



Las Positas College
Program Review Discipline Data Packet
Fall 2015 to Fall 2019

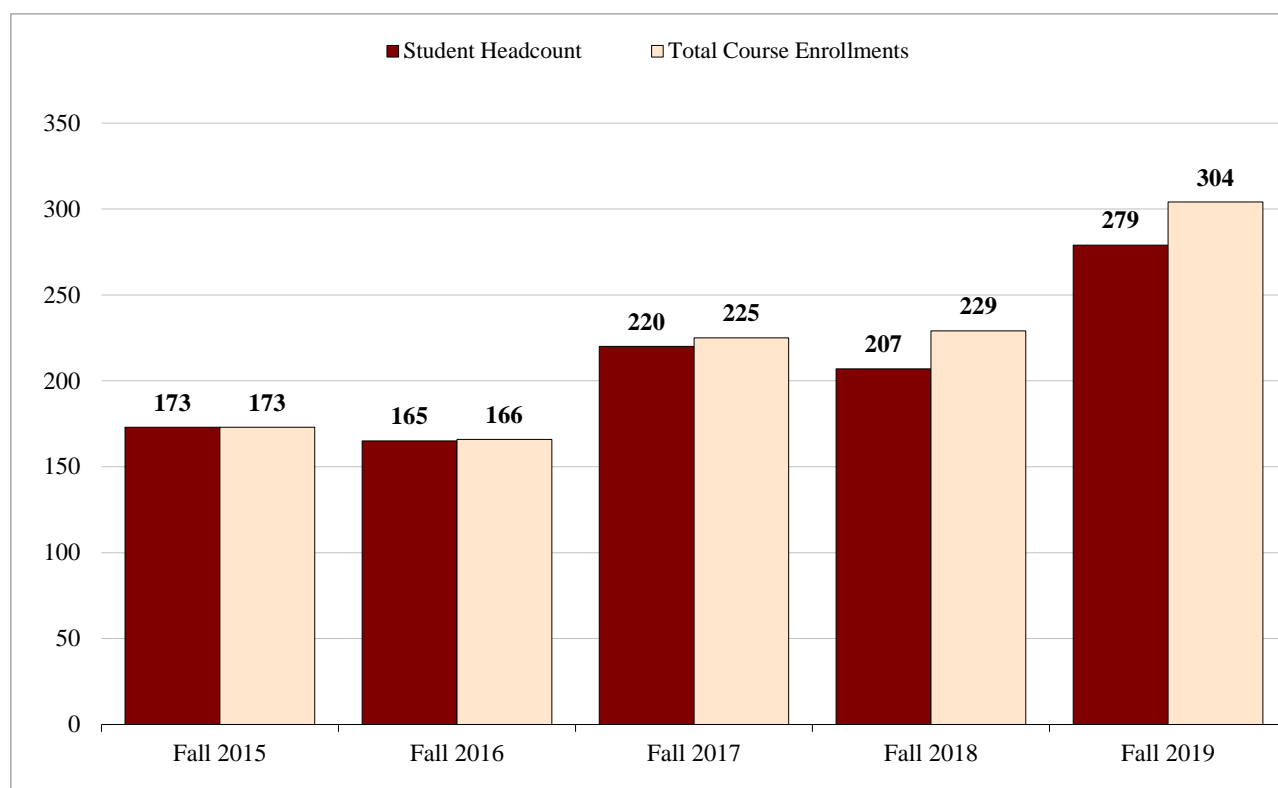
Discipline:
Physics (PHYS)

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NOTE: ^ next to rubric / subject code indicates that the report combines data for related credit and non-credit rubrics

Headcount & Enrollment

	Physics (PHYS)				
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student Headcount	173	165	220	207	279
Total Course Enrollments	173	166	225	229	304



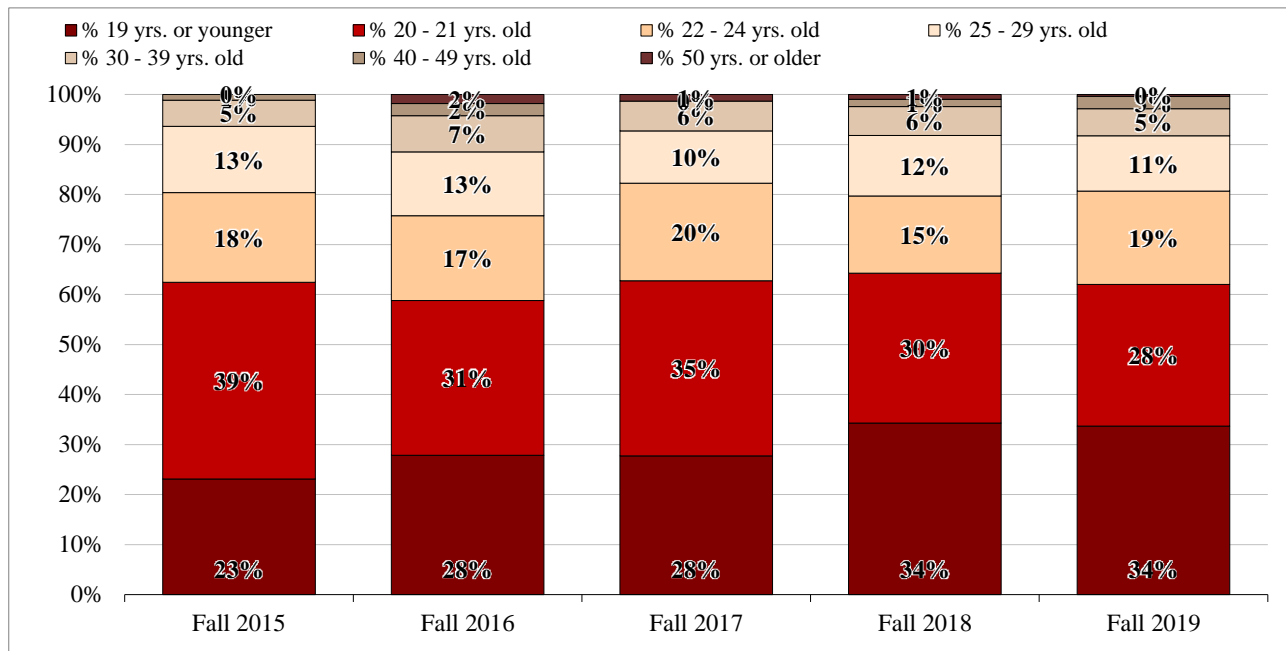
Definitions:

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.

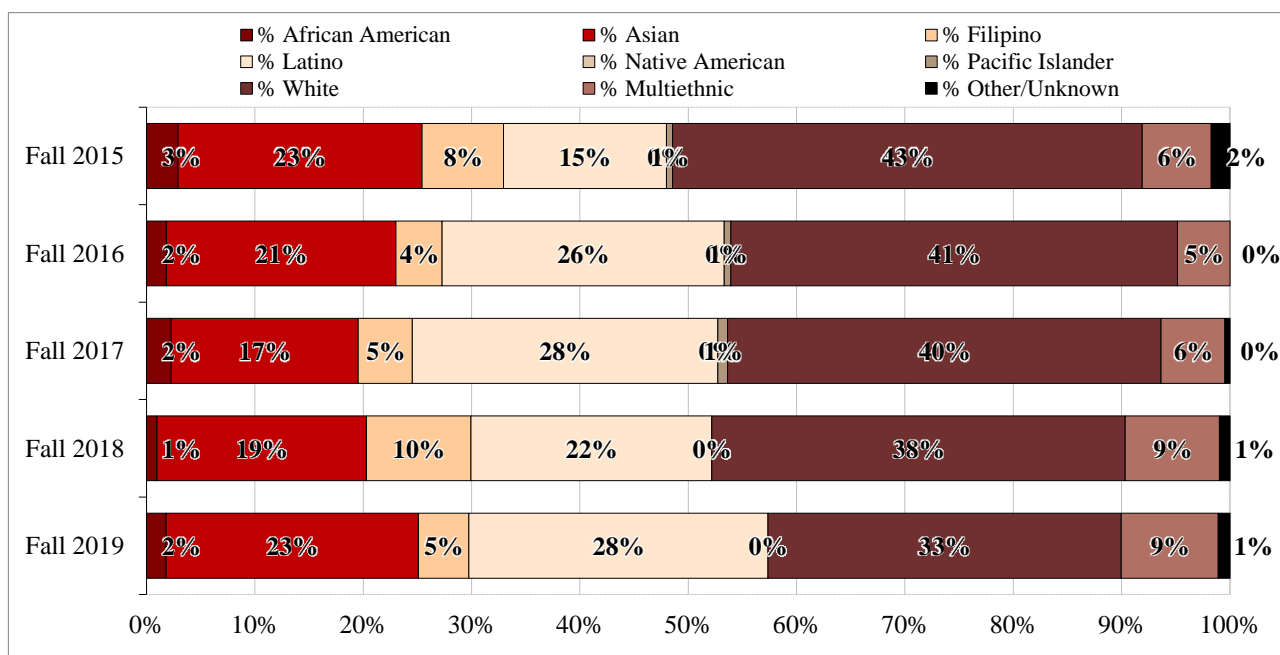
Student Demographics: Gender & Age

	Physics (PHYS)				
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Female	34	48	53	60	92
Male	137	115	166	142	184
19 yrs. or younger	40	46	61	71	94
20-21 yrs. old	68	51	77	62	79
22-24 yrs. old	31	28	43	32	52
25-29 yrs. old	23	21	23	25	31
30-39 yrs. old	9	12	13	12	15
40-49 yrs. old	2	4	0	3	7
50 yrs. or older	0	3	3	2	1
% Female	20%	29%	24%	30%	33%
% Male	80%	71%	76%	70%	67%
% 19 yrs. or younger	23%	28%	28%	34%	34%
% 20 - 21 yrs. old	39%	31%	35%	30%	28%
% 22 - 24 yrs. old	18%	17%	20%	15%	19%
% 25 - 29 yrs. old	13%	13%	10%	12%	11%
% 30 - 39 yrs. old	5%	7%	6%	6%	5%
% 40 - 49 yrs. old	1%	2%	0%	1%	3%
% 50 yrs. or older	0%	2%	1%	1%	<1%



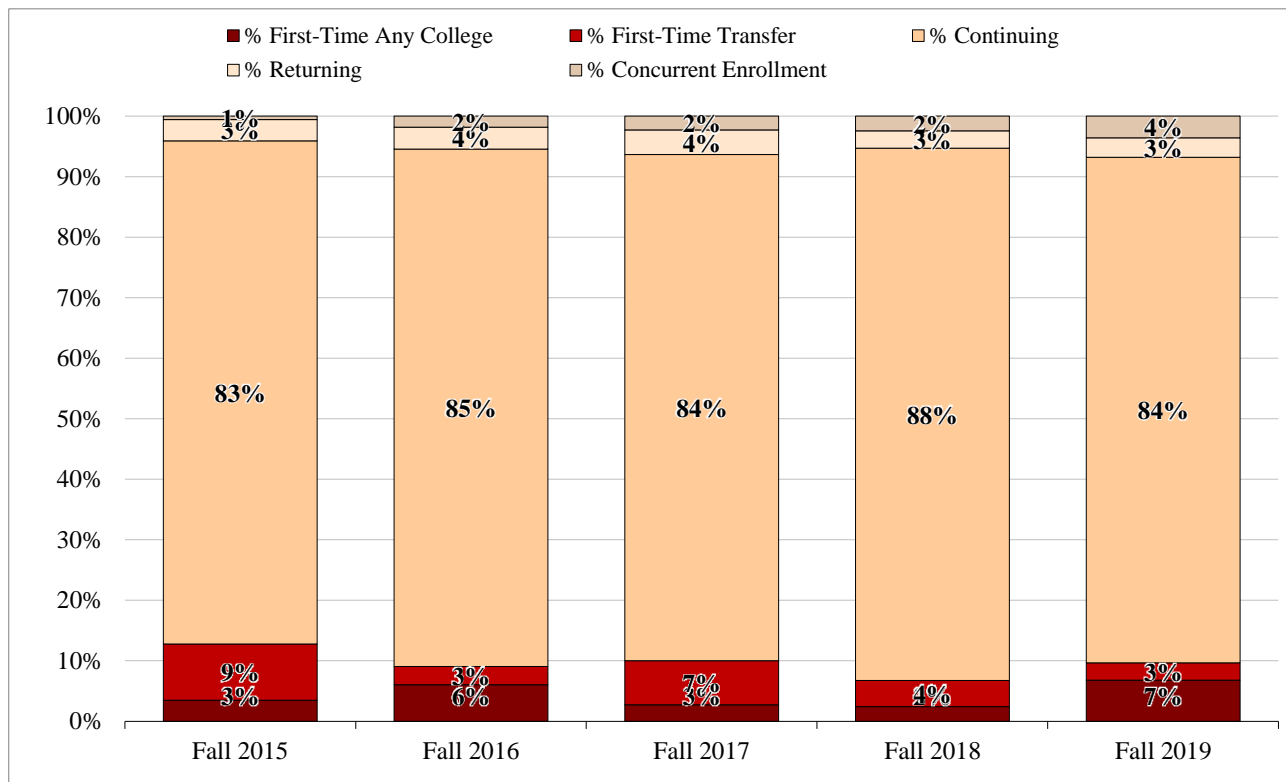
Student Demographic: Race-Ethnicity

Physics (PHYS)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	5	3	5	2	5
Asian	39	35	38	40	65
Filipino	13	7	11	20	13
Latino	26	43	62	46	77
Native American	0	0	0	0	0
Pacific Islander	1	1	2	0	0
White	75	68	88	79	91
Multiethnic	11	8	13	18	25
Other/Unknown	3	0	1	2	3
% African American	3%	2%	2%	1%	2%
% Asian	23%	21%	17%	19%	23%
% Filipino	8%	4%	5%	10%	5%
% Latino	15%	26%	28%	22%	28%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	1%	1%	1%	0%	0%
% White	43%	41%	40%	38%	33%
% Multiethnic	6%	5%	6%	9%	9%
% Other/Unknown	2%	0%	<1%	1%	1%



Student Enrollment Status

Physics (PHYS)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First-Time Any College	6	10	6	5	19
First-Time Transfer	16	5	16	9	8
Continuing	143	141	184	182	233
Returning	6	6	9	6	9
Concurrent Enrollment	1	3	5	5	10
% First-Time Any College	3%	6%	3%	2%	7%
% First-Time Transfer	9%	3%	7%	4%	3%
% Continuing	83%	85%	84%	88%	84%
% Returning	3%	4%	4%	3%	3%
% Concurrent Enrollment	1%	2%	2%	2%	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.

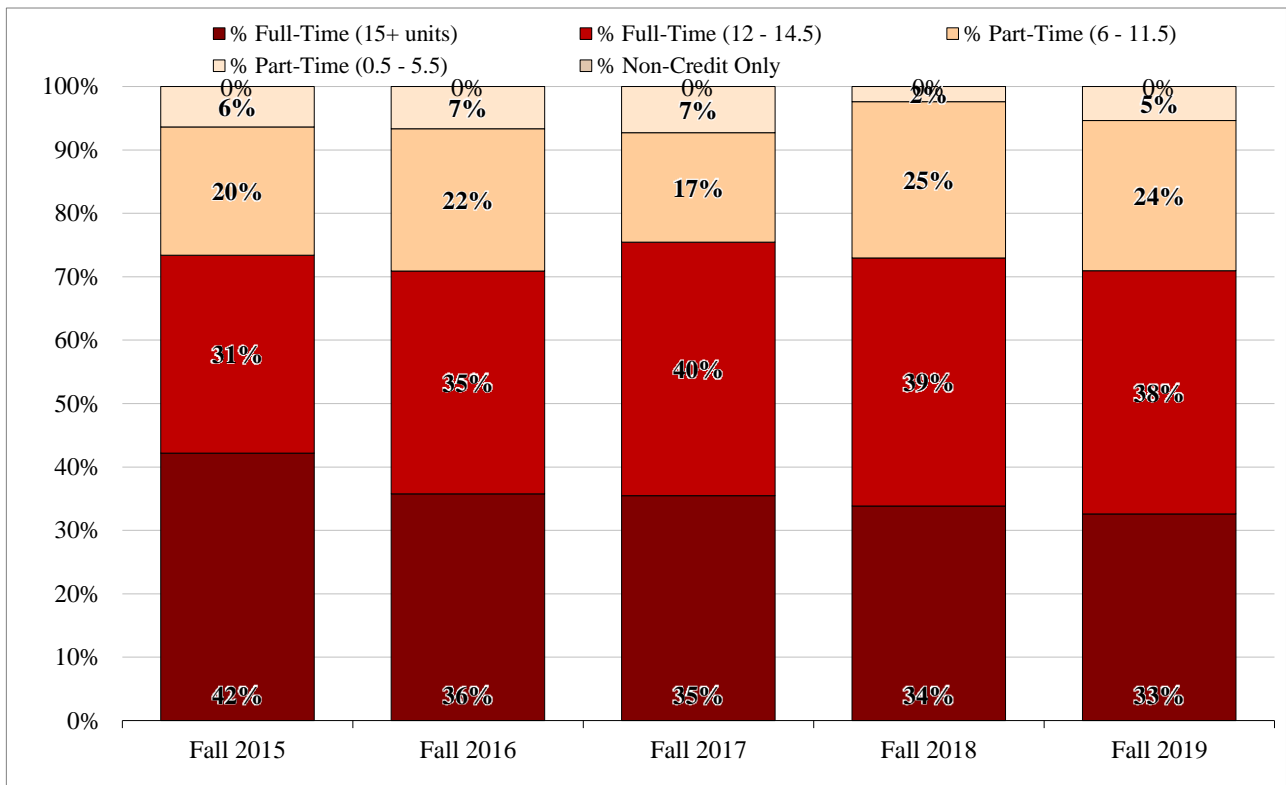
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

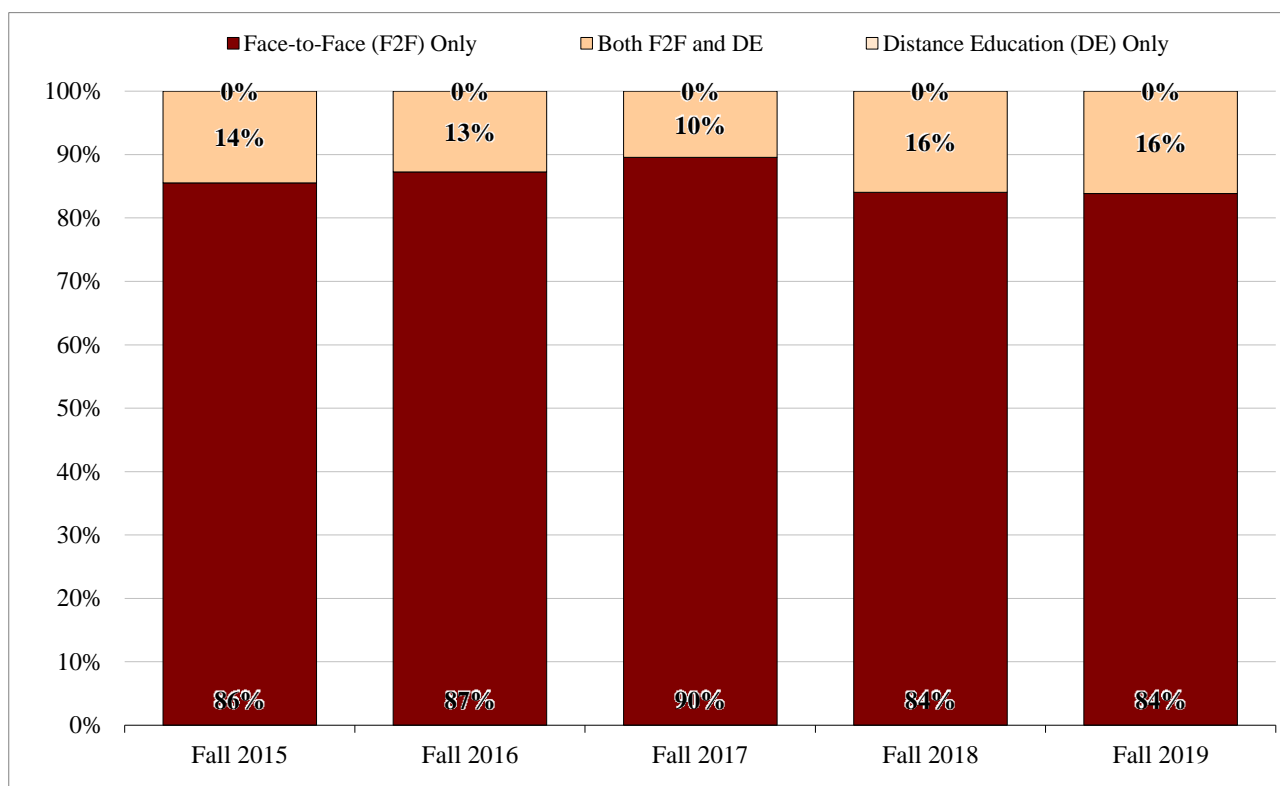
Student Unit Load

Physics (PHYS)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full-Time (15+ units)	73	59	78	70	91
Full-Time (12 - 14.5)	54	58	88	81	107
Part-Time (6 - 11.5)	35	37	38	51	66
Part-Time (0.5 - 5.5)	11	11	16	5	15
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	42%	36%	35%	34%	33%
% Full-Time (12 - 14.5)	31%	35%	40%	39%	38%
% Part-Time (6 - 11.5)	20%	22%	17%	25%	24%
% Part-Time (0.5 - 5.5)	6%	7%	7%	2%	5%
% Non-Credit Only	0%	0%	0%	0%	0%



Students Using Distance Education

Physics (PHYS)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Face-to-Face (F2F) Only	148	144	197	174	234
Both F2F and DE	25	21	23	33	45
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	86%	87%	90%	84%	84%
% Both F2F and DE	14%	13%	10%	16%	16%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

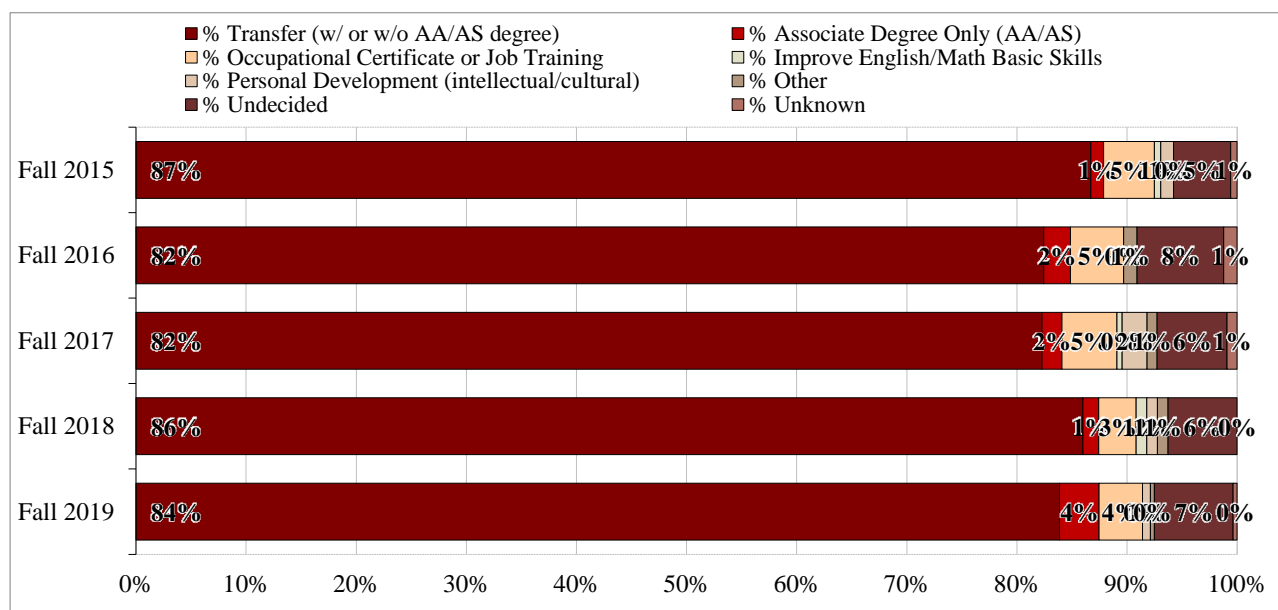


Definitions:

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

Student Educational Goal

Physics (PHYS)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Transfer (w/ or w/o AA/AS degree)	150	136	181	178	234
Associate Degree Only (AA/AS)	2	4	4	3	10
Occupational Certificate or Job Training	8	8	11	7	11
Improve English/Math Basic Skills	1	0	1	2	0
Personal Development (intellectual/cultural)	2	0	5	2	2
Other	0	2	2	2	1
Undecided	9	13	14	13	20
Unknown	1	2	2	0	1
% Transfer (w/ or w/o AA/AS degree)	87%	82%	82%	86%	84%
% Associate Degree Only (AA/AS)	1%	2%	2%	1%	4%
% Occupational Certificate or Job Training	5%	5%	5%	3%	4%
% Improve English/Math Basic Skills	1%	0%	<1%	1%	0%
% Personal Development (intellectual/cultural)	1%	0%	2%	1%	1%
% Other	0%	1%	1%	1%	<1%
% Undecided	5%	8%	6%	6%	7%
% Unknown	1%	1%	1%	0%	<1%



Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.

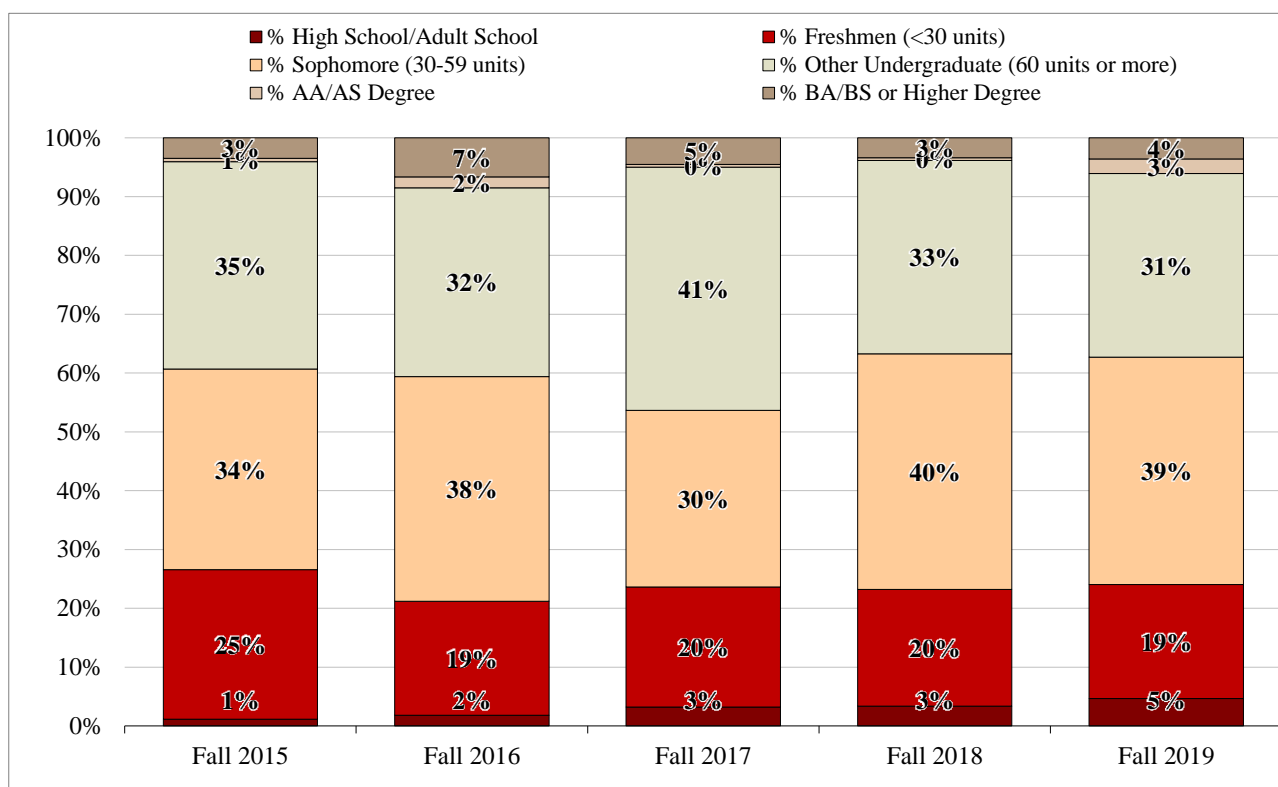
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

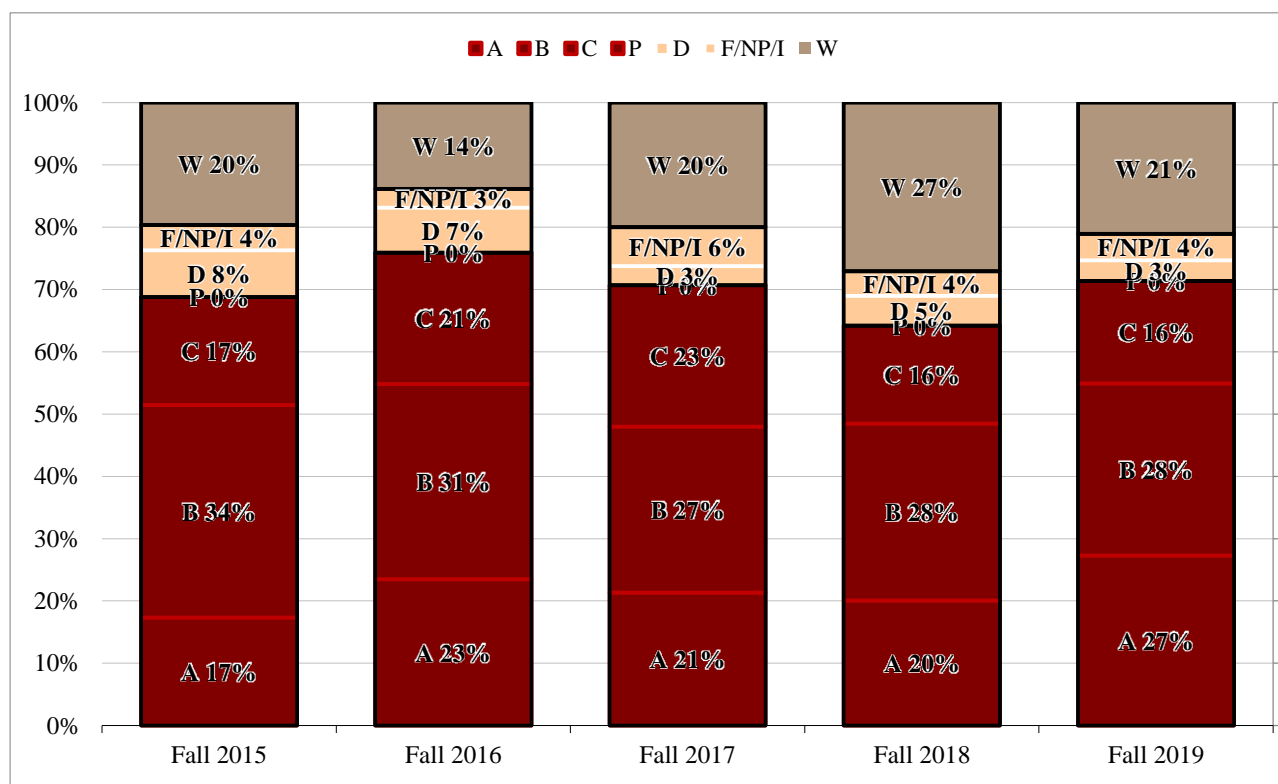
Highest Educational Level of Students

Physics (PHYS)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
High School/Adult School	2	3	7	7	13
Freshmen (<30 units)	44	32	45	41	54
Sophomore (30-59 units)	59	63	66	83	108
Other Undergraduate (60 units or more)	61	53	91	68	87
AA/AS Degree	1	3	1	1	7
BA/BS or Higher Degree	6	11	10	7	10
% High School/Adult School	1%	2%	3%	3%	5%
% Freshmen (<30 units)	25%	19%	20%	20%	19%
% Sophomore (30-59 units)	34%	38%	30%	40%	39%
% Other Undergraduate (60 units or more)	35%	32%	41%	33%	31%
% AA/AS Degree	1%	2%	<1%	<1%	3%
% BA/BS or Higher Degree	3%	7%	5%	3%	4%



Student Performance: Grade Distribution

Physics (PHYS)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Course Enrollments	173	166	225	229	304
Course Success Rates	69%	76%	71%	64%	71%
A	17%	23%	21%	20%	27%
B	34%	31%	27%	28%	28%
C	17%	21%	23%	16%	16%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	12%	10%	9%	9%	8%
D	8%	7%	3%	5%	3%
F/NP/I	4%	3%	6%	4%	4%
Withdrawals (W)	20%	14%	20%	27%	21%



Definitions:

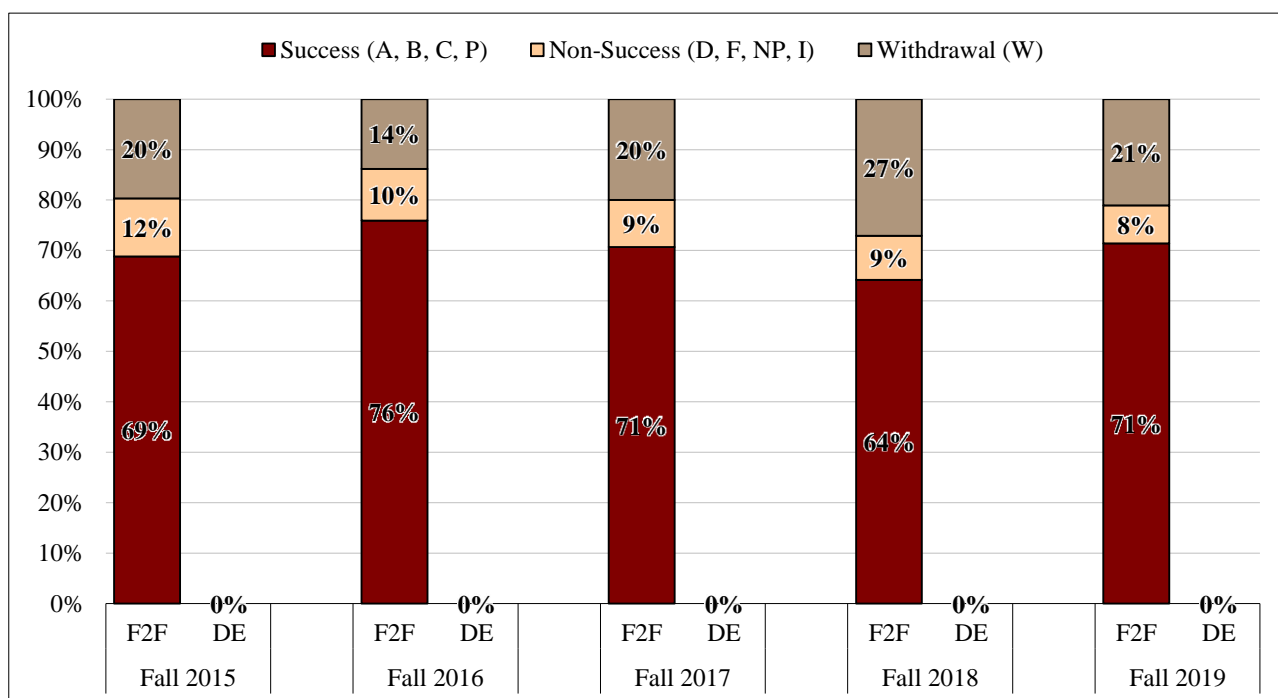
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Course Enrollments	173	166	225	229	304
Face-to-Face (F2F) Sections	173	166	225	229	304
Success Rates	69%	76%	71%	64%	71%
Non-Success Rates	12%	10%	9%	9%	8%
Withdrawals	20%	14%	20%	27%	21%
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.

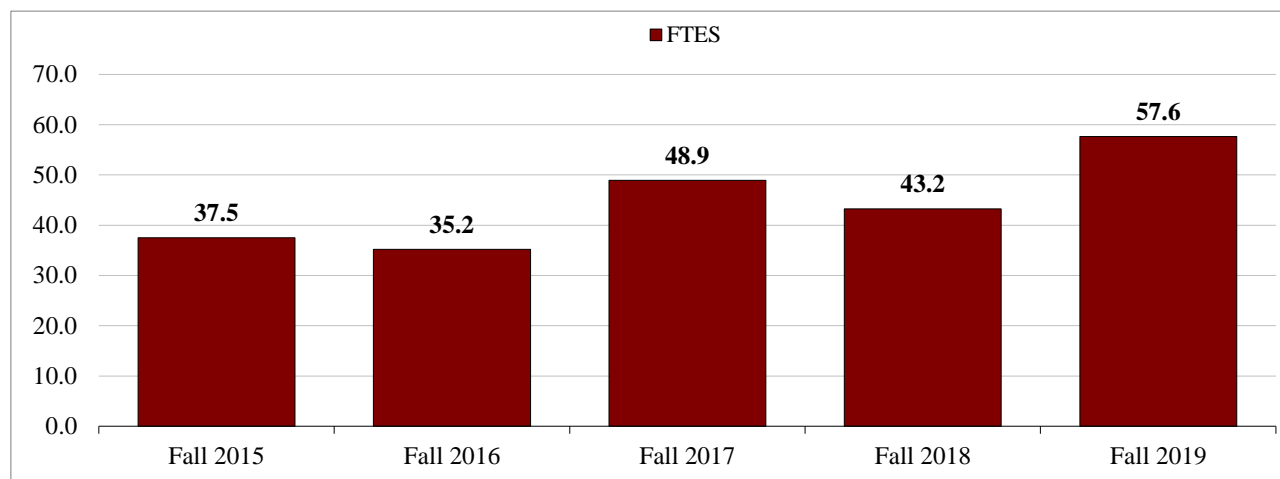
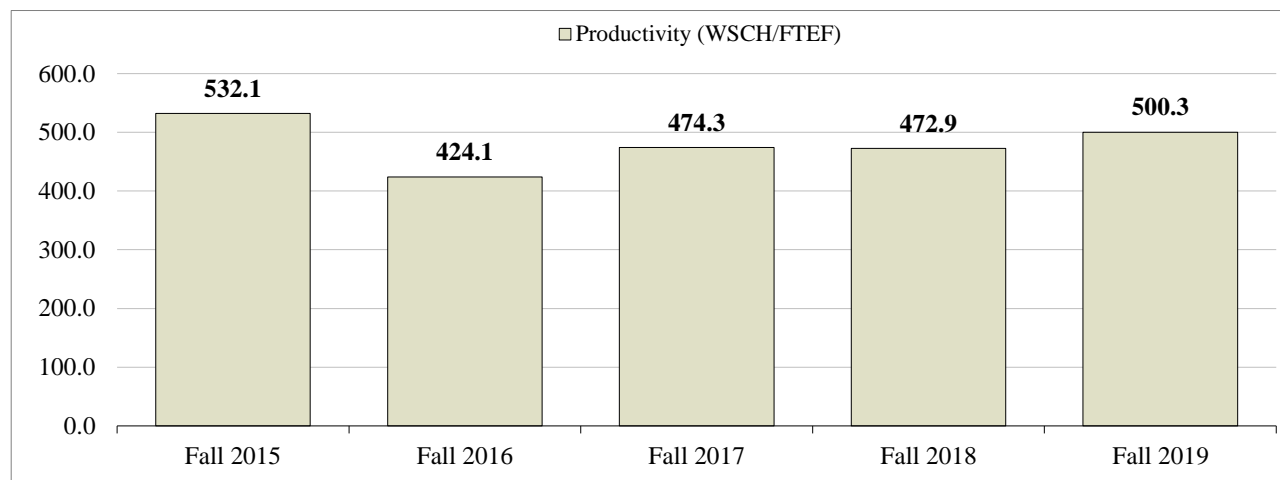
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'T') relative to all students receiving a grade.

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

	Physics (PHYS)				
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
WSCH	1,167	1,117	1,503	1,333	1,806
FTEs	37.5	35.2	48.9	43.2	57.6
FTEF	2.2	2.6	3.2	2.8	3.6
Productivity (WSCH/FTEF)	532.1	424.1	474.3	472.9	500.3



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.

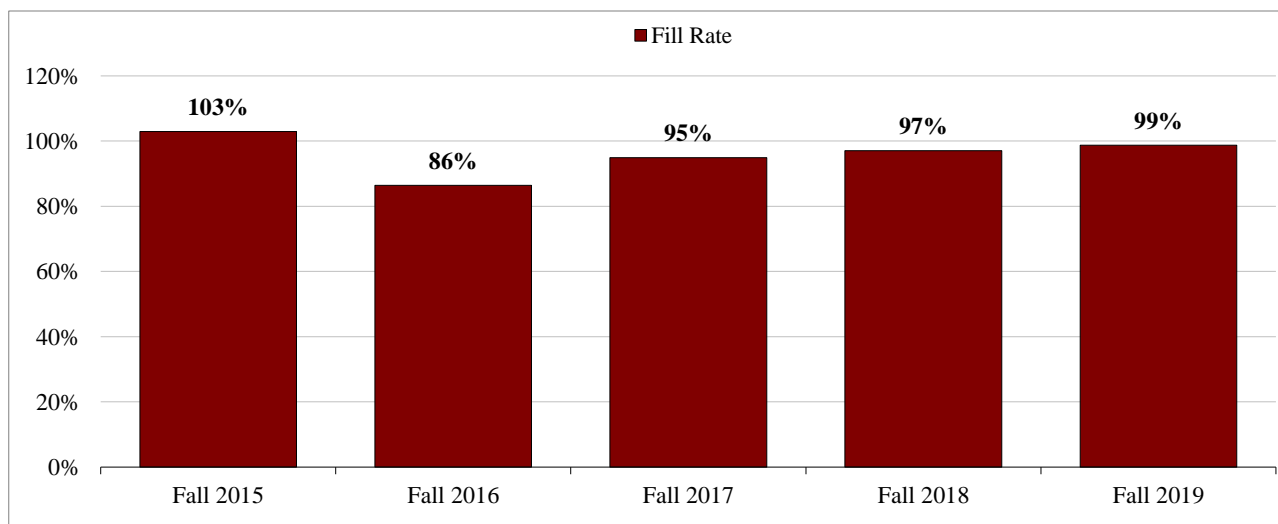
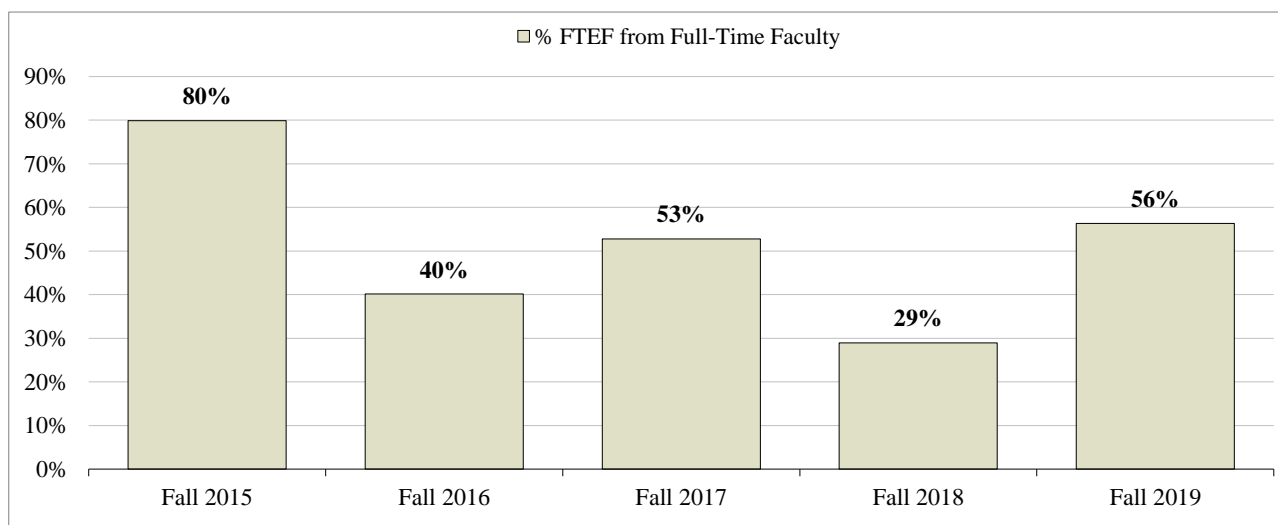
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Note: Enrollment Management data are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/14/20.

Enrollment Management: Part 2

	Physics (PHYS)				
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
FTEF from Full-Time Faculty	1.8	1.1	1.7	0.8	2.0
% FTEF from Full-Time Faculty	80%	40%	53%	29%	56%
Enrollments	173	166	225	229	304
Capacity (seats available)	168	192	237	236	308
Fill Rate	103%	86%	95%	97%	99%



Definitions:

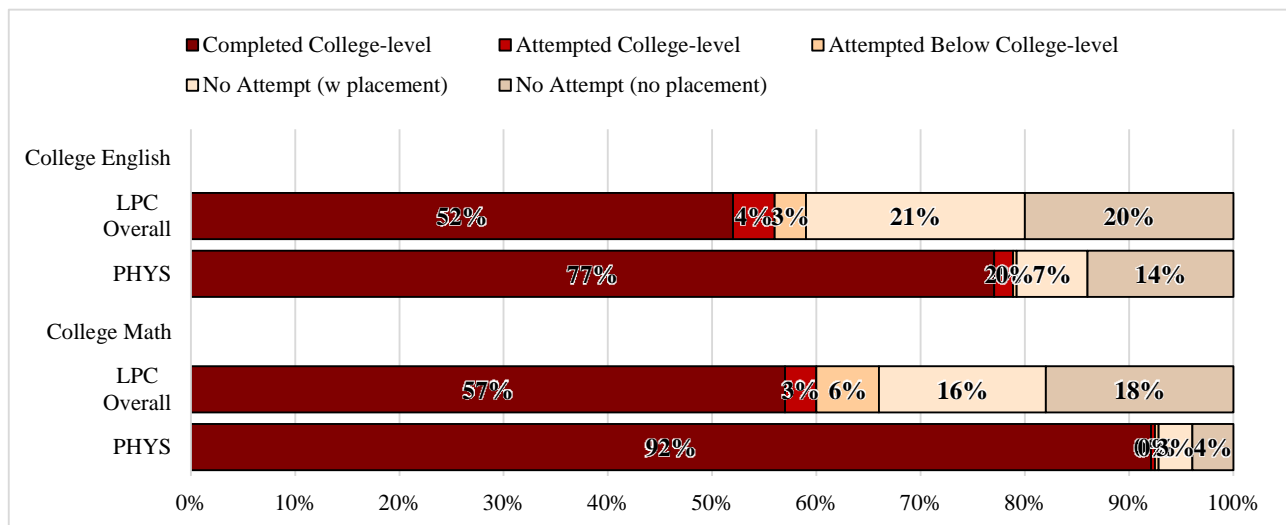
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/14/20.

College Readiness: English & Math Proficiency

Fall 2019				
	PHYS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	215	77%	4,712	52%
Attempted College-level	5	2%	393	4%
Attempted Below College-level	1	<1%	261	3%
No Attempt (with placement)	19	7%	1,887	21%
No Attempt (no placement)	39	14%	1,811	20%
College Math				
Completed College-level	257	92%	5,193	57%
Attempted College-level	1	<1%	302	3%
Attempted Below College-level	1	<1%	538	6%
No Attempt (with placement)	9	3%	1,405	16%
No Attempt (no placement)	11	4%	1,623	18%



Definitions:

College English: Completed College-level = successfully completed ENG 1A, 1AEX, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted ENG 1A or 1AEX but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted ENG 102, 104, 105, 100A, 100B, NENG 204, or ESL 25 prior to indicated term.

No Attempt (w placement) = no previous English enrollments within the sequence but has used a placement tool.

No Attempt (no placement) = no previous English enrollments within the sequence and did not utilize a placement tool.

College Math:

Completed College-level = successfully completed MATH 55, 50, NMAT 255 or 250, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted MATH 55, 50, NMAT 255 or 250 but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted MATH 110, 107, NMAT 210 or 207 prior to indicated term.

No Attempt (w placement) = no previous Math enrollments within the sequence but has used a placement tool.

No Attempt (no placement) = no previous Math enrollments within the sequence and did not utilize a placement tool.