



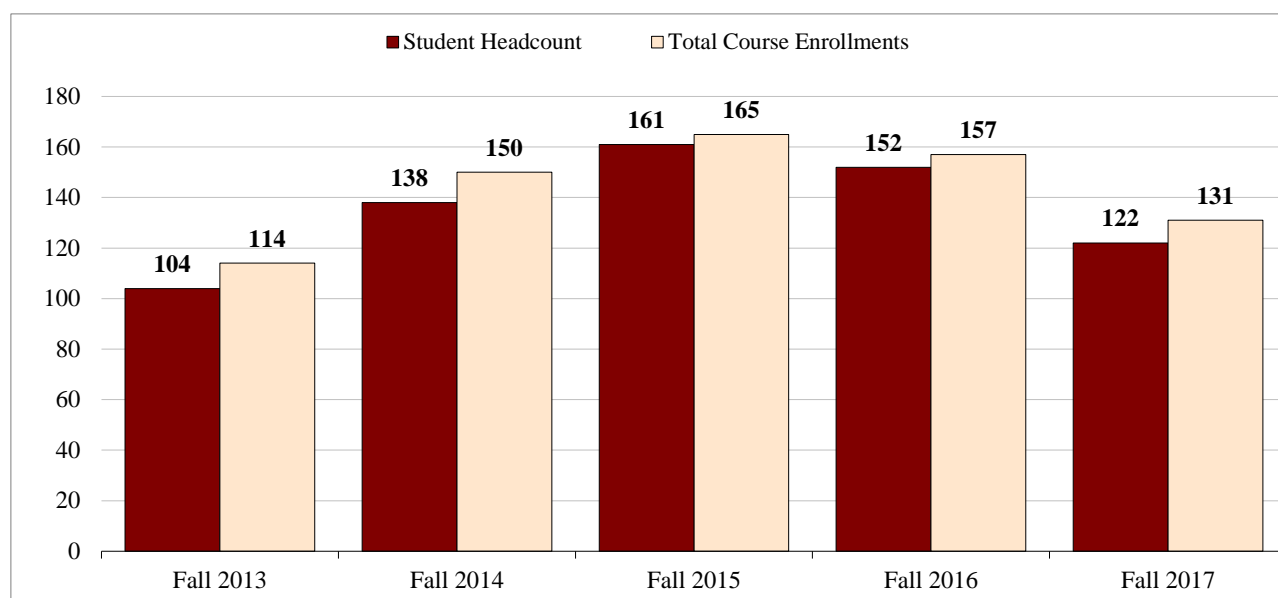
Las Positas College  
**Program Review Discipline Data Packet**  
Fall 2013 to Fall 2017

Discipline:  
**Engineering (ENGR)**

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## Headcount & Enrollment

Engineering ( ENGR )					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student Headcount	104	138	161	152	122
Total Course Enrollments	114	150	165	157	131



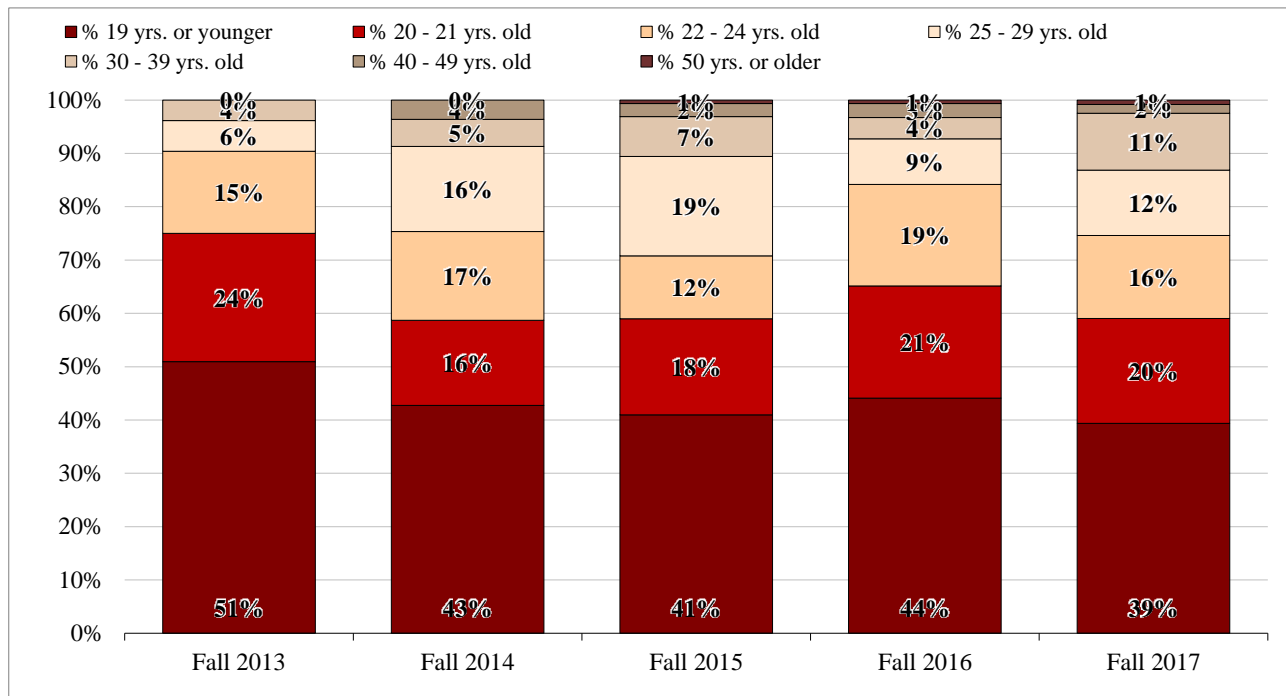
### Definitions:

**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.

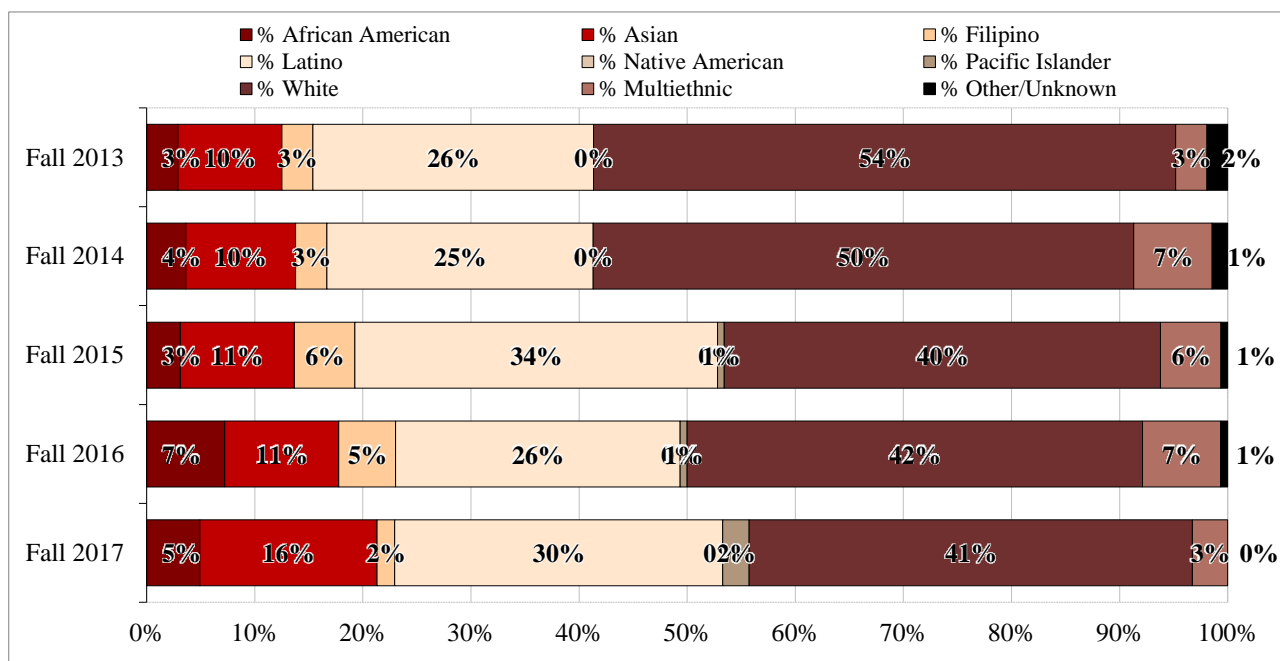
## Student Demographics: Gender & Age

Engineering ( ENGR )					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	14	14	22	20	17
Male	88	122	139	131	101
19 yrs. or younger	53	59	66	67	48
20-21 yrs. old	25	22	29	32	24
22-24 yrs. old	16	23	19	29	19
25-29 yrs. old	6	22	30	13	15
30-39 yrs. old	4	7	12	6	13
40-49 yrs. old	0	5	4	4	2
50 yrs. or older	0	0	1	1	1
% Female	14%	10%	14%	13%	14%
% Male	86%	90%	86%	87%	86%
% 19 yrs. or younger	51%	43%	41%	44%	39%
% 20 - 21 yrs. old	24%	16%	18%	21%	20%
% 22 - 24 yrs. old	15%	17%	12%	19%	16%
% 25 - 29 yrs. old	6%	16%	19%	9%	12%
% 30 - 39 yrs. old	4%	5%	7%	4%	11%
% 40 - 49 yrs. old	0%	4%	2%	3%	2%
% 50 yrs. or older	0%	0%	1%	1%	1%



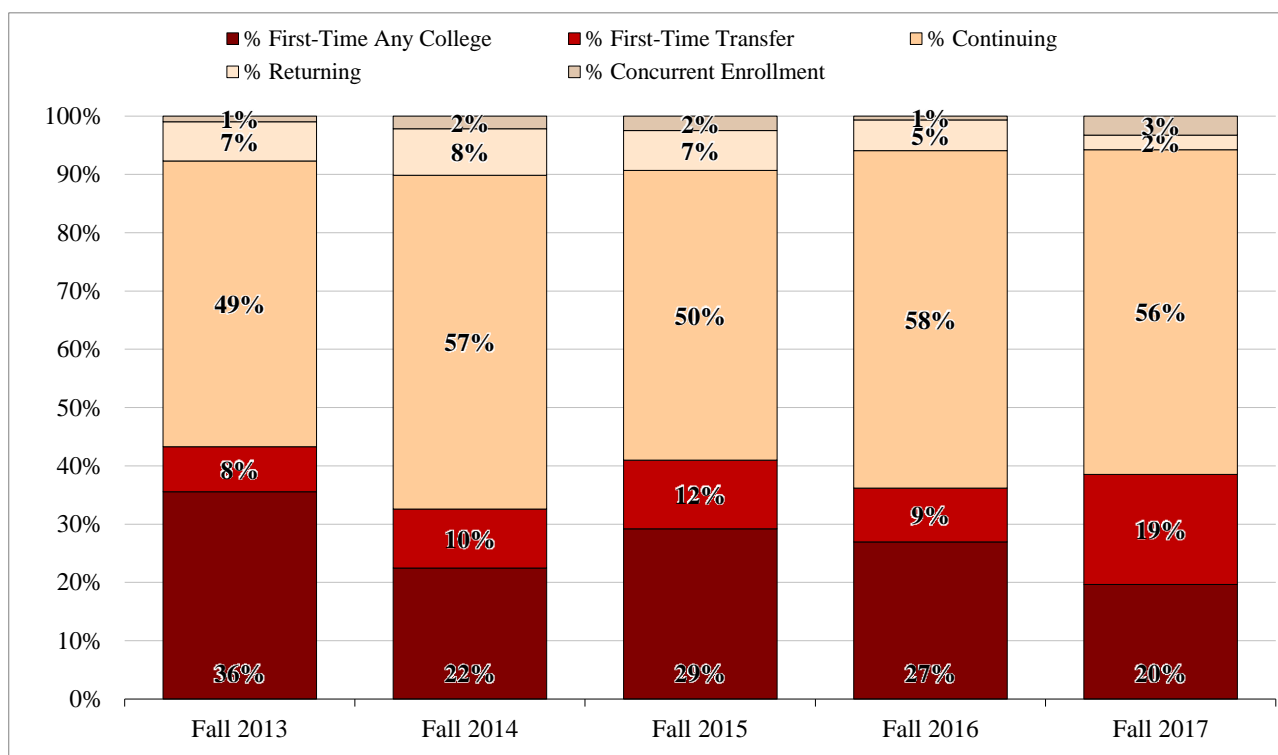
## Student Demographic: Race-Ethnicity

Engineering ( ENGR )					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
African American	3	5	5	11	6
Asian	10	14	17	16	20
Filipino	3	4	9	8	2
Latino	27	34	54	40	37
Native American	0	0	0	0	0
Pacific Islander	0	0	1	1	3
White	56	69	65	64	50
Multiethnic	3	10	9	11	4
Other/Unknown	2	2	1	1	0
% African American	3%	4%	3%	7%	5%
% Asian	10%	10%	11%	11%	16%
% Filipino	3%	3%	6%	5%	2%
% Latino	26%	25%	34%	26%	30%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	1%	1%	2%
% White	54%	50%	40%	42%	41%
% Multiethnic	3%	7%	6%	7%	3%
% Other/Unknown	2%	1%	1%	1%	0%



## Student Enrollment Status

	Engineering ( ENGR )				
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
First-Time Any College	37	31	47	41	24
First-Time Transfer	8	14	19	14	23
Continuing	51	79	80	88	68
Returning	7	11	11	8	3
Concurrent Enrollment	1	3	4	1	4
% First-Time Any College	36%	22%	29%	27%	20%
% First-Time Transfer	8%	10%	12%	9%	19%
% Continuing	49%	57%	50%	58%	56%
% Returning	7%	8%	7%	5%	2%
% Concurrent Enrollment	1%	2%	2%	1%	3%



### 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.

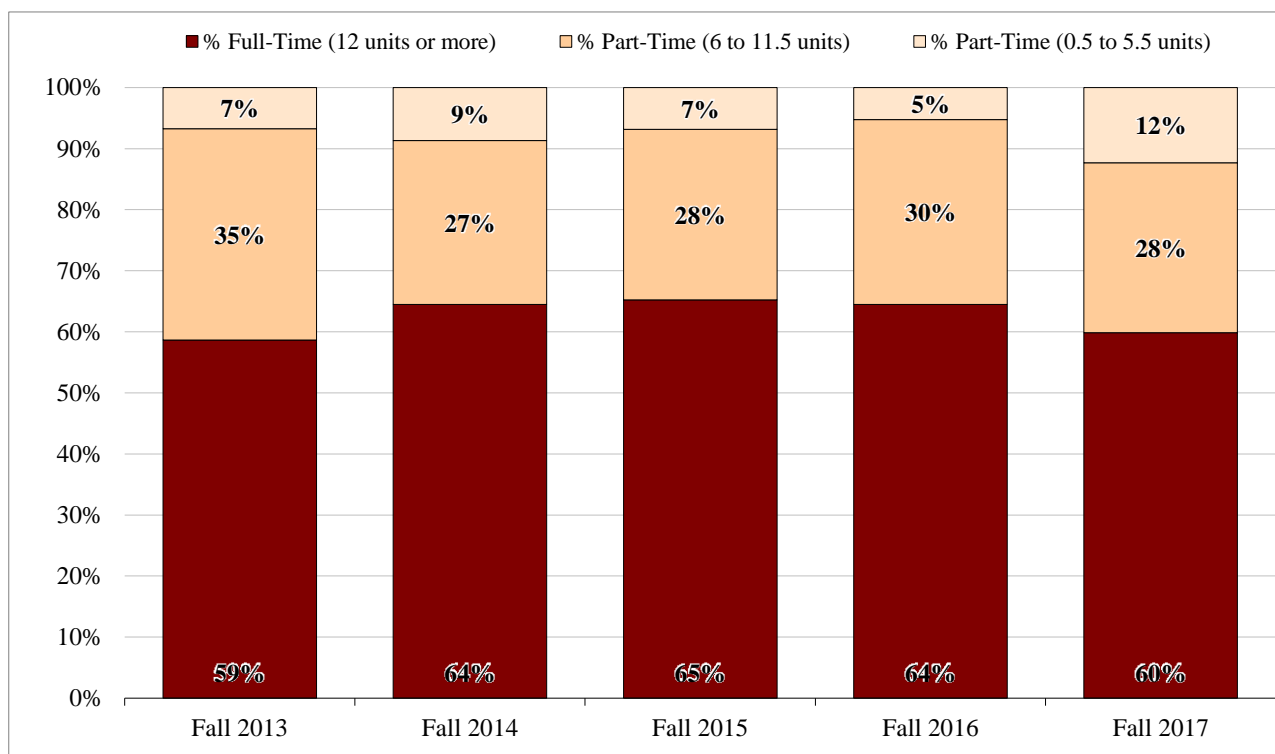
**Continuing:** Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

**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.

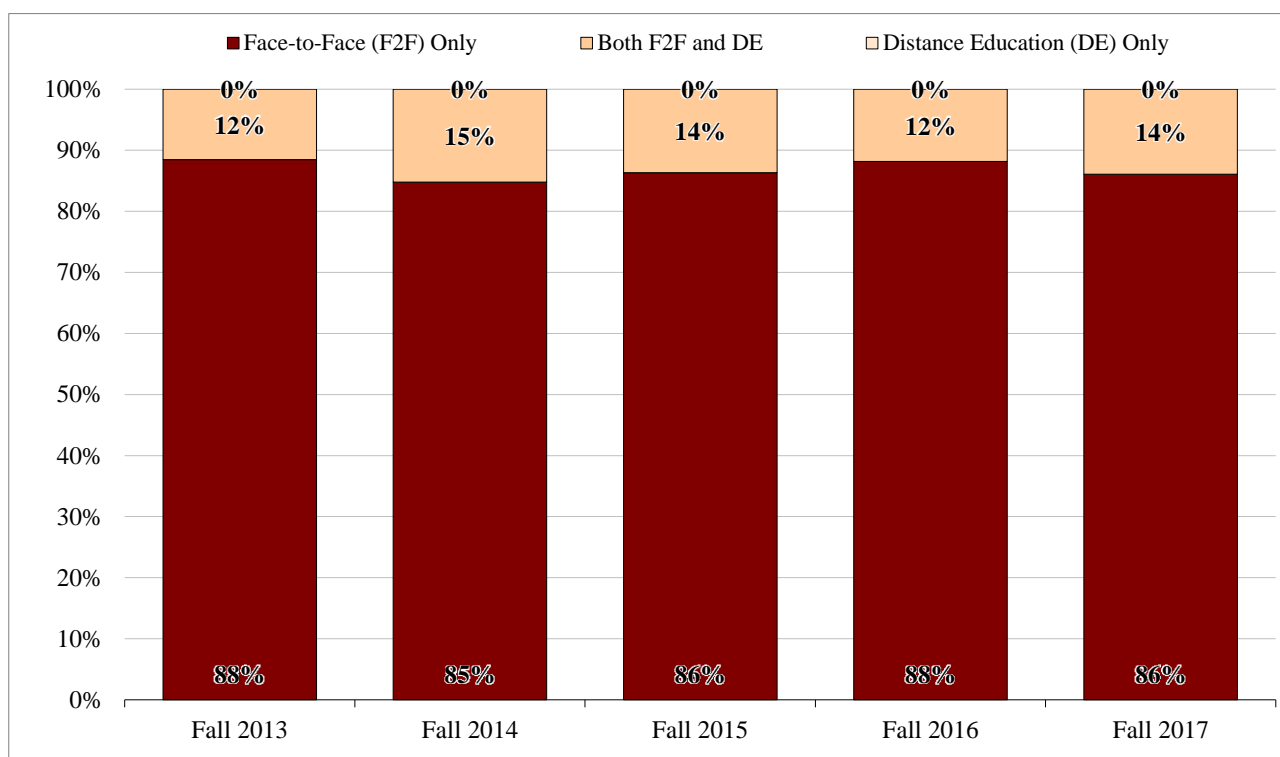
## Student Unit Load

Engineering ( ENGR )					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Full-Time (12 units or more)	61	89	105	98	73
Part-Time (6 to 11.5 units)	36	37	45	46	34
Part-Time (0.5 to 5.5 units)	7	12	11	8	15
% Full-Time (12 units or more)	59%	64%	65%	64%	60%
% Part-Time (6 to 11.5 units)	35%	27%	28%	30%	28%
% Part-Time (0.5 to 5.5 units)	7%	9%	7%	5%	12%



## Students Using Distance Education

Engineering ( ENGR )					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Face-to-Face (F2F) Only	92	117	139	134	105
Both F2F and DE	12	21	22	18	17
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	88%	85%	86%	88%	86%
% Both F2F and DE	12%	15%	14%	12%	14%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

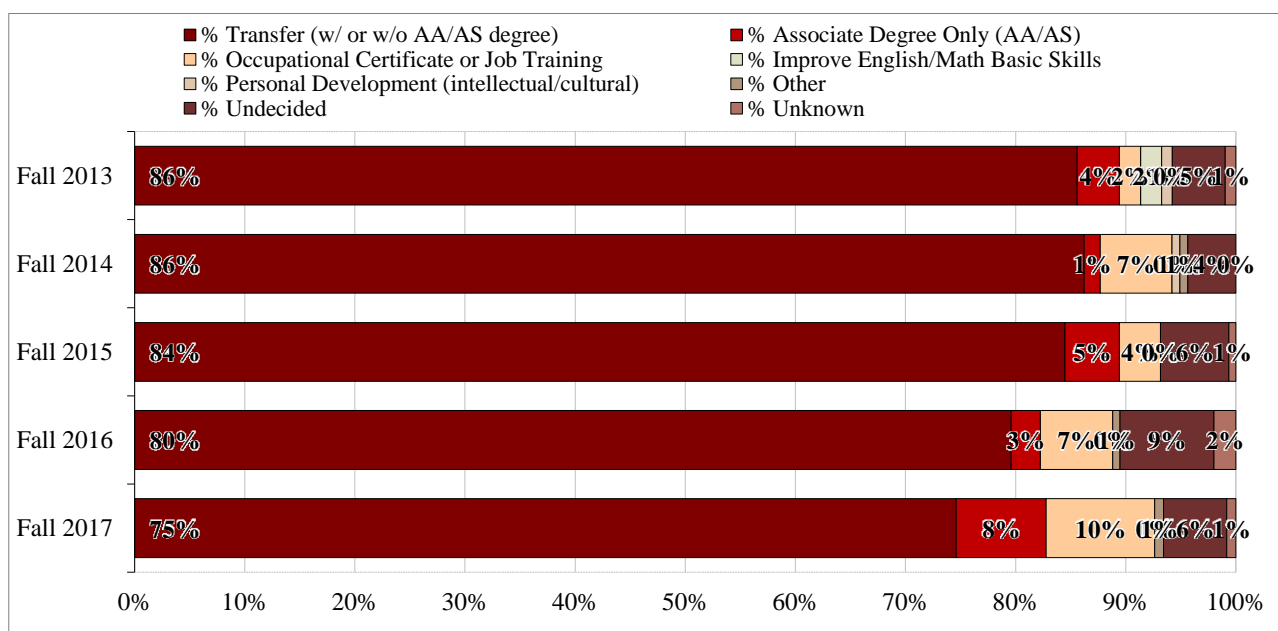


**Definitions:**

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

## Student Educational Goal

Engineering ( ENGR )					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Transfer (w/ or w/o AA/AS degree)	89	119	136	121	91
Associate Degree Only (AA/AS)	4	2	8	4	10
Occupational Certificate or Job Training	2	9	6	10	12
Improve English/Math Basic Skills	2	0	0	0	0
Personal Development (intellectual/cultural)	1	1	0	0	0
Other	0	1	0	1	1
Undecided	5	6	10	13	7
Unknown	1	0	1	3	1
% Transfer (w/ or w/o AA/AS degree)	86%	86%	84%	80%	75%
% Associate Degree Only (AA/AS)	4%	1%	5%	3%	8%
% Occupational Certificate or Job Training	2%	7%	4%	7%	10%
% Improve English/Math Basic Skills	2%	0%	0%	0%	0%
% Personal Development (intellectual/cultural)	1%	1%	0%	0%	0%
% Other	0%	1%	0%	1%	1%
% Undecided	5%	4%	6%	9%	6%
% Unknown	1%	0%	1%	2%	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.

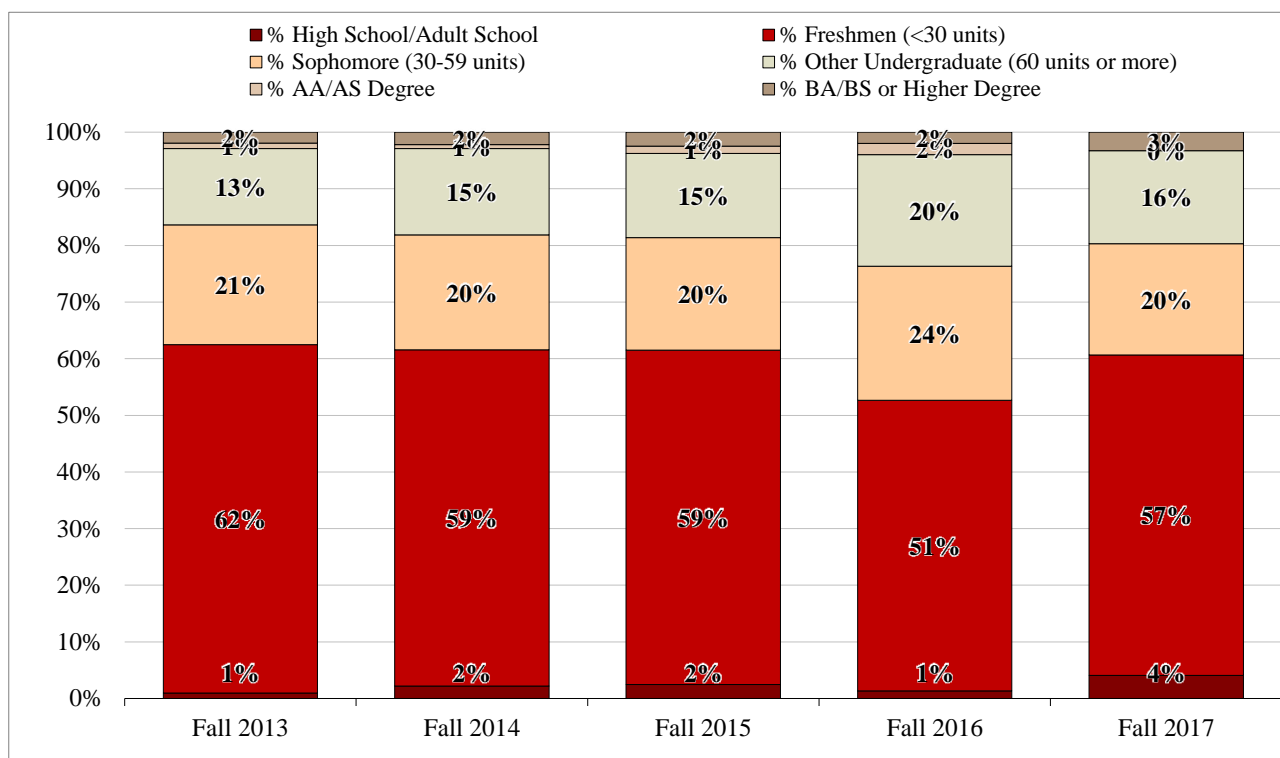
**Personal Development:** Students taking courses for intellectual and/or cultural development.

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



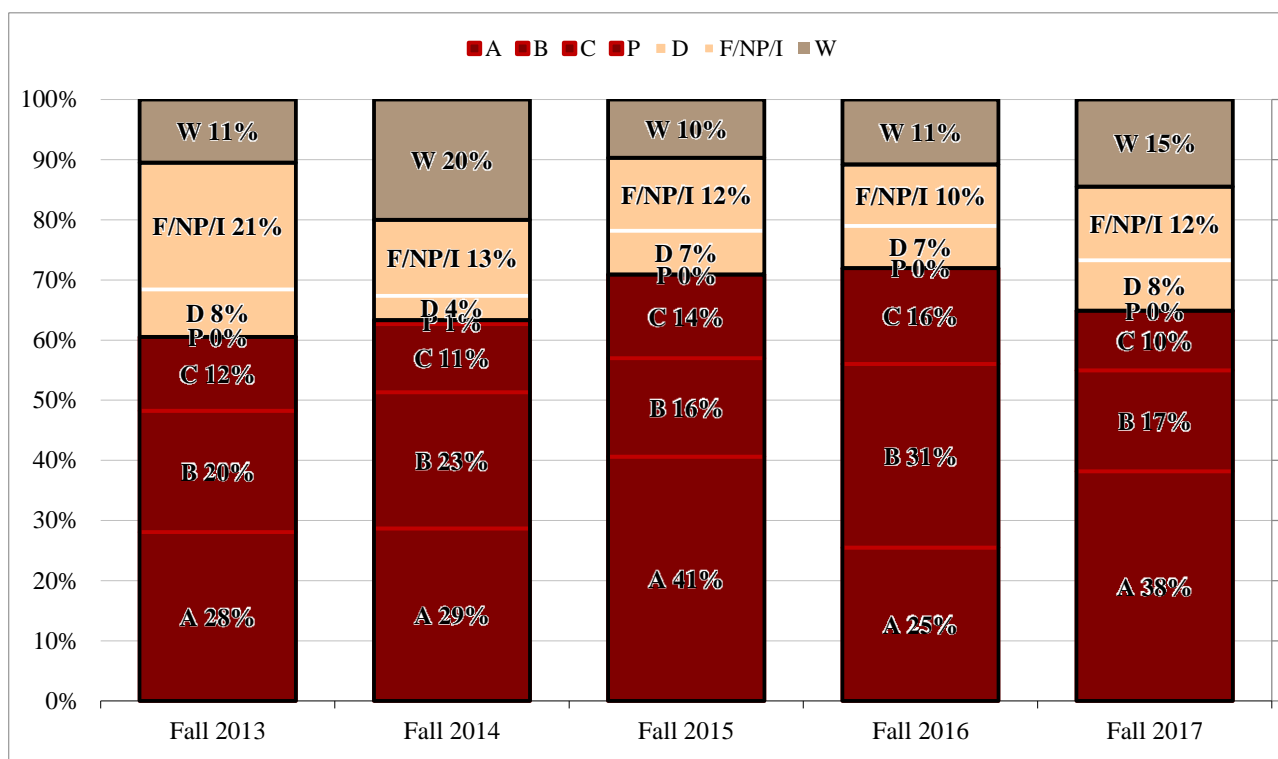
## Highest Educational Level of Students

Engineering ( ENGR )					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
High School/Adult School	1	3	4	2	5
Freshmen (<30 units)	64	82	95	78	69
Sophomore (30-59 units)	22	28	32	36	24
Other Undergraduate (60 units or more)	14	21	24	30	20
AA/AS Degree	1	1	2	3	0
BA/BS or Higher Degree	2	3	4	3	4
% High School/Adult School	1%	2%	2%	1%	4%
% Freshmen (<30 units)	62%	59%	59%	51%	57%
% Sophomore (30-59 units)	21%	20%	20%	24%	20%
% Other Undergraduate (60 units or more)	13%	15%	15%	20%	16%
% AA/AS Degree	1%	1%	1%	2%	0%
% BA/BS or Higher Degree	2%	2%	2%	2%	3%



## Student Performance: Grade Distribution

Engineering ( ENGR )					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
<b>Total Course Enrollments</b>	<b>114</b>	<b>150</b>	<b>165</b>	<b>157</b>	<b>131</b>
<b>Course Success Rates</b>	<b>61%</b>	<b>63%</b>	<b>71%</b>	<b>72%</b>	<b>65%</b>
A	28%	29%	41%	25%	38%
B	20%	23%	16%	31%	17%
C	12%	11%	14%	16%	10%
P	0%	1%	0%	0%	0%
<b>Course Non-Success Rate</b>	<b>29%</b>	<b>17%</b>	<b>19%</b>	<b>17%</b>	<b>21%</b>
D	8%	4%	7%	7%	8%
F/NP/I	21%	13%	12%	10%	12%
<b>Withdrawals (W)</b>	<b>11%</b>	<b>20%</b>	<b>10%</b>	<b>11%</b>	<b>15%</b>



### Definitions:

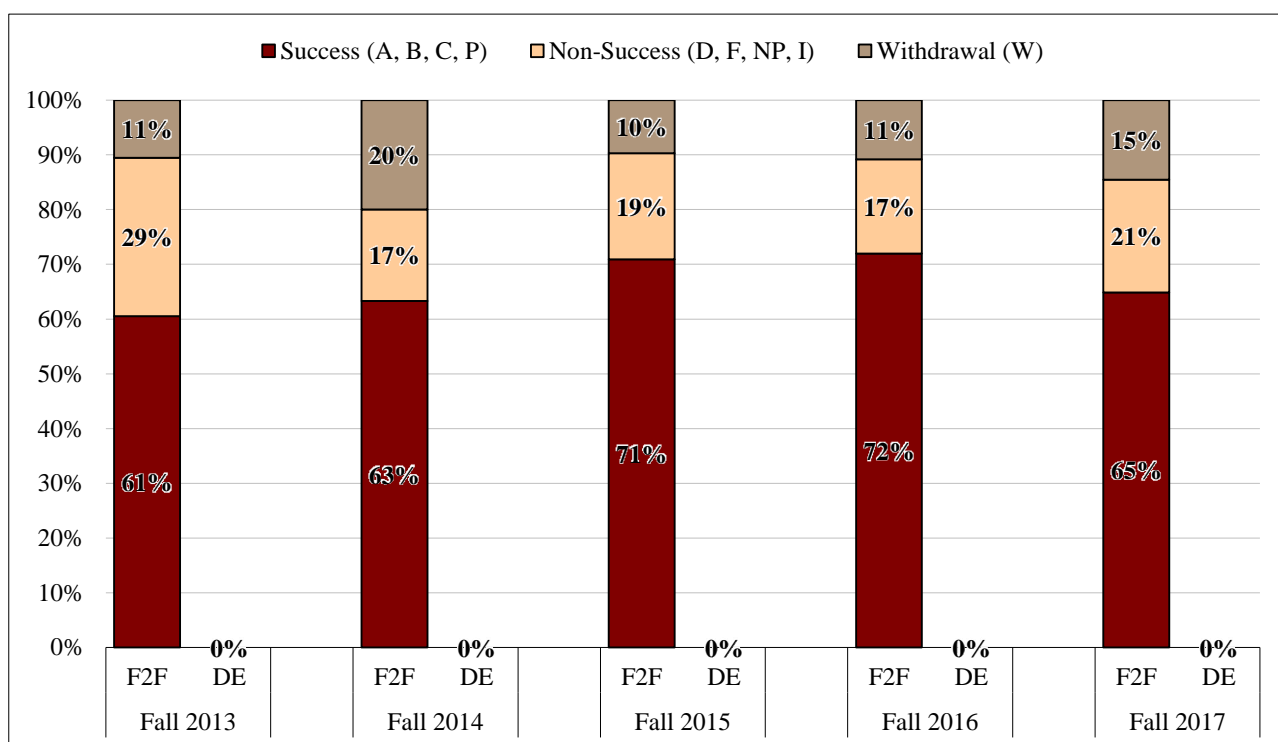
**Course Success Rate** is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

**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

Engineering ( ENGR )					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
<b>Total Course Enrollments</b>	<b>114</b>	<b>150</b>	<b>165</b>	<b>157</b>	<b>131</b>
<b>Face-to-Face (F2F) Sections</b>	<b>114</b>	<b>150</b>	<b>165</b>	<b>157</b>	<b>131</b>
Success Rates	61%	63%	71%	72%	65%
Non-Success Rates	29%	17%	19%	17%	21%
Withdrawals	11%	20%	10%	11%	15%
<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.

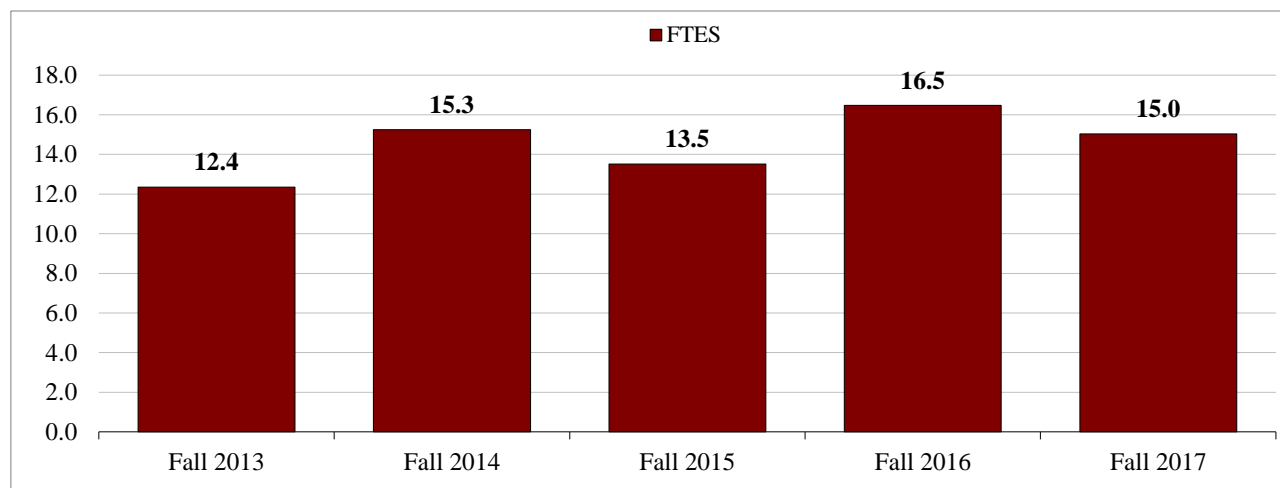
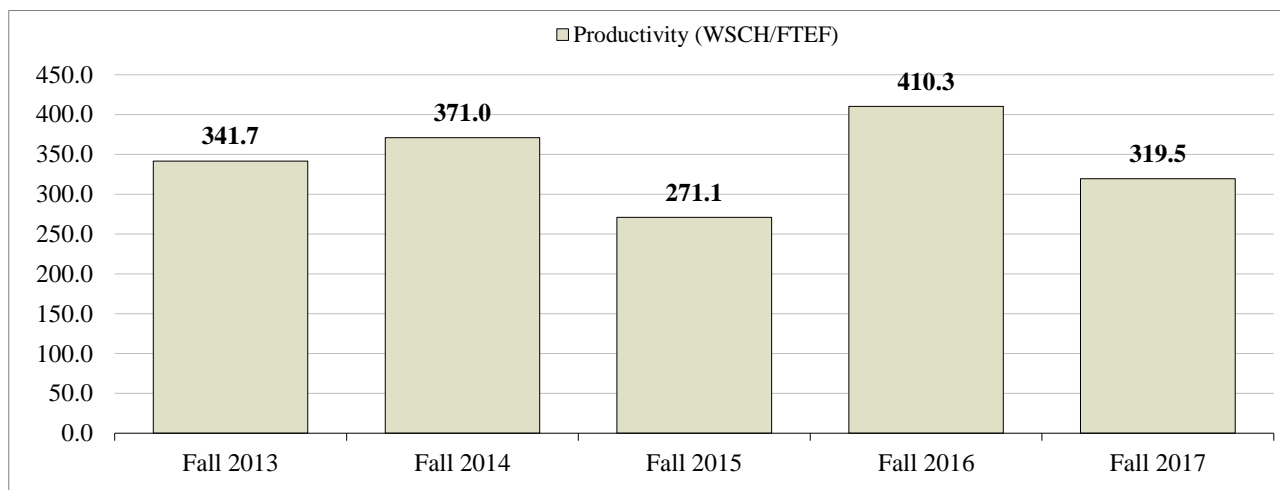
**Course Non-Success Rate** is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'T') relative to all students receiving a grade.

**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

	Engineering ( ENGR )				
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
WSCH	381	463	415	512	468
FTEF	12.4	15.3	13.5	16.5	15.0
FTEF	1.1	1.2	1.5	1.2	1.5
Productivity (WSCH/FTEF)	341.7	371.0	271.1	410.3	319.5



### 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.

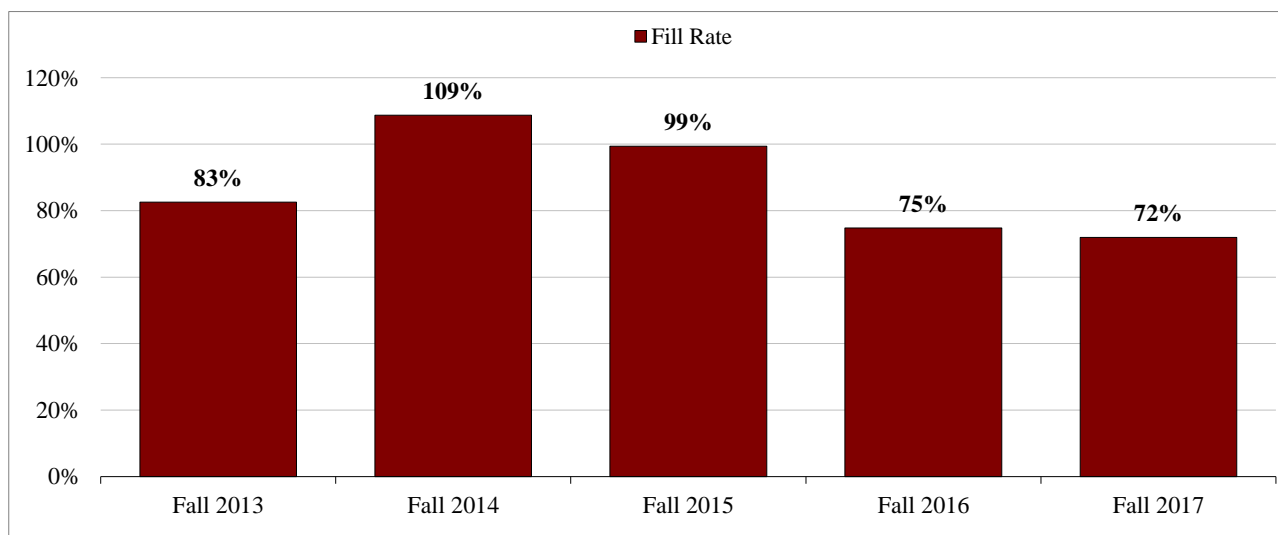
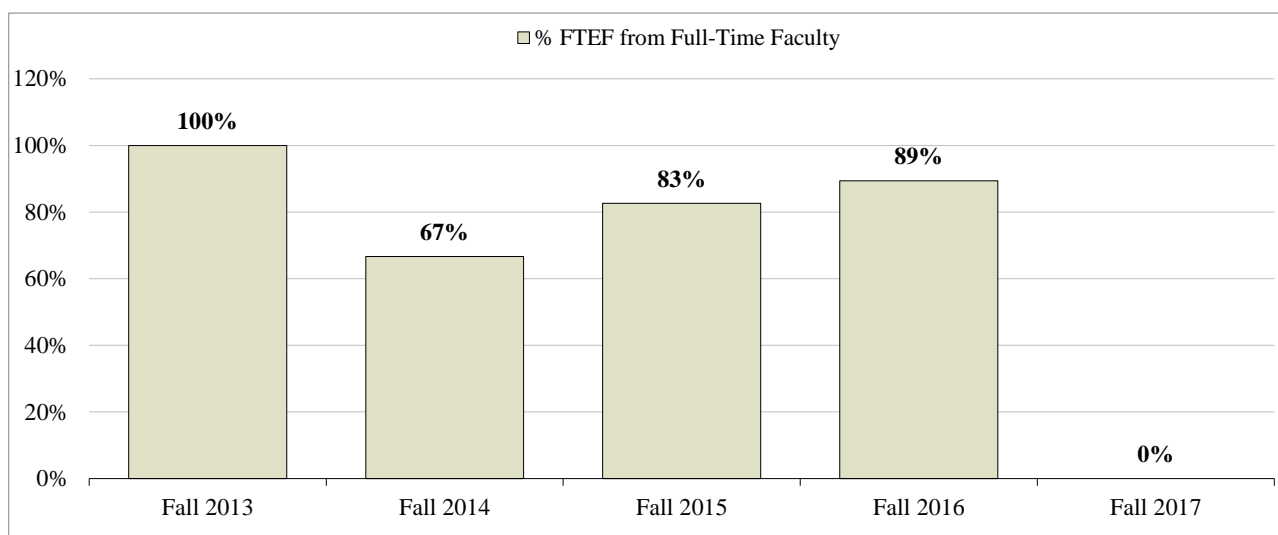
**FTEF** is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

**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

	Engineering ( ENGR )				
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
FTEF from Full-Time Faculty	1.1	0.8	1.3	1.1	0.0
% FTEF from Full-Time Faculty	100%	67%	83%	89%	0%
Enrollments	114	150	165	157	131
Capacity (seats available)	138	138	166	210	182
Fill Rate	83%	109%	99%	75%	72%



### Definitions:

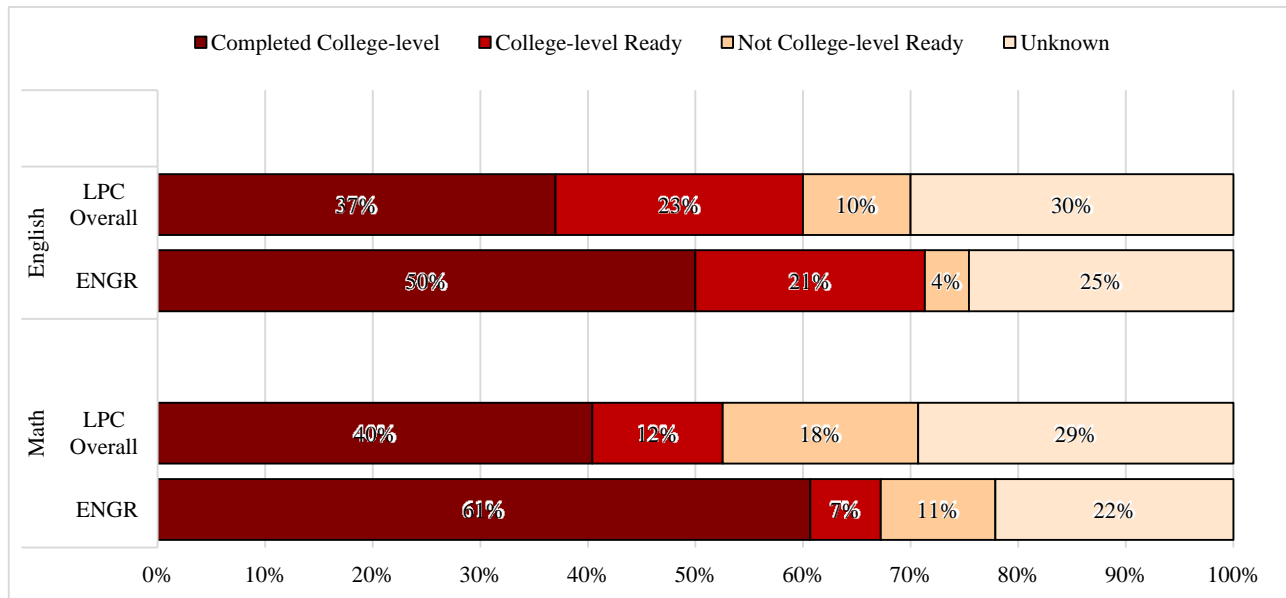
**Fill Rate** is number of enrollments over the total capacity (seats available).

**% 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

Fall 2017				
	ENGR		LPC Overall	
	Num	Pct	Num	Pct
<b>College English</b>				
Completed College-level	61	50%	3,485	37%
College-level Ready	26	19%	2,141	23%
Not College-level Ready	5	4%	904	10%
Unknown	30	24%	2,842	30%
<b>College Math</b>				
Completed College-level	74	61%	3,738	40%
College-level Ready	8	7%	1,138	12%
Not College-level Ready	13	11%	1,733	18%
Unknown	27	22%	2,763	29%



### 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.