Las Positas College

Program Review Discipline Data Packet

Fall 2013 to Fall 2017
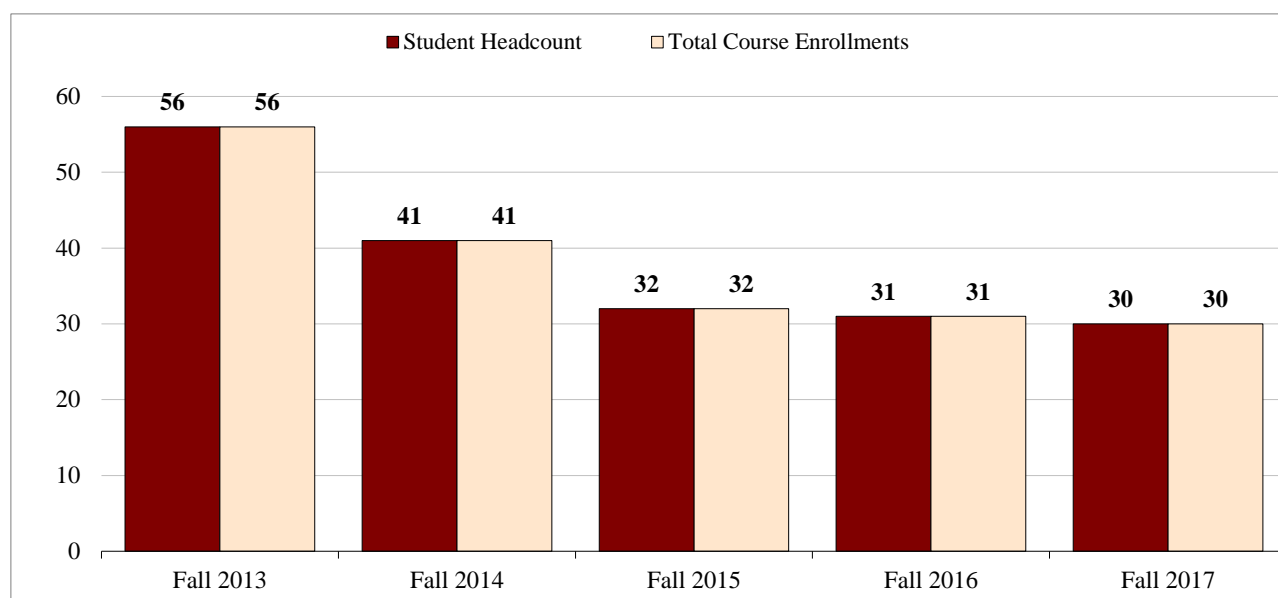
Discipline:

Italian (ITLN)

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

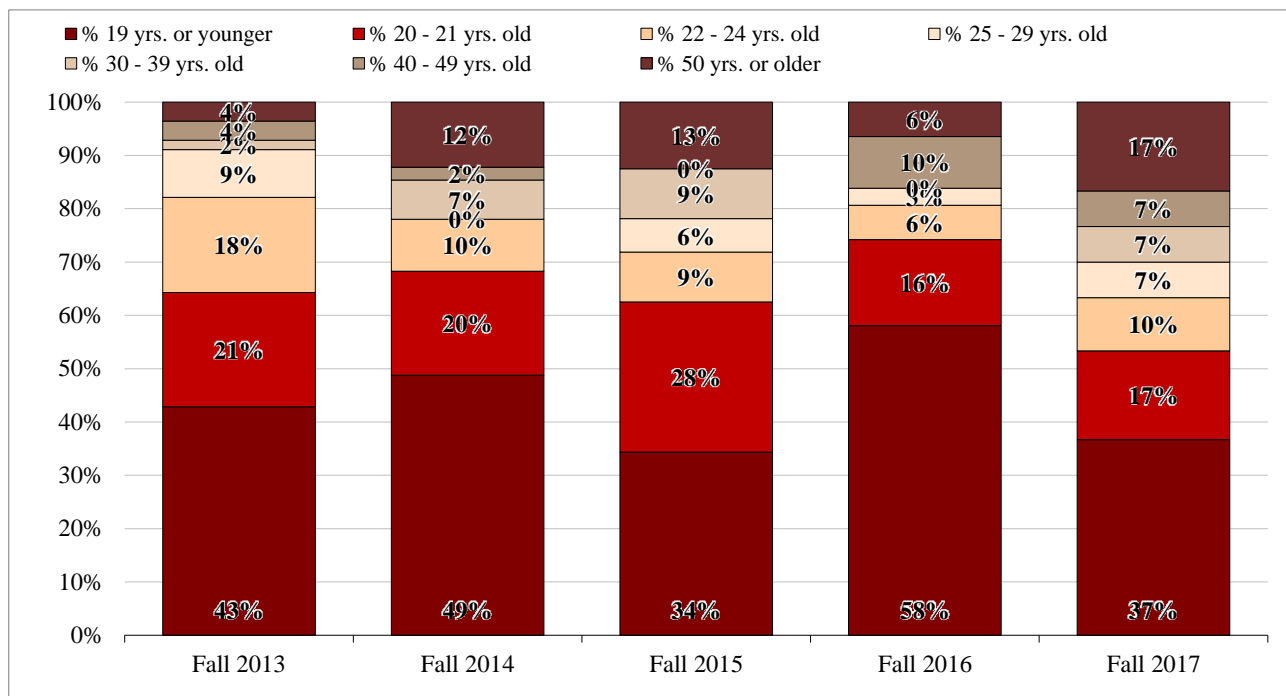| Italian (ITLN)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Student Headcount	56	41	32	31	30
Total Course Enrollments	56	41	32	31	30

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

Italian (ITLN)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Female	34	18	17	19	18
Male	22	23	14	11	11
19 yrs. or younger	24	20	11	18	11
20-21 yrs. old	12	8	9	5	5
22-24 yrs. old	10	4	3	2	3
25-29 yrs. old	5	0	2	1	2
30-39 yrs. old	1	3	3	0	2
40-49 yrs. old	2	1	0	3	2
50 yrs. or older	2	5	4	2	5
% Female	61%	44%	55%	63%	62%
% Male	39%	56%	45%	37%	38%
% 19 yrs. or younger	43%	49%	34%	58%	37%
% 20 - 21 yrs. old	21%	20%	28%	16%	17%
% 22 - 24 yrs. old	18%	10%	9%	6%	10%
% 25 - 29 yrs. old	9%	0%	6%	3%	7%
% 30 - 39 yrs. old	2%	7%	9%	0%	7%
% 40 - 49 yrs. old	4%	2%	0%	10%	7%
% 50 yrs. or older	4%	12%	13%	6%	17%

Student Demographic: Race-Ethnicity

Italian (ITLN)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
African American	1	1	1	1	1
Asian	1	2	3	2	1
Filipino	3	1	0	0	0
Latino	13	20	9	11	7
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	33	16	19	15	18
Multiethnic	5	1	0	2	3
Other/Unknown	0	0	0	0	0
% African American	2%	2%	3%	3%	3%
% Asian	2%	5%	9%	6%	3%
% Filipino	5%	2%	0%	0%	0%
% Latino	23%	49%	28%	35%	23%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	59%	39%	59%	48%	60%
% Multiethnic	9%	2%	0%	6%	10%
% Other/Unknown	0%	0%	0%	0%	0%
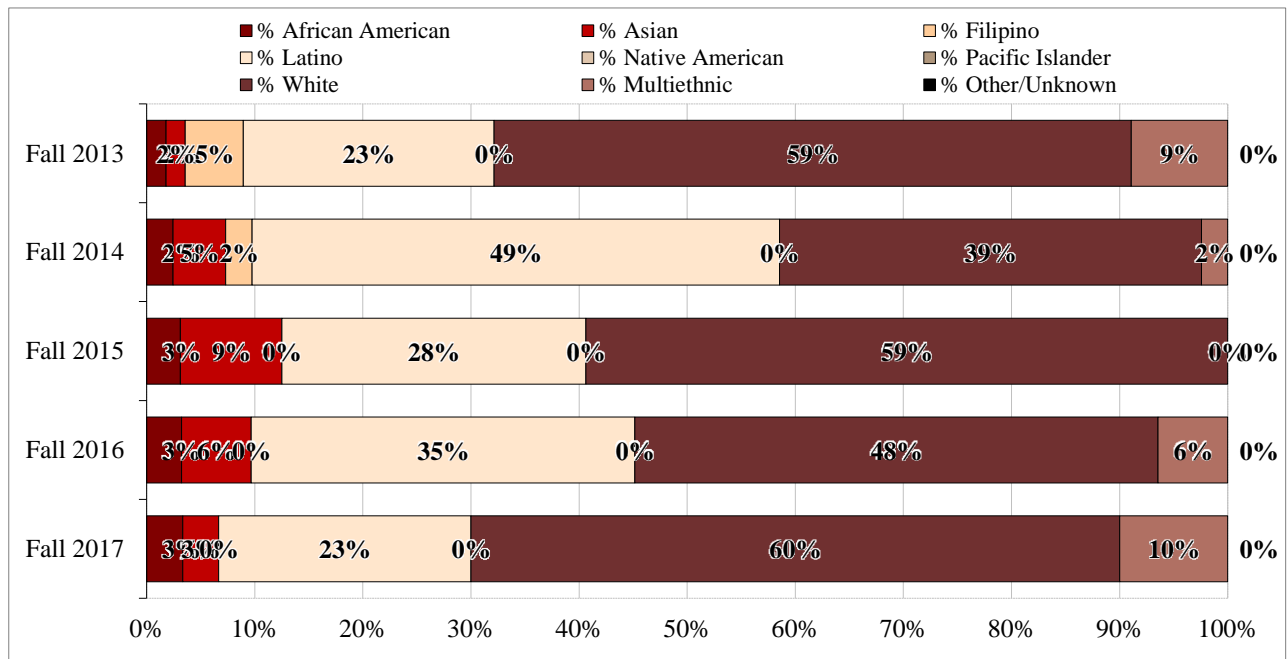
Student Enrollment Status

Italian (ITLN)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
First-Time Any College	11	14	3	7	5
First-Time Transfer	7	5	7	7	4
Continuing	24	18	17	12	16
Returning	11	3	5	4	4
Concurrent Enrollment	3	1	0	1	1
% First-Time Any College	20%	34%	9%	23%	17%
% First-Time Transfer	13%	12%	22%	23%	13%
% Continuing	43%	44%	53%	39%	53%
% Returning	20%	7%	16%	13%	13%
% Concurrent Enrollment	5%	2%	0%	3%	3%
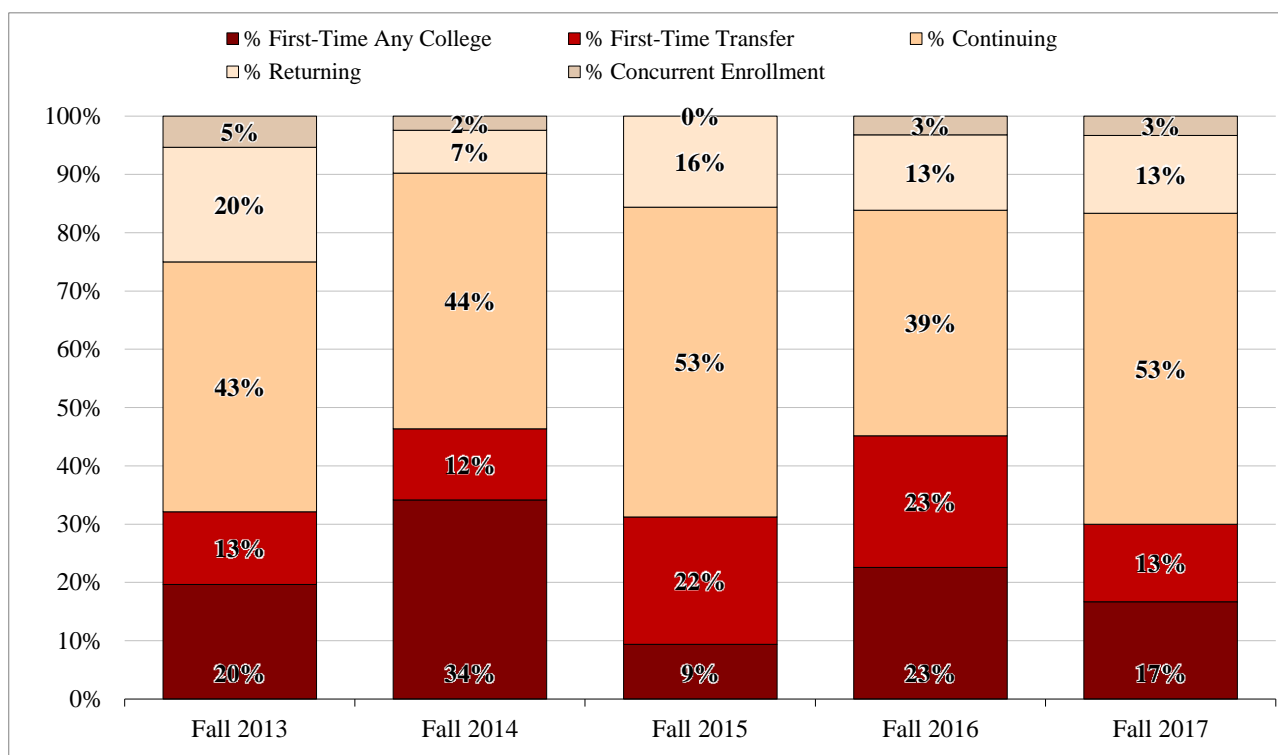
Definitions:

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

Italian (ITLN)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Full-Time (12 units or more)	26	16	16	22	15
Part-Time (6 to 11.5 units)	17	16	9	4	7
Part-Time (0.5 to 5.5 units)	13	9	7	5	8
% Full-Time (12 units or more)	46%	39%	50%	71%	50%
% Part-Time (6 to 11.5 units)	30%	39%	28%	13%	23%
% Part-Time (0.5 to 5.5 units)	23%	22%	22%	16%	27%
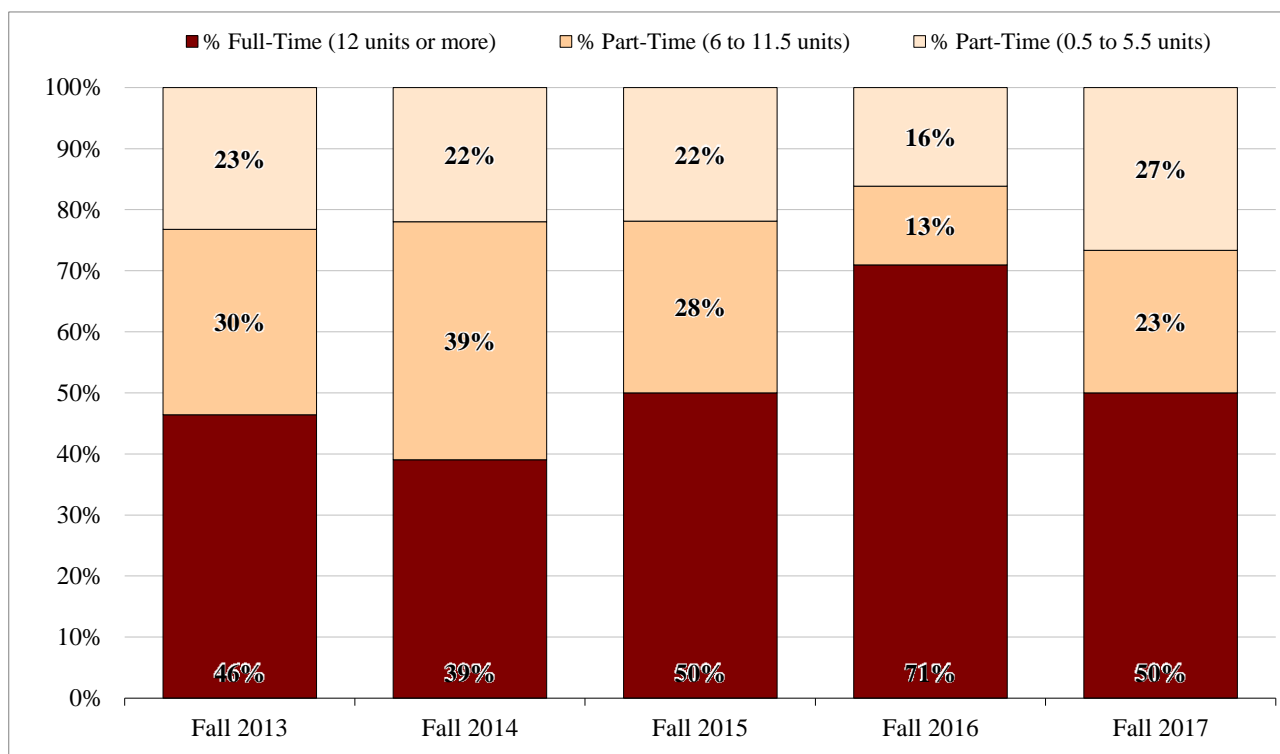
Students Using Distance Education

| Italian (ITLN)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Face-to-Face (F2F) Only	52	38	28	27	23
Both F2F and DE	4	3	4	4	7
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	93%	93%	88%	87%	77%
% Both F2F and DE	7%	7%	13%	13%	23%
% Distance Education (DE) Only	0%	0%	0%	0%	0%
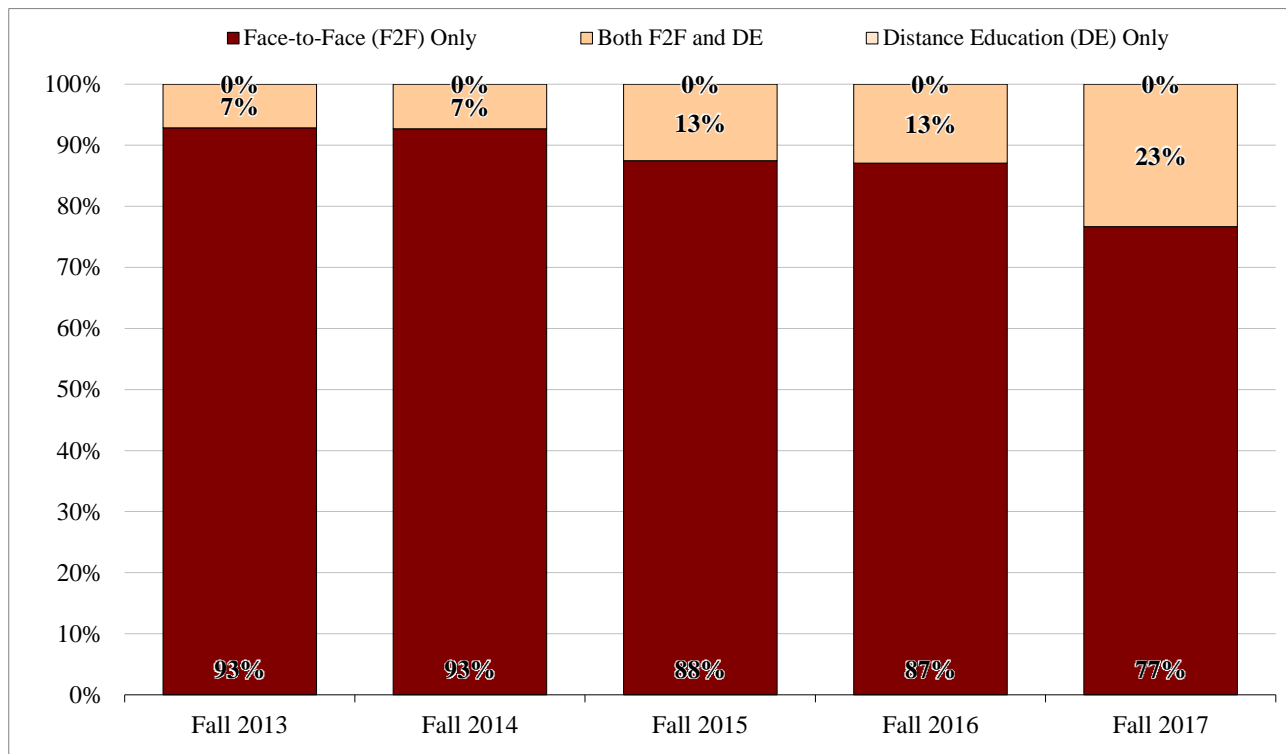
Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Student Educational Goal

Italian (ITLN)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Transfer (w/ or w/o AA/AS degree)	38	22	17	19	17
Associate Degree Only (AA/AS)	3	3	1	3	2
Occupational Certificate or Job Training	5	3	5	1	1
Improve English/Math Basic Skills	1	1	1	1	2
Personal Development (intellectual/cultural)	0	4	1	2	4
Other	0	0	0	1	1
Undecided	7	8	7	4	2
Unknown	2	0	0	0	1
% Transfer (w/ or w/o AA/AS degree)	68%	54%	53%	61%	57%
% Associate Degree Only (AA/AS)	5%	7%	3%	10%	7%
% Occupational Certificate or Job Training	9%	7%	16%	3%	3%
% Improve English/Math Basic Skills	2%	2%	3%	3%	7%
% Personal Development (intellectual/cultural)	0%	10%	3%	6%	13%
% Other	0%	0%	0%	3%	3%
% Undecided	13%	20%	22%	13%	7%
% Unknown	4%	0%	0%	0%	3%
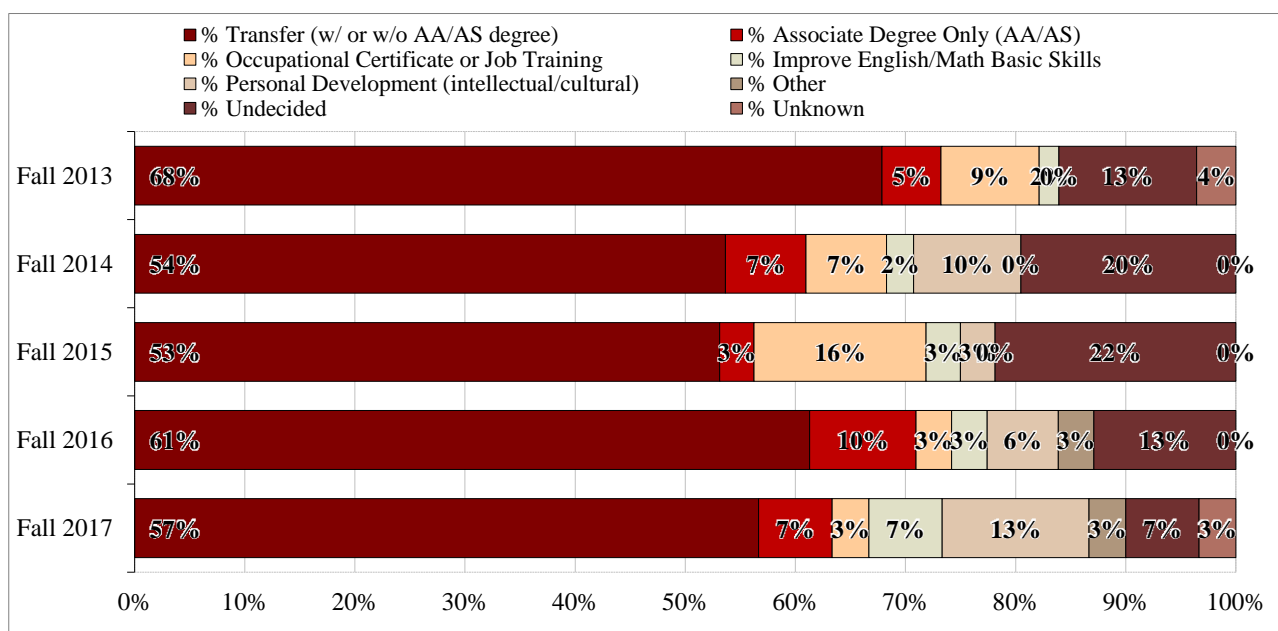
Definitions:

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

Italian (ITLN)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
High School/Adult School	3	1	1	1	1
Freshmen (<30 units)	39	31	20	23	16
Sophomore (30-59 units)	7	3	5	2	4
Other Undergraduate (60 units or more)	3	1	1	0	2
AA/AS Degree	2	0	1	0	1
BA/BS or Higher Degree	2	5	4	5	6
% High School/Adult School	5%	2%	3%	3%	3%
% Freshmen (<30 units)	70%	76%	63%	74%	53%
% Sophomore (30-59 units)	13%	7%	16%	6%	13%
% Other Undergraduate (60 units or more)	5%	2%	3%	0%	7%
% AA/AS Degree	4%	0%	3%	0%	3%
% BA/BS or Higher Degree	4%	12%	13%	16%	20%
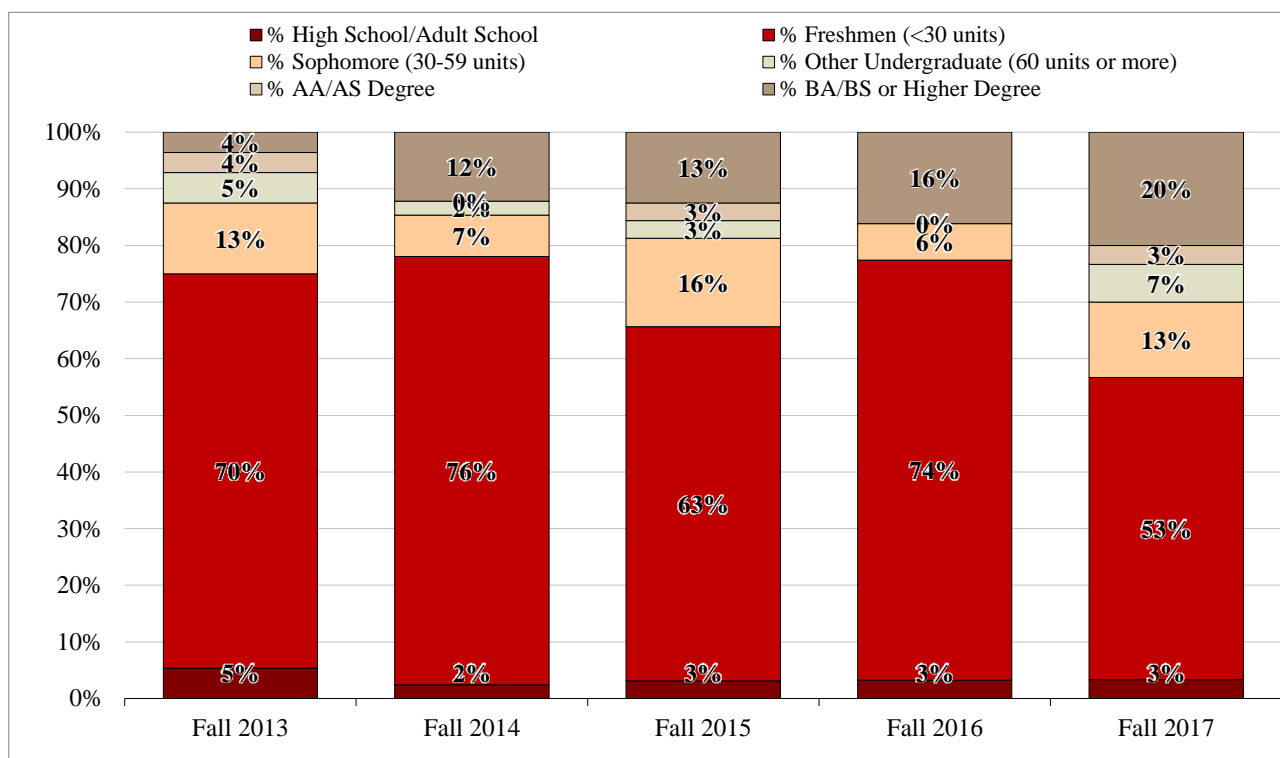
Student Performance: Grade Distribution

| Italian (ITLN)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Total Course Enrollments	**56**	**41**	**32**	**31**	**30**
Course Success Rates	**48%**	**54%**	**47%**	**65%**	**60%**
A	21%	27%	19%	26%	27%
B	16%	10%	19%	19%	20%
C	9%	7%	3%	13%	3%
P	2%	10%	6%	6%	10%
Course Non-Success Rate	**11%**	**10%**	**22%**	**19%**	**13%**
D	4%	5%	13%	10%	0%
F/NP/I	7%	5%	9%	10%	13%
Withdrawals (W)	**41%**	**37%**	**31%**	**16%**	**27%**
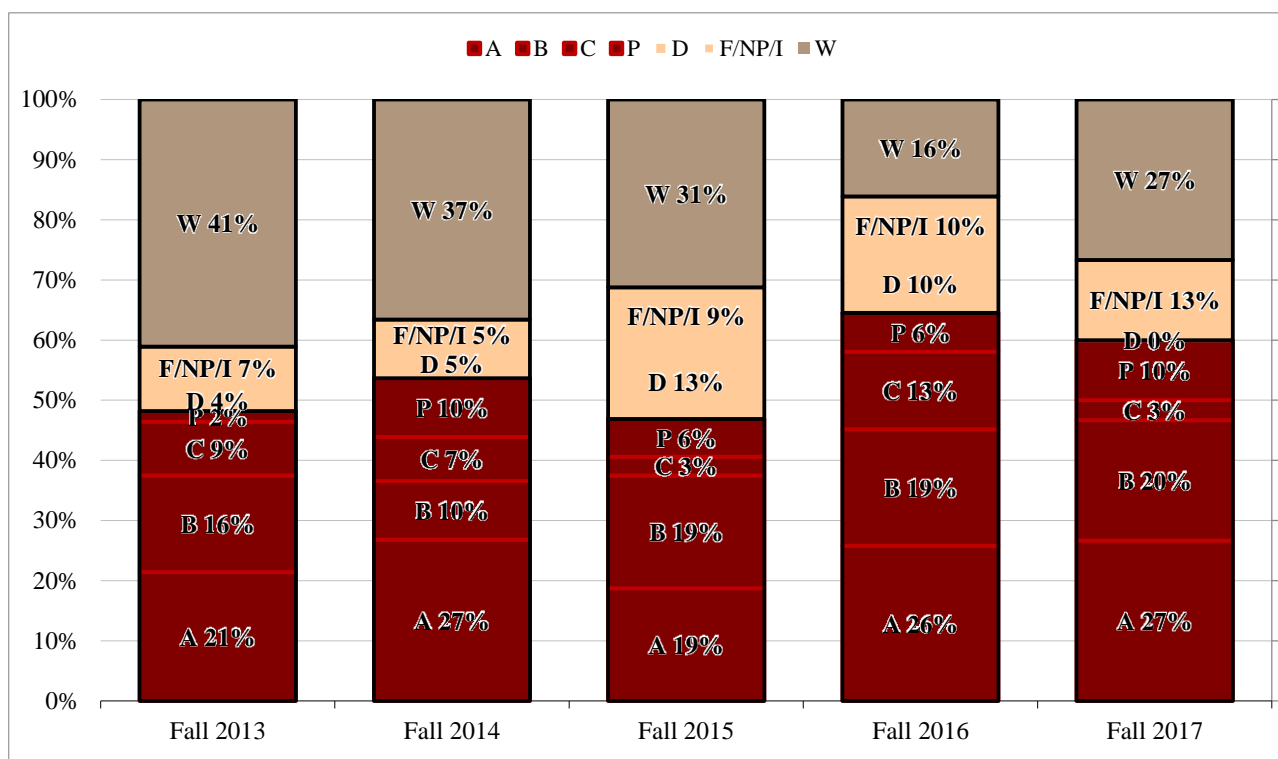
Definitions:

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

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'I') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

Student Performance: Distance Education

Italian (ITLN)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Total Course Enrollments	**56**	**41**	**32**	**31**	**30**
Face-to-Face (F2F) Sections	**56**	**41**	**32**	**31**	**30**
Success Rates	48%	54%	47%	65%	60%
Non-Success Rates	11%	10%	22%	19%	13%
Withdrawals	41%	37%	31%	16%	27%
Distance Education (DE) Sections	**—**	**—**	**—**	**—**	**—**
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—
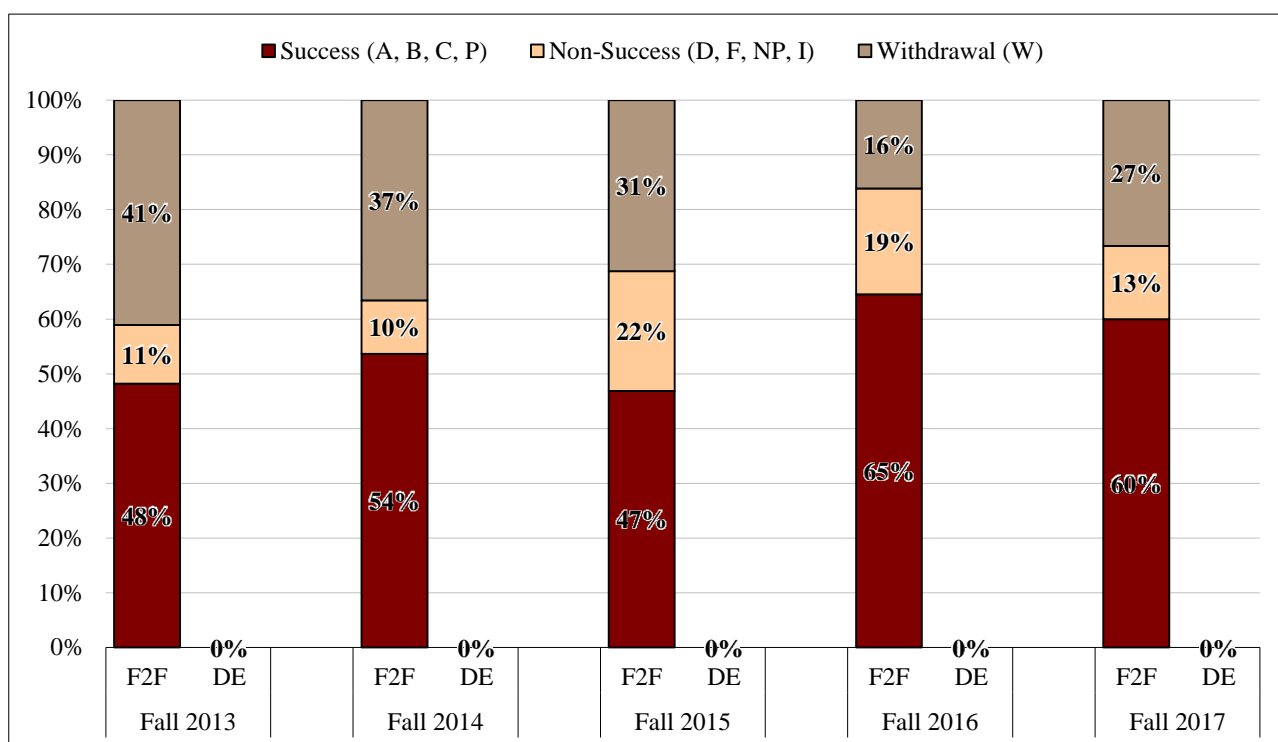
Definitions:

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

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'I') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Enrollment Management: Part 1

Italian (ITLN)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
WSCH	280	205	160	155	150
FTES	9.2	6.7	4.8	5.0	5.0
FTEF	0.7	0.7	0.7	0.3	0.3
Productivity (WSCH/FTEF)	420.4	307.8	240.2	465.5	450.5
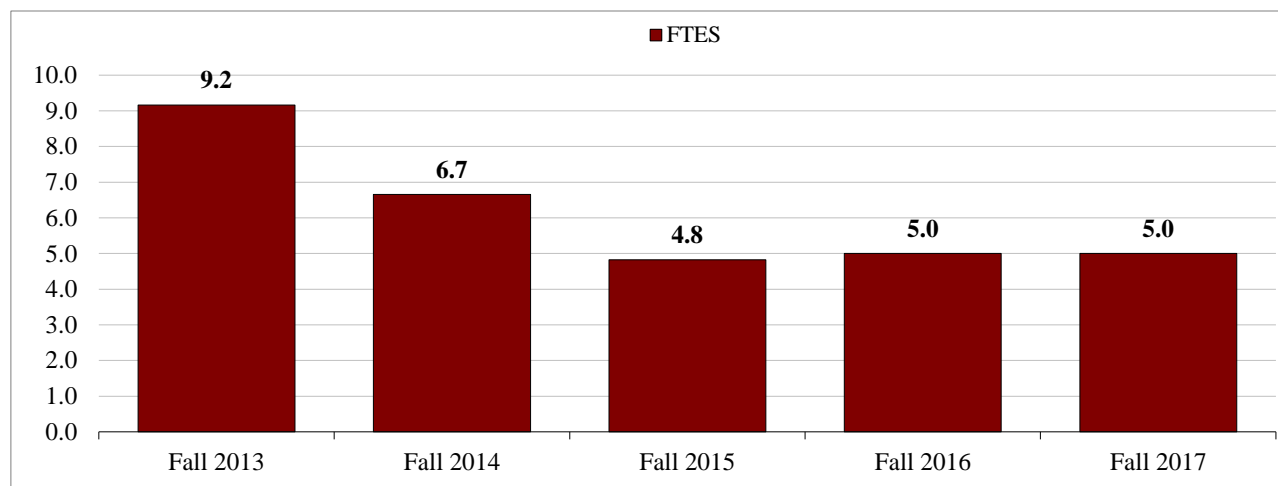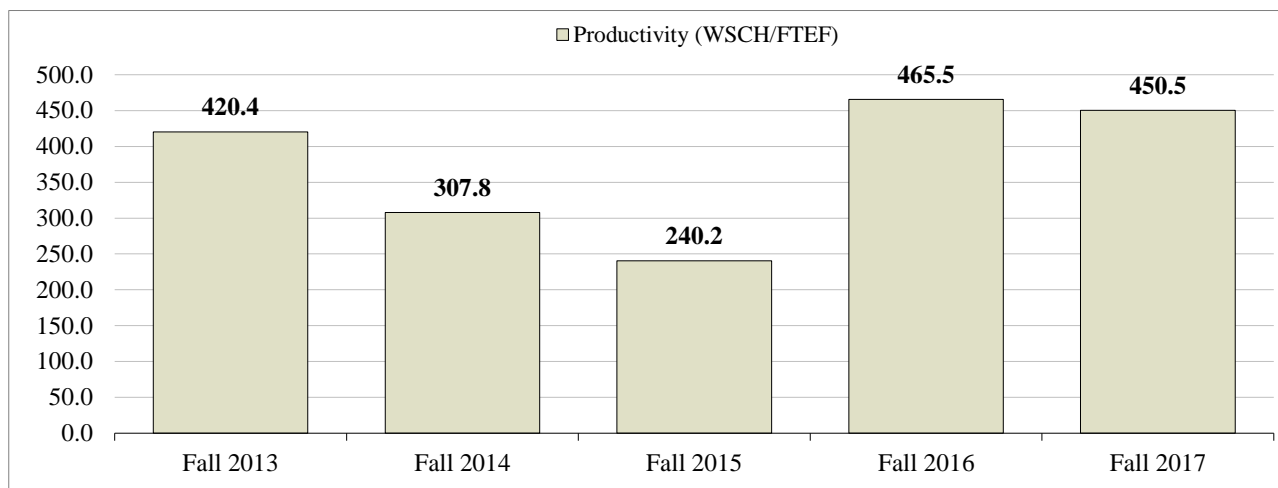
Definitions:

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 includes all credit courses accounted for during the respective academic terms; data accessed on 5/15/18.

Enrollment Management: Part 2

| Italian (ITLN)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 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	56	41	32	31	30
Capacity (seats available)	80	80	80	40	40
Fill Rate	70%	51%	40%	78%	75%
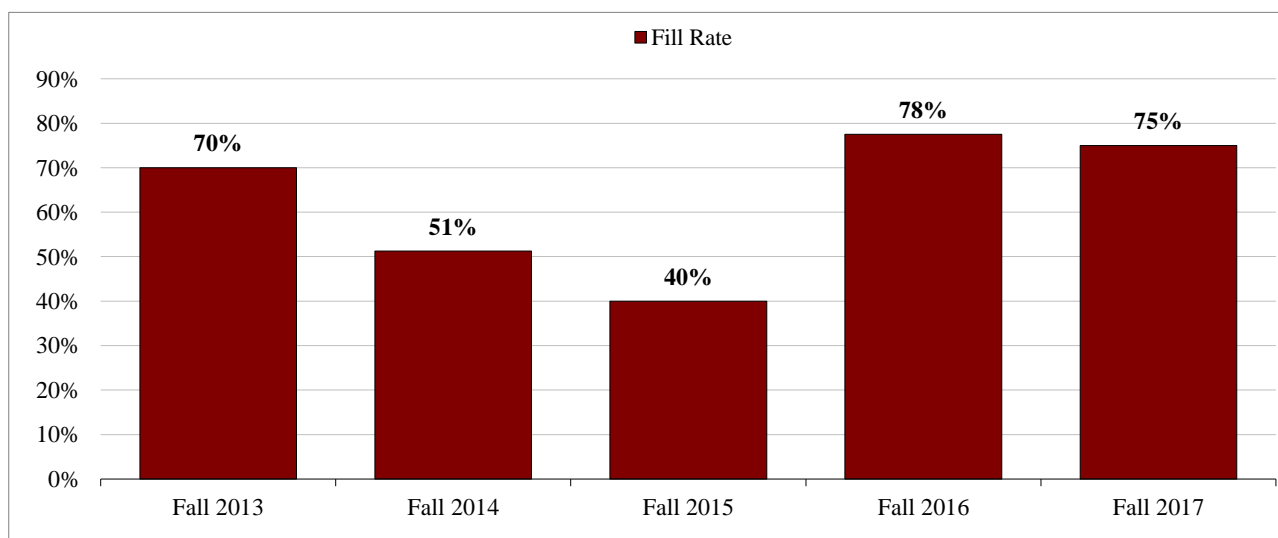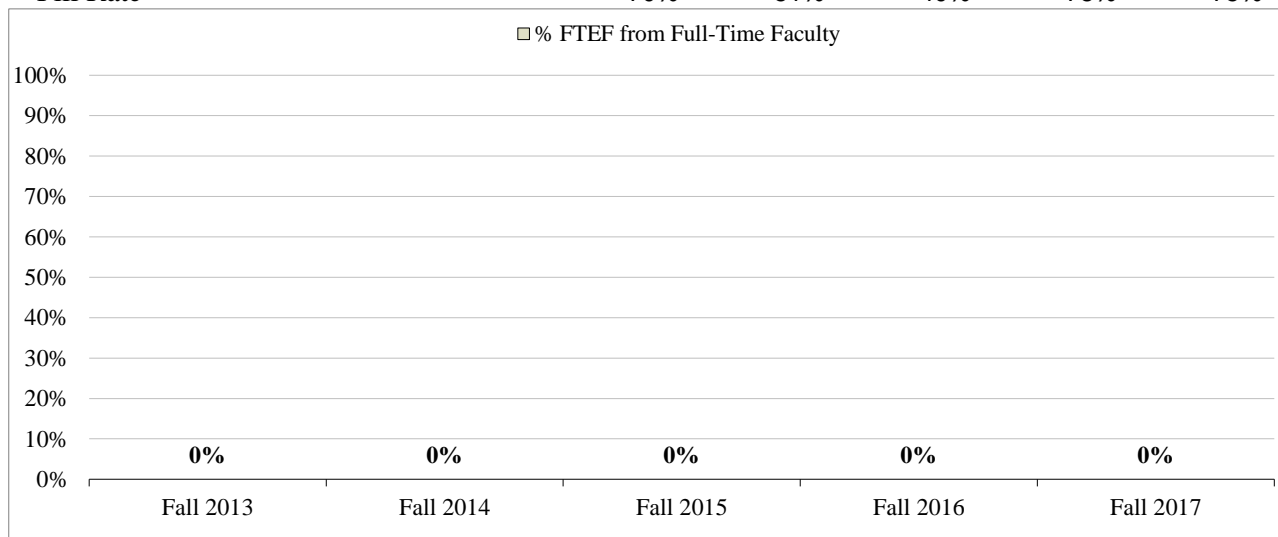
Definitions:

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 5/15/18.

College Readiness: English & Math Proficiency

Fall 2017				
	ITLN		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	14	47%	3,485	37%
College-level Ready	8	25%	2,141	23%
Not College-level Ready	4	16%	904	10%
Unknown	4	13%	2,842	30%
College Math				
Completed College-level	16	53%	3,738	40%
College-level Ready	1	3%	1,138	12%
Not College-level Ready	9	30%	1,733	18%
Unknown	4	13%	2,763	29%
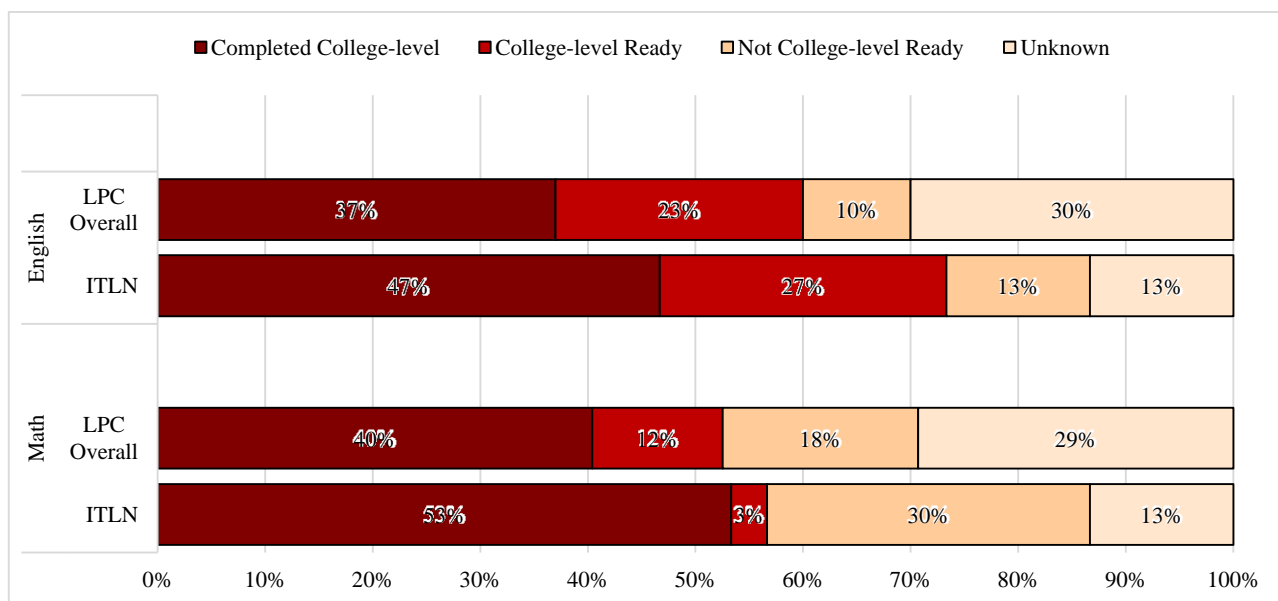
Definitions:

College English

    Completed College-level is defined as successfully completed ENG 1A or higher, or has earned at least an Associates degree.

    College-level Ready is defined as anyone who is eligible for ENG 1A but has not successfully completed the course.

    Not College-level Ready is defined as anyone who is not eligible for ENG 1A but has not successfully completed the course.

    Unknown is defined as anyone with no previous English enrollments within the sequence and no previous English assessment.

College Math

    Completed College-level is defined as succesfully completed Math 55 or higher or assessed into Transfer-level Math, or has earned at least an Associates degree.

    College-level Ready is defined as anyone who is eligible for MATH 55 but has not yet succesfully complete the course.

    Not College-level Ready is defined as anyone who is not eligible for MATH 55 but has not yet succesfully complete the course.

    Unknown is defined as anyone with no previous Math enrollments within the sequence and no previous Math assessment.