Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019

Discipline:

Philosophy (PHIL)

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

Headcount & Enrollment

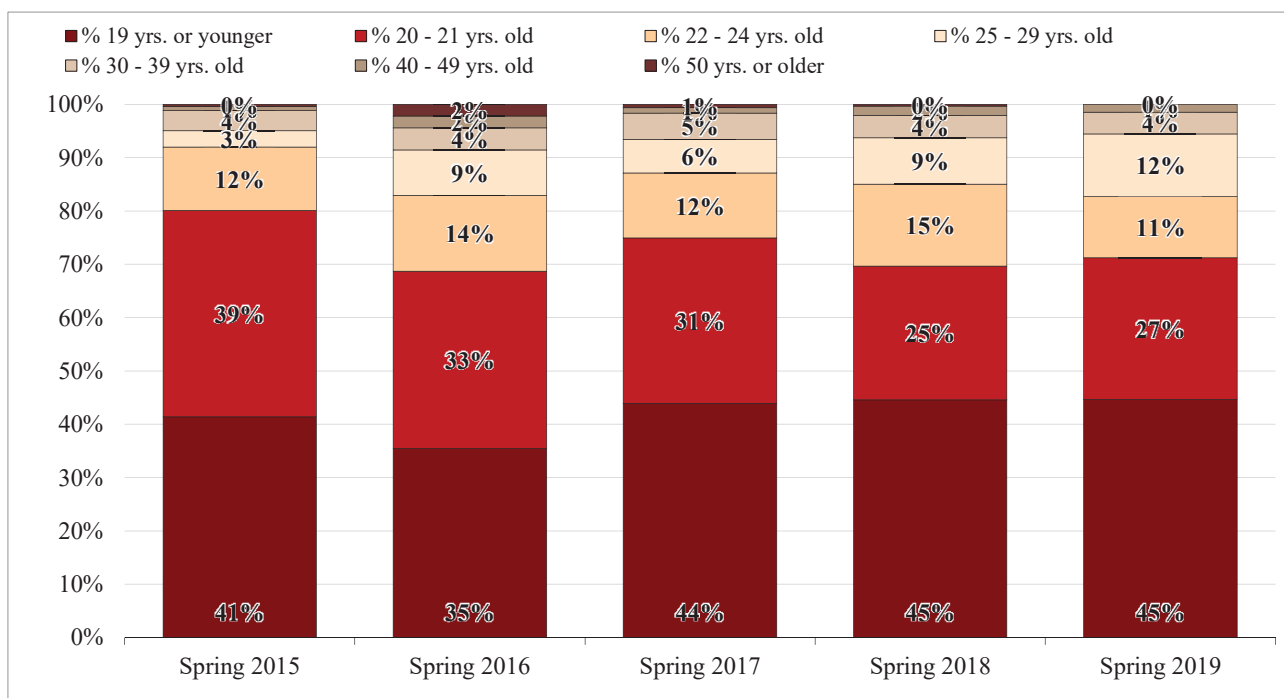| Philosophy (PHIL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	261	316	303	287	271
Total Course Enrollments	265	319	312	294	277
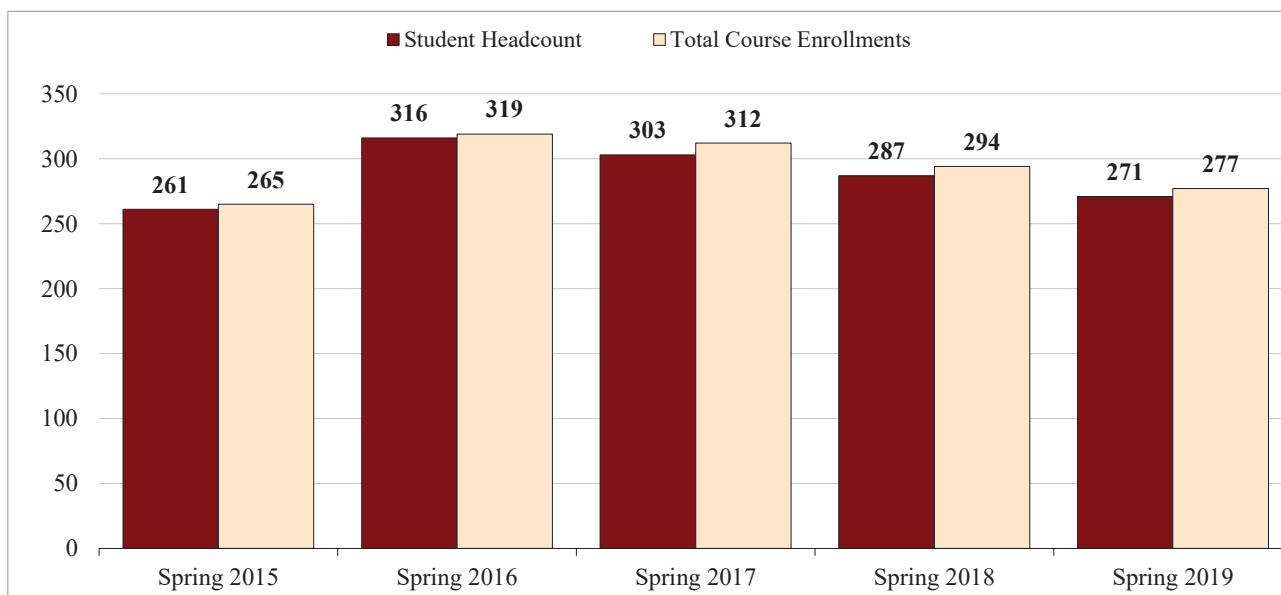
Definitions:

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 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	139	171	144	139	137
Male	120	140	154	145	129
19 yrs. or younger	108	112	133	128	121
20-21 yrs. old	101	105	94	72	72
22-24 yrs. old	31	45	37	44	31
25-29 yrs. old	8	27	19	25	32
30-39 yrs. old	10	13	15	12	11
40-49 yrs. old	2	7	3	5	4
50 yrs. or older	1	7	2	1	0
% Female	54%	55%	48%	49%	52%
% Male	46%	45%	52%	51%	48%
% 19 yrs. or younger	41%	35%	44%	45%	45%
% 20 - 21 yrs. old	39%	33%	31%	25%	27%
% 22 - 24 yrs. old	12%	14%	12%	15%	11%
% 25 - 29 yrs. old	3%	9%	6%	9%	12%
% 30 - 39 yrs. old	4%	4%	5%	4%	4%
% 40 - 49 yrs. old	1%	2%	1%	2%	1%
% 50 yrs. or older	<1%	2%	1%	<1%	0%

Student Demographic: Race-Ethnicity

Philosophy (PHIL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	5	11	12	10	10
Asian	37	47	47	55	40
Filipino	12	15	13	15	16
Latino	67	79	83	66	75
Native American	0	0	0	0	0
Pacific Islander	0	2	1	2	0
White	116	134	121	108	102
Multiethnic	22	28	25	28	26
Other/Unknown	2	0	1	3	2
% African American	2%	3%	4%	3%	4%
% Asian	14%	15%	16%	19%	15%
% Filipino	5%	5%	4%	5%	6%
% Latino	26%	25%	27%	23%	28%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	1%	<1%	1%	0%
% White	44%	42%	40%	38%	38%
% Multiethnic	8%	9%	8%	10%	10%
% Other/Unknown	1%	0%	<1%	1%	1%
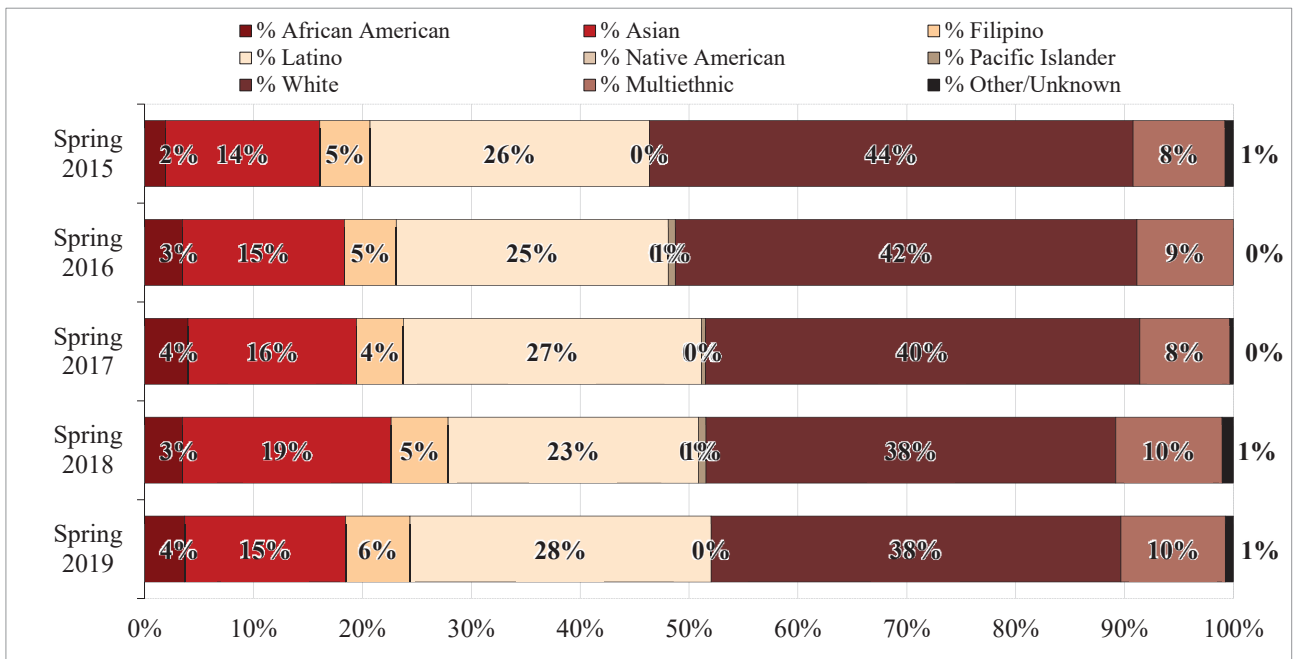
Student Enrollment Status

Philosophy (PHIL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	0	6	6	8	16
First-Time Transfer	3	13	10	12	12
Continuing	256	288	281	249	221
Returning	2	7	3	6	7
Concurrent Enrollment	0	2	3	12	15
% First-Time Any College	0%	2%	2%	3%	6%
% First-Time Transfer	1%	4%	3%	4%	4%
% Continuing	98%	91%	93%	87%	82%
% Returning	1%	2%	1%	2%	3%
% Concurrent Enrollment	0%	1%	1%	4%	6%
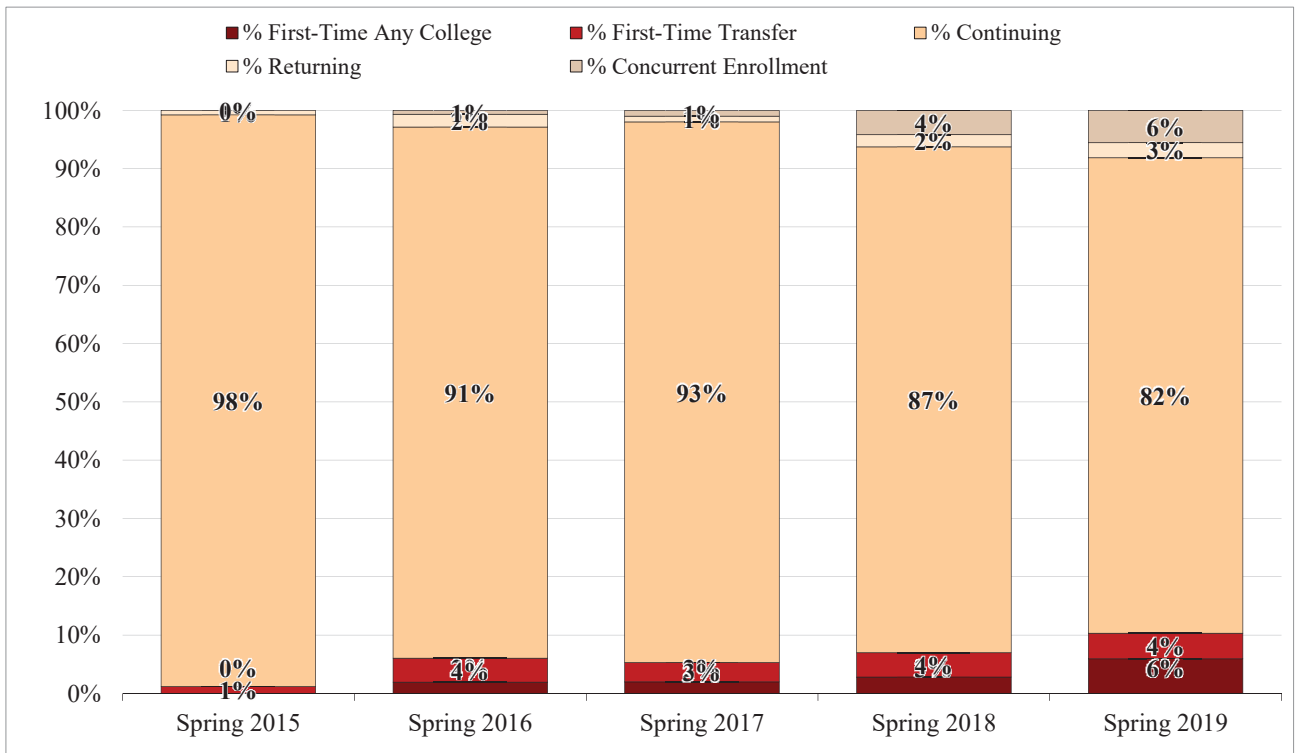
Definitions:

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 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	197	213	214	169	161
Part-Time (6 to 11.5 units)	59	91	81	105	95
Part-Time (0.5 to 5.5 units)	5	12	8	13	15
% Full-Time (12 units or more)	75%	67%	71%	59%	59%
% Part-Time (6 to 11.5 units)	23%	29%	27%	37%	35%
% Part-Time (0.5 to 5.5 units)	2%	4%	3%	5%	6%
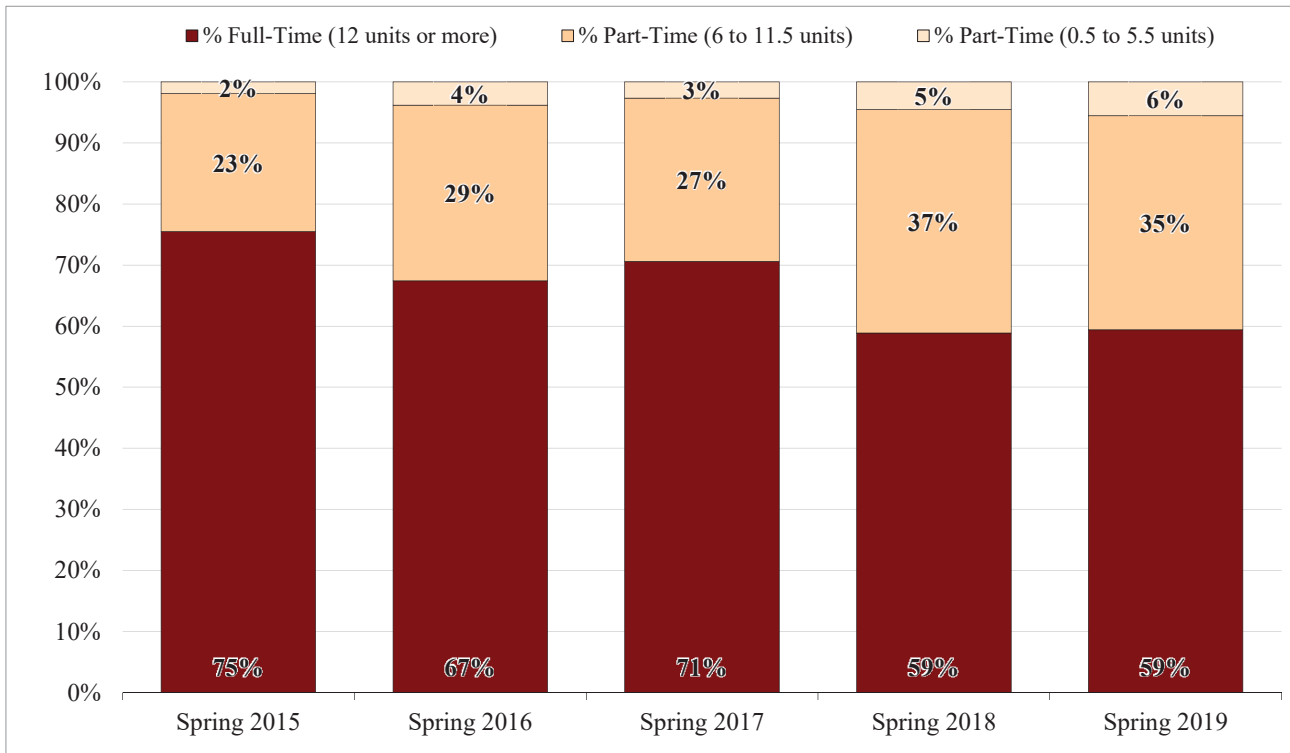
Students Using Distance Education

| Philosophy (PHIL)					
	Term				
(Categories reflect college-wide coursework)	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Face-to-Face (F2F) Only	144	138	132	116	127
Both F2F and DE	100	136	150	130	101
Distance Education (DE) Only	17	42	21	41	43
% Face-to-Face (F2F) Only	55%	44%	44%	40%	47%
% Both F2F and DE	38%	43%	50%	45%	37%
% Distance Education (DE) Only	7%	13%	7%	14%	16%
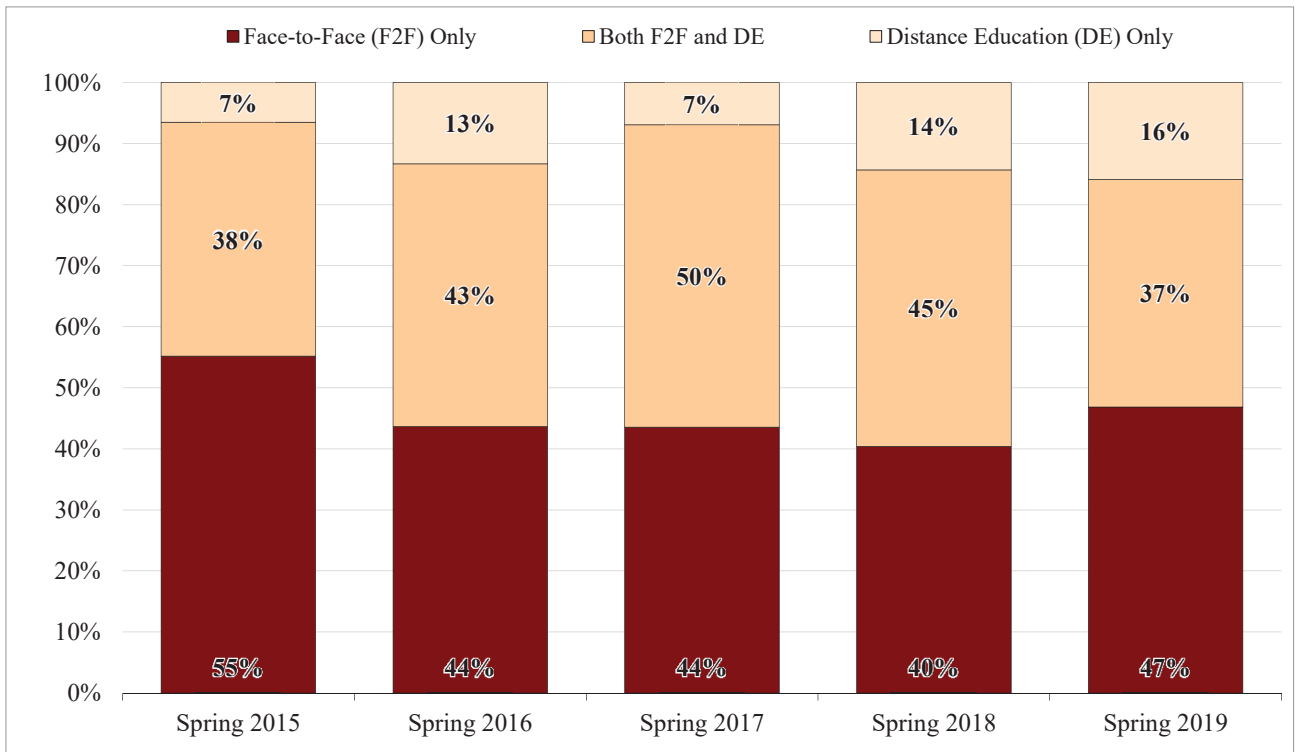
Definitions:

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

Student Educational Goal

Philosophy (PHIL)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	228	269	247	239	220
Associate Degree Only (AA/AS)	6	8	6	7	8
Occupational Certificate or Job Training	6	9	18	10	10
Improve English/Math Basic Skills	0	2	1	0	1
Personal Development (intellectual/cultural)	2	5	3	3	5
Other	0	3	2	0	5
Undecided	18	19	26	27	22
Unknown	1	1	0	1	0
% Transfer (w/ or w/o AA/AS degree)	87%	85%	82%	83%	81%
% Associate Degree Only (AA/AS)	2%	3%	2%	2%	3%
% Occupational Certificate or Job Training	2%	3%	6%	3%	4%
% Improve English/Math Basic Skills	0%	1%	<1%	0%	<1%
% Personal Development (intellectual/cultural)	1%	2%	1%	1%	2%
% Other	0%	1%	1%	0%	2%
% Undecided	7%	6%	9%	9%	8%
% Unknown	<1%	<1%	0%	<1%	0%
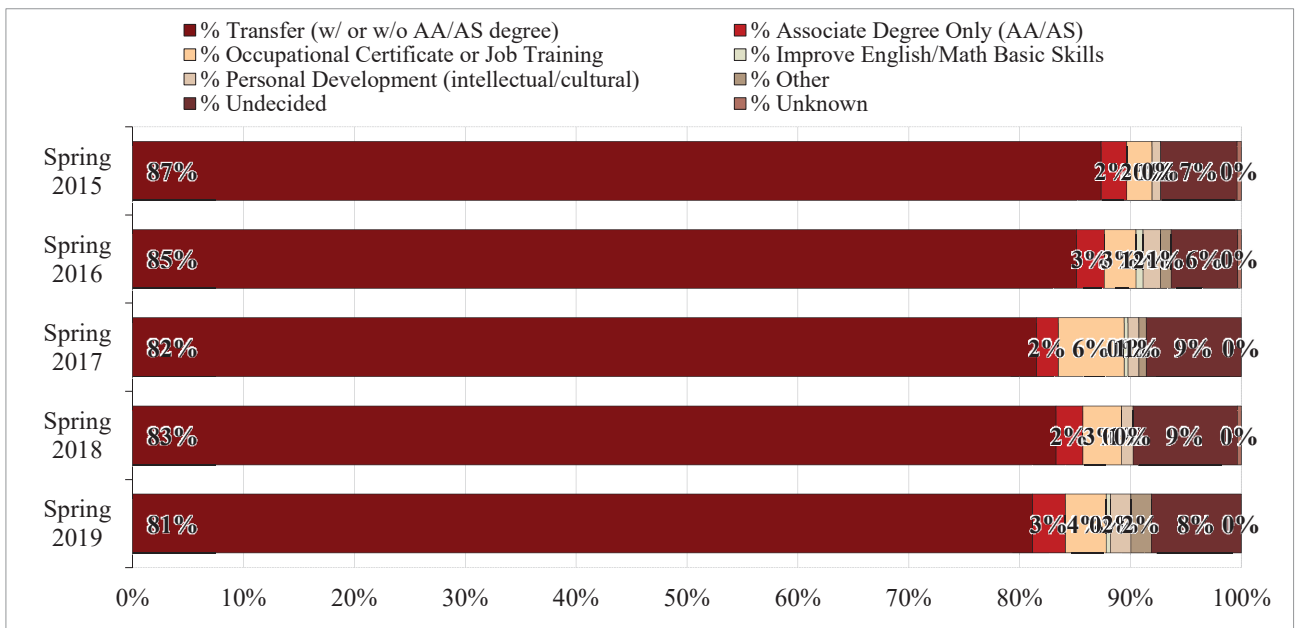
Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.
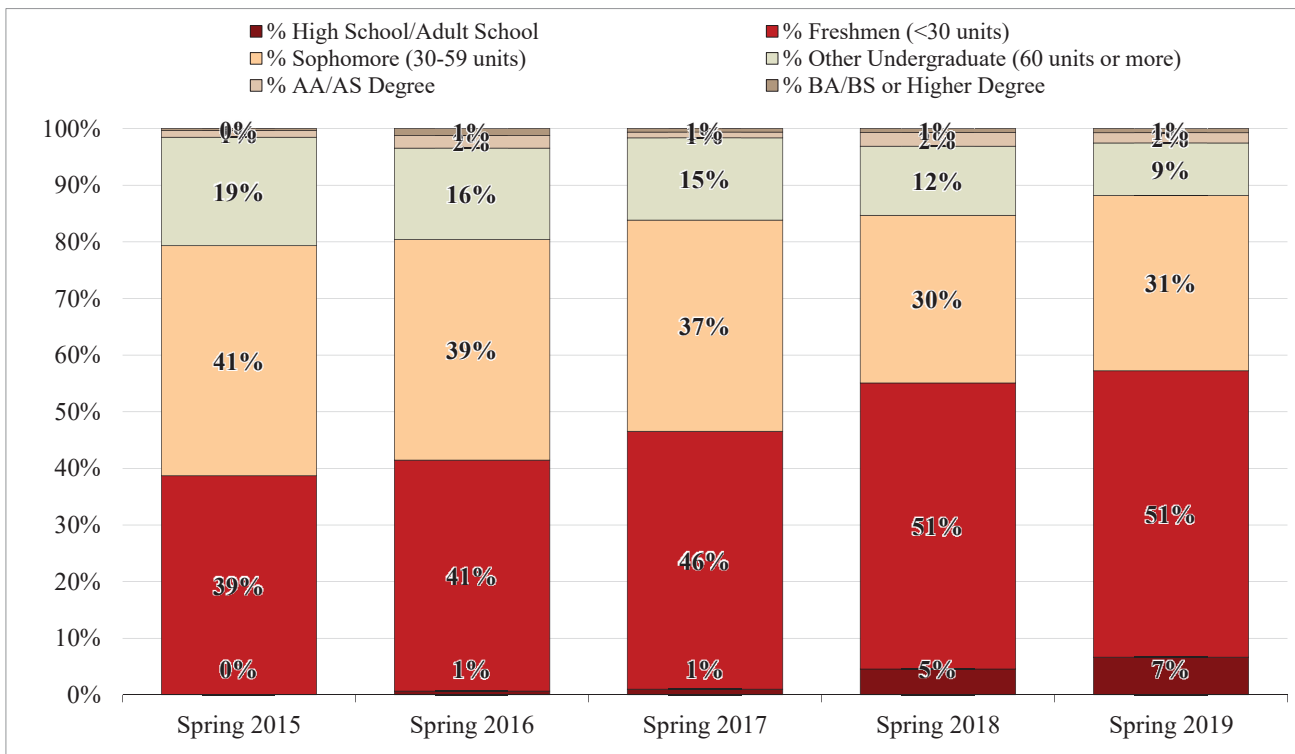
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
High School/Adult School	0	2	3	13	18
Freshmen (<30 units)	101	129	138	145	137
Sophomore (30-59 units)	106	123	113	85	84
Other Undergraduate (60 units or more)	50	51	44	35	25
AA/AS Degree	3	7	3	7	5
BA/BS or Higher Degree	1	4	2	2	2
% High School/Adult School	0%	1%	1%	5%	7%
% Freshmen (<30 units)	39%	41%	46%	51%	51%
% Sophomore (30-59 units)	41%	39%	37%	30%	31%
% Other Undergraduate (60 units or more)	19%	16%	15%	12%	9%
% AA/AS Degree	1%	2%	1%	2%	2%
% BA/BS or Higher Degree	<1%	1%	1%	1%	1%

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

Student Performance: Grade Distribution

| Philosophy (PHIL)					
	Term				
	Spring 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Total Course Enrollments	**265**	**319**	**312**	**294**	**277**
Course Success Rates	**83%**	**84%**	**81%**	**79%**	**78%**
A	34%	34%	33%	37%	34%
B	32%	33%	32%	29%	26%
C	16%	17%	16%	13%	19%
P	<1%	<1%	0%	<1%	0%
Course Non-Success Rate	**6%**	**9%**	**9%**	**9%**	**13%**
D	3%	3%	3%	3%	3%
F/NP/I	3%	5%	5%	6%	10%
Withdrawals (W)	**12%**	**8%**	**11%**	**12%**	**9%**
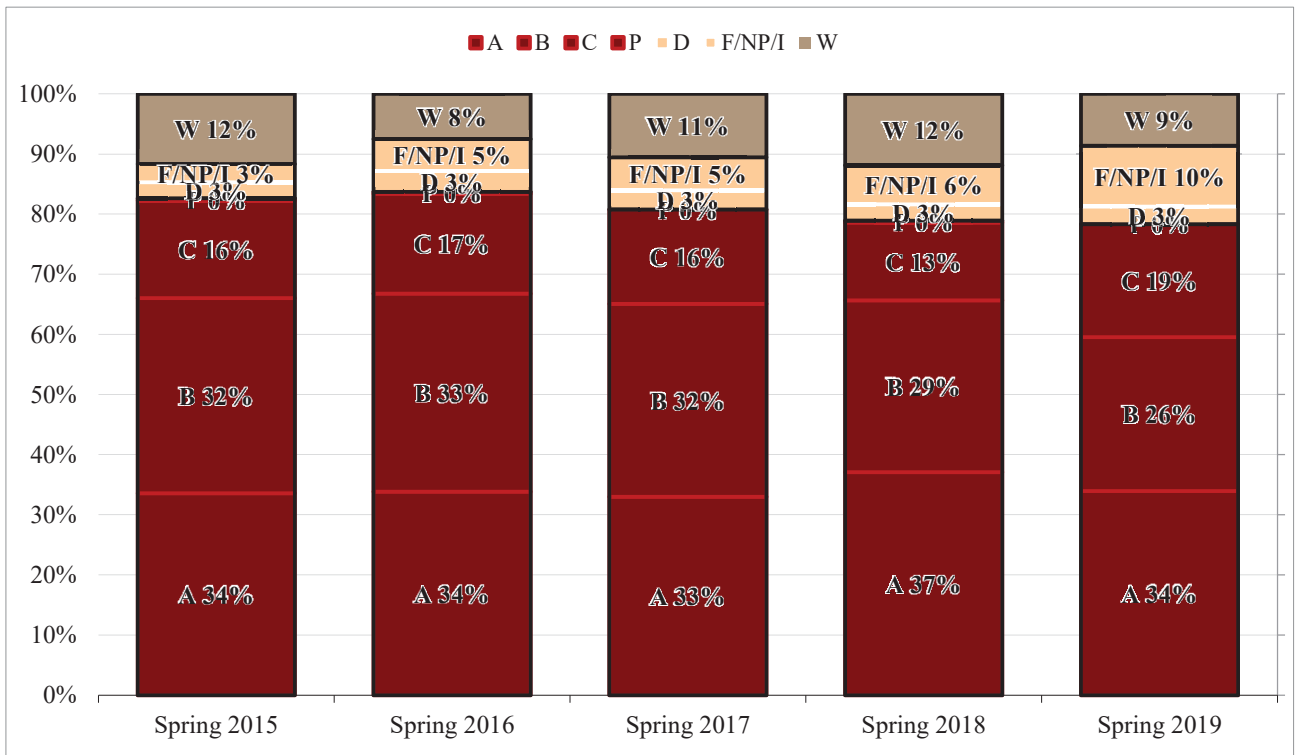
Definitions:

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 '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 2015	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Total Course Enrollments	**265**	**319**	**312**	**294**	**277**
Face-to-Face (F2F) Sections	**178**	**183**	**180**	**160**	**155**
Success Rates	84%	84%	81%	74%	76%
Non-Success Rates	6%	9%	8%	11%	15%
Withdrawals	10%	8%	11%	14%	8%
Distance Education (DE) Sections	**87**	**136**	**132**	**134**	**122**
Success Rates	79%	84%	80%	84%	81%
Non-Success Rates	6%	9%	9%	7%	10%
Withdrawals	15%	7%	11%	9%	9%
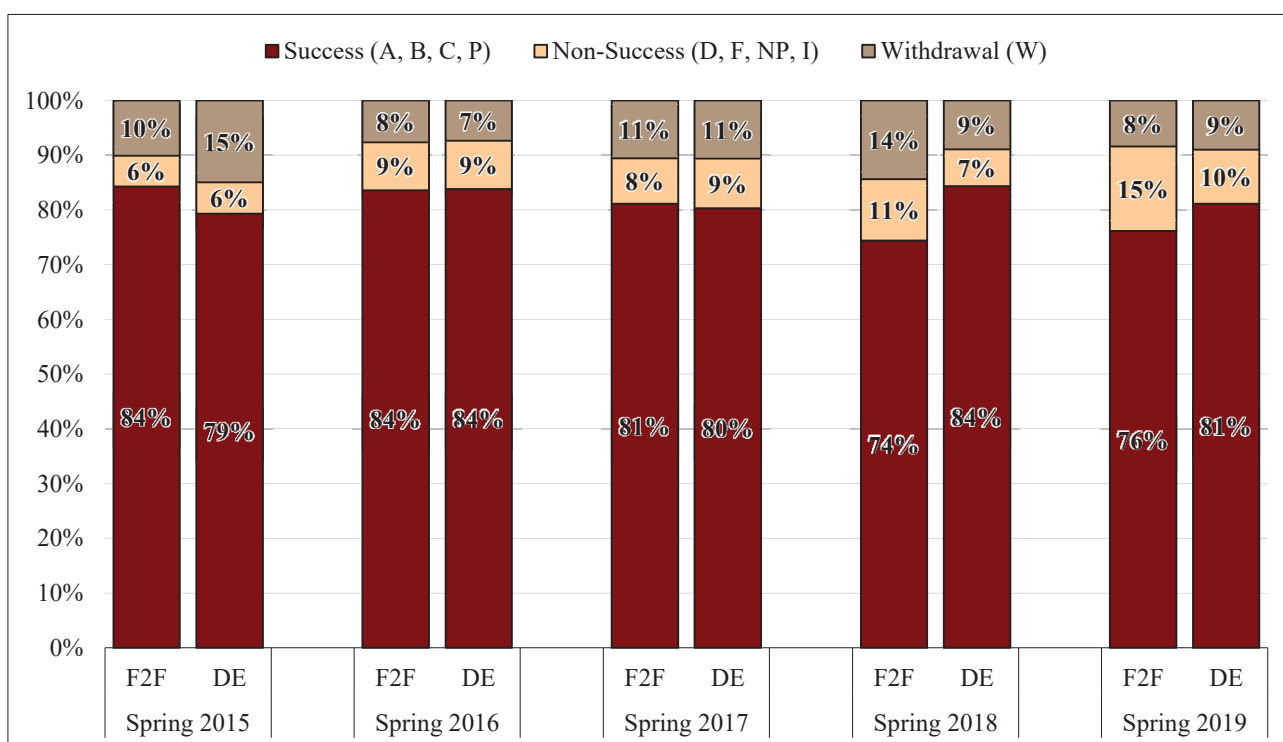
Definitions:

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 '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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	795	957	936	882	831
FTES	26.2	31.5	30.5	28.4	27.5
FTEF	1.2	1.6	1.6	1.6	1.6
Productivity (WSCH/FTEF)	662.5	598.1	585.0	551.3	519.4
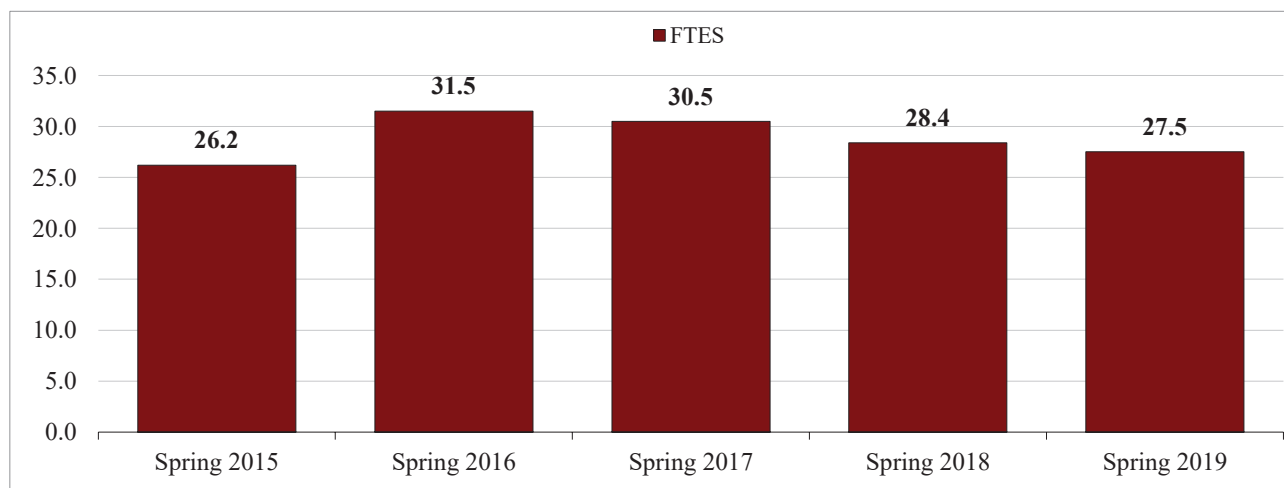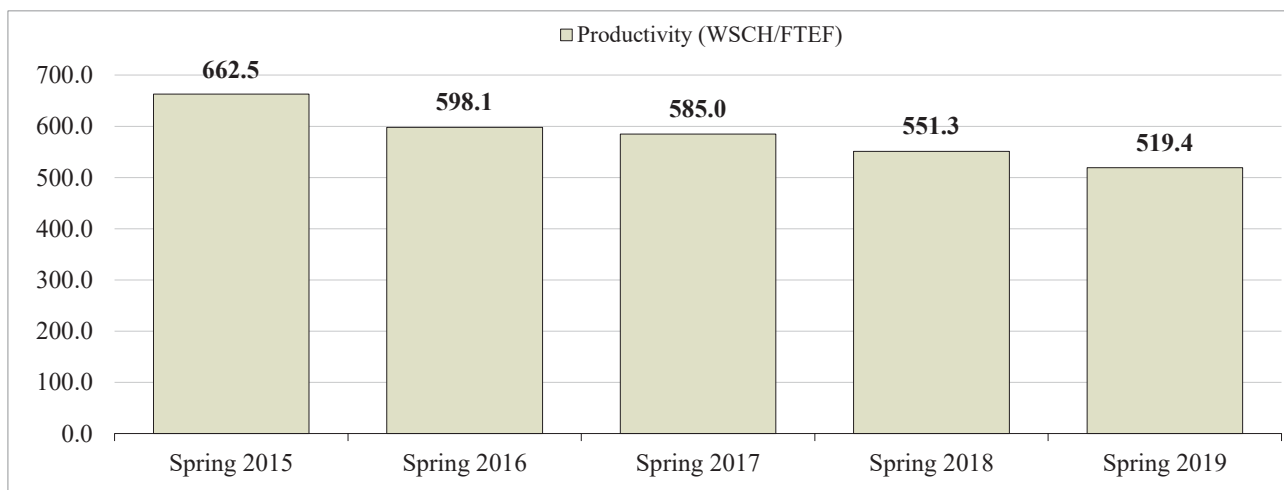
Definitions:

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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
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	265	319	312	294	277
Capacity (seats available)	264	352	352	352	352
Fill Rate	100%	91%	89%	84%	79%
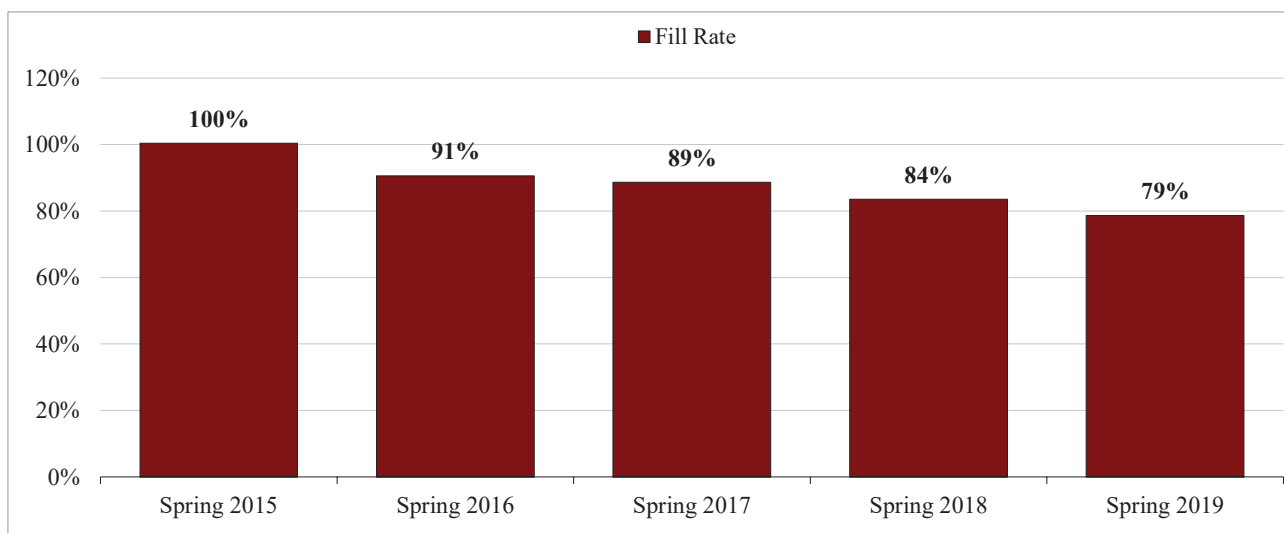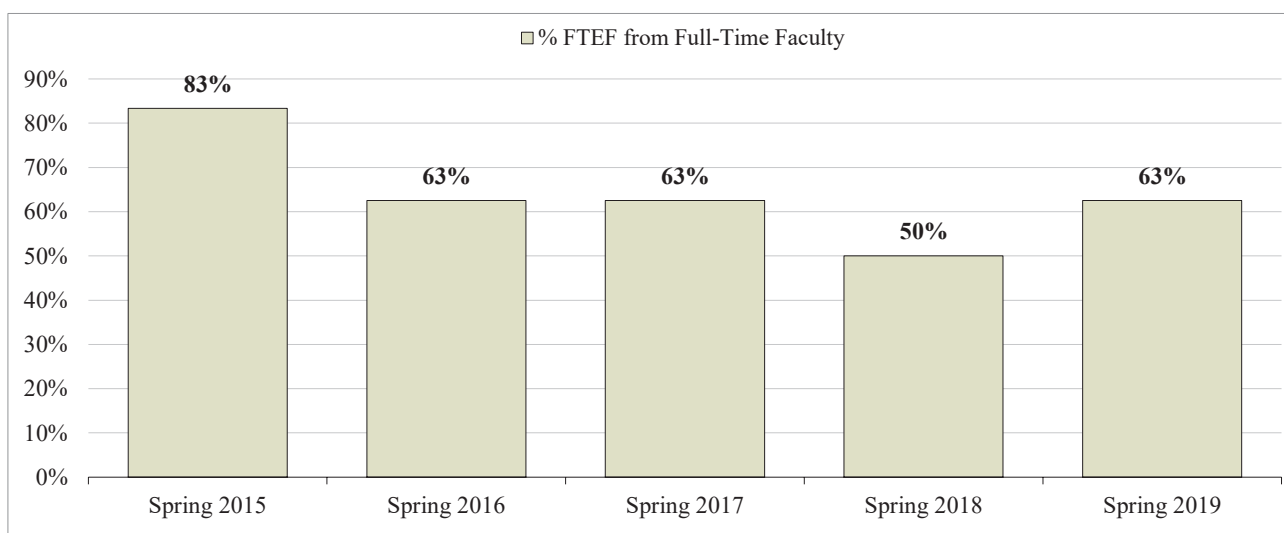
Definitions:

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				
	PHIL		**LPC Overall**	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	156	58%	5,237	60%
College-level Ready	58	21%	1,339	15%
Not College-level Ready	7	3%	458	5%
Unknown	50	20%	1,703	19%
College Math				
Completed College-level	157	58%	4,956	57%
College-level Ready	19	7%	642	7%
Not College-level Ready	30	11%	1,161	13%
Unknown	65	24%	1,978	23%
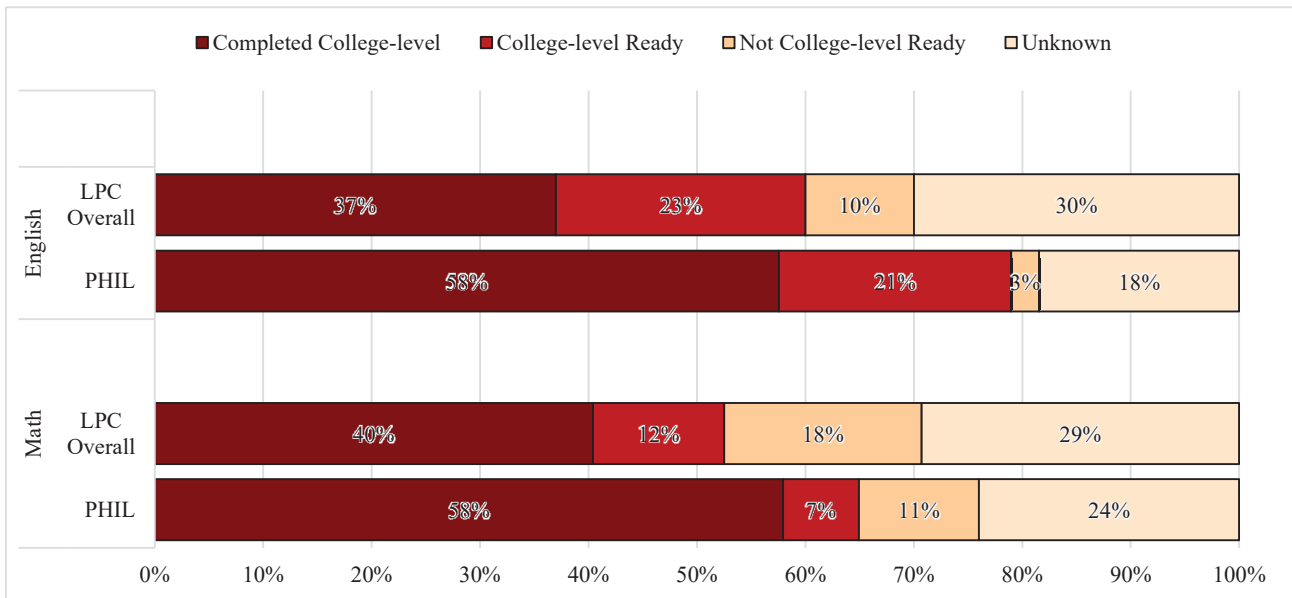
Definitions:

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.