



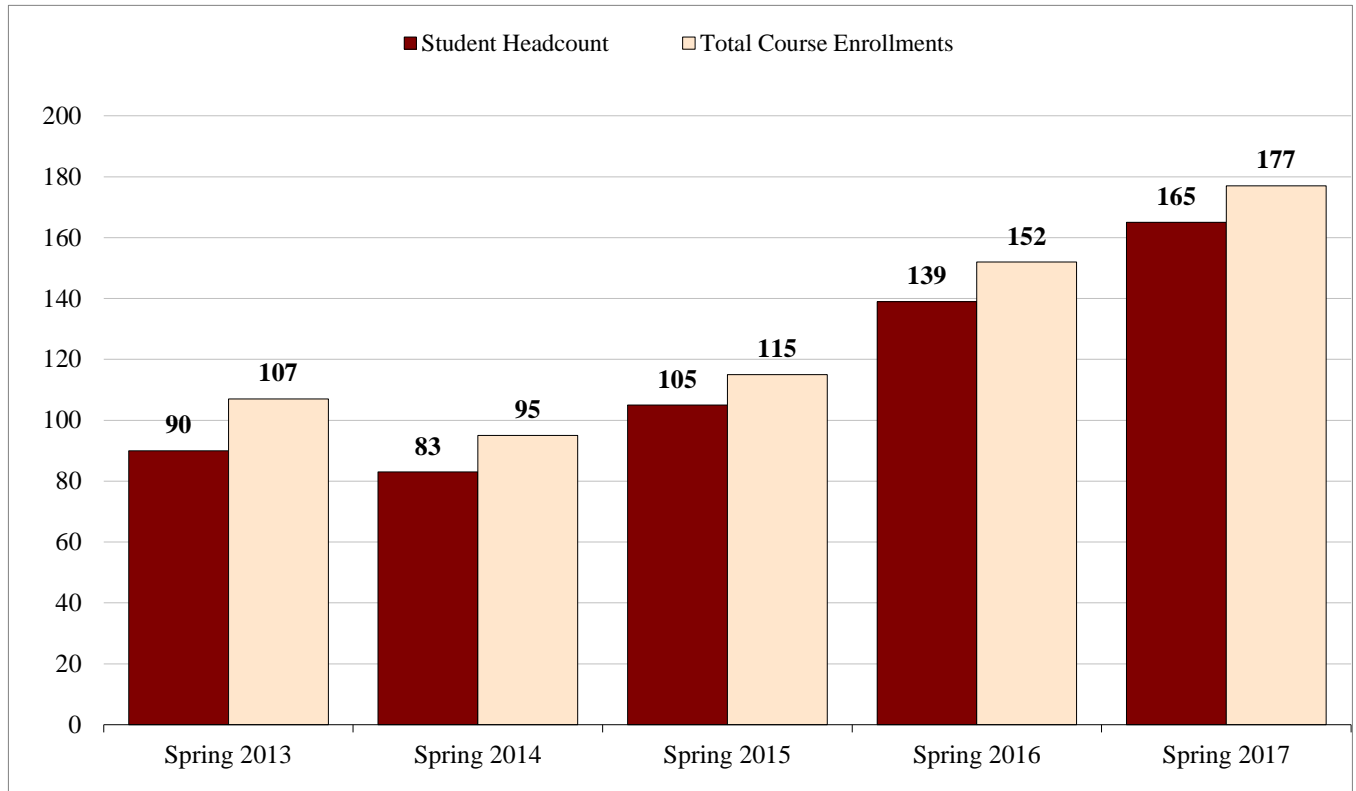
Las Positas College
Program Review Discipline Data Packet
Spring 2013 to Spring 2017

Discipline:
Engineering (ENGR)

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Headcount & Enrollment

Engineering (ENGR)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Student Headcount	90	83	105	139	165
Total Course Enrollments	107	95	115	152	177



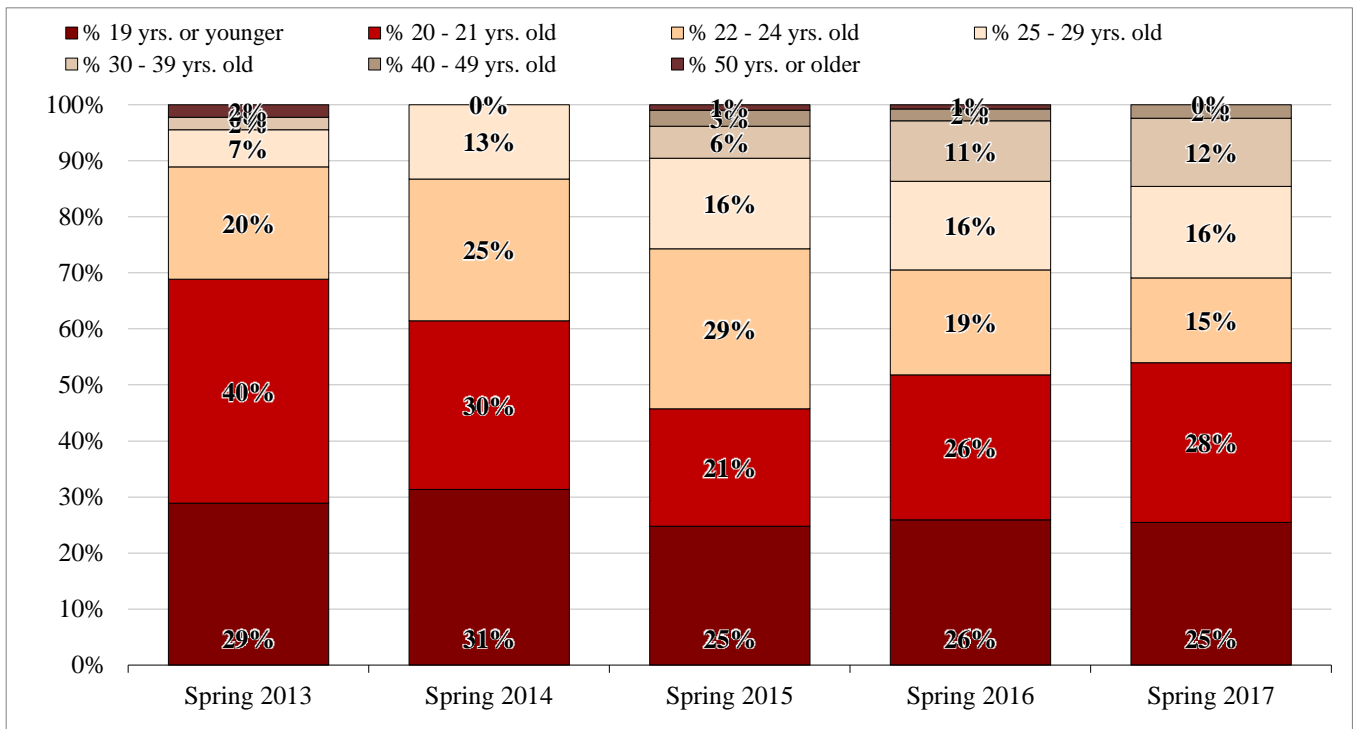
Definitions:

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.

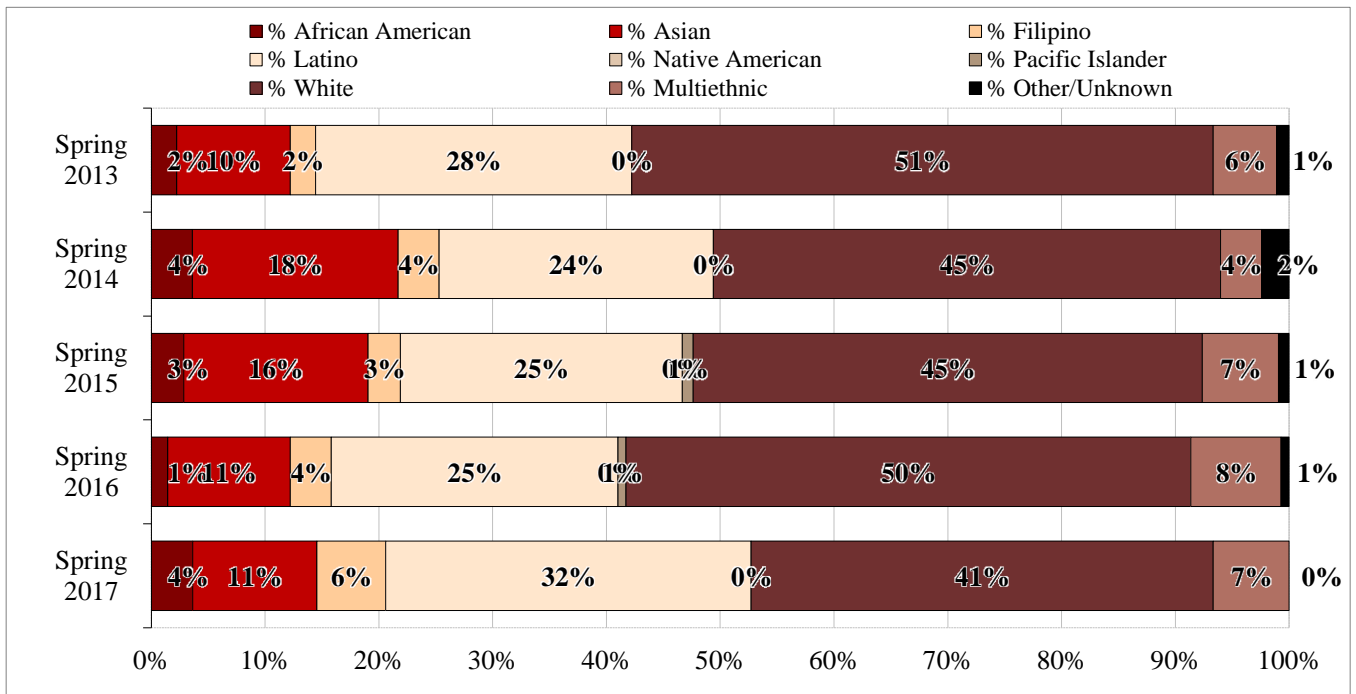
Student Demographics: Gender & Age

Engineering (ENGR)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Female	10	5	9	21	25
Male	78	76	95	116	140
19 yrs. or younger	26	26	26	36	42
20-21 yrs. old	36	25	22	36	47
22-24 yrs. old	18	21	30	26	25
25-29 yrs. old	6	11	17	22	27
30-39 yrs. old	2	0	6	15	20
40-49 yrs. old	0	0	3	3	4
50 yrs. or older	2	0	1	1	0
% Female	11%	6%	9%	15%	15%
% Male	89%	94%	91%	85%	85%
% 19 yrs. or younger	29%	31%	25%	26%	25%
% 20 - 21 yrs. old	40%	30%	21%	26%	28%
% 22 - 24 yrs. old	20%	25%	29%	19%	15%
% 25 - 29 yrs. old	7%	13%	16%	16%	16%
% 30 - 39 yrs. old	2%	0%	6%	11%	12%
% 40 - 49 yrs. old	0%	0%	3%	2%	2%
% 50 yrs. or older	2%	0%	1%	1%	0%



Student Demographic: Race-Ethnicity

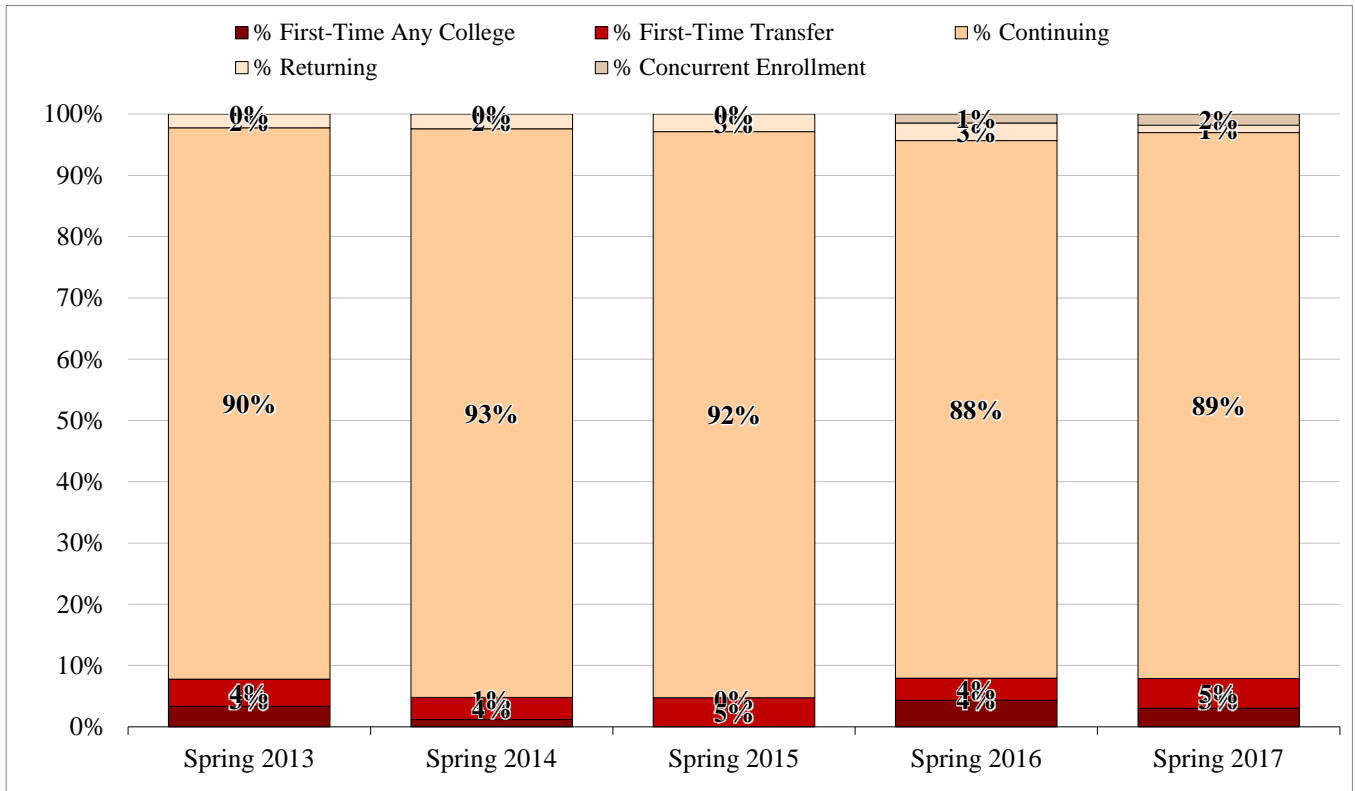
Engineering (ENGR)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
African American	2	3	3	2	6
Asian	9	15	17	15	18
Filipino	2	3	3	5	10
Latino	25	20	26	35	53
Native American	0	0	0	0	0
Pacific Islander	0	0	1	1	0
White	46	37	47	69	67
Multiethnic	5	3	7	11	11
Other/Unknown	1	2	1	1	0
% African American	2%	4%	3%	1%	4%
% Asian	10%	18%	16%	11%	11%
% Filipino	2%	4%	3%	4%	6%
% Latino	28%	24%	25%	25%	32%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	1%	1%	0%
% White	51%	45%	45%	50%	41%
% Multiethnic	6%	4%	7%	8%	7%
% Other/Unknown	1%	2%	1%	1%	0%



Note: Multiethnic category became available in Fall 2011.

Student Enrollment Status

Engineering (ENGR)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
First-Time Any College	3	1	0	6	5
First-Time Transfer	4	3	5	5	8
Continuing	81	77	97	122	147
Returning	2	2	3	4	2
Concurrent Enrollment	0	0	0	2	3
% First-Time Any College	3%	1%	0%	4%	3%
% First-Time Transfer	4%	4%	5%	4%	5%
% Continuing	90%	93%	92%	88%	89%
% Returning	2%	2%	3%	3%	1%
% Concurrent Enrollment	0%	0%	0%	1%	2%



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.

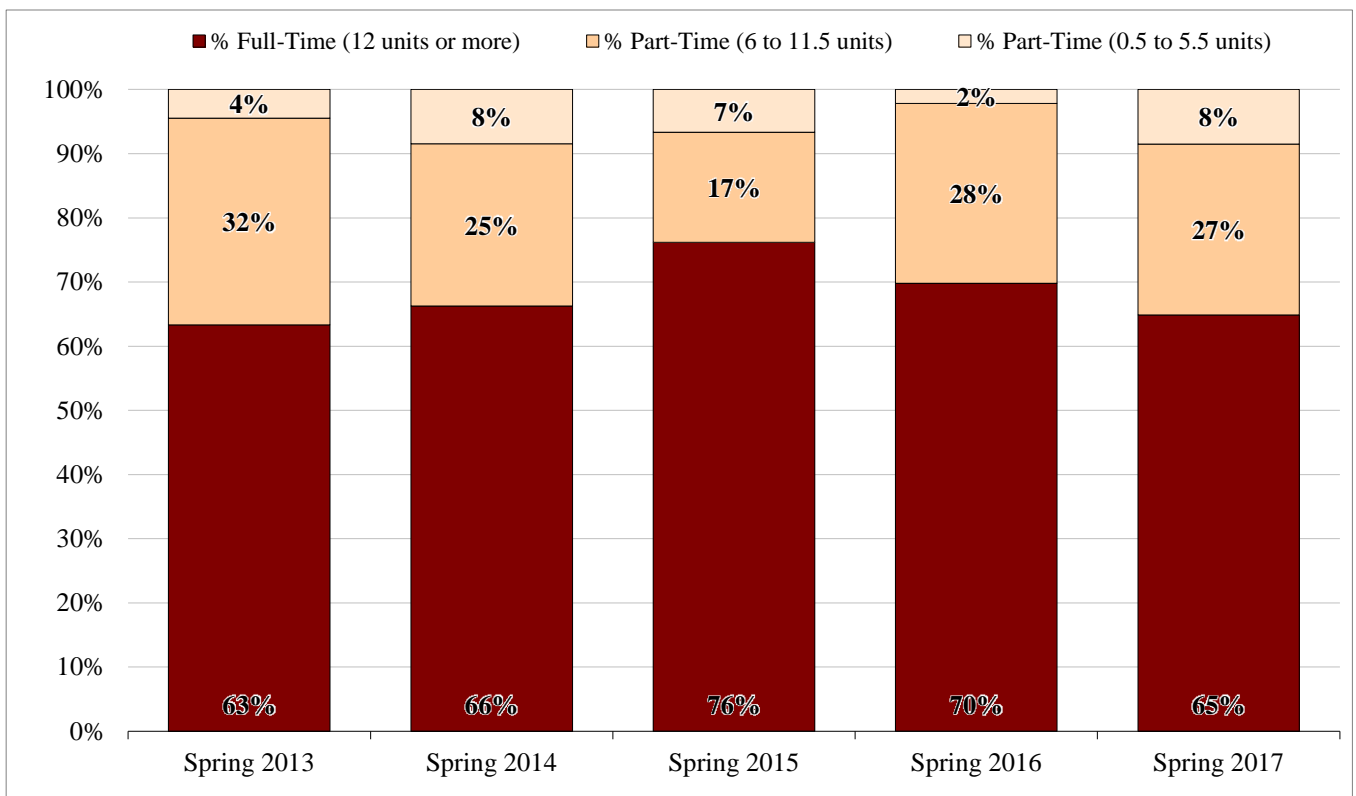
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

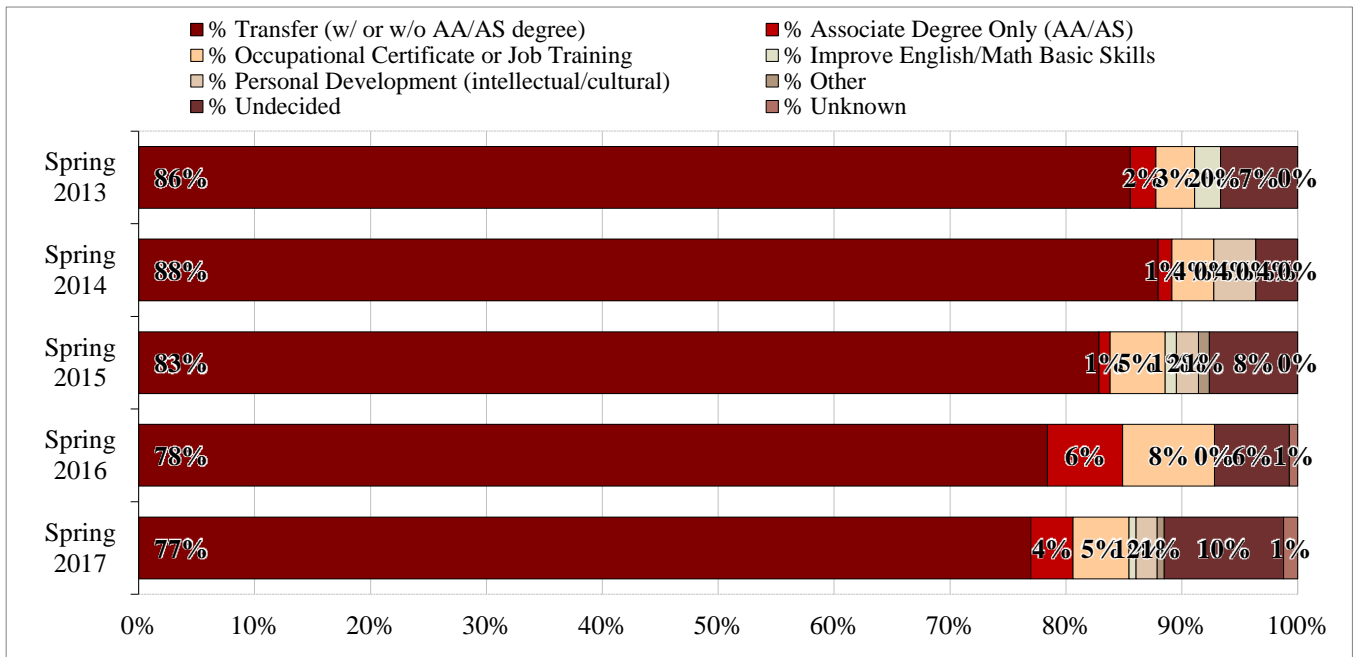
Student Unit Load

Engineering (ENGR)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Full-Time (12 units or more)	57	55	80	97	107
Part-Time (6 to 11.5 units)	29	21	18	39	44
Part-Time (0.5 to 5.5 units)	4	7	7	3	14
% Full-Time (12 units or more)	63%	66%	76%	70%	65%
% Part-Time (6 to 11.5 units)	32%	25%	17%	28%	27%
% Part-Time (0.5 to 5.5 units)	4%	8%	7%	2%	8%



Student Educational Goal

Engineering (ENGR)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Transfer (w/ or w/o AA/AS degree)	77	73	87	109	127
Associate Degree Only (AA/AS)	2	1	1	9	6
Occupational Certificate or Job Training	3	3	5	11	8
Improve English/Math Basic Skills	2	0	1	0	1
Personal Development (intellectual/cultural)	0	3	2	0	3
Other	0	0	1	0	1
Undecided	6	3	8	9	17
Unknown	0	0	0	1	2
% Transfer (w/ or w/o AA/AS degree)	86%	88%	83%	78%	77%
% Associate Degree Only (AA/AS)	2%	1%	1%	6%	4%
% Occupational Certificate or Job Training	3%	4%	5%	8%	5%
% Improve English/Math Basic Skills	2%	0%	1%	0%	1%
% Personal Development (intellectual/cultural)	0%	4%	2%	0%	2%
% Other	0%	0%	1%	0%	1%
% Undecided	7%	4%	8%	6%	10%
% Unknown	0%	0%	0%	1%	1%



Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.

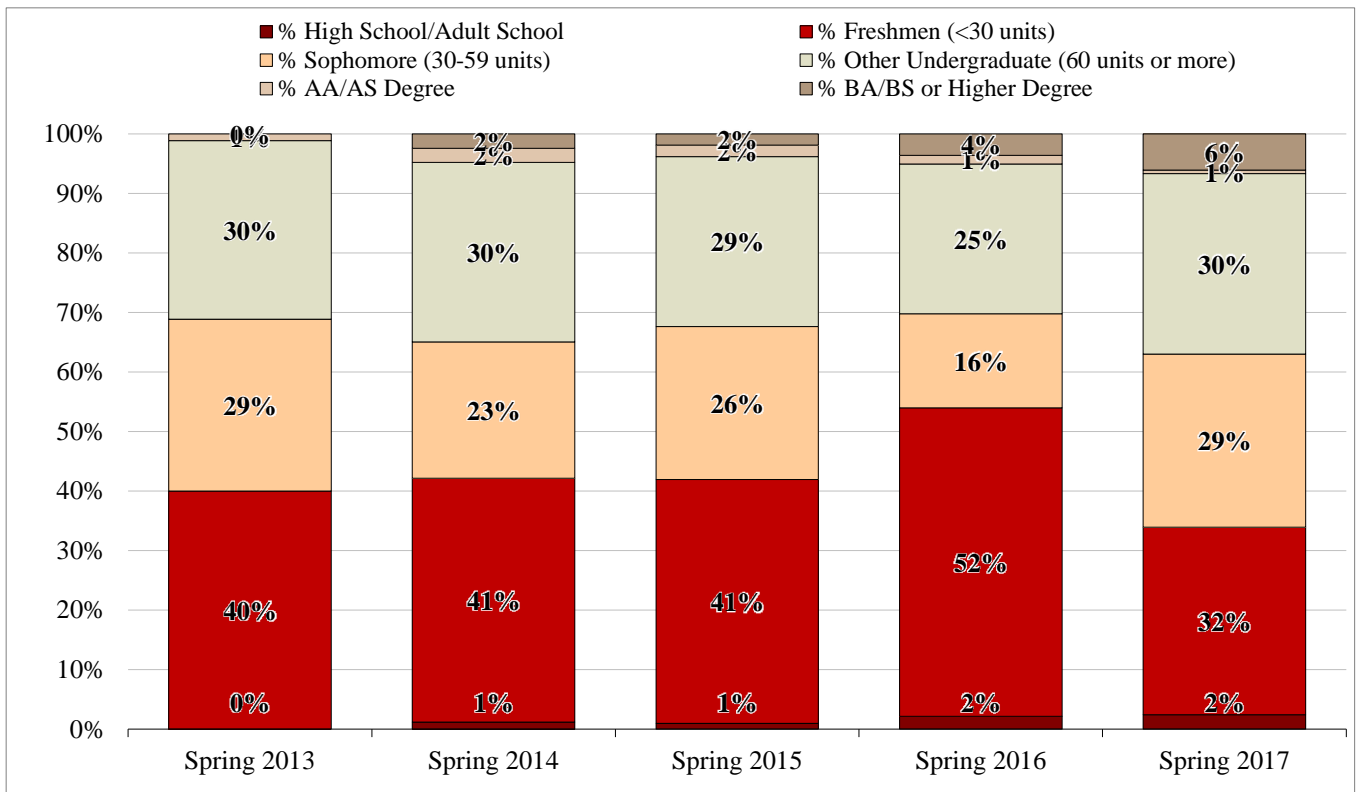
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

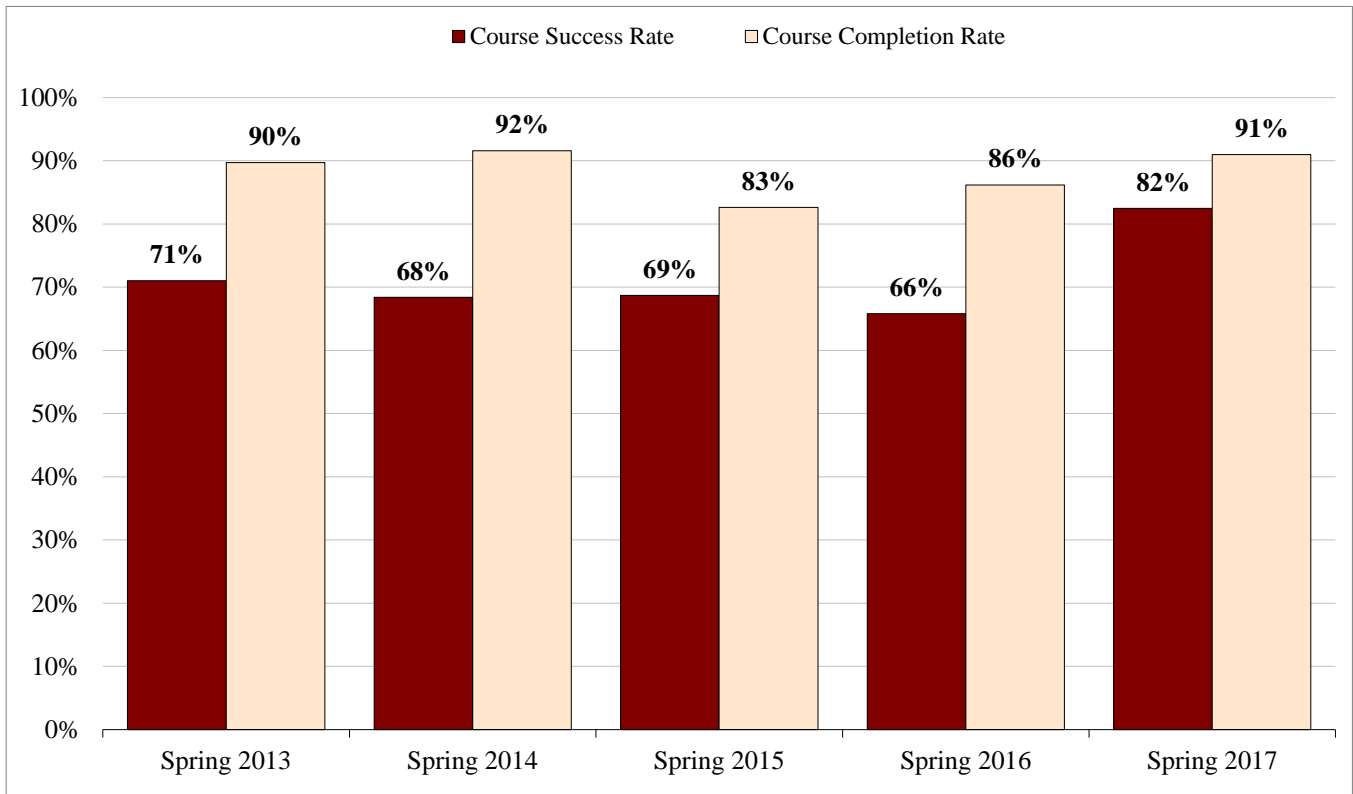
Highest Educational Level of Students

Engineering (ENGR)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
High School/Adult School	0	1	1	3	4
Freshmen (<30 units)	36	34	43	72	52
Sophomore (30-59 units)	26	19	27	22	48
Other Undergraduate (60 units or more)	27	25	30	35	50
AA/AS Degree	1	2	2	2	1
BA/BS or Higher Degree	0	2	2	5	10
% High School/Adult School	0%	1%	1%	2%	2%
% Freshmen (<30 units)	40%	41%	41%	52%	32%
% Sophomore (30-59 units)	29%	23%	26%	16%	29%
% Other Undergraduate (60 units or more)	30%	30%	29%	25%	30%
% AA/AS Degree	1%	2%	2%	1%	1%
% BA/BS or Higher Degree	0%	2%	2%	4%	6%



Student Performance

Engineering (ENGR)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Course Success Rate	71%	68%	69%	66%	82%
Course Completion Rate	90%	92%	83%	86%	91%



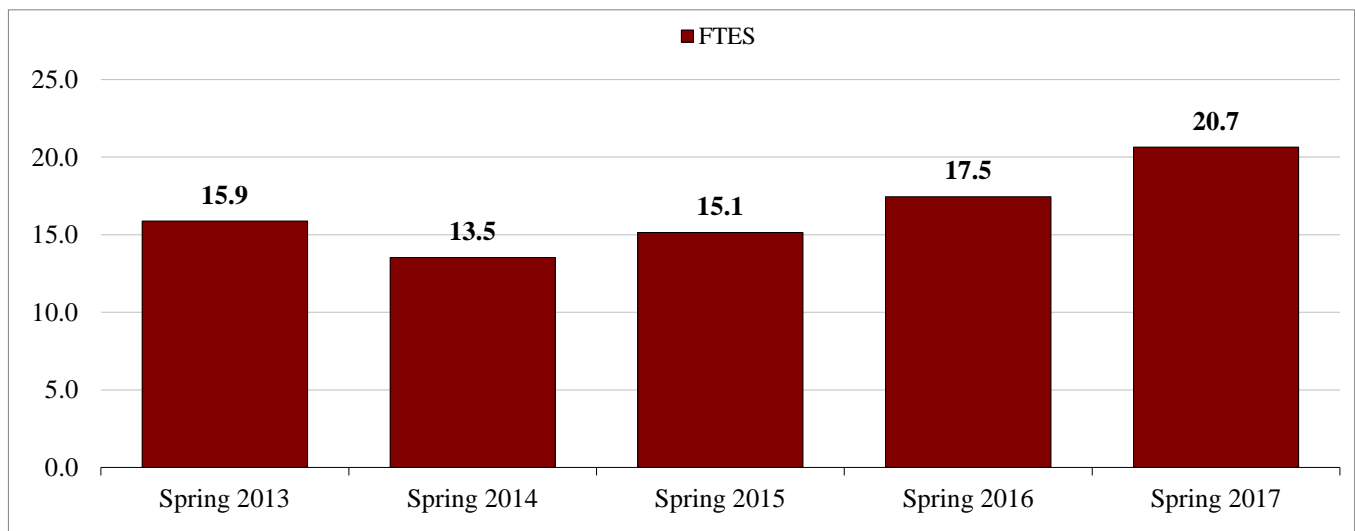
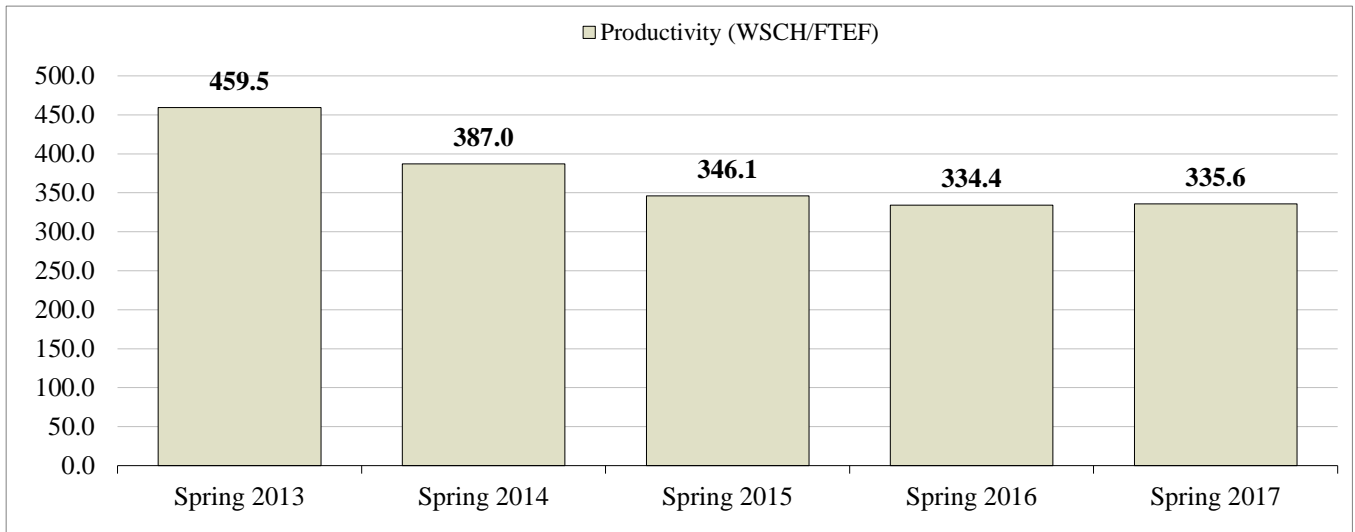
Definitions:

Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.

Course Completion Rate is the percentage of students receiving any grade other than 'W' relative to all students receiving a grade.

Enrollment Management: Part 1

Engineering (ENGR)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
WSCH	482	406	461	540	637
FTES	15.9	13.5	15.1	17.5	20.7
FTEF	1.0	1.0	1.3	1.6	1.9
Productivity (WSCH/FTEF)	459.5	387.0	346.1	334.4	335.6



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.

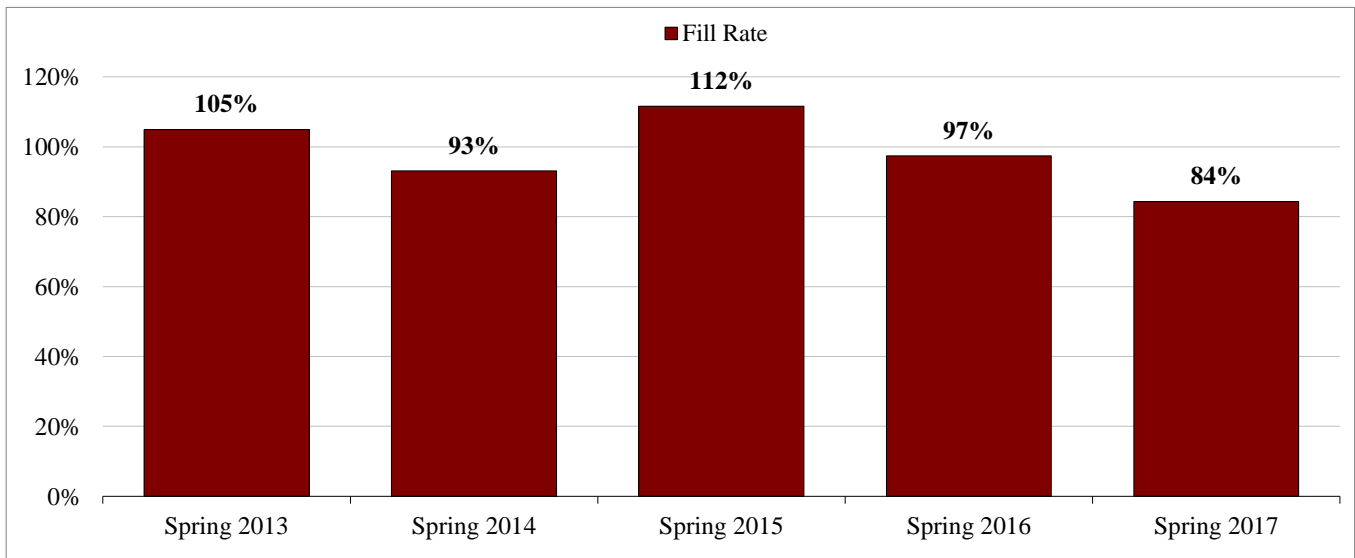
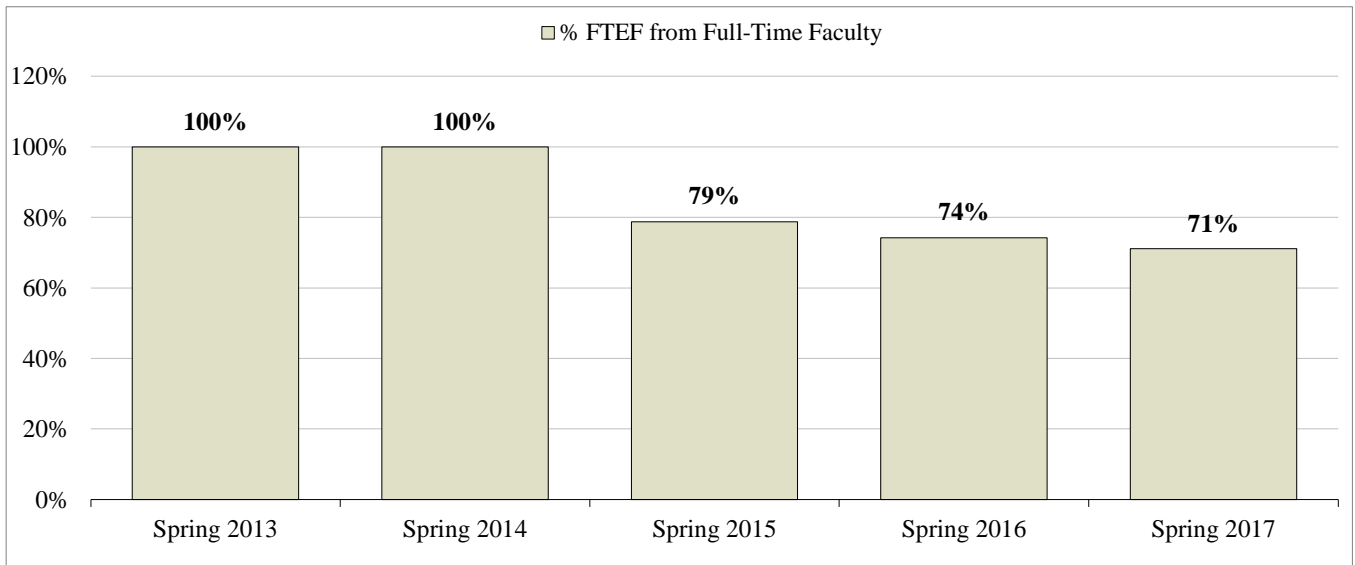
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Note: Enrollment Management data includes all credit courses accounted for during the respective academic terms; data accessed on 7/11/17.

Enrollment Management: Part 2

Engineering (ENGR)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
FTEF from Full-Time Faculty	1.0	1.0	1.0	1.2	1.3
% FTEF from Full-Time Faculty	100%	100%	79%	74%	71%
Enrollments	107	95	115	152	177
Capacity (seats available)	102	102	103	156	210
Fill Rate	105%	93%	112%	97%	84%



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 includes all credit courses accounted for during the respective academic terms; data accessed on 7/11/17.