



Las Positas College
Discipline Program Review Data Packet
Fall 2018 to Spring 2023

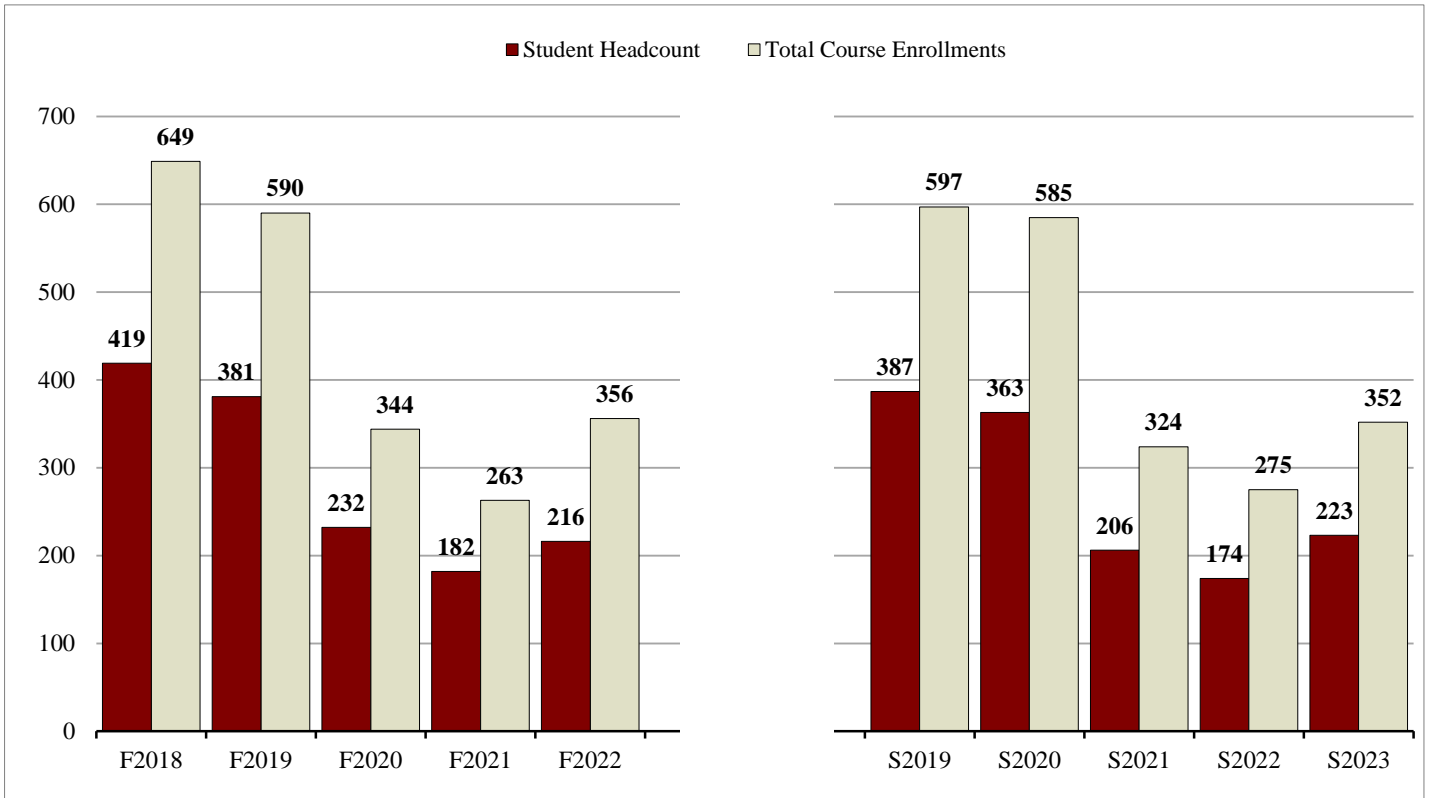
Discipline:

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				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Student Headcount	419	381	232	182	216	387	363	206	174	223
Total Course Enrollments	649	590	344	263	356	597	585	324	275	352



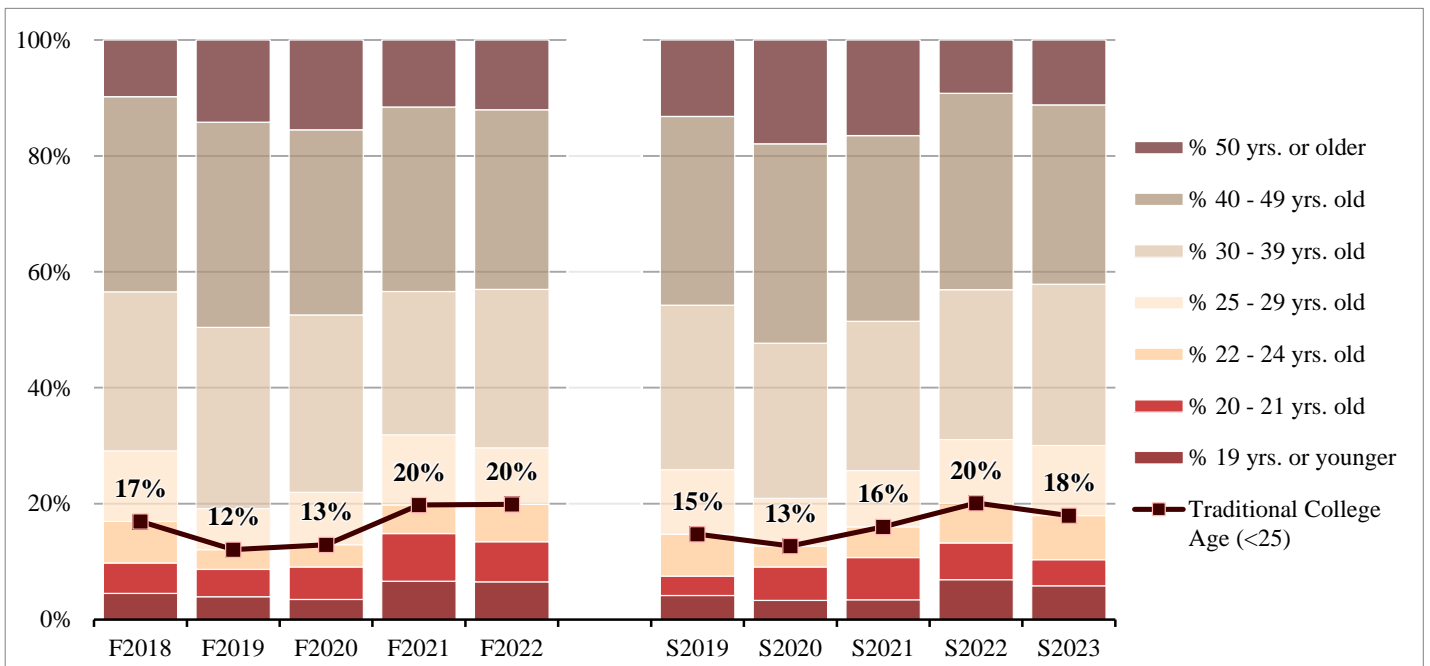
Definitions:

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.

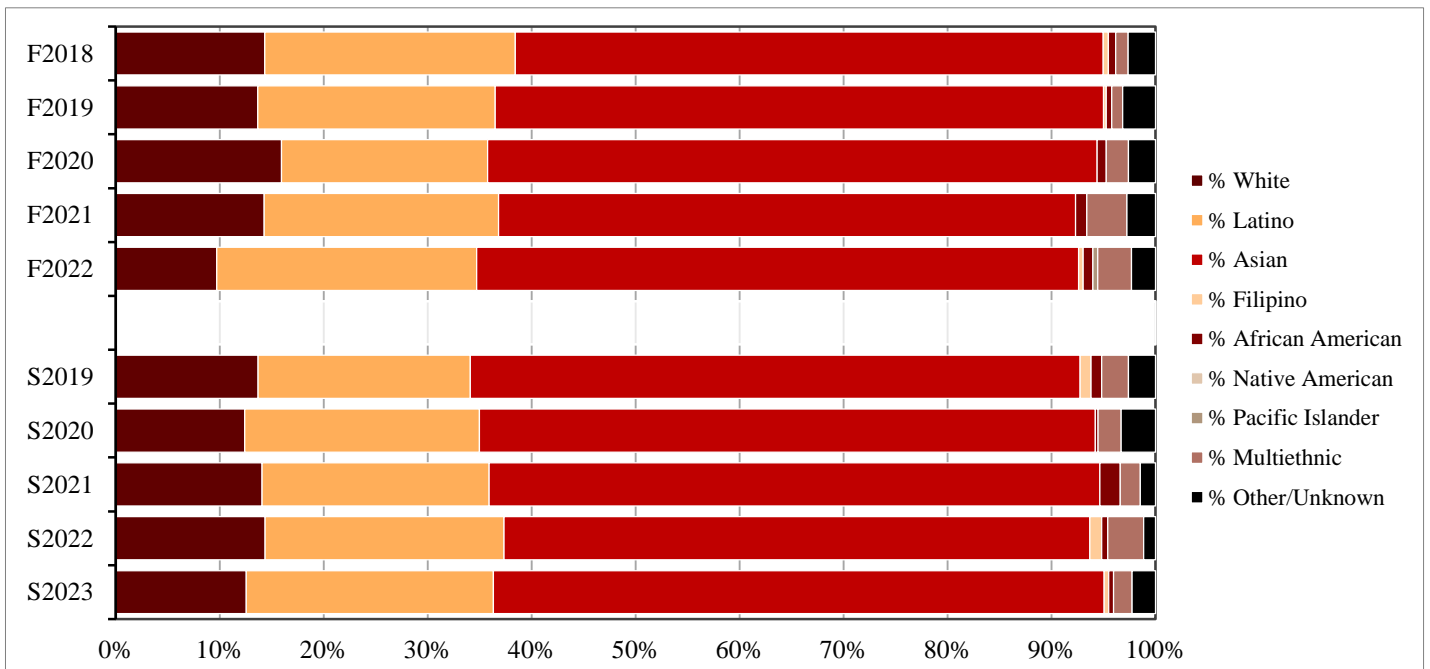
Student Demographics: Gender & Age

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Female	308	284	189	146	178	281	288	170	139	191
Male	87	76	33	29	32	83	61	30	27	28
19 yrs. or younger	19	15	8	12	14	16	12	7	12	13
20-21 yrs. old	22	18	13	15	15	13	21	15	11	10
22-24 yrs. old	30	13	9	9	14	28	13	11	12	17
25-29 yrs. old	51	27	21	22	21	43	30	20	19	27
30-39 yrs. old	115	119	71	45	59	110	97	53	45	62
40-49 yrs. old	141	135	74	58	67	126	125	66	59	69
50 yrs. or older	41	54	36	21	26	51	65	34	16	25
% Female	78%	79%	85%	83%	85%	77%	83%	85%	84%	87%
% Male	22%	21%	15%	17%	15%	23%	17%	15%	16%	13%
% 19 yrs. or younger	5%	4%	3%	7%	6%	4%	3%	3%	7%	6%
% 20 - 21 yrs. old	5%	5%	6%	8%	7%	3%	6%	7%	6%	4%
% 22 - 24 yrs. old	7%	3%	4%	5%	6%	7%	4%	5%	7%	8%
% 25 - 29 yrs. old	12%	7%	9%	12%	10%	11%	8%	10%	11%	12%
% 30 - 39 yrs. old	27%	31%	31%	25%	27%	28%	27%	26%	26%	28%
% 40 - 49 yrs. old	34%	35%	32%	32%	31%	33%	34%	32%	34%	31%
% 50 yrs. or older	10%	14%	16%	12%	12%	13%	18%	17%	9%	11%



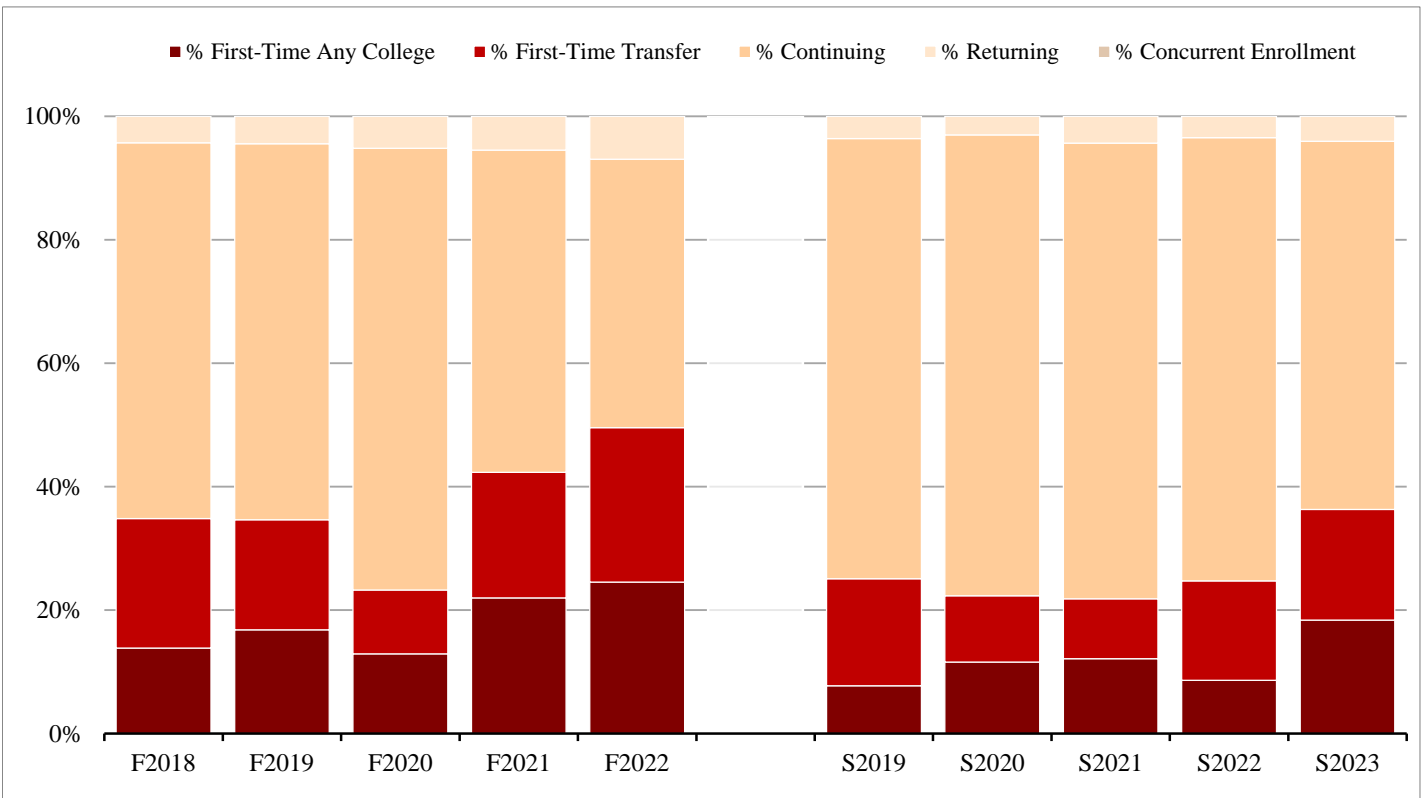
Student Demographic: Race-Ethnicity

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
African American	3	2	2	2	2	4	1	4	1	1
Asian	237	223	136	101	125	227	215	121	98	131
Filipino	2	1	0	0	1	4	0	0	2	1
Latino	101	87	46	41	54	79	82	45	40	53
Native American	0	0	0	0	0	0	0	0	0	0
Pacific Islander	0	0	0	0	1	0	0	0	0	0
White	60	52	37	26	21	53	45	29	25	28
Multiethnic	5	4	5	7	7	10	8	4	6	4
Other/Unknown	11	12	6	5	5	10	12	3	2	5
% African American	1%	1%	1%	1%	1%	1%	<1%	2%	1%	<1%
% Asian	57%	59%	59%	55%	58%	59%	59%	59%	56%	59%
% Filipino	<1%	<1%	0%	0%	<1%	1%	0%	0%	1%	<1%
% Latino	24%	23%	20%	23%	25%	20%	23%	22%	23%	24%
% Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	<1%	0%	0%	0%	0%	0%
% White	14%	14%	16%	14%	10%	14%	12%	14%	14%	13%
% Multiethnic	1%	1%	2%	4%	3%	3%	2%	2%	3%	2%
% Other/Unknown	3%	3%	3%	3%	2%	3%	3%	1%	1%	2%



Student Enrollment Status

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
First-Time Any College	58	64	30	40	53	30	42	25	15	41
First-Time Transfer	88	68	24	37	54	67	39	20	28	40
Continuing	255	232	166	95	94	276	271	152	125	133
Returning	18	17	12	10	15	14	11	9	6	9
Concurrent Enrollment	0	0	0	0	0	0	0	0	0	0
% First-Time Any College	14%	17%	13%	22%	25%	8%	12%	12%	9%	18%
% First-Time Transfer	21%	18%	10%	20%	25%	17%	11%	10%	16%	18%
% Continuing	61%	61%	72%	52%	44%	71%	75%	74%	72%	60%
% Returning	4%	4%	5%	5%	7%	4%	3%	4%	3%	4%
% 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.

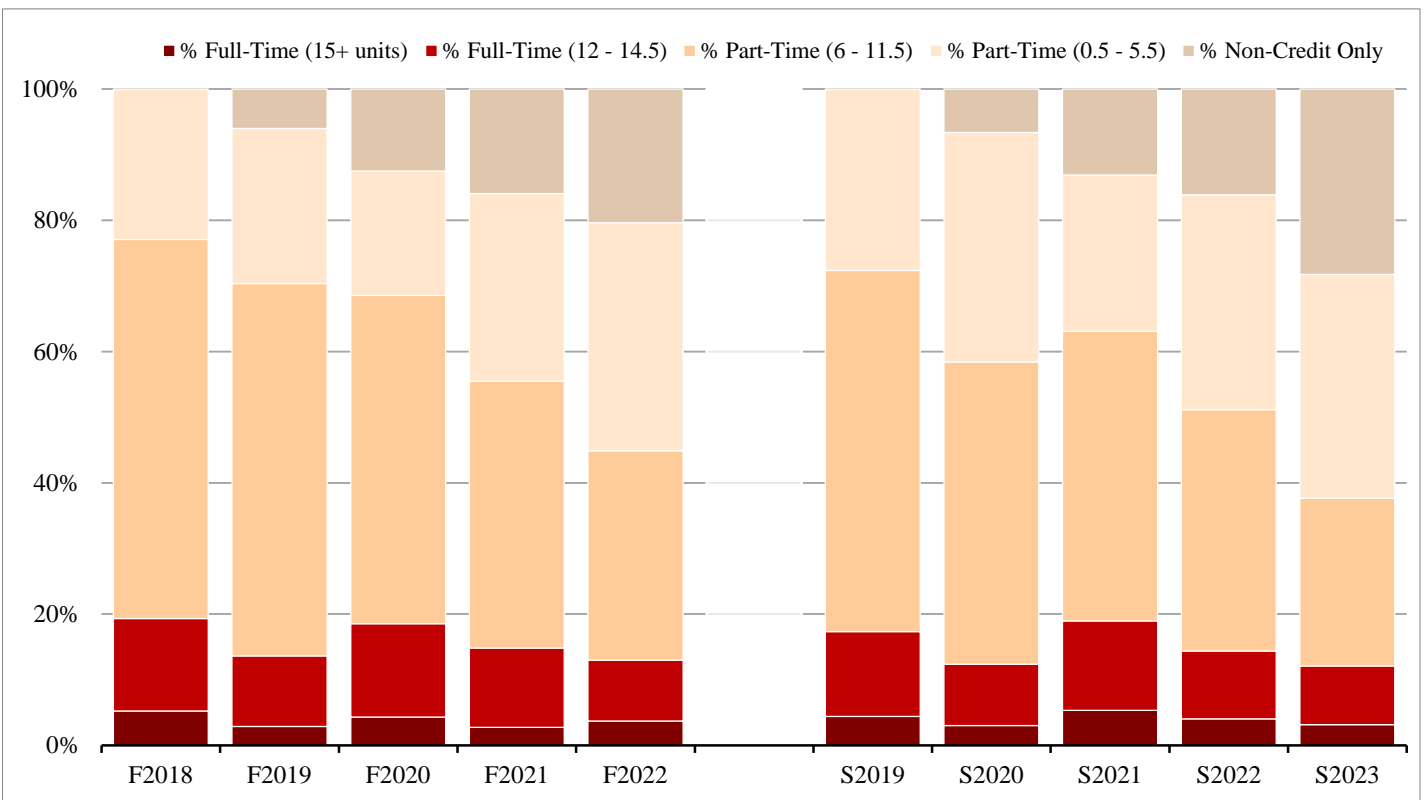
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

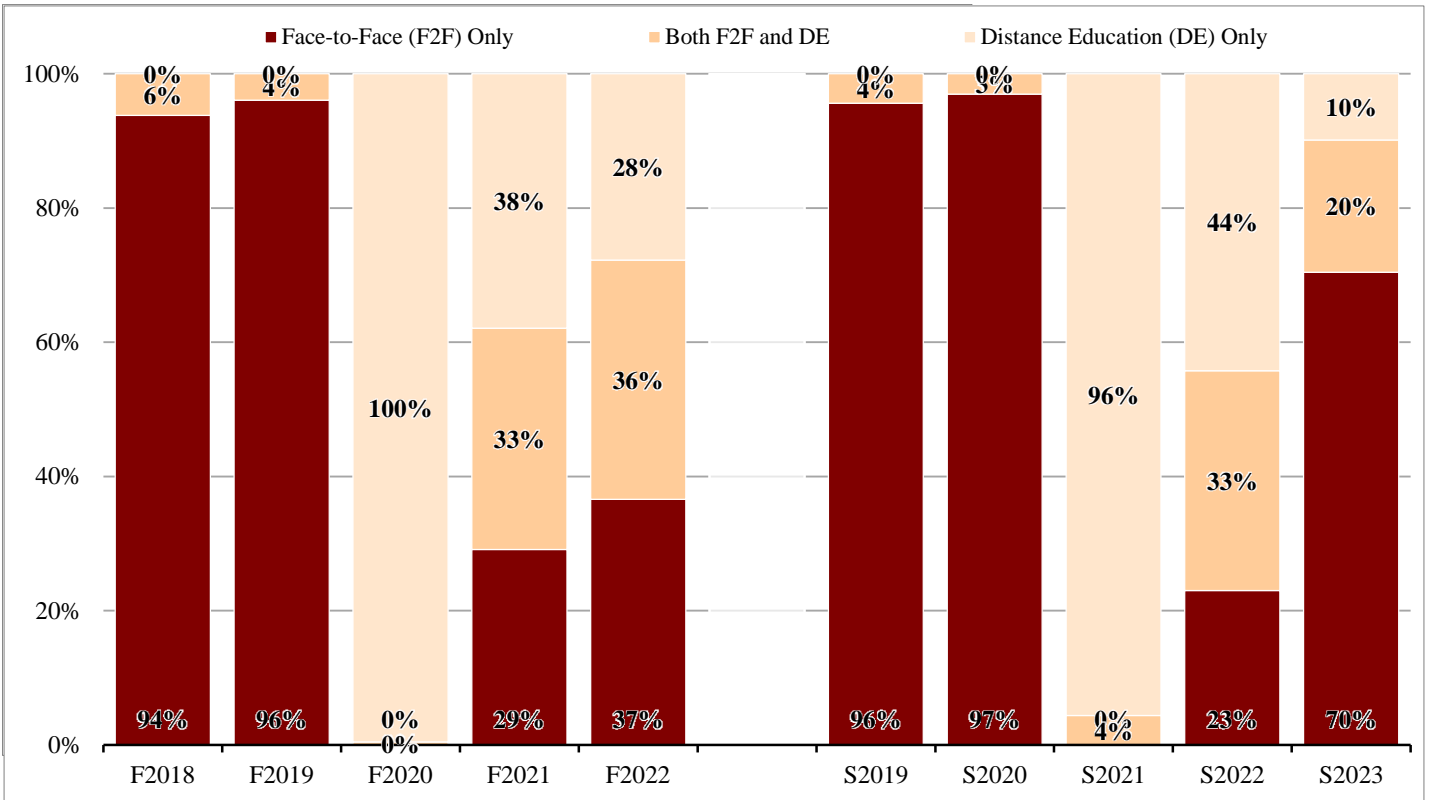
Student Unit Load

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Full-Time (15+ units)	22	11	10	5	8	17	11	11	7	7
Full-Time (12 - 14.5 units)	59	41	33	22	20	50	34	28	18	20
Part-Time (6 - 11.5 units)	242	216	116	74	69	213	167	91	64	57
Part-Time (0.5 - 5.5 units)	96	90	44	52	75	107	127	49	57	76
Non-Credit Only	0	23	29	29	44	0	24	27	28	63
% Full-Time (15+ units)	5%	3%	4%	3%	4%	4%	3%	5%	4%	3%
% Full-Time (12 - 14.5)	14%	11%	14%	12%	9%	13%	9%	14%	10%	9%
% Part-Time (6 - 11.5)	58%	57%	50%	41%	32%	55%	46%	44%	37%	26%
% Part-Time (0.5 - 5.5)	23%	24%	19%	29%	35%	28%	35%	24%	33%	34%
% Non-Credit Only	0%	6%	13%	16%	20%	0%	7%	13%	16%	28%



Students Using Distance Education

English as a Second Language (includes Non-Credit) (ESL/NESL)										
(Categories reflect college-wide coursework)	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Face-to-Face (F2F) Only	393	366	0	53	79	370	352	0	40	157
Both F2F and DE	26	15	1	60	77	17	11	9	57	44
Distance Education (DE) Only	0	0	231	69	60	0	0	197	77	22
% Face-to-Face (F2F) Only	94%	96%	0%	29%	37%	96%	97%	0%	23%	70%
% Both F2F and DE	6%	4%	<1%	33%	36%	4%	3%	4%	33%	20%
% Distance Education (DE) Only	0%	0%	100%	38%	28%	0%	0%	96%	44%	10%

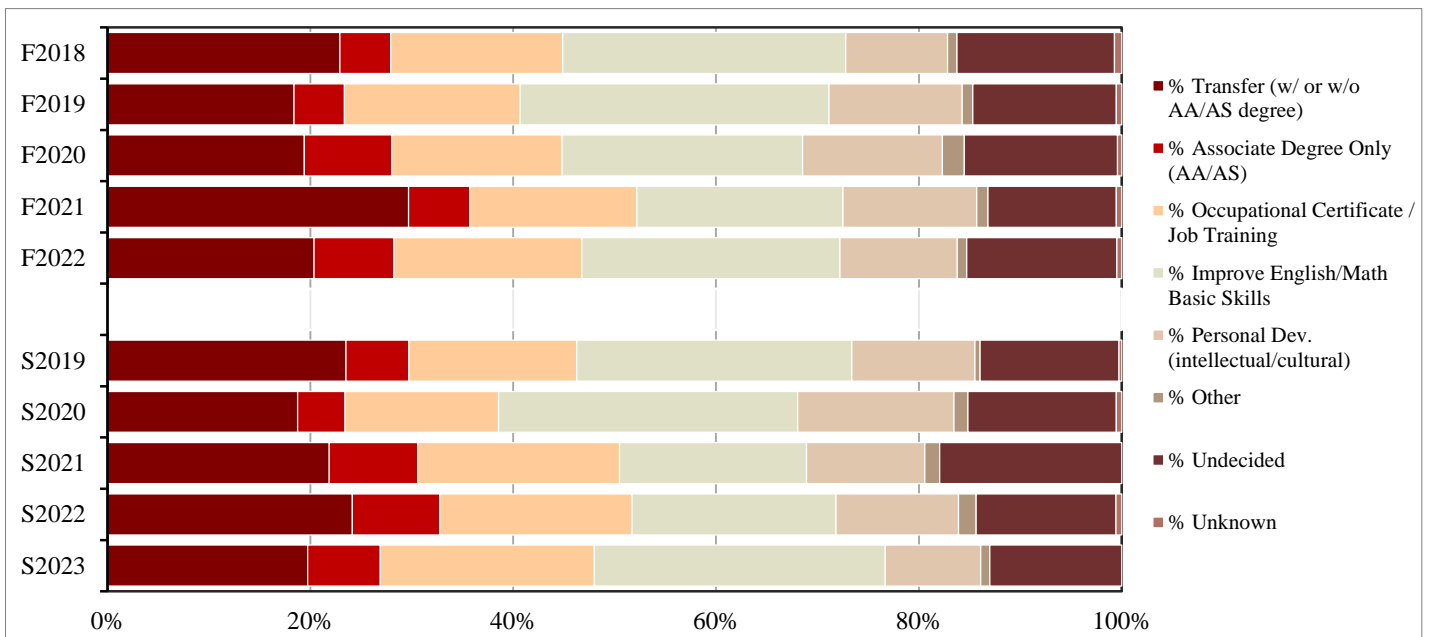


Definitions:

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)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Transfer (w/ or w/o AA/AS degree)	96	70	45	54	44	91	68	45	42	44
Associate Degree Only (AA/AS)	21	19	20	11	17	24	17	18	15	16
Occupational Certificate / Job Training	71	66	39	30	40	64	55	41	33	47
Improve English/Math Basic Skills	117	116	55	37	55	105	107	38	35	64
Personal Development (intellectual/cultural)	42	50	32	24	25	47	56	24	21	21
Other	4	4	5	2	2	2	5	3	3	2
Undecided	65	54	35	23	32	53	53	37	24	29
Unknown	3	2	1	1	1	1	2	0	1	0
% Transfer (w/ or w/o AA/AS degree)	23%	18%	19%	30%	20%	24%	19%	22%	24%	20%
% Associate Degree Only (AA/AS)	5%	5%	9%	6%	8%	6%	5%	9%	9%	7%
% Occupational Certificate / Job Training	17%	17%	17%	16%	19%	17%	15%	20%	19%	21%
% Improve English/Math Basic Skills	28%	30%	24%	20%	25%	27%	29%	18%	20%	29%
% Personal Dev. (intellectual/cultural)	10%	13%	14%	13%	12%	12%	15%	12%	12%	9%
% Other	1%	1%	2%	1%	1%	1%	1%	1%	2%	1%
% Undecided	16%	14%	15%	13%	15%	14%	15%	18%	14%	13%
% Unknown	1%	1%	<1%	1%	<1%	<1%	1%	0%	1%	0%

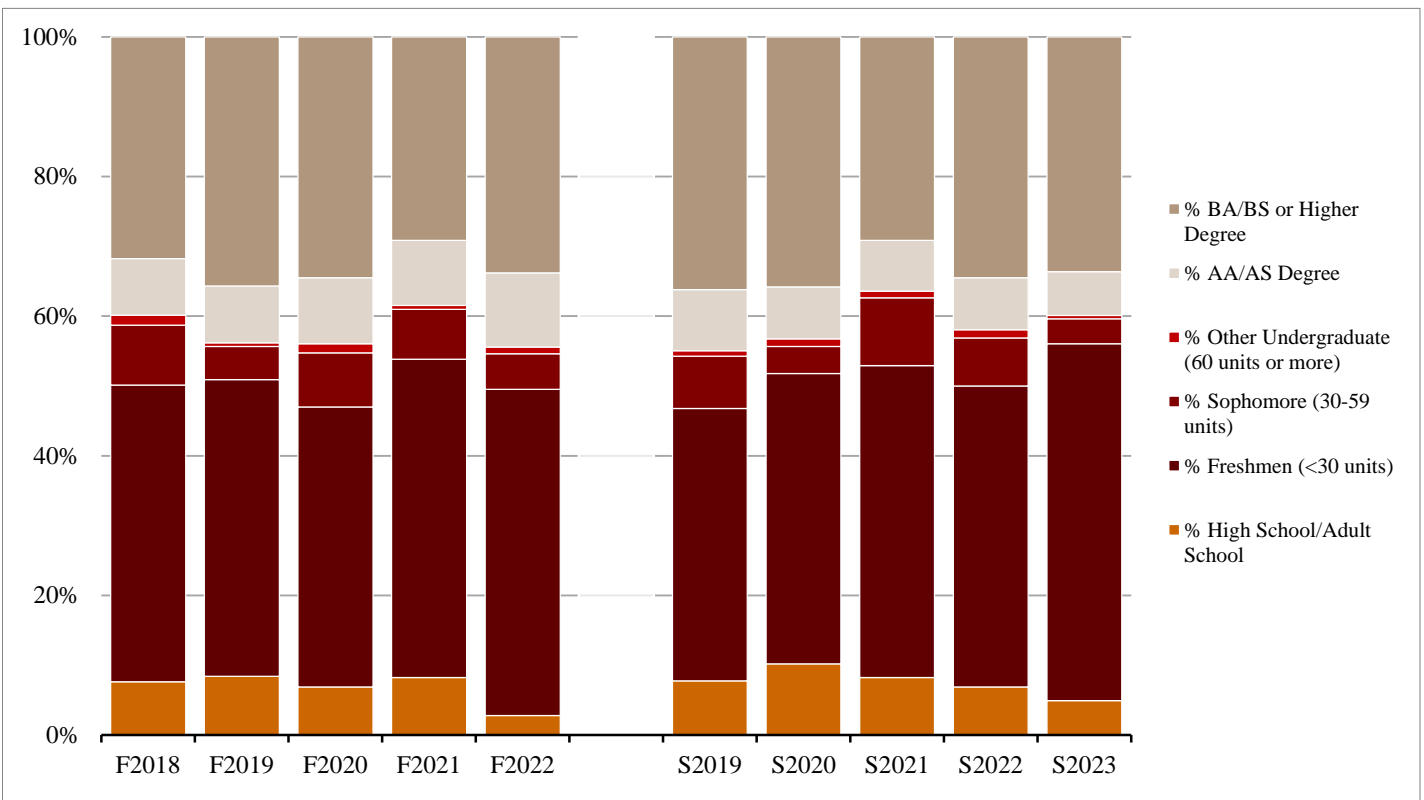


Definitions:

- 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.

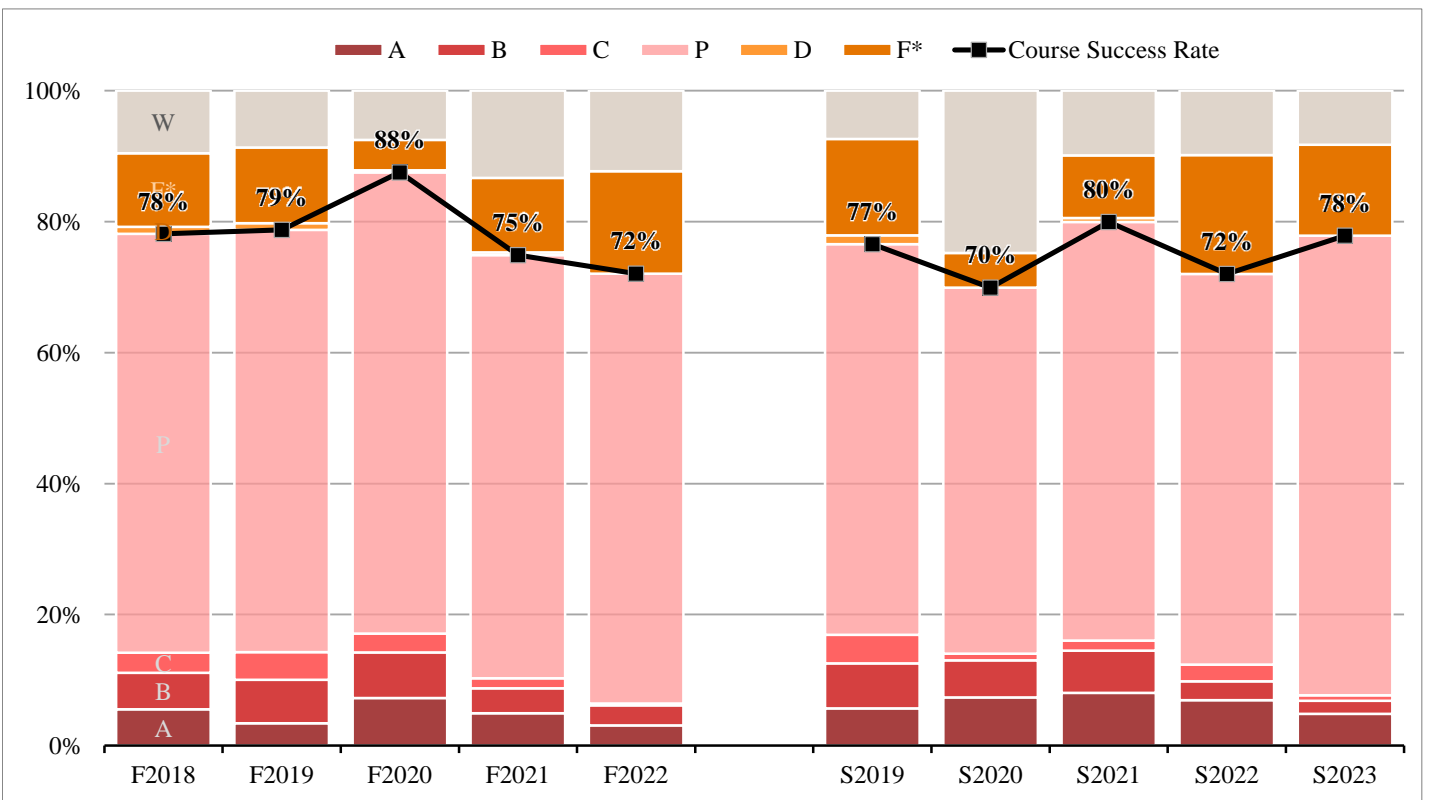
Highest Educational Level of Students

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
High School/Adult School	32	32	16	15	6	30	37	17	12	11
Freshmen (<30 units)	178	162	93	83	101	151	151	92	75	114
Sophomore (30-59 units)	36	18	18	13	11	29	14	20	12	8
Other Undergraduate (60 units or more)	6	2	3	1	2	3	4	2	2	1
AA/AS Degree	34	31	22	17	23	34	27	15	13	14
BA/BS or Higher Degree	133	136	80	53	73	140	130	60	60	75
% High School/Adult School	8%	8%	7%	8%	3%	8%	10%	8%	7%	5%
% Freshmen (<30 units)	42%	43%	40%	46%	47%	39%	42%	45%	43%	51%
% Sophomore (30-59 units)	9%	5%	8%	7%	5%	7%	4%	10%	7%	4%
% Other Undergraduate (60 units or more)	1%	1%	1%	1%	1%	1%	1%	1%	1%	<1%
% AA/AS Degree	8%	8%	9%	9%	11%	9%	7%	7%	7%	6%
% BA/BS or Higher Degree	32%	36%	34%	29%	34%	36%	36%	29%	34%	34%



Student Performance: Grade Distribution

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Total Course Enrollments	649	590	344	263	356	597	585	324	275	352
Course Success Rates	78%	79%	88%	75%	72%	77%	70%	80%	72%	78%
A	6%	3%	7%	5%	3%	6%	7%	8%	7%	5%
B	6%	7%	7%	4%	3%	7%	6%	6%	3%	2%
C	3%	4%	3%	2%	<1%	4%	1%	2%	3%	1%
P	64%	64%	70%	65%	66%	60%	56%	64%	60%	70%
Course Non-Success Rate	12%	13%	5%	12%	16%	16%	5%	10%	18%	14%
D	1%	1%	<1%	<1%	0%	1%	0%	1%	0%	0%
F*	11%	12%	5%	11%	16%	15%	5%	10%	18%	14%
Withdrawals (See Note)	10%	9%	8%	13%	12%	7%	25%	10%	10%	8%



Definitions:

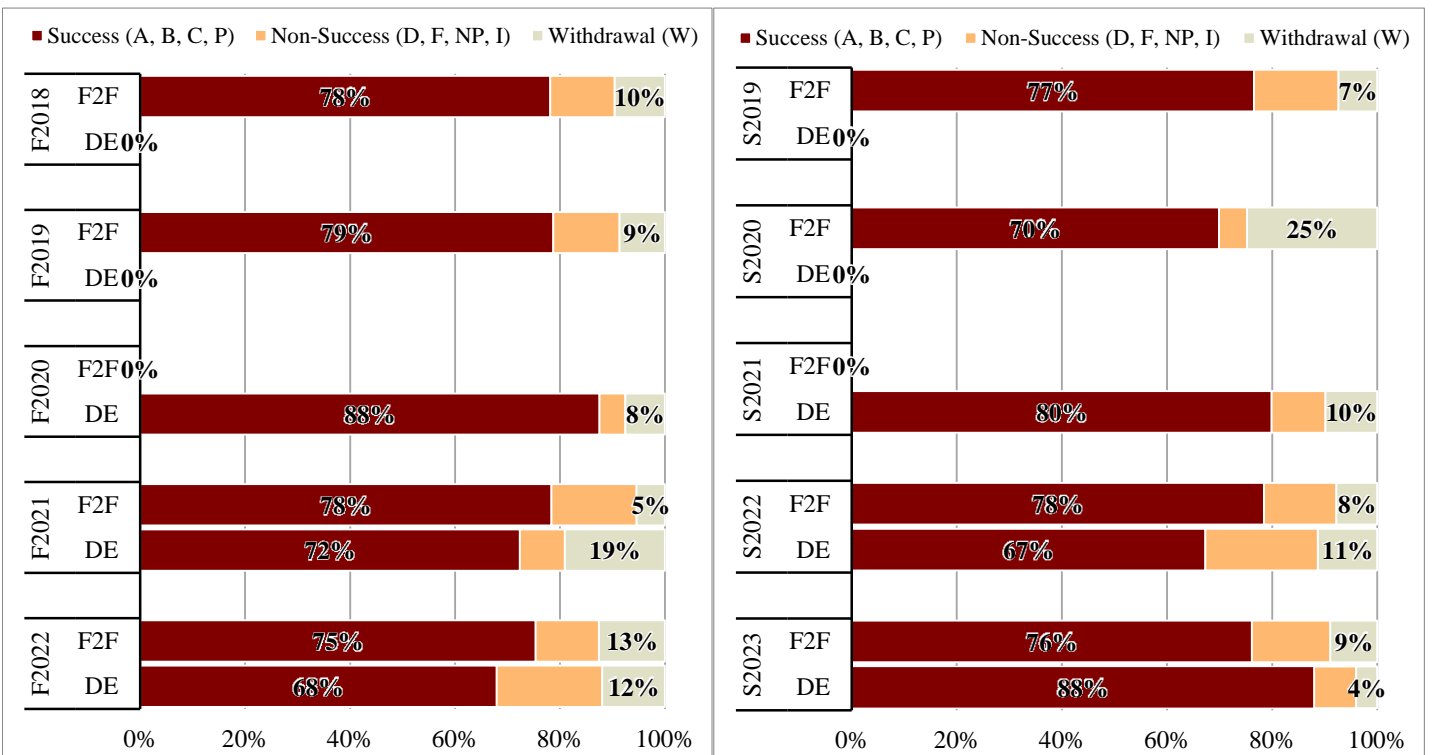
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Total Course Enrollments	649	590	344	263	356	597	585	324	275	352
Face-to-Face (F2F) Sections	649	590	0	111	199	597	585	0	116	302
Success Rates	78%	79%	—	78%	75%	77%	70%	—	78%	76%
Non-Success Rates	12%	13%	—	16%	12%	16%	5%	—	14%	15%
Withdrawals	10%	9%	—	5%	13%	7%	25%	—	8%	9%
Distance Education (DE) Sections	0	0	344	152	157	0	0	324	159	50
Success Rates	—	—	88%	72%	68%	—	—	80%	67%	88%
Non-Success Rates	—	—	5%	9%	20%	—	—	10%	21%	8%
Withdrawals	—	—	8%	19%	12%	—	—	10%	11%	4%



Definitions:

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

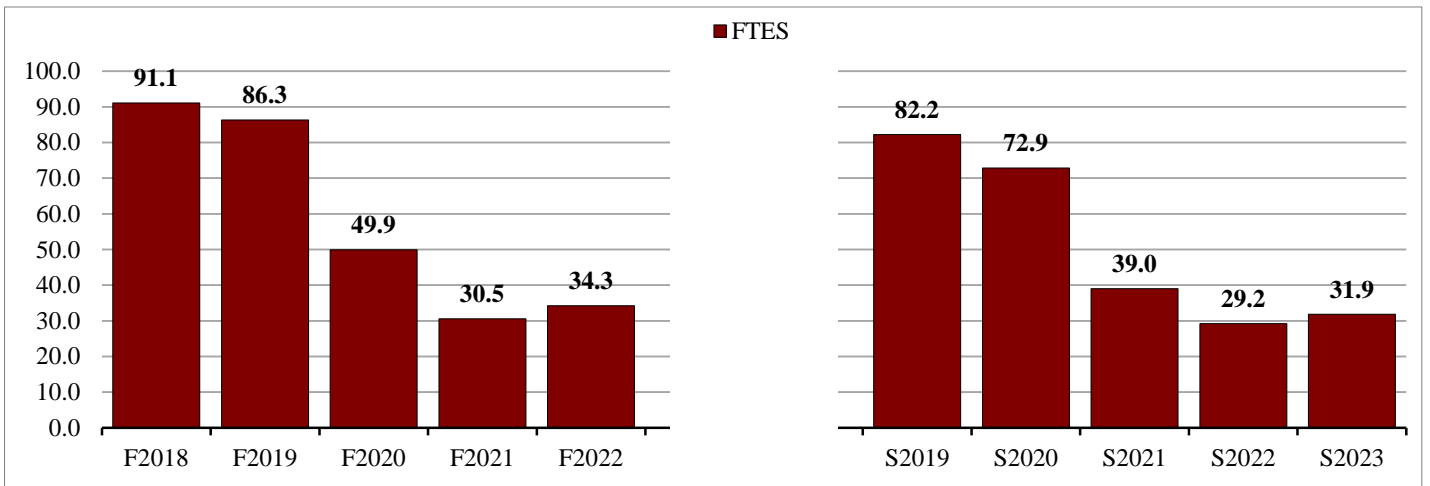
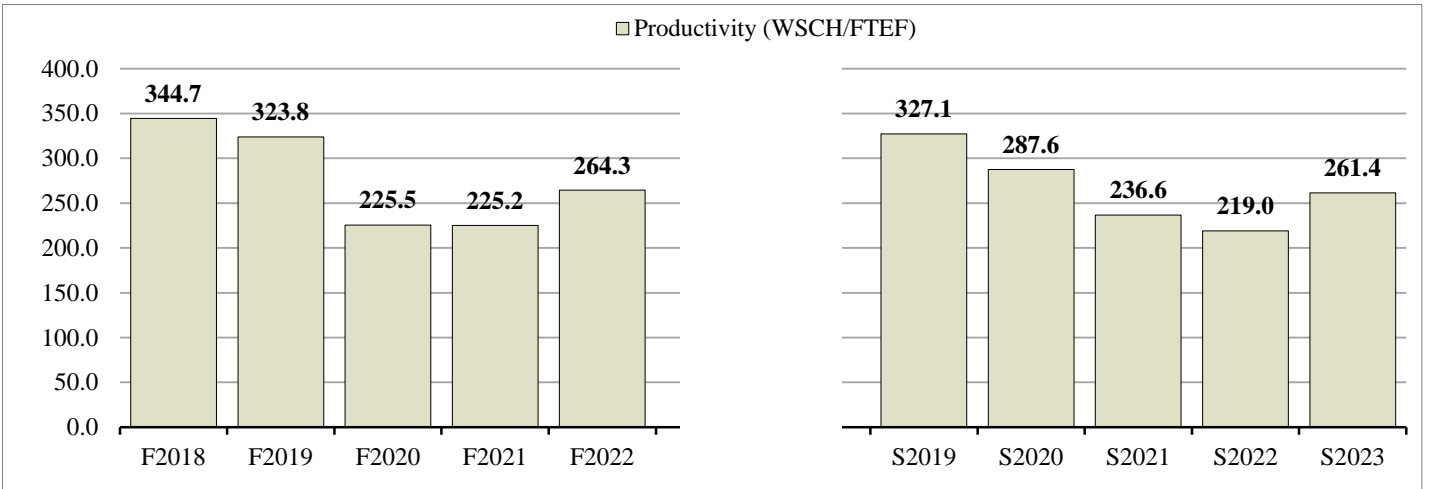
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
WSCH	3,131	2,876	1,638	1,049	1,359	2,802	2,487	1,272	1,049	1,348
FTES	91.1	86.3	49.9	30.5	34.3	82.2	72.9	39.0	29.2	31.9
FTEF	9.1	8.9	7.3	4.7	5.1	8.6	8.6	5.4	4.8	5.2
Productivity (WSCH/FTEF)	344.7	323.8	225.5	225.2	264.3	327.1	287.6	236.6	219.0	261.4



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.

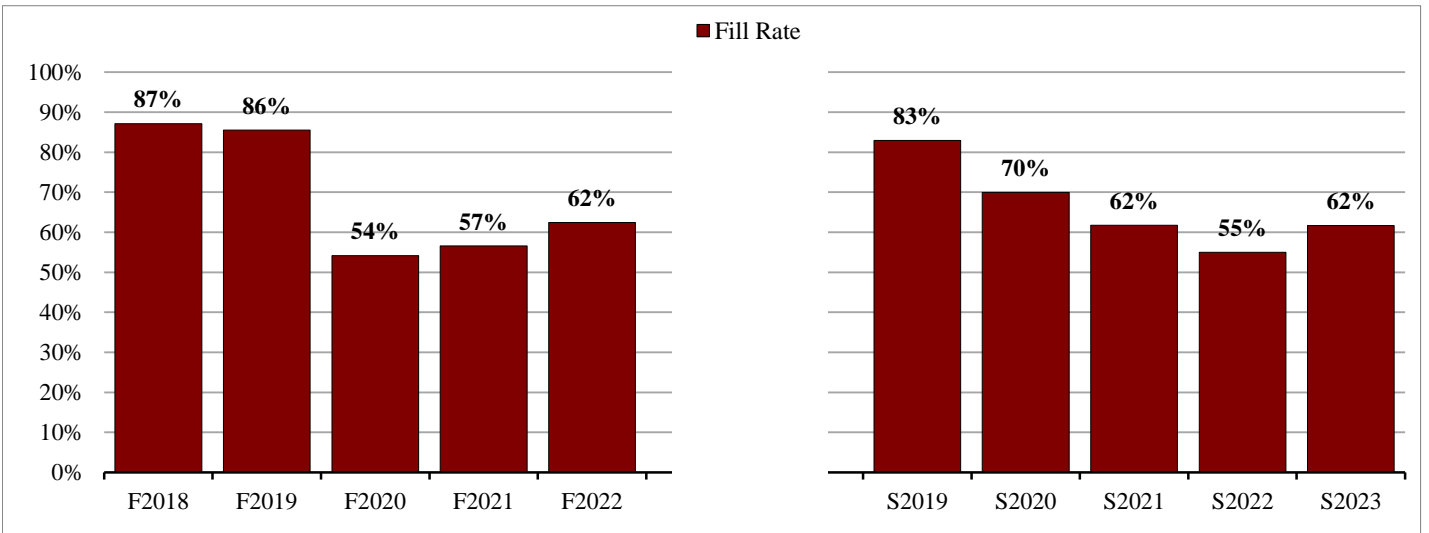
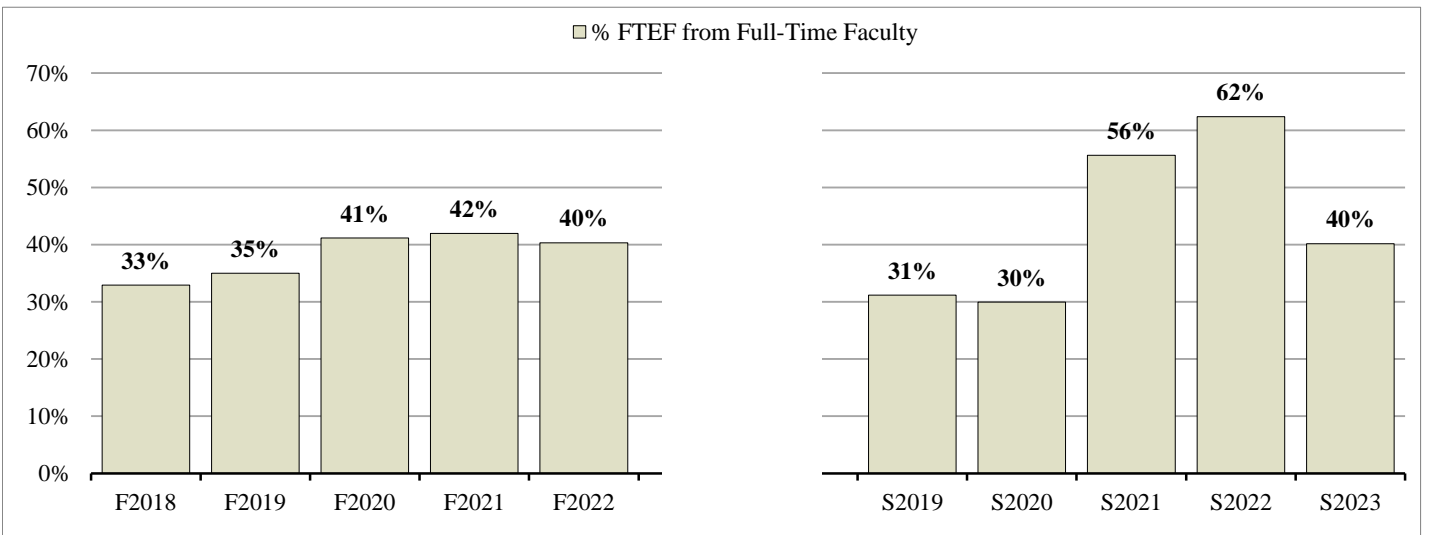
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
FTEF from Full-Time Faculty	3.0	3.1	3.0	2.0	2.1	2.7	2.6	3.0	3.0	2.1
% FTEF from Full-Time Faculty	33%	35%	41%	42%	40%	31%	30%	56%	62%	40%
Enrollments	649	590	344	263	356	597	585	324	275	352
Capacity (seats available)	745	690	635	465	570	720	836	525	500	571
Fill Rate	87%	86%	54%	57%	62%	83%	70%	62%	55%	62%



Definitions:

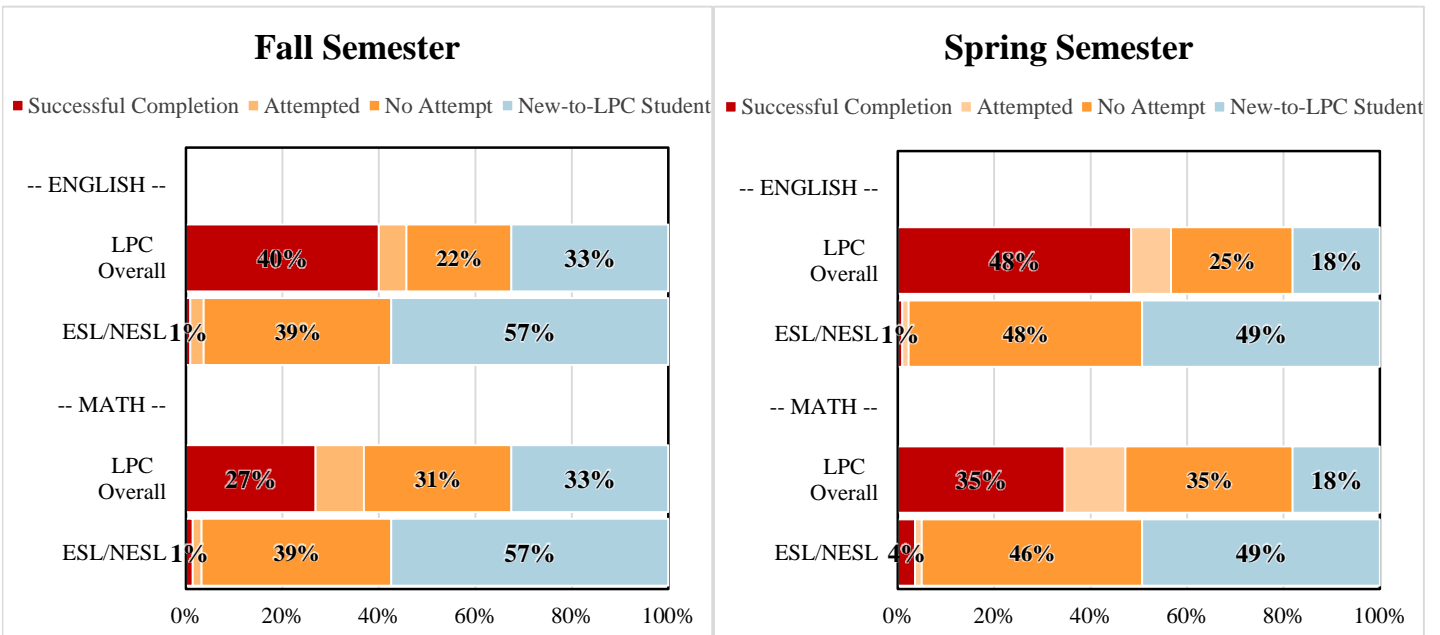
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 7/25/23.

Prior Experience in English & Math

<i>(English and math status prior to the start of the term)</i>	Fall 2022				Spring 2023			
	ESL/NESL		LPC Overall		ESL/NESL		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	2	1%	2,729	40%	2	1%	3,203	48%
Attempted (<i>not successful</i>)	6	3%	391	6%	3	1%	546	8%
No Attempt	84	39%	1,484	22%	108	48%	1,672	25%
New-to-LPC Student	124	57%	2,221	33%	110	49%	1,197	18%
Transfer-level Math								
Successful Completion*	3	1%	1,835	27%	8	4%	2,288	35%
Attempted (<i>not successful</i>)	4	2%	683	10%	3	1%	837	13%
No Attempt	85	39%	2,086	31%	102	46%	2,296	35%
New-to-LPC Student	124	57%	2,221	33%	110	49%	1,197	18%



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 LPC Student** = enrollments from 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 an 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** = enrollments from students with no for credit enrollments within our district prior to the current term.