



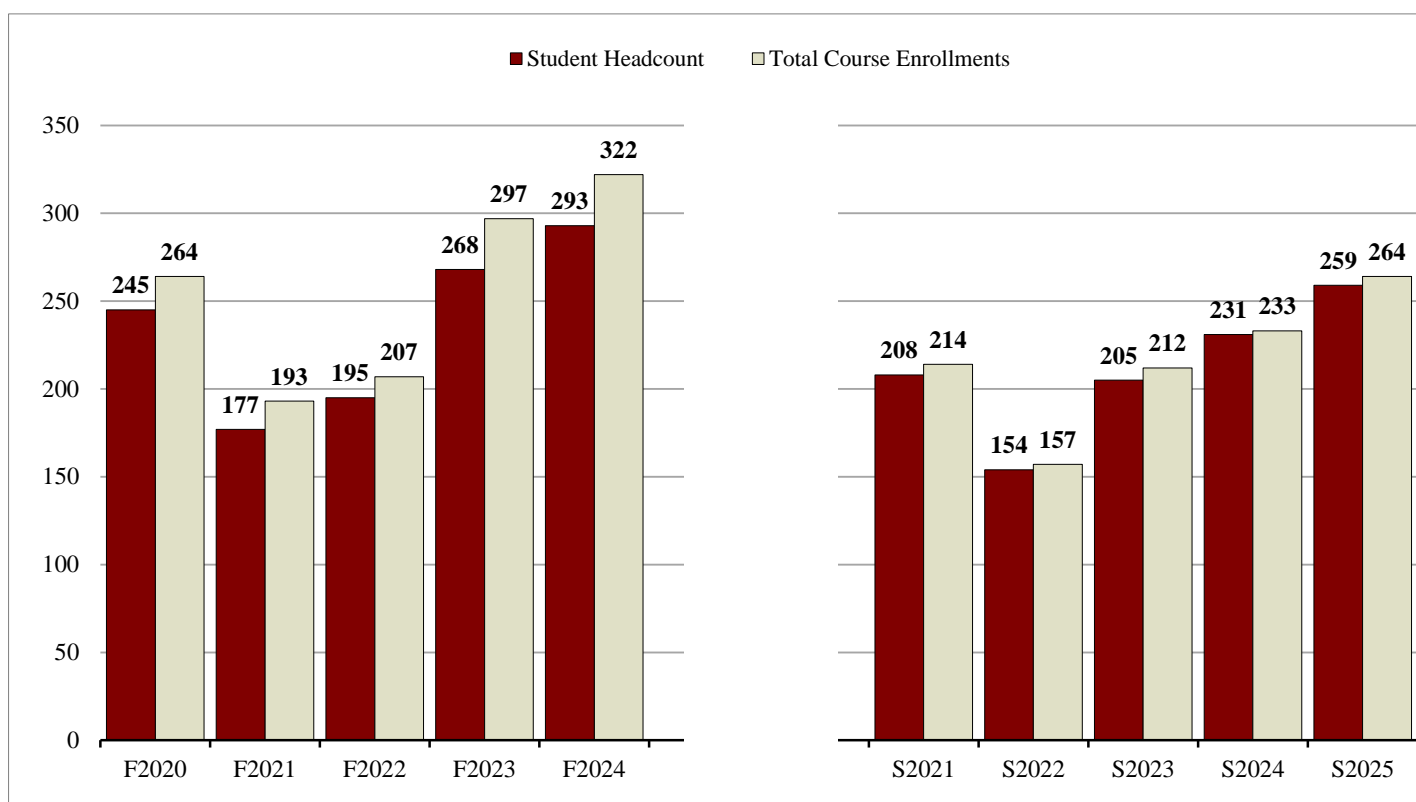
Las Positas College
Discipline Program Review Data Packet
Fall 2018 to Spring 2023

Discipline:
Physics (PHYS)

<u>TABLE OF CONTENTS</u>	<u>PAGE</u>
Headcount & Enrollment	1
Student Demographics: Gender & Age	2
Student Demographics: Race-Ethnicity	3
Student Enrollment Status	4
Student Unit Load	5
Students Using Distance Education	6
Student Educational Goal	7
Highest Educational Level of Students	8
Student Performance: Grade Distribution	9
Student Performance: Distance Education	10
Enrollment Management Data	11-12
Prior Experience in English & Math	13

Headcount & Enrollment

	Physics (PHYS)									
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Student Headcount	245	177	195	268	293	208	154	205	231	259
Total Course Enrollments	264	193	207	297	322	214	157	212	233	264



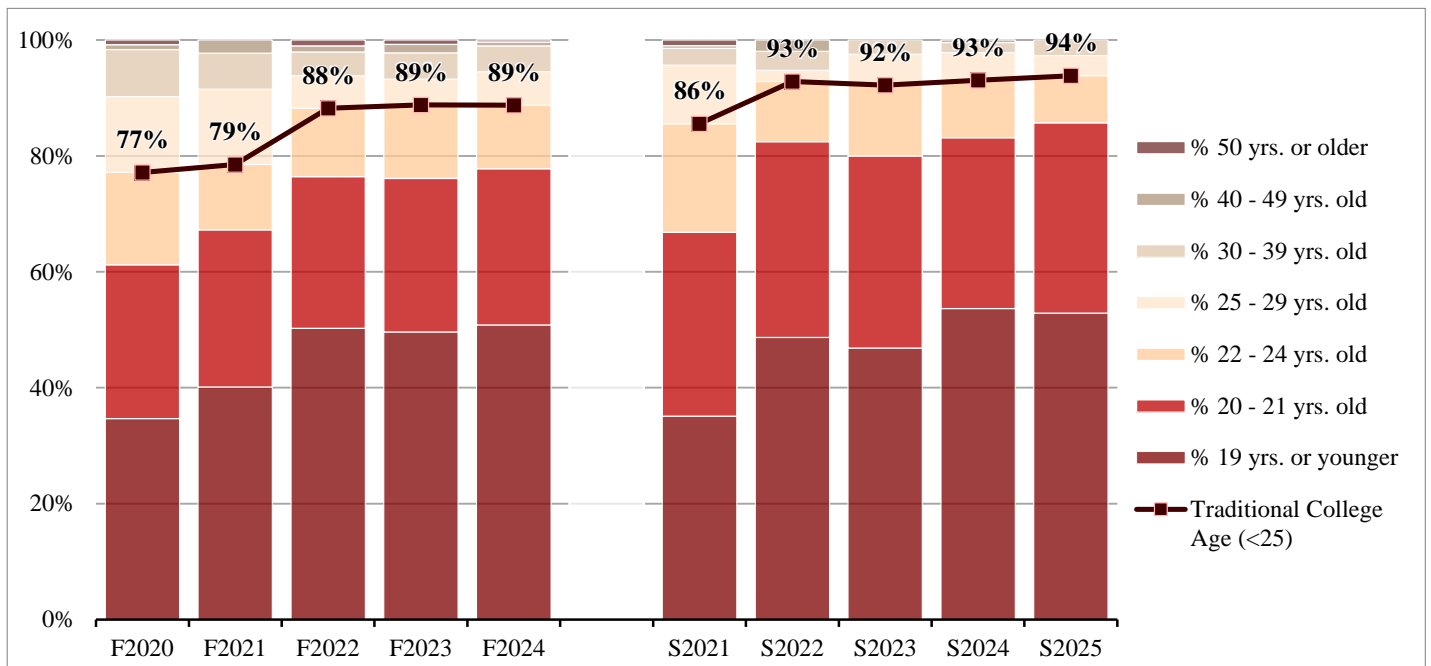
Definitions:

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.

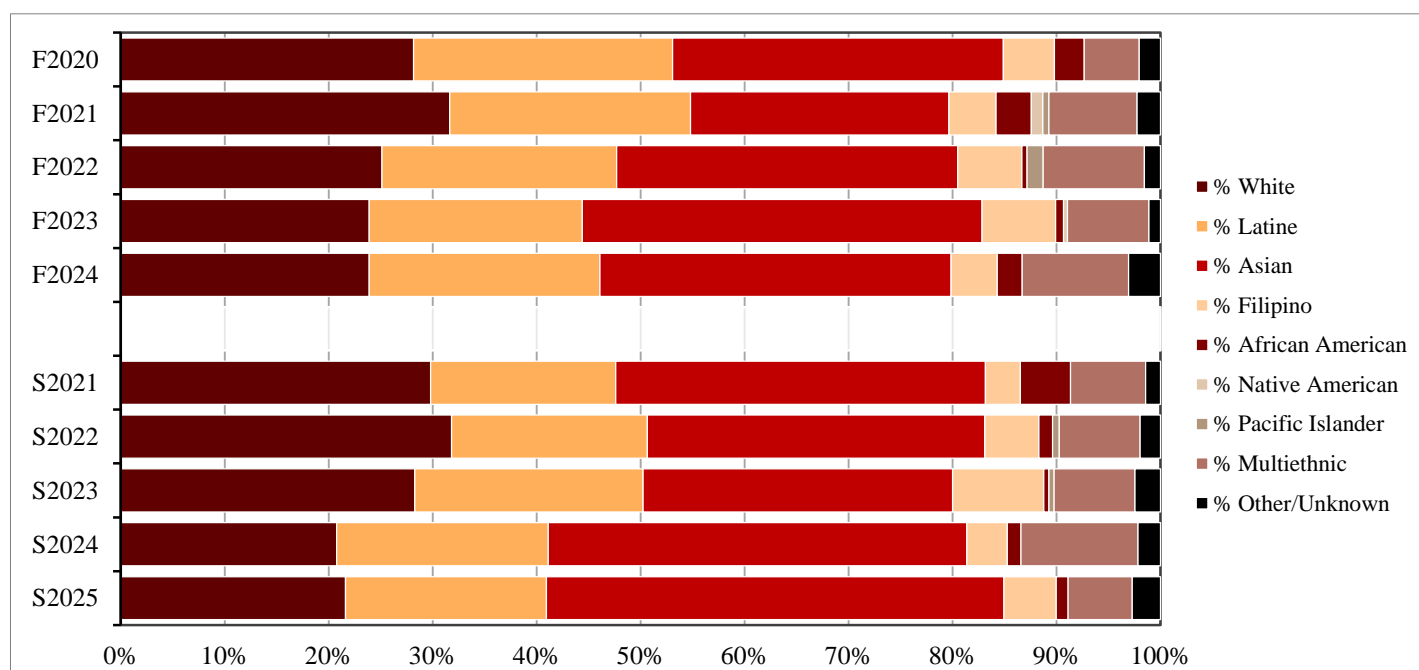
Student Demographics: Gender & Age

Physics (PHYS)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Female	84	49	68	87	103	58	50	48	65	64
Male	156	122	123	174	178	144	102	153	157	191
19 yrs. or younger	85	71	98	133	149	73	75	96	124	137
20-21 yrs. old	65	48	51	71	79	66	52	68	68	85
22-24 yrs. old	39	20	23	34	32	39	16	25	23	21
25-29 yrs. old	32	23	11	12	17	21	3	11	11	9
30-39 yrs. old	20	11	8	12	13	6	5	5	4	7
40-49 yrs. old	2	4	2	4	2	1	3	0	1	0
50 yrs. or older	2	0	2	2	1	2	0	0	0	0
% Female	35%	29%	36%	33%	37%	29%	33%	24%	29%	25%
% Male	65%	71%	64%	67%	63%	71%	67%	76%	71%	75%
% 19 yrs. or younger	35%	40%	50%	50%	51%	35%	49%	47%	54%	53%
% 20 - 21 yrs. old	27%	27%	26%	26%	27%	32%	34%	33%	29%	33%
% 22 - 24 yrs. old	16%	11%	12%	13%	11%	19%	10%	12%	10%	8%
% 25 - 29 yrs. old	13%	13%	6%	4%	6%	10%	2%	5%	5%	3%
% 30 - 39 yrs. old	8%	6%	4%	4%	4%	3%	3%	2%	2%	3%
% 40 - 49 yrs. old	1%	2%	1%	1%	1%	<1%	2%	0%	<1%	0%
% 50 yrs. or older	1%	0%	1%	1%	<1%	1%	0%	0%	0%	0%



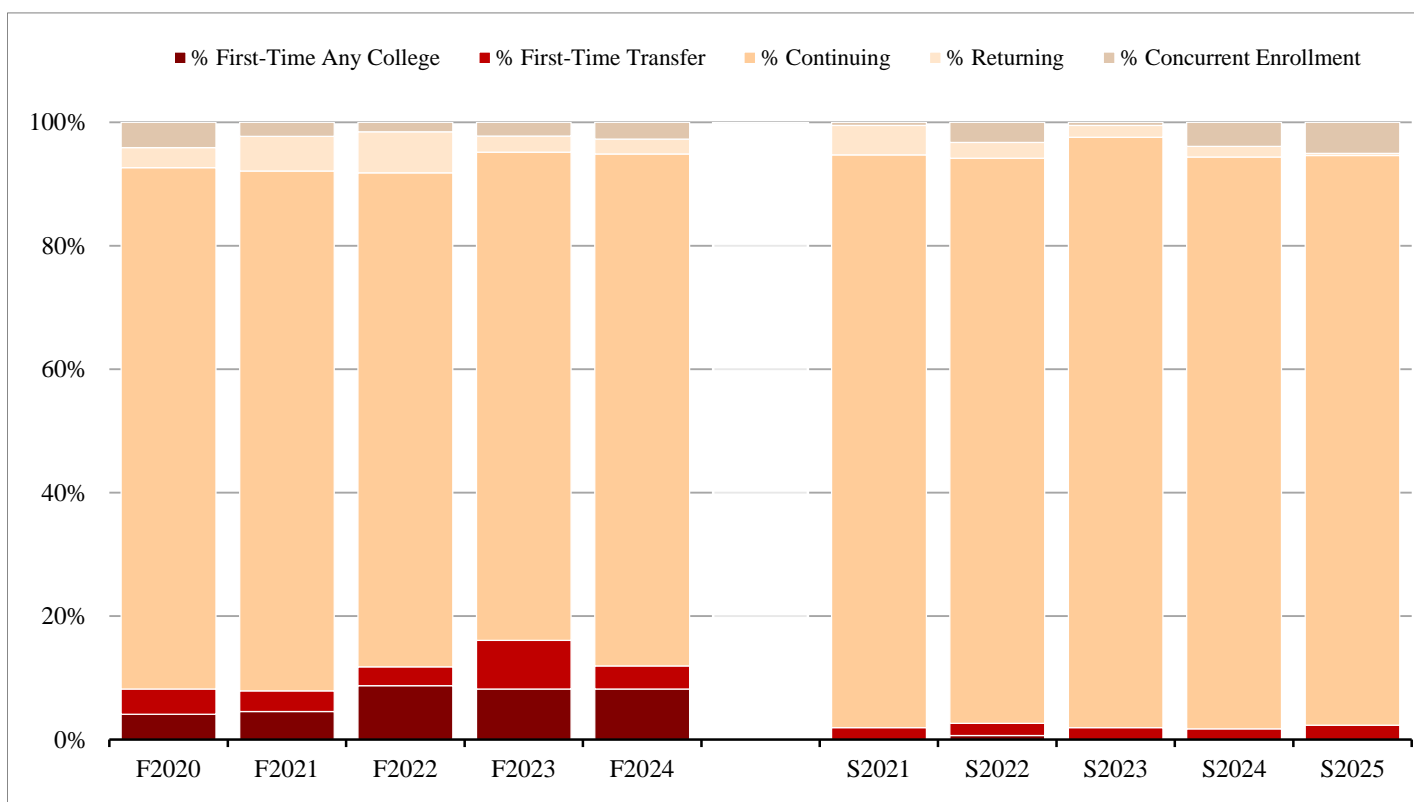
Student Demographic: Race-Ethnicity

Physics (PHYS)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
African American	7	6	1	2	7	10	2	1	3	3
Asian	78	44	64	103	99	74	50	61	93	114
Filipino	12	8	12	19	13	7	8	18	9	13
Latine	61	41	44	55	65	37	29	45	47	50
Native American	0	2	0	1	0	0	0	0	0	0
Pacific Islander	0	1	3	0	0	0	1	1	0	0
White	69	56	49	64	70	62	49	58	48	56
Multiethnic	13	15	19	21	30	15	12	16	26	16
Other/Unknown	5	4	3	3	9	3	3	5	5	7
% African American	3%	3%	1%	1%	2%	5%	1%	<1%	1%	1%
% Asian	32%	25%	33%	38%	34%	36%	32%	30%	40%	44%
% Filipino	5%	5%	6%	7%	4%	3%	5%	9%	4%	5%
% Latine	25%	23%	23%	21%	22%	18%	19%	22%	20%	19%
% Native American	0%	1%	0%	<1%	0%	0%	0%	0%	0%	0%
% Pacific Islander	0%	1%	2%	0%	0%	0%	1%	<1%	0%	0%
% White	28%	32%	25%	24%	24%	30%	32%	28%	21%	22%
% Multiethnic	5%	8%	10%	8%	10%	7%	8%	8%	11%	6%
% Other/Unknown	2%	2%	2%	1%	3%	1%	2%	2%	2%	3%



Student Enrollment Status

Physics (PHYS)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
First-Time Any College	10	8	17	22	24	0	1	0	0	0
First-Time Transfer	10	6	6	21	11	4	3	4	4	6
Continuing	207	149	156	212	243	193	141	196	214	239
Returning	8	10	13	7	7	10	4	4	4	1
Concurrent Enrollment	10	4	3	6	8	1	5	1	9	13
% First-Time Any College	4%	5%	9%	8%	8%	0%	1%	0%	0%	0%
% First-Time Transfer	4%	3%	3%	8%	4%	2%	2%	2%	2%	2%
% Continuing	84%	84%	80%	79%	83%	93%	92%	96%	93%	92%
% Returning	3%	6%	7%	3%	2%	5%	3%	2%	2%	<1%
% Concurrent Enrollment	4%	2%	2%	2%	3%	<1%	3%	<1%	4%	5%



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.

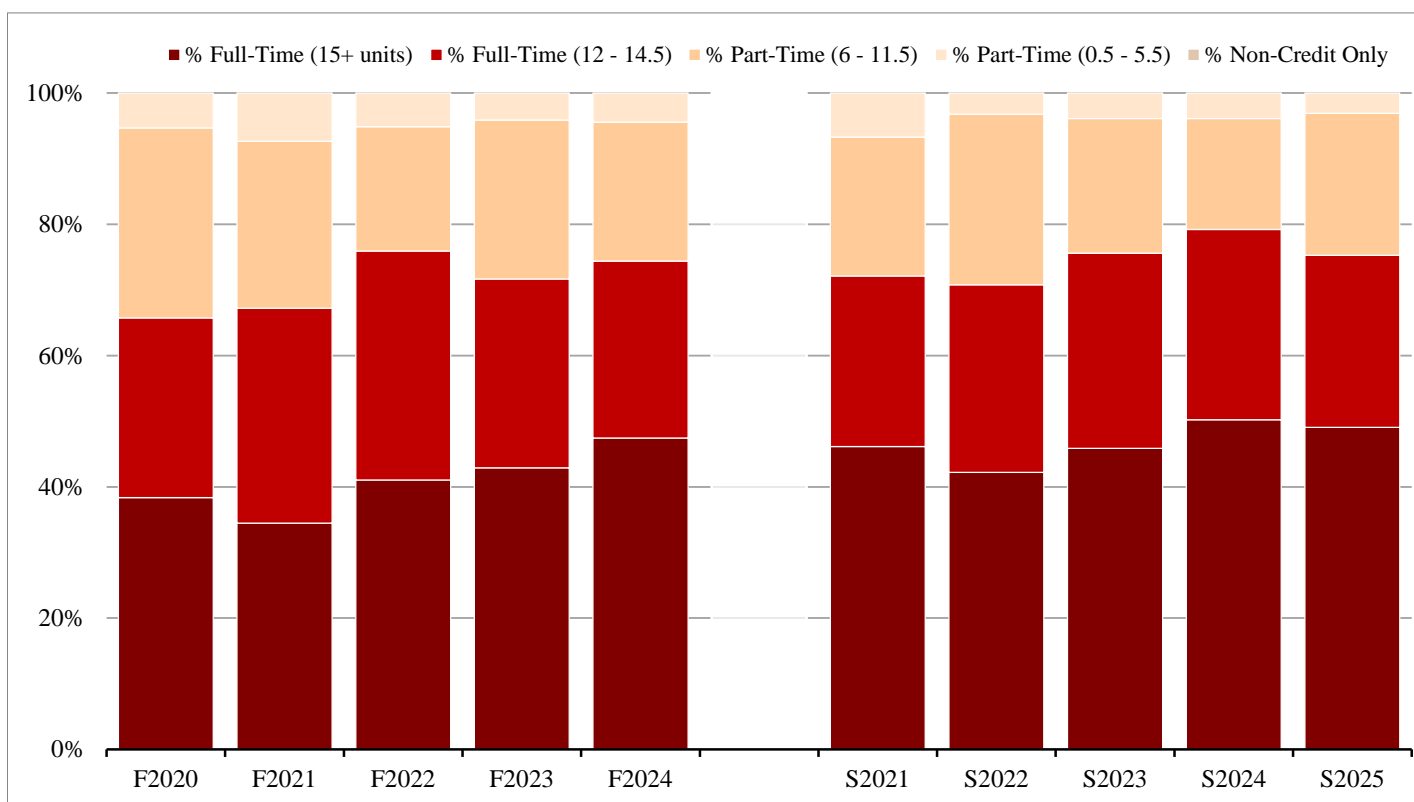
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

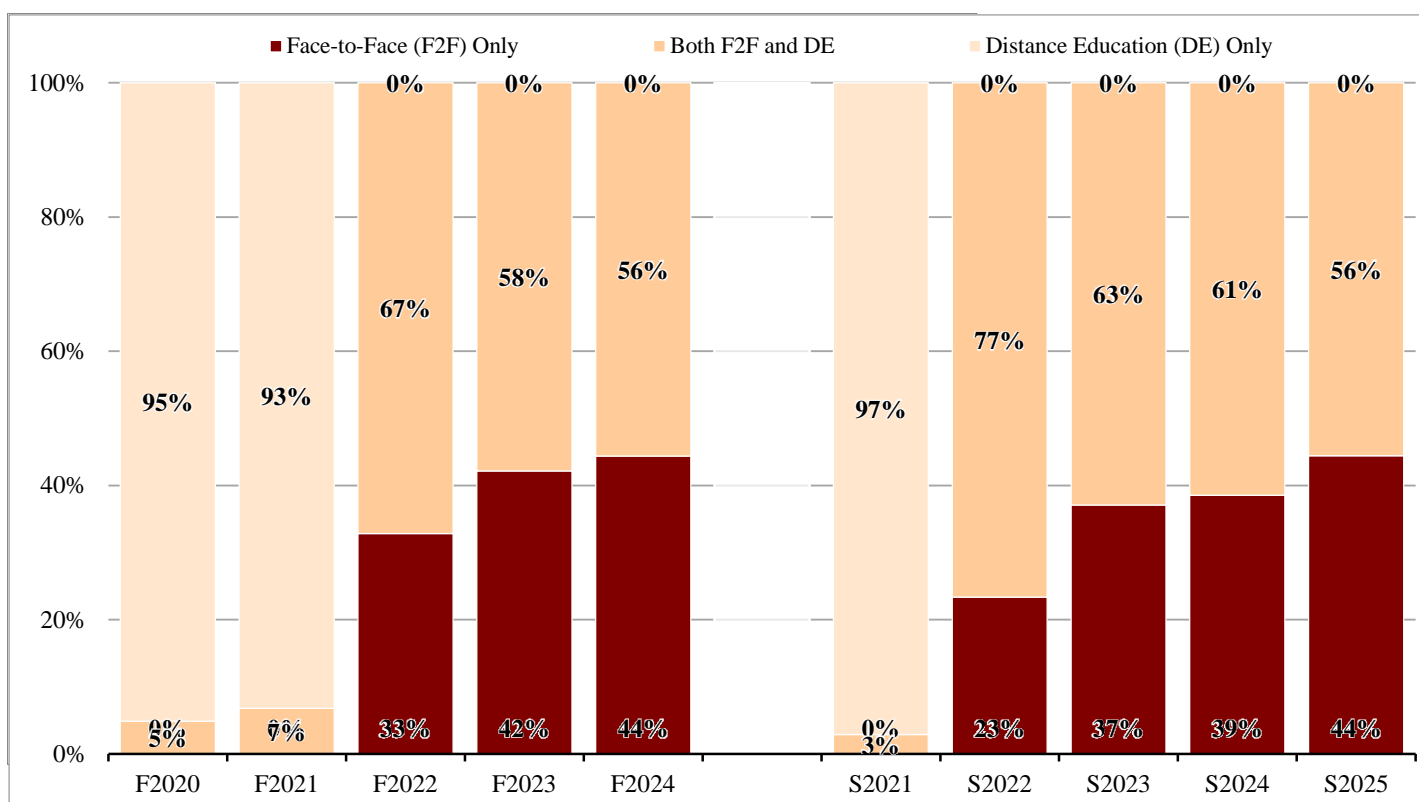
Student Unit Load

Physics (PHYS)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Full-Time (15+ units)	94	61	80	115	139	96	65	94	116	127
Full-Time (12 - 14.5 units)	67	58	68	77	79	54	44	61	67	68
Part-Time (6 - 11.5 units)	71	45	37	65	62	44	40	42	39	56
Part-Time (0.5 - 5.5 units)	13	13	10	11	13	14	5	8	9	8
Non-Credit Only	0	0	0	0	0	0	0	0	0	0
% Full-Time (15+ units)	38%	34%	41%	43%	47%	46%	42%	46%	50%	49%
% Full-Time (12 - 14.5)	27%	33%	35%	29%	27%	26%	29%	30%	29%	26%
% Part-Time (6 - 11.5)	29%	25%	19%	24%	21%	21%	26%	20%	17%	22%
% Part-Time (0.5 - 5.5)	5%	7%	5%	4%	4%	7%	3%	4%	4%	3%
% Non-Credit Only	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



Students Using Distance Education

Physics (PHYS)										
(Categories reflect college-wide coursework)	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Face-to-Face (F2F) Only	0	0	64	113	130	0	36	76	89	115
Both F2F and DE	12	12	131	155	163	6	118	129	142	144
Distance Education (DE) Only	233	165	0	0	0	202	0	0	0	0
% Face-to-Face (F2F) Only	0%	0%	33%	42%	44%	0%	23%	37%	39%	44%
% Both F2F and DE	5%	7%	67%	58%	56%	3%	77%	63%	61%	56%
% Distance Education (DE) Only	95%	93%	0%	0%	0%	97%	0%	0%	0%	0%



Definitions:

Distance Education (DE) includes enrollments in course sections that deliver course content online. Courses are categorized using the following methods:

Prior to Summer 2020, via section numbers (i.e., start with 'DE', 'HD', 'LD' and 'LO'); courses with 51% of content delivered online.

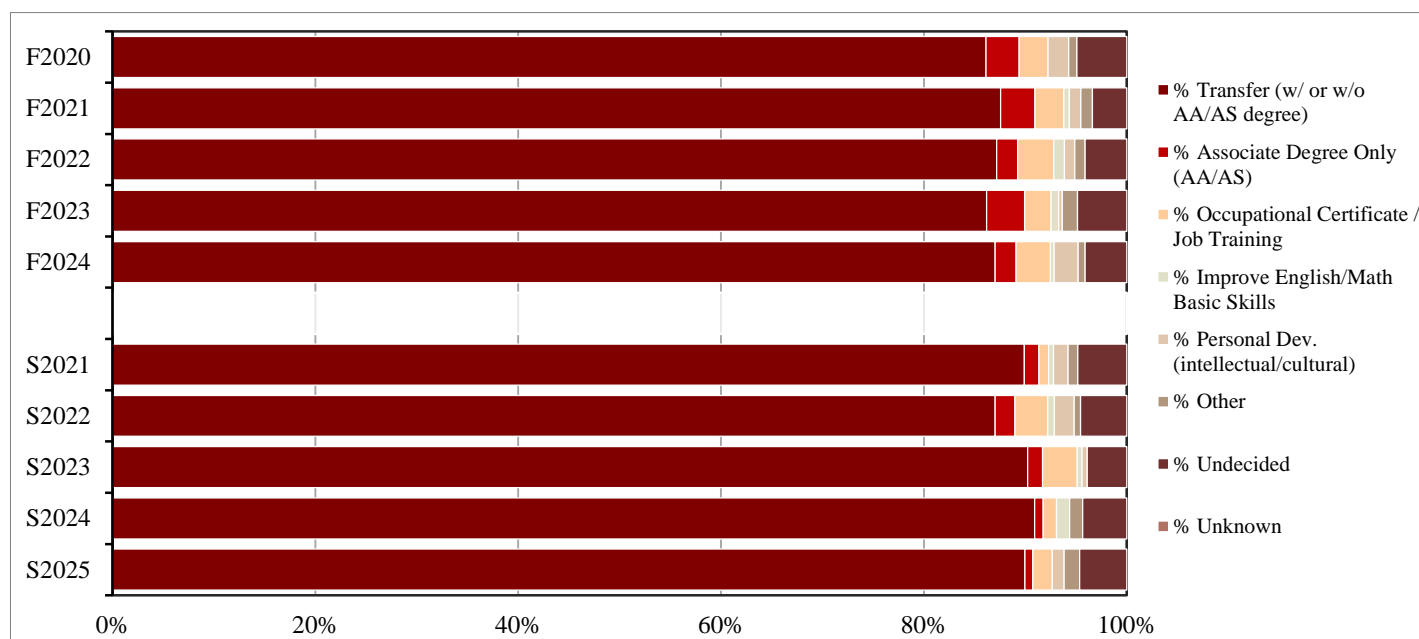
In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.

In Spring 2021 and Summer 2021, via section numbers (i.e., 'A##', 'S##', 'B##', 'H##', 'HF#').

Since Fall 2021 to present, via course attributes identifying course modality, or, when no attributes are provided, via section numbers (as previously indicated).

Student Educational Goal

Physics (PHYS)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Transfer (w/ or w/o AA/AS degree)	211	155	170	231	255	187	134	185	210	233
Associate Degree Only (AA/AS)	8	6	4	10	6	3	3	3	2	2
Occupational Certificate / Job Training	7	5	7	7	10	2	5	7	3	5
Improve English/Math Basic Skills	0	1	2	2	1	1	1	1	3	0
Personal Development (intellectual/cultural)	5	2	2	1	7	3	3	1	0	3
Other	2	2	2	4	2	2	1	0	3	4
Undecided	12	6	8	13	12	10	7	8	10	12
Unknown	0	0	0	0	0	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	86%	88%	87%	86%	87%	90%	87%	90%	91%	90%
% Associate Degree Only (AA/AS)	3%	3%	2%	4%	2%	1%	2%	1%	1%	1%
% Occupational Certificate / Job Training	3%	3%	4%	3%	3%	1%	3%	3%	1%	2%
% Improve English/Math Basic Skills	0%	1%	1%	1%	<1%	<1%	1%	<1%	1%	0%
% Personal Dev. (intellectual/cultural)	2%	1%	1%	<1%	2%	1%	2%	<1%	0%	1%
% Other	1%	1%	1%	1%	1%	1%	1%	0%	1%	2%
% Undecided	5%	3%	4%	5%	4%	5%	5%	4%	4%	5%
% Unknown	0%	0%	0%	0%	0%	0%	0%	0%	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.

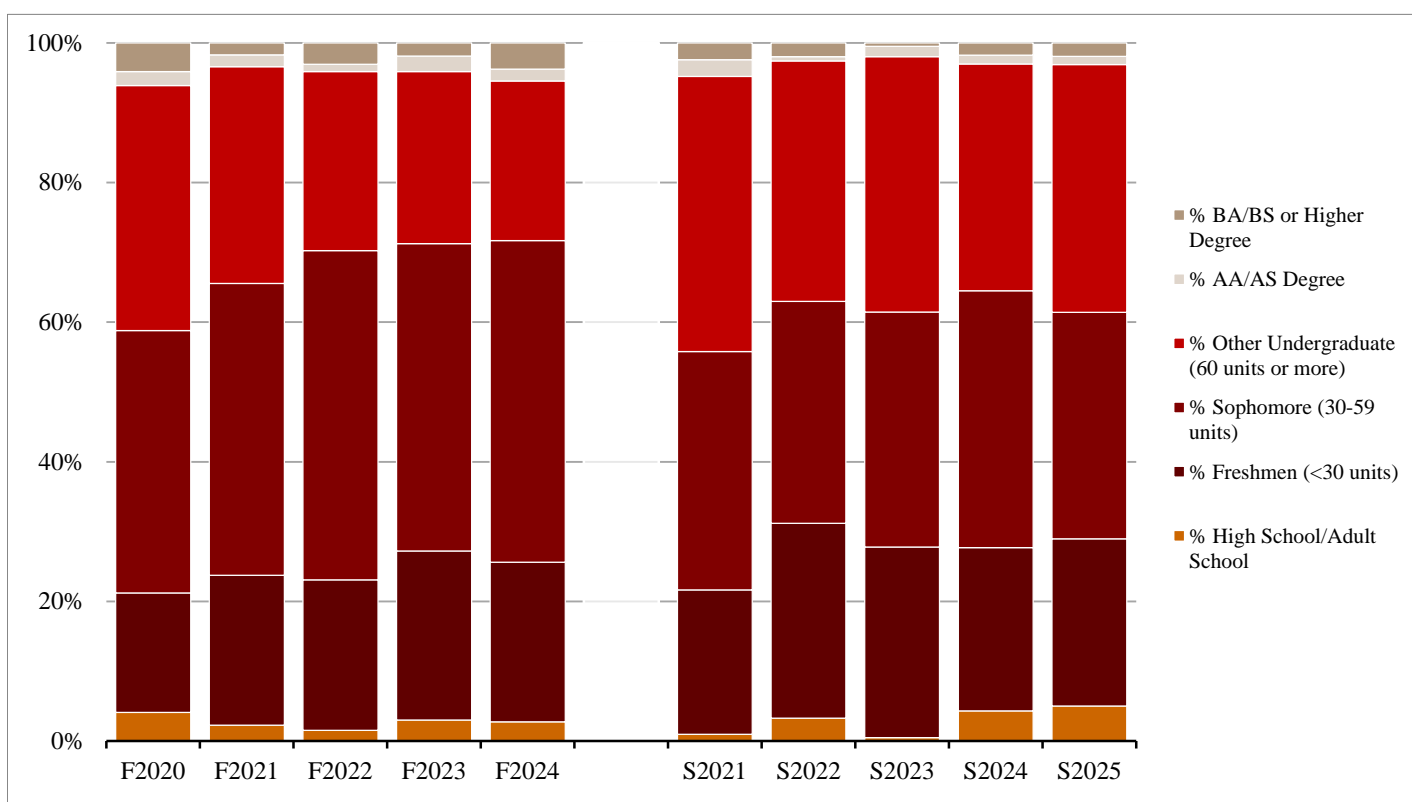
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

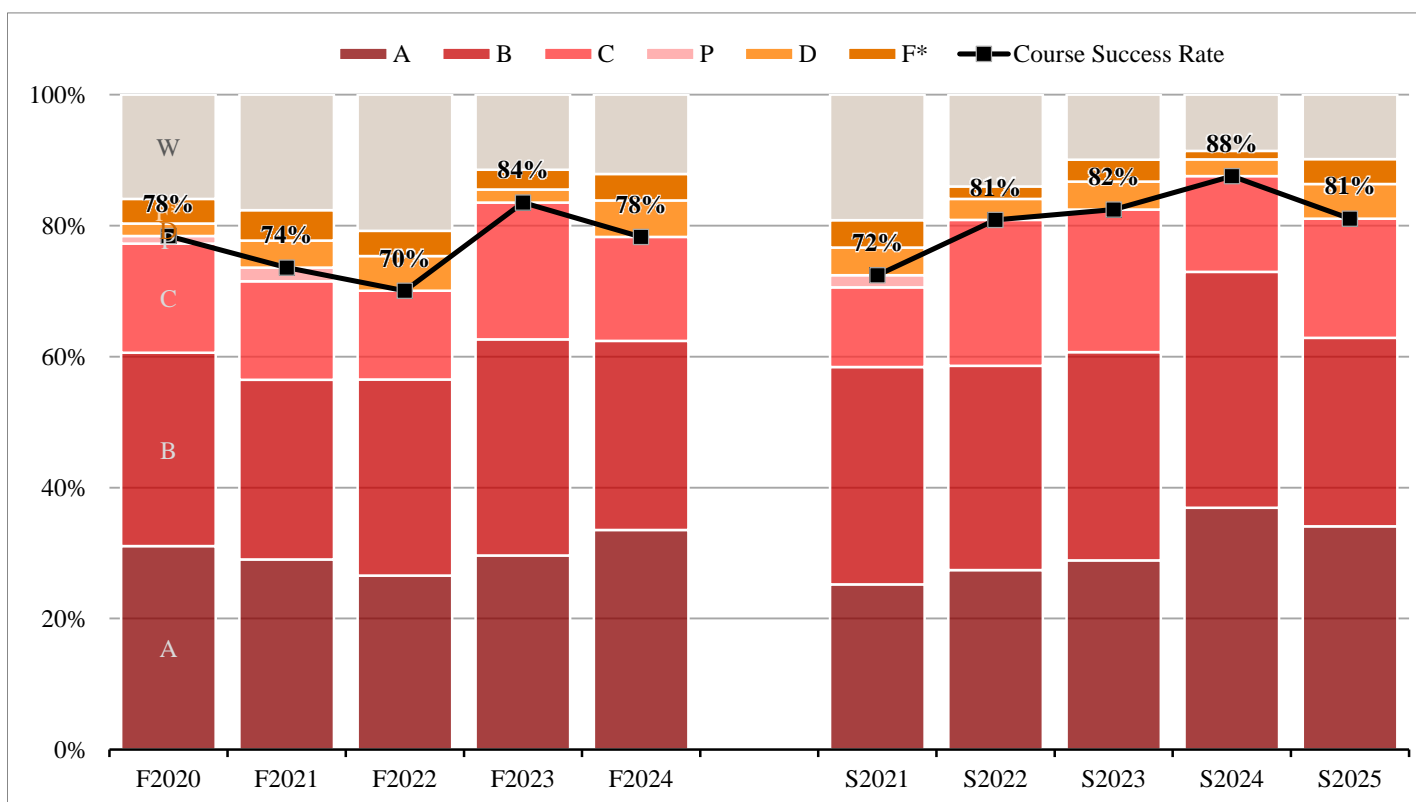
Highest Educational Level of Students

Physics (PHYS)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
High School/Adult School	10	4	3	8	8	2	5	1	10	13
Freshmen (<30 units)	42	38	42	65	67	43	43	56	54	62
Sophomore (30-59 units)	92	74	92	118	135	71	49	69	85	84
Other Undergraduate (60 units or more)	86	55	50	66	67	82	53	75	75	92
AA/AS Degree	5	3	2	6	5	5	1	3	3	3
BA/BS or Higher Degree	10	3	6	5	11	5	3	1	4	5
% High School/Adult School	4%	2%	2%	3%	3%	1%	3%	<1%	4%	5%
% Freshmen (<30 units)	17%	21%	22%	24%	23%	21%	28%	27%	23%	24%
% Sophomore (30-59 units)	38%	42%	47%	44%	46%	34%	32%	34%	37%	32%
% Other Undergraduate (60 units or more)	35%	31%	26%	25%	23%	39%	34%	37%	32%	36%
% AA/AS Degree	2%	2%	1%	2%	2%	2%	1%	1%	1%	1%
% BA/BS or Higher Degree	4%	2%	3%	2%	4%	2%	2%	<1%	2%	2%



Student Performance: Grade Distribution

Physics (PHYS)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Total Course Enrollments	264	193	207	297	322	214	157	212	233	264
Course Success Rates	78%	74%	70%	84%	78%	72%	81%	82%	88%	81%
A	31%	29%	27%	30%	34%	25%	27%	29%	37%	34%
B	30%	27%	30%	33%	29%	33%	31%	32%	36%	29%
C	17%	15%	14%	21%	16%	12%	22%	22%	15%	18%
P	1%	2%	0%	0%	0%	2%	0%	0%	0%	0%
Course Non-Success Rate	6%	9%	9%	5%	10%	8%	5%	8%	4%	9%
D	2%	4%	5%	2%	6%	4%	3%	4%	3%	5%
F*	4%	5%	4%	3%	4%	4%	2%	3%	1%	4%
Withdrawals (See Note)	16%	18%	21%	11%	12%	19%	14%	10%	9%	10%



Definitions:

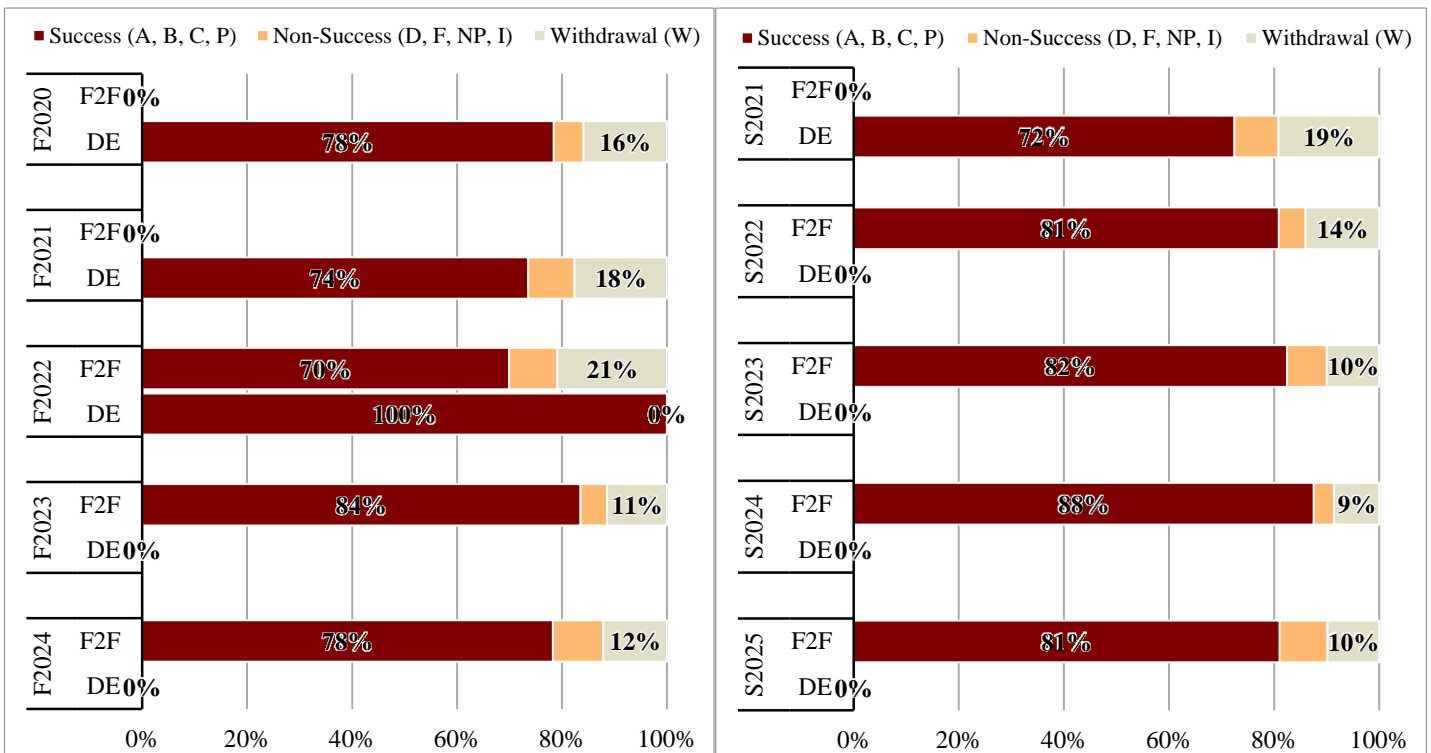
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D' or F* (includes: 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP').

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW', or, (2) a course dropped due to COVID-19.

Student Performance: Distance Education

Physics (PHYS)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Total Course Enrollments	264	193	207	297	322	214	157	212	233	264
Face-to-Face (F2F) Sections	0	0	206	297	322	0	157	212	233	264
Success Rates	—	—	70%	84%	78%	—	81%	82%	88%	81%
Non-Success Rates	—	—	9%	5%	10%	—	5%	8%	4%	9%
Withdrawals	—	—	21%	11%	12%	—	14%	10%	9%	10%
Distance Education (DE) Sections	264	193	1	0	0	214	0	0	0	0
Success Rates	78%	74%	100%	—	—	72%	—	—	—	—
Non-Success Rates	6%	9%	0%	—	—	8%	—	—	—	—
Withdrawals	16%	18%	0%	—	—	19%	—	—	—	—



Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

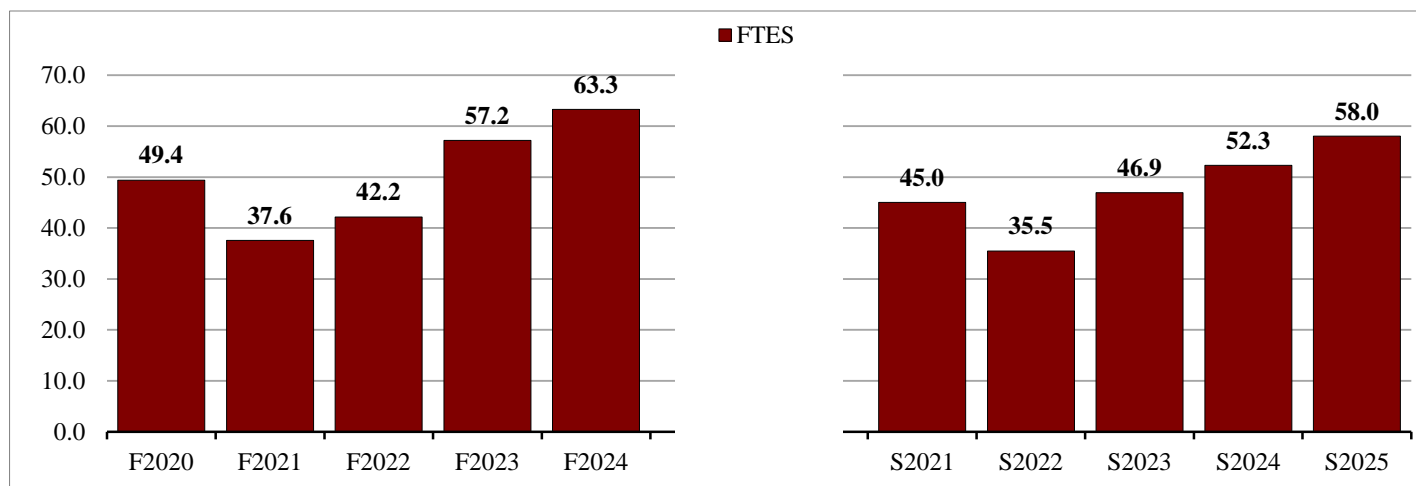
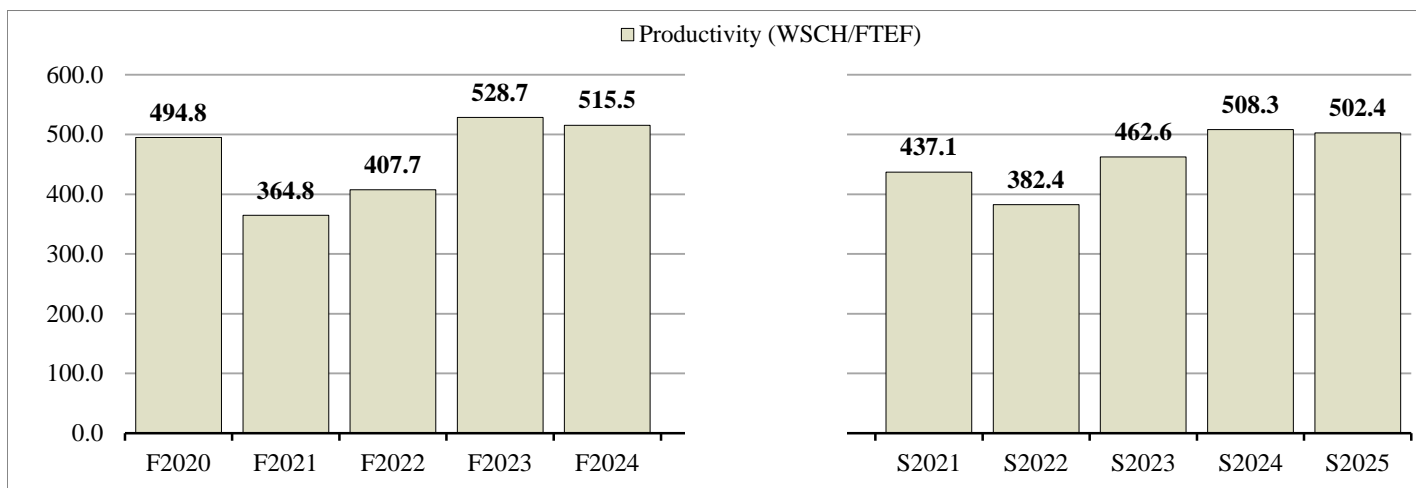
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW', or, (2) a course dropped due to COVID-19.

Distance Education (DE) includes enrollments in course sections that deliver course content online. (see note in "Students Using Distance Education" for details.)

Enrollment Management: Part 1

	Physics (PHYS)									
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
WSCH	1,568	1,156	1,292	1,768	1,951	1,439	1,080	1,449	1,592	1,795
FTES	49.4	37.6	42.2	57.2	63.3	45.0	35.5	46.9	52.3	58.0
FTEF	3.2	3.2	3.2	3.3	3.8	3.3	2.8	3.1	3.1	3.6
Productivity (WSCH/FTEF)	494.8	364.8	407.7	528.7	515.5	437.1	382.4	462.6	508.3	502.4



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.

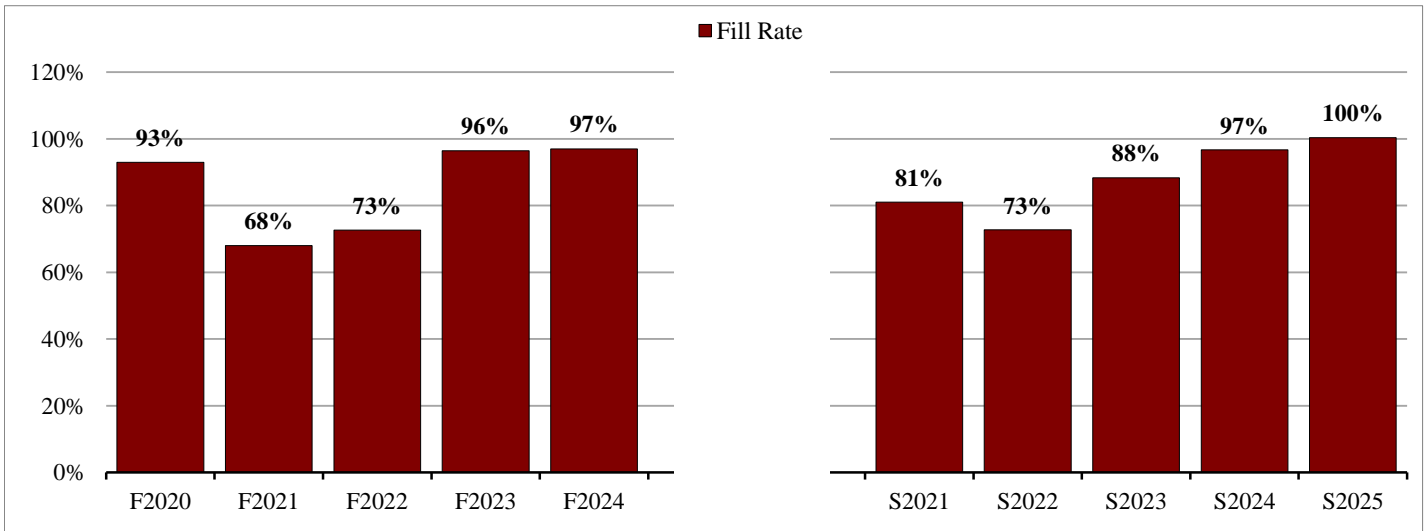
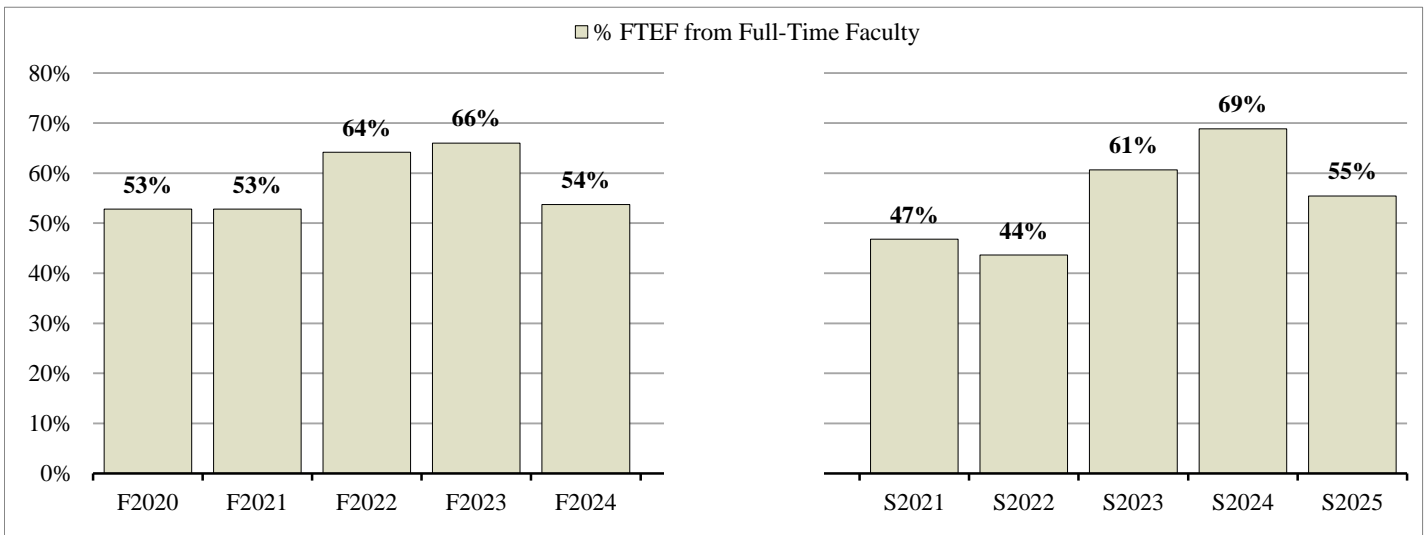
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 7/25/23.

Enrollment Management: Part 2

Physics (PHYS)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
FTEF from Full-Time Faculty	1.7	1.7	2.0	2.2	2.0	1.5	1.2	1.9	2.2	2.0
% FTEF from Full-Time Faculty	53%	53%	64%	66%	54%	47%	44%	61%	69%	55%
Enrollments	264	193	207	297	322	214	157	212	233	264
Capacity (seats available)	284	284	285	308	332	264	216	240	241	263
Fill Rate	93%	68%	73%	96%	97%	81%	73%	88%	97%	100%



Definitions:

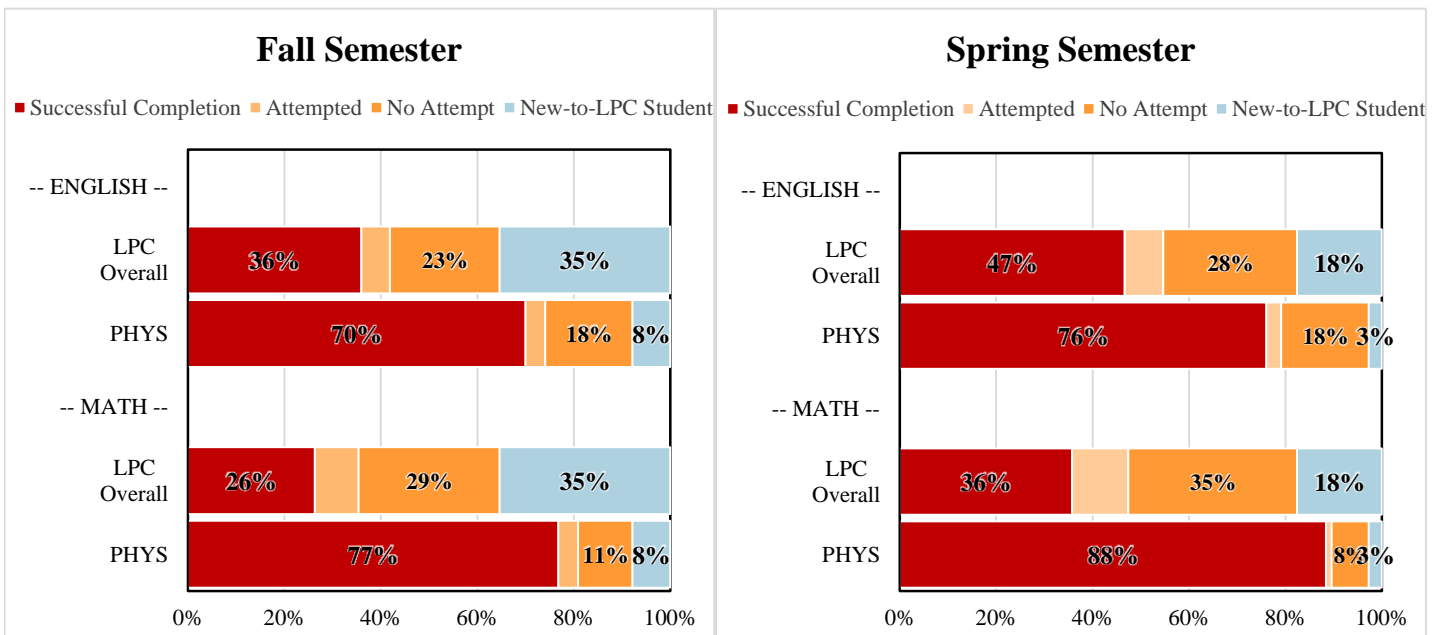
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 7/25/23.

Prior Experience in English & Math

(English and math status prior to the start of the term)	Fall 2024				Spring 2025			
	PHYS		LPC Overall		PHYS		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	205	70%	2,993	36%	197	76%	3,734	47%
Attempted (not successful)	12	4%	492	6%	8	3%	641	8%
No Attempt	53	18%	1,892	23%	47	18%	2,223	28%
New-to-LPC Student	23	8%	2,946	35%	7	3%	1,409	18%
Transfer-level Math								
Successful Completion*	225	77%	2,189	26%	229	88%	2,859	36%
Attempted (not successful)	12	4%	757	9%	3	1%	935	12%
No Attempt	33	11%	2,431	29%	20	8%	2,804	35%
New-to-LPC Student	23	8%	2,946	35%	7	3%	1,409	18%



Definitions:

Transfer-Level English:

Successful Completion = earned a passing grade in ENG 1A or 1AEX, or attempted a higher transfer-level course in the sequence in prior terms.

Attempted (no successful completion) = attempted ENG 1A or 1AEX in prior terms but did not receive a passing grade.

No Prior Attempt = no prior enrollment in transfer-level English within the sequence.

New-to-LPC Student = students with no for credit enrollments within our district prior to the current term.

Transfer-Level Math:

Successful Completion = earned a passing grade in a transfer-level math course or attempted a higher transfer-level course in the sequence in prior terms.

Attempted (no successful completion) = attempted a entry transfer-level math course in prior terms but did not receive a passing grade.

No Prior Attempt = no prior enrollment in transfer-level math within the sequence.

New-to-LPC Student = students with no for credit enrollments within our district prior to the current term.