



Las Positas College

Discipline Program Review Data Packet

Fall 2018 to Spring 2023

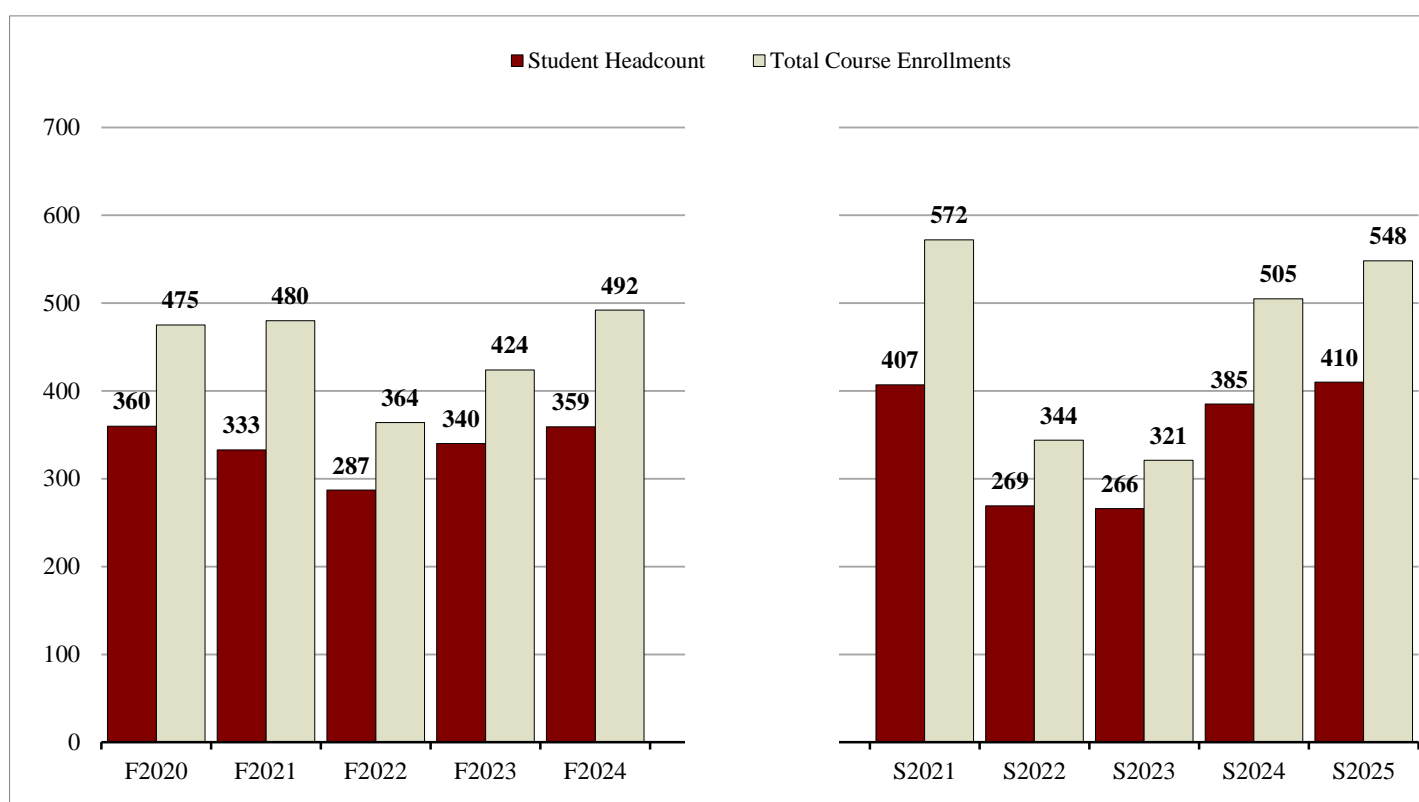
Discipline:

Early Care and Education (ECE/ECD)

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Headcount & Enrollment

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Student Headcount	360	333	287	340	359	407	269	266	385	410
Total Course Enrollments	475	480	364	424	492	572	344	321	505	548



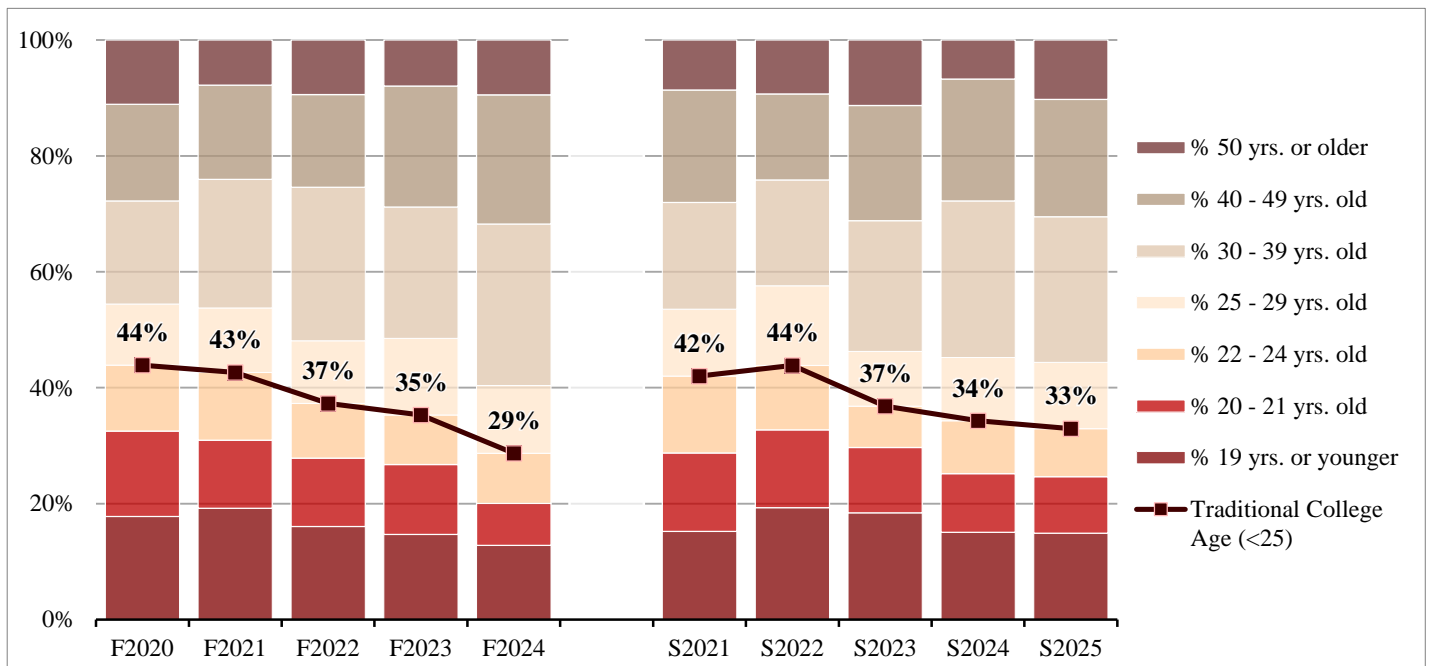
Definitions:

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.

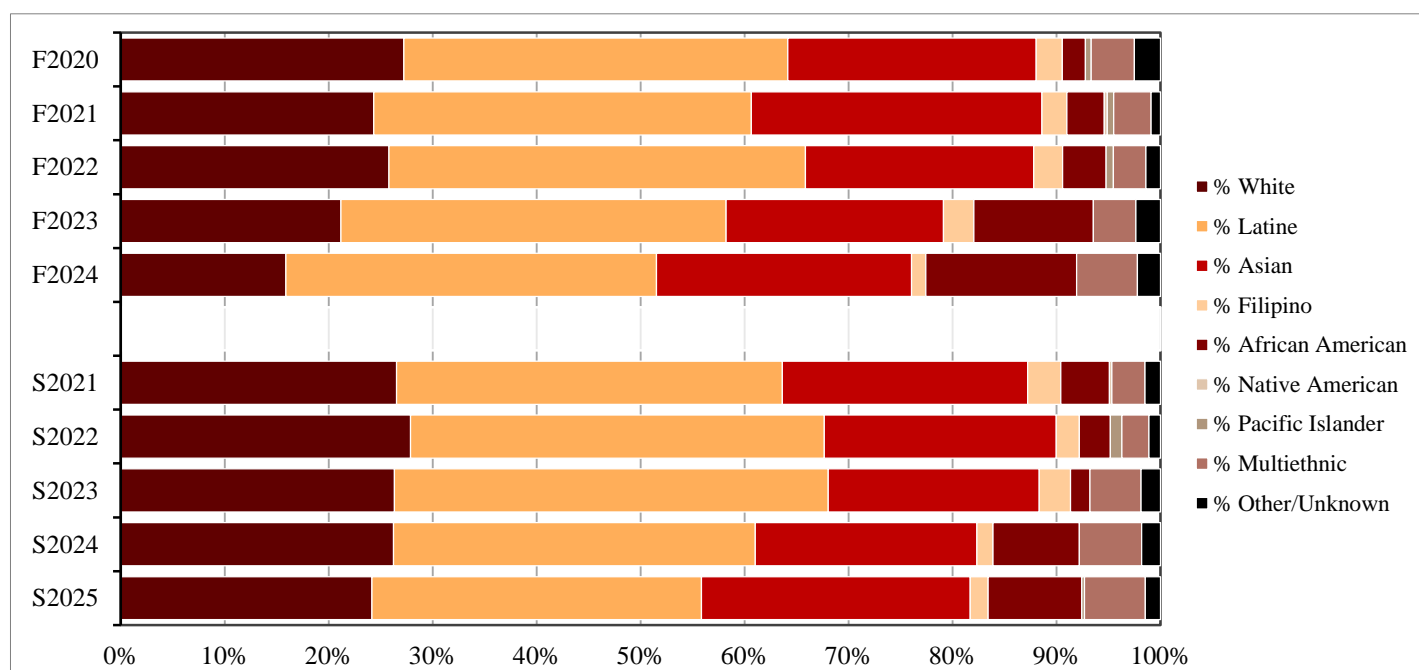
Student Demographics: Gender & Age

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Female	337	314	273	308	331	373	246	247	340	362
Male	16	14	7	19	12	27	19	10	36	41
19 yrs. or younger	64	64	46	50	46	62	52	49	58	61
20-21 yrs. old	53	39	34	41	26	55	36	30	39	40
22-24 yrs. old	41	39	27	29	31	54	30	19	35	34
25-29 yrs. old	38	37	31	45	42	47	37	25	42	47
30-39 yrs. old	64	74	76	77	100	75	49	60	104	103
40-49 yrs. old	60	54	46	71	80	79	40	53	81	83
50 yrs. or older	40	26	27	27	34	35	25	30	26	42
% Female	95%	96%	98%	94%	97%	93%	93%	96%	90%	90%
% Male	5%	4%	3%	6%	3%	7%	7%	4%	10%	10%
% 19 yrs. or younger	18%	19%	16%	15%	13%	15%	19%	18%	15%	15%
% 20 - 21 yrs. old	15%	12%	12%	12%	7%	14%	13%	11%	10%	10%
% 22 - 24 yrs. old	11%	12%	9%	9%	9%	13%	11%	7%	9%	8%
% 25 - 29 yrs. old	11%	11%	11%	13%	12%	12%	14%	9%	11%	11%
% 30 - 39 yrs. old	18%	22%	26%	23%	28%	18%	18%	23%	27%	25%
% 40 - 49 yrs. old	17%	16%	16%	21%	22%	19%	15%	20%	21%	20%
% 50 yrs. or older	11%	8%	9%	8%	9%	9%	9%	11%	7%	10%



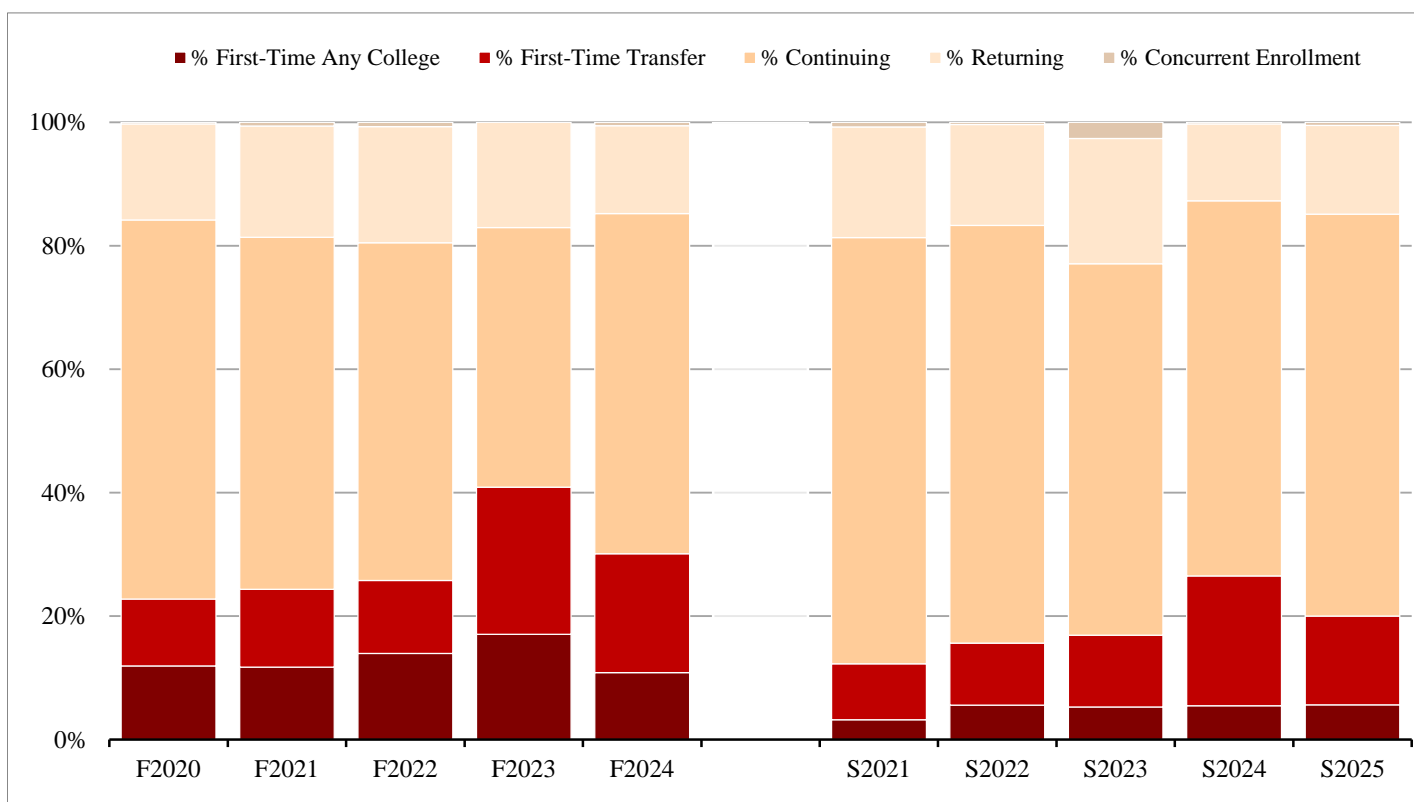
Student Demographic: Race-Ethnicity

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
African American	8	12	12	39	52	19	8	5	32	37
Asian	86	93	63	71	88	96	60	54	82	106
Filipino	9	8	8	10	5	13	6	8	6	7
Latine	133	121	115	126	128	151	107	111	134	130
Native American	0	1	0	0	0	1	0	0	0	0
Pacific Islander	2	2	2	0	0	0	3	0	0	1
White	98	81	74	72	57	108	75	70	101	99
Multiethnic	15	12	9	14	21	13	7	13	23	24
Other/Unknown	9	3	4	8	8	6	3	5	7	6
% African American	2%	4%	4%	11%	14%	5%	3%	2%	8%	9%
% Asian	24%	28%	22%	21%	25%	24%	22%	20%	21%	26%
% Filipino	3%	2%	3%	3%	1%	3%	2%	3%	2%	2%
% Latine	37%	36%	40%	37%	36%	37%	40%	42%	35%	32%
% Native American	0%	<1%	0%	0%	0%	<1%	0%	0%	0%	0%
% Pacific Islander	1%	1%	1%	0%	0%	0%	1%	0%	0%	<1%
% White	27%	24%	26%	21%	16%	27%	28%	26%	26%	24%
% Multiethnic	4%	4%	3%	4%	6%	3%	3%	5%	6%	6%
% Other/Unknown	3%	1%	1%	2%	2%	1%	1%	2%	2%	1%



Student Enrollment Status

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
First-Time Any College	43	39	40	58	39	13	15	14	21	23
First-Time Transfer	39	42	34	81	69	37	27	31	81	59
Continuing	221	190	157	143	198	281	182	160	234	267
Returning	56	60	54	58	51	73	44	54	48	59
Concurrent Enrollment	1	2	2	0	2	3	1	7	1	2
% First-Time Any College	12%	12%	14%	17%	11%	3%	6%	5%	5%	6%
% First-Time Transfer	11%	13%	12%	24%	19%	9%	10%	12%	21%	14%
% Continuing	61%	57%	55%	42%	55%	69%	68%	60%	61%	65%
% Returning	16%	18%	19%	17%	14%	18%	16%	20%	12%	14%
% Concurrent Enrollment	<1%	1%	1%	0%	1%	1%	<1%	3%	<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.

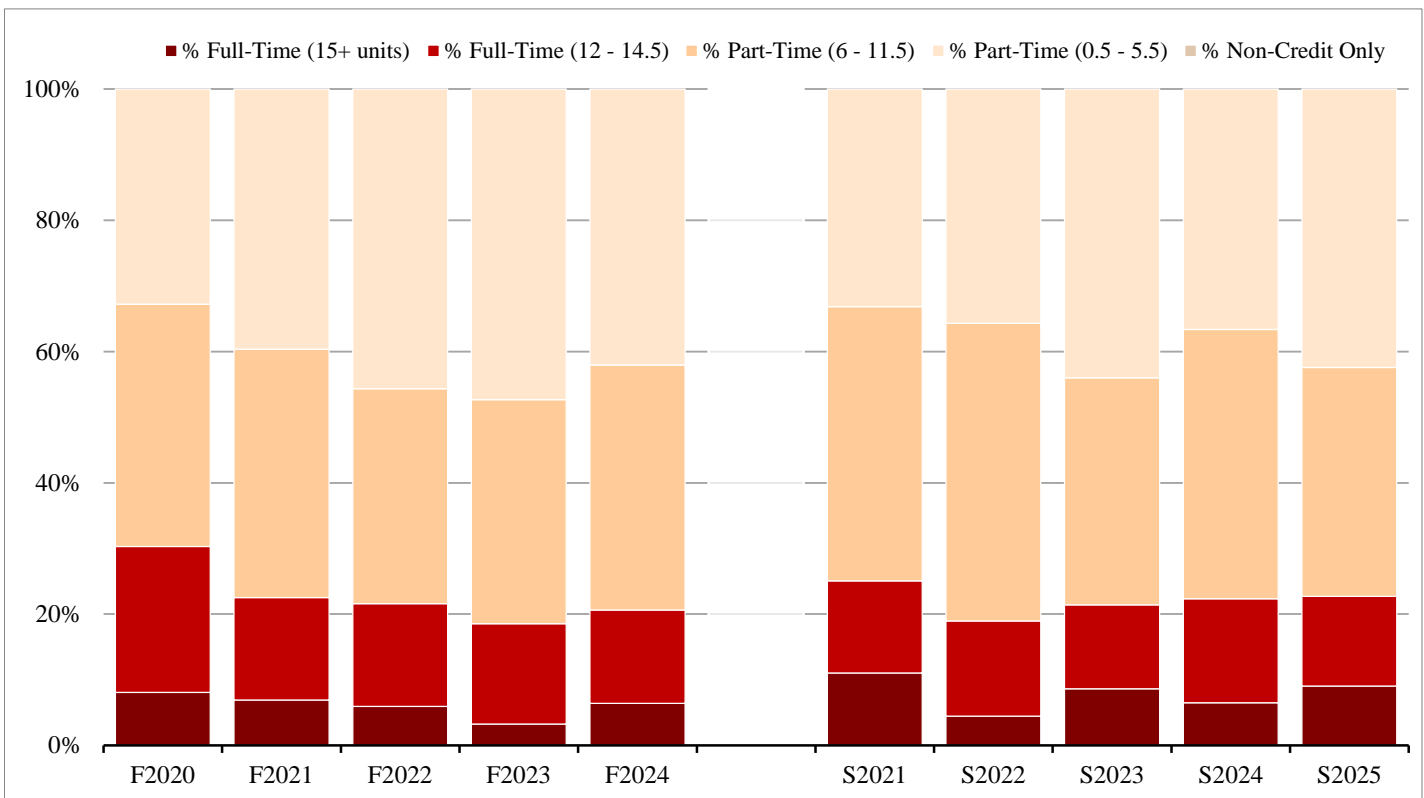
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

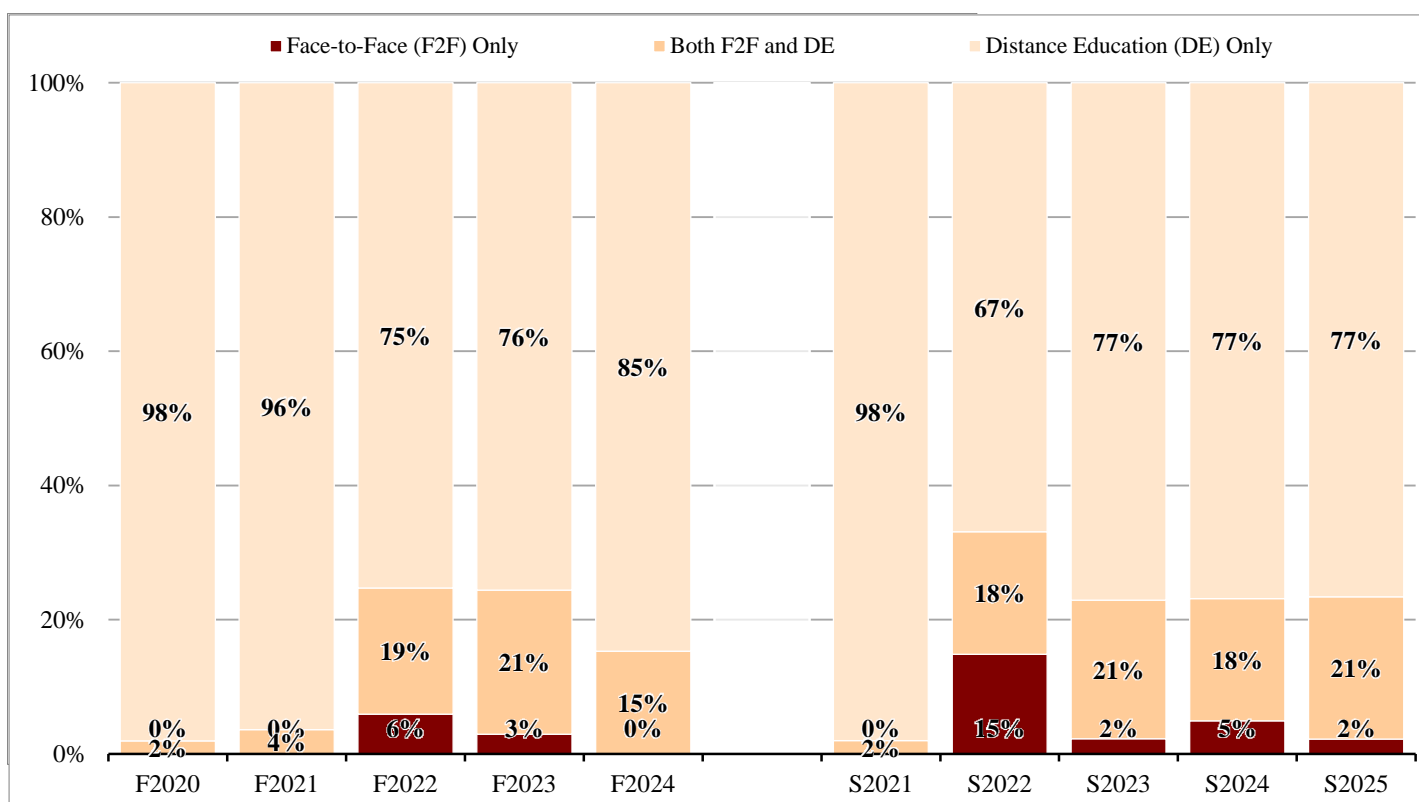
Student Unit Load

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Full-Time (15+ units)	29	23	17	11	23	45	12	23	25	37
Full-Time (12 - 14.5 units)	80	52	45	52	51	57	39	34	61	56
Part-Time (6 - 11.5 units)	133	126	94	116	134	170	122	92	158	143
Part-Time (0.5 - 5.5 units)	118	132	131	161	151	135	96	117	141	174
Non-Credit Only	0	0	0	0	0	0	0	0	0	0
% Full-Time (15+ units)	8%	7%	6%	3%	6%	11%	4%	9%	6%	9%
% Full-Time (12 - 14.5)	22%	16%	16%	15%	14%	14%	14%	13%	16%	14%
% Part-Time (6 - 11.5)	37%	38%	33%	34%	37%	42%	45%	35%	41%	35%
% Part-Time (0.5 - 5.5)	33%	40%	46%	47%	42%	33%	36%	44%	37%	42%
% Non-Credit Only	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



Students Using Distance Education

Early Care and Education (ECE/ECD)										
<i>(Categories reflect college-wide coursework)</i>	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Face-to-Face (F2F) Only	0	0	17	10	0	0	40	6	19	9
Both F2F and DE	7	12	54	73	55	8	49	55	70	87
Distance Education (DE) Only	353	321	216	257	304	399	180	205	296	314
% Face-to-Face (F2F) Only	0%	0%	6%	3%	0%	0%	15%	2%	5%	2%
% Both F2F and DE	2%	4%	19%	21%	15%	2%	18%	21%	18%	21%
% Distance Education (DE) Only	98%	96%	75%	76%	85%	98%	67%	77%	77%	77%



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.

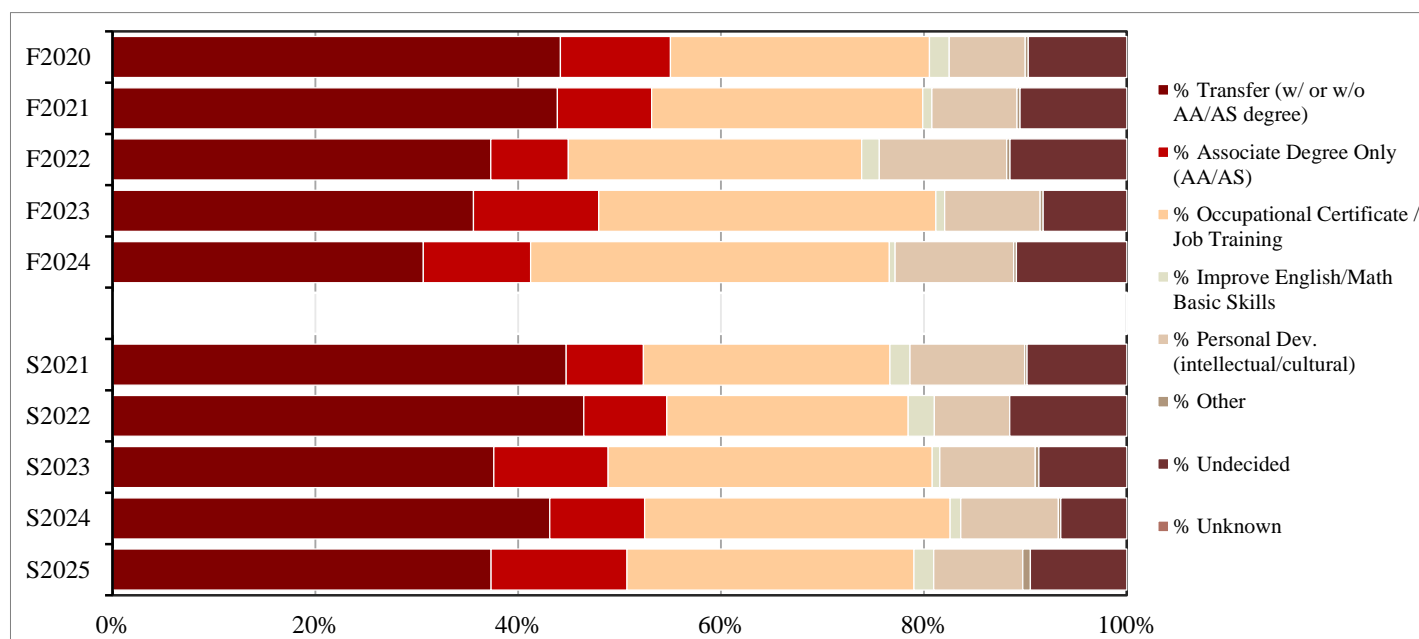
In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.

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/ECD)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Transfer (w/ or w/o AA/AS degree)	159	146	107	121	110	182	125	100	166	153
Associate Degree Only (AA/AS)	39	31	22	42	38	31	22	30	36	55
Occupational Certificate / Job Training	92	89	83	113	127	99	64	85	116	116
Improve English/Math Basic Skills	7	3	5	3	2	8	7	2	4	8
Personal Development (intellectual/cultural)	27	28	36	32	42	46	20	25	37	36
Other	1	1	1	1	1	1	0	1	1	3
Undecided	35	35	33	28	39	40	31	23	25	39
Unknown	0	0	0	0	0	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	44%	44%	37%	36%	31%	45%	46%	38%	43%	37%
% Associate Degree Only (AA/AS)	11%	9%	8%	12%	11%	8%	8%	11%	9%	13%
% Occupational Certificate / Job Training	26%	27%	29%	33%	35%	24%	24%	32%	30%	28%
% Improve English/Math Basic Skills	2%	1%	2%	1%	1%	2%	3%	1%	1%	2%
% Personal Dev. (intellectual/cultural)	8%	8%	13%	9%	12%	11%	7%	9%	10%	9%
% Other	<1%	<1%	<1%	<1%	<1%	<1%	0%	<1%	<1%	1%
% Undecided	10%	11%	11%	8%	11%	10%	12%	9%	6%	10%
% 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.

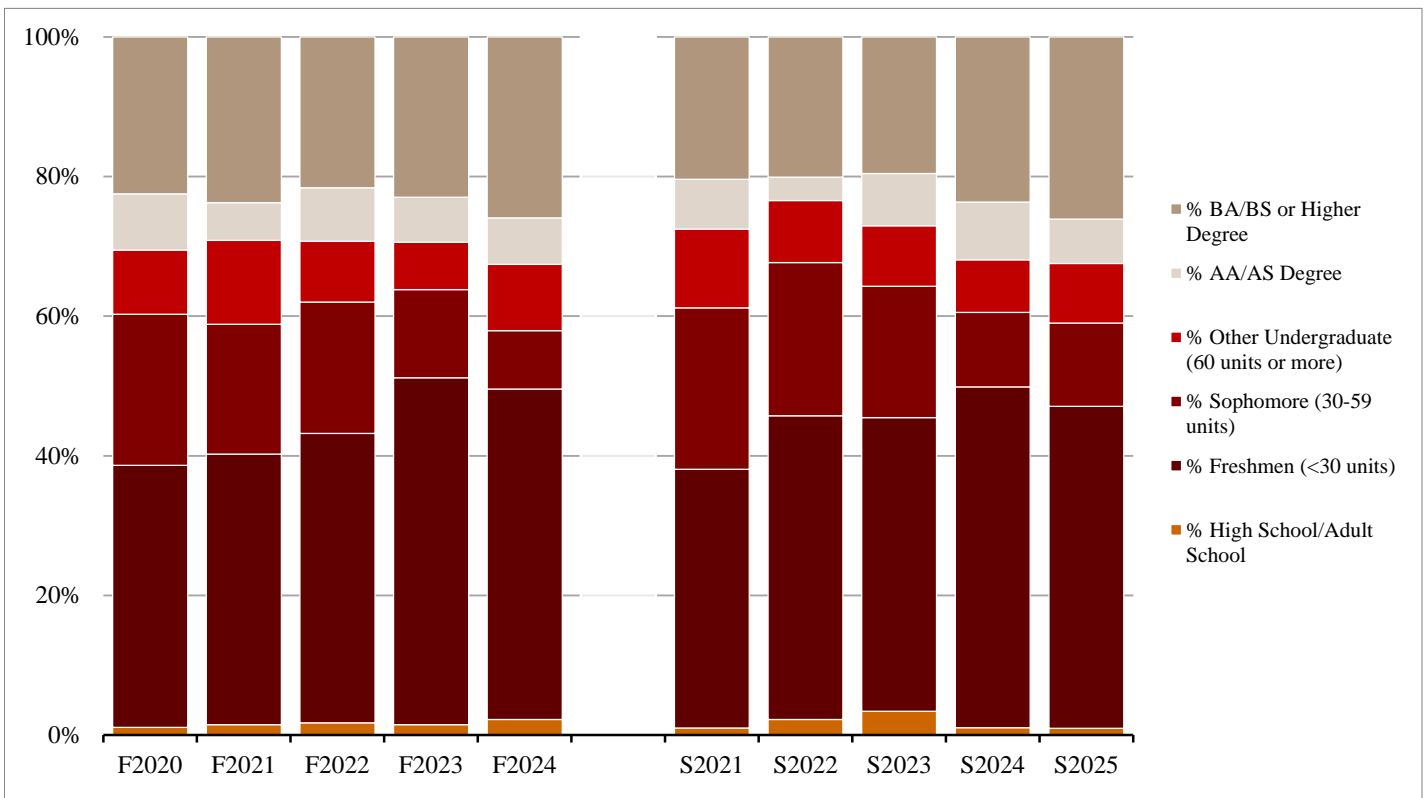
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

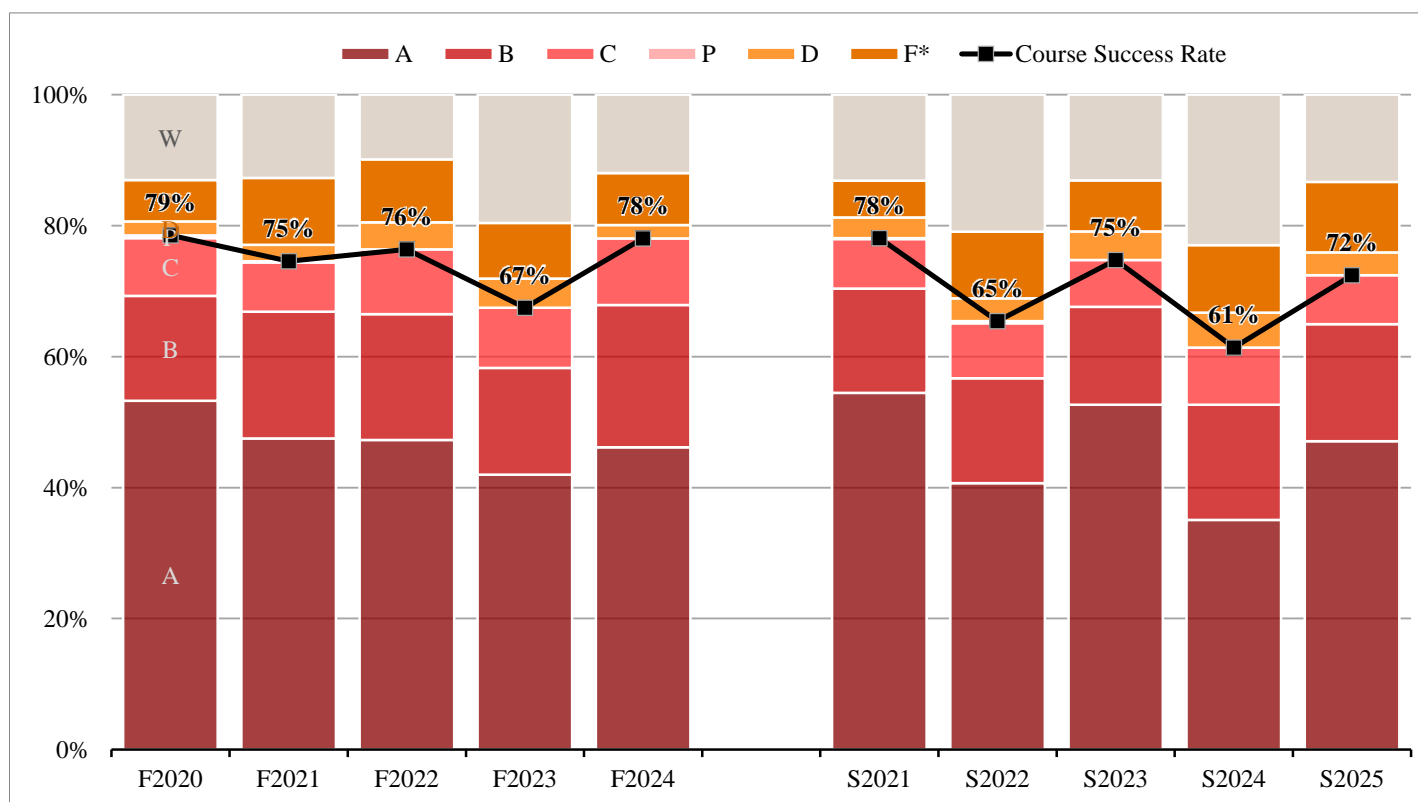
Highest Educational Level of Students

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
High School/Adult School	4	5	5	5	8	4	6	9	4	4
Freshmen (<30 units)	135	129	119	169	170	151	117	112	188	189
Sophomore (30-59 units)	78	62	54	43	30	94	59	50	41	49
Other Undergraduate (60 units or more)	33	40	25	23	34	46	24	23	29	35
AA/AS Degree	29	18	22	22	24	29	9	20	32	26
BA/BS or Higher Degree	81	79	62	78	93	83	54	52	91	107
% High School/Adult School	1%	2%	2%	1%	2%	1%	2%	3%	1%	1%
% Freshmen (<30 units)	38%	39%	41%	50%	47%	37%	43%	42%	49%	46%
% Sophomore (30-59 units)	22%	19%	19%	13%	8%	23%	22%	19%	11%	12%
% Other Undergraduate (60 units or more)	9%	12%	9%	7%	9%	11%	9%	9%	8%	9%
% AA/AS Degree	8%	5%	8%	6%	7%	7%	3%	8%	8%	6%
% BA/BS or Higher Degree	23%	24%	22%	23%	26%	20%	20%	20%	24%	26%



Student Performance: Grade Distribution

Early Care and Education (ECE/ECD)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Total Course Enrollments	475	480	364	424	492	572	344	321	505	548
Course Success Rates	79%	75%	76%	67%	78%	78%	65%	75%	61%	72%
A	53%	48%	47%	42%	46%	54%	41%	53%	35%	47%
B	16%	19%	19%	16%	22%	16%	16%	15%	18%	18%
C	9%	8%	10%	9%	10%	8%	8%	7%	9%	7%
P	<1%	<1%	0%	0%	0%	<1%	<1%	0%	0%	0%
Course Non-Success Rate	8%	13%	14%	13%	10%	9%	14%	12%	16%	14%
D	2%	3%	4%	4%	2%	3%	3%	4%	5%	3%
F*	6%	10%	10%	8%	8%	6%	10%	8%	10%	11%
Withdrawals (See Note)	13%	13%	10%	20%	12%	13%	21%	13%	23%	13%



Definitions:

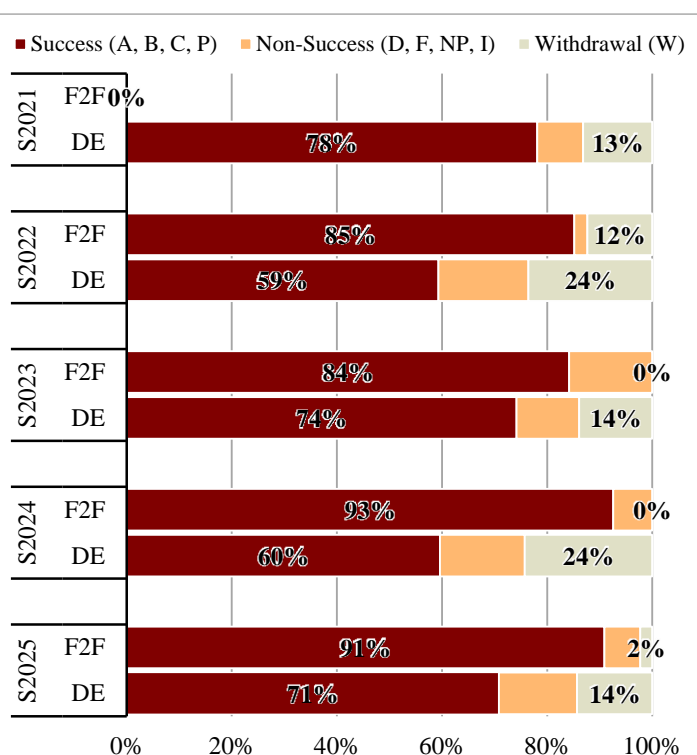
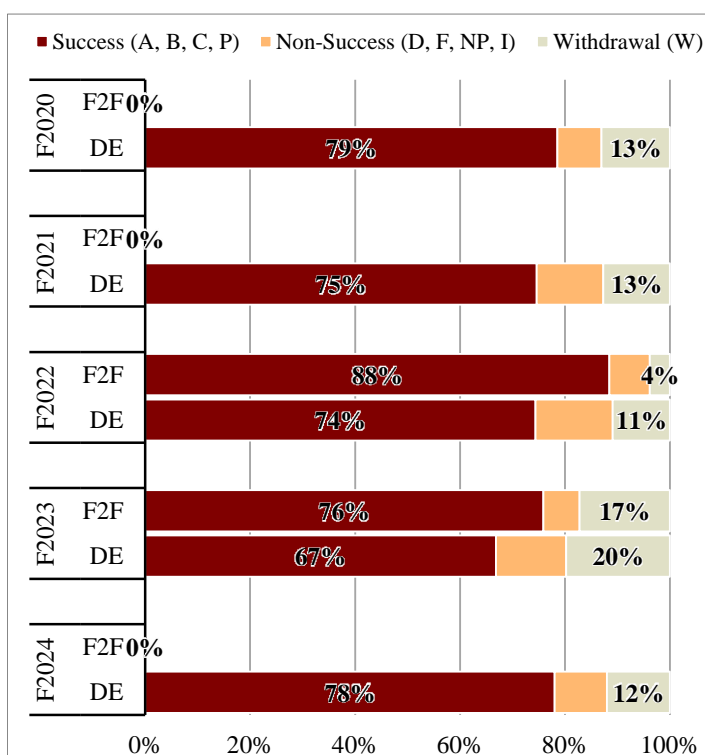
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D' or F* (includes: 'F', 'NP', '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/ECD)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
Total Course Enrollments	475	480	364	424	492	572	344	321	505	548
Face-to-Face (F2F) Sections	0	0	52	29	0	0	81	19	27	44
Success Rates	—	—	88%	76%	—	—	85%	84%	93%	91%
Non-Success Rates	—	—	8%	7%	—	—	2%	16%	7%	7%
Withdrawals	—	—	4%	17%	—	—	12%	0%	0%	2%
Distance Education (DE) Sections	475	480	312	395	492	572	263	302	478	504
Success Rates	79%	75%	74%	67%	78%	78%	59%	74%	60%	71%
Non-Success Rates	8%	13%	15%	13%	10%	9%	17%	12%	16%	15%
Withdrawals	13%	13%	11%	20%	12%	13%	24%	14%	24%	14%



Definitions:

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

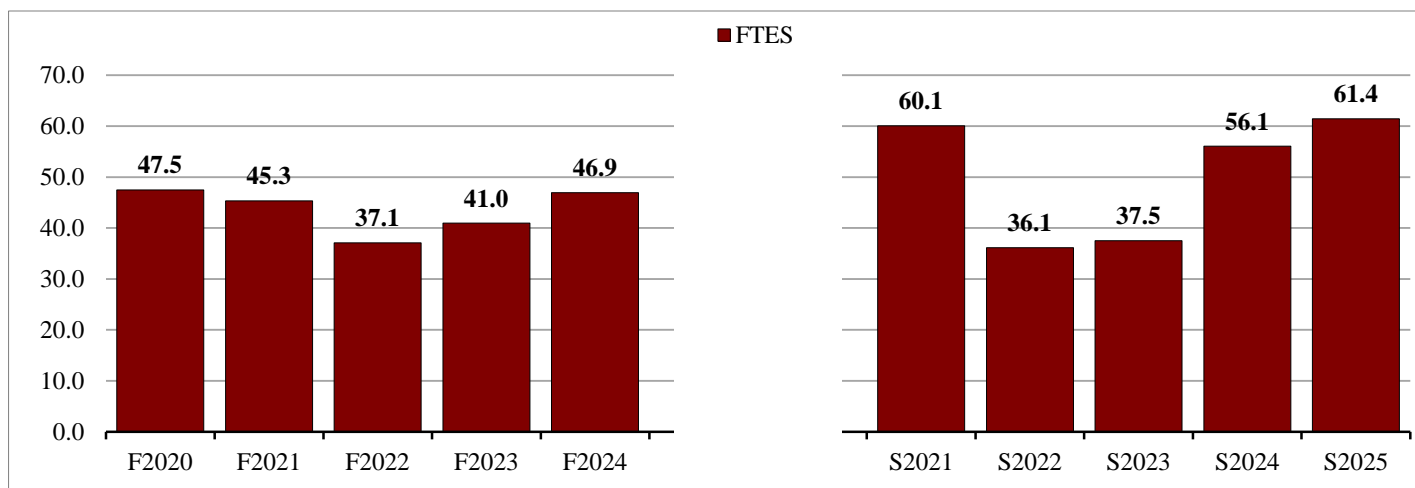
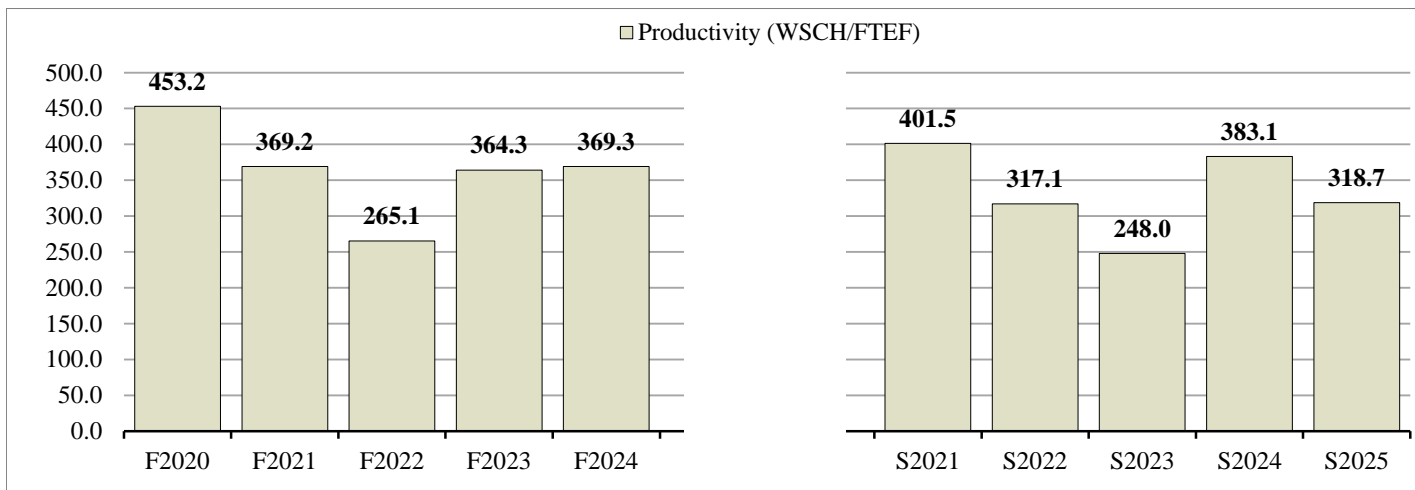
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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/ECD)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
WSCH	1,461	1,402	1,129	1,278	1,477	1,834	1,112	1,153	1,757	1,912
FTES	47.5	45.3	37.1	41.0	46.9	60.1	36.1	37.5	56.1	61.4
FTEF	3.2	3.8	4.3	3.5	4.0	4.6	3.5	4.6	4.6	6.0
Productivity (WSCH/FTEF)	453.2	369.2	265.1	364.3	369.3	401.5	317.1	248.0	383.1	318.7



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.

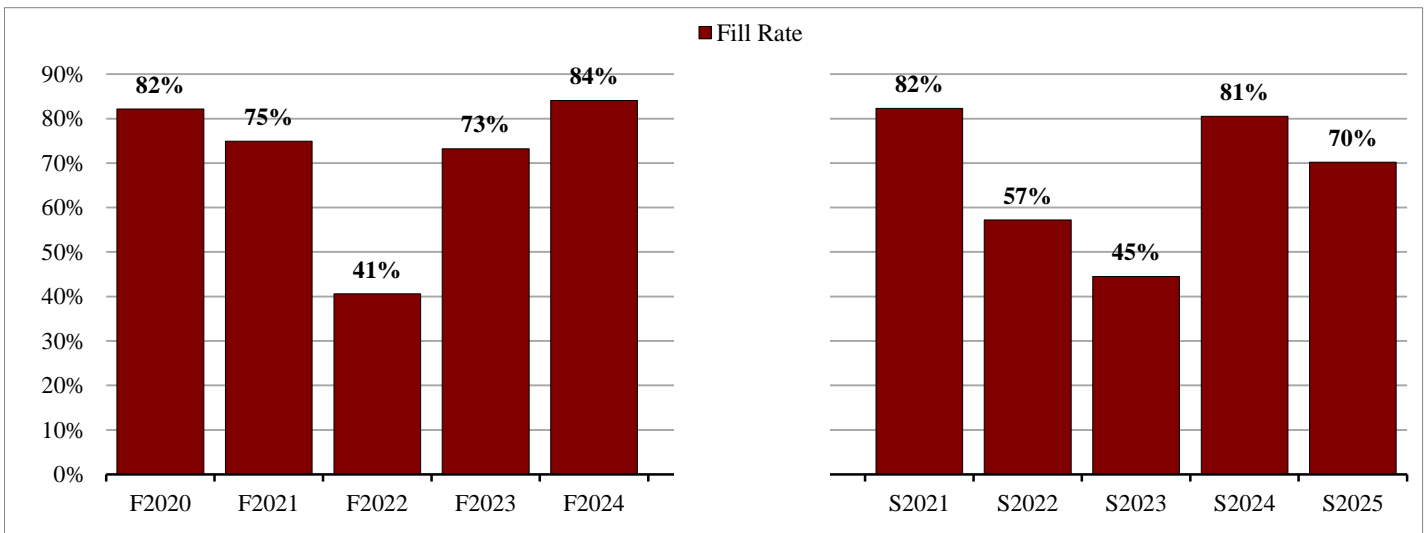
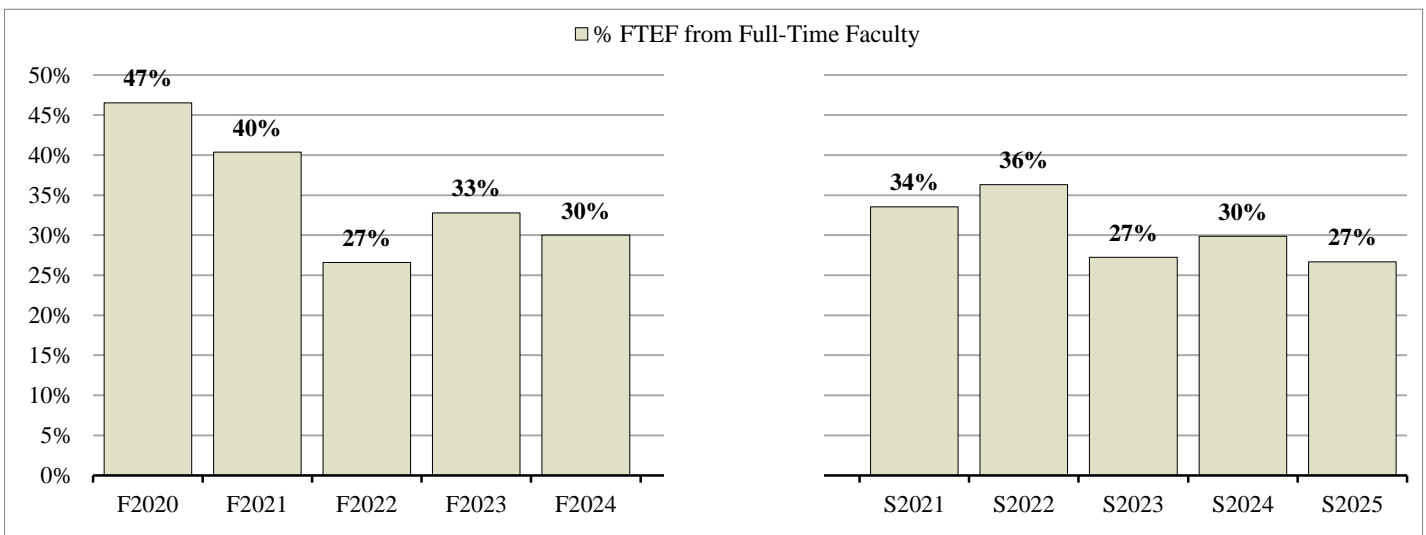
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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/ECD)										
	Fall Terms					Spring Terms				
	F2020	F2021	F2022	F2023	F2024	S2021	S2022	S2023	S2024	S2025
FTEF from Full-Time Faculty	1.5	1.5	1.1	1.2	1.2	1.5	1.3	1.3	1.4	1.6
% FTEF from Full-Time Faculty	47%	40%	27%	33%	30%	34%	36%	27%	30%	27%
Enrollments	475	480	364	424	492	572	344	321	505	548
Capacity (seats available)	578	641	897	579	585	695	601	721	627	781
Fill Rate	82%	75%	41%	73%	84%	82%	57%	45%	81%	70%



Definitions:

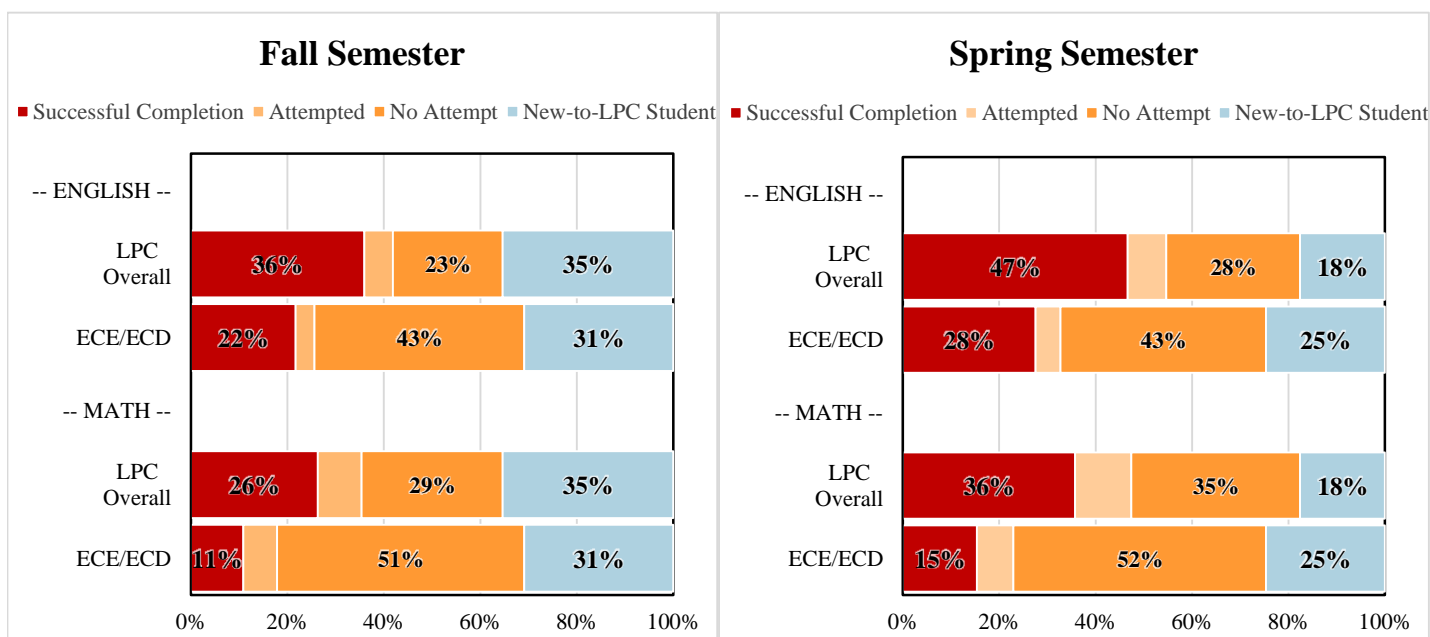
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2024				Spring 2025			
	ECE/ECD		LPC Overall		ECE/ECD		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	78	22%	2,993	36%	113	28%	3,734	47%
Attempted (not successful)	14	4%	492	6%	21	5%	641	8%
No Attempt	156	43%	1,892	23%	175	43%	2,223	28%
New-to-LPC Student	111	31%	2,946	35%	101	25%	1,409	18%
Transfer-level Math								
Successful Completion*	39	11%	2,189	26%	63	15%	2,859	36%
Attempted (not successful)	25	7%	757	9%	31	8%	935	12%
No Attempt	184	51%	2,431	29%	215	52%	2,804	35%
New-to-LPC Student	111	31%	2,946	35%	101	25%	1,409	18%



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.