Las Positas College

Discipline Program Review Data Packet

Fall 2016 to Fall 2020
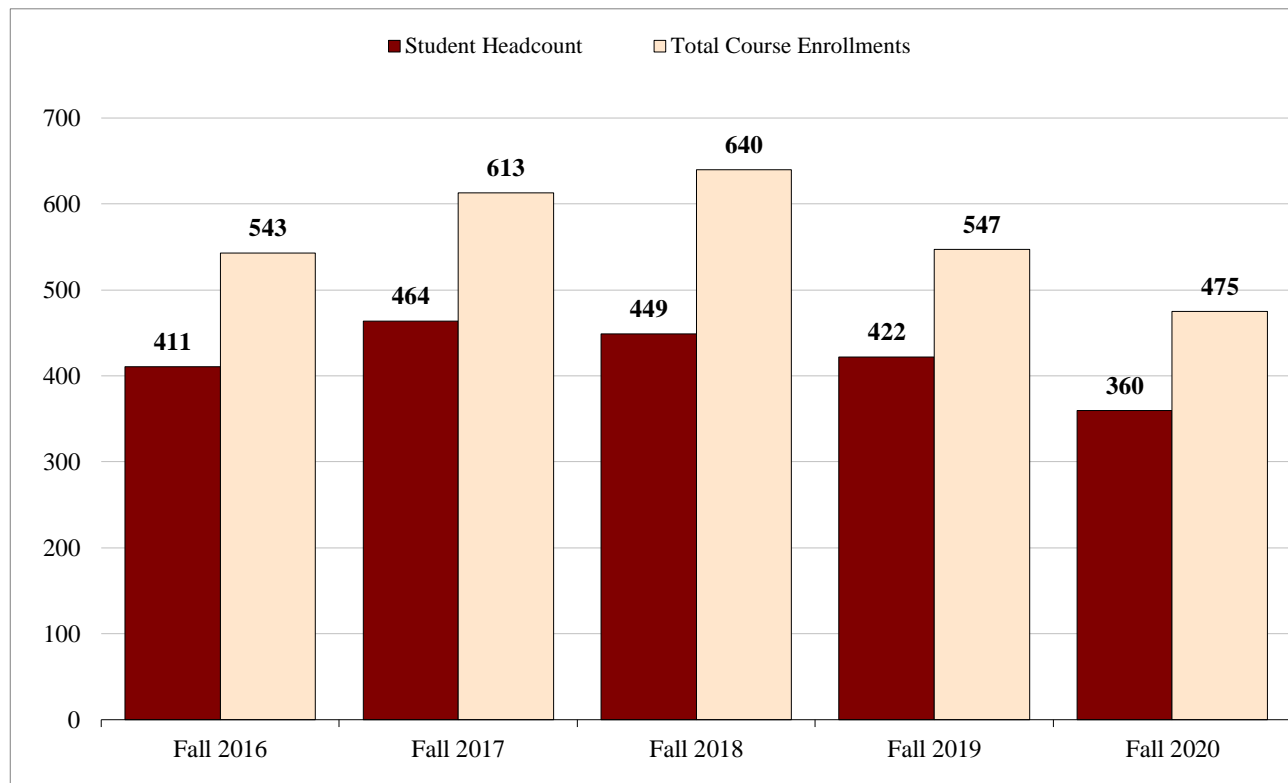
Discipline:

Early Care and Education (ECE/ECD)

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Headcount & Enrollment

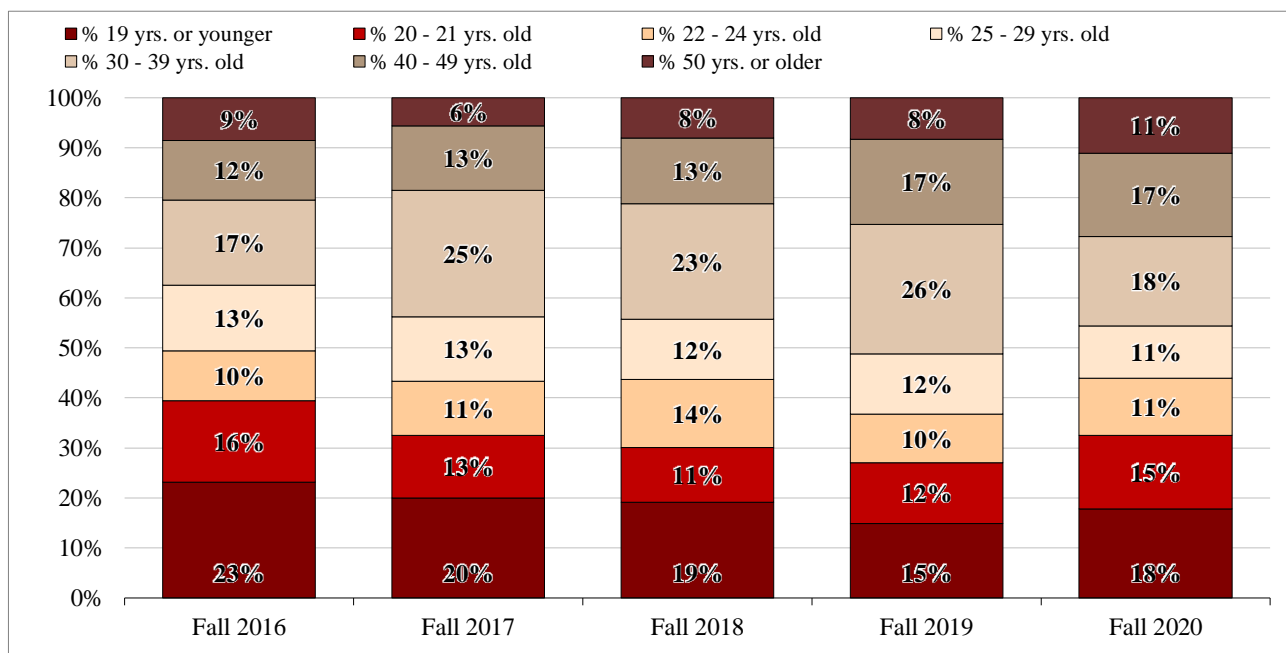| Early Care and Education (ECE/ECD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Student Headcount	411	464	449	422	360
Total Course Enrollments	543	613	640	547	475

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.
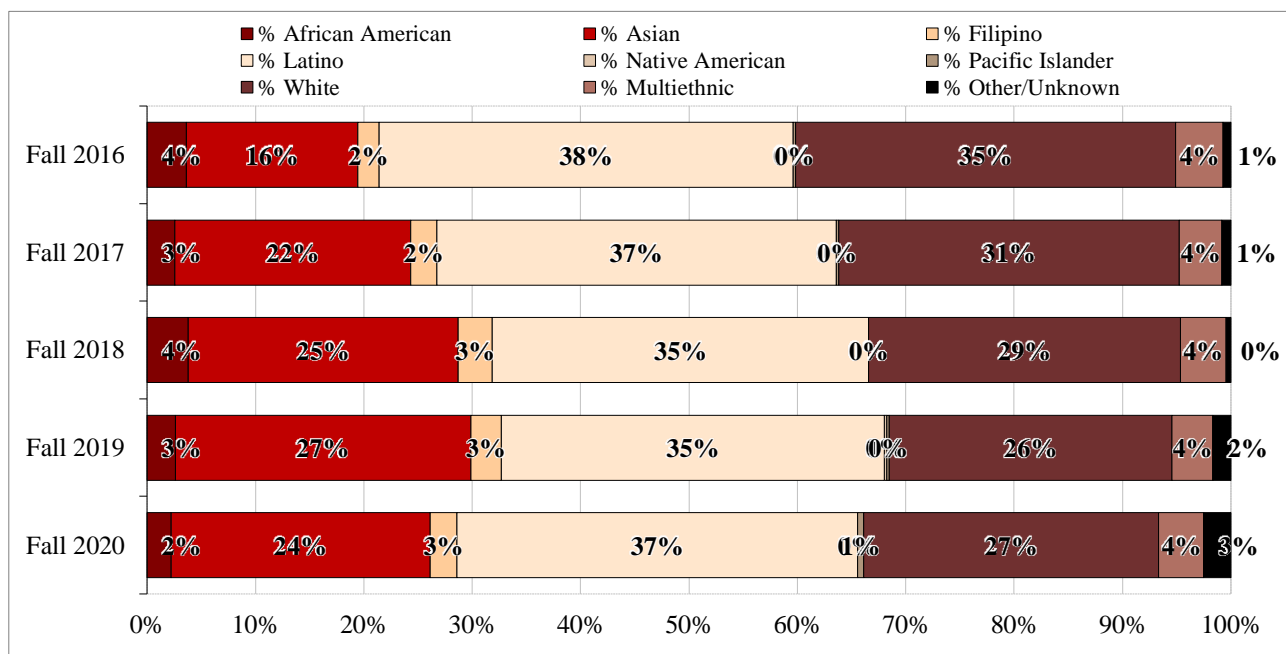
Student Demographics: Gender & Age

Early Care and Education (ECE/ECD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Female	381	434	412	396	337
Male	26	23	28	19	16
19 yrs. or younger	95	93	86	63	64
20-21 yrs. old	67	58	49	51	53
22-24 yrs. old	41	50	61	41	41
25-29 yrs. old	54	60	54	51	38
30-39 yrs. old	70	117	104	109	64
40-49 yrs. old	49	60	59	72	60
50 yrs. or older	35	26	36	35	40
% Female	94%	95%	94%	95%	95%
% Male	6%	5%	6%	5%	5%
% 19 yrs. or younger	23%	20%	19%	15%	18%
% 20 - 21 yrs. old	16%	13%	11%	12%	15%
% 22 - 24 yrs. old	10%	11%	14%	10%	11%
% 25 - 29 yrs. old	13%	13%	12%	12%	11%
% 30 - 39 yrs. old	17%	25%	23%	26%	18%
% 40 - 49 yrs. old	12%	13%	13%	17%	17%
% 50 yrs. or older	9%	6%	8%	8%	11%

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Student Demographic: Race-Ethnicity

Early Care and Education (ECE/ECD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
African American	15	12	17	11	8
Asian	65	101	112	115	86
Filipino	8	11	14	12	9
Latino	157	171	156	149	133
Native American	0	0	0	1	0
Pacific Islander	1	1	0	1	2
White	144	146	129	110	98
Multiethnic	18	18	19	16	15
Other/Unknown	3	4	2	7	9
% African American	4%	3%	4%	3%	2%
% Asian	16%	22%	25%	27%	24%
% Filipino	2%	2%	3%	3%	3%
% Latino	38%	37%	35%	35%	37%
% Native American	0%	0%	0%	<1%	0%
% Pacific Islander	<1%	<1%	0%	<1%	1%
% White	35%	31%	29%	26%	27%
% Multiethnic	4%	4%	4%	4%	4%
% Other/Unknown	1%	1%	<1%	2%	3%

Student Enrollment Status

Early Care and Education (ECE/ECD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
First-Time Any College	70	60	52	40	47
First-Time Transfer	47	60	56	64	34
Continuing	250	293	288	256	248
Returning	44	50	50	60	30
Concurrent Enrollment	0	1	3	2	1
% First-Time Any College	17%	13%	12%	9%	13%
% First-Time Transfer	11%	13%	12%	15%	9%
% Continuing	61%	63%	64%	61%	69%
% Returning	11%	11%	11%	14%	8%
% Concurrent Enrollment	0%	<1%	1%	<1%	<1%
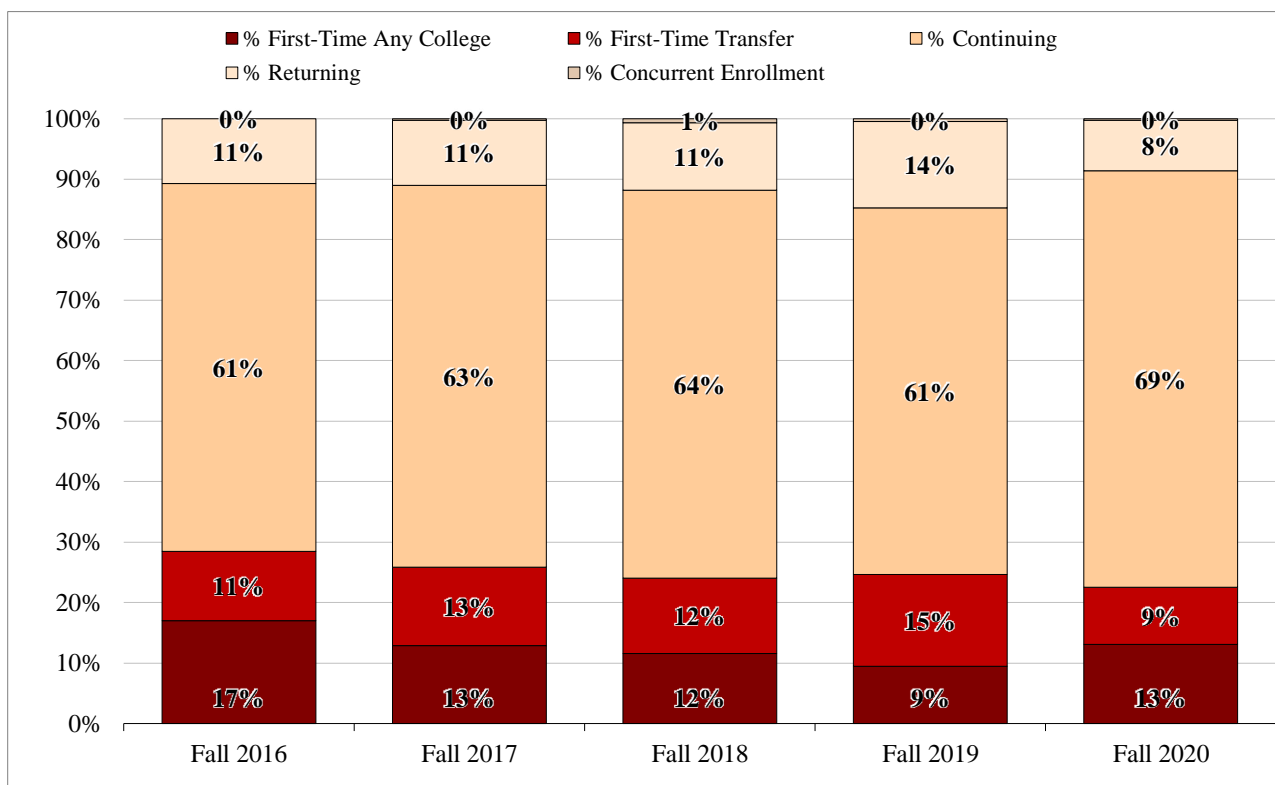
Definitions:

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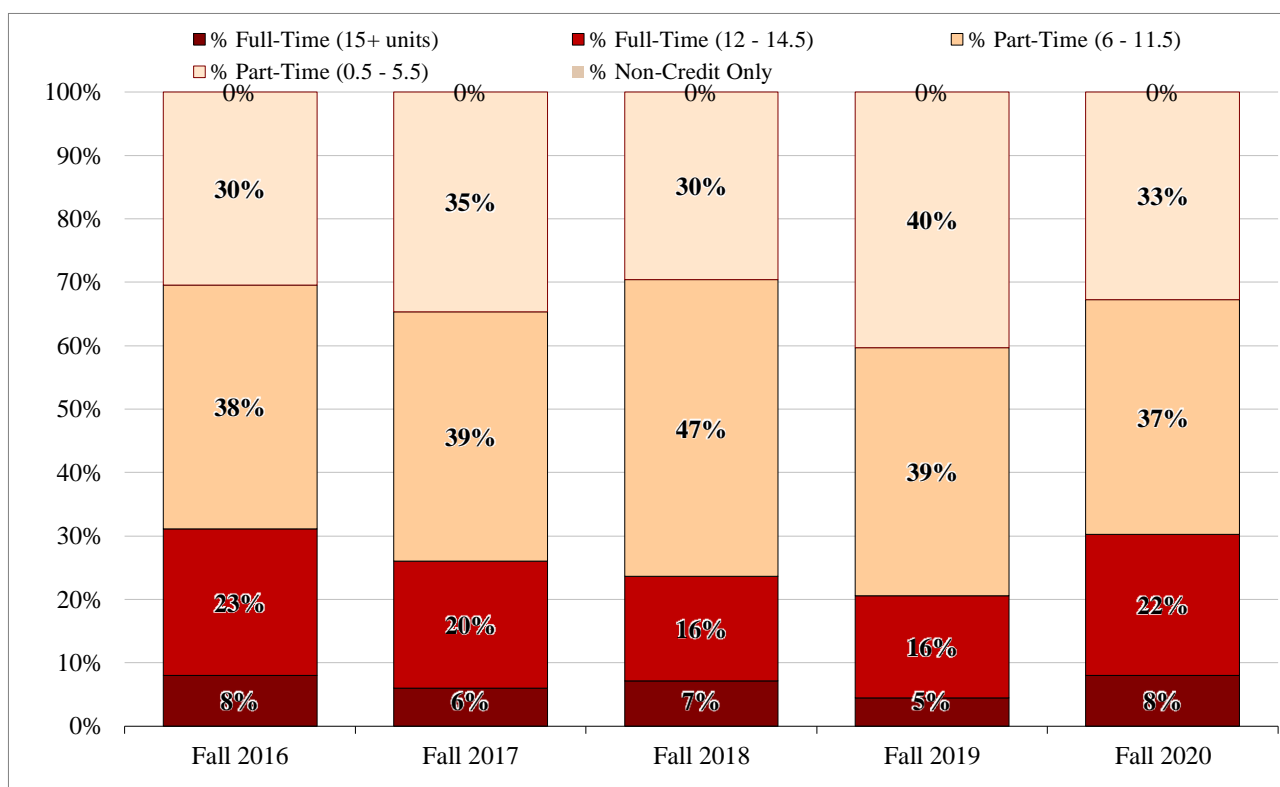
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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 (ECE/ECD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Full-Time (15+ units)	33	28	32	19	29
Full-Time (12 - 14.5)	95	93	74	68	80
Part-Time (6 - 11.5)	158	182	210	165	133
Part-Time (0.5 - 5.5)	125	161	133	170	118
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	8%	6%	7%	5%	8%
% Full-Time (12 - 14.5)	23%	20%	16%	16%	22%
% Part-Time (6 - 11.5)	38%	39%	47%	39%	37%
% Part-Time (0.5 - 5.5)	30%	35%	30%	40%	33%
% Non-Credit Only	0%	0%	0%	0%	0%

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Students Using Distance Education

| Early Care and Education (ECE/ECD)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Face-to-Face (F2F) Only	288	274	241	256	0
Both F2F and DE	71	101	132	87	1
Distance Education (DE) Only	52	89	76	79	359
% Face-to-Face (F2F) Only	70%	59%	54%	61%	0%
% Both F2F and DE	17%	22%	29%	21%	<1%
% Distance Education (DE) Only	13%	19%	17%	19%	100%
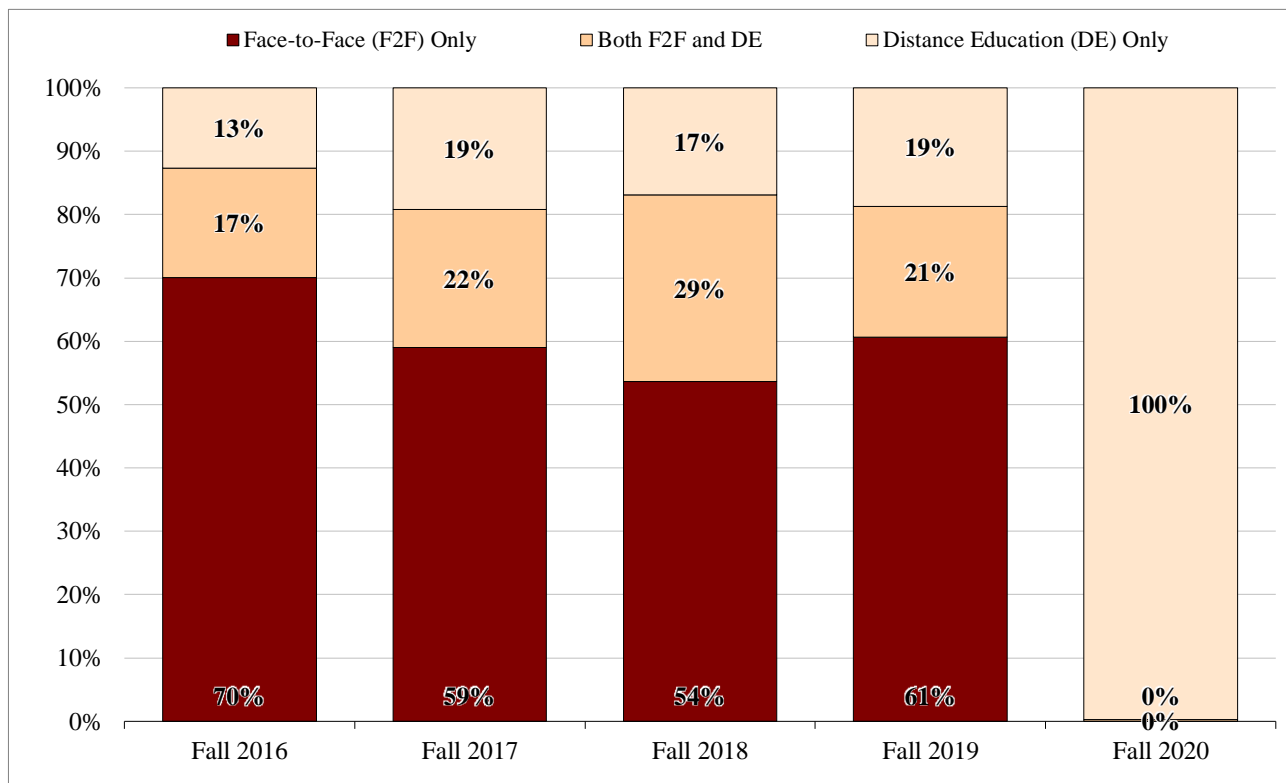
Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Student Educational Goal

Early Care and Education (ECE/ECD)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Transfer (w/ or w/o AA/AS degree)	173	192	190	154	159
Associate Degree Only (AA/AS)	44	46	42	40	39
Occupational Certificate or Job Training	107	127	121	135	92
Improve English/Math Basic Skills	6	11	10	10	7
Personal Development (intellectual/cultural)	19	26	32	42	27
Other	1	2	2	0	1
Undecided	57	53	49	40	35
Unknown	4	7	3	1	0
% Transfer (w/ or w/o AA/AS degree)	42%	41%	42%	36%	44%
% Associate Degree Only (AA/AS)	11%	10%	9%	9%	11%
% Occupational Certificate or Job Training	26%	27%	27%	32%	26%
% Improve English/Math Basic Skills	1%	2%	2%	2%	2%
% Personal Development (intellectual/cultural)	5%	6%	7%	10%	8%
% Other	<1%	<1%	<1%	0%	<1%
% Undecided	14%	11%	11%	9%	10%
% Unknown	1%	2%	1%	<1%	0%
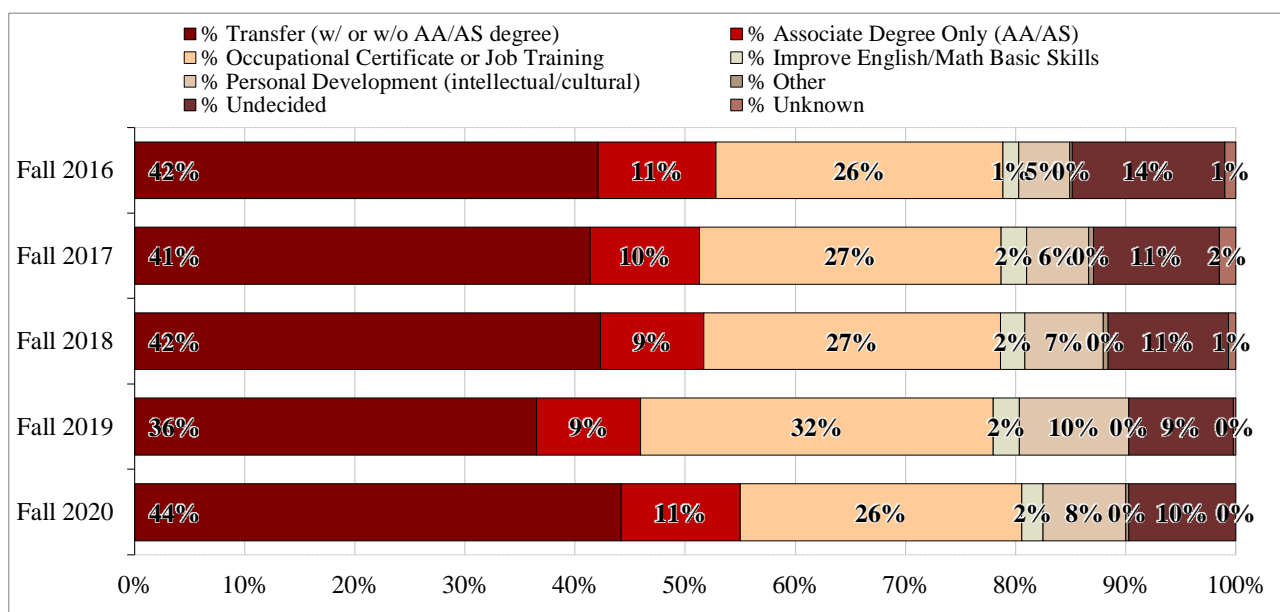
Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.
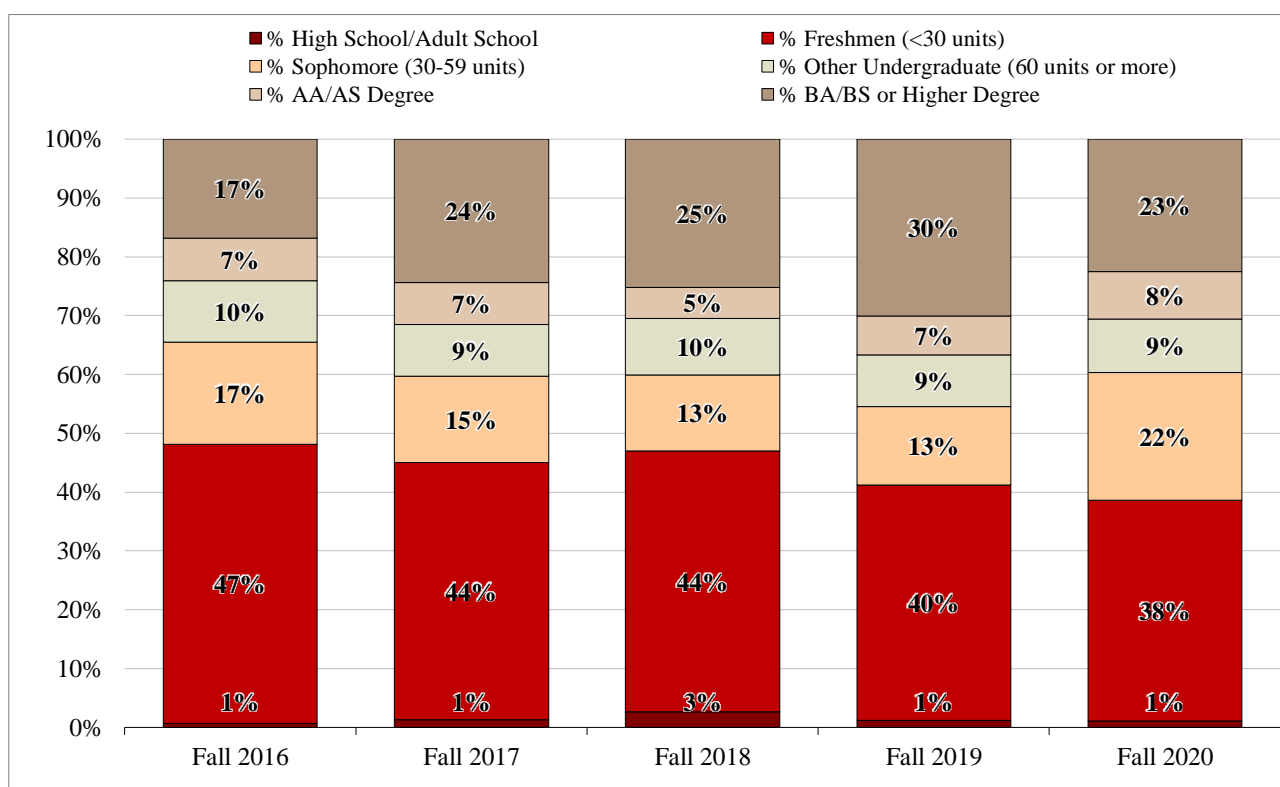
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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 (ECE/ECD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
High School/Adult School	3	6	12	5	4
Freshmen (<30 units)	195	203	199	169	135
Sophomore (30-59 units)	71	68	58	56	78
Other Undergraduate (60 units or more)	43	41	43	37	33
AA/AS Degree	30	33	24	28	29
BA/BS or Higher Degree	69	113	113	127	81
% High School/Adult School	1%	1%	3%	1%	1%
% Freshmen (<30 units)	47%	44%	44%	40%	38%
% Sophomore (30-59 units)	17%	15%	13%	13%	22%
% Other Undergraduate (60 units or more)	10%	9%	10%	9%	9%
% AA/AS Degree	7%	7%	5%	7%	8%
% BA/BS or Higher Degree	17%	24%	25%	30%	23%

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Student Performance: Grade Distribution

| Early Care and Education (ECE/ECD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Total Course Enrollments	**543**	**613**	**640**	**547**	**475**
Course Success Rates	**74%**	**76%**	**76%**	**77%**	**79%**
A	45%	43%	47%	50%	53%
B	20%	22%	17%	20%	16%
C	8%	11%	12%	6%	9%
P	0%	0%	0%	0%	<1%
Course Non-Success Rate	**13%**	**9%**	**13%**	**10%**	**8%**
D	4%	3%	5%	3%	2%
F*	10%	6%	8%	7%	6%
Withdrawals (See Note)	**13%**	**15%**	**11%**	**13%**	**13%**
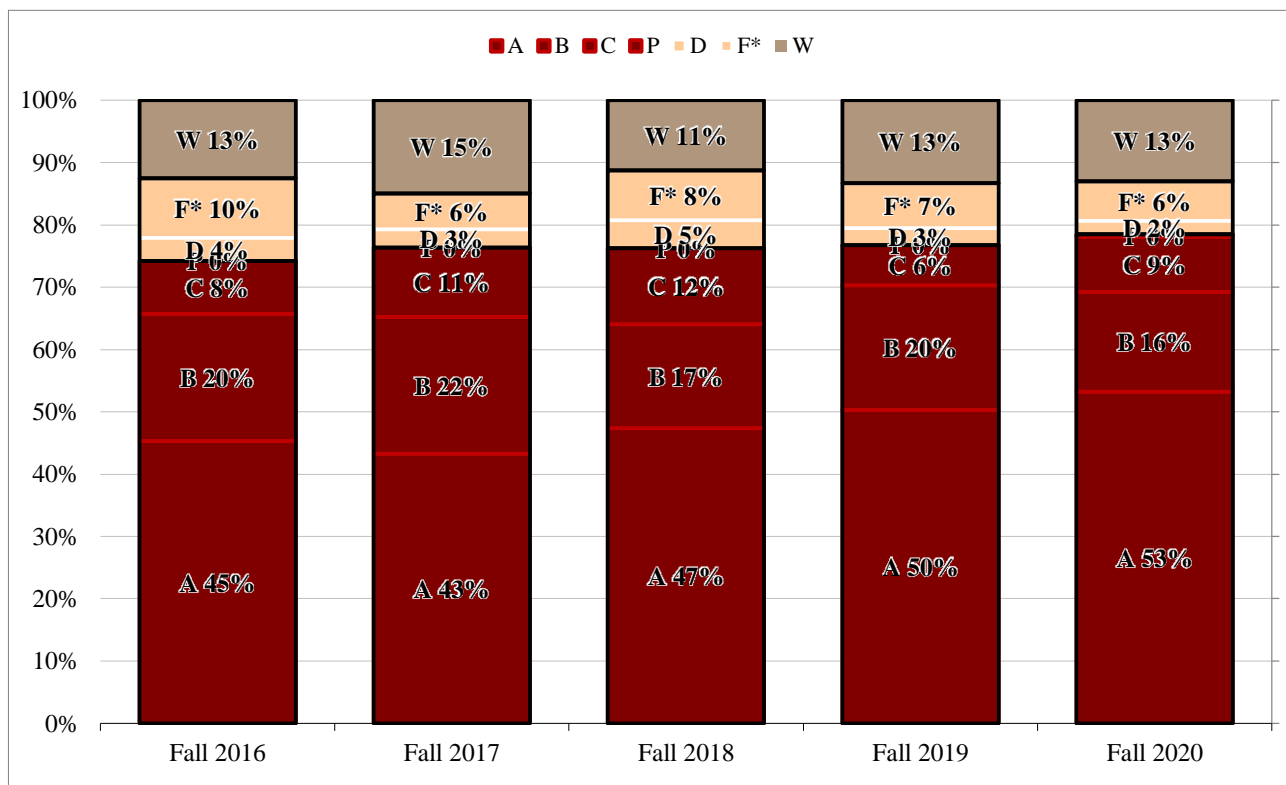
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D' or F* (includes: 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP').

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW', or, (2) a course dropped due to COVID-19.

Student Performance: Distance Education

Early Care and Education (ECE/ECD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Total Course Enrollments	543	613	640	547	475
Face-to-Face (F2F) Sections	453	442	431	391	0
Success Rates	77%	79%	78%	81%	—
Non-Success Rates	12%	8%	12%	9%	—
Withdrawals	11%	13%	10%	10%	—
Distance Education (DE) Sections	90	171	209	156	475
Success Rates	58%	71%	73%	67%	79%
Non-Success Rates	21%	9%	14%	12%	8%
Withdrawals	21%	20%	13%	22%	13%
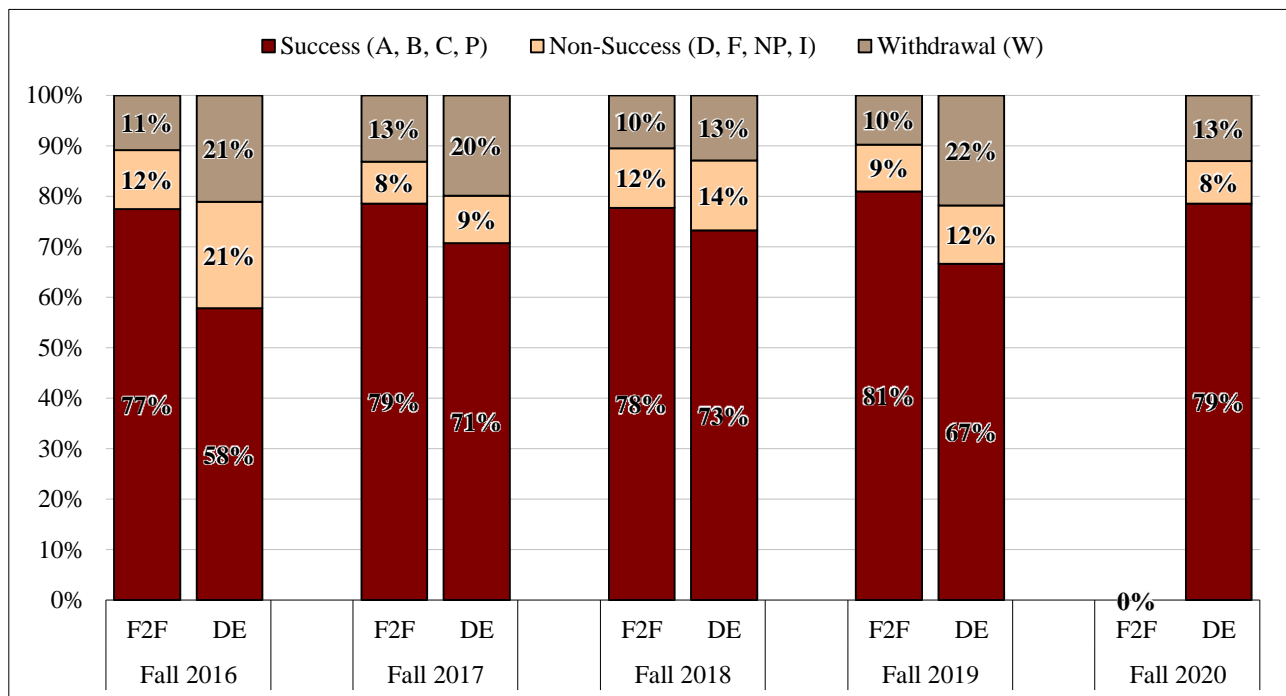
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP'.

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW' or, (2) a course dropped due to COVID-19.

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Enrollment Management: Part 1

Early Care and Education (ECE/ECD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
WSCH	1,839	2,236	2,279	1,894	1,461
FTES	60.0	72.3	72.8	62.0	47.5
FTEF	3.8	4.2	4.1	4.5	3.2
Productivity (WSCH/FTEF)	490.0	529.9	555.9	421.0	453.2
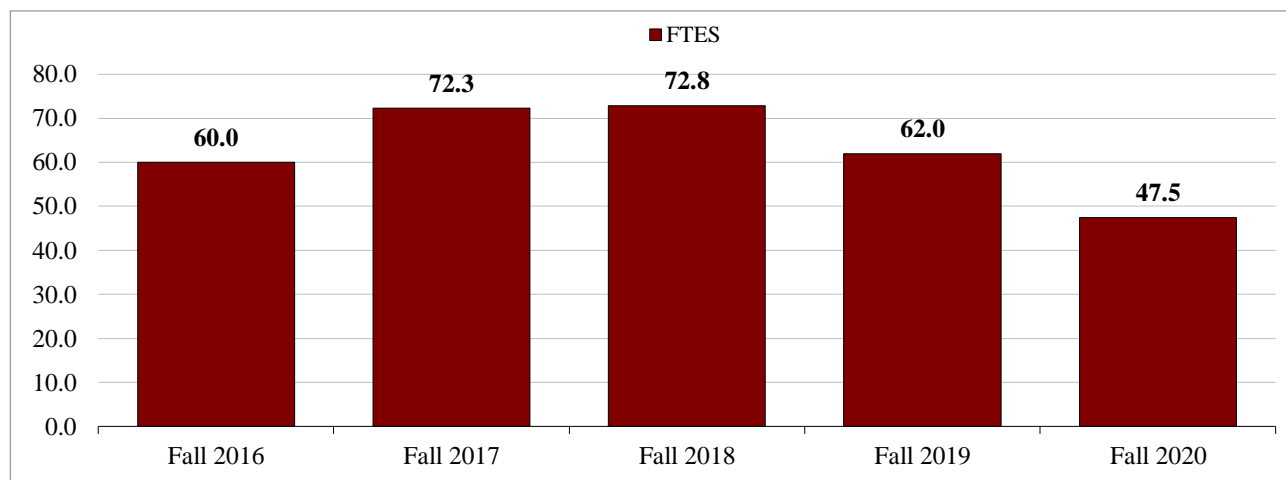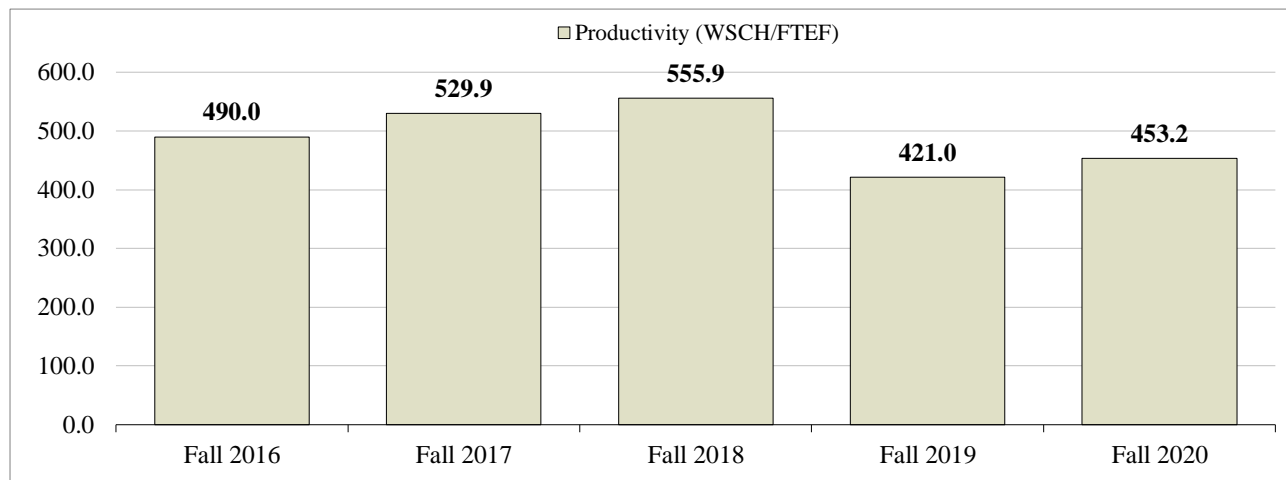
Definitions:

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 7/20/21.

Enrollment Management: Part 2

| Early Care and Education (ECE/ECD)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
FTEF from Full-Time Faculty	1.5	1.6	1.8	2.1	1.5
% FTEF from Full-Time Faculty	41%	37%	43%	47%	47%
Enrollments	543	613	640	547	475
Capacity (seats available)	661	758	746	676	578
Fill Rate	82%	81%	86%	81%	82%
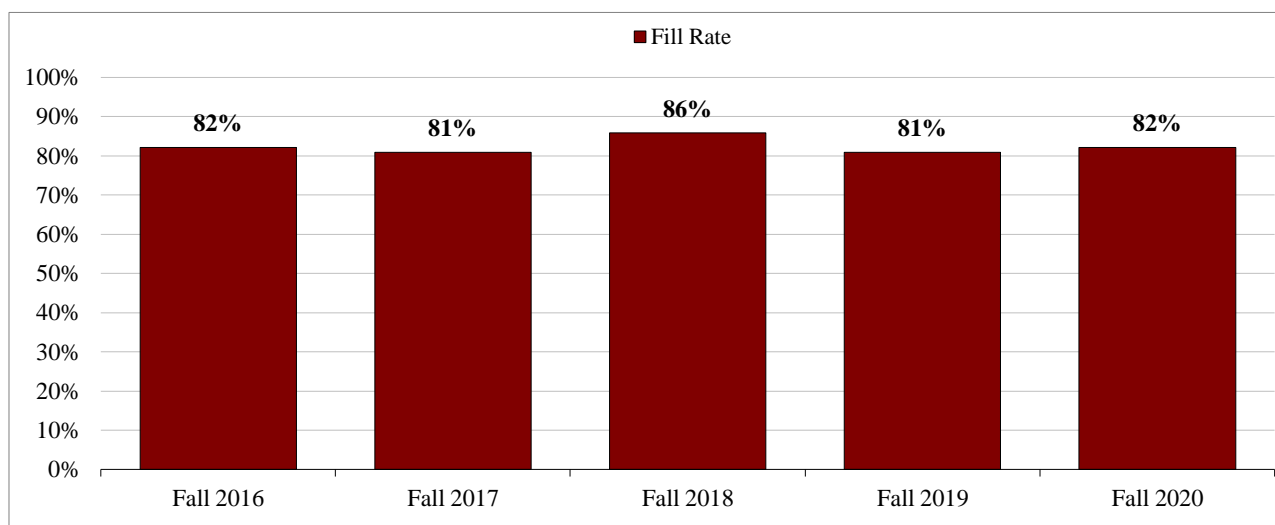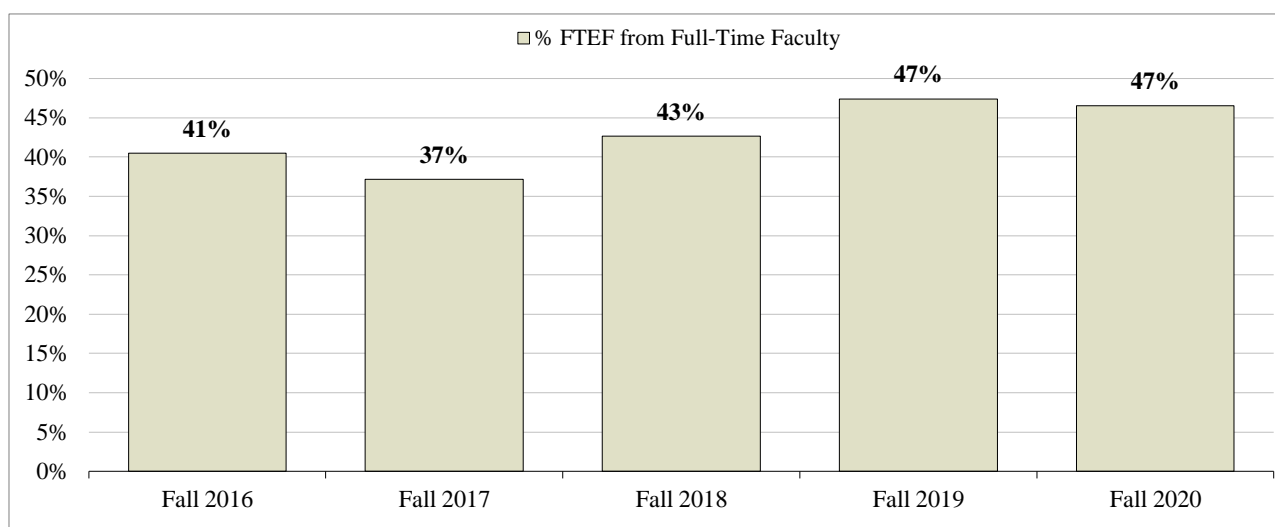
Definitions:

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 are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/20/21.

Prior Experience in English & Math

Fall 2020				
	ECE/ECD		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	225	63%	4,353	52%
Attempted College-level	8	2%	438	5%
Attempted Below College-level	6	2%	86	1%
No Prior Attempt (has placement)	69	19%	1,974	24%
No Prior Attempt (no placement)	52	14%	1,489	18%
College Math				
Completed College-level	218	61%	4,972	60%
Attempted College-level	8	2%	199	2%
Attempted Below College-level	15	4%	261	3%
No Prior Attempt (has placement)	60	17%	1,555	19%
No Prior Attempt (no placement)	59	16%	1,353	16%
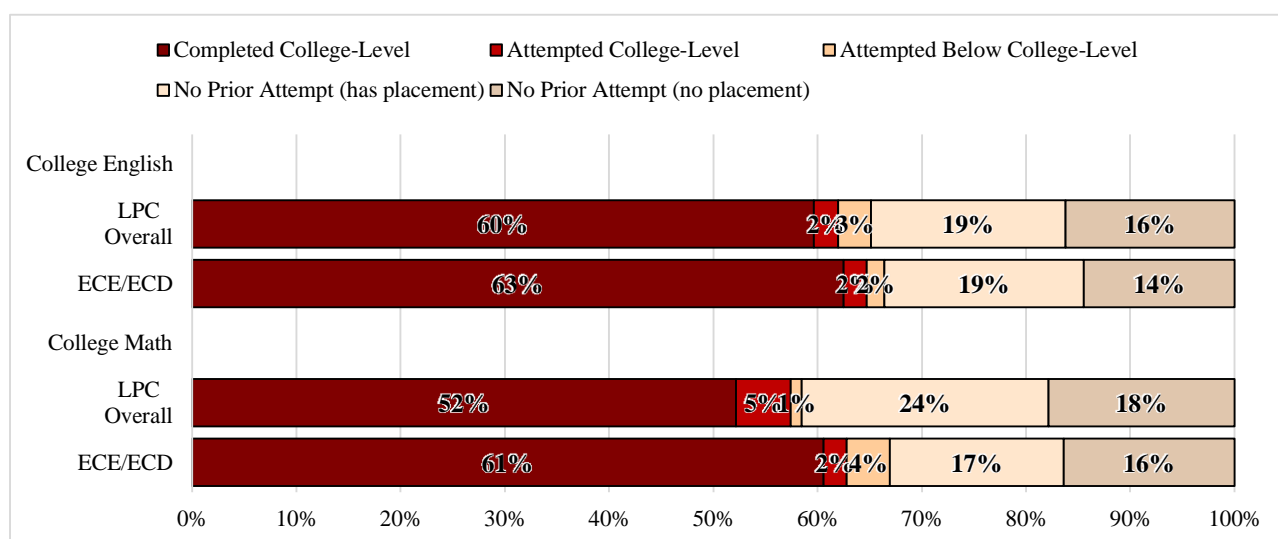
Definitions:

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

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

College Math:

Completed College-level = succesfully 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 Prior Attempt (has placement) = no previous Math enrollments within the sequence but has used a placement tool.

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