



Las Positas College

**Discipline Program Review Data Packet**

Spring 2017 to Spring 2021

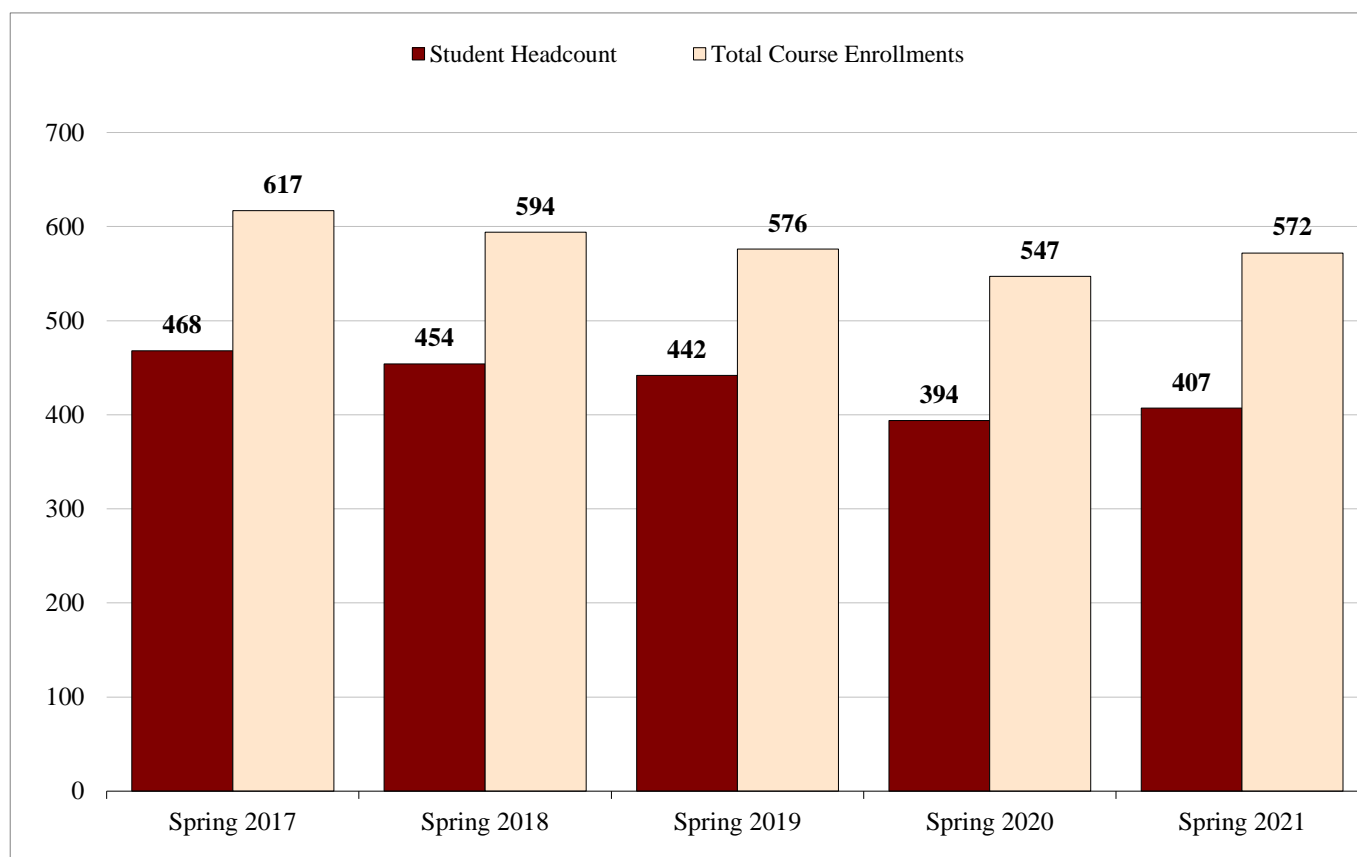
Discipline:

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

<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
Prior Experience in English & Math .....	13

## Headcount & Enrollment

Early Care and Education ( ECE/ECD )					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Student Headcount	468	454	442	394	407
Total Course Enrollments	617	594	576	547	572



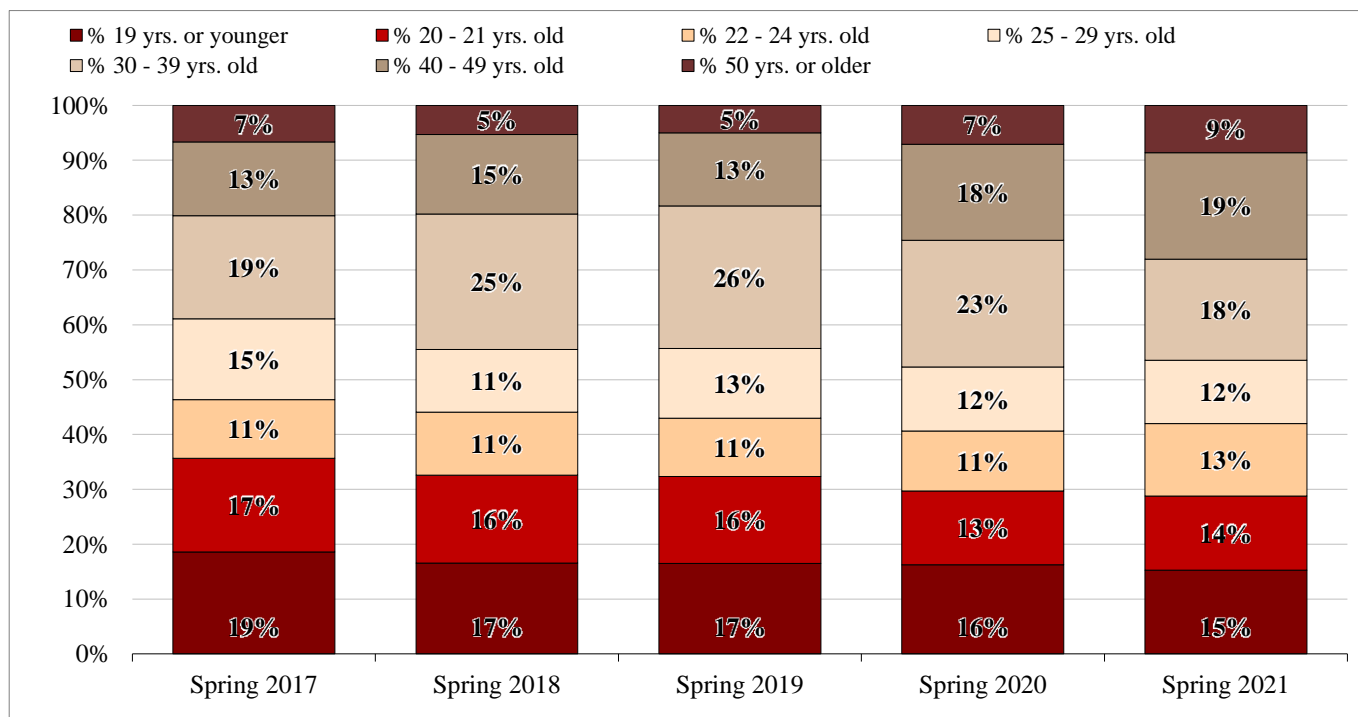
### Definitions:

**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.

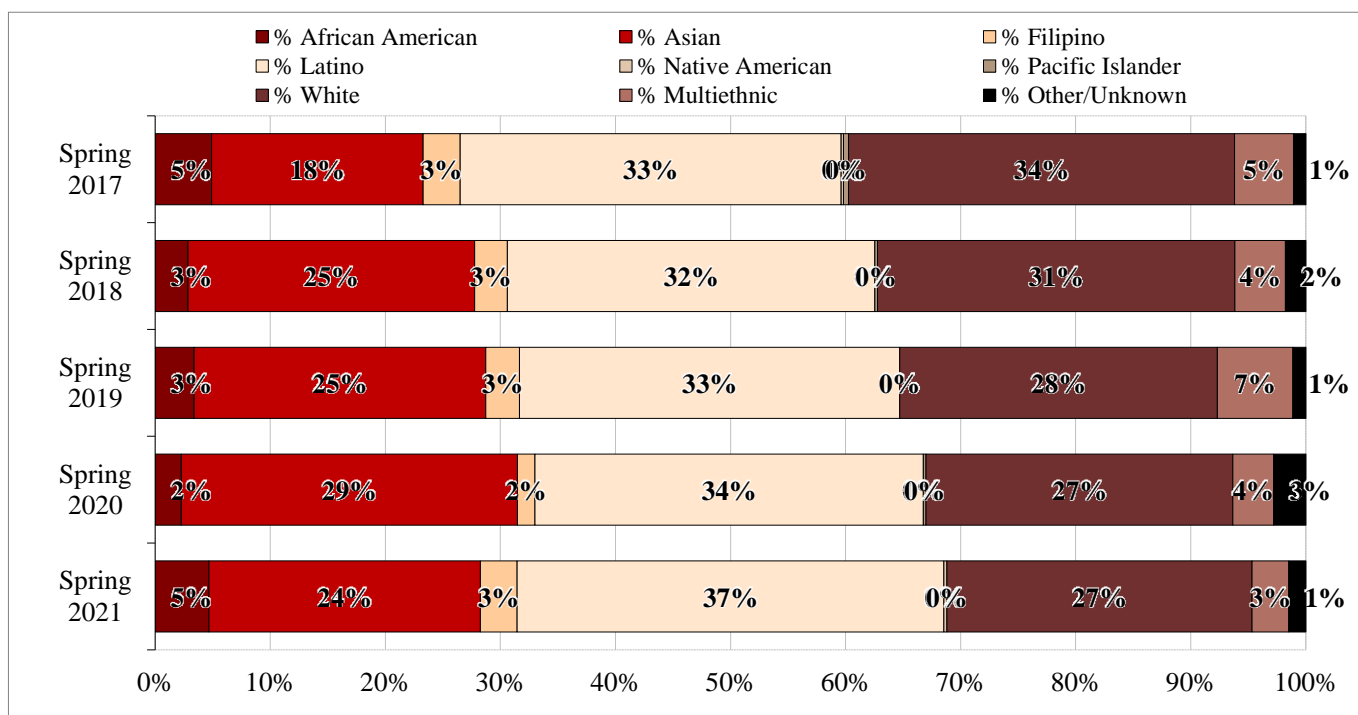
## Student Demographics: Gender & Age

Early Care and Education ( ECE/ECD )					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Female	437	415	406	370	373
Male	25	34	27	17	27
19 yrs. or younger	87	75	73	64	62
20-21 yrs. old	80	73	70	53	55
22-24 yrs. old	50	52	47	43	54
25-29 yrs. old	69	52	56	46	47
30-39 yrs. old	88	112	115	91	75
40-49 yrs. old	63	66	59	69	79
50 yrs. or older	31	24	22	28	35
% Female	95%	92%	94%	96%	93%
% Male	5%	8%	6%	4%	7%
% 19 yrs. or younger	19%	17%	17%	16%	15%
% 20 - 21 yrs. old	17%	16%	16%	13%	14%
% 22 - 24 yrs. old	11%	11%	11%	11%	13%
% 25 - 29 yrs. old	15%	11%	13%	12%	12%
% 30 - 39 yrs. old	19%	25%	26%	23%	18%
% 40 - 49 yrs. old	13%	15%	13%	18%	19%
% 50 yrs. or older	7%	5%	5%	7%	9%



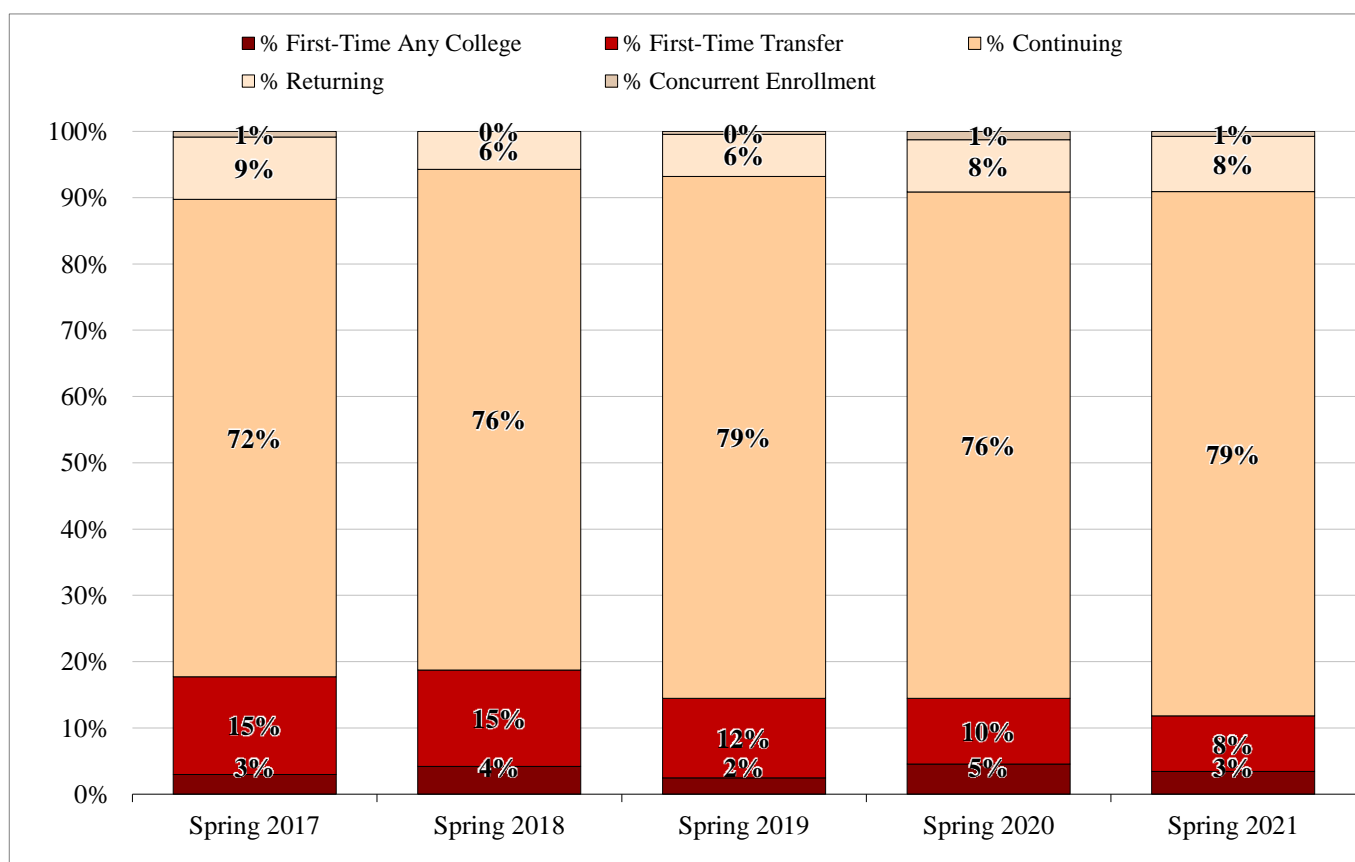
## Student Demographic: Race-Ethnicity

Early Care and Education ( ECE/ECD )					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
African American	23	13	15	9	19
Asian	86	113	112	115	96
Filipino	15	13	13	6	13
Latino	155	145	146	133	151
Native American	1	0	0	0	1
Pacific Islander	2	1	0	1	0
White	157	141	122	105	108
Multiethnic	24	20	29	14	13
Other/Unknown	5	8	5	11	6
% African American	5%	3%	3%	2%	5%
% Asian	18%	25%	25%	29%	24%
% Filipino	3%	3%	3%	2%	3%
% Latino	33%	32%	33%	34%	37%
% Native American	<1%	0%	0%	0%	<1%
% Pacific Islander	<1%	<1%	0%	<1%	0%
% White	34%	31%	28%	27%	27%
% Multiethnic	5%	4%	7%	4%	3%
% Other/Unknown	1%	2%	1%	3%	1%



## Student Enrollment Status

Early Care and Education ( ECE/ECD )					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
First-Time Any College	14	19	11	18	14
First-Time Transfer	69	66	53	39	34
Continuing	337	343	348	301	322
Returning	44	26	28	31	34
Concurrent Enrollment	4	0	2	5	3
% First-Time Any College	3%	4%	2%	5%	3%
% First-Time Transfer	15%	15%	12%	10%	8%
% Continuing	72%	76%	79%	76%	79%
% Returning	9%	6%	6%	8%	8%
% Concurrent Enrollment	1%	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.

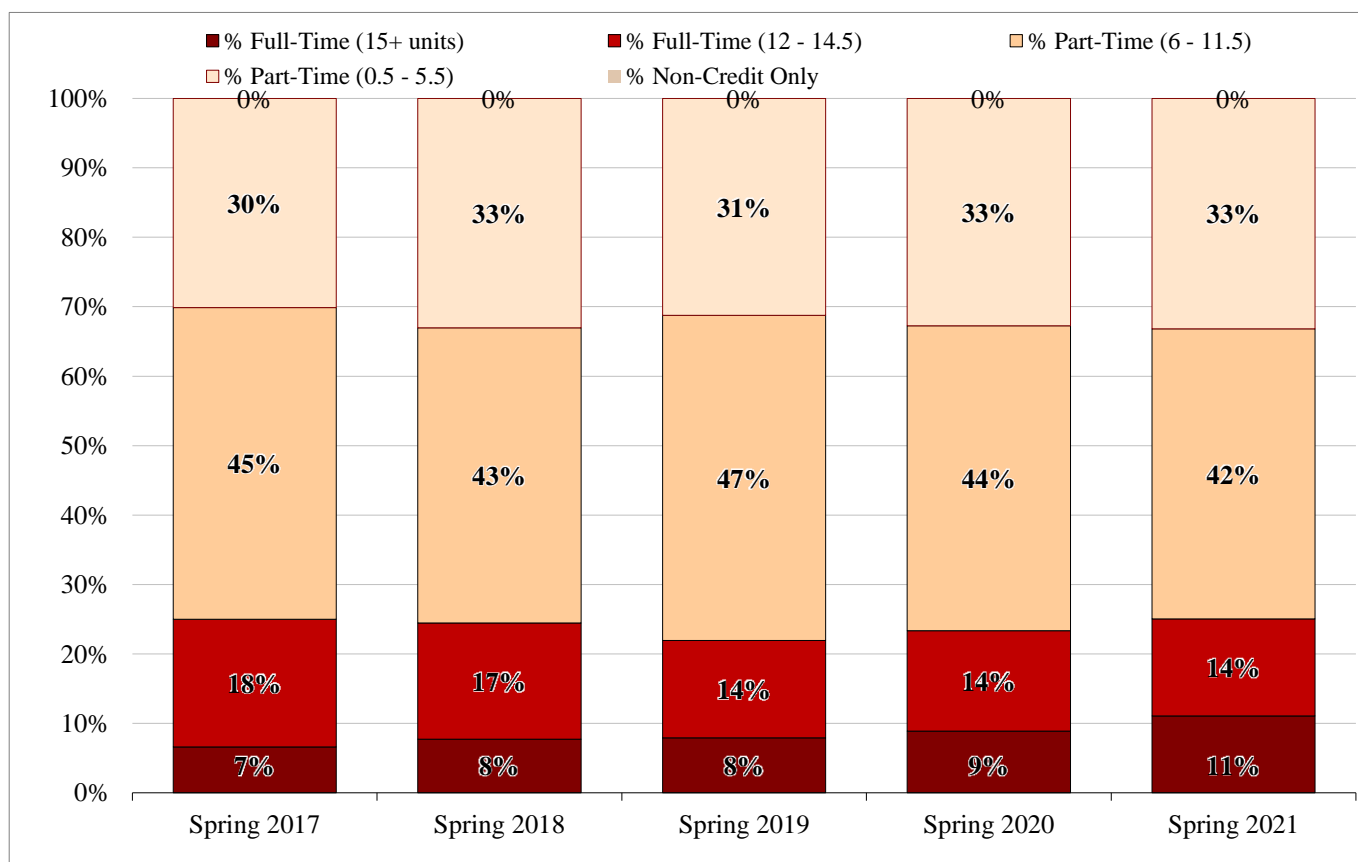
**Continuing:** Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

**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.

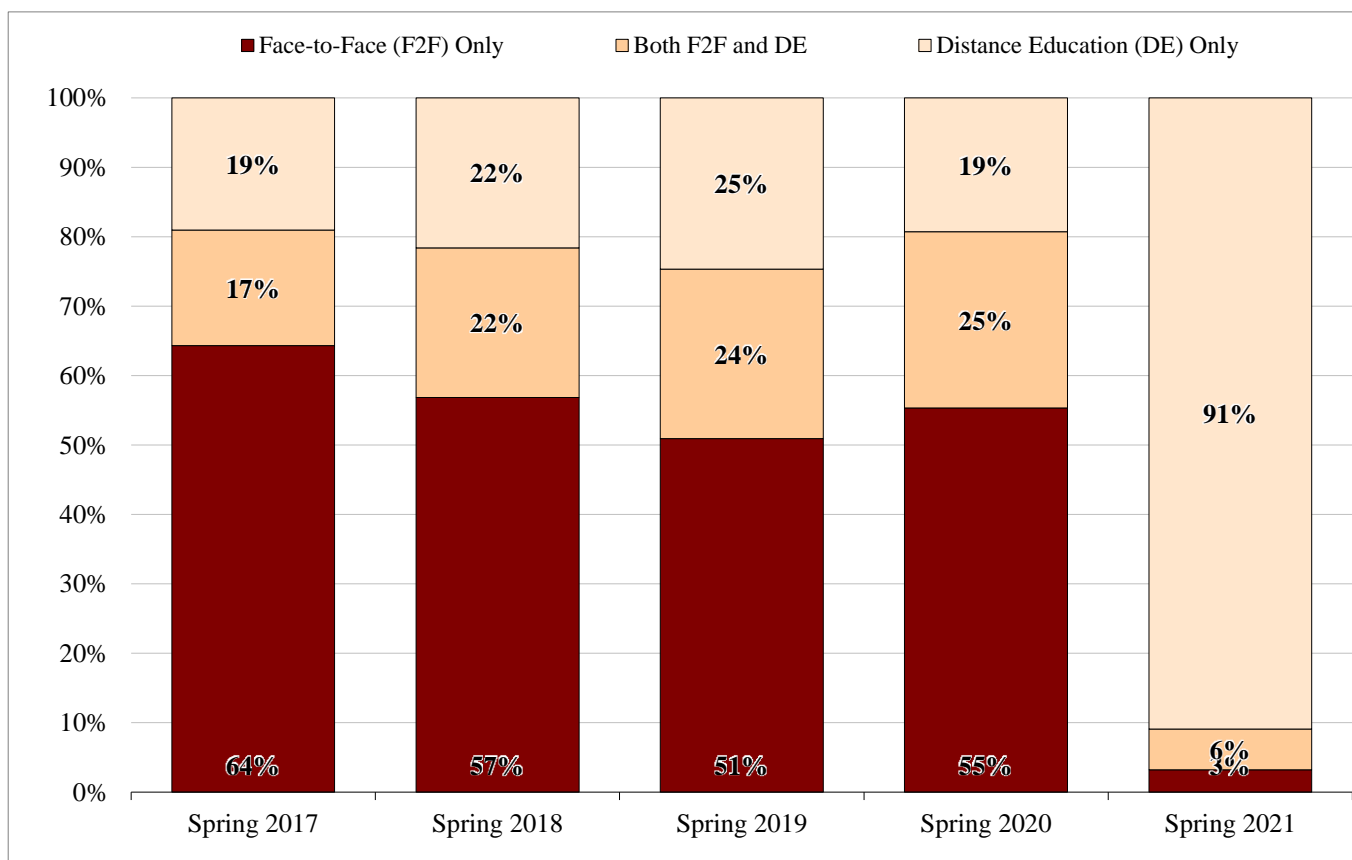
## Student Unit Load

Early Care and Education ( ECE/ECD )					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Full-Time (15+ units)	31	35	35	35	45
Full-Time (12 - 14.5)	86	76	62	57	57
Part-Time (6 - 11.5)	210	193	207	173	170
Part-Time (0.5 - 5.5)	141	150	138	129	135
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	7%	8%	8%	9%	11%
% Full-Time (12 - 14.5)	18%	17%	14%	14%	14%
% Part-Time (6 - 11.5)	45%	43%	47%	44%	42%
% Part-Time (0.5 - 5.5)	30%	33%	31%	33%	33%
% Non-Credit Only	0%	0%	0%	0%	0%



## Students Using Distance Education

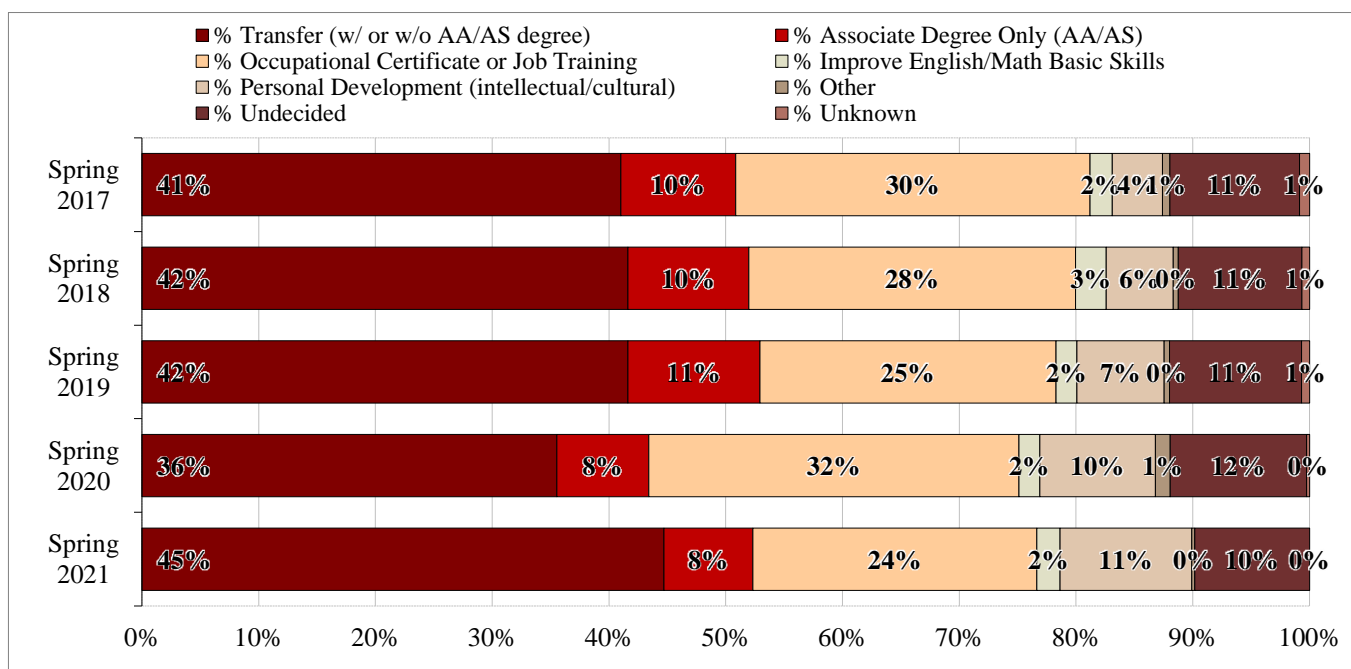
Early Care and Education ( ECE/ECD )					
(Categories reflect college-wide coursework)	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Face-to-Face (F2F) Only	301	258	225	218	13
Both F2F and DE	78	98	108	100	24
Distance Education (DE) Only	89	98	109	76	370
% Face-to-Face (F2F) Only	64%	57%	51%	55%	3%
% Both F2F and DE	17%	22%	24%	25%	6%
% Distance Education (DE) Only	19%	22%	25%	19%	91%



**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				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Transfer (w/ or w/o AA/AS degree)	192	189	184	140	182
Associate Degree Only (AA/AS)	46	47	50	31	31
Occupational Certificate or Job Training	142	127	112	125	99
Improve English/Math Basic Skills	9	12	8	7	8
Personal Development (intellectual/cultural)	20	26	33	39	46
Other	3	2	2	5	1
Undecided	52	48	50	46	40
Unknown	4	3	3	1	0
% Transfer (w/ or w/o AA/AS degree)	41%	42%	42%	36%	45%
% Associate Degree Only (AA/AS)	10%	10%	11%	8%	8%
% Occupational Certificate or Job Training	30%	28%	25%	32%	24%
% Improve English/Math Basic Skills	2%	3%	2%	2%	2%
% Personal Development (intellectual/cultural)	4%	6%	7%	10%	11%
% Other	1%	<1%	<1%	1%	<1%
% Undecided	11%	11%	11%	12%	10%
% Unknown	1%	1%	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.

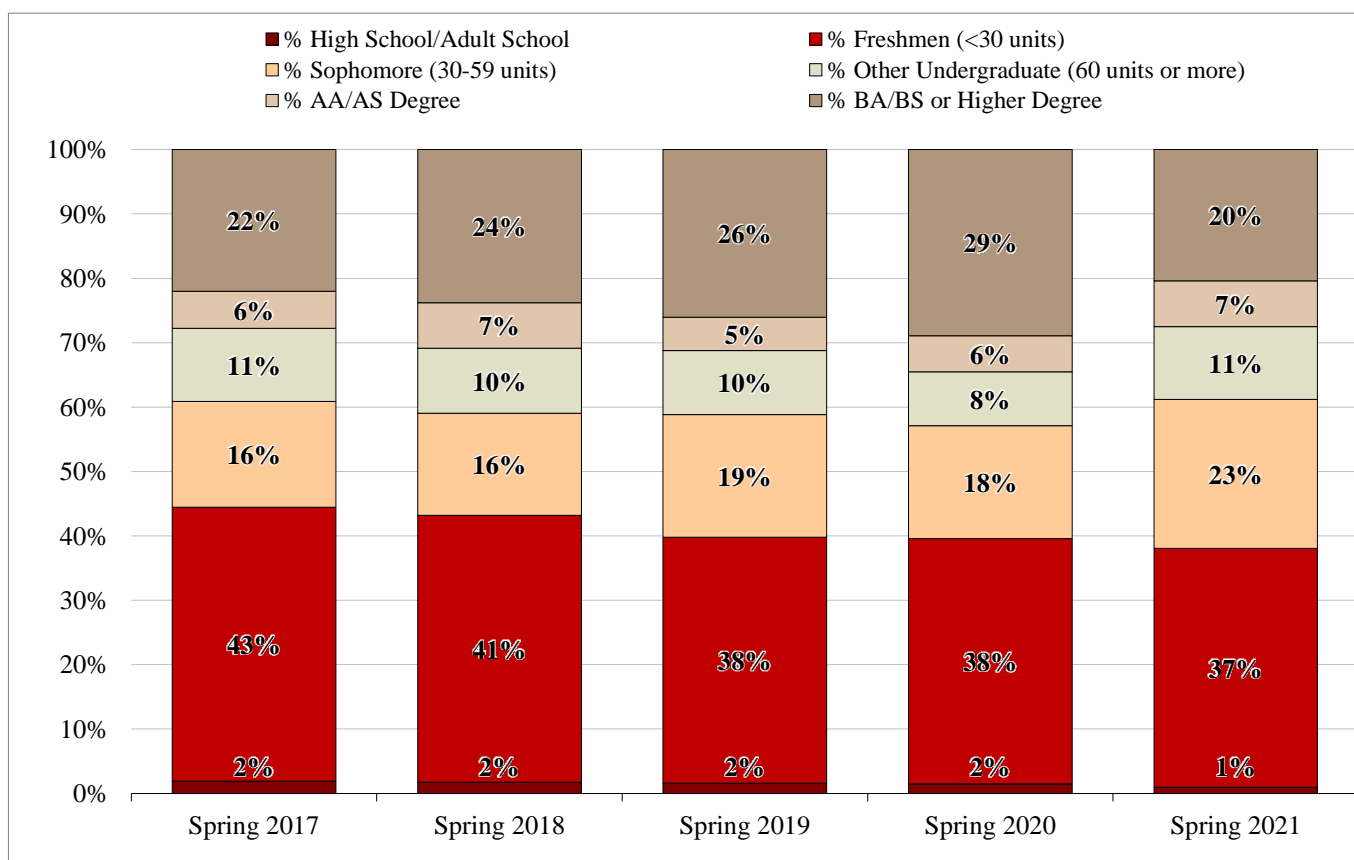
**Personal Development:** Students taking courses for intellectual and/or cultural development.

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



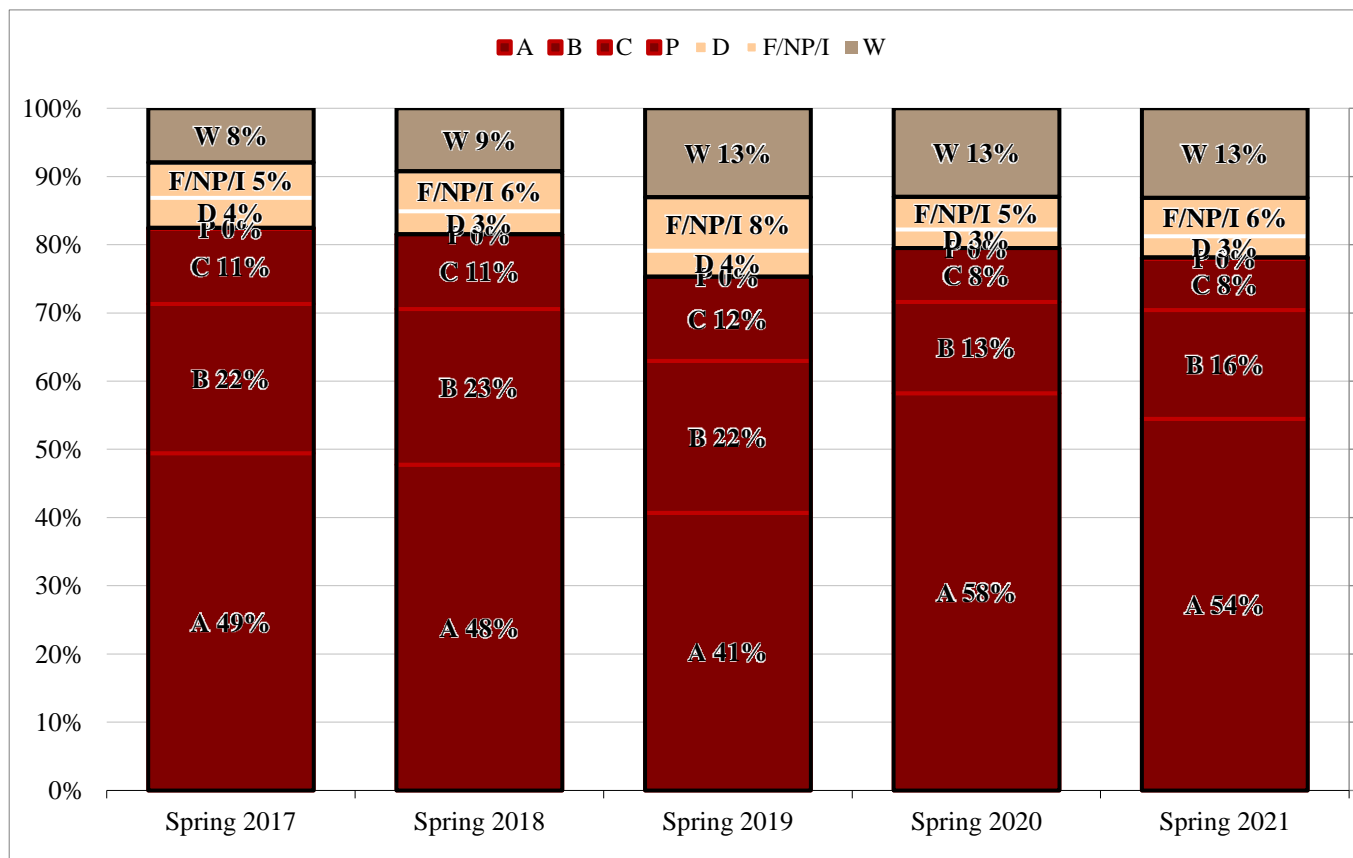
## Highest Educational Level of Students

Early Care and Education ( ECE/ECD )					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
High School/Adult School	9	8	7	6	4
Freshmen (<30 units)	199	188	169	150	151
Sophomore (30-59 units)	77	72	84	69	94
Other Undergraduate (60 units or more)	53	46	44	33	46
AA/AS Degree	27	32	23	22	29
BA/BS or Higher Degree	103	108	115	114	83
% High School/Adult School	2%	2%	2%	2%	1%
% Freshmen (<30 units)	43%	41%	38%	38%	37%
% Sophomore (30-59 units)	16%	16%	19%	18%	23%
% Other Undergraduate (60 units or more)	11%	10%	10%	8%	11%
% AA/AS Degree	6%	7%	5%	6%	7%
% BA/BS or Higher Degree	22%	24%	26%	29%	20%



## Student Performance: Grade Distribution

Early Care and Education ( ECE/ECD )					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
<b>Total Course Enrollments</b>	<b>617</b>	<b>594</b>	<b>576</b>	<b>547</b>	<b>572</b>
<b>Course Success Rates</b>	<b>82%</b>	<b>82%</b>	<b>75%</b>	<b>79%</b>	<b>78%</b>
A	49%	48%	41%	58%	54%
B	22%	23%	22%	13%	16%
C	11%	11%	12%	8%	8%
P	<1%	0%	0%	0%	<1%
<b>Course Non-Success Rate</b>	<b>10%</b>	<b>9%</b>	<b>12%</b>	<b>8%</b>	<b>9%</b>
D	4%	3%	4%	3%	3%
F*	5%	6%	8%	5%	6%
<b>Withdrawals (See Note)</b>	<b>8%</b>	<b>9%</b>	<b>13%</b>	<b>13%</b>	<b>13%</b>



### Definitions:

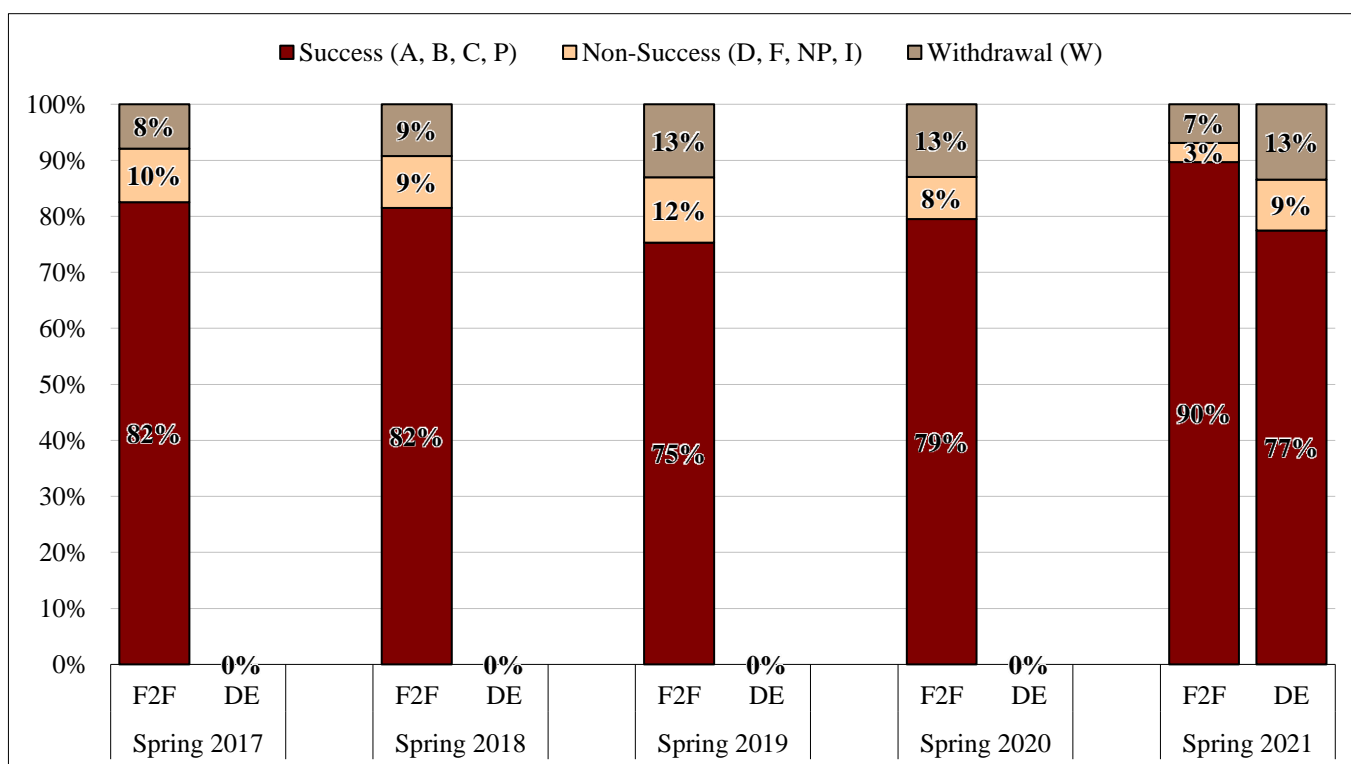
**Course Success Rate:** Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

**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				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
<b>Total Course Enrollments</b>	<b>617</b>	<b>594</b>	<b>576</b>	<b>547</b>	<b>572</b>
<b>Face-to-Face (F2F) Sections</b>	<b>452</b>	<b>412</b>	<b>370</b>	<b>382</b>	<b>29</b>
Success Rates	82%	82%	75%	79%	90%
Non-Success Rates	10%	9%	12%	8%	3%
Withdrawals	8%	9%	13%	13%	7%
<b>Distance Education (DE) Sections</b>	<b>165</b>	<b>182</b>	<b>206</b>	<b>165</b>	<b>543</b>
Success Rates	—	—	—	—	77%
Non-Success Rates	—	—	—	—	9%
Withdrawals	—	—	—	—	13%



### Definitions:

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

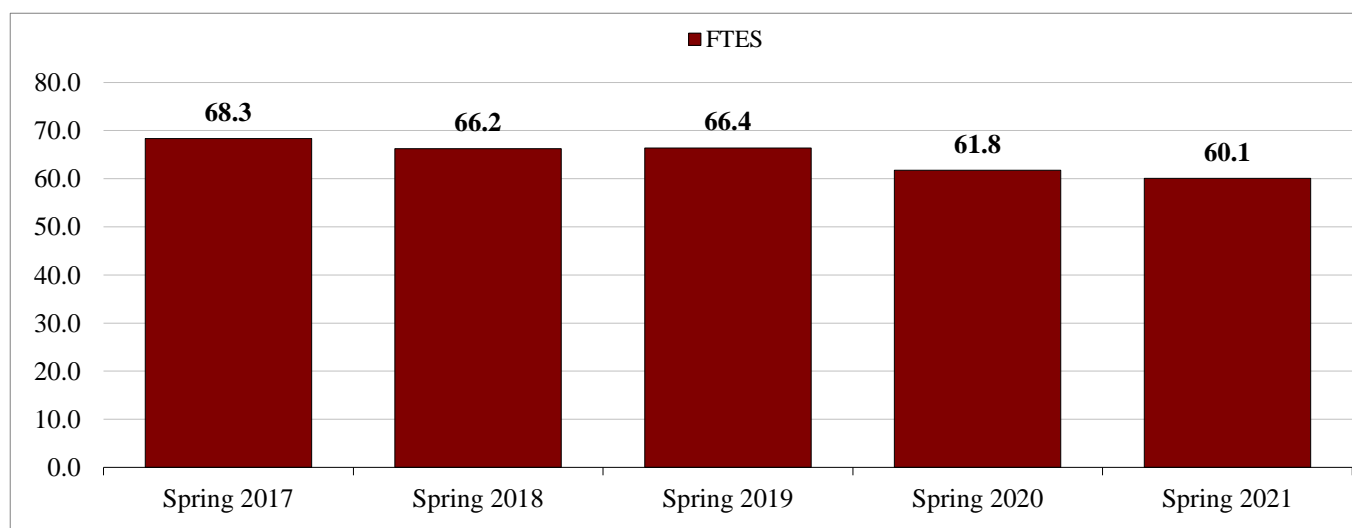
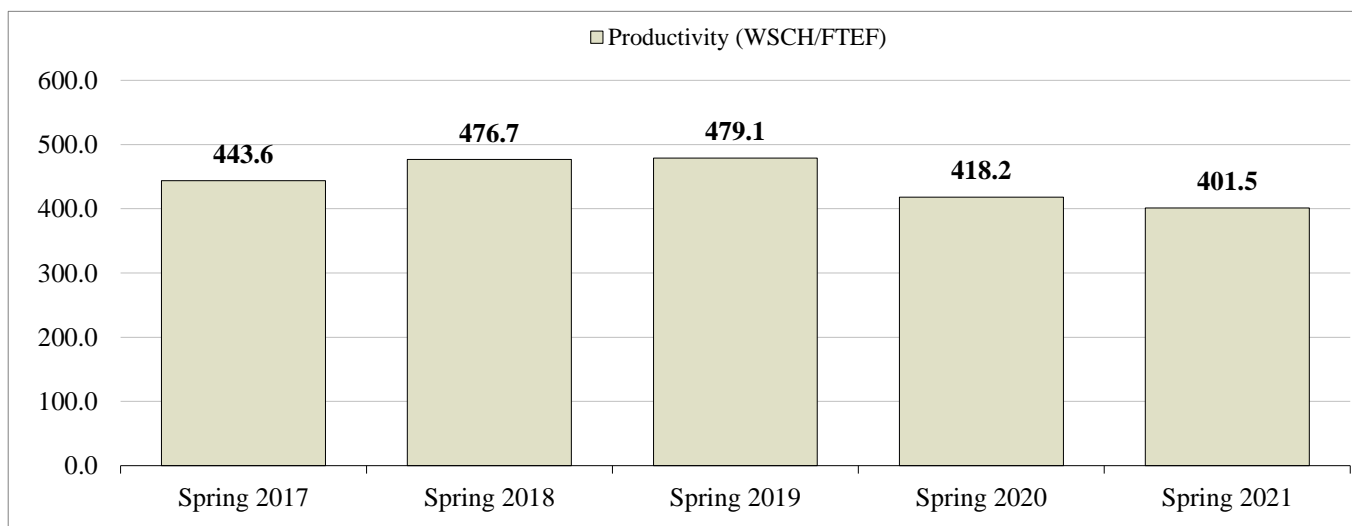
**Course Non-Success Rate:** Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

**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				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
WSCH	2,095	2,073	2,052	1,875	1,834
FTEs	68.3	66.2	66.4	61.8	60.1
FTEF	4.7	4.3	4.3	4.5	4.6
Productivity (WSCH/FTEF)	443.6	476.7	479.1	418.2	401.5

**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.

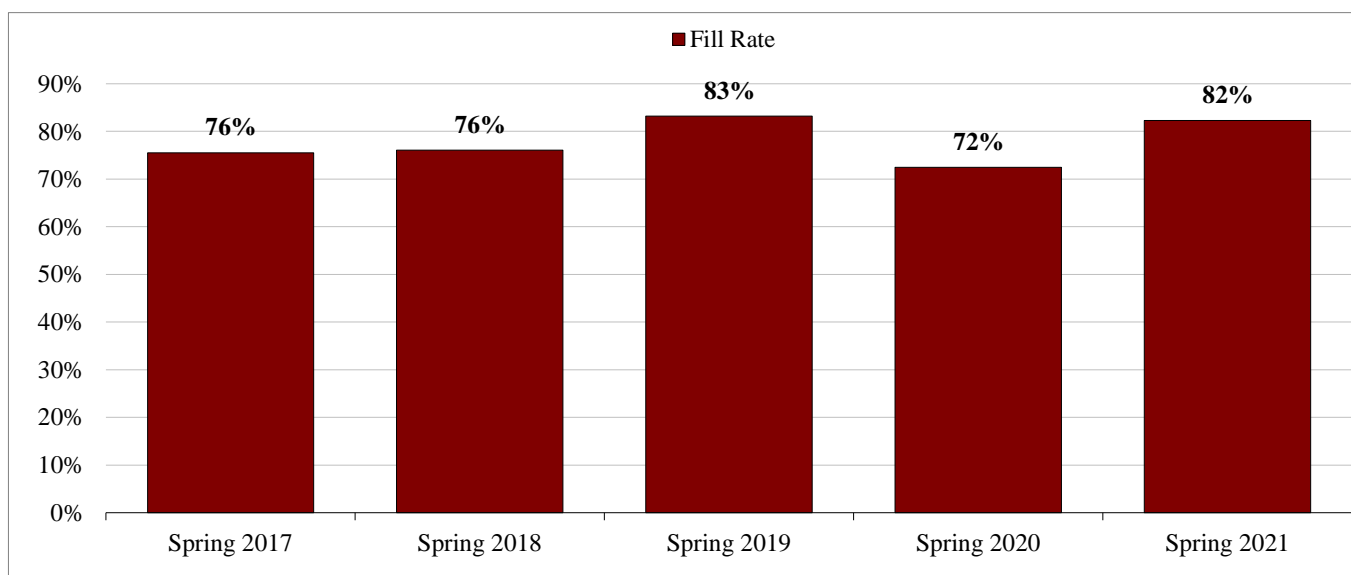
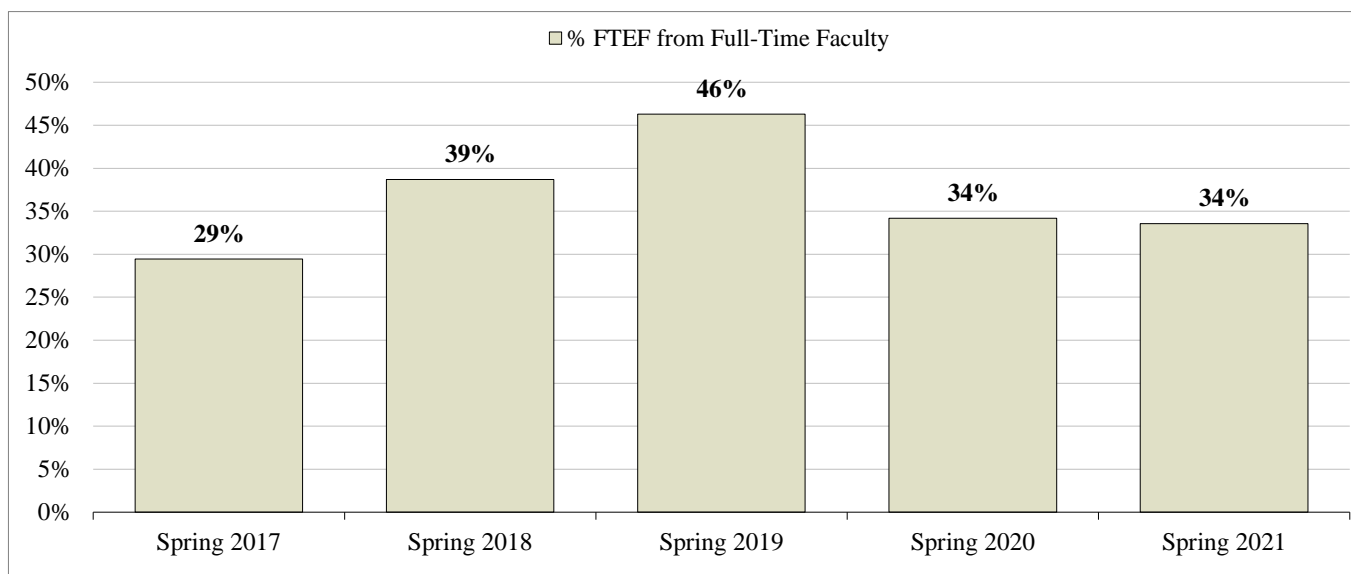
**FTEF** is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

**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				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
FTEF from Full-Time Faculty	1.4	1.7	2.0	1.5	1.5
% FTEF from Full-Time Faculty	29%	39%	46%	34%	34%
Enrollments	617	594	576	547	572
Capacity (seats available)	817	781	692	755	695
Fill Rate	76%	76%	83%	72%	82%


**Definitions:**

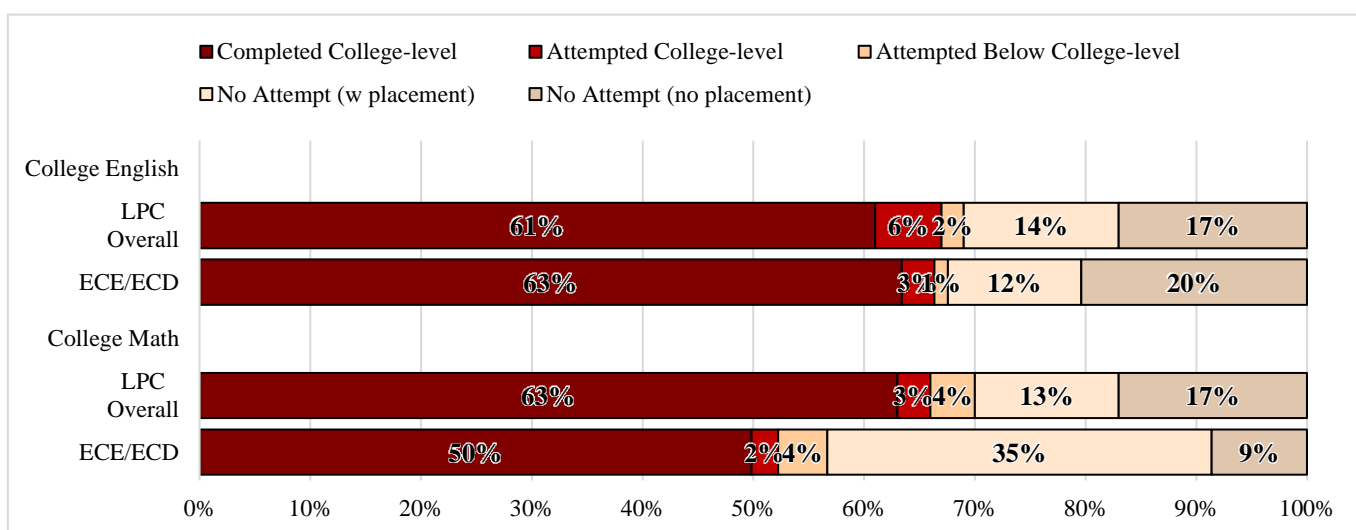
**Fill Rate** is number of enrollments over the total capacity (seats available).

**% 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 7/14/20.

## Prior Experience in English & Math

	Spring 2021			
	ECE/ECD		LPC Overall	
	Num	Pct	Num	Pct
<b>College English</b>				
Completed College-level	258	63%	4,882	61%
Attempted College-level	12	3%	547	7%
Attempted Below College-level	5	1%	65	1%
No Prior Attempt (has placement)	49	12%	1,066	13%
No Prior Attempt (no placement)	83	20%	1,485	18%
<b>College Math</b>				
Completed College-level	168	50%	5,173	64%
Attempted College-level	8	2%	186	2%
Attempted Below College-level	15	4%	217	3%
No Prior Attempt (has placement)	117	35%	1,126	14%
No Prior Attempt (no placement)	29	9%	1,343	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 Prior Attempt (has placement)** = no previous English enrollments within the sequence but has used a placement tool.

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

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