



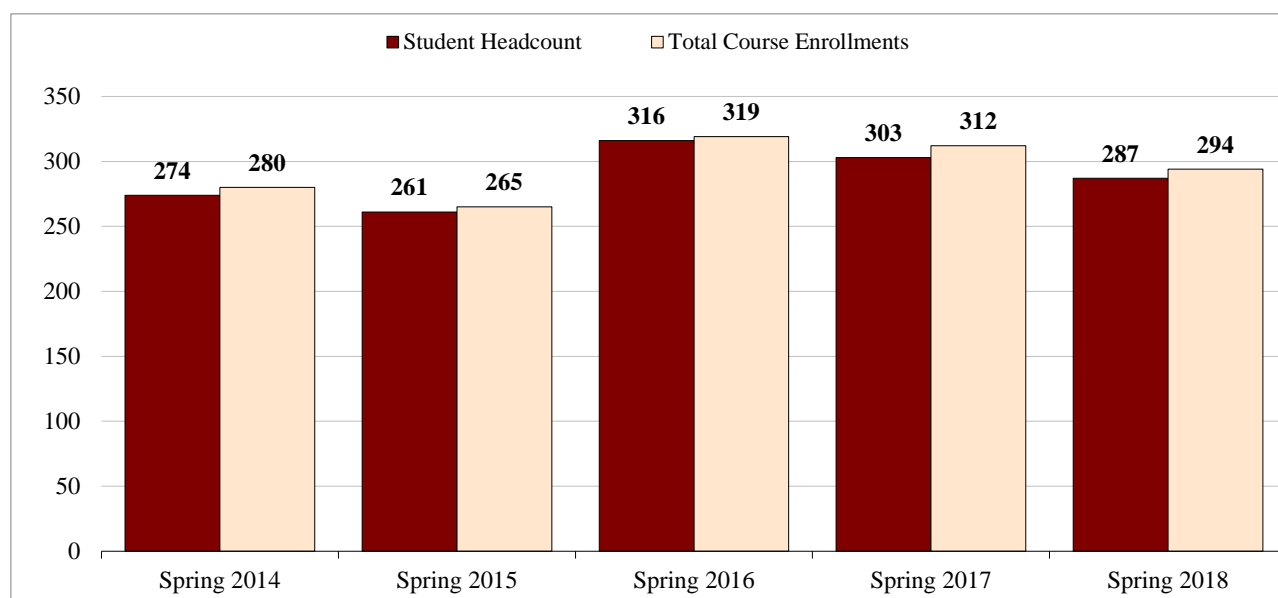
Las Positas College
Program Review Discipline Data Packet
Spring 2014 to Spring 2018

Discipline:
Philosophy (PHIL)

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Headcount & Enrollment

Philosophy (PHIL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	274	261	316	303	287
Total Course Enrollments	280	265	319	312	294



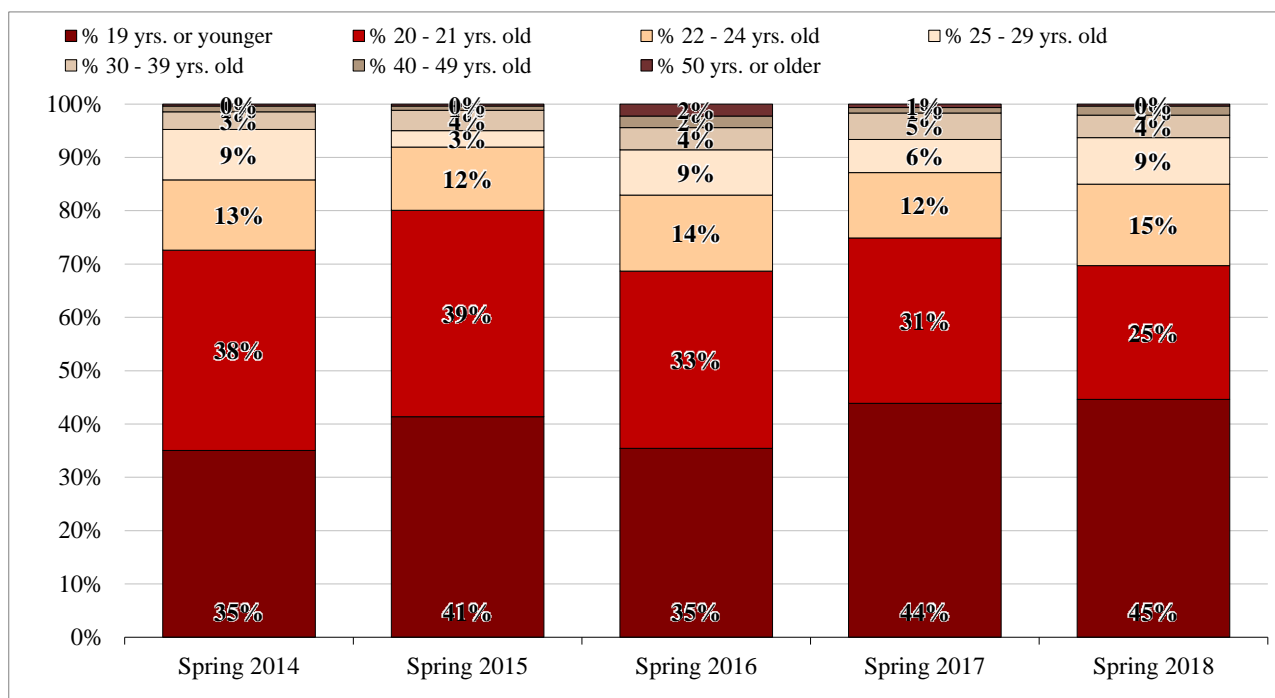
Definitions:

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.

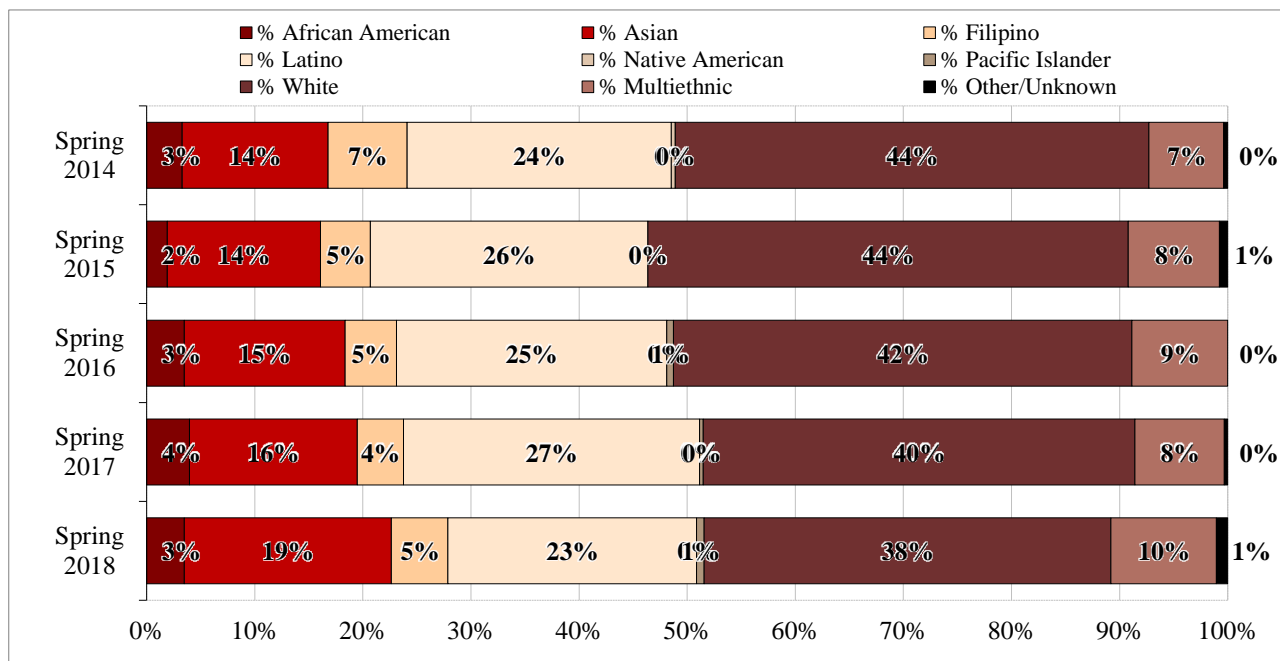
Student Demographics: Gender & Age

Philosophy (PHIL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Female	153	139	171	144	139
Male	120	120	140	154	145
19 yrs. or younger	96	108	112	133	128
20-21 yrs. old	103	101	105	94	72
22-24 yrs. old	36	31	45	37	44
25-29 yrs. old	26	8	27	19	25
30-39 yrs. old	9	10	13	15	12
40-49 yrs. old	3	2	7	3	5
50 yrs. or older	1	1	7	2	1
% Female	56%	54%	55%	48%	49%
% Male	44%	46%	45%	52%	51%
% 19 yrs. or younger	35%	41%	35%	44%	45%
% 20 - 21 yrs. old	38%	39%	33%	31%	25%
% 22 - 24 yrs. old	13%	12%	14%	12%	15%
% 25 - 29 yrs. old	9%	3%	9%	6%	9%
% 30 - 39 yrs. old	3%	4%	4%	5%	4%
% 40 - 49 yrs. old	1%	1%	2%	1%	2%
% 50 yrs. or older	<1%	<1%	2%	1%	<1%



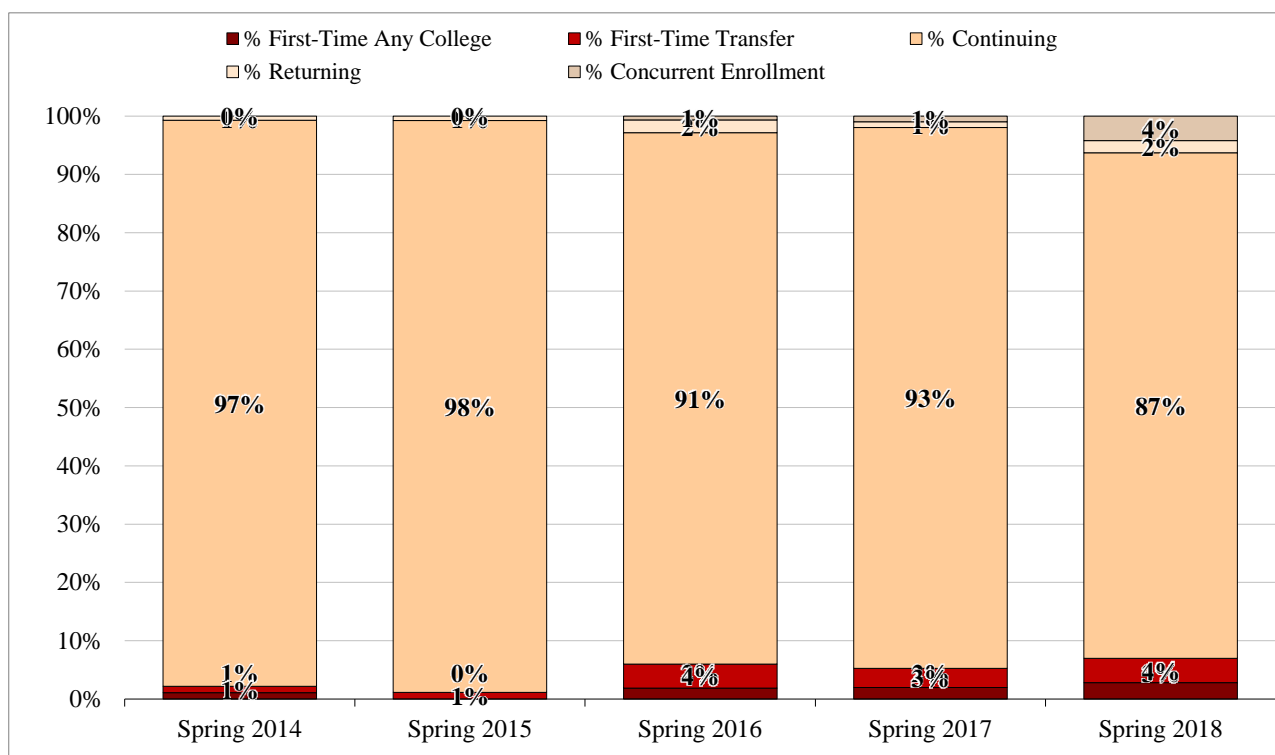
Student Demographic: Race-Ethnicity

Philosophy (PHIL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	9	5	11	12	10
Asian	37	37	47	47	55
Filipino	20	12	15	13	15
Latino	67	67	79	83	66
Native American	1	0	0	0	0
Pacific Islander	0	0	2	1	2
White	120	116	134	121	108
Multiethnic	19	22	28	25	28
Other/Unknown	1	2	0	1	3
% African American	3%	2%	3%	4%	3%
% Asian	14%	14%	15%	16%	19%
% Filipino	7%	5%	5%	4%	5%
% Latino	24%	26%	25%	27%	23%
% Native American	<1%	0%	0%	0%	0%
% Pacific Islander	0%	0%	1%	<1%	1%
% White	44%	44%	42%	40%	38%
% Multiethnic	7%	8%	9%	8%	10%
% Other/Unknown	<1%	1%	0%	<1%	1%



Student Enrollment Status

	Philosophy (PHIL)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	3	0	6	6	8
First-Time Transfer	3	3	13	10	12
Continuing	266	256	288	281	249
Returning	2	2	7	3	6
Concurrent Enrollment	0	0	2	3	12
% First-Time Any College	1%	0%	2%	2%	3%
% First-Time Transfer	1%	1%	4%	3%	4%
% Continuing	97%	98%	91%	93%	87%
% Returning	1%	1%	2%	1%	2%
% Concurrent Enrollment	0%	0%	1%	1%	4%



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.

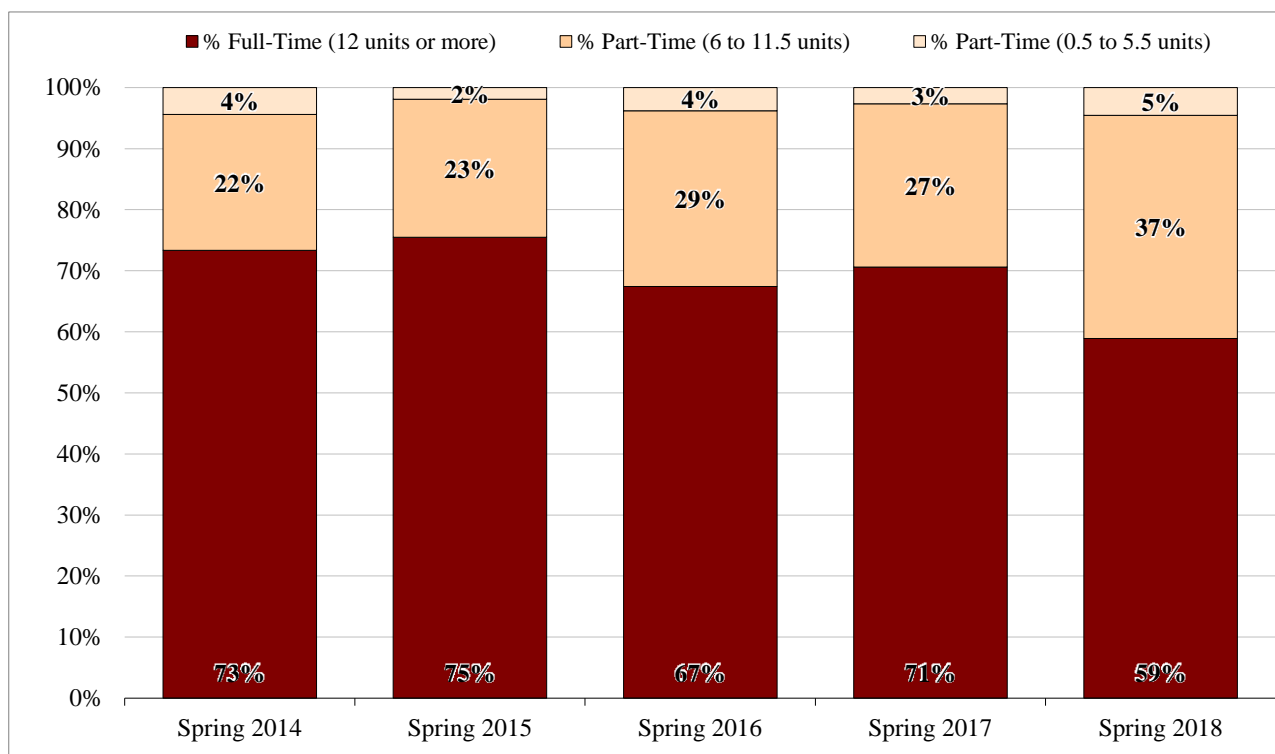
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

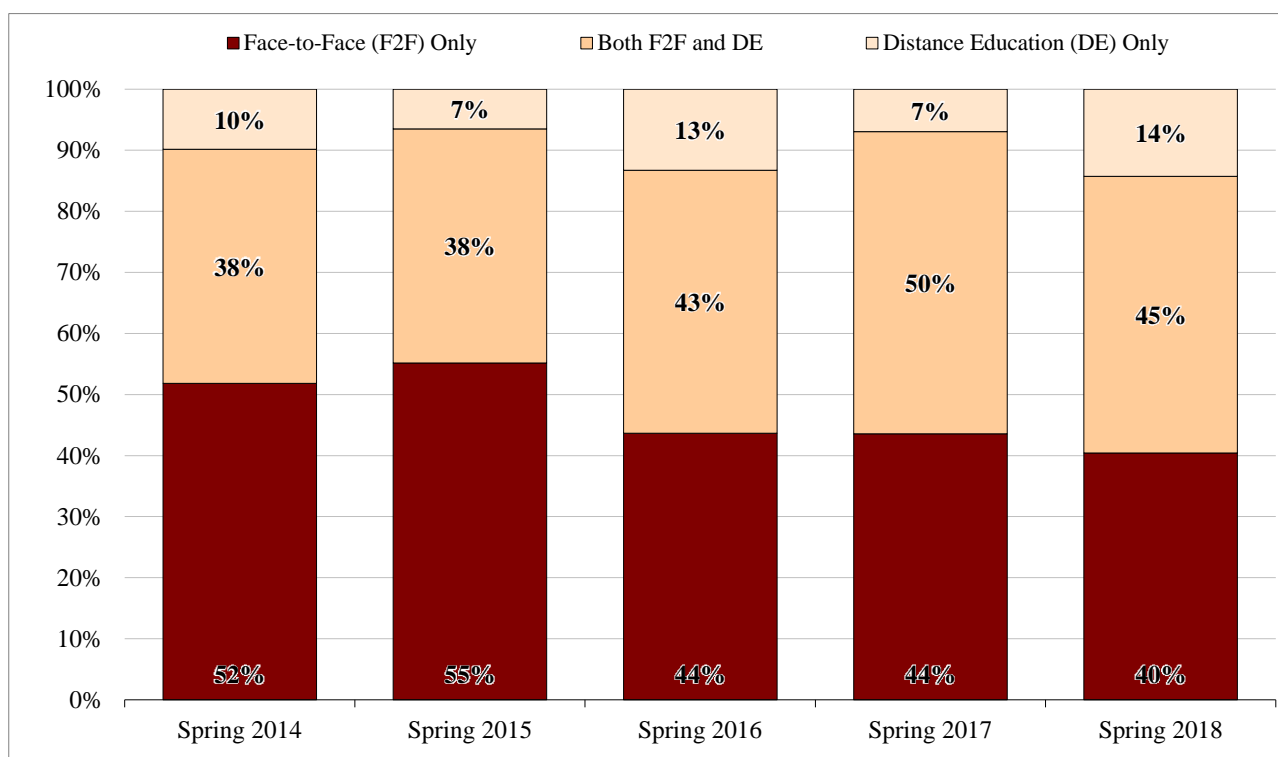
Student Unit Load

Philosophy (PHIL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	201	197	213	214	169
Part-Time (6 to 11.5 units)	61	59	91	81	105
Part-Time (0.5 to 5.5 units)	12	5	12	8	13
% Full-Time (12 units or more)	73%	75%	67%	71%	59%
% Part-Time (6 to 11.5 units)	22%	23%	29%	27%	37%
% Part-Time (0.5 to 5.5 units)	4%	2%	4%	3%	5%



Students Using Distance Education

Philosophy (PHIL)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Face-to-Face (F2F) Only	142	144	138	132	116
Both F2F and DE	105	100	136	150	130
Distance Education (DE) Only	27	17	42	21	41
% Face-to-Face (F2F) Only	52%	55%	44%	44%	40%
% Both F2F and DE	38%	38%	43%	50%	45%
% Distance Education (DE) Only	10%	7%	13%	7%	14%

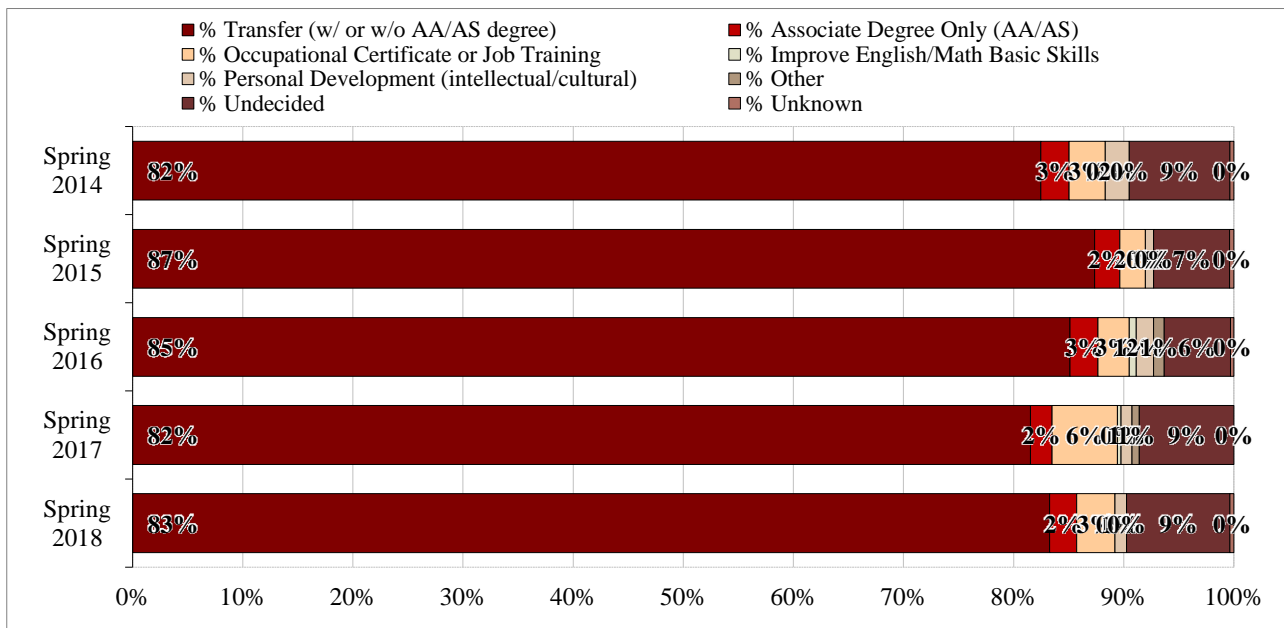


Definitions:

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

Student Educational Goal

Philosophy (PHIL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	226	228	269	247	239
Associate Degree Only (AA/AS)	7	6	8	6	7
Occupational Certificate or Job Training	9	6	9	18	10
Improve English/Math Basic Skills	0	0	2	1	0
Personal Development (intellectual/cultural)	6	2	5	3	3
Other	0	0	3	2	0
Undecided	25	18	19	26	27
Unknown	1	1	1	0	1
% Transfer (w/ or w/o AA/AS degree)	82%	87%	85%	82%	83%
% Associate Degree Only (AA/AS)	3%	2%	3%	2%	2%
% Occupational Certificate or Job Training	3%	2%	3%	6%	3%
% Improve English/Math Basic Skills	0%	0%	1%	<1%	0%
% Personal Development (intellectual/cultural)	2%	1%	2%	1%	1%
% Other	0%	0%	1%	1%	0%
% Undecided	9%	7%	6%	9%	9%
% Unknown	<1%	<1%	<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.

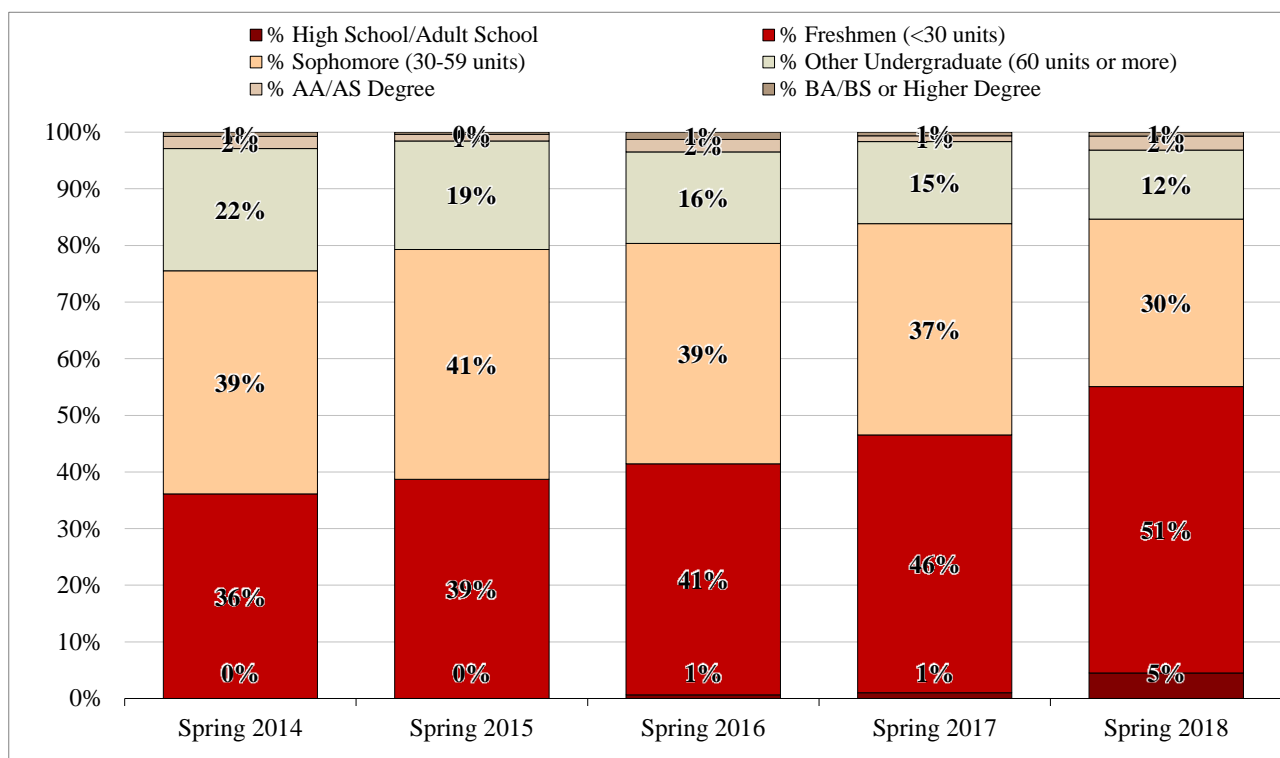
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

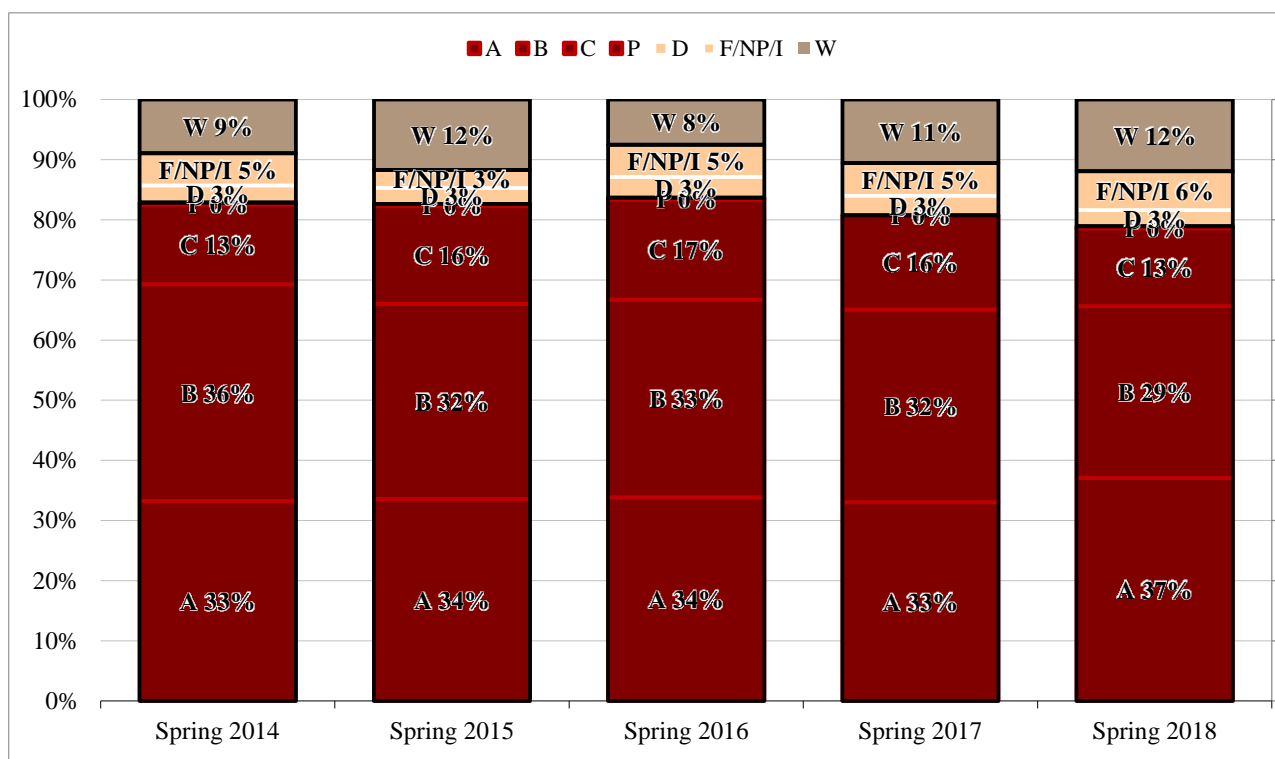
Highest Educational Level of Students

Philosophy (PHIL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	0	0	2	3	13
Freshmen (<30 units)	99	101	129	138	145
Sophomore (30-59 units)	108	106	123	113	85
Other Undergraduate (60 units or more)	59	50	51	44	35
AA/AS Degree	6	3	7	3	7
BA/BS or Higher Degree	2	1	4	2	2
% High School/Adult School	0%	0%	1%	1%	5%
% Freshmen (<30 units)	36%	39%	41%	46%	51%
% Sophomore (30-59 units)	39%	41%	39%	37%	30%
% Other Undergraduate (60 units or more)	22%	19%	16%	15%	12%
% AA/AS Degree	2%	1%	2%	1%	2%
% BA/BS or Higher Degree	1%	<1%	1%	1%	1%



Student Performance: Grade Distribution

Philosophy (PHIL)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	280	265	319	312	294
Course Success Rates	83%	83%	84%	81%	79%
A	33%	34%	34%	33%	37%
B	36%	32%	33%	32%	29%
C	13%	16%	17%	16%	13%
P	<1%	<1%	<1%	0%	<1%
Course Non-Success Rate	8%	6%	9%	9%	9%
D	3%	3%	3%	3%	3%
F/NP/I	5%	3%	5%	5%	6%
Withdrawals (W)	9%	12%	8%	11%	12%



Definitions:

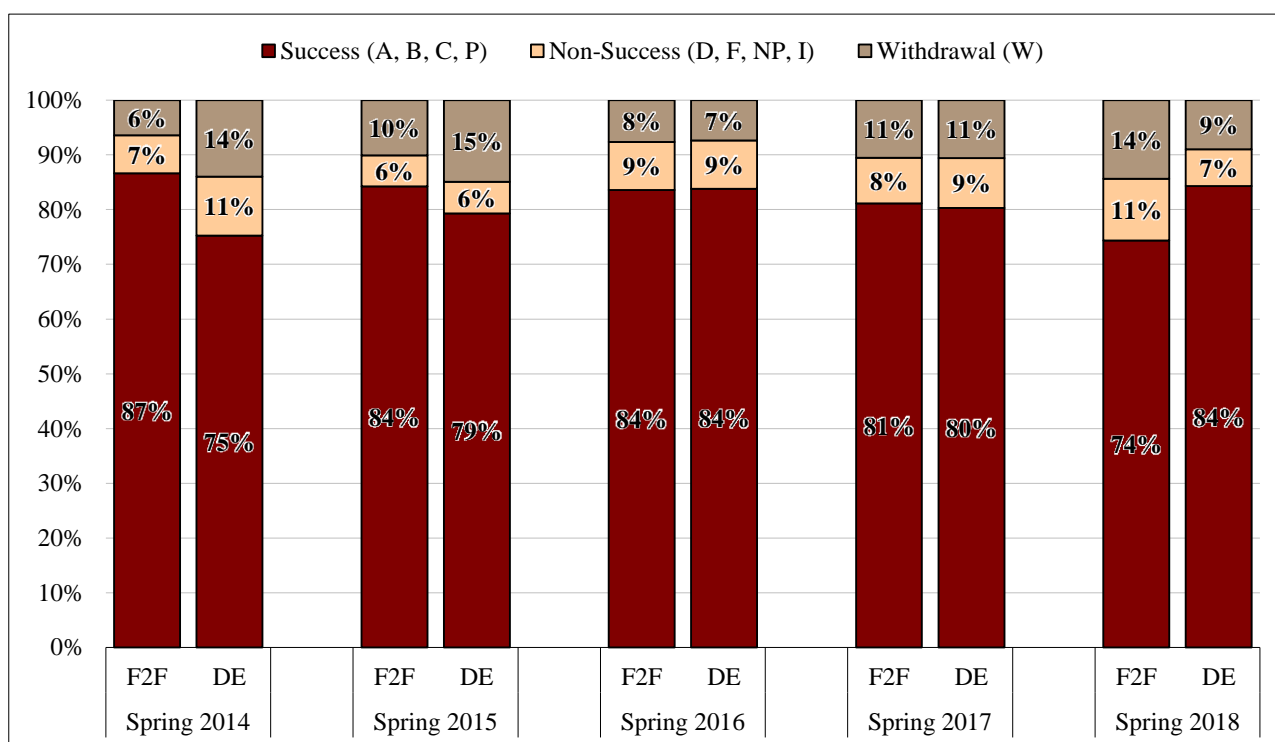
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	280	265	319	312	294
Face-to-Face (F2F) Sections	187	178	183	180	160
Success Rates	87%	84%	84%	81%	74%
Non-Success Rates	7%	6%	9%	8%	11%
Withdrawals	6%	10%	8%	11%	14%
Distance Education (DE) Sections	93	87	136	132	134
Success Rates	75%	79%	84%	80%	84%
Non-Success Rates	11%	6%	9%	9%	7%
Withdrawals	14%	15%	7%	11%	9%



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.

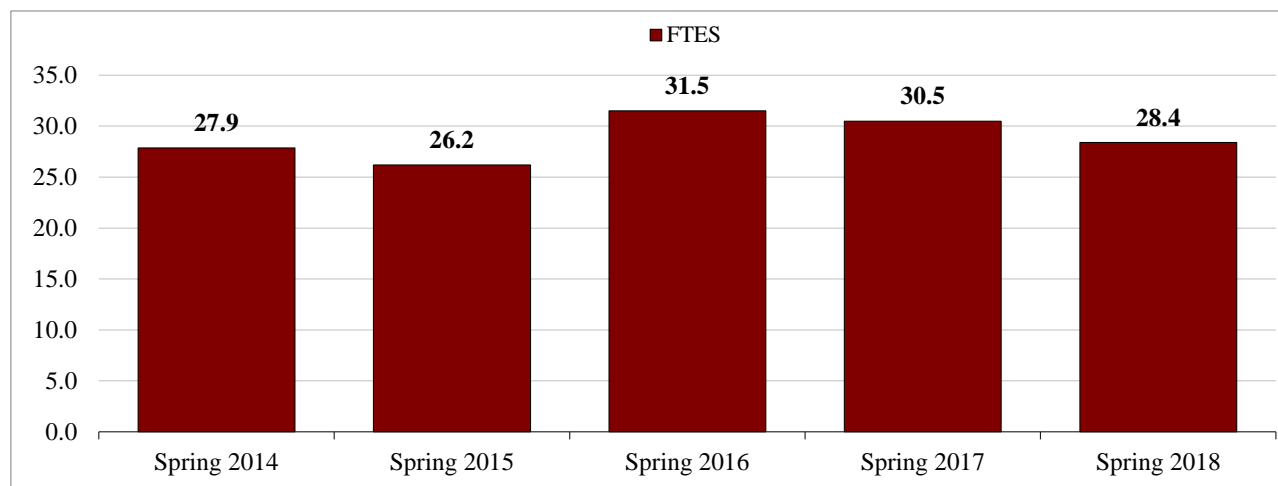
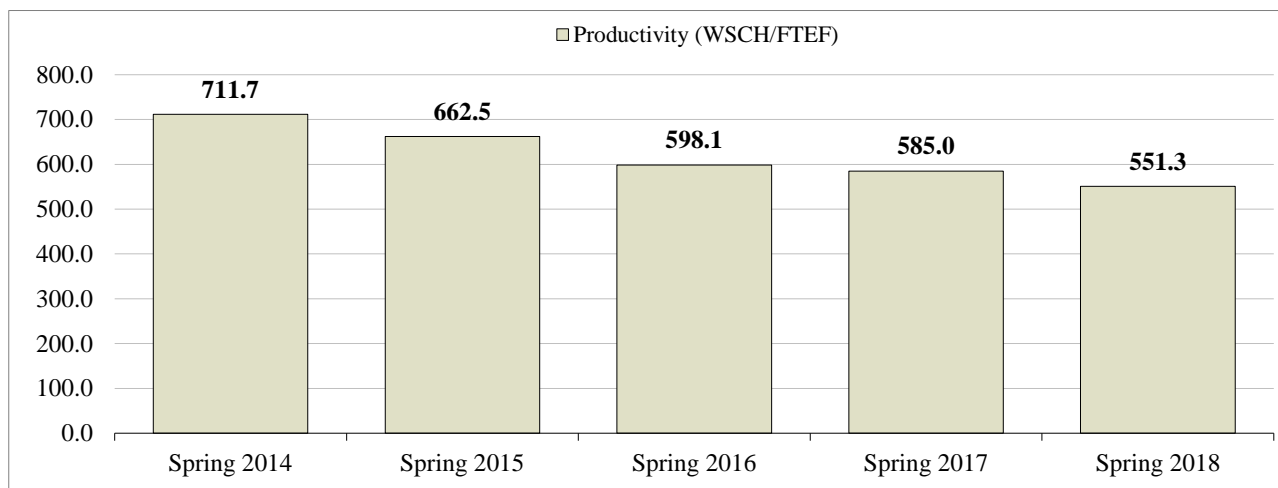
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T') relative to all students receiving a grade.

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

	Philosophy (PHIL)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	854	795	957	936	882
FTES	27.9	26.2	31.5	30.5	28.4
FTEF	1.2	1.2	1.6	1.6	1.6
Productivity (WSCH/FTEF)	711.7	662.5	598.1	585.0	551.3



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.

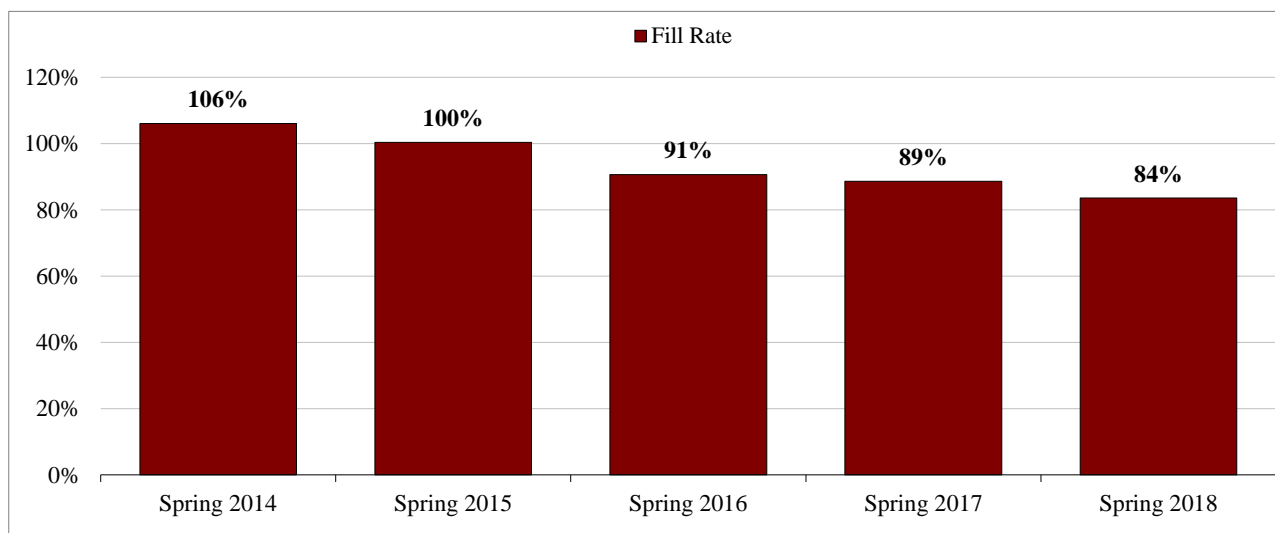
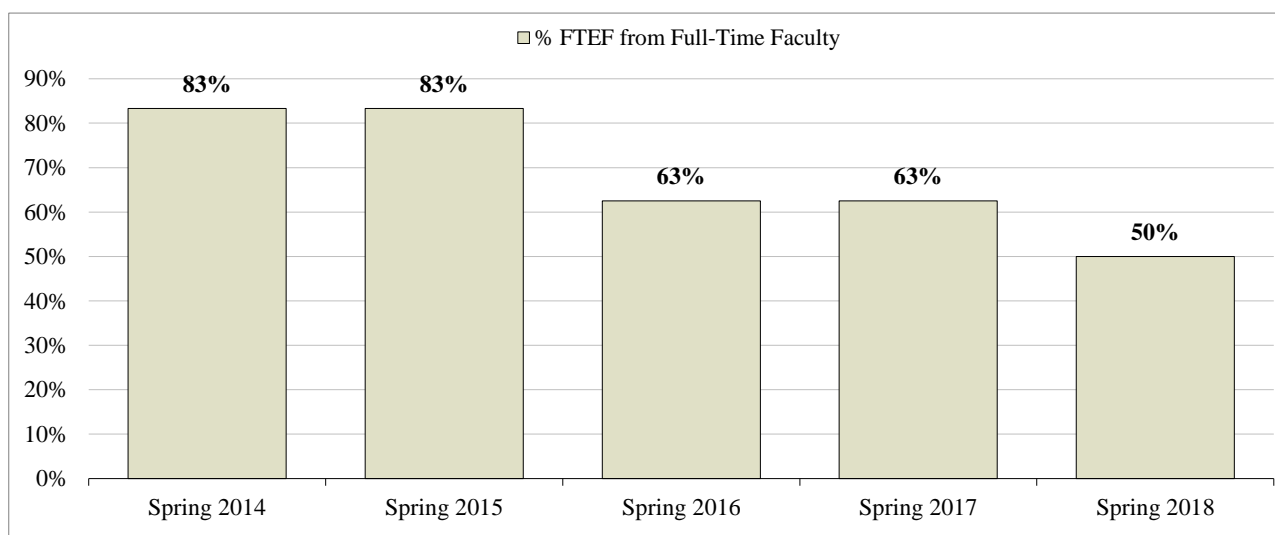
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
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	280	265	319	312	294
Capacity (seats available)	264	264	352	352	352
Fill Rate	106%	100%	91%	89%	84%



Definitions:

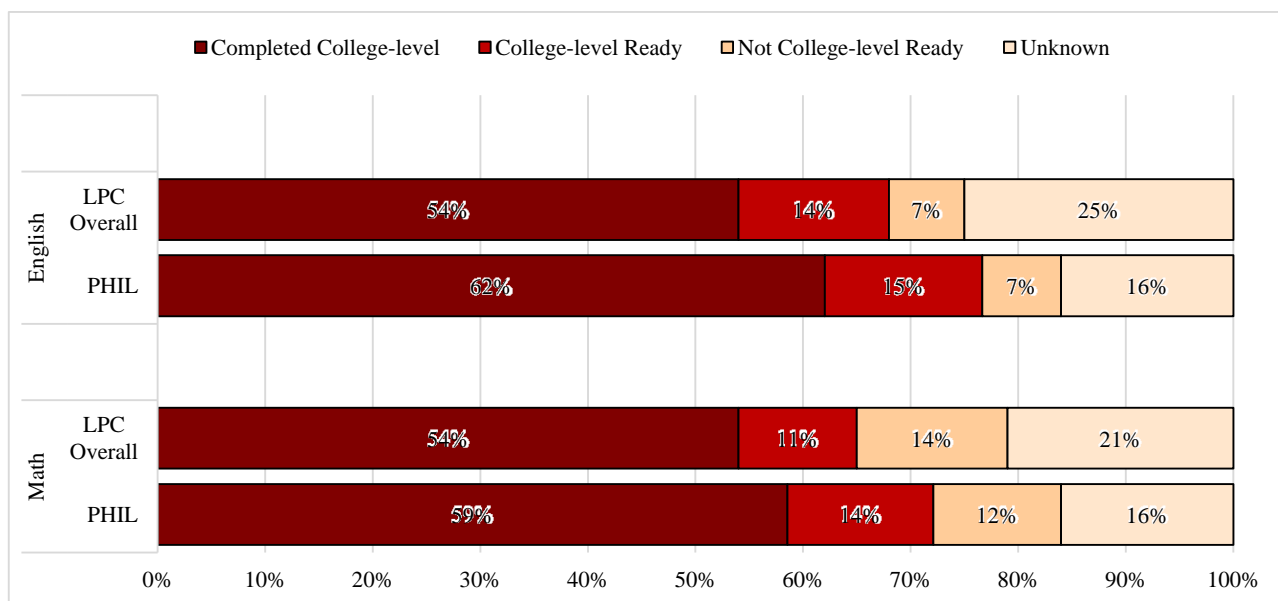
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	PHIL		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	178	62%	4,955	54%
College-level Ready	42	15%	1,319	14%
Not College-level Ready	21	8%	619	7%
Unknown	46	16%	2,260	25%
College Math				
Completed College-level	168	59%	4,980	54%
College-level Ready	39	14%	974	11%
Not College-level Ready	34	12%	1,239	14%
Unknown	46	16%	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.