Las Positas College

Program Review Discipline Data Packet

Spring 2013 to Spring 2017
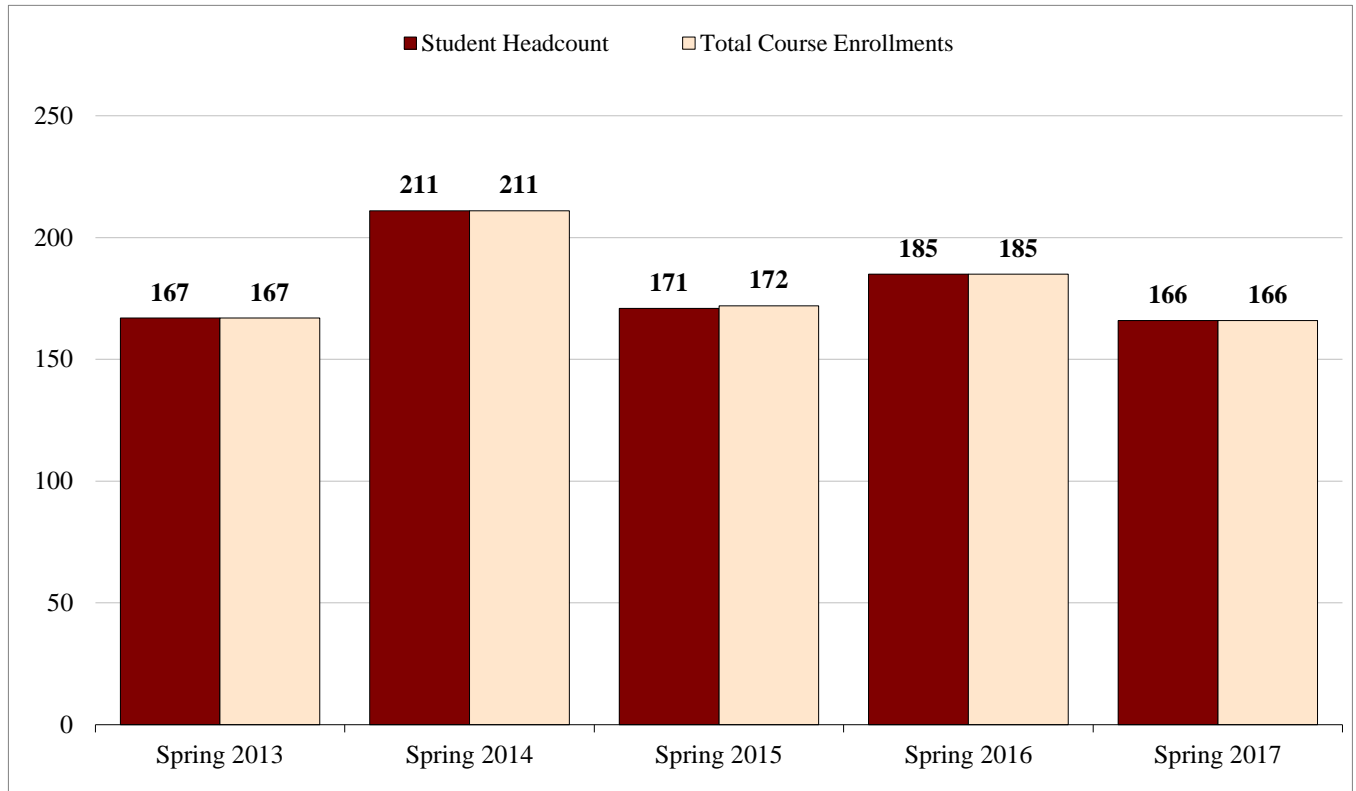
Discipline:

American Sign Language (ASL)

Las Positas College Office of Institutional Research and Planning

Headcount & Enrollment

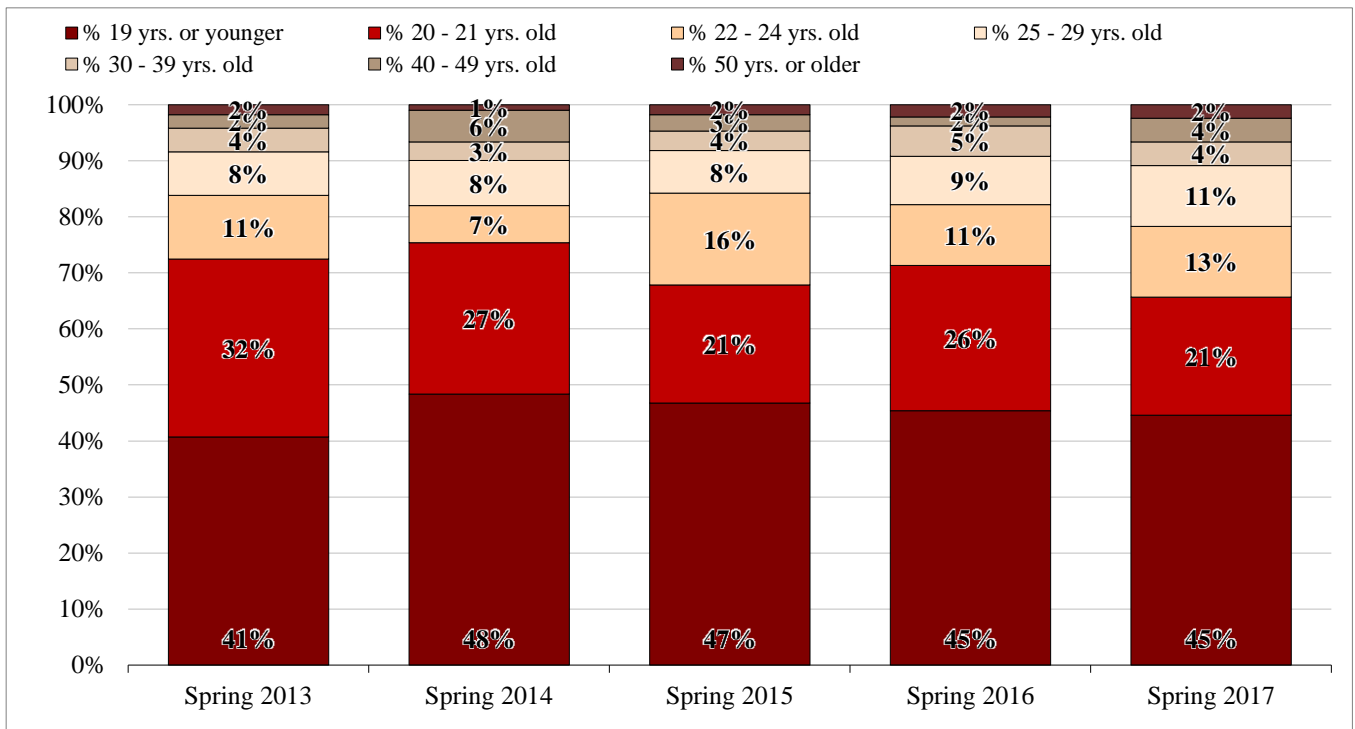| American Sign Language (ASL)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Student Headcount	167	211	171	185	166
Total Course Enrollments	167	211	172	185	166

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.
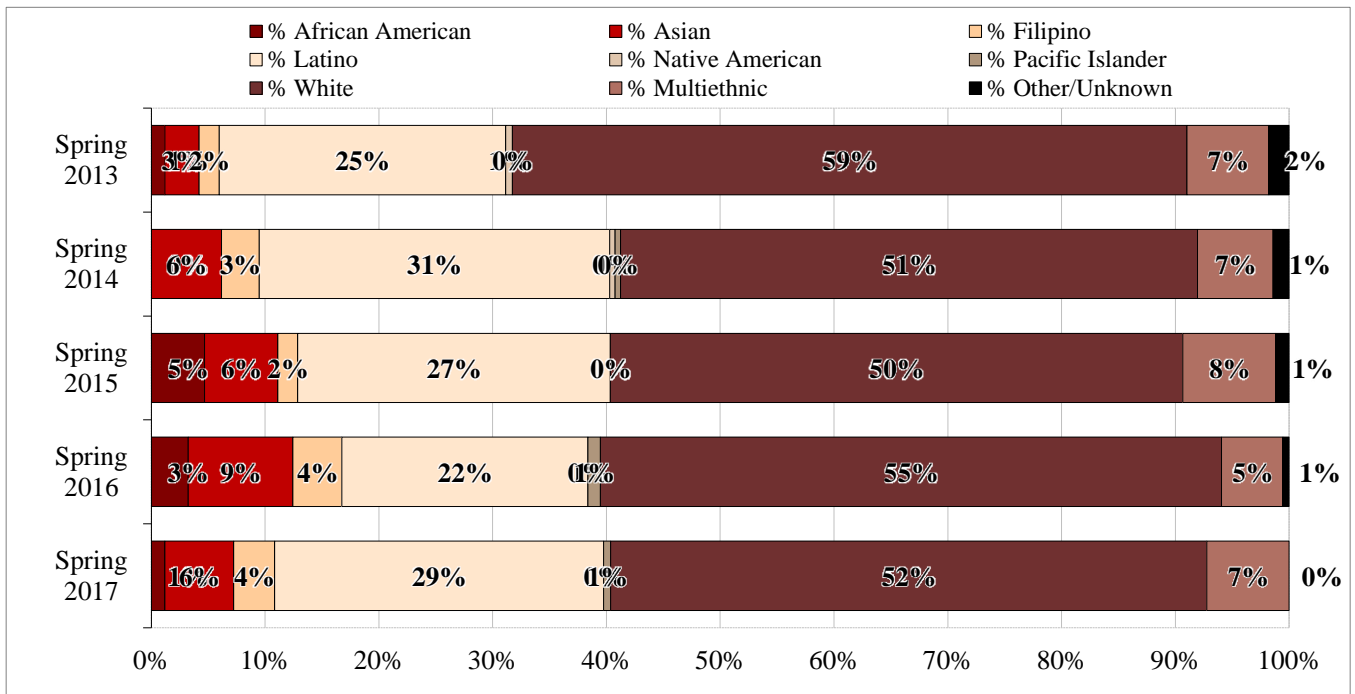
Student Demographics: Gender & Age

| American Sign Language (ASL)					
	Term				
	Spring 2013	**Spring 2014**	**Spring 2015**	**Spring 2016**	**Spring 2017**
Female	112	145	112	134	114
Male	53	65	53	48	49
19 yrs. or younger	68	102	80	84	74
20-21 yrs. old	53	57	36	48	35
22-24 yrs. old	19	14	28	20	21
25-29 yrs. old	13	17	13	16	18
30-39 yrs. old	7	7	6	10	7
40-49 yrs. old	4	12	5	3	7
50 yrs. or older	3	2	3	4	4
% Female	68%	69%	68%	74%	70%
% Male	32%	31%	32%	26%	30%
% 19 yrs. or younger	41%	48%	47%	45%	45%
% 20 - 21 yrs. old	32%	27%	21%	26%	21%
% 22 - 24 yrs. old	11%	7%	16%	11%	13%
% 25 - 29 yrs. old	8%	8%	8%	9%	11%
% 30 - 39 yrs. old	4%	3%	4%	5%	4%
% 40 - 49 yrs. old	2%	6%	3%	2%	4%
% 50 yrs. or older	2%	1%	2%	2%	2%

Student Demographic: Race-Ethnicity

American Sign Language (ASL)					
	Term				
	Spring 2013	**Spring 2014**	**Spring 2015**	**Spring 2016**	**Spring 2017**
African American	2	0	8	6	2
Asian	5	13	11	17	10
Filipino	3	7	3	8	6
Latino	42	65	47	40	48
Native American	1	1	0	0	0
Pacific Islander	0	1	0	2	1
White	99	107	86	101	87
Multiethnic	12	14	14	10	12
Other/Unknown	3	3	2	1	0
% African American	1%	0%	5%	3%	1%
% Asian	3%	6%	6%	9%	6%
% Filipino	2%	3%	2%	4%	4%
% Latino	25%	31%	27%	22%	29%
% Native American	1%	<1%	0%	0%	0%
% Pacific Islander	0%	<1%	0%	1%	1%
% White	59%	51%	50%	55%	52%
% Multiethnic	7%	7%	8%	5%	7%
% Other/Unknown	2%	1%	1%	1%	0%

Note: Multiethnic category became available in Fall 2011.

Student Enrollment Status

American Sign Language (ASL)					
	Term				
	Spring 2013	**Spring 2014**	**Spring 2015**	**Spring 2016**	**Spring 2017**
First-Time Any College	11	16	9	8	7
First-Time Transfer	9	14	5	10	13
Continuing	139	163	145	149	127
Returning	4	12	6	10	7
Concurrent Enrollment	4	6	6	8	12
% First-Time Any College	7%	8%	5%	4%	4%
% First-Time Transfer	5%	7%	3%	5%	8%
% Continuing	83%	77%	85%	81%	77%
% Returning	2%	6%	4%	5%	4%
% Concurrent Enrollment	2%	3%	4%	4%	7%
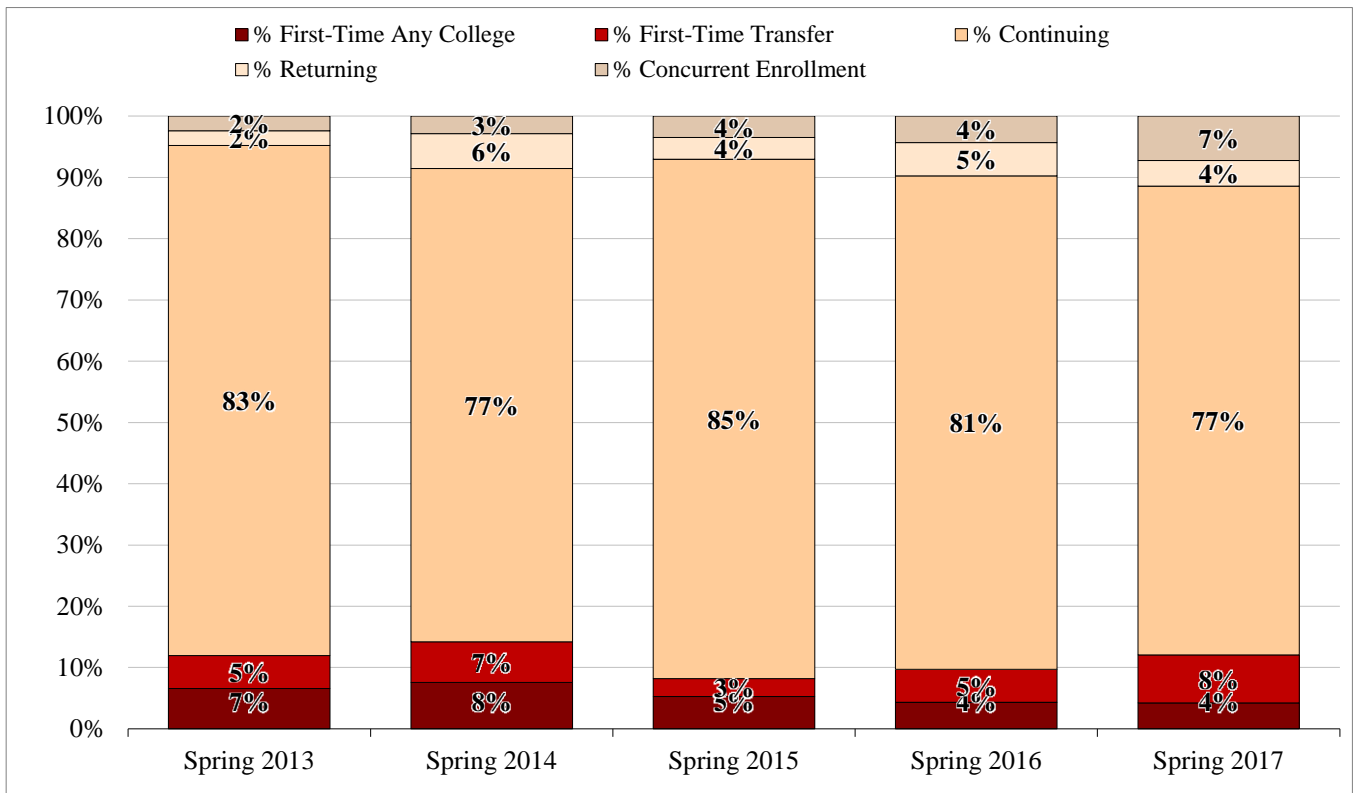
Definitions:

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

American Sign Language (ASL)					
	Term				
	Spring 2013	**Spring 2014**	**Spring 2015**	**Spring 2016**	**Spring 2017**
Full-Time (12 units or more)	84	99	89	95	69
Part-Time (6 to 11.5 units)	60	79	55	63	57
Part-Time (0.5 to 5.5 units)	23	33	27	27	40
% Full-Time (12 units or more)	50%	47%	52%	51%	42%
% Part-Time (6 to 11.5 units)	36%	37%	32%	34%	34%
% Part-Time (0.5 to 5.5 units)	14%	16%	16%	15%	24%
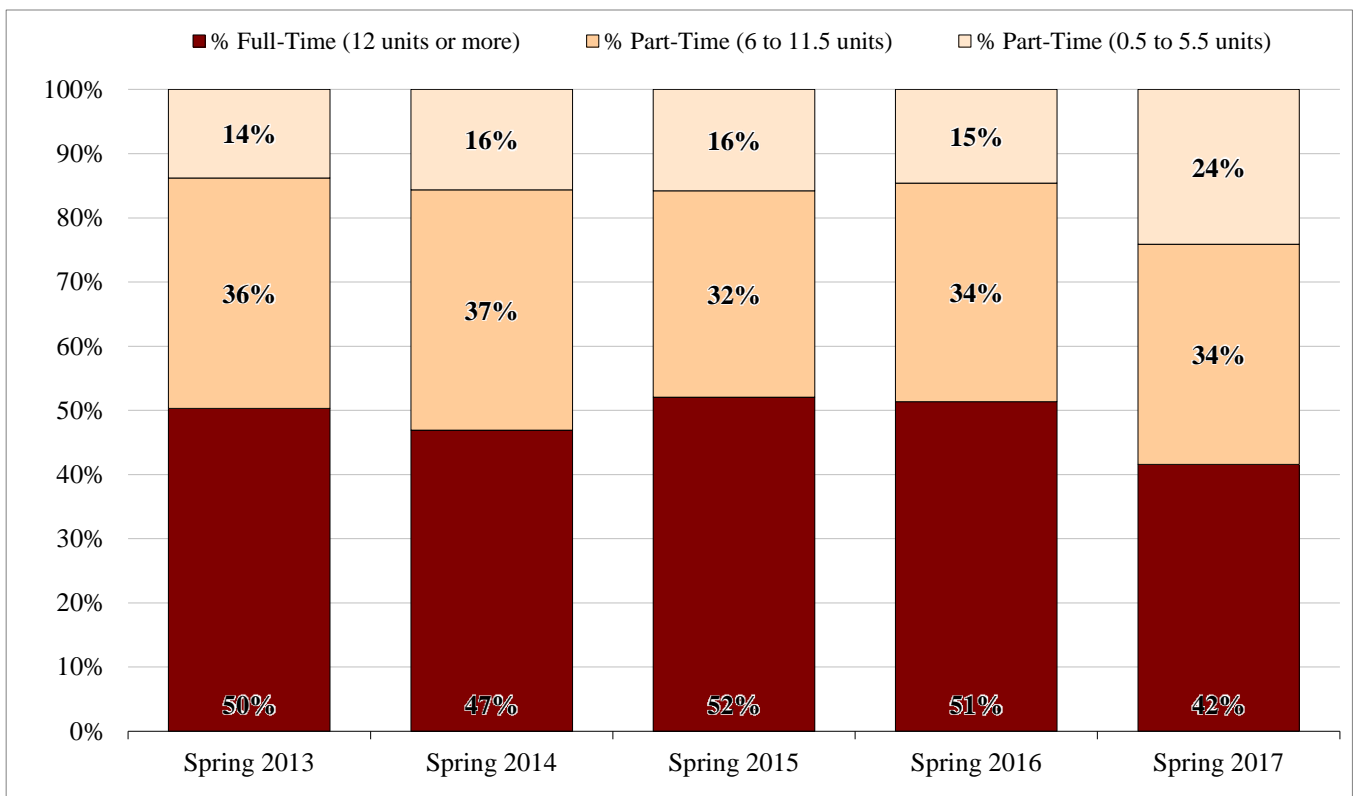
Student Educational Goal

American Sign Language (ASL)					
	Term				
	Spring 2013	**Spring 2014**	**Spring 2015**	**Spring 2016**	**Spring 2017**
Transfer (w/ or w/o AA/AS degree)	108	159	122	135	106
Associate Degree Only (AA/AS)	7	8	7	10	8
Occupational Certificate or Job Training	13	11	9	9	14
Improve English/Math Basic Skills	4	1	0	3	5
Personal Development (intellectual/cultural)	3	9	7	6	9
Other	1	0	1	1	7
Undecided	30	23	24	20	15
Unknown	1	0	1	1	2
% Transfer (w/ or w/o AA/AS degree)	65%	75%	71%	73%	64%
% Associate Degree Only (AA/AS)	4%	4%	4%	5%	5%
% Occupational Certificate or Job Training	8%	5%	5%	5%	8%
% Improve English/Math Basic Skills	2%	<1%	0%	2%	3%
% Personal Development (intellectual/cultural)	2%	4%	4%	3%	5%
% Other	1%	0%	1%	1%	4%
% Undecided	18%	11%	14%	11%	9%
% Unknown	1%	0%	1%	1%	1%
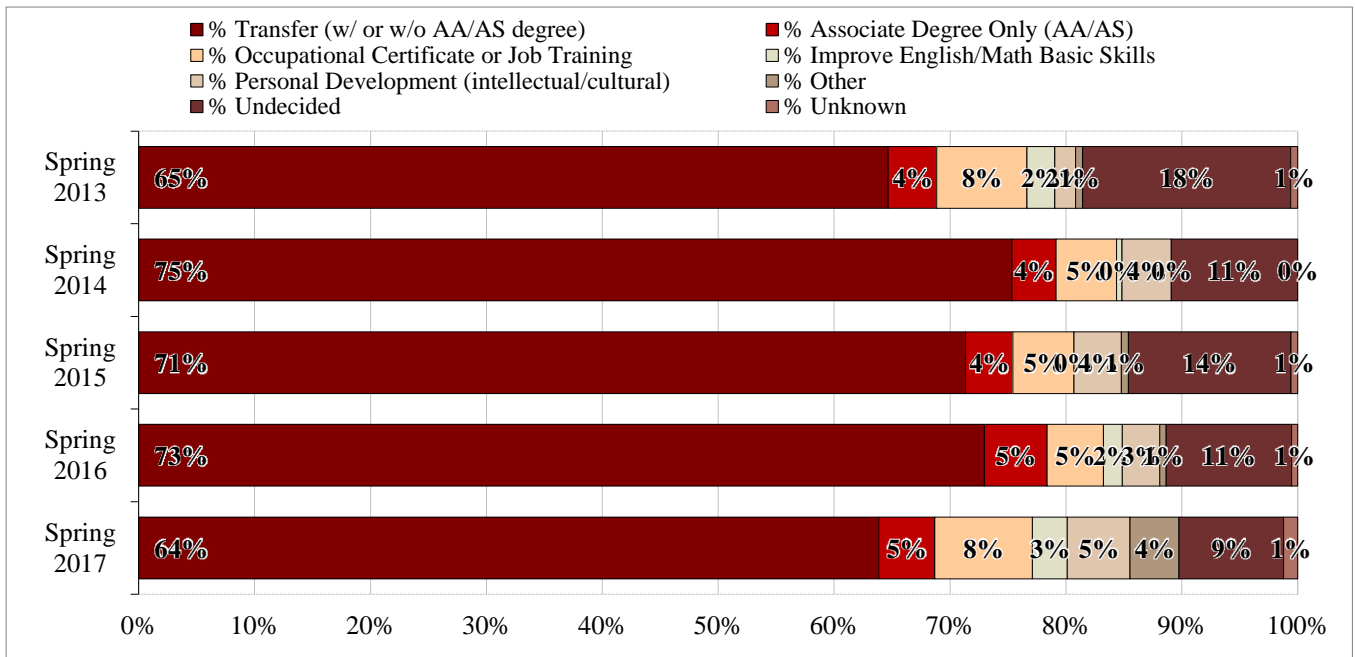
Definitions:

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

American Sign Language (ASL)					
	Term				
	Spring 2013	**Spring 2014**	**Spring 2015**	**Spring 2016**	**Spring 2017**
High School/Adult School	5	6	6	8	12
Freshmen (<30 units)	96	139	104	109	94
Sophomore (30-59 units)	42	37	33	39	28
Other Undergraduate (60 units or more)	16	19	20	18	16
AA/AS Degree	5	5	6	2	3
BA/BS or Higher Degree	3	5	2	9	13
% High School/Adult School	3%	3%	4%	4%	7%
% Freshmen (<30 units)	57%	66%	61%	59%	57%
% Sophomore (30-59 units)	25%	18%	19%	21%	17%
% Other Undergraduate (60 units or more)	10%	9%	12%	10%	10%
% AA/AS Degree	3%	2%	4%	1%	2%
% BA/BS or Higher Degree	2%	2%	1%	5%	8%
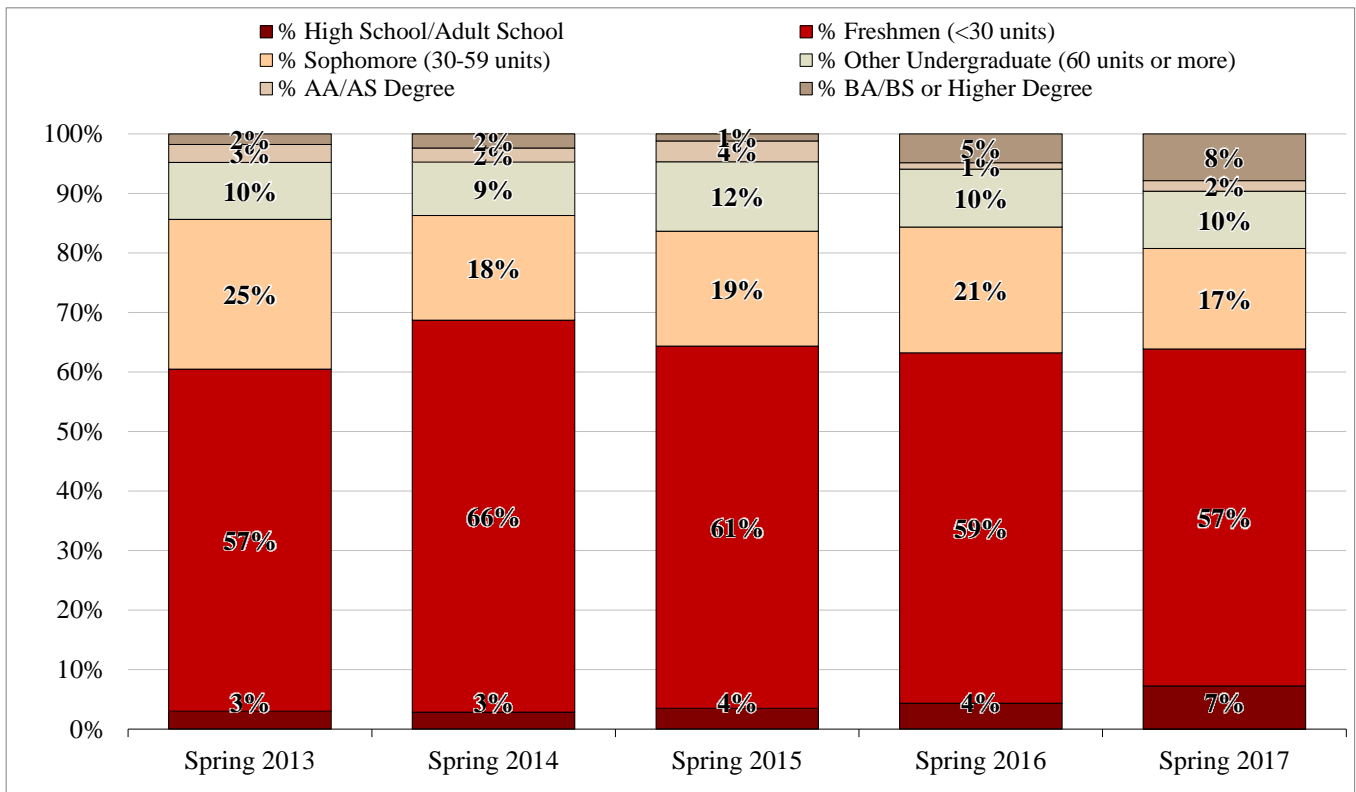
Student Performance

| American Sign Language (ASL)					
	Term				
	Spring 2013	**Spring 2014**	**Spring 2015**	**Spring 2016**	**Spring 2017**
Course Success Rate	73%	84%	75%	80%	81%
Course Completion Rate	83%	91%	80%	89%	88%
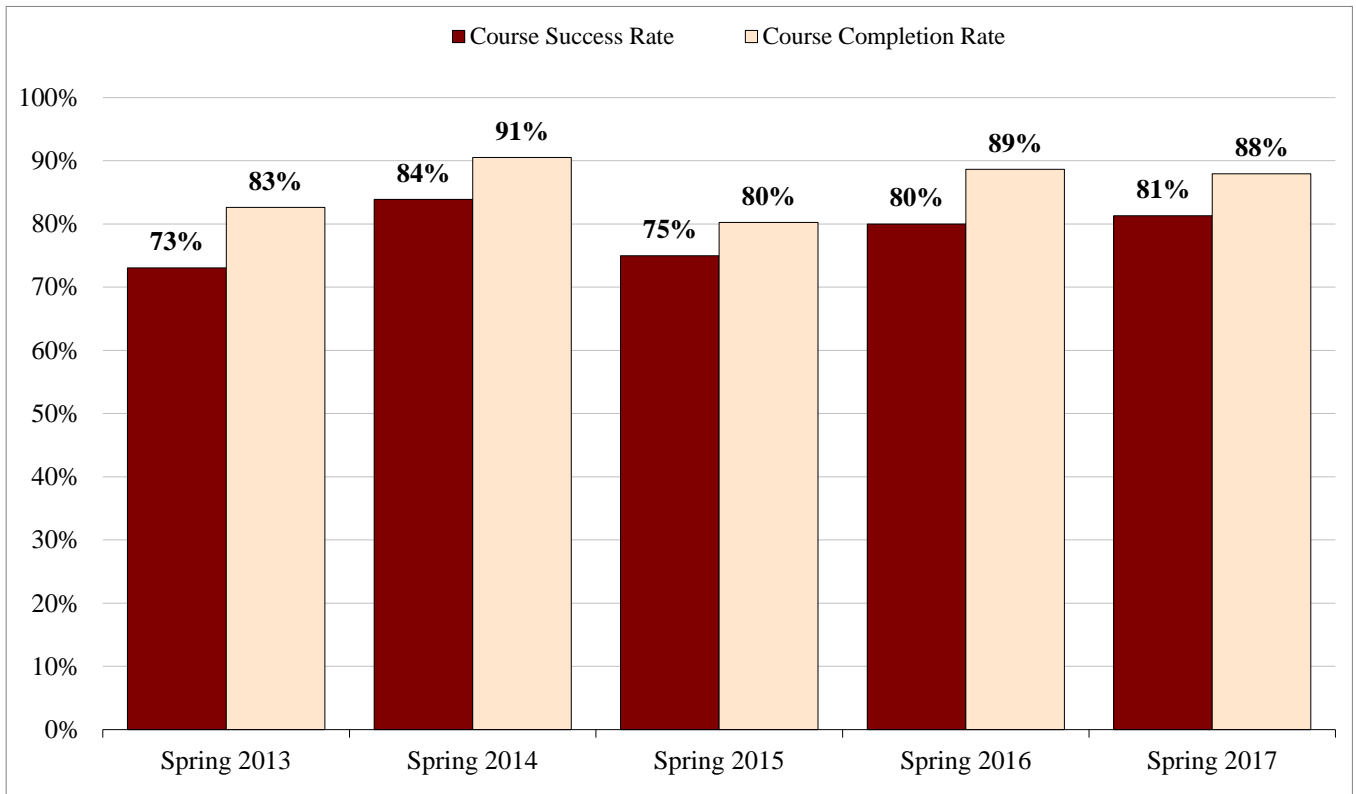
Definitions:

Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.

Course Completion Rate is the percentage of students receiving any grade other than 'W' relative to all students receiving a grade.

Enrollment Management: Part 1

American Sign Language (ASL)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
WSCH	501	633	516	555	498
FTES	16.6	20.9	17.0	18.4	16.3
FTEF	0.8	1.0	1.0	1.0	1.0
Productivity (WSCH/FTEF)	626.3	633.0	516.0	555.0	498.0

Productivity (WSCH/FTEF)

Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
626.3	633.0	516.0	555.0	498.0

FTES

Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
16.6	20.9	17.0	18.4	16.3
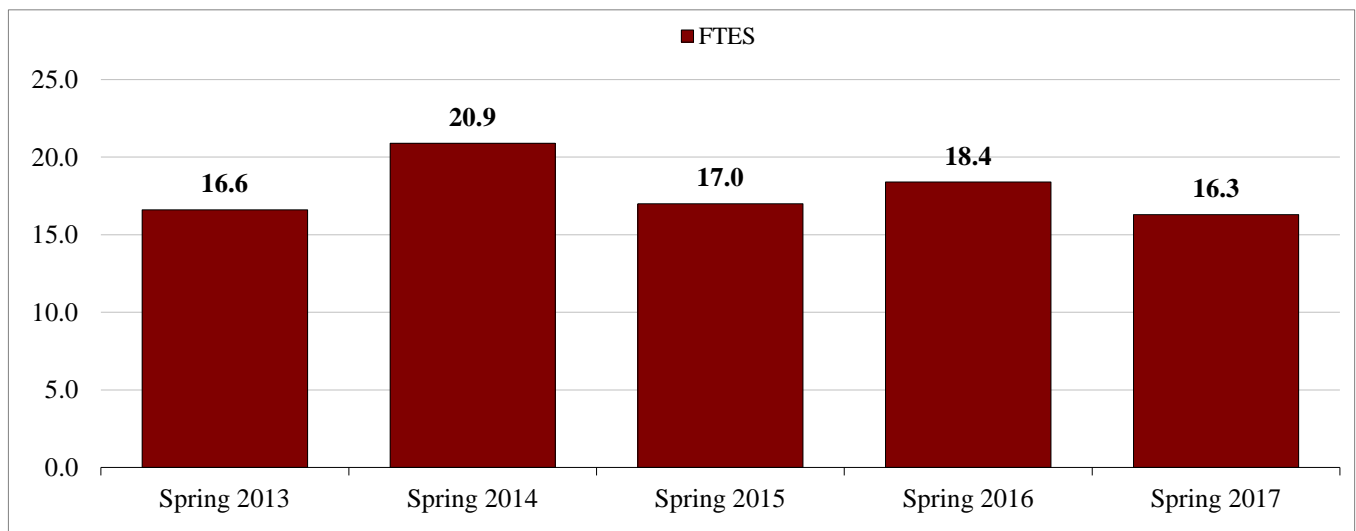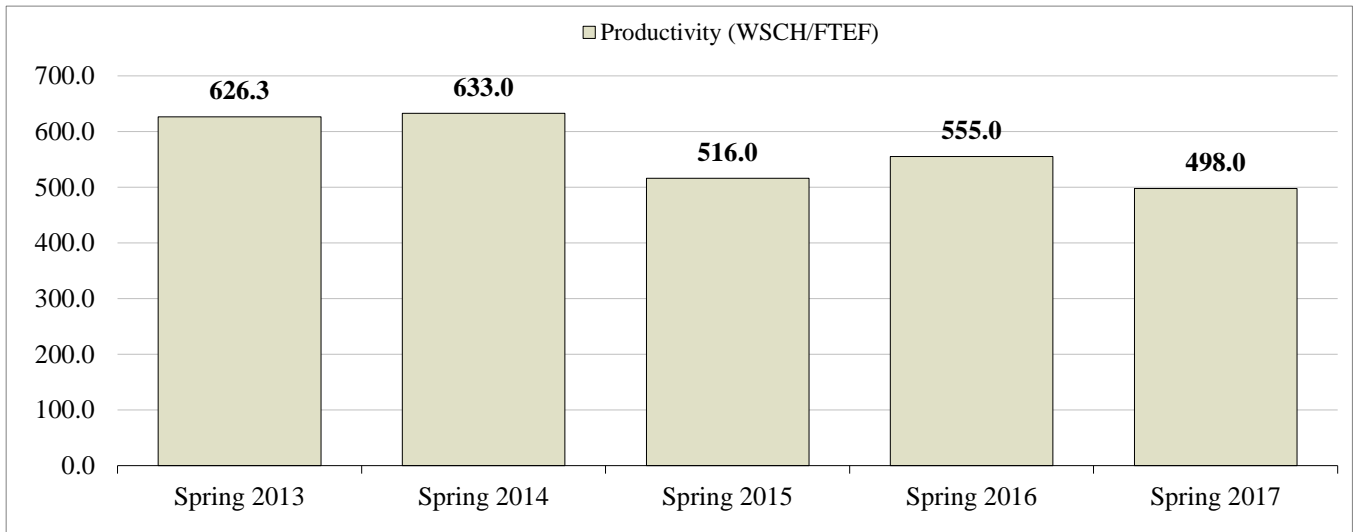
Definitions:

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 includes all credit courses accounted for during the respective academic terms; data accessed on 7/11/17.

Enrollment Management: Part 2

American Sign Language (ASL)					
	Term				
	Spring 2013	**Spring 2014**	**Spring 2015**	**Spring 2016**	**Spring 2017**
FTEF from Full-Time Faculty	0.0	0.0	0.0	0.0	0.0
% FTEF from Full-Time Faculty	0%	0%	0%	0%	0%
Enrollments	167	211	172	185	166
Capacity (seats available)	176	220	220	220	220
Fill Rate	95%	96%	78%	84%	75%
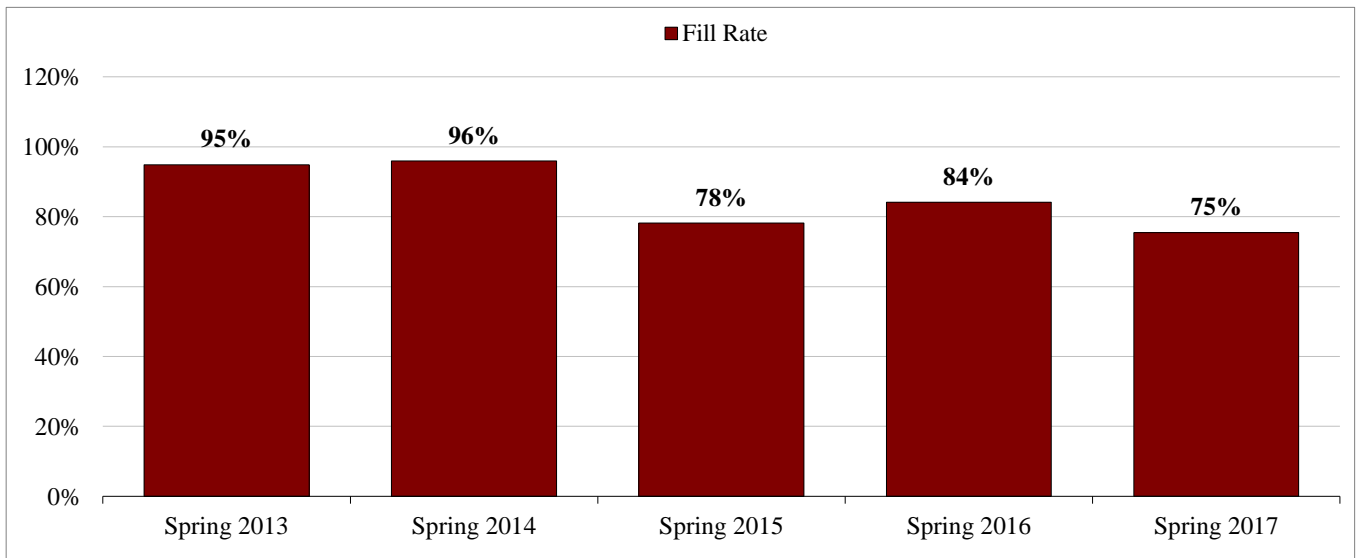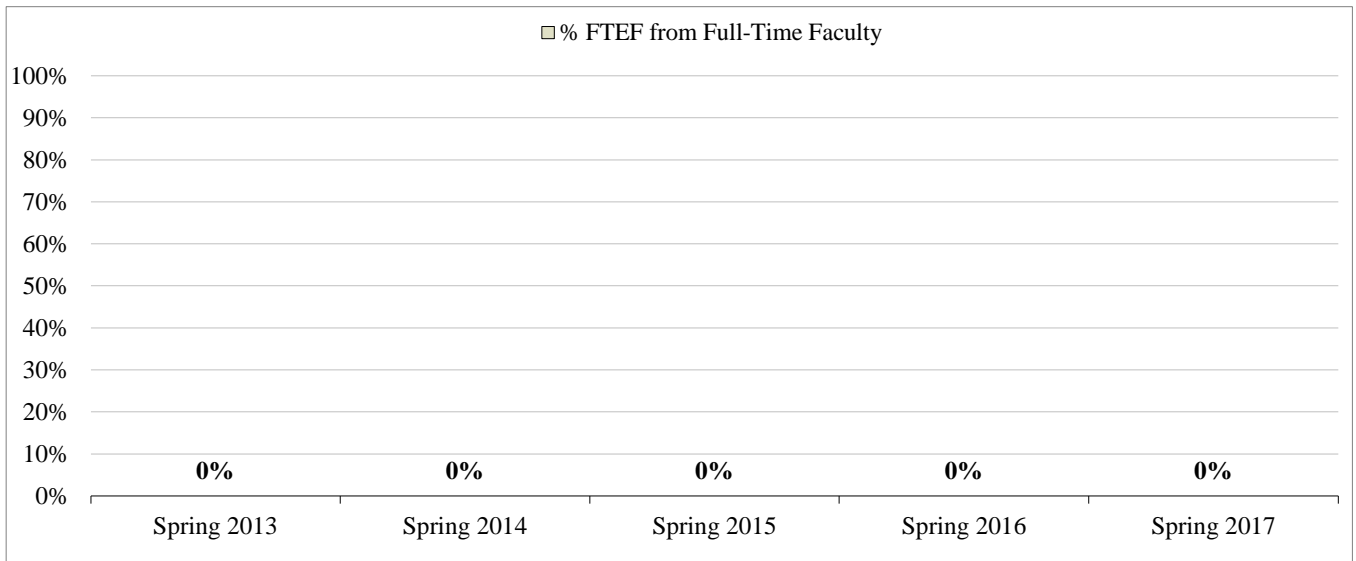
Definitions:

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 includes all credit courses accounted for during the respective academic terms; data accessed on 7/11/17.