Las Positas College

Program Review Discipline Data Packet

Fall 2013 to Fall 2017
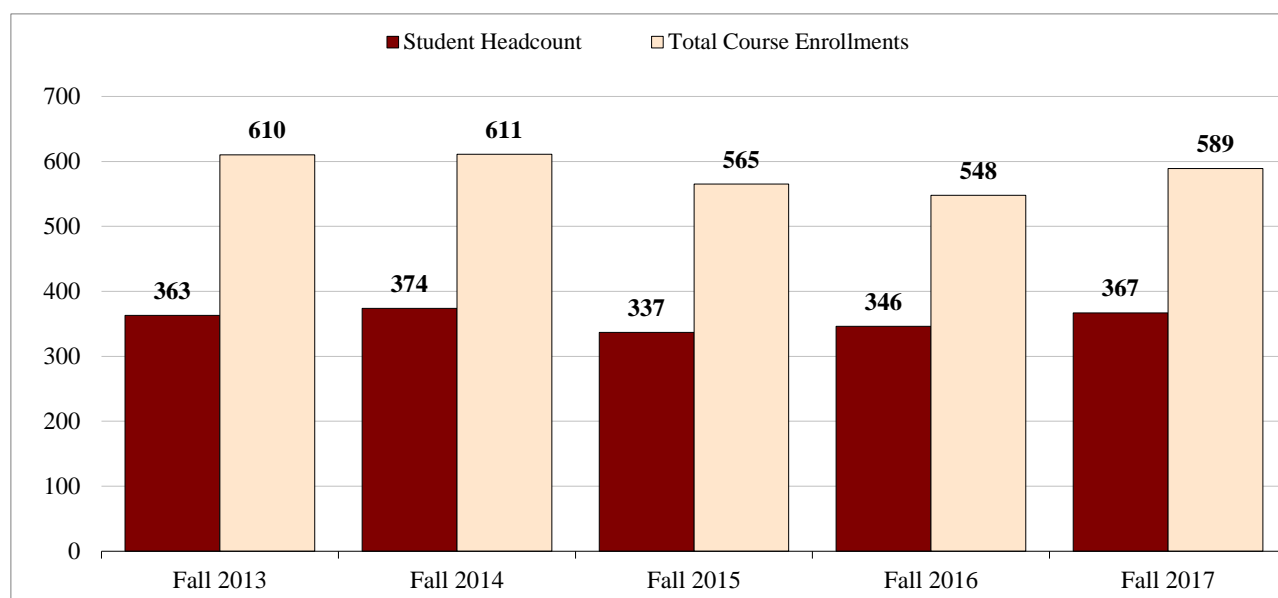
Discipline:

English as a Second Language (ESL)

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

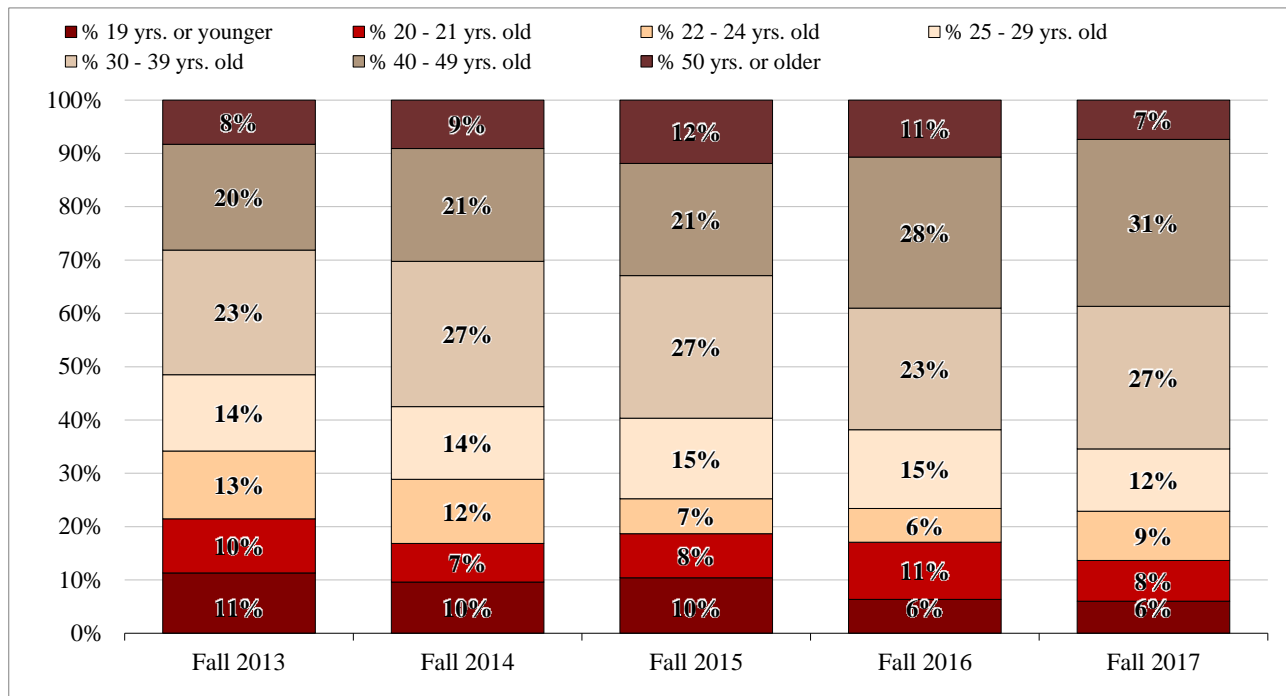| English as a Second Language (ESL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Student Headcount	363	374	337	346	367
Total Course Enrollments	610	611	565	548	589

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.
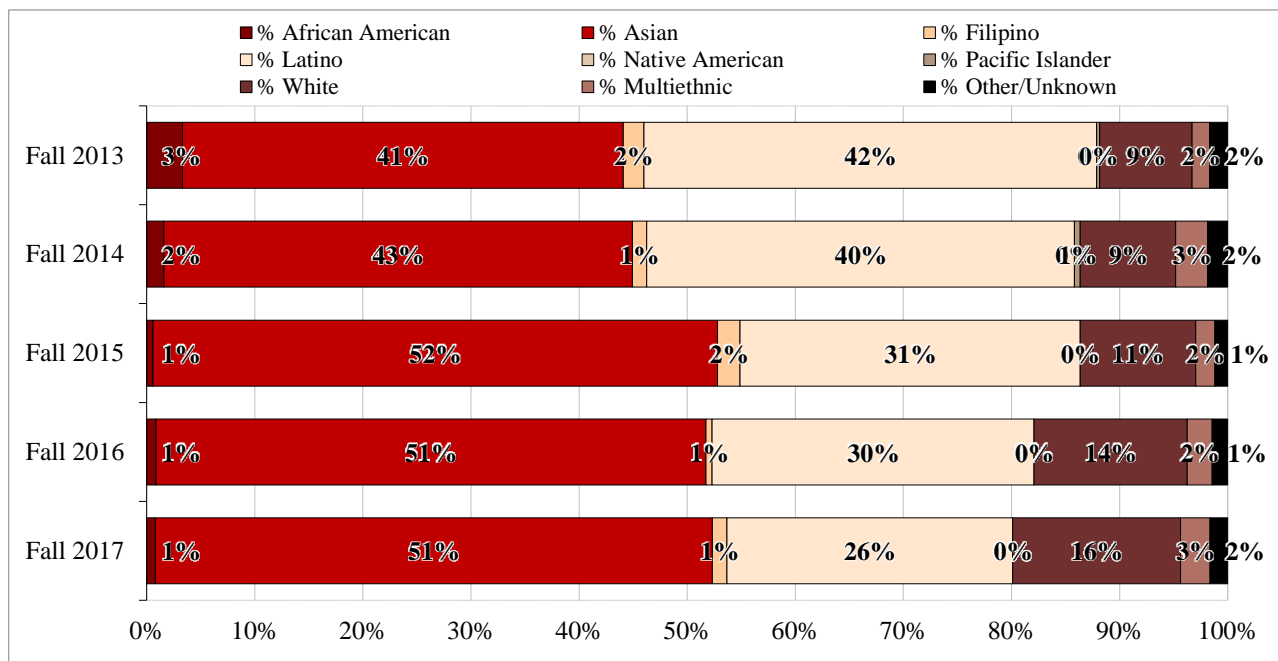
Student Demographics: Gender & Age

English as a Second Language (ESL)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	224	255	234	250	259
Male	123	103	84	77	87
19 yrs. or younger	41	36	35	22	22
20-21 yrs. old	37	27	28	37	28
22-24 yrs. old	46	45	22	22	34
25-29 yrs. old	52	51	51	51	43
30-39 yrs. old	85	102	90	79	98
40-49 yrs. old	72	79	71	98	115
50 yrs. or older	30	34	40	37	27
% Female	65%	71%	74%	76%	75%
% Male	35%	29%	26%	24%	25%
% 19 yrs. or younger	11%	10%	10%	6%	6%
% 20 - 21 yrs. old	10%	7%	8%	11%	8%
% 22 - 24 yrs. old	13%	12%	7%	6%	9%
% 25 - 29 yrs. old	14%	14%	15%	15%	12%
% 30 - 39 yrs. old	23%	27%	27%	23%	27%
% 40 - 49 yrs. old	20%	21%	21%	28%	31%
% 50 yrs. or older	8%	9%	12%	11%	7%

Student Demographic: Race-Ethnicity

English as a Second Language (ESL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
African American	12	6	2	3	3
Asian	148	162	176	176	189
Filipino	7	5	7	2	5
Latino	152	148	106	103	97
Native American	0	0	0	0	0
Pacific Islander	1	2	0	0	0
White	31	33	36	49	57
Multiethnic	6	11	6	8	10
Other/Unknown	6	7	4	5	6
% African American	3%	2%	1%	1%	1%
% Asian	41%	43%	52%	51%	51%
% Filipino	2%	1%	2%	1%	1%
% Latino	42%	40%	31%	30%	26%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	<1%	1%	0%	0%	0%
% White	9%	9%	11%	14%	16%
% Multiethnic	2%	3%	2%	2%	3%
% Other/Unknown	2%	2%	1%	1%	2%

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Las Positas College

Student Enrollment Status

English as a Second Language (ESL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
First-Time Any College	83	73	81	57	60
First-Time Transfer	53	58	64	59	64
Continuing	194	217	172	212	226
Returning	32	26	20	18	17
Concurrent Enrollment	0	0	0	0	0
% First-Time Any College	23%	20%	24%	16%	16%
% First-Time Transfer	15%	16%	19%	17%	17%
% Continuing	54%	58%	51%	61%	62%
% Returning	9%	7%	6%	5%	5%
% Concurrent Enrollment	0%	0%	0%	0%	0%
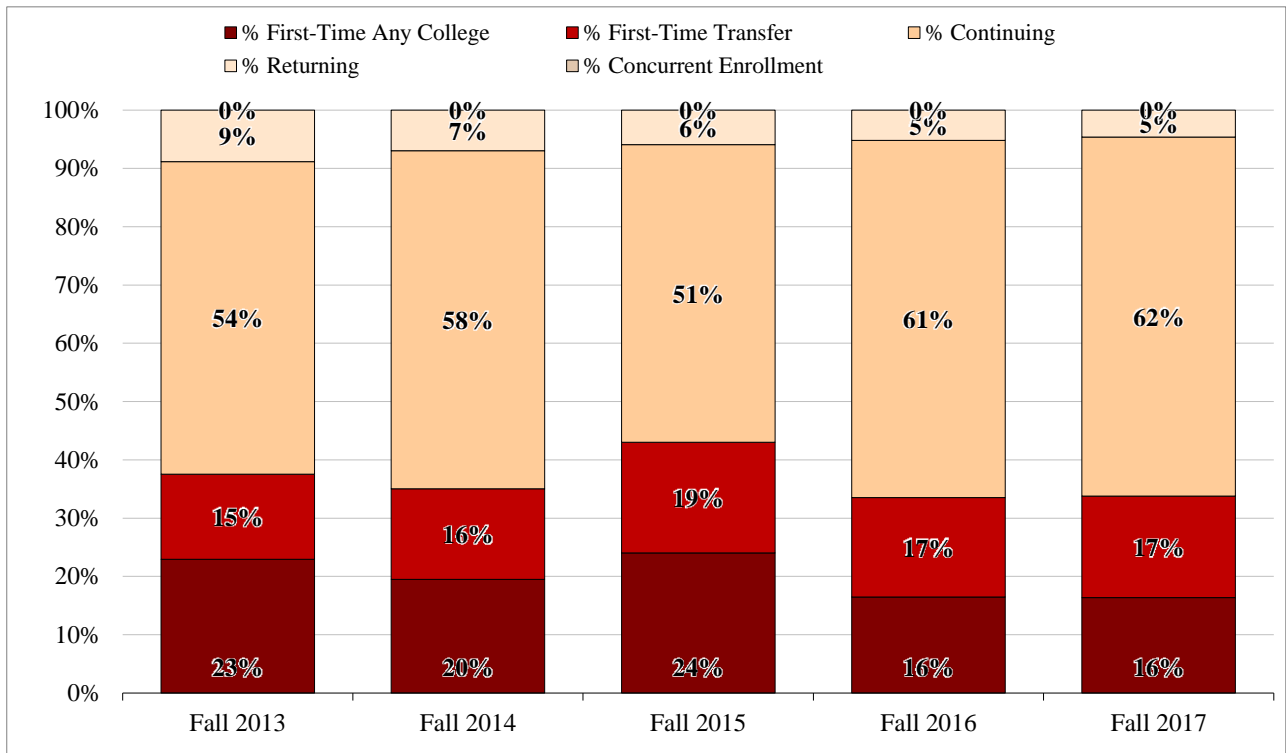
Definitions:

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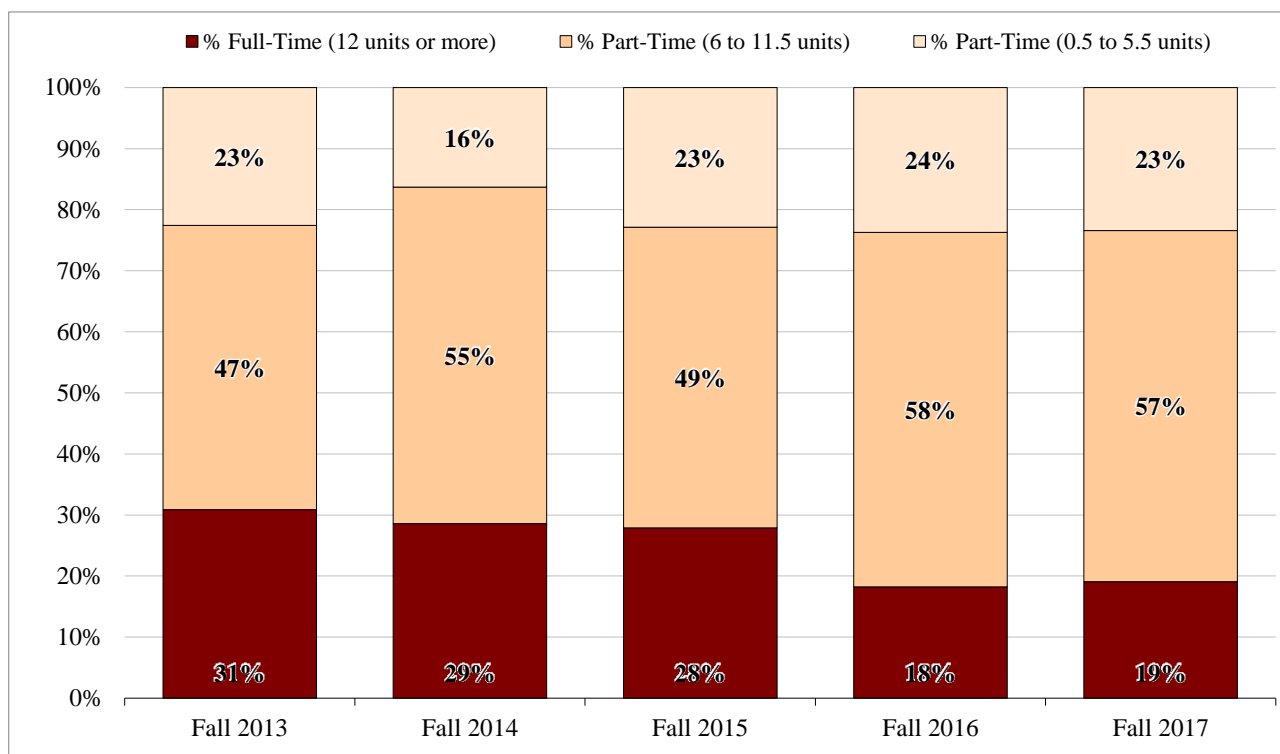
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.
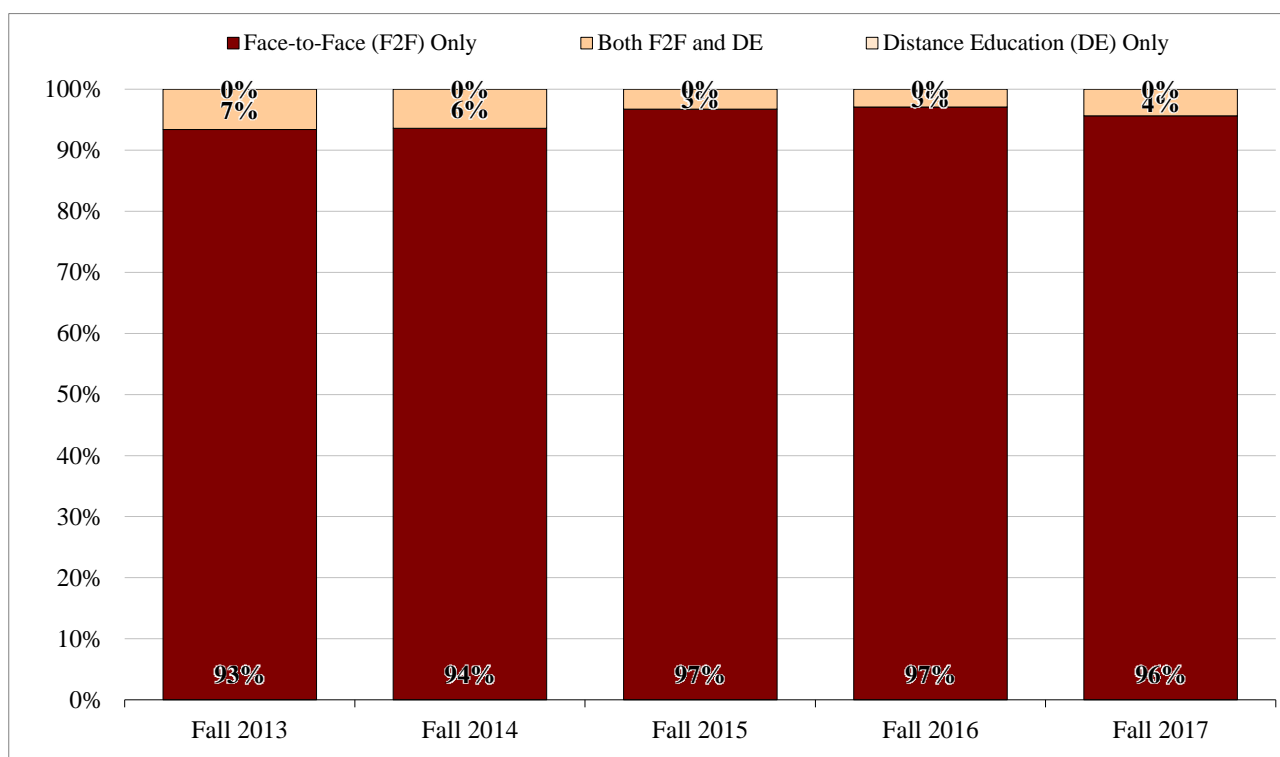
Student Unit Load

English as a Second Language (ESL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Full-Time (12 units or more)	112	107	94	63	70
Part-Time (6 to 11.5 units)	169	206	166	201	211
Part-Time (0.5 to 5.5 units)	82	61	77	82	86
% Full-Time (12 units or more)	31%	29%	28%	18%	19%
% Part-Time (6 to 11.5 units)	47%	55%	49%	58%	57%
% Part-Time (0.5 to 5.5 units)	23%	16%	23%	24%	23%

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Students Using Distance Education

| English as a Second Language (ESL)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Face-to-Face (F2F) Only	339	350	326	336	351
Both F2F and DE	24	24	11	10	16
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	93%	94%	97%	97%	96%
% Both F2F and DE	7%	6%	3%	3%	4%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Student Educational Goal

English as a Second Language (ESL)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Transfer (w/ or w/o AA/AS degree)	103	97	85	77	81
Associate Degree Only (AA/AS)	26	33	23	23	17
Occupational Certificate or Job Training	56	53	33	52	57
Improve English/Math Basic Skills	84	78	93	98	108
Personal Development (intellectual/cultural)	20	18	19	26	30
Other	2	2	2	1	3
Undecided	61	88	79	67	66
Unknown	11	5	3	2	5
% Transfer (w/ or w/o AA/AS degree)	28%	26%	25%	22%	22%
% Associate Degree Only (AA/AS)	7%	9%	7%	7%	5%
% Occupational Certificate or Job Training	15%	14%	10%	15%	16%
% Improve English/Math Basic Skills	23%	21%	28%	28%	29%
% Personal Development (intellectual/cultural)	6%	5%	6%	8%	8%
% Other	1%	1%	1%	<1%	1%
% Undecided	17%	24%	23%	19%	18%
% Unknown	3%	1%	1%	1%	1%
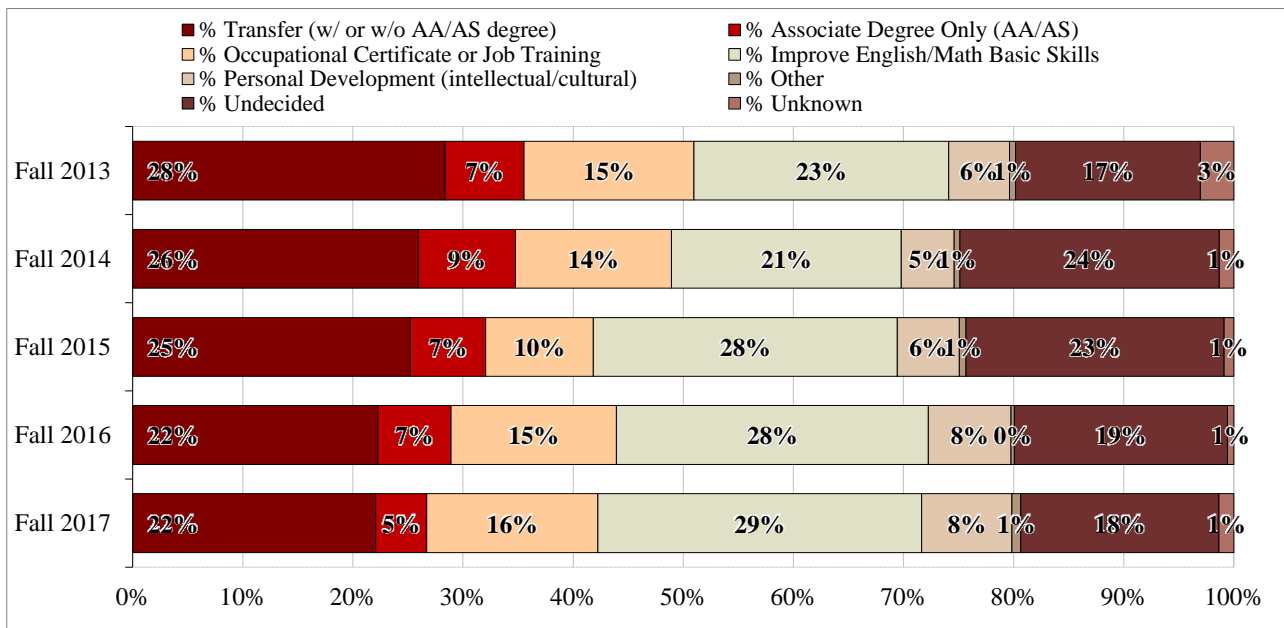
Definitions:

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 as a Second Language (ESL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
High School/Adult School	21	12	15	29	28
Freshmen (<30 units)	221	208	193	179	187
Sophomore (30-59 units)	27	42	25	22	18
Other Undergraduate (60 units or more)	5	9	4	5	3
AA/AS Degree	11	23	22	32	26
BA/BS or Higher Degree	78	80	78	79	105
% High School/Adult School	6%	3%	4%	8%	8%
% Freshmen (<30 units)	61%	56%	57%	52%	51%
% Sophomore (30-59 units)	7%	11%	7%	6%	5%
% Other Undergraduate (60 units or more)	1%	2%	1%	1%	1%
% AA/AS Degree	3%	6%	7%	9%	7%
% BA/BS or Higher Degree	21%	21%	23%	23%	29%
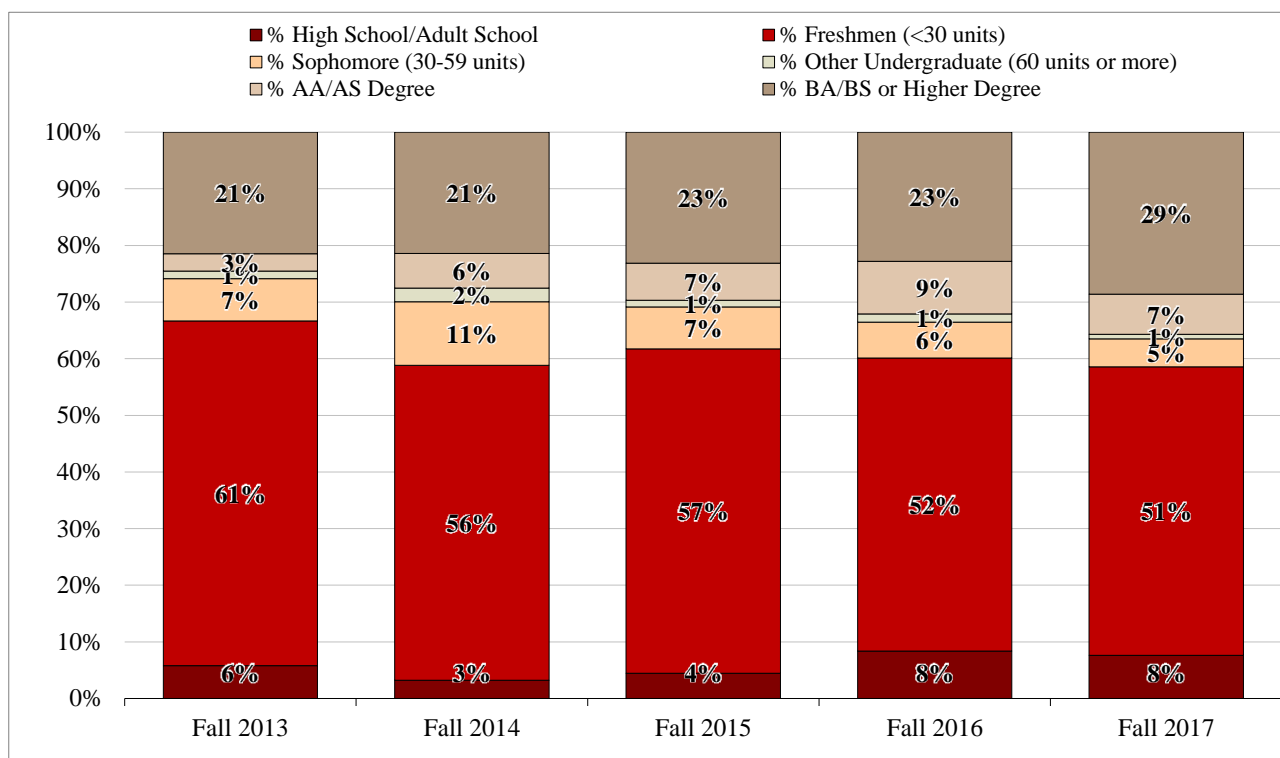
Student Performance: Grade Distribution

| English as a Second Language (ESL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Total Course Enrollments	**610**	**611**	**565**	**548**	**589**
Course Success Rates	**72%**	**65%**	**74%**	**73%**	**79%**
A	5%	8%	4%	3%	4%
B	5%	4%	5%	4%	5%
C	2%	3%	3%	2%	2%
P	60%	50%	62%	64%	68%
Course Non-Success Rate	**18%**	**26%**	**20%**	**17%**	**12%**
D	0%	<1%	<1%	<1%	1%
F/NP/I	17%	26%	20%	17%	10%
Withdrawals (W)	**10%**	**9%**	**6%**	**10%**	**9%**
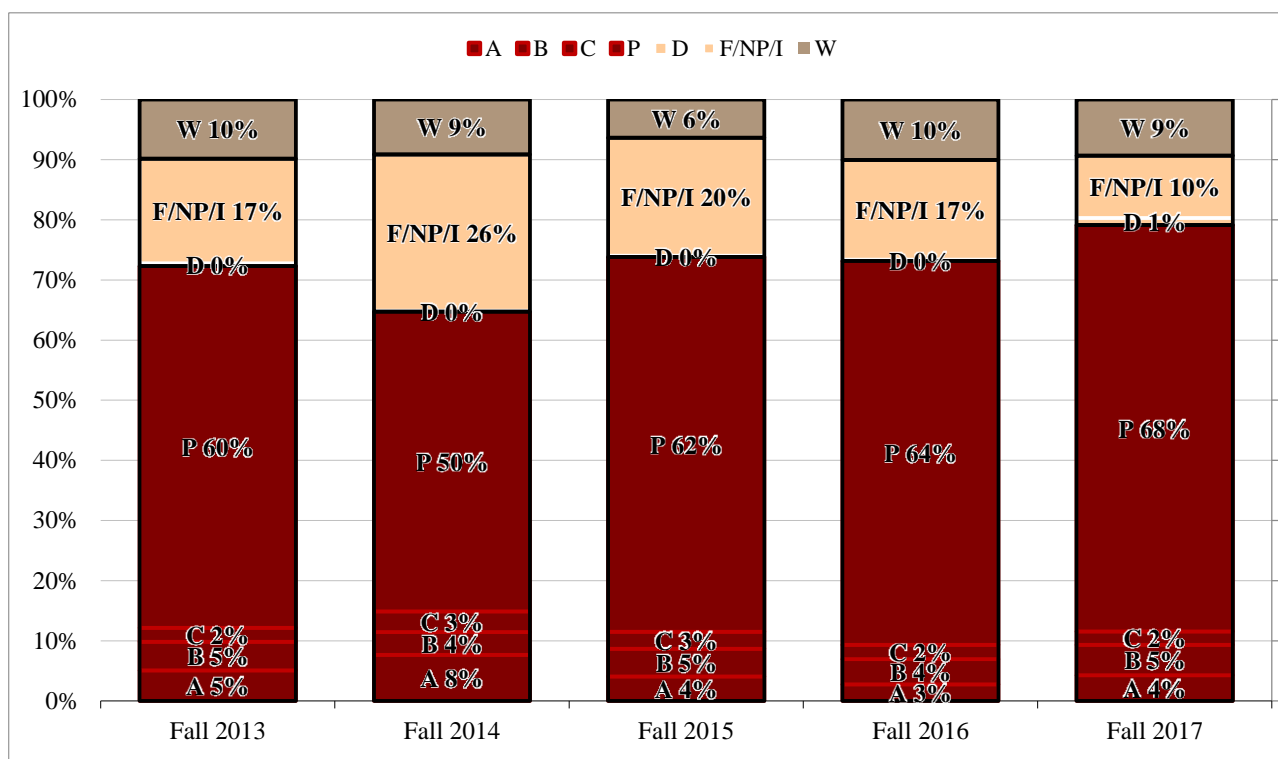
Definitions:

Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'I') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

Student Performance: Distance Education

English as a Second Language (ESL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Total Course Enrollments	**610**	**611**	**565**	**548**	**589**
Face-to-Face (F2F) Sections	**610**	**611**	**565**	**548**	**589**
Success Rates	72%	65%	74%	73%	79%
Non-Success Rates	18%	26%	20%	17%	12%
Withdrawals	10%	9%	6%	10%	9%
Distance Education (DE) Sections	**—**	**—**	**—**	**—**	**—**
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—
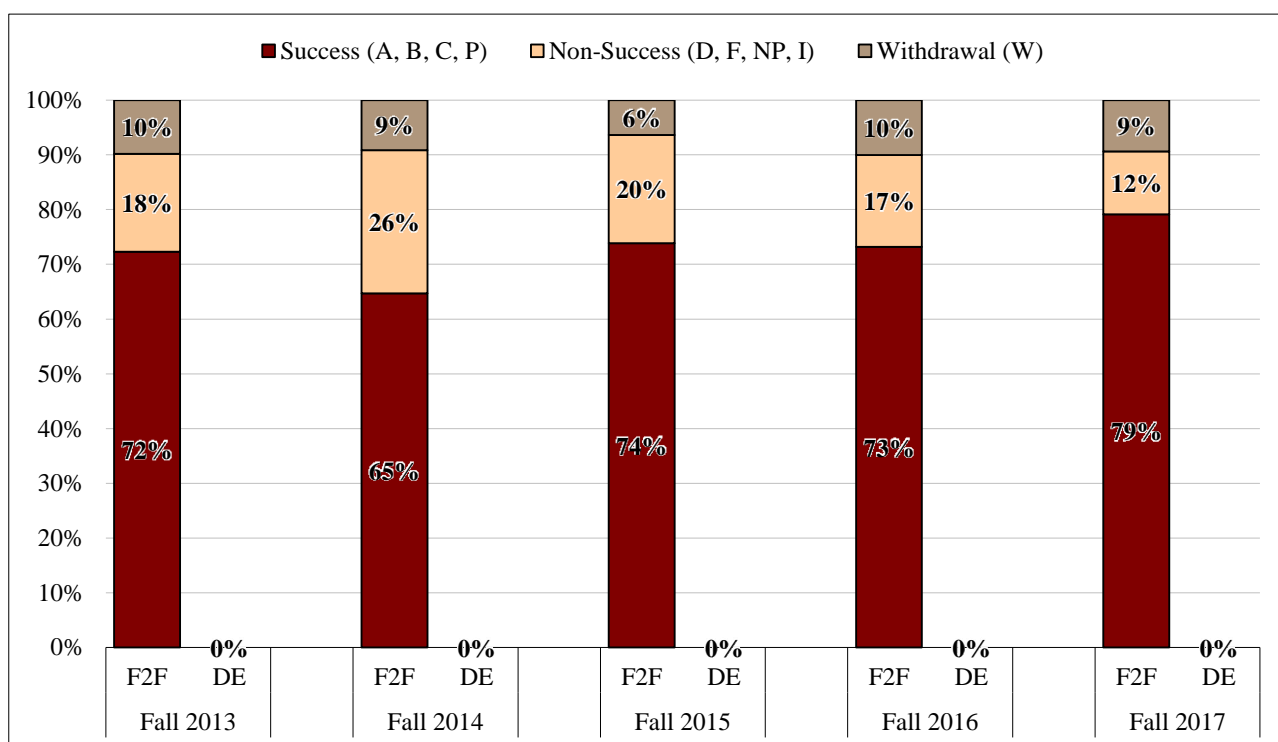
Definitions:

Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'I') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Enrollment Management: Part 1

English as a Second Language (ESL)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
WSCH	2,710	2,791	2,659	2,608	2,803
FTES	63.7	71.0	68.6	73.7	81.0
FTEF	8.7	9.8	8.6	8.6	7.8
Productivity (WSCH/FTEF)	310.5	284.8	309.8	303.9	357.2
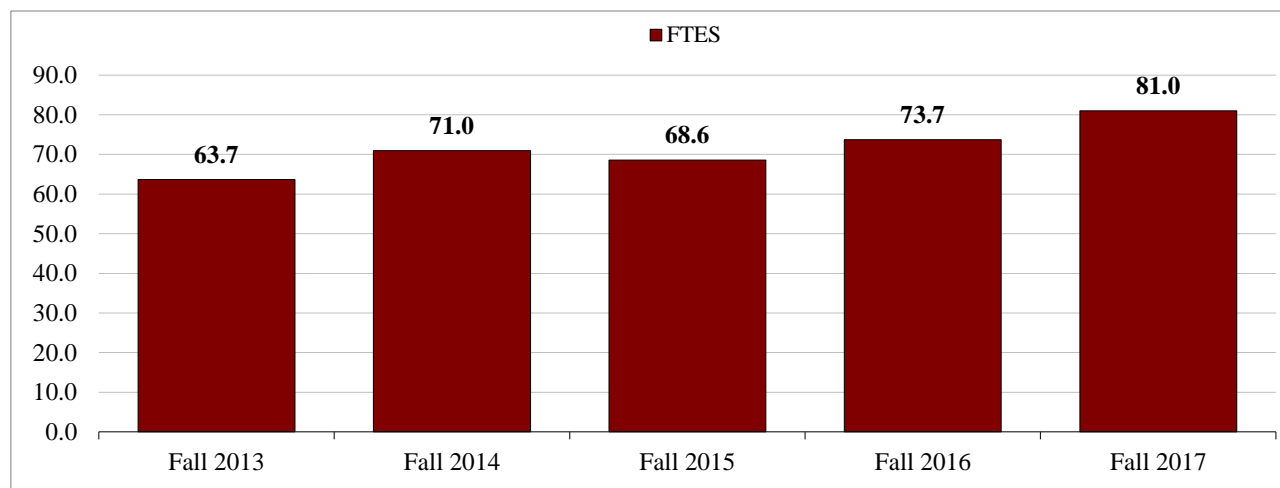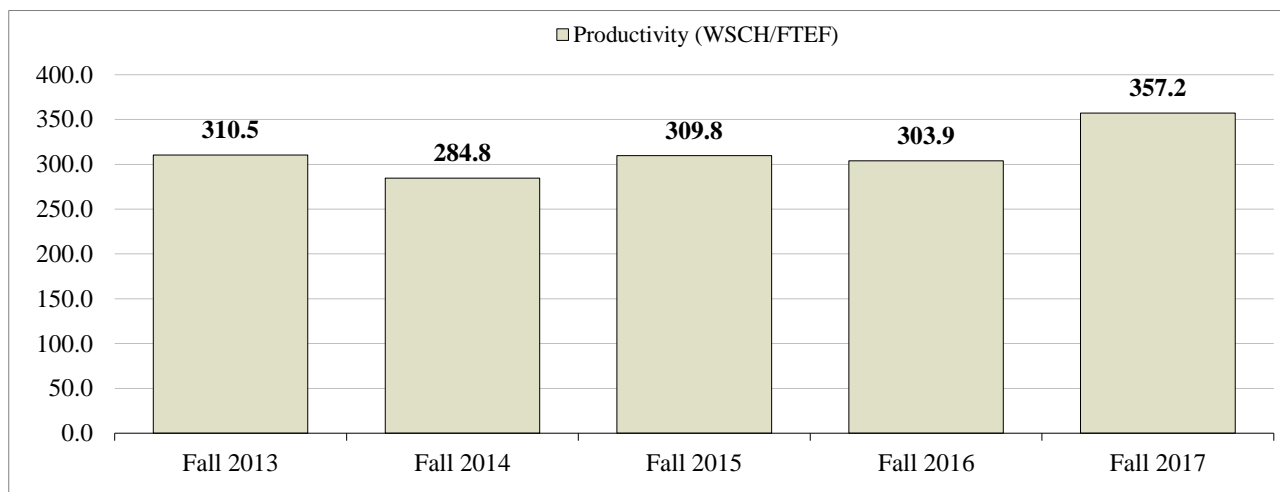
Definitions:

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 includes all credit courses accounted for during the respective academic terms; data accessed on 5/15/18.

Enrollment Management: Part 2

| English as a Second Language (ESL)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
FTEF from Full-Time Faculty	2.1	2.7	3.3	1.9	2.0
% FTEF from Full-Time Faculty	24%	28%	38%	22%	25%
Enrollments	610	611	565	548	589
Capacity (seats available)	755	805	720	720	660
Fill Rate	81%	76%	78%	76%	89%
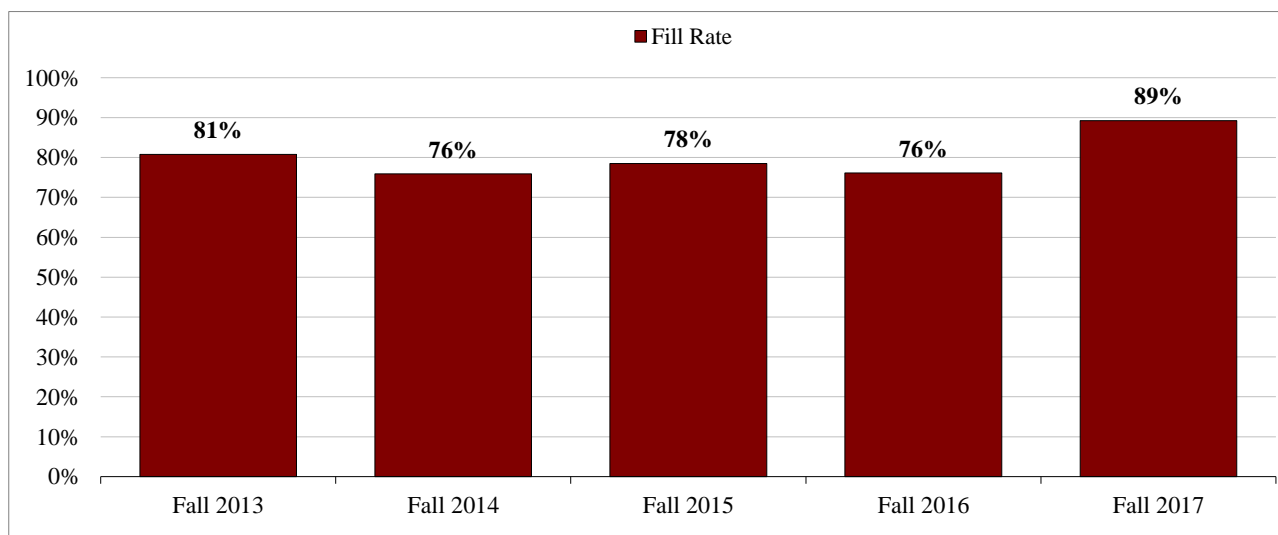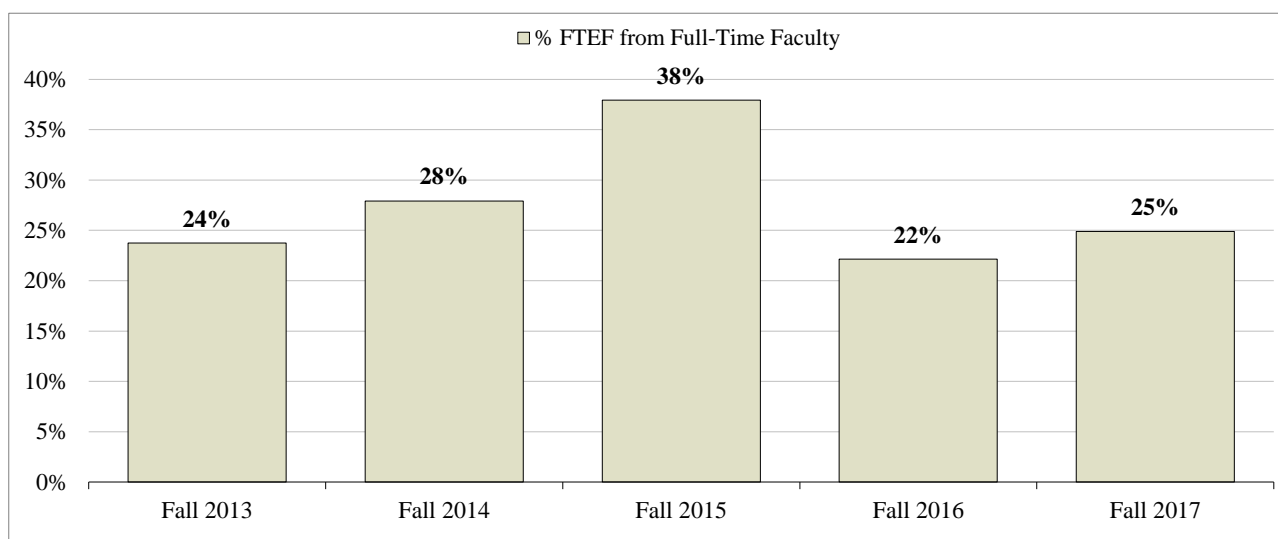
Definitions:

    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 includes all credit courses accounted for during the respective academic terms; data accessed on 5/15/18.

College Readiness: English & Math Proficiency

Fall 2017				
	ESL		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	1	<1%	3,485	37%
College-level Ready	4	1%	2,141	23%
Not College-level Ready	53	14%	904	10%
Unknown (College Degree)	119	32%	880	9%
Unknown (No College Degree)	190	52%	1,962	21%
College Math				
Completed College-level	151	41%	3,738	40%
College-level Ready	10	3%	1,138	12%
Not College-level Ready	39	11%	1,733	18%
Unknown	167	46%	2,763	29%
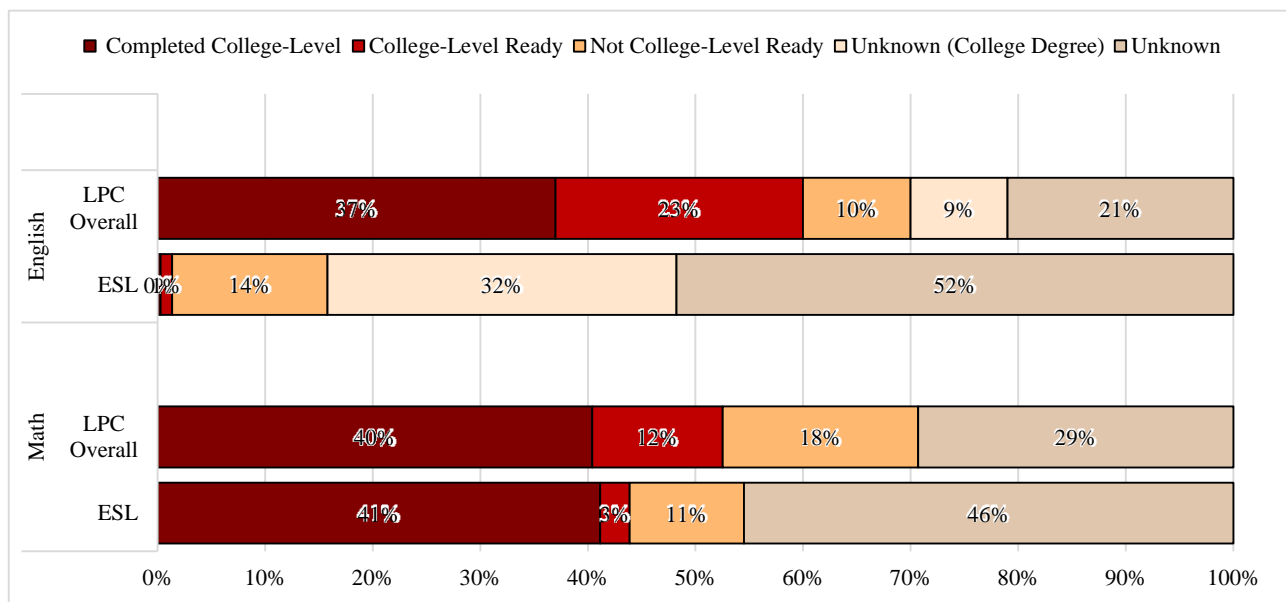
Definitions:

College English

Completed College-level is defined as successfully completed ENG 1A or higher.

College-level Ready is defined as anyone who is eligible for ENG 1A but has not successfully completed the course.

Not College-level Ready is defined as anyone who is not eligible for ENG 1A but has not successfully completed the course.

Unknown (College Degree): anyone with no English assessment or enrollments within the sequence, but has earned at least an Associates degree.

Unknown (No College Degree): anyone with no English assessment or enrollments within the sequence, and has not earned a degree.

College Math

Completed College-level is defined as succesfully completed Math 55 or higher or assessed into Transfer-level Math.

College-level Ready is defined as anyone who is eligible for MATH 55 but has not yet succesfully complete the course.

Not College-level Ready is defined as anyone who is not eligible for MATH 55 but has not yet succesfully complete the course.

Unknown is defined as anyone with no previous Math enrollments within the sequence and no previous Math assessment.