Las Positas College

Program Review Discipline Data Packet

Fall 2014 to Fall 2018
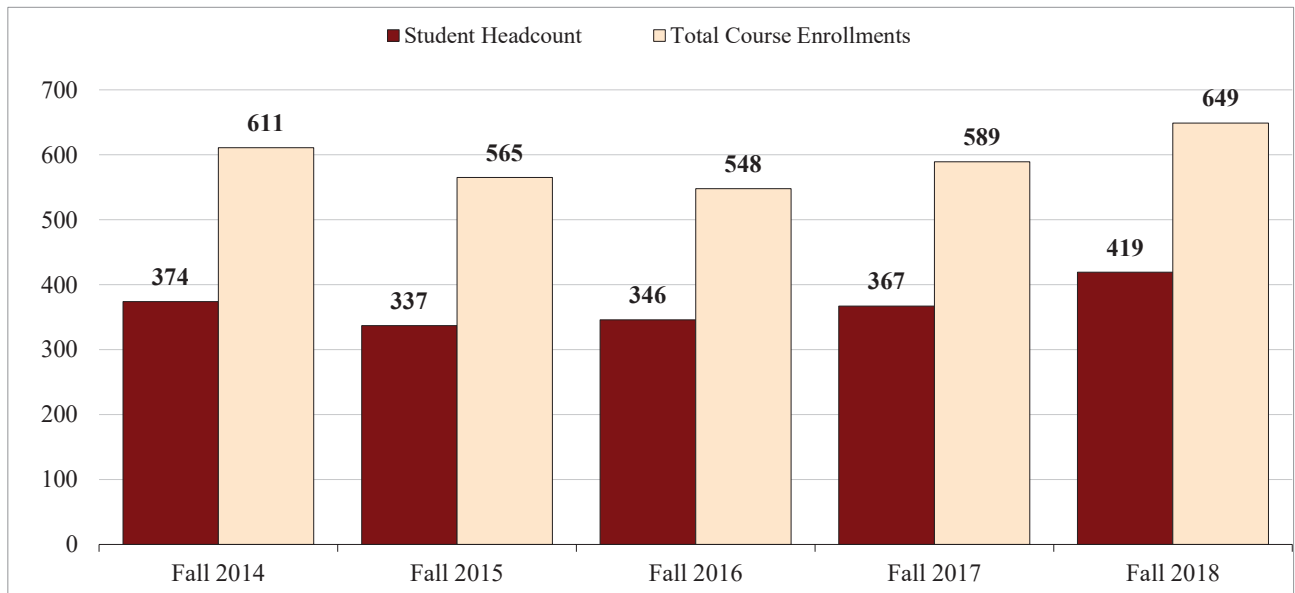
Discipline:

English as a Second Language (ESL)

Headcount & Enrollment

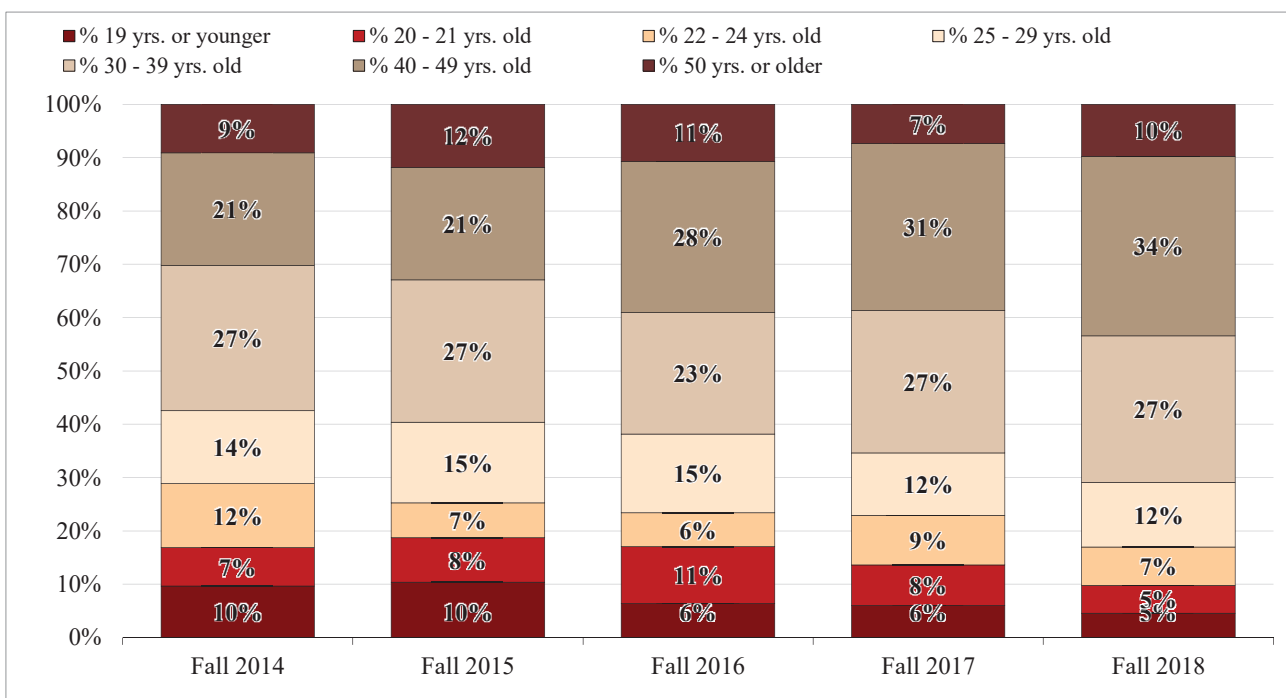| English as a Second Language (ESL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Student Headcount	374	337	346	367	419
Total Course Enrollments	611	565	548	589	649

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.
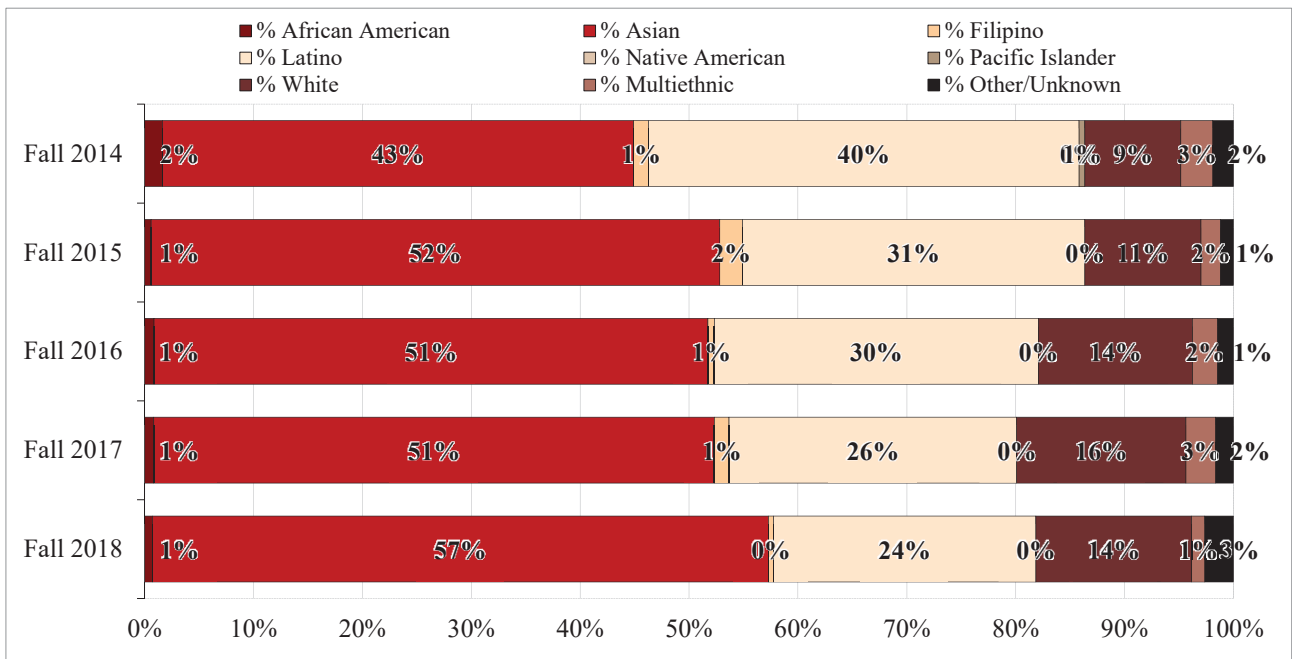
Student Demographics: Gender & Age

English as a Second Language (ESL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Female	255	234	250	259	308
Male	103	84	77	87	87
19 yrs. or younger	36	35	22	22	19
20-21 yrs. old	27	28	37	28	22
22-24 yrs. old	45	22	22	34	30
25-29 yrs. old	51	51	51	43	51
30-39 yrs. old	102	90	79	98	115
40-49 yrs. old	79	71	98	115	141
50 yrs. or older	34	40	37	27	41
% Female	71%	74%	76%	75%	78%
% Male	29%	26%	24%	25%	22%
% 19 yrs. or younger	10%	10%	6%	6%	5%
% 20 - 21 yrs. old	7%	8%	11%	8%	5%
% 22 - 24 yrs. old	12%	7%	6%	9%	7%
% 25 - 29 yrs. old	14%	15%	15%	12%	12%
% 30 - 39 yrs. old	27%	27%	23%	27%	27%
% 40 - 49 yrs. old	21%	21%	28%	31%	34%
% 50 yrs. or older	9%	12%	11%	7%	10%

Student Demographic: Race-Ethnicity

English as a Second Language (ESL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
African American	6	2	3	3	3
Asian	162	176	176	189	237
Filipino	5	7	2	5	2
Latino	148	106	103	97	101
Native American	0	0	0	0	0
Pacific Islander	2	0	0	0	0
White	33	36	49	57	60
Multiethnic	11	6	8	10	5
Other/Unknown	7	4	5	6	11
% African American	2%	1%	1%	1%	1%
% Asian	43%	52%	51%	51%	57%
% Filipino	1%	2%	1%	1%	<1%
% Latino	40%	31%	30%	26%	24%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	1%	0%	0%	0%	0%
% White	9%	11%	14%	16%	14%
% Multiethnic	3%	2%	2%	3%	1%
% Other/Unknown	2%	1%	1%	2%	3%

Student Enrollment Status

English as a Second Language (ESL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
First-Time Any College	73	81	57	60	58
First-Time Transfer	58	64	59	64	88
Continuing	217	172	212	226	255
Returning	26	20	18	17	18
Concurrent Enrollment	0	0	0	0	0
% First-Time Any College	20%	24%	16%	16%	14%
% First-Time Transfer	16%	19%	17%	17%	21%
% Continuing	58%	51%	61%	62%	61%
% Returning	7%	6%	5%	5%	4%
% Concurrent Enrollment	0%	0%	0%	0%	0%
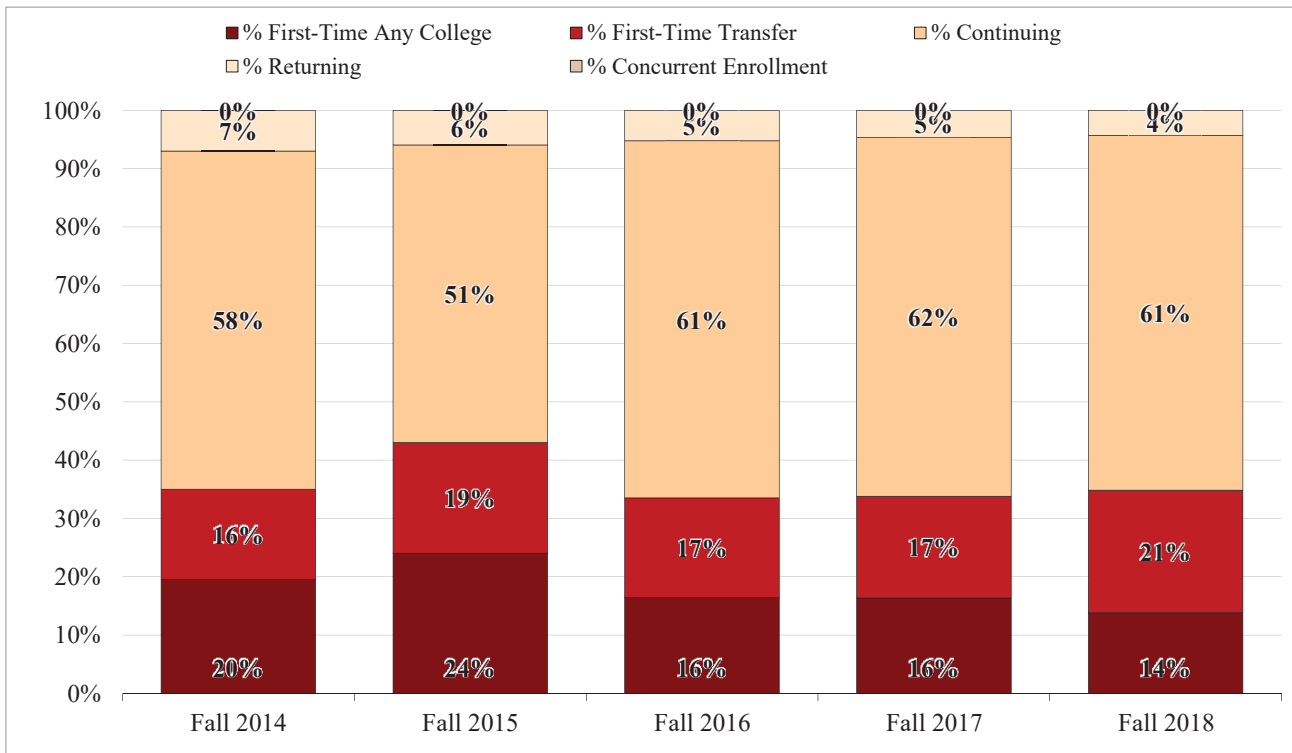
Definitions:

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.
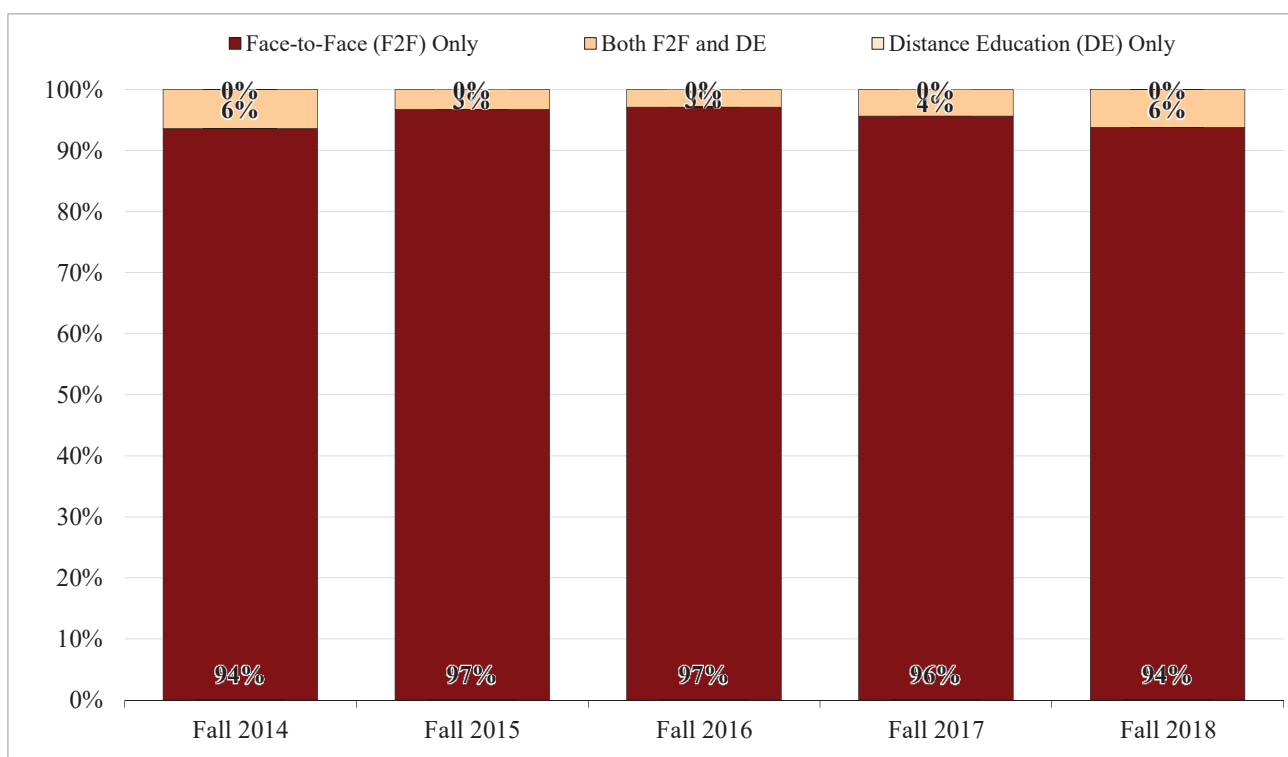
Student Unit Load

English as a Second Language (ESL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Full-Time (12 units or more)	107	94	63	70	81
Part-Time (6 to 11.5 units)	206	166	201	211	242
Part-Time (0.5 to 5.5 units)	61	77	82	86	96
% Full-Time (12 units or more)	29%	28%	18%	19%	19%
% Part-Time (6 to 11.5 units)	55%	49%	58%	57%	58%
% Part-Time (0.5 to 5.5 units)	16%	23%	24%	23%	23%
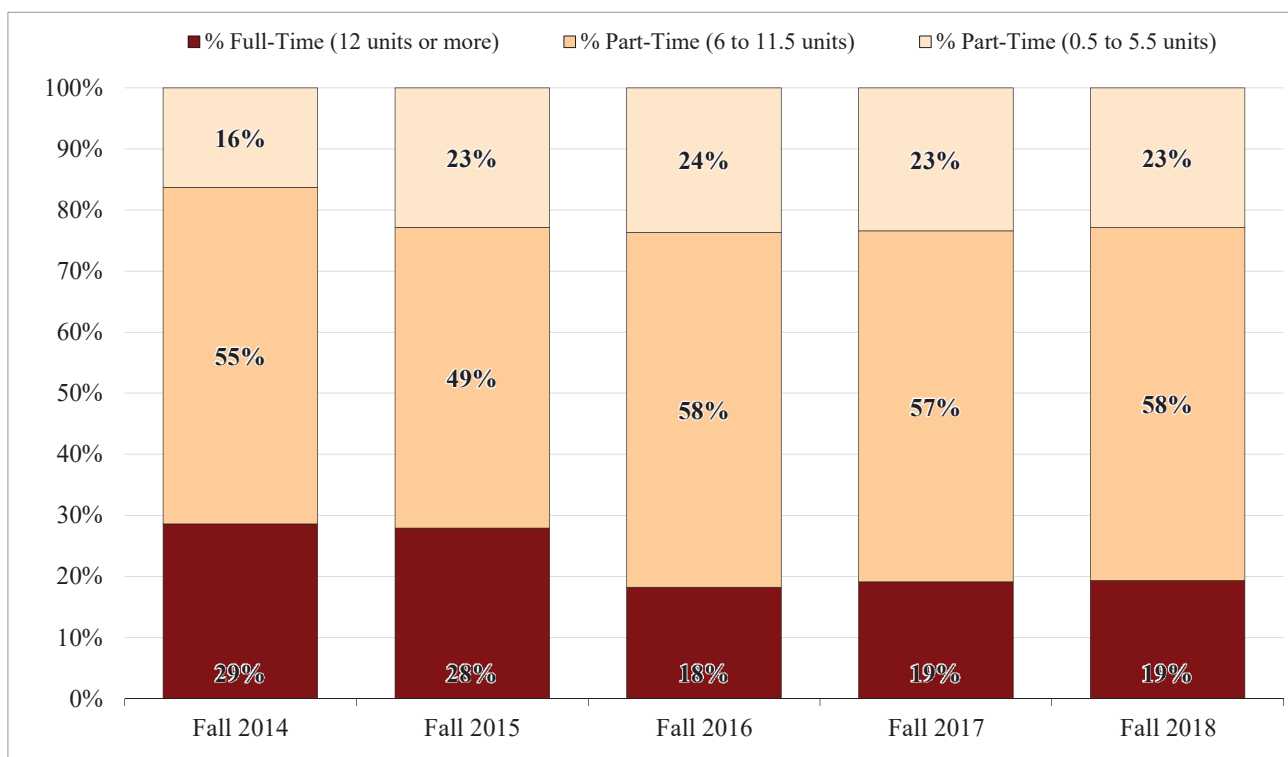
Students Using Distance Education

| English as a Second Language (ESL)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Face-to-Face (F2F) Only	350	326	336	351	393
Both F2F and DE	24	11	10	16	26
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	94%	97%	97%	96%	94%
% Both F2F and DE	6%	3%	3%	4%	6%
% 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 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Transfer (w/ or w/o AA/AS degree)	97	85	77	81	96
Associate Degree Only (AA/AS)	33	23	23	17	21
Occupational Certificate or Job Training	53	33	52	57	71
Improve English/Math Basic Skills	78	93	98	108	117
Personal Development (intellectual/cultural)	18	19	26	30	42
Other	2	2	1	3	4
Undecided	88	79	67	66	65
Unknown	5	3	2	5	3
% Transfer (w/ or w/o AA/AS degree)	26%	25%	22%	22%	23%
% Associate Degree Only (AA/AS)	9%	7%	7%	5%	5%
% Occupational Certificate or Job Training	14%	10%	15%	16%	17%
% Improve English/Math Basic Skills	21%	28%	28%	29%	28%
% Personal Development (intellectual/cultural)	5%	6%	8%	8%	10%
% Other	1%	1%	<1%	1%	1%
% Undecided	24%	23%	19%	18%	16%
% Unknown	1%	1%	1%	1%	1%
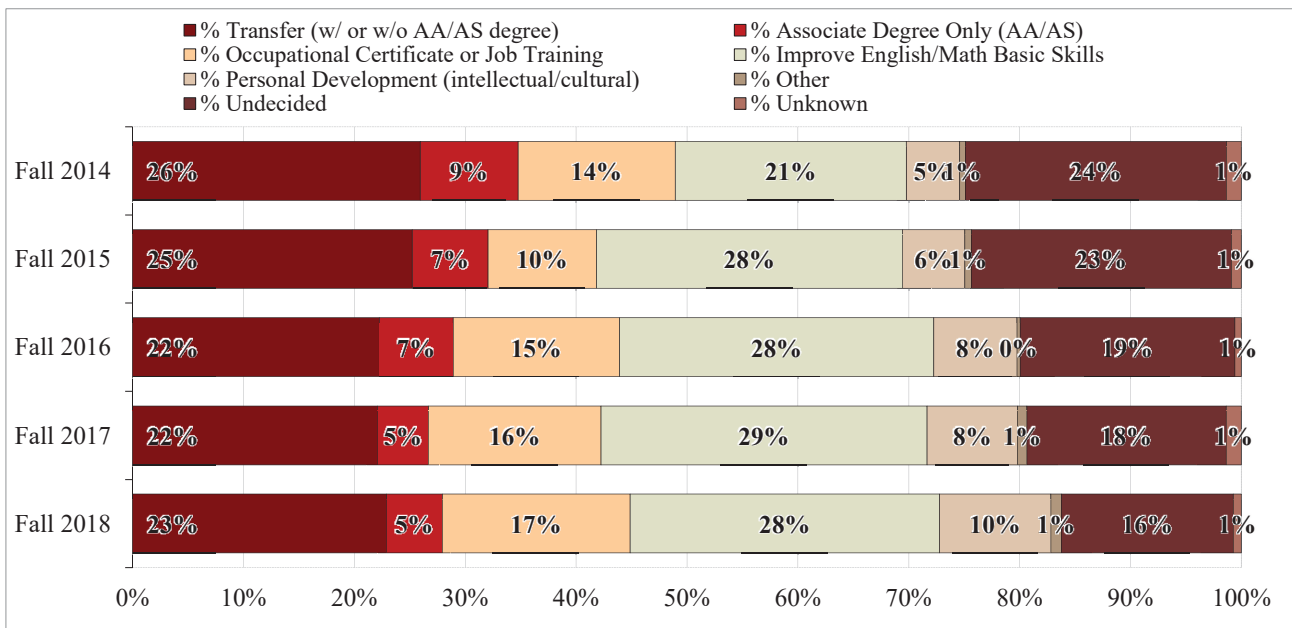
Definitions:

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 as a Second Language (ESL)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
High School/Adult School	12	15	29	28	32
Freshmen (<30 units)	208	193	179	187	178
Sophomore (30-59 units)	42	25	22	18	36
Other Undergraduate (60 units or more)	9	4	5	3	6
AA/AS Degree	23	22	32	26	34
BA/BS or Higher Degree	80	78	79	105	133
% High School/Adult School	3%	4%	8%	8%	8%
% Freshmen (<30 units)	56%	57%	52%	51%	42%
% Sophomore (30-59 units)	11%	7%	6%	5%	9%
% Other Undergraduate (60 units or more)	2%	1%	1%	1%	1%
% AA/AS Degree	6%	7%	9%	7%	8%
% BA/BS or Higher Degree	21%	23%	23%	29%	32%
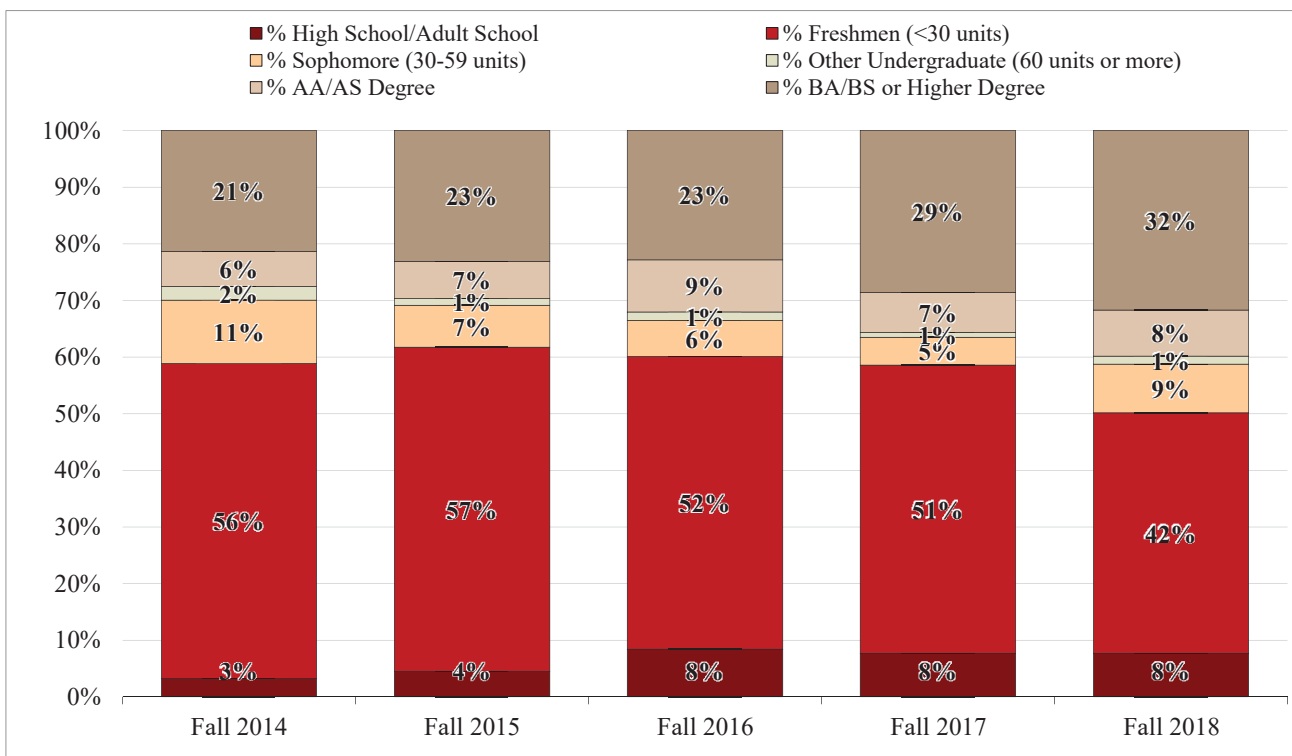
Student Performance: Grade Distribution

| English as a Second Language (ESL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Total Course Enrollments	**611**	**565**	**548**	**589**	**649**
Course Success Rates	**65%**	**74%**	**73%**	**79%**	**78%**
A	8%	4%	3%	4%	6%
B	4%	5%	4%	5%	6%
C	3%	3%	2%	2%	3%
P	50%	62%	64%	68%	64%
Course Non-Success Rate	**26%**	**20%**	**17%**	**12%**	**12%**
D	<1%	<1%	<1%	1%	1%
F/NP/I	26%	20%	17%	10%	11%
Withdrawals (W)	**9%**	**6%**	**10%**	**9%**	**10%**
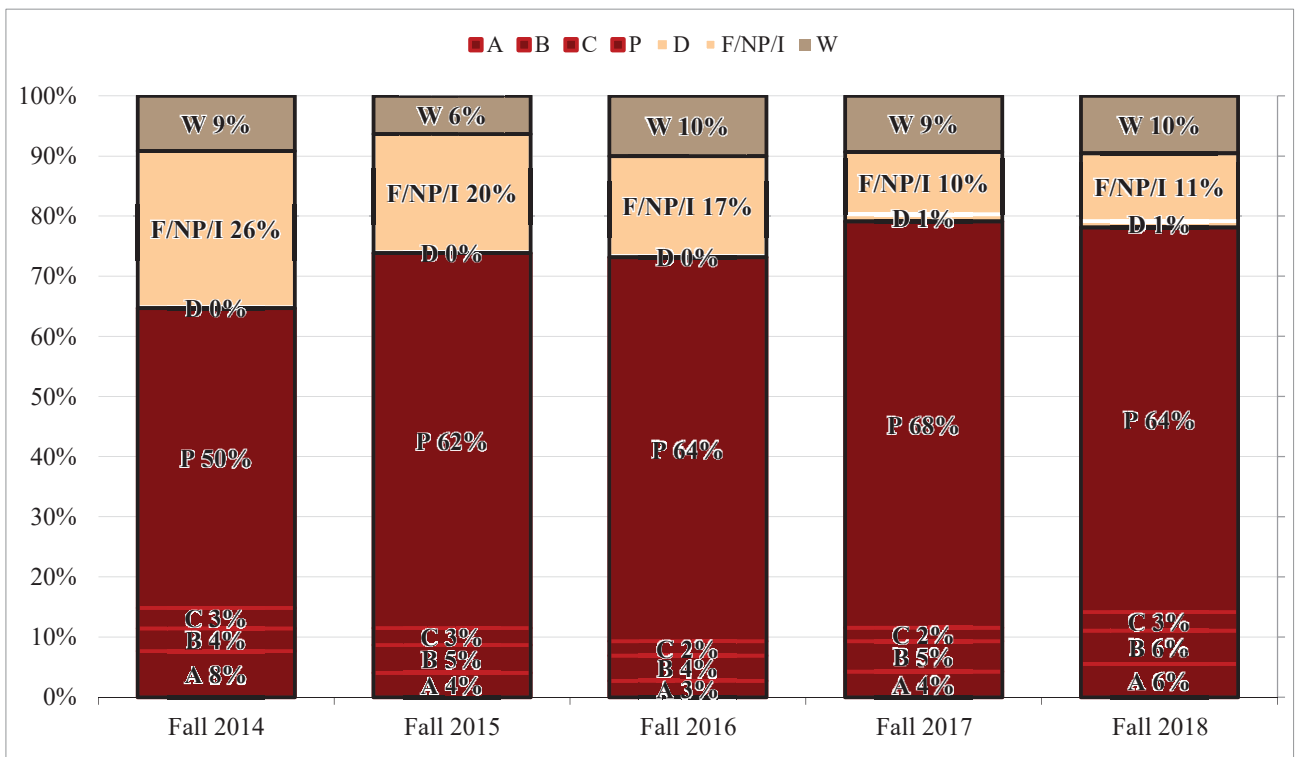
Definitions:

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 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Total Course Enrollments	**611**	**565**	**548**	**589**	**649**
Face-to-Face (F2F) Sections	**150**	**165**	**157**	**131**	**133**
Success Rates	65%	74%	73%	79%	78%
Non-Success Rates	26%	20%	17%	12%	12%
Withdrawals	9%	6%	10%	9%	10%
Distance Education (DE) Sections	—	—	—	—	—
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—
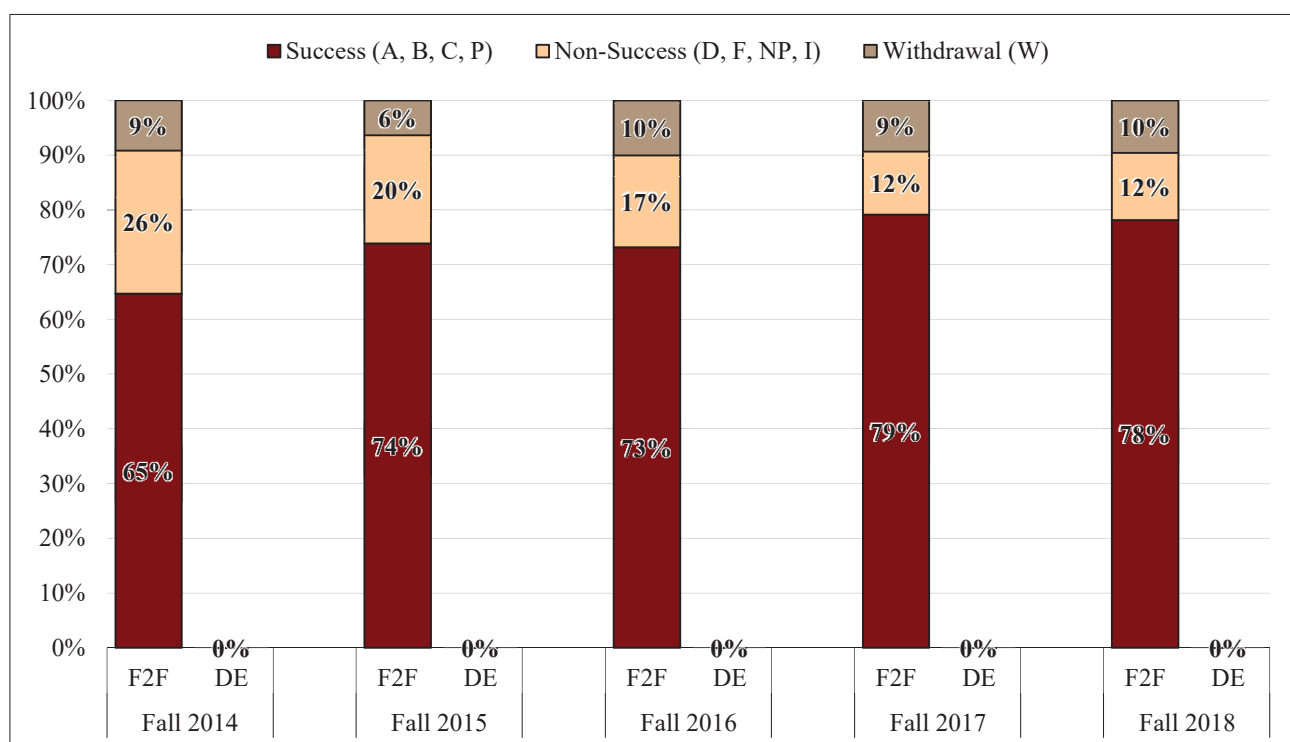
Definitions:

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 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
WSCH	2,791	2,659	2,608	2,803	3,131
FTES	71.0	68.6	73.7	81.0	91.1
FTEF	9.8	8.6	8.6	7.8	9.1
Productivity (WSCH/FTEF)	284.8	309.8	303.9	357.2	344.7
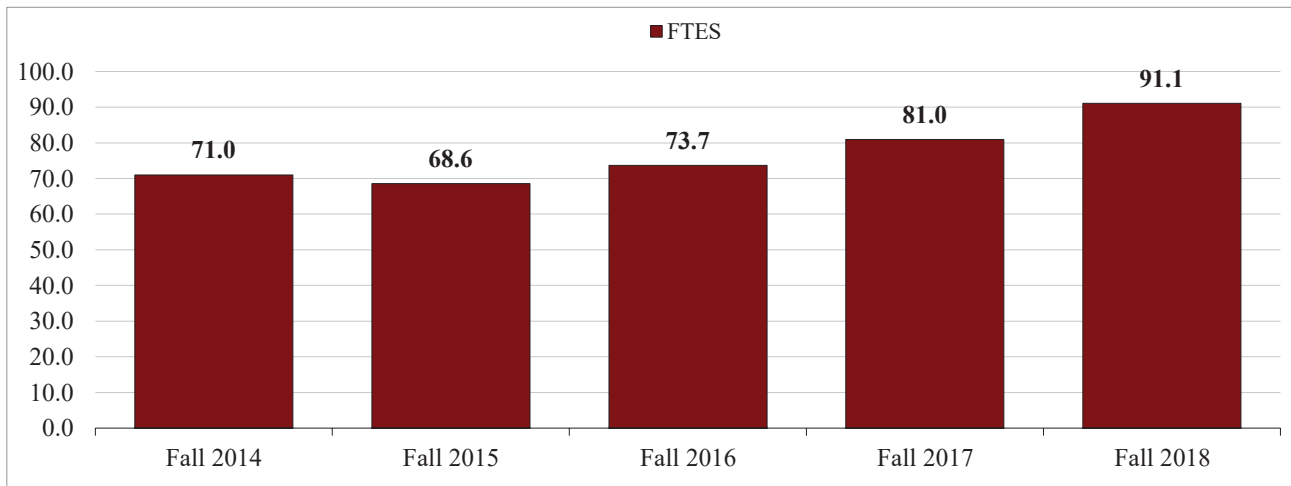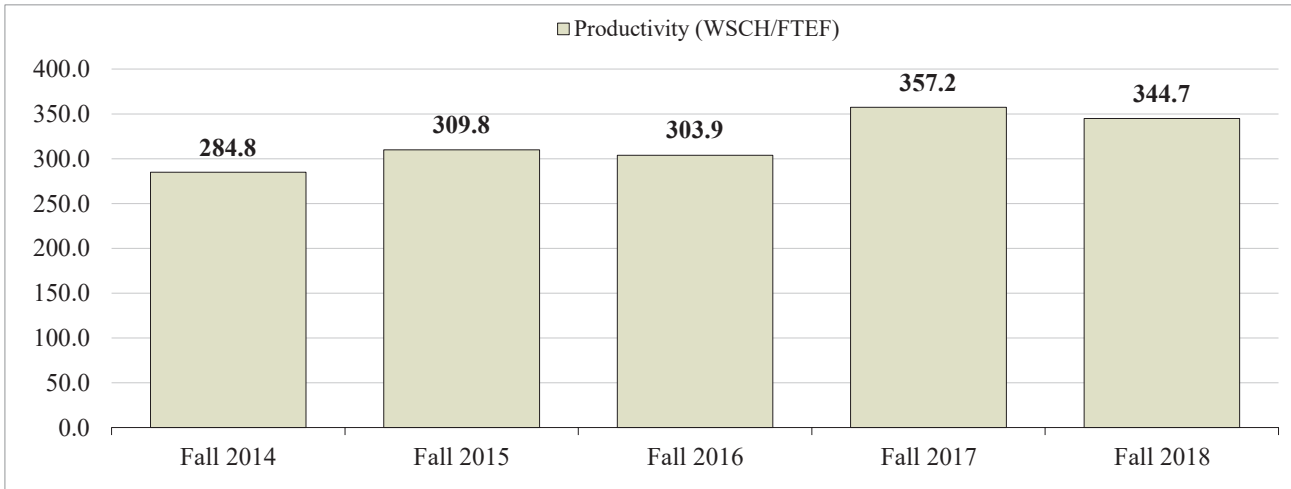
Definitions:

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 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
FTEF from Full-Time Faculty	2.7	3.3	1.9	2.0	3.0
% FTEF from Full-Time Faculty	28%	38%	22%	25%	33%
Enrollments	611	565	548	589	649
Capacity (seats available)	805	720	720	660	745
Fill Rate	76%	78%	76%	89%	87%
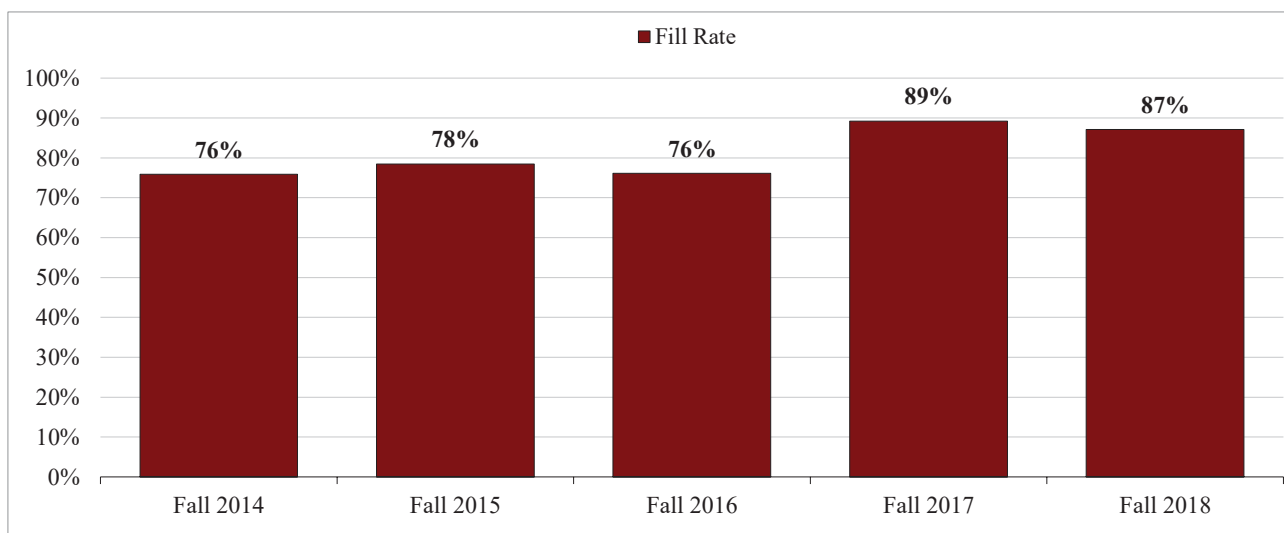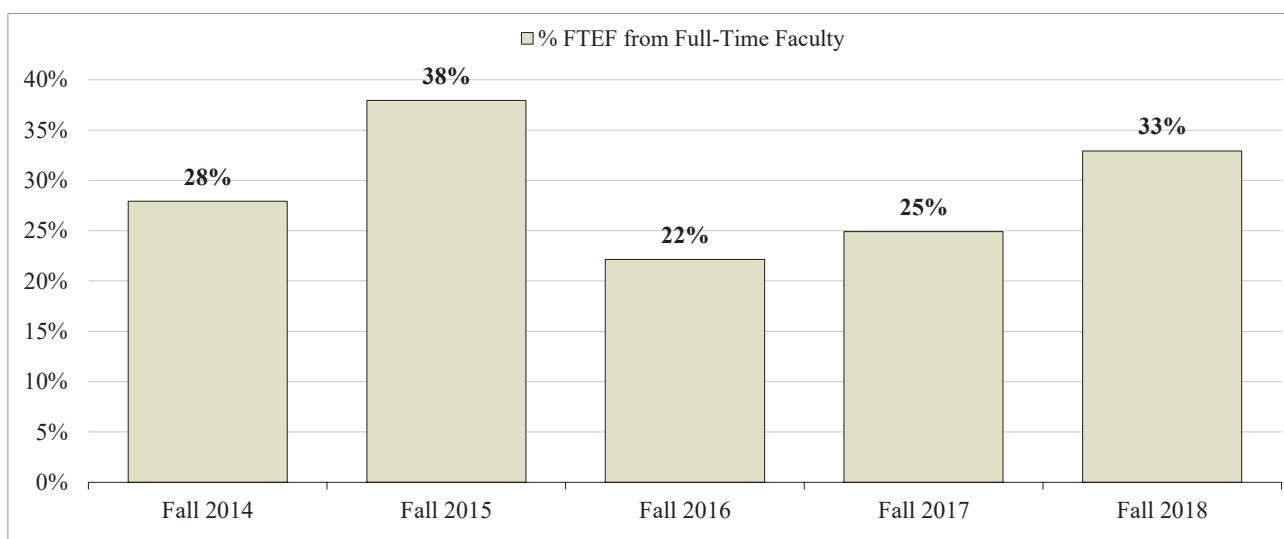
Definitions:

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 2018				
	ESL		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	0	0%	3,762	40%
College-level Ready	9	2%	560	6%
Not College-level Ready	54	13%	208	2%
Unknown (College Degree)	150	36%	1,063	11%
Unknown (No College Degree)	206	49%	3,721	40%
College Math				
Completed College-level	186	44%	4,134	44%
College-level Ready	17	4%	1,812	19%
Not College-level Ready	40	10%	1,583	17%
Unknown	176	42%	1,785	19%
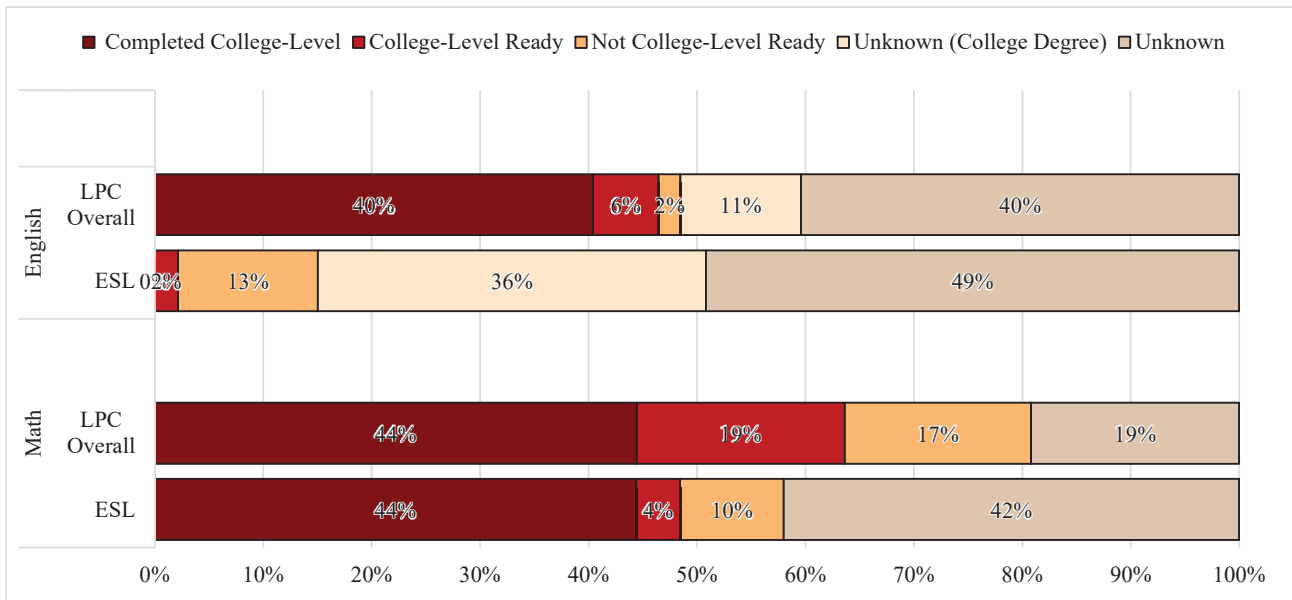
Definitions:

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.