



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

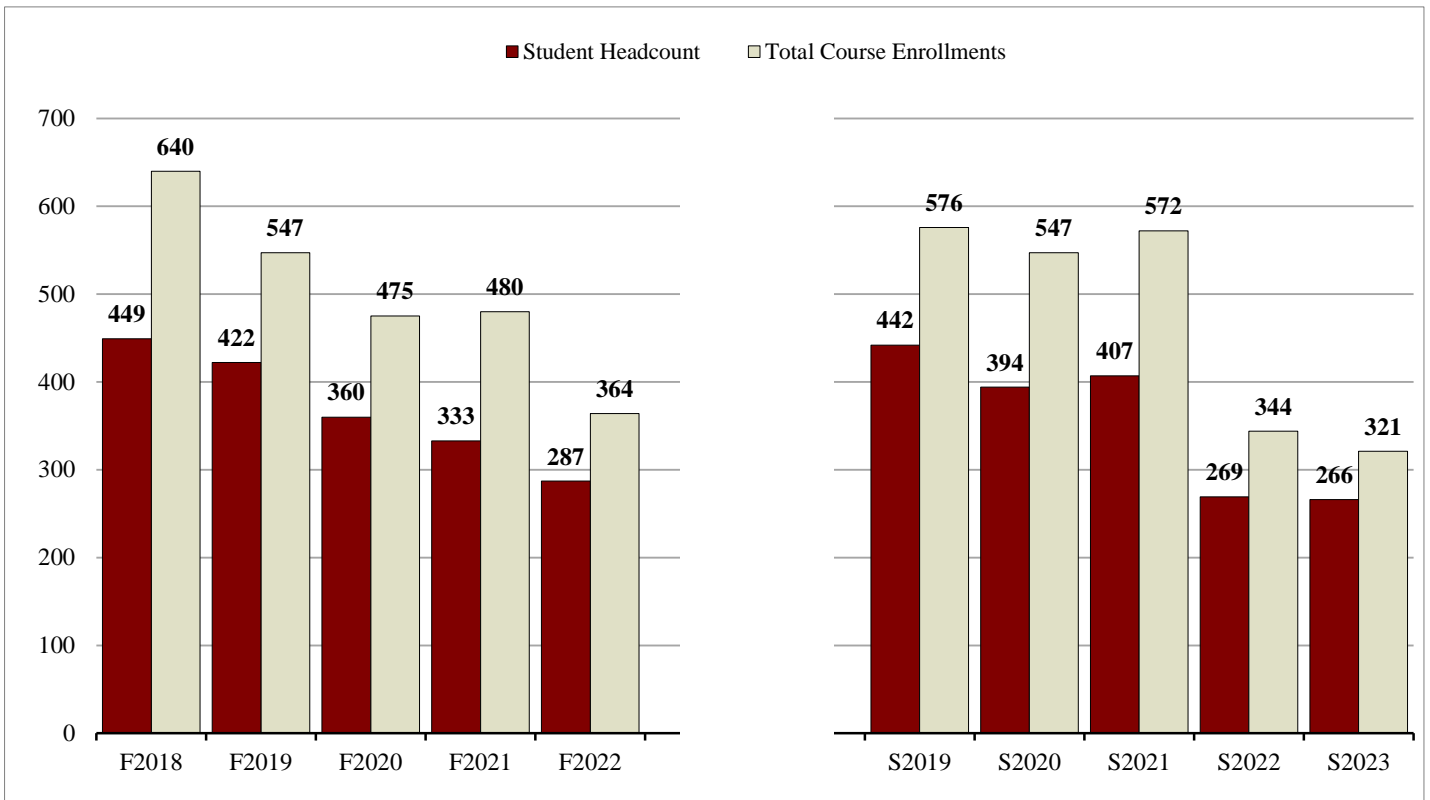
Discipline:

Early Care and Education (ECE/ECD)

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Headcount & Enrollment

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Student Headcount	449	422	360	333	287	442	394	407	269	266
Total Course Enrollments	640	547	475	480	364	576	547	572	344	321



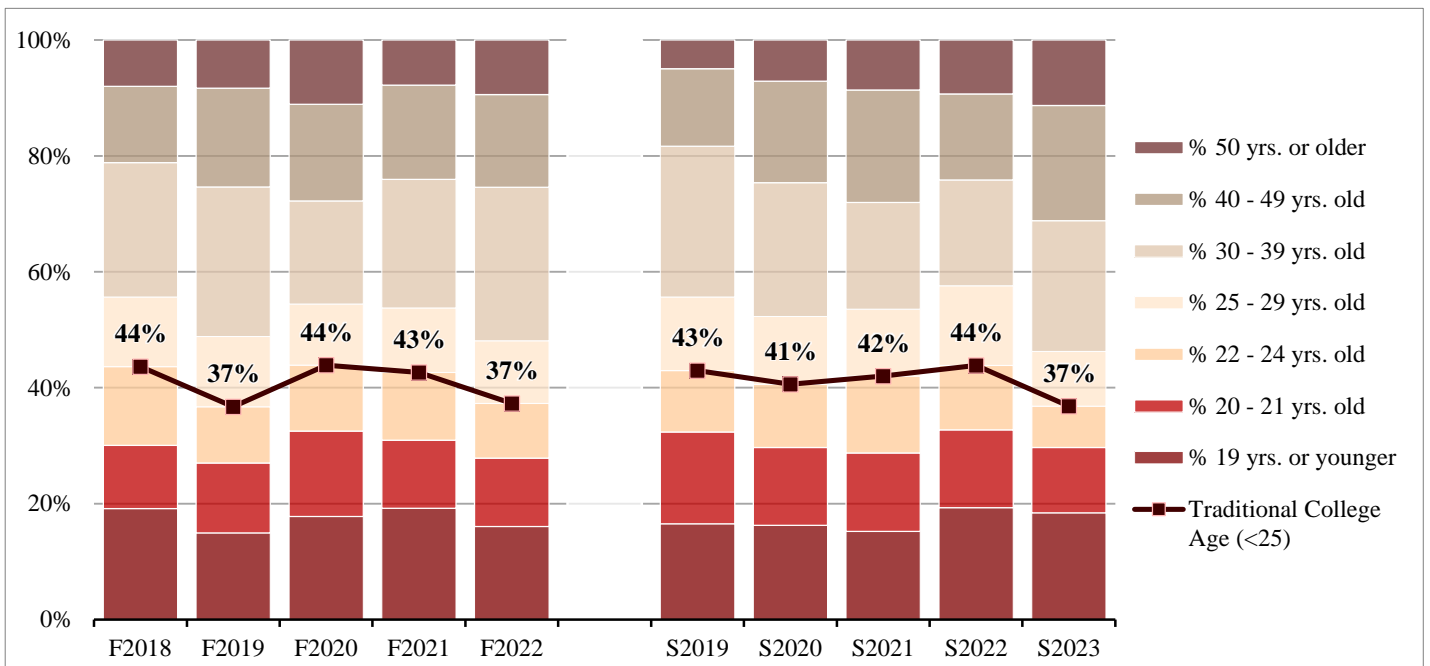
Definitions:

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.

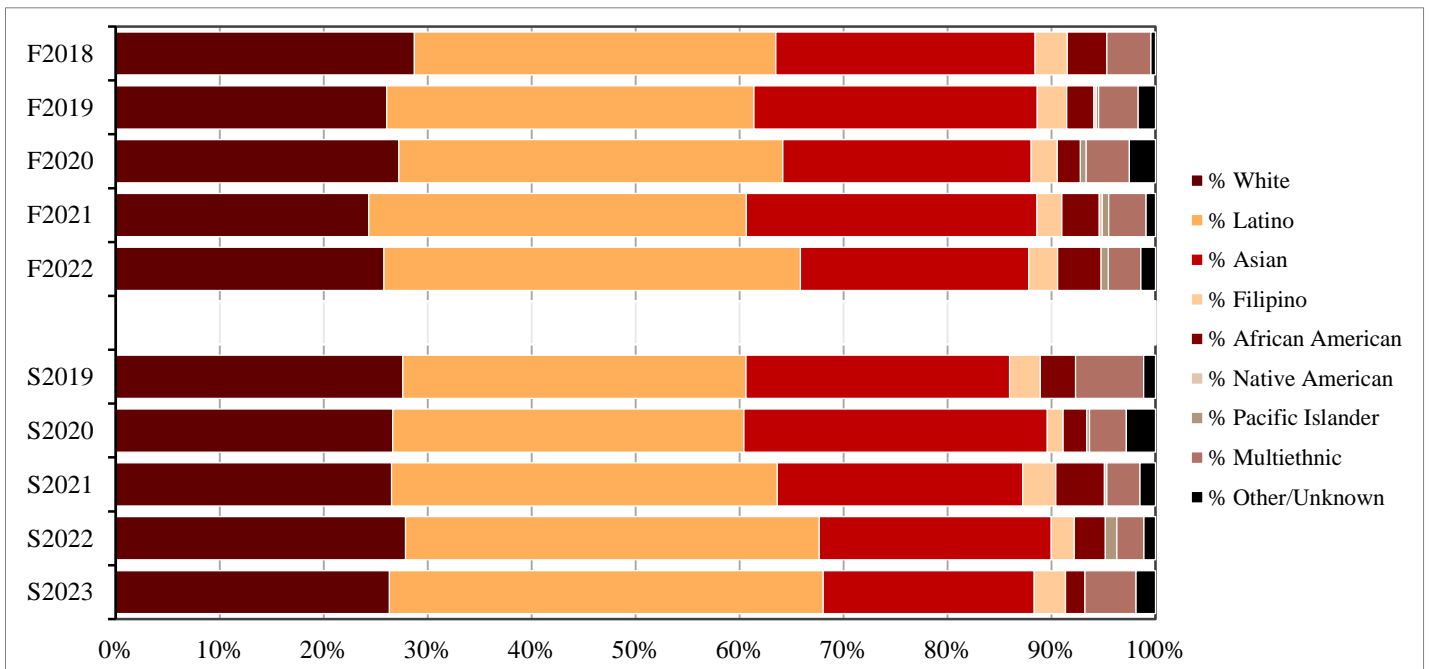
Student Demographics: Gender & Age

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Female	412	396	337	314	273	406	370	373	246	247
Male	28	19	16	14	7	27	17	27	19	10
19 yrs. or younger	86	63	64	64	46	73	64	62	52	49
20-21 yrs. old	49	51	53	39	34	70	53	55	36	30
22-24 yrs. old	61	41	41	39	27	47	43	54	30	19
25-29 yrs. old	54	51	38	37	31	56	46	47	37	25
30-39 yrs. old	104	109	64	74	76	115	91	75	49	60
40-49 yrs. old	59	72	60	54	46	59	69	79	40	53
50 yrs. or older	36	35	40	26	27	22	28	35	25	30
% Female	94%	95%	95%	96%	98%	94%	96%	93%	93%	96%
% Male	6%	5%	5%	4%	3%	6%	4%	7%	7%	4%
% 19 yrs. or younger	19%	15%	18%	19%	16%	17%	16%	15%	19%	18%
% 20 - 21 yrs. old	11%	12%	15%	12%	12%	16%	13%	14%	13%	11%
% 22 - 24 yrs. old	14%	10%	11%	12%	9%	11%	11%	13%	11%	7%
% 25 - 29 yrs. old	12%	12%	11%	11%	11%	13%	12%	12%	14%	9%
% 30 - 39 yrs. old	23%	26%	18%	22%	26%	26%	23%	18%	18%	23%
% 40 - 49 yrs. old	13%	17%	17%	16%	16%	13%	18%	19%	15%	20%
% 50 yrs. or older	8%	8%	11%	8%	9%	5%	7%	9%	9%	11%



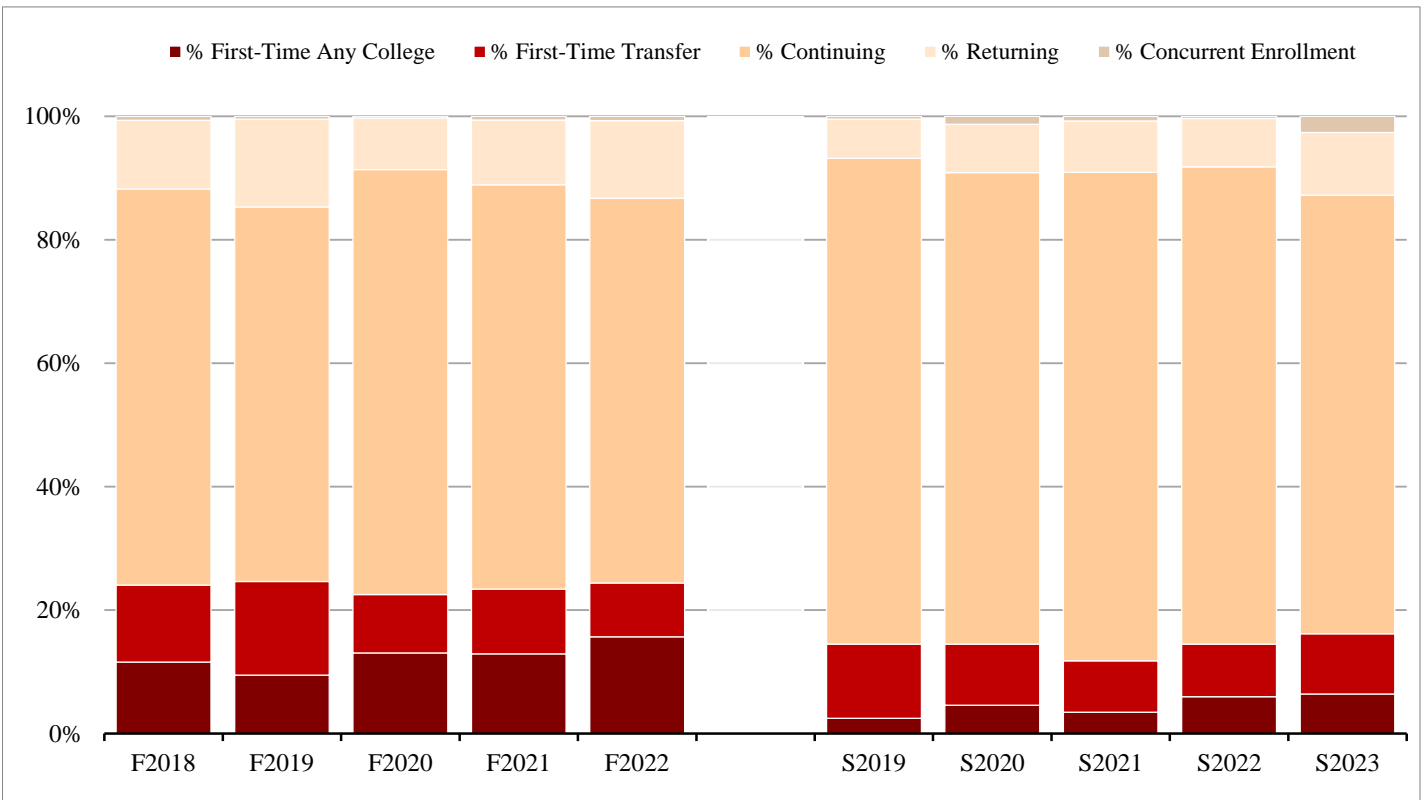
Student Demographic: Race-Ethnicity

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
African American	17	11	8	12	12	15	9	19	8	5
Asian	112	115	86	93	63	112	115	96	60	54
Filipino	14	12	9	8	8	13	6	13	6	8
Latino	156	149	133	121	115	146	133	151	107	111
Native American	0	1	0	1	0	0	0	1	0	0
Pacific Islander	0	1	2	2	2	0	1	0	3	0
White	129	110	98	81	74	122	105	108	75	70
Multiethnic	19	16	15	12	9	29	14	13	7	13
Other/Unknown	2	7	9	3	4	5	11	6	3	5
% African American	4%	3%	2%	4%	4%	3%	2%	5%	3%	2%
% Asian	25%	27%	24%	28%	22%	25%	29%	24%	22%	20%
% Filipino	3%	3%	3%	2%	3%	3%	2%	3%	2%	3%
% Latino	35%	35%	37%	36%	40%	33%	34%	37%	40%	42%
% Native American	0%	<1%	0%	<1%	0%	0%	0%	<1%	0%	0%
% Pacific Islander	0%	<1%	1%	1%	1%	0%	<1%	0%	1%	0%
% White	29%	26%	27%	24%	26%	28%	27%	27%	28%	26%
% Multiethnic	4%	4%	4%	4%	3%	7%	4%	3%	3%	5%
% Other/Unknown	<1%	2%	3%	1%	1%	1%	3%	1%	1%	2%



Student Enrollment Status

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
First-Time Any College	52	40	47	43	45	11	18	14	16	17
First-Time Transfer	56	64	34	35	25	53	39	34	23	26
Continuing	288	256	248	218	179	348	301	322	208	189
Returning	50	60	30	35	36	28	31	34	21	27
Concurrent Enrollment	3	2	1	2	2	2	5	3	1	7
% First-Time Any College	12%	9%	13%	13%	16%	2%	5%	3%	6%	6%
% First-Time Transfer	12%	15%	9%	11%	9%	12%	10%	8%	9%	10%
% Continuing	64%	61%	69%	65%	62%	79%	76%	79%	77%	71%
% Returning	11%	14%	8%	11%	13%	6%	8%	8%	8%	10%
% Concurrent Enrollment	1%	<1%	<1%	1%	1%	<1%	1%	1%	<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.

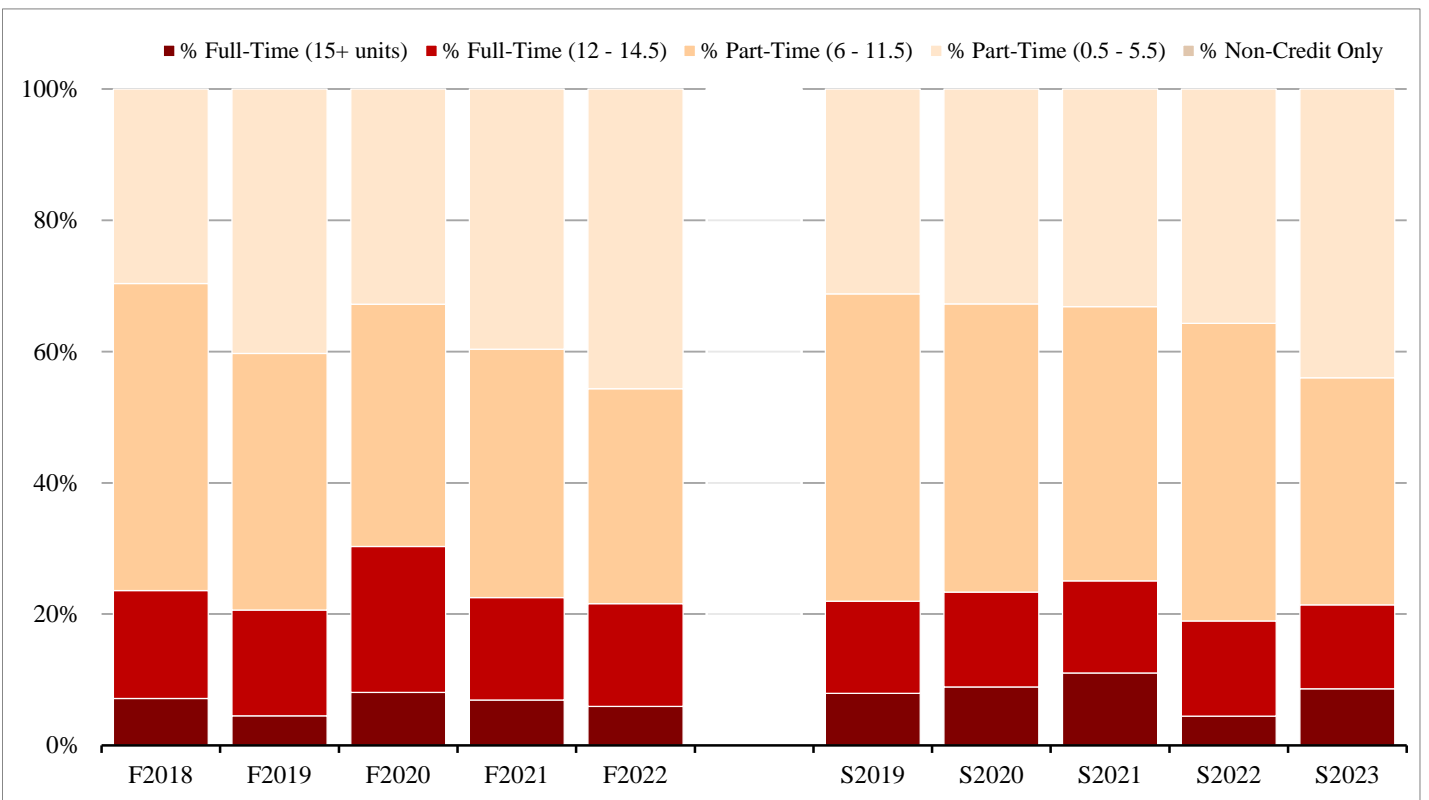
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

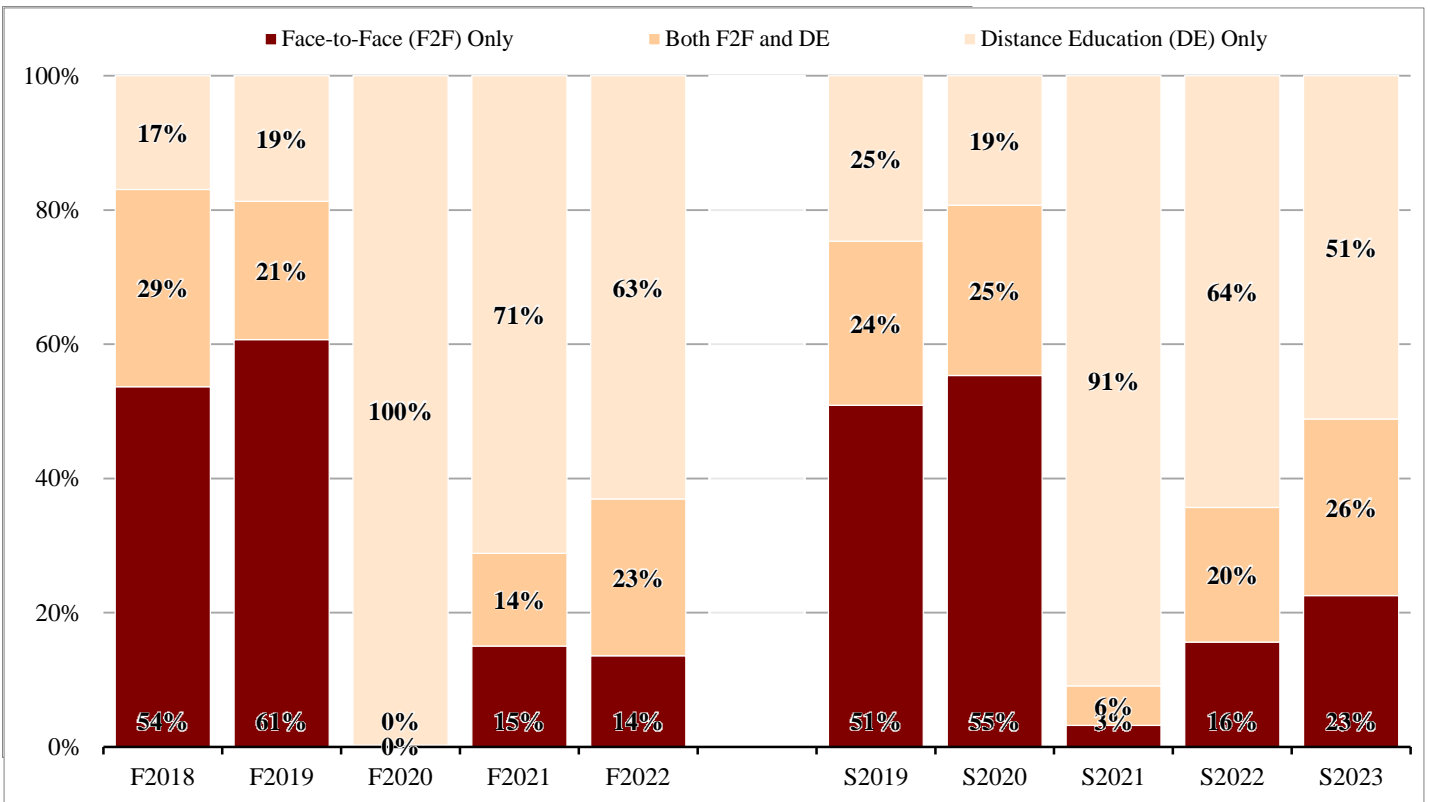
Student Unit Load

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Full-Time (15+ units)	32	19	29	23	17	35	35	45	12	23
Full-Time (12 - 14.5 units)	74	68	80	52	45	62	57	57	39	34
Part-Time (6 - 11.5 units)	210	165	133	126	94	207	173	170	122	92
Part-Time (0.5 - 5.5 units)	133	170	118	132	131	138	129	135	96	117
Non-Credit Only	0	0	0	0	0	0	0	0	0	0
% Full-Time (15+ units)	7%	5%	8%	7%	6%	8%	9%	11%	4%	9%
% Full-Time (12 - 14.5)	16%	16%	22%	16%	16%	14%	14%	14%	14%	13%
% Part-Time (6 - 11.5)	47%	39%	37%	38%	33%	47%	44%	42%	45%	35%
% Part-Time (0.5 - 5.5)	30%	40%	33%	40%	46%	31%	33%	33%	36%	44%
% Non-Credit Only	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



Students Using Distance Education

Early Care and Education (ECE/ECD)										
(Categories reflect college-wide coursework)	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Face-to-Face (F2F) Only	241	256	0	50	39	225	218	13	42	60
Both F2F and DE	132	87	1	46	67	108	100	24	54	70
Distance Education (DE) Only	76	79	359	237	181	109	76	370	173	136
% Face-to-Face (F2F) Only	54%	61%	0%	15%	14%	51%	55%	3%	16%	23%
% Both F2F and DE	29%	21%	<1%	14%	23%	24%	25%	6%	20%	26%
% Distance Education (DE) Only	17%	19%	100%	71%	63%	25%	19%	91%	64%	51%

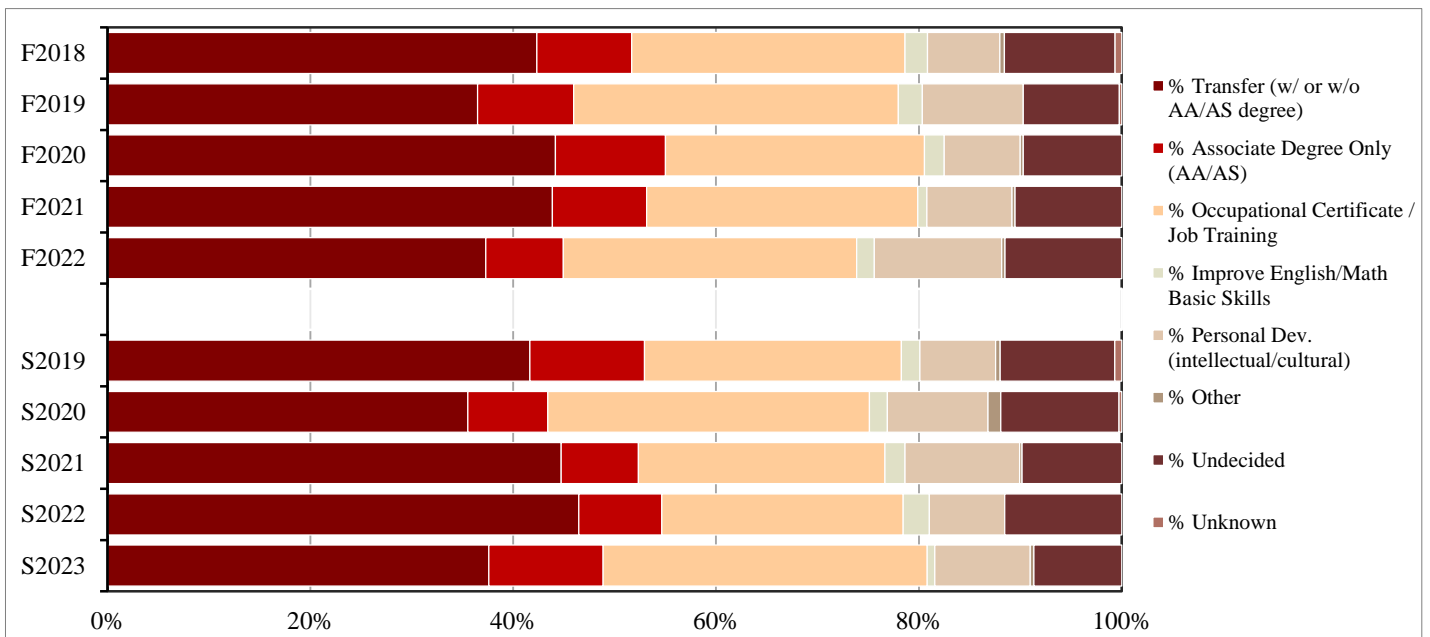


Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Student Educational Goal

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Transfer (w/ or w/o AA/AS degree)	190	154	159	146	107	184	140	182	125	100
Associate Degree Only (AA/AS)	42	40	39	31	22	50	31	31	22	30
Occupational Certificate / Job Training	121	135	92	89	83	112	125	99	64	85
Improve English/Math Basic Skills	10	10	7	3	5	8	7	8	7	2
Personal Development (intellectual/cultural)	32	42	27	28	36	33	39	46	20	25
Other	2	0	1	1	1	2	5	1	0	1
Undecided	49	40	35	35	33	50	46	40	31	23
Unknown	3	1	0	0	0	3	1	0	0	0
% Transfer (w/ or w/o AA/AS degree)	42%	36%	44%	44%	37%	42%	36%	45%	46%	38%
% Associate Degree Only (AA/AS)	9%	9%	11%	9%	8%	11%	8%	8%	8%	11%
% Occupational Certificate / Job Training	27%	32%	26%	27%	29%	25%	32%	24%	24%	32%
% Improve English/Math Basic Skills	2%	2%	2%	1%	2%	2%	2%	2%	3%	1%
% Personal Dev. (intellectual/cultural)	7%	10%	8%	8%	13%	7%	10%	11%	7%	9%
% Other	<1%	0%	<1%	<1%	<1%	<1%	1%	<1%	0%	<1%
% Undecided	11%	9%	10%	11%	11%	11%	12%	10%	12%	9%
% Unknown	1%	<1%	0%	0%	0%	1%	<1%	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.

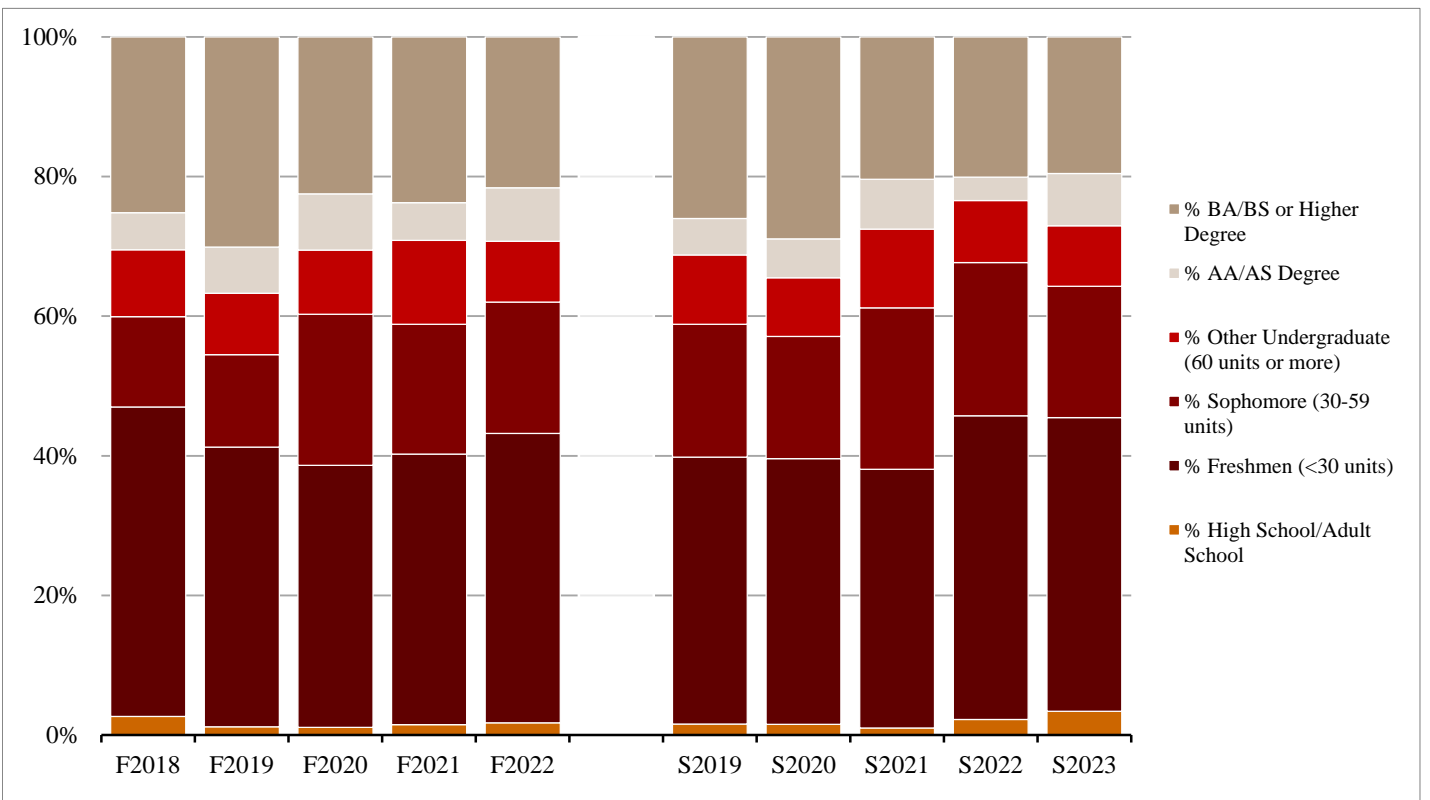
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

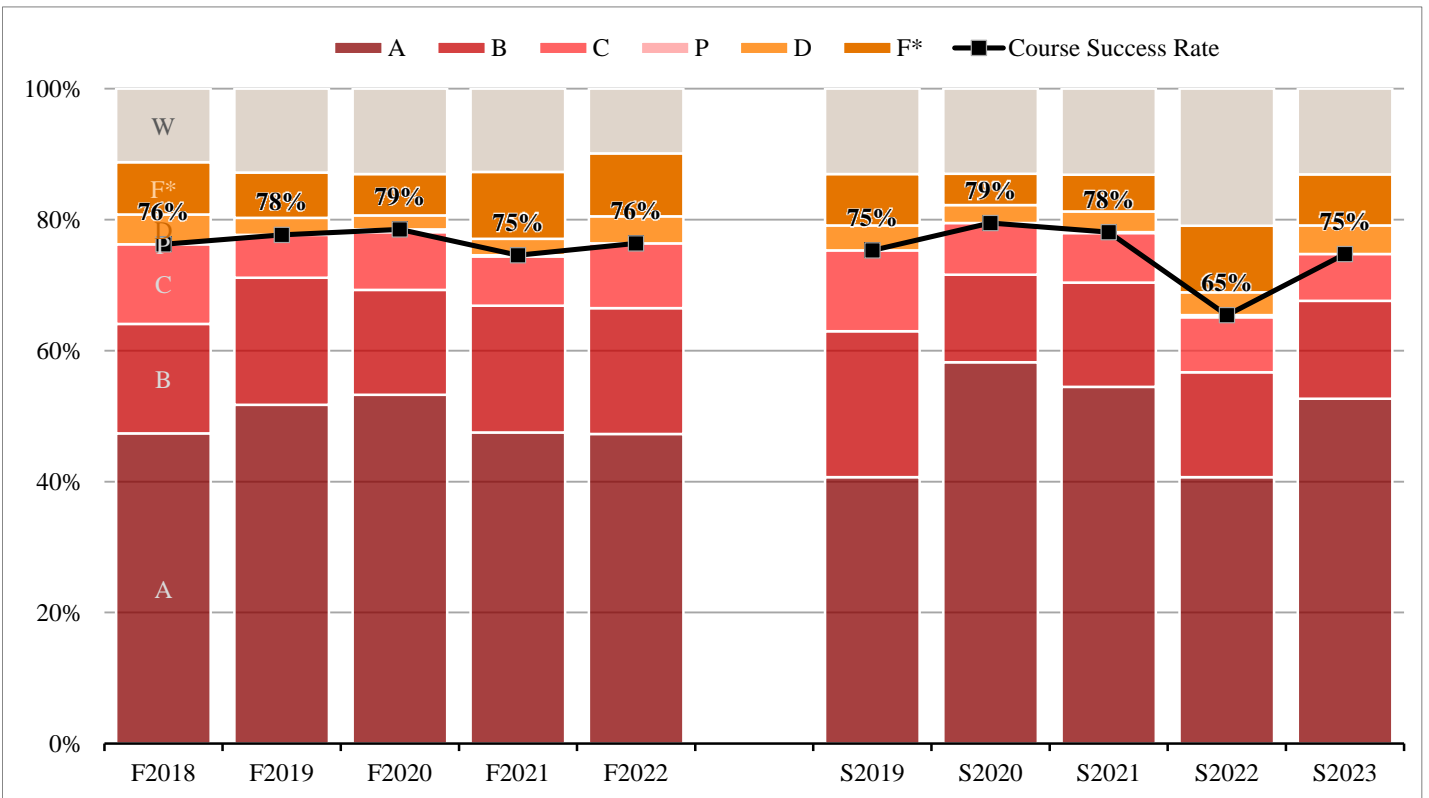
Highest Educational Level of Students

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
High School/Adult School	12	5	4	5	5	7	6	4	6	9
Freshmen (<30 units)	199	169	135	129	119	169	150	151	117	112
Sophomore (30-59 units)	58	56	78	62	54	84	69	94	59	50
Other Undergraduate (60 units or more)	43	37	33	40	25	44	33	46	24	23
AA/AS Degree	24	28	29	18	22	23	22	29	9	20
BA/BS or Higher Degree	113	127	81	79	62	115	114	83	54	52
% High School/Adult School	3%	1%	1%	2%	2%	2%	2%	1%	2%	3%
% Freshmen (<30 units)	44%	40%	38%	39%	41%	38%	38%	37%	43%	42%
% Sophomore (30-59 units)	13%	13%	22%	19%	19%	19%	18%	23%	22%	19%
% Other Undergraduate (60 units or more)	10%	9%	9%	12%	9%	10%	8%	11%	9%	9%
% AA/AS Degree	5%	7%	8%	5%	8%	5%	6%	7%	3%	8%
% BA/BS or Higher Degree	25%	30%	23%	24%	22%	26%	29%	20%	20%	20%



Student Performance: Grade Distribution

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Total Course Enrollments	640	547	475	480	364	576	547	572	344	321
Course Success Rates	76%	78%	79%	75%	76%	75%	79%	78%	65%	75%
A	47%	52%	53%	48%	47%	41%	58%	54%	41%	53%
B	17%	19%	16%	19%	19%	22%	13%	16%	16%	15%
C	12%	7%	9%	8%	10%	12%	8%	8%	8%	7%
P	0%	0%	<1%	<1%	0%	0%	0%	<1%	<1%	0%
Course Non-Success Rate	13%	10%	8%	13%	14%	12%	8%	9%	14%	12%
D	5%	3%	2%	3%	4%	4%	3%	3%	3%	4%
F*	8%	7%	6%	10%	10%	8%	5%	6%	10%	8%
Withdrawals (See Note)	11%	13%	13%	13%	10%	13%	13%	13%	21%	13%



Definitions:

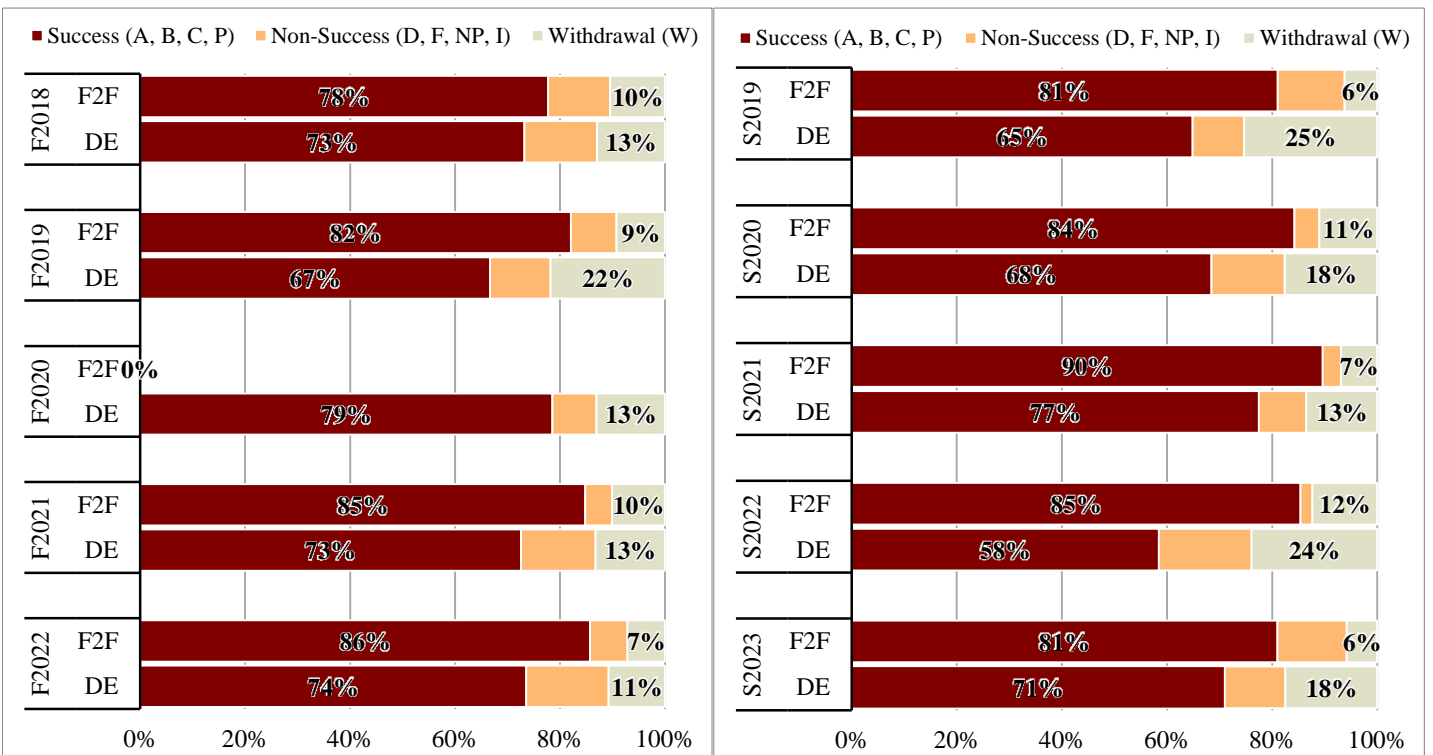
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
Total Course Enrollments	640	547	475	480	364	576	547	572	344	321
Face-to-Face (F2F) Sections	431	391	0	79	84	370	382	29	89	121
Success Rates	78%	82%	—	85%	86%	81%	84%	90%	85%	81%
Non-Success Rates	12%	9%	—	5%	7%	13%	5%	3%	2%	13%
Withdrawals	10%	9%	—	10%	7%	6%	11%	7%	12%	6%
Distance Education (DE) Sections	209	156	475	401	280	206	165	543	255	200
Success Rates	73%	67%	79%	73%	74%	65%	68%	77%	58%	71%
Non-Success Rates	14%	12%	8%	14%	16%	10%	14%	9%	18%	12%
Withdrawals	13%	22%	13%	13%	11%	25%	18%	13%	24%	18%



Definitions:

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

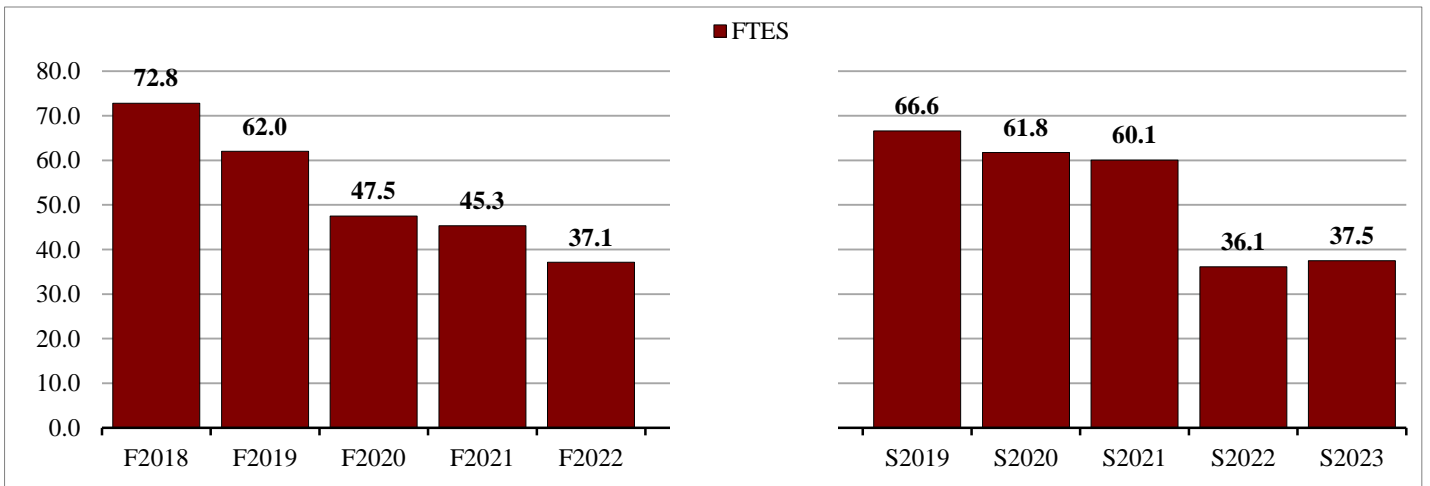
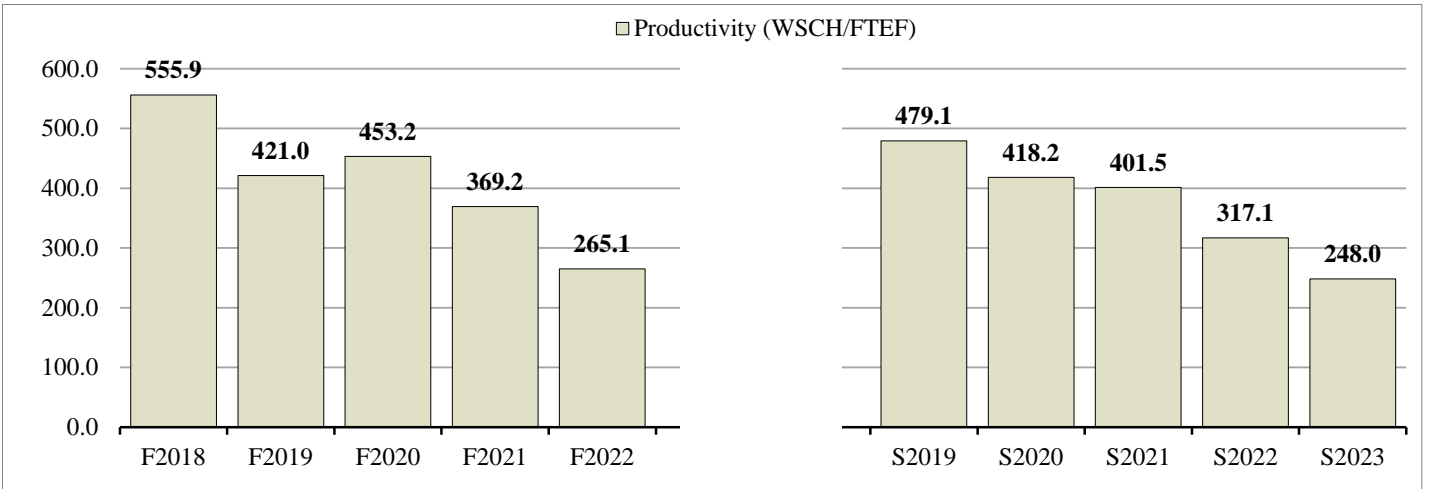
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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 begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Enrollment Management: Part 1

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
WSCH	2,279	1,894	1,461	1,402	1,129	2,052	1,875	1,834	1,112	1,153
FTES	72.8	62.0	47.5	45.3	37.1	66.6	61.8	60.1	36.1	37.5
FTEF	4.1	4.5	3.2	3.8	4.3	4.3	4.5	4.6	3.5	4.6
Productivity (WSCH/FTEF)	555.9	421.0	453.2	369.2	265.1	479.1	418.2	401.5	317.1	248.0



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.

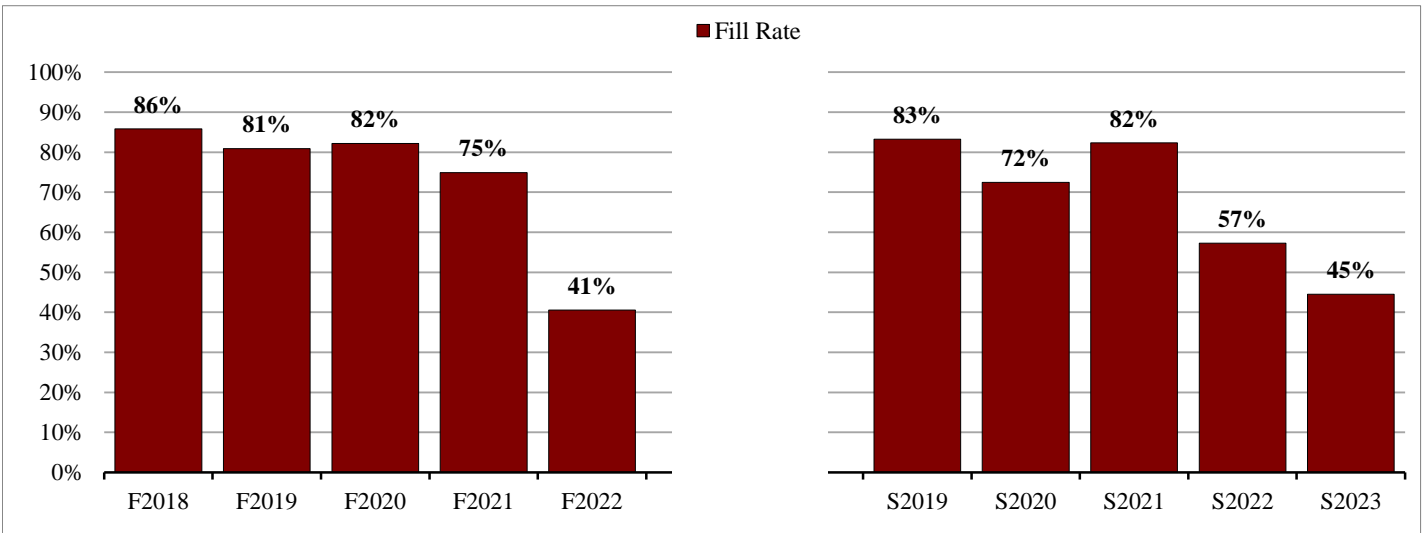
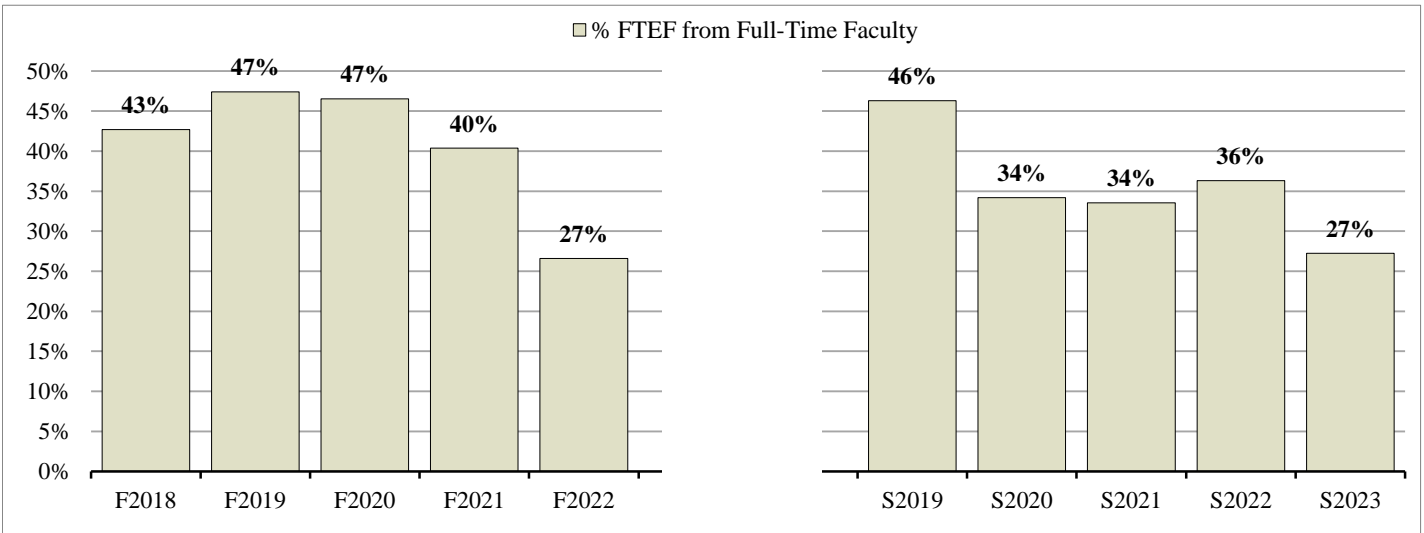
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2018	F2019	F2020	F2021	F2022	S2019	S2020	S2021	S2022	S2023
FTEF from Full-Time Faculty	1.8	2.1	1.5	1.5	1.1	2.0	1.5	1.5	1.3	1.3
% FTEF from Full-Time Faculty	43%	47%	47%	40%	27%	46%	34%	34%	36%	27%
Enrollments	640	547	475	480	364	576	547	572	344	321
Capacity (seats available)	746	676	578	641	897	692	755	695	601	721
Fill Rate	86%	81%	82%	75%	41%	83%	72%	82%	57%	45%



Definitions:

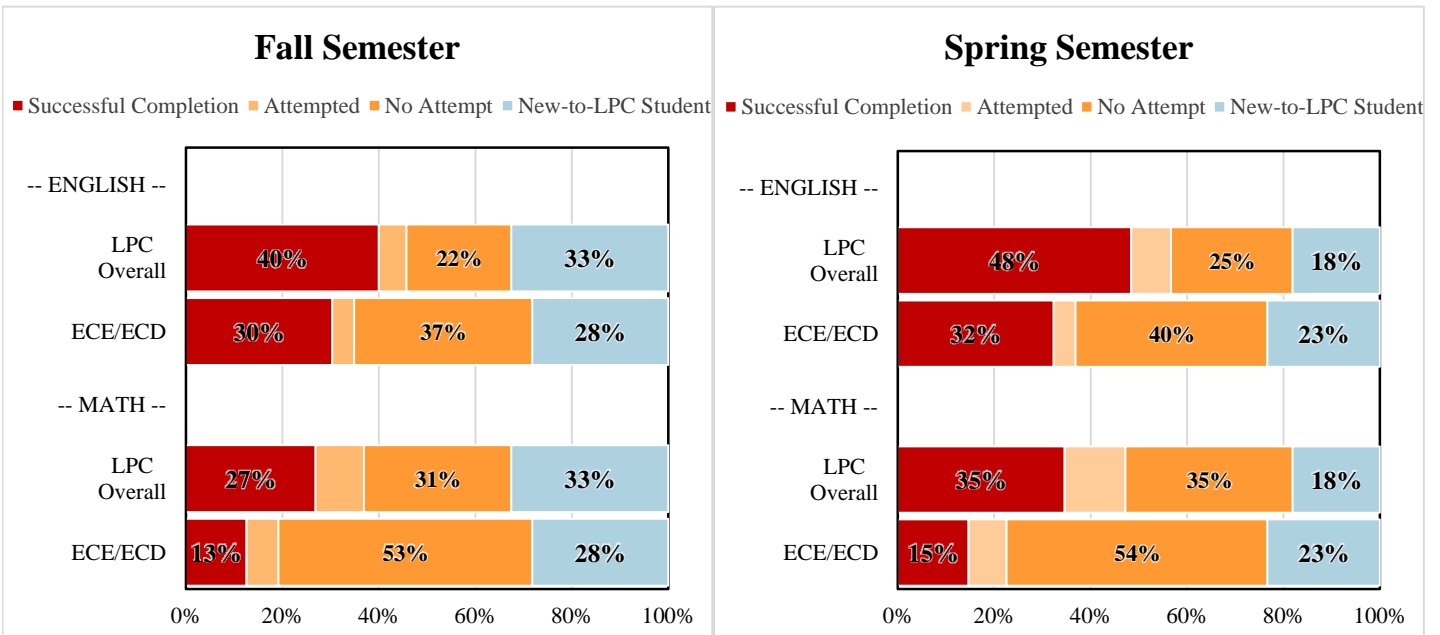
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2022				Spring 2023			
	ECE/ECD		LPC Overall		ECE/ECD		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	87	30%	2,729	40%	86	32%	3,203	48%
Attempted (<i>not successful</i>)	13	5%	391	6%	12	5%	546	8%
No Attempt	106	37%	1,484	22%	106	40%	1,672	25%
New-to-LPC Student	81	28%	2,221	33%	62	23%	1,197	18%
Transfer-level Math								
Successful Completion*	36	13%	1,835	27%	39	15%	2,288	35%
Attempted (<i>not successful</i>)	19	7%	683	10%	21	8%	837	13%
No Attempt	151	53%	2,086	31%	144	54%	2,296	35%
New-to-LPC Student	81	28%	2,221	33%	62	23%	1,197	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 LPC Student** = enrollments from 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** = enrollments from students with no for credit enrollments within our district prior to the current term.