



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

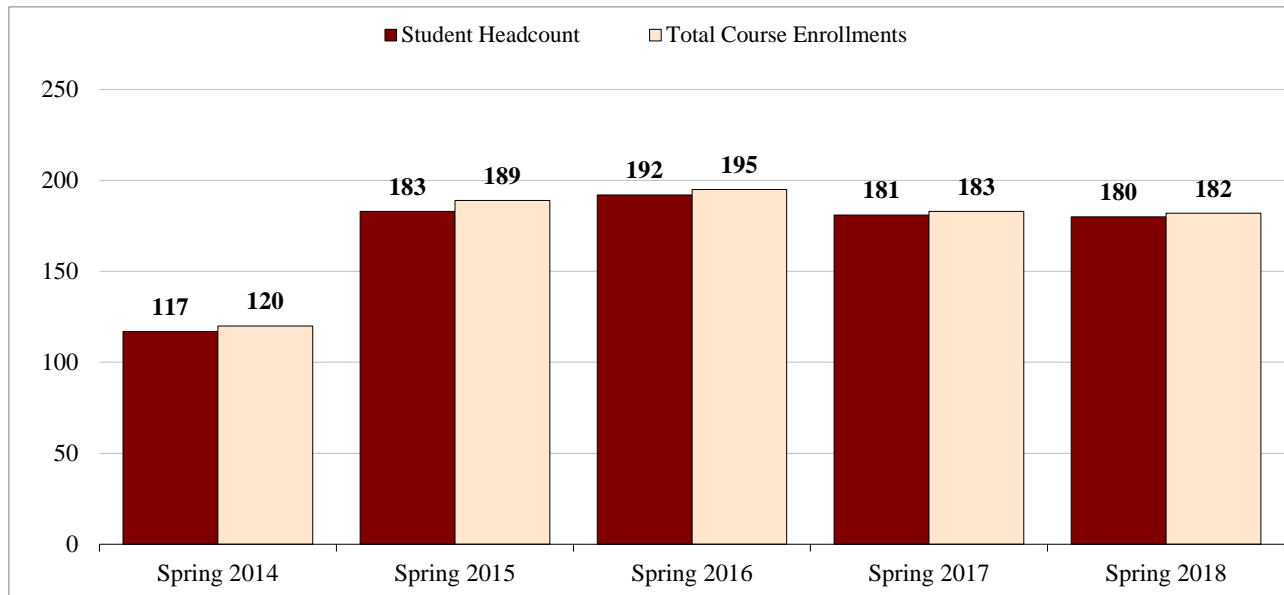
Discipline:

Physics (PHYS)

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Headcount & Enrollment

Physics (PHYS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	117	183	192	181	180
Total Course Enrollments	120	189	195	183	182



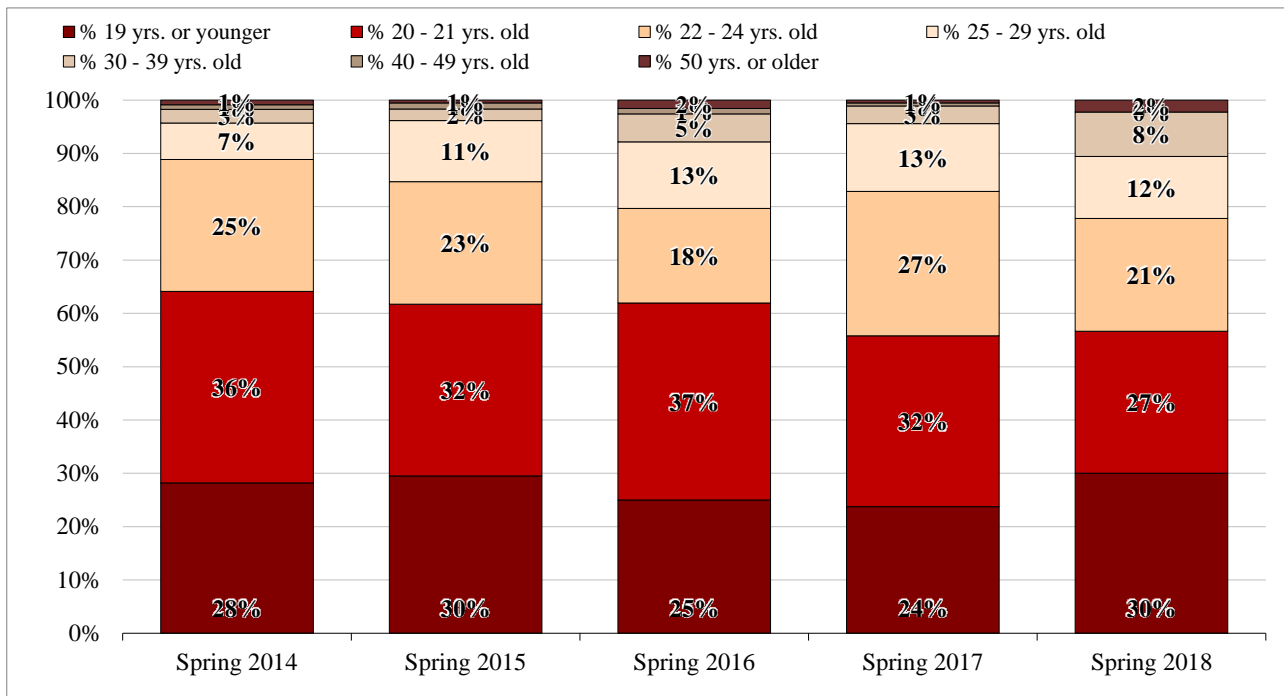
Definitions:

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.

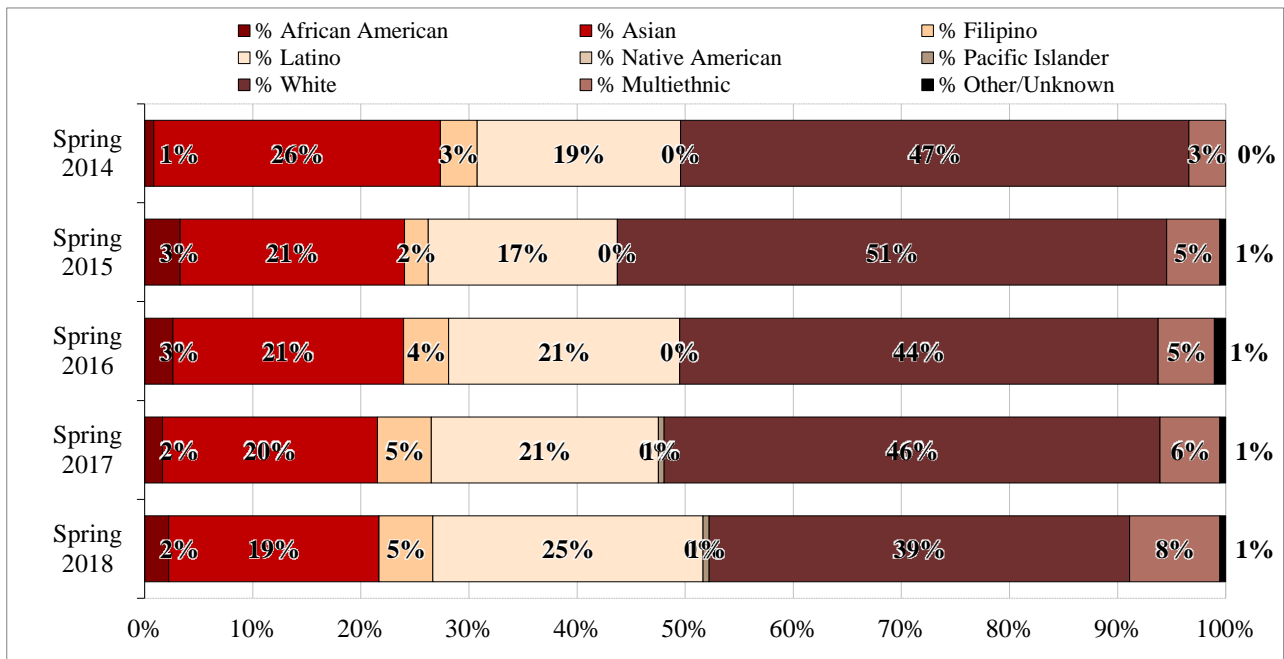
Student Demographics: Gender & Age

	Physics (PHYS)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Female	21	54	41	60	51
Male	94	129	146	120	127
19 yrs. or younger	33	54	48	43	54
20-21 yrs. old	42	59	71	58	48
22-24 yrs. old	29	42	34	49	38
25-29 yrs. old	8	21	24	23	21
30-39 yrs. old	3	4	10	6	15
40-49 yrs. old	1	2	2	1	0
50 yrs. or older	1	1	3	1	4
% Female	18%	30%	22%	33%	29%
% Male	82%	70%	78%	67%	71%
% 19 yrs. or younger	28%	30%	25%	24%	30%
% 20 - 21 yrs. old	36%	32%	37%	32%	27%
% 22 - 24 yrs. old	25%	23%	18%	27%	21%
% 25 - 29 yrs. old	7%	11%	13%	13%	12%
% 30 - 39 yrs. old	3%	2%	5%	3%	8%
% 40 - 49 yrs. old	1%	1%	1%	1%	0%
% 50 yrs. or older	1%	1%	2%	1%	2%



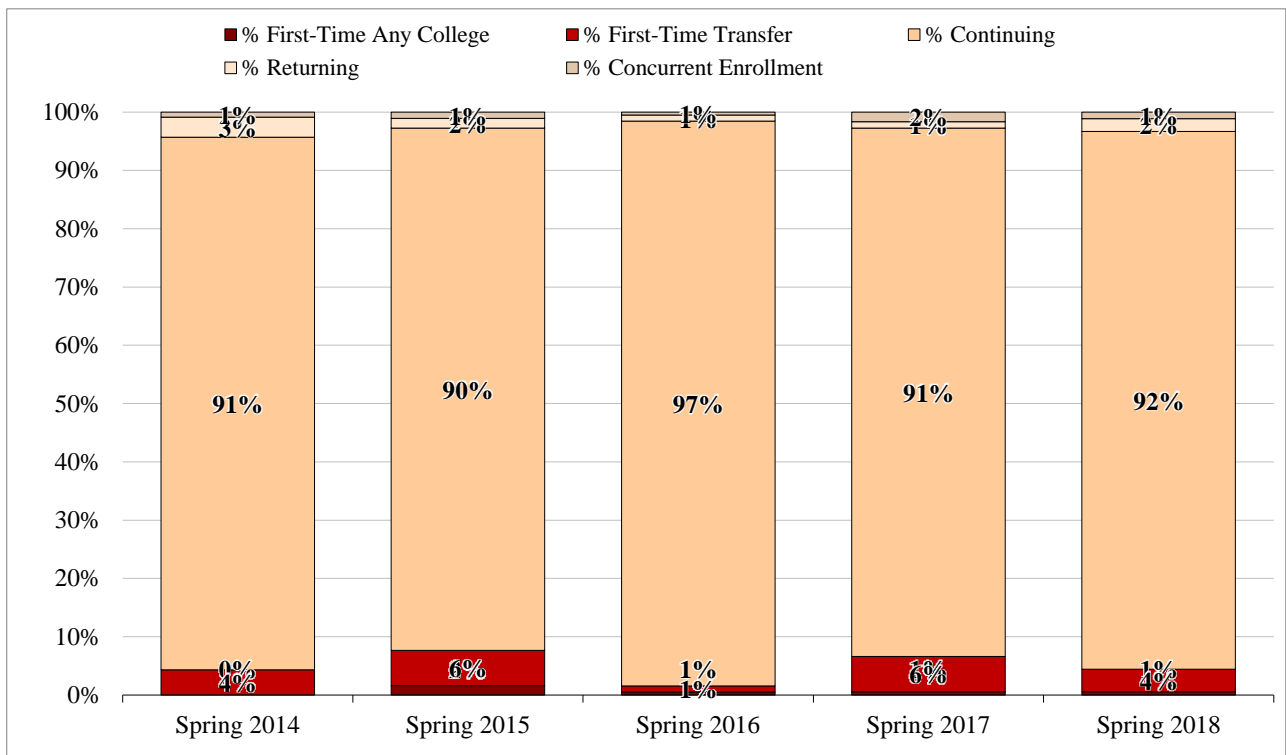
Student Demographic: Race-Ethnicity

Physics (PHYS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	1	6	5	3	4
Asian	31	38	41	36	35
Filipino	4	4	8	9	9
Latino	22	32	41	38	45
Native American	0	0	0	0	0
Pacific Islander	0	0	0	1	1
White	55	93	85	83	70
Multiethnic	4	9	10	10	15
Other/Unknown	0	1	2	1	1
% African American	1%	3%	3%	2%	2%
% Asian	26%	21%	21%	20%	19%
% Filipino	3%	2%	4%	5%	5%
% Latino	19%	17%	21%	21%	25%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	1%	1%
% White	47%	51%	44%	46%	39%
% Multiethnic	3%	5%	5%	6%	8%
% Other/Unknown	0%	1%	1%	1%	1%



Student Enrollment Status

	Physics (PHYS)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	0	3	1	1	1
First-Time Transfer	5	11	2	11	7
Continuing	106	164	186	164	166
Returning	4	3	2	2	4
Concurrent Enrollment	1	2	1	3	2
% First-Time Any College	0%	2%	1%	1%	1%
% First-Time Transfer	4%	6%	1%	6%	4%
% Continuing	91%	90%	97%	91%	92%
% Returning	3%	2%	1%	1%	2%
% Concurrent Enrollment	1%	1%	1%	2%	1%

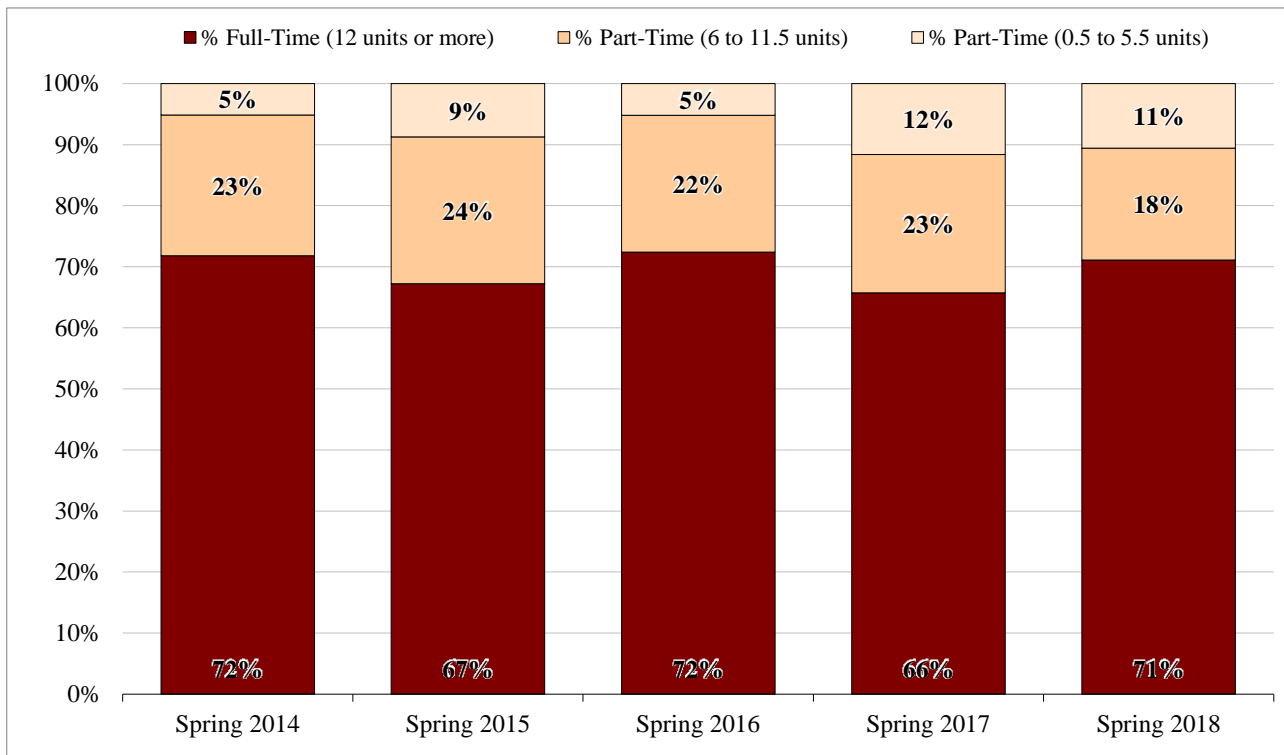


Definitions:

- 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.

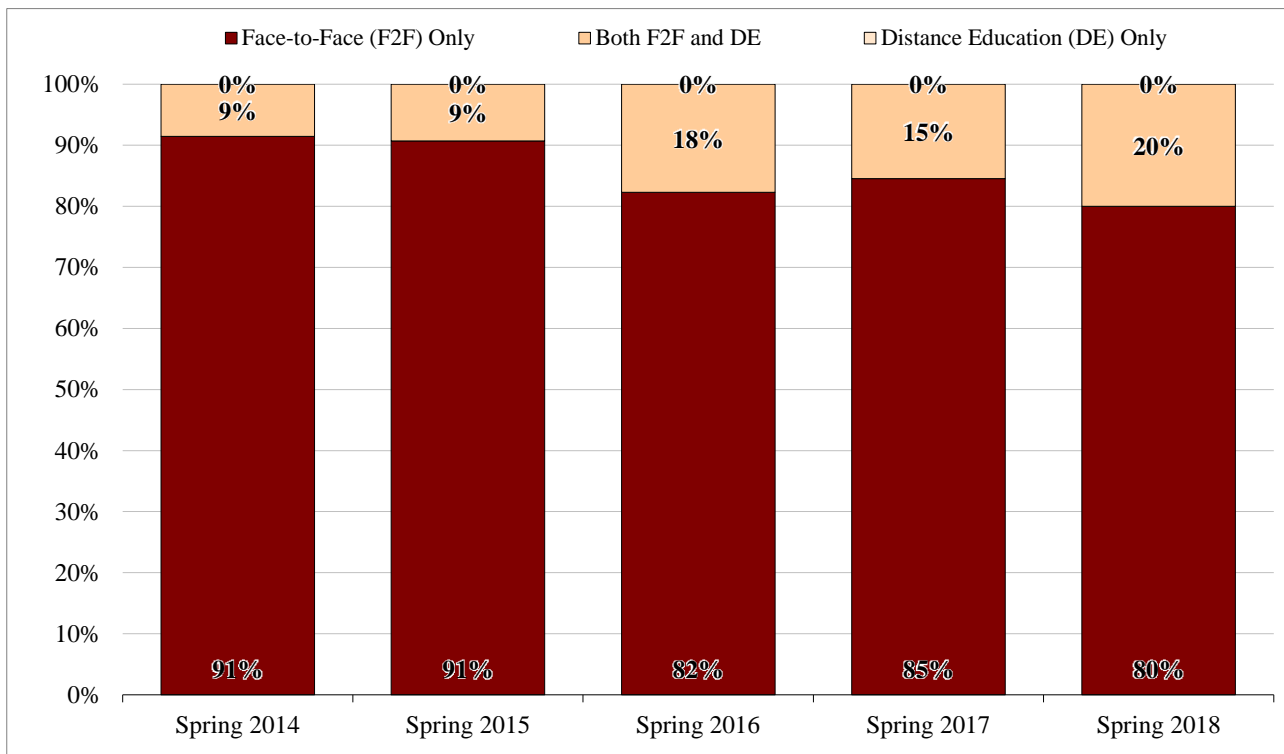
Student Unit Load

	Physics (PHYS)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	84	123	139	119	128
Part-Time (6 to 11.5 units)	27	44	43	41	33
Part-Time (0.5 to 5.5 units)	6	16	10	21	19
% Full-Time (12 units or more)	72%	67%	72%	66%	71%
% Part-Time (6 to 11.5 units)	23%	24%	22%	23%	18%
% Part-Time (0.5 to 5.5 units)	5%	9%	5%	12%	11%



Students Using Distance Education

Physics (PHYS)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Face-to-Face (F2F) Only	107	166	158	153	144
Both F2F and DE	10	17	34	28	36
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	91%	91%	82%	85%	80%
% Both F2F and DE	9%	9%	18%	15%	20%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

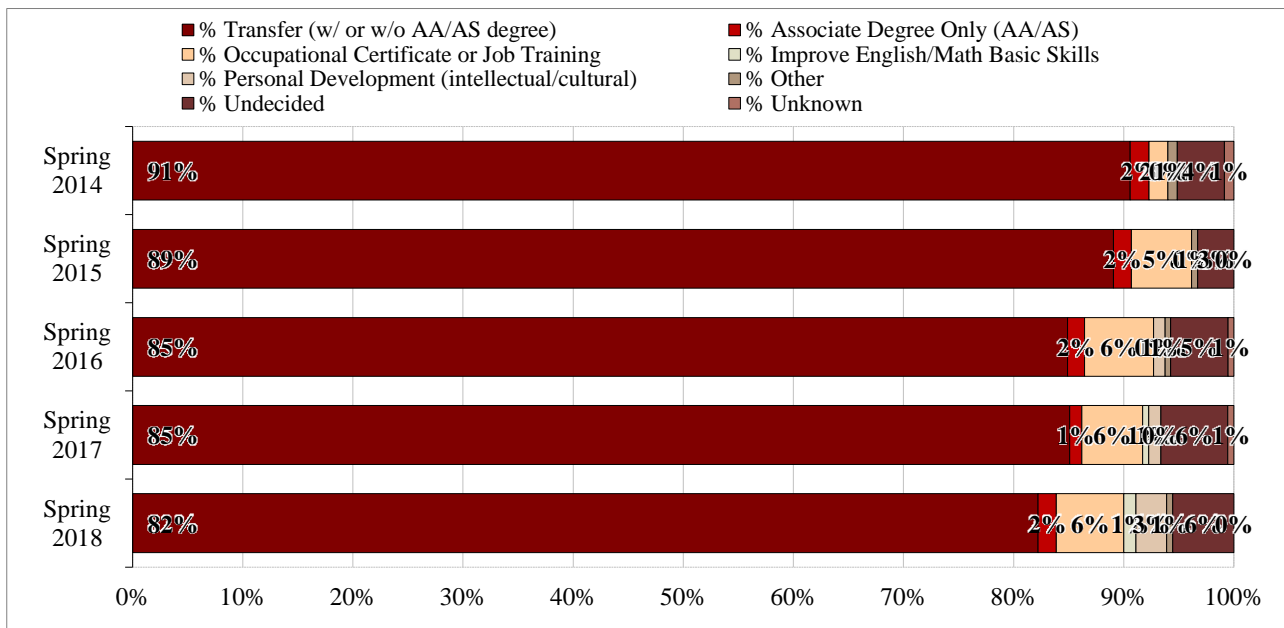


Definitions:

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

Student Educational Goal

Physics (PHYS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	106	163	163	154	148
Associate Degree Only (AA/AS)	2	3	3	2	3
Occupational Certificate or Job Training	2	10	12	10	11
Improve English/Math Basic Skills	0	0	0	1	2
Personal Development (intellectual/cultural)	0	0	2	2	5
Other	1	1	1	0	1
Undecided	5	6	10	11	10
Unknown	1	0	1	1	0
% Transfer (w/ or w/o AA/AS degree)	91%	89%	85%	85%	82%
% Associate Degree Only (AA/AS)	2%	2%	2%	1%	2%
% Occupational Certificate or Job Training	2%	5%	6%	6%	6%
% Improve English/Math Basic Skills	0%	0%	0%	1%	1%
% Personal Development (intellectual/cultural)	0%	0%	1%	1%	3%
% Other	1%	1%	1%	0%	1%
% Undecided	4%	3%	5%	6%	6%
% Unknown	1%	0%	1%	1%	0%

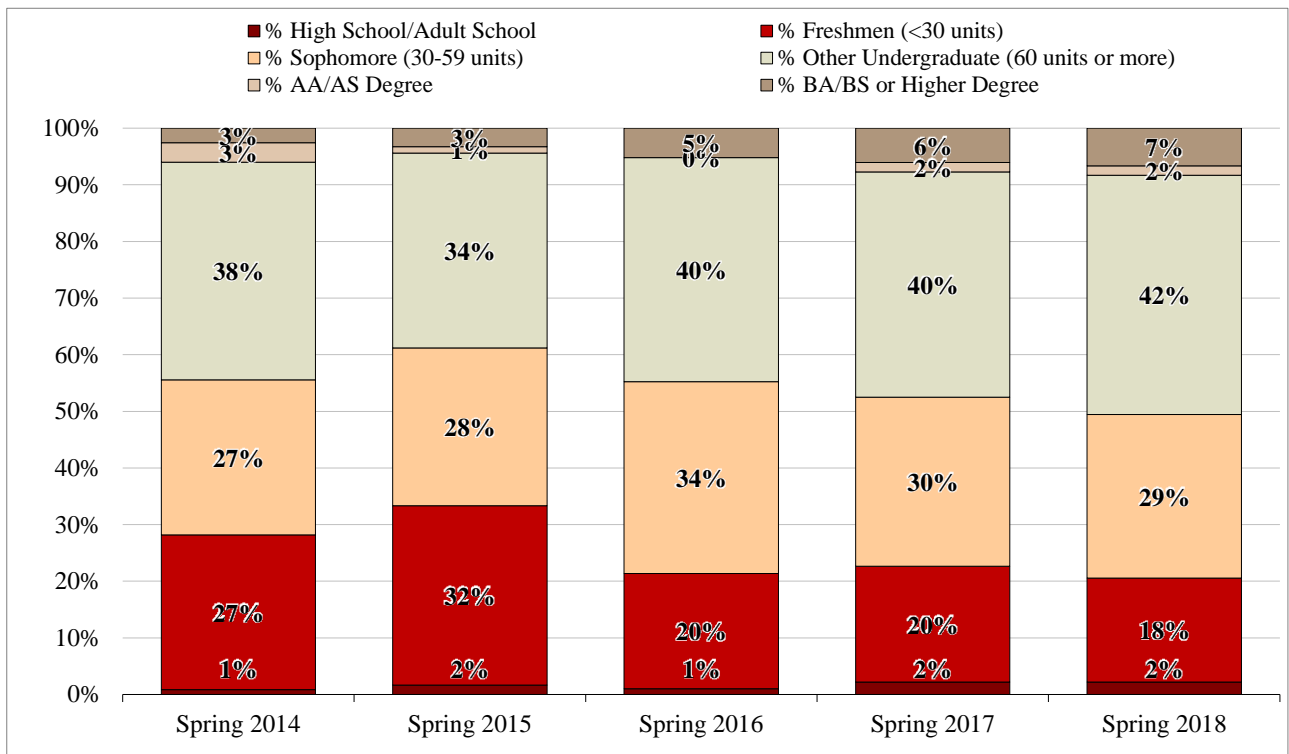


Definitions:

- 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.

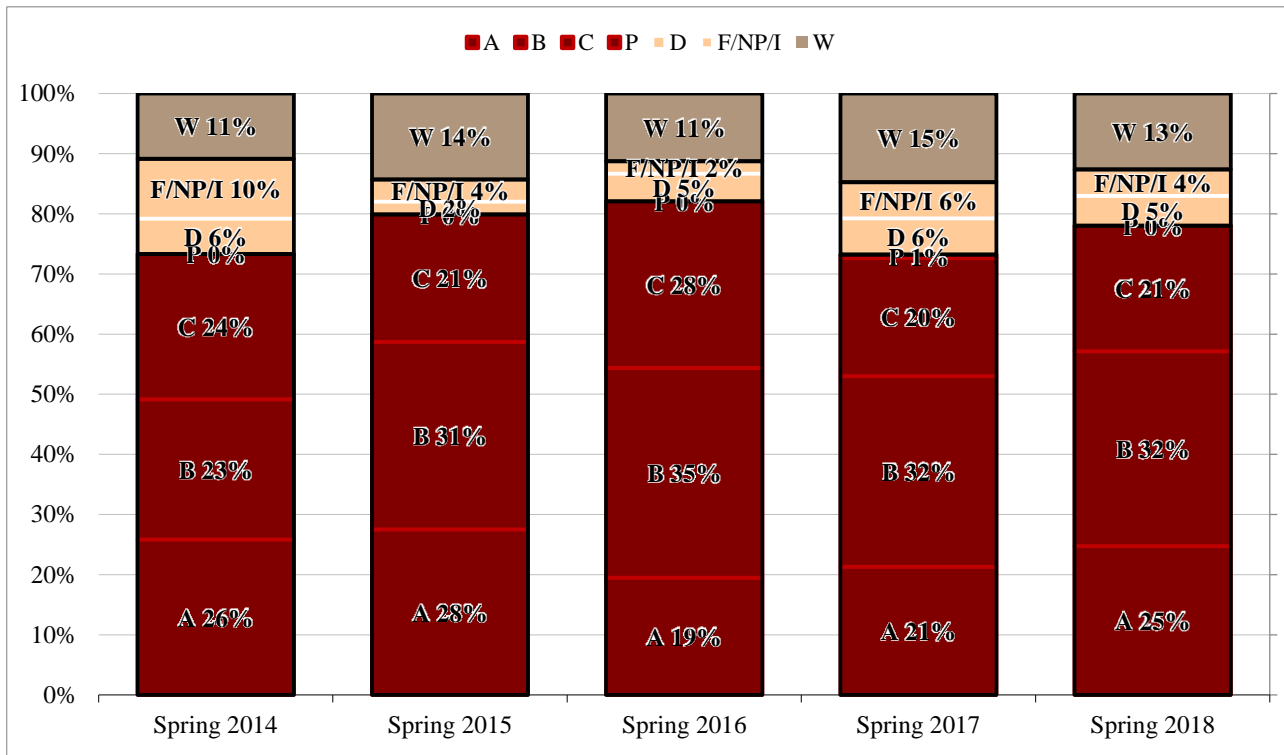
Highest Educational Level of Students

Physics (PHYS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	1	3	2	4	4
Freshmen (<30 units)	32	58	39	37	33
Sophomore (30-59 units)	32	51	65	54	52
Other Undergraduate (60 units or more)	45	63	76	72	76
AA/AS Degree	4	2	0	3	3
BA/BS or Higher Degree	3	6	10	11	12
% High School/Adult School	1%	2%	1%	2%	2%
% Freshmen (<30 units)	27%	32%	20%	20%	18%
% Sophomore (30-59 units)	27%	28%	34%	30%	29%
% Other Undergraduate (60 units or more)	38%	34%	40%	40%	42%
% AA/AS Degree	3%	1%	0%	2%	2%
% BA/BS or Higher Degree	3%	3%	5%	6%	7%



Student Performance: Grade Distribution

	Physics (PHYS)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	120	189	195	183	182
Course Success Rates	73%	80%	82%	73%	78%
A	26%	28%	19%	21%	25%
B	23%	31%	35%	32%	32%
C	24%	21%	28%	20%	21%
P	0%	0%	0%	1%	0%
Course Non-Success Rate	16%	6%	7%	12%	9%
D	6%	2%	5%	6%	5%
F/NP/I	10%	4%	2%	6%	4%
Withdrawals (W)	11%	14%	11%	15%	13%



Definitions:

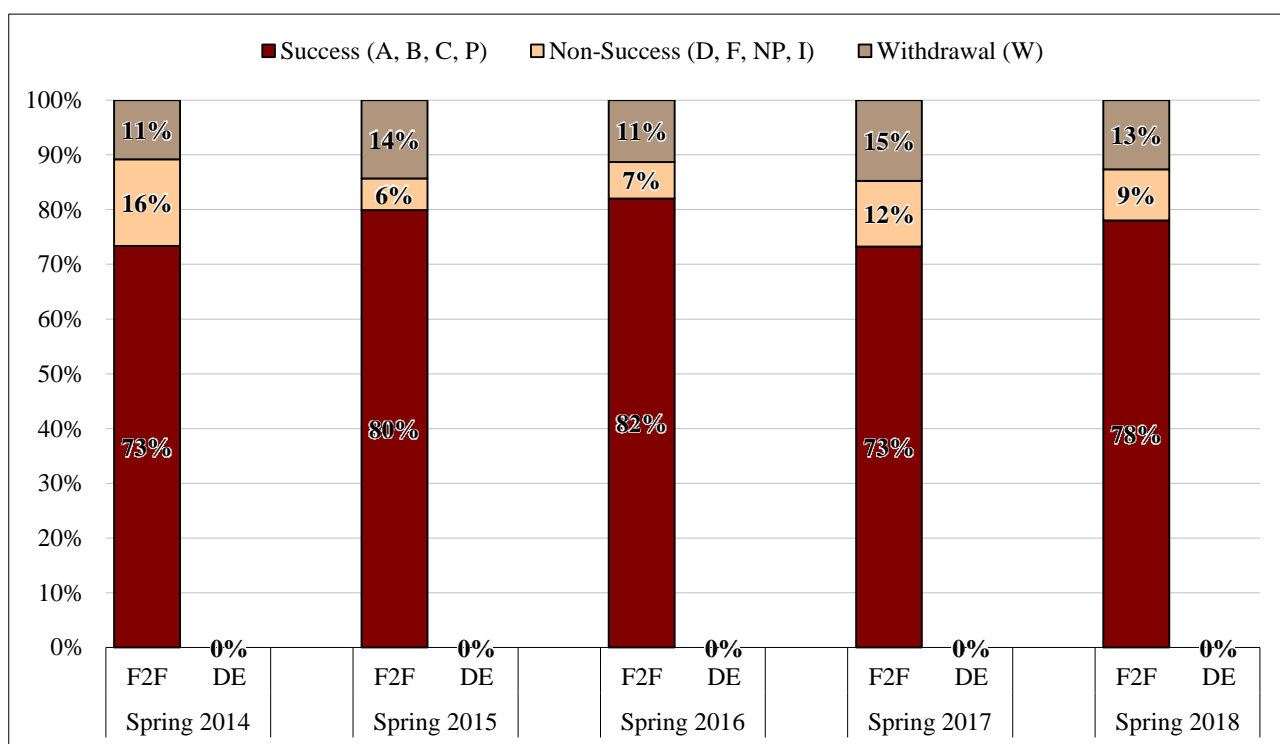
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Physics (PHYS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	120	189	195	183	182
Face-to-Face (F2F) Sections	120	189	195	183	182
Success Rates	73%	80%	82%	73%	78%
Non-Success Rates	16%	6%	7%	12%	9%
Withdrawals	11%	14%	11%	15%	13%
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.

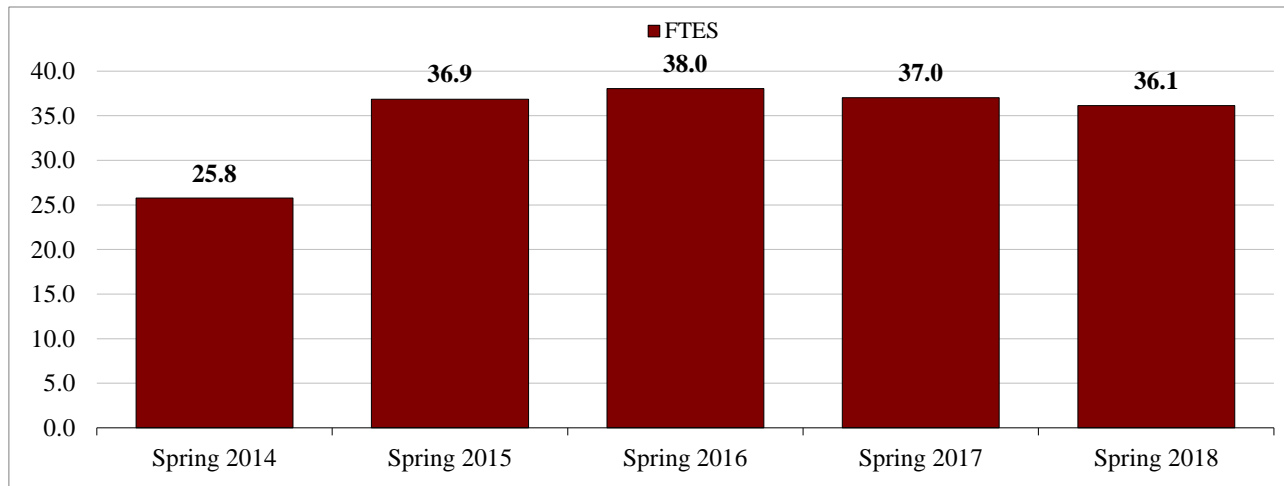
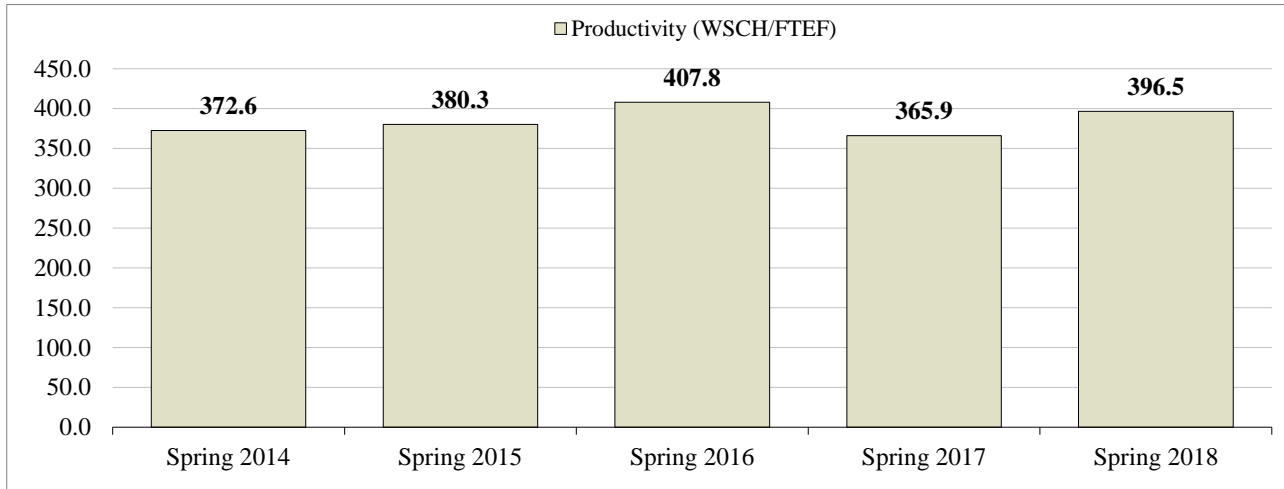
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or T) relative to all students receiving a grade.

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				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	807	1,134	1,216	1,155	1,113
FTEs	25.8	36.9	38.0	37.0	36.1
FTEF	2.2	3.0	3.0	3.2	2.8
Productivity (WSCH/FTEF)	372.6	380.3	407.8	365.9	396.5



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.

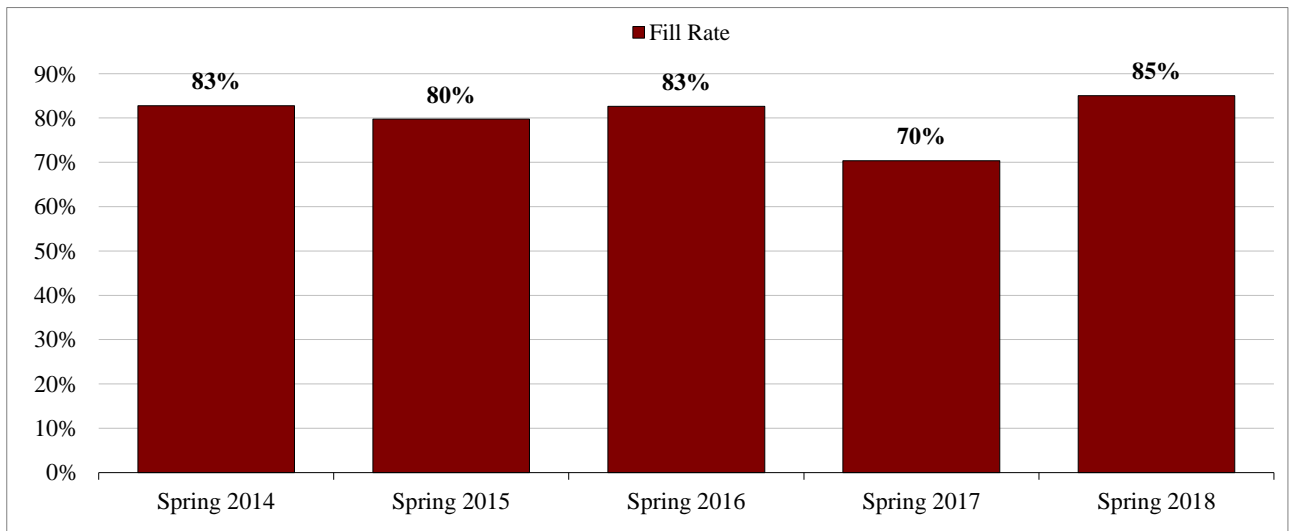
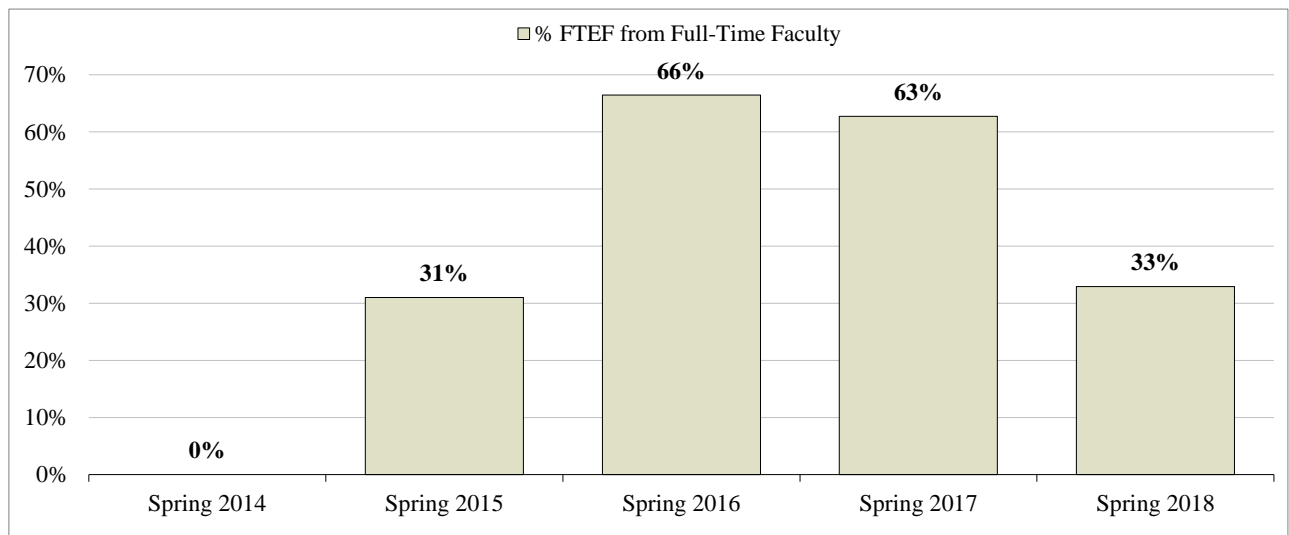
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

	Physics (PHYS)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
FTEF from Full-Time Faculty	0.0	0.9	2.0	2.0	0.9
% FTEF from Full-Time Faculty	0%	31%	66%	63%	33%
Enrollments	120	189	195	183	182
Capacity (seats available)	145	237	236	260	214
Fill Rate	83%	80%	83%	70%	85%



Definitions:

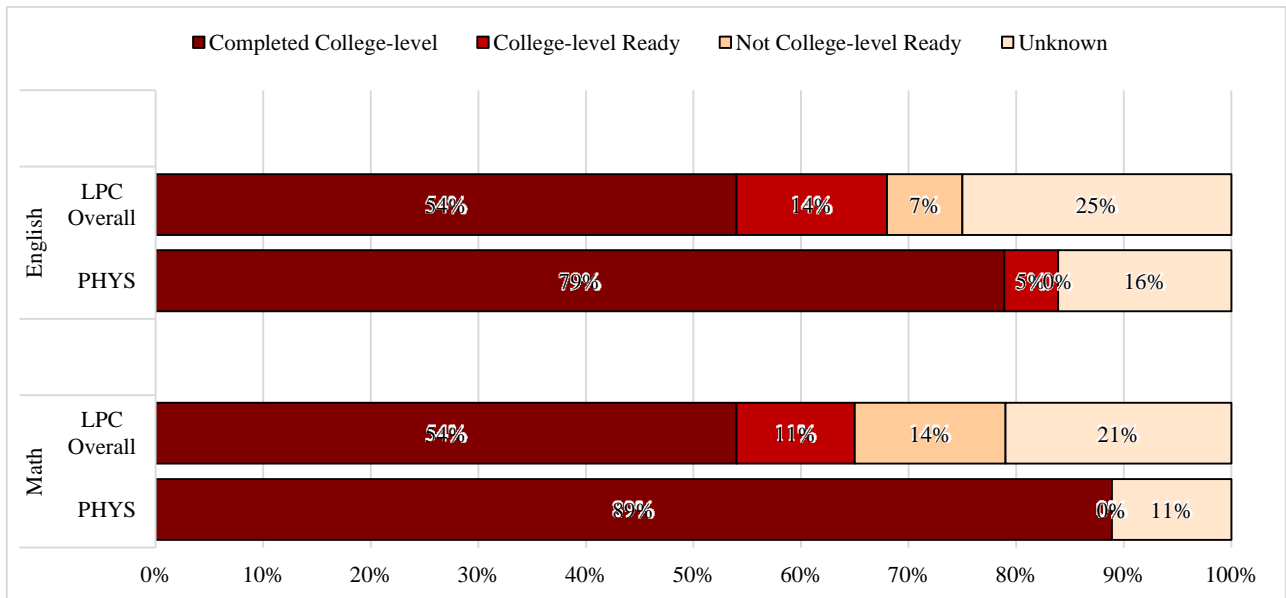
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	PHYS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	142	79%	4,955	54%
College-level Ready	9	5%	1,319	14%
Not College-level Ready	0	0%	619	7%
Unknown	29	15%	2,260	25%
College Math				
Completed College-level	160	89%	4,980	54%
College-level Ready	0	0%	974	11%
Not College-level Ready	0	0%	1,239	14%
Unknown	20	11%	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.