



Las Positas College

**Program Review Discipline Data Packet**

Spring 2015 to Spring 2019

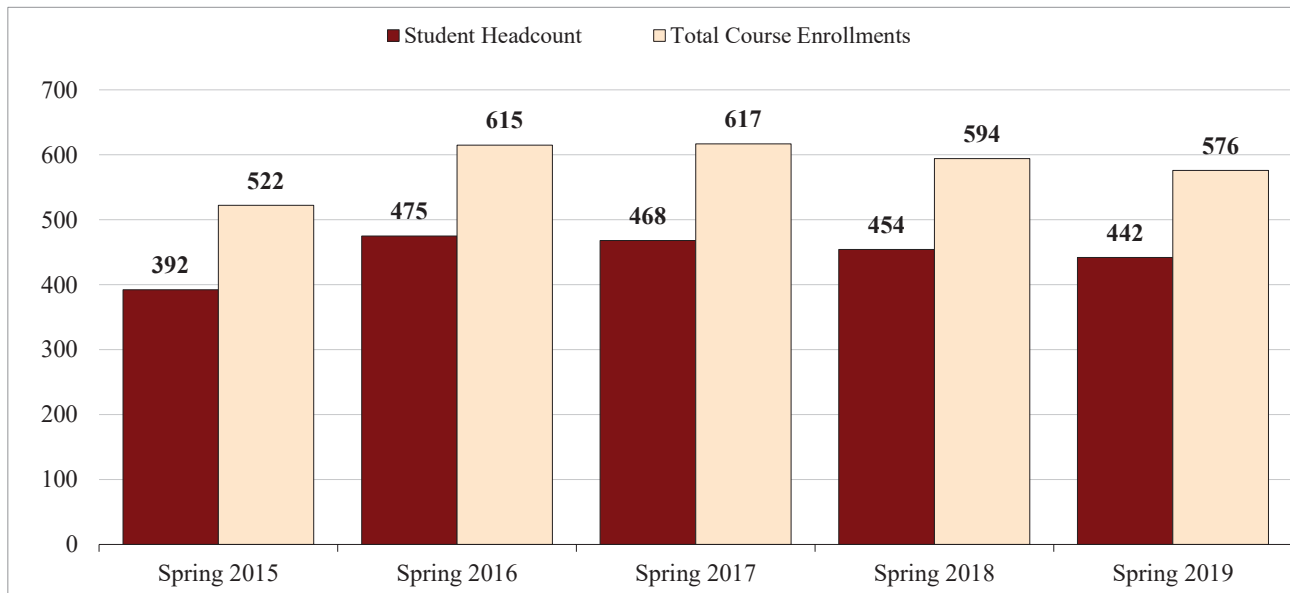
Discipline:

**Early Care and Education (ECD/ECE)**

<b><u>TABLE OF CONTENTS</u></b>	<b><u>PAGE</u></b>
Headcount & Enrollment .....	1
Student Demographics: Gender & Age .....	2
Student Demographics: Race-Ethnicity .....	3
Student Enrollment Status .....	4
Student Unit Load .....	5
Students Using Distance Education .....	6
Student Educational Goal .....	7
Highest Educational Level of Students .....	8
Student Performance: Grade Distribution.....	9
Student Performance: Distance Education.....	10
Enrollment Management Data .....	11-12
College Readiness: English & Math Proficiency.....	13

## Headcount & Enrollment

Early Care and Education ( ECD/ECE )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	392	475	468	454	442
Total Course Enrollments	522	615	617	594	576



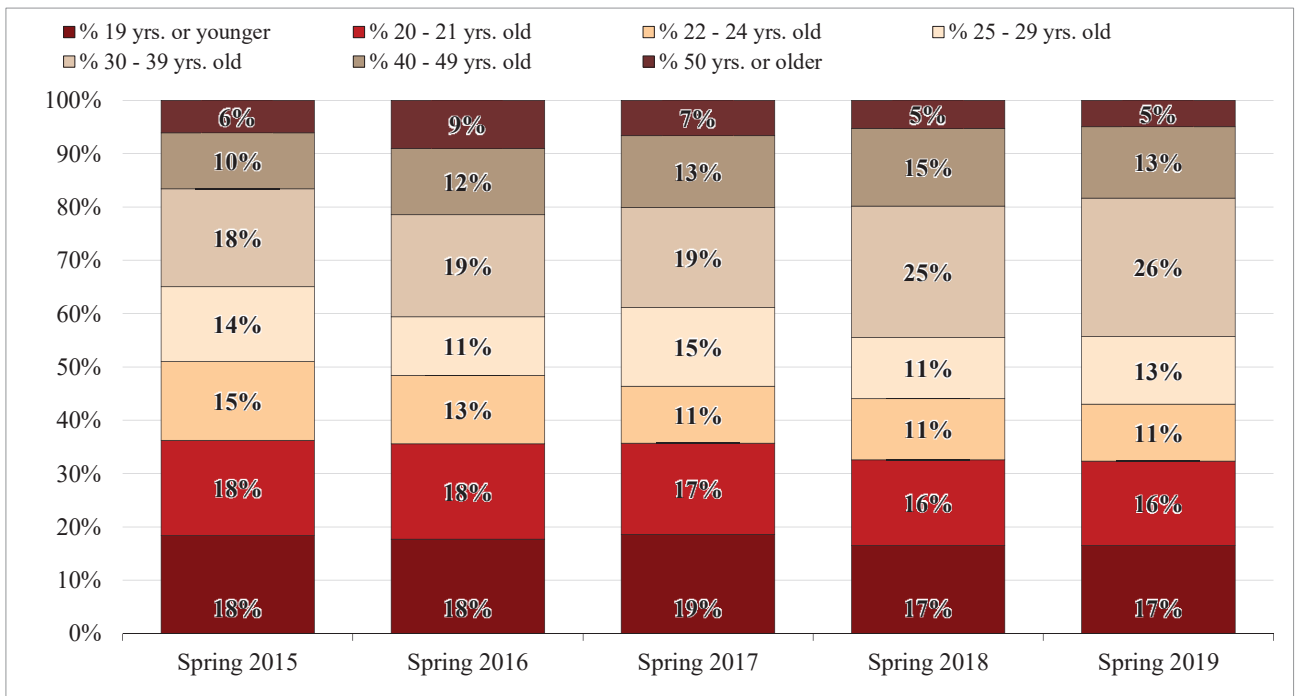
### Definitions:

**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.

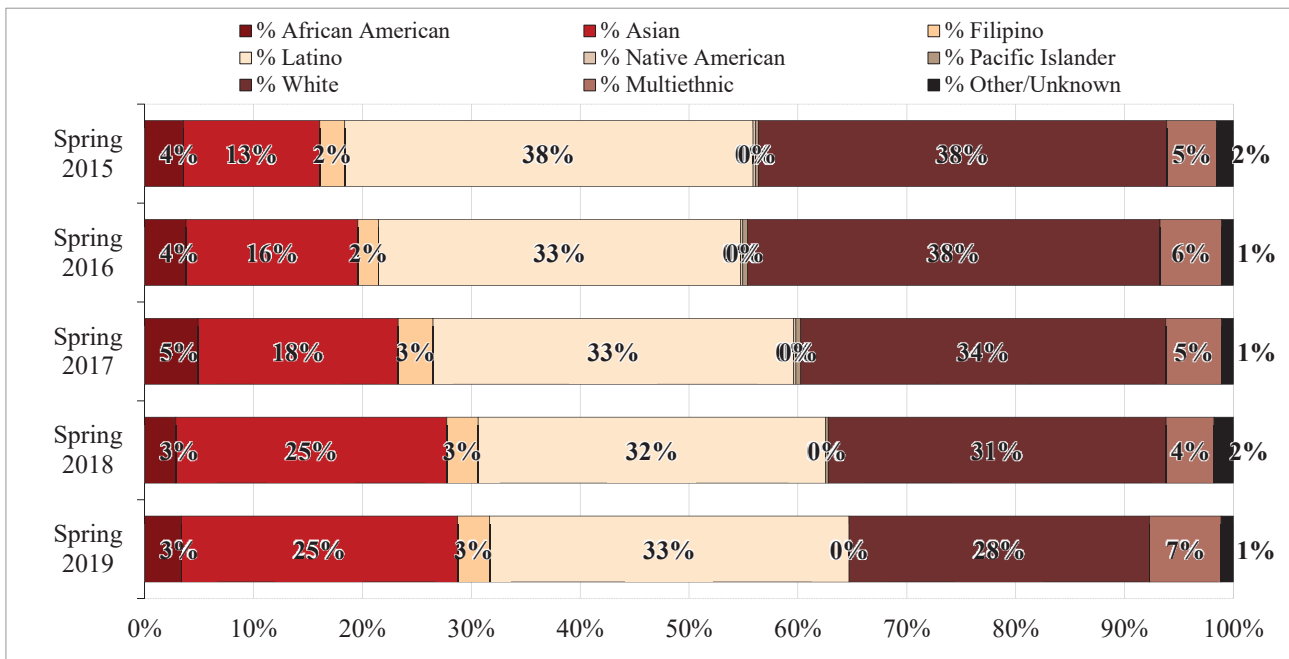
## Student Demographics: Gender & Age

Early Care and Education ( ECD/ECE )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	354	430	437	415	406
Male	32	38	25	34	27
19 yrs. or younger	72	84	87	75	73
20-21 yrs. old	70	85	80	73	70
22-24 yrs. old	58	61	50	52	47
25-29 yrs. old	55	52	69	52	56
30-39 yrs. old	72	91	88	112	115
40-49 yrs. old	41	59	63	66	59
50 yrs. or older	24	43	31	24	22
% Female	92%	92%	95%	92%	94%
% Male	8%	8%	5%	8%	6%
% 19 yrs. or younger	18%	18%	19%	17%	17%
% 20 - 21 yrs. old	18%	18%	17%	16%	16%
% 22 - 24 yrs. old	15%	13%	11%	11%	11%
% 25 - 29 yrs. old	14%	11%	15%	11%	13%
% 30 - 39 yrs. old	18%	19%	19%	25%	26%
% 40 - 49 yrs. old	10%	12%	13%	15%	13%
% 50 yrs. or older	6%	9%	7%	5%	5%



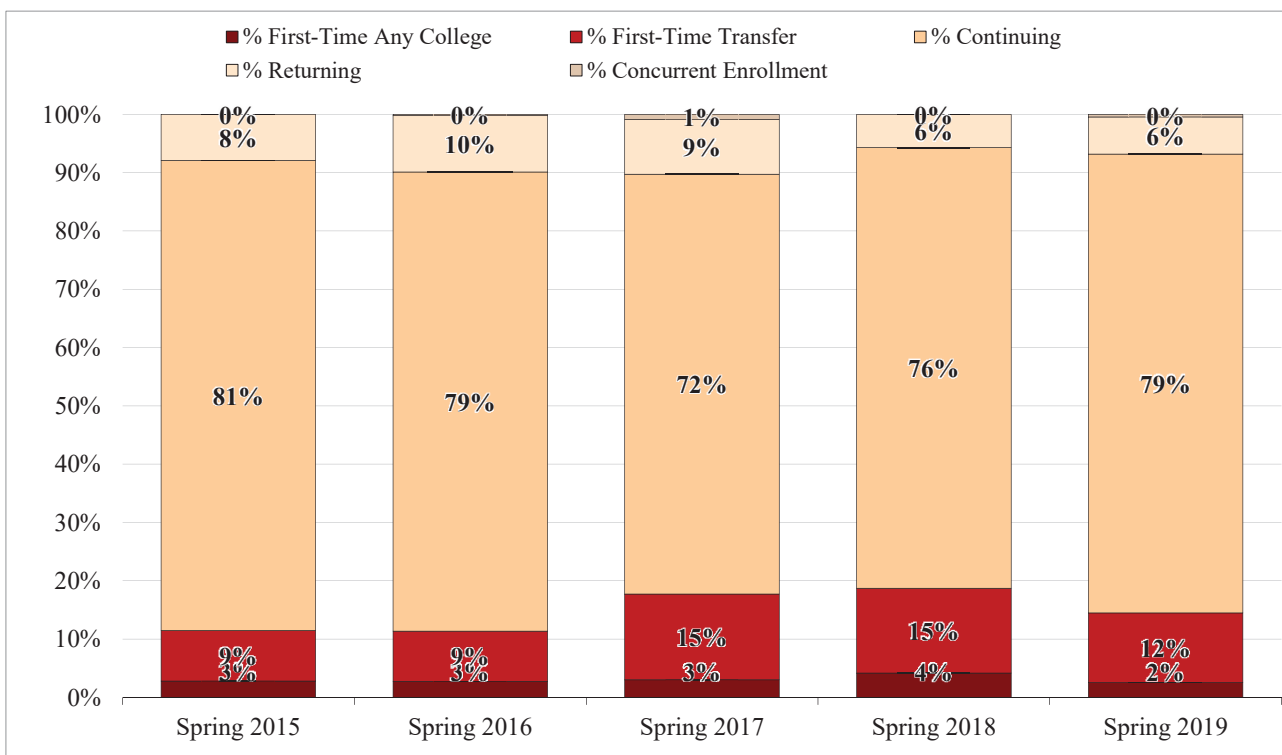
## Student Demographic: Race-Ethnicity

Early Care and Education ( ECD/ECE )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	14	18	23	13	15
Asian	49	75	86	113	112
Filipino	9	9	15	13	13
Latino	147	158	155	145	146
Native American	1	1	1	0	0
Pacific Islander	1	2	2	1	0
White	147	180	157	141	122
Multiethnic	18	27	24	20	29
Other/Unknown	6	5	5	8	5
% African American	4%	4%	5%	3%	3%
% Asian	13%	16%	18%	25%	25%
% Filipino	2%	2%	3%	3%	3%
% Latino	38%	33%	33%	32%	33%
% Native American	<1%	<1%	<1%	0%	0%
% Pacific Islander	<1%	<1%	<1%	<1%	0%
% White	38%	38%	34%	31%	28%
% Multiethnic	5%	6%	5%	4%	7%
% Other/Unknown	2%	1%	1%	2%	1%



## Student Enrollment Status

Early Care and Education ( ECD/ECE )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	11	13	14	19	11
First-Time Transfer	34	41	69	66	53
Continuing	316	374	337	343	348
Returning	31	46	44	26	28
Concurrent Enrollment	0	1	4	0	2
% First-Time Any College	3%	3%	3%	4%	2%
% First-Time Transfer	9%	9%	15%	15%	12%
% Continuing	81%	79%	72%	76%	79%
% Returning	8%	10%	9%	6%	6%
% Concurrent Enrollment	0%	<1%	1%	0%	<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.

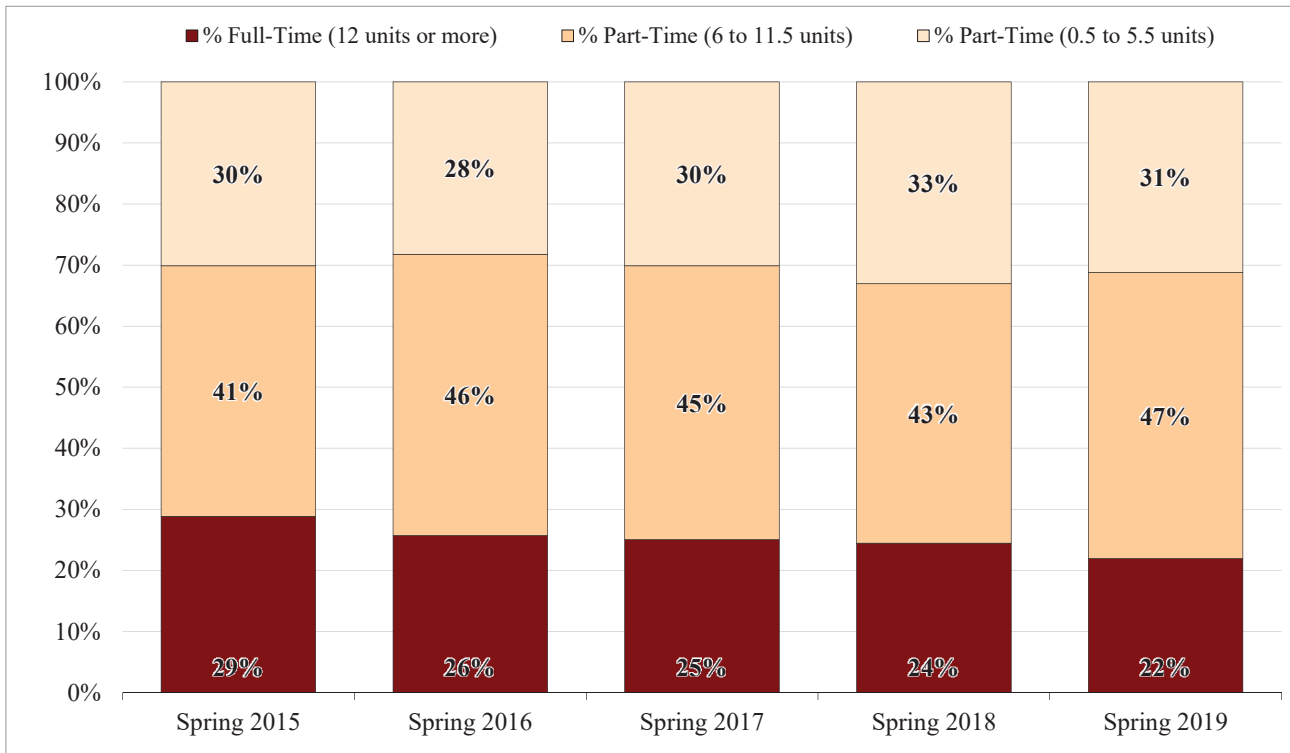
**Continuing:** Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

**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.

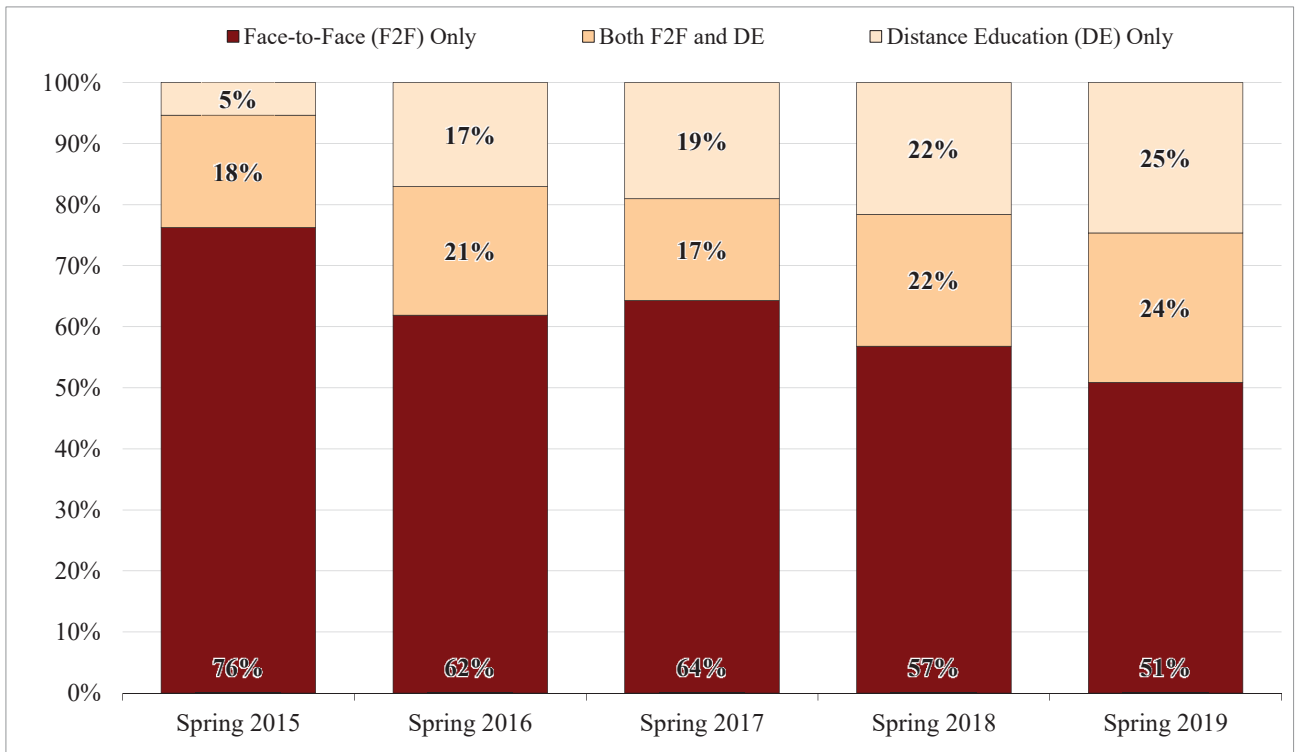
## Student Unit Load

Early Care and Education ( ECD/ECE )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	113	122	117	111	97
Part-Time (6 to 11.5 units)	161	219	210	193	207
Part-Time (0.5 to 5.5 units)	118	134	141	150	138
% Full-Time (12 units or more)	29%	26%	25%	24%	22%
% Part-Time (6 to 11.5 units)	41%	46%	45%	43%	47%
% Part-Time (0.5 to 5.5 units)	30%	28%	30%	33%	31%



## Students Using Distance Education

Early Care and Education ( ECD/ECE )					
(Categories reflect college-wide coursework)	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	299	294	301	258	225
Both F2F and DE	72	100	78	98	108
Distance Education (DE) Only	21	81	89	98	109
% Face-to-Face (F2F) Only	76%	62%	64%	57%	51%
% Both F2F and DE	18%	21%	17%	22%	24%
% Distance Education (DE) Only	5%	17%	19%	22%	25%

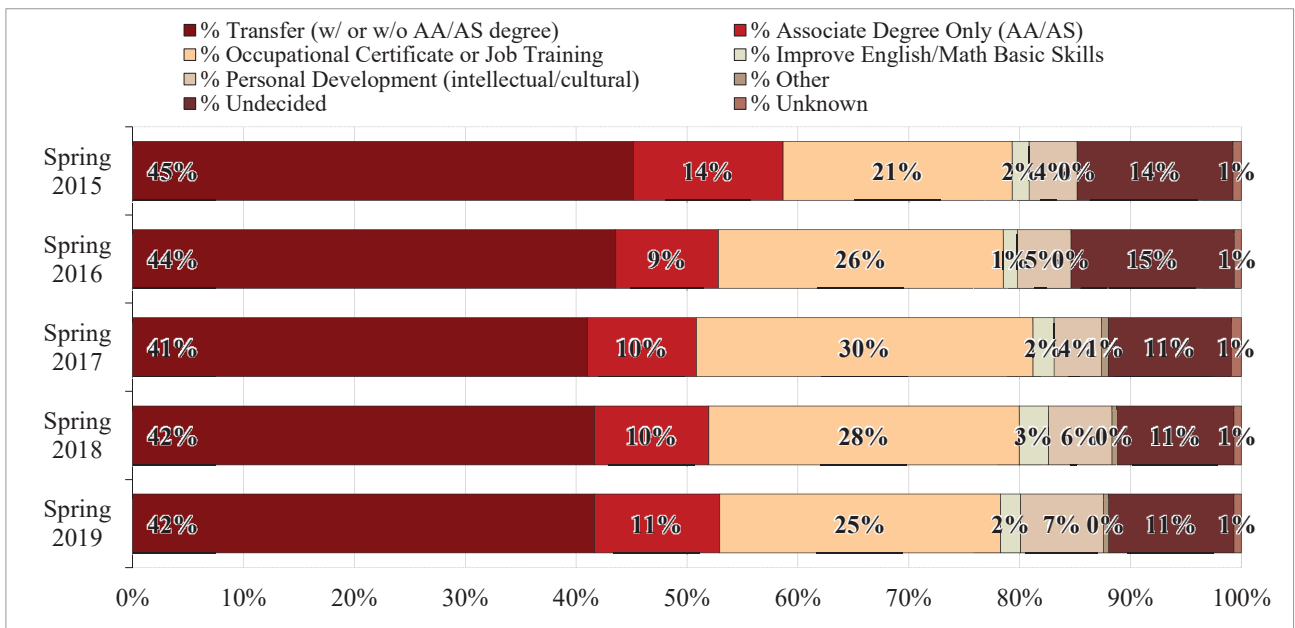


### Definitions:

**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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	177	207	192	189	184
Associate Degree Only (AA/AS)	53	44	46	47	50
Occupational Certificate or Job Training	81	122	142	127	112
Improve English/Math Basic Skills	6	6	9	12	8
Personal Development (intellectual/cultural)	17	23	20	26	33
Other	0	0	3	2	2
Undecided	55	70	52	48	50
Unknown	3	3	4	3	3
% Transfer (w/ or w/o AA/AS degree)	45%	44%	41%	42%	42%
% Associate Degree Only (AA/AS)	14%	9%	10%	10%	11%
% Occupational Certificate or Job Training	21%	26%	30%	28%	25%
% Improve English/Math Basic Skills	2%	1%	2%	3%	2%
% Personal Development (intellectual/cultural)	4%	5%	4%	6%	7%
% Other	0%	0%	1%	<1%	<1%
% Undecided	14%	15%	11%	11%	11%
% Unknown	1%	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.

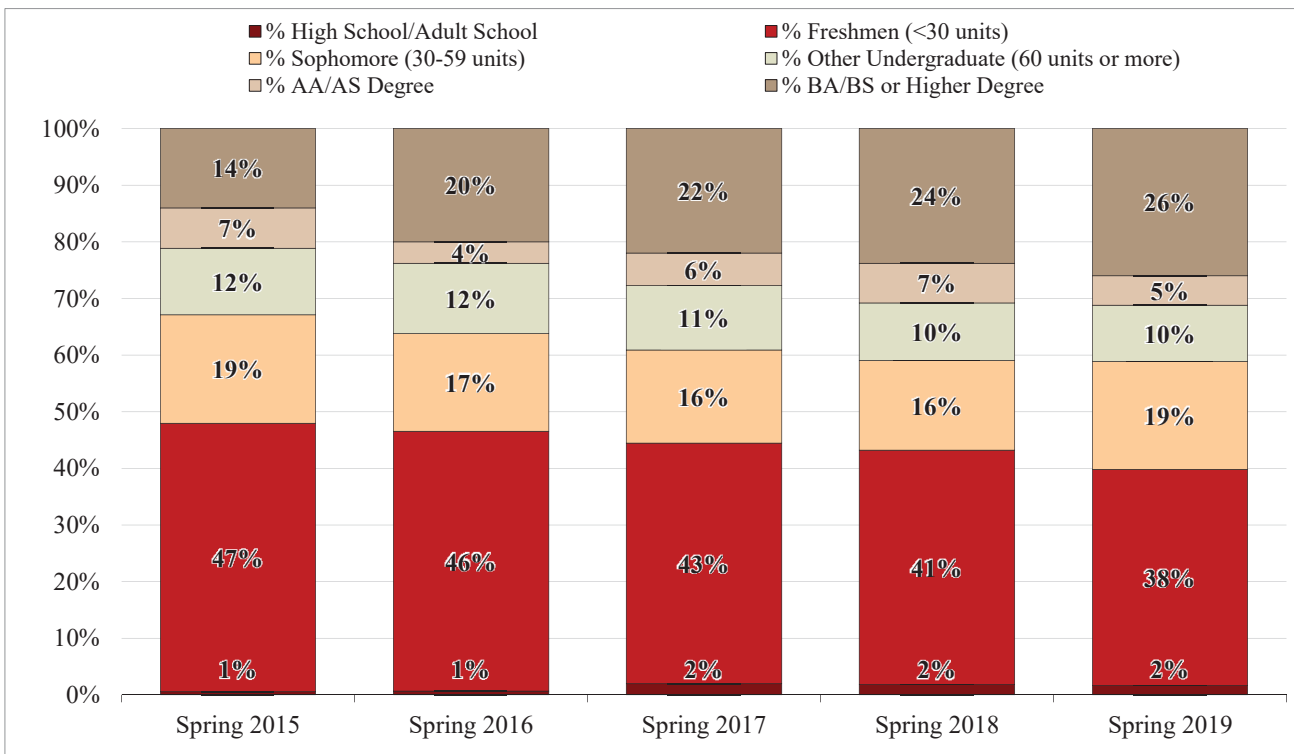
**Personal Development:** Students taking courses for intellectual and/or cultural development.

**Other:** Students completing diploma/GED requirements or moving from non-credit to credit courses. Data from admission application.



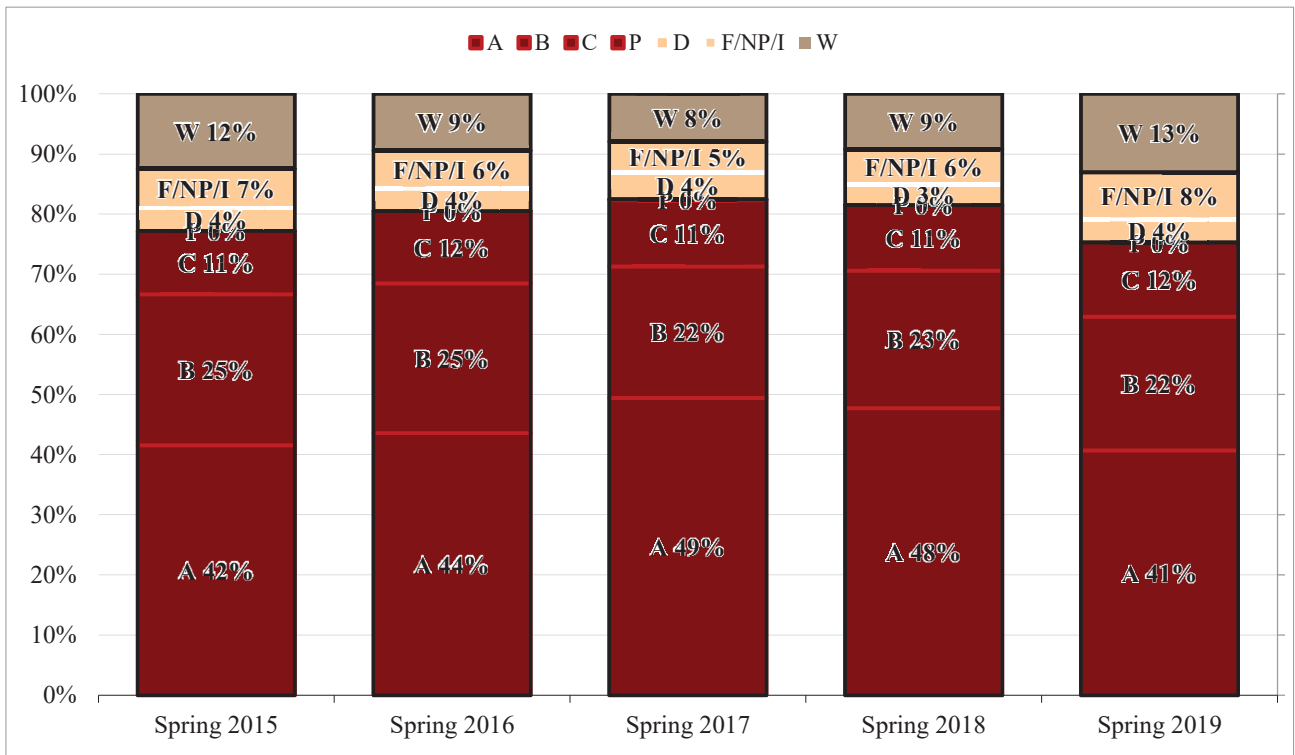
## Highest Educational Level of Students

Early Care and Education ( ECD/ECE )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	2	3	9	8	7
Freshmen (<30 units)	186	218	199	188	169
Sophomore (30-59 units)	75	82	77	72	84
Other Undergraduate (60 units or more)	46	59	53	46	44
AA/AS Degree	28	18	27	32	23
BA/BS or Higher Degree	55	95	103	108	115
% High School/Adult School	1%	1%	2%	2%	2%
% Freshmen (<30 units)	47%	46%	43%	41%	38%
% Sophomore (30-59 units)	19%	17%	16%	16%	19%
% Other Undergraduate (60 units or more)	12%	12%	11%	10%	10%
% AA/AS Degree	7%	4%	6%	7%	5%
% BA/BS or Higher Degree	14%	20%	22%	24%	26%



## Student Performance: Grade Distribution

Early Care and Education ( ECD/ECE )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
<b>Total Course Enrollments</b>	<b>522</b>	<b>615</b>	<b>617</b>	<b>594</b>	<b>576</b>
<b>Course Success Rates</b>	<b>77%</b>	<b>80%</b>	<b>82%</b>	<b>82%</b>	<b>75%</b>
A	42%	44%	49%	48%	41%
B	25%	25%	22%	23%	22%
C	11%	12%	11%	11%	12%
P	0%	0%	<1%	0%	0%
<b>Course Non-Success Rate</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>9%</b>	<b>12%</b>
D	4%	4%	4%	3%	4%
F/NP/I	7%	6%	5%	6%	8%
<b>Withdrawals (W)</b>	<b>12%</b>	<b>9%</b>	<b>8%</b>	<b>9%</b>	<b>13%</b>



### Definitions:

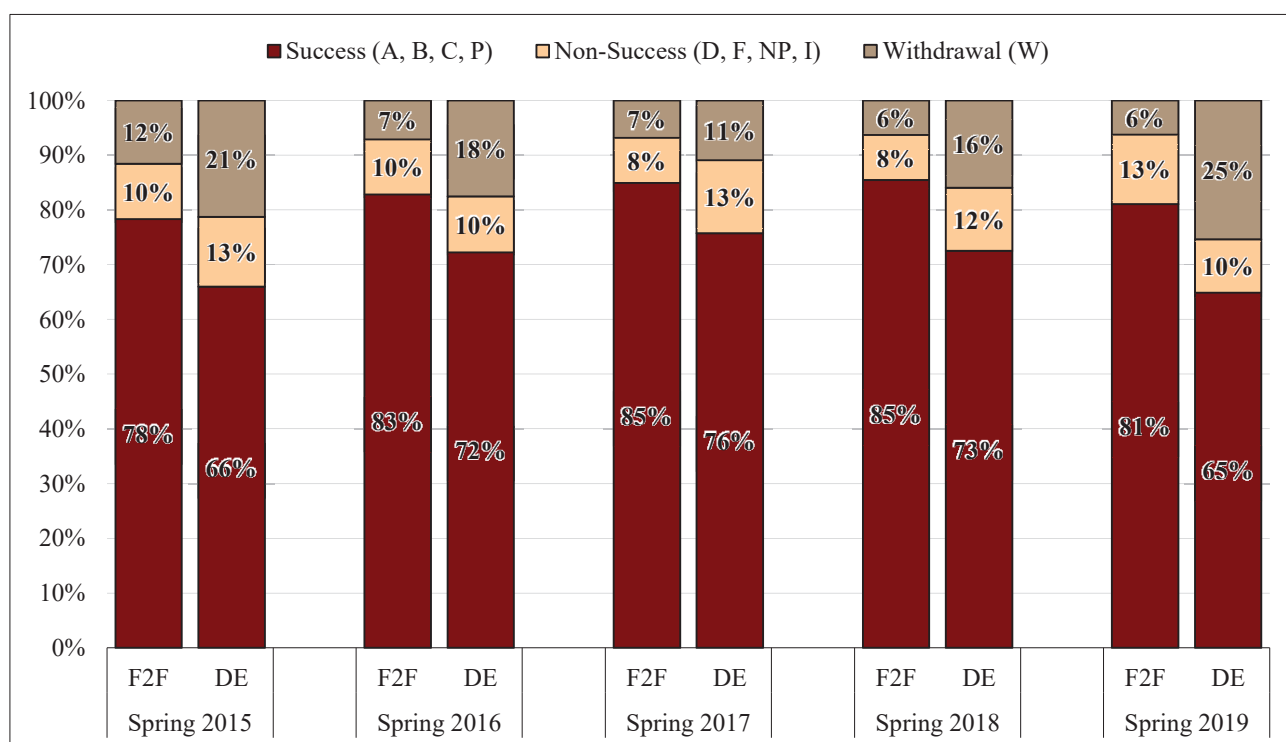
**Course Success Rate** is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

**Course Non-Success Rate** is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T') 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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
<b>Total Course Enrollments</b>	<b>522</b>	<b>615</b>	<b>617</b>	<b>594</b>	<b>576</b>
<b>Face-to-Face (F2F) Sections</b>	<b>475</b>	<b>478</b>	<b>452</b>	<b>412</b>	<b>370</b>
Success Rates	78%	83%	85%	85%	81%
Non-Success Rates	10%	10%	8%	8%	13%
Withdrawals	12%	7%	7%	6%	6%
<b>Distance Education (DE) Sections</b>	<b>47</b>	<b>137</b>	<b>165</b>	<b>182</b>	<b>206</b>
Success Rates	66%	72%	76%	73%	65%
Non-Success Rates	13%	10%	13%	12%	10%
Withdrawals	21%	18%	11%	16%	25%



### 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.

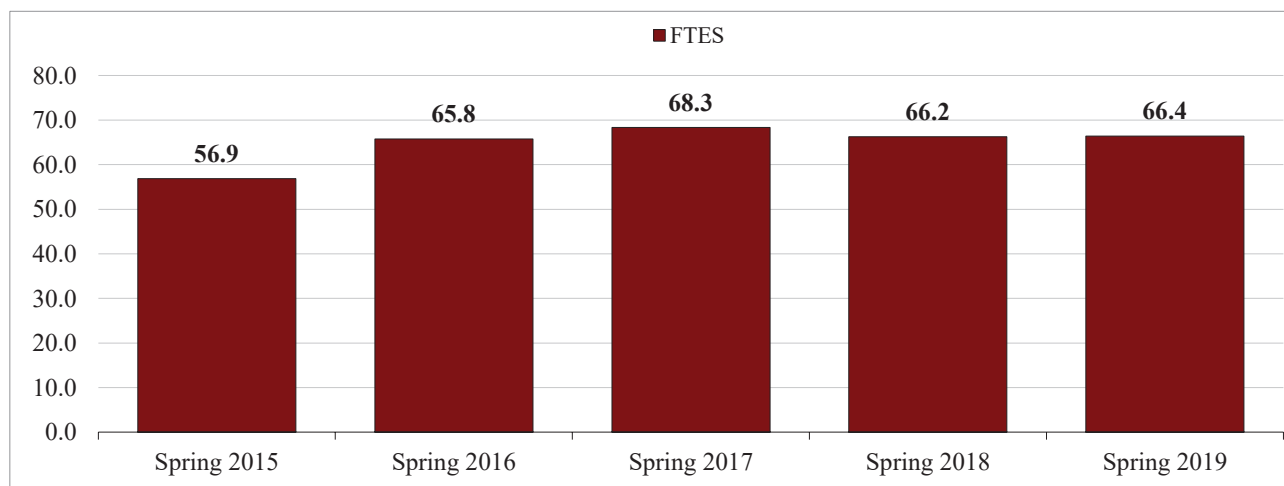
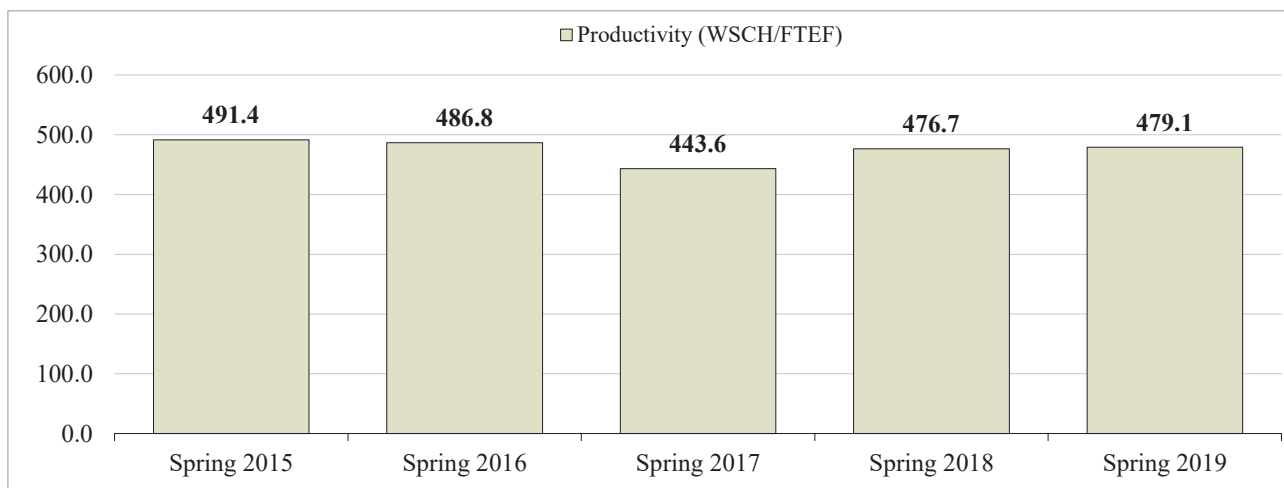
**Course Non-Success Rate** is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

**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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	1,720	1,991	2,095	2,073	2,052
FTES	56.9	65.8	68.3	66.2	66.4
FTEF	3.5	4.1	4.7	4.3	4.3
Productivity (WSCH/FTEF)	491.4	486.8	443.6	476.7	479.1



### 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.

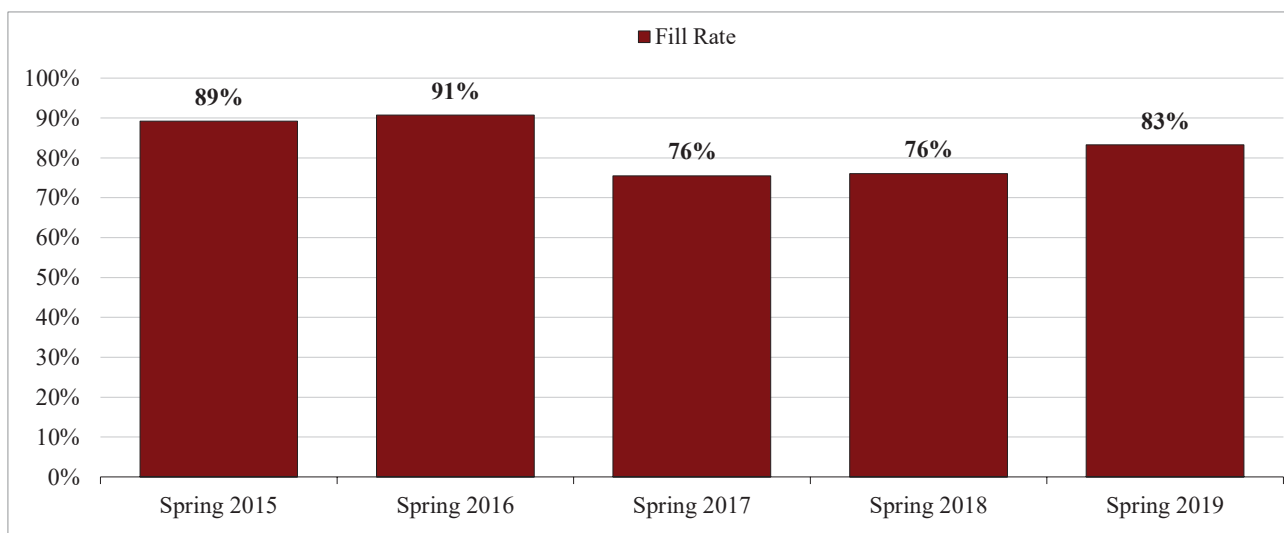
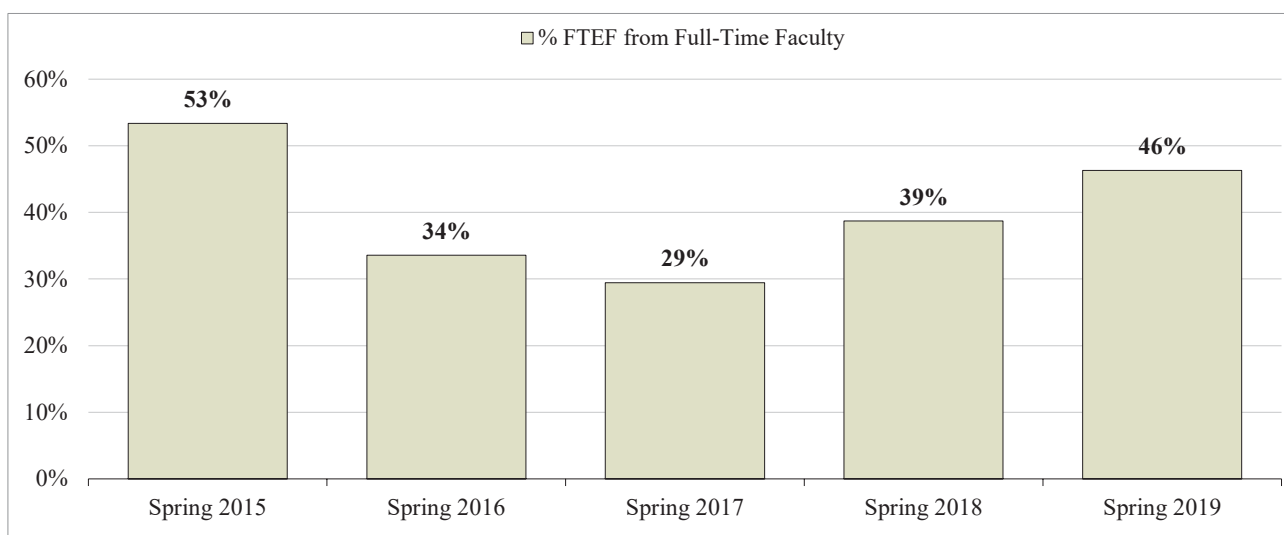
**FTEF** is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

**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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	1.9	1.4	1.4	1.7	2.0
% FTEF from Full-Time Faculty	53%	34%	29%	39%	46%
Enrollments	522	615	617	594	576
Capacity (seats available)	585	678	817	781	692
Fill Rate	89%	91%	76%	76%	83%



### Definitions:

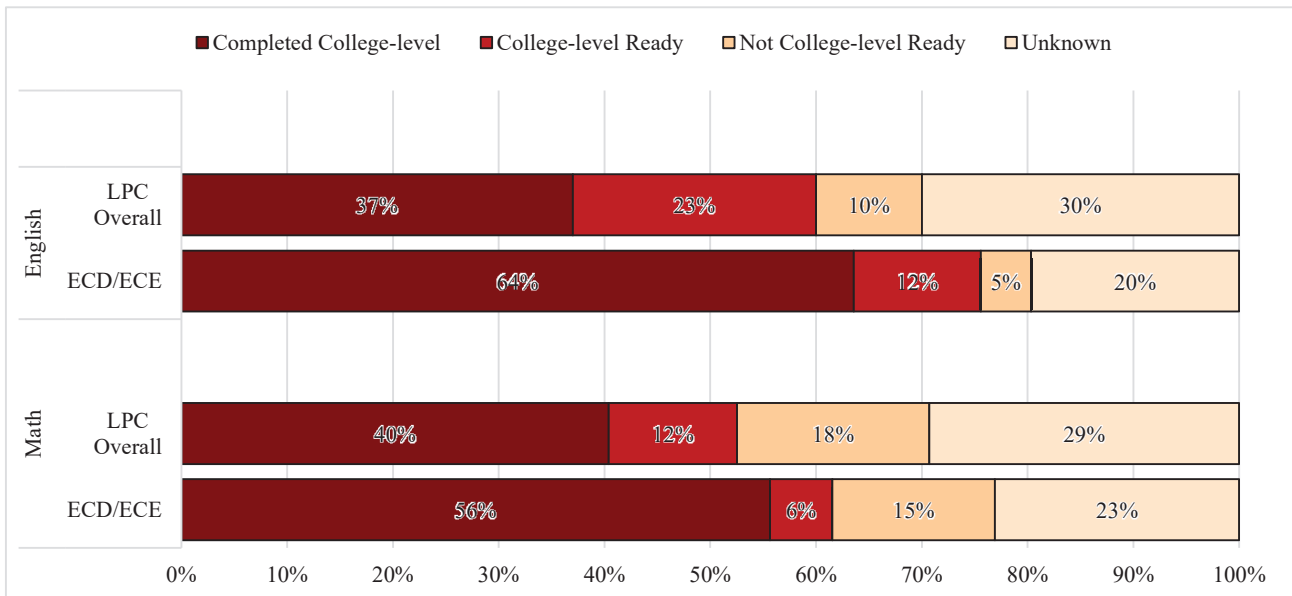
**Fill Rate** is number of enrollments over the total capacity (seats available).

**% 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

Spring 2019				
	ECD/ECE		LPC Overall	
	Num	Pct	Num	Pct
<b>College English</b>				
Completed College-level	281	64%	5,237	60%
College-level Ready	53	13%	1,339	15%
Not College-level Ready	21	6%	458	5%
Unknown	87	20%	1,703	19%
<b>College Math</b>				
Completed College-level	246	56%	4,956	57%
College-level Ready	26	6%	642	7%
Not College-level Ready	68	15%	1,161	13%
Unknown	102	23%	1,978	23%



### 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 successfully 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 successfully complete the course.

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

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