



Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019

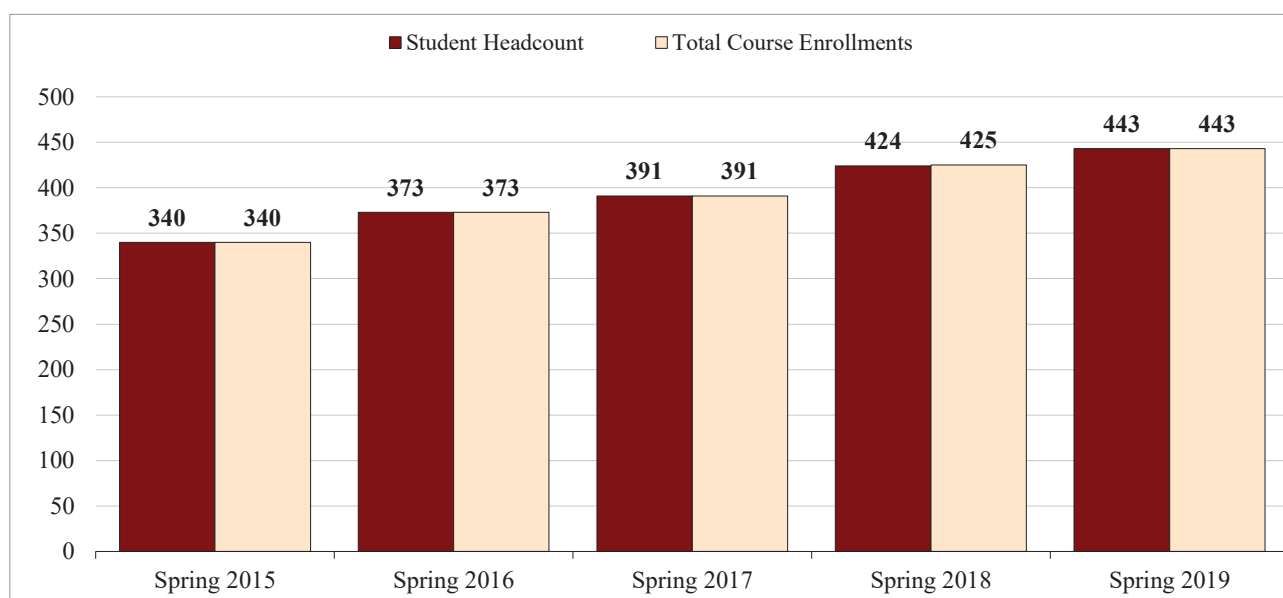
Discipline:

Chemistry (CHEM)

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Headcount & Enrollment

Chemistry (CHEM)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	340	373	391	424	443
Total Course Enrollments	340	373	391	425	443



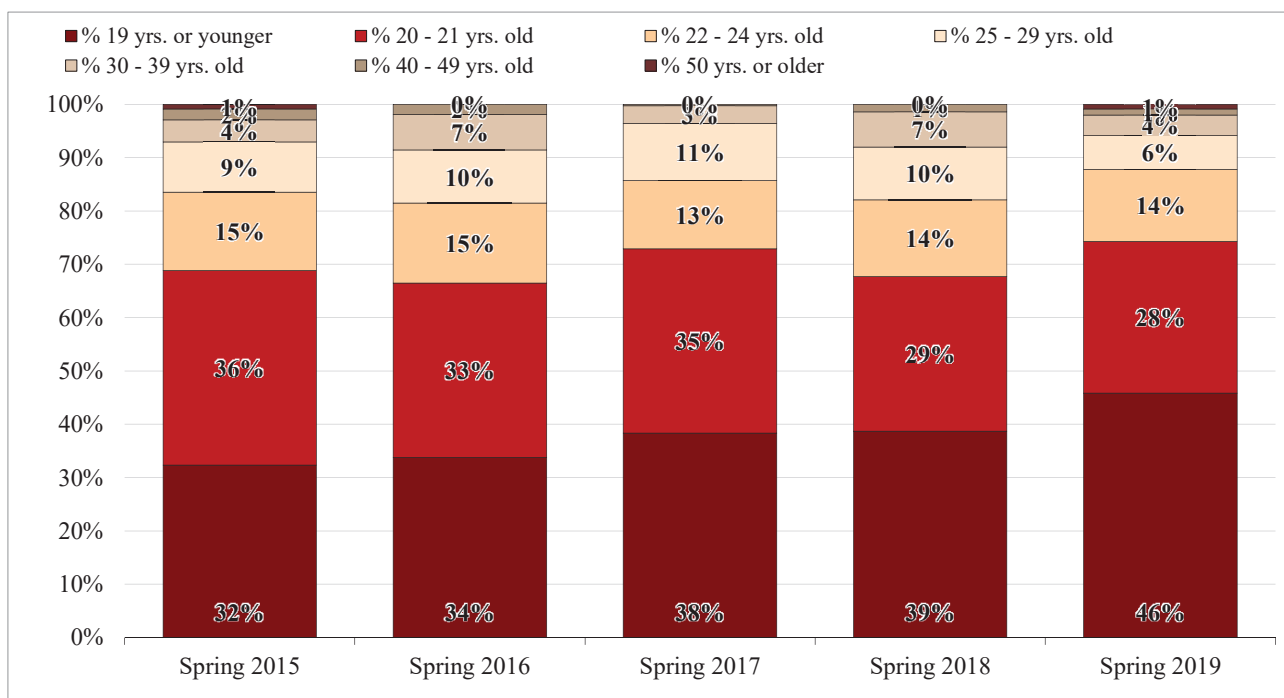
Definitions:

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.

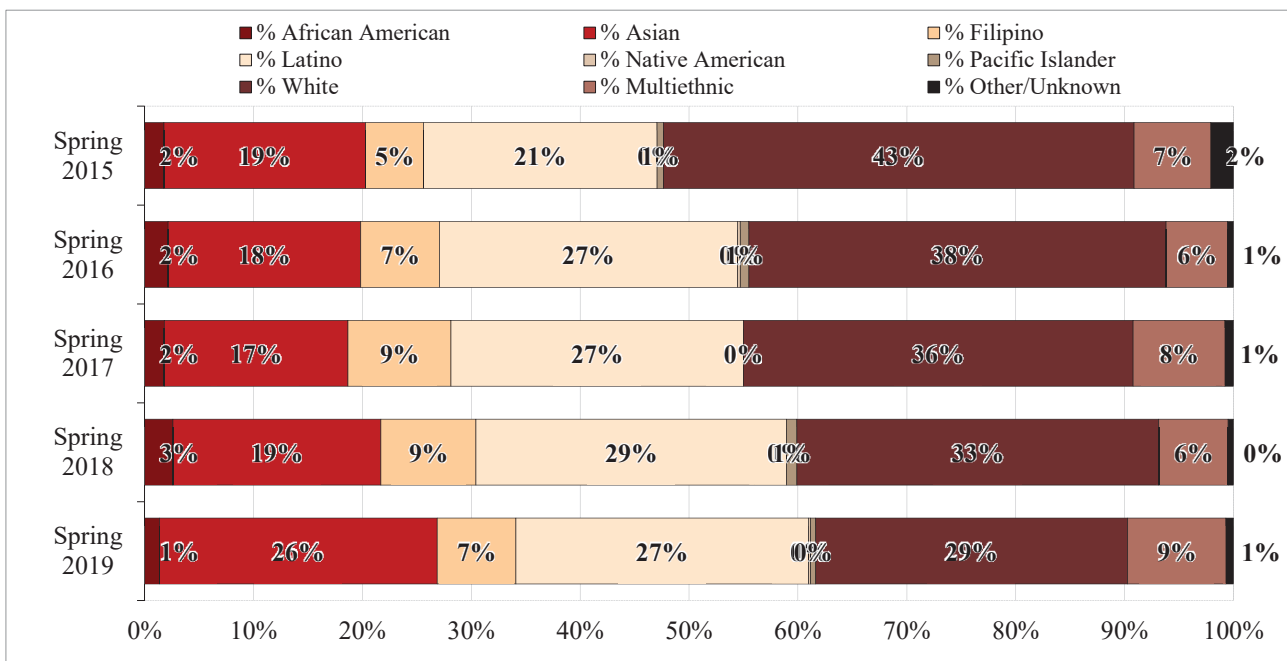
Student Demographics: Gender & Age

Chemistry (CHEM)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	175	211	216	225	242
Male	163	162	171	194	191
19 yrs. or younger	110	126	150	164	203
20-21 yrs. old	124	122	135	123	126
22-24 yrs. old	50	56	50	61	60
25-29 yrs. old	32	37	42	42	28
30-39 yrs. old	14	25	13	28	17
40-49 yrs. old	7	7	1	6	5
50 yrs. or older	3	0	0	0	4
% Female	52%	57%	56%	54%	56%
% Male	48%	43%	44%	46%	44%
% 19 yrs. or younger	32%	34%	38%	39%	46%
% 20 - 21 yrs. old	36%	33%	35%	29%	28%
% 22 - 24 yrs. old	15%	15%	13%	14%	14%
% 25 - 29 yrs. old	9%	10%	11%	10%	6%
% 30 - 39 yrs. old	4%	7%	3%	7%	4%
% 40 - 49 yrs. old	2%	2%	<1%	1%	1%
% 50 yrs. or older	1%	0%	0%	0%	1%



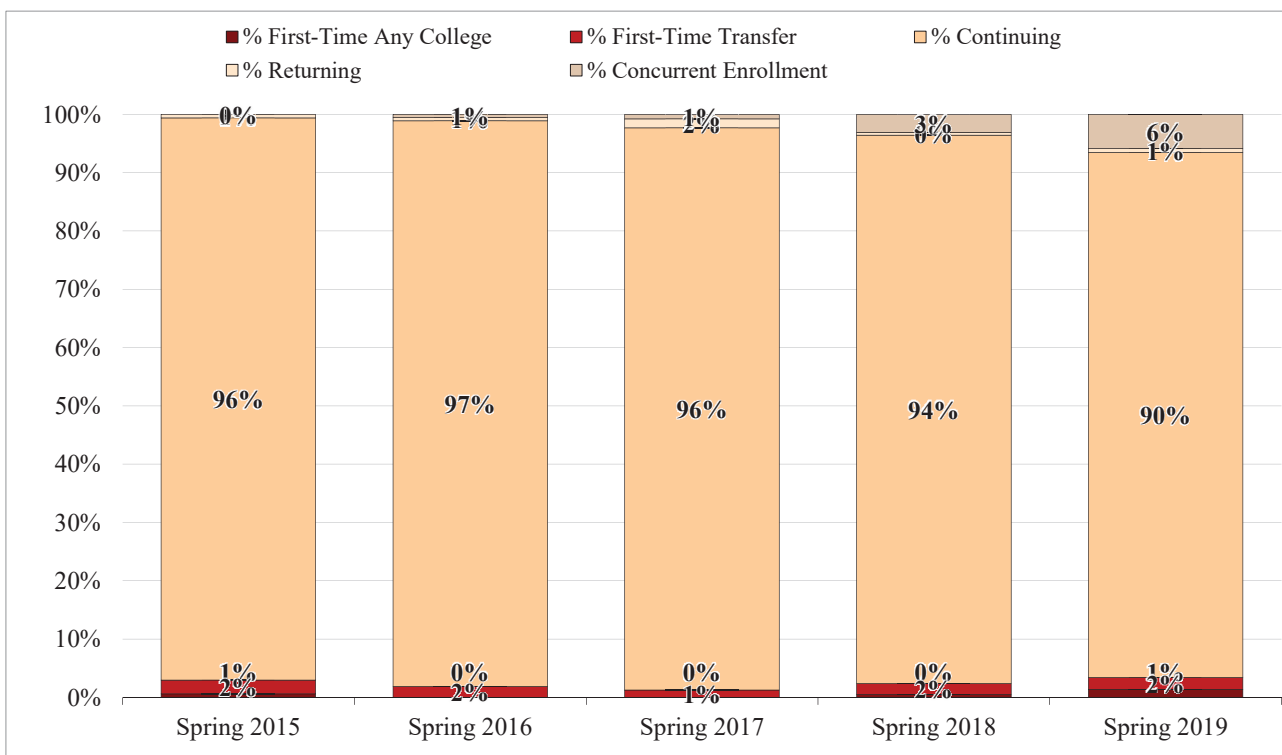
Student Demographic: Race-Ethnicity

Chemistry (CHEM)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	6	8	7	11	6
Asian	63	66	66	81	113
Filipino	18	27	37	37	32
Latino	73	102	105	121	119
Native American	0	1	0	0	1
Pacific Islander	2	3	0	4	2
White	147	143	140	141	127
Multiethnic	24	21	33	27	40
Other/Unknown	7	2	3	2	3
% African American	2%	2%	2%	3%	1%
% Asian	19%	18%	17%	19%	26%
% Filipino	5%	7%	9%	9%	7%
% Latino	21%	27%	27%	29%	27%
% Native American	0%	<1%	0%	0%	<1%
% Pacific Islander	1%	1%	0%	1%	<1%
% White	43%	38%	36%	33%	29%
% Multiethnic	7%	6%	8%	6%	9%
% Other/Unknown	2%	1%	1%	<1%	1%



Student Enrollment Status

Chemistry (CHEM)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	2	0	0	2	6
First-Time Transfer	8	7	5	8	9
Continuing	328	362	377	399	399
Returning	2	2	6	2	3
Concurrent Enrollment	0	2	3	13	26
% First-Time Any College	1%	0%	0%	<1%	1%
% First-Time Transfer	2%	2%	1%	2%	2%
% Continuing	96%	97%	96%	94%	90%
% Returning	1%	1%	2%	<1%	1%
% Concurrent Enrollment	0%	1%	1%	3%	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.

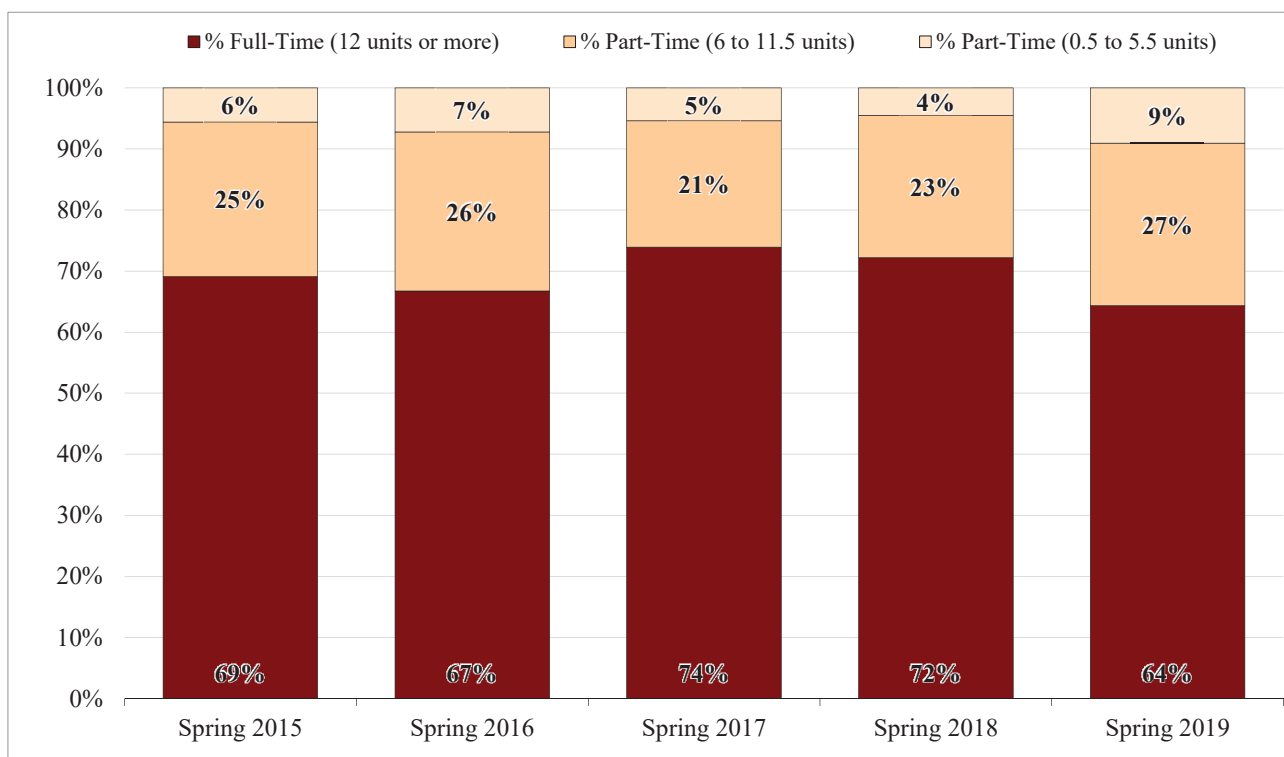
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

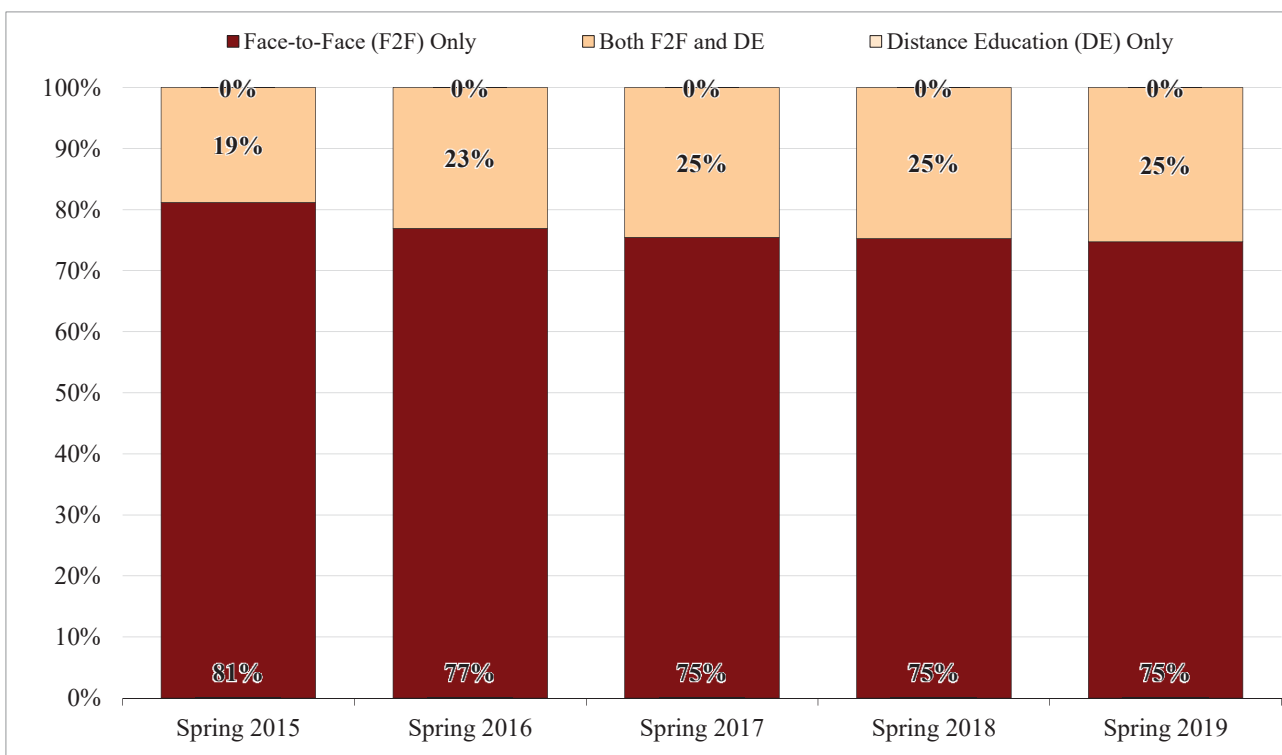
Student Unit Load

Chemistry (CHEM)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	235	249	289	306	285
Part-Time (6 to 11.5 units)	86	97	81	99	118
Part-Time (0.5 to 5.5 units)	19	27	21	19	40
% Full-Time (12 units or more)	69%	67%	74%	72%	64%
% Part-Time (6 to 11.5 units)	25%	26%	21%	23%	27%
% Part-Time (0.5 to 5.5 units)	6%	7%	5%	4%	9%



Students Using Distance Education

Chemistry (CHEM)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	276	287	295	319	331
Both F2F and DE	64	86	96	105	112
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	81%	77%	75%	75%	75%
% Both F2F and DE	19%	23%	25%	25%	25%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

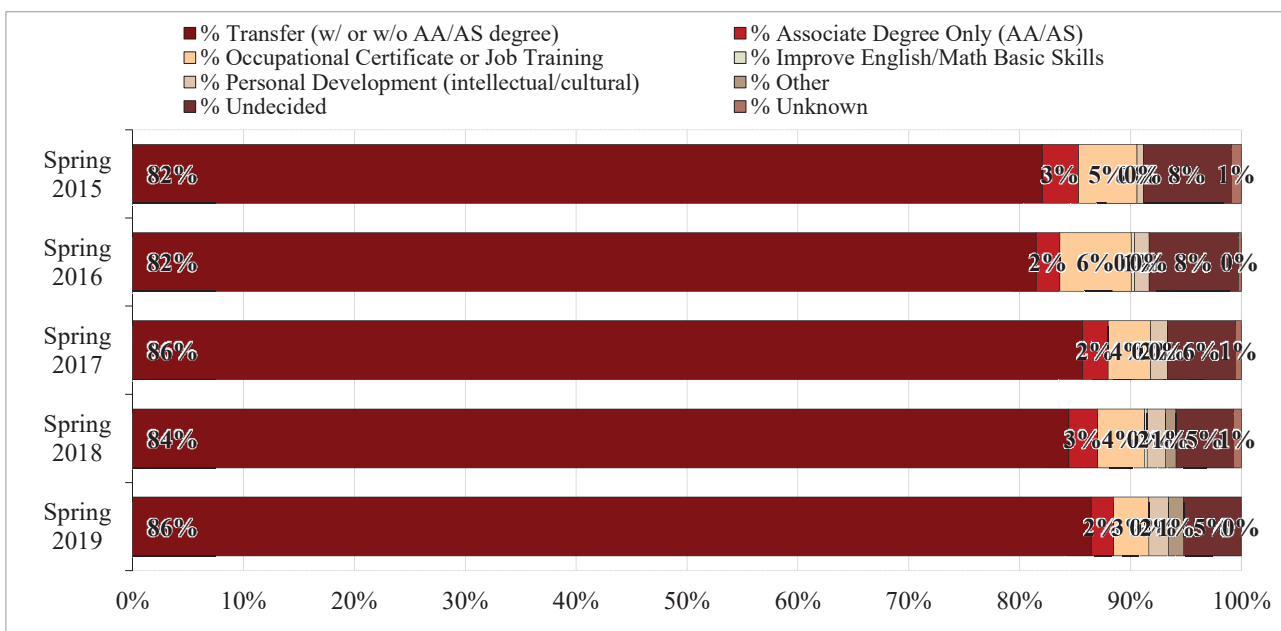


Definitions:

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

Student Educational Goal

Chemistry (CHEM)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	279	304	335	358	383
Associate Degree Only (AA/AS)	11	8	9	11	9
Occupational Certificate or Job Training	18	24	15	18	14
Improve English/Math Basic Skills	0	1	0	1	0
Personal Development (intellectual/cultural)	2	5	6	7	8
Other	0	0	0	4	6
Undecided	27	30	24	22	23
Unknown	3	1	2	3	0
% Transfer (w/ or w/o AA/AS degree)	82%	82%	86%	84%	86%
% Associate Degree Only (AA/AS)	3%	2%	2%	3%	2%
% Occupational Certificate or Job Training	5%	6%	4%	4%	3%
% Improve English/Math Basic Skills	0%	<1%	0%	<1%	0%
% Personal Development (intellectual/cultural)	1%	1%	2%	2%	2%
% Other	0%	0%	0%	1%	1%
% Undecided	8%	8%	6%	5%	5%
% Unknown	1%	<1%	1%	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.

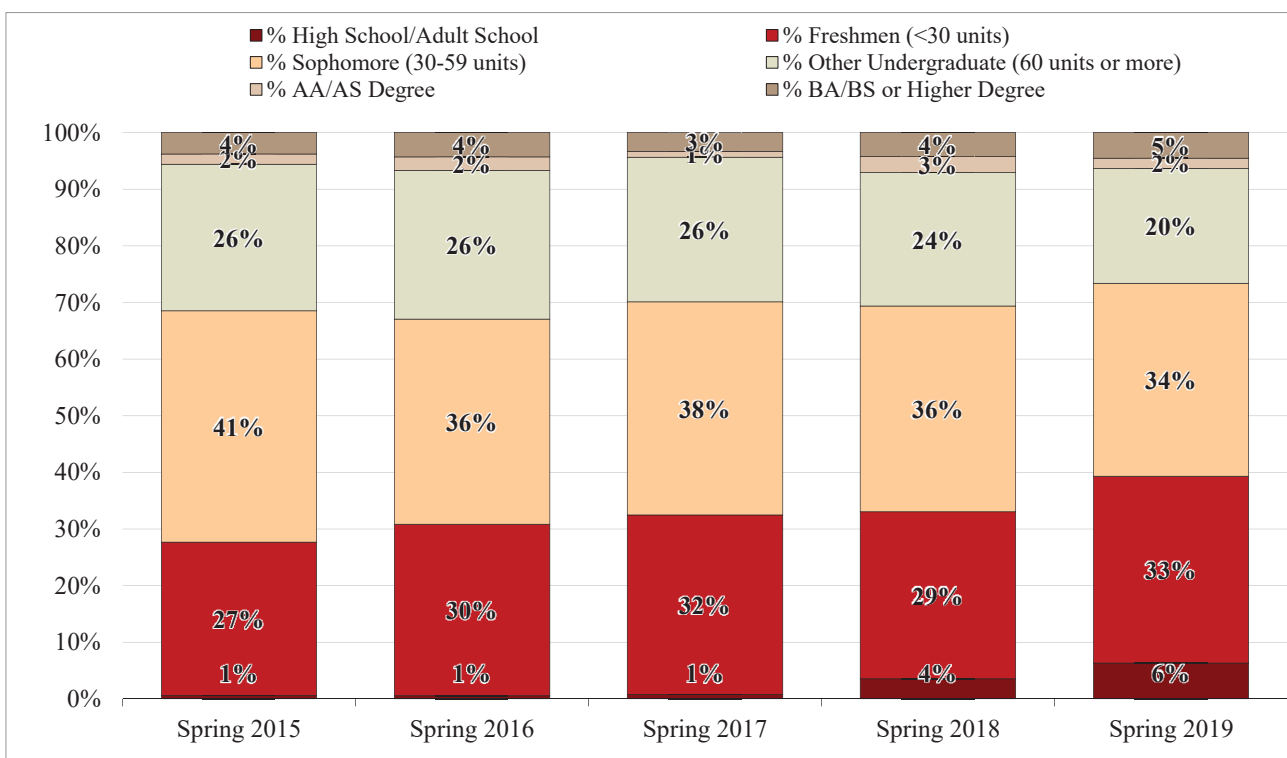
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

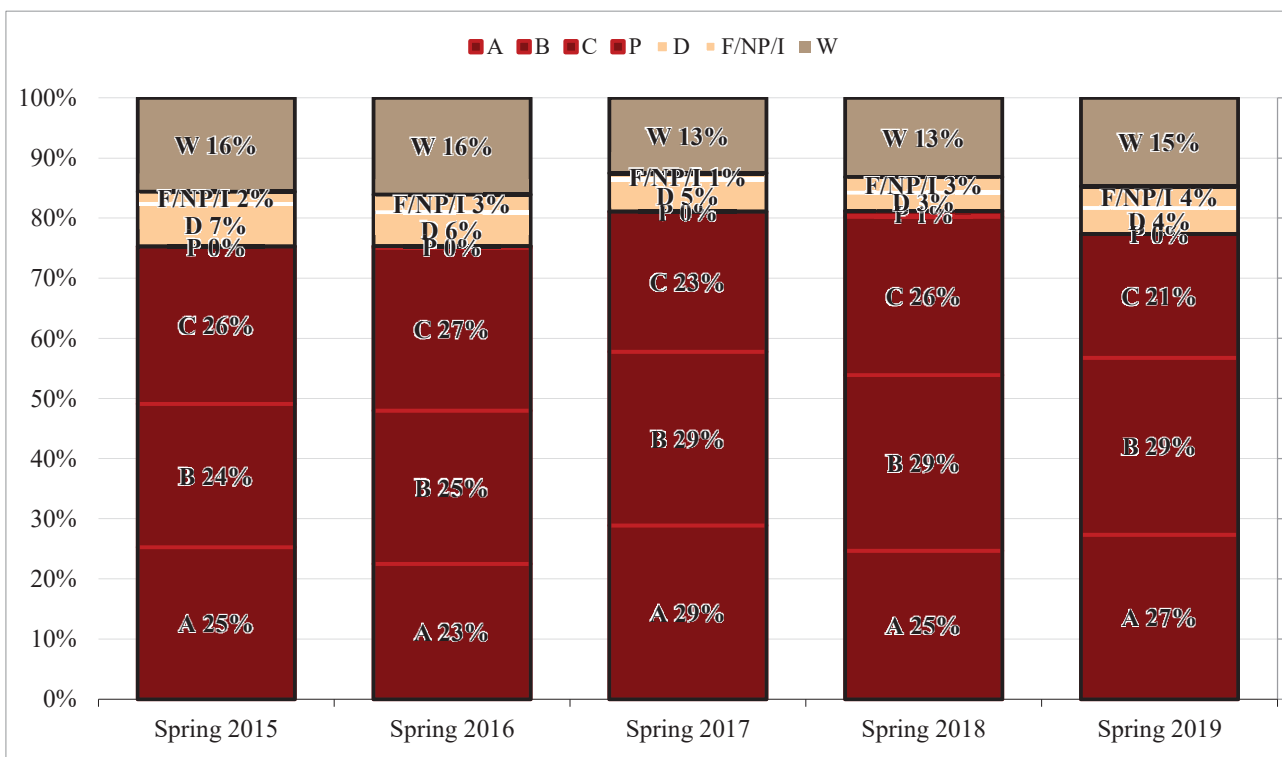
Highest Educational Level of Students

Chemistry (CHEM)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	2	2	3	15	28
Freshmen (<30 units)	92	113	124	125	146
Sophomore (30-59 units)	139	135	147	154	151
Other Undergraduate (60 units or more)	88	98	100	100	90
AA/AS Degree	6	9	4	12	8
BA/BS or Higher Degree	13	16	13	18	20
% High School/Adult School	1%	1%	1%	4%	6%
% Freshmen (<30 units)	27%	30%	32%	29%	33%
% Sophomore (30-59 units)	41%	36%	38%	36%	34%
% Other Undergraduate (60 units or more)	26%	26%	26%	24%	20%
% AA/AS Degree	2%	2%	1%	3%	2%
% BA/BS or Higher Degree	4%	4%	3%	4%	5%



Student Performance: Grade Distribution

Chemistry (CHEM)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	340	373	391	425	443
Course Success Rates	75%	75%	81%	81%	77%
A	25%	23%	29%	25%	27%
B	24%	25%	29%	29%	29%
C	26%	27%	23%	26%	21%
P	0%	<1%	0%	1%	0%
Course Non-Success Rate	9%	9%	6%	6%	8%
D	7%	6%	5%	3%	4%
F/NP/I	2%	3%	1%	3%	4%
Withdrawals (W)	16%	16%	13%	13%	15%



Definitions:

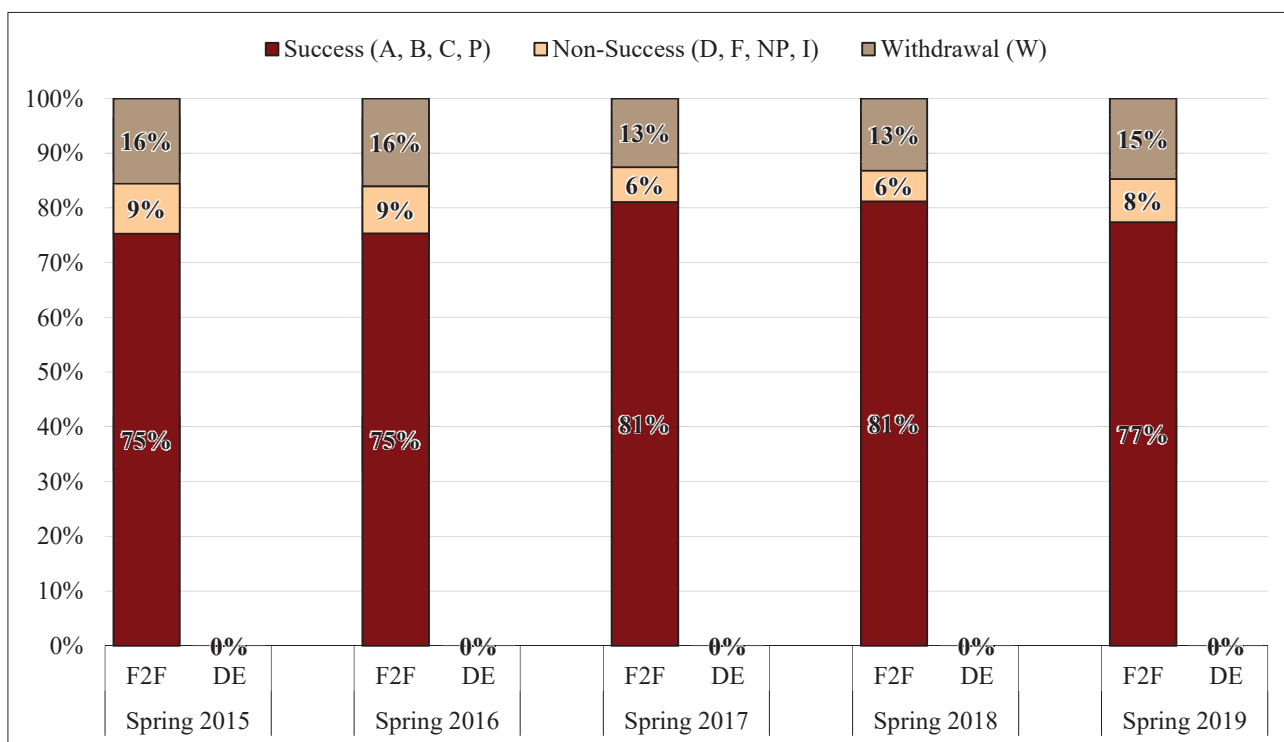
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Chemistry (CHEM)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	340	373	391	425	443
Face-to-Face (F2F) Sections	340	373	391	425	443
Success Rates	75%	75%	81%	81%	77%
Non-Success Rates	9%	9%	6%	6%	8%
Withdrawals	16%	16%	13%	13%	15%
Distance Education (DE) Sections	—	—	—	—	—
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.

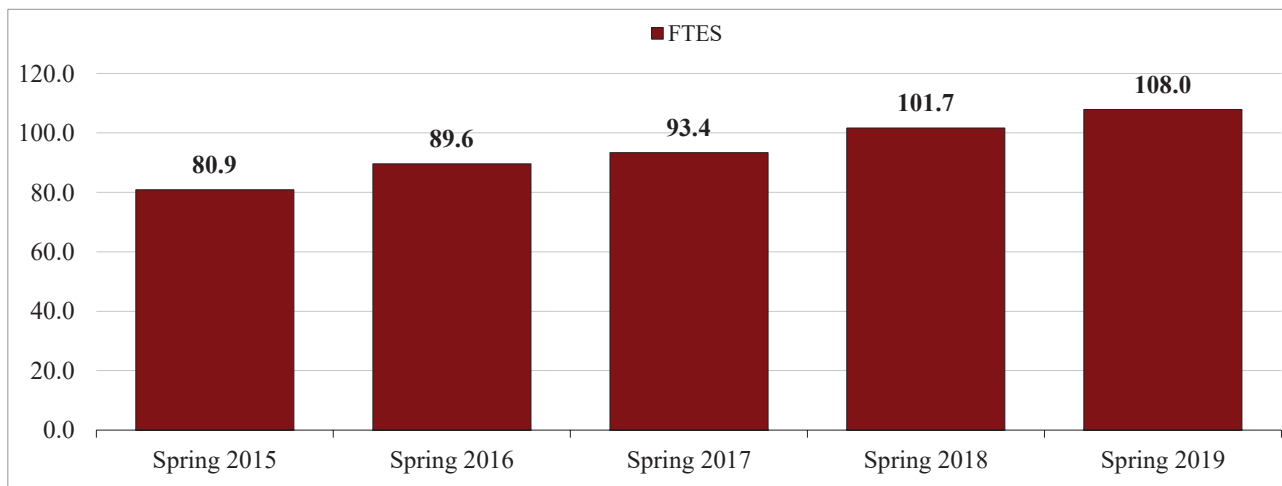
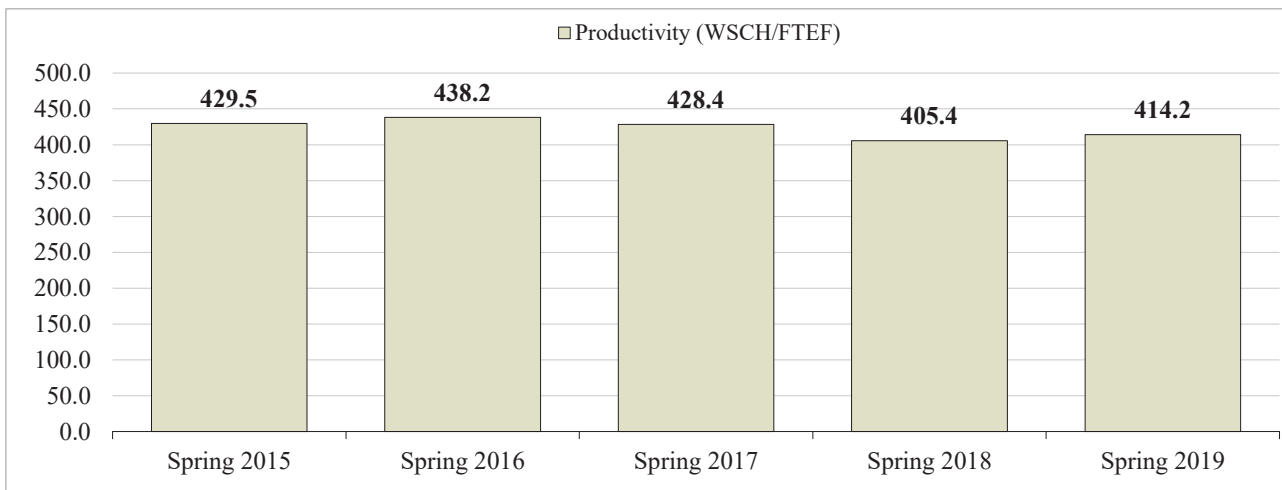
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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

Chemistry (CHEM)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	2,448	2,739	2,913	3,132	3,272
FTES	80.9	89.6	93.4	101.7	108.0
FTEF	5.7	6.3	6.8	7.7	7.9
Productivity (WSCH/FTEF)	429.5	438.2	428.4	405.4	414.2



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.

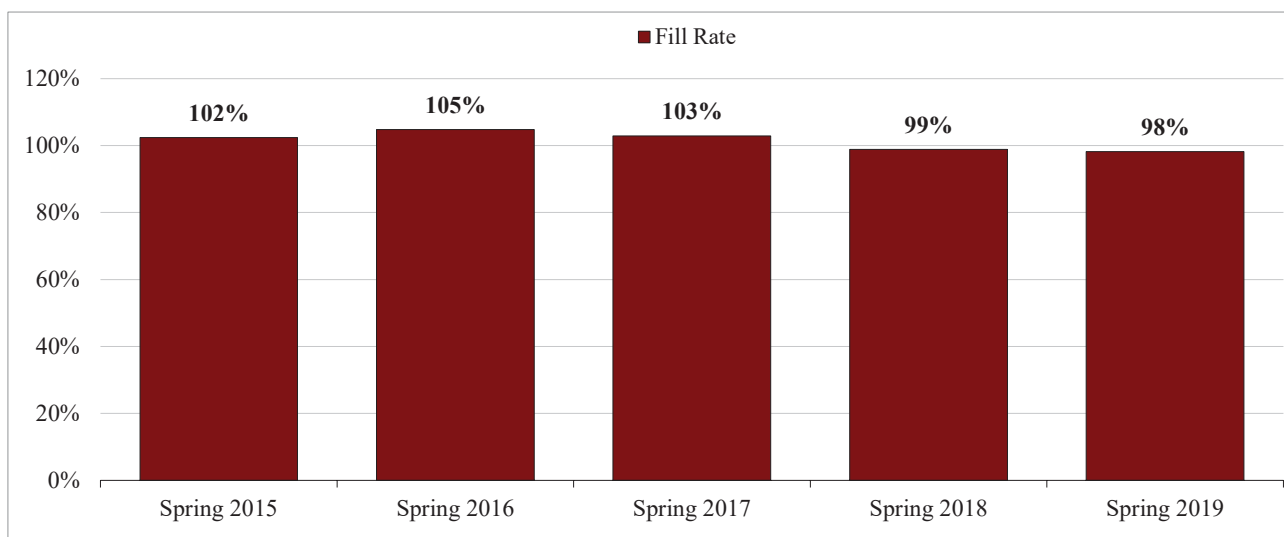
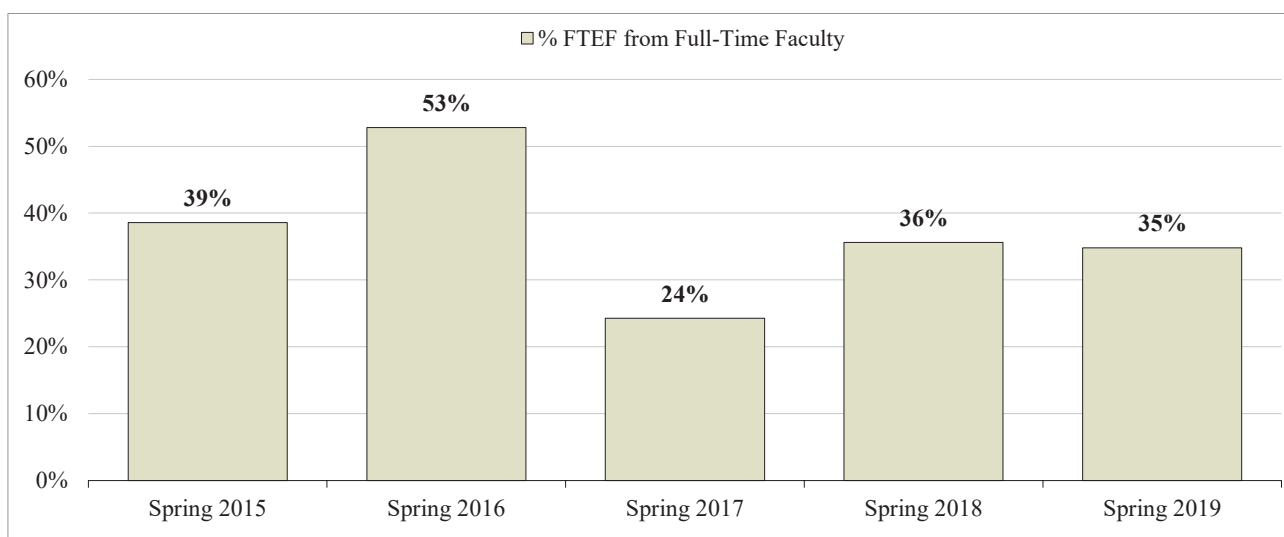
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Chemistry (CHEM)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	2.2	3.3	1.7	2.8	2.8
% FTEF from Full-Time Faculty	39%	53%	24%	36%	35%
Enrollments	340	373	391	425	443
Capacity (seats available)	332	356	380	430	451
Fill Rate	102%	105%	103%	99%	98%



Definitions:

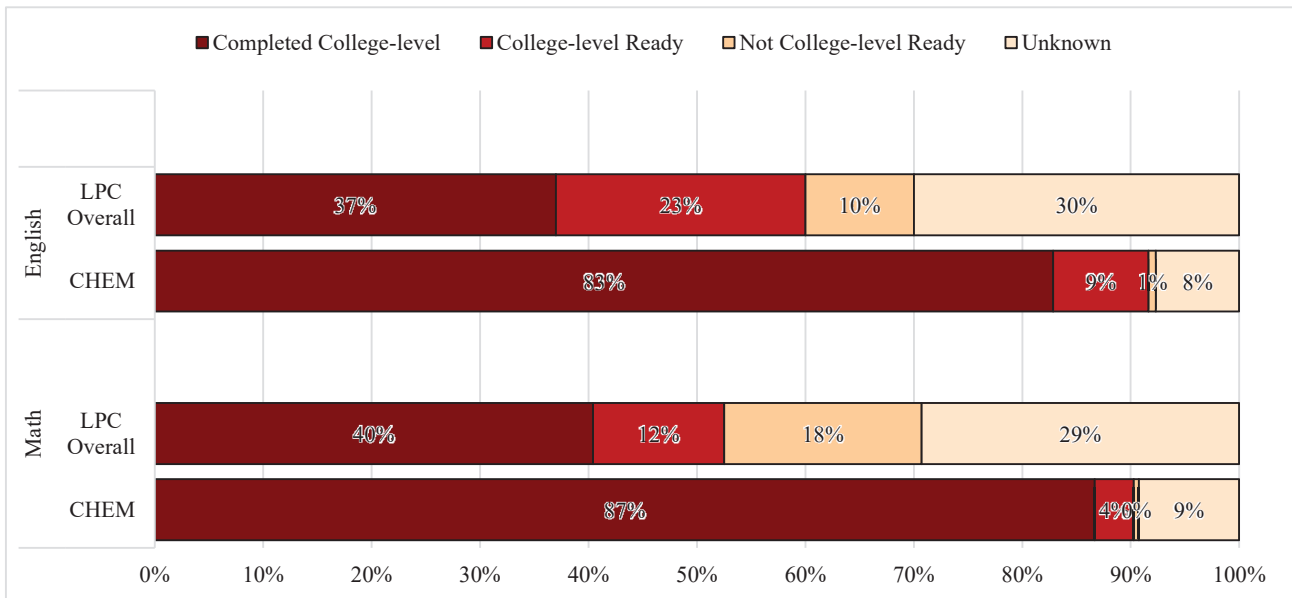
Fill Rate is number of enrollments over the total capacity (seats available).

% 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

Spring 2019				
	CHEM		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	367	83%	5,237	60%
College-level Ready	39	8%	1,339	15%
Not College-level Ready	3	1%	458	5%
Unknown	34	8%	1,703	19%
College Math				
Completed College-level	384	87%	4,956	57%
College-level Ready	16	4%	642	7%
Not College-level Ready	2	<1%	1,161	13%
Unknown	41	9%	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 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.