Las Positas College

Discipline Program Review Data Packet

Fall 2017 to Fall 2021
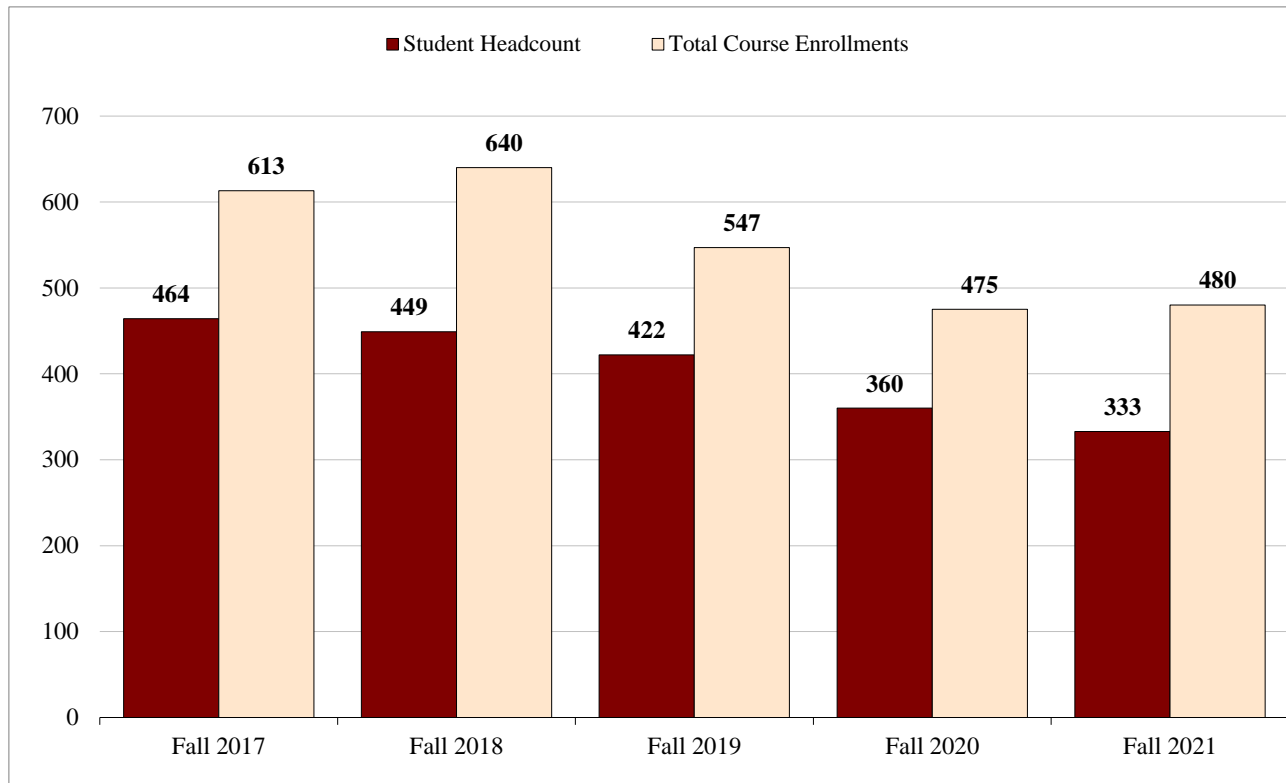
Discipline:

Early Care and Education (ECE/ECD)

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Headcount & Enrollment

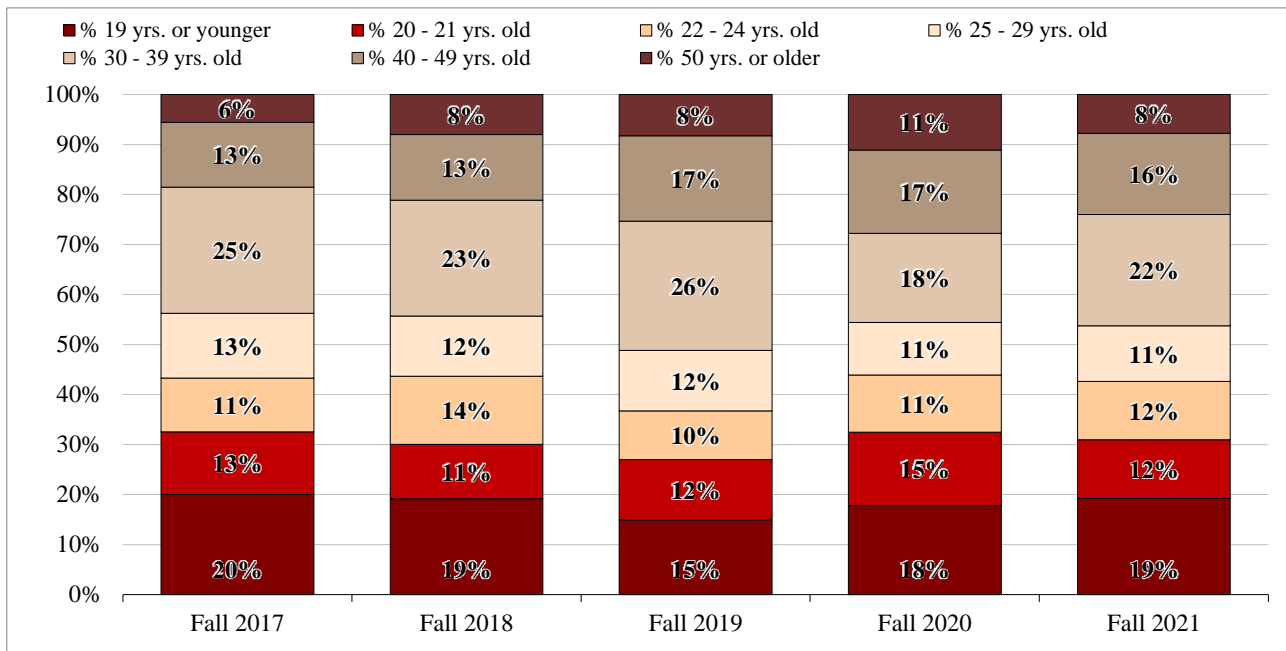| Early Care and Education (ECE/ECD)					
	Term				
	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
Student Headcount	464	449	422	360	333
Total Course Enrollments	613	640	547	475	480

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.
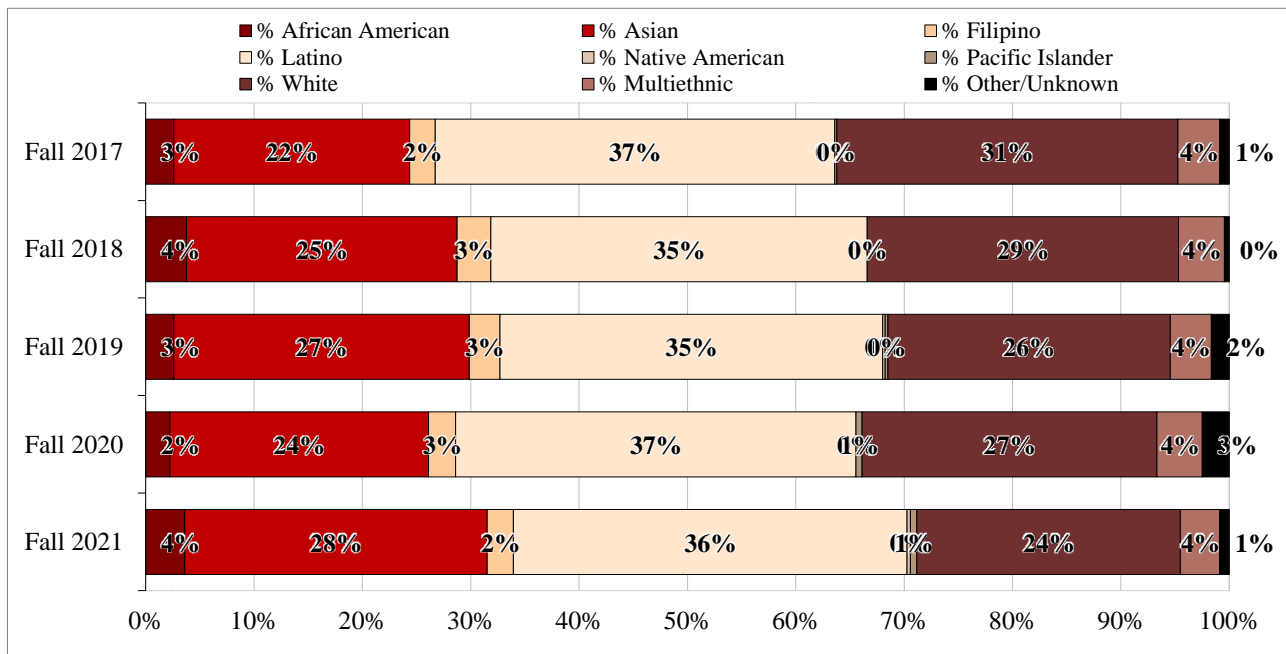
Student Demographics: Gender & Age

| Early Care and Education (ECE/ECD)					
	Term				
	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
Female	434	412	396	337	314
Male	23	28	19	16	14
19 yrs. or younger	93	86	63	64	64
20-21 yrs. old	58	49	51	53	39
22-24 yrs. old	50	61	41	41	39
25-29 yrs. old	60	54	51	38	37
30-39 yrs. old	117	104	109	64	74
40-49 yrs. old	60	59	72	60	54
50 yrs. or older	26	36	35	40	26
% Female	95%	94%	95%	95%	96%
% Male	5%	6%	5%	5%	4%
% 19 yrs. or younger	20%	19%	15%	18%	19%
% 20 - 21 yrs. old	13%	11%	12%	15%	12%
% 22 - 24 yrs. old	11%	14%	10%	11%	12%
% 25 - 29 yrs. old	13%	12%	12%	11%	11%
% 30 - 39 yrs. old	25%	23%	26%	18%	22%
% 40 - 49 yrs. old	13%	13%	17%	17%	16%
% 50 yrs. or older	6%	8%	8%	11%	8%

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Student Demographic: Race-Ethnicity

Early Care and Education (ECE/ECD)					
	Term				
	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
African American	12	17	11	8	12
Asian	101	112	115	86	93
Filipino	11	14	12	9	8
Latino	171	156	149	133	121
Native American	0	0	1	0	1
Pacific Islander	1	0	1	2	2
White	146	129	110	98	81
Multiethnic	18	19	16	15	12
Other/Unknown	4	2	7	9	3
% African American	3%	4%	3%	2%	4%
% Asian	22%	25%	27%	24%	28%
% Filipino	2%	3%	3%	3%	2%
% Latino	37%	35%	35%	37%	36%
% Native American	0%	0%	<1%	0%	<1%
% Pacific Islander	<1%	0%	<1%	1%	1%
% White	31%	29%	26%	27%	24%
% Multiethnic	4%	4%	4%	4%	4%
% Other/Unknown	1%	<1%	2%	3%	1%

Student Enrollment Status

Early Care and Education (ECE/ECD)					
	Term				
	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
First-Time Any College	60	52	40	47	43
First-Time Transfer	60	56	64	34	35
Continuing	293	288	256	248	218
Returning	50	50	60	30	35
Concurrent Enrollment	1	3	2	1	2
% First-Time Any College	13%	12%	9%	13%	13%
% First-Time Transfer	13%	12%	15%	9%	11%
% Continuing	63%	64%	61%	69%	65%
% Returning	11%	11%	14%	8%	11%
% Concurrent Enrollment	<1%	1%	<1%	<1%	1%
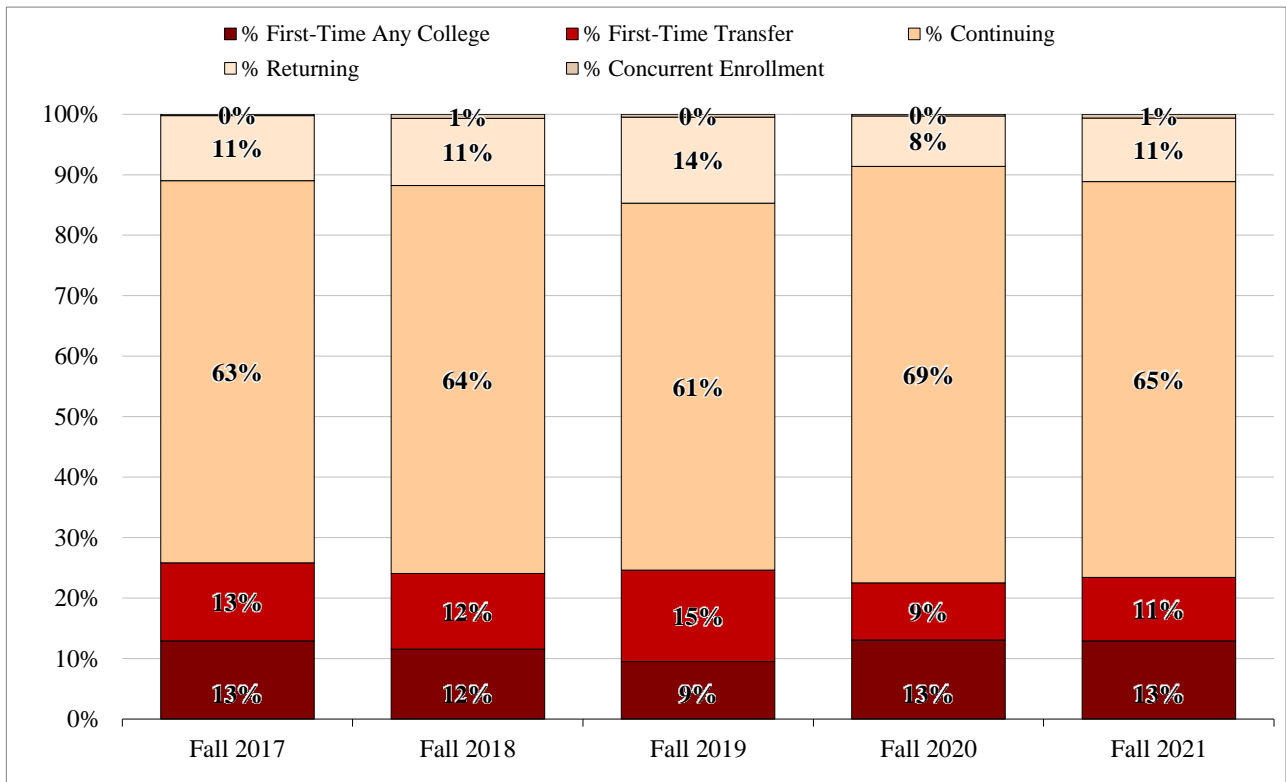
Definitions:

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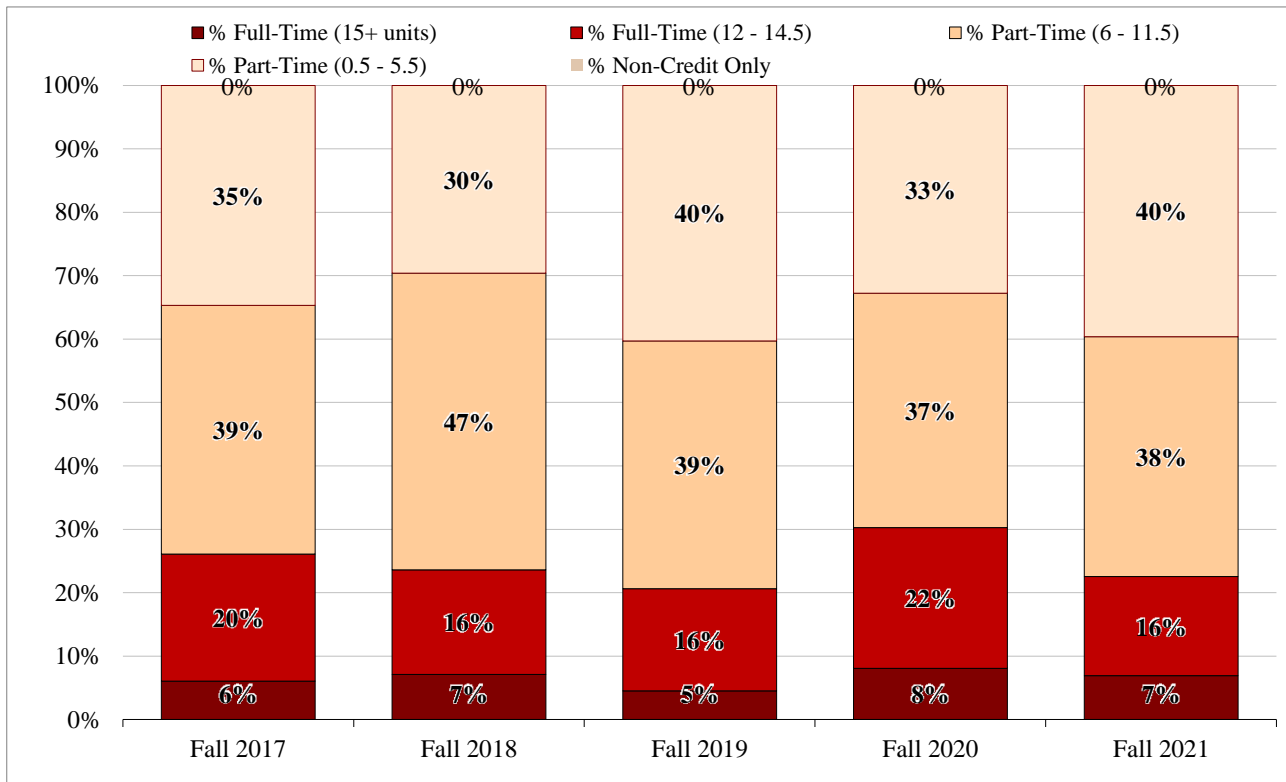
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
Full-Time (15+ units)	28	32	19	29	23
Full-Time (12 - 14.5)	93	74	68	80	52
Part-Time (6 - 11.5)	182	210	165	133	126
Part-Time (0.5 - 5.5)	161	133	170	118	132
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	6%	7%	5%	8%	7%
% Full-Time (12 - 14.5)	20%	16%	16%	22%	16%
% Part-Time (6 - 11.5)	39%	47%	39%	37%	38%
% Part-Time (0.5 - 5.5)	35%	30%	40%	33%	40%
% 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 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
Face-to-Face (F2F) Only	274	241	256	0	50
Both F2F and DE	101	132	87	1	46
Distance Education (DE) Only	89	76	79	359	237
% Face-to-Face (F2F) Only	59%	54%	61%	0%	15%
% Both F2F and DE	22%	29%	21%	<1%	14%
% Distance Education (DE) Only	19%	17%	19%	100%	71%
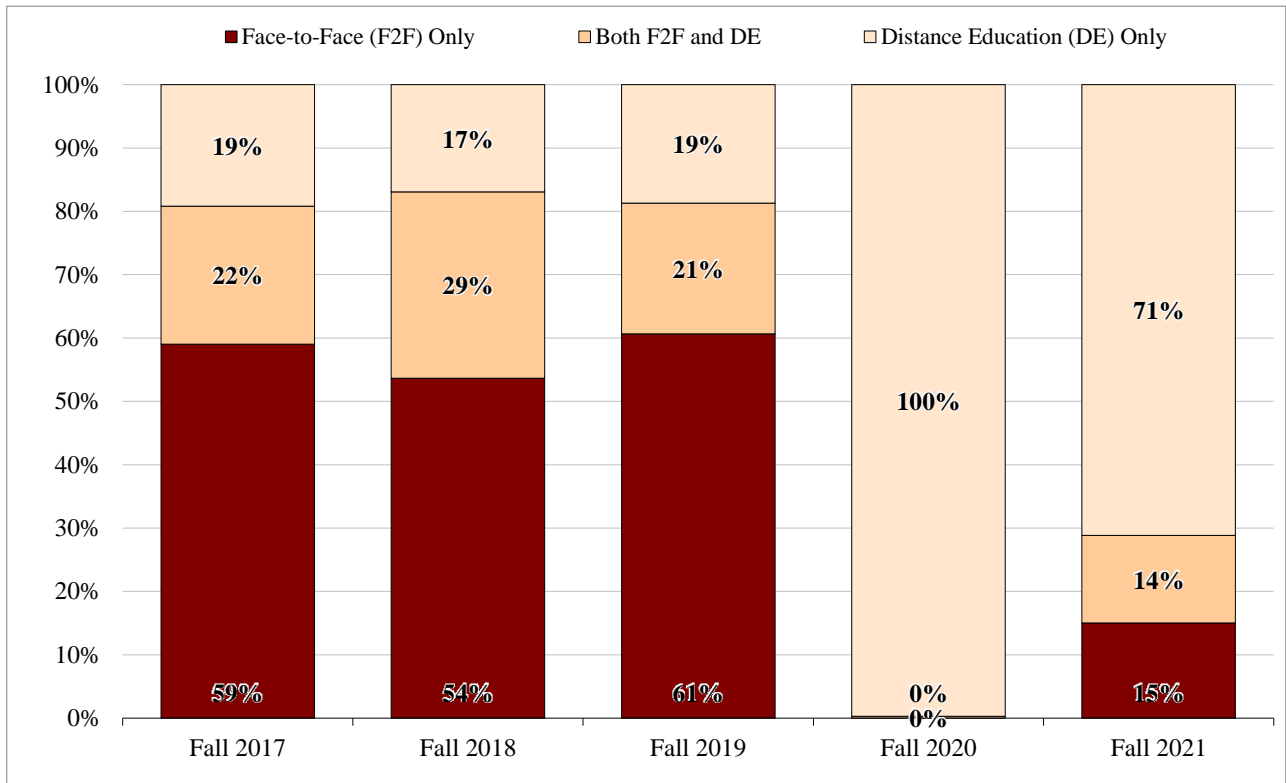
Definitions:

Distance Education (DE) includes enrollments in courses with section numbers designated as courses with 51% or more of instruction delivered online.

Due to the COVID-19 pandemic, 2020-21 DE courses were distinguished through provisional designations.

Student Educational Goal

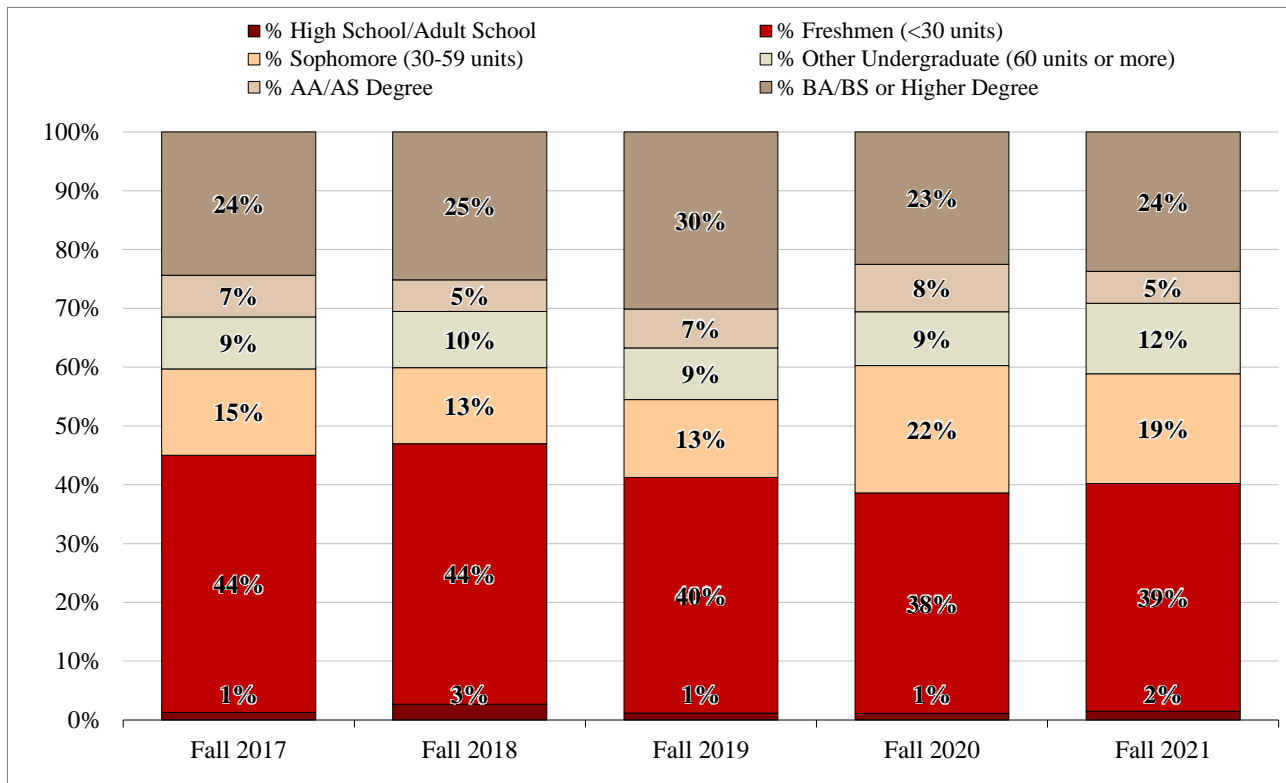| Early Care and Education (ECE/ECD)					
	Term				
	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
Transfer (w/ or w/o AA/AS degree)	192	190	154	159	146
Associate Degree Only (AA/AS)	46	42	40	39	31
Occupational Certificate or Job Training	127	121	135	92	89
Improve English/Math Basic Skills	11	10	10	7	3
Personal Development (intellectual/cultural)	26	32	42	27	28
Other	2	2	0	1	1
Undecided	53	49	40	35	35
Unknown	7	3	1	0	0
% Transfer (w/ or w/o AA/AS degree)	41%	42%	36%	44%	44%
% Associate Degree Only (AA/AS)	10%	9%	9%	11%	9%
% Occupational Certificate or Job Training	27%	27%	32%	26%	27%
% Improve English/Math Basic Skills	2%	2%	2%	2%	1%
% Personal Development (intellectual/cultural)	6%	7%	10%	8%	8%
% Other	<1%	<1%	0%	<1%	<1%
% Undecided	11%	11%	9%	10%	11%
% Unknown	2%	1%	<1%	0%	0%
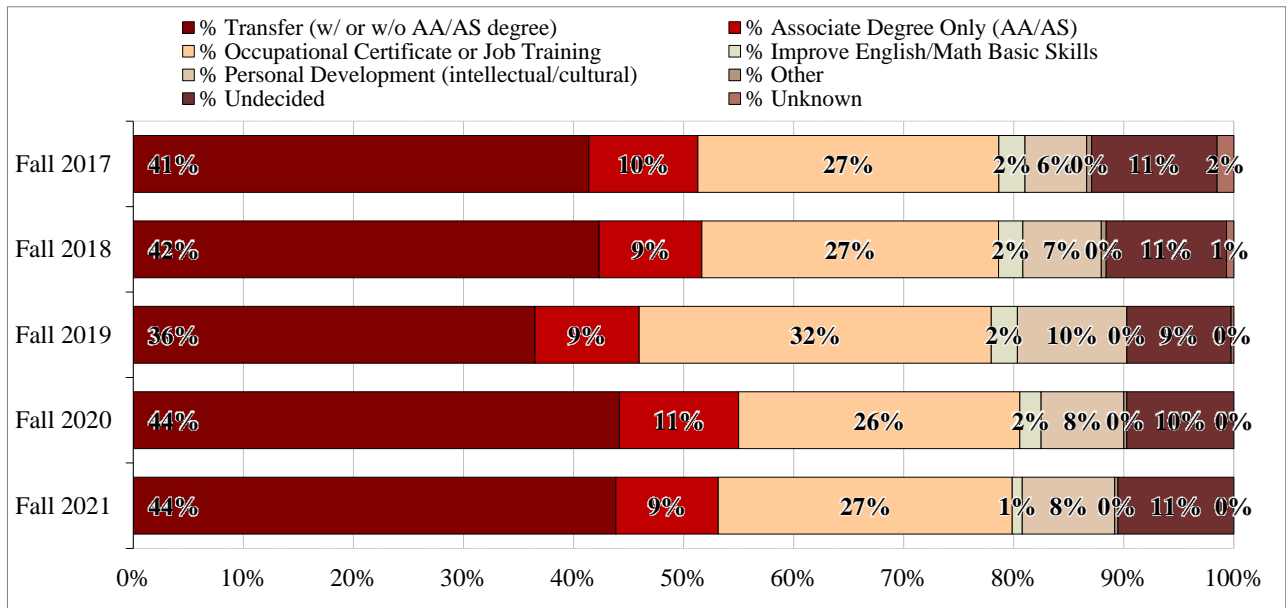
Definitions:

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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
High School/Adult School	6	12	5	4	5
Freshmen (<30 units)	203	199	169	135	129
Sophomore (30-59 units)	68	58	56	78	62
Other Undergraduate (60 units or more)	41	43	37	33	40
AA/AS Degree	33	24	28	29	18
BA/BS or Higher Degree	113	113	127	81	79
% High School/Adult School	1%	3%	1%	1%	2%
% Freshmen (<30 units)	44%	44%	40%	38%	39%
% Sophomore (30-59 units)	15%	13%	13%	22%	19%
% Other Undergraduate (60 units or more)	9%	10%	9%	9%	12%
% AA/AS Degree	7%	5%	7%	8%	5%
% BA/BS or Higher Degree	24%	25%	30%	23%	24%

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Student Performance: Grade Distribution

| Early Care and Education (ECE/ECD)					
	Term				
	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
Total Course Enrollments	613	640	547	475	480
Course Success Rates	**76%**	**76%**	**77%**	**79%**	**75%**
A	43%	47%	50%	53%	48%
B	22%	17%	20%	16%	19%
C	11%	12%	6%	9%	8%
P	0%	0%	0%	<1%	<1%
Course Non-Success Rate	**9%**	**13%**	**10%**	**8%**	**13%**
D	3%	5%	3%	2%	3%
F*	6%	8%	7%	6%	10%
Withdrawals (See Note)	**15%**	**11%**	**13%**	**13%**	**13%**
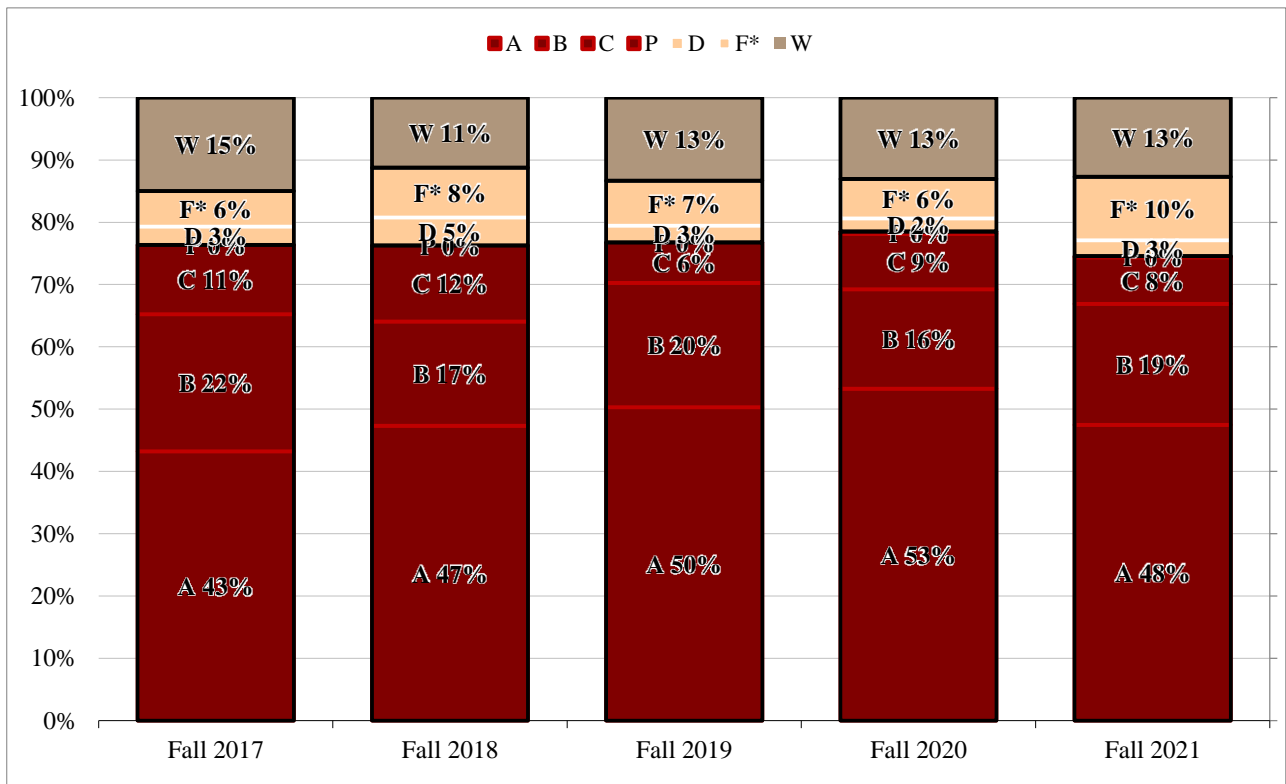
Definitions:

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 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
Total Course Enrollments	613	640	547	475	480
Face-to-Face (F2F) Sections	442	431	391	0	79
Success Rates	79%	78%	81%	—	85%
Non-Success Rates	8%	12%	9%	—	5%
Withdrawals	13%	10%	10%	—	10%
Distance Education (DE) Sections	171	209	156	475	401
Success Rates	71%	73%	67%	79%	73%
Non-Success Rates	9%	14%	12%	8%	14%
Withdrawals	20%	13%	22%	13%	13%
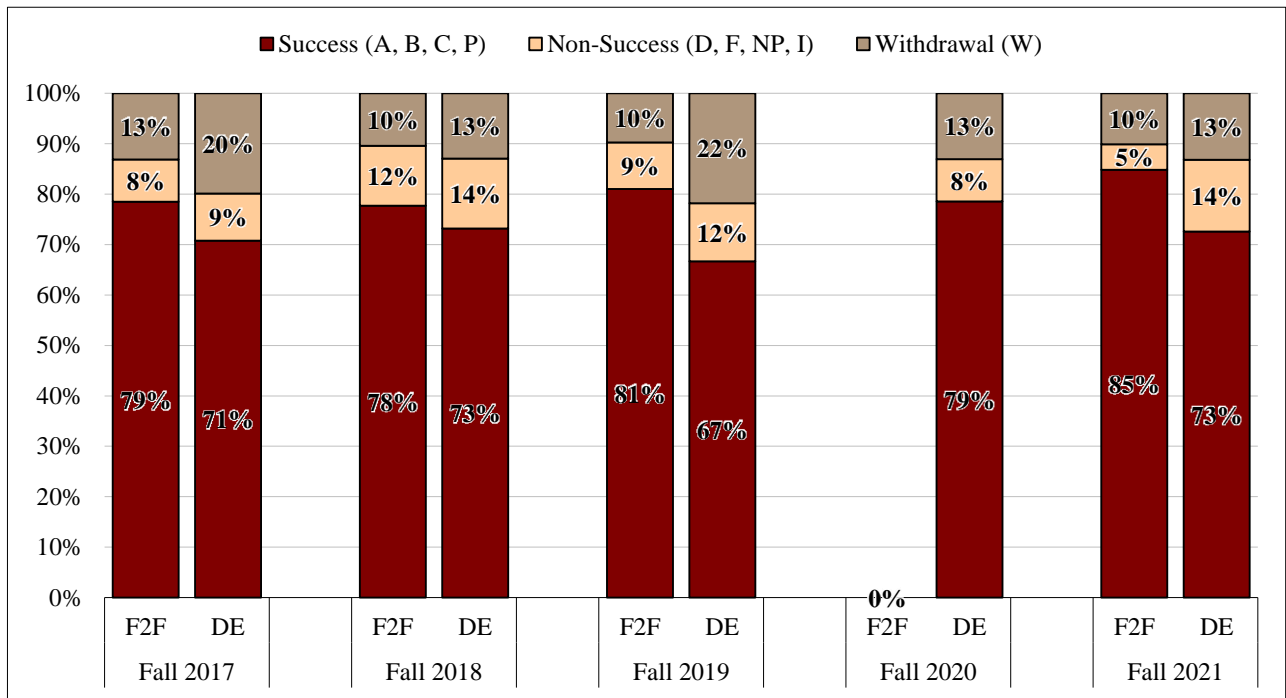
Definitions:

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', '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.

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Enrollment Management: Part 1

Early Care and Education (ECE/ECD)					
	Term				
	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
WSCH	2,236	2,279	1,894	1,461	1,402
FTES	72.3	72.8	62.0	47.5	45.3
FTEF	4.2	4.1	4.5	3.2	3.8
Productivity (WSCH/FTEF)	529.9	555.9	421.0	453.2	369.2
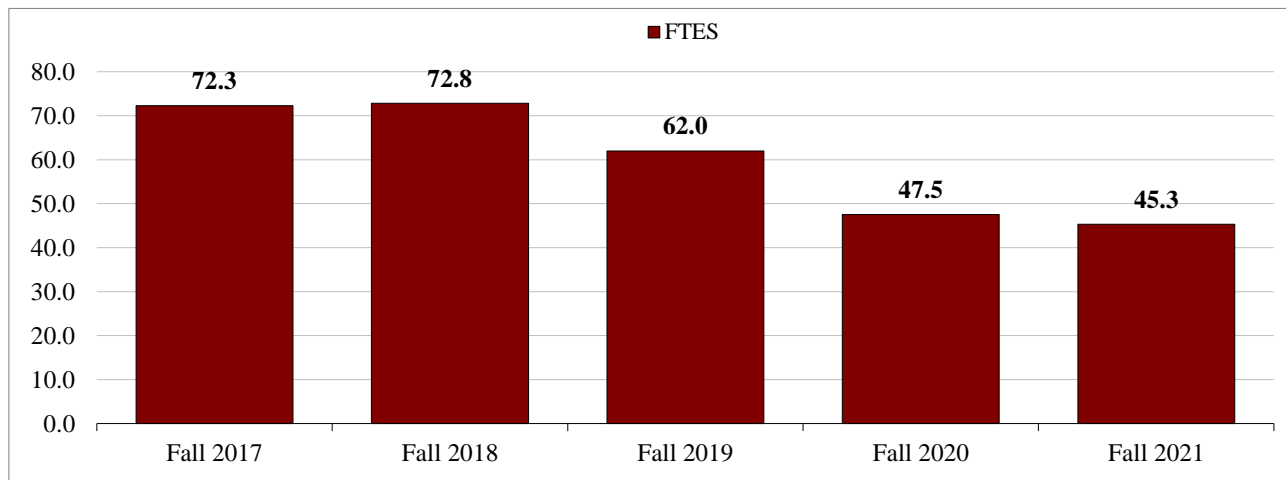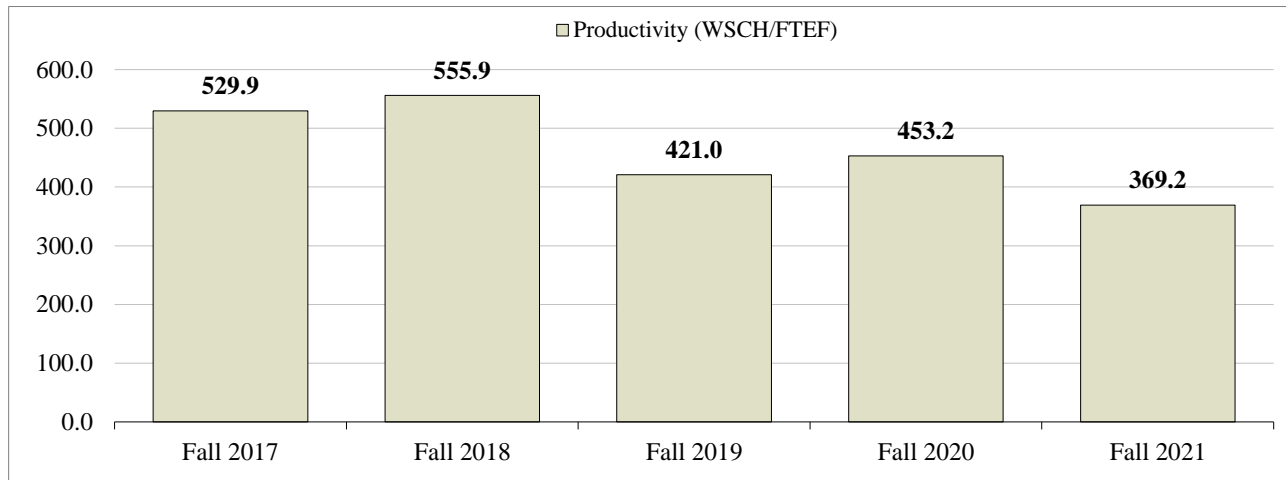
Definitions:

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 2017	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
FTEF from Full-Time Faculty	1.6	1.8	2.1	1.5	1.5
% FTEF from Full-Time Faculty	37%	43%	47%	47%	40%
Enrollments	613	640	547	475	480
Capacity (seats available)	758	746	676	578	641
Fill Rate	81%	86%	81%	82%	75%

□ % FTEF from Full-Time Faculty

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
% FTEF from Full-Time Faculty	37%	43%	47%	47%	40%

■ Fill Rate

|	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Fill Rate	81%	86%	81%	82%	75%
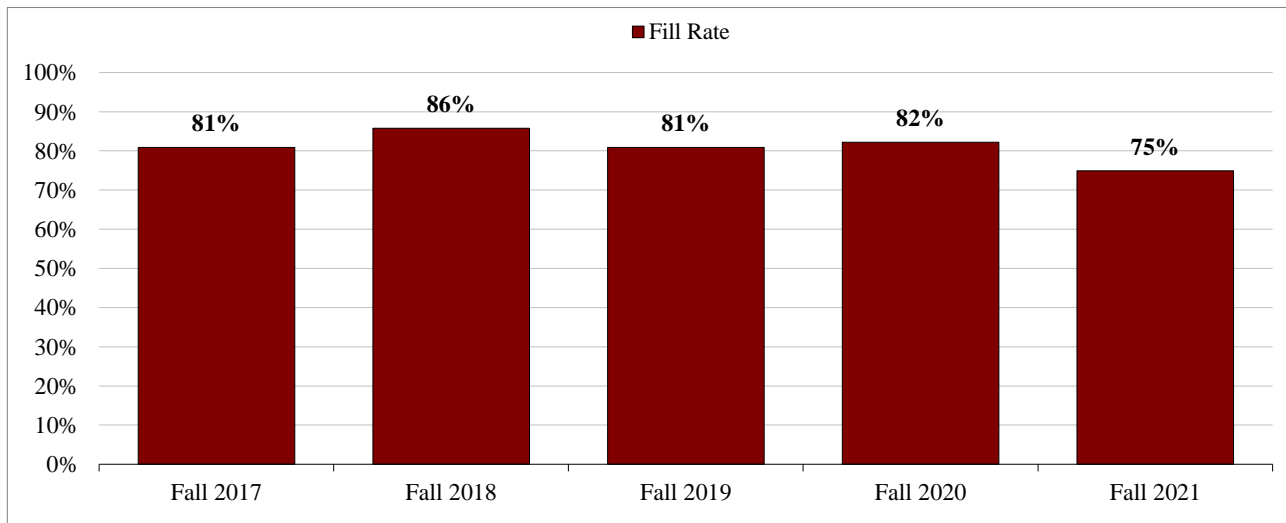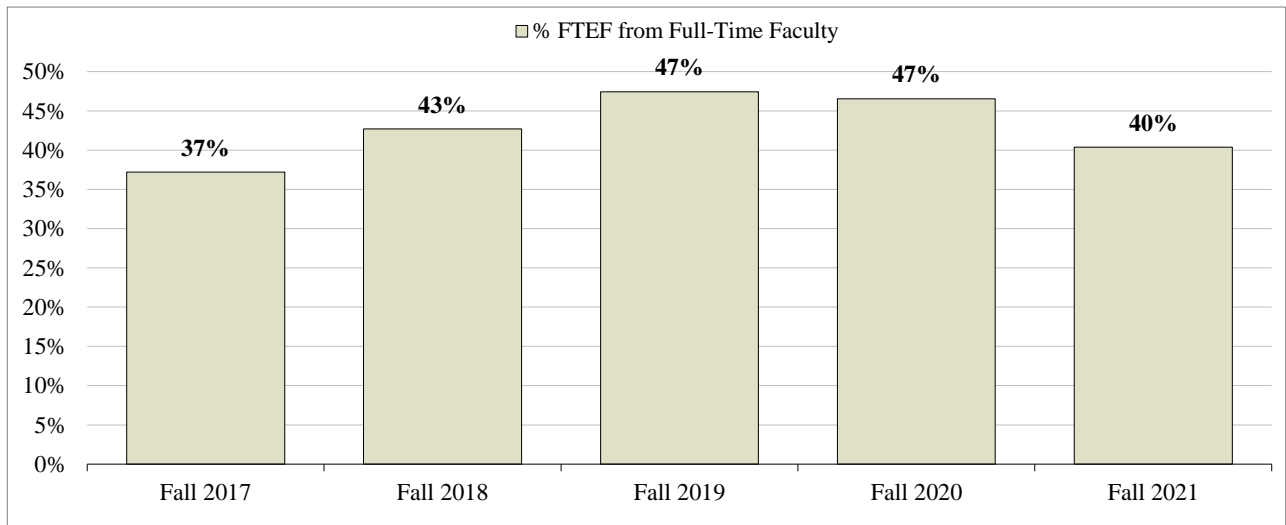
Definitions:

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 2021				
	ECE/ECD		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	200	60%	3,849	52%
Attempted College-level	14	4%	430	6%
Attempted Below College-level	6	2%	46	1%
No Prior Attempt (has placement)	65	20%	1,845	25%
No Prior Attempt (no placement)	48	14%	1,202	16%
College Math				
Completed College-level	209	63%	4,530	61%
Attempted College-level	4	1%	132	2%
Attempted Below College-level	7	2%	181	2%
No Prior Attempt (has placement)	49	15%	1,337	18%
No Prior Attempt (no placement)	64	19%	1,192	16%
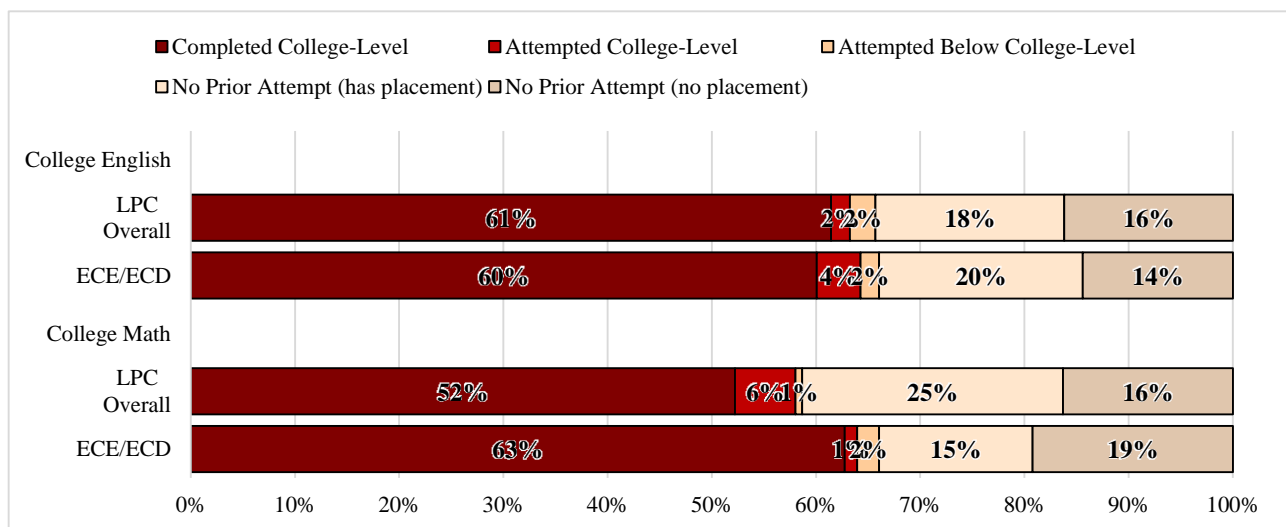
Definitions:

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.