



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

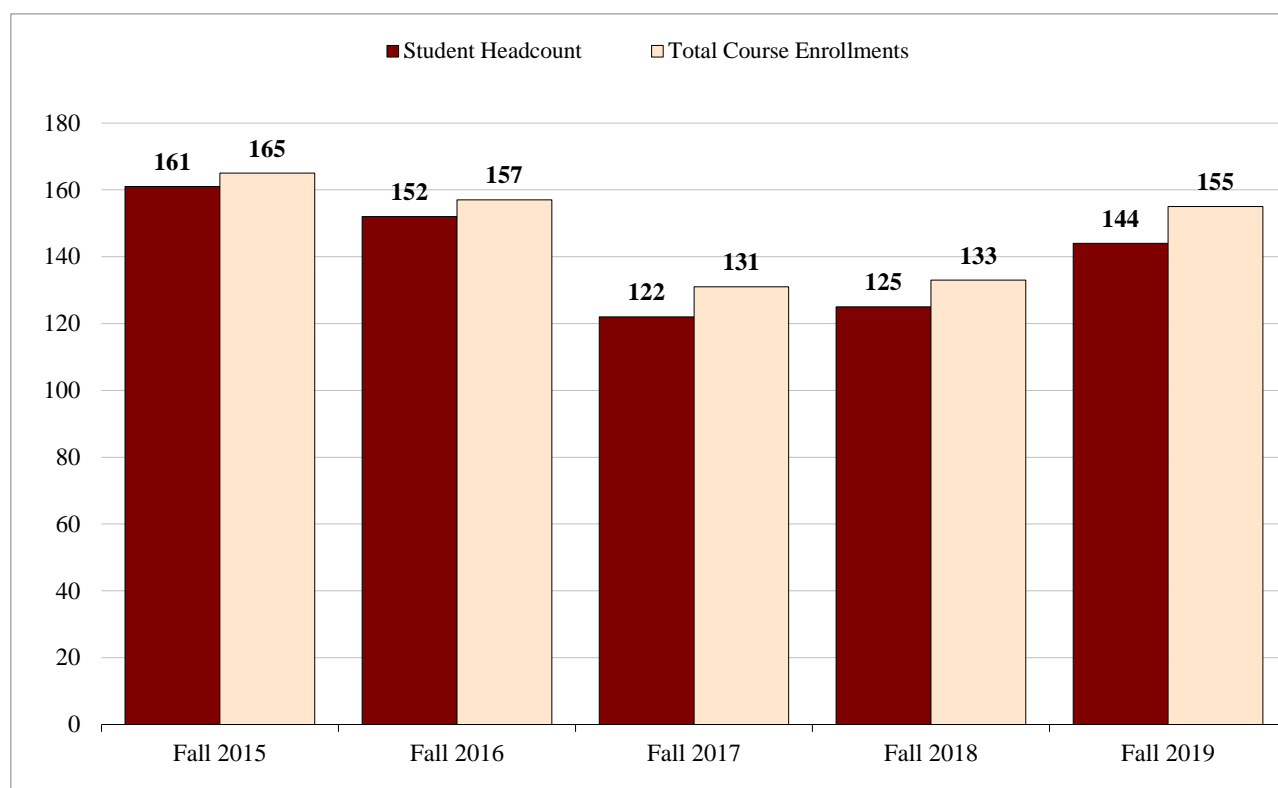
Discipline:
Engineering (ENGR)

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NOTE: ^ next to rubric / subject code indicates that the report combines data for related credit and non-credit rubrics

Headcount & Enrollment

Engineering (ENGR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student Headcount	161	152	122	125	144
Total Course Enrollments	165	157	131	133	155



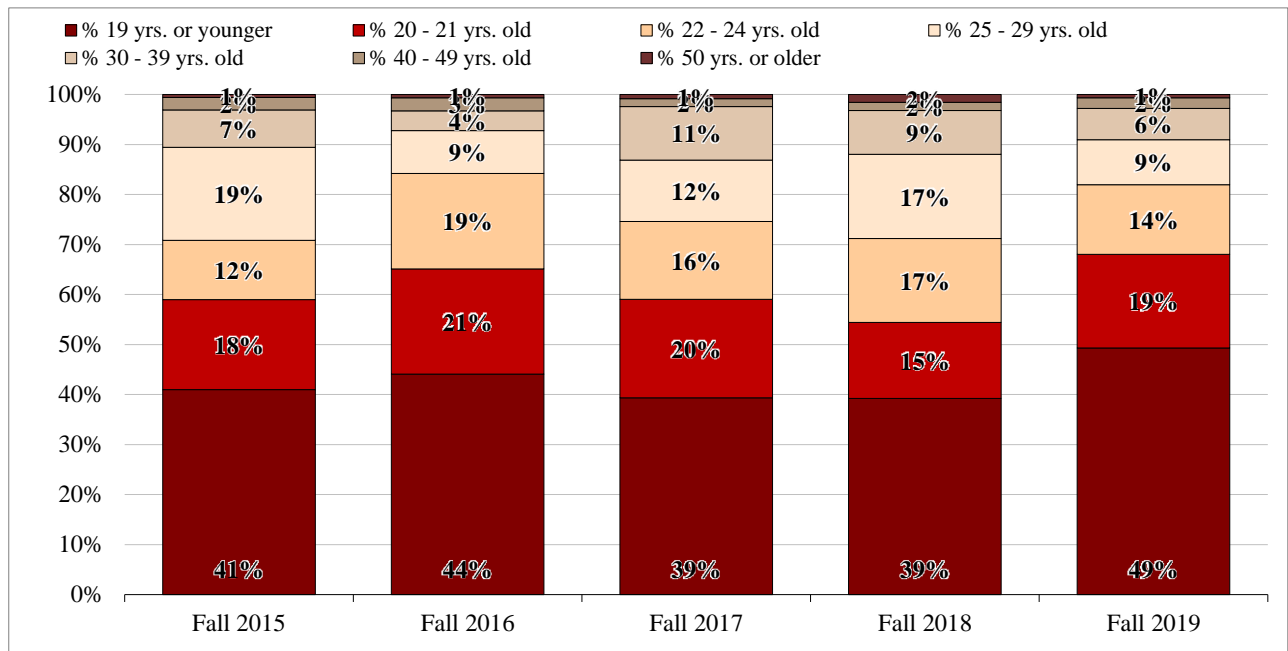
Definitions:

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.

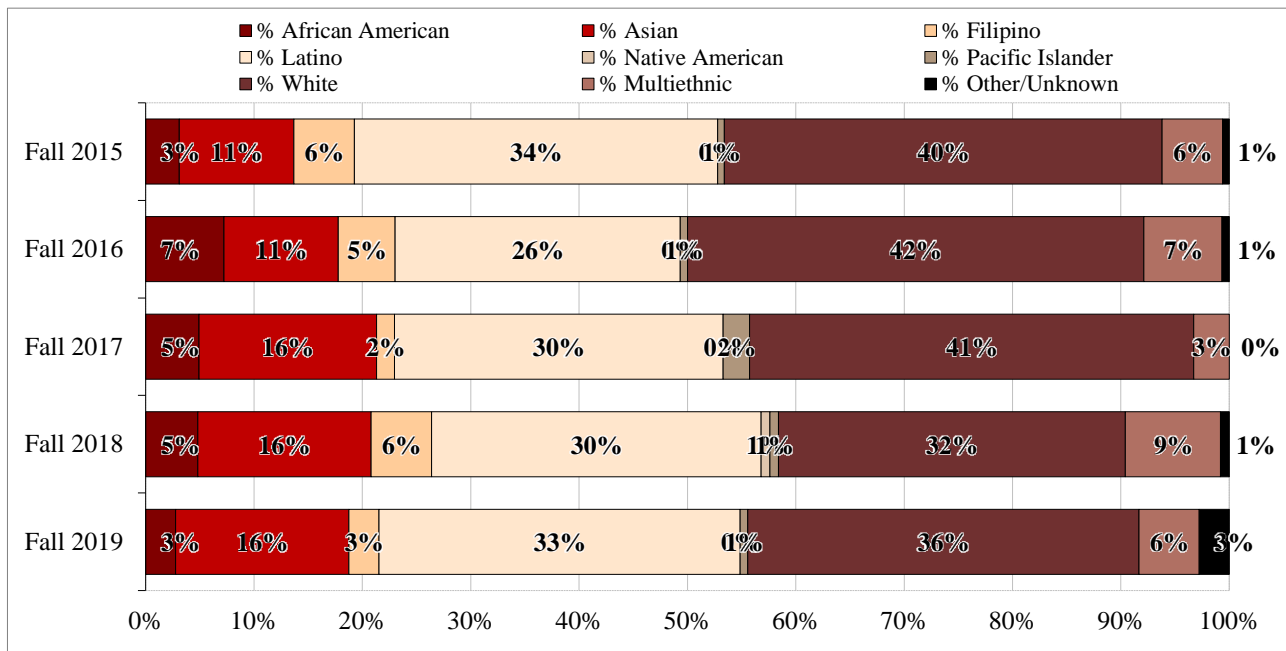
Student Demographics: Gender & Age

	Engineering (ENGR)				
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Female	22	20	17	19	25
Male	139	131	101	105	114
19 yrs. or younger	66	67	48	49	71
20-21 yrs. old	29	32	24	19	27
22-24 yrs. old	19	29	19	21	20
25-29 yrs. old	30	13	15	21	13
30-39 yrs. old	12	6	13	11	9
40-49 yrs. old	4	4	2	2	3
50 yrs. or older	1	1	1	2	1
% Female	14%	13%	14%	15%	18%
% Male	86%	87%	86%	85%	82%
% 19 yrs. or younger	41%	44%	39%	39%	49%
% 20 - 21 yrs. old	18%	21%	20%	15%	19%
% 22 - 24 yrs. old	12%	19%	16%	17%	14%
% 25 - 29 yrs. old	19%	9%	12%	17%	9%
% 30 - 39 yrs. old	7%	4%	11%	9%	6%
% 40 - 49 yrs. old	2%	3%	2%	2%	2%
% 50 yrs. or older	1%	1%	1%	2%	1%



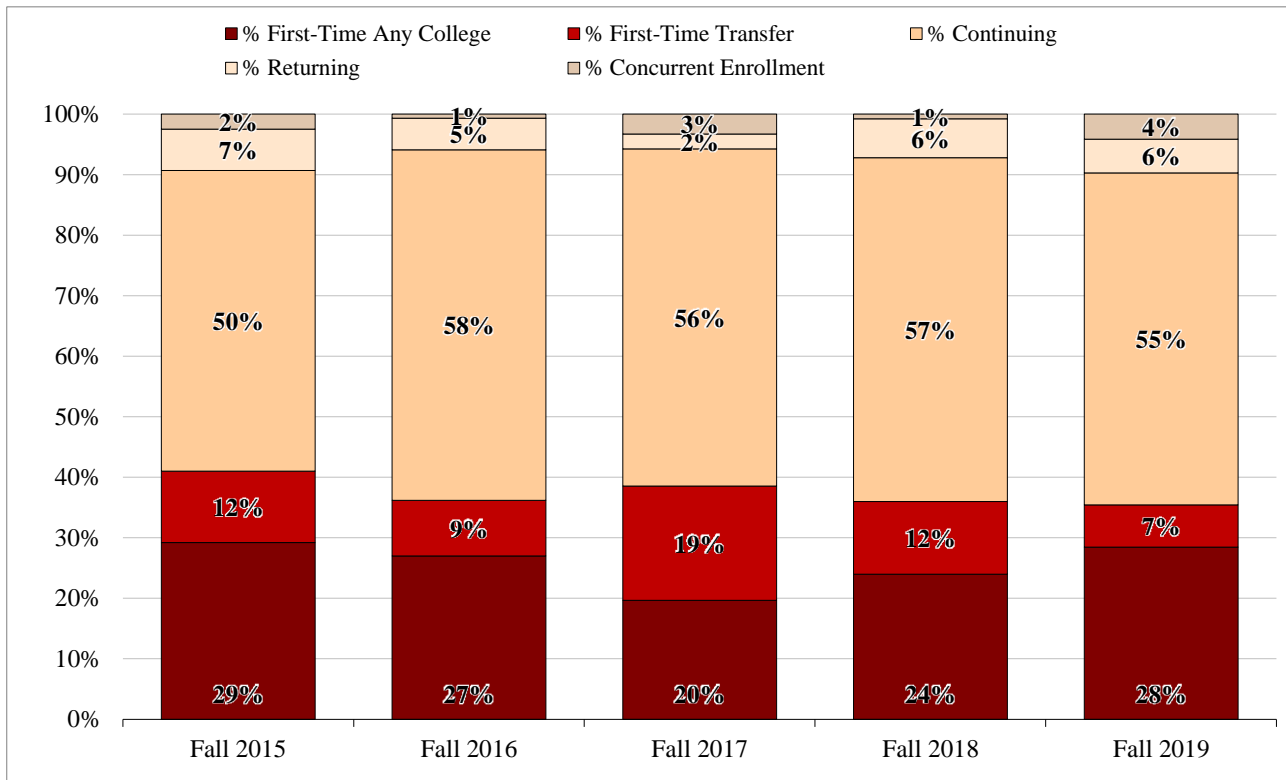
Student Demographic: Race-Ethnicity

Engineering (ENGR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	5	11	6	6	4
Asian	17	16	20	20	23
Filipino	9	8	2	7	4
Latino	54	40	37	38	48
Native American	0	0	0	1	0
Pacific Islander	1	1	3	1	1
White	65	64	50	40	52
Multiethnic	9	11	4	11	8
Other/Unknown	1	1	0	1	4
% African American	3%	7%	5%	5%	3%
% Asian	11%	11%	16%	16%	16%
% Filipino	6%	5%	2%	6%	3%
% Latino	34%	26%	30%	30%	33%
% Native American	0%	0%	0%	1%	0%
% Pacific Islander	1%	1%	2%	1%	1%
% White	40%	42%	41%	32%	36%
% Multiethnic	6%	7%	3%	9%	6%
% Other/Unknown	1%	1%	0%	1%	3%



Student Enrollment Status

	Engineering (ENGR)				
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First-Time Any College	47	41	24	30	41
First-Time Transfer	19	14	23	15	10
Continuing	80	88	68	71	79
Returning	11	8	3	8	8
Concurrent Enrollment	4	1	4	1	6
% First-Time Any College	29%	27%	20%	24%	28%
% First-Time Transfer	12%	9%	19%	12%	7%
% Continuing	50%	58%	56%	57%	55%
% Returning	7%	5%	2%	6%	6%
% Concurrent Enrollment	2%	1%	3%	1%	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.

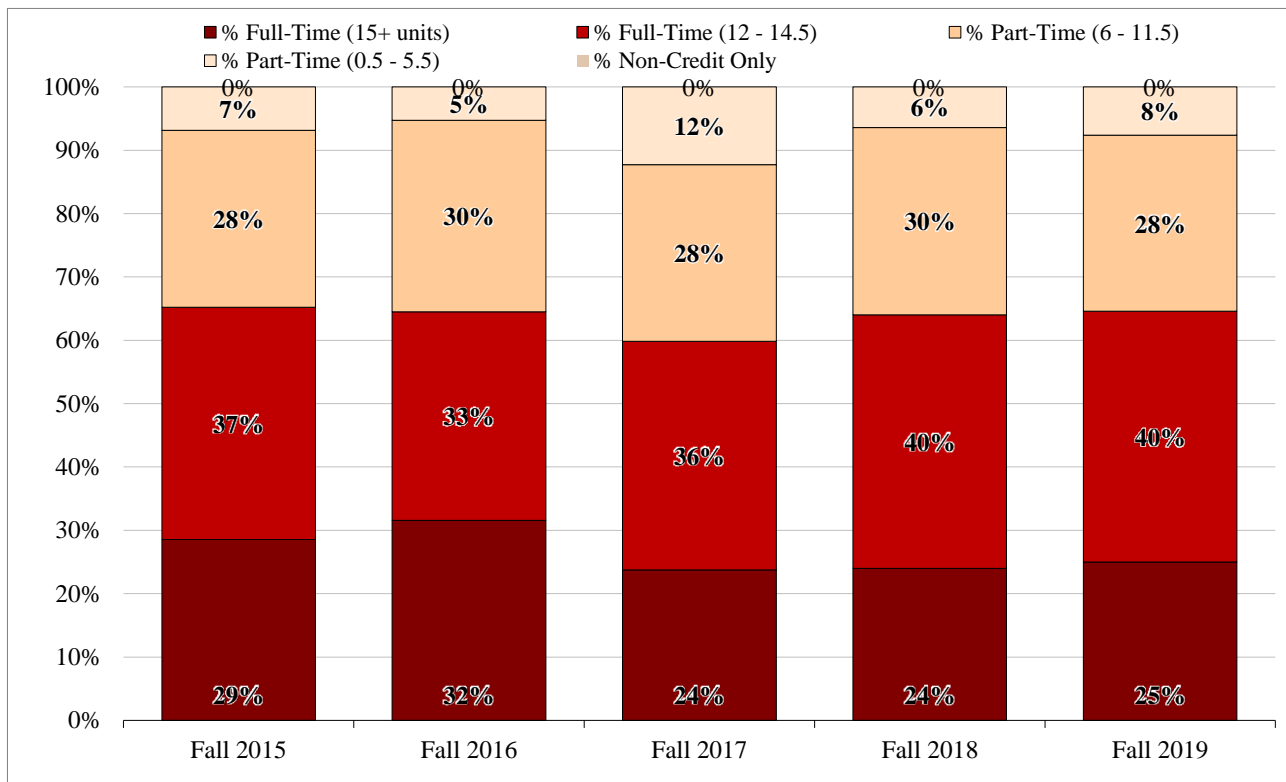
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

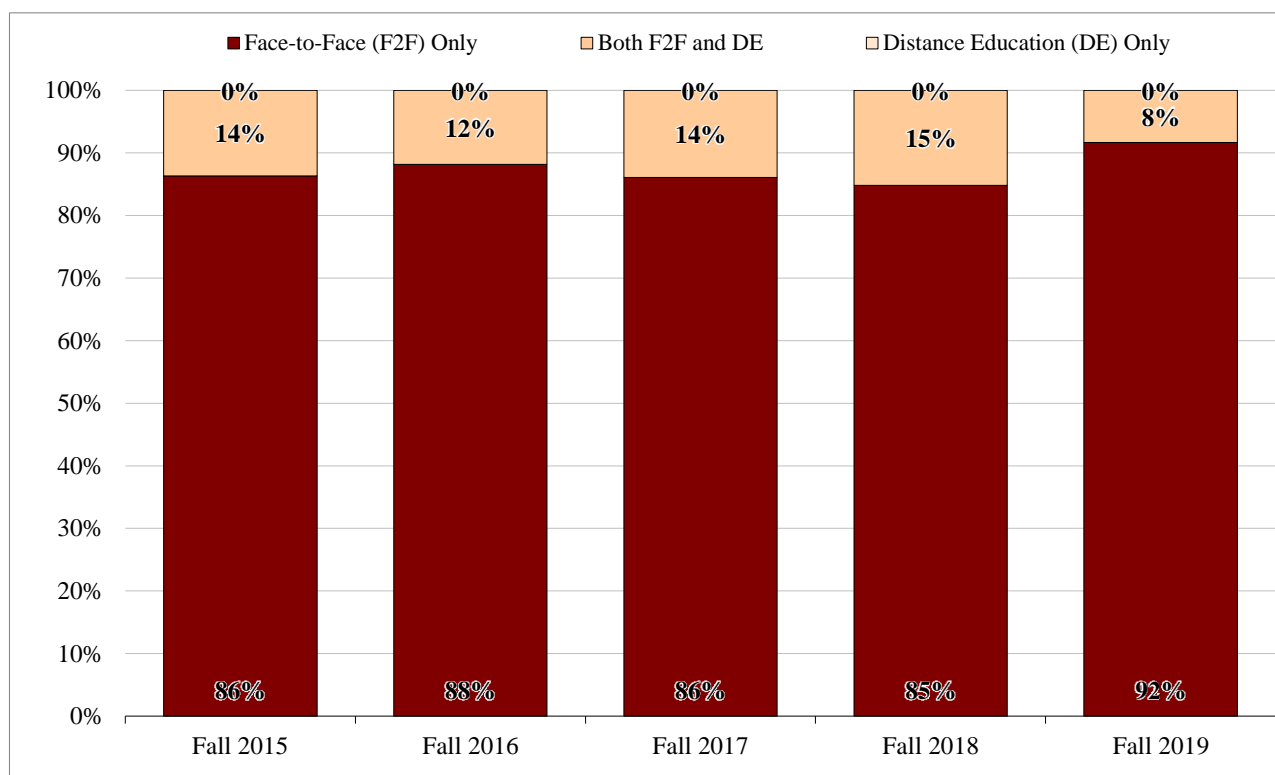
Student Unit Load

Engineering (ENGR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full-Time (15+ units)	46	48	29	30	36
Full-Time (12 - 14.5)	59	50	44	50	57
Part-Time (6 - 11.5)	45	46	34	37	40
Part-Time (0.5 - 5.5)	11	8	15	8	11
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	29%	32%	24%	24%	25%
% Full-Time (12 - 14.5)	37%	33%	36%	40%	40%
% Part-Time (6 - 11.5)	28%	30%	28%	30%	28%
% Part-Time (0.5 - 5.5)	7%	5%	12%	6%	8%
% Non-Credit Only	0%	0%	0%	0%	0%



Students Using Distance Education

Engineering (ENGR)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Face-to-Face (F2F) Only	139	134	105	106	132
Both F2F and DE	22	18	17	19	12
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	86%	88%	86%	85%	92%
% Both F2F and DE	14%	12%	14%	15%	8%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

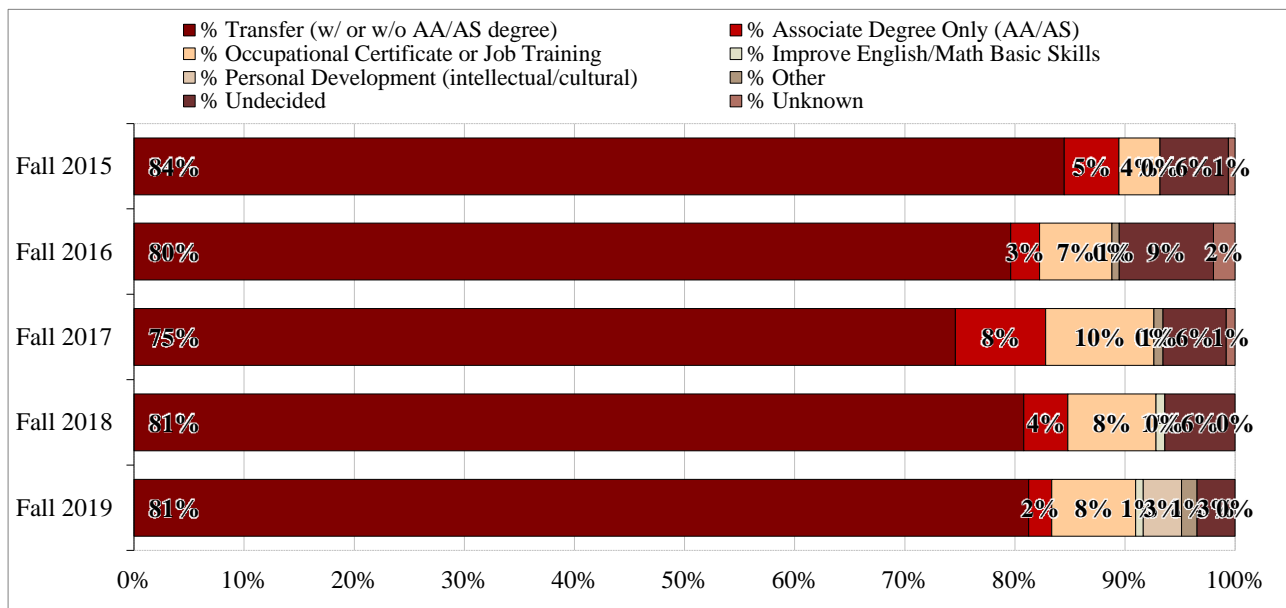


Definitions:

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

Student Educational Goal

Engineering (ENGR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Transfer (w/ or w/o AA/AS degree)	136	121	91	101	117
Associate Degree Only (AA/AS)	8	4	10	5	3
Occupational Certificate or Job Training	6	10	12	10	11
Improve English/Math Basic Skills	0	0	0	1	1
Personal Development (intellectual/cultural)	0	0	0	0	5
Other	0	1	1	0	2
Undecided	10	13	7	8	5
Unknown	1	3	1	0	0
% Transfer (w/ or w/o AA/AS degree)	84%	80%	75%	81%	81%
% Associate Degree Only (AA/AS)	5%	3%	8%	4%	2%
% Occupational Certificate or Job Training	4%	7%	10%	8%	8%
% Improve English/Math Basic Skills	0%	0%	0%	1%	1%
% Personal Development (intellectual/cultural)	0%	0%	0%	0%	3%
% Other	0%	1%	1%	0%	1%
% Undecided	6%	9%	6%	6%	3%
% Unknown	1%	2%	1%	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.

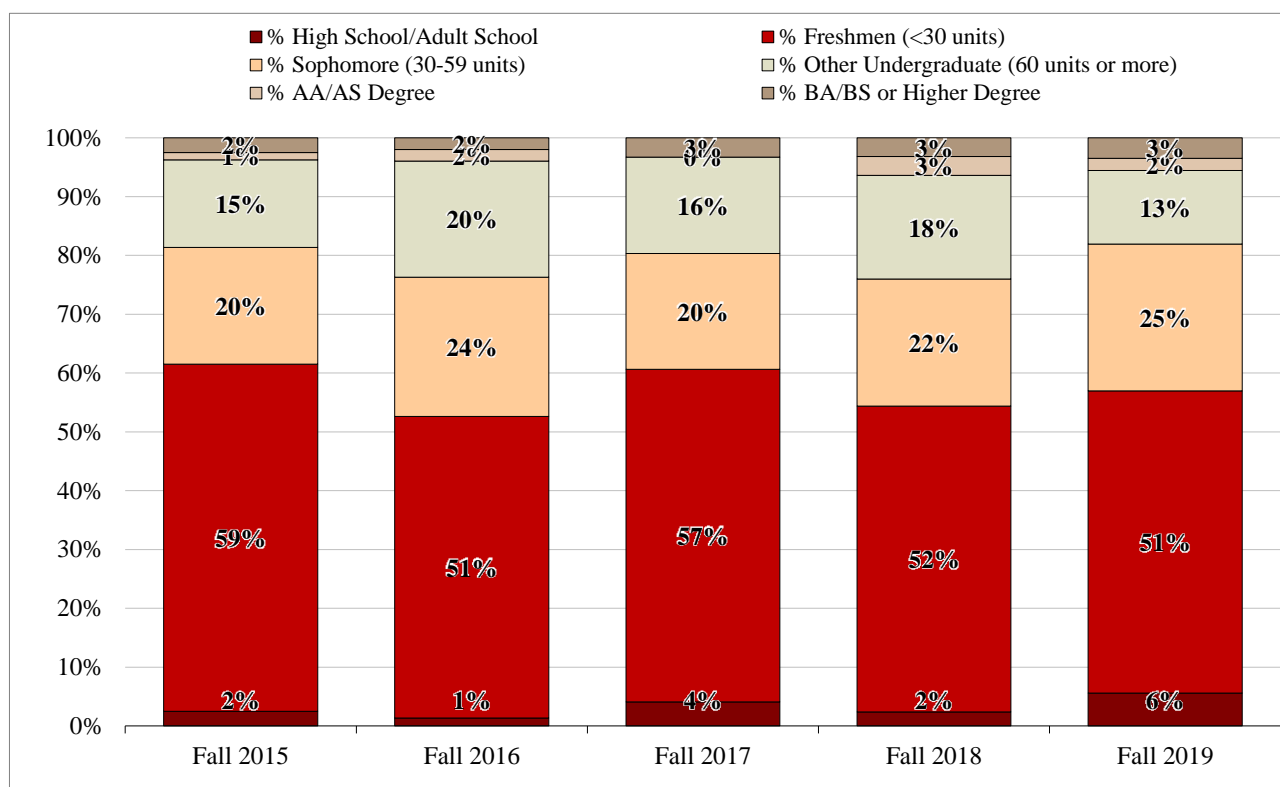
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

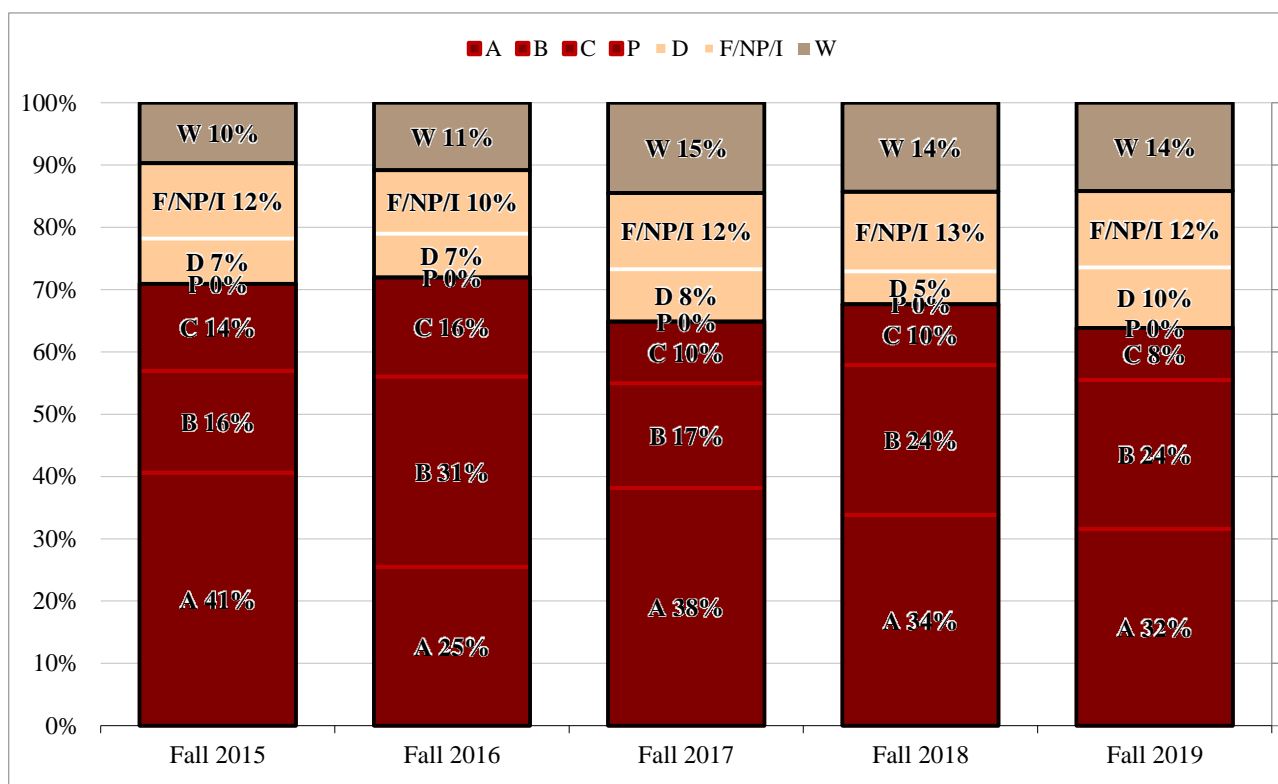
Highest Educational Level of Students

	Engineering (ENGR)				
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
High School/Adult School	4	2	5	3	8
Freshmen (<30 units)	95	78	69	65	74
Sophomore (30-59 units)	32	36	24	27	36
Other Undergraduate (60 units or more)	24	30	20	22	18
AA/AS Degree	2	3	0	4	3
BA/BS or Higher Degree	4	3	4	4	5
% High School/Adult School	2%	1%	4%	2%	6%
% Freshmen (<30 units)	59%	51%	57%	52%	51%
% Sophomore (30-59 units)	20%	24%	20%	22%	25%
% Other Undergraduate (60 units or more)	15%	20%	16%	18%	13%
% AA/AS Degree	1%	2%	0%	3%	2%
% BA/BS or Higher Degree	2%	2%	3%	3%	3%



Student Performance: Grade Distribution

Engineering (ENGR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Course Enrollments	165	157	131	133	155
Course Success Rates	71%	72%	65%	68%	64%
A	41%	25%	38%	34%	32%
B	16%	31%	17%	24%	24%
C	14%	16%	10%	10%	8%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	19%	17%	21%	18%	22%
D	7%	7%	8%	5%	10%
F/NP/I	12%	10%	12%	13%	12%
Withdrawals (W)	10%	11%	15%	14%	14%



Definitions:

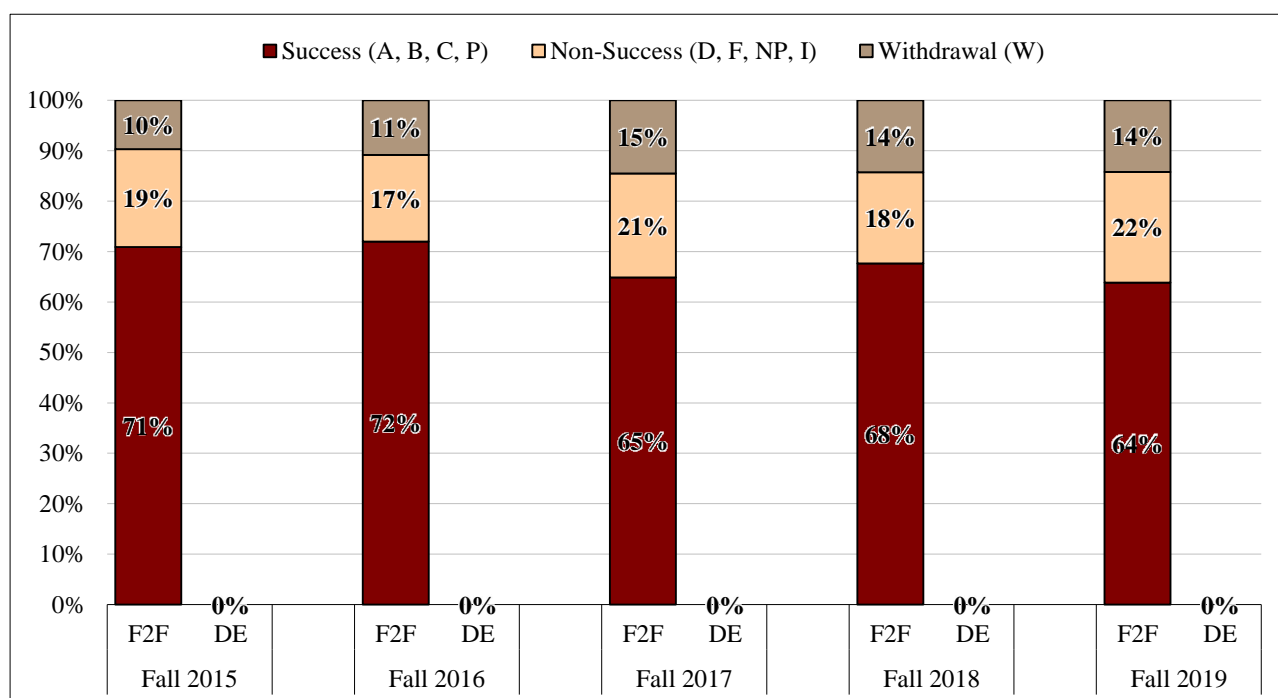
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or '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 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Course Enrollments	165	157	131	133	155
Face-to-Face (F2F) Sections	565	548	589	649	590
Success Rates	71%	72%	65%	68%	64%
Non-Success Rates	19%	17%	21%	18%	22%
Withdrawals	10%	11%	15%	14%	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.

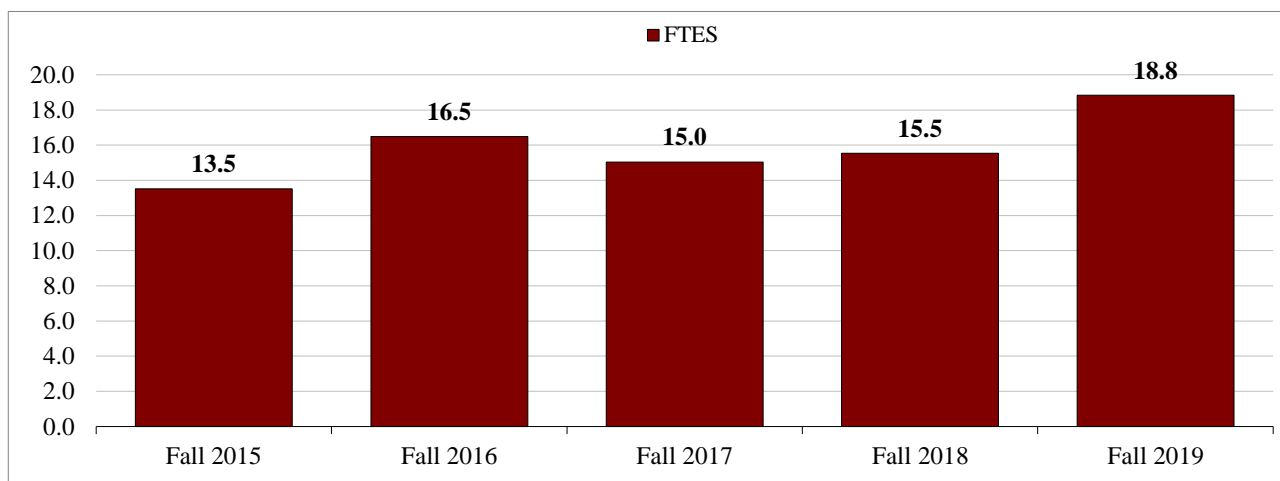
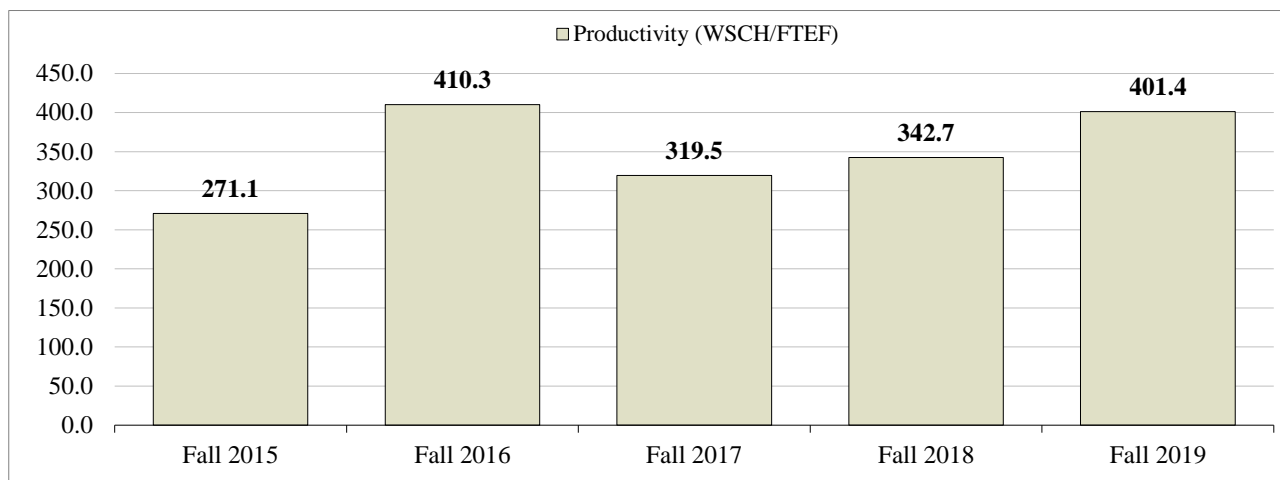
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'T') relative to all students receiving a grade.

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 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
WSCH	415	512	468	502	588
FTEF	13.5	16.5	15.0	15.5	18.8
FTEF	1.5	1.2	1.5	1.5	1.5
Productivity (WSCH/FTEF)	271.1	410.3	319.5	342.7	401.4



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.

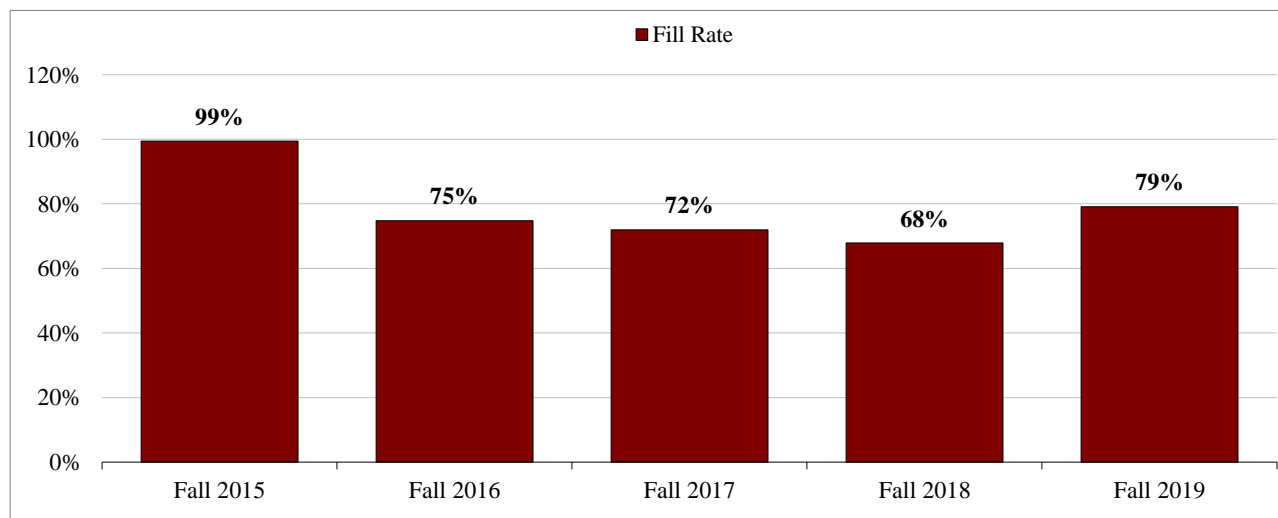
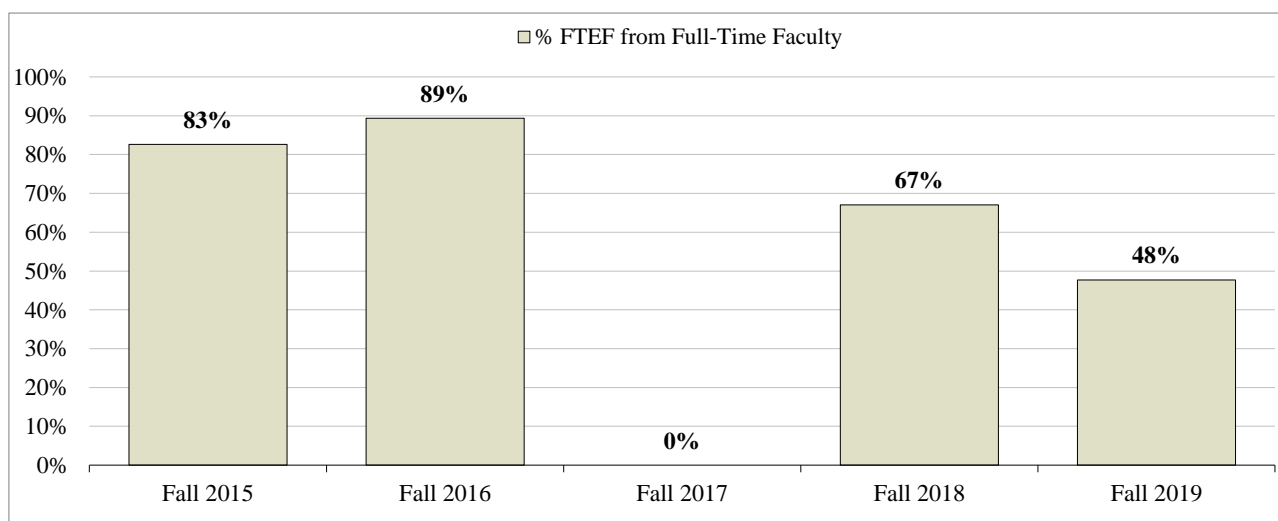
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Note: Enrollment Management data are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/14/20.

Enrollment Management: Part 2

Engineering (ENGR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
FTEF from Full-Time Faculty	1.3	1.1	0.0	1.0	0.7
% FTEF from Full-Time Faculty	83%	89%	0%	67%	48%
Enrollments	165	157	131	133	155
Capacity (seats available)	166	210	182	196	196
Fill Rate	99%	75%	72%	68%	79%



Definitions:

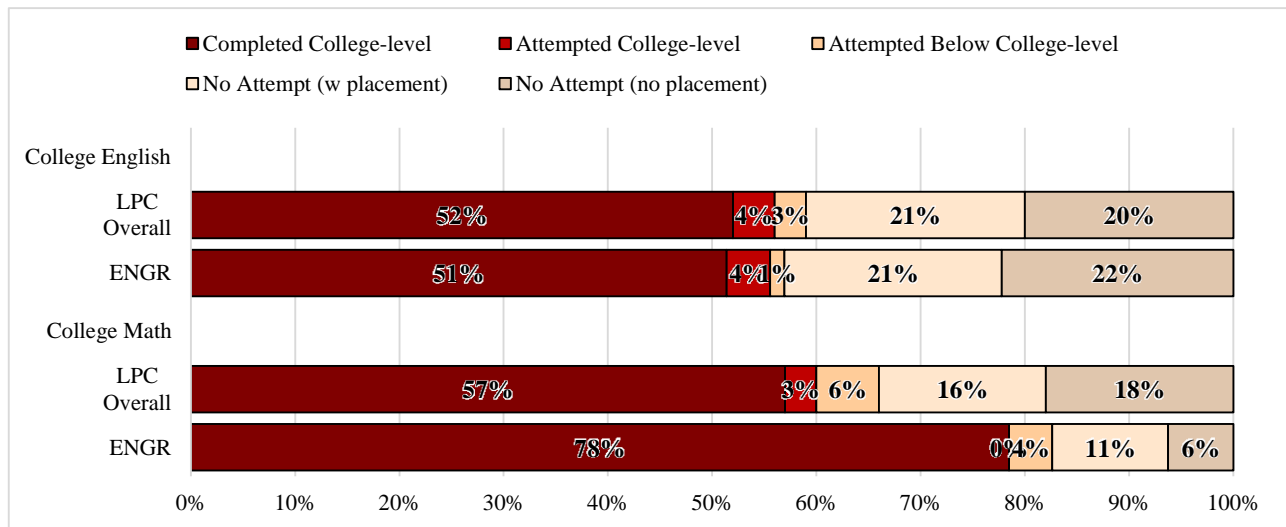
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 7/14/20.

College Readiness: English & Math Proficiency

Fall 2019				
	ENGR		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	74	51%	4,712	52%
Attempted College-level	6	4%	393	4%
Attempted Below College-level	2	1%	261	3%
No Attempt (with placement)	30	21%	1,887	21%
No Attempt (no placement)	32	22%	1,811	20%
College Math				
Completed College-level	113	78%	5,193	57%
Attempted College-level	0	0%	302	3%
Attempted Below College-level	6	4%	538	6%
No Attempt (with placement)	16	11%	1,405	16%
No Attempt (no placement)	9	6%	1,623	18%



Definitions:

College English: Completed College-level = successfully completed ENG 1A, 1AEX, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted ENG 1A or 1AEX but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted ENG 102, 104, 105, 100A, 100B, NENG 204, or ESL 25 prior to indicated term.

No Attempt (w placement) = no previous English enrollments within the sequence but has used a placement tool.

No Attempt (no placement) = no previous English enrollments within the sequence and did not utilize a placement tool.

College Math:

Completed College-level = successfully completed MATH 55, 50, NMAT 255 or 250, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted MATH 55, 50, NMAT 255 or 250 but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted MATH 110, 107, NMAT 210 or 207 prior to indicated term.

No Attempt (w placement) = no previous Math enrollments within the sequence but has used a placement tool.

No Attempt (no placement) = no previous Math enrollments within the sequence and did not utilize a placement tool.