Las Positas College

Program Review Discipline Data Packet

Spring 2014 to Spring 2018

Discipline:

Italian (ITLN)

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

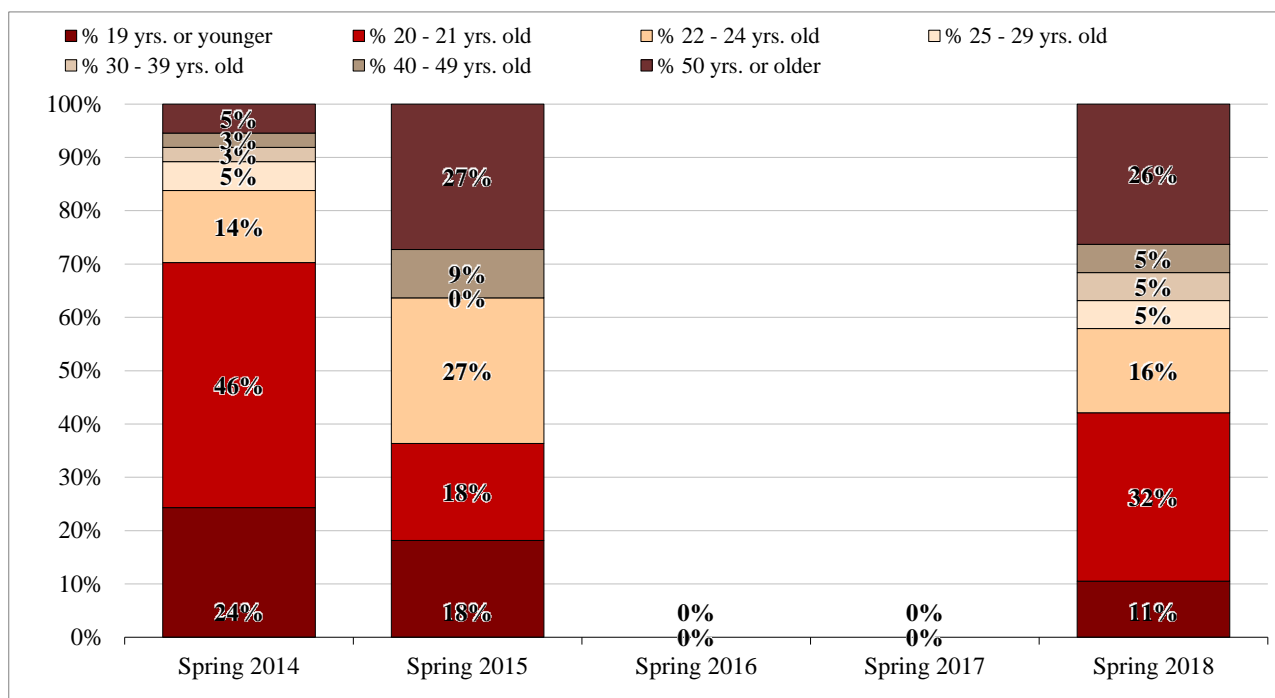| Italian (ITLN)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	37	11	—	—	19
Total Course Enrollments	37	11	—	—	19
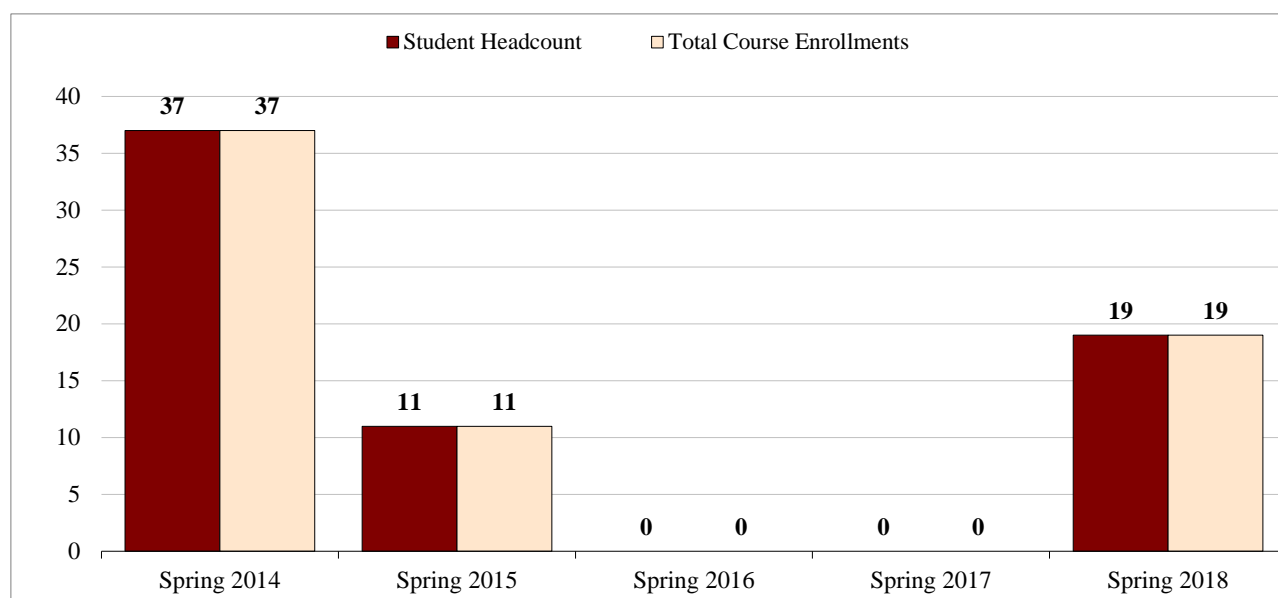
Definitions:

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				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Female	17	7	—	—	14
Male	20	4	—	—	5
19 yrs. or younger	9	2	—	—	2
20-21 yrs. old	17	2	—	—	6
22-24 yrs. old	5	3	—	—	3
25-29 yrs. old	2	0	—	—	1
30-39 yrs. old	1	0	—	—	1
40-49 yrs. old	1	1	—	—	1
50 yrs. or older	2	3	—	—	5
% Female	46%	64%	—	—	74%
% Male	54%	36%	—	—	26%
% 19 yrs. or younger	24%	18%	—	—	11%
% 20 - 21 yrs. old	46%	18%	—	—	32%
% 22 - 24 yrs. old	14%	27%	—	—	16%
% 25 - 29 yrs. old	5%	0%	—	—	5%
% 30 - 39 yrs. old	3%	0%	—	—	5%
% 40 - 49 yrs. old	3%	9%	—	—	5%
% 50 yrs. or older	5%	27%	—	—	26%

Student Demographic: Race-Ethnicity

Italian (ITLN)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	0	0	—	—	0
Asian	0	0	—	—	2
Filipino	7	2	—	—	0
Latino	0	0	—	—	3
Native American	0	0	—	—	0
Pacific Islander	0	0	—	—	0
White	42	41	—	—	13
Multiethnic	34	36	—	—	1
Other/Unknown	21	17	—	—	0
% African American	0%	0%	—	—	0%
% Asian	0%	0%	—	—	11%
% Filipino	19%	18%	—	—	0%
% Latino	0%	0%	—	—	16%
% Native American	0%	0%	—	—	0%
% Pacific Islander	0%	0%	—	—	0%
% White	114%	373%	—	—	68%
% Multiethnic	92%	327%	—	—	5%
% Other/Unknown	57%	155%	—	—	0%
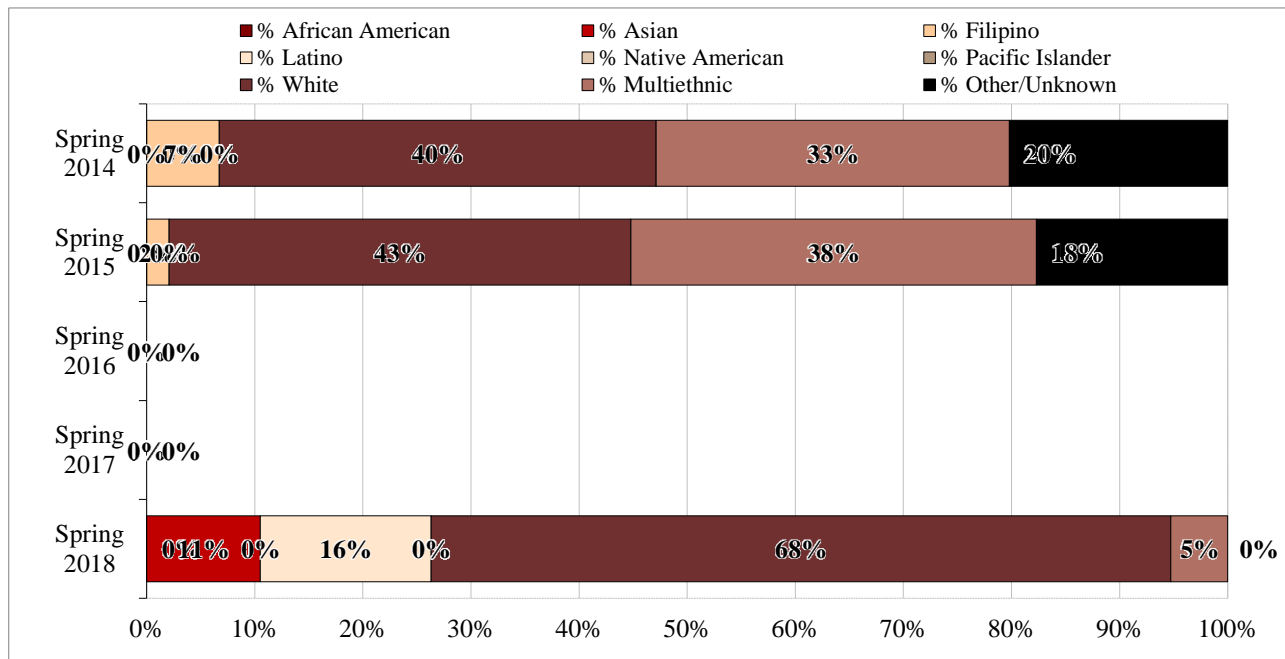
Student Enrollment Status

Italian (ITLN)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
First-Time Any College	1	0	—	—	0
First-Time Transfer	2	1	—	—	2
Continuing	33	10	—	—	16
Returning	1	0	—	—	0
Concurrent Enrollment	0	0	—	—	1
% First-Time Any College	3%	0%	—	—	0%
% First-Time Transfer	5%	9%	—	—	11%
% Continuing	89%	91%	—	—	84%
% Returning	3%	0%	—	—	0%
% Concurrent Enrollment	0%	0%	—	—	5%
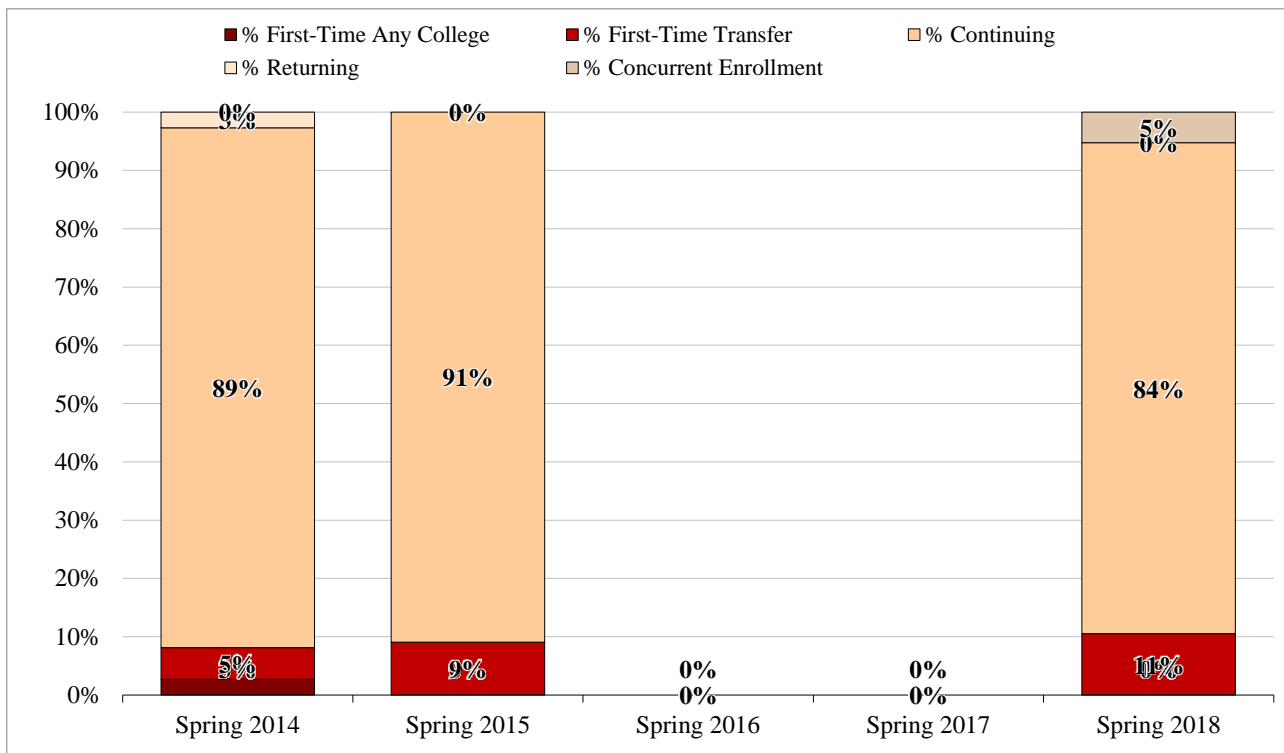
Definitions:

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				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	16	3	—	—	6
Part-Time (6 to 11.5 units)	16	4	—	—	7
Part-Time (0.5 to 5.5 units)	5	4	—	—	6
% Full-Time (12 units or more)	43%	27%	—	—	32%
% Part-Time (6 to 11.5 units)	43%	36%	—	—	37%
% Part-Time (0.5 to 5.5 units)	14%	36%	—	—	32%
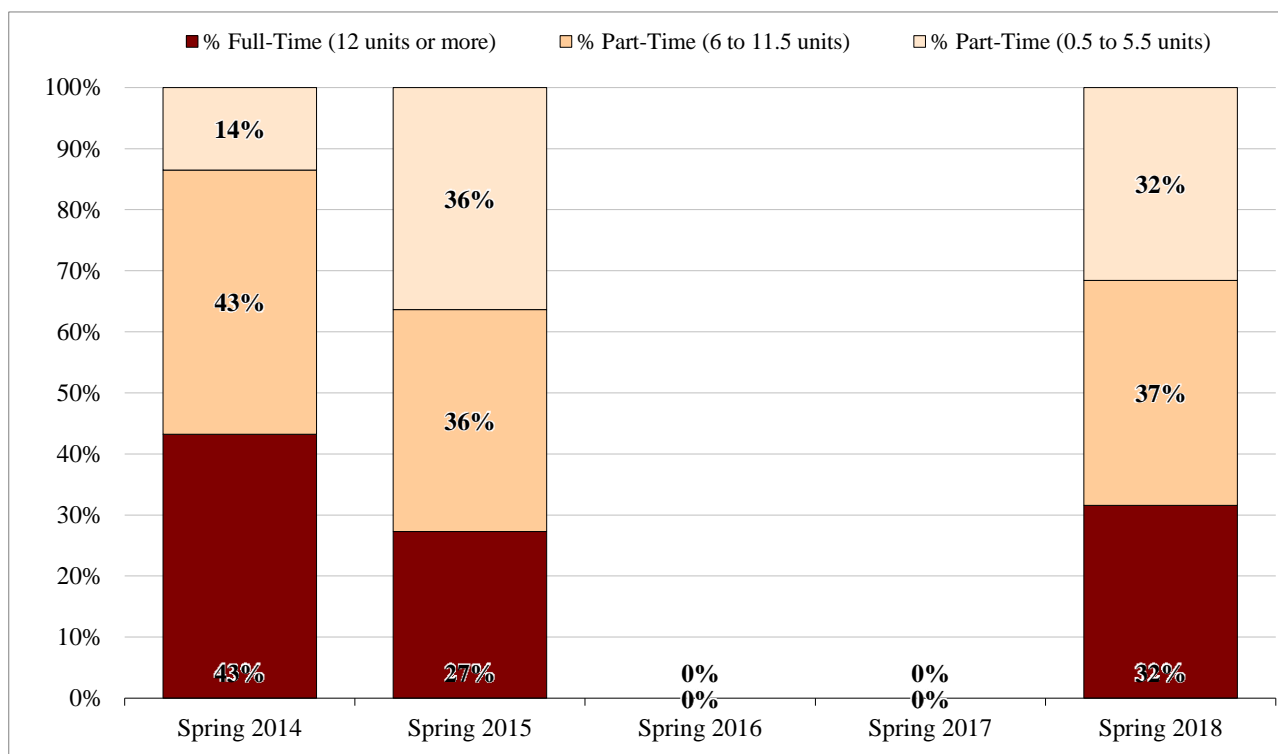
Students Using Distance Education

| Italian (ITLN)					
	Term				
(Categories reflect college-wide coursework)	**Spring 2014**	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Face-to-Face (F2F) Only	32	11	—	—	18
Both F2F and DE	5	0	—	—	1
Distance Education (DE) Only	0	0	—	—	0
% Face-to-Face (F2F) Only	86%	100%	—	—	95%
% Both F2F and DE	14%	0%	—	—	5%
% Distance Education (DE) Only	0%	0%	—	—	0%
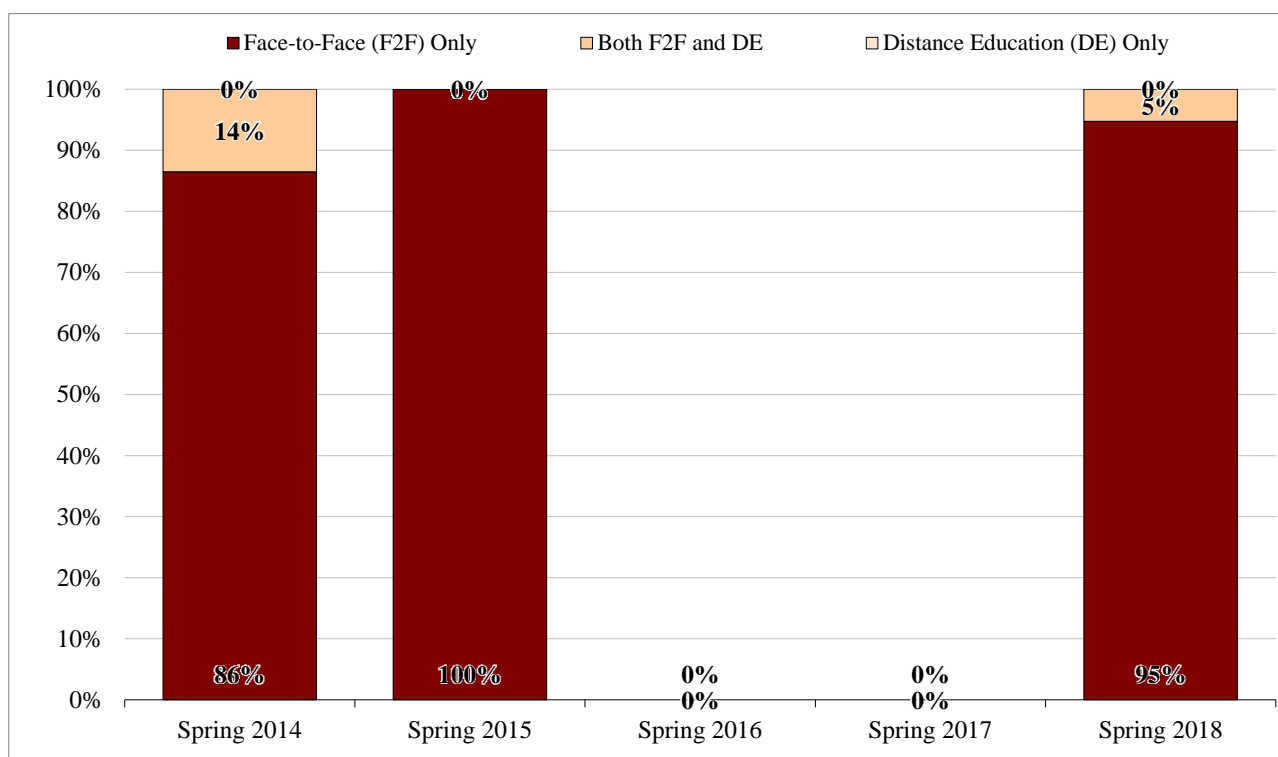
Definitions:

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

Student Educational Goal

Italian (ITLN)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Transfer (w/ or w/o AA/AS degree)	27	5	—	—	9
Associate Degree Only (AA/AS)	1	0	—	—	0
Occupational Certificate or Job Training	1	1	—	—	3
Improve English/Math Basic Skills	2	1	—	—	2
Personal Development (intellectual/cultural)	0	1	—	—	4
Other	0	0	—	—	0
Undecided	4	3	—	—	0
Unknown	2	0	—	—	1
% Transfer (w/ or w/o AA/AS degree)	73%	45%	—	—	47%
% Associate Degree Only (AA/AS)	3%	0%	—	—	0%
% Occupational Certificate or Job Training	3%	9%	—	—	16%
% Improve English/Math Basic Skills	5%	9%	—	—	11%
% Personal Development (intellectual/cultural	0%	9%	—	—	21%
% Other	0%	0%	—	—	0%
% Undecided	11%	27%	—	—	0%
% Unknown	5%	0%	—	—	5%
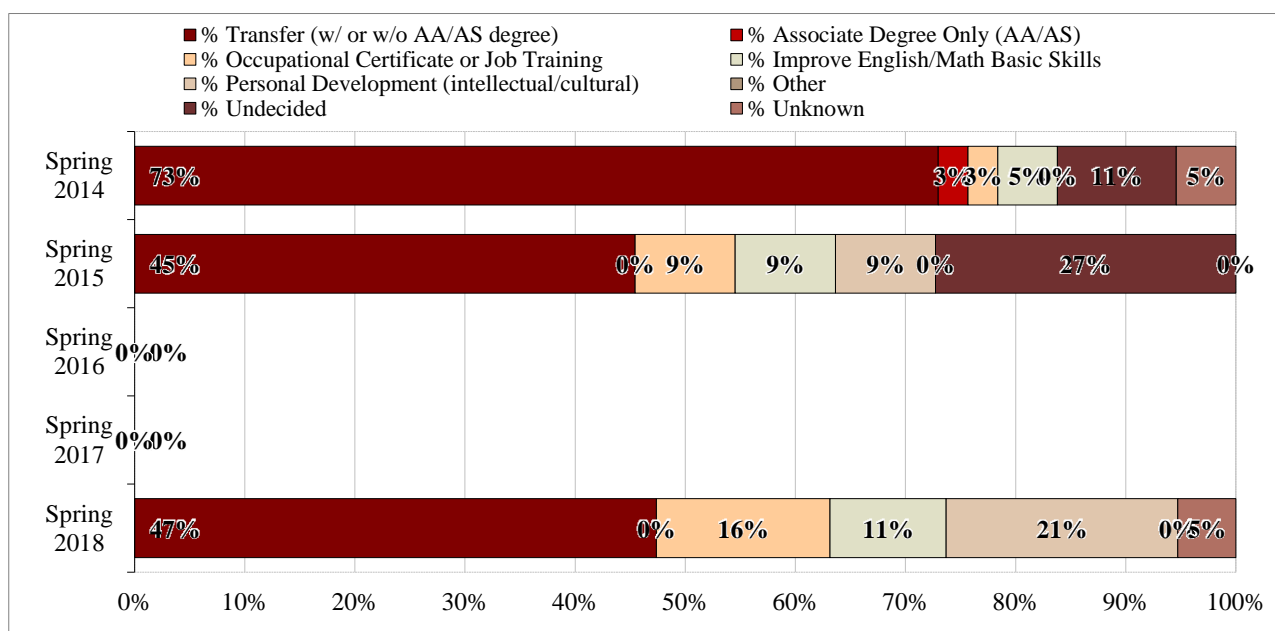
Definitions:

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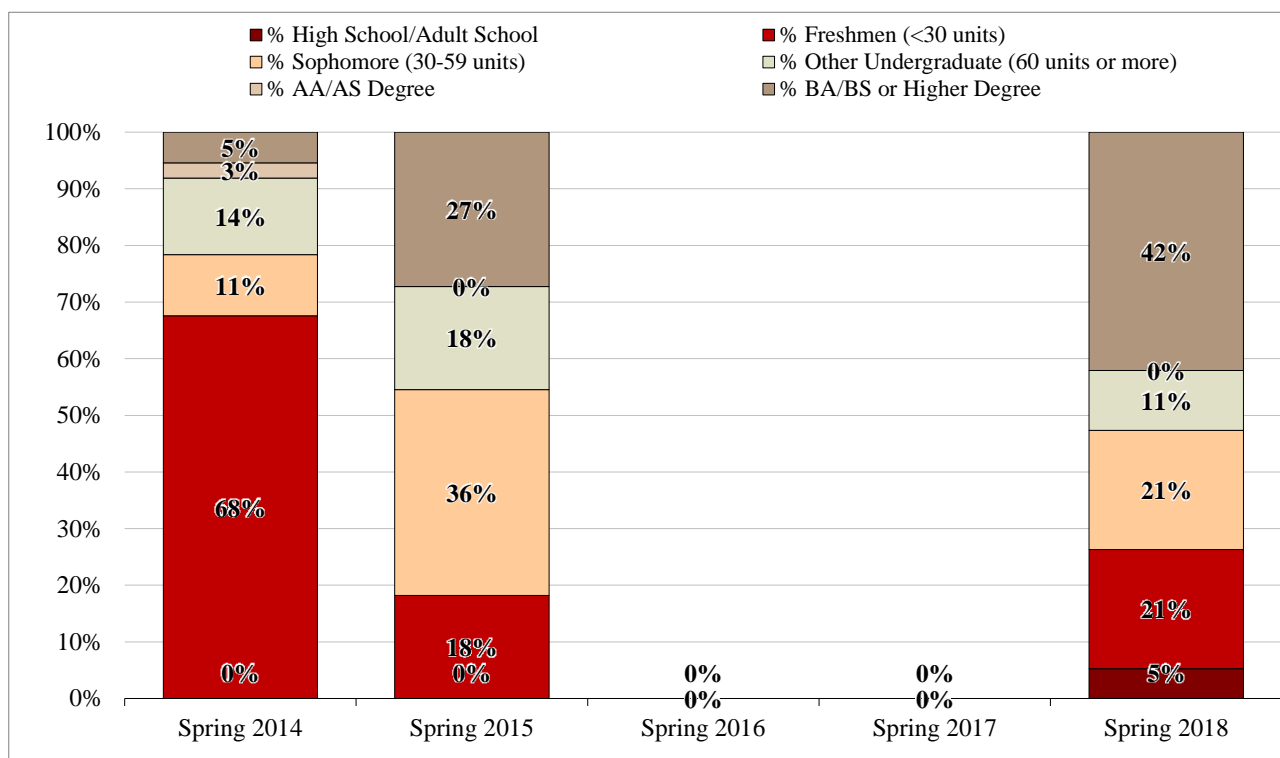
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
High School/Adult School	0	0	—	—	1
Freshmen (<30 units)	25	2	—	—	4
Sophomore (30-59 units)	4	4	—	—	4
Other Undergraduate (60 units or more)	5	2	—	—	2
AA/AS Degree	1	0	—	—	0
BA/BS or Higher Degree	2	3	—	—	8
% High School/Adult School	0%	0%	—	—	5%
% Freshmen (<30 units)	68%	18%	—	—	21%
% Sophomore (30-59 units)	11%	36%	—	—	21%
% Other Undergraduate (60 units or more)	14%	18%	—	—	11%
% AA/AS Degree	3%	0%	—	—	0%
% BA/BS or Higher Degree	5%	27%	—	—	42%

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Student Performance: Grade Distribution

| Italian (ITLN)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Total Course Enrollments	**37**	**11**	**—**	**—**	**19**
Course Success Rates	**46%**	**91%**	**—**	**—**	**84%**
A	16%	27%	—	—	21%
B	24%	27%	—	—	42%
C	3%	36%	—	—	5%
P	3%	0%	—	—	16%
Course Non-Success Rate	**19%**	**0%**	**—**	**—**	**5%**
D	5%	0%	—	—	0%
F/NP/I	14%	0%	—	—	5%
Withdrawals (W)	**35%**	**9%**	**—**	**—**	**11%**
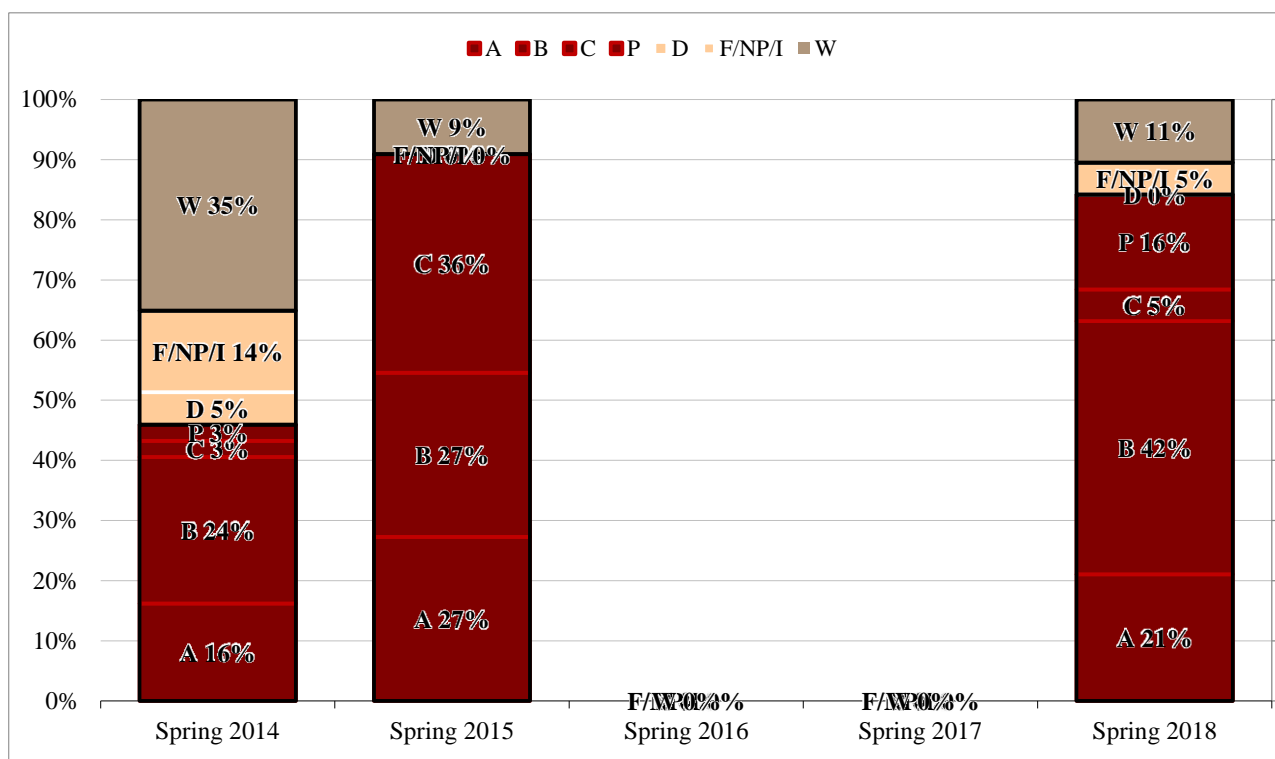
Definitions:

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				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Total Course Enrollments	**37**	**11**	**—**	**—**	**19**
Face-to-Face (F2F) Sections	**37**	**11**	**—**	**—**	**19**
Success Rates	46%	91%	—	—	84%
Non-Success Rates	19%	0%	—	—	5%
Withdrawals	35%	9%	—	—	11%
Distance Education (DE) Sections	**—**	**—**	**—**	**—**	**—**
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—
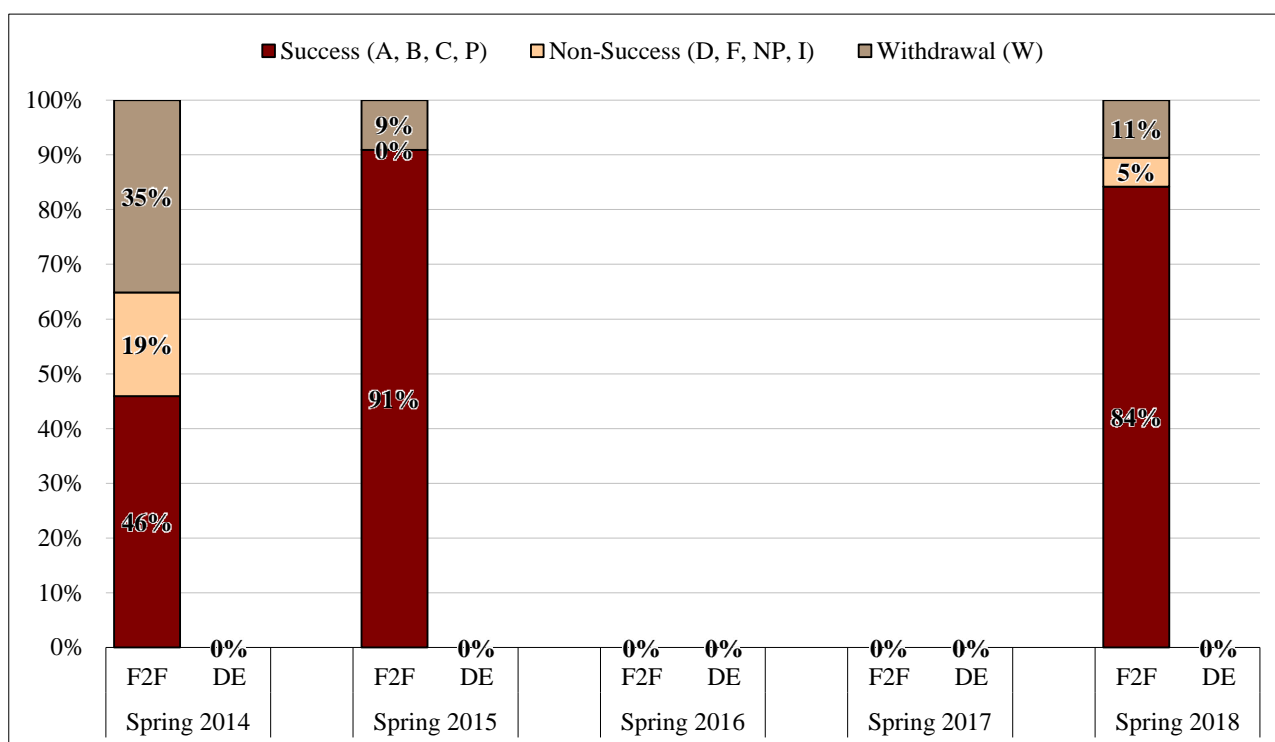
Definitions:

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				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	180	53	—	—	95
FTES	5.8	1.6	—	—	3.0
FTEF	0.7	0.3	—	—	0.3
Productivity (WSCH/FTEF)	270.3	159.2	—	—	285.3
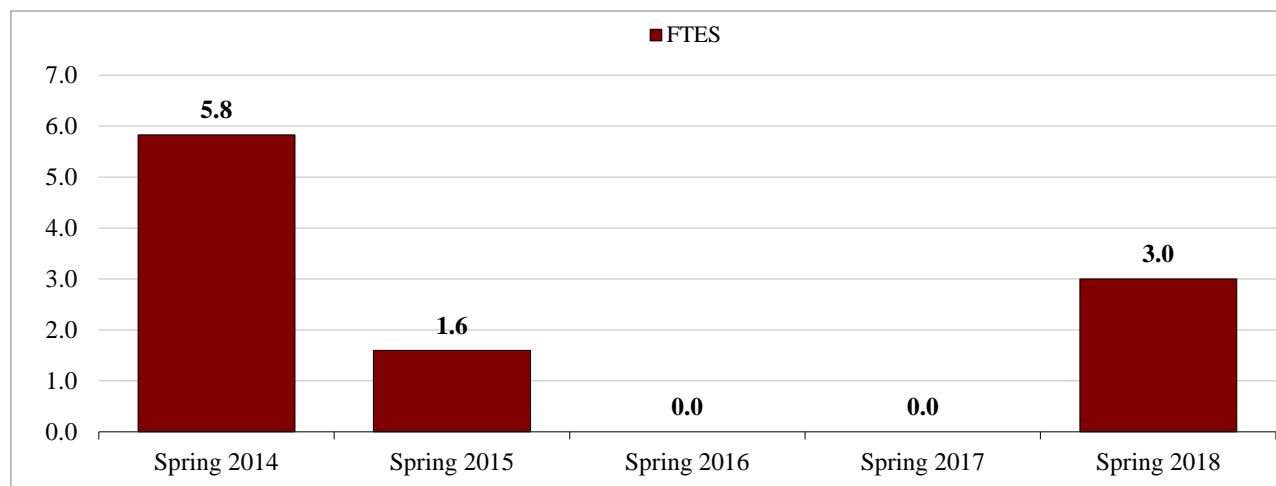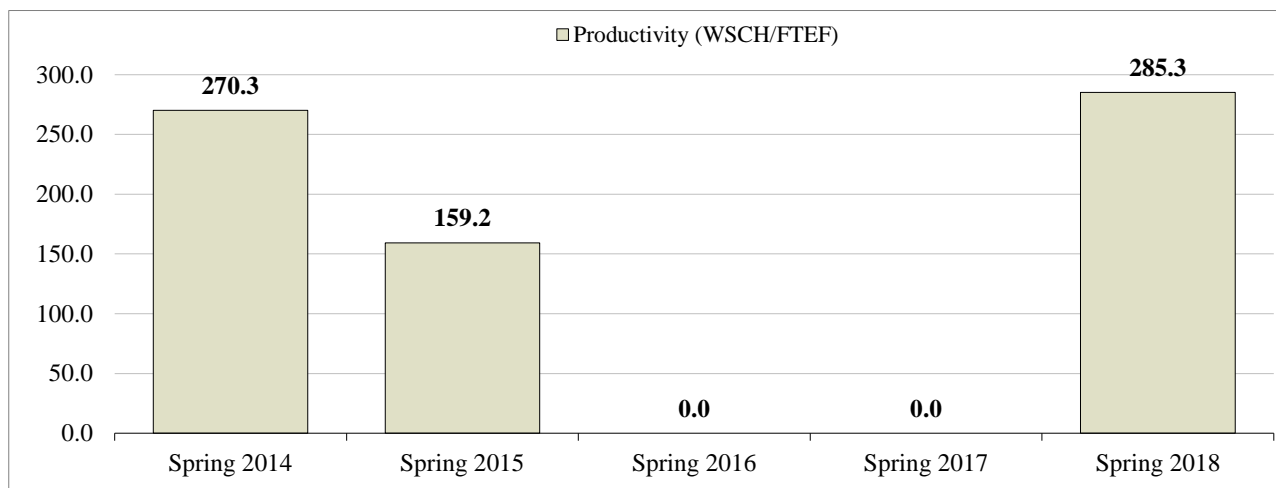
Definitions:

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 5/15/18.

Enrollment Management: Part 2

| Italian (ITLN)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
FTEF from Full-Time Faculty	0.0	0.0	—	—	0.0
% FTEF from Full-Time Faculty	0%	0%	—	—	0%
Enrollments	37	11	—	—	19
Capacity (seats available)	80	40	—	—	30
Fill Rate	46%	28%	—	—	63%
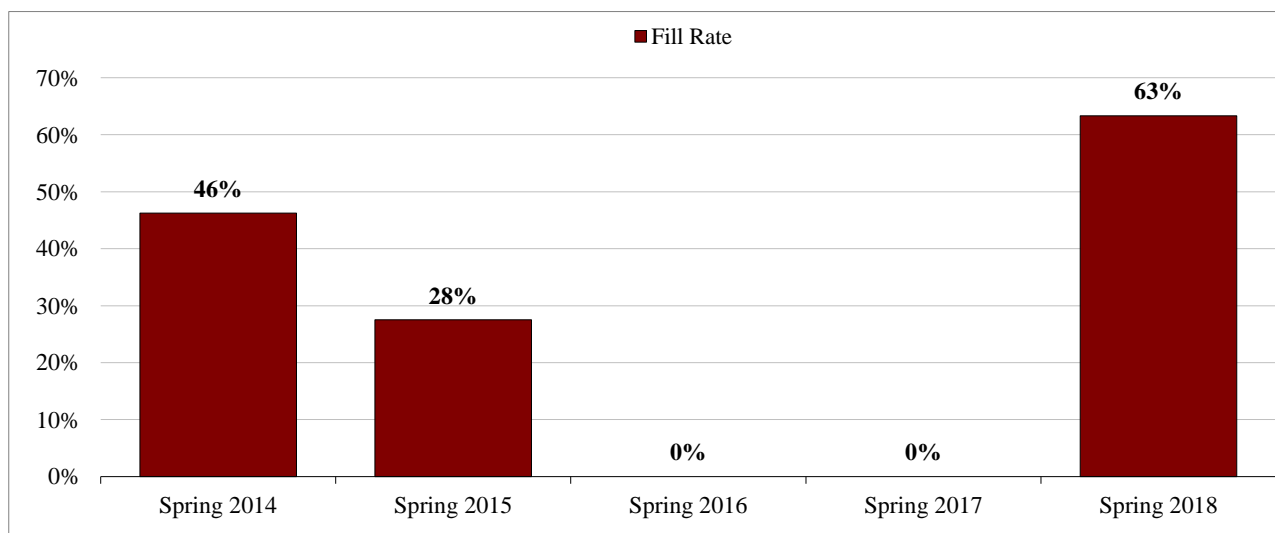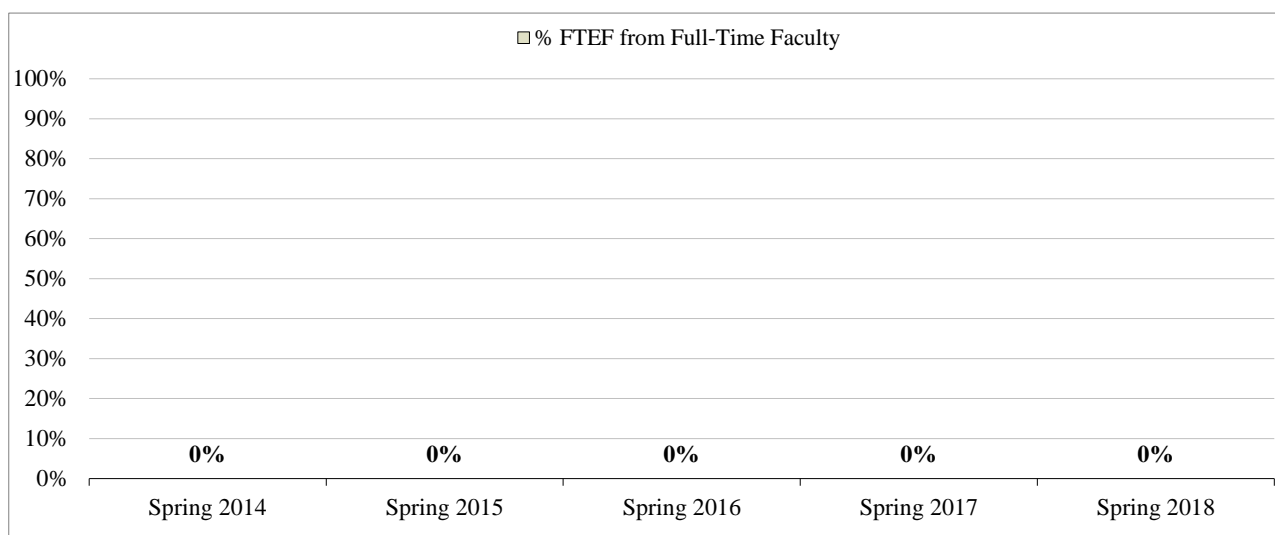
Definitions:

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

Spring 2018				
	ITLN		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	15	79%	4,955	54%
College-level Ready	2	11%	1,319	14%
Not College-level Ready	0	0%	619	7%
Unknown	2	10%	2,260	25%
College Math				
Completed College-level	15	79%	4,980	54%
College-level Ready	1	5%	974	11%
Not College-level Ready	2	11%	1,239	14%
Unknown	1	5%	1,960	21%
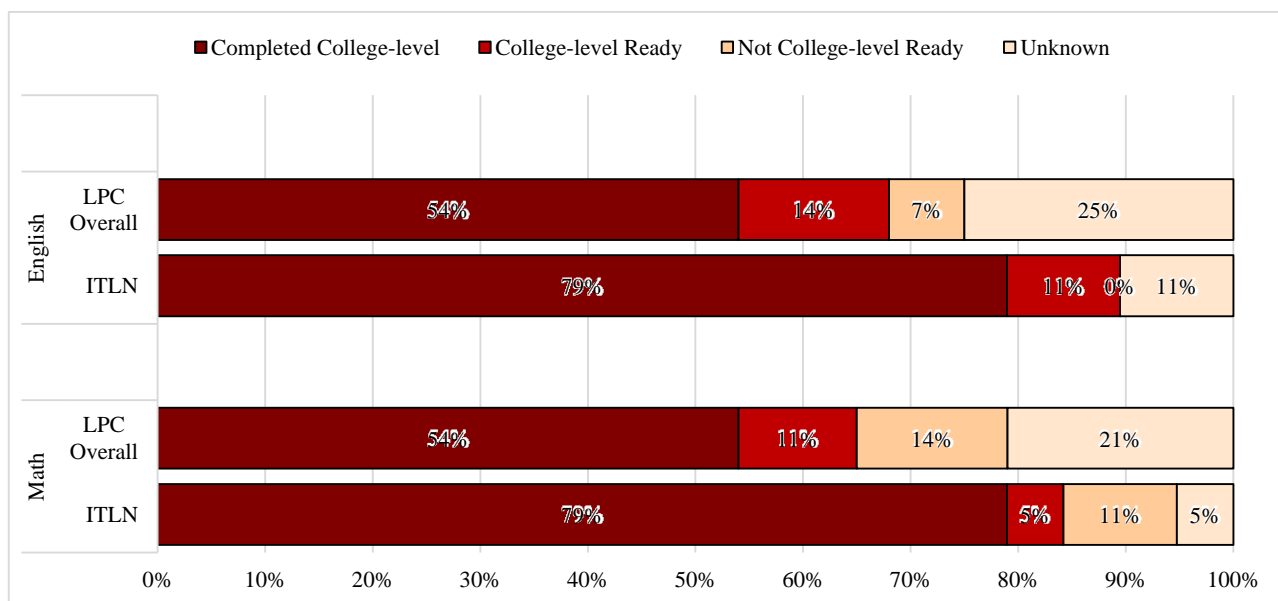
Definitions:

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.