



Las Positas College

**Program Review Discipline Data Packet**

Spring 2015 to Spring 2019

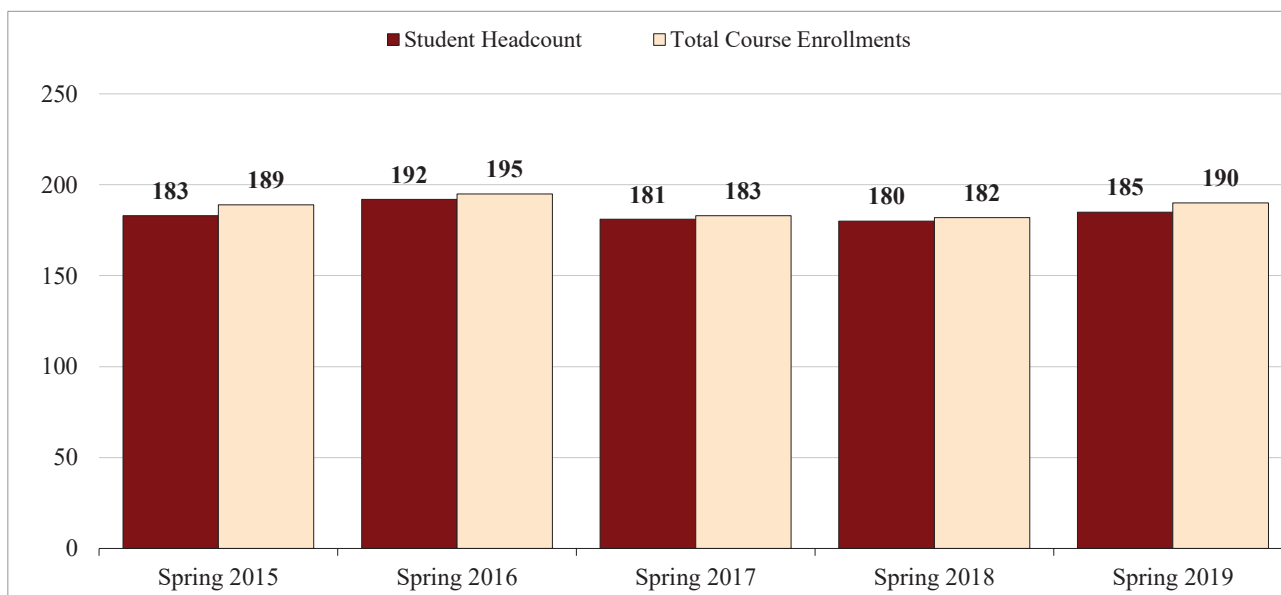
Discipline:

**Physics (PHYS)**

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## Headcount & Enrollment

	Physics ( PHYS )				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	183	192	181	180	185
Total Course Enrollments	189	195	183	182	190



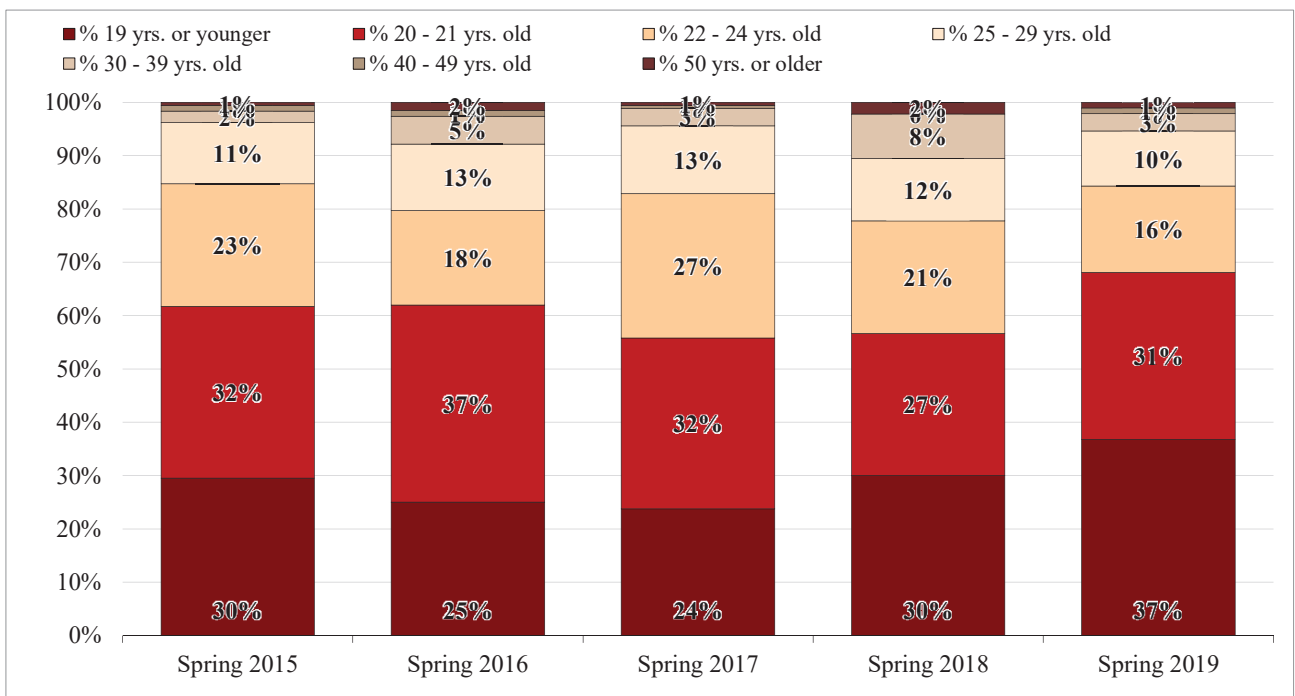
### Definitions:

**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.

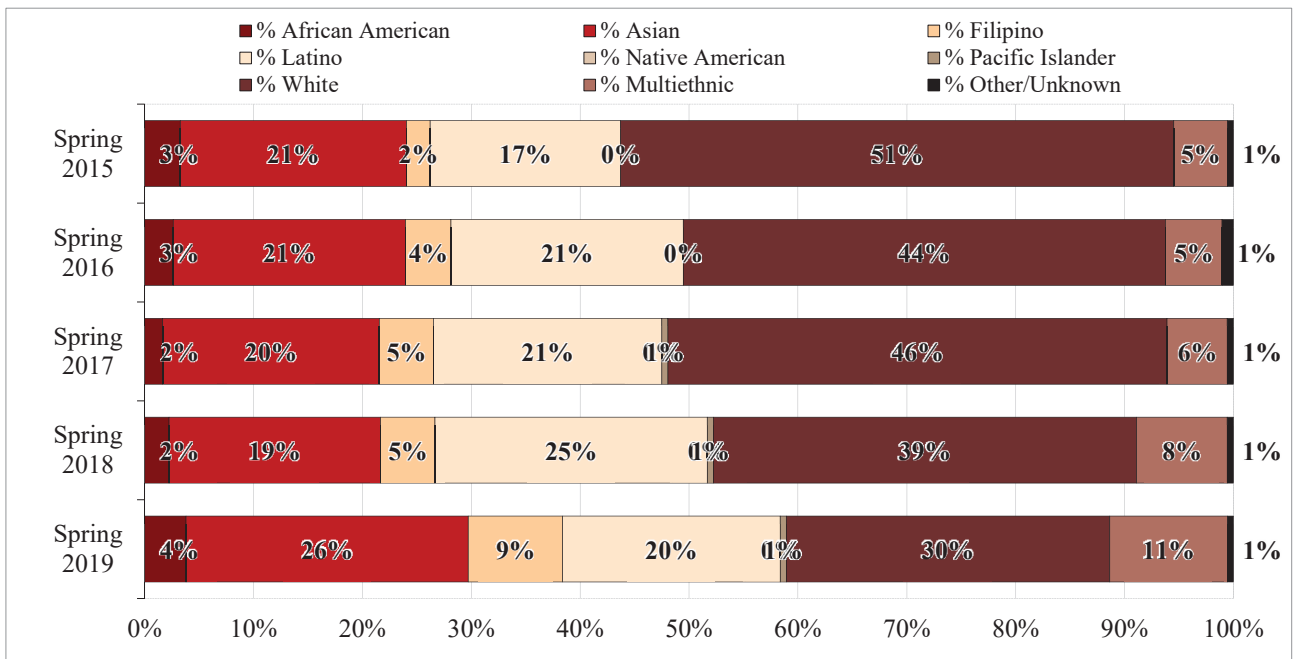
## Student Demographics: Gender & Age

	Physics ( PHYS )				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	54	41	60	51	43
Male	129	146	120	127	139
19 yrs. or younger	54	48	43	54	68
20-21 yrs. old	59	71	58	48	58
22-24 yrs. old	42	34	49	38	30
25-29 yrs. old	21	24	23	21	19
30-39 yrs. old	4	10	6	15	6
40-49 yrs. old	2	2	1	0	2
50 yrs. or older	1	3	1	4	2
% Female	30%	22%	33%	29%	24%
% Male	70%	78%	67%	71%	76%
% 19 yrs. or younger	30%	25%	24%	30%	37%
% 20 - 21 yrs. old	32%	37%	32%	27%	31%
% 22 - 24 yrs. old	23%	18%	27%	21%	16%
% 25 - 29 yrs. old	11%	13%	13%	12%	10%
% 30 - 39 yrs. old	2%	5%	3%	8%	3%
% 40 - 49 yrs. old	1%	1%	1%	0%	1%
% 50 yrs. or older	1%	2%	1%	2%	1%



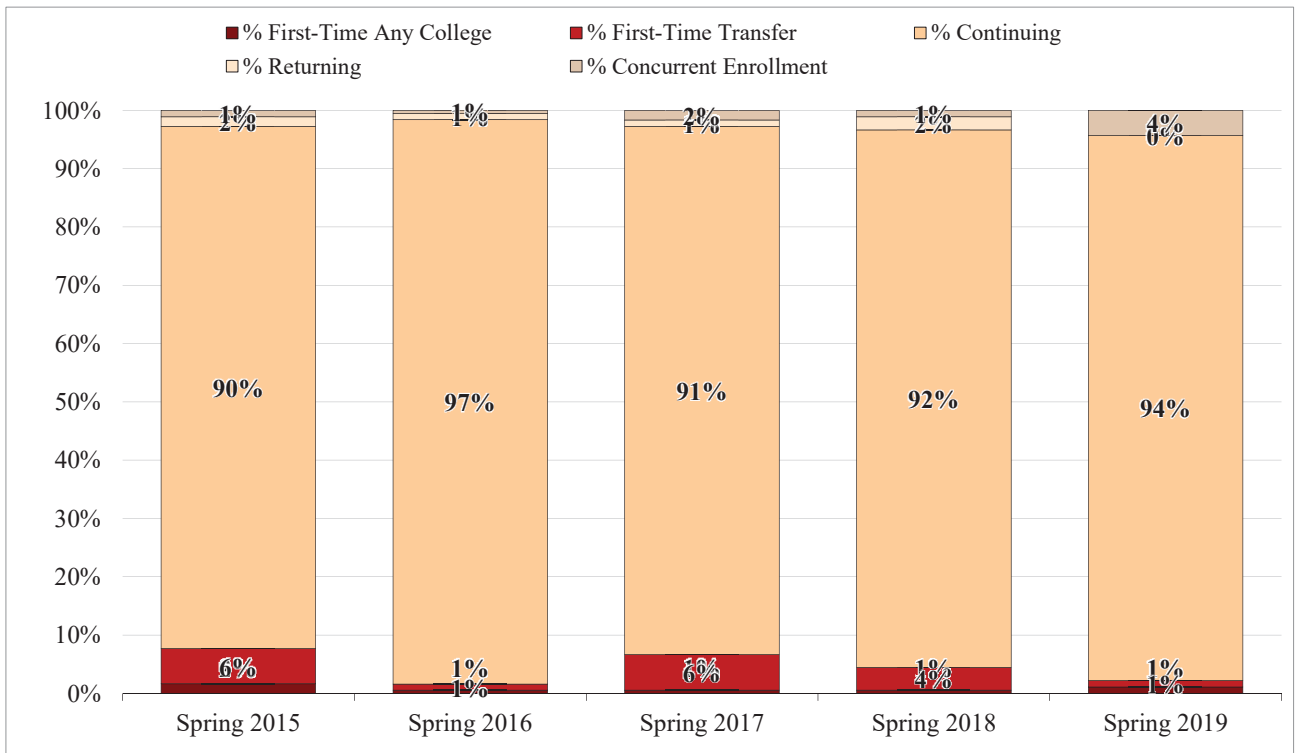
## Student Demographic: Race-Ethnicity

Physics ( PHYS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	6	5	3	4	7
Asian	38	41	36	35	48
Filipino	4	8	9	9	16
Latino	32	41	38	45	37
Native American	0	0	0	0	0
Pacific Islander	0	0	1	1	1
White	93	85	83	70	55
Multiethnic	9	10	10	15	20
Other/Unknown	1	2	1	1	1
% African American	3%	3%	2%	2%	4%
% Asian	21%	21%	20%	19%	26%
% Filipino	2%	4%	5%	5%	9%
% Latino	17%	21%	21%	25%	20%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	1%	1%	1%
% White	51%	44%	46%	39%	30%
% Multiethnic	5%	5%	6%	8%	11%
% Other/Unknown	1%	1%	1%	1%	1%



## Student Enrollment Status

	Physics ( PHYS )				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	3	1	1	1	2
First-Time Transfer	11	2	11	7	2
Continuing	164	186	164	166	173
Returning	3	2	2	4	0
Concurrent Enrollment	2	1	3	2	8
% First-Time Any College	2%	1%	1%	1%	1%
% First-Time Transfer	6%	1%	6%	4%	1%
% Continuing	90%	97%	91%	92%	94%
% Returning	2%	1%	1%	2%	0%
% Concurrent Enrollment	1%	1%	2%	1%	4%



### 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.

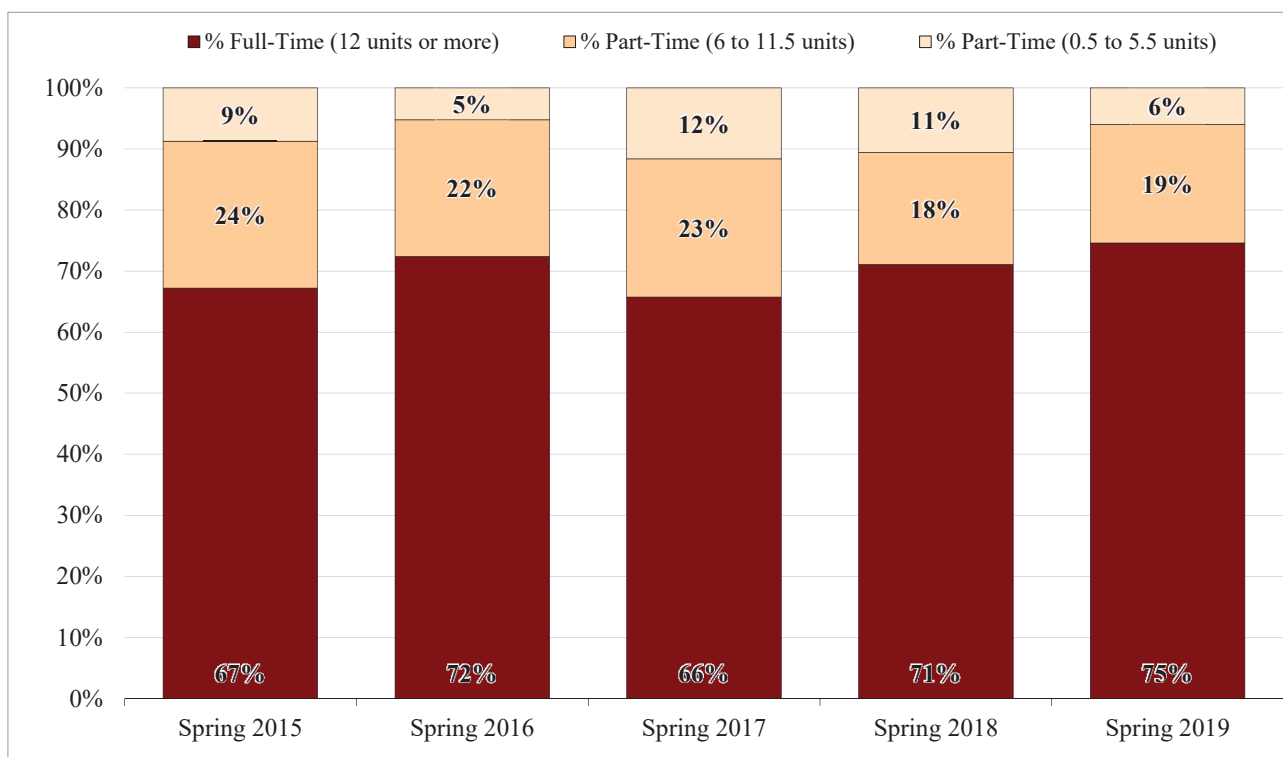
**Continuing:** Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

**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.

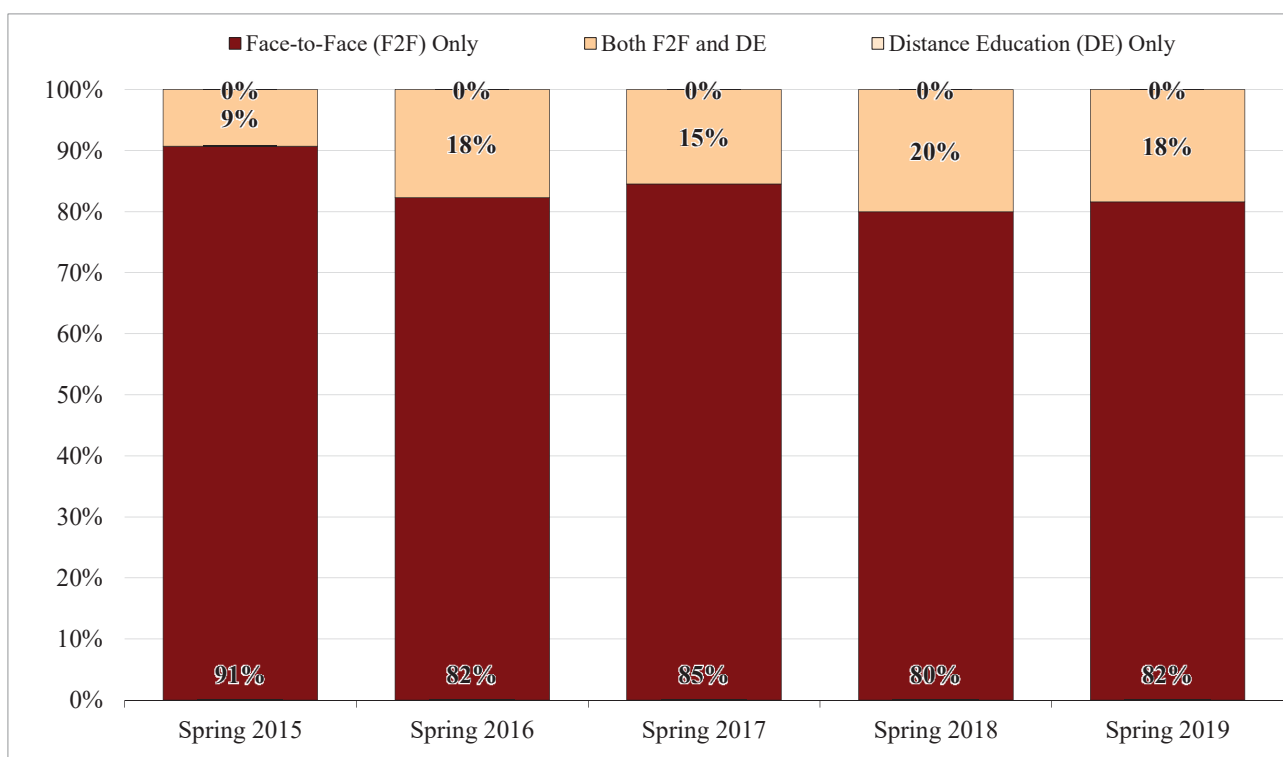
## Student Unit Load

	Physics ( PHYS )				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	123	139	119	128	138
Part-Time (6 to 11.5 units)	44	43	41	33	36
Part-Time (0.5 to 5.5 units)	16	10	21	19	11
% Full-Time (12 units or more)	67%	72%	66%	71%	75%
% Part-Time (6 to 11.5 units)	24%	22%	23%	18%	19%
% Part-Time (0.5 to 5.5 units)	9%	5%	12%	11%	6%



## Students Using Distance Education

Physics ( PHYS )					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	166	158	153	144	151
Both F2F and DE	17	34	28	36	34
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	91%	82%	85%	80%	82%
% Both F2F and DE	9%	18%	15%	20%	18%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

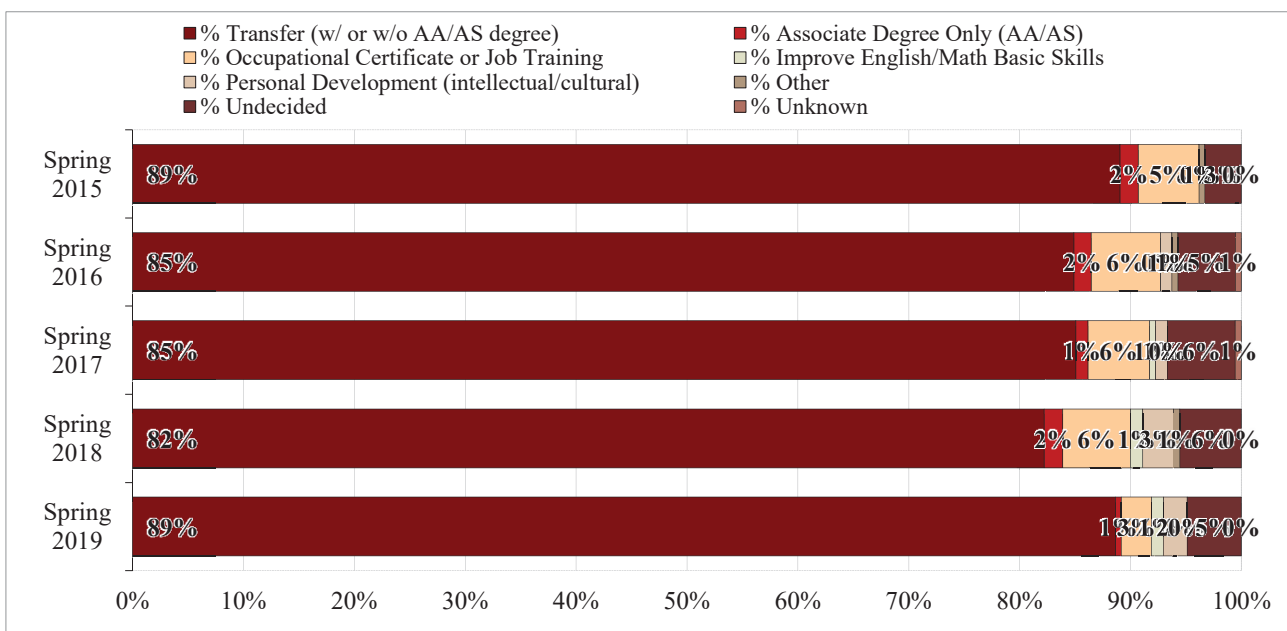


**Definitions:**

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

## Student Educational Goal

Physics ( PHYS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	163	163	154	148	164
Associate Degree Only (AA/AS)	3	3	2	3	1
Occupational Certificate or Job Training	10	12	10	11	5
Improve English/Math Basic Skills	0	0	1	2	2
Personal Development (intellectual/cultural)	0	2	2	5	4
Other	1	1	0	1	0
Undecided	6	10	11	10	9
Unknown	0	1	1	0	0
% Transfer (w/ or w/o AA/AS degree)	89%	85%	85%	82%	89%
% Associate Degree Only (AA/AS)	2%	2%	1%	2%	1%
% Occupational Certificate or Job Training	5%	6%	6%	6%	3%
% Improve English/Math Basic Skills	0%	0%	1%	1%	1%
% Personal Development (intellectual/cultural)	0%	1%	1%	3%	2%
% Other	1%	1%	0%	1%	0%
% Undecided	3%	5%	6%	6%	5%
% Unknown	0%	1%	1%	0%	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.

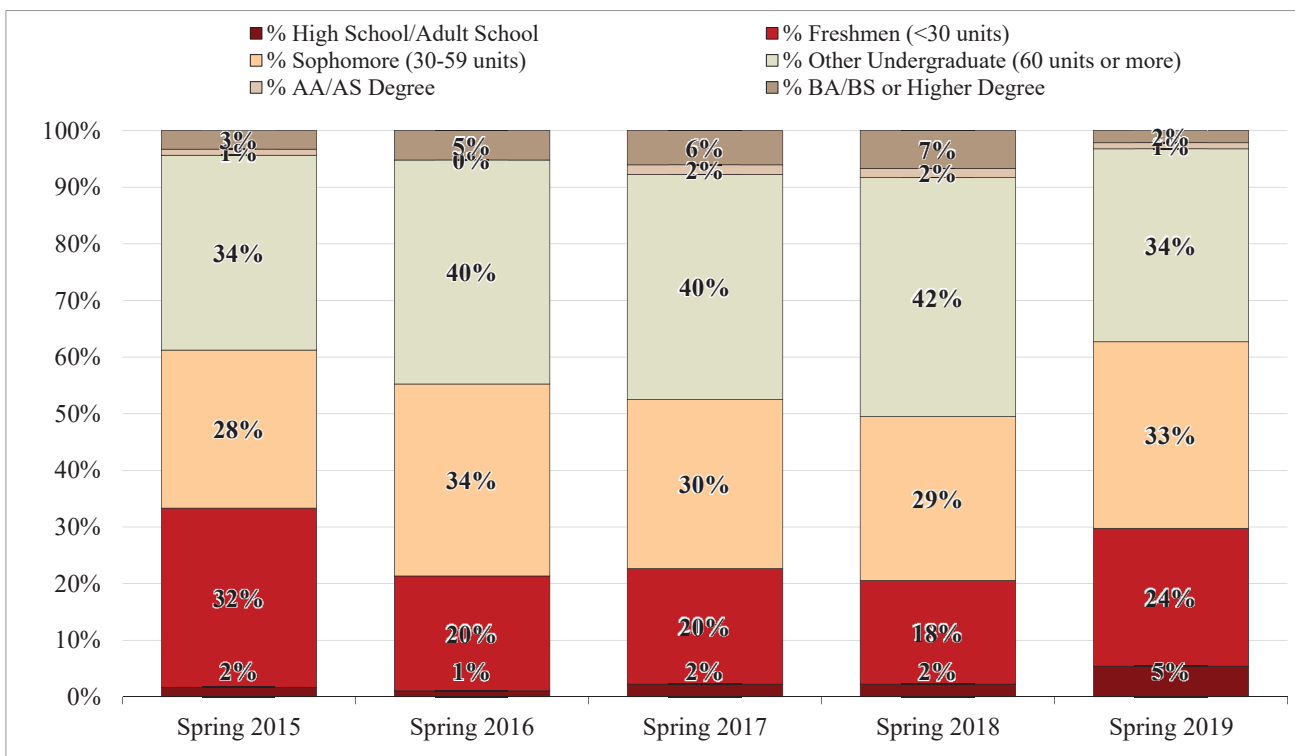
**Personal Development:** Students taking courses for intellectual and/or cultural development.

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



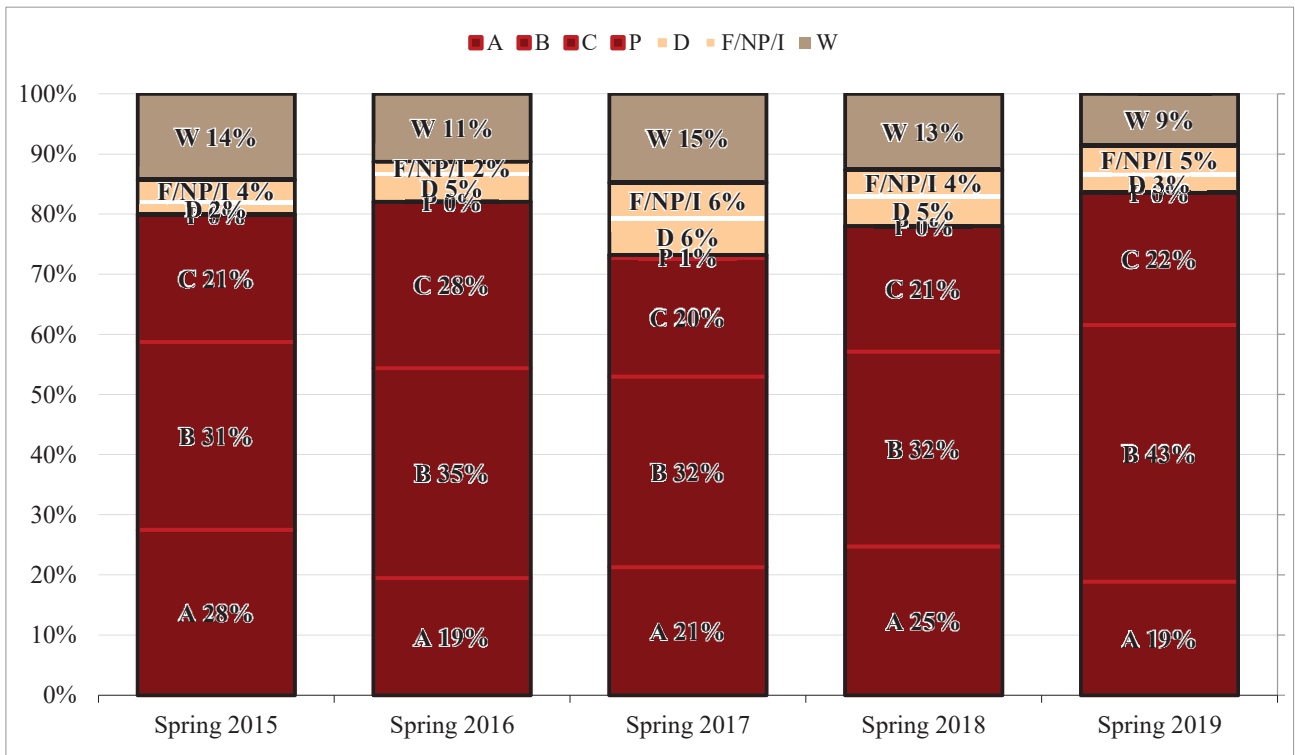
## Highest Educational Level of Students

Physics ( PHYS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	3	2	4	4	10
Freshmen (<30 units)	58	39	37	33	45
Sophomore (30-59 units)	51	65	54	52	61
Other Undergraduate (60 units or more)	63	76	72	76	63
AA/AS Degree	2	0	3	3	2
BA/BS or Higher Degree	6	10	11	12	4
% High School/Adult School	2%	1%	2%	2%	5%
% Freshmen (<30 units)	32%	20%	20%	18%	24%
% Sophomore (30-59 units)	28%	34%	30%	29%	33%
% Other Undergraduate (60 units or more)	34%	40%	40%	42%	34%
% AA/AS Degree	1%	0%	2%	2%	1%
% BA/BS or Higher Degree	3%	5%	6%	7%	2%



## Student Performance: Grade Distribution

Physics ( PHYS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
<b>Total Course Enrollments</b>	<b>189</b>	<b>195</b>	<b>183</b>	<b>182</b>	<b>190</b>
<b>Course Success Rates</b>	<b>80%</b>	<b>82%</b>	<b>73%</b>	<b>78%</b>	<b>84%</b>
A	28%	19%	21%	25%	19%
B	31%	35%	32%	32%	43%
C	21%	28%	20%	21%	22%
P	0%	0%	1%	0%	0%
<b>Course Non-Success Rate</b>	<b>6%</b>	<b>7%</b>	<b>12%</b>	<b>9%</b>	<b>8%</b>
D	2%	5%	6%	5%	3%
F/NP/I	4%	2%	6%	4%	5%
<b>Withdrawals (W)</b>	<b>14%</b>	<b>11%</b>	<b>15%</b>	<b>13%</b>	<b>9%</b>



### Definitions:

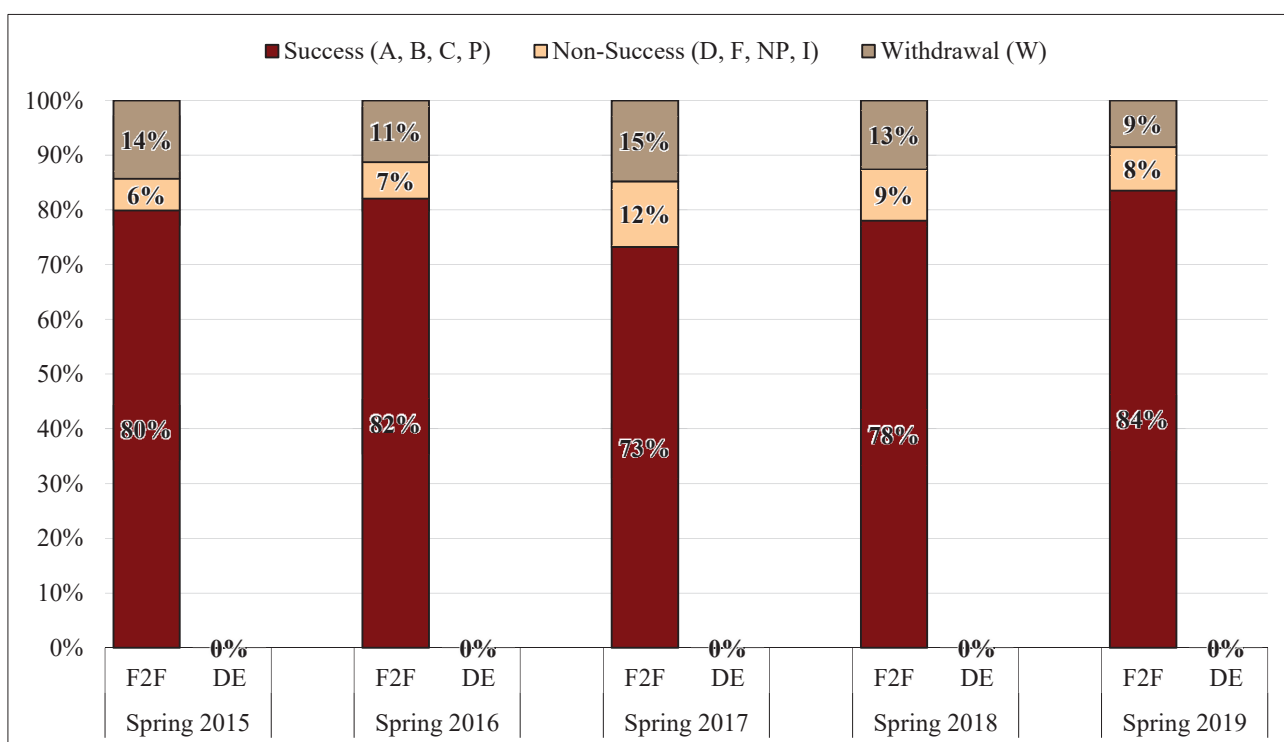
**Course Success Rate** is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

**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

Physics ( PHYS )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
<b>Total Course Enrollments</b>	<b>189</b>	<b>195</b>	<b>183</b>	<b>182</b>	<b>190</b>
<b>Face-to-Face (F2F) Sections</b>	<b>189</b>	<b>195</b>	<b>183</b>	<b>182</b>	<b>190</b>
Success Rates	80%	82%	73%	78%	84%
Non-Success Rates	6%	7%	12%	9%	8%
Withdrawals	14%	11%	15%	13%	9%
<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.

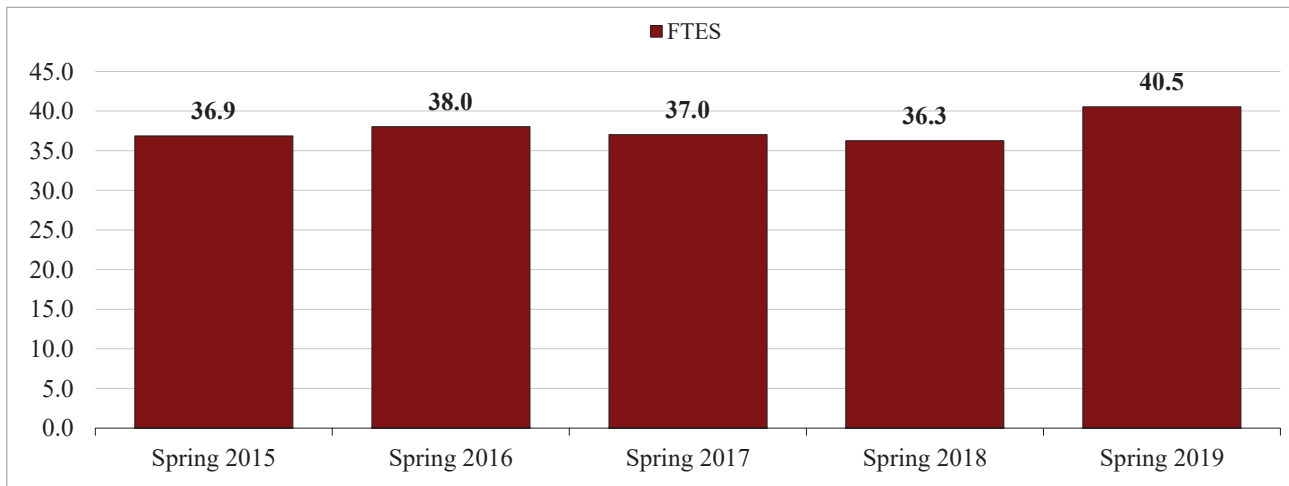
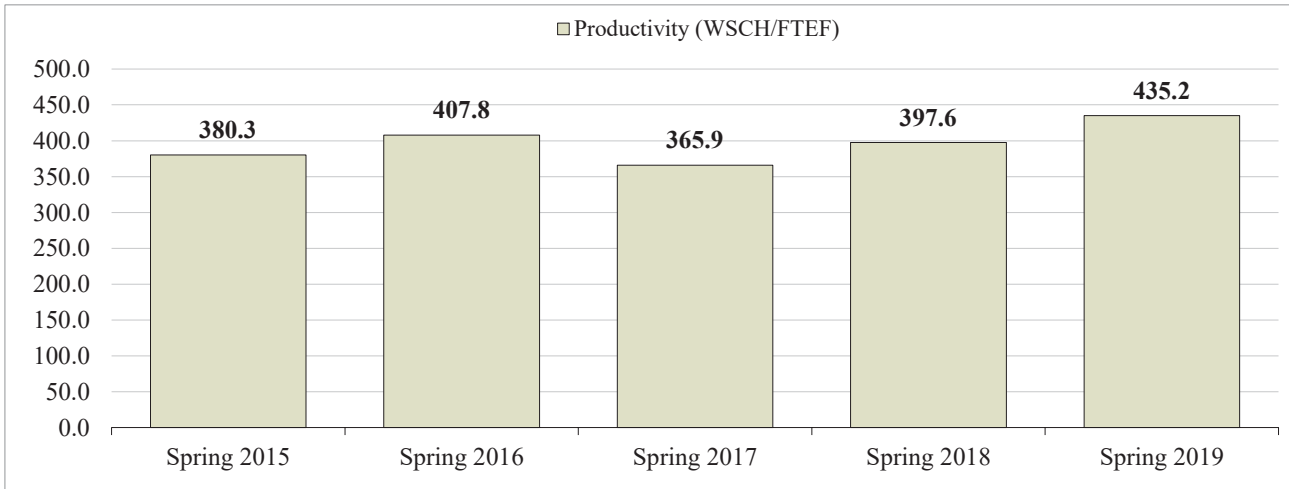
**Course Non-Success Rate** is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

**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

	Physics ( PHYS )				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	1,134	1,216	1,155	1,116	1,287
FTEF	36.9	38.0	37.0	36.3	40.5
Productivity (WSCH/FTEF)	380.3	407.8	365.9	397.6	435.2



### 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.

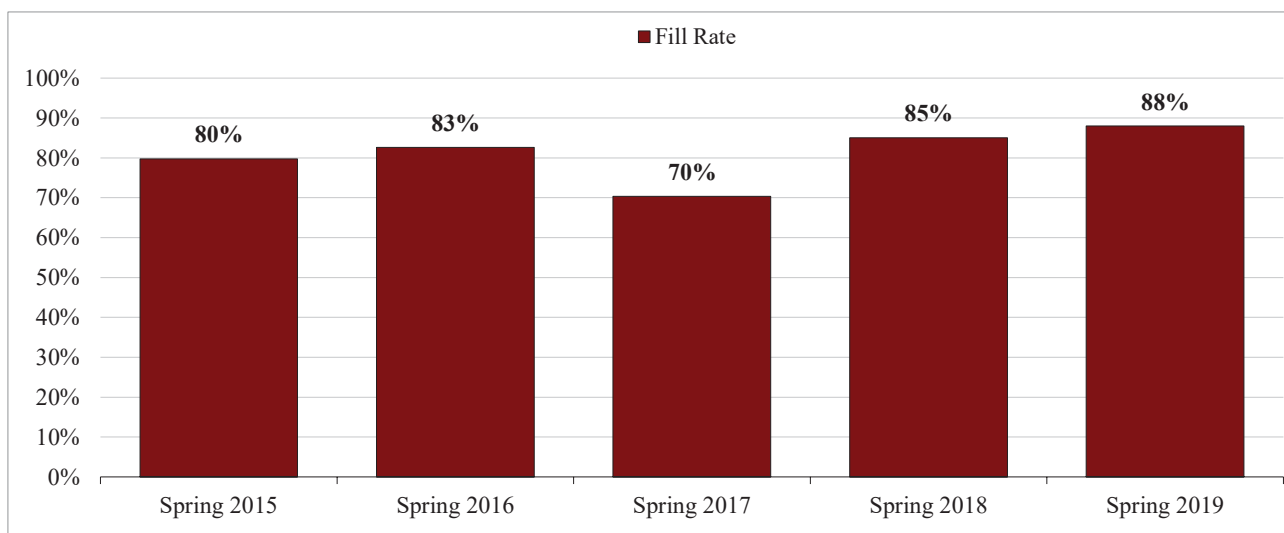
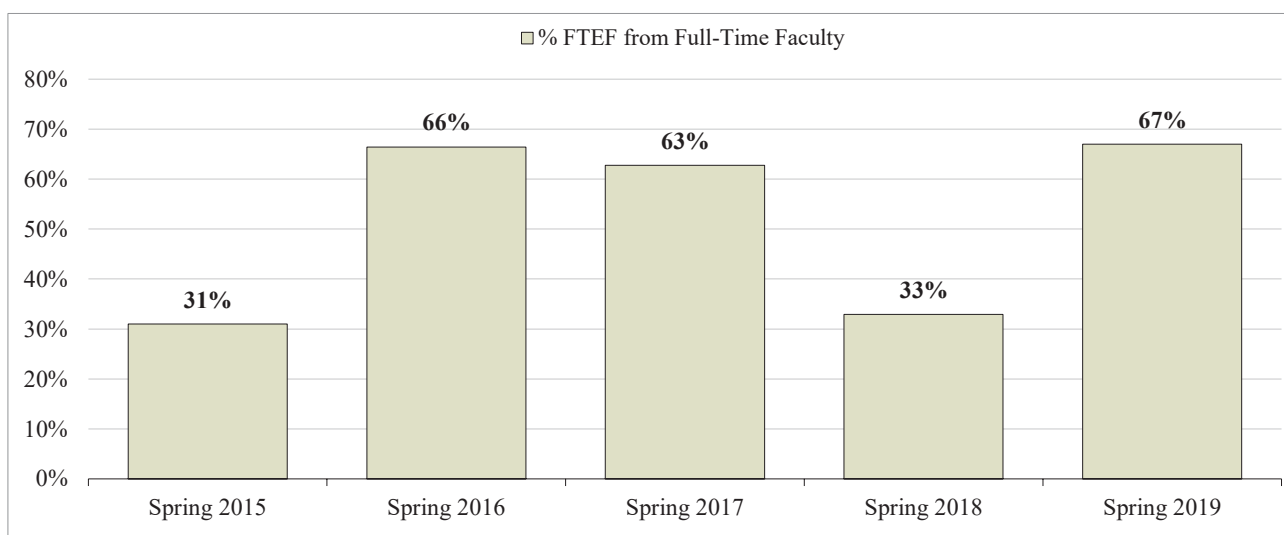
**FTEF** is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

**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

	Physics ( PHYS )				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	0.9	2.0	2.0	0.9	2.0
% FTEF from Full-Time Faculty	31%	66%	63%	33%	67%
Enrollments	189	195	183	182	190
Capacity (seats available)	237	236	260	214	216
Fill Rate	80%	83%	70%	85%	88%



### Definitions:

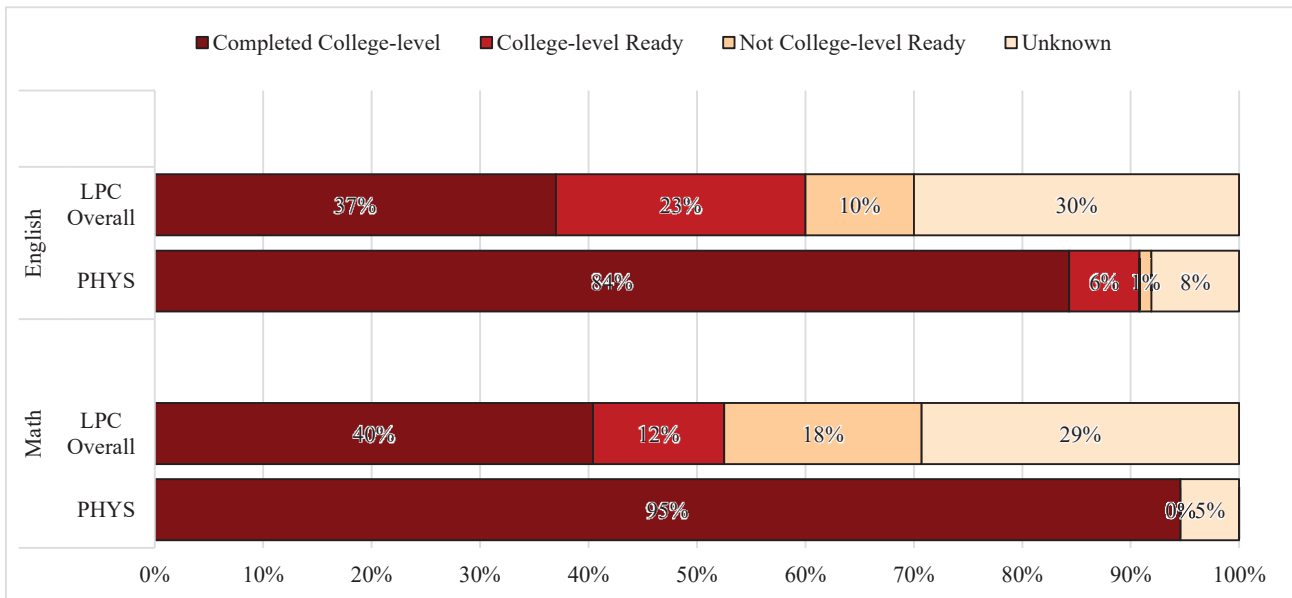
**Fill Rate** is number of enrollments over the total capacity (seats available).

**% 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				
	PHYS		LPC Overall	
	Num	Pct	Num	Pct
<b>College English</b>				
Completed College-level	156	84%	5,237	60%
College-level Ready	12	6%	1,339	15%
Not College-level Ready	2	1%	458	5%
Unknown	15	8%	1,703	19%
<b>College Math</b>				
Completed College-level	175	95%	4,956	57%
College-level Ready	0	0%	642	7%
Not College-level Ready	0	0%	1,161	13%
Unknown	10	5%	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.