



Las Positas College

Program Review Discipline Data Packet

Fall 2014 to Fall 2018

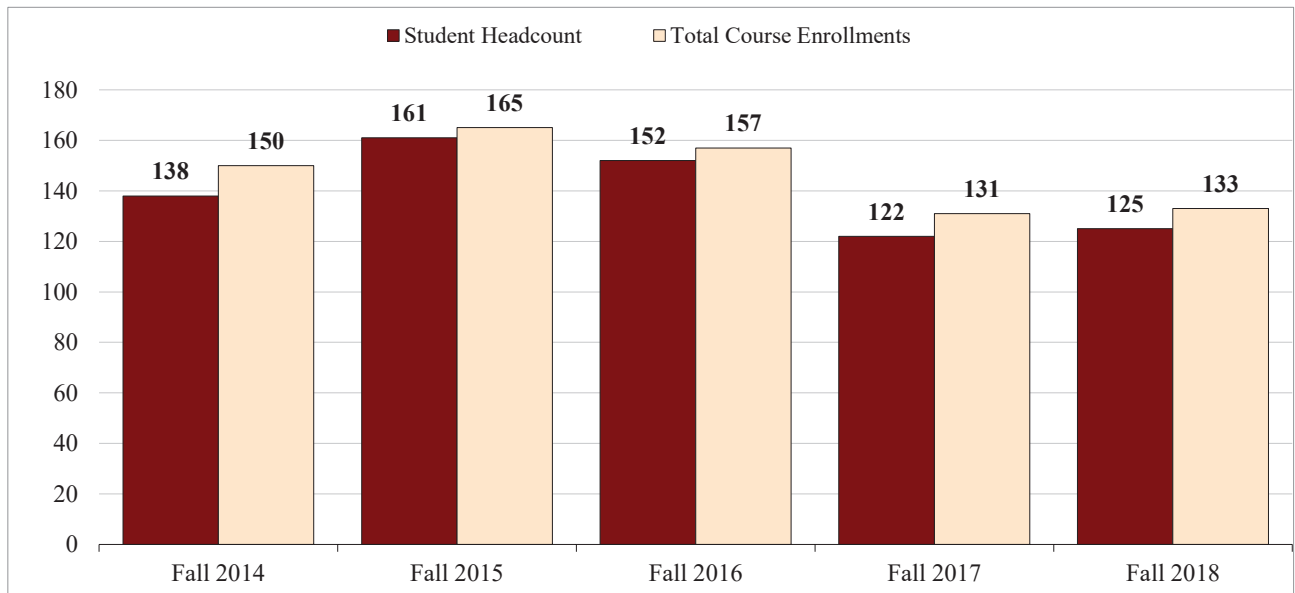
Discipline:

Engineering (ENGR)

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Headcount & Enrollment

	Engineering (ENGR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student Headcount	138	161	152	122	125
Total Course Enrollments	150	165	157	131	133



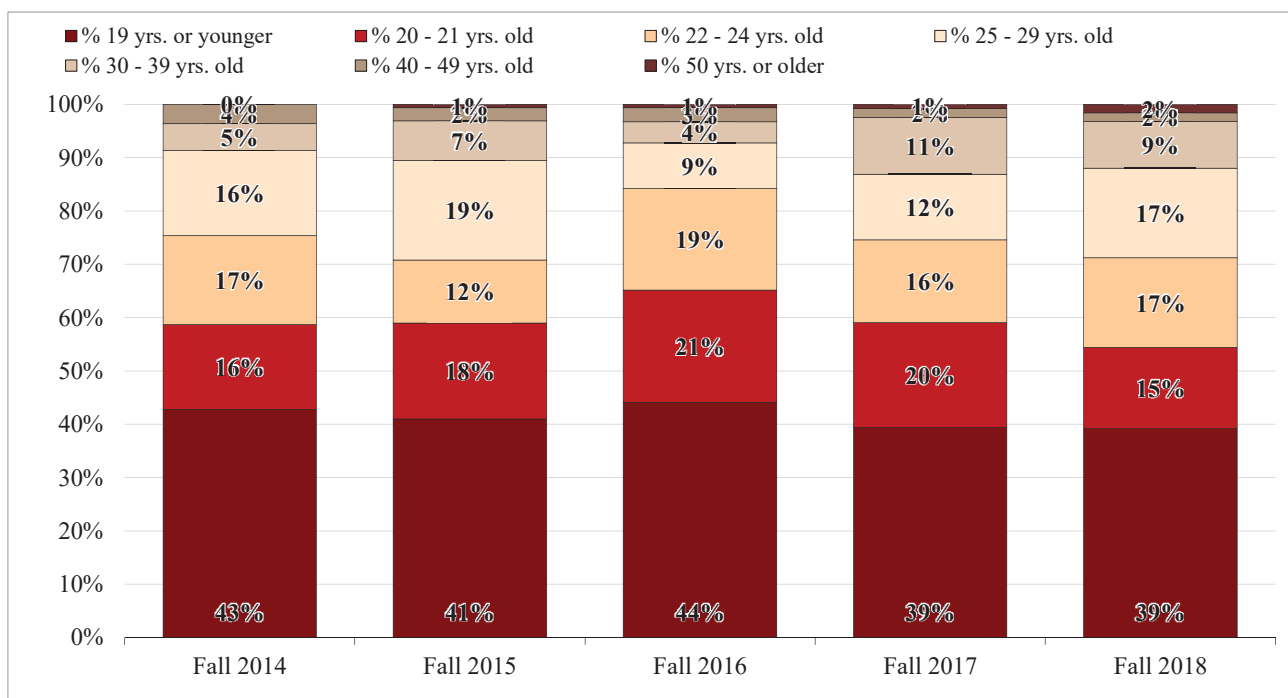
Definitions:

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.

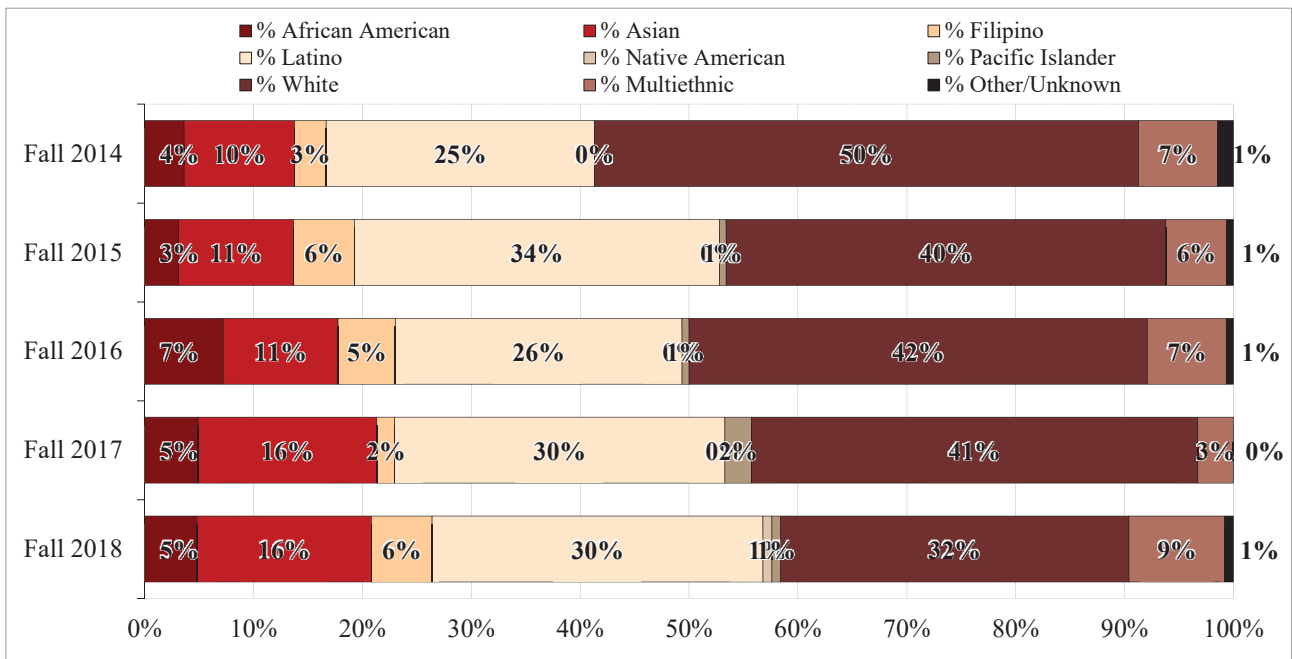
Student Demographics: Gender & Age

	Engineering (ENGR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	14	22	20	17	19
Male	122	139	131	101	105
19 yrs. or younger	59	66	67	48	49
20-21 yrs. old	22	29	32	24	19
22-24 yrs. old	23	19	29	19	21
25-29 yrs. old	22	30	13	15	21
30-39 yrs. old	7	12	6	13	11
40-49 yrs. old	5	4	4	2	2
50 yrs. or older	0	1	1	1	2
% Female	10%	14%	13%	14%	15%
% Male	90%	86%	87%	86%	85%
% 19 yrs. or younger	43%	41%	44%	39%	39%
% 20 - 21 yrs. old	16%	18%	21%	20%	15%
% 22 - 24 yrs. old	17%	12%	19%	16%	17%
% 25 - 29 yrs. old	16%	19%	9%	12%	17%
% 30 - 39 yrs. old	5%	7%	4%	11%	9%
% 40 - 49 yrs. old	4%	2%	3%	2%	2%
% 50 yrs. or older	0%	1%	1%	1%	2%



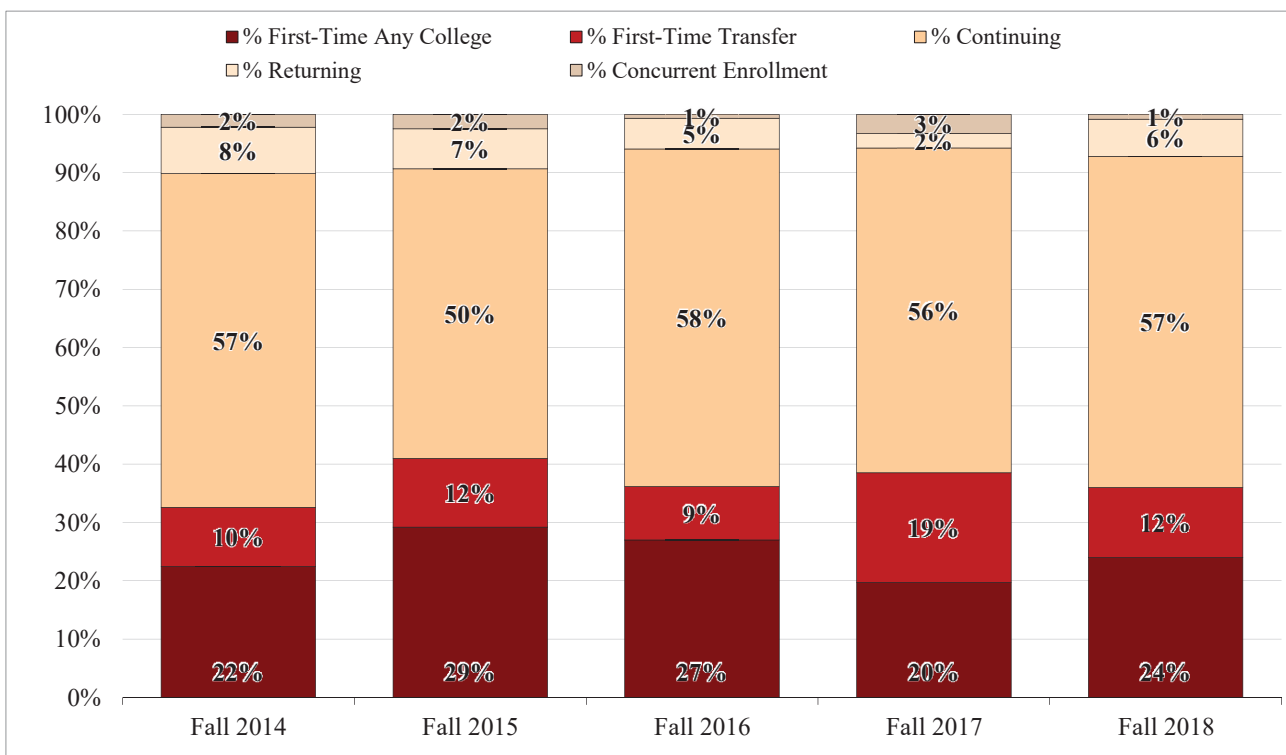
Student Demographic: Race-Ethnicity

Engineering (ENGR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American	5	5	11	6	6
Asian	14	17	16	20	20
Filipino	4	9	8	2	7
Latino	34	54	40	37	38
Native American	0	0	0	0	1
Pacific Islander	0	1	1	3	1
White	69	65	64	50	40
Multiethnic	10	9	11	4	11
Other/Unknown	2	1	1	0	1
% African American	4%	3%	7%	5%	5%
% Asian	10%	11%	11%	16%	16%
% Filipino	3%	6%	5%	2%	6%
% Latino	25%	34%	26%	30%	30%
% Native American	0%	0%	0%	0%	1%
% Pacific Islander	0%	1%	1%	2%	1%
% White	50%	40%	42%	41%	32%
% Multiethnic	7%	6%	7%	3%	9%
% Other/Unknown	1%	1%	1%	0%	1%



Student Enrollment Status

	Engineering (ENGR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
First-Time Any College	31	47	41	24	30
First-Time Transfer	14	19	14	23	15
Continuing	79	80	88	68	71
Returning	11	11	8	3	8
Concurrent Enrollment	3	4	1	4	1
% First-Time Any College	22%	29%	27%	20%	24%
% First-Time Transfer	10%	12%	9%	19%	12%
% Continuing	57%	50%	58%	56%	57%
% Returning	8%	7%	5%	2%	6%
% Concurrent Enrollment	2%	2%	1%	3%	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.

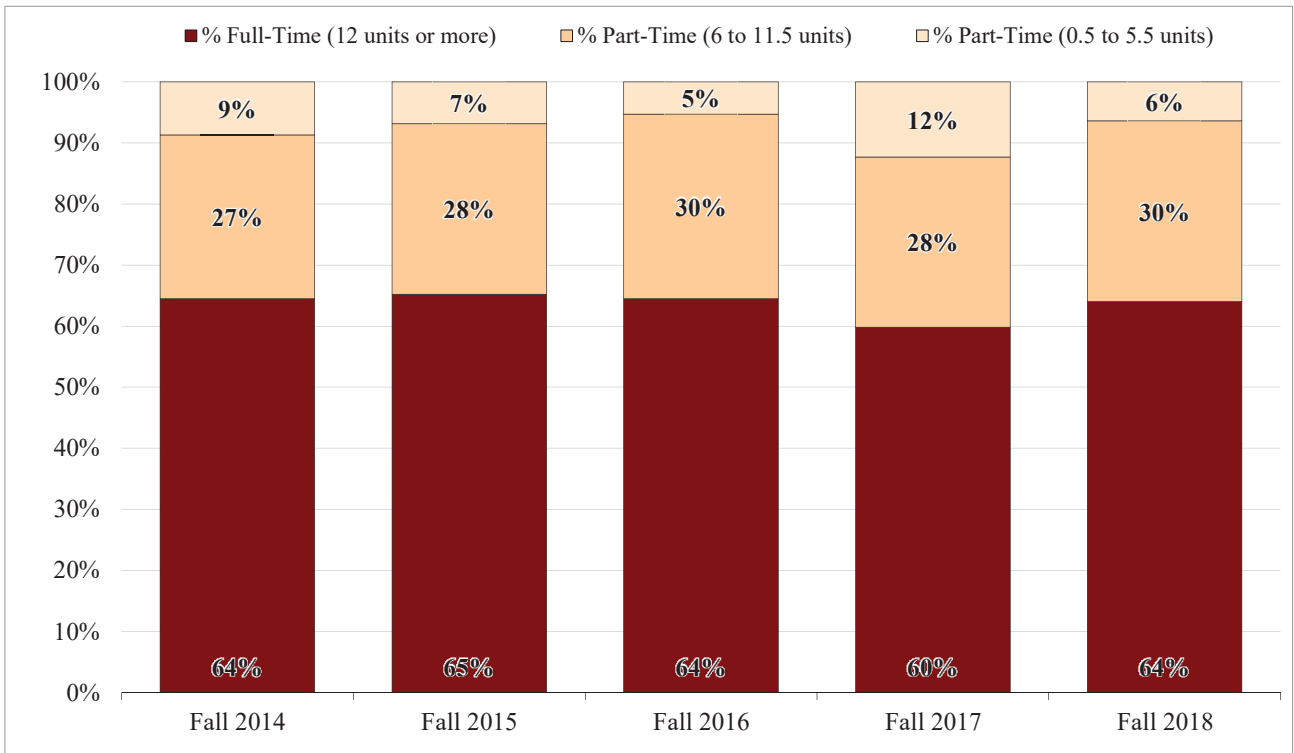
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

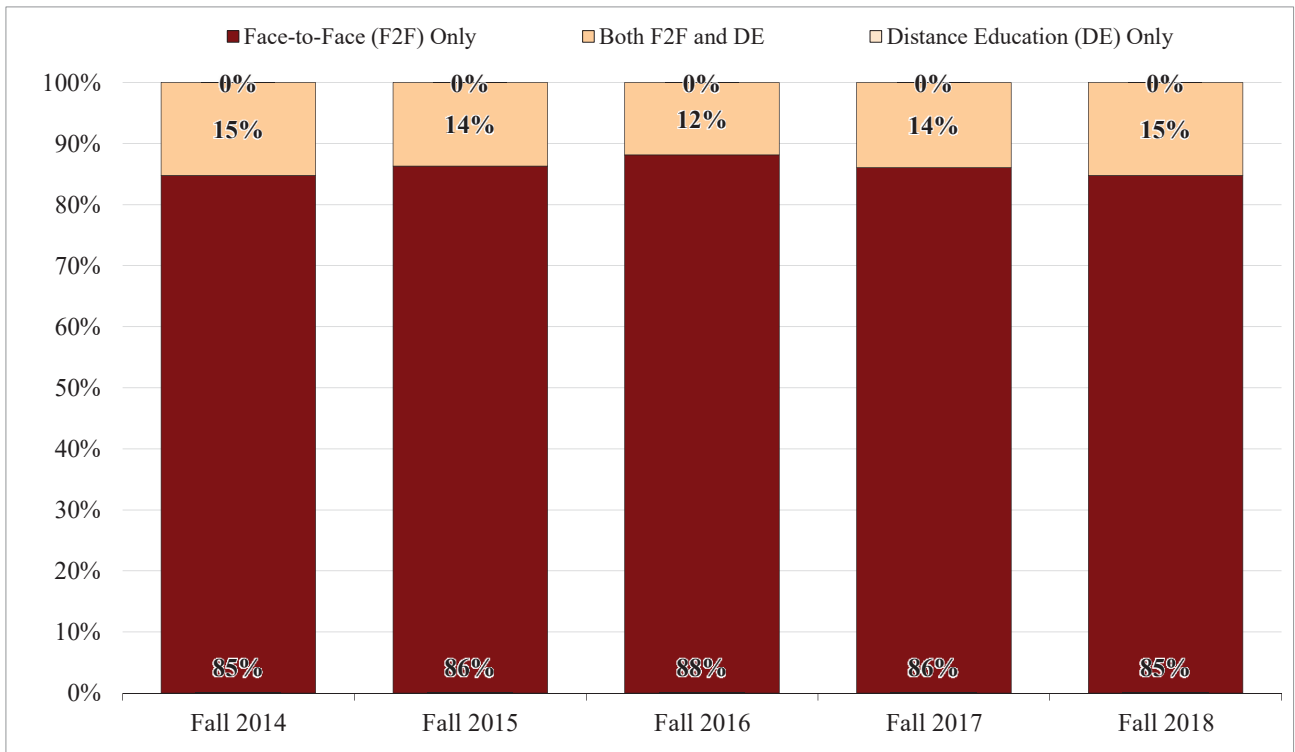
Student Unit Load

Engineering (ENGR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Full-Time (12 units or more)	89	105	98	73	80
Part-Time (6 to 11.5 units)	37	45	46	34	37
Part-Time (0.5 to 5.5 units)	12	11	8	15	8
% Full-Time (12 units or more)	64%	65%	64%	60%	64%
% Part-Time (6 to 11.5 units)	27%	28%	30%	28%	30%
% Part-Time (0.5 to 5.5 units)	9%	7%	5%	12%	6%



Students Using Distance Education

Engineering (ENGR)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Face-to-Face (F2F) Only	117	139	134	105	106
Both F2F and DE	21	22	18	17	19
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	85%	86%	88%	86%	85%
% Both F2F and DE	15%	14%	12%	14%	15%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

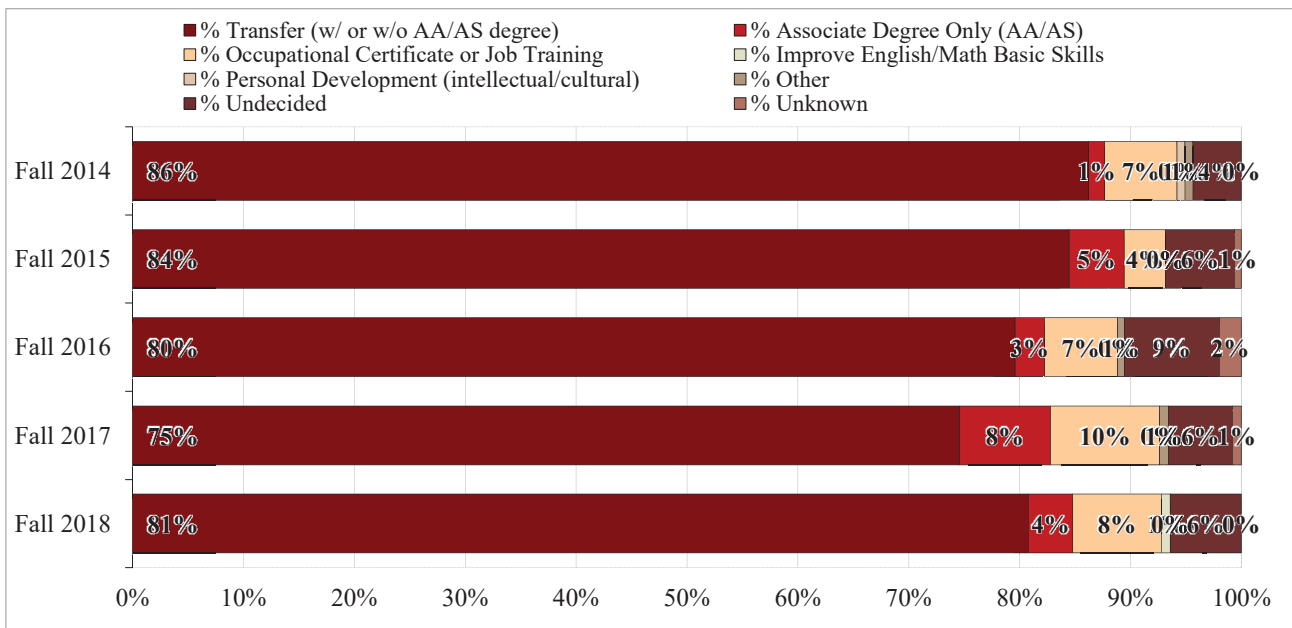


Definitions:

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

Student Educational Goal

Engineering (ENGR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Transfer (w/ or w/o AA/AS degree)	119	136	121	91	101
Associate Degree Only (AA/AS)	2	8	4	10	5
Occupational Certificate or Job Training	9	6	10	12	10
Improve English/Math Basic Skills	0	0	0	0	1
Personal Development (intellectual/cultural)	1	0	0	0	0
Other	1	0	1	1	0
Undecided	6	10	13	7	8
Unknown	0	1	3	1	0
% Transfer (w/ or w/o AA/AS degree)	86%	84%	80%	75%	81%
% Associate Degree Only (AA/AS)	1%	5%	3%	8%	4%
% Occupational Certificate or Job Training	7%	4%	7%	10%	8%
% Improve English/Math Basic Skills	0%	0%	0%	0%	1%
% Personal Development (intellectual/cultural)	1%	0%	0%	0%	0%
% Other	1%	0%	1%	1%	0%
% Undecided	4%	6%	9%	6%	6%
% Unknown	0%	1%	2%	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.

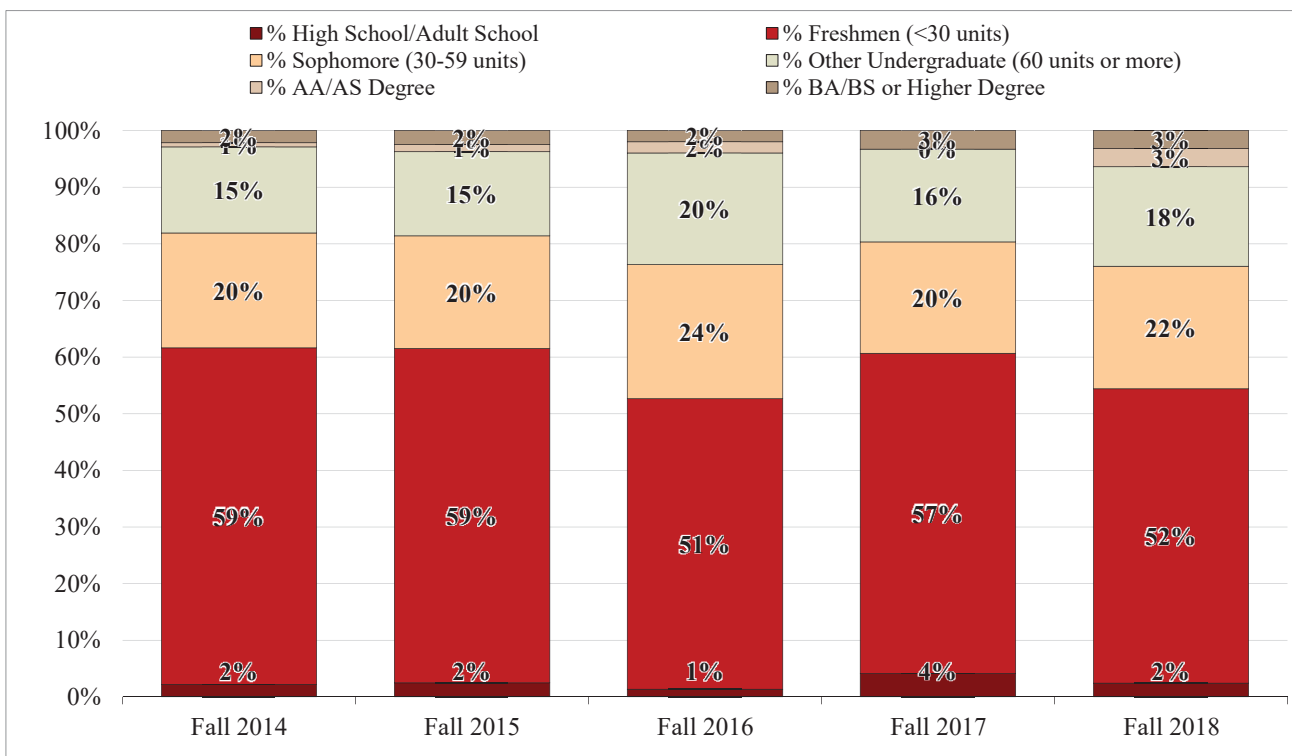
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

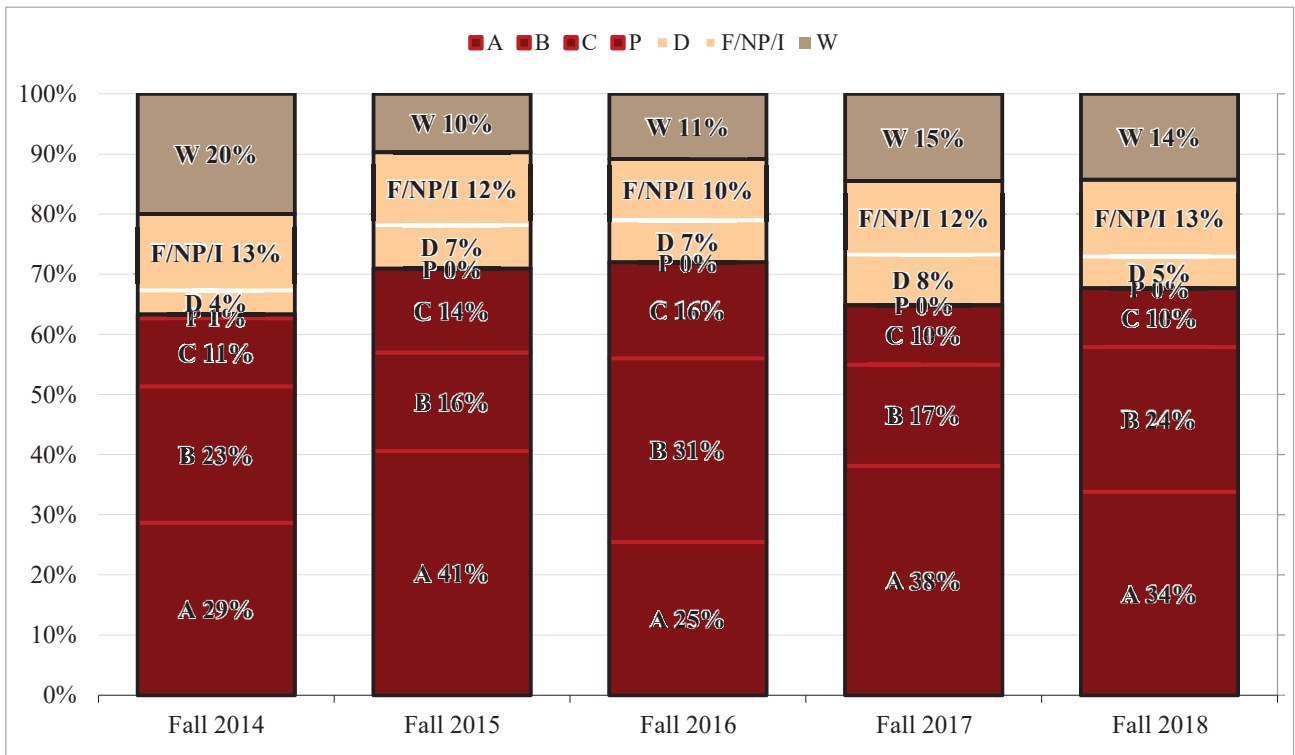
Highest Educational Level of Students

Engineering (ENGR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
High School/Adult School	3	4	2	5	3
Freshmen (<30 units)	82	95	78	69	65
Sophomore (30-59 units)	28	32	36	24	27
Other Undergraduate (60 units or more)	21	24	30	20	22
AA/AS Degree	1	2	3	0	4
BA/BS or Higher Degree	3	4	3	4	4
% High School/Adult School	2%	2%	1%	4%	2%
% Freshmen (<30 units)	59%	59%	51%	57%	52%
% Sophomore (30-59 units)	20%	20%	24%	20%	22%
% Other Undergraduate (60 units or more)	15%	15%	20%	16%	18%
% AA/AS Degree	1%	1%	2%	0%	3%
% BA/BS or Higher Degree	2%	2%	2%	3%	3%



Student Performance: Grade Distribution

Engineering (ENGR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	150	165	157	131	133
Course Success Rates	63%	71%	72%	65%	68%
A	29%	41%	25%	38%	34%
B	23%	16%	31%	17%	24%
C	11%	14%	16%	10%	10%
P	1%	0%	0%	0%	0%
Course Non-Success Rate	17%	19%	17%	21%	18%
D	4%	7%	7%	8%	5%
F/NP/I	13%	12%	10%	12%	13%
Withdrawals (W)	20%	10%	11%	15%	14%



Definitions:

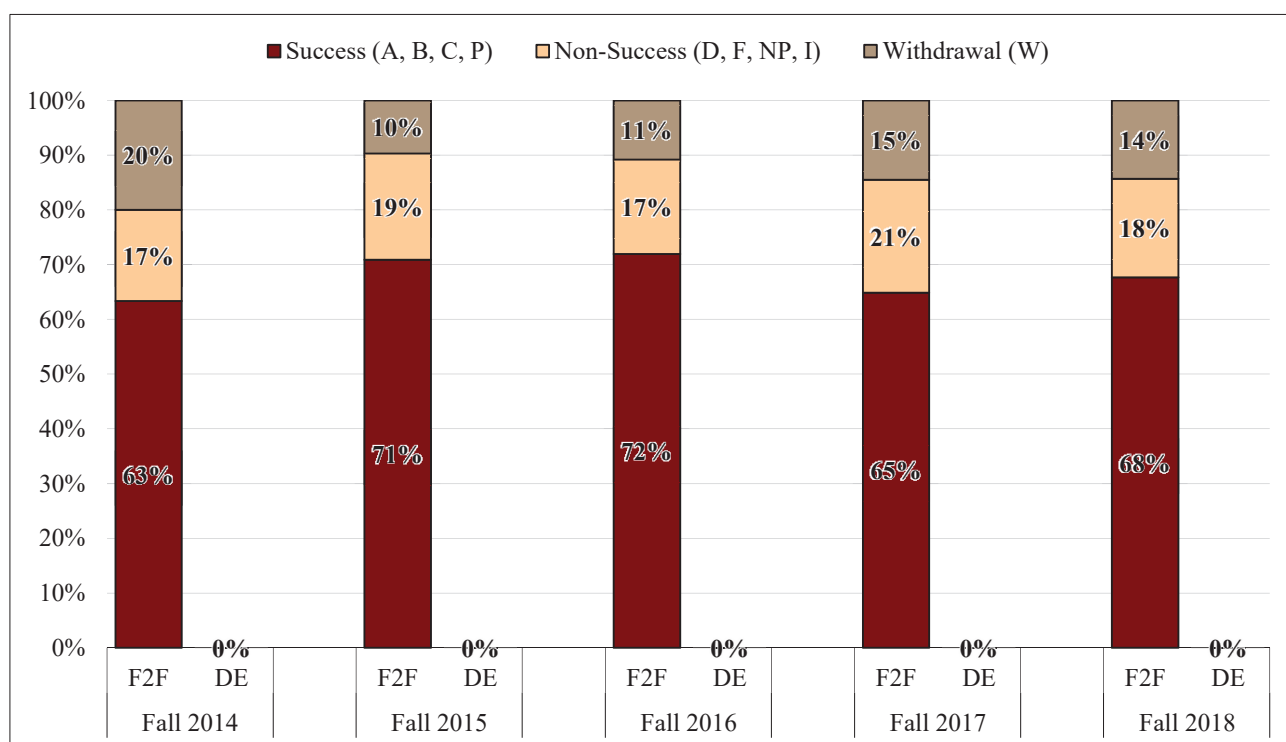
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Engineering (ENGR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	150	165	157	131	133
Face-to-Face (F2F) Sections	611	565	548	589	649
Success Rates	63%	71%	72%	65%	68%
Non-Success Rates	17%	19%	17%	21%	18%
Withdrawals	20%	10%	11%	15%	14%
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.

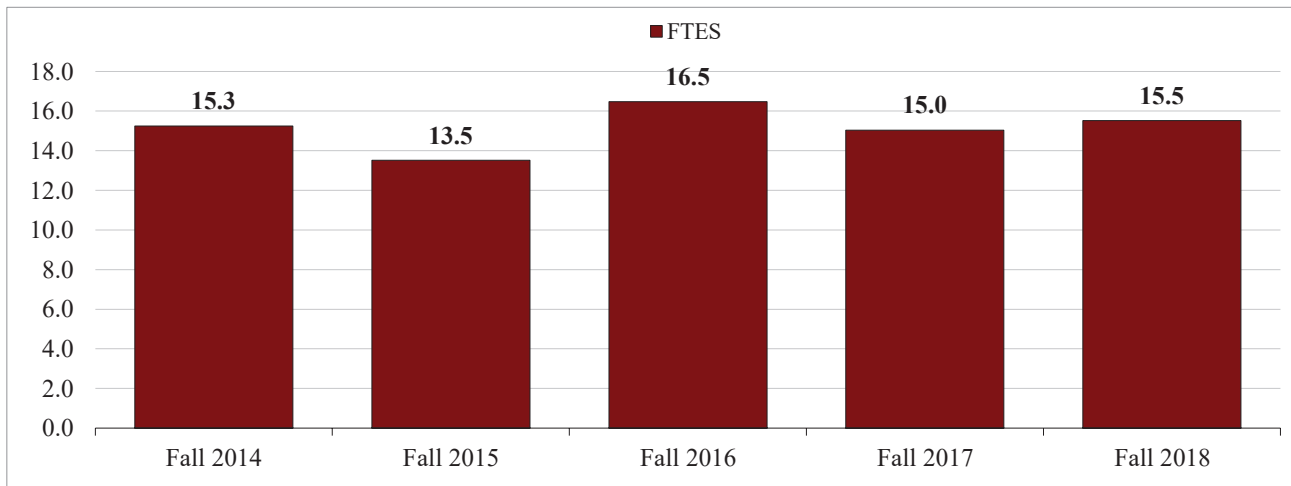
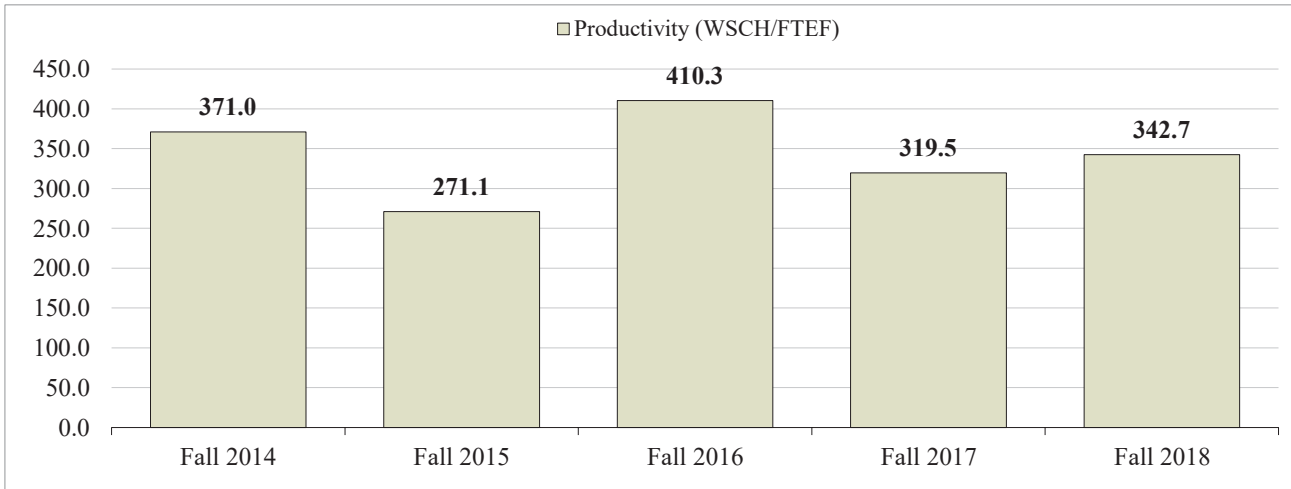
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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

	Engineering (ENGR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
WSCH	463	415	512	468	502
FTEF	15.3	13.5	16.5	15.0	15.5
FTEF	1.2	1.5	1.2	1.5	1.5
Productivity (WSCH/FTEF)	371.0	271.1	410.3	319.5	342.7



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.

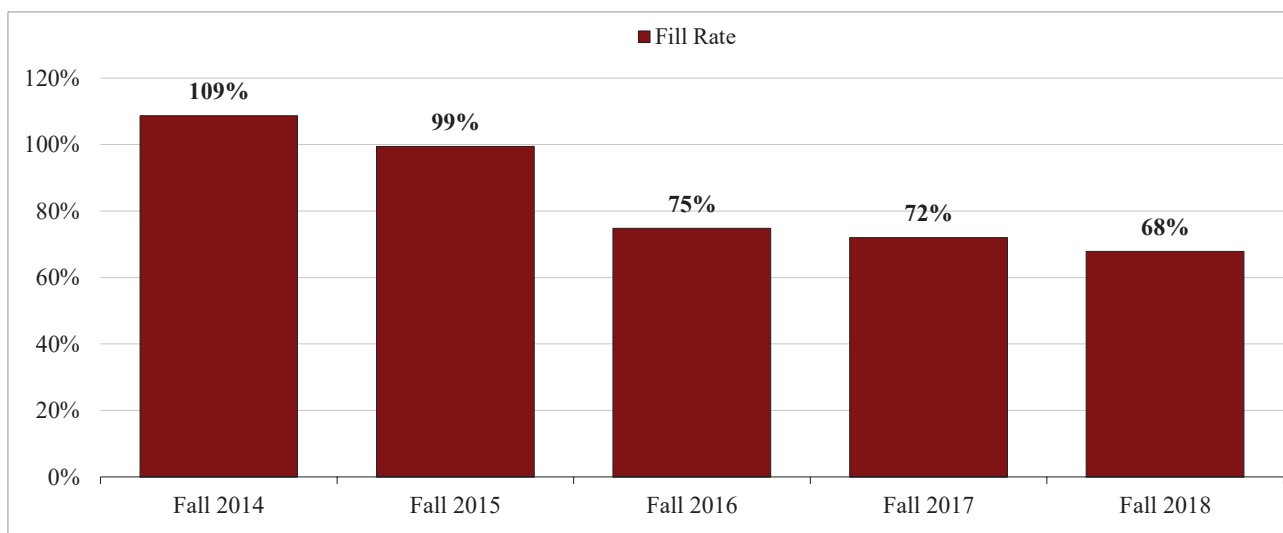
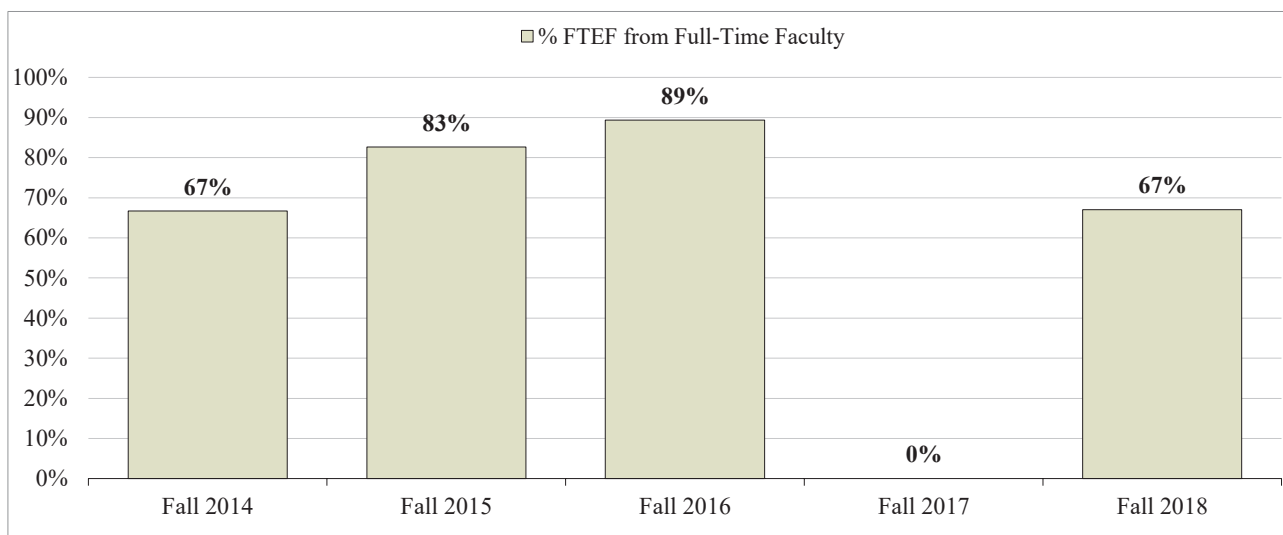
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
FTEF from Full-Time Faculty	0.8	1.3	1.1	0.0	1.0
% FTEF from Full-Time Faculty	67%	83%	89%	0%	67%
Enrollments	150	165	157	131	133
Capacity (seats available)	138	166	210	182	196
Fill Rate	109%	99%	75%	72%	68%



Definitions:

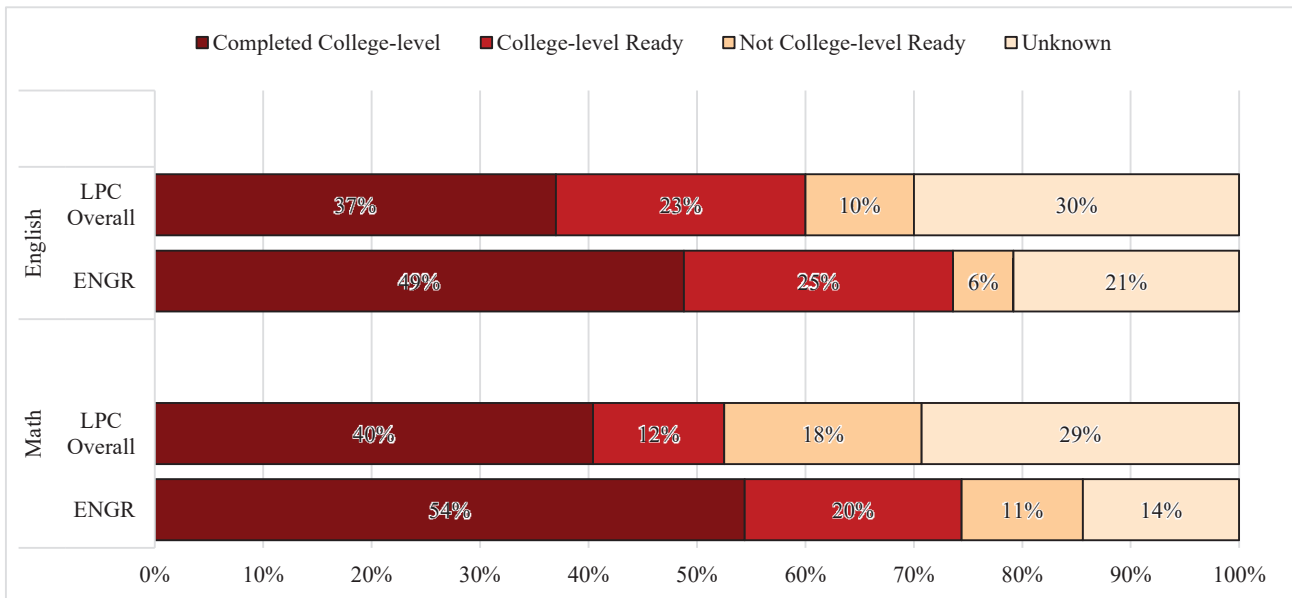
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2018				
	ENGR		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	61	49%	4,858	52%
College-level Ready	31	23%	2,005	22%
Not College-level Ready	7	6%	675	7%
Unknown	26	20%	1,776	19%
College Math				
Completed College-level	68	54%	4,134	44%
College-level Ready	25	20%	1,812	19%
Not College-level Ready	14	11%	1,583	17%
Unknown	18	14%	1,785	19%



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.