Las Positas College

Program Review Discipline Data Packet

Fall 2015 to Fall 2019
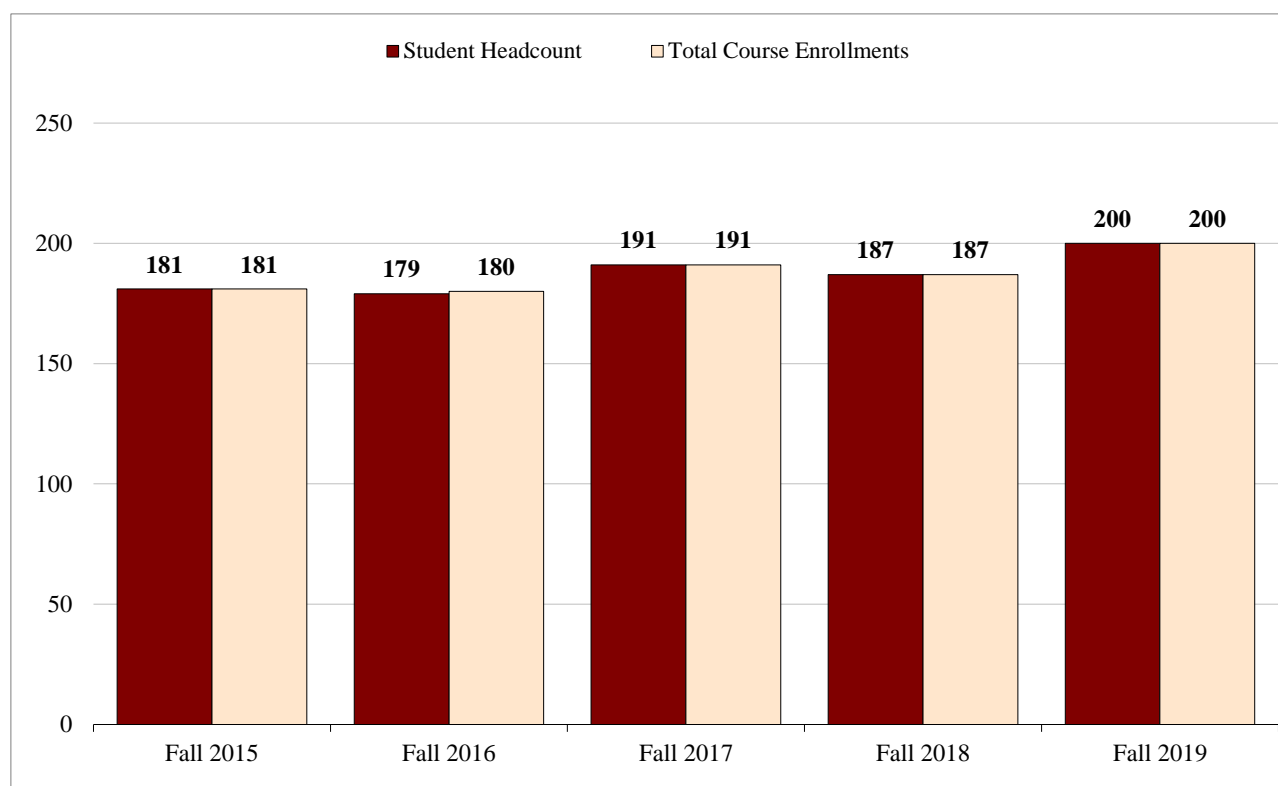
Discipline:

American Sign Language (ASL)

NOTE: ^ next to rubric / subject code indicates that the report combines data for related credit and non-credit rubrics

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

Headcount & Enrollment

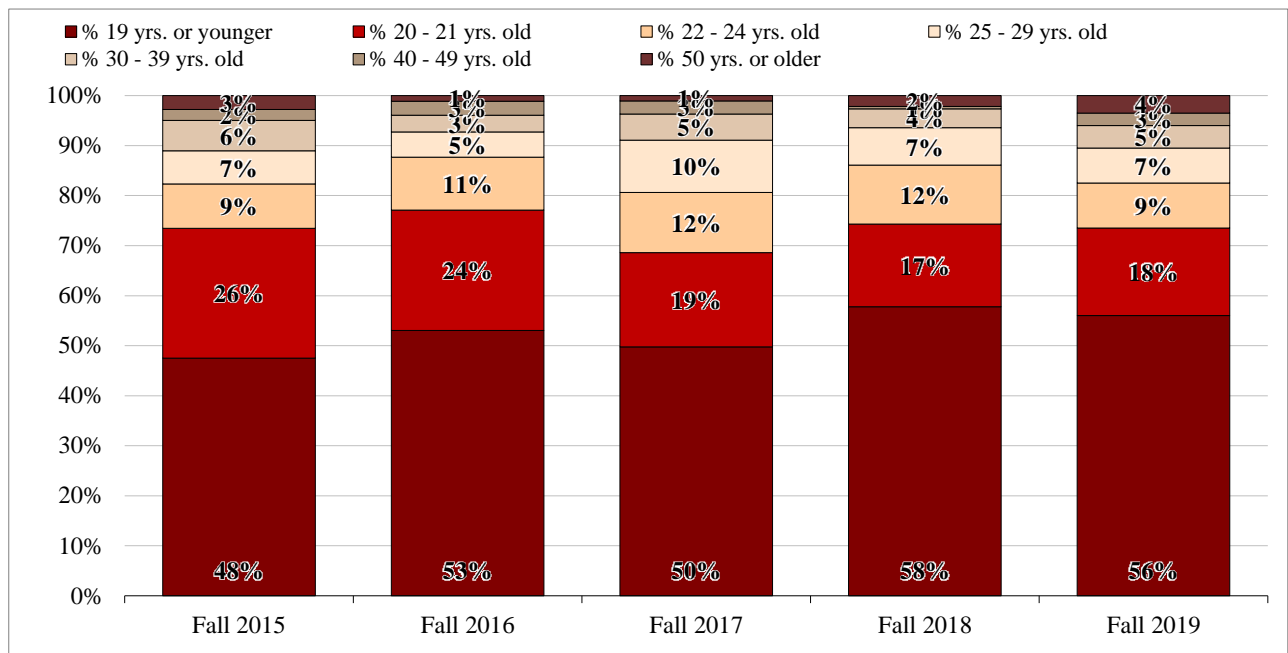| American Sign Language (ASL)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Student Headcount	181	179	191	187	200
Total Course Enrollments	181	180	191	187	200

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.
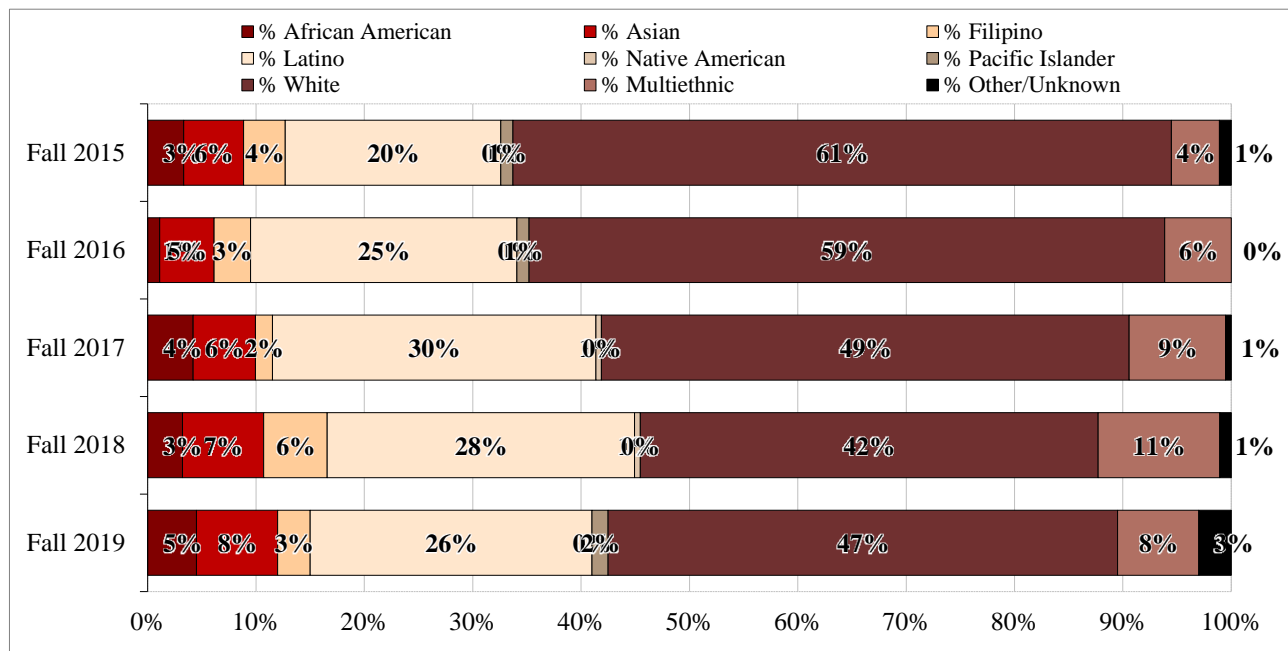
Student Demographics: Gender & Age

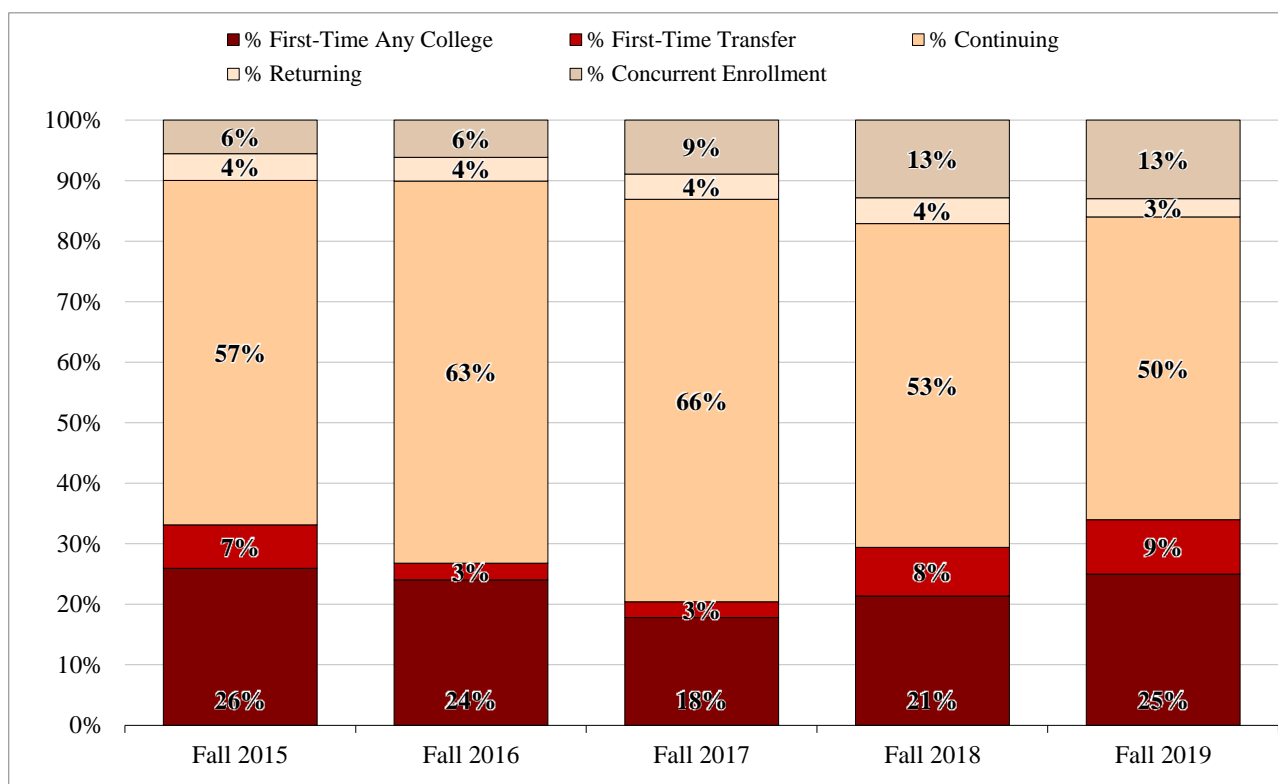| American Sign Language (ASL)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Female	128	126	134	134	138
Male	47	51	55	51	58
19 yrs. or younger	86	95	95	108	112
20-21 yrs. old	47	43	36	31	35
22-24 yrs. old	16	19	23	22	18
25-29 yrs. old	12	9	20	14	14
30-39 yrs. old	11	6	10	7	9
40-49 yrs. old	4	5	5	1	5
50 yrs. or older	5	2	2	4	7
% Female	73%	71%	71%	72%	70%
% Male	27%	29%	29%	28%	30%
% 19 yrs. or younger	48%	53%	50%	58%	56%
% 20 - 21 yrs. old	26%	24%	19%	17%	18%
% 22 - 24 yrs. old	9%	11%	12%	12%	9%
% 25 - 29 yrs. old	7%	5%	10%	7%	7%
% 30 - 39 yrs. old	6%	3%	5%	4%	5%
% 40 - 49 yrs. old	2%	3%	3%	1%	3%
% 50 yrs. or older	3%	1%	1%	2%	4%

Student Demographic: Race-Ethnicity

American Sign Language (ASL)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
African American	6	2	8	6	9
Asian	10	9	11	14	15
Filipino	7	6	3	11	6
Latino	36	44	57	53	52
Native American	0	0	1	1	0
Pacific Islander	2	2	0	0	3
White	110	105	93	79	94
Multiethnic	8	11	17	21	15
Other/Unknown	2	0	1	2	6
% African American	3%	1%	4%	3%	5%
% Asian	6%	5%	6%	7%	8%
% Filipino	4%	3%	2%	6%	3%
% Latino	20%	25%	30%	28%	26%
% Native American	0%	0%	1%	1%	0%
% Pacific Islander	1%	1%	0%	0%	2%
% White	61%	59%	49%	42%	47%
% Multiethnic	4%	6%	9%	11%	8%
% Other/Unknown	1%	0%	1%	1%	3%

Student Enrollment Status

American Sign Language (ASL)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
First-Time Any College	47	43	34	40	50
First-Time Transfer	13	5	5	15	18
Continuing	103	113	127	100	100
Returning	8	7	8	8	6
Concurrent Enrollment	10	11	17	24	26
% First-Time Any College	26%	24%	18%	21%	25%
% First-Time Transfer	7%	3%	3%	8%	9%
% Continuing	57%	63%	66%	53%	50%
% Returning	4%	4%	4%	4%	3%
% Concurrent Enrollment	6%	6%	9%	13%	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.
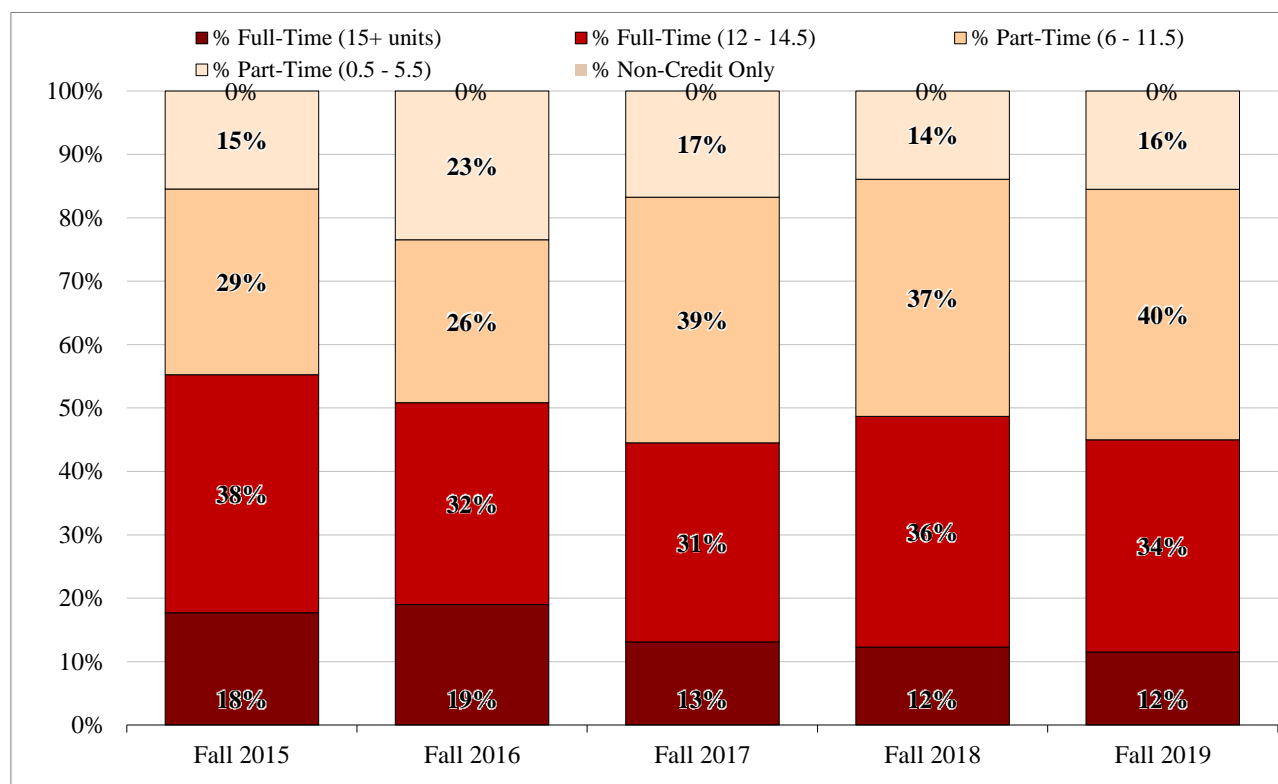
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.
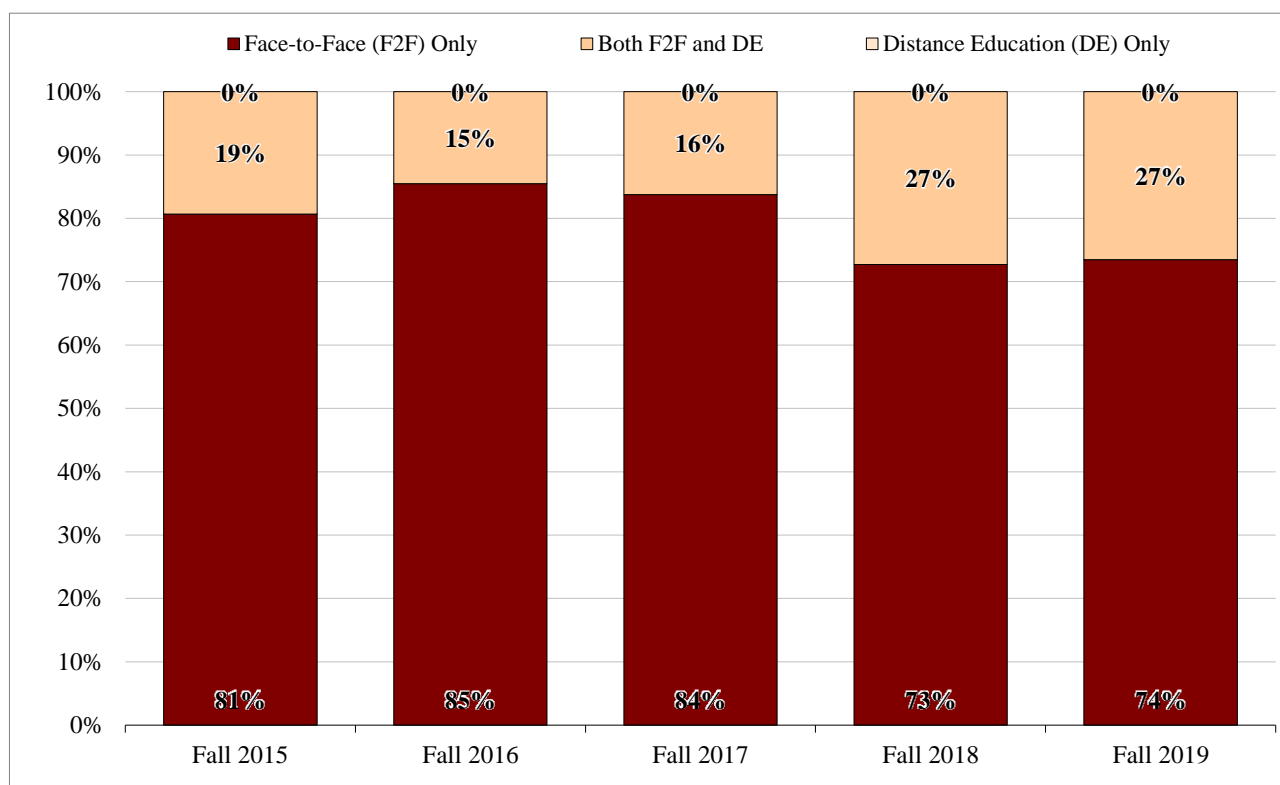
Student Unit Load

American Sign Language (ASL)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Full-Time (15+ units)	32	34	25	23	23
Full-Time (12 - 14.5)	68	57	60	68	67
Part-Time (6 - 11.5)	53	46	74	70	79
Part-Time (0.5 - 5.5)	28	42	32	26	31
Non-Credit Only	—	—	—	—	—
% Full-Time (15+ units)	18%	19%	13%	12%	12%
% Full-Time (12 - 14.5)	38%	32%	31%	36%	34%
% Part-Time (6 - 11.5)	29%	26%	39%	37%	40%
% Part-Time (0.5 - 5.5)	15%	23%	17%	14%	16%
% Non-Credit Only	—	—	—	—	—

Students Using Distance Education

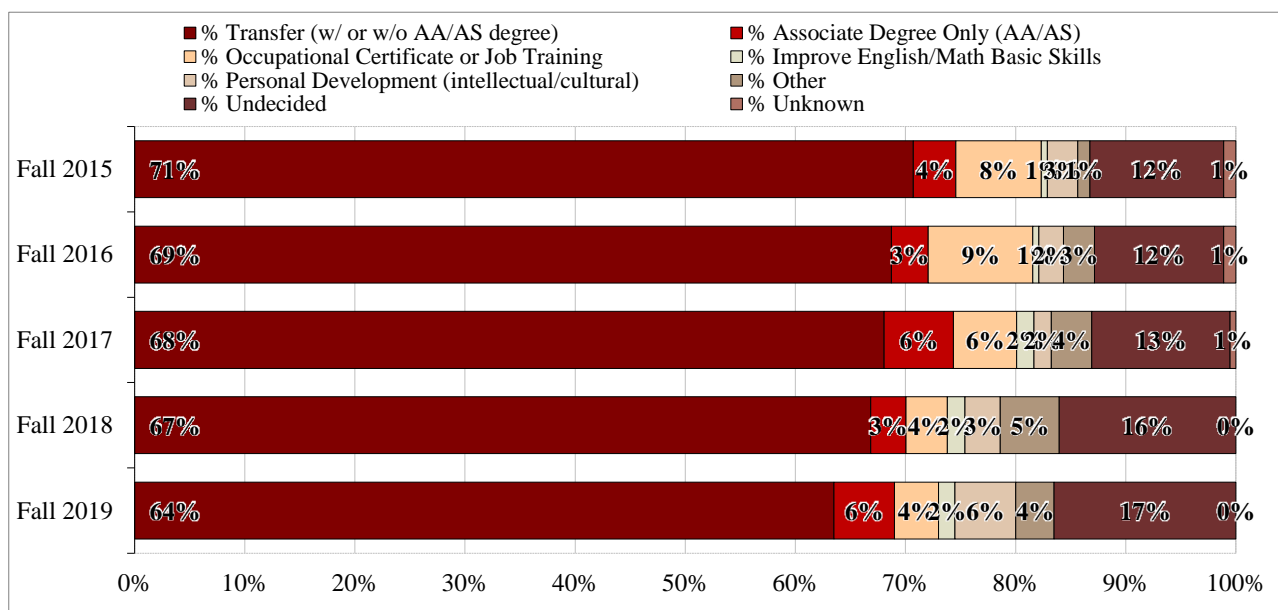| American Sign Language (ASL)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Face-to-Face (F2F) Only	146	153	160	136	147
Both F2F and DE	35	26	31	51	53
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	81%	85%	84%	73%	74%
% Both F2F and DE	19%	15%	16%	27%	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 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Transfer (w/ or w/o AA/AS degree)	128	123	130	125	127
Associate Degree Only (AA/AS)	7	6	12	6	11
Occupational Certificate or Job Training	14	17	11	7	8
Improve English/Math Basic Skills	1	1	3	3	3
Personal Development (intellectual/cultural)	5	4	3	6	11
Other	2	5	7	10	7
Undecided	22	21	24	30	33
Unknown	2	2	1	0	0
% Transfer (w/ or w/o AA/AS degree)	71%	69%	68%	67%	64%
% Associate Degree Only (AA/AS)	4%	3%	6%	3%	6%
% Occupational Certificate or Job Training	8%	9%	6%	4%	4%
% Improve English/Math Basic Skills	1%	1%	2%	2%	2%
% Personal Development (intellectual/cultural	3%	2%	2%	3%	6%
% Other	1%	3%	4%	5%	4%
% Undecided	12%	12%	13%	16%	17%
% Unknown	1%	1%	1%	0%	0%

Definitions:

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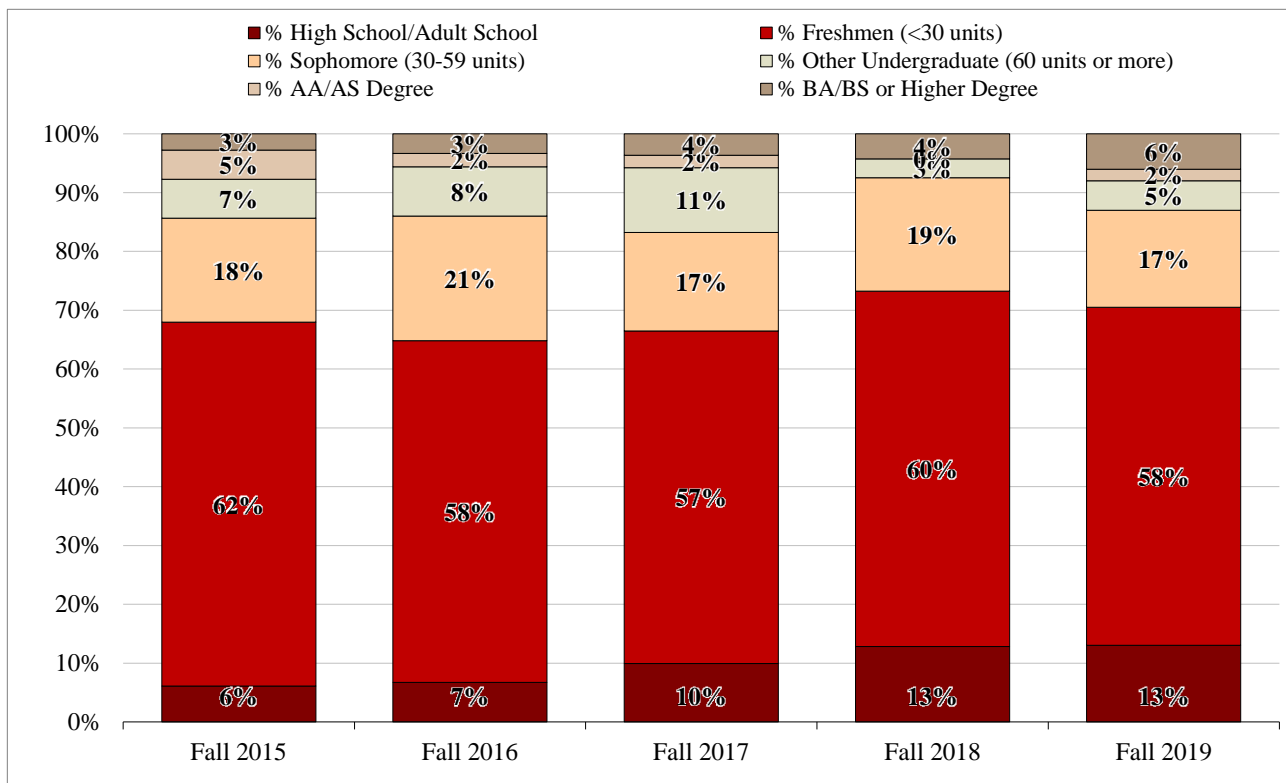
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.
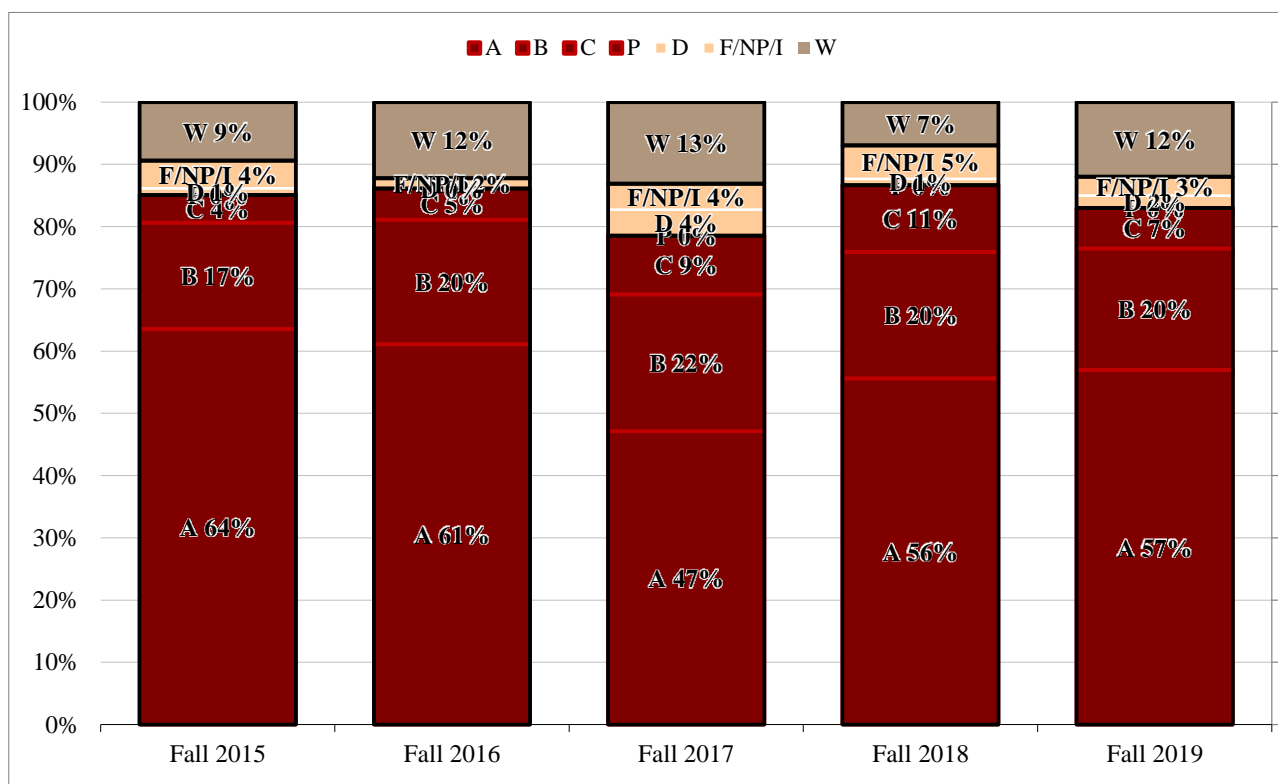
Highest Educational Level of Students

American Sign Language (ASL)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
High School/Adult School	11	12	19	24	26
Freshmen (<30 units)	112	104	108	113	115
Sophomore (30-59 units)	32	38	32	36	33
Other Undergraduate (60 units or more)	12	15	21	6	10
AA/AS Degree	9	4	4	0	4
BA/BS or Higher Degree	5	6	7	8	12
% High School/Adult School	6%	7%	10%	13%	13%
% Freshmen (<30 units)	62%	58%	57%	60%	58%
% Sophomore (30-59 units)	18%	21%	17%	19%	17%
% Other Undergraduate (60 units or more)	7%	8%	11%	3%	5%
% AA/AS Degree	5%	2%	2%	0%	2%
% BA/BS or Higher Degree	3%	3%	4%	4%	6%

Student Performance: Grade Distribution

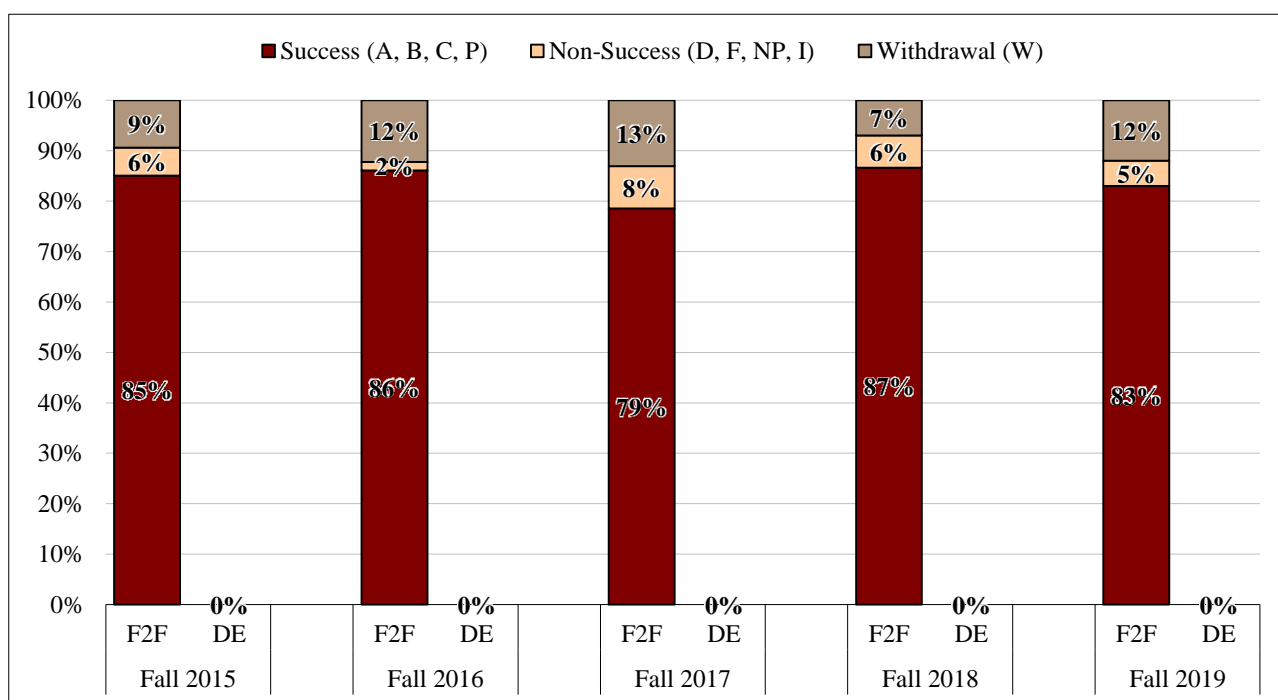| American Sign Language (ASL)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Total Course Enrollments	181	180	191	187	200
Course Success Rates	85%	86%	79%	87%	83%
A	64%	61%	47%	56%	57%
B	17%	20%	22%	20%	20%
C	4%	5%	9%	11%	7%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	6%	2%	8%	6%	5%
D	1%	0%	4%	1%	2%
F/NP/I	4%	2%	4%	5%	3%
Withdrawals (W)	9%	12%	13%	7%	12%

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 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Total Course Enrollments	181	180	191	187	200
Face-to-Face (F2F) Sections	181	180	191	187	200
Success Rates	85%	86%	79%	87%	83%
Non-Success Rates	6%	2%	8%	6%	5%
Withdrawals	9%	12%	13%	7%	12%
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.
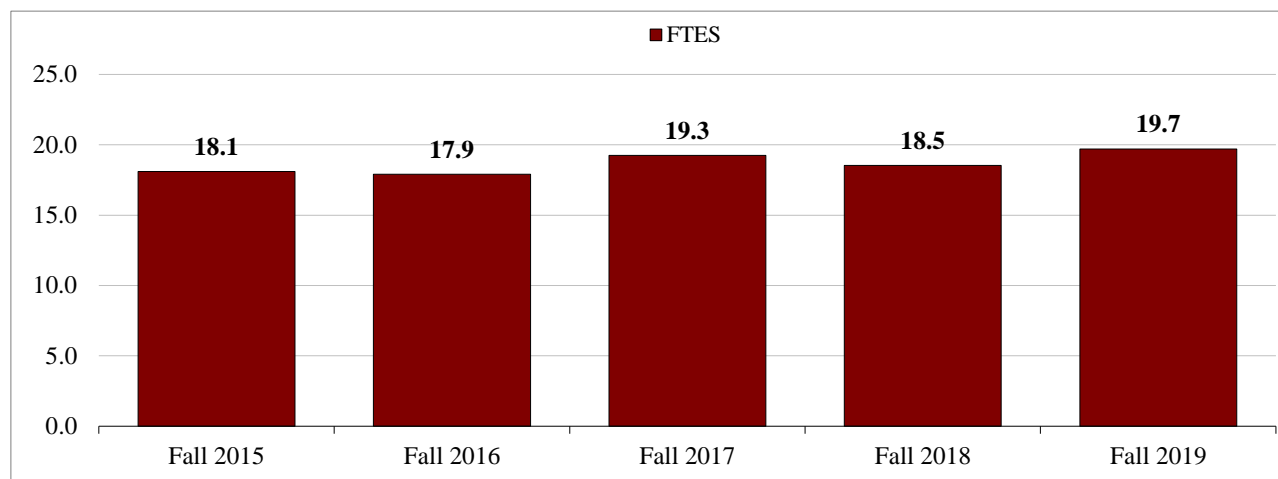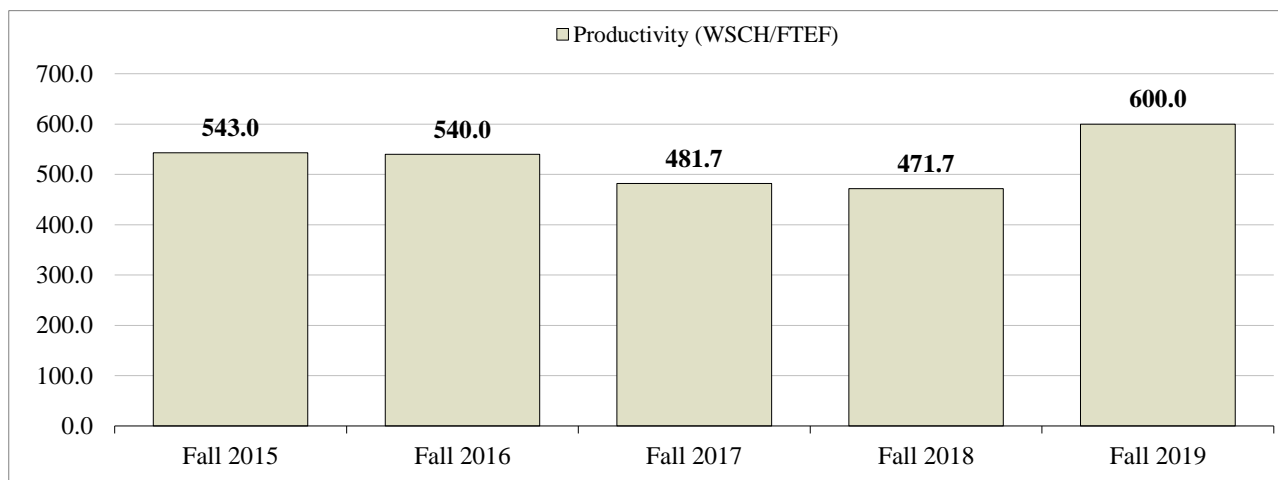
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'I') relative to all students receiving a grade.

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 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
WSCH	543	540	578	566	600
FTES	18.1	17.9	19.3	18.5	19.7
FTEF	1.0	1.0	1.2	1.2	1.0
Productivity (WSCH/FTEF)	543.0	540.0	481.7	471.7	600.0

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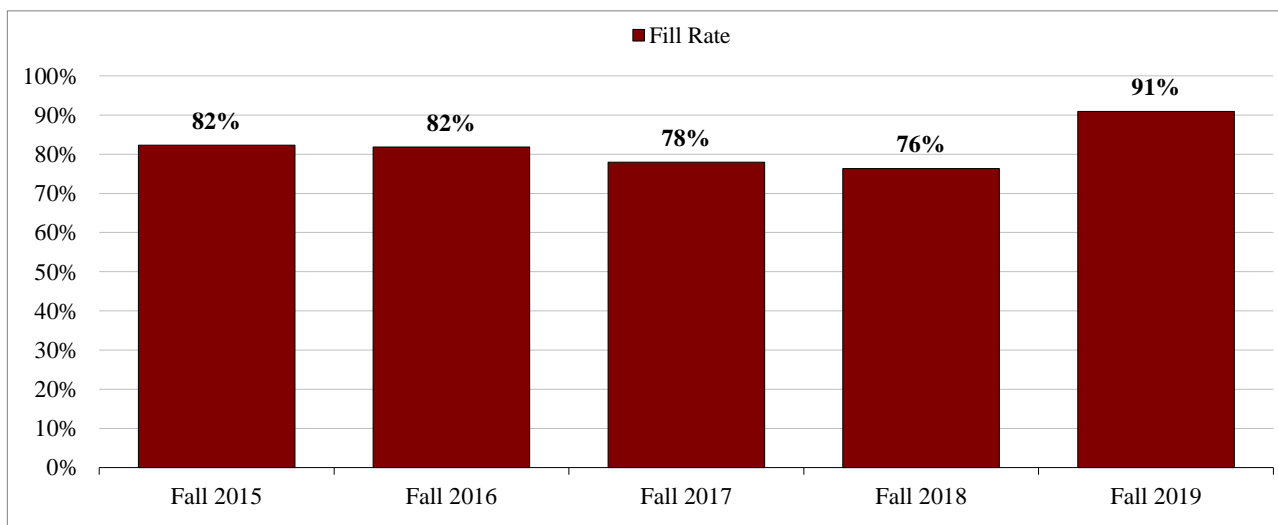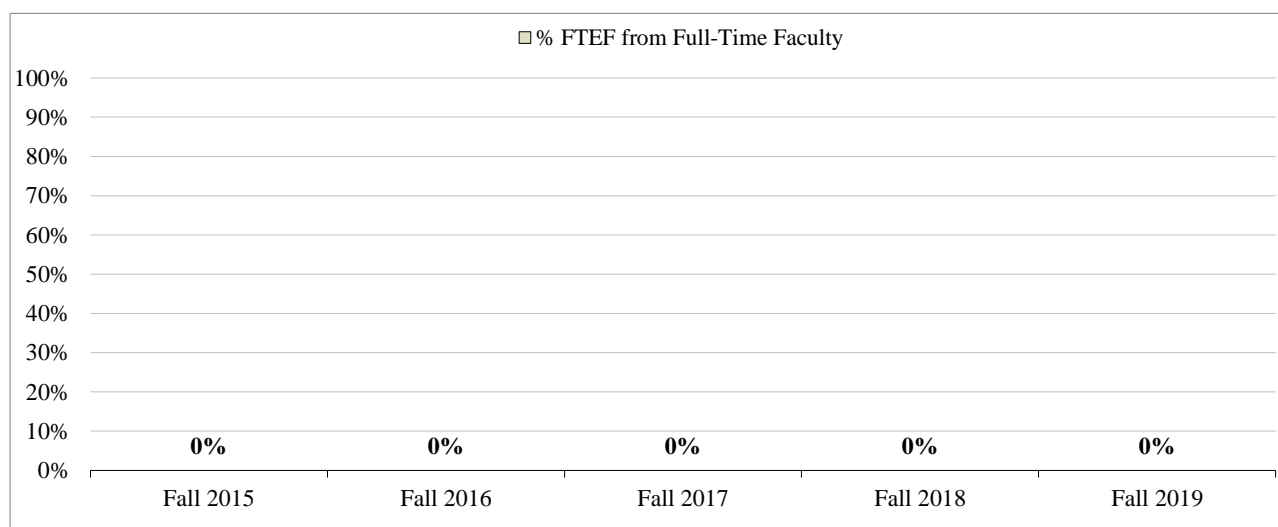
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Note: Enrollment Management data are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/14/20.

Enrollment Management: Part 2

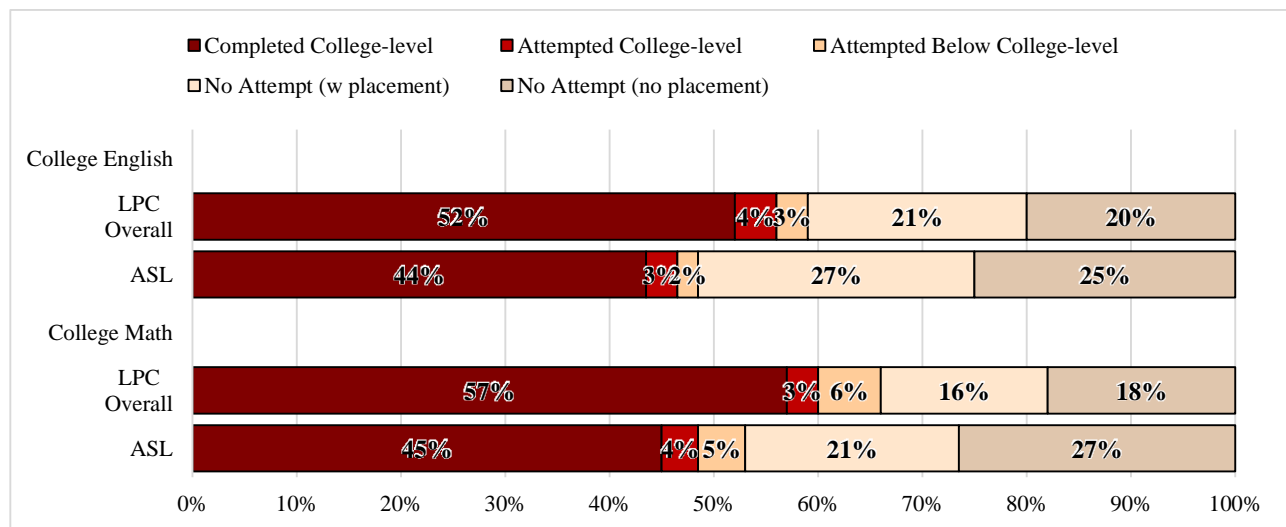| American Sign Language (ASL)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
FTEF from Full-Time Faculty	0.0	0.0	0.0	0.0	0.0
% FTEF from Full-Time Faculty	0%	0%	0%	0%	0%
Enrollments	181	180	191	187	200
Capacity (seats available)	220	220	245	245	220
Fill Rate	82%	82%	78%	76%	91%

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 are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/14/20.

College Readiness: English & Math Proficiency

Fall 2019					
	ASL			LPC Overall	
	Num	Pct		Num	Pct
College English					
Completed College-level	87	44%		4,712	52%
Attempted College-level	6	3%		393	4%
Attempted Below College-level	4	2%		261	3%
No Attempt (with placement)	53	27%		1,887	21%
No Attempt (no placement)	50	25%		1,811	20%
College Math					
Completed College-level	90	45%		5,193	57%
Attempted College-level	7	4%		302	3%
Attempted Below College-level	9	5%		538	6%
No Attempt (with placement)	41	21%		1,405	16%
No Attempt (no placement)	53	27%		1,623	18%

Definitions:

College English: Completed College-level = successfully completed ENG 1A, 1AEX, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted ENG 1A or 1AEX but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted ENG 102, 104, 105, 100A , 100B, NENG 204, or ESL 25 prior to indicated term.

No Attempt (w placement) = no previous English enrollments within the sequence but has used a placement tool.

No Atempt (no placement) = no previous English enrollments within the sequence and did not utilize a placement tool.

College Math:

Completed College-level = succesfully completed MATH 55, 50, NMAT 255 or 250, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted MATH 55, 50, NMAT 255 or 250 but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted MATH 110, 107, NMAT 210 or 207 prior to indicated term.

No Attempt (w placement) = no previous Math enrollments within the sequence but has used a placement tool.

No Atempt (no placement) = no previous Math enrollments within the sequence and did not utilize a placement tool.