Las Positas College

Discipline Program Review Data Packet

Spring 2018 to Spring 2022
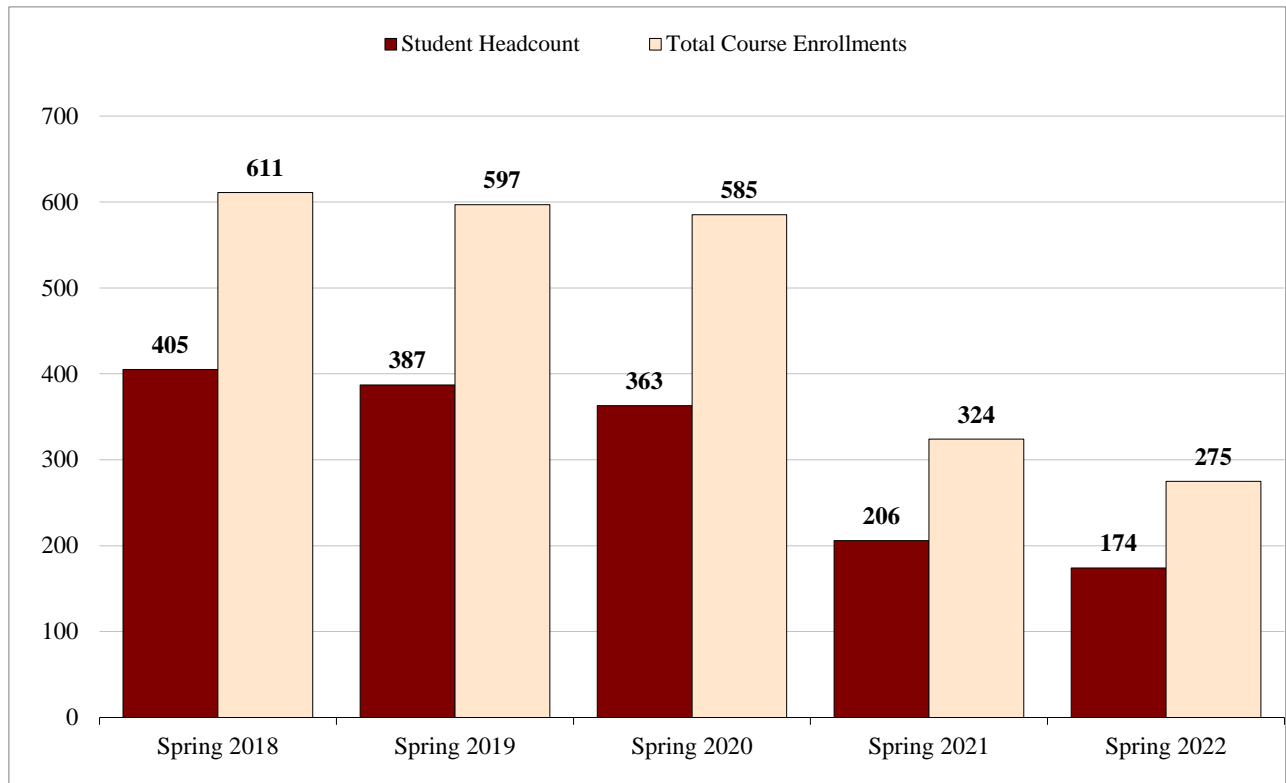
Discipline:

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

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

Headcount & Enrollment

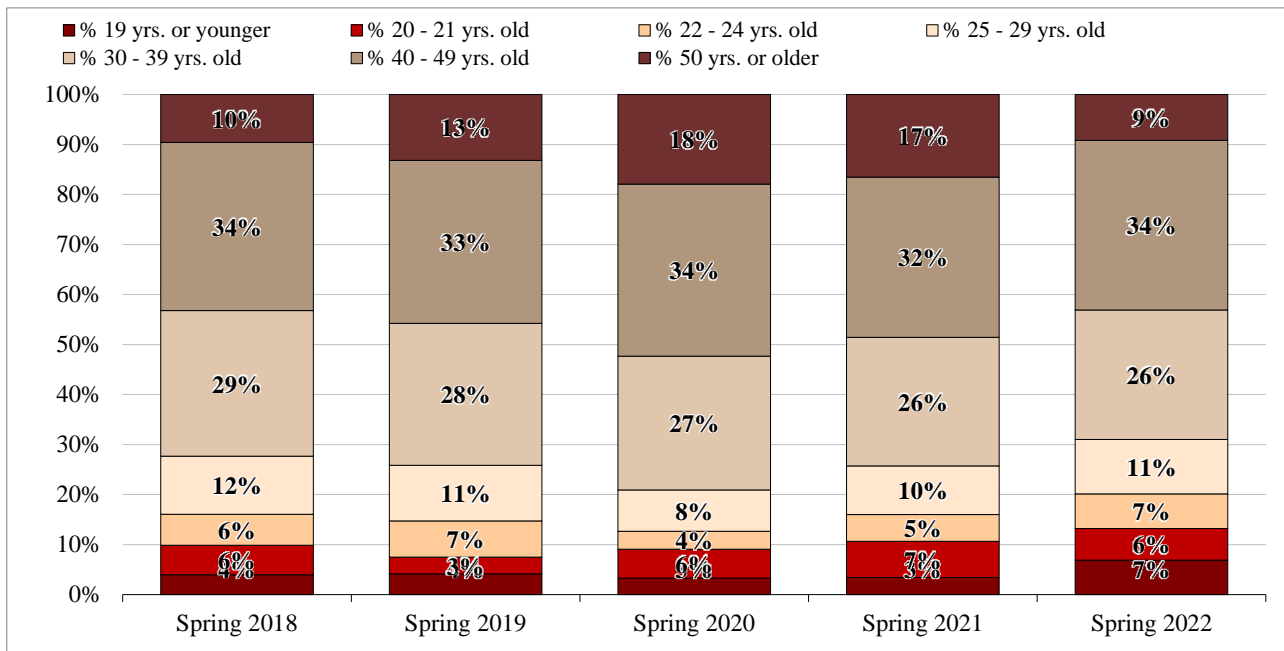| English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Student Headcount	405	387	363	206	174
Total Course Enrollments	611	597	585	324	275

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.
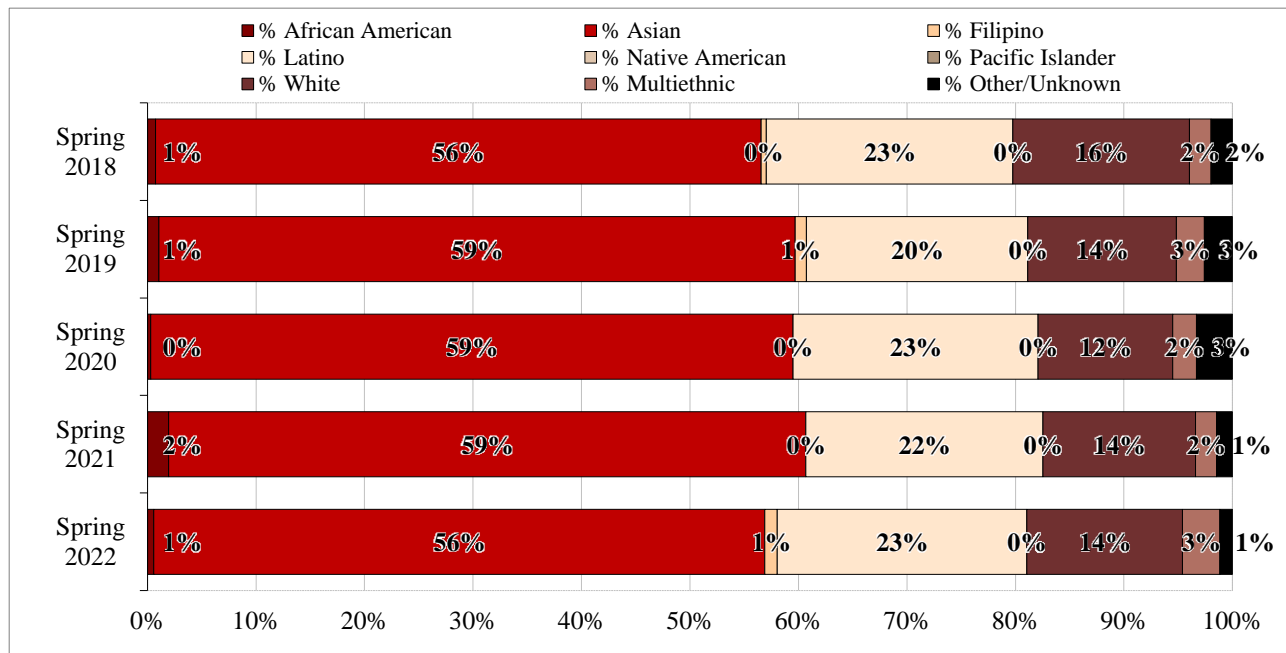
Student Demographics: Gender & Age

English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Female	288	281	288	170	139
Male	94	83	61	30	27
19 yrs. or younger	16	16	12	7	12
20-21 yrs. old	24	13	21	15	11
22-24 yrs. old	25	28	13	11	12
25-29 yrs. old	47	43	30	20	19
30-39 yrs. old	118	110	97	53	45
40-49 yrs. old	136	126	125	66	59
50 yrs. or older	39	51	65	34	16
% Female	75%	77%	83%	85%	84%
% Male	25%	23%	17%	15%	16%
% 19 yrs. or younger	4%	4%	3%	3%	7%
% 20 - 21 yrs. old	6%	3%	6%	7%	6%
% 22 - 24 yrs. old	6%	7%	4%	5%	7%
% 25 - 29 yrs. old	12%	11%	8%	10%	11%
% 30 - 39 yrs. old	29%	28%	27%	26%	26%
% 40 - 49 yrs. old	34%	33%	34%	32%	34%
% 50 yrs. or older	10%	13%	18%	17%	9%

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Las Positas College

Student Demographic: Race-Ethnicity

English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
African American	3	4	1	4	1
Asian	226	227	215	121	98
Filipino	2	4	0	0	2
Latino	92	79	82	45	40
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	66	53	45	29	25
Multiethnic	8	10	8	4	6
Other/Unknown	8	10	12	3	2
% African American	1%	1%	<1%	2%	1%
% Asian	56%	59%	59%	59%	56%
% Filipino	0%	1%	0%	0%	1%
% Latino	23%	20%	23%	22%	23%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	16%	14%	12%	14%	14%
% Multiethnic	2%	3%	2%	2%	3%
% Other/Unknown	2%	3%	3%	1%	1%

Student Enrollment Status

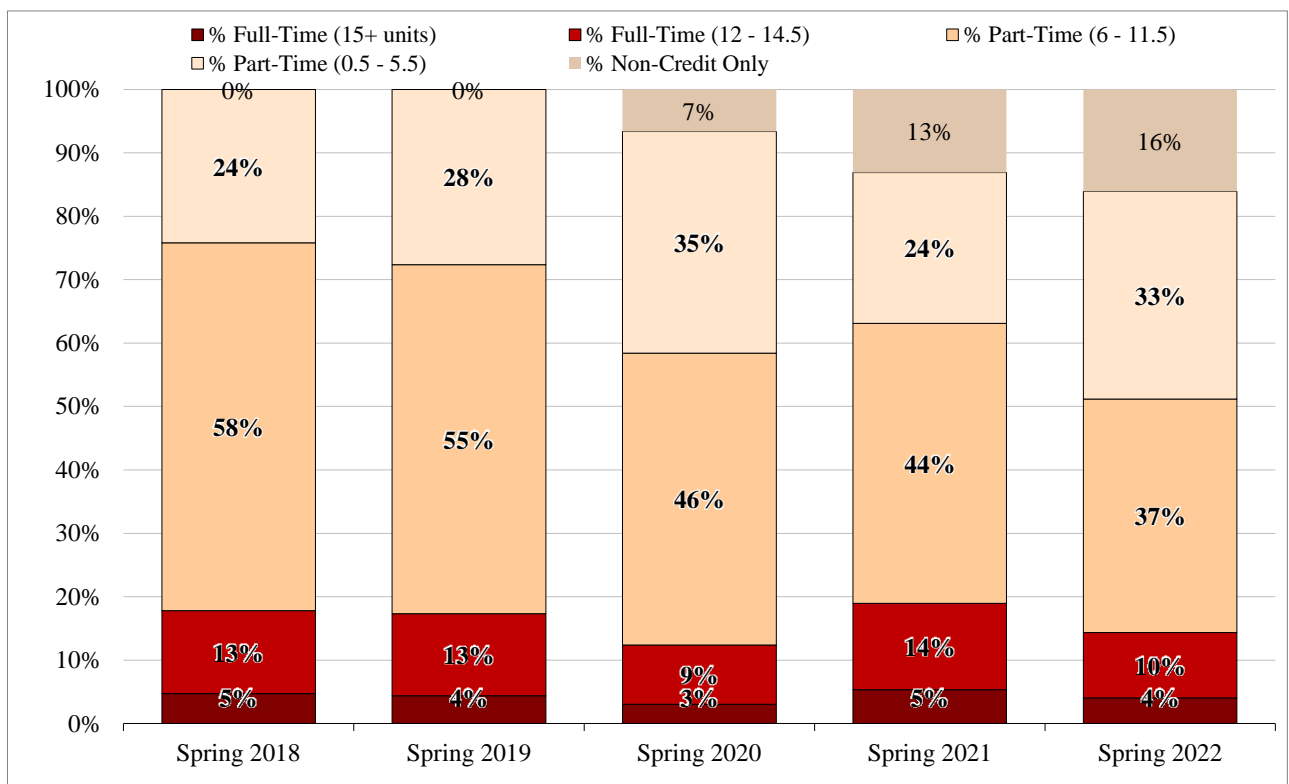| English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
First-Time Any College	51	30	42	25	15
First-Time Transfer	67	67	39	20	28
Continuing	276	276	271	152	125
Returning	11	14	11	9	6
Concurrent Enrollment	0	0	0	0	0
% First-Time Any College	13%	8%	12%	12%	9%
% First-Time Transfer	17%	17%	11%	10%	16%
% Continuing	68%	71%	75%	74%	72%
% Returning	3%	4%	3%	4%	3%
% Concurrent Enrollment	0%	0%	0%	0%	0%
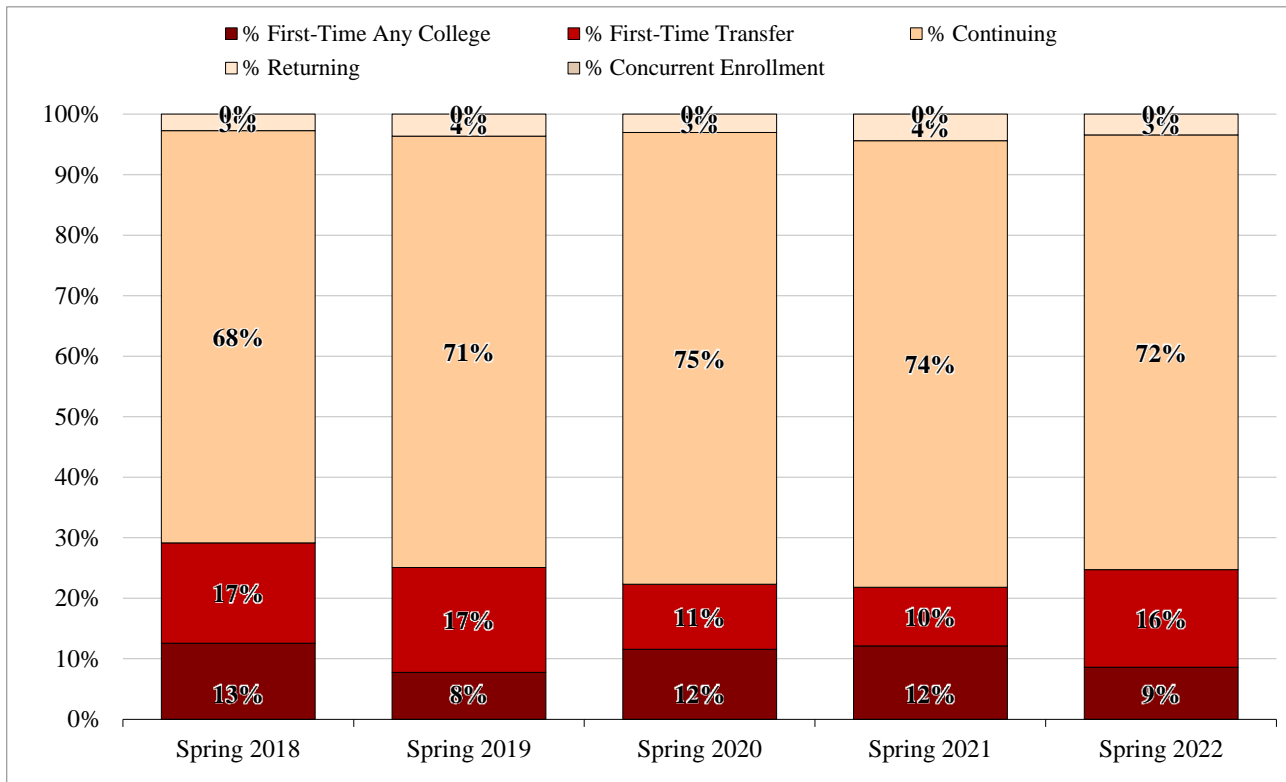
Definitions:

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 (includes Non-Credit) (ESL/NESL)					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Full-Time (15+ units)	19	17	11	11	7
Full-Time (12 - 14.5)	53	50	34	28	18
Part-Time (6 - 11.5)	235	213	167	91	64
Part-Time (0.5 - 5.5)	98	107	127	49	57
Non-Credit Only	0	0	24	27	28
% Full-Time (15+ units)	5%	4%	3%	5%	4%
% Full-Time (12 - 14.5)	13%	13%	9%	14%	10%
% Part-Time (6 - 11.5)	58%	55%	46%	44%	37%
% Part-Time (0.5 - 5.5)	24%	28%	35%	24%	33%
% Non-Credit Only	0%	0%	7%	13%	16%

Students Using Distance Education

| English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
(Categories reflect college-wide coursework)	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Face-to-Face (F2F) Only	383	370	352	0	40
Both F2F and DE	22	17	11	9	57
Distance Education (DE) Only	0	0	0	197	77
% Face-to-Face (F2F) Only	95%	96%	97%	0%	23%
% Both F2F and DE	5%	4%	3%	4%	33%
% Distance Education (DE) Only	0%	0%	0%	96%	44%
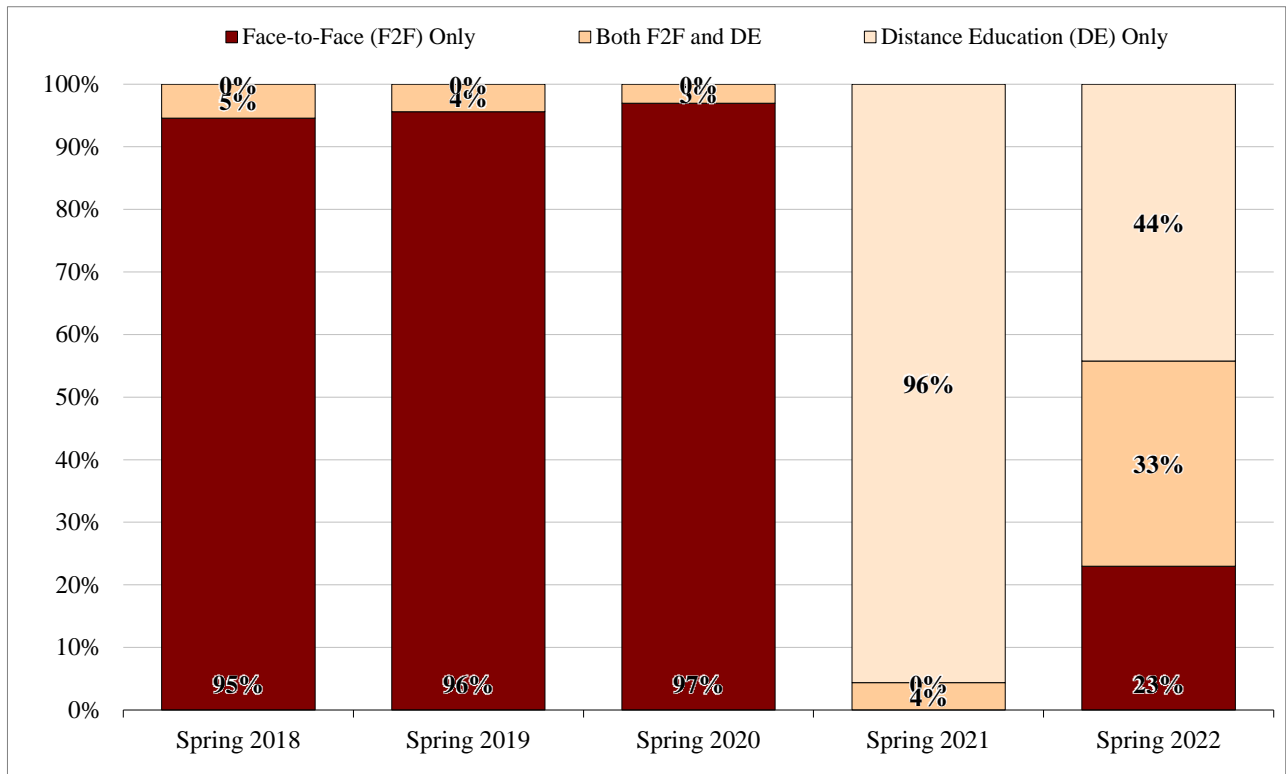
Definitions:

Distance Education (DE) includes enrollments in courses with section numbers designated as courses with 51% or more of instruction delivered online.

Due to the COVID-19 pandemic, 2020-21 DE courses were distinguished through provisional designations.

Student Educational Goal

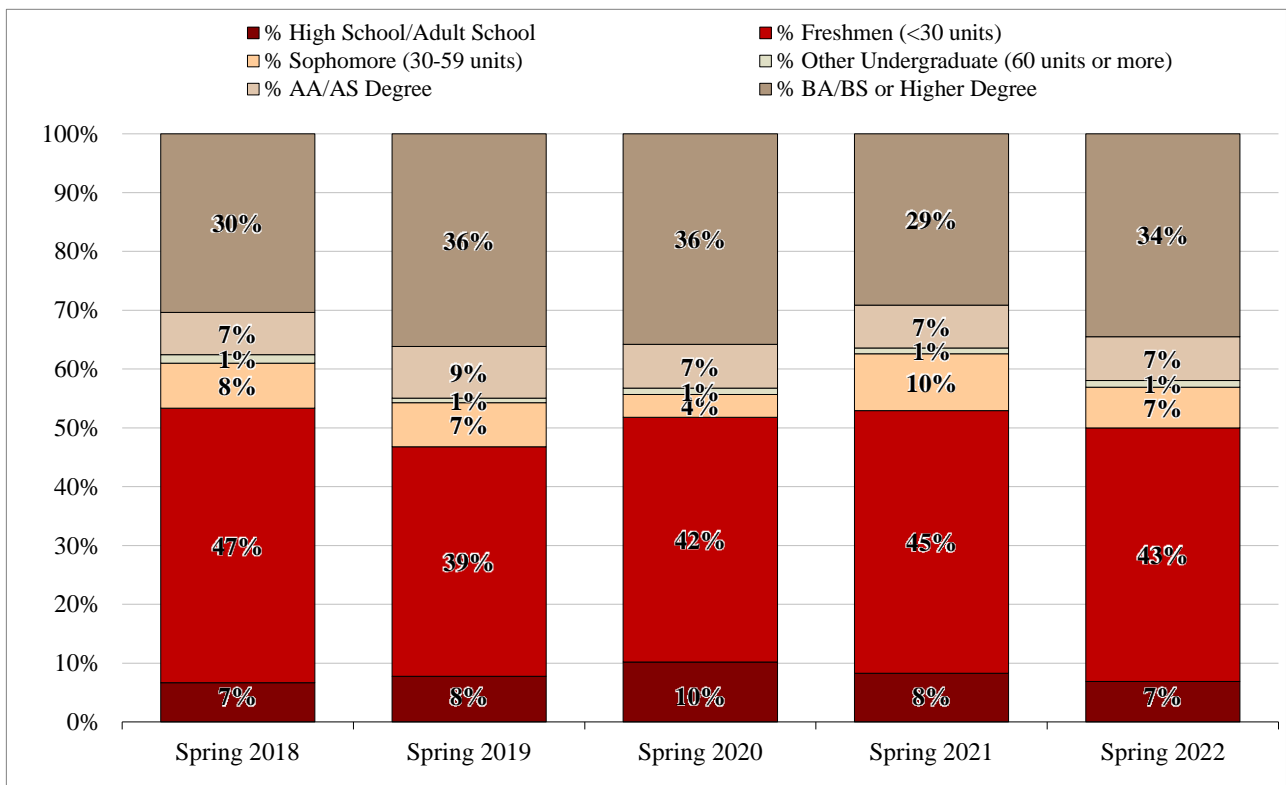| English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Transfer (w/ or w/o AA/AS degree)	97	91	68	45	42
Associate Degree Only (AA/AS)	21	24	17	18	15
Occupational Certificate or Job Training	65	64	55	41	33
Improve English/Math Basic Skills	109	105	107	38	35
Personal Development (intellectual/cultural)	35	47	56	24	21
Other	3	2	5	3	3
Undecided	68	53	53	37	24
Unknown	7	1	2	0	1
% Transfer (w/ or w/o AA/AS degree)	24%	24%	19%	22%	24%
% Associate Degree Only (AA/AS)	5%	6%	5%	9%	9%
% Occupational Certificate or Job Training	16%	17%	15%	20%	19%
% Improve English/Math Basic Skills	27%	27%	29%	18%	20%
% Personal Development (intellectual/cultural)	9%	12%	15%	12%	12%
% Other	1%	1%	1%	1%	2%
% Undecided	17%	14%	15%	18%	14%
% Unknown	2%	<1%	1%	0%	1%
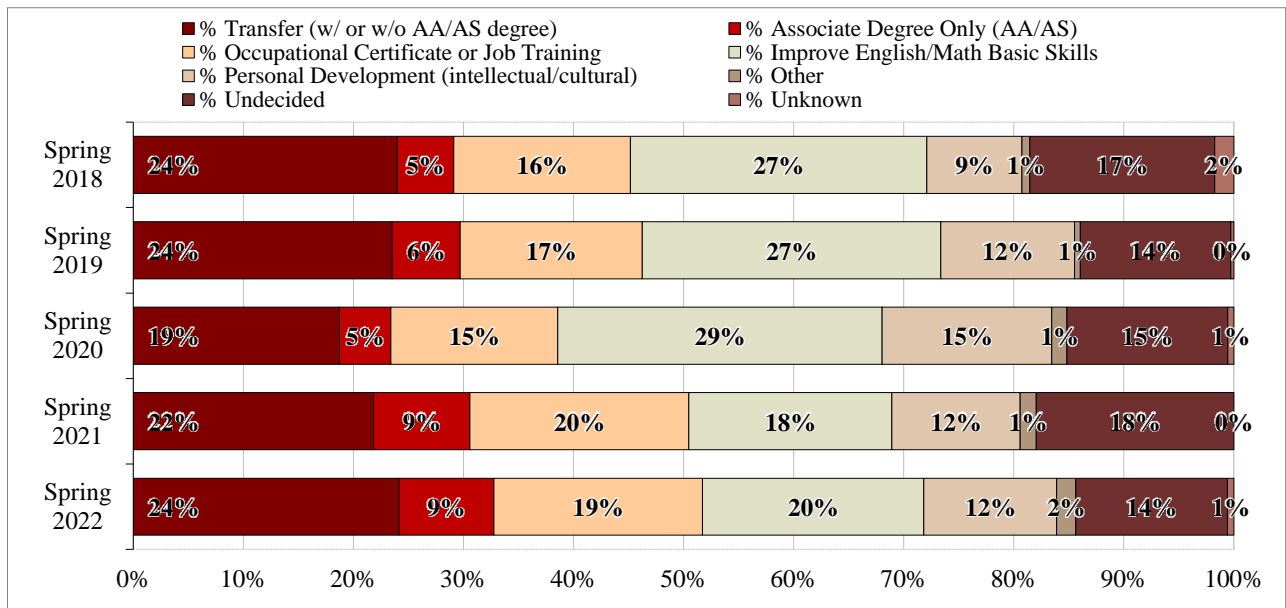
Definitions:

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				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
High School/Adult School	27	30	37	17	12
Freshmen (<30 units)	189	151	151	92	75
Sophomore (30-59 units)	31	29	14	20	12
Other Undergraduate (60 units or more)	6	3	4	2	2
AA/AS Degree	29	34	27	15	13
BA/BS or Higher Degree	123	140	130	60	60
% High School/Adult School	7%	8%	10%	8%	7%
% Freshmen (<30 units)	47%	39%	42%	45%	43%
% Sophomore (30-59 units)	8%	7%	4%	10%	7%
% Other Undergraduate (60 units or more)	1%	1%	1%	1%	1%
% AA/AS Degree	7%	9%	7%	7%	7%
% BA/BS or Higher Degree	30%	36%	36%	29%	34%

Student Performance: Grade Distribution

| English as a Second Language (includes Non-Credit) (ESL/NESL)					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Total Course Enrollments	611	597	585	324	275
Course Success Rates	**79%**	**77%**	**70%**	**80%**	**72%**
A	6%	6%	7%	8%	7%
B	6%	7%	6%	6%	3%
C	3%	4%	1%	2%	3%
P	64%	60%	56%	64%	60%
Course Non-Success Rate	**14%**	**16%**	**5%**	**10%**	**18%**
D	<1%	1%	0%	1%	0%
F*	13%	15%	5%	10%	18%
Withdrawals (See Note)	**8%**	**7%**	**25%**	**10%**	**10%**
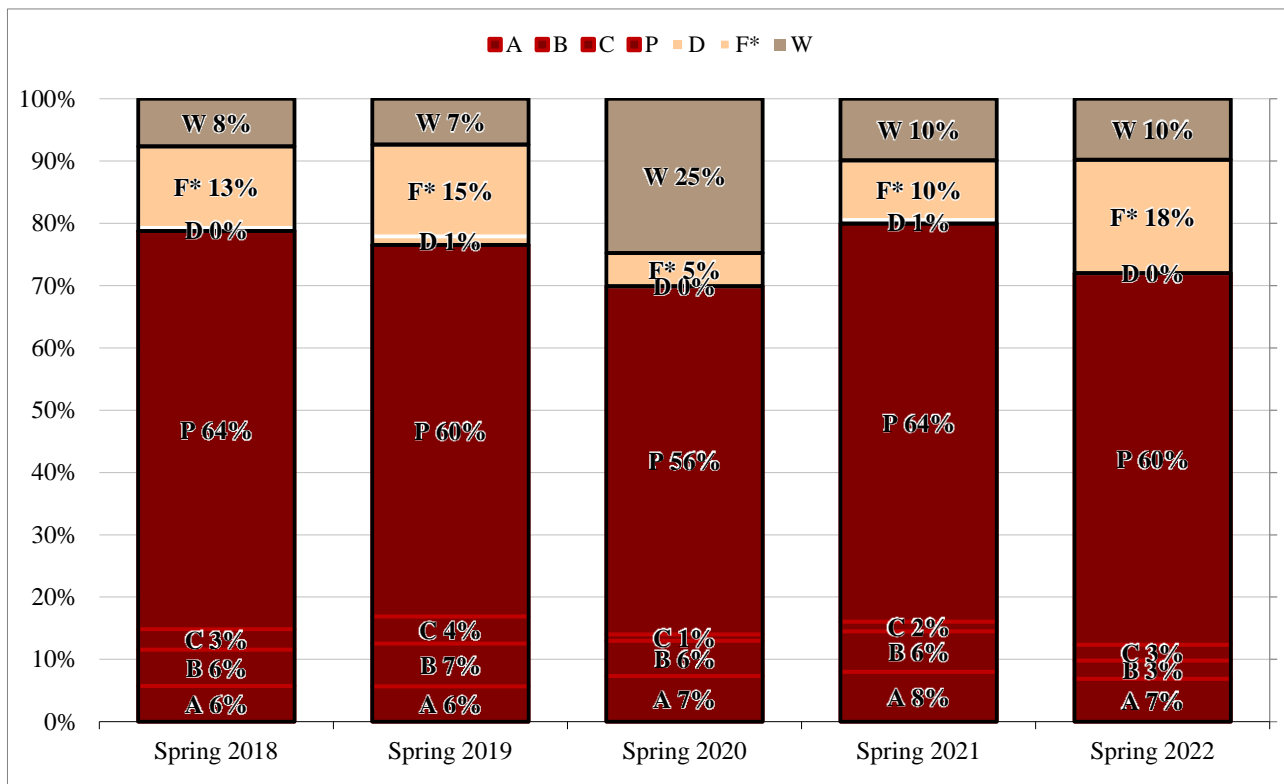
Definitions:

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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Total Course Enrollments	**611**	**597**	**585**	**324**	**275**
Face-to-Face (F2F) Sections	**611**	**597**	**585**	**0**	**116**
Success Rates	79%	77%	70%	—	78%
Non-Success Rates	14%	16%	5%	—	14%
Withdrawals	8%	7%	25%	—	8%
Distance Education (DE) Sections	**0**	**0**	**0**	**324**	**159**
Success Rates	—	—	—	80%	67%
Non-Success Rates	—	—	—	10%	21%
Withdrawals	—	—	—	10%	11%
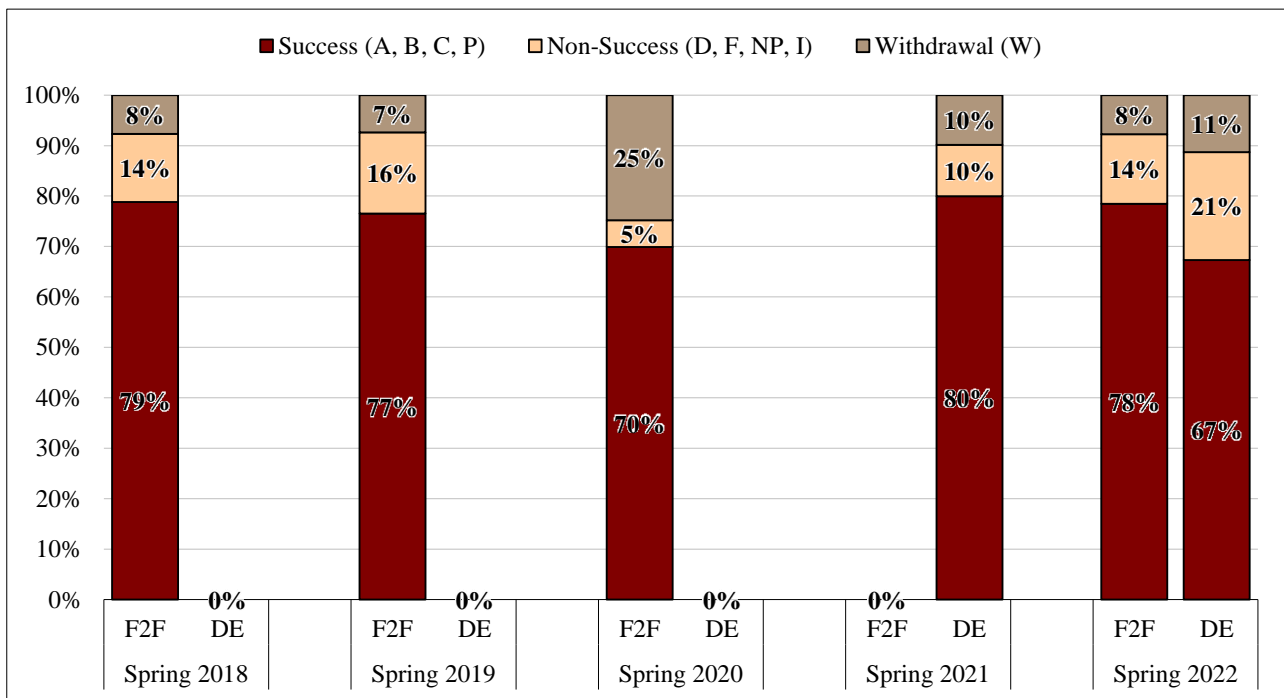
Definitions:

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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
WSCH	2,937	2,802	2,487	1,272	1,049
FTES	85.5	82.2	72.9	39.0	29.2
FTEF	8.6	8.6	8.6	5.4	4.8
Productivity (WSCH/FTEF)	342.9	327.1	287.6	236.6	219.0
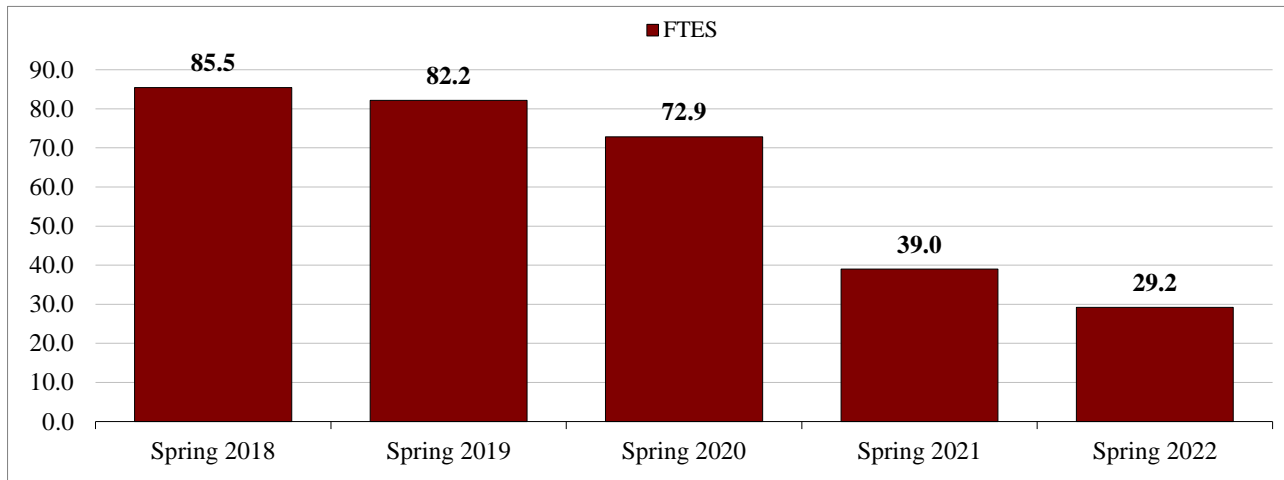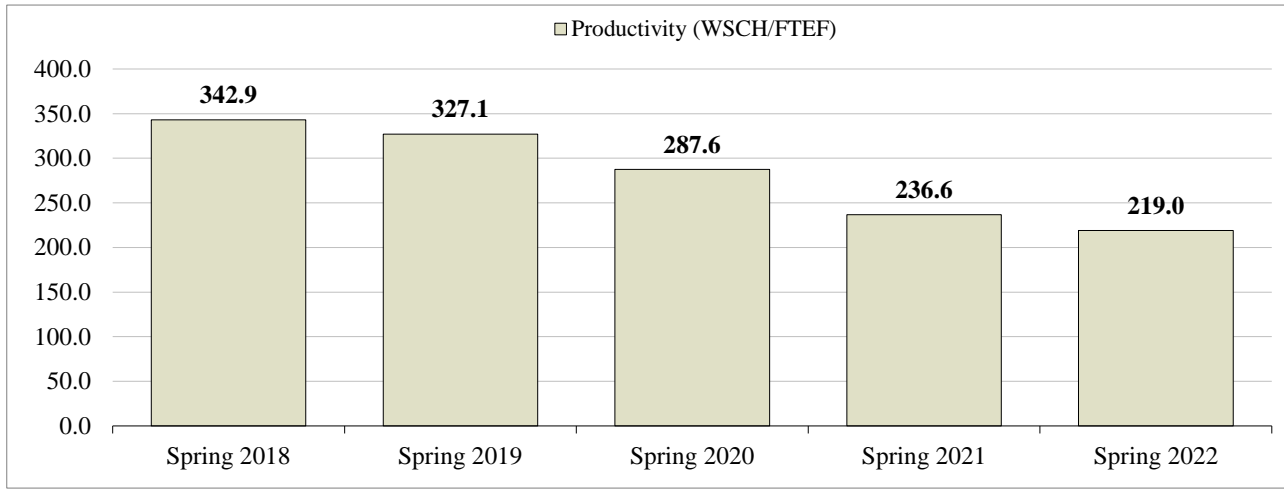
Definitions:

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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
FTEF from Full-Time Faculty	1.6	2.7	2.6	3.0	3.0
% FTEF from Full-Time Faculty	18%	31%	30%	56%	62%
Enrollments	611	597	585	324	275
Capacity (seats available)	720	720	836	525	500
Fill Rate	85%	83%	70%	62%	55%
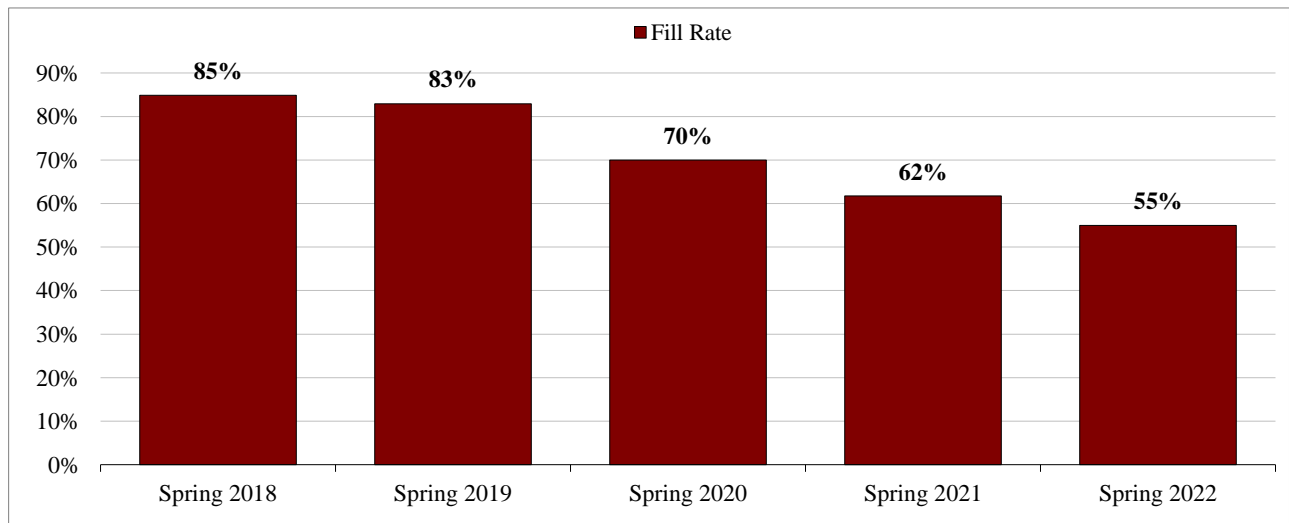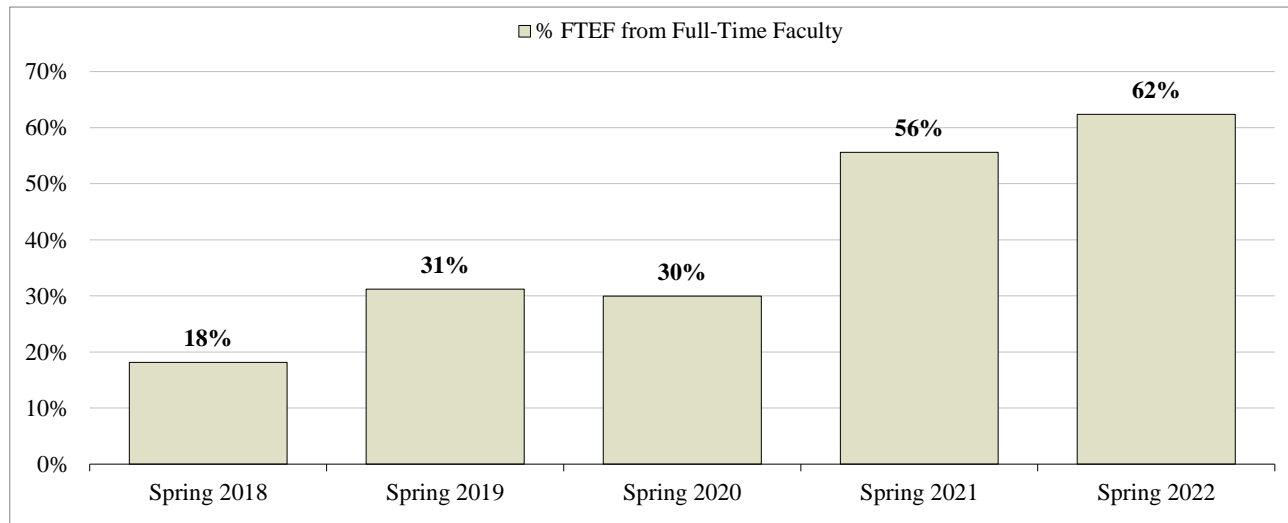
Definitions:

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

Spring 2022	ESL/NESL		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	75	43%	4,022	61%
Attempted College-level	6	3%	490	7%
Attempted Below College-level	2	1%	30	0%
No Prior Attempt (has placement)	34	20%	934	14%
No Prior Attempt (no placement)	57	33%	1,089	17%
College Math				
Completed College-level	86	49%	4,345	66%
Attempted College-level	0	0%	103	2%
Attempted Below College-level	4	2%	160	2%
No Prior Attempt (has placement)	19	11%	914	14%
No Prior Attempt (no placement)	65	37%	1,043	16%
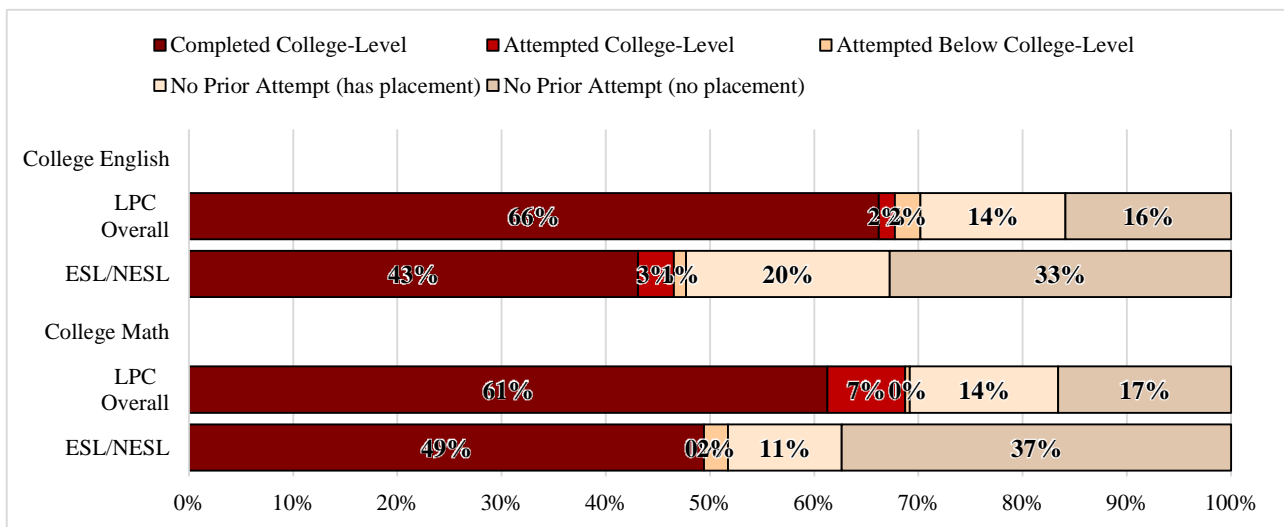
Definitions:

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.