Las Positas College

Discipline Program Review Data Packet

Fall 2016 to Fall 2020
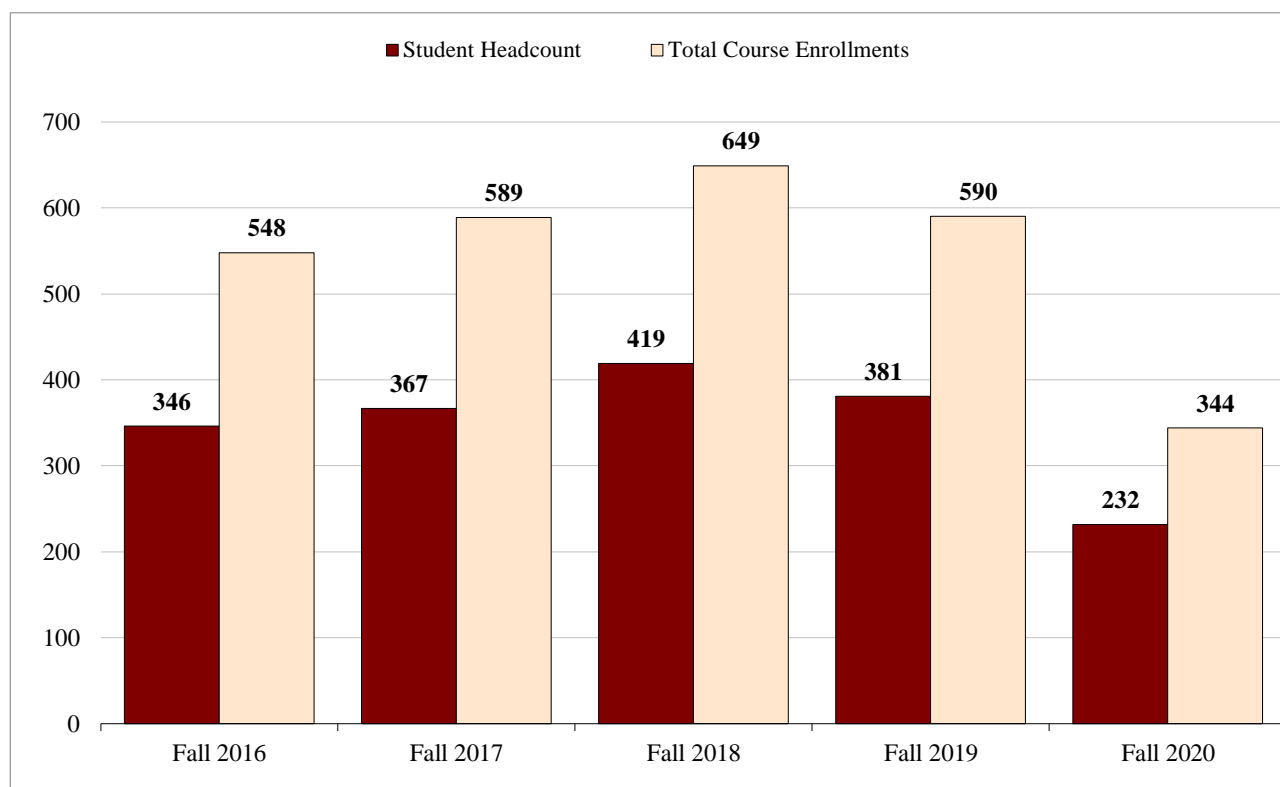
Discipline:

English as a Second Language (includes Non-Credit) (ESL/NESL)

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Headcount & Enrollment

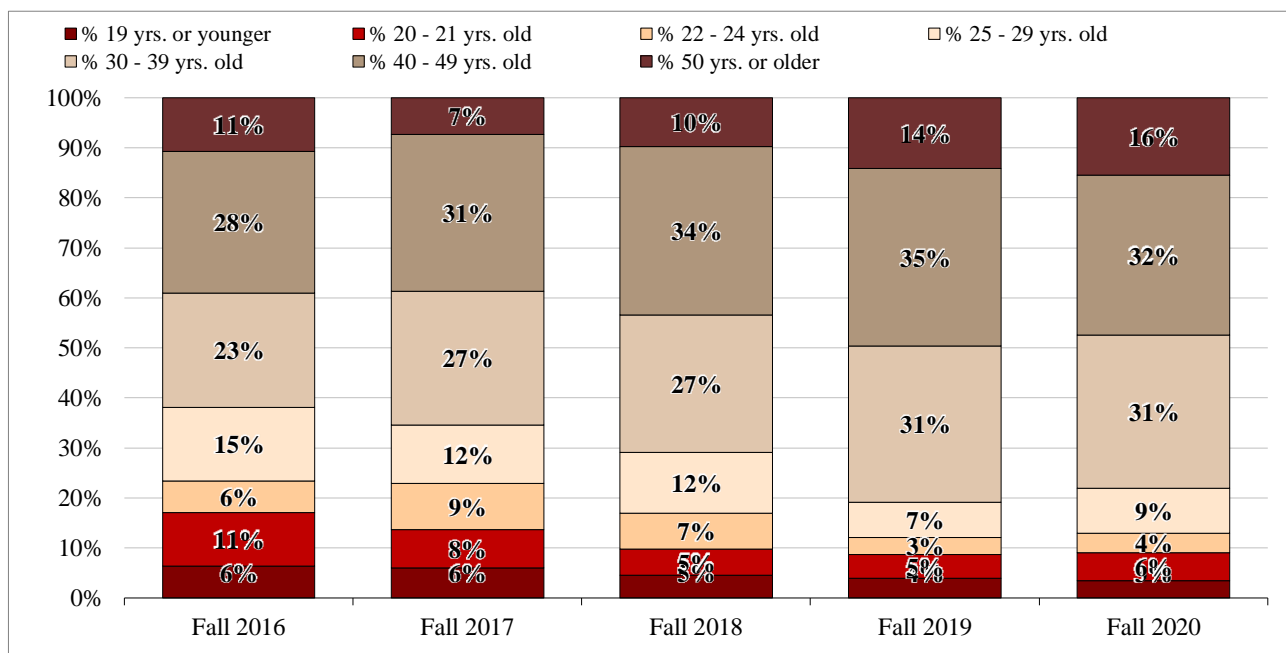| English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student Headcount	346	367	419	381	232
Total Course Enrollments	548	589	649	590	344

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.
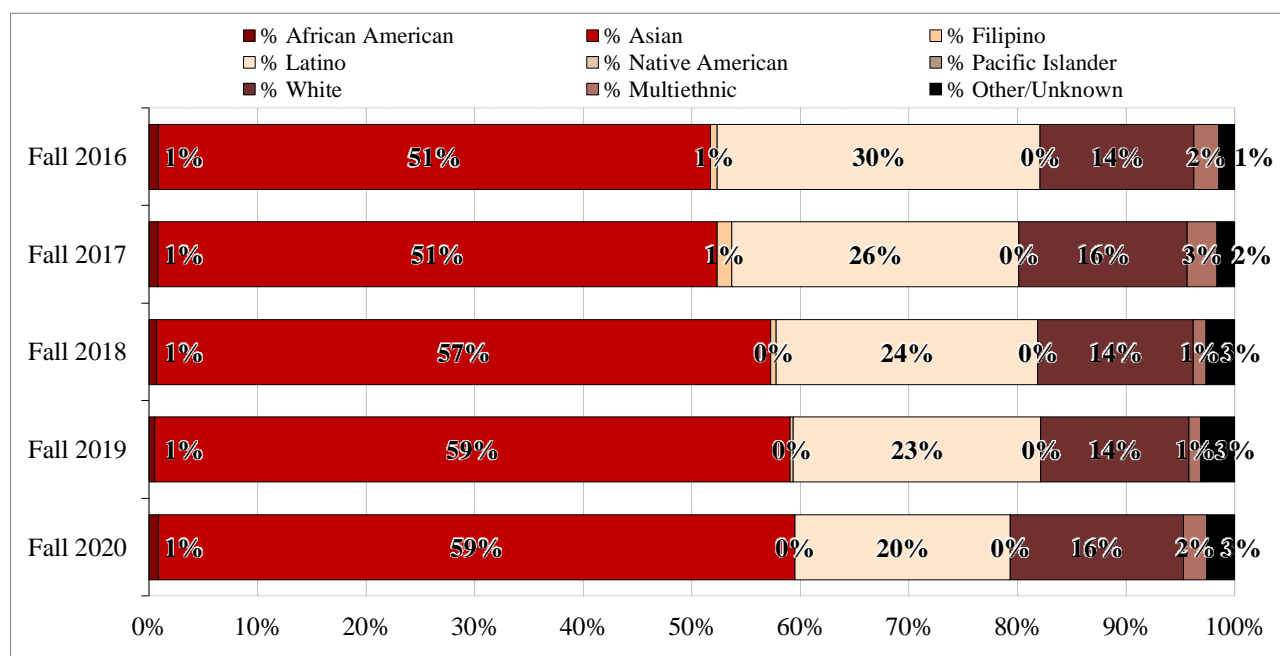
Student Demographics: Gender & Age

English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	250	259	308	284	189
Male	77	87	87	76	33
19 yrs. or younger	22	22	19	15	8
20-21 yrs. old	37	28	22	18	13
22-24 yrs. old	22	34	30	13	9
25-29 yrs. old	51	43	51	27	21
30-39 yrs. old	79	98	115	119	71
40-49 yrs. old	98	115	141	135	74
50 yrs. or older	37	27	41	54	36
% Female	76%	75%	78%	79%	85%
% Male	24%	25%	22%	21%	15%
% 19 yrs. or younger	6%	6%	5%	4%	3%
% 20 - 21 yrs. old	11%	8%	5%	5%	6%
% 22 - 24 yrs. old	6%	9%	7%	3%	4%
% 25 - 29 yrs. old	15%	12%	12%	7%	9%
% 30 - 39 yrs. old	23%	27%	27%	31%	31%
% 40 - 49 yrs. old	28%	31%	34%	35%	32%
% 50 yrs. or older	11%	7%	10%	14%	16%

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Student Demographic: Race-Ethnicity

English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	3	3	3	2	2
Asian	176	189	237	223	136
Filipino	2	5	2	1	0
Latino	103	97	101	87	46
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	49	57	60	52	37
Multiethnic	8	10	5	4	5
Other/Unknown	5	6	11	12	6
% African American	1%	1%	1%	1%	1%
% Asian	51%	51%	57%	59%	59%
% Filipino	1%	1%	<1%	<1%	0%
% Latino	30%	26%	24%	23%	20%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	14%	16%	14%	14%	16%
% Multiethnic	2%	3%	1%	1%	2%
% Other/Unknown	1%	2%	3%	3%	3%

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Student Enrollment Status

English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
First-Time Any College	57	60	58	64	30
First-Time Transfer	59	64	88	68	24
Continuing	212	226	255	232	166
Returning	18	17	18	17	12
Concurrent Enrollment	0	0	0	0	0
% First-Time Any College	16%	16%	14%	17%	13%
% First-Time Transfer	17%	17%	21%	18%	10%
% Continuing	61%	62%	61%	61%	72%
% Returning	5%	5%	4%	4%	5%
% Concurrent Enrollment	0%	0%	0%	0%	0%
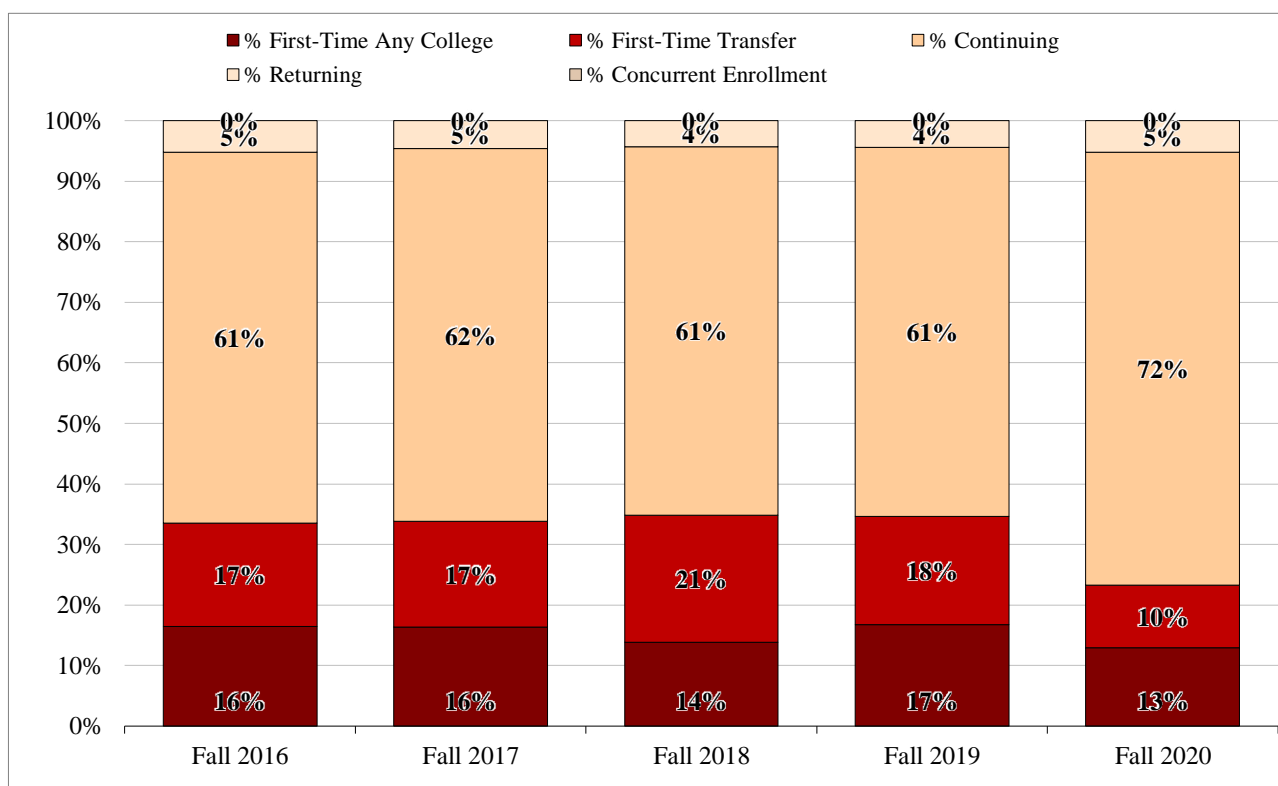
Definitions:

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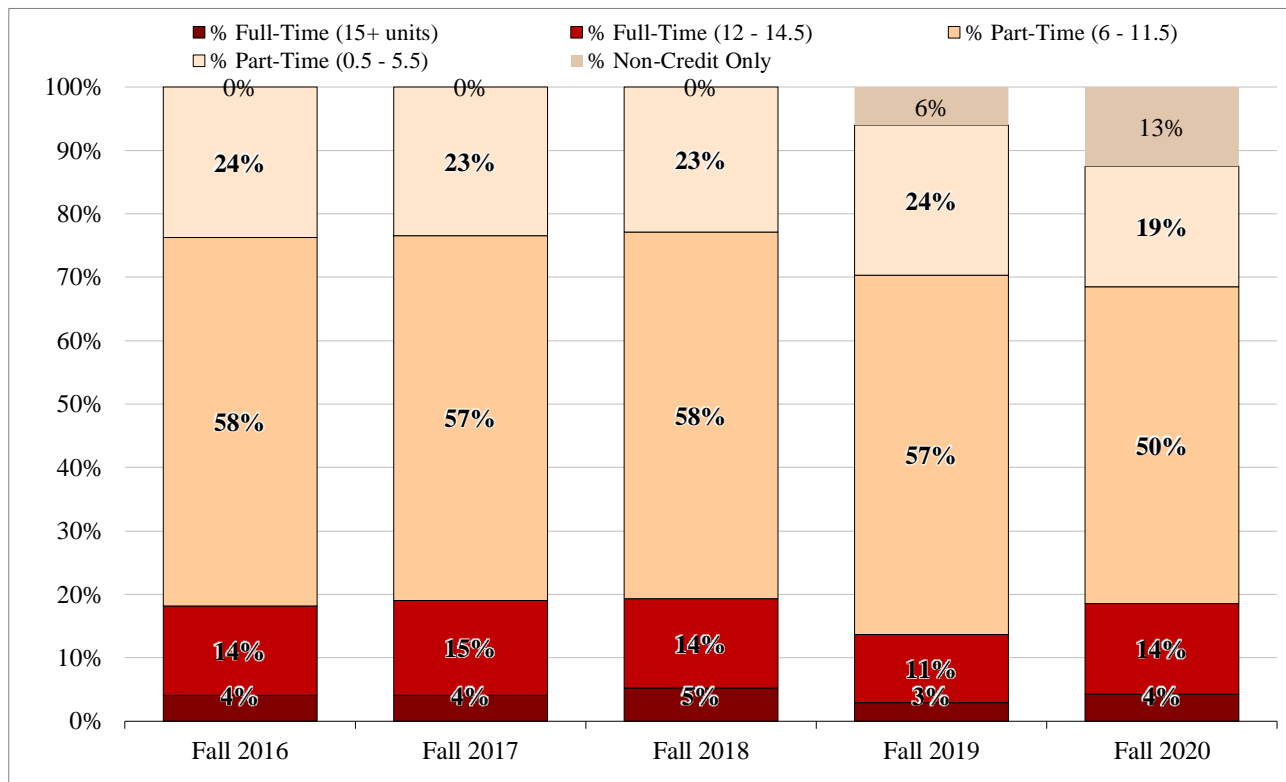
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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 (includes Non-Credit) (ESL/NESL)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Full-Time (15+ units)	14	15	22	11	10
Full-Time (12 - 14.5)	49	55	59	41	33
Part-Time (6 - 11.5)	201	211	242	216	116
Part-Time (0.5 - 5.5)	82	86	96	90	44
Non-Credit Only	0	0	0	23	29
% Full-Time (15+ units)	4%	4%	5%	3%	4%
% Full-Time (12 - 14.5)	14%	15%	14%	11%	14%
% Part-Time (6 - 11.5)	58%	57%	58%	57%	50%
% Part-Time (0.5 - 5.5)	24%	23%	23%	24%	19%
% Non-Credit Only	0%	0%	0%	6%	13%

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Students Using Distance Education

| English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Face-to-Face (F2F) Only	336	351	393	366	0
Both F2F and DE	10	16	26	15	1
Distance Education (DE) Only	0	0	0	0	231
% Face-to-Face (F2F) Only	97%	96%	94%	96%	0%
% Both F2F and DE	3%	4%	6%	4%	<1%
% Distance Education (DE) Only	0%	0%	0%	0%	100%
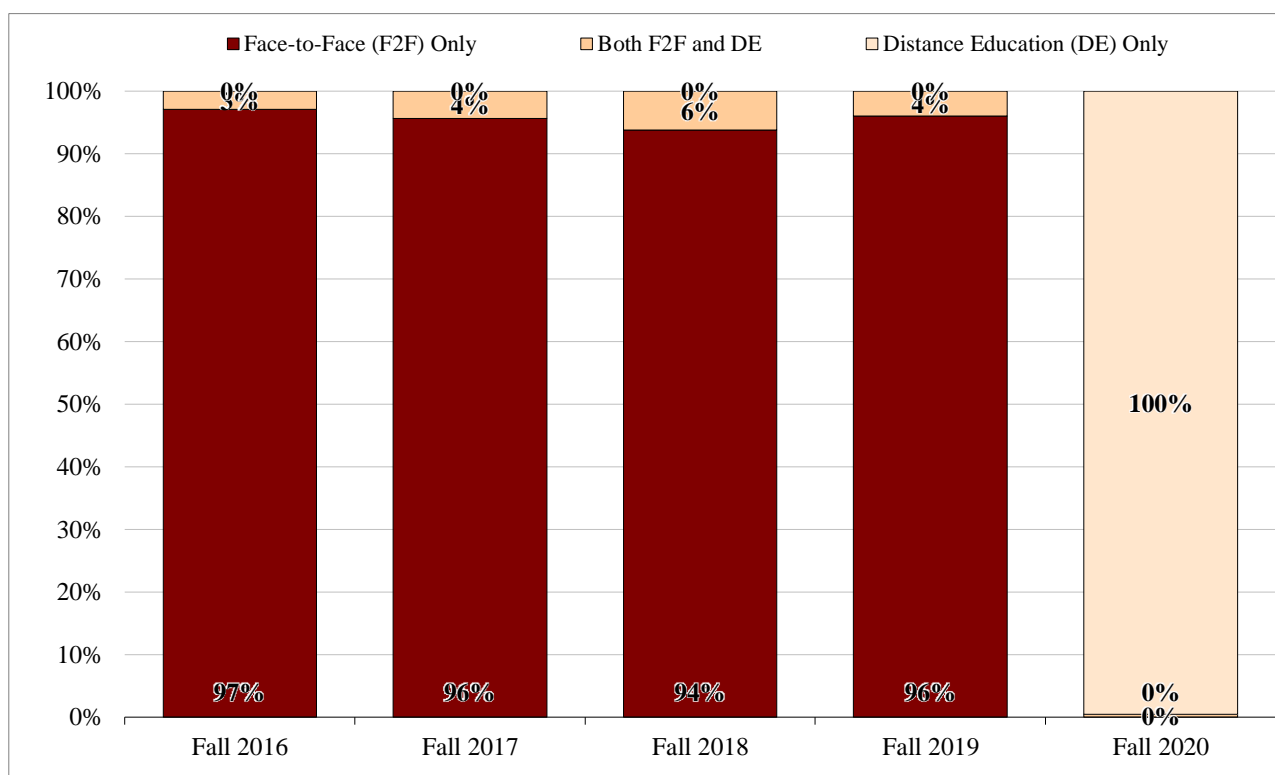
Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Student Educational Goal

English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Transfer (w/ or w/o AA/AS degree)	77	81	96	70	45
Associate Degree Only (AA/AS)	23	17	21	19	20
Occupational Certificate or Job Training	52	57	71	66	39
Improve English/Math Basic Skills	98	108	117	116	55
Personal Development (intellectual/cultural)	26	30	42	50	32
Other	1	3	4	4	5
Undecided	67	66	65	54	35
Unknown	2	5	3	2	1
% Transfer (w/ or w/o AA/AS degree)	22%	22%	23%	18%	19%
% Associate Degree Only (AA/AS)	7%	5%	5%	5%	9%
% Occupational Certificate or Job Training	15%	16%	17%	17%	17%
% Improve English/Math Basic Skills	28%	29%	28%	30%	24%
% Personal Development (intellectual/cultural)	8%	8%	10%	13%	14%
% Other	<1%	1%	1%	1%	2%
% Undecided	19%	18%	16%	14%	15%
% Unknown	1%	1%	1%	1%	<1%
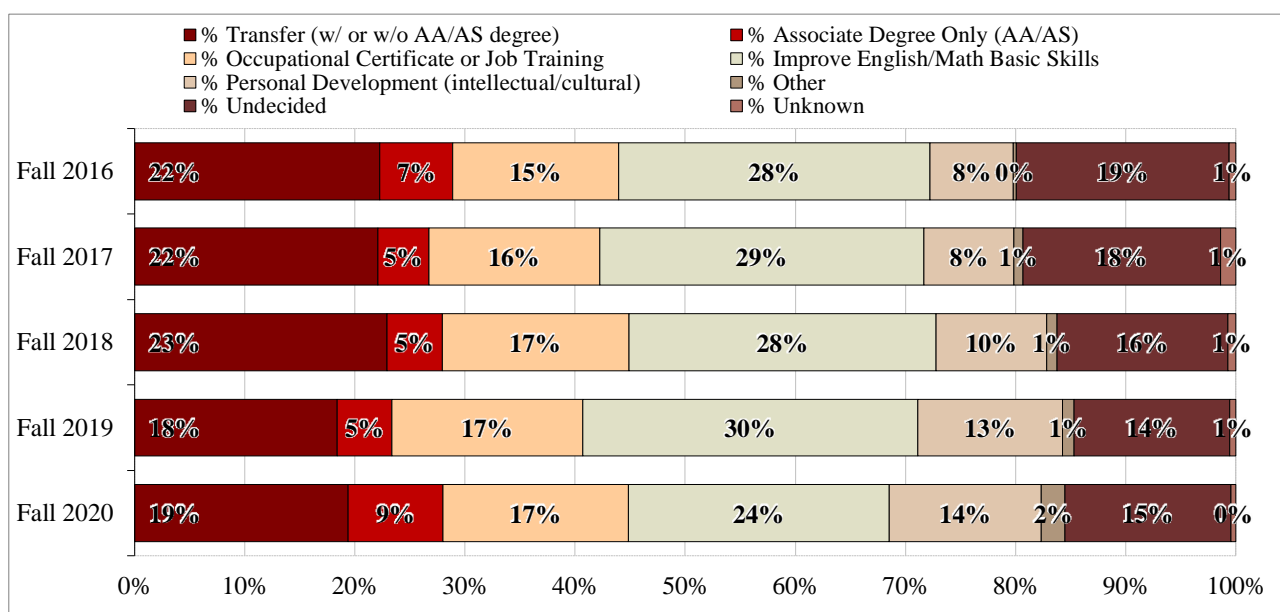
Definitions:

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 (includes Non-Credit) (ESL/NESL)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
High School/Adult School	29	28	32	32	16
Freshmen (<30 units)	179	187	178	162	93
Sophomore (30-59 units)	22	18	36	18	18
Other Undergraduate (60 units or more)	5	3	6	2	3
AA/AS Degree	32	26	34	31	22
BA/BS or Higher Degree	79	105	133	136	80
% High School/Adult School	8%	8%	8%	8%	7%
% Freshmen (<30 units)	52%	51%	42%	43%	40%
% Sophomore (30-59 units)	6%	5%	9%	5%	8%
% Other Undergraduate (60 units or more)	1%	1%	1%	1%	1%
% AA/AS Degree	9%	7%	8%	8%	9%
% BA/BS or Higher Degree	23%	29%	32%	36%	34%
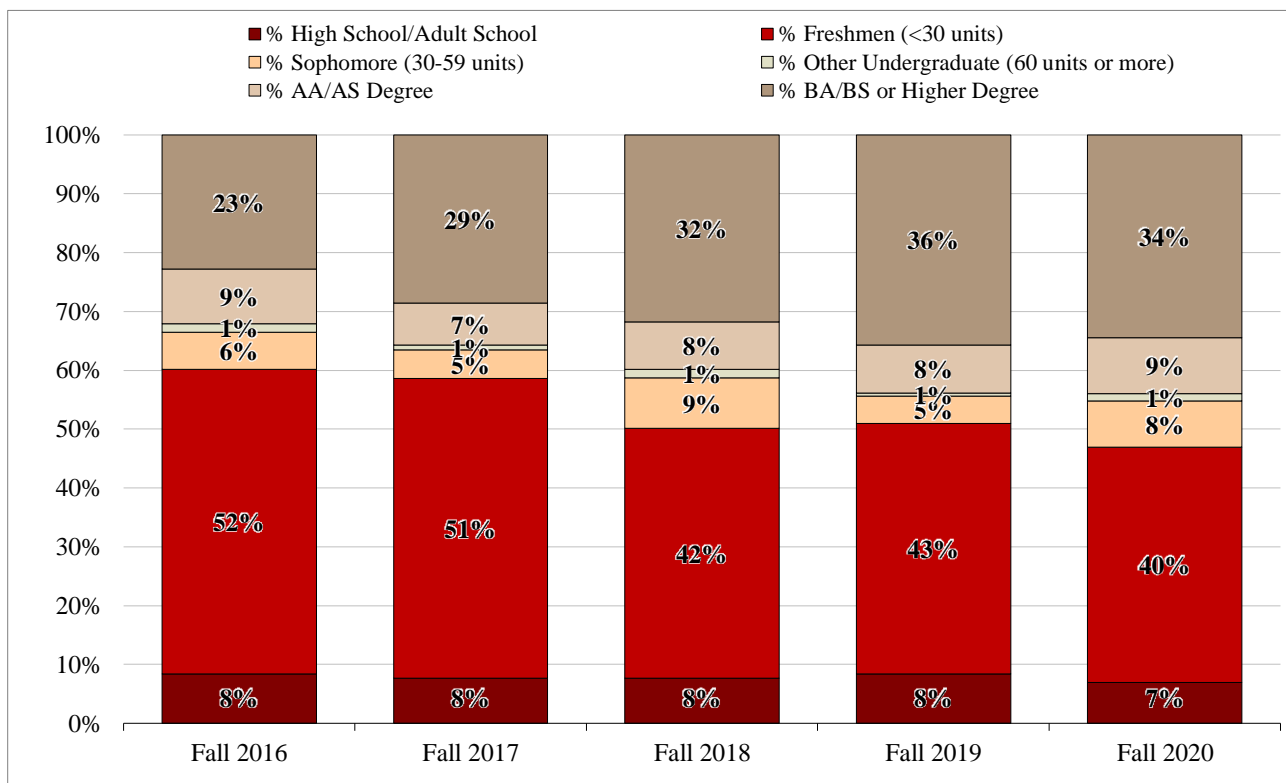
Student Performance: Grade Distribution

| English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Total Course Enrollments	548	589	649	590	344
Course Success Rates	**73%**	**79%**	**78%**	**79%**	**88%**
A	3%	4%	6%	3%	7%
B	4%	5%	6%	7%	7%
C	2%	2%	3%	4%	3%
P	64%	68%	64%	64%	70%
Course Non-Success Rate	**17%**	**12%**	**12%**	**13%**	**5%**
D	<1%	1%	1%	1%	<1%
F*	17%	10%	11%	12%	5%
Withdrawals (See Note)	**10%**	**9%**	**10%**	**9%**	**8%**
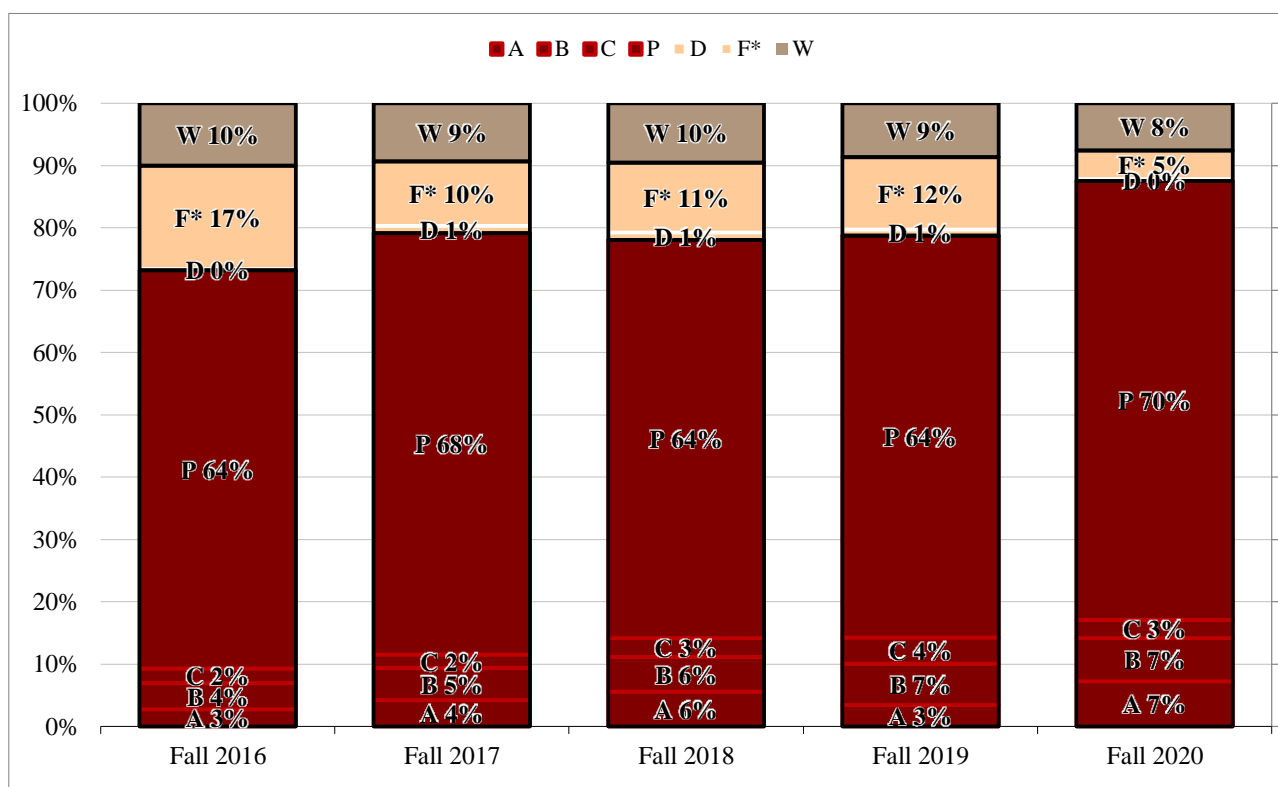
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D' or F* (includes: 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP').

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW', or, (2) a course dropped due to COVID-19.

Student Performance: Distance Education

English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Total Course Enrollments	**548**	**589**	**649**	**590**	**344**
Face-to-Face (F2F) Sections	**548**	**589**	**649**	**590**	**0**
Success Rates	73%	79%	78%	79%	—
Non-Success Rates	17%	12%	12%	13%	—
Withdrawals	10%	9%	10%	9%	—
Distance Education (DE) Sections	**0**	**0**	**0**	**0**	**344**
Success Rates	—	—	—	—	88%
Non-Success Rates	—	—	—	—	5%
Withdrawals	—	—	—	—	8%
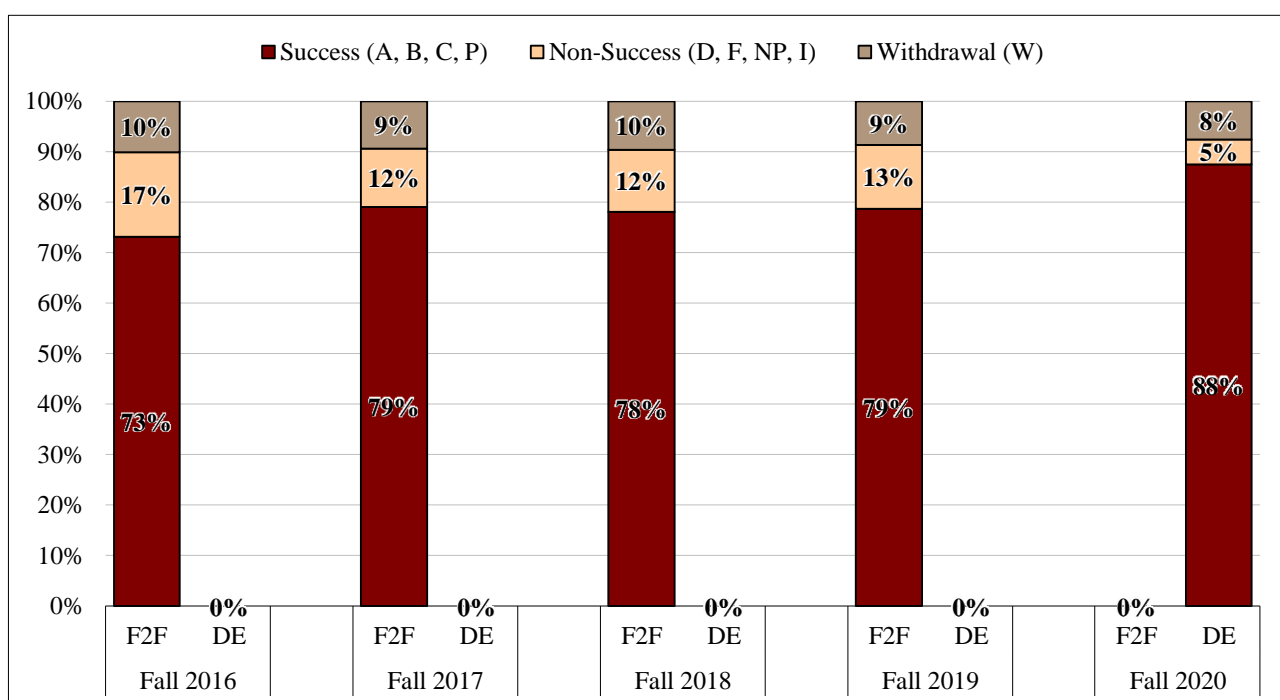
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP'.

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW' or, (2) a course dropped due to COVID-19.

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Enrollment Management: Part 1

English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
WSCH	2,608	2,803	3,131	2,876	1,638
FTES	73.7	81.0	91.1	86.3	49.9
FTEF	8.6	7.8	9.1	8.9	7.3
Productivity (WSCH/FTEF)	303.9	357.2	344.7	323.8	225.5
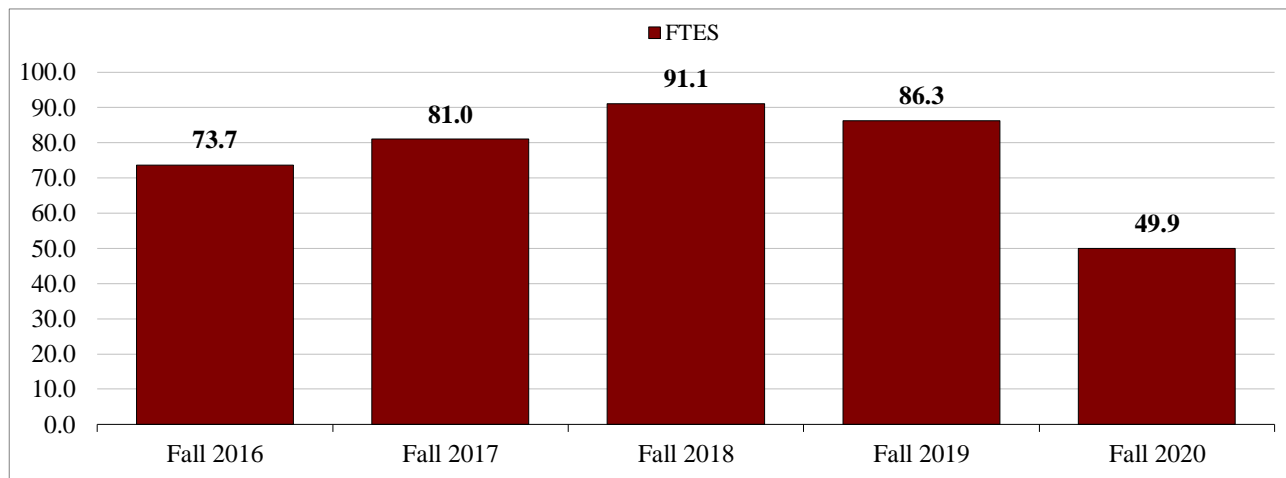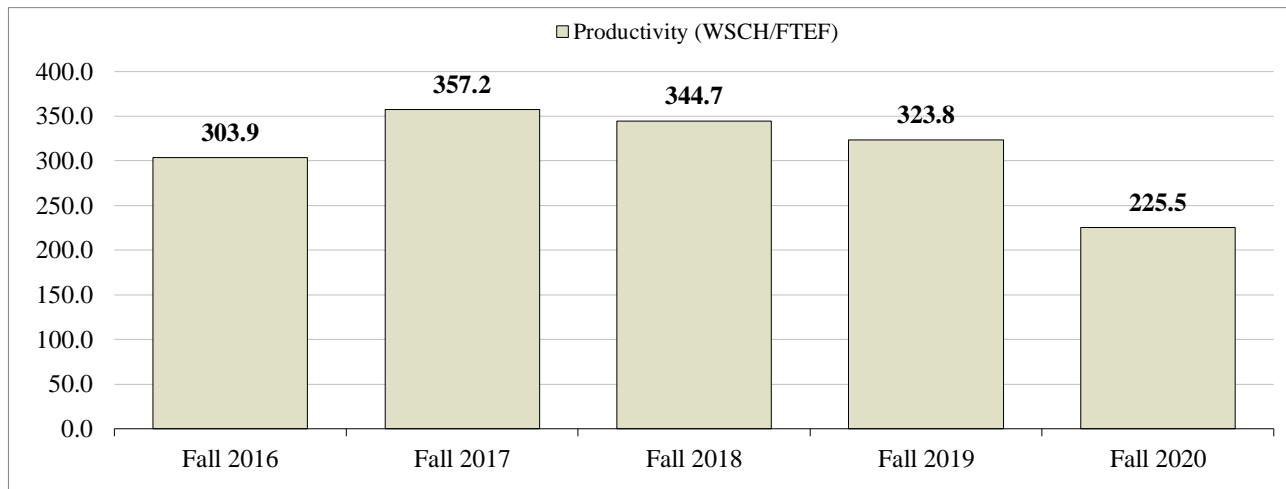
Definitions:

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 7/20/21.

Enrollment Management: Part 2

| English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
FTEF from Full-Time Faculty	1.9	2.0	3.0	3.1	3.0
% FTEF from Full-Time Faculty	22%	25%	33%	35%	41%
Enrollments	548	589	649	590	344
Capacity (seats available)	720	660	745	690	635
Fill Rate	76%	89%	87%	86%	54%
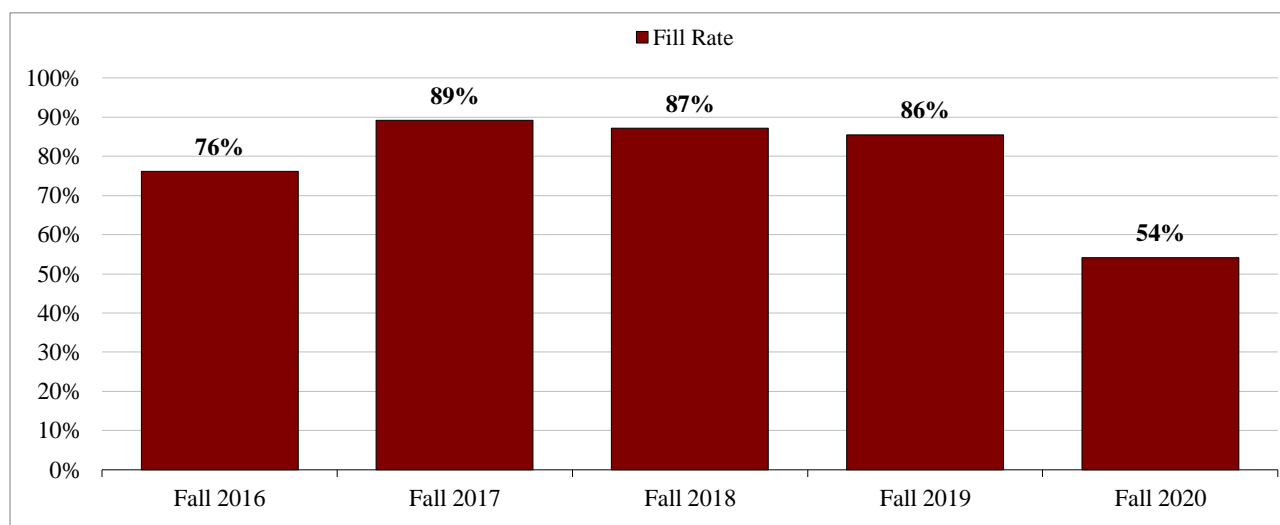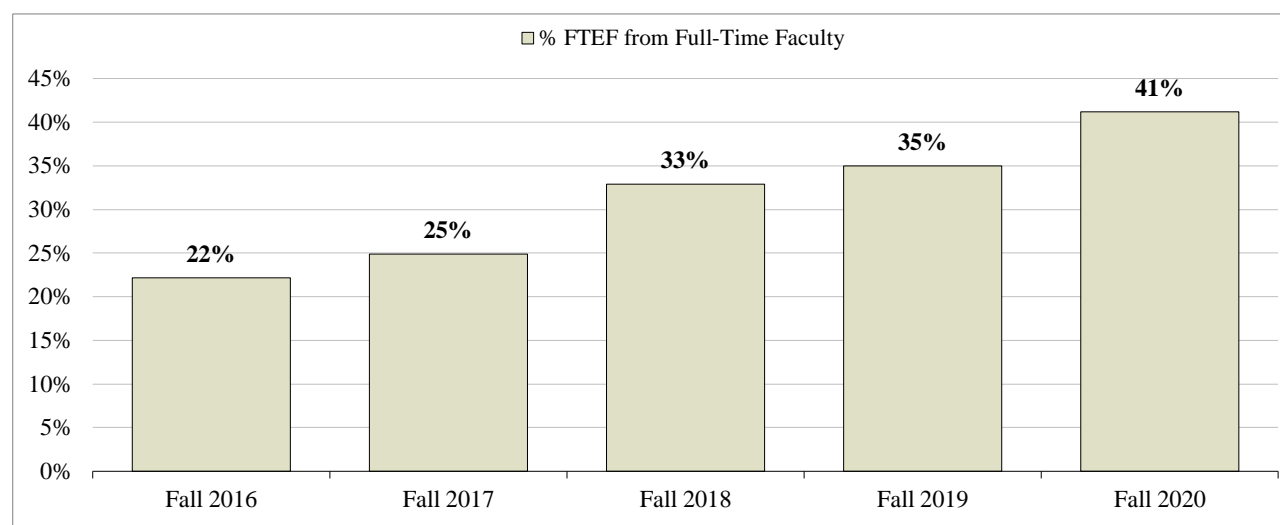
Definitions:

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 / TUTR 200; latest data accessed on 7/20/21.

Prior Experience in English & Math

Fall 2020				
	ESL/NESL		**LPC Overall**	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	103	44%	4,353	52%
Attempted College-level	0	0%	438	5%
Attempted Below College-level	1	<1%	86	1%
No Prior Attempt (has placement)	37	16%	1,974	24%
No Prior Attempt (no placement)	91	39%	1,489	18%
College Math				
Completed College-level	107	46%	4,972	60%
Attempted College-level	0	0%	199	2%
Attempted Below College-level	4	2%	261	3%
No Prior Attempt (has placement)	24	10%	1,555	19%
No Prior Attempt (no placement)	97	42%	1,353	16%
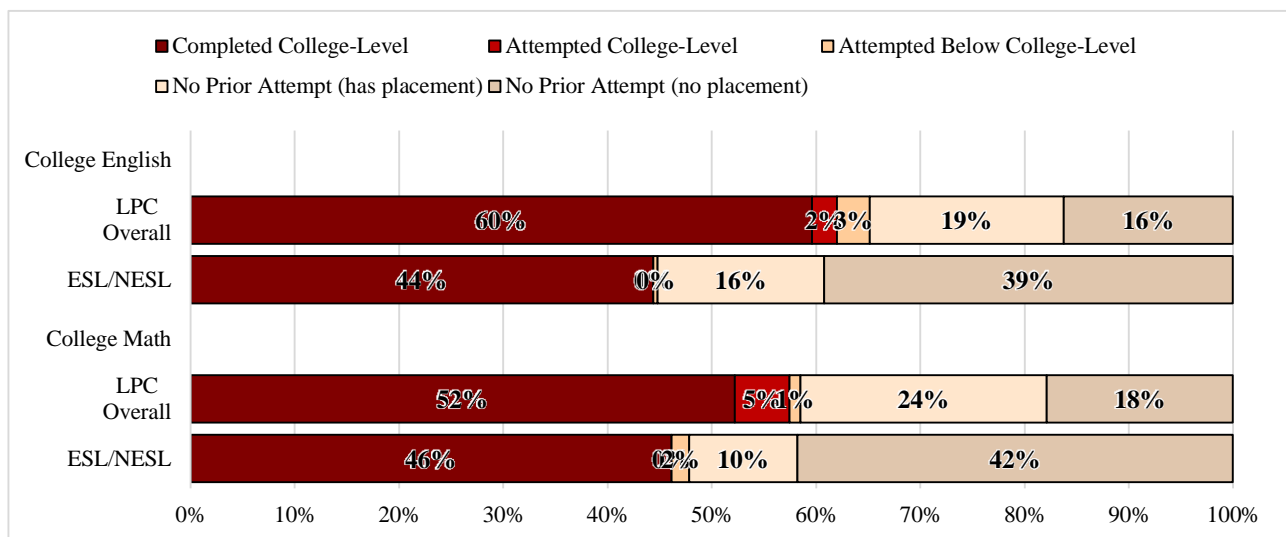
Definitions:

College English: **Completed College-level** = successfully completed ENG 1A, 1AEX, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted ENG 1A or 1AEX but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted ENG 102, 104, 105, 100A , 100B, NENG 204, or ESL 25 prior to indicated term.

No Prior Attempt (has placement) = no previous English enrollments within the sequence but has used a placement tool.

No Prior Atempt (no placement) = no previous English enrollments within the sequence and did not utilize a placement tool.

College Math:

Completed College-level = succesfully completed MATH 55, 50, NMAT 255 or 250, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted MATH 55, 50, NMAT 255 or 250 but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted MATH 110, 107, NMAT 210 or 207 prior to indicated term.

No Prior Attempt (has placement) = no previous Math enrollments within the sequence but has used a placement tool.

No Prior Atempt (no placement) = no previous Math enrollments within the sequence and did not utilize a placement tool.