Las Positas College

Program Review Discipline Data Packet

Fall 2012 to Fall 2016
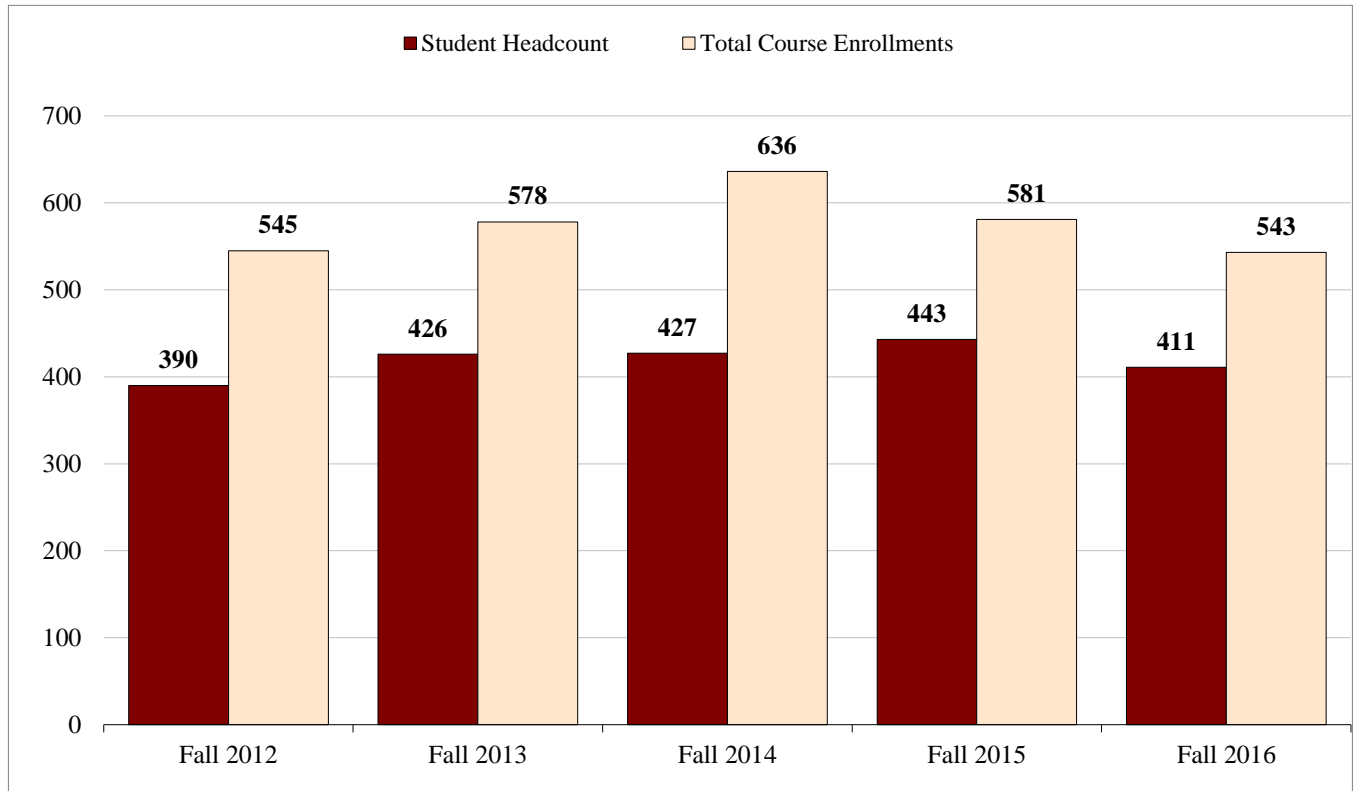
Discipline:

Early Childhood Development (ECD)

Headcount & Enrollment

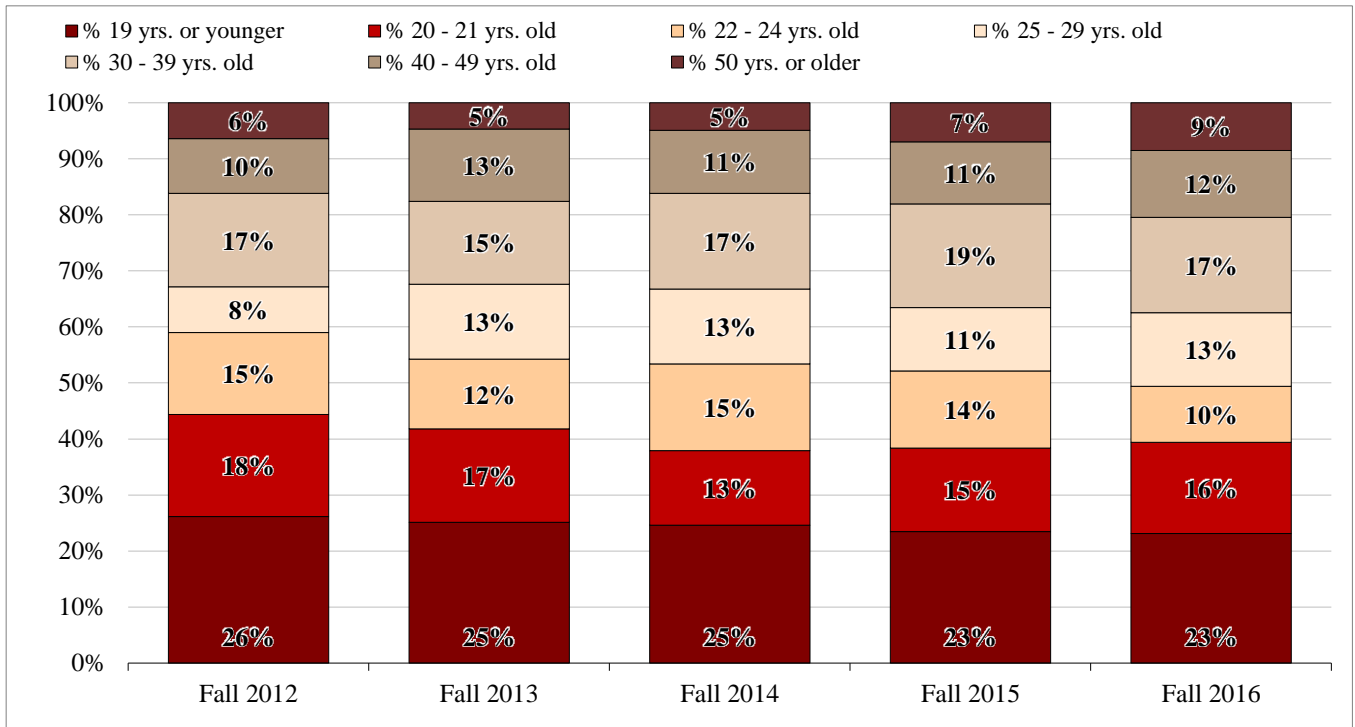| Early Childhood Development (ECD)					
	Term				
	Fall 2012	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**
Student Headcount	390	426	427	443	411
Total Course Enrollments	545	578	636	581	543

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 Childhood Development (ECD)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female	355	390	393	417	381
Male	27	33	32	22	26
19 yrs. or younger	102	107	105	104	95
20-21 yrs. old	71	71	57	66	67
22-24 yrs. old	57	53	66	61	41
25-29 yrs. old	32	57	57	50	54
30-39 yrs. old	65	63	73	82	70
40-49 yrs. old	38	55	48	49	49
50 yrs. or older	25	20	21	31	35
% Female	93%	92%	92%	95%	94%
% Male	7%	8%	8%	5%	6%
% 19 yrs. or younger	26%	25%	25%	23%	23%
% 20 - 21 yrs. old	18%	17%	13%	15%	16%
% 22 - 24 yrs. old	15%	12%	15%	14%	10%
% 25 - 29 yrs. old	8%	13%	13%	11%	13%
% 30 - 39 yrs. old	17%	15%	17%	19%	17%
% 40 - 49 yrs. old	10%	13%	11%	11%	12%
% 50 yrs. or older	6%	5%	5%	7%	9%

Student Demographic: Race-Ethnicity

Early Childhood Development (ECD)					
	Term				
	Fall 2012	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**
African American	13	17	13	18	15
Asian	47	52	42	60	65
Filipino	17	17	15	9	8
Latino	128	156	159	162	157
Native American	1	0	2	1	0
Pacific Islander	1	0	0	3	1
White	154	154	164	159	144
Multiethnic	15	22	24	28	18
Other/Unknown	14	8	8	3	3
% African American	3%	4%	3%	4%	4%
% Asian	12%	12%	10%	14%	16%
% Filipino	4%	4%	4%	2%	2%
% Latino	33%	37%	37%	37%	38%
% Native American	<1%	0%	<1%	<1%	0%
% Pacific Islander	<1%	0%	0%	1%	<1%
% White	39%	36%	38%	36%	35%
% Multiethnic	4%	5%	6%	6%	4%
% Other/Unknown	4%	2%	2%	1%	1%
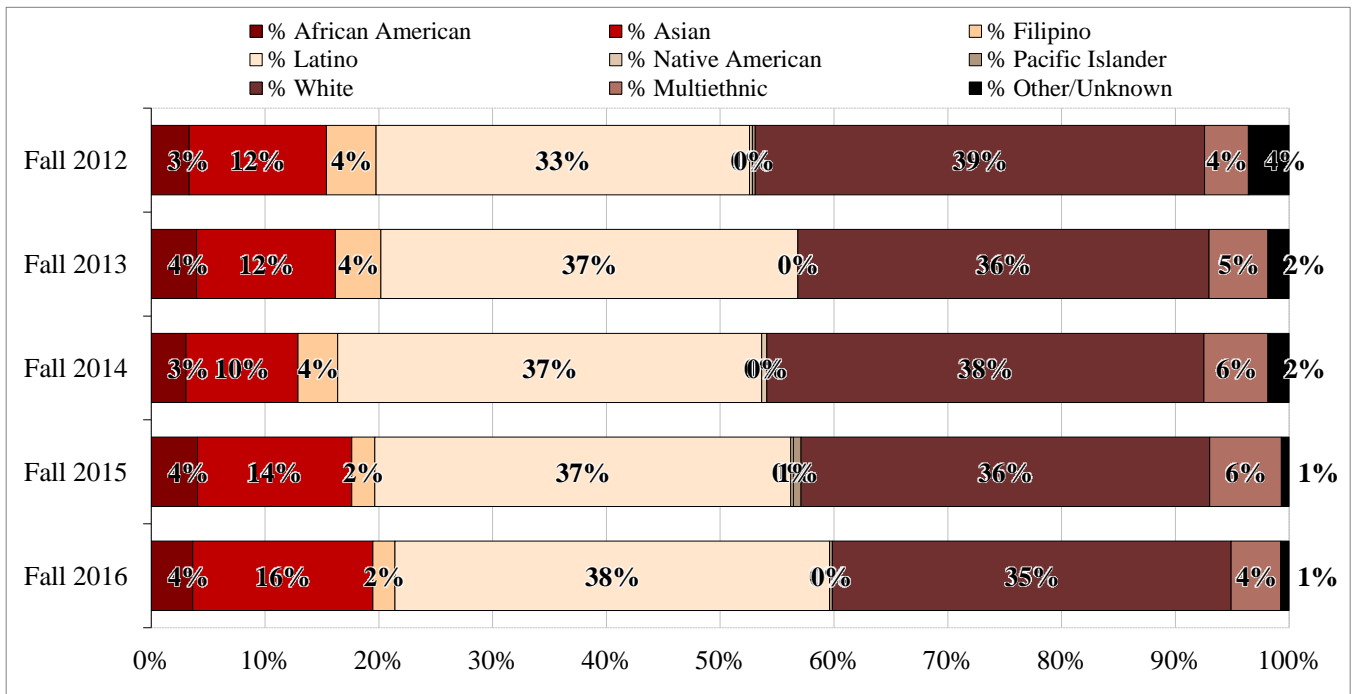
Note: Multiethnic category became available in Fall 2011.

Student Enrollment Status

Early Childhood Development (ECD)					
	Term				
	Fall 2012	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**
First-Time Any College	65	76	71	79	70
First-Time Transfer	25	48	37	55	47
Continuing	264	252	273	250	250
Returning	36	50	46	59	44
Concurrent Enrollment	0	0	0	0	0
% First-Time Any College	17%	18%	17%	18%	17%
% First-Time Transfer	6%	11%	9%	12%	11%
% Continuing	68%	59%	64%	56%	61%
% Returning	9%	12%	11%	13%	11%
% Concurrent Enrollment	0%	0%	0%	0%	0%
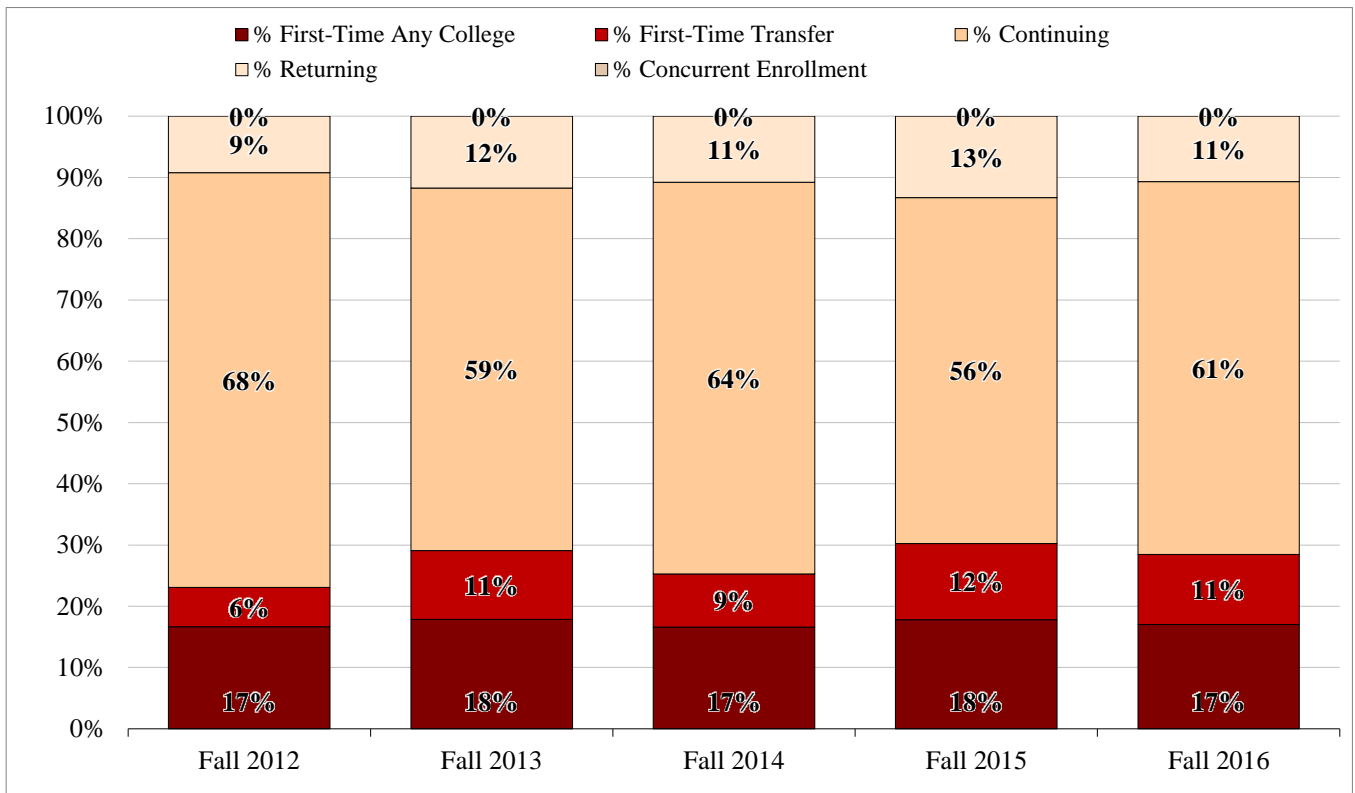
Definitions:

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 Childhood Development (ECD)					
	Term				
	Fall 2012	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**
Full-Time (12 units or more)	147	138	138	124	128
Part-Time (6 to 11.5 units)	159	184	192	179	158
Part-Time (0.5 to 5.5 units)	84	104	97	140	125
% Full-Time (12 units or more)	38%	32%	32%	28%	31%
% Part-Time (6 to 11.5 units)	41%	43%	45%	40%	38%
% Part-Time (0.5 to 5.5 units)	22%	24%	23%	32%	30%
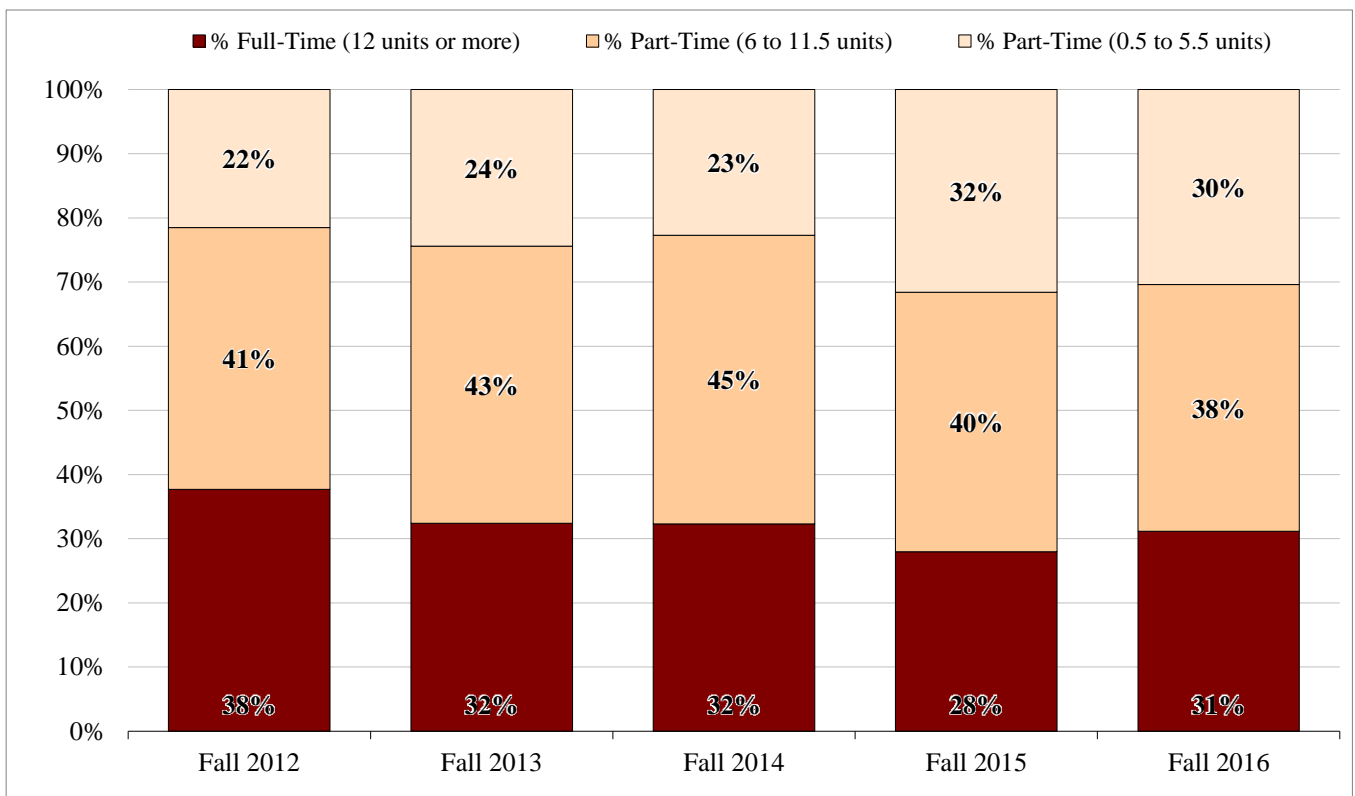
Student Educational Goal

Early Childhood Development (ECD)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Transfer (w/ or w/o AA/AS degree)	203	213	206	191	173
Associate Degree Only (AA/AS)	39	47	45	46	44
Occupational Certificate or Job Training	65	83	88	112	107
Improve English/Math Basic Skills	17	13	17	5	6
Personal Development (intellectual/cultural)	8	17	14	25	19
Other	2	2	1	0	1
Undecided	50	49	50	58	57
Unknown	6	2	6	6	4
% Transfer (w/ or w/o AA/AS degree)	52%	50%	48%	43%	42%
% Associate Degree Only (AA/AS)	10%	11%	11%	10%	11%
% Occupational Certificate or Job Training	17%	19%	21%	25%	26%
% Improve English/Math Basic Skills	4%	3%	4%	1%	1%
% Personal Development (intellectual/cultural)	2%	4%	3%	6%	5%
% Other	1%	<1%	<1%	0%	<1%
% Undecided	13%	12%	12%	13%	14%
% Unknown	2%	<1%	1%	1%	1%
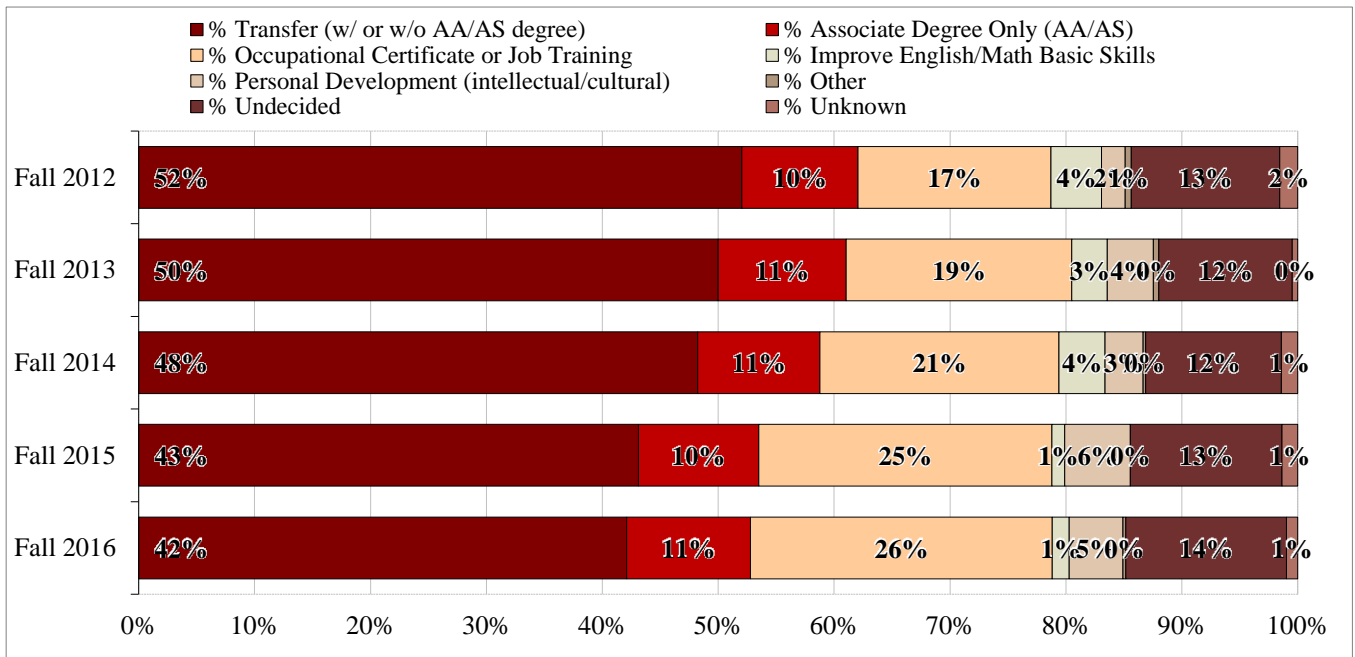
Definitions:

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

Early Childhood Development (ECD)					
	Term				
	Fall 2012	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**
High School/Adult School	4	4	4	2	3
Freshmen (<30 units)	212	205	224	224	195
Sophomore (30-59 units)	63	81	84	64	71
Other Undergraduate (60 units or more)	49	41	40	50	43
AA/AS Degree	17	29	24	32	30
BA/BS or Higher Degree	45	66	51	71	69
% High School/Adult School	1%	1%	1%	<1%	1%
% Freshmen (<30 units)	54%	48%	52%	51%	47%
% Sophomore (30-59 units)	16%	19%	20%	14%	17%
% Other Undergraduate (60 units or more)	13%	10%	9%	11%	10%
% AA/AS Degree	4%	7%	6%	7%	7%
% BA/BS or Higher Degree	12%	15%	12%	16%	17%
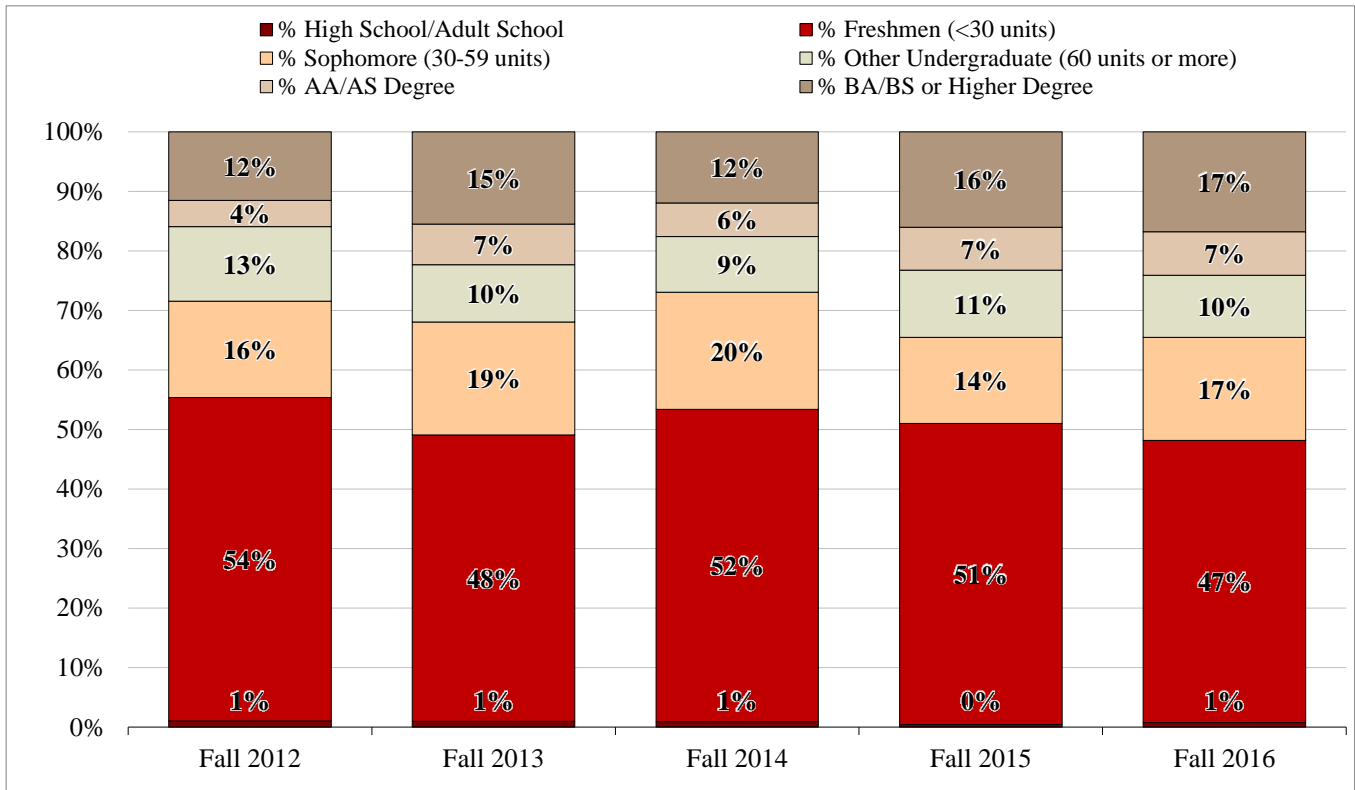
Student Performance

| Early Childhood Development (ECD)					
	Term				
	Fall 2012	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**
Course Success Rate	77%	81%	81%	76%	74%
Course Completion Rate	88%	90%	89%	87%	87%
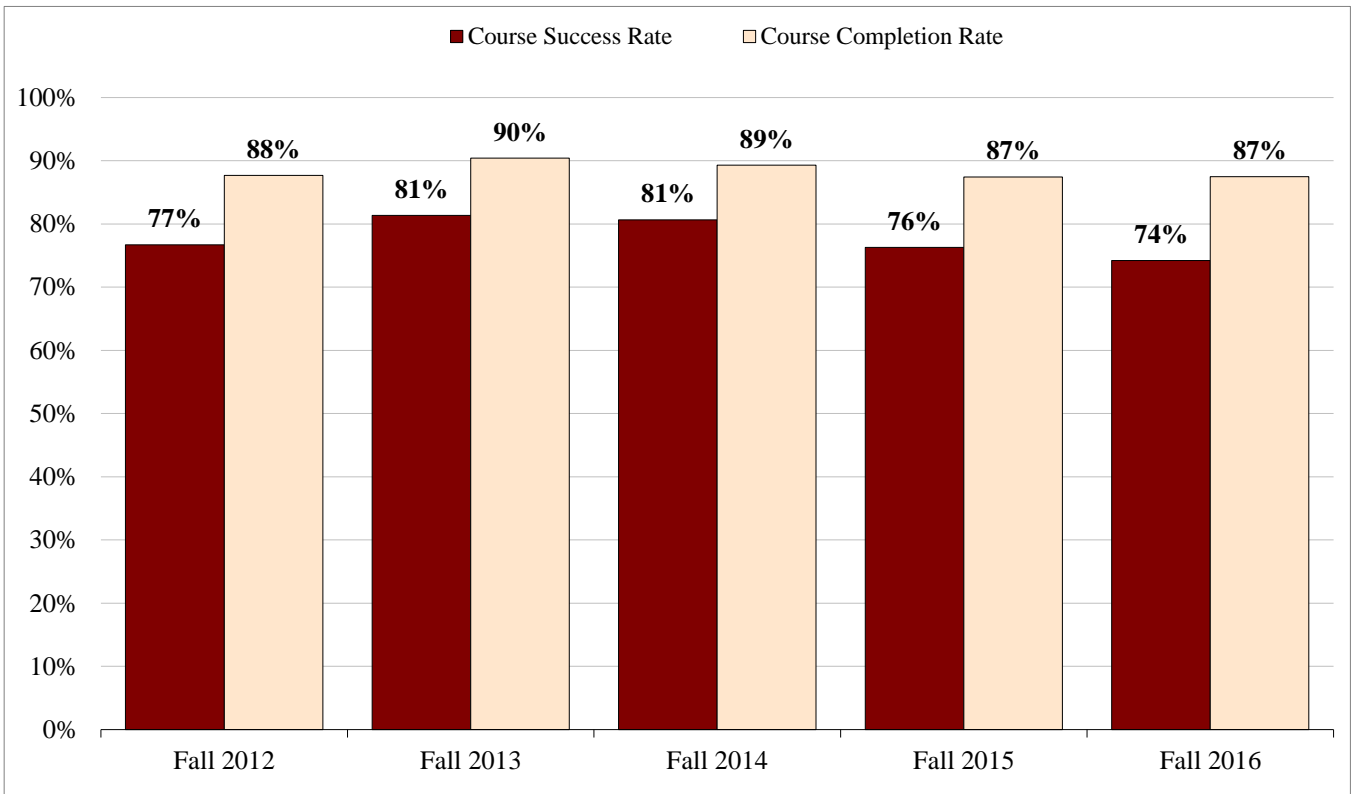
Definitions:

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

Early Childhood Development (ECD)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
WSCH	1,751	1,873	2,230	1,924	1,839
FTES	56.9	60.0	72.1	63.2	60.0
FTEF	3.3	3.5	4.0	3.8	3.8
Productivity (WSCH/FTEF)	530.6	535.1	552.8	501.8	490.0
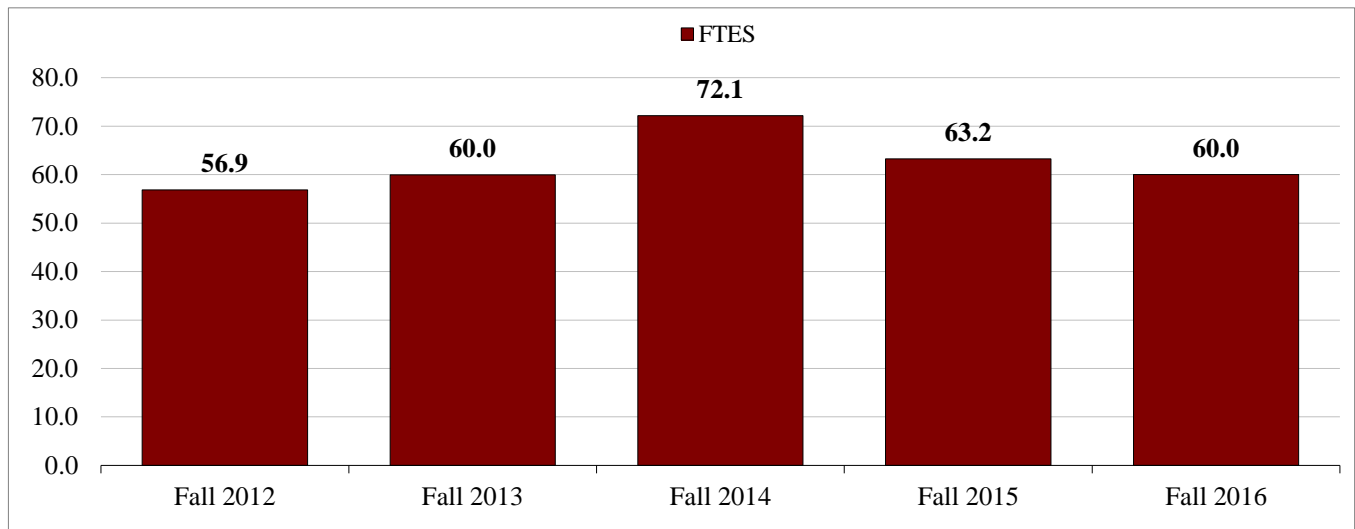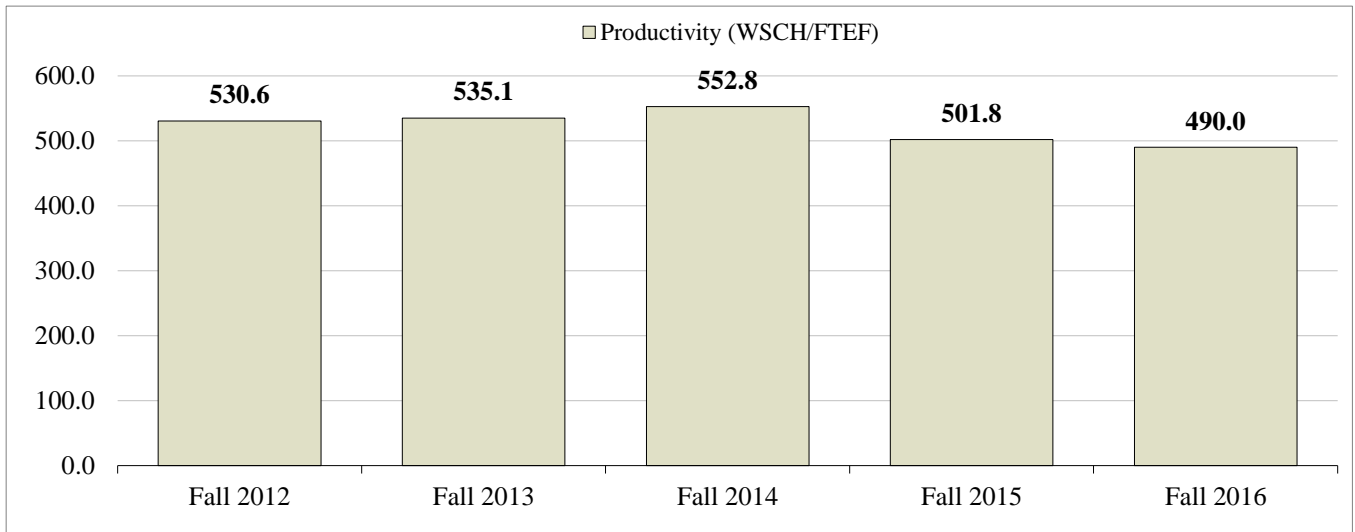
Definitions:

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 includes all credit courses accounted for during the respective academic terms; data accessed on 5/9/17.

Enrollment Management: Part 2

Early Childhood Development (ECD)					
	Term				
	Fall 2012	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**
FTEF from Full-Time Faculty	1.8	0.8	1.7	1.3	1.5
% FTEF from Full-Time Faculty	55%	23%	43%	35%	41%
Enrollments	545	578	636	581	543
Capacity (seats available)	562	612	690	657	661
Fill Rate	97%	94%	92%	88%	82%
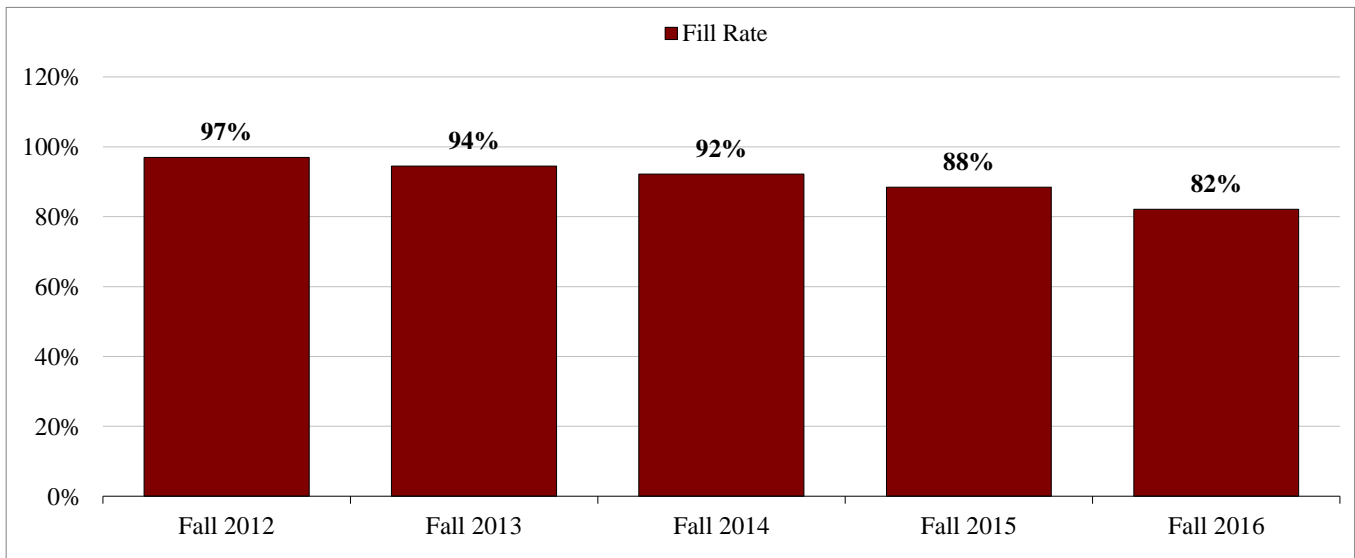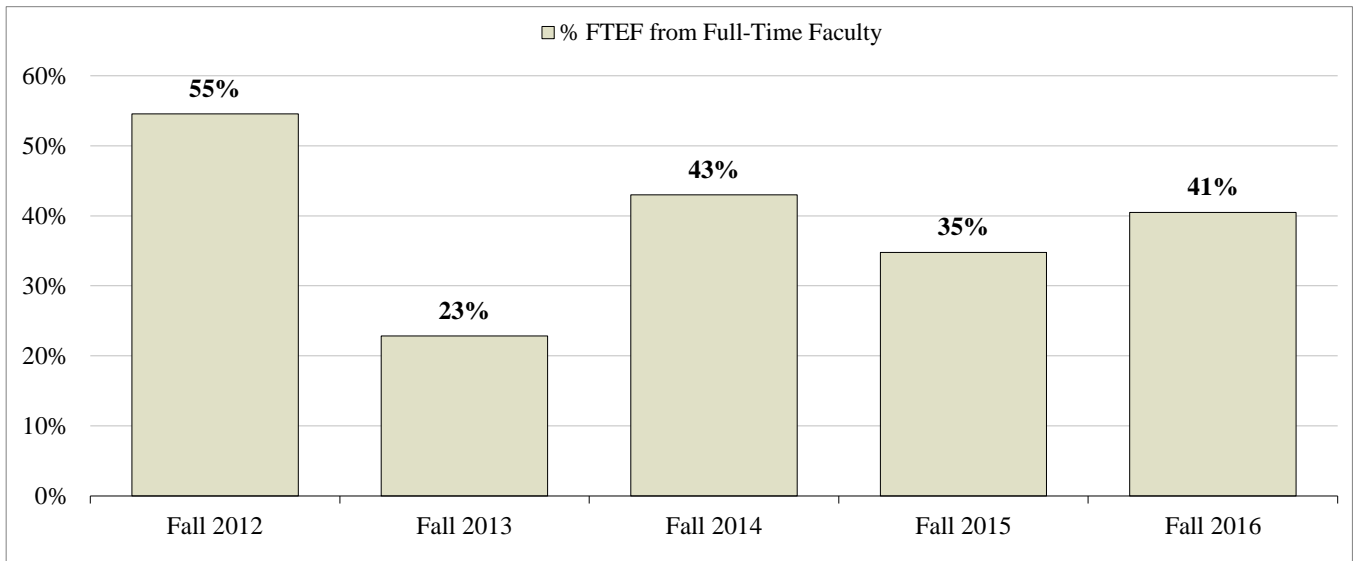
Definitions:

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.