



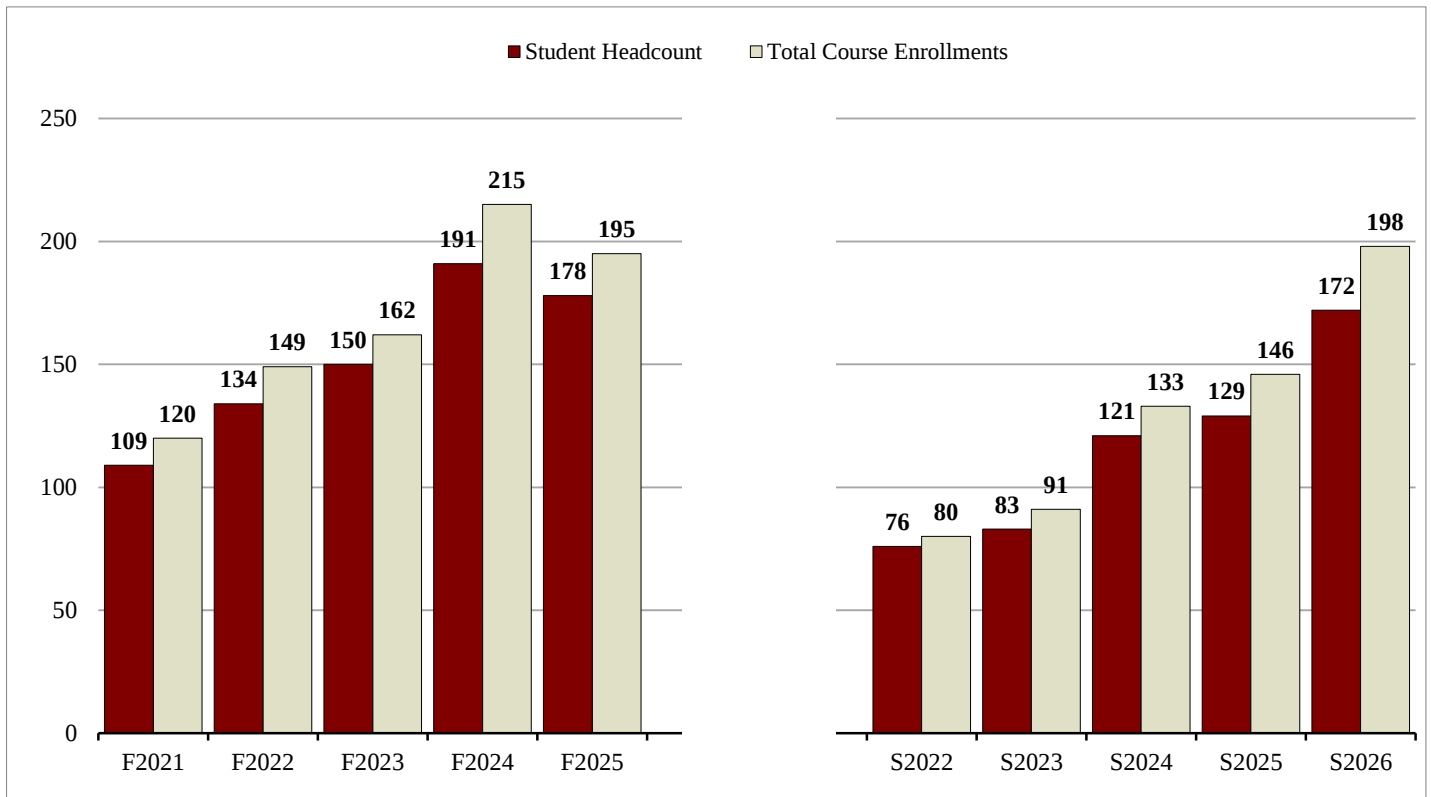
Las Positas College
Discipline Program Review Data Packet
Fall 2021 to Spring 2026

Discipline:
Engineering (ENGR)

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Headcount & Enrollment

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Student Headcount	109	134	150	191	178	76	83	121	129	172
Total Course Enrollments	120	149	162	215	195	80	91	133	146	198



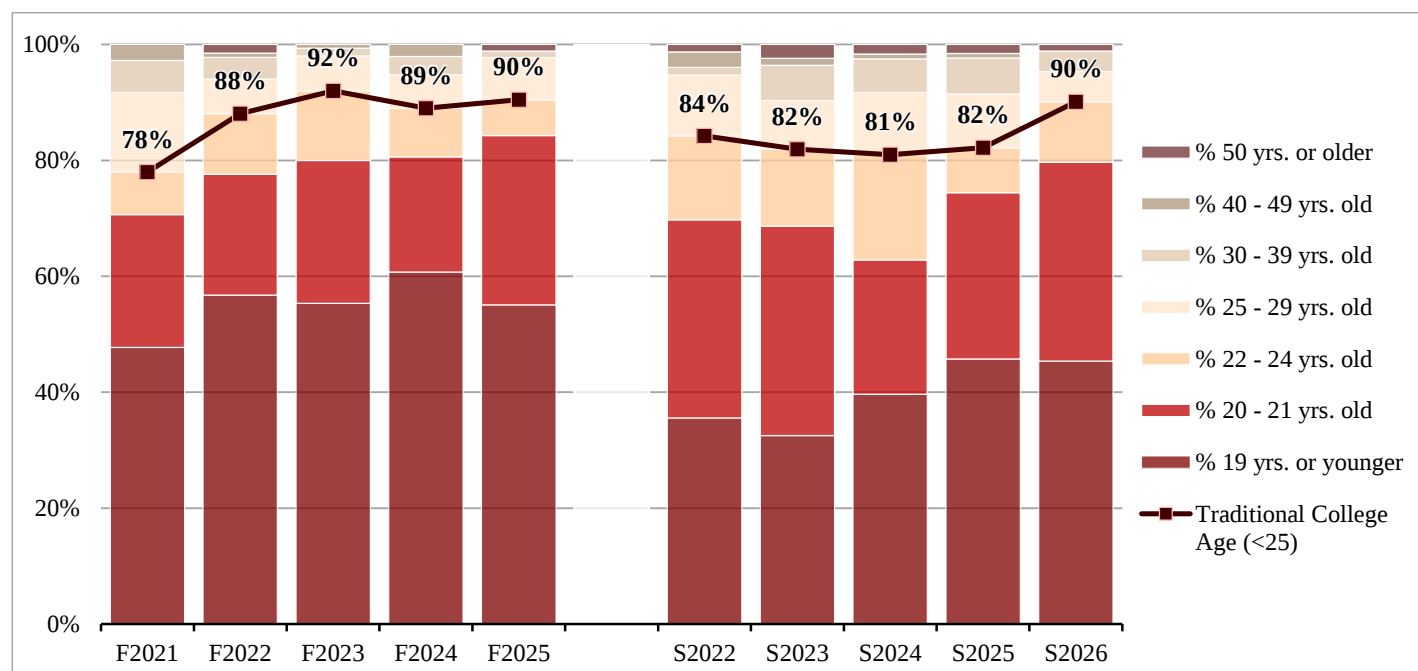
Definitions:

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.

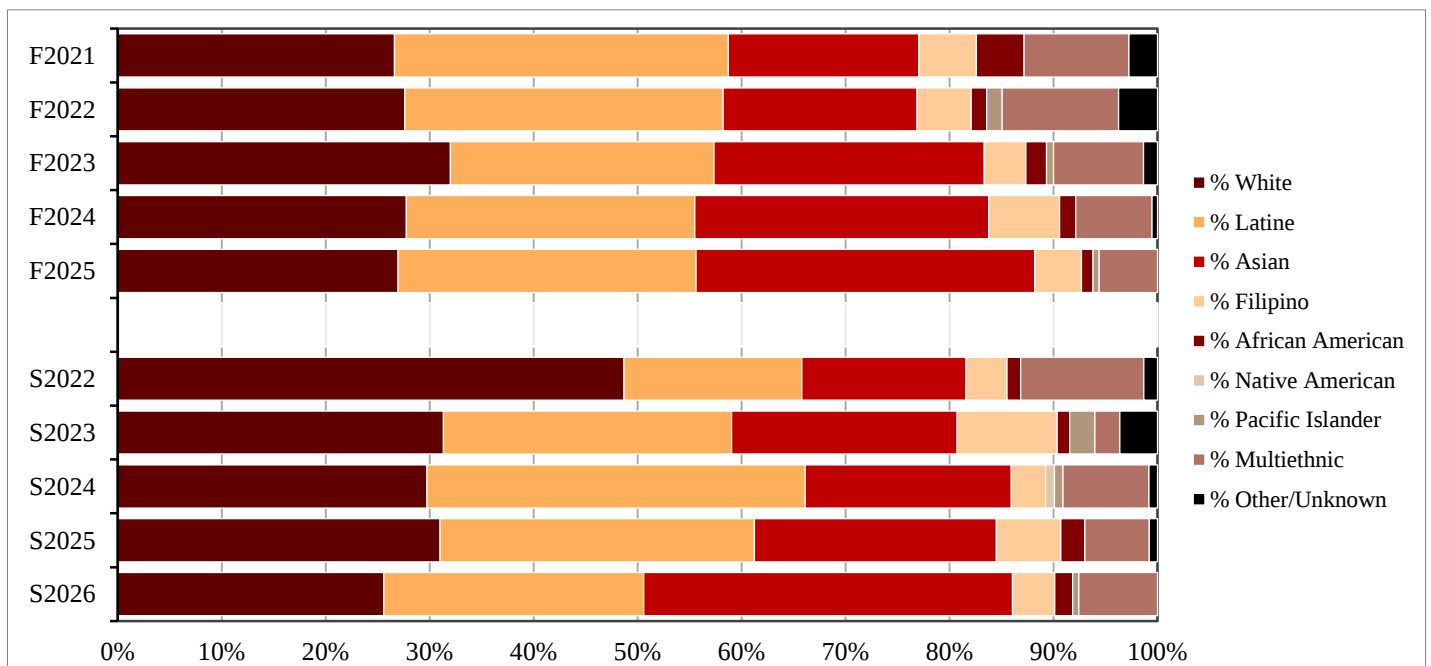
Student Demographics: Gender & Age

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Female	20	20	25	36	21	9	11	23	20	34
Male	84	110	116	145	147	64	72	94	106	133
Non-Binary	0	0	0	0	0	0	0	0	1	2
19 yrs. or younger	52	76	83	116	98	27	27	48	59	78
20-21 yrs. old	25	28	37	38	52	26	30	28	37	59
22-24 yrs. old	8	14	18	16	11	11	11	22	10	18
25-29 yrs. old	15	8	9	11	13	8	7	13	12	9
30-39 yrs. old	6	5	2	6	2	1	5	7	8	6
40-49 yrs. old	3	1	1	4	0	2	1	1	1	0
50 yrs. or older	0	2	0	0	2	1	2	2	2	2
% Female	19%	15%	18%	20%	13%	12%	13%	20%	16%	20%
% Male	81%	85%	82%	80%	88%	88%	87%	80%	83%	79%
% Non-Binary	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%
% 19 yrs. or younger	48%	57%	55%	61%	55%	36%	33%	40%	46%	45%
% 20 - 21 yrs. old	23%	21%	25%	20%	29%	34%	36%	23%	29%	34%
% 22 - 24 yrs. old	7%	10%	12%	8%	6%	14%	13%	18%	8%	10%
% 25 - 29 yrs. old	14%	6%	6%	6%	7%	11%	8%	11%	9%	5%
% 30 - 39 yrs. old	6%	4%	1%	3%	1%	1%	6%	6%	6%	3%
% 40 - 49 yrs. old	3%	1%	1%	2%	0%	3%	1%	1%	1%	0%
% 50 yrs. or older	0%	1%	0%	0%	1%	1%	2%	2%	2%	1%



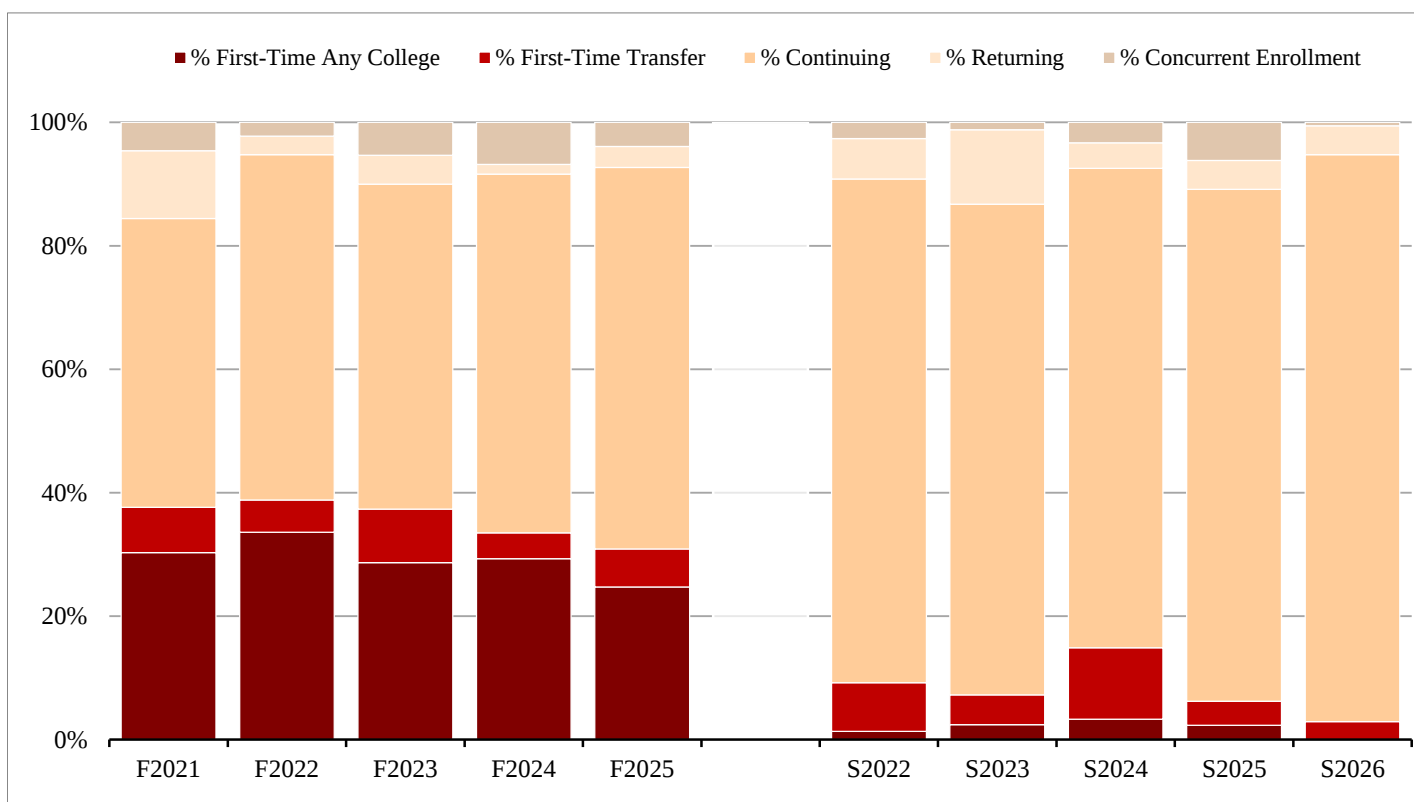
Student Demographic: Race-Ethnicity

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
African American	5	2	3	3	2	1	1	0	3	3
Asian	20	25	39	54	58	12	18	24	30	61
Filipino	6	7	6	13	8	3	8	4	8	7
Latine	35	41	38	53	51	13	23	44	39	43
Native American	0	0	0	0	0	0	0	1	0	0
Pacific Islander	0	2	1	0	1	0	2	1	0	1
White	29	37	48	53	48	37	26	36	40	44
Multiethnic	11	15	13	14	10	9	2	10	8	13
Other/Unknown	3	5	2	1	0	1	3	1	1	0
% African American	5%	1%	2%	2%	1%	1%	1%	0%	2%	2%
% Asian	18%	19%	26%	28%	33%	16%	22%	20%	23%	35%
% Filipino	6%	5%	4%	7%	4%	4%	10%	3%	6%	4%
% Latine	32%	31%	25%	28%	29%	17%	28%	36%	30%	25%
% Native American	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
% Pacific Islander	0%	1%	1%	0%	1%	0%	2%	1%	0%	1%
% White	27%	28%	32%	28%	27%	49%	31%	30%	31%	26%
% Multiethnic	10%	11%	9%	7%	6%	12%	2%	8%	6%	8%
% Other/Unknown	3%	4%	1%	1%	0%	1%	4%	1%	1%	0%



Student Enrollment Status

	Engineering (ENGR)									
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
First-Time Any College	33	45	43	56	44	1	2	4	3	0
First-Time Transfer	8	7	13	8	11	6	4	14	5	5
Continuing	51	75	79	111	110	62	66	94	107	158
Returning	12	4	7	3	6	5	10	5	6	8
Concurrent Enrollment	5	3	8	13	7	2	1	4	8	1
% First-Time Any College	30%	34%	29%	29%	25%	1%	2%	3%	2%	0%
% First-Time Transfer	7%	5%	9%	4%	6%	8%	5%	12%	4%	3%
% Continuing	47%	56%	53%	58%	62%	82%	80%	78%	83%	92%
% Returning	11%	3%	5%	2%	3%	7%	12%	4%	5%	5%
% Concurrent Enrollment	5%	2%	5%	7%	4%	3%	1%	3%	6%	1%



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.

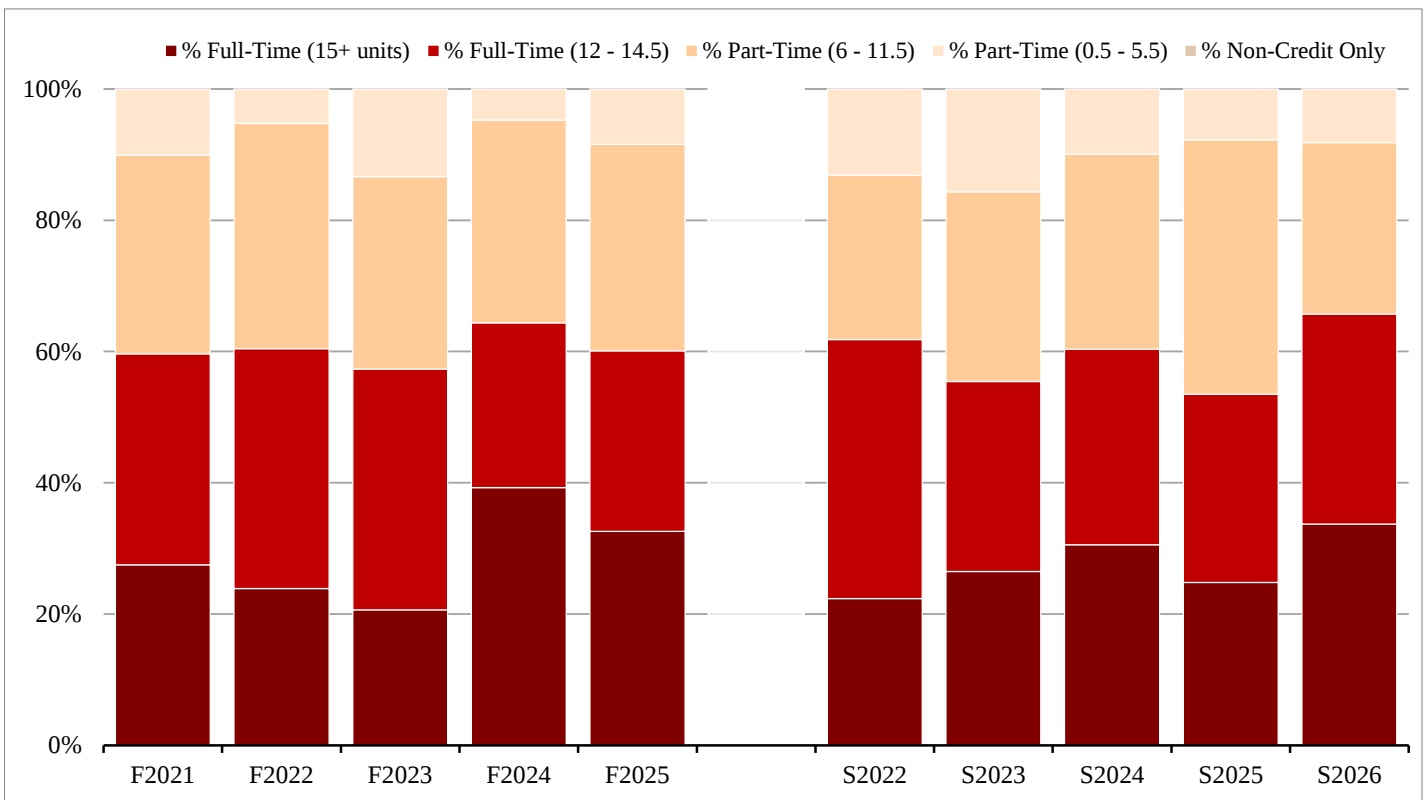
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

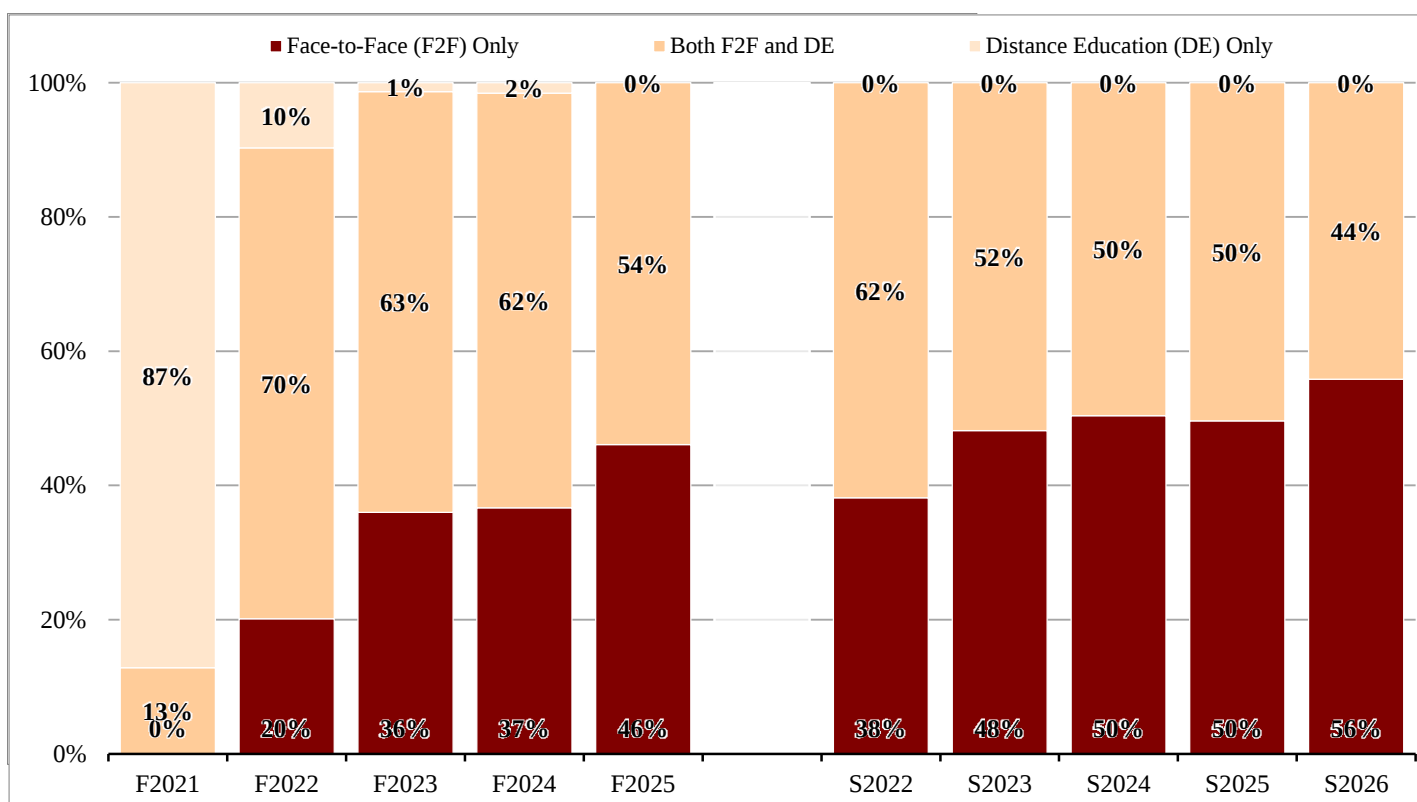
Student Unit Load

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Full-Time (15+ units)	30	32	31	75	58	17	22	37	32	58
Full-Time (12 - 14.5 units)	35	49	55	48	49	30	24	36	37	55
Part-Time (6 - 11.5 units)	33	46	44	59	56	19	24	36	50	45
Part-Time (0.5 - 5.5 units)	11	7	20	9	15	10	13	12	10	14
Non-Credit Only	0	0	0	0	0	0	0	0	0	0
% Full-Time (15+ units)	28%	24%	21%	39%	33%	22%	27%	31%	25%	34%
% Full-Time (12 - 14.5)	32%	37%	37%	25%	28%	39%	29%	30%	29%	32%
% Part-Time (6 - 11.5)	30%	34%	29%	31%	31%	25%	29%	30%	39%	26%
% Part-Time (0.5 - 5.5)	10%	5%	13%	5%	8%	13%	16%	10%	8%	8%
% Non-Credit Only	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



Students Using Distance Education

Engineering (ENGR)										
<i>(Categories reflect college-wide coursework)</i>	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Face-to-Face (F2F) Only	0	27	54	70	82	29	40	61	64	96
Both F2F and DE	14	94	94	118	96	47	43	60	65	76
Distance Education (DE) Only	95	13	2	3	0	0	0	0	0	0
% Face-to-Face (F2F) Only	0%	20%	36%	37%	46%	38%	48%	50%	50%	56%
% Both F2F and DE	13%	70%	63%	62%	54%	62%	52%	50%	50%	44%
% Distance Education (DE) Only	87%	10%	1%	2%	0%	0%	0%	0%	0%	0%



Definitions:

Distance Education (DE) includes enrollments in course sections that deliver course content online. Courses are categorized using the following methods:

Prior to Summer 2020, via section numbers (i.e., start with 'DE', 'HD', 'LD' and 'LO'); courses with 51% of content delivered online.

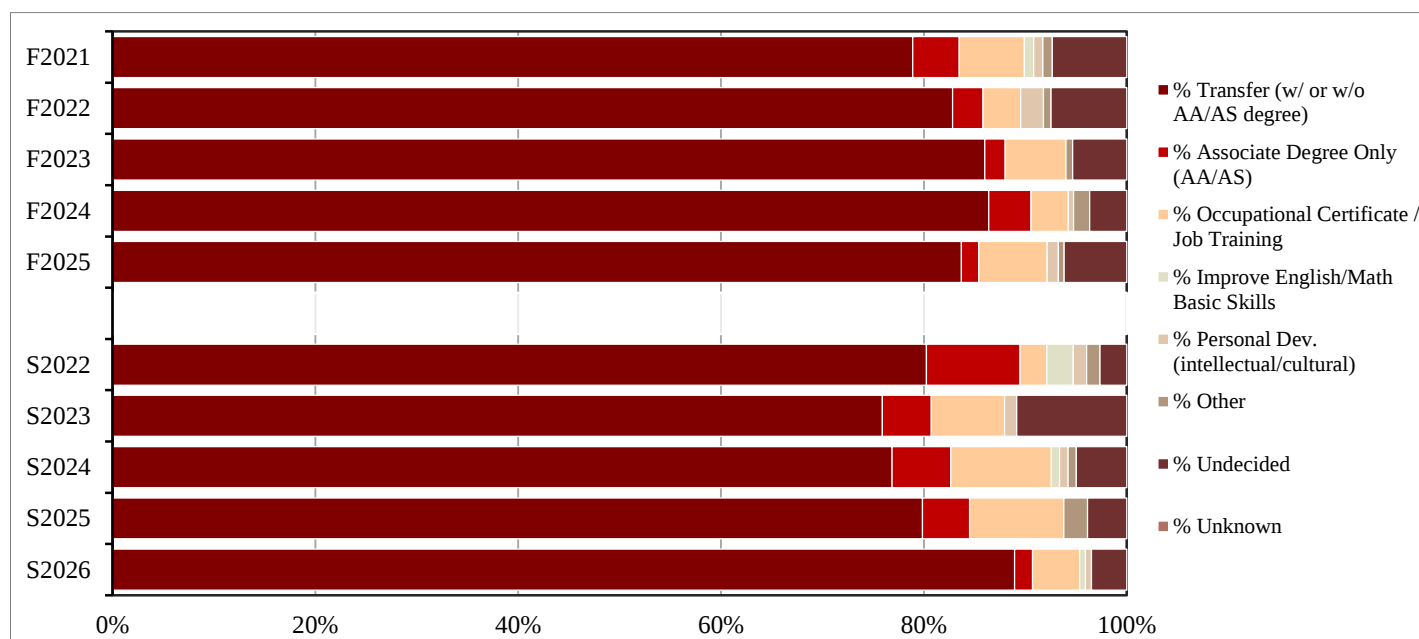
In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.

In Spring 2021 and Summer 2021, via section numbers (i.e., 'A##', 'S##', 'B##', 'H##', 'HF#').

Since Fall 2021 to present, via course attributes identifying course modality, or, when no attributes are provided, via section numbers (as previously indicated).

Student Educational Goal

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Transfer (w/ or w/o AA/AS degree)	86	111	129	165	149	61	63	93	103	153
Associate Degree Only (AA/AS)	5	4	3	8	3	7	4	7	6	3
Occupational Certificate / Job Training	7	5	9	7	12	2	6	12	12	8
Improve English/Math Basic Skills	1	0	0	0	0	2	0	1	0	1
Personal Development (intellectual/cultural)	1	3	0	1	2	1	1	1	0	1
Other	1	1	1	3	1	1	0	1	3	0
Undecided	8	10	8	7	11	2	9	6	5	6
Unknown	0	0	0	0	0	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	79%	83%	86%	86%	84%	80%	76%	77%	80%	89%
% Associate Degree Only (AA/AS)	5%	3%	2%	4%	2%	9%	5%	6%	5%	2%
% Occupational Certificate / Job Training	6%	4%	6%	4%	7%	3%	7%	10%	9%	5%
% Improve English/Math Basic Skills	1%	0%	0%	0%	0%	3%	0%	1%	0%	1%
% Personal Dev. (intellectual/cultural)	1%	2%	0%	1%	1%	1%	1%	1%	0%	1%
% Other	1%	1%	1%	2%	1%	1%	0%	1%	2%	0%
% Undecided	7%	7%	5%	4%	6%	3%	11%	5%	4%	3%
% Unknown	0%	0%	0%	0%	0%	0%	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.

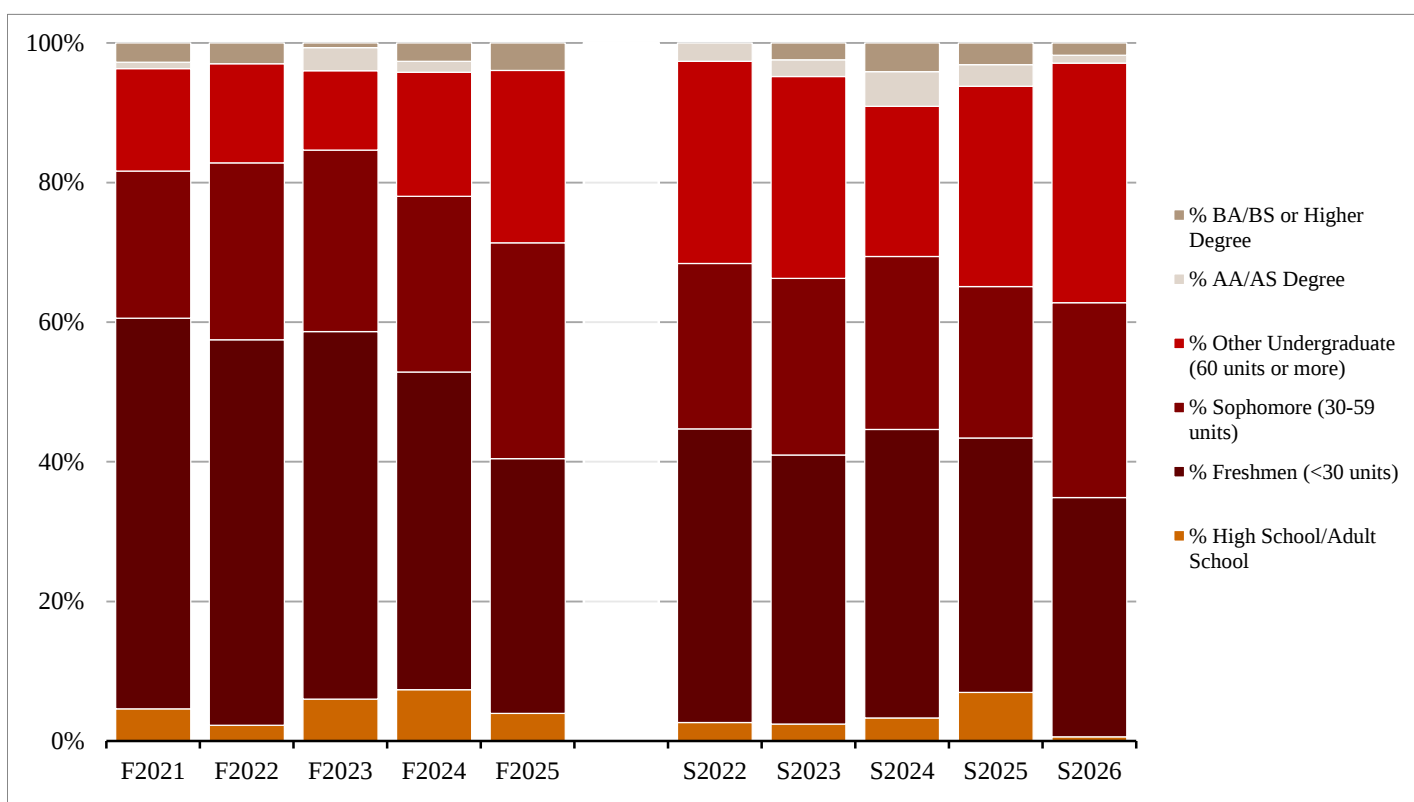
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

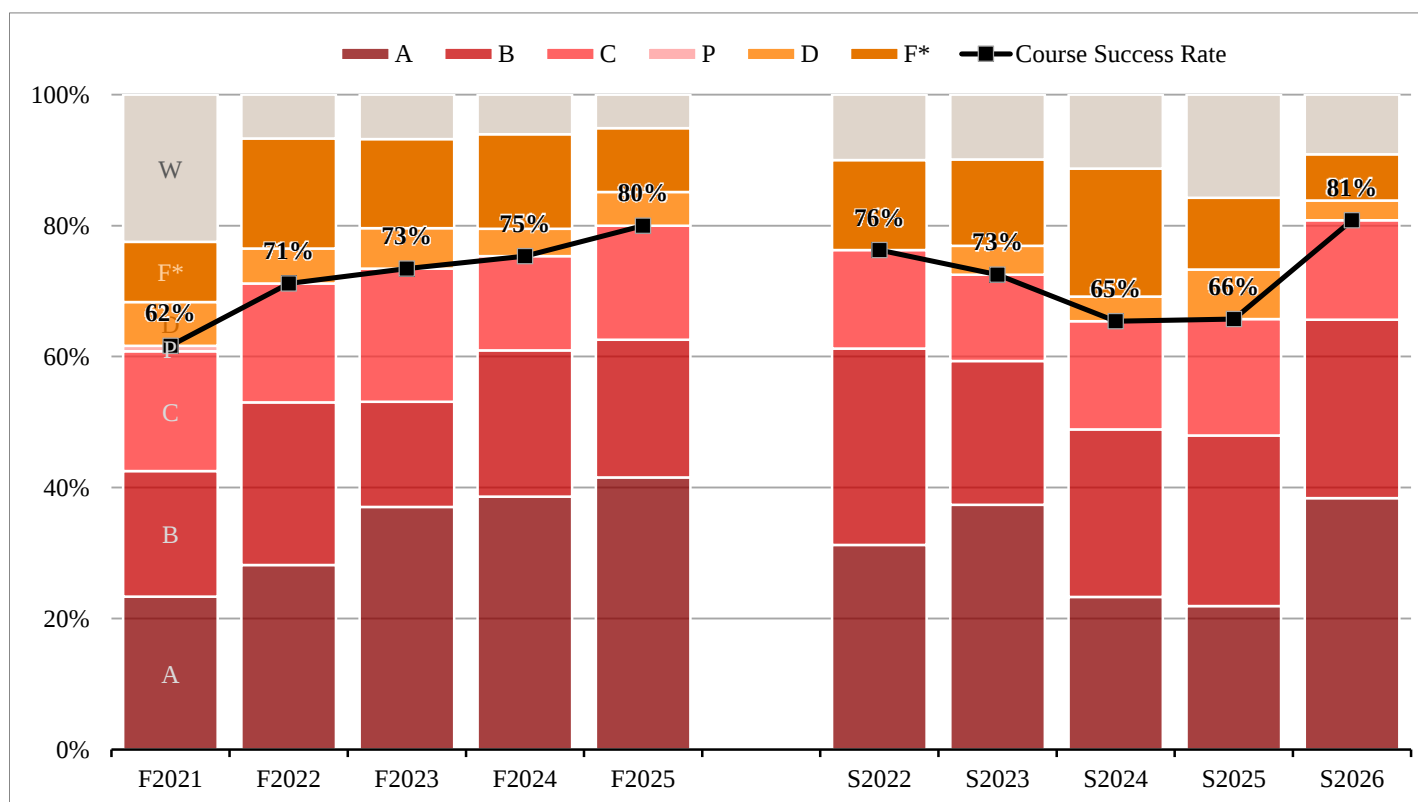
Highest Educational Level of Students

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
High School/Adult School	5	3	9	14	7	2	2	4	9	1
Freshmen (<30 units)	61	74	79	87	65	32	32	50	47	59
Sophomore (30-59 units)	23	34	39	48	55	18	21	30	28	48
Other Undergraduate (60 units or more)	16	19	17	34	44	22	24	26	37	59
AA/AS Degree	1	0	5	3	0	2	2	6	4	2
BA/BS or Higher Degree	3	4	1	5	7	0	2	5	4	3
% High School/Adult School	5%	2%	6%	7%	4%	3%	2%	3%	7%	1%
% Freshmen (<30 units)	56%	55%	53%	46%	37%	42%	39%	41%	36%	34%
% Sophomore (30-59 units)	21%	25%	26%	25%	31%	24%	25%	25%	22%	28%
% Other Undergraduate (60 units or more)	15%	14%	11%	18%	25%	29%	29%	21%	29%	34%
% AA/AS Degree	1%	0%	3%	2%	0%	3%	2%	5%	3%	1%
% BA/BS or Higher Degree	3%	3%	1%	3%	4%	0%	2%	4%	3%	2%



Student Performance: Grade Distribution

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	120	149	162	215	195	80	91	133	146	198
Course Success Rates	62%	71%	73%	75%	80%	76%	73%	65%	66%	81%
A	23%	28%	37%	39%	42%	31%	37%	23%	22%	38%
B	19%	25%	16%	22%	21%	30%	22%	26%	26%	27%
C	18%	18%	20%	14%	17%	15%	13%	17%	18%	15%
P	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Course Non-Success Rate	16%	22%	20%	19%	15%	14%	18%	23%	18%	10%
D	7%	5%	6%	4%	5%	0%	4%	4%	8%	3%
F*	9%	17%	14%	14%	10%	14%	13%	20%	11%	7%
Withdrawals (See Note)	23%	7%	7%	6%	5%	10%	10%	11%	16%	9%



Definitions:

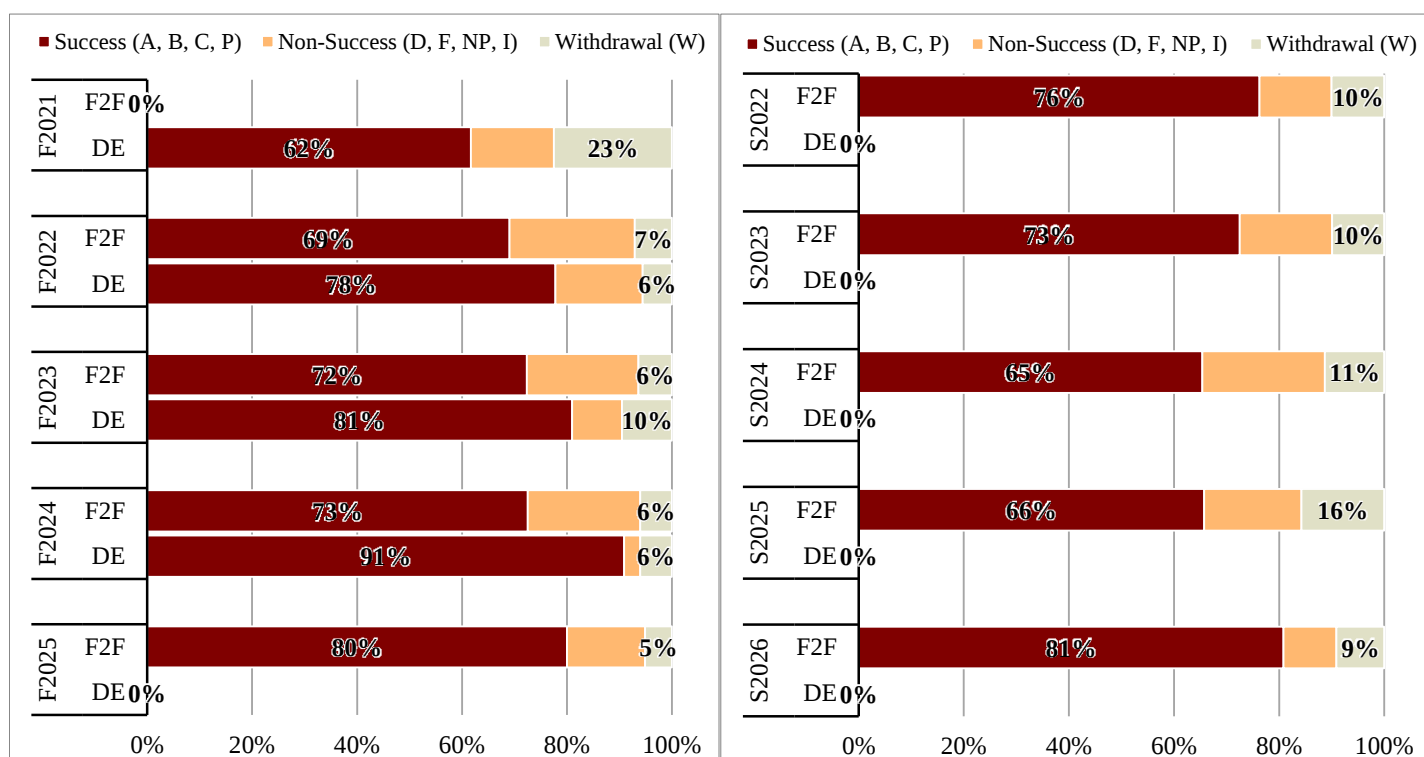
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	120	149	162	215	195	80	91	133	146	198
Face-to-Face (F2F) Sections	0	113	141	182	195	80	91	133	146	198
Success Rates	—	69%	72%	73%	80%	76%	73%	65%	66%	81%
Non-Success Rates	—	24%	21%	21%	15%	14%	18%	23%	18%	10%
Withdrawals	—	7%	6%	6%	5%	10%	10%	11%	16%	9%
Distance Education (DE) Sections	120	36	21	33	0	0	0	0	0	0
Success Rates	62%	78%	81%	91%	—	—	—	—	—	—
Non-Success Rates	16%	17%	10%	3%	—	—	—	—	—	—
Withdrawals	23%	6%	10%	6%	—	—	—	—	—	—



Definitions:

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

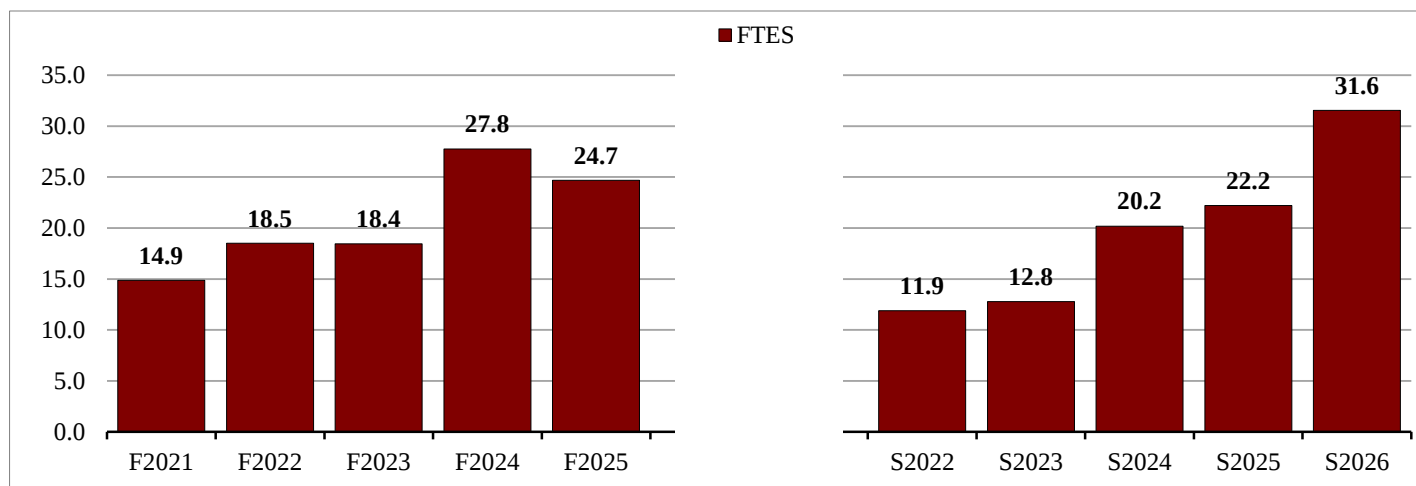
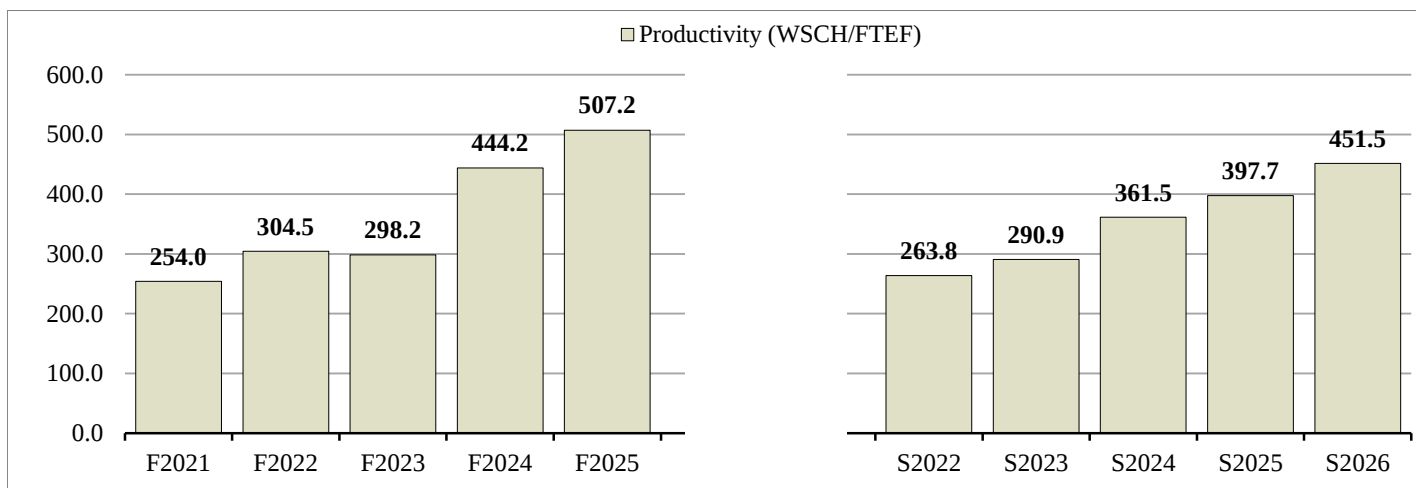
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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 deliver course content online. (see note in "Students Using Distance Education" for details.)

Enrollment Management: Part 1

	Engineering (ENGR)									
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
WSCH	482	578	566	843	743	369	407	608	669	955
FTES	14.9	18.5	18.4	27.8	24.7	11.9	12.8	20.2	22.2	31.6
FTEF	1.9	1.9	1.9	1.9	1.5	1.4	1.4	1.7	1.7	2.1
Productivity (WSCH/FTEF)	254.0	304.5	298.2	444.2	507.2	263.8	290.9	361.5	397.7	451.5



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.

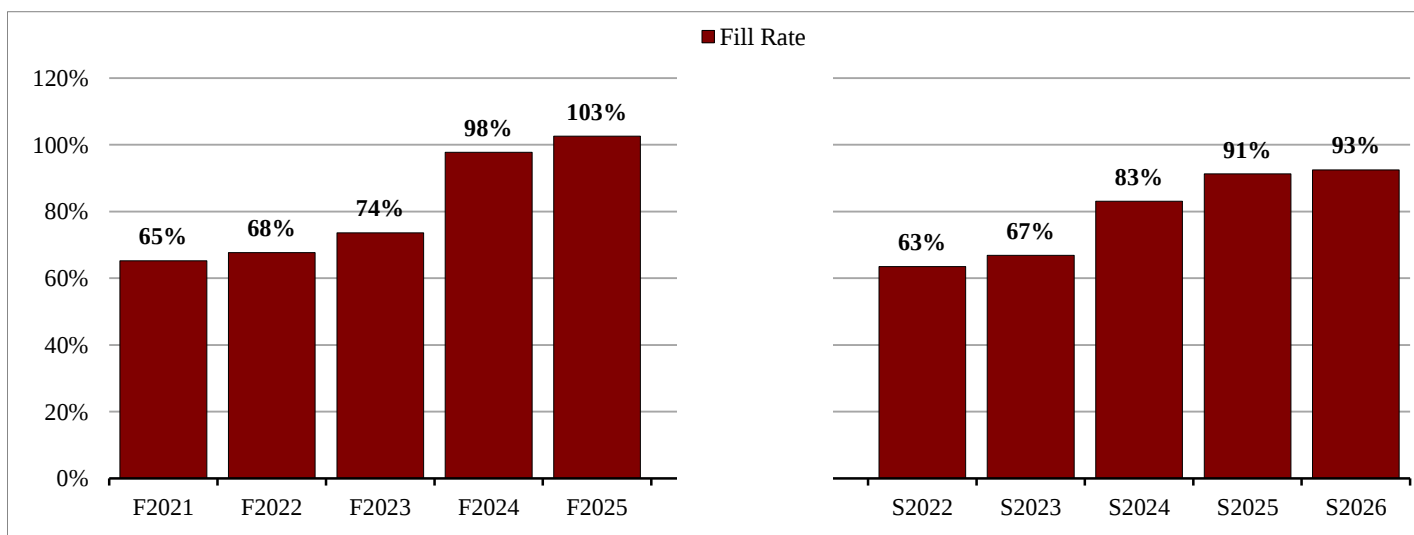
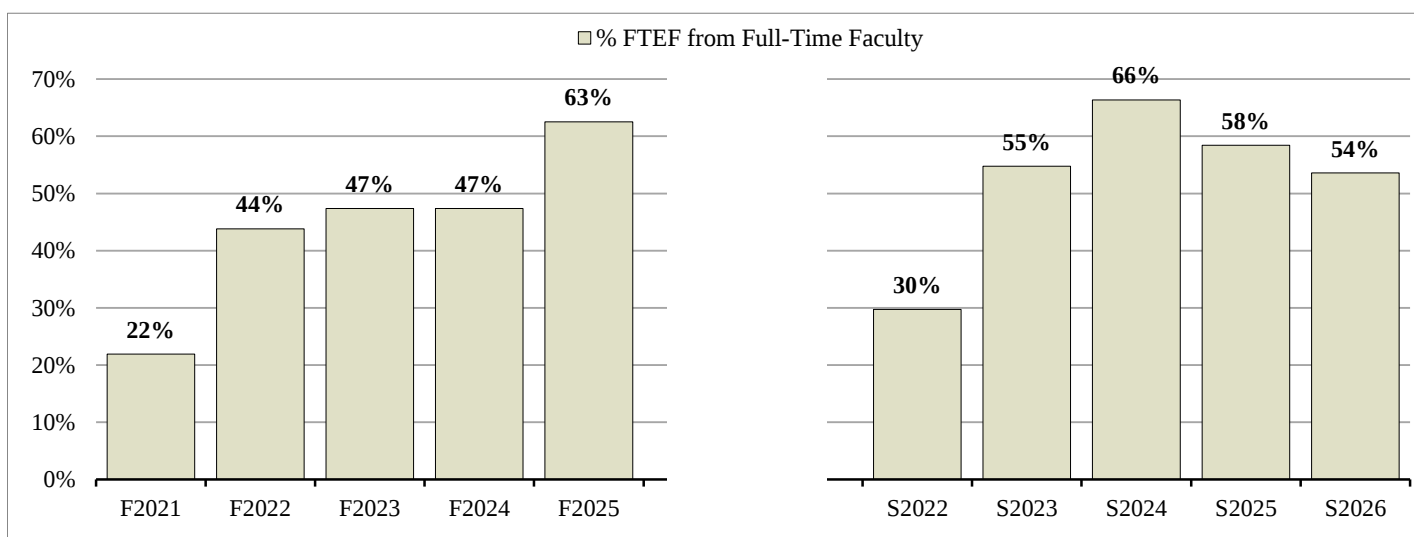
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 7/25/23.

Enrollment Management: Part 2

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
FTEF from Full-Time Faculty	0.4	0.8	0.9	0.9	0.9	0.4	0.8	1.1	1.0	1.1
% FTEF from Full-Time Faculty	22%	44%	47%	47%	63%	30%	55%	66%	58%	54%
Enrollments	120	149	162	215	195	80	91	133	146	198
Capacity (seats available)	184	220	220	220	190	126	136	160	160	214
Fill Rate	65%	68%	74%	98%	103%	63%	67%	83%	91%	93%



Definitions:

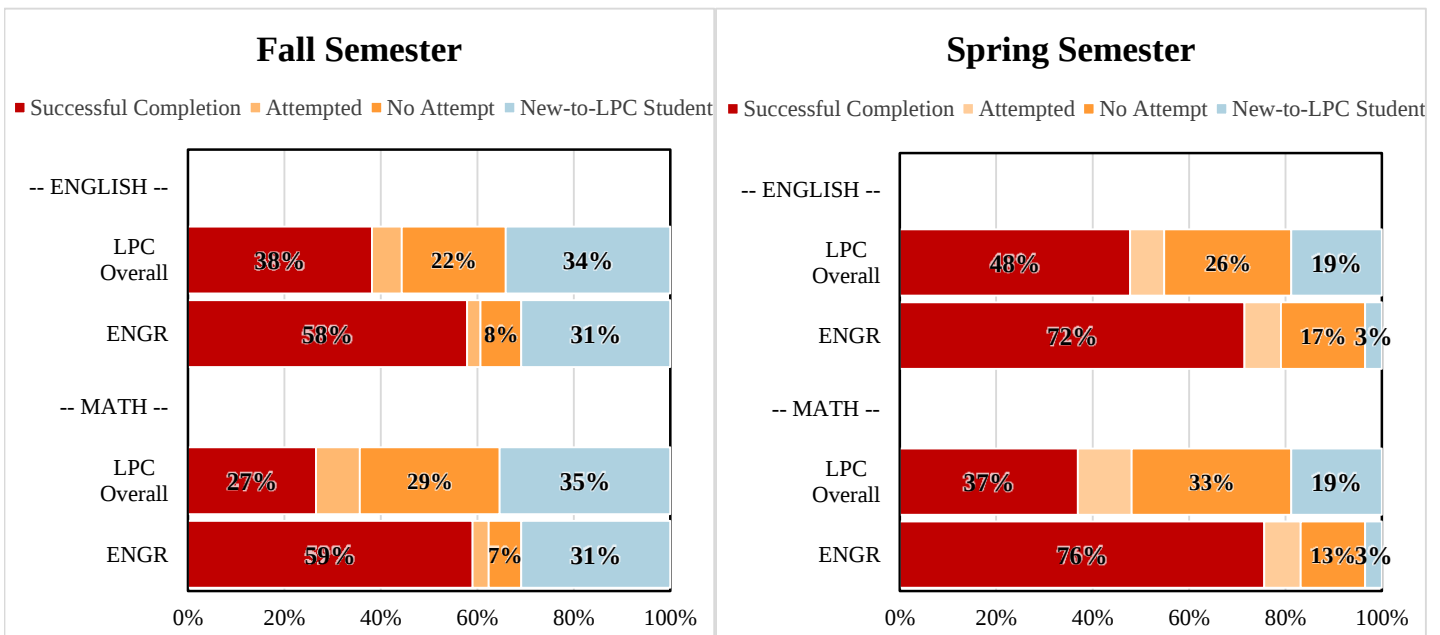
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 7/25/23.

Prior Experience in English & Math

(English and math status prior to the start of the term)	Fall 2025				Spring 2026			
	ENGR		LPC Overall		ENGR		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	103	58%	3,416	38%	123	72%	4,091	48%
Attempted (not successful)	5	3%	553	6%	13	8%	607	7%
No Attempt	15	8%	1,931	22%	30	17%	2,260	26%
New-to-LPC Student	55	31%	3,057	34%	6	3%	1,609	19%
Transfer-level Math								
Successful Completion*	105	59%	2,211	27%	130	76%	3,163	37%
Attempted (not successful)	6	3%	756	9%	13	8%	959	11%
No Attempt	12	7%	2,410	29%	23	13%	2,836	33%
New-to-LPC Student	55	31%	2,946	35%	6	3%	1,609	19%



Definitions:

Transfer-Level English:

Successful Completion = earned a passing grade in ENG 1A or 1AEX, or attempted a higher transfer-level course in the sequence in prior terms.

Attempted (no successful completion) = attempted ENG 1A or 1AEX in prior terms but did not receive a passing grade.

No Prior Attempt = no prior enrollment in transfer-level English within the sequence.

New-to-LPC Student = students with no for credit enrollments within our district prior to the current term.

Transfer-Level Math:

Successful Completion = earned a passing grade in a transfer-level math course or attempted a higher transfer-level course in the sequence in prior terms.

Attempted (no successful completion) = attempted a entry transfer-level math course in prior terms but did not receive a passing grade.

No Prior Attempt = no prior enrollment in transfer-level math within the sequence.

New-to-LPC Student = students with no for credit enrollments within our district prior to the current term.