Las Positas College

Program Review Discipline Data Packet

Spring 2014 to Spring 2018
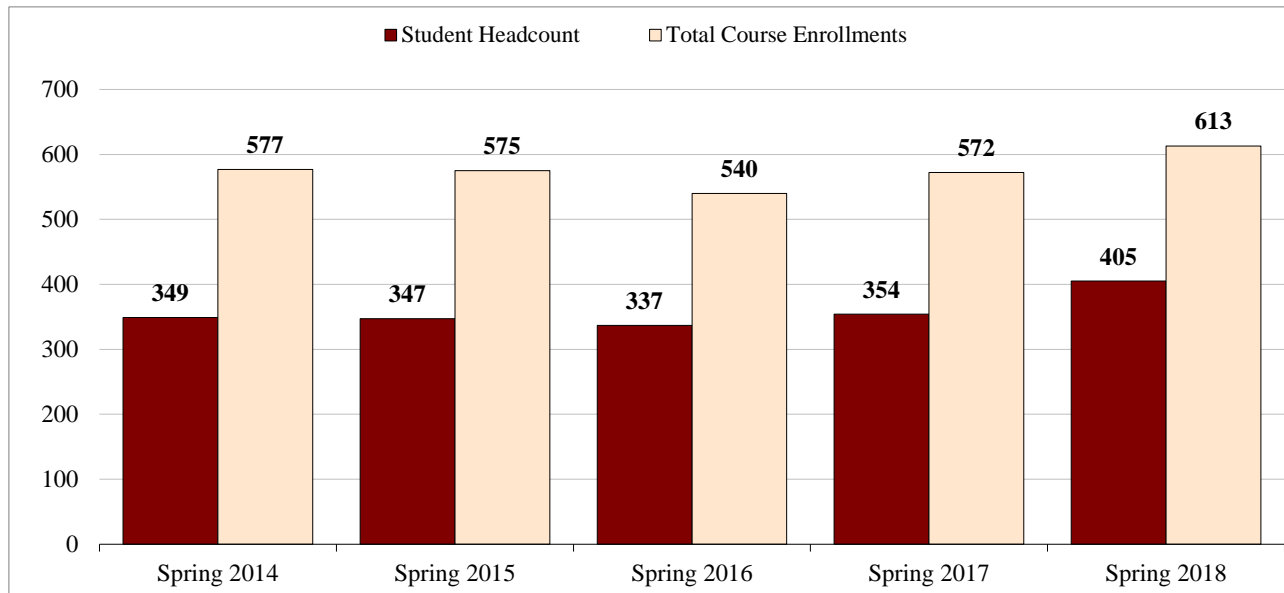
Discipline:

English as a Second Language (ESL)

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

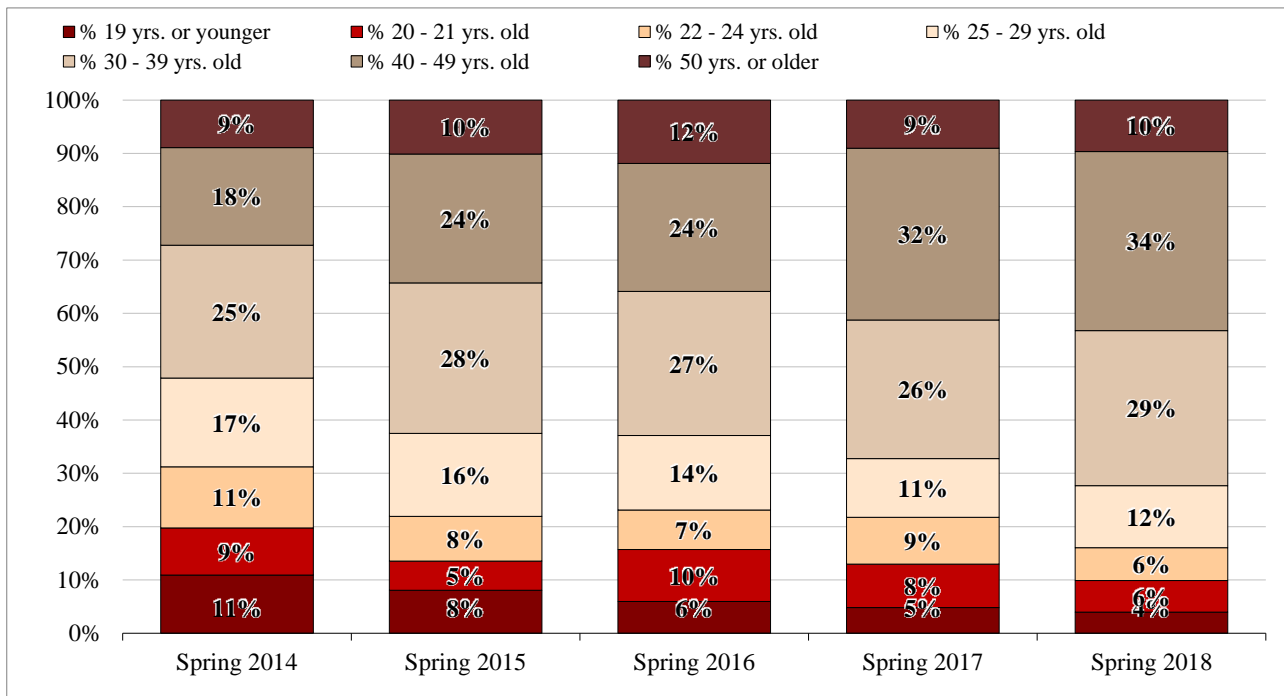| English as a Second Language (ESL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	349	347	337	354	405
Total Course Enrollments	577	575	540	572	613

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.
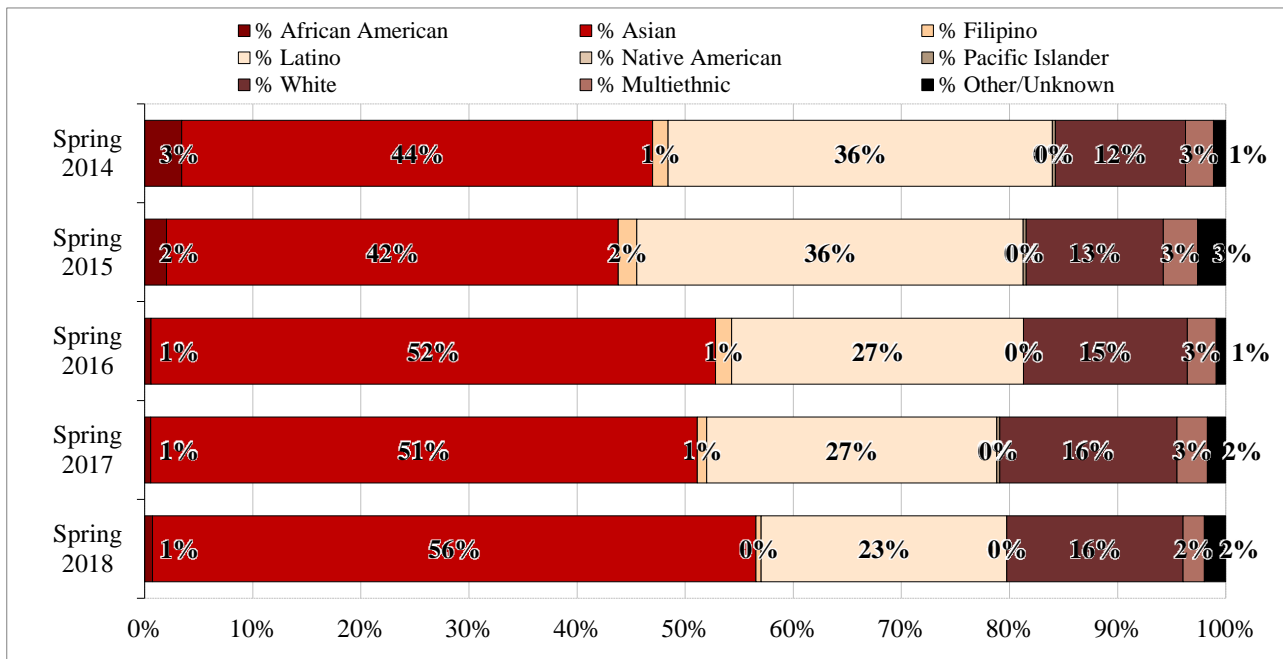
Student Demographics: Gender & Age

English as a Second Language (ESL)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Female	233	231	233	260	288
Male	107	92	81	78	94
19 yrs. or younger	38	28	20	17	16
20-21 yrs. old	31	19	33	29	24
22-24 yrs. old	40	29	25	31	25
25-29 yrs. old	58	54	47	39	47
30-39 yrs. old	87	98	91	92	118
40-49 yrs. old	64	84	81	114	136
50 yrs. or older	31	35	40	32	39
% Female	69%	72%	74%	77%	75%
% Male	31%	28%	26%	23%	25%
% 19 yrs. or younger	11%	8%	6%	5%	4%
% 20 - 21 yrs. old	9%	5%	10%	8%	6%
% 22 - 24 yrs. old	11%	8%	7%	9%	6%
% 25 - 29 yrs. old	17%	16%	14%	11%	12%
% 30 - 39 yrs. old	25%	28%	27%	26%	29%
% 40 - 49 yrs. old	18%	24%	24%	32%	34%
% 50 yrs. or older	9%	10%	12%	9%	10%

Student Demographic: Race-Ethnicity

English as a Second Language (ESL)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
African American	12	7	2	2	3
Asian	152	145	176	179	226
Filipino	5	6	5	3	2
Latino	124	124	91	95	92
Native American	0	0	0	0	0
Pacific Islander	1	1	0	1	0
White	42	44	51	58	66
Multiethnic	9	11	9	10	8
Other/Unknown	4	9	3	6	8
% African American	3%	2%	1%	1%	1%
% Asian	44%	42%	52%	51%	56%
% Filipino	1%	2%	1%	1%	0%
% Latino	36%	36%	27%	27%	23%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	<1%	<1%	0%	<1%	0%
% White	12%	13%	15%	16%	16%
% Multiethnic	3%	3%	3%	3%	2%
% Other/Unknown	1%	3%	1%	2%	2%

Student Enrollment Status

English as a Second Language (ESL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	46	63	53	36	51
First-Time Transfer	43	52	45	61	67
Continuing	239	215	220	241	276
Returning	21	17	19	16	11
Concurrent Enrollment	0	0	0	0	0
% First-Time Any College	13%	18%	16%	10%	13%
% First-Time Transfer	12%	15%	13%	17%	17%
% Continuing	68%	62%	65%	68%	68%
% Returning	6%	5%	6%	5%	3%
% Concurrent Enrollment	0%	0%	0%	0%	0%
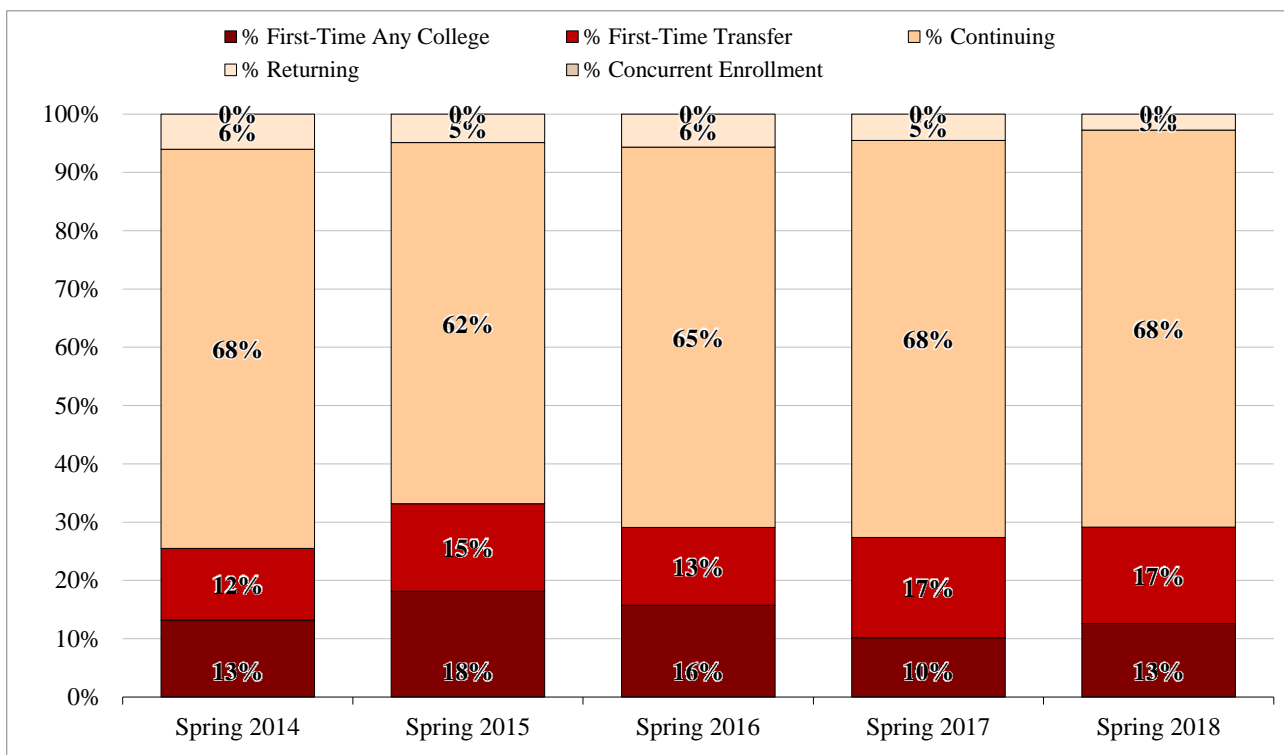
Definitions:

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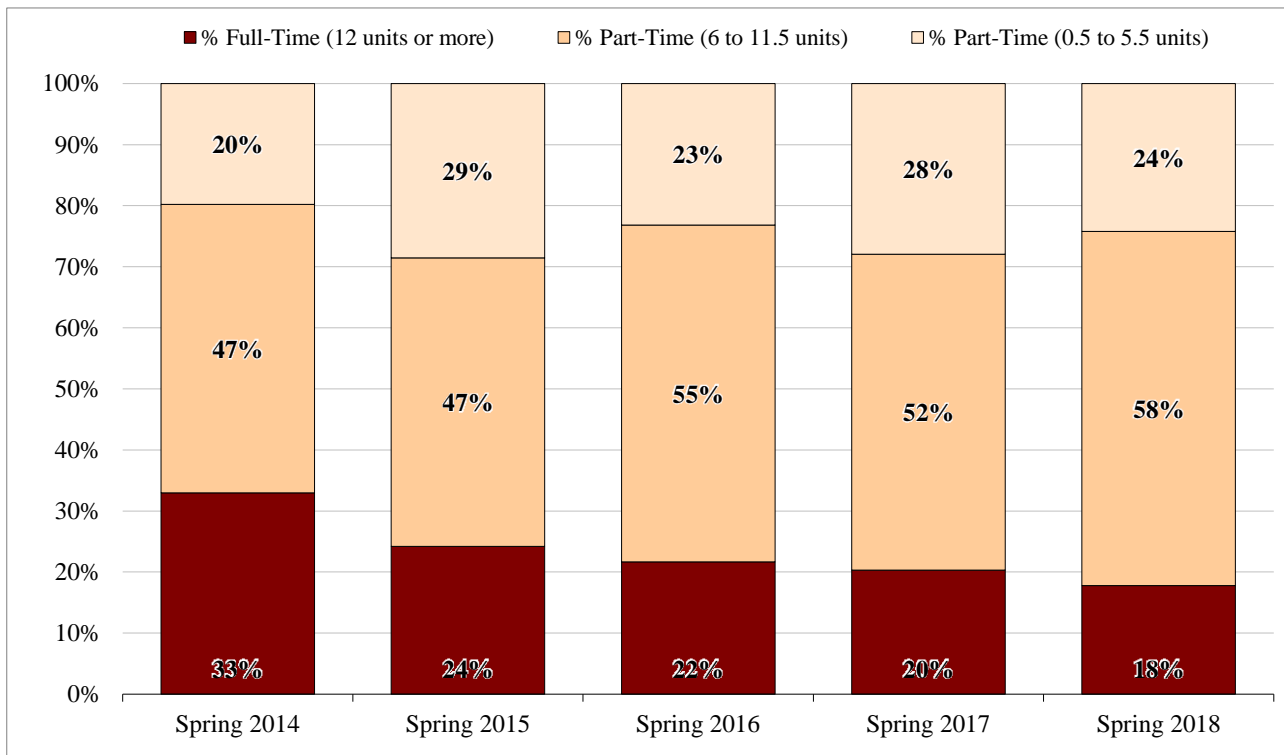
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.
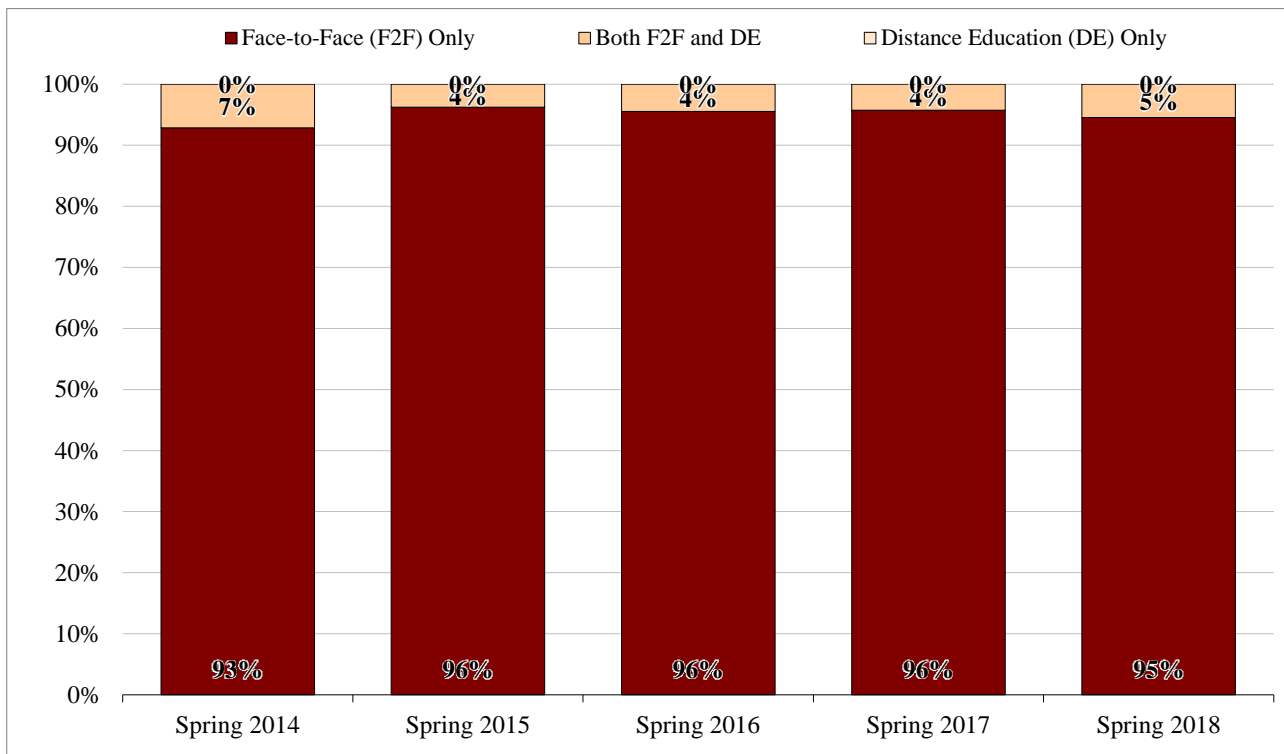
Student Unit Load

English as a Second Language (ESL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	115	84	73	72	72
Part-Time (6 to 11.5 units)	165	164	186	183	235
Part-Time (0.5 to 5.5 units)	69	99	78	99	98
% Full-Time (12 units or more)	33%	24%	22%	20%	18%
% Part-Time (6 to 11.5 units)	47%	47%	55%	52%	58%
% Part-Time (0.5 to 5.5 units)	20%	29%	23%	28%	24%

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)	**Spring 2014**	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Face-to-Face (F2F) Only	324	334	322	339	383
Both F2F and DE	25	13	15	15	22
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	93%	96%	96%	96%	95%
% Both F2F and DE	7%	4%	4%	4%	5%
% 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

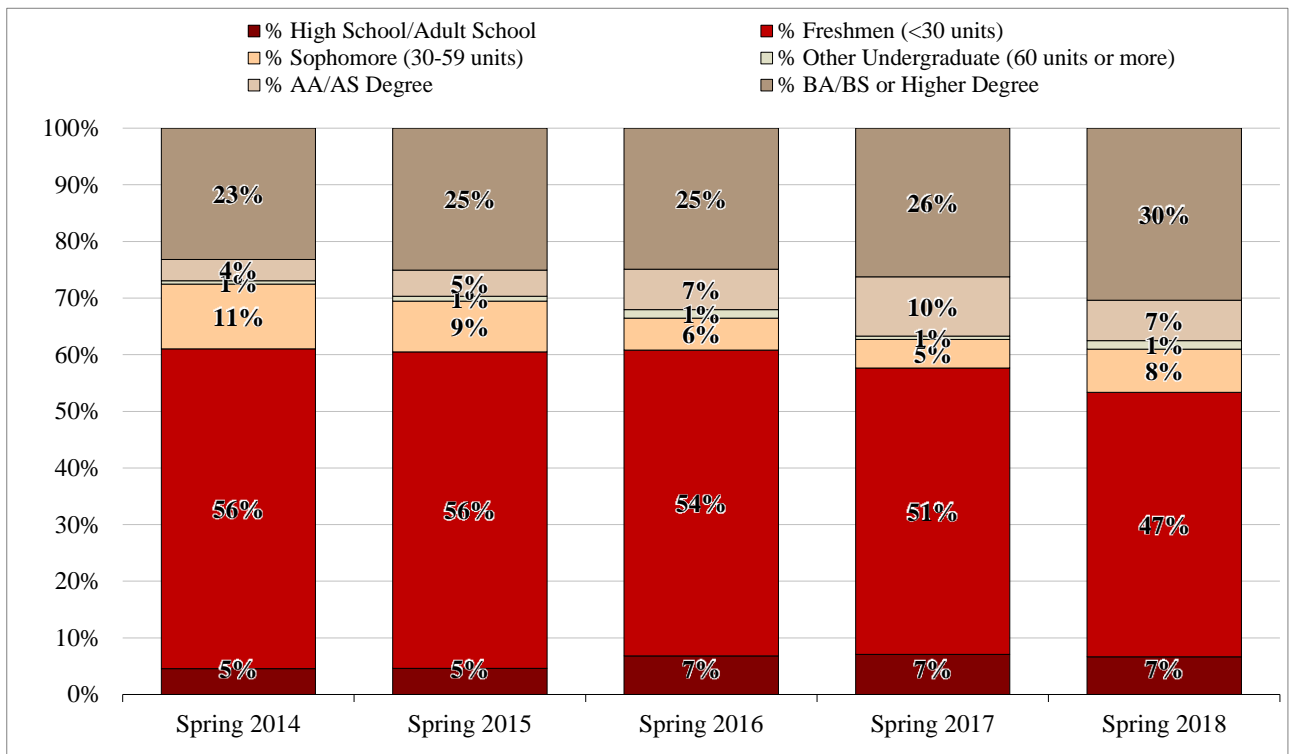| English as a Second Language (ESL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	102	80	75	72	97
Associate Degree Only (AA/AS)	28	18	22	25	21
Occupational Certificate or Job Training	45	48	42	58	65
Improve English/Math Basic Skills	79	81	85	99	109
Personal Development (intellectual/cultural)	20	21	27	33	35
Other	2	2	2	1	3
Undecided	67	96	82	64	68
Unknown	6	1	2	2	7
% Transfer (w/ or w/o AA/AS degree)	29%	23%	22%	20%	24%
% Associate Degree Only (AA/AS)	8%	5%	7%	7%	5%
% Occupational Certificate or Job Training	13%	14%	12%	16%	16%
% Improve English/Math Basic Skills	23%	23%	25%	28%	27%
% Personal Development (intellectual/cultural	6%	6%	8%	9%	9%
% Other	1%	1%	1%	<1%	1%
% Undecided	19%	28%	24%	18%	17%
% Unknown	2%	<1%	1%	1%	2%
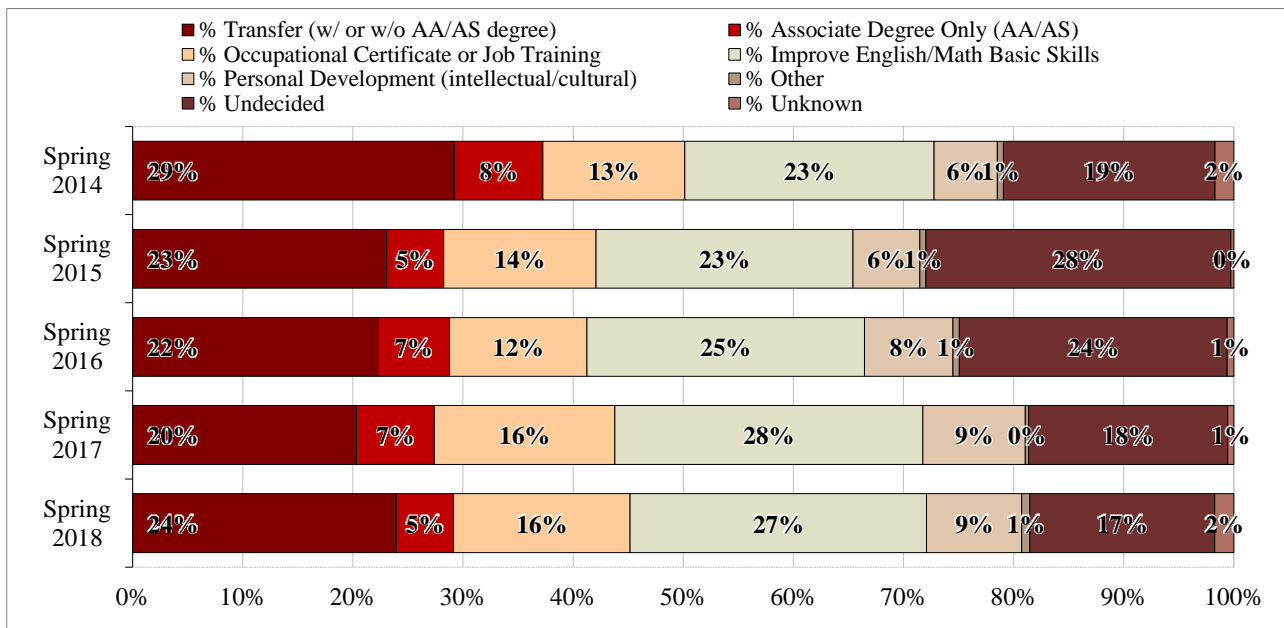
Definitions:

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				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	16	16	23	25	27
Freshmen (<30 units)	197	194	182	179	189
Sophomore (30-59 units)	40	31	19	18	31
Other Undergraduate (60 units or more)	2	3	5	2	6
AA/AS Degree	13	16	24	37	29
BA/BS or Higher Degree	81	87	84	93	123
% High School/Adult School	5%	5%	7%	7%	7%
% Freshmen (<30 units)	56%	56%	54%	51%	47%
% Sophomore (30-59 units)	11%	9%	6%	5%	8%
% Other Undergraduate (60 units or more)	1%	1%	1%	1%	1%
% AA/AS Degree	4%	5%	7%	10%	7%
% BA/BS or Higher Degree	23%	25%	25%	26%	30%

Student Performance: Grade Distribution

| English as a Second Language (ESL)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Total Course Enrollments	**577**	**575**	**540**	**572**	**613**
Course Success Rates	**73%**	**71%**	**73%**	**77%**	**79%**
A	5%	3%	4%	5%	6%
B	5%	4%	4%	4%	6%
C	3%	3%	1%	4%	3%
P	61%	61%	63%	64%	64%
Course Non-Success Rate	**18%**	**21%**	**20%**	**15%**	**14%**
D	<1%	1%	1%	1%	<1%
F/NP/I	17%	20%	19%	14%	13%
Withdrawals (W)	**9%**	**8%**	**8%**	**9%**	**8%**
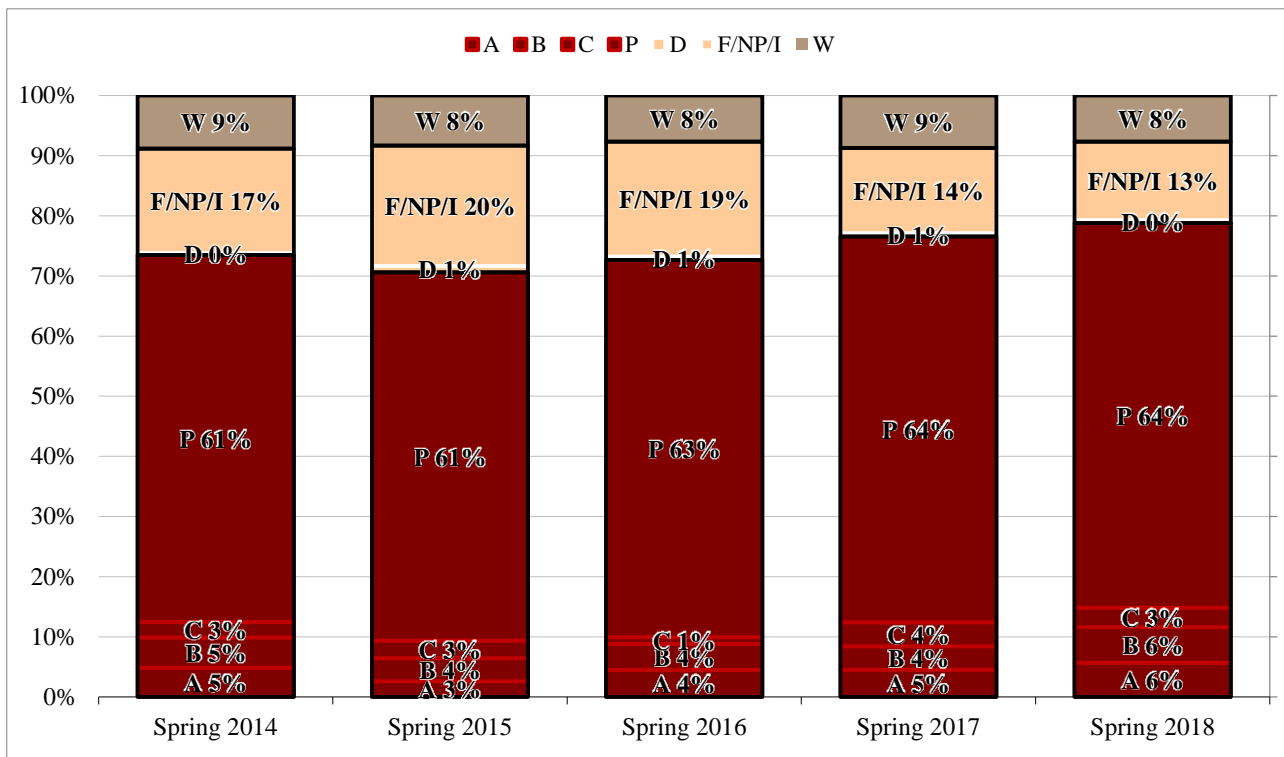
Definitions:

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				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Total Course Enrollments	**577**	**575**	**540**	**572**	**613**
Face-to-Face (F2F) Sections	**577**	**575**	**540**	**572**	**613**
Success Rates	73%	71%	73%	77%	79%
Non-Success Rates	18%	21%	20%	15%	14%
Withdrawals	9%	8%	8%	9%	8%
Distance Education (DE) Sections	**—**	**—**	**—**	**—**	**—**
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—
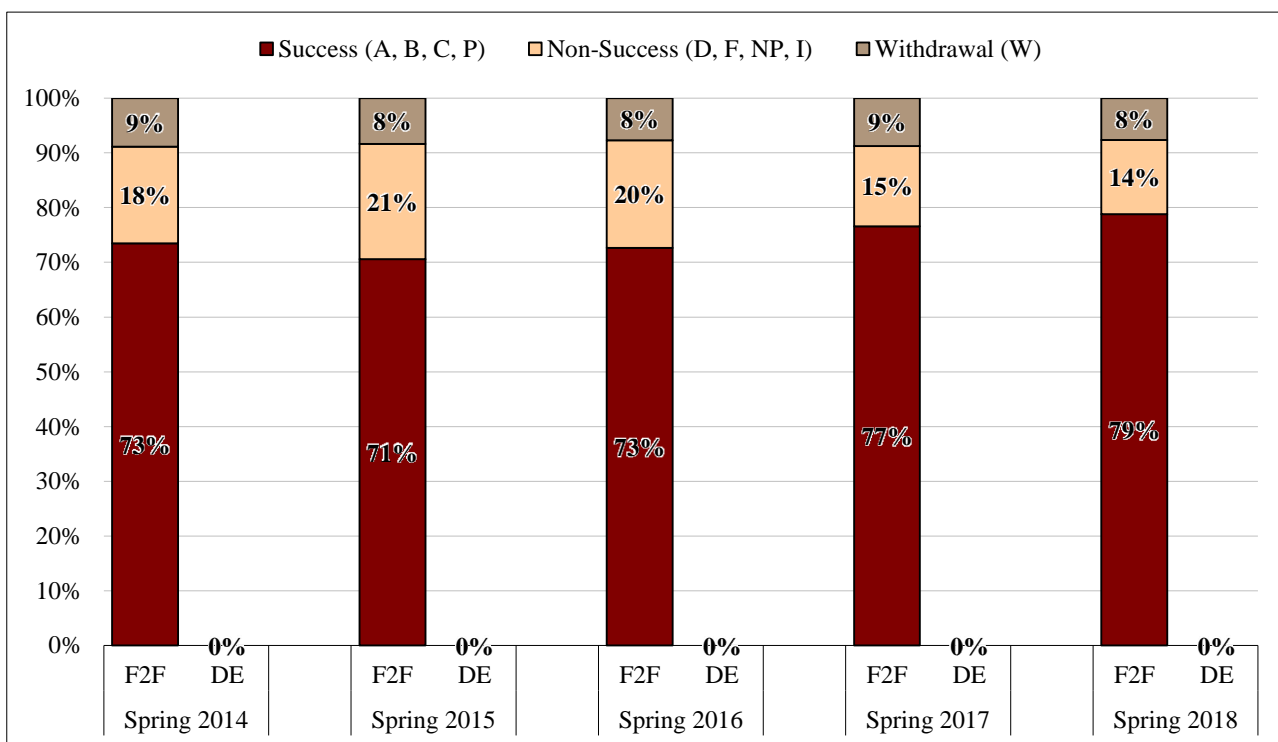
Definitions:

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				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	2,684	2,528	2,572	2,604	2,947
FTES	63.4	64.1	70.4	71.2	85.4
FTEF	9.6	8.2	9.1	8.2	8.6
Productivity (WSCH/FTEF)	278.7	306.5	282.6	316.4	344.1

Productivity (WSCH/FTEF)

	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
	278.7	306.5	282.6	316.4	344.1

FTES

	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
	63.4	64.1	70.4	71.2	85.4
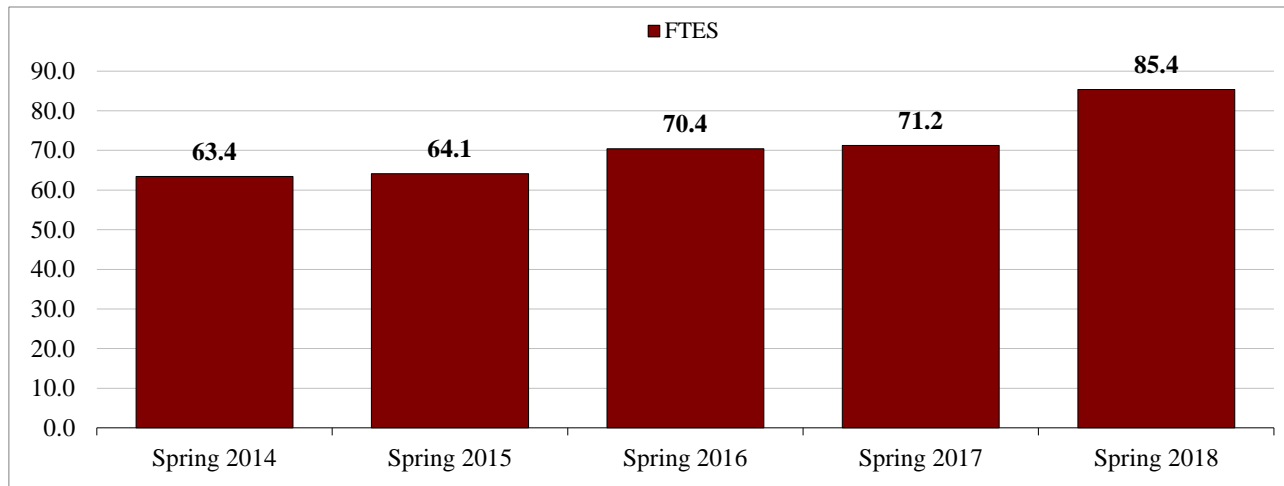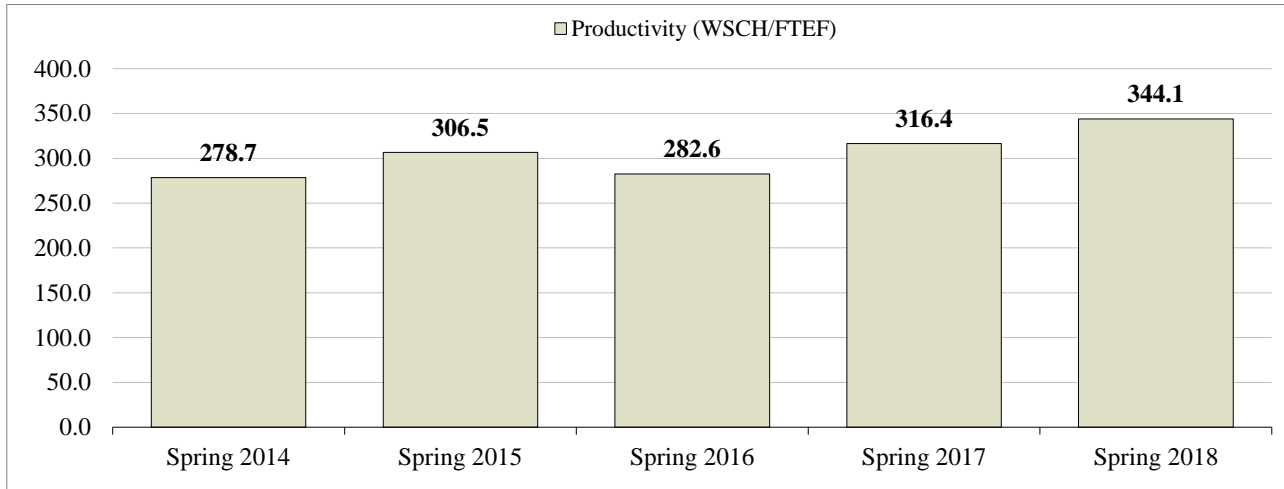
Definitions:

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				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
FTEF from Full-Time Faculty	2.1	2.2	2.2	1.9	1.6
% FTEF from Full-Time Faculty	22%	27%	24%	24%	18%
Enrollments	577	575	540	572	613
Capacity (seats available)	767	725	739	730	720
Fill Rate	75%	79%	73%	78%	85%
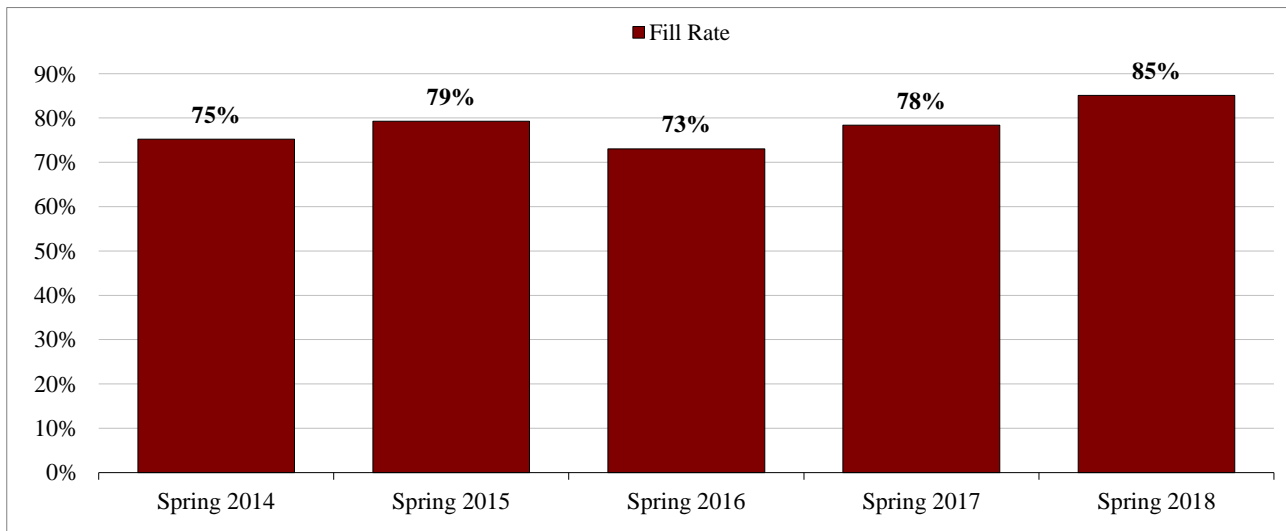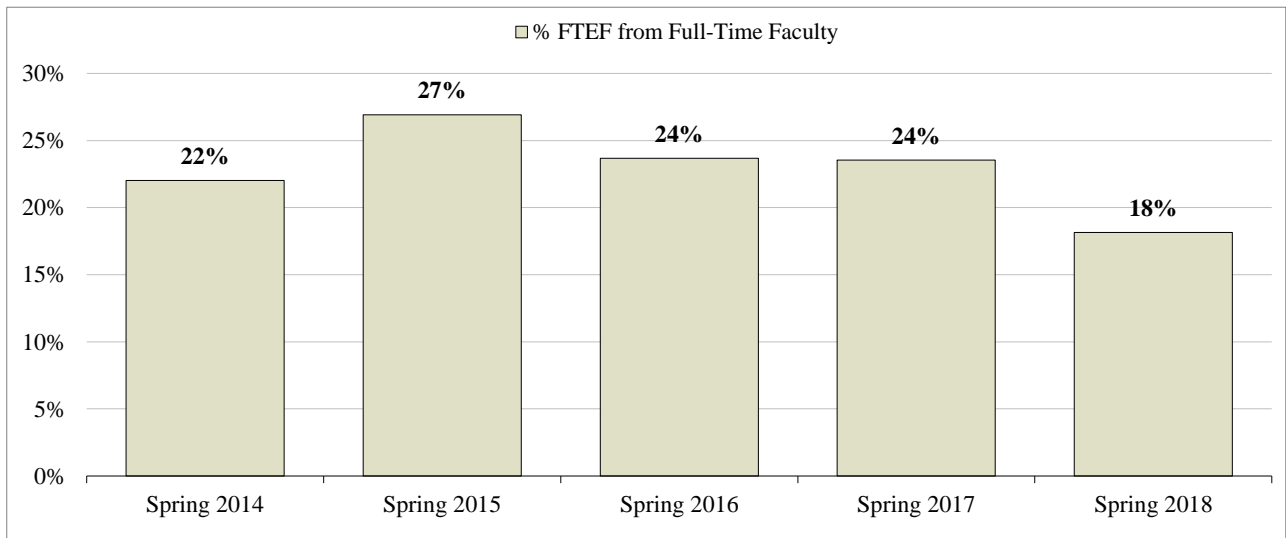
Definitions:

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

Spring 2018				
	ESL		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	0	0%	3,844	42%
College-level Ready	8	2%	1,599	17%
Not College-level Ready	64	16%	672	7%
Unknown (College Degree)	130	32%	992	11%
Unknown (No College Degree)	203	50%	2,046	22%
College Math				
Completed College-level	182	45%	4,980	54%
College-level Ready	5	1%	974	11%
Not College-level Ready	41	10%	1,239	14%
Unknown	177	44%	1,960	21%
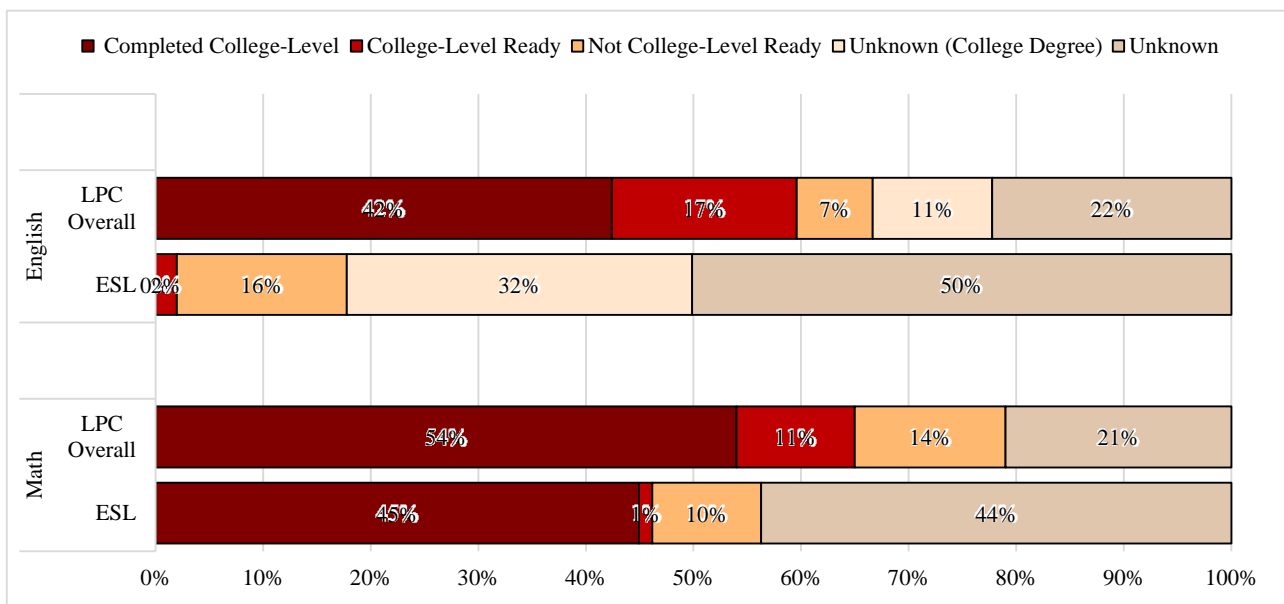
Definitions:

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.