



Las Positas College

Program Review Discipline Data Packet

Spring 2016 to Spring 2020

Discipline:

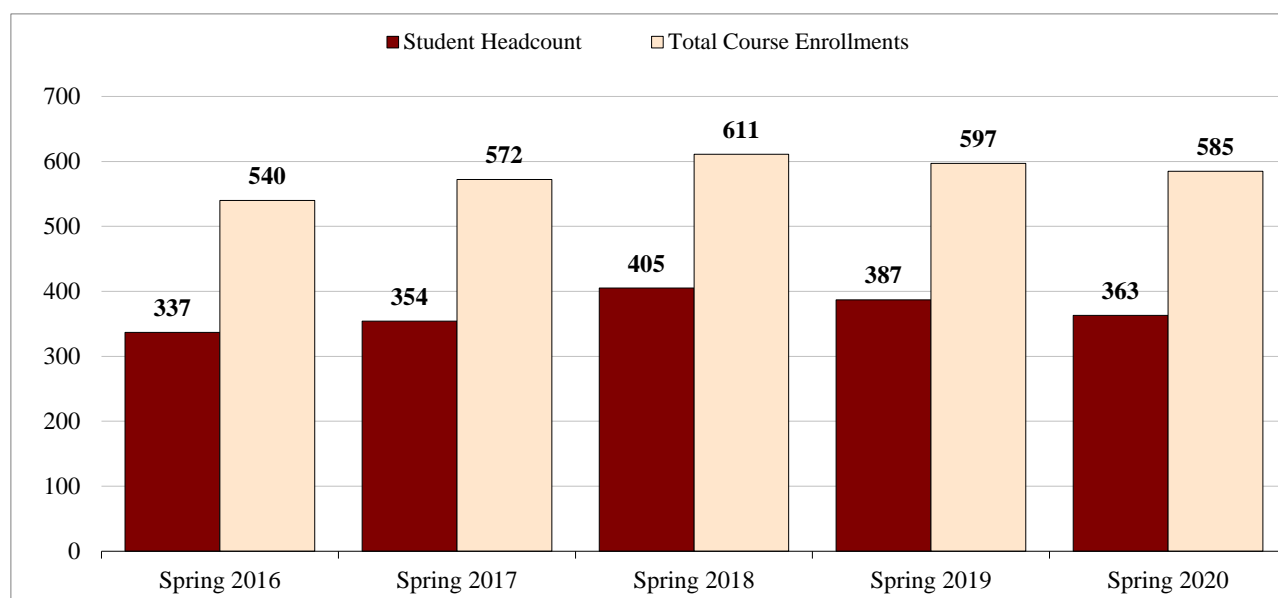
English as a Second Language (ESL^)

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NOTE: ^ next to rubric / subject code indicates that the report combines data for related credit and non-credit rubrics

Headcount & Enrollment

English as a Second Language (ESL^)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Student Headcount	337	354	405	387	363
Total Course Enrollments	540	572	611	597	585



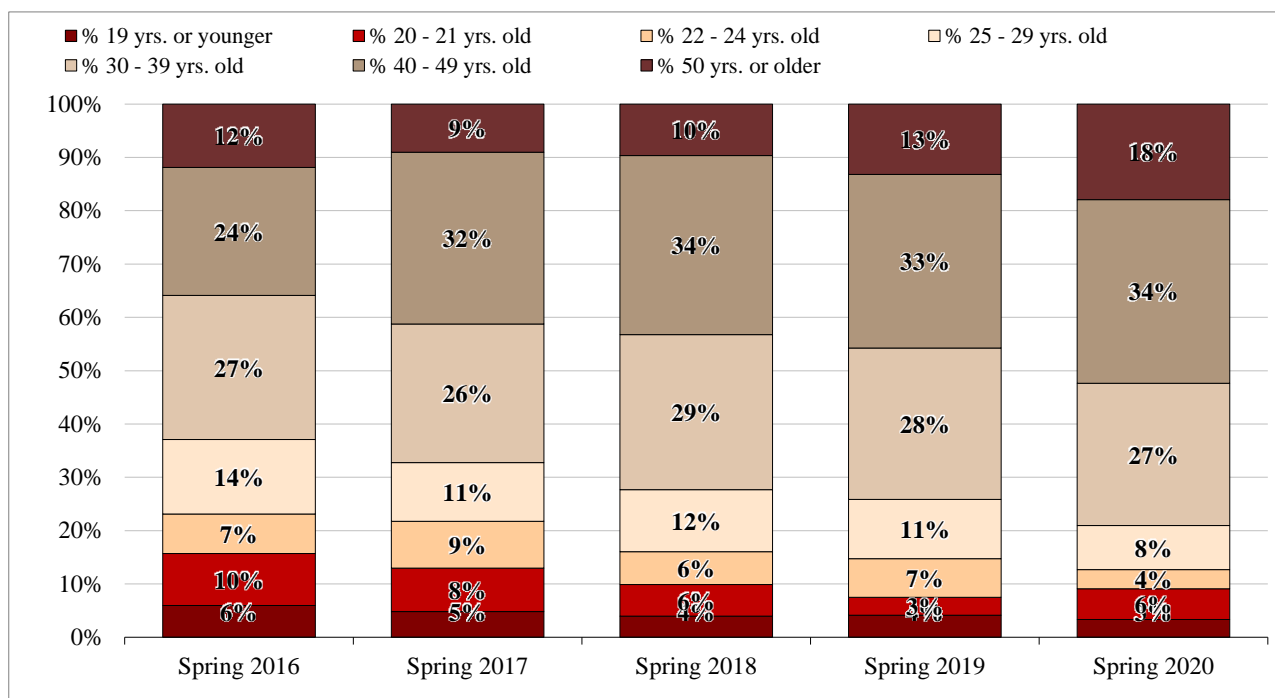
Definitions:

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.

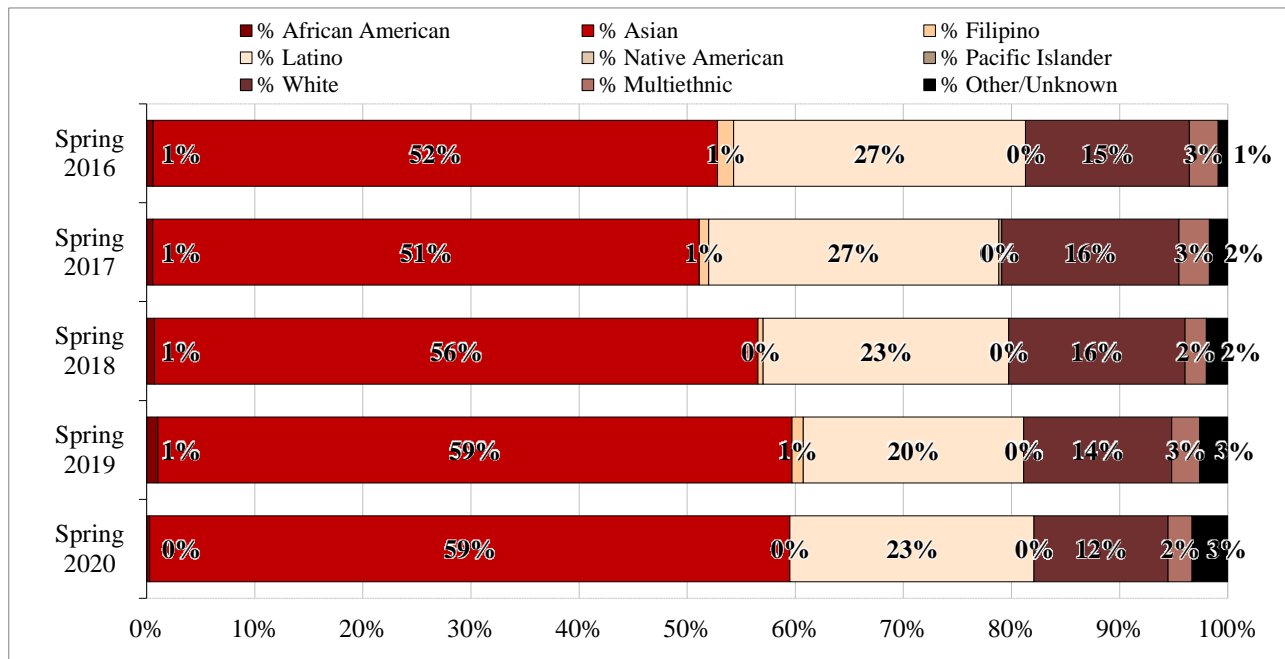
Student Demographics: Gender & Age

English as a Second Language (ESL^)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Female	233	260	288	281	288
Male	81	78	94	83	61
19 yrs. or younger	20	17	16	16	12
20-21 yrs. old	33	29	24	13	21
22-24 yrs. old	25	31	25	28	13
25-29 yrs. old	47	39	47	43	30
30-39 yrs. old	91	92	118	110	97
40-49 yrs. old	81	114	136	126	125
50 yrs. or older	40	32	39	51	65
% Female	74%	77%	75%	77%	83%
% Male	26%	23%	25%	23%	17%
% 19 yrs. or younger	6%	5%	4%	4%	3%
% 20 - 21 yrs. old	10%	8%	6%	3%	6%
% 22 - 24 yrs. old	7%	9%	6%	7%	4%
% 25 - 29 yrs. old	14%	11%	12%	11%	8%
% 30 - 39 yrs. old	27%	26%	29%	28%	27%
% 40 - 49 yrs. old	24%	32%	34%	33%	34%
% 50 yrs. or older	12%	9%	10%	13%	18%



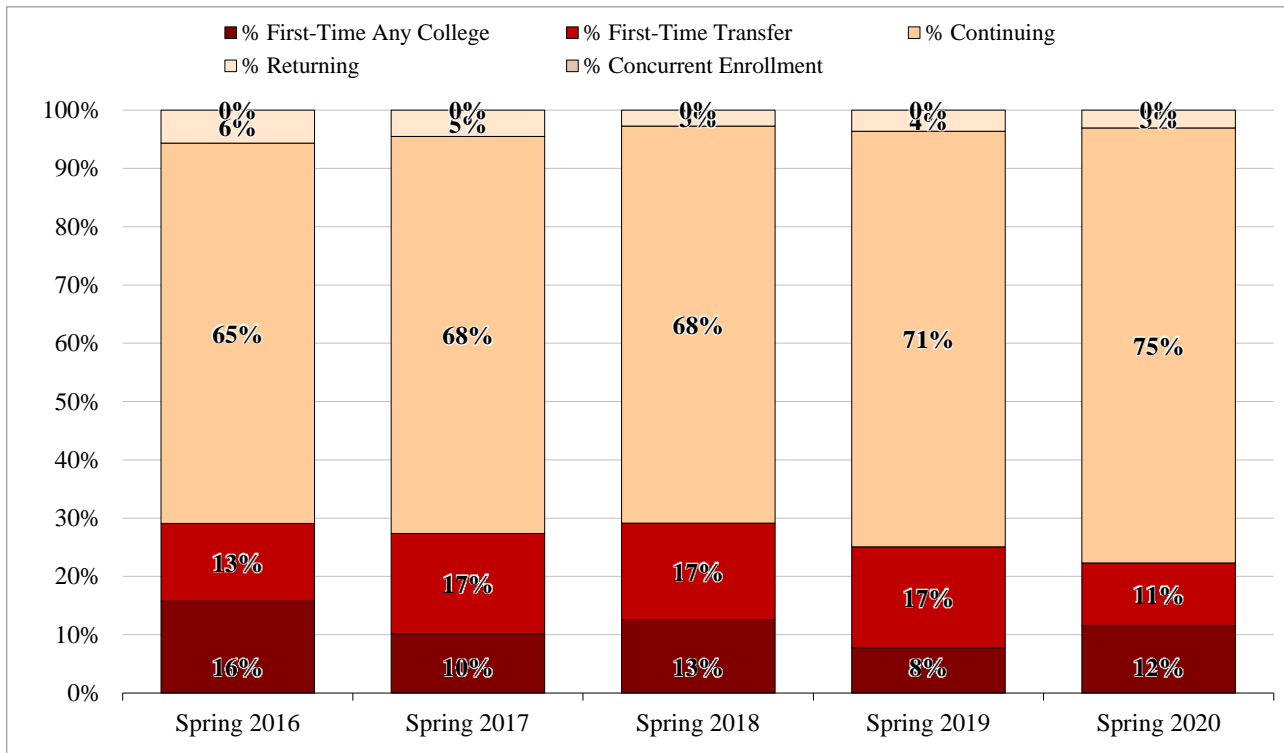
Student Demographic: Race-Ethnicity

English as a Second Language (ESL^)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
African American	2	2	3	4	1
Asian	176	179	226	227	215
Filipino	5	3	2	4	0
Latino	91	95	92	79	82
Native American	0	0	0	0	0
Pacific Islander	0	1	0	0	0
White	51	58	66	53	45
Multiethnic	9	10	8	10	8
Other/Unknown	3	6	8	10	12
% African American	1%	1%	1%	1%	<1%
% Asian	52%	51%	56%	59%	59%
% Filipino	1%	1%	0%	1%	0%
% Latino	27%	27%	23%	20%	23%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	<1%	0%	0%	0%
% White	15%	16%	16%	14%	12%
% Multiethnic	3%	3%	2%	3%	2%
% Other/Unknown	1%	2%	2%	3%	3%



Student Enrollment Status

English as a Second Language (ESL^)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
First-Time Any College	53	36	51	30	42
First-Time Transfer	45	61	67	67	39
Continuing	220	241	276	276	271
Returning	19	16	11	14	11
Concurrent Enrollment	0	0	0	0	0
% First-Time Any College	16%	10%	13%	8%	12%
% First-Time Transfer	13%	17%	17%	17%	11%
% Continuing	65%	68%	68%	71%	75%
% Returning	6%	5%	3%	4%	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.

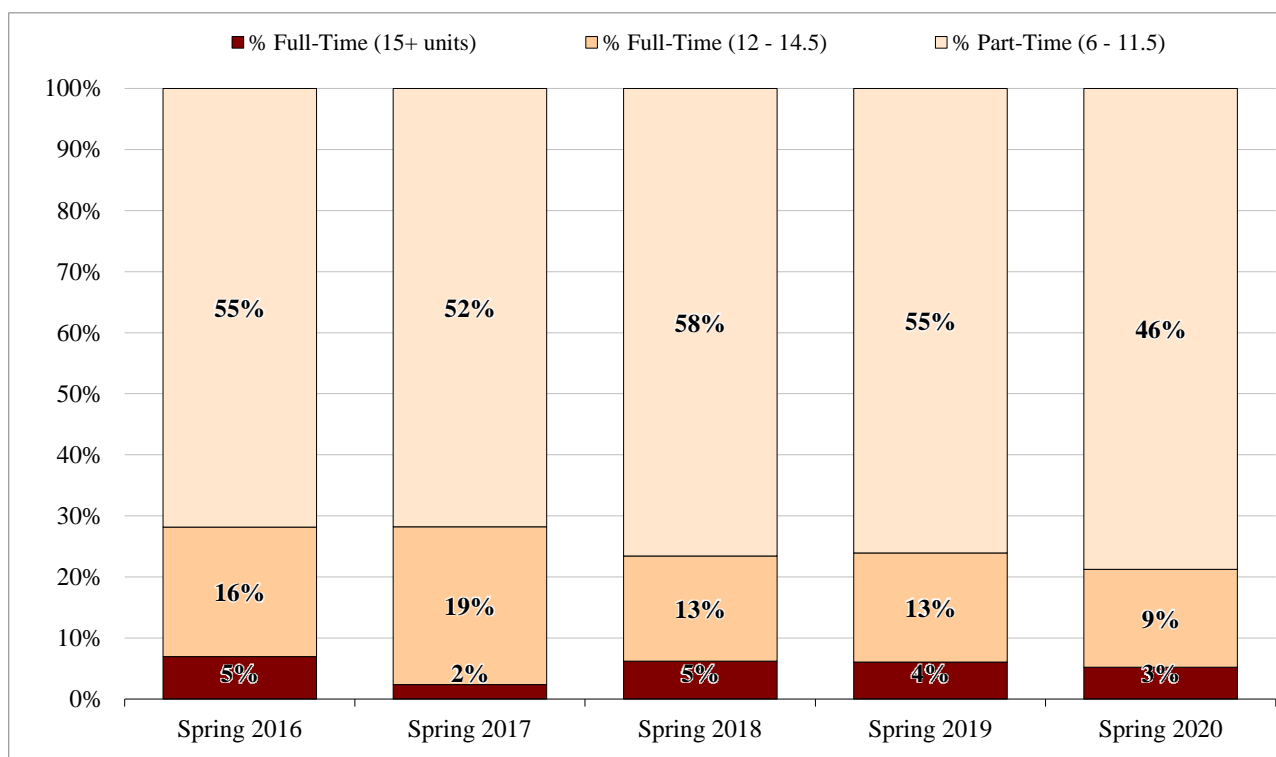
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

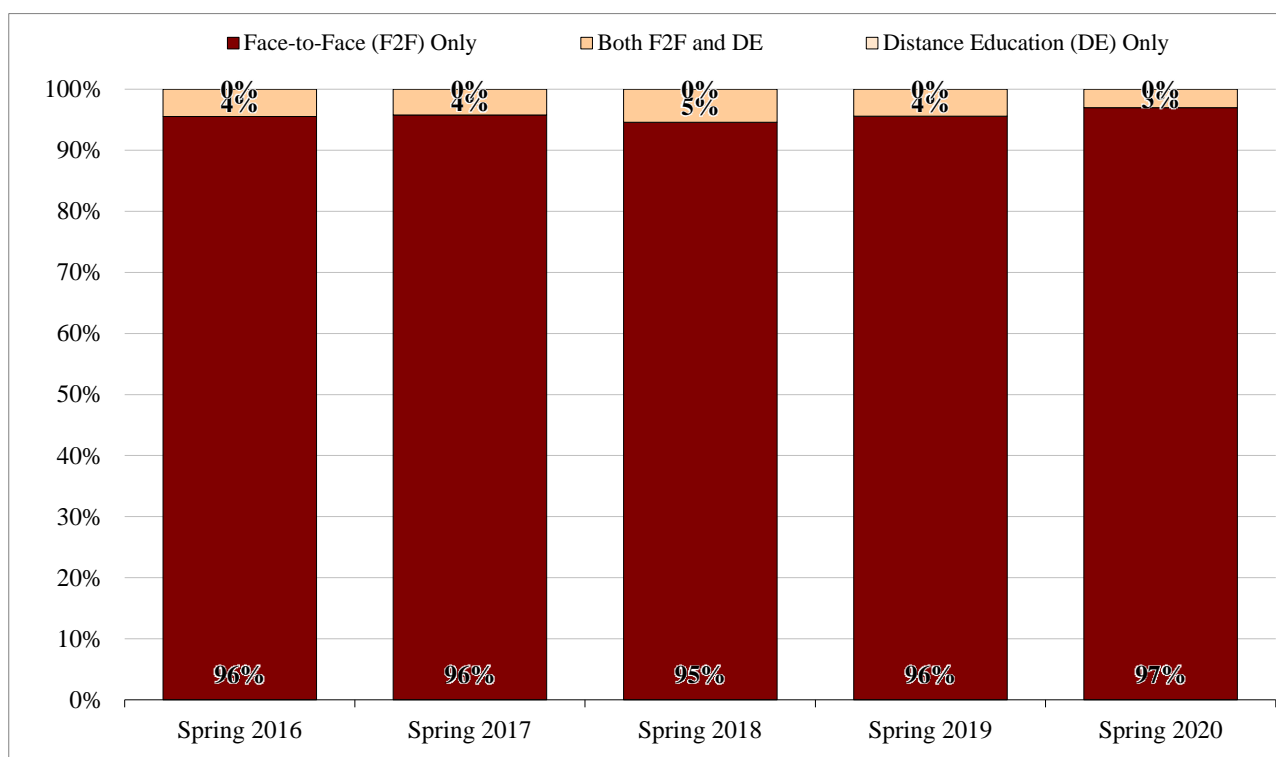
Student Unit Load

English as a Second Language (ESL^)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Full-Time (15+ units)	18	6	19	17	11
Full-Time (12 - 14.5)	55	66	53	50	34
Part-Time (6 - 11.5)	186	183	235	213	167
Part-Time (0.5 - 5.5)	78	99	98	107	127
Non-Credit Only	0	0	0	0	24
% Full-Time (15+ units)	5%	2%	5%	4%	3%
% Full-Time (12 - 14.5)	16%	19%	13%	13%	9%
% Part-Time (6 - 11.5)	55%	52%	58%	55%	46%
% Part-Time (0.5 - 5.5)	23%	28%	24%	28%	35%
% Non-Credit Only	0%	0%	0%	0%	7%



Students Using Distance Education

English as a Second Language (ESL [^])					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Face-to-Face (F2F) Only	322	339	383	370	352
Both F2F and DE	15	15	22	17	11
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	96%	96%	95%	96%	97%
% Both F2F and DE	4%	4%	5%	4%	3%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

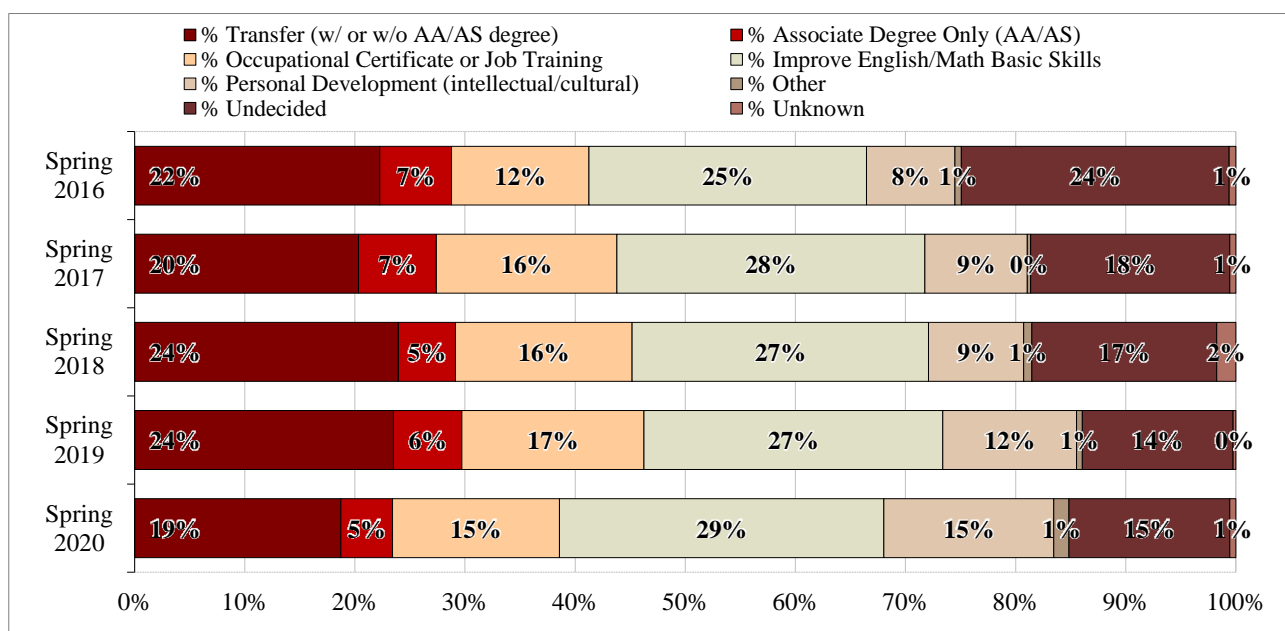


Definitions:

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 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Transfer (w/ or w/o AA/AS degree)	75	72	97	91	68
Associate Degree Only (AA/AS)	22	25	21	24	17
Occupational Certificate or Job Training	42	58	65	64	55
Improve English/Math Basic Skills	85	99	109	105	107
Personal Development (intellectual/cultural)	27	33	35	47	56
Other	2	1	3	2	5
Undecided	82	64	68	53	53
Unknown	2	2	7	1	2
% Transfer (w/ or w/o AA/AS degree)	22%	20%	24%	24%	19%
% Associate Degree Only (AA/AS)	7%	7%	5%	6%	5%
% Occupational Certificate or Job Training	12%	16%	16%	17%	15%
% Improve English/Math Basic Skills	25%	28%	27%	27%	29%
% Personal Development (intellectual/cultural)	8%	9%	9%	12%	15%
% Other	1%	<1%	1%	1%	1%
% Undecided	24%	18%	17%	14%	15%
% Unknown	1%	1%	2%	<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.

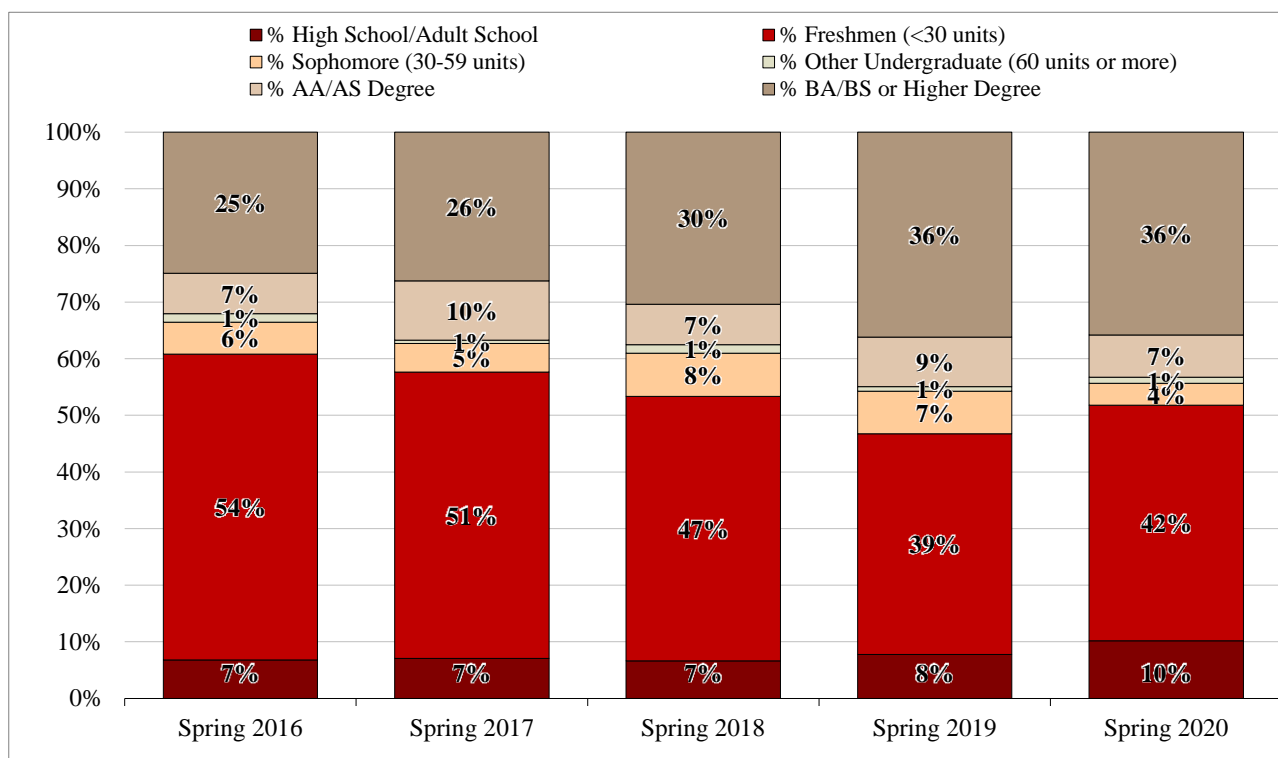
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

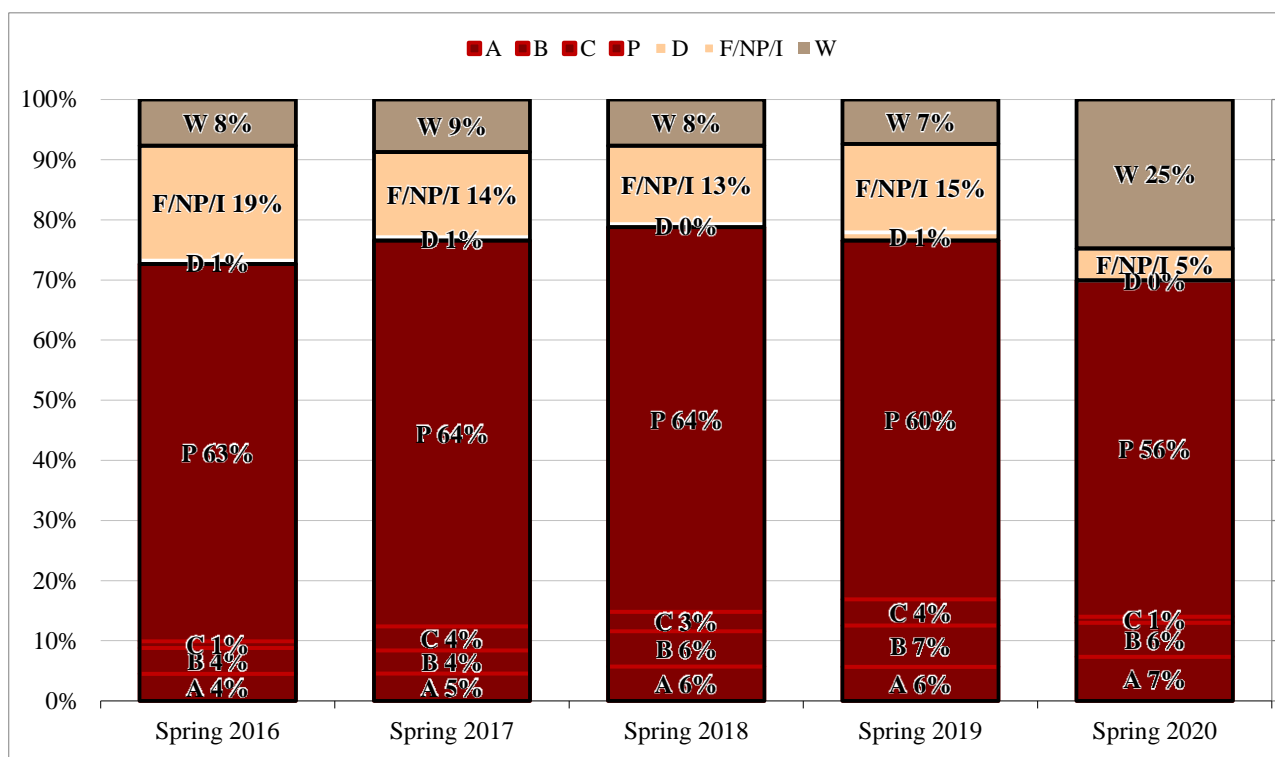
Highest Educational Level of Students

English as a Second Language (ESL^)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
High School/Adult School	23	25	27	30	37
Freshmen (<30 units)	182	179	189	151	151
Sophomore (30-59 units)	19	18	31	29	14
Other Undergraduate (60 units or more)	5	2	6	3	4
AA/AS Degree	24	37	29	34	27
BA/BS or Higher Degree	84	93	123	140	130
% High School/Adult School	7%	7%	7%	8%	10%
% Freshmen (<30 units)	54%	51%	47%	39%	42%
% Sophomore (30-59 units)	6%	5%	8%	7%	4%
% Other Undergraduate (60 units or more)	1%	1%	1%	1%	1%
% AA/AS Degree	7%	10%	7%	9%	7%
% BA/BS or Higher Degree	25%	26%	30%	36%	36%



Student Performance: Grade Distribution

English as a Second Language (ESL^)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Total Course Enrollments	540	572	611	597	585
Course Success Rates	73%	77%	79%	77%	70%
A	4%	5%	6%	6%	7%
B	4%	4%	6%	7%	6%
C	1%	4%	3%	4%	1%
P	63%	64%	64%	60%	56%
Course Non-Success Rate	20%	15%	14%	16%	5%
D	1%	1%	<1%	1%	0%
F/NP/I	19%	14%	13%	15%	5%
Withdrawals (W)	8%	9%	8%	7%	25%



Definitions:

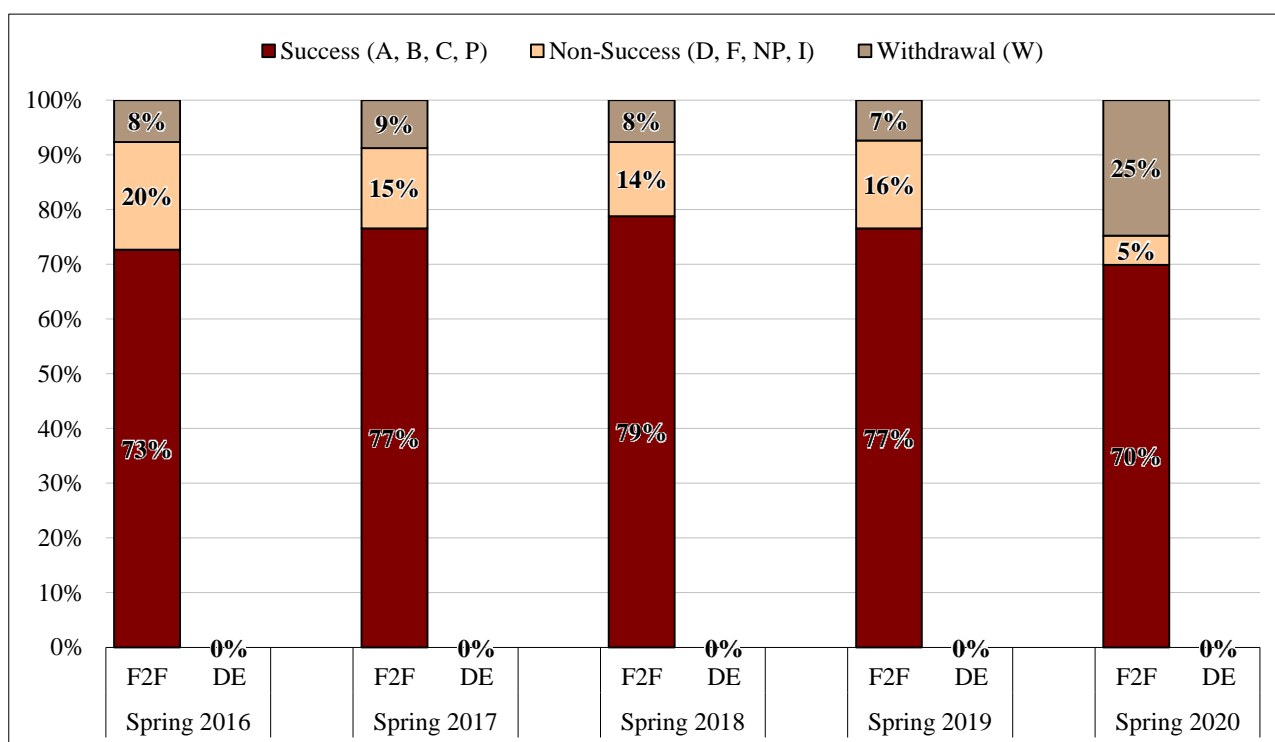
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Total Course Enrollments	540	572	611	597	585
Face-to-Face (F2F) Sections	152	177	179	166	159
Success Rates	73%	77%	79%	77%	70%
Non-Success Rates	20%	15%	14%	16%	5%
Withdrawals	8%	9%	8%	7%	25%
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.

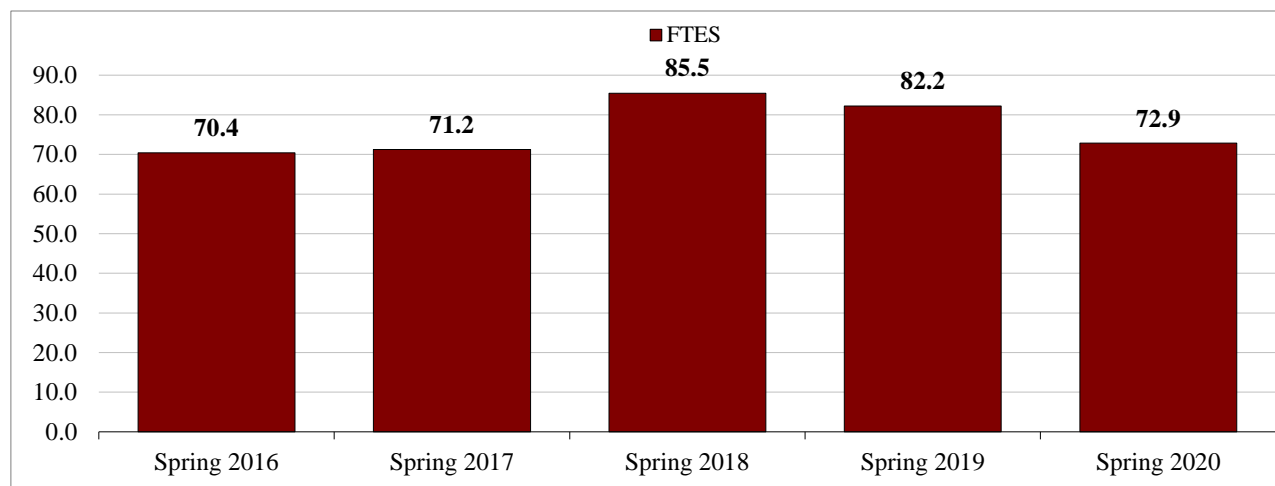
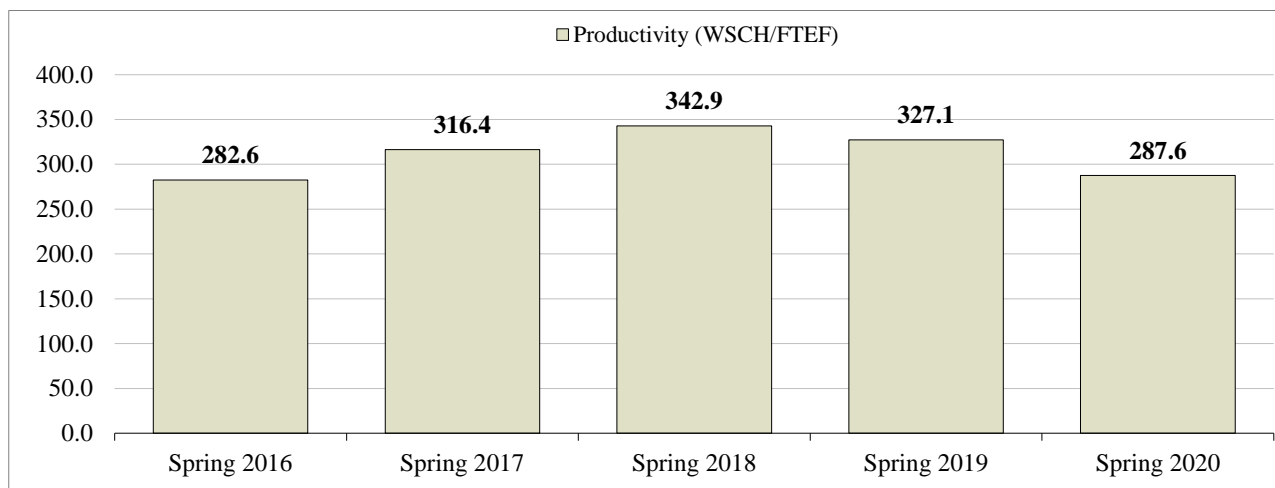
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'T') relative to all students receiving a grade.

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

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 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
WSCH	2,572	2,604	2,937	2,802	2,487
FTES	70.4	71.2	85.5	82.2	72.9
FTEF	9.1	8.2	8.6	8.6	8.6
Productivity (WSCH/FTEF)	282.6	316.4	342.9	327.1	287.6



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.

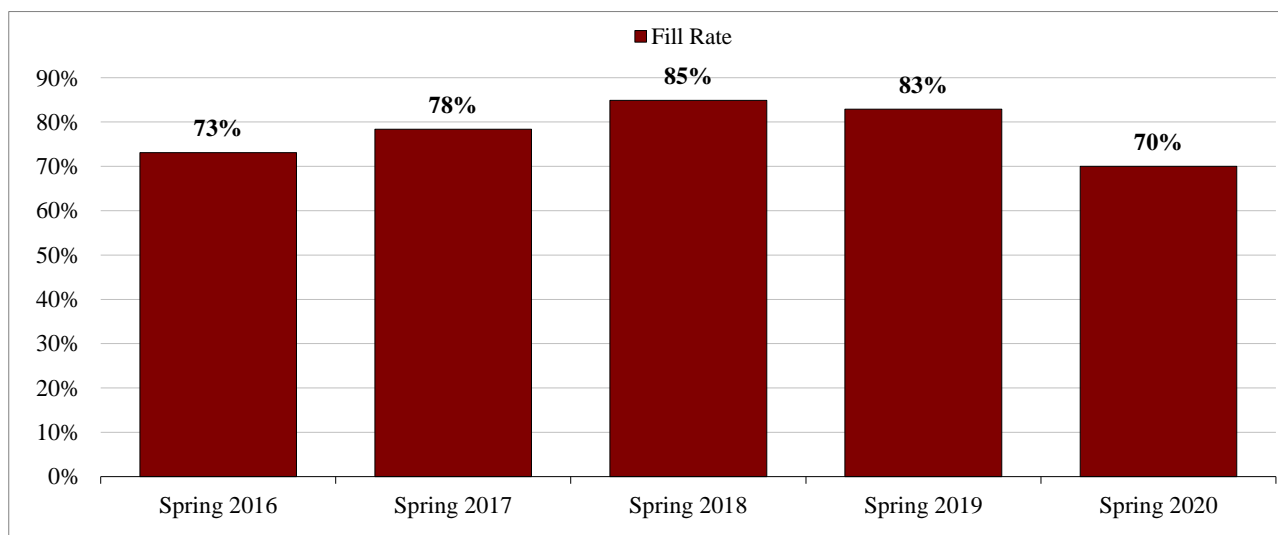
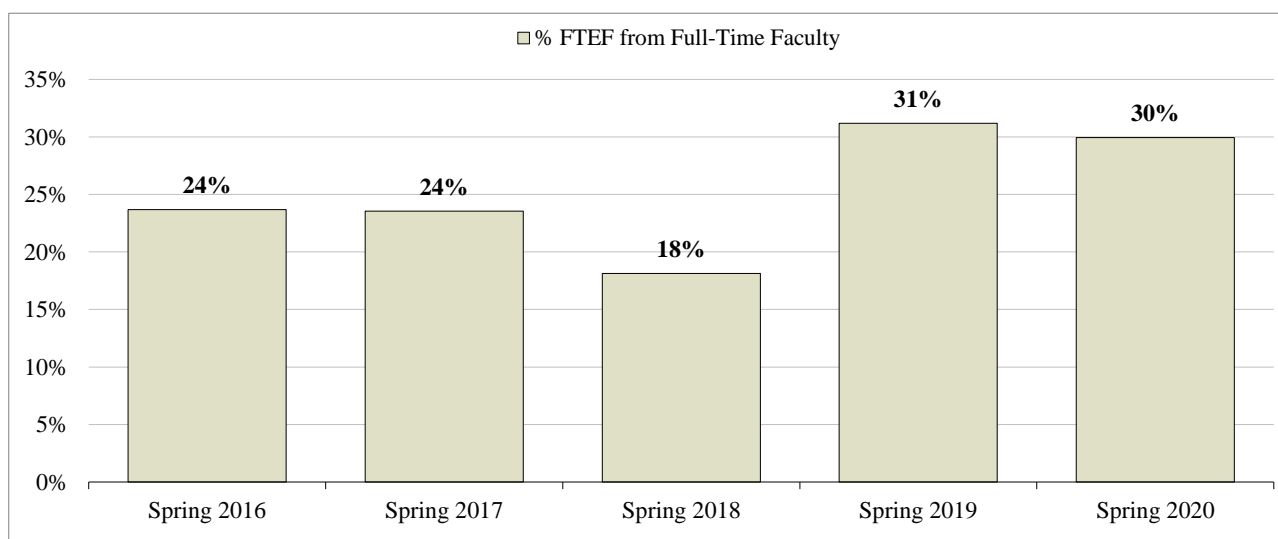
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 7/14/20.

Enrollment Management: Part 2

English as a Second Language (ESL [^])					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
FTEF from Full-Time Faculty	2.2	1.9	1.6	2.7	2.6
% FTEF from Full-Time Faculty	24%	24%	18%	31%	30%
Enrollments	540	572	611	597	585
Capacity (seats available)	739	730	720	720	836
Fill Rate	73%	78%	85%	83%	70%



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 / TUTOR 200; latest data accessed on 7/14/20.