Las Positas College

Discipline Program Review Data Packet

Spring 2017 to Spring 2021

Discipline:

Engineering (ENGR)

Office of Research, Planning, and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

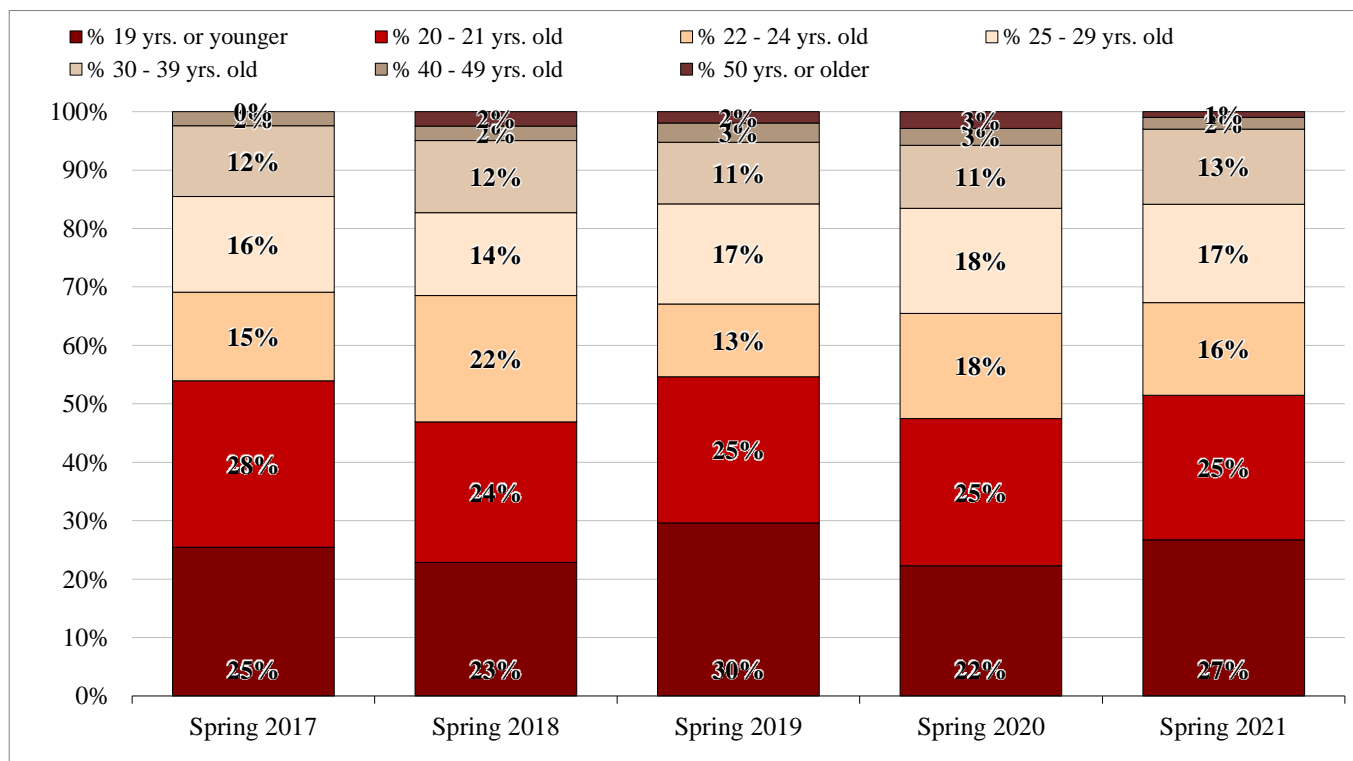| Engineering (ENGR)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Student Headcount	165	162	152	139	101
Total Course Enrollments	177	179	166	159	113
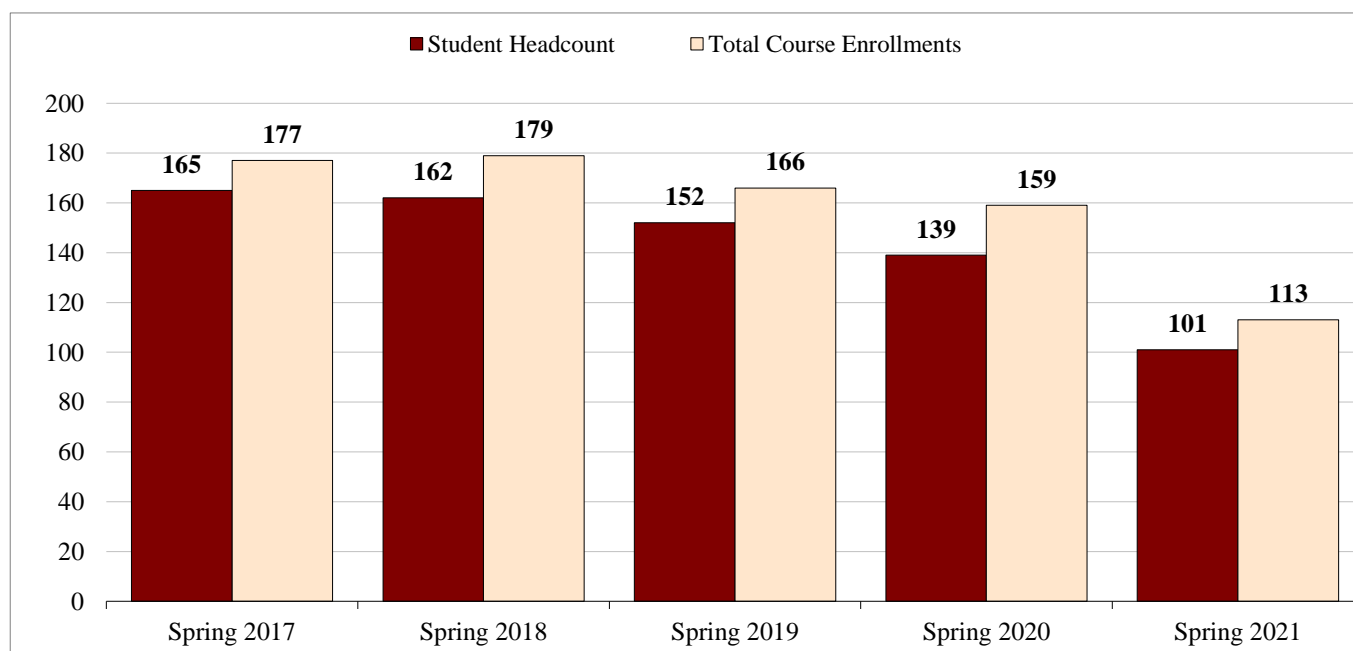
Definitions:

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 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Female	25	25	25	26	19
Male	140	134	124	109	81
19 yrs. or younger	42	37	45	31	27
20-21 yrs. old	47	39	38	35	25
22-24 yrs. old	25	35	19	25	16
25-29 yrs. old	27	23	26	25	17
30-39 yrs. old	20	20	16	15	13
40-49 yrs. old	4	4	5	4	2
50 yrs. or older	0	4	3	4	1
% Female	15%	16%	17%	19%	19%
% Male	85%	84%	83%	81%	81%
% 19 yrs. or younger	25%	23%	30%	22%	27%
% 20 - 21 yrs. old	28%	24%	25%	25%	25%
% 22 - 24 yrs. old	15%	22%	13%	18%	16%
% 25 - 29 yrs. old	16%	14%	17%	18%	17%
% 30 - 39 yrs. old	12%	12%	11%	11%	13%
% 40 - 49 yrs. old	2%	2%	3%	3%	2%
% 50 yrs. or older	0%	2%	2%	3%	1%

Office of Research, Planning, and Institutional Effectiveness
Las Positas College

Student Demographic: Race-Ethnicity

Engineering (ENGR)					
	Term				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
African American	6	5	2	6	6
Asian	18	14	21	23	17
Filipino	10	8	8	6	3
Latino	53	61	55	48	34
Native American	0	0	0	0	1
Pacific Islander	0	2	3	0	0
White	67	64	49	48	37
Multiethnic	11	8	12	7	2
Other/Unknown	0	0	2	1	1
% African American	4%	3%	1%	4%	6%
% Asian	11%	9%	14%	17%	17%
% Filipino	6%	5%	5%	4%	3%
% Latino	32%	38%	36%	35%	34%
% Native American	0%	0%	0%	0%	1%
% Pacific Islander	0%	1%	2%	0%	0%
% White	41%	40%	32%	35%	37%
% Multiethnic	7%	5%	8%	5%	2%
% Other/Unknown	0%	0%	1%	1%	1%
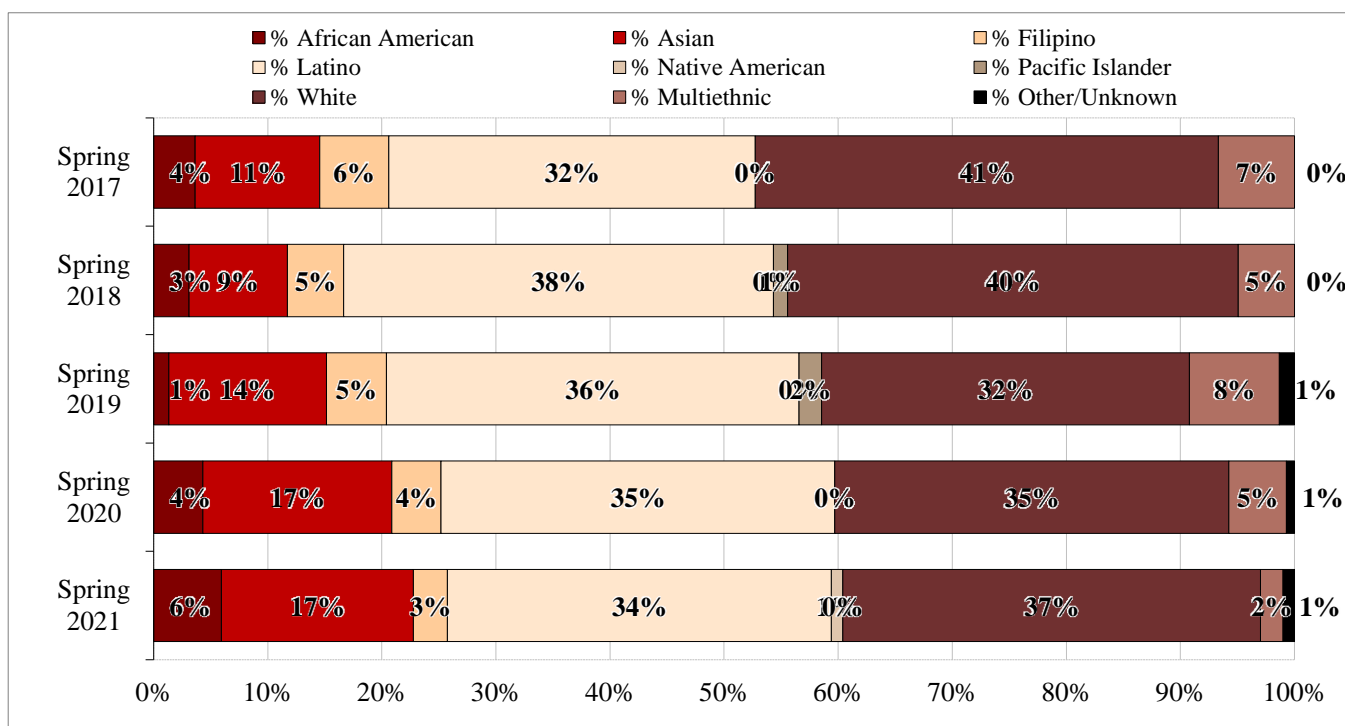
Student Enrollment Status

Engineering (ENGR)					
	Term				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
First-Time Any College	5	8	5	4	1
First-Time Transfer	8	6	7	4	6
Continuing	147	139	132	120	84
Returning	2	5	2	7	4
Concurrent Enrollment	3	4	6	4	6
% First-Time Any College	3%	5%	3%	3%	1%
% First-Time Transfer	5%	4%	5%	3%	6%
% Continuing	89%	86%	87%	86%	83%
% Returning	1%	3%	1%	5%	4%
% Concurrent Enrollment	2%	2%	4%	3%	6%
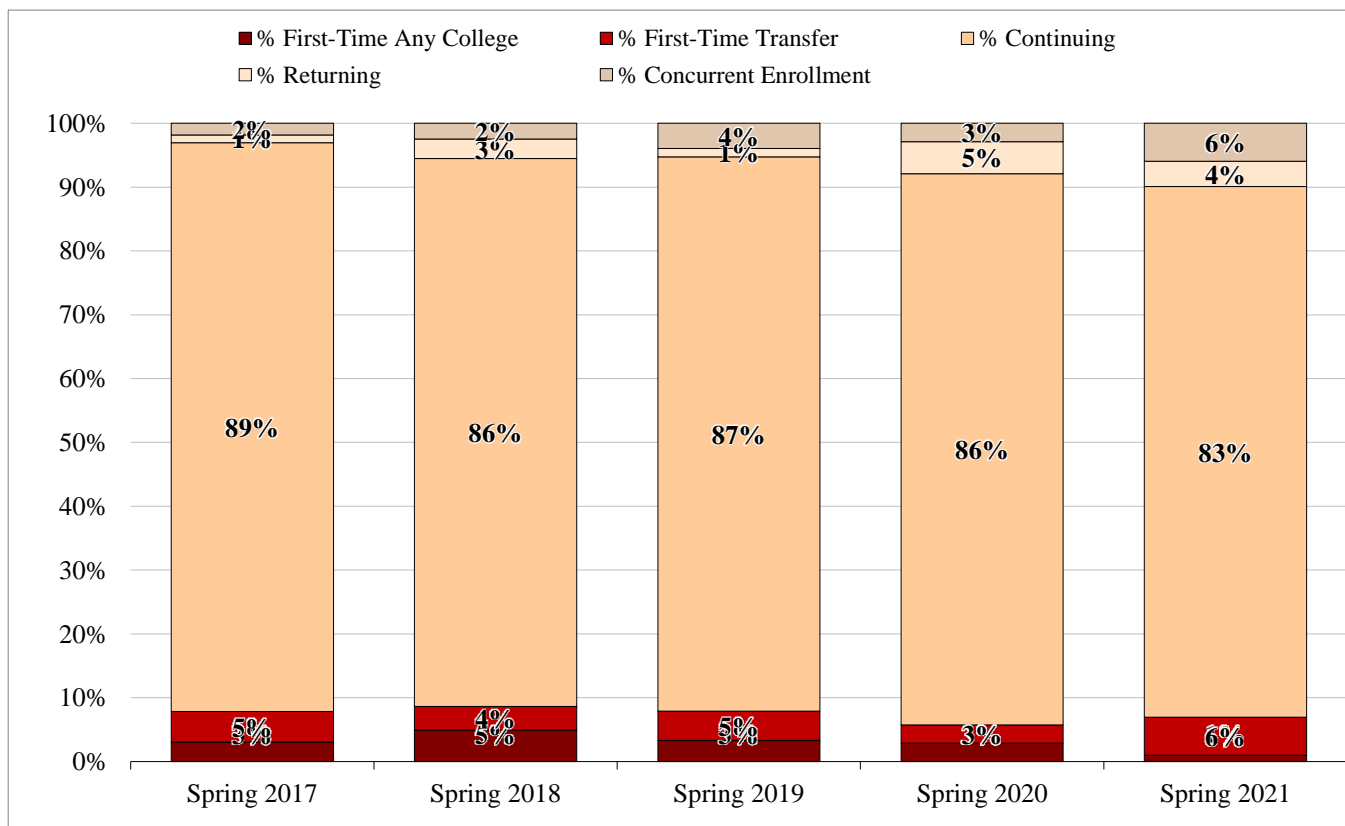
Definitions:

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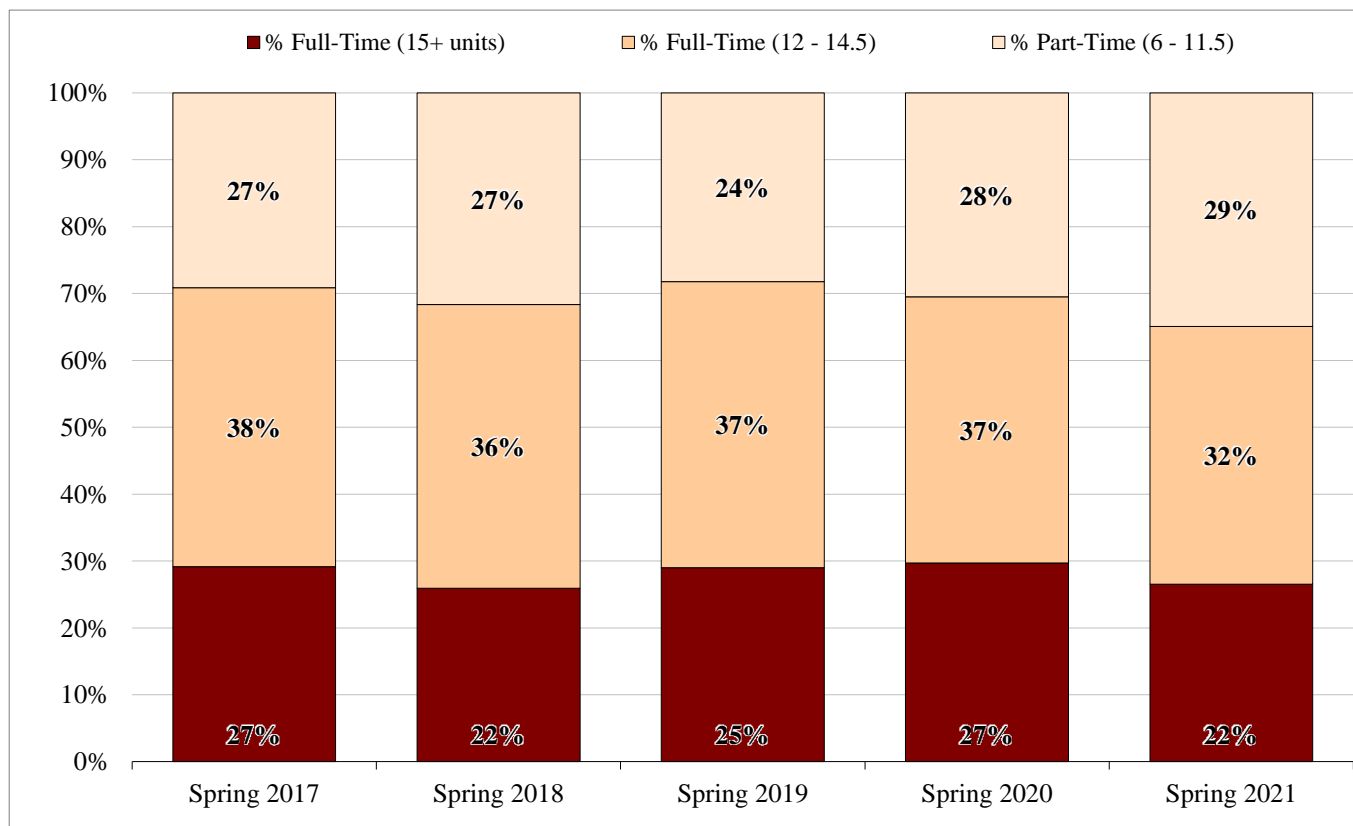
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Full-Time (15+ units)	44	36	38	38	22
Full-Time (12 - 14.5)	63	59	56	51	32
Part-Time (6 - 11.5)	44	44	37	39	29
Part-Time (0.5 - 5.5)	14	23	21	11	18
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	27%	22%	25%	27%	22%
% Full-Time (12 - 14.5)	38%	36%	37%	37%	32%
% Part-Time (6 - 11.5)	27%	27%	24%	28%	29%
% Part-Time (0.5 - 5.5)	8%	14%	14%	8%	18%
% Non-Credit Only	0%	0%	0%	0%	0%

Office of Research, Planning, and Institutional Effectiveness
Las Positas College

Students Using Distance Education

Engineering (ENGR)					
	Term				
(Categories reflect college-wide coursework)	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Face-to-Face (F2F) Only	143	136	132	107	7
Both F2F and DE	22	26	20	32	30
Distance Education (DE) Only	0	0	0	0	64
% Face-to-Face (F2F) Only	87%	84%	87%	77%	7%
% Both F2F and DE	13%	16%	13%	23%	30%
% Distance Education (DE) Only	0%	0%	0%	0%	63%
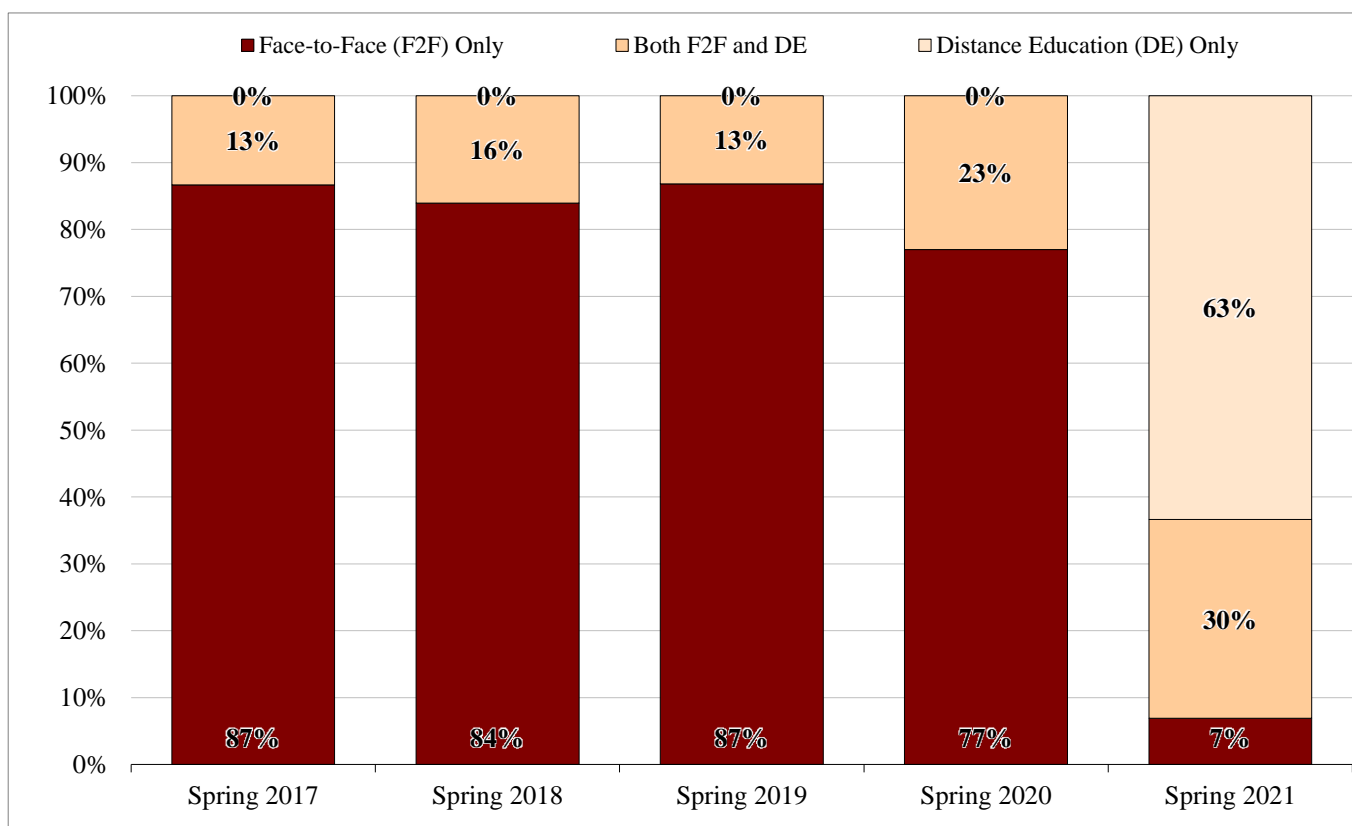
Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Student Educational Goal

Engineering (ENGR)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Transfer (w/ or w/o AA/AS degree)	127	118	113	106	75
Associate Degree Only (AA/AS)	6	13	7	10	6
Occupational Certificate or Job Training	8	16	12	13	11
Improve English/Math Basic Skills	1	0	1	0	1
Personal Development (intellectual/cultural)	3	0	4	4	3
Other	1	1	2	2	1
Undecided	17	12	11	4	4
Unknown	2	2	2	0	0
% Transfer (w/ or w/o AA/AS degree)	77%	73%	74%	76%	74%
% Associate Degree Only (AA/AS)	4%	8%	5%	7%	6%
% Occupational Certificate or Job Training	5%	10%	8%	9%	11%
% Improve English/Math Basic Skills	1%	0%	1%	0%	1%
% Personal Development (intellectual/cultural)	2%	0%	3%	3%	3%
% Other	1%	1%	1%	1%	1%
% Undecided	10%	7%	7%	3%	4%
% Unknown	1%	1%	1%	0%	0%
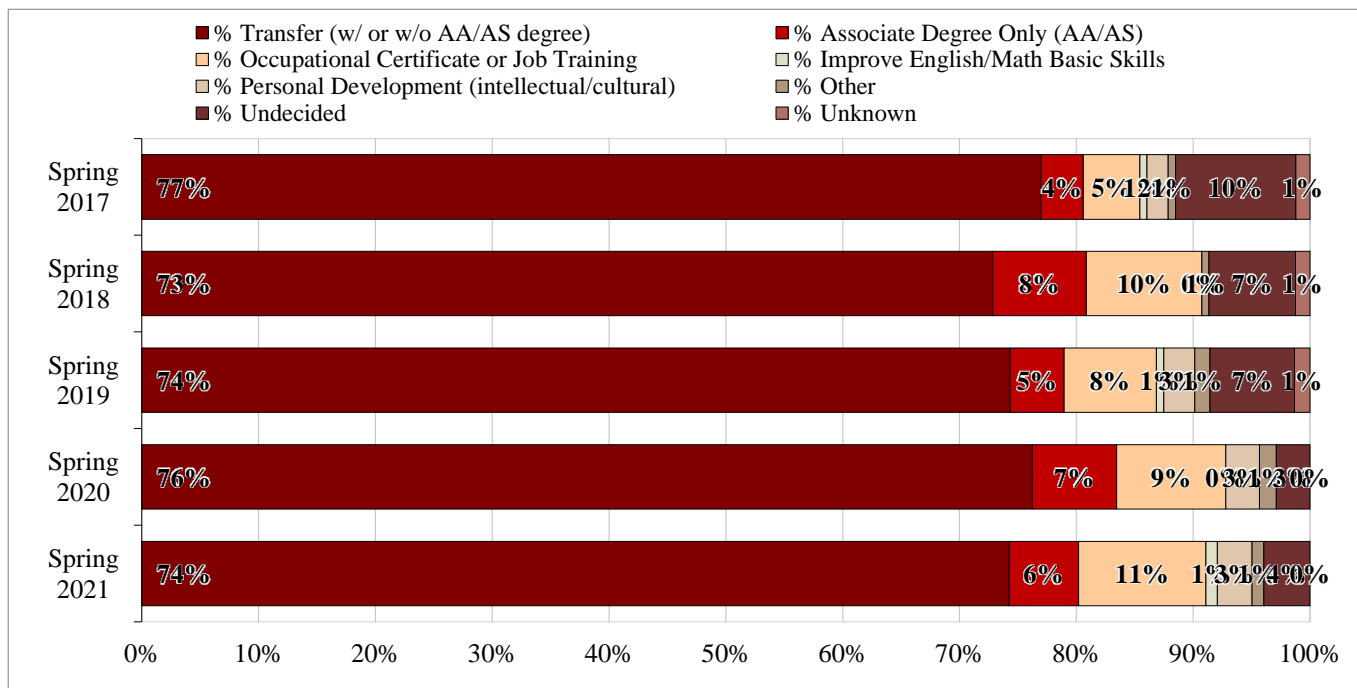
Definitions:

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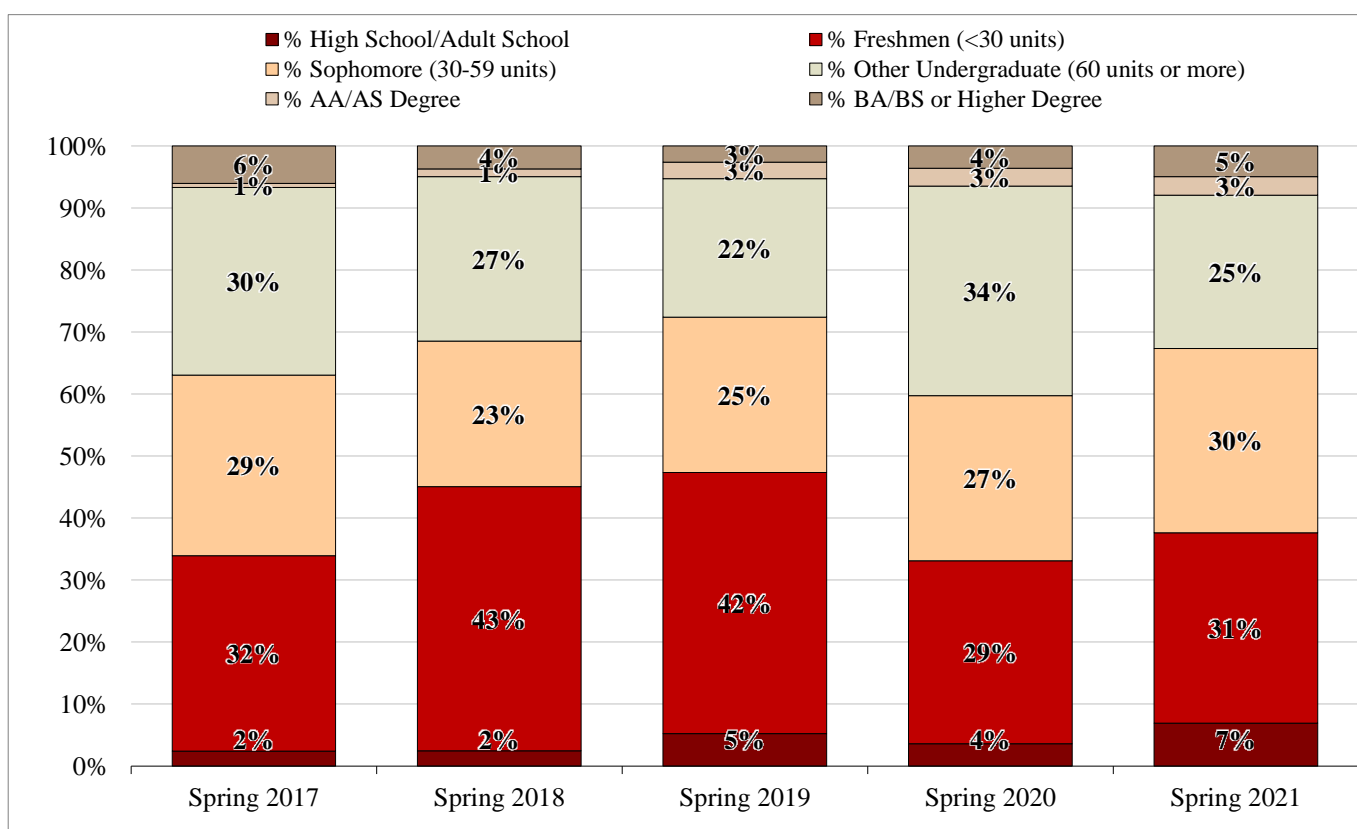
Personal Development: Students taking courses for intellectual and/or cultural development.

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				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
High School/Adult School	4	4	8	5	7
Freshmen (<30 units)	52	69	64	41	31
Sophomore (30-59 units)	48	38	38	37	30
Other Undergraduate (60 units or more)	50	43	34	47	25
AA/AS Degree	1	2	4	4	3
BA/BS or Higher Degree	10	6	4	5	5
% High School/Adult School	2%	2%	5%	4%	7%
% Freshmen (<30 units)	32%	43%	42%	29%	31%
% Sophomore (30-59 units)	29%	23%	25%	27%	30%
% Other Undergraduate (60 units or more)	30%	27%	22%	34%	25%
% AA/AS Degree	1%	1%	3%	3%	3%
% BA/BS or Higher Degree	6%	4%	3%	4%	5%

Office of Research, Planning, and Institutional Effectiveness
Las Positas College

Student Performance: Grade Distribution

| Engineering (ENGR)					
	Term				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Total Course Enrollments	**177**	**179**	**166**	**159**	**113**
Course Success Rates	**82%**	**73%**	**73%**	**69%**	**69%**
A	35%	31%	31%	32%	41%
B	30%	25%	24%	19%	18%
C	18%	17%	18%	15%	10%
P	0%	0%	0%	2%	1%
Course Non-Success Rate	**8%**	**16%**	**15%**	**8%**	**14%**
D	5%	7%	4%	3%	4%
F*	4%	9%	11%	5%	10%
Withdrawals (See Note)	**9%**	**11%**	**11%**	**23%**	**17%**
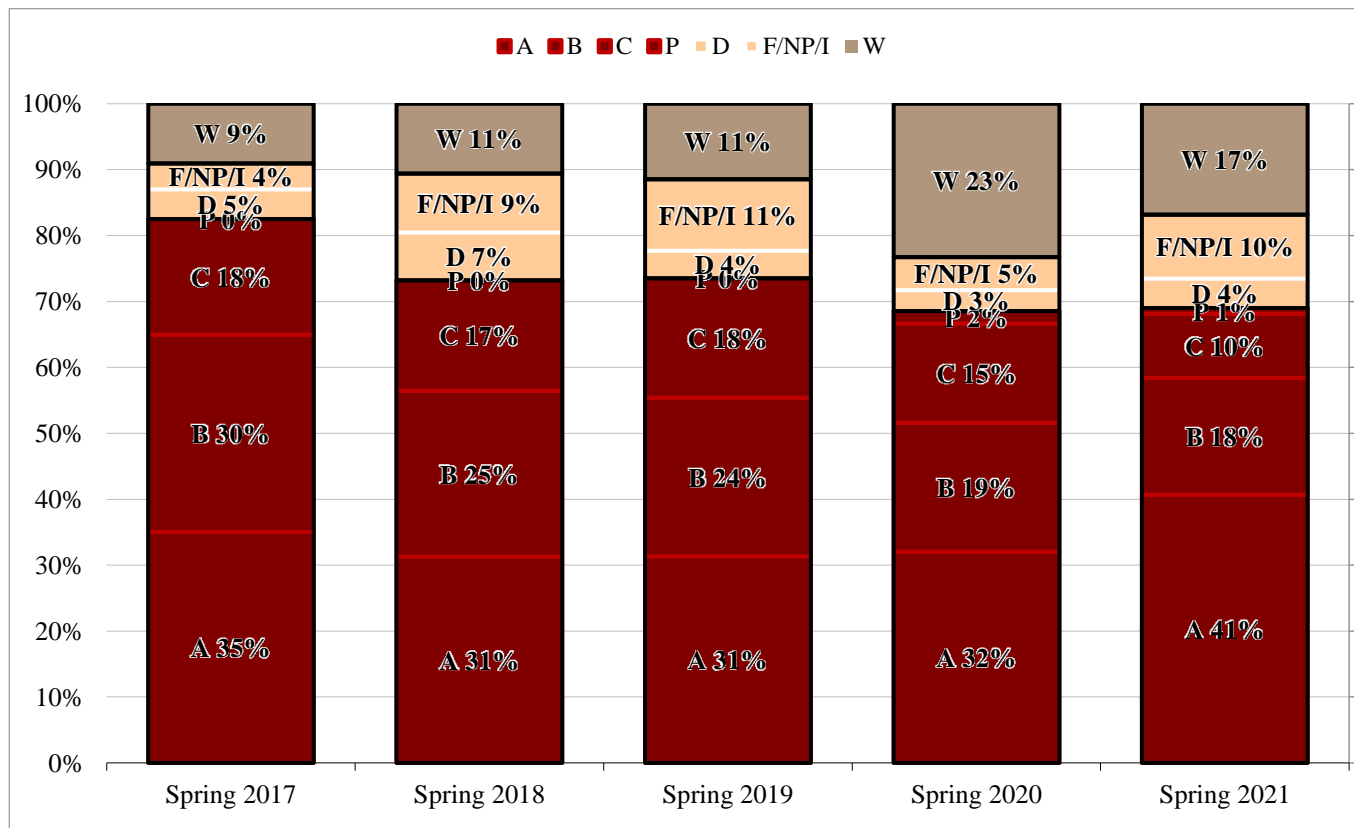
Definitions:

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', 'I', '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				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Total Course Enrollments	**177**	**179**	**166**	**159**	**113**
Face-to-Face (F2F) Sections	**1937**	**1894**	**1660**	**1528**	**38**
Success Rates	82%	73%	73%	69%	73%
Non-Success Rates	8%	16%	15%	8%	3%
Withdrawals	9%	11%	11%	23%	23%
Distance Education (DE) Sections	**350**	**387**	**449**	**492**	**1790**
Success Rates	—	—	—	—	67%
Non-Success Rates	—	—	—	—	18%
Withdrawals	—	—	—	—	14%
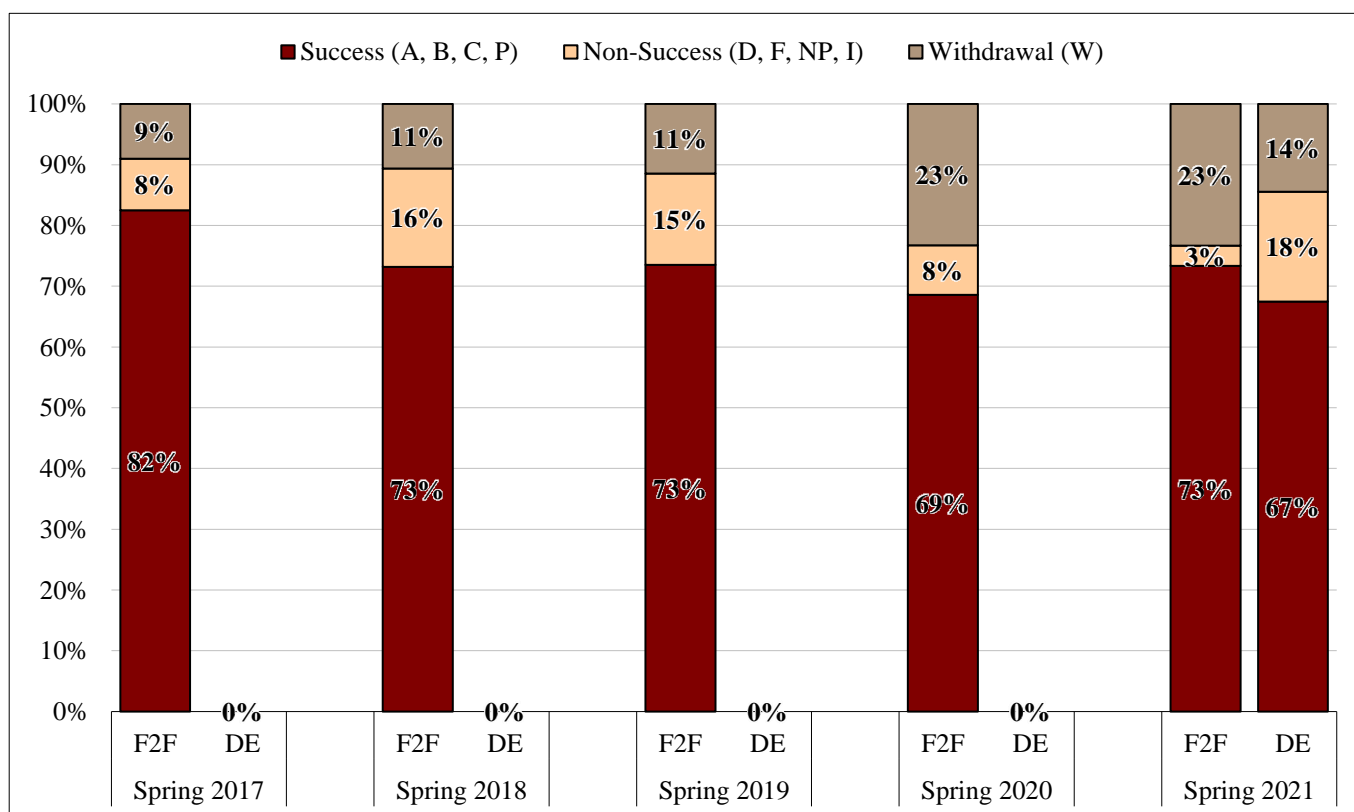
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'I', '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				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
WSCH	637	760	717	758	498
FTES	20.7	24.7	23.0	24.5	15.3
FTEF	1.9	2.0	2.1	2.1	1.5
Productivity (WSCH/FTEF)	335.6	374.2	341.8	361.5	325.1
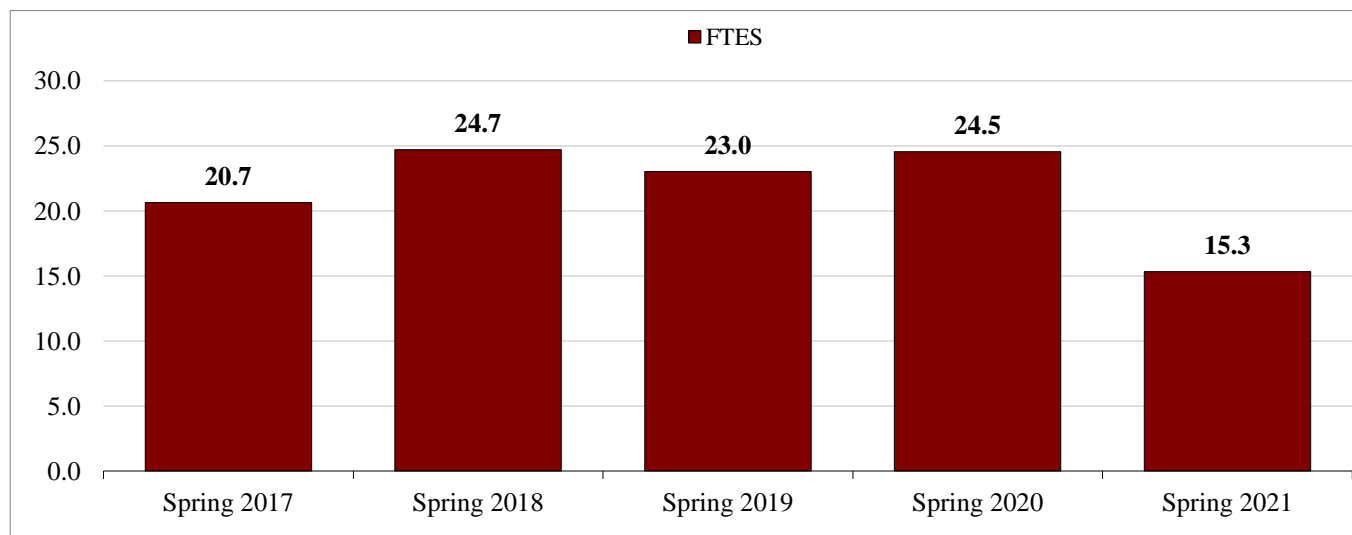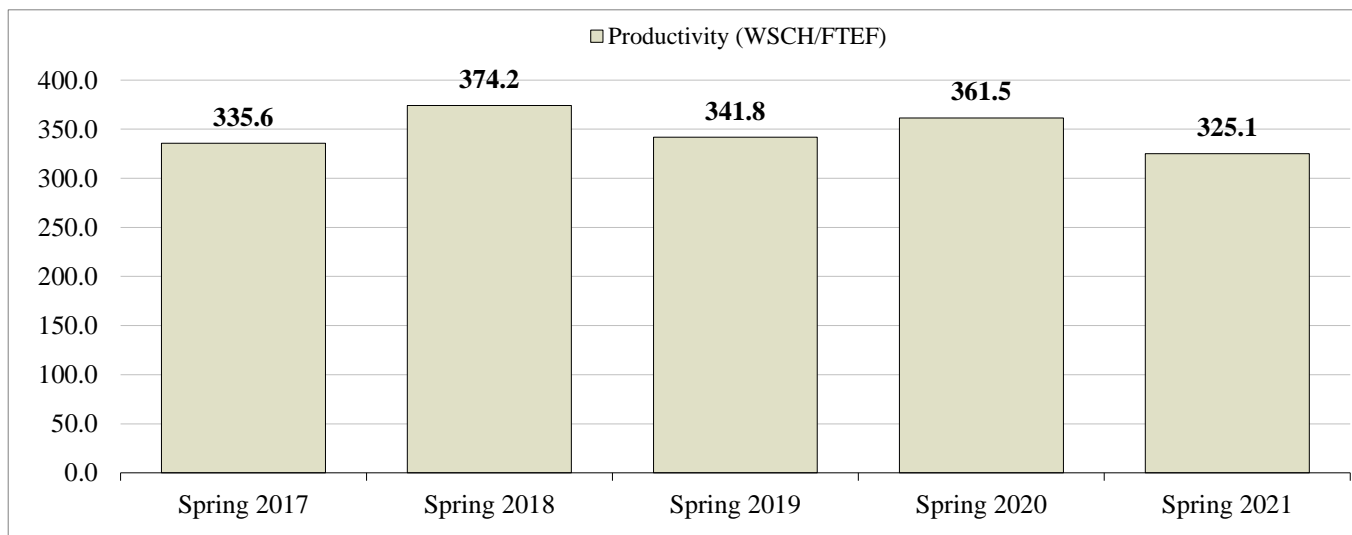
Definitions:

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				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
FTEF from Full-Time Faculty	1.3	1.0	0.0	1.3	0.8
% FTEF from Full-Time Faculty	71%	48%	0%	63%	50%
Enrollments	177	179	166	159	113
Capacity (seats available)	210	244	245	204	156
Fill Rate	84%	73%	68%	78%	72%
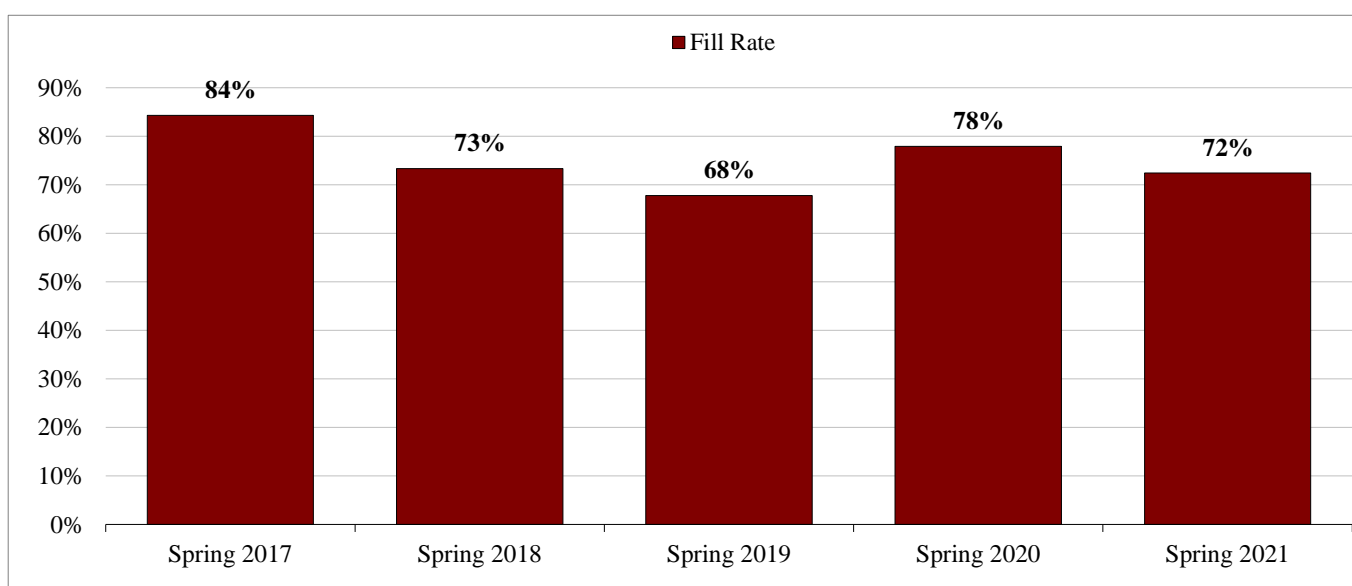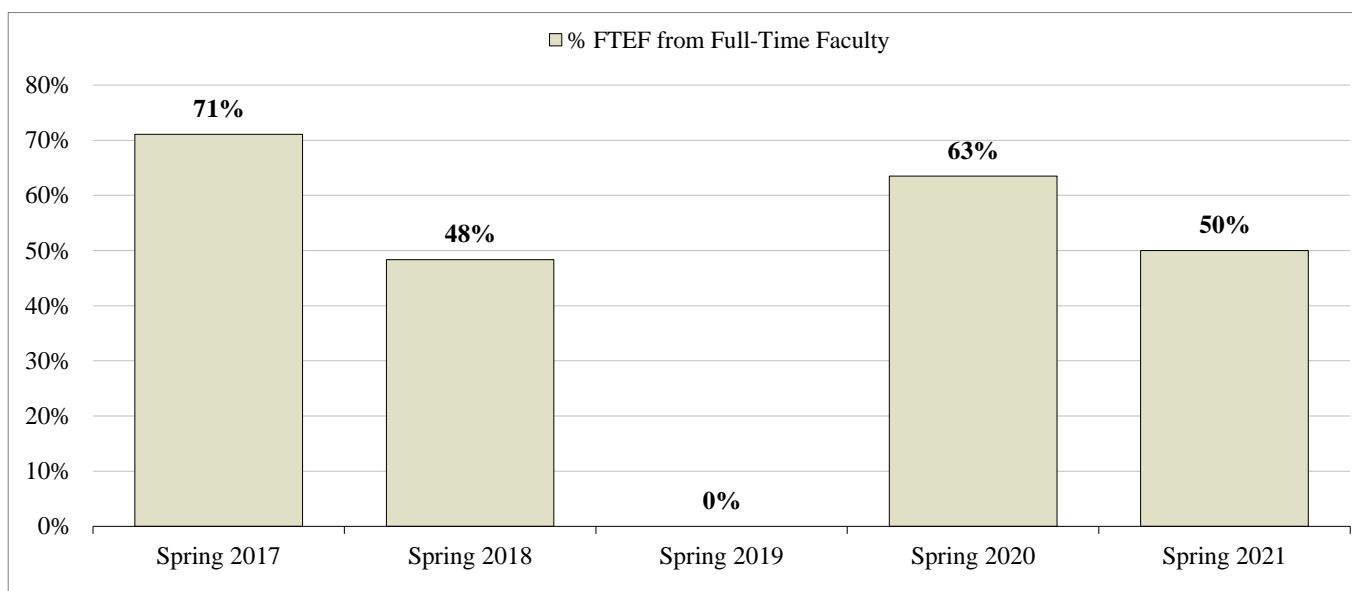
Definitions:

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

Prior Experience in English & Math

Spring 2021	ENGR		LPC Overall	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	70	69%	4,882	61%
Attempted College-level	9	9%	547	7%
Attempted Below College-level	2	2%	65	1%
No Prior Attempt (has placement)	8	8%	1,066	13%
No Prior Attempt (no placement)	12	12%	1,485	18%
College Math				
Completed College-level	57	63%	5,173	64%
Attempted College-level	0	0%	186	2%
Attempted Below College-level	2	2%	217	3%
No Prior Attempt (has placement)	29	32%	1,126	14%
No Prior Attempt (no placement)	2	2%	1,343	17%
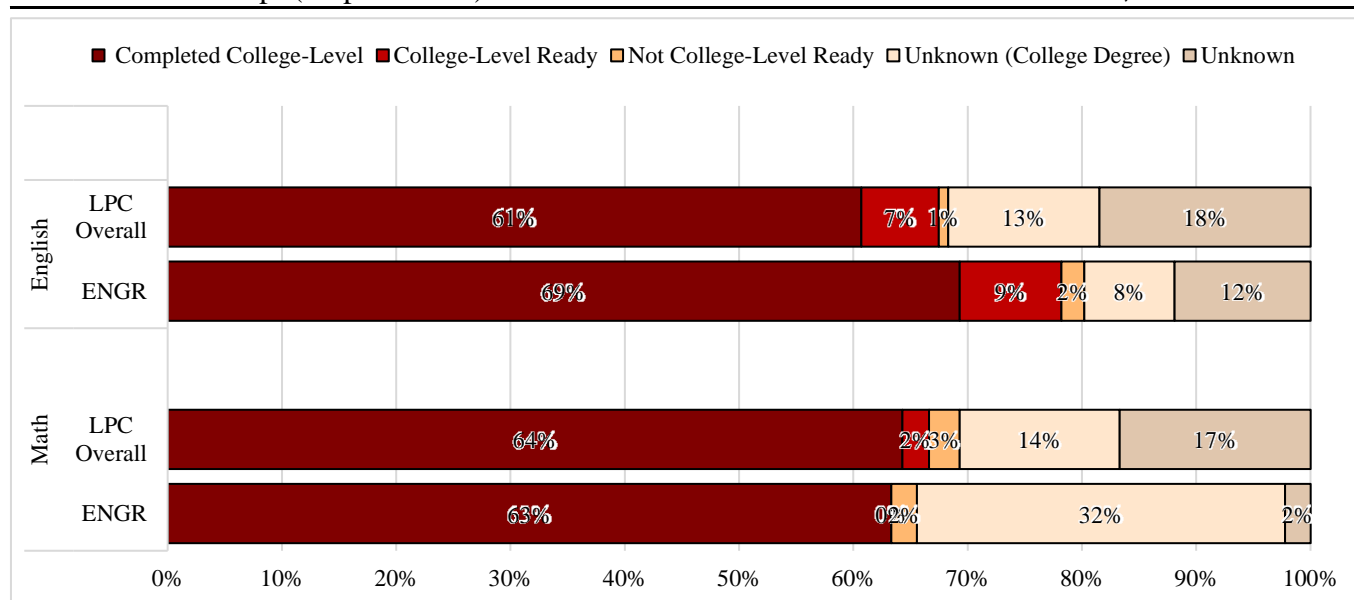
Definitions:

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 = succesfully 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.