Las Positas College

Discipline Program Review Data Packet

Spring 2018 to Spring 2022
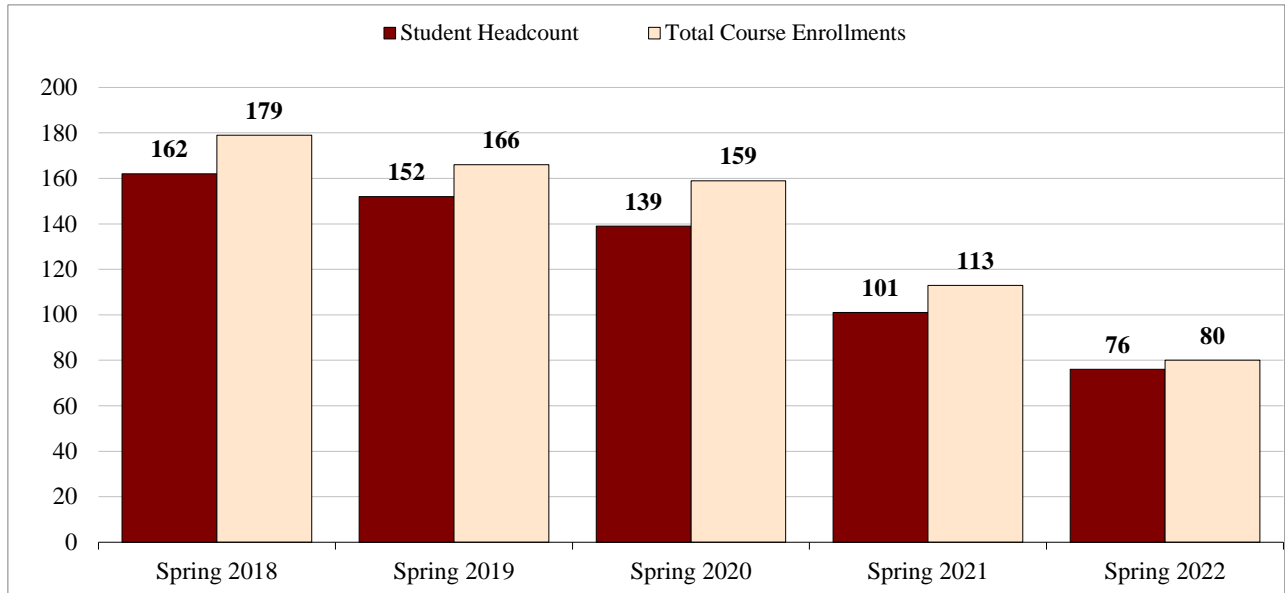
Discipline:

Engineering (ENGR)

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Headcount & Enrollment

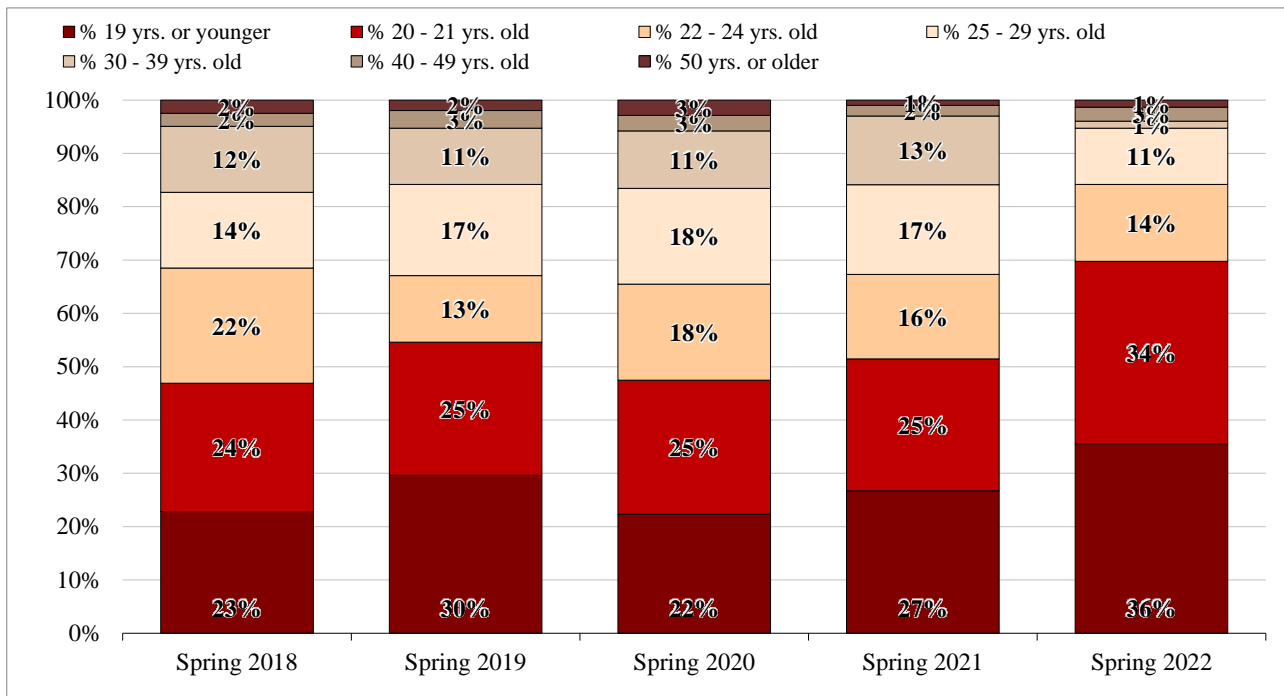| Engineering (ENGR)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Student Headcount	162	152	139	101	76
Total Course Enrollments	179	166	159	113	80

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.
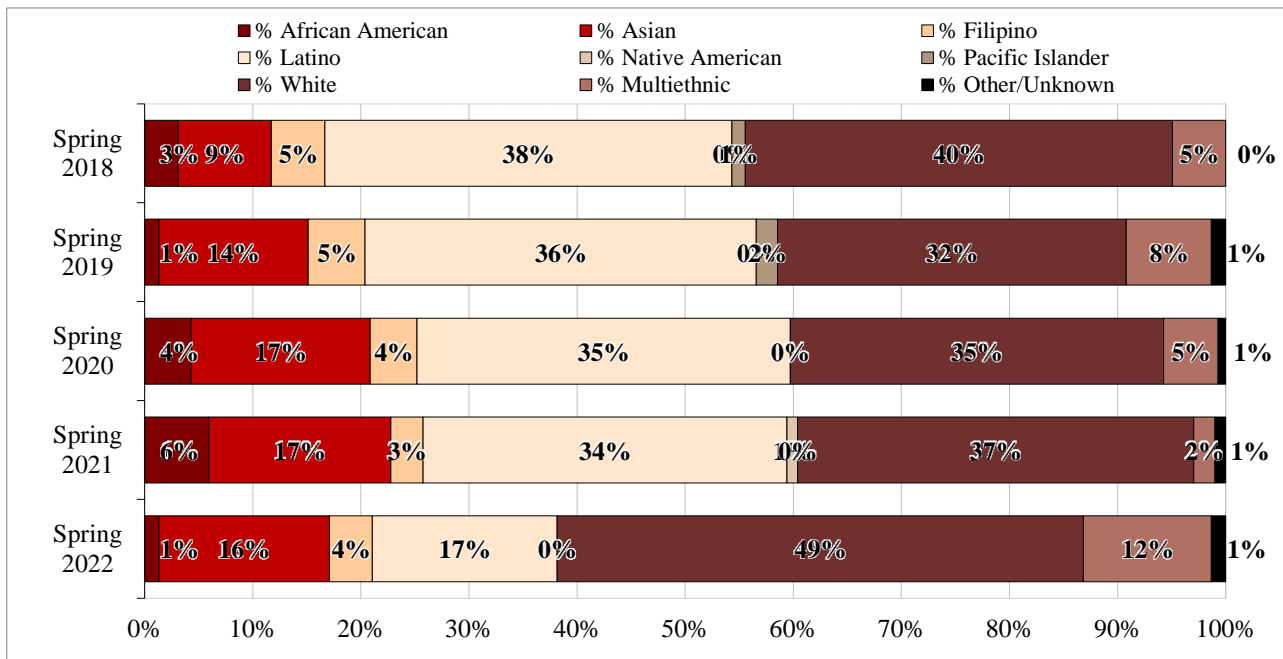
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Student Demographics: Gender & Age

Engineering (ENGR)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Female	25	25	26	19	9
Male	134	124	109	81	64
19 yrs. or younger	37	45	31	27	27
20-21 yrs. old	39	38	35	25	26
22-24 yrs. old	35	19	25	16	11
25-29 yrs. old	23	26	25	17	8
30-39 yrs. old	20	16	15	13	1
40-49 yrs. old	4	5	4	2	2
50 yrs. or older	4	3	4	1	1
% Female	16%	17%	19%	19%	12%
% Male	84%	83%	81%	81%	88%
% 19 yrs. or younger	23%	30%	22%	27%	36%
% 20 - 21 yrs. old	24%	25%	25%	25%	34%
% 22 - 24 yrs. old	22%	13%	18%	16%	14%
% 25 - 29 yrs. old	14%	17%	18%	17%	11%
% 30 - 39 yrs. old	12%	11%	11%	13%	1%
% 40 - 49 yrs. old	2%	3%	3%	2%	3%
% 50 yrs. or older	2%	2%	3%	1%	1%

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Student Demographic: Race-Ethnicity

Engineering (ENGR)					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
African American	5	2	6	6	1
Asian	14	21	23	17	12
Filipino	8	8	6	3	3
Latino	61	55	48	34	13
Native American	0	0	0	1	0
Pacific Islander	2	3	0	0	0
White	64	49	48	37	37
Multiethnic	8	12	7	2	9
Other/Unknown	0	2	1	1	1
% African American	3%	1%	4%	6%	1%
% Asian	9%	14%	17%	17%	16%
% Filipino	5%	5%	4%	3%	4%
% Latino	38%	36%	35%	34%	17%
% Native American	0%	0%	0%	1%	0%
% Pacific Islander	1%	2%	0%	0%	0%
% White	40%	32%	35%	37%	49%
% Multiethnic	5%	8%	5%	2%	12%
% Other/Unknown	0%	1%	1%	1%	1%

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Student Enrollment Status

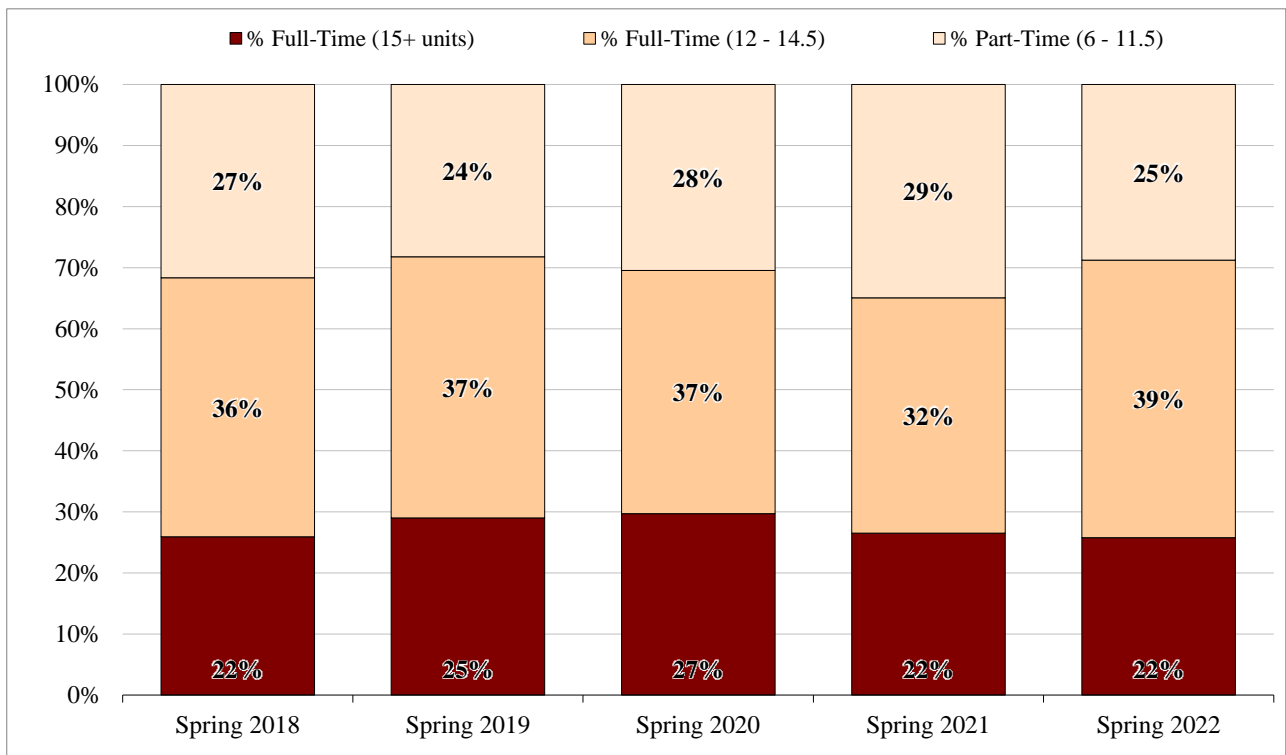| Engineering (ENGR)					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
First-Time Any College	8	5	4	1	1
First-Time Transfer	6	7	4	6	6
Continuing	139	132	120	84	65
Returning	5	2	7	4	2
Concurrent Enrollment	4	6	4	6	2
% First-Time Any College	5%	3%	3%	1%	1%
% First-Time Transfer	4%	5%	3%	6%	8%
% Continuing	86%	87%	86%	83%	86%
% Returning	3%	1%	5%	4%	3%
% Concurrent Enrollment	2%	4%	3%	6%	3%
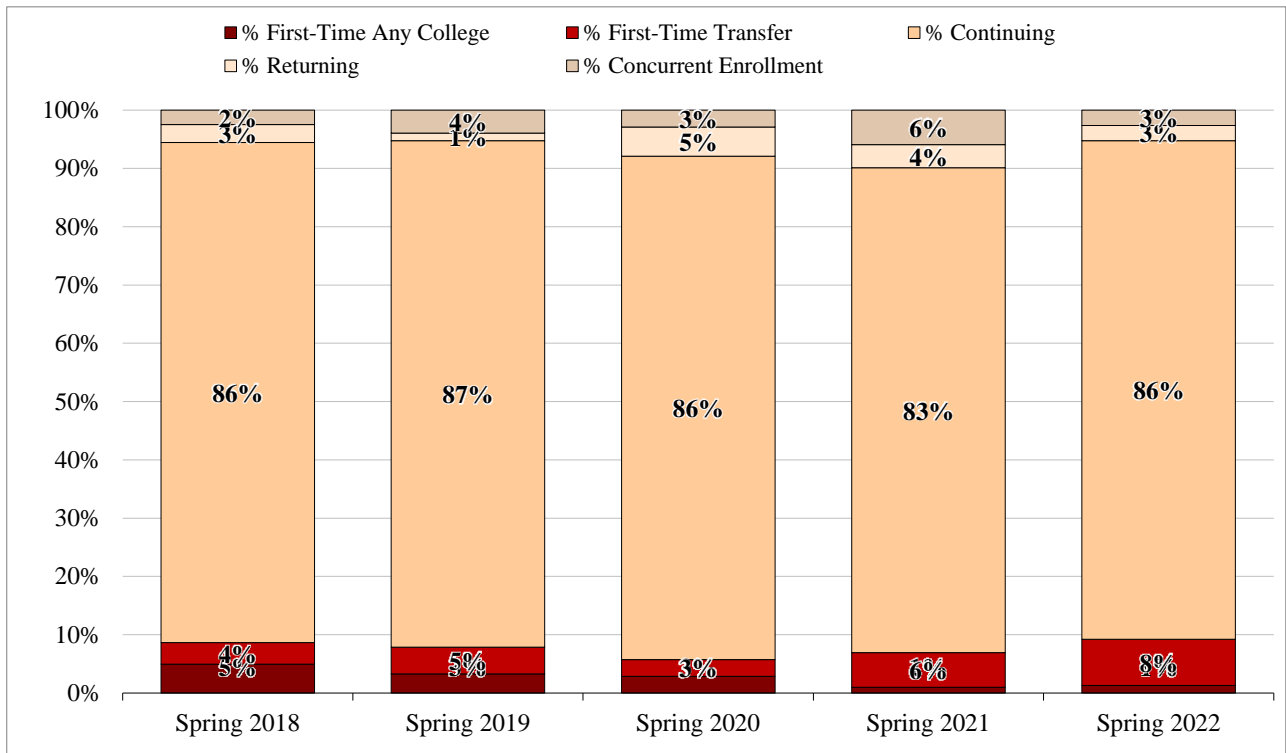
Definitions:

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 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Full-Time (15+ units)	36	38	38	22	17
Full-Time (12 - 14.5)	59	56	51	32	30
Part-Time (6 - 11.5)	44	37	39	29	19
Part-Time (0.5 - 5.5)	23	21	11	18	10
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	22%	25%	27%	22%	22%
% Full-Time (12 - 14.5)	36%	37%	37%	32%	39%
% Part-Time (6 - 11.5)	27%	24%	28%	29%	25%
% Part-Time (0.5 - 5.5)	14%	14%	8%	18%	13%
% Non-Credit Only	0%	0%	0%	0%	0%

Students Using Distance Education

| Engineering (ENGR)					
	Term				
(Categories reflect college-wide coursework)	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Face-to-Face (F2F) Only	136	132	107	7	31
Both F2F and DE	26	20	32	31	45
Distance Education (DE) Only	0	0	0	63	0
% Face-to-Face (F2F) Only	84%	87%	77%	7%	41%
% Both F2F and DE	16%	13%	23%	31%	59%
% Distance Education (DE) Only	0%	0%	0%	62%	0%
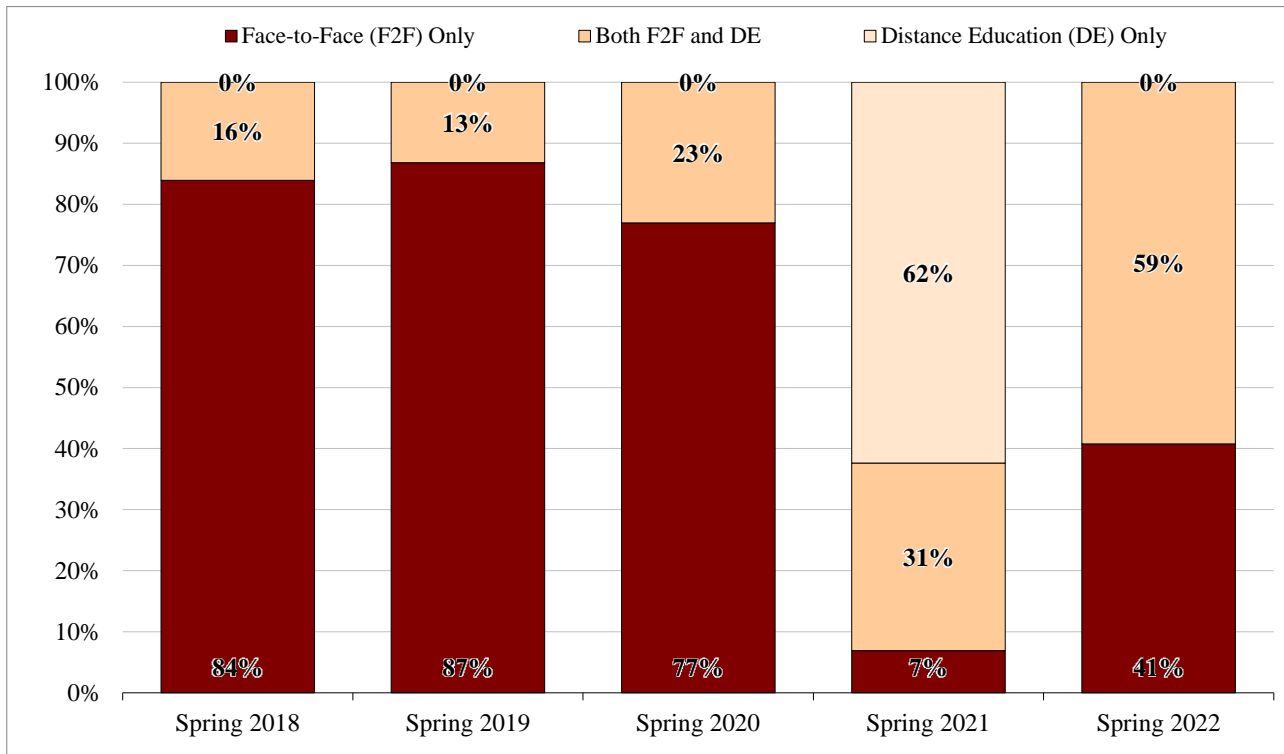
Definitions:

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				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Transfer (w/ or w/o AA/AS degree)	118	113	106	75	61
Associate Degree Only (AA/AS)	13	7	10	6	7
Occupational Certificate or Job Training	16	12	13	11	2
Improve English/Math Basic Skills	0	1	0	1	2
Personal Development (intellectual/cultural)	0	4	4	3	1
Other	1	2	2	1	1
Undecided	12	11	4	4	2
Unknown	2	2	0	0	0
% Transfer (w/ or w/o AA/AS degree)	73%	74%	76%	74%	80%
% Associate Degree Only (AA/AS)	8%	5%	7%	6%	9%
% Occupational Certificate or Job Training	10%	8%	9%	11%	3%
% Improve English/Math Basic Skills	0%	1%	0%	1%	3%
% Personal Development (intellectual/cultural)	0%	3%	3%	3%	1%
% Other	1%	1%	1%	1%	1%
% Undecided	7%	7%	3%	4%	3%
% Unknown	1%	1%	0%	0%	0%
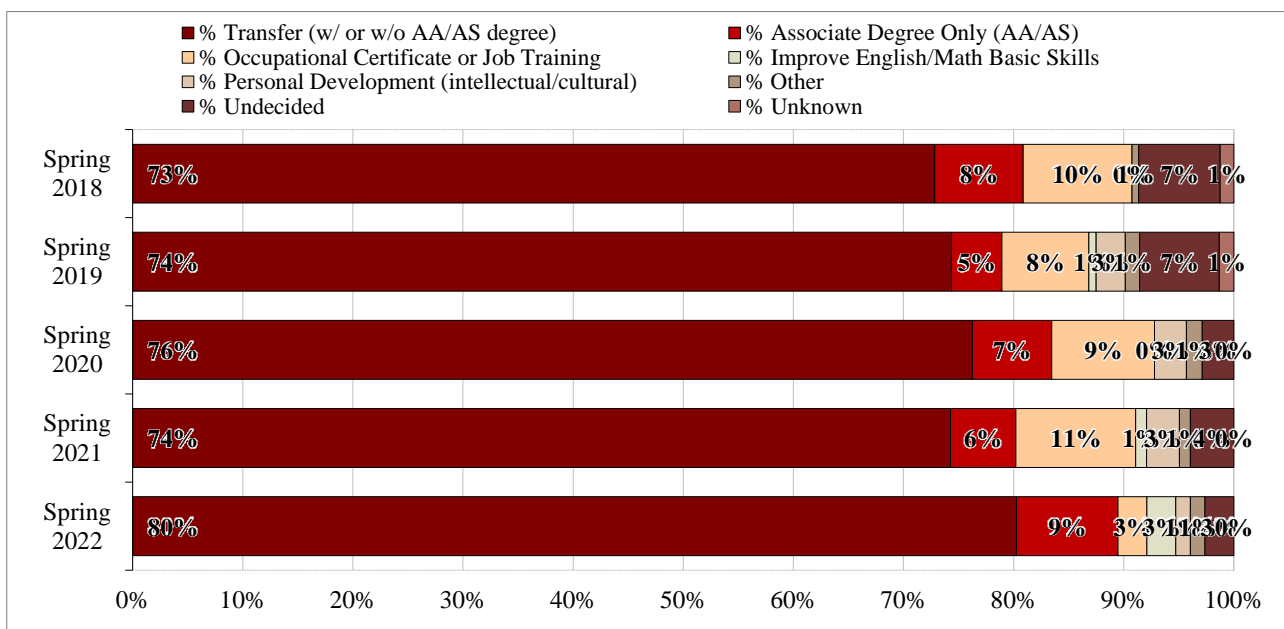
Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.
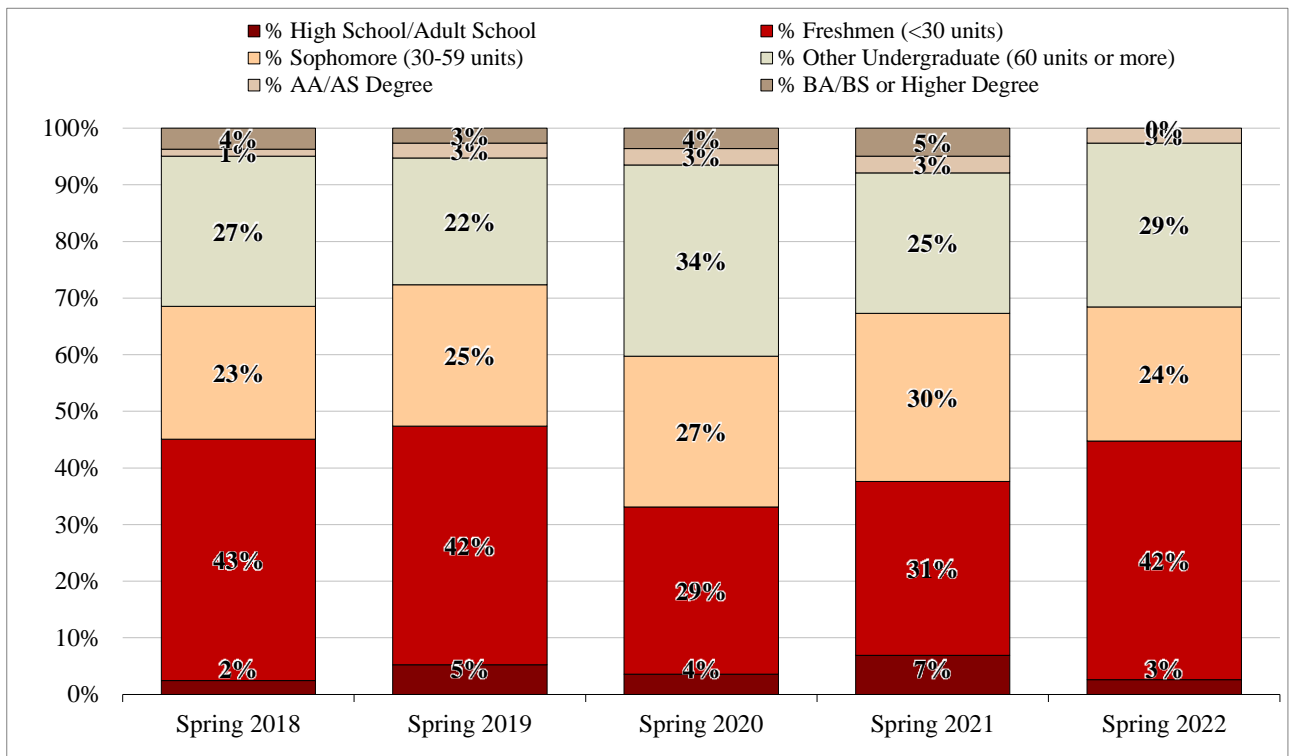
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
High School/Adult School	4	8	5	7	2
Freshmen (<30 units)	69	64	41	31	32
Sophomore (30-59 units)	38	38	37	30	18
Other Undergraduate (60 units or more)	43	34	47	25	22
AA/AS Degree	2	4	4	3	2
BA/BS or Higher Degree	6	4	5	5	0
% High School/Adult School	2%	5%	4%	7%	3%
% Freshmen (<30 units)	43%	42%	29%	31%	42%
% Sophomore (30-59 units)	23%	25%	27%	30%	24%
% Other Undergraduate (60 units or more)	27%	22%	34%	25%	29%
% AA/AS Degree	1%	3%	3%	3%	3%
% BA/BS or Higher Degree	4%	3%	4%	5%	0%

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Student Performance: Grade Distribution

| Engineering (ENGR)					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Total Course Enrollments	**179**	**166**	**159**	**113**	**80**
Course Success Rates	**73%**	**73%**	**69%**	**69%**	**76%**
A	31%	31%	32%	41%	31%
B	25%	24%	19%	18%	30%
C	17%	18%	15%	10%	15%
P	0%	0%	2%	1%	0%
Course Non-Success Rate	**16%**	**15%**	**8%**	**14%**	**14%**
D	7%	4%	3%	4%	0%
F*	9%	11%	5%	10%	14%
Withdrawals (See Note)	**11%**	**11%**	**23%**	**17%**	**10%**
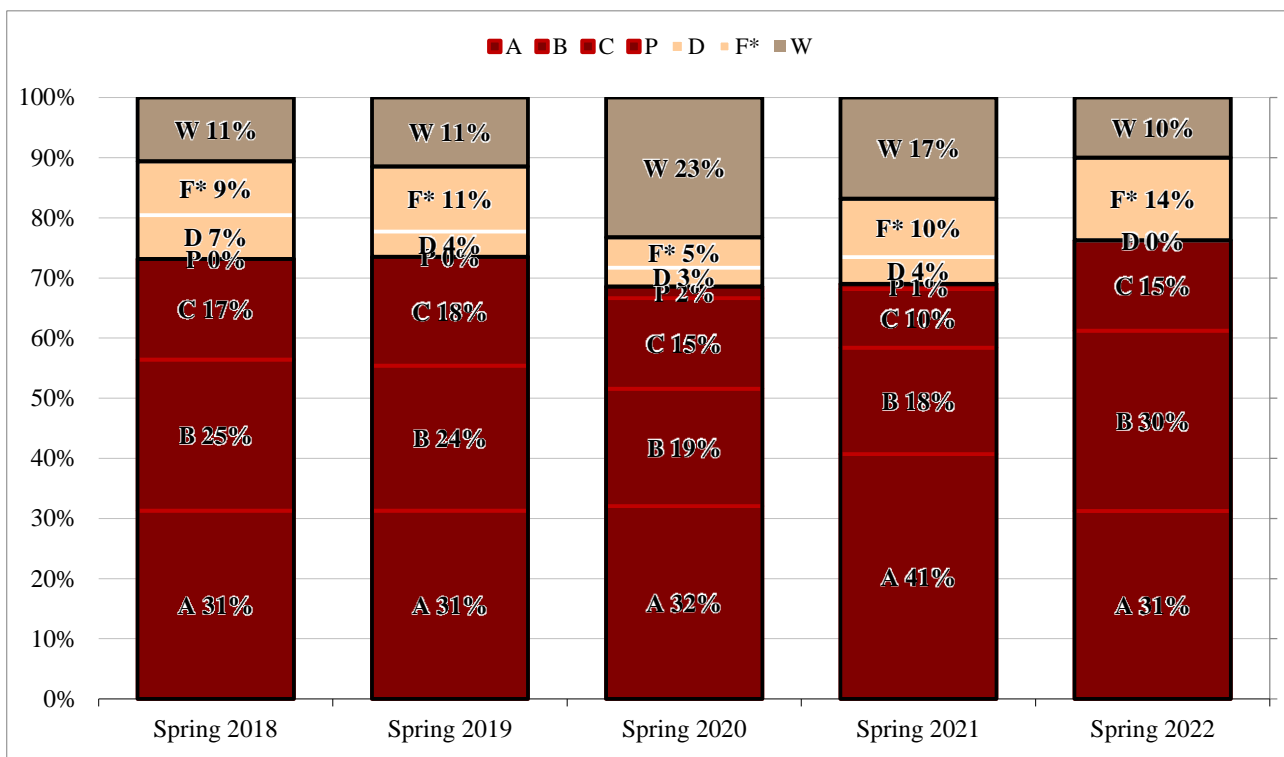
Definitions:

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 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Total Course Enrollments	**179**	**166**	**159**	**113**	**80**
Face-to-Face (F2F) Sections	**179**	**166**	**159**	**30**	**80**
Success Rates	73%	73%	69%	73%	76%
Non-Success Rates	16%	15%	8%	3%	14%
Withdrawals	11%	11%	23%	23%	10%
Distance Education (DE) Sections	**0**	**0**	**0**	**83**	**0**
Success Rates	—	—	—	67%	—
Non-Success Rates	—	—	—	18%	—
Withdrawals	—	—	—	14%	—
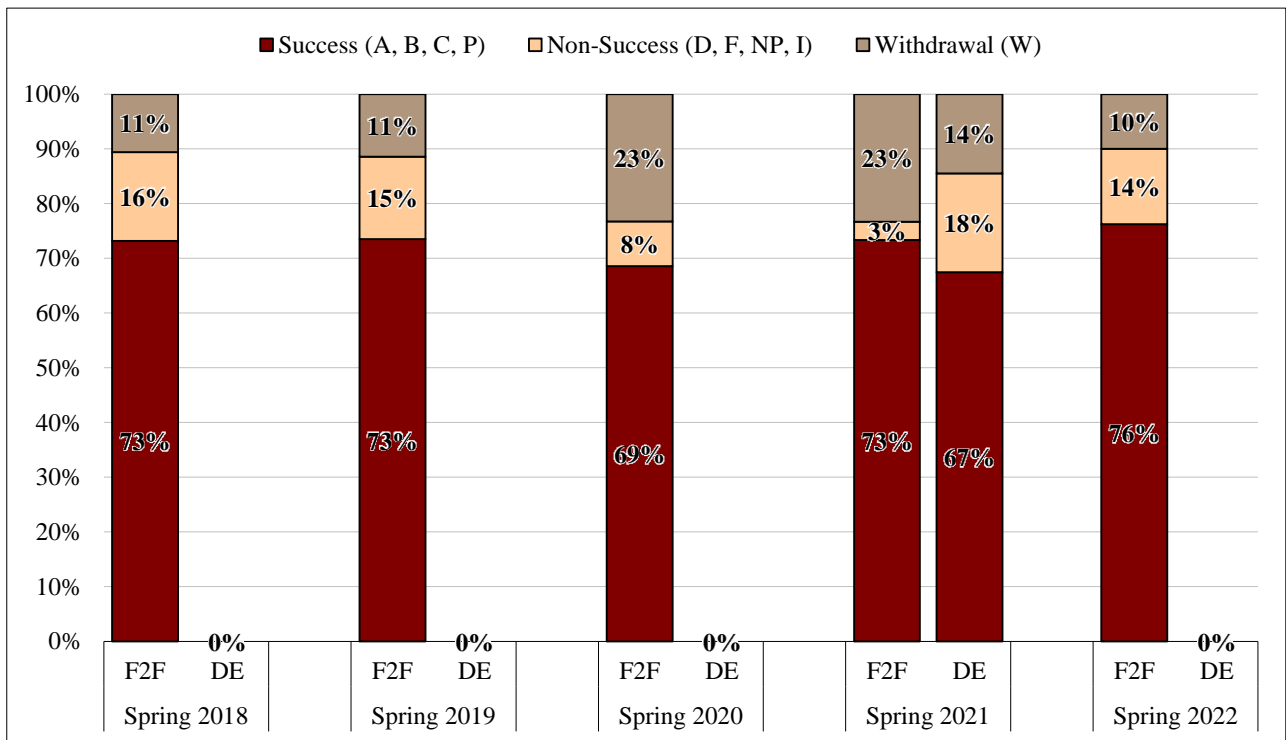
Definitions:

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', '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 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
WSCH	760	717	758	498	369
FTES	24.7	23.0	24.5	15.3	11.9
FTEF	2.0	2.1	2.1	1.5	1.4
Productivity (WSCH/FTEF)	374.2	341.8	361.5	325.1	263.8
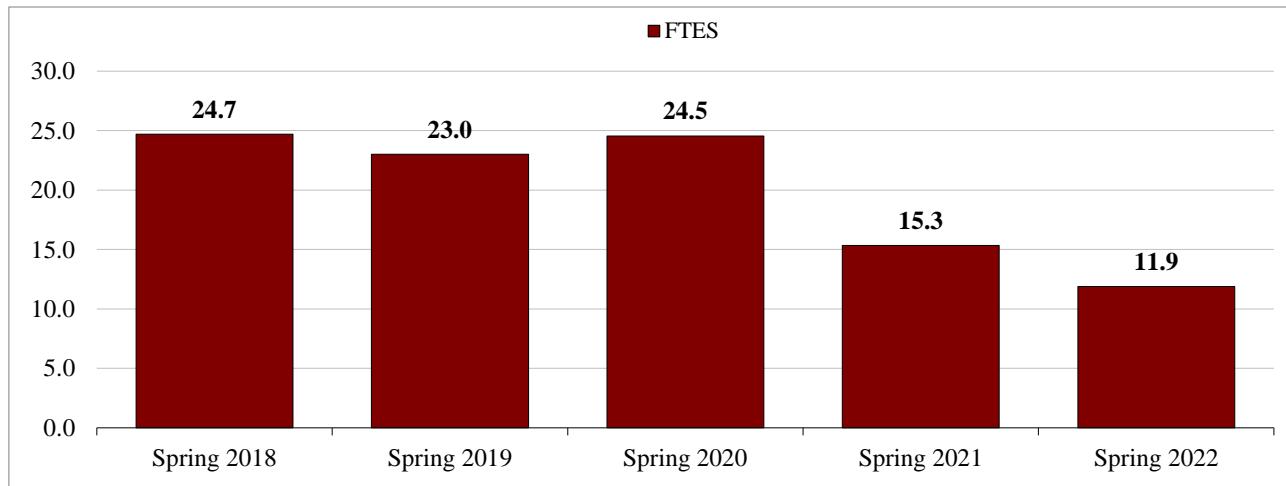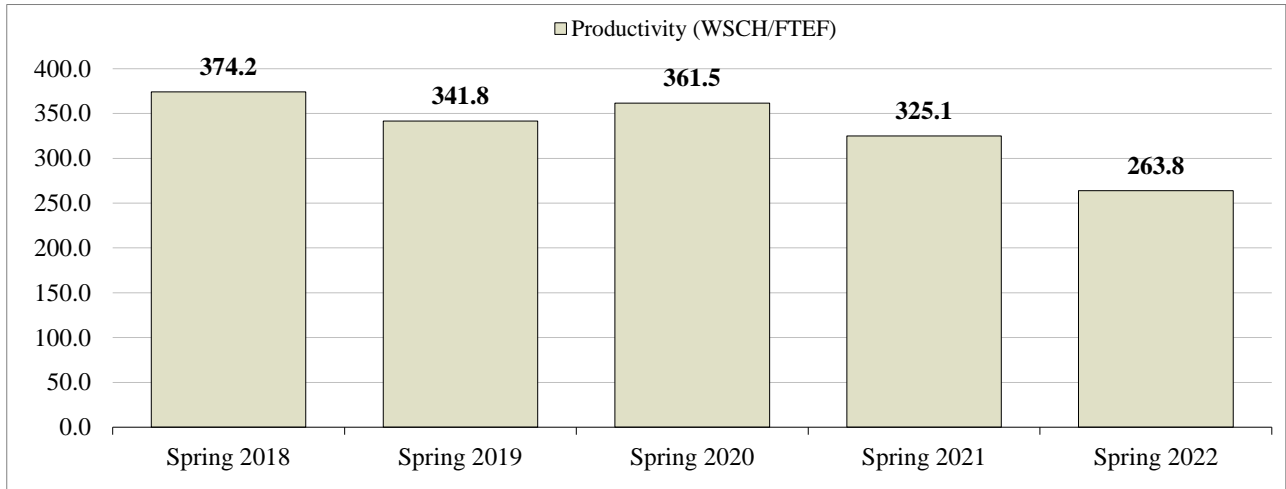
Definitions:

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 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
FTEF from Full-Time Faculty	1.0	0.0	1.3	0.8	0.4
% FTEF from Full-Time Faculty	48%	0%	63%	50%	30%
Enrollments	179	166	159	113	80
Capacity (seats available)	244	245	204	156	126
Fill Rate	73%	68%	78%	72%	63%
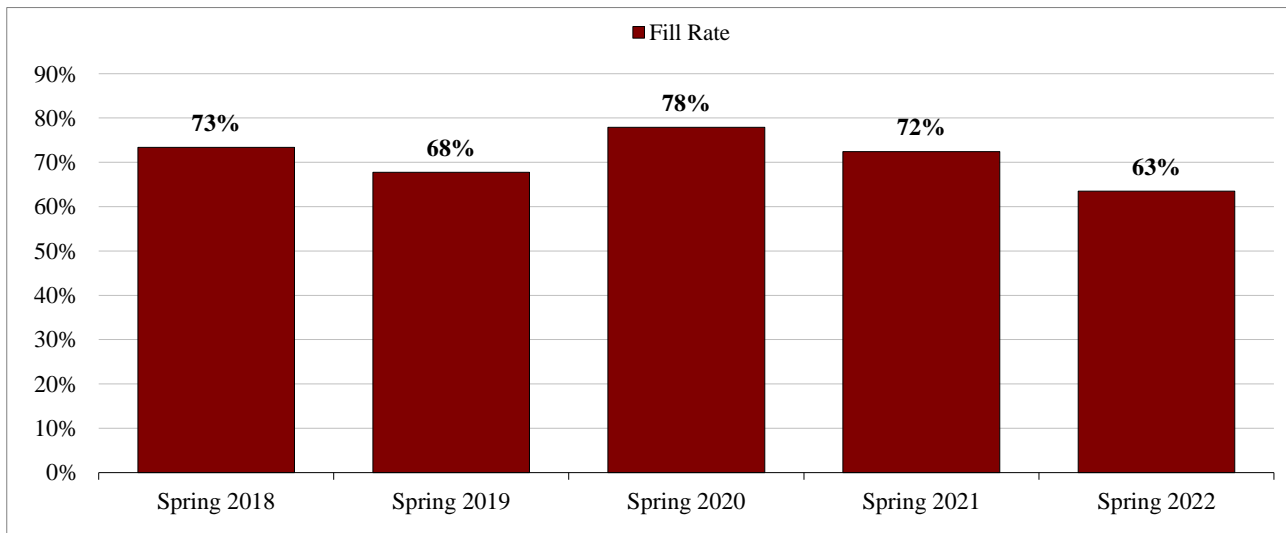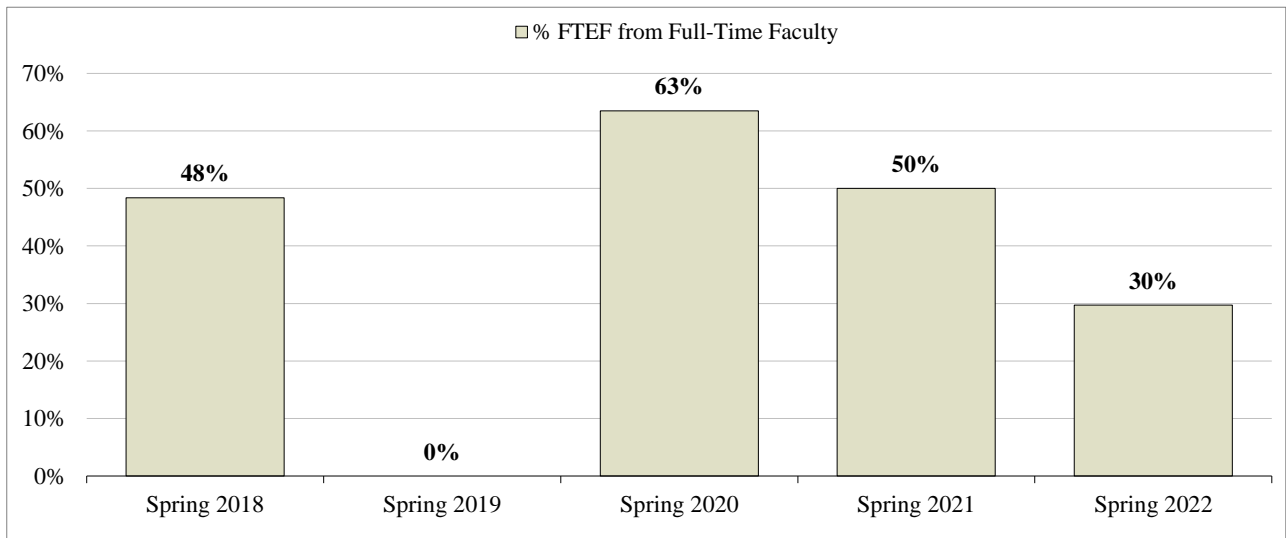
Definitions:

   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

Spring 2022				
	ENGR		**LPC Overall**	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	53	70%	4,022	61%
Attempted College-level	7	9%	490	7%
Attempted Below College-level	1	1%	30	0%
No Prior Attempt (has placement)	7	9%	934	14%
No Prior Attempt (no placement)	8	11%	1,089	17%
College Math				
Completed College-level	67	88%	4,345	66%
Attempted College-level	0	0%	103	2%
Attempted Below College-level	1	1%	160	2%
No Prior Attempt (has placement)	4	5%	914	14%
No Prior Attempt (no placement)	4	5%	1,043	16%
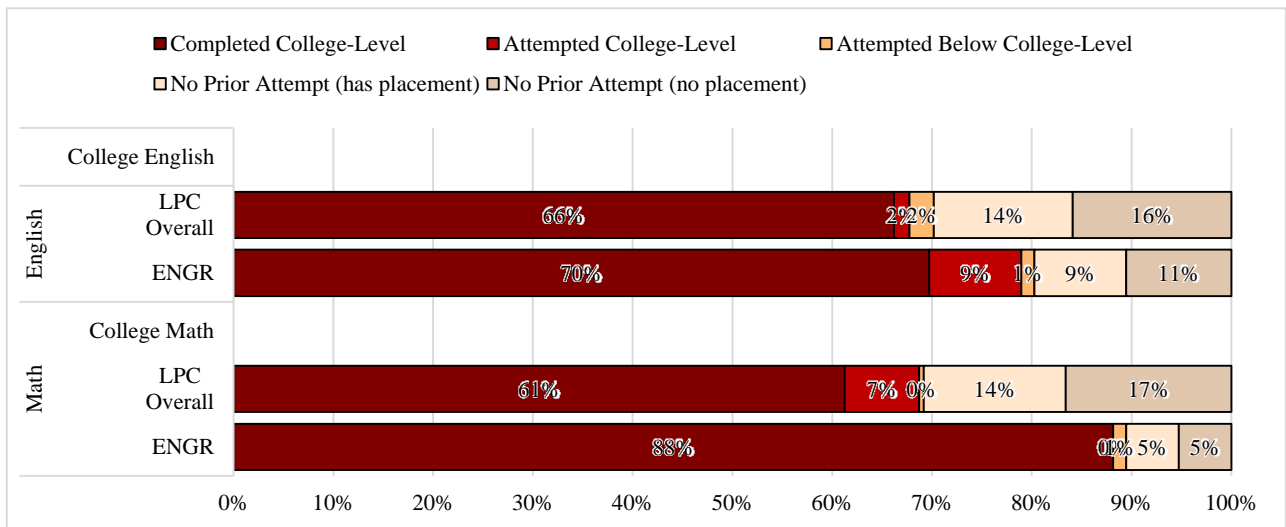
Definitions:

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 Atempt (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.