Las Positas College

Program Review Discipline Data Packet

Spring 2014 to Spring 2018

Discipline:

History (HIST)

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

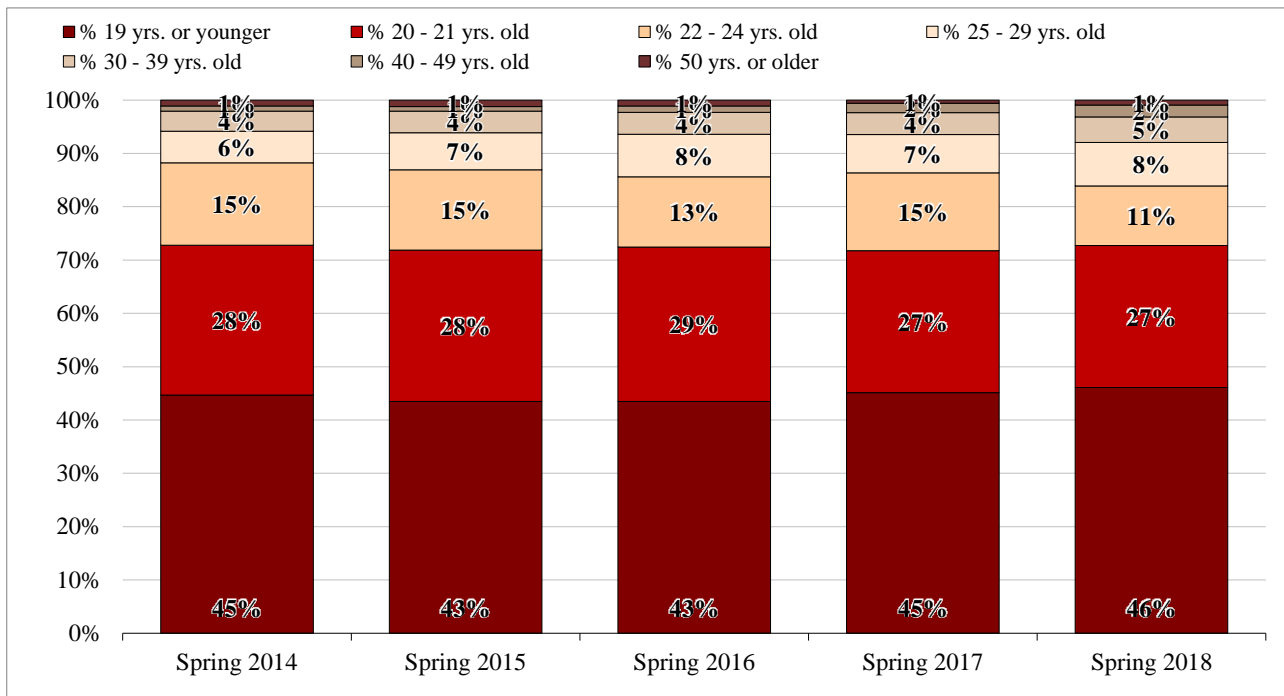| History (HIST)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	1,388	1,338	1,260	1,329	1,276
Total Course Enrollments	1,466	1,378	1,303	1,379	1,339
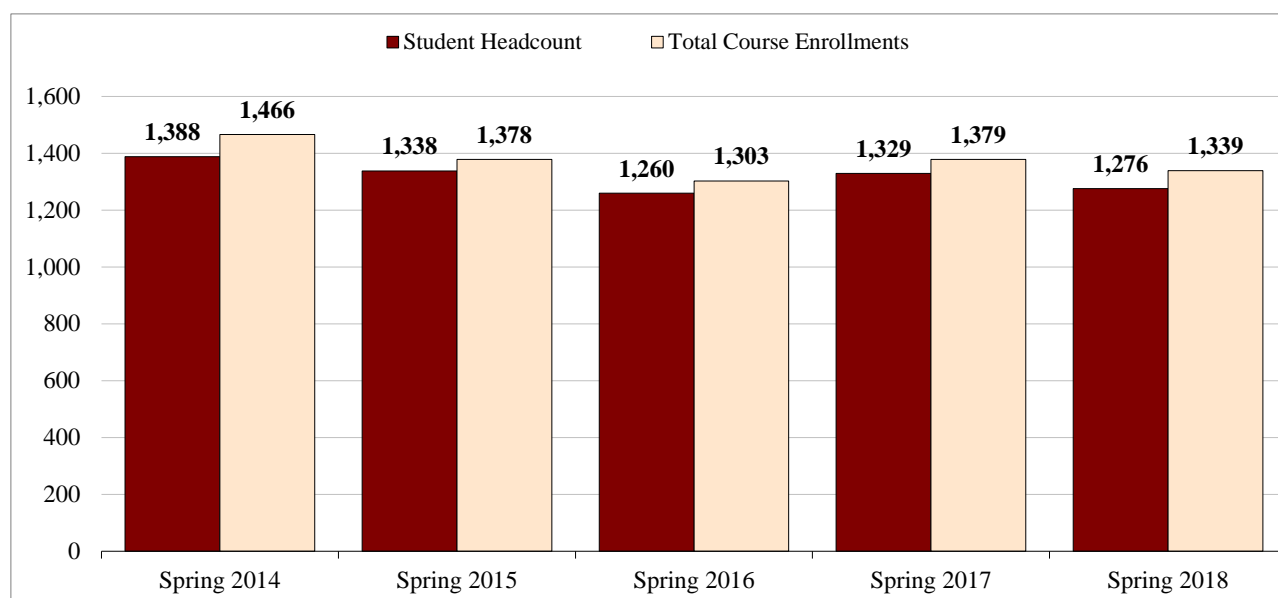
Definitions:

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

History (HIST)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Female	630	638	600	619	601
Male	748	690	643	697	660
19 yrs. or younger	620	582	548	600	588
20-21 yrs. old	390	380	365	354	340
22-24 yrs. old	215	201	166	194	143
25-29 yrs. old	82	93	100	95	104
30-39 yrs. old	52	54	52	55	61
40-49 yrs. old	14	12	15	23	28
50 yrs. or older	15	16	14	8	12
% Female	46%	48%	48%	47%	48%
% Male	54%	52%	52%	53%	52%
% 19 yrs. or younger	45%	43%	43%	45%	46%
% 20 - 21 yrs. old	28%	28%	29%	27%	27%
% 22 - 24 yrs. old	15%	15%	13%	15%	11%
% 25 - 29 yrs. old	6%	7%	8%	7%	8%
% 30 - 39 yrs. old	4%	4%	4%	4%	5%
% 40 - 49 yrs. old	1%	1%	1%	2%	2%
% 50 yrs. or older	1%	1%	1%	1%	1%

Student Demographic: Race-Ethnicity

History (HIST)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
African American	52	56	54	48	48
Asian	135	111	119	129	153
Filipino	73	74	58	74	66
Latino	365	407	408	422	400
Native American	4	3	1	2	1
Pacific Islander	4	5	4	8	10
White	625	578	508	550	496
Multiethnic	105	92	103	87	92
Other/Unknown	25	12	5	9	10
% African American	4%	4%	4%	4%	4%
% Asian	10%	8%	9%	10%	12%
% Filipino	5%	6%	5%	6%	5%
% Latino	26%	30%	32%	32%	31%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	<1%	<1%	<1%	1%	1%
% White	45%	43%	40%	41%	39%
% Multiethnic	8%	7%	8%	7%	7%
% Other/Unknown	2%	1%	<1%	1%	1%
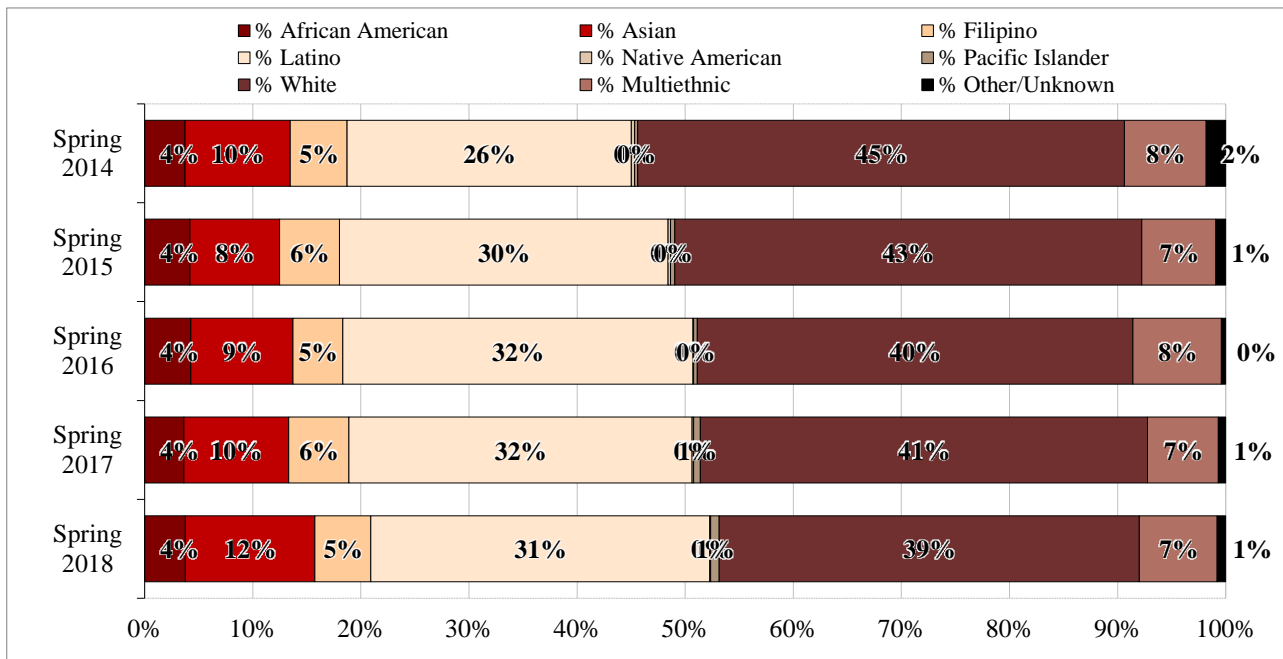
Student Enrollment Status

History (HIST)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
First-Time Any College	52	65	44	45	43
First-Time Transfer	45	47	64	55	74
Continuing	1,253	1,159	1,103	1,179	1,102
Returning	26	37	37	32	34
Concurrent Enrollment	12	29	11	18	23
% First-Time Any College	4%	5%	3%	3%	3%
% First-Time Transfer	3%	4%	5%	4%	6%
% Continuing	90%	87%	88%	89%	86%
% Returning	2%	3%	3%	2%	3%
% Concurrent Enrollment	1%	2%	1%	1%	2%
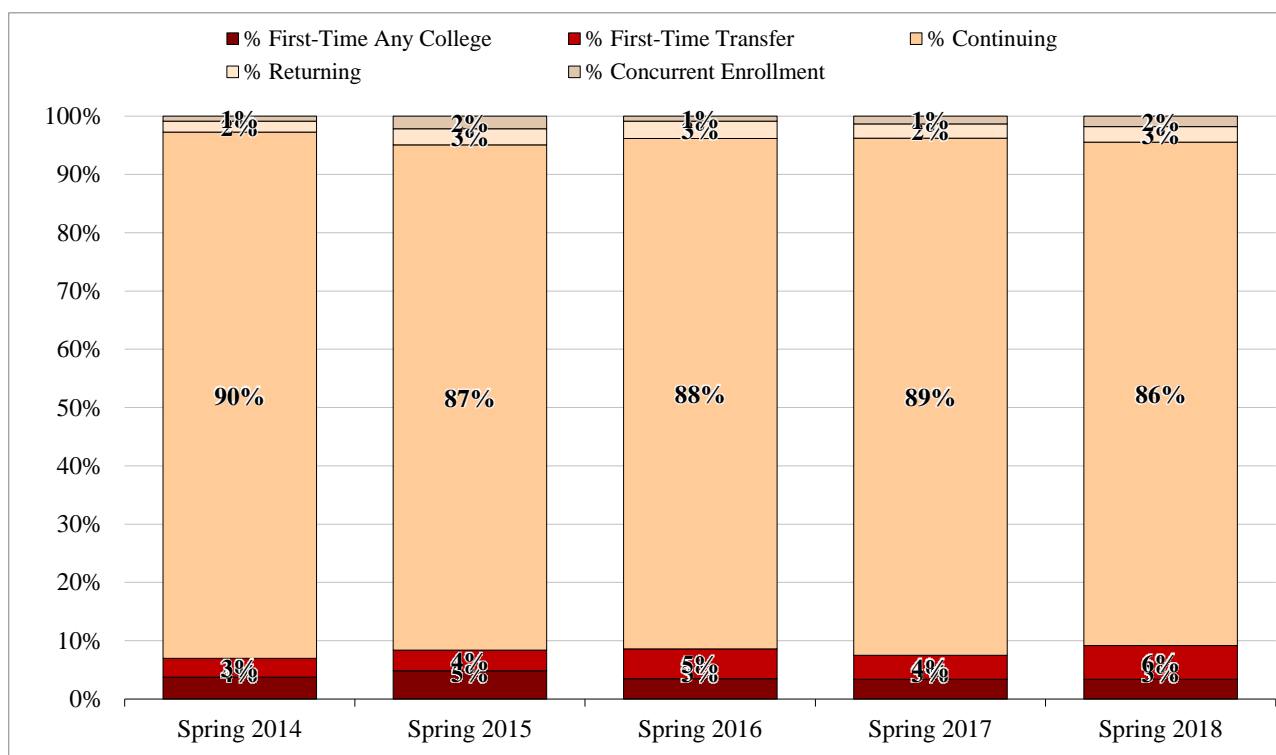
Definitions:

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

History (HIST)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Full-Time (12 units or more)	802	743	700	776	739
Part-Time (6 to 11.5 units)	498	517	486	481	469
Part-Time (0.5 to 5.5 units)	88	78	74	72	68
% Full-Time (12 units or more)	58%	56%	56%	58%	58%
% Part-Time (6 to 11.5 units)	36%	39%	39%	36%	37%
% Part-Time (0.5 to 5.5 units)	6%	6%	6%	5%	5%
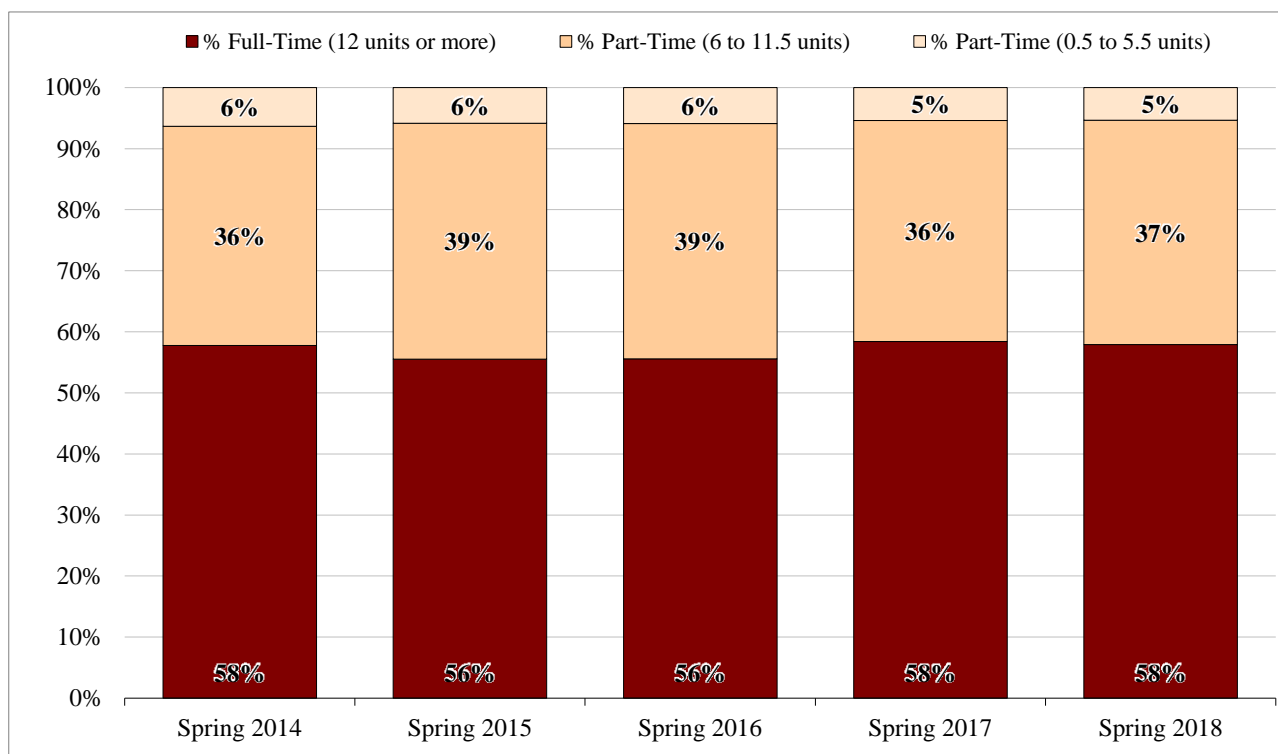
Students Using Distance Education

| History (HIST)					
	Term				
(Categories reflect college-wide coursework)	**Spring 2014**	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Face-to-Face (F2F) Only	951	862	809	854	708
Both F2F and DE	350	381	371	372	450
Distance Education (DE) Only	87	95	80	103	118
% Face-to-Face (F2F) Only	69%	64%	64%	64%	55%
% Both F2F and DE	25%	28%	29%	28%	35%
% Distance Education (DE) Only	6%	7%	6%	8%	9%
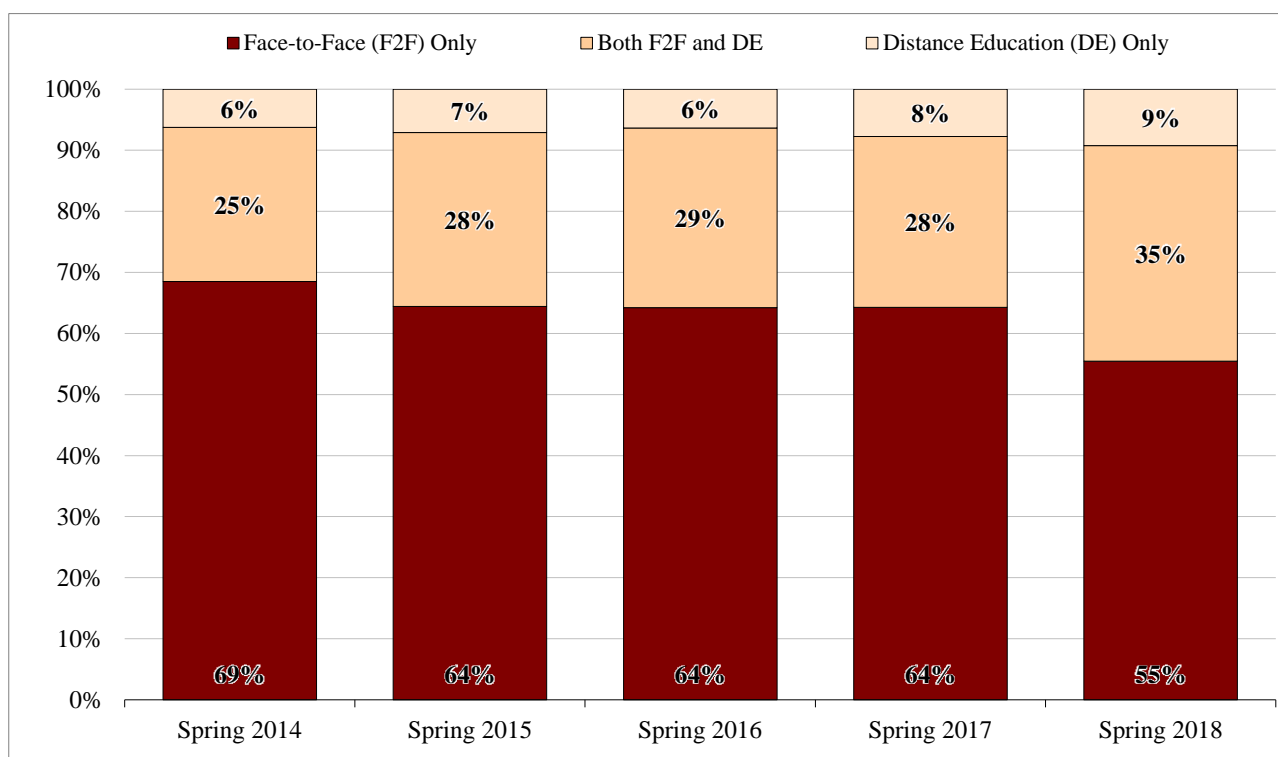
Definitions:

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

Student Educational Goal

History (HIST)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Transfer (w/ or w/o AA/AS degree)	1,117	1,057	1,022	1,082	1,049
Associate Degree Only (AA/AS)	51	53	47	50	46
Occupational Certificate or Job Training	57	52	49	50	45
Improve English/Math Basic Skills	3	4	3	6	3
Personal Development (intellectual/cultural)	8	12	6	8	11
Other	7	12	5	8	9
Undecided	138	138	119	117	106
Unknown	7	10	9	8	7
% Transfer (w/ or w/o AA/AS degree)	80%	79%	81%	81%	82%
% Associate Degree Only (AA/AS)	4%	4%	4%	4%	4%
% Occupational Certificate or Job Training	4%	4%	4%	4%	4%
% Improve English/Math Basic Skills	<1%	<1%	<1%	<1%	<1%
% Personal Development (intellectual/cultural)	1%	1%	<1%	1%	1%
% Other	1%	1%	<1%	1%	1%
% Undecided	10%	10%	9%	9%	8%
% Unknown	1%	1%	1%	1%	1%
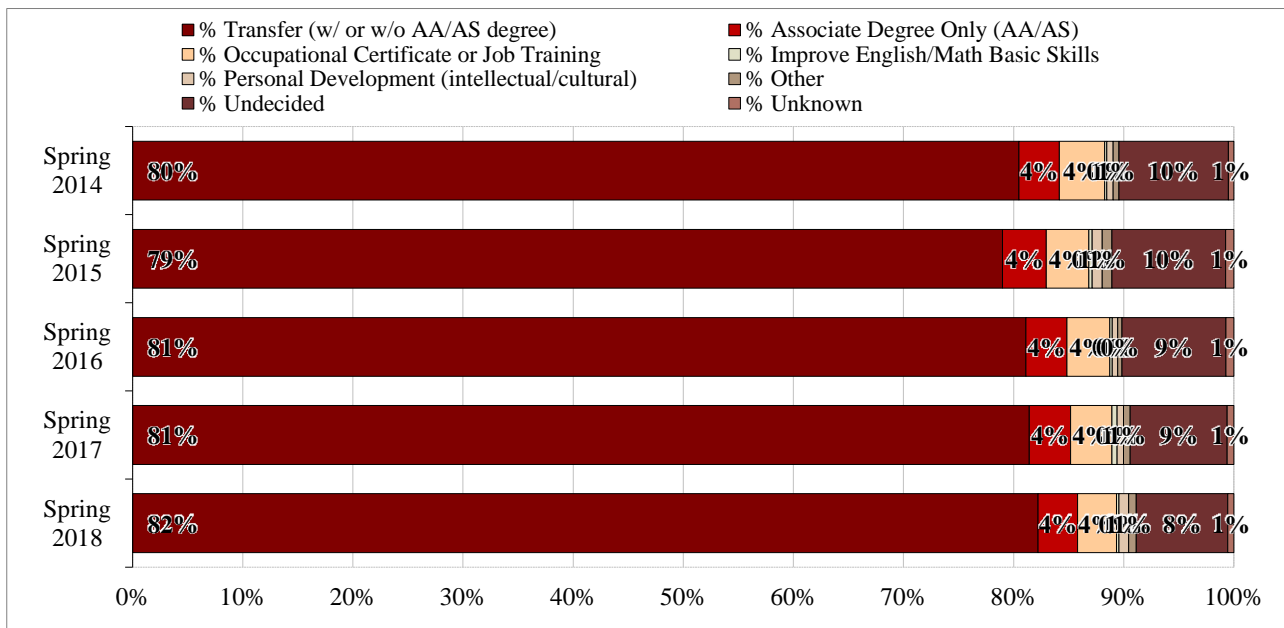
Definitions:

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

History (HIST)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	16	34	14	21	31
Freshmen (<30 units)	794	784	775	773	718
Sophomore (30-59 units)	422	361	346	376	361
Other Undergraduate (60 units or more)	136	136	111	135	132
AA/AS Degree	12	13	9	13	21
BA/BS or Higher Degree	8	10	5	11	13
% High School/Adult School	1%	3%	1%	2%	2%
% Freshmen (<30 units)	57%	59%	62%	58%	56%
% Sophomore (30-59 units)	30%	27%	27%	28%	28%
% Other Undergraduate (60 units or more)	10%	10%	9%	10%	10%
% AA/AS Degree	1%	1%	1%	1%	2%
% BA/BS or Higher Degree	1%	1%	<1%	1%	1%
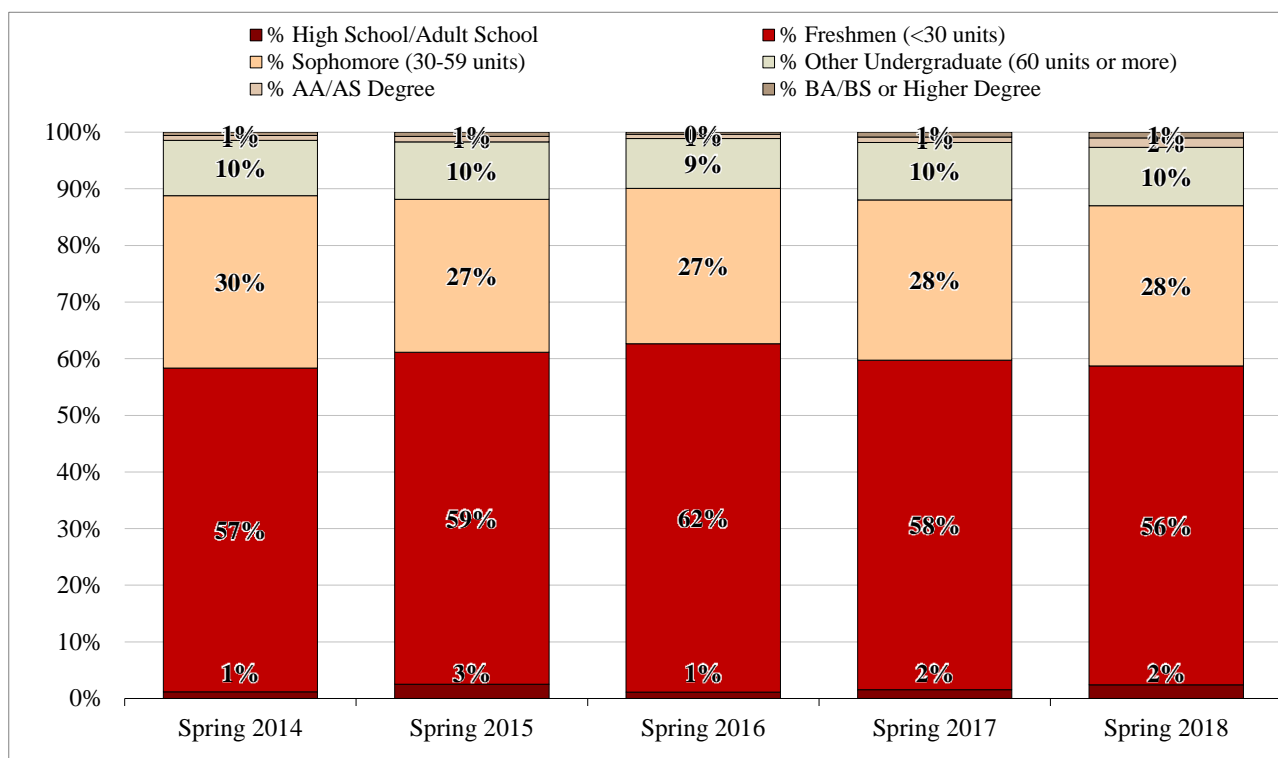
Student Performance: Grade Distribution

| History (HIST)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Total Course Enrollments	**1,466**	**1,378**	**1,303**	**1,379**	**1,339**
Course Success Rates	**63%**	**65%**	**68%**	**61%**	**63%**
A	22%	26%	26%	22%	26%
B	25%	24%	26%	25%	24%
C	16%	15%	15%	14%	13%
P	<1%	0%	<1%	<1%	0%
Course Non-Success Rate	**19%**	**15%**	**15%**	**19%**	**16%**
D	7%	5%	4%	7%	6%
F/NP/I	12%	10%	11%	12%	11%
Withdrawals (W)	**18%**	**19%**	**17%**	**20%**	**20%**
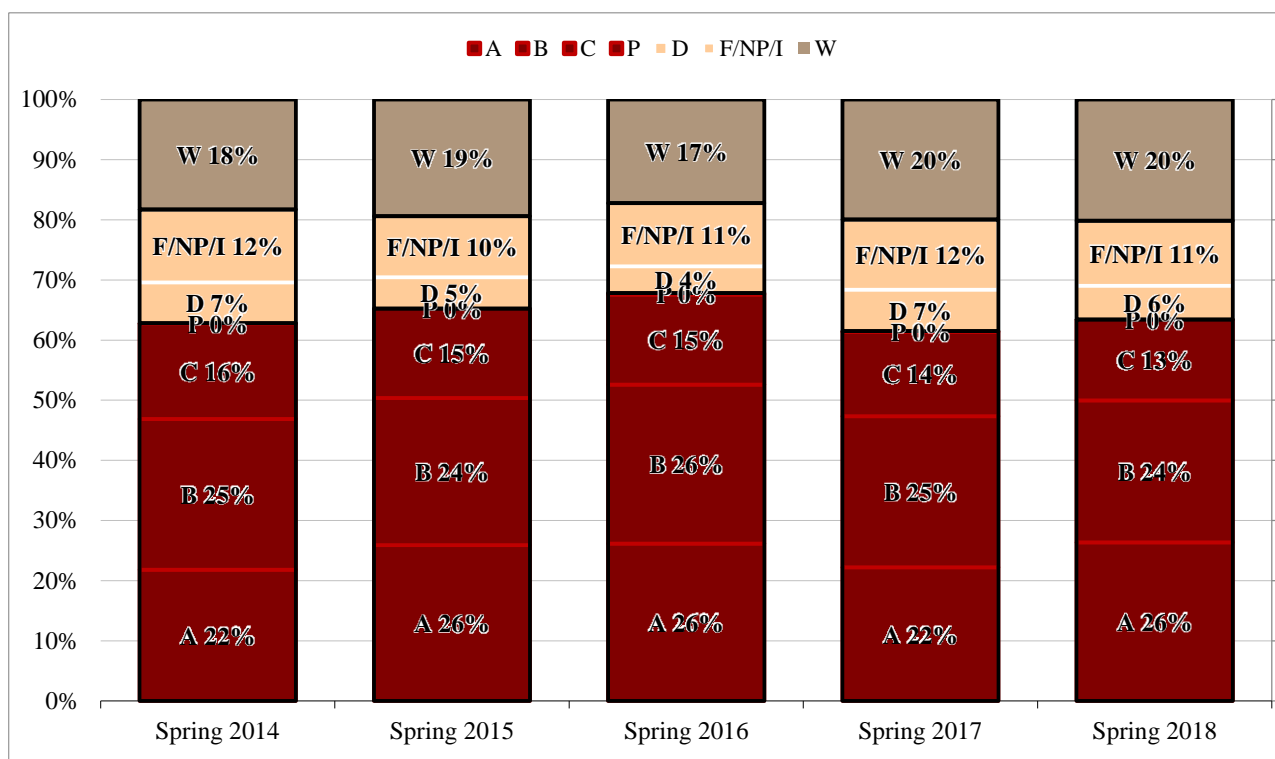
Definitions:

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

History (HIST)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Total Course Enrollments	1,466	1,378	1,303	1,379	1,339
Face-to-Face (F2F) Sections	1176	1065	1028	1123	953
Success Rates	60%	68%	73%	66%	66%
Non-Success Rates	20%	15%	13%	17%	15%
Withdrawals	20%	18%	14%	17%	19%
Distance Education (DE) Sections	290	313	275	256	386
Success Rates	74%	58%	50%	43%	56%
Non-Success Rates	13%	18%	21%	23%	21%
Withdrawals	12%	25%	29%	34%	23%
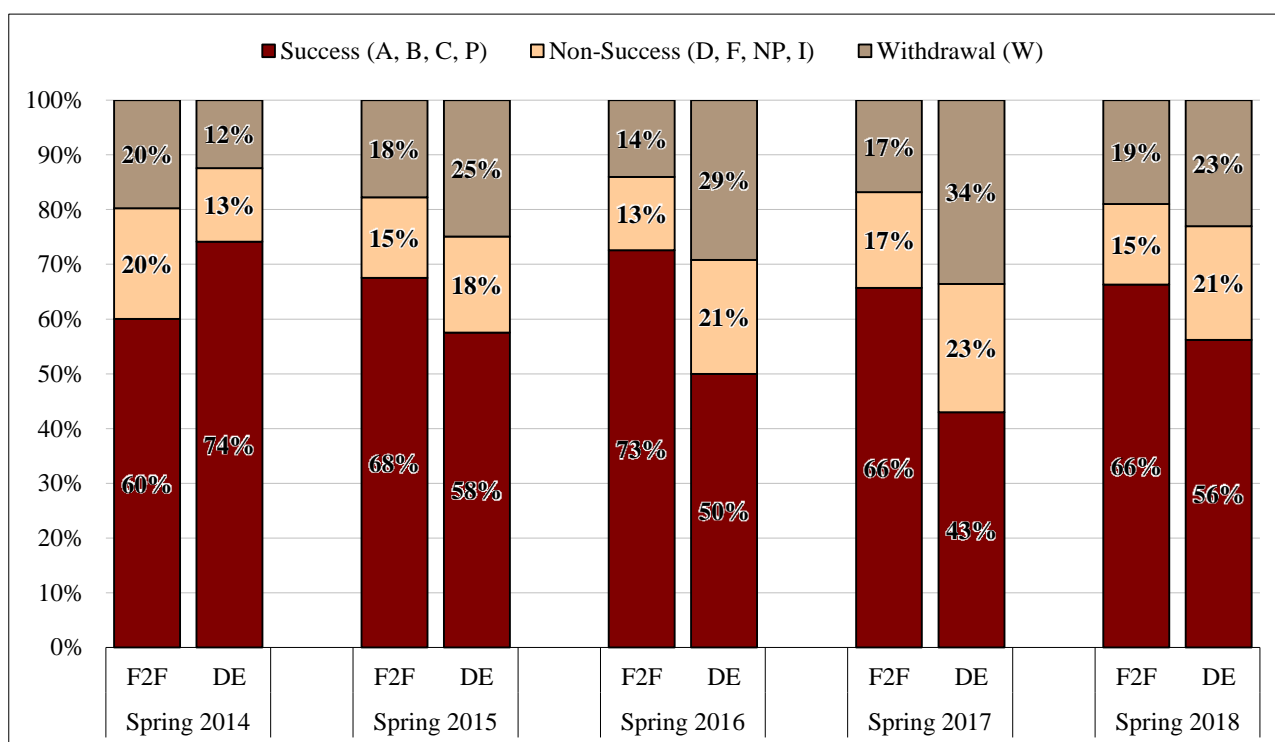
Definitions:

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

History (HIST)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	4,375	4,056	3,906	4,160	4,016
FTES	142.8	132.9	127.8	136.5	130.7
FTEF	6.6	6.6	6.4	7.0	7.0
Productivity (WSCH/FTEF)	662.9	614.5	610.3	594.3	573.7
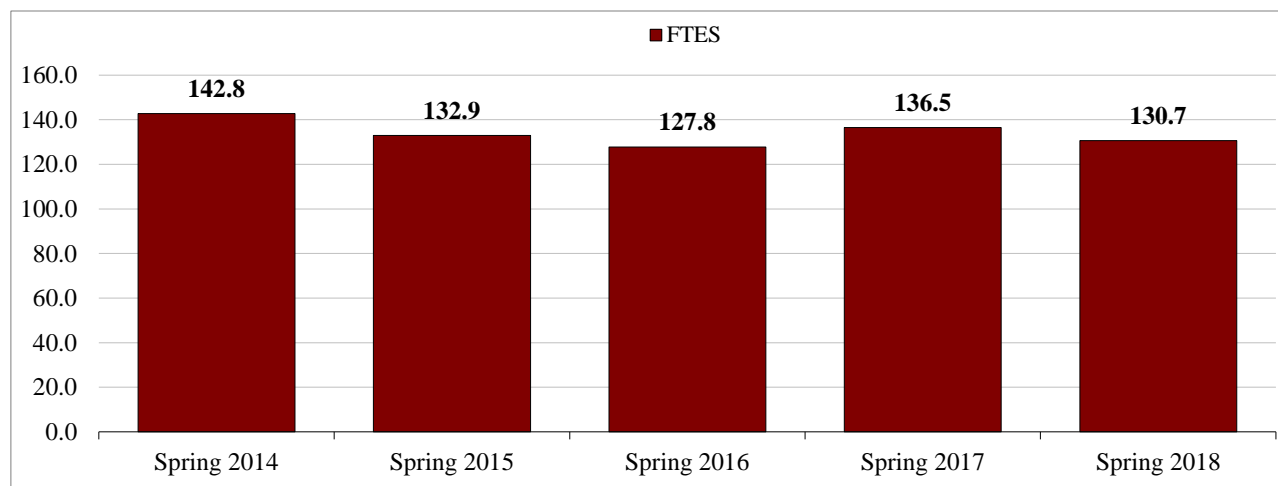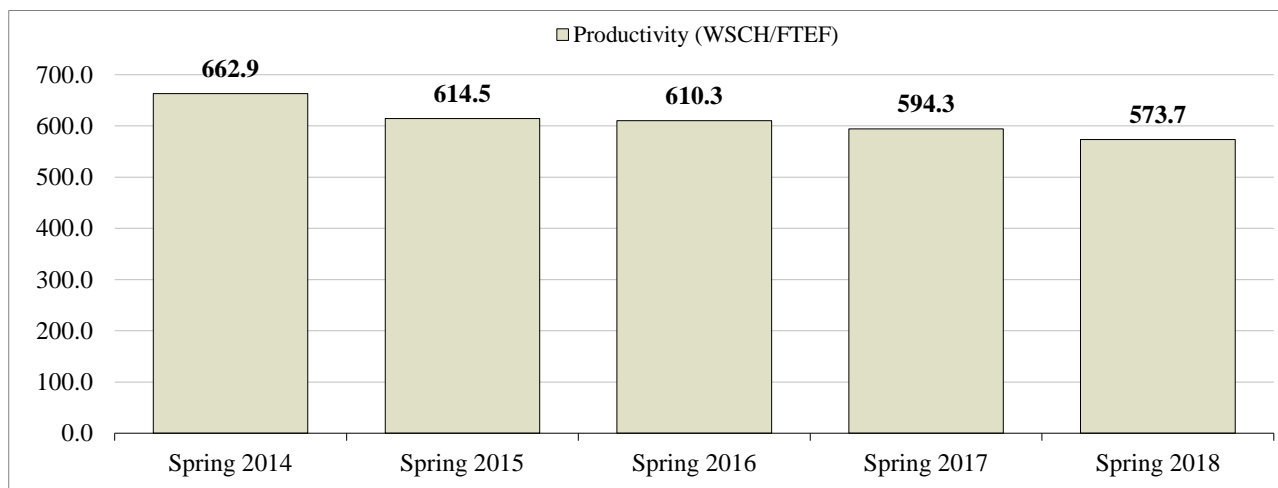
Definitions:

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

| History (HIST)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
FTEF from Full-Time Faculty	3.0	2.2	1.4	2.8	1.8
% FTEF from Full-Time Faculty	45%	33%	22%	40%	26%
Enrollments	1,466	1,378	1,303	1,379	1,339
Capacity (seats available)	1,411	1,413	1,409	1,541	1,542
Fill Rate	104%	98%	92%	89%	87%
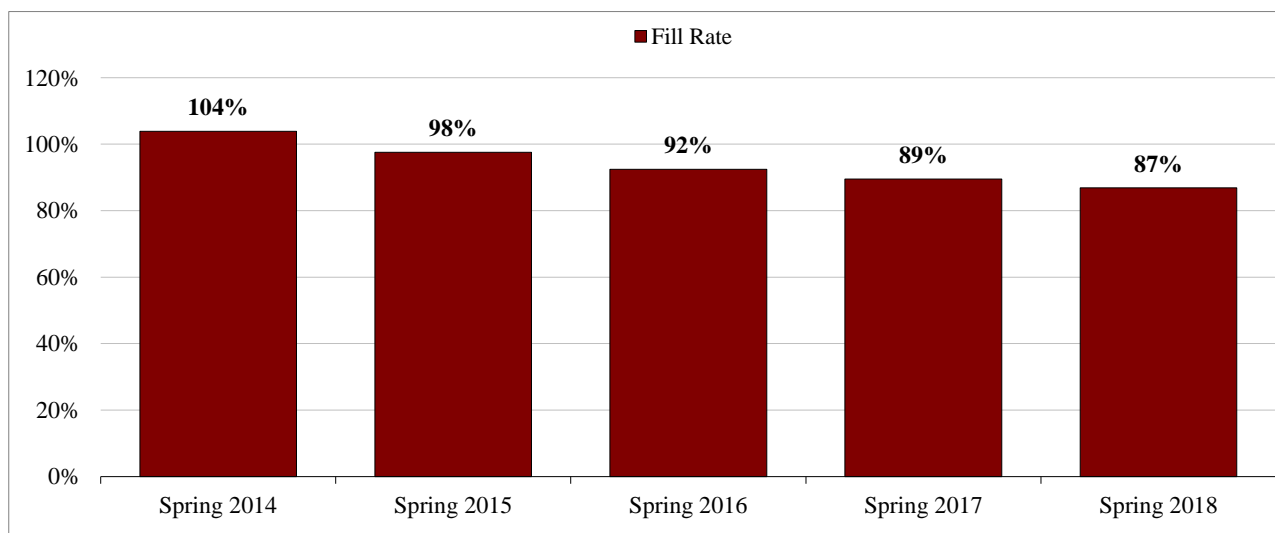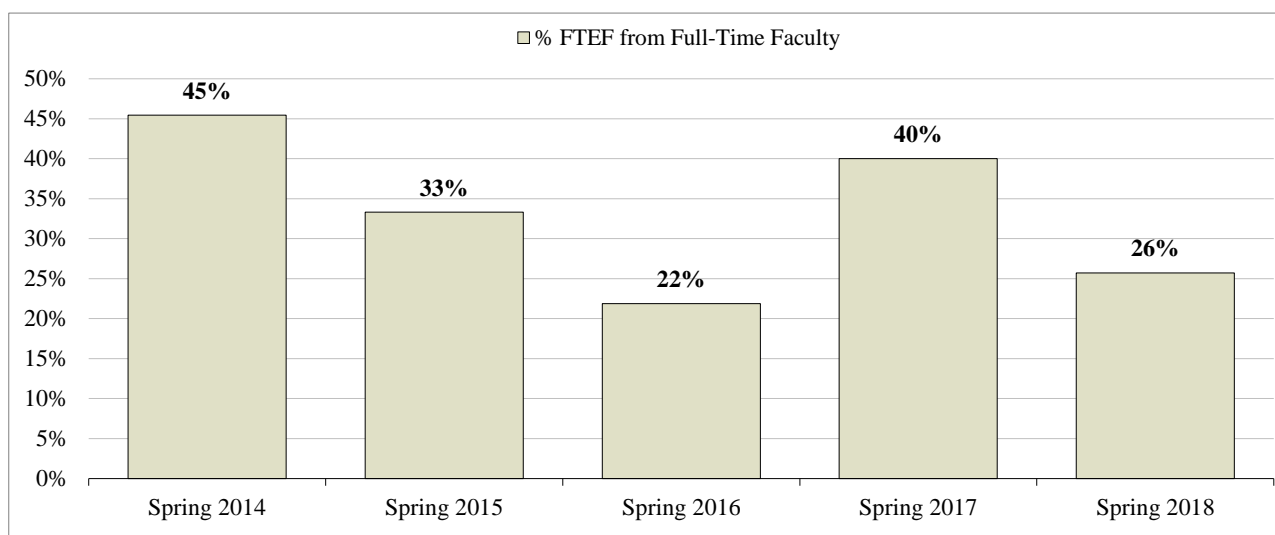
Definitions:

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				
	HIST		**LPC Overall**	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	770	60%	4,955	54%
College-level Ready	234	19%	1,319	14%
Not College-level Ready	81	7%	619	7%
Unknown	191	15%	2,260	25%
College Math				
Completed College-level	701	55%	4,980	54%
College-level Ready	199	16%	974	11%
Not College-level Ready	199	16%	1,239	14%
Unknown	177	14%	1,960	21%
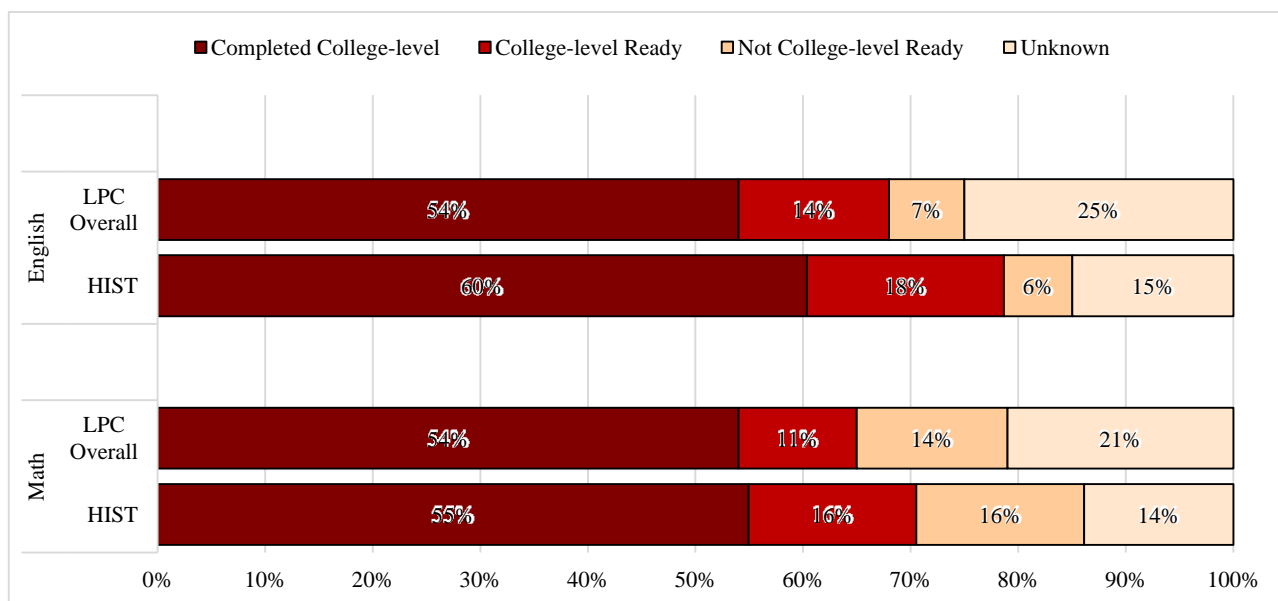
Definitions:

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 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.