



Las Positas College

Discipline Program Review Data Packet

Fall 2018 to Spring 2023

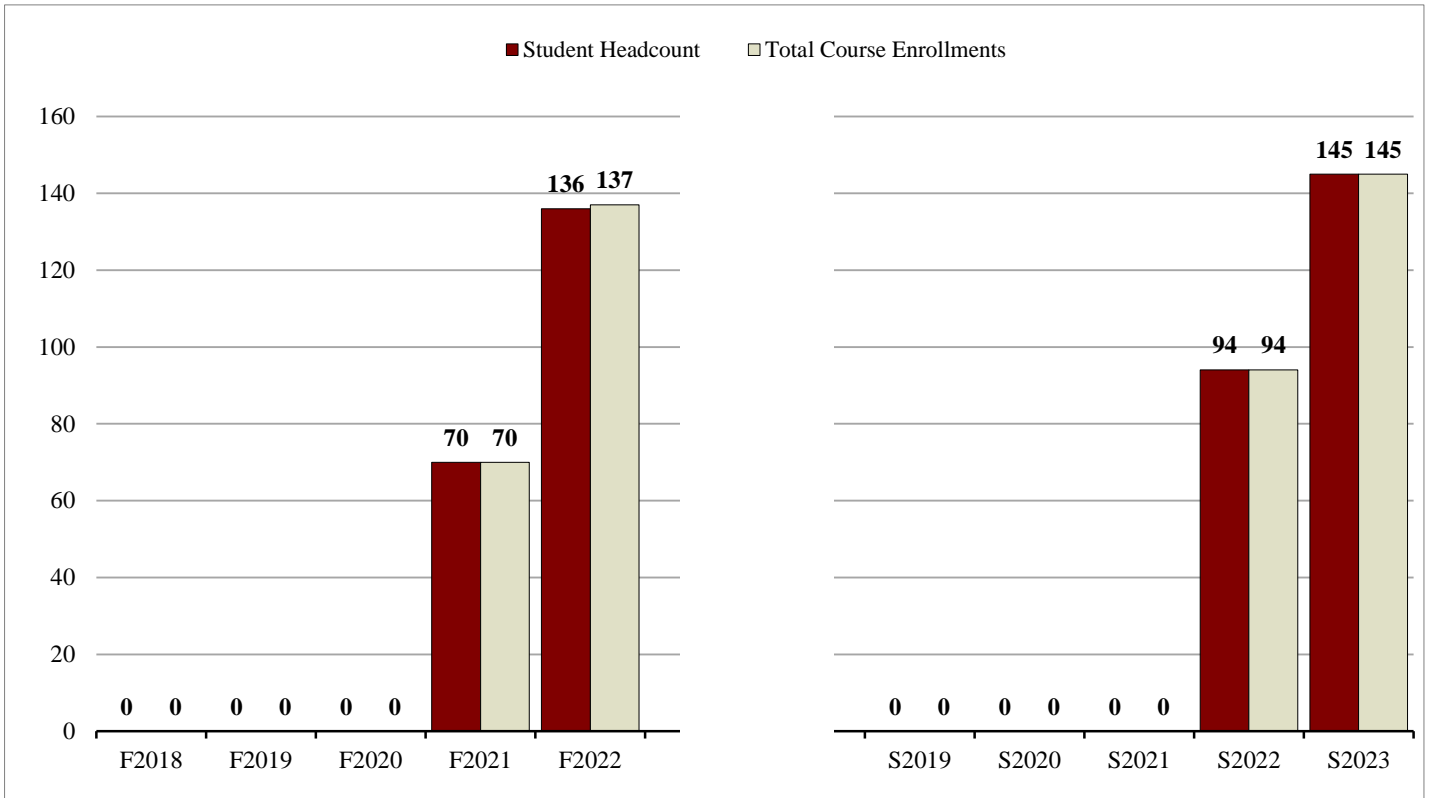
Discipline:

Ethnic Studies (ETHS)

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Headcount & Enrollment

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Student Headcount	0	0	0	70	136	0	0	0	94	145
Total Course Enrollments	0	0	0	70	137	0	0	0	94	145



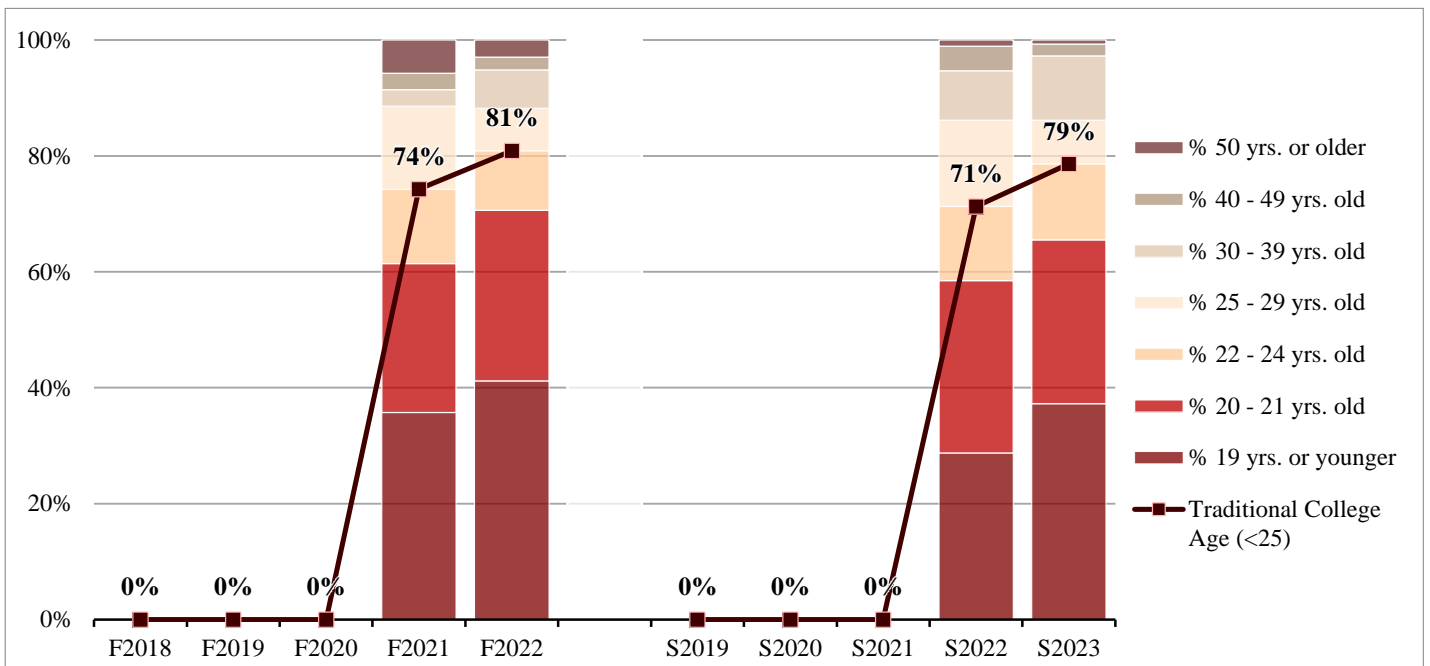
Definitions:

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.

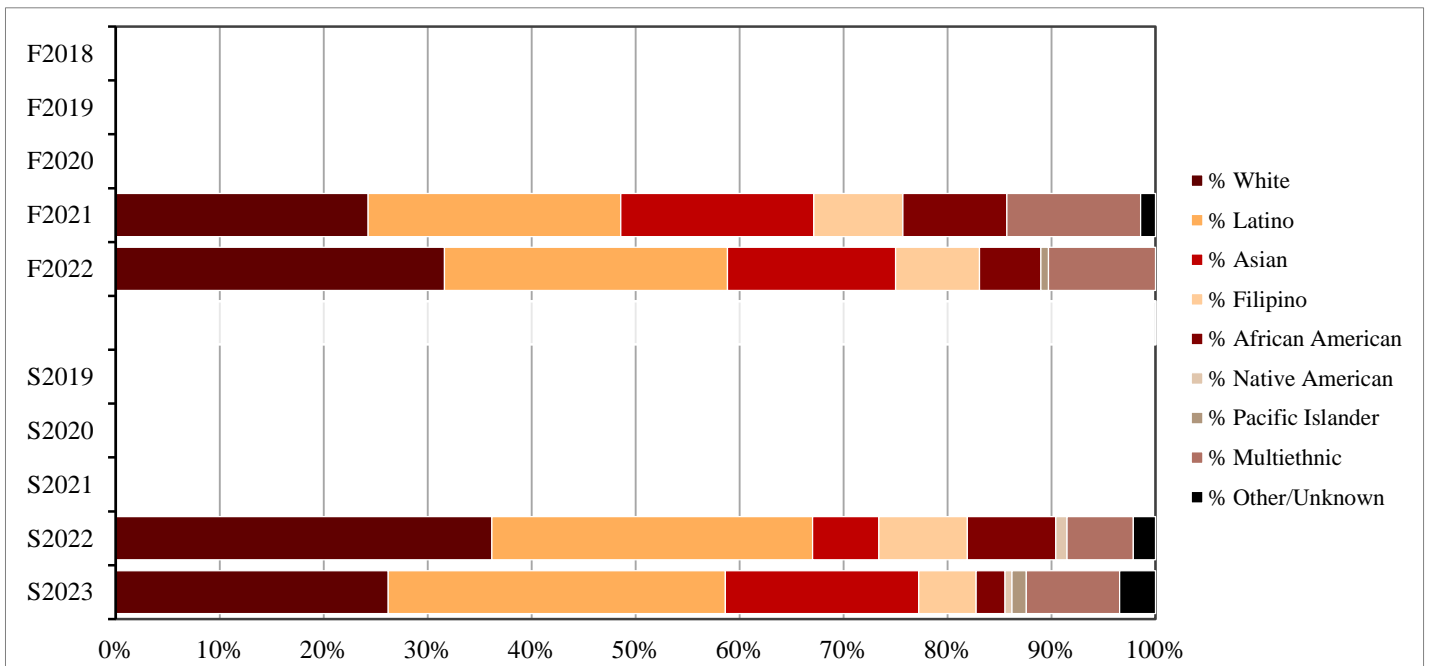
Student Demographics: Gender & Age

Ethnic Studies (ETHS)											
	Fall Terms					Spring Terms					
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023	
Female	0	0	0	46	74	0	0	0	62	77	
Male	0	0	0	24	59	0	0	0	30	65	
19 yrs. or younger	0	0	0	25	56	0	0	0	27	54	
20-21 yrs. old	0	0	0	18	40	0	0	0	28	41	
22-24 yrs. old	0	0	0	9	14	0	0	0	12	19	
25-29 yrs. old	0	0	0	10	10	0	0	0	14	11	
30-39 yrs. old	0	0	0	2	9	0	0	0	8	16	
40-49 yrs. old	0	0	0	2	3	0	0	0	4	3	
50 yrs. or older	0	0	0	4	4	0	0	0	1	1	
% Female	—	—	—	66%	56%	—	—	—	67%	54%	
% Male	—	—	—	34%	44%	—	—	—	33%	46%	
% 19 yrs. or younger	—	—	—	36%	41%	—	—	—	29%	37%	
% 20 - 21 yrs. old	—	—	—	26%	29%	—	—	—	30%	28%	
% 22 - 24 yrs. old	—	—	—	13%	10%	—	—	—	13%	13%	
% 25 - 29 yrs. old	—	—	—	14%	7%	—	—	—	15%	8%	
% 30 - 39 yrs. old	—	—	—	3%	7%	—	—	—	9%	11%	
% 40 - 49 yrs. old	—	—	—	3%	2%	—	—	—	4%	2%	
% 50 yrs. or older	—	—	—	6%	3%	—	—	—	1%	1%	



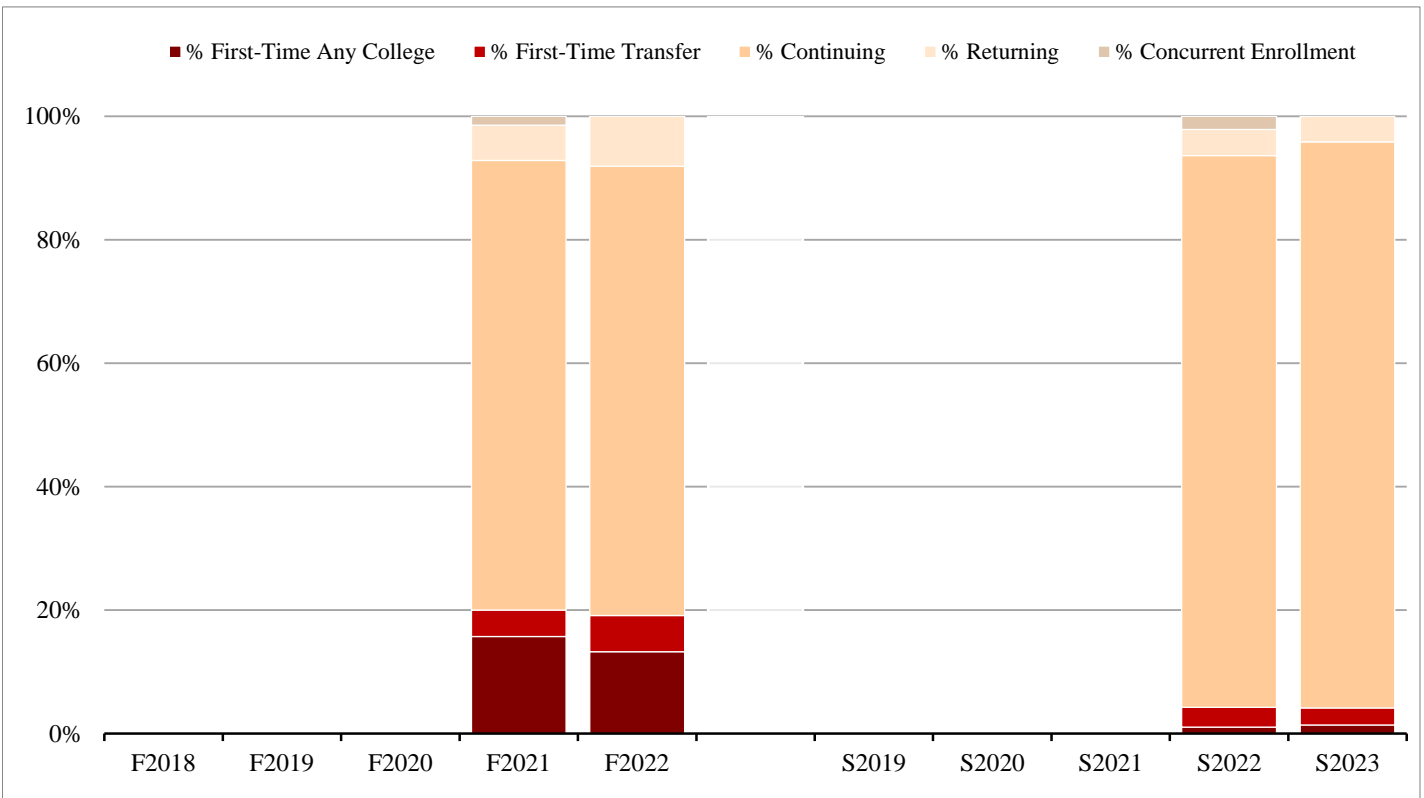
Student Demographic: Race-Ethnicity

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
African American	0	0	0	7	8	0	0	0	8	4
Asian	0	0	0	13	22	0	0	0	6	27
Filipino	0	0	0	6	11	0	0	0	8	8
Latino	0	0	0	17	37	0	0	0	29	47
Native American	0	0	0	0	0	0	0	0	1	1
Pacific Islander	0	0	0	0	1	0	0	0	0	2
White	0	0	0	17	43	0	0	0	34	38
Multiethnic	0	0	0	9	14	0	0	0	6	13
Other/Unknown	0	0	0	1	0	0	0	0	2	5
% African American	—	—	—	10%	6%	—	—	—	9%	3%
% Asian	—	—	—	19%	16%	—	—	—	6%	19%
% Filipino	—	—	—	9%	8%	—	—	—	9%	6%
% Latino	—	—	—	24%	27%	—	—	—	31%	32%
% Native American	—	—	—	0%	0%	—	—	—	1%	1%
% Pacific Islander	—	—	—	0%	1%	—	—	—	0%	1%
% White	—	—	—	24%	32%	—	—	—	36%	26%
% Multiethnic	—	—	—	13%	10%	—	—	—	6%	9%
% Other/Unknown	—	—	—	1%	0%	—	—	—	2%	3%



Student Enrollment Status

Ethnic Studies (ETHS)											
	Fall Terms					Spring Terms					
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023	
First-Time Any College	0	0	0	11	18	0	0	0	1	2	
First-Time Transfer	0	0	0	3	8	0	0	0	3	4	
Continuing	0	0	0	51	99	0	0	0	84	133	
Returning	0	0	0	4	11	0	0	0	4	6	
Concurrent Enrollment	0	0	0	1	0	0	0	0	2	0	
% First-Time Any College	—	—	—	16%	13%	—	—	—	1%	1%	
% First-Time Transfer	—	—	—	4%	6%	—	—	—	3%	3%	
% Continuing	—	—	—	73%	73%	—	—	—	89%	92%	
% Returning	—	—	—	6%	8%	—	—	—	4%	4%	
% Concurrent Enrollment	—	—	—	1%	0%	—	—	—	2%	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.

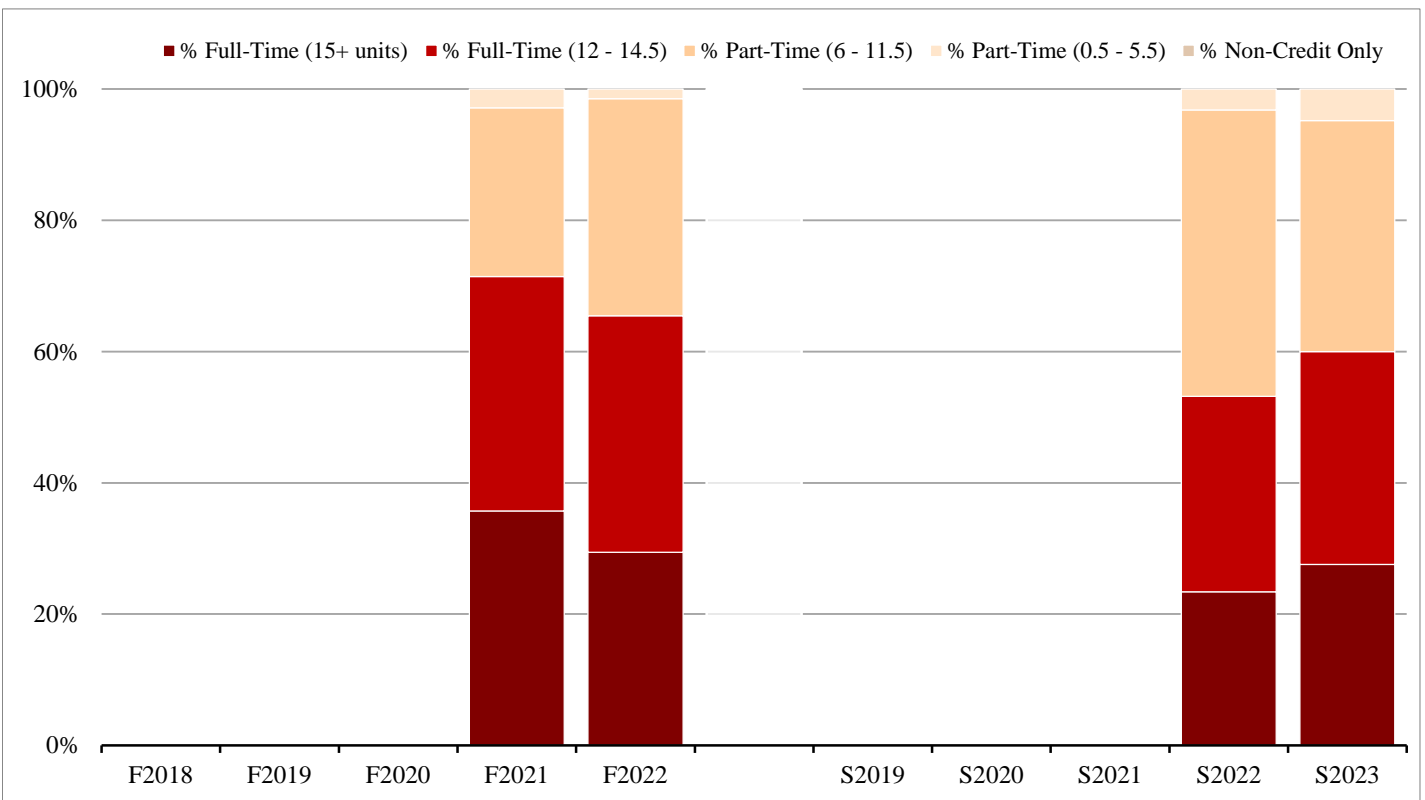
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

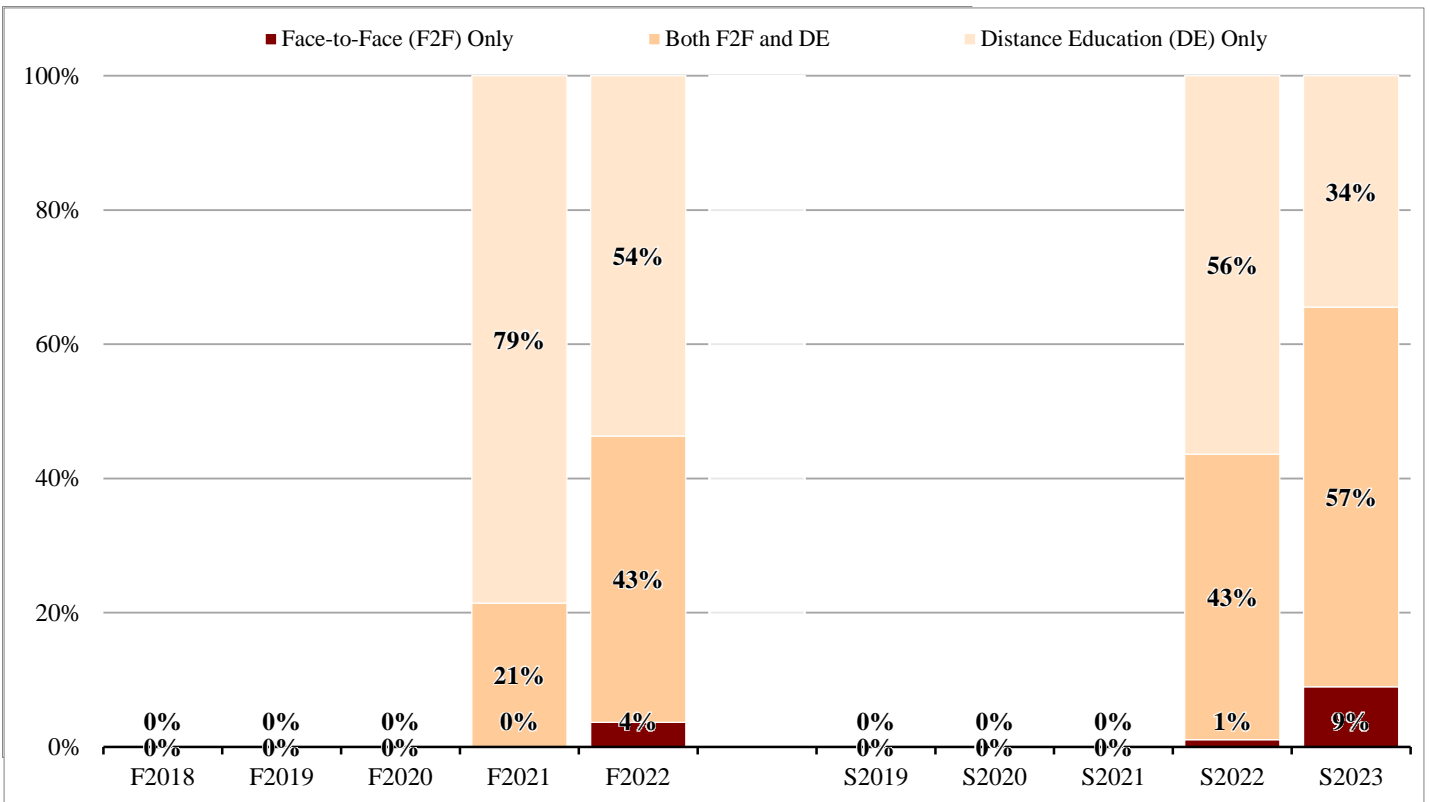
Student Unit Load

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Full-Time (15+ units)	0	0	0	25	40	0	0	0	22	40
Full-Time (12 - 14.5 units)	0	0	0	25	49	0	0	0	28	47
Part-Time (6 - 11.5 units)	0	0	0	18	45	0	0	0	41	51
Part-Time (0.5 - 5.5 units)	0	0	0	2	2	0	0	0	3	7
Non-Credit Only	0	0	0	0	0	0	0	0	0	0
% Full-Time (15+ units)	—	—	—	36%	29%	—	—	—	23%	28%
% Full-Time (12 - 14.5)	—	—	—	36%	36%	—	—	—	30%	32%
% Part-Time (6 - 11.5)	—	—	—	26%	33%	—	—	—	44%	35%
% Part-Time (0.5 - 5.5)	—	—	—	3%	1%	—	—	—	3%	5%
% Non-Credit Only	—	—	—	0%	0%	—	—	—	0%	0%



Students Using Distance Education

Ethnic Studies (ETHS)										
(Categories reflect college-wide coursework)	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Face-to-Face (F2F) Only	0	0	0	0	5	0	0	0	1	13
Both F2F and DE	0	0	0	15	58	0	0	0	40	82
Distance Education (DE) Only	0	0	0	55	73	0	0	0	53	50
% Face-to-Face (F2F) Only	—	—	—	0%	4%	—	—	—	1%	9%
% Both F2F and DE	—	—	—	21%	43%	—	—	—	43%	57%
% Distance Education (DE) Only	—	—	—	79%	54%	—	—	—	56%	34%

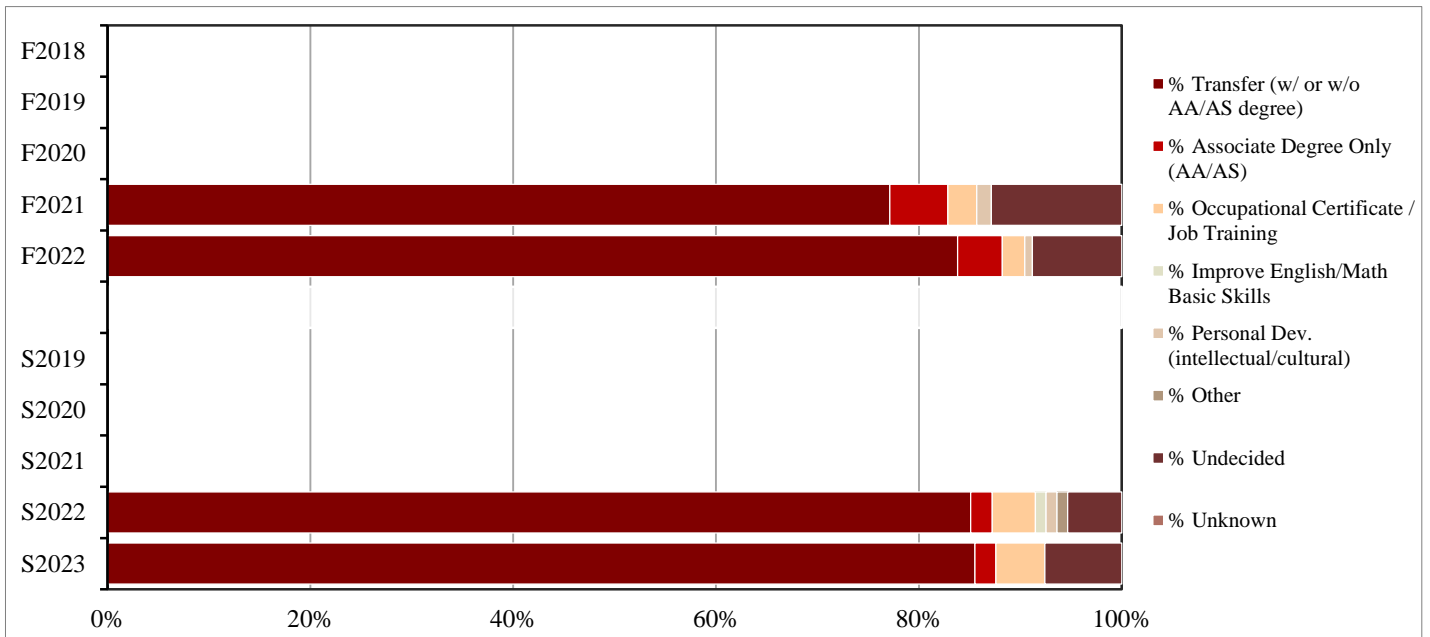


Definitions:

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.

Student Educational Goal

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Transfer (w/ or w/o AA/AS degree)	0	0	0	54	114	0	0	0	80	124
Associate Degree Only (AA/AS)	0	0	0	4	6	0	0	0	2	3
Occupational Certificate / Job Training	0	0	0	2	3	0	0	0	4	7
Improve English/Math Basic Skills	0	0	0	0	0	0	0	0	1	0
Personal Development (intellectual/cultural)	0	0	0	1	1	0	0	0	1	0
Other	0	0	0	0	0	0	0	0	1	0
Undecided	0	0	0	9	12	0	0	0	5	11
Unknown	0	0	0	0	0	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	—	—	—	77%	84%	—	—	—	85%	86%
% Associate Degree Only (AA/AS)	—	—	—	6%	4%	—	—	—	2%	2%
% Occupational Certificate / Job Training	—	—	—	3%	2%	—	—	—	4%	5%
% Improve English/Math Basic Skills	—	—	—	0%	0%	—	—	—	1%	0%
% Personal Dev. (intellectual/cultural)	—	—	—	1%	1%	—	—	—	1%	0%
% Other	—	—	—	0%	0%	—	—	—	1%	0%
% Undecided	—	—	—	13%	9%	—	—	—	5%	8%
% Unknown	—	—	—	0%	0%	—	—	—	0%	0%

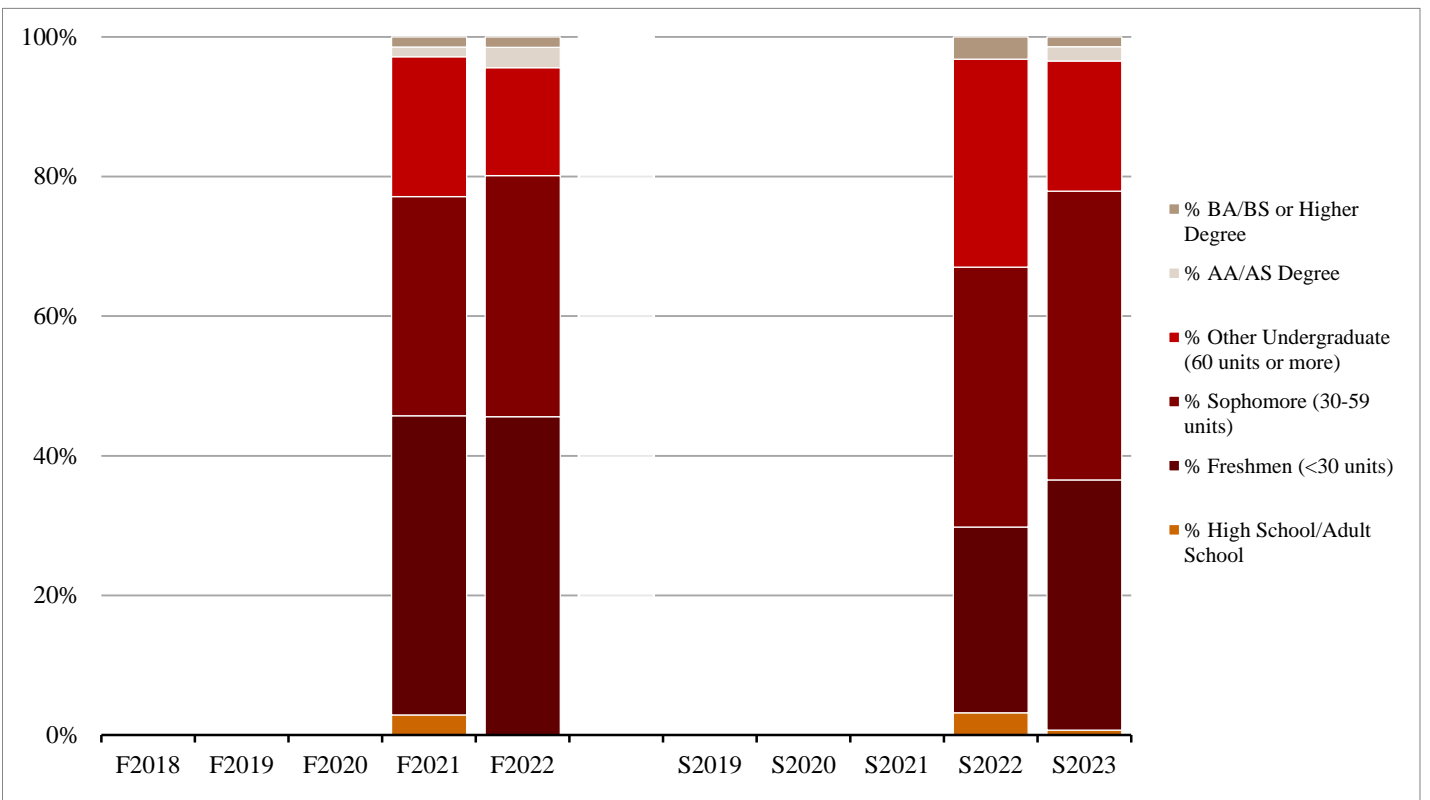


Definitions:

- 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.

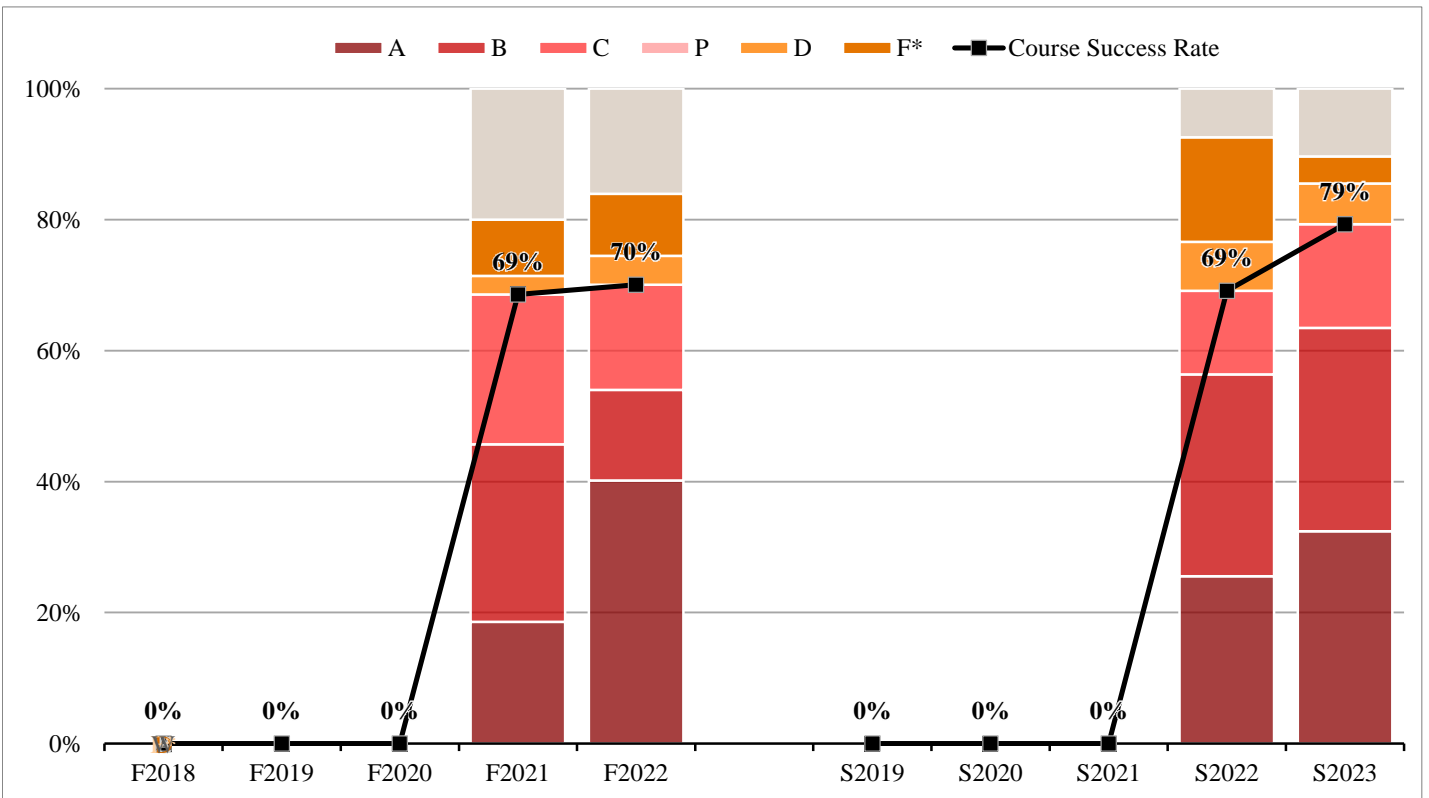
Highest Educational Level of Students

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
High School/Adult School	0	0	0	2	0	0	0	0	3	1
Freshmen (<30 units)	0	0	0	30	62	0	0	0	25	52
Sophomore (30-59 units)	0	0	0	22	47	0	0	0	35	60
Other Undergraduate (60 units or more)	0	0	0	14	21	0	0	0	28	27
AA/AS Degree	0	0	0	1	4	0	0	0	0	3
BA/BS or Higher Degree	0	0	0	1	2	0	0	0	3	2
% High School/Adult School	—	—	—	3%	0%	—	—	—	3%	1%
% Freshmen (<30 units)	—	—	—	43%	46%	—	—	—	27%	36%
% Sophomore (30-59 units)	—	—	—	31%	35%	—	—	—	37%	41%
% Other Undergraduate (60 units or more)	—	—	—	20%	15%	—	—	—	30%	19%
% AA/AS Degree	—	—	—	1%	3%	—	—	—	0%	2%
% BA/BS or Higher Degree	—	—	—	1%	1%	—	—	—	3%	1%



Student Performance: Grade Distribution

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Total Course Enrollments	0	0	0	70	137	0	0	0	94	145
Course Success Rates	—	—	—	69%	70%	—	—	—	69%	79%
A	—	—	—	19%	40%	—	—	—	26%	32%
B	—	—	—	27%	14%	—	—	—	31%	31%
C	—	—	—	23%	16%	—	—	—	13%	16%
P	—	—	—	0%	0%	—	—	—	0%	0%
Course Non-Success Rate	—	—	—	11%	14%	—	—	—	23%	10%
D	—	—	—	3%	4%	—	—	—	7%	6%
F*	—	—	—	9%	9%	—	—	—	16%	4%
Withdrawals (See Note)	—	—	—	20%	16%	—	—	—	7%	10%



Definitions:

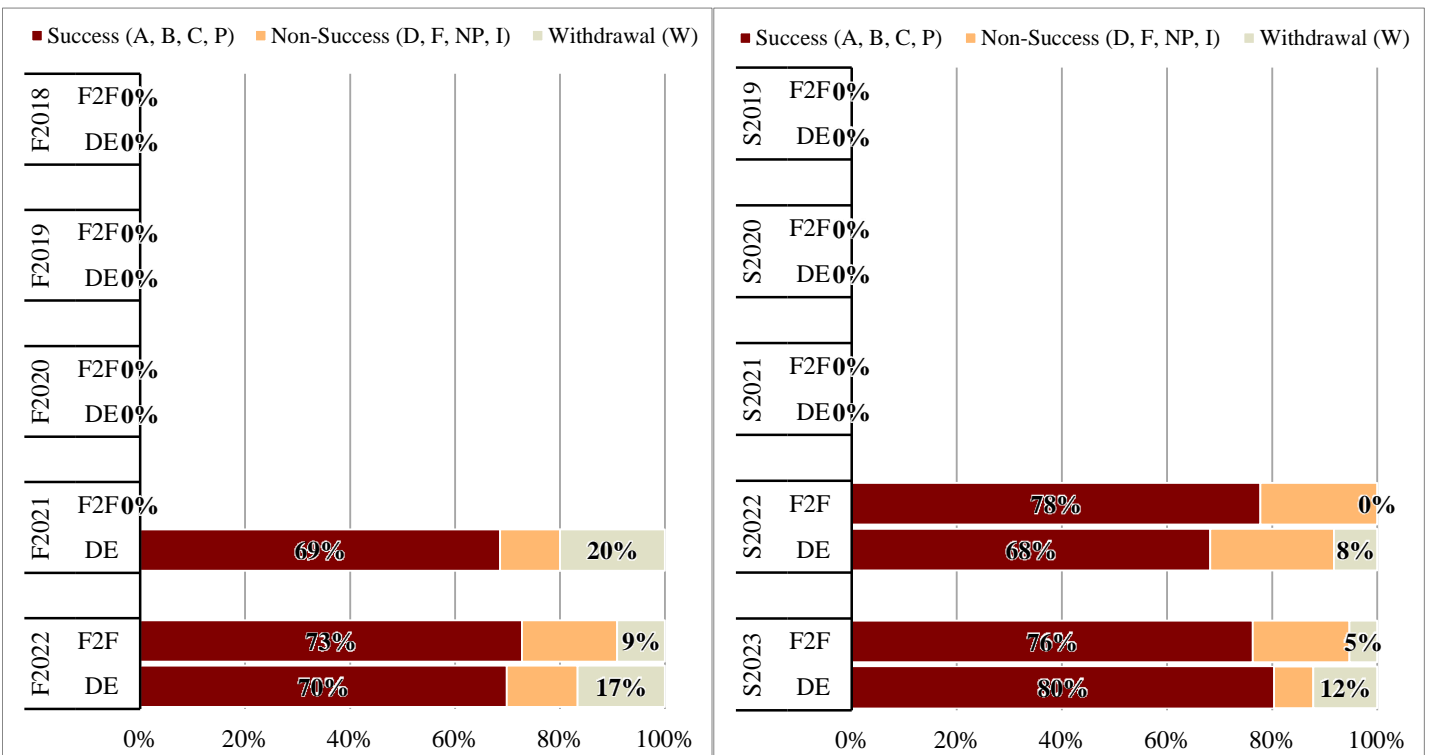
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Total Course Enrollments	0	0	0	70	137	0	0	0	94	145
Face-to-Face (F2F) Sections	0	0	0	0	11	0	0	0	9	38
Success Rates	—	—	—	—	73%	—	—	—	78%	76%
Non-Success Rates	—	—	—	—	18%	—	—	—	22%	18%
Withdrawals	—	—	—	—	9%	—	—	—	0%	5%
Distance Education (DE) Sections	0	0	0	70	126	0	0	0	85	107
Success Rates	—	—	—	69%	70%	—	—	—	68%	80%
Non-Success Rates	—	—	—	11%	13%	—	—	—	24%	7%
Withdrawals	—	—	—	20%	17%	—	—	—	8%	12%



Definitions:

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

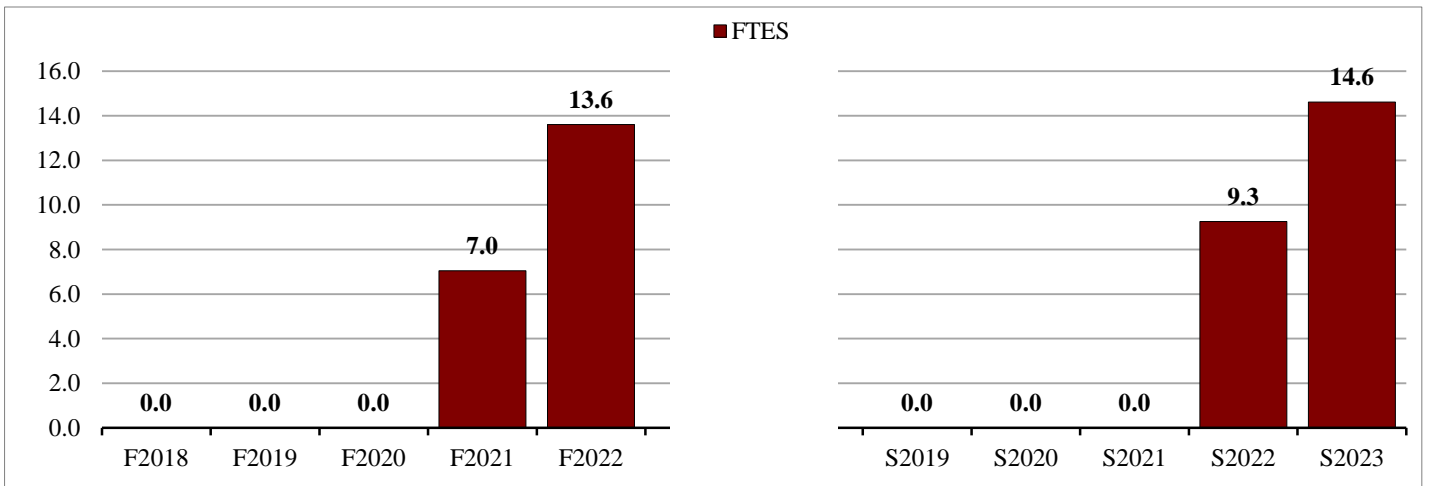
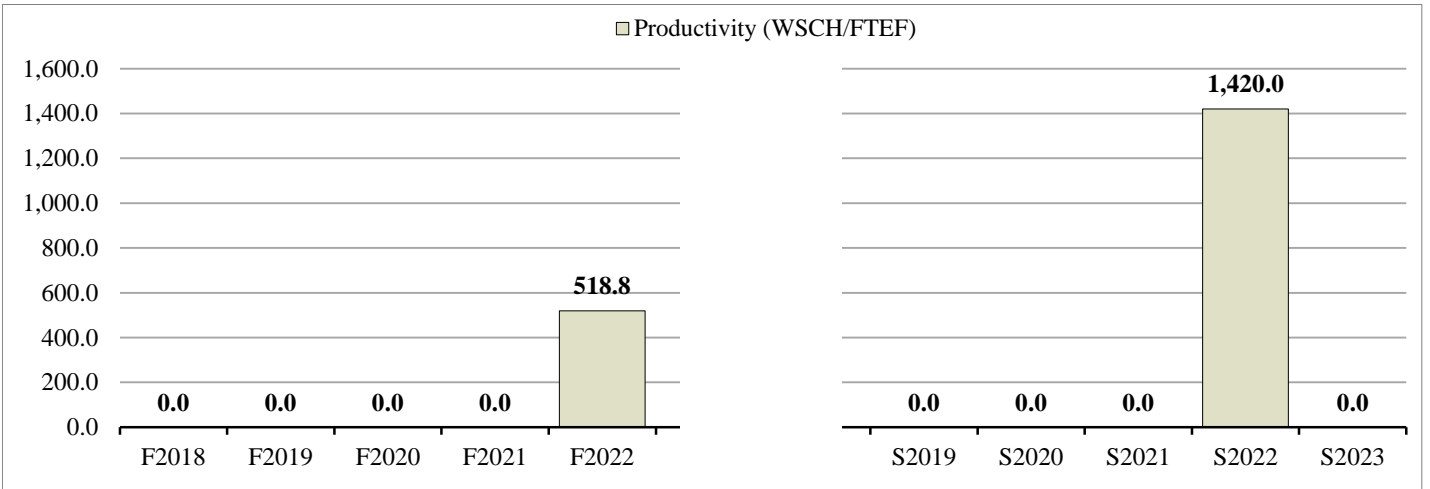
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
WSCH	0	0	0	211	415	0	0	0	284	438
FTES	0.0	0.0	0.0	7.0	13.6	0.0	0.0	0.0	9.3	14.6
FTEF	0.0	0.0	0.0	0.0	0.8	0.0	0.0	0.0	0.2	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.

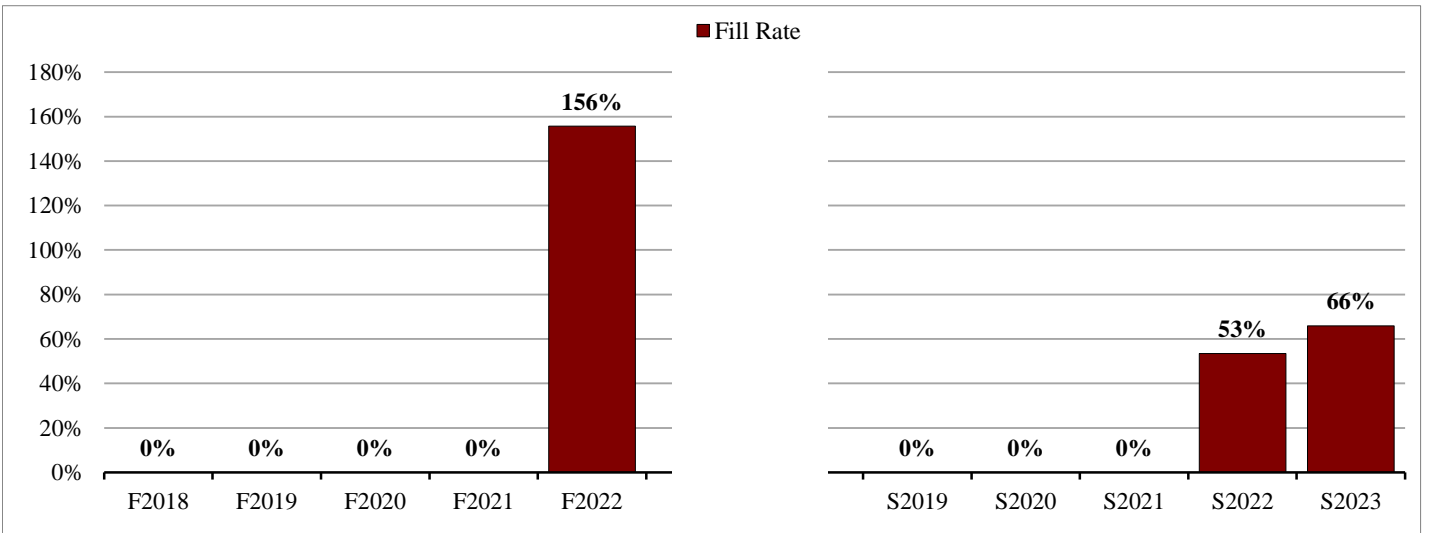
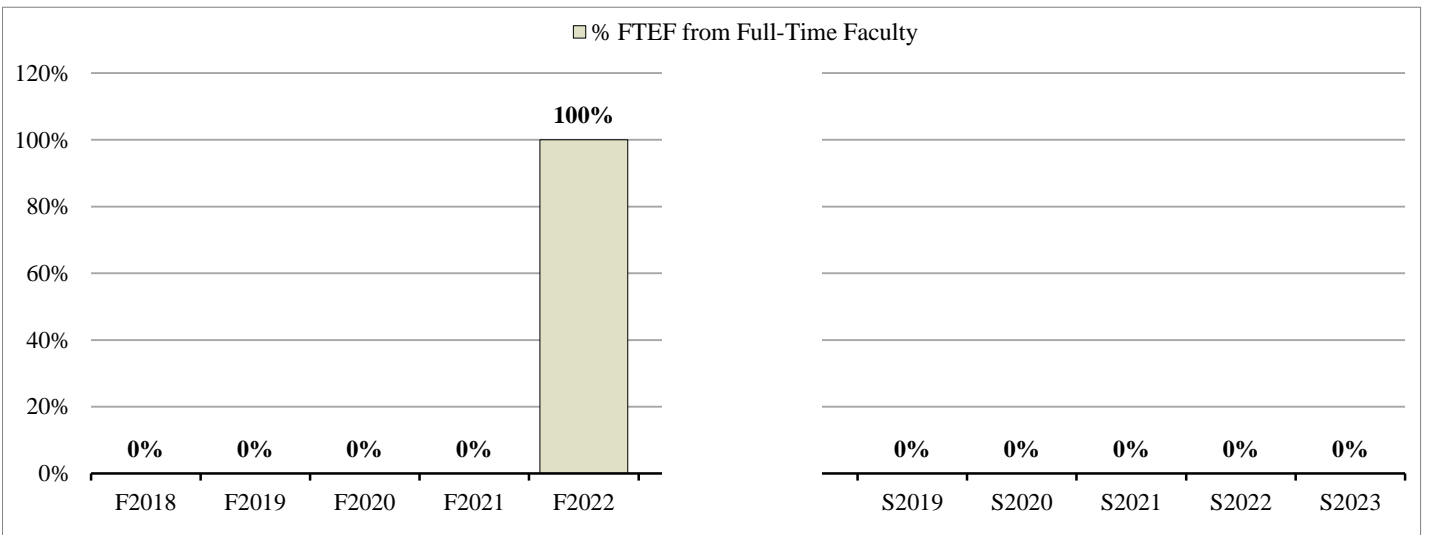
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
FTEF from Full-Time Faculty	0.0	0.0	0.0	0.0	0.8	0.0	0.0	0.0	0.0	0.0
% FTEF from Full-Time Faculty	—	—	—	—	100%	—	—	—	0%	—
Enrollments	0	0	0	70	137	0	0	0	94	145
Capacity (seats available)	0	0	0	0	88	0	0	0	176	220
Fill Rate	—	—	—	—	156%	—	—	—	53%	66%



Definitions:

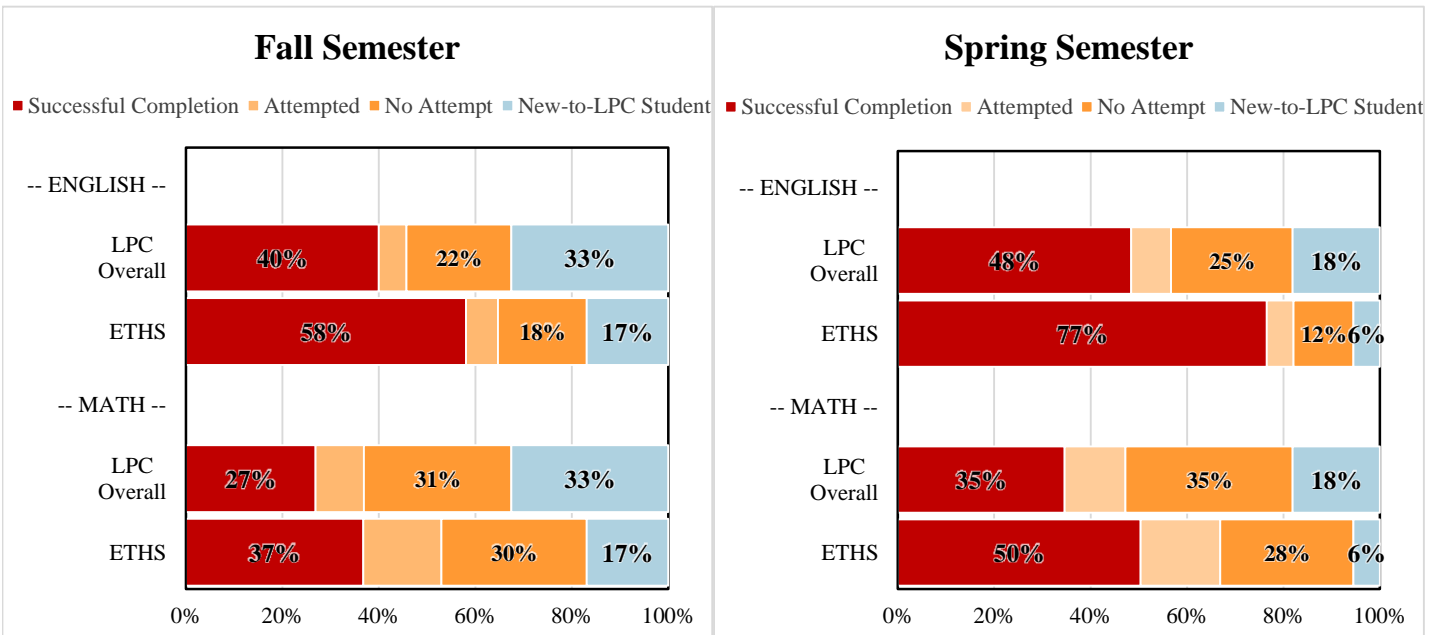
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2022				Spring 2023			
	ETHS		LPC Overall		ETHS		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	79	58%	2,729	40%	111	77%	3,203	48%
Attempted (<i>not successful</i>)	9	7%	391	6%	8	6%	546	8%
No Attempt	25	18%	1,484	22%	18	12%	1,672	25%
New-to-LPC Student	23	17%	2,221	33%	8	6%	1,197	18%
Transfer-level Math								
Successful Completion*	50	37%	1,835	27%	73	50%	2,288	35%
Attempted (<i>not successful</i>)	22	16%	683	10%	24	17%	837	13%
No Attempt	41	30%	2,086	31%	40	28%	2,296	35%
New-to-LPC Student	23	17%	2,221	33%	8	6%	1,197	18%



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 LPC Student** = enrollments from 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** = enrollments from students with no for credit enrollments within our district prior to the current term.