



Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019

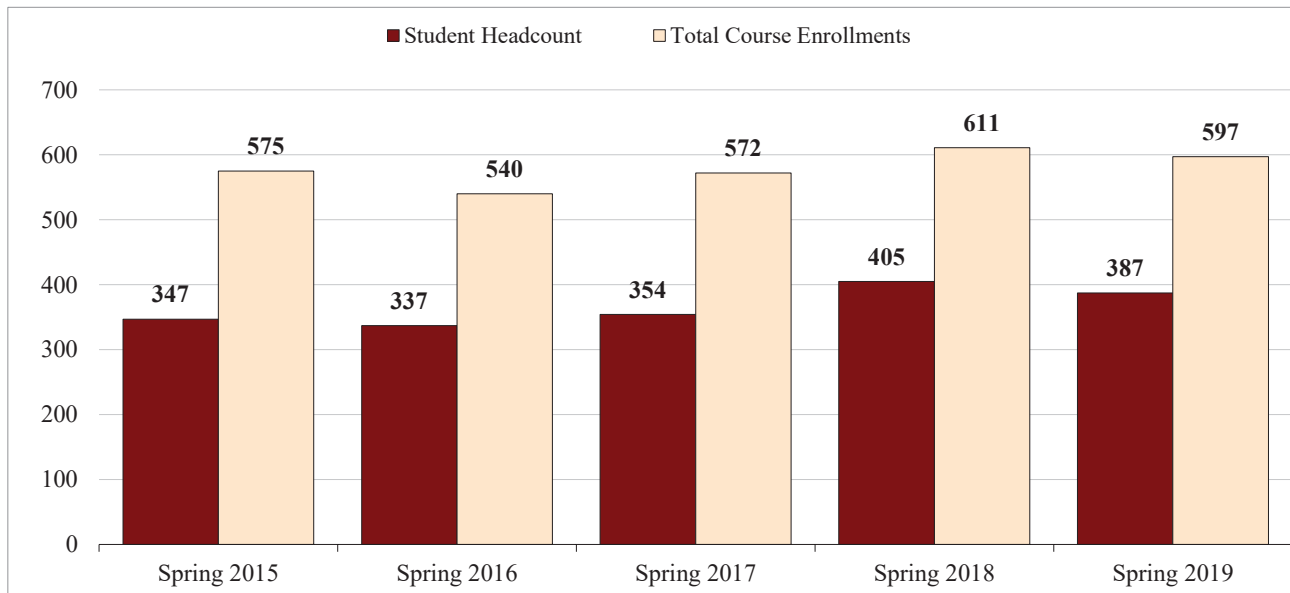
Discipline:

English as a Second Language (ESL)

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Headcount & Enrollment

English as a Second Language (ESL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	347	337	354	405	387
Total Course Enrollments	575	540	572	611	597



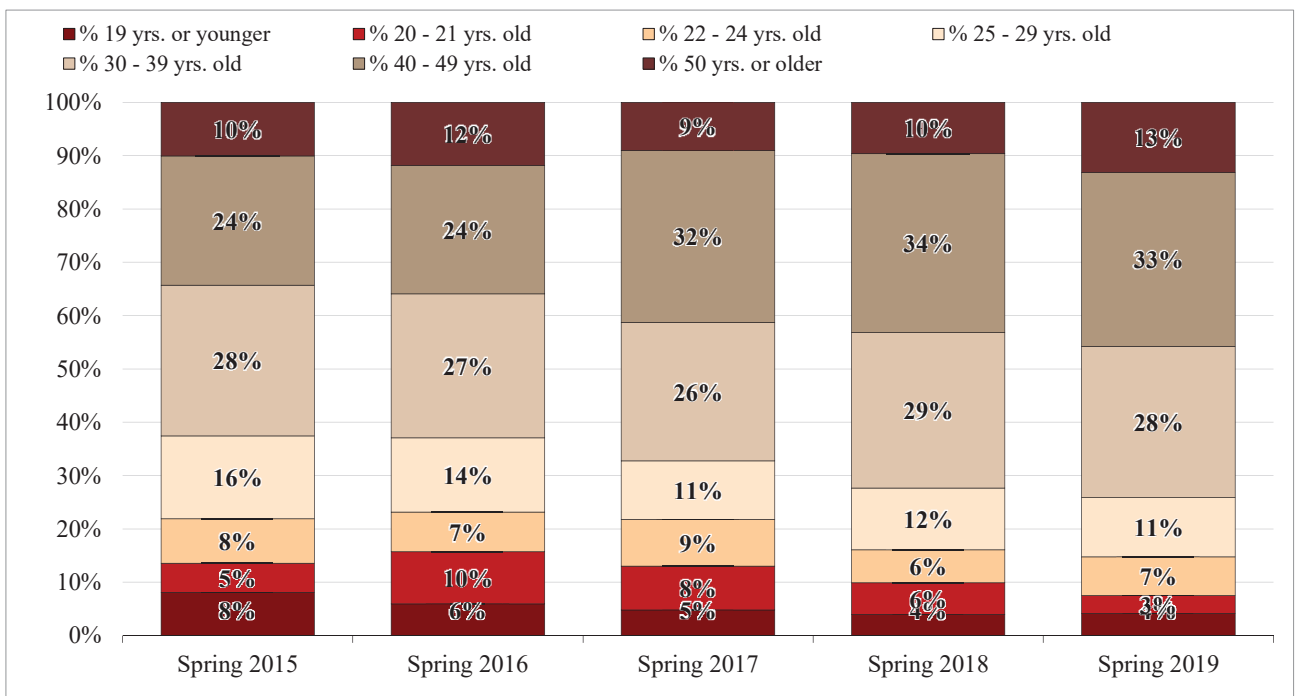
Definitions:

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.

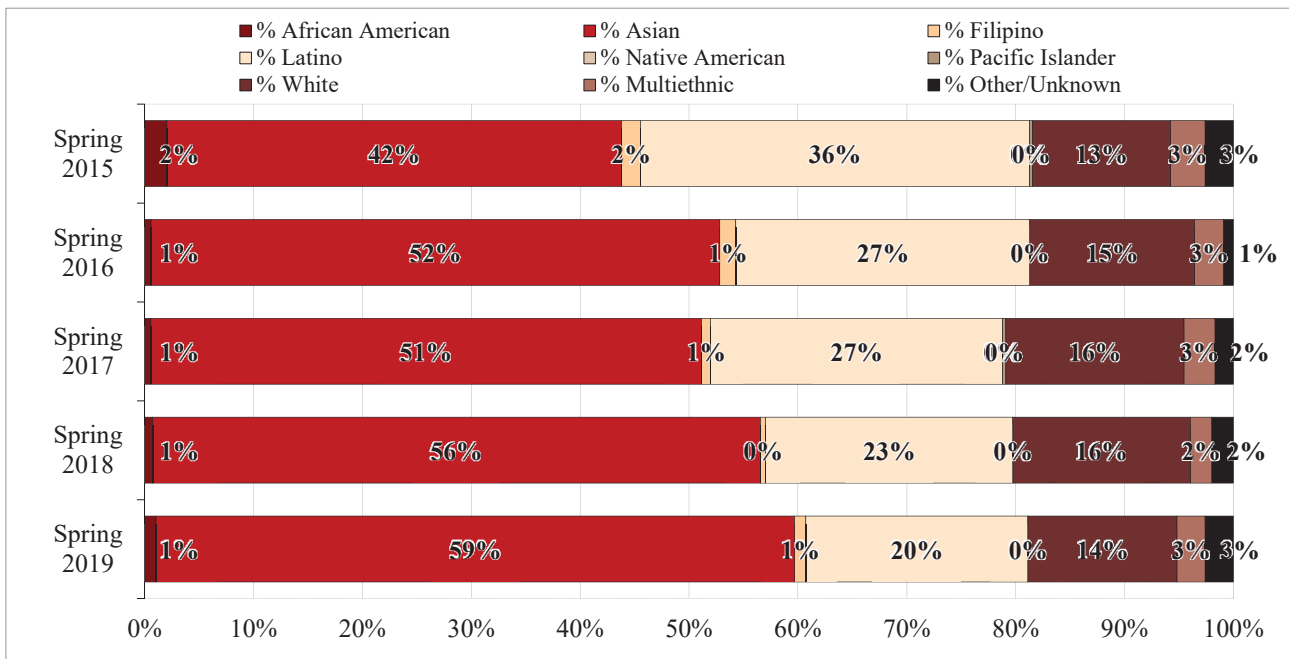
Student Demographics: Gender & Age

English as a Second Language (ESL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	231	233	260	288	281
Male	92	81	78	94	83
19 yrs. or younger	28	20	17	16	16
20-21 yrs. old	19	33	29	24	13
22-24 yrs. old	29	25	31	25	28
25-29 yrs. old	54	47	39	47	43
30-39 yrs. old	98	91	92	118	110
40-49 yrs. old	84	81	114	136	126
50 yrs. or older	35	40	32	39	51
% Female	72%	74%	77%	75%	77%
% Male	28%	26%	23%	25%	23%
% 19 yrs. or younger	8%	6%	5%	4%	4%
% 20 - 21 yrs. old	5%	10%	8%	6%	3%
% 22 - 24 yrs. old	8%	7%	9%	6%	7%
% 25 - 29 yrs. old	16%	14%	11%	12%	11%
% 30 - 39 yrs. old	28%	27%	26%	29%	28%
% 40 - 49 yrs. old	24%	24%	32%	34%	33%
% 50 yrs. or older	10%	12%	9%	10%	13%



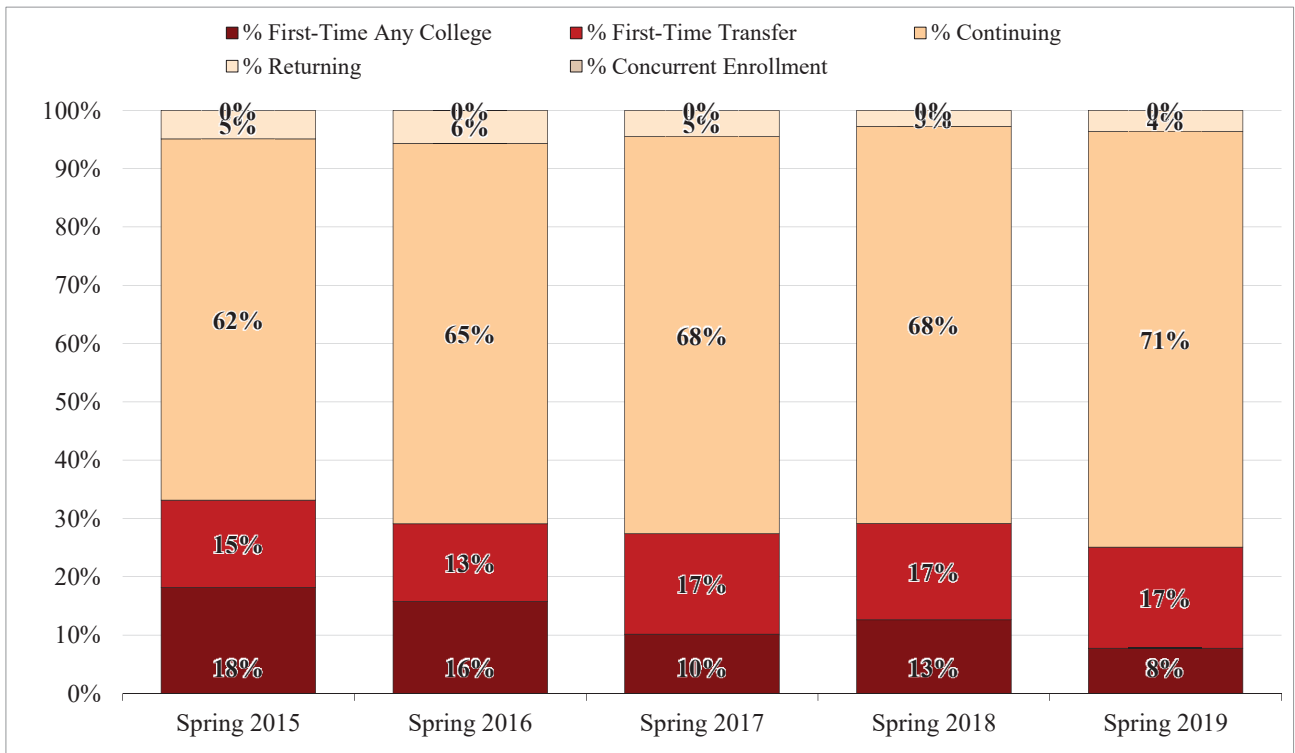
Student Demographic: Race-Ethnicity

English as a Second Language (ESL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	7	2	2	3	4
Asian	145	176	179	226	227
Filipino	6	5	3	2	4
Latino	124	91	95	92	79
Native American	0	0	0	0	0
Pacific Islander	1	0	1	0	0
White	44	51	58	66	53
Multiethnic	11	9	10	8	10
Other/Unknown	9	3	6	8	10
% African American	2%	1%	1%	1%	1%
% Asian	42%	52%	51%	56%	59%
% Filipino	2%	1%	1%	0%	1%
% Latino	36%	27%	27%	23%	20%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	<1%	0%	<1%	0%	0%
% White	13%	15%	16%	16%	14%
% Multiethnic	3%	3%	3%	2%	3%
% Other/Unknown	3%	1%	2%	2%	3%



Student Enrollment Status

English as a Second Language (ESL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	63	53	36	51	30
First-Time Transfer	52	45	61	67	67
Continuing	215	220	241	276	276
Returning	17	19	16	11	14
Concurrent Enrollment	0	0	0	0	0
% First-Time Any College	18%	16%	10%	13%	8%
% First-Time Transfer	15%	13%	17%	17%	17%
% Continuing	62%	65%	68%	68%	71%
% Returning	5%	6%	5%	3%	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.

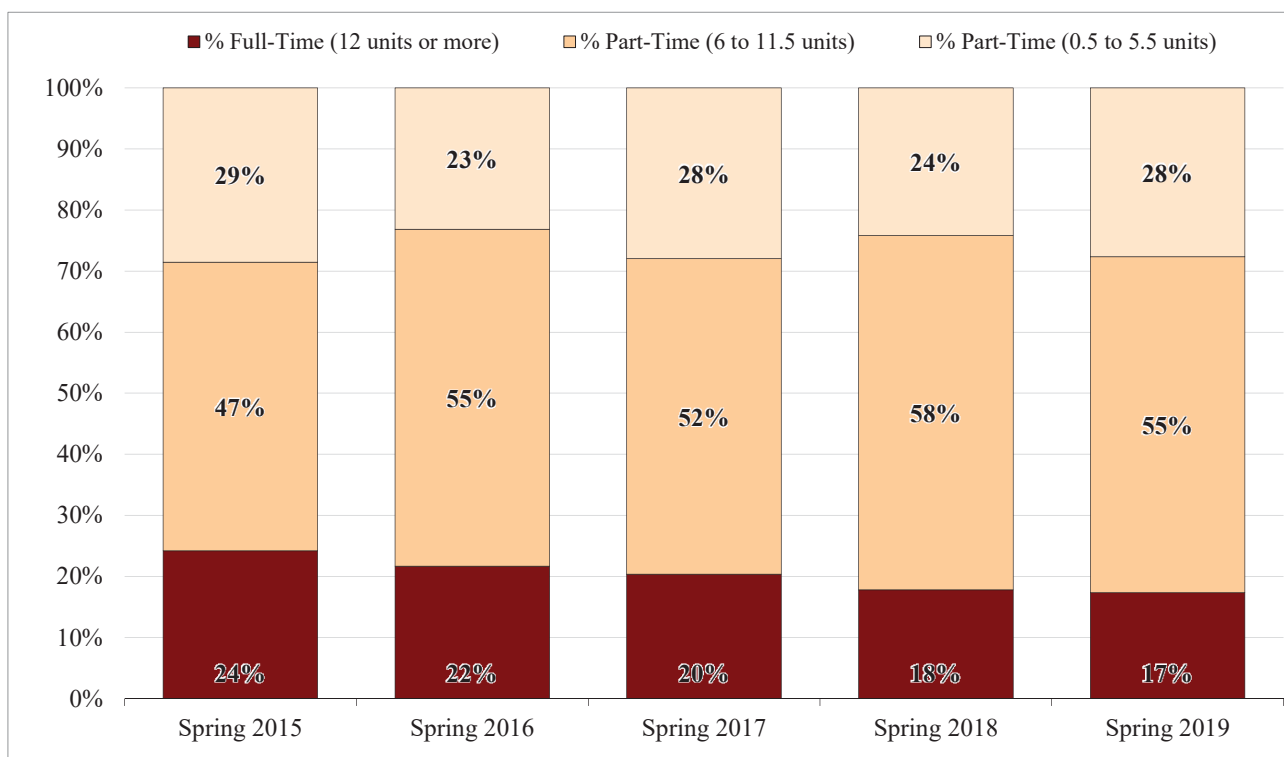
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

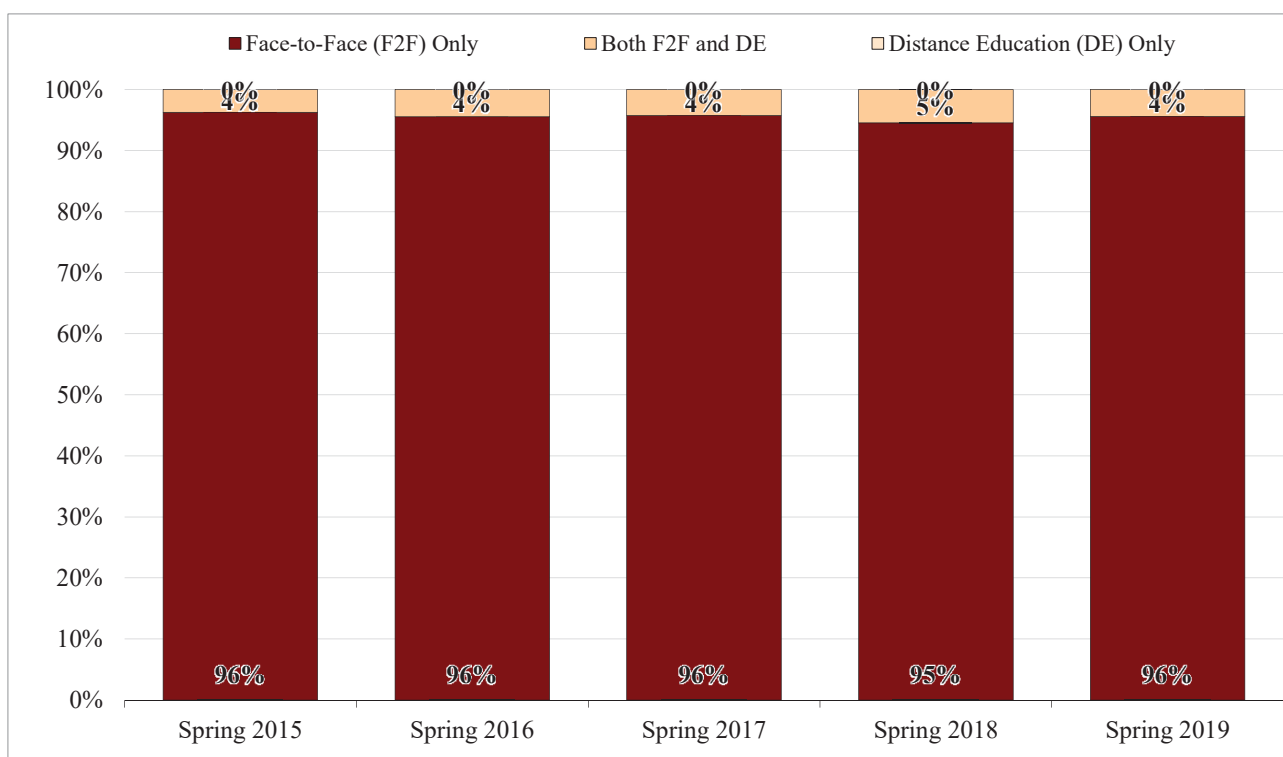
Student Unit Load

English as a Second Language (ESL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	84	73	72	72	67
Part-Time (6 to 11.5 units)	164	186	183	235	213
Part-Time (0.5 to 5.5 units)	99	78	99	98	107
% Full-Time (12 units or more)	24%	22%	20%	18%	17%
% Part-Time (6 to 11.5 units)	47%	55%	52%	58%	55%
% Part-Time (0.5 to 5.5 units)	29%	23%	28%	24%	28%



Students Using Distance Education

English as a Second Language (ESL)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	334	322	339	383	370
Both F2F and DE	13	15	15	22	17
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	96%	96%	96%	95%	96%
% Both F2F and DE	4%	4%	4%	5%	4%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

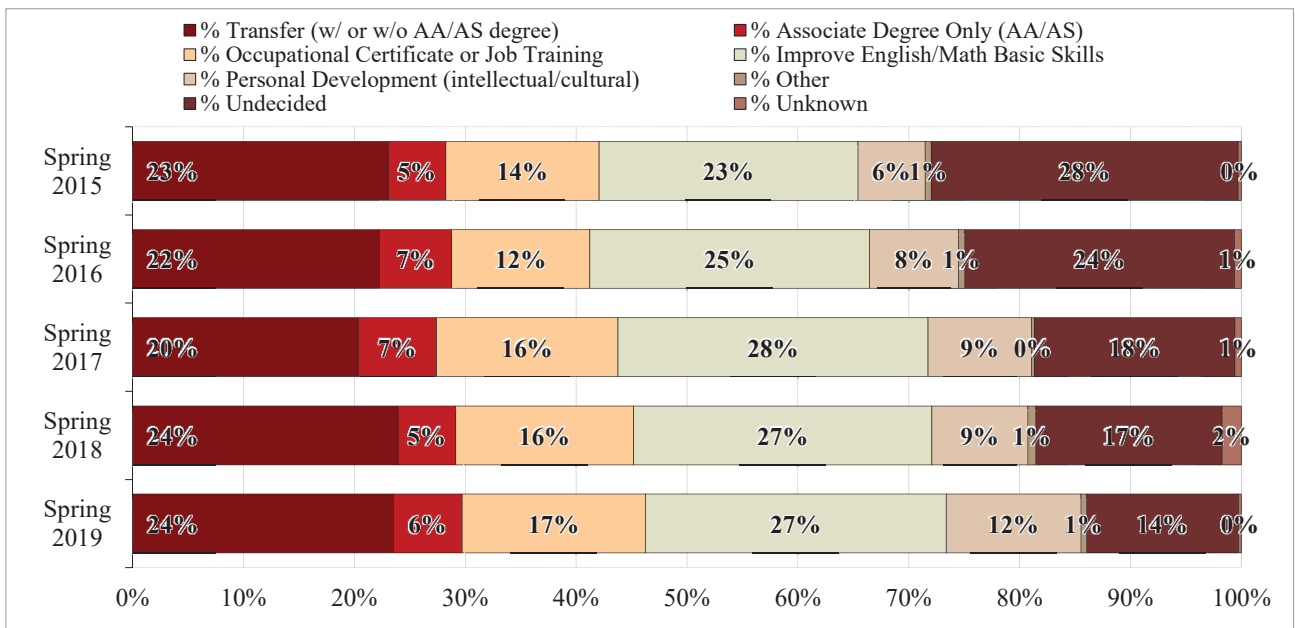


Definitions:

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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	80	75	72	97	91
Associate Degree Only (AA/AS)	18	22	25	21	24
Occupational Certificate or Job Training	48	42	58	65	64
Improve English/Math Basic Skills	81	85	99	109	105
Personal Development (intellectual/cultural)	21	27	33	35	47
Other	2	2	1	3	2
Undecided	96	82	64	68	53
Unknown	1	2	2	7	1
% Transfer (w/ or w/o AA/AS degree)	23%	22%	20%	24%	24%
% Associate Degree Only (AA/AS)	5%	7%	7%	5%	6%
% Occupational Certificate or Job Training	14%	12%	16%	16%	17%
% Improve English/Math Basic Skills	23%	25%	28%	27%	27%
% Personal Development (intellectual/cultural)	6%	8%	9%	9%	12%
% Other	1%	1%	<1%	1%	1%
% Undecided	28%	24%	18%	17%	14%
% Unknown	<1%	1%	1%	2%	<1%



Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.

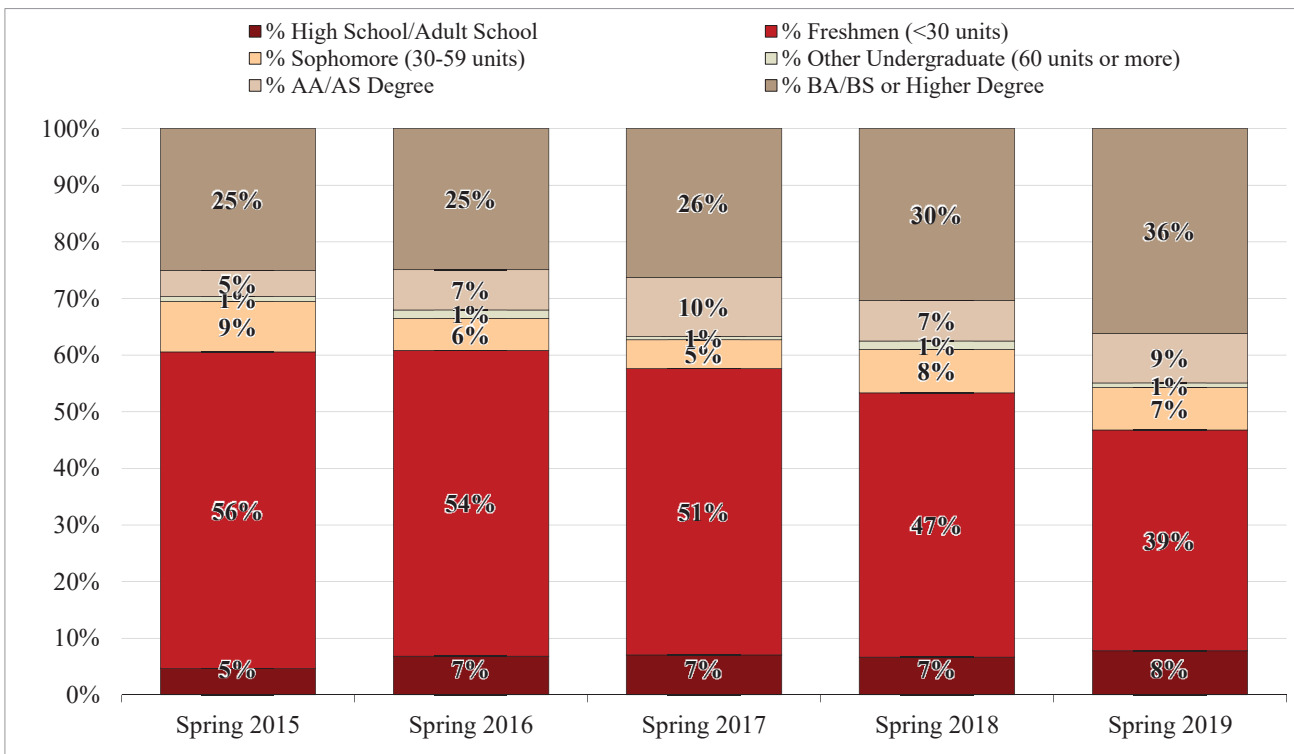
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

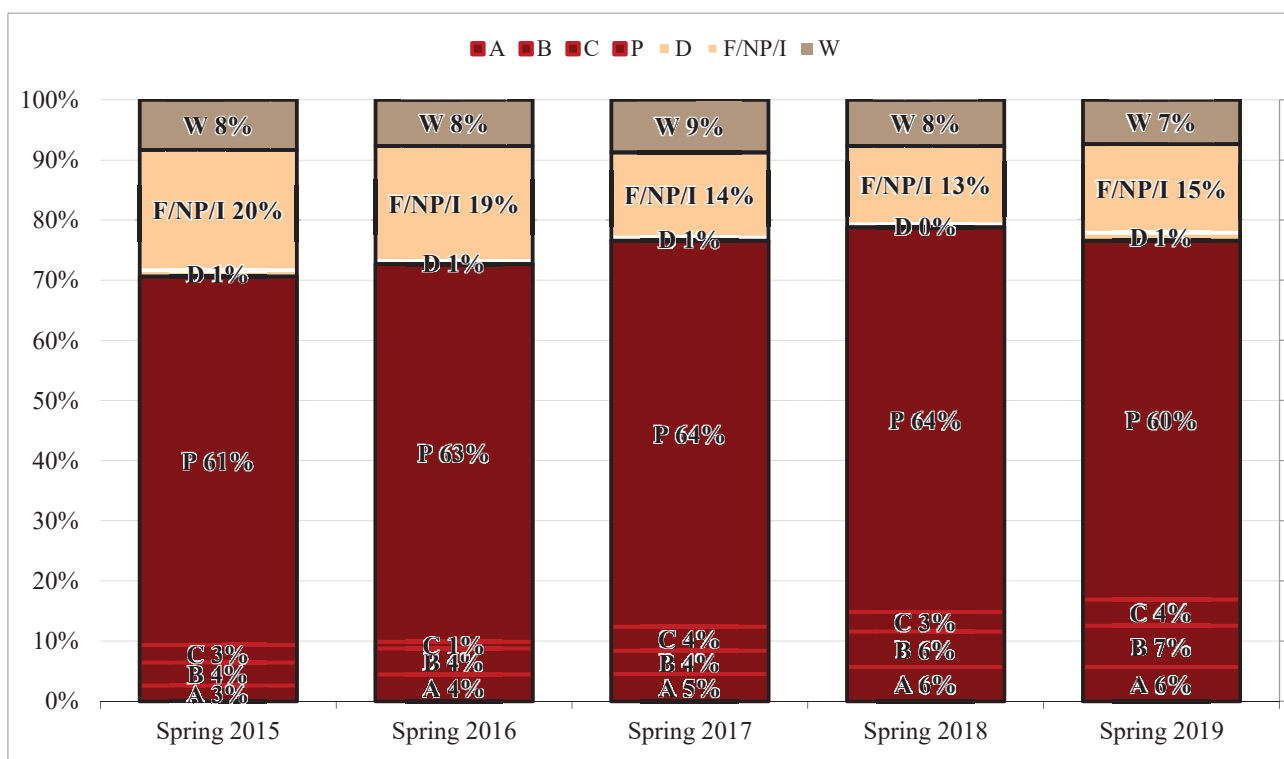
Highest Educational Level of Students

English as a Second Language (ESL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	16	23	25	27	30
Freshmen (<30 units)	194	182	179	189	151
Sophomore (30-59 units)	31	19	18	31	29
Other Undergraduate (60 units or more)	3	5	2	6	3
AA/AS Degree	16	24	37	29	34
BA/BS or Higher Degree	87	84	93	123	140
% High School/Adult School	5%	7%	7%	7%	8%
% Freshmen (<30 units)	56%	54%	51%	47%	39%
% Sophomore (30-59 units)	9%	6%	5%	8%	7%
% Other Undergraduate (60 units or more)	1%	1%	1%	1%	1%
% AA/AS Degree	5%	7%	10%	7%	9%
% BA/BS or Higher Degree	25%	25%	26%	30%	36%



Student Performance: Grade Distribution

English as a Second Language (ESL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	575	540	572	611	597
Course Success Rates	71%	73%	77%	79%	77%
A	3%	4%	5%	6%	6%
B	4%	4%	4%	6%	7%
C	3%	1%	4%	3%	4%
P	61%	63%	64%	64%	60%
Course Non-Success Rate	21%	20%	15%	14%	16%
D	1%	1%	1%	<1%	1%
F/NP/I	20%	19%	14%	13%	15%
Withdrawals (W)	8%	8%	9%	8%	7%



Definitions:

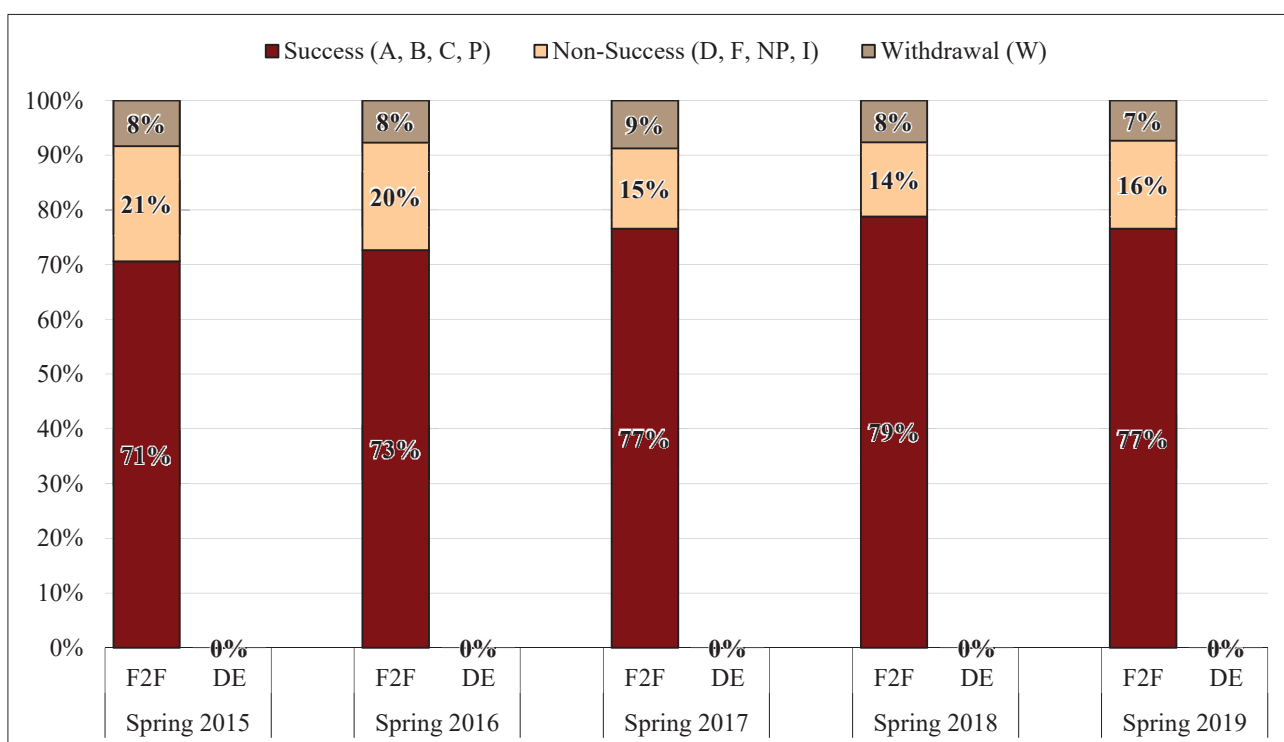
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T') 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 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	575	540	572	611	597
Face-to-Face (F2F) Sections	115	152	177	179	166
Success Rates	71%	73%	77%	79%	77%
Non-Success Rates	21%	20%	15%	14%	16%
Withdrawals	8%	8%	9%	8%	7%
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.

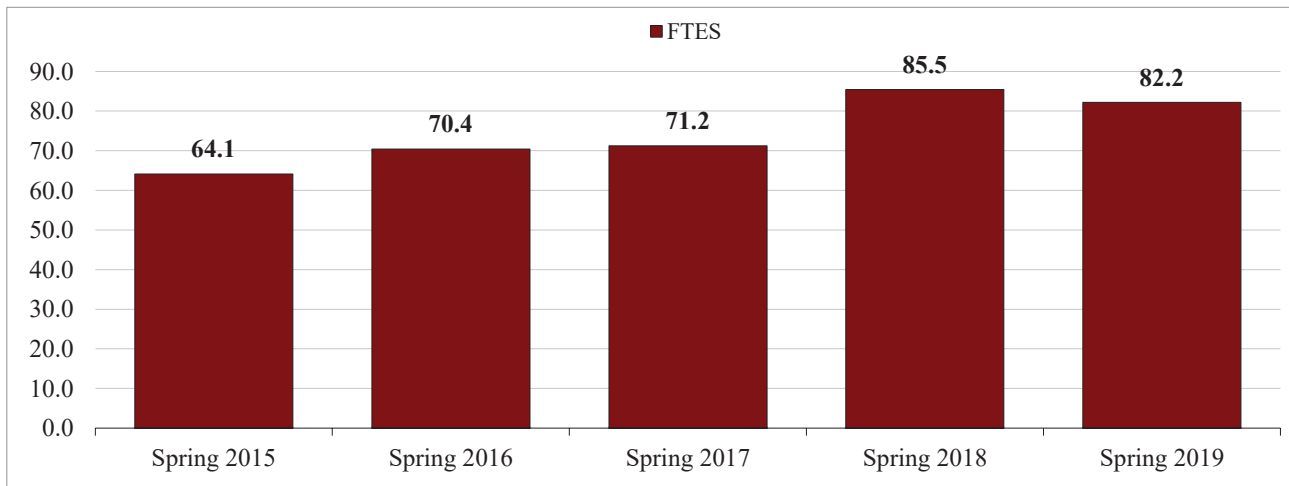
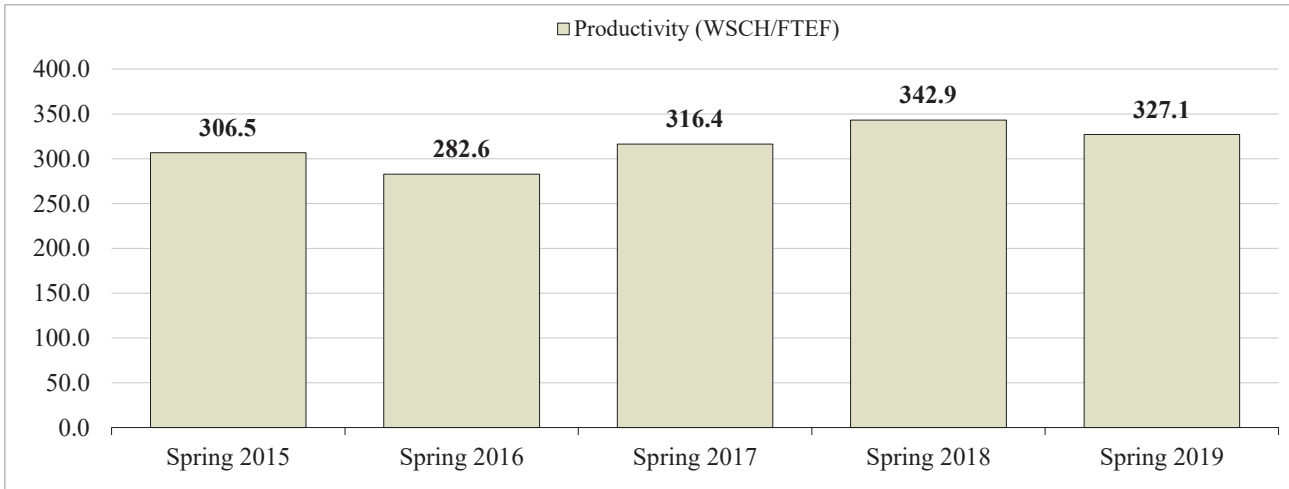
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	2,528	2,572	2,604	2,937	2,802
FTES	64.1	70.4	71.2	85.5	82.2
FTEF	8.2	9.1	8.2	8.6	8.6
Productivity (WSCH/FTEF)	306.5	282.6	316.4	342.9	327.1



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.

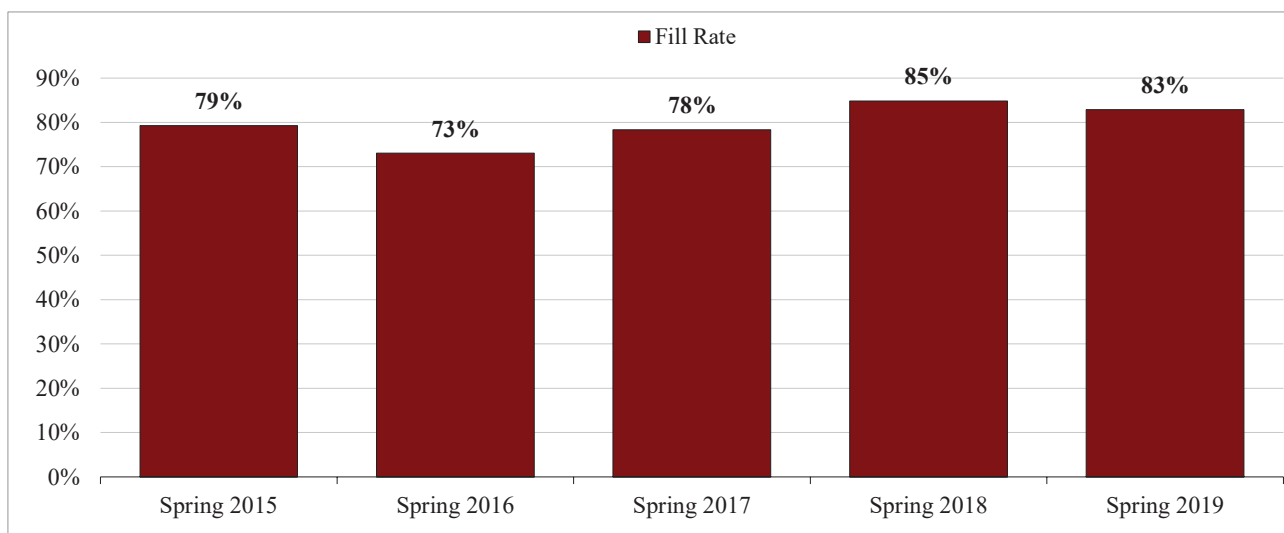
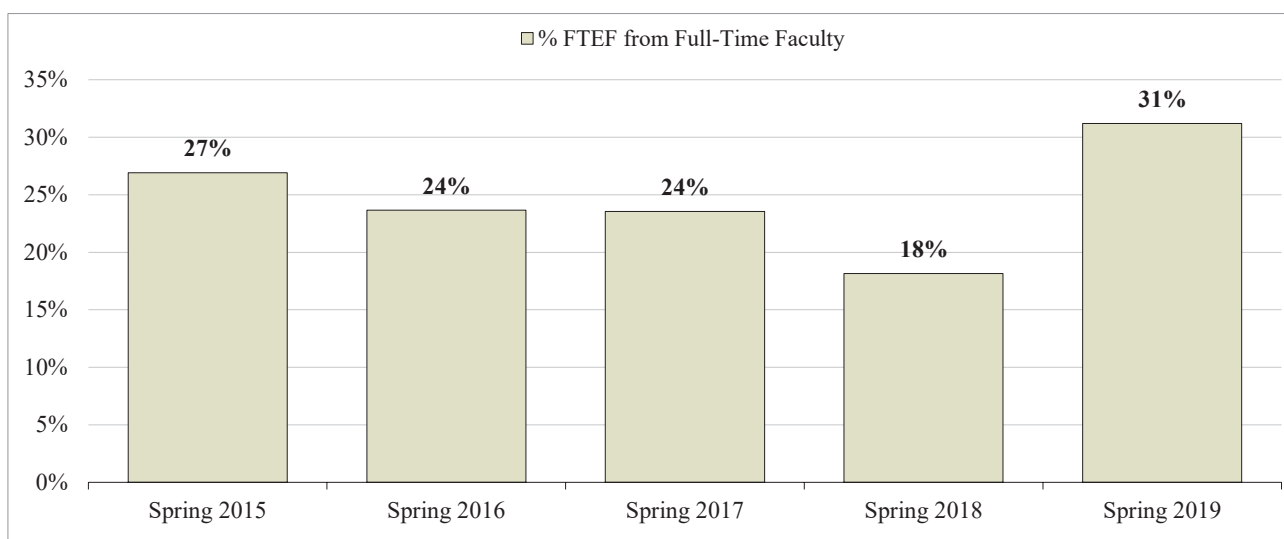
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	2.2	2.2	1.9	1.6	2.7
% FTEF from Full-Time Faculty	27%	24%	24%	18%	31%
Enrollments	575	540	572	611	597
Capacity (seats available)	725	739	730	720	720
Fill Rate	79%	73%	78%	85%	83%



Definitions:

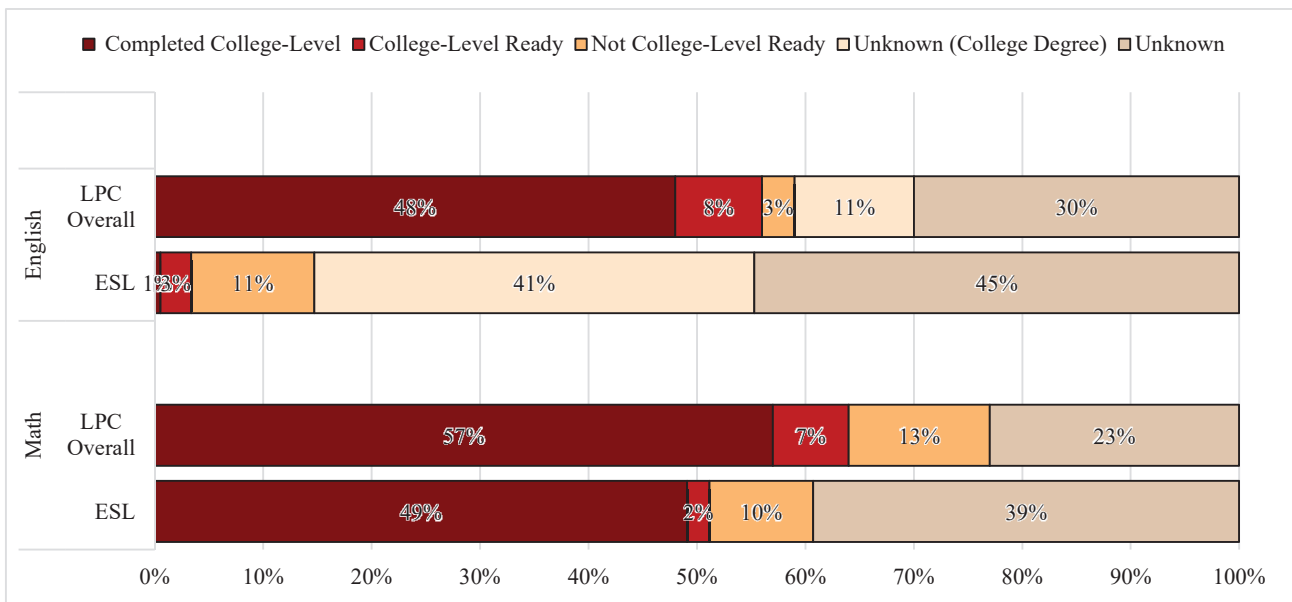
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2019				
	ESL		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	2	1%	4,200	48%
College-level Ready	11	3%	693	8%
Not College-level Ready	44	11%	221	3%
Unknown (College Degree)	157	41%	1,000	11%
Unknown (No College Degree)	173	45%	2,623	30%
College Math				
Completed College-level	190	49%	4,956	57%
College-level Ready	8	2%	642	7%
Not College-level Ready	37	10%	1,161	13%
Unknown	152	39%	1,978	23%



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 successfully 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 successfully complete the course.

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

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