



Las Positas College
Program Review Discipline Data Packet
Fall 2015 to Fall 2019

Discipline:

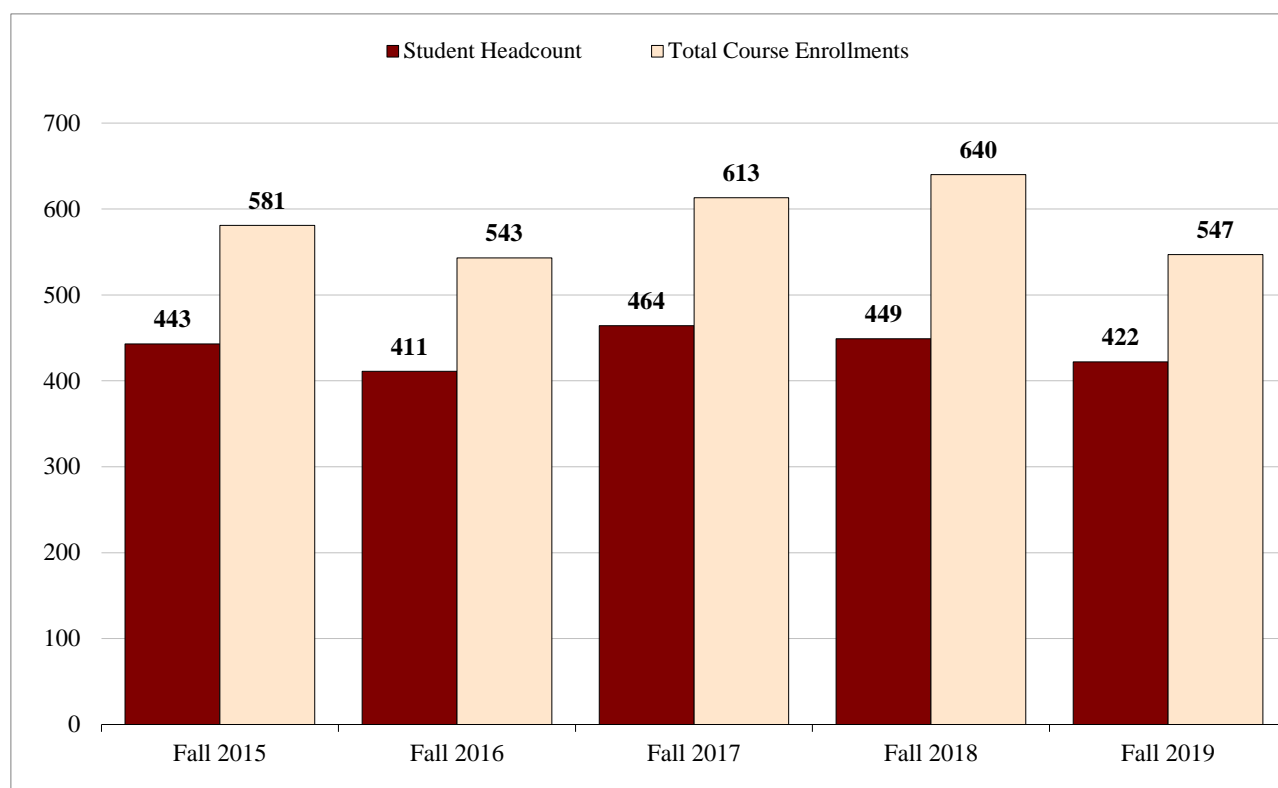
Early Care and Education (ECD/ECE)

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NOTE: ^ next to rubric / subject code indicates that the report combines data for related credit and non-credit rubrics

Headcount & Enrollment

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student Headcount	443	411	464	449	422
Total Course Enrollments	581	543	613	640	547



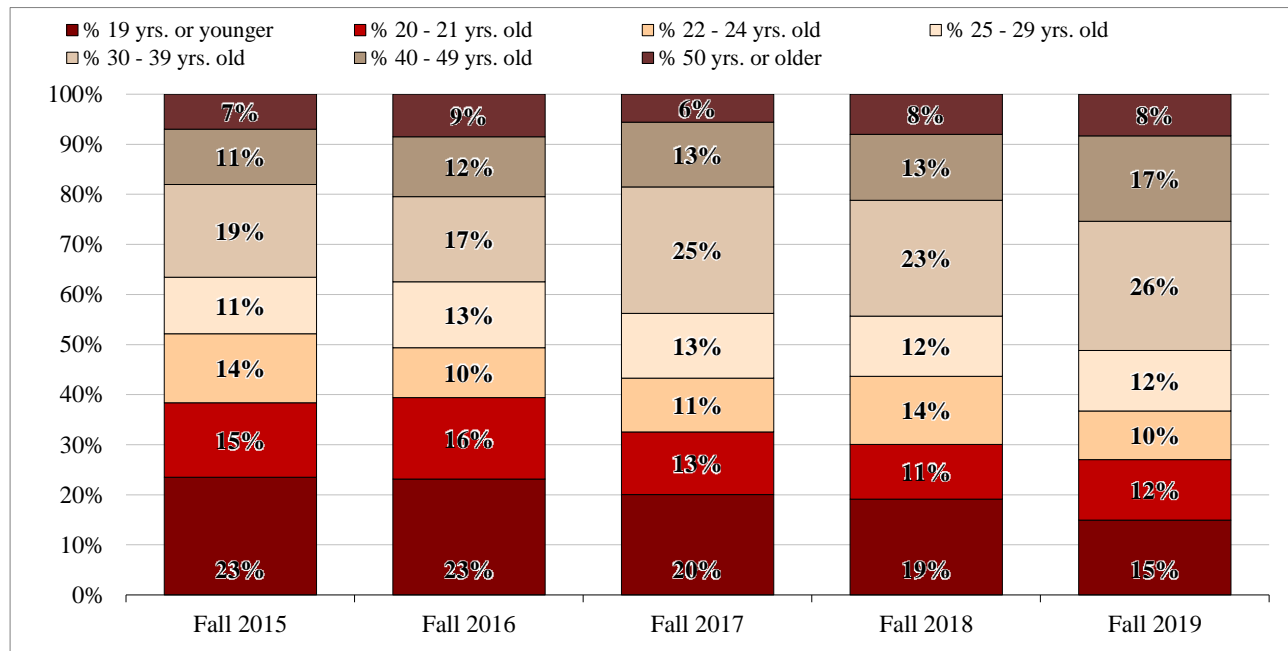
Definitions:

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.

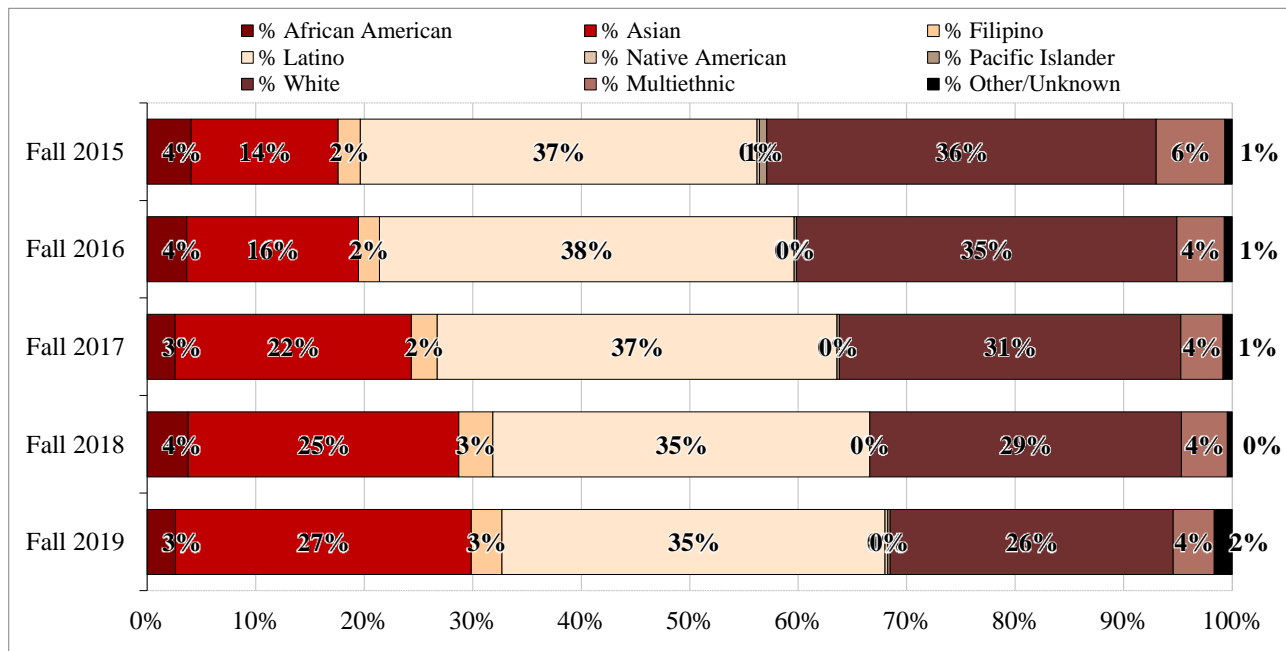
Student Demographics: Gender & Age

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Female	417	381	434	412	396
Male	22	26	23	28	19
19 yrs. or younger	104	95	93	86	63
20-21 yrs. old	66	67	58	49	51
22-24 yrs. old	61	41	50	61	41
25-29 yrs. old	50	54	60	54	51
30-39 yrs. old	82	70	117	104	109
40-49 yrs. old	49	49	60	59	72
50 yrs. or older	31	35	26	36	35
% Female	95%	94%	95%	94%	95%
% Male	5%	6%	5%	6%	5%
% 19 yrs. or younger	23%	23%	20%	19%	15%
% 20 - 21 yrs. old	15%	16%	13%	11%	12%
% 22 - 24 yrs. old	14%	10%	11%	14%	10%
% 25 - 29 yrs. old	11%	13%	13%	12%	12%
% 30 - 39 yrs. old	19%	17%	25%	23%	26%
% 40 - 49 yrs. old	11%	12%	13%	13%	17%
% 50 yrs. or older	7%	9%	6%	8%	8%



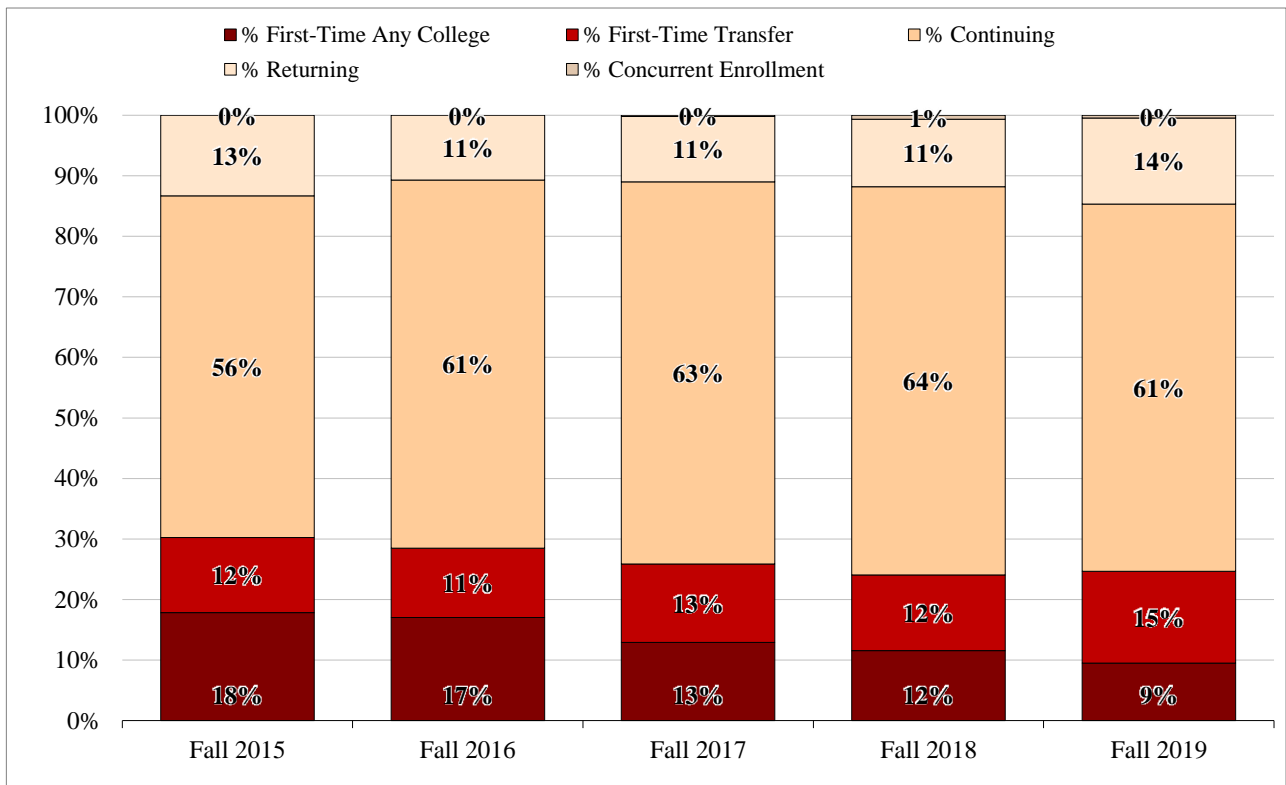
Student Demographic: Race-Ethnicity

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	18	15	12	17	11
Asian	60	65	101	112	115
Filipino	9	8	11	14	12
Latino	162	157	171	156	149
Native American	1	0	0	0	1
Pacific Islander	3	1	1	0	1
White	159	144	146	129	110
Multiethnic	28	18	18	19	16
Other/Unknown	3	3	4	2	7
% African American	4%	4%	3%	4%	3%
% Asian	14%	16%	22%	25%	27%
% Filipino	2%	2%	2%	3%	3%
% Latino	37%	38%	37%	35%	35%
% Native American	<1%	0%	0%	0%	<1%
% Pacific Islander	1%	<1%	<1%	0%	<1%
% White	36%	35%	31%	29%	26%
% Multiethnic	6%	4%	4%	4%	4%
% Other/Unknown	1%	1%	1%	<1%	2%



Student Enrollment Status

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First-Time Any College	79	70	60	52	40
First-Time Transfer	55	47	60	56	64
Continuing	250	250	293	288	256
Returning	59	44	50	50	60
Concurrent Enrollment	0	0	1	3	2
% First-Time Any College	18%	17%	13%	12%	9%
% First-Time Transfer	12%	11%	13%	12%	15%
% Continuing	56%	61%	63%	64%	61%
% Returning	13%	11%	11%	11%	14%
% Concurrent Enrollment	0%	0%	<1%	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.

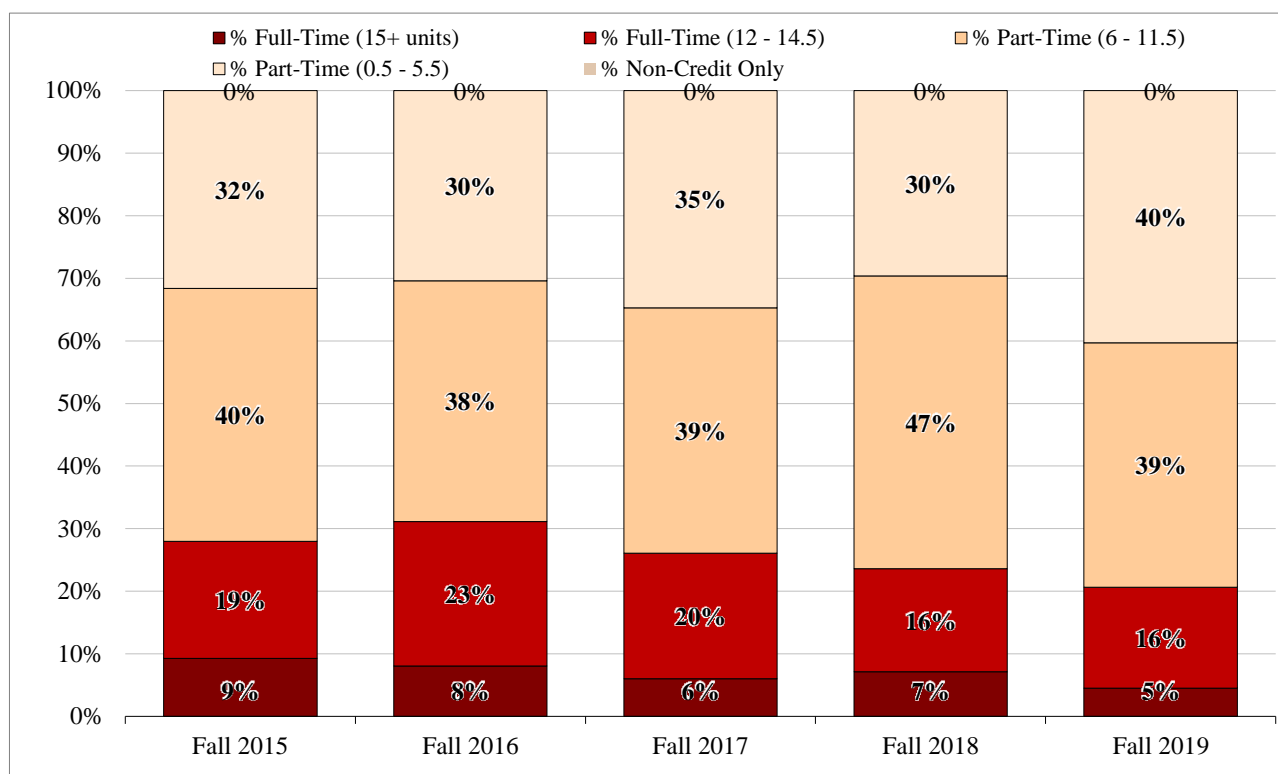
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

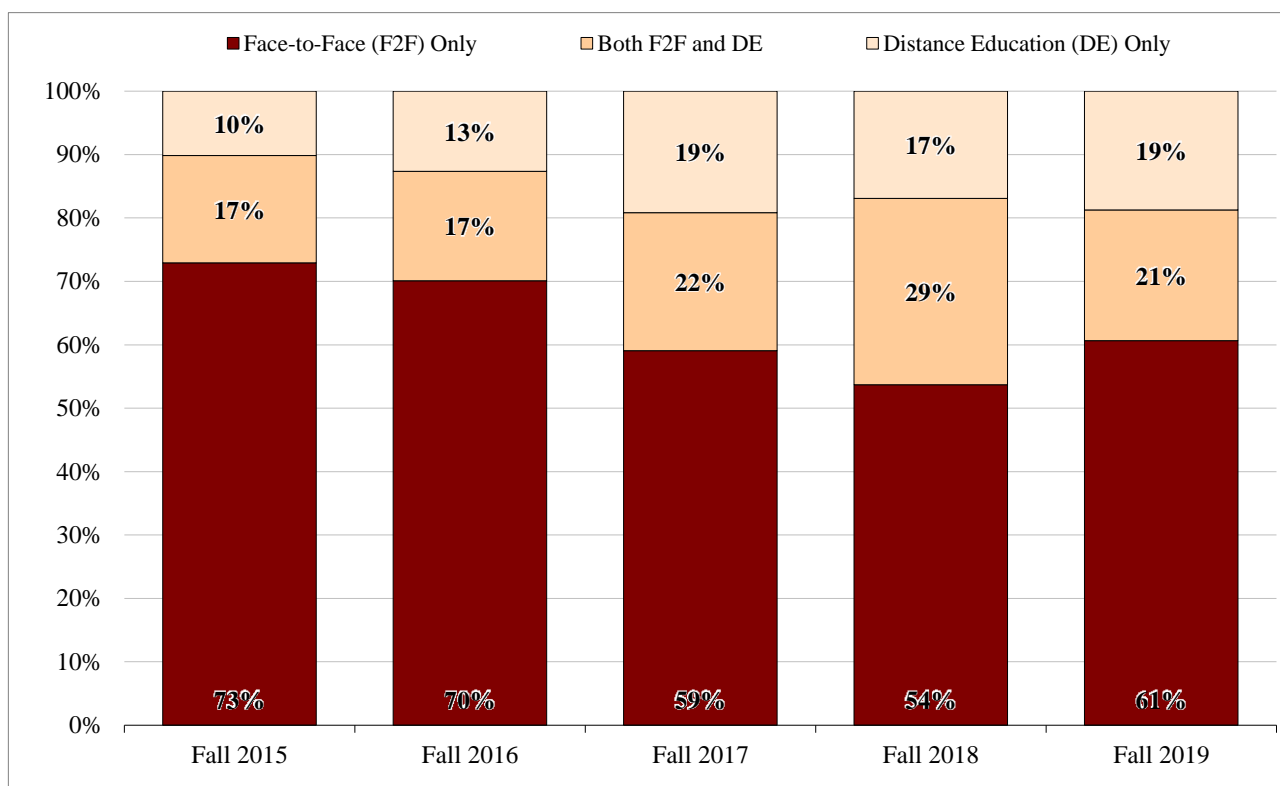
Student Unit Load

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full-Time (15+ units)	41	33	28	32	19
Full-Time (12 - 14.5)	83	95	93	74	68
Part-Time (6 - 11.5)	179	158	182	210	165
Part-Time (0.5 - 5.5)	140	125	161	133	170
Non-Credit Only	—	—	—	—	—
% Full-Time (15+ units)	9%	8%	6%	7%	5%
% Full-Time (12 - 14.5)	19%	23%	20%	16%	16%
% Part-Time (6 - 11.5)	40%	38%	39%	47%	39%
% Part-Time (0.5 - 5.5)	32%	30%	35%	30%	40%
% Non-Credit Only	—	—	—	—	—



Students Using Distance Education

Early Care and Education (ECD/ECE)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Face-to-Face (F2F) Only	323	288	274	241	256
Both F2F and DE	75	71	101	132	87
Distance Education (DE) Only	45	52	89	76	79
% Face-to-Face (F2F) Only	73%	70%	59%	54%	61%
% Both F2F and DE	17%	17%	22%	29%	21%
% Distance Education (DE) Only	10%	13%	19%	17%	19%

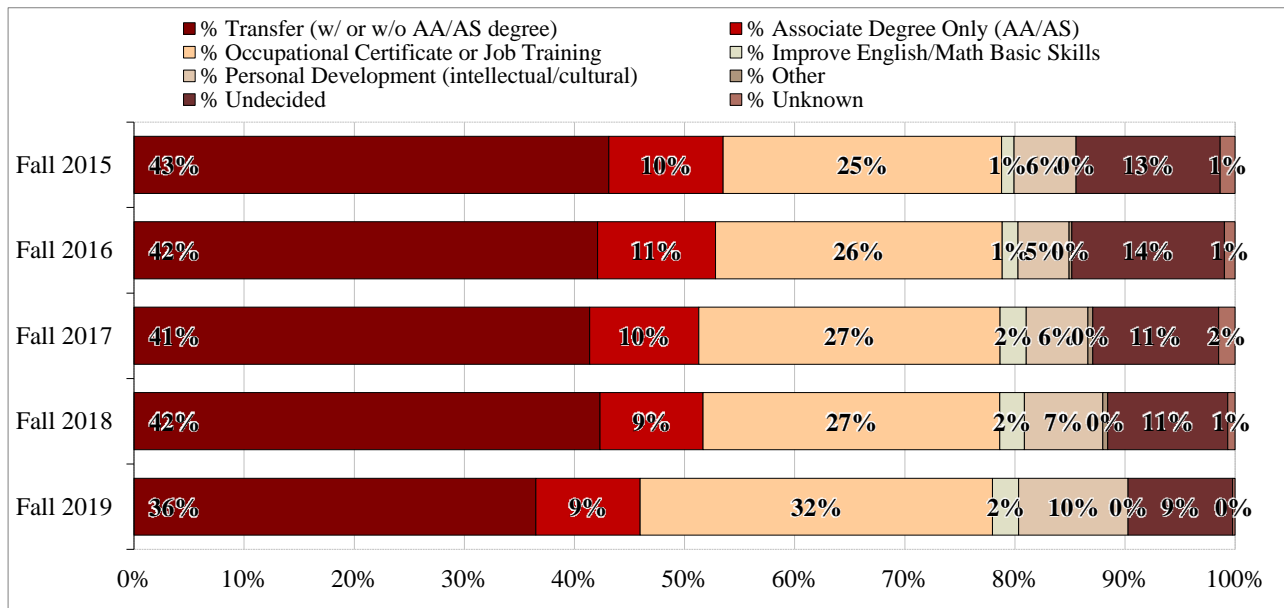


Definitions:

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 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Transfer (w/ or w/o AA/AS degree)	191	173	192	190	154
Associate Degree Only (AA/AS)	46	44	46	42	40
Occupational Certificate or Job Training	112	107	127	121	135
Improve English/Math Basic Skills	5	6	11	10	10
Personal Development (intellectual/cultural)	25	19	26	32	42
Other	0	1	2	2	0
Undecided	58	57	53	49	40
Unknown	6	4	7	3	1
% Transfer (w/ or w/o AA/AS degree)	43%	42%	41%	42%	36%
% Associate Degree Only (AA/AS)	10%	11%	10%	9%	9%
% Occupational Certificate or Job Training	25%	26%	27%	27%	32%
% Improve English/Math Basic Skills	1%	1%	2%	2%	2%
% Personal Development (intellectual/cultural)	6%	5%	6%	7%	10%
% Other	0%	<1%	<1%	<1%	0%
% Undecided	13%	14%	11%	11%	9%
% Unknown	1%	1%	2%	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.

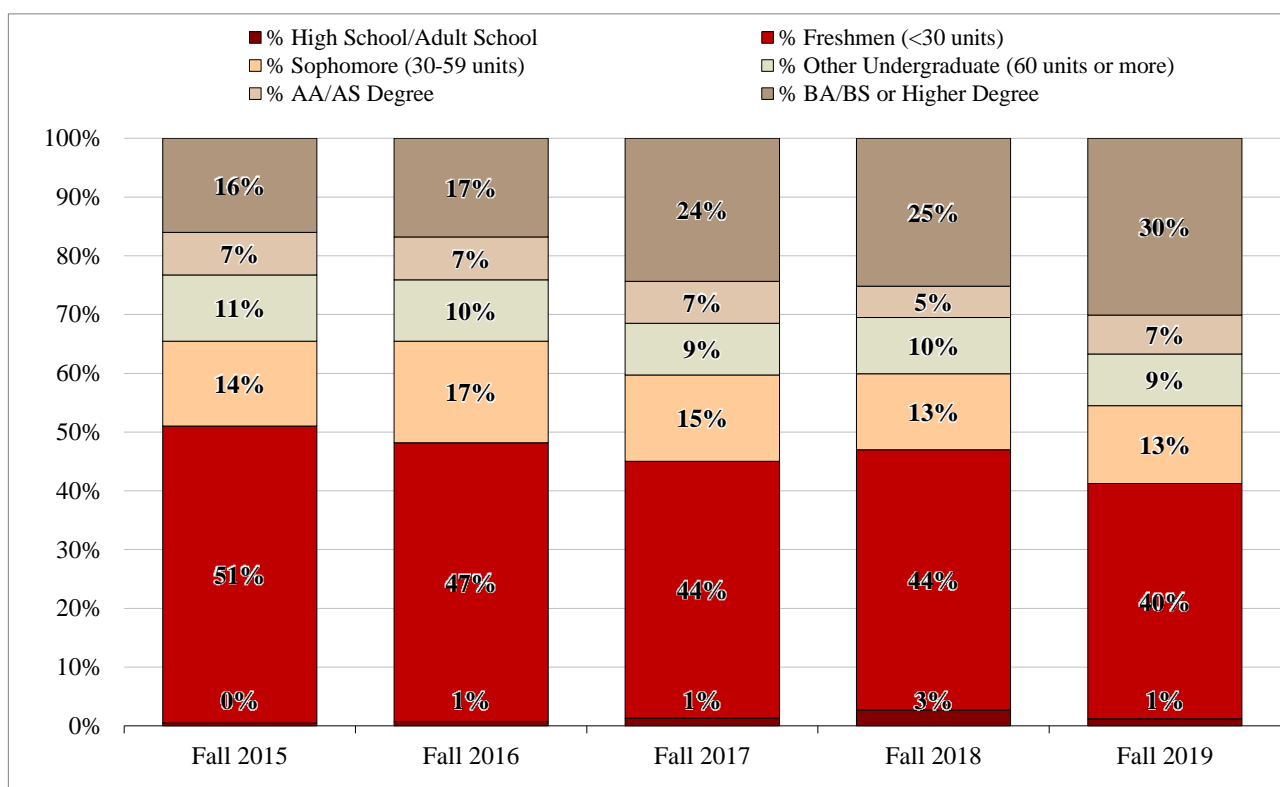
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

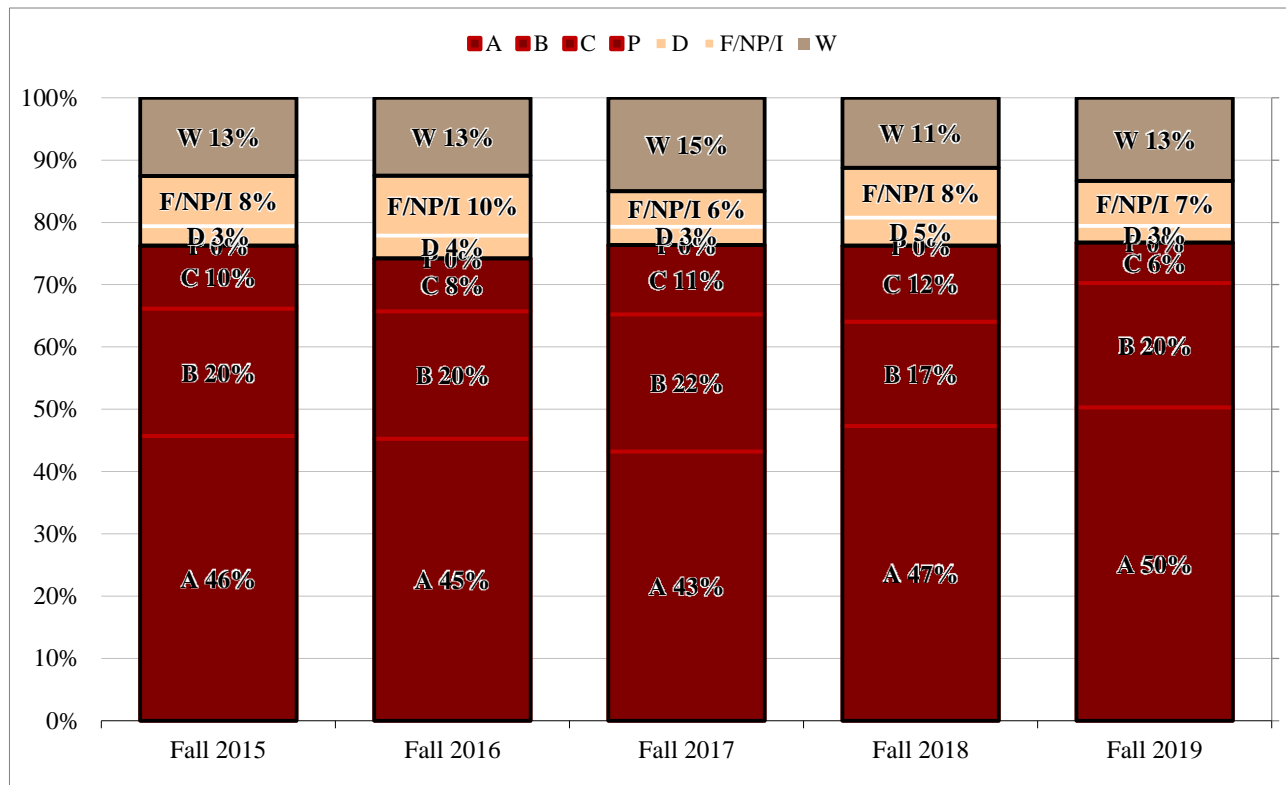
Highest Educational Level of Students

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
High School/Adult School	2	3	6	12	5
Freshmen (<30 units)	224	195	203	199	169
Sophomore (30-59 units)	64	71	68	58	56
Other Undergraduate (60 units or more)	50	43	41	43	37
AA/AS Degree	32	30	33	24	28
BA/BS or Higher Degree	71	69	113	113	127
% High School/Adult School	<1%	1%	1%	3%	1%
% Freshmen (<30 units)	51%	47%	44%	44%	40%
% Sophomore (30-59 units)	14%	17%	15%	13%	13%
% Other Undergraduate (60 units or more)	11%	10%	9%	10%	9%
% AA/AS Degree	7%	7%	7%	5%	7%
% BA/BS or Higher Degree	16%	17%	24%	25%	30%



Student Performance: Grade Distribution

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Course Enrollments	581	543	613	640	547
Course Success Rates	76%	74%	76%	76%	77%
A	46%	45%	43%	47%	50%
B	20%	20%	22%	17%	20%
C	10%	8%	11%	12%	6%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	11%	13%	9%	13%	10%
D	3%	4%	3%	5%	3%
F/NP/I	8%	10%	6%	8%	7%
Withdrawals (W)	13%	13%	15%	11%	13%



Definitions:

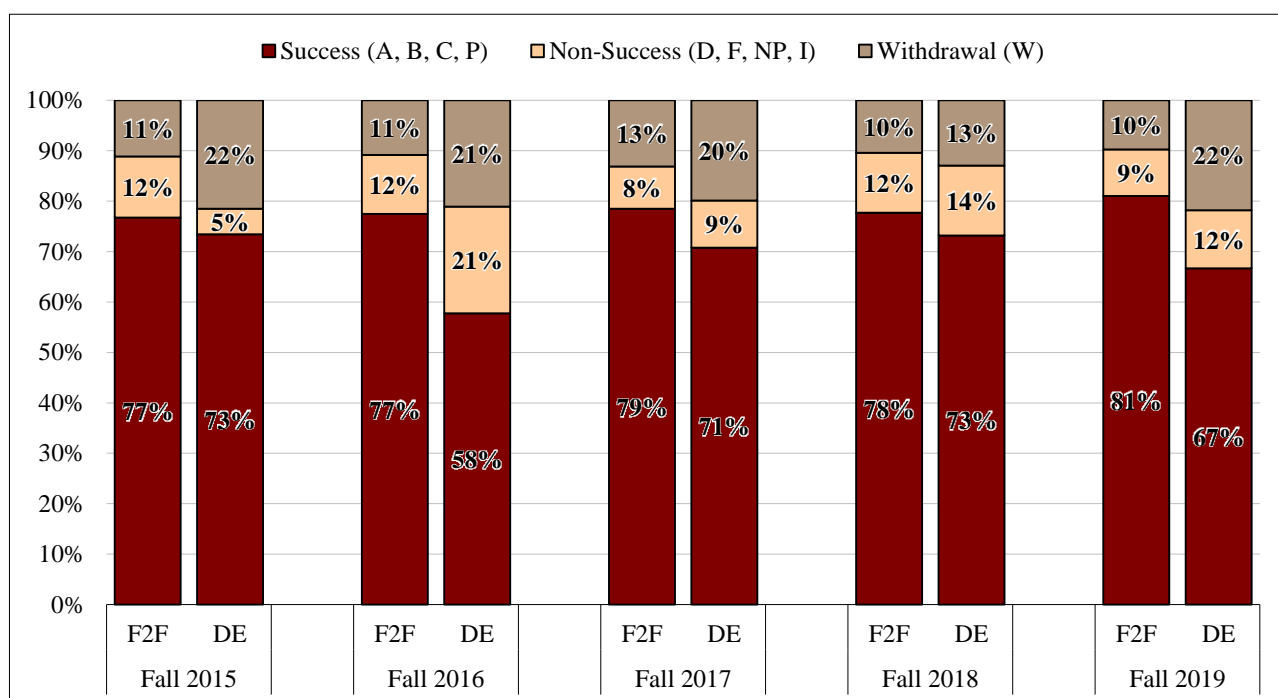
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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.

Student Performance: Distance Education

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Course Enrollments	581	543	613	640	547
Face-to-Face (F2F) Sections	502	453	442	431	391
Success Rates	77%	77%	79%	78%	81%
Non-Success Rates	12%	12%	8%	12%	9%
Withdrawals	11%	11%	13%	10%	10%
Distance Education (DE) Sections	79	90	171	209	156
Success Rates	73%	58%	71%	73%	67%
Non-Success Rates	5%	21%	9%	14%	12%
Withdrawals	22%	21%	20%	13%	22%



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.

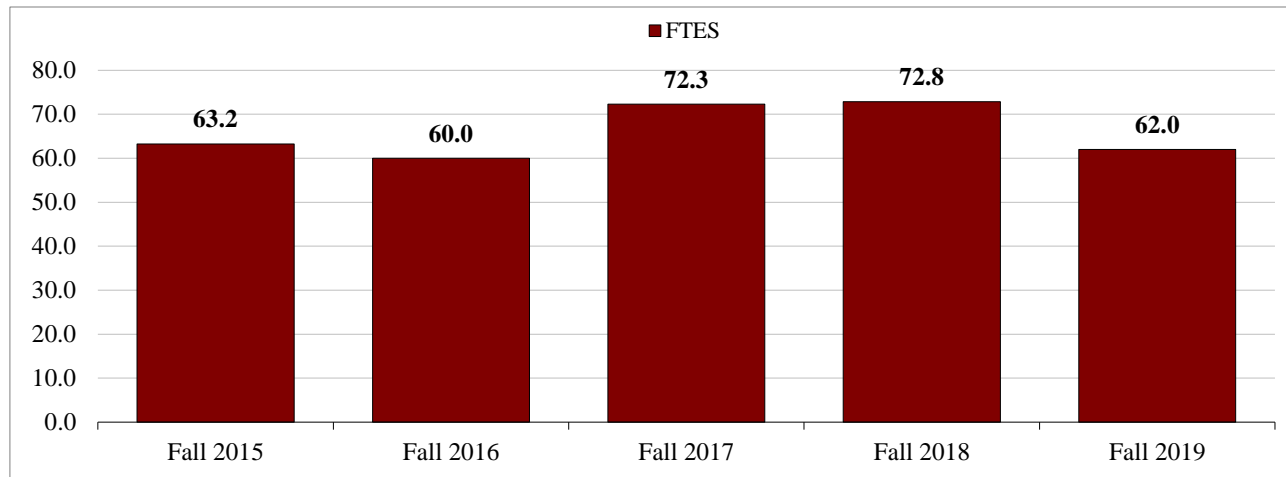
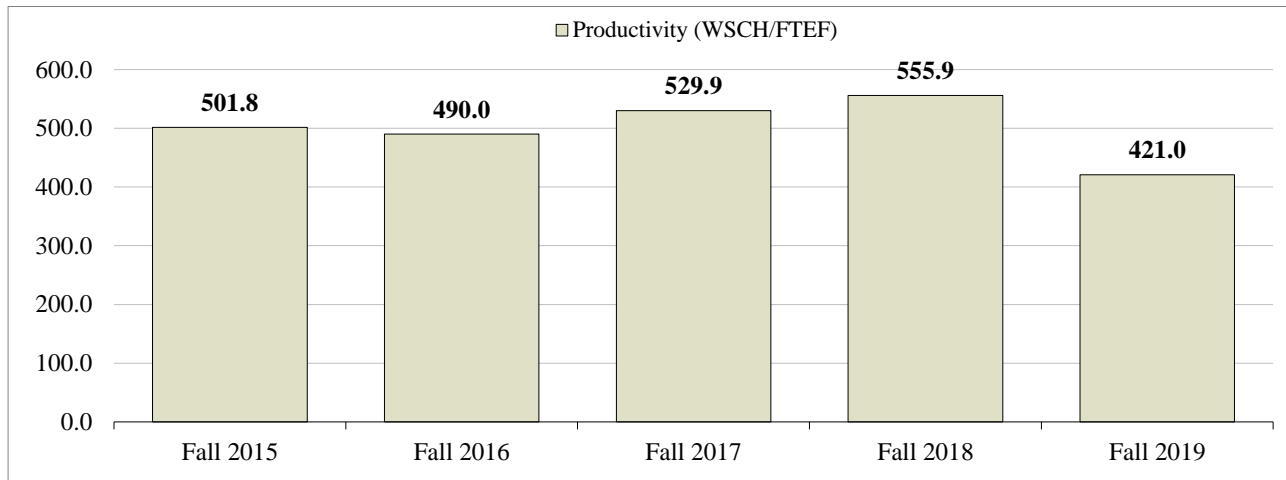
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T') relative to all students receiving a grade.

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

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 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
WSCH	1,924	1,839	2,236	2,279	1,894
FTES	63.2	60.0	72.3	72.8	62.0
FTEF	3.8	3.8	4.2	4.1	4.5
Productivity (WSCH/FTEF)	501.8	490.0	529.9	555.9	421.0



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.

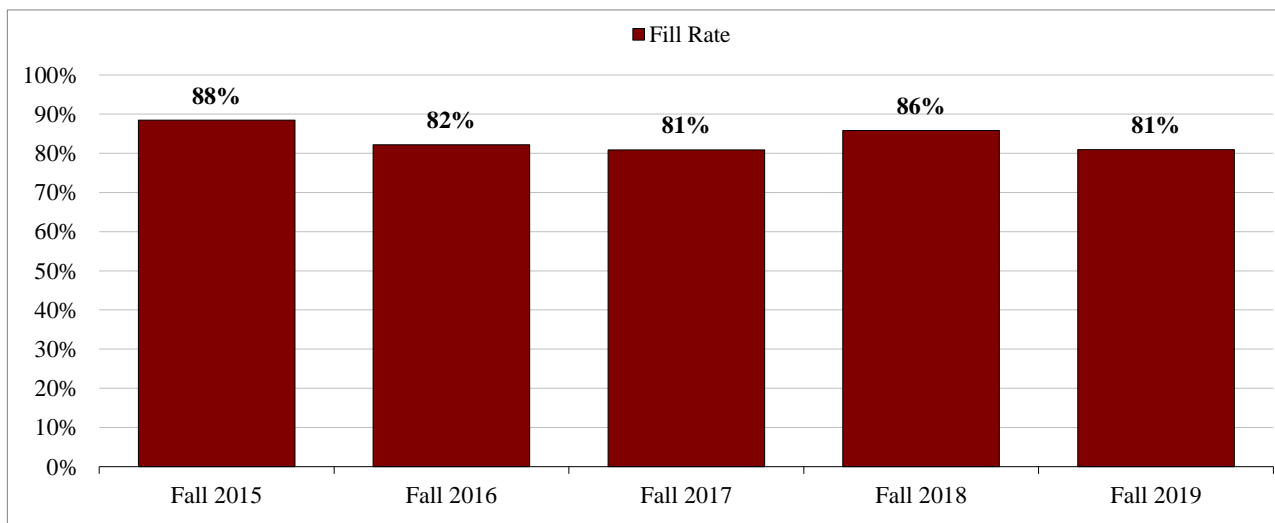
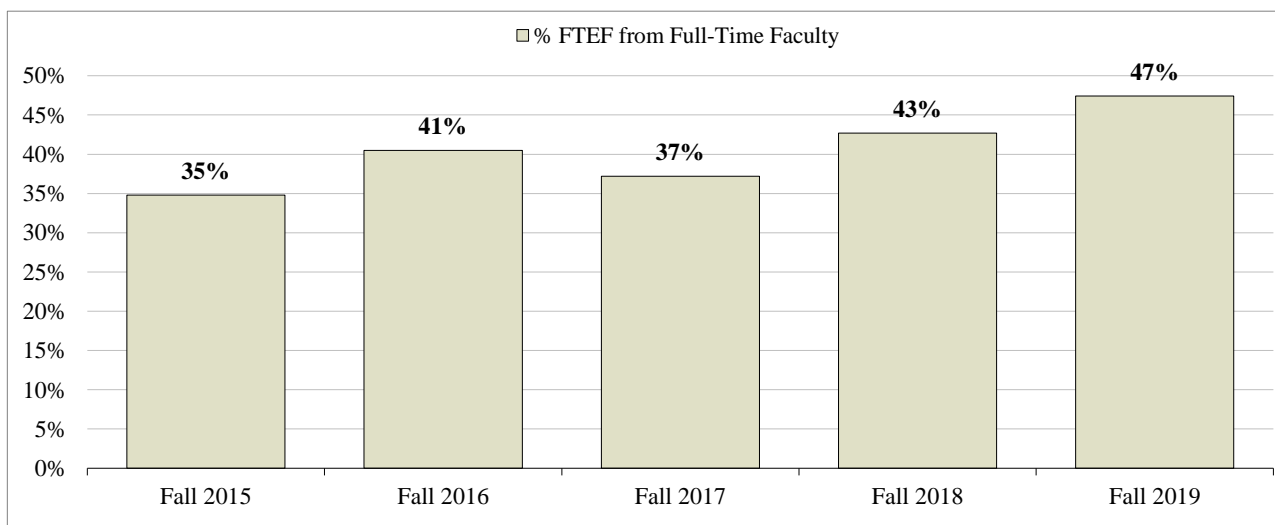
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 7/14/20.

Enrollment Management: Part 2

Early Care and Education (ECD/ECE)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
FTEF from Full-Time Faculty	1.3	1.5	1.6	1.8	2.1
% FTEF from Full-Time Faculty	35%	41%	37%	43%	47%
Enrollments	581	543	613	640	547
Capacity (seats available)	657	661	758	746	676
Fill Rate	88%	82%	81%	86%	81%



Definitions:

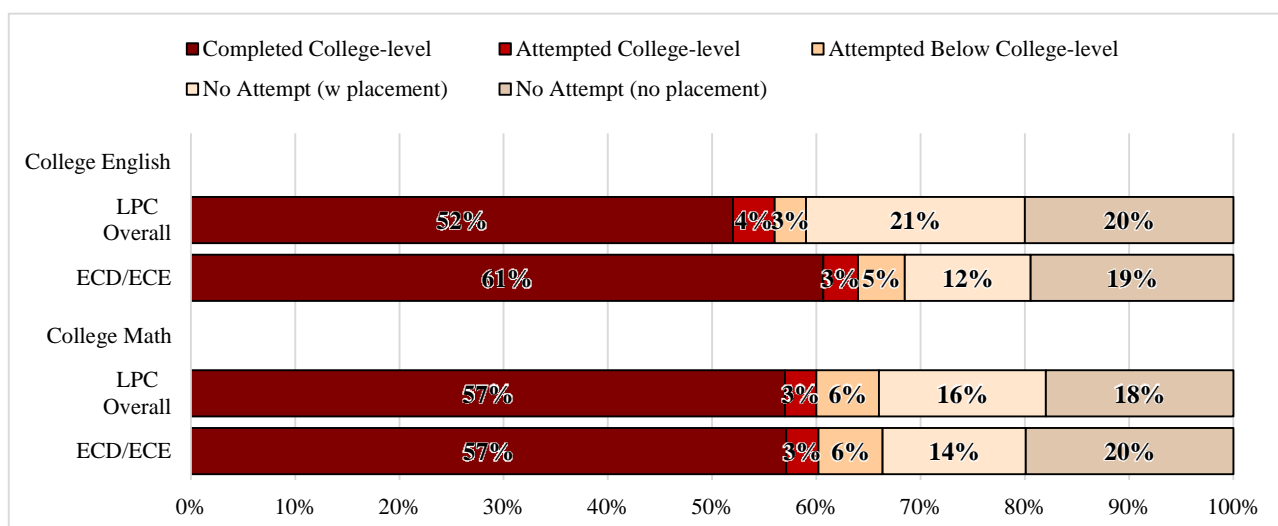
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 7/14/20.

College Readiness: English & Math Proficiency

Fall 2019				
	ECD/ECE		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	256	61%	4,712	52%
Attempted College-level	14	3%	393	4%
Attempted Below College-level	19	5%	261	3%
No Attempt (with placement)	51	12%	1,887	21%
No Attempt (no placement)	82	19%	1,811	20%
College Math				
Completed College-level	241	57%	5,193	57%
Attempted College-level	13	3%	302	3%
Attempted Below College-level	26	6%	538	6%
No Attempt (with placement)	58	14%	1,405	16%
No Attempt (no placement)	84	20%	1,623	18%



Definitions:

College English: Completed College-level = successfully completed ENG 1A, 1AEX, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted ENG 1A or 1AEX but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted ENG 102, 104, 105, 100A, 100B, NENG 204, or ESL 25 prior to indicated term.

No Attempt (w placement) = no previous English enrollments within the sequence but has used a placement tool.

No Attempt (no placement) = no previous English enrollments within the sequence and did not utilize a placement tool.

College Math:

Completed College-level = successfully completed MATH 55, 50, NMAT 255 or 250, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted MATH 55, 50, NMAT 255 or 250 but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted MATH 110, 107, NMAT 210 or 207 prior to indicated term.

No Attempt (w placement) = no previous Math enrollments within the sequence but has used a placement tool.

No Attempt (no placement) = no previous Math enrollments within the sequence and did not utilize a placement tool.