



Las Positas College

Program Review Discipline Data Packet

Spring 2016 to Spring 2020

Discipline:

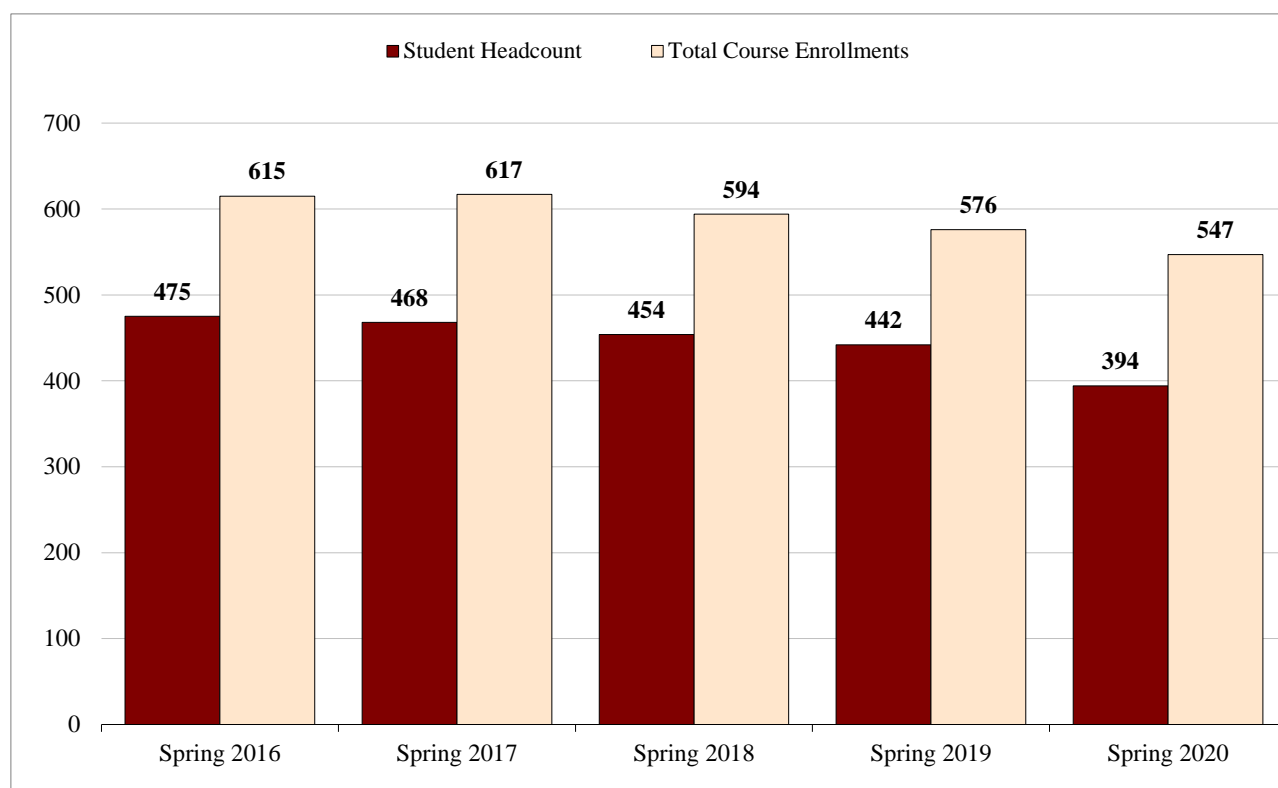
Early Care and Education (ECD/ECE)

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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				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Student Headcount	475	468	454	442	394
Total Course Enrollments	615	617	594	576	547



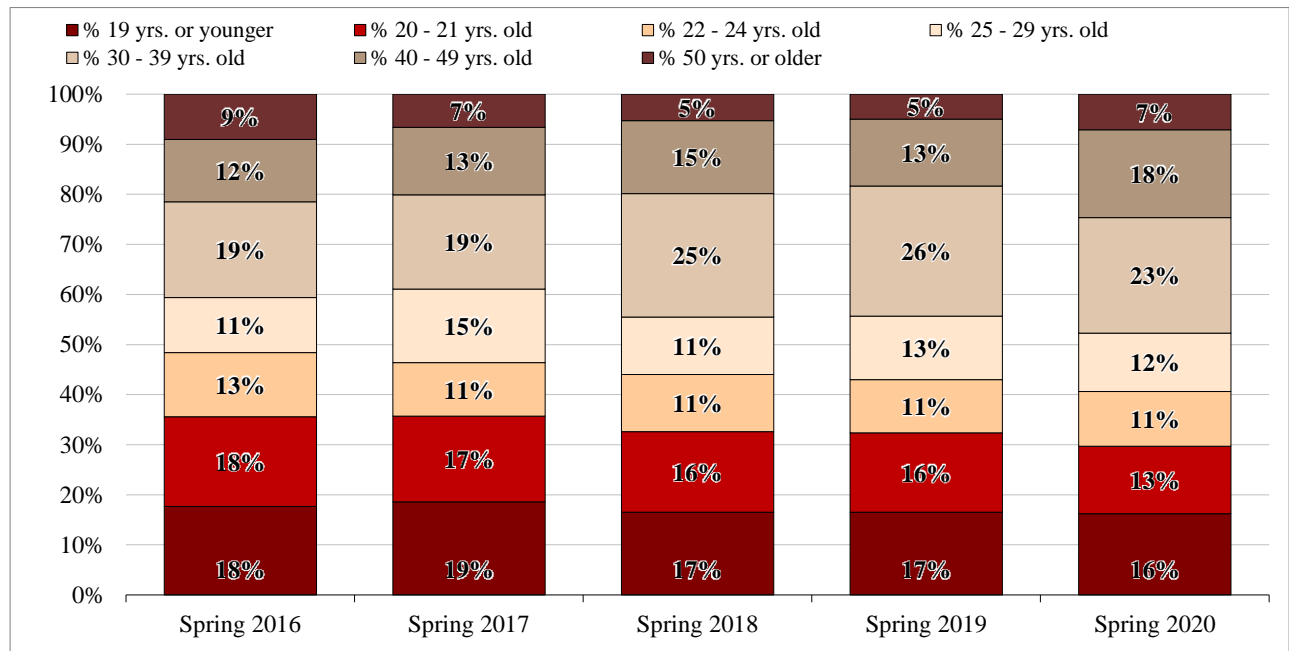
Definitions:

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.

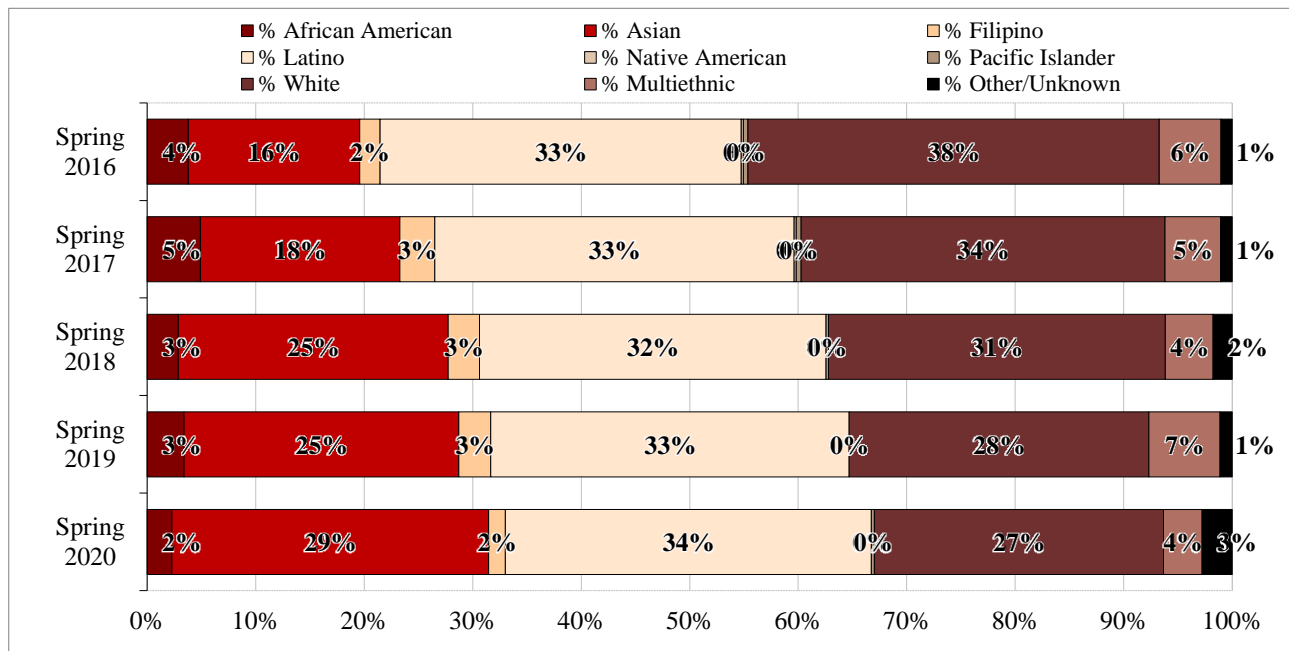
Student Demographics: Gender & Age

Early Care and Education (ECD/ECE)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Female	430	437	415	406	370
Male	38	25	34	27	17
19 yrs. or younger	84	87	75	73	64
20-21 yrs. old	85	80	73	70	53
22-24 yrs. old	61	50	52	47	43
25-29 yrs. old	52	69	52	56	46
30-39 yrs. old	91	88	112	115	91
40-49 yrs. old	59	63	66	59	69
50 yrs. or older	43	31	24	22	28
% Female	92%	95%	92%	94%	96%
% Male	8%	5%	8%	6%	4%
% 19 yrs. or younger	18%	19%	17%	17%	16%
% 20 - 21 yrs. old	18%	17%	16%	16%	13%
% 22 - 24 yrs. old	13%	11%	11%	11%	11%
% 25 - 29 yrs. old	11%	15%	11%	13%	12%
% 30 - 39 yrs. old	19%	19%	25%	26%	23%
% 40 - 49 yrs. old	12%	13%	15%	13%	18%
% 50 yrs. or older	9%	7%	5%	5%	7%



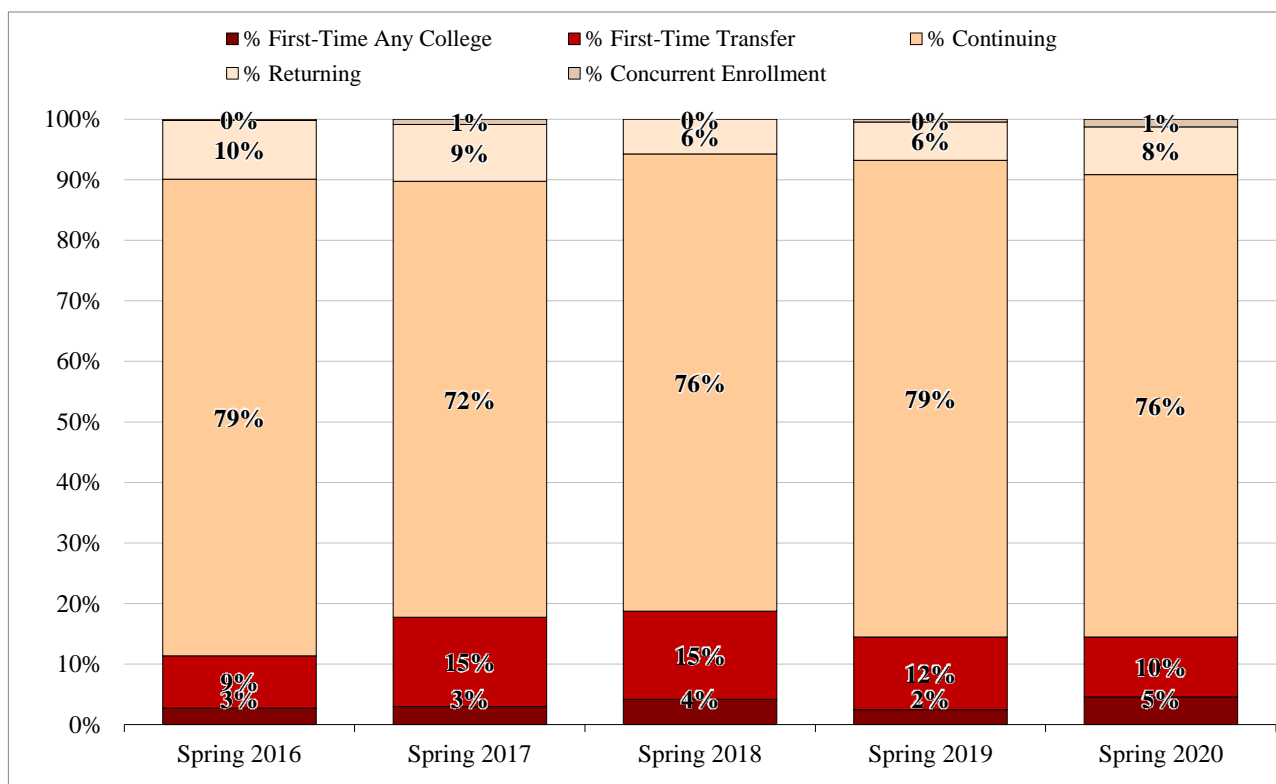
Student Demographic: Race-Ethnicity

Early Care and Education (ECD/ECE)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
African American	18	23	13	15	9
Asian	75	86	113	112	115
Filipino	9	15	13	13	6
Latino	158	155	145	146	133
Native American	1	1	0	0	0
Pacific Islander	2	2	1	0	1
White	180	157	141	122	105
Multiethnic	27	24	20	29	14
Other/Unknown	5	5	8	5	11
% African American	4%	5%	3%	3%	2%
% Asian	16%	18%	25%	25%	29%
% Filipino	2%	3%	3%	3%	2%
% Latino	33%	33%	32%	33%	34%
% Native American	<1%	<1%	0%	0%	0%
% Pacific Islander	<1%	<1%	<1%	0%	<1%
% White	38%	34%	31%	28%	27%
% Multiethnic	6%	5%	4%	7%	4%
% Other/Unknown	1%	1%	2%	1%	3%



Student Enrollment Status

Early Care and Education (ECD/ECE)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
First-Time Any College	13	14	19	11	18
First-Time Transfer	41	69	66	53	39
Continuing	374	337	343	348	301
Returning	46	44	26	28	31
Concurrent Enrollment	1	4	0	2	5
% First-Time Any College	3%	3%	4%	2%	5%
% First-Time Transfer	9%	15%	15%	12%	10%
% Continuing	79%	72%	76%	79%	76%
% Returning	10%	9%	6%	6%	8%
% Concurrent Enrollment	<1%	1%	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.

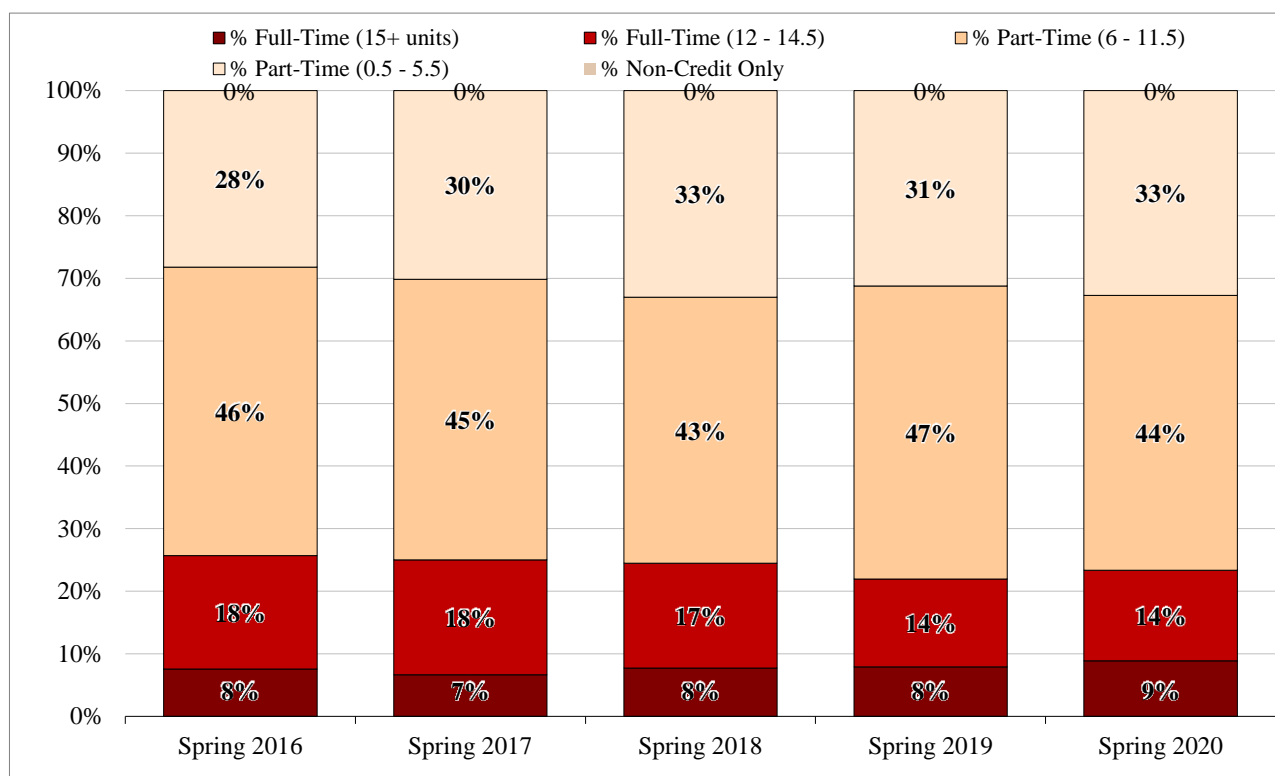
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

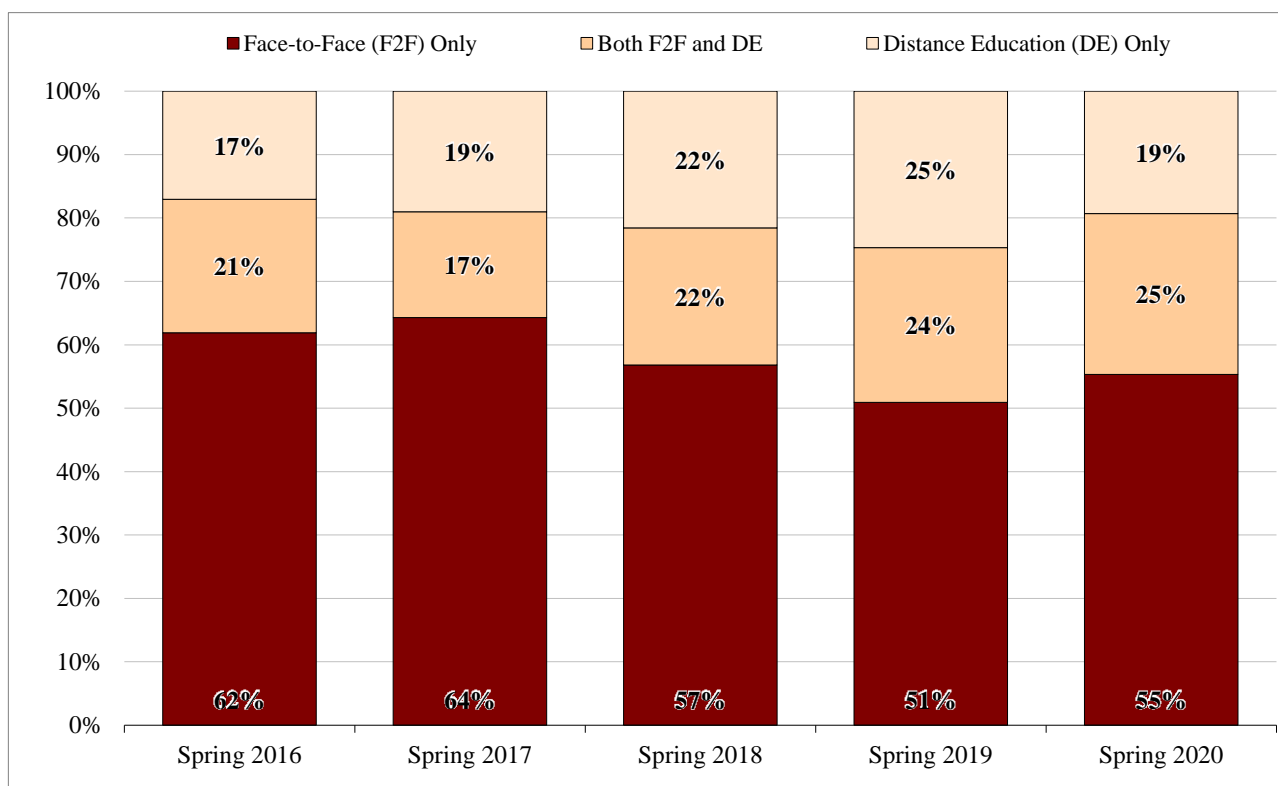
Student Unit Load

Early Care and Education (ECD/ECE)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Full-Time (15+ units)	36	31	35	35	35
Full-Time (12 - 14.5)	86	86	76	62	57
Part-Time (6 - 11.5)	219	210	193	207	173
Part-Time (0.5 - 5.5)	134	141	150	138	129
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	8%	7%	8%	8%	9%
% Full-Time (12 - 14.5)	18%	18%	17%	14%	14%
% Part-Time (6 - 11.5)	46%	45%	43%	47%	44%
% Part-Time (0.5 - 5.5)	28%	30%	33%	31%	33%
% Non-Credit Only	0%	0%	0%	0%	0%



Students Using Distance Education

Early Care and Education (ECD/ECE)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Face-to-Face (F2F) Only	294	301	258	225	218
Both F2F and DE	100	78	98	108	100
Distance Education (DE) Only	81	89	98	109	76
% Face-to-Face (F2F) Only	62%	64%	57%	51%	55%
% Both F2F and DE	21%	17%	22%	24%	25%
% Distance Education (DE) Only	17%	19%	22%	25%	19%

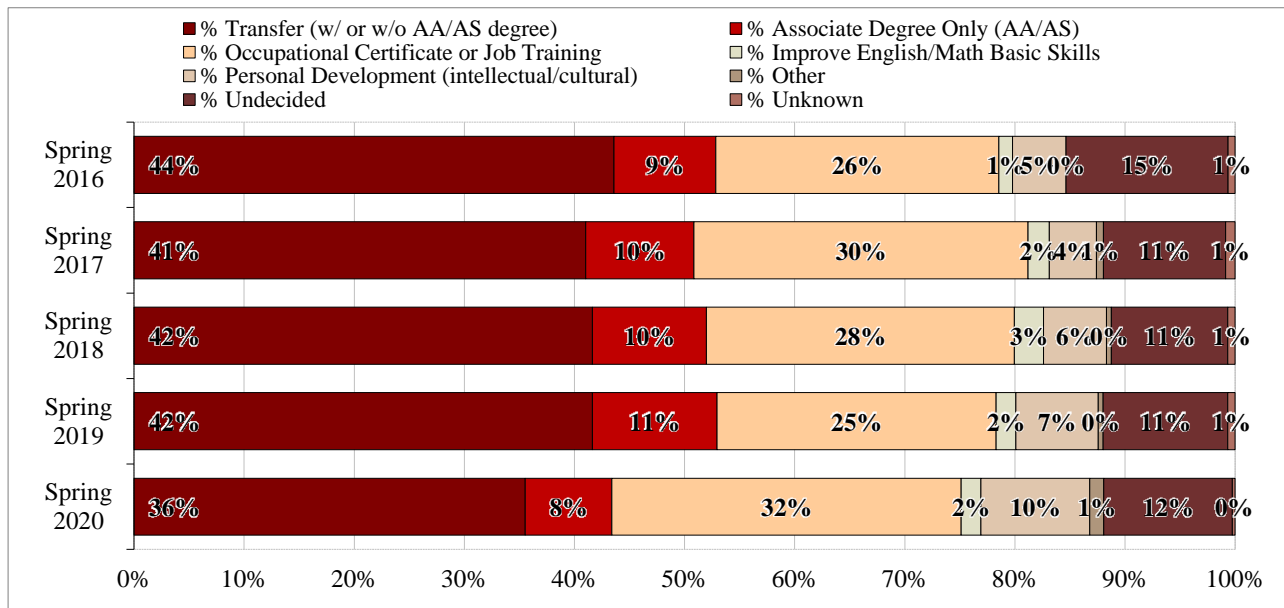


Definitions:

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				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Transfer (w/ or w/o AA/AS degree)	207	192	189	184	140
Associate Degree Only (AA/AS)	44	46	47	50	31
Occupational Certificate or Job Training	122	142	127	112	125
Improve English/Math Basic Skills	6	9	12	8	7
Personal Development (intellectual/cultural)	23	20	26	33	39
Other	0	3	2	2	5
Undecided	70	52	48	50	46
Unknown	3	4	3	3	1
% Transfer (w/ or w/o AA/AS degree)	44%	41%	42%	42%	36%
% Associate Degree Only (AA/AS)	9%	10%	10%	11%	8%
% Occupational Certificate or Job Training	26%	30%	28%	25%	32%
% Improve English/Math Basic Skills	1%	2%	3%	2%	2%
% Personal Development (intellectual/cultural)	5%	4%	6%	7%	10%
% Other	0%	1%	<1%	<1%	1%
% Undecided	15%	11%	11%	11%	12%
% 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.

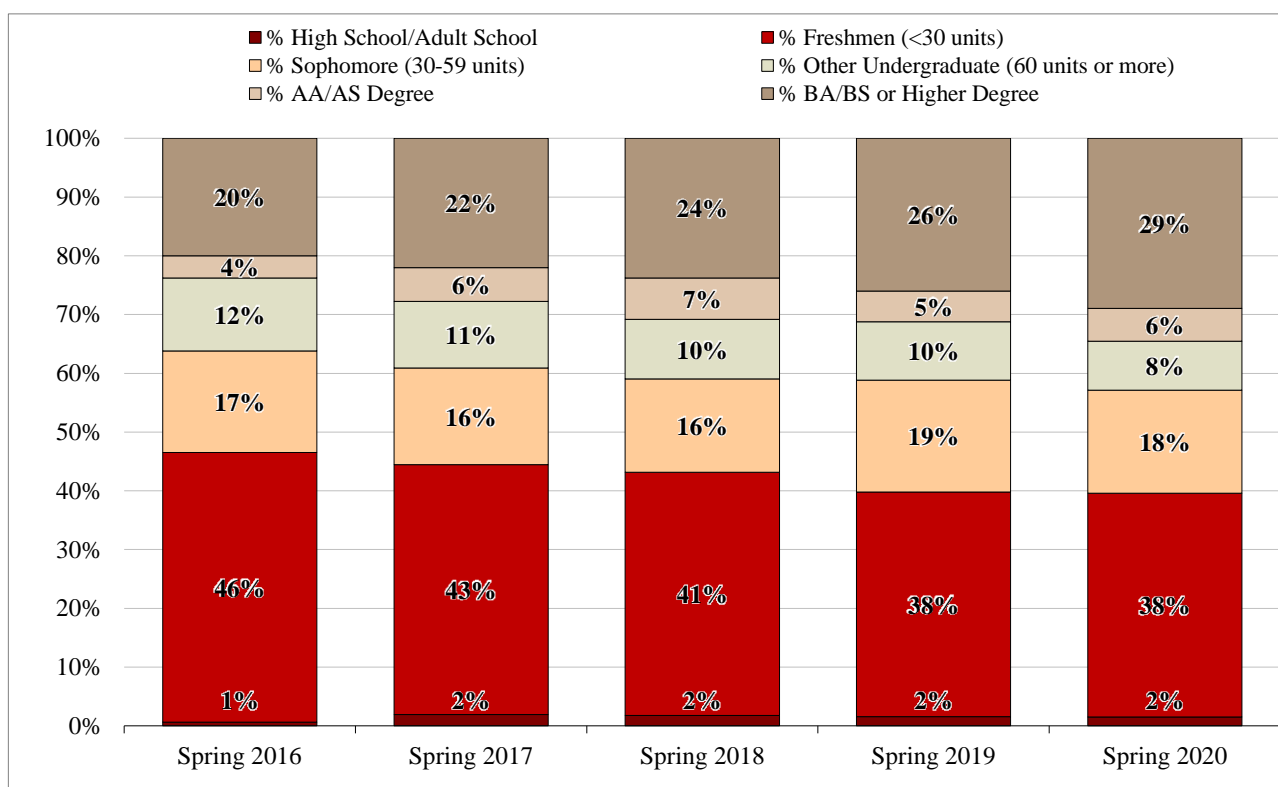
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

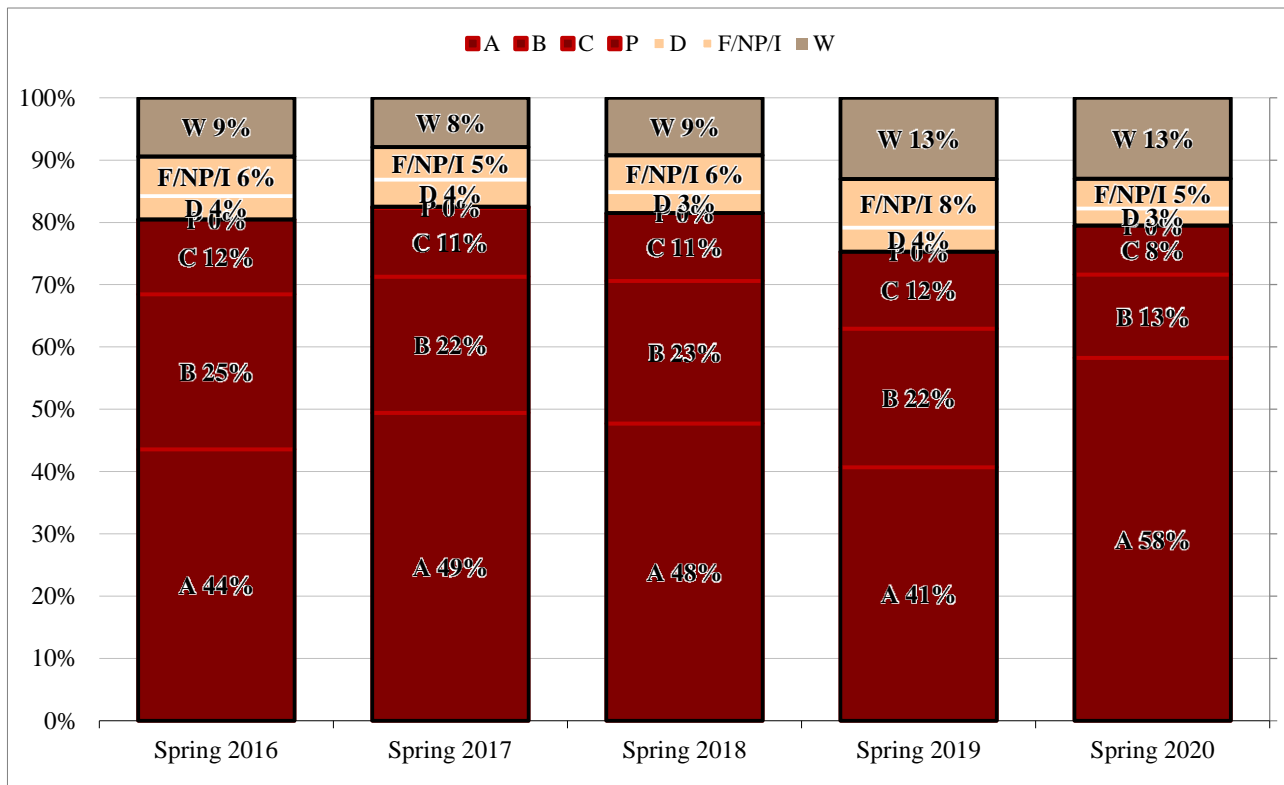
Highest Educational Level of Students

Early Care and Education (ECD/ECE)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
High School/Adult School	3	9	8	7	6
Freshmen (<30 units)	218	199	188	169	150
Sophomore (30-59 units)	82	77	72	84	69
Other Undergraduate (60 units or more)	59	53	46	44	33
AA/AS Degree	18	27	32	23	22
BA/BS or Higher Degree	95	103	108	115	114
% High School/Adult School	1%	2%	2%	2%	2%
% Freshmen (<30 units)	46%	43%	41%	38%	38%
% Sophomore (30-59 units)	17%	16%	16%	19%	18%
% Other Undergraduate (60 units or more)	12%	11%	10%	10%	8%
% AA/AS Degree	4%	6%	7%	5%	6%
% BA/BS or Higher Degree	20%	22%	24%	26%	29%



Student Performance: Grade Distribution

Early Care and Education (ECD/ECE)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Total Course Enrollments	615	617	594	576	547
Course Success Rates	80%	82%	82%	75%	79%
A	44%	49%	48%	41%	58%
B	25%	22%	23%	22%	13%
C	12%	11%	11%	12%	8%
P	0%	<1%	0%	0%	0%
Course Non-Success Rate	10%	10%	9%	12%	8%
D	4%	4%	3%	4%	3%
F/NP/I	6%	5%	6%	8%	5%
Withdrawals (W)	9%	8%	9%	13%	13%



Definitions:

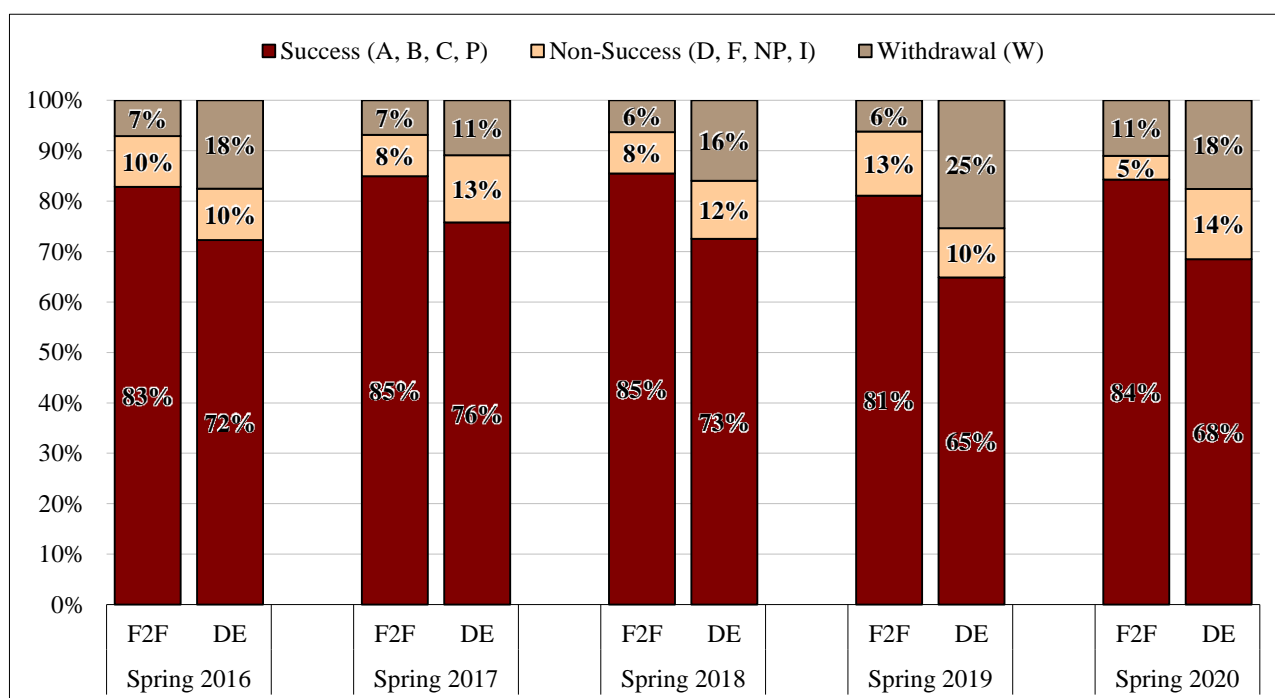
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Total Course Enrollments	615	617	594	576	547
Face-to-Face (F2F) Sections	478	452	412	370	382
Success Rates	83%	85%	85%	81%	84%
Non-Success Rates	10%	8%	8%	13%	5%
Withdrawals	7%	7%	6%	6%	11%
Distance Education (DE) Sections	137	165	182	206	165
Success Rates	72%	76%	73%	65%	68%
Non-Success Rates	10%	13%	12%	10%	14%
Withdrawals	18%	11%	16%	25%	18%



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.

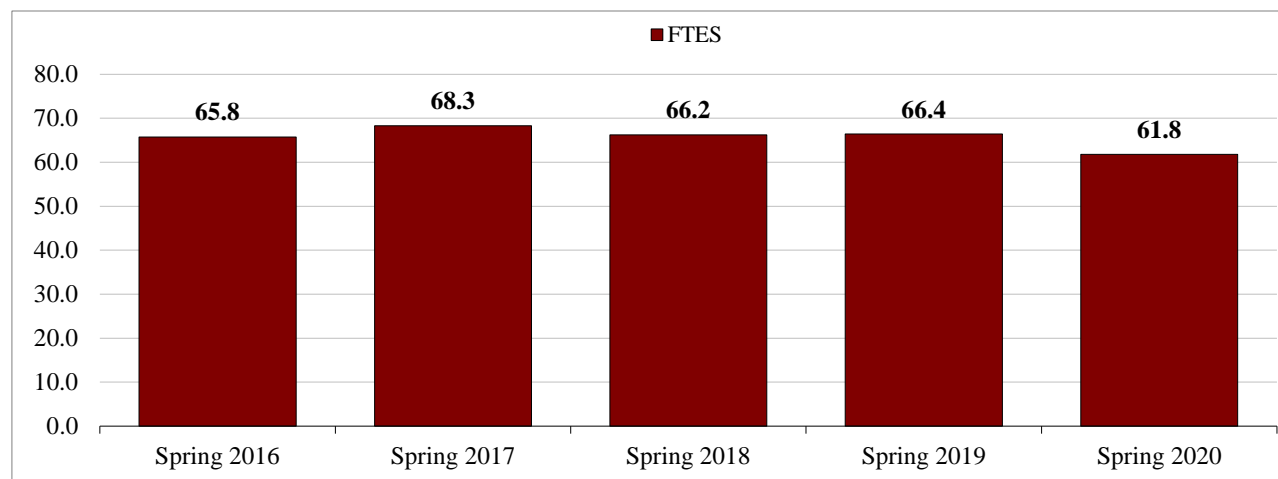
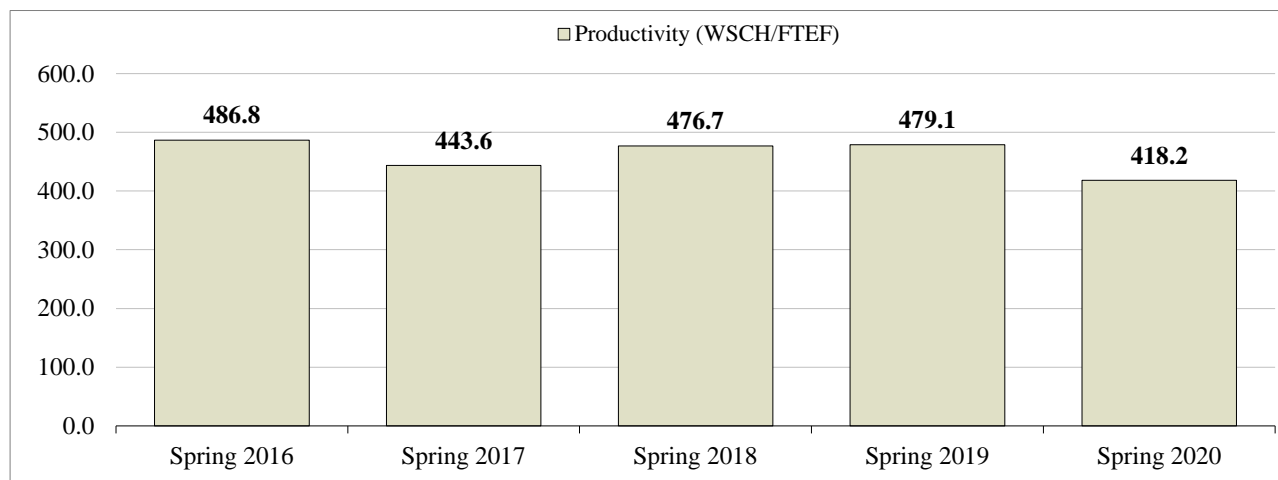
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T') relative to all students receiving a grade.

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				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
WSCH	1,991	2,095	2,073	2,052	1,875
FTES	65.8	68.3	66.2	66.4	61.8
FTEF	4.1	4.7	4.3	4.3	4.5
Productivity (WSCH/FTEF)	486.8	443.6	476.7	479.1	418.2



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.

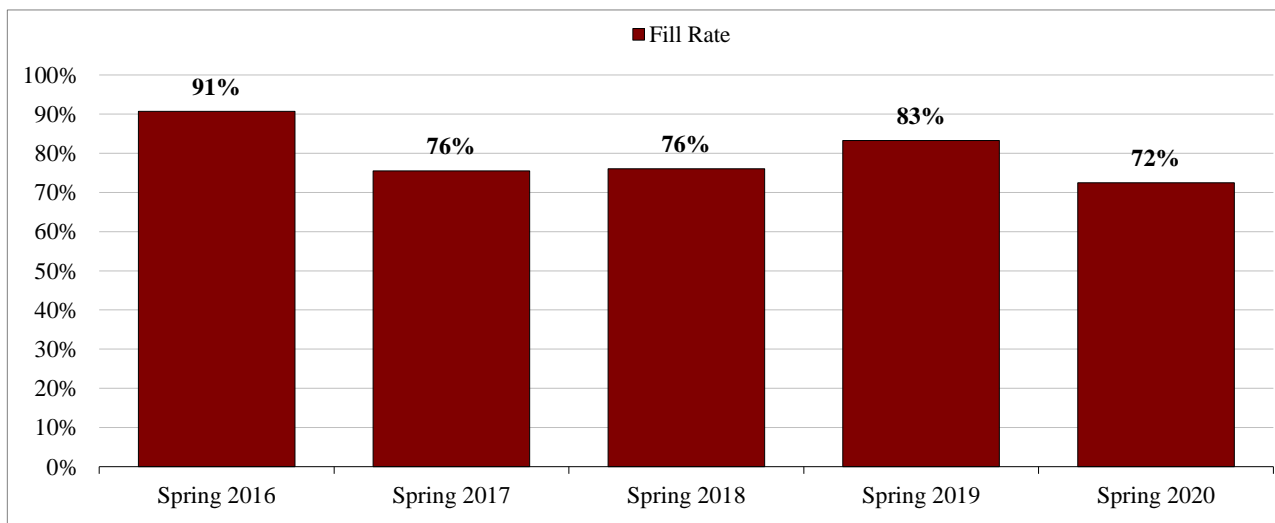
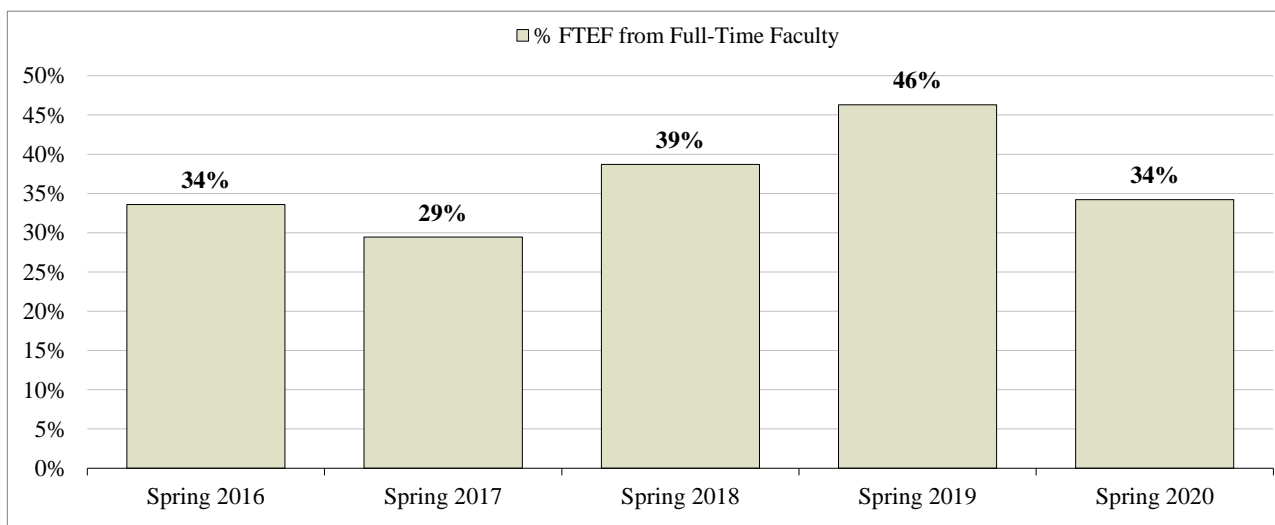
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
FTEF from Full-Time Faculty	1.4	1.4	1.7	2.0	1.5
% FTEF from Full-Time Faculty	34%	29%	39%	46%	34%
Enrollments	615	617	594	576	547
Capacity (seats available)	678	817	781	692	755
Fill Rate	91%	76%	76%	83%	72%



Definitions:

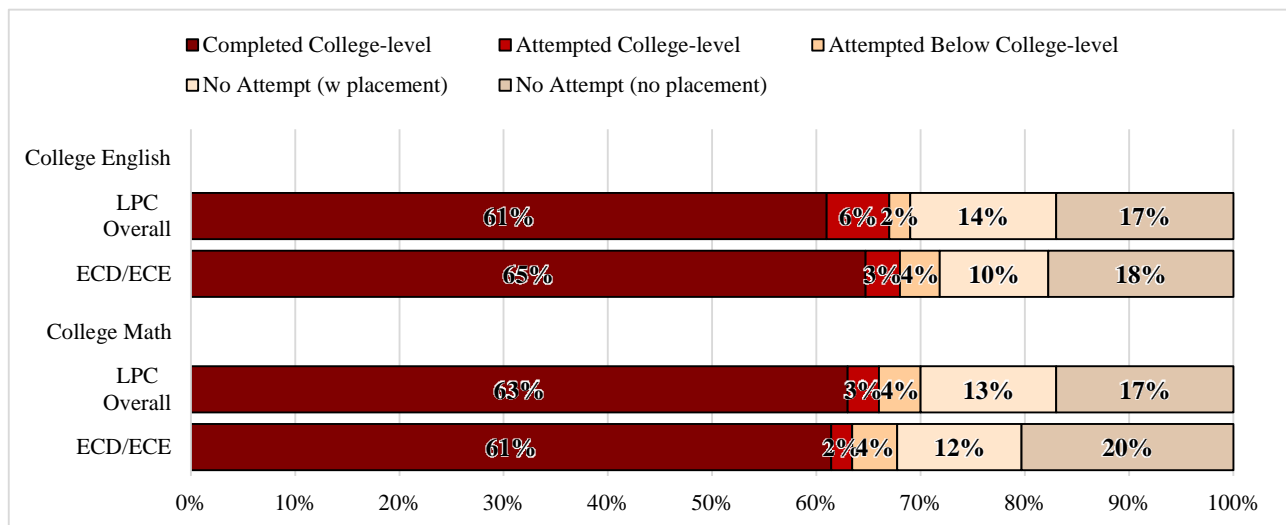
Fill Rate is number of enrollments over the total capacity (seats available).

% 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

Spring 2020				
	ECD/ECE		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	255	65%	5,254	61%
Attempted College-level	13	3%	502	6%
Attempted Below College-level	15	4%	179	2%
No Attempt (with placement)	41	10%	1,175	14%
No Attempt (no placement)	70	18%	1,480	17%
College Math				
Completed College-level	242	61%	5,383	63%
Attempted College-level	8	2%	274	3%
Attempted Below College-level	17	4%	366	4%
No Attempt (with placement)	47	12%	1,134	13%
No Attempt (no placement)	80	20%	1,433	17%



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.