



Las Positas College

Discipline Program Review Data Packet

Fall 2019 to Spring 2024

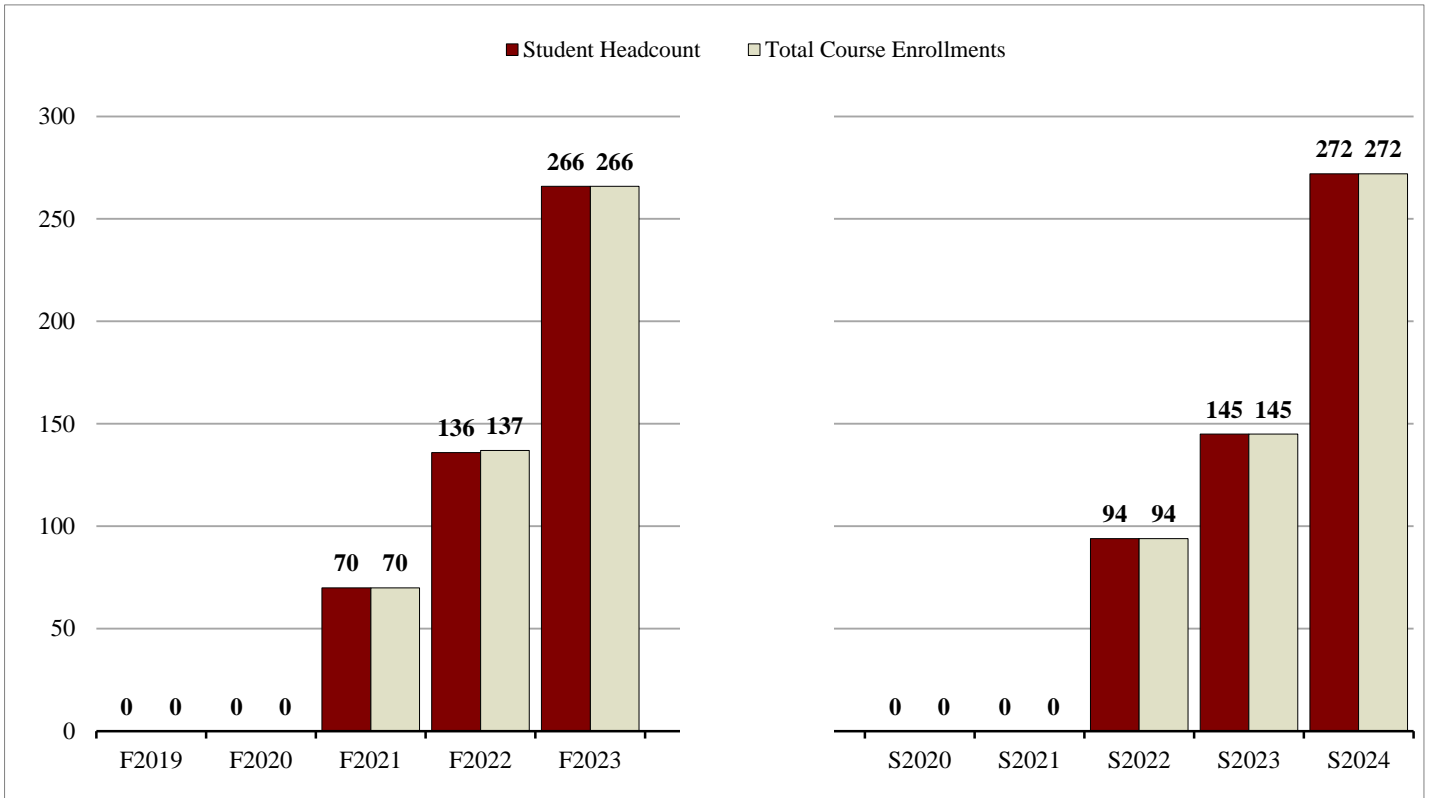
Discipline:

Ethnic Studies (ETHS)

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Headcount & Enrollment

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Student Headcount	—	—	70	136	266	—	—	94	145	272
Total Course Enrollments	—	—	70	137	266	—	—	94	145	272



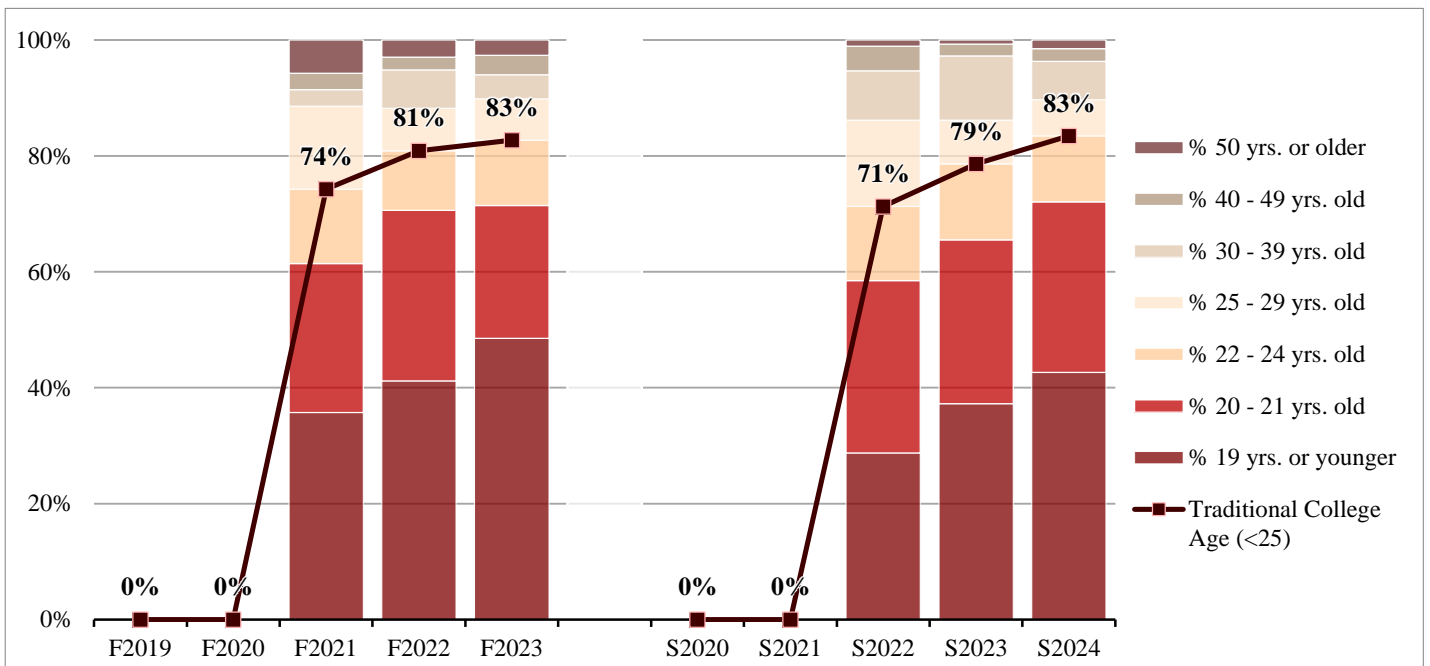
Definitions:

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.

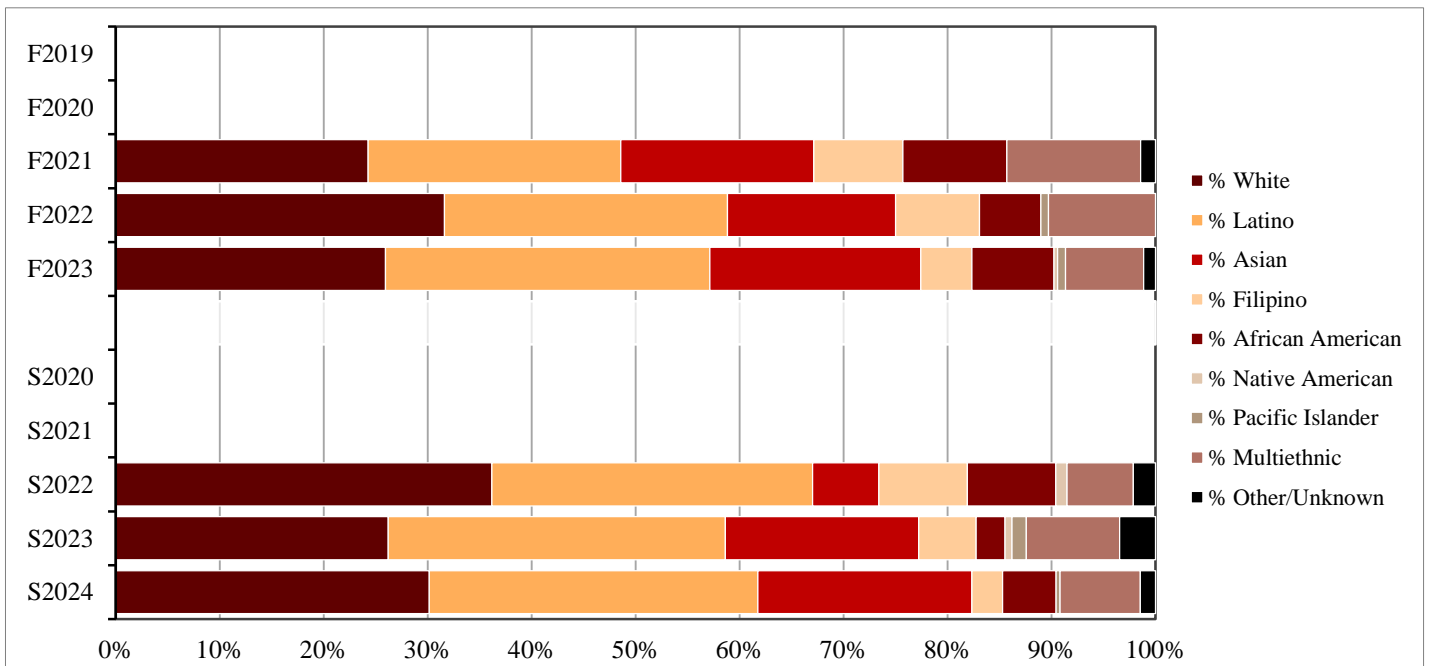
Student Demographics: Gender & Age

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Female	—	—	46	74	127	—	—	62	77	132
Male	—	—	24	59	126	—	—	30	65	120
19 yrs. or younger	—	—	25	56	129	—	—	27	54	116
20-21 yrs. old	—	—	18	40	61	—	—	28	41	80
22-24 yrs. old	—	—	9	14	30	—	—	12	19	31
25-29 yrs. old	—	—	10	10	19	—	—	14	11	17
30-39 yrs. old	—	—	2	9	11	—	—	8	16	18
40-49 yrs. old	—	—	2	3	9	—	—	4	3	6
50 yrs. or older	—	—	4	4	7	—	—	1	1	4
% Female	—	—	66%	56%	50%	—	—	67%	54%	52%
% Male	—	—	34%	44%	50%	—	—	33%	46%	48%
% 19 yrs. or younger	—	—	36%	41%	48%	—	—	29%	37%	43%
% 20 - 21 yrs. old	—	—	26%	29%	23%	—	—	30%	28%	29%
% 22 - 24 yrs. old	—	—	13%	10%	11%	—	—	13%	13%	11%
% 25 - 29 yrs. old	—	—	14%	7%	7%	—	—	15%	8%	6%
% 30 - 39 yrs. old	—	—	3%	7%	4%	—	—	9%	11%	7%
% 40 - 49 yrs. old	—	—	3%	2%	3%	—	—	4%	2%	2%
% 50 yrs. or older	—	—	6%	3%	3%	—	—	1%	1%	1%



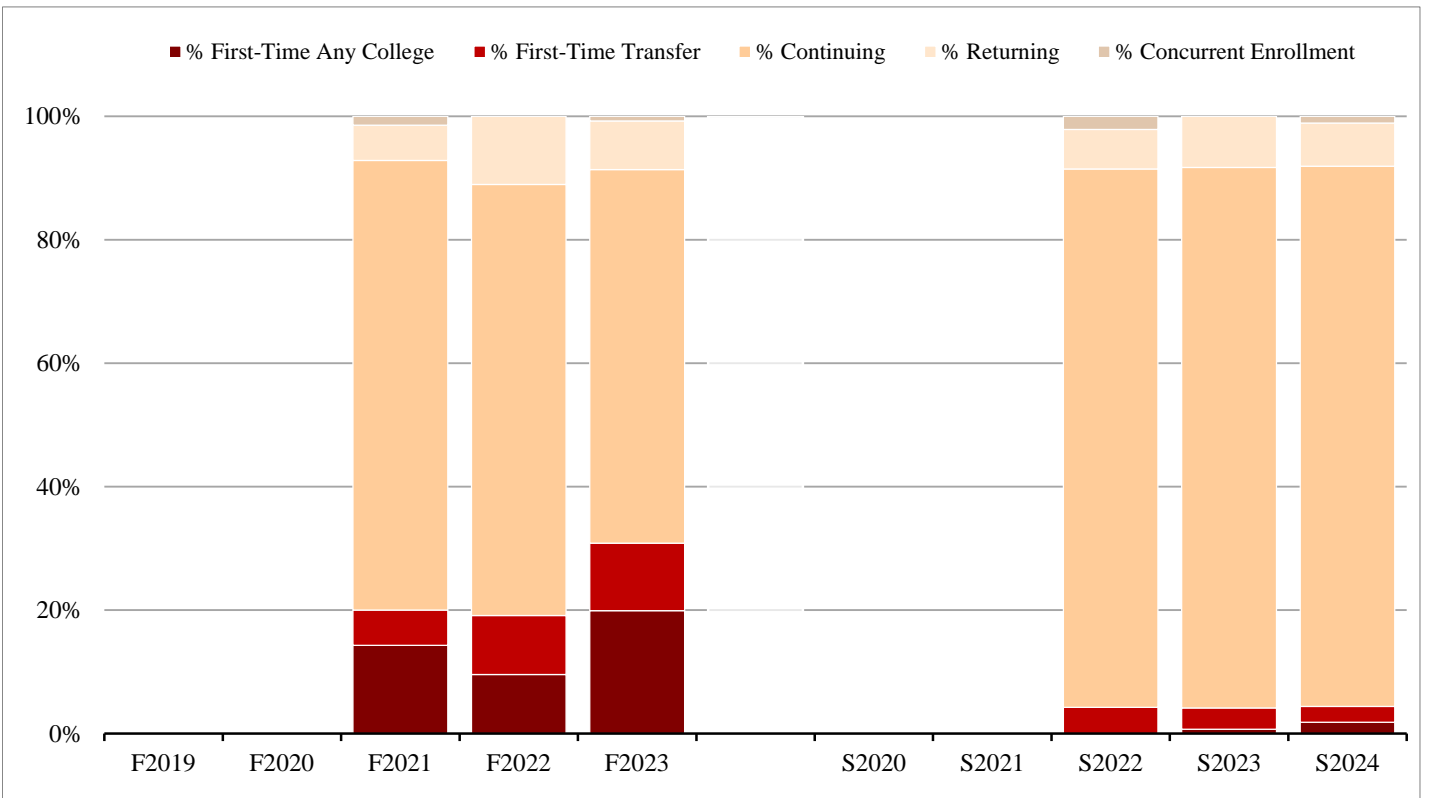
Student Demographic: Race-Ethnicity

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
African American	—	—	7	8	21	—	—	8	4	14
Asian	—	—	13	22	54	—	—	6	27	56
Filipino	—	—	6	11	13	—	—	8	8	8
Latino	—	—	17	37	83	—	—	29	47	86
Native American	—	—	0	0	1	—	—	1	1	0
Pacific Islander	—	—	0	1	2	—	—	0	2	1
White	—	—	17	43	69	—	—	34	38	82
Multiethnic	—	—	9	14	20	—	—	6	13	21
Other/Unknown	—	—	1	0	3	—	—	2	5	4
% African American	—	—	10%	6%	8%	—	—	9%	3%	5%
% Asian	—	—	19%	16%	20%	—	—	6%	19%	21%
% Filipino	—	—	9%	8%	5%	—	—	9%	6%	3%
% Latino	—	—	24%	27%	31%	—	—	31%	32%	32%
% Native American	—	—	0%	0%	<1%	—	—	1%	1%	0%
% Pacific Islander	—	—	0%	1%	1%	—	—	0%	1%	<1%
% White	—	—	24%	32%	26%	—	—	36%	26%	30%
% Multiethnic	—	—	13%	10%	8%	—	—	6%	9%	8%
% Other/Unknown	—	—	1%	0%	1%	—	—	2%	3%	1%



Student Enrollment Status

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
First-Time Any College	—	—	10	13	53	—	—	0	1	5
First-Time Transfer	—	—	4	13	29	—	—	4	5	7
Continuing	—	—	51	95	161	—	—	82	127	238
Returning	—	—	4	15	21	—	—	6	12	19
Concurrent Enrollment	—	—	1	0	2	—	—	2	0	3
% First-Time Any College	—	—	14%	10%	20%	—	—	0%	1%	2%
% First-Time Transfer	—	—	6%	10%	11%	—	—	4%	3%	3%
% Continuing	—	—	73%	70%	61%	—	—	87%	88%	88%
% Returning	—	—	6%	11%	8%	—	—	6%	8%	7%
% Concurrent Enrollment	—	—	1%	0%	1%	—	—	2%	0%	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.

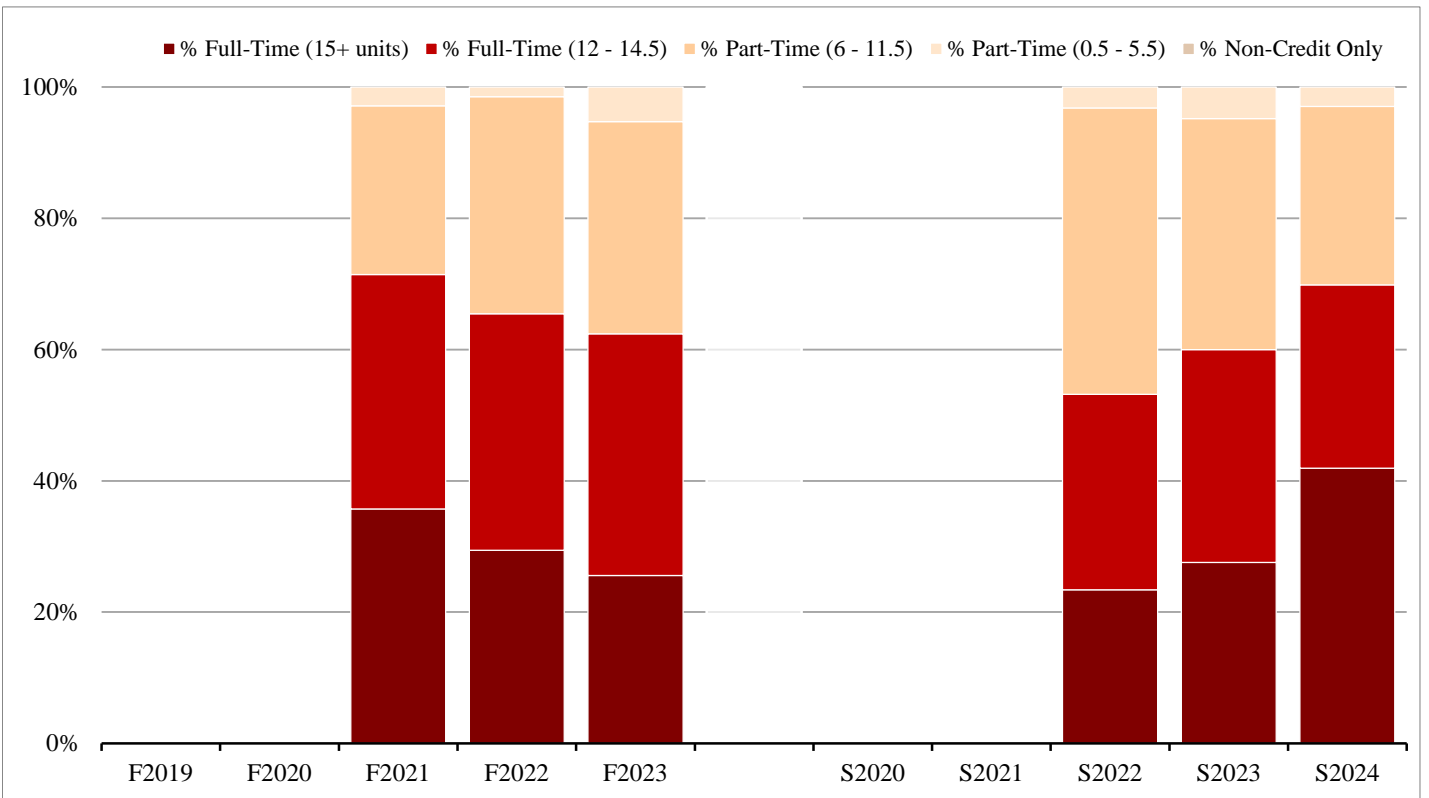
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

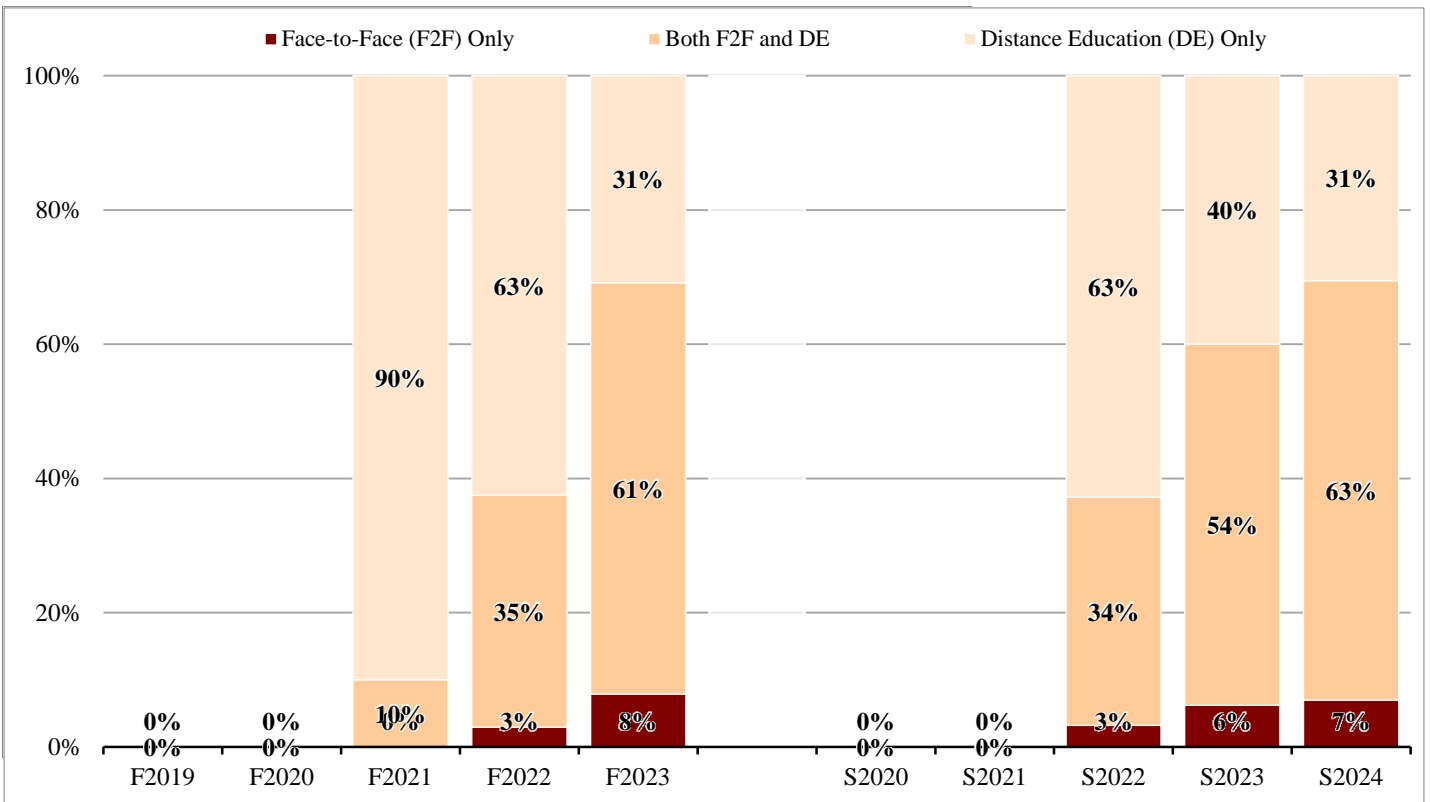
Student Unit Load

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Full-Time (15+ units)	—	—	25	40	68	—	—	22	40	114
Full-Time (12 - 14.5 units)	—	—	25	49	98	—	—	28	47	76
Part-Time (6 - 11.5 units)	—	—	18	45	86	—	—	41	51	74
Part-Time (0.5 - 5.5 units)	—	—	2	2	14	—	—	3	7	8
Non-Credit Only	—	—	0	0	0	—	—	0	0	0
% Full-Time (15+ units)	—	—	36%	29%	26%	—	—	23%	28%	42%
% Full-Time (12 - 14.5)	—	—	36%	36%	37%	—	—	30%	32%	28%
% Part-Time (6 - 11.5)	—	—	26%	33%	32%	—	—	44%	35%	27%
% Part-Time (0.5 - 5.5)	—	—	3%	1%	5%	—	—	3%	5%	3%
% Non-Credit Only	—	—	0%	0%	0%	—	—	0%	0%	0%



Students Using Distance Education

Ethnic Studies (ETHS)										
(Categories reflect college-wide coursework)	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Face-to-Face (F2F) Only	—	—	0	4	21	—	—	3	9	19
Both F2F and DE	—	—	7	47	163	—	—	32	78	170
Distance Education (DE) Only	—	—	63	85	82	—	—	59	58	83
% Face-to-Face (F2F) Only	—	—	0%	3%	8%	—	—	3%	6%	7%
% Both F2F and DE	—	—	10%	35%	61%	—	—	34%	54%	63%
% Distance Education (DE) Only	—	—	90%	63%	31%	—	—	63%	40%	31%



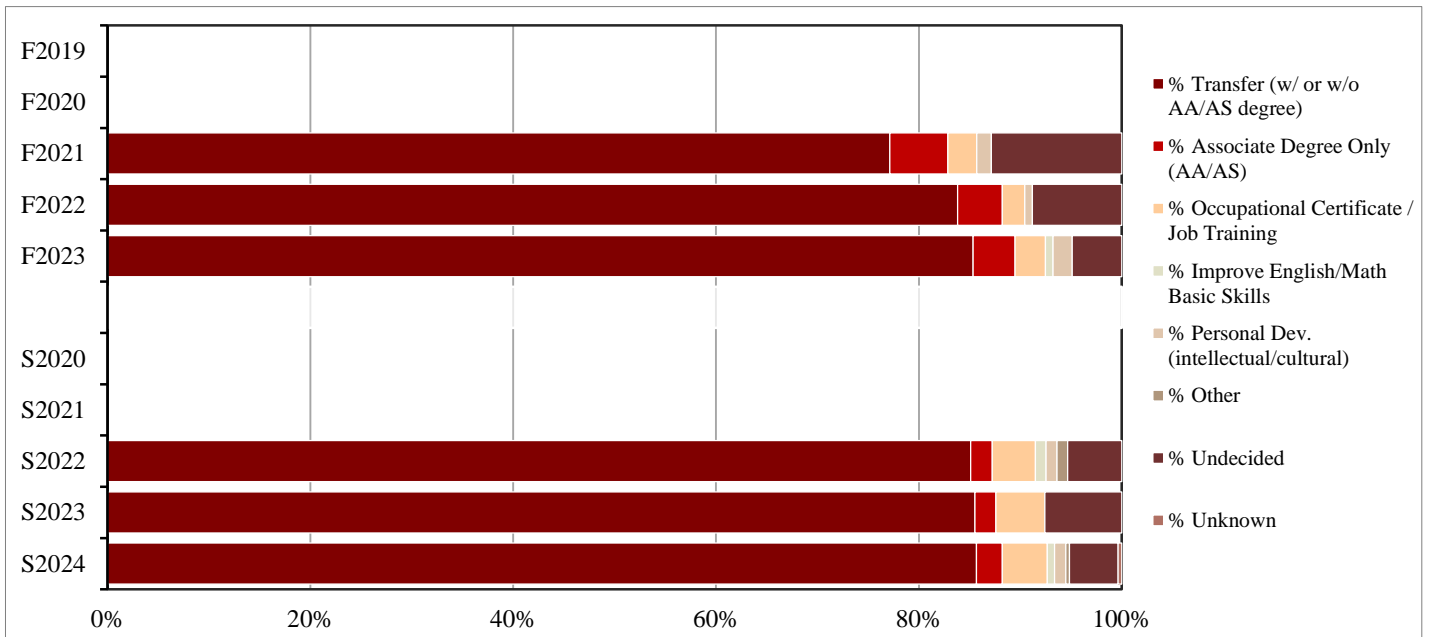
Definitions:

Distance Education (DE) includes enrollments in course sections that deliver course content online. Courses are categorized using the following methods:

- Prior to Summer 2020, via section numbers (i.e., start with 'DE', 'HD', 'LD' and 'LO'); courses with 51% of content delivered online.
- In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.
- In Spring 2021 and Summer 2021, via section numbers (i.e., 'A##', 'S##', 'B##', 'H##', 'HF#').
- Since Fall 2021 to present, via course attributes identifying course modality, or, when no attributes are provided, via section numbers (as previously indicated).

Student Educational Goal

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Transfer (w/ or w/o AA/AS degree)	—	—	54	114	227	—	—	80	124	233
Associate Degree Only (AA/AS)	—	—	4	6	11	—	—	2	3	7
Occupational Certificate / Job Training	—	—	2	3	8	—	—	4	7	12
Improve English/Math Basic Skills	—	—	0	0	2	—	—	1	0	2
Personal Development (intellectual/cultural)	—	—	1	1	5	—	—	1	0	3
Other	—	—	0	0	0	—	—	1	0	1
Undecided	—	—	9	12	13	—	—	5	11	13
Unknown	—	—	0	0	0	—	—	0	0	1
% Transfer (w/ or w/o AA/AS degree)	—	—	77%	84%	85%	—	—	85%	86%	86%
% Associate Degree Only (AA/AS)	—	—	6%	4%	4%	—	—	2%	2%	3%
% Occupational Certificate / Job Training	—	—	3%	2%	3%	—	—	4%	5%	4%
% Improve English/Math Basic Skills	—	—	0%	0%	1%	—	—	1%	0%	1%
% Personal Dev. (intellectual/cultural)	—	—	1%	1%	2%	—	—	1%	0%	1%
% Other	—	—	0%	0%	0%	—	—	1%	0%	<1%
% Undecided	—	—	13%	9%	5%	—	—	5%	8%	5%
% Unknown	—	—	0%	0%	0%	—	—	0%	0%	<1%



Definitions:

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

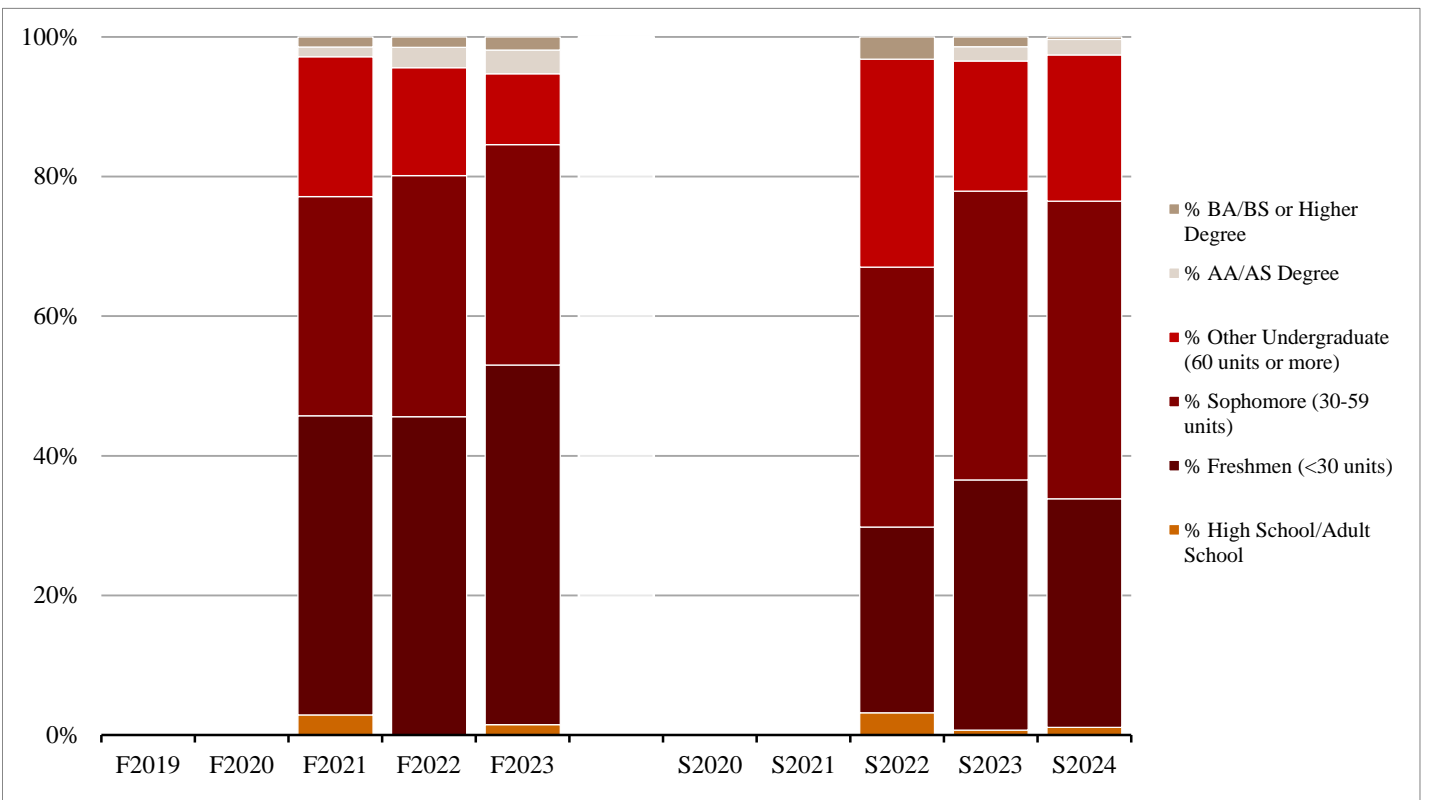
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

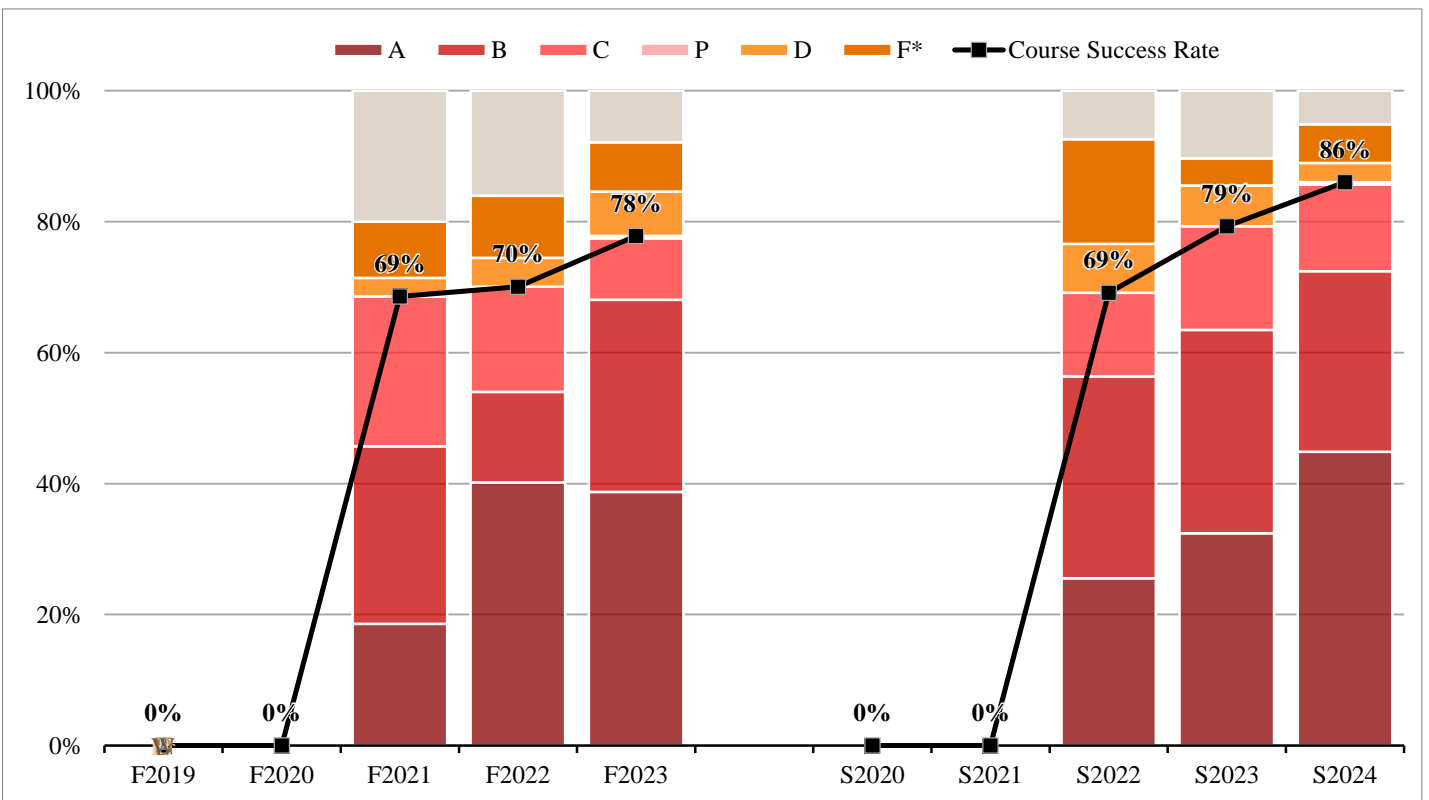
Highest Educational Level of Students

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
High School/Adult School	—	—	2	0	4	—	—	3	1	3
Freshmen (<30 units)	—	—	30	62	137	—	—	25	52	89
Sophomore (30-59 units)	—	—	22	47	84	—	—	35	60	116
Other Undergraduate (60 units or more)	—	—	14	21	27	—	—	28	27	57
AA/AS Degree	—	—	1	4	9	—	—	0	3	6
BA/BS or Higher Degree	—	—	1	2	5	—	—	3	2	1
% High School/Adult School	—	—	3%	0%	2%	—	—	3%	1%	1%
% Freshmen (<30 units)	—	—	43%	46%	52%	—	—	27%	36%	33%
% Sophomore (30-59 units)	—	—	31%	35%	32%	—	—	37%	41%	43%
% Other Undergraduate (60 units or more)	—	—	20%	15%	10%	—	—	30%	19%	21%
% AA/AS Degree	—	—	1%	3%	3%	—	—	0%	2%	2%
% BA/BS or Higher Degree	—	—	1%	1%	2%	—	—	3%	1%	<1%



Student Performance: Grade Distribution

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Total Course Enrollments	—	—	70	137	266	—	—	94	145	272
Course Success Rates	—	—	69%	70%	78%	—	—	69%	79%	86%
A	—	—	19%	40%	39%	—	—	26%	32%	45%
B	—	—	27%	14%	29%	—	—	31%	31%	28%
C	—	—	23%	16%	9%	—	—	13%	16%	13%
P	—	—	0%	0%	<1%	—	—	0%	0%	<1%
Course Non-Success Rate	—	—	11%	14%	14%	—	—	23%	10%	9%
D	—	—	3%	4%	7%	—	—	7%	6%	3%
F*	—	—	9%	9%	8%	—	—	16%	4%	6%
Withdrawals (See Note)	—	—	20%	16%	8%	—	—	7%	10%	5%



Definitions:

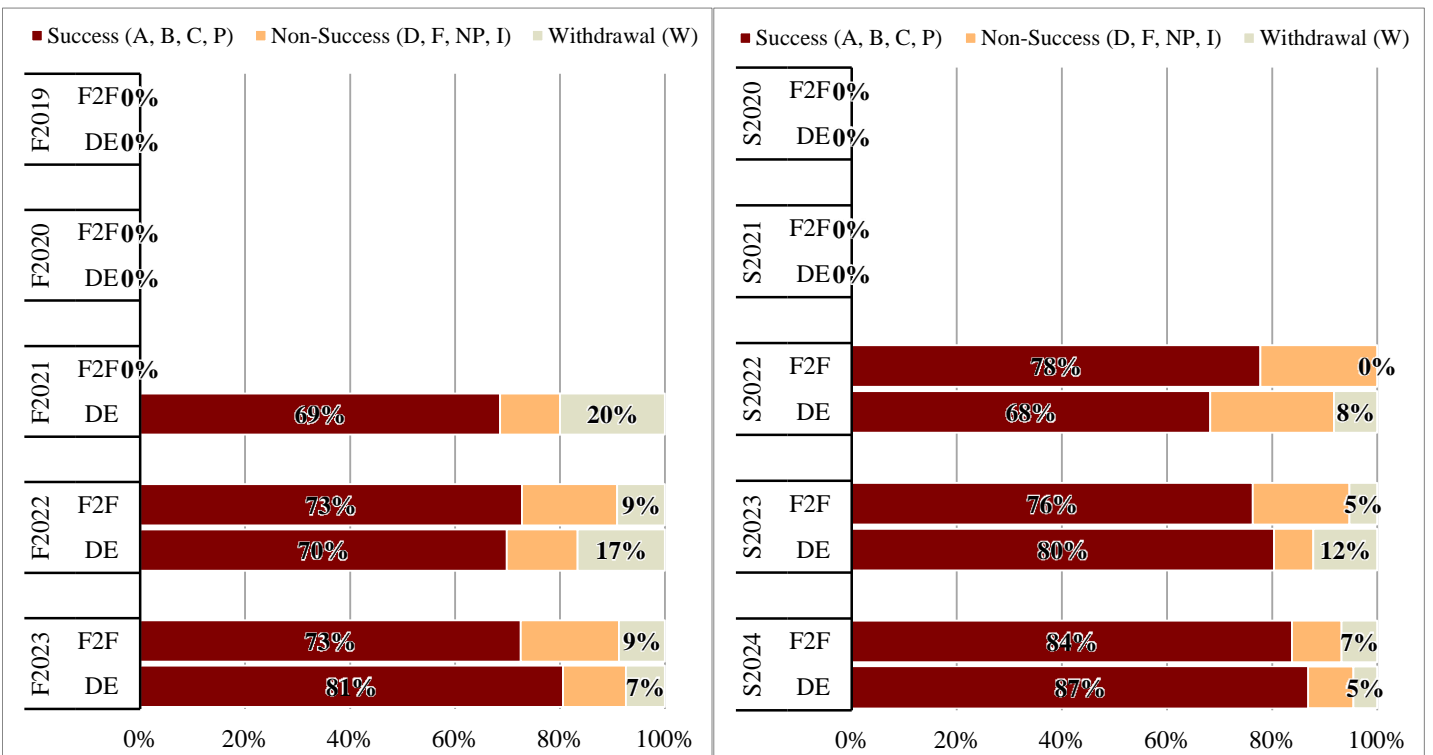
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Total Course Enrollments	—	—	70	137	266	—	—	94	145	272
Face-to-Face (F2F) Sections	—	—	0	11	91	—	—	9	38	74
Success Rates	—	—	—	73%	73%	—	—	78%	76%	84%
Non-Success Rates	—	—	—	18%	19%	—	—	22%	18%	9%
Withdrawals	—	—	—	9%	9%	—	—	0%	5%	7%
Distance Education (DE) Sections	—	—	70	126	175	—	—	85	107	198
Success Rates	—	—	69%	70%	81%	—	—	68%	80%	87%
Non-Success Rates	—	—	11%	13%	12%	—	—	24%	7%	9%
Withdrawals	—	—	20%	17%	7%	—	—	8%	12%	5%



Definitions:

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

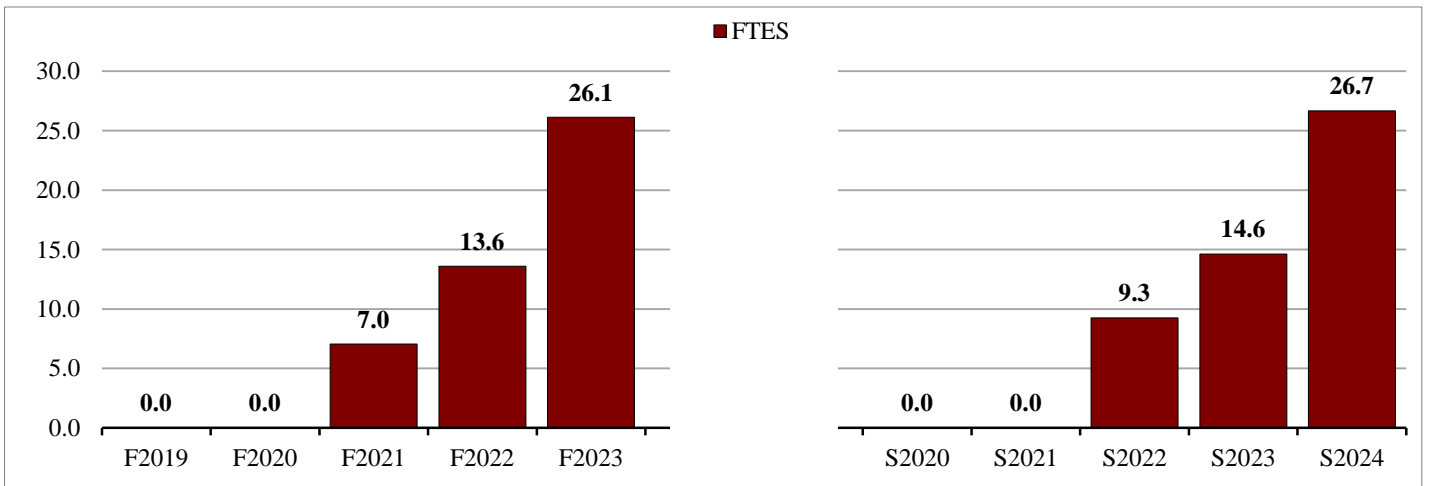
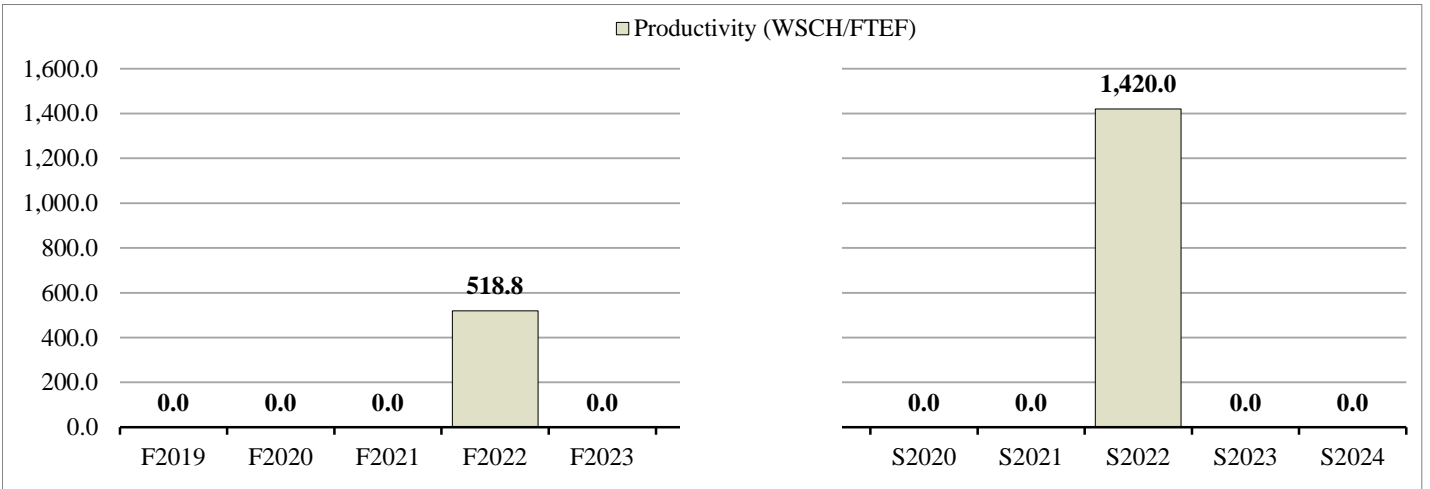
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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 deliver course content online. (see note in "Students Using Distance Education" for details.)

Enrollment Management: Part 1

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
WSCH	—	—	211	415	802	—	—	284	438	818
FTES	—	—	7.0	13.6	26.1	—	—	9.3	14.6	26.7
FTEF	—	—	0.0	0.8	0.0	—	—	0.2	0.0	0.0
Productivity (WSCH/FTEF)	—	—	—	518.8	—	—	—	1,420.0	—	—



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.

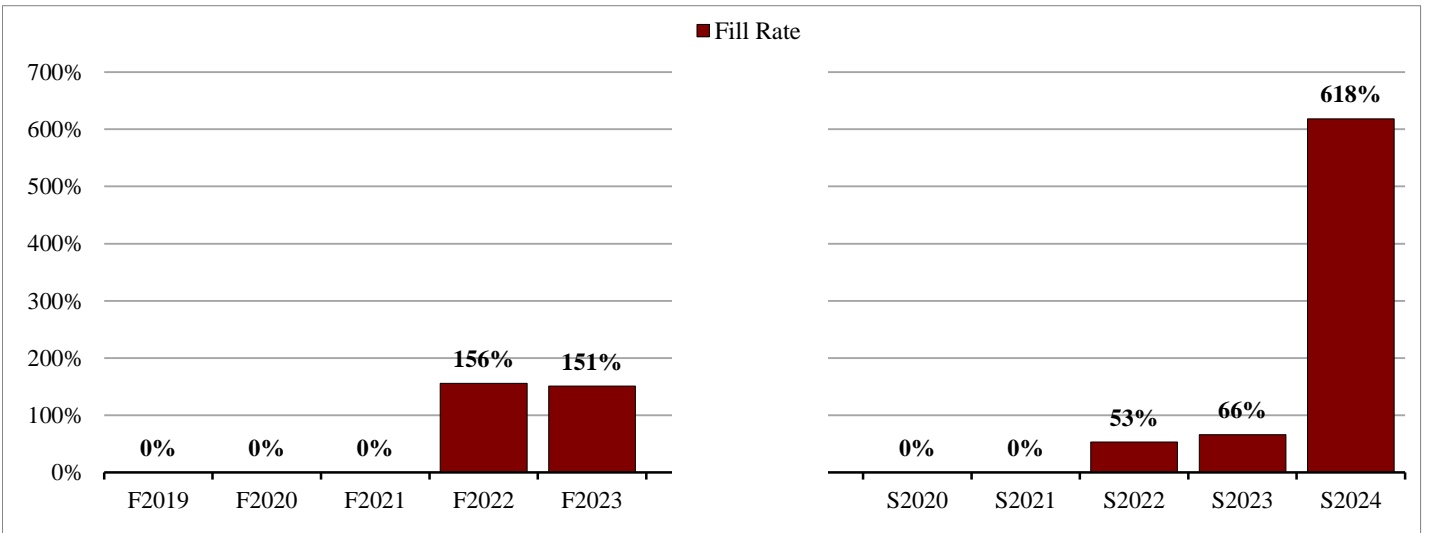
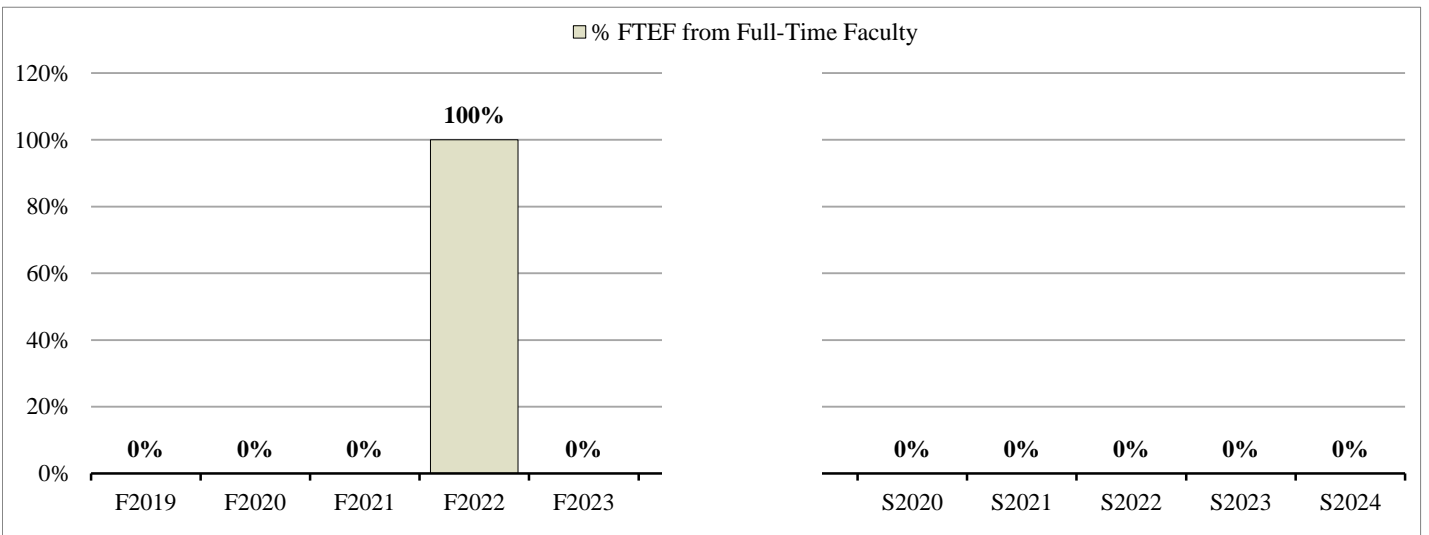
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 7/25/23.

Enrollment Management: Part 2

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
FTEF from Full-Time Faculty	—	—	0.0	0.8	0.0	—	—	0.0	0.0	0.0
% FTEF from Full-Time Faculty	—	—	—	100%	—	—	—	0%	—	—
Enrollments	—	—	70	137	266	—	—	94	145	272
Capacity (seats available)	—	—	0	88	176	—	—	176	220	44
Fill Rate	—	—	—	156%	151%	—	—	53%	66%	618%



Definitions:

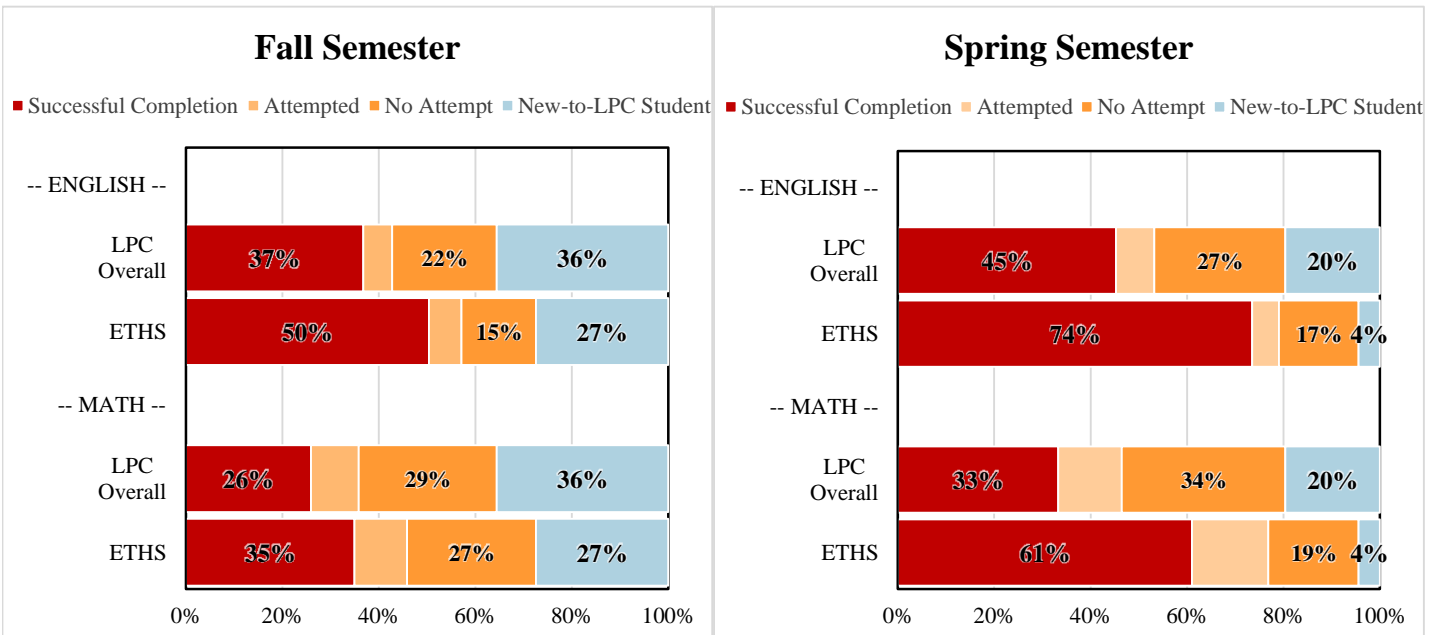
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 / TUTOR 200; latest data accessed on 7/25/23.

Prior Experience in English & Math

<i>(English and math status prior to the start of the term)</i>	Fall 2023				Spring 2024			
	ETHS		LPC Overall		ETHS		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	134	50%	2,796	37%	200	74%	3,393	45%
Attempted (<i>not successful</i>)	18	7%	454	6%	15	6%	600	8%
No Attempt	41	15%	1,652	22%	45	17%	2,036	27%
New-to-LPC Student	73	27%	2,703	36%	12	4%	1,472	20%
Transfer-level Math								
Successful Completion*	93	35%	1,971	26%	166	61%	2,498	33%
Attempted (<i>not successful</i>)	29	11%	752	10%	43	16%	986	13%
No Attempt	71	27%	2,179	29%	51	19%	2,545	34%
New-to-LPC Student	73	27%	2,703	36%	12	4%	1,472	20%



Definitions:

Transfer-Level English:

- Successful Completion** = earned a passing grade in ENG 1A or 1AEX, or attempted a higher transfer-level course in the sequence in prior terms.
- Attempted (no successful completion)** = attempted ENG 1A or 1AEX in prior terms but did not receive a passing grade.
- No Prior Attempt** = no prior enrollment in transfer-level English within the sequence.
- New-to-LPC Student** = students with no for credit enrollments within our district prior to the current term.

Transfer-Level Math:

- Successful Completion** = earned a passing grade in a transfer-level math course or attempted a higher transfer-level course in the sequence in prior terms.
- Attempted (no successful completion)** = attempted an entry transfer-level math course in prior terms but did not receive a passing grade.
- No Prior Attempt** = no prior enrollment in transfer-level math within the sequence.
- New-to-LPC Student** = students with no for credit enrollments within our district prior to the current term.