



Las Positas College
Program Review Discipline Data Packet
Spring 2014 to Spring 2018

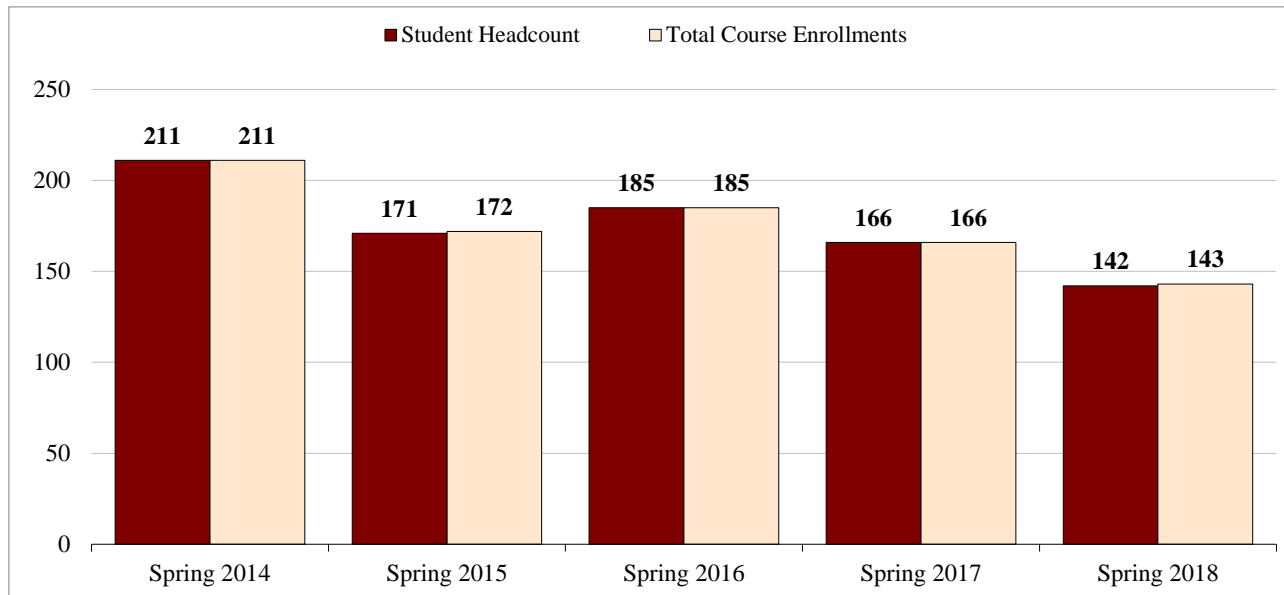
Discipline:

American Sign Language (ASL)

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Headcount & Enrollment

American Sign Language (ASL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	211	171	185	166	142
Total Course Enrollments	211	172	185	166	143



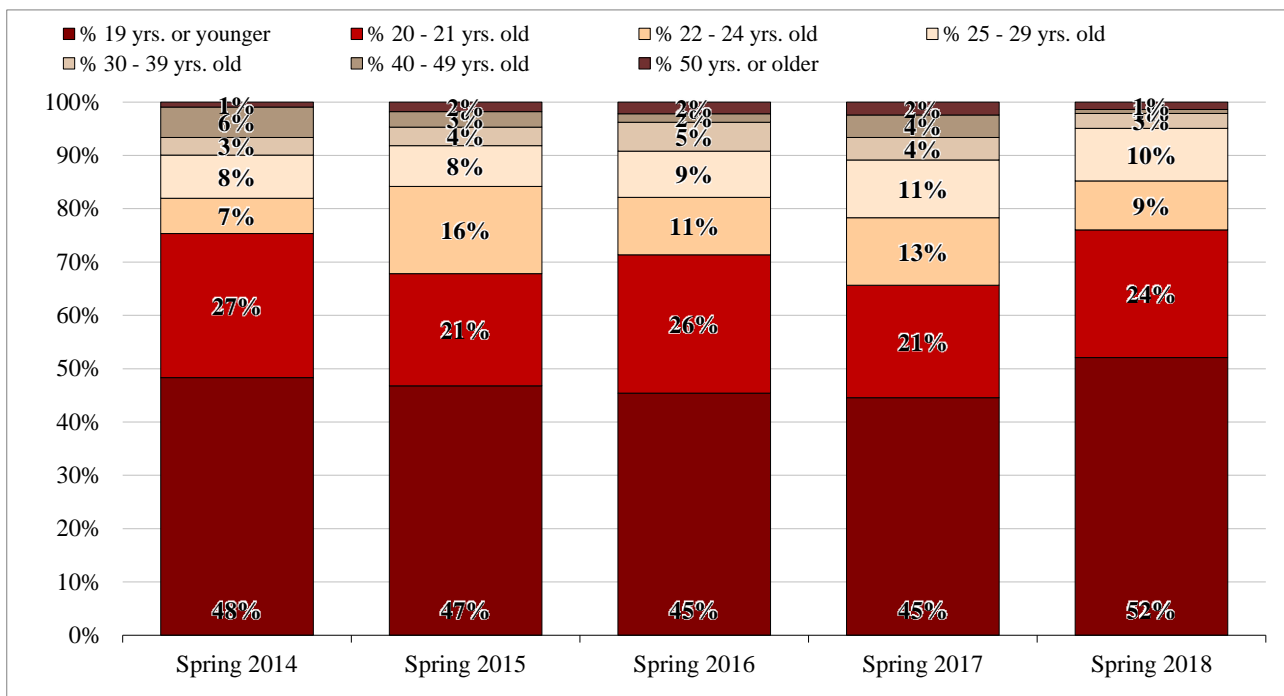
Definitions:

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.

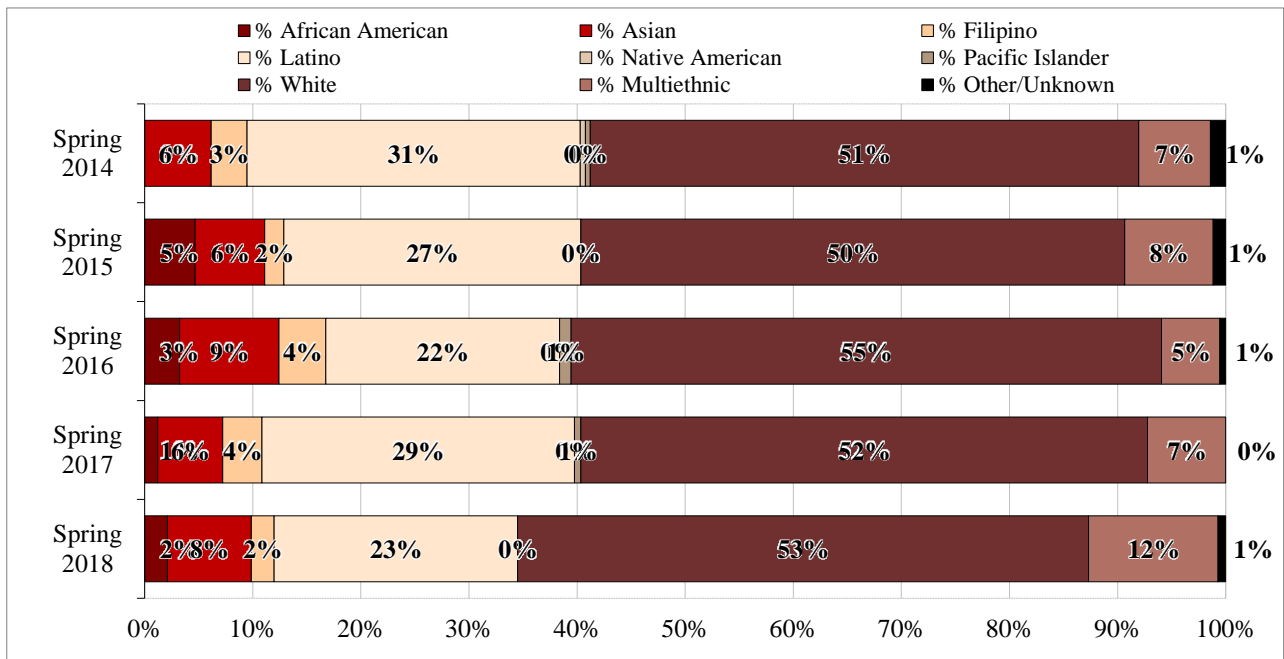
Student Demographics: Gender & Age

American Sign Language (ASL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Female	145	112	134	114	85
Male	65	53	48	49	55
19 yrs. or younger	102	80	84	74	74
20-21 yrs. old	57	36	48	35	34
22-24 yrs. old	14	28	20	21	13
25-29 yrs. old	17	13	16	18	14
30-39 yrs. old	7	6	10	7	4
40-49 yrs. old	12	5	3	7	1
50 yrs. or older	2	3	4	4	2
% Female	69%	68%	74%	70%	61%
% Male	31%	32%	26%	30%	39%
% 19 yrs. or younger	48%	47%	45%	45%	52%
% 20 - 21 yrs. old	27%	21%	26%	21%	24%
% 22 - 24 yrs. old	7%	16%	11%	13%	9%
% 25 - 29 yrs. old	8%	8%	9%	11%	10%
% 30 - 39 yrs. old	3%	4%	5%	4%	3%
% 40 - 49 yrs. old	6%	3%	2%	4%	1%
% 50 yrs. or older	1%	2%	2%	2%	1%



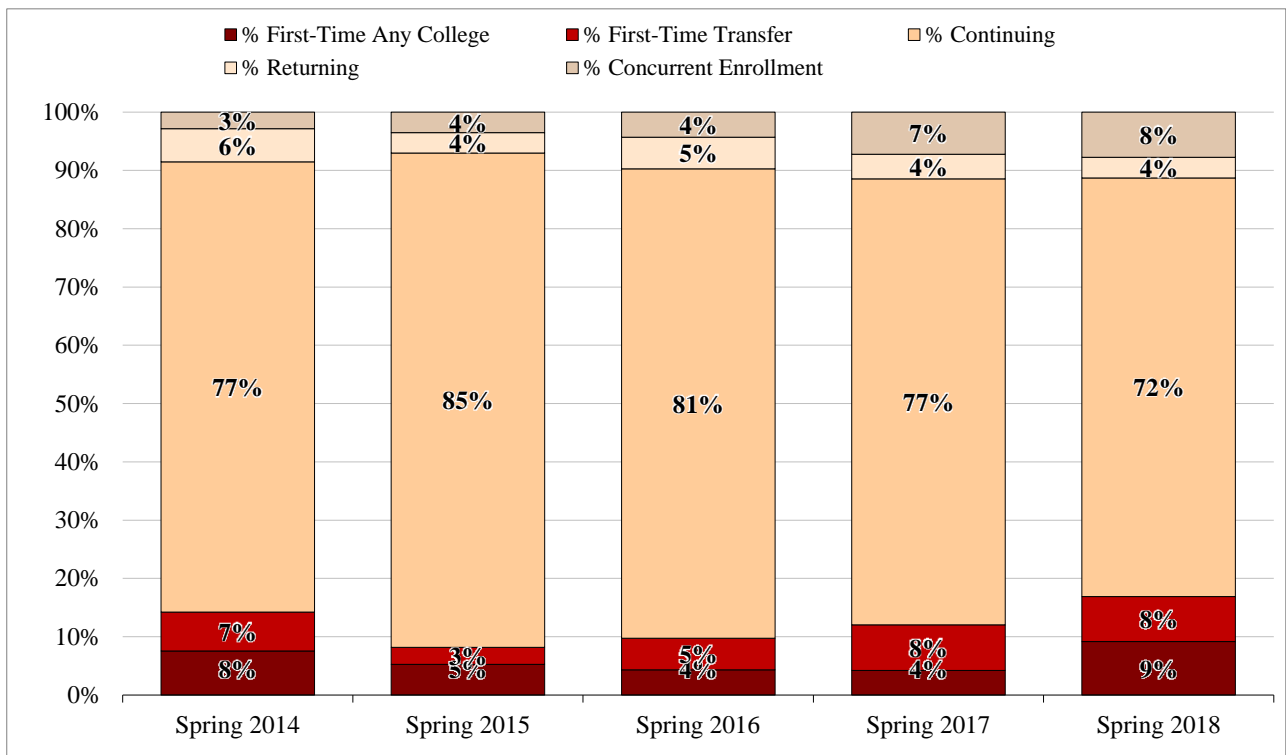
Student Demographic: Race-Ethnicity

American Sign Language (ASL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	0	8	6	2	3
Asian	13	11	17	10	11
Filipino	7	3	8	6	3
Latino	65	47	40	48	32
Native American	1	0	0	0	0
Pacific Islander	1	0	2	1	0
White	107	86	101	87	75
Multiethnic	14	14	10	12	17
Other/Unknown	3	2	1	0	1
% African American	0%	5%	3%	1%	2%
% Asian	6%	6%	9%	6%	8%
% Filipino	3%	2%	4%	4%	2%
% Latino	31%	27%	22%	29%	23%
% Native American	<1%	0%	0%	0%	0%
% Pacific Islander	<1%	0%	1%	1%	0%
% White	51%	50%	55%	52%	53%
% Multiethnic	7%	8%	5%	7%	12%
% Other/Unknown	1%	1%	1%	0%	1%



Student Enrollment Status

	American Sign Language (ASL)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	16	9	8	7	13
First-Time Transfer	14	5	10	13	11
Continuing	163	145	149	127	102
Returning	12	6	10	7	5
Concurrent Enrollment	6	6	8	12	11
% First-Time Any College	8%	5%	4%	4%	9%
% First-Time Transfer	7%	3%	5%	8%	8%
% Continuing	77%	85%	81%	77%	72%
% Returning	6%	4%	5%	4%	4%
% Concurrent Enrollment	3%	4%	4%	7%	8%



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.

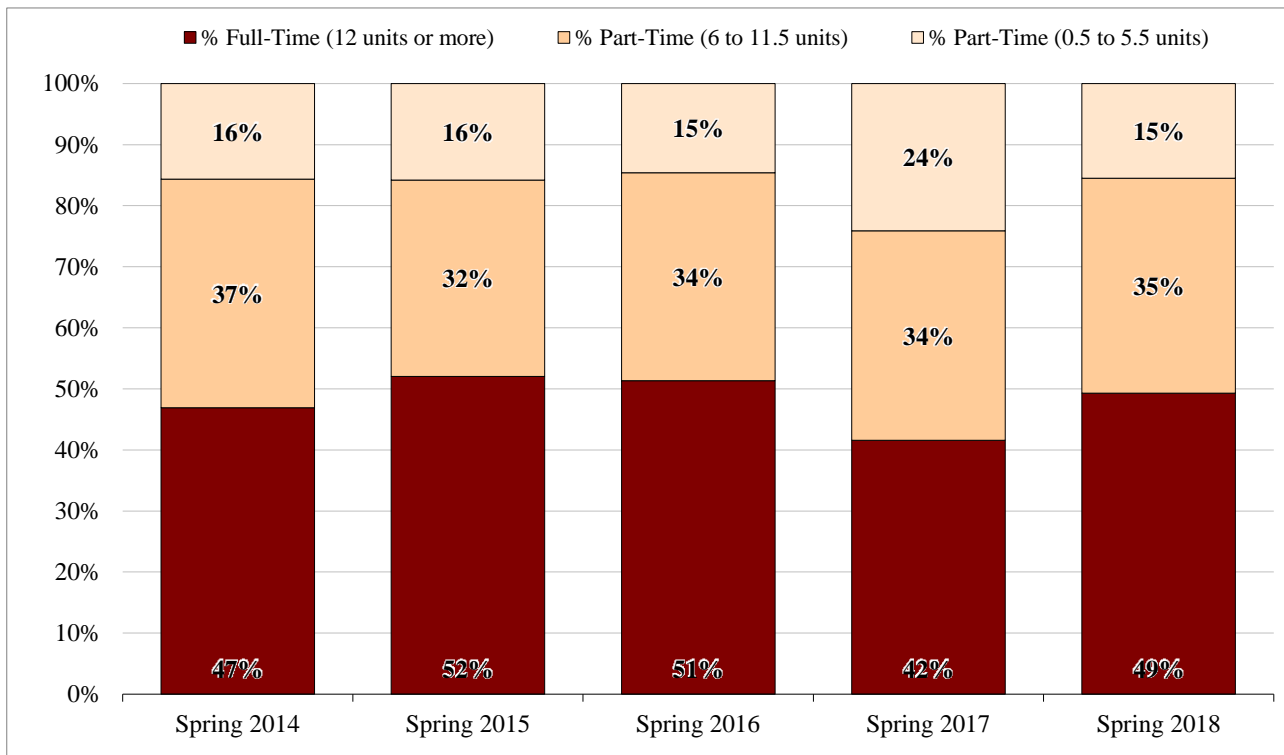
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

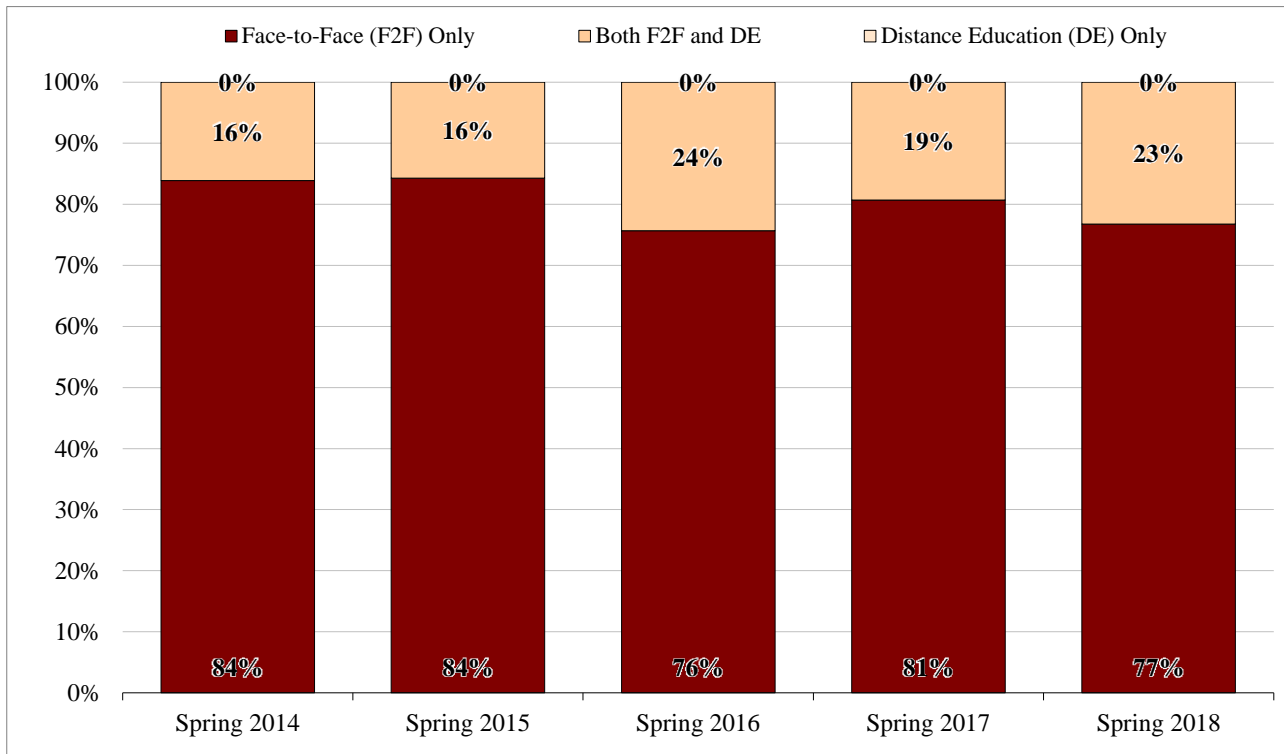
Student Unit Load

American Sign Language (ASL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	99	89	95	69	70
Part-Time (6 to 11.5 units)	79	55	63	57	50
Part-Time (0.5 to 5.5 units)	33	27	27	40	22
% Full-Time (12 units or more)	47%	52%	51%	42%	49%
% Part-Time (6 to 11.5 units)	37%	32%	34%	34%	35%
% Part-Time (0.5 to 5.5 units)	16%	16%	15%	24%	15%



Students Using Distance Education

American Sign Language (ASL)					
(Categories reflect college-wide coursework)	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Face-to-Face (F2F) Only	177	145	140	134	109
Both F2F and DE	34	27	45	32	33
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	84%	85%	76%	81%	77%
% Both F2F and DE	16%	16%	24%	19%	23%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

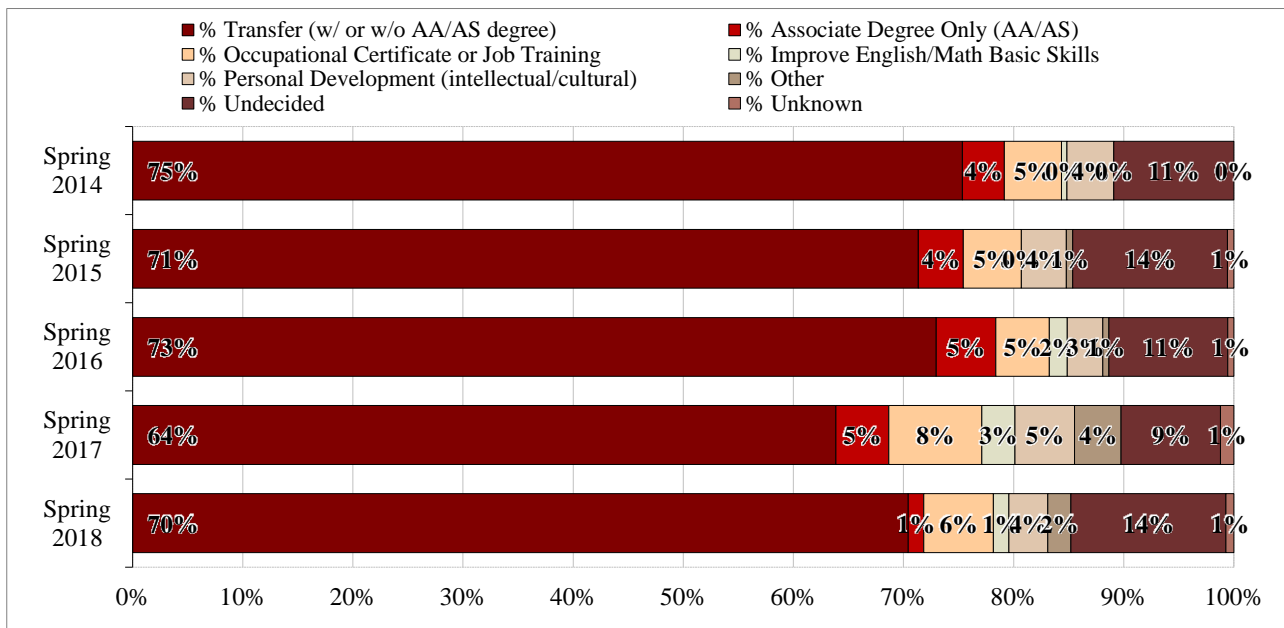


Definitions:

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 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	159	122	135	106	100
Associate Degree Only (AA/AS)	8	7	10	8	2
Occupational Certificate or Job Training	11	9	9	14	9
Improve English/Math Basic Skills	1	0	3	5	2
Personal Development (intellectual/cultural)	9	7	6	9	5
Other	0	1	1	7	3
Undecided	23	24	20	15	20
Unknown	0	1	1	2	1
% Transfer (w/ or w/o AA/AS degree)	75%	71%	73%	64%	70%
% Associate Degree Only (AA/AS)	4%	4%	5%	5%	1%
% Occupational Certificate or Job Training	5%	5%	5%	8%	6%
% Improve English/Math Basic Skills	<1%	0%	2%	3%	1%
% Personal Development (intellectual/cultural)	4%	4%	3%	5%	4%
% Other	0%	1%	1%	4%	2%
% Undecided	11%	14%	11%	9%	14%
% Unknown	0%	1%	1%	1%	1%

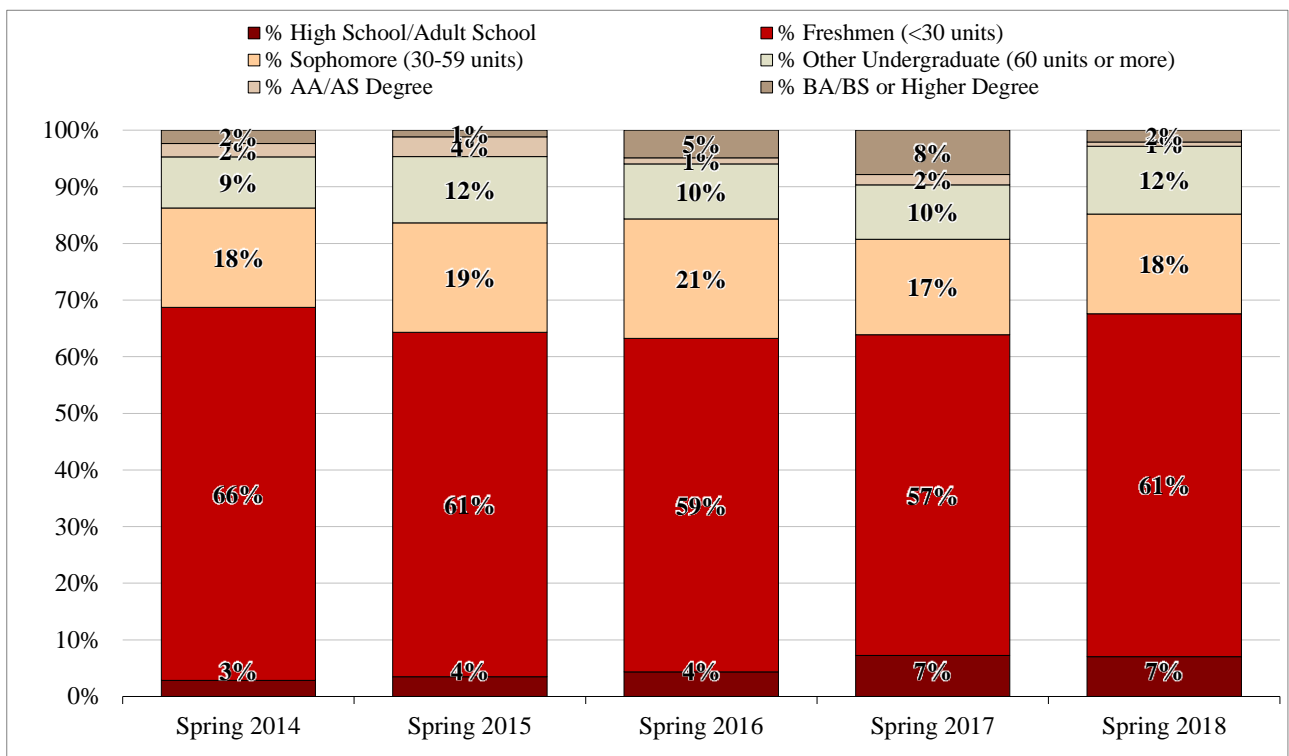


Definitions:

- 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.

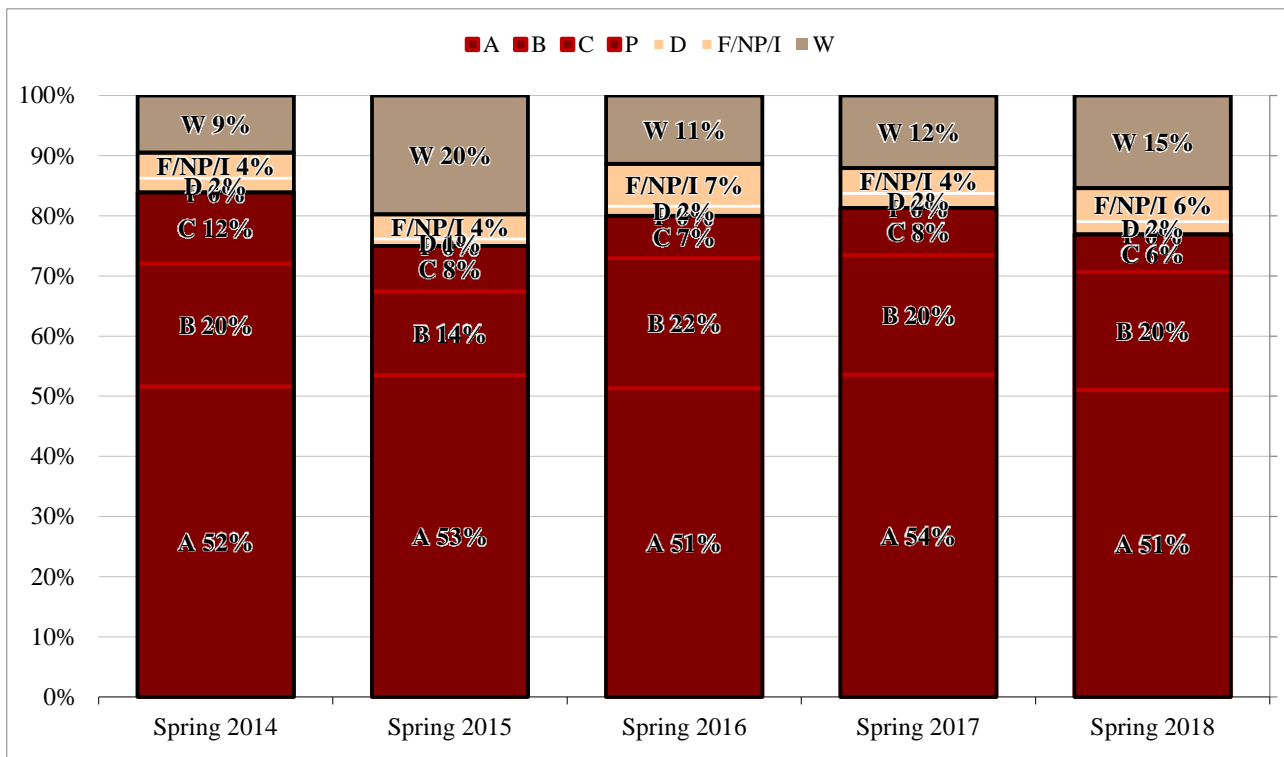
Highest Educational Level of Students

American Sign Language (ASL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	6	6	8	12	10
Freshmen (<30 units)	139	104	109	94	86
Sophomore (30-59 units)	37	33	39	28	25
Other Undergraduate (60 units or more)	19	20	18	16	17
AA/AS Degree	5	6	2	3	1
BA/BS or Higher Degree	5	2	9	13	3
% High School/Adult School	3%	4%	4%	7%	7%
% Freshmen (<30 units)	66%	61%	59%	57%	61%
% Sophomore (30-59 units)	18%	19%	21%	17%	18%
% Other Undergraduate (60 units or more)	9%	12%	10%	10%	12%
% AA/AS Degree	2%	4%	1%	2%	1%
% BA/BS or Higher Degree	2%	1%	5%	8%	2%



Student Performance: Grade Distribution

American Sign Language (ASL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	211	172	185	166	143
Course Success Rates	84%	75%	80%	81%	77%
A	52%	53%	51%	54%	51%
B	20%	14%	22%	20%	20%
C	12%	8%	7%	8%	6%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	7%	5%	9%	7%	8%
D	2%	1%	2%	2%	2%
F/NP/I	4%	4%	7%	4%	6%
Withdrawals (W)	9%	20%	11%	12%	15%



Definitions:

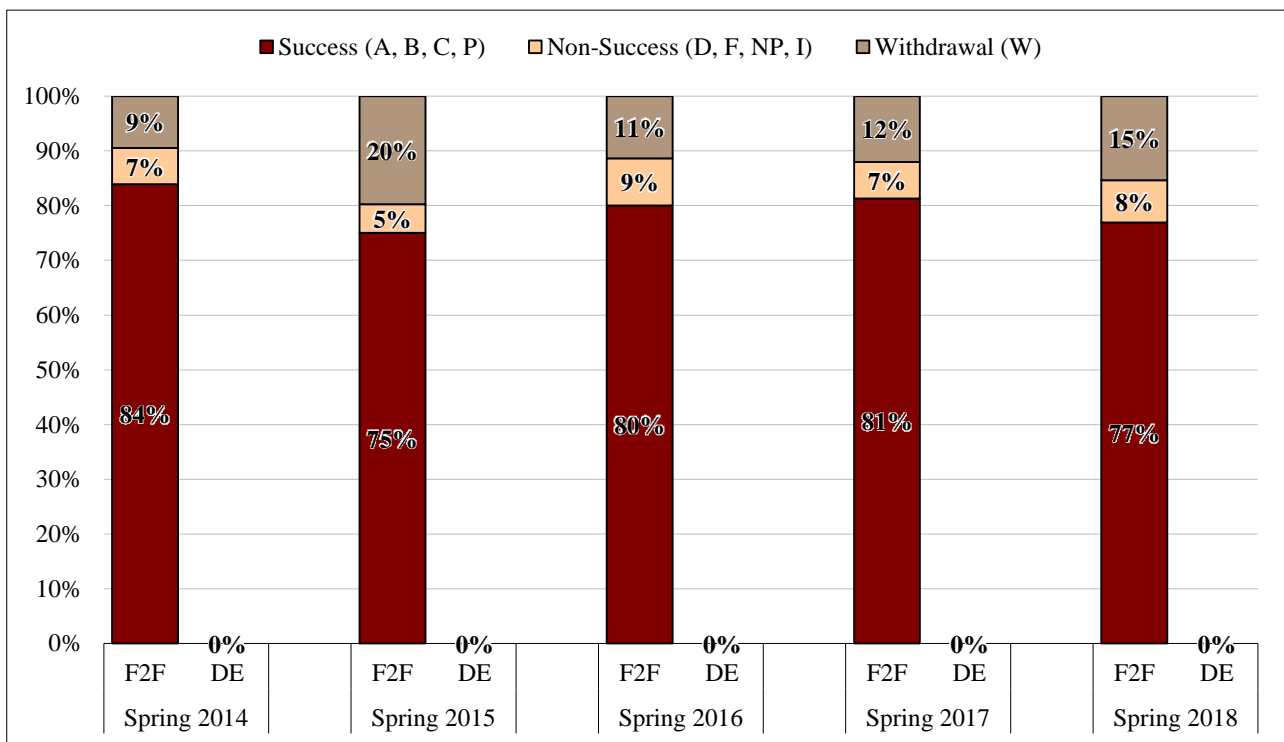
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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.

Student Performance: Distance Education

American Sign Language (ASL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	211	172	185	166	143
Face-to-Face (F2F) Sections	211	172	185	166	143
Success Rates	84%	75%	80%	81%	77%
Non-Success Rates	7%	5%	9%	7%	8%
Withdrawals	9%	20%	11%	12%	15%
Distance Education (DE) Sections	—	—	—	—	—
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—

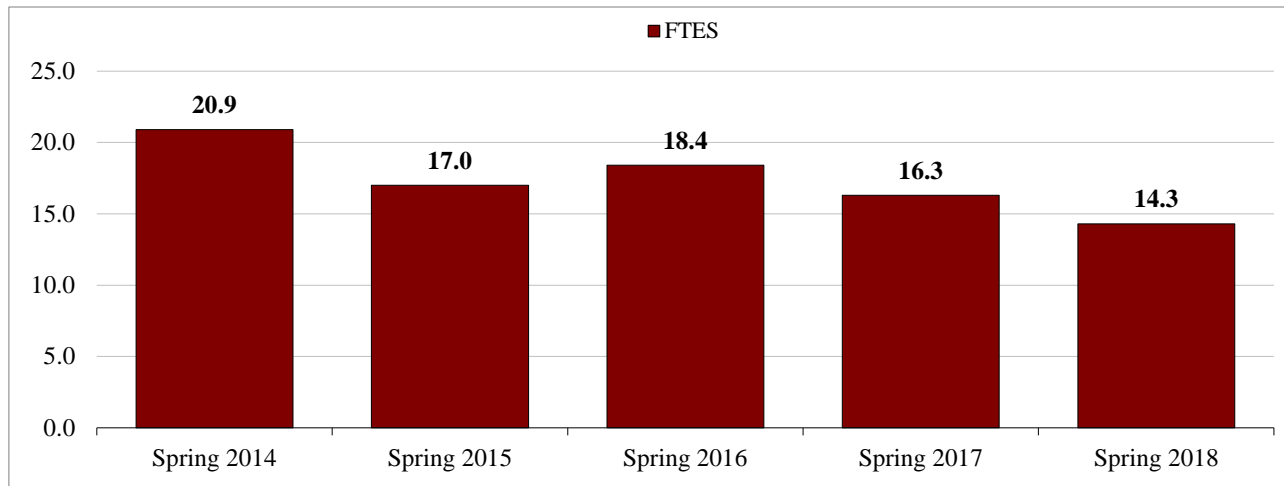
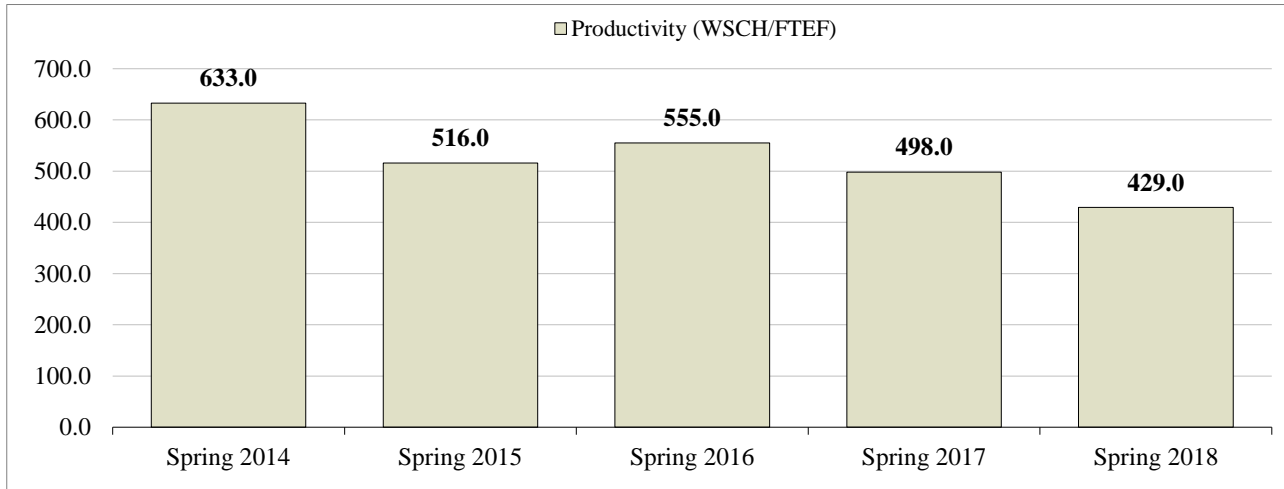


Definitions:

- 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 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	633	516	555	498	429
FTEF	20.9	17.0	18.4	16.3	14.3
FTEF	1.0	1.0	1.0	1.0	1.0
Productivity (WSCH/FTEF)	633.0	516.0	555.0	498.0	429.0



Definitions:

WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the discipline.

FTEF is the total Full Time Equivalent Student value resulting from all enrollment within the discipline.

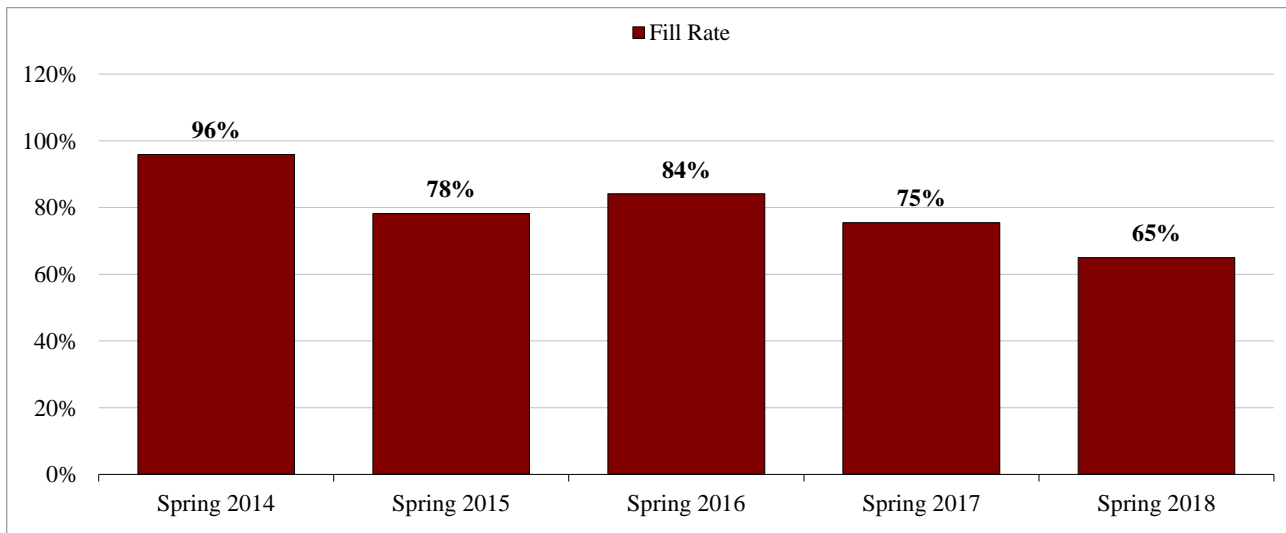
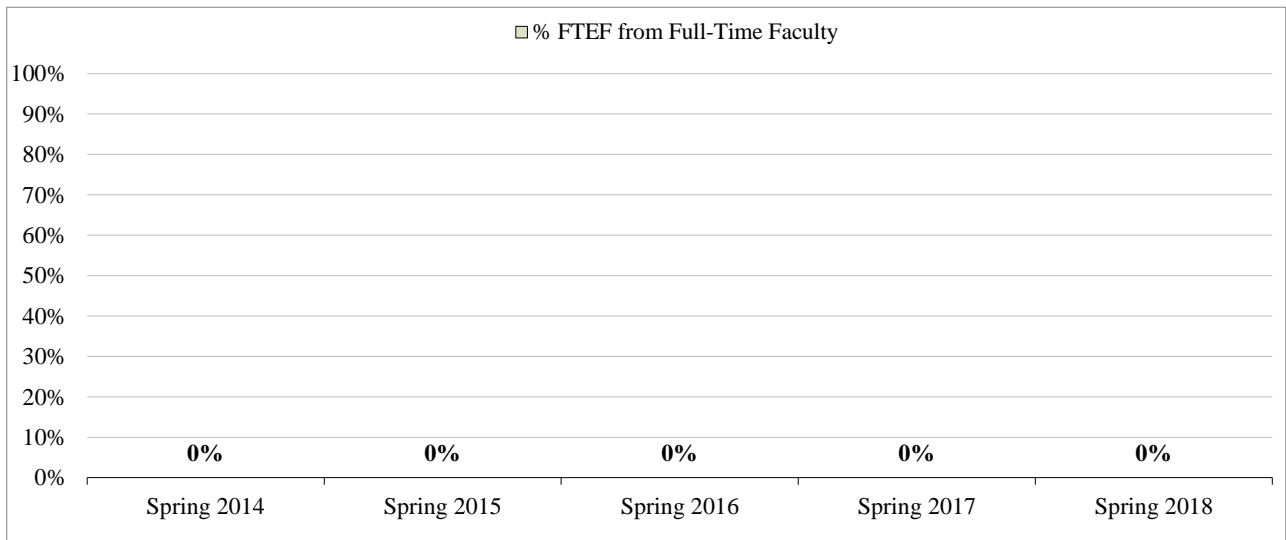
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
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	211	172	185	166	143
Capacity (seats available)	220	220	220	220	220
Fill Rate	96%	78%	84%	75%	65%



Definitions:

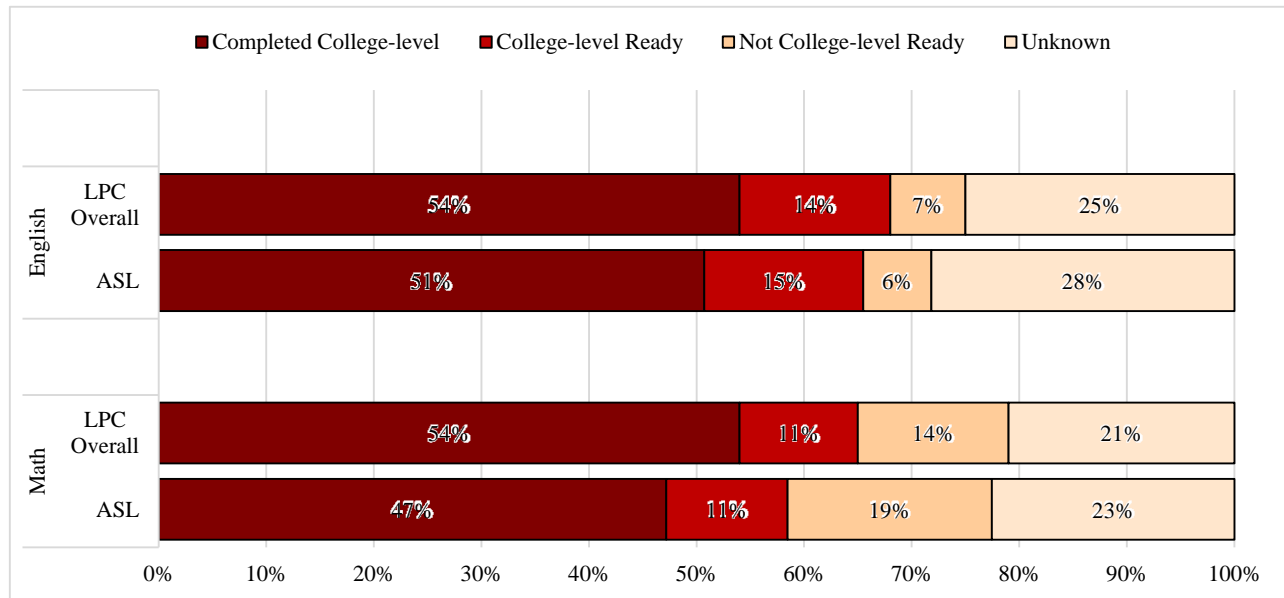
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2018				
	ASL		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	72	51%	4,955	54%
College-level Ready	21	15%	1,319	14%
Not College-level Ready	9	7%	619	7%
Unknown	40	27%	2,260	25%
College Math				
Completed College-level	67	47%	4,980	54%
College-level Ready	16	11%	974	11%
Not College-level Ready	27	19%	1,239	14%
Unknown	32	23%	1,960	21%



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 successfully 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 successfully complete the course.

Not College-level Ready is defined as anyone who is not eligible for MATH 55 but has not yet successfully complete the course.

Unknown is defined as anyone with no previous Math enrollments within the sequence and no previous Math assessment.