Las Positas College

Program Review Discipline Data Packet

Fall 2014 to Fall 2018
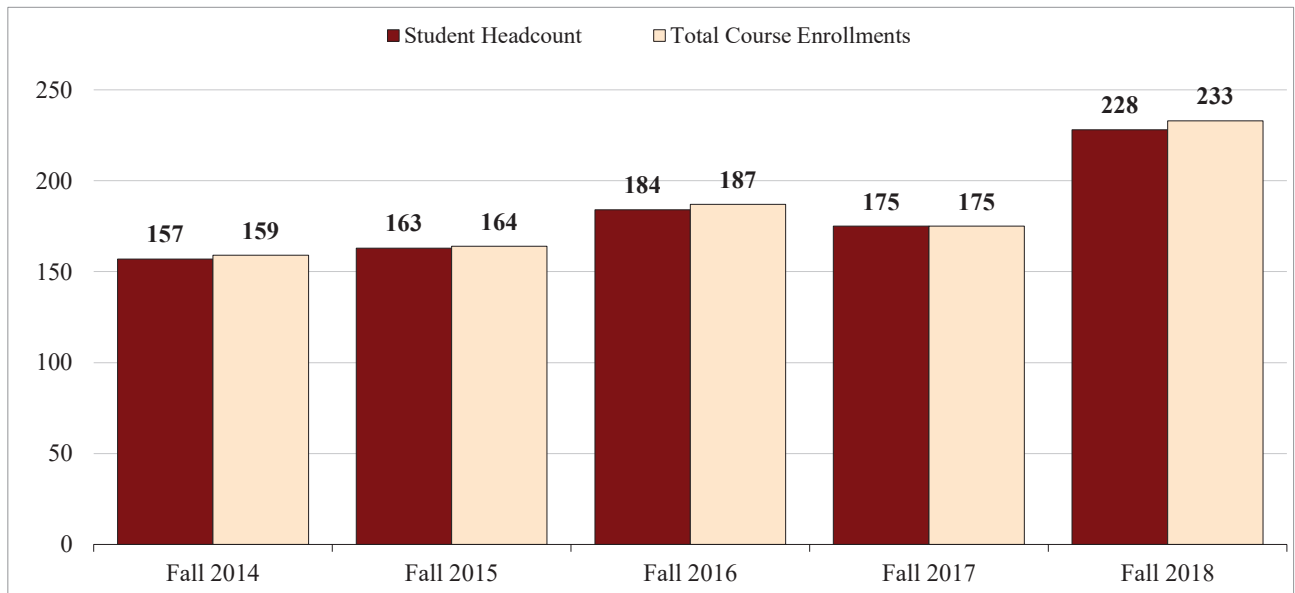
Discipline:

Art History (ARHS)

Office of Research, Planning, and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

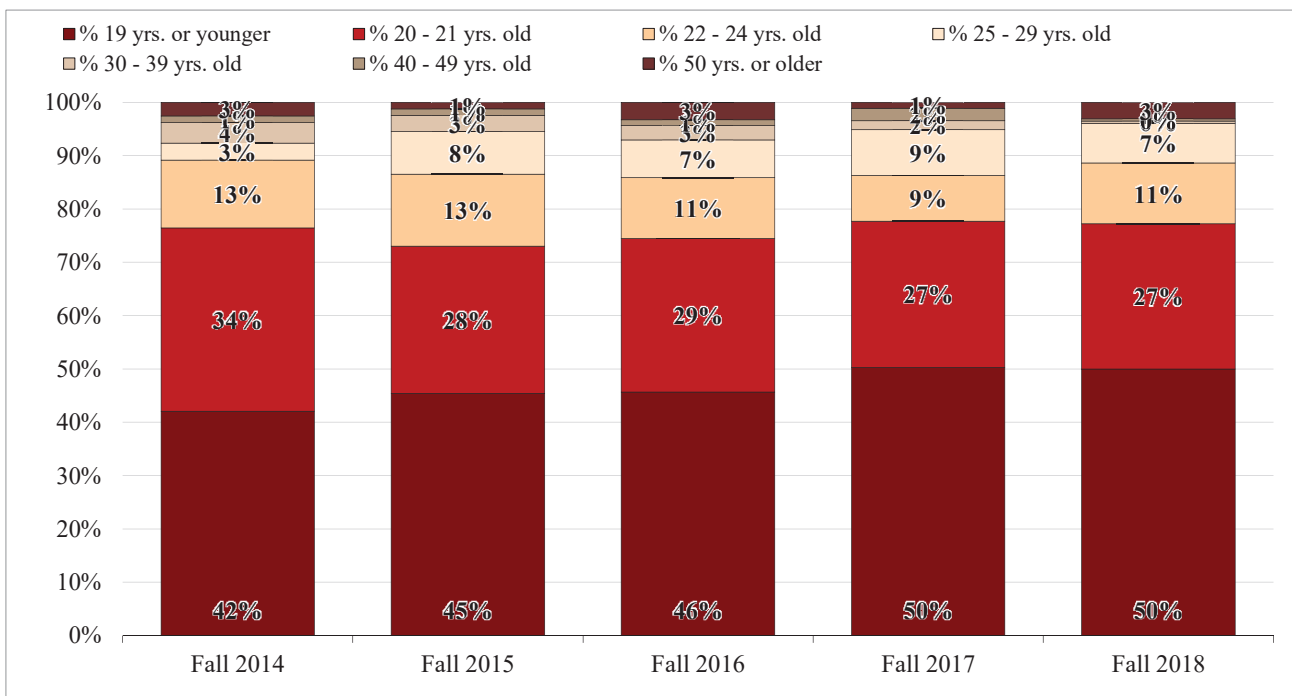| Art History (ARHS)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Student Headcount	157	163	184	175	228
Total Course Enrollments	159	164	187	175	233

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

Art History (ARHS)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Female	85	99	101	84	126
Male	71	62	81	90	96
19 yrs. or younger	66	74	84	88	114
20-21 yrs. old	54	45	53	48	62
22-24 yrs. old	20	22	21	15	26
25-29 yrs. old	5	13	13	15	17
30-39 yrs. old	6	5	5	3	1
40-49 yrs. old	2	2	2	4	1
50 yrs. or older	4	2	6	2	7
% Female	54%	61%	55%	48%	57%
% Male	46%	39%	45%	52%	43%
% 19 yrs. or younger	42%	45%	46%	50%	50%
% 20 - 21 yrs. old	34%	28%	29%	27%	27%
% 22 - 24 yrs. old	13%	13%	11%	9%	11%
% 25 - 29 yrs. old	3%	8%	7%	9%	7%
% 30 - 39 yrs. old	4%	3%	3%	2%	<1%
% 40 - 49 yrs. old	1%	1%	1%	2%	<1%
% 50 yrs. or older	3%	1%	3%	1%	3%

Student Demographic: Race-Ethnicity

Art History (ARHS)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
African American	8	2	7	8	8
Asian	14	25	23	23	39
Filipino	6	10	13	10	15
Latino	52	48	52	51	65
Native American	0	0	0	0	0
Pacific Islander	0	1	3	1	0
White	62	68	76	69	83
Multiethnic	13	7	9	13	15
Other/Unknown	2	2	1	0	3
% African American	5%	1%	4%	5%	4%
% Asian	9%	15%	13%	13%	17%
% Filipino	4%	6%	7%	6%	7%
% Latino	33%	29%	28%	29%	29%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	1%	2%	1%	0%
% White	39%	42%	41%	39%	36%
% Multiethnic	8%	4%	5%	7%	7%
% Other/Unknown	1%	1%	1%	0%	1%
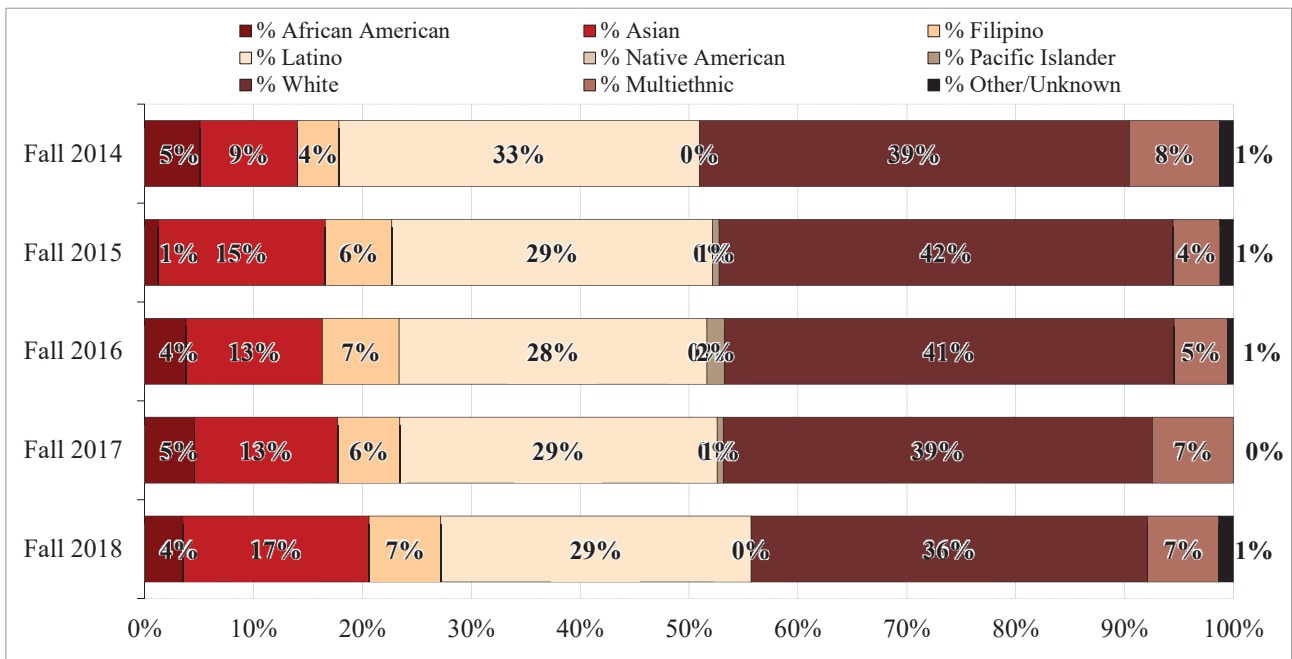
Student Enrollment Status

Art History (ARHS)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
First-Time Any College	26	30	39	47	50
First-Time Transfer	8	11	9	11	9
Continuing	117	115	128	104	142
Returning	6	7	6	7	12
Concurrent Enrollment	0	0	2	6	15
% First-Time Any College	17%	18%	21%	27%	22%
% First-Time Transfer	5%	7%	5%	6%	4%
% Continuing	75%	71%	70%	59%	62%
% Returning	4%	4%	3%	4%	5%
% Concurrent Enrollment	0%	0%	1%	3%	7%
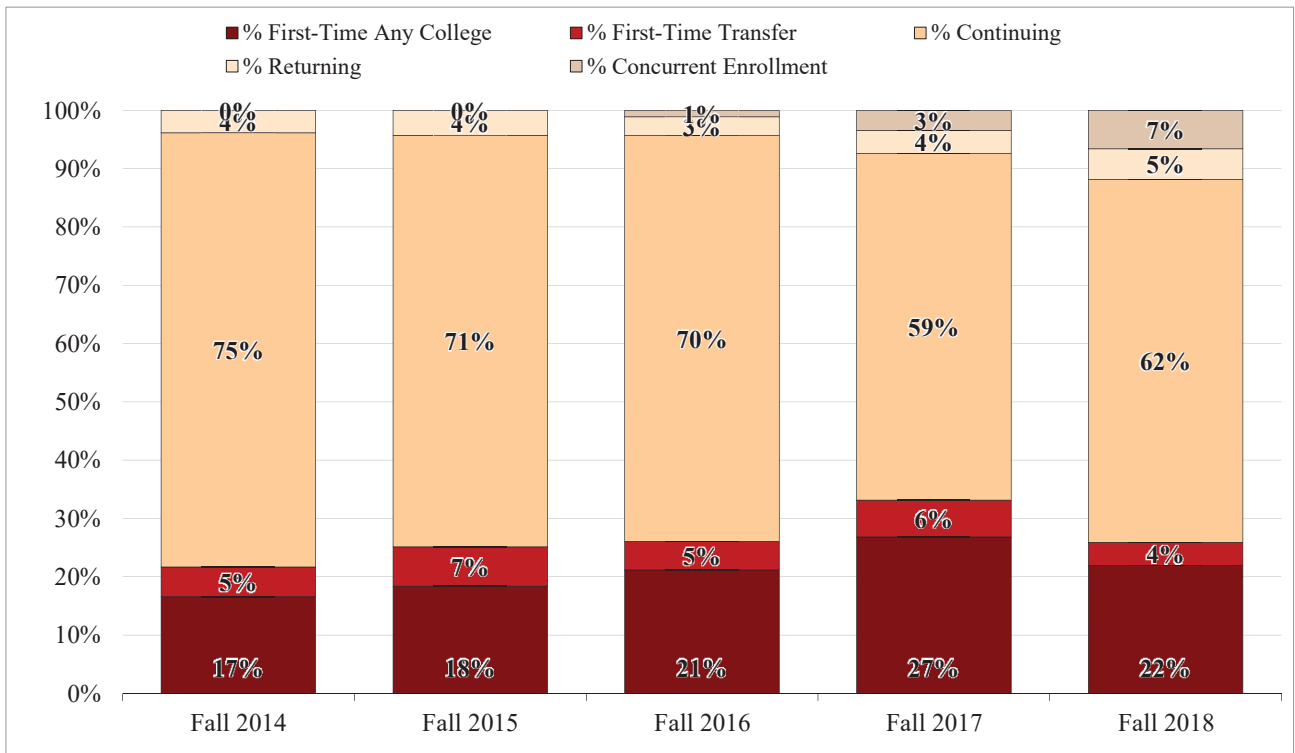
Definitions:

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

Art History (ARHS)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Full-Time (12 units or more)	100	110	122	105	139
Part-Time (6 to 11.5 units)	48	48	54	60	84
Part-Time (0.5 to 5.5 units)	9	5	8	10	5
% Full-Time (12 units or more)	64%	67%	66%	60%	61%
% Part-Time (6 to 11.5 units)	31%	29%	29%	34%	37%
% Part-Time (0.5 to 5.5 units)	6%	3%	4%	6%	2%
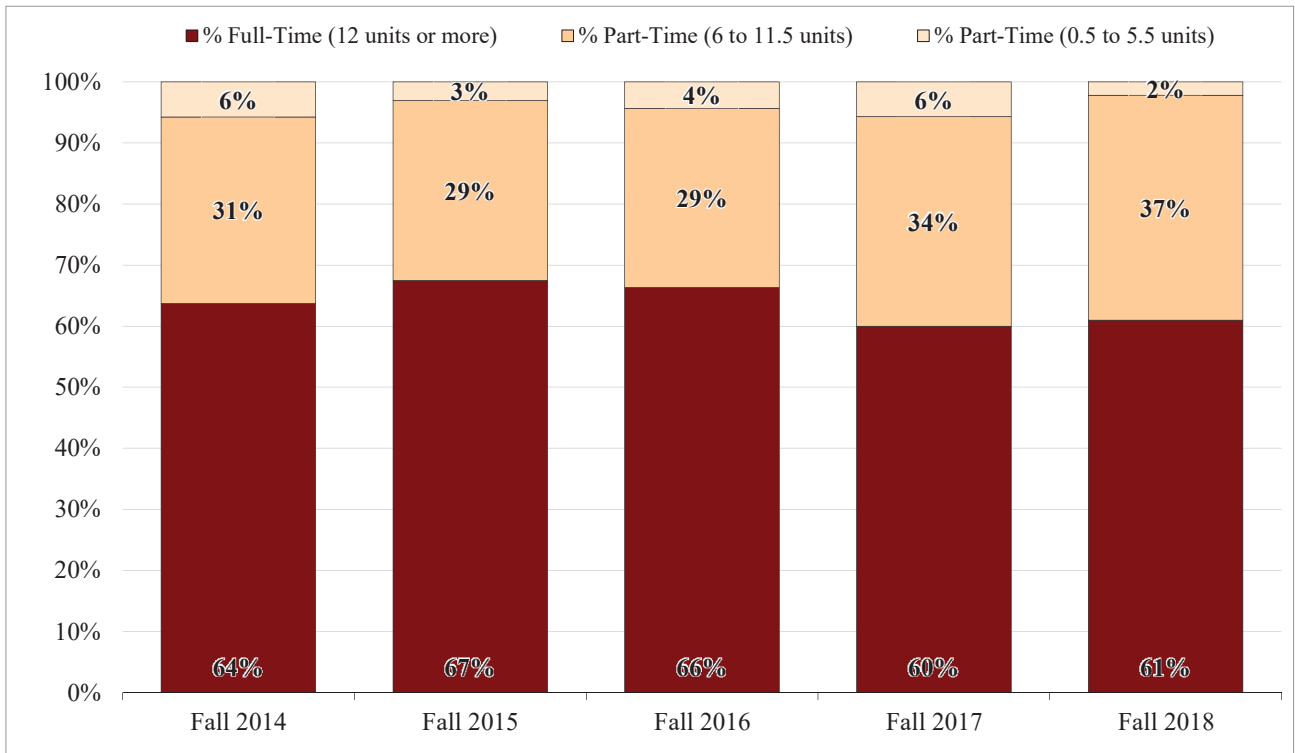
Students Using Distance Education

| Art History (ARHS)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Face-to-Face (F2F) Only	121	134	150	128	163
Both F2F and DE	36	29	34	47	65
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	77%	82%	82%	73%	71%
% Both F2F and DE	23%	18%	18%	27%	29%
% Distance Education (DE) Only	0%	0%	0%	0%	0%
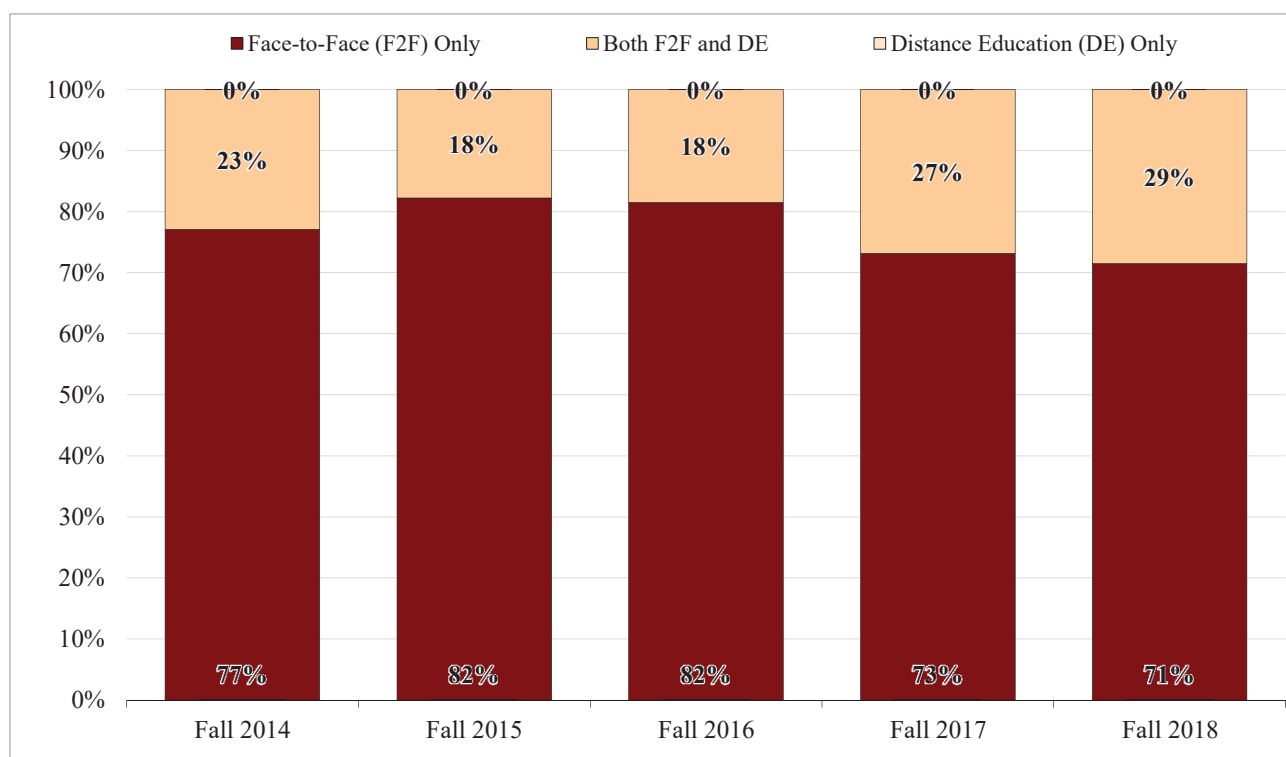
Definitions:

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

Student Educational Goal

Art History (ARHS)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Transfer (w/ or w/o AA/AS degree)	134	139	149	145	196
Associate Degree Only (AA/AS)	3	3	8	4	3
Occupational Certificate or Job Training	7	4	5	8	5
Improve English/Math Basic Skills	1	1	1	0	1
Personal Development (intellectual/cultural)	2	3	3	3	3
Other	0	1	1	1	1
Undecided	10	11	17	13	18
Unknown	0	1	0	1	1
% Transfer (w/ or w/o AA/AS degree)	85%	85%	81%	83%	86%
% Associate Degree Only (AA/AS)	2%	2%	4%	2%	1%
% Occupational Certificate or Job Training	4%	2%	3%	5%	2%
% Improve English/Math Basic Skills	1%	1%	1%	0%	<1%
% Personal Development (intellectual/cultural)	1%	2%	2%	2%	1%
% Other	0%	1%	1%	1%	<1%
% Undecided	6%	7%	9%	7%	8%
% Unknown	0%	1%	0%	1%	<1%
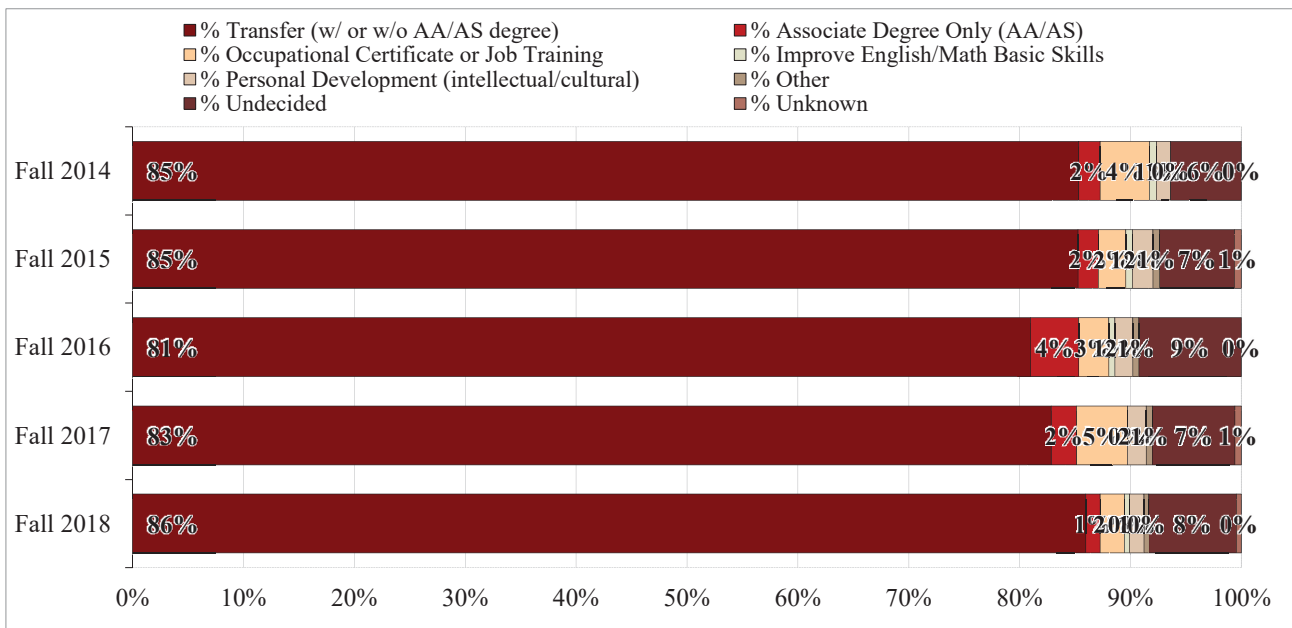
Definitions:

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

Art History (ARHS)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
High School/Adult School	1	0	4	7	18
Freshmen (<30 units)	72	92	100	105	124
Sophomore (30-59 units)	60	49	61	48	55
Other Undergraduate (60 units or more)	19	14	13	10	25
AA/AS Degree	0	3	2	3	2
BA/BS or Higher Degree	5	5	4	2	4
% High School/Adult School	1%	0%	2%	4%	8%
% Freshmen (<30 units)	46%	56%	54%	60%	54%
% Sophomore (30-59 units)	38%	30%	33%	27%	24%
% Other Undergraduate (60 units or more)	12%	9%	7%	6%	11%
% AA/AS Degree	0%	2%	1%	2%	1%
% BA/BS or Higher Degree	3%	3%	2%	1%	2%
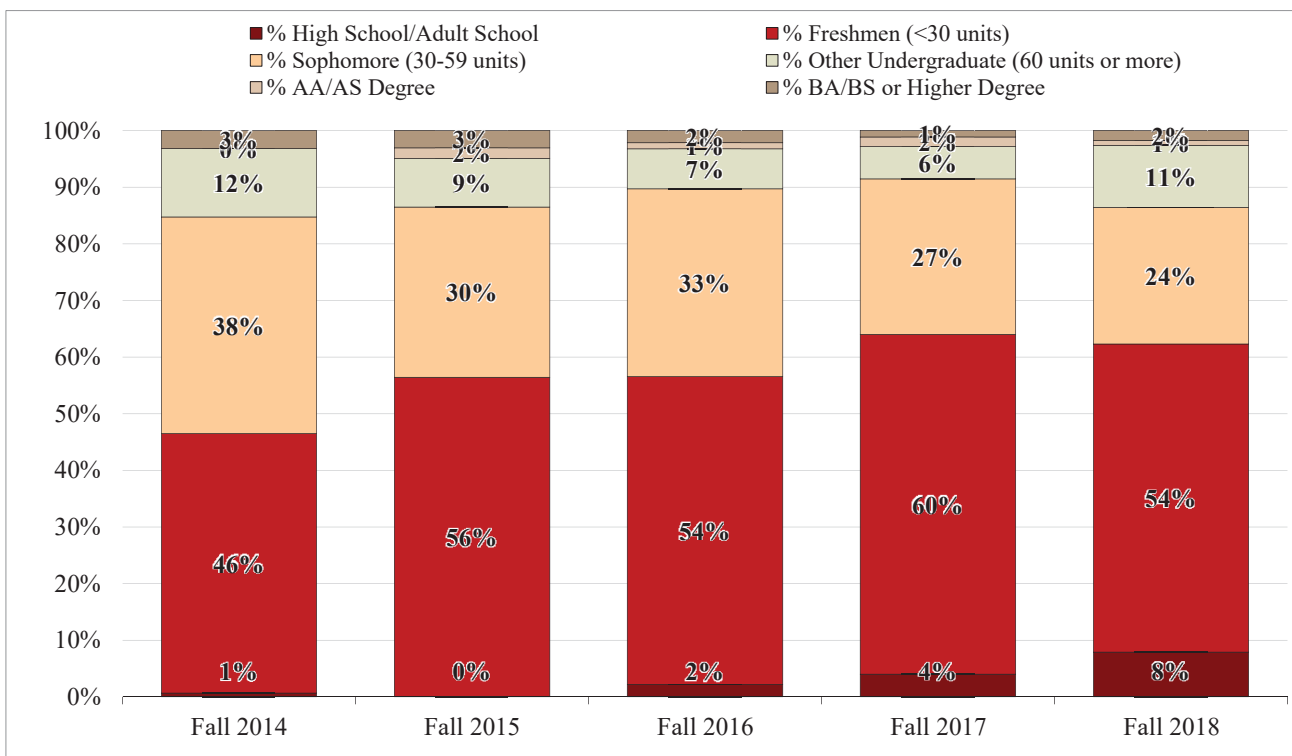
Student Performance: Grade Distribution

| Art History (ARHS)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Total Course Enrollments	**159**	**164**	**187**	**175**	**233**
Course Success Rates	**67%**	**70%**	**75%**	**73%**	**86%**
A	23%	30%	41%	46%	68%
B	25%	24%	19%	17%	13%
C	16%	16%	16%	9%	5%
P	3%	0%	1%	0%	0%
Course Non-Success Rate	**21%**	**13%**	**16%**	**15%**	**8%**
D	11%	5%	5%	4%	3%
F/NP/I	10%	7%	10%	11%	5%
Withdrawals (W)	**12%**	**17%**	**9%**	**13%**	**6%**
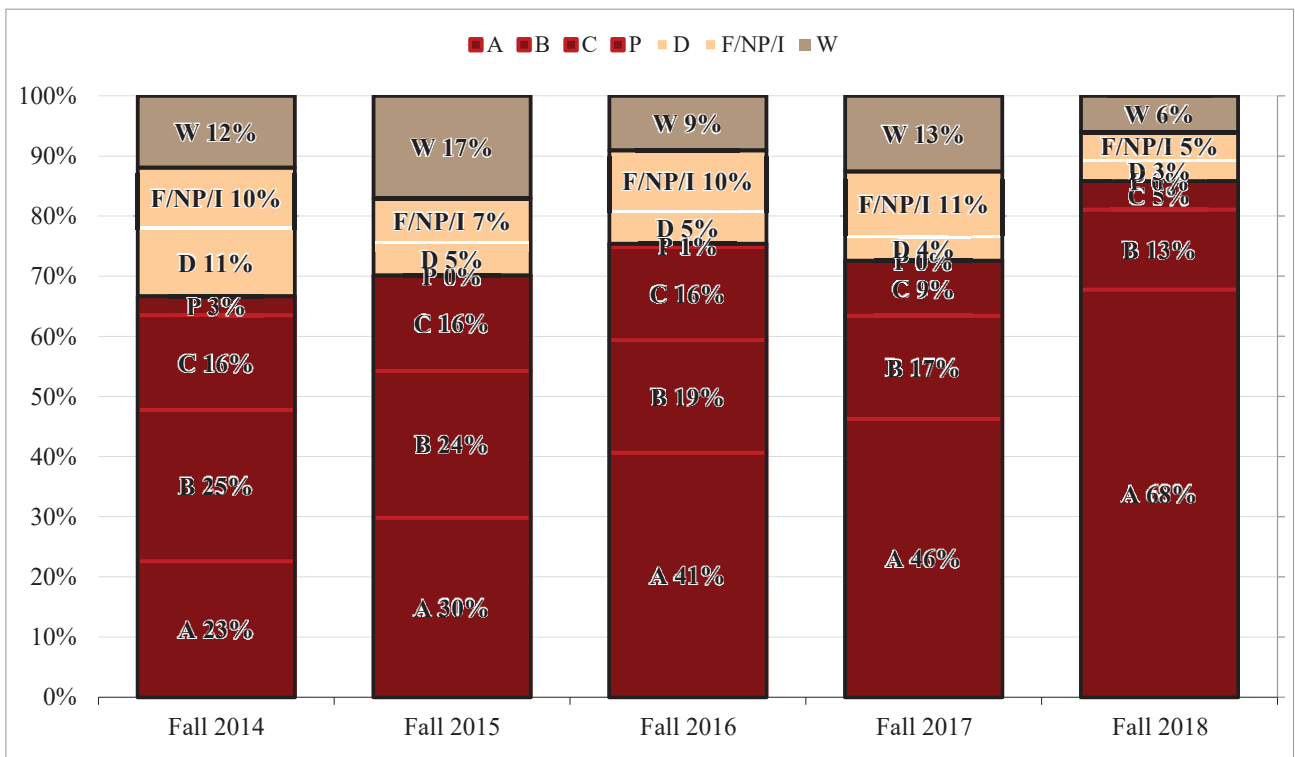
Definitions:

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

Art History (ARHS)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Total Course Enrollments	**159**	**164**	**187**	**175**	**233**
Face-to-Face (F2F) Sections	**159**	**164**	**187**	**175**	**233**
Success Rates	67%	70%	75%	73%	86%
Non-Success Rates	21%	13%	16%	15%	8%
Withdrawals	12%	17%	9%	13%	6%
Distance Education (DE) Sections	—	—	—	—	—
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—
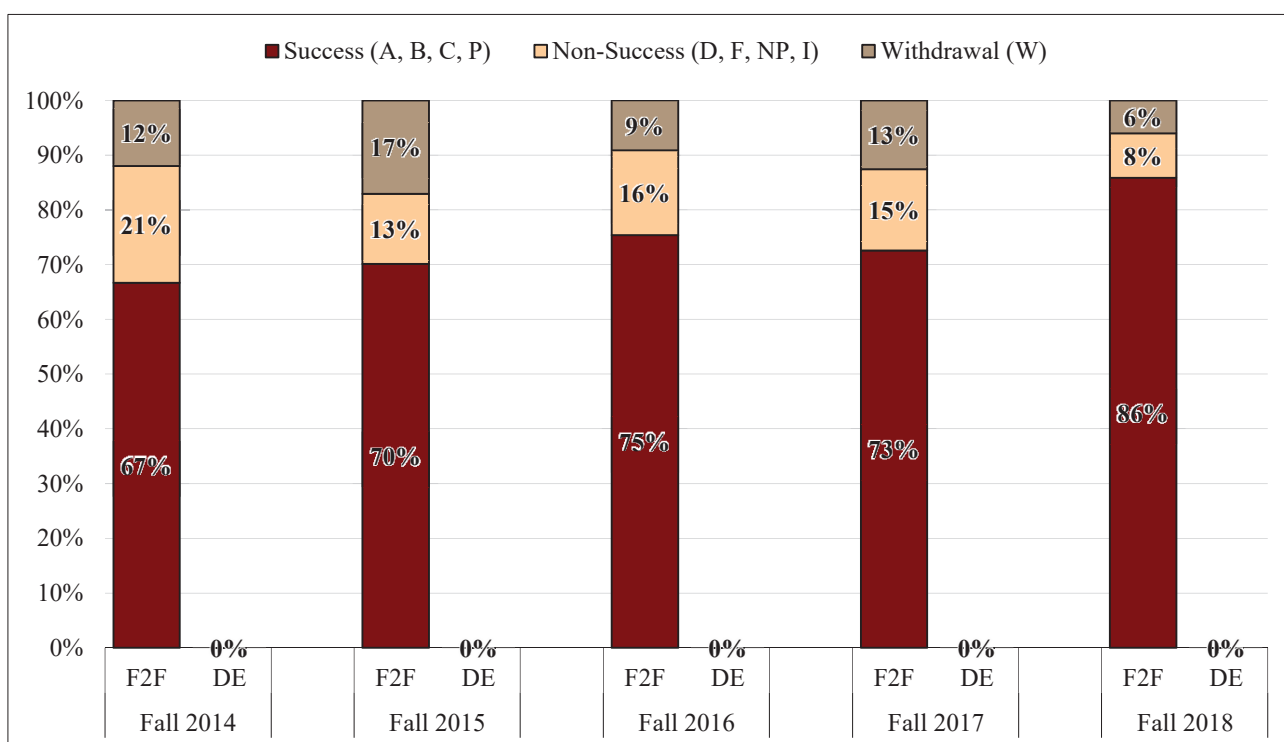
Definitions:

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 '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

Art History (ARHS)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
WSCH	488	492	561	525	699
FTES	16.0	16.0	18.5	17.5	22.8
FTEF	0.8	0.8	0.8	0.8	1.0
Productivity (WSCH/FTEF)	610.0	615.0	701.3	656.3	699.0
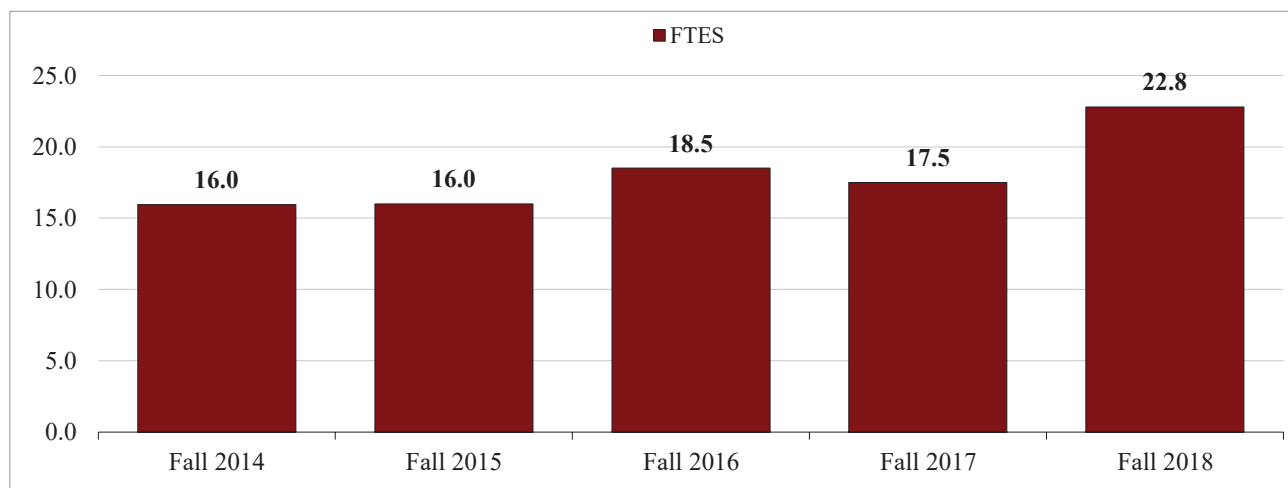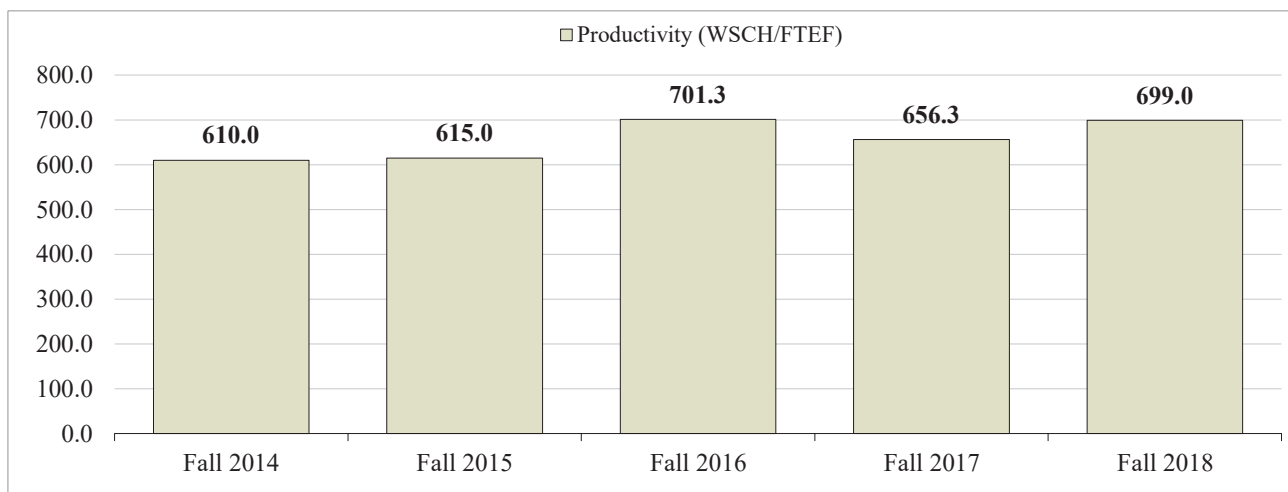
Definitions:

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

Enrollment Management: Part 2

| Art History (ARHS)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
FTEF from Full-Time Faculty	0.0	0.0	0.0	0.0	1.0
% FTEF from Full-Time Faculty	0%	0%	0%	0%	100%
Enrollments	159	164	187	175	233
Capacity (seats available)	176	176	176	176	220
Fill Rate	90%	93%	106%	99%	106%
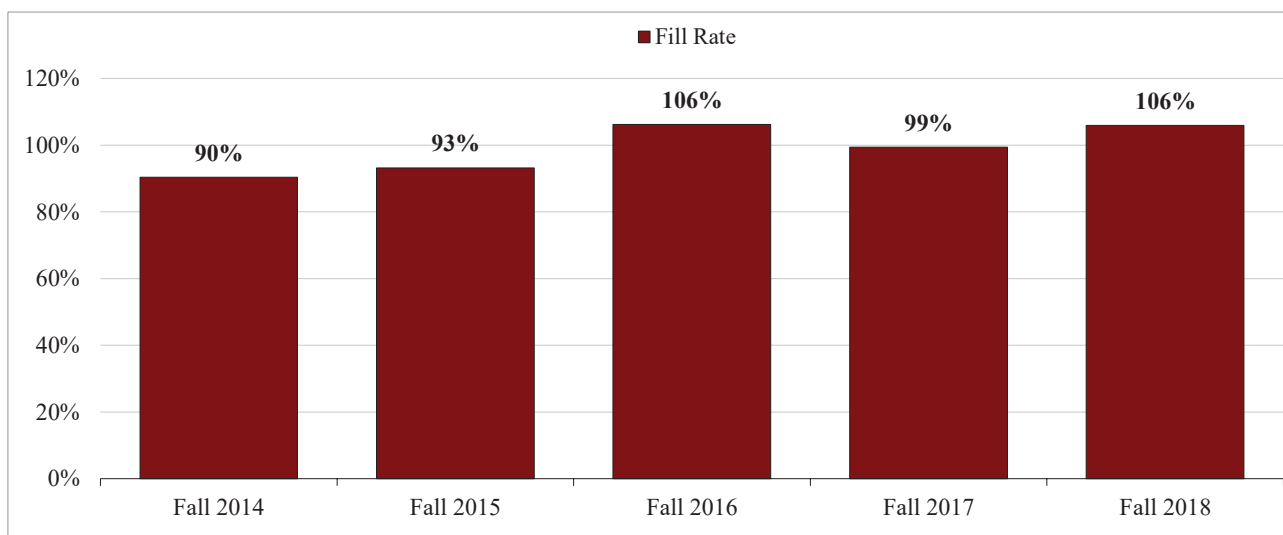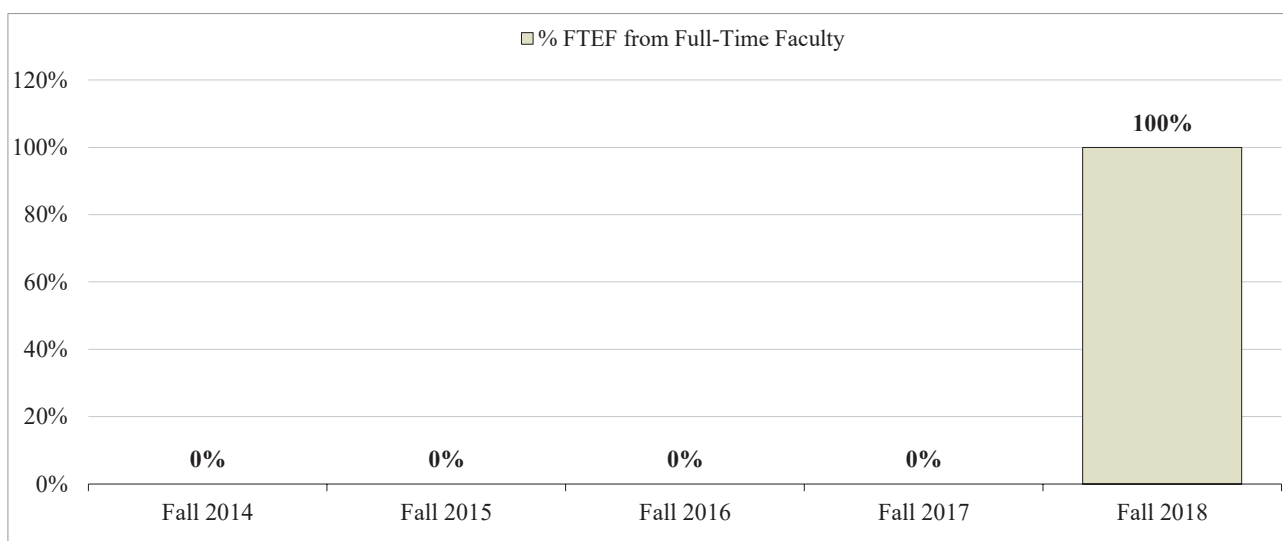
Definitions:

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 2018	ARHS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	139	61%	4,858	52%
College-level Ready	53	25%	2,005	22%
Not College-level Ready	12	6%	675	7%
Unknown	24	10%	1,776	19%
College Math				
Completed College-level	119	52%	4,134	44%
College-level Ready	61	27%	1,812	19%
Not College-level Ready	27	12%	1,583	17%
Unknown	21	9%	1,785	19%
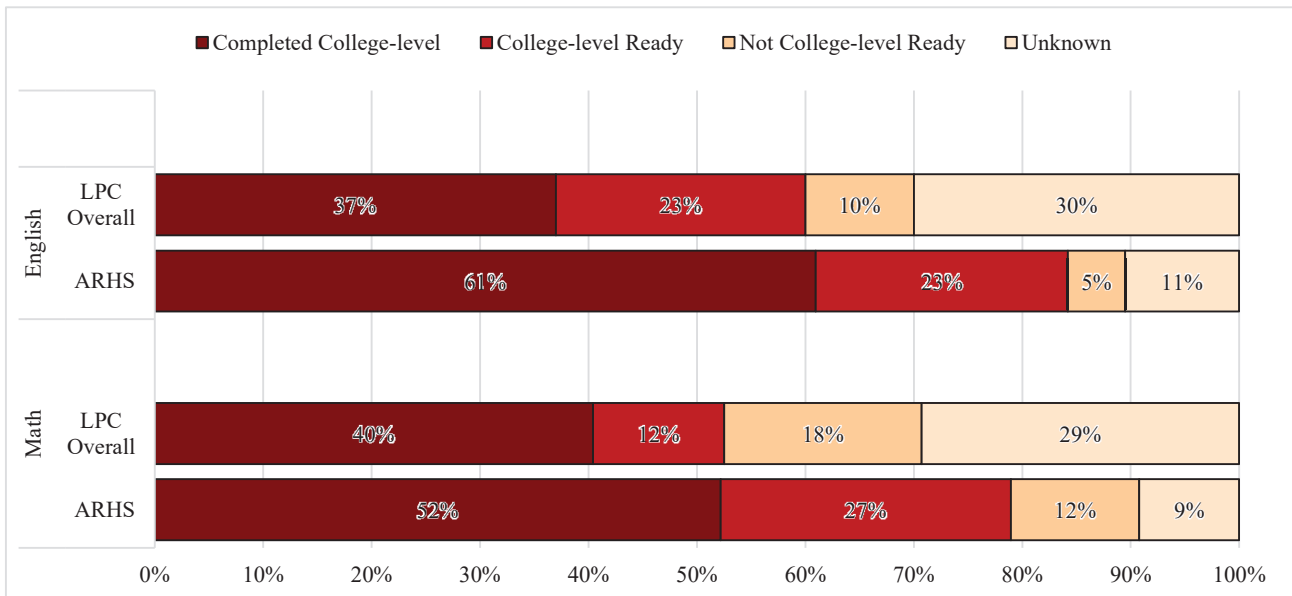
Definitions:

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.