



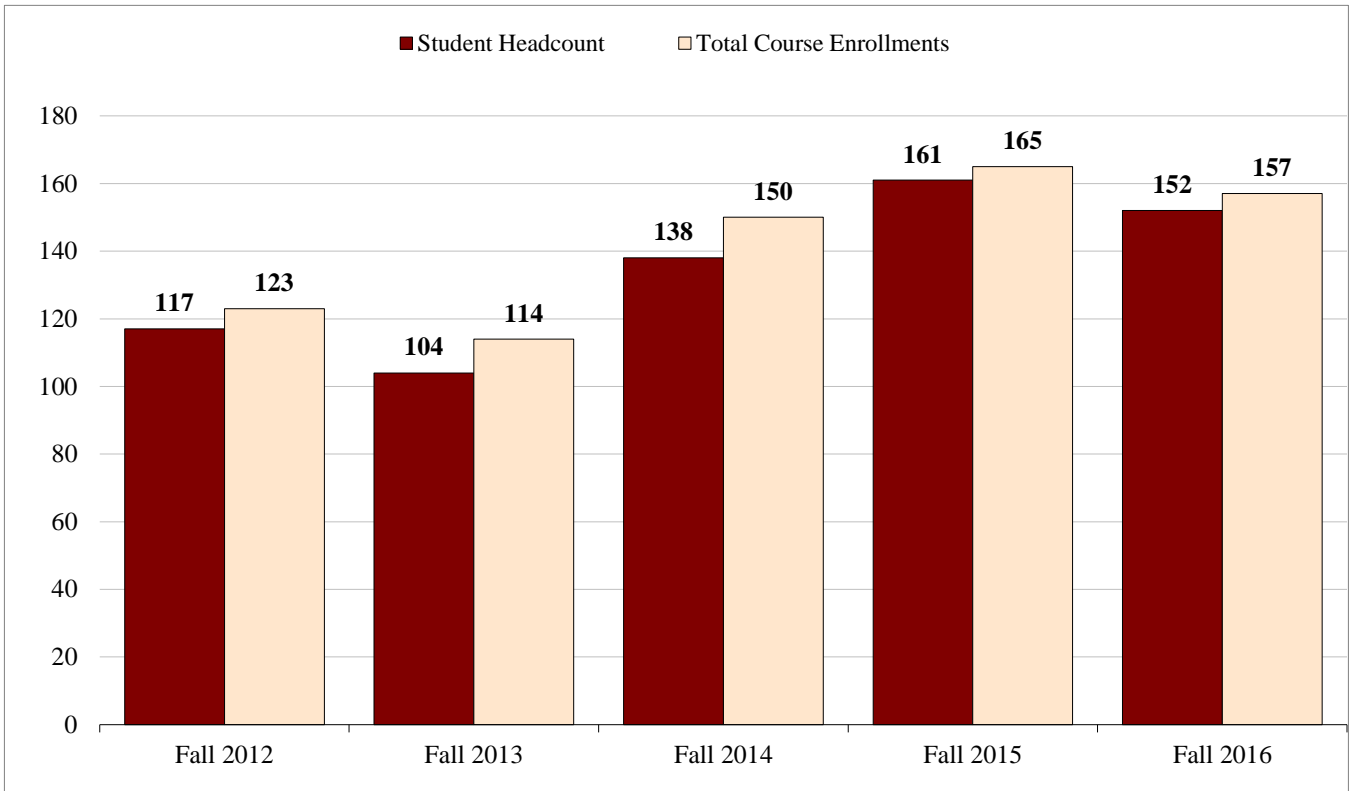
Las Positas College
Program Review Discipline Data Packet
Fall 2012 to Fall 2016

Discipline:
Engineering (ENGR)

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Headcount & Enrollment

Engineering (ENGR)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student Headcount	117	104	138	161	152
Total Course Enrollments	123	114	150	165	157



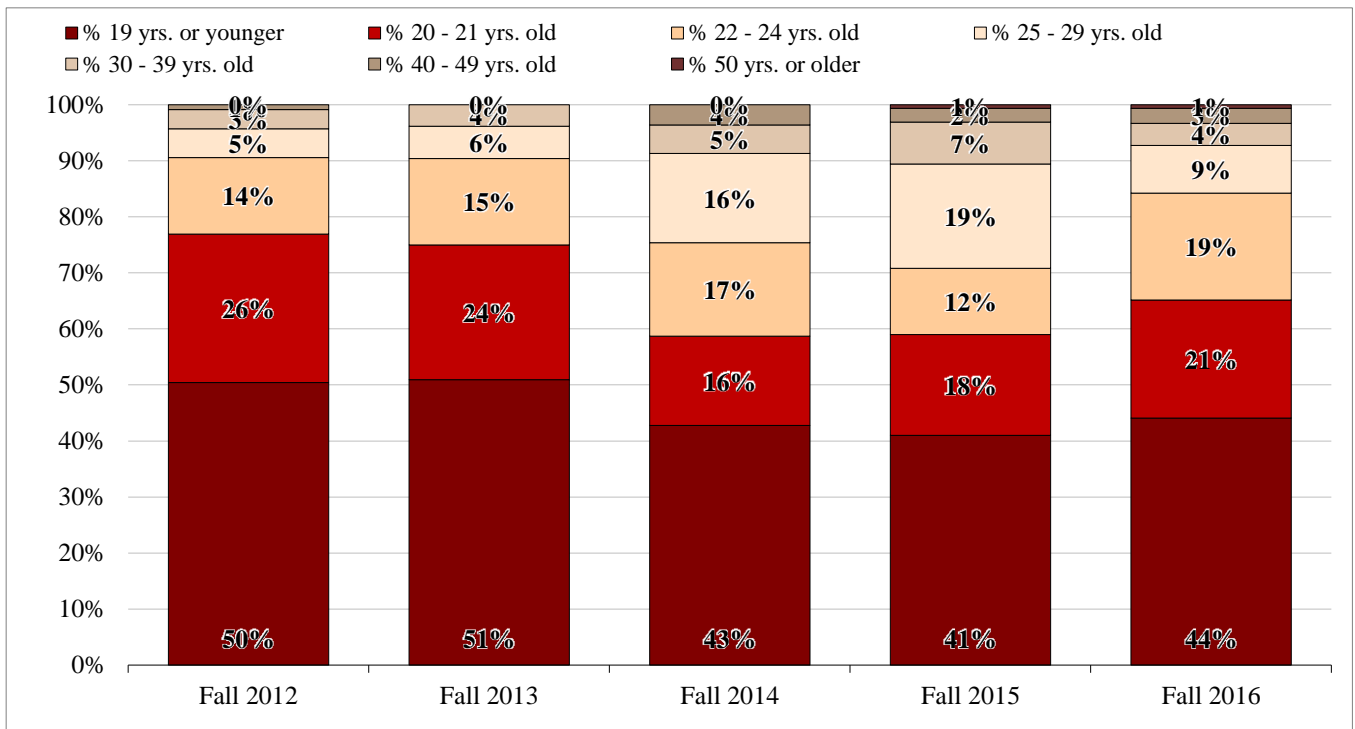
Definitions:

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.

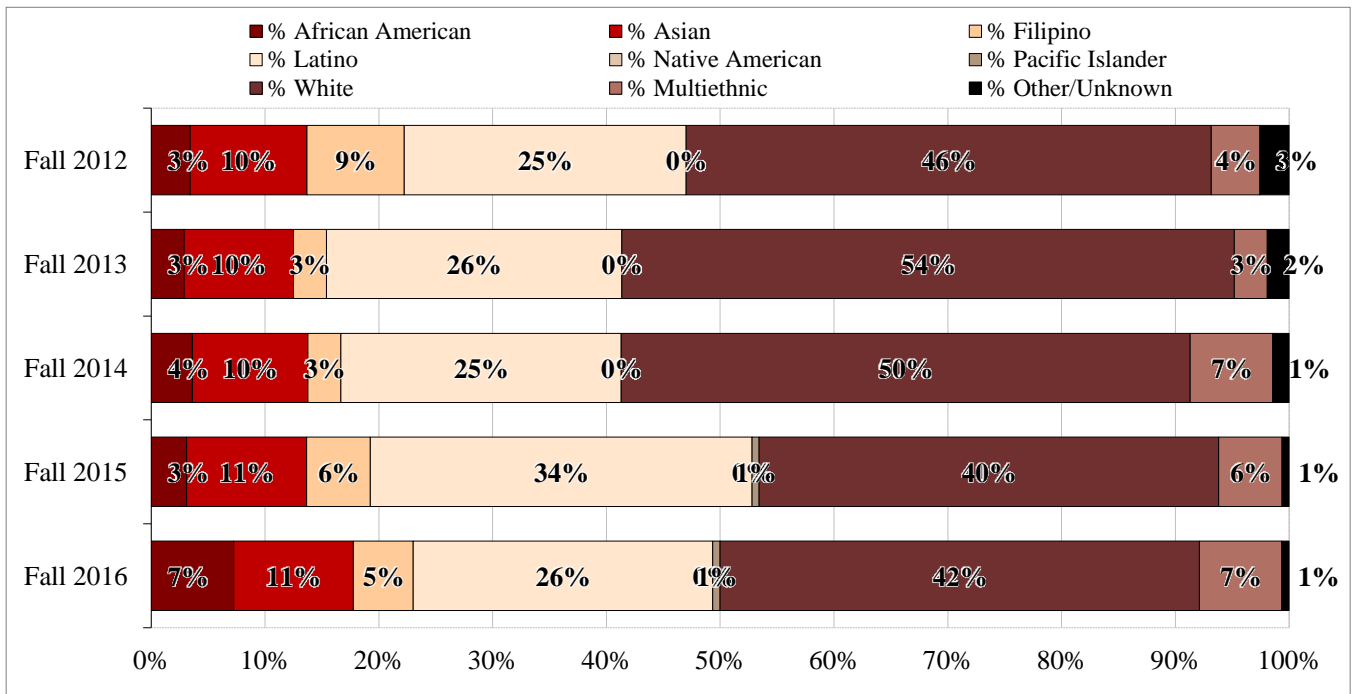
Student Demographics: Gender & Age

Engineering (ENGR)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female	14	14	14	22	20
Male	103	88	122	139	131
19 yrs. or younger	59	53	59	66	67
20-21 yrs. old	31	25	22	29	32
22-24 yrs. old	16	16	23	19	29
25-29 yrs. old	6	6	22	30	13
30-39 yrs. old	4	4	7	12	6
40-49 yrs. old	1	0	5	4	4
50 yrs. or older	0	0	0	1	1
% Female	12%	14%	10%	14%	13%
% Male	88%	86%	90%	86%	87%
% 19 yrs. or younger	50%	51%	43%	41%	44%
% 20 - 21 yrs. old	26%	24%	16%	18%	21%
% 22 - 24 yrs. old	14%	15%	17%	12%	19%
% 25 - 29 yrs. old	5%	6%	16%	19%	9%
% 30 - 39 yrs. old	3%	4%	5%	7%	4%
% 40 - 49 yrs. old	1%	0%	4%	2%	3%
% 50 yrs. or older	0%	0%	0%	1%	1%



Student Demographic: Race-Ethnicity

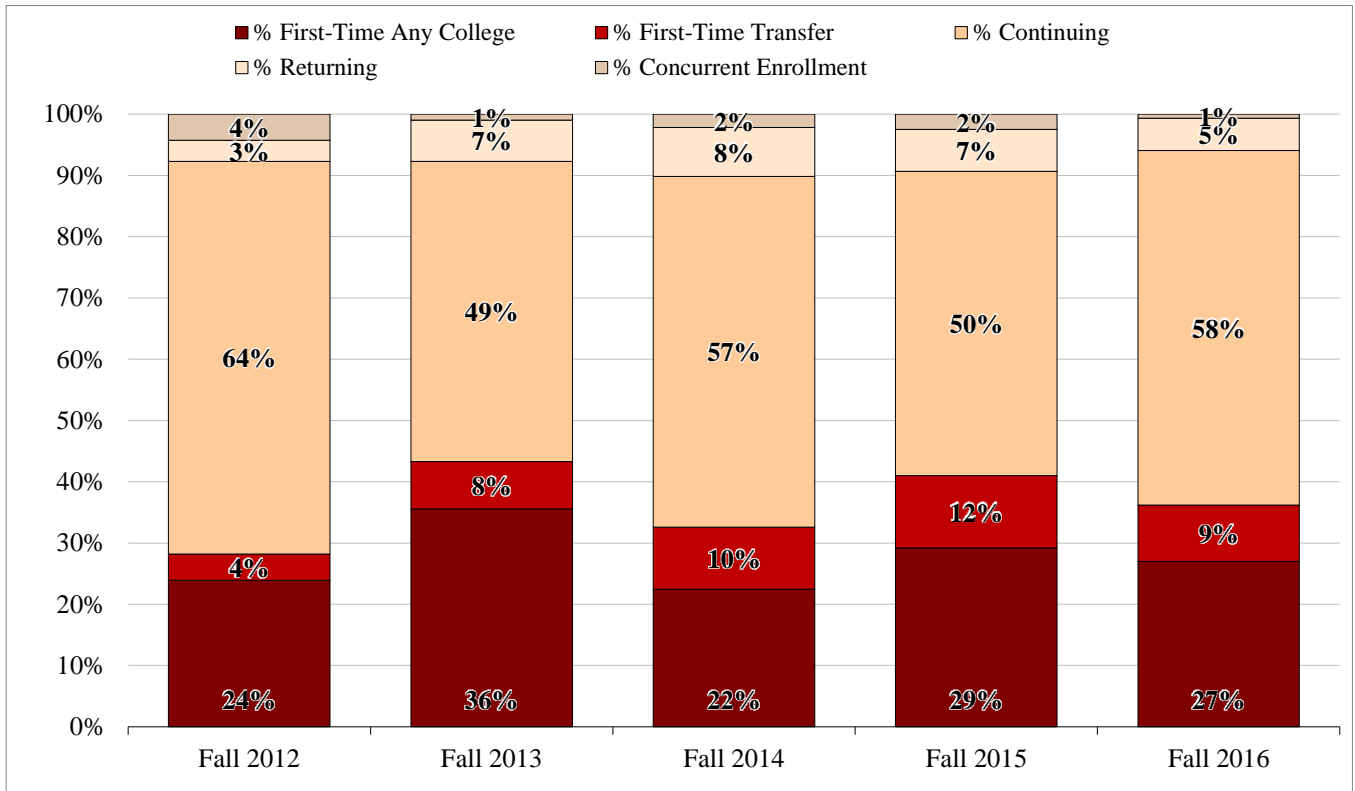
Engineering (ENGR)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	4	3	5	5	11
Asian	12	10	14	17	16
Filipino	10	3	4	9	8
Latino	29	27	34	54	40
Native American	0	0	0	0	0
Pacific Islander	0	0	0	1	1
White	54	56	69	65	64
Multiethnic	5	3	10	9	11
Other/Unknown	3	2	2	1	1
% African American	3%	3%	4%	3%	7%
% Asian	10%	10%	10%	11%	11%
% Filipino	9%	3%	3%	6%	5%
% Latino	25%	26%	25%	34%	26%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	1%	1%
% White	46%	54%	50%	40%	42%
% Multiethnic	4%	3%	7%	6%	7%
% Other/Unknown	3%	2%	1%	1%	1%



Note: Multiethnic category became available in Fall 2011.

Student Enrollment Status

Engineering (ENGR)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
First-Time Any College	28	37	31	47	41
First-Time Transfer	5	8	14	19	14
Continuing	75	51	79	80	88
Returning	4	7	11	11	8
Concurrent Enrollment	5	1	3	4	1
% First-Time Any College	24%	36%	22%	29%	27%
% First-Time Transfer	4%	8%	10%	12%	9%
% Continuing	64%	49%	57%	50%	58%
% Returning	3%	7%	8%	7%	5%
% Concurrent Enrollment	4%	1%	2%	2%	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.

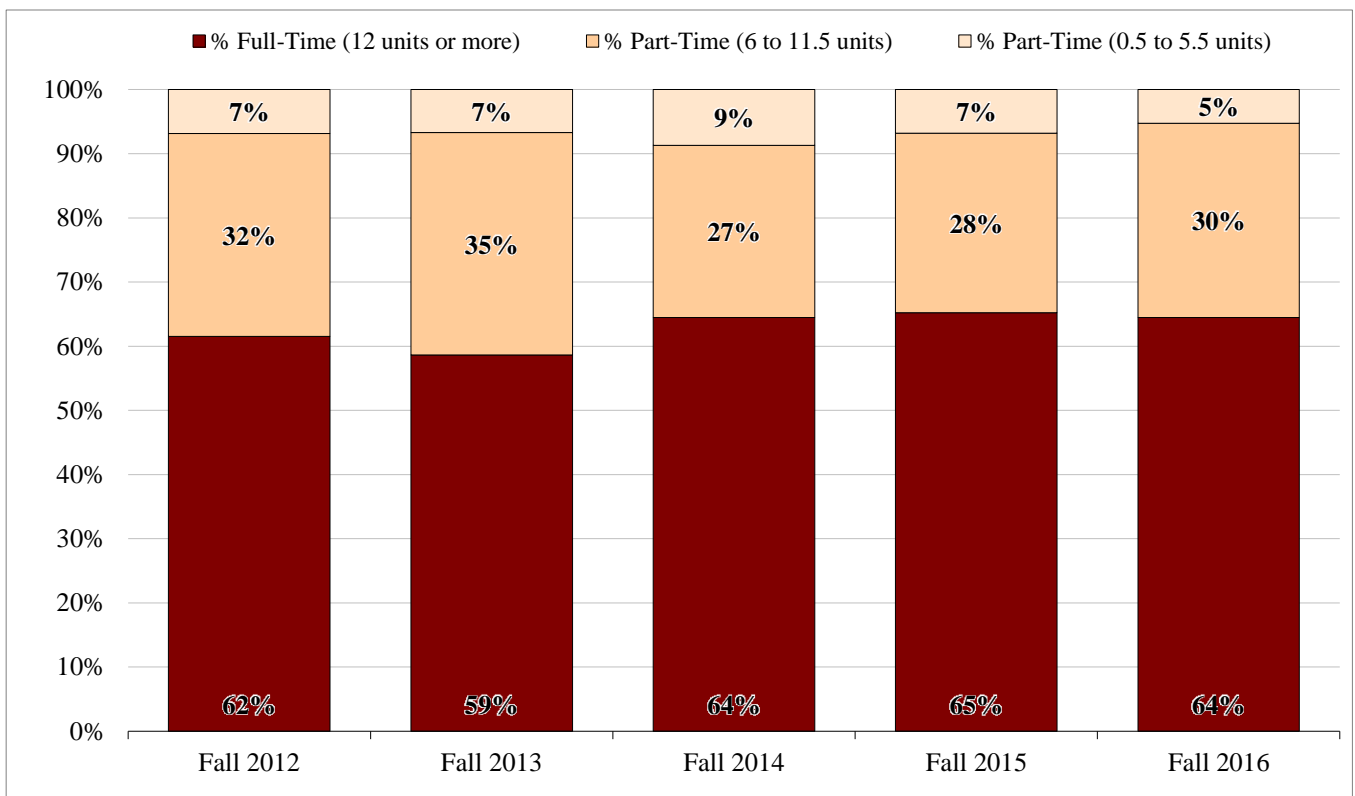
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

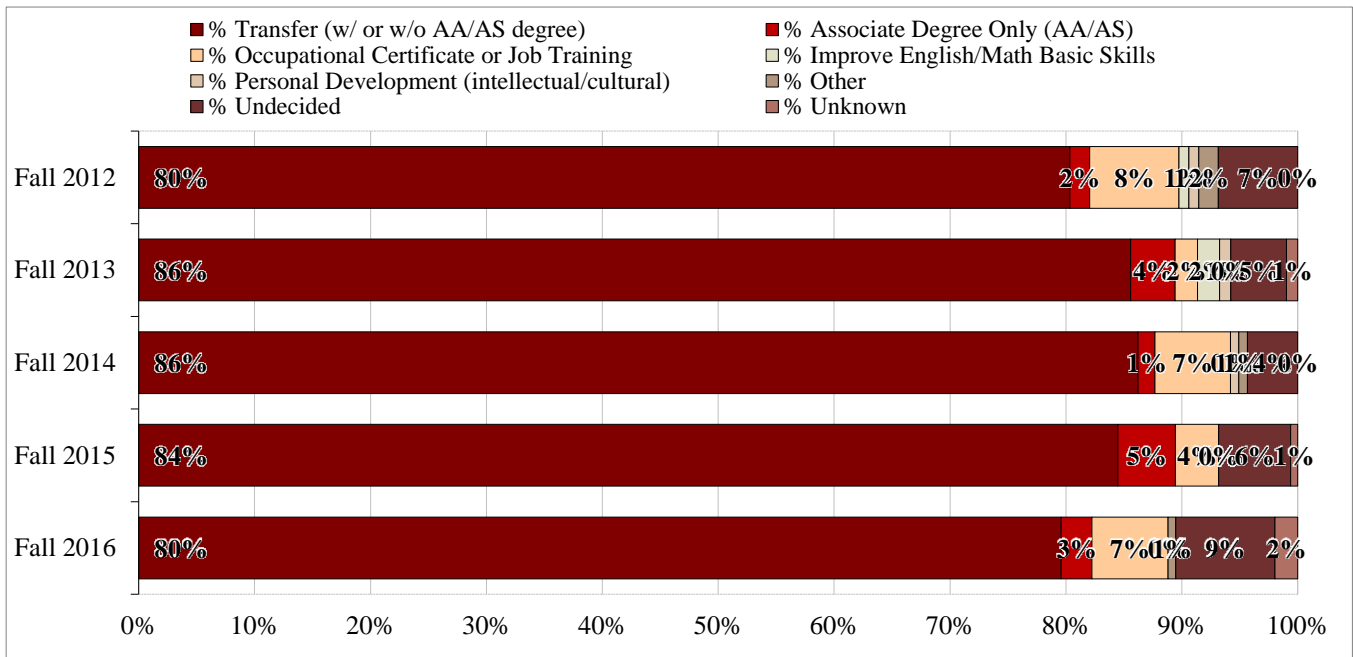
Student Unit Load

Engineering (ENGR)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Full-Time (12 units or more)	72	61	89	105	98
Part-Time (6 to 11.5 units)	37	36	37	45	46
Part-Time (0.5 to 5.5 units)	8	7	12	11	8
% Full-Time (12 units or more)	62%	59%	64%	65%	64%
% Part-Time (6 to 11.5 units)	32%	35%	27%	28%	30%
% Part-Time (0.5 to 5.5 units)	7%	7%	9%	7%	5%



Student Educational Goal

Engineering (ENGR)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Transfer (w/ or w/o AA/AS degree)	94	89	119	136	121
Associate Degree Only (AA/AS)	2	4	2	8	4
Occupational Certificate or Job Training	9	2	9	6	10
Improve English/Math Basic Skills	1	2	0	0	0
Personal Development (intellectual/cultural)	1	1	1	0	0
Other	2	0	1	0	1
Undecided	8	5	6	10	13
Unknown	0	1	0	1	3
% Transfer (w/ or w/o AA/AS degree)	80%	86%	86%	84%	80%
% Associate Degree Only (AA/AS)	2%	4%	1%	5%	3%
% Occupational Certificate or Job Training	8%	2%	7%	4%	7%
% Improve English/Math Basic Skills	1%	2%	0%	0%	0%
% Personal Development (intellectual/cultural)	1%	1%	1%	0%	0%
% Other	2%	0%	1%	0%	1%
% Undecided	7%	5%	4%	6%	9%
% Unknown	0%	1%	0%	1%	2%



Definitions:

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

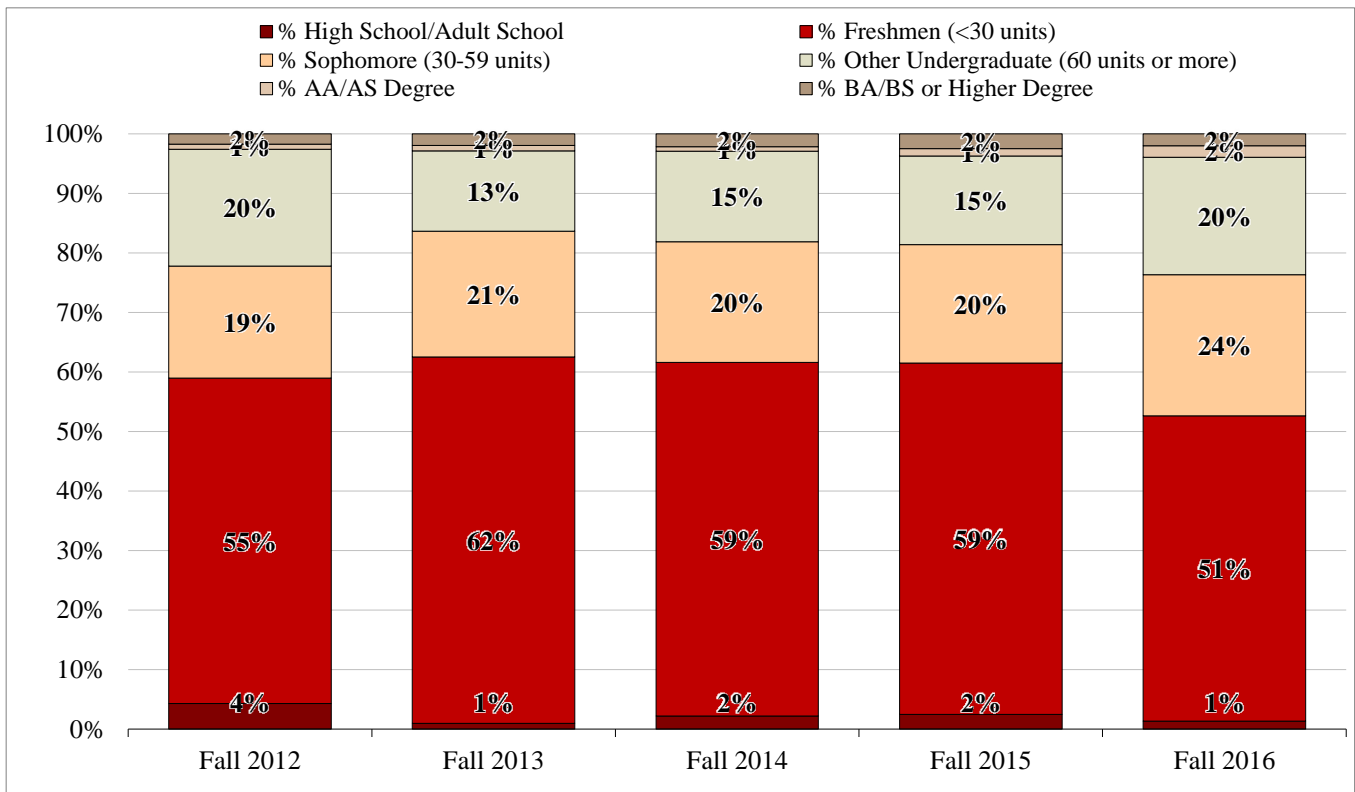
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

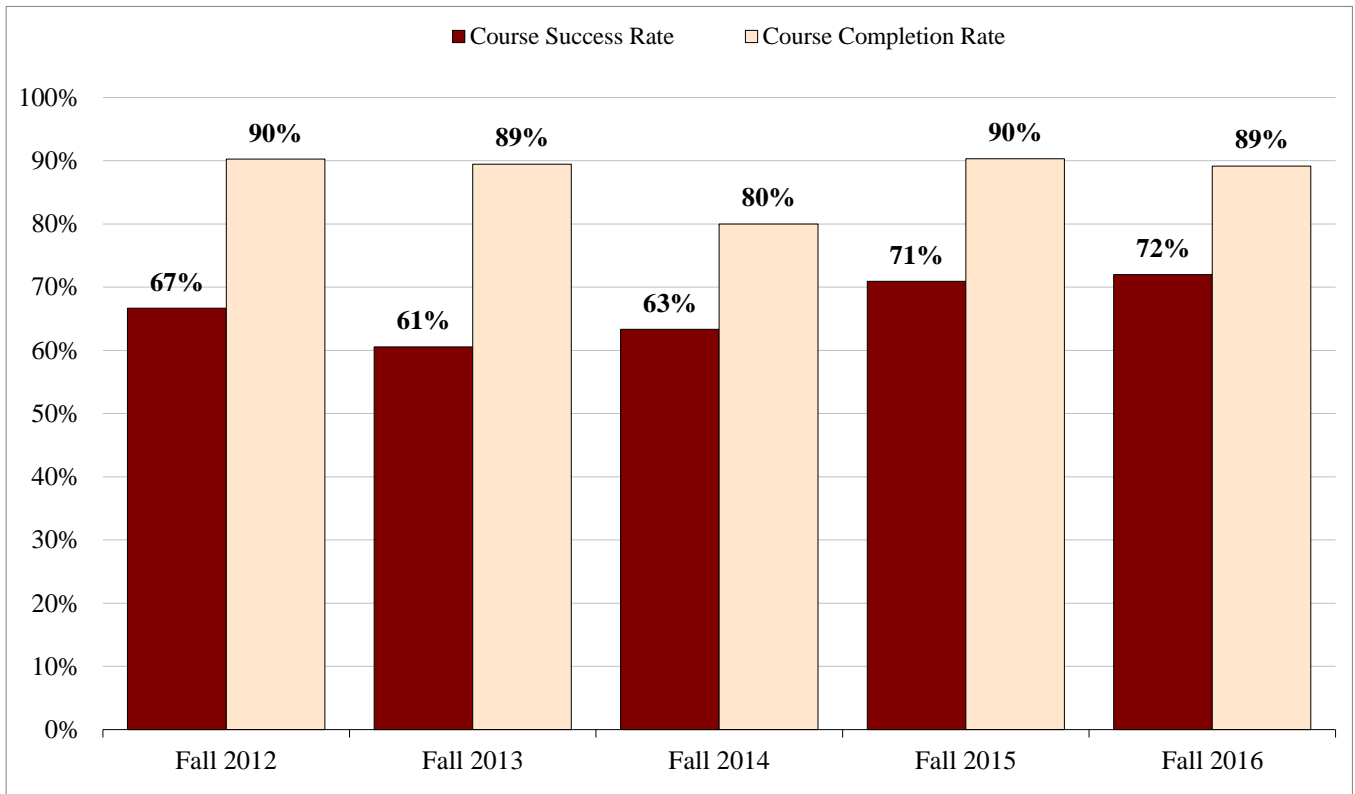
Highest Educational Level of Students

Engineering (ENGR)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
High School/Adult School	5	1	3	4	2
Freshmen (<30 units)	64	64	82	95	78
Sophomore (30-59 units)	22	22	28	32	36
Other Undergraduate (60 units or more)	23	14	21	24	30
AA/AS Degree	1	1	1	2	3
BA/BS or Higher Degree	2	2	3	4	3
% High School/Adult School	4%	1%	2%	2%	1%
% Freshmen (<30 units)	55%	62%	59%	59%	51%
% Sophomore (30-59 units)	19%	21%	20%	20%	24%
% Other Undergraduate (60 units or more)	20%	13%	15%	15%	20%
% AA/AS Degree	1%	1%	1%	1%	2%
% BA/BS or Higher Degree	2%	2%	2%	2%	2%



Student Performance

Engineering (ENGR)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Course Success Rate	67%	61%	63%	71%	72%
Course Completion Rate	90%	89%	80%	90%	89%



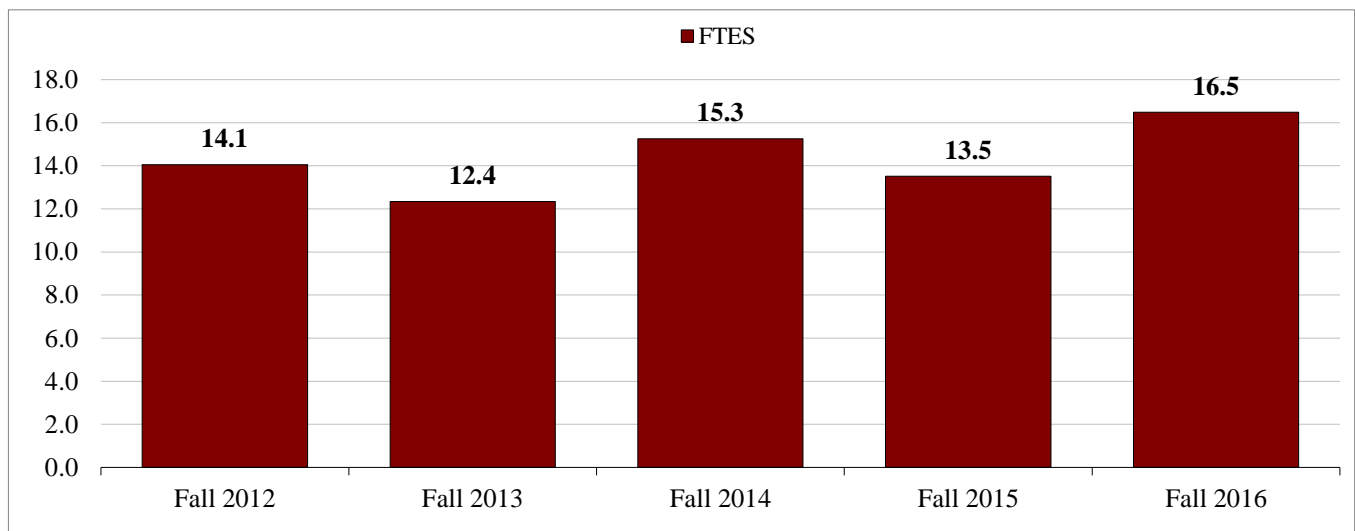
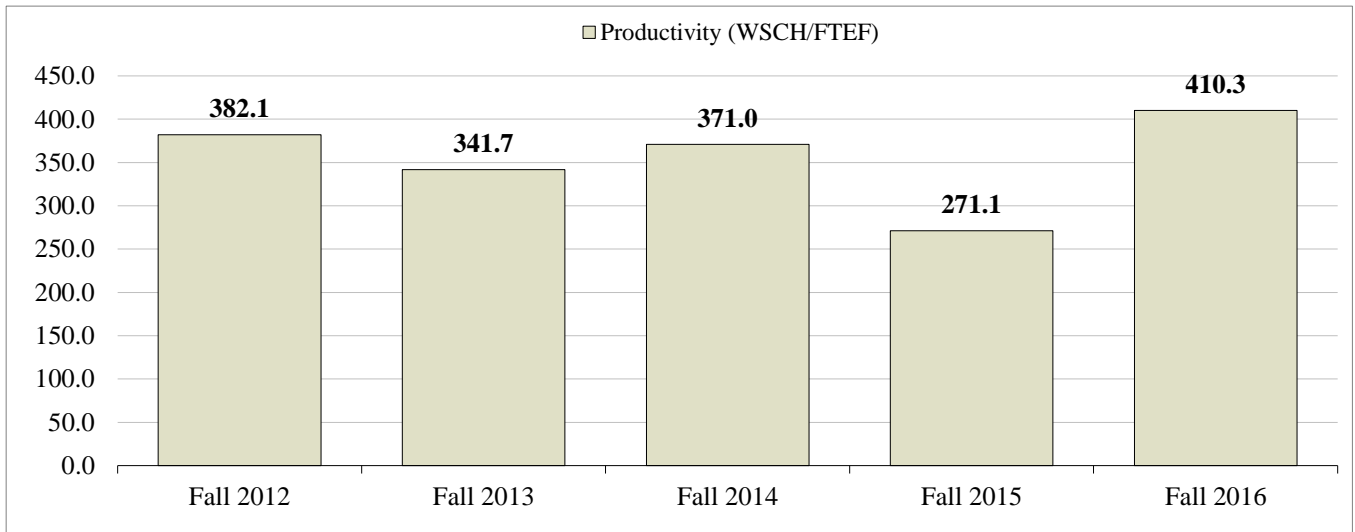
Definitions:

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				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
WSCH	426	381	463	415	512
FTES	14.1	12.4	15.3	13.5	16.5
FTEF	1.1	1.1	1.2	1.5	1.2
Productivity (WSCH/FTEF)	382.1	341.7	371.0	271.1	410.3



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.

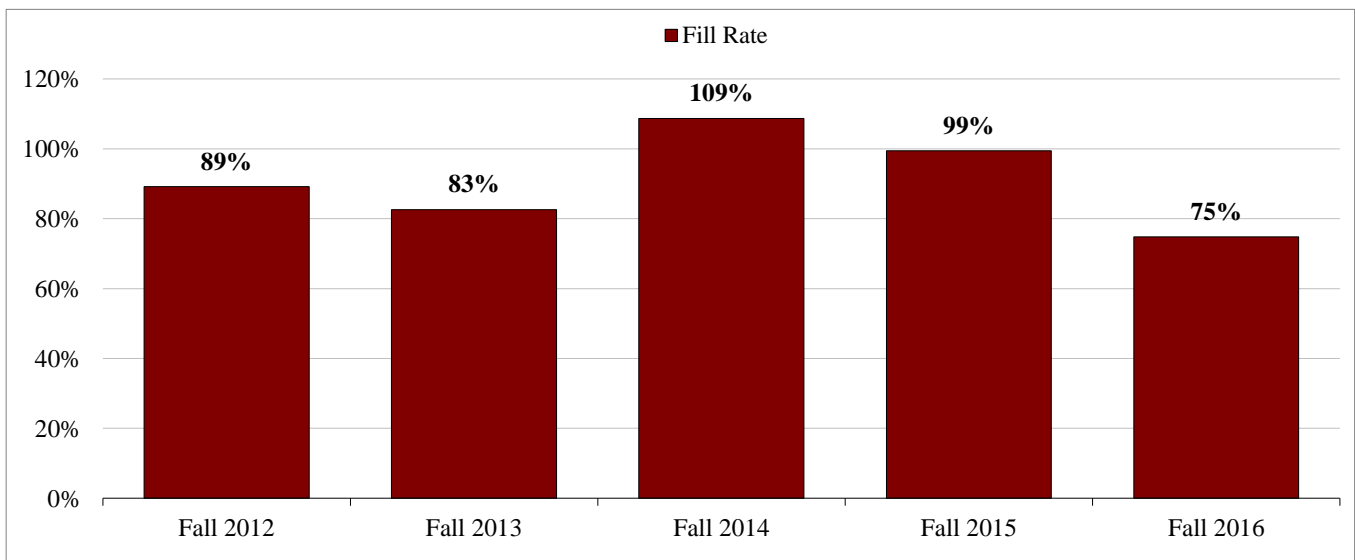
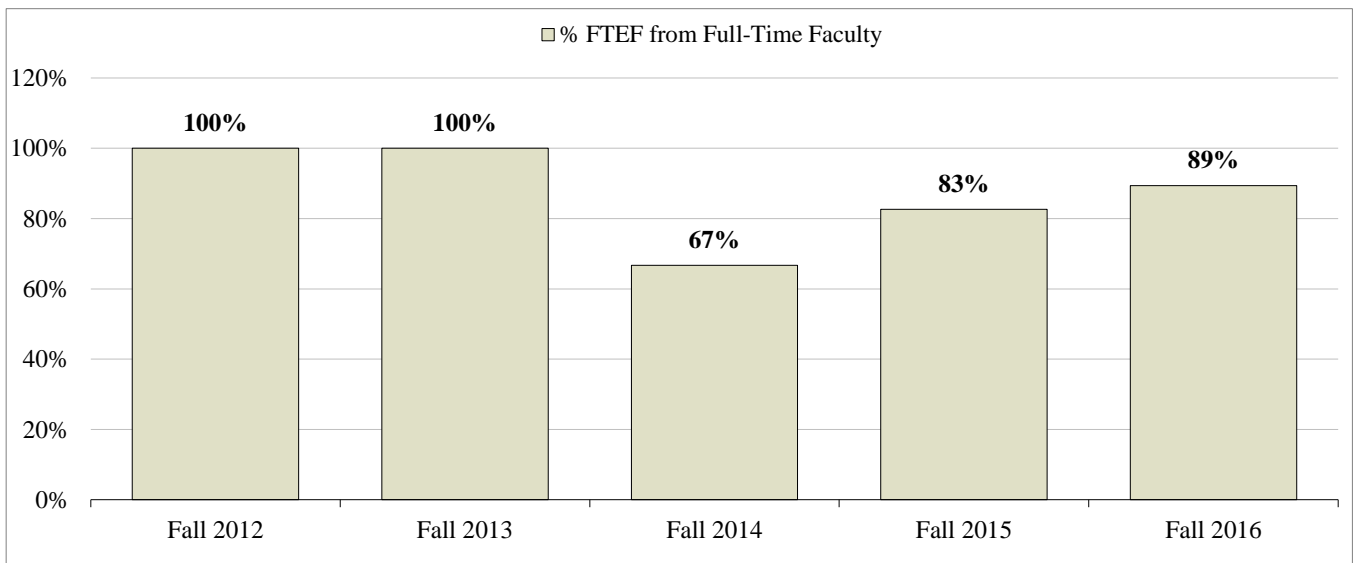
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 5/9/17.

Enrollment Management: Part 2

Engineering (ENGR)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
FTEF from Full-Time Faculty	1.1	1.1	0.8	1.3	1.1
% FTEF from Full-Time Faculty	100%	100%	67%	83%	89%
Enrollments	123	114	150	165	157
Capacity (seats available)	138	138	138	166	210
Fill Rate	89%	83%	109%	99%	75%



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 5/9/17.