Las Positas College

Program Review Discipline Data Packet

Fall 2014 to Fall 2018

Discipline:

History (HIST)

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Headcount & Enrollment

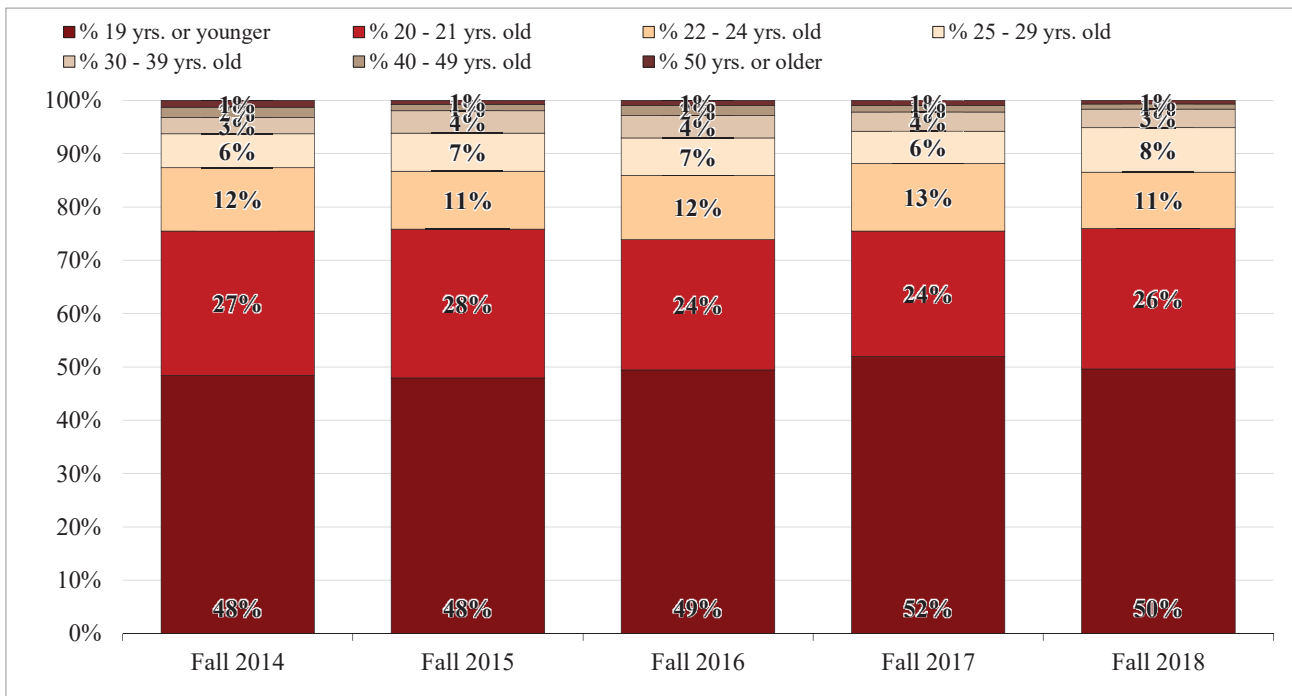| History (HIST)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Student Headcount	1,371	1,346	1,359	1,416	1,382
Total Course Enrollments	1,435	1,379	1,401	1,463	1,450
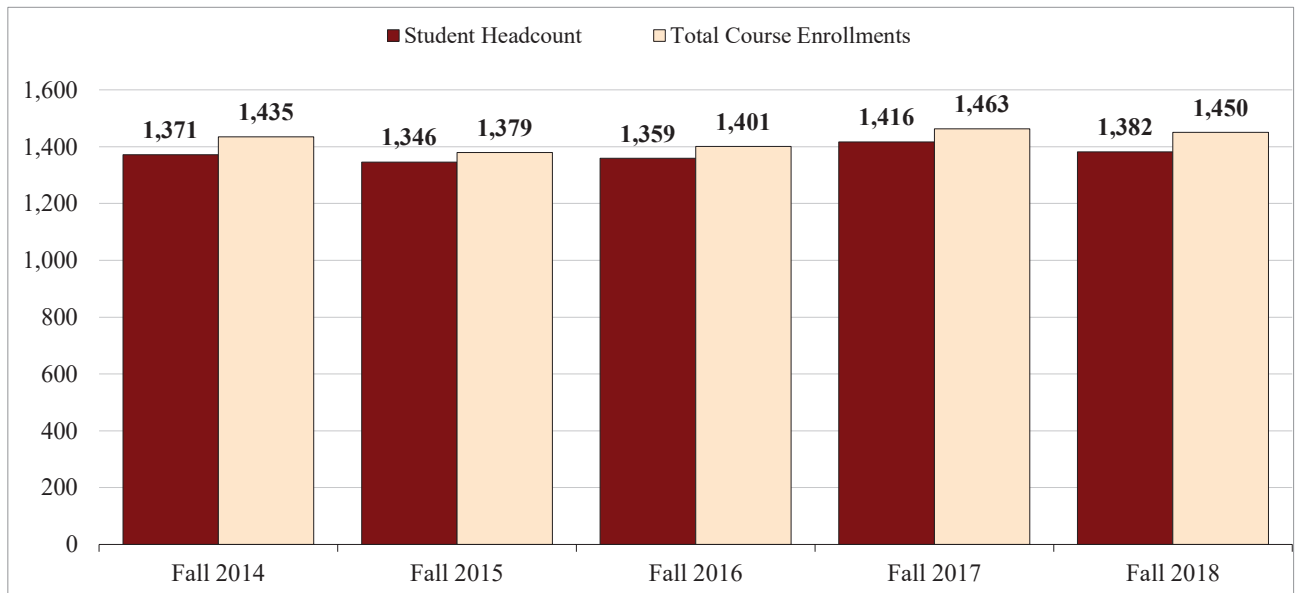
Definitions:

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				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Female	647	610	633	677	614
Male	715	721	711	723	748
19 yrs. or younger	664	645	672	736	686
20-21 yrs. old	371	376	332	333	364
22-24 yrs. old	163	146	164	179	146
25-29 yrs. old	87	96	95	86	115
30-39 yrs. old	42	57	57	51	48
40-49 yrs. old	26	16	26	18	13
50 yrs. or older	18	10	13	13	10
% Female	48%	46%	47%	48%	45%
% Male	52%	54%	53%	52%	55%
% 19 yrs. or younger	48%	48%	49%	52%	50%
% 20 - 21 yrs. old	27%	28%	24%	24%	26%
% 22 - 24 yrs. old	12%	11%	12%	13%	11%
% 25 - 29 yrs. old	6%	7%	7%	6%	8%
% 30 - 39 yrs. old	3%	4%	4%	4%	3%
% 40 - 49 yrs. old	2%	1%	2%	1%	1%
% 50 yrs. or older	1%	1%	1%	1%	1%

Student Demographic: Race-Ethnicity

History (HIST)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
African American	62	62	41	61	48
Asian	124	99	143	146	147
Filipino	67	71	74	88	74
Latino	380	431	430	471	467
Native American	2	1	1	1	2
Pacific Islander	7	5	7	9	9
White	612	572	550	529	520
Multiethnic	103	100	104	102	110
Other/Unknown	14	5	9	9	5
% African American	5%	5%	3%	4%	3%
% Asian	9%	7%	11%	10%	11%
% Filipino	5%	5%	5%	6%	5%
% Latino	28%	32%	32%	33%	34%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	1%	<1%	1%	1%	1%
% White	45%	42%	40%	37%	38%
% Multiethnic	8%	7%	8%	7%	8%
% Other/Unknown	1%	<1%	1%	1%	<1%
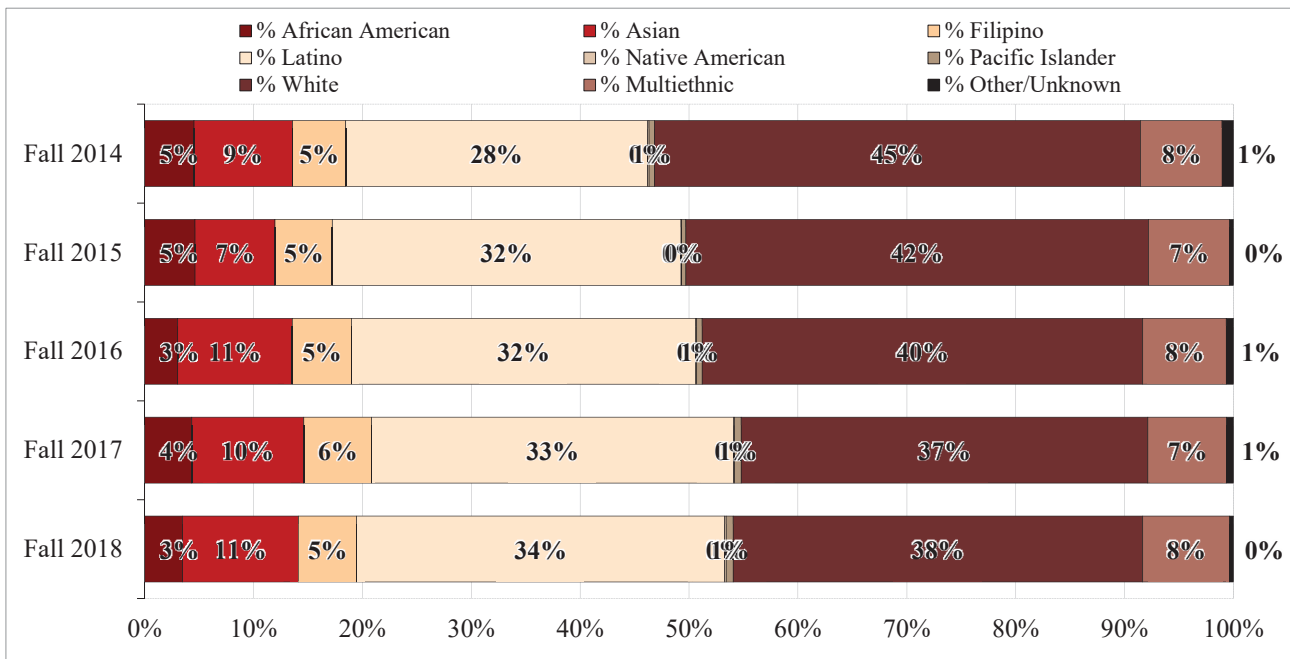
Student Enrollment Status

History (HIST)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
First-Time Any College	335	355	336	336	321
First-Time Transfer	77	100	78	72	73
Continuing	857	805	855	928	918
Returning	71	84	82	57	54
Concurrent Enrollment	31	1	8	23	16
% First-Time Any College	24%	26%	25%	24%	23%
% First-Time Transfer	6%	7%	6%	5%	5%
% Continuing	63%	60%	63%	66%	66%
% Returning	5%	6%	6%	4%	4%
% Concurrent Enrollment	2%	<1%	1%	2%	1%
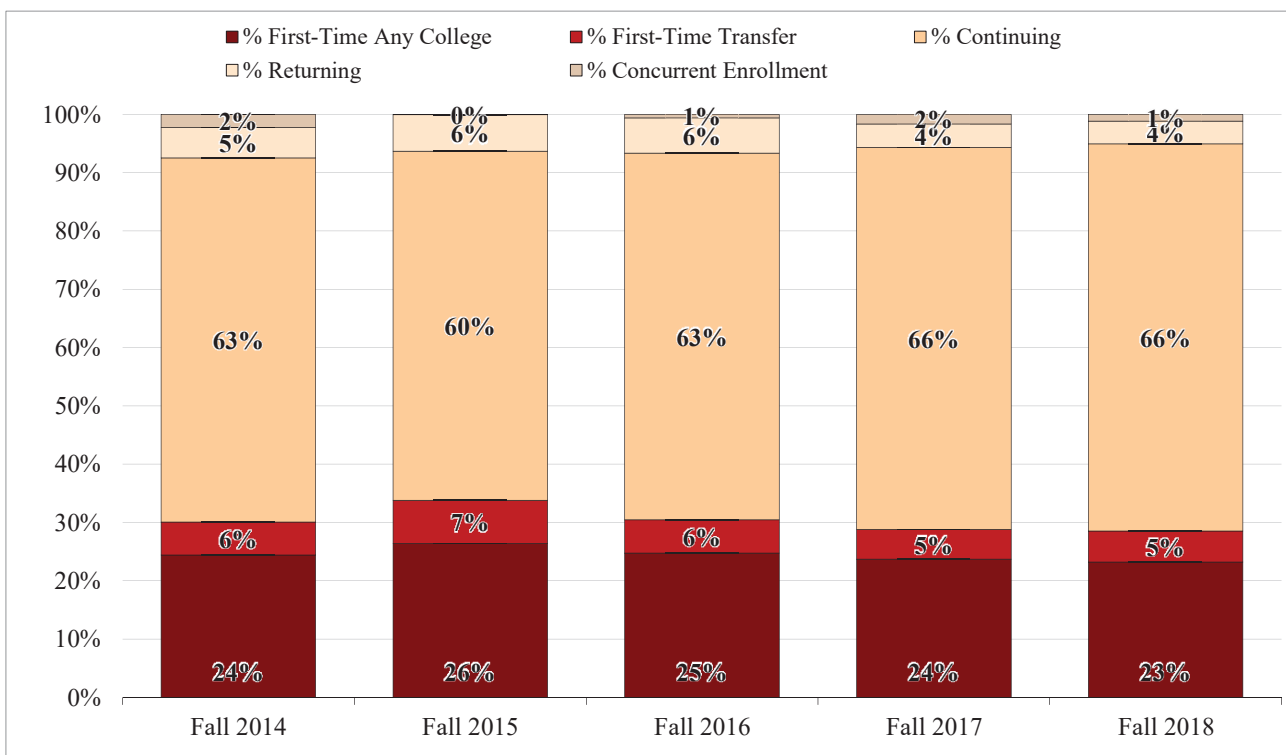
Definitions:

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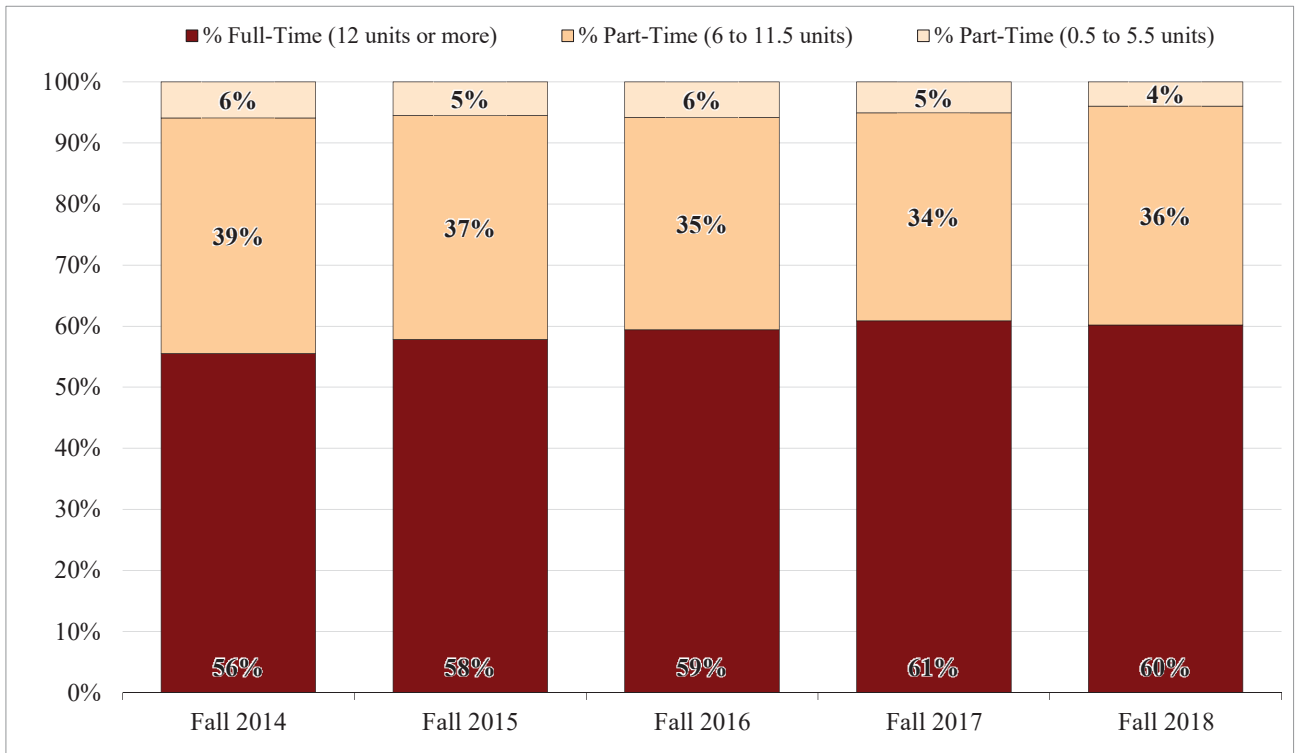
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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

History (HIST)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Full-Time (12 units or more)	761	778	807	862	832
Part-Time (6 to 11.5 units)	529	494	473	482	495
Part-Time (0.5 to 5.5 units)	81	74	79	72	55
% Full-Time (12 units or more)	56%	58%	59%	61%	60%
% Part-Time (6 to 11.5 units)	39%	37%	35%	34%	36%
% Part-Time (0.5 to 5.5 units)	6%	5%	6%	5%	4%

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

Students Using Distance Education

| History (HIST)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Face-to-Face (F2F) Only	914	916	948	868	840
Both F2F and DE	379	335	352	450	458
Distance Education (DE) Only	78	95	59	98	84
% Face-to-Face (F2F) Only	67%	68%	70%	61%	61%
% Both F2F and DE	28%	25%	26%	32%	33%
% Distance Education (DE) Only	6%	7%	4%	7%	6%
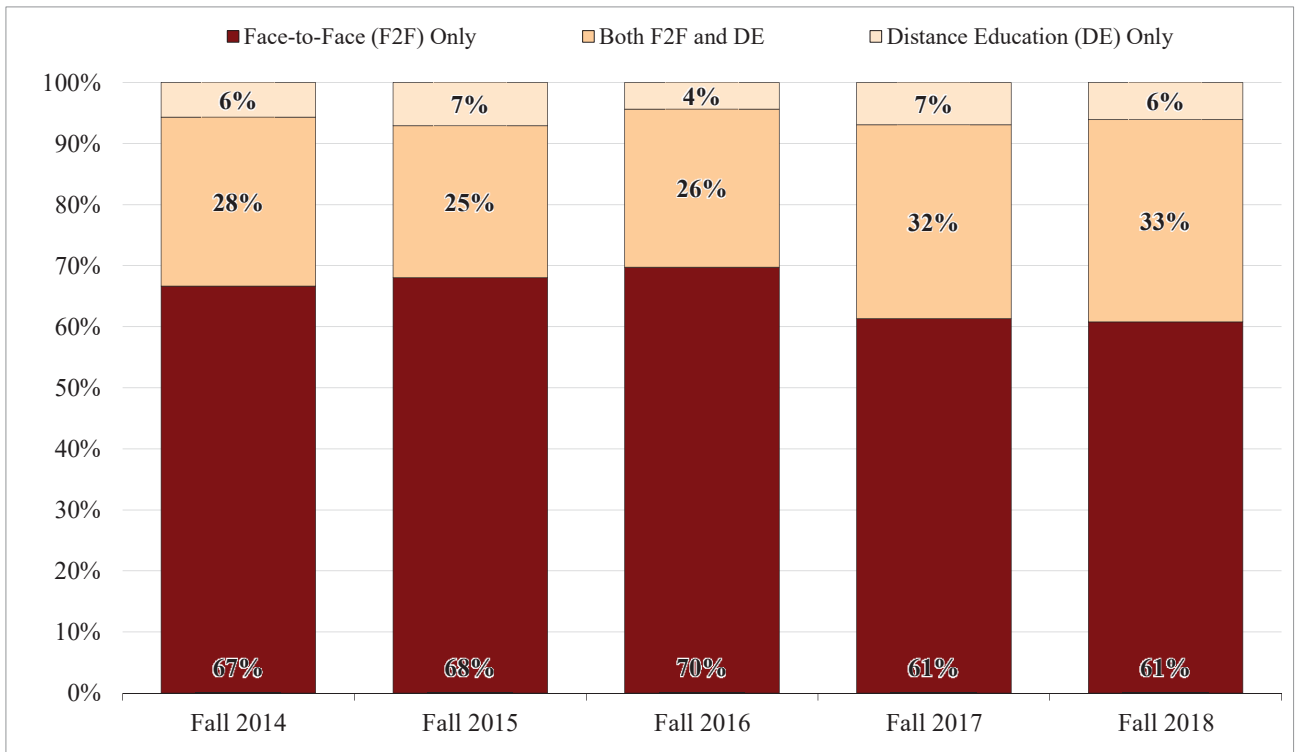
Definitions:

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

Student Educational Goal

History (HIST)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Transfer (w/ or w/o AA/AS degree)	1,100	1,097	1,079	1,179	1,136
Associate Degree Only (AA/AS)	59	66	68	51	74
Occupational Certificate or Job Training	47	55	58	49	50
Improve English/Math Basic Skills	3	1	5	4	5
Personal Development (intellectual/cultural)	9	5	11	5	12
Other	9	2	10	10	7
Undecided	136	113	121	111	92
Unknown	8	7	7	7	6
% Transfer (w/ or w/o AA/AS degree)	80%	82%	79%	83%	82%
% Associate Degree Only (AA/AS)	4%	5%	5%	4%	5%
% Occupational Certificate or Job Training	3%	4%	4%	3%	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%	8%	9%	8%	7%
% Unknown	1%	1%	1%	0%	<1%
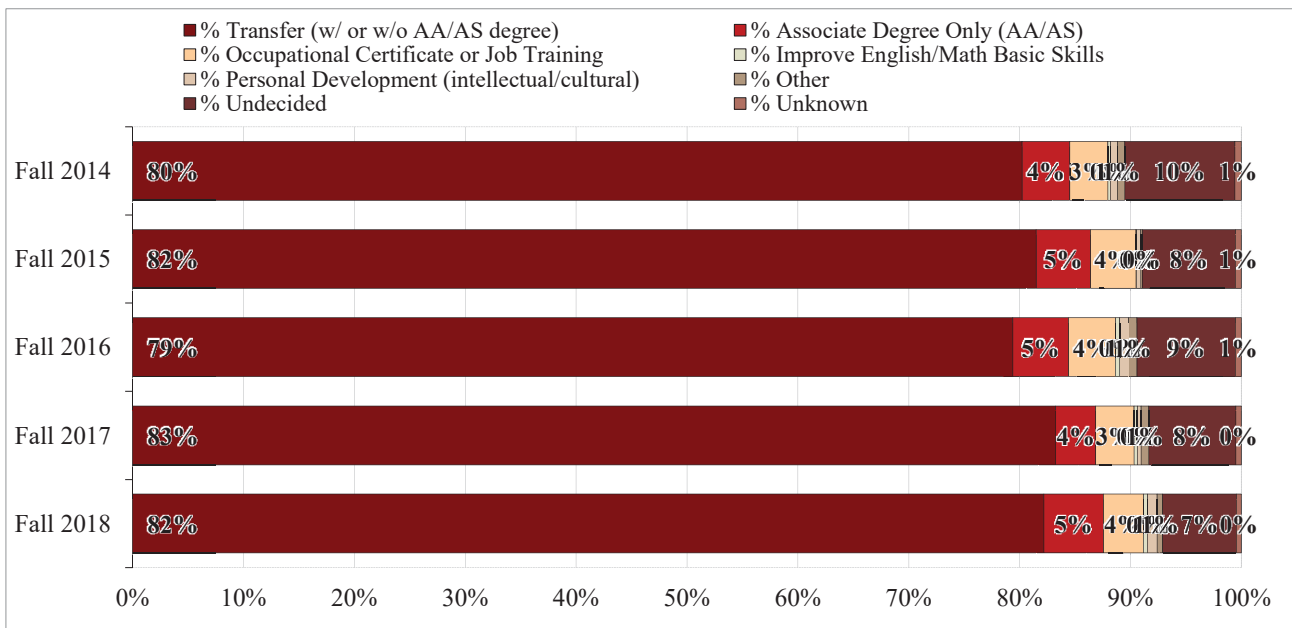
Definitions:

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

History (HIST)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
High School/Adult School	34	3	13	33	28
Freshmen (<30 units)	877	936	924	920	876
Sophomore (30-59 units)	351	300	304	340	373
Other Undergraduate (60 units or more)	87	83	93	97	82
AA/AS Degree	18	19	12	19	16
BA/BS or Higher Degree	4	5	13	7	7
% High School/Adult School	2%	<1%	1%	2%	2%
% Freshmen (<30 units)	64%	70%	68%	65%	63%
% Sophomore (30-59 units)	26%	22%	22%	24%	27%
% Other Undergraduate (60 units or more)	6%	6%	7%	7%	6%
% AA/AS Degree	1%	1%	1%	1%	1%
% BA/BS or Higher Degree	<1%	<1%	1%	0%	1%
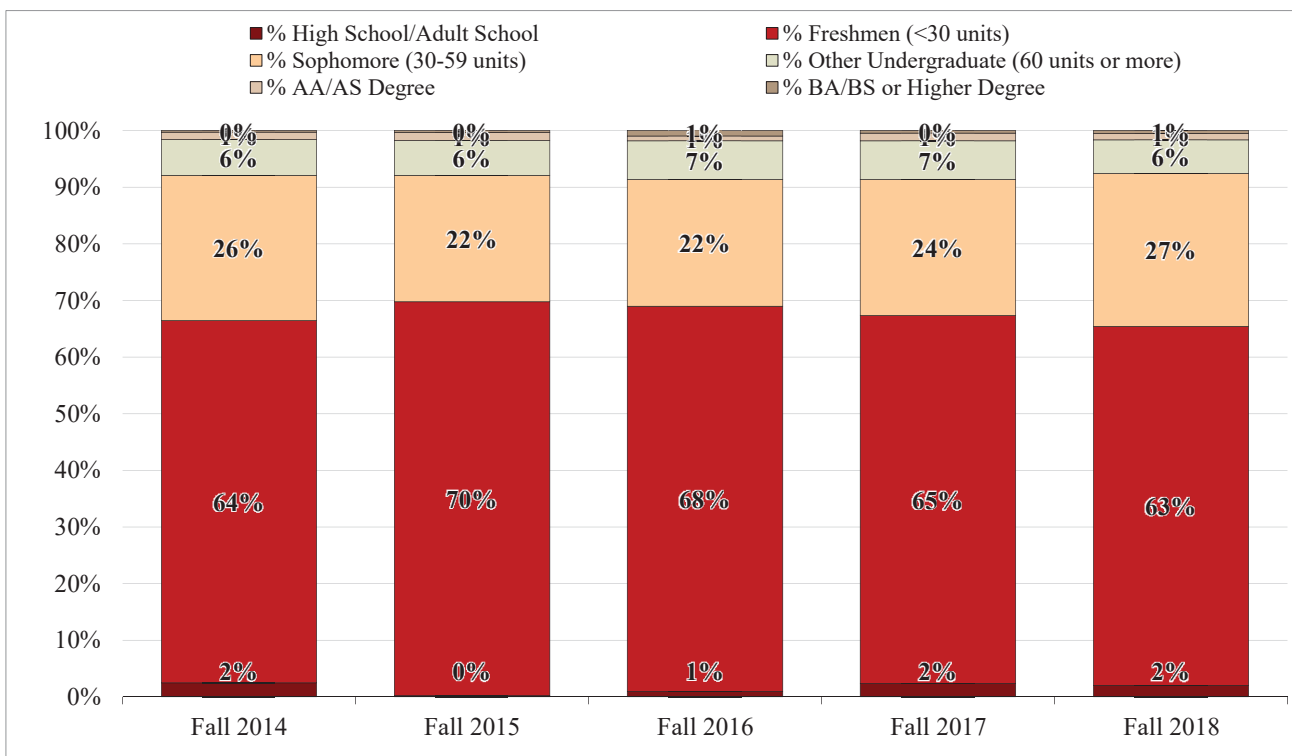
Student Performance: Grade Distribution

| History (HIST)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Total Course Enrollments	**1,435**	**1,379**	**1,401**	**1,463**	**1,450**
Course Success Rates	**58%**	**62%**	**62%**	**64%**	**66%**
A	22%	24%	25%	25%	25%
B	20%	24%	23%	23%	24%
C	16%	15%	14%	16%	18%
P	0%	<1%	<1%	0%	0%
Course Non-Success Rate	**21%**	**19%**	**20%**	**18%**	**18%**
D	6%	6%	7%	6%	5%
F/NP/I	16%	13%	13%	12%	12%
Withdrawals (W)	**20%**	**20%**	**18%**	**18%**	**16%**
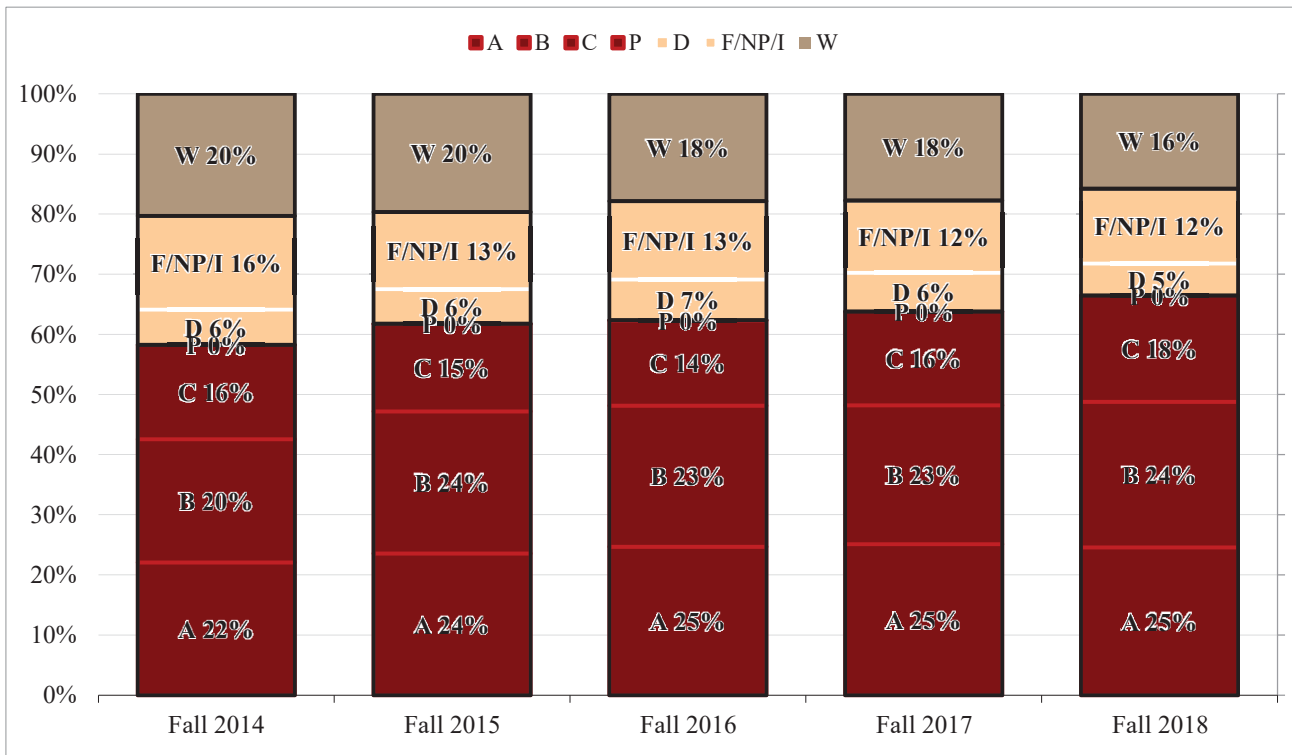
Definitions:

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				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Total Course Enrollments	**1,435**	**1,379**	**1,401**	**1,463**	**1,450**
Face-to-Face (F2F) Sections	**1146**	**1162**	**1191**	**1173**	**1146**
Success Rates	55%	65%	63%	67%	67%
Non-Success Rates	23%	18%	20%	16%	18%
Withdrawals	22%	17%	17%	17%	15%
Distance Education (DE) Sections	**289**	**217**	**210**	**290**	**304**
Success Rates	69%	47%	59%	50%	64%
Non-Success Rates	16%	22%	19%	29%	15%
Withdrawals	15%	32%	23%	20%	20%
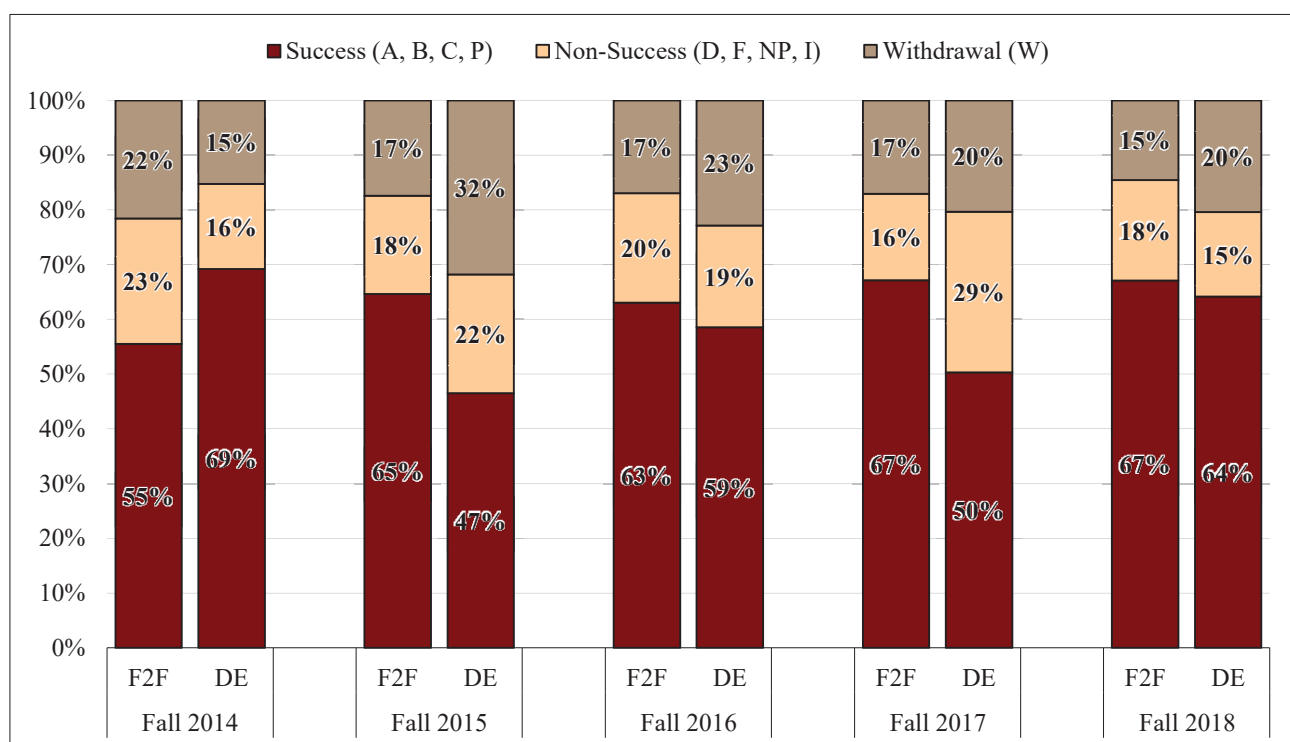
Definitions:

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.

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

Enrollment Management: Part 1

History (HIST)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
WSCH	4,220	4,135	4,200	4,381	4,356
FTES	138.6	136.2	136.9	143.9	143.1
FTEF	6.6	6.4	6.4	6.8	6.8
Productivity (WSCH/FTEF)	639.4	646.1	656.3	644.3	640.6
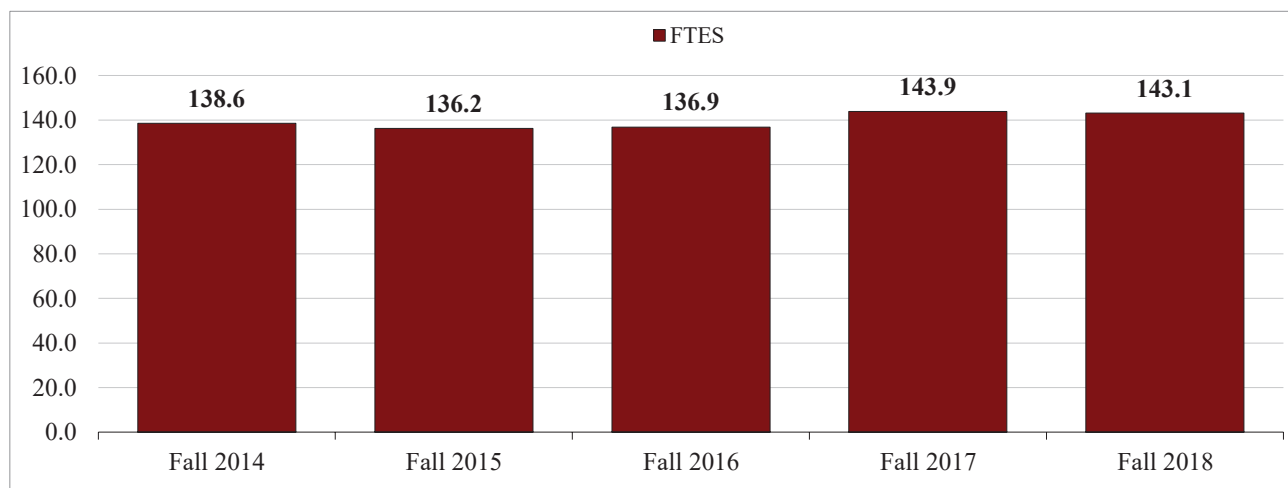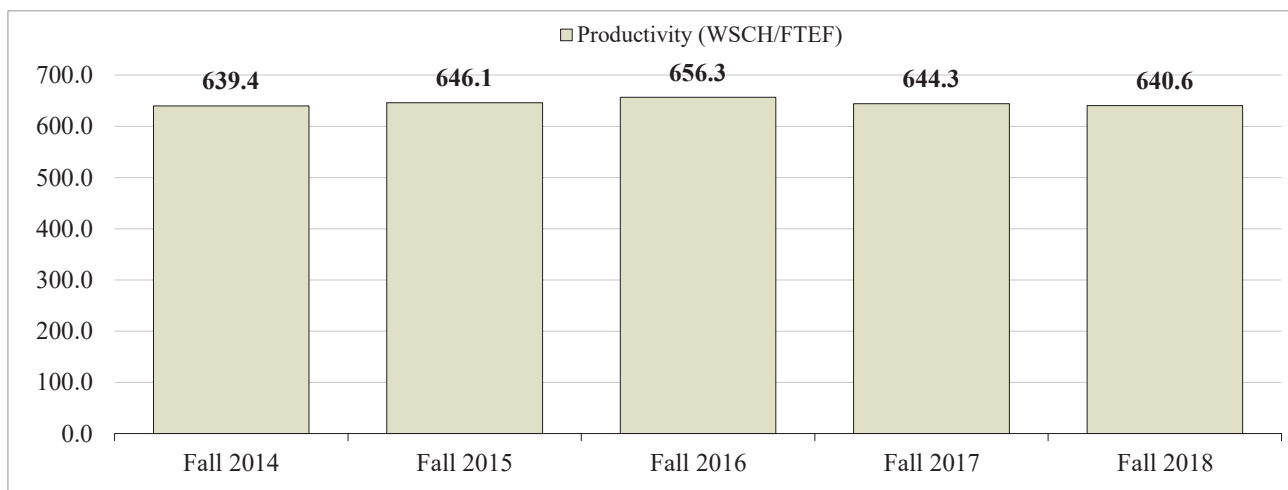
Definitions:

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				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
FTEF from Full-Time Faculty	2.0	1.0	3.0	3.0	3.0
% FTEF from Full-Time Faculty	30%	16%	47%	44%	44%
Enrollments	1,435	1,379	1,401	1,463	1,450
Capacity (seats available)	1,412	1,410	1,410	1,499	1,498
Fill Rate	102%	98%	99%	98%	97%

□ % FTEF from Full-Time Faculty

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
% FTEF	30%	16%	47%	44%	44%

■ Fill Rate

|	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Fill Rate	102%	98%	99%	98%	97%
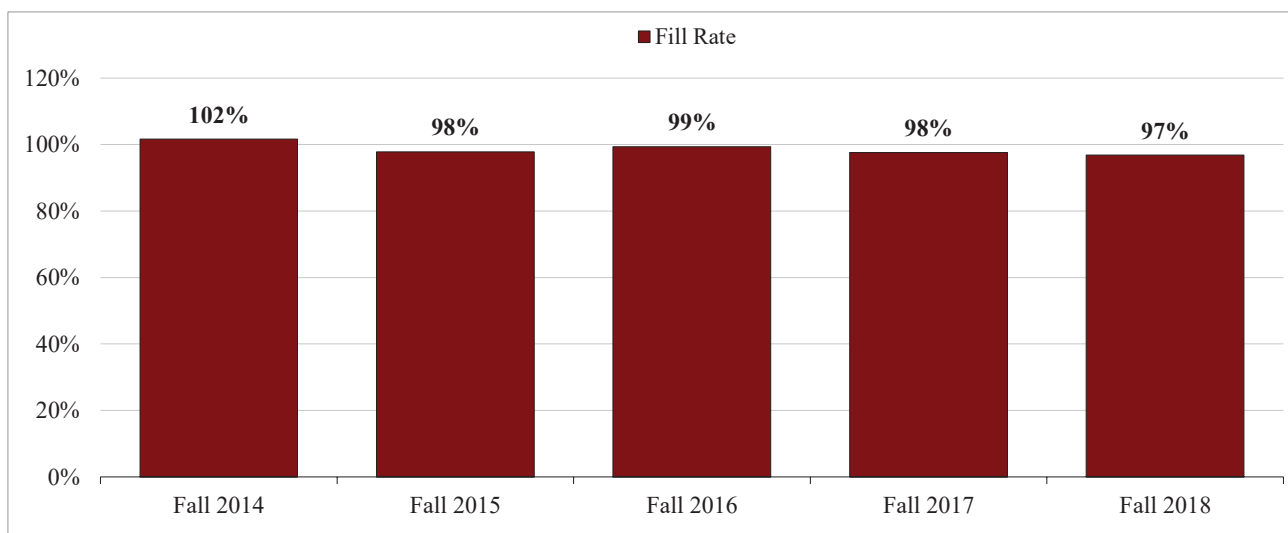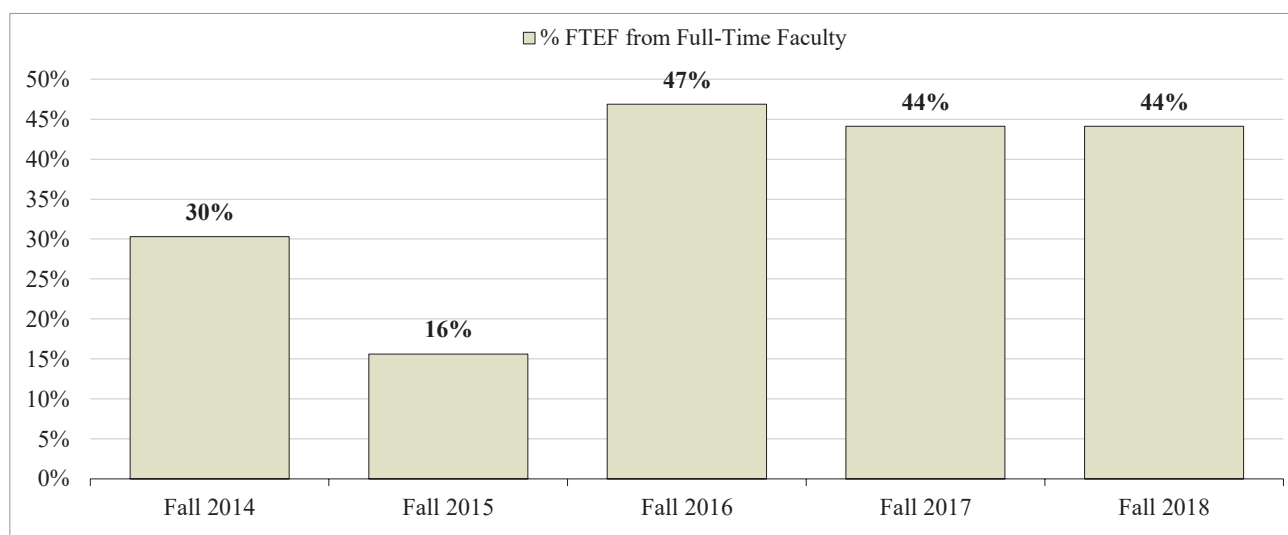
Definitions:

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				
	HIST		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	756	55%	4,858	52%
College-level Ready	381	32%	2,005	22%
Not College-level Ready	91	8%	675	7%
Unknown	154	11%	1,776	19%
College Math				
Completed College-level	578	42%	4,134	44%
College-level Ready	345	25%	1,812	19%
Not College-level Ready	295	21%	1,583	17%
Unknown	164	12%	1,785	19%
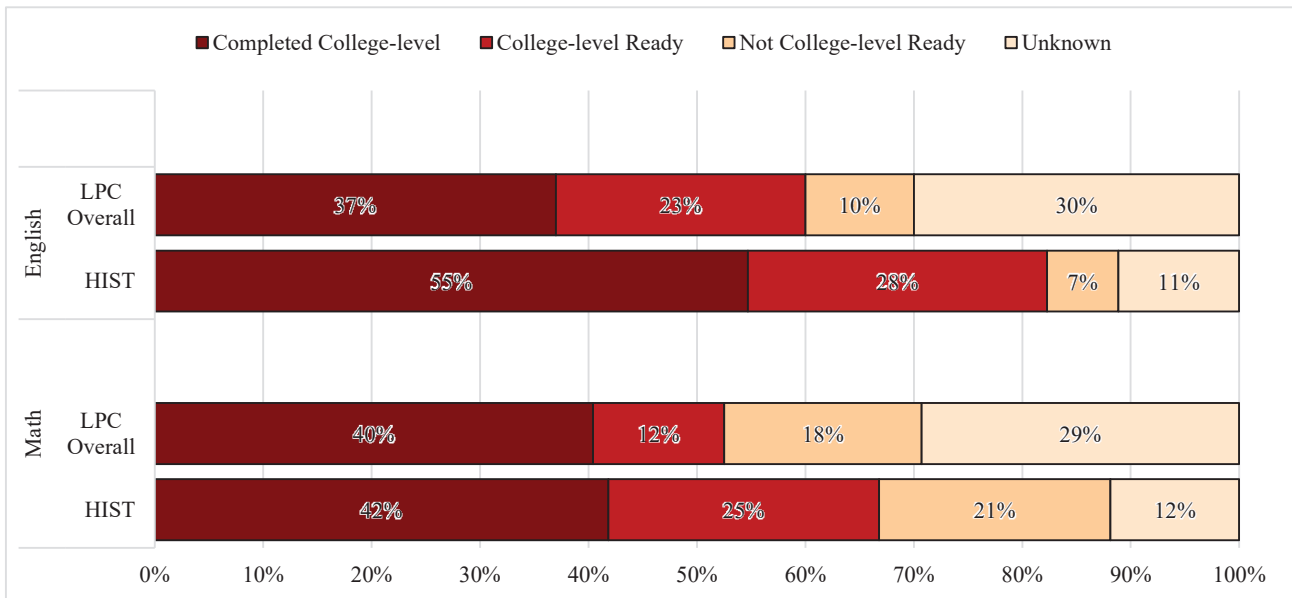
Definitions:

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.