



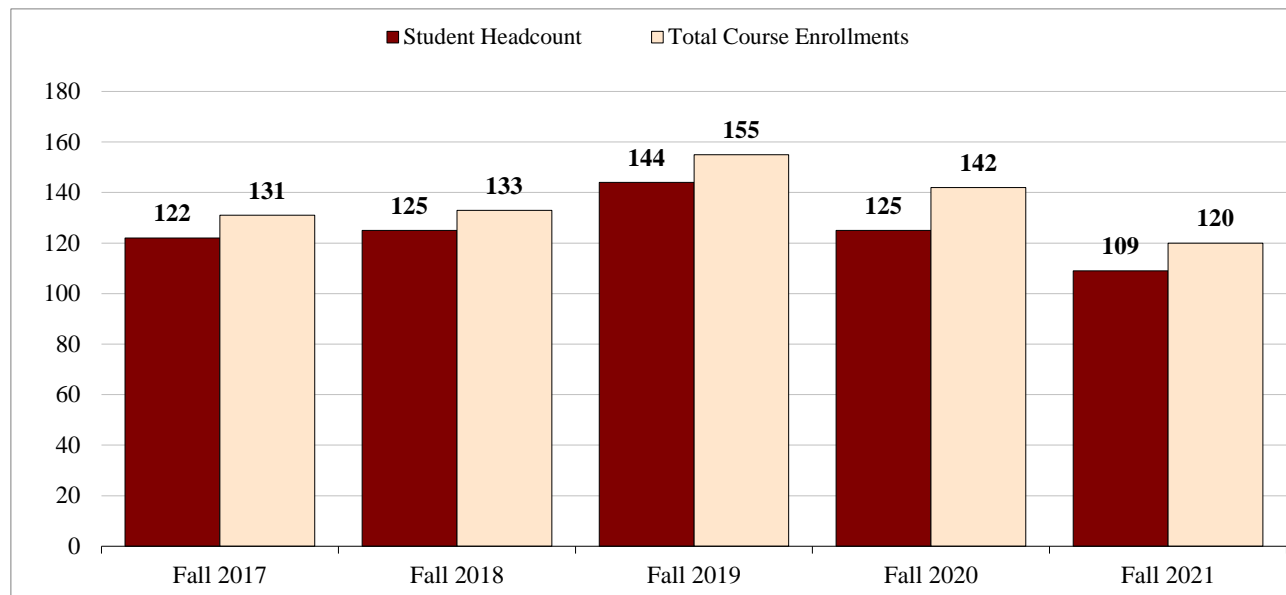
Las Positas College
Discipline Program Review Data Packet
Fall 2017 to Fall 2021

Discipline:
Engineering (ENGR)

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Headcount & Enrollment

Engineering (ENGR)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student Headcount	122	125	144	125	109
Total Course Enrollments	131	133	155	142	120



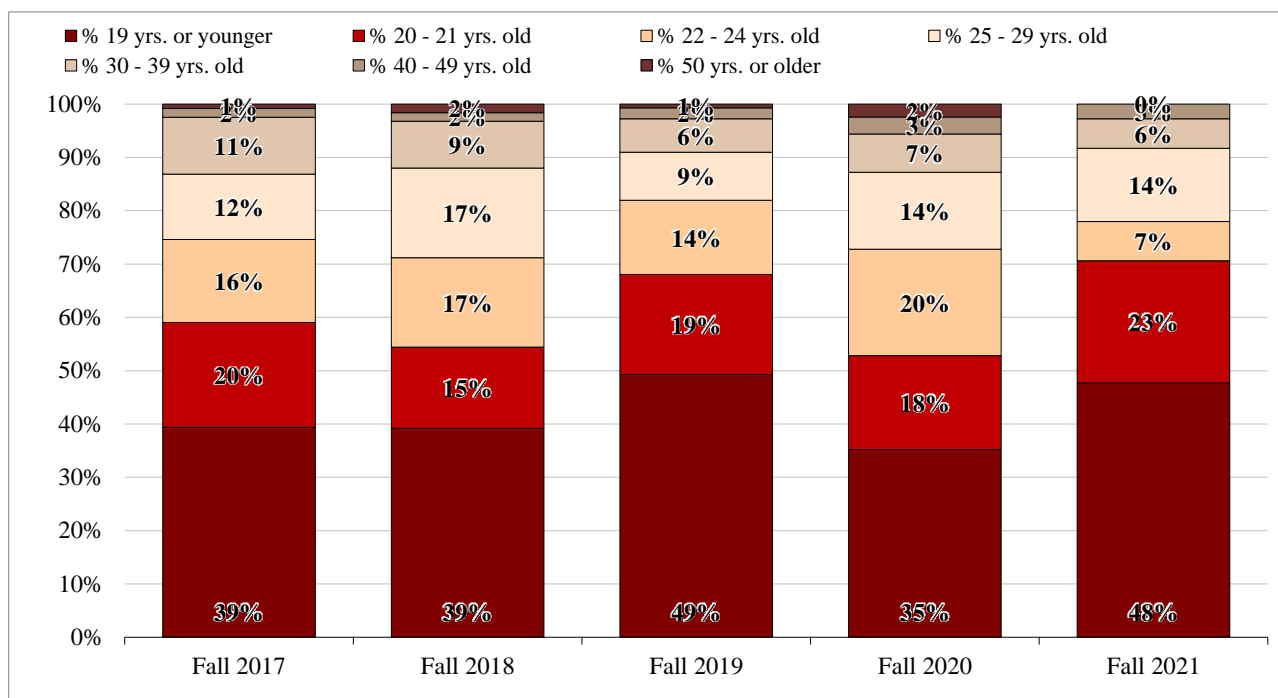
Definitions:

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.

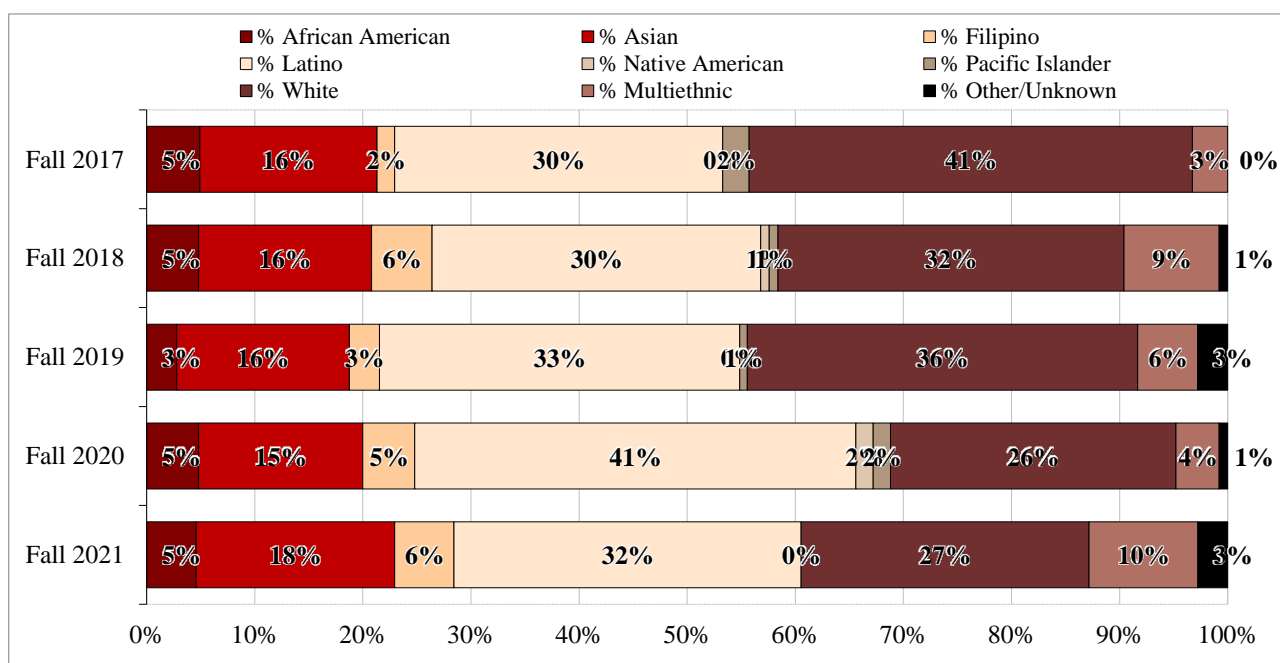
Student Demographics: Gender & Age

Engineering (ENGR)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	17	19	25	24	20
Male	101	105	114	98	84
19 yrs. or younger	48	49	71	44	52
20-21 yrs. old	24	19	27	22	25
22-24 yrs. old	19	21	20	25	8
25-29 yrs. old	15	21	13	18	15
30-39 yrs. old	13	11	9	9	6
40-49 yrs. old	2	2	3	4	3
50 yrs. or older	1	2	1	3	0
% Female	14%	15%	18%	20%	19%
% Male	86%	85%	82%	80%	81%
% 19 yrs. or younger	39%	39%	49%	35%	48%
% 20 - 21 yrs. old	20%	15%	19%	18%	23%
% 22 - 24 yrs. old	16%	17%	14%	20%	7%
% 25 - 29 yrs. old	12%	17%	9%	14%	14%
% 30 - 39 yrs. old	11%	9%	6%	7%	6%
% 40 - 49 yrs. old	2%	2%	2%	3%	3%
% 50 yrs. or older	1%	2%	1%	2%	0%



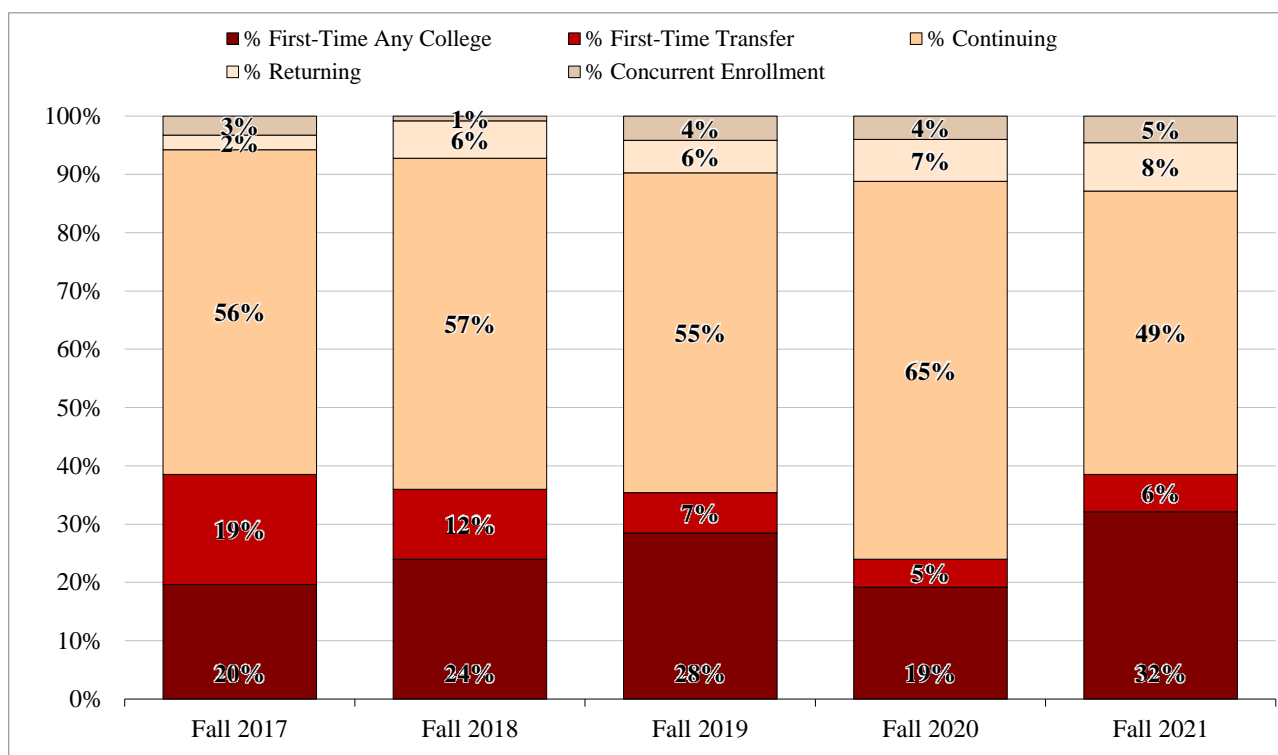
Student Demographic: Race-Ethnicity

Engineering (ENGR)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
African American	6	6	4	6	5
Asian	20	20	23	19	20
Filipino	2	7	4	6	6
Latino	37	38	48	51	35
Native American	0	1	0	2	0
Pacific Islander	3	1	1	2	0
White	50	40	52	33	29
Multiethnic	4	11	8	5	11
Other/Unknown	0	1	4	1	3
% African American	5%	5%	3%	5%	5%
% Asian	16%	16%	16%	15%	18%
% Filipino	2%	6%	3%	5%	6%
% Latino	30%	30%	33%	41%	32%
% Native American	0%	1%	0%	2%	0%
% Pacific Islander	2%	1%	1%	2%	0%
% White	41%	32%	36%	26%	27%
% Multiethnic	3%	9%	6%	4%	10%
% Other/Unknown	0%	1%	3%	1%	3%



Student Enrollment Status

Engineering (ENGR)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
First-Time Any College	24	30	41	24	35
First-Time Transfer	23	15	10	6	7
Continuing	68	71	79	81	53
Returning	3	8	8	9	9
Concurrent Enrollment	4	1	6	5	5
% First-Time Any College	20%	24%	28%	19%	32%
% First-Time Transfer	19%	12%	7%	5%	6%
% Continuing	56%	57%	55%	65%	49%
% Returning	2%	6%	6%	7%	8%
% Concurrent Enrollment	3%	1%	4%	4%	5%



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.

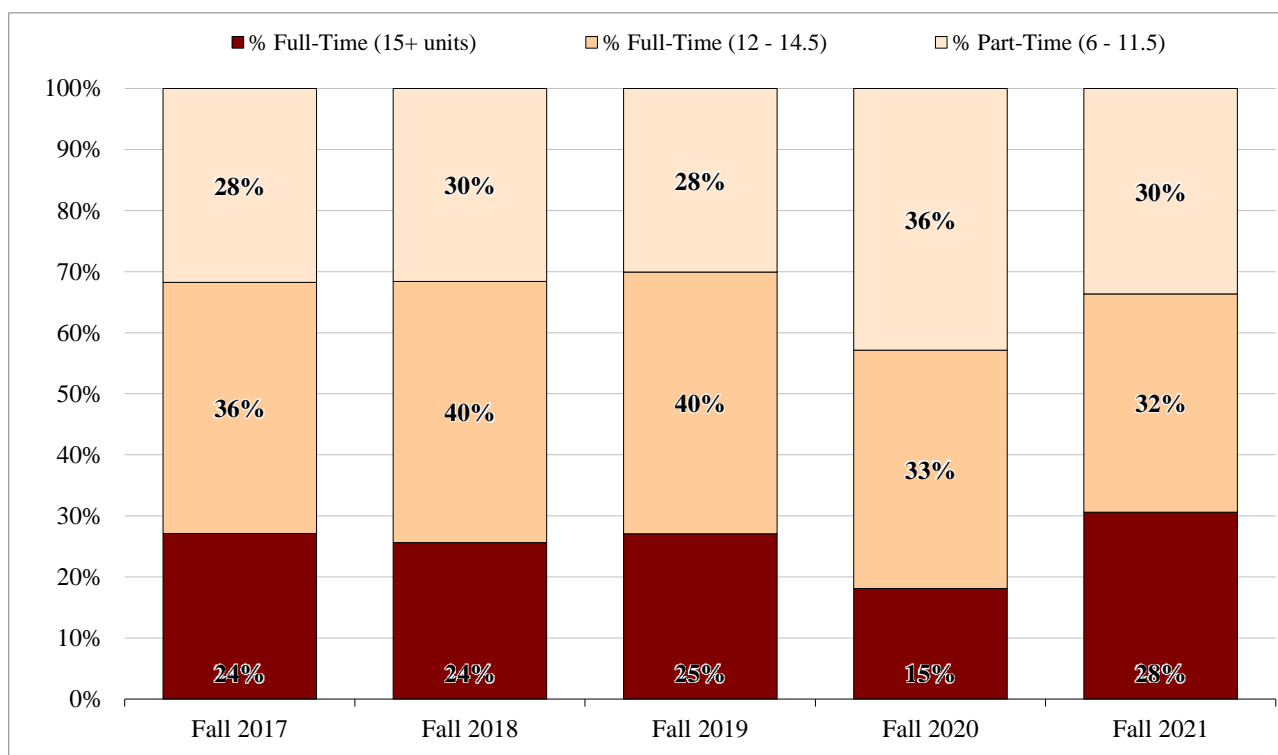
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

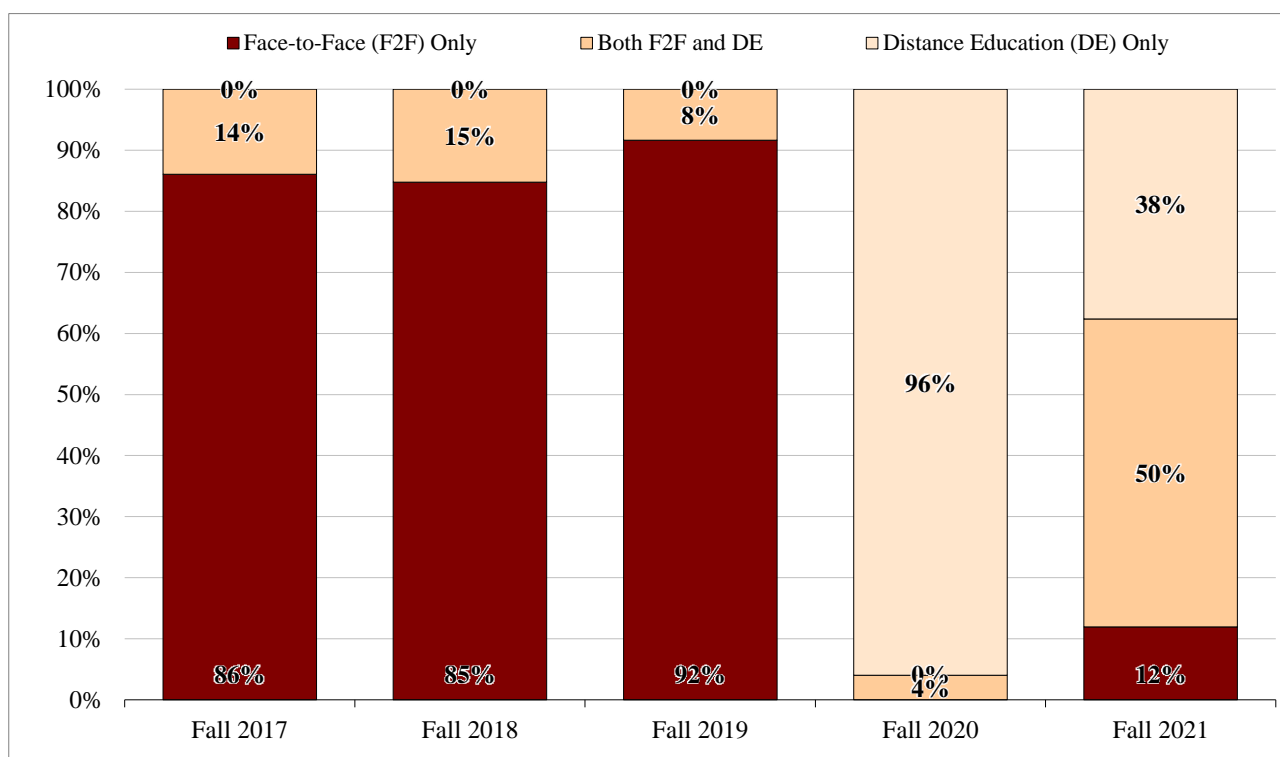
Student Unit Load

Engineering (ENGR)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Full-Time (15+ units)	29	30	36	19	30
Full-Time (12 - 14.5)	44	50	57	41	35
Part-Time (6 - 11.5)	34	37	40	45	33
Part-Time (0.5 - 5.5)	15	8	11	20	11
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	24%	24%	25%	15%	28%
% Full-Time (12 - 14.5)	36%	40%	40%	33%	32%
% Part-Time (6 - 11.5)	28%	30%	28%	36%	30%
% Part-Time (0.5 - 5.5)	12%	6%	8%	16%	10%
% Non-Credit Only	0%	0%	0%	0%	0%



Students Using Distance Education

Engineering (ENGR)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Face-to-Face (F2F) Only	105	106	132	0	13
Both F2F and DE	17	19	12	5	55
Distance Education (DE) Only	0	0	0	120	41
% Face-to-Face (F2F) Only	86%	85%	92%	0%	12%
% Both F2F and DE	14%	15%	8%	4%	50%
% Distance Education (DE) Only	0%	0%	0%	96%	38%



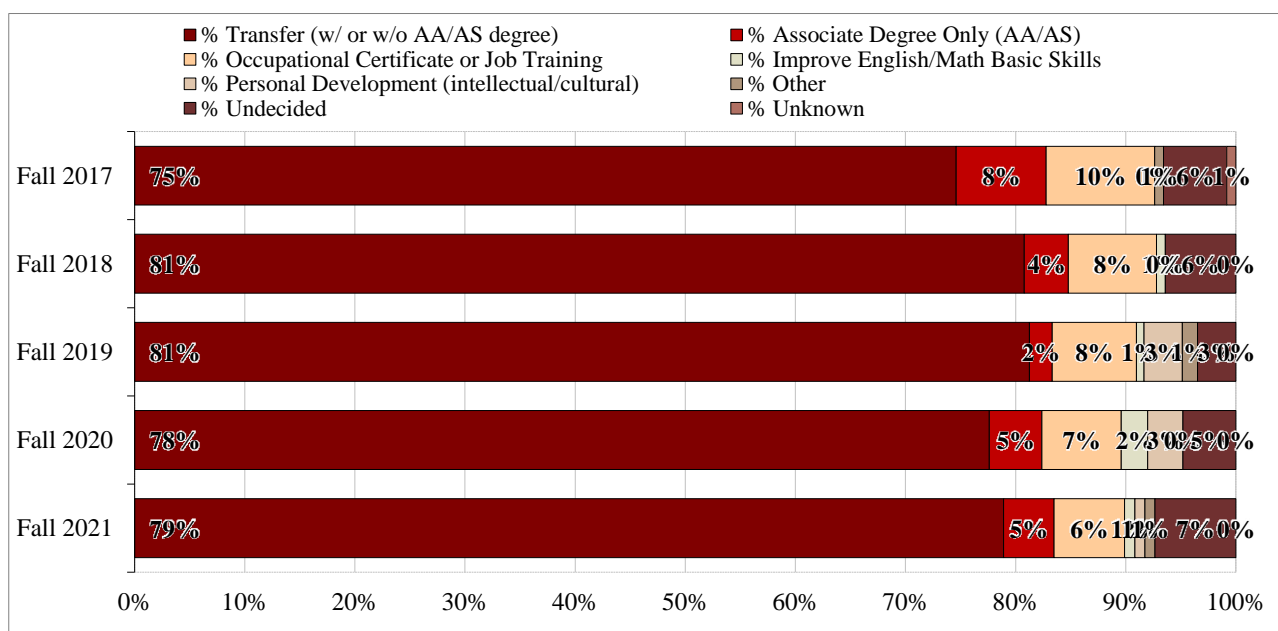
Definitions:

Distance Education (DE) includes enrollments in courses with section numbers designated as courses with 51% or more of instruction delivered online.

Due to the COVID-19 pandemic, 2020-21 DE courses were distinguished through provisional designations.

Student Educational Goal

Engineering (ENGR)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Transfer (w/ or w/o AA/AS degree)	91	101	117	97	86
Associate Degree Only (AA/AS)	10	5	3	6	5
Occupational Certificate or Job Training	12	10	11	9	7
Improve English/Math Basic Skills	0	1	1	3	1
Personal Development (intellectual/cultural)	0	0	5	4	1
Other	1	0	2	0	1
Undecided	7	8	5	6	8
Unknown	1	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	75%	81%	81%	78%	79%
% Associate Degree Only (AA/AS)	8%	4%	2%	5%	5%
% Occupational Certificate or Job Training	10%	8%	8%	7%	6%
% Improve English/Math Basic Skills	0%	1%	1%	2%	1%
% Personal Development (intellectual/cultural)	0%	0%	3%	3%	1%
% Other	1%	0%	1%	0%	1%
% Undecided	6%	6%	3%	5%	7%
% Unknown	1%	0%	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.

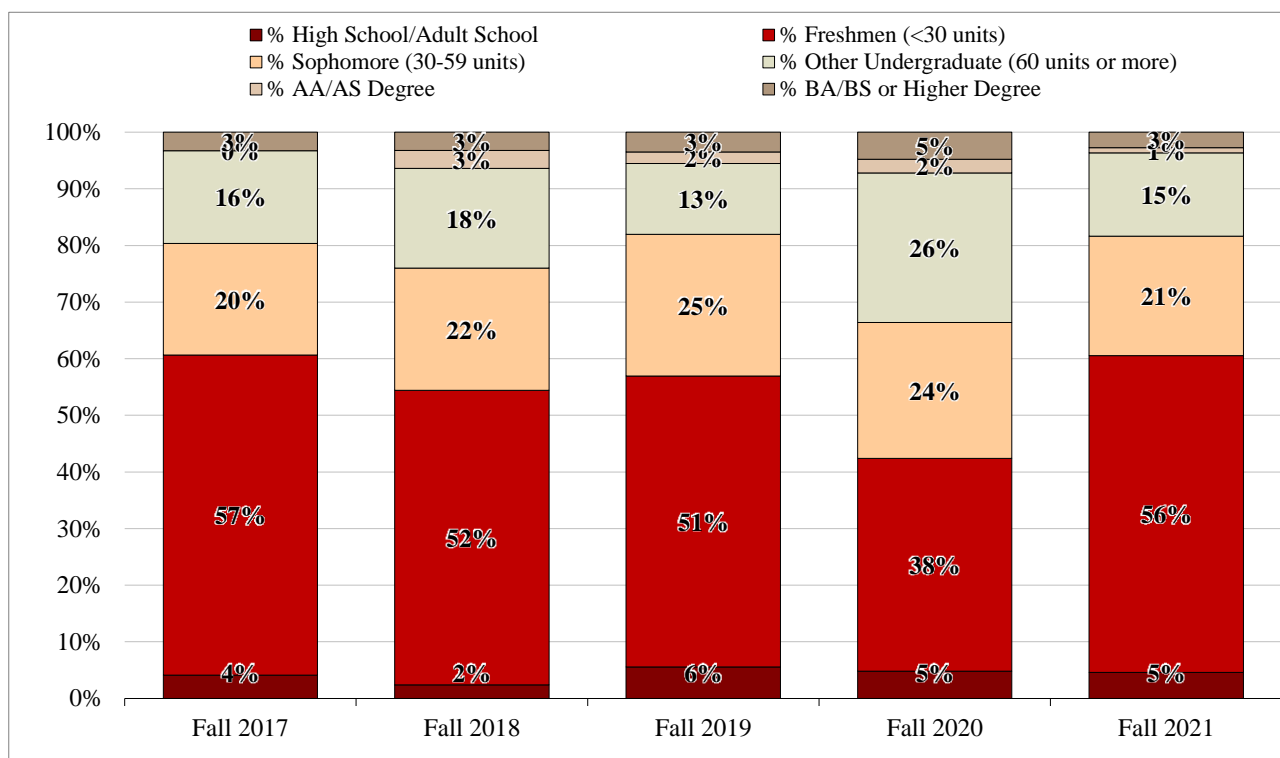
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

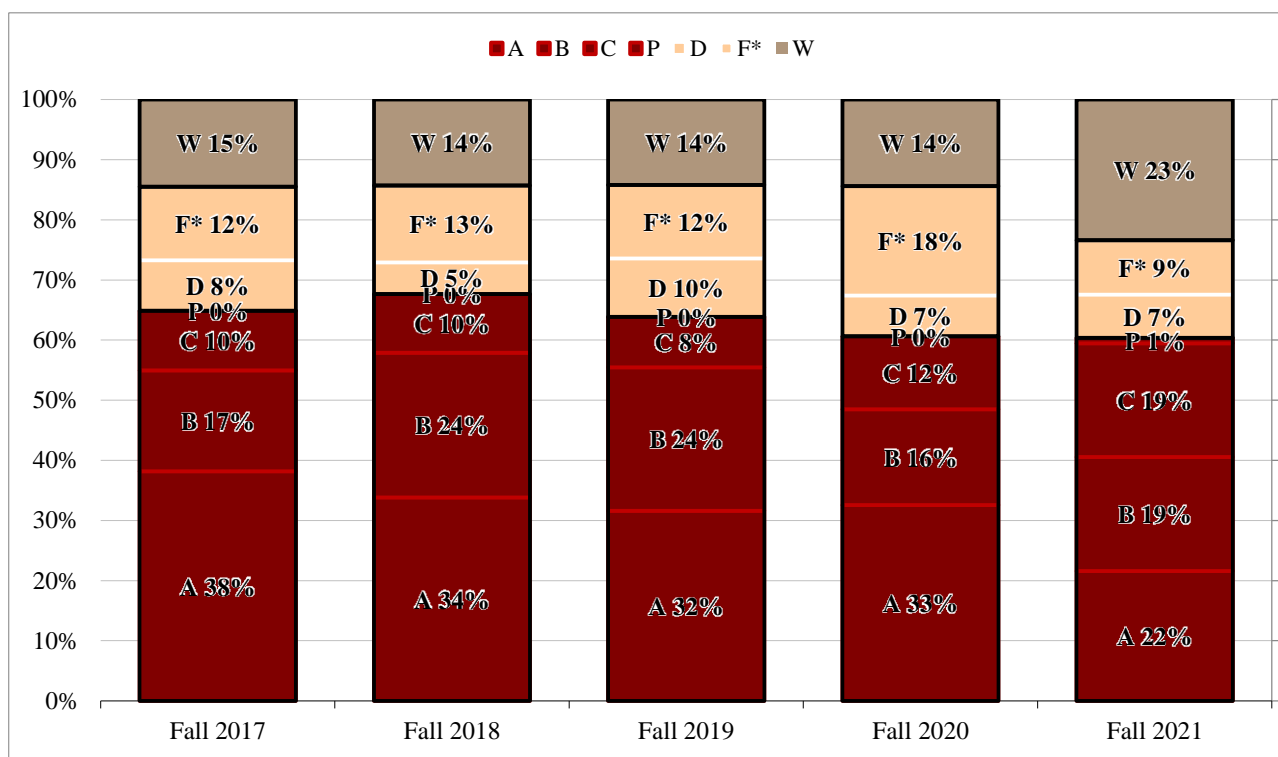
Highest Educational Level of Students

Engineering (ENGR)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
High School/Adult School	5	3	8	6	5
Freshmen (<30 units)	69	65	74	47	61
Sophomore (30-59 units)	24	27	36	30	23
Other Undergraduate (60 units or more)	20	22	18	33	16
AA/AS Degree	0	4	3	3	1
BA/BS or Higher Degree	4	4	5	6	3
% High School/Adult School	4%	2%	6%	5%	5%
% Freshmen (<30 units)	57%	52%	51%	38%	56%
% Sophomore (30-59 units)	20%	22%	25%	24%	21%
% Other Undergraduate (60 units or more)	16%	18%	13%	26%	15%
% AA/AS Degree	0%	3%	2%	2%	1%
% BA/BS or Higher Degree	3%	3%	3%	5%	3%



Student Performance: Grade Distribution

Engineering (ENGR)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Course Enrollments	131	133	155	142	120
Course Success Rates	65%	68%	64%	61%	60%
A	38%	34%	32%	33%	22%
B	17%	24%	24%	16%	19%
C	10%	10%	8%	12%	19%
P	0%	0%	0%	0%	1%
Course Non-Success Rate	21%	18%	22%	25%	16%
D	8%	5%	10%	7%	7%
F*	12%	13%	12%	18%	9%
Withdrawals (See Note)	15%	14%	14%	14%	23%



Definitions:

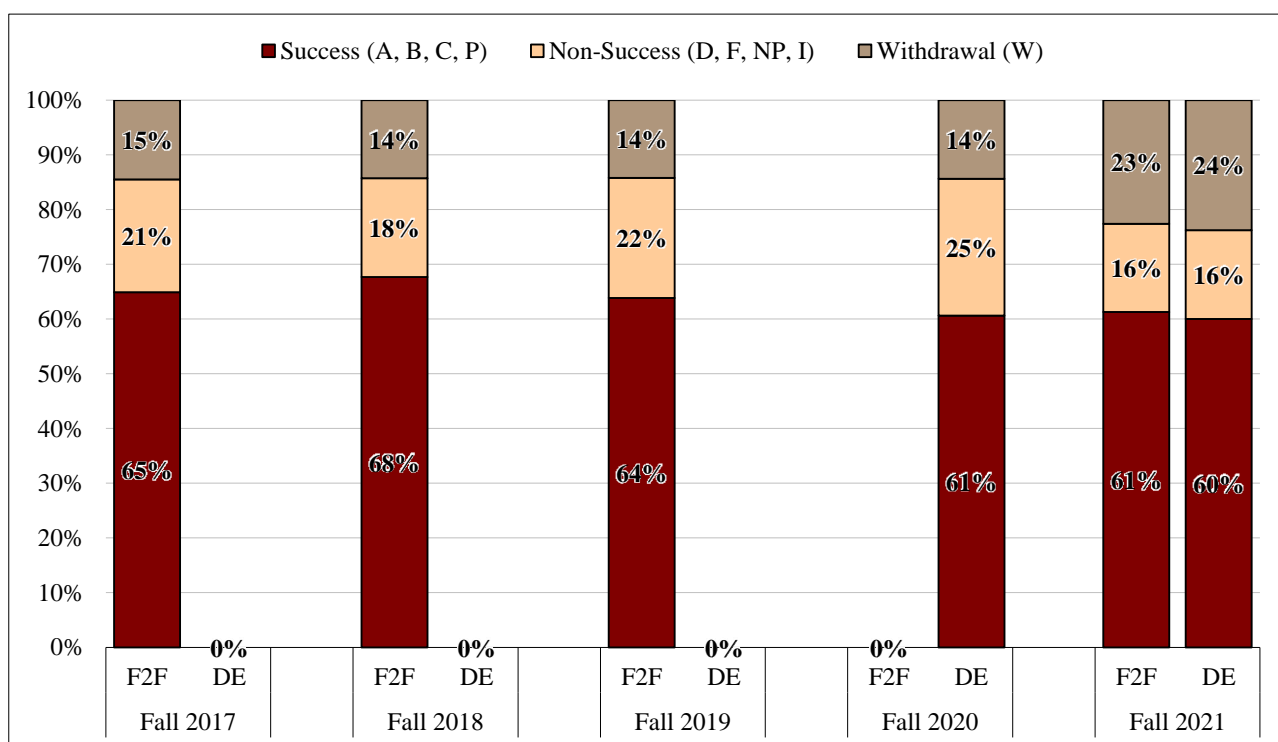
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Course Enrollments	131	133	155	142	120
Face-to-Face (F2F) Sections	131	133	155	0	40
Success Rates	65%	68%	64%	—	61%
Non-Success Rates	21%	18%	22%	—	16%
Withdrawals	15%	14%	14%	—	23%
Distance Education (DE) Sections	0	0	0	142	80
Success Rates	—	—	—	61%	60%
Non-Success Rates	—	—	—	25%	16%
Withdrawals	—	—	—	14%	24%


Definitions:

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

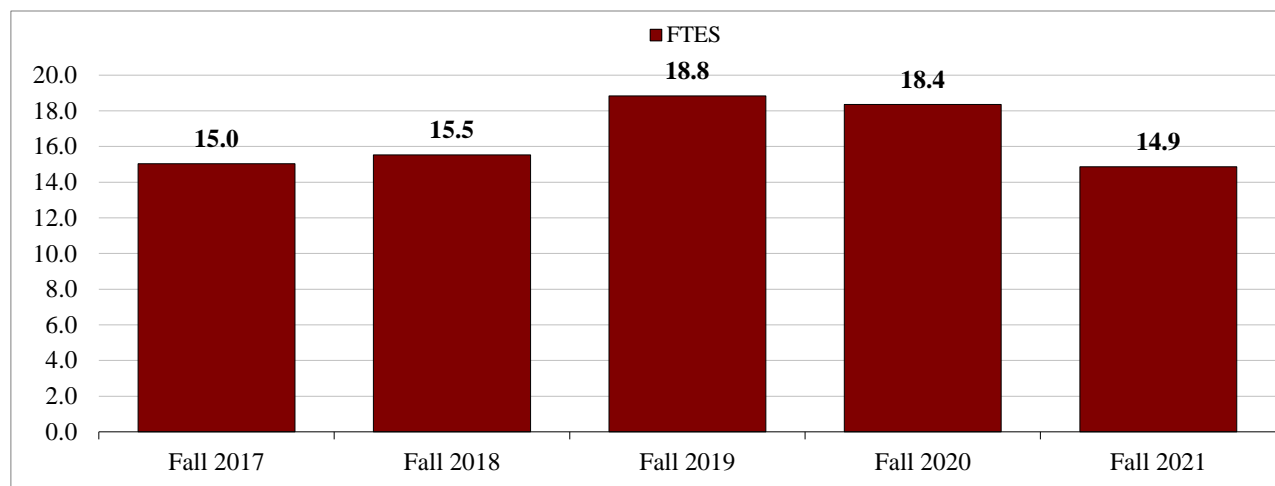
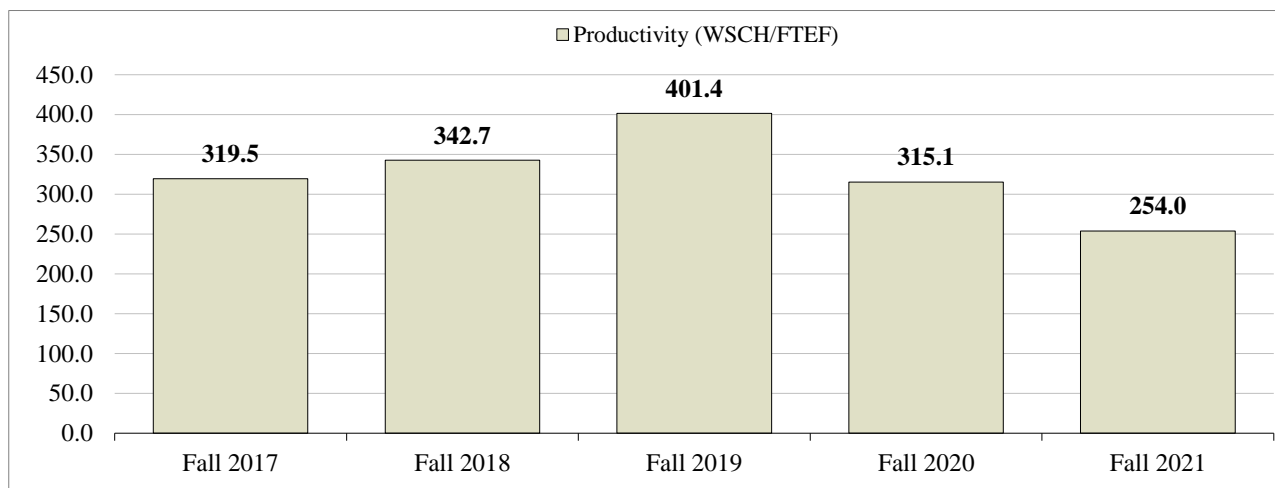
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
WSCH	468	502	588	598	482
FTES	15.0	15.5	18.8	18.4	14.9
FTEF	1.5	1.5	1.5	1.9	1.9
Productivity (WSCH/FTEF)	319.5	342.7	401.4	315.1	254.0



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.

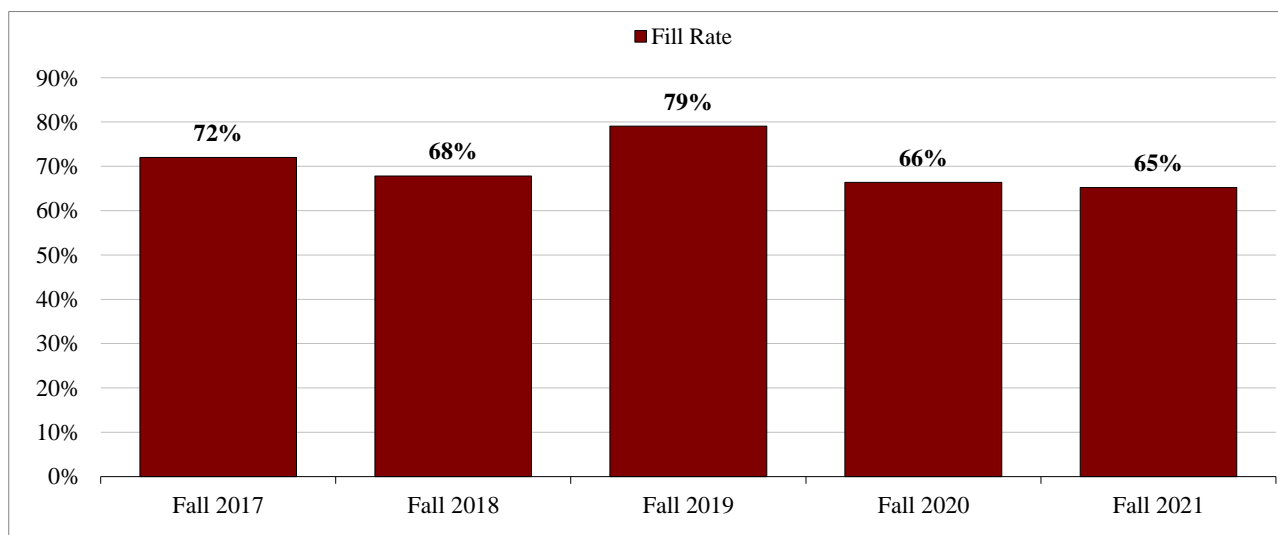
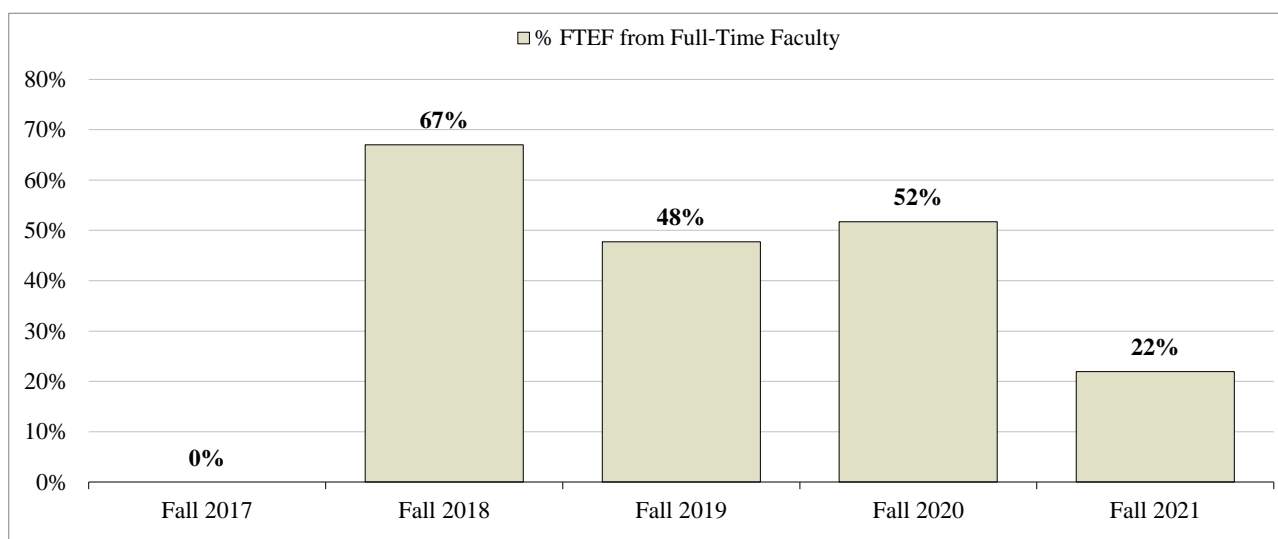
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
FTEF from Full-Time Faculty	0.0	1.0	0.7	1.0	0.4
% FTEF from Full-Time Faculty	0%	67%	48%	52%	22%
Enrollments	131	133	155	142	120
Capacity (seats available)	182	196	196	214	184
Fill Rate	72%	68%	79%	66%	65%



Definitions:

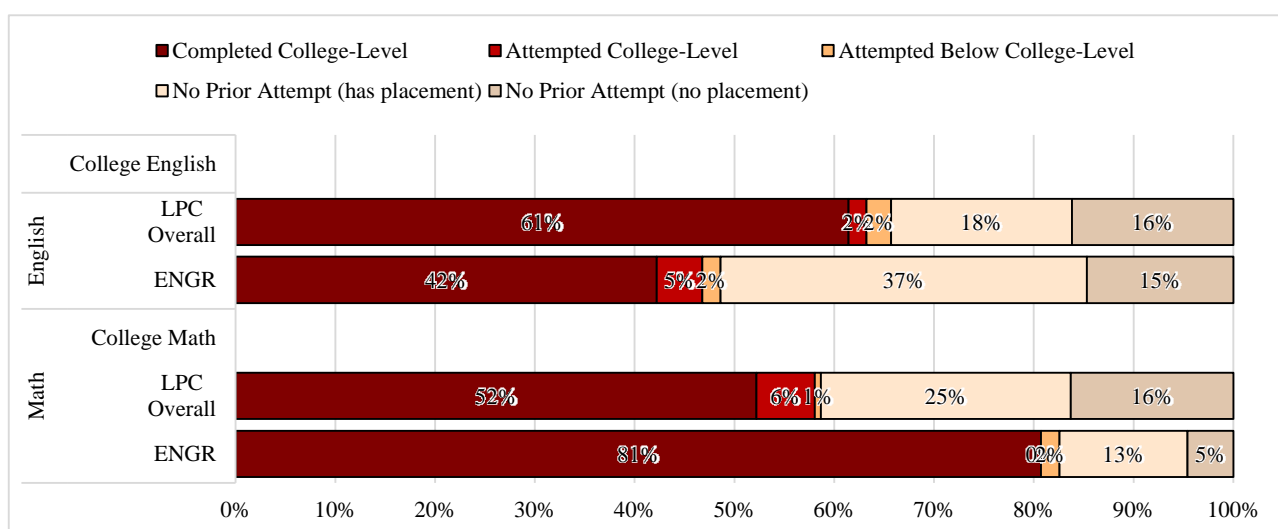
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2021				
	ENGR		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	46	42%	3,849	52%
Attempted College-level	5	5%	430	6%
Attempted Below College-level	2	2%	46	1%
No Prior Attempt (has placement)	40	37%	1,845	25%
No Prior Attempt (no placement)	16	15%	1,202	16%
College Math				
Completed College-level	88	81%	4,530	61%
Attempted College-level	0	0%	132	2%
Attempted Below College-level	2	2%	181	2%
No Prior Attempt (has placement)	14	13%	1,337	18%
No Prior Attempt (no placement)	5	5%	1,192	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.