



Las Positas College

Discipline Program Review Data Packet

Fall 2021 to Spring 2026

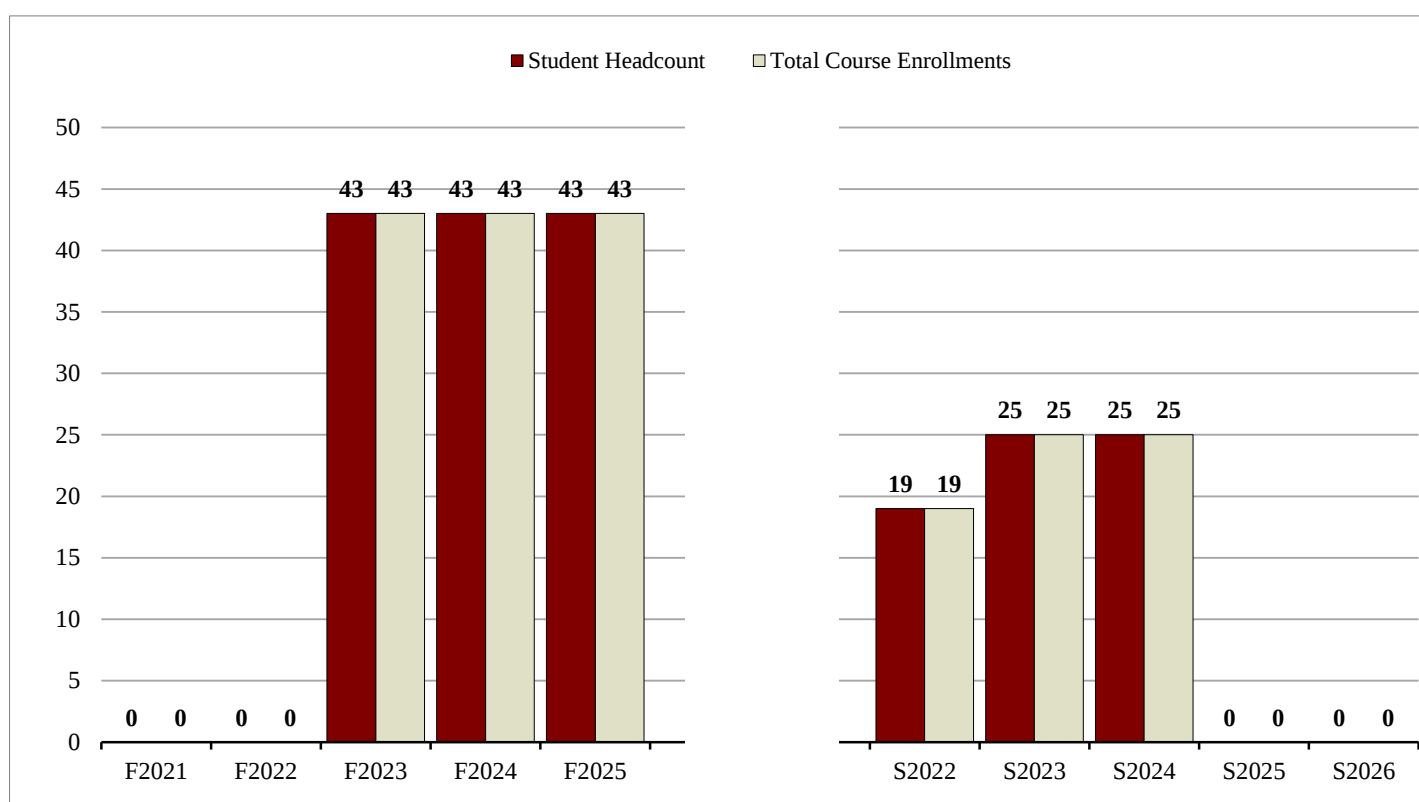
Discipline:

**Lesbian, Gay, Bisexual, Transgender and
Queer Studies (LGBT)**

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Headcount & Enrollment

Lesbian, Gay, Bisexual, Transgender and Queer Studies (LGBT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Student Headcount	—	—	43	43	43	19	25	25	—	—
Total Course Enrollments	—	—	43	43	43	19	25	25	—	—



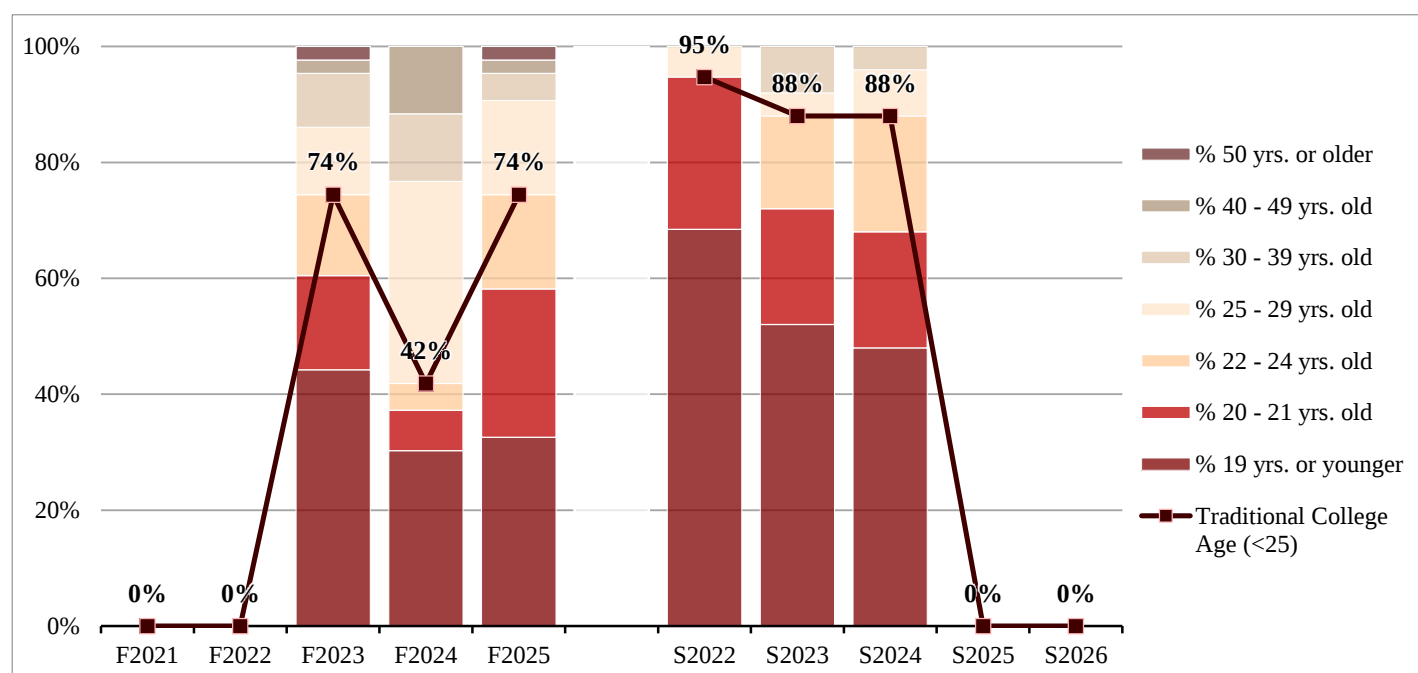
Definitions:

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.

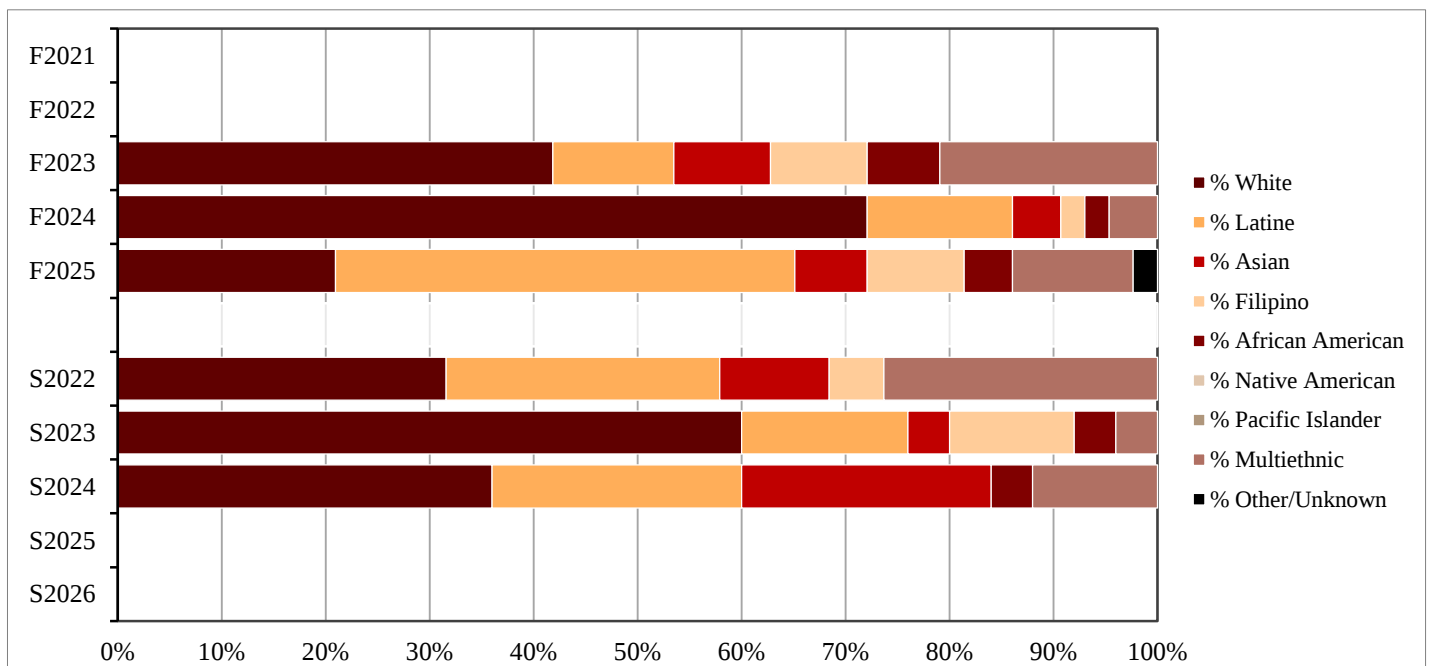
Student Demographics: Gender & Age

Lesbian, Gay, Bisexual, Transgender and Queer Studies (LGBT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Female	—	—	18	19	21	9	14	16	—	—
Male	—	—	21	16	18	9	6	4	—	—
Non-Binary	—	—	0	0	2	0	0	0	—	—
19 yrs. or younger	—	—	19	13	14	13	13	12	—	—
20-21 yrs. old	—	—	7	3	11	5	5	5	—	—
22-24 yrs. old	—	—	6	2	7	0	4	5	—	—
25-29 yrs. old	—	—	5	15	7	1	1	2	—	—
30-39 yrs. old	—	—	4	5	2	0	2	1	—	—
40-49 yrs. old	—	—	1	5	1	0	0	0	—	—
50 yrs. or older	—	—	1	0	1	0	0	0	—	—
% Female	—	—	46%	54%	51%	50%	70%	80%	—	—
% Male	—	—	54%	46%	44%	50%	30%	20%	—	—
% Non-Binary	—	—	0%	0%	5%	0%	0%	0%	—	—
% 19 yrs. or younger	—	—	44%	30%	33%	68%	52%	48%	—	—
% 20 - 21 yrs. old	—	—	16%	7%	26%	26%	20%	20%	—	—
% 22 - 24 yrs. old	—	—	14%	5%	16%	0%	16%	20%	—	—
% 25 - 29 yrs. old	—	—	12%	35%	16%	5%	4%	8%	—	—
% 30 - 39 yrs. old	—	—	9%	12%	5%	0%	8%	4%	—	—
% 40 - 49 yrs. old	—	—	2%	12%	2%	0%	0%	0%	—	—
% 50 yrs. or older	—	—	2%	0%	2%	0%	0%	0%	—	—



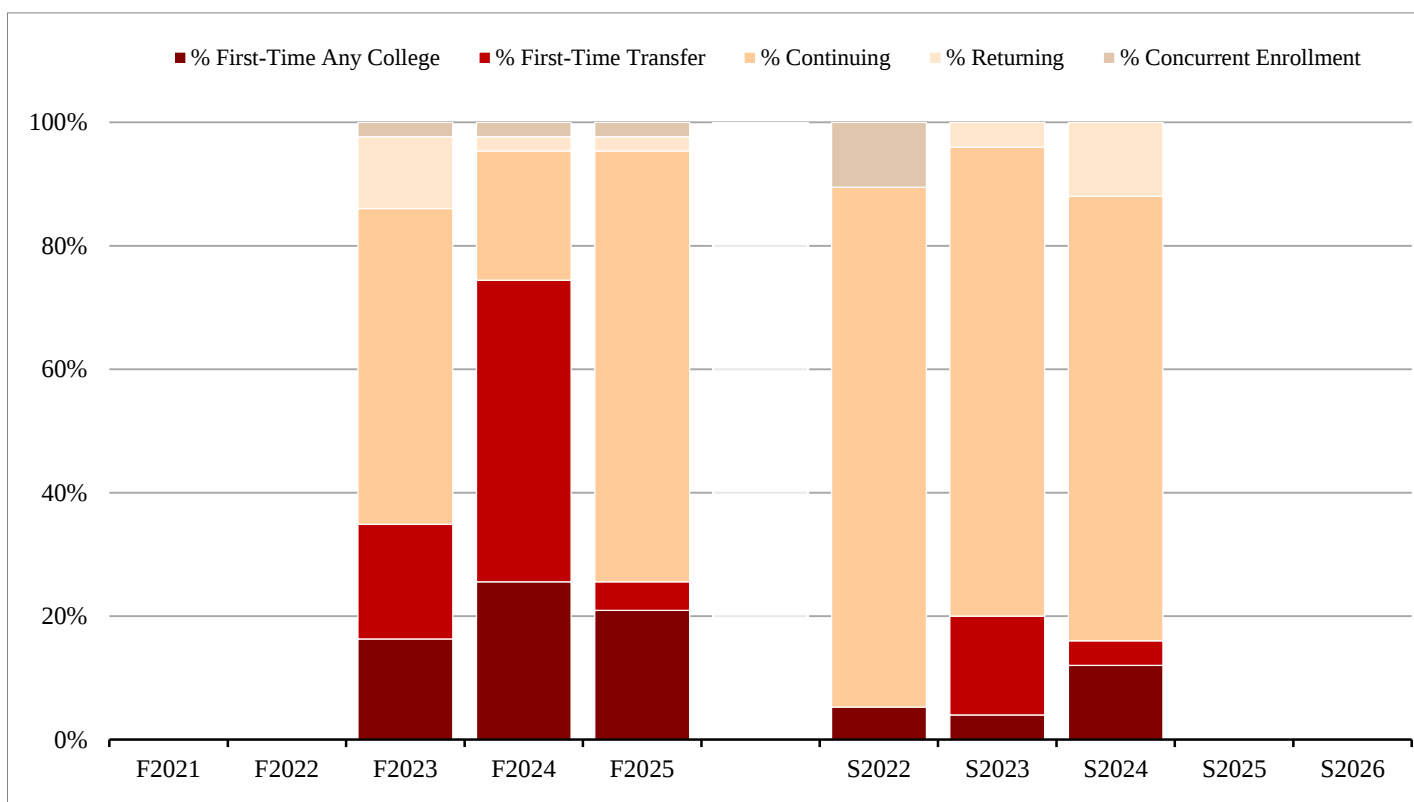
Student Demographic: Race-Ethnicity

Lesbian, Gay, Bisexual, Transgender and Queer Studies (LGBT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
African American	—	—	3	1	2	0	1	1	—	—
Asian	—	—	4	2	3	2	1	6	—	—
Filipino	—	—	4	1	4	1	3	0	—	—
Latine	—	—	5	6	19	5	4	6	—	—
Native American	—	—	0	0	0	0	0	0	—	—
Pacific Islander	—	—	0	0	0	0	0	0	—	—
White	—	—	18	31	9	6	15	9	—	—
Multiethnic	—	—	9	2	5	5	1	3	—	—
Other/Unknown	—	—	0	0	1	0	0	0	—	—
% African American	—	—	7%	2%	5%	0%	4%	4%	—	—
% Asian	—	—	9%	5%	7%	11%	4%	24%	—	—
% Filipino	—	—	9%	2%	9%	5%	12%	0%	—	—
% Latine	—	—	12%	14%	44%	26%	16%	24%	—	—
% Native American	—	—	0%	0%	0%	0%	0%	0%	—	—
% Pacific Islander	—	—	0%	0%	0%	0%	0%	0%	—	—
% White	—	—	42%	72%	21%	32%	60%	36%	—	—
% Multiethnic	—	—	21%	5%	12%	26%	4%	12%	—	—
% Other/Unknown	—	—	0%	0%	2%	0%	0%	0%	—	—



Student Enrollment Status

Lesbian, Gay, Bisexual, Transgender and Queer Studies (LGBT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
First-Time Any College	—	—	7	11	9	1	1	3	—	—
First-Time Transfer	—	—	8	21	2	0	4	1	—	—
Continuing	—	—	22	9	30	16	19	18	—	—
Returning	—	—	5	1	1	0	1	3	—	—
Concurrent Enrollment	—	—	1	1	1	2	0	0	—	—
% First-Time Any College	—	—	16%	26%	21%	5%	4%	12%	—	—
% First-Time Transfer	—	—	19%	49%	5%	0%	16%	4%	—	—
% Continuing	—	—	51%	21%	70%	84%	76%	72%	—	—
% Returning	—	—	12%	2%	2%	0%	4%	12%	—	—
% Concurrent Enrollment	—	—	2%	2%	2%	11%	0%	0%	—	—



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.

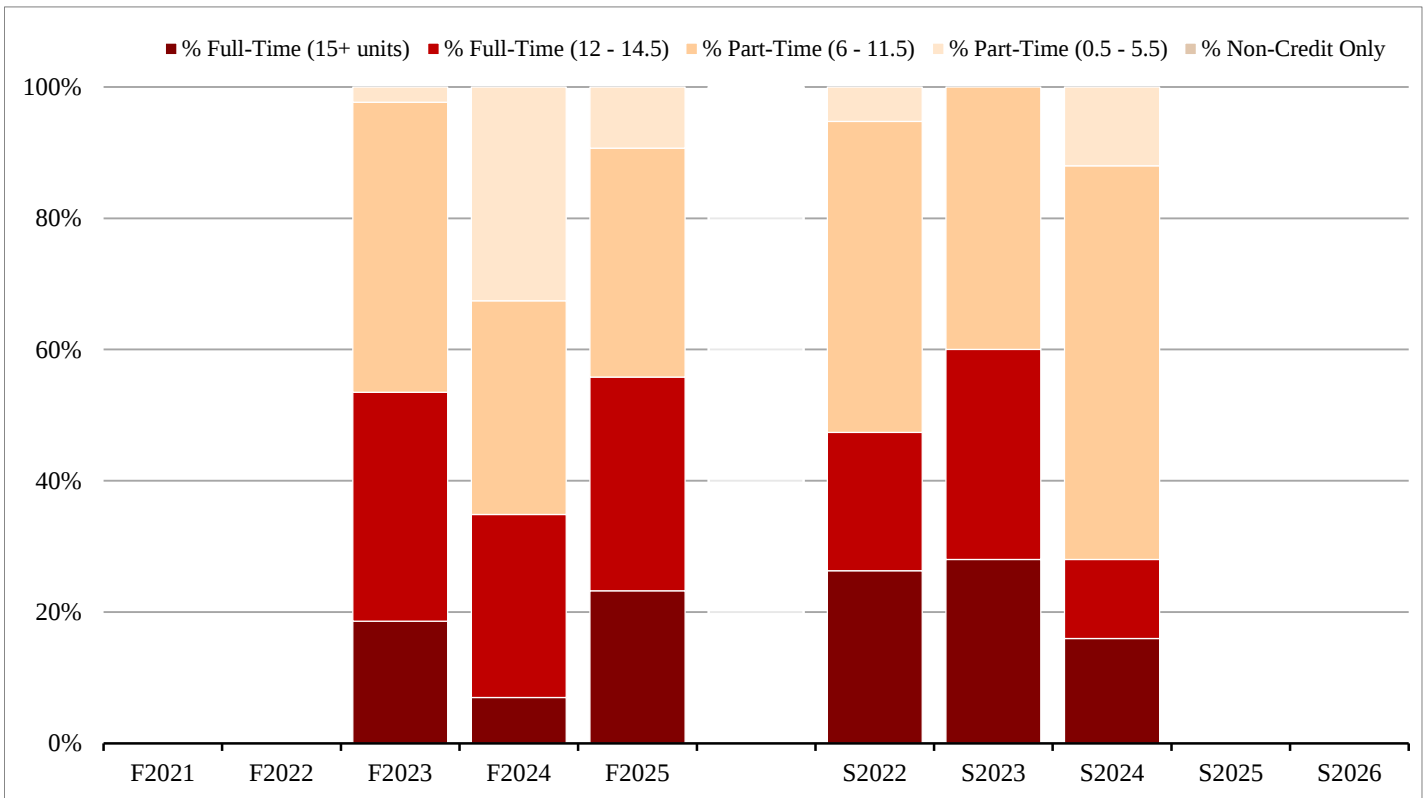
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

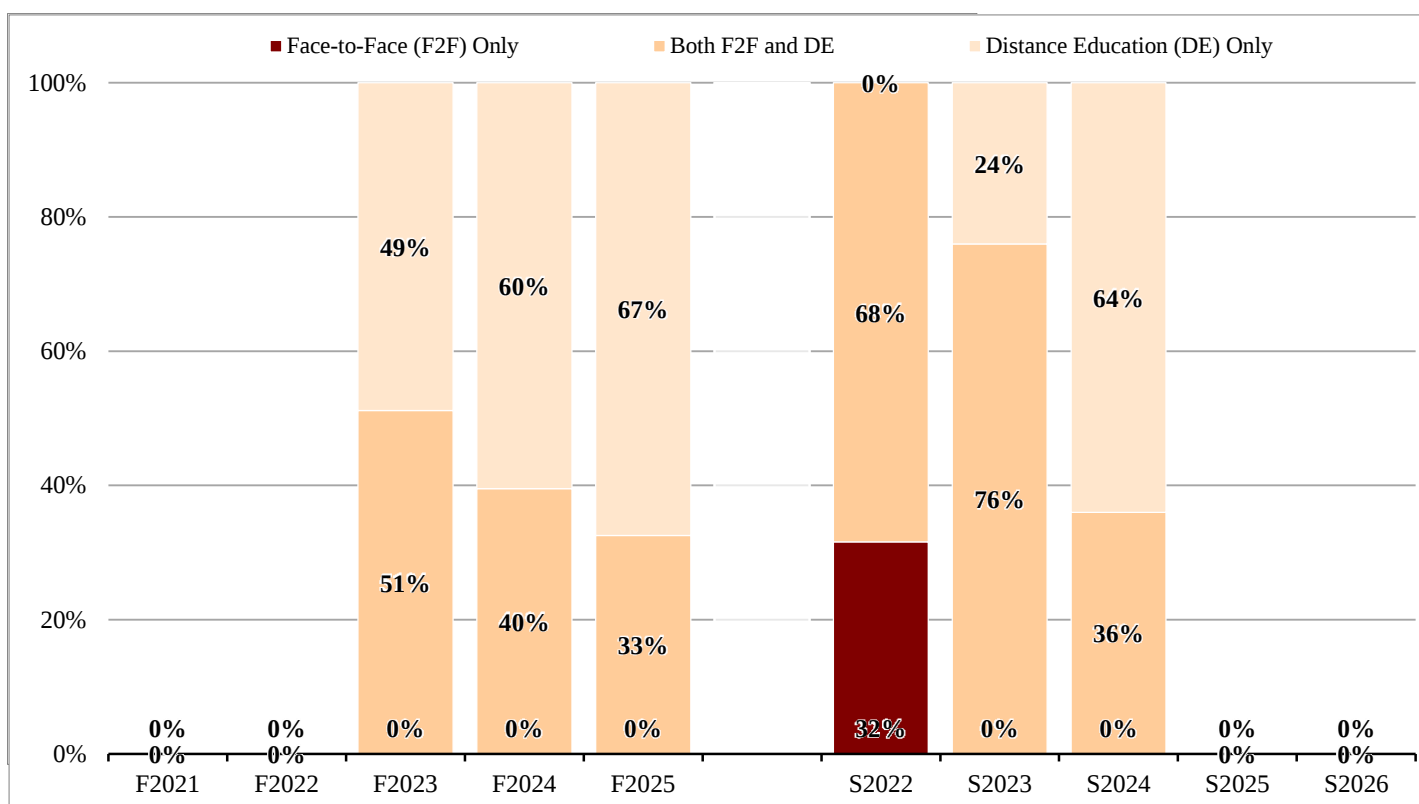
Student Unit Load

Lesbian, Gay, Bisexual, Transgender and Queer Studies (LGBT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Full-Time (15+ units)	—	—	8	3	10	5	7	4	—	—
Full-Time (12 - 14.5 units)	—	—	15	12	14	4	8	3	—	—
Part-Time (6 - 11.5 units)	—	—	19	14	15	9	10	15	—	—
Part-Time (0.5 - 5.5 units)	—	—	1	14	4	1	0	3	—	—
Non-Credit Only	—	—	0	0	0	0	0	0	—	—
% Full-Time (15+ units)	—	—	19%	7%	23%	26%	28%	16%	—	—
% Full-Time (12 - 14.5)	—	—	35%	28%	33%	21%	32%	12%	—	—
% Part-Time (6 - 11.5)	—	—	44%	33%	35%	47%	40%	60%	—	—
% Part-Time (0.5 - 5.5)	—	—	2%	33%	9%	5%	0%	12%	—	—
% Non-Credit Only	—	—	0%	0%	0%	0%	0%	0%	—	—



Students Using Distance Education

Lesbian, Gay, Bisexual, Transgender and Queer Studies (LGBT)										
<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	0	0	6	0	0	—	—
Both F2F and DE	—	—	22	17	14	13	19	9	—	—
Distance Education (DE) Only	—	—	21	26	29	0	6	16	—	—
% Face-to-Face (F2F) Only	—	—	0%	0%	0%	32%	0%	0%	—	—
% Both F2F and DE	—	—	51%	40%	33%	68%	76%	36%	—	—
% Distance Education (DE) Only	—	—	49%	60%	67%	0%	24%	64%	—	—



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.

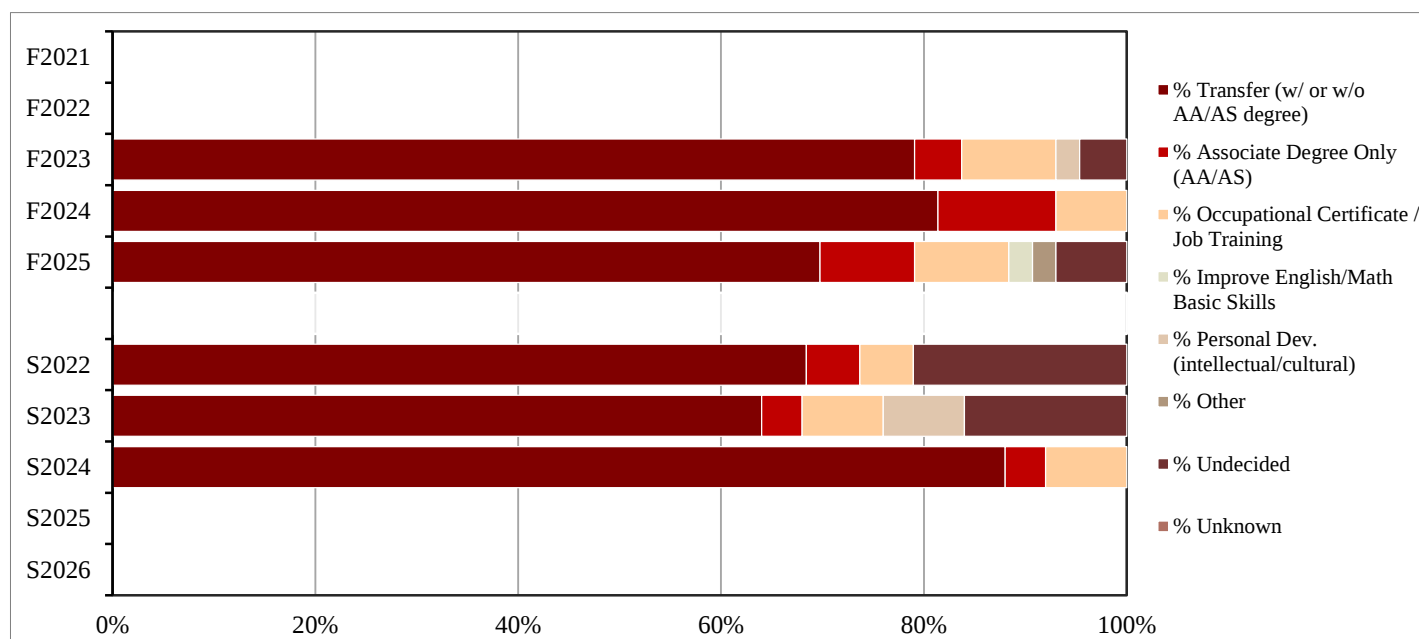
In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.

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

Lesbian, Gay, Bisexual, Transgender and Queer Studies (LGBT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Transfer (w/ or w/o AA/AS degree)	—	—	34	35	30	13	16	22	—	—
Associate Degree Only (AA/AS)	—	—	2	5	4	1	1	1	—	—
Occupational Certificate / Job Training	—	—	4	3	4	1	2	2	—	—
Improve English/Math Basic Skills	—	—	0	0	1	0	0	0	—	—
Personal Development (intellectual/cultural)	—	—	1	0	0	0	2	0	—	—
Other	—	—	0	0	1	0	0	0	—	—
Undecided	—	—	2	0	3	4	4	0	—	—
Unknown	—	—	0	0	0	0	0	0	—	—
% Transfer (w/ or w/o AA/AS degree)	—	—	79%	81%	70%	68%	64%	88%	—	—
% Associate Degree Only (AA/AS)	—	—	5%	12%	9%	5%	4%	4%	—	—
% Occupational Certificate / Job Training	—	—	9%	7%	9%	5%	8%	8%	—	—
% Improve English/Math Basic Skills	—	—	0%	0%	2%	0%	0%	0%	—	—
% Personal Dev. (intellectual/cultural)	—	—	2%	0%	0%	0%	8%	0%	—	—
% Other	—	—	0%	0%	2%	0%	0%	0%	—	—
% Undecided	—	—	5%	0%	7%	21%	16%	0%	—	—
% Unknown	—	—	0%	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.

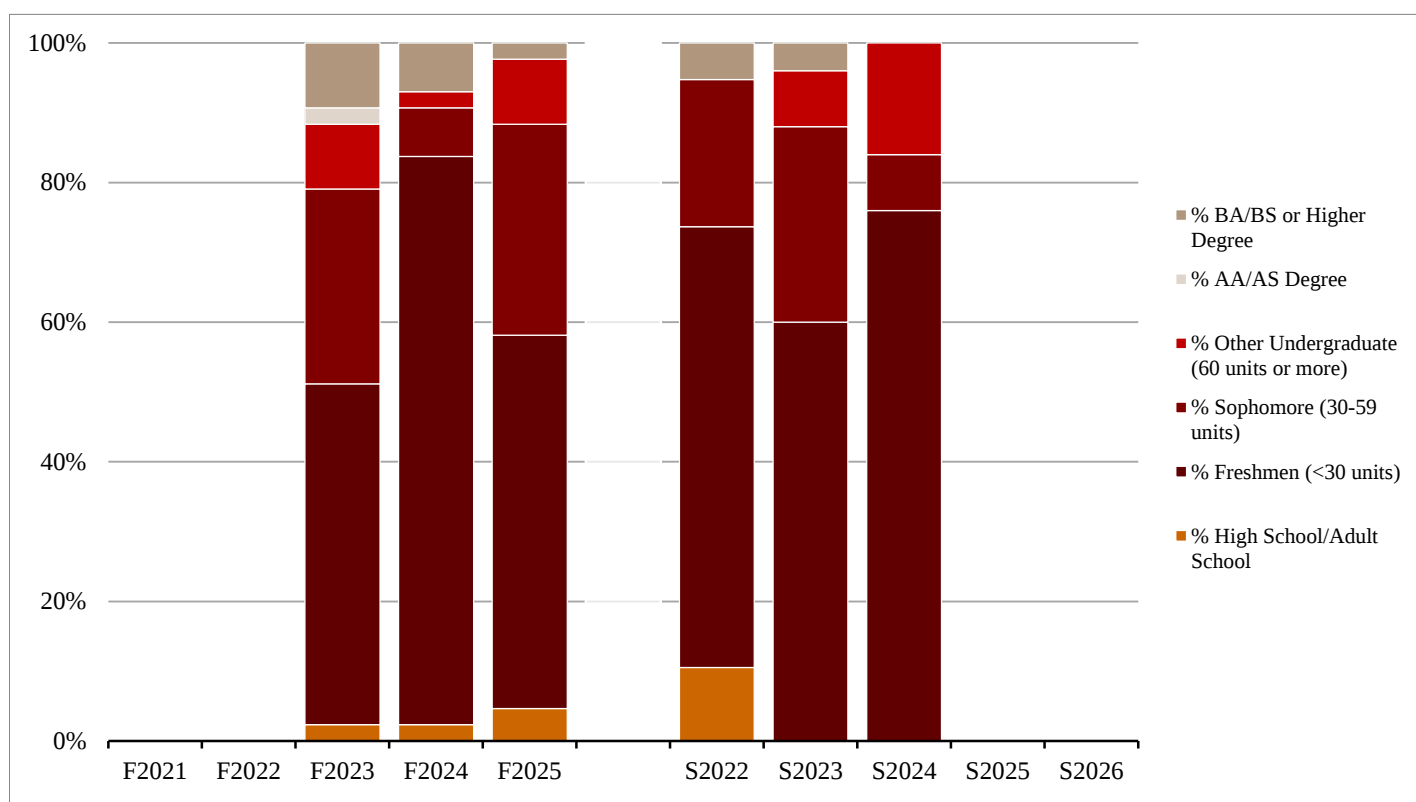
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

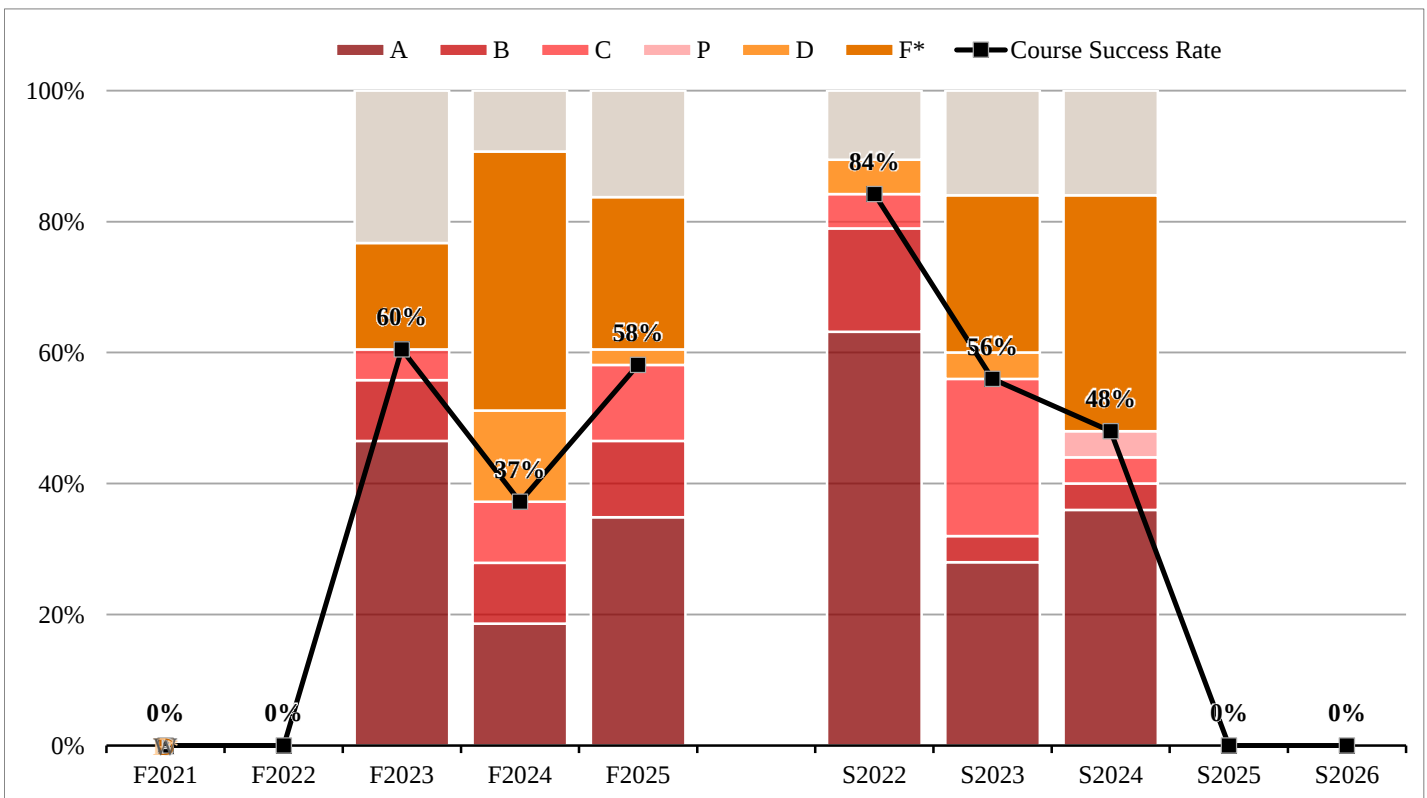
Highest Educational Level of Students

Lesbian, Gay, Bisexual, Transgender and Queer Studies (LGBT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
High School/Adult School	—	—	1	1	2	2	0	0	—	—
Freshmen (<30 units)	—	—	21	35	23	12	15	19	—	—
Sophomore (30-59 units)	—	—	12	3	13	4	7	2	—	—
Other Undergraduate (60 units or more)	—	—	4	1	4	0	2	4	—	—
AA/AS Degree	—	—	1	0	0	0	0	0	—	—
BA/BS or Higher Degree	—	—	4	3	1	1	1	0	—	—
% High School/Adult School	—	—	2%	2%	5%	11%	0%	0%	—	—
% Freshmen (<30 units)	—	—	49%	81%	53%	63%	60%	76%	—	—
% Sophomore (30-59 units)	—	—	28%	7%	30%	21%	28%	8%	—	—
% Other Undergraduate (60 units or more)	—	—	9%	2%	9%	0%	8%	16%	—	—
% AA/AS Degree	—	—	2%	0%	0%	0%	0%	0%	—	—
% BA/BS or Higher Degree	—	—	9%	7%	2%	5%	4%	0%	—	—



Student Performance: Grade Distribution

Lesbian, Gay, Bisexual, Transgender and Queer Studies (LGBT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	—	—	43	43	43	19	25	25	—	—
Course Success Rates	—	—	60%	37%	58%	84%	56%	48%	—	—
A	—	—	47%	19%	35%	63%	28%	36%	—	—
B	—	—	9%	9%	12%	16%	4%	4%	—	—
C	—	—	5%	9%	12%	5%	24%	4%	—	—
P	—	—	0%	0%	0%	0%	0%	4%	—	—
Course Non-Success Rate	—	—	16%	53%	26%	5%	28%	36%	—	—
D	—	—	0%	14%	2%	5%	4%	0%	—	—
F*	—	—	16%	40%	23%	0%	24%	36%	—	—
Withdrawals (See Note)	—	—	23%	9%	16%	11%	16%	16%	—	—



Definitions:

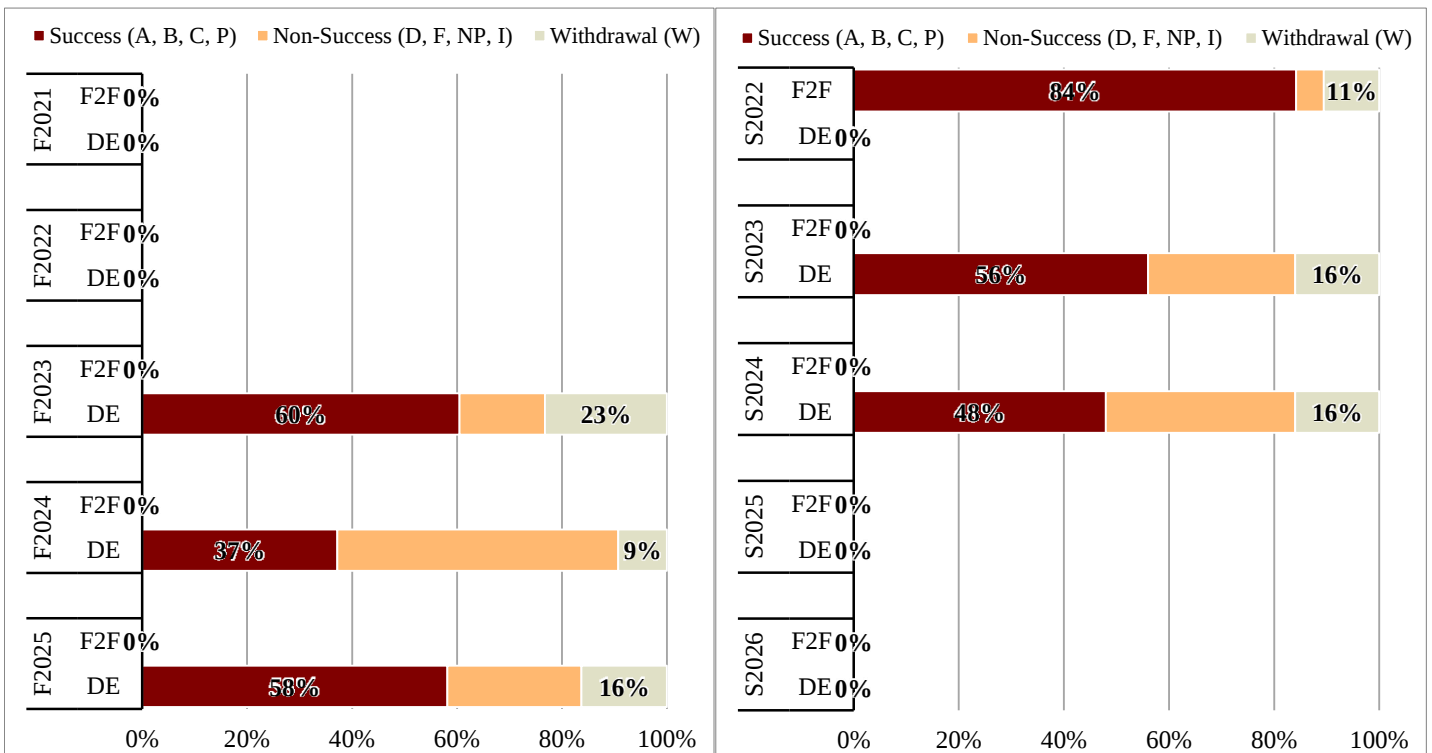
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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

Lesbian, Gay, Bisexual, Transgender and Queer Studies (LGBT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	—	—	43	43	43	19	25	25	—	—
Face-to-Face (F2F) Sections	—	—	0	0	0	19	0	0	—	—
Success Rates	—	—	—	—	—	84%	—	—	—	—
Non-Success Rates	—	—	—	—	—	5%	—	—	—	—
Withdrawals	—	—	—	—	—	11%	—	—	—	—
Distance Education (DE) Sections	—	—	43	43	43	0	25	25	—	—
Success Rates	—	—	60%	37%	58%	—	56%	48%	—	—
Non-Success Rates	—	—	16%	53%	26%	—	28%	36%	—	—
Withdrawals	—	—	23%	9%	16%	—	16%	16%	—	—



Definitions:

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

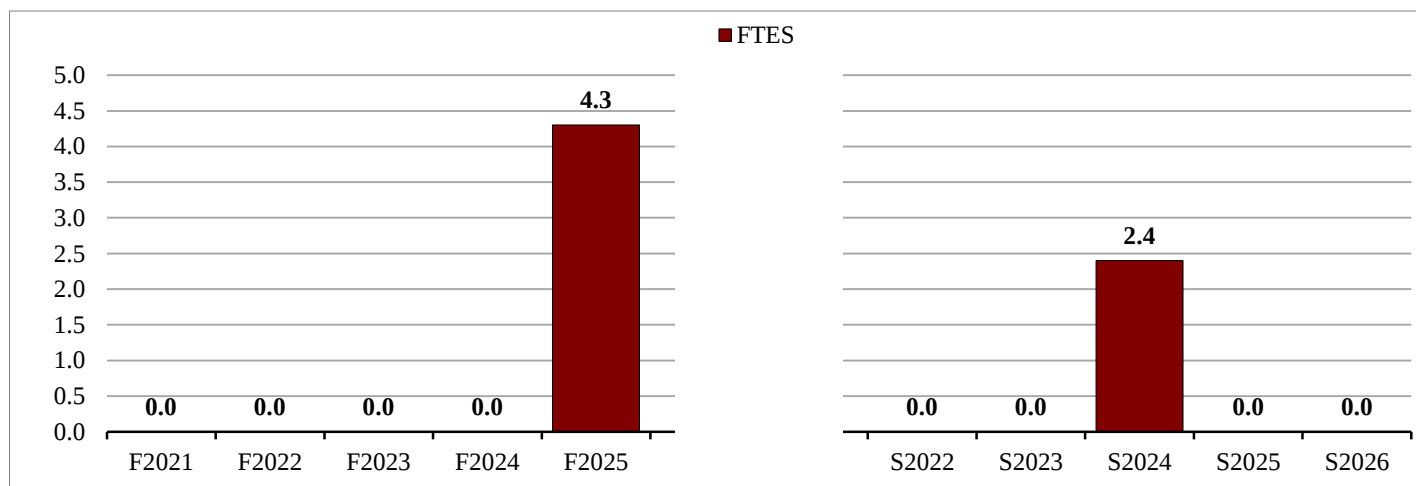
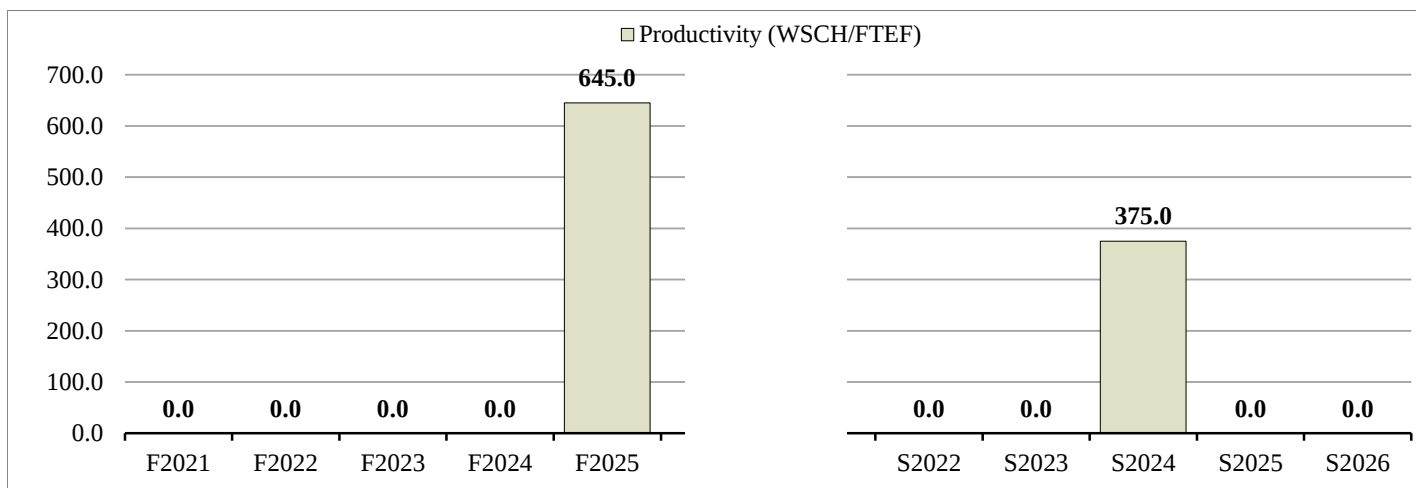
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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

Lesbian, Gay, Bisexual, Transgender and Queer Studies (LGBT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
WSCH	—	—	—	—	129	—	—	75	0	0
FTEF	—	—	—	—	4.3	—	—	2.4	0.0	0.0
FTEF	—	—	—	—	0.2	—	—	0.2	0.0	0.0
Productivity (WSCH/FTEF)	—	—	—	—	645.0	—	—	375.0	—	—



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.

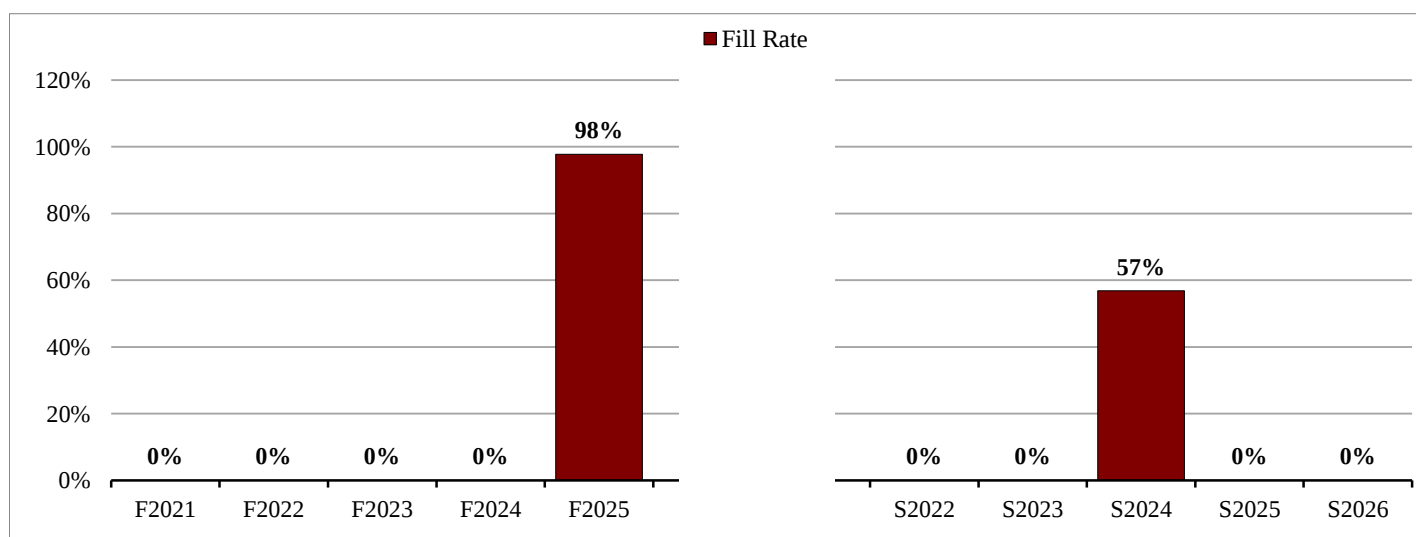
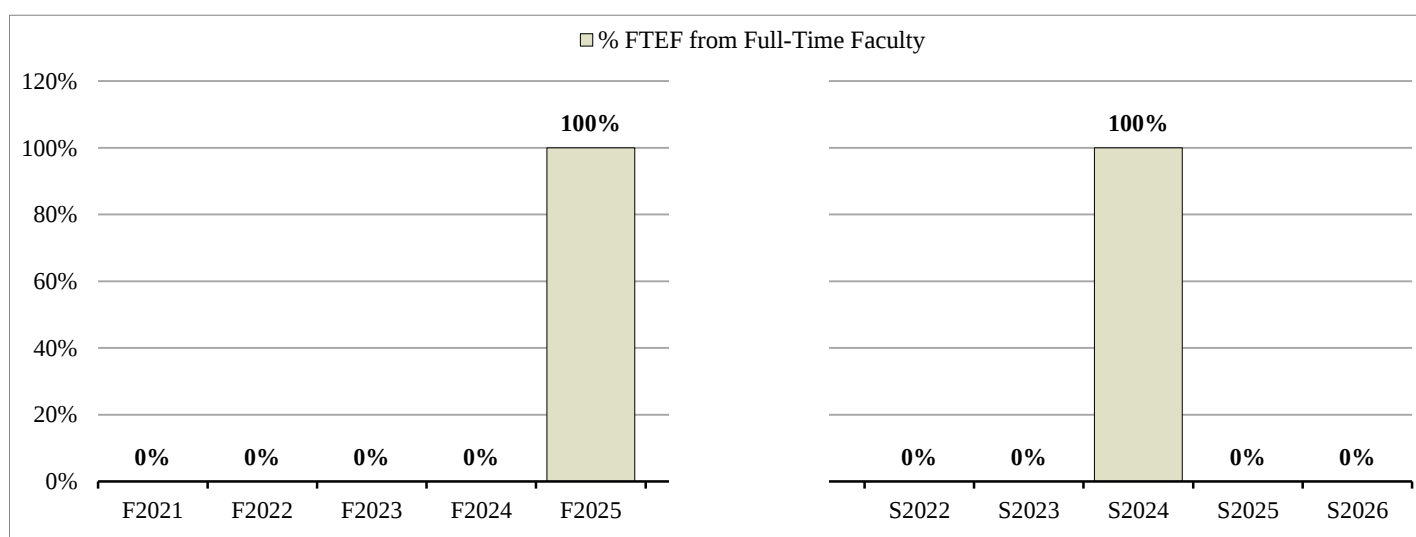
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Note: Enrollment Management data are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/25/23.

Enrollment Management: Part 2

Lesbian, Gay, Bisexual, Transgender and Queer Studies (LGBT)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
FTEF from Full-Time Faculty	—	—	—	—	0.2	—	—	0.2	0.0	0.0
% FTEF from Full-Time Faculty	—	—	—	—	100%	—	—	100%	—	—
Enrollments	—	—	—	—	43	—	—	25	0	0
Capacity (seats available)	—	—	—	—	44	—	—	44	0	0
Fill Rate	—	—	—	—	98%	—	—	57%	—	—



Definitions:

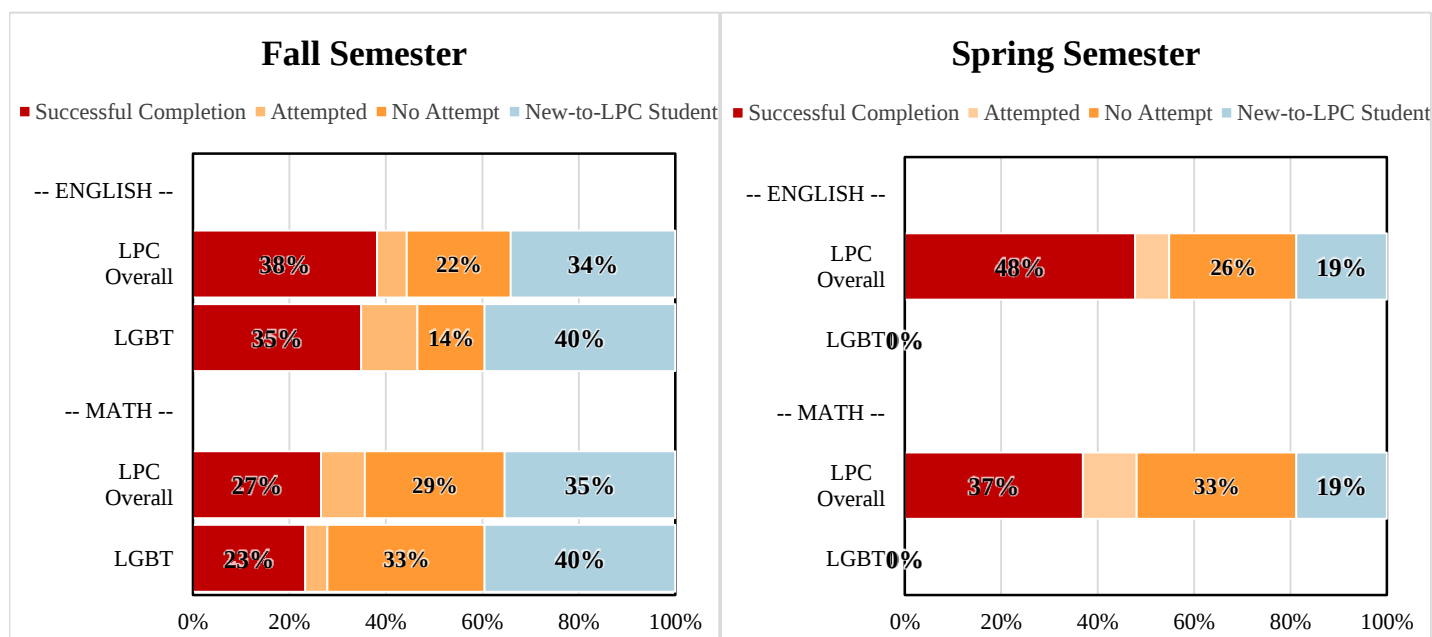
Fill Rate is number of enrollments over the total capacity (seats available).

% 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			
	LGBT		LPC Overall		LGBT		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	15	35%	3,416	38%	0 #####		4,091	48%
Attempted (not successful)	5	12%	553	6%	0 #####		607	7%
No Attempt	6	14%	1,931	22%	0 #####		2,260	26%
New-to-LPC Student	17	40%	3,057	34%	0 #####		1,609	19%
Transfer-level Math								
Successful Completion*	10	23%	2,211	27%	0 #####		3,163	37%
Attempted (not successful)	2	5%	756	9%	0 #####		959	11%
No Attempt	14	33%	2,410	29%	0 #####		2,836	33%
New-to-LPC Student	17	40%	2,946	35%	0 #####		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.