Las Positas College

Program Review Discipline Data Packet

Fall 2014 to Fall 2018
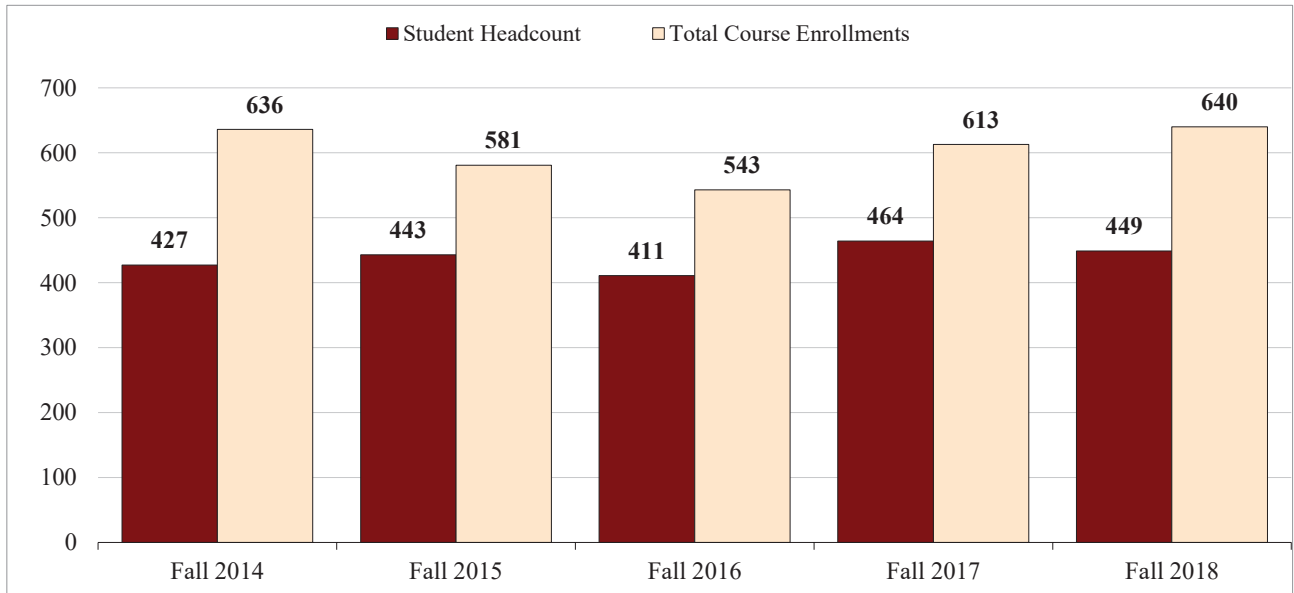
Discipline:

Early Care and Education (ECD/ECE)

Office of Research, Planning, and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

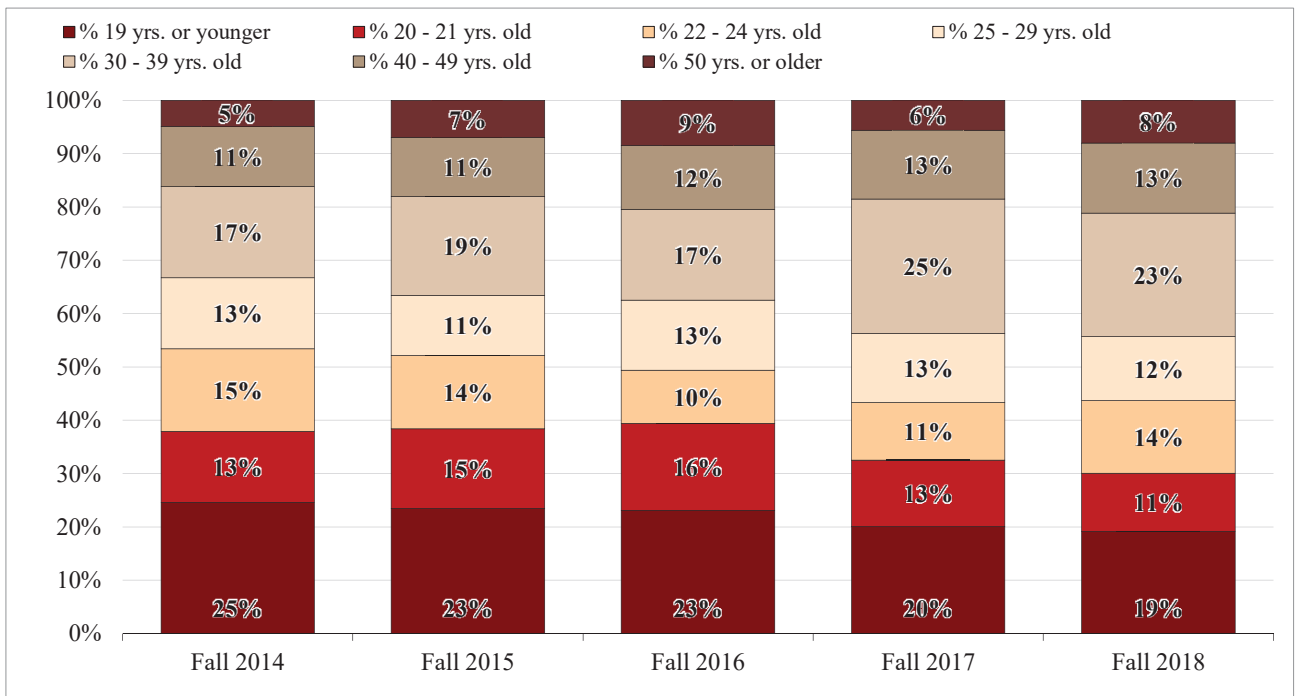| Early Care and Education (ECD/ECE)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Student Headcount	427	443	411	464	449
Total Course Enrollments	636	581	543	613	640

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.
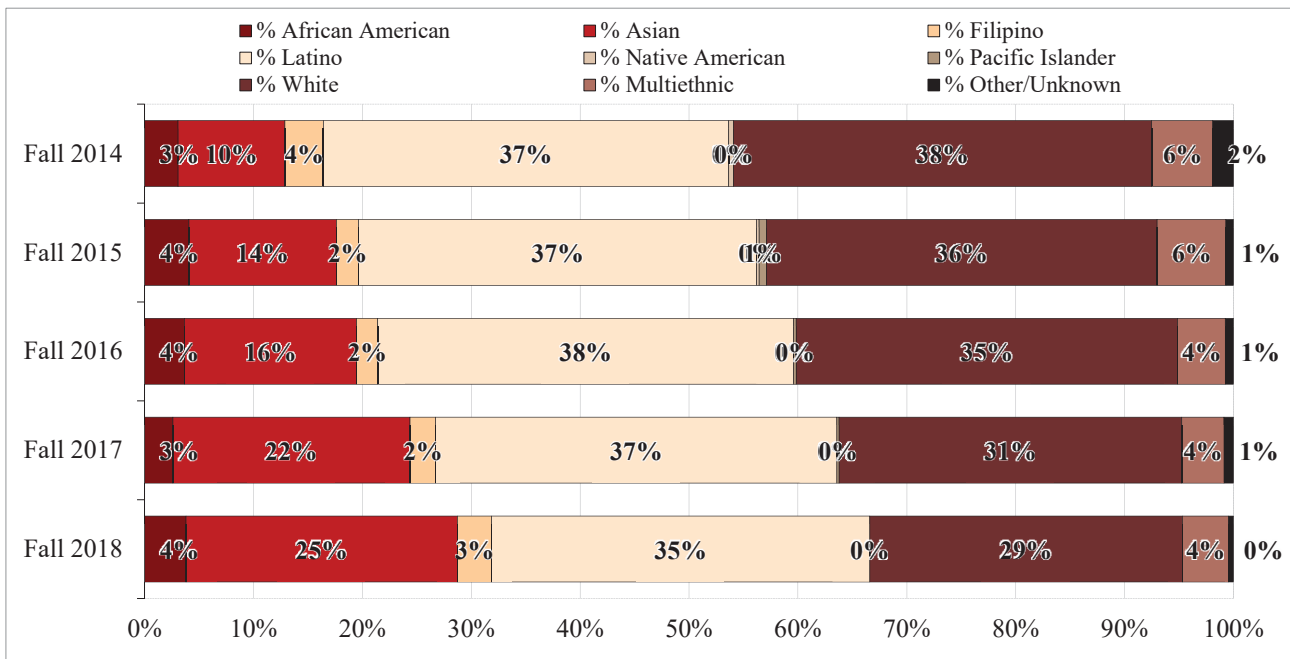
Student Demographics: Gender & Age

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Female	393	417	381	434	412
Male	32	22	26	23	28
19 yrs. or younger	105	104	95	93	86
20-21 yrs. old	57	66	67	58	49
22-24 yrs. old	66	61	41	50	61
25-29 yrs. old	57	50	54	60	54
30-39 yrs. old	73	82	70	117	104
40-49 yrs. old	48	49	49	60	59
50 yrs. or older	21	31	35	26	36
% Female	92%	95%	94%	95%	94%
% Male	8%	5%	6%	5%	6%
% 19 yrs. or younger	25%	23%	23%	20%	19%
% 20 - 21 yrs. old	13%	15%	16%	13%	11%
% 22 - 24 yrs. old	15%	14%	10%	11%	14%
% 25 - 29 yrs. old	13%	11%	13%	13%	12%
% 30 - 39 yrs. old	17%	19%	17%	25%	23%
% 40 - 49 yrs. old	11%	11%	12%	13%	13%
% 50 yrs. or older	5%	7%	9%	6%	8%

Student Demographic: Race-Ethnicity

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
African American	13	18	15	12	17
Asian	42	60	65	101	112
Filipino	15	9	8	11	14
Latino	159	162	157	171	156
Native American	2	1	0	0	0
Pacific Islander	0	3	1	1	0
White	164	159	144	146	129
Multiethnic	24	28	18	18	19
Other/Unknown	8	3	3	4	2
% African American	3%	4%	4%	3%	4%
% Asian	10%	14%	16%	22%	25%
% Filipino	4%	2%	2%	2%	3%
% Latino	37%	37%	38%	37%	35%
% Native American	<1%	<1%	0%	0%	0%
% Pacific Islander	0%	1%	<1%	<1%	0%
% White	38%	36%	35%	31%	29%
% Multiethnic	6%	6%	4%	4%	4%
% Other/Unknown	2%	1%	1%	1%	<1%

Student Enrollment Status

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
First-Time Any College	71	79	70	60	52
First-Time Transfer	37	55	47	60	56
Continuing	273	250	250	293	288
Returning	46	59	44	50	50
Concurrent Enrollment	0	0	0	1	3
% First-Time Any College	17%	18%	17%	13%	12%
% First-Time Transfer	9%	12%	11%	13%	12%
% Continuing	64%	56%	61%	63%	64%
% Returning	11%	13%	11%	11%	11%
% Concurrent Enrollment	0%	0%	0%	<1%	1%
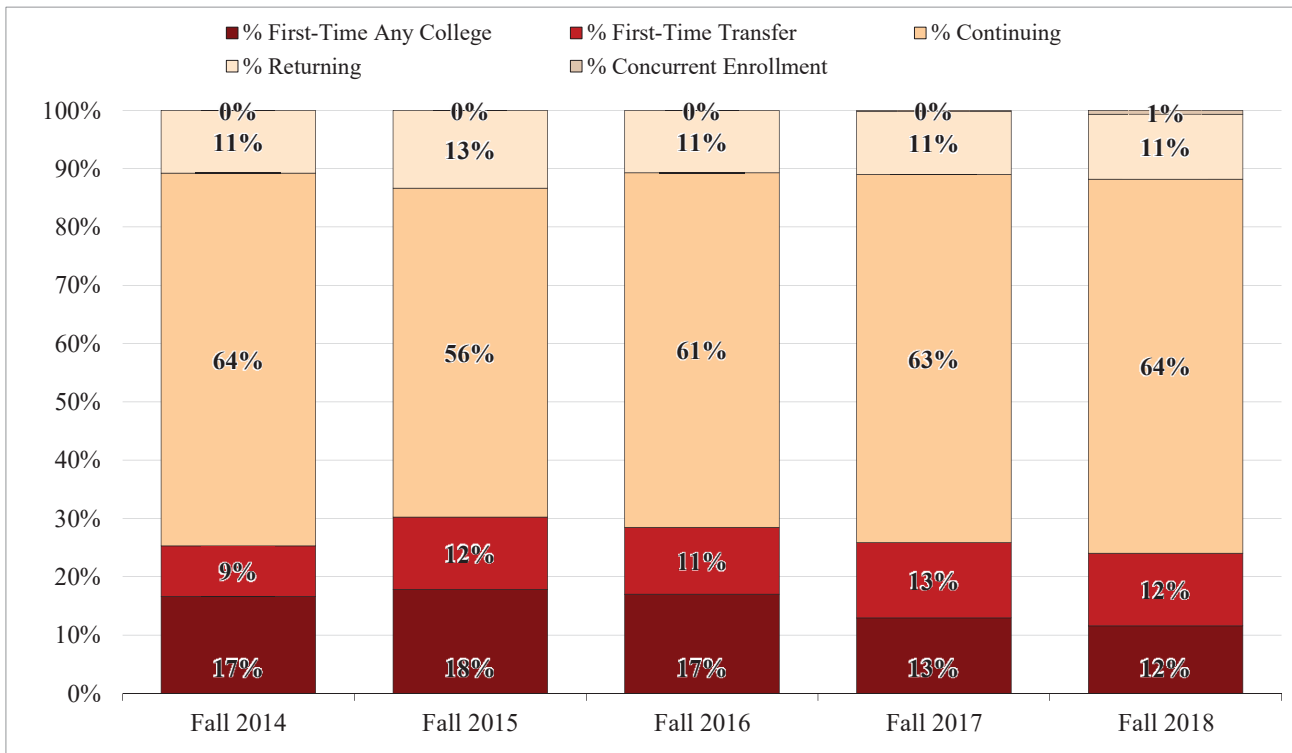
Definitions:

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.
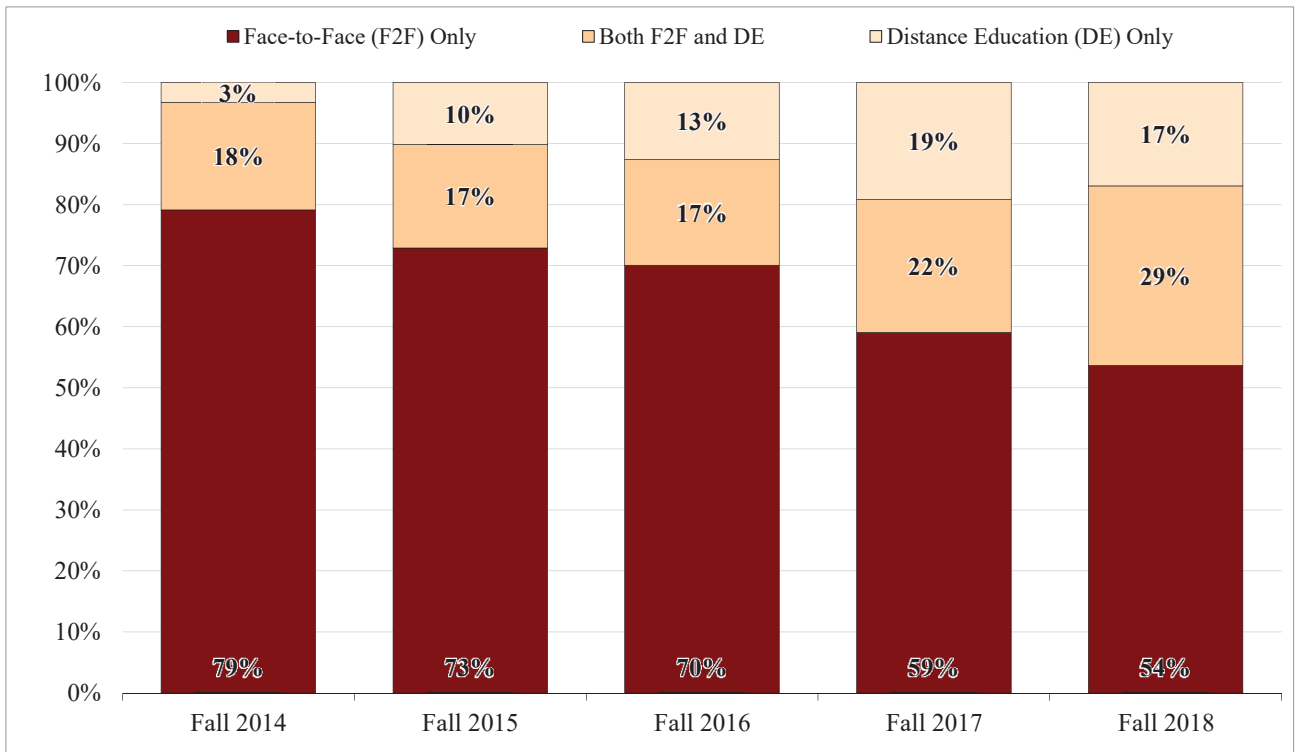
Student Unit Load

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Full-Time (12 units or more)	138	124	128	121	106
Part-Time (6 to 11.5 units)	192	179	158	182	210
Part-Time (0.5 to 5.5 units)	97	140	125	161	133
% Full-Time (12 units or more)	32%	28%	31%	26%	24%
% Part-Time (6 to 11.5 units)	45%	40%	38%	39%	47%
% Part-Time (0.5 to 5.5 units)	23%	32%	30%	35%	30%
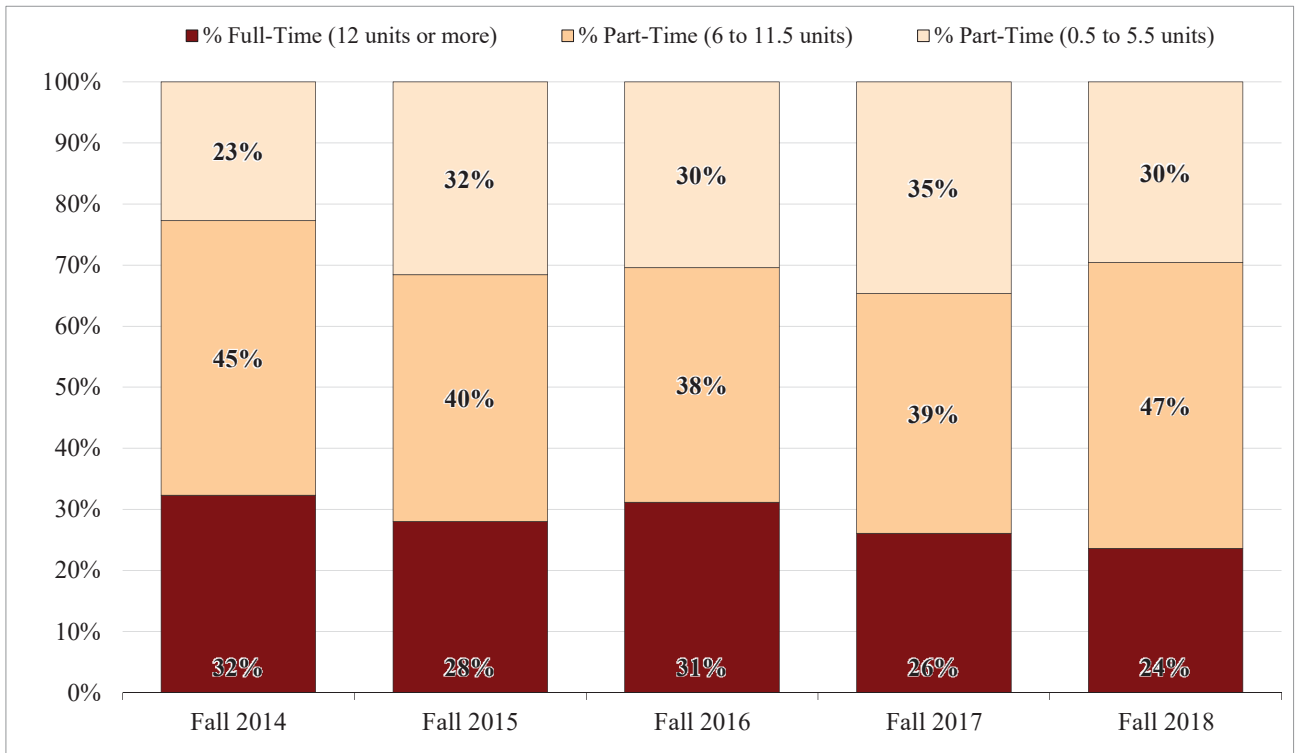
Students Using Distance Education

| Early Care and Education (ECD/ECE)					
	Term				
(Categories reflect college-wide coursework)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Face-to-Face (F2F) Only	338	323	288	274	241
Both F2F and DE	75	75	71	101	132
Distance Education (DE) Only	14	45	52	89	76
% Face-to-Face (F2F) Only	79%	73%	70%	59%	54%
% Both F2F and DE	18%	17%	17%	22%	29%
% Distance Education (DE) Only	3%	10%	13%	19%	17%

Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Student Educational Goal

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Transfer (w/ or w/o AA/AS degree)	206	191	173	192	190
Associate Degree Only (AA/AS)	45	46	44	46	42
Occupational Certificate or Job Training	88	112	107	127	121
Improve English/Math Basic Skills	17	5	6	11	10
Personal Development (intellectual/cultural)	14	25	19	26	32
Other	1	0	1	2	2
Undecided	50	58	57	53	49
Unknown	6	6	4	7	3
% Transfer (w/ or w/o AA/AS degree)	48%	43%	42%	41%	42%
% Associate Degree Only (AA/AS)	11%	10%	11%	10%	9%
% Occupational Certificate or Job Training	21%	25%	26%	27%	27%
% Improve English/Math Basic Skills	4%	1%	1%	2%	2%
% Personal Development (intellectual/cultural)	3%	6%	5%	6%	7%
% Other	<1%	0%	<1%	<1%	<1%
% Undecided	12%	13%	14%	11%	11%
% Unknown	1%	1%	1%	2%	1%
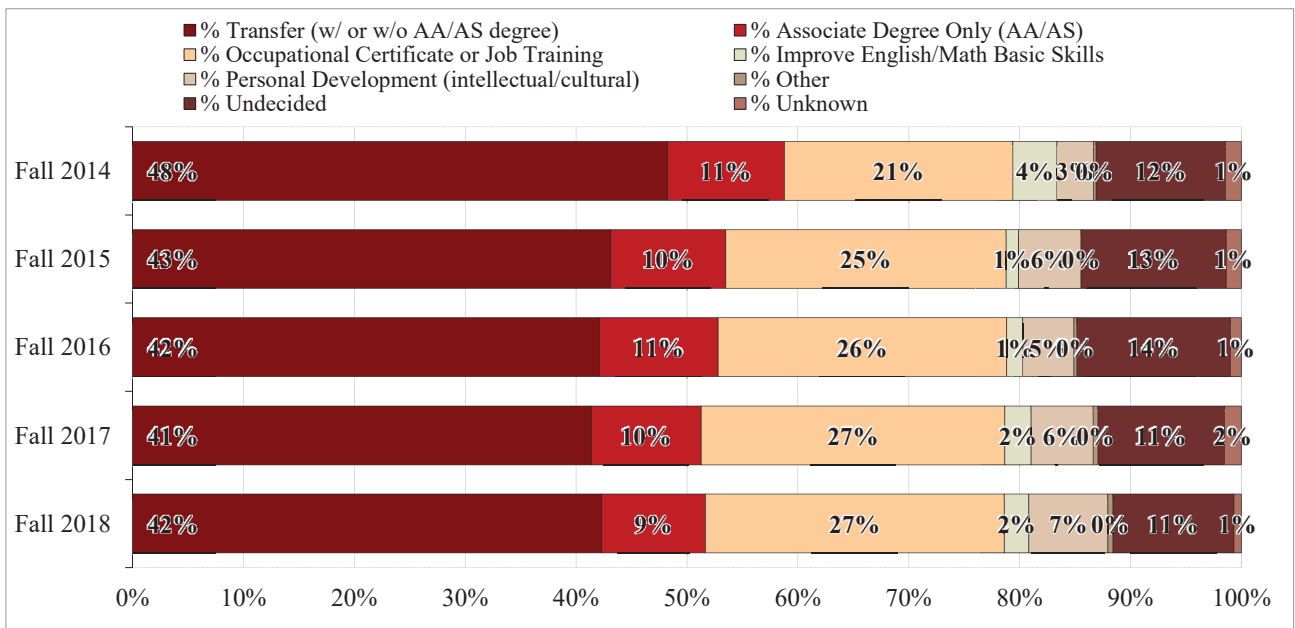
Definitions:
Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.
**Occupational Certificate/Job Training:** Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.
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 Care and Education (ECD/ECE)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
High School/Adult School	4	2	3	6	12
Freshmen (<30 units)	224	224	195	203	199
Sophomore (30-59 units)	84	64	71	68	58
Other Undergraduate (60 units or more)	40	50	43	41	43
AA/AS Degree	24	32	30	33	24
BA/BS or Higher Degree	51	71	69	113	113
% High School/Adult School	1%	<1%	1%	1%	3%
% Freshmen (<30 units)	52%	51%	47%	44%	44%
% Sophomore (30-59 units)	20%	14%	17%	15%	13%
% Other Undergraduate (60 units or more)	9%	11%	10%	9%	10%
% AA/AS Degree	6%	7%	7%	7%	5%
% BA/BS or Higher Degree	12%	16%	17%	24%	25%
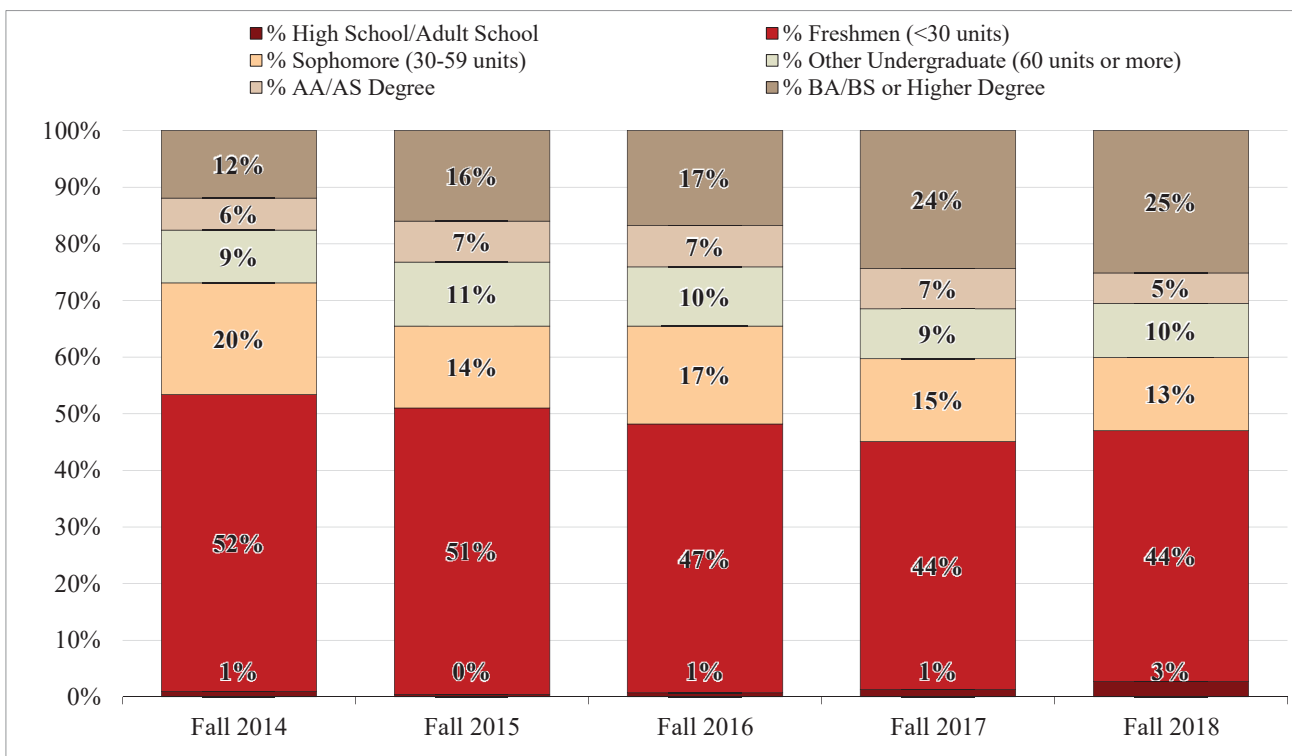
Student Performance: Grade Distribution

| Early Care and Education (ECD/ECE)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Total Course Enrollments	**636**	**581**	**543**	**613**	**640**
Course Success Rates	**81%**	**76%**	**74%**	**76%**	**76%**
A	46%	46%	45%	43%	47%
B	22%	20%	20%	22%	17%
C	13%	10%	8%	11%	12%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	**9%**	**11%**	**13%**	**9%**	**13%**
D	3%	3%	4%	3%	5%
F/NP/I	5%	8%	10%	6%	8%
Withdrawals (W)	**11%**	**13%**	**13%**	**15%**	**11%**
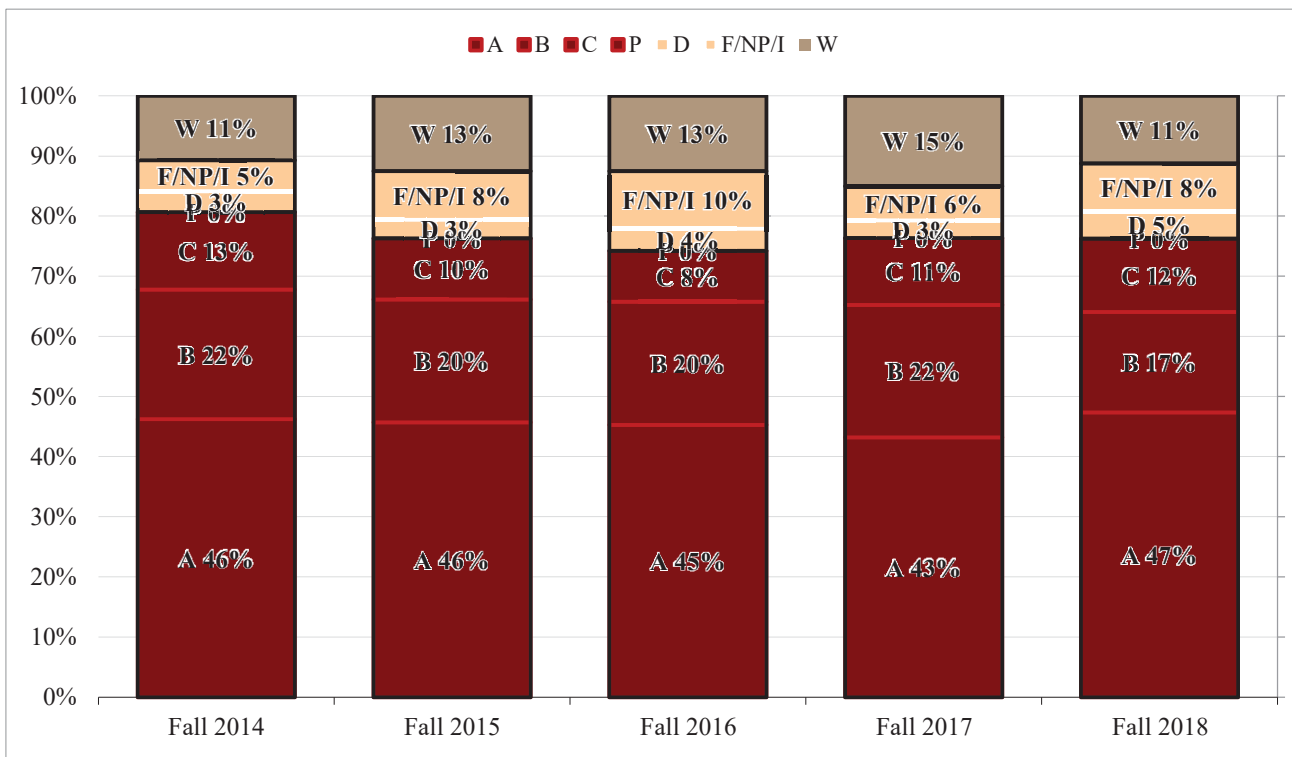
Definitions:

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

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'I') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

Student Performance: Distance Education

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Total Course Enrollments	**636**	**581**	**543**	**613**	**640**
Face-to-Face (F2F) Sections	**599**	**502**	**453**	**442**	**431**
Success Rates	82%	77%	77%	79%	78%
Non-Success Rates	8%	12%	12%	8%	12%
Withdrawals	10%	11%	11%	13%	10%
Distance Education (DE) Sections	**37**	**79**	**90**	**171**	**209**
Success Rates	62%	73%	58%	71%	73%
Non-Success Rates	19%	5%	21%	9%	14%
Withdrawals	19%	22%	21%	20%	13%
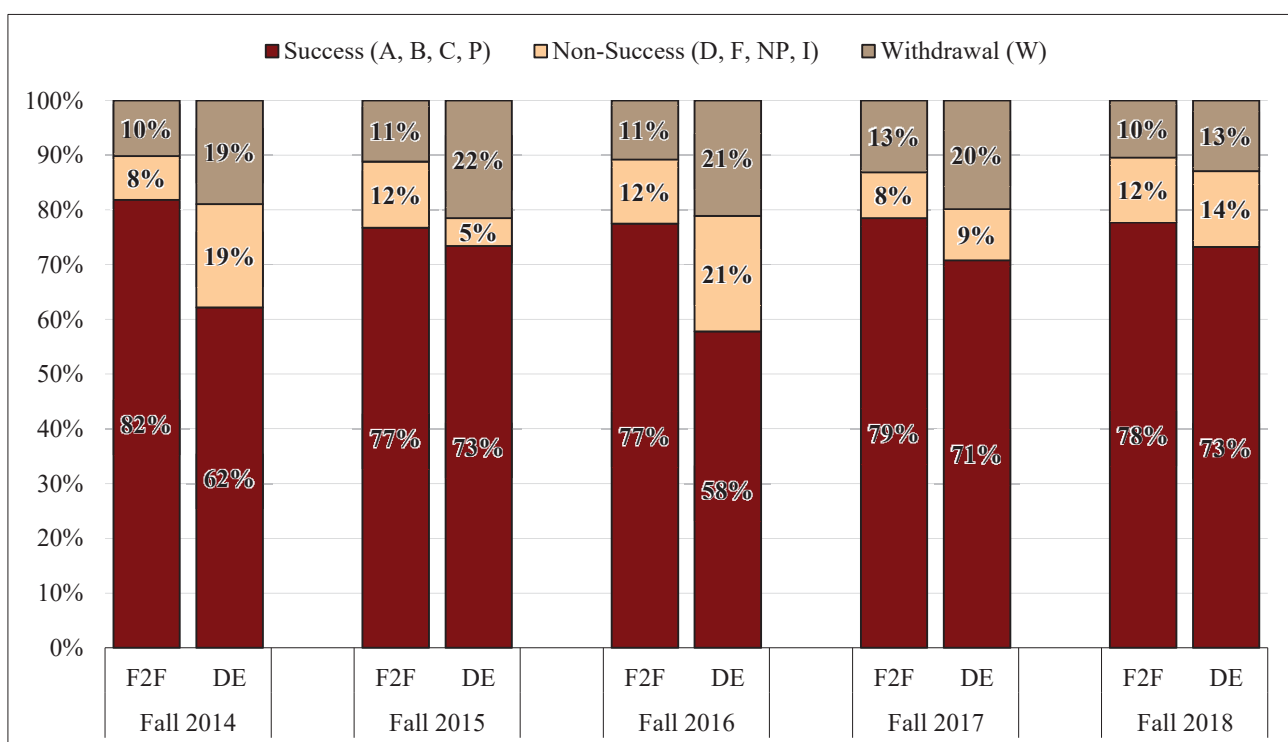
Definitions:

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

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'I') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Enrollment Management: Part 1

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
WSCH	2,230	1,924	1,839	2,236	2,279
FTES	72.1	63.2	60.0	72.3	72.8
FTEF	4.0	3.8	3.8	4.2	4.1
Productivity (WSCH/FTEF)	552.8	501.8	490.0	529.9	555.9
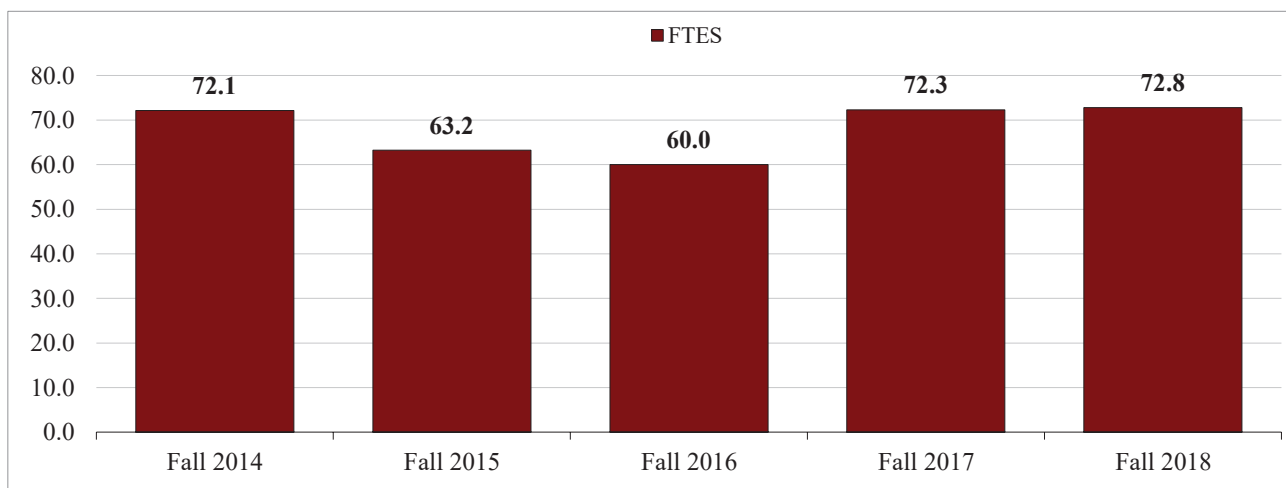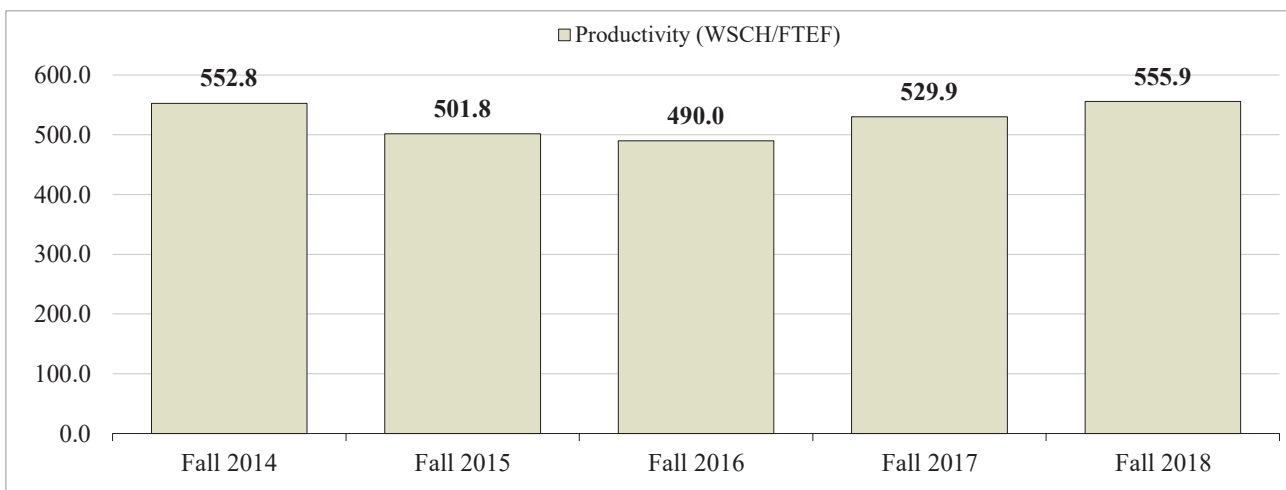
Definitions:

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 5/15/18.

Enrollment Management: Part 2

| Early Care and Education (ECD/ECE)					
	Term				
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
FTEF from Full-Time Faculty	1.7	1.3	1.5	1.6	1.8
% FTEF from Full-Time Faculty	43%	35%	41%	37%	43%
Enrollments	636	581	543	613	640
Capacity (seats available)	690	657	661	758	746
Fill Rate	92%	88%	82%	81%	86%
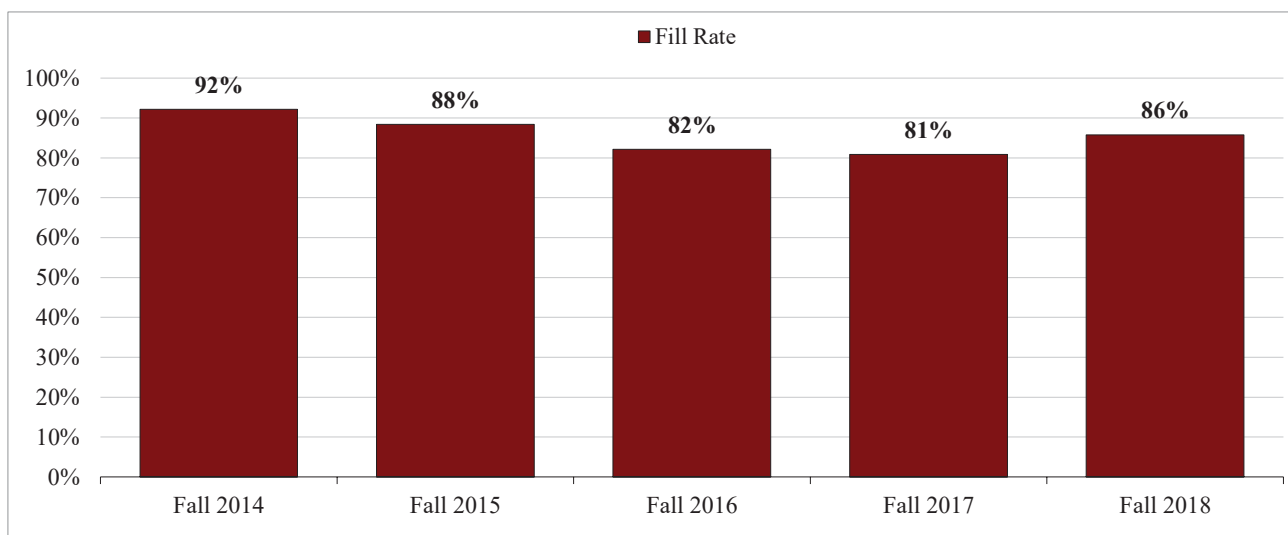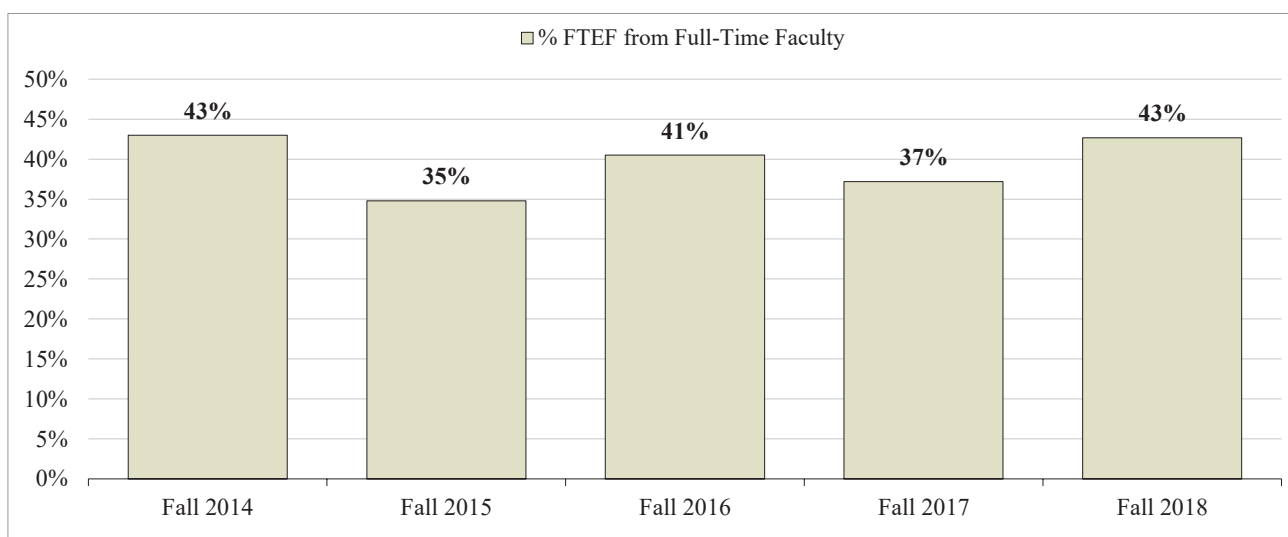
Definitions:

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 5/15/18.

College Readiness: English & Math Proficiency

Fall 2018				
	ECD/ECE		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	243	54%	4,858	52%
College-level Ready	77	19%	2,005	22%
Not College-level Ready	40	10%	675	7%
Unknown	89	20%	1,776	19%
College Math				
Completed College-level	199	44%	4,134	44%
College-level Ready	68	15%	1,812	19%
Not College-level Ready	92	20%	1,583	17%
Unknown	90	20%	1,785	19%
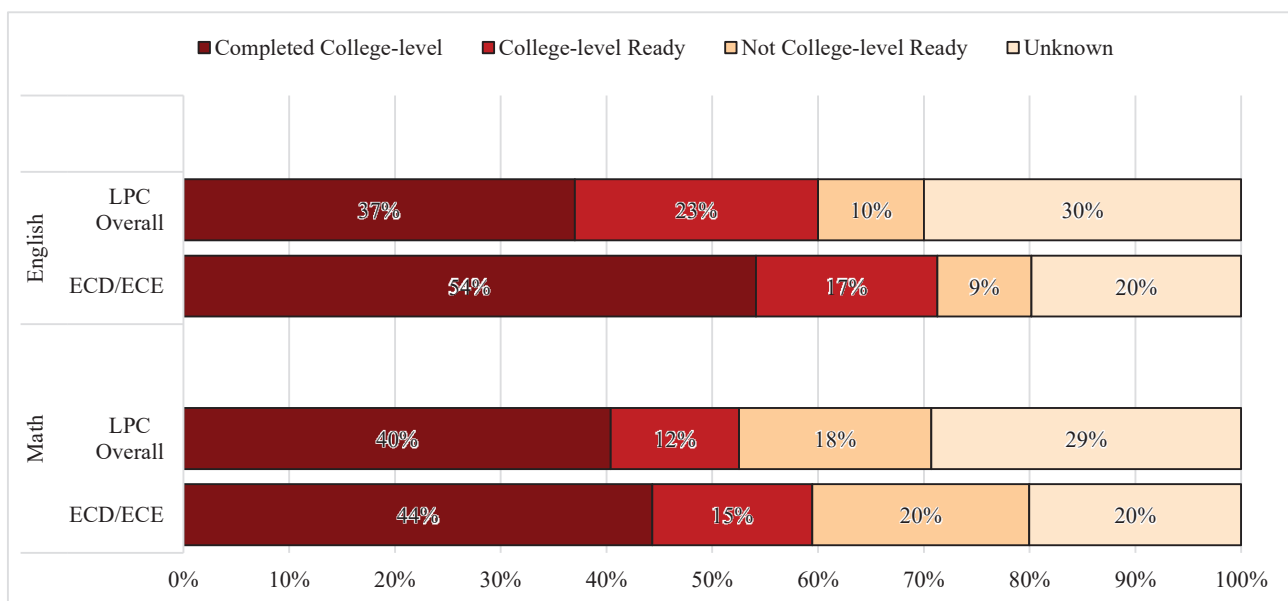
Definitions:

College English

    Completed College-level is defined as successfully completed ENG 1A or higher, or has earned at least an Associates degree.

    College-level Ready is defined as anyone who is eligible for ENG 1A but has not successfully completed the course.

    Not College-level Ready is defined as anyone who is not eligible for ENG 1A but has not successfully completed the course.

    Unknown is defined as anyone with no previous English enrollments within the sequence and no previous English assessment.

College Math

    Completed College-level is defined as succesfully completed Math 55 or higher or assessed into Transfer-level Math, or has earned at least an Associates degree.

    College-level Ready is defined as anyone who is eligible for MATH 55 but has not yet succesfully complete the course.

    Not College-level Ready is defined as anyone who is not eligible for MATH 55 but has not yet succesfully complete the course.

    Unknown is defined as anyone with no previous Math enrollments within the sequence and no previous Math assessment.