



Las Positas College

Program Review Discipline Data Packet

Spring 2016 to Spring 2020

Discipline:

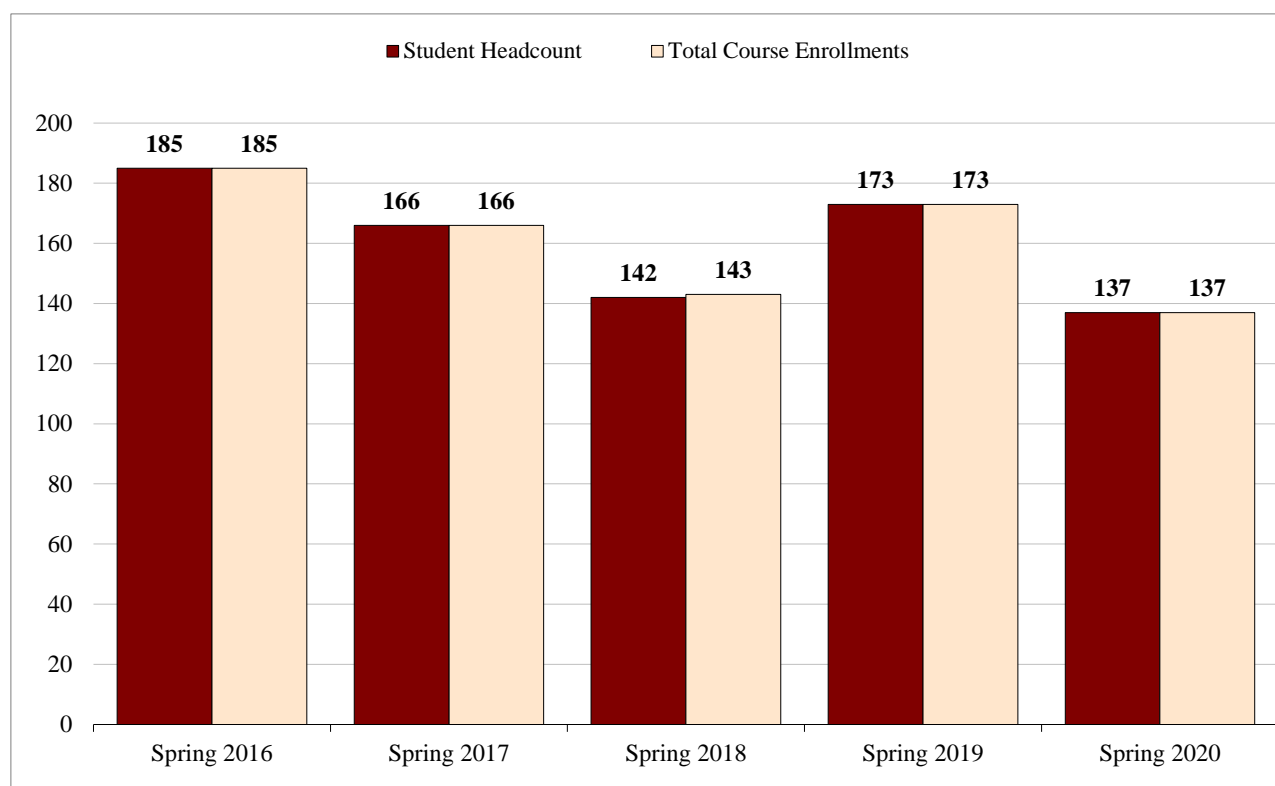
American Sign Language (ASL)

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

Headcount & Enrollment

American Sign Language (ASL)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Student Headcount	185	166	142	173	137
Total Course Enrollments	185	166	143	173	137



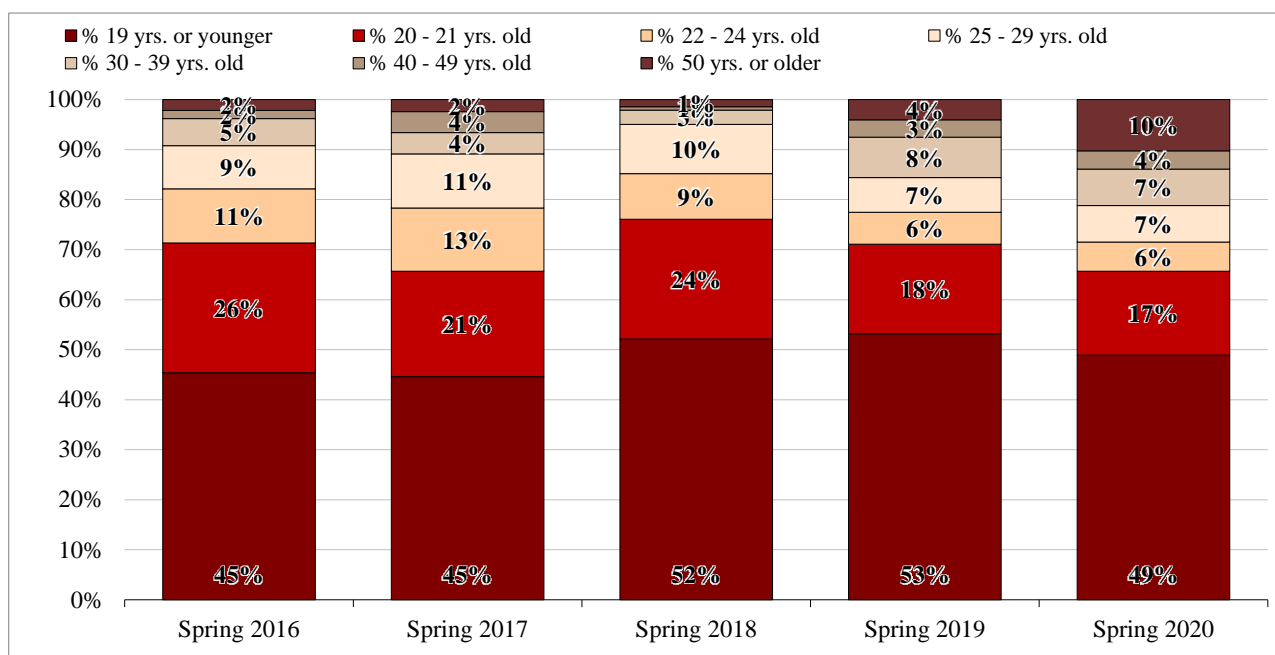
Definitions:

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.

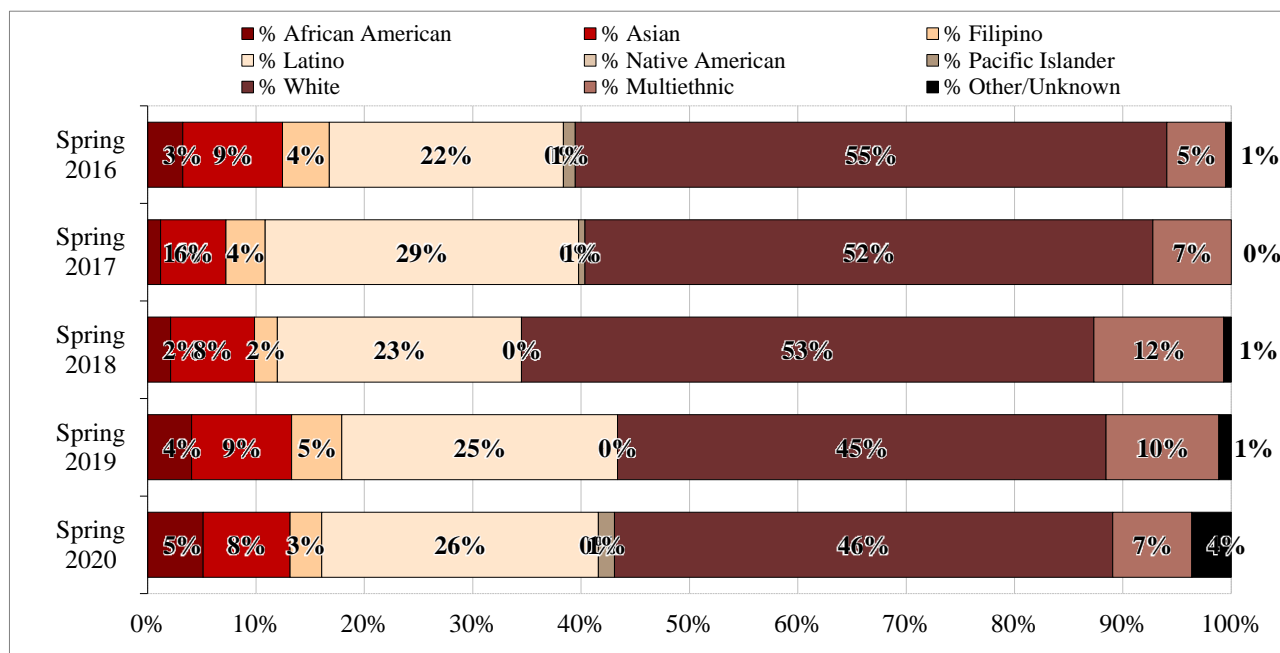
Student Demographics: Gender & Age

American Sign Language (ASL)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Female	134	114	85	121	94
Male	48	49	55	49	39
19 yrs. or younger	84	74	74	92	67
20-21 yrs. old	48	35	34	31	23
22-24 yrs. old	20	21	13	11	8
25-29 yrs. old	16	18	14	12	10
30-39 yrs. old	10	7	4	14	10
40-49 yrs. old	3	7	1	6	5
50 yrs. or older	4	4	2	7	14
% Female	74%	70%	61%	71%	71%
% Male	26%	30%	39%	29%	29%
% 19 yrs. or younger	45%	45%	52%	53%	49%
% 20 - 21 yrs. old	26%	21%	24%	18%	17%
% 22 - 24 yrs. old	11%	13%	9%	6%	6%
% 25 - 29 yrs. old	9%	11%	10%	7%	7%
% 30 - 39 yrs. old	5%	4%	3%	8%	7%
% 40 - 49 yrs. old	2%	4%	1%	3%	4%
% 50 yrs. or older	2%	2%	1%	4%	10%



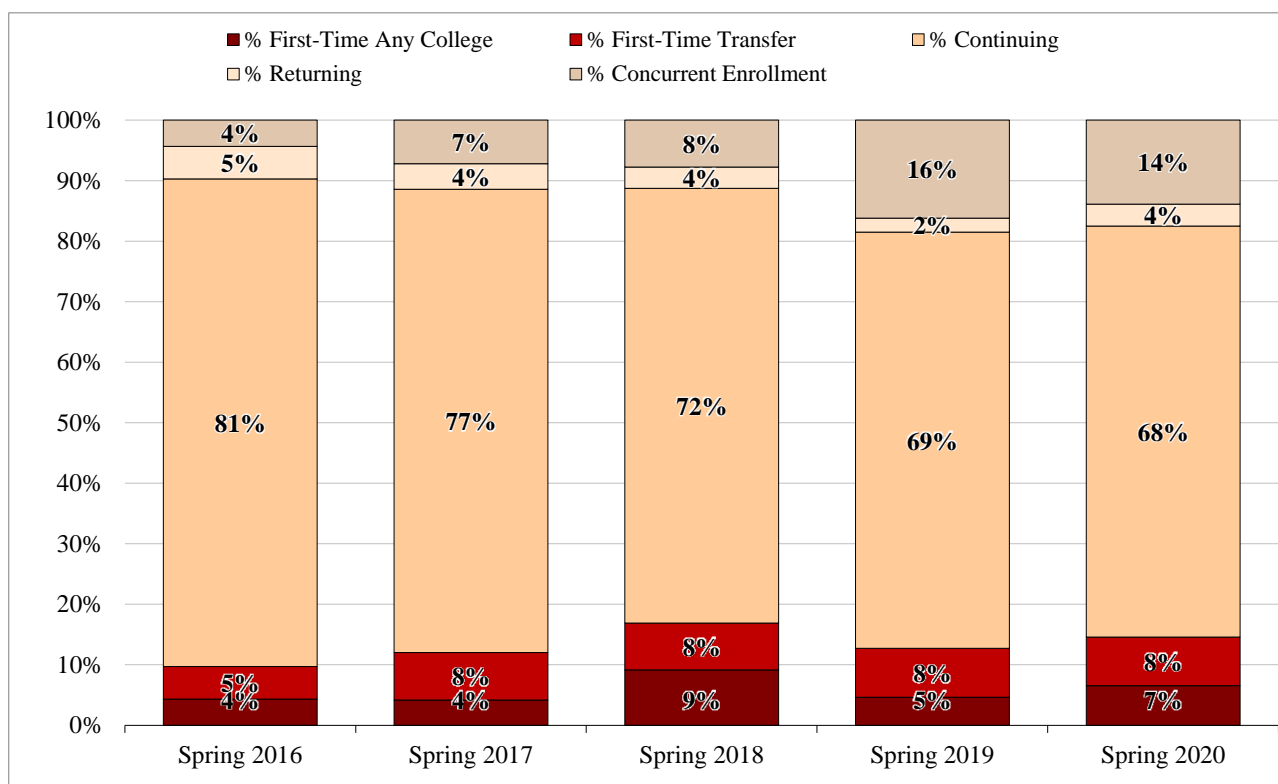
Student Demographic: Race-Ethnicity

American Sign Language (ASL)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
African American	6	2	3	7	7
Asian	17	10	11	16	11
Filipino	8	6	3	8	4
Latino	40	48	32	44	35
Native American	0	0	0	0	0
Pacific Islander	2	1	0	0	2
White	101	87	75	78	63
Multiethnic	10	12	17	18	10
Other/Unknown	1	0	1	2	5
% African American	3%	1%	2%	4%	5%
% Asian	9%	6%	8%	9%	8%
% Filipino	4%	4%	2%	5%	3%
% Latino	22%	29%	23%	25%	26%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	1%	1%	0%	0%	1%
% White	55%	52%	53%	45%	46%
% Multiethnic	5%	7%	12%	10%	7%
% Other/Unknown	1%	0%	1%	1%	4%



Student Enrollment Status

American Sign Language (ASL)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
First-Time Any College	8	7	13	8	9
First-Time Transfer	10	13	11	14	11
Continuing	149	127	102	119	93
Returning	10	7	5	4	5
Concurrent Enrollment	8	12	11	28	19
% First-Time Any College	4%	4%	9%	5%	7%
% First-Time Transfer	5%	8%	8%	8%	8%
% Continuing	81%	77%	72%	69%	68%
% Returning	5%	4%	4%	2%	4%
% Concurrent Enrollment	4%	7%	8%	16%	14%



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.

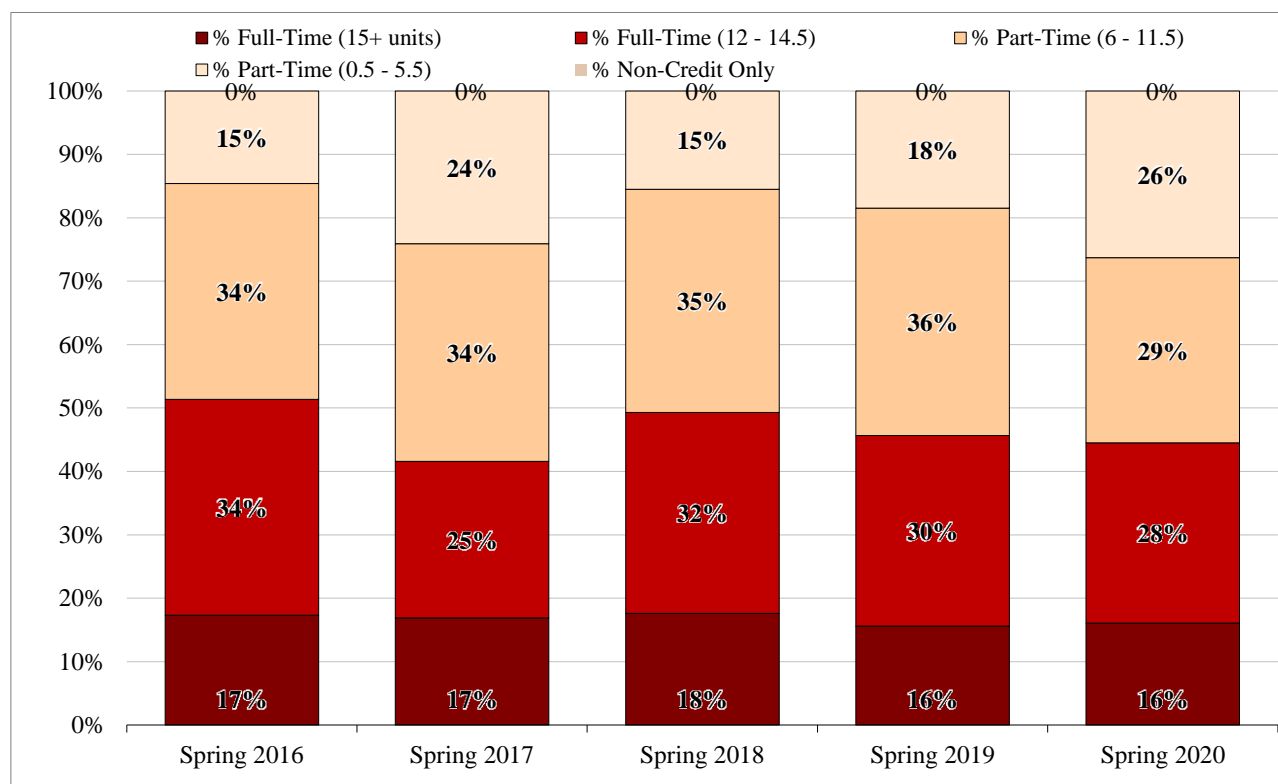
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

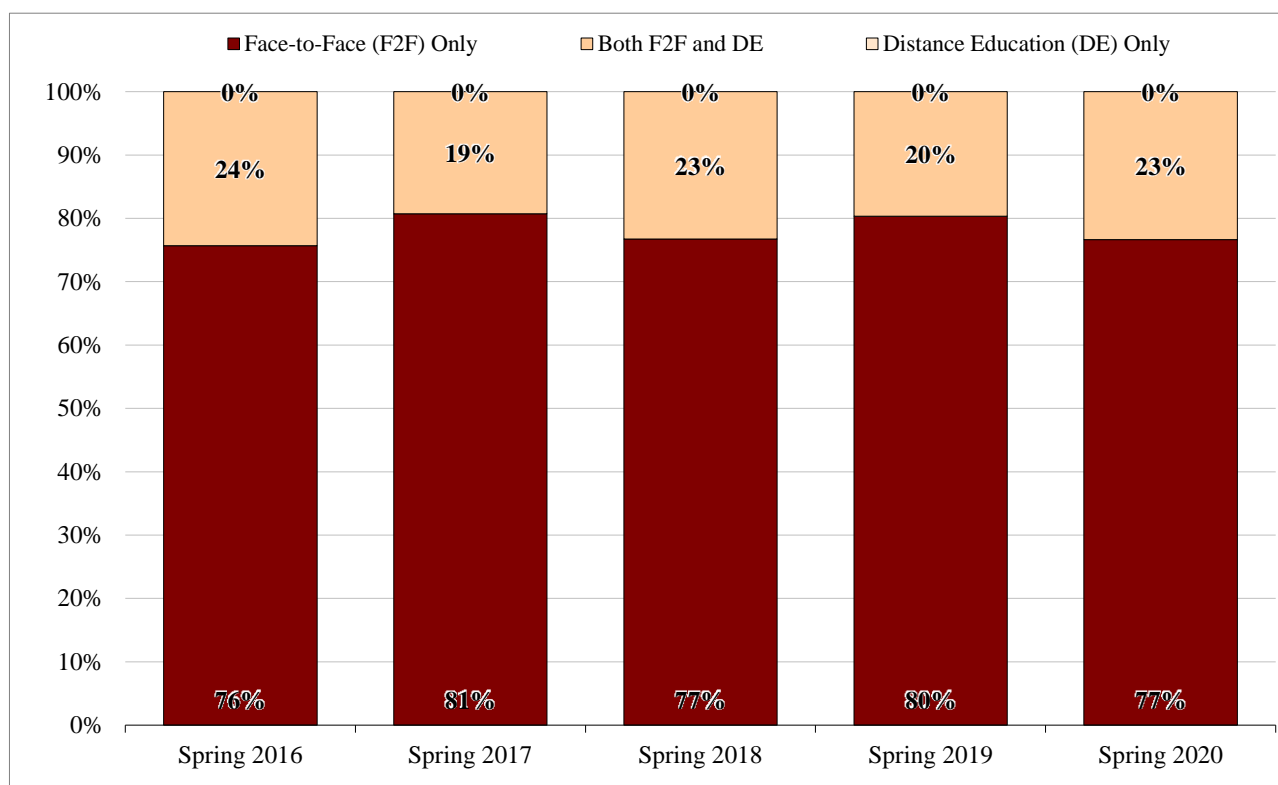
Student Unit Load

American Sign Language (ASL)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Full-Time (15+ units)	32	28	25	27	22
Full-Time (12 - 14.5)	63	41	45	52	39
Part-Time (6 - 11.5)	63	57	50	62	40
Part-Time (0.5 - 5.5)	27	40	22	32	36
Non-Credit Only	—	—	—	—	—
% Full-Time (15+ units)	17%	17%	18%	16%	16%
% Full-Time (12 - 14.5)	34%	25%	32%	30%	28%
% Part-Time (6 - 11.5)	34%	34%	35%	36%	29%
% Part-Time (0.5 - 5.5)	15%	24%	15%	18%	26%
% Non-Credit Only	—	—	—	—	—



Students Using Distance Education

American Sign Language (ASL)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Face-to-Face (F2F) Only	140	134	109	139	105
Both F2F and DE	45	32	33	34	32
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	76%	81%	77%	80%	77%
% Both F2F and DE	24%	19%	23%	20%	23%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

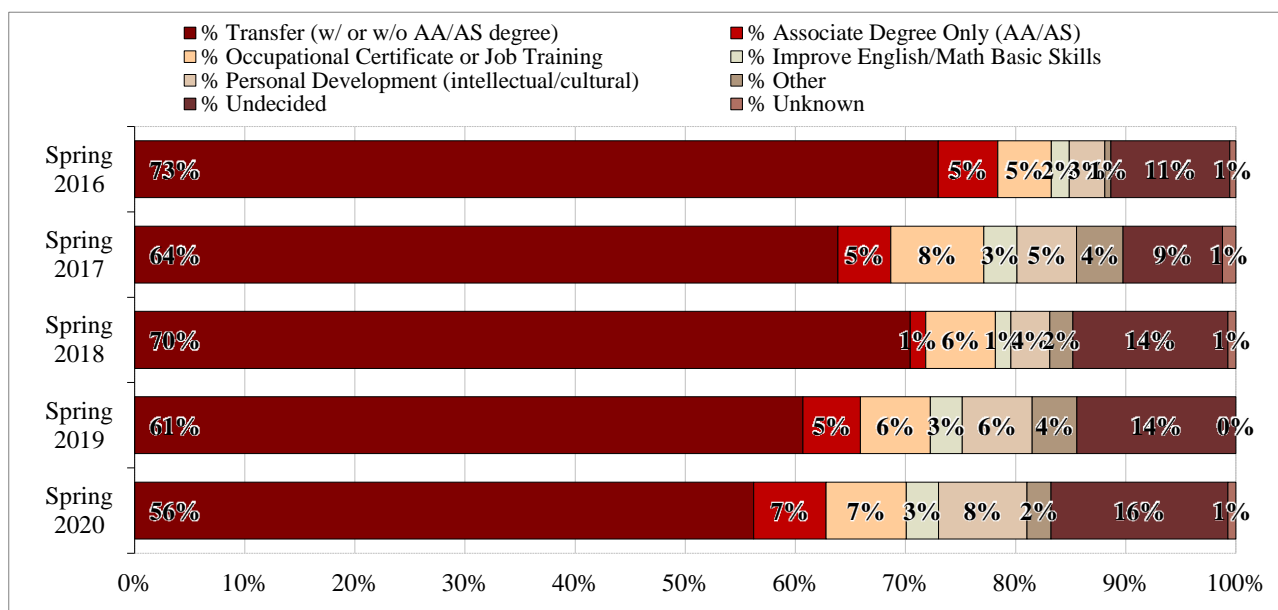


Definitions:

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 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Transfer (w/ or w/o AA/AS degree)	135	106	100	105	77
Associate Degree Only (AA/AS)	10	8	2	9	9
Occupational Certificate or Job Training	9	14	9	11	10
Improve English/Math Basic Skills	3	5	2	5	4
Personal Development (intellectual/cultural)	6	9	5	11	11
Other	1	7	3	7	3
Undecided	20	15	20	25	22
Unknown	1	2	1	0	1
% Transfer (w/ or w/o AA/AS degree)	73%	64%	70%	61%	56%
% Associate Degree Only (AA/AS)	5%	5%	1%	5%	7%
% Occupational Certificate or Job Training	5%	8%	6%	6%	7%
% Improve English/Math Basic Skills	2%	3%	1%	3%	3%
% Personal Development (intellectual/cultural)	3%	5%	4%	6%	8%
% Other	1%	4%	2%	4%	2%
% Undecided	11%	9%	14%	14%	16%
% Unknown	1%	1%	1%	0%	1%



Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.

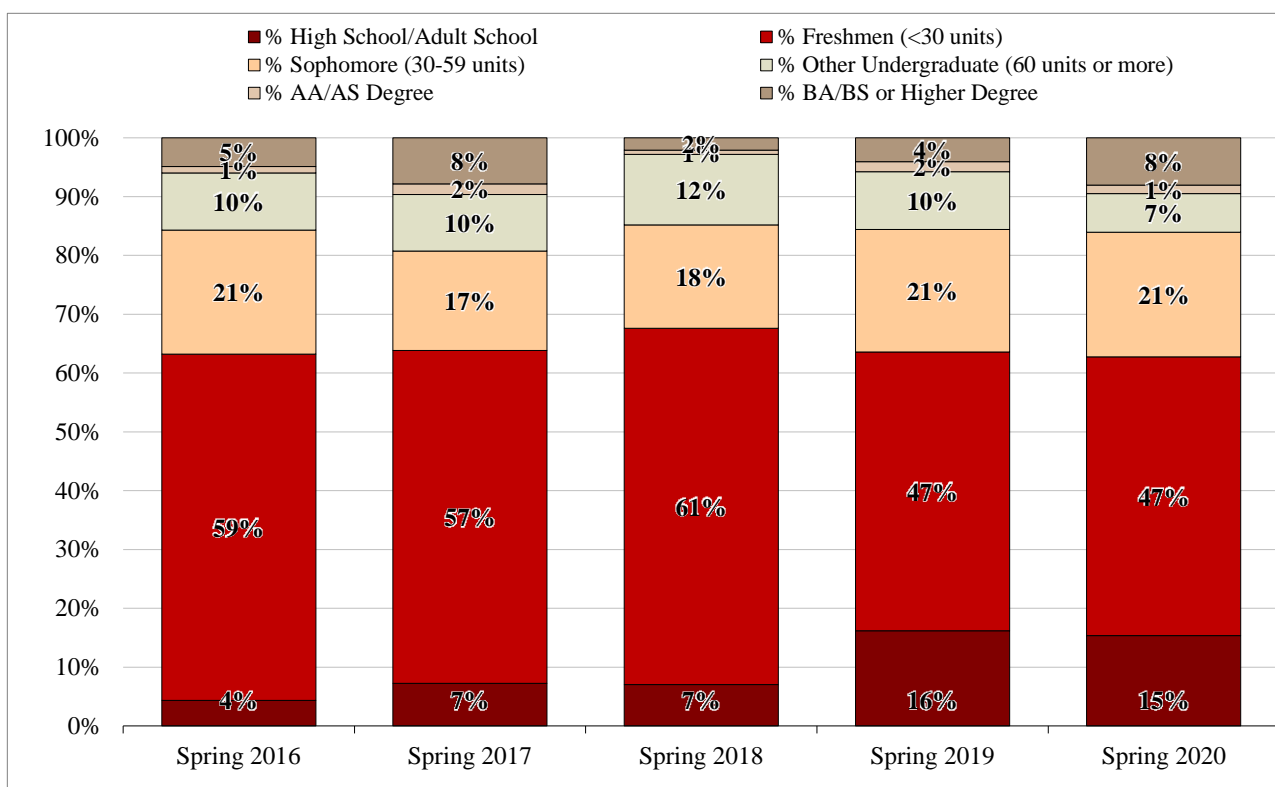
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

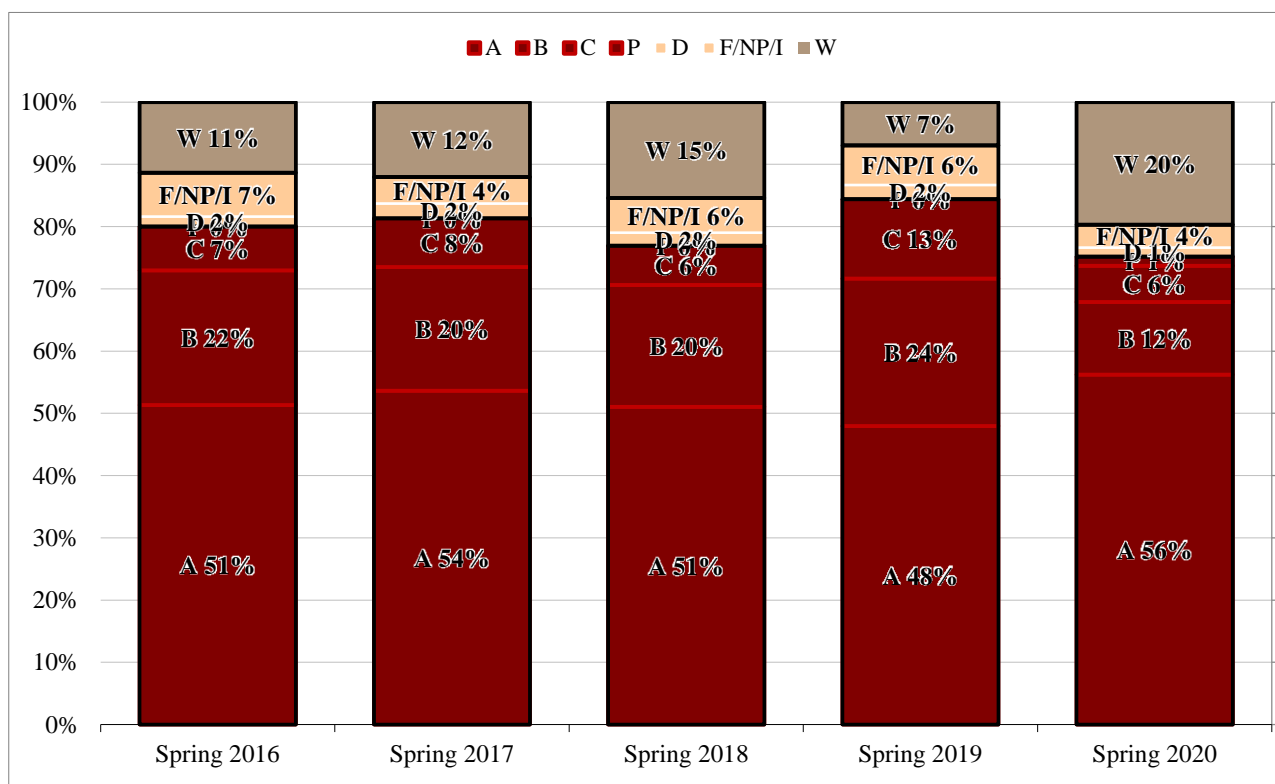
Highest Educational Level of Students

American Sign Language (ASL)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
High School/Adult School	8	12	10	28	21
Freshmen (<30 units)	109	94	86	82	65
Sophomore (30-59 units)	39	28	25	36	29
Other Undergraduate (60 units or more)	18	16	17	17	9
AA/AS Degree	2	3	1	3	2
BA/BS or Higher Degree	9	13	3	7	11
% High School/Adult School	4%	7%	7%	16%	15%
% Freshmen (<30 units)	59%	57%	61%	47%	47%
% Sophomore (30-59 units)	21%	17%	18%	21%	21%
% Other Undergraduate (60 units or more)	10%	10%	12%	10%	7%
% AA/AS Degree	1%	2%	1%	2%	1%
% BA/BS or Higher Degree	5%	8%	2%	4%	8%



Student Performance: Grade Distribution

American Sign Language (ASL)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Total Course Enrollments	185	166	143	173	137
Course Success Rates	80%	81%	77%	84%	75%
A	51%	54%	51%	48%	56%
B	22%	20%	20%	24%	12%
C	7%	8%	6%	13%	6%
P	0%	0%	0%	0%	1%
Course Non-Success Rate	9%	7%	8%	9%	5%
D	2%	2%	2%	2%	1%
F/NP/I	7%	4%	6%	6%	4%
Withdrawals (W)	11%	12%	15%	7%	20%



Definitions:

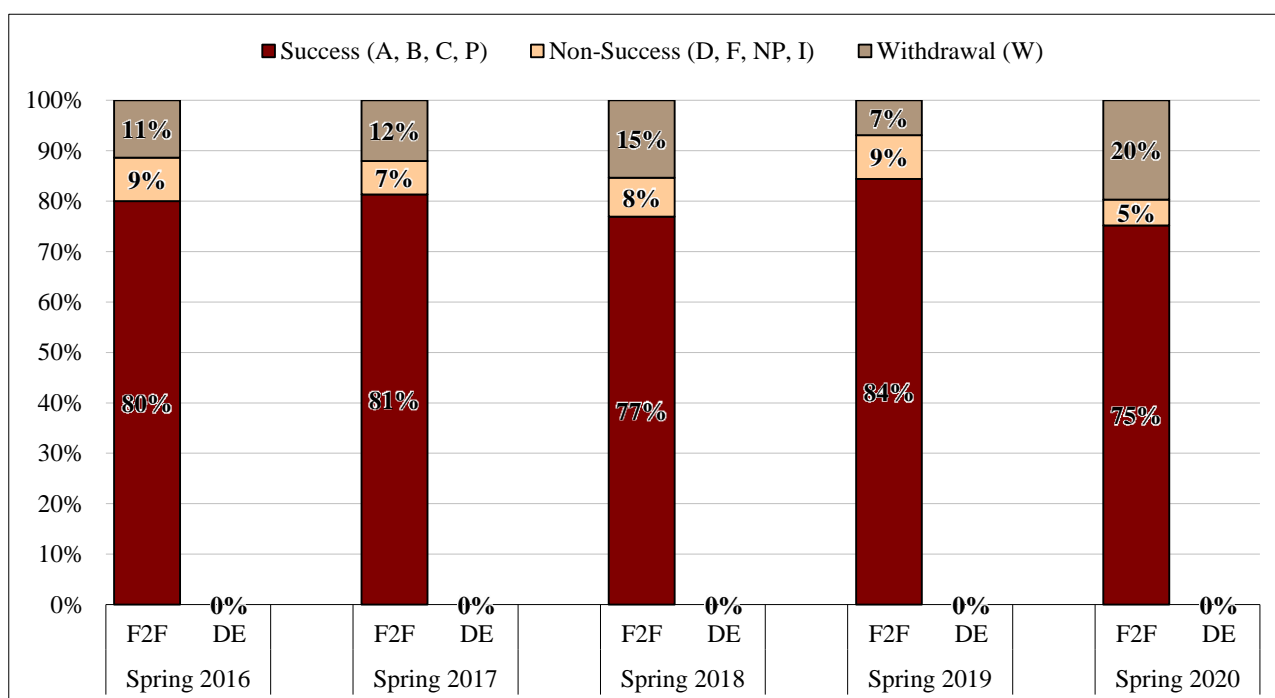
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Total Course Enrollments	185	166	143	173	137
Face-to-Face (F2F) Sections	185	166	143	173	137
Success Rates	80%	81%	77%	84%	75%
Non-Success Rates	9%	7%	8%	9%	5%
Withdrawals	11%	12%	15%	7%	20%
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.

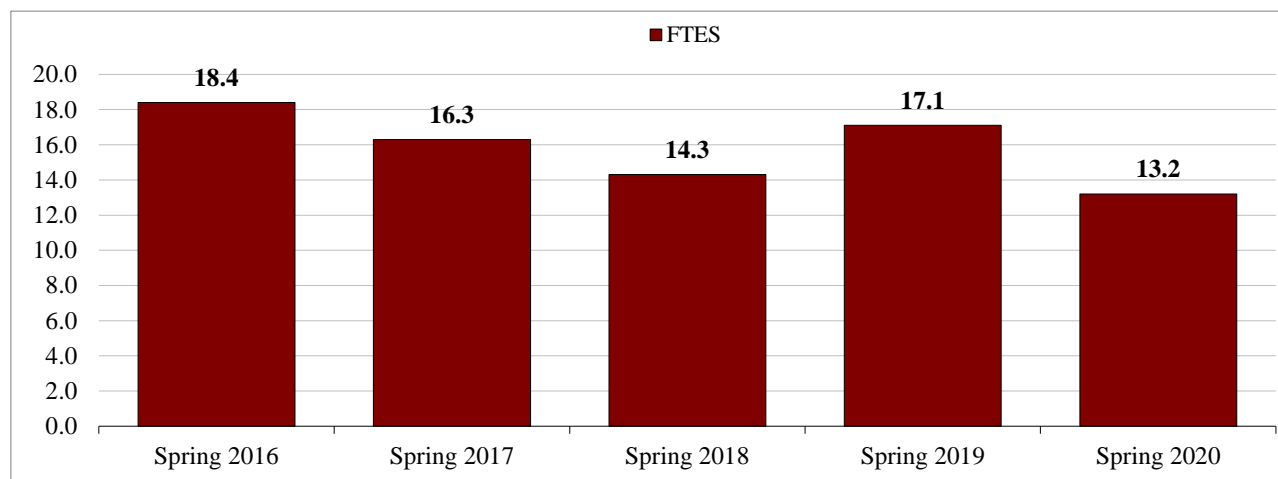
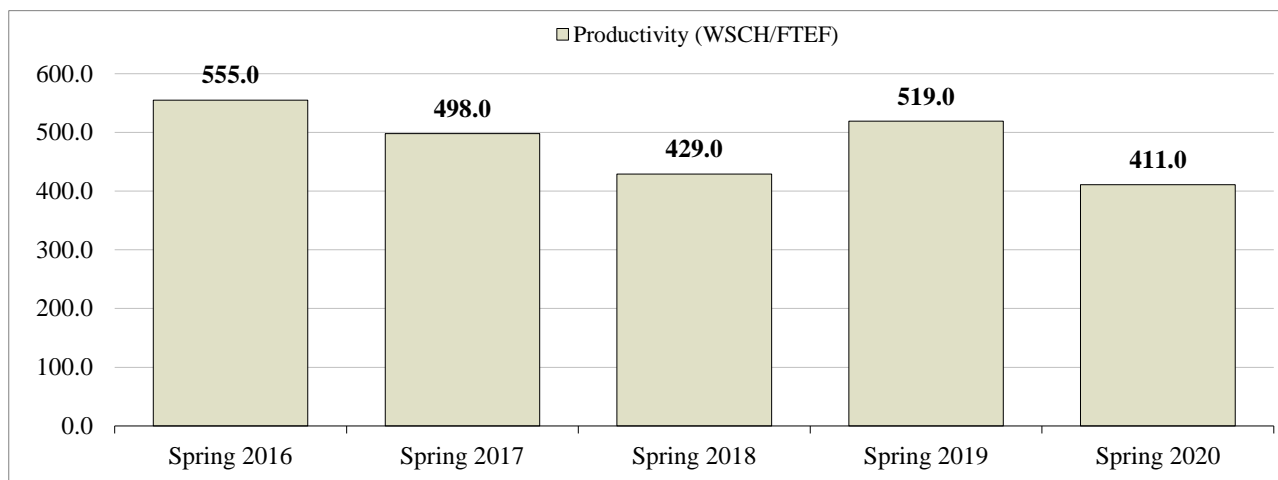
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'T') relative to all students receiving a grade.

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

American Sign Language (ASL)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
WSCH	555	498	429	519	411
FTES	18.4	16.3	14.3	17.1	13.2
FTEF	1.0	1.0	1.0	1.0	1.0
Productivity (WSCH/FTEF)	555.0	498.0	429.0	519.0	411.0



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.

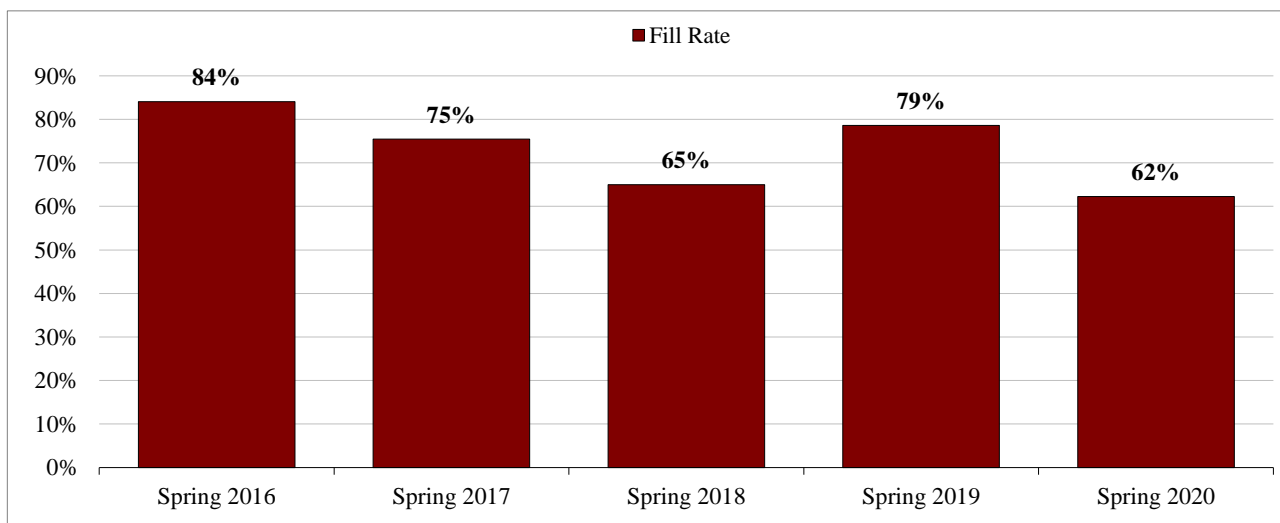
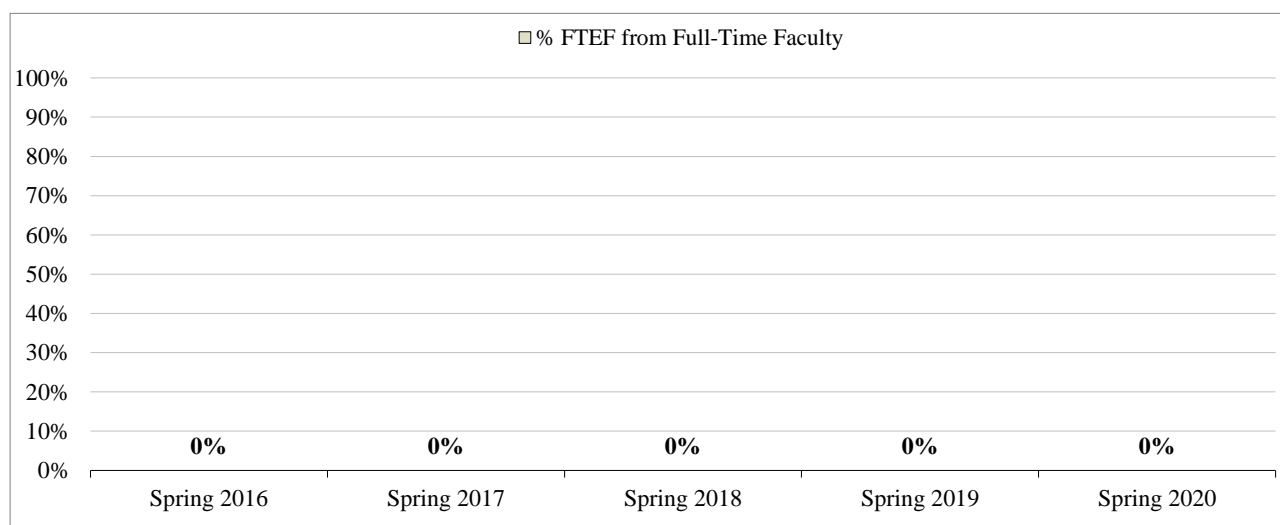
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
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	185	166	143	173	137
Capacity (seats available)	220	220	220	220	220
Fill Rate	84%	75%	65%	79%	62%



Definitions:

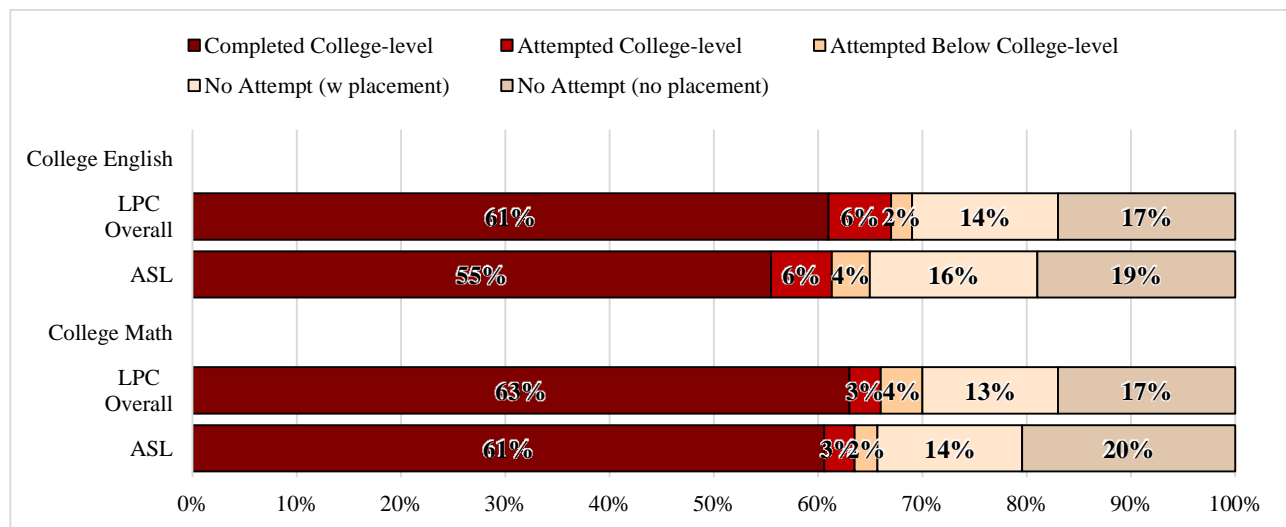
Fill Rate is number of enrollments over the total capacity (seats available).

% 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

	Spring 2020			
	ASL		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	76	55%	5,254	61%
Attempted College-level	8	6%	502	6%
Attempted Below College-level	5	4%	179	2%
No Attempt (with placement)	22	16%	1,175	14%
No Attempt (no placement)	26	19%	1,480	17%
College Math				
Completed College-level	83	61%	5,383	63%
Attempted College-level	4	3%	274	3%
Attempted Below College-level	3	2%	366	4%
No Attempt (with placement)	19	14%	1,134	13%
No Attempt (no placement)	28	20%	1,433	17%



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

College Math:

Completed College-level = successfully 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 Attempt (no placement) = no previous Math enrollments within the sequence and did not utilize a placement tool.