



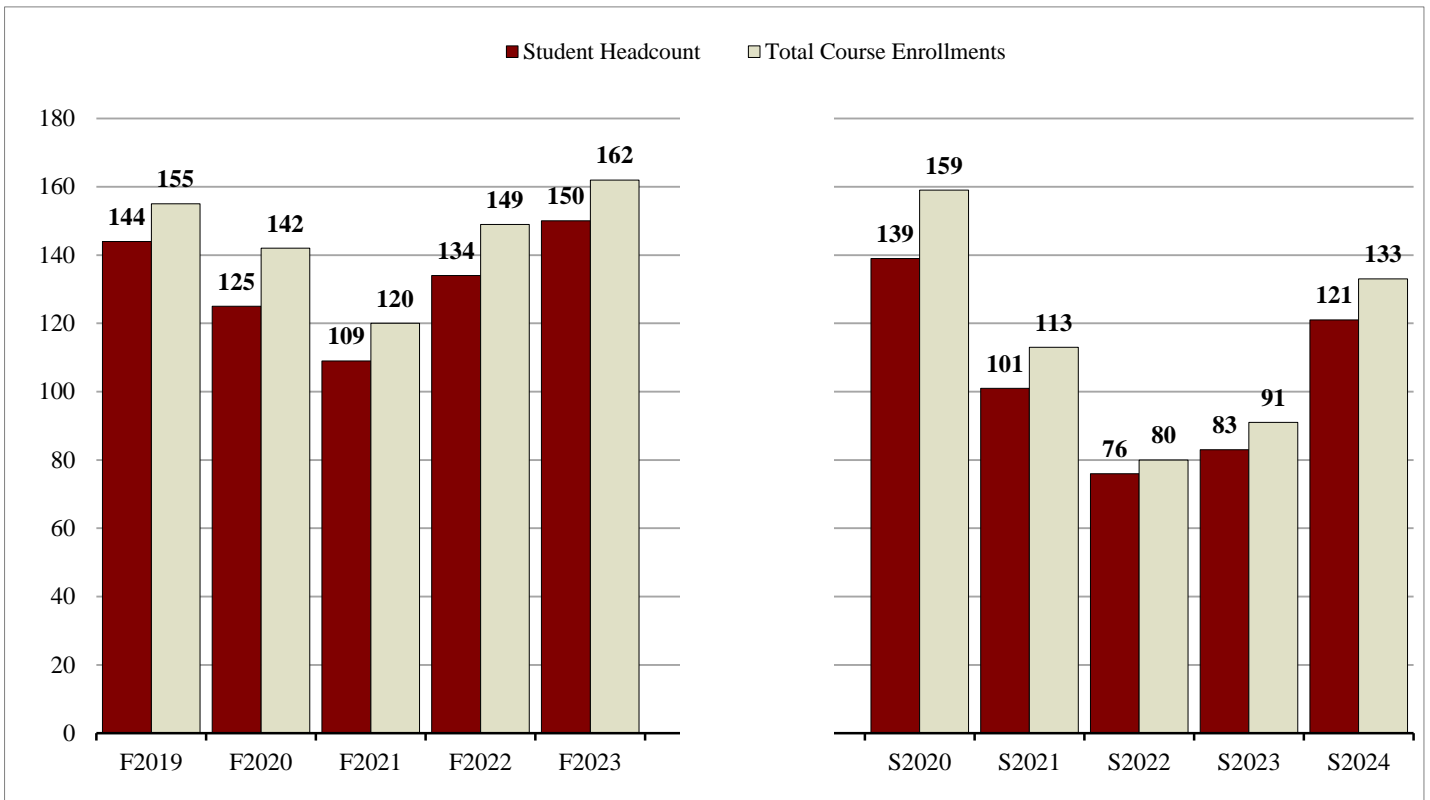
Las Positas College
Discipline Program Review Data Packet
Fall 2019 to Spring 2024

Discipline:
Engineering (ENGR)

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Headcount & Enrollment

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Student Headcount	144	125	109	134	150	139	101	76	83	121
Total Course Enrollments	155	142	120	149	162	159	113	80	91	133



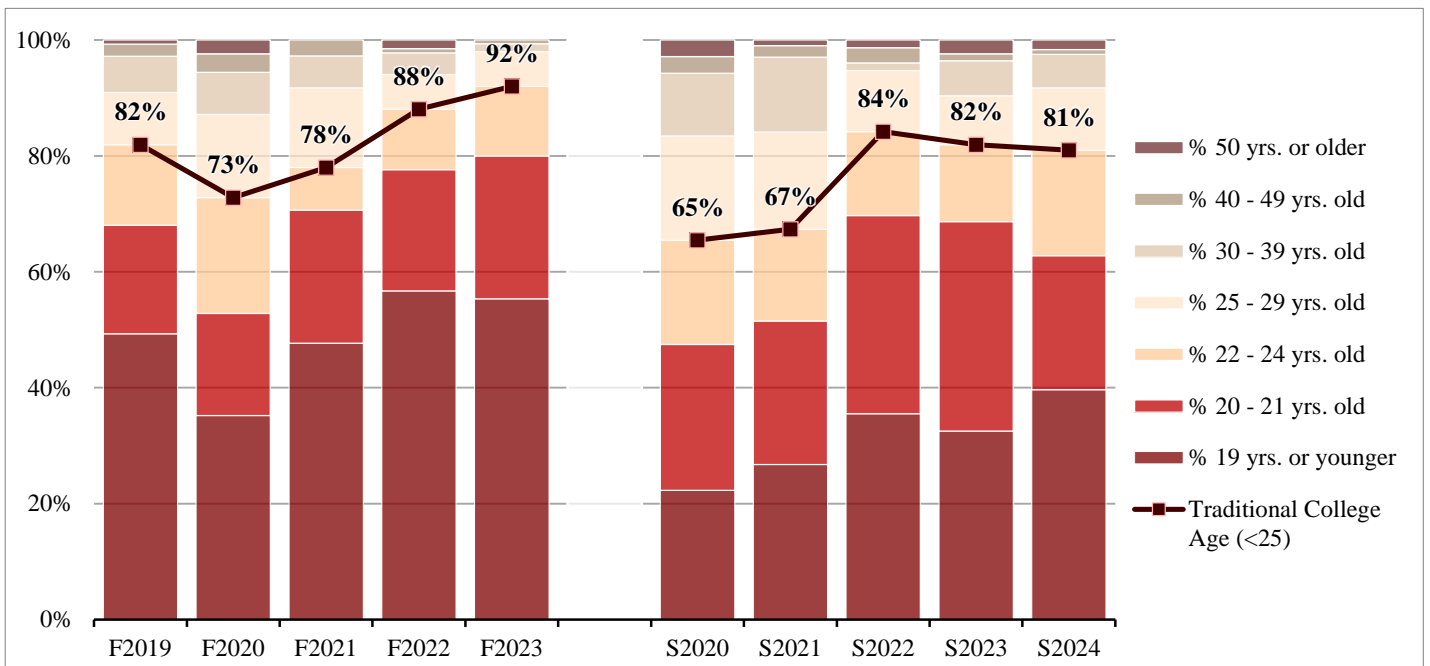
Definitions:

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.

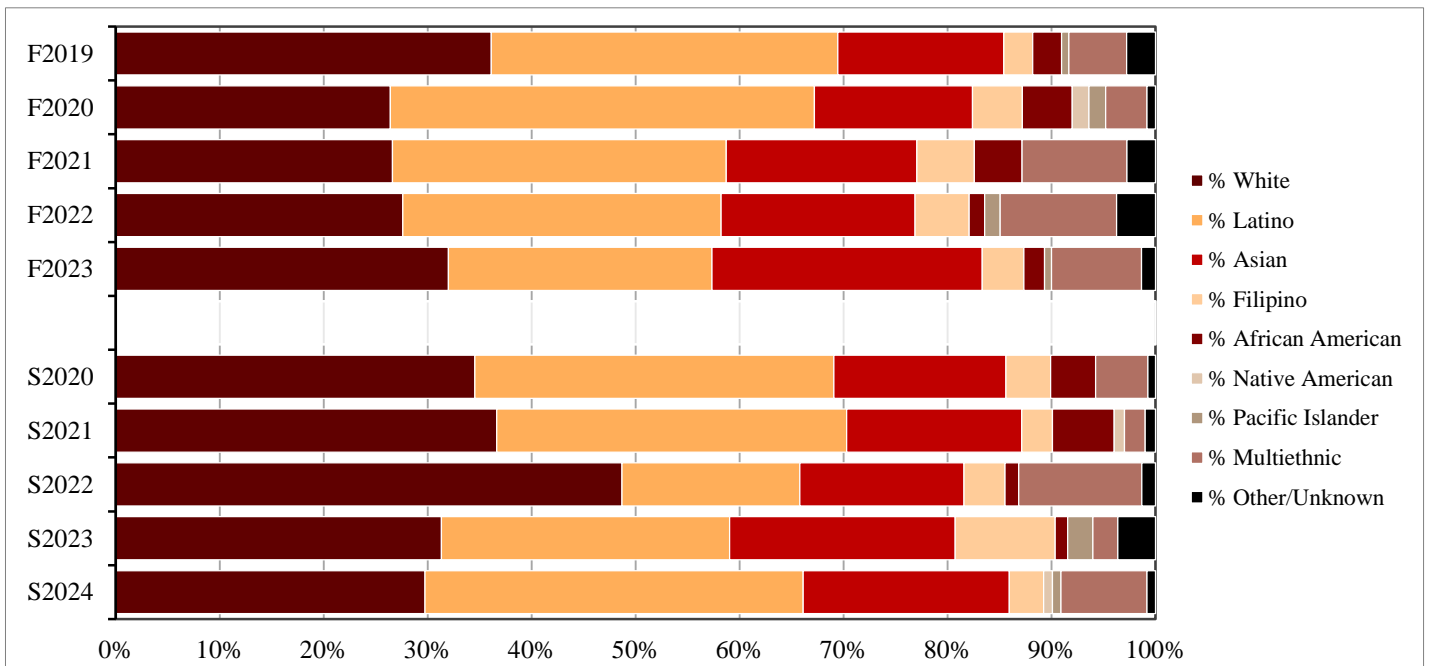
Student Demographics: Gender & Age

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Female	25	24	20	20	25	26	19	9	11	23
Male	114	98	84	110	116	109	81	64	72	94
19 yrs. or younger	71	44	52	76	83	31	27	27	27	48
20-21 yrs. old	27	22	25	28	37	35	25	26	30	28
22-24 yrs. old	20	25	8	14	18	25	16	11	11	22
25-29 yrs. old	13	18	15	8	9	25	17	8	7	13
30-39 yrs. old	9	9	6	5	2	15	13	1	5	7
40-49 yrs. old	3	4	3	1	1	4	2	2	1	1
50 yrs. or older	1	3	0	2	0	4	1	1	2	2
% Female	18%	20%	19%	15%	18%	19%	19%	12%	13%	20%
% Male	82%	80%	81%	85%	82%	81%	81%	88%	87%	80%
% 19 yrs. or younger	49%	35%	48%	57%	55%	22%	27%	36%	33%	40%
% 20 - 21 yrs. old	19%	18%	23%	21%	25%	25%	25%	34%	36%	23%
% 22 - 24 yrs. old	14%	20%	7%	10%	12%	18%	16%	14%	13%	18%
% 25 - 29 yrs. old	9%	14%	14%	6%	6%	18%	17%	11%	8%	11%
% 30 - 39 yrs. old	6%	7%	6%	4%	1%	11%	13%	1%	6%	6%
% 40 - 49 yrs. old	2%	3%	3%	1%	1%	3%	2%	3%	1%	1%
% 50 yrs. or older	1%	2%	0%	1%	0%	3%	1%	1%	2%	2%



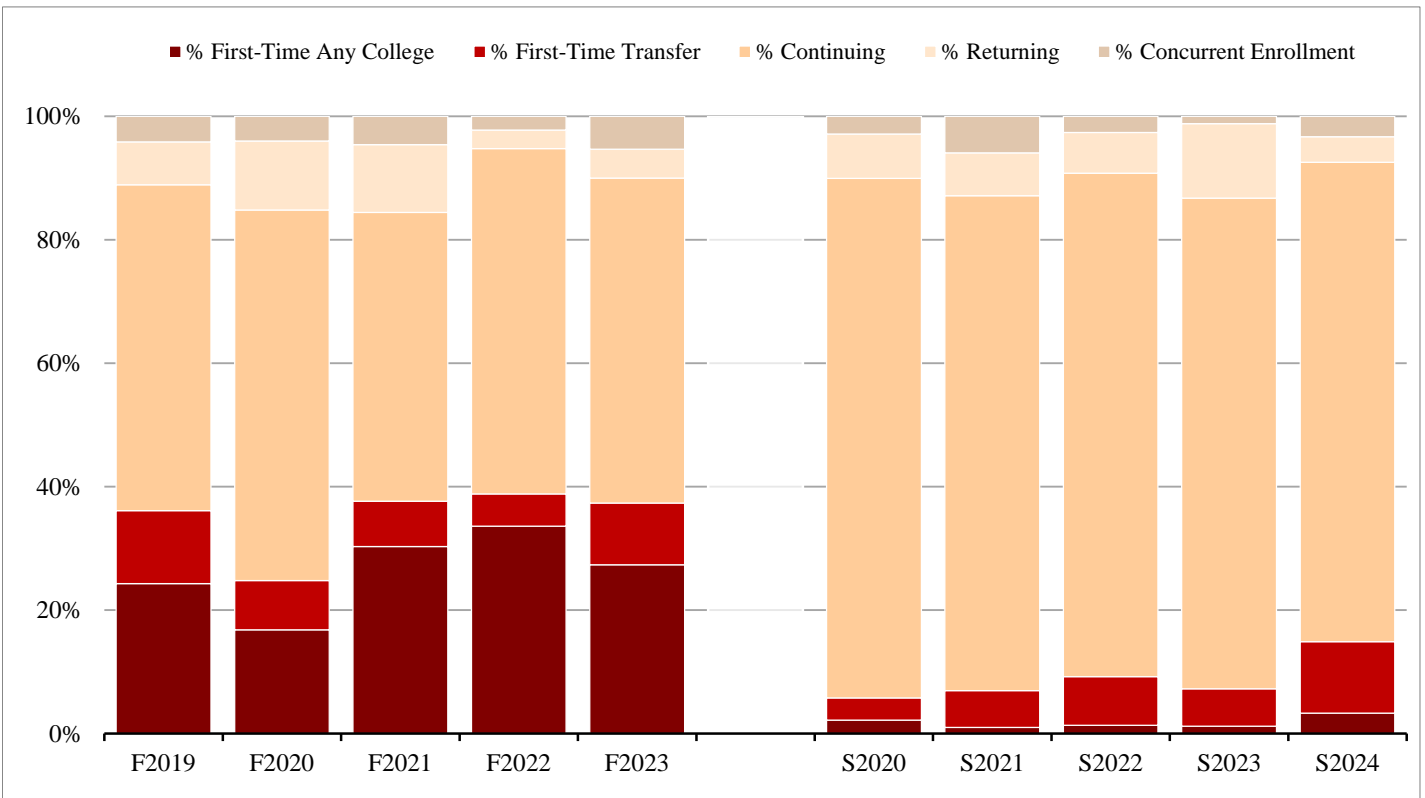
Student Demographic: Race-Ethnicity

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
African American	4	6	5	2	3	6	6	1	1	0
Asian	23	19	20	25	39	23	17	12	18	24
Filipino	4	6	6	7	6	6	3	3	8	4
Latino	48	51	35	41	38	48	34	13	23	44
Native American	0	2	0	0	0	0	1	0	0	1
Pacific Islander	1	2	0	2	1	0	0	0	2	1
White	52	33	29	37	48	48	37	37	26	36
Multiethnic	8	5	11	15	13	7	2	9	2	10
Other/Unknown	4	1	3	5	2	1	1	1	3	1
% African American	3%	5%	5%	1%	2%	4%	6%	1%	1%	0%
% Asian	16%	15%	18%	19%	26%	17%	17%	16%	22%	20%
% Filipino	3%	5%	6%	5%	4%	4%	3%	4%	10%	3%
% Latino	33%	41%	32%	31%	25%	35%	34%	17%	28%	36%
% Native American	0%	2%	0%	0%	0%	0%	1%	0%	0%	1%
% Pacific Islander	1%	2%	0%	1%	1%	0%	0%	0%	2%	1%
% White	36%	26%	27%	28%	32%	35%	37%	49%	31%	30%
% Multiethnic	6%	4%	10%	11%	9%	5%	2%	12%	2%	8%
% Other/Unknown	3%	1%	3%	4%	1%	1%	1%	1%	4%	1%



Student Enrollment Status

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
First-Time Any College	35	21	33	45	41	3	1	1	1	4
First-Time Transfer	17	10	8	7	15	5	6	6	5	14
Continuing	76	75	51	75	79	117	81	62	66	94
Returning	10	14	12	4	7	10	7	5	10	5
Concurrent Enrollment	6	5	5	3	8	4	6	2	1	4
% First-Time Any College	24%	17%	30%	34%	27%	2%	1%	1%	1%	3%
% First-Time Transfer	12%	8%	7%	5%	10%	4%	6%	8%	6%	12%
% Continuing	53%	60%	47%	56%	53%	84%	80%	82%	80%	78%
% Returning	7%	11%	11%	3%	5%	7%	7%	7%	12%	4%
% Concurrent Enrollment	4%	4%	5%	2%	5%	3%	6%	3%	1%	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.

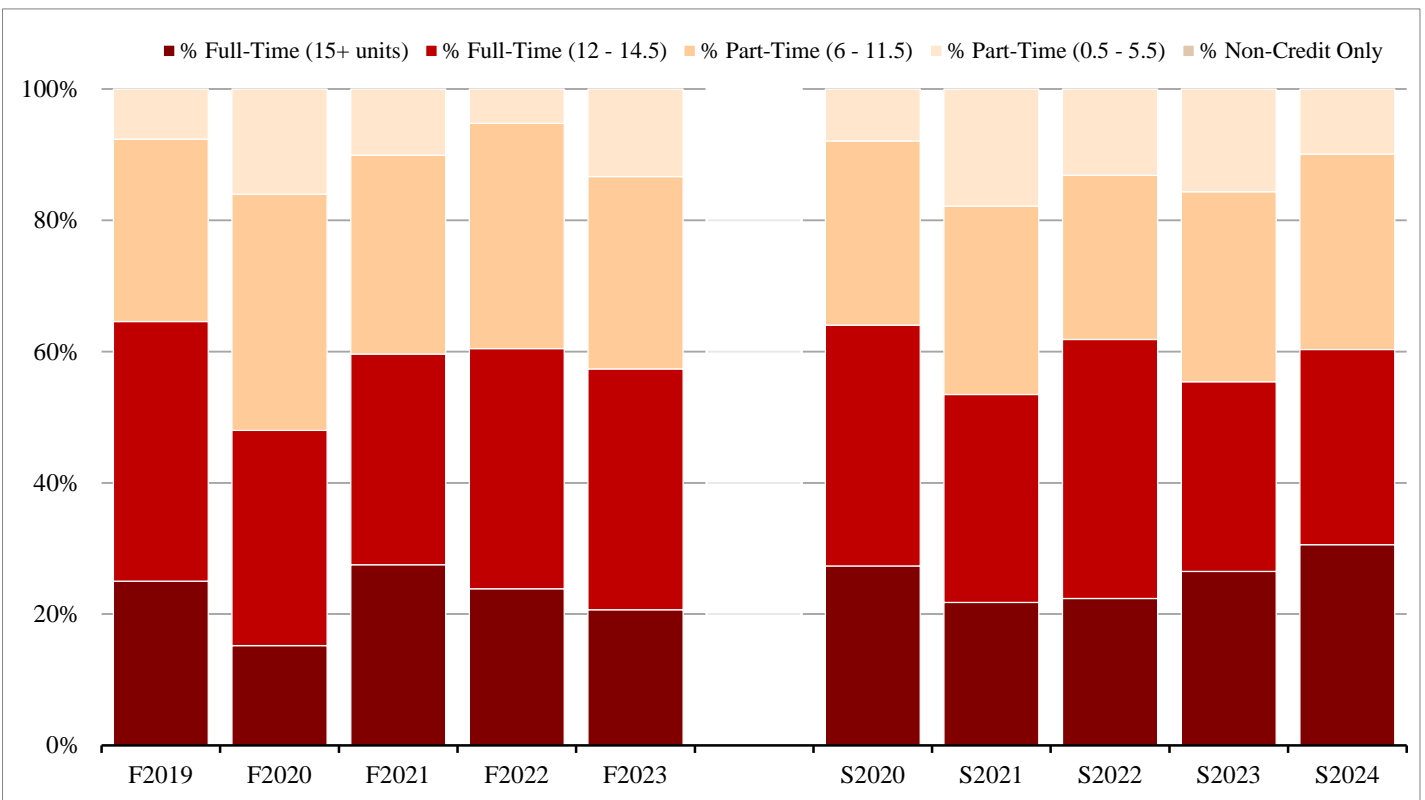
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

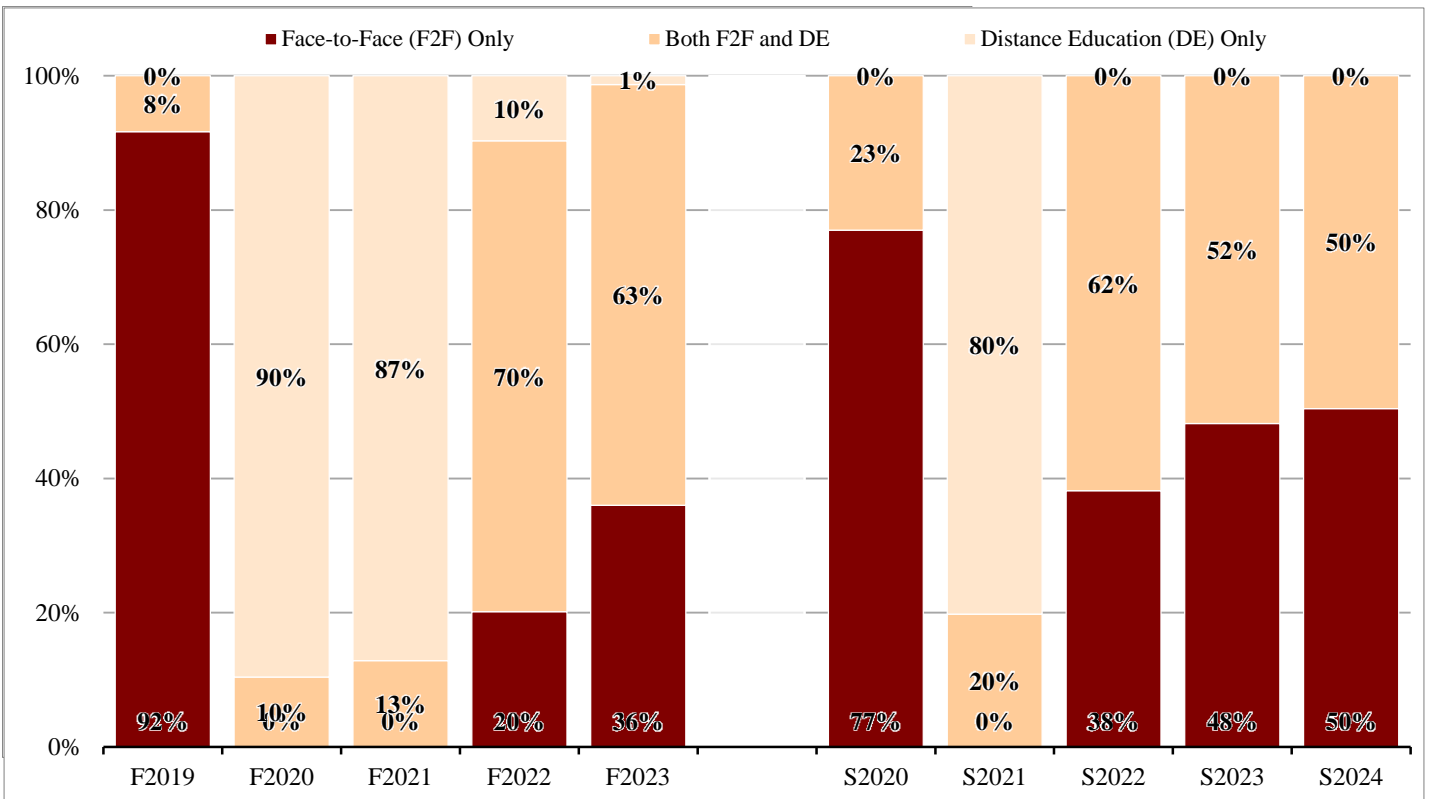
Student Unit Load

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Full-Time (15+ units)	36	19	30	32	31	38	22	17	22	37
Full-Time (12 - 14.5 units)	57	41	35	49	55	51	32	30	24	36
Part-Time (6 - 11.5 units)	40	45	33	46	44	39	29	19	24	36
Part-Time (0.5 - 5.5 units)	11	20	11	7	20	11	18	10	13	12
Non-Credit Only	0	0	0	0	0	0	0	0	0	0
% Full-Time (15+ units)	25%	15%	28%	24%	21%	27%	22%	22%	27%	31%
% Full-Time (12 - 14.5)	40%	33%	32%	37%	37%	37%	32%	39%	29%	30%
% Part-Time (6 - 11.5)	28%	36%	30%	34%	29%	28%	29%	25%	29%	30%
% Part-Time (0.5 - 5.5)	8%	16%	10%	5%	13%	8%	18%	13%	16%	10%
% 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				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Face-to-Face (F2F) Only	132	0	0	27	54	107	0	29	40	61
Both F2F and DE	12	13	14	94	94	32	20	47	43	60
Distance Education (DE) Only	0	112	95	13	2	0	81	0	0	0
% Face-to-Face (F2F) Only	92%	0%	0%	20%	36%	77%	0%	38%	48%	50%
% Both F2F and DE	8%	10%	13%	70%	63%	23%	20%	62%	52%	50%
% Distance Education (DE) Only	0%	90%	87%	10%	1%	0%	80%	0%	0%	0%



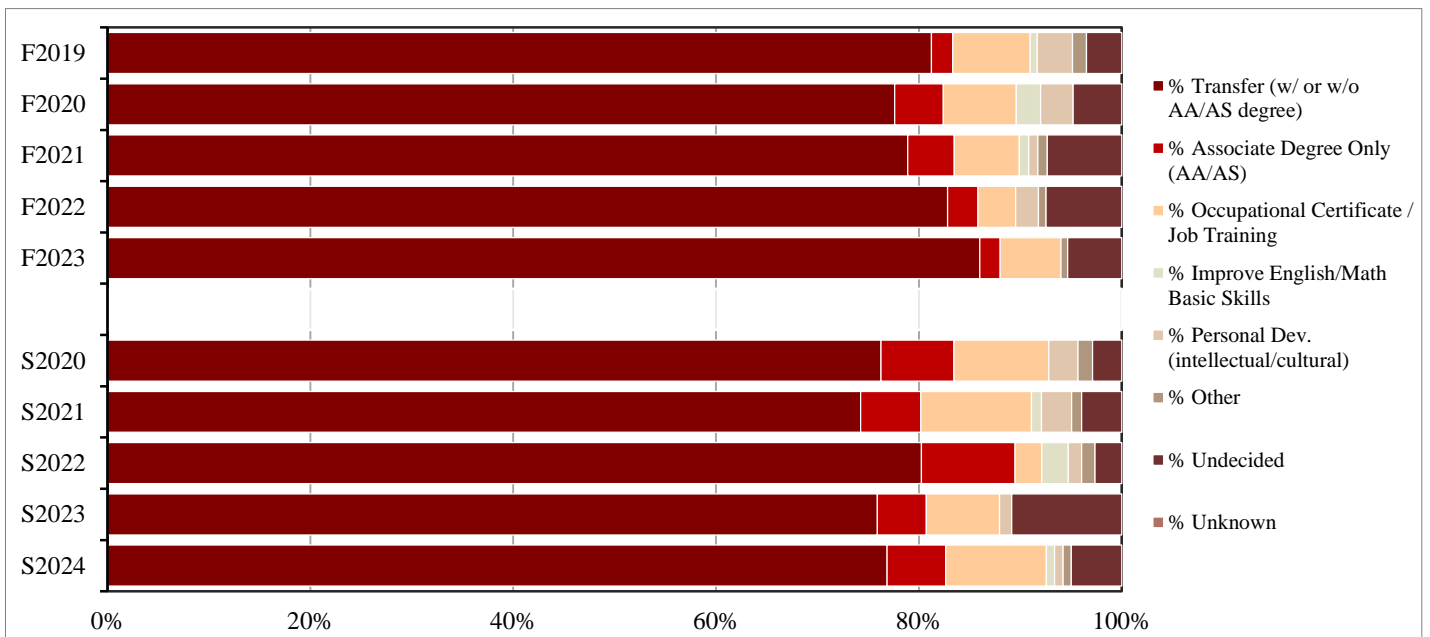
Definitions:

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				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Transfer (w/ or w/o AA/AS degree)	117	97	86	111	129	106	75	61	63	93
Associate Degree Only (AA/AS)	3	6	5	4	3	10	6	7	4	7
Occupational Certificate / Job Training	11	9	7	5	9	13	11	2	6	12
Improve English/Math Basic Skills	1	3	1	0	0	0	1	2	0	1
Personal Development (intellectual/cultural)	5	4	1	3	0	4	3	1	1	1
Other	2	0	1	1	1	2	1	1	0	1
Undecided	5	6	8	10	8	4	4	2	9	6
Unknown	0	0	0	0	0	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	81%	78%	79%	83%	86%	76%	74%	80%	76%	77%
% Associate Degree Only (AA/AS)	2%	5%	5%	3%	2%	7%	6%	9%	5%	6%
% Occupational Certificate / Job Training	8%	7%	6%	4%	6%	9%	11%	3%	7%	10%
% Improve English/Math Basic Skills	1%	2%	1%	0%	0%	0%	1%	3%	0%	1%
% Personal Dev. (intellectual/cultural)	3%	3%	1%	2%	0%	3%	3%	1%	1%	1%
% Other	1%	0%	1%	1%	1%	1%	1%	1%	0%	1%
% Undecided	3%	5%	7%	7%	5%	3%	4%	3%	11%	5%
% 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.

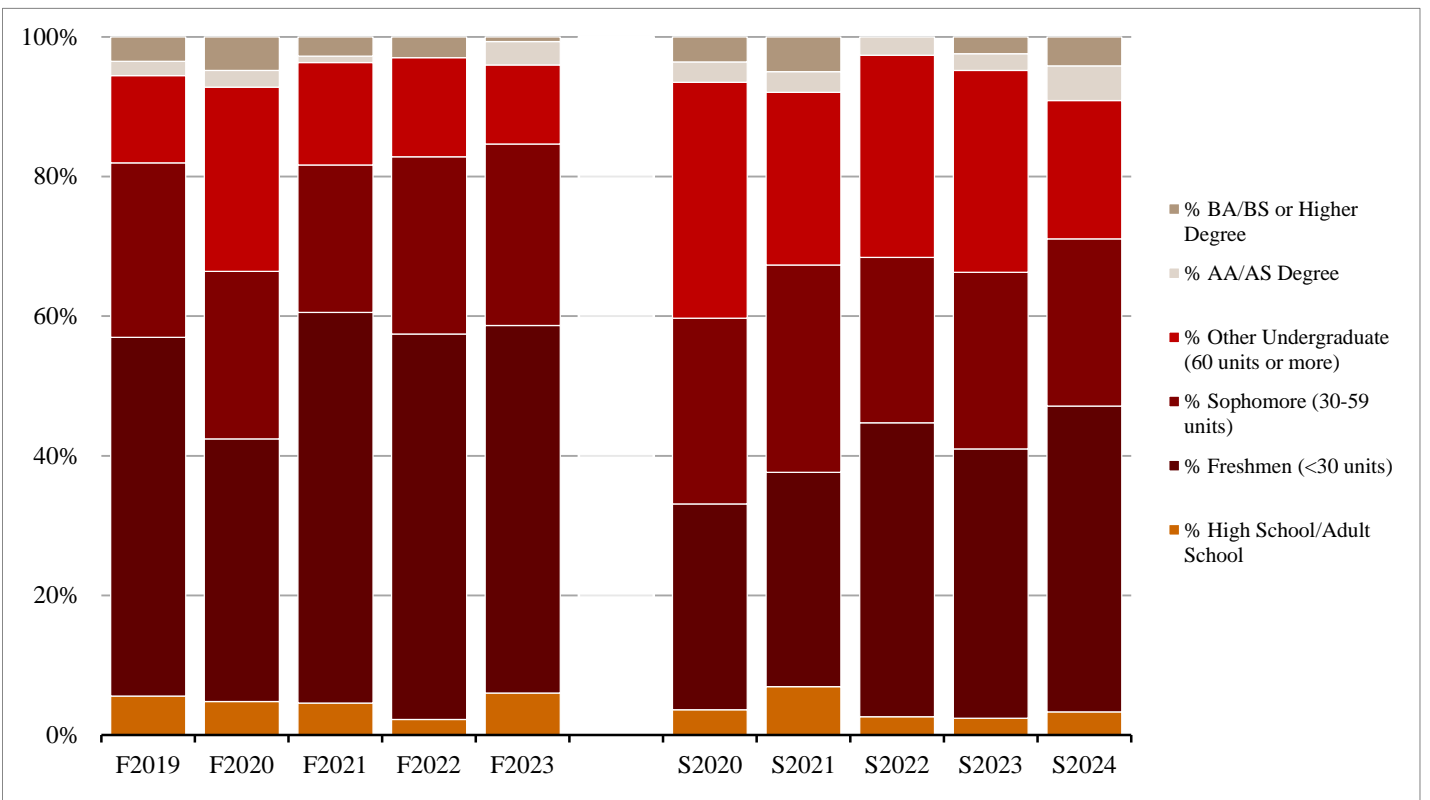
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

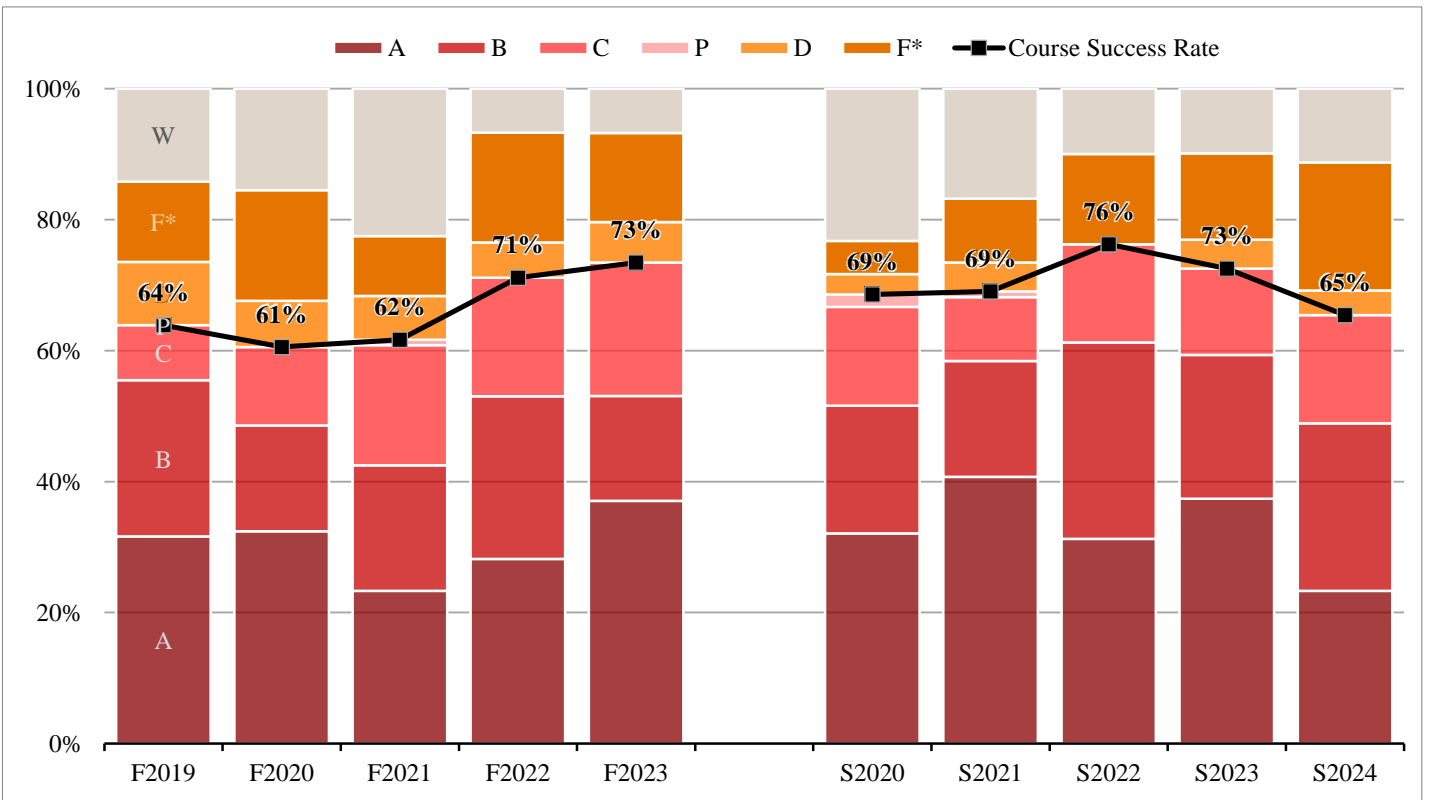
Highest Educational Level of Students

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
High School/Adult School	8	6	5	3	9	5	7	2	2	4
Freshmen (<30 units)	74	47	61	74	79	41	31	32	32	53
Sophomore (30-59 units)	36	30	23	34	39	37	30	18	21	29
Other Undergraduate (60 units or more)	18	33	16	19	17	47	25	22	24	24
AA/AS Degree	3	3	1	0	5	4	3	2	2	6
BA/BS or Higher Degree	5	6	3	4	1	5	5	0	2	5
% High School/Adult School	6%	5%	5%	2%	6%	4%	7%	3%	2%	3%
% Freshmen (<30 units)	51%	38%	56%	55%	53%	29%	31%	42%	39%	44%
% Sophomore (30-59 units)	25%	24%	21%	25%	26%	27%	30%	24%	25%	24%
% Other Undergraduate (60 units or more)	13%	26%	15%	14%	11%	34%	25%	29%	29%	20%
% AA/AS Degree	2%	2%	1%	0%	3%	3%	3%	3%	2%	5%
% BA/BS or Higher Degree	3%	5%	3%	3%	1%	4%	5%	0%	2%	4%



Student Performance: Grade Distribution

Engineering (ENGR)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Total Course Enrollments	155	142	120	149	162	159	113	80	91	133
Course Success Rates	64%	61%	62%	71%	73%	69%	69%	76%	73%	65%
A	32%	32%	23%	28%	37%	32%	41%	31%	37%	23%
B	24%	16%	19%	25%	16%	19%	18%	30%	22%	26%
C	8%	12%	18%	18%	20%	15%	10%	15%	13%	17%
P	0%	0%	1%	0%	0%	2%	1%	0%	0%	0%
Course Non-Success Rate	22%	24%	16%	22%	20%	8%	14%	14%	18%	23%
D	10%	7%	7%	5%	6%	3%	4%	0%	4%	4%
F*	12%	17%	9%	17%	14%	5%	10%	14%	13%	20%
Withdrawals (See Note)	14%	15%	23%	7%	7%	23%	17%	10%	10%	11%



Definitions:

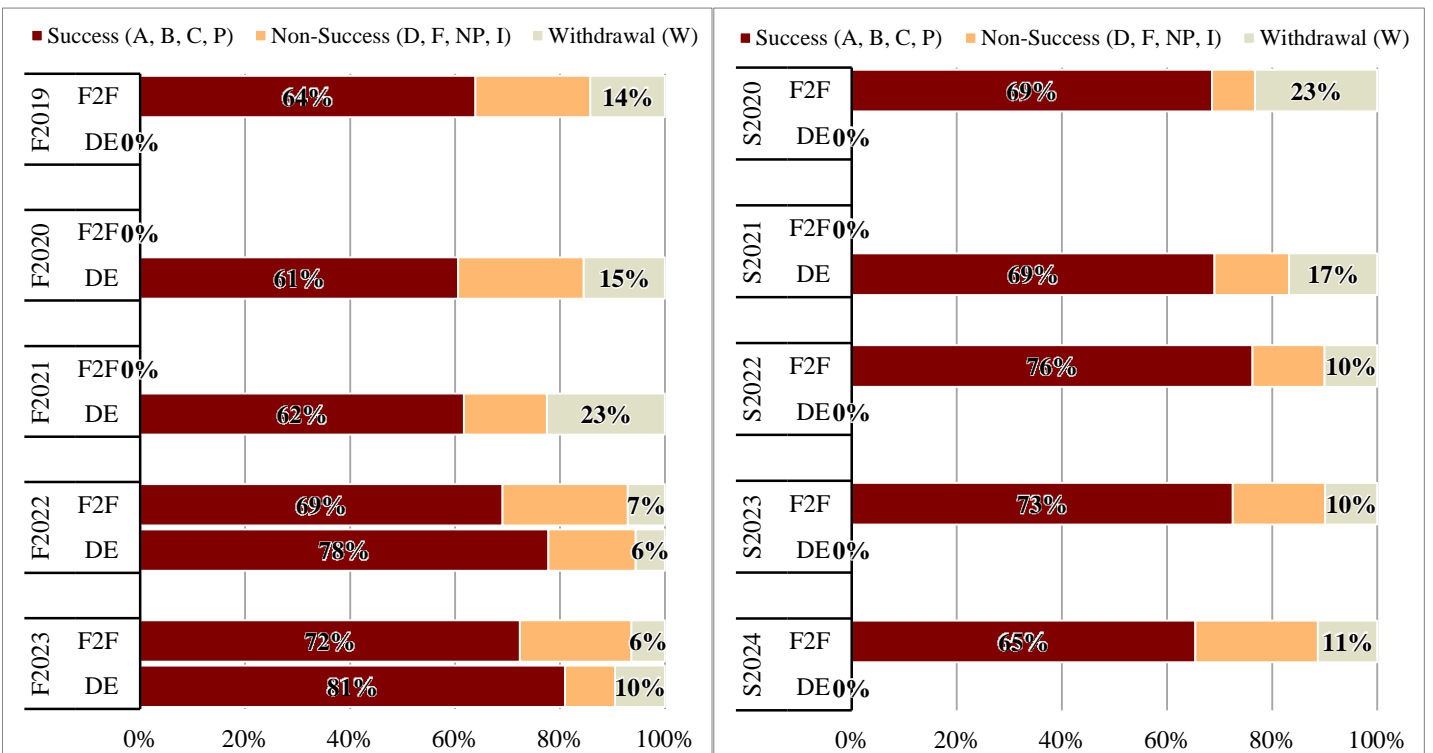
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Total Course Enrollments	155	142	120	149	162	159	113	80	91	133
Face-to-Face (F2F) Sections	155	0	0	149	141	159	0	80	91	133
Success Rates	64%	—	—	69%	72%	69%	—	76%	73%	65%
Non-Success Rates	22%	—	—	24%	21%	8%	—	14%	18%	23%
Withdrawals	14%	—	—	7%	6%	23%	—	10%	10%	11%
Distance Education (DE) Sections	0	142	120	0	21	0	113	0	0	0
Success Rates	—	61%	62%	78%	81%	—	69%	—	—	—
Non-Success Rates	—	24%	16%	17%	10%	—	14%	—	—	—
Withdrawals	—	15%	23%	6%	10%	—	17%	—	—	—



Definitions:

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

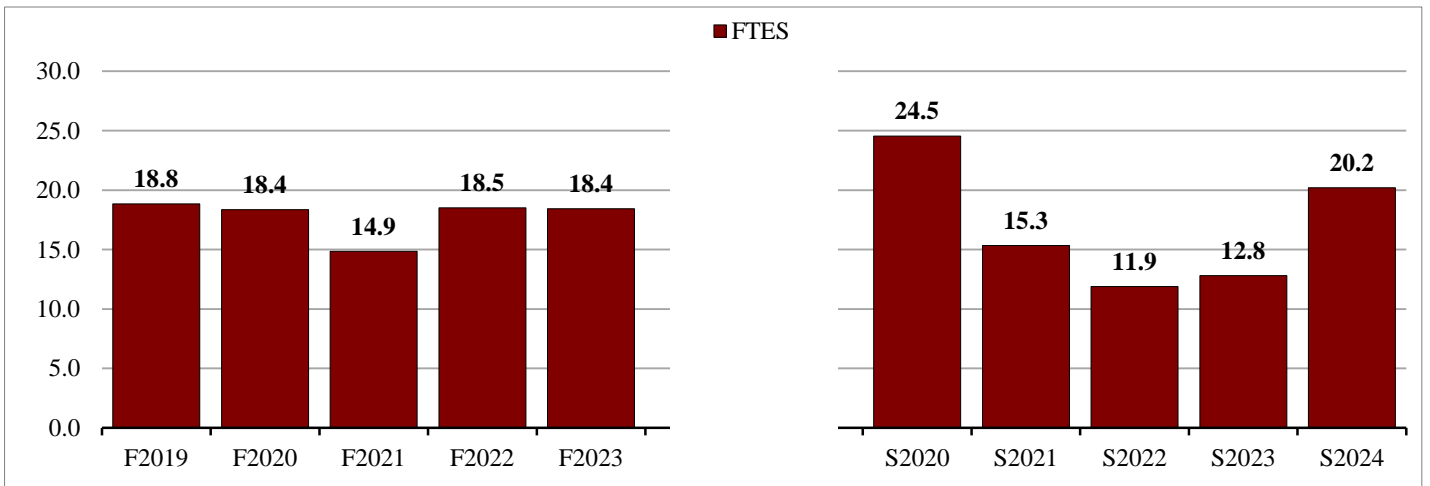
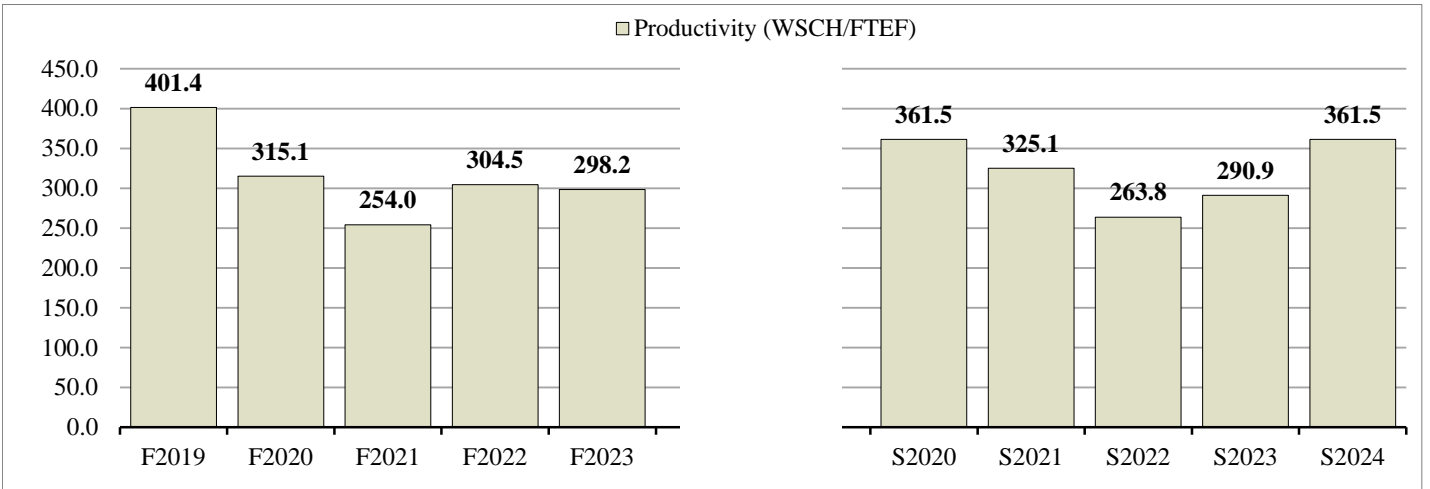
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
WSCH	588	598	482	578	566	758	498	369	407	608
FTES	18.8	18.4	14.9	18.5	18.4	24.5	15.3	11.9	12.8	20.2
FTEF	1.5	1.9	1.9	1.9	1.9	2.1	1.5	1.4	1.4	1.7
Productivity (WSCH/FTEF)	401.4	315.1	254.0	304.5	298.2	361.5	325.1	263.8	290.9	361.5



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.

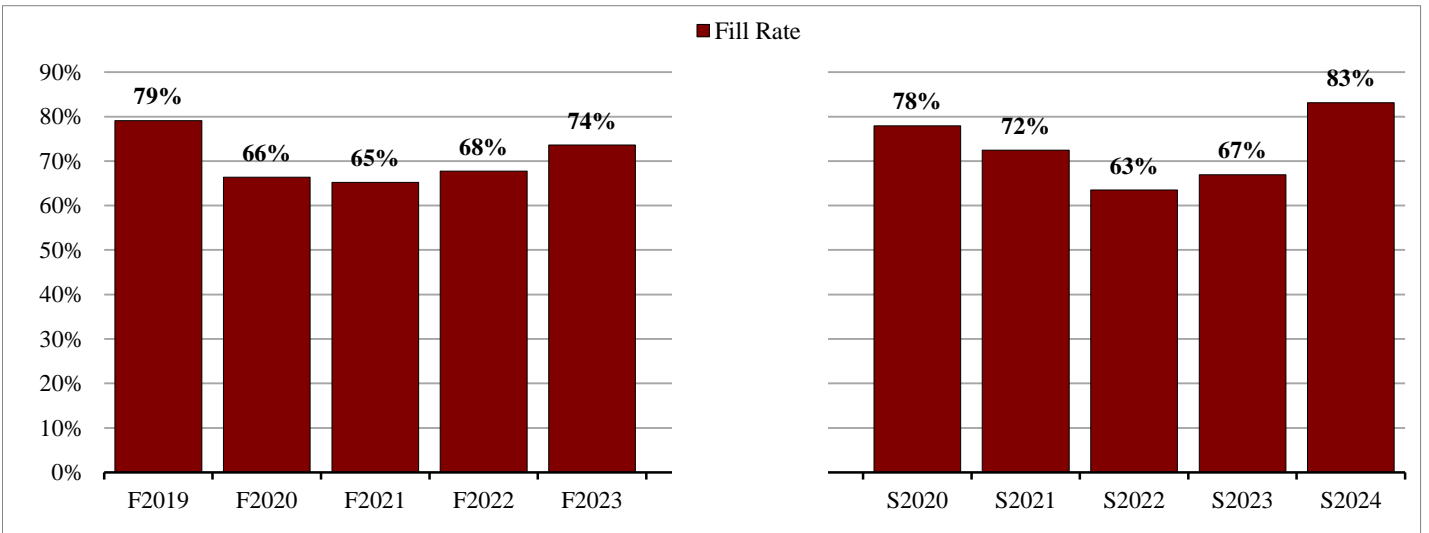
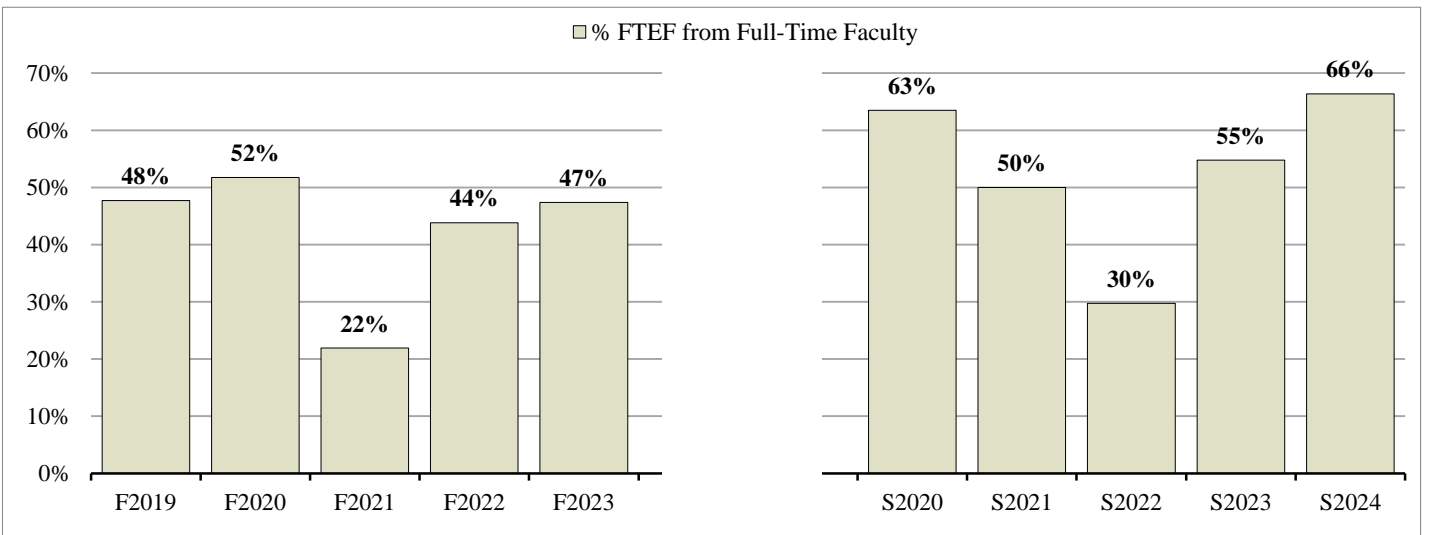
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
FTEF from Full-Time Faculty	0.7	1.0	0.4	0.8	0.9	1.3	0.8	0.4	0.8	1.1
% FTEF from Full-Time Faculty	48%	52%	22%	44%	47%	63%	50%	30%	55%	66%
Enrollments	155	142	120	149	162	159	113	80	91	133
Capacity (seats available)	196	214	184	220	220	204	156	126	136	160
Fill Rate	79%	66%	65%	68%	74%	78%	72%	63%	67%	83%



Definitions:

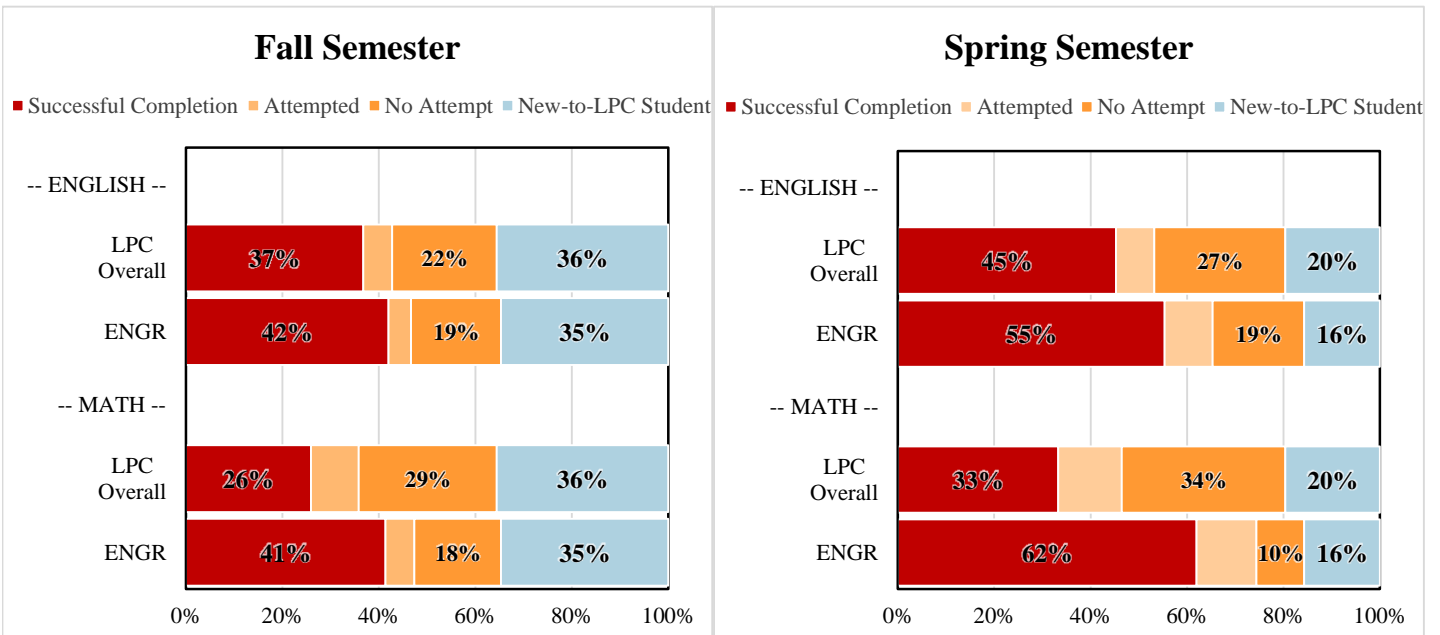
Fill Rate is number of enrollments over the total capacity (seats available).

% 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

<i>(English and math status prior to the start of the term)</i>	Fall 2023				Spring 2024			
	ENGR		LPC Overall		ENGR		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	63	42%	2,796	37%	67	55%	3,393	45%
Attempted (not successful)	7	5%	454	6%	12	10%	600	8%
No Attempt	28	19%	1,652	22%	23	19%	2,036	27%
New-to-LPC Student	52	35%	2,703	36%	19	16%	1,472	20%
Transfer-level Math								
Successful Completion*	62	41%	1,971	26%	75	62%	2,498	33%
Attempted (not successful)	9	6%	752	10%	15	12%	986	13%
No Attempt	27	18%	2,179	29%	12	10%	2,545	34%
New-to-LPC Student	52	35%	2,703	36%	19	16%	1,472	20%



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 an 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.