Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019
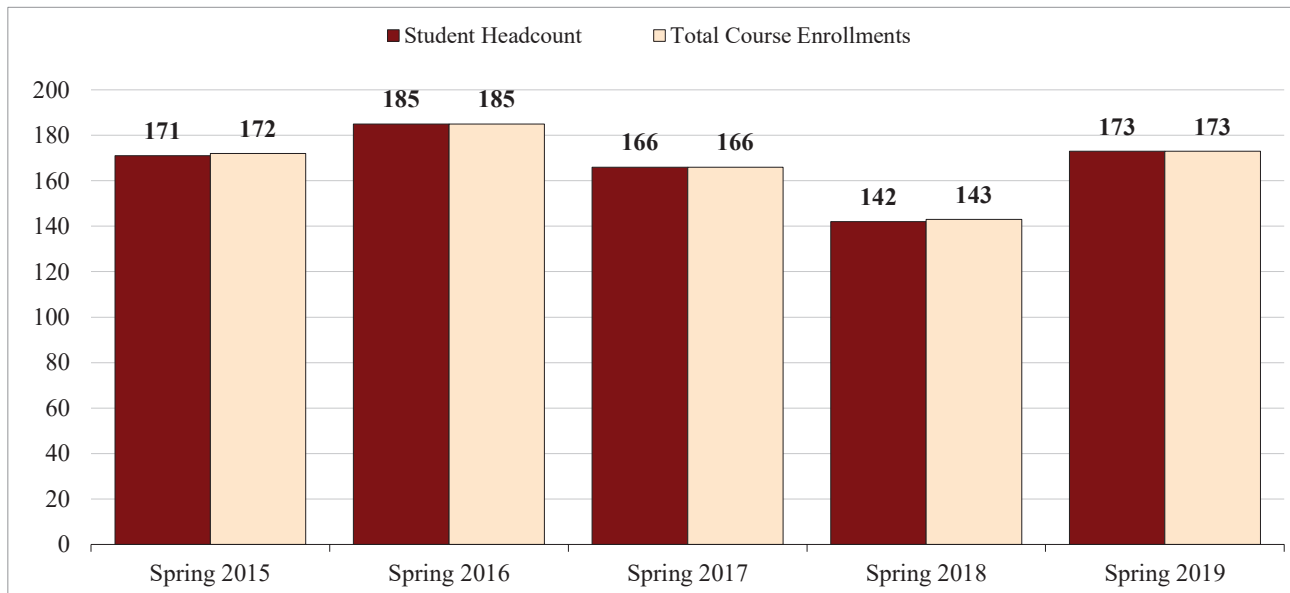
Discipline:

American Sign Language (ASL)

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

Headcount & Enrollment

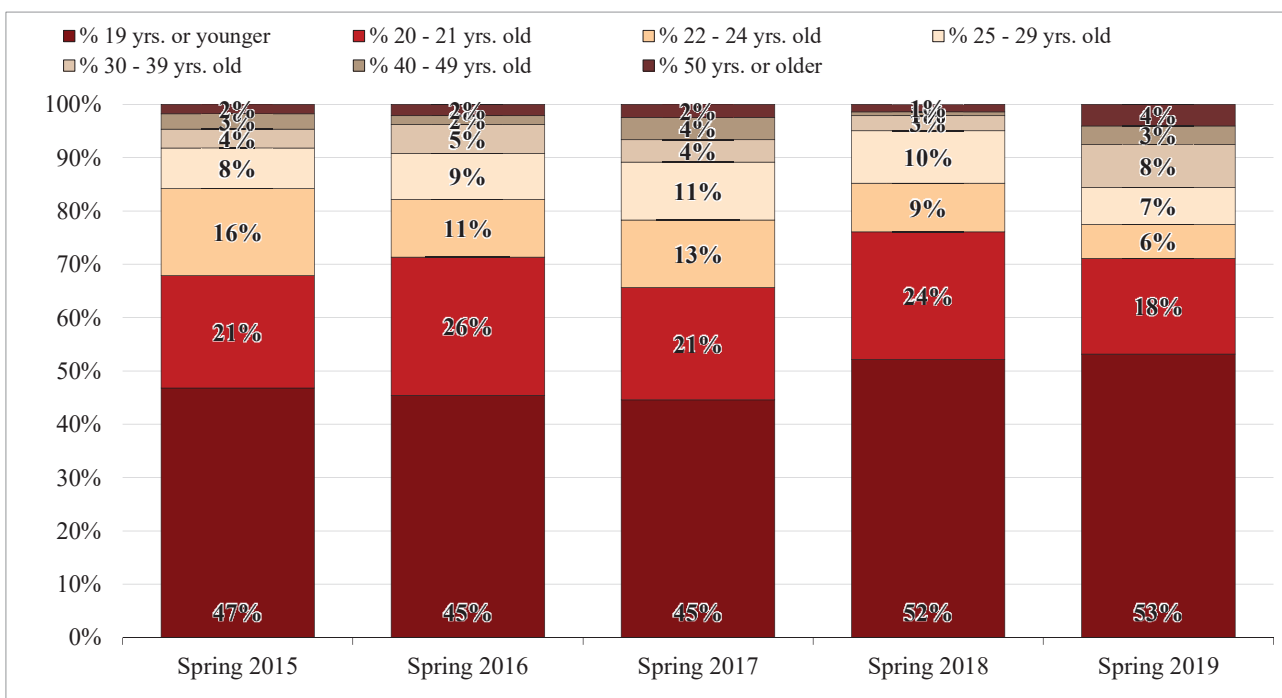| American Sign Language (ASL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	171	185	166	142	173
Total Course Enrollments	172	185	166	143	173

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.
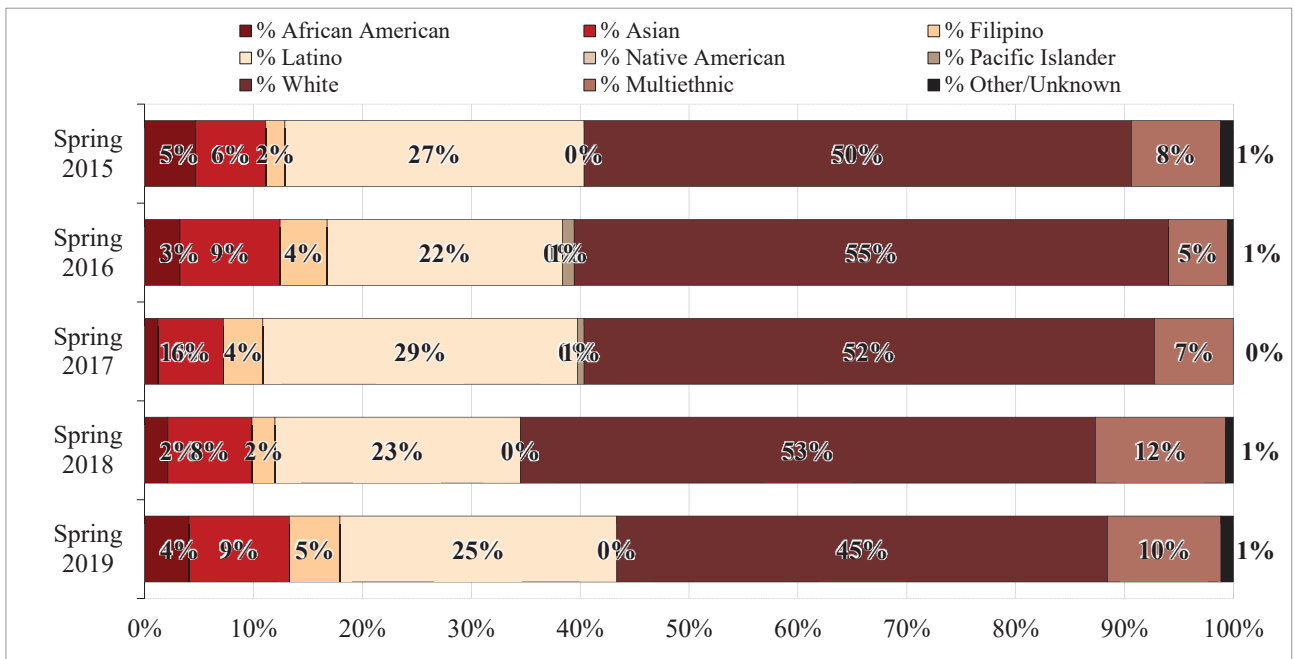
Student Demographics: Gender & Age

American Sign Language (ASL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	112	134	114	85	121
Male	53	48	49	55	49
19 yrs. or younger	80	84	74	74	92
20-21 yrs. old	36	48	35	34	31
22-24 yrs. old	28	20	21	13	11
25-29 yrs. old	13	16	18	14	12
30-39 yrs. old	6	10	7	4	14
40-49 yrs. old	5	3	7	1	6
50 yrs. or older	3	4	4	2	7
% Female	68%	74%	70%	61%	71%
% Male	32%	26%	30%	39%	29%
% 19 yrs. or younger	47%	45%	45%	52%	53%
% 20 - 21 yrs. old	21%	26%	21%	24%	18%
% 22 - 24 yrs. old	16%	11%	13%	9%	6%
% 25 - 29 yrs. old	8%	9%	11%	10%	7%
% 30 - 39 yrs. old	4%	5%	4%	3%	8%
% 40 - 49 yrs. old	3%	2%	4%	1%	3%
% 50 yrs. or older	2%	2%	2%	1%	4%

Student Demographic: Race-Ethnicity

American Sign Language (ASL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	8	6	2	3	7
Asian	11	17	10	11	16
Filipino	3	8	6	3	8
Latino	47	40	48	32	44
Native American	0	0	0	0	0
Pacific Islander	0	2	1	0	0
White	86	101	87	75	78
Multiethnic	14	10	12	17	18
Other/Unknown	2	1	0	1	2
% African American	5%	3%	1%	2%	4%
% Asian	6%	9%	6%	8%	9%
% Filipino	2%	4%	4%	2%	5%
% Latino	27%	22%	29%	23%	25%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	1%	1%	0%	0%
% White	50%	55%	52%	53%	45%
% Multiethnic	8%	5%	7%	12%	10%
% Other/Unknown	1%	1%	0%	1%	1%

Student Enrollment Status

American Sign Language (ASL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	9	8	7	13	8
First-Time Transfer	5	10	13	11	14
Continuing	145	149	127	102	119
Returning	6	10	7	5	4
Concurrent Enrollment	6	8	12	11	28
% First-Time Any College	5%	4%	4%	9%	5%
% First-Time Transfer	3%	5%	8%	8%	8%
% Continuing	85%	81%	77%	72%	69%
% Returning	4%	5%	4%	4%	2%
% Concurrent Enrollment	4%	4%	7%	8%	16%
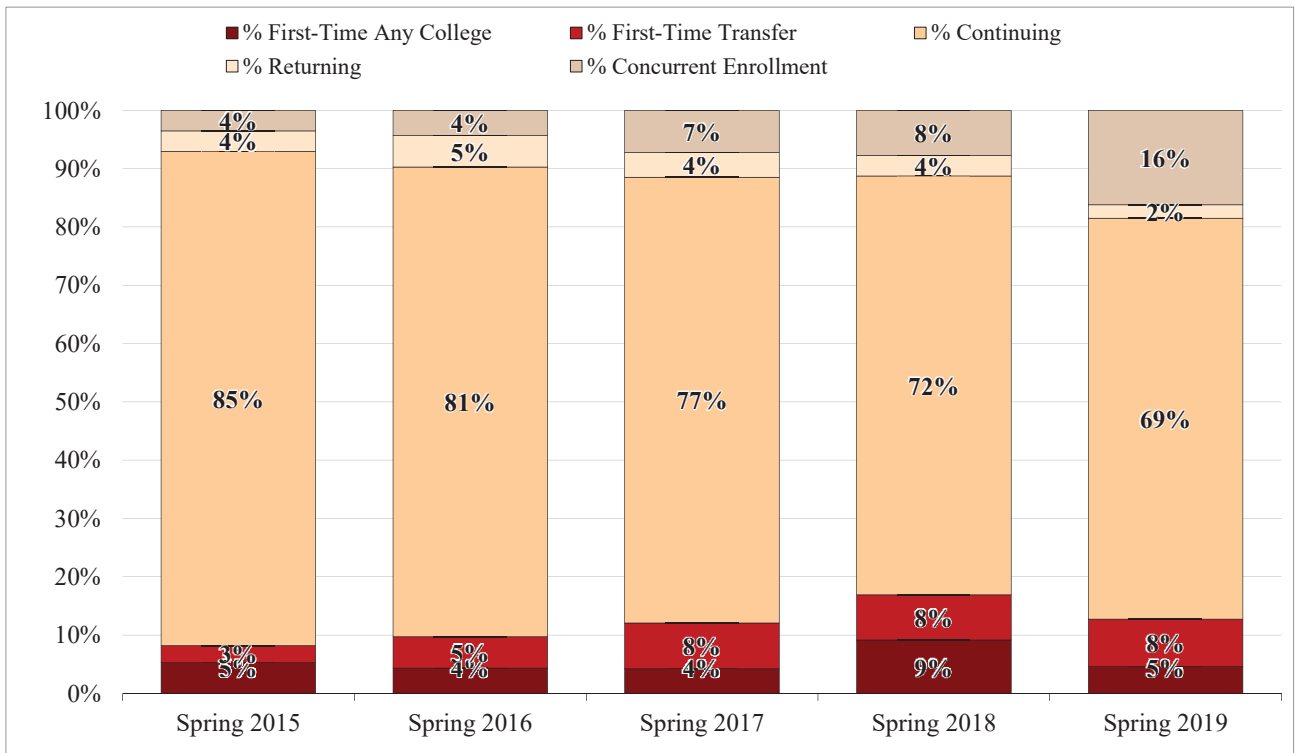
Definitions:

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.
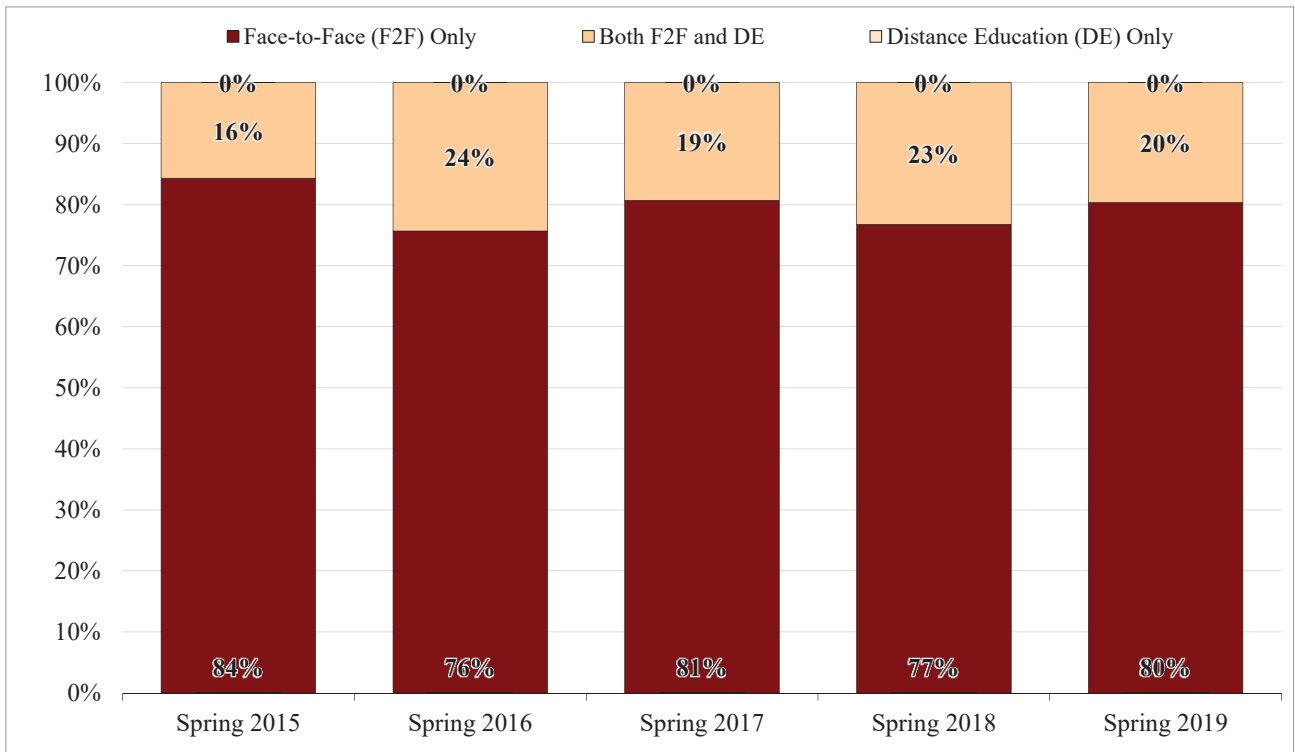
Student Unit Load

American Sign Language (ASL)					
	Term				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Full-Time (12 units or more)	89	95	69	70	79
Part-Time (6 to 11.5 units)	55	63	57	50	62
Part-Time (0.5 to 5.5 units)	27	27	40	22	32
% Full-Time (12 units or more)	52%	51%	42%	49%	46%
% Part-Time (6 to 11.5 units)	32%	34%	34%	35%	36%
% Part-Time (0.5 to 5.5 units)	16%	15%	24%	15%	18%
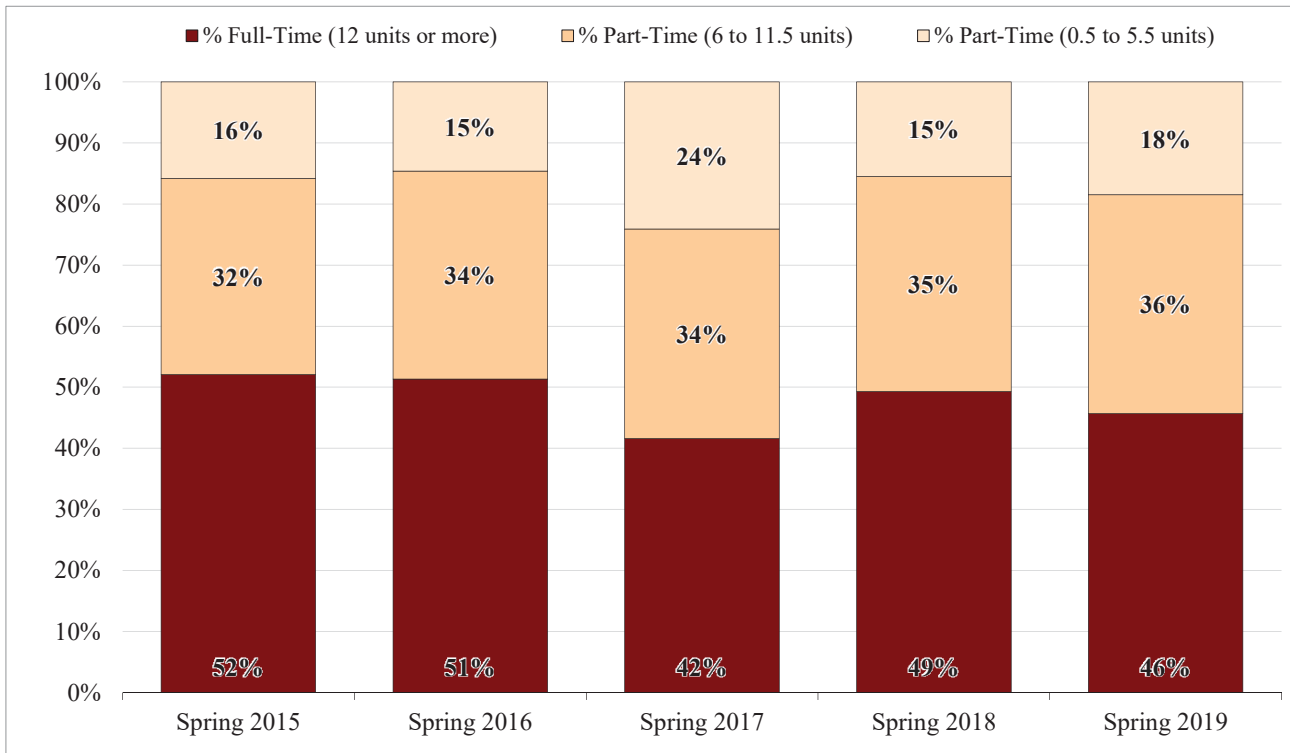
Students Using Distance Education

| American Sign Language (ASL)					
	Term				
(Categories reflect college-wide coursework)	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Face-to-Face (F2F) Only	145	140	134	109	139
Both F2F and DE	27	45	32	33	34
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	85%	76%	81%	77%	80%
% Both F2F and DE	16%	24%	19%	23%	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

American Sign Language (ASL)					
	Term				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Transfer (w/ or w/o AA/AS degree)	122	135	106	100	105
Associate Degree Only (AA/AS)	7	10	8	2	9
Occupational Certificate or Job Training	9	9	14	9	11
Improve English/Math Basic Skills	0	3	5	2	5
Personal Development (intellectual/cultural)	7	6	9	5	11
Other	1	1	7	3	7
Undecided	24	20	15	20	25
Unknown	1	1	2	1	0
% Transfer (w/ or w/o AA/AS degree)	71%	73%	64%	70%	61%
% Associate Degree Only (AA/AS)	4%	5%	5%	1%	5%
% Occupational Certificate or Job Training	5%	5%	8%	6%	6%
% Improve English/Math Basic Skills	0%	2%	3%	1%	3%
% Personal Development (intellectual/cultural)	4%	3%	5%	4%	6%
% Other	1%	1%	4%	2%	4%
% Undecided	14%	11%	9%	14%	14%
% Unknown	1%	1%	1%	1%	0%
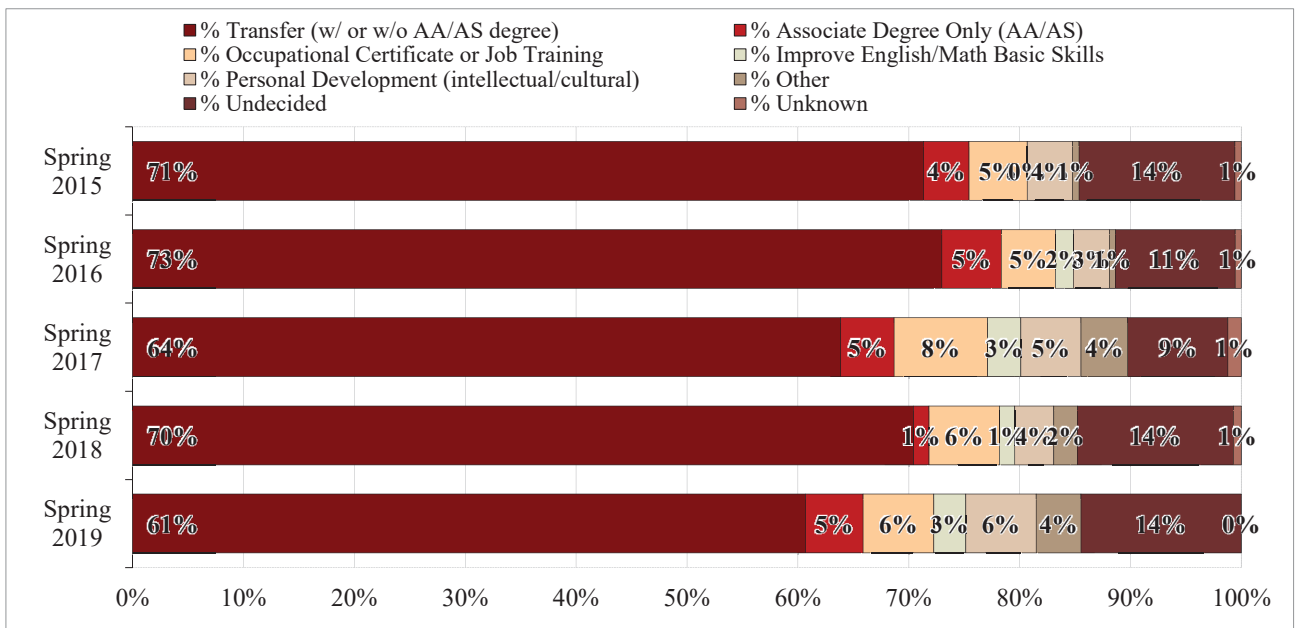
Definitions:

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				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
High School/Adult School	6	8	12	10	28
Freshmen (<30 units)	104	109	94	86	82
Sophomore (30-59 units)	33	39	28	25	36
Other Undergraduate (60 units or more)	20	18	16	17	17
AA/AS Degree	6	2	3	1	3
BA/BS or Higher Degree	2	9	13	3	7
% High School/Adult School	4%	4%	7%	7%	16%
% Freshmen (<30 units)	61%	59%	57%	61%	47%
% Sophomore (30-59 units)	19%	21%	17%	18%	21%
% Other Undergraduate (60 units or more)	12%	10%	10%	12%	10%
% AA/AS Degree	4%	1%	2%	1%	2%
% BA/BS or Higher Degree	1%	5%	8%	2%	4%
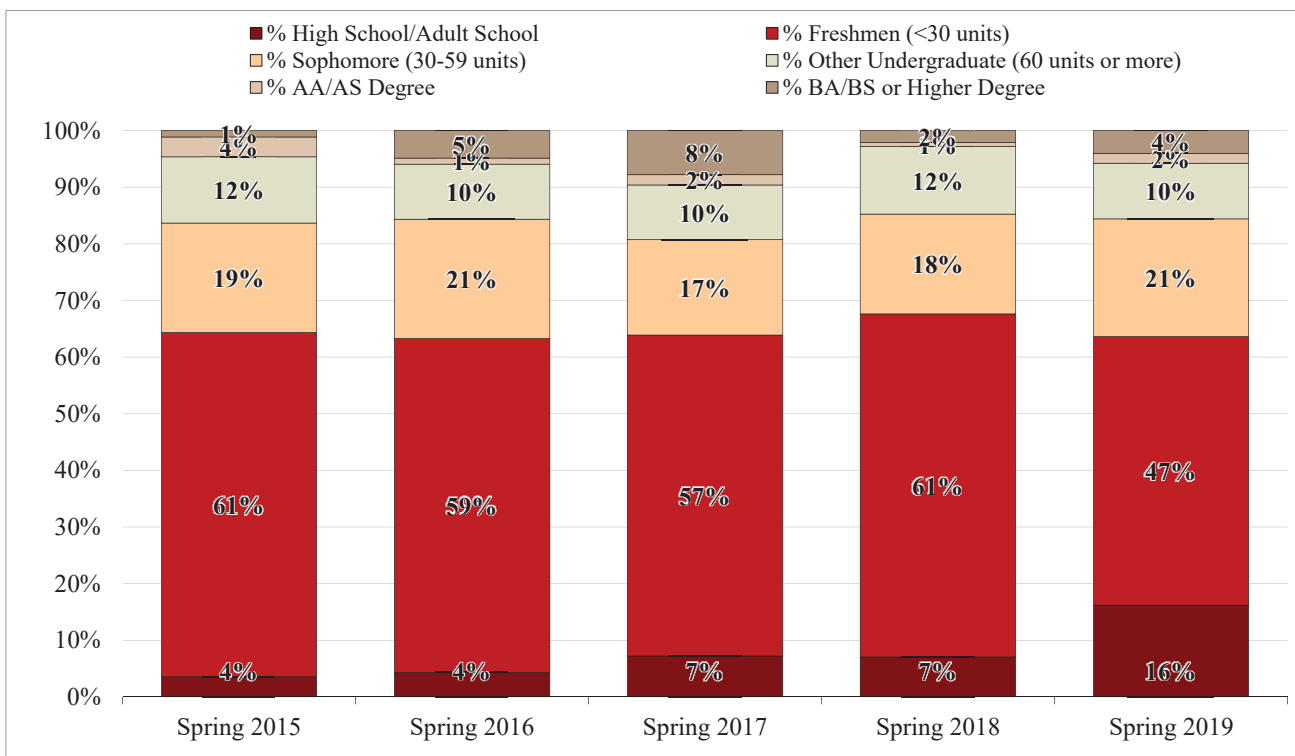
Student Performance: Grade Distribution

| American Sign Language (ASL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	172	185	166	143	173
Course Success Rates	75%	80%	81%	77%	84%
A	53%	51%	54%	51%	48%
B	14%	22%	20%	20%	24%
C	8%	7%	8%	6%	13%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	5%	9%	7%	8%	9%
D	1%	2%	2%	2%	2%
F/NP/I	4%	7%	4%	6%	6%
Withdrawals (W)	20%	11%	12%	15%	7%
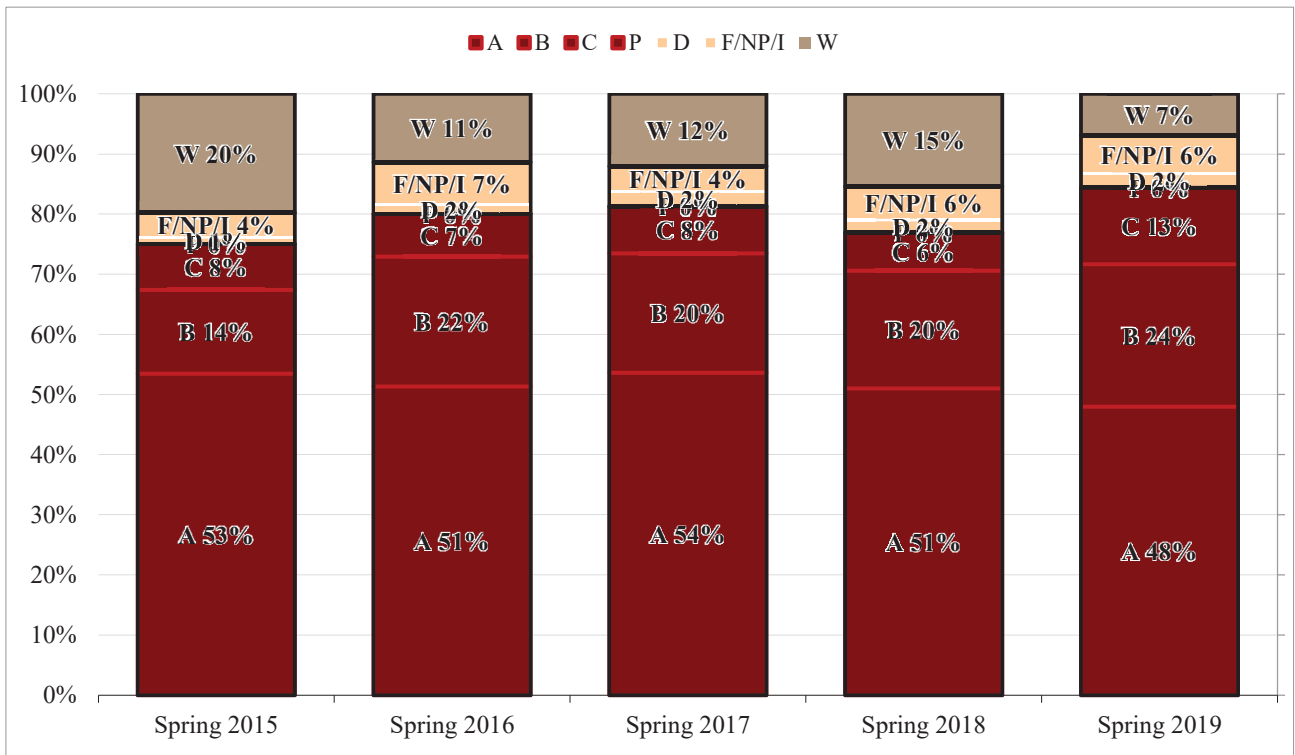
Definitions:

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				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Total Course Enrollments	**172**	**185**	**166**	**143**	**173**
Face-to-Face (F2F) Sections	**172**	**185**	**166**	**143**	**173**
Success Rates	75%	80%	81%	77%	84%
Non-Success Rates	5%	9%	7%	8%	9%
Withdrawals	20%	11%	12%	15%	7%
Distance Education (DE) Sections	—	—	—	—	—
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—
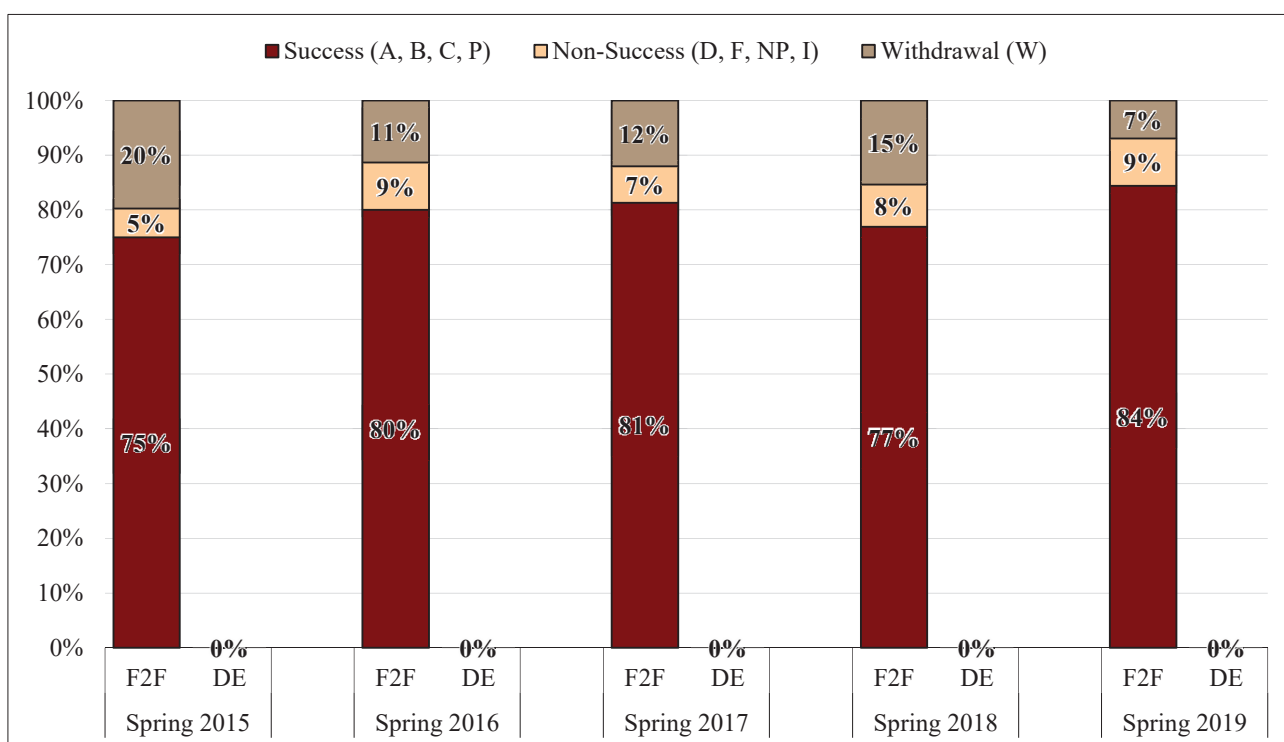
Definitions:

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				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
WSCH	516	555	498	429	519
FTES	17.0	18.4	16.3	14.3	17.1
FTEF	1.0	1.0	1.0	1.0	1.0
Productivity (WSCH/FTEF)	516.0	555.0	498.0	429.0	519.0
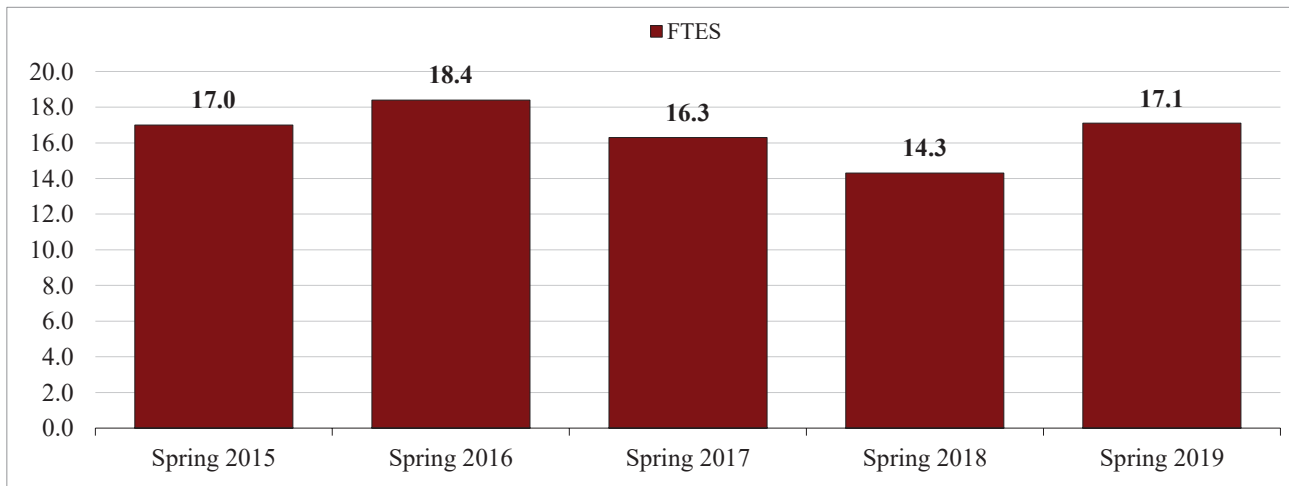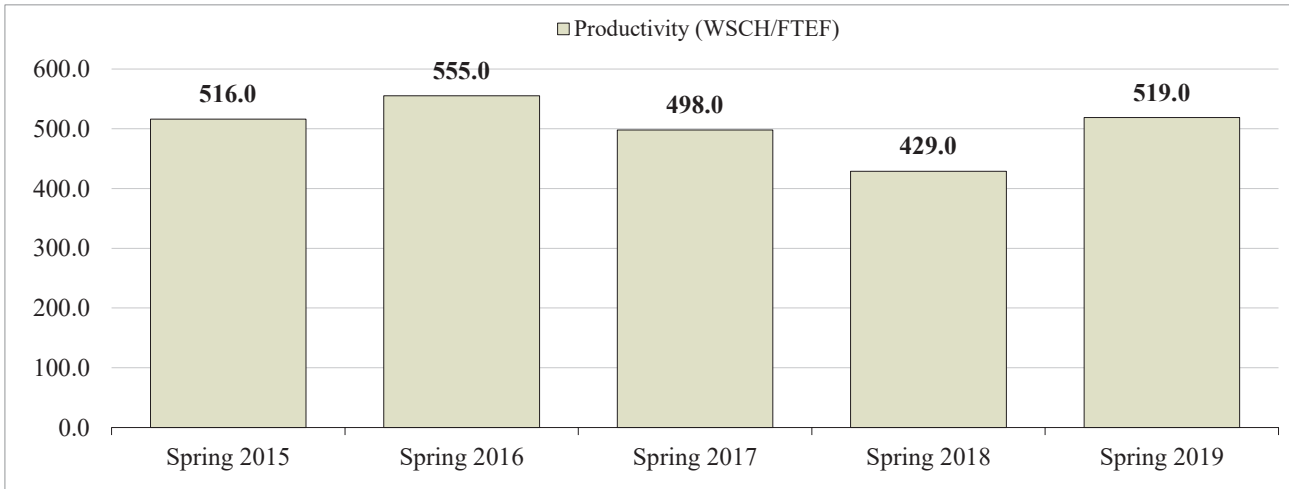
Definitions:

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				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
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	172	185	166	143	173
Capacity (seats available)	220	220	220	220	220
Fill Rate	78%	84%	75%	65%	79%
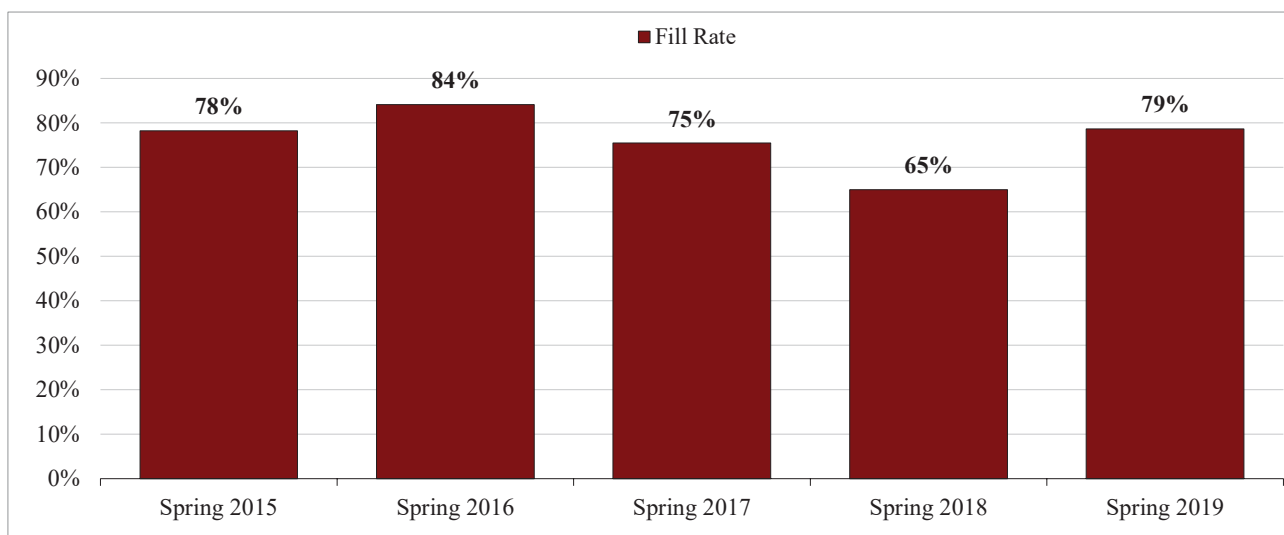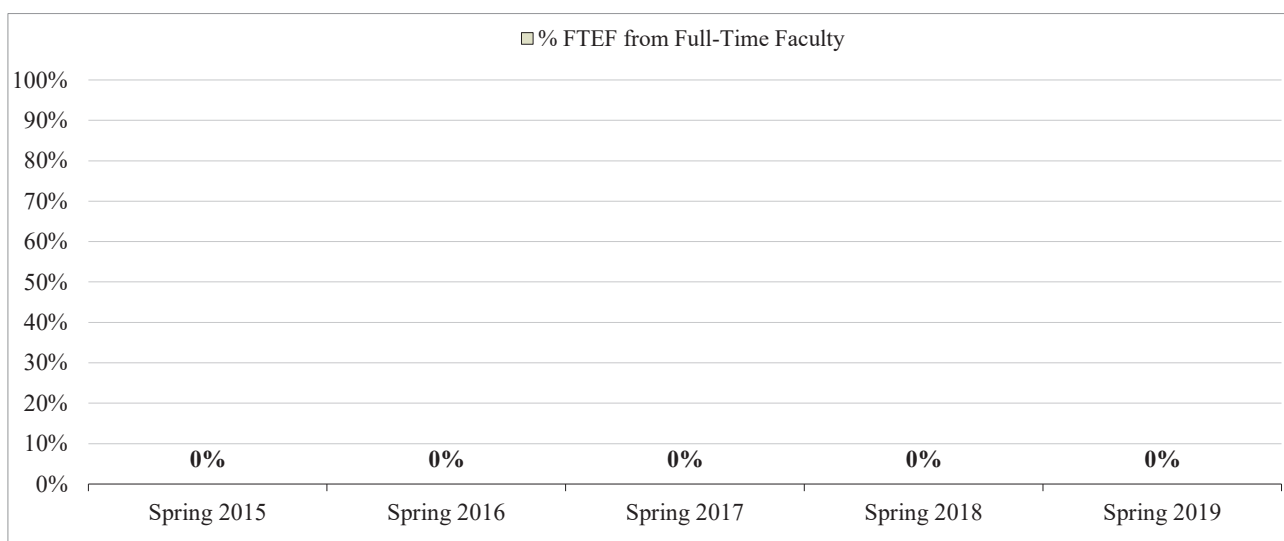
Definitions:

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 2019				
	ASL		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	85	49%	5,237	60%
College-level Ready	36	21%	1,339	15%
Not College-level Ready	11	8%	458	5%
Unknown	41	26%	1,703	19%
College Math				
Completed College-level	81	47%	4,956	57%
College-level Ready	10	6%	642	7%
Not College-level Ready	26	15%	1,161	13%
Unknown	56	32%	1,978	23%
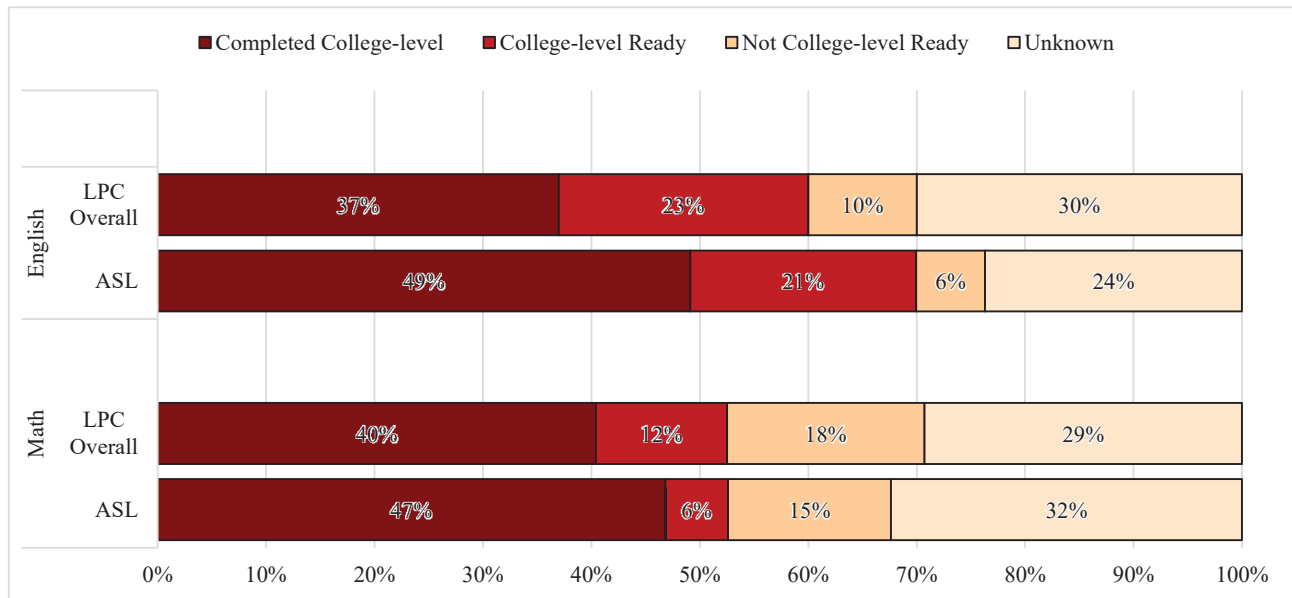
Definitions:

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.