



Las Positas College

Discipline Program Review Data Packet

Fall 2018 to Spring 2023

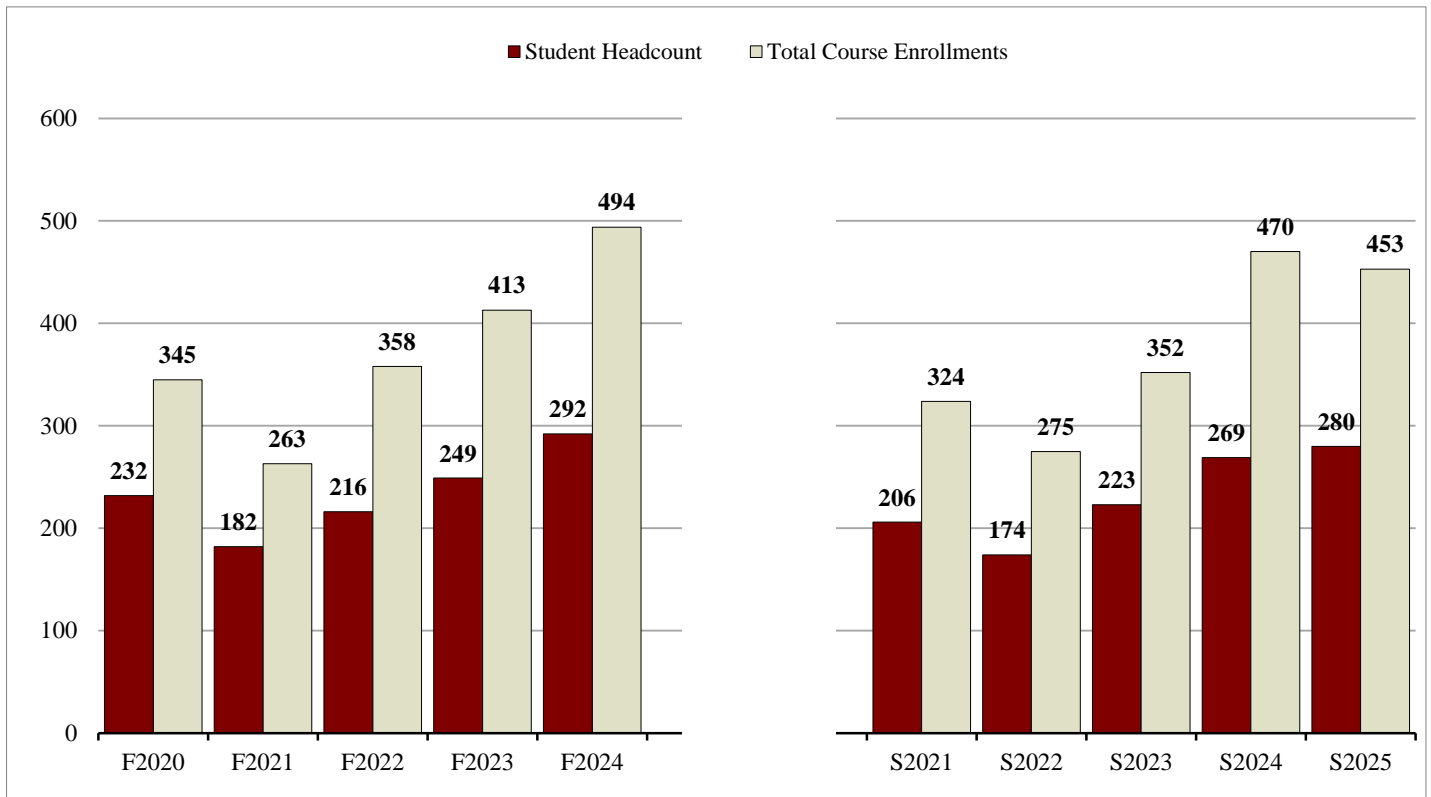
Discipline:

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				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Student Headcount	232	182	216	249	292	206	174	223	269	280
Total Course Enrollments	345	263	358	413	494	324	275	352	470	453



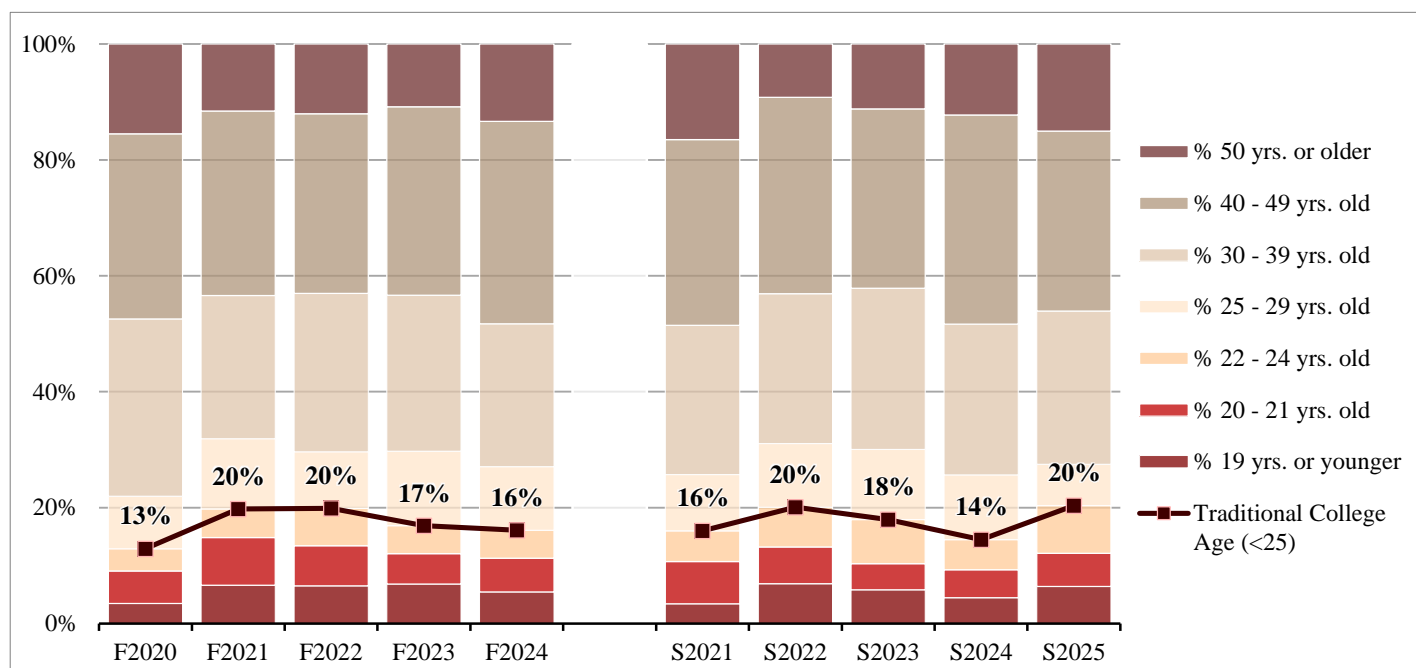
Definitions:

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.

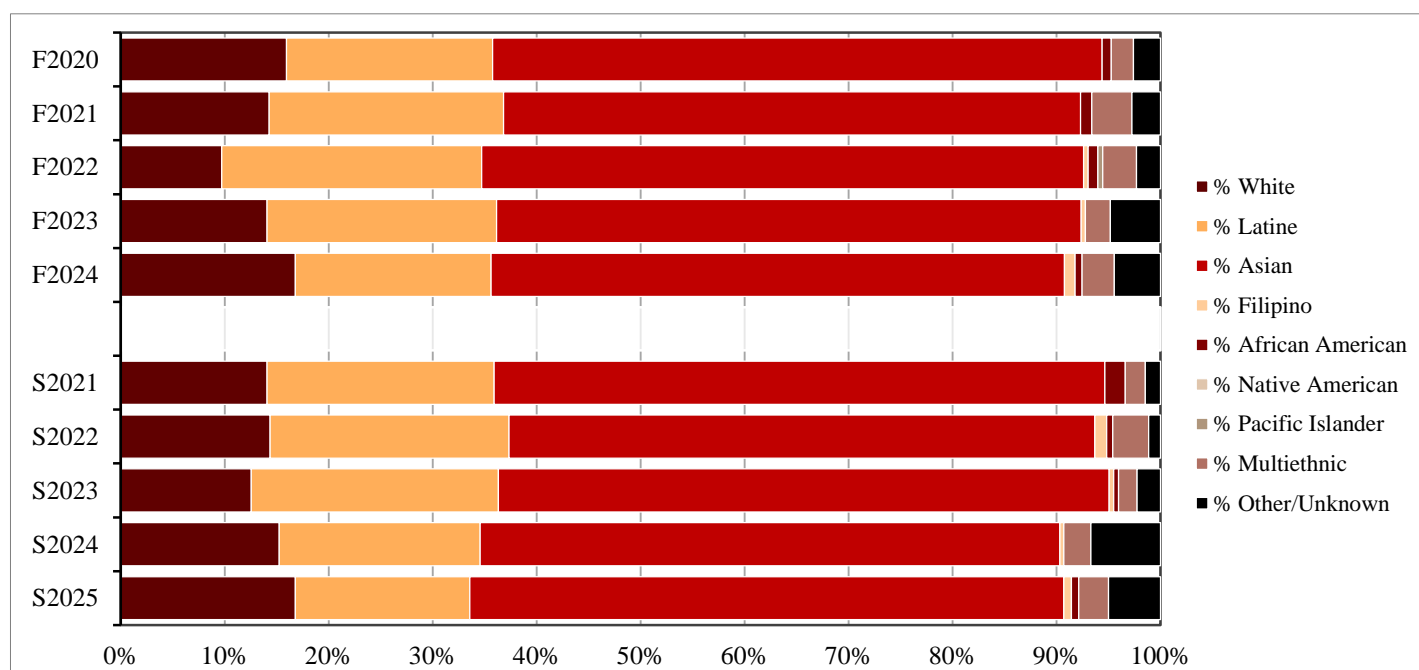
Student Demographics: Gender & Age

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Female	189	146	178	207	233	170	139	191	212	218
Male	33	29	32	35	55	30	27	28	52	58
19 yrs. or younger	8	12	14	17	16	7	12	13	12	18
20-21 yrs. old	13	15	15	13	17	15	11	10	13	16
22-24 yrs. old	9	9	14	12	14	11	12	17	14	23
25-29 yrs. old	21	22	21	32	32	20	19	27	30	20
30-39 yrs. old	71	45	59	67	72	53	45	62	70	74
40-49 yrs. old	74	58	67	81	102	66	59	69	97	87
50 yrs. or older	36	21	26	27	39	34	16	25	33	42
% Female	85%	83%	85%	86%	81%	85%	84%	87%	80%	79%
% Male	15%	17%	15%	14%	19%	15%	16%	13%	20%	21%
% 19 yrs. or younger	3%	7%	6%	7%	5%	3%	7%	6%	4%	6%
% 20 - 21 yrs. old	6%	8%	7%	5%	6%	7%	6%	4%	5%	6%
% 22 - 24 yrs. old	4%	5%	6%	5%	5%	5%	7%	8%	5%	8%
% 25 - 29 yrs. old	9%	12%	10%	13%	11%	10%	11%	12%	11%	7%
% 30 - 39 yrs. old	31%	25%	27%	27%	25%	26%	26%	28%	26%	26%
% 40 - 49 yrs. old	32%	32%	31%	33%	35%	32%	34%	31%	36%	31%
% 50 yrs. or older	16%	12%	12%	11%	13%	17%	9%	11%	12%	15%



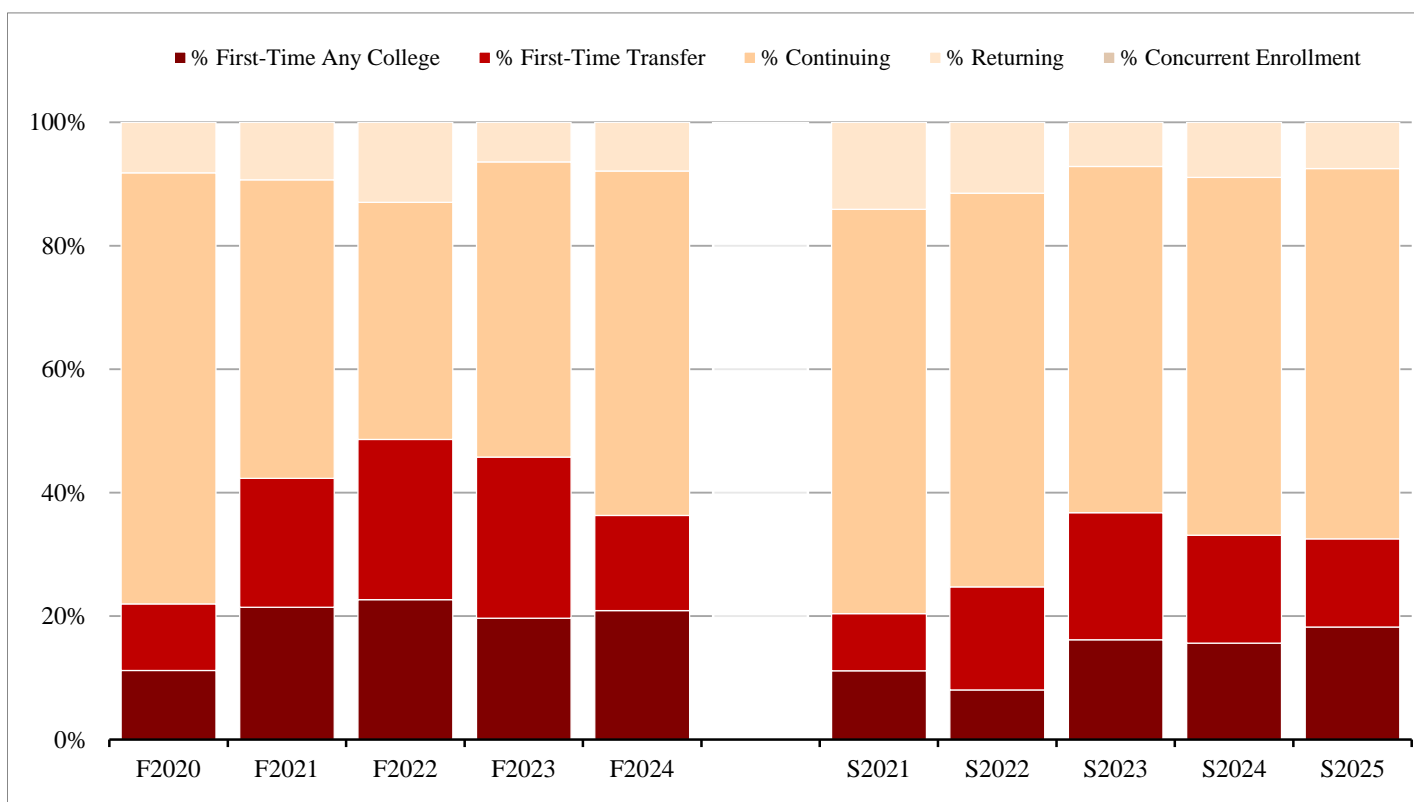
Student Demographic: Race-Ethnicity

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
African American	2	2	2	0	2	4	1	1	0	2
Asian	136	101	125	140	161	121	98	131	150	160
Filipino	0	0	1	1	3	0	2	1	1	2
Latine	46	41	54	55	55	45	40	53	52	47
Native American	0	0	0	0	0	0	0	0	0	0
Pacific Islander	0	0	1	0	0	0	0	0	0	0
White	37	26	21	35	49	29	25	28	41	47
Multiethnic	5	7	7	6	9	4	6	4	7	8
Other/Unknown	6	5	5	12	13	3	2	5	18	14
% African American	1%	1%	1%	0%	1%	2%	1%	<1%	0%	1%
% Asian	59%	55%	58%	56%	55%	59%	56%	59%	56%	57%
% Filipino	0%	0%	<1%	<1%	1%	0%	1%	<1%	<1%	1%
% Latine	20%	23%	25%	22%	19%	22%	23%	24%	19%	17%
% Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	<1%	0%	0%	0%	0%	0%	0%	0%
% White	16%	14%	10%	14%	17%	14%	14%	13%	15%	17%
% Multiethnic	2%	4%	3%	2%	3%	2%	3%	2%	3%	3%
% Other/Unknown	3%	3%	2%	5%	4%	1%	1%	2%	7%	5%



Student Enrollment Status

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
First-Time Any College	26	39	49	49	61	23	14	36	42	51
First-Time Transfer	25	38	56	65	45	19	29	46	47	40
Continuing	162	88	83	119	163	135	111	125	156	168
Returning	19	17	28	16	23	29	20	16	24	21
Concurrent Enrollment	0	0	0	0	0	0	0	0	0	0
% First-Time Any College	11%	21%	23%	20%	21%	11%	8%	16%	16%	18%
% First-Time Transfer	11%	21%	26%	26%	15%	9%	17%	21%	17%	14%
% Continuing	70%	48%	38%	48%	56%	66%	64%	56%	58%	60%
% Returning	8%	9%	13%	6%	8%	14%	11%	7%	9%	8%
% 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.

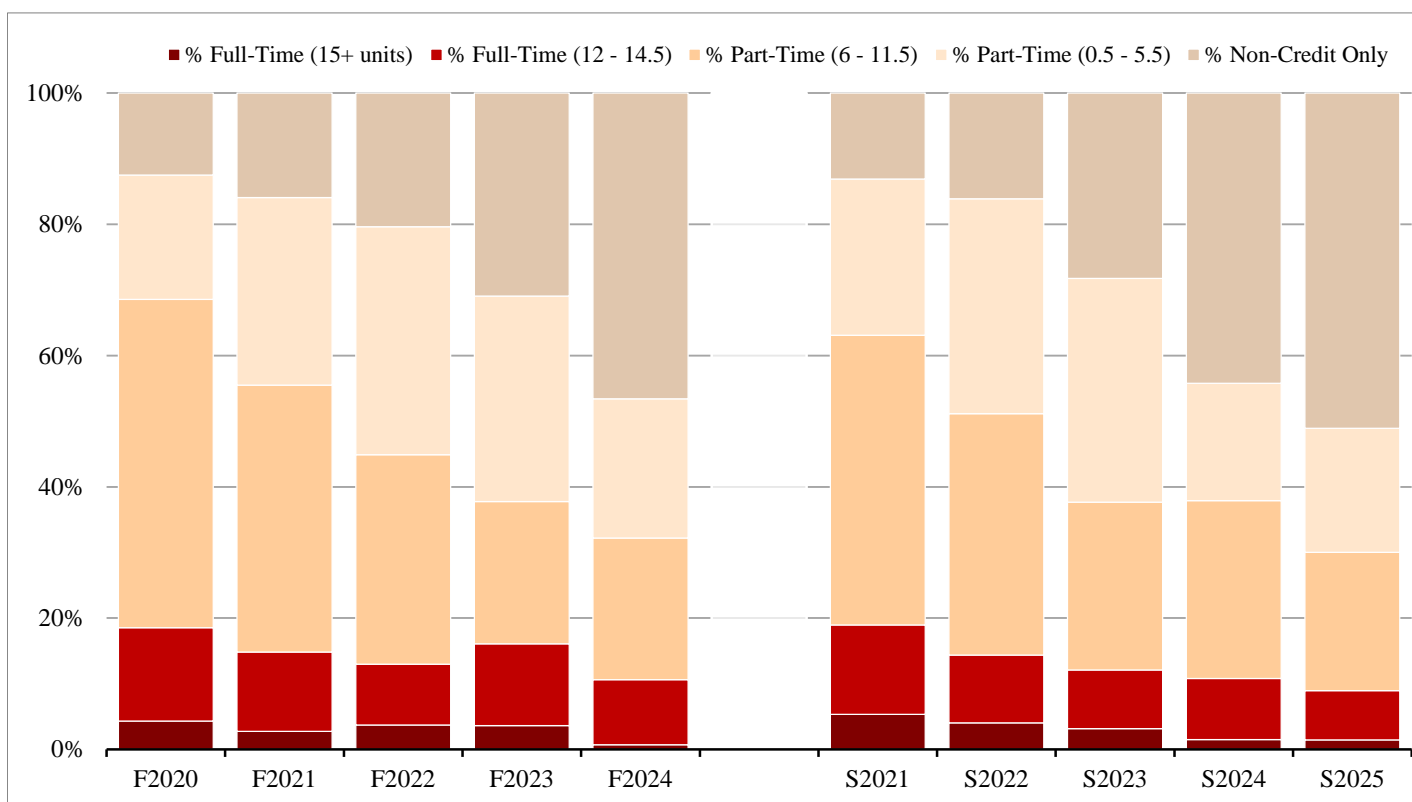
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

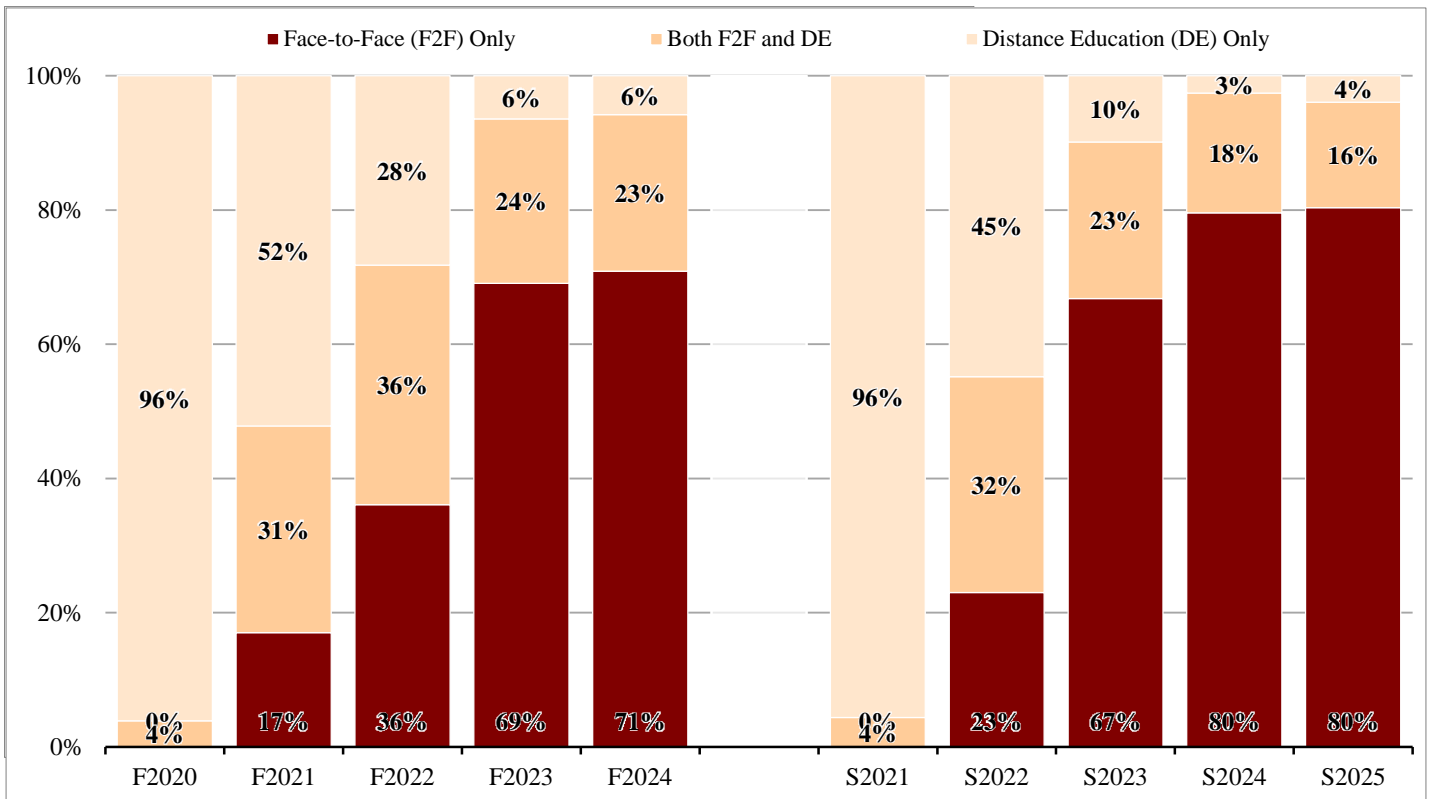
Student Unit Load

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Full-Time (15+ units)	10	5	8	9	2	11	7	7	4	4
Full-Time (12 - 14.5 units)	33	22	20	31	29	28	18	20	25	21
Part-Time (6 - 11.5 units)	116	74	69	54	63	91	64	57	73	59
Part-Time (0.5 - 5.5 units)	44	52	75	78	62	49	57	76	48	53
Non-Credit Only	29	29	44	77	136	27	28	63	119	143
% Full-Time (15+ units)	4%	3%	4%	4%	1%	5%	4%	3%	1%	1%
% Full-Time (12 - 14.5)	14%	12%	9%	12%	10%	14%	10%	9%	9%	8%
% Part-Time (6 - 11.5)	50%	41%	32%	22%	22%	44%	37%	26%	27%	21%
% Part-Time (0.5 - 5.5)	19%	29%	35%	31%	21%	24%	33%	34%	18%	19%
% Non-Credit Only	13%	16%	20%	31%	47%	13%	16%	28%	44%	51%



Students Using Distance Education

English as a Second Language (includes Non-Credit) (ESL/NESL)										
(Categories reflect college-wide coursework)	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Face-to-Face (F2F) Only	0	31	78	172	207	0	40	149	214	225
Both F2F and DE	9	56	77	61	68	9	56	52	48	44
Distance Education (DE) Only	223	95	61	16	17	197	78	22	7	11
% Face-to-Face (F2F) Only	0%	17%	36%	69%	71%	0%	23%	67%	80%	80%
% Both F2F and DE	4%	31%	36%	24%	23%	4%	32%	23%	18%	16%
% Distance Education (DE) Only	96%	52%	28%	6%	6%	96%	45%	10%	3%	4%



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.

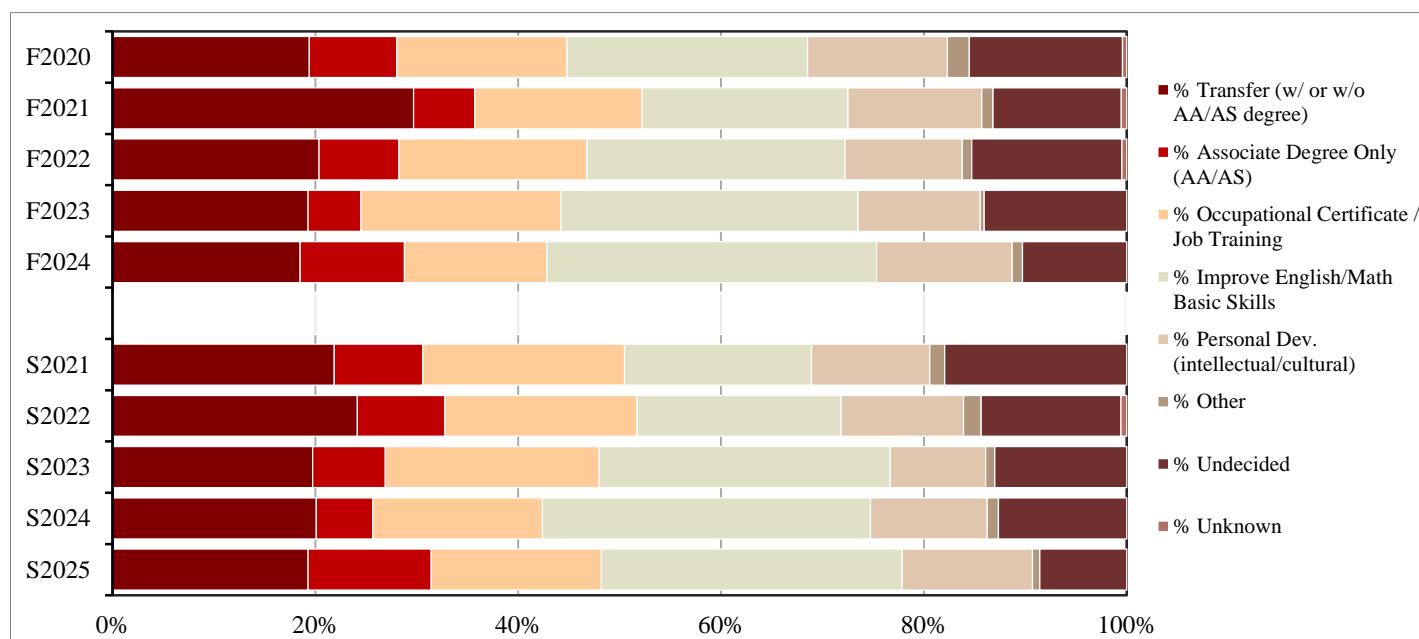
In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.

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

Since Fall 2021 to present, 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				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Transfer (w/ or w/o AA/AS degree)	45	54	44	48	54	45	42	44	54	54
Associate Degree Only (AA/AS)	20	11	17	13	30	18	15	16	15	34
Occupational Certificate / Job Training	39	30	40	49	41	41	33	47	45	47
Improve English/Math Basic Skills	55	37	55	73	95	38	35	64	87	83
Personal Development (intellectual/cultural)	32	24	25	30	39	24	21	21	31	36
Other	5	2	2	1	3	3	3	2	3	2
Undecided	35	23	32	35	30	37	24	29	34	24
Unknown	1	1	1	0	0	0	1	0	0	0
% Transfer (w/ or w/o AA/AS degree)	19%	30%	20%	19%	18%	22%	24%	20%	20%	19%
% Associate Degree Only (AA/AS)	9%	6%	8%	5%	10%	9%	9%	7%	6%	12%
% Occupational Certificate / Job Training	17%	16%	19%	20%	14%	20%	19%	21%	17%	17%
% Improve English/Math Basic Skills	24%	20%	25%	29%	33%	18%	20%	29%	32%	30%
% Personal Dev. (intellectual/cultural)	14%	13%	12%	12%	13%	12%	12%	9%	12%	13%
% Other	2%	1%	1%	<1%	1%	1%	2%	1%	1%	1%
% Undecided	15%	13%	15%	14%	10%	18%	14%	13%	13%	9%
% Unknown	<1%	1%	<1%	0%	0%	0%	1%	0%	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.

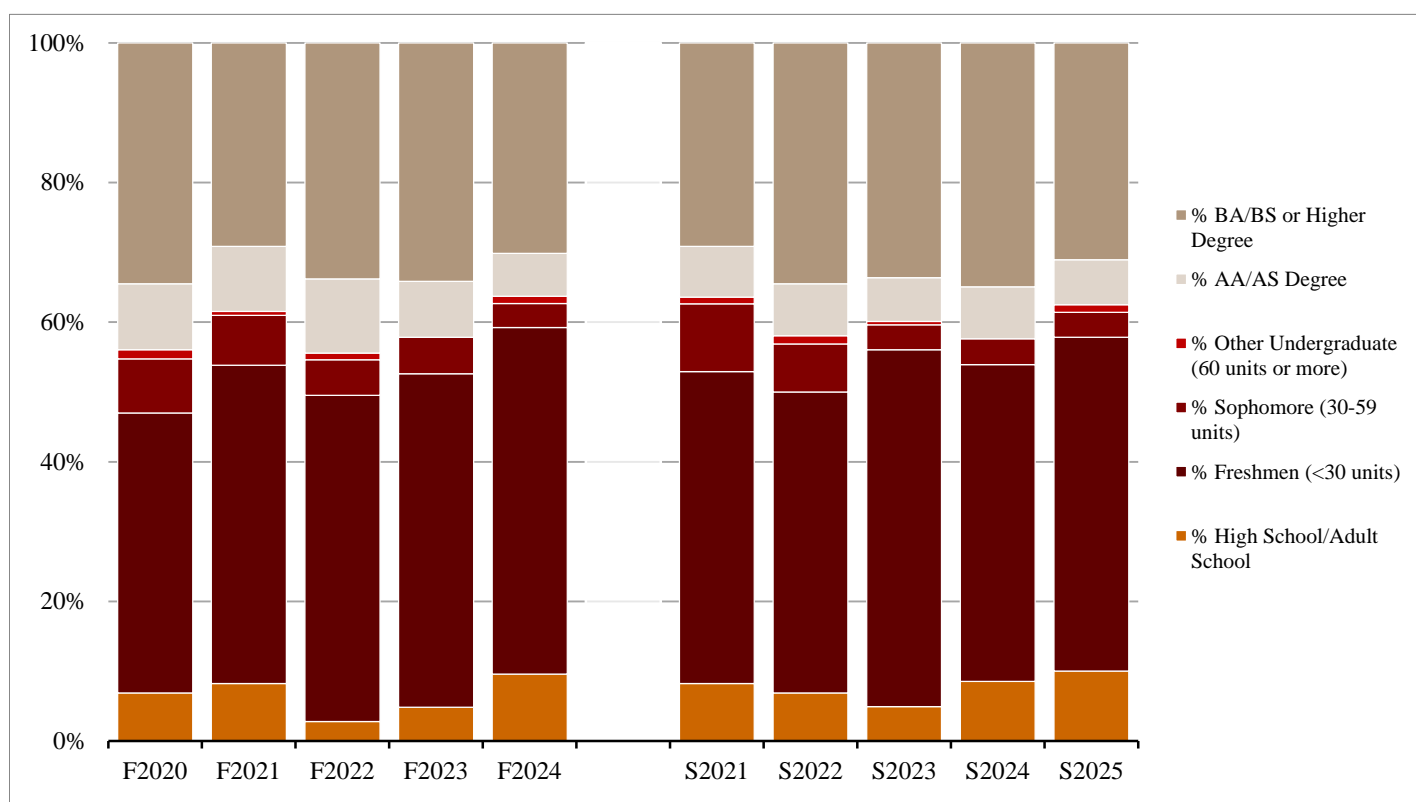
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

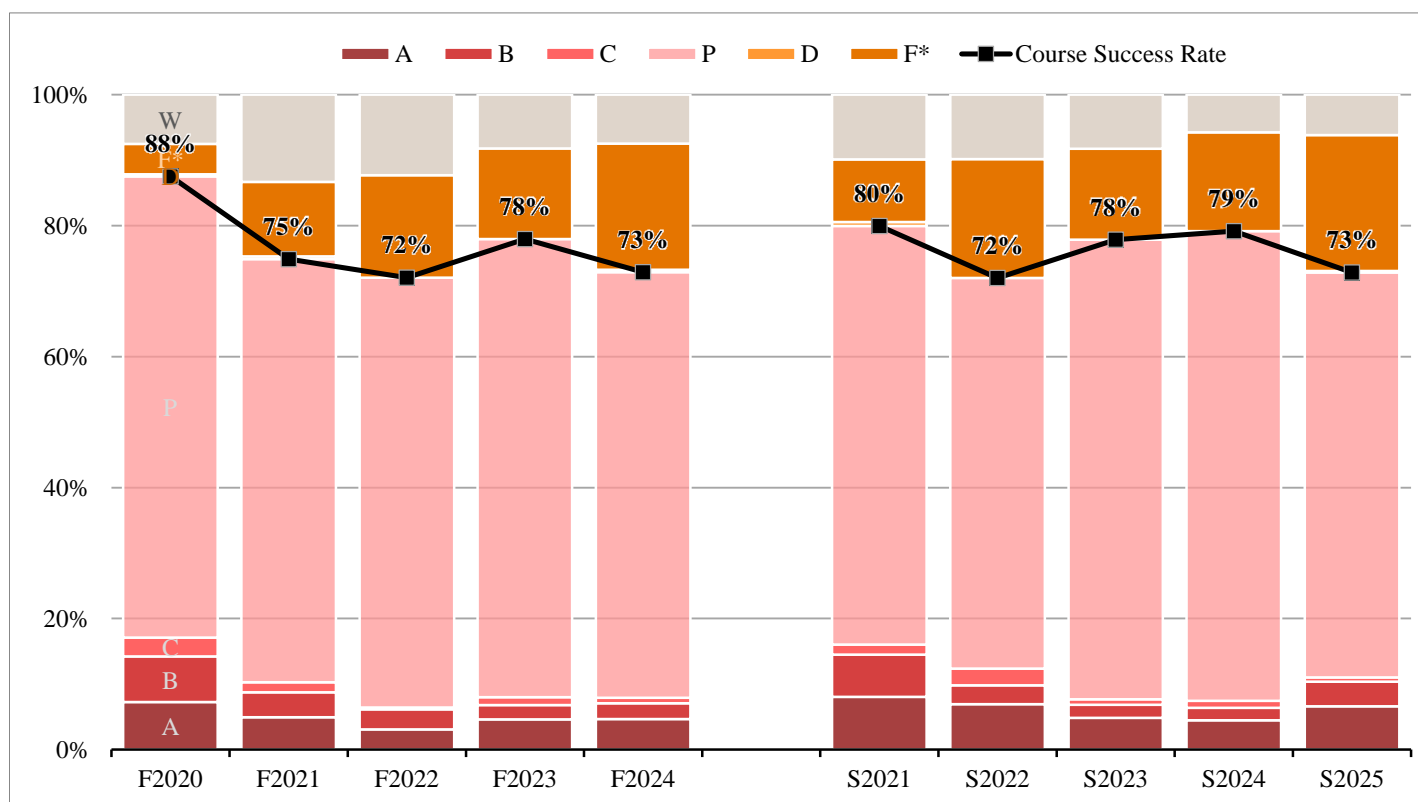
Highest Educational Level of Students

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
High School/Adult School	16	15	6	12	28	17	12	11	23	28
Freshmen (<30 units)	93	83	101	119	145	92	75	114	122	134
Sophomore (30-59 units)	18	13	11	13	10	20	12	8	10	10
Other Undergraduate (60 units or more)	3	1	2	0	3	2	2	1	0	3
AA/AS Degree	22	17	23	20	18	15	13	14	20	18
BA/BS or Higher Degree	80	53	73	85	88	60	60	75	94	87
% High School/Adult School	7%	8%	3%	5%	10%	8%	7%	5%	9%	10%
% Freshmen (<30 units)	40%	46%	47%	48%	50%	45%	43%	51%	45%	48%
% Sophomore (30-59 units)	8%	7%	5%	5%	3%	10%	7%	4%	4%	4%
% Other Undergraduate (60 units or more)	1%	1%	1%	0%	1%	1%	1%	<1%	0%	1%
% AA/AS Degree	9%	9%	11%	8%	6%	7%	7%	6%	7%	6%
% BA/BS or Higher Degree	34%	29%	34%	34%	30%	29%	34%	34%	35%	31%



Student Performance: Grade Distribution

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Total Course Enrollments	345	263	358	413	494	324	275	352	470	453
Course Success Rates	88%	75%	72%	78%	73%	80%	72%	78%	79%	73%
A	7%	5%	3%	5%	5%	8%	7%	5%	4%	7%
B	7%	4%	3%	2%	2%	6%	3%	2%	2%	4%
C	3%	2%	<1%	1%	1%	2%	3%	1%	1%	1%
P	70%	65%	66%	70%	65%	64%	60%	70%	72%	62%
Course Non-Success Rate	5%	12%	16%	14%	20%	10%	18%	14%	15%	21%
D	<1%	<1%	0%	0%	<1%	1%	0%	0%	0%	<1%
F*	5%	11%	16%	14%	19%	10%	18%	14%	15%	21%
Withdrawals (See Note)	8%	13%	12%	8%	7%	10%	10%	8%	6%	6%



Definitions:

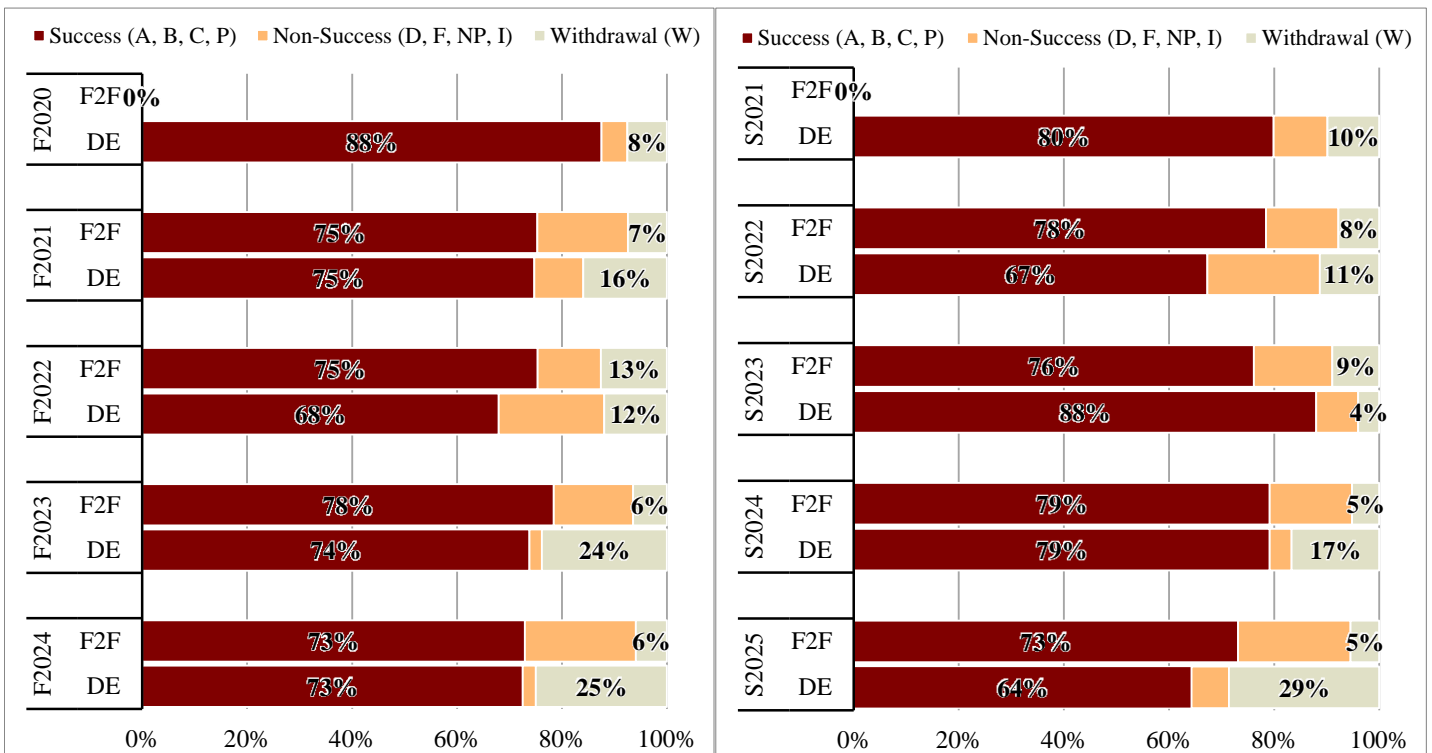
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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

Student Performance: Distance Education

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Total Course Enrollments	345	263	358	413	494	324	275	352	470	453
Face-to-Face (F2F) Sections	0	81	199	371	454	0	116	302	446	439
Success Rates	—	75%	75%	78%	73%	—	78%	76%	79%	73%
Non-Success Rates	—	17%	12%	15%	21%	—	14%	15%	16%	21%
Withdrawals	—	7%	13%	6%	6%	—	8%	9%	5%	5%
Distance Education (DE) Sections	345	182	159	42	40	324	159	50	24	14
Success Rates	88%	75%	68%	74%	73%	80%	67%	88%	79%	64%
Non-Success Rates	5%	9%	20%	2%	3%	10%	21%	8%	4%	7%
Withdrawals	8%	16%	12%	24%	25%	10%	11%	4%	17%	29%



Definitions:

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

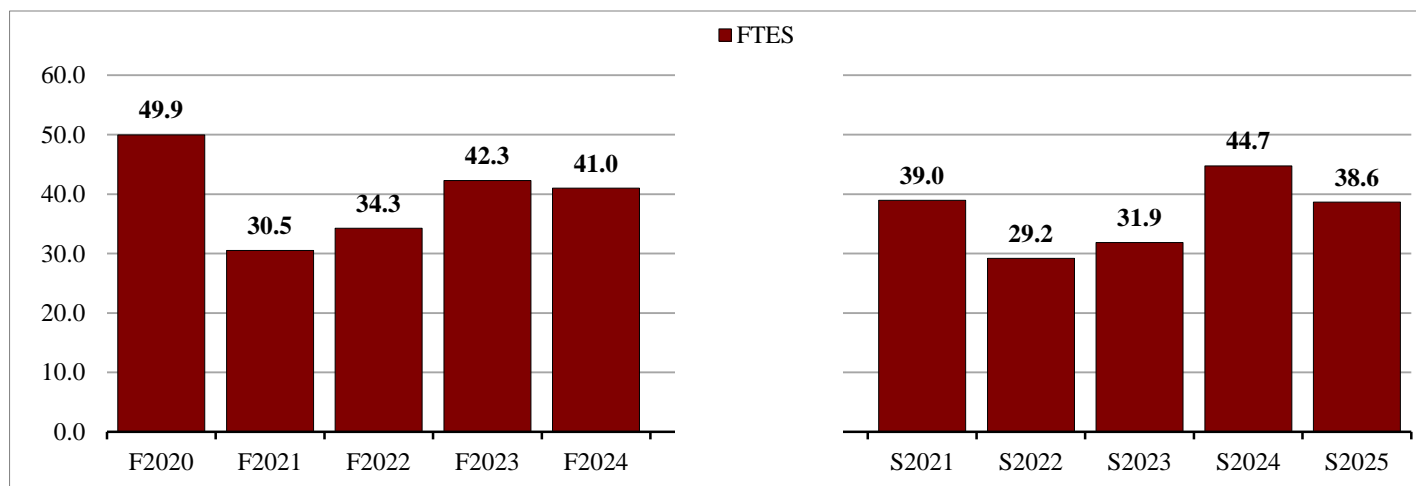
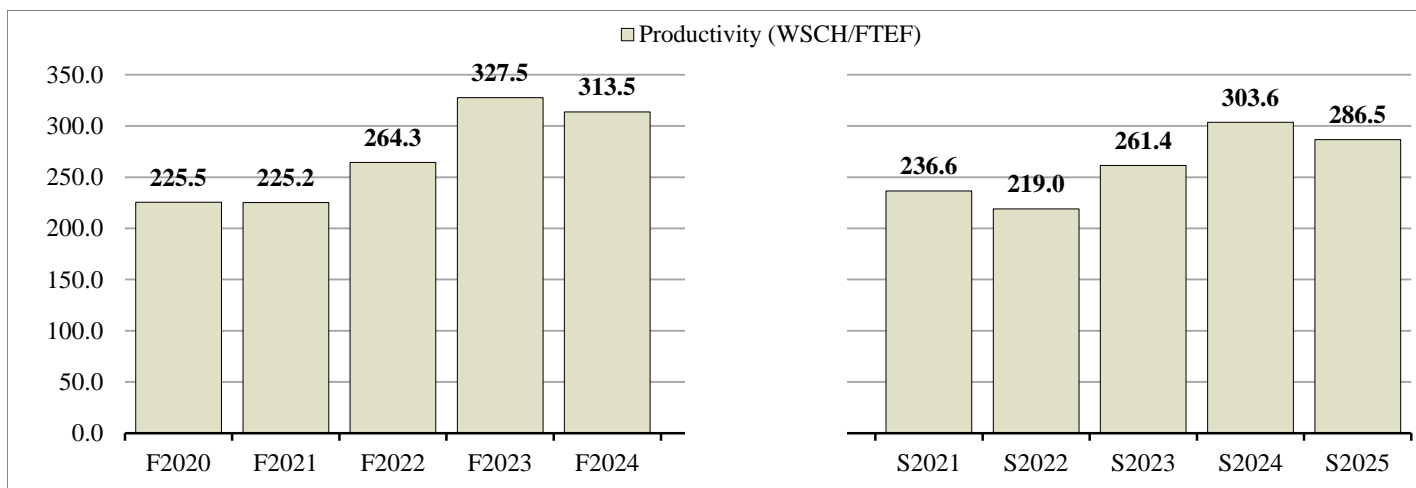
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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 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				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
WSCH	1,638	1,049	1,359	1,602	1,699	1,272	1,049	1,348	1,767	1,682
FTES	49.9	30.5	34.3	42.3	41.0	39.0	29.2	31.9	44.7	38.6
FTEF	7.3	4.7	5.1	4.9	5.4	5.4	4.8	5.2	5.8	5.9
Productivity (WSCH/FTEF)	225.5	225.2	264.3	327.5	313.5	236.6	219.0	261.4	303.6	286.5



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.

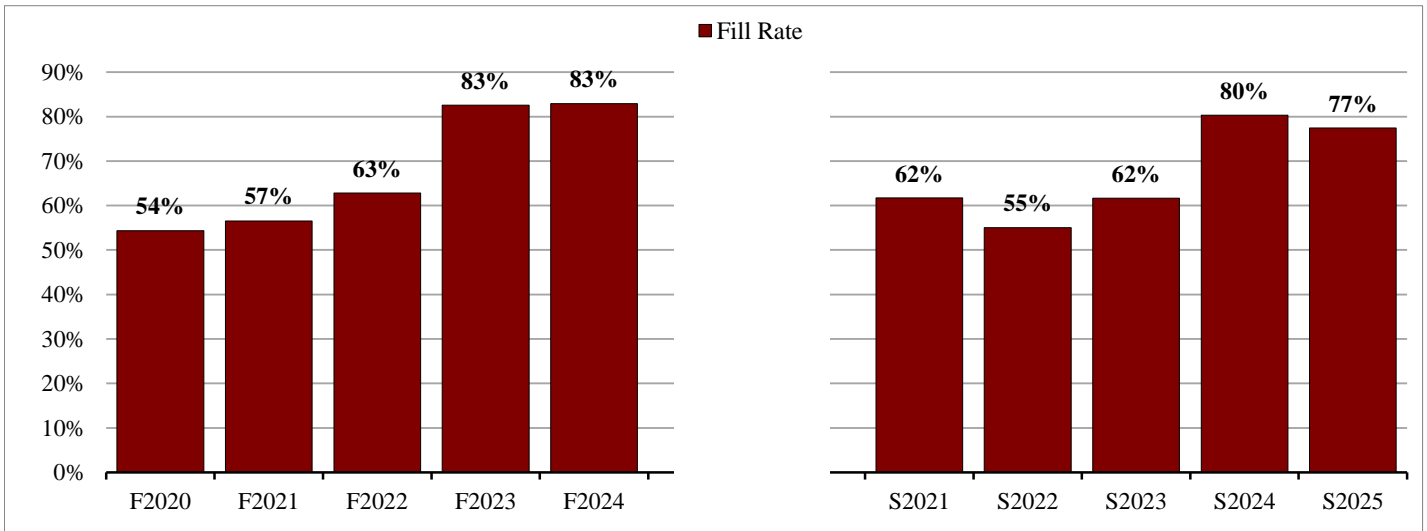
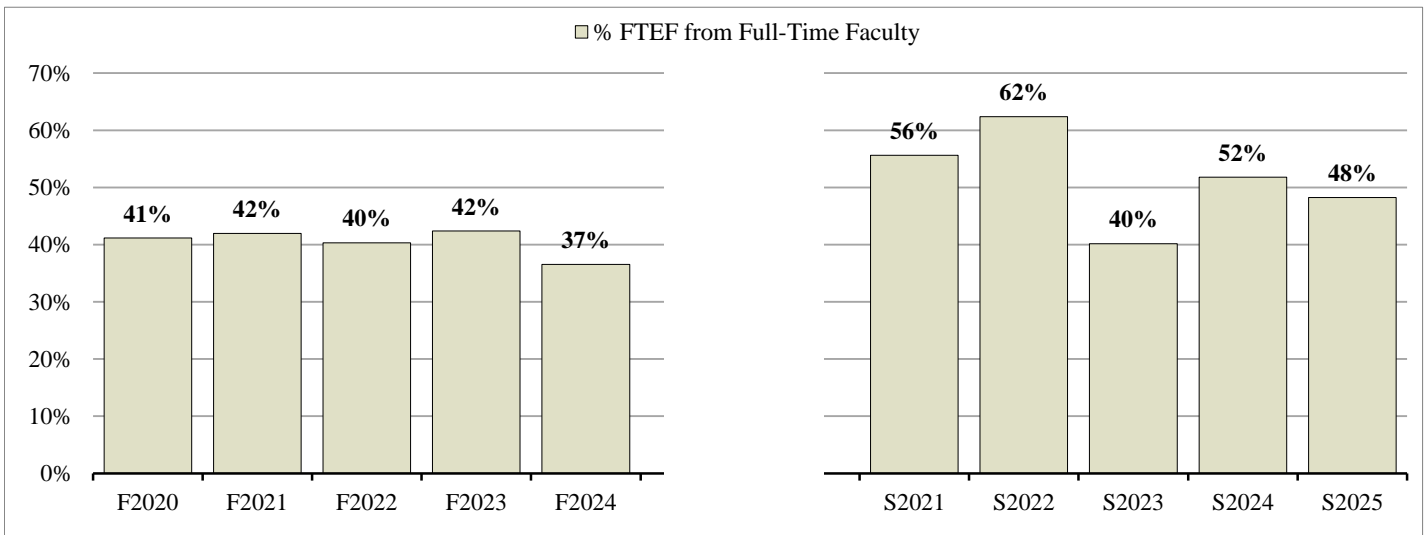
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 7/25/23.

Enrollment Management: Part 2

English as a Second Language (includes Non-Credit) (ESL/NESL)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
FTEF from Full-Time Faculty	3.0	2.0	2.1	2.1	2.0	3.0	3.0	2.1	3.0	2.8
% FTEF from Full-Time Faculty	41%	42%	40%	42%	37%	56%	62%	40%	52%	48%
Enrollments	345	263	358	413	494	324	275	352	470	453
Capacity (seats available)	635	465	570	500	596	525	500	571	585	585
Fill Rate	54%	57%	63%	83%	83%	62%	55%	62%	80%	77%



Definitions:

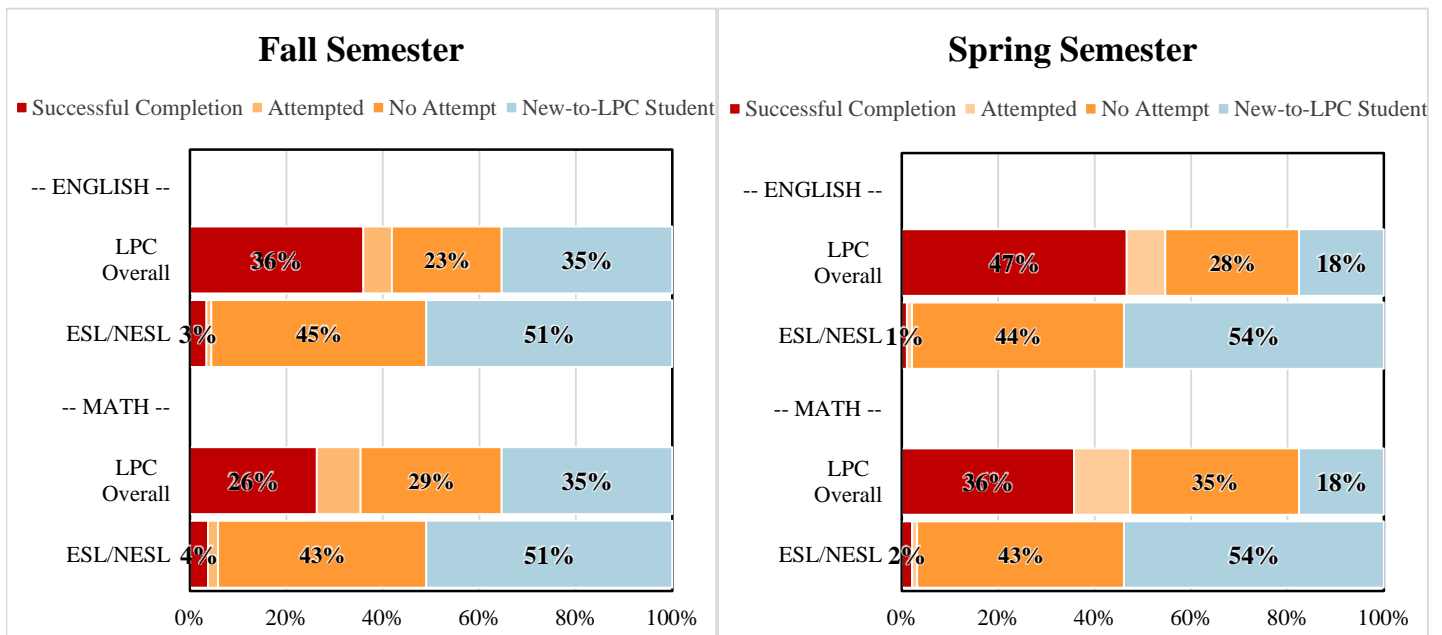
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2024				Spring 2025			
	ESL/NESL		LPC Overall		ESL/NESL		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	10	3%	2,993	36%	3	1%	3,734	47%
Attempted (not successful)	3	1%	492	6%	3	1%	641	8%
No Attempt	130	45%	1,892	23%	123	44%	2,223	28%
New-to-LPC Student	149	51%	2,946	35%	151	54%	1,409	18%
Transfer-level Math								
Successful Completion*	11	4%	2,189	26%	6	2%	2,859	36%
Attempted (not successful)	6	2%	757	9%	3	1%	935	12%
No Attempt	126	43%	2,431	29%	120	43%	2,804	35%
New-to-LPC Student	149	51%	2,946	35%	151	54%	1,409	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-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.