



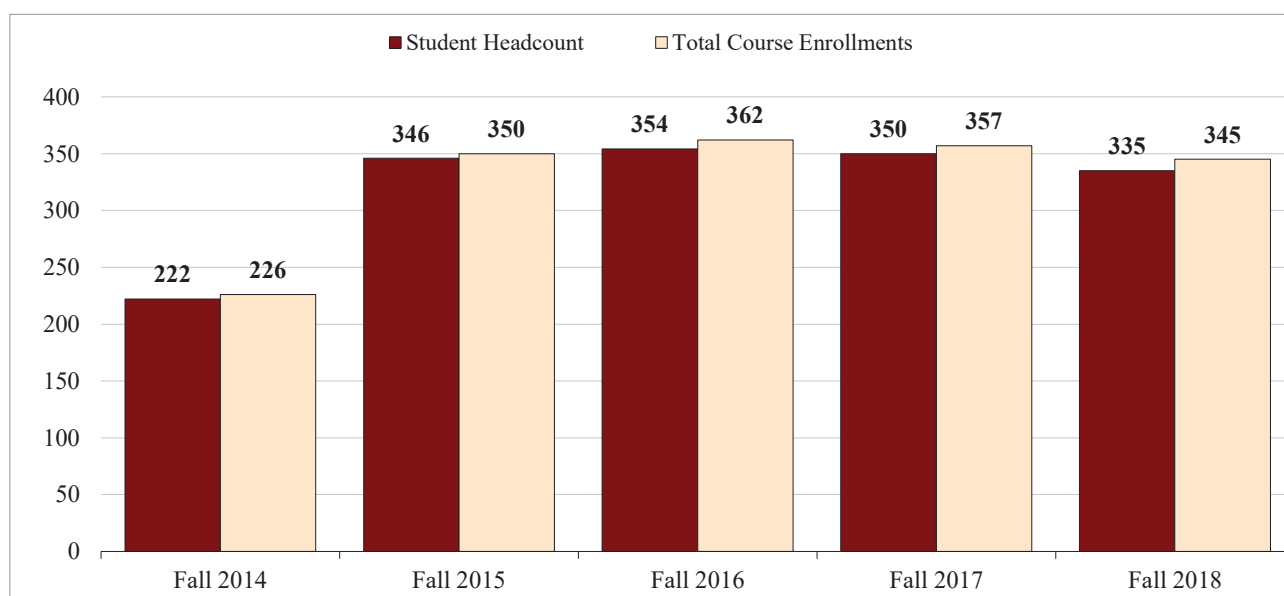
Las Positas College
Program Review Discipline Data Packet
Fall 2014 to Fall 2018

Discipline:
Philosophy (PHIL)

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Headcount & Enrollment

	Philosophy (PHIL)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student Headcount	222	346	354	350	335
Total Course Enrollments	226	350	362	357	345



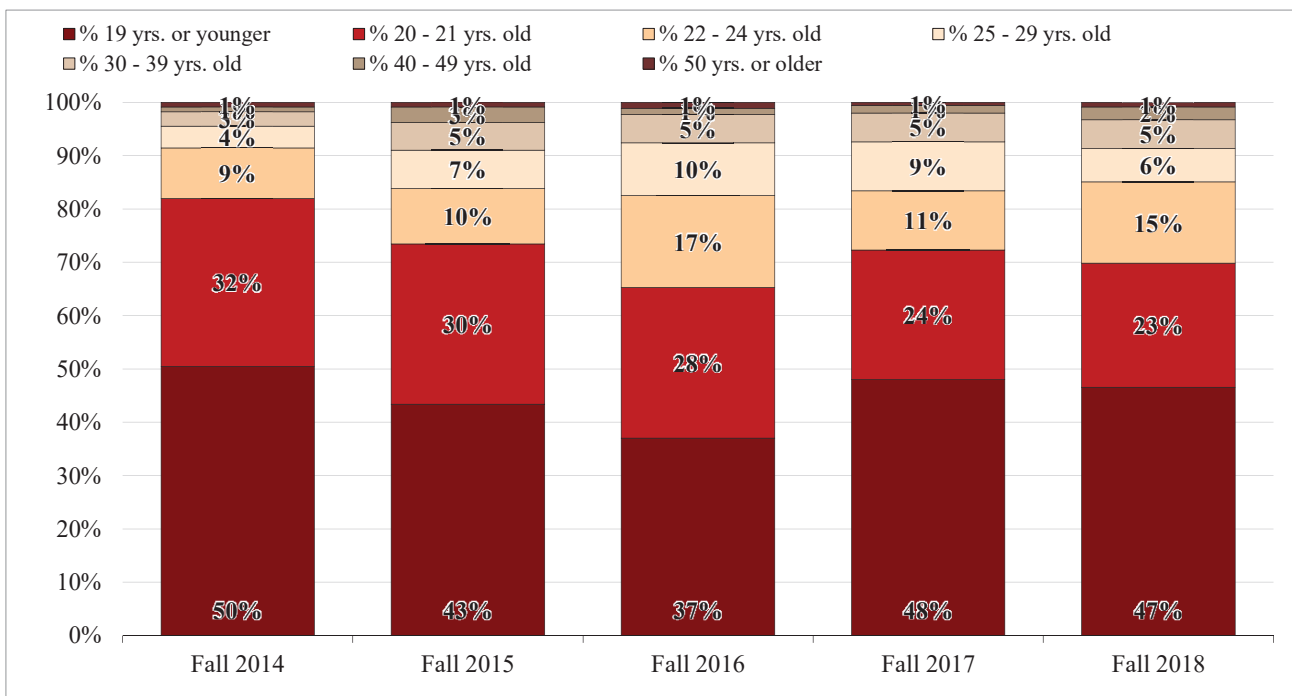
Definitions:

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.

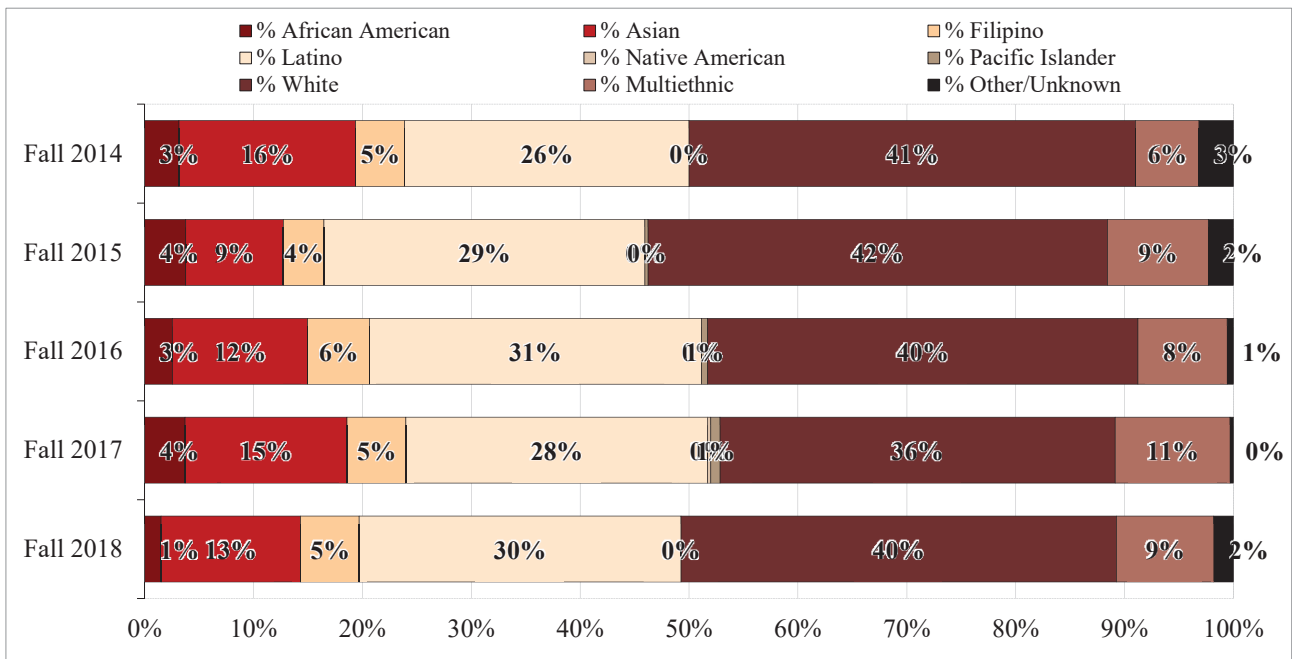
Student Demographics: Gender & Age

	Philosophy (PHIL)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	101	162	172	155	144
Male	119	181	179	187	180
19 yrs. or younger	112	150	131	168	156
20-21 yrs. old	70	104	100	85	78
22-24 yrs. old	21	36	61	39	51
25-29 yrs. old	9	25	35	32	21
30-39 yrs. old	6	18	19	19	18
40-49 yrs. old	2	10	4	5	8
50 yrs. or older	2	3	4	2	3
% Female	46%	47%	49%	45%	44%
% Male	54%	53%	51%	55%	56%
% 19 yrs. or younger	50%	43%	37%	48%	47%
% 20 - 21 yrs. old	32%	30%	28%	24%	23%
% 22 - 24 yrs. old	9%	10%	17%	11%	15%
% 25 - 29 yrs. old	4%	7%	10%	9%	6%
% 30 - 39 yrs. old	3%	5%	5%	5%	5%
% 40 - 49 yrs. old	1%	3%	1%	1%	2%
% 50 yrs. or older	1%	1%	1%	1%	1%



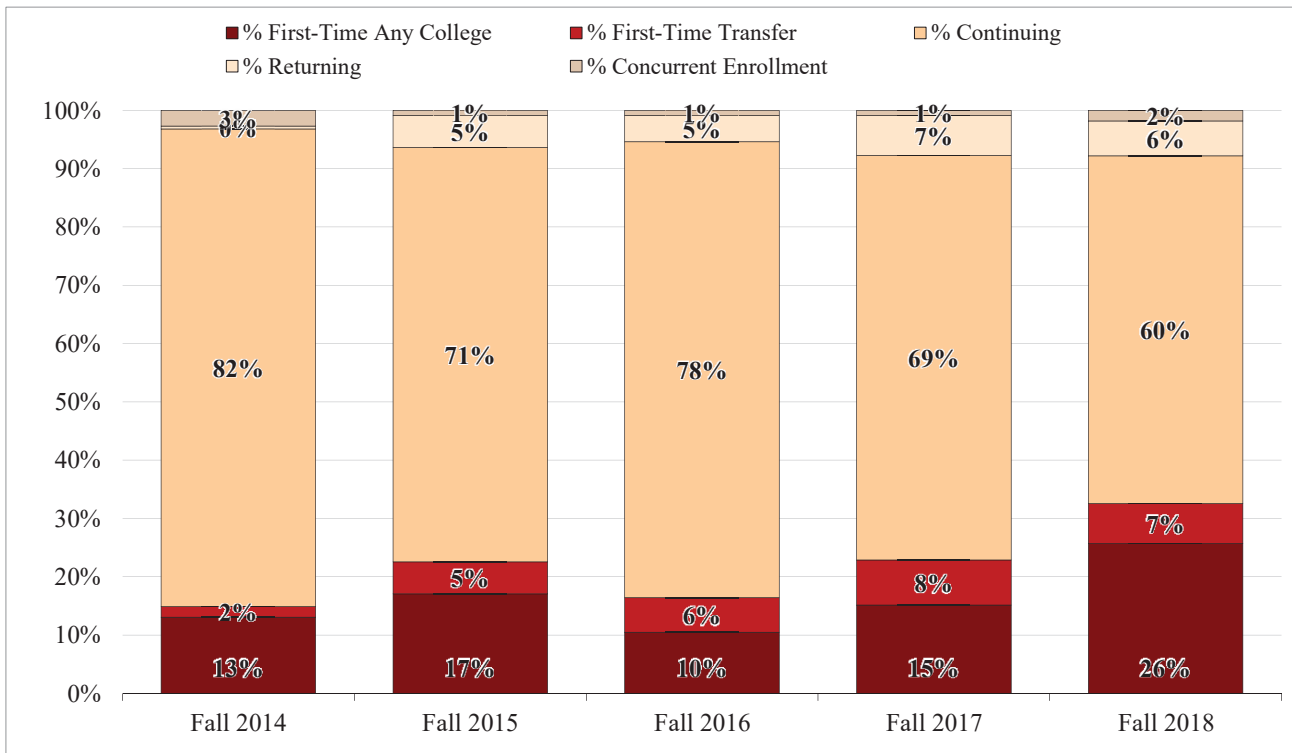
Student Demographic: Race-Ethnicity

Philosophy (PHIL)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American	7	13	9	13	5
Asian	36	31	44	52	43
Filipino	10	13	20	19	18
Latino	58	102	108	97	99
Native American	0	0	0	1	0
Pacific Islander	0	1	2	3	0
White	91	146	140	127	134
Multiethnic	13	32	29	37	30
Other/Unknown	7	8	2	1	6
% African American	3%	4%	3%	4%	1%
% Asian	16%	9%	12%	15%	13%
% Filipino	5%	4%	6%	5%	5%
% Latino	26%	29%	31%	28%	30%
% Native American	0%	0%	0%	<1%	0%
% Pacific Islander	0%	<1%	1%	1%	0%
% White	41%	42%	40%	36%	40%
% Multiethnic	6%	9%	8%	11%	9%
% Other/Unknown	3%	2%	1%	<1%	2%



Student Enrollment Status

	Philosophy (PHIL)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
First-Time Any College	29	59	37	53	86
First-Time Transfer	4	19	21	27	23
Continuing	182	246	276	243	200
Returning	1	19	16	24	20
Concurrent Enrollment	6	3	3	3	6
% First-Time Any College	13%	17%	10%	15%	26%
% First-Time Transfer	2%	5%	6%	8%	7%
% Continuing	82%	71%	78%	69%	60%
% Returning	<1%	5%	5%	7%	6%
% Concurrent Enrollment	3%	1%	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.

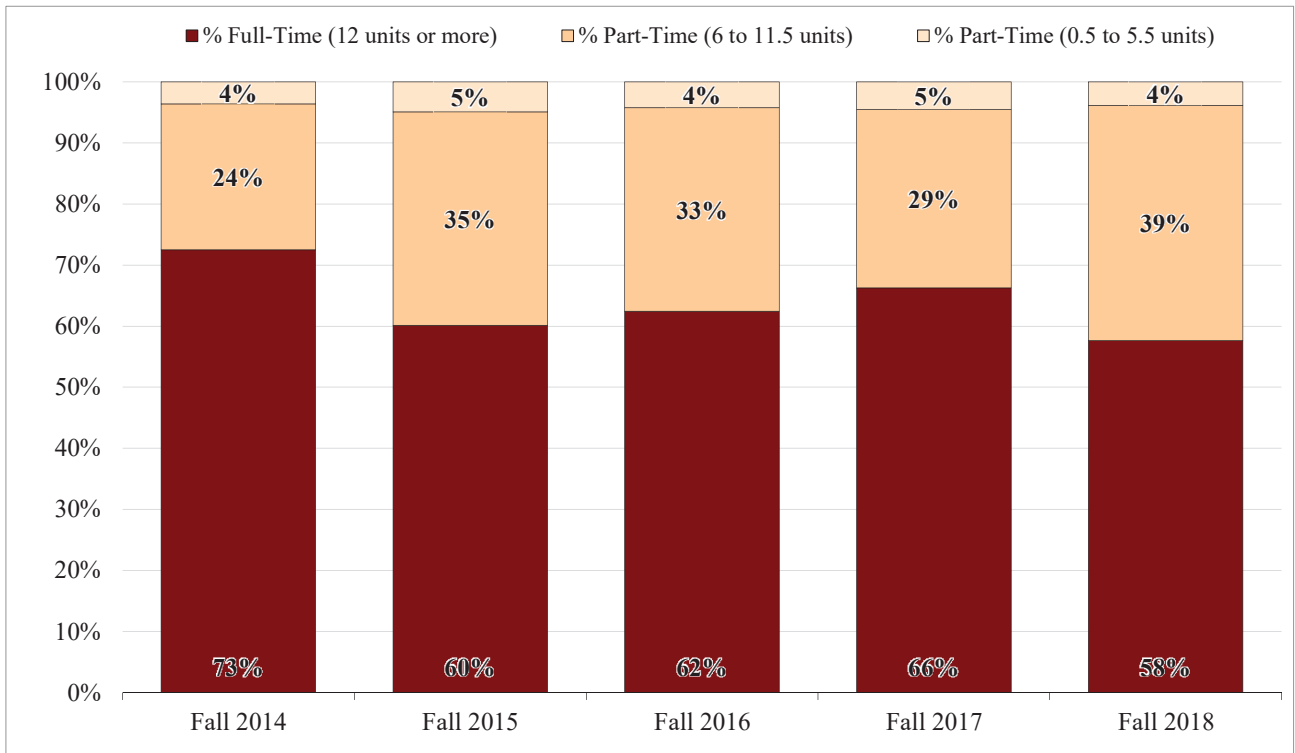
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

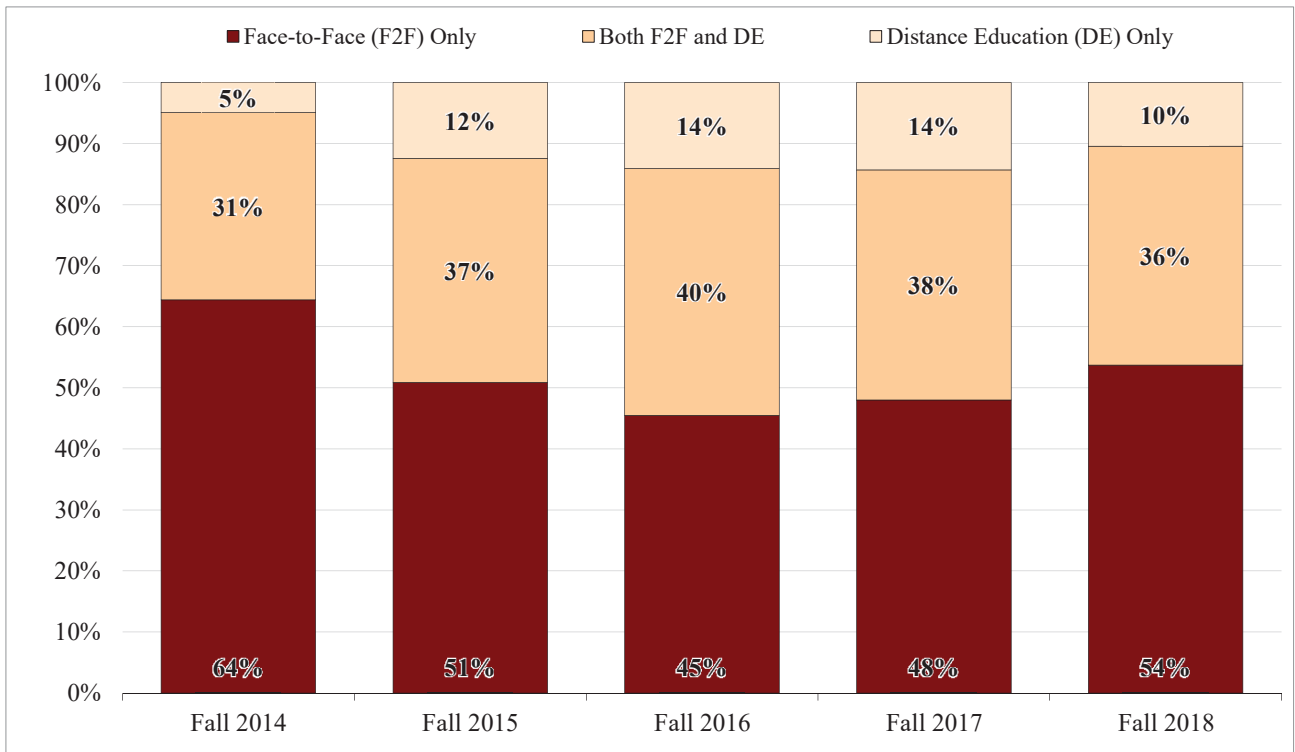
Student Unit Load

Philosophy (PHIL)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Full-Time (12 units or more)	161	208	221	232	193
Part-Time (6 to 11.5 units)	53	121	118	102	129
Part-Time (0.5 to 5.5 units)	8	17	15	16	13
% Full-Time (12 units or more)	73%	60%	62%	66%	58%
% Part-Time (6 to 11.5 units)	24%	35%	33%	29%	39%
% Part-Time (0.5 to 5.5 units)	4%	5%	4%	5%	4%



Students Using Distance Education

Philosophy (PHIL)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Face-to-Face (F2F) Only	143	176	161	168	180
Both F2F and DE	68	127	143	132	120
Distance Education (DE) Only	11	43	50	50	35
% Face-to-Face (F2F) Only	64%	51%	45%	48%	54%
% Both F2F and DE	31%	37%	40%	38%	36%
% Distance Education (DE) Only	5%	12%	14%	14%	10%

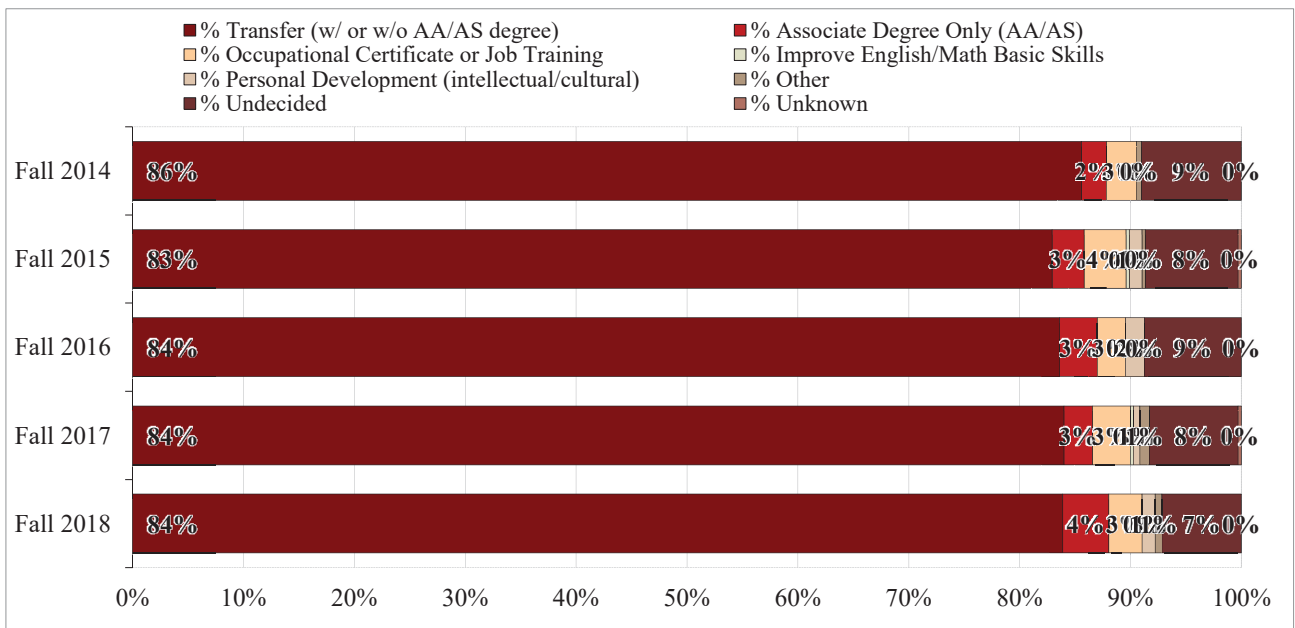


Definitions:

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

Student Educational Goal

Philosophy (PHIL)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Transfer (w/ or w/o AA/AS degree)	190	287	296	294	281
Associate Degree Only (AA/AS)	5	10	12	9	14
Occupational Certificate or Job Training	6	13	9	12	10
Improve English/Math Basic Skills	0	1	0	1	0
Personal Development (intellectual/cultural)	0	4	6	2	4
Other	1	1	0	3	2
Undecided	20	29	31	28	24
Unknown	0	1	0	1	0
% Transfer (w/ or w/o AA/AS degree)	86%	83%	84%	84%	84%
% Associate Degree Only (AA/AS)	2%	3%	3%	3%	4%
% Occupational Certificate or Job Training	3%	4%	3%	3%	3%
% Improve English/Math Basic Skills	0%	<1%	0%	<1%	0%
% Personal Development (intellectual/cultural)	0%	1%	2%	1%	1%
% Other	<1%	<1%	0%	1%	1%
% Undecided	9%	8%	9%	8%	7%
% Unknown	0%	<1%	0%	<1%	0%



Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.

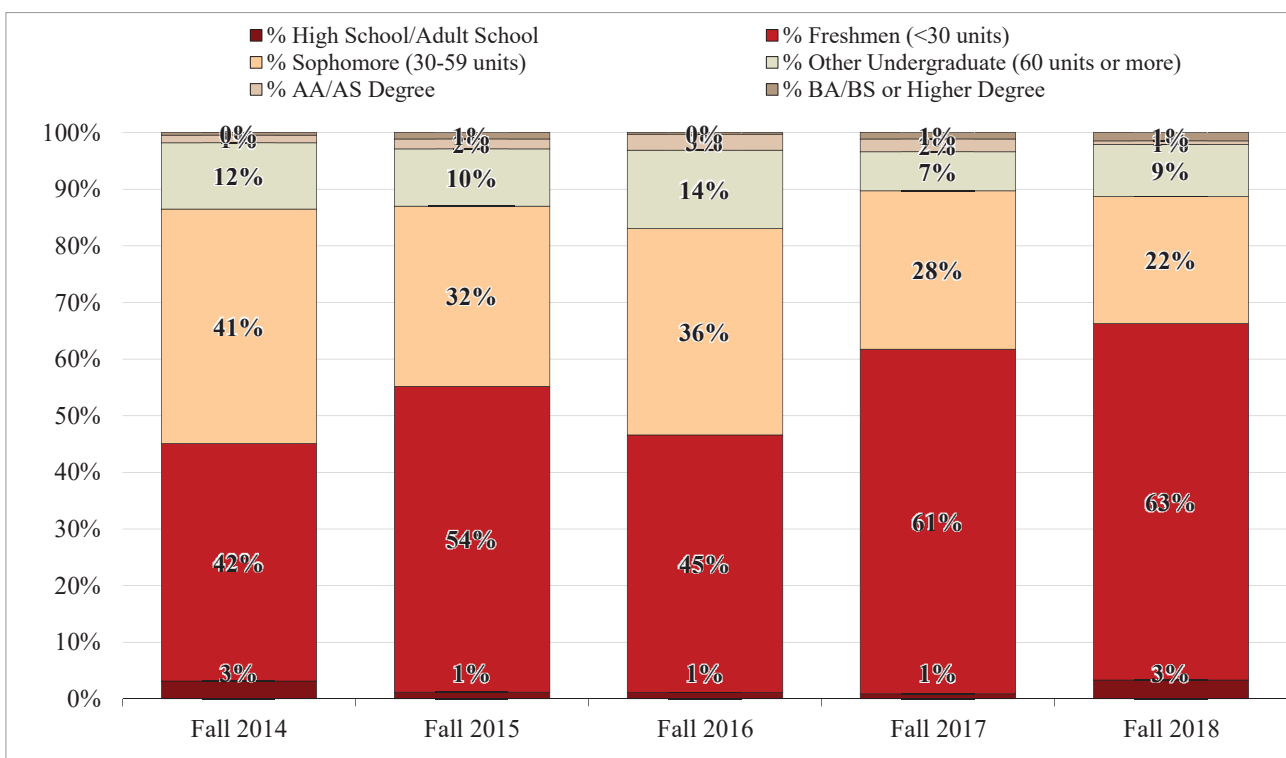
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

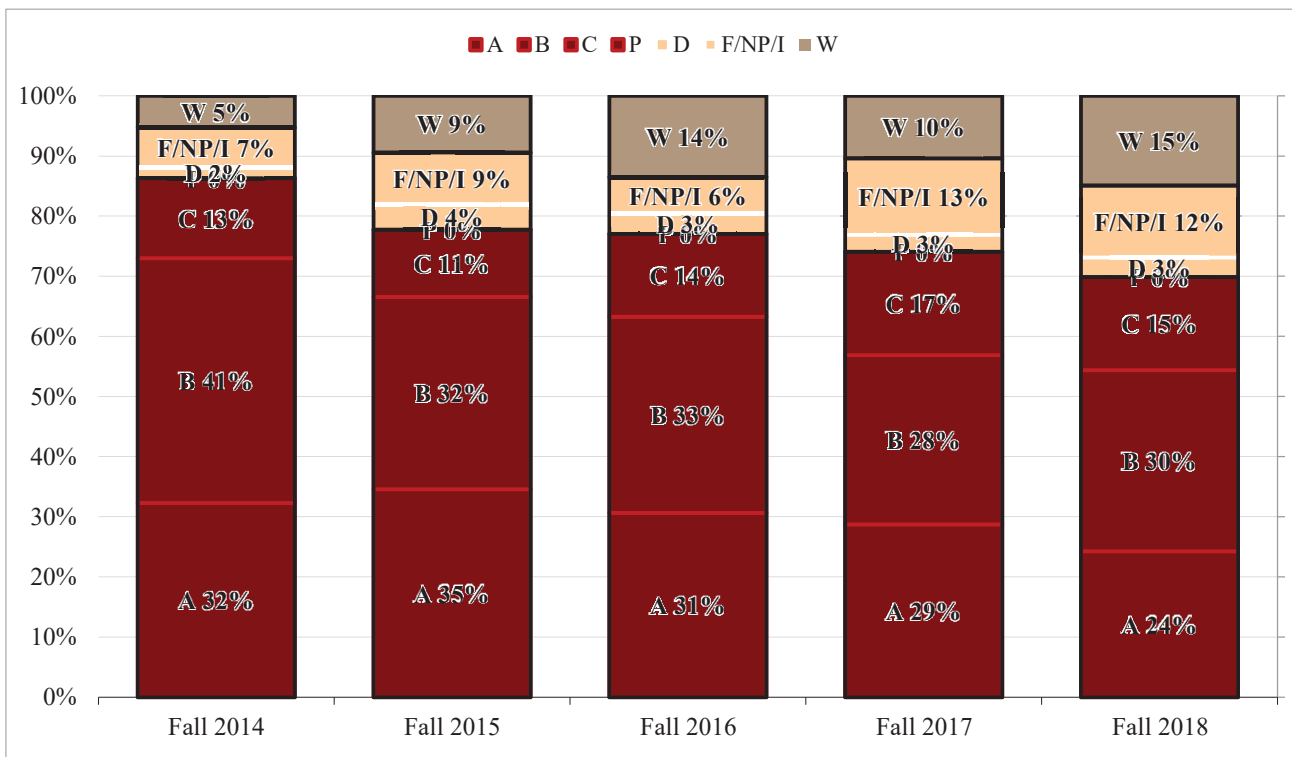
Highest Educational Level of Students

Philosophy (PHIL)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
High School/Adult School	7	4	4	3	11
Freshmen (<30 units)	93	187	161	213	211
Sophomore (30-59 units)	92	110	129	98	75
Other Undergraduate (60 units or more)	26	35	49	24	31
AA/AS Degree	3	6	10	8	2
BA/BS or Higher Degree	1	4	1	4	5
% High School/Adult School	3%	1%	1%	1%	3%
% Freshmen (<30 units)	42%	54%	45%	61%	63%
% Sophomore (30-59 units)	41%	32%	36%	28%	22%
% Other Undergraduate (60 units or more)	12%	10%	14%	7%	9%
% AA/AS Degree	1%	2%	3%	2%	1%
% BA/BS or Higher Degree	<1%	1%	<1%	1%	1%



Student Performance: Grade Distribution

Philosophy (PHIL)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	226	350	362	357	345
Course Success Rates	86%	78%	77%	74%	70%
A	32%	35%	31%	29%	24%
B	41%	32%	33%	28%	30%
C	13%	11%	14%	17%	15%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	8%	13%	9%	15%	15%
D	2%	4%	3%	3%	3%
F/NP/I	7%	9%	6%	13%	12%
Withdrawals (W)	5%	9%	14%	10%	15%



Definitions:

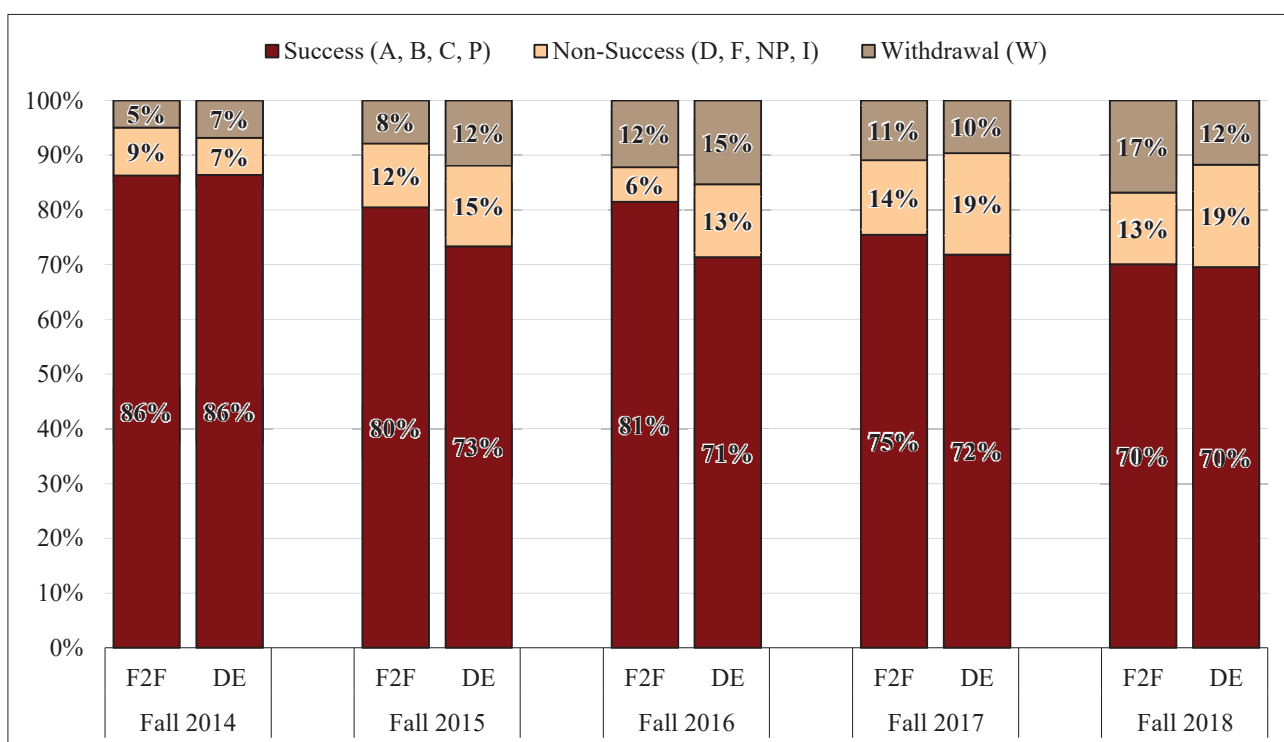
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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.

Student Performance: Distance Education

Philosophy (PHIL)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	226	350	362	357	345
Face-to-Face (F2F) Sections	182	215	205	222	217
Success Rates	86%	80%	81%	75%	70%
Non-Success Rates	9%	12%	6%	14%	13%
Withdrawals	5%	8%	12%	11%	17%
Distance Education (DE) Sections	44	135	157	135	128
Success Rates	86%	73%	71%	72%	70%
Non-Success Rates	7%	15%	13%	19%	19%
Withdrawals	7%	12%	15%	10%	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.

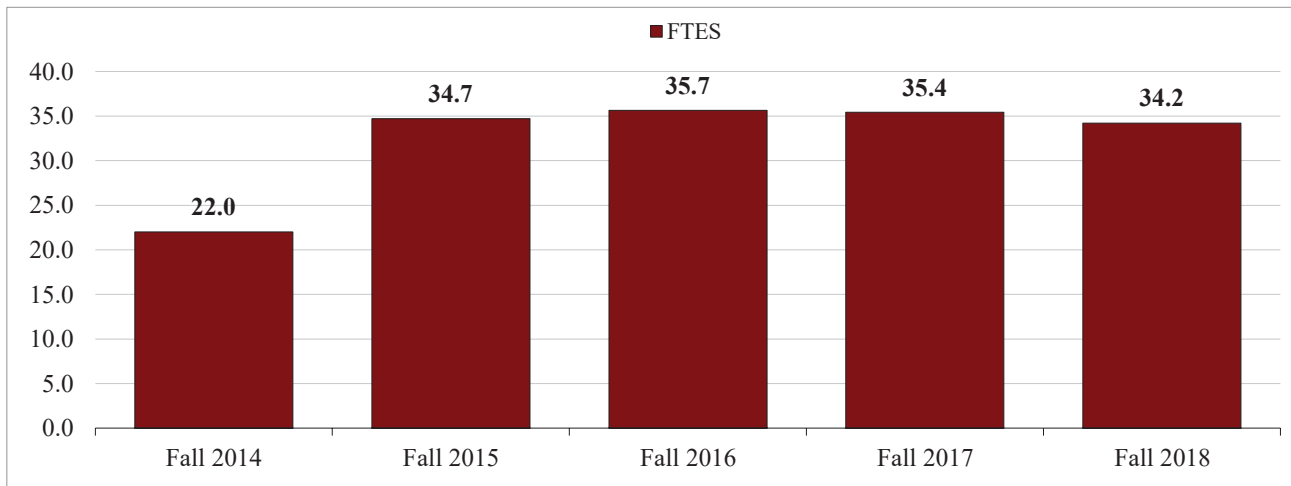
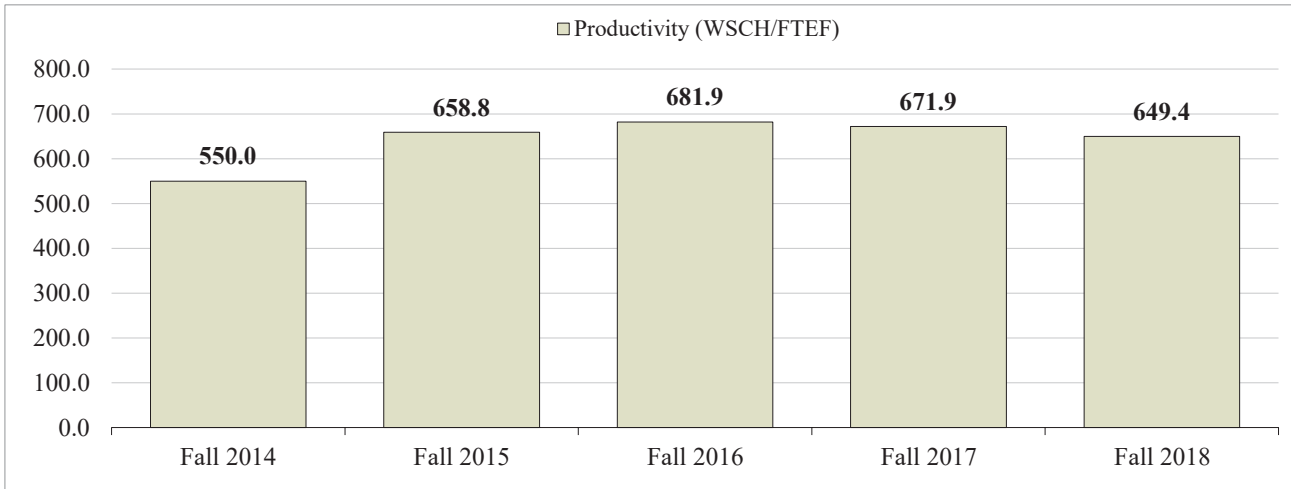
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

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

Enrollment Management: Part 1

Philosophy (PHIL)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
WSCH	660	1,054	1,091	1,075	1,039
FTES	22.0	34.7	35.7	35.4	34.2
FTEF	1.2	1.6	1.6	1.6	1.6
Productivity (WSCH/FTEF)	550.0	658.8	681.9	671.9	649.4



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.

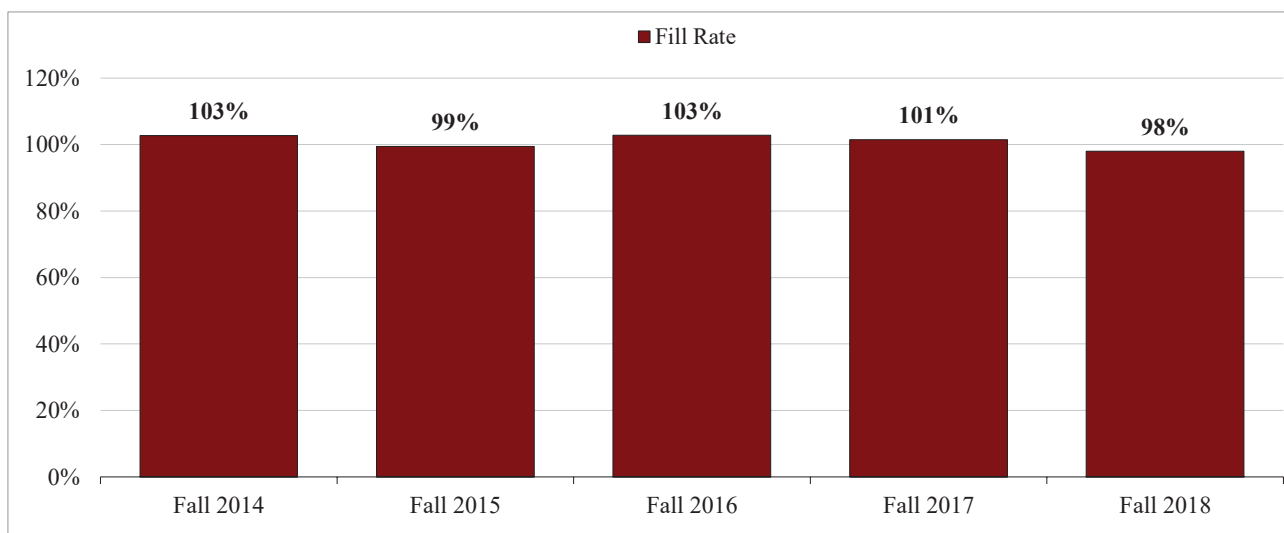
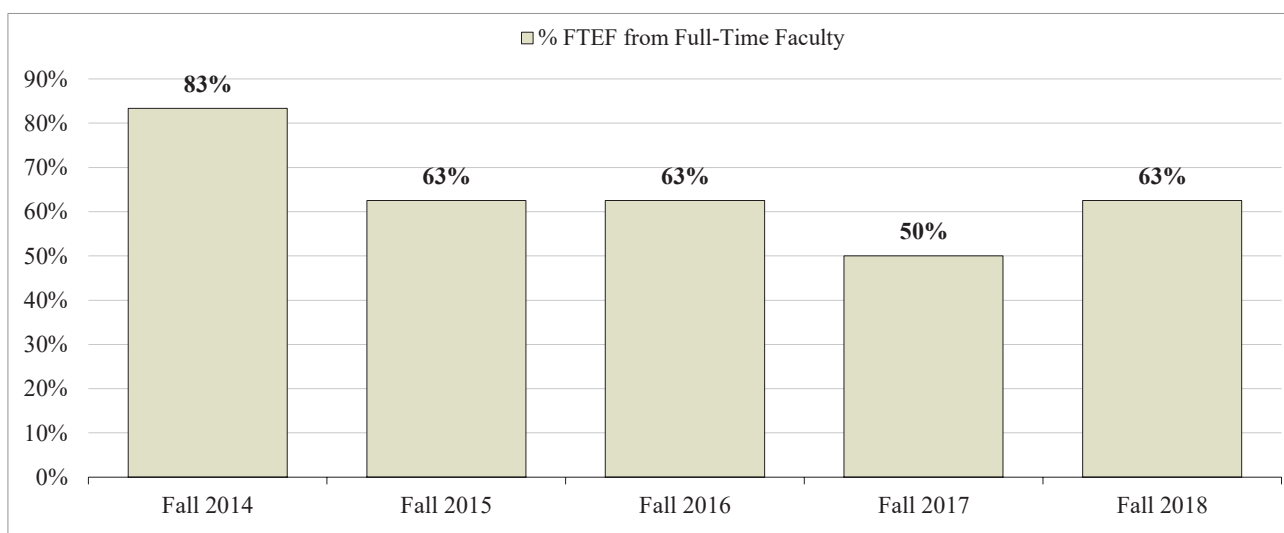
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
FTEF from Full-Time Faculty	1.0	1.0	1.0	0.8	1.0
% FTEF from Full-Time Faculty	83%	63%	63%	50%	63%
Enrollments	226	350	362	357	345
Capacity (seats available)	220	352	352	352	352
Fill Rate	103%	99%	103%	101%	98%



Definitions:

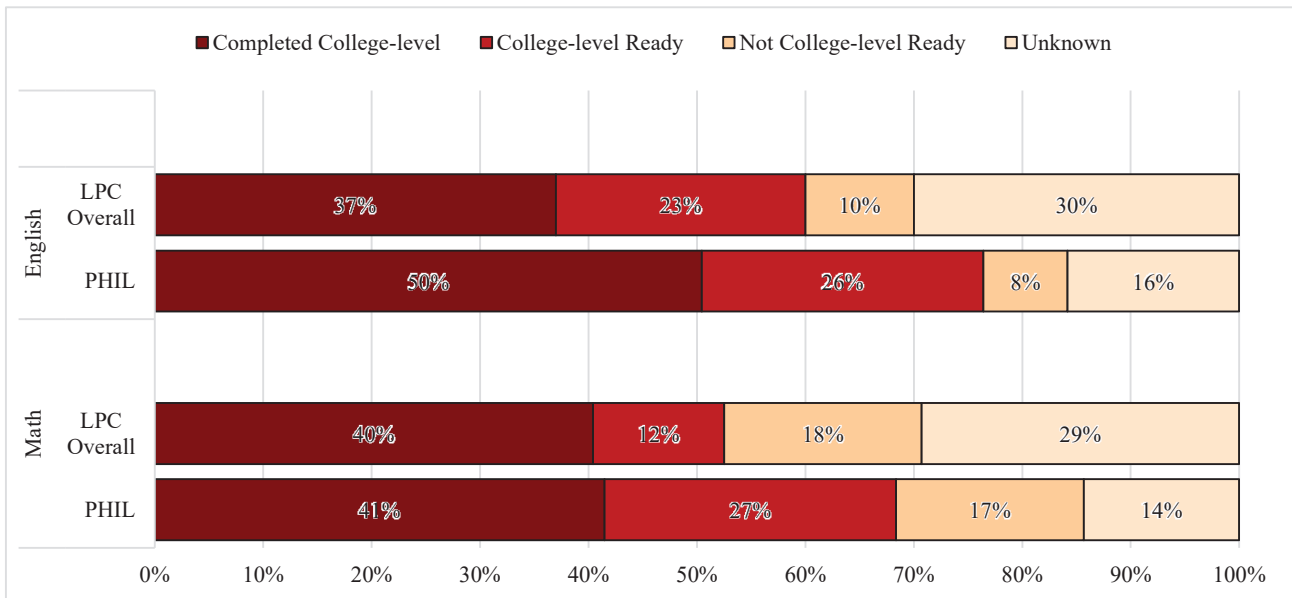
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	PHIL		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	169	50%	4,858	52%
College-level Ready	87	29%	2,005	22%
Not College-level Ready	26	8%	675	7%
Unknown	53	16%	1,776	19%
College Math				
Completed College-level	139	41%	4,134	44%
College-level Ready	90	27%	1,812	19%
Not College-level Ready	58	17%	1,583	17%
Unknown	48	14%	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 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.