Las Positas College

Discipline Program Review Data Packet

Spring 2017 to Spring 2021
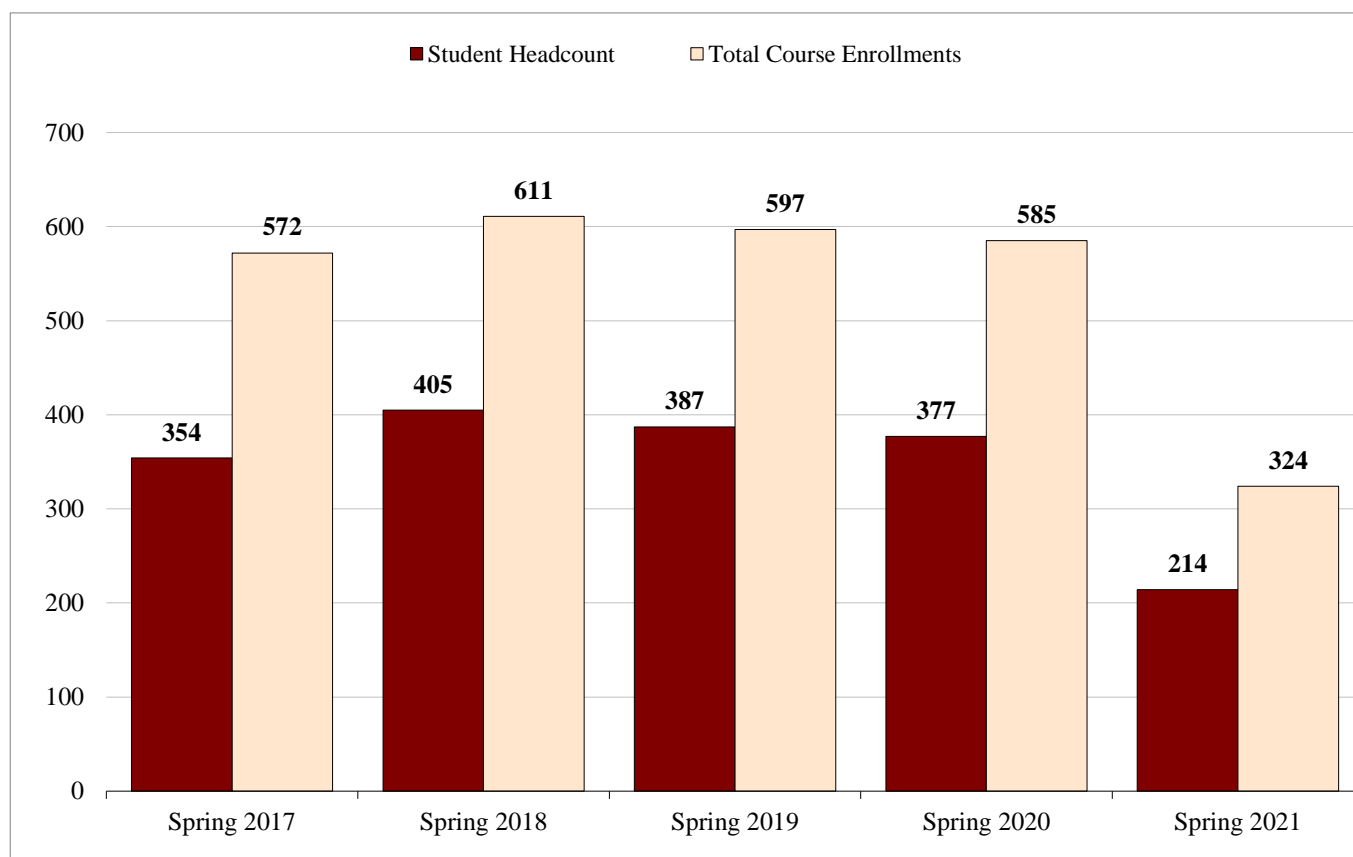
Discipline:

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

Office of Research, Planning, and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

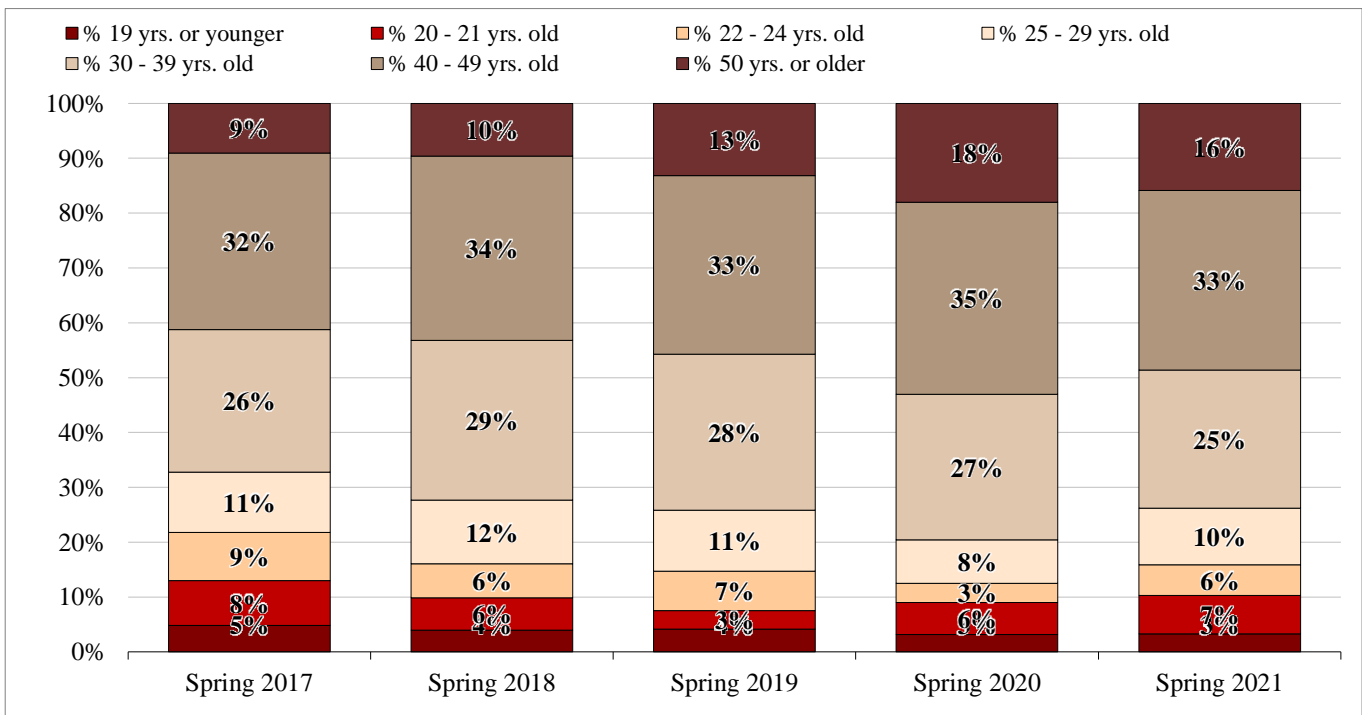| English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Student Headcount	354	405	387	377	214
Total Course Enrollments	572	611	597	585	324

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.

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Las Positas College

Student Demographics: Gender & Age

English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Female	260	288	281	300	176
Male	78	94	83	62	32
19 yrs. or younger	17	16	16	12	7
20-21 yrs. old	29	24	13	22	15
22-24 yrs. old	31	25	28	13	12
25-29 yrs. old	39	47	43	30	22
30-39 yrs. old	92	118	110	100	54
40-49 yrs. old	114	136	126	132	70
50 yrs. or older	32	39	51	68	34
% Female	77%	75%	77%	83%	85%
% Male	23%	25%	23%	17%	15%
% 19 yrs. or younger	5%	4%	4%	3%	3%
% 20 - 21 yrs. old	8%	6%	3%	6%	7%
% 22 - 24 yrs. old	9%	6%	7%	3%	6%
% 25 - 29 yrs. old	11%	12%	11%	8%	10%
% 30 - 39 yrs. old	26%	29%	28%	27%	25%
% 40 - 49 yrs. old	32%	34%	33%	35%	33%
% 50 yrs. or older	9%	10%	13%	18%	16%

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Las Positas College

Student Demographic: Race-Ethnicity

English as a Second Language (includes Non-Credit) (ESL/NESL)					
Term					
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
African American	2	3	4	1	4
Asian	179	226	227	222	126
Filipino	3	2	4	0	0
Latino	95	92	79	86	47
Native American	0	0	0	0	0
Pacific Islander	1	0	0	0	0
White	58	66	53	48	30
Multiethnic	10	8	10	8	4
Other/Unknown	6	8	10	12	3
% African American	1%	1%	1%	<1%	2%
% Asian	51%	56%	59%	59%	59%
% Filipino	1%	0%	1%	0%	0%
% Latino	27%	23%	20%	23%	22%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	<1%	0%	0%	0%	0%
% White	16%	16%	14%	13%	14%
% Multiethnic	3%	2%	3%	2%	2%
% Other/Unknown	2%	2%	3%	3%	1%
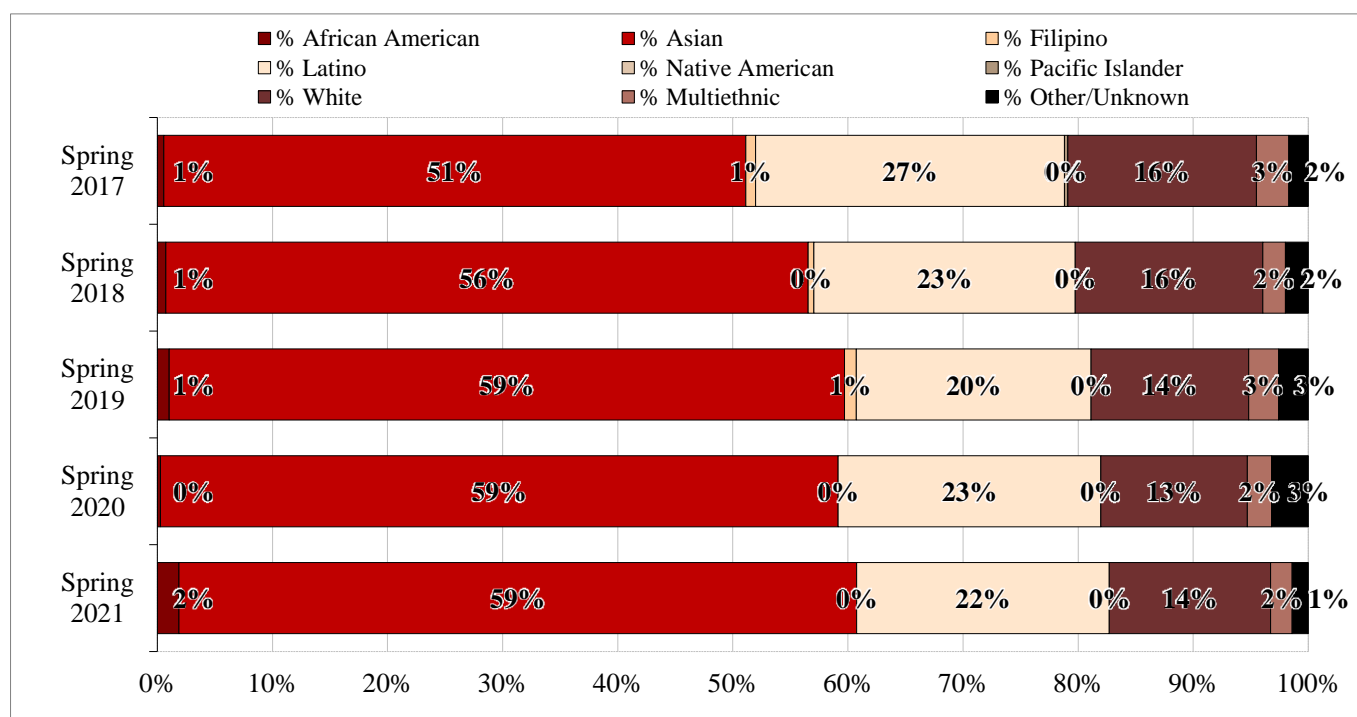
Student Enrollment Status

English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
First-Time Any College	36	51	30	44	25
First-Time Transfer	61	67	67	41	22
Continuing	241	276	276	281	158
Returning	16	11	14	11	9
Concurrent Enrollment	0	0	0	0	0
% First-Time Any College	10%	13%	8%	12%	12%
% First-Time Transfer	17%	17%	17%	11%	10%
% Continuing	68%	68%	71%	75%	74%
% Returning	5%	3%	4%	3%	4%
% Concurrent Enrollment	0%	0%	0%	0%	0%
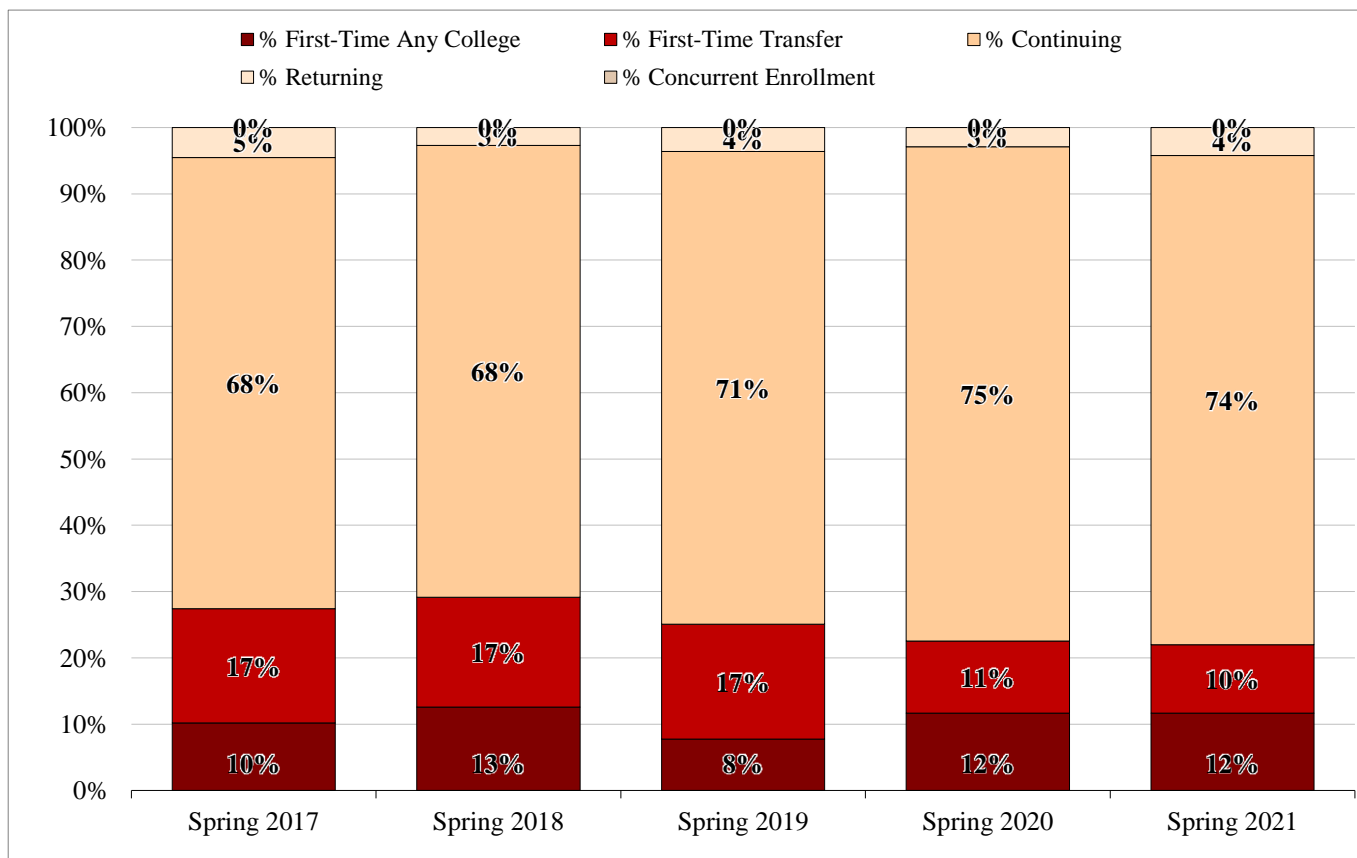
Definitions:

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 (includes Non-Credit) (ESL/NESL)					
	Term				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Full-Time (15+ units)	6	19	17	11	11
Full-Time (12 - 14.5)	66	53	50	34	28
Part-Time (6 - 11.5)	183	235	213	171	92
Part-Time (0.5 - 5.5)	99	98	107	137	56
Non-Credit Only	0	0	0	24	27
% Full-Time (15+ units)	2%	5%	4%	3%	5%
% Full-Time (12 - 14.5)	19%	13%	13%	9%	13%
% Part-Time (6 - 11.5)	52%	58%	55%	45%	43%
% Part-Time (0.5 - 5.5)	28%	24%	28%	36%	26%
% Non-Credit Only	0%	0%	0%	6%	13%
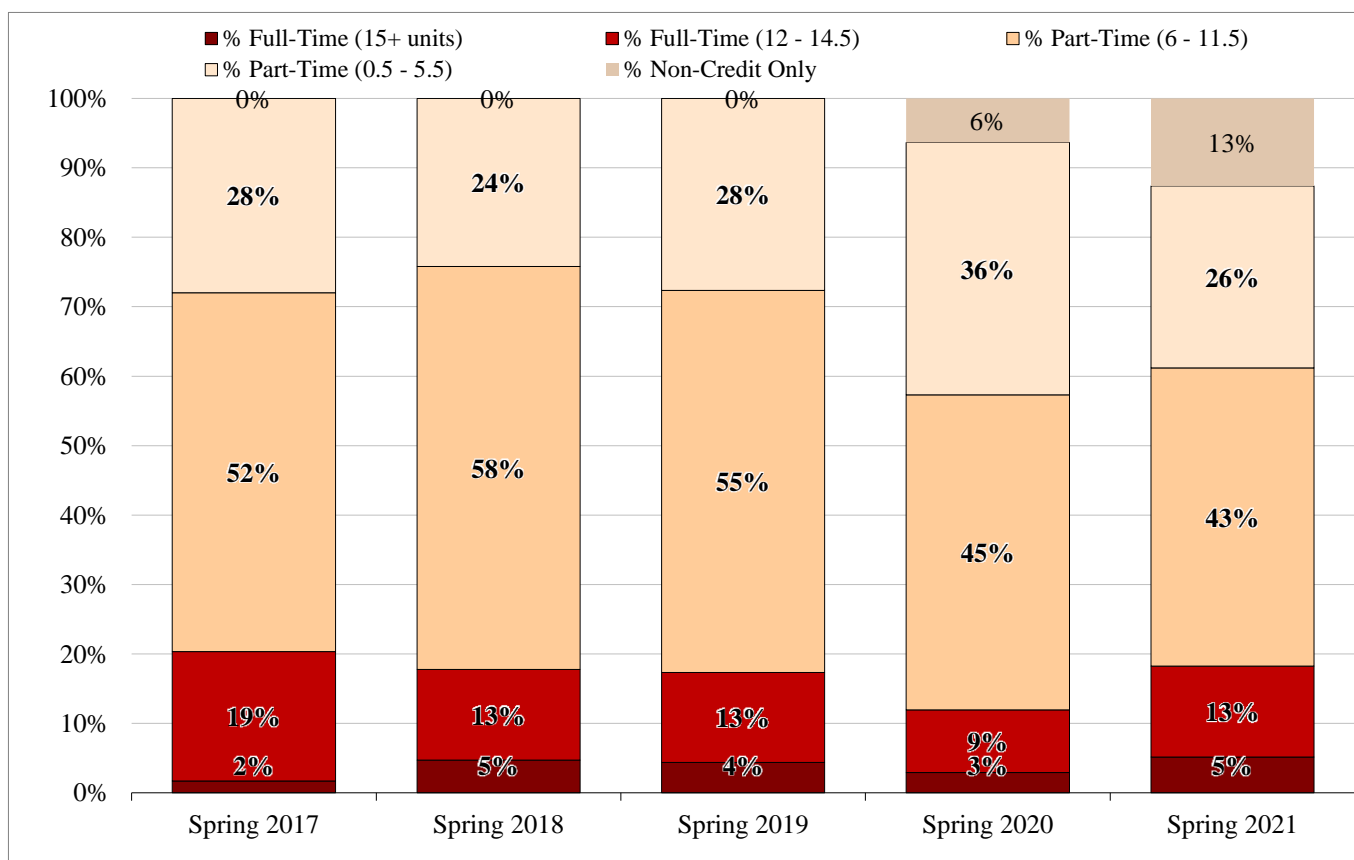
Students Using Distance Education

English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
(Categories reflect college-wide coursework)	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Face-to-Face (F2F) Only	339	383	370	352	0
Both F2F and DE	15	22	17	11	9
Distance Education (DE) Only	0	0	0	0	197
% Face-to-Face (F2F) Only	96%	95%	96%	97%	0%
% Both F2F and DE	4%	5%	4%	3%	4%
% Distance Education (DE) Only	0%	0%	0%	0%	96%
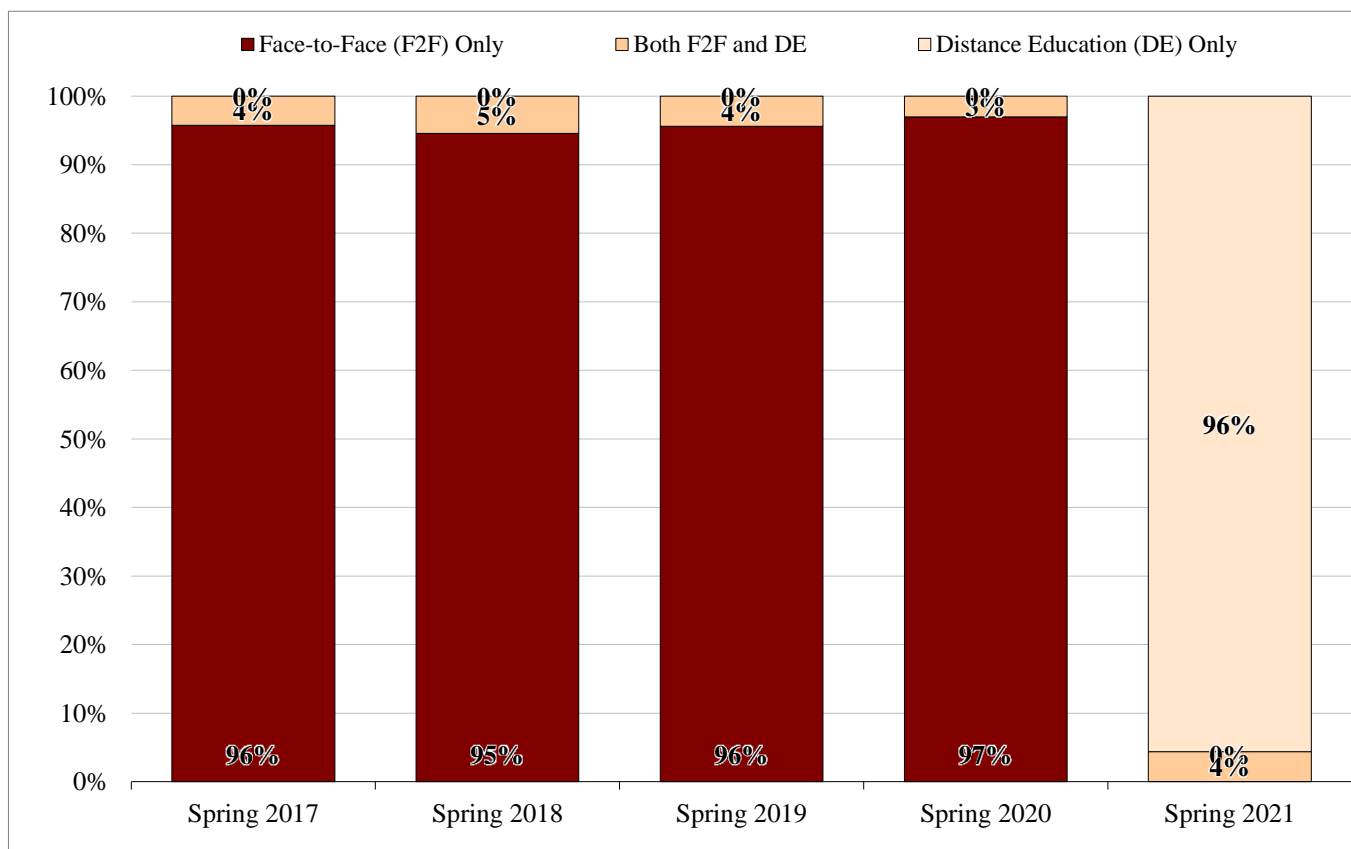
Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Student Educational Goal

English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Transfer (w/ or w/o AA/AS degree)	72	97	91	70	46
Associate Degree Only (AA/AS)	25	21	24	18	18
Occupational Certificate or Job Training	58	65	64	56	45
Improve English/Math Basic Skills	99	109	105	112	40
Personal Development (intellectual/cultural)	33	35	47	58	25
Other	1	3	2	6	3
Undecided	64	68	53	55	37
Unknown	2	7	1	2	0
% Transfer (w/ or w/o AA/AS degree)	20%	24%	24%	19%	21%
% Associate Degree Only (AA/AS)	7%	5%	6%	5%	8%
% Occupational Certificate or Job Training	16%	16%	17%	15%	21%
% Improve English/Math Basic Skills	28%	27%	27%	30%	19%
% Personal Development (intellectual/cultural)	9%	9%	12%	15%	12%
% Other	<1%	1%	1%	2%	1%
% Undecided	18%	17%	14%	15%	17%
% Unknown	1%	2%	<1%	1%	0%
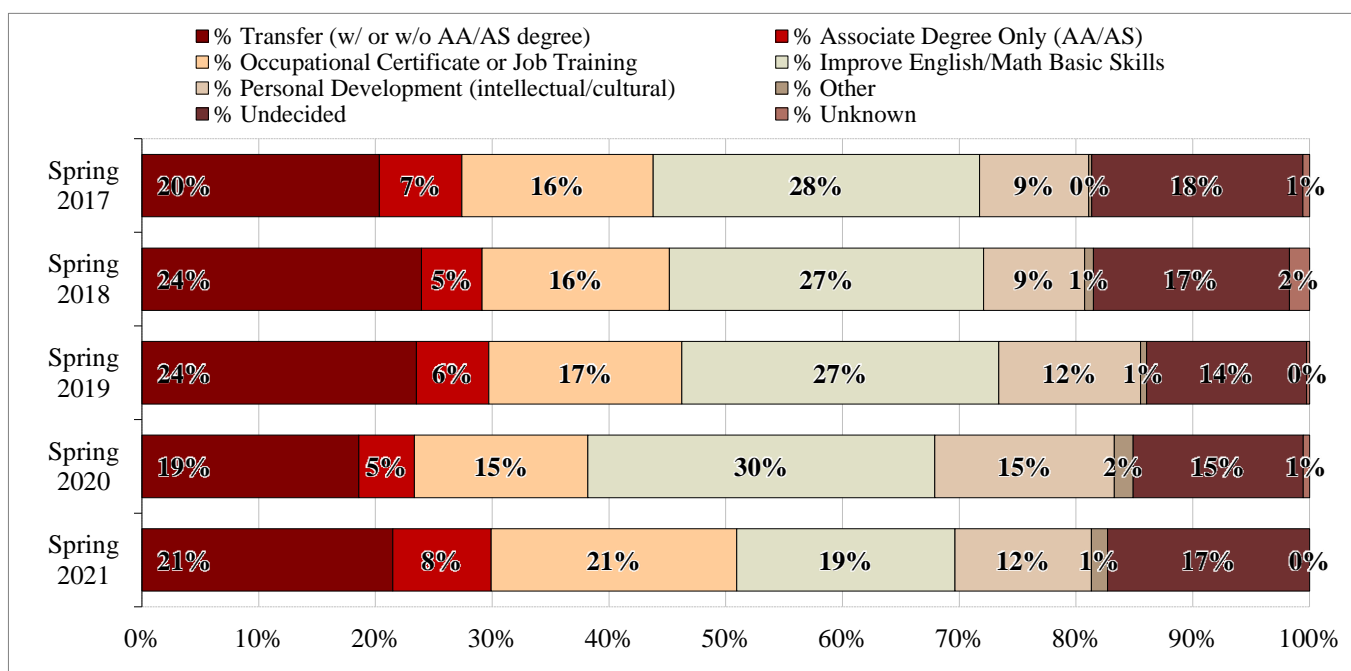
Definitions:

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				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
High School/Adult School	25	27	30	40	18
Freshmen (<30 units)	179	189	151	156	92
Sophomore (30-59 units)	18	31	29	15	21
Other Undergraduate (60 units or more)	2	6	3	4	2
AA/AS Degree	37	29	34	27	16
BA/BS or Higher Degree	93	123	140	135	65
% High School/Adult School	7%	7%	8%	11%	8%
% Freshmen (<30 units)	51%	47%	39%	41%	43%
% Sophomore (30-59 units)	5%	8%	7%	4%	10%
% Other Undergraduate (60 units or more)	1%	1%	1%	1%	1%
% AA/AS Degree	10%	7%	9%	7%	7%
% BA/BS or Higher Degree	26%	30%	36%	36%	30%
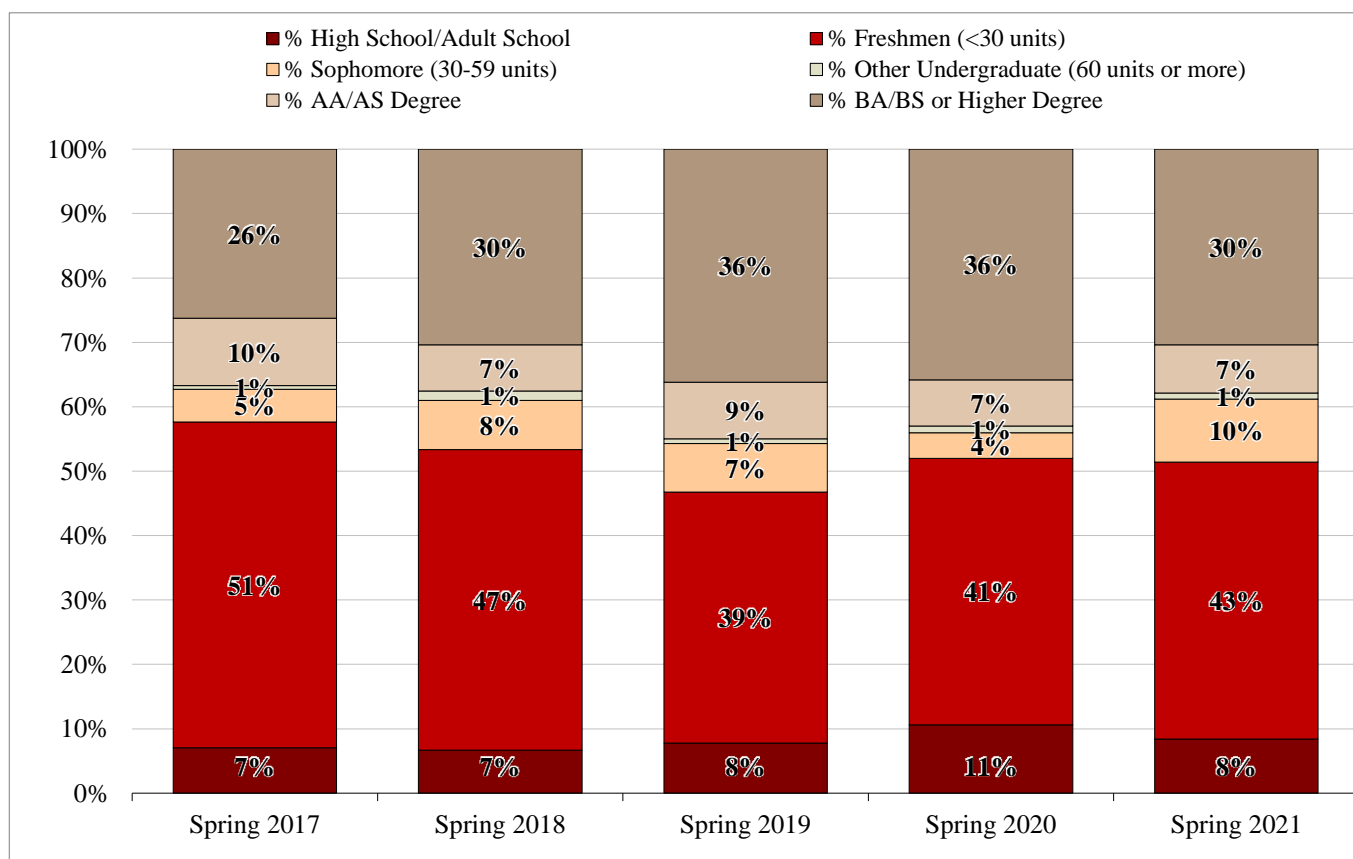
Student Performance: Grade Distribution

| English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Total Course Enrollments	**572**	**611**	**597**	**585**	**324**
Course Success Rates	**77%**	**79%**	**77%**	**70%**	**80%**
A	5%	6%	6%	7%	8%
B	4%	6%	7%	6%	6%
C	4%	3%	4%	1%	2%
P	64%	64%	60%	56%	64%
Course Non-Success Rate	**15%**	**14%**	**16%**	**5%**	**10%**
D	1%	<1%	1%	0%	1%
F*	14%	13%	15%	5%	10%
Withdrawals (See Note)	**9%**	**8%**	**7%**	**25%**	**10%**
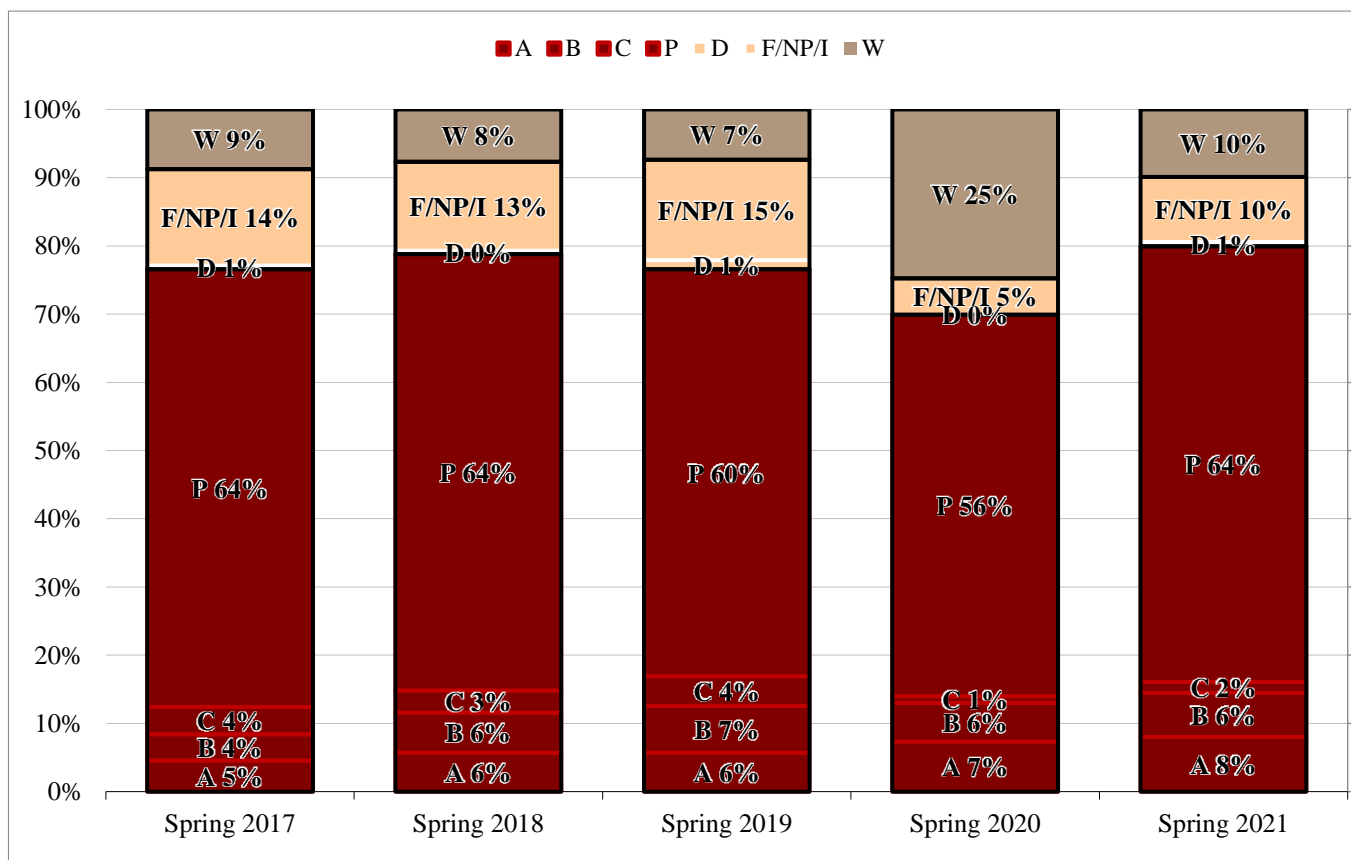
Definitions:

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				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Total Course Enrollments	**572**	**611**	**597**	**585**	**324**
Face-to-Face (F2F) Sections	**572**	**611**	**597**	**585**	**0**
Success Rates	77%	79%	77%	70%	—
Non-Success Rates	15%	14%	16%	5%	—
Withdrawals	9%	8%	7%	25%	—
Distance Education (DE) Sections	**0**	**0**	**0**	**0**	**324**
Success Rates	—	—	—	—	80%
Non-Success Rates	—	—	—	—	10%
Withdrawals	—	—	—	—	10%
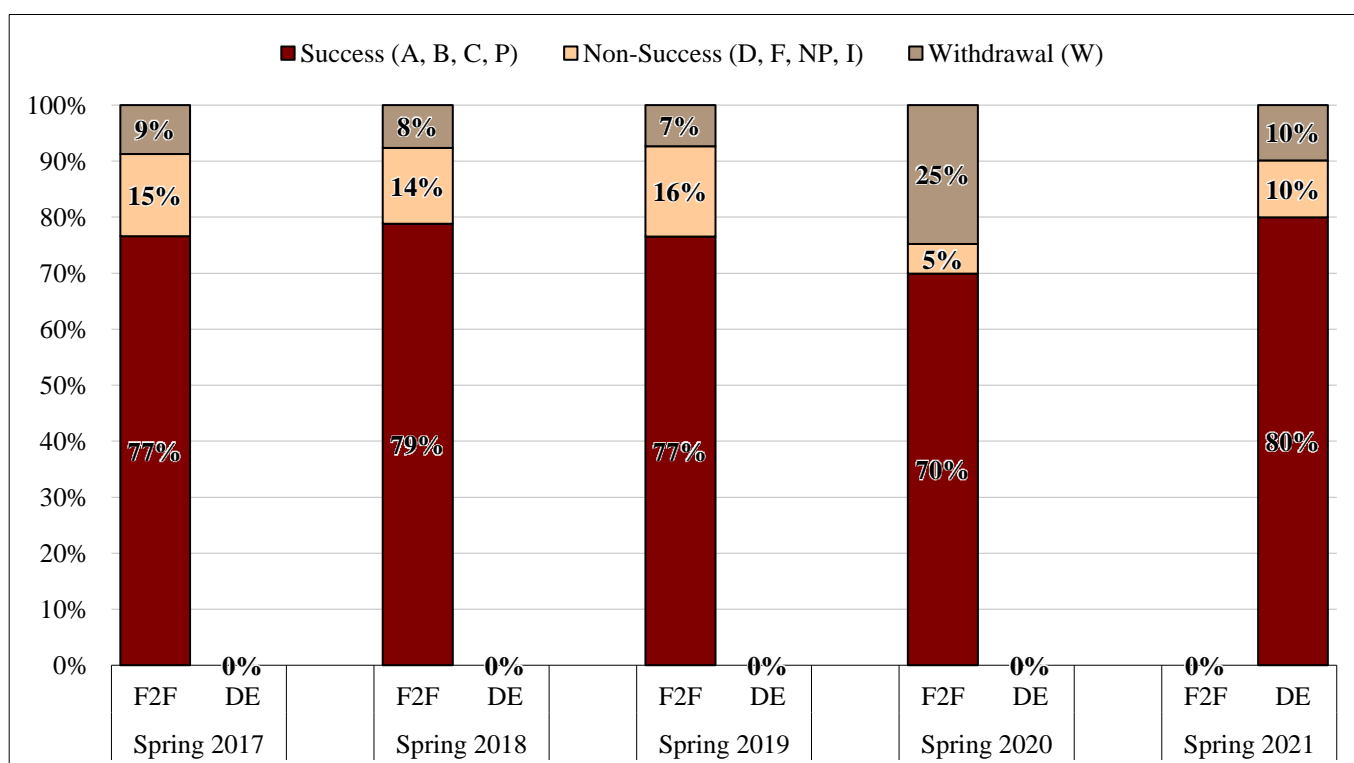
Definitions:

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				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
WSCH	2,604	2,937	2,802	2,487	1,272
FTES	71.2	85.5	82.2	72.9	39.0
FTEF	8.2	8.6	8.6	8.6	5.4
Productivity (WSCH/FTEF)	316.4	342.9	327.1	287.6	236.6
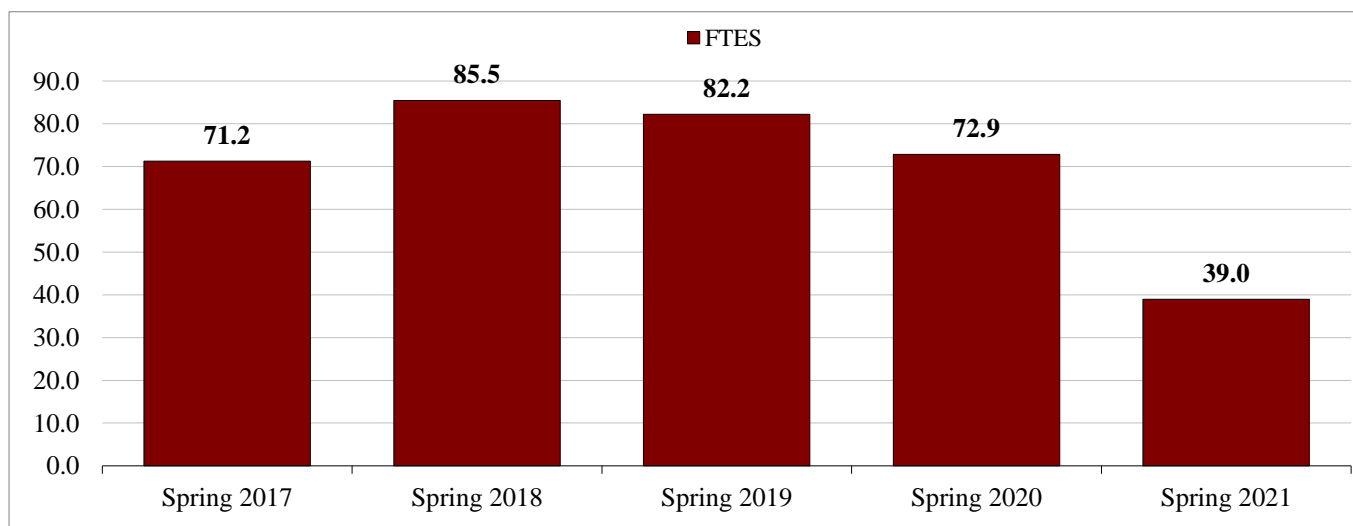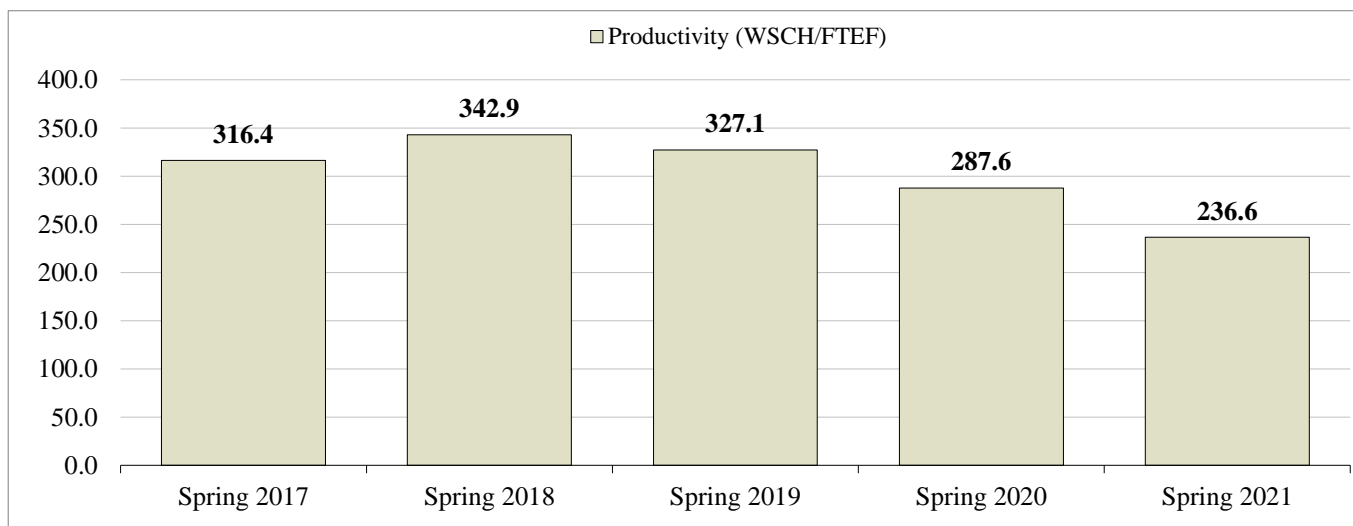
Definitions:

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 7/20/21.

Enrollment Management: Part 2

| English as a Second Language (includes Non-Credit) (ESL/NESL)					
Term					
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
FTEF from Full-Time Faculty	1.9	1.6	2.7	2.6	3.0
% FTEF from Full-Time Faculty	24%	18%	31%	30%	56%
Enrollments	572	611	597	585	324
Capacity (seats available)	730	720	720	836	525
Fill Rate	78%	85%	83%	70%	62%
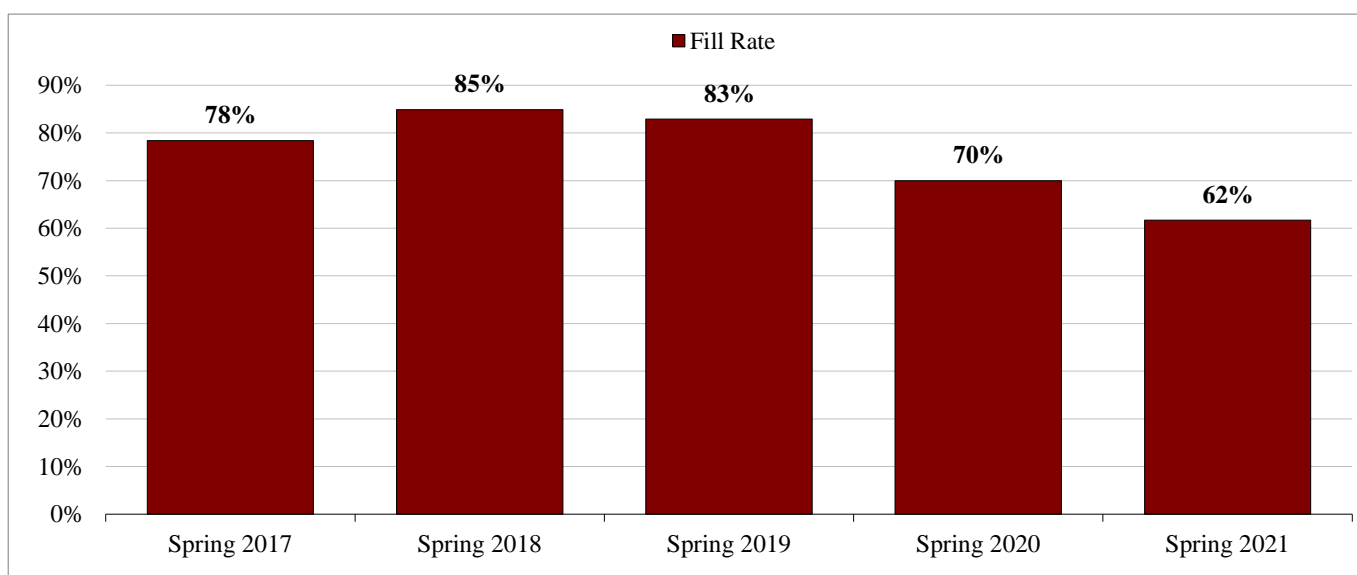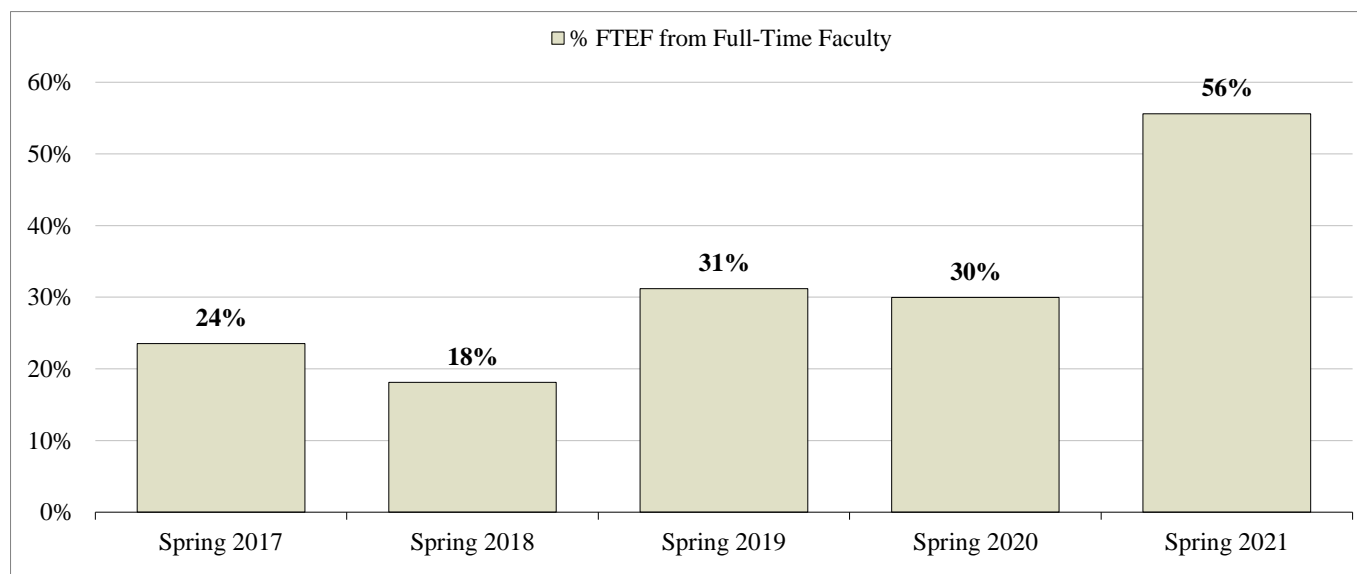
Definitions:

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 7/14/20.

Prior Experience in English & Math

Spring 2021	ESL/NESL		LPC Overall	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	76	37%	4,882	61%
Attempted College-level	3	1%	547	7%
Attempted Below College-level	4	2%	65	1%
No Prior Attempt (has placement)	40	19%	1,066	13%
No Prior Attempt (no placement)	83	40%	1,485	18%
College Math				
Completed College-level	79	56%	5,173	64%
Attempted College-level	0	0%	186	2%
Attempted Below College-level	0	0%	217	3%
No Prior Attempt (has placement)	35	25%	1,126	14%
No Prior Attempt (no placement)	28	20%	1,343	17%
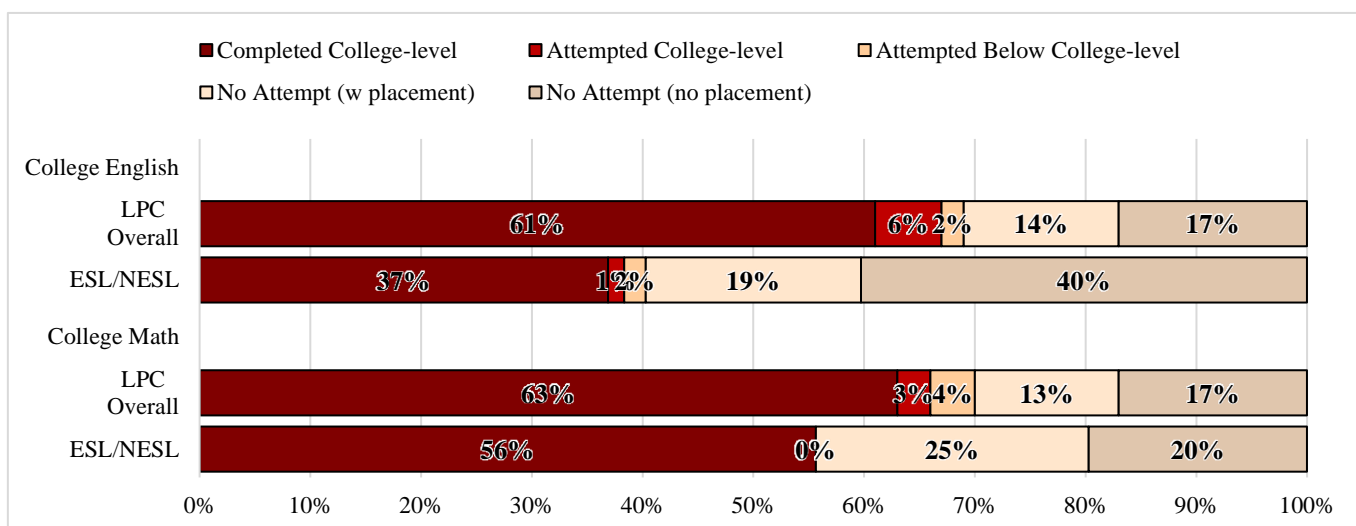
Definitions:

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