



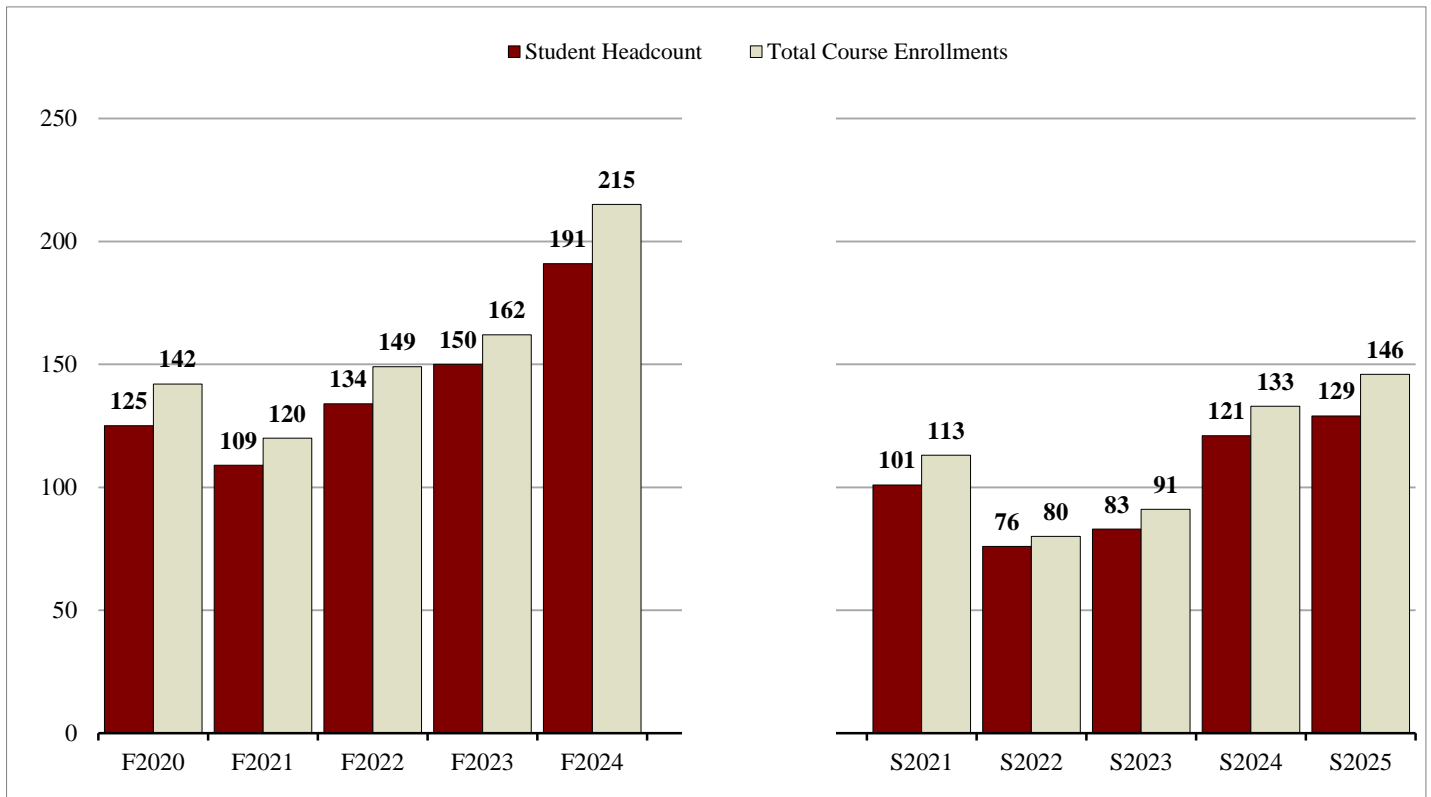
Las Positas College
Discipline Program Review Data Packet
Fall 2018 to Spring 2023

Discipline:
Engineering (ENGR)

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Headcount & Enrollment

	Engineering (ENGR)									
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Student Headcount	125	109	134	150	191	101	76	83	121	129
Total Course Enrollments	142	120	149	162	215	113	80	91	133	146



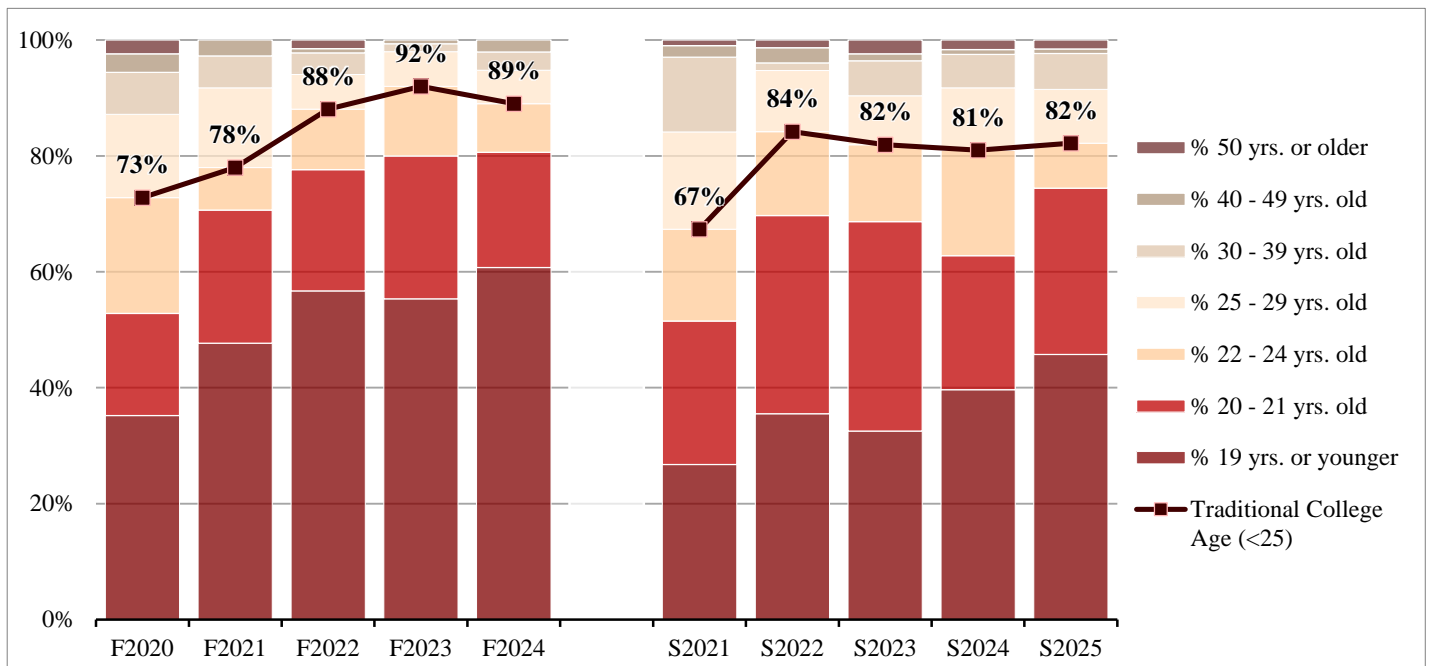
Definitions:

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.

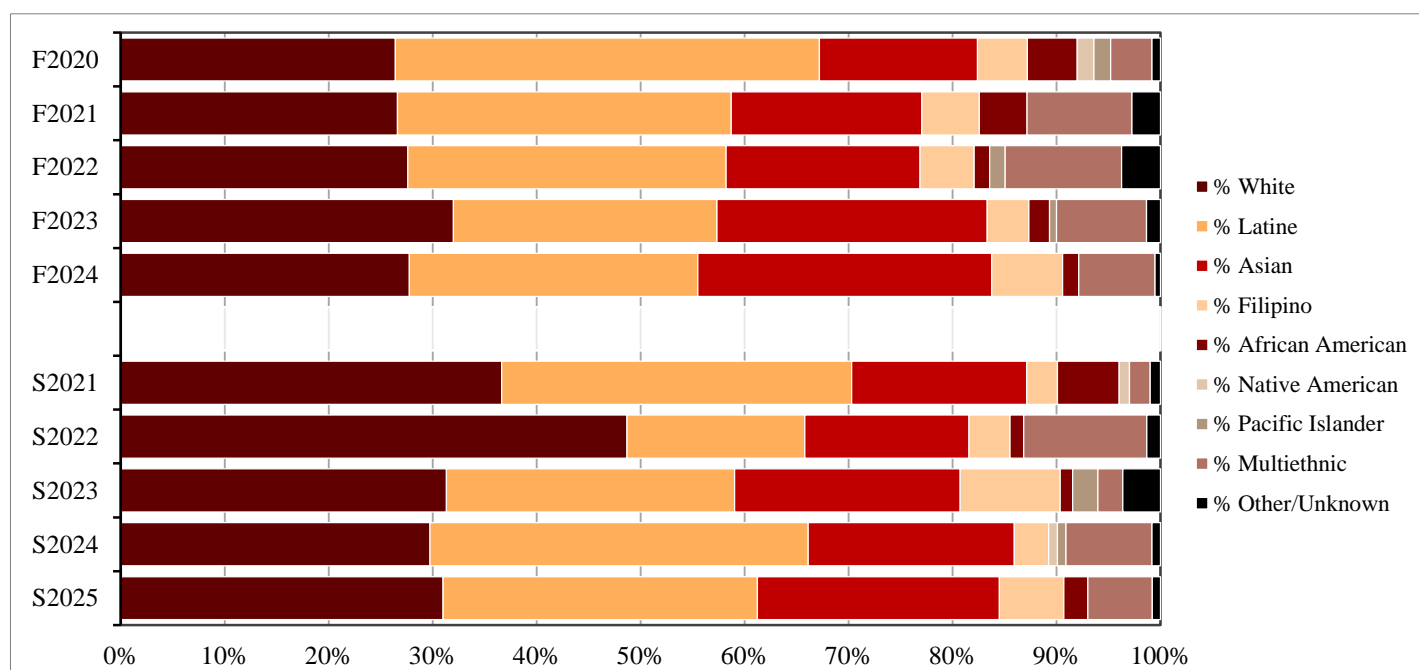
Student Demographics: Gender & Age

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Female	24	20	20	25	36	19	9	11	23	20
Male	98	84	110	116	145	81	64	72	94	106
19 yrs. or younger	44	52	76	83	116	27	27	27	48	59
20-21 yrs. old	22	25	28	37	38	25	26	30	28	37
22-24 yrs. old	25	8	14	18	16	16	11	11	22	10
25-29 yrs. old	18	15	8	9	11	17	8	7	13	12
30-39 yrs. old	9	6	5	2	6	13	1	5	7	8
40-49 yrs. old	4	3	1	1	4	2	2	1	1	1
50 yrs. or older	3	0	2	0	0	1	1	2	2	2
% Female	20%	19%	15%	18%	20%	19%	12%	13%	20%	16%
% Male	80%	81%	85%	82%	80%	81%	88%	87%	80%	84%
% 19 yrs. or younger	35%	48%	57%	55%	61%	27%	36%	33%	40%	46%
% 20 - 21 yrs. old	18%	23%	21%	25%	20%	25%	34%	36%	23%	29%
% 22 - 24 yrs. old	20%	7%	10%	12%	8%	16%	14%	13%	18%	8%
% 25 - 29 yrs. old	14%	14%	6%	6%	6%	17%	11%	8%	11%	9%
% 30 - 39 yrs. old	7%	6%	4%	1%	3%	13%	1%	6%	6%	6%
% 40 - 49 yrs. old	3%	3%	1%	1%	2%	2%	3%	1%	1%	1%
% 50 yrs. or older	2%	0%	1%	0%	0%	1%	1%	2%	2%	2%



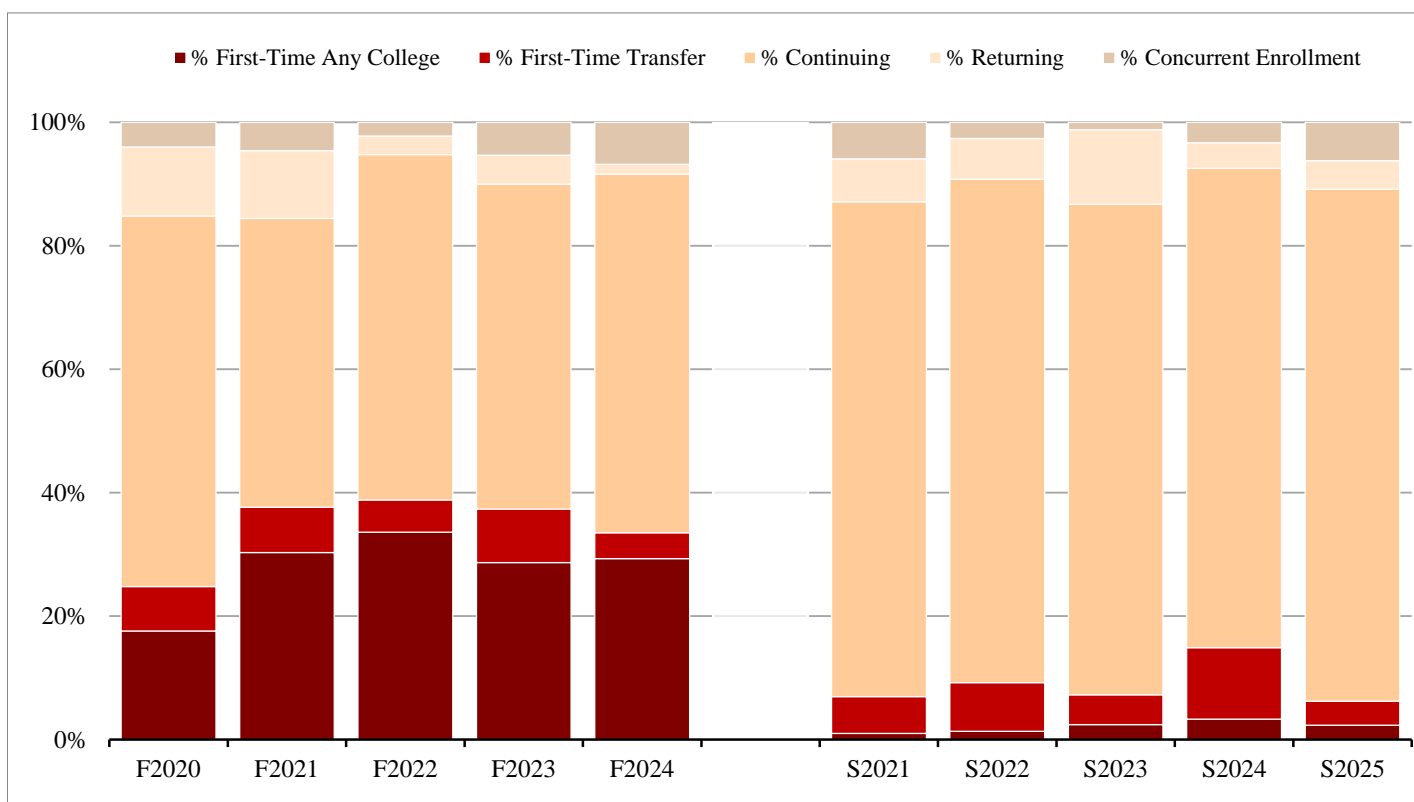
Student Demographic: Race-Ethnicity

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
African American	6	5	2	3	3	6	1	1	0	3
Asian	19	20	25	39	54	17	12	18	24	30
Filipino	6	6	7	6	13	3	3	8	4	8
Latine	51	35	41	38	53	34	13	23	44	39
Native American	2	0	0	0	0	1	0	0	1	0
Pacific Islander	2	0	2	1	0	0	0	2	1	0
White	33	29	37	48	53	37	37	26	36	40
Multiethnic	5	11	15	13	14	2	9	2	10	8
Other/Unknown	1	3	5	2	1	1	1	3	1	1
% African American	5%	5%	1%	2%	2%	6%	1%	1%	0%	2%
% Asian	15%	18%	19%	26%	28%	17%	16%	22%	20%	23%
% Filipino	5%	6%	5%	4%	7%	3%	4%	10%	3%	6%
% Latine	41%	32%	31%	25%	28%	34%	17%	28%	36%	30%
% Native American	2%	0%	0%	0%	0%	1%	0%	0%	1%	0%
% Pacific Islander	2%	0%	1%	1%	0%	0%	0%	2%	1%	0%
% White	26%	27%	28%	32%	28%	37%	49%	31%	30%	31%
% Multiethnic	4%	10%	11%	9%	7%	2%	12%	2%	8%	6%
% Other/Unknown	1%	3%	4%	1%	1%	1%	1%	4%	1%	1%



Student Enrollment Status

	Engineering (ENGR)									
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
First-Time Any College	22	33	45	43	56	1	1	2	4	3
First-Time Transfer	9	8	7	13	8	6	6	4	14	5
Continuing	75	51	75	79	111	81	62	66	94	107
Returning	14	12	4	7	3	7	5	10	5	6
Concurrent Enrollment	5	5	3	8	13	6	2	1	4	8
% First-Time Any College	18%	30%	34%	29%	29%	1%	1%	2%	3%	2%
% First-Time Transfer	7%	7%	5%	9%	4%	6%	8%	5%	12%	4%
% Continuing	60%	47%	56%	53%	58%	80%	82%	80%	78%	83%
% Returning	11%	11%	3%	5%	2%	7%	7%	12%	4%	5%
% Concurrent Enrollment	4%	5%	2%	5%	7%	6%	3%	1%	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.

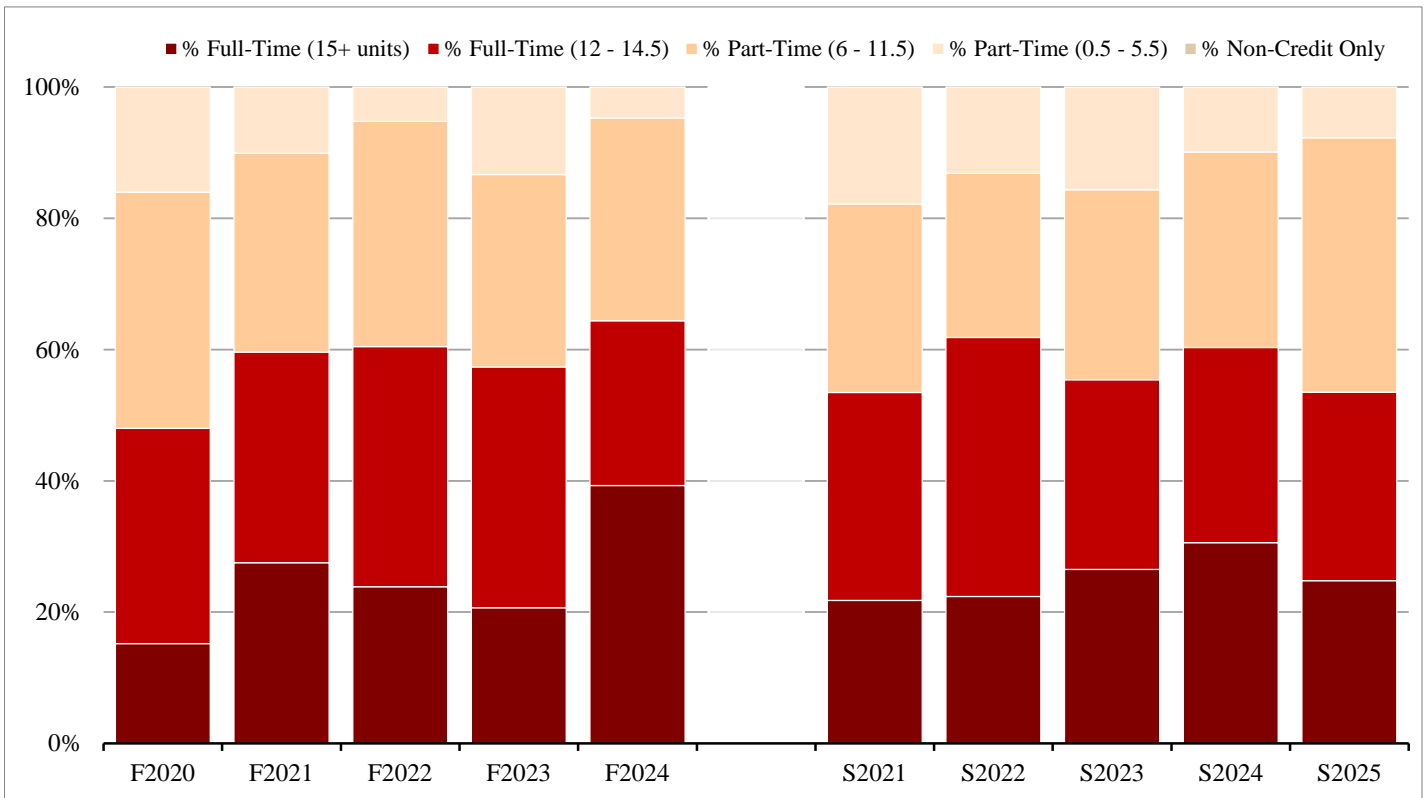
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

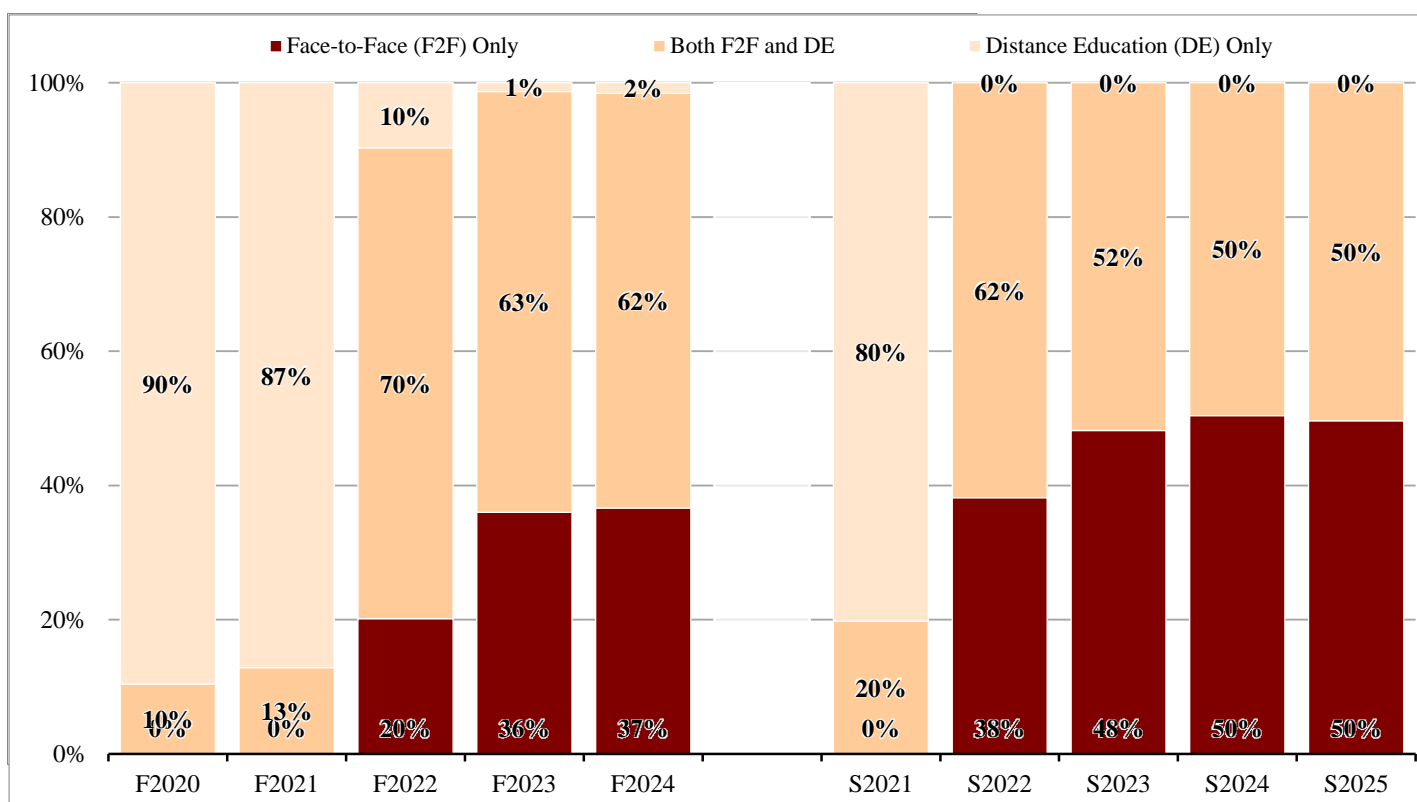
Student Unit Load

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Full-Time (15+ units)	19	30	32	31	75	22	17	22	37	32
Full-Time (12 - 14.5 units)	41	35	49	55	48	32	30	24	36	37
Part-Time (6 - 11.5 units)	45	33	46	44	59	29	19	24	36	50
Part-Time (0.5 - 5.5 units)	20	11	7	20	9	18	10	13	12	10
Non-Credit Only	0	0	0	0	0	0	0	0	0	0
% Full-Time (15+ units)	15%	28%	24%	21%	39%	22%	22%	27%	31%	25%
% Full-Time (12 - 14.5)	33%	32%	37%	37%	25%	32%	39%	29%	30%	29%
% Part-Time (6 - 11.5)	36%	30%	34%	29%	31%	29%	25%	29%	30%	39%
% Part-Time (0.5 - 5.5)	16%	10%	5%	13%	5%	18%	13%	16%	10%	8%
% Non-Credit Only	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



Students Using Distance Education

Engineering (ENGR)										
(Categories reflect college-wide coursework)	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Face-to-Face (F2F) Only	0	0	27	54	70	0	29	40	61	64
Both F2F and DE	13	14	94	94	118	20	47	43	60	65
Distance Education (DE) Only	112	95	13	2	3	81	0	0	0	0
% Face-to-Face (F2F) Only	0%	0%	20%	36%	37%	0%	38%	48%	50%	50%
% Both F2F and DE	10%	13%	70%	63%	62%	20%	62%	52%	50%	50%
% Distance Education (DE) Only	90%	87%	10%	1%	2%	80%	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.

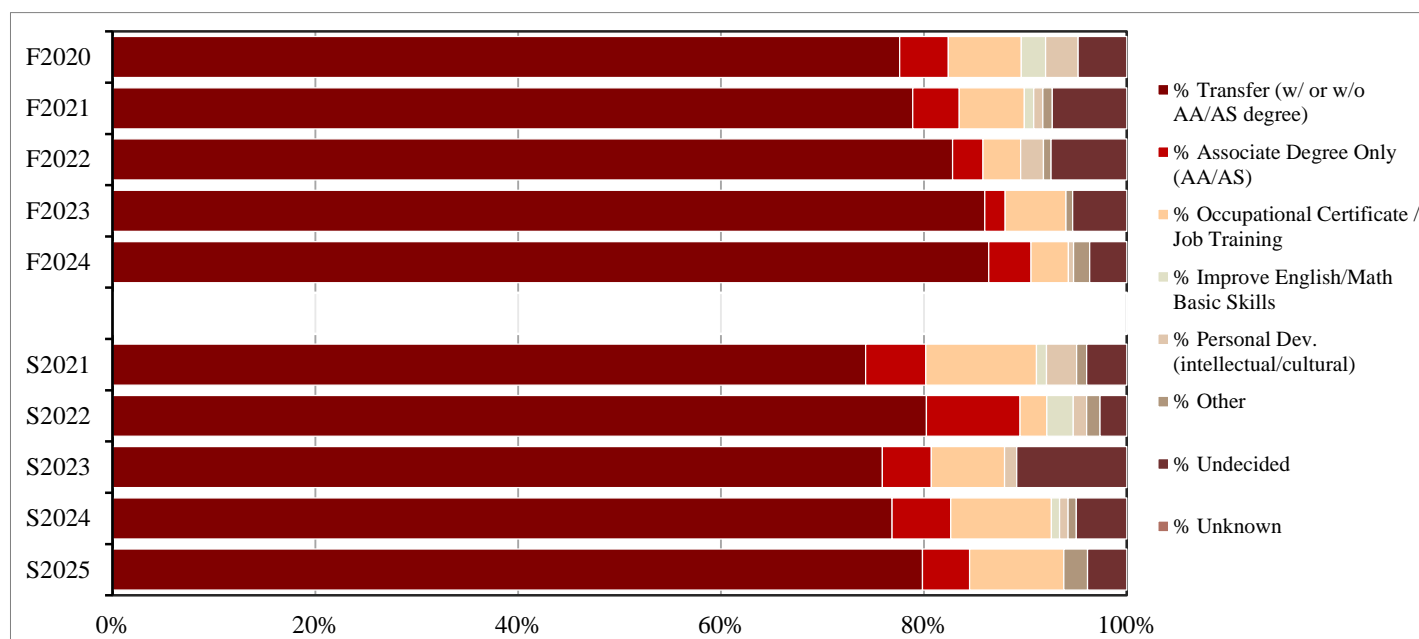
In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.

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				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Transfer (w/ or w/o AA/AS degree)	97	86	111	129	165	75	61	63	93	103
Associate Degree Only (AA/AS)	6	5	4	3	8	6	7	4	7	6
Occupational Certificate / Job Training	9	7	5	9	7	11	2	6	12	12
Improve English/Math Basic Skills	3	1	0	0	0	1	2	0	1	0
Personal Development (intellectual/cultural)	4	1	3	0	1	3	1	1	1	0
Other	0	1	1	1	3	1	1	0	1	3
Undecided	6	8	10	8	7	4	2	9	6	5
Unknown	0	0	0	0	0	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	78%	79%	83%	86%	86%	74%	80%	76%	77%	80%
% Associate Degree Only (AA/AS)	5%	5%	3%	2%	4%	6%	9%	5%	6%	5%
% Occupational Certificate / Job Training	7%	6%	4%	6%	4%	11%	3%	7%	10%	9%
% Improve English/Math Basic Skills	2%	1%	0%	0%	0%	1%	3%	0%	1%	0%
% Personal Dev. (intellectual/cultural)	3%	1%	2%	0%	1%	3%	1%	1%	1%	0%
% Other	0%	1%	1%	1%	2%	1%	1%	0%	1%	2%
% Undecided	5%	7%	7%	5%	4%	4%	3%	11%	5%	4%
% 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.

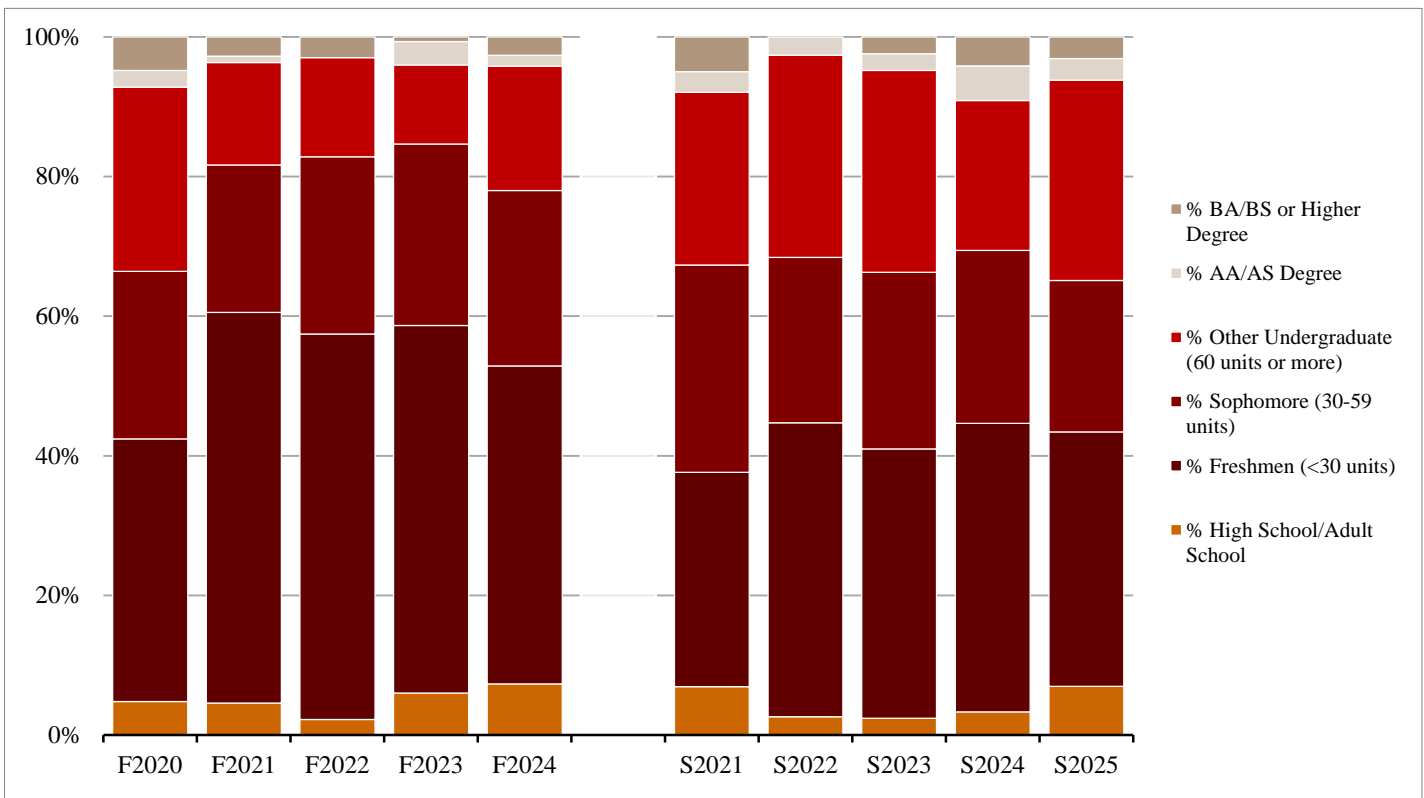
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

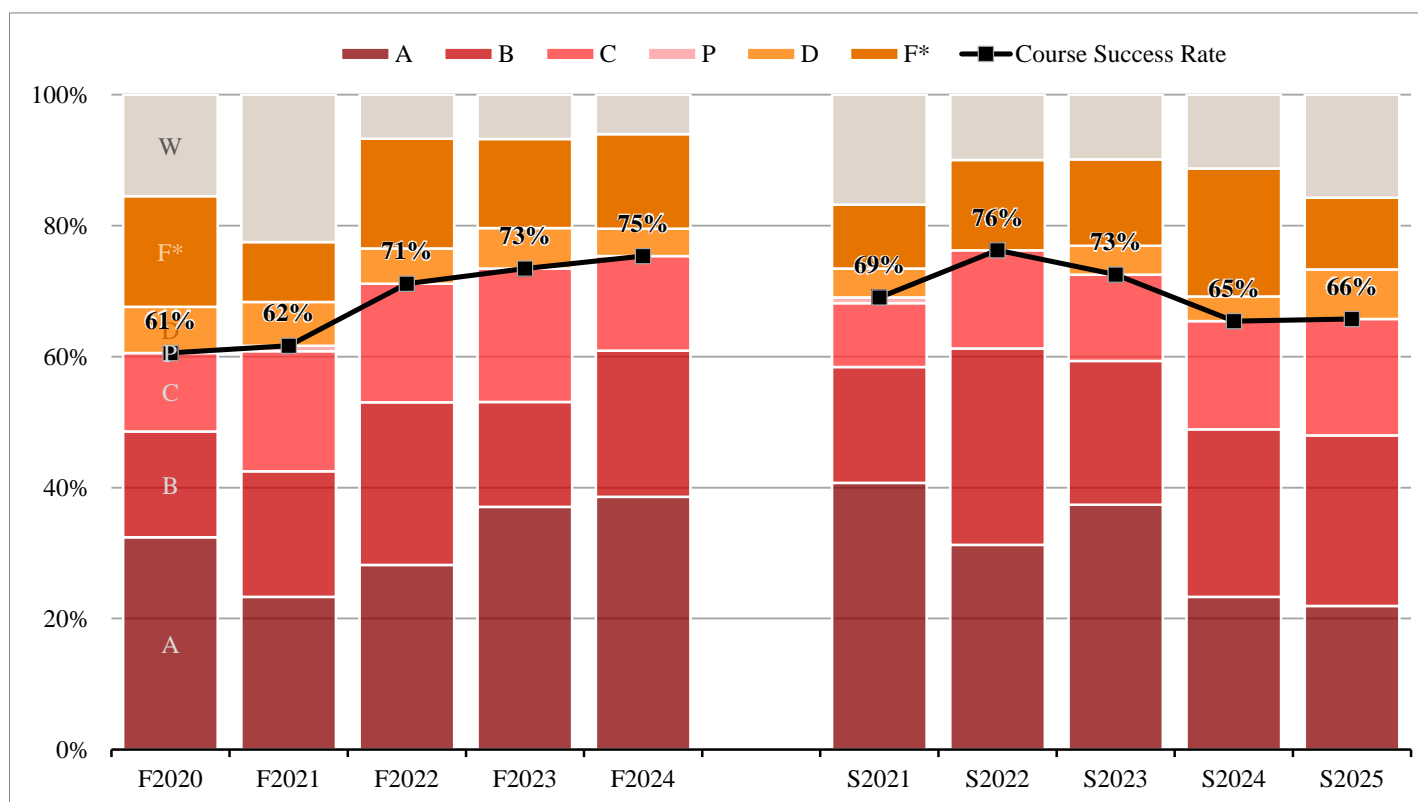
Highest Educational Level of Students

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
High School/Adult School	6	5	3	9	14	7	2	2	4	9
Freshmen (<30 units)	47	61	74	79	87	31	32	32	50	47
Sophomore (30-59 units)	30	23	34	39	48	30	18	21	30	28
Other Undergraduate (60 units or more)	33	16	19	17	34	25	22	24	26	37
AA/AS Degree	3	1	0	5	3	3	2	2	6	4
BA/BS or Higher Degree	6	3	4	1	5	5	0	2	5	4
% High School/Adult School	5%	5%	2%	6%	7%	7%	3%	2%	3%	7%
% Freshmen (<30 units)	38%	56%	55%	53%	46%	31%	42%	39%	41%	36%
% Sophomore (30-59 units)	24%	21%	25%	26%	25%	30%	24%	25%	25%	22%
% Other Undergraduate (60 units or more)	26%	15%	14%	11%	18%	25%	29%	29%	21%	29%
% AA/AS Degree	2%	1%	0%	3%	2%	3%	3%	2%	5%	3%
% BA/BS or Higher Degree	5%	3%	3%	1%	3%	5%	0%	2%	4%	3%



Student Performance: Grade Distribution

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Total Course Enrollments	142	120	149	162	215	113	80	91	133	146
Course Success Rates	61%	62%	71%	73%	75%	69%	76%	73%	65%	66%
A	32%	23%	28%	37%	39%	41%	31%	37%	23%	22%
B	16%	19%	25%	16%	22%	18%	30%	22%	26%	26%
C	12%	18%	18%	20%	14%	10%	15%	13%	17%	18%
P	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%
Course Non-Success Rate	24%	16%	22%	20%	19%	14%	14%	18%	23%	18%
D	7%	7%	5%	6%	4%	4%	0%	4%	4%	8%
F*	17%	9%	17%	14%	14%	10%	14%	13%	20%	11%
Withdrawals (See Note)	15%	23%	7%	7%	6%	17%	10%	10%	11%	16%



Definitions:

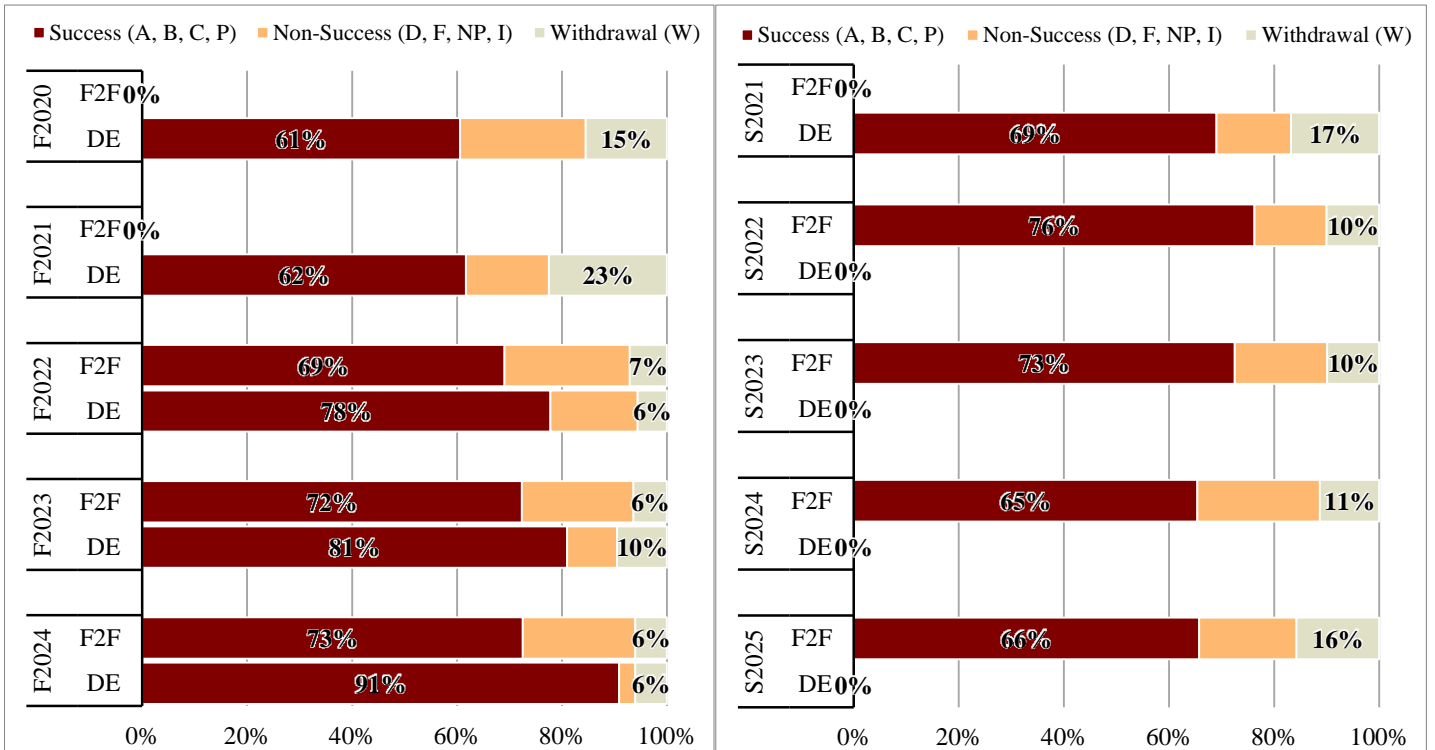
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Total Course Enrollments	142	120	149	162	215	113	80	91	133	146
Face-to-Face (F2F) Sections	0	0	113	141	182	0	80	91	133	146
Success Rates	—	—	69%	72%	73%	—	76%	73%	65%	66%
Non-Success Rates	—	—	24%	21%	21%	—	14%	18%	23%	18%
Withdrawals	—	—	7%	6%	6%	—	10%	10%	11%	16%
Distance Education (DE) Sections	142	120	36	21	33	113	0	0	0	0
Success Rates	61%	62%	78%	81%	91%	69%	—	—	—	—
Non-Success Rates	24%	16%	17%	10%	3%	14%	—	—	—	—
Withdrawals	15%	23%	6%	10%	6%	17%	—	—	—	—



Definitions:

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

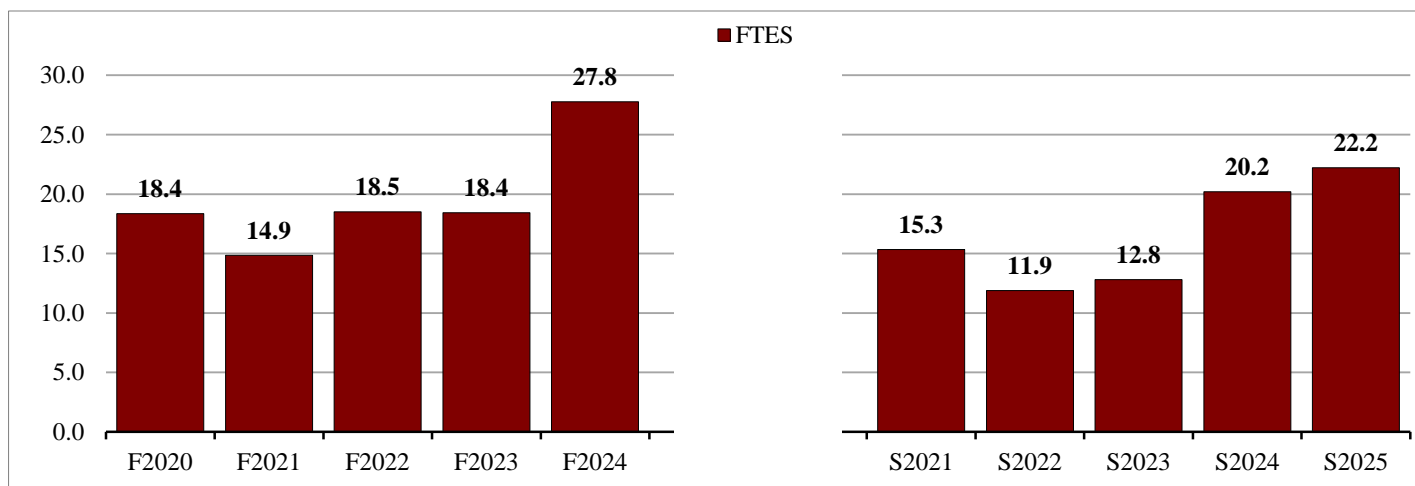
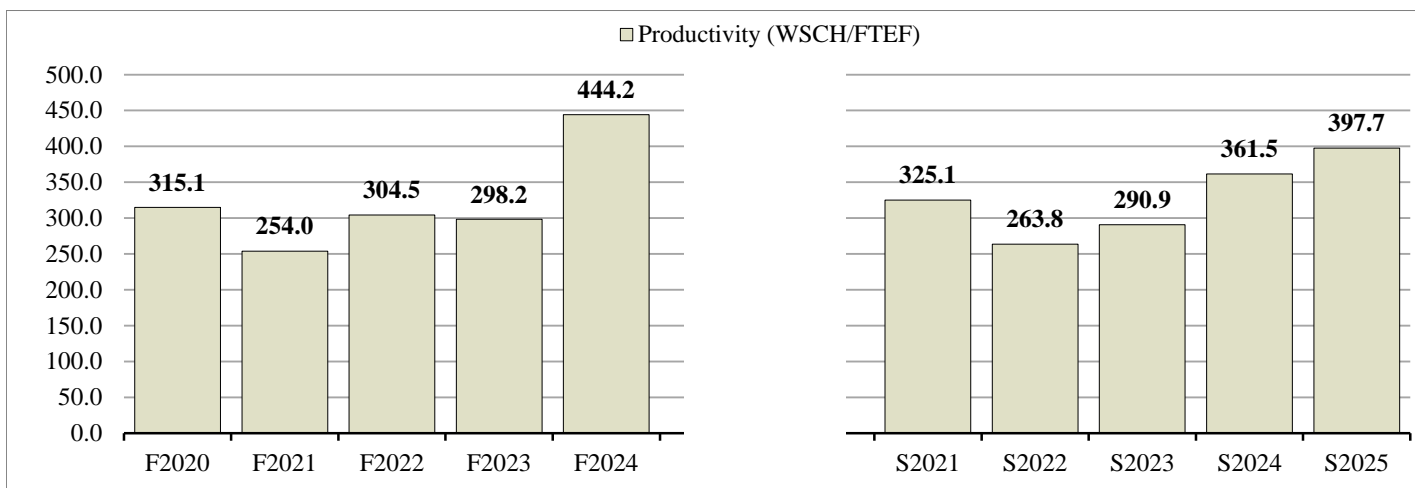
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
WSCH	598	482	578	566	843	498	369	407	608	669
FTES	18.4	14.9	18.5	18.4	27.8	15.3	11.9	12.8	20.2	22.2
FTEF	1.9	1.9	1.9	1.9	1.9	1.5	1.4	1.4	1.7	1.7
Productivity (WSCH/FTEF)	315.1	254.0	304.5	298.2	444.2	325.1	263.8	290.9	361.5	397.7



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.

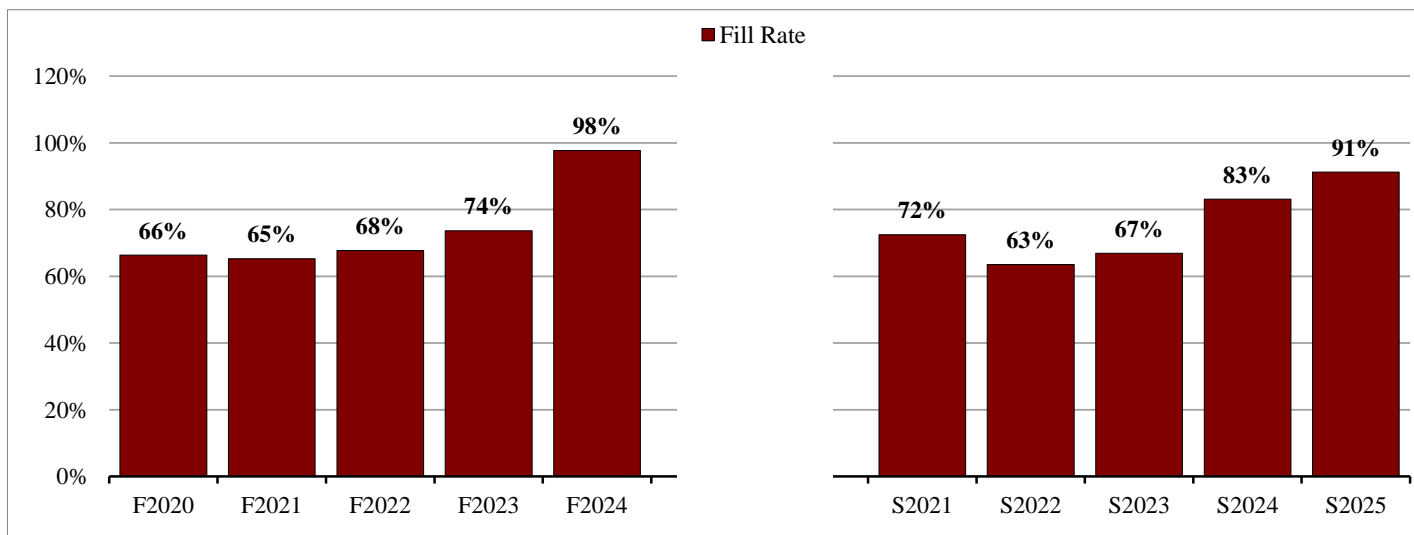
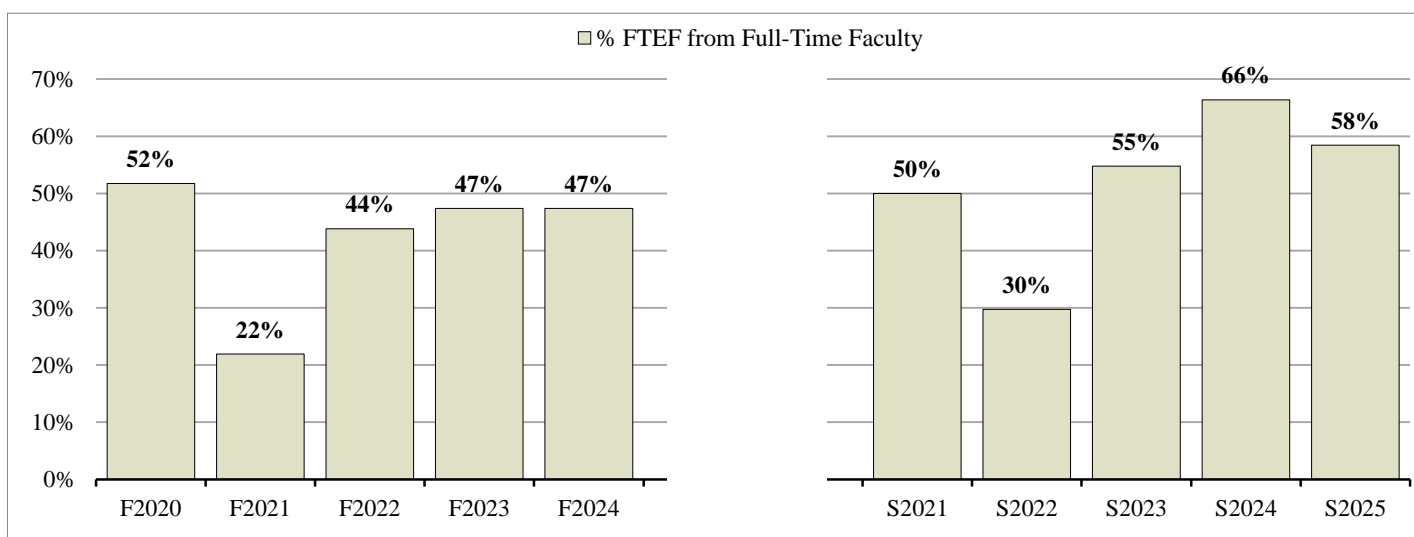
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
FTEF from Full-Time Faculty	1.0	0.4	0.8	0.9	0.9	0.8	0.4	0.8	1.1	1.0
% FTEF from Full-Time Faculty	52%	22%	44%	47%	47%	50%	30%	55%	66%	58%
Enrollments	142	120	149	162	215	113	80	91	133	146
Capacity (seats available)	214	184	220	220	220	156	126	136	160	160
Fill Rate	66%	65%	68%	74%	98%	72%	63%	67%	83%	91%



Definitions:

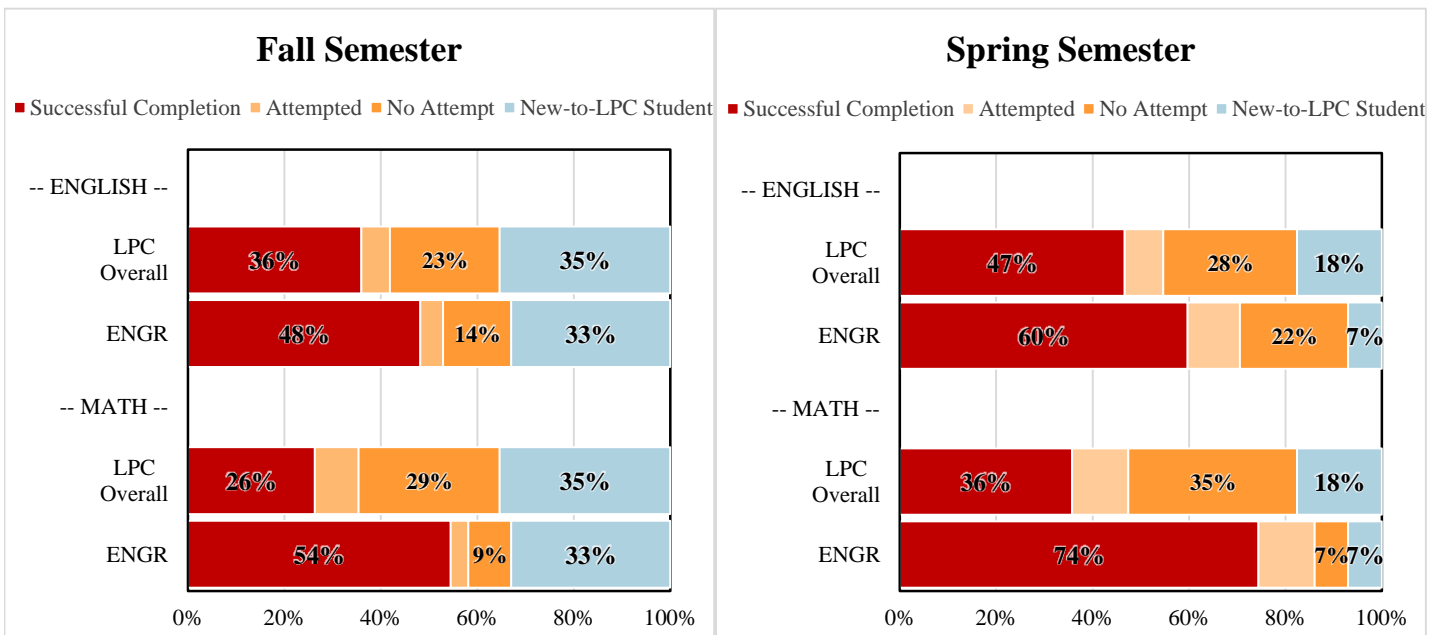
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2024				Spring 2025			
	ENGR		LPC Overall		ENGR		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	92	48%	2,993	36%	77	60%	3,734	47%
Attempted (not successful)	9	5%	492	6%	14	11%	641	8%
No Attempt	27	14%	1,892	23%	29	22%	2,223	28%
New-to-LPC Student	63	33%	2,946	35%	9	7%	1,409	18%
Transfer-level Math								
Successful Completion*	104	54%	2,189	26%	96	74%	2,859	36%
Attempted (not successful)	7	4%	757	9%	15	12%	935	12%
No Attempt	17	9%	2,431	29%	9	7%	2,804	35%
New-to-LPC Student	63	33%	2,946	35%	9	7%	1,409	18%



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.