



Las Positas College
Discipline Program Review Data Packet
Spring 2018 to Spring 2022

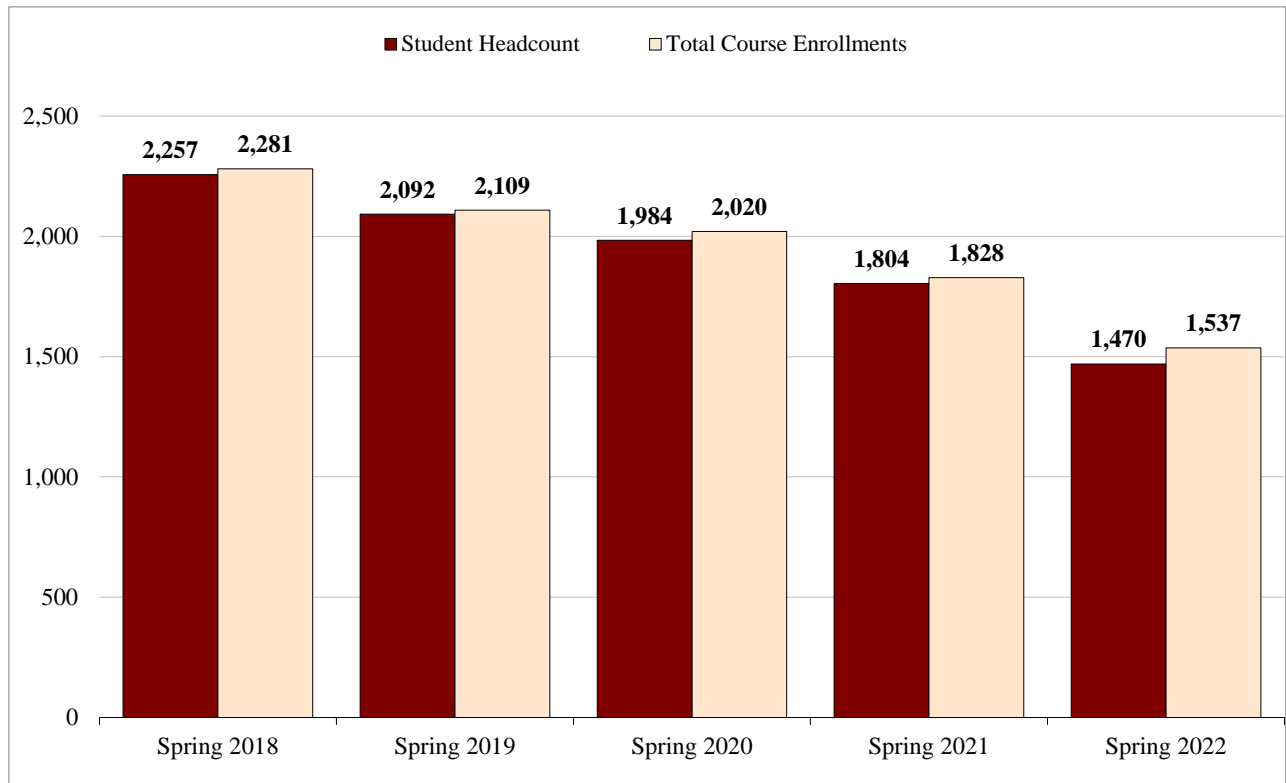
Discipline:

English (includes Non-Credit) (ENG/NENG)

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Headcount & Enrollment

English (includes Non-Credit) (ENG/NENG)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Student Headcount	2,257	2,092	1,984	1,804	1,470
Total Course Enrollments	2,281	2,109	2,020	1,828	1,537



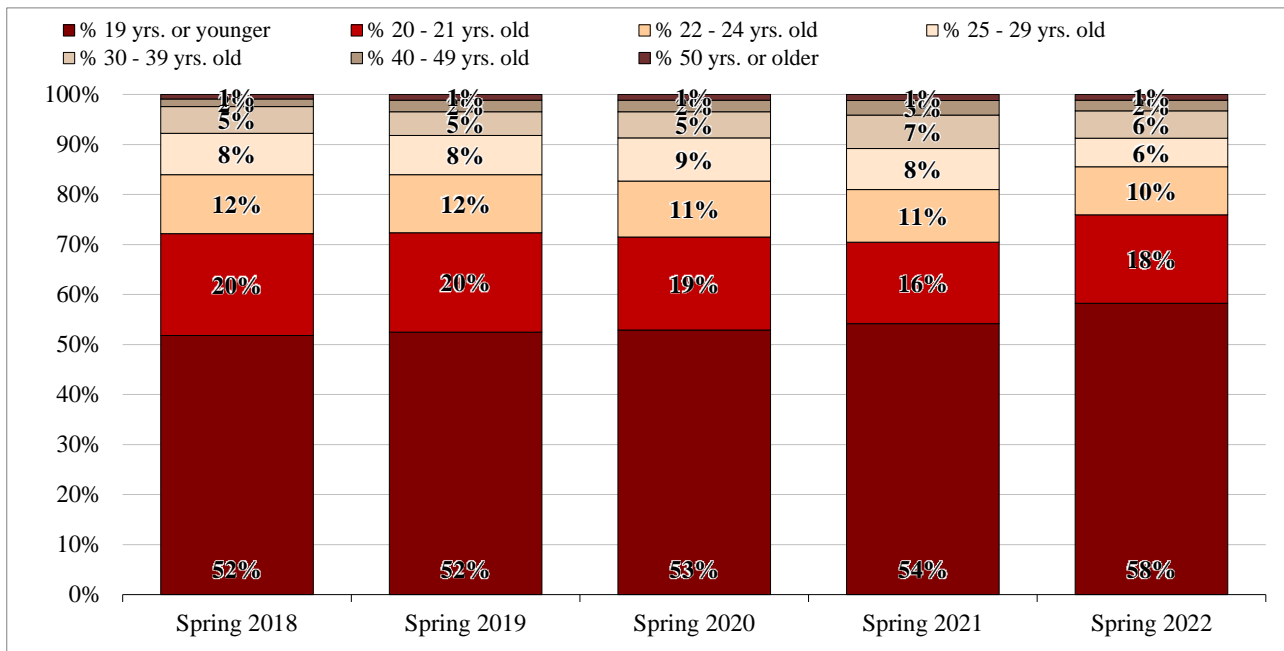
Definitions:

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.

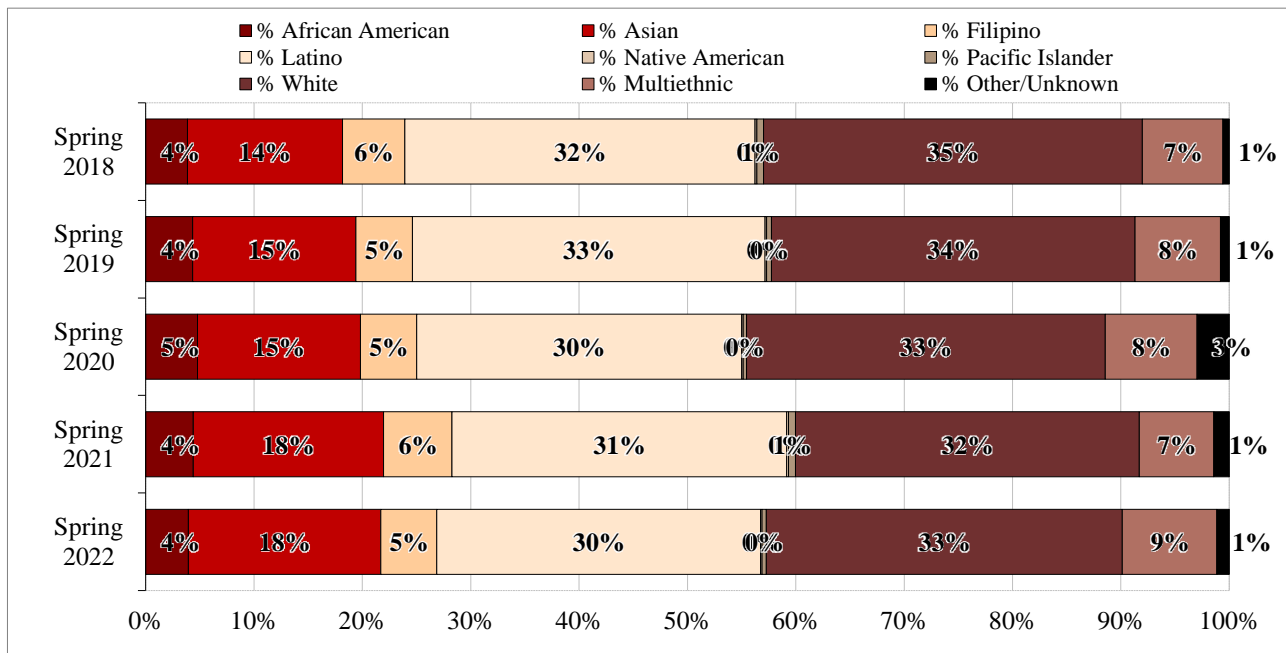
Student Demographics: Gender & Age

English (includes Non-Credit) (ENG/NENG)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Female	1,099	1,046	959	927	747
Male	1,122	1,014	978	846	700
19 yrs. or younger	1,169	1,098	1,049	977	856
20-21 yrs. old	460	416	369	294	260
22-24 yrs. old	266	242	222	190	141
25-29 yrs. old	186	165	171	148	84
30-39 yrs. old	121	98	104	121	81
40-49 yrs. old	35	49	46	52	31
50 yrs. or older	20	24	23	22	17
% Female	49%	51%	50%	52%	52%
% Male	51%	49%	50%	48%	48%
% 19 yrs. or younger	52%	52%	53%	54%	58%
% 20 - 21 yrs. old	20%	20%	19%	16%	18%
% 22 - 24 yrs. old	12%	12%	11%	11%	10%
% 25 - 29 yrs. old	8%	8%	9%	8%	6%
% 30 - 39 yrs. old	5%	5%	5%	7%	6%
% 40 - 49 yrs. old	2%	2%	2%	3%	2%
% 50 yrs. or older	1%	1%	1%	1%	1%



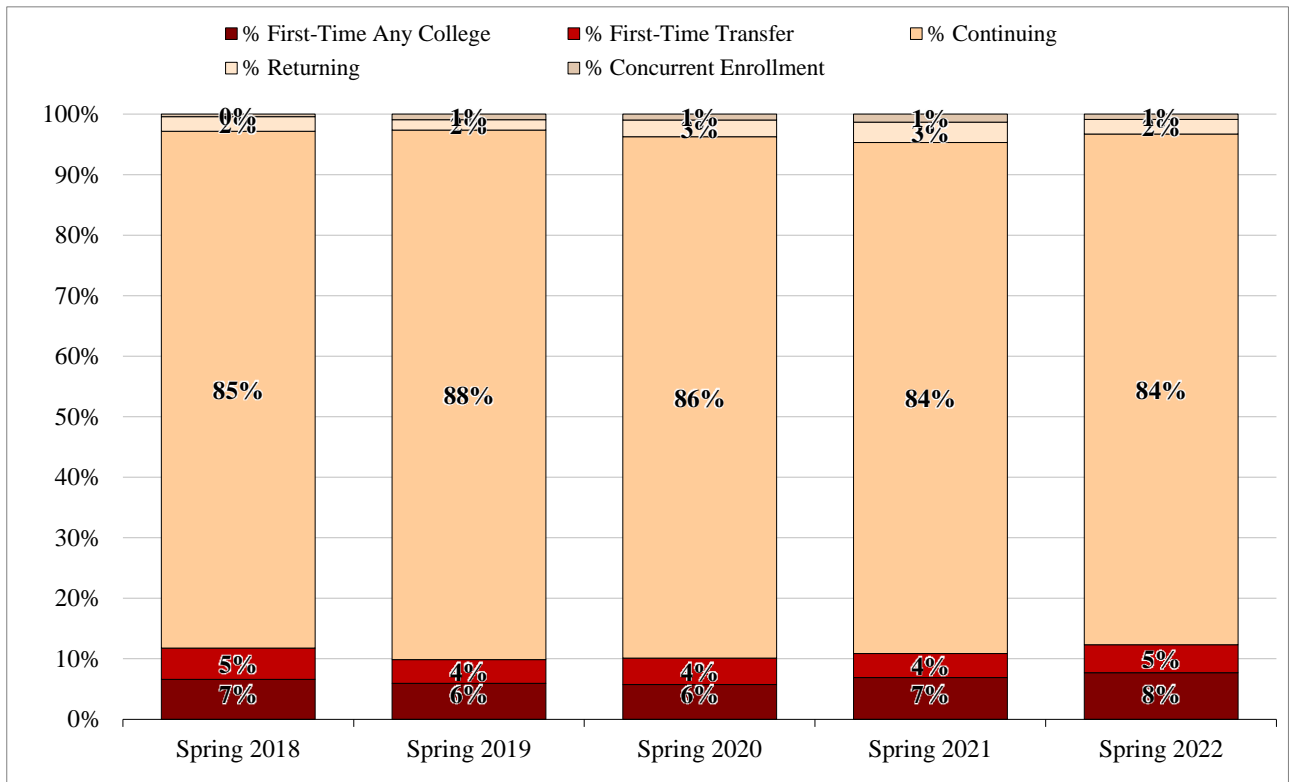
Student Demographic: Race-Ethnicity

English (includes Non-Credit) (ENG/NENG)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
African American	87	91	95	79	58
Asian	323	315	298	317	261
Filipino	130	109	103	114	76
Latino	729	681	595	557	439
Native American	4	3	3	3	2
Pacific Islander	14	9	6	12	6
White	789	702	657	572	483
Multiethnic	168	165	168	124	128
Other/Unknown	13	17	59	26	17
% African American	4%	4%	5%	4%	4%
% Asian	14%	15%	15%	18%	18%
% Filipino	6%	5%	5%	6%	5%
% Latino	32%	33%	30%	31%	30%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	1%	<1%	<1%	1%	<1%
% White	35%	34%	33%	32%	33%
% Multiethnic	7%	8%	8%	7%	9%
% Other/Unknown	1%	1%	3%	1%	1%



Student Enrollment Status

English (includes Non-Credit) (ENG/NENG)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
First-Time Any College	149	125	114	125	113
First-Time Transfer	117	81	87	71	68
Continuing	1,927	1,831	1,709	1,523	1,240
Returning	54	36	55	61	35
Concurrent Enrollment	10	19	19	24	13
% First-Time Any College	7%	6%	6%	7%	8%
% First-Time Transfer	5%	4%	4%	4%	5%
% Continuing	85%	88%	86%	84%	84%
% Returning	2%	2%	3%	3%	2%
% Concurrent Enrollment	<1%	1%	1%	1%	1%

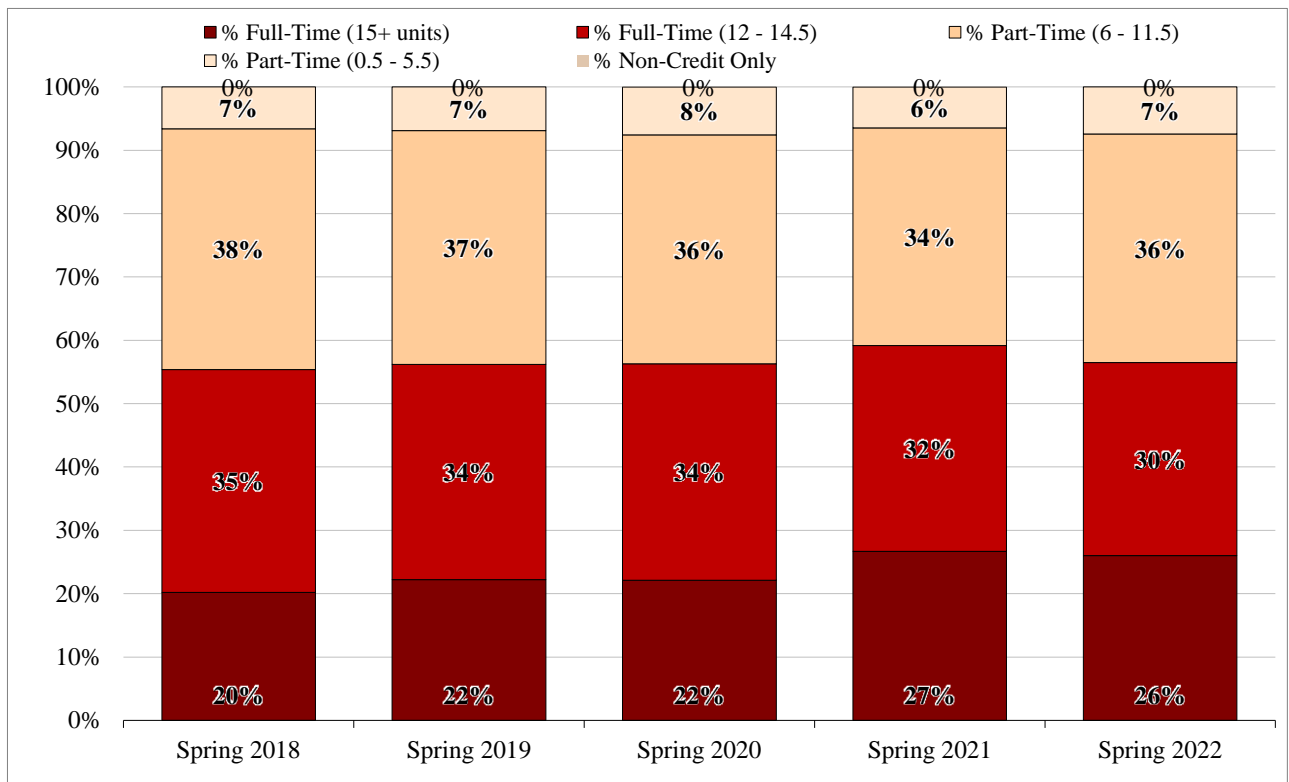


Definitions:

- 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.

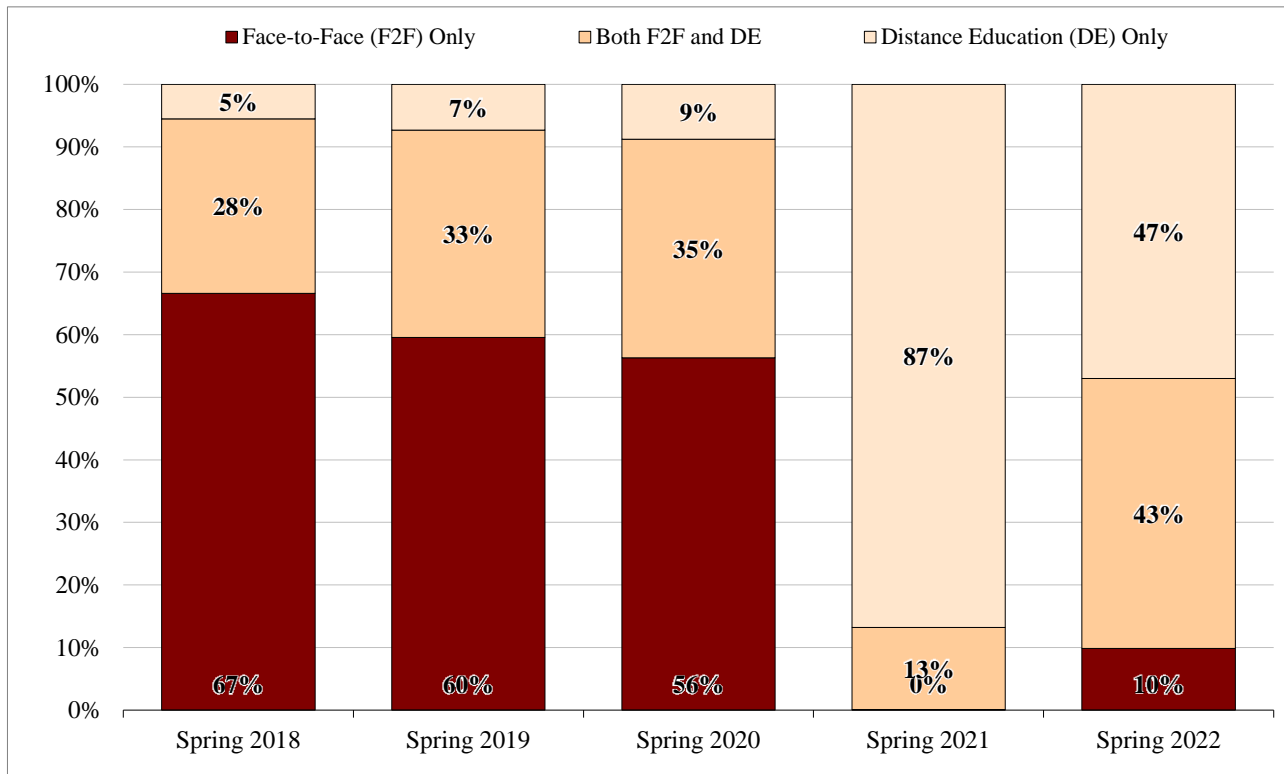
Student Unit Load

	English (includes Non-Credit) (ENG/NENG)				
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Full-Time (15+ units)	456	465	439	481	382
Full-Time (12 - 14.5)	794	711	678	586	448
Part-Time (6 - 11.5)	858	772	717	620	531
Part-Time (0.5 - 5.5)	149	144	149	116	109
Non-Credit Only	0	0	1	1	0
% Full-Time (15+ units)	20%	22%	22%	27%	26%
% Full-Time (12 - 14.5)	35%	34%	34%	32%	30%
% Part-Time (6 - 11.5)	38%	37%	36%	34%	36%
% Part-Time (0.5 - 5.5)	7%	7%	8%	6%	7%
% Non-Credit Only	0%	0%	<1%	<1%	0%



Students Using Distance Education

English (includes Non-Credit) (ENG/NENG)		Term				
(Categories reflect college-wide coursework)		Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Face-to-Face (F2F) Only		1,503	1,246	1,117	2	145
Both F2F and DE		630	693	693	236	634
Distance Education (DE) Only		124	153	174	1,566	691
% Face-to-Face (F2F) Only		67%	60%	56%	<1%	10%
% Both F2F and DE		28%	33%	35%	13%	43%
% Distance Education (DE) Only		5%	7%	9%	87%	47%

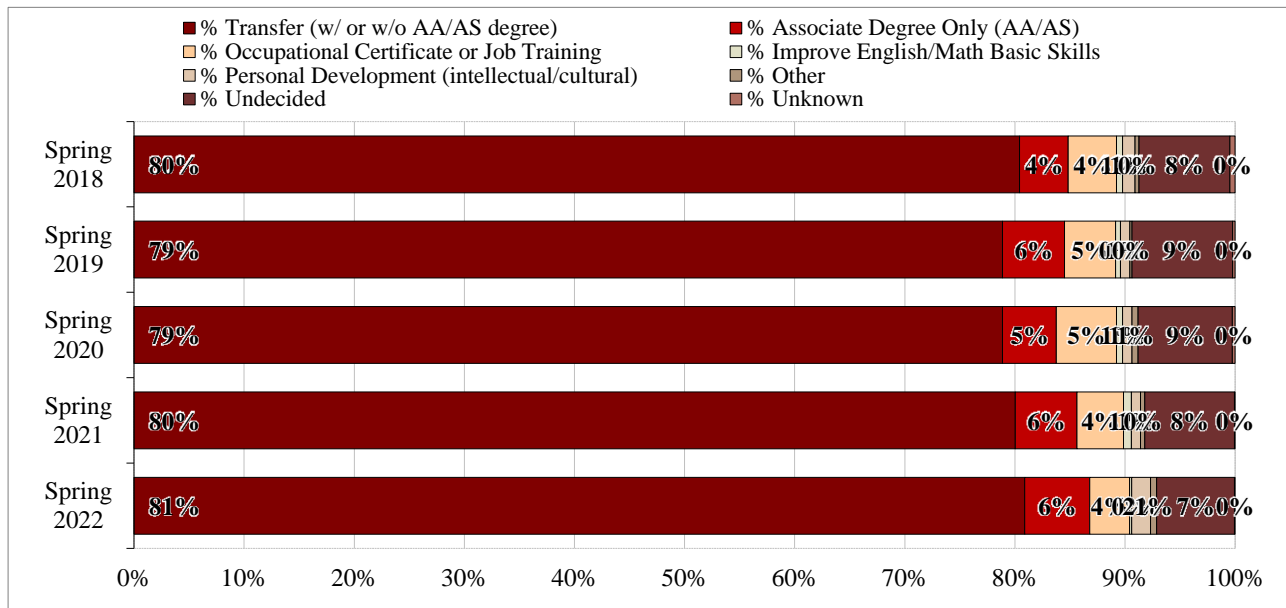


Definitions:

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

English (includes Non-Credit) (ENG/NENG)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Transfer (w/ or w/o AA/AS degree)	1,815	1,650	1,565	1,444	1,189
Associate Degree Only (AA/AS)	100	118	97	101	87
Occupational Certificate or Job Training	99	97	108	76	53
Improve English/Math Basic Skills	12	9	11	13	3
Personal Development (intellectual/cultural)	26	18	17	15	25
Other	8	4	11	7	8
Undecided	186	191	170	147	104
Unknown	11	5	5	1	1
% Transfer (w/ or w/o AA/AS degree)	80%	79%	79%	80%	81%
% Associate Degree Only (AA/AS)	4%	6%	5%	6%	6%
% Occupational Certificate or Job Training	4%	5%	5%	4%	4%
% Improve English/Math Basic Skills	1%	<1%	1%	1%	<1%
% Personal Development (intellectual/cultural)	1%	1%	1%	1%	2%
% Other	<1%	<1%	1%	<1%	1%
% Undecided	8%	9%	9%	8%	7%
% Unknown	<1%	<1%	<1%	<1%	<1%

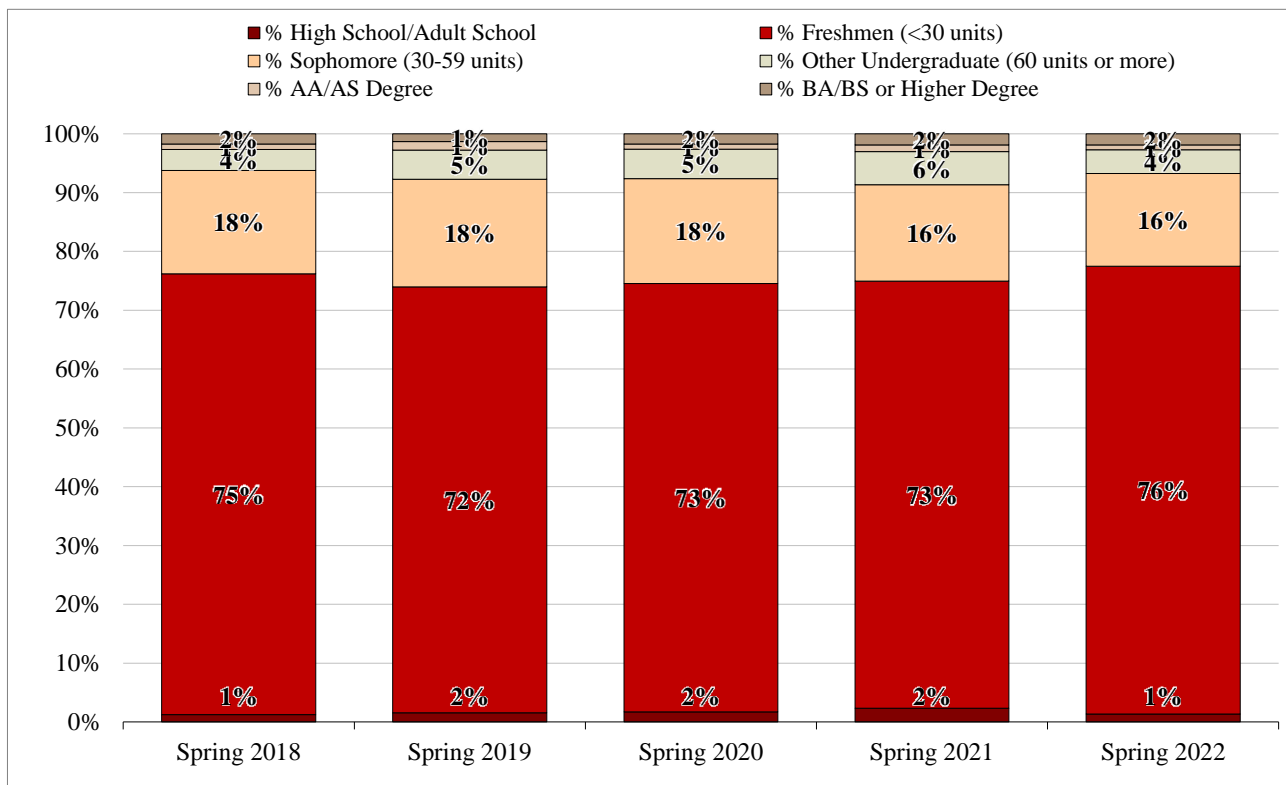


Definitions:

- 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.

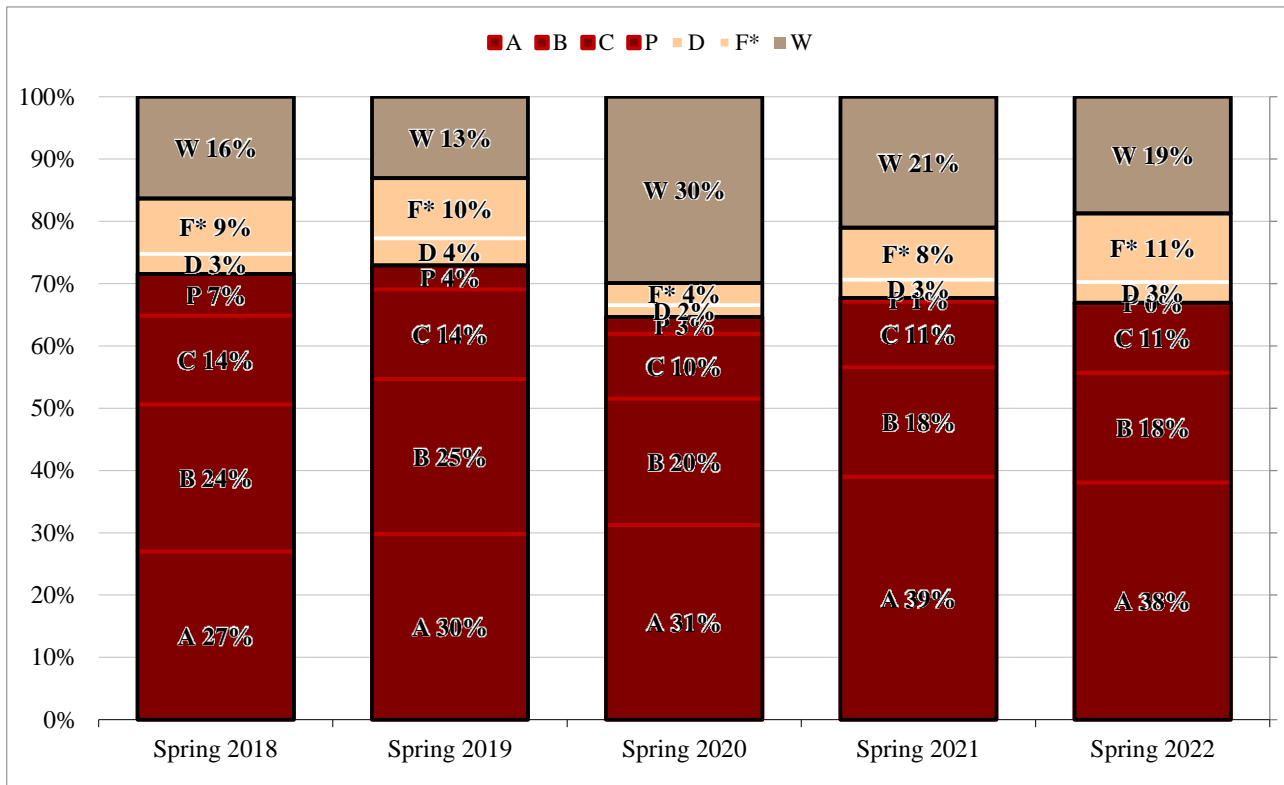
Highest Educational Level of Students

	English (includes Non-Credit) (ENG/NENG)				
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
High School/Adult School	28	32	34	42	20
Freshmen (<30 units)	1,692	1,516	1,445	1,310	1,119
Sophomore (30-59 units)	396	382	354	296	232
Other Undergraduate (60 units or more)	81	104	99	101	59
AA/AS Degree	21	30	18	21	12
BA/BS or Higher Degree	39	28	34	34	28
% High School/Adult School	1%	2%	2%	2%	1%
% Freshmen (<30 units)	75%	72%	73%	73%	76%
% Sophomore (30-59 units)	18%	18%	18%	16%	16%
% Other Undergraduate (60 units or more)	4%	5%	5%	6%	4%
% AA/AS Degree	1%	1%	1%	1%	1%
% BA/BS or Higher Degree	2%	1%	2%	2%	2%



Student Performance: Grade Distribution

	English (includes Non-Credit) (ENG/NENG)				
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Total Course Enrollments	2,281	2,109	2,020	1,828	1,537
Course Success Rates	72%	73%	65%	68%	67%
A	27%	30%	31%	39%	38%
B	24%	25%	20%	18%	18%
C	14%	14%	10%	11%	11%
P	7%	4%	3%	1%	<1%
Course Non-Success Rate	12%	14%	5%	11%	14%
D	3%	4%	2%	3%	3%
F*	9%	10%	4%	8%	11%
Withdrawals (See Note)	16%	13%	30%	21%	19%



Definitions:

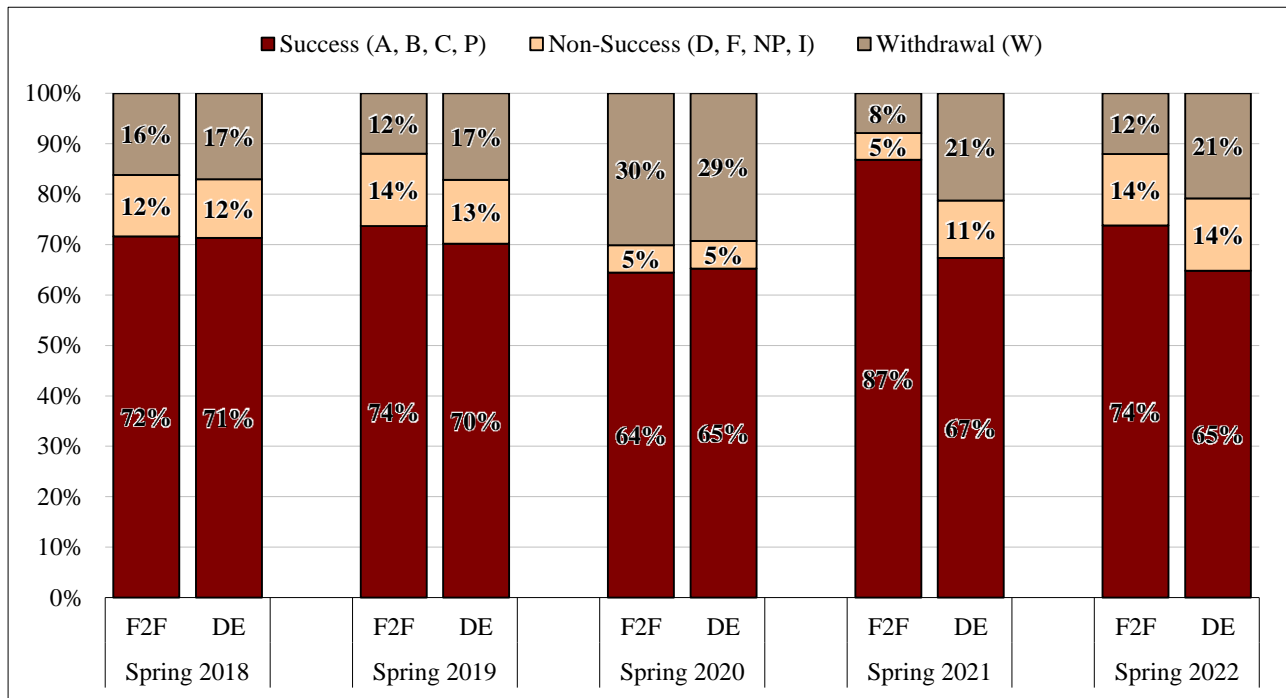
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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

English (includes Non-Credit) (ENG/NENG)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Total Course Enrollments	2,281	2,109	2,020	1,828	1,537
Face-to-Face (F2F) Sections	1,894	1,660	1,528	38	366
Success Rates	72%	74%	64%	87%	74%
Non-Success Rates	12%	14%	5%	5%	14%
Withdrawals	16%	12%	30%	8%	12%
Distance Education (DE) Sections	387	449	492	1,790	1,171
Success Rates	71%	70%	65%	67%	65%
Non-Success Rates	12%	13%	5%	11%	14%
Withdrawals	17%	17%	29%	21%	21%



Definitions:

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

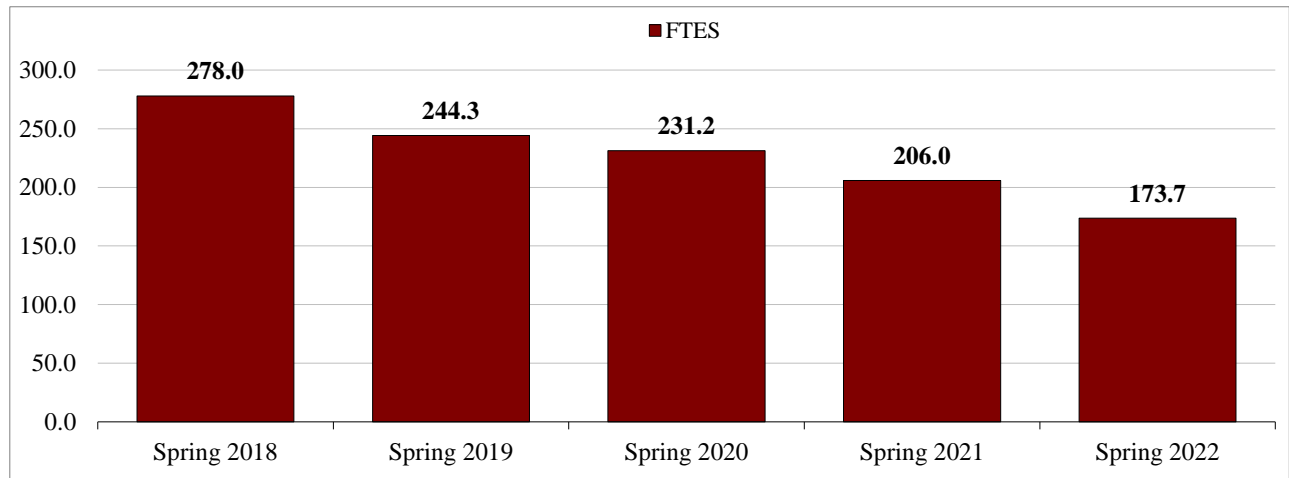
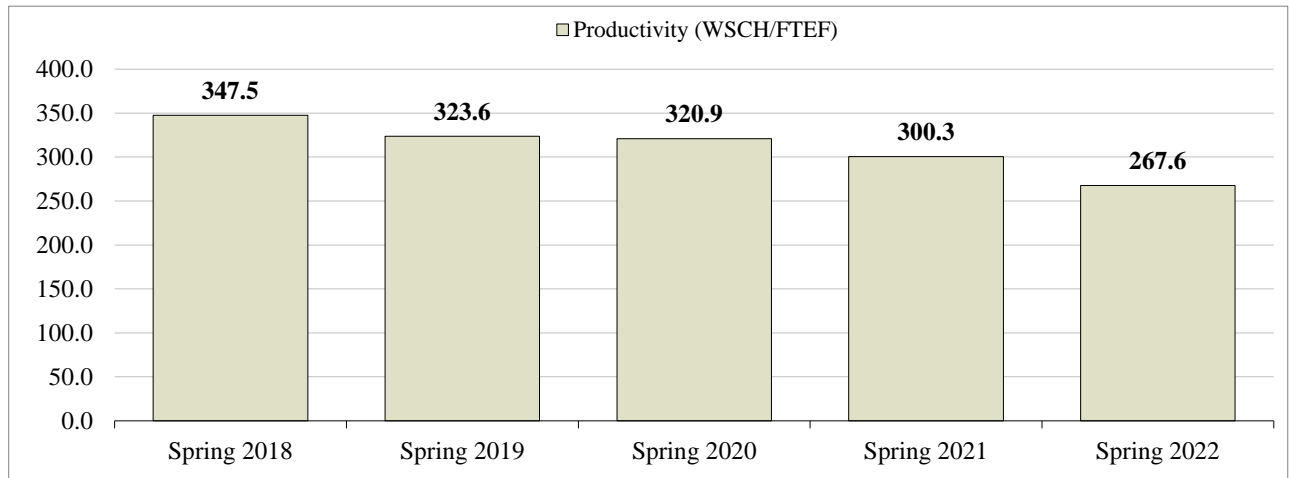
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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 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

English (includes Non-Credit) (ENG/NENG)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
WSCH	8,558	7,543	7,144	6,340	5,368
FTES	278.0	244.3	231.2	206.0	173.7
FTEF	24.6	23.3	22.3	21.1	20.1
Productivity (WSCH/FTEF)	347.5	323.6	320.9	300.3	267.6



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.

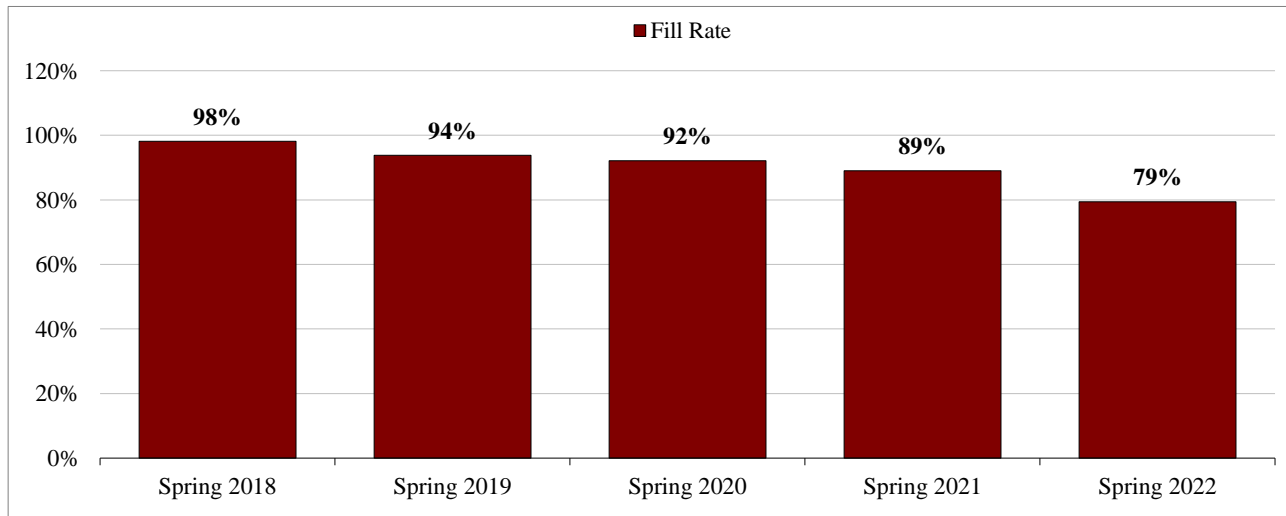
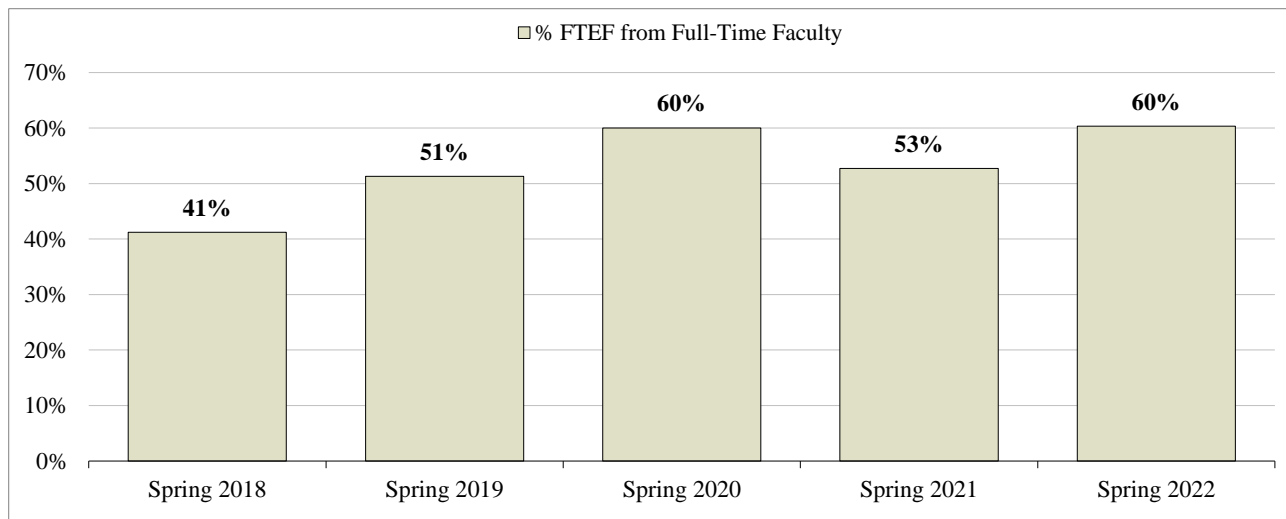
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

English (includes Non-Credit) (ENG/NENG)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
FTEF from Full-Time Faculty	10.2	12.0	13.4	11.1	12.1
% FTEF from Full-Time Faculty	41%	51%	60%	53%	60%
Enrollments	2,281	2,109	2,020	1,828	1,537
Capacity (seats available)	2,325	2,249	2,193	2,054	1,935
Fill Rate	98%	94%	92%	89%	79%



Definitions:

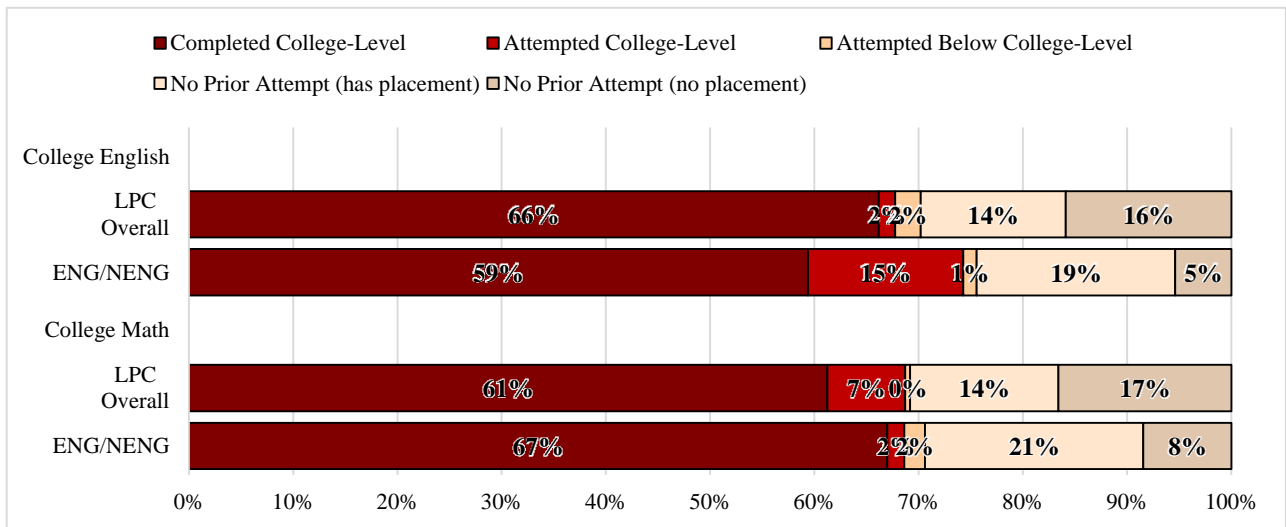
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	ENG/NENG		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	873	59%	4,022	61%
Attempted College-level	219	15%	490	7%
Attempted Below College-level	19	1%	30	0%
No Prior Attempt (has placement)	280	19%	934	14%
No Prior Attempt (no placement)	79	5%	1,089	17%
College Math				
Completed College-level	985	67%	4,345	66%
Attempted College-level	24	2%	103	2%
Attempted Below College-level	29	2%	160	2%
No Prior Attempt (has placement)	308	21%	914	14%
No Prior Attempt (no placement)	124	8%	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 Prior Attempt (has placement) = no previous English enrollments within the sequence but has used a placement tool.

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

College Math:

Completed College-level = successfully 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 Prior Attempt (has placement) = no previous Math enrollments within the sequence but has used a placement tool.

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