Las Positas College

Program Review Discipline Data Packet

Fall 2014 to Fall 2018
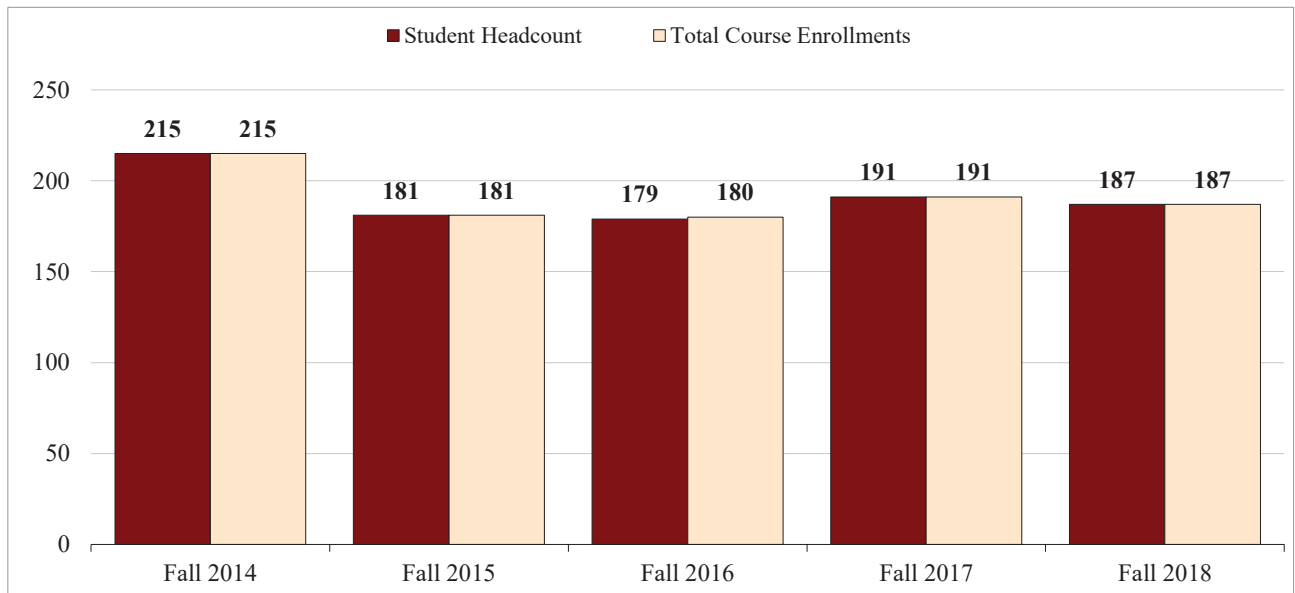
Discipline:

American Sign Language (ASL)

Office of Research, Planning, and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

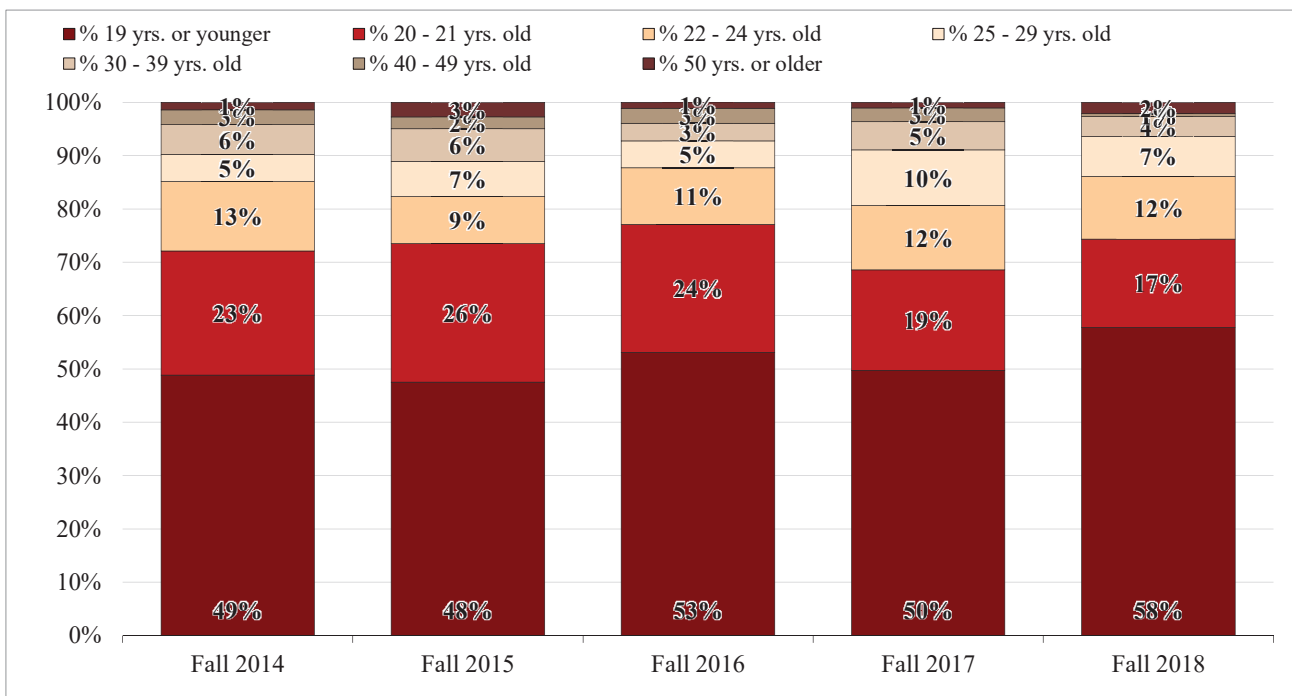| American Sign Language (ASL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Student Headcount	215	181	179	191	187
Total Course Enrollments	215	181	180	191	187

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				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Female	158	128	126	134	134
Male	55	47	51	55	51
19 yrs. or younger	105	86	95	95	108
20-21 yrs. old	50	47	43	36	31
22-24 yrs. old	28	16	19	23	22
25-29 yrs. old	11	12	9	20	14
30-39 yrs. old	12	11	6	10	7
40-49 yrs. old	6	4	5	5	1
50 yrs. or older	3	5	2	2	4
% Female	74%	73%	71%	71%	72%
% Male	26%	27%	29%	29%	28%
% 19 yrs. or younger	49%	48%	53%	50%	58%
% 20 - 21 yrs. old	23%	26%	24%	19%	17%
% 22 - 24 yrs. old	13%	9%	11%	12%	12%
% 25 - 29 yrs. old	5%	7%	5%	10%	7%
% 30 - 39 yrs. old	6%	6%	3%	5%	4%
% 40 - 49 yrs. old	3%	2%	3%	3%	1%
% 50 yrs. or older	1%	3%	1%	1%	2%

Student Demographic: Race-Ethnicity

American Sign Language (ASL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
African American	5	6	2	8	6
Asian	8	10	9	11	14
Filipino	4	7	6	3	11
Latino	55	36	44	57	53
Native American	1	0	0	1	1
Pacific Islander	0	2	2	0	0
White	127	110	105	93	79
Multiethnic	13	8	11	17	21
Other/Unknown	2	2	0	1	2
% African American	2%	3%	1%	4%	3%
% Asian	4%	6%	5%	6%	7%
% Filipino	2%	4%	3%	2%	6%
% Latino	26%	20%	25%	30%	28%
% Native American	<1%	0%	0%	1%	1%
% Pacific Islander	0%	1%	1%	0%	0%
% White	59%	61%	59%	49%	42%
% Multiethnic	6%	4%	6%	9%	11%
% Other/Unknown	1%	1%	0%	1%	1%
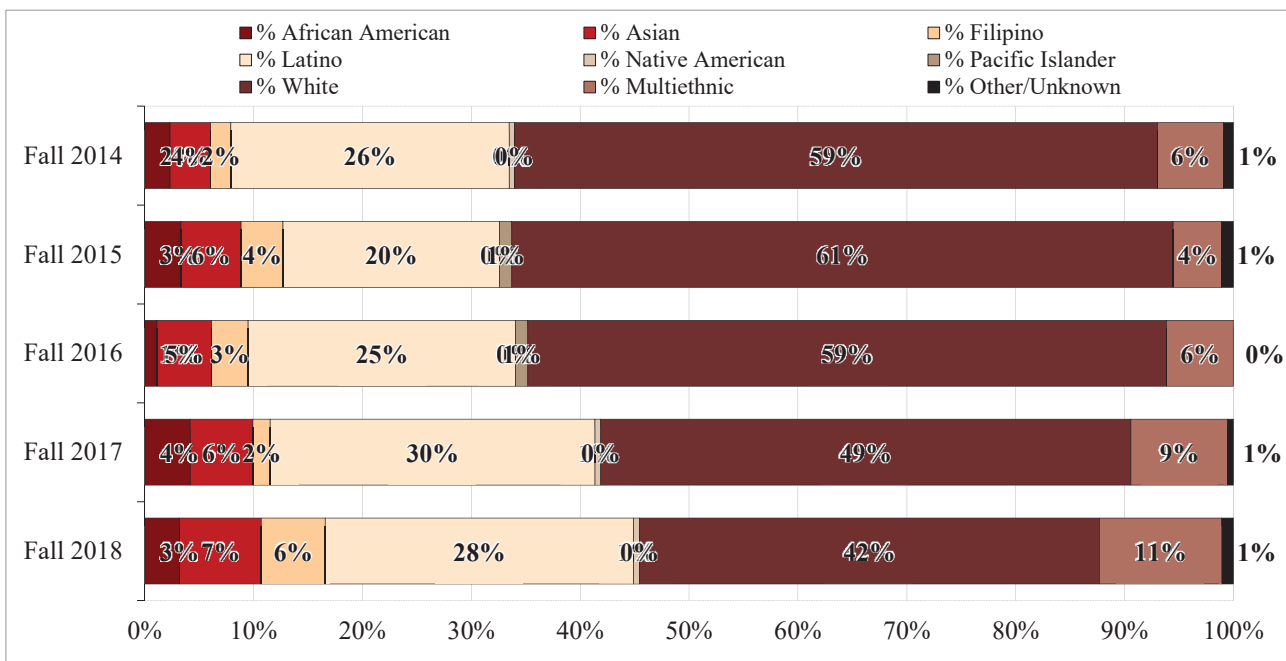
Student Enrollment Status

American Sign Language (ASL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
First-Time Any College	52	47	43	34	40
First-Time Transfer	10	13	5	5	15
Continuing	130	103	113	127	100
Returning	17	8	7	8	8
Concurrent Enrollment	6	10	11	17	24
% First-Time Any College	24%	26%	24%	18%	21%
% First-Time Transfer	5%	7%	3%	3%	8%
% Continuing	60%	57%	63%	66%	53%
% Returning	8%	4%	4%	4%	4%
% Concurrent Enrollment	3%	6%	6%	9%	13%
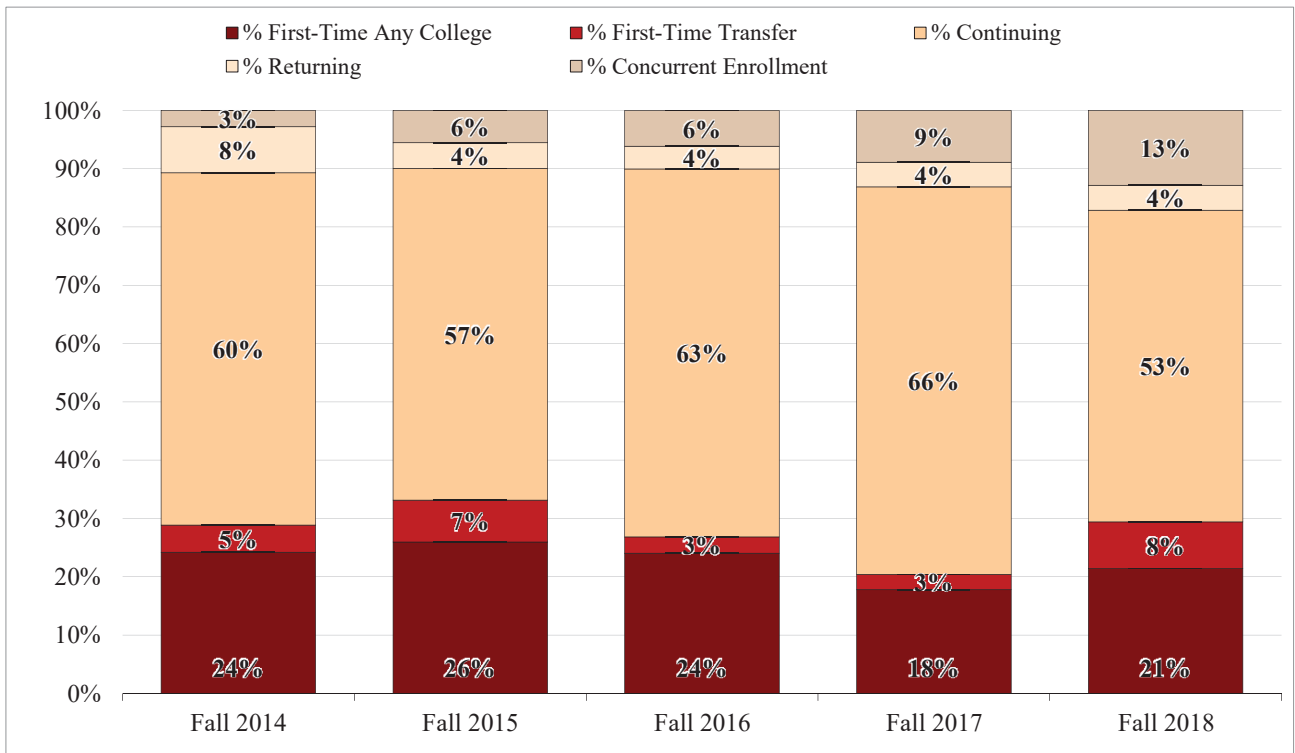
Definitions:

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				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Full-Time (12 units or more)	113	100	91	85	91
Part-Time (6 to 11.5 units)	73	53	46	74	70
Part-Time (0.5 to 5.5 units)	29	28	42	32	26
% Full-Time (12 units or more)	53%	55%	51%	45%	49%
% Part-Time (6 to 11.5 units)	34%	29%	26%	39%	37%
% Part-Time (0.5 to 5.5 units)	13%	15%	23%	17%	14%
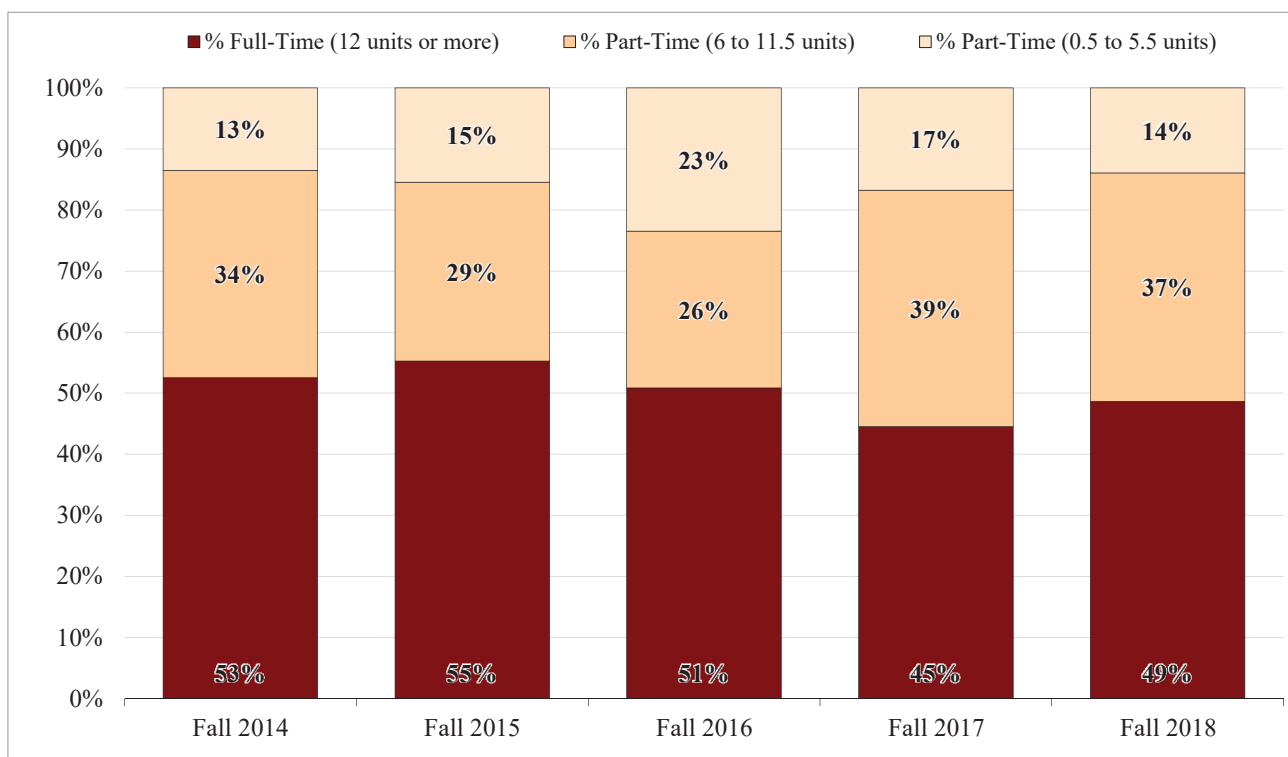
Students Using Distance Education

| American Sign Language (ASL)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Face-to-Face (F2F) Only	174	146	153	160	136
Both F2F and DE	41	35	26	31	51
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	81%	81%	85%	84%	73%
% Both F2F and DE	19%	19%	15%	16%	27%
% Distance Education (DE) Only	0%	0%	0%	0%	0%
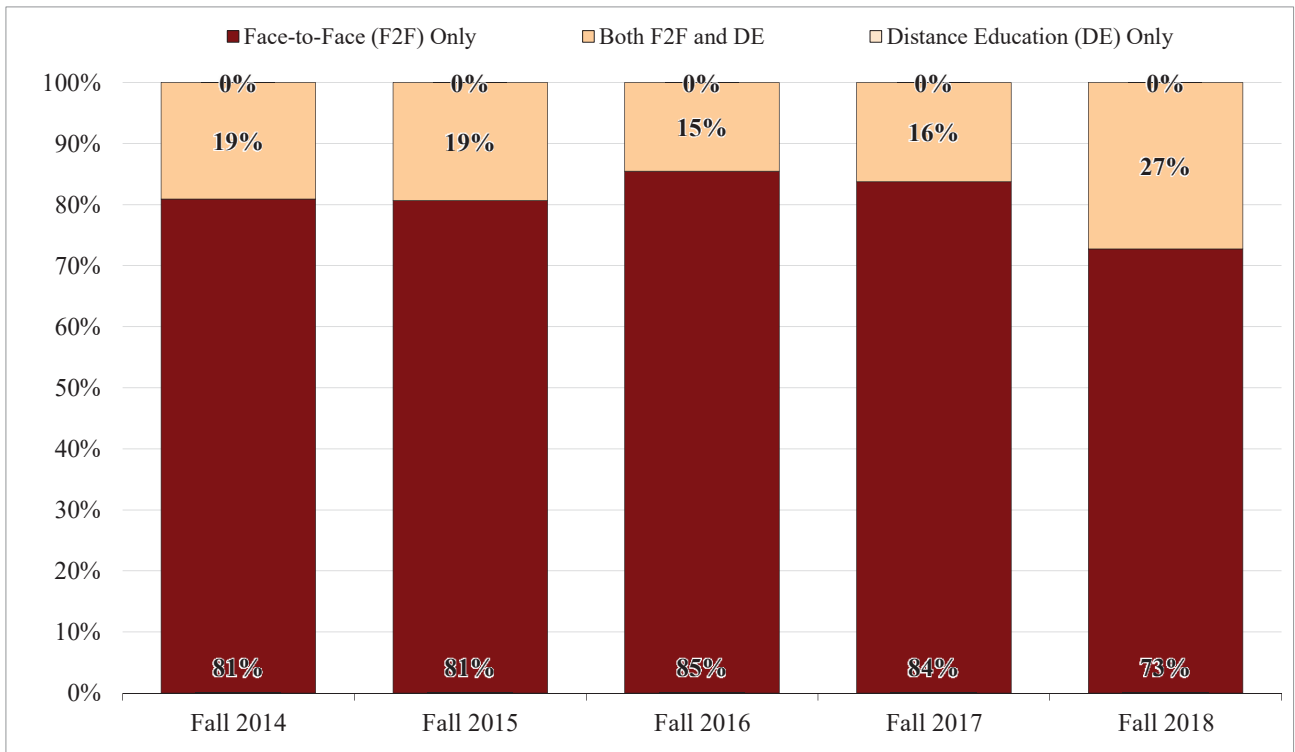
Definitions:

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

Student Educational Goal

American Sign Language (ASL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Transfer (w/ or w/o AA/AS degree)	159	128	123	130	125
Associate Degree Only (AA/AS)	6	7	6	12	6
Occupational Certificate or Job Training	11	14	17	11	7
Improve English/Math Basic Skills	1	1	1	3	3
Personal Development (intellectual/cultural)	5	5	4	3	6
Other	4	2	5	7	10
Undecided	25	22	21	24	30
Unknown	4	2	2	1	0
% Transfer (w/ or w/o AA/AS degree)	74%	71%	69%	68%	67%
% Associate Degree Only (AA/AS)	3%	4%	3%	6%	3%
% Occupational Certificate or Job Training	5%	8%	9%	6%	4%
% Improve English/Math Basic Skills	<1%	1%	1%	2%	2%
% Personal Development (intellectual/cultural)	2%	3%	2%	2%	3%
% Other	2%	1%	3%	4%	5%
% Undecided	12%	12%	12%	13%	16%
% Unknown	2%	1%	1%	1%	0%
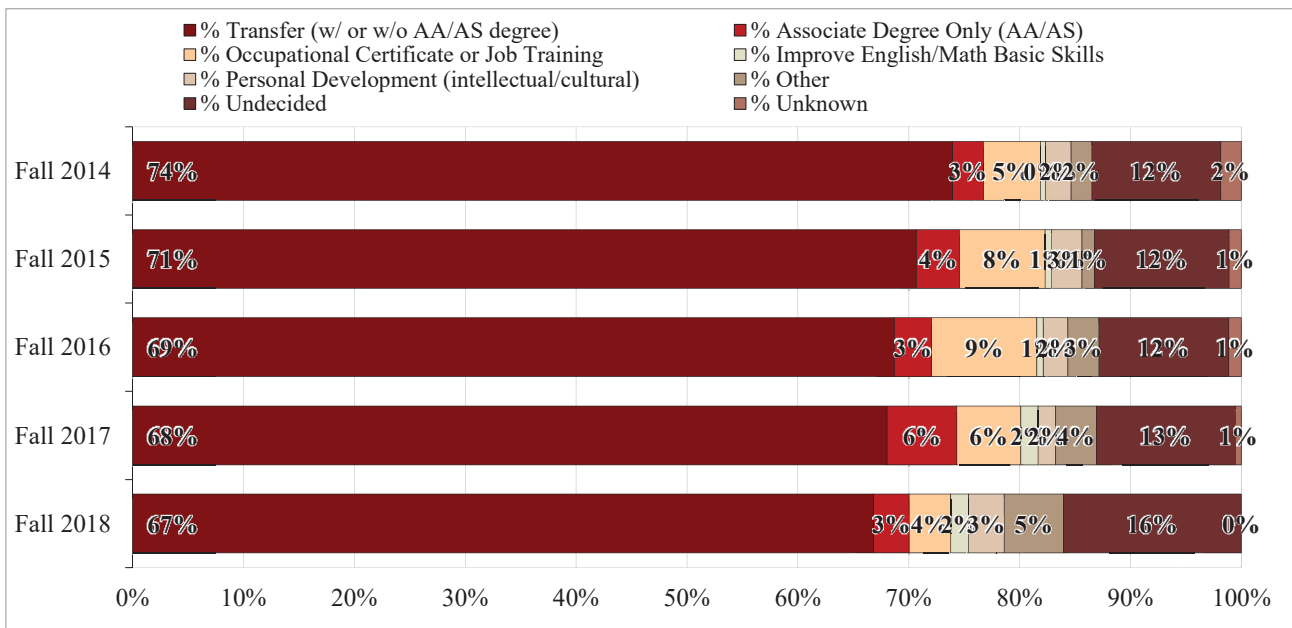
Definitions:

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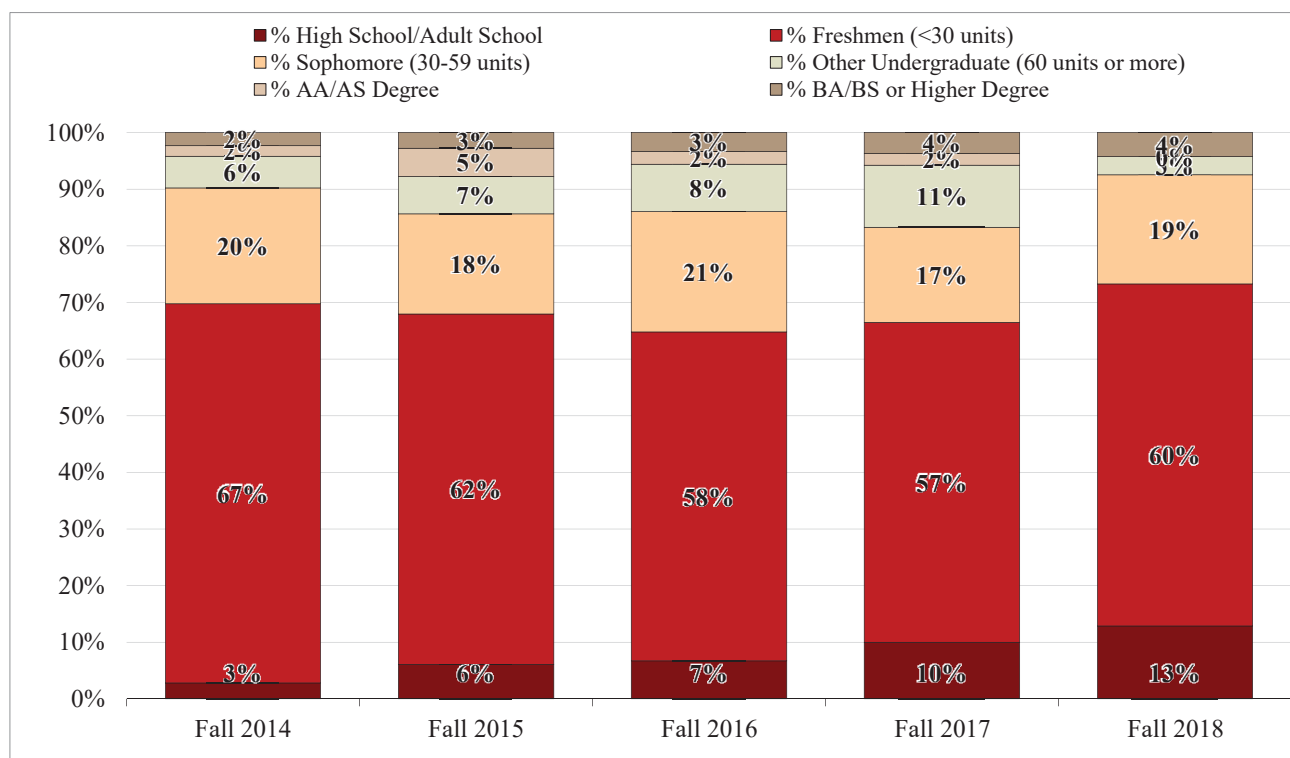
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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

American Sign Language (ASL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
High School/Adult School	6	11	12	19	24
Freshmen (<30 units)	144	112	104	108	113
Sophomore (30-59 units)	44	32	38	32	36
Other Undergraduate (60 units or more)	12	12	15	21	6
AA/AS Degree	4	9	4	4	0
BA/BS or Higher Degree	5	5	6	7	8
% High School/Adult School	3%	6%	7%	10%	13%
% Freshmen (<30 units)	67%	62%	58%	57%	60%
% Sophomore (30-59 units)	20%	18%	21%	17%	19%
% Other Undergraduate (60 units or more)	6%	7%	8%	11%	3%
% AA/AS Degree	2%	5%	2%	2%	0%
% BA/BS or Higher Degree	2%	3%	3%	4%	4%

Office of Research, Planning, and Institutional Effectiveness
Las Positas College

Student Performance: Grade Distribution

| American Sign Language (ASL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Total Course Enrollments	**215**	**181**	**180**	**191**	**187**
Course Success Rates	**80%**	**85%**	**86%**	**79%**	**87%**
A	58%	64%	61%	47%	56%
B	18%	17%	20%	22%	20%
C	5%	4%	5%	9%	11%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	**9%**	**6%**	**2%**	**8%**	**6%**
D	4%	1%	0%	4%	1%
F/NP/I	5%	4%	2%	4%	5%
Withdrawals (W)	**11%**	**9%**	**12%**	**13%**	**7%**
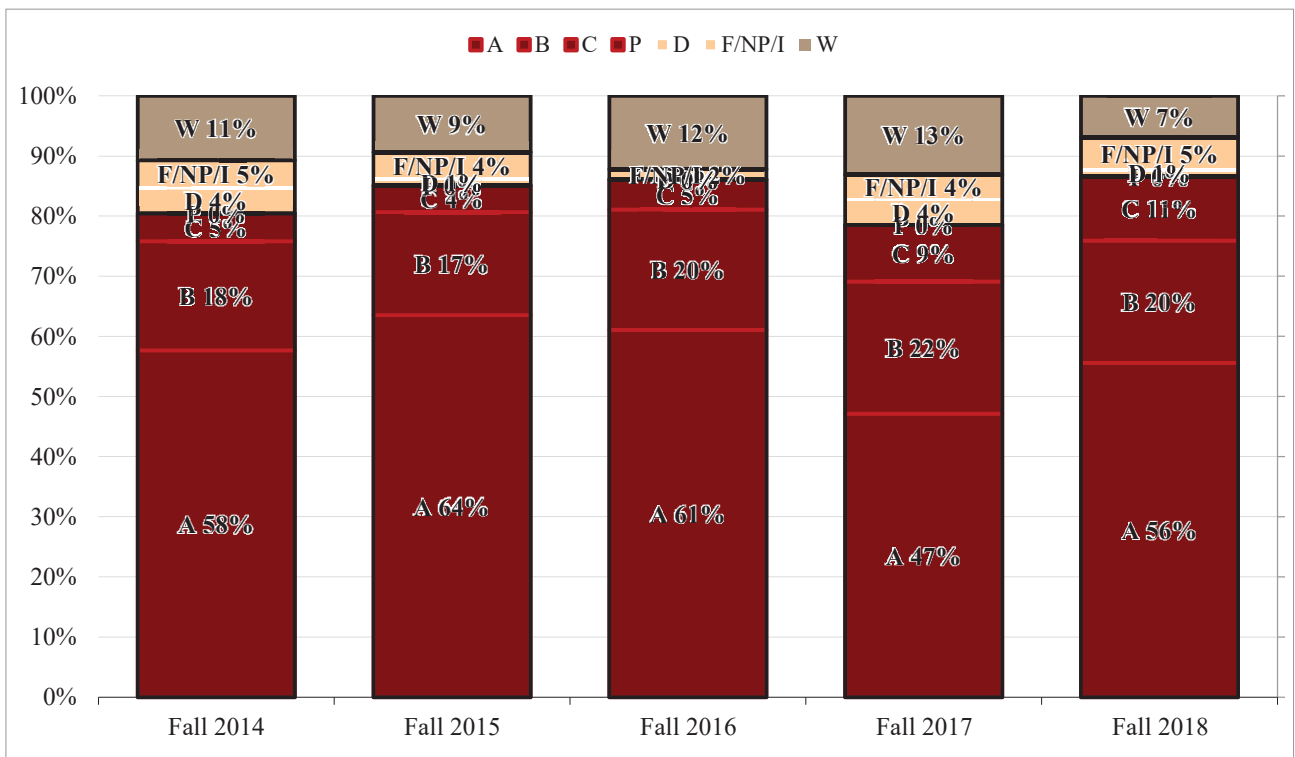
Definitions:

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

American Sign Language (ASL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Total Course Enrollments	**215**	**181**	**180**	**191**	**187**
Face-to-Face (F2F) Sections	**215**	**181**	**180**	**191**	**187**
Success Rates	80%	85%	86%	79%	87%
Non-Success Rates	9%	6%	2%	8%	6%
Withdrawals	11%	9%	12%	13%	7%
Distance Education (DE) Sections	—	—	—	—	—
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—
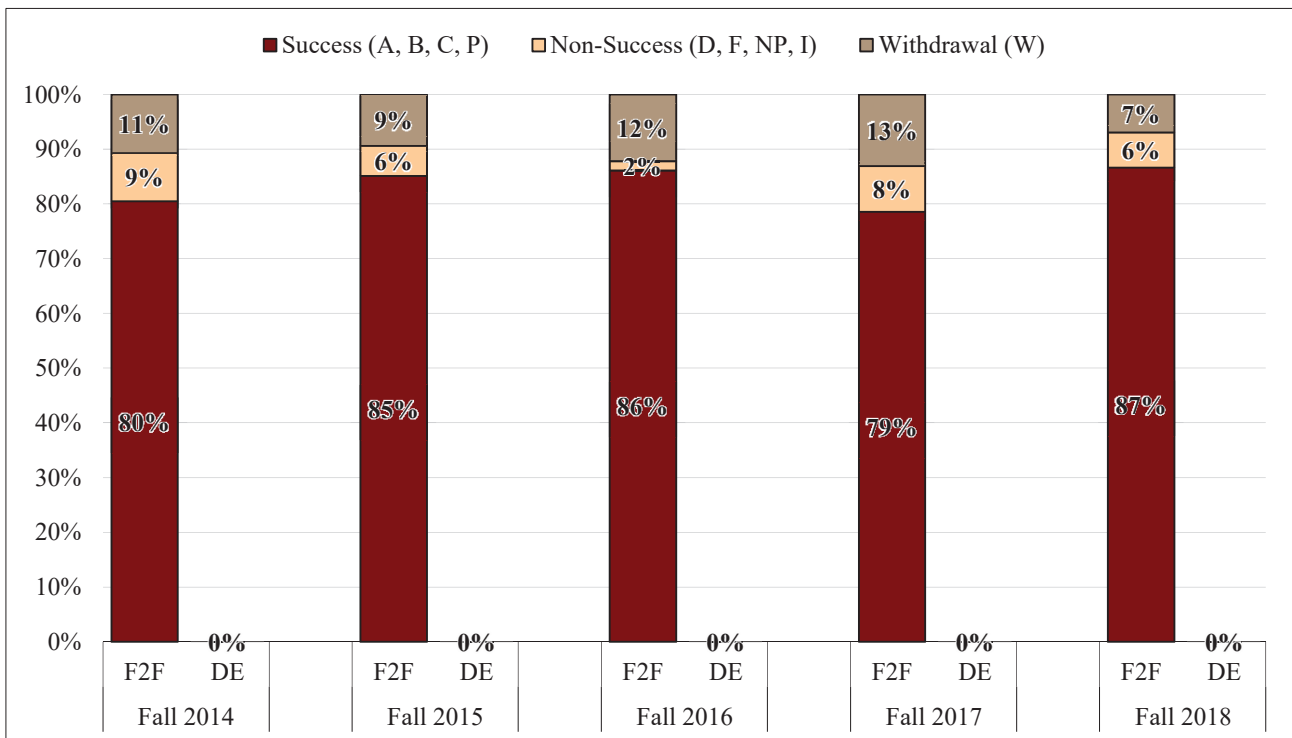
Definitions:

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

American Sign Language (ASL)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
WSCH	645	543	540	578	566
FTES	21.5	18.1	17.9	19.3	18.5
FTEF	1.0	1.0	1.0	1.2	1.2
Productivity (WSCH/FTEF)	645.0	543.0	540.0	481.7	471.7

Productivity (WSCH/FTEF)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
	645.0	543.0	540.0	481.7	471.7

FTES

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
	21.5	18.1	17.9	19.3	18.5
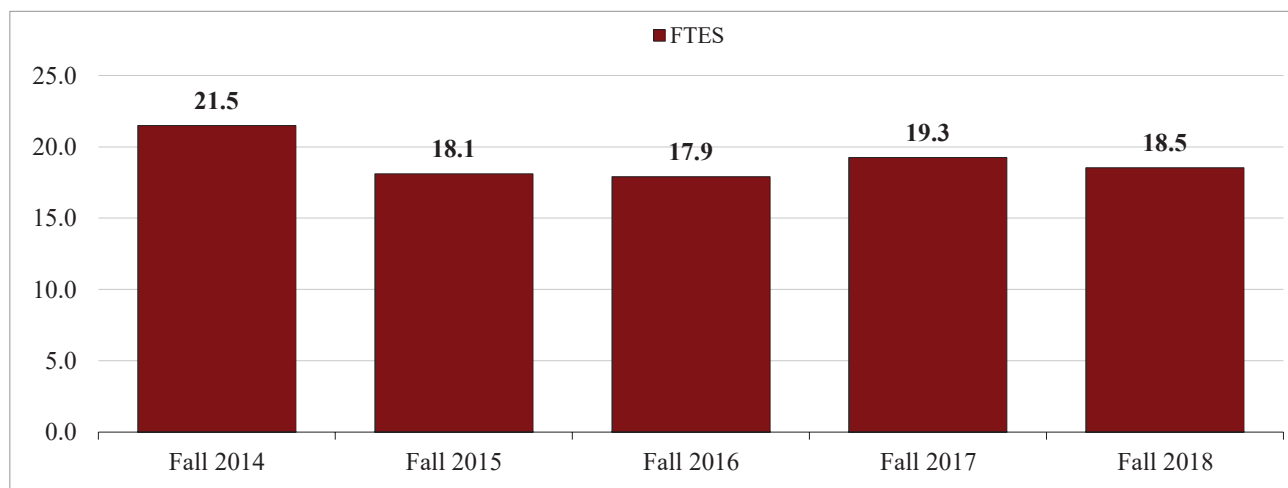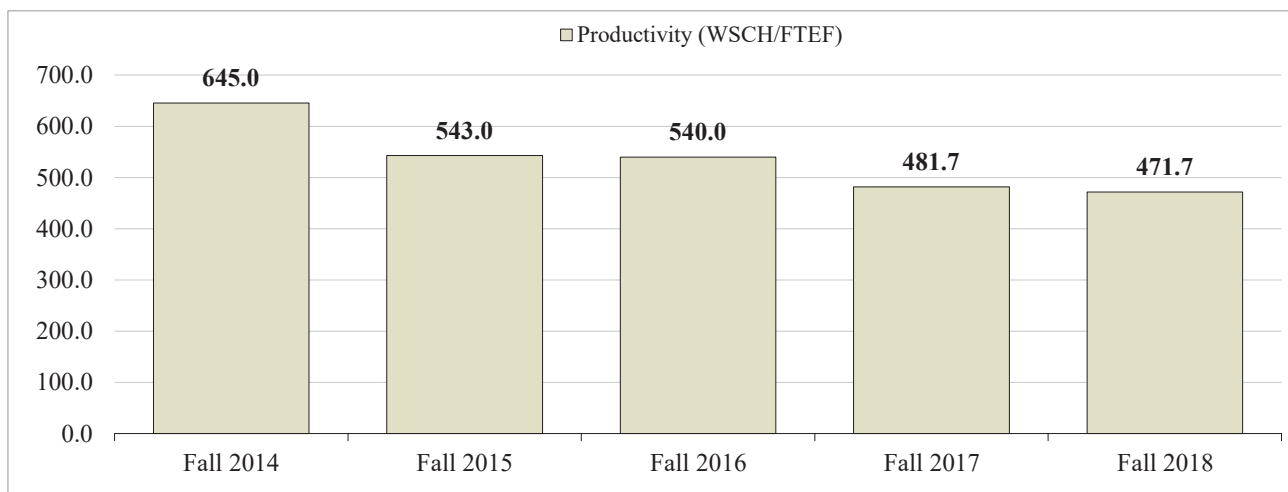
Definitions:

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

American Sign Language (ASL)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
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	215	181	180	191	187
Capacity (seats available)	220	220	220	245	245
Fill Rate	98%	82%	82%	78%	76%

% FTEF from Full-Time Faculty
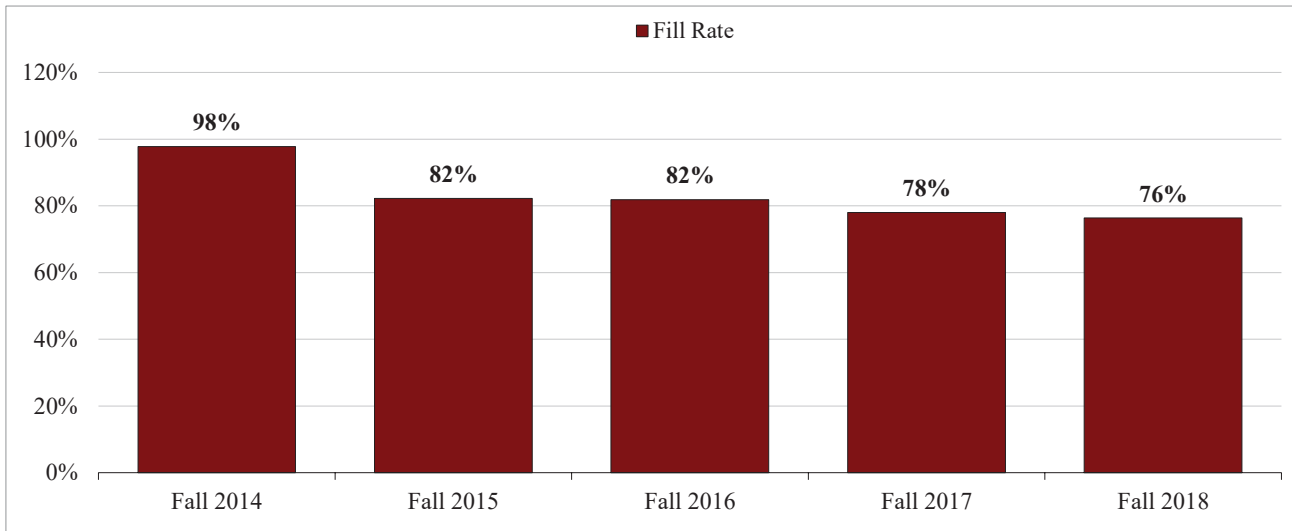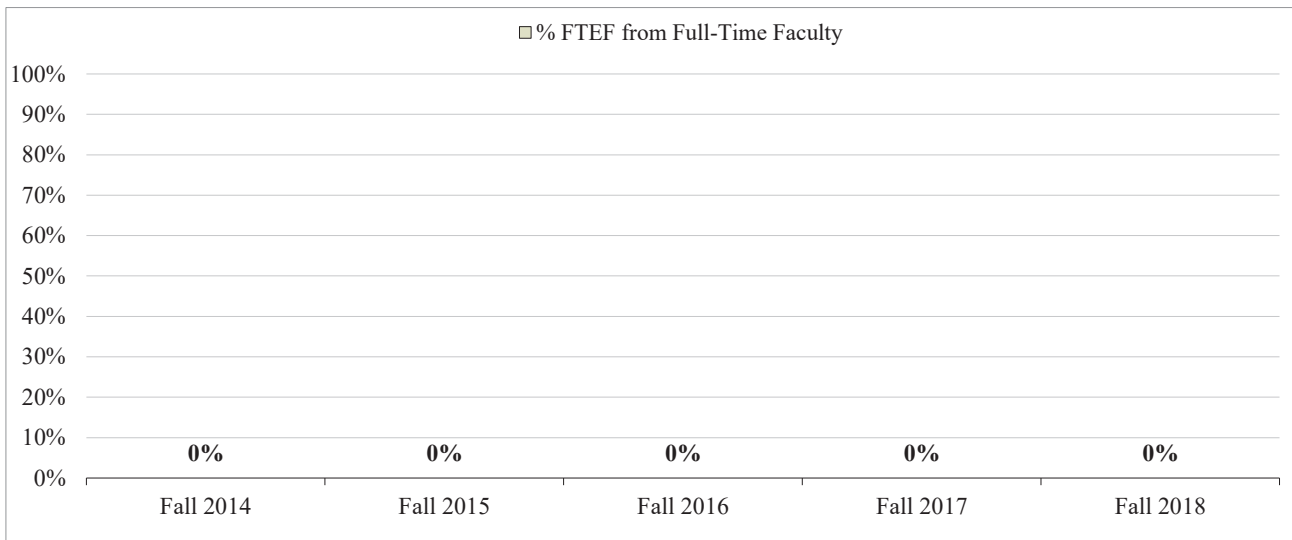

Fill Rate

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 2018				
	ASL		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	83	44%	4,858	52%
College-level Ready	59	37%	2,005	22%
Not College-level Ready	14	9%	675	7%
Unknown	31	16%	1,776	19%
College Math				
Completed College-level	54	29%	4,134	44%
College-level Ready	62	33%	1,812	19%
Not College-level Ready	42	22%	1,583	17%
Unknown	29	16%	1,785	19%
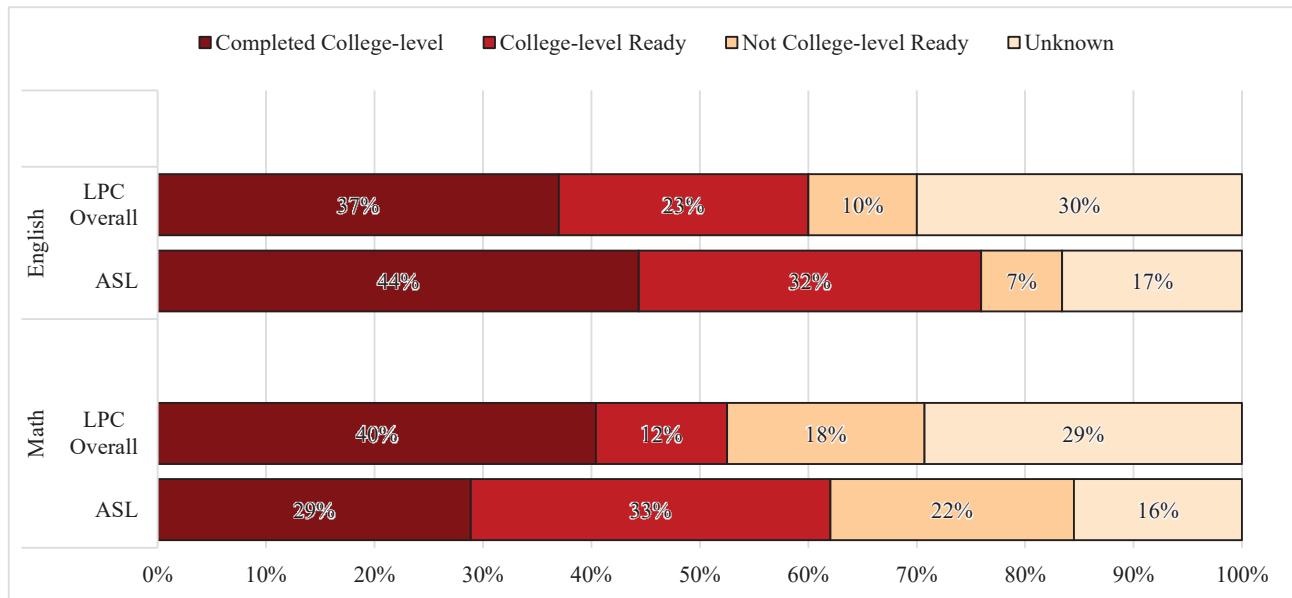
Definitions:

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.