



Las Positas College

Program Review Discipline Data Packet

Spring 2014 to Spring 2018

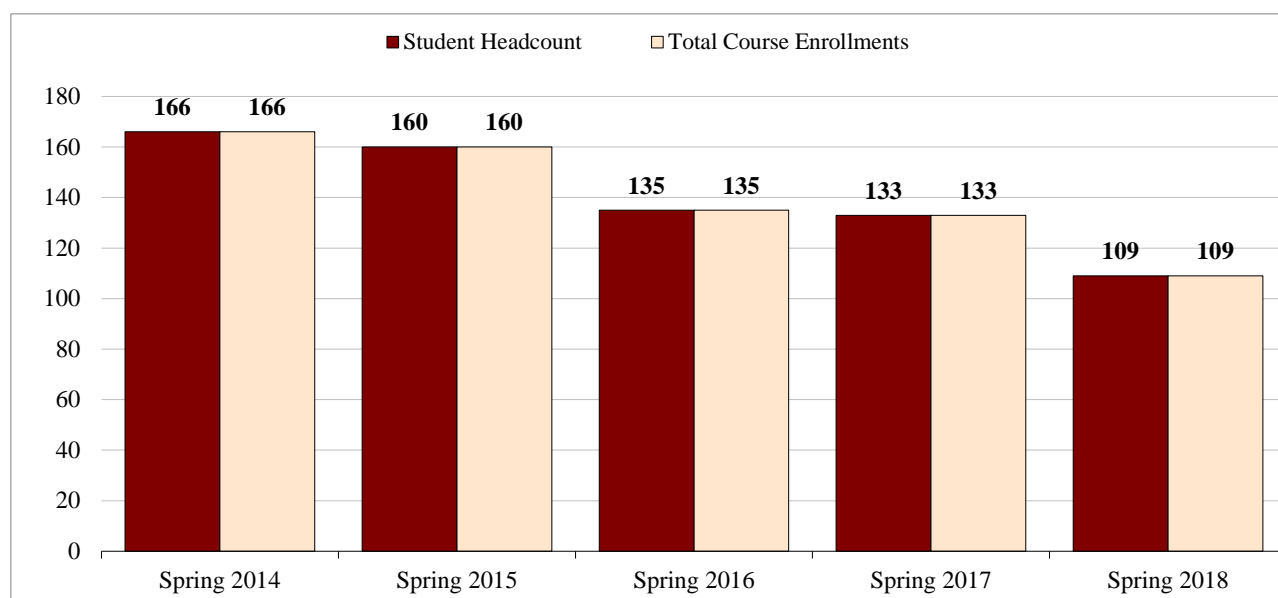
Discipline:

Spanish (SPAN)

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Headcount & Enrollment

Spanish (SPAN)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	166	160	135	133	109
Total Course Enrollments	166	160	135	133	109



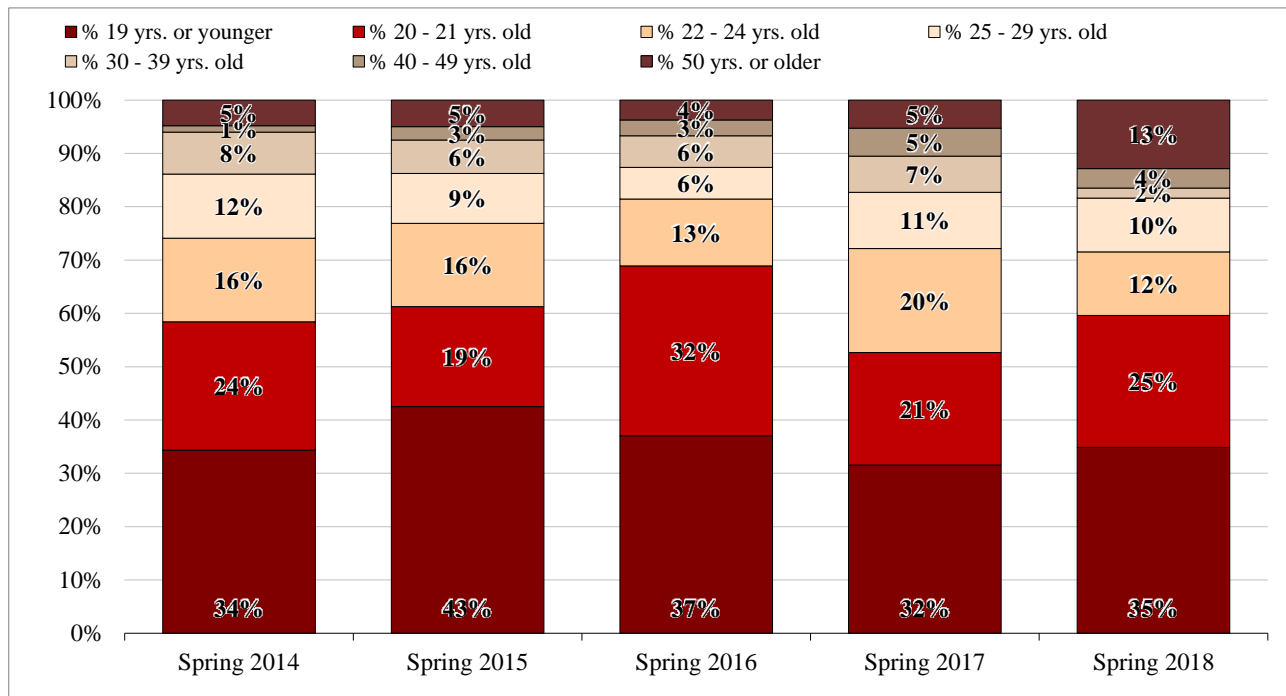
Definitions:

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.

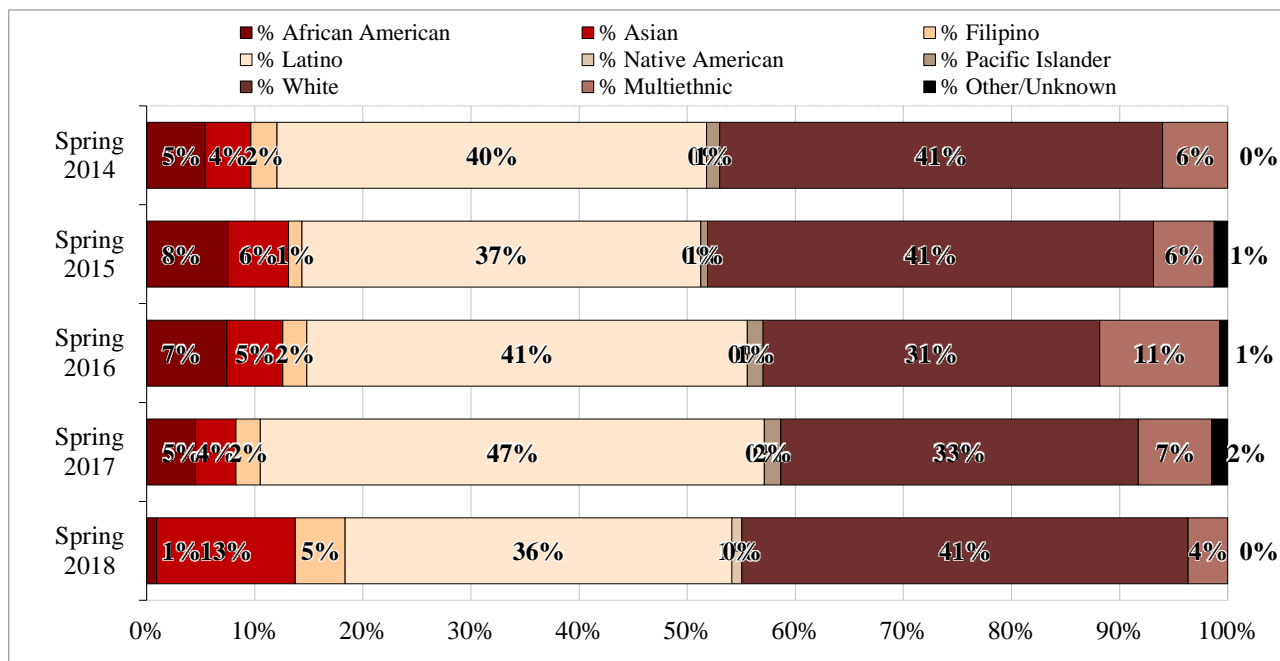
Student Demographics: Gender & Age

	Spanish (SPAN)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Female	97	92	86	60	62
Male	67	68	46	71	46
19 yrs. or younger	57	68	50	42	38
20-21 yrs. old	40	30	43	28	27
22-24 yrs. old	26	25	17	26	13
25-29 yrs. old	20	15	8	14	11
30-39 yrs. old	13	10	8	9	2
40-49 yrs. old	2	4	4	7	4
50 yrs. or older	8	8	5	7	14
% Female	59%	58%	65%	46%	57%
% Male	41%	43%	35%	54%	43%
% 19 yrs. or younger	34%	43%	37%	32%	35%
% 20 - 21 yrs. old	24%	19%	32%	21%	25%
% 22 - 24 yrs. old	16%	16%	13%	20%	12%
% 25 - 29 yrs. old	12%	9%	6%	11%	10%
% 30 - 39 yrs. old	8%	6%	6%	7%	2%
% 40 - 49 yrs. old	1%	3%	3%	5%	4%
% 50 yrs. or older	5%	5%	4%	5%	13%



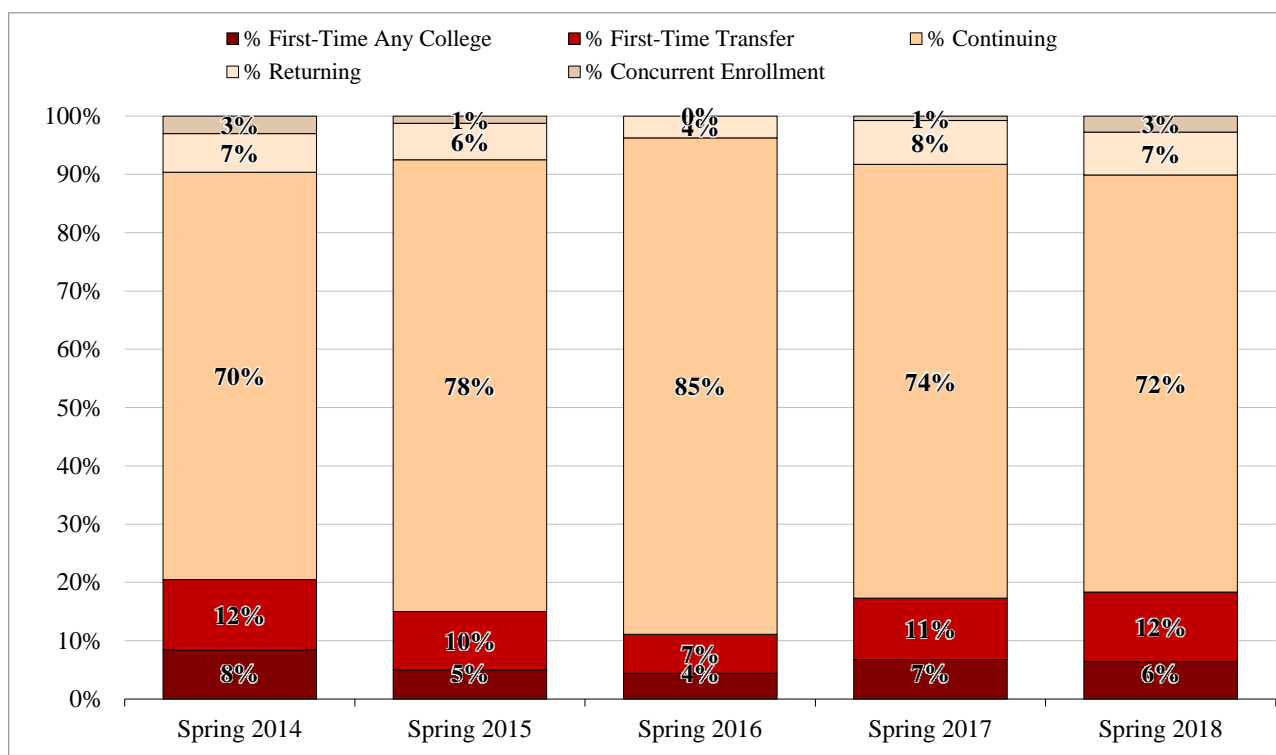
Student Demographic: Race-Ethnicity

Spanish (SPAN)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	9	12	10	6	1
Asian	7	9	7	5	14
Filipino	4	2	3	3	5
Latino	66	59	55	62	39
Native American	0	0	0	0	1
Pacific Islander	2	1	2	2	0
White	68	66	42	44	45
Multiethnic	10	9	15	9	4
Other/Unknown	0	2	1	2	0
% African American	5%	8%	7%	5%	1%
% Asian	4%	6%	5%	4%	13%
% Filipino	2%	1%	2%	2%	5%
% Latino	40%	37%	41%	47%	36%
% Native American	0%	0%	0%	0%	1%
% Pacific Islander	1%	1%	1%	2%	0%
% White	41%	41%	31%	33%	41%
% Multiethnic	6%	6%	11%	7%	4%
% Other/Unknown	0%	1%	1%	2%	0%



Student Enrollment Status

Spanish (SPAN)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	14	8	6	9	7
First-Time Transfer	20	16	9	14	13
Continuing	116	124	115	99	78
Returning	11	10	5	10	8
Concurrent Enrollment	5	2	0	1	3
% First-Time Any College	8%	5%	4%	7%	6%
% First-Time Transfer	12%	10%	7%	11%	12%
% Continuing	70%	78%	85%	74%	72%
% Returning	7%	6%	4%	8%	7%
% Concurrent Enrollment	3%	1%	0%	1%	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.

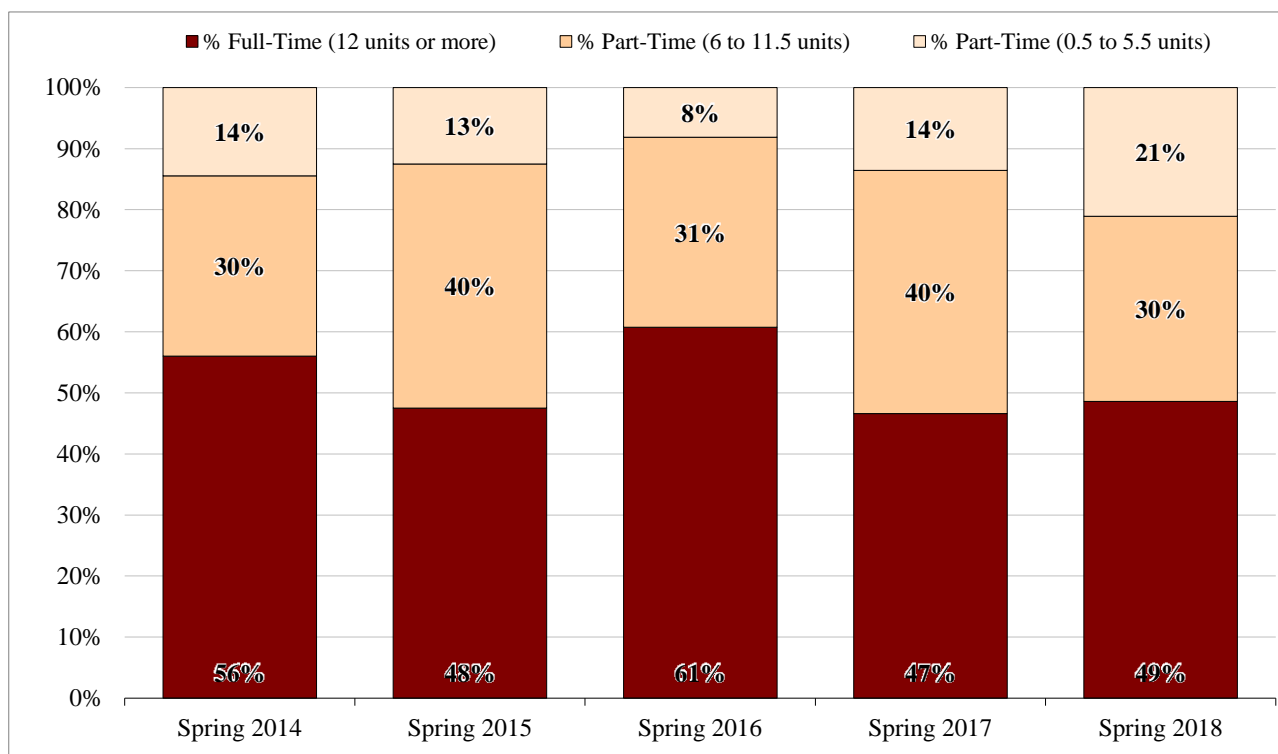
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

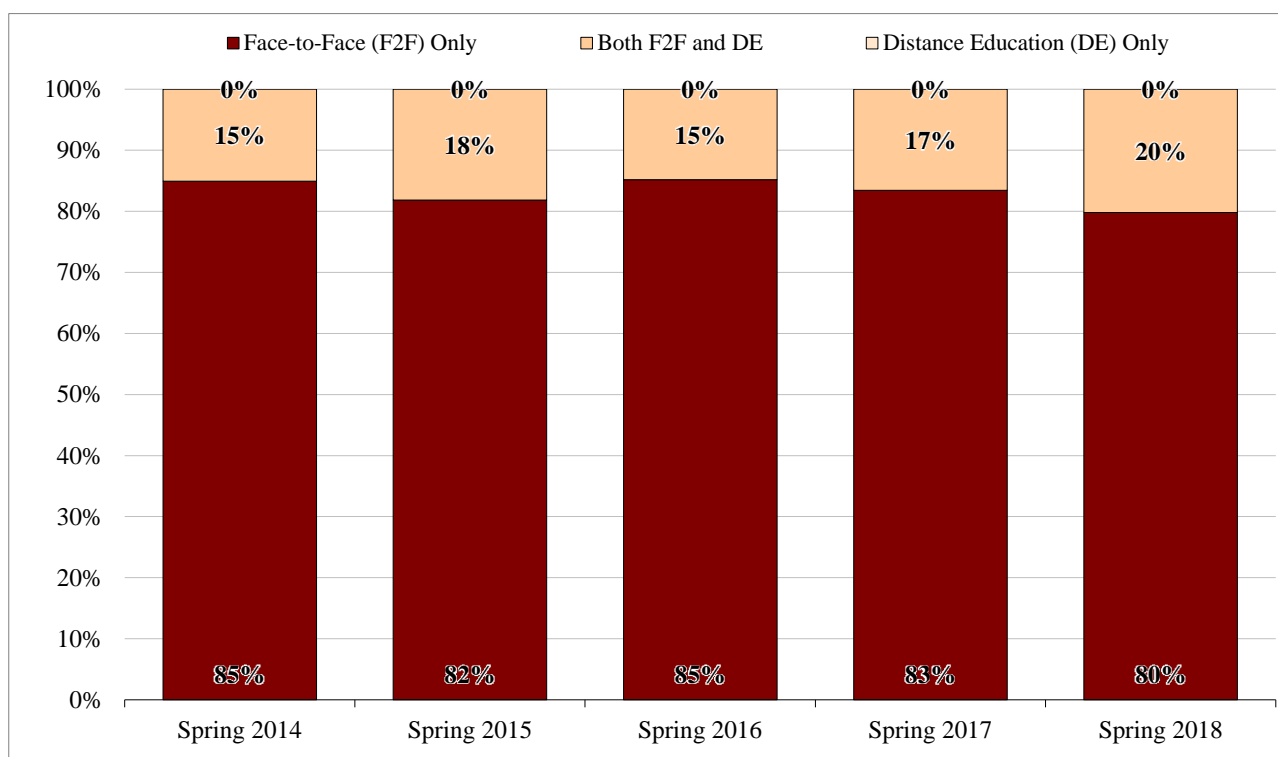
Student Unit Load

Spanish (SPAN)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	93	76	82	62	53
Part-Time (6 to 11.5 units)	49	64	42	53	33
Part-Time (0.5 to 5.5 units)	24	20	11	18	23
% Full-Time (12 units or more)	56%	48%	61%	47%	49%
% Part-Time (6 to 11.5 units)	30%	40%	31%	40%	30%
% Part-Time (0.5 to 5.5 units)	14%	13%	8%	14%	21%



Students Using Distance Education

Spanish (SPAN)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Face-to-Face (F2F) Only	141	131	115	111	87
Both F2F and DE	25	29	20	22	22
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	85%	82%	85%	83%	80%
% Both F2F and DE	15%	18%	15%	17%	20%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

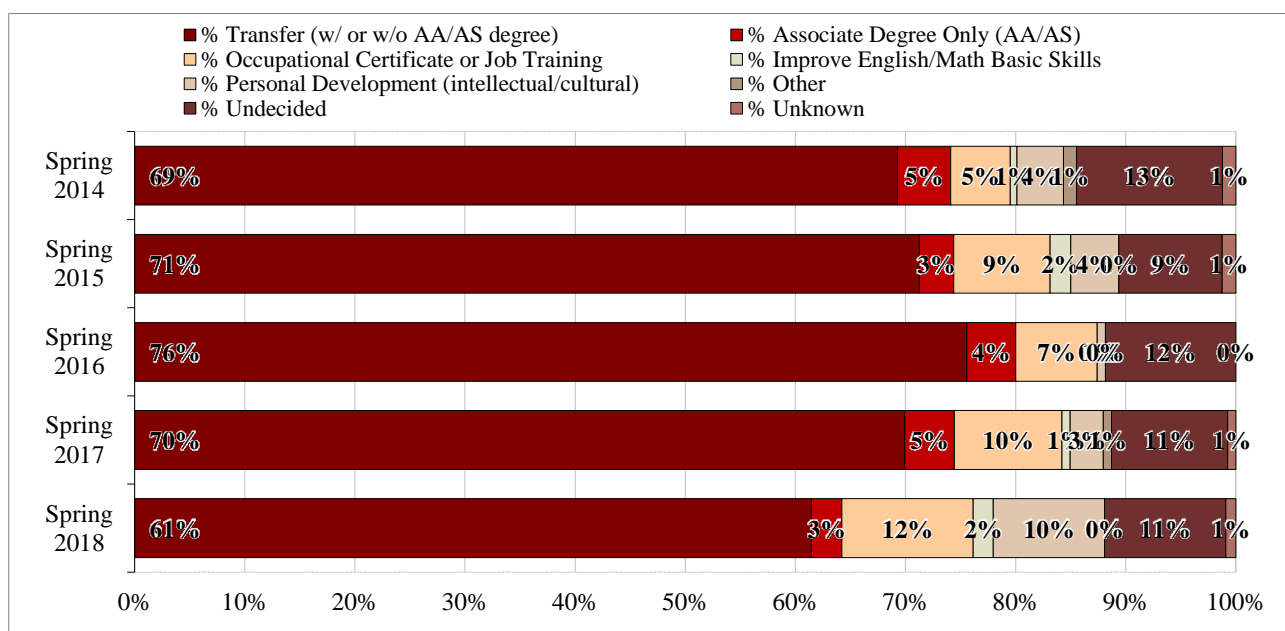


Definitions:

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

Student Educational Goal

Spanish (SPAN)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	115	114	102	93	67
Associate Degree Only (AA/AS)	8	5	6	6	3
Occupational Certificate or Job Training	9	14	10	13	13
Improve English/Math Basic Skills	1	3	0	1	2
Personal Development (intellectual/cultural)	7	7	1	4	11
Other	2	0	0	1	0
Undecided	22	15	16	14	12
Unknown	2	2	0	1	1
% Transfer (w/ or w/o AA/AS degree)	69%	71%	76%	70%	61%
% Associate Degree Only (AA/AS)	5%	3%	4%	5%	3%
% Occupational Certificate or Job Training	5%	9%	7%	10%	12%
% Improve English/Math Basic Skills	1%	2%	0%	1%	2%
% Personal Development (intellectual/cultural)	4%	4%	1%	3%	10%
% Other	1%	0%	0%	1%	0%
% Undecided	13%	9%	12%	11%	11%
% Unknown	1%	1%	0%	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.

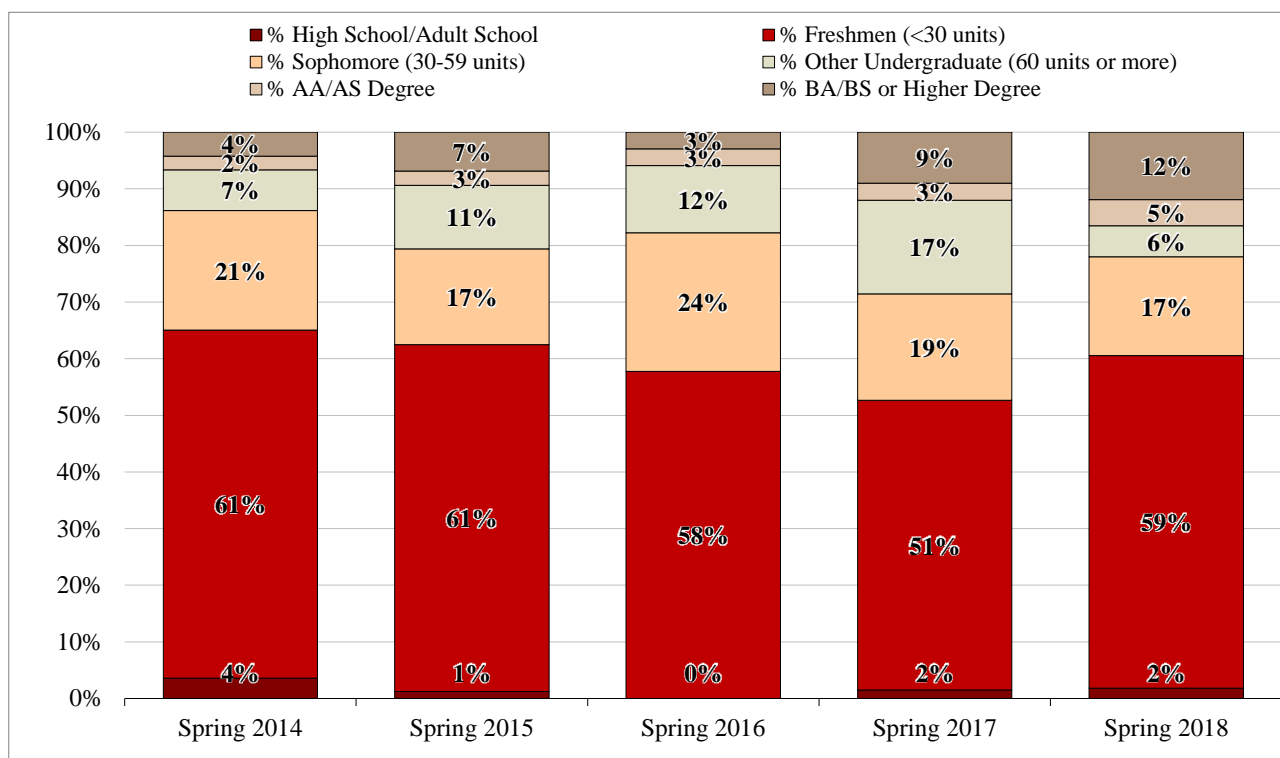
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

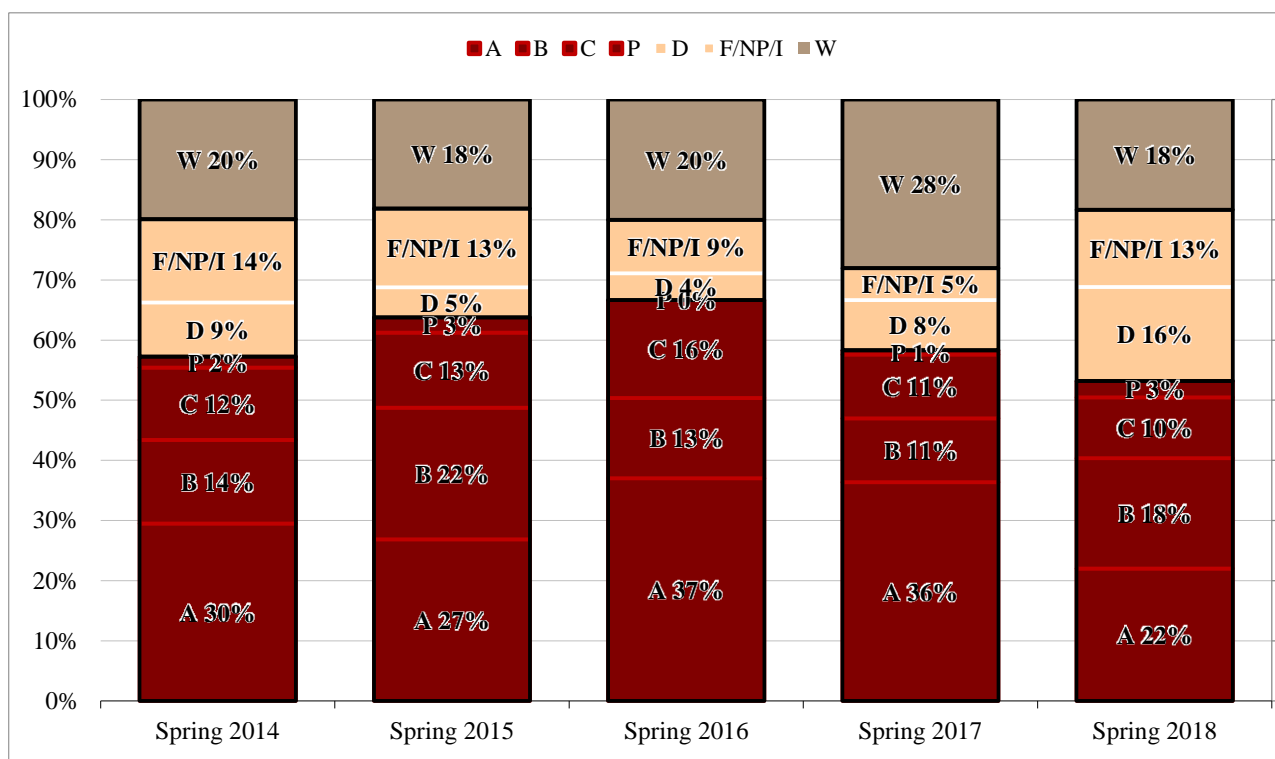
Highest Educational Level of Students

	Spanish (SPAN)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	6	2	0	2	2
Freshmen (<30 units)	102	98	78	68	64
Sophomore (30-59 units)	35	27	33	25	19
Other Undergraduate (60 units or more)	12	18	16	22	6
AA/AS Degree	4	4	4	4	5
BA/BS or Higher Degree	7	11	4	12	13
% High School/Adult School	4%	1%	0%	2%	2%
% Freshmen (<30 units)	61%	61%	58%	51%	59%
% Sophomore (30-59 units)	21%	17%	24%	19%	17%
% Other Undergraduate (60 units or more)	7%	11%	12%	17%	6%
% AA/AS Degree	2%	3%	3%	3%	5%
% BA/BS or Higher Degree	4%	7%	3%	9%	12%



Student Performance: Grade Distribution

Spanish (SPAN)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	166	160	135	133	109
Course Success Rates	57%	64%	67%	58%	53%
A	30%	27%	37%	36%	22%
B	14%	22%	13%	11%	18%
C	12%	13%	16%	11%	10%
P	2%	3%	0%	1%	3%
Course Non-Success Rate	23%	18%	13%	14%	28%
D	9%	5%	4%	8%	16%
F/NP/I	14%	13%	9%	5%	13%
Withdrawals (W)	20%	18%	20%	28%	18%



Definitions:

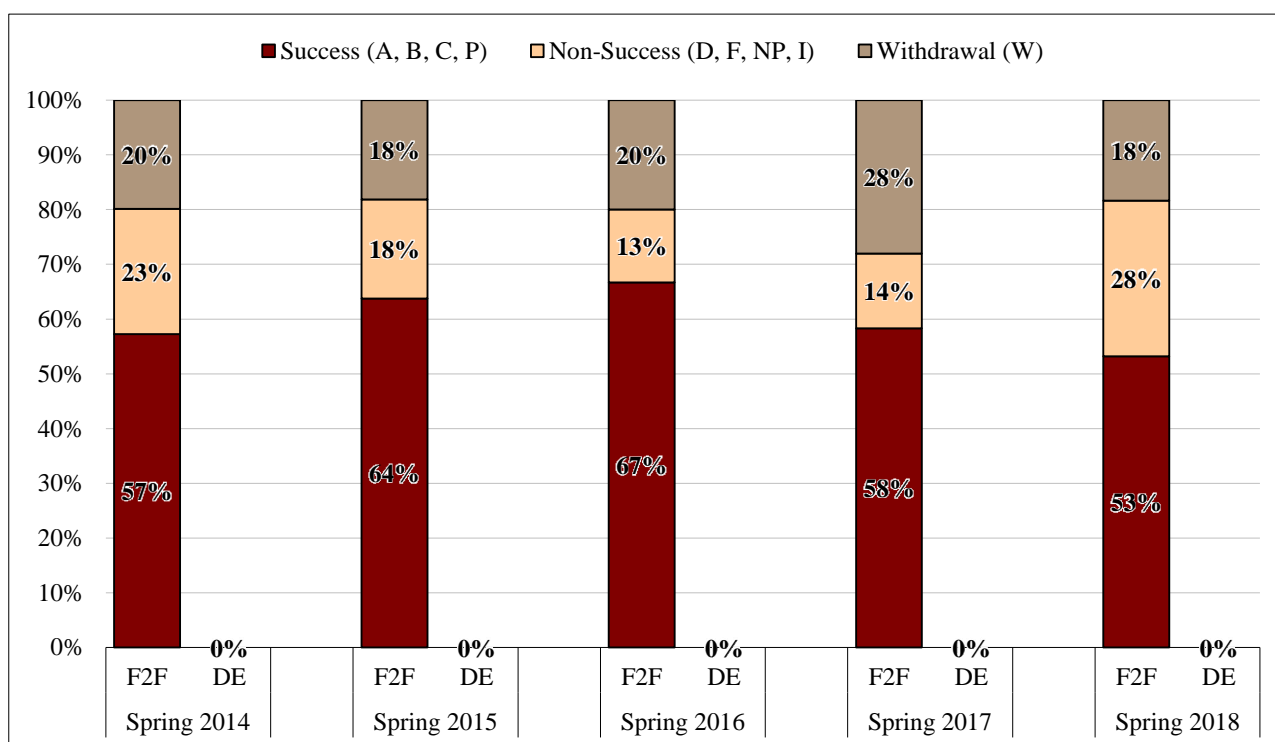
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Spanish (SPAN)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	166	160	135	133	109
Face-to-Face (F2F) Sections	166	160	135	133	109
Success Rates	57%	64%	67%	58%	53%
Non-Success Rates	23%	18%	13%	14%	28%
Withdrawals	20%	18%	20%	28%	18%
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.

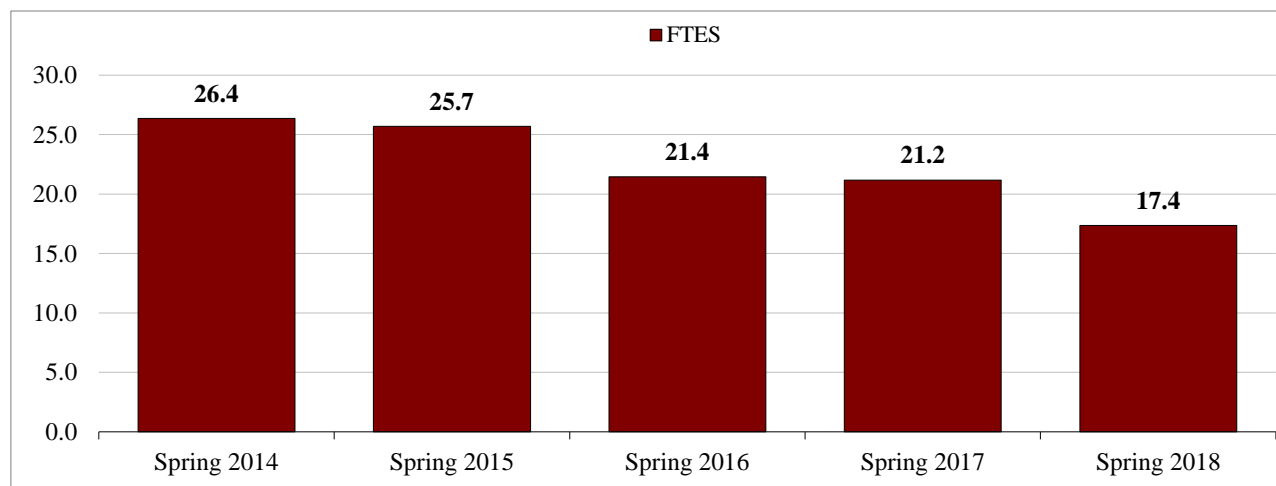
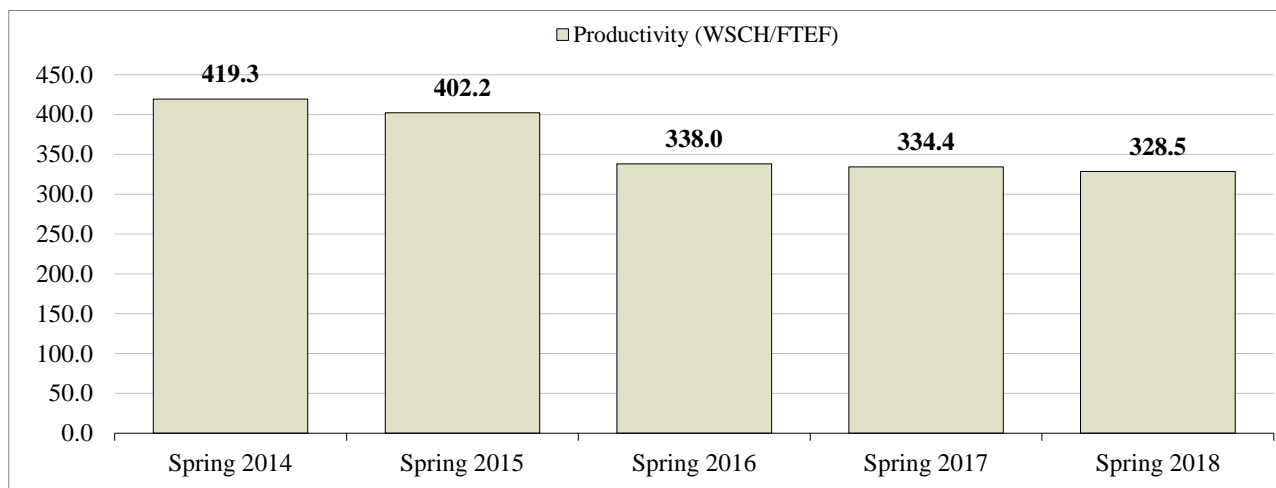
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'T') relative to all students receiving a grade.

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

	Spanish (SPAN)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	810	777	653	646	547
FTEF	26.4	25.7	21.4	21.2	17.4
FTEF	1.9	1.9	1.9	1.9	1.7
Productivity (WSCH/FTEF)	419.3	402.2	338.0	334.4	328.5



Definitions:

WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the discipline.

FTEF is the total Full Time Equivalent Student value resulting from all enrollment within the discipline.

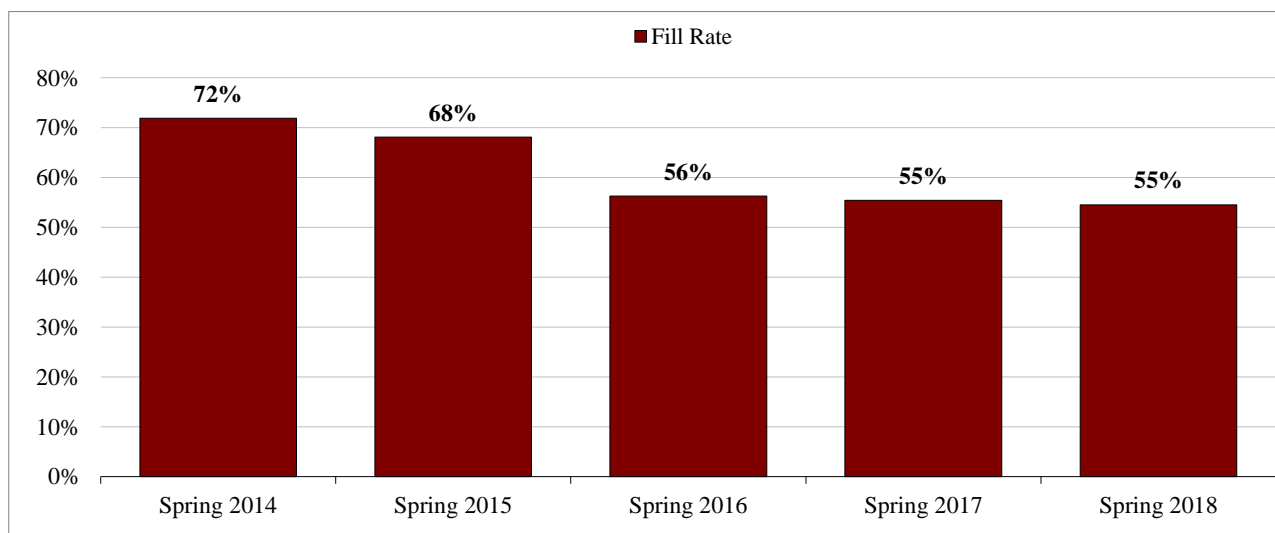
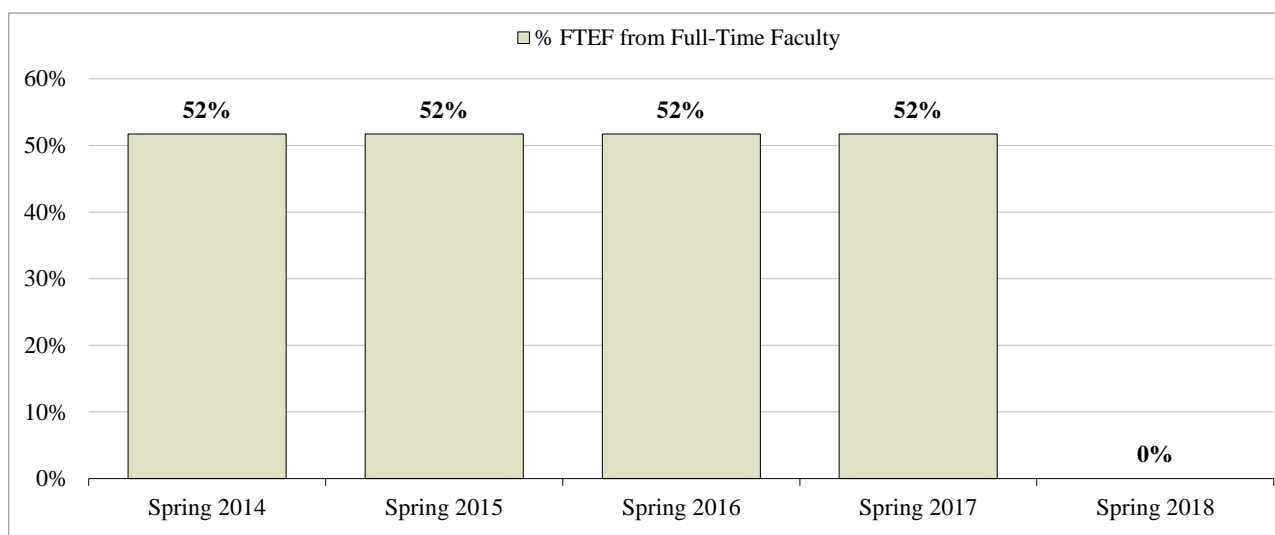
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Spanish (SPAN)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
FTEF from Full-Time Faculty	1.0	1.0	1.0	1.0	0.0
% FTEF from Full-Time Faculty	52%	52%	52%	52%	0%
Enrollments	166	160	135	133	109
Capacity (seats available)	231	235	240	240	200
Fill Rate	72%	68%	56%	55%	55%



Definitions:

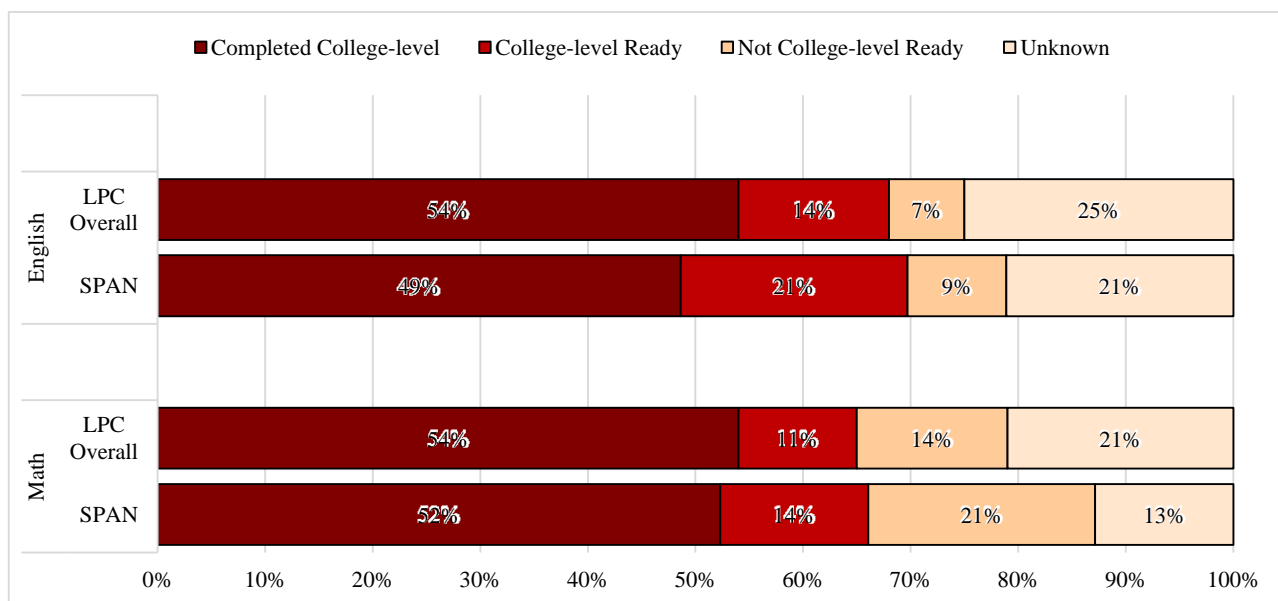
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	SPAN		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	53	49%	4,955	54%
College-level Ready	23	20%	1,319	14%
Not College-level Ready	10	10%	619	7%
Unknown	23	19%	2,260	25%
College Math				
Completed College-level	57	52%	4,980	54%
College-level Ready	15	14%	974	11%
Not College-level Ready	23	21%	1,239	14%
Unknown	14	13%	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 successfully 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 successfully complete the course.

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

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