



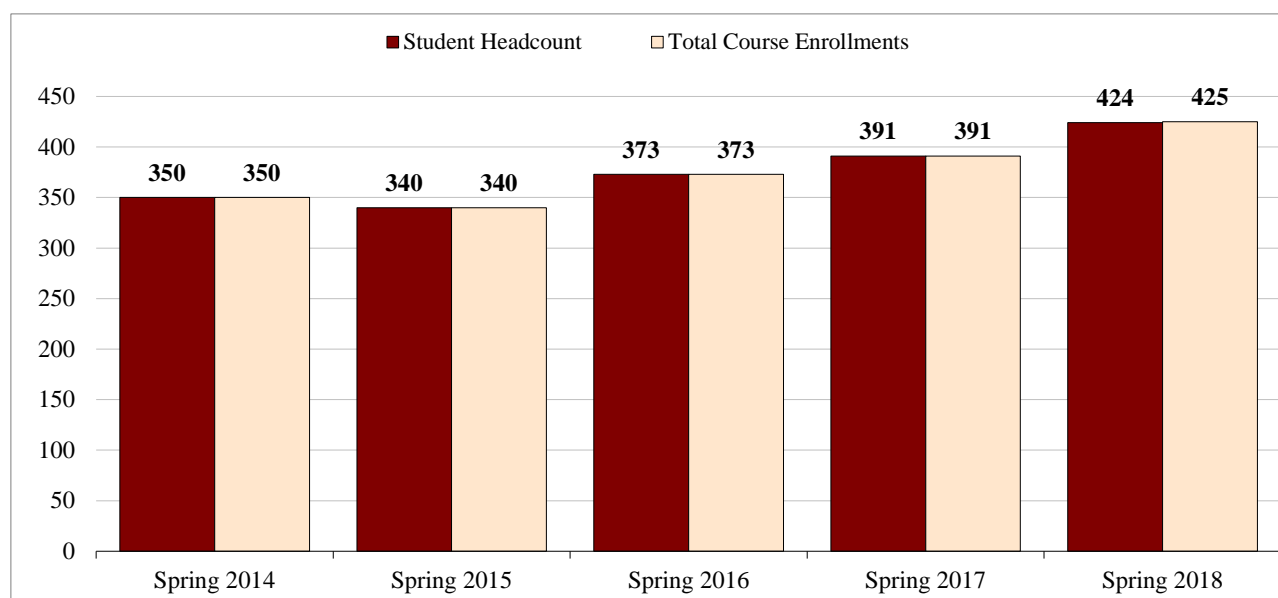
Las Positas College  
**Program Review Discipline Data Packet**  
Spring 2014 to Spring 2018

Discipline:  
**Chemistry (CHEM)**

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## Headcount & Enrollment

Chemistry ( CHEM )					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	350	340	373	391	424
Total Course Enrollments	350	340	373	391	425



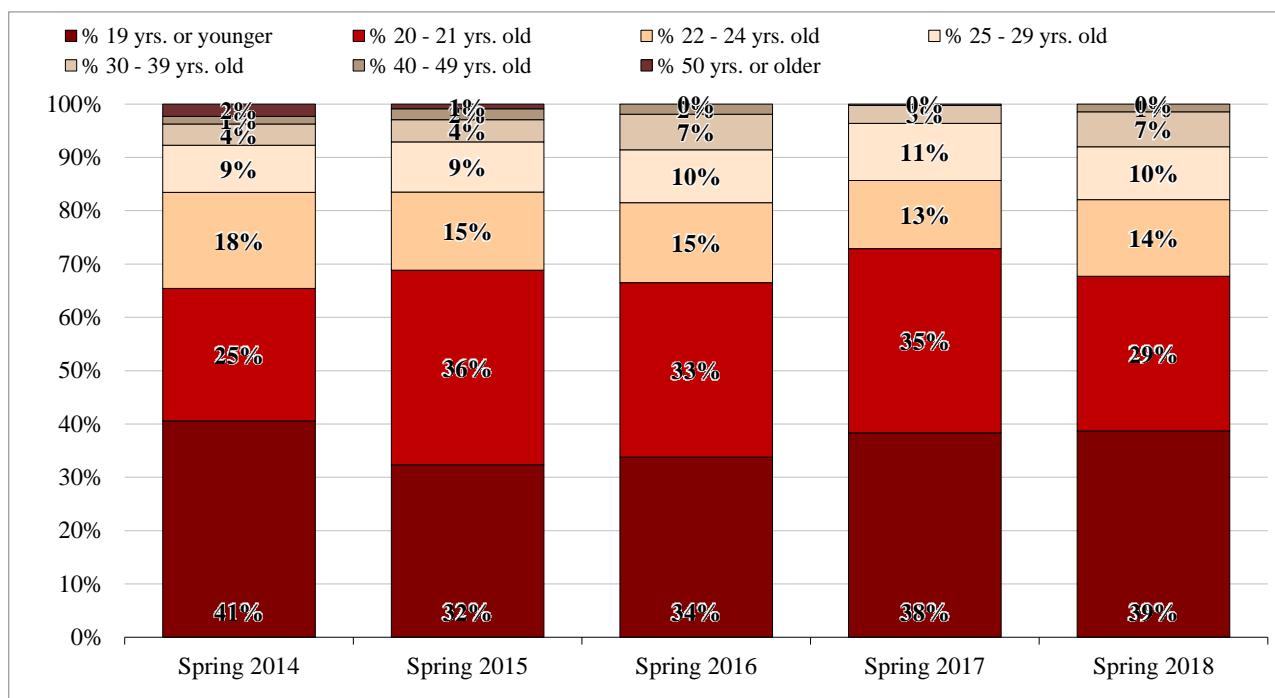
### Definitions:

**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.

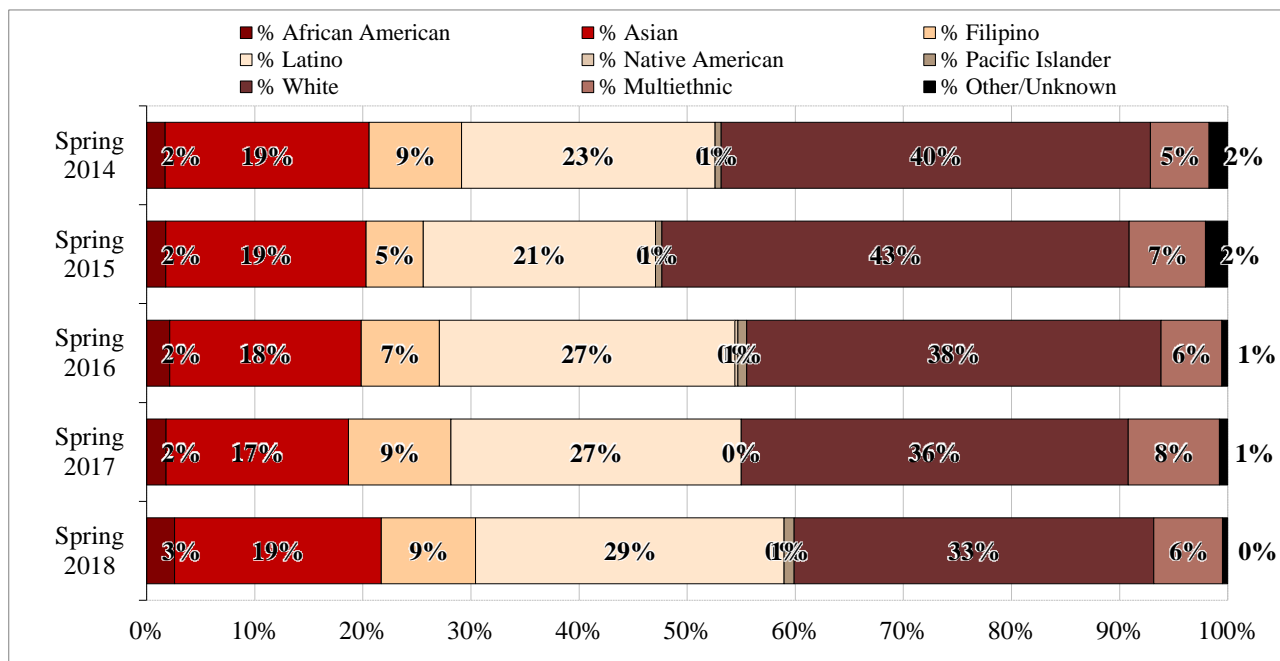
## Student Demographics: Gender & Age

Chemistry ( CHEM )					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Female	185	175	211	216	225
Male	162	163	162	171	194
19 yrs. or younger	142	110	126	150	164
20-21 yrs. old	87	124	122	135	123
22-24 yrs. old	63	50	56	50	61
25-29 yrs. old	31	32	37	42	42
30-39 yrs. old	14	14	25	13	28
40-49 yrs. old	5	7	7	1	6
50 yrs. or older	8	3	0	0	0
% Female	53%	52%	57%	56%	54%
% Male	47%	48%	43%	44%	46%
% 19 yrs. or younger	41%	32%	34%	38%	39%
% 20 - 21 yrs. old	25%	36%	33%	35%	29%
% 22 - 24 yrs. old	18%	15%	15%	13%	14%
% 25 - 29 yrs. old	9%	9%	10%	11%	10%
% 30 - 39 yrs. old	4%	4%	7%	3%	7%
% 40 - 49 yrs. old	1%	2%	2%	<1%	1%
% 50 yrs. or older	2%	1%	0%	0%	0%



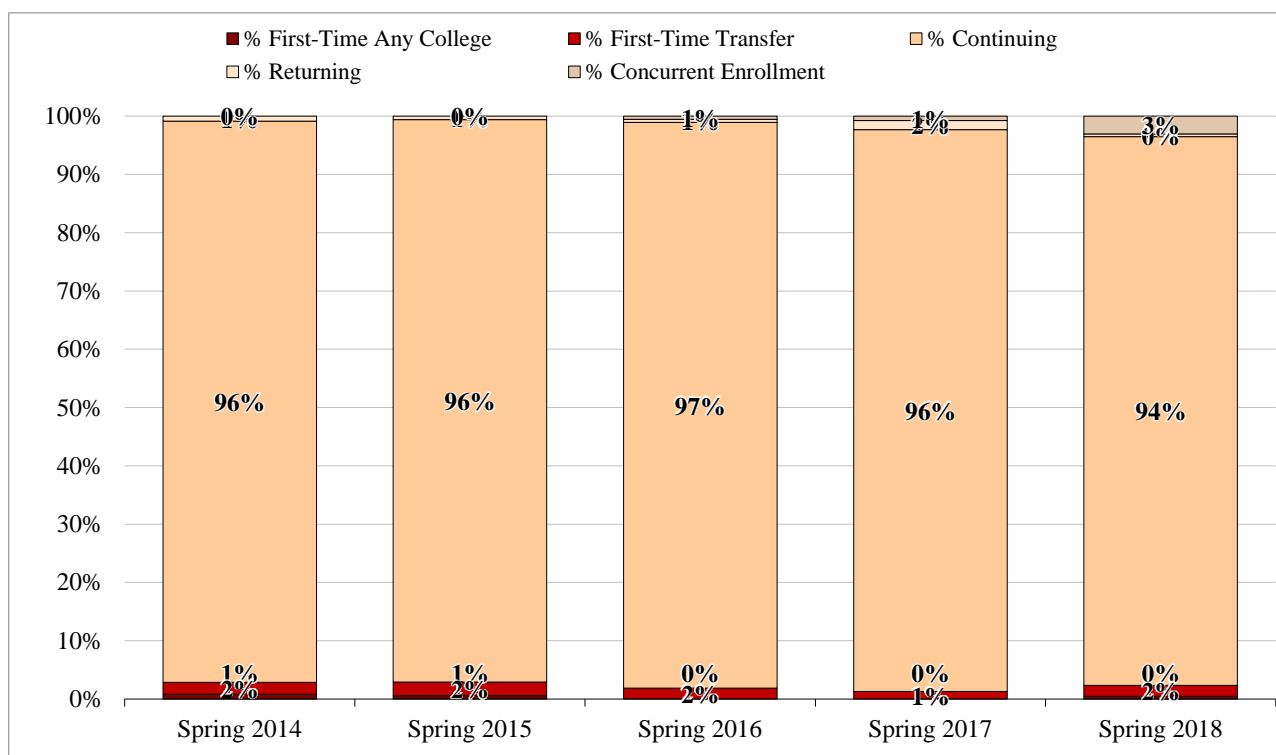
## Student Demographic: Race-Ethnicity

Chemistry ( CHEM )					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	6	6	8	7	11
Asian	66	63	66	66	81
Filipino	30	18	27	37	37
Latino	82	73	102	105	121
Native American	0	0	1	0	0
Pacific Islander	2	2	3	0	4
White	139	147	143	140	141
Multiethnic	19	24	21	33	27
Other/Unknown	6	7	2	3	2
% African American	2%	2%	2%	2%	3%
% Asian	19%	19%	18%	17%	19%
% Filipino	9%	5%	7%	9%	9%
% Latino	23%	21%	27%	27%	29%
% Native American	0%	0%	<1%	0%	0%
% Pacific Islander	1%	1%	1%	0%	1%
% White	40%	43%	38%	36%	33%
% Multiethnic	5%	7%	6%	8%	6%
% Other/Unknown	2%	2%	1%	1%	<1%



## Student Enrollment Status

Chemistry ( CHEM )					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	3	2	0	0	2
First-Time Transfer	7	8	7	5	8
Continuing	337	328	362	377	399
Returning	3	2	2	6	2
Concurrent Enrollment	0	0	2	3	13
% First-Time Any College	1%	1%	0%	0%	<1%
% First-Time Transfer	2%	2%	2%	1%	2%
% Continuing	96%	96%	97%	96%	94%
% Returning	1%	1%	1%	2%	<1%
% Concurrent Enrollment	0%	0%	1%	1%	3%



### 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.

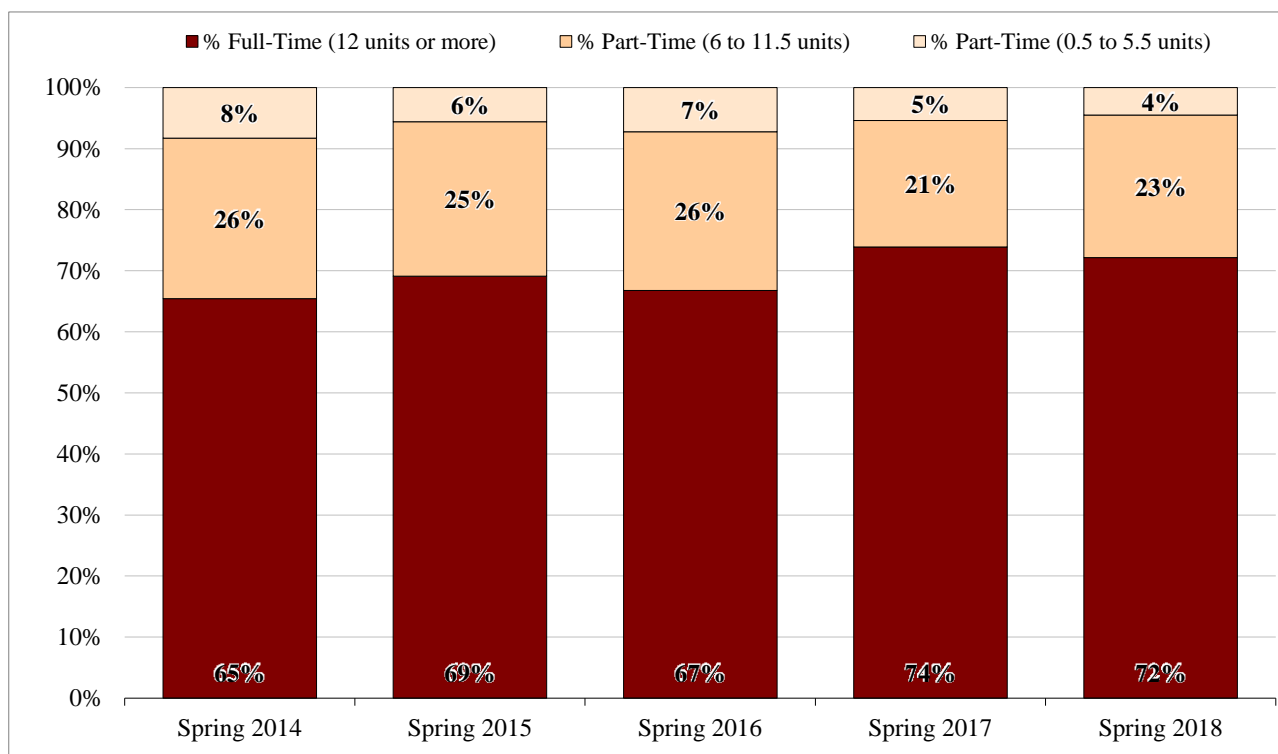
**Continuing:** Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

**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.

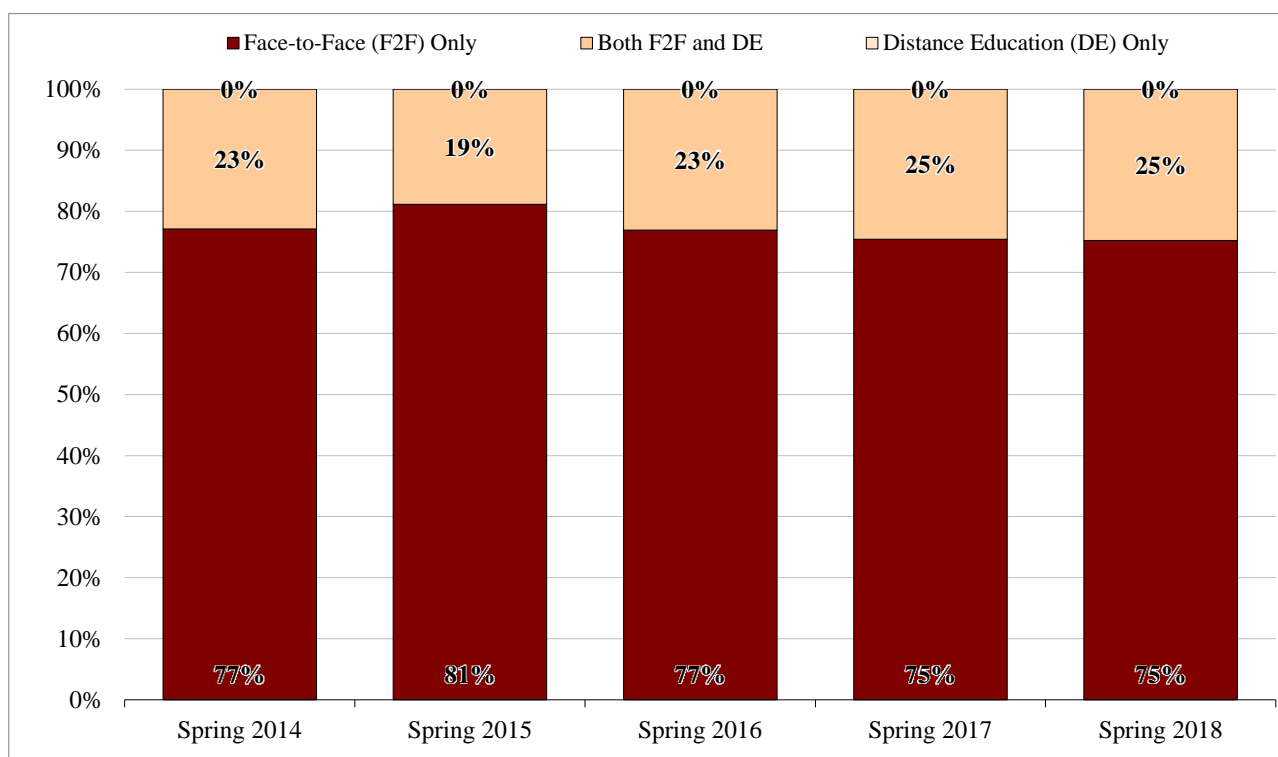
## Student Unit Load

Chemistry ( CHEM )					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	229	235	249	289	306
Part-Time (6 to 11.5 units)	92	86	97	81	99
Part-Time (0.5 to 5.5 units)	29	19	27	21	19
% Full-Time (12 units or more)	65%	69%	67%	74%	72%
% Part-Time (6 to 11.5 units)	26%	25%	26%	21%	23%
% Part-Time (0.5 to 5.5 units)	8%	6%	7%	5%	4%



## Students Using Distance Education

Chemistry ( CHEM )					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Face-to-Face (F2F) Only	270	276	287	295	319
Both F2F and DE	80	64	86	96	105
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	77%	81%	77%	75%	75%
% Both F2F and DE	23%	19%	23%	25%	25%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

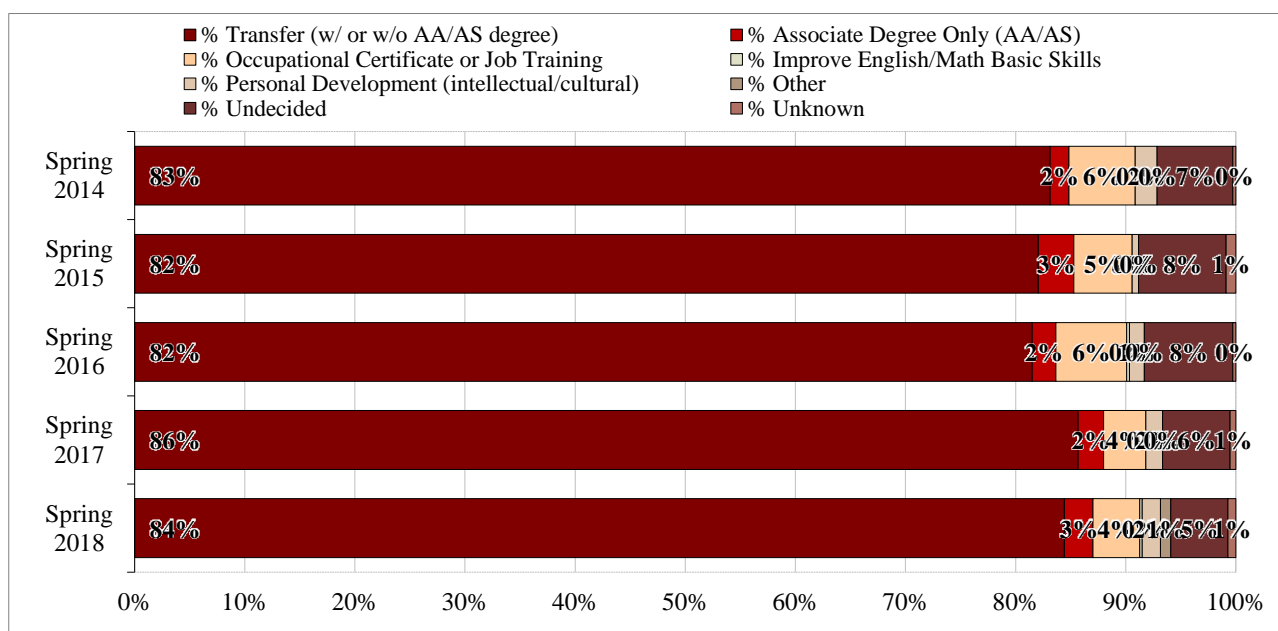


**Definitions:**

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

## Student Educational Goal

Chemistry ( CHEM )					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	291	279	304	335	358
Associate Degree Only (AA/AS)	6	11	8	9	11
Occupational Certificate or Job Training	21	18	24	15	18
Improve English/Math Basic Skills	0	0	1	0	1
Personal Development (intellectual/cultural)	7	2	5	6	7
Other	0	0	0	0	4
Undecided	24	27	30	24	22
Unknown	1	3	1	2	3
% Transfer (w/ or w/o AA/AS degree)	83%	82%	82%	86%	84%
% Associate Degree Only (AA/AS)	2%	3%	2%	2%	3%
% Occupational Certificate or Job Training	6%	5%	6%	4%	4%
% Improve English/Math Basic Skills	0%	0%	<1%	0%	<1%
% Personal Development (intellectual/cultural)	2%	1%	1%	2%	2%
% Other	0%	0%	0%	0%	1%
% Undecided	7%	8%	8%	6%	5%
% 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.

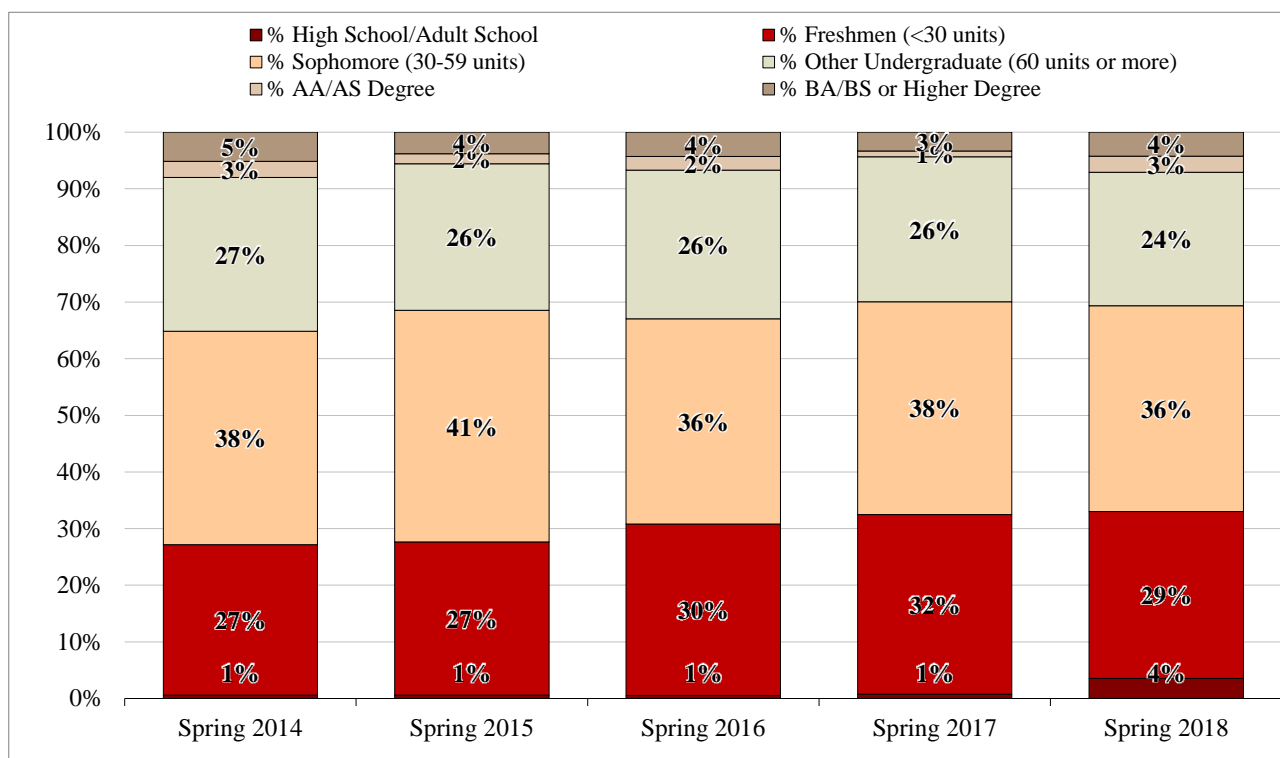
**Personal Development:** Students taking courses for intellectual and/or cultural development.

**Other:** Students completing diploma/GED requirements or moving from non-credit to credit courses. Data from admission application.



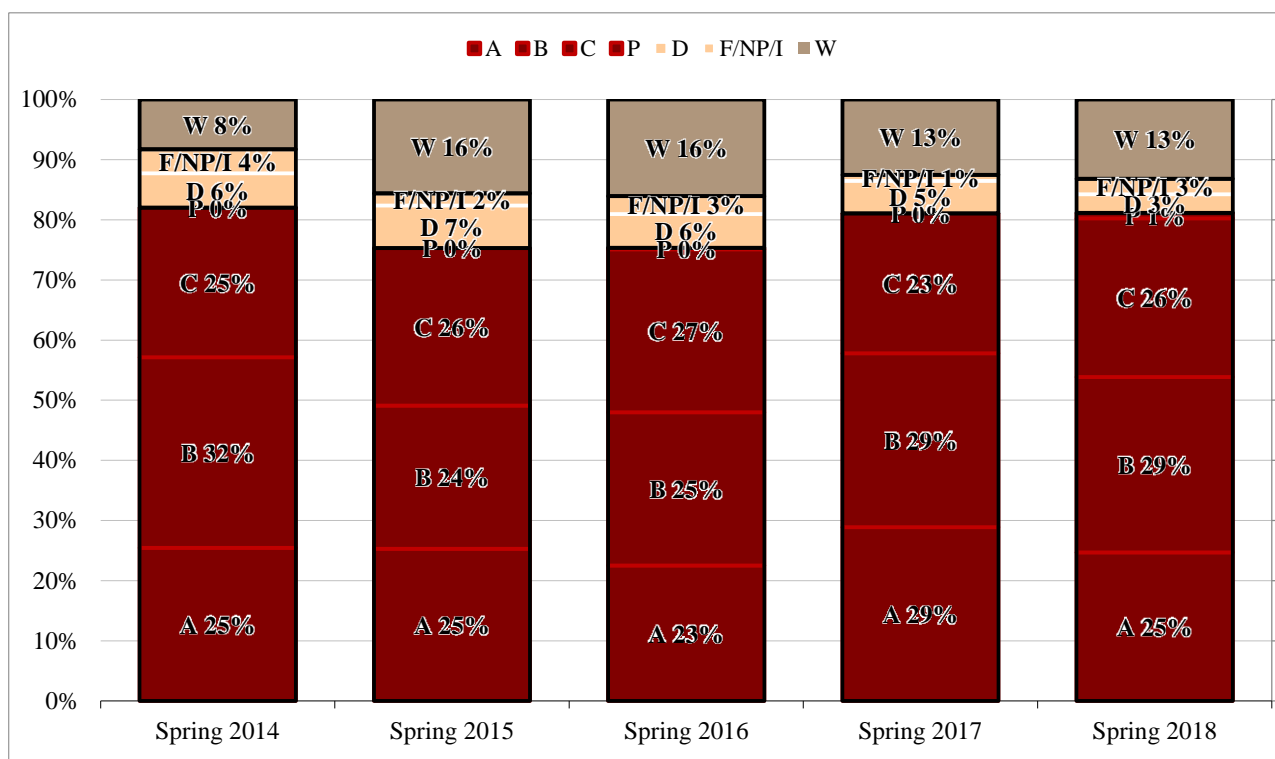
## Highest Educational Level of Students

Chemistry ( CHEM )					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	2	2	2	3	15
Freshmen (<30 units)	93	92	113	124	125
Sophomore (30-59 units)	132	139	135	147	154
Other Undergraduate (60 units or more)	95	88	98	100	100
AA/AS Degree	10	6	9	4	12
BA/BS or Higher Degree	18	13	16	13	18
% High School/Adult School	1%	1%	1%	1%	4%
% Freshmen (<30 units)	27%	27%	30%	32%	29%
% Sophomore (30-59 units)	38%	41%	36%	38%	36%
% Other Undergraduate (60 units or more)	27%	26%	26%	26%	24%
% AA/AS Degree	3%	2%	2%	1%	3%
% BA/BS or Higher Degree	5%	4%	4%	3%	4%



## Student Performance: Grade Distribution

Chemistry ( CHEM )					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
<b>Total Course Enrollments</b>	<b>350</b>	<b>340</b>	<b>373</b>	<b>391</b>	<b>425</b>
<b>Course Success Rates</b>	<b>82%</b>	<b>75%</b>	<b>75%</b>	<b>81%</b>	<b>81%</b>
A	25%	25%	23%	29%	25%
B	32%	24%	25%	29%	29%
C	25%	26%	27%	23%	26%
P	0%	0%	<1%	0%	1%
<b>Course Non-Success Rate</b>	<b>10%</b>	<b>9%</b>	<b>9%</b>	<b>6%</b>	<b>6%</b>
D	6%	7%	6%	5%	3%
F/NP/I	4%	2%	3%	1%	3%
<b>Withdrawals (W)</b>	<b>8%</b>	<b>16%</b>	<b>16%</b>	<b>13%</b>	<b>13%</b>



### Definitions:

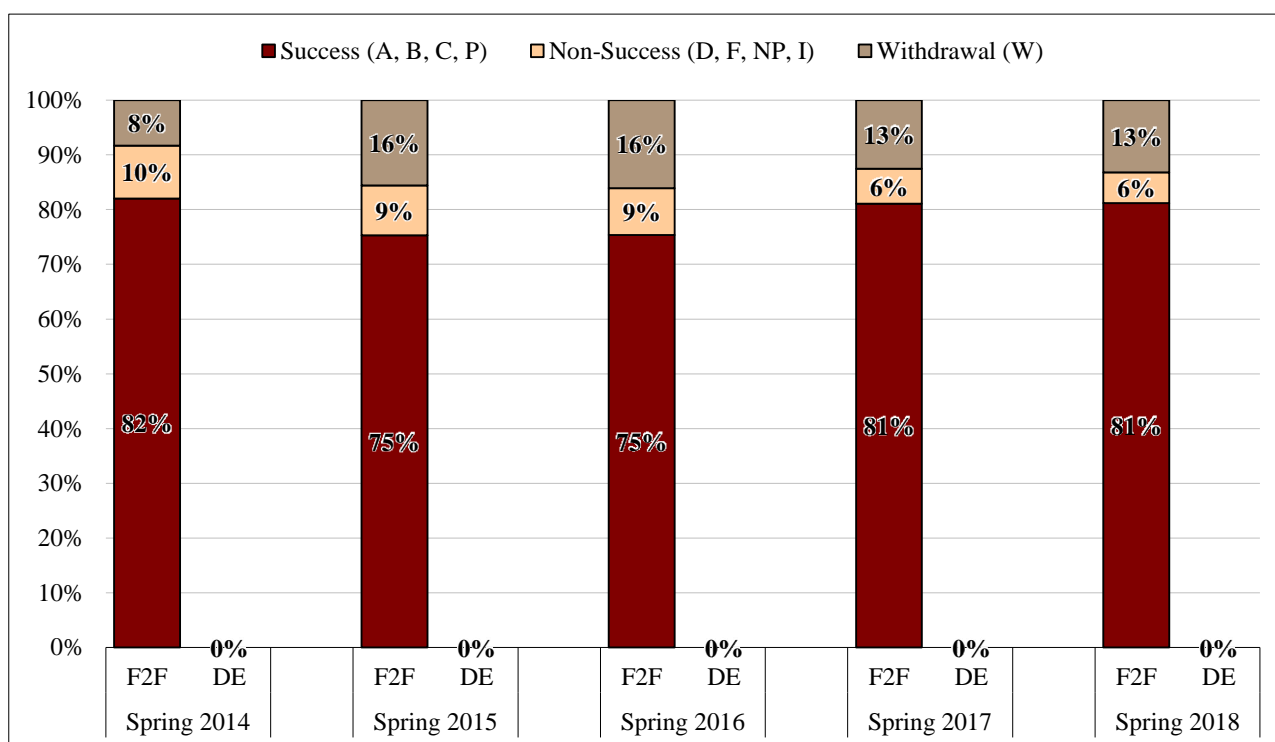
**Course Success Rate** is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

**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

Chemistry ( CHEM )					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
<b>Total Course Enrollments</b>	<b>350</b>	<b>340</b>	<b>373</b>	<b>391</b>	<b>425</b>
<b>Face-to-Face (F2F) Sections</b>	<b>350</b>	<b>340</b>	<b>373</b>	<b>391</b>	<b>425</b>
Success Rates	82%	75%	75%	81%	81%
Non-Success Rates	10%	9%	9%	6%	6%
Withdrawals	8%	16%	16%	13%	13%
<b>Distance Education (DE) Sections</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>
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.

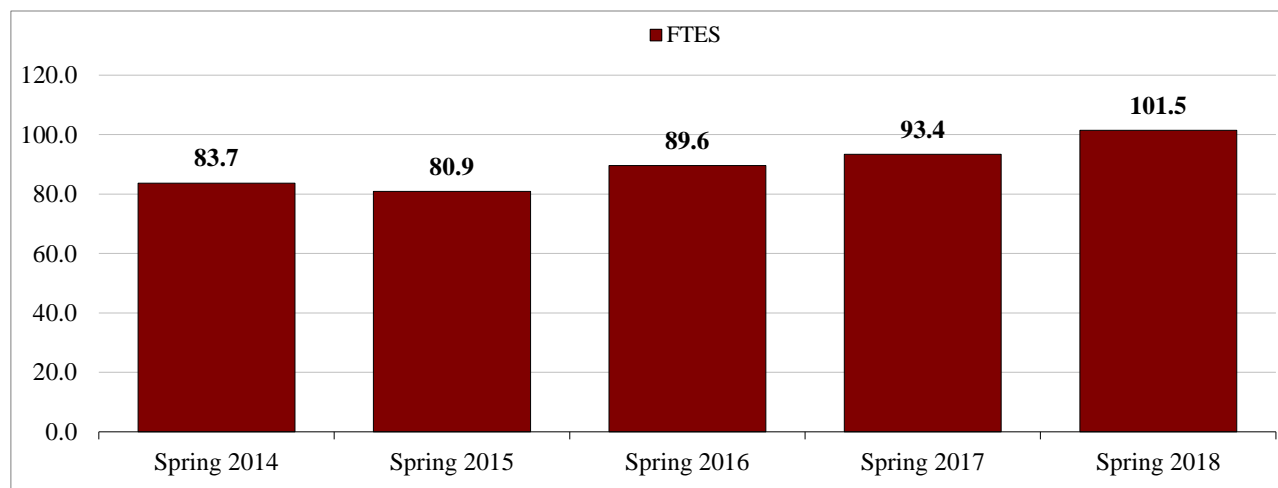
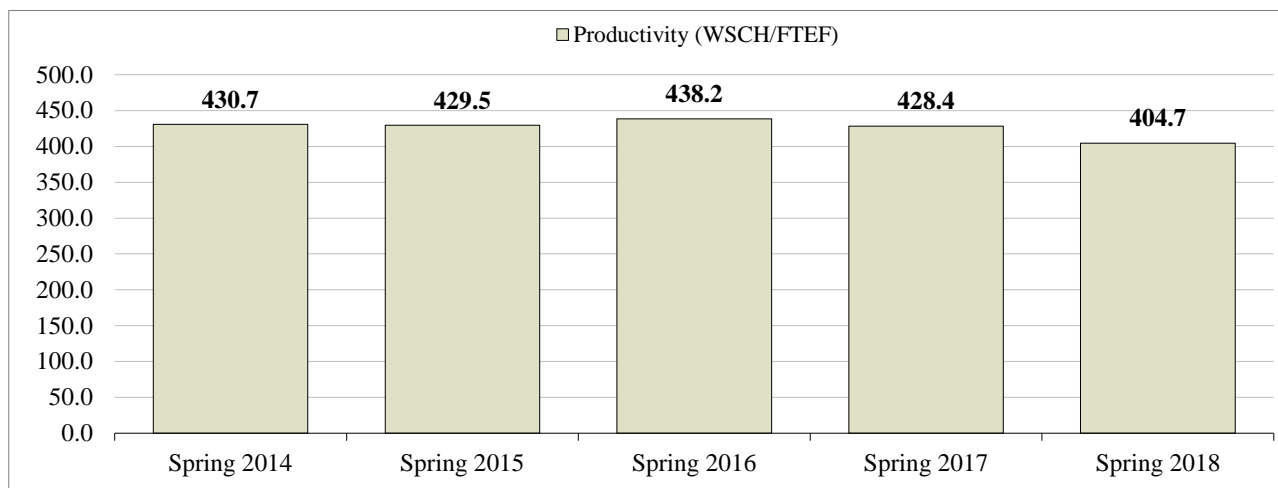
**Course Non-Success Rate** is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T') relative to all students receiving a grade.

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

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

## Enrollment Management: Part 1

Chemistry ( CHEM )					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	2,541	2,448	2,739	2,913	3,126
FTEF	83.7	80.9	89.6	93.4	101.5
FTEF	5.9	5.7	6.3	6.8	7.7
Productivity (WSCH/FTEF)	430.7	429.5	438.2	428.4	404.7



### Definitions:

**WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the discipline.

**FTEF** is the total Full Time Equivalent Student value resulting from all enrollment within the discipline.

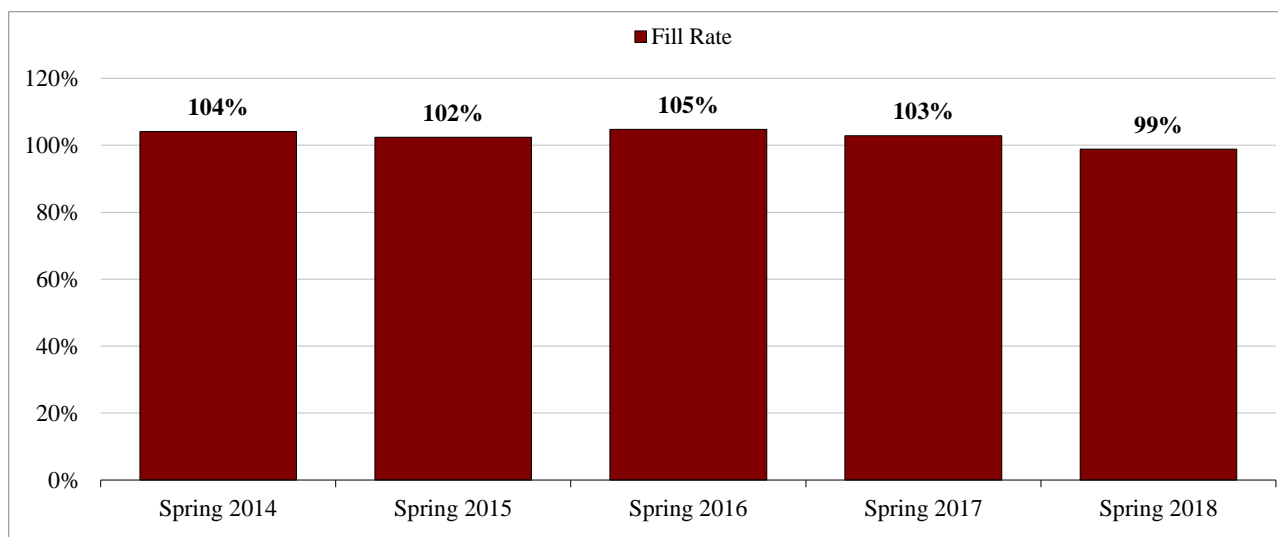
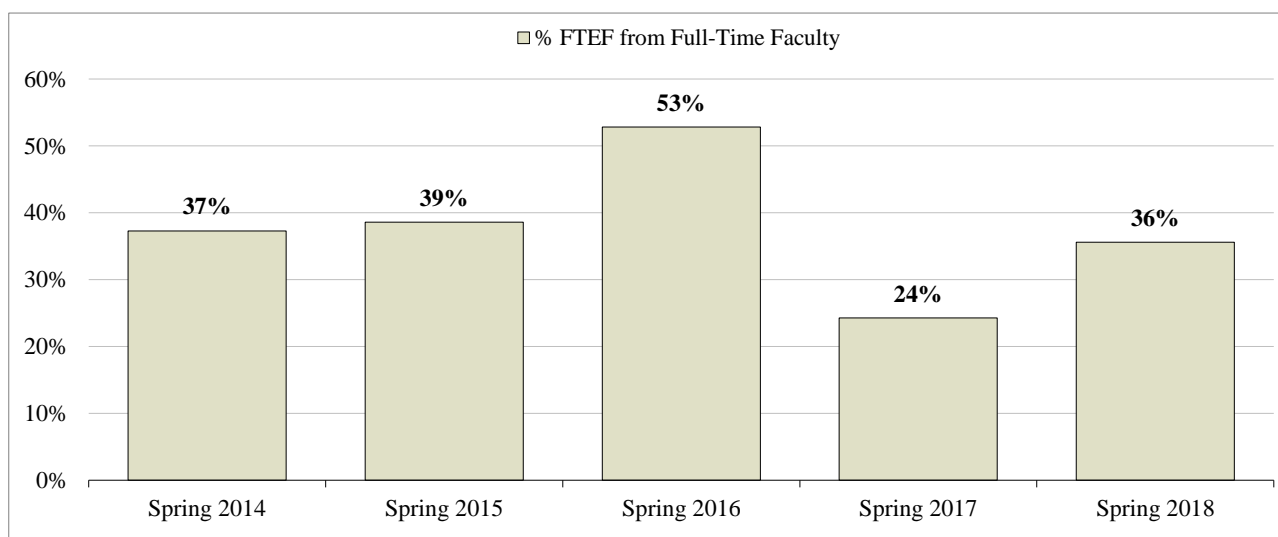
**FTEF** is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

**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

Chemistry ( CHEM )					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
FTEF from Full-Time Faculty	2.2	2.2	3.3	1.7	2.8
% FTEF from Full-Time Faculty	37%	39%	53%	24%	36%
Enrollments	350	340	373	391	425
Capacity (seats available)	336	332	356	380	430
Fill Rate	104%	102%	105%	103%	99%



### Definitions:

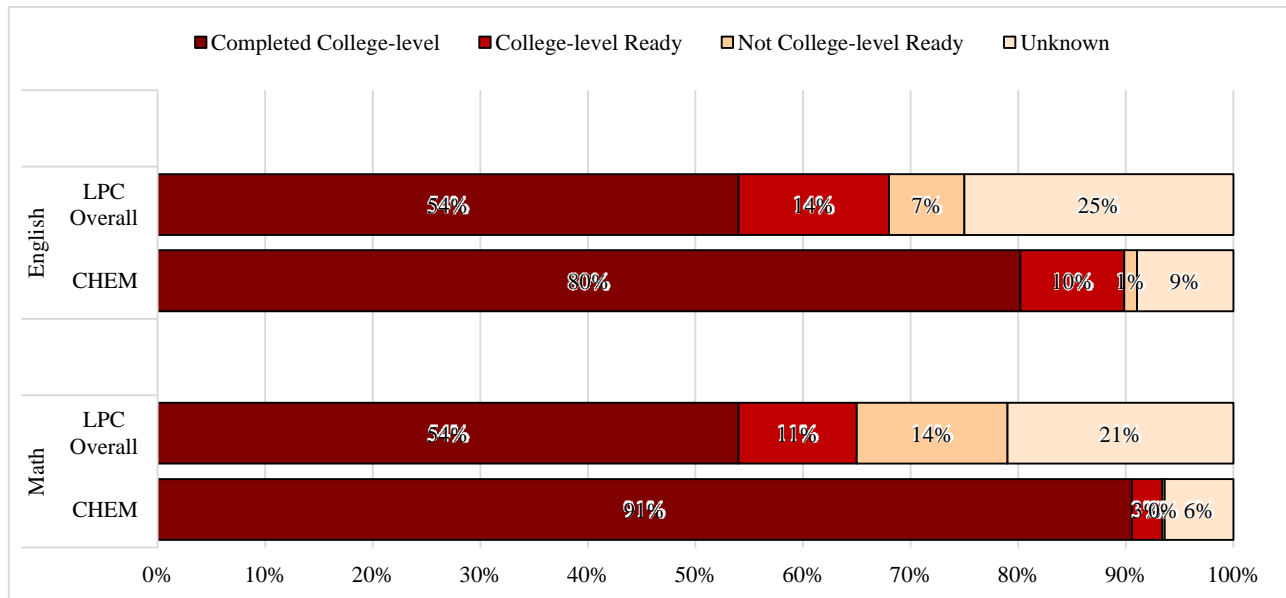
**Fill Rate** is number of enrollments over the total capacity (seats available).

**% 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 2018				
	CHEM		LPC Overall	
	Num	Pct	Num	Pct
<b>College English</b>				
Completed College-level	340	80%	4,955	54%
College-level Ready	41	9%	1,319	14%
Not College-level Ready	5	1%	619	7%
Unknown	38	9%	2,260	25%
<b>College Math</b>				
Completed College-level	384	91%	4,980	54%
College-level Ready	12	3%	974	11%
Not College-level Ready	1	<1%	1,239	14%
Unknown	27	6%	1,960	21%



### 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.