Las Positas College

Discipline Program Review Data Packet

Fall 2018 to Spring 2023
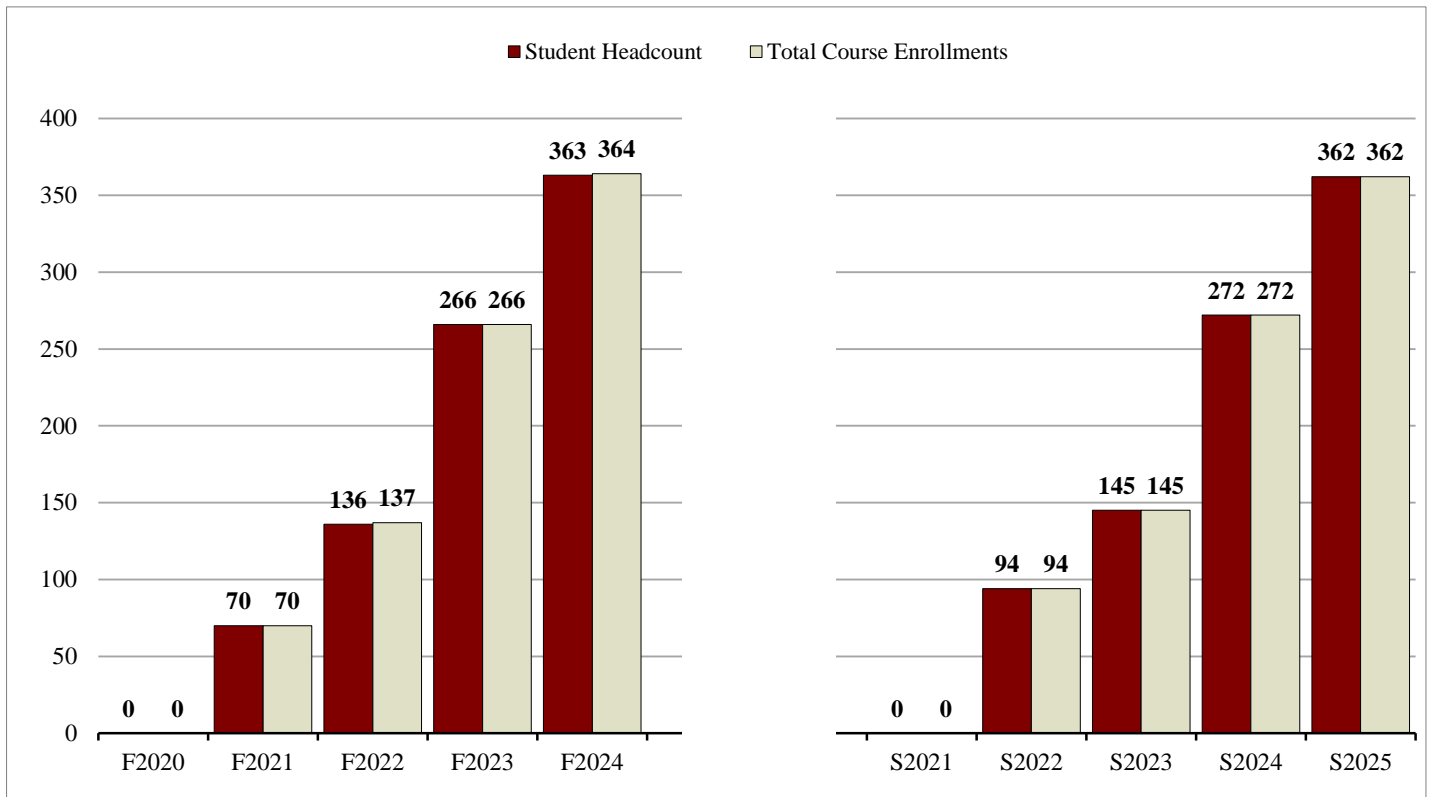
Discipline:

Ethnic Studies (ETHS)

Office of Research, Planning, and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

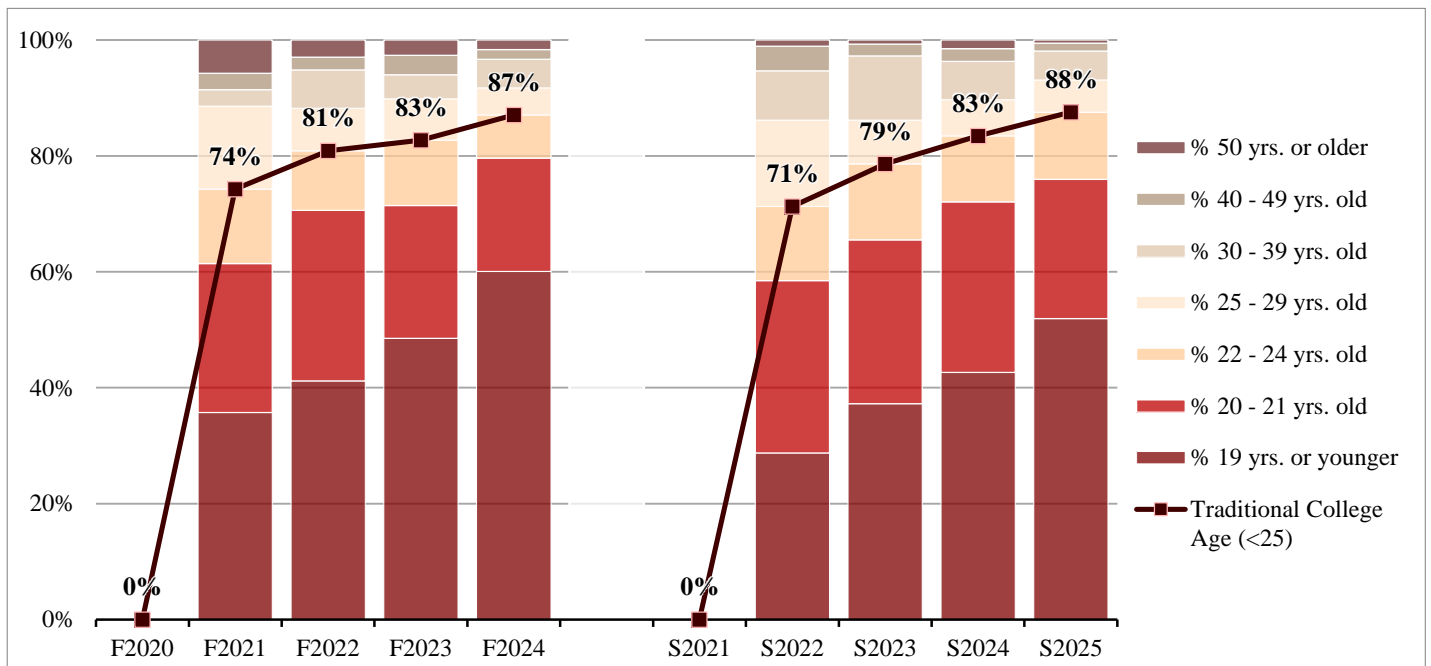| Ethnic Studies (ETHS)										
	Fall Terms					**Spring Terms**				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Student Headcount	—	70	136	266	363	—	94	145	272	362
Total Course Enrollments	—	70	137	266	364	—	94	145	272	362

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.
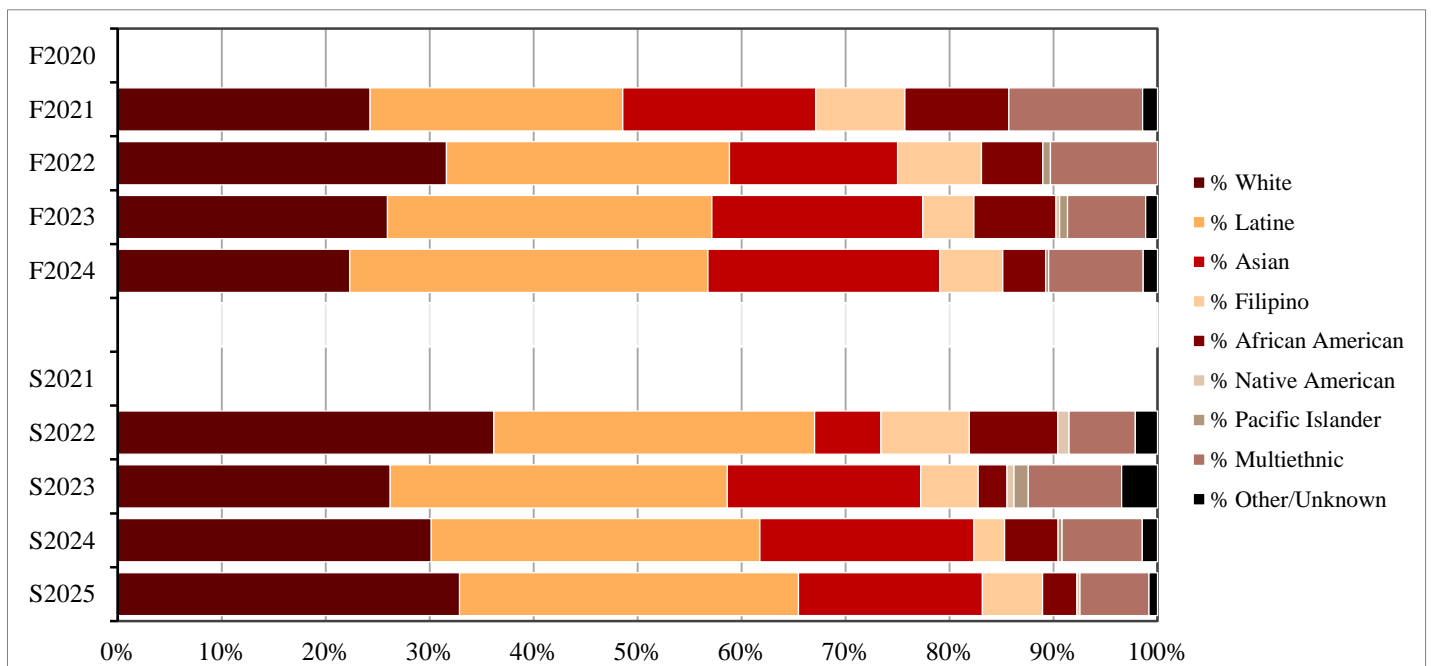
Student Demographics: Gender & Age

Ethnic Studies (ETHS)										
	Fall Terms					**Spring Terms**				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Female	—	46	74	127	181	—	62	77	132	198
Male	—	24	59	126	155	—	30	65	120	160
19 yrs. or younger	—	25	56	129	218	—	27	54	116	188
20-21 yrs. old	—	18	40	61	71	—	28	41	80	87
22-24 yrs. old	—	9	14	30	27	—	12	19	31	42
25-29 yrs. old	—	10	10	19	17	—	14	11	17	20
30-39 yrs. old	—	2	9	11	18	—	8	16	18	18
40-49 yrs. old	—	2	3	9	6	—	4	3	6	5
50 yrs. or older	—	4	4	7	6	—	1	1	4	2
% Female	—	66%	56%	50%	54%	—	67%	54%	52%	55%
% Male	—	34%	44%	50%	46%	—	33%	46%	48%	45%
% 19 yrs. or younger	—	36%	41%	48%	60%	—	29%	37%	43%	52%
% 20 - 21 yrs. old	—	26%	29%	23%	20%	—	30%	28%	29%	24%
% 22 - 24 yrs. old	—	13%	10%	11%	7%	—	13%	13%	11%	12%
% 25 - 29 yrs. old	—	14%	7%	7%	5%	—	15%	8%	6%	6%
% 30 - 39 yrs. old	—	3%	7%	4%	5%	—	9%	11%	7%	5%
% 40 - 49 yrs. old	—	3%	2%	3%	2%	—	4%	2%	2%	1%
% 50 yrs. or older	—	6%	3%	3%	2%	—	1%	1%	1%	1%

Office of Research, Planning, and Institutional Effectiveness
Las Positas College

Student Demographic: Race-Ethnicity

Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
African American	—	7	8	21	15	—	8	4	14	12
Asian	—	13	22	54	81	—	6	27	56	64
Filipino	—	6	11	13	22	—	8	8	8	21
Latine	—	17	37	83	125	—	29	47	86	118
Native American	—	0	0	1	0	—	1	1	0	1
Pacific Islander	—	0	1	2	1	—	0	2	1	0
White	—	17	43	69	81	—	34	38	82	119
Multiethnic	—	9	14	20	33	—	6	13	21	24
Other/Unknown	—	1	0	3	5	—	2	5	4	3
% African American	—	10%	6%	8%	4%	—	9%	3%	5%	3%
% Asian	—	19%	16%	20%	22%	—	6%	19%	21%	18%
% Filipino	—	9%	8%	5%	6%	—	9%	6%	3%	6%
% Latine	—	24%	27%	31%	34%	—	31%	32%	32%	33%
% Native American	—	0%	0%	<1%	0%	—	1%	1%	0%	<1%
% Pacific Islander	—	0%	1%	1%	<1%	—	0%	1%	<1%	0%
% White	—	24%	32%	26%	22%	—	36%	26%	30%	33%
% Multiethnic	—	13%	10%	8%	9%	—	6%	9%	8%	7%
% Other/Unknown	—	1%	0%	1%	1%	—	2%	3%	1%	1%

Student Enrollment Status

Ethnic Studies (ETHS)											
		Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024		S2021	S2022	S2023	S2024	S2025
First-Time Any College	—	11	14	57	97		—	0	1	5	4
First-Time Transfer	—	3	12	27	23		—	4	5	7	4
Continuing	—	51	95	161	221		—	82	127	238	334
Returning	—	4	15	19	21		—	6	12	19	18
Concurrent Enrollment	—	1	0	2	1		—	2	0	3	2
% First-Time Any College	—	16%	10%	21%	27%		—	0%	1%	2%	1%
% First-Time Transfer	—	4%	9%	10%	6%		—	4%	3%	3%	1%
% Continuing	—	73%	70%	61%	61%		—	87%	88%	88%	92%
% Returning	—	6%	11%	7%	6%		—	6%	8%	7%	5%
% Concurrent Enrollment	—	1%	0%	1%	<1%		—	2%	0%	1%	1%
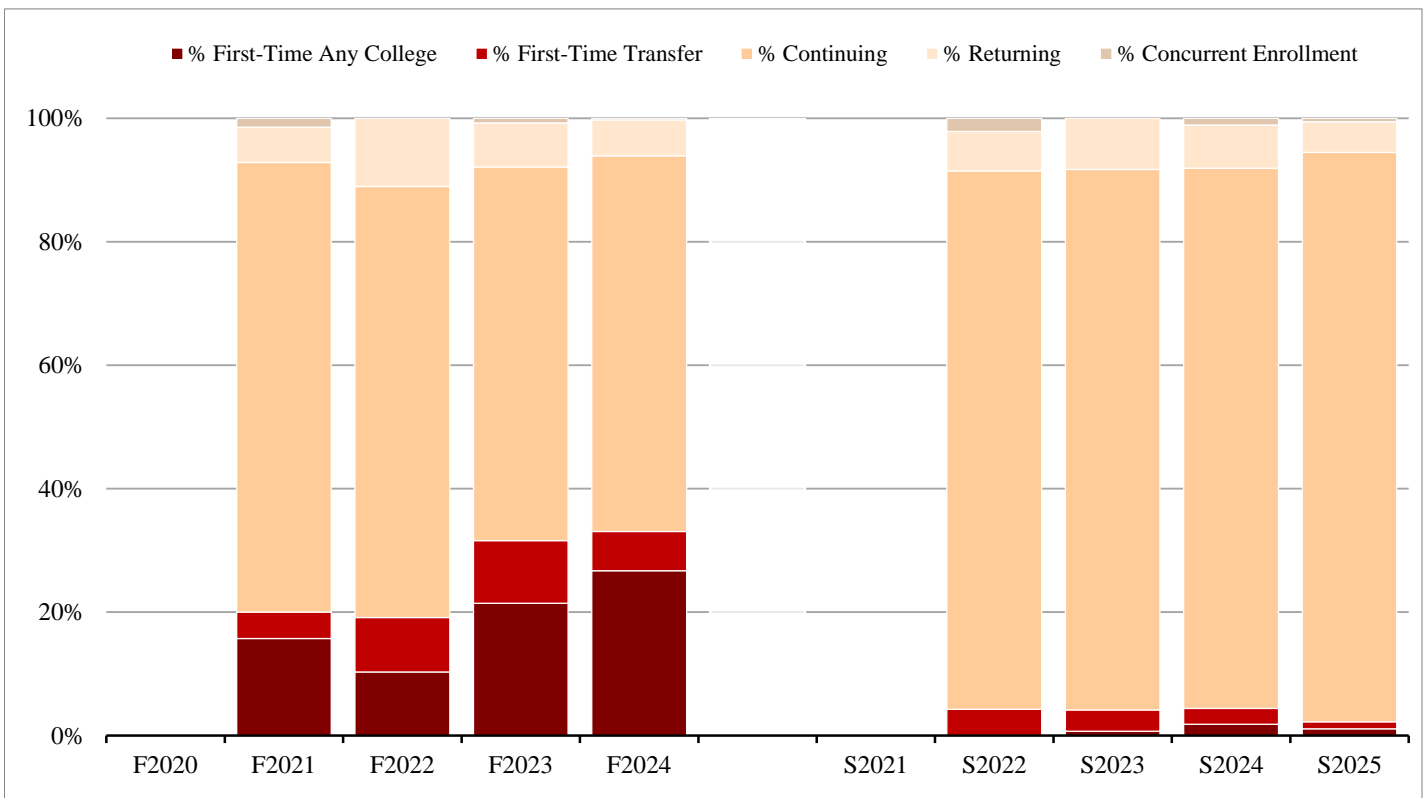
Definitions:

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				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Full-Time (15+ units)	—	25	40	68	130	—	22	40	114	136
Full-Time (12 - 14.5 units)	—	25	49	98	133	—	28	47	76	123
Part-Time (6 - 11.5 units)	—	18	45	86	92	—	41	51	74	91
Part-Time (0.5 - 5.5 units)	—	2	2	14	8	—	3	7	8	12
Non-Credit Only	—	0	0	0	0	—	0	0	0	0
% Full-Time (15+ units)	—	36%	29%	26%	36%	—	23%	28%	42%	38%
% Full-Time (12 - 14.5)	—	36%	36%	37%	37%	—	30%	32%	28%	34%
% Part-Time (6 - 11.5)	—	26%	33%	32%	25%	—	44%	35%	27%	25%
% Part-Time (0.5 - 5.5)	—	3%	1%	5%	2%	—	3%	5%	3%	3%
% Non-Credit Only	—	0%	0%	0%	0%	—	0%	0%	0%	0%

Students Using Distance Education
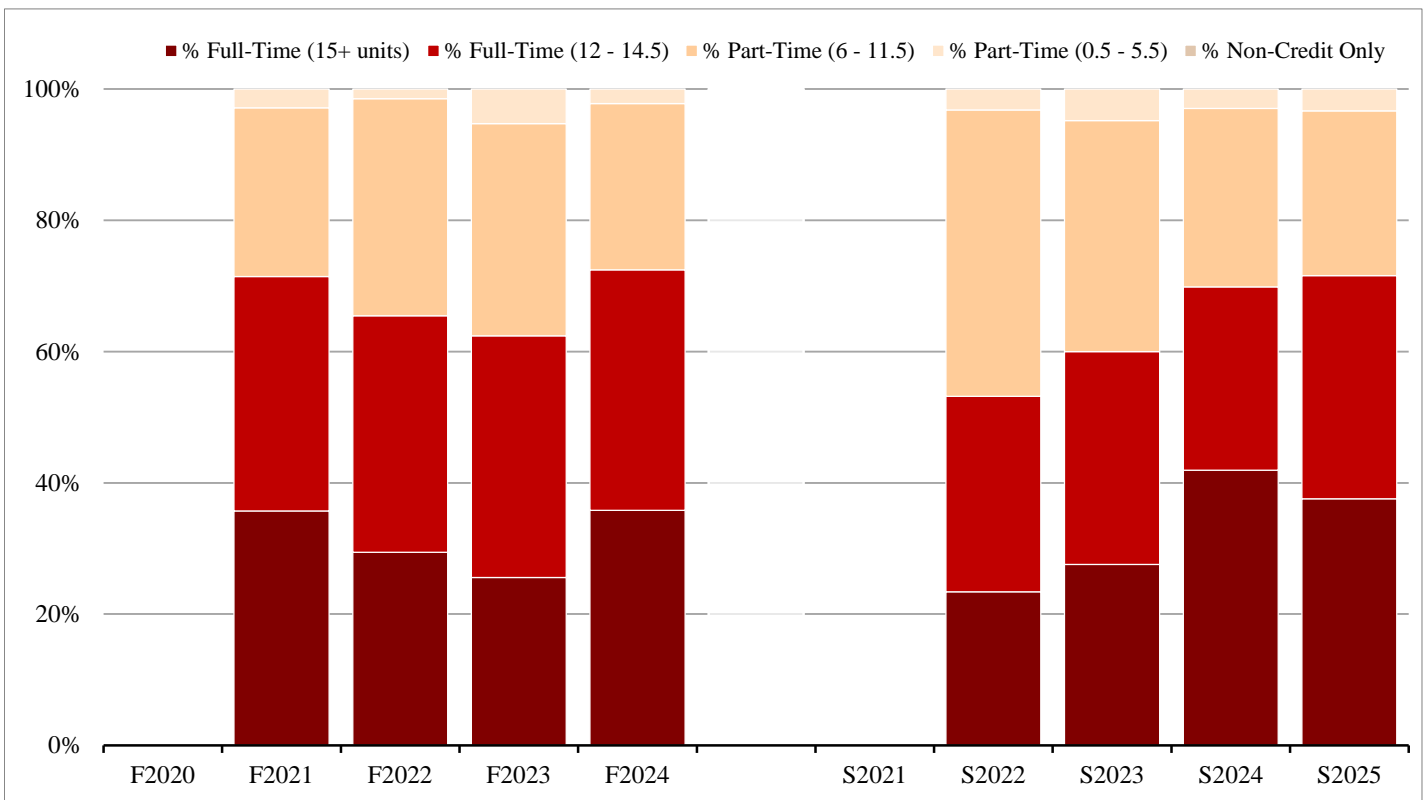
Ethnic Studies (ETHS)										
	Fall Terms					Spring Terms				
(Categories reflect college-wide coursework)	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Face-to-Face (F2F) Only	—	0	4	21	58	—	3	9	19	57
Both F2F and DE	—	7	47	163	242	—	32	78	170	243
Distance Education (DE) Only	—	63	85	82	63	—	59	58	83	62
% Face-to-Face (F2F) Only	—	0%	3%	8%	16%	—	3%	6%	7%	16%
% Both F2F and DE	—	10%	35%	61%	67%	—	34%	54%	63%	67%
% Distance Education (DE) Only	—	90%	63%	31%	17%	—	63%	40%	31%	17%
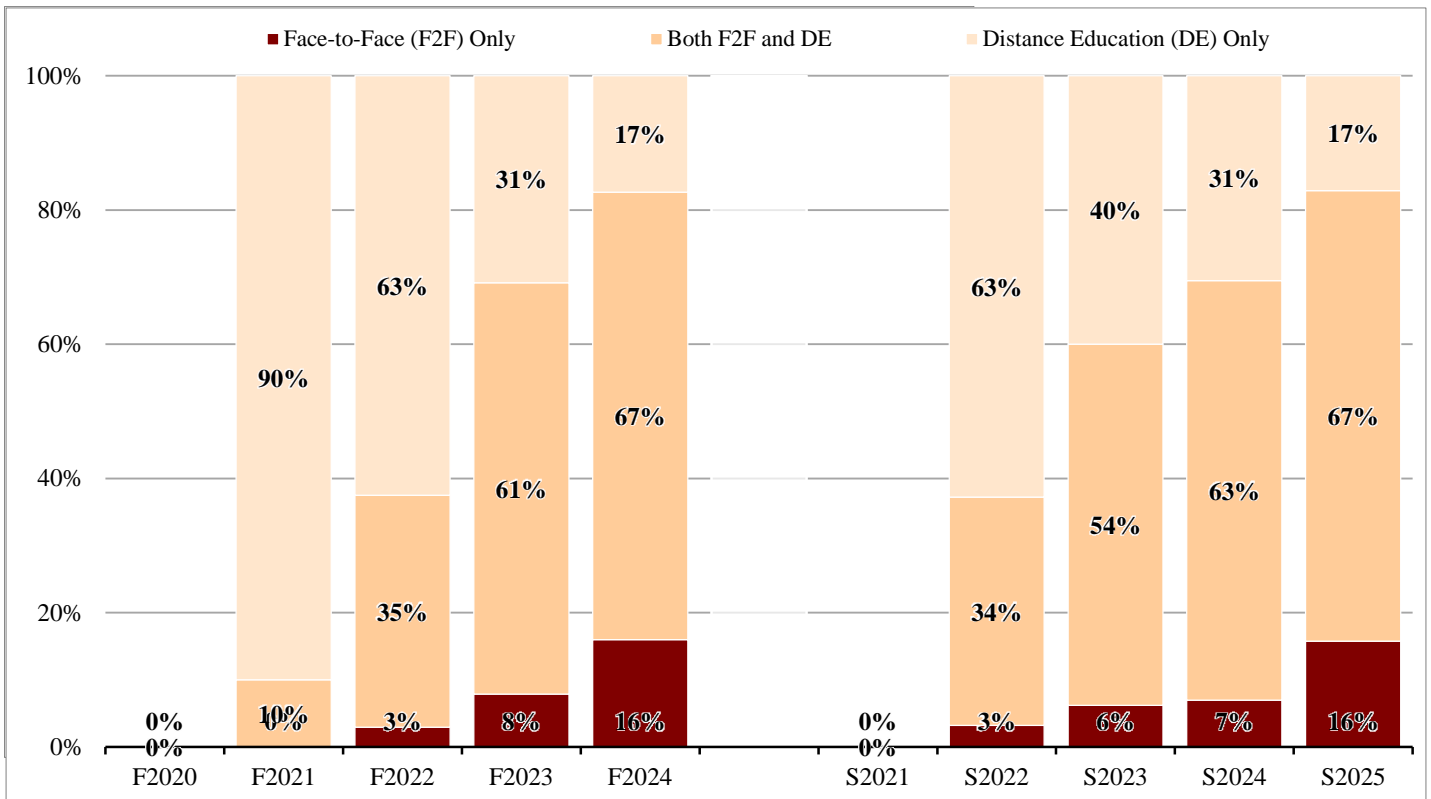
Definitions:

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 preset, 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**				
	F2020	**F2021**	**F2022**	**F2023**	**F2024**	**S2021**	**S2022**	**S2023**	**S2024**	**S2025**
Transfer (w/ or w/o AA/AS degree)	—	54	114	227	313	—	80	124	233	314
Associate Degree Only (AA/AS)	—	4	6	11	13	—	2	3	7	16
Occupational Certificate / Job Training	—	2	3	8	17	—	4	7	12	11
Improve English/Math Basic Skills	—	0	0	2	0	—	1	0	2	0
Personal Development (intellectual/cultural)	—	1	1	5	1	—	1	0	3	4
Other	—	0	0	0	0	—	1	0	1	1
Undecided	—	9	12	13	19	—	5	11	13	16
Unknown	—	0	0	0	0	—	0	0	1	0
% Transfer (w/ or w/o AA/AS degree)	—	77%	84%	85%	86%	—	85%	86%	86%	87%
% Associate Degree Only (AA/AS)	—	6%	4%	4%	4%	—	2%	2%	3%	4%
% Occupational Certificate / Job Training	—	3%	2%	3%	5%	—	4%	5%	4%	3%
% Improve English/Math Basic Skills	—	0%	0%	1%	0%	—	1%	0%	1%	0%
% Personal Dev. (intellectual/cultural)	—	1%	1%	2%	<1%	—	1%	0%	1%	1%
% Other	—	0%	0%	0%	0%	—	1%	0%	<1%	<1%
% Undecided	—	13%	9%	5%	5%	—	5%	8%	5%	4%
% Unknown	—	0%	0%	0%	0%	—	0%	0%	<1%	0%
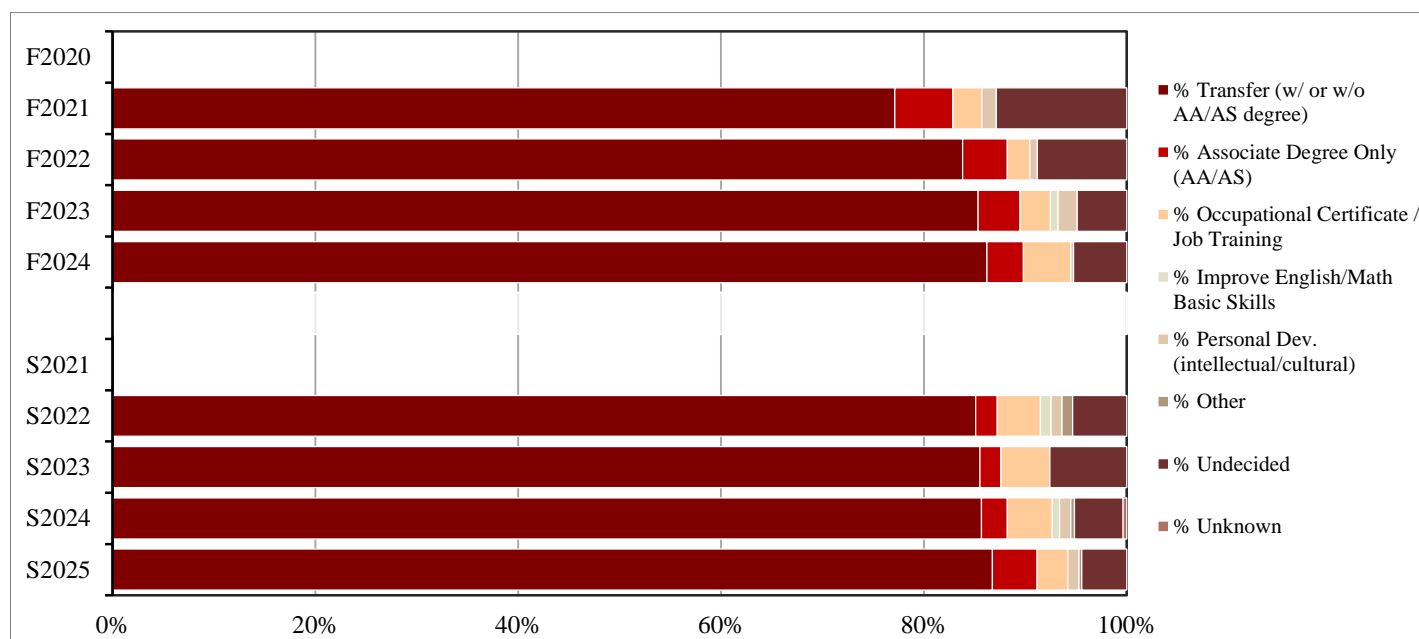
Definitions:

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				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
High School/Adult School	—	2	0	4	2	—	3	1	3	3
Freshmen (<30 units)	—	30	62	137	194	—	25	52	89	110
Sophomore (30-59 units)	—	22	47	84	122	—	35	60	116	169
Other Undergraduate (60 units or more)	—	14	21	27	32	—	28	27	57	69
AA/AS Degree	—	1	4	9	9	—	0	3	6	7
BA/BS or Higher Degree	—	1	2	5	4	—	3	2	1	4
% High School/Adult School	—	3%	0%	2%	1%	—	3%	1%	1%	1%
% Freshmen (<30 units)	—	43%	46%	52%	53%	—	27%	36%	33%	30%
% Sophomore (30-59 units)	—	31%	35%	32%	34%	—	37%	41%	43%	47%
% Other Undergraduate (60 units or more)	—	20%	15%	10%	9%	—	30%	19%	21%	19%
% AA/AS Degree	—	1%	3%	3%	2%	—	0%	2%	2%	2%
% BA/BS or Higher Degree	—	1%	1%	2%	1%	—	3%	1%	<1%	1%
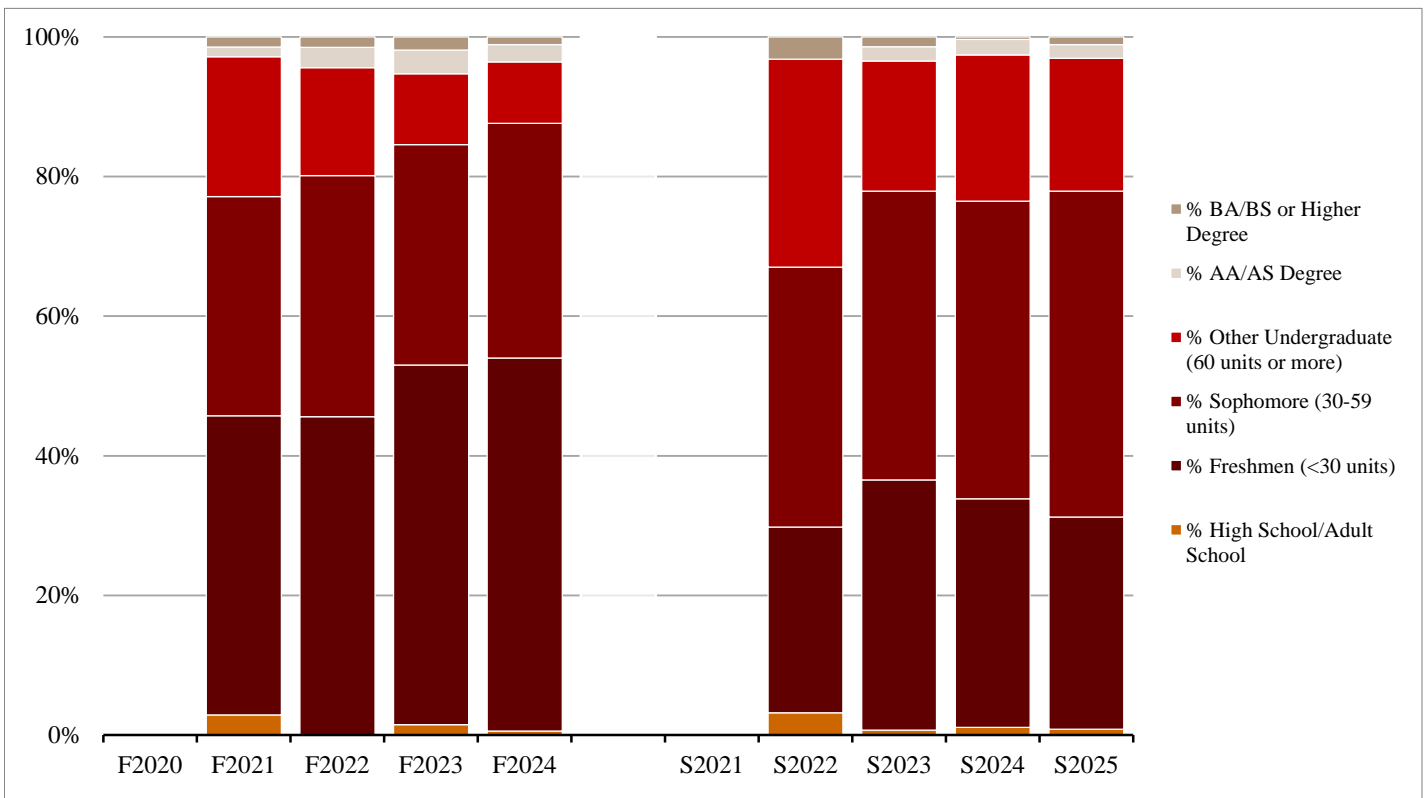
Student Performance: Grade Distribution

| Ethnic Studies (ETHS)										
		Fall Terms				**Spring Terms**				
	F2020	**F2021**	**F2022**	**F2023**	**F2024**	**S2021**	**S2022**	**S2023**	**S2024**	**S2025**
Total Course Enrollments	—	70	137	266	364	—	94	145	272	362
Course Success Rates	—	69%	70%	78%	80%	—	69%	79%	86%	86%
A	—	19%	40%	39%	48%	—	26%	32%	45%	58%
B	—	27%	14%	29%	22%	—	31%	31%	28%	20%
C	—	23%	16%	9%	10%	—	13%	16%	13%	7%
P	—	0%	0%	<1%	1%	—	0%	0%	<1%	<1%
Course Non-Success Rate	—	11%	14%	14%	15%	—	23%	10%	9%	10%
D	—	3%	4%	7%	3%	—	7%	6%	3%	2%
F*	—	9%	9%	8%	12%	—	16%	4%	6%	8%
Withdrawals (See Note)	—	20%	16%	8%	5%	—	7%	10%	5%	4%
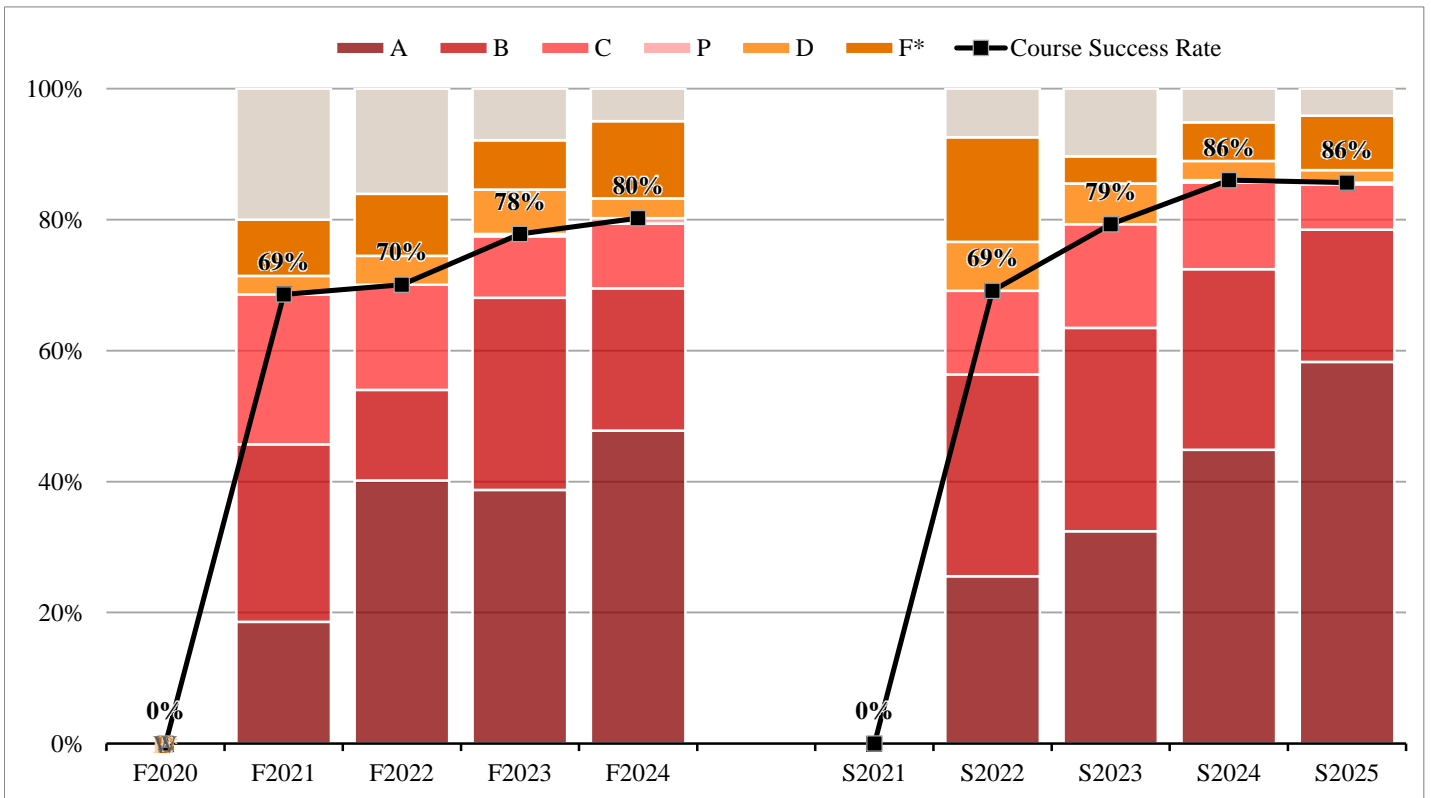
Definitions:

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', '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**				
	F2020	**F2021**	**F2022**	**F2023**	**F2024**	**S2021**	**S2022**	**S2023**	**S2024**	**S2025**
Total Course Enrollments	—	70	137	266	364	—	94	145	272	362
Face-to-Face (F2F) Sections	—	0	11	91	217	—	9	38	74	183
Success Rates	—	—	73%	73%	76%	—	78%	76%	84%	83%
Non-Success Rates	—	—	18%	19%	20%	—	22%	18%	9%	14%
Withdrawals	—	—	9%	9%	5%	—	0%	5%	7%	4%
Distance Education (DE) Sections	—	70	126	175	147	—	85	107	198	179
Success Rates	—	69%	70%	81%	87%	—	68%	80%	87%	89%
Non-Success Rates	—	11%	13%	12%	7%	—	24%	7%	9%	7%
Withdrawals	—	20%	17%	7%	5%	—	8%	12%	5%	4%
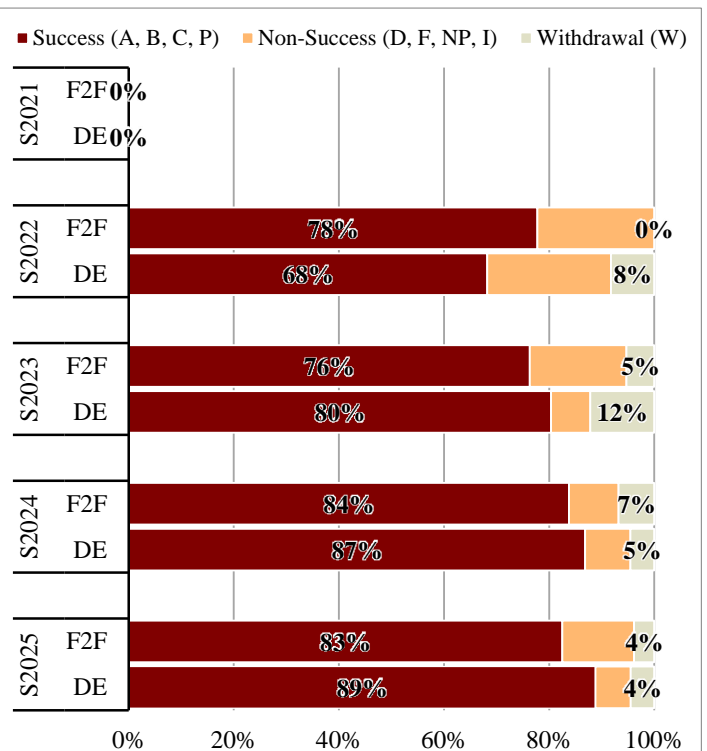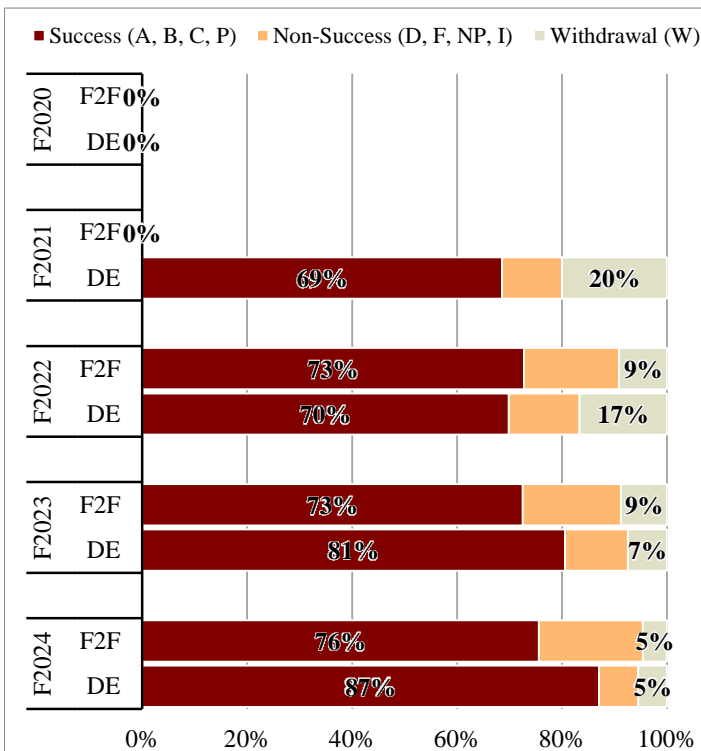
Definitions:

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', '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.

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**				
	F2020	**F2021**	**F2022**	**F2023**	**F2024**	**S2021**	**S2022**	**S2023**	**S2024**	**S2025**
WSCH	—	211	415	802	1,092	—	284	438	818	1,088
FTES	—	7.0	13.6	26.1	35.4	—	9.3	14.6	26.7	35.8
FTEF	—	0.0	0.8	0.0	0.6	—	0.2	0.0	0.0	0.4
Productivity (WSCH/FTEF)	—	—	518.8	—	1,820.0	—	1,420.0	—	—	2,720.0
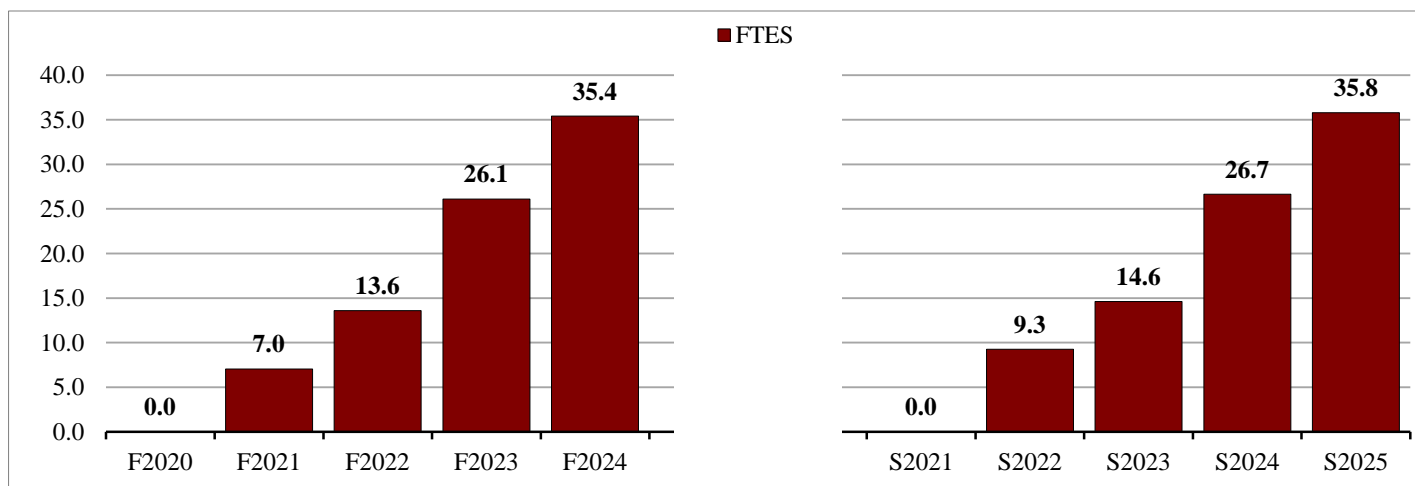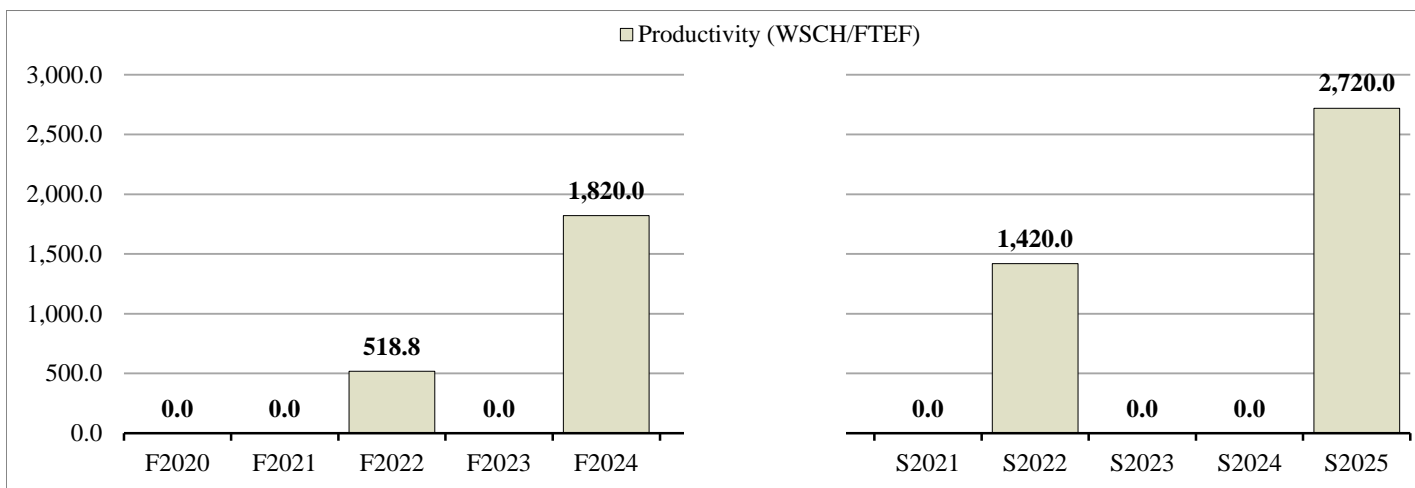
Definitions:

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

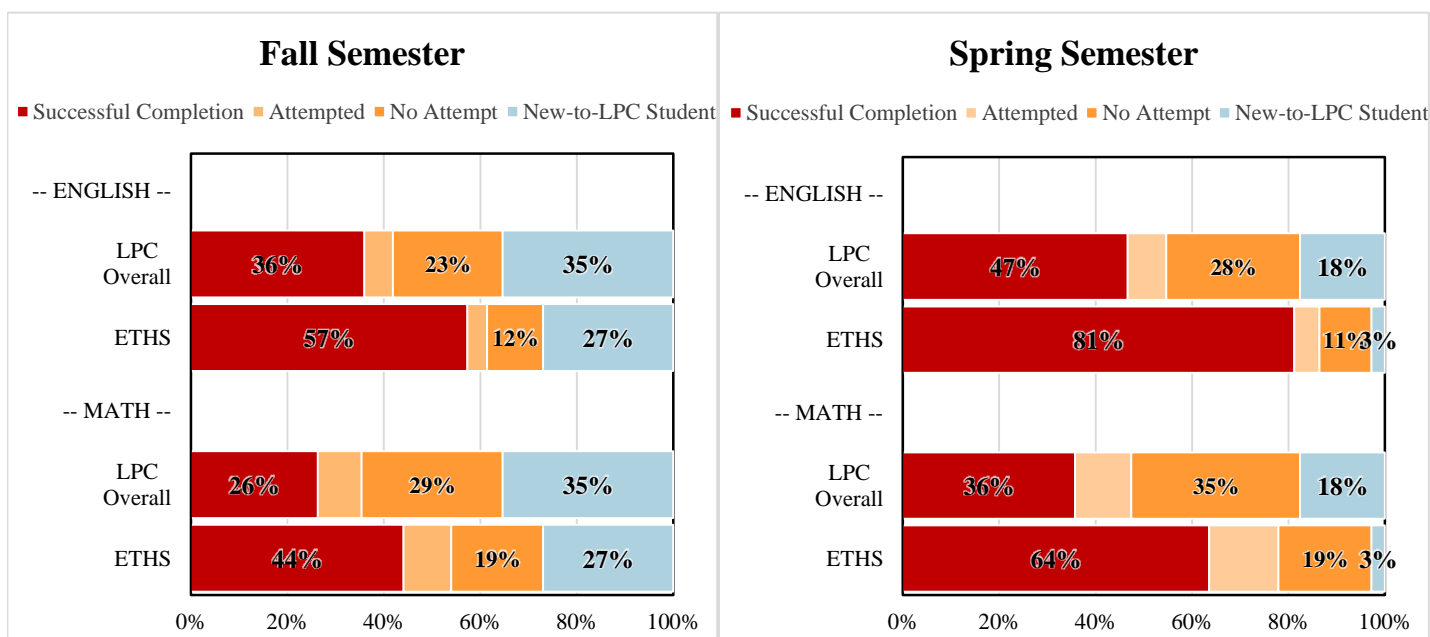| Ethnic Studies (ETHS)										
	Fall Terms					**Spring Terms**				
	F2020	**F2021**	**F2022**	**F2023**	**F2024**	**S2021**	**S2022**	**S2023**	**S2024**	**S2025**
FTEF from Full-Time Faculty	—	0.0	0.8	0.0	0.4	—	0.0	0.0	0.0	0.4
% FTEF from Full-Time Faculty	—	—	100%	—	67%	—	0%	—	—	100%
Enrollments	—	70	137	266	364	—	94	145	272	362
Capacity (seats available)	—	0	88	176	132	—	176	220	44	88
Fill Rate	—	—	156%	151%	276%	—	53%	66%	618%	411%
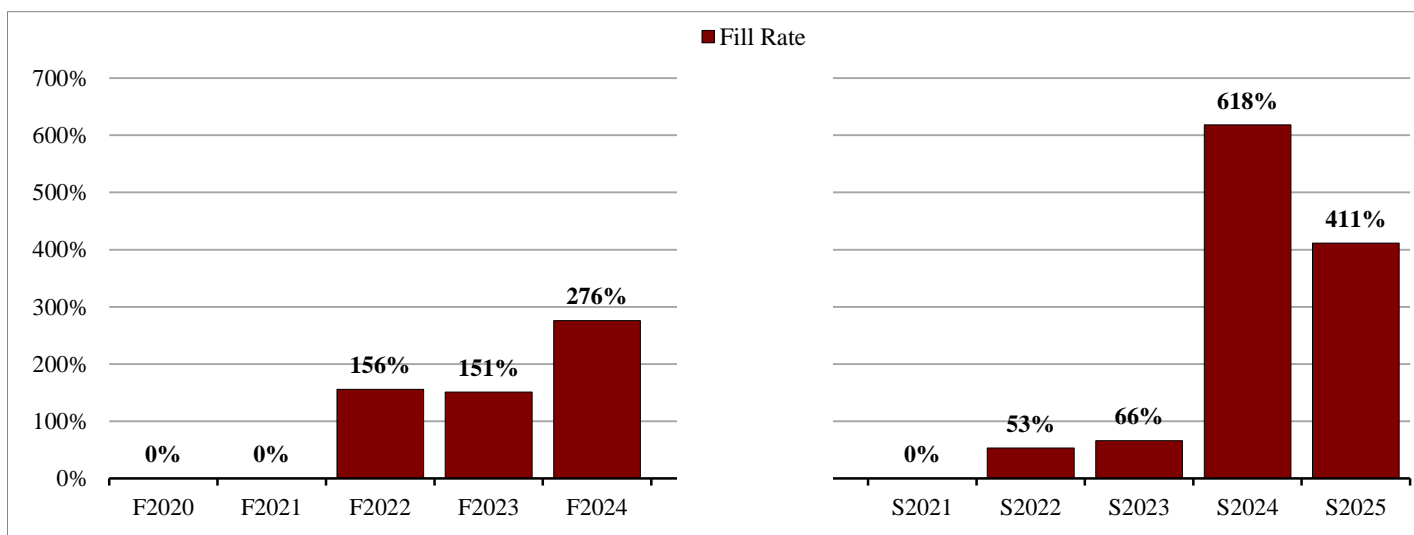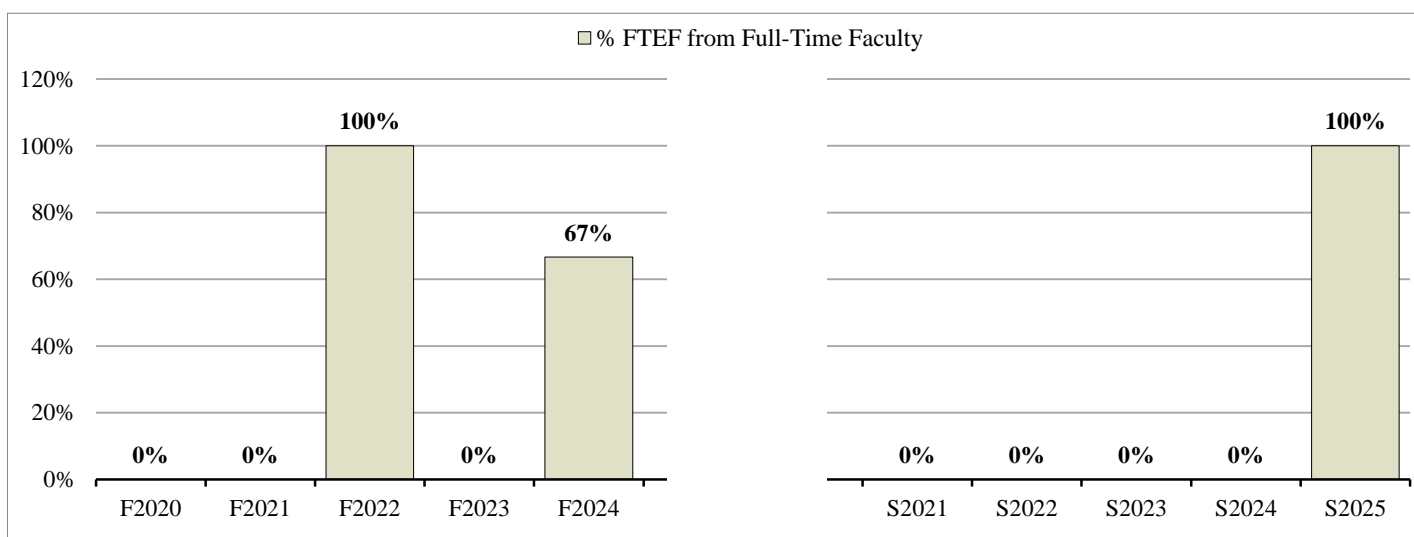
Definitions:

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 2024				Spring 2025			
	ETHS		LPC Overall		ETHS		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	208	57%	2,993	36%	294	81%	3,734	47%
Attempted *(not successful)*	15	4%	492	6%	19	5%	641	8%
No Attempt	42	12%	1,892	23%	39	11%	2,223	28%
New-to-LPC Student	98	27%	2,946	35%	10	3%	1,409	18%
Transfer-level Math								
Successful Completion*	160	44%	2,189	26%	230	64%	2,859	36%
Attempted *(not successful)*	36	10%	757	9%	52	14%	935	12%
No Attempt	69	19%	2,431	29%	70	19%	2,804	35%
New-to-LPC Student	98	27%	2,946	35%	10	3%	1,409	18%

Fall Semester

- Successful Completion
- Attempted
- No Attempt
- New-to-LPC Student

-- ENGLISH --
LPC Overall: 36%, 23%, 35%
ETHS: 57%, 12%, 27%
-- MATH --
LPC Overall: 26%, 29%, 35%
ETHS: 44%, 19%, 27%

Spring Semester

- Successful Completion
- Attempted
- No Attempt
- New-to-LPC Student

-- ENGLISH --
LPC Overall: 47%, 28%, 18%
ETHS: 81%, 11%, 3%
-- MATH --
LPC Overall: 36%, 35%, 18%
ETHS: 64%, 19%, 3%

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.