



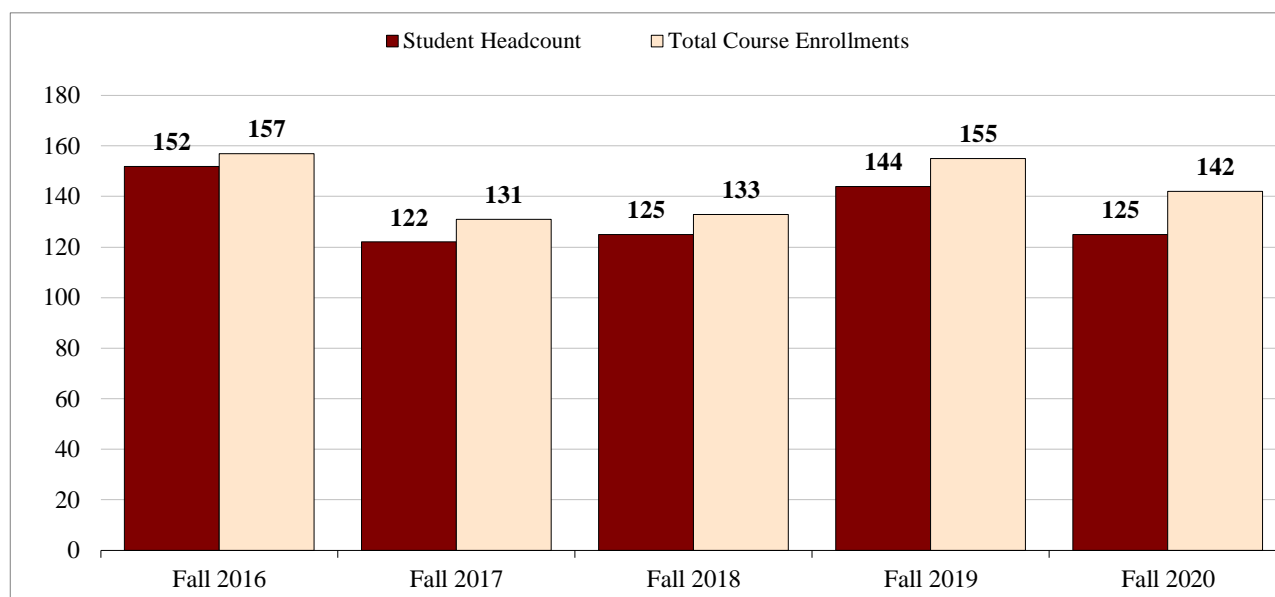
Las Positas College
Discipline Program Review Data Packet
Fall 2016 to Fall 2020

Discipline:
Engineering (ENGR)

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Headcount & Enrollment

Engineering (ENGR)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student Headcount	152	122	125	144	125
Total Course Enrollments	157	131	133	155	142



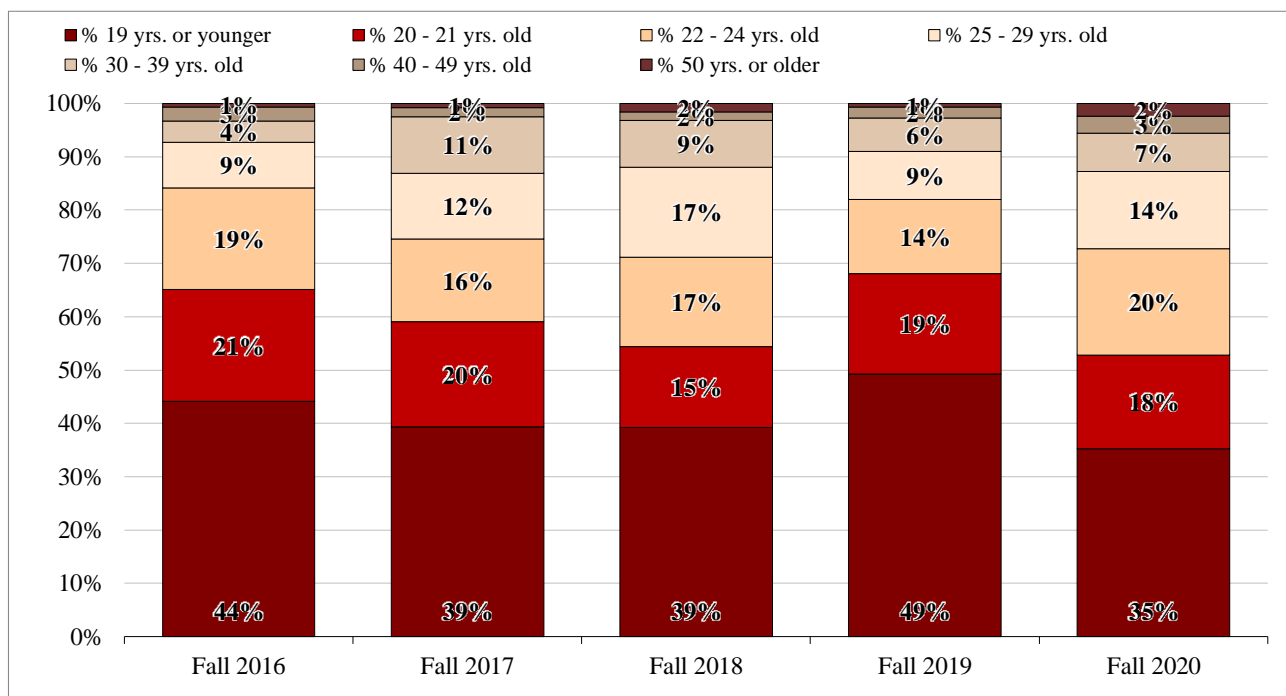
Definitions:

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.

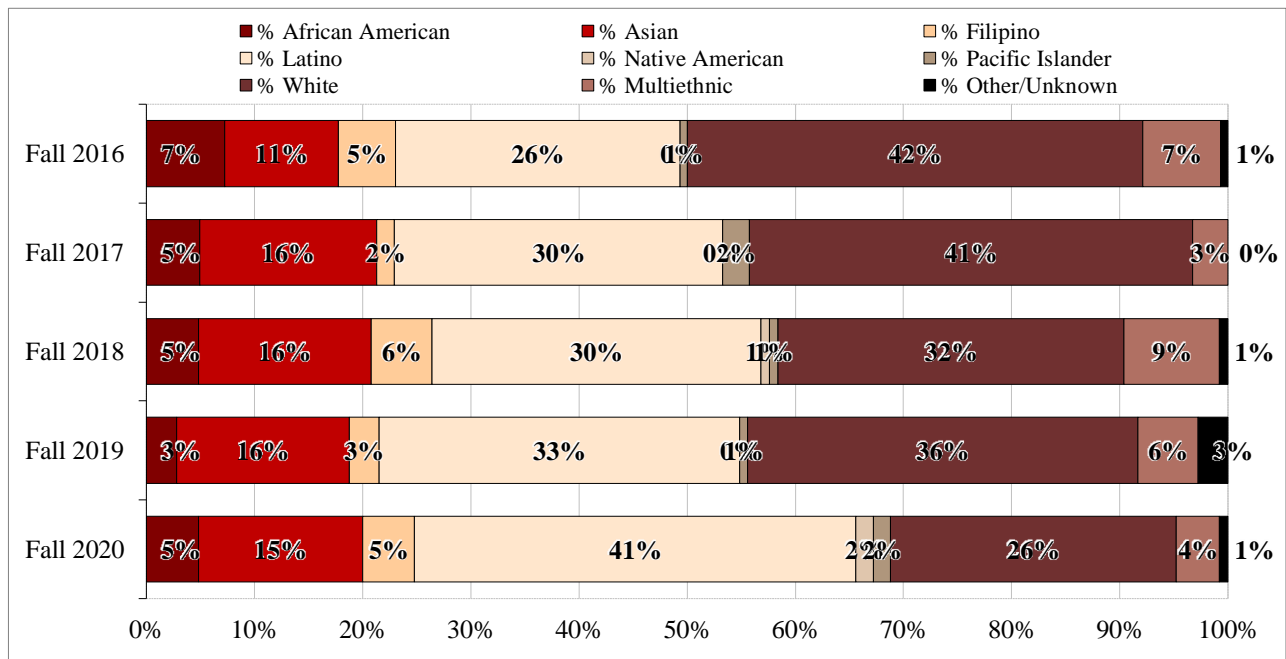
Student Demographics: Gender & Age

Engineering (ENGR)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	20	17	19	25	24
Male	131	101	105	114	98
19 yrs. or younger	67	48	49	71	44
20-21 yrs. old	32	24	19	27	22
22-24 yrs. old	29	19	21	20	25
25-29 yrs. old	13	15	21	13	18
30-39 yrs. old	6	13	11	9	9
40-49 yrs. old	4	2	2	3	4
50 yrs. or older	1	1	2	1	3
% Female	13%	14%	15%	18%	20%
% Male	87%	86%	85%	82%	80%
% 19 yrs. or younger	44%	39%	39%	49%	35%
% 20 - 21 yrs. old	21%	20%	15%	19%	18%
% 22 - 24 yrs. old	19%	16%	17%	14%	20%
% 25 - 29 yrs. old	9%	12%	17%	9%	14%
% 30 - 39 yrs. old	4%	11%	9%	6%	7%
% 40 - 49 yrs. old	3%	2%	2%	2%	3%
% 50 yrs. or older	1%	1%	2%	1%	2%



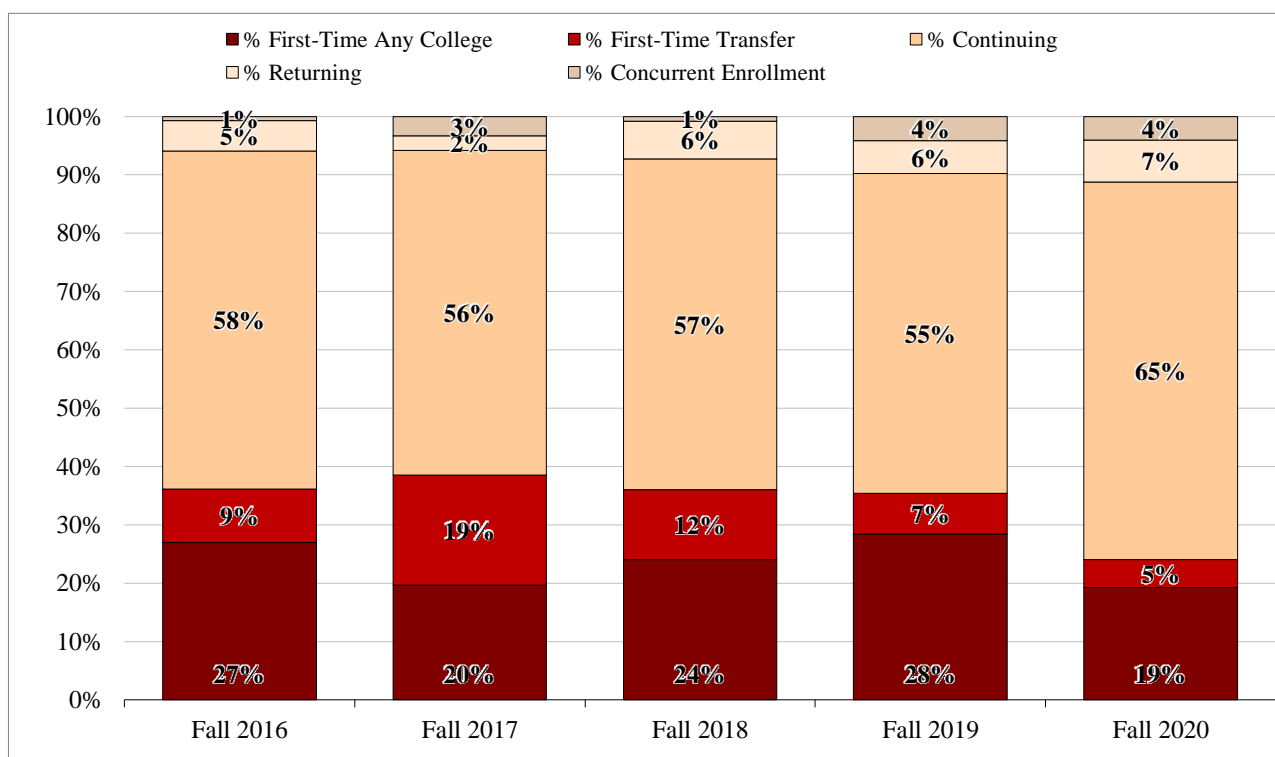
Student Demographic: Race-Ethnicity

Engineering (ENGR)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	11	6	6	4	6
Asian	16	20	20	23	19
Filipino	8	2	7	4	6
Latino	40	37	38	48	51
Native American	0	0	1	0	2
Pacific Islander	1	3	1	1	2
White	64	50	40	52	33
Multiethnic	11	4	11	8	5
Other/Unknown	1	0	1	4	1
% African American	7%	5%	5%	3%	5%
% Asian	11%	16%	16%	16%	15%
% Filipino	5%	2%	6%	3%	5%
% Latino	26%	30%	30%	33%	41%
% Native American	0%	0%	1%	0%	2%
% Pacific Islander	1%	2%	1%	1%	2%
% White	42%	41%	32%	36%	26%
% Multiethnic	7%	3%	9%	6%	4%
% Other/Unknown	1%	0%	1%	3%	1%



Student Enrollment Status

Engineering (ENGR)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
First-Time Any College	41	24	30	41	24
First-Time Transfer	14	23	15	10	6
Continuing	88	68	71	79	81
Returning	8	3	8	8	9
Concurrent Enrollment	1	4	1	6	5
% First-Time Any College	27%	20%	24%	28%	19%
% First-Time Transfer	9%	19%	12%	7%	5%
% Continuing	58%	56%	57%	55%	65%
% Returning	5%	2%	6%	6%	7%
% Concurrent Enrollment	1%	3%	1%	4%	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.

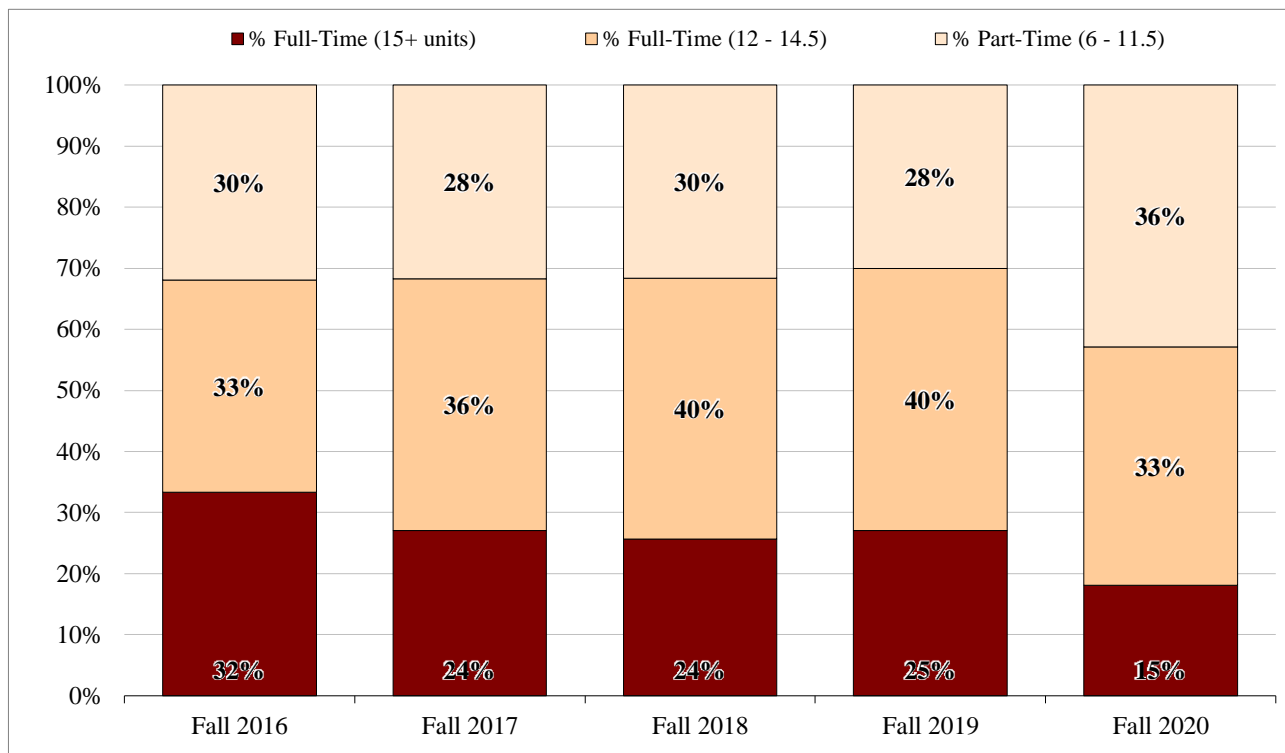
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

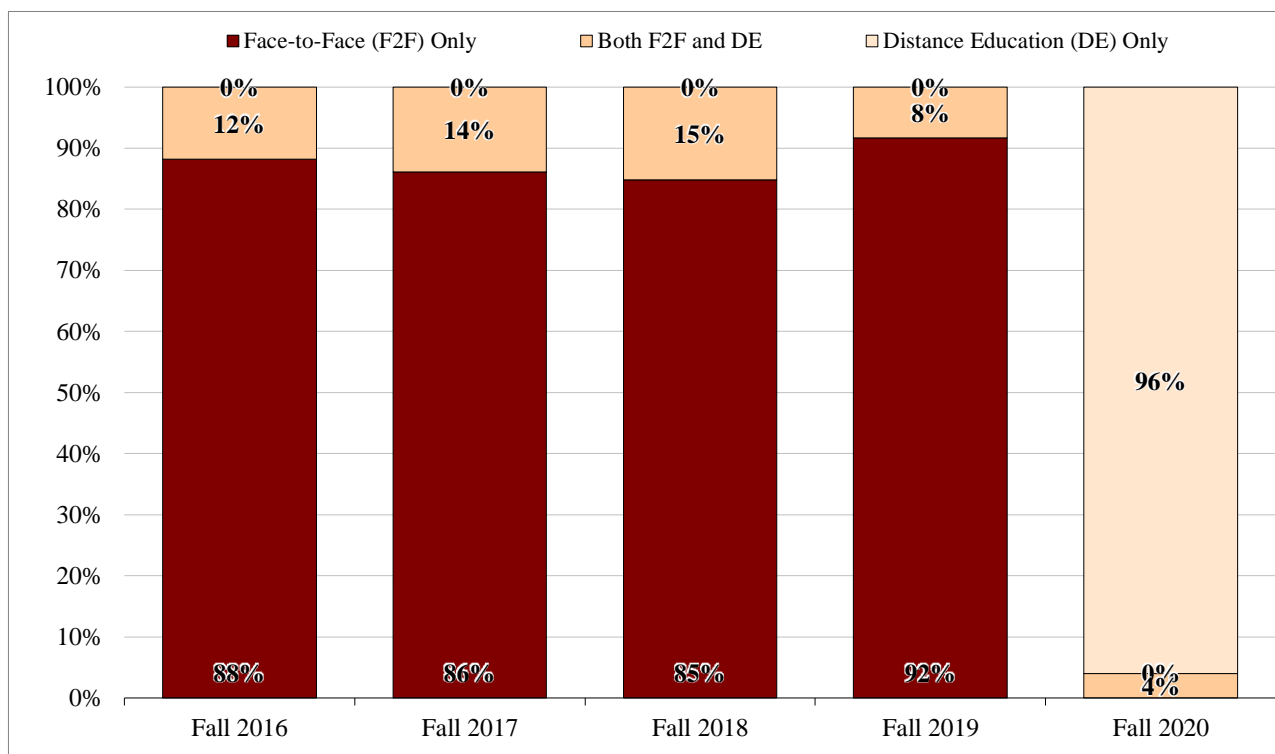
Student Unit Load

Engineering (ENGR)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Full-Time (15+ units)	48	29	30	36	19
Full-Time (12 - 14.5)	50	44	50	57	41
Part-Time (6 - 11.5)	46	34	37	40	45
Part-Time (0.5 - 5.5)	8	15	8	11	20
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	32%	24%	24%	25%	15%
% Full-Time (12 - 14.5)	33%	36%	40%	40%	33%
% Part-Time (6 - 11.5)	30%	28%	30%	28%	36%
% Part-Time (0.5 - 5.5)	5%	12%	6%	8%	16%
% Non-Credit Only	0%	0%	0%	0%	0%



Students Using Distance Education

Engineering (ENGR)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Face-to-Face (F2F) Only	134	105	106	132	0
Both F2F and DE	18	17	19	12	5
Distance Education (DE) Only	0	0	0	0	120
% Face-to-Face (F2F) Only	88%	86%	85%	92%	0%
% Both F2F and DE	12%	14%	15%	8%	4%
% Distance Education (DE) Only	0%	0%	0%	0%	96%

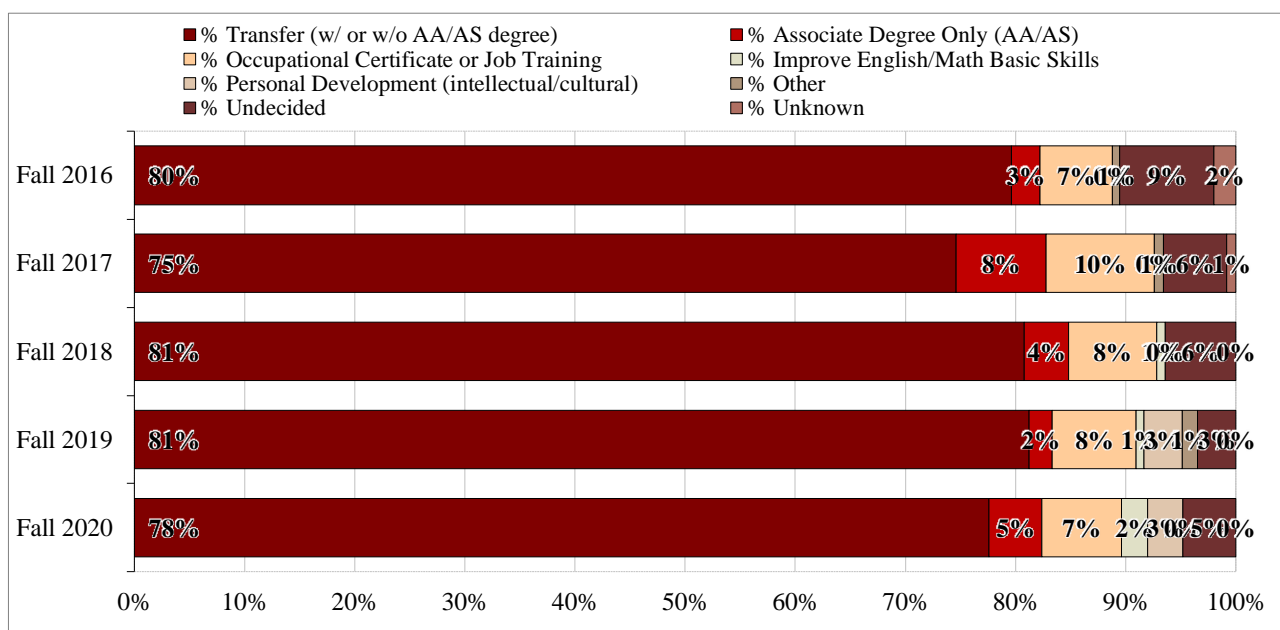


Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Student Educational Goal

Engineering (ENGR)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Transfer (w/ or w/o AA/AS degree)	121	91	101	117	97
Associate Degree Only (AA/AS)	4	10	5	3	6
Occupational Certificate or Job Training	10	12	10	11	9
Improve English/Math Basic Skills	0	0	1	1	3
Personal Development (intellectual/cultural)	0	0	0	5	4
Other	1	1	0	2	0
Undecided	13	7	8	5	6
Unknown	3	1	0	0	0
% Transfer (w/ or w/o AA/AS degree)	80%	75%	81%	81%	78%
% Associate Degree Only (AA/AS)	3%	8%	4%	2%	5%
% Occupational Certificate or Job Training	7%	10%	8%	8%	7%
% Improve English/Math Basic Skills	0%	0%	1%	1%	2%
% Personal Development (intellectual/cultural)	0%	0%	0%	3%	3%
% Other	1%	1%	0%	1%	0%
% Undecided	9%	6%	6%	3%	5%
% Unknown	2%	1%	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.

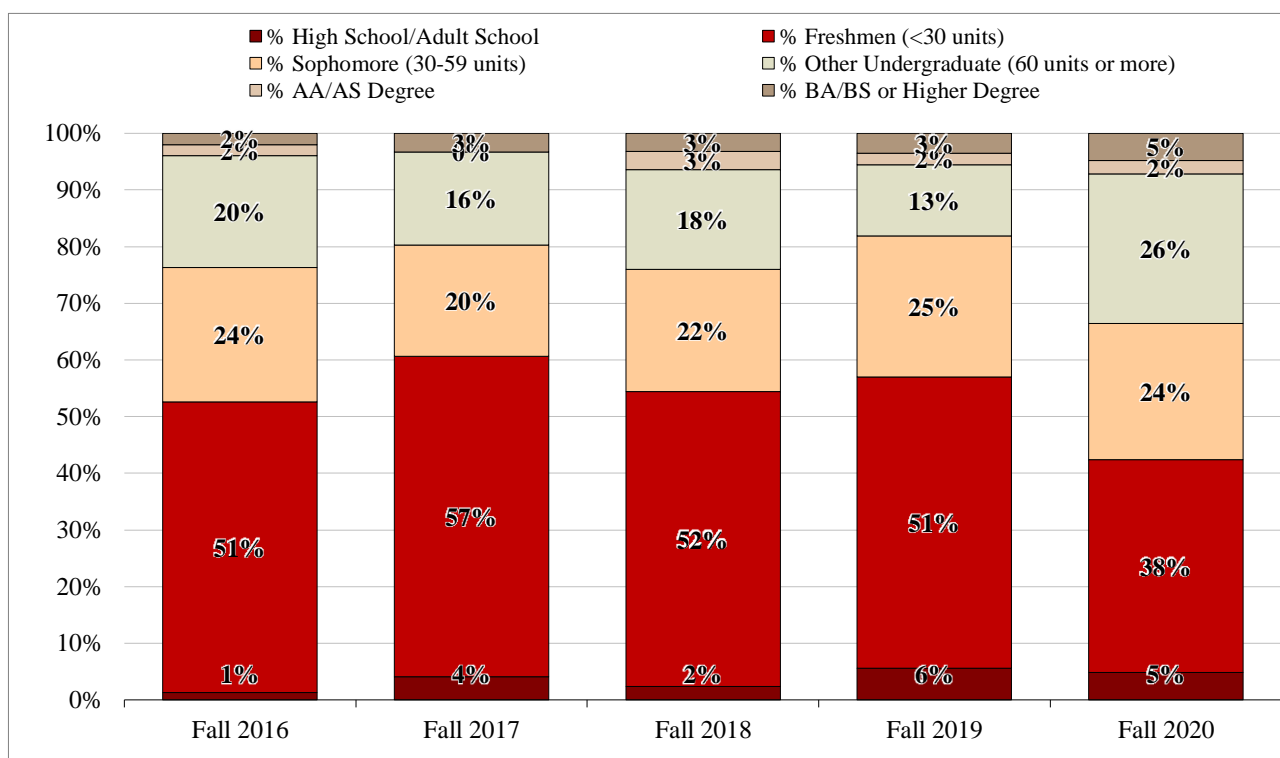
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

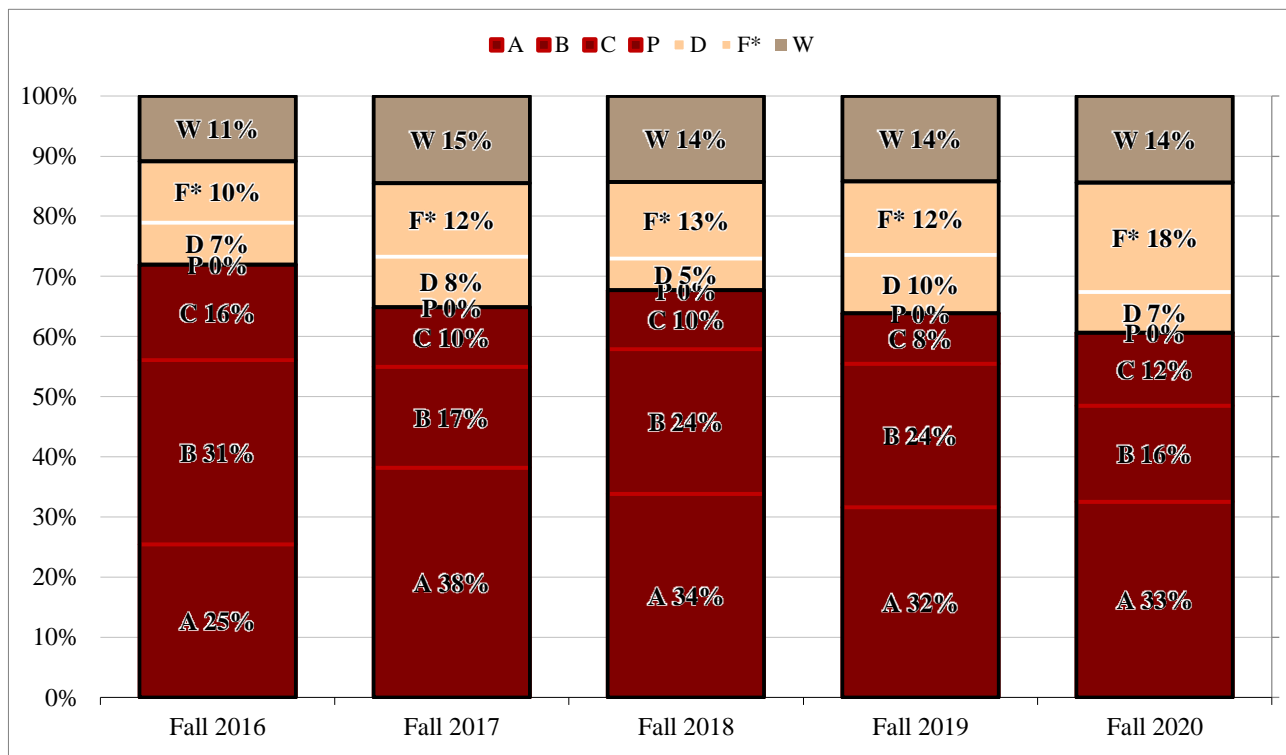
Highest Educational Level of Students

Engineering (ENGR)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
High School/Adult School	2	5	3	8	6
Freshmen (<30 units)	78	69	65	74	47
Sophomore (30-59 units)	36	24	27	36	30
Other Undergraduate (60 units or more)	30	20	22	18	33
AA/AS Degree	3	0	4	3	3
BA/BS or Higher Degree	3	4	4	5	6
% High School/Adult School	1%	4%	2%	6%	5%
% Freshmen (<30 units)	51%	57%	52%	51%	38%
% Sophomore (30-59 units)	24%	20%	22%	25%	24%
% Other Undergraduate (60 units or more)	20%	16%	18%	13%	26%
% AA/AS Degree	2%	0%	3%	2%	2%
% BA/BS or Higher Degree	2%	3%	3%	3%	5%



Student Performance: Grade Distribution

Engineering (ENGR)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Total Course Enrollments	157	131	133	155	142
Course Success Rates	72%	65%	68%	64%	61%
A	25%	38%	34%	32%	33%
B	31%	17%	24%	24%	16%
C	16%	10%	10%	8%	12%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	17%	21%	18%	22%	25%
D	7%	8%	5%	10%	7%
F*	10%	12%	13%	12%	18%
Withdrawals (See Note)	11%	15%	14%	14%	14%



Definitions:

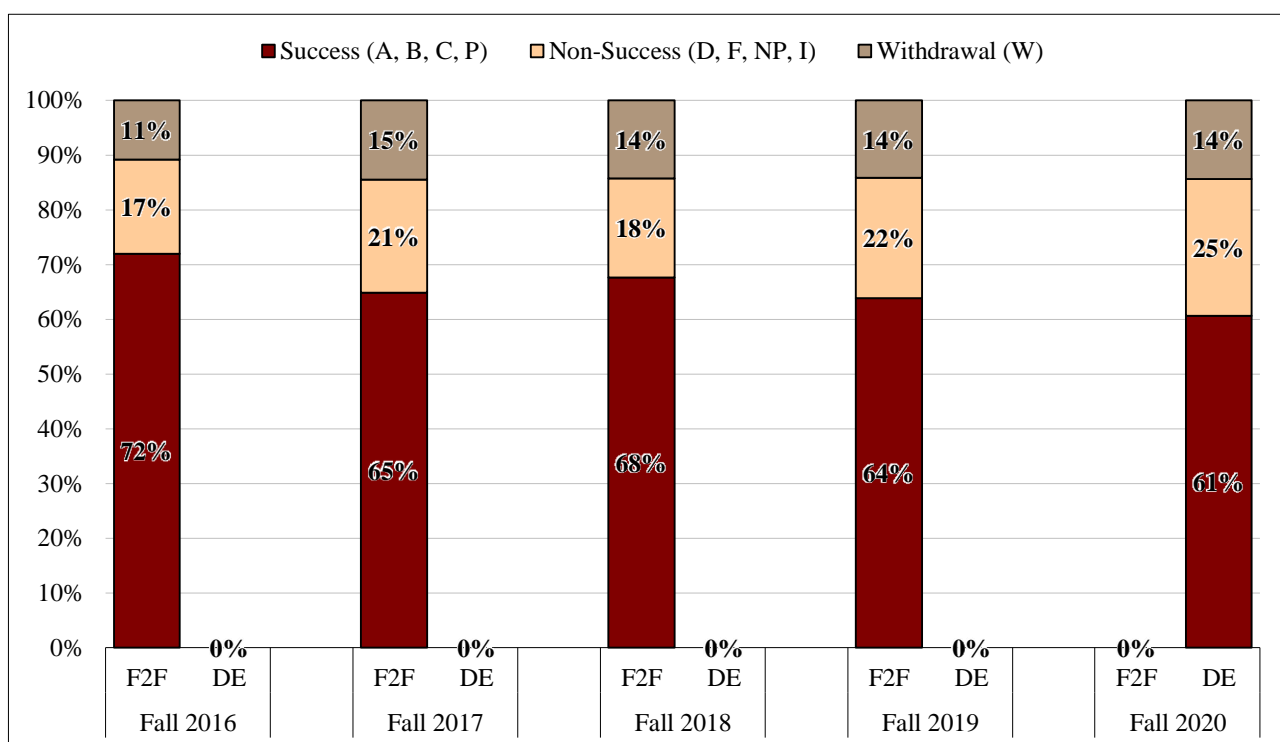
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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

Engineering (ENGR)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Total Course Enrollments	157	131	133	155	142
Face-to-Face (F2F) Sections	2100	2054	2022	1997	0
Success Rates	72%	65%	68%	64%	—
Non-Success Rates	17%	21%	18%	22%	—
Withdrawals	11%	15%	14%	14%	—
Distance Education (DE) Sections	261	288	340	406	2196
Success Rates	—	—	—	—	61%
Non-Success Rates	—	—	—	—	25%
Withdrawals	—	—	—	—	14%



Definitions:

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

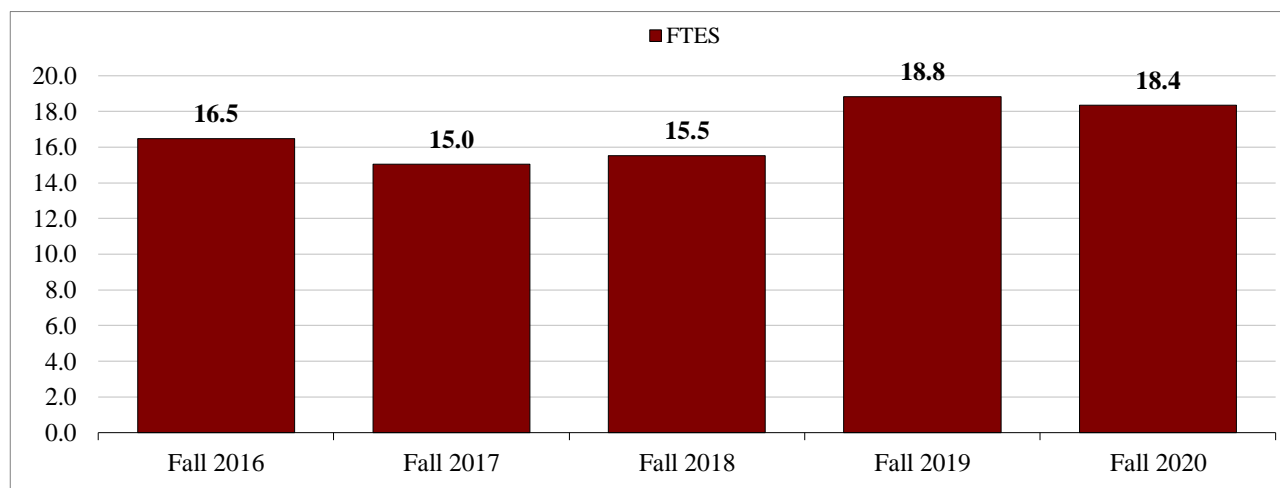
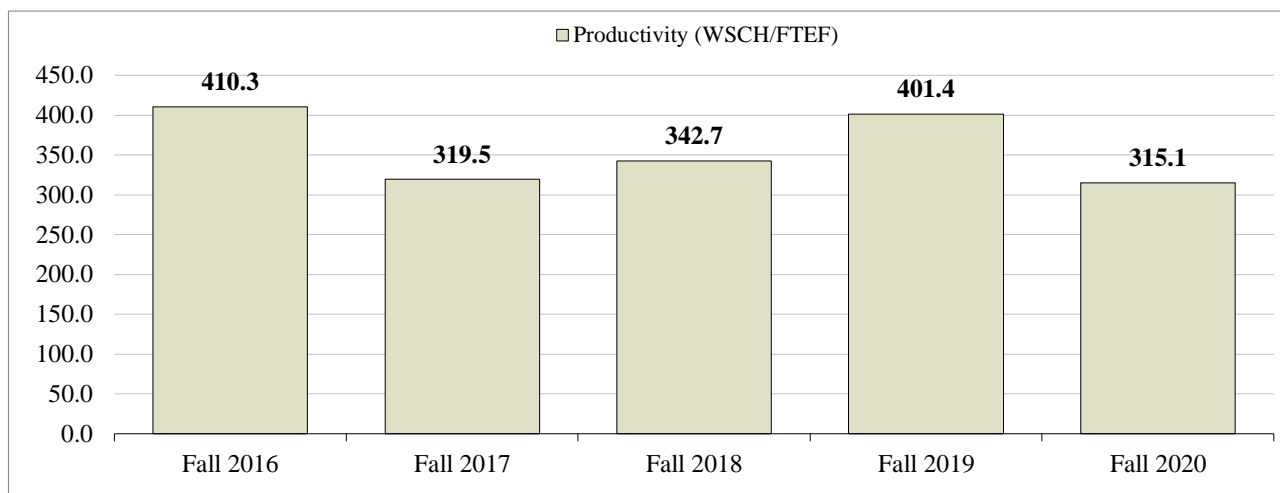
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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 begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Enrollment Management: Part 1

Engineering (ENGR)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
WSCH	512	468	502	588	598
FTES	16.5	15.0	15.5	18.8	18.4
FTEF	1.2	1.5	1.5	1.5	1.9
Productivity (WSCH/FTEF)	410.3	319.5	342.7	401.4	315.1



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.

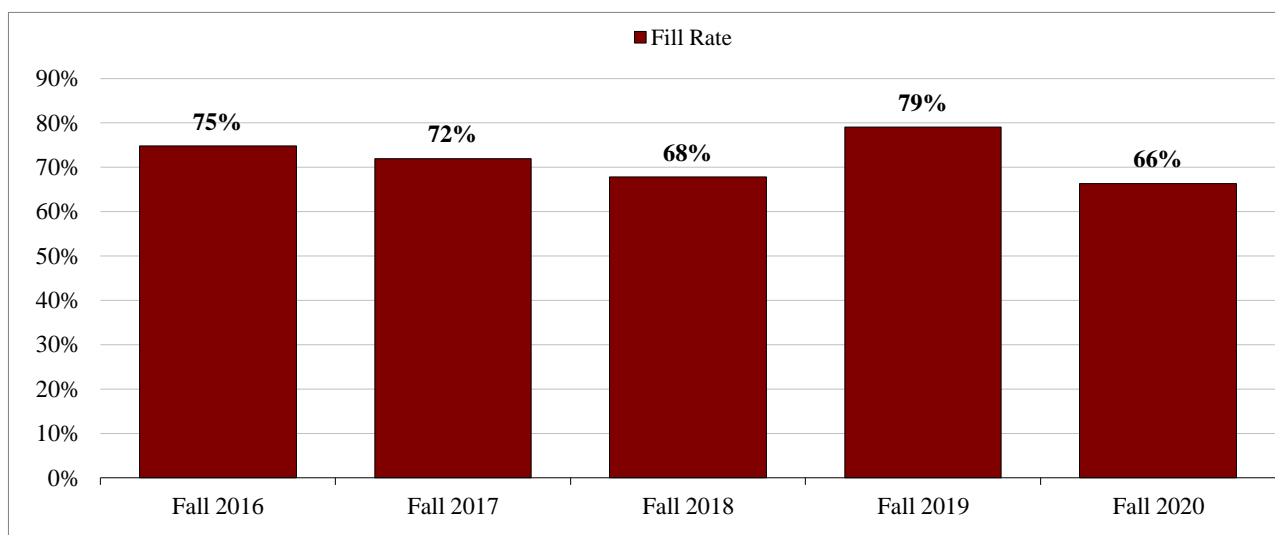
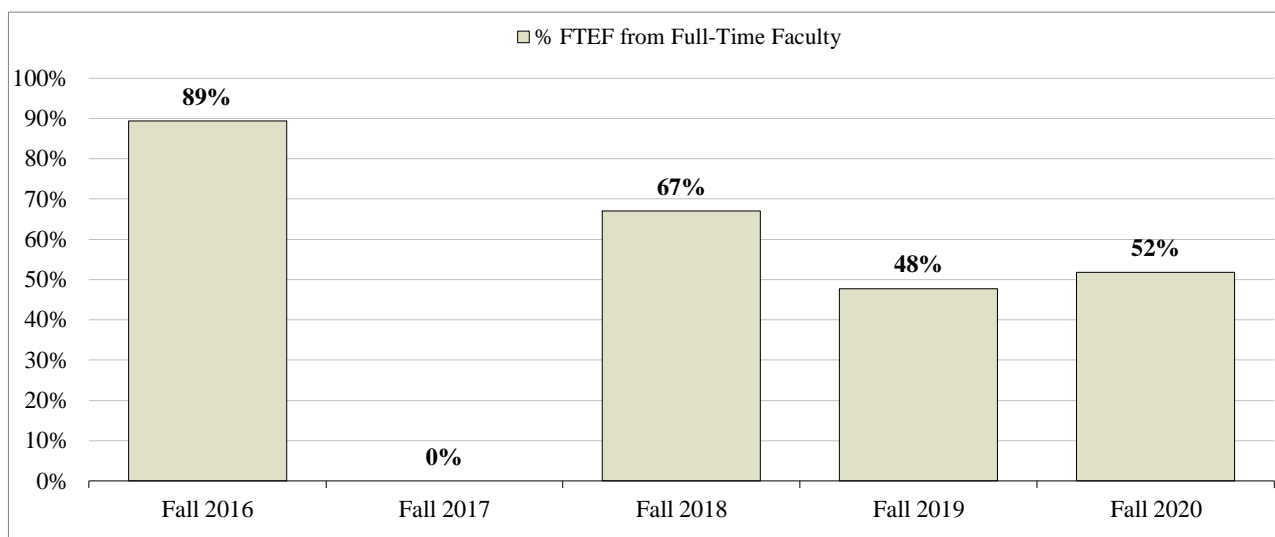
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 7/20/21.

Enrollment Management: Part 2

Engineering (ENGR)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
FTEF from Full-Time Faculty	1.1	0.0	1.0	0.7	1.0
% FTEF from Full-Time Faculty	89%	0%	67%	48%	52%
Enrollments	157	131	133	155	142
Capacity (seats available)	210	182	196	196	214
Fill Rate	75%	72%	68%	79%	66%



Definitions:

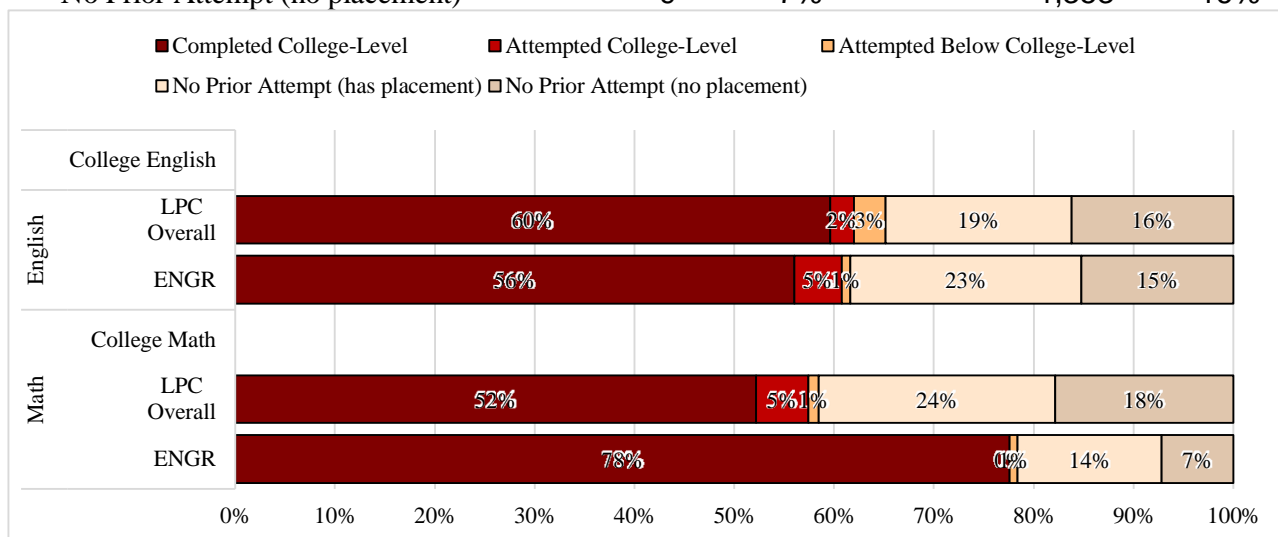
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 7/20/21.

Prior Experience in English & Math

Fall 2020				
	ENGR		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	70	56%	4,353	52%
Attempted College-level	6	5%	438	5%
Attempted Below College-level	1	1%	86	1%
No Prior Attempt (has placement)	29	23%	1,974	24%
No Prior Attempt (no placement)	19	15%	1,489	18%
College Math				
Completed College-level	97	78%	4,972	60%
Attempted College-level	0	0%	199	2%
Attempted Below College-level	1	1%	261	3%
No Prior Attempt (has placement)	18	14%	1,555	19%
No Prior Attempt (no placement)	9	7%	1,353	16%



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

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

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