



Las Positas College

Discipline Program Review Data Packet

Fall 2021 to Spring 2026

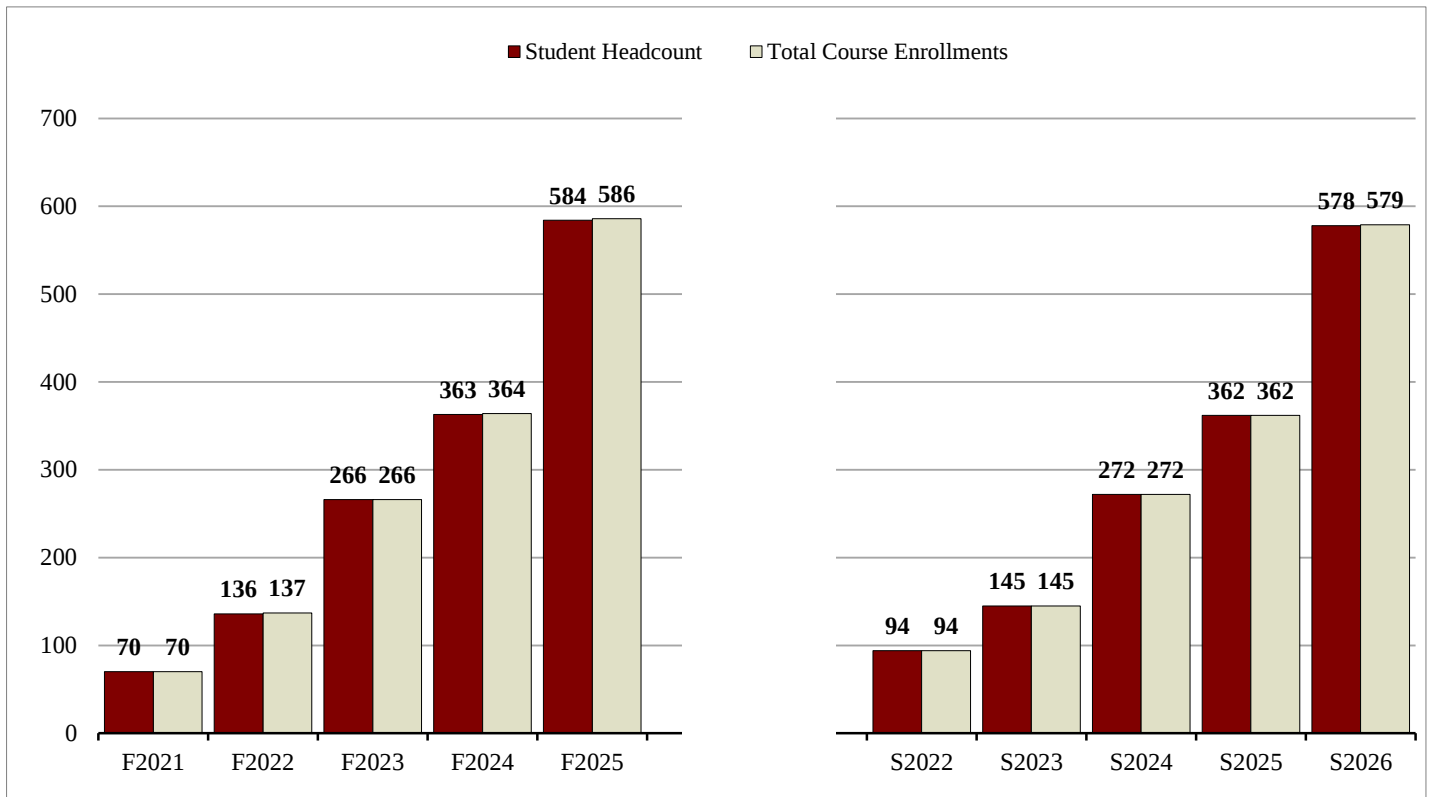
Discipline:

Ethnic Studies (ETHS)

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Headcount & Enrollment

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Student Headcount	70	136	266	363	584	94	145	272	362	578
Total Course Enrollments	70	137	266	364	586	94	145	272	362	579



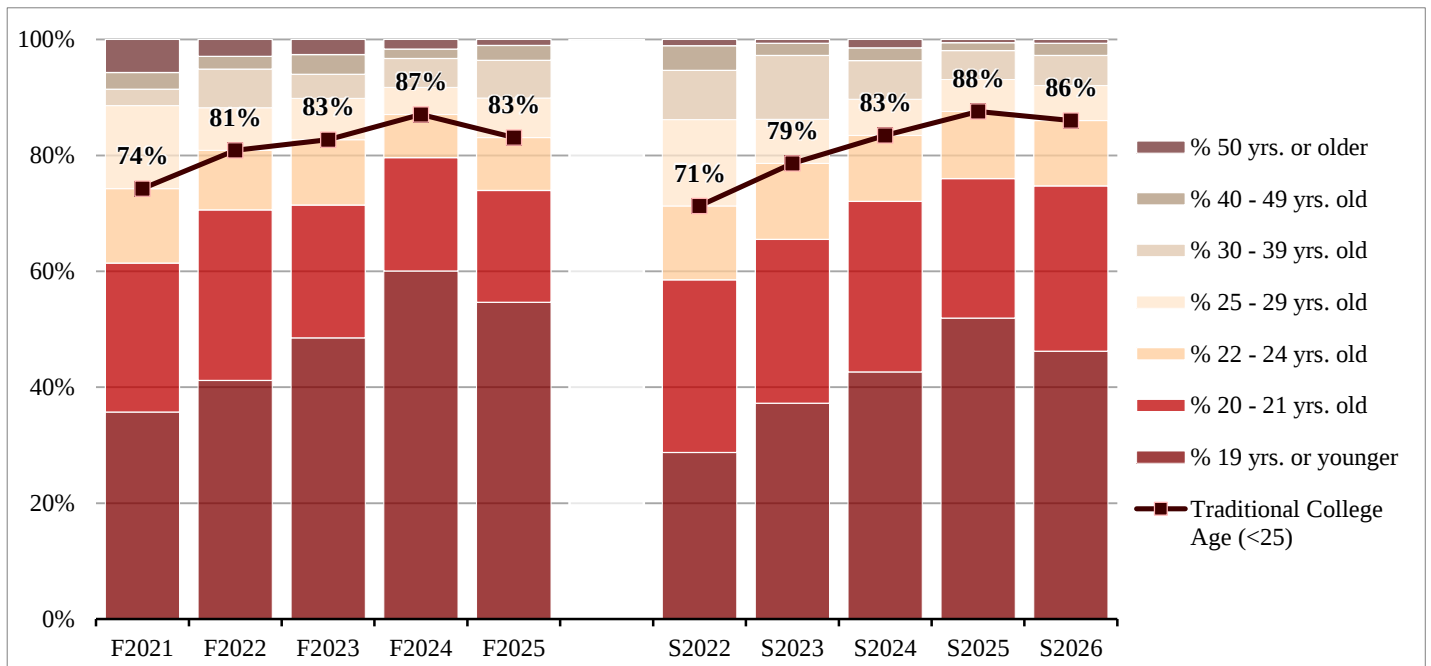
Definitions:

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.

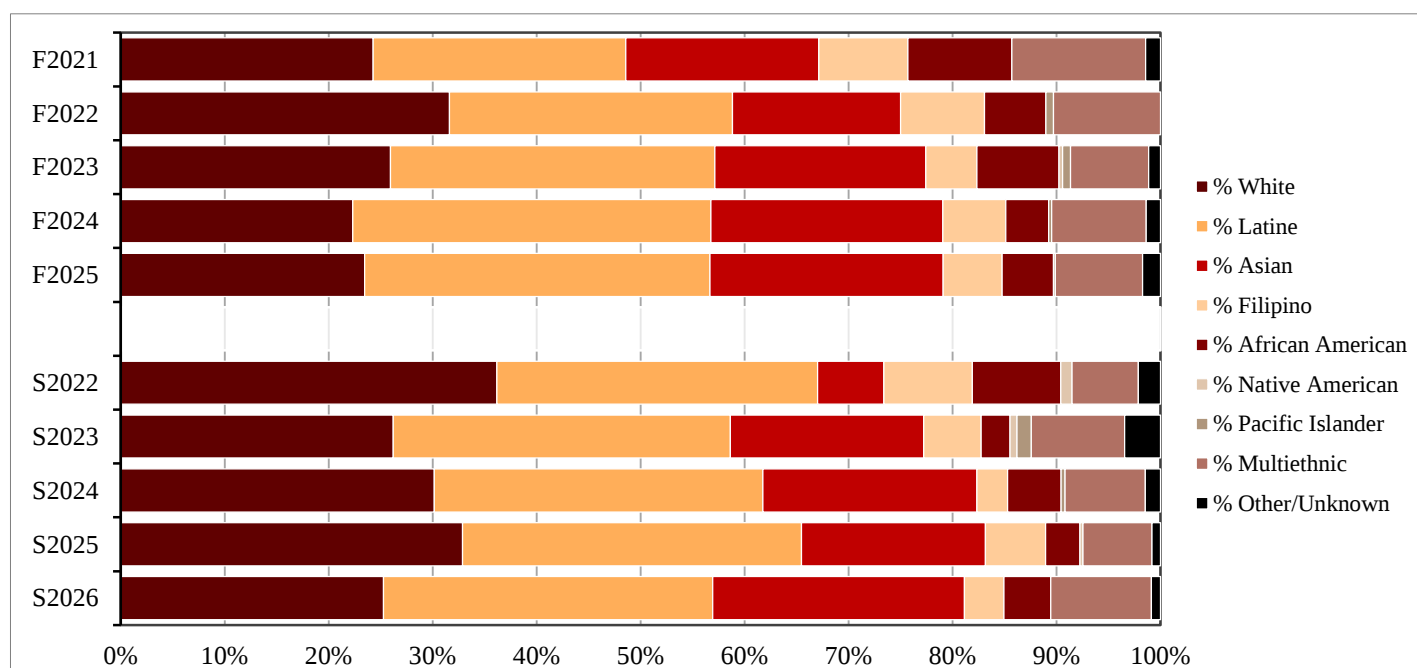
Student Demographics: Gender & Age

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Female	46	74	127	181	294	62	77	132	198	288
Male	24	59	126	155	278	30	65	120	160	277
Non-Binary	0	0	0	0	2	0	0	0	1	3
19 yrs. or younger	25	56	129	218	319	27	54	116	188	267
20-21 yrs. old	18	40	61	71	113	28	41	80	87	165
22-24 yrs. old	9	14	30	27	53	12	19	31	42	65
25-29 yrs. old	10	10	19	17	40	14	11	17	20	35
30-39 yrs. old	2	9	11	18	38	8	16	18	18	30
40-49 yrs. old	2	3	9	6	15	4	3	6	5	12
50 yrs. or older	4	4	7	6	6	1	1	4	2	4
% Female	66%	56%	50%	54%	51%	67%	54%	52%	55%	51%
% Male	34%	44%	50%	46%	48%	33%	46%	48%	45%	49%
% Non-Binary	0%	0%	0%	0%	<1%	0%	0%	0%	<1%	1%
% 19 yrs. or younger	36%	41%	48%	60%	55%	29%	37%	43%	52%	46%
% 20 - 21 yrs. old	26%	29%	23%	20%	19%	30%	28%	29%	24%	29%
% 22 - 24 yrs. old	13%	10%	11%	7%	9%	13%	13%	11%	12%	11%
% 25 - 29 yrs. old	14%	7%	7%	5%	7%	15%	8%	6%	6%	6%
% 30 - 39 yrs. old	3%	7%	4%	5%	7%	9%	11%	7%	5%	5%
% 40 - 49 yrs. old	3%	2%	3%	2%	3%	4%	2%	2%	1%	2%
% 50 yrs. or older	6%	3%	3%	2%	1%	1%	1%	1%	1%	1%



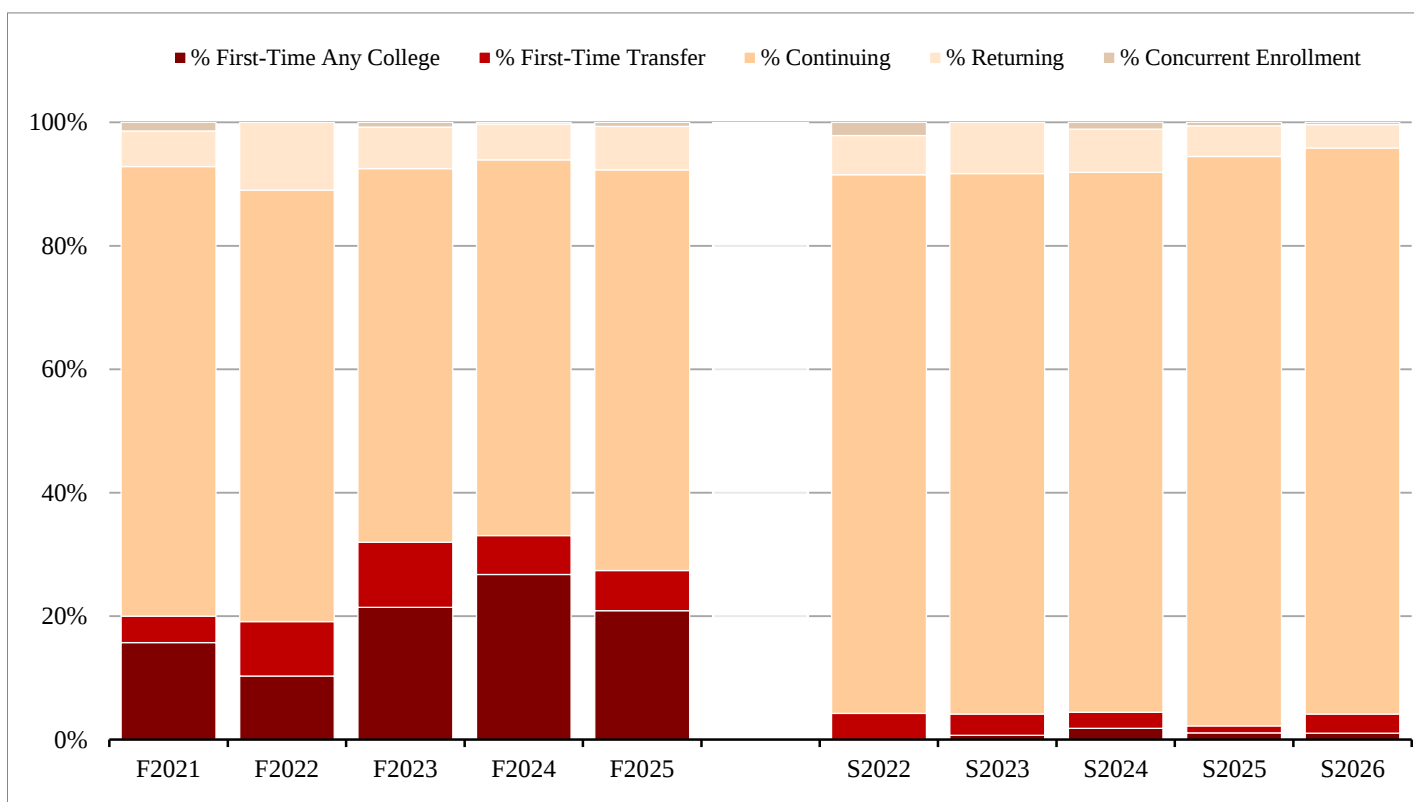
Student Demographic: Race-Ethnicity

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
African American	7	8	21	15	29	8	4	14	12	26
Asian	13	22	54	81	131	6	27	56	64	140
Filipino	6	11	13	22	33	8	8	8	21	22
Latine	17	37	83	125	194	29	47	86	118	183
Native American	0	0	1	0	0	1	1	0	1	0
Pacific Islander	0	1	2	1	1	0	2	1	0	0
White	17	43	69	81	137	34	38	82	119	146
Multiethnic	9	14	20	33	49	6	13	21	24	56
Other/Unknown	1	0	3	5	10	2	5	4	3	5
% African American	10%	6%	8%	4%	5%	9%	3%	5%	3%	4%
% Asian	19%	16%	20%	22%	22%	6%	19%	21%	18%	24%
% Filipino	9%	8%	5%	6%	6%	9%	6%	3%	6%	4%
% Latine	24%	27%	31%	34%	33%	31%	32%	32%	33%	32%
% Native American	0%	0%	<1%	0%	0%	1%	1%	0%	<1%	0%
% Pacific Islander	0%	1%	1%	<1%	<1%	0%	1%	<1%	0%	0%
% White	24%	32%	26%	22%	23%	36%	26%	30%	33%	25%
% Multiethnic	13%	10%	8%	9%	8%	6%	9%	8%	7%	10%
% Other/Unknown	1%	0%	1%	1%	2%	2%	3%	1%	1%	1%



Student Enrollment Status

	Ethnic Studies (ETHS)									
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
First-Time Any College	11	14	57	97	122	0	1	5	4	6
First-Time Transfer	3	12	28	23	38	4	5	7	4	18
Continuing	51	95	161	221	379	82	127	238	334	530
Returning	4	15	18	21	41	6	12	19	18	22
Concurrent Enrollment	1	0	2	1	4	2	0	3	2	2
% First-Time Any College	16%	10%	21%	27%	21%	0%	1%	2%	1%	1%
% First-Time Transfer	4%	9%	11%	6%	7%	4%	3%	3%	1%	3%
% Continuing	73%	70%	61%	61%	65%	87%	88%	88%	92%	92%
% Returning	6%	11%	7%	6%	7%	6%	8%	7%	5%	4%
% Concurrent Enrollment	1%	0%	1%	<1%	1%	2%	0%	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.

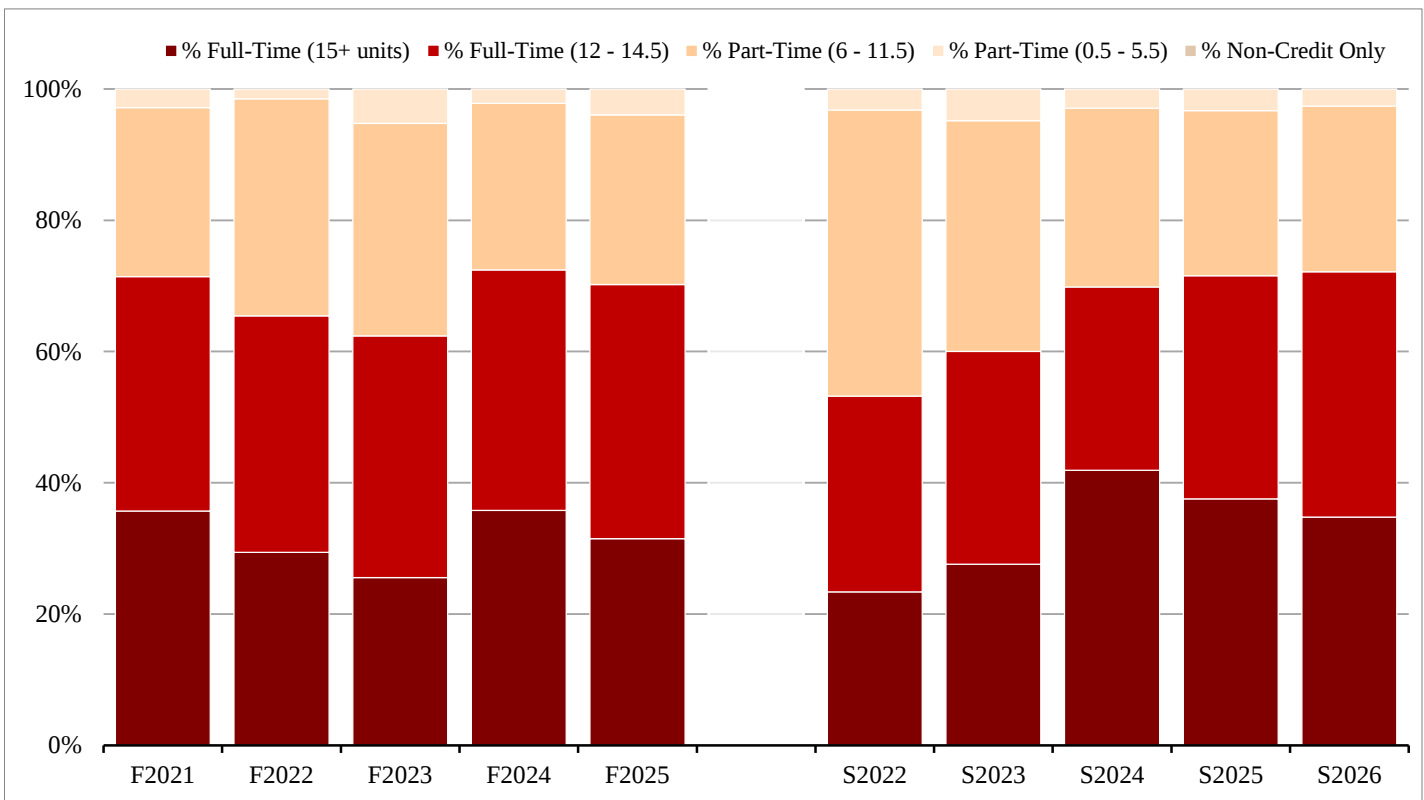
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

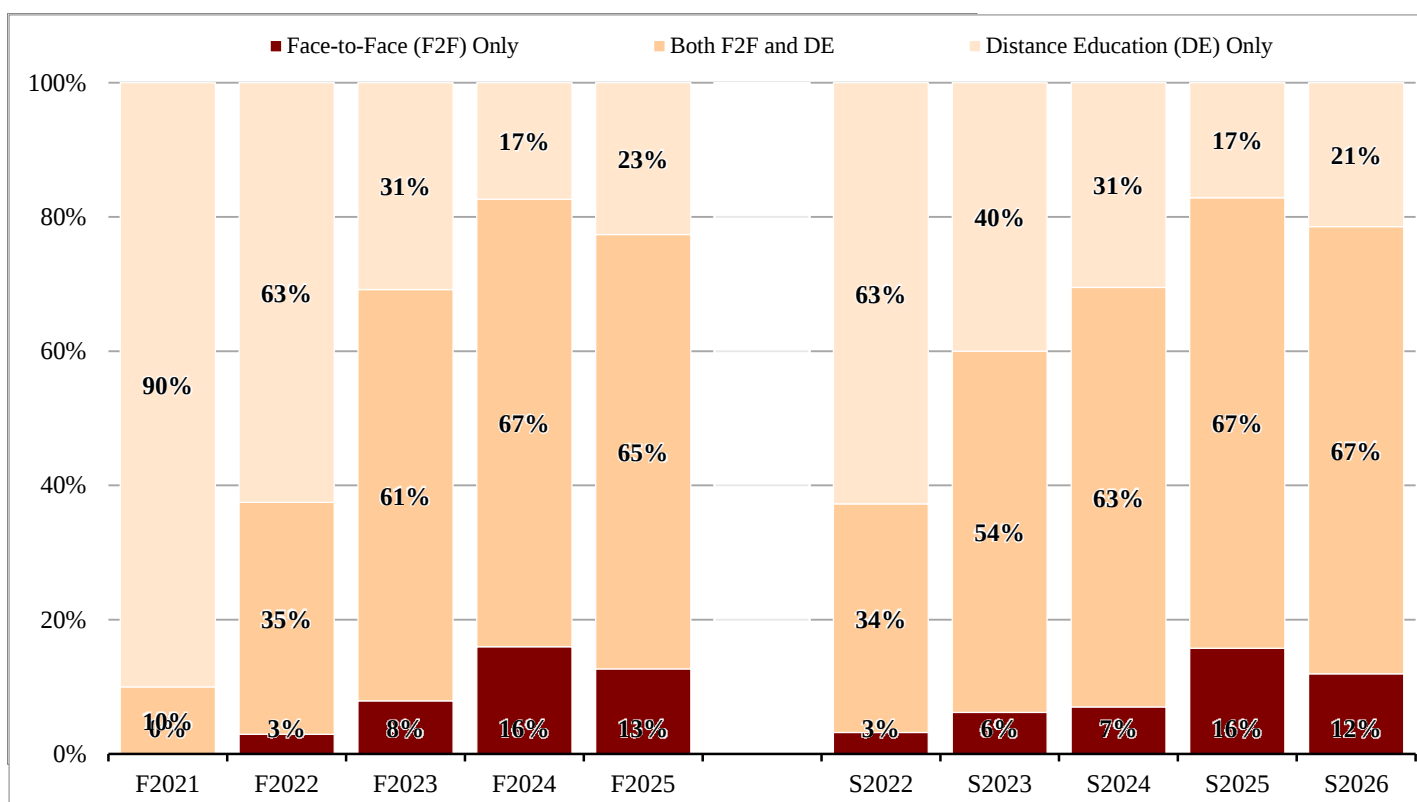
Student Unit Load

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Full-Time (15+ units)	25	40	68	130	184	22	40	114	136	201
Full-Time (12 - 14.5 units)	25	49	98	133	226	28	47	76	123	216
Part-Time (6 - 11.5 units)	18	45	86	92	151	41	51	74	91	146
Part-Time (0.5 - 5.5 units)	2	2	14	8	23	3	7	8	12	15
Non-Credit Only	0	0	0	0	0	0	0	0	0	0
% Full-Time (15+ units)	36%	29%	26%	36%	32%	23%	28%	42%	38%	35%
% Full-Time (12 - 14.5)	36%	36%	37%	37%	39%	30%	32%	28%	34%	37%
% Part-Time (6 - 11.5)	26%	33%	32%	25%	26%	44%	35%	27%	25%	25%
% Part-Time (0.5 - 5.5)	3%	1%	5%	2%	4%	3%	5%	3%	3%	3%
% Non-Credit Only	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



Students Using Distance Education

Ethnic Studies (ETHS)										
<i>(Categories reflect college-wide coursework)</i>	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Face-to-Face (F2F) Only	0	4	21	58	74	3	9	19	57	69
Both F2F and DE	7	47	163	242	378	32	78	170	243	385
Distance Education (DE) Only	63	85	82	63	132	59	58	83	62	124
% Face-to-Face (F2F) Only	0%	3%	8%	16%	13%	3%	6%	7%	16%	12%
% Both F2F and DE	10%	35%	61%	67%	65%	34%	54%	63%	67%	67%
% Distance Education (DE) Only	90%	63%	31%	17%	23%	63%	40%	31%	17%	21%



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.

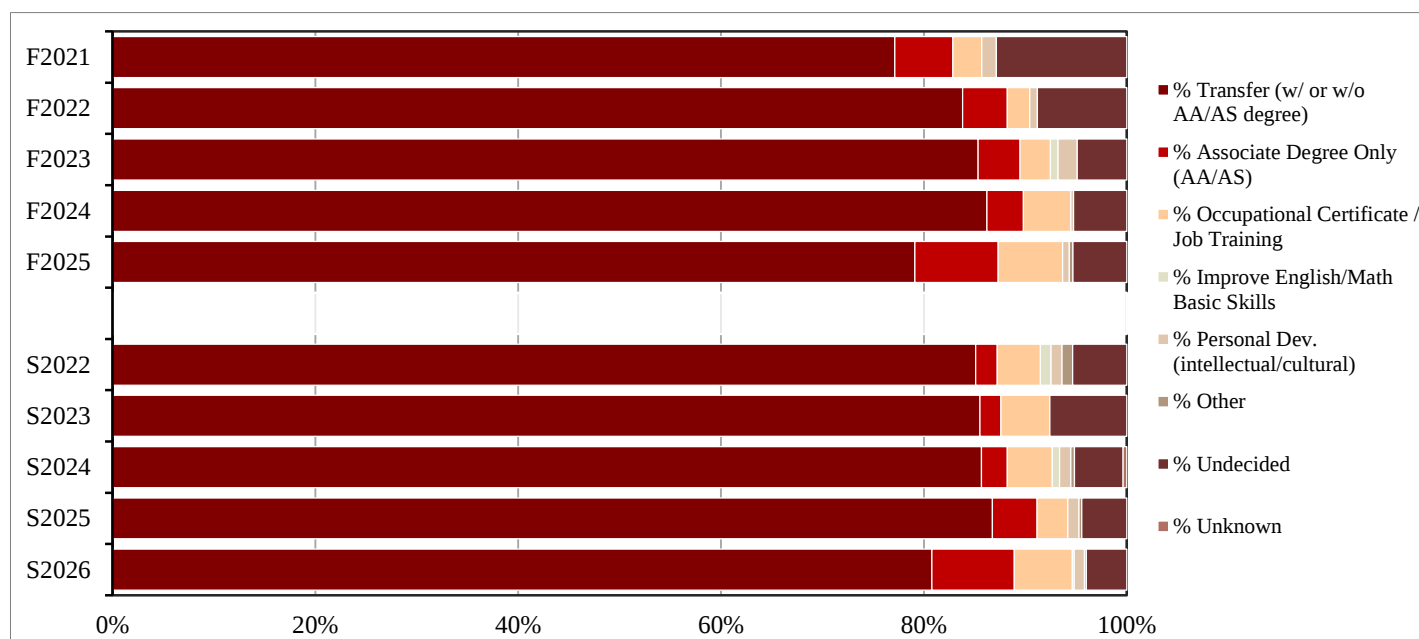
In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.

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				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Transfer (w/ or w/o AA/AS degree)	54	114	227	313	462	80	124	233	314	467
Associate Degree Only (AA/AS)	4	6	11	13	48	2	3	7	16	47
Occupational Certificate / Job Training	2	3	8	17	37	4	7	12	11	33
Improve English/Math Basic Skills	0	0	2	0	0	1	0	2	0	1
Personal Development (intellectual/cultural)	1	1	5	1	4	1	0	3	4	6
Other	0	0	0	0	2	1	0	1	1	1
Undecided	9	12	13	19	31	5	11	13	16	23
Unknown	0	0	0	0	0	0	0	1	0	0
% Transfer (w/ or w/o AA/AS degree)	77%	84%	85%	86%	79%	85%	86%	86%	87%	81%
% Associate Degree Only (AA/AS)	6%	4%	4%	4%	8%	2%	2%	3%	4%	8%
% Occupational Certificate / Job Training	3%	2%	3%	5%	6%	4%	5%	4%	3%	6%
% Improve English/Math Basic Skills	0%	0%	1%	0%	0%	1%	0%	1%	0%	<1%
% Personal Dev. (intellectual/cultural)	1%	1%	2%	<1%	1%	1%	0%	1%	1%	1%
% Other	0%	0%	0%	0%	<1%	1%	0%	<1%	<1%	<1%
% Undecided	13%	9%	5%	5%	5%	5%	8%	5%	4%	4%
% Unknown	0%	0%	0%	0%	0%	0%	0%	<1%	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.

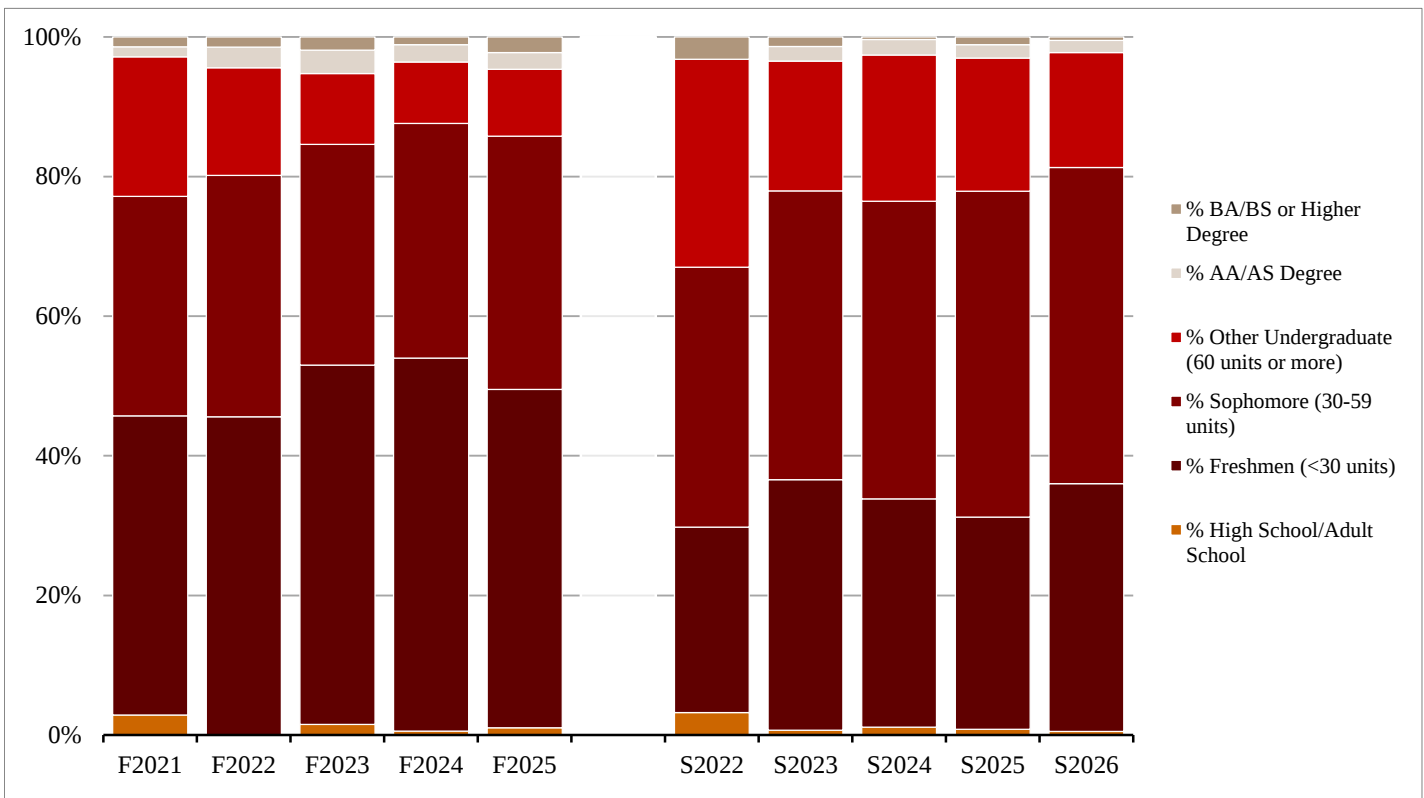
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

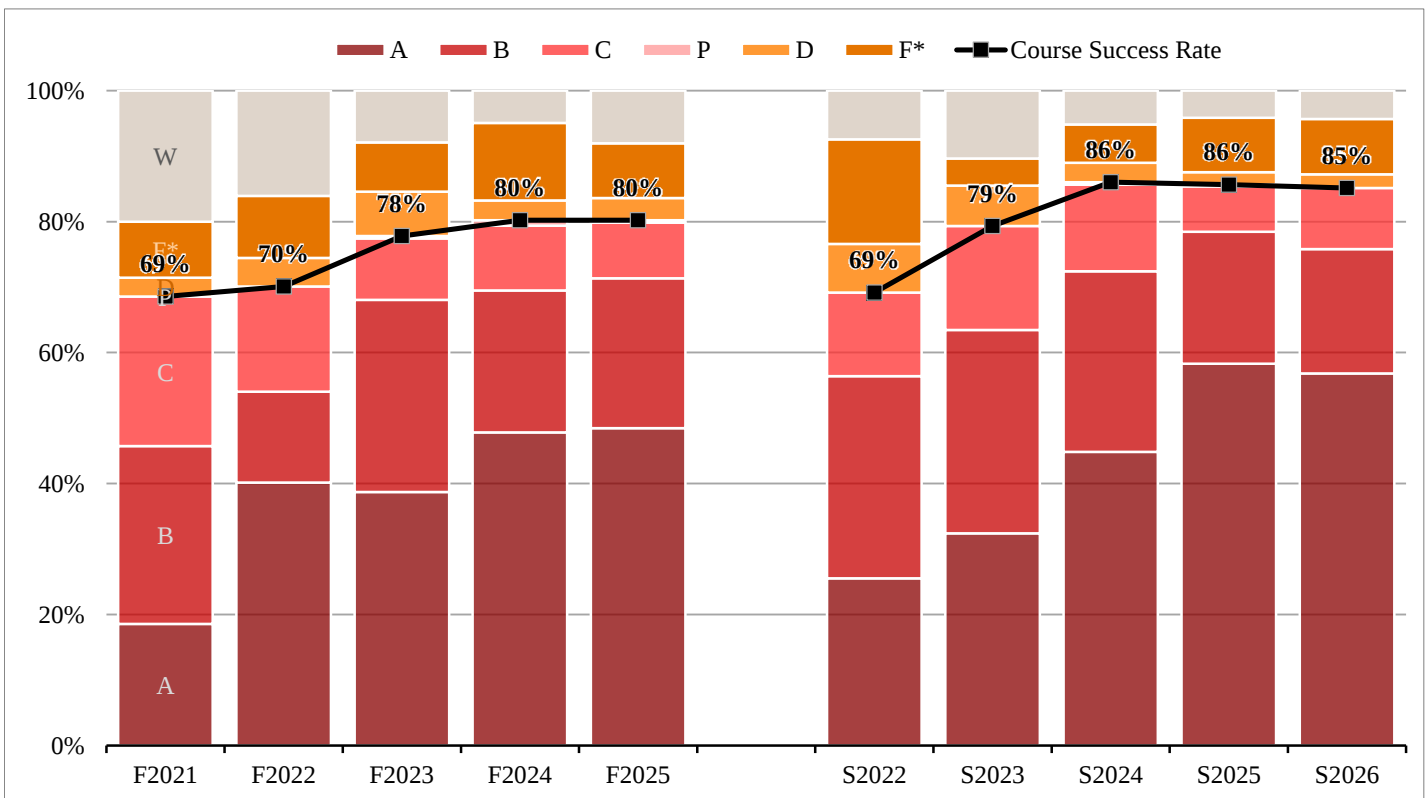
Highest Educational Level of Students

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
High School/Adult School	2	0	4	2	6	3	1	3	3	3
Freshmen (<30 units)	30	62	137	194	283	25	52	89	110	205
Sophomore (30-59 units)	22	47	84	122	212	35	60	116	169	262
Other Undergraduate (60 units or more)	14	21	27	32	56	28	27	57	69	95
AA/AS Degree	1	4	9	9	14	0	3	6	7	10
BA/BS or Higher Degree	1	2	5	4	13	3	2	1	4	3
% High School/Adult School	3%	0%	2%	1%	1%	3%	1%	1%	1%	1%
% Freshmen (<30 units)	43%	46%	52%	53%	48%	27%	36%	33%	30%	35%
% Sophomore (30-59 units)	31%	35%	32%	34%	36%	37%	41%	43%	47%	45%
% Other Undergraduate (60 units or more)	20%	15%	10%	9%	10%	30%	19%	21%	19%	16%
% AA/AS Degree	1%	3%	3%	2%	2%	0%	2%	2%	2%	2%
% BA/BS or Higher Degree	1%	1%	2%	1%	2%	3%	1%	<1%	1%	1%



Student Performance: Grade Distribution

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	70	137	266	364	586	94	145	272	362	579
Course Success Rates	69%	70%	78%	80%	80%	69%	79%	86%	86%	85%
A	19%	40%	39%	48%	48%	26%	32%	45%	58%	57%
B	27%	14%	29%	22%	23%	31%	31%	28%	20%	19%
C	23%	16%	9%	10%	9%	13%	16%	13%	7%	9%
P	0%	0%	<1%	1%	<1%	0%	0%	<1%	<1%	0%
Course Non-Success Rate	11%	14%	14%	15%	12%	23%	10%	9%	10%	11%
D	3%	4%	7%	3%	3%	7%	6%	3%	2%	2%
F*	9%	9%	8%	12%	8%	16%	4%	6%	8%	8%
Withdrawals (See Note)	20%	16%	8%	5%	8%	7%	10%	5%	4%	4%



Definitions:

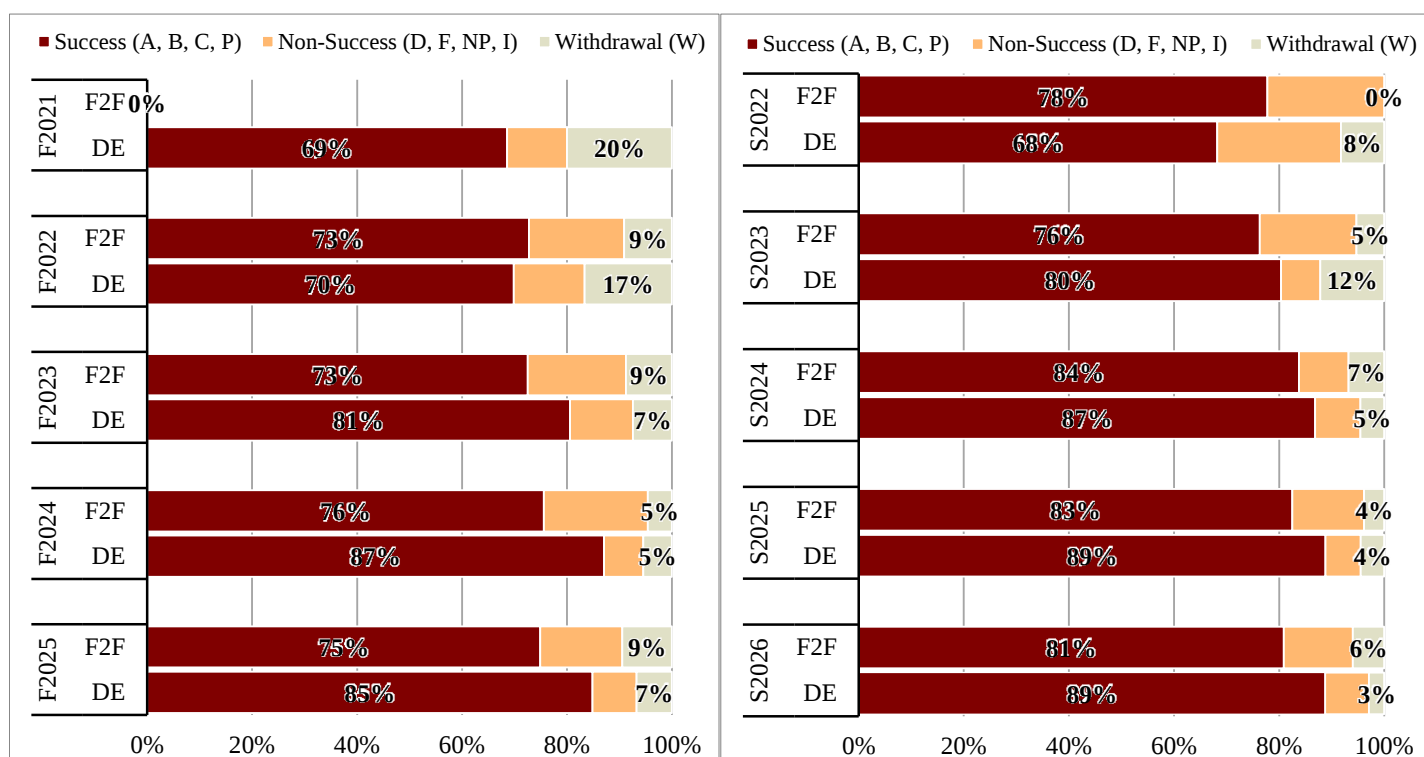
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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

Student Performance: Distance Education

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	70	137	266	364	586	94	145	272	362	579
Face-to-Face (F2F) Sections	—	11	91	217	275	—	38	74	183	267
Success Rates	—	73%	73%	76%	75%	78%	76%	84%	83%	81%
Non-Success Rates	—	18%	19%	20%	16%	22%	18%	9%	14%	13%
Withdrawals	—	9%	9%	5%	9%	0%	5%	7%	4%	6%
Distance Education (DE) Sections	—	126	175	147	311	—	107	198	179	312
Success Rates	69%	70%	81%	87%	85%	68%	80%	87%	89%	89%
Non-Success Rates	11%	13%	12%	7%	8%	24%	7%	9%	7%	8%
Withdrawals	20%	17%	7%	5%	7%	8%	12%	5%	4%	3%



Definitions:

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

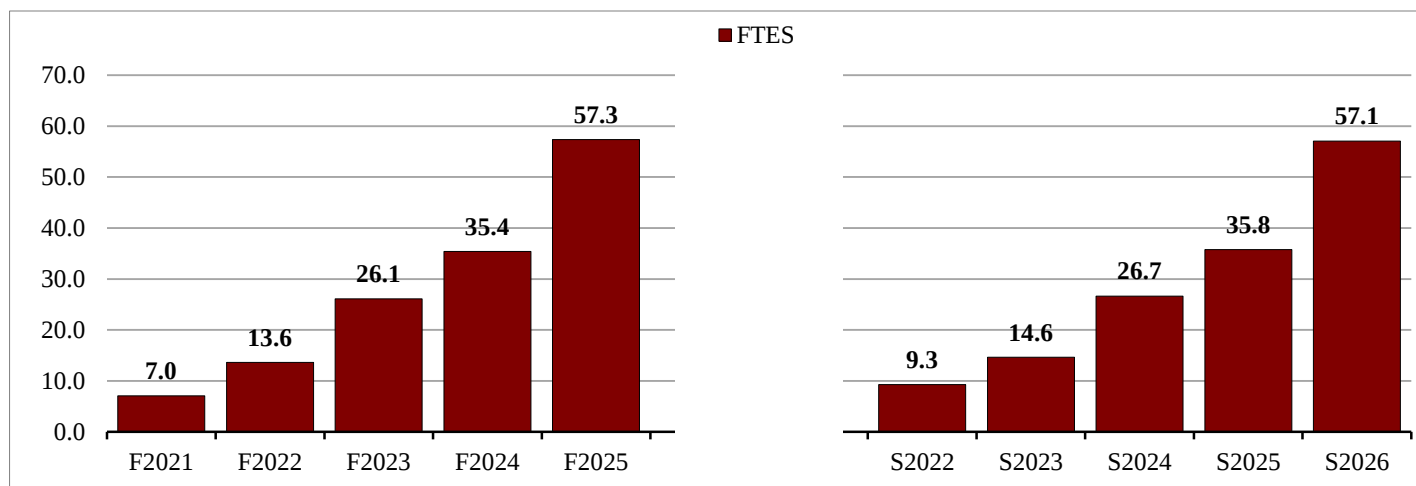
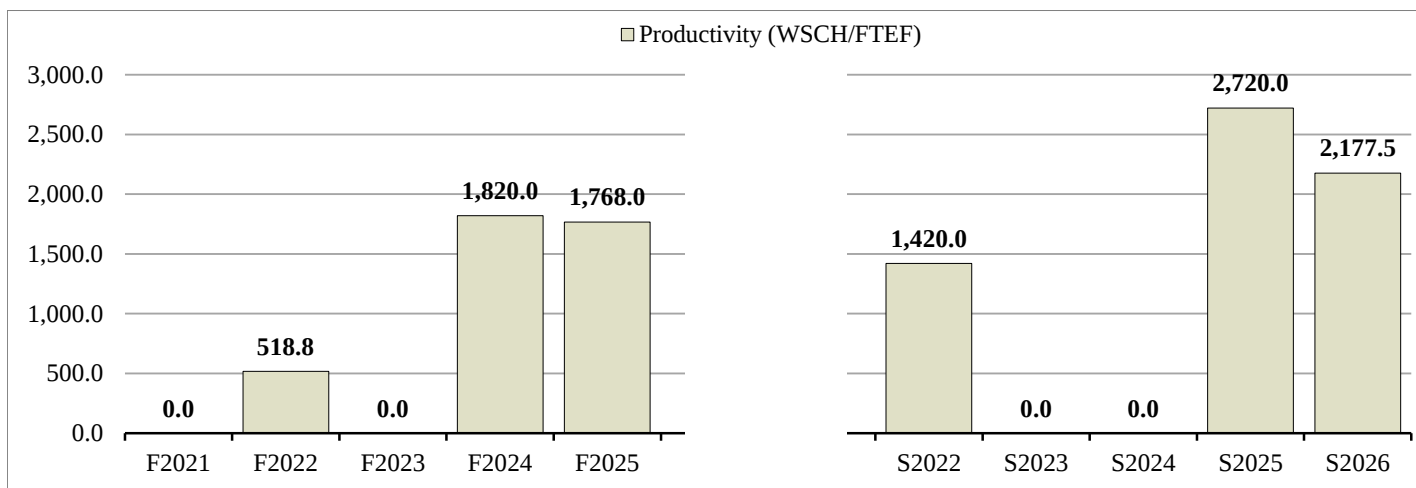
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
WSCH	211	415	802	1,092	1,768	284	438	818	1,088	1,742
FTES	7.0	13.6	26.1	35.4	57.3	9.3	14.6	26.7	35.8	57.1
FTEF	0.0	0.8	0.0	0.6	1.0	0.2	0.0	0.0	0.4	0.8
Productivity (WSCH/FTEF)	—	518.8	—	1,820.0	1,768.0	1,420.0	—	—	2,720.0	2,177.5



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.

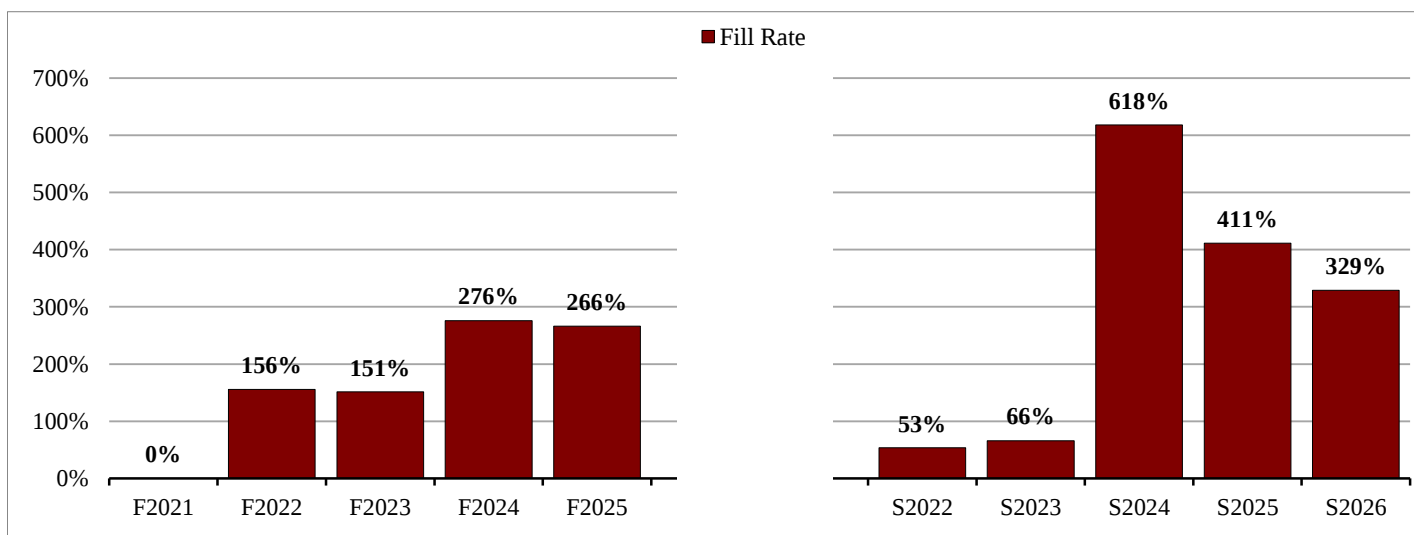
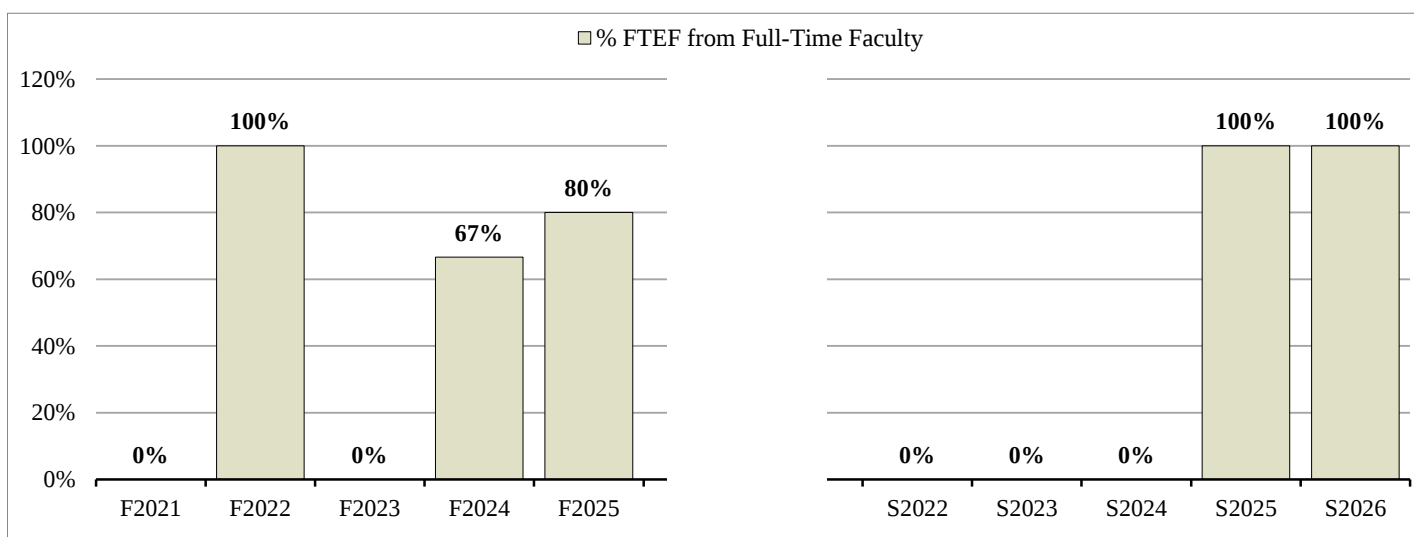
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Enrollment Management: Part 2

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
FTEF from Full-Time Faculty	0.0	0.8	0.0	0.4	0.8	0.0	0.0	0.0	0.4	0.8
% FTEF from Full-Time Faculty	—	100%	—	67%	80%	0%	—	—	100%	100%
Enrollments	70	137	266	364	586	94	145	272	362	579
Capacity (seats available)	0	88	176	132	220	176	220	44	88	176
Fill Rate	—	156%	151%	276%	266%	53%	66%	618%	411%	329%



Definitions:

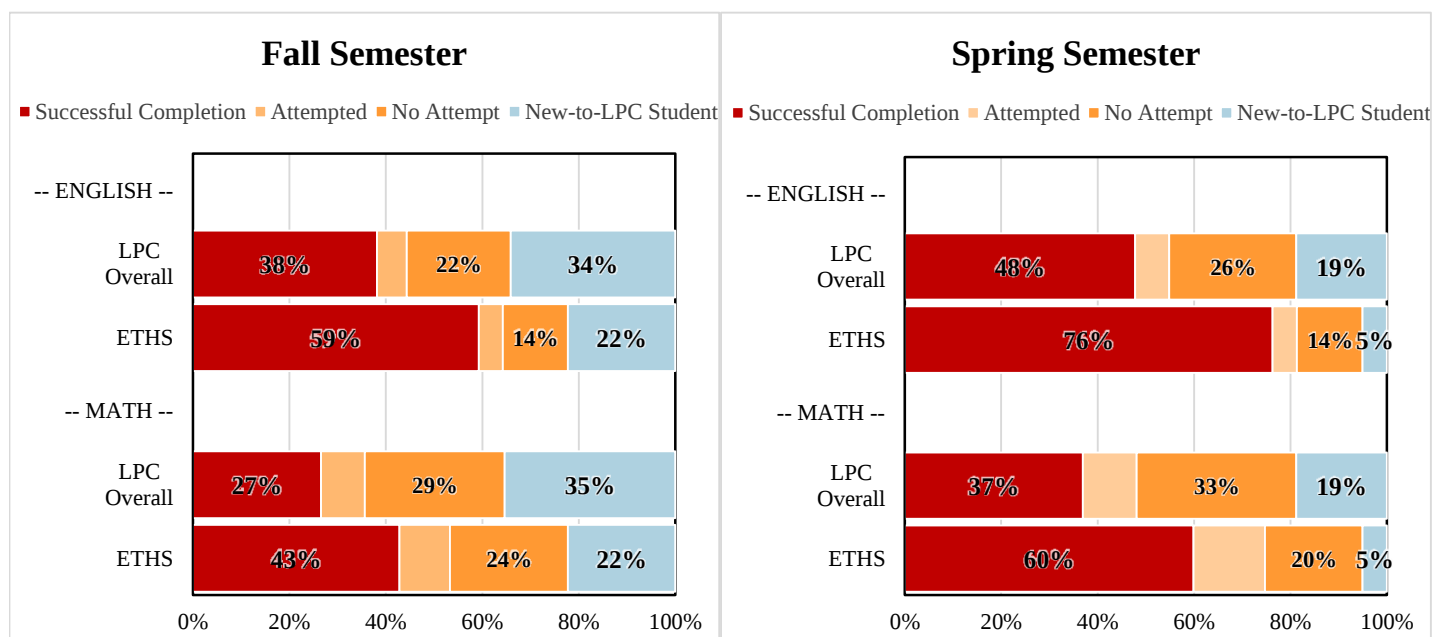
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 7/25/23.

Prior Experience in English & Math

(English and math status prior to the start of the term)	Fall 2025				Spring 2026			
	ETHS		LPC Overall		ETHS		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	346	59%	3,416	38%	441	76%	4,091	48%
Attempted (not successful)	29	5%	553	6%	29	5%	607	7%
No Attempt	79	14%	1,931	22%	79	14%	2,260	26%
New-to-LPC Student	130	22%	3,057	34%	29	5%	1,609	19%
Transfer-level Math								
Successful Completion*	250	43%	2,211	27%	346	60%	3,163	37%
Attempted (not successful)	61	10%	756	9%	86	15%	959	11%
No Attempt	143	24%	2,410	29%	117	20%	2,836	33%
New-to-LPC Student	130	22%	2,946	35%	29	5%	1,609	19%



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 a 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.