Las Positas College

Program Review Data Packet

Spring 2018 to Spring 2022

COLLEGE-WIDE

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

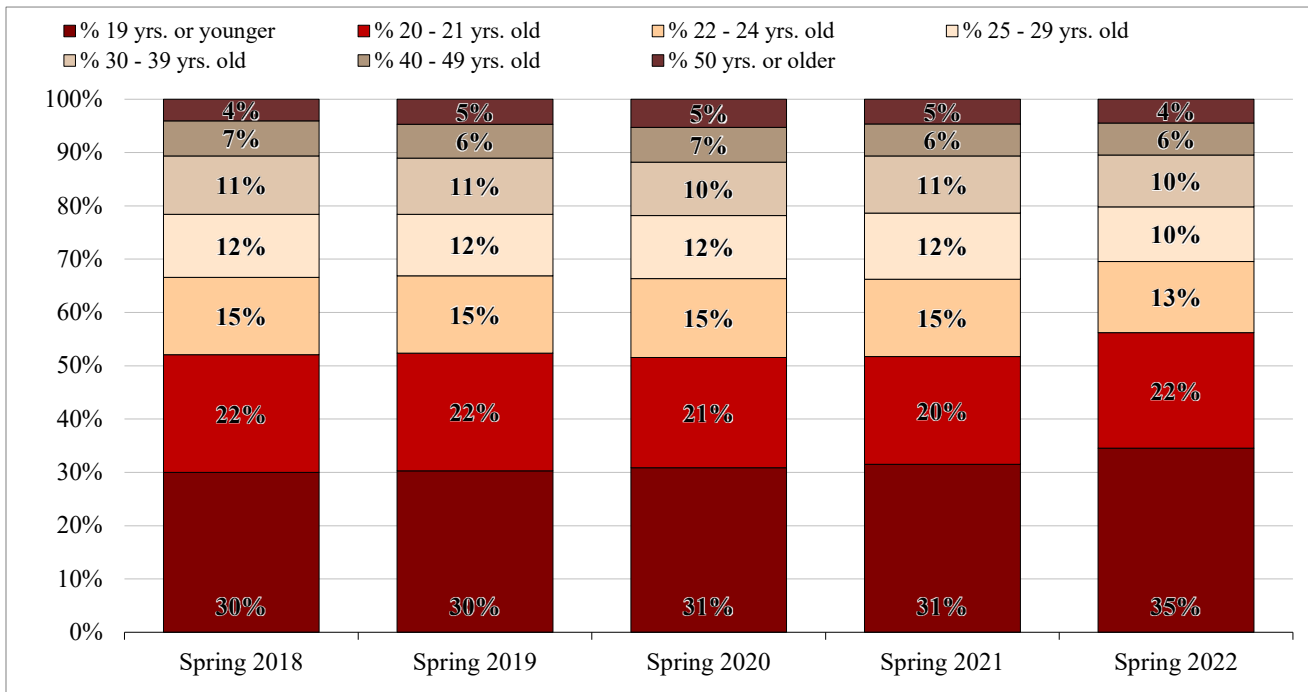| College-Wide					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Student Headcount	9,153	8,737	8,590	8,045	6,565
Total Course Enrollments	23,934	23,320	23,360	20,865	17,107
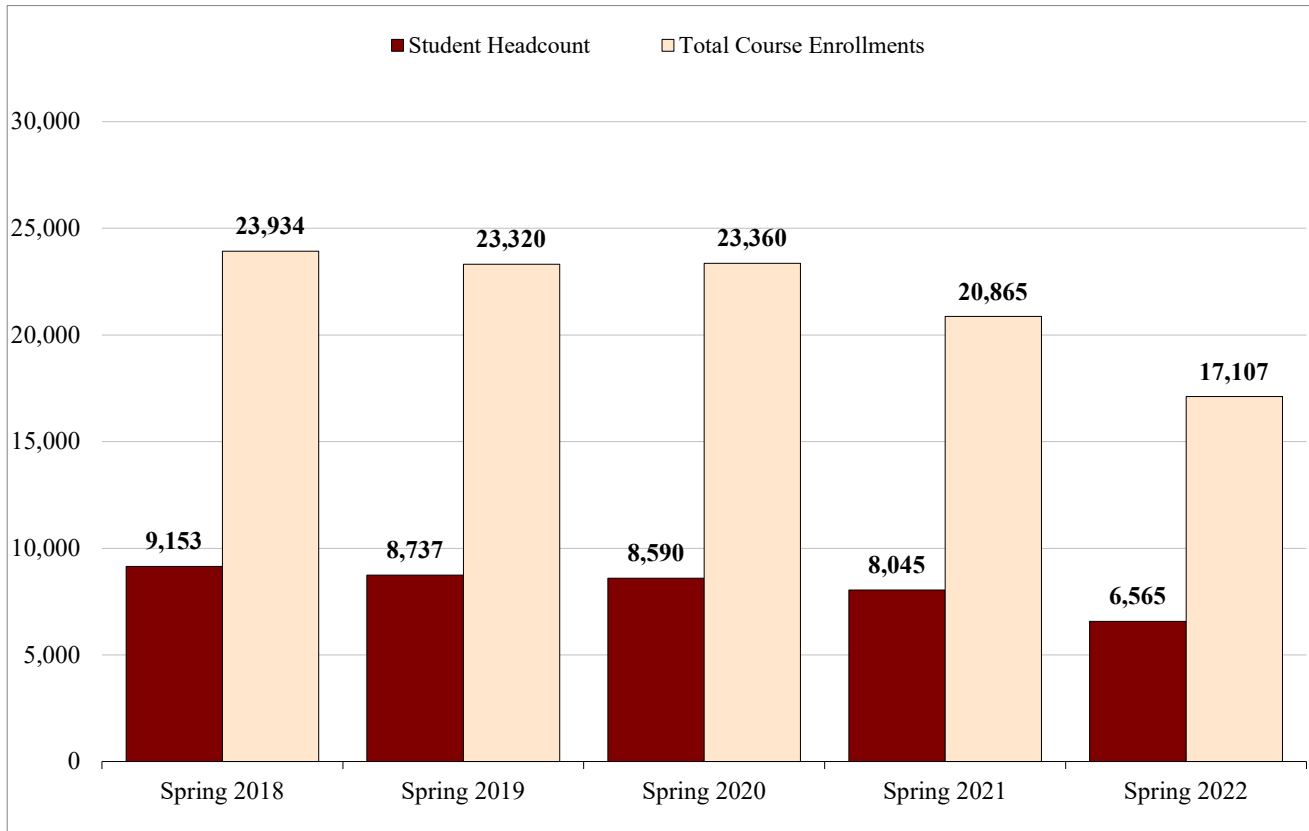
Definitions:

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.
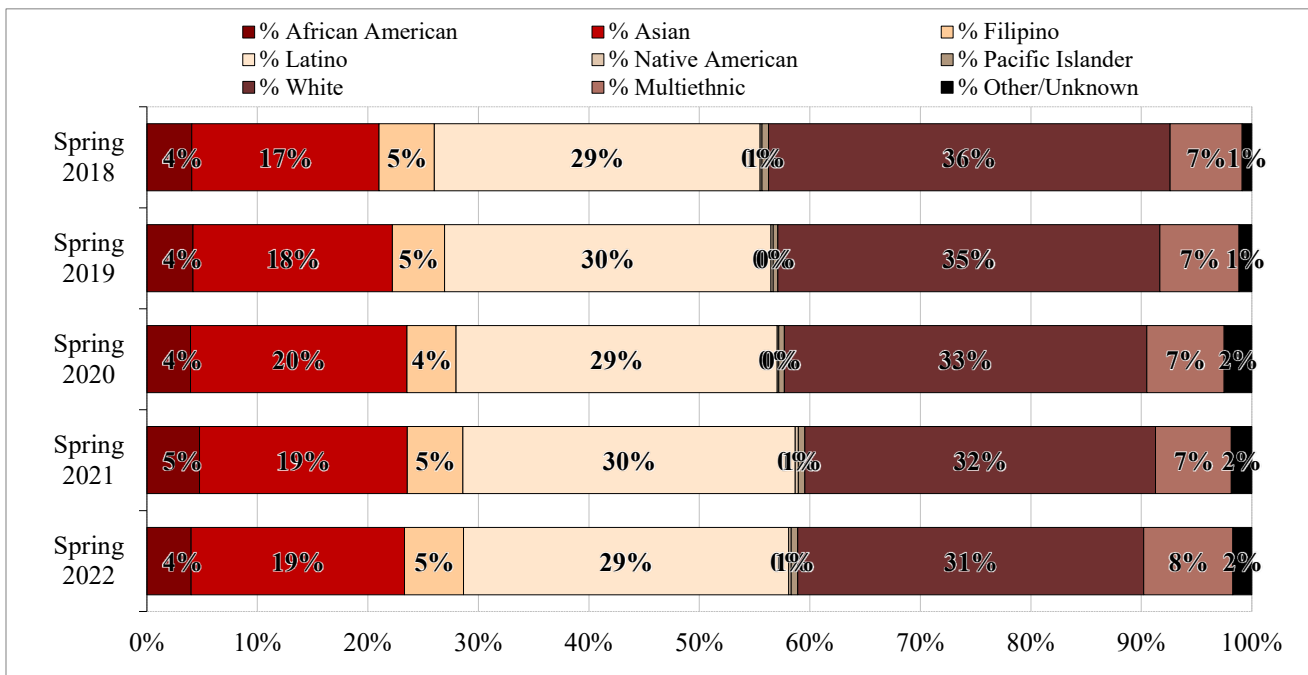
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Student Demographics: Gender & Age

College-Wide					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Female	4,596	4,479	4,432	4,325	3,431
Male	4,396	4,090	3,974	3,557	3,013
19 yrs. or younger	2,744	2,645	2,653	2,533	2,267
20-21 yrs. old	2,020	1,931	1,774	1,630	1,423
22-24 yrs. old	1,328	1,268	1,273	1,167	876
25-29 yrs. old	1,085	1,005	1,013	999	672
30-39 yrs. old	1,005	923	864	861	639
40-49 yrs. old	600	556	559	481	394
50 yrs. or older	371	409	454	374	294
% Female	51%	52%	53%	55%	53%
% Male	49%	48%	47%	45%	47%
% 19 yrs. or younger	30%	30%	31%	31%	35%
% 20 - 21 yrs. old	22%	22%	21%	20%	22%
% 22 - 24 yrs. old	15%	15%	15%	15%	13%
% 25 - 29 yrs. old	12%	12%	12%	12%	10%
% 30 - 39 yrs. old	11%	11%	10%	11%	10%
% 40 - 49 yrs. old	7%	6%	7%	6%	6%
% 50 yrs. or older	4%	5%	5%	5%	4%

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Student Demographic: Race-Ethnicity

College-Wide					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
African American	371	365	340	384	263
Asian	1,553	1,577	1,681	1,511	1,268
Filipino	457	412	383	406	350
Latino	2,698	2,581	2,496	2,420	1,932
Native American	15	16	13	22	15
Pacific Islander	56	38	42	47	39
White	3,327	3,022	2,818	2,554	2,056
Multiethnic	595	625	603	551	529
Other/Unknown	81	101	214	150	113
% African American	4%	4%	4%	5%	4%
% Asian	17%	18%	20%	19%	19%
% Filipino	5%	5%	4%	5%	5%
% Latino	29%	30%	29%	30%	29%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	1%	<1%	<1%	1%	1%
% White	36%	35%	33%	32%	31%
% Multiethnic	7%	7%	7%	7%	8%
% Other/Unknown	1%	1%	2%	2%	2%

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Student Enrollment Status

College-Wide					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
First-Time Any College	388	355	400	312	253
First-Time Transfer	788	680	624	449	360
Continuing	7,094	6,917	6,780	6,460	5,405
Returning	494	429	438	440	283
Concurrent Enrollment	389	356	348	383	263
% First-Time Any College	4%	4%	5%	4%	4%
% First-Time Transfer	9%	8%	7%	6%	5%
% Continuing	78%	79%	79%	80%	82%
% Returning	5%	5%	5%	5%	4%
% Concurrent Enrollment	4%	4%	4%	5%	4%
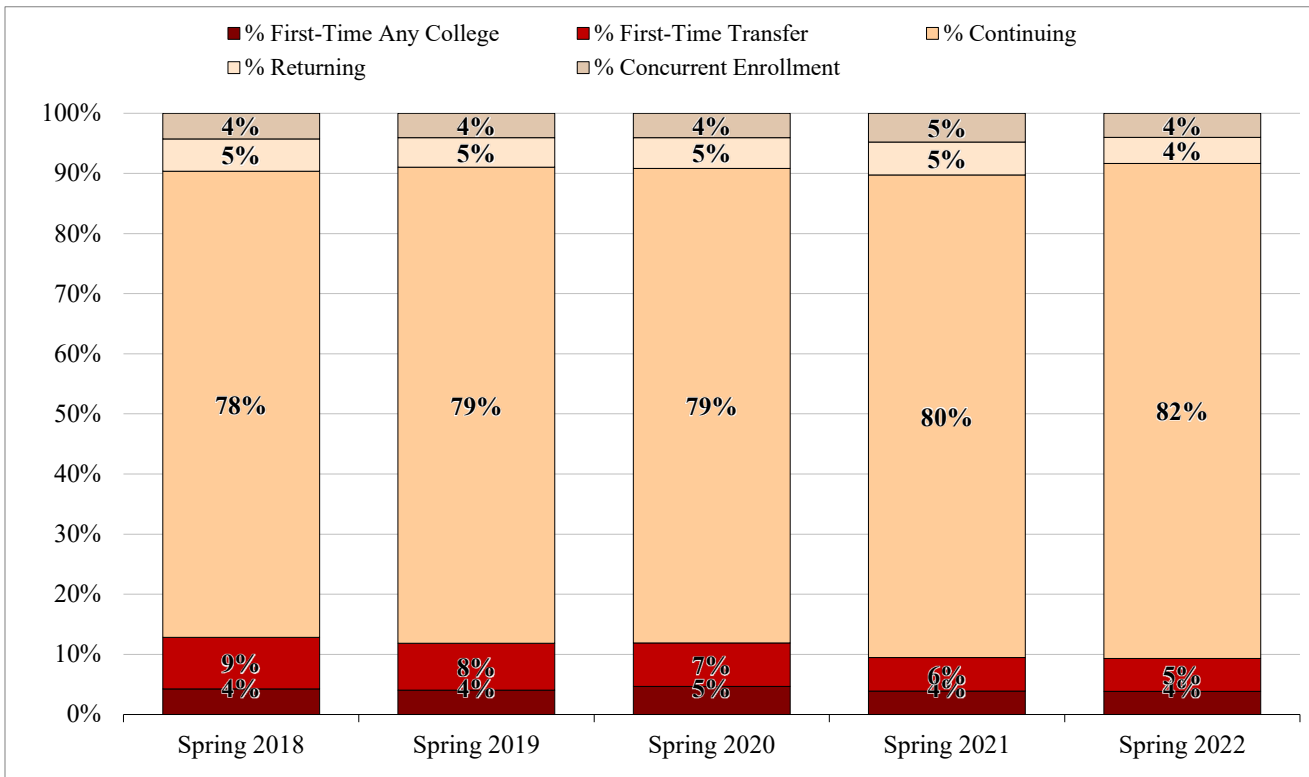
Definitions:

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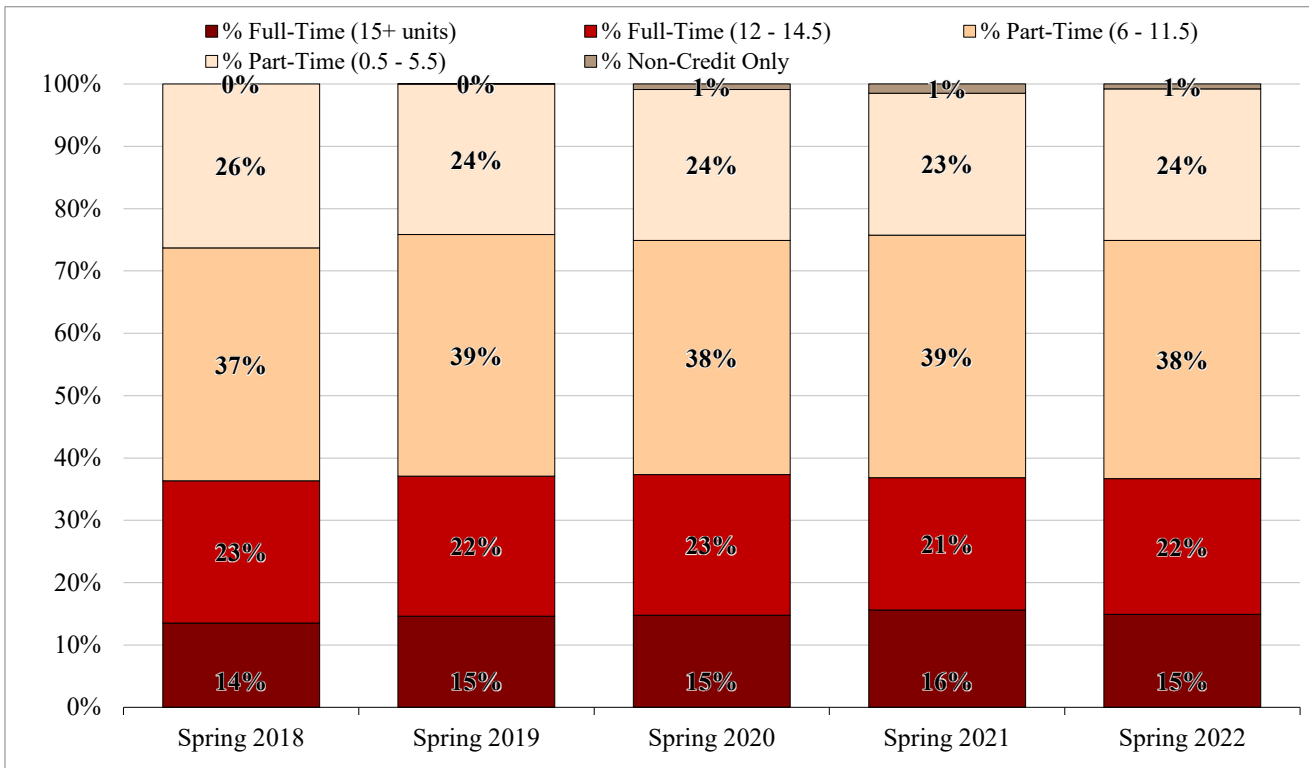
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Full-Time (15 units or more)	1,238	1,278	1,268	1,258	978
Full-Time (12 to 14.5 units)	2,087	1,962	1,937	1,705	1,430
Part-Time (6 to 11.5 units)	3,419	3,387	3,230	3,132	2,510
Part-Time (0.5 to 5.5 units)	2,409	2,109	2,077	1,831	1,594
Non-Credit Only		1	78	119	53
% Full-Time (15+ units)	14%	15%	15%	16%	15%
% Full-Time (12 - 14.5)	23%	22%	23%	21%	22%
% Part-Time (6 - 11.5)	37%	39%	38%	39%	38%
% Part-Time (0.5 - 5.5)	26%	24%	24%	23%	24%
% Non-Credit Only	0%	<1%	1%	1%	1%

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Students Using Distance Education

| College-Wide					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Face-to-Face (F2F) Only	6,085	5,658	5,108	369	1,409
Both F2F and DE	1,972	2,036	2,320	763	2,033
Distance Education (DE) Only	1,096	1,043	1,162	6,913	3,123
% Face-to-Face (F2F) Only	66%	65%	59%	5%	21%
% Both F2F and DE	22%	23%	27%	9%	31%
% Distance Education (DE) Only	12%	12%	14%	86%	48%
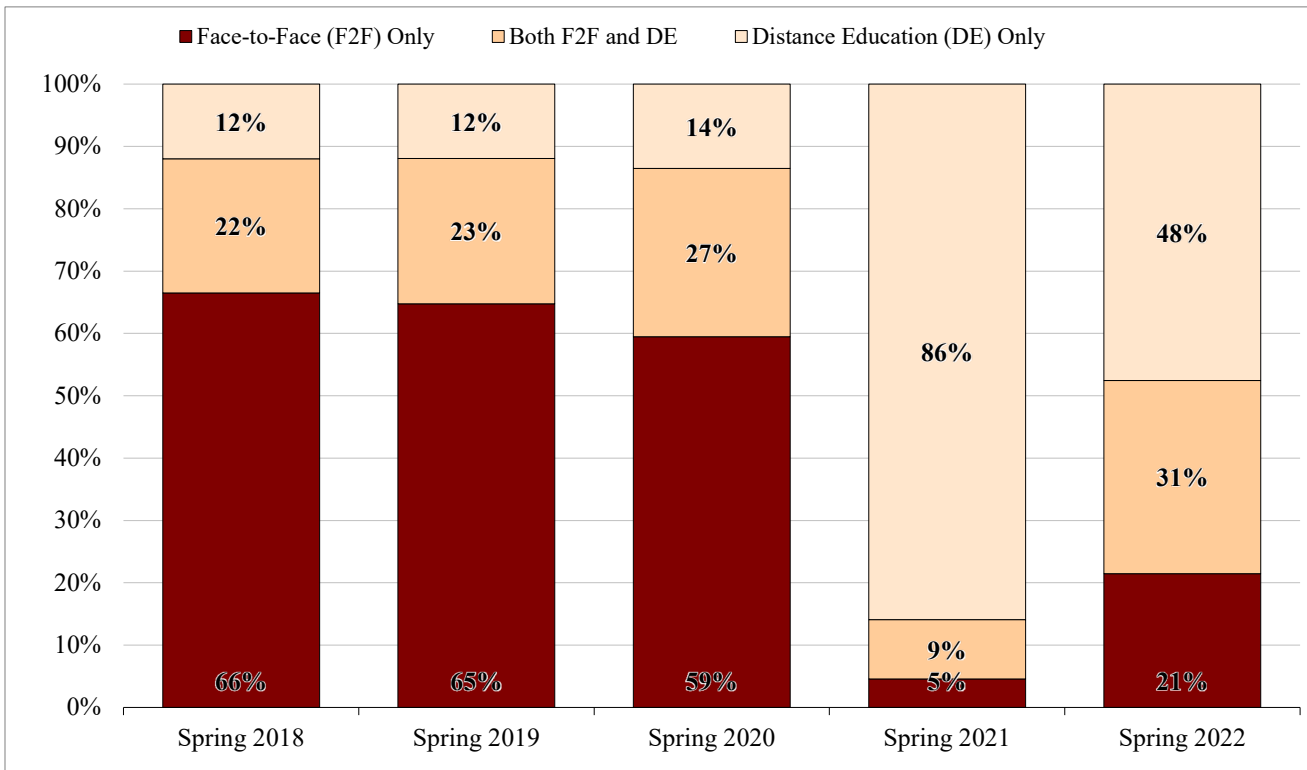
Definitions:

Distance Education (DE) includes enrollments in courses with section numbers designated as courses with 51% or more of instruction delivered online.

Due to the COVID-19 pandemic, 2020-21 DE courses were distinguished through provisional designations.

Student Educational Goal

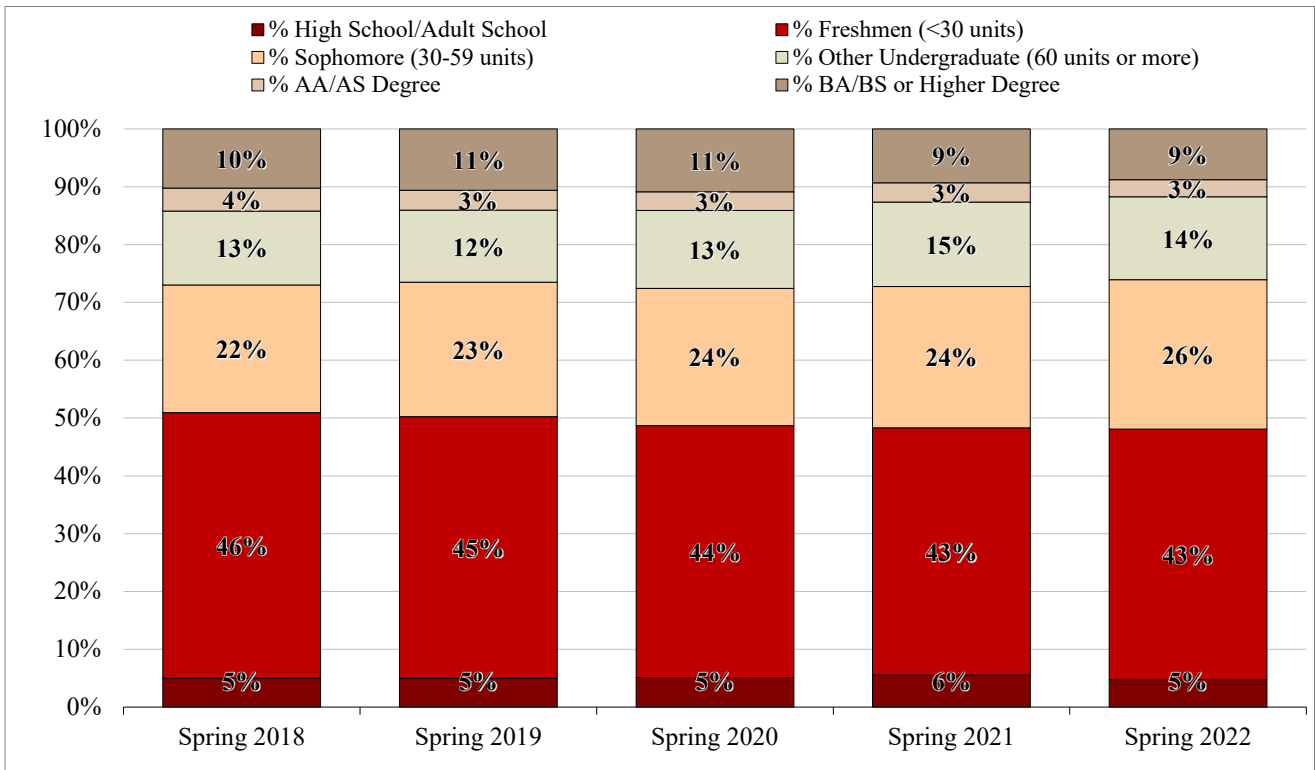| College-Wide					
Term					
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Transfer (w/ or w/o AA/AS degree)	5,869	5,525	5,428	5,221	4,413
Associate Degree Only (AA/AS)	486	527	511	522	411
Occupational Certificate or Job Training	1,154	1,116	1,042	939	688
Improve English/Math Basic Skills	223	208	257	139	144
Personal Development (intellectual/cultural)	301	350	362	335	235
Other	85	111	104	111	87
Undecided	983	876	863	768	581
Unknown	52	24	23	10	6
% Transfer (w/ or w/o AA/AS degree)	64%	63%	63%	65%	67%
% Associate Degree Only (AA/AS)	5%	6%	6%	6%	6%
% Occupational Certificate or Job Training	13%	13%	12%	12%	10%
% Improve English/Math Basic Skills	2%	2%	3%	2%	2%
% Personal Development (intellectual/cultural)	3%	4%	4%	4%	4%
% Other	1%	1%	1%	1%	1%
% Undecided	11%	10%	10%	10%	9%
% Unknown	1%	<1%	<1%	<1%	<1%
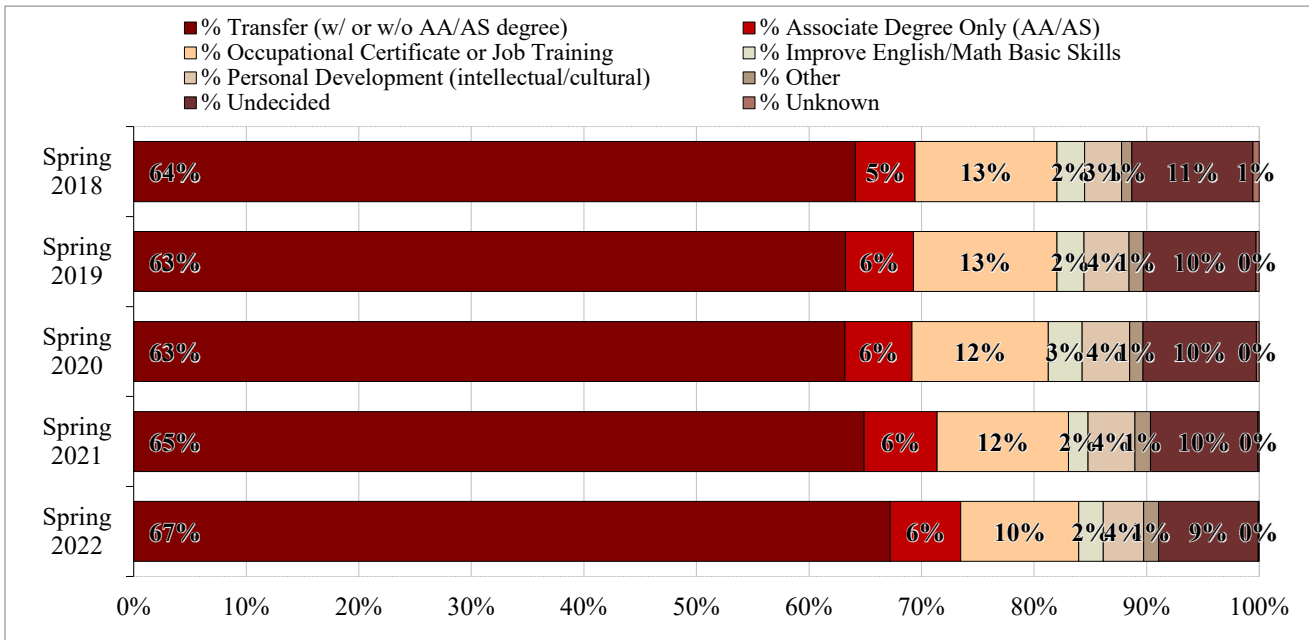
Definitions:

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.

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Highest Educational Level of Students

College-Wide					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
High School/Adult School	458	435	437	445	311
Freshmen (<30 units)	4,203	3,952	3,745	3,440	2,847
Sophomore (30-59 units)	2,021	2,034	2,037	1,969	1,696
Other Undergraduate (60 units or more)	1,171	1,088	1,159	1,172	941
AA/AS Degree	361	303	277	270	192
BA/BS or Higher Degree	939	925	935	749	578
% High School/Adult School	5%	5%	5%	6%	5%
% Freshmen (<30 units)	46%	45%	44%	43%	43%
% Sophomore (30-59 units)	22%	23%	24%	24%	26%
% Other Undergraduate (60 units or more)	13%	12%	13%	15%	14%
% AA/AS Degree	4%	3%	3%	3%	3%
% BA/BS or Higher Degree	10%	11%	11%	9%	9%

Student Performance: Grade Distribution

| College-Wide					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Total Course Enrollments	**23,934**	**23,320**	**23,360**	**20,865**	**17,107**
Course Success Rates	**73%**	**76%**	**71%**	**74%**	**74%**
A	35%	38%	41%	43%	43%
B	21%	21%	17%	19%	18%
C	13%	13%	8%	10%	10%
P	5%	3%	5%	2%	2%
Course Non-Success Rate	**12%**	**12%**	**5%**	**9%**	**12%**
D	4%	4%	1%	3%	3%
F*	8%	9%	4%	7%	9%
Withdrawals (see note)	**15%**	**12%**	**24%**	**17%**	**13%**
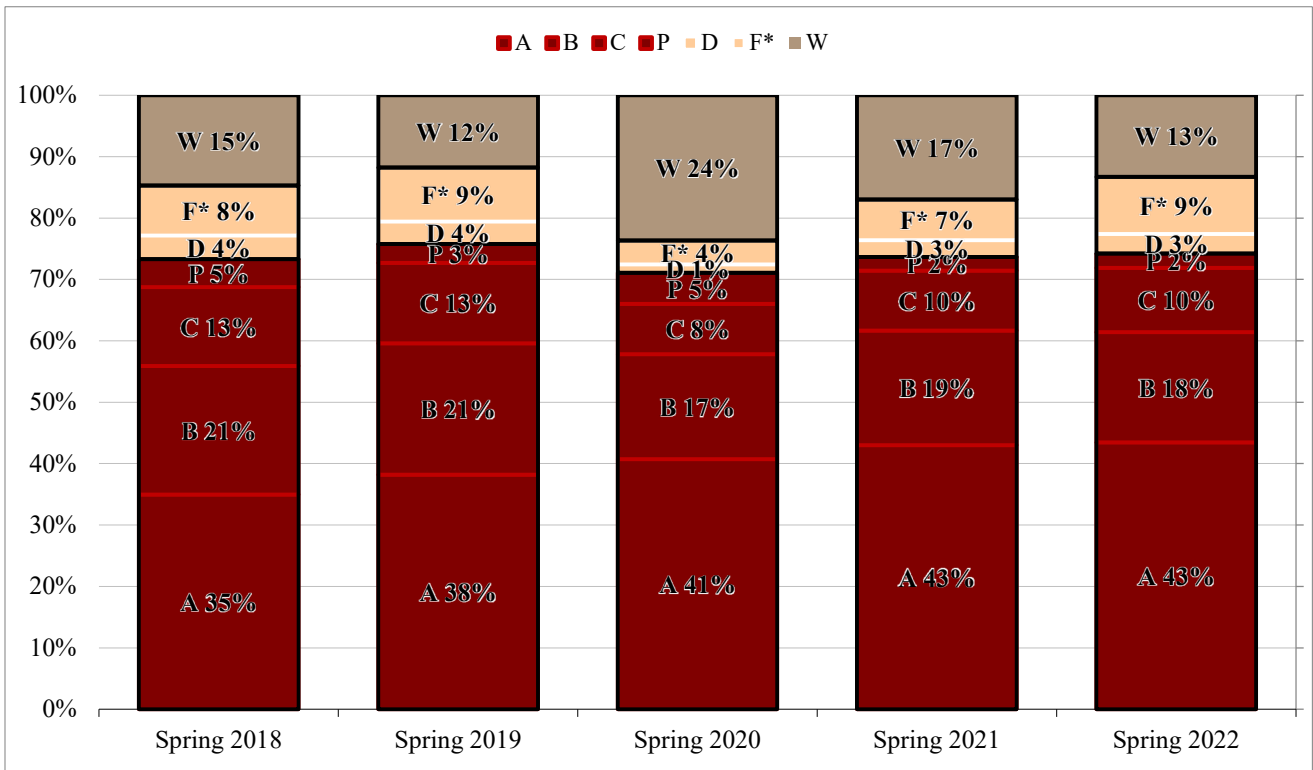
Definitions:

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				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Total Course Enrollments	**23,934**	**23,320**	**23,360**	**20,865**	**17,107**
Face-to-Face (F2F) Sections	**19,472**	**18,646**	**18,010**	**1,514**	**6,451**
Success Rates	74%	77%	71%	76%	79%
Non-Success Rates	12%	12%	5%	9%	10%
Withdrawals	14%	11%	23%	16%	10%
Distance Education (DE) Sections	**4,462**	**4,674**	**5,350**	**19,351**	**10,656**
Success Rates	69%	71%	70%	74%	71%
Non-Success Rates	13%	14%	5%	9%	14%
Withdrawals	18%	15%	24%	17%	15%
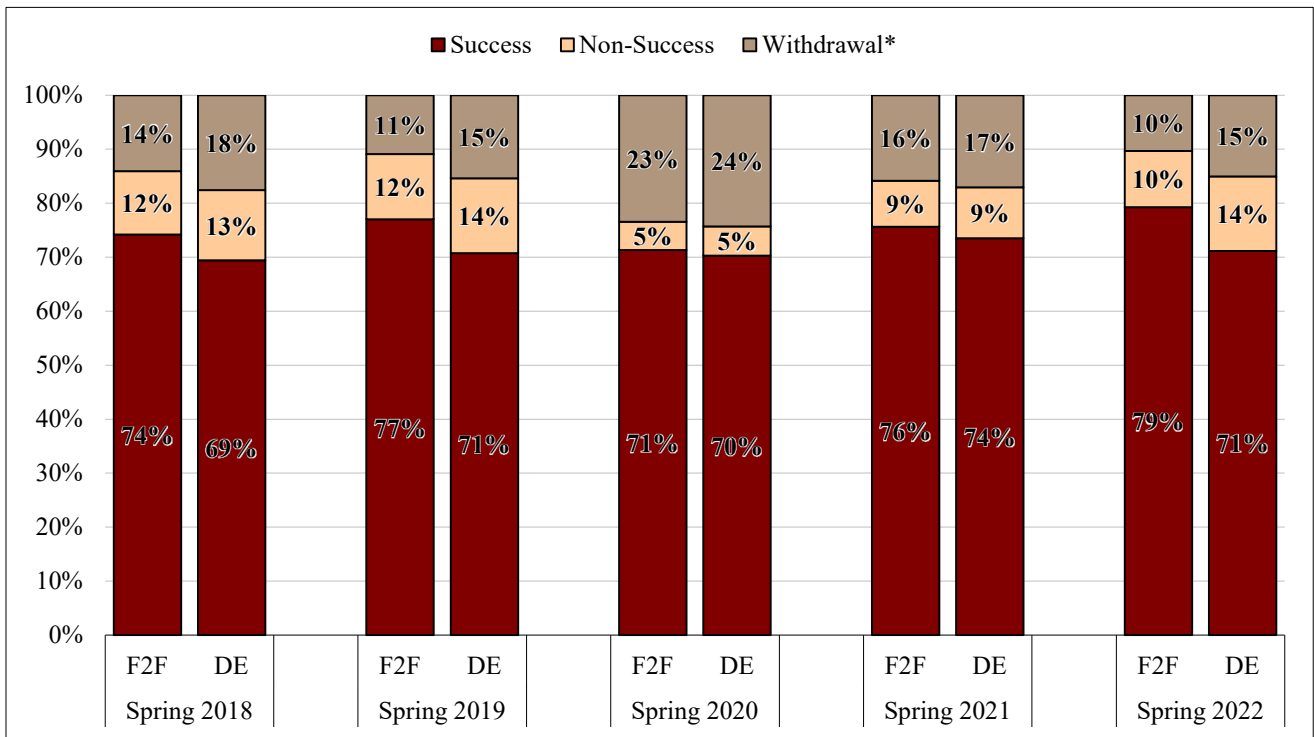
Definitions:

  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				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
WSCH	102,674	102,824	101,776	87,656	77,520
FTES	3,331.5	3,341.0	3,306.5	2,846.6	2,530.3
FTEF	204.0	209.3	213.7	196.0	191.5
Productivity (WSCH/FTEF)	503.4	491.3	476.3	447.2	404.7
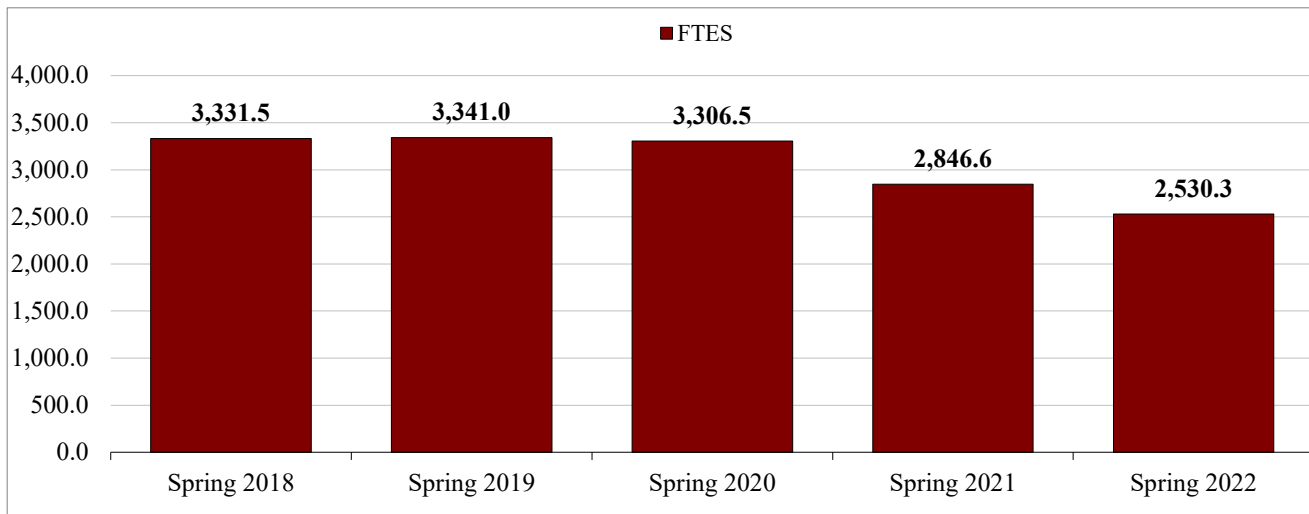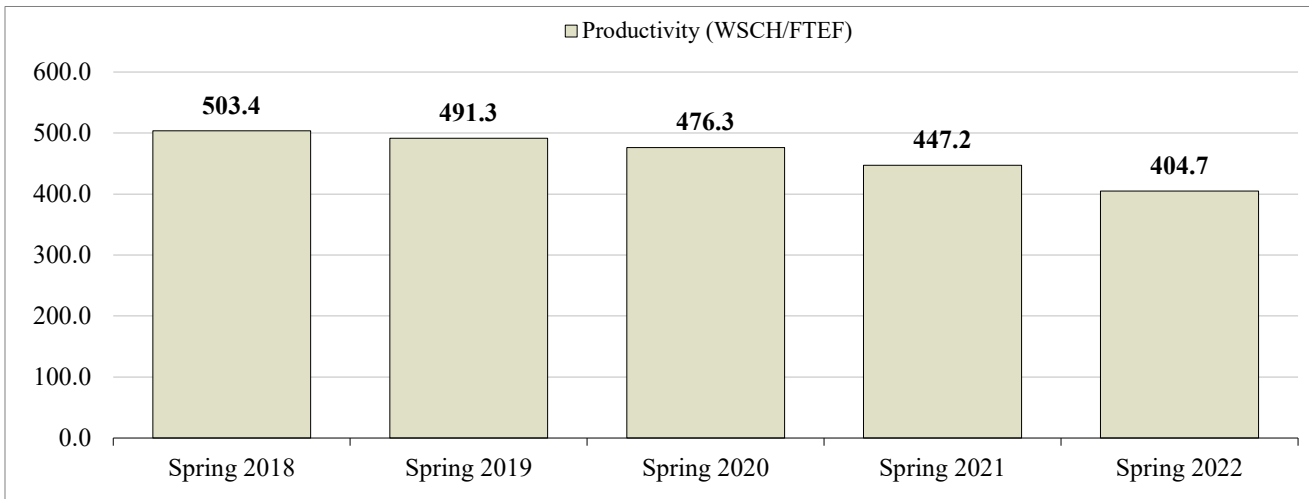
Definitions:

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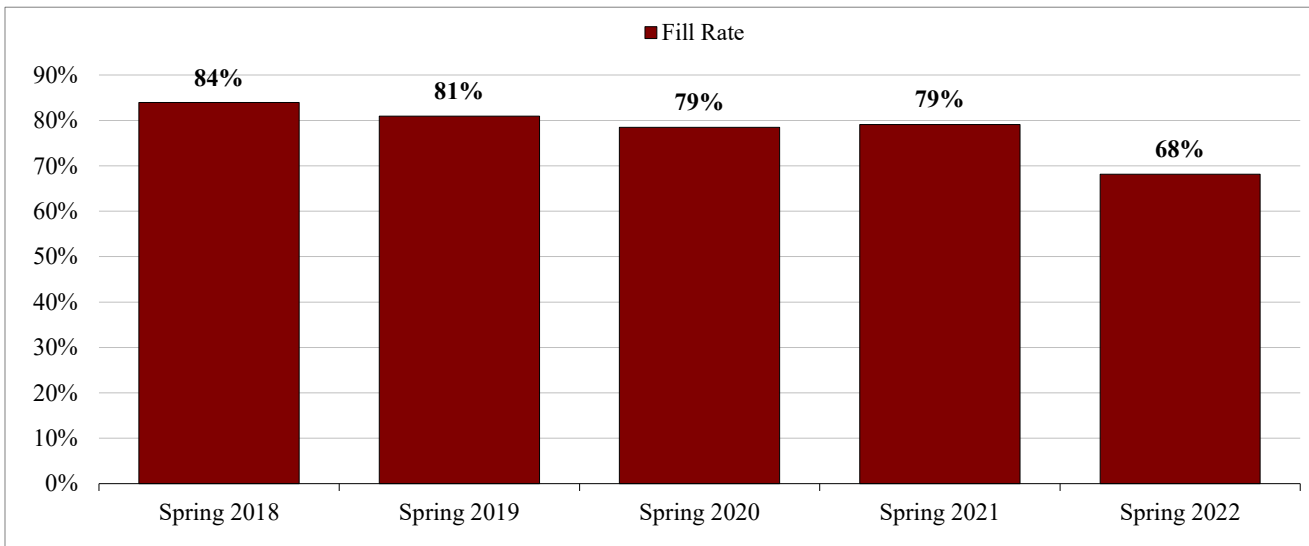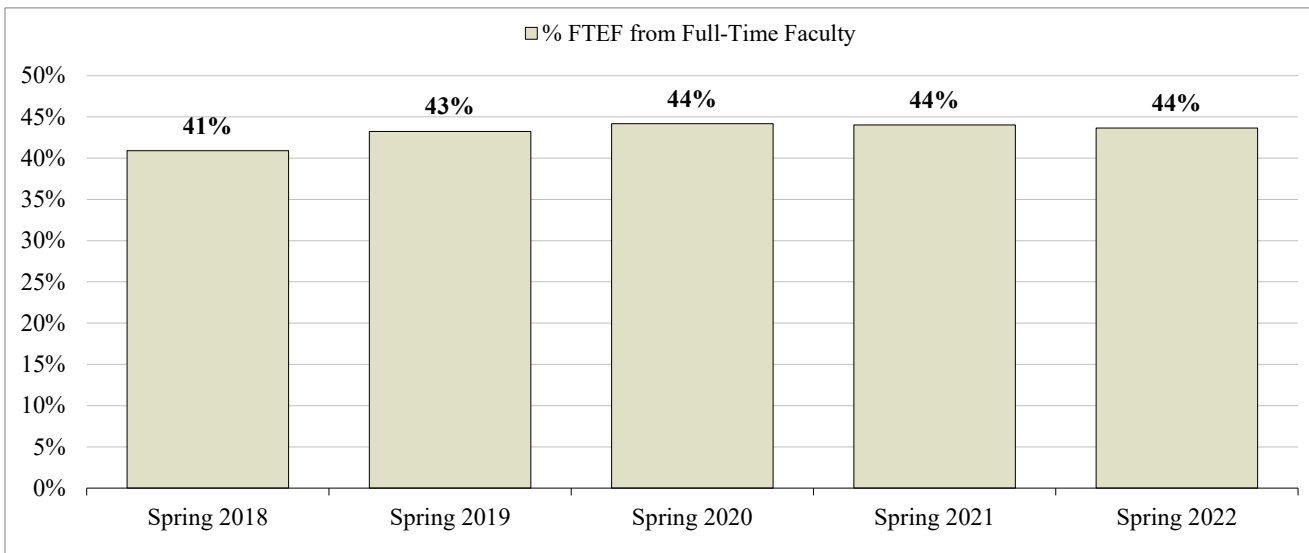
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
FTEF from Full-Time Faculty	83.5	90.5	94.4	86.3	83.6
% FTEF from Full-Time Faculty	41%	43%	44%	44%	44%
Enrollments	23,934	23,320	23,360	20,865	17,107
Capacity (seats available)	28,522	28,817	29,757	26,372	25,093
Fill Rate	84%	81%	79%	79%	68%

% FTEF from Full-Time Faculty

Term	%
Spring 2018	41%
Spring 2019	43%
Spring 2020	44%
Spring 2021	44%
Spring 2022	44%

Fill Rate

| Term	%
Spring 2018	84%
Spring 2019	81%
Spring 2020	79%
Spring 2021	79%
Spring 2022	68%

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

	Spring 2022	
	College-Wide	
	Num	**Pct**
College English		
Completed College-level or Higher	4,022	61%
Attempted College-level	490	7%
Attempted Below College-level	30	0%
No Attempt (with placement)	934	14%
No Attempt (no placement)	1,089	17%
College Math		
Completed College-level or Higher	4,345	66%
Attempted College-level	103	2%
Attempted Below College-level	160	2%
No Attempt (with placement)	914	14%
No Attempt (no placement)	1,043	16%
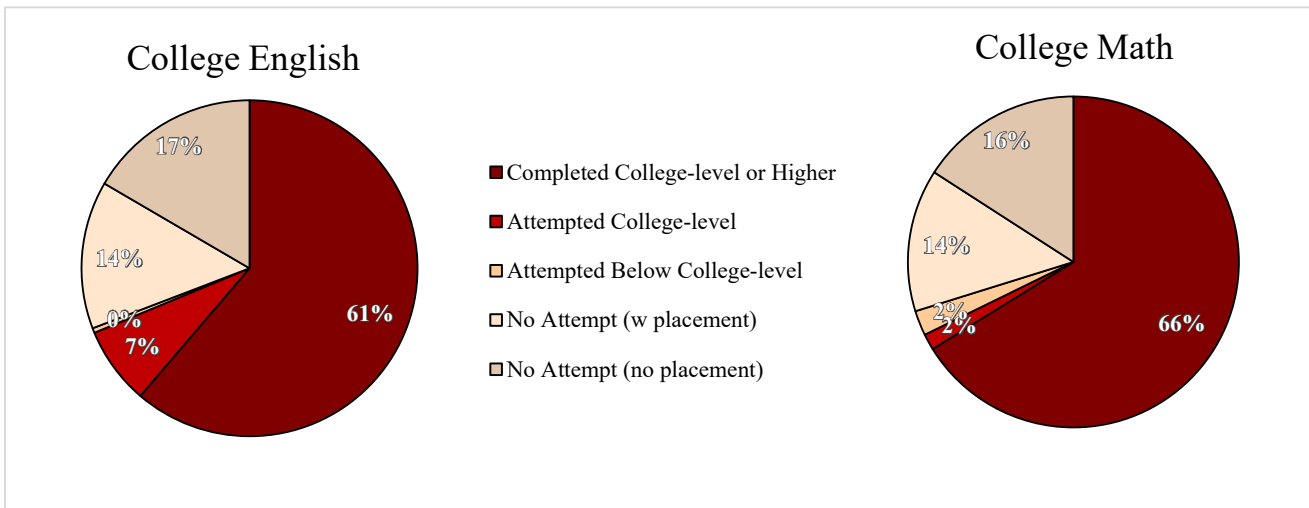
Definitions:

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