



Las Positas College

Discipline Program Review Data Packet

Spring 2018 to Spring 2022

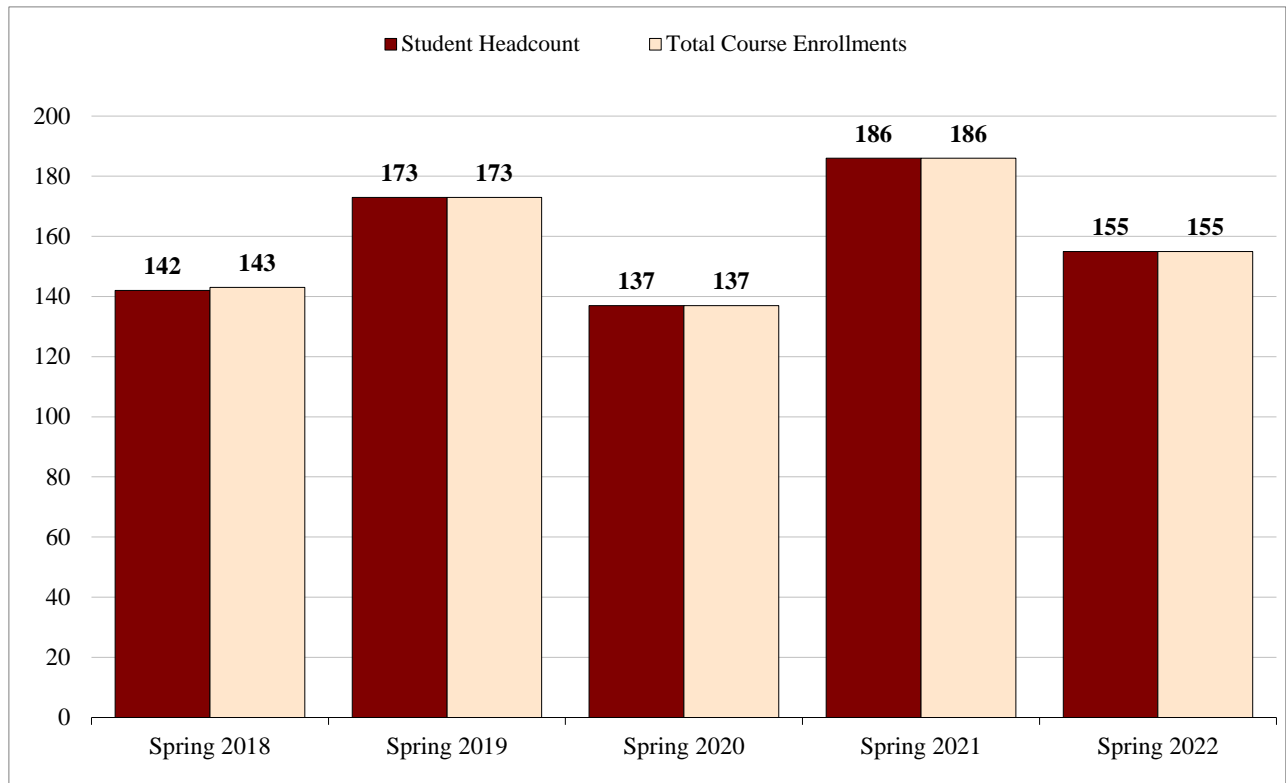
Discipline:

American Sign Language (ASL)

<u>TABLE OF CONTENTS</u>	<u>PAGE</u>
Headcount & Enrollment	1
Student Demographics: Gender & Age	2
Student Demographics: Race-Ethnicity	3
Student Enrollment Status	4
Student Unit Load	5
Students Using Distance Education	6
Student Educational Goal	7
Highest Educational Level of Students	8
Student Performance: Grade Distribution	9
Student Performance: Distance Education	10
Enrollment Management Data	11-12
Prior Experience in English & Math	13

Headcount & Enrollment

American Sign Language (ASL)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Student Headcount	142	173	137	186	155
Total Course Enrollments	143	173	137	186	155



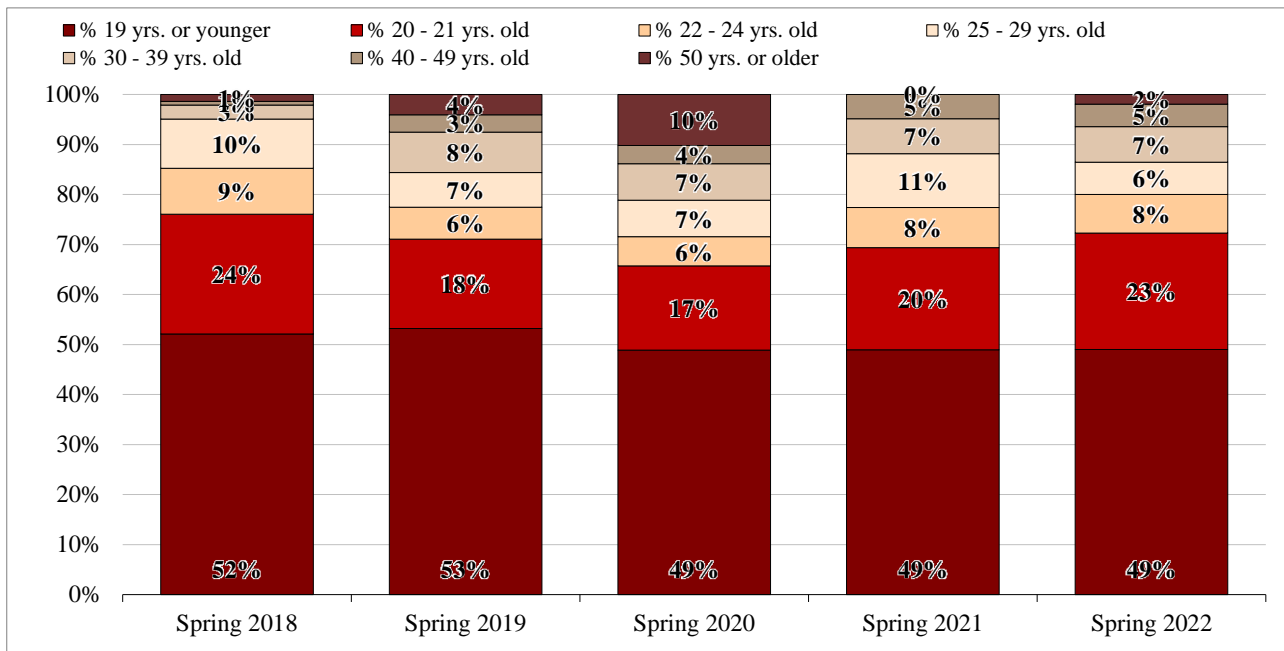
Definitions:

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.

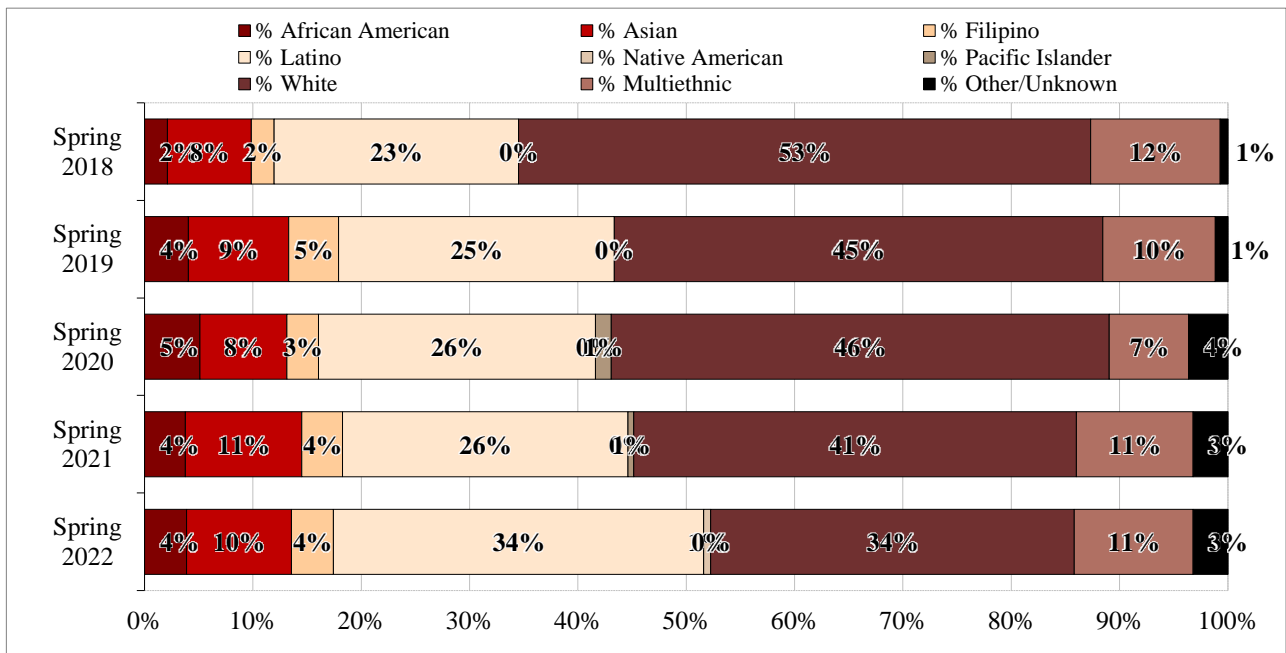
Student Demographics: Gender & Age

American Sign Language (ASL)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Female	85	121	94	140	107
Male	55	49	39	41	42
19 yrs. or younger	74	92	67	91	76
20-21 yrs. old	34	31	23	38	36
22-24 yrs. old	13	11	8	15	12
25-29 yrs. old	14	12	10	20	10
30-39 yrs. old	4	14	10	13	11
40-49 yrs. old	1	6	5	9	7
50 yrs. or older	2	7	14	0	3
% Female	61%	71%	71%	77%	72%
% Male	39%	29%	29%	23%	28%
% 19 yrs. or younger	52%	53%	49%	49%	49%
% 20 - 21 yrs. old	24%	18%	17%	20%	23%
% 22 - 24 yrs. old	9%	6%	6%	8%	8%
% 25 - 29 yrs. old	10%	7%	7%	11%	6%
% 30 - 39 yrs. old	3%	8%	7%	7%	7%
% 40 - 49 yrs. old	1%	3%	4%	5%	5%
% 50 yrs. or older	1%	4%	10%	0%	2%



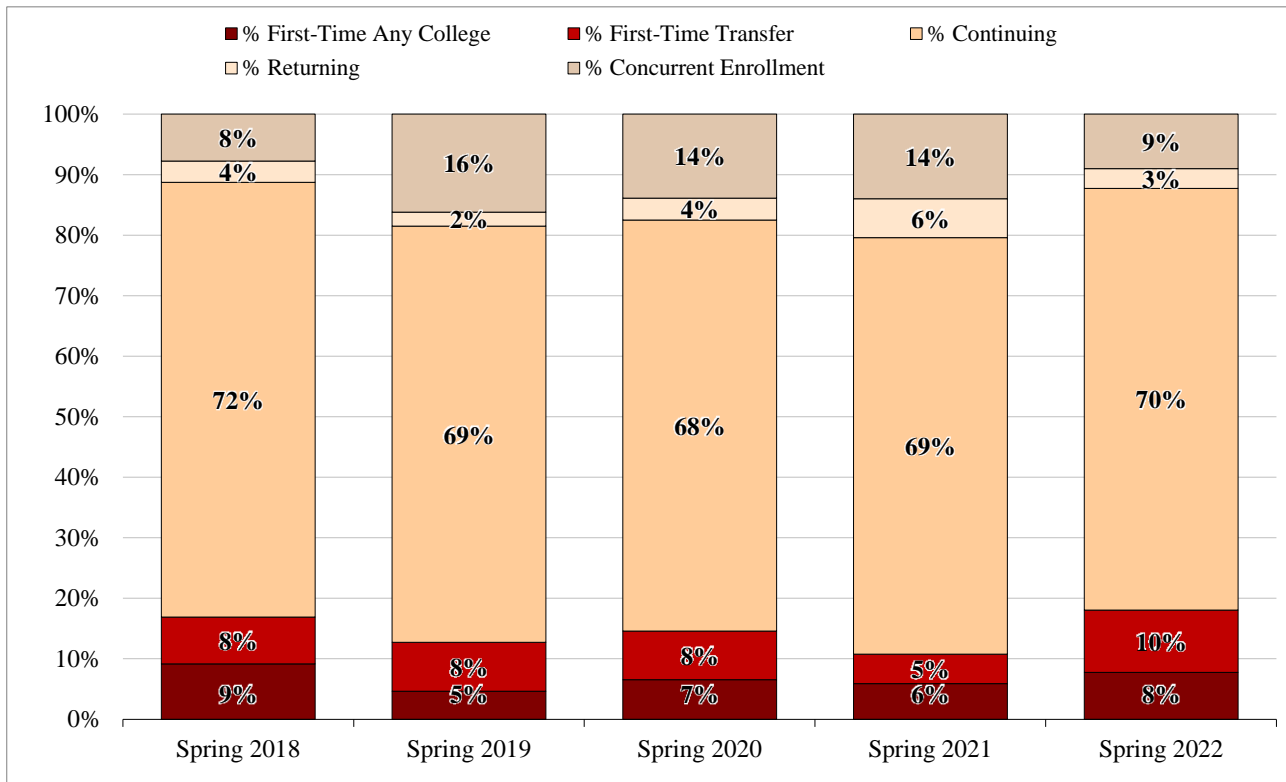
Student Demographic: Race-Ethnicity

American Sign Language (ASL)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
African American	3	7	7	7	6
Asian	11	16	11	20	15
Filipino	3	8	4	7	6
Latino	32	44	35	49	53
Native American	0	0	0	0	1
Pacific Islander	0	0	2	1	0
White	75	78	63	76	52
Multiethnic	17	18	10	20	17
Other/Unknown	1	2	5	6	5
% African American	2%	4%	5%	4%	4%
% Asian	8%	9%	8%	11%	10%
% Filipino	2%	5%	3%	4%	4%
% Latino	23%	25%	26%	26%	34%
% Native American	0%	0%	0%	0%	1%
% Pacific Islander	0%	0%	1%	1%	0%
% White	53%	45%	46%	41%	34%
% Multiethnic	12%	10%	7%	11%	11%
% Other/Unknown	1%	1%	4%	3%	3%



Student Enrollment Status

American Sign Language (ASL)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
First-Time Any College	13	8	9	11	12
First-Time Transfer	11	14	11	9	16
Continuing	102	119	93	128	108
Returning	5	4	5	12	5
Concurrent Enrollment	11	28	19	26	14
% First-Time Any College	9%	5%	7%	6%	8%
% First-Time Transfer	8%	8%	8%	5%	10%
% Continuing	72%	69%	68%	69%	70%
% Returning	4%	2%	4%	6%	3%
% Concurrent Enrollment	8%	16%	14%	14%	9%

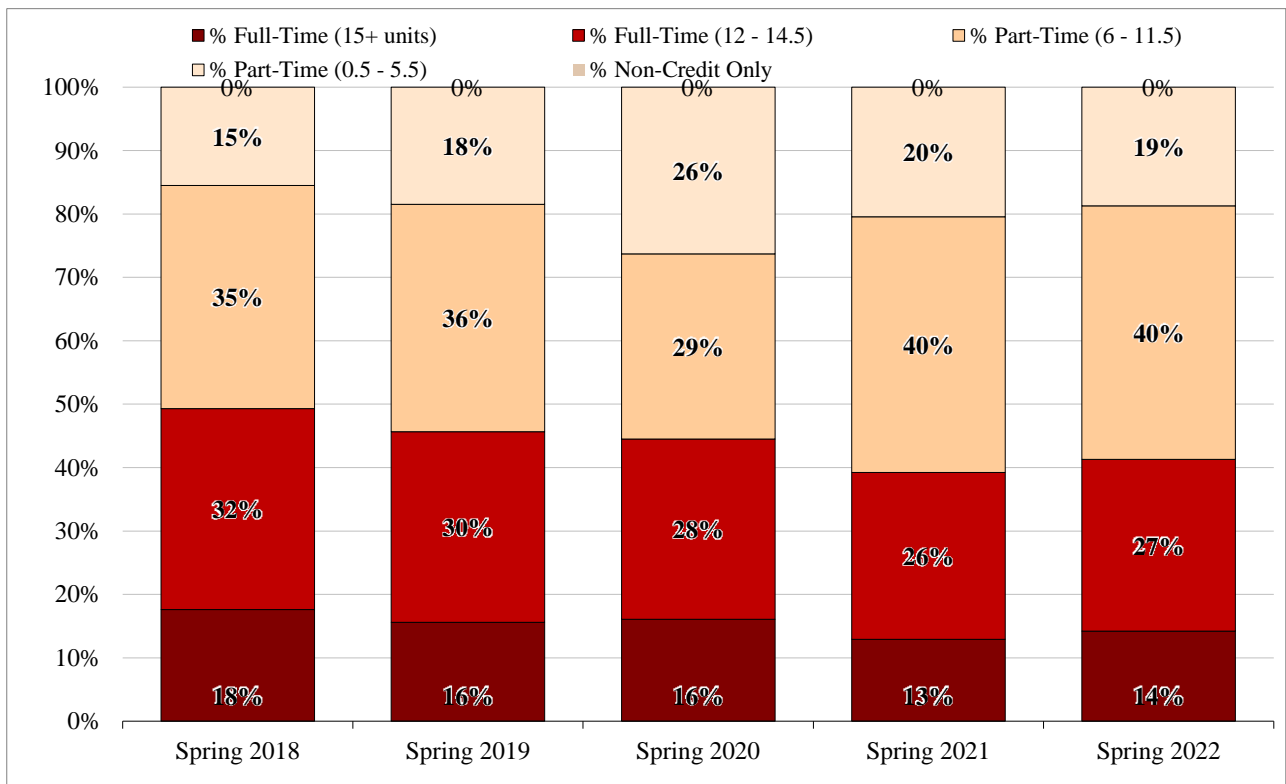


Definitions:

- 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.

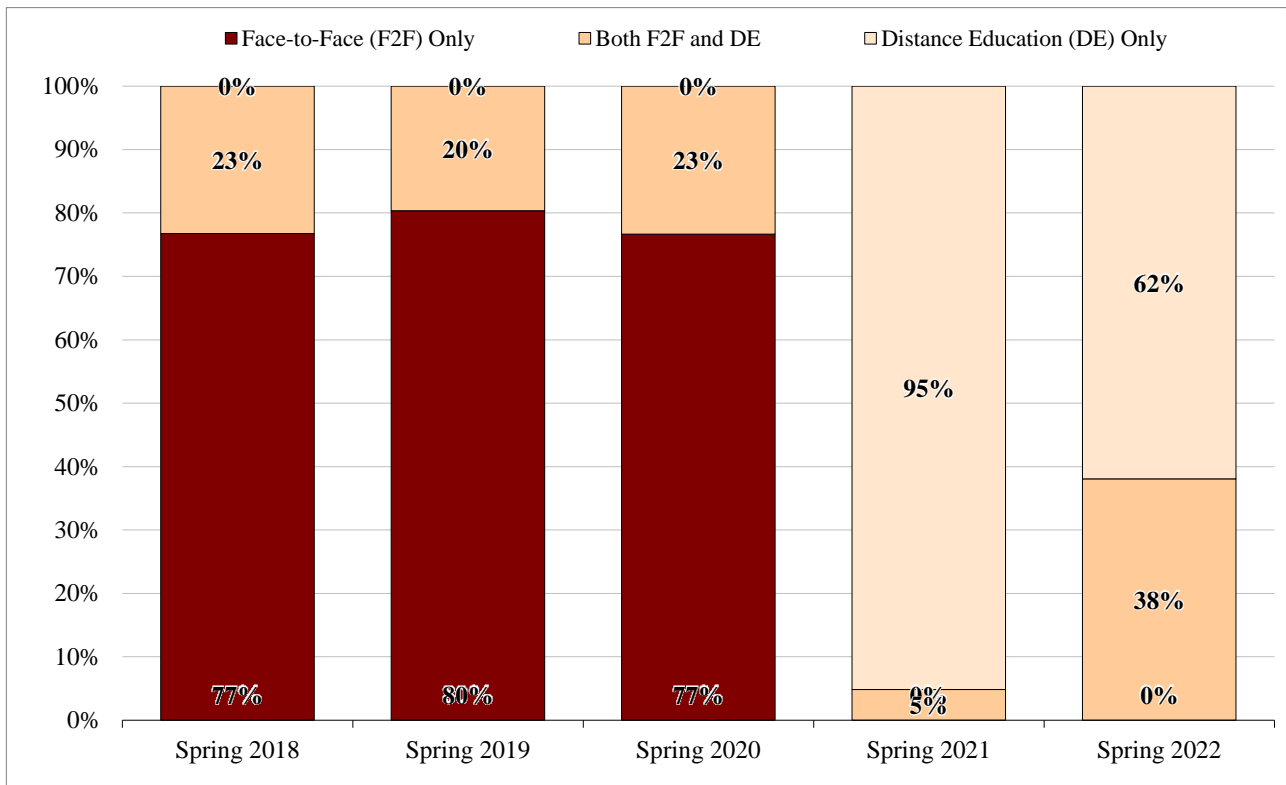
Student Unit Load

American Sign Language (ASL)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Full-Time (15+ units)	25	27	22	24	22
Full-Time (12 - 14.5)	45	52	39	49	42
Part-Time (6 - 11.5)	50	62	40	75	62
Part-Time (0.5 - 5.5)	22	32	36	38	29
Non-Credit Only	—	—	—	—	—
% Full-Time (15+ units)	18%	16%	16%	13%	14%
% Full-Time (12 - 14.5)	32%	30%	28%	26%	27%
% Part-Time (6 - 11.5)	35%	36%	29%	40%	40%
% Part-Time (0.5 - 5.5)	15%	18%	26%	20%	19%
% Non-Credit Only	—	—	—	—	—



Students Using Distance Education

American Sign Language (ASL)		Term				
<i>(Categories reflect college-wide coursework)</i>		Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Face-to-Face (F2F) Only		109	139	105	0	0
Both F2F and DE		33	34	32	9	59
Distance Education (DE) Only		0	0	0	177	96
% Face-to-Face (F2F) Only		77%	80%	77%	0%	0%
% Both F2F and DE		23%	20%	23%	5%	38%
% Distance Education (DE) Only		0%	0%	0%	95%	62%

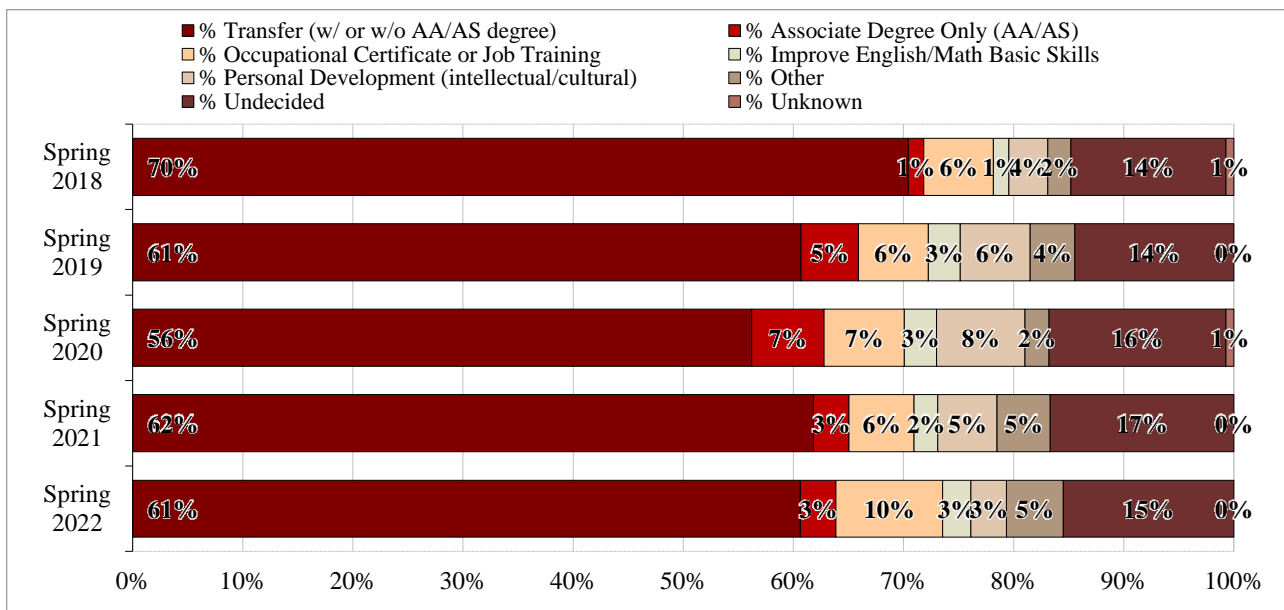


Definitions:

Distance Education (DE) includes enrollments in courses with section numbers designated as courses with 51% or more of instruction delivered online. Due to the COVID-19 pandemic, 2020-21 DE courses were distinguished through provisional designations.

Student Educational Goal

American Sign Language (ASL)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Transfer (w/ or w/o AA/AS degree)	100	105	77	115	94
Associate Degree Only (AA/AS)	2	9	9	6	5
Occupational Certificate or Job Training	9	11	10	11	15
Improve English/Math Basic Skills	2	5	4	4	4
Personal Development (intellectual/cultural)	5	11	11	10	5
Other	3	7	3	9	8
Undecided	20	25	22	31	24
Unknown	1	0	1	0	0
% Transfer (w/ or w/o AA/AS degree)	70%	61%	56%	62%	61%
% Associate Degree Only (AA/AS)	1%	5%	7%	3%	3%
% Occupational Certificate or Job Training	6%	6%	7%	6%	10%
% Improve English/Math Basic Skills	1%	3%	3%	2%	3%
% Personal Development (intellectual/cultural)	4%	6%	8%	5%	3%
% Other	2%	4%	2%	5%	5%
% Undecided	14%	14%	16%	17%	15%
% Unknown	1%	0%	1%	0%	0%

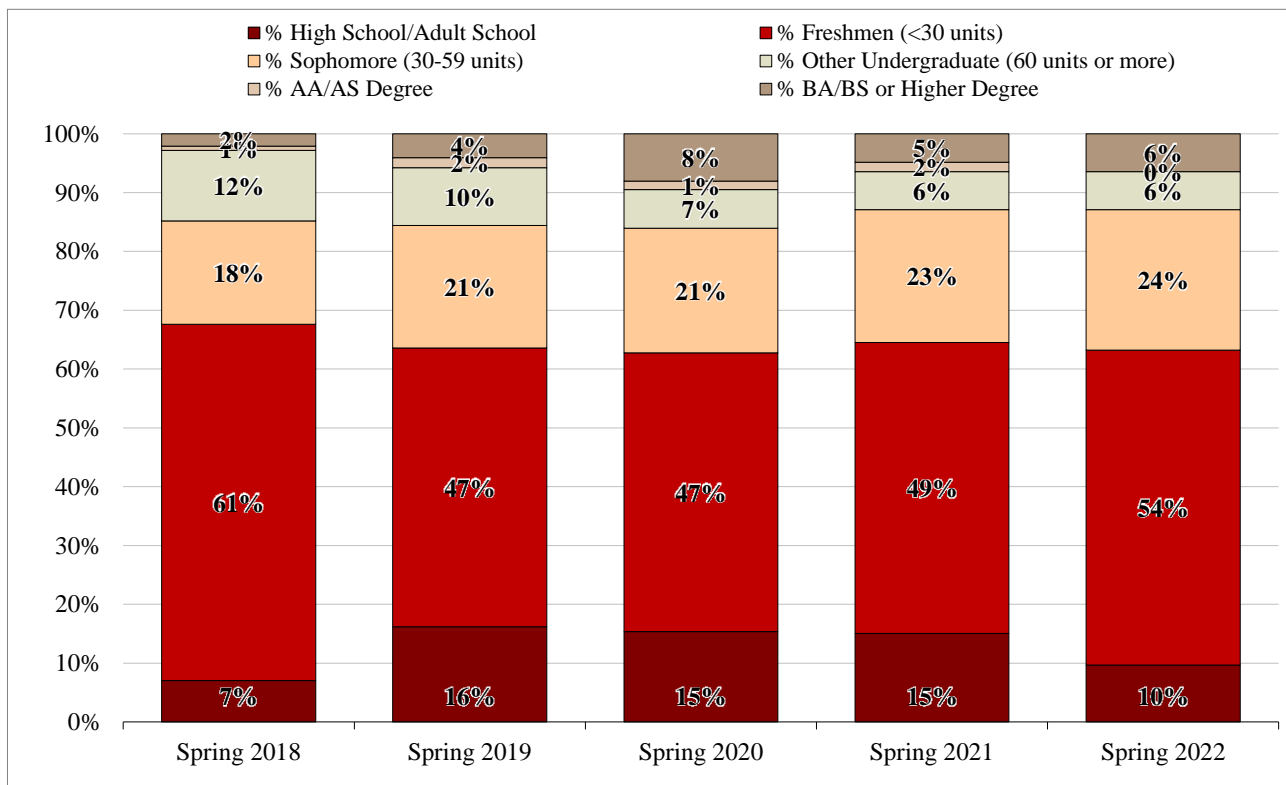


Definitions:

- 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.

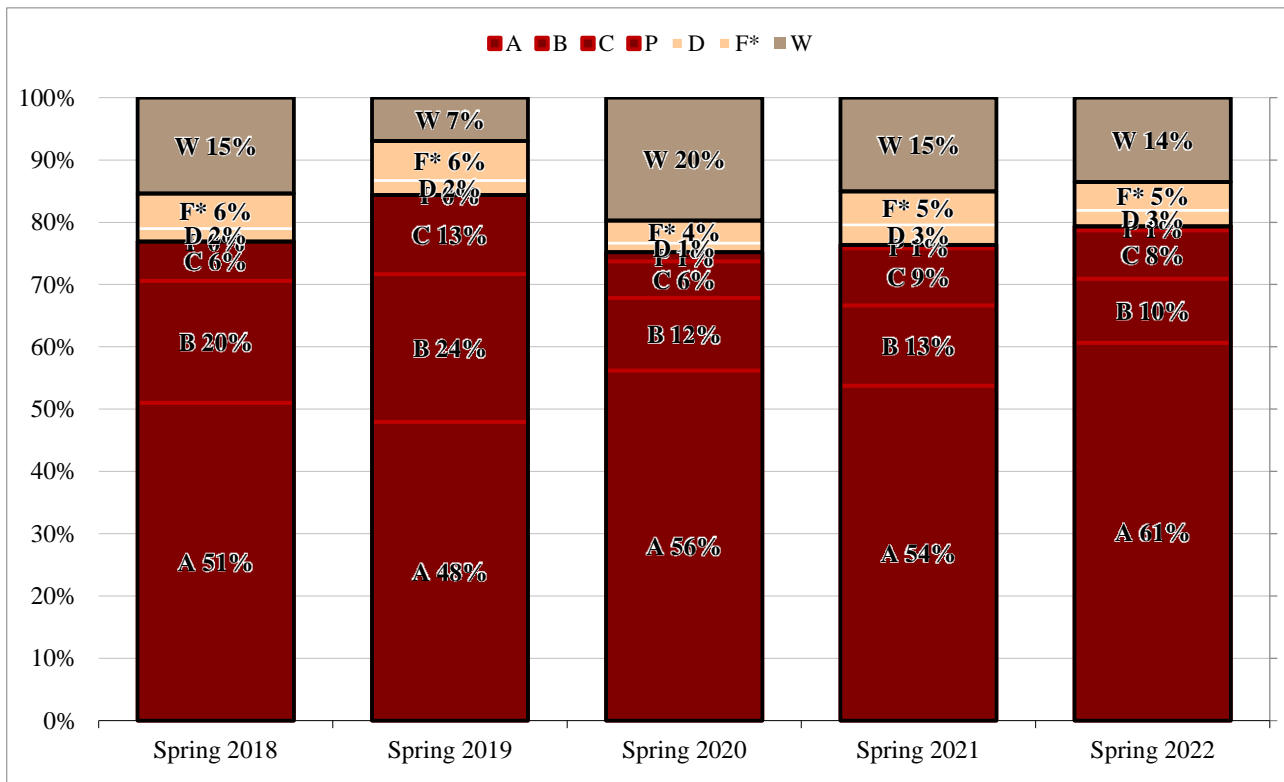
Highest Educational Level of Students

American Sign Language (ASL)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
High School/Adult School	10	28	21	28	15
Freshmen (<30 units)	86	82	65	92	83
Sophomore (30-59 units)	25	36	29	42	37
Other Undergraduate (60 units or more)	17	17	9	12	10
AA/AS Degree	1	3	2	3	0
BA/BS or Higher Degree	3	7	11	9	10
% High School/Adult School	7%	16%	15%	15%	10%
% Freshmen (<30 units)	61%	47%	47%	49%	54%
% Sophomore (30-59 units)	18%	21%	21%	23%	24%
% Other Undergraduate (60 units or more)	12%	10%	7%	6%	6%
% AA/AS Degree	1%	2%	1%	2%	0%
% BA/BS or Higher Degree	2%	4%	8%	5%	6%



Student Performance: Grade Distribution

American Sign Language (ASL)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Total Course Enrollments	143	173	137	186	155
Course Success Rates	77%	84%	75%	76%	79%
A	51%	48%	56%	54%	61%
B	20%	24%	12%	13%	10%
C	6%	13%	6%	9%	8%
P	0%	0%	1%	1%	1%
Course Non-Success Rate	8%	9%	5%	9%	7%
D	2%	2%	1%	3%	3%
F*	6%	6%	4%	5%	5%
Withdrawals (See Note)	15%	7%	20%	15%	14%



Definitions:

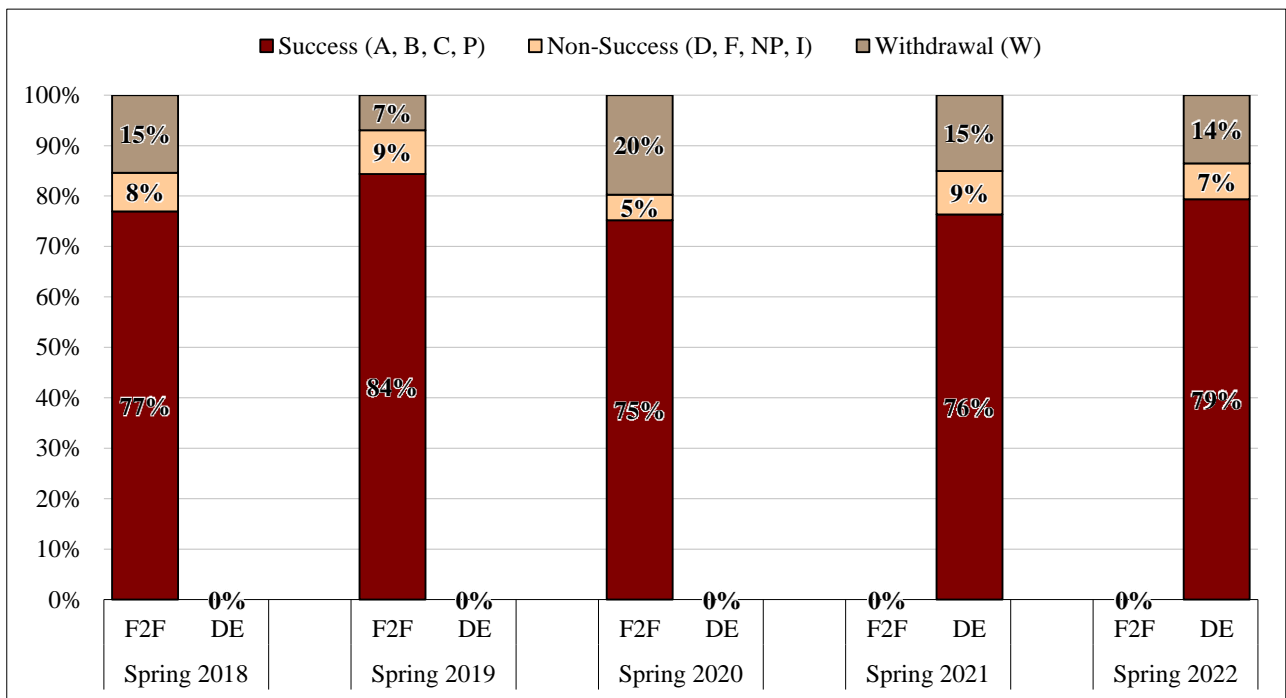
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Total Course Enrollments	143	173	137	186	155
Face-to-Face (F2F) Sections	143	173	137	0	0
Success Rates	77%	84%	75%	—	—
Non-Success Rates	8%	9%	5%	—	—
Withdrawals	15%	7%	20%	—	—
Distance Education (DE) Sections	0	0	0	186	155
Success Rates	—	—	—	76%	79%
Non-Success Rates	—	—	—	9%	7%
Withdrawals	—	—	—	15%	14%



Definitions:

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

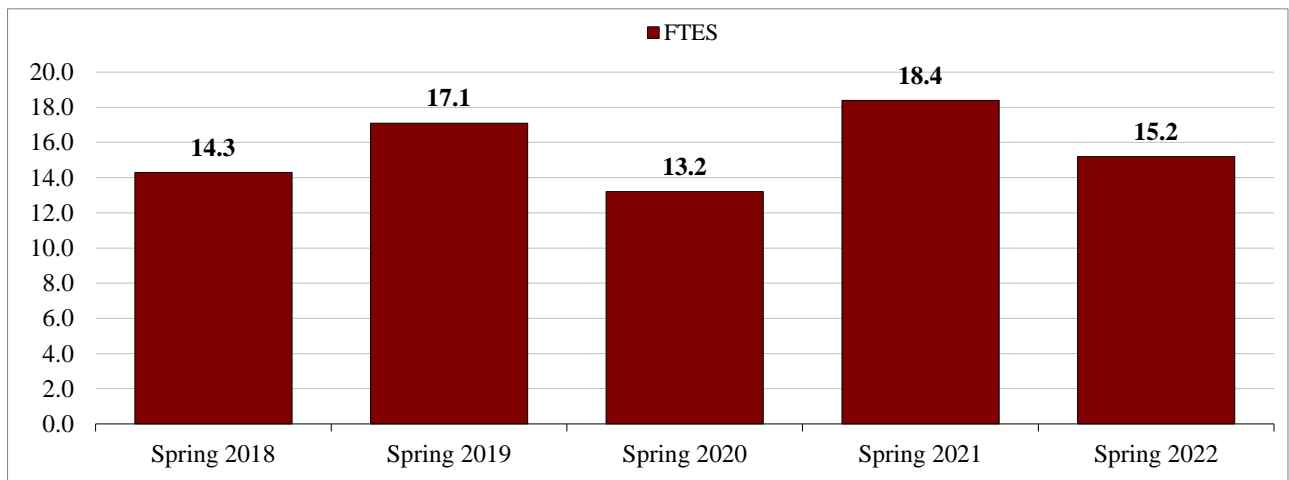
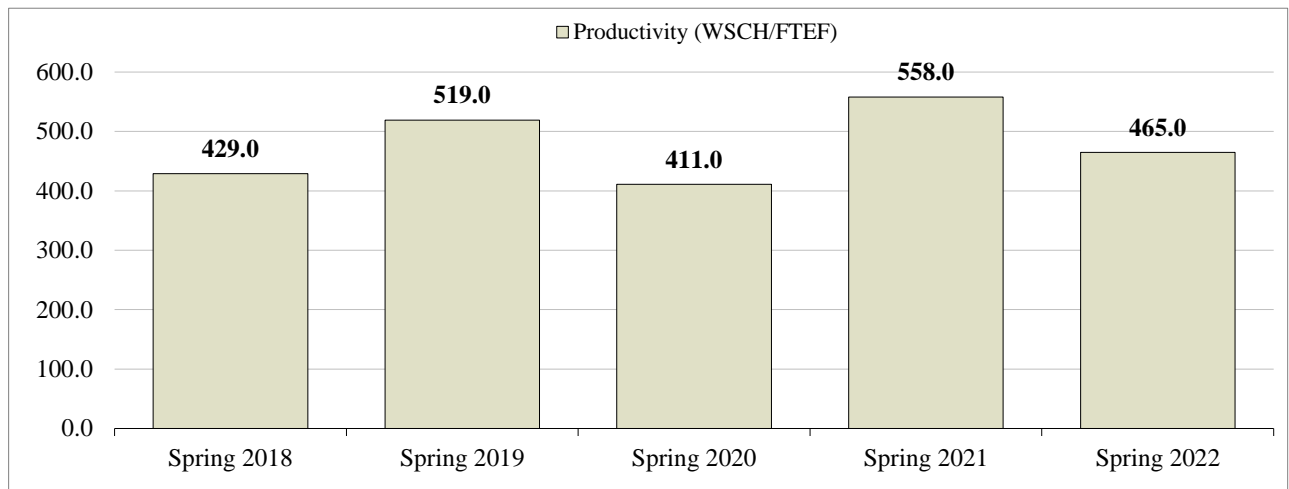
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
WSCH	429	519	411	558	465
FTES	14.3	17.1	13.2	18.4	15.2
FTEF	1.0	1.0	1.0	1.0	1.0
Productivity (WSCH/FTEF)	429.0	519.0	411.0	558.0	465.0



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.

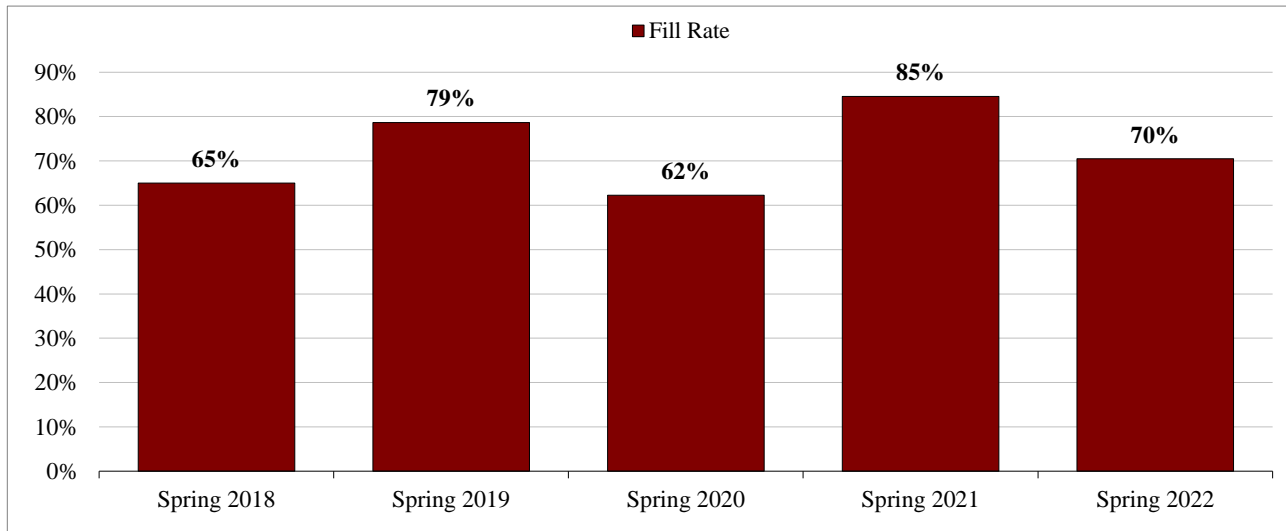
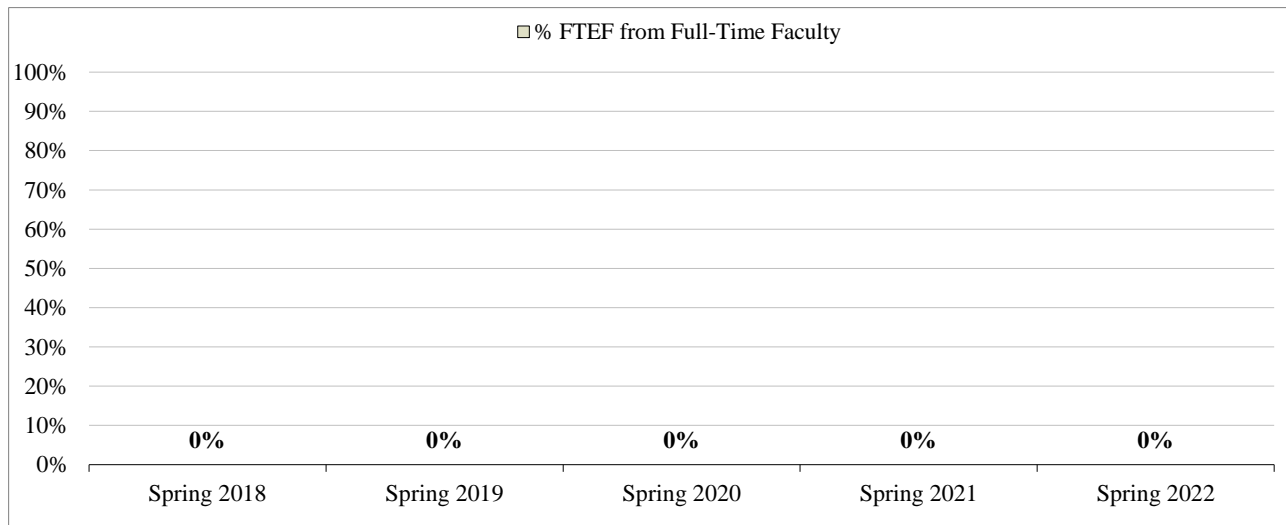
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
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	143	173	137	186	155
Capacity (seats available)	220	220	220	220	220
Fill Rate	65%	79%	62%	85%	70%



Definitions:

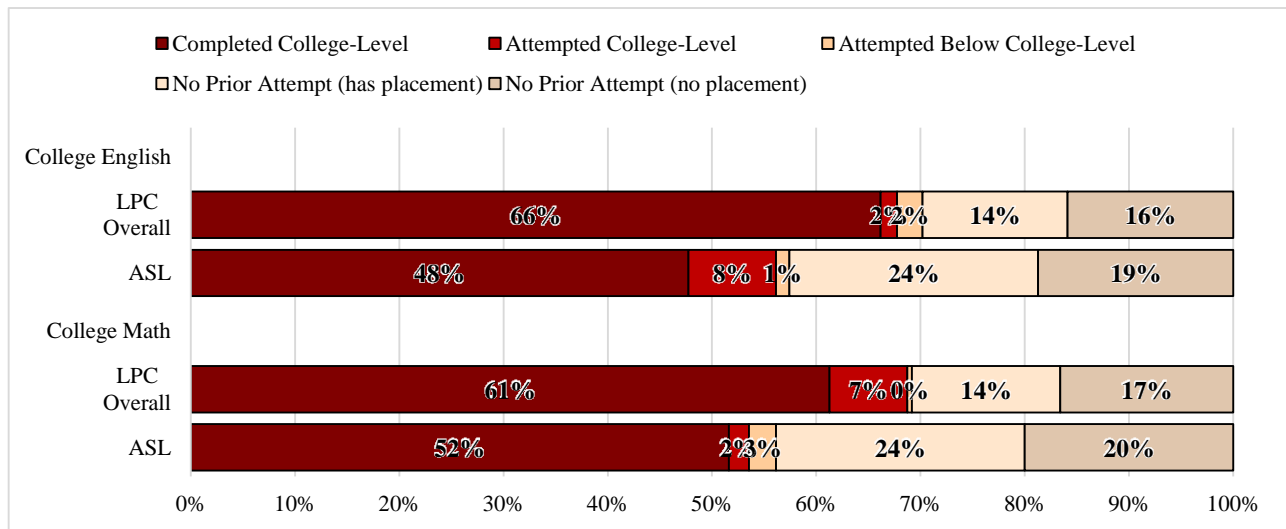
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 7/20/21.

Prior Experience in English & Math

	Spring 2022			
	ASL		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	74	48%	4,022	61%
Attempted College-level	13	8%	490	7%
Attempted Below College-level	2	1%	30	0%
No Prior Attempt (has placement)	37	24%	934	14%
No Prior Attempt (no placement)	29	19%	1,089	17%
College Math				
Completed College-level	80	52%	4,345	66%
Attempted College-level	3	2%	103	2%
Attempted Below College-level	4	3%	160	2%
No Prior Attempt (has placement)	37	24%	914	14%
No Prior Attempt (no placement)	31	20%	1,043	16%



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 = 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 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.