



Las Positas College

Discipline Program Review Data Packet

Fall 2021 to Spring 2026

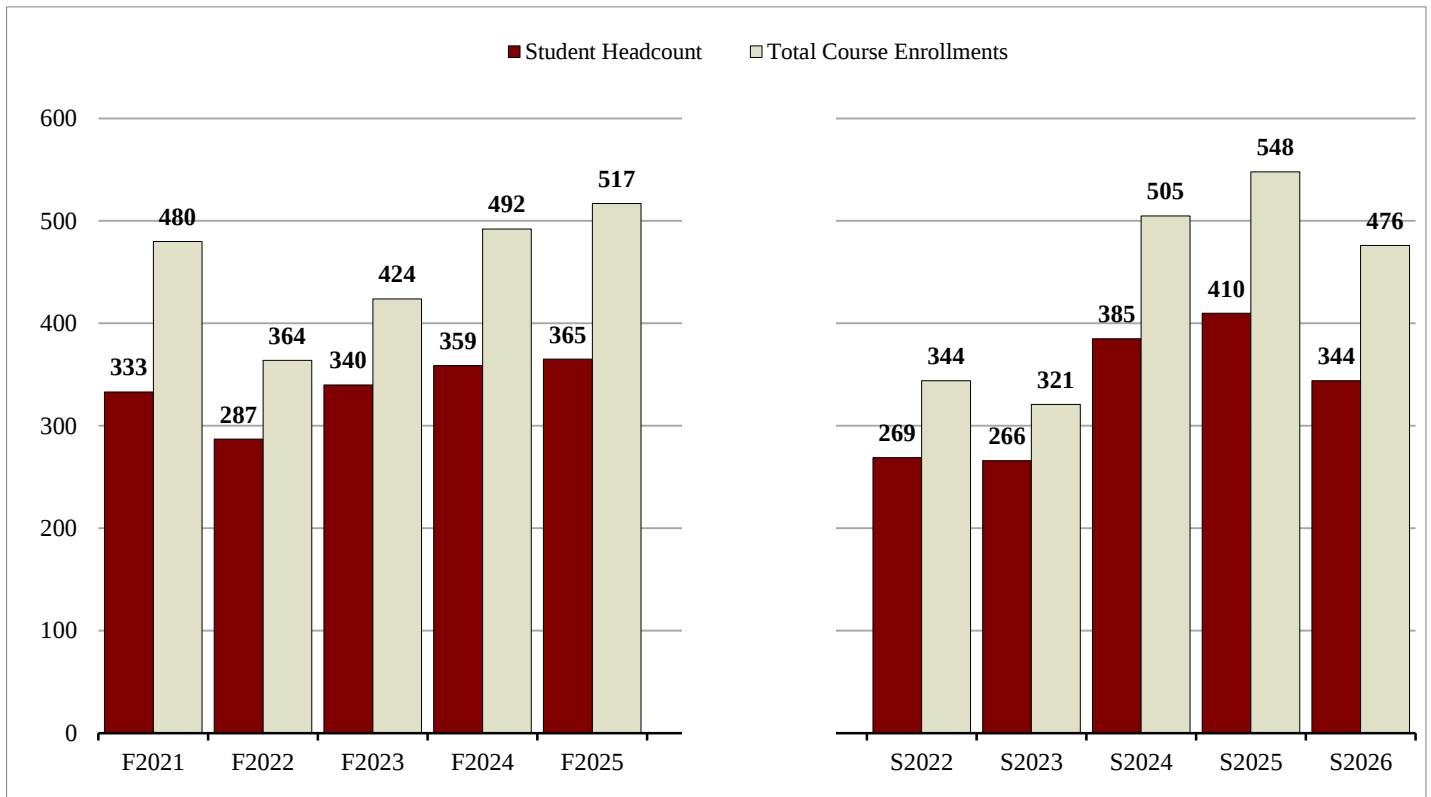
Discipline:

Early Care and Education (ECE)

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Headcount & Enrollment

Early Care and Education (ECE)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Student Headcount	333	287	340	359	365	269	266	385	410	344
Total Course Enrollments	480	364	424	492	517	344	321	505	548	476



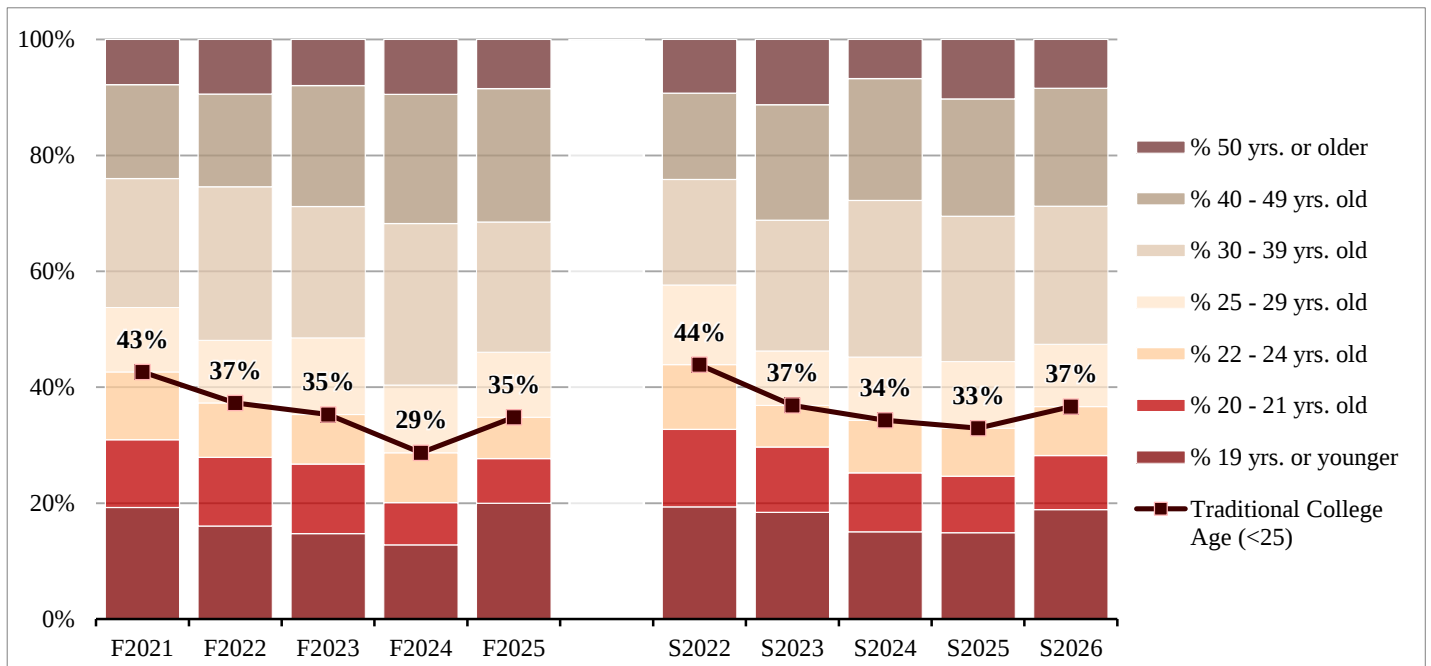
Definitions:

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.

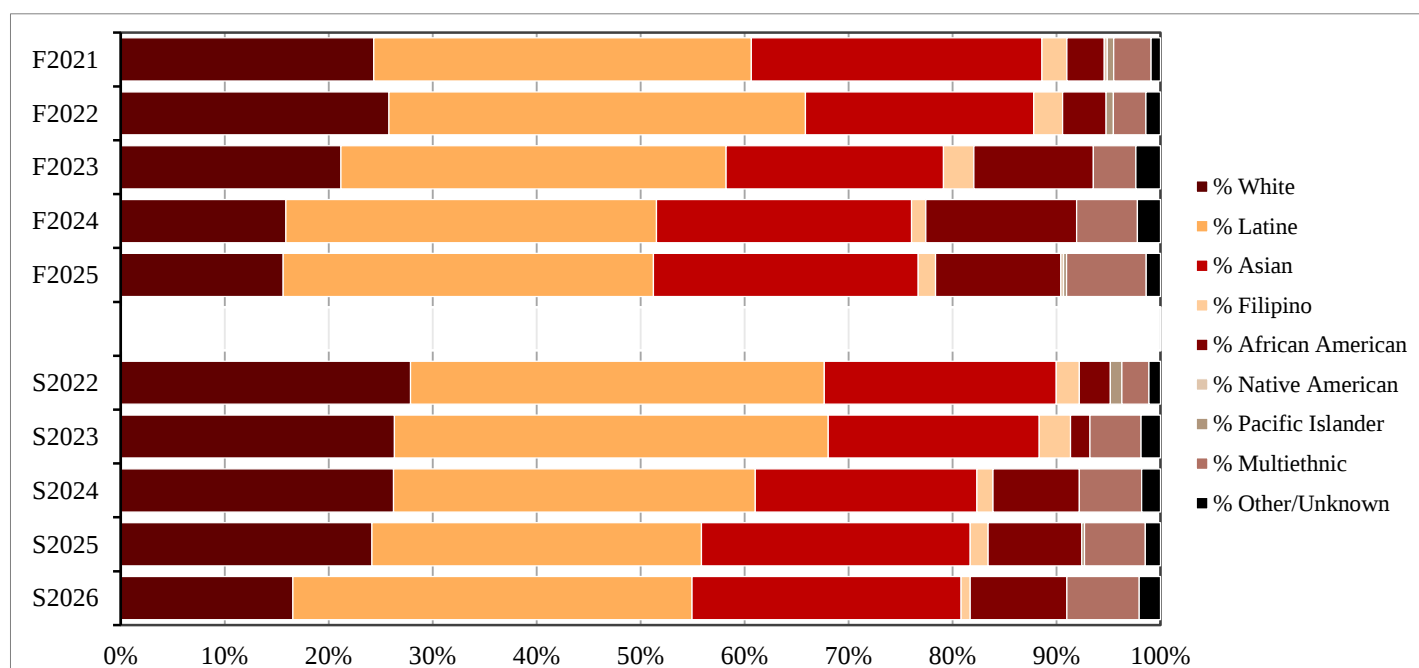
Student Demographics: Gender & Age

Early Care and Education (ECE)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Female	314	273	308	331	335	246	247	340	362	320
Male	14	7	19	12	20	19	10	36	41	17
Non-Binary	0	0	0	0	2	0	0	0	1	1
19 yrs. or younger	64	46	50	46	73	52	49	58	61	65
20-21 yrs. old	39	34	41	26	28	36	30	39	40	32
22-24 yrs. old	39	27	29	31	26	30	19	35	34	29
25-29 yrs. old	37	31	45	42	41	37	25	42	47	37
30-39 yrs. old	74	76	77	100	82	49	60	104	103	82
40-49 yrs. old	54	46	71	80	84	40	53	81	83	70
50 yrs. or older	26	27	27	34	31	25	30	26	42	29
% Female	96%	98%	94%	97%	94%	93%	96%	90%	90%	95%
% Male	4%	3%	6%	3%	6%	7%	4%	10%	10%	5%
% Non-Binary	0%	0%	0%	0%	1%	0%	0%	0%	<1%	<1%
% 19 yrs. or younger	19%	16%	15%	13%	20%	19%	18%	15%	15%	19%
% 20 - 21 yrs. old	12%	12%	12%	7%	8%	13%	11%	10%	10%	9%
% 22 - 24 yrs. old	12%	9%	9%	9%	7%	11%	7%	9%	8%	8%
% 25 - 29 yrs. old	11%	11%	13%	12%	11%	14%	9%	11%	11%	11%
% 30 - 39 yrs. old	22%	26%	23%	28%	22%	18%	23%	27%	25%	24%
% 40 - 49 yrs. old	16%	16%	21%	22%	23%	15%	20%	21%	20%	20%
% 50 yrs. or older	8%	9%	8%	9%	8%	9%	11%	7%	10%	8%



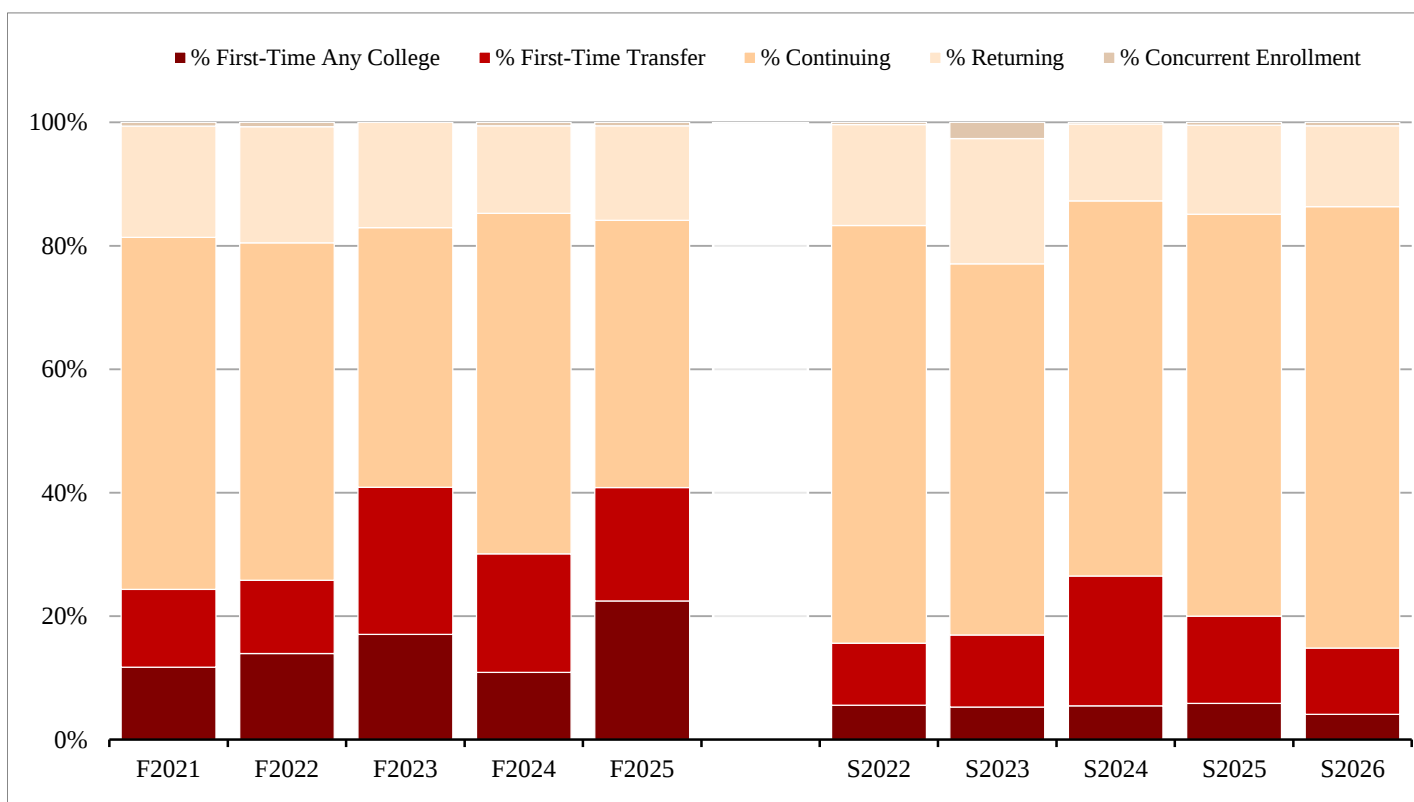
Student Demographic: Race-Ethnicity

Early Care and Education (ECE)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
African American	12	12	39	52	44	8	5	32	37	32
Asian	93	63	71	88	93	60	54	82	106	89
Filipino	8	8	10	5	6	6	8	6	7	3
Latine	121	115	126	128	130	107	111	134	130	132
Native American	1	0	0	0	1	0	0	0	0	0
Pacific Islander	2	2	0	0	1	3	0	0	1	0
White	81	74	72	57	57	75	70	101	99	57
Multiethnic	12	9	14	21	28	7	13	23	24	24
Other/Unknown	3	4	8	8	5	3	5	7	6	7
% African American	4%	4%	11%	14%	12%	3%	2%	8%	9%	9%
% Asian	28%	22%	21%	25%	25%	22%	20%	21%	26%	26%
% Filipino	2%	3%	3%	1%	2%	2%	3%	2%	2%	1%
% Latine	36%	40%	37%	36%	36%	40%	42%	35%	32%	38%
% Native American	<1%	0%	0%	0%	<1%	0%	0%	0%	0%	0%
% Pacific Islander	1%	1%	0%	0%	<1%	1%	0%	0%	<1%	0%
% White	24%	26%	21%	16%	16%	28%	26%	26%	24%	17%
% Multiethnic	4%	3%	4%	6%	8%	3%	5%	6%	6%	7%
% Other/Unknown	1%	1%	2%	2%	1%	1%	2%	2%	1%	2%



Student Enrollment Status

Early Care and Education (ECE)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
First-Time Any College	39	40	58	39	82	15	14	21	24	14
First-Time Transfer	42	34	81	69	67	27	31	81	58	37
Continuing	190	157	143	198	158	182	160	234	267	246
Returning	60	54	58	51	56	44	54	48	59	45
Concurrent Enrollment	2	2	0	2	2	1	7	1	2	2
% First-Time Any College	12%	14%	17%	11%	22%	6%	5%	5%	6%	4%
% First-Time Transfer	13%	12%	24%	19%	18%	10%	12%	21%	14%	11%
% Continuing	57%	55%	42%	55%	43%	68%	60%	61%	65%	72%
% Returning	18%	19%	17%	14%	15%	16%	20%	12%	14%	13%
% Concurrent Enrollment	1%	1%	0%	1%	1%	<1%	3%	<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.

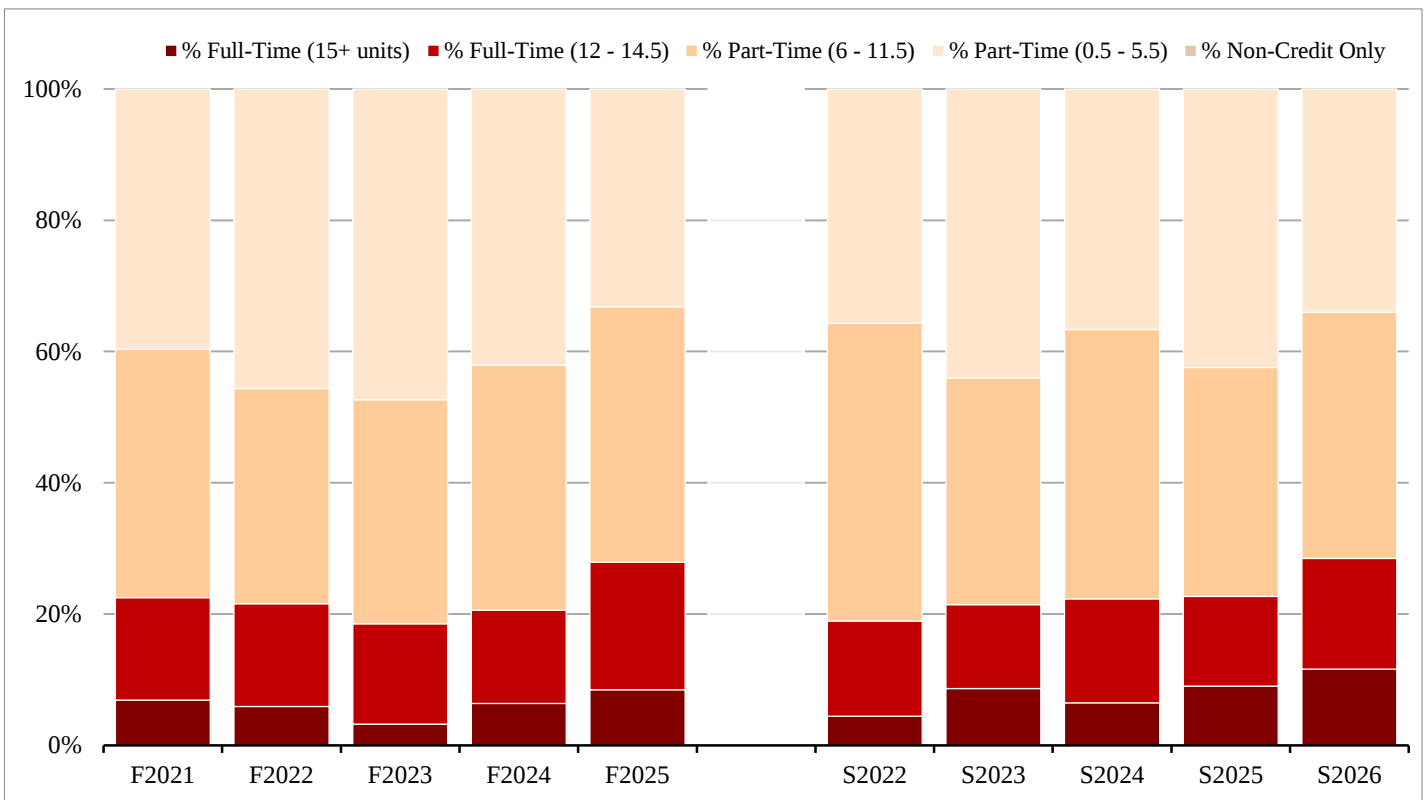
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

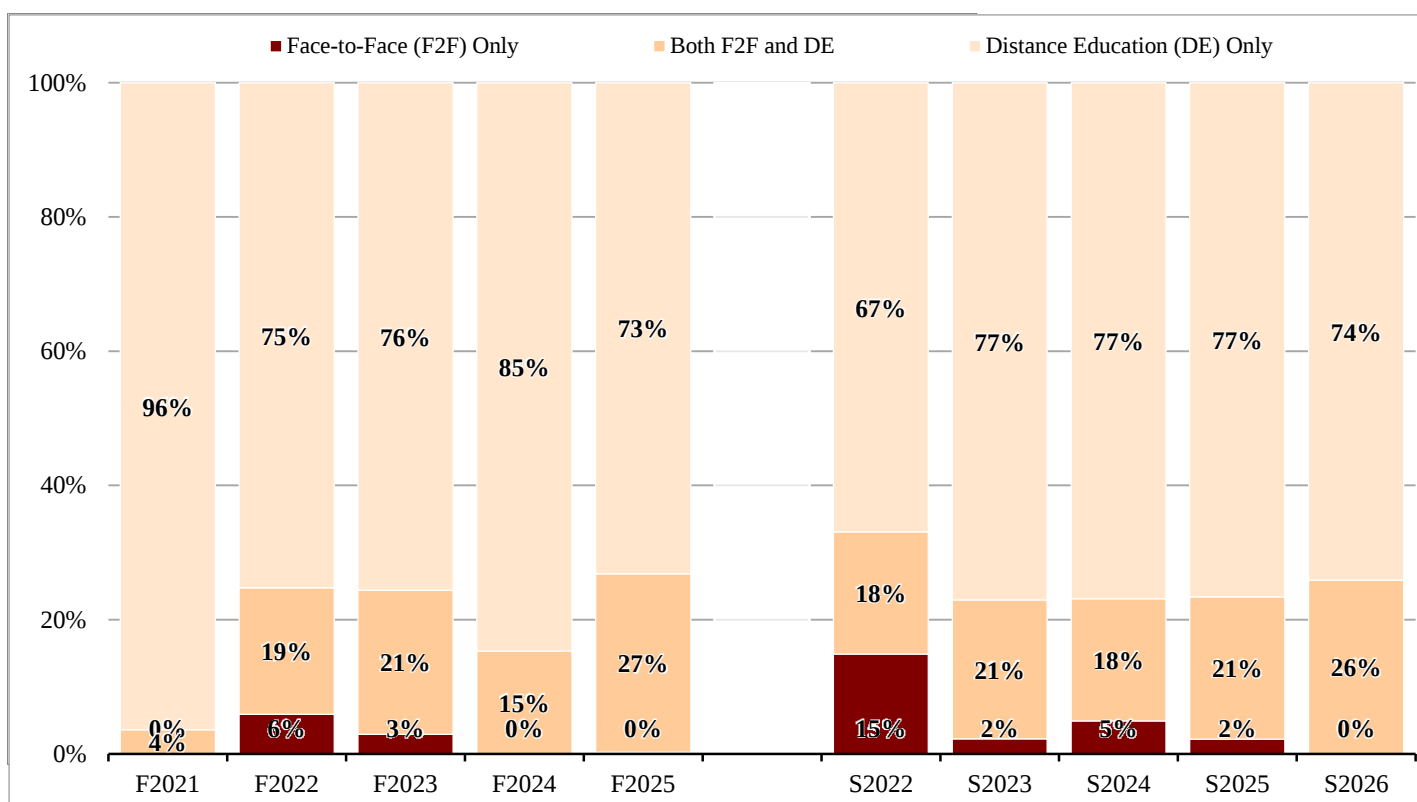
Student Unit Load

Early Care and Education (ECE)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Full-Time (15+ units)	23	17	11	23	31	12	23	25	37	40
Full-Time (12 - 14.5 units)	52	45	52	51	71	39	34	61	56	58
Part-Time (6 - 11.5 units)	126	94	116	134	142	122	92	158	143	129
Part-Time (0.5 - 5.5 units)	132	131	161	151	121	96	117	141	174	117
Non-Credit Only	0	0	0	0	0	0	0	0	0	0
% Full-Time (15+ units)	7%	6%	3%	6%	8%	4%	9%	6%	9%	12%
% Full-Time (12 - 14.5)	16%	16%	15%	14%	19%	14%	13%	16%	14%	17%
% Part-Time (6 - 11.5)	38%	33%	34%	37%	39%	45%	35%	41%	35%	38%
% Part-Time (0.5 - 5.5)	40%	46%	47%	42%	33%	36%	44%	37%	42%	34%
% Non-Credit Only	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



Students Using Distance Education

Early Care and Education (ECE)										
<i>(Categories reflect college-wide coursework)</i>	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Face-to-Face (F2F) Only	0	17	10	0	1	40	6	19	9	0
Both F2F and DE	12	54	73	55	97	49	55	70	87	89
Distance Education (DE) Only	321	216	257	304	267	180	205	296	314	255
% Face-to-Face (F2F) Only	0%	6%	3%	0%	<1%	15%	2%	5%	2%	0%
% Both F2F and DE	4%	19%	21%	15%	27%	18%	21%	18%	21%	26%
% Distance Education (DE) Only	96%	75%	76%	85%	73%	67%	77%	77%	77%	74%



Definitions:

Distance Education (DE) includes enrollments in course sections that deliver course content online. Courses are categorized using the following methods:

Prior to Summer 2020, via section numbers (i.e., start with 'DE', 'HD', 'LD' and 'LO'); courses with 51% of content delivered online.

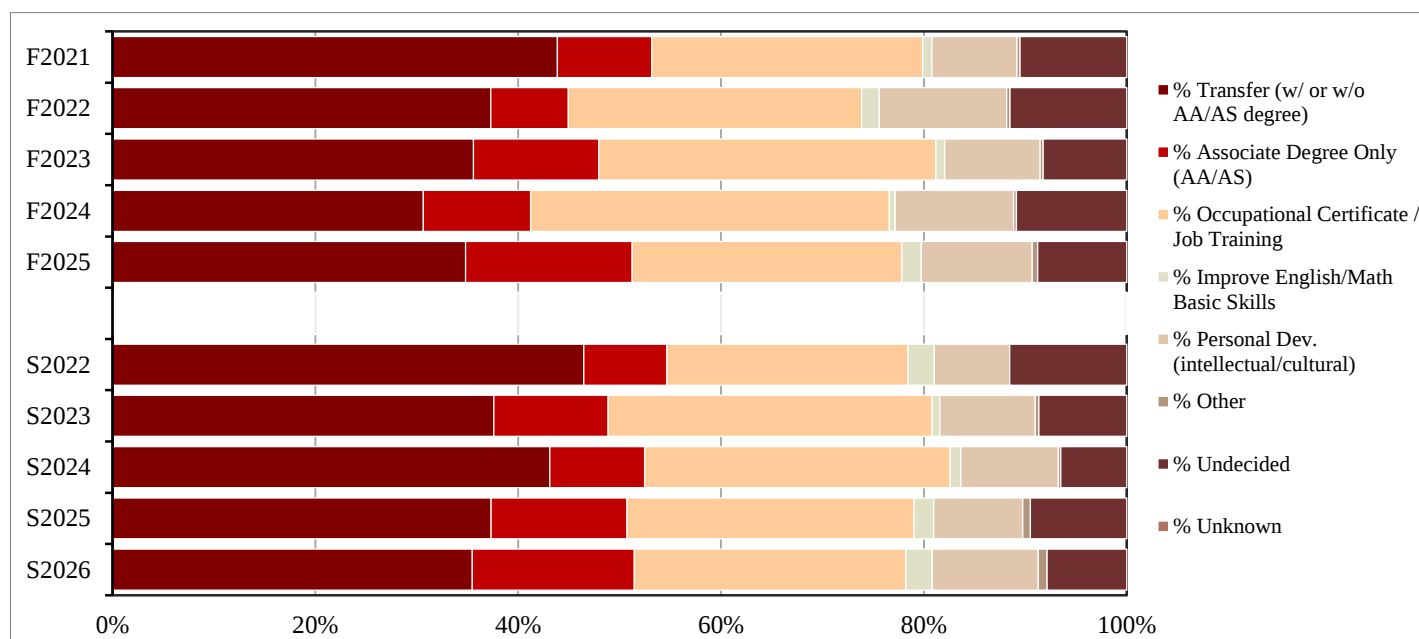
In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.

In Spring 2021 and Summer 2021, via section numbers (i.e., 'A##', 'S##', 'B##', 'H##', 'HF#').

Since Fall 2021 to present, via course attributes identifying course modality, or, when no attributes are provided, via section numbers (as previously indicated).

Student Educational Goal

Early Care and Education (ECE)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Transfer (w/ or w/o AA/AS degree)	146	107	121	110	127	125	100	166	153	122
Associate Degree Only (AA/AS)	31	22	42	38	60	22	30	36	55	55
Occupational Certificate / Job Training	89	83	113	127	97	64	85	116	116	92
Improve English/Math Basic Skills	3	5	3	2	7	7	2	4	8	9
Personal Development (intellectual/cultural)	28	36	32	42	40	20	25	37	36	36
Other	1	1	1	1	2	0	1	1	3	3
Undecided	35	33	28	39	32	31	23	25	39	27
Unknown	0	0	0	0	0	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	44%	37%	36%	31%	35%	46%	38%	43%	37%	35%
% Associate Degree Only (AA/AS)	9%	8%	12%	11%	16%	8%	11%	9%	13%	16%
% Occupational Certificate / Job Training	27%	29%	33%	35%	27%	24%	32%	30%	28%	27%
% Improve English/Math Basic Skills	1%	2%	1%	1%	2%	3%	1%	1%	2%	3%
% Personal Dev. (intellectual/cultural)	8%	13%	9%	12%	11%	7%	9%	10%	9%	10%
% Other	<1%	<1%	<1%	<1%	1%	0%	<1%	<1%	1%	1%
% Undecided	11%	11%	8%	11%	9%	12%	9%	6%	10%	8%
% Unknown	0%	0%	0%	0%	0%	0%	0%	0%	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.

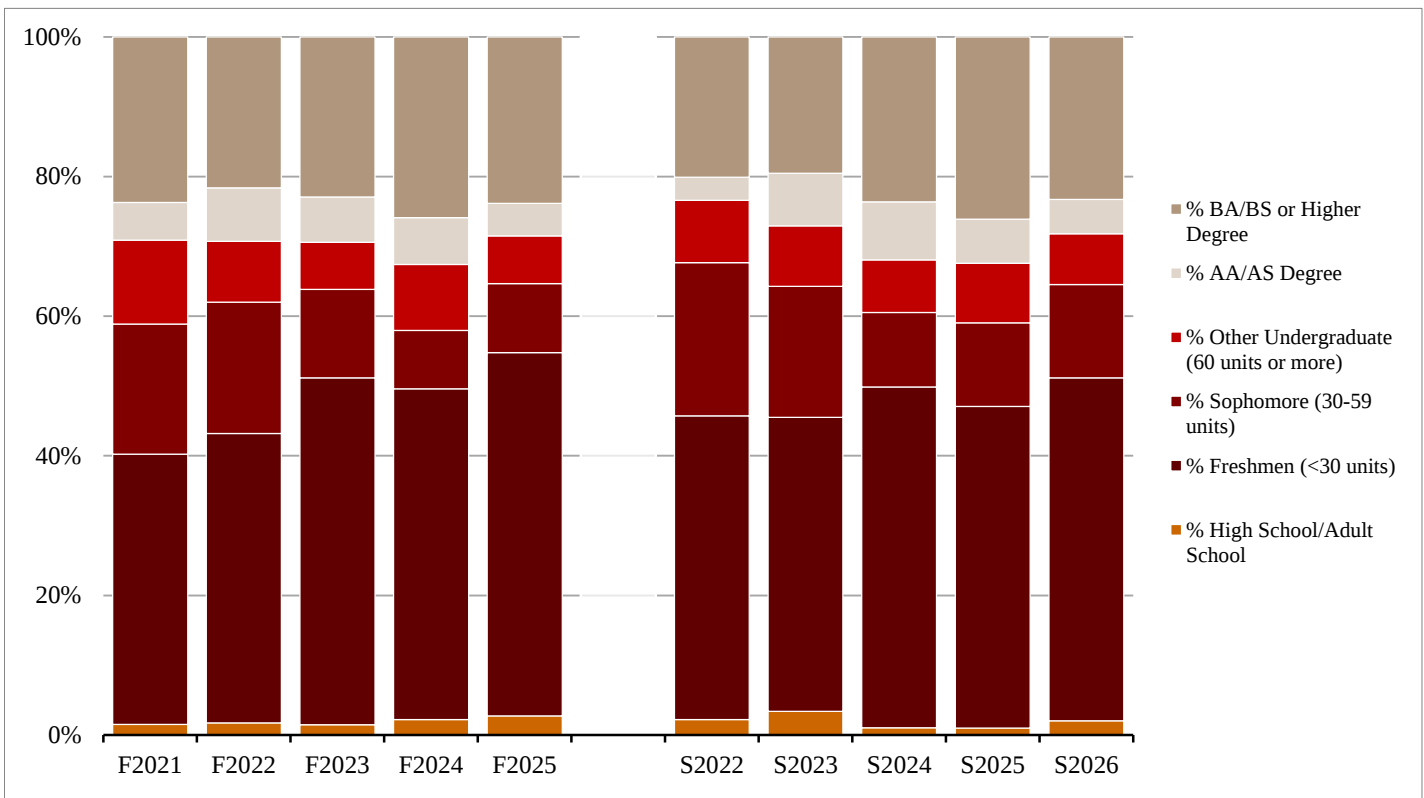
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

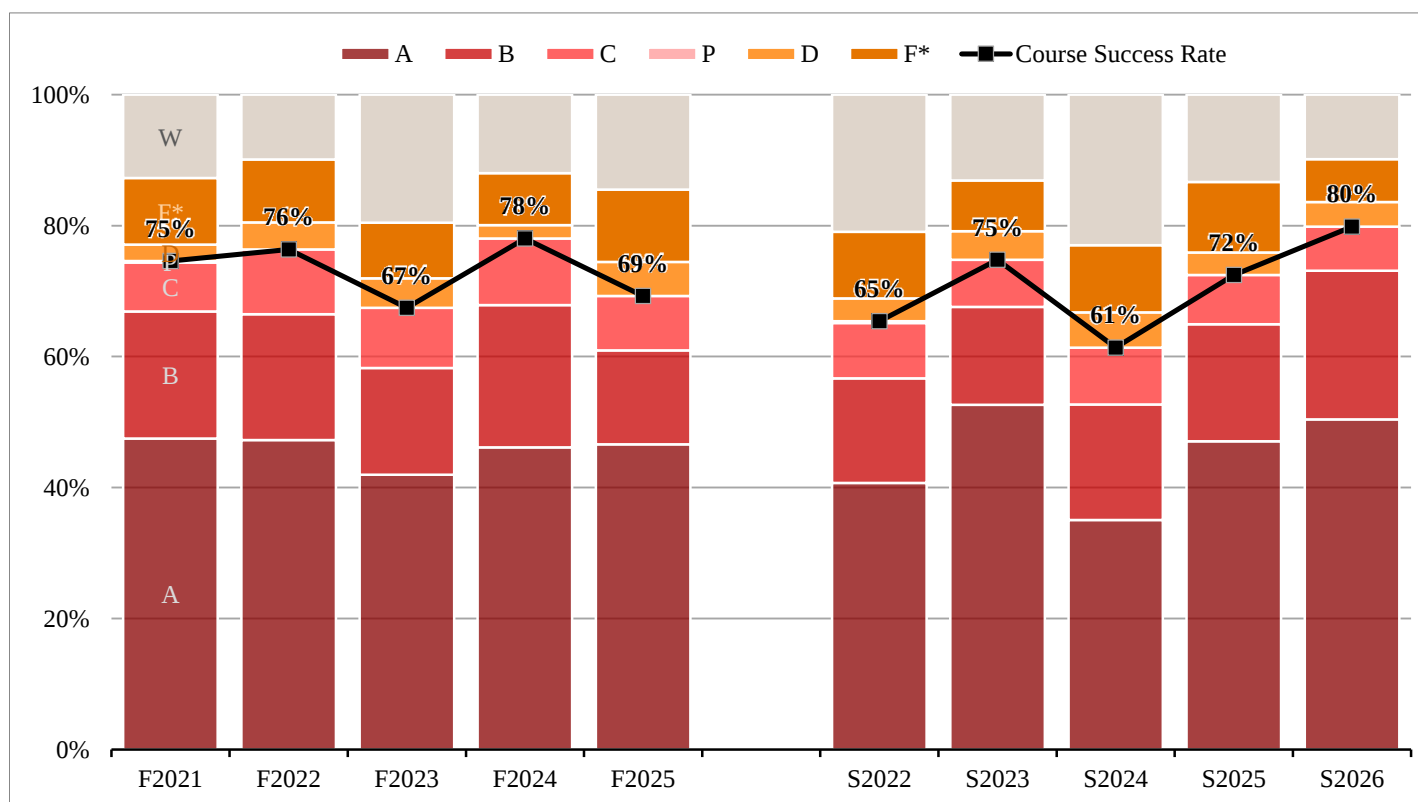
Highest Educational Level of Students

Early Care and Education (ECE)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
High School/Adult School	5	5	5	8	10	6	9	4	4	7
Freshmen (<30 units)	129	119	169	170	190	117	112	188	189	169
Sophomore (30-59 units)	62	54	43	30	36	59	50	41	49	46
Other Undergraduate (60 units or more)	40	25	23	34	25	24	23	29	35	25
AA/AS Degree	18	22	22	24	17	9	20	32	26	17
BA/BS or Higher Degree	79	62	78	93	87	54	52	91	107	80
% High School/Adult School	2%	2%	1%	2%	3%	2%	3%	1%	1%	2%
% Freshmen (<30 units)	39%	41%	50%	47%	52%	43%	42%	49%	46%	49%
% Sophomore (30-59 units)	19%	19%	13%	8%	10%	22%	19%	11%	12%	13%
% Other Undergraduate (60 units or more)	12%	9%	7%	9%	7%	9%	9%	8%	9%	7%
% AA/AS Degree	5%	8%	6%	7%	5%	3%	8%	8%	6%	5%
% BA/BS or Higher Degree	24%	22%	23%	26%	24%	20%	20%	24%	26%	23%



Student Performance: Grade Distribution

Early Care and Education (ECE)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	480	364	424	492	517	344	321	505	548	476
Course Success Rates	75%	76%	67%	78%	69%	65%	75%	61%	72%	80%
A	48%	47%	42%	46%	47%	41%	53%	35%	47%	50%
B	19%	19%	16%	22%	14%	16%	15%	18%	18%	23%
C	8%	10%	9%	10%	8%	8%	7%	9%	7%	7%
P	<1%	0%	0%	0%	0%	<1%	0%	0%	0%	0%
Course Non-Success Rate	13%	14%	13%	10%	16%	14%	12%	16%	14%	10%
D	3%	4%	4%	2%	5%	3%	4%	5%	3%	4%
F*	10%	10%	8%	8%	11%	10%	8%	10%	11%	7%
Withdrawals (See Note)	13%	10%	20%	12%	15%	21%	13%	23%	13%	10%



Definitions:

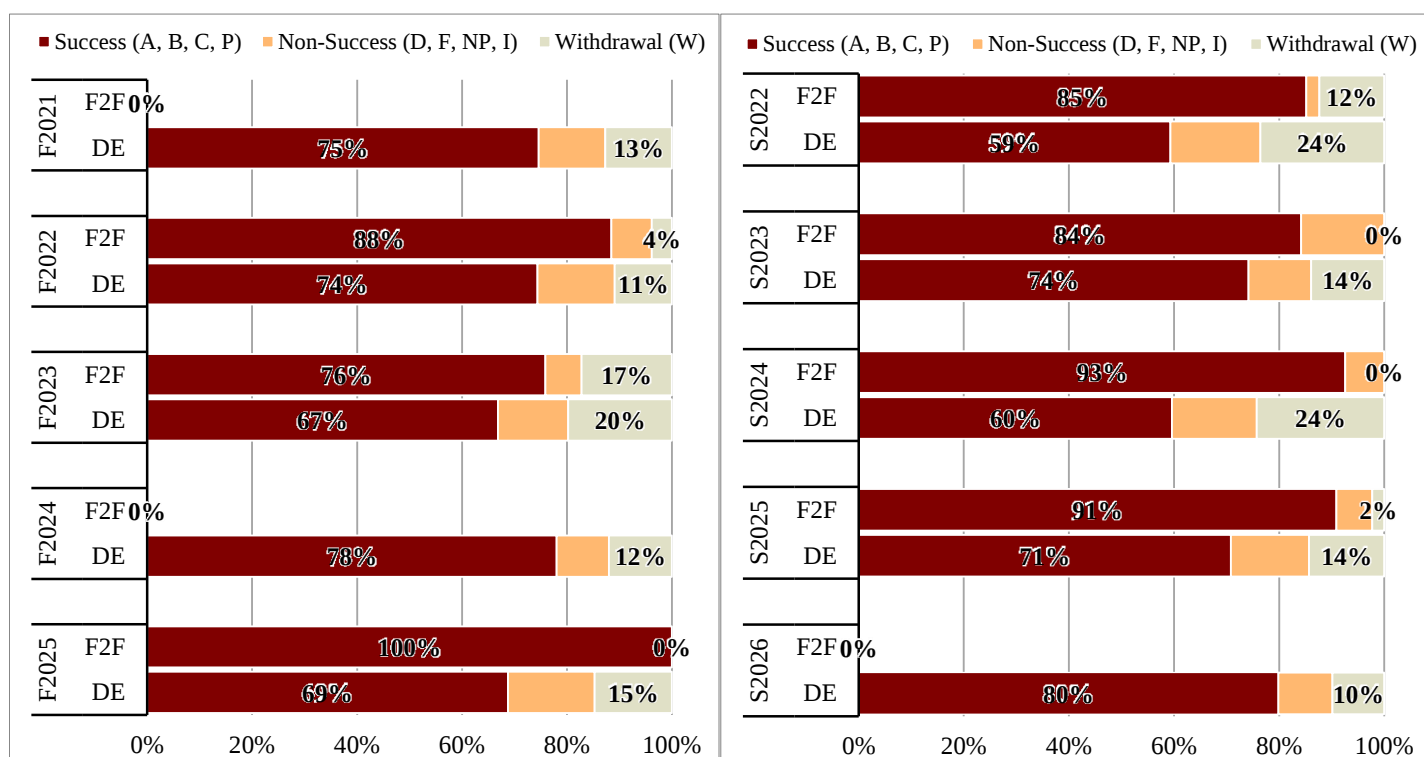
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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

Student Performance: Distance Education

Early Care and Education (ECE)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	480	364	424	492	517	344	321	505	548	476
Face-to-Face (F2F) Sections	0	52	29	0	8	81	19	27	44	0
Success Rates	—	88%	76%	—	100%	85%	84%	93%	91%	—
Non-Success Rates	—	8%	7%	—	0%	2%	16%	7%	7%	—
Withdrawals	—	4%	17%	—	0%	12%	0%	0%	2%	—
Distance Education (DE) Sections	480	312	395	492	509	263	302	478	504	476
Success Rates	75%	74%	67%	78%	69%	59%	74%	60%	71%	80%
Non-Success Rates	13%	15%	13%	10%	17%	17%	12%	16%	15%	10%
Withdrawals	13%	11%	20%	12%	15%	24%	14%	24%	14%	10%



Definitions:

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

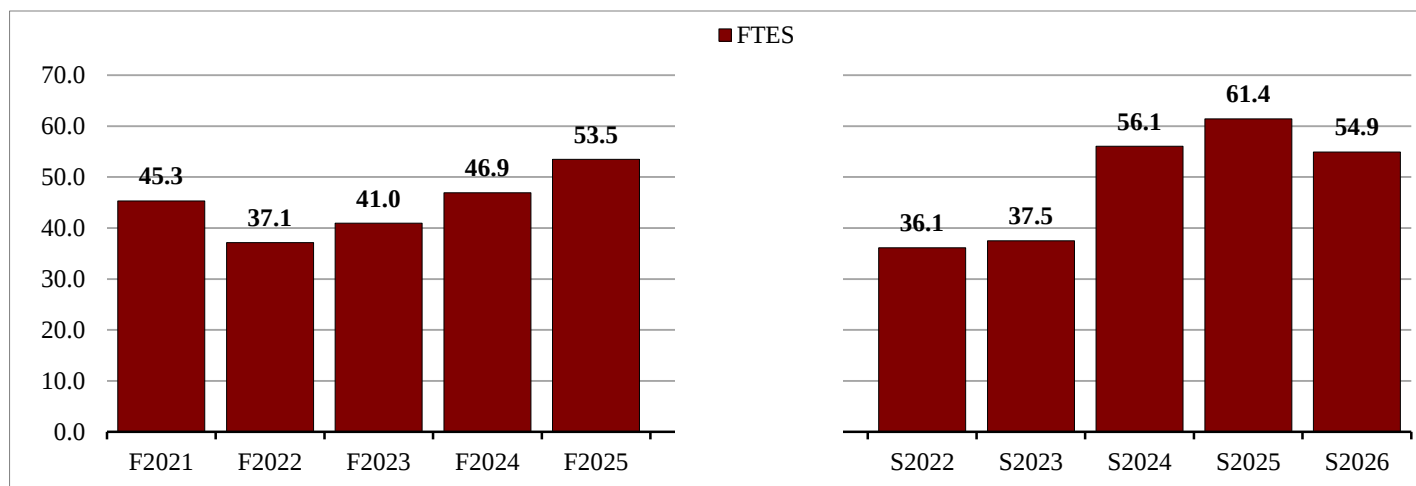
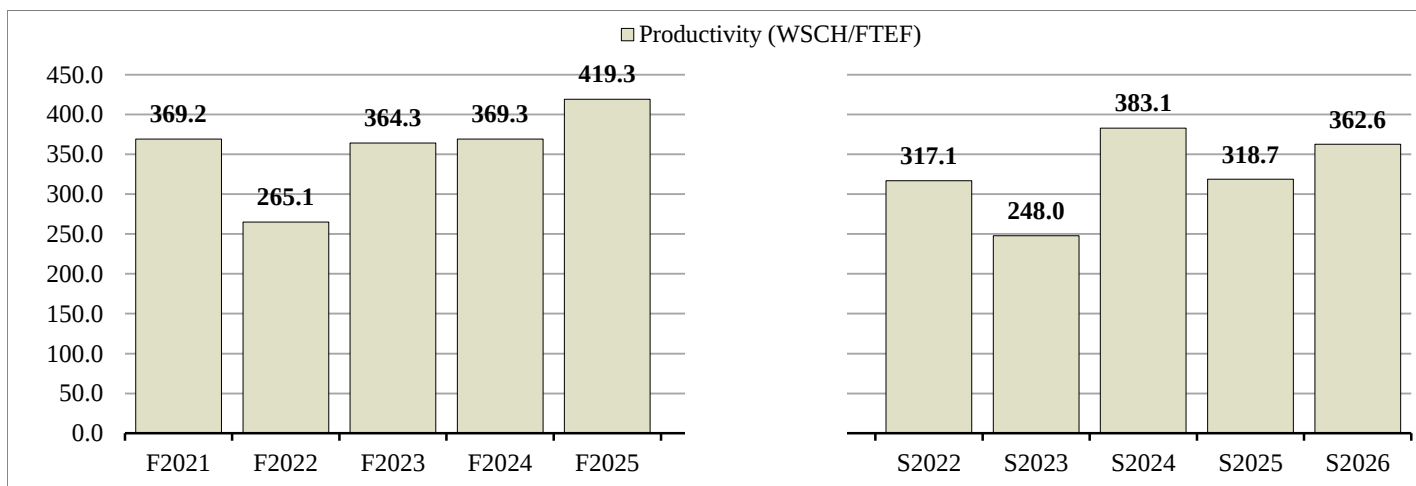
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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 deliver course content online. (see note in "Students Using Distance Education" for details.)

Enrollment Management: Part 1

Early Care and Education (ECE)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
WSCH	1,402	1,129	1,278	1,477	1,670	1,112	1,153	1,757	1,912	1,728
FTES	45.3	37.1	41.0	46.9	53.5	36.1	37.5	56.1	61.4	54.9
FTEF	3.8	4.3	3.5	4.0	4.0	3.5	4.6	4.6	6.0	4.8
Productivity (WSCH/FTEF)	369.2	265.1	364.3	369.3	419.3	317.1	248.0	383.1	318.7	362.6



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.

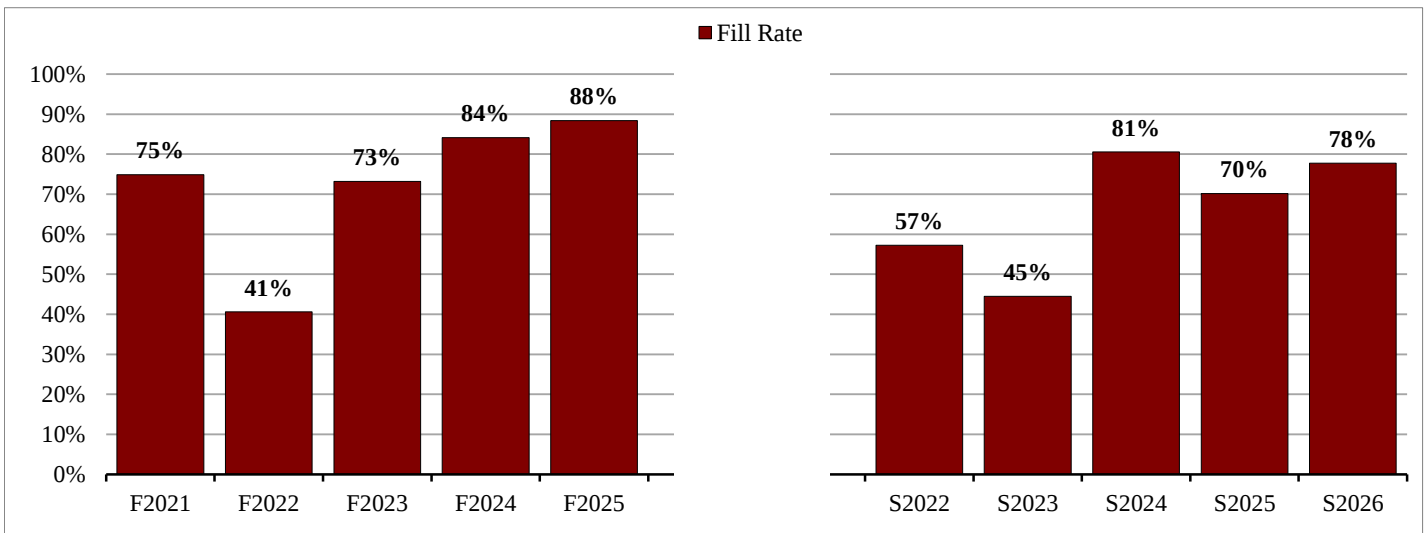
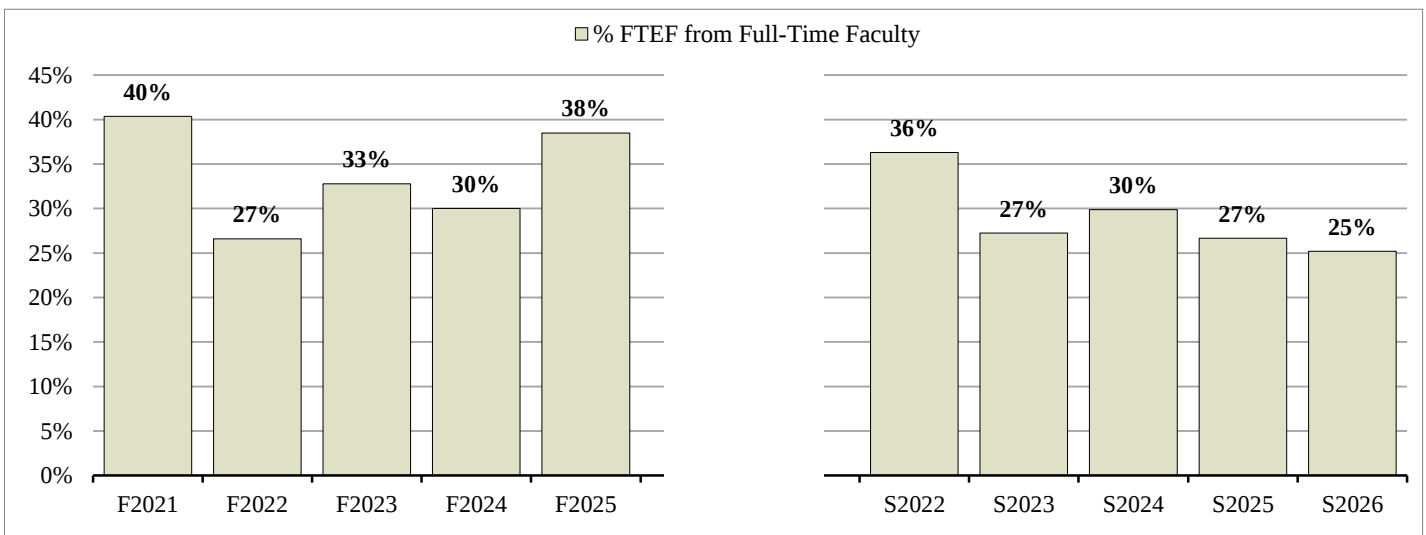
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 7/25/23.

Enrollment Management: Part 2

Early Care and Education (ECE)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
FTEF from Full-Time Faculty	1.5	1.1	1.2	1.2	1.5	1.3	1.3	1.4	1.6	1.2
% FTEF from Full-Time Faculty	40%	27%	33%	30%	38%	36%	27%	30%	27%	25%
Enrollments	480	364	424	492	517	344	321	505	548	476
Capacity (seats available)	641	897	579	585	585	601	721	627	781	612
Fill Rate	75%	41%	73%	84%	88%	57%	45%	81%	70%	78%



Definitions:

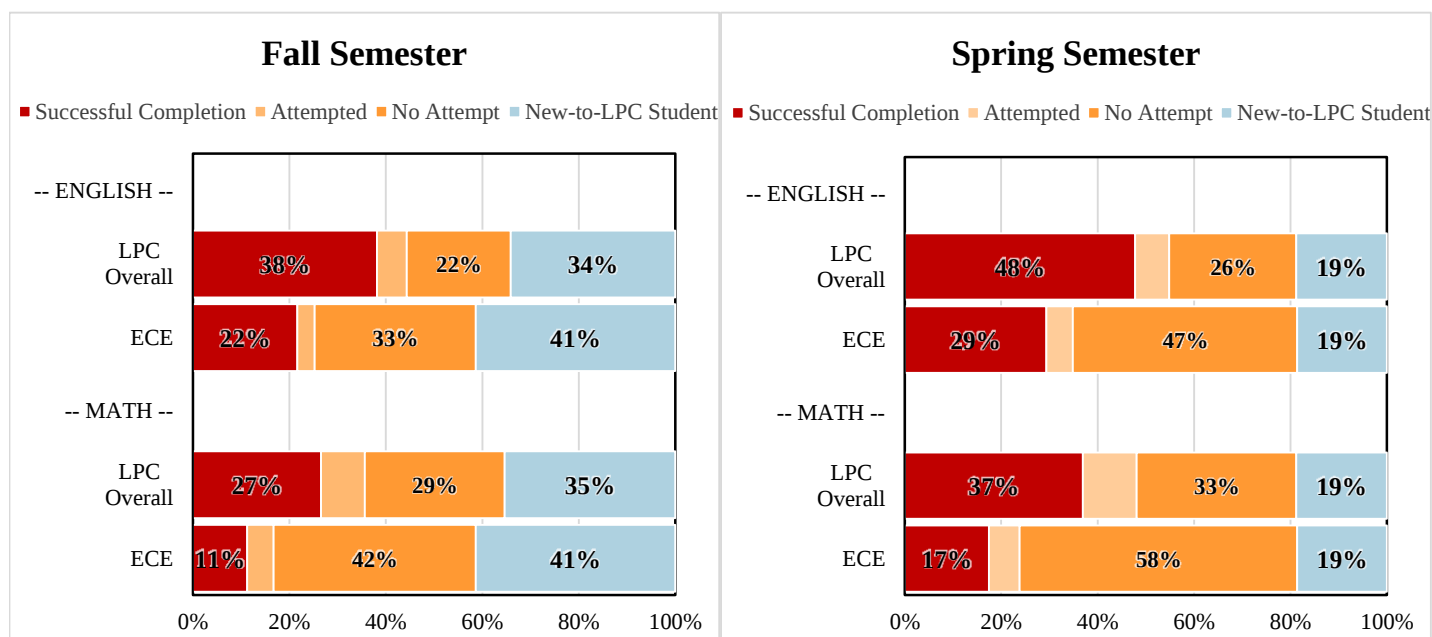
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 7/25/23.

Prior Experience in English & Math

(English and math status prior to the start of the term)	Fall 2025				Spring 2026			
	ECE		LPC Overall		ECE		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	79	22%	3,416	38%	101	29%	4,091	48%
Attempted (not successful)	13	4%	553	6%	19	6%	607	7%
No Attempt	122	33%	1,931	22%	160	47%	2,260	26%
New-to-LPC Student	151	41%	3,057	34%	64	19%	1,609	19%
Transfer-level Math								
Successful Completion*	41	11%	2,211	27%	60	17%	3,163	37%
Attempted (not successful)	20	5%	756	9%	22	6%	959	11%
No Attempt	153	42%	2,410	29%	198	58%	2,836	33%
New-to-LPC Student	151	41%	2,946	35%	64	19%	1,609	19%



Definitions:

Transfer-Level English:

Successful Completion = earned a passing grade in ENG 1A or 1AEX, or attempted a higher transfer-level course in the sequence in prior terms.

Attempted (no successful completion) = attempted ENG 1A or 1AEX in prior terms but did not receive a passing grade.

No Prior Attempt = no prior enrollment in transfer-level English within the sequence.

New-to-LPC Student = students with no for credit enrollments within our district prior to the current term.

Transfer-Level Math:

Successful Completion = earned a passing grade in a transfer-level math course or attempted a higher transfer-level course in the sequence in prior terms.

Attempted (no successful completion) = attempted a entry transfer-level math course in prior terms but did not receive a passing grade.

No Prior Attempt = no prior enrollment in transfer-level math within the sequence.

New-to-LPC Student = students with no for credit enrollments within our district prior to the current term.