



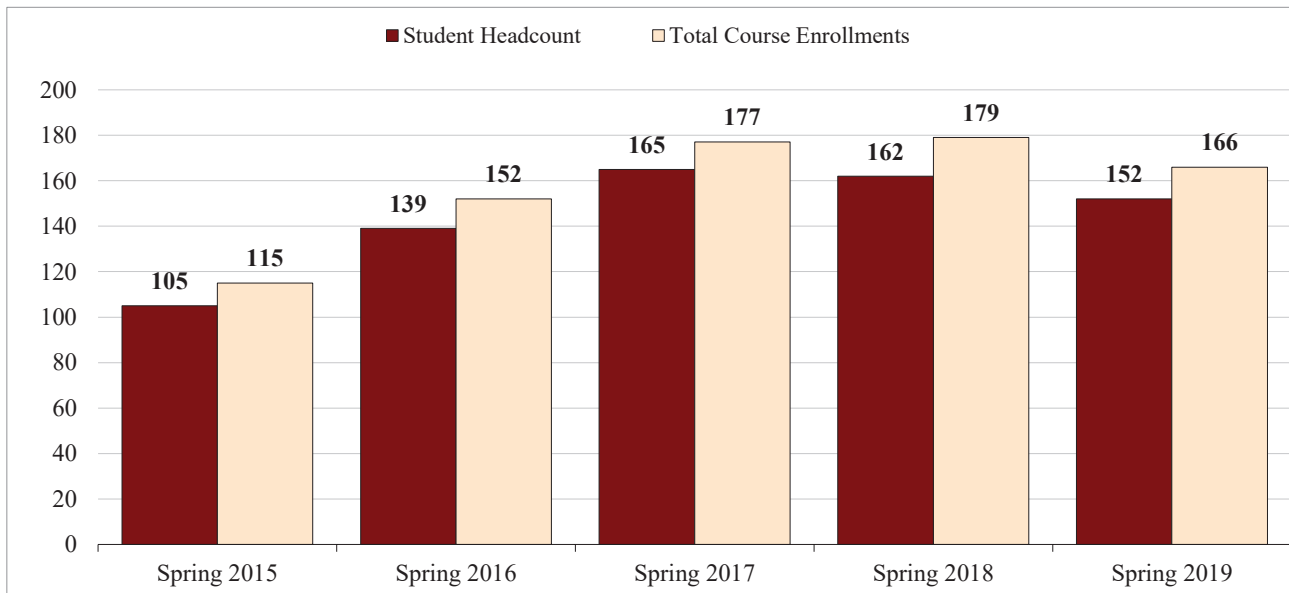
Las Positas College
Program Review Discipline Data Packet
Spring 2015 to Spring 2019

Discipline:
Engineering (ENGR)

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Headcount & Enrollment

	Engineering (ENGR)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	105	139	165	162	152
Total Course Enrollments	115	152	177	179	166



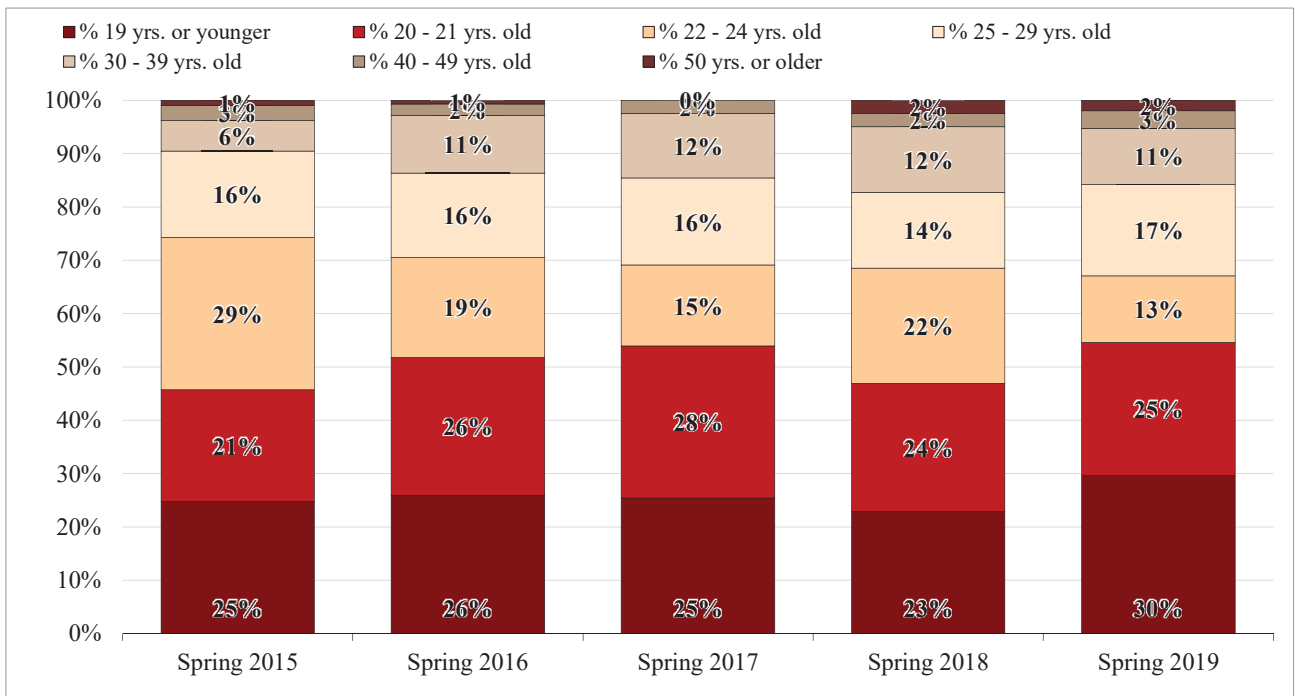
Definitions:

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.

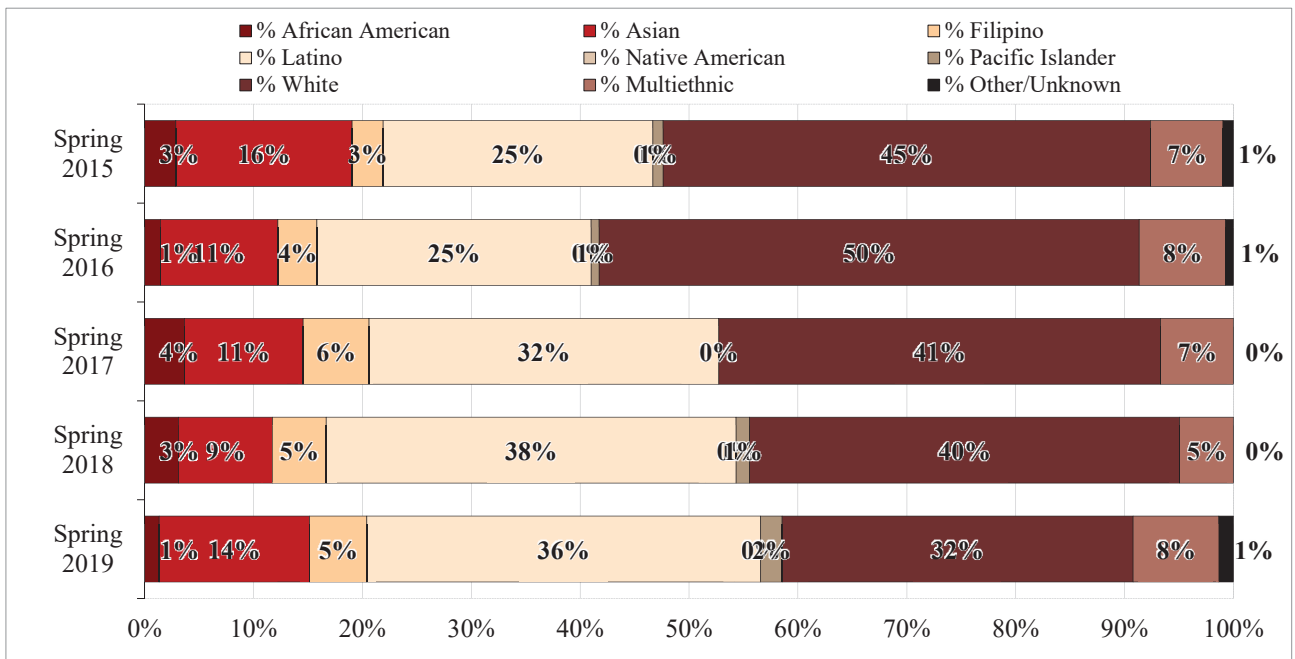
Student Demographics: Gender & Age

	Engineering (ENGR)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	9	21	25	25	25
Male	95	116	140	134	124
19 yrs. or younger	26	36	42	37	45
20-21 yrs. old	22	36	47	39	38
22-24 yrs. old	30	26	25	35	19
25-29 yrs. old	17	22	27	23	26
30-39 yrs. old	6	15	20	20	16
40-49 yrs. old	3	3	4	4	5
50 yrs. or older	1	1	0	4	3
% Female	9%	15%	15%	16%	17%
% Male	91%	85%	85%	84%	83%
% 19 yrs. or younger	25%	26%	25%	23%	30%
% 20 - 21 yrs. old	21%	26%	28%	24%	25%
% 22 - 24 yrs. old	29%	19%	15%	22%	13%
% 25 - 29 yrs. old	16%	16%	16%	14%	17%
% 30 - 39 yrs. old	6%	11%	12%	12%	11%
% 40 - 49 yrs. old	3%	2%	2%	2%	3%
% 50 yrs. or older	1%	1%	0%	2%	2%



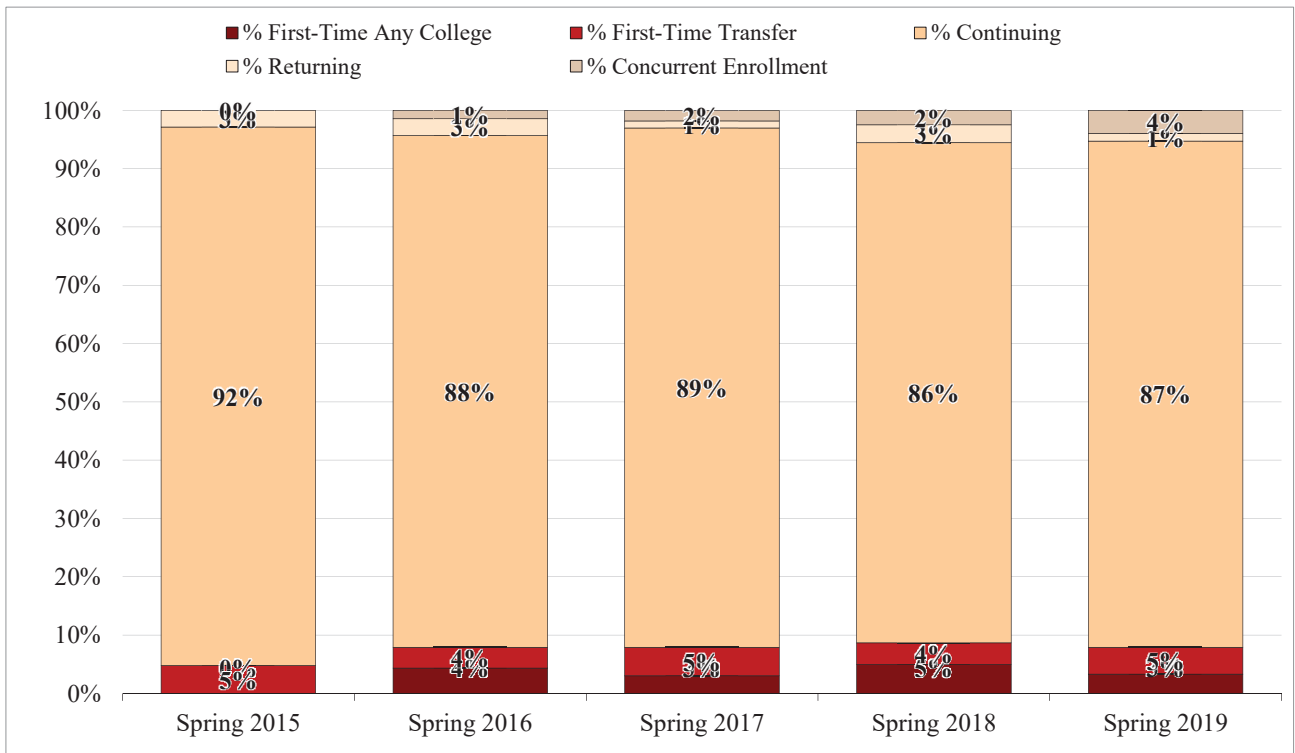
Student Demographic: Race-Ethnicity

Engineering (ENGR)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	3	2	6	5	2
Asian	17	15	18	14	21
Filipino	3	5	10	8	8
Latino	26	35	53	61	55
Native American	0	0	0	0	0
Pacific Islander	1	1	0	2	3
White	47	69	67	64	49
Multiethnic	7	11	11	8	12
Other/Unknown	1	1	0	0	2
% African American	3%	1%	4%	3%	1%
% Asian	16%	11%	11%	9%	14%
% Filipino	3%	4%	6%	5%	5%
% Latino	25%	25%	32%	38%	36%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	1%	1%	0%	1%	2%
% White	45%	50%	41%	40%	32%
% Multiethnic	7%	8%	7%	5%	8%
% Other/Unknown	1%	1%	0%	0%	1%



Student Enrollment Status

	Engineering (ENGR)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	0	6	5	8	5
First-Time Transfer	5	5	8	6	7
Continuing	97	122	147	139	132
Returning	3	4	2	5	2
Concurrent Enrollment	0	2	3	4	6
% First-Time Any College	0%	4%	3%	5%	3%
% First-Time Transfer	5%	4%	5%	4%	5%
% Continuing	92%	88%	89%	86%	87%
% Returning	3%	3%	1%	3%	1%
% Concurrent Enrollment	0%	1%	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.

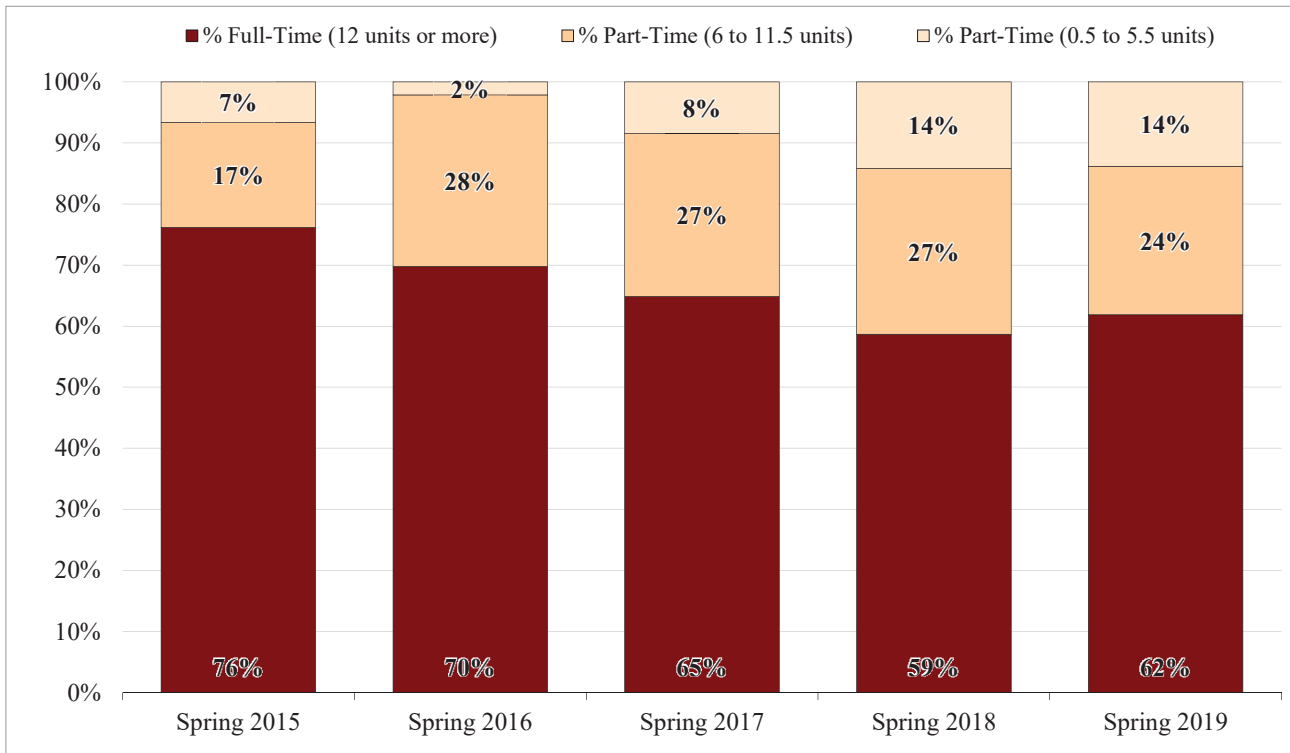
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

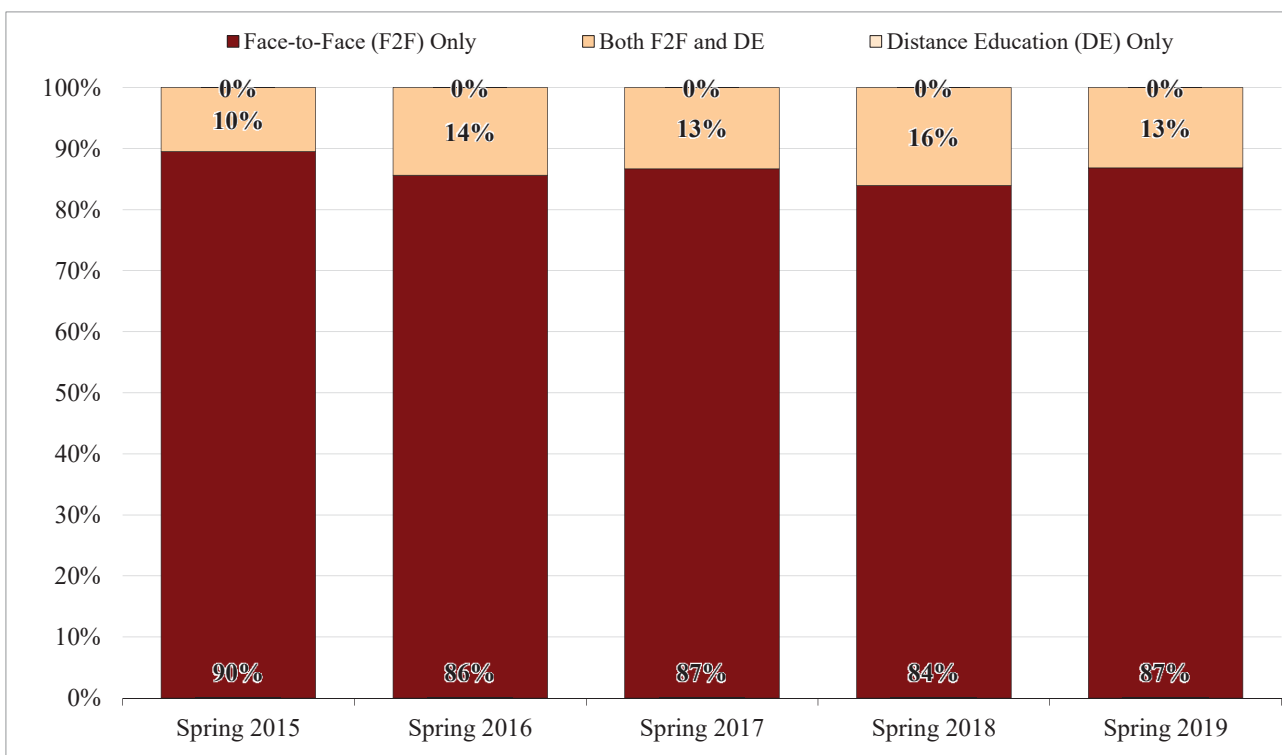
Student Unit Load

Engineering (ENGR)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	80	97	107	95	94
Part-Time (6 to 11.5 units)	18	39	44	44	37
Part-Time (0.5 to 5.5 units)	7	3	14	23	21
% Full-Time (12 units or more)	76%	70%	65%	59%	62%
% Part-Time (6 to 11.5 units)	17%	28%	27%	27%	24%
% Part-Time (0.5 to 5.5 units)	7%	2%	8%	14%	14%



Students Using Distance Education

Engineering (ENGR)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	94	119	143	136	132
Both F2F and DE	11	20	22	26	20
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	90%	86%	87%	84%	87%
% Both F2F and DE	10%	14%	13%	16%	13%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

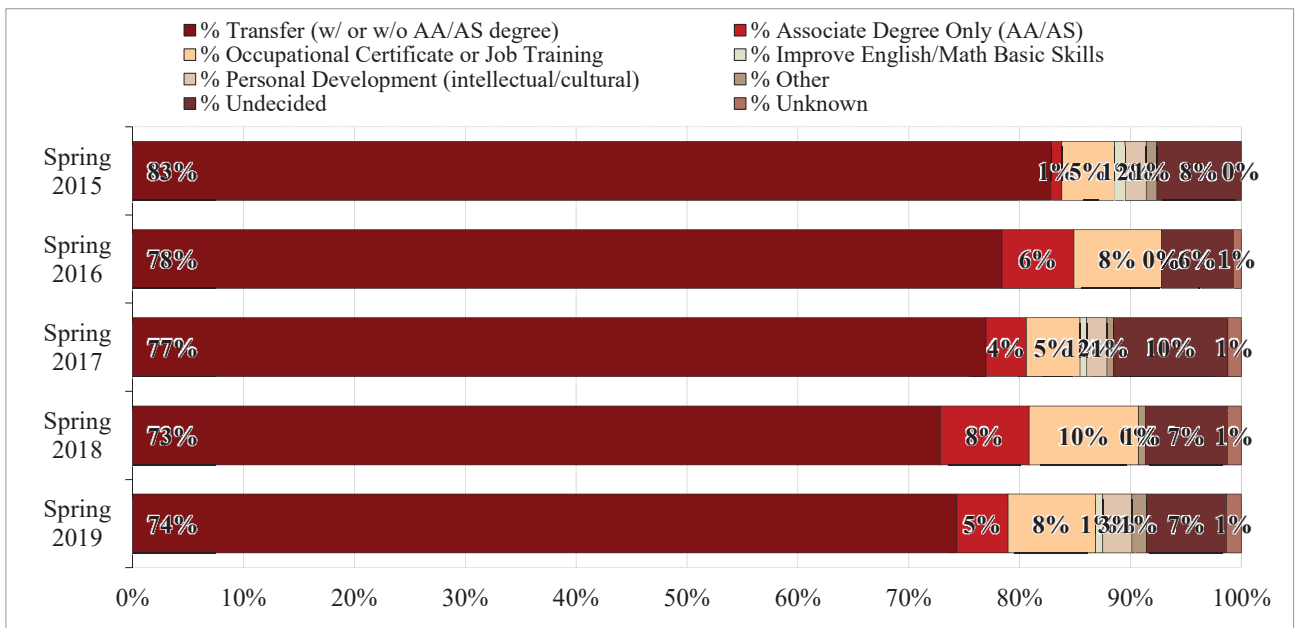


Definitions:

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

Student Educational Goal

Engineering (ENGR)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	87	109	127	118	113
Associate Degree Only (AA/AS)	1	9	6	13	7
Occupational Certificate or Job Training	5	11	8	16	12
Improve English/Math Basic Skills	1	0	1	0	1
Personal Development (intellectual/cultural)	2	0	3	0	4
Other	1	0	1	1	2
Undecided	8	9	17	12	11
Unknown	0	1	2	2	2
% Transfer (w/ or w/o AA/AS degree)	83%	78%	77%	73%	74%
% Associate Degree Only (AA/AS)	1%	6%	4%	8%	5%
% Occupational Certificate or Job Training	5%	8%	5%	10%	8%
% Improve English/Math Basic Skills	1%	0%	1%	0%	1%
% Personal Development (intellectual/cultural)	2%	0%	2%	0%	3%
% Other	1%	0%	1%	1%	1%
% Undecided	8%	6%	10%	7%	7%
% Unknown	0%	1%	1%	1%	1%



Definitions:

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

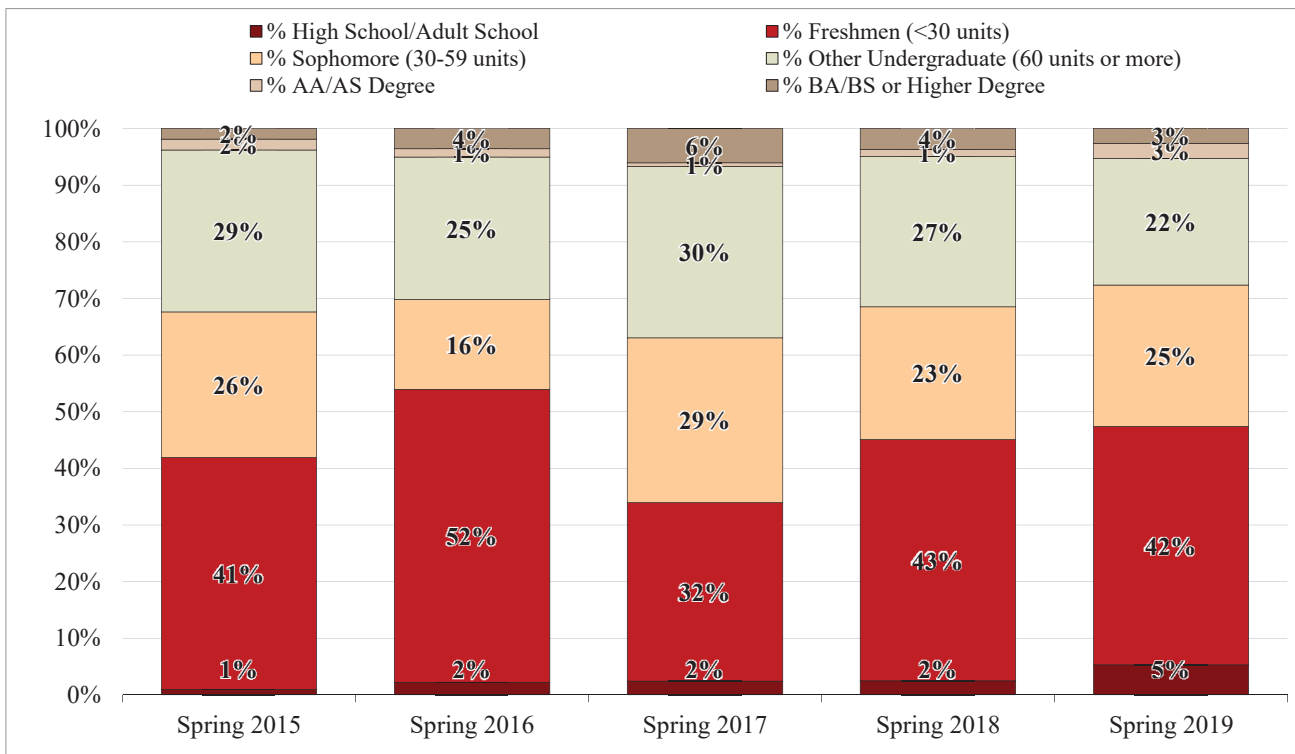
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

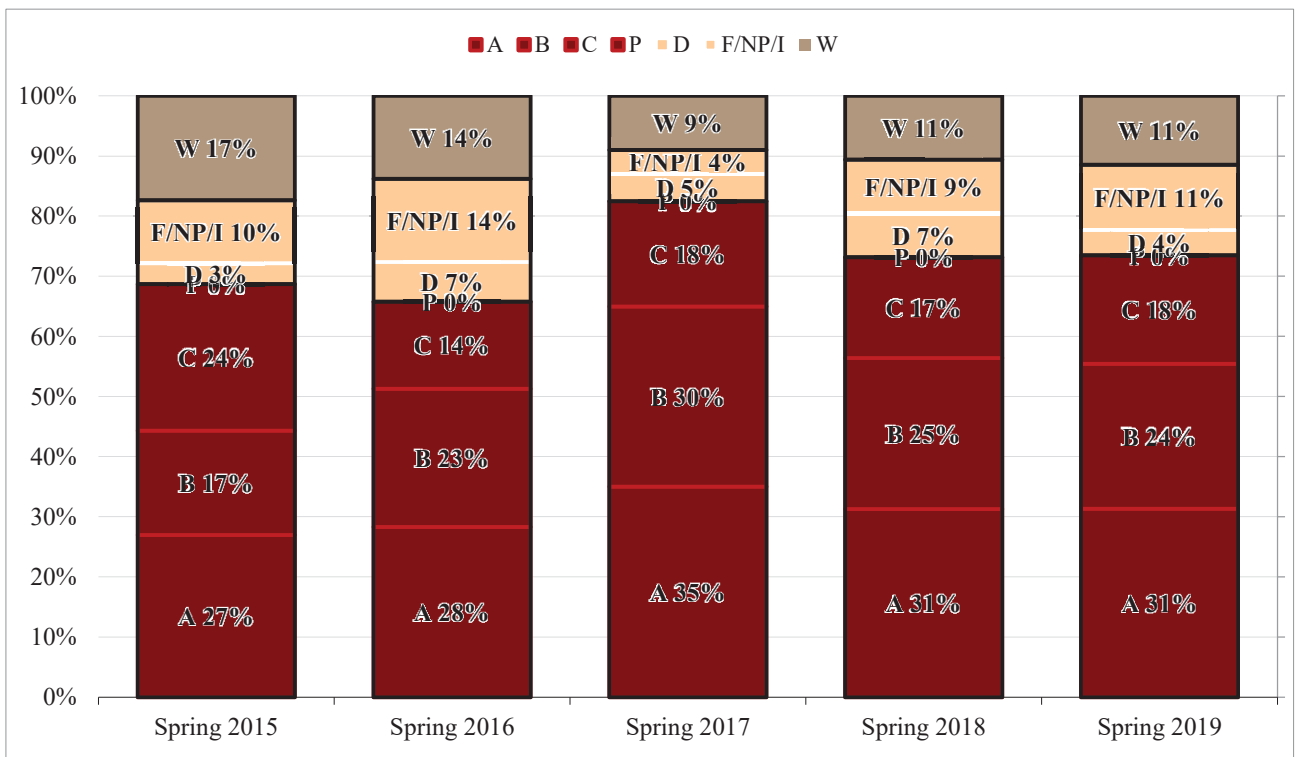
Highest Educational Level of Students

	Engineering (ENGR)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	1	3	4	4	8
Freshmen (<30 units)	43	72	52	69	64
Sophomore (30-59 units)	27	22	48	38	38
Other Undergraduate (60 units or more)	30	35	50	43	34
AA/AS Degree	2	2	1	2	4
BA/BS or Higher Degree	2	5	10	6	4
% High School/Adult School	1%	2%	2%	2%	5%
% Freshmen (<30 units)	41%	52%	32%	43%	42%
% Sophomore (30-59 units)	26%	16%	29%	23%	25%
% Other Undergraduate (60 units or more)	29%	25%	30%	27%	22%
% AA/AS Degree	2%	1%	1%	1%	3%
% BA/BS or Higher Degree	2%	4%	6%	4%	3%



Student Performance: Grade Distribution

Engineering (ENGR)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	115	152	177	179	166
Course Success Rates	69%	66%	82%	73%	73%
A	27%	28%	35%	31%	31%
B	17%	23%	30%	25%	24%
C	24%	14%	18%	17%	18%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	14%	20%	8%	16%	15%
D	3%	7%	5%	7%	4%
F/NP/I	10%	14%	4%	9%	11%
Withdrawals (W)	17%	14%	9%	11%	11%



Definitions:

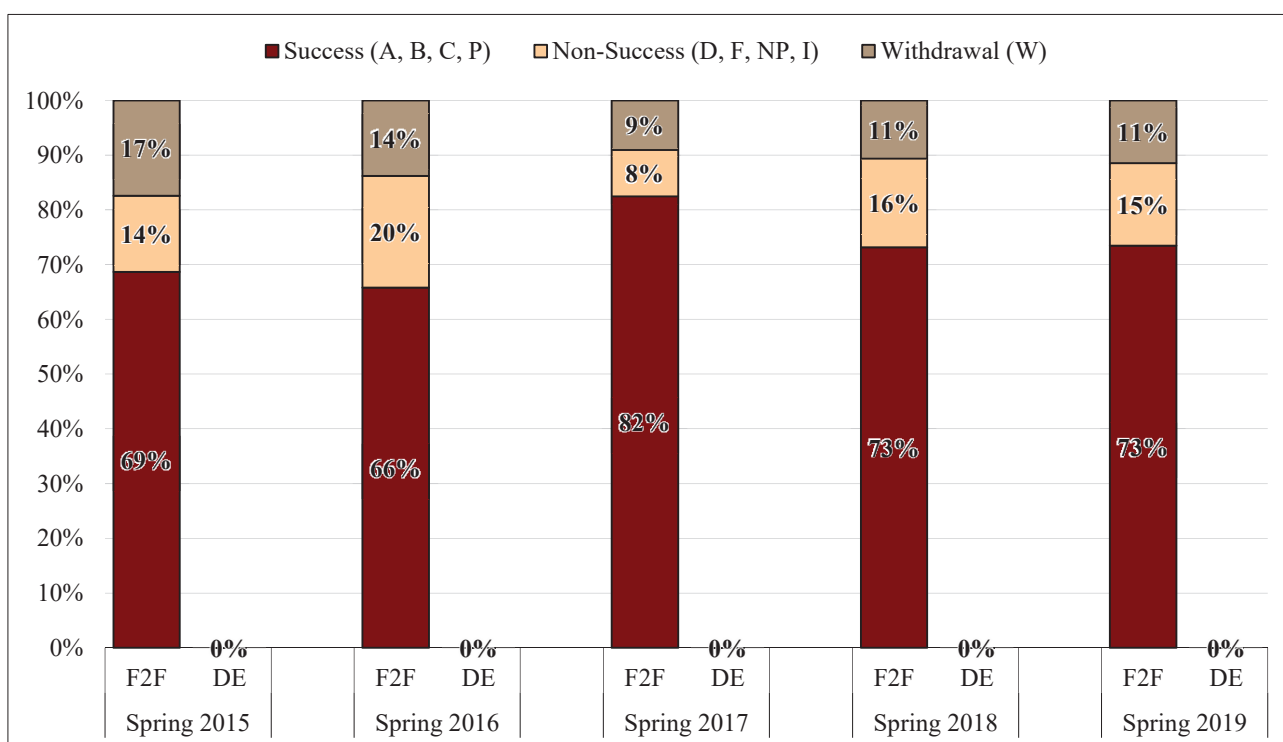
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	115	152	177	179	166
Face-to-Face (F2F) Sections	575	540	572	611	597
Success Rates	69%	66%	82%	73%	73%
Non-Success Rates	14%	20%	8%	16%	15%
Withdrawals	17%	14%	9%	11%	11%
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.

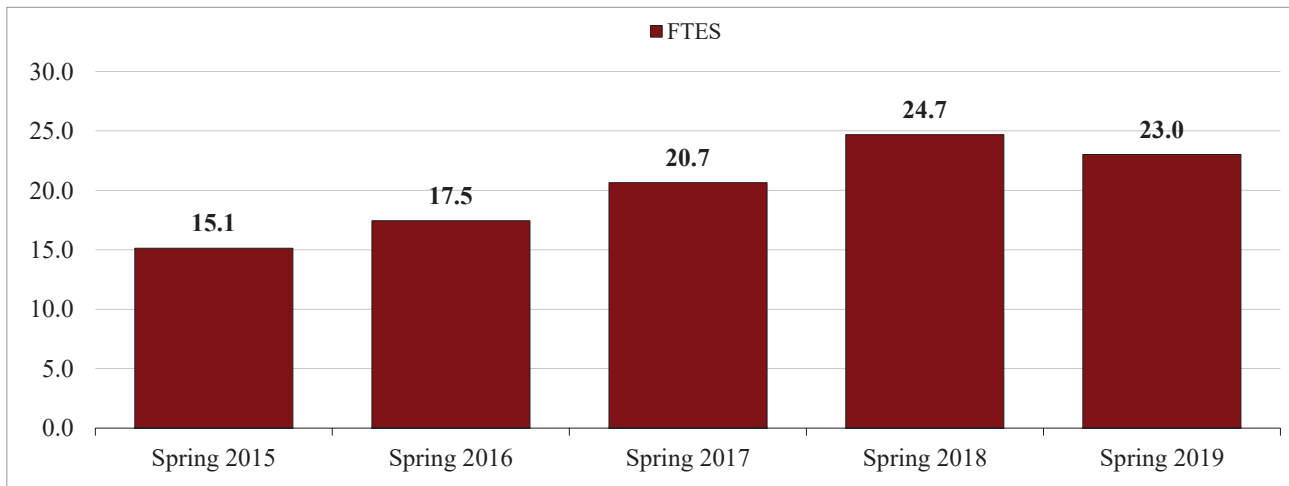
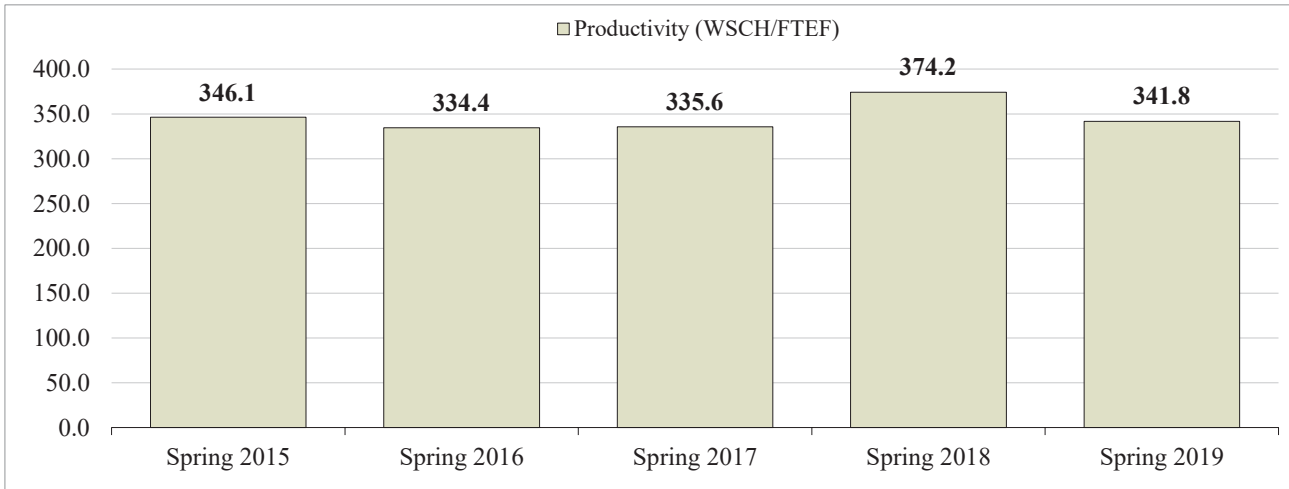
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	461	540	637	760	717
FTEF	15.1	17.5	20.7	24.7	23.0
Productivity (WSCH/FTEF)	346.1	334.4	335.6	374.2	341.8



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.

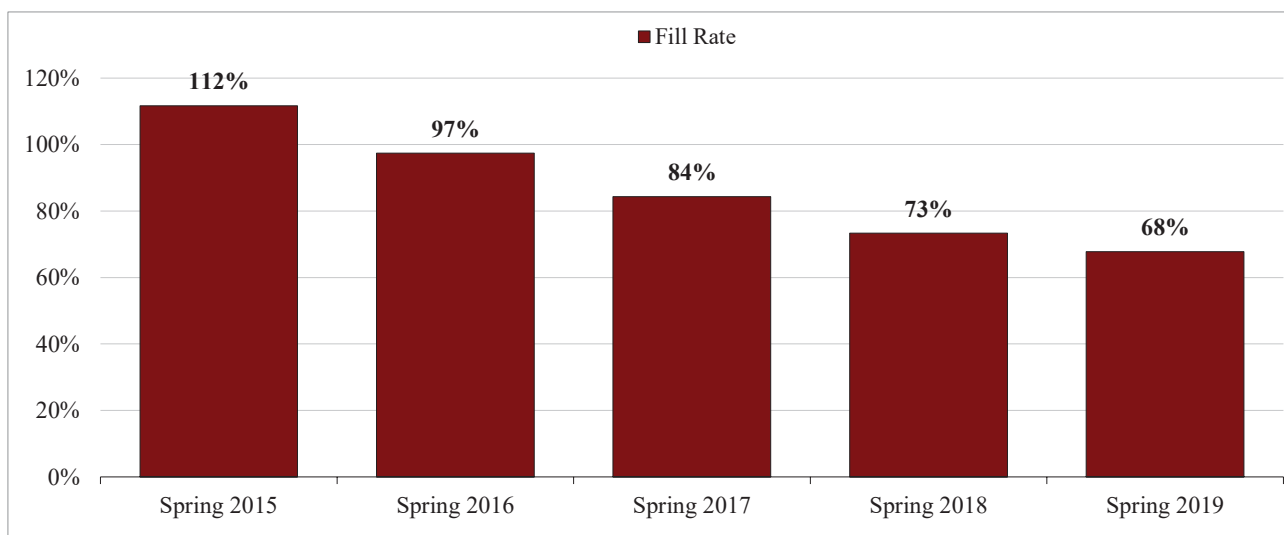
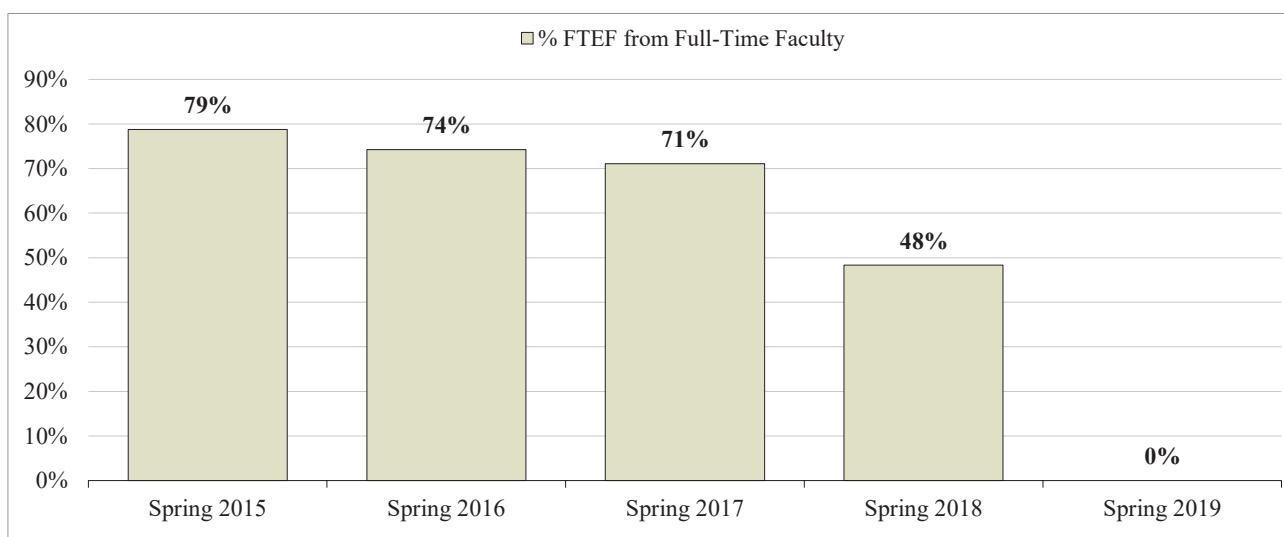
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	1.0	1.2	1.3	1.0	0.0
% FTEF from Full-Time Faculty	79%	74%	71%	48%	0%
Enrollments	115	152	177	179	166
Capacity (seats available)	103	156	210	244	245
Fill Rate	112%	97%	84%	73%	68%



Definitions:

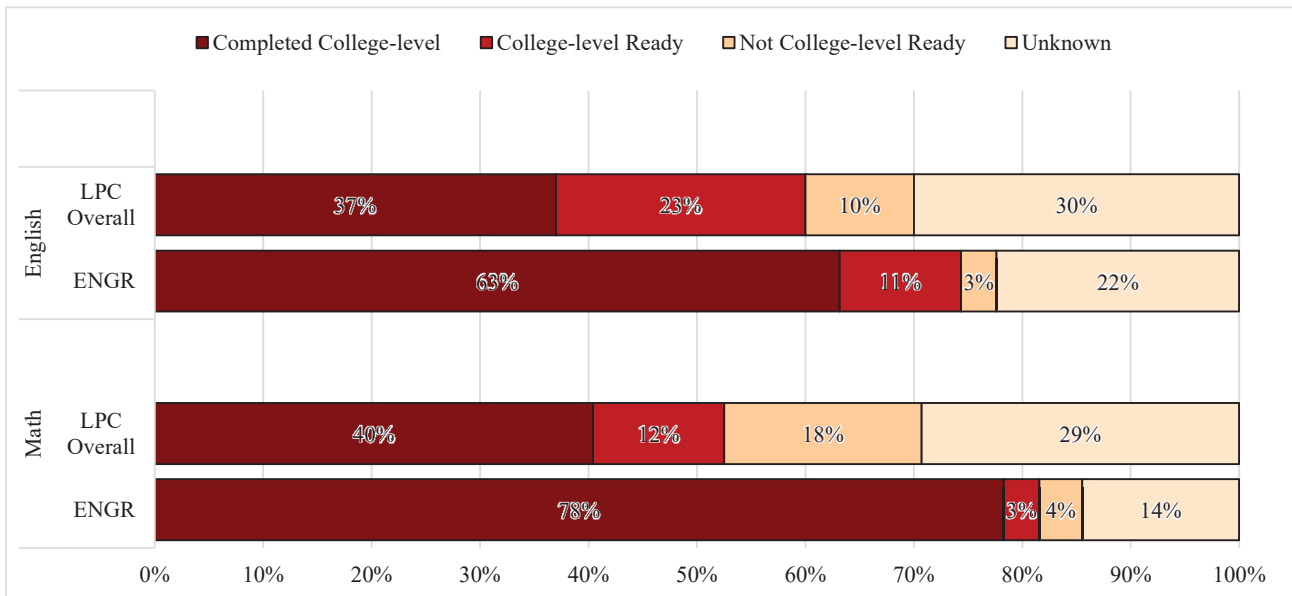
Fill Rate is number of enrollments over the total capacity (seats available).

% 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

Spring 2019				
	ENGR		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	96	63%	5,237	60%
College-level Ready	17	10%	1,339	15%
Not College-level Ready	5	3%	458	5%
Unknown	34	21%	1,703	19%
College Math				
Completed College-level	119	78%	4,956	57%
College-level Ready	5	3%	642	7%
Not College-level Ready	6	4%	1,161	13%
Unknown	22	14%	1,978	23%



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.