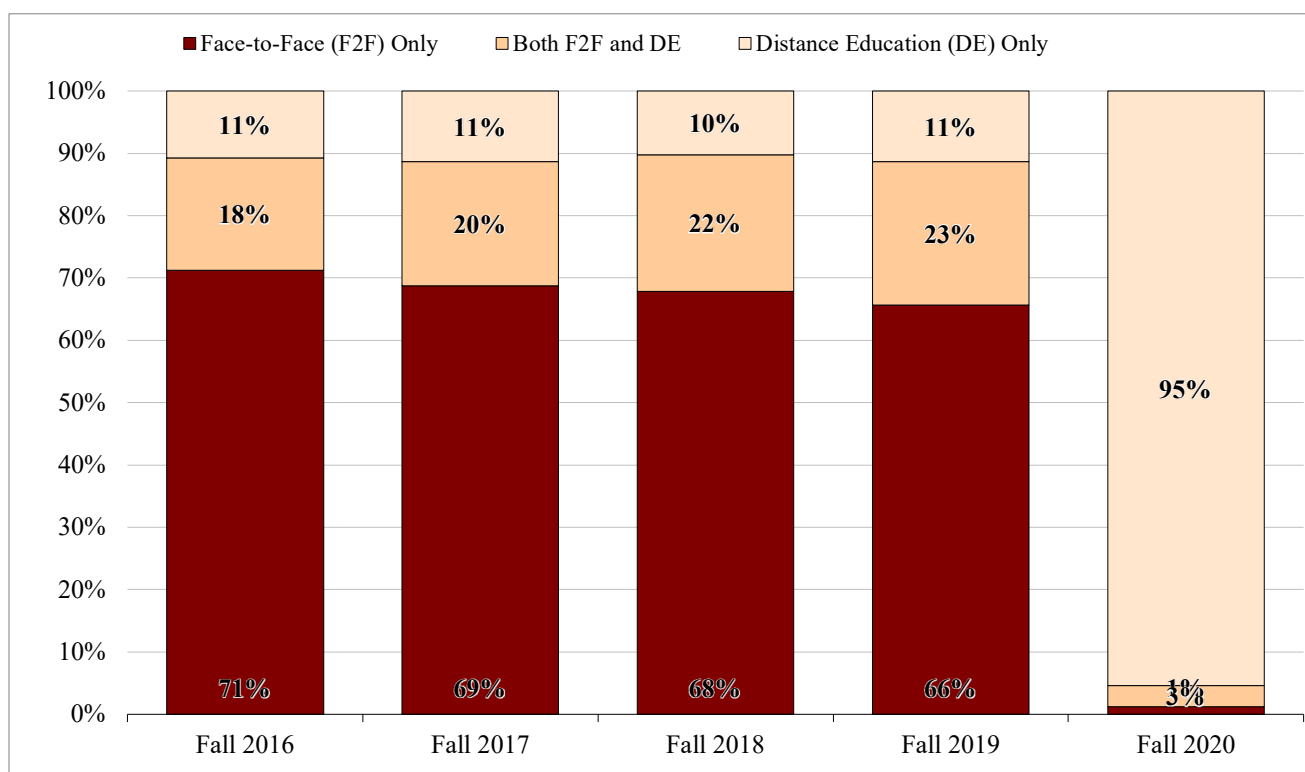
Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic,
DE sections were distinguished through provisional designations.

Student Educational Goal

College-Wide					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Transfer (w/ or w/o AA/AS degree)	6,085	6,149	5,964	5,780	5,537
Associate Degree Only (AA/AS)	567	525	554	547	529
Occupational Certificate or Job Training	1,067	1,088	1,173	1,054	909
Improve English/Math Basic Skills	207	206	216	256	147
Personal Development (intellectual/cultural)	254	259	296	371	305
Other	63	86	106	102	144
Undecided	997	1,001	973	931	759
Unknown	86	58	32	20	10
% Transfer (w/ or w/o AA/AS degree)	65%	66%	64%	64%	66%
% Associate Degree Only (AA/AS)	6%	6%	6%	6%	6%
% Occupational Certificate or Job Training	11%	12%	13%	12%	11%
% Improve English/Math Basic Skills	2%	2%	2%	3%	2%
% Personal Development (intellectual/cultural)	3%	3%	3%	4%	4%
% Other	1%	1%	1%	1%	2%
% Undecided	11%	11%	10%	10%	9%
% Unknown	1%	1%	<1%	<1%	<1%
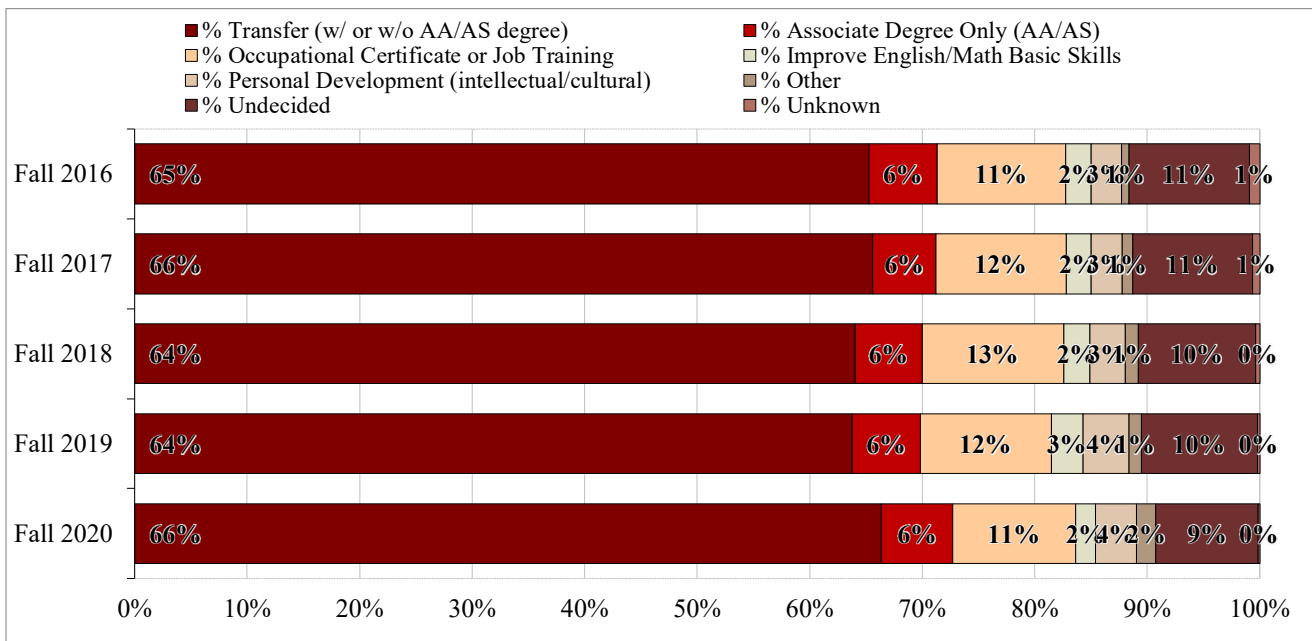
Definitions:

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

College-Wide					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
High School/Adult School	216	320	383	433	402
Freshmen (<30 units)	5,080	4,960	4,759	4,477	4,031
Sophomore (30-59 units)	1,903	1,916	1,923	1,967	1,921
Other Undergraduate (60 units or more)	1,036	1,004	953	975	1,003
AA/AS Degree	335	335	338	298	259
BA/BS or Higher Degree	756	837	958	911	724
% High School/Adult School	2%	3%	4%	5%	5%
% Freshmen (<30 units)	54%	53%	51%	49%	48%
% Sophomore (30-59 units)	20%	20%	21%	22%	23%
% Other Undergraduate (60 units or more)	11%	11%	10%	11%	12%
% AA/AS Degree	4%	4%	4%	3%	3%
% BA/BS or Higher Degree	8%	9%	10%	10%	9%
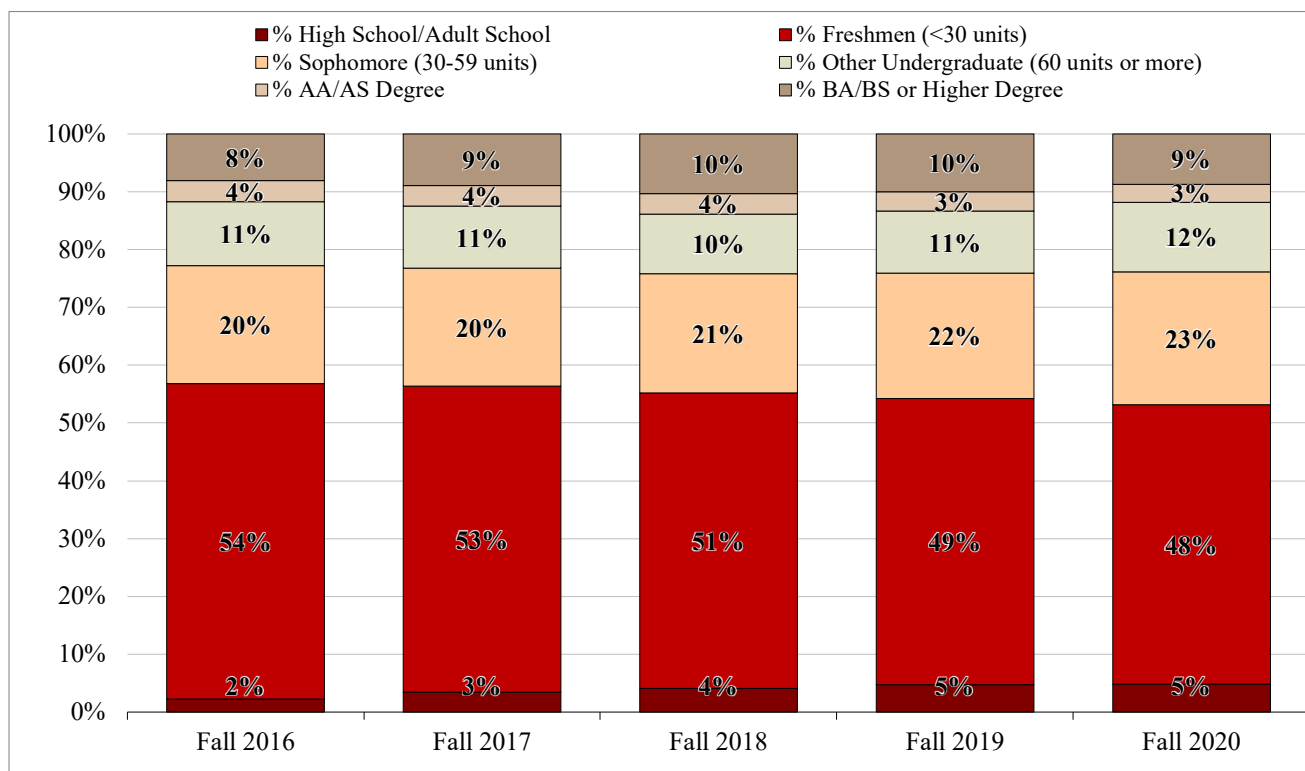
Student Performance: Grade Distribution

| College-Wide					
Term					
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Total Course Enrollments	**25,496**	**25,474**	**25,367**	**25,226**	**22,385**
Course Success Rates	**70%**	**71%**	**72%**	**70%**	**73%**
A	33%	34%	35%	36%	43%
B	21%	20%	20%	19%	18%
C	13%	13%	12%	12%	10%
P	4%	4%	5%	4%	3%
Course Non-Success Rate	**14%**	**14%**	**13%**	**13%**	**8%**
D	5%	4%	4%	4%	2%
F*	10%	10%	9%	9%	6%
Withdrawals (see note)	**15%**	**15%**	**15%**	**16%**	**19%**
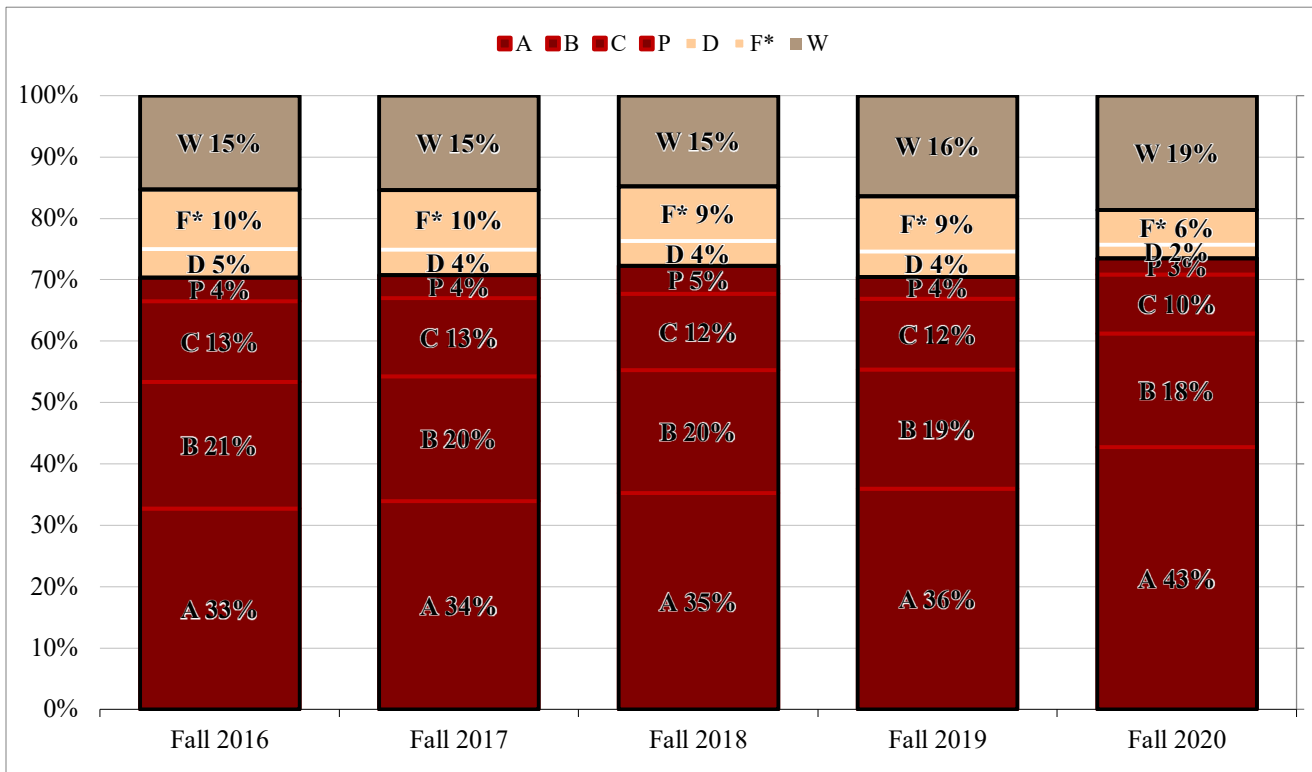
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D' or F* (includes: 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP').

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW', or, (2) a course dropped due to COVID-19.

Student Performance: Distance Education

College-Wide					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Total Course Enrollments	25,496	25,474	25,367	25,226	22,385
Face-to-Face (F2F) Sections	21,711	21,221	21,042	20,528	460
Success Rates	72%	72%	74%	72%	85%
Non-Success Rates	14%	13%	13%	13%	3%
Withdrawals	14%	15%	14%	16%	12%
Distance Education (DE) Sections	3,785	4,253	4,325	4,698	21,925
Success Rates	61%	63%	66%	66%	73%
Non-Success Rates	17%	17%	15%	14%	8%
Withdrawals	22%	20%	19%	20%	19%
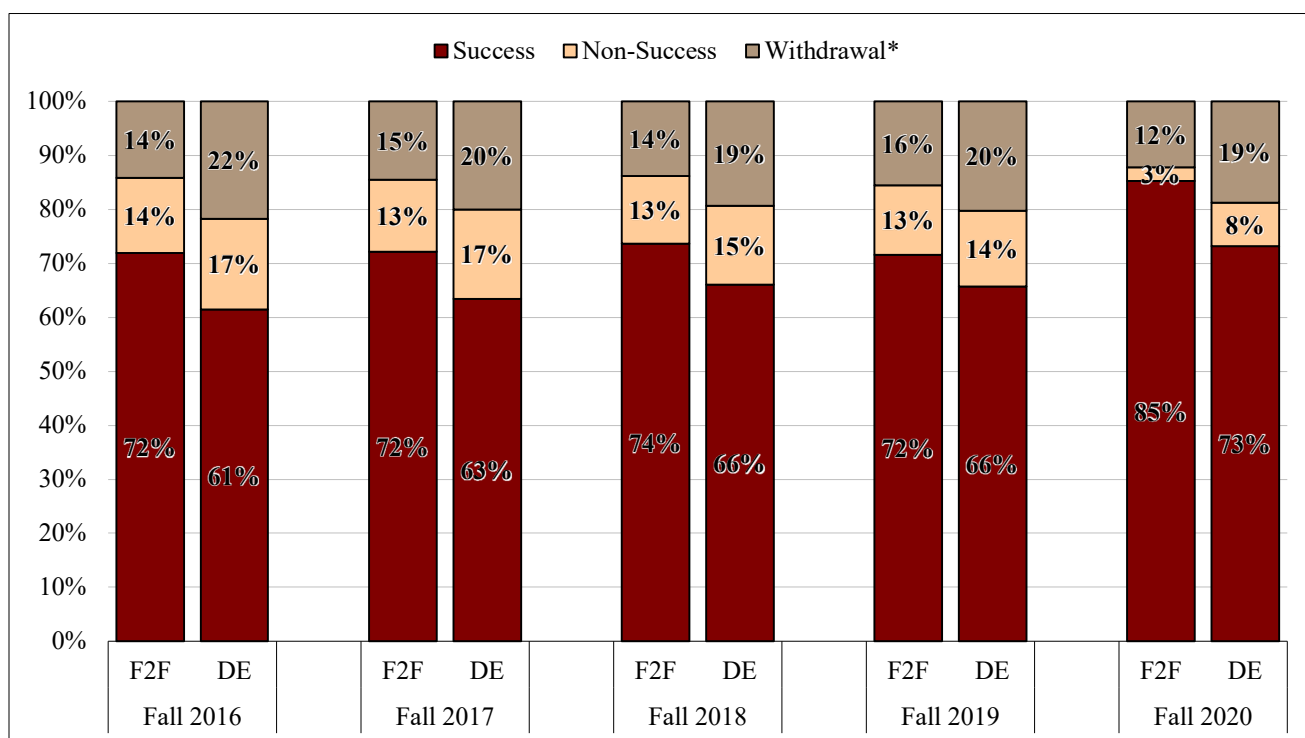
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP'.

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW', or, (2) a course dropped due to COVID-19.

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Enrollment Management: Part 1

College-Wide					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
WSCH	100,910	102,674	102,824	101,776	87,656
FTES	3,264.6	3,331.5	3,341.0	3,306.5	2,846.6
FTEF	198.8	204.0	209.3	213.7	196.0
Productivity (WSCH/FTEF)	507.6	503.4	491.3	476.3	447.2

Productivity (WSCH/FTEF)

Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
507.6	503.4	491.3	476.3	447.2

FTES

Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
3,264.6	3,331.5	3,341.0	3,306.5	2,846.6
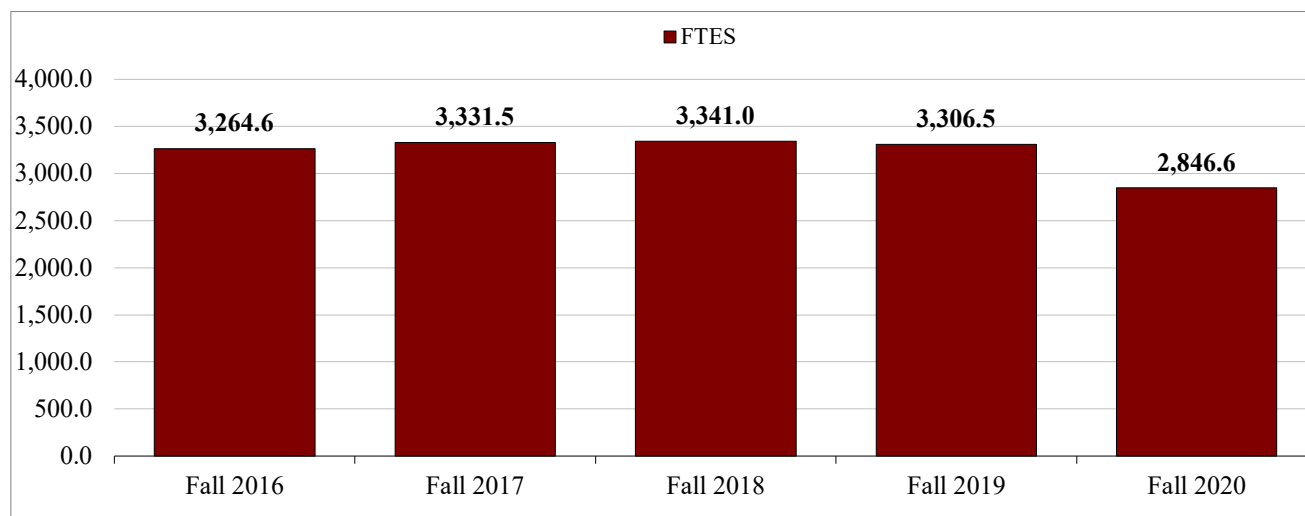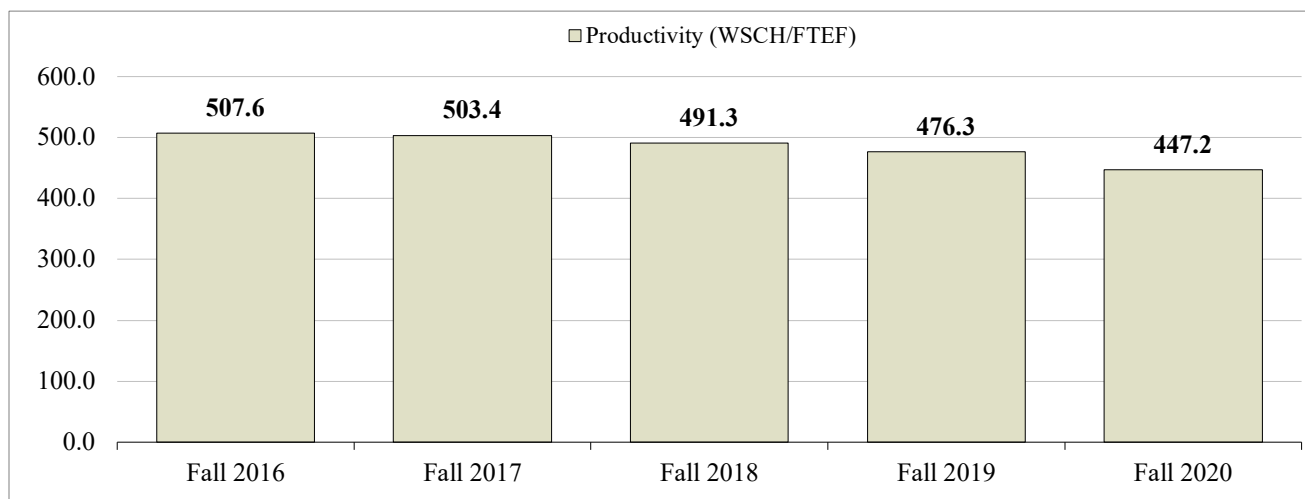
Definitions:

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 are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/20/21.

Enrollment Management: Part 2

| College-Wide					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
FTEF from Full-Time Faculty	83.3	86.3	92.7	97.9	90.6
% FTEF from Full-Time Faculty	42%	42%	44%	46%	46%
Enrollments	25,496	25,474	25,367	25,226	22,385
Capacity (seats available)	28,188	28,047	29,071	28,910	26,241
Fill Rate	90%	91%	87%	87%	85%
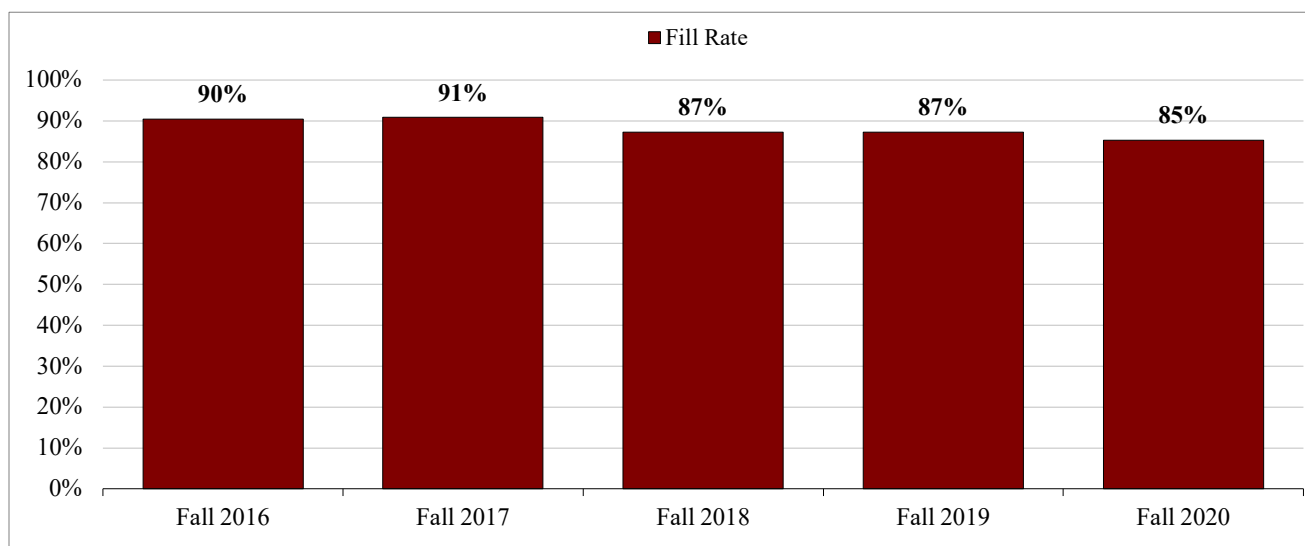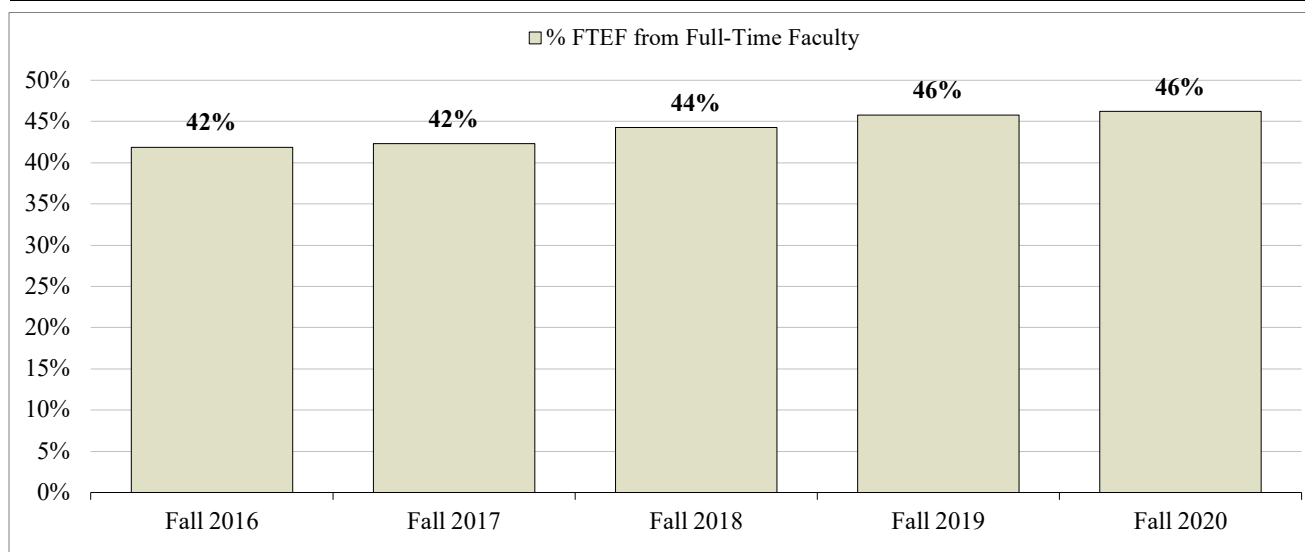
Definitions:

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 are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/20/21.

Prior Experience in English & Math

Fall 2020		
College-Wide		
	Num	**Pct**
College English		
Completed College-level or Higher	4,353	52%
Attempted College-level	438	5%
Attempted Below College-level	86	1%
No Attempt (with placement)	1,974	24%
No Attempt (no placement)	1,489	18%
College Math		
Completed College-level or Higher	4,972	60%
Attempted College-level	199	2%
Attempted Below College-level	261	3%
No Attempt (with placement)	1,555	19%
No Attempt (no placement)	1,353	16%

College English — College Math pie charts

Legend:
- Completed College-level or Higher
- Attempted College-level
- Attempted Below College-level
- No Attempt (w placement)
- No Attempt (no placement)
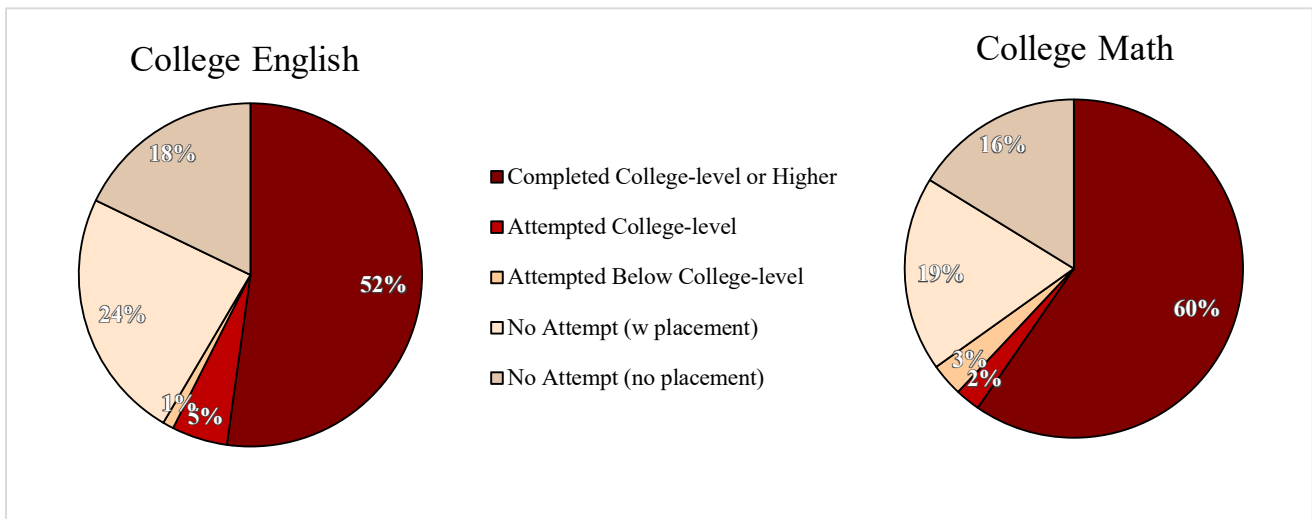
Definitions:

College English: Completed College-level = successfully completed ENG 1A, 1AEX, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted ENG 1A or 1AEX but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted ENG 102, 104, 105, 100A , 100B, NENG 204, or ESL 25 prior to indicated term.

No Attempt (w placement) = no previous English enrollments within the sequence but has used a placement tool.

No Atempt (no placement) = no previous English enrollments within the sequence and did not utilize a placement tool.

College Math:

Completed College-level = succesfully completed MATH 55, 50, NMAT 255 or 250, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted MATH 55, 50, NMAT 255 or 250 but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted MATH 110, 107, NMAT 210 or 207 prior to indicated term.

No Attempt (w placement) = no previous Math enrollments within the sequence but has used a placement tool.

No Atempt (no placement) = no previous Math enrollments within the sequence and did not utilize a placement tool.