Las Positas College

Discipline Program Review Data Packet

Fall 2019 to Spring 2024
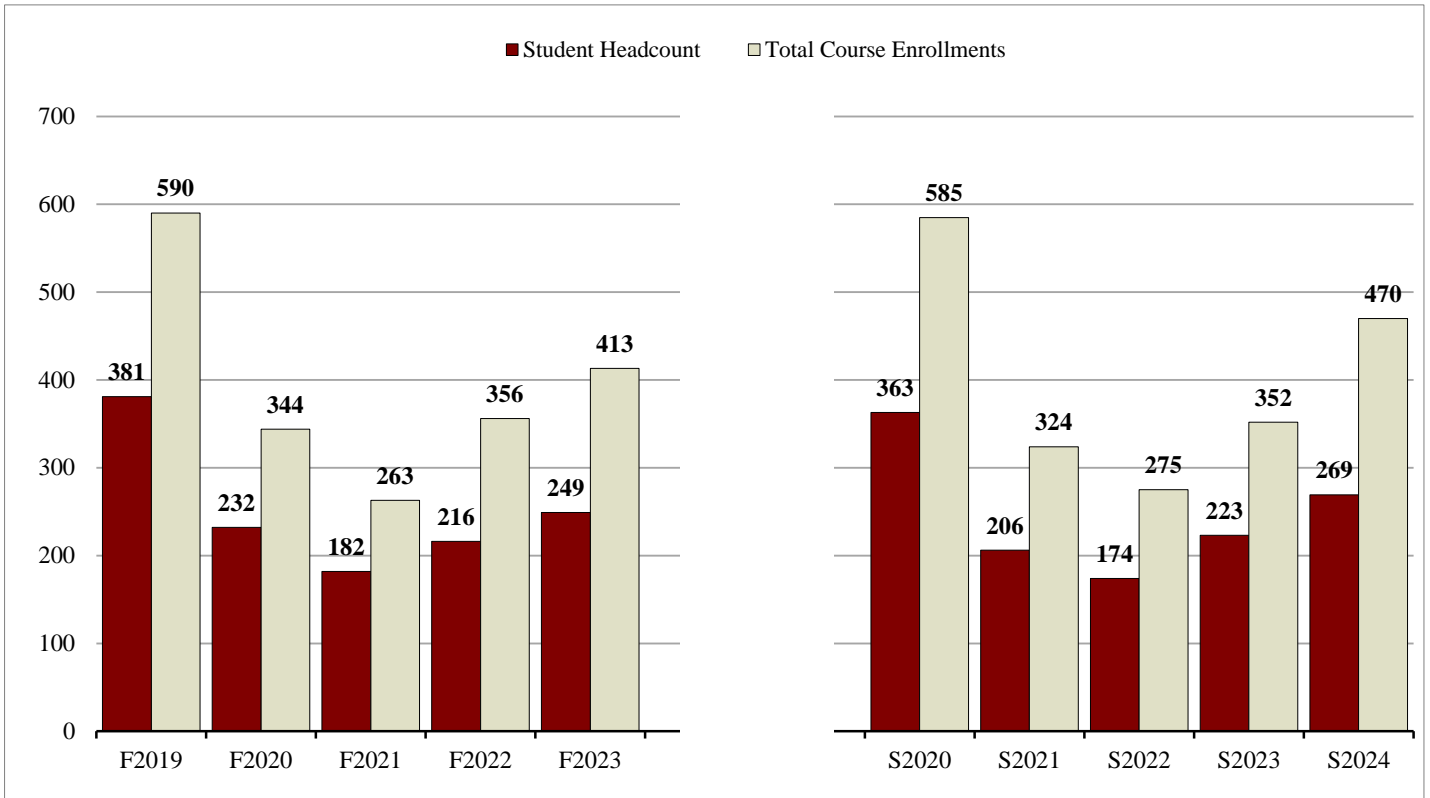
Discipline:

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

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Headcount & Enrollment

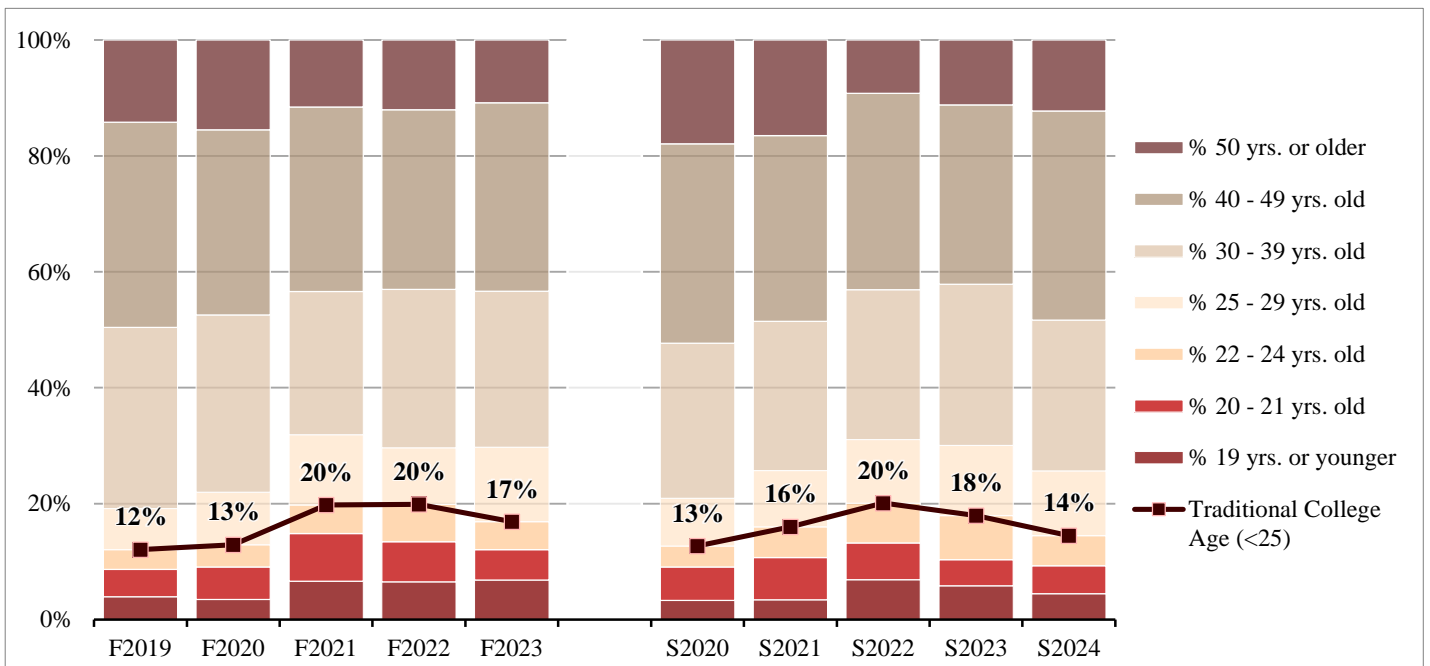| English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					**Spring Terms**				
	F2019	**F2020**	**F2021**	**F2022**	**F2023**	**S2020**	**S2021**	**S2022**	**S2023**	**S2024**
Student Headcount	381	232	182	216	249	363	206	174	223	269
Total Course Enrollments	590	344	263	356	413	585	324	275	352	470

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.
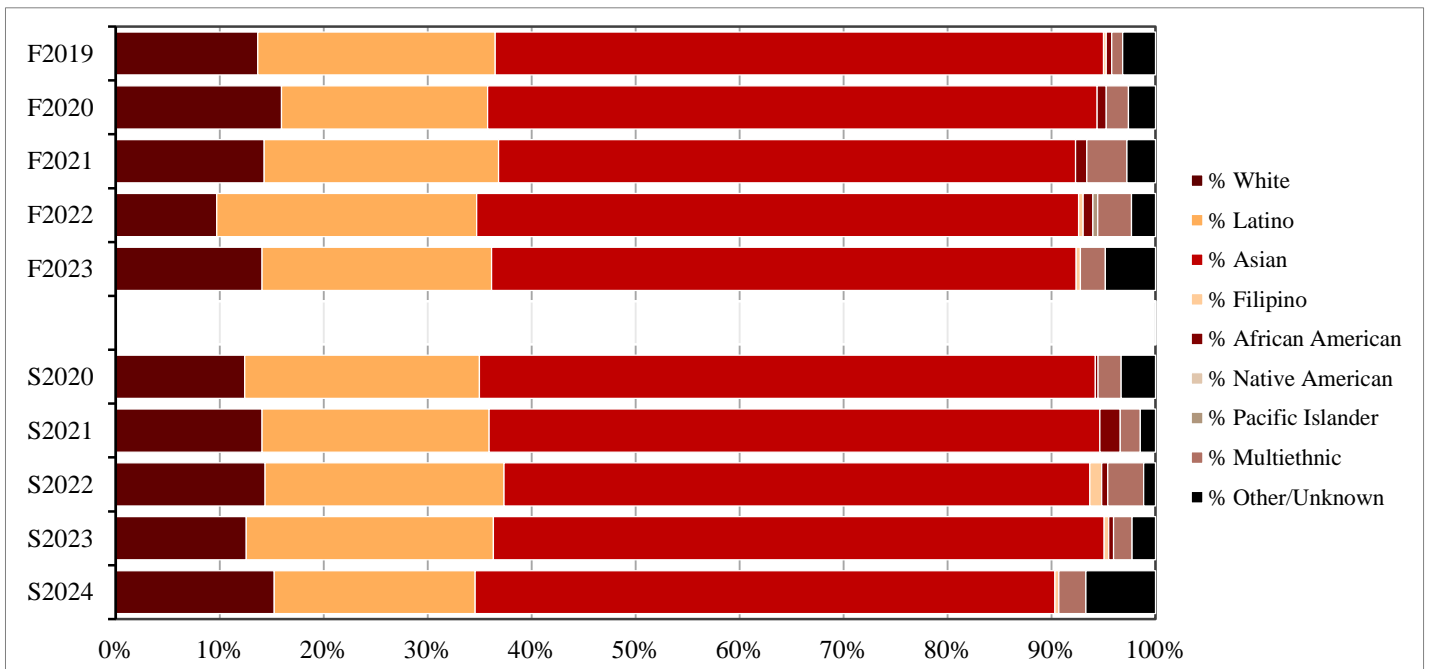
Student Demographics: Gender & Age

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Female	284	189	146	178	207	288	170	139	191	212
Male	76	33	29	32	35	61	30	27	28	52
19 yrs. or younger	15	8	12	14	17	12	7	12	13	12
20-21 yrs. old	18	13	15	15	13	21	15	11	10	13
22-24 yrs. old	13	9	9	14	12	13	11	12	17	14
25-29 yrs. old	27	21	22	21	32	30	20	19	27	30
30-39 yrs. old	119	71	45	59	67	97	53	45	62	70
40-49 yrs. old	135	74	58	67	81	125	66	59	69	97
50 yrs. or older	54	36	21	26	27	65	34	16	25	33
% Female	79%	85%	83%	85%	86%	83%	85%	84%	87%	80%
% Male	21%	15%	17%	15%	14%	17%	15%	16%	13%	20%
% 19 yrs. or younger	4%	3%	7%	6%	7%	3%	3%	7%	6%	4%
% 20 - 21 yrs. old	5%	6%	8%	7%	5%	6%	7%	6%	4%	5%
% 22 - 24 yrs. old	3%	4%	5%	6%	5%	4%	5%	7%	8%	5%
% 25 - 29 yrs. old	7%	9%	12%	10%	13%	8%	10%	11%	12%	11%
% 30 - 39 yrs. old	31%	31%	25%	27%	27%	27%	26%	26%	28%	26%
% 40 - 49 yrs. old	35%	32%	32%	31%	33%	34%	32%	34%	31%	36%
% 50 yrs. or older	14%	16%	12%	12%	11%	18%	17%	9%	11%	12%

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Student Demographic: Race-Ethnicity

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
African American	2	2	2	2	0	1	4	1	1	0
Asian	223	136	101	125	140	215	121	98	131	150
Filipino	1	0	0	1	1	0	0	2	1	1
Latino	87	46	41	54	55	82	45	40	53	52
Native American	0	0	0	0	0	0	0	0	0	0
Pacific Islander	0	0	0	1	0	0	0	0	0	0
White	52	37	26	21	35	45	29	25	28	41
Multiethnic	4	5	7	7	6	8	4	6	4	7
Other/Unknown	12	6	5	5	12	12	3	2	5	18
% African American	1%	1%	1%	1%	0%	<1%	2%	1%	<1%	0%
% Asian	59%	59%	55%	58%	56%	59%	59%	56%	59%	56%
% Filipino	<1%	0%	0%	<1%	<1%	0%	0%	1%	<1%	<1%
% Latino	23%	20%	23%	25%	22%	23%	22%	23%	24%	19%
% Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	<1%	0%	0%	0%	0%	0%	0%
% White	14%	16%	14%	10%	14%	12%	14%	14%	13%	15%
% Multiethnic	1%	2%	4%	3%	2%	2%	2%	3%	2%	3%
% Other/Unknown	3%	3%	3%	2%	5%	3%	1%	1%	2%	7%

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Student Enrollment Status

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					**Spring Terms**				
	F2019	**F2020**	**F2021**	**F2022**	**F2023**	**S2020**	**S2021**	**S2022**	**S2023**	**S2024**
First-Time Any College	60	26	39	49	45	36	23	14	34	41
First-Time Transfer	72	25	38	56	68	46	19	29	48	48
Continuing	213	162	88	83	119	253	135	111	125	156
Returning	36	19	17	28	17	28	29	20	16	24
Concurrent Enrollment	0	0	0	0	0	0	0	0	0	0
% First-Time Any College	16%	11%	21%	23%	18%	10%	11%	8%	15%	15%
% First-Time Transfer	19%	11%	21%	26%	27%	13%	9%	17%	22%	18%
% Continuing	56%	70%	48%	38%	48%	70%	66%	64%	56%	58%
% Returning	9%	8%	9%	13%	7%	8%	14%	11%	7%	9%
% Concurrent Enrollment	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
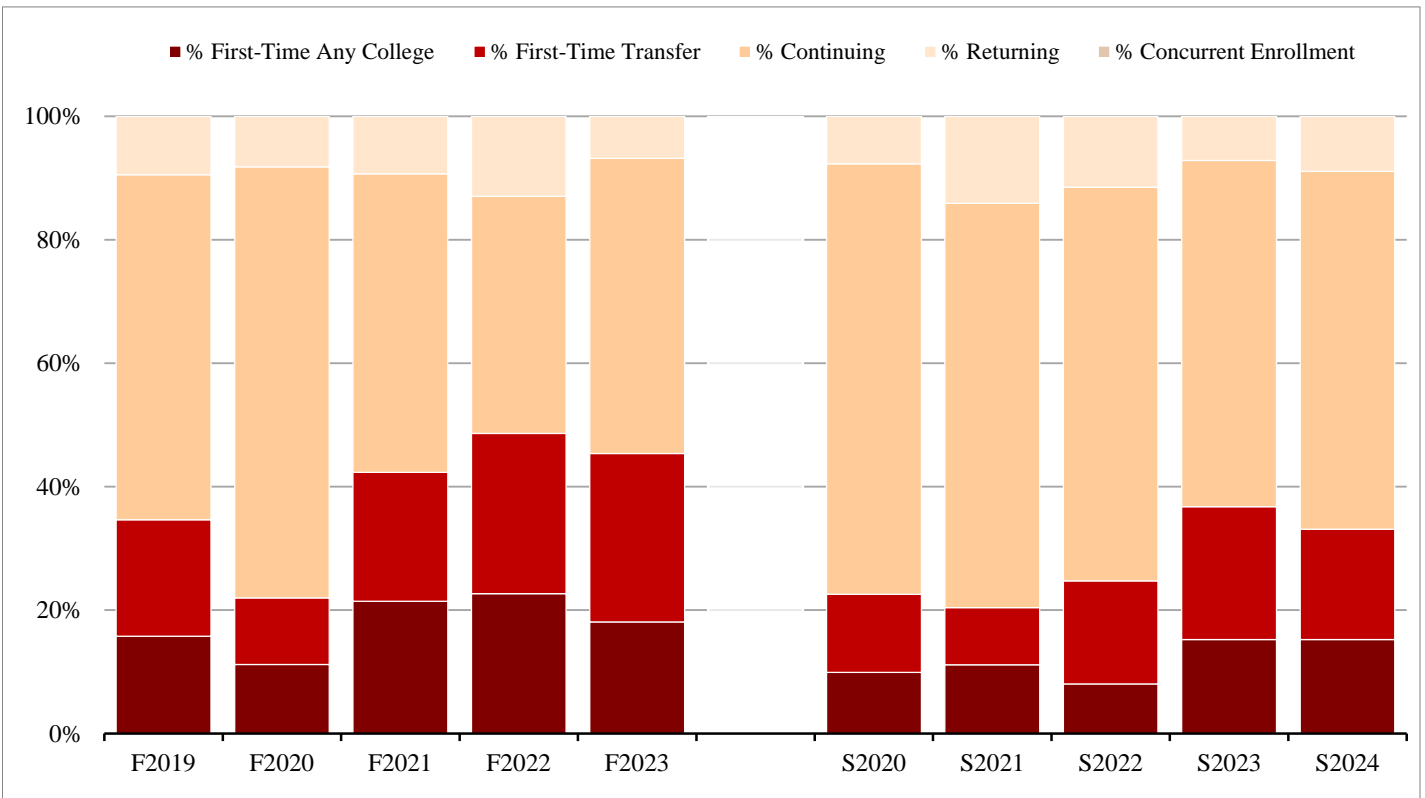
Definitions:

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)										
	Fall Terms					**Spring Terms**				
	F2019	**F2020**	**F2021**	**F2022**	**F2023**	**S2020**	**S2021**	**S2022**	**S2023**	**S2024**
Full-Time (15+ units)	11	10	5	8	9	11	11	7	7	4
Full-Time (12 - 14.5 units)	41	33	22	20	31	34	28	18	20	25
Part-Time (6 - 11.5 units)	216	116	74	69	54	167	91	64	57	73
Part-Time (0.5 - 5.5 units)	90	44	52	75	78	127	49	57	76	48
Non-Credit Only	23	29	29	44	77	24	27	28	63	119
% Full-Time (15+ units)	3%	4%	3%	4%	4%	3%	5%	4%	3%	1%
% Full-Time (12 - 14.5)	11%	14%	12%	9%	12%	9%	14%	10%	9%	9%
% Part-Time (6 - 11.5)	57%	50%	41%	32%	22%	46%	44%	37%	26%	27%
% Part-Time (0.5 - 5.5)	24%	19%	29%	35%	31%	35%	24%	33%	34%	18%
% Non-Credit Only	6%	13%	16%	20%	31%	7%	13%	16%	28%	44%
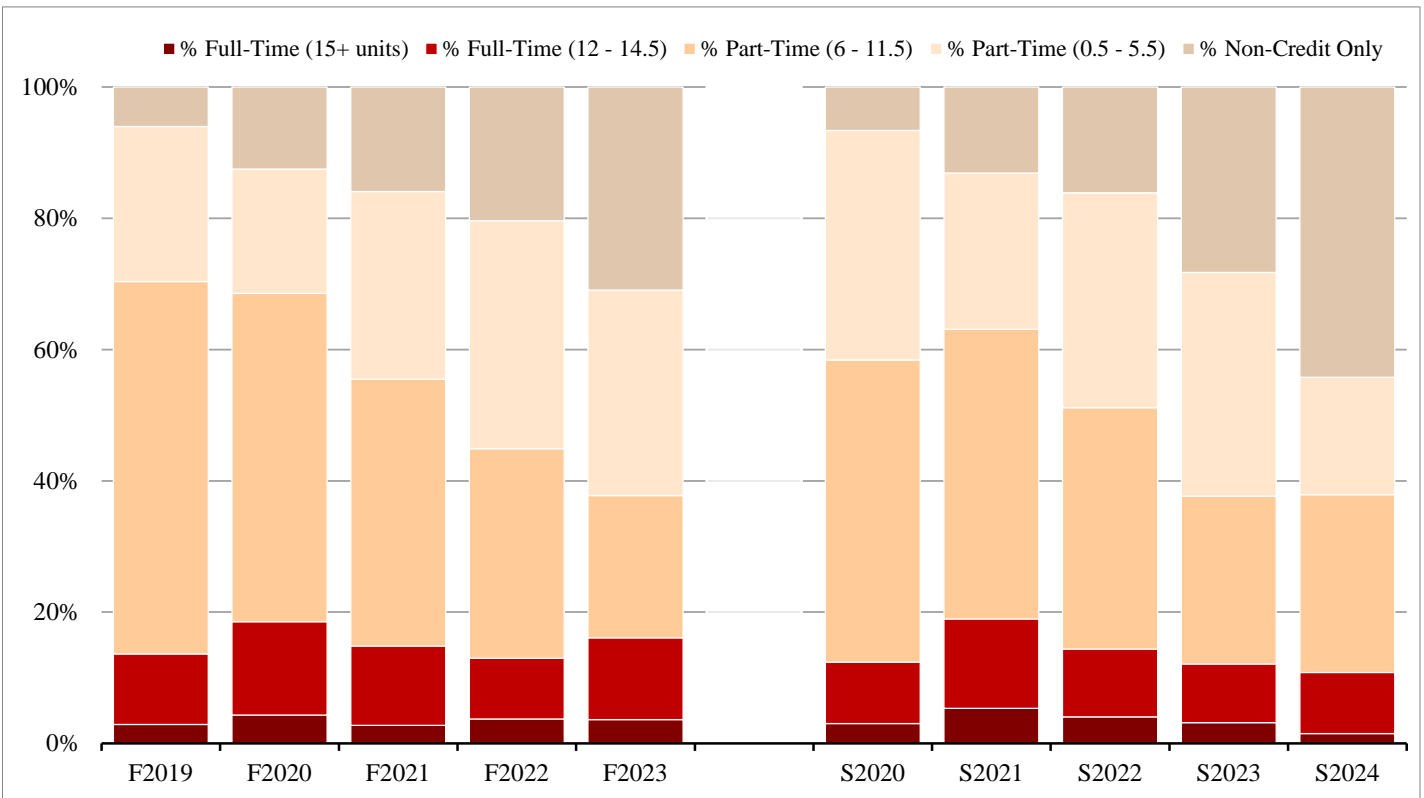
Students Using Distance Education

| English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
(Categories reflect college-wide coursework)	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Face-to-Face (F2F) Only	366	0	31	78	172	352	0	40	149	214
Both F2F and DE	15	9	56	77	61	11	9	56	52	48
Distance Education (DE) Only	0	223	95	61	16	0	197	78	22	7
% Face-to-Face (F2F) Only	96%	0%	17%	36%	69%	97%	0%	23%	67%	80%
% Both F2F and DE	4%	4%	31%	36%	24%	3%	4%	32%	23%	18%
% Distance Education (DE) Only	0%	96%	52%	28%	6%	0%	96%	45%	10%	3%
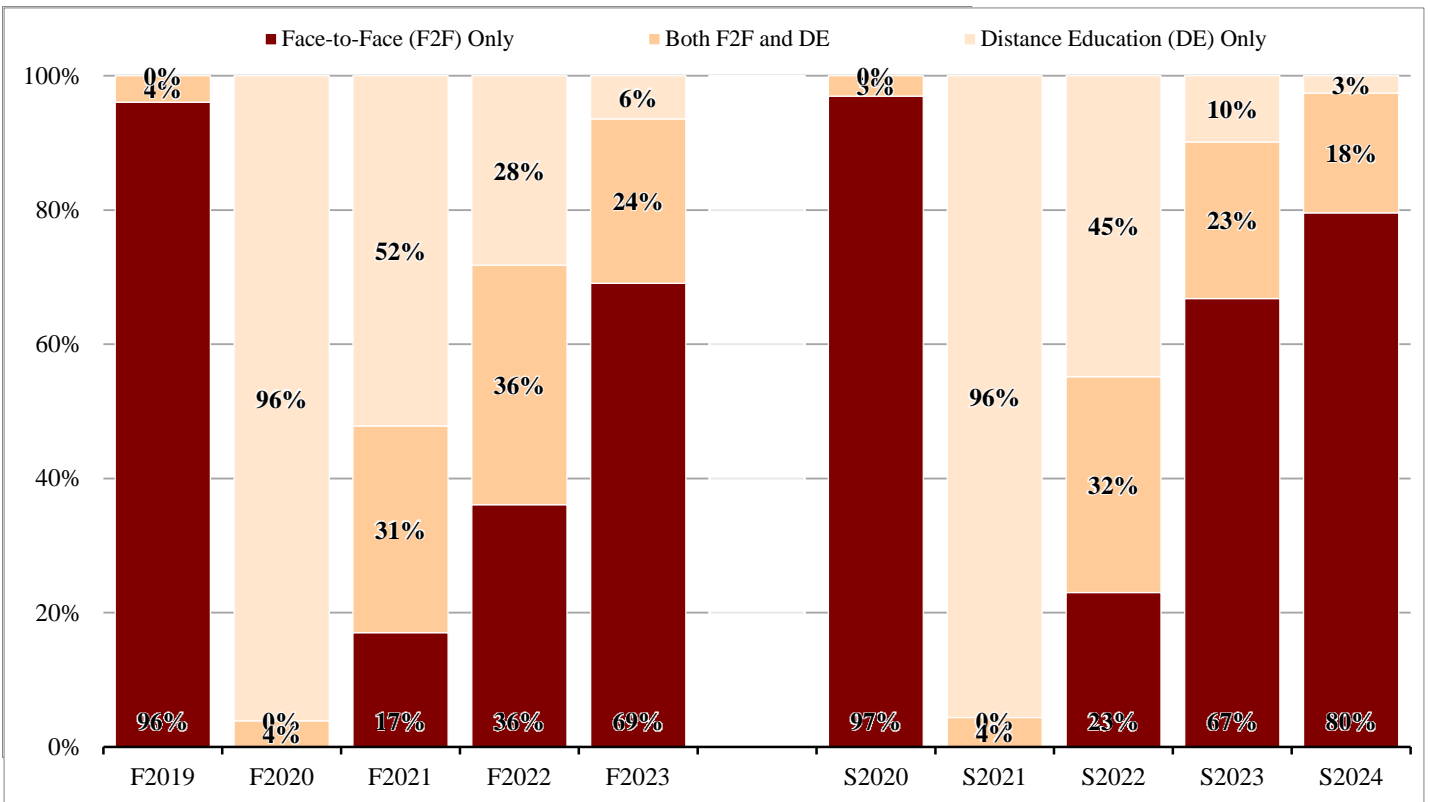
Definitions:

Distance Education (DE) includes enrollments in course sections that deliver course content online. Courses are categorized using the following methods:

Prior to Summer 2020, via section numbers (i.e., start with 'DE', 'HD', 'LD' and 'LO'); courses with 51% of content delivered online.

In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.

In Spring 2021 and Summer 2021, via section numbers (i.e., 'A##', 'S##', 'B##', 'H##', 'HF#').

Since Fall 2021 to preset, via course attributes identifying course modality, or, when no attributes are provided, via section numbers (as previously indicated).

Student Educational Goal

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Transfer (w/ or w/o AA/AS degree)	70	45	54	44	48	68	45	42	44	54
Associate Degree Only (AA/AS)	19	20	11	17	13	17	18	15	16	15
Occupational Certificate / Job Training	66	39	30	40	49	55	41	33	47	45
Improve English/Math Basic Skills	116	55	37	55	73	107	38	35	64	87
Personal Development (intellectual/cultural)	50	32	24	25	30	56	24	21	21	31
Other	4	5	2	2	1	5	3	3	2	3
Undecided	54	35	23	32	35	53	37	24	29	34
Unknown	2	1	1	1	0	2	0	1	0	0
% Transfer (w/ or w/o AA/AS degree)	18%	19%	30%	20%	19%	19%	22%	24%	20%	20%
% Associate Degree Only (AA/AS)	5%	9%	6%	8%	5%	5%	9%	9%	7%	6%
% Occupational Certificate / Job Training	17%	17%	16%	19%	20%	15%	20%	19%	21%	17%
% Improve English/Math Basic Skills	30%	24%	20%	25%	29%	29%	18%	20%	29%	32%
% Personal Dev. (intellectual/cultural)	13%	14%	13%	12%	12%	15%	12%	12%	9%	12%
% Other	1%	2%	1%	1%	<1%	1%	1%	2%	1%	1%
% Undecided	14%	15%	13%	15%	14%	15%	18%	14%	13%	13%
% Unknown	1%	<1%	1%	<1%	0%	1%	0%	1%	0%	0%
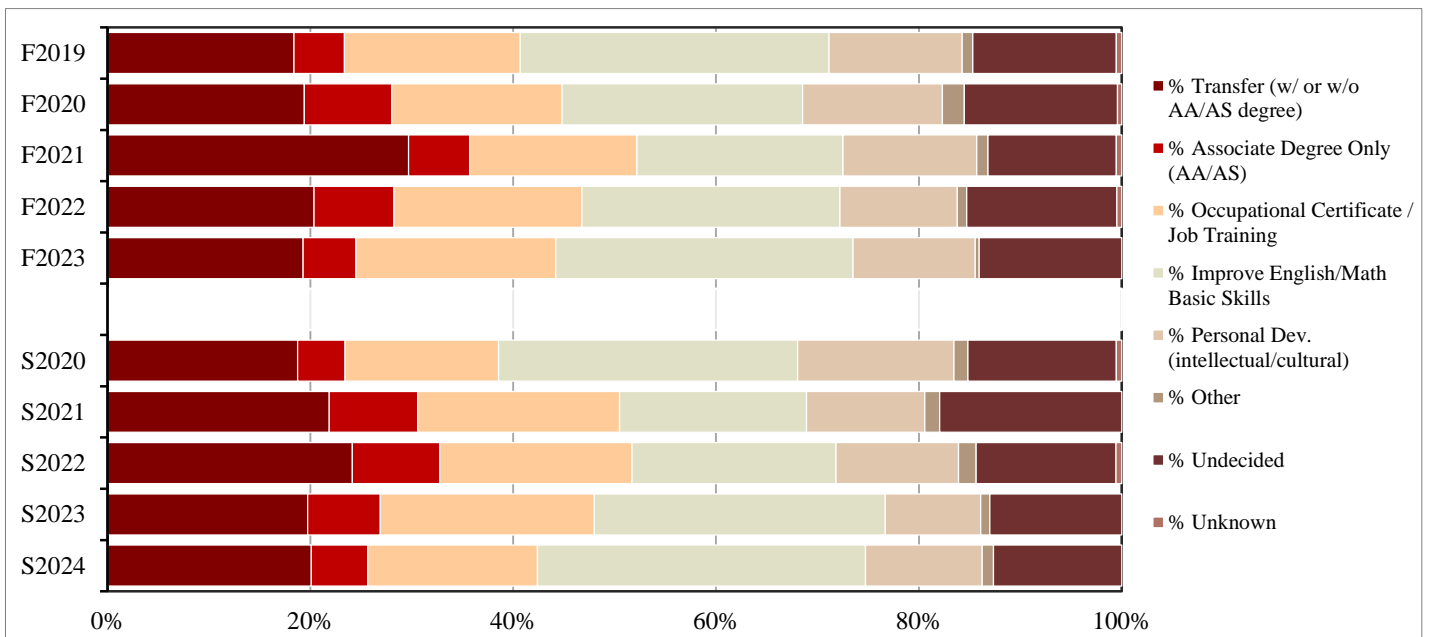
Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.
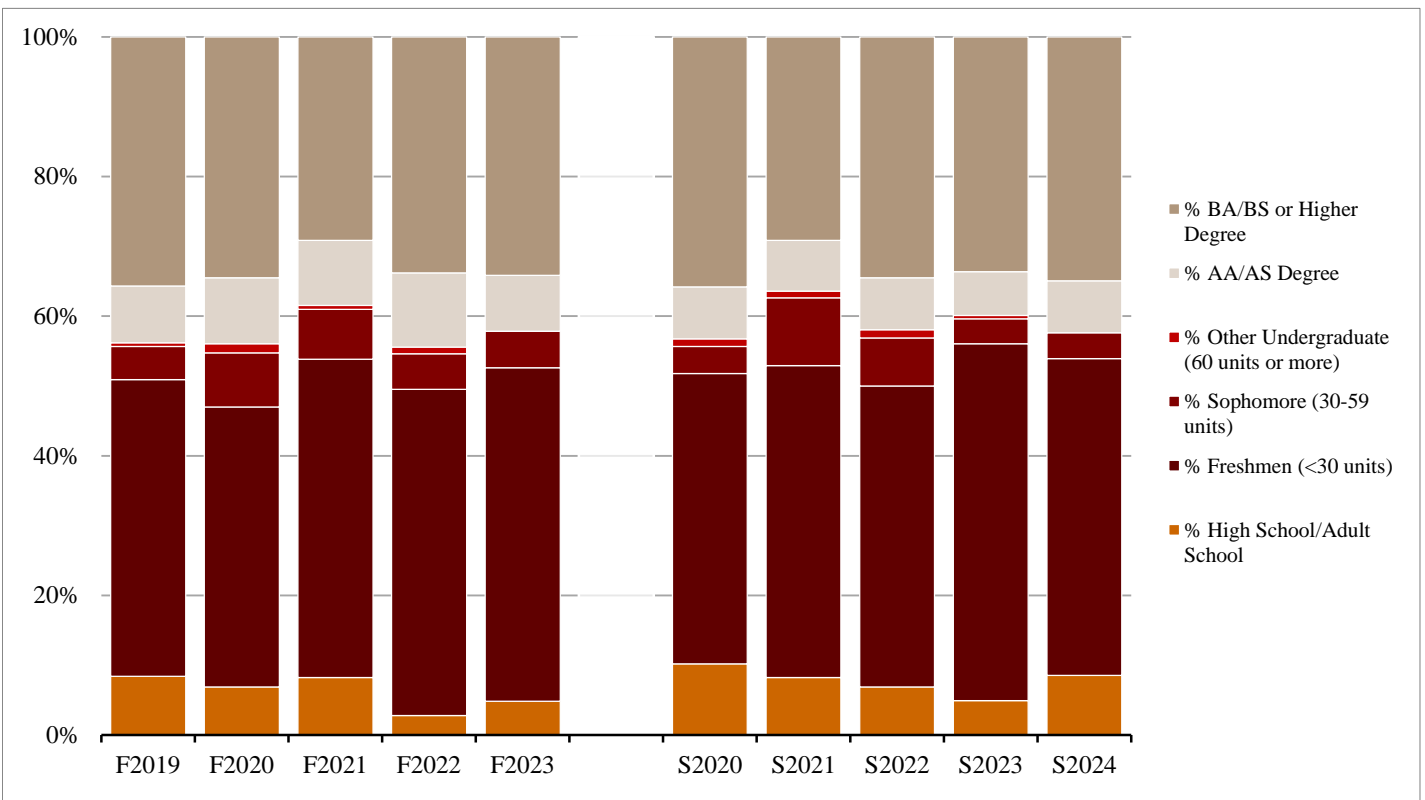
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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)										
	Fall Terms					**Spring Terms**				
	F2019	**F2020**	**F2021**	**F2022**	**F2023**	**S2020**	**S2021**	**S2022**	**S2023**	**S2024**
High School/Adult School	32	16	15	6	12	37	17	12	11	23
Freshmen (<30 units)	162	93	83	101	119	151	92	75	114	122
Sophomore (30-59 units)	18	18	13	11	13	14	20	12	8	10
Other Undergraduate (60 units or more)	2	3	1	2	0	4	2	2	1	0
AA/AS Degree	31	22	17	23	20	27	15	13	14	20
BA/BS or Higher Degree	136	80	53	73	85	130	60	60	75	94
% High School/Adult School	8%	7%	8%	3%	5%	10%	8%	7%	5%	9%
% Freshmen (<30 units)	43%	40%	46%	47%	48%	42%	45%	43%	51%	45%
% Sophomore (30-59 units)	5%	8%	7%	5%	5%	4%	10%	7%	4%	4%
% Other Undergraduate (60 units or more)	1%	1%	1%	1%	0%	1%	1%	1%	<1%	0%
% AA/AS Degree	8%	9%	9%	11%	8%	7%	7%	7%	6%	7%
% BA/BS or Higher Degree	36%	34%	29%	34%	34%	36%	29%	34%	34%	35%

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Las Positas College

Student Performance: Grade Distribution

| English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Total Course Enrollments	590	344	263	356	413	585	324	275	352	470
Course Success Rates	79%	88%	75%	72%	78%	70%	80%	72%	78%	79%
A	3%	7%	5%	3%	5%	7%	8%	7%	5%	4%
B	7%	7%	4%	3%	2%	6%	6%	3%	2%	2%
C	4%	3%	2%	<1%	1%	1%	2%	3%	1%	1%
P	64%	70%	65%	66%	70%	56%	64%	60%	70%	72%
Course Non-Success Rate	13%	5%	12%	16%	14%	5%	10%	18%	14%	15%
D	1%	<1%	<1%	0%	0%	0%	1%	0%	0%	0%
F*	12%	5%	11%	16%	14%	5%	10%	18%	14%	15%
Withdrawals (See Note)	9%	8%	13%	12%	8%	25%	10%	10%	8%	6%
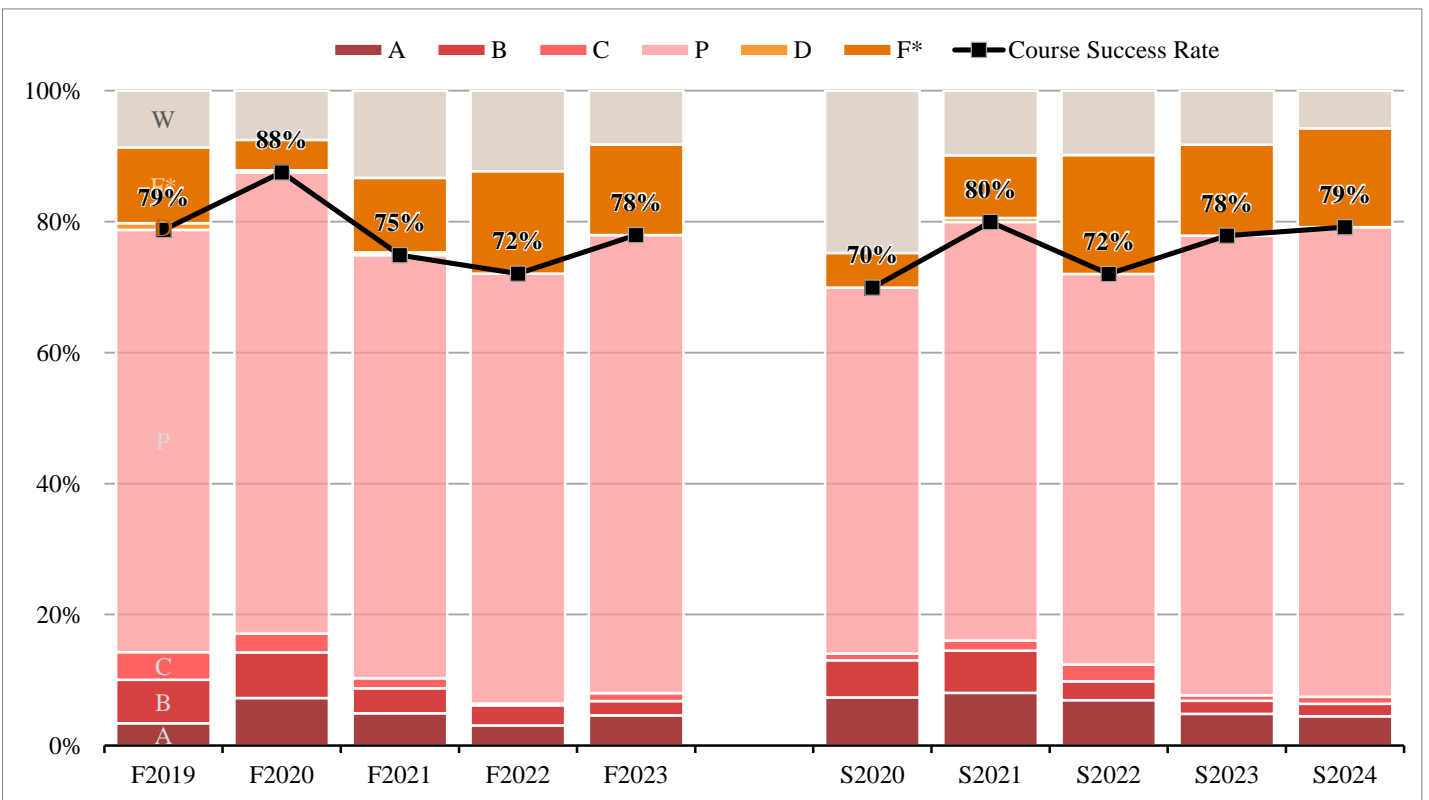
Definitions:

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)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Total Course Enrollments	590	344	263	356	413	585	324	275	352	470
Face-to-Face (F2F) Sections	590	0	111	199	371	585	0	116	302	446
Success Rates	79%	—	75%	75%	78%	70%	—	78%	76%	79%
Non-Success Rates	13%	—	17%	12%	15%	5%	—	14%	15%	16%
Withdrawals	9%	—	7%	13%	6%	25%	—	8%	9%	5%
Distance Education (DE) Sections	0	344	152	157	42	0	324	159	50	24
Success Rates	—	88%	75%	68%	74%	—	80%	67%	88%	79%
Non-Success Rates	—	5%	9%	20%	2%	—	10%	21%	8%	4%
Withdrawals	—	8%	16%	12%	24%	—	10%	11%	4%	17%
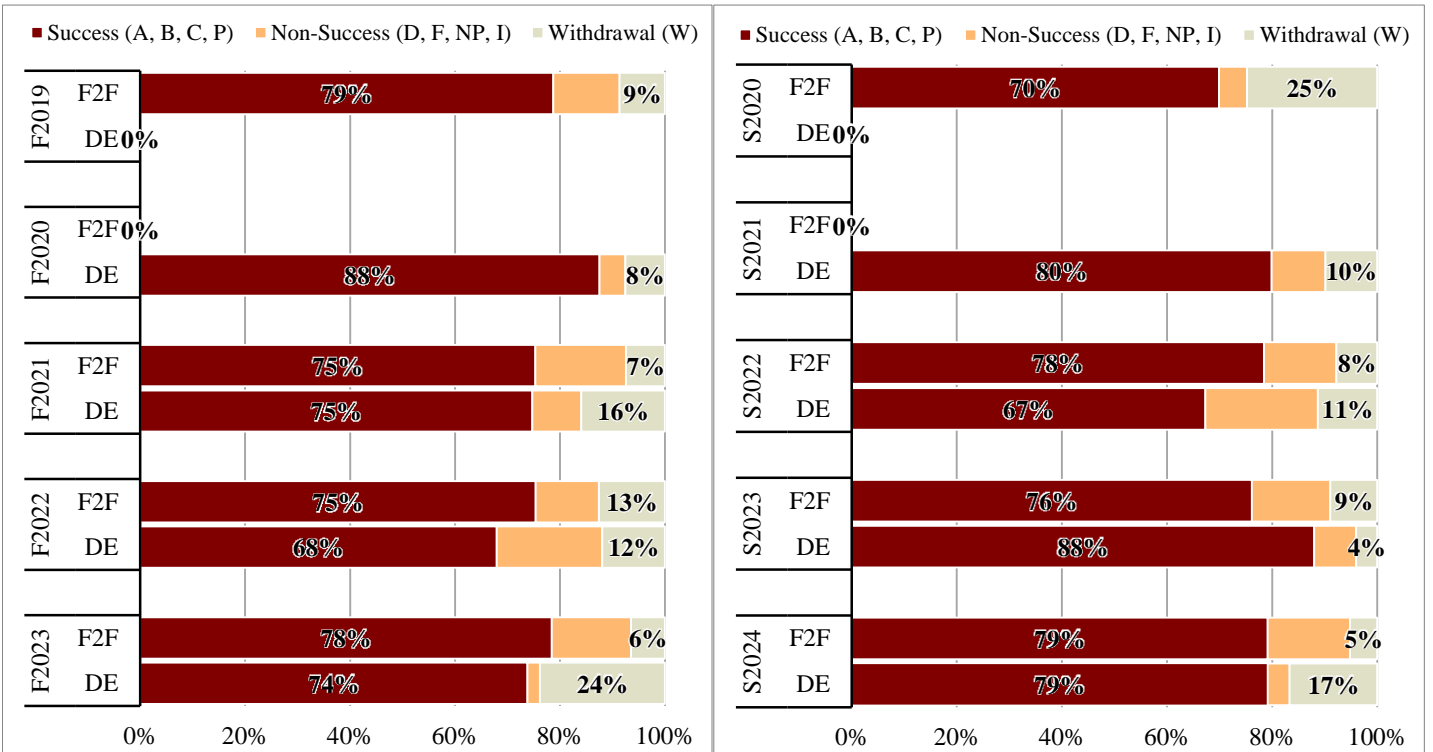
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').
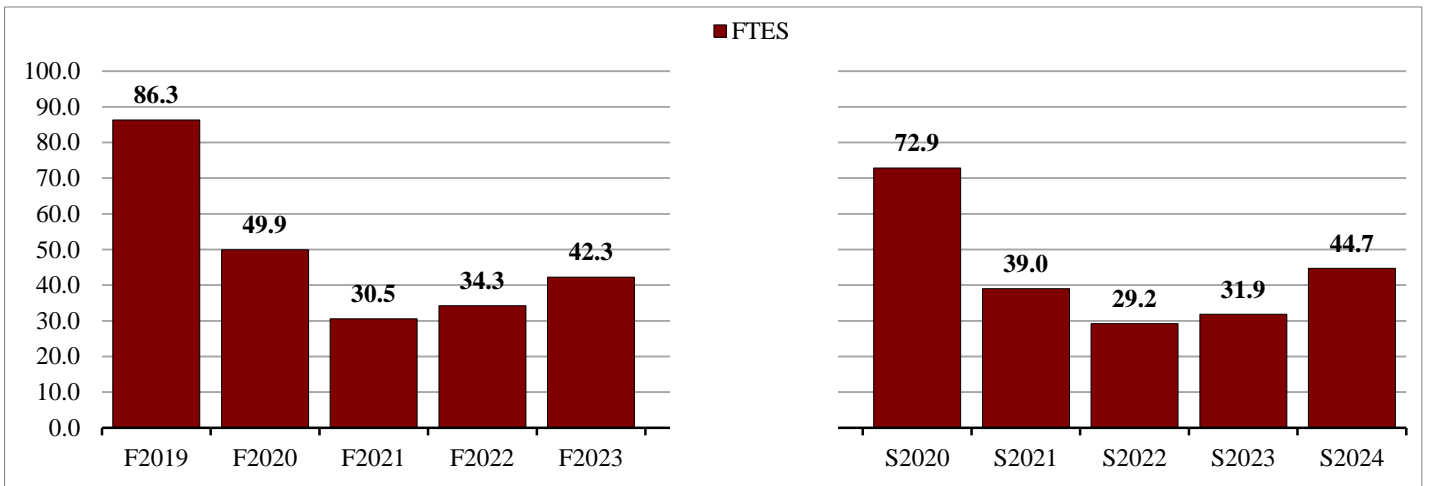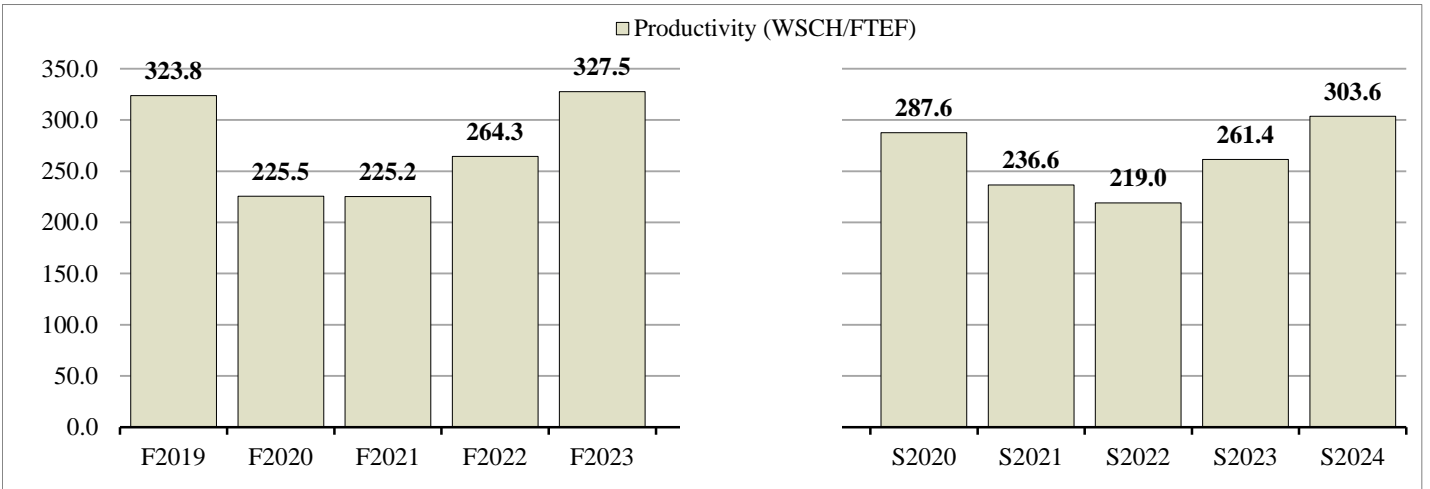
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP'.

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 deliver course content online. (see note in "Students Using Distance Education" for details.)

Enrollment Management: Part 1

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					**Spring Terms**				
	F2019	**F2020**	**F2021**	**F2022**	**F2023**	**S2020**	**S2021**	**S2022**	**S2023**	**S2024**
WSCH	2,876	1,638	1,049	1,359	1,602	2,487	1,272	1,049	1,348	1,767
FTES	86.3	49.9	30.5	34.3	42.3	72.9	39.0	29.2	31.9	44.7
FTEF	8.9	7.3	4.7	5.1	4.9	8.6	5.4	4.8	5.2	5.8
Productivity (WSCH/FTEF)	323.8	225.5	225.2	264.3	327.5	287.6	236.6	219.0	261.4	303.6

Productivity (WSCH/FTEF)

Fall Terms: F2019 323.8; F2020 225.5; F2021 225.2; F2022 264.3; F2023 327.5

Spring Terms: S2020 287.6; S2021 236.6; S2022 219.0; S2023 261.4; S2024 303.6

FTES

Fall Terms: F2019 86.3; F2020 49.9; F2021 30.5; F2022 34.3; F2023 42.3

Spring Terms: S2020 72.9; S2021 39.0; S2022 29.2; S2023 31.9; S2024 44.7

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 7/25/23.

Enrollment Management: Part 2

| English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
FTEF from Full-Time Faculty	3.1	3.0	2.0	2.1	2.1	2.6	3.0	3.0	2.1	3.0
% FTEF from Full-Time Faculty	35%	41%	42%	40%	42%	30%	56%	62%	40%	52%
Enrollments	590	344	263	356	413	585	324	275	352	470
Capacity (seats available)	690	635	465	570	500	836	525	500	571	585
Fill Rate	86%	54%	57%	62%	83%	70%	62%	55%	62%	80%
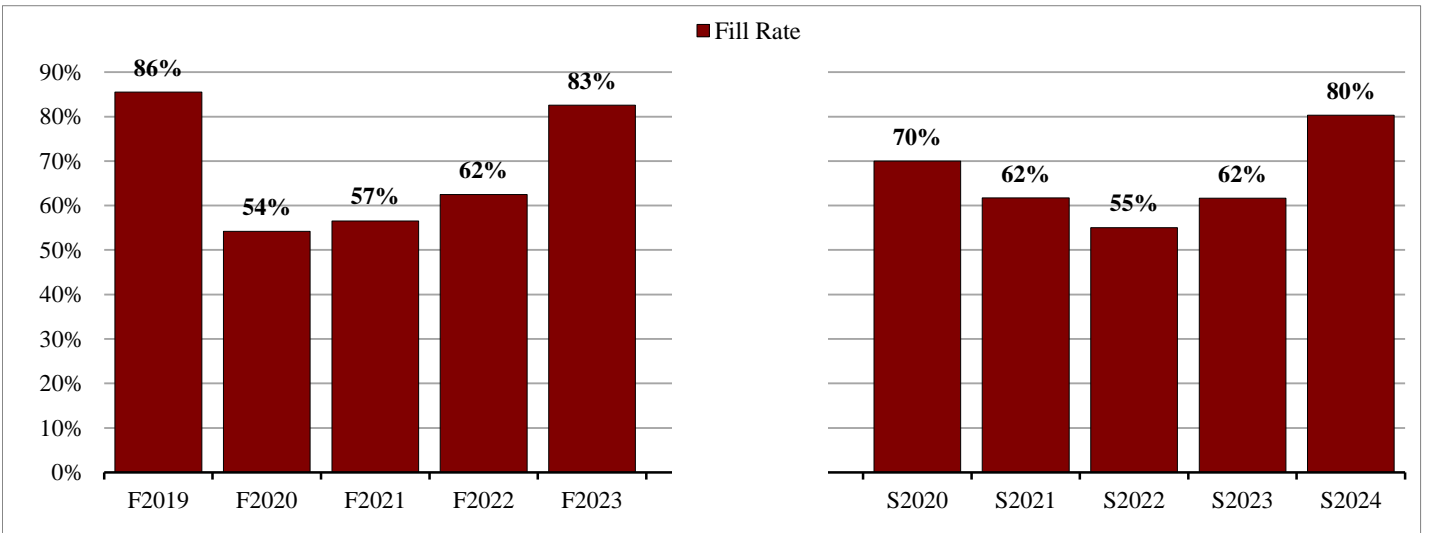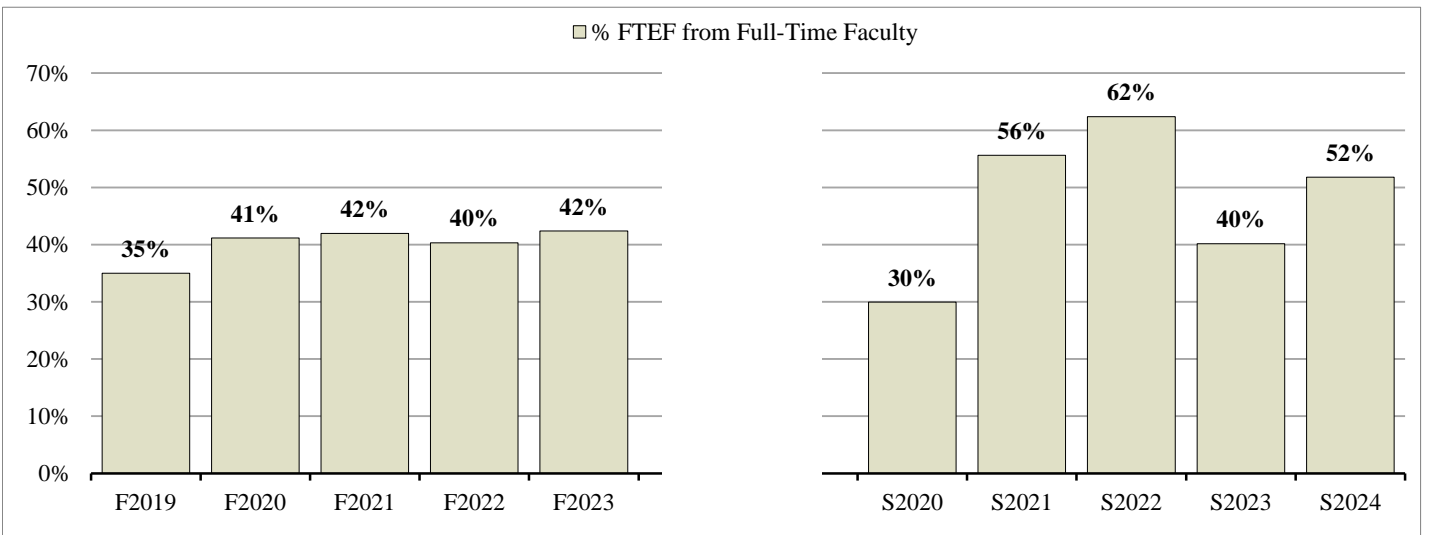
Definitions:

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 7/25/23.

Prior Experience in English & Math

(English and math status *prior* to the start of the term)	Fall 2023				Spring 2024			
	ESL/NESL		LPC Overall		ESL/NESL		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	3	1%	2,796	37%	3	1%	3,393	45%
Attempted *(not successful)*	3	1%	454	6%	3	1%	600	8%
No Attempt	102	41%	1,652	22%	143	53%	2,036	27%
New-to-LPC Student	141	57%	2,703	36%	120	45%	1,472	20%
Transfer-level Math								
Successful Completion*	9	4%	1,971	26%	9	3%	2,498	33%
Attempted *(not successful)*	3	1%	752	10%	6	2%	986	13%
No Attempt	96	39%	2,179	29%	134	50%	2,545	34%
New-to-LPC Student	141	57%	2,703	36%	120	45%	1,472	20%
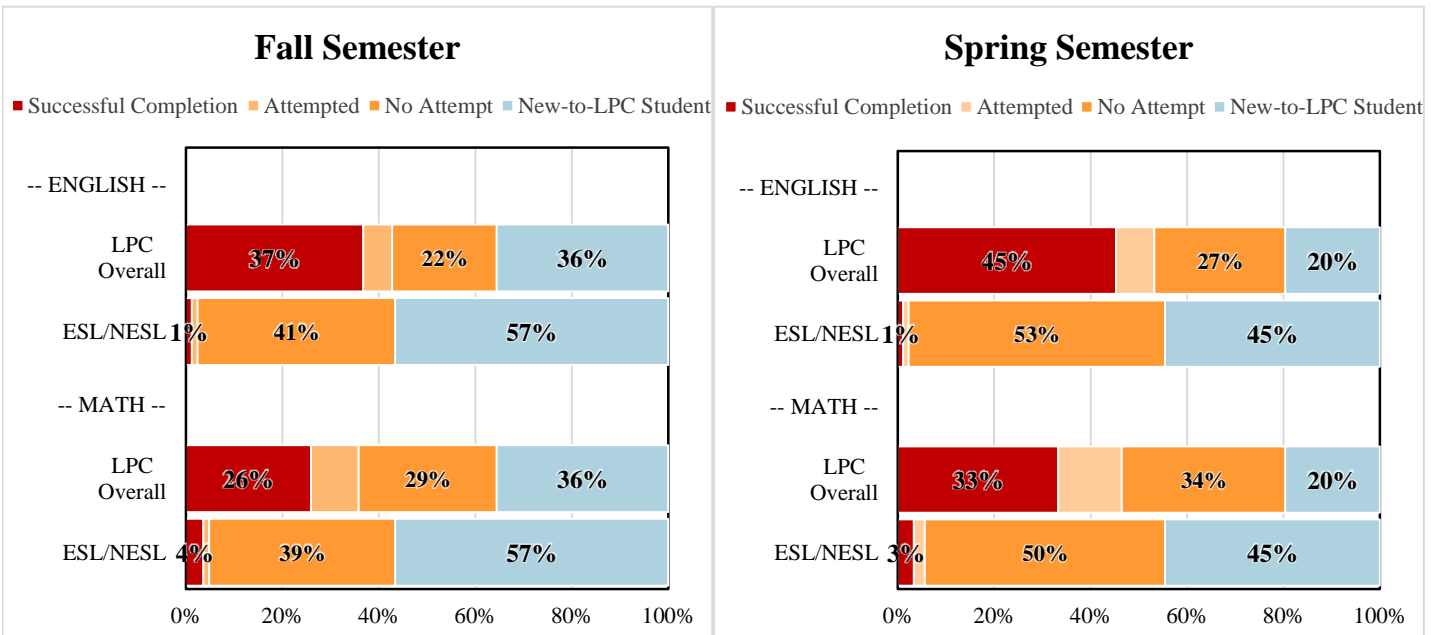
Definitions:

Transfer-Level English:

Successful Completion = earned a passing grade in ENG 1A or 1AEX, or attempted a higher transfer-level course in the sequence in prior terms.

Attempted (no successful completion) = attempted ENG 1A or 1AEX in prior terms but did not receive a passing grade.

No Prior Attempt = no prior enrollment in transfer-level English within the sequence.

New-to-LPC Student = students with no for credit enrollments within our district prior to the current term.

Transfer-Level Math:

Successful Completion = earned a passing grade in a transfer-level math course or attempted a higher transfer-level course in the sequence in prior terms.

Attempted (no successful completion) = attempted a entry transfer-level math course in prior terms but did not receive a passing grade.

No Prior Attempt = no prior enrollment in transfer-level math within the sequence.

New-to-LPC Student = students with no for credit enrollments within our district prior to the current term.