Las Positas College
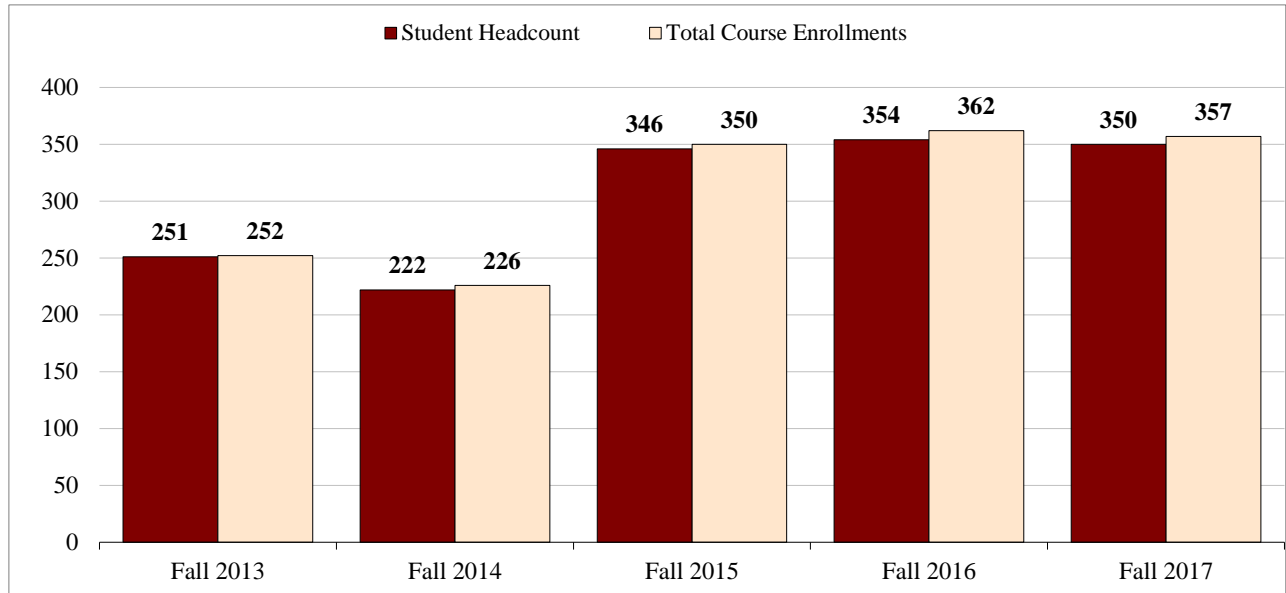
Program Review Discipline Data Packet

Fall 2013 to Fall 2017

Discipline:

Philosophy (PHIL)

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

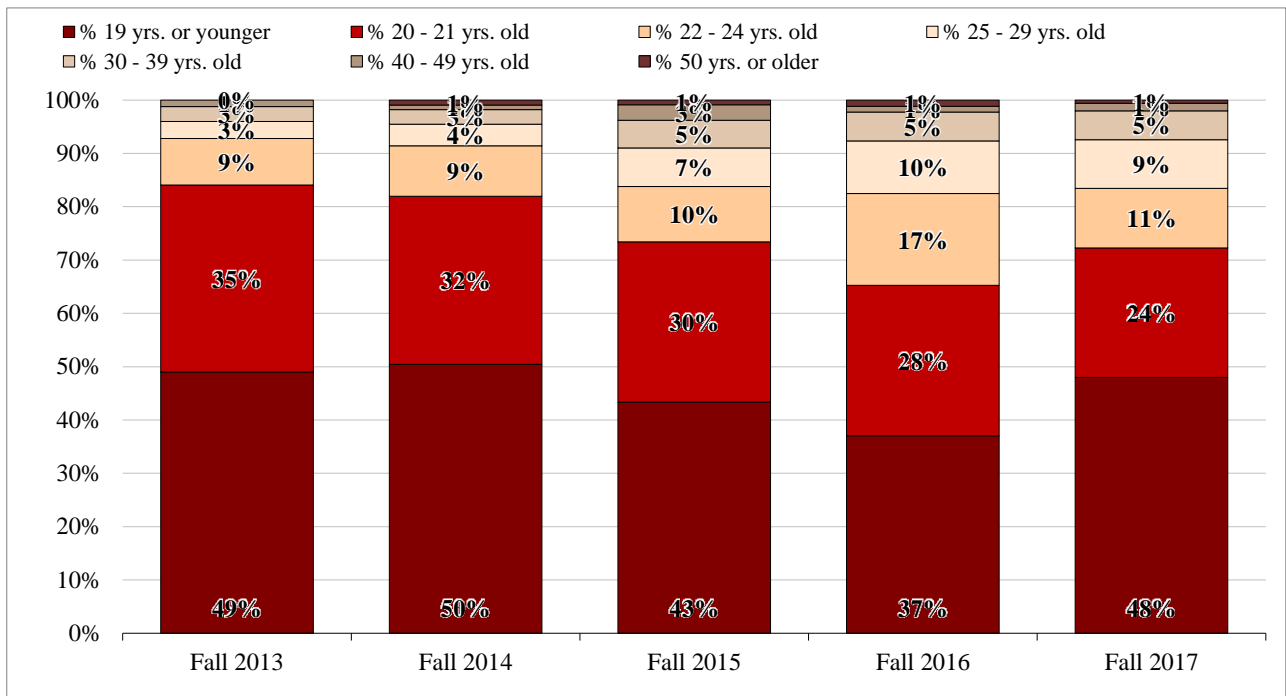| Philosophy (PHIL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Student Headcount	251	222	346	354	350
Total Course Enrollments	252	226	350	362	357

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

Philosophy (PHIL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Female	120	101	162	172	155
Male	130	119	181	179	187
19 yrs. or younger	123	112	150	131	168
20-21 yrs. old	88	70	104	100	85
22-24 yrs. old	22	21	36	61	39
25-29 yrs. old	8	9	25	35	32
30-39 yrs. old	7	6	18	19	19
40-49 yrs. old	3	2	10	4	5
50 yrs. or older	0	2	3	4	2
% Female	48%	46%	47%	49%	45%
% Male	52%	54%	53%	51%	55%
% 19 yrs. or younger	49%	50%	43%	37%	48%
% 20 - 21 yrs. old	35%	32%	30%	28%	24%
% 22 - 24 yrs. old	9%	9%	10%	17%	11%
% 25 - 29 yrs. old	3%	4%	7%	10%	9%
% 30 - 39 yrs. old	3%	3%	5%	5%	5%
% 40 - 49 yrs. old	1%	1%	3%	1%	1%
% 50 yrs. or older	0%	1%	1%	1%	1%

Student Demographic: Race-Ethnicity

Philosophy (PHIL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
African American	3	7	13	9	13
Asian	27	36	31	44	52
Filipino	18	10	13	20	19
Latino	52	58	102	108	97
Native American	0	0	0	0	1
Pacific Islander	3	0	1	2	3
White	127	91	146	140	127
Multiethnic	17	13	32	29	37
Other/Unknown	4	7	8	2	1
% African American	1%	3%	4%	3%	4%
% Asian	11%	16%	9%	12%	15%
% Filipino	7%	5%	4%	6%	5%
% Latino	21%	26%	29%	31%	28%
% Native American	0%	0%	0%	0%	<1%
% Pacific Islander	1%	0%	<1%	1%	1%
% White	51%	41%	42%	40%	36%
% Multiethnic	7%	6%	9%	8%	11%
% Other/Unknown	2%	3%	2%	1%	<1%
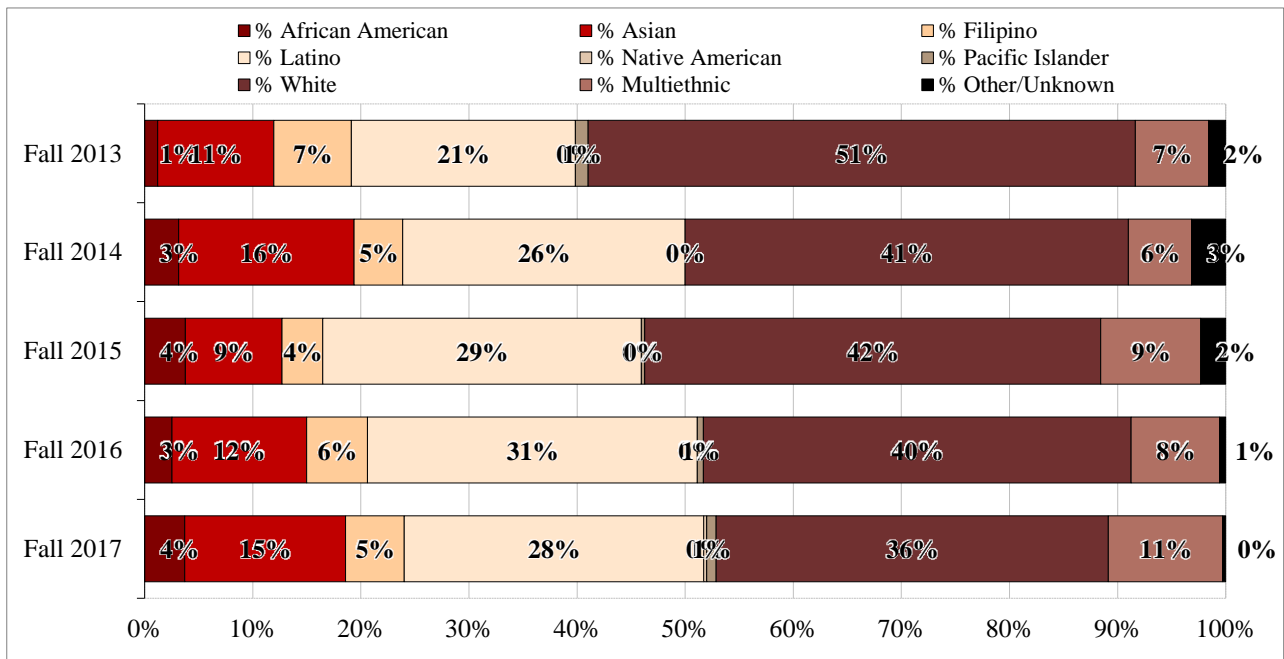
Student Enrollment Status

Philosophy (PHIL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
First-Time Any College	21	29	59	37	53
First-Time Transfer	4	4	19	21	27
Continuing	199	182	246	276	243
Returning	8	1	19	16	24
Concurrent Enrollment	19	6	3	3	3
% First-Time Any College	8%	13%	17%	10%	15%
% First-Time Transfer	2%	2%	5%	6%	8%
% Continuing	79%	82%	71%	78%	69%
% Returning	3%	<1%	5%	5%	7%
% Concurrent Enrollment	8%	3%	1%	1%	1%
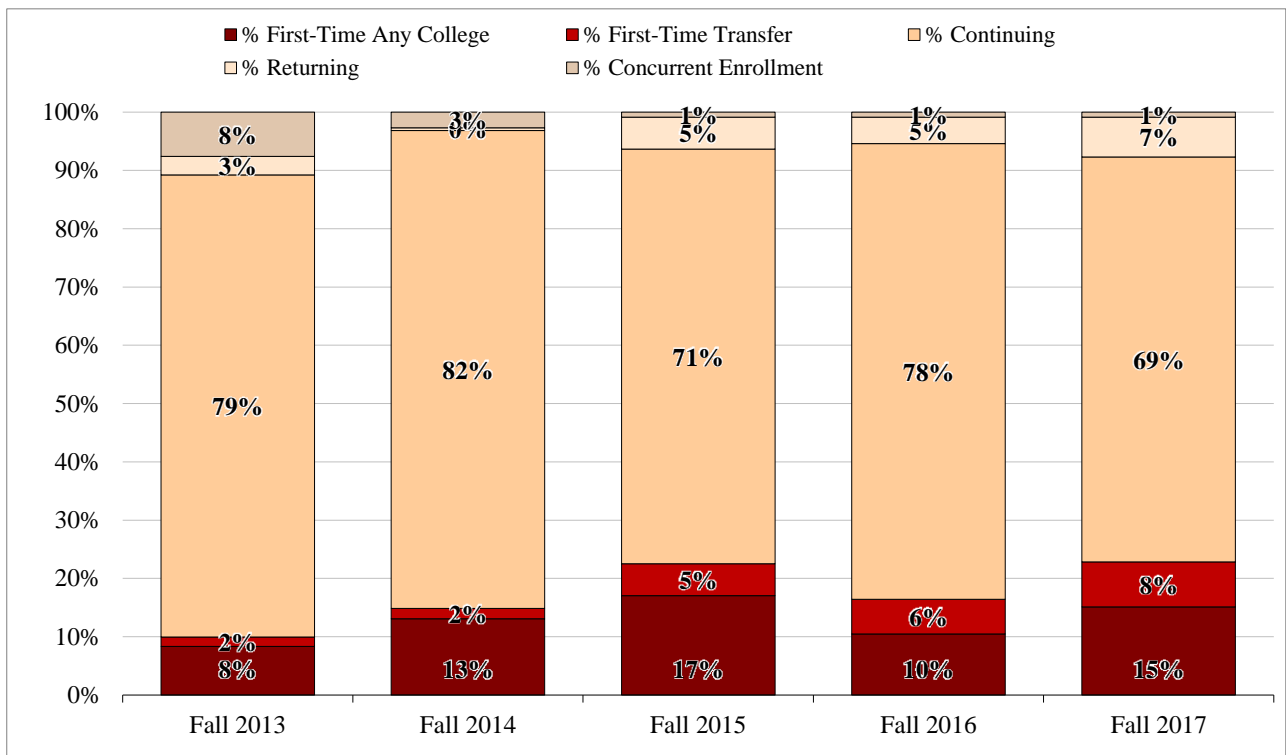
Definitions:

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

Philosophy (PHIL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Full-Time (12 units or more)	160	161	208	221	232
Part-Time (6 to 11.5 units)	71	53	121	118	102
Part-Time (0.5 to 5.5 units)	20	8	17	15	16
% Full-Time (12 units or more)	64%	73%	60%	62%	66%
% Part-Time (6 to 11.5 units)	28%	24%	35%	33%	29%
% Part-Time (0.5 to 5.5 units)	8%	4%	5%	4%	5%
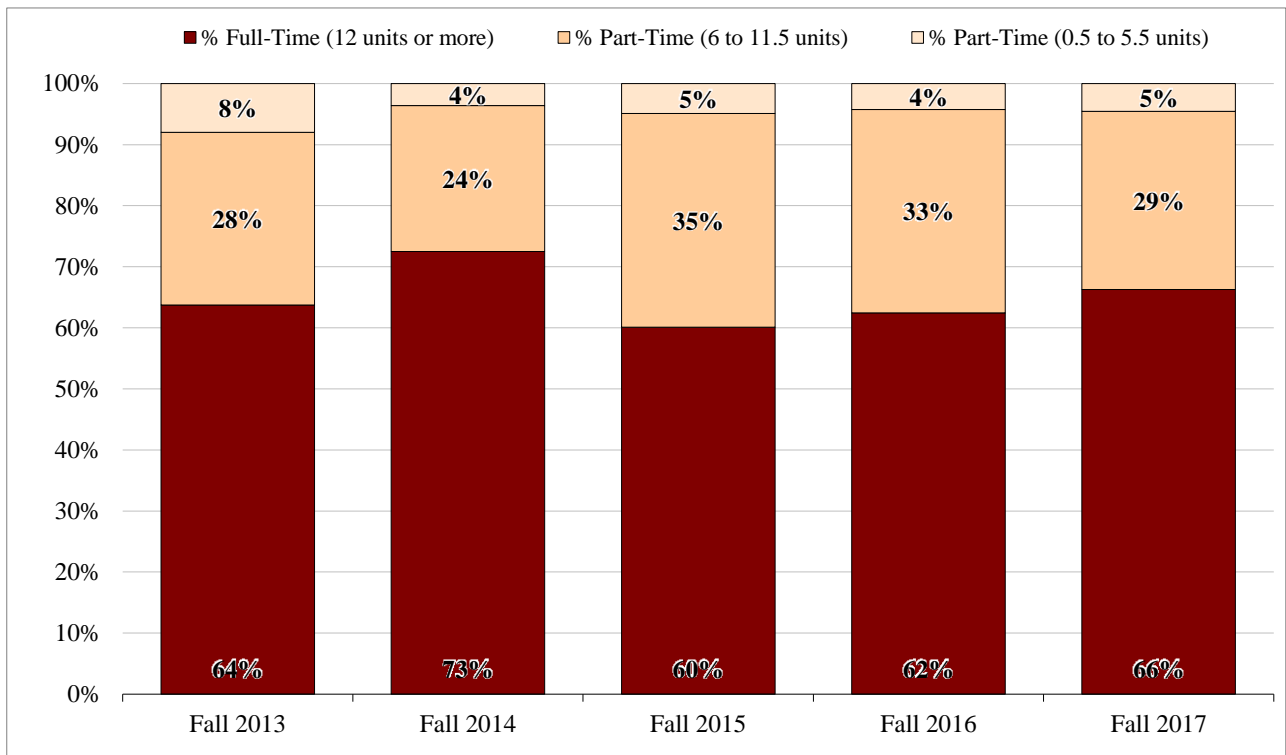
Students Using Distance Education

| Philosophy (PHIL)					
Term					
(Categories reflect college-wide coursework)	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Face-to-Face (F2F) Only	167	143	176	161	168
Both F2F and DE	71	68	127	143	132
Distance Education (DE) Only	13	11	43	50	50
% Face-to-Face (F2F) Only	67%	64%	51%	45%	48%
% Both F2F and DE	28%	31%	37%	40%	38%
% Distance Education (DE) Only	5%	5%	12%	14%	14%
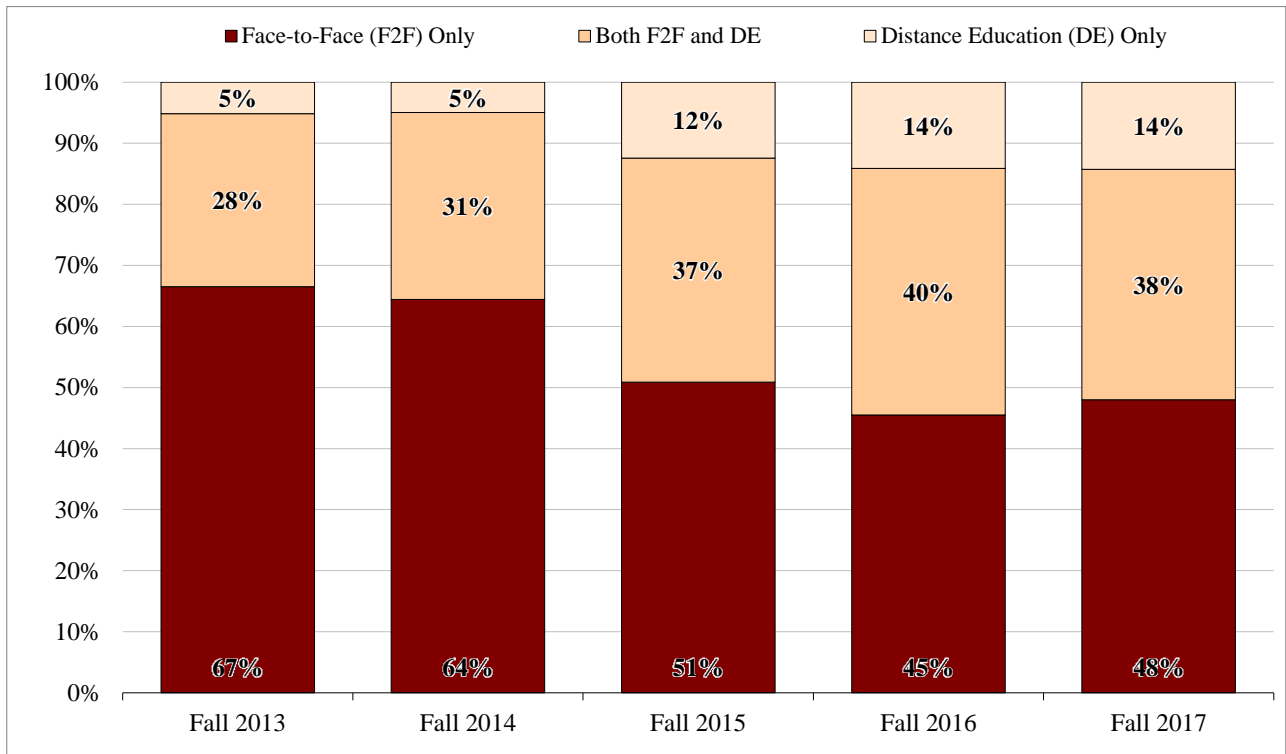
Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Student Educational Goal

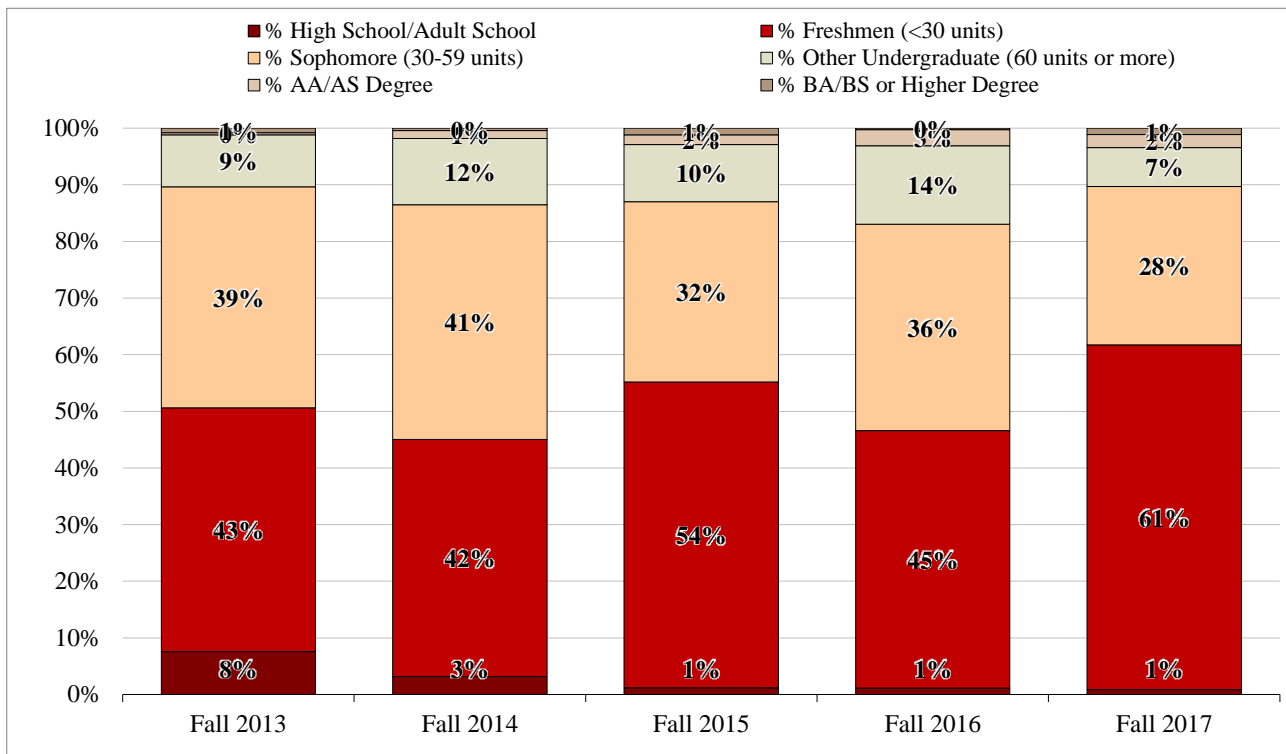| Philosophy (PHIL)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Transfer (w/ or w/o AA/AS degree)	195	190	287	296	294
Associate Degree Only (AA/AS)	7	5	10	12	9
Occupational Certificate or Job Training	3	6	13	9	12
Improve English/Math Basic Skills	0	0	1	0	1
Personal Development (intellectual/cultural)	0	0	4	6	2
Other	0	1	1	0	3
Undecided	39	20	29	31	28
Unknown	7	0	1	0	1
% Transfer (w/ or w/o AA/AS degree)	78%	86%	83%	84%	84%
% Associate Degree Only (AA/AS)	3%	2%	3%	3%	3%
% Occupational Certificate or Job Training	1%	3%	4%	3%	3%
% Improve English/Math Basic Skills	0%	0%	<1%	0%	<1%
% Personal Development (intellectual/cultural)	0%	0%	1%	2%	1%
% Other	0%	<1%	<1%	0%	1%
% Undecided	16%	9%	8%	9%	8%
% Unknown	3%	0%	<1%	0%	<1%
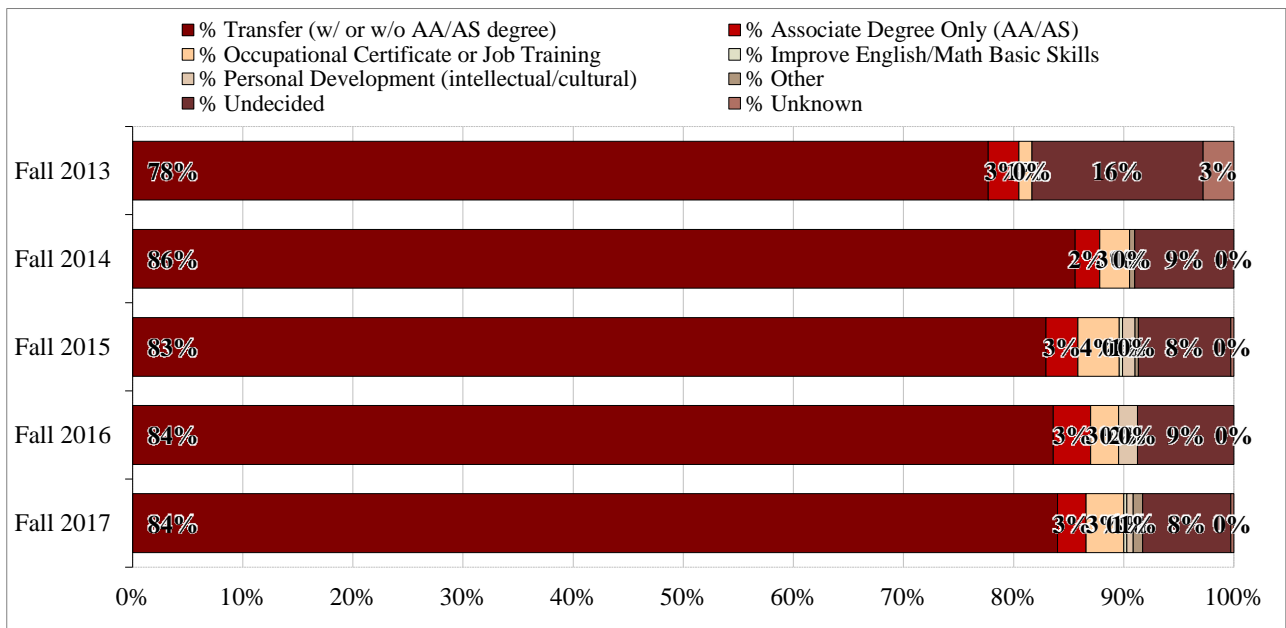
Definitions:

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

Philosophy (PHIL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
High School/Adult School	19	7	4	4	3
Freshmen (<30 units)	108	93	187	161	213
Sophomore (30-59 units)	98	92	110	129	98
Other Undergraduate (60 units or more)	23	26	35	49	24
AA/AS Degree	1	3	6	10	8
BA/BS or Higher Degree	2	1	4	1	4
% High School/Adult School	8%	3%	1%	1%	1%
% Freshmen (<30 units)	43%	42%	54%	45%	61%
% Sophomore (30-59 units)	39%	41%	32%	36%	28%
% Other Undergraduate (60 units or more)	9%	12%	10%	14%	7%
% AA/AS Degree	<1%	1%	2%	3%	2%
% BA/BS or Higher Degree	1%	<1%	1%	<1%	1%

Student Performance: Grade Distribution

| Philosophy (PHIL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Total Course Enrollments	**252**	**226**	**350**	**362**	**357**
Course Success Rates	**85%**	**86%**	**78%**	**77%**	**74%**
A	33%	32%	35%	31%	29%
B	32%	41%	32%	33%	28%
C	20%	13%	11%	14%	17%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	**6%**	**8%**	**13%**	**9%**	**15%**
D	3%	2%	4%	3%	3%
F/NP/I	3%	7%	9%	6%	13%
Withdrawals (W)	**9%**	**5%**	**9%**	**14%**	**10%**
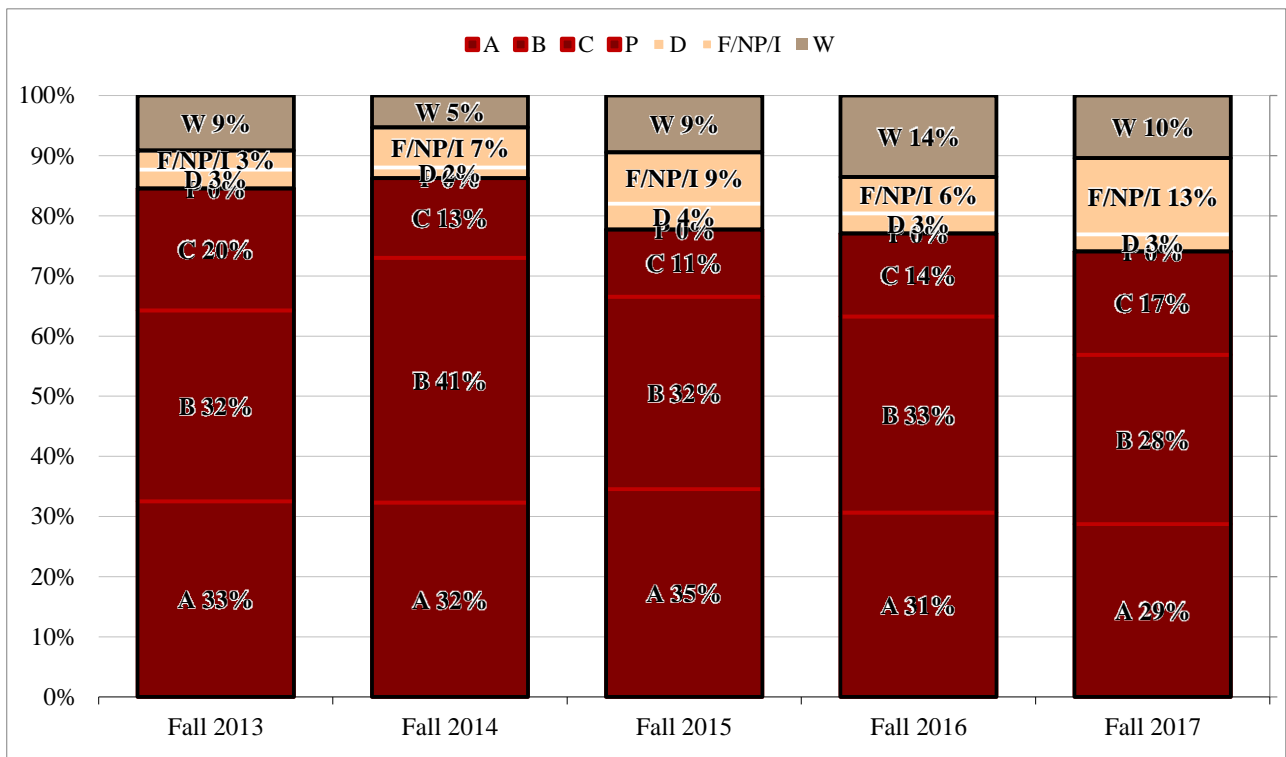
Definitions:

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

| Philosophy (PHIL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Total Course Enrollments	**252**	**226**	**350**	**362**	**357**
Face-to-Face (F2F) Sections	**207**	**182**	**215**	**205**	**222**
Success Rates	85%	86%	80%	81%	75%
Non-Success Rates	7%	9%	12%	6%	14%
Withdrawals	8%	5%	8%	12%	11%
Distance Education (DE) Sections	**45**	**44**	**135**	**157**	**135**
Success Rates	82%	86%	73%	71%	72%
Non-Success Rates	2%	7%	15%	13%	19%
Withdrawals	16%	7%	12%	15%	10%
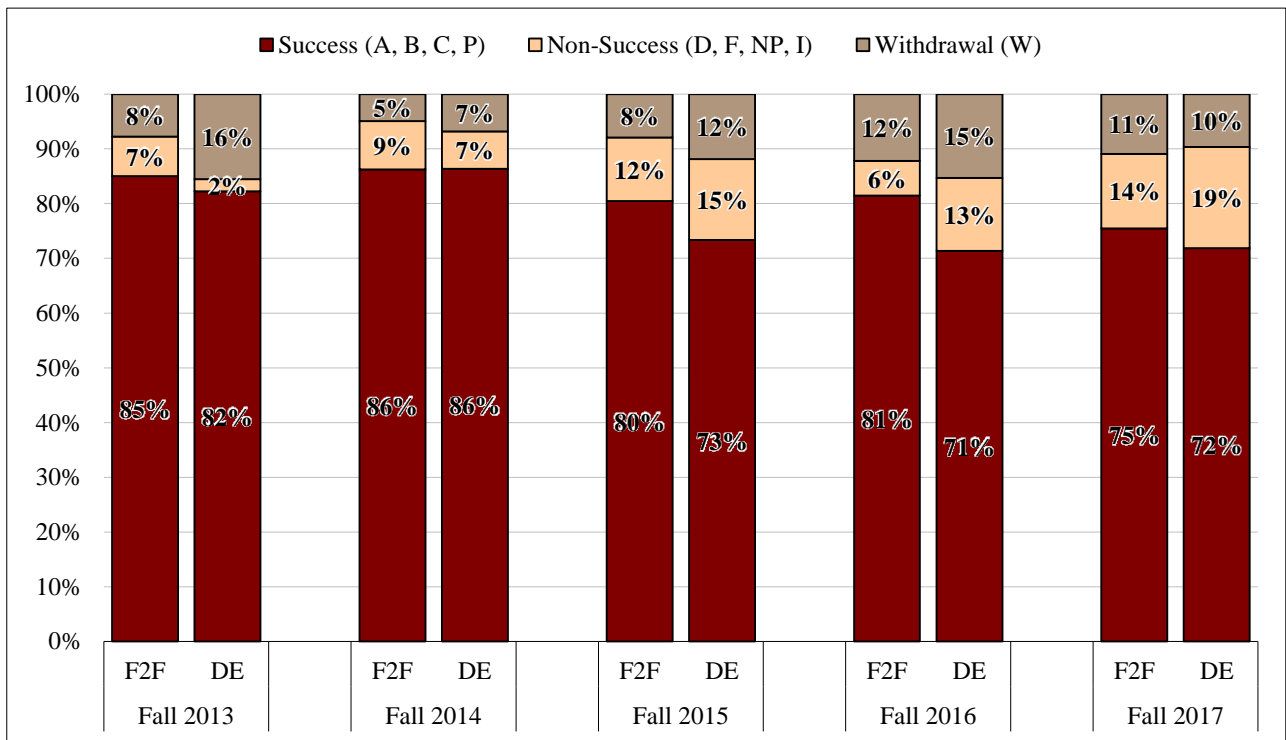
Definitions:

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

Philosophy (PHIL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
WSCH	699	660	1,054	1,091	1,075
FTES	23.0	22.0	34.7	35.7	35.4
FTEF	1.2	1.2	1.6	1.6	1.6
Productivity (WSCH/FTEF)	582.5	550.0	658.8	681.9	671.9
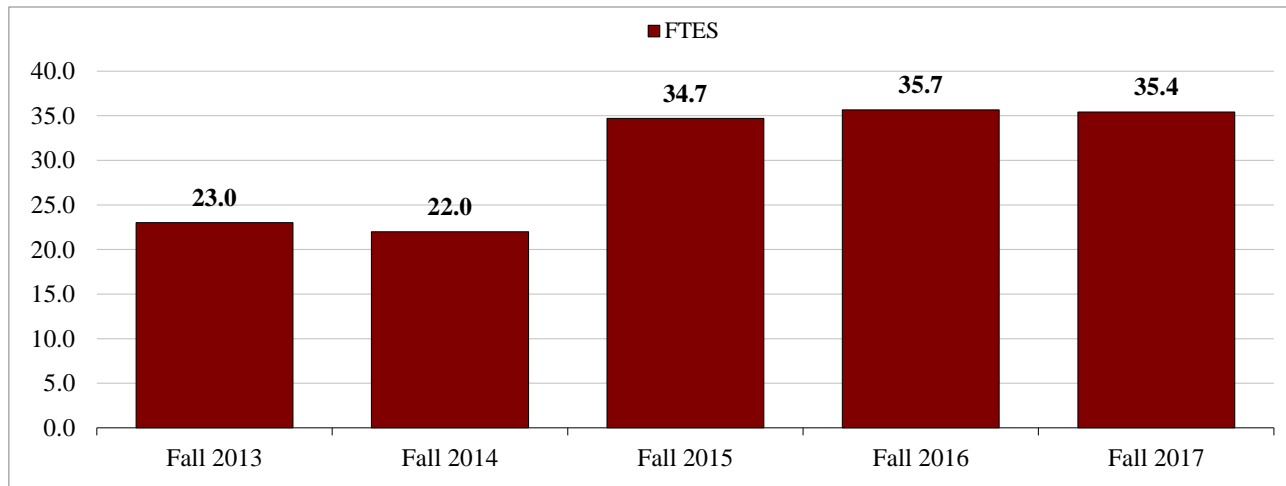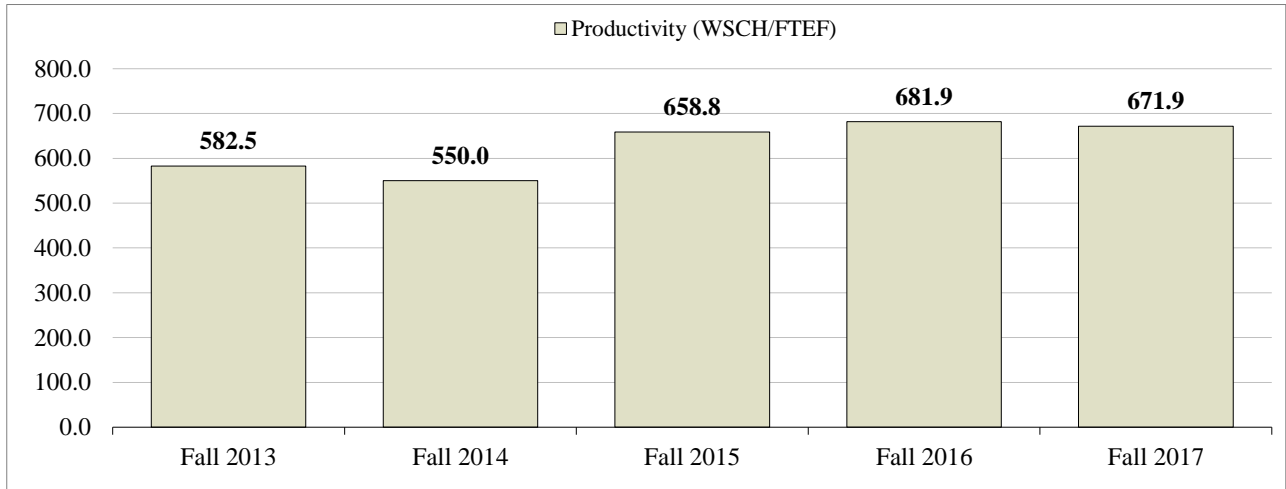
Definitions:

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 includes all credit courses accounted for during the respective academic terms; data accessed on 5/15/18.

Enrollment Management: Part 2

| Philosophy (PHIL)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
FTEF from Full-Time Faculty	1.0	1.0	1.0	1.0	0.8
% FTEF from Full-Time Faculty	83%	83%	63%	63%	50%
Enrollments	252	226	350	362	357
Capacity (seats available)	220	220	352	352	352
Fill Rate	115%	103%	99%	103%	101%
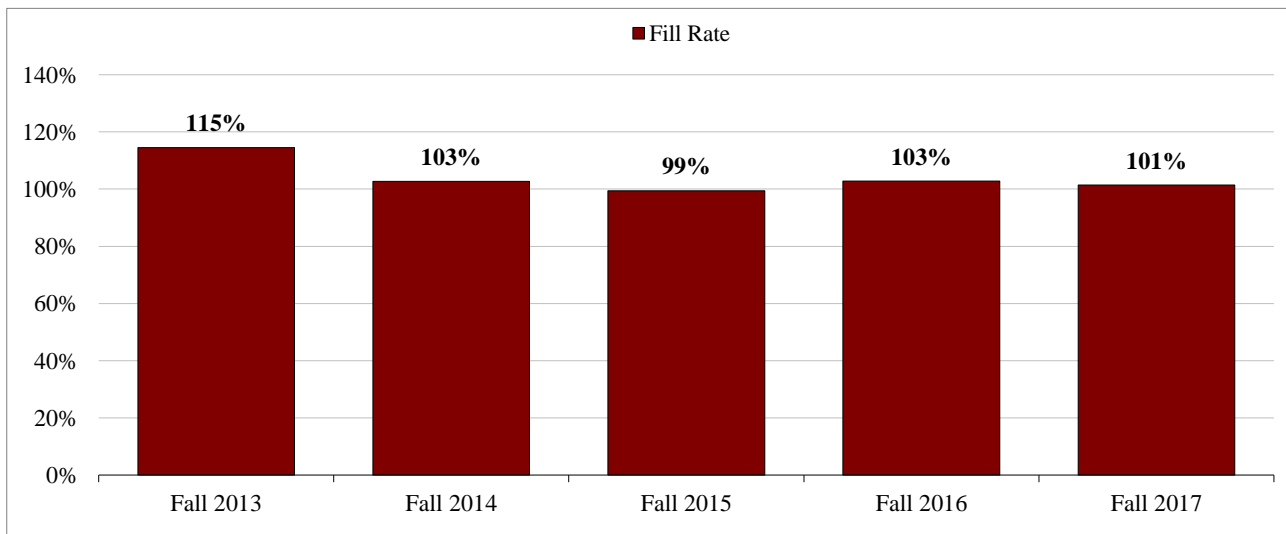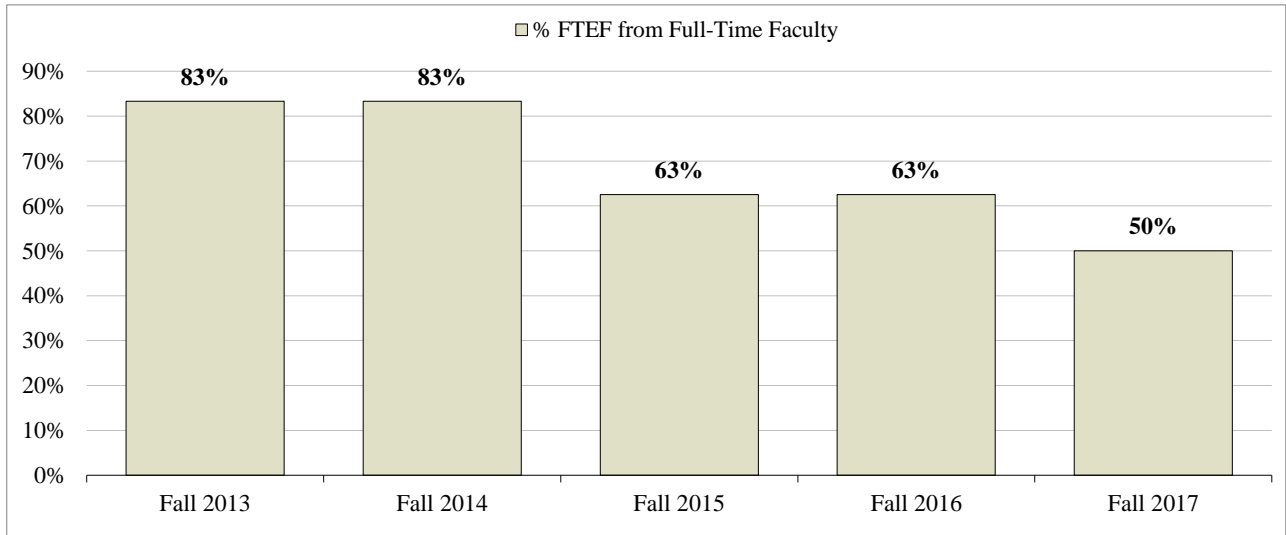
Definitions:

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

Fall 2017				
	PHIL		**LPC Overall**	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	202	58%	3,485	37%
College-level Ready	83	23%	2,141	23%
Not College-level Ready	21	7%	904	10%
Unknown	44	13%	2,842	30%
College Math				
Completed College-level	219	63%	3,738	40%
College-level Ready	39	11%	1,138	12%
Not College-level Ready	39	11%	1,733	18%
Unknown	53	15%	2,763	29%
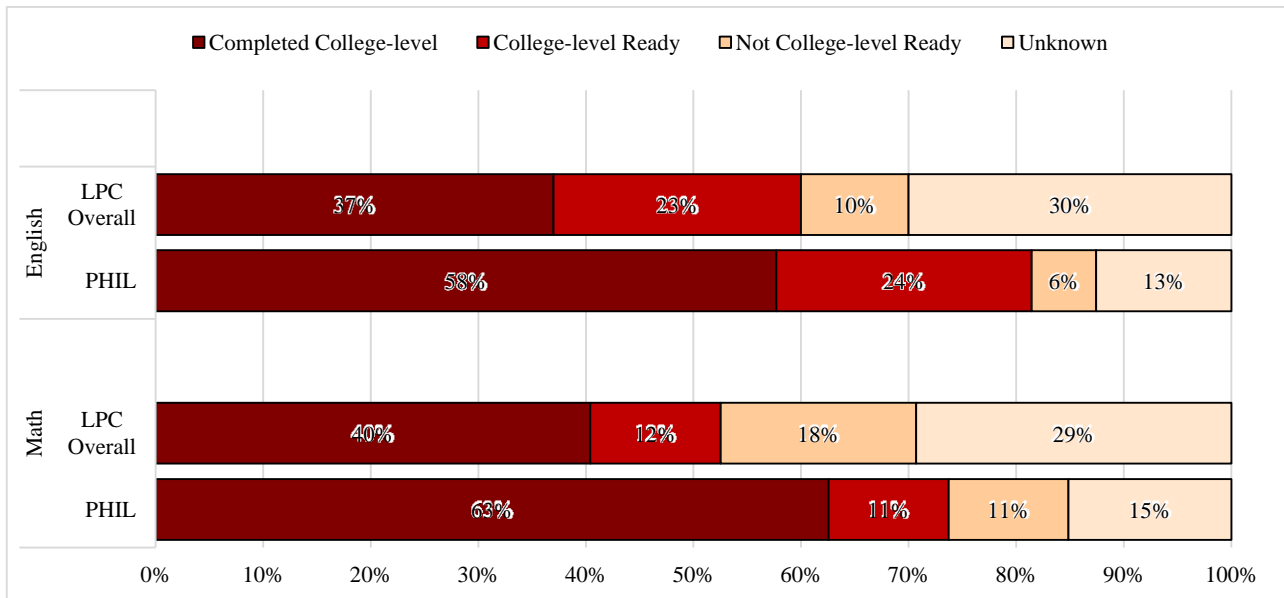
Definitions:

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 succesfully 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 succesfully complete the course.

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

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