Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019
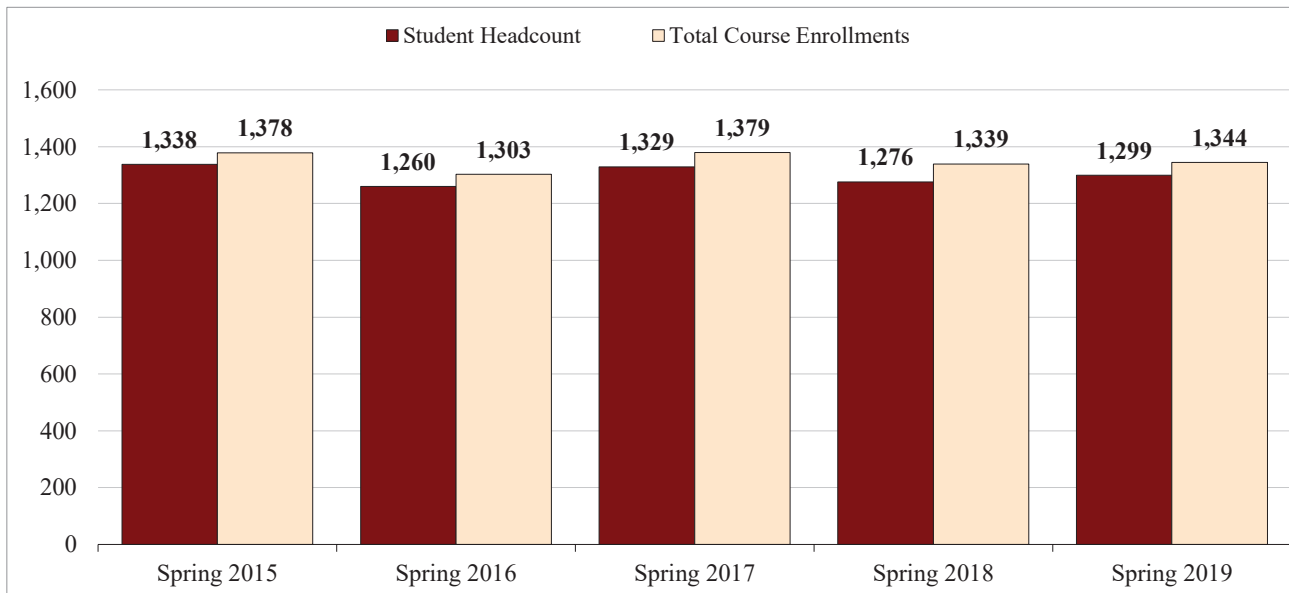
Discipline:

History (HIST)

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

Headcount & Enrollment

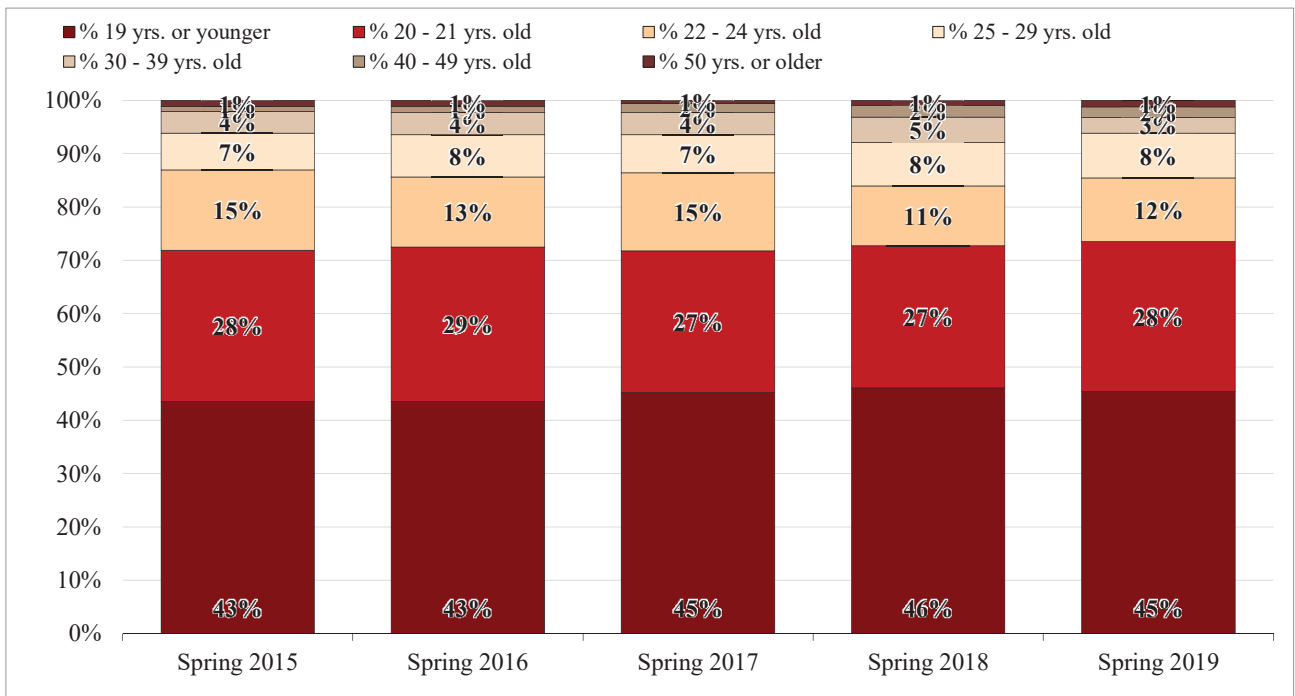| History (HIST)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	1,338	1,260	1,329	1,276	1,299
Total Course Enrollments	1,378	1,303	1,379	1,339	1,344

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 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	638	600	619	601	661
Male	690	643	697	660	610
19 yrs. or younger	582	548	600	588	589
20-21 yrs. old	380	365	354	340	366
22-24 yrs. old	201	166	194	143	155
25-29 yrs. old	93	100	95	104	109
30-39 yrs. old	54	52	55	61	38
40-49 yrs. old	12	15	23	28	26
50 yrs. or older	16	14	8	12	16
% Female	48%	48%	47%	48%	52%
% Male	52%	52%	53%	52%	48%
% 19 yrs. or younger	43%	43%	45%	46%	45%
% 20 - 21 yrs. old	28%	29%	27%	27%	28%
% 22 - 24 yrs. old	15%	13%	15%	11%	12%
% 25 - 29 yrs. old	7%	8%	7%	8%	8%
% 30 - 39 yrs. old	4%	4%	4%	5%	3%
% 40 - 49 yrs. old	1%	1%	2%	2%	2%
% 50 yrs. or older	1%	1%	1%	1%	1%

Student Demographic: Race-Ethnicity

History (HIST)					
	Term				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
African American	56	54	48	48	48
Asian	111	119	129	153	163
Filipino	74	58	74	66	67
Latino	407	408	422	400	445
Native American	3	1	2	1	2
Pacific Islander	5	4	8	10	3
White	578	508	550	496	484
Multiethnic	92	103	87	92	75
Other/Unknown	12	5	9	10	12
% African American	4%	4%	4%	4%	4%
% Asian	8%	9%	10%	12%	13%
% Filipino	6%	5%	6%	5%	5%
% Latino	30%	32%	32%	31%	34%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	<1%	<1%	1%	1%	<1%
% White	43%	40%	41%	39%	37%
% Multiethnic	7%	8%	7%	7%	6%
% Other/Unknown	1%	<1%	1%	1%	1%
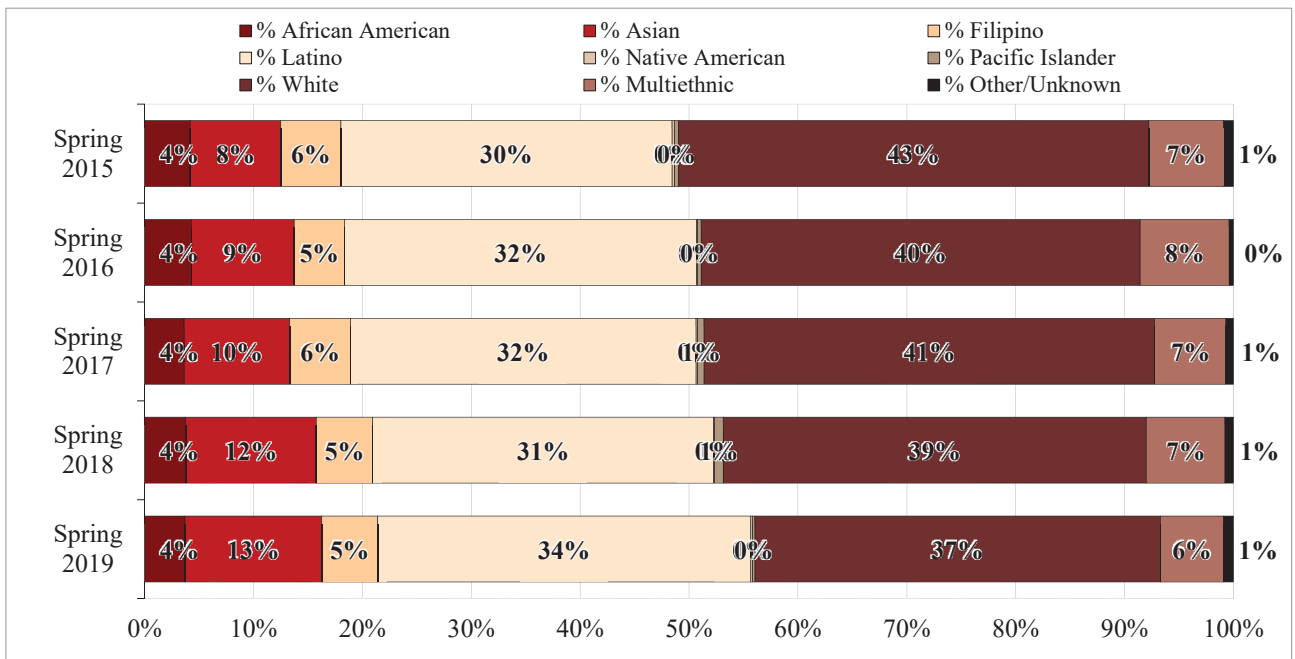
Student Enrollment Status

History (HIST)					
	Term				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
First-Time Any College	65	44	45	43	47
First-Time Transfer	47	64	55	74	46
Continuing	1,159	1,103	1,179	1,102	1,171
Returning	37	37	32	34	24
Concurrent Enrollment	29	11	18	23	11
% First-Time Any College	5%	3%	3%	3%	4%
% First-Time Transfer	4%	5%	4%	6%	4%
% Continuing	87%	88%	89%	86%	90%
% Returning	3%	3%	2%	3%	2%
% Concurrent Enrollment	2%	1%	1%	2%	1%
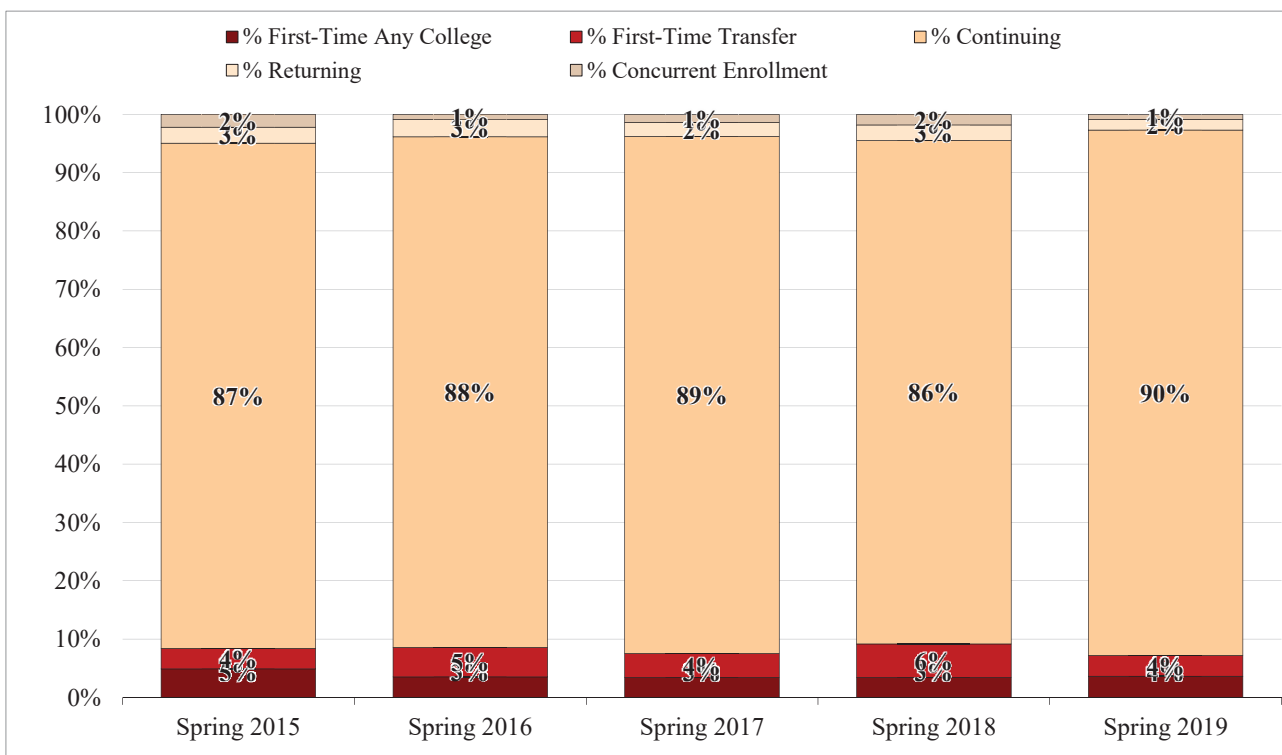
Definitions:

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				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Full-Time (12 units or more)	743	700	776	739	786
Part-Time (6 to 11.5 units)	517	486	481	469	458
Part-Time (0.5 to 5.5 units)	78	74	72	68	55
% Full-Time (12 units or more)	56%	56%	58%	58%	61%
% Part-Time (6 to 11.5 units)	39%	39%	36%	37%	35%
% Part-Time (0.5 to 5.5 units)	6%	6%	5%	5%	4%
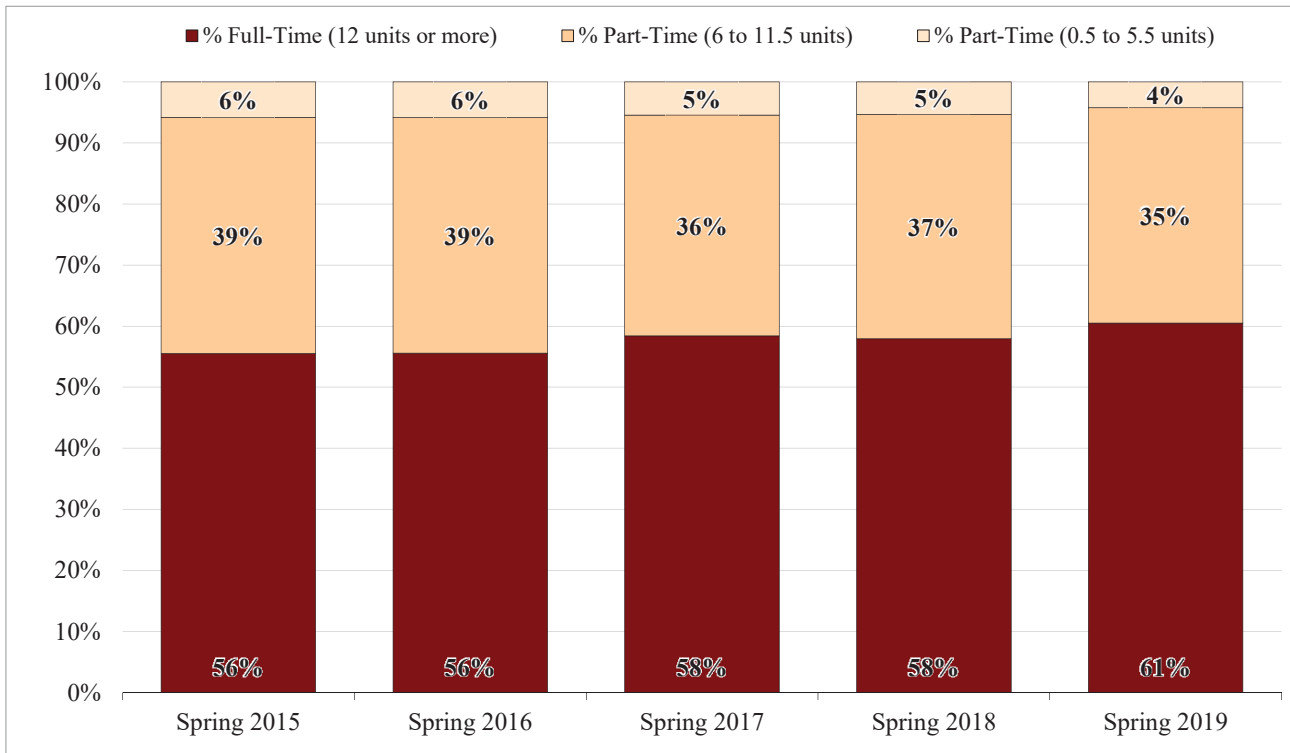
Students Using Distance Education

| History (HIST)					
	Term				
(Categories reflect college-wide coursework)	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Face-to-Face (F2F) Only	862	809	854	708	682
Both F2F and DE	381	371	372	450	515
Distance Education (DE) Only	95	80	103	118	102
% Face-to-Face (F2F) Only	64%	64%	64%	55%	53%
% Both F2F and DE	28%	29%	28%	35%	40%
% Distance Education (DE) Only	7%	6%	8%	9%	8%
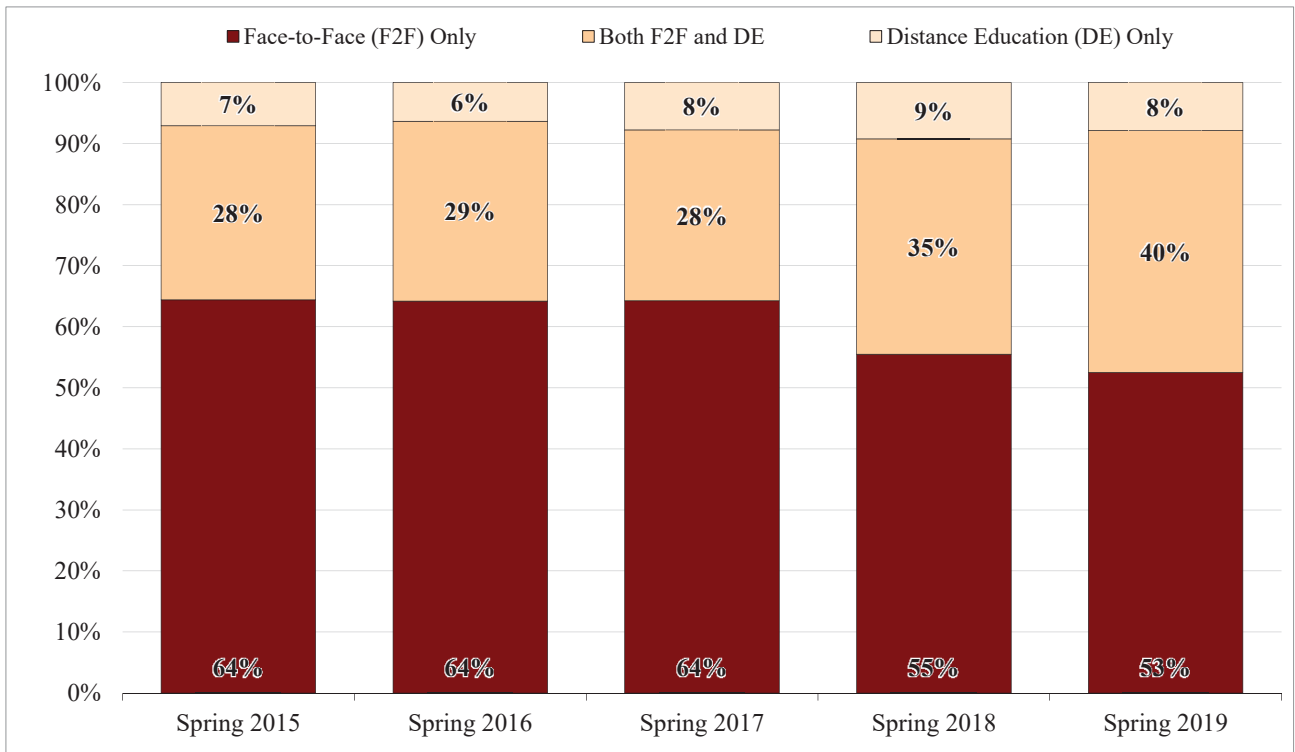
Definitions:

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

Student Educational Goal

History (HIST)					
	Term				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Transfer (w/ or w/o AA/AS degree)	1,057	1,022	1,082	1,049	1,058
Associate Degree Only (AA/AS)	53	47	50	46	59
Occupational Certificate or Job Training	52	49	50	45	48
Improve English/Math Basic Skills	4	3	6	3	4
Personal Development (intellectual/cultural)	12	6	8	11	9
Other	12	5	8	9	5
Undecided	138	119	117	106	112
Unknown	10	9	8	7	4
% Transfer (w/ or w/o AA/AS degree)	79%	81%	81%	82%	81%
% Associate Degree Only (AA/AS)	4%	4%	4%	4%	5%
% 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%	9%	9%	8%	9%
% Unknown	1%	1%	1%	1%	<1%
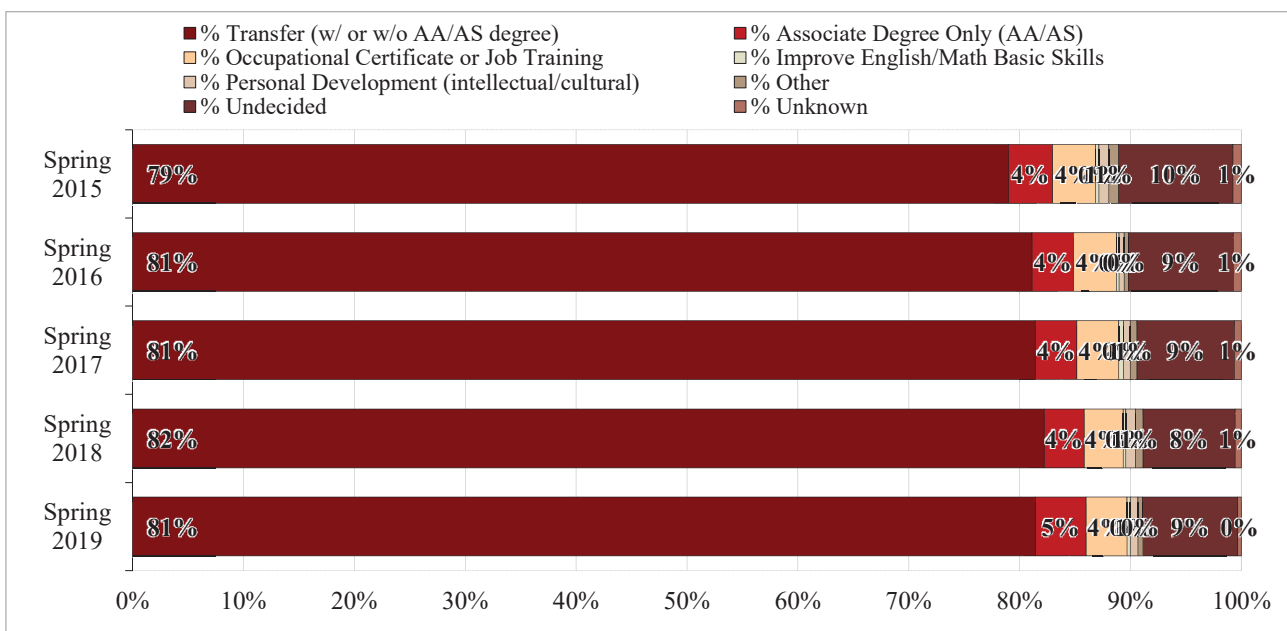
Definitions:

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 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	34	14	21	31	20
Freshmen (<30 units)	784	775	773	718	702
Sophomore (30-59 units)	361	346	376	361	424
Other Undergraduate (60 units or more)	136	111	135	132	124
AA/AS Degree	13	9	13	21	10
BA/BS or Higher Degree	10	5	11	13	19
% High School/Adult School	3%	1%	2%	2%	2%
% Freshmen (<30 units)	59%	62%	58%	56%	54%
% Sophomore (30-59 units)	27%	27%	28%	28%	33%
% Other Undergraduate (60 units or more)	10%	9%	10%	10%	10%
% AA/AS Degree	1%	1%	1%	2%	1%
% BA/BS or Higher Degree	1%	<1%	1%	1%	1%
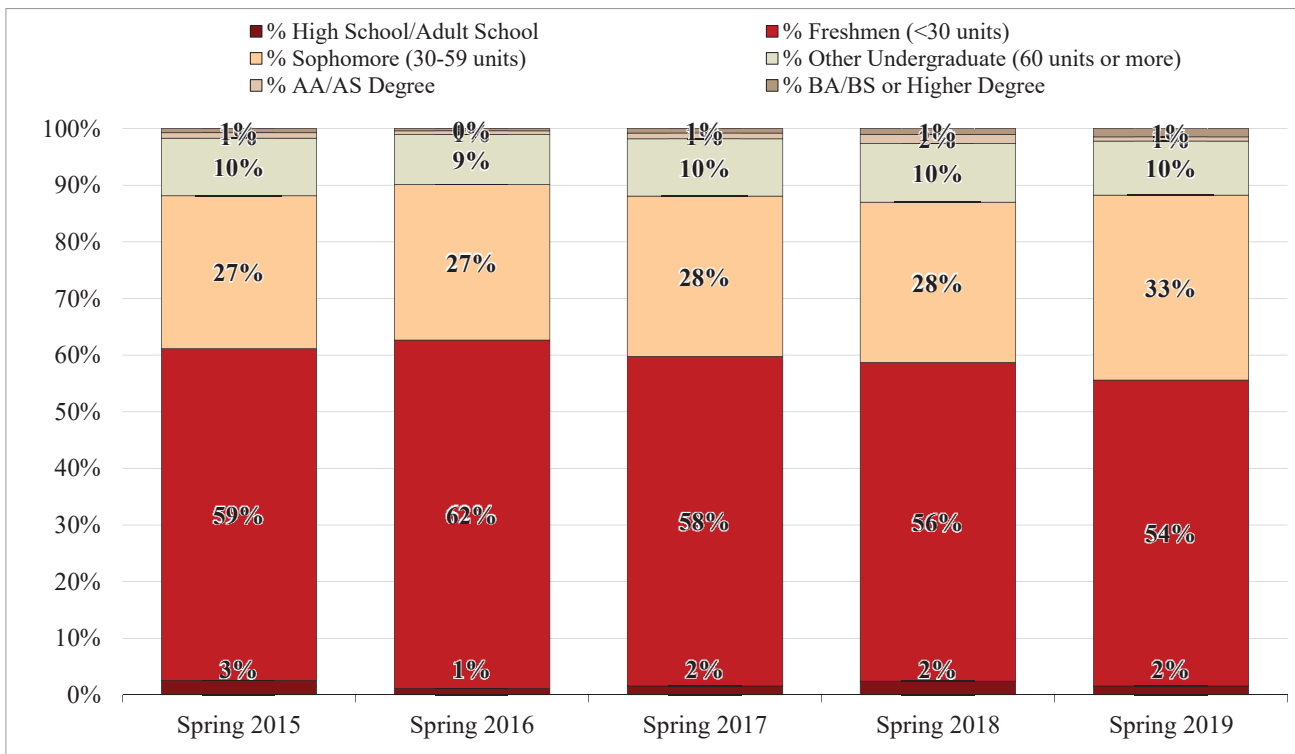
Student Performance: Grade Distribution

| History (HIST)					
	Term				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Total Course Enrollments	**1,378**	**1,303**	**1,379**	**1,339**	**1,344**
Course Success Rates	**65%**	**68%**	**61%**	**63%**	**67%**
A	26%	26%	22%	26%	28%
B	24%	26%	25%	24%	23%
C	15%	15%	14%	13%	16%
P	0%	<1%	<1%	0%	0%
Course Non-Success Rate	**15%**	**15%**	**19%**	**16%**	**18%**
D	5%	4%	7%	6%	6%
F/NP/I	10%	11%	12%	11%	13%
Withdrawals (W)	**19%**	**17%**	**20%**	**20%**	**15%**
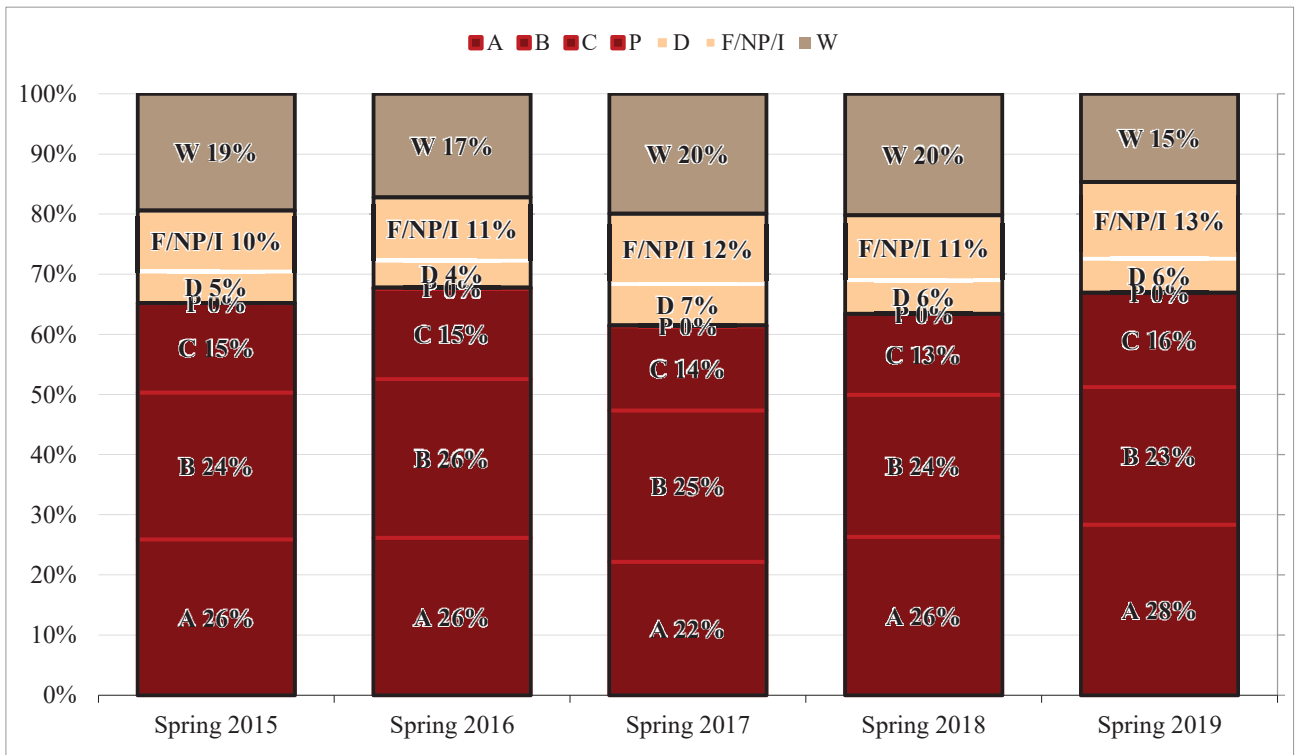
Definitions:

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 '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 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	1,378	1,303	1,379	1,339	1,344
Face-to-Face (F2F) Sections	1065	1028	1123	953	941
Success Rates	68%	73%	66%	66%	67%
Non-Success Rates	15%	13%	17%	15%	20%
Withdrawals	18%	14%	17%	19%	13%
Distance Education (DE) Sections	313	275	256	386	403
Success Rates	58%	50%	43%	56%	67%
Non-Success Rates	18%	21%	23%	21%	15%
Withdrawals	25%	29%	34%	23%	18%
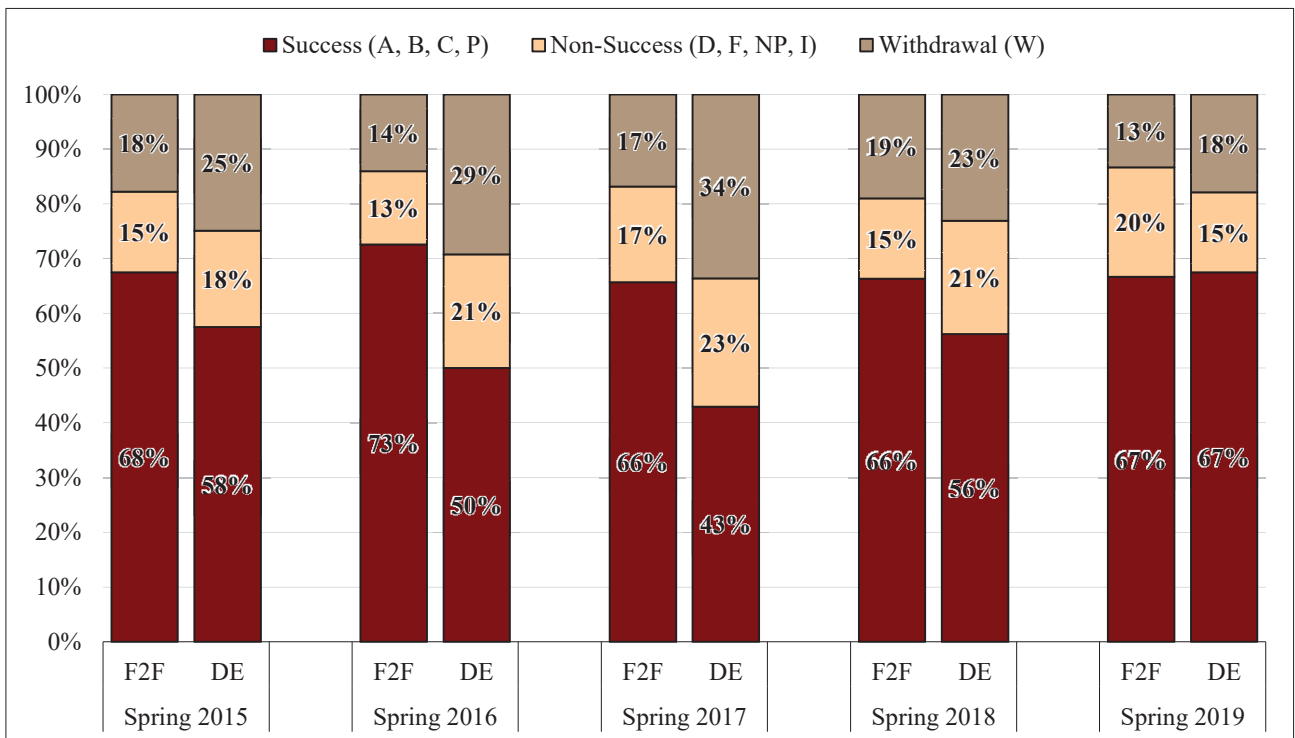
Definitions:

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 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	4,056	3,906	4,160	4,020	4,035
FTES	132.9	127.8	136.5	131.0	132.2
FTEF	6.6	6.4	7.0	7.0	6.8
Productivity (WSCH/FTEF)	614.5	610.3	594.3	574.3	593.4

Productivity (WSCH/FTEF)

	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
	614.5	610.3	594.3	574.3	593.4

FTES

	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
	132.9	127.8	136.5	131.0	132.2
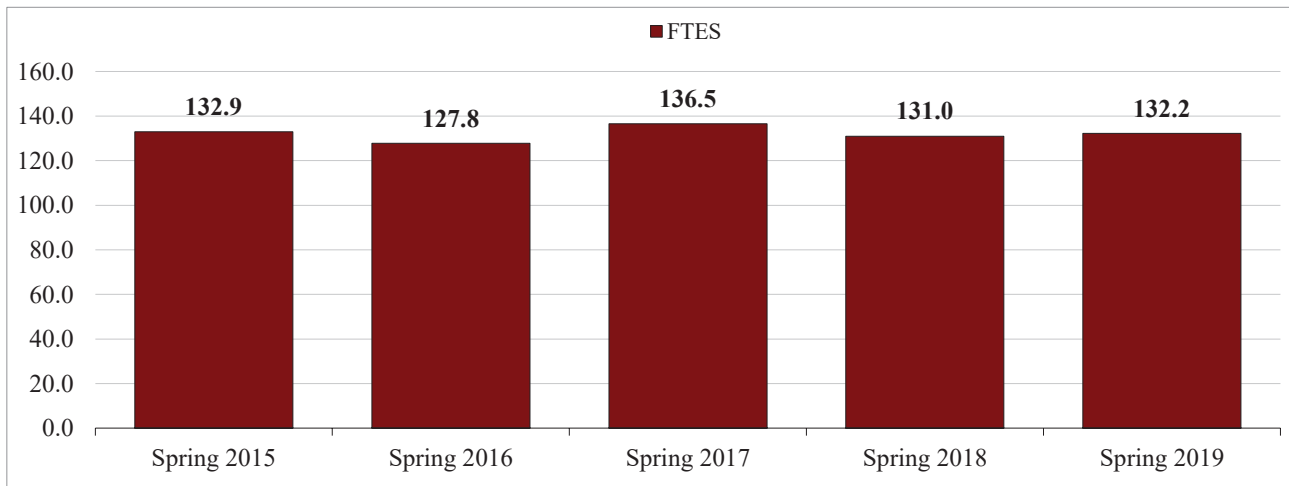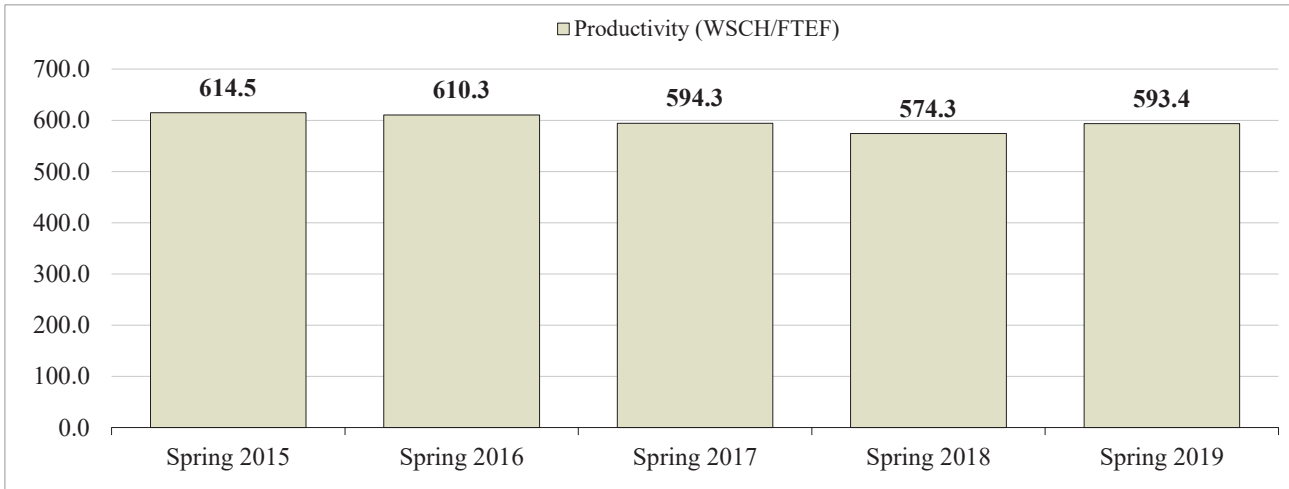
Definitions:

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 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	2.2	1.4	2.8	1.8	2.0
% FTEF from Full-Time Faculty	33%	22%	40%	26%	29%
Enrollments	1,378	1,303	1,379	1,339	1,344
Capacity (seats available)	1,413	1,409	1,541	1,542	1,497
Fill Rate	98%	92%	89%	87%	90%
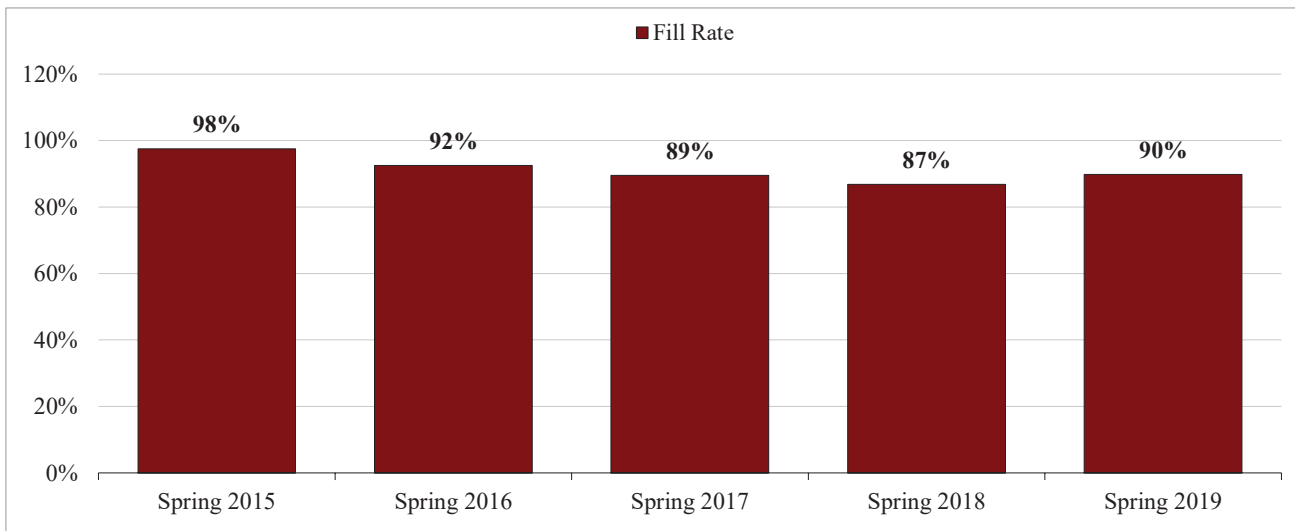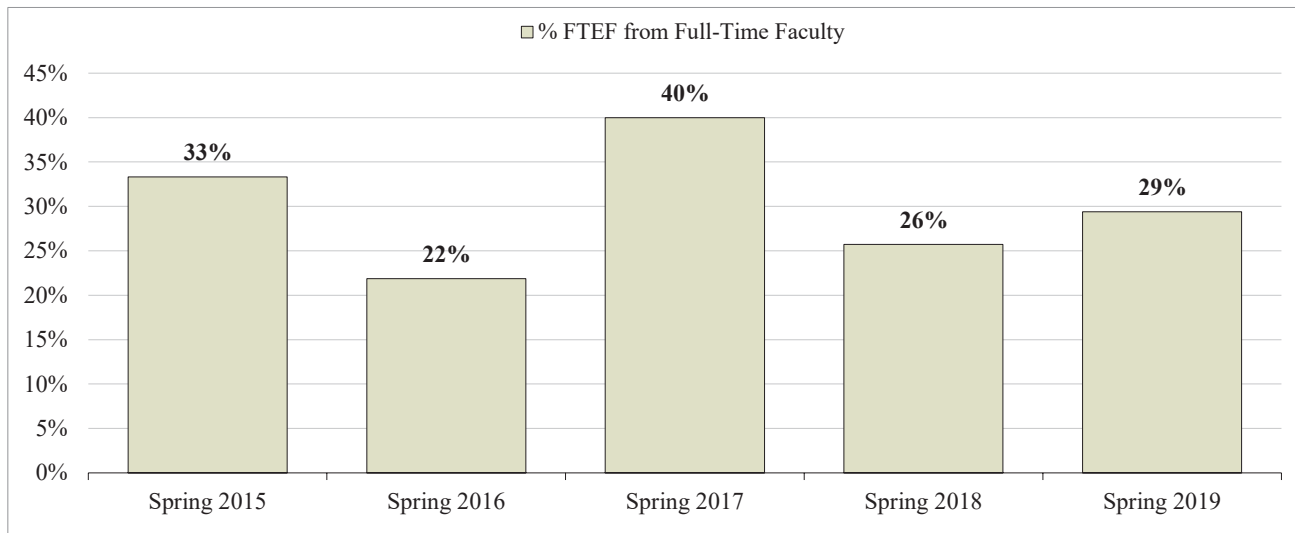
Definitions:

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 2019				
	HIST		**LPC Overall**	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	897	69%	5,237	60%
College-level Ready	210	18%	1,339	15%
Not College-level Ready	64	6%	458	5%
Unknown	128	11%	1,703	19%
College Math				
Completed College-level	750	58%	4,956	57%
College-level Ready	127	10%	642	7%
Not College-level Ready	213	16%	1,161	13%
Unknown	209	16%	1,978	23%
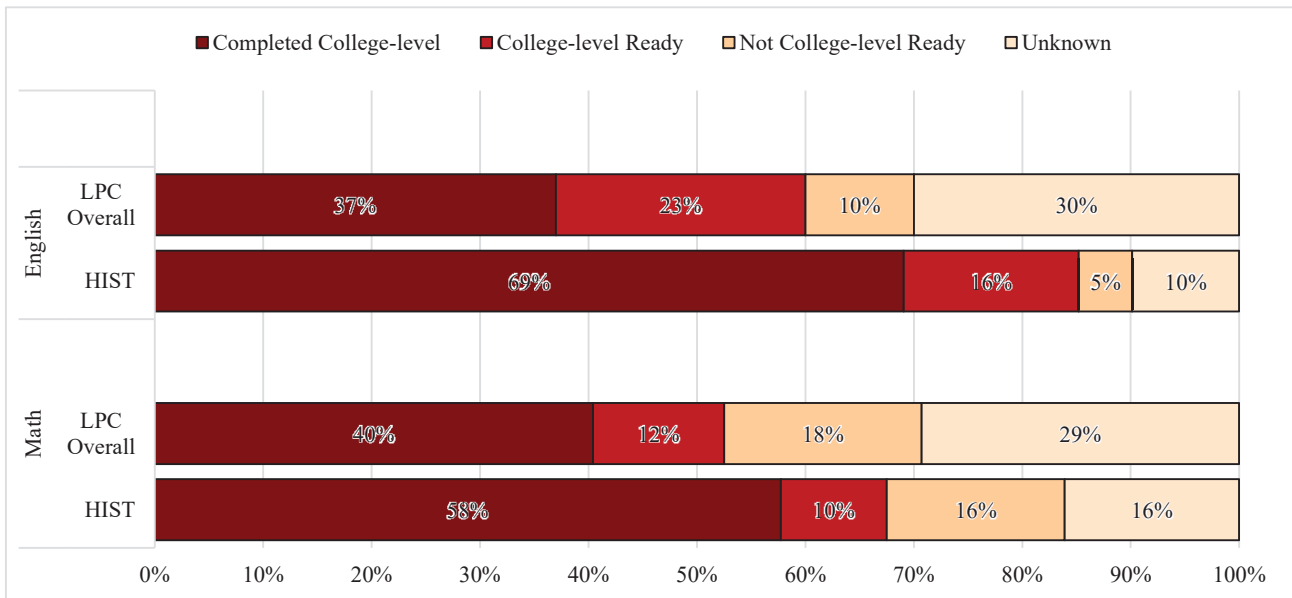
Definitions:

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.