Las Positas College

Discipline Program Review Data Packet

Spring 2017 to Spring 2021
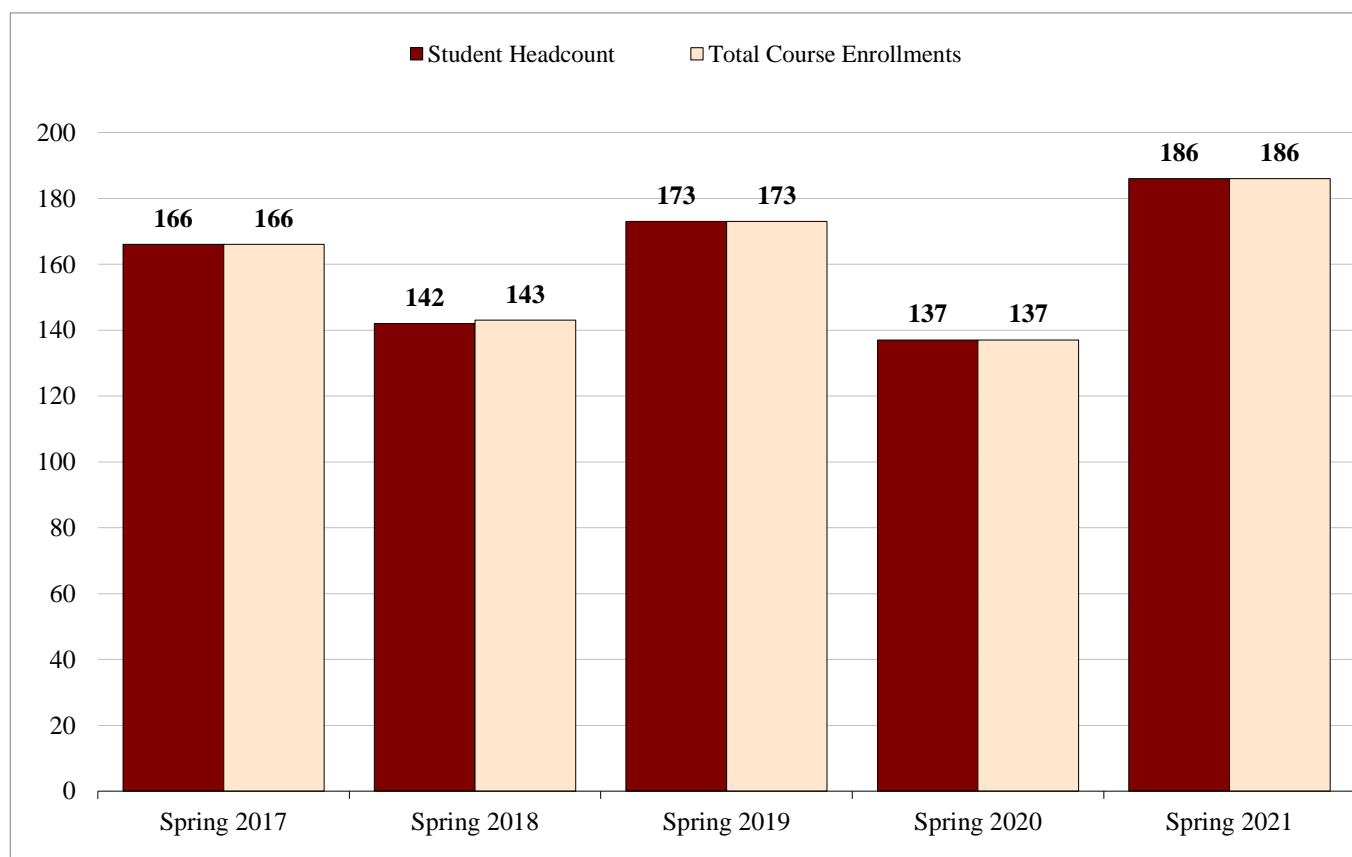
Discipline:

American Sign Language (ASL)

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

Headcount & Enrollment

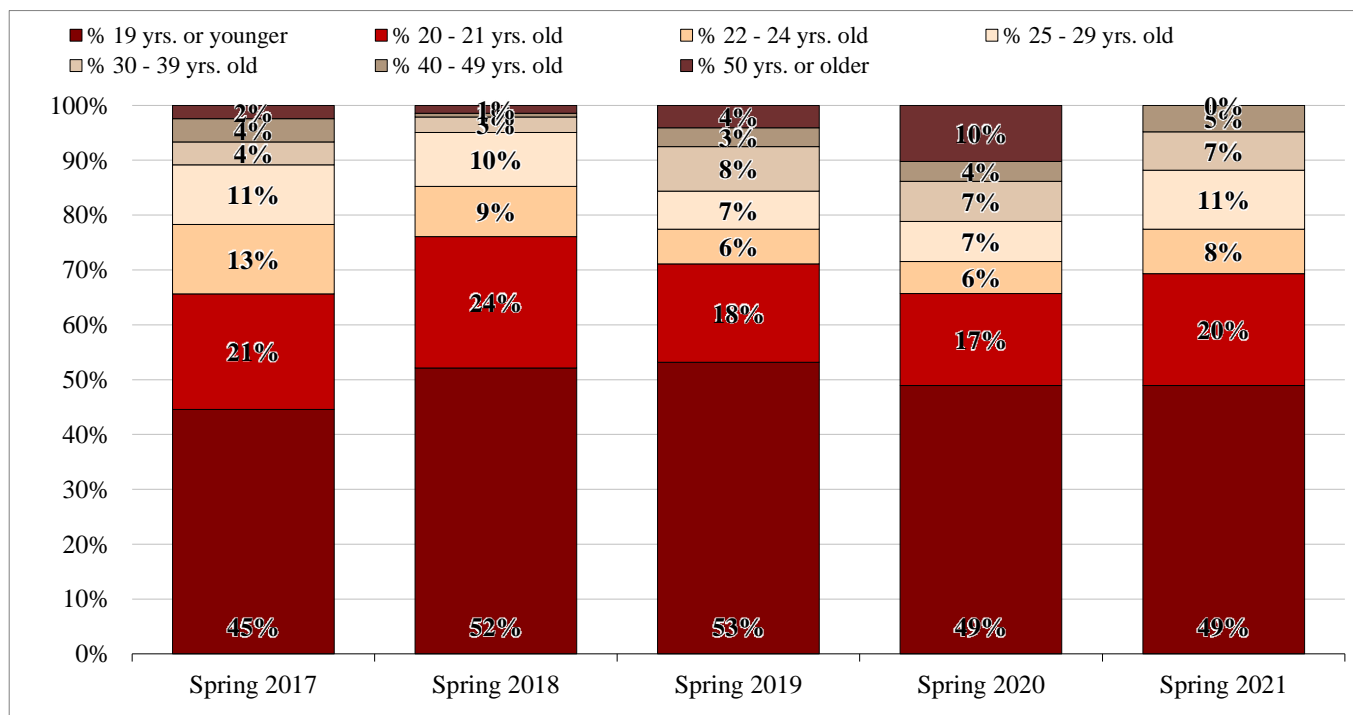| American Sign Language (ASL)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Student Headcount	166	142	173	137	186
Total Course Enrollments	166	143	173	137	186

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.
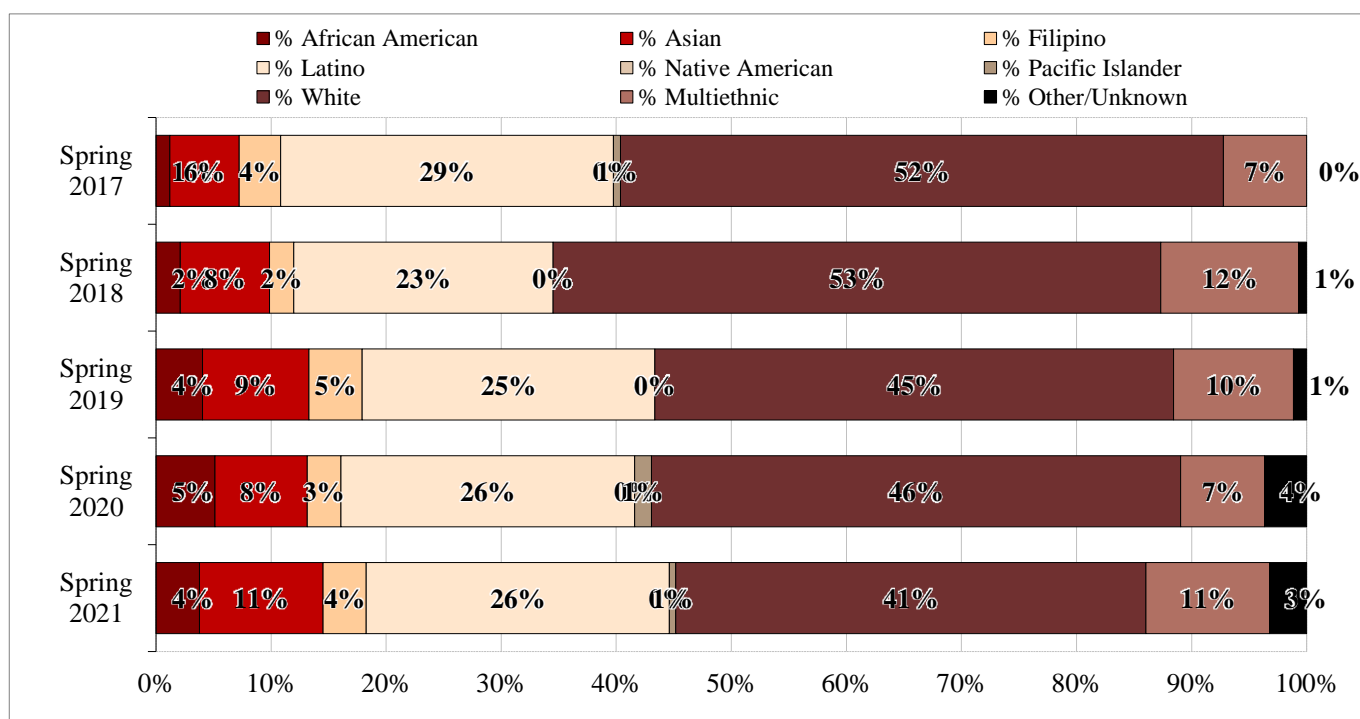
Student Demographics: Gender & Age

American Sign Language (ASL)					
	Term				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Female	114	85	121	94	140
Male	49	55	49	39	41
19 yrs. or younger	74	74	92	67	91
20-21 yrs. old	35	34	31	23	38
22-24 yrs. old	21	13	11	8	15
25-29 yrs. old	18	14	12	10	20
30-39 yrs. old	7	4	14	10	13
40-49 yrs. old	7	1	6	5	9
50 yrs. or older	4	2	7	14	0
% Female	70%	61%	71%	71%	77%
% Male	30%	39%	29%	29%	23%
% 19 yrs. or younger	45%	52%	53%	49%	49%
% 20 - 21 yrs. old	21%	24%	18%	17%	20%
% 22 - 24 yrs. old	13%	9%	6%	6%	8%
% 25 - 29 yrs. old	11%	10%	7%	7%	11%
% 30 - 39 yrs. old	4%	3%	8%	7%	7%
% 40 - 49 yrs. old	4%	1%	3%	4%	5%
% 50 yrs. or older	2%	1%	4%	10%	0%

Student Demographic: Race-Ethnicity

American Sign Language (ASL)					
	Term				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
African American	2	3	7	7	7
Asian	10	11	16	11	20
Filipino	6	3	8	4	7
Latino	48	32	44	35	49
Native American	0	0	0	0	0
Pacific Islander	1	0	0	2	1
White	87	75	78	63	76
Multiethnic	12	17	18	10	20
Other/Unknown	0	1	2	5	6
% African American	1%	2%	4%	5%	4%
% Asian	6%	8%	9%	8%	11%
% Filipino	4%	2%	5%	3%	4%
% Latino	29%	23%	25%	26%	26%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	1%	0%	0%	1%	1%
% White	52%	53%	45%	46%	41%
% Multiethnic	7%	12%	10%	7%	11%
% Other/Unknown	0%	1%	1%	4%	3%

Student Enrollment Status

American Sign Language (ASL)					
	Term				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
First-Time Any College	7	13	8	9	11
First-Time Transfer	13	11	14	11	9
Continuing	127	102	119	93	128
Returning	7	5	4	5	12
Concurrent Enrollment	12	11	28	19	26
% First-Time Any College	4%	9%	5%	7%	6%
% First-Time Transfer	8%	8%	8%	8%	5%
% Continuing	77%	72%	69%	68%	69%
% Returning	4%	4%	2%	4%	6%
% Concurrent Enrollment	7%	8%	16%	14%	14%
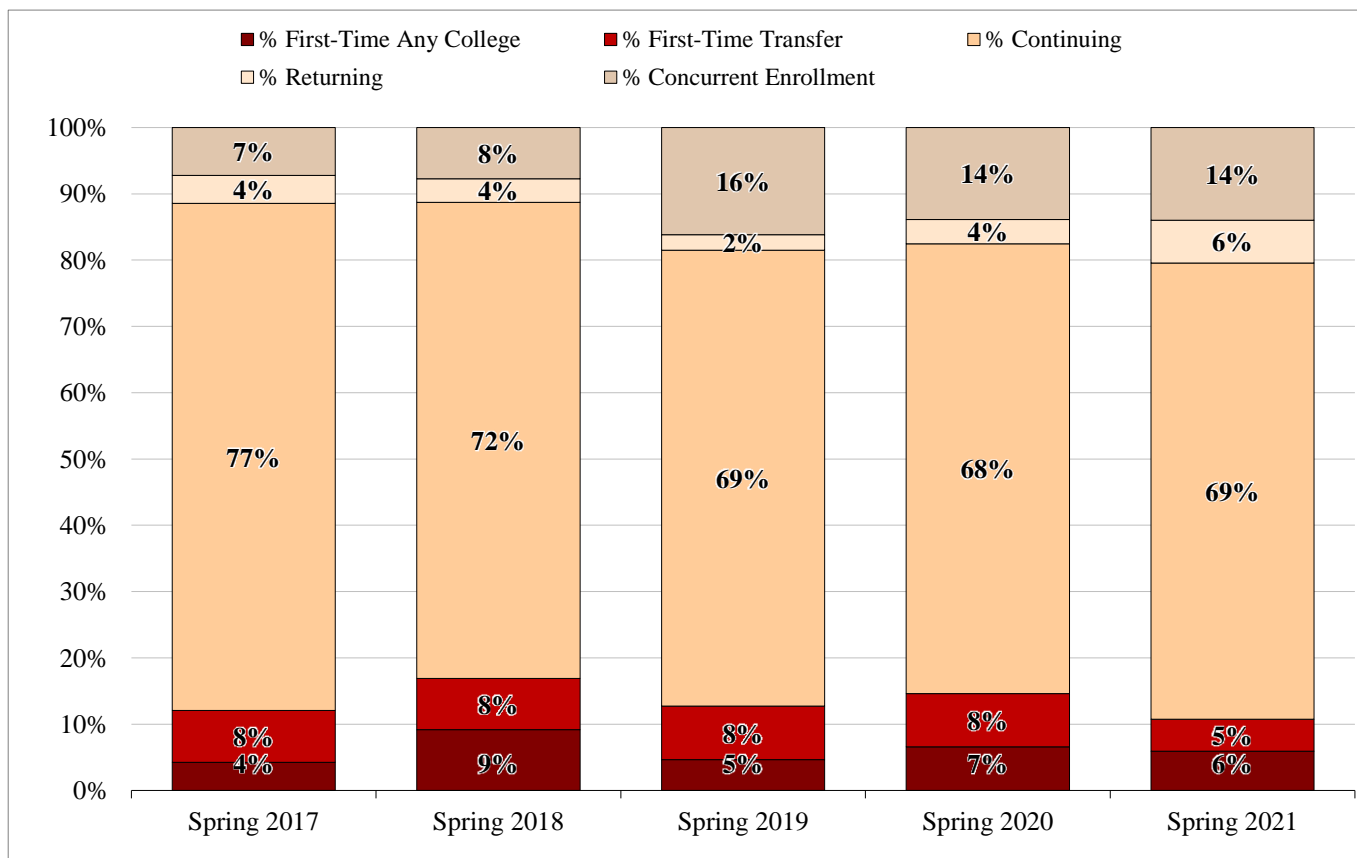
Definitions:

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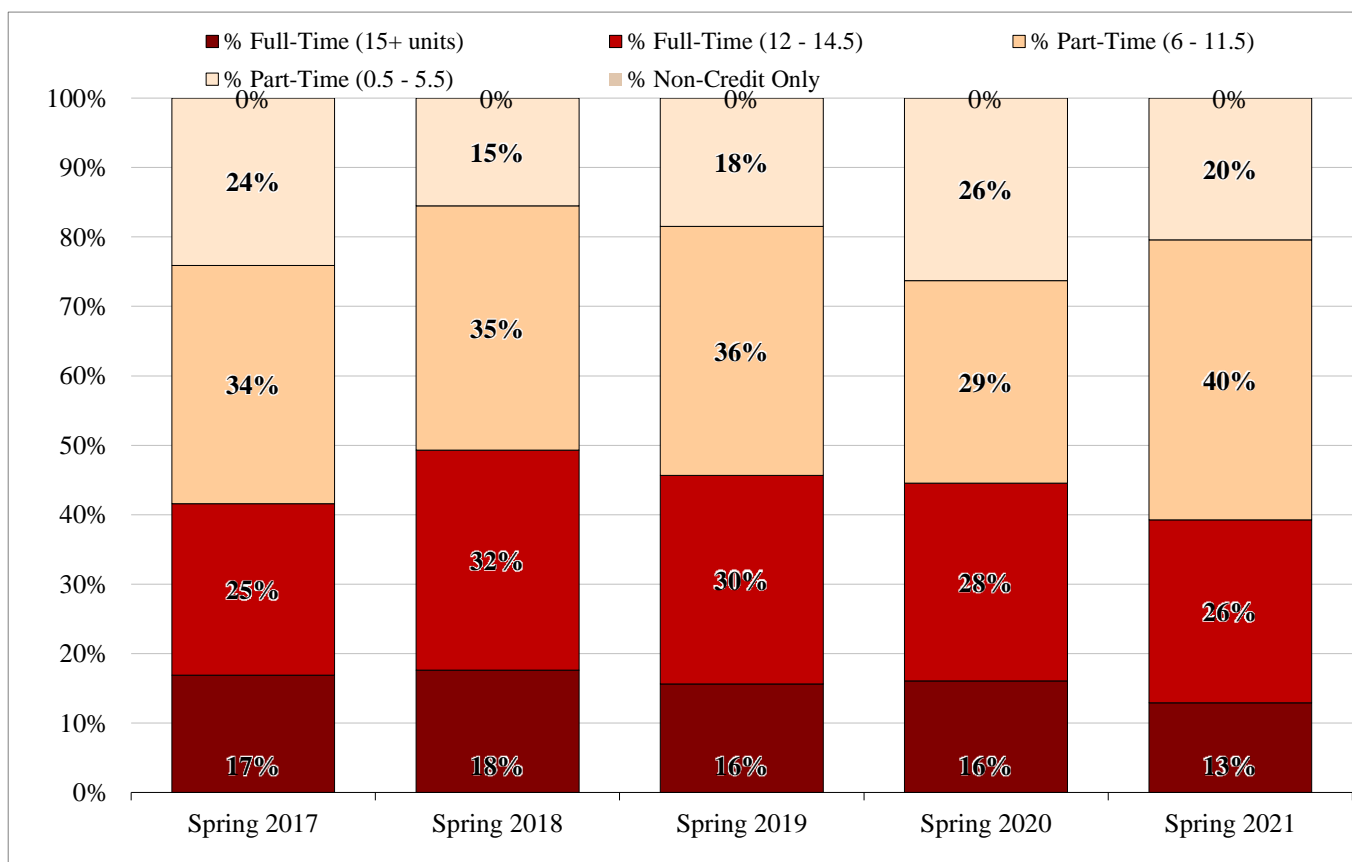
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Full-Time (15+ units)	28	25	27	22	24
Full-Time (12 - 14.5)	41	45	52	39	49
Part-Time (6 - 11.5)	57	50	62	40	75
Part-Time (0.5 - 5.5)	40	22	32	36	38
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	17%	18%	16%	16%	13%
% Full-Time (12 - 14.5)	25%	32%	30%	28%	26%
% Part-Time (6 - 11.5)	34%	35%	36%	29%	40%
% Part-Time (0.5 - 5.5)	24%	15%	18%	26%	20%
% Non-Credit Only	0%	0%	0%	0%	0%

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

Students Using Distance Education

American Sign Language (ASL)					
	Term				
(Categories reflect college-wide coursework)	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Face-to-Face (F2F) Only	134	109	139	105	0
Both F2F and DE	32	33	34	32	9
Distance Education (DE) Only	0	0	0	0	177
% Face-to-Face (F2F) Only	81%	77%	80%	77%	0%
% Both F2F and DE	19%	23%	20%	23%	5%
% Distance Education (DE) Only	0%	0%	0%	0%	95%
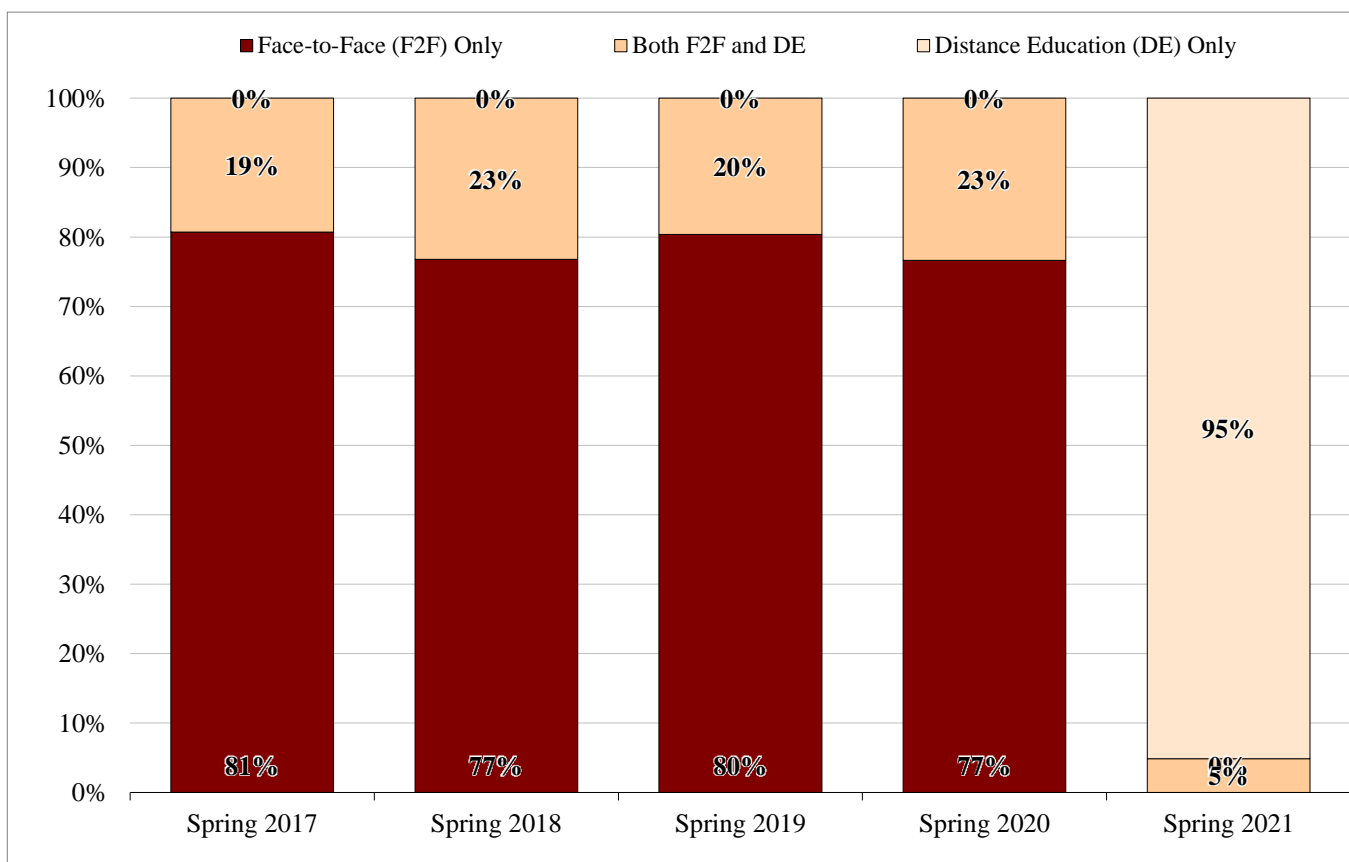
Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Student Educational Goal

American Sign Language (ASL)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Transfer (w/ or w/o AA/AS degree)	106	100	105	77	115
Associate Degree Only (AA/AS)	8	2	9	9	6
Occupational Certificate or Job Training	14	9	11	10	11
Improve English/Math Basic Skills	5	2	5	4	4
Personal Development (intellectual/cultural)	9	5	11	11	10
Other	7	3	7	3	9
Undecided	15	20	25	22	31
Unknown	2	1	0	1	0
% Transfer (w/ or w/o AA/AS degree)	64%	70%	61%	56%	62%
% Associate Degree Only (AA/AS)	5%	1%	5%	7%	3%
% Occupational Certificate or Job Training	8%	6%	6%	7%	6%
% Improve English/Math Basic Skills	3%	1%	3%	3%	2%
% Personal Development (intellectual/cultural)	5%	4%	6%	8%	5%
% Other	4%	2%	4%	2%	5%
% Undecided	9%	14%	14%	16%	17%
% Unknown	1%	1%	0%	1%	0%
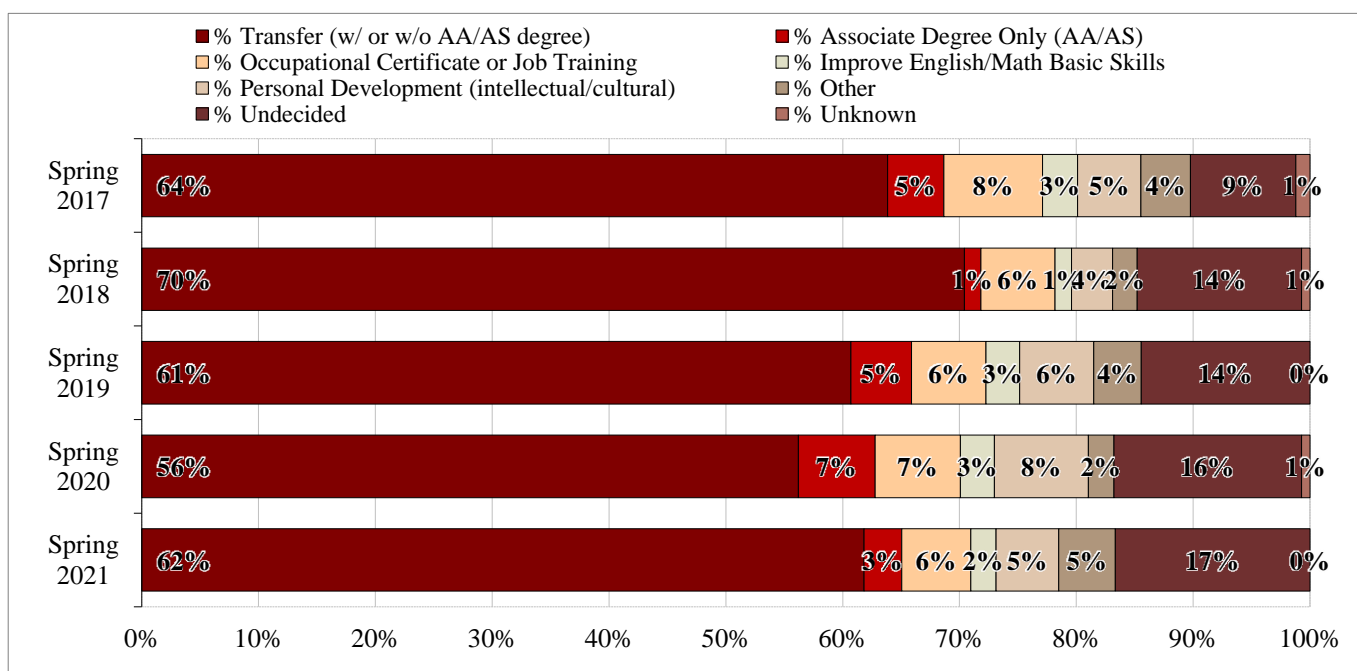
Definitions:

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 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
High School/Adult School	12	10	28	21	28
Freshmen (<30 units)	94	86	82	65	92
Sophomore (30-59 units)	28	25	36	29	42
Other Undergraduate (60 units or more)	16	17	17	9	12
AA/AS Degree	3	1	3	2	3
BA/BS or Higher Degree	13	3	7	11	9
% High School/Adult School	7%	7%	16%	15%	15%
% Freshmen (<30 units)	57%	61%	47%	47%	49%
% Sophomore (30-59 units)	17%	18%	21%	21%	23%
% Other Undergraduate (60 units or more)	10%	12%	10%	7%	6%
% AA/AS Degree	2%	1%	2%	1%	2%
% BA/BS or Higher Degree	8%	2%	4%	8%	5%
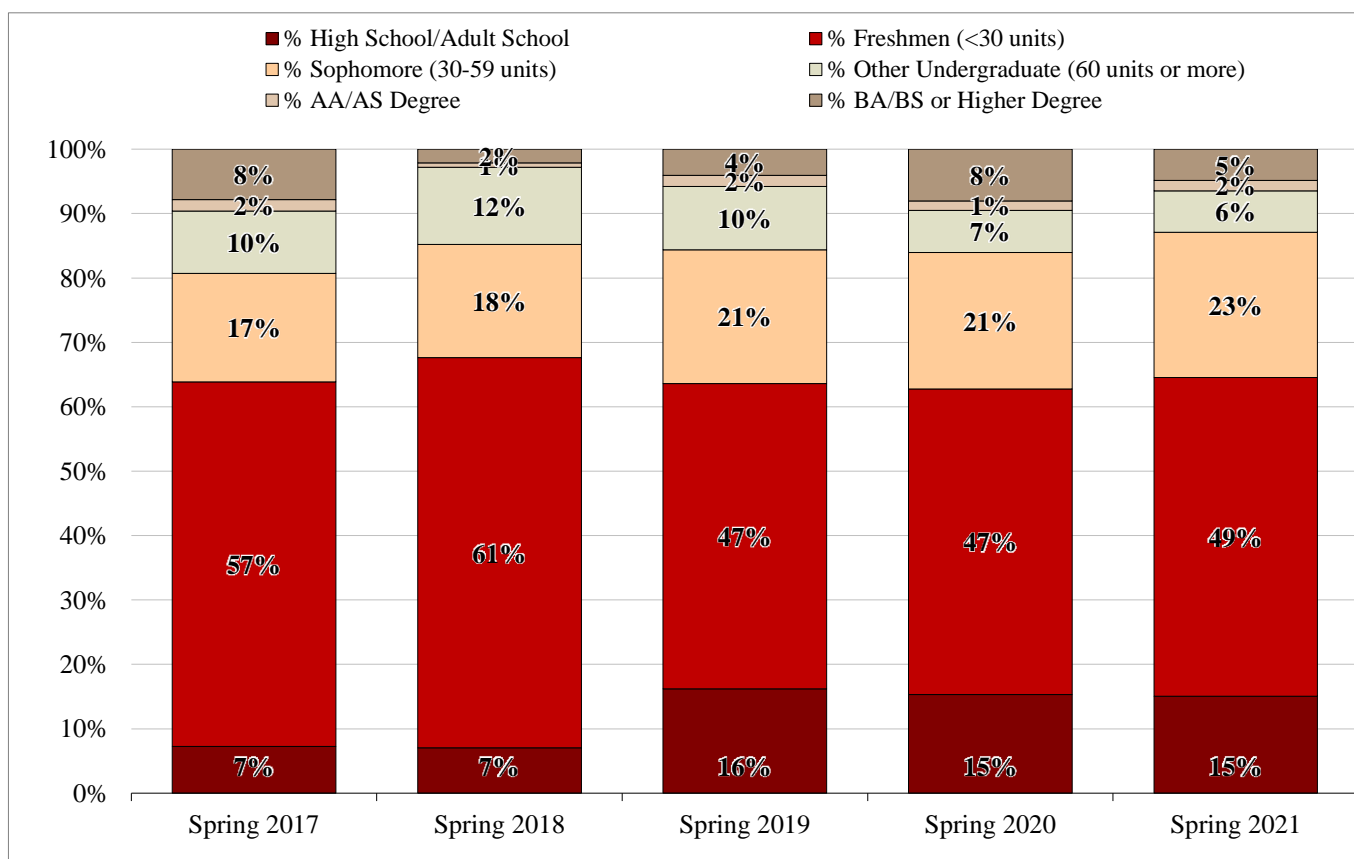
Student Performance: Grade Distribution

| American Sign Language (ASL)					
	Term				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Total Course Enrollments	**166**	**143**	**173**	**137**	**186**
Course Success Rates	**81%**	**77%**	**84%**	**75%**	**76%**
A	54%	51%	48%	56%	54%
B	20%	20%	24%	12%	13%
C	8%	6%	13%	6%	9%
P	0%	0%	0%	1%	1%
Course Non-Success Rate	**7%**	**8%**	**9%**	**5%**	**9%**
D	2%	2%	2%	1%	3%
F*	4%	6%	6%	4%	5%
Withdrawals (See Note)	**12%**	**15%**	**7%**	**20%**	**15%**
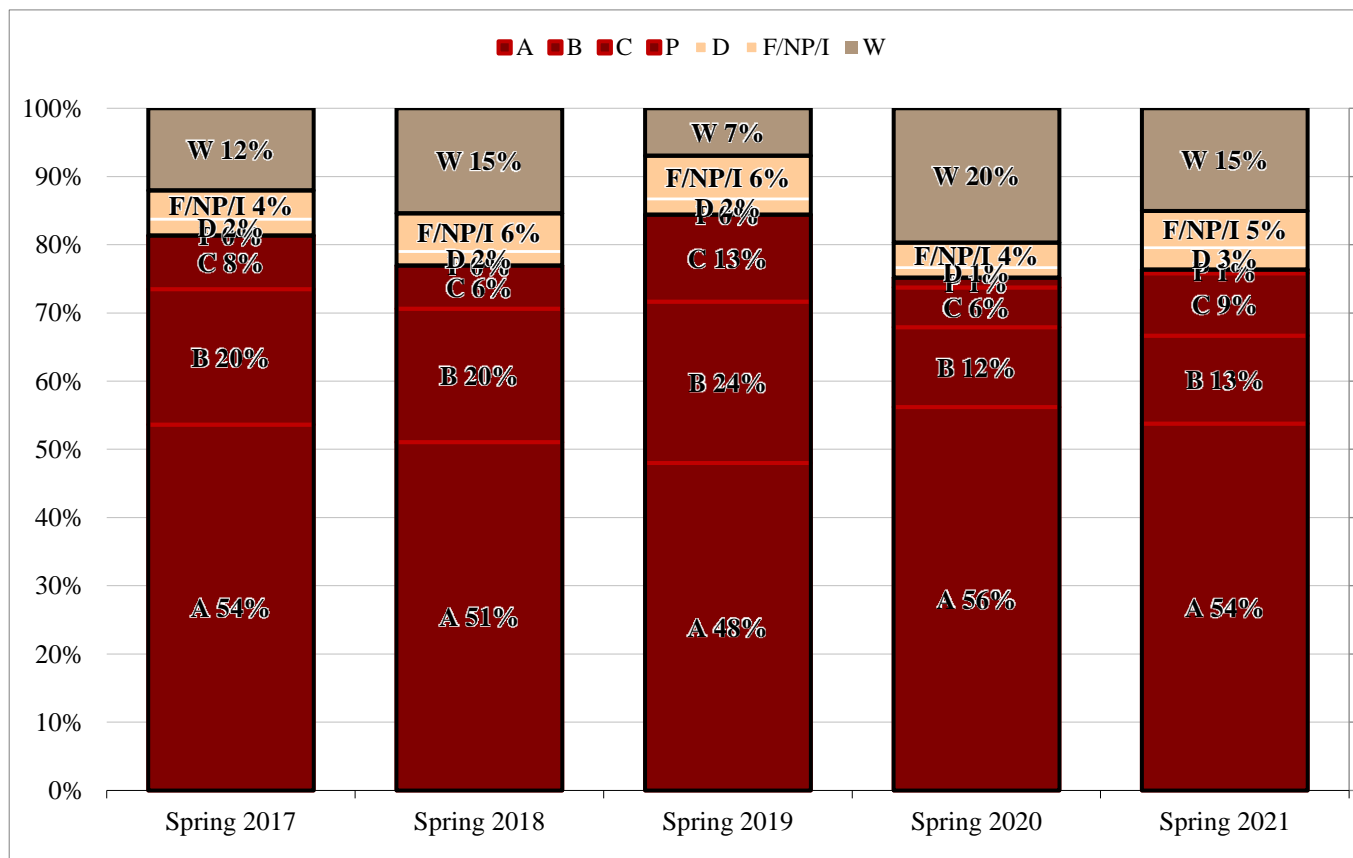
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D' or F* (includes: 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP').

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW', or, (2) a course dropped due to COVID-19.

Student Performance: Distance Education

American Sign Language (ASL)					
	Term				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Total Course Enrollments	**166**	**143**	**173**	**137**	**186**
Face-to-Face (F2F) Sections	**166**	**143**	**173**	**137**	**0**
Success Rates	81%	77%	84%	75%	—
Non-Success Rates	7%	8%	9%	5%	—
Withdrawals	12%	15%	7%	20%	—
Distance Education (DE) Sections	**0**	**0**	**0**	**0**	**186**
Success Rates	—	—	—	—	76%
Non-Success Rates	—	—	—	—	9%
Withdrawals	—	—	—	—	15%
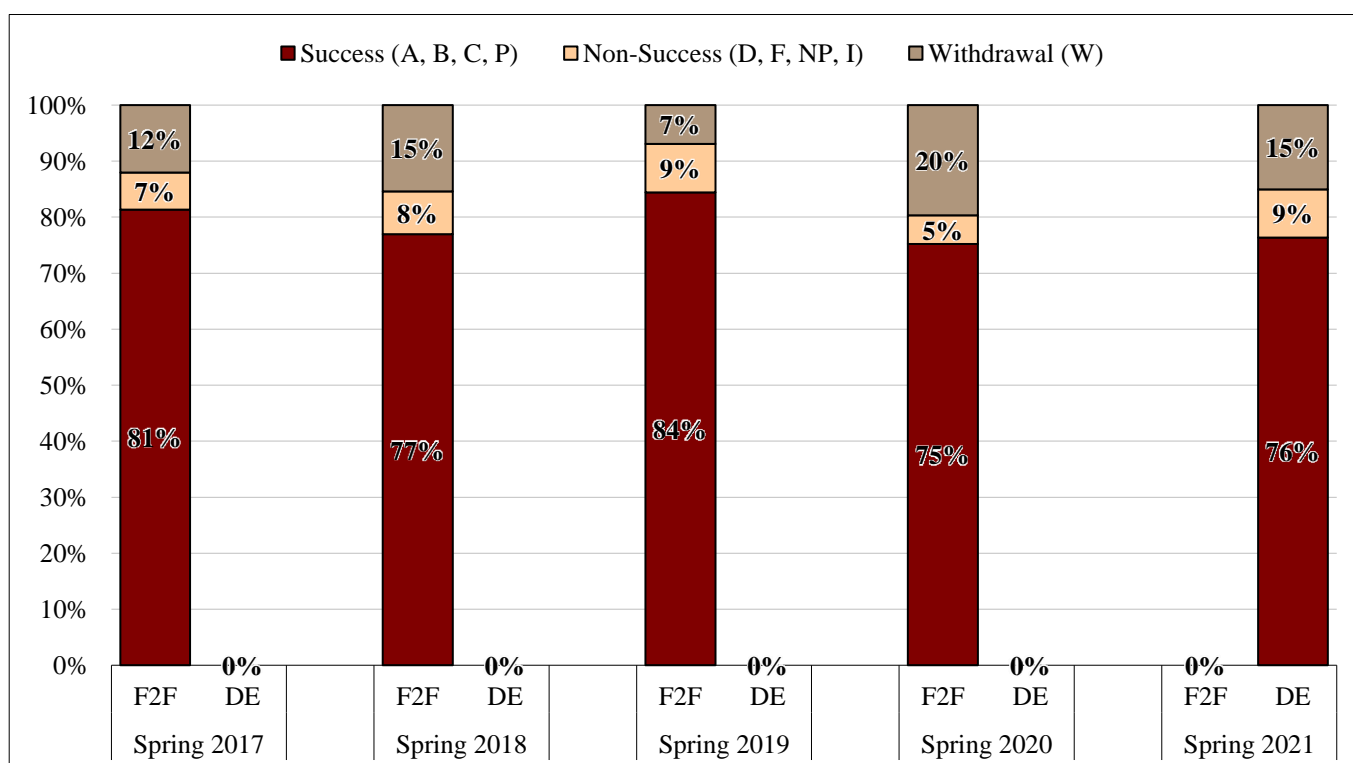
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP'.

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW' or, (2) a course dropped due to COVID-19.

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Enrollment Management: Part 1

American Sign Language (ASL)					
	Term				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
WSCH	498	429	519	411	558
FTES	16.3	14.3	17.1	13.2	18.4
FTEF	1.0	1.0	1.0	1.0	1.0
Productivity (WSCH/FTEF)	498.0	429.0	519.0	411.0	558.0
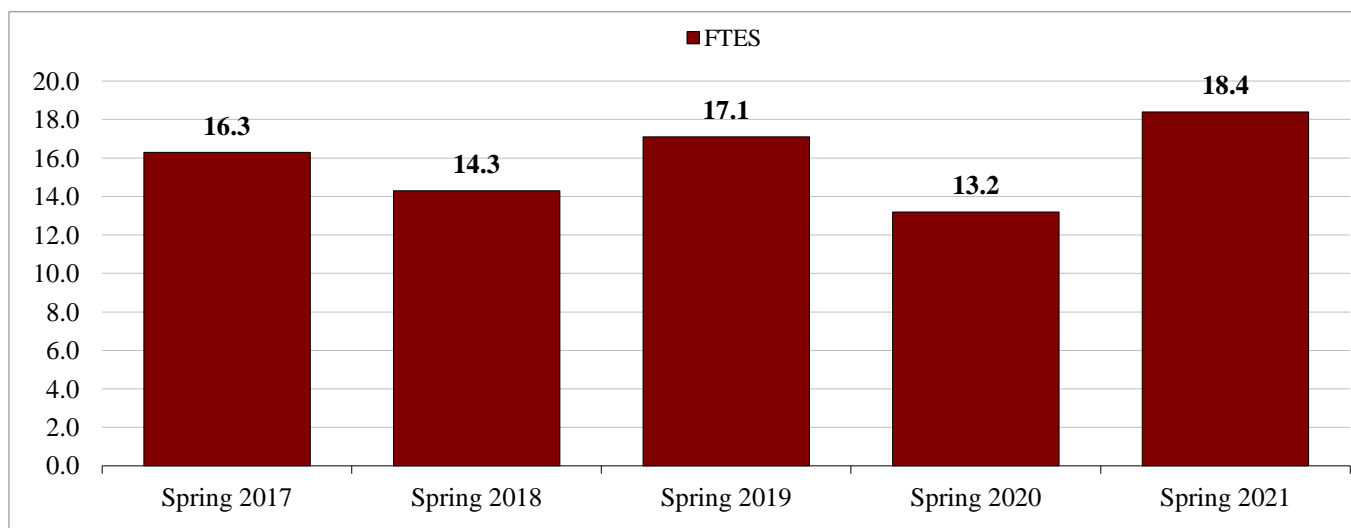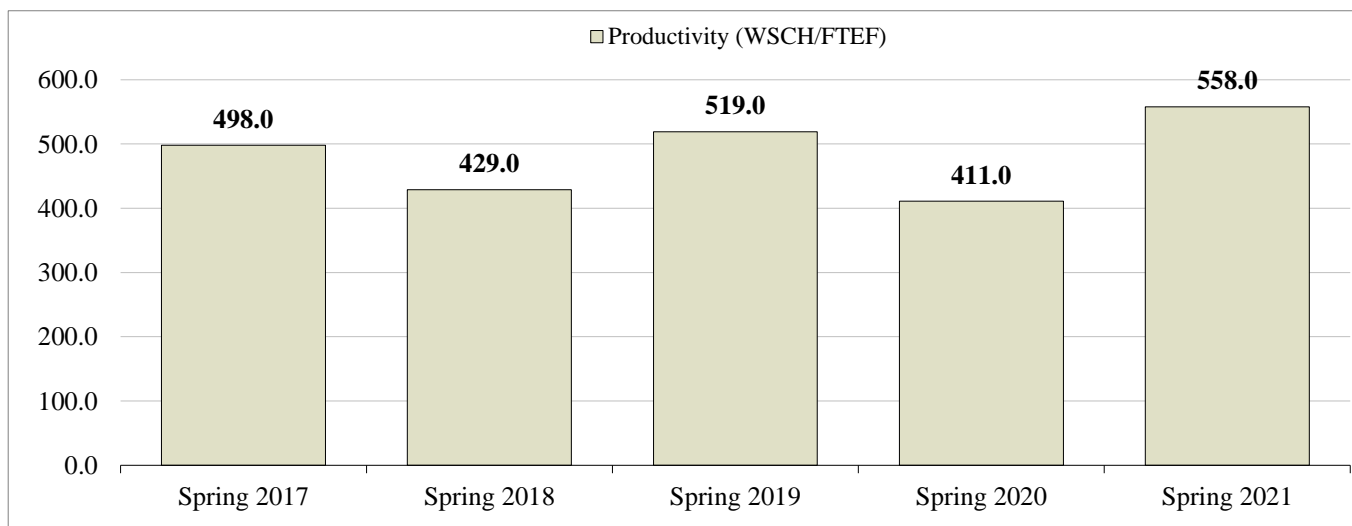
Definitions:

    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 7/20/21.

Enrollment Management: Part 2

| American Sign Language (ASL)					
	Term				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
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	166	143	173	137	186
Capacity (seats available)	220	220	220	220	220
Fill Rate	75%	65%	79%	62%	85%
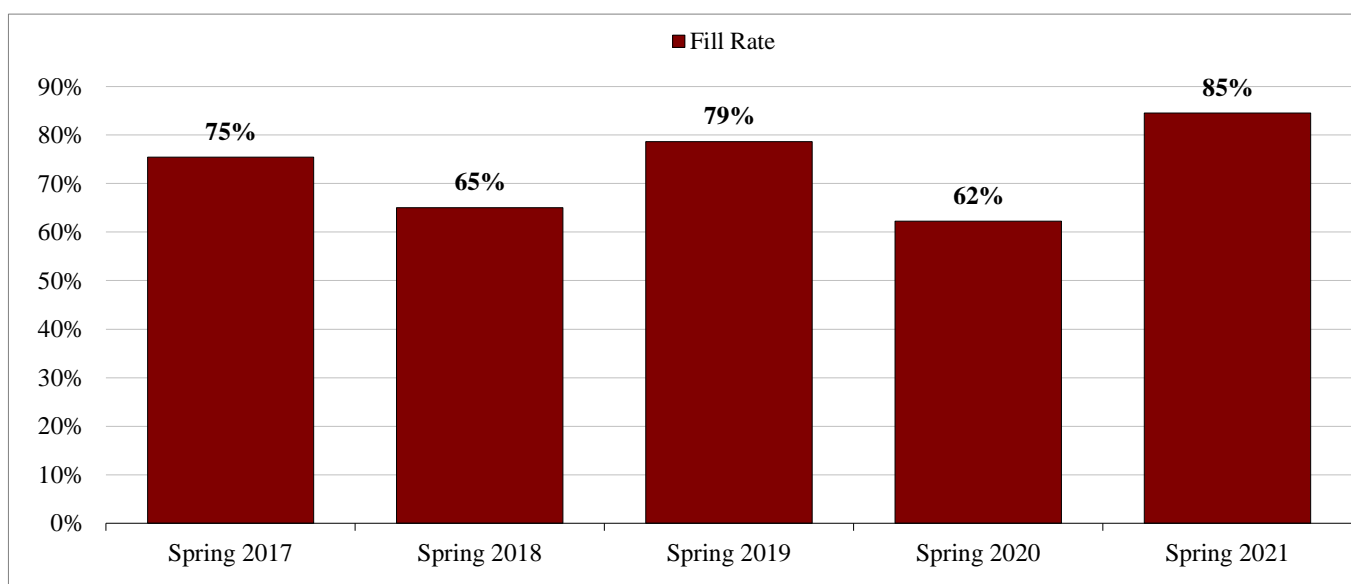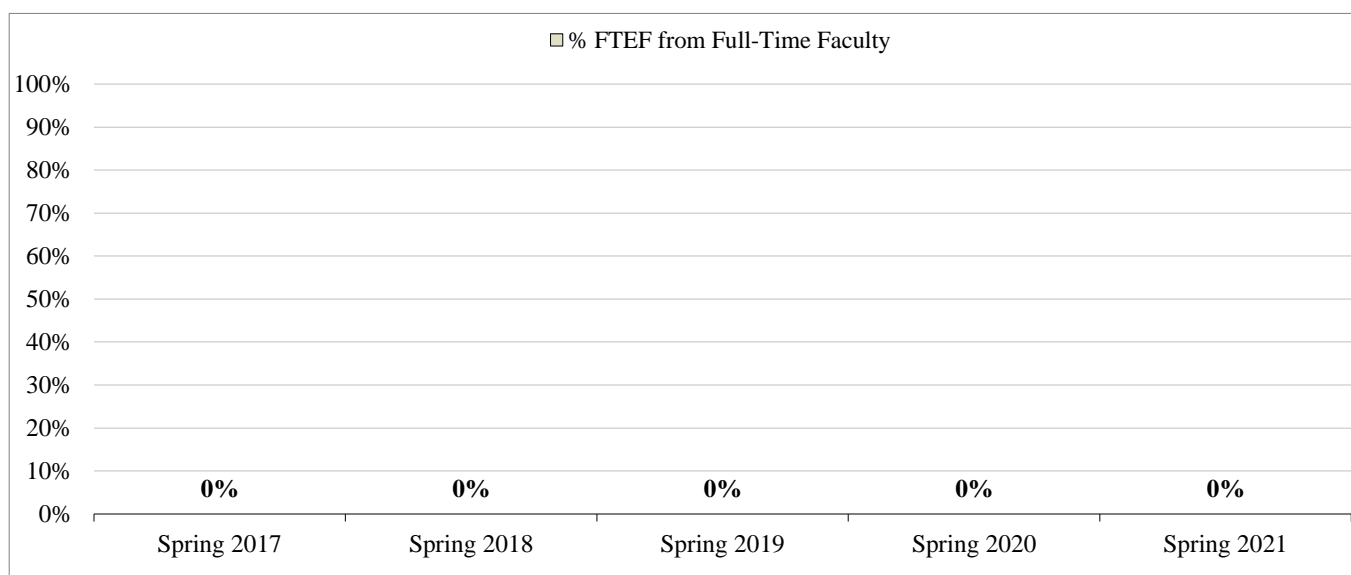
Definitions:

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.

Prior Experience in English & Math

Spring 2021	ASL		LPC Overall	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	88	47%	4,882	61%
Attempted College-level	21	11%	547	7%
Attempted Below College-level	3	2%	65	1%
No Prior Attempt (has placement)	27	15%	1,066	13%
No Prior Attempt (no placement)	47	25%	1,485	18%
College Math				
Completed College-level	44	31%	5,173	64%
Attempted College-level	1	1%	186	2%
Attempted Below College-level	3	2%	217	3%
No Prior Attempt (has placement)	88	63%	1,126	14%
No Prior Attempt (no placement)	4	3%	1,343	17%
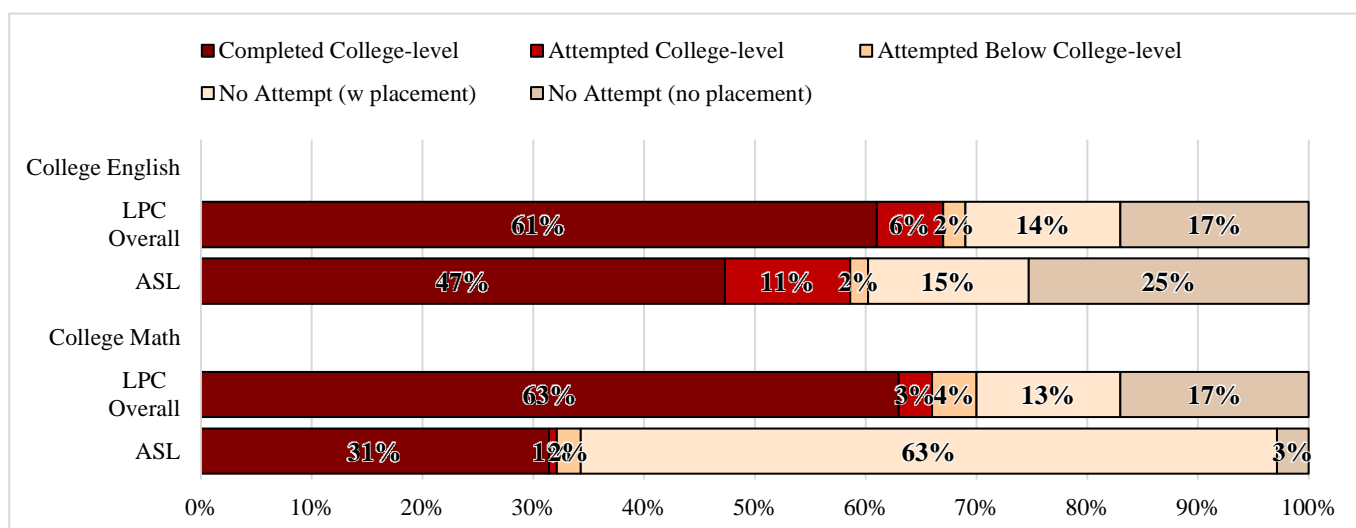
Definitions:

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

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

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