Las Positas College

Discipline Program Review Data Packet

Fall 2019 to Spring 2024
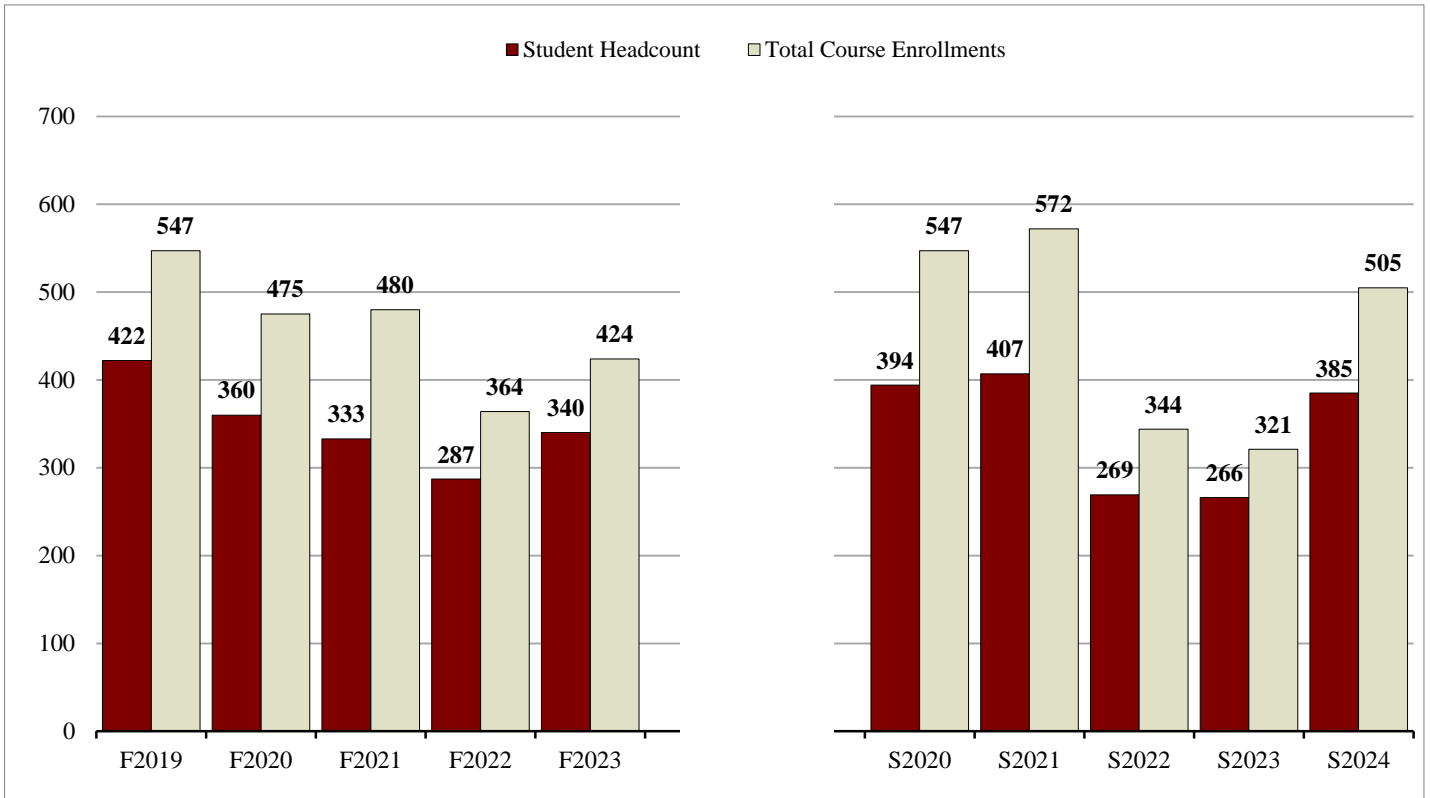
Discipline:

Early Care and Education (ECE/ECD)

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Headcount & Enrollment

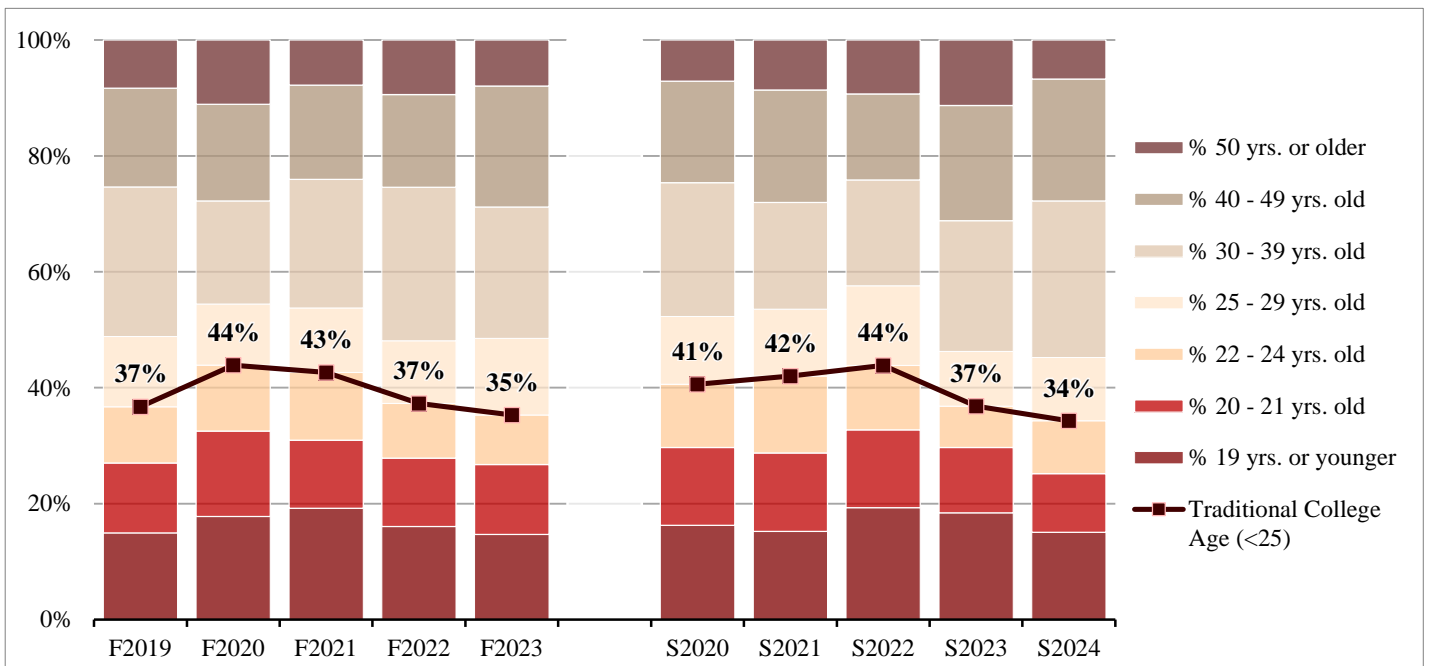| Early Care and Education (ECE/ECD)										
	Fall Terms					**Spring Terms**				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Student Headcount	422	360	333	287	340	394	407	269	266	385
Total Course Enrollments	547	475	480	364	424	547	572	344	321	505

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.
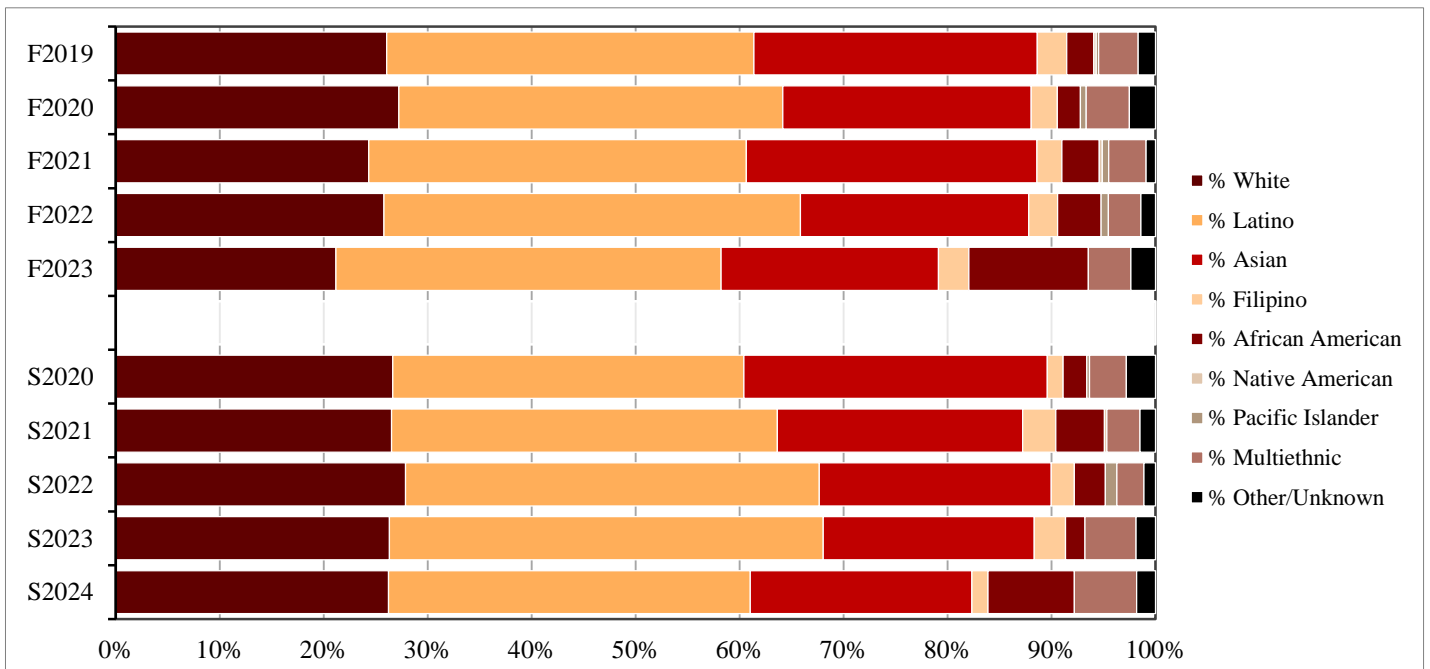
Student Demographics: Gender & Age

Early Care and Education (ECE/ECD)										
	Fall Terms					**Spring Terms**				
	F2019	**F2020**	**F2021**	**F2022**	**F2023**	**S2020**	**S2021**	**S2022**	**S2023**	**S2024**
Female	396	337	314	273	308	370	373	246	247	340
Male	19	16	14	7	19	17	27	19	10	36
19 yrs. or younger	63	64	64	46	50	64	62	52	49	58
20-21 yrs. old	51	53	39	34	41	53	55	36	30	39
22-24 yrs. old	41	41	39	27	29	43	54	30	19	35
25-29 yrs. old	51	38	37	31	45	46	47	37	25	42
30-39 yrs. old	109	64	74	76	77	91	75	49	60	104
40-49 yrs. old	72	60	54	46	71	69	79	40	53	81
50 yrs. or older	35	40	26	27	27	28	35	25	30	26
% Female	95%	95%	96%	98%	94%	96%	93%	93%	96%	90%
% Male	5%	5%	4%	3%	6%	4%	7%	7%	4%	10%
% 19 yrs. or younger	15%	18%	19%	16%	15%	16%	15%	19%	18%	15%
% 20 - 21 yrs. old	12%	15%	12%	12%	12%	13%	14%	13%	11%	10%
% 22 - 24 yrs. old	10%	11%	12%	9%	9%	11%	13%	11%	7%	9%
% 25 - 29 yrs. old	12%	11%	11%	11%	13%	12%	12%	14%	9%	11%
% 30 - 39 yrs. old	26%	18%	22%	26%	23%	23%	18%	18%	23%	27%
% 40 - 49 yrs. old	17%	17%	16%	16%	21%	18%	19%	15%	20%	21%
% 50 yrs. or older	8%	11%	8%	9%	8%	7%	9%	9%	11%	7%

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Student Demographic: Race-Ethnicity

Early Care and Education (ECE/ECD)										
	Fall Terms					**Spring Terms**				
	F2019	**F2020**	**F2021**	**F2022**	**F2023**	**S2020**	**S2021**	**S2022**	**S2023**	**S2024**
African American	11	8	12	12	39	9	19	8	5	32
Asian	115	86	93	63	71	115	96	60	54	82
Filipino	12	9	8	8	10	6	13	6	8	6
Latino	149	133	121	115	126	133	151	107	111	134
Native American	1	0	1	0	0	0	1	0	0	0
Pacific Islander	1	2	2	2	0	1	0	3	0	0
White	110	98	81	74	72	105	108	75	70	101
Multiethnic	16	15	12	9	14	14	13	7	13	23
Other/Unknown	7	9	3	4	8	11	6	3	5	7
% African American	3%	2%	4%	4%	11%	2%	5%	3%	2%	8%
% Asian	27%	24%	28%	22%	21%	29%	24%	22%	20%	21%
% Filipino	3%	3%	2%	3%	3%	2%	3%	2%	3%	2%
% Latino	35%	37%	36%	40%	37%	34%	37%	40%	42%	35%
% Native American	<1%	0%	<1%	0%	0%	0%	<1%	0%	0%	0%
% Pacific Islander	<1%	1%	1%	1%	0%	<1%	0%	1%	0%	0%
% White	26%	27%	24%	26%	21%	27%	27%	28%	26%	26%
% Multiethnic	4%	4%	4%	3%	4%	4%	3%	3%	5%	6%
% Other/Unknown	2%	3%	1%	1%	2%	3%	1%	1%	2%	2%

Student Enrollment Status

Early Care and Education (ECE/ECD)										
	Fall Terms					**Spring Terms**				
	F2019	**F2020**	**F2021**	**F2022**	**F2023**	**S2020**	**S2021**	**S2022**	**S2023**	**S2024**
First-Time Any College	36	43	38	39	56	14	13	15	14	20
First-Time Transfer	69	39	43	34	82	47	36	26	31	79
Continuing	230	221	190	157	143	271	281	182	160	234
Returning	85	56	60	55	59	57	74	45	54	51
Concurrent Enrollment	2	1	2	2	0	5	3	1	7	1
% First-Time Any College	9%	12%	11%	14%	16%	4%	3%	6%	5%	5%
% First-Time Transfer	16%	11%	13%	12%	24%	12%	9%	10%	12%	21%
% Continuing	55%	61%	57%	55%	42%	69%	69%	68%	60%	61%
% Returning	20%	16%	18%	19%	17%	14%	18%	17%	20%	13%
% Concurrent Enrollment	<1%	<1%	1%	1%	0%	1%	1%	<1%	3%	<1%
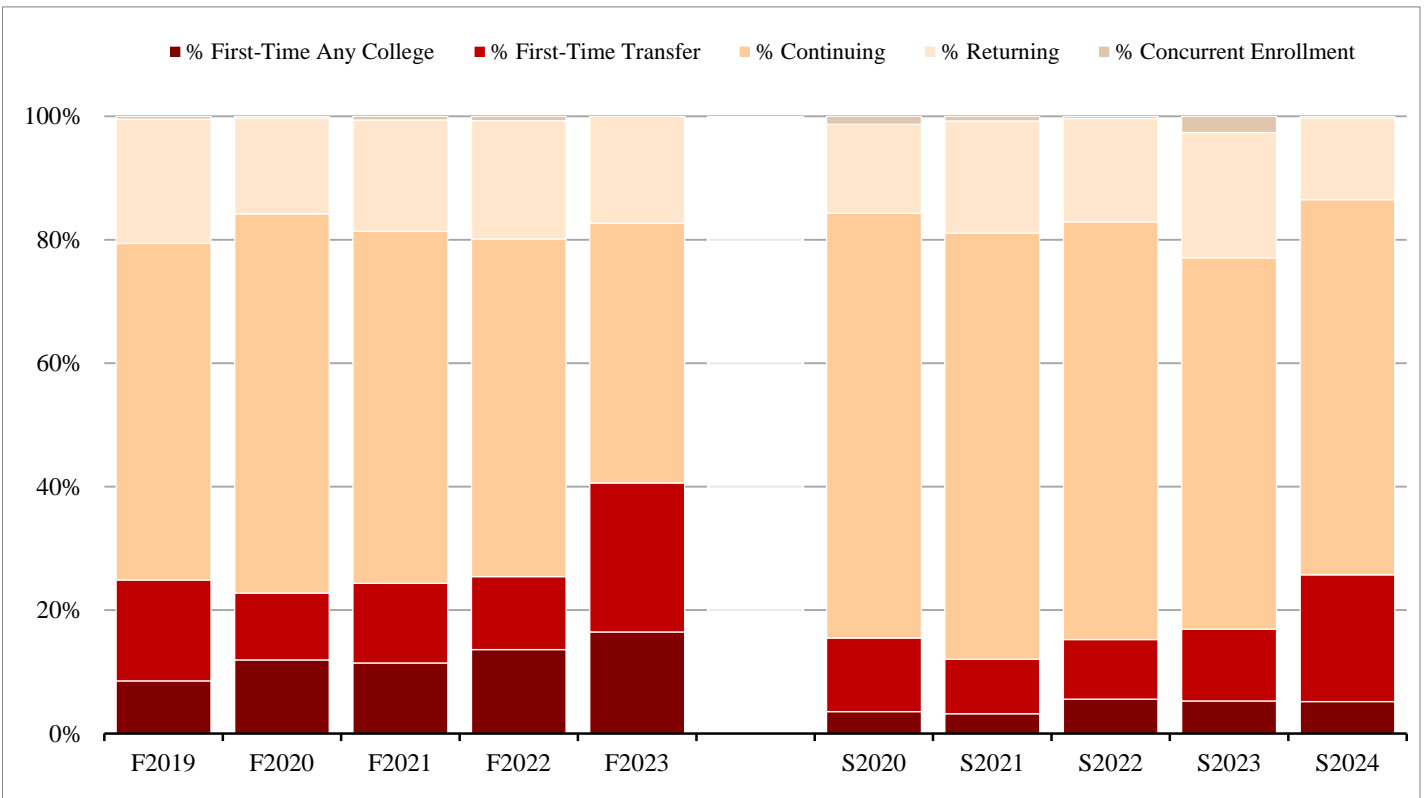
Definitions:

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.

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Student Unit Load

Early Care and Education (ECE/ECD)										
	Fall Terms					**Spring Terms**				
	F2019	**F2020**	**F2021**	**F2022**	**F2023**	**S2020**	**S2021**	**S2022**	**S2023**	**S2024**
Full-Time (15+ units)	19	29	23	17	11	35	45	12	23	25
Full-Time (12 - 14.5 units)	68	80	52	45	52	57	57	39	34	61
Part-Time (6 - 11.5 units)	165	133	126	94	116	173	170	122	92	158
Part-Time (0.5 - 5.5 units)	170	118	132	131	161	129	135	96	117	141
Non-Credit Only	0	0	0	0	0	0	0	0	0	0
% Full-Time (15+ units)	5%	8%	7%	6%	3%	9%	11%	4%	9%	6%
% Full-Time (12 - 14.5)	16%	22%	16%	16%	15%	14%	14%	14%	13%	16%
% Part-Time (6 - 11.5)	39%	37%	38%	33%	34%	44%	42%	45%	35%	41%
% Part-Time (0.5 - 5.5)	40%	33%	40%	46%	47%	33%	33%	36%	44%	37%
% Non-Credit Only	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Students Using Distance Education
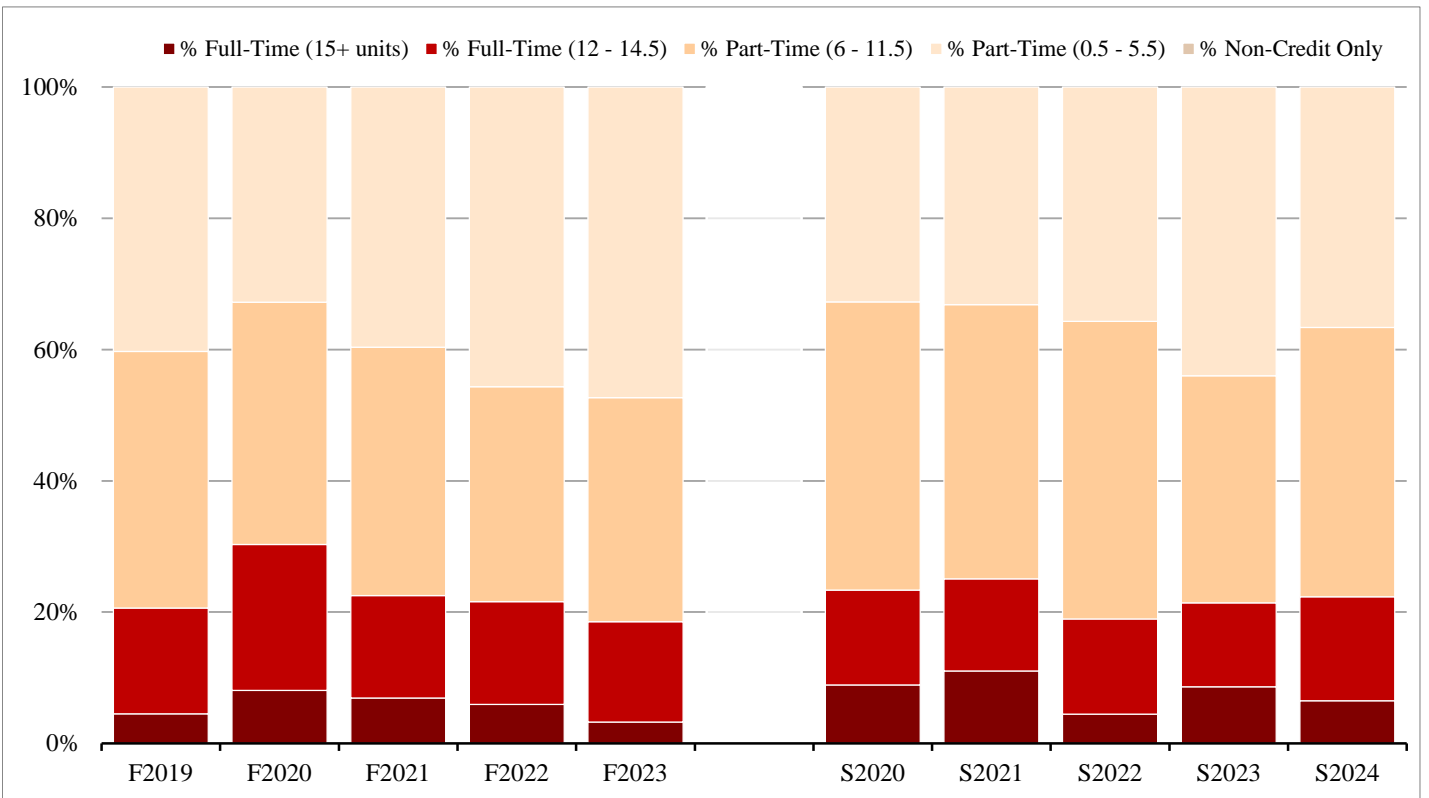
| Early Care and Education (ECE/ECD)										
	Fall Terms					**Spring Terms**				
(Categories reflect college-wide coursework)	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Face-to-Face (F2F) Only	256	0	0	17	10	218	0	40	6	19
Both F2F and DE	87	7	12	54	73	100	8	49	55	70
Distance Education (DE) Only	79	353	321	216	257	76	399	180	205	296
% Face-to-Face (F2F) Only	61%	0%	0%	6%	3%	55%	0%	15%	2%	5%
% Both F2F and DE	21%	2%	4%	19%	21%	25%	2%	18%	21%	18%
% Distance Education (DE) Only	19%	98%	96%	75%	76%	19%	98%	67%	77%	77%
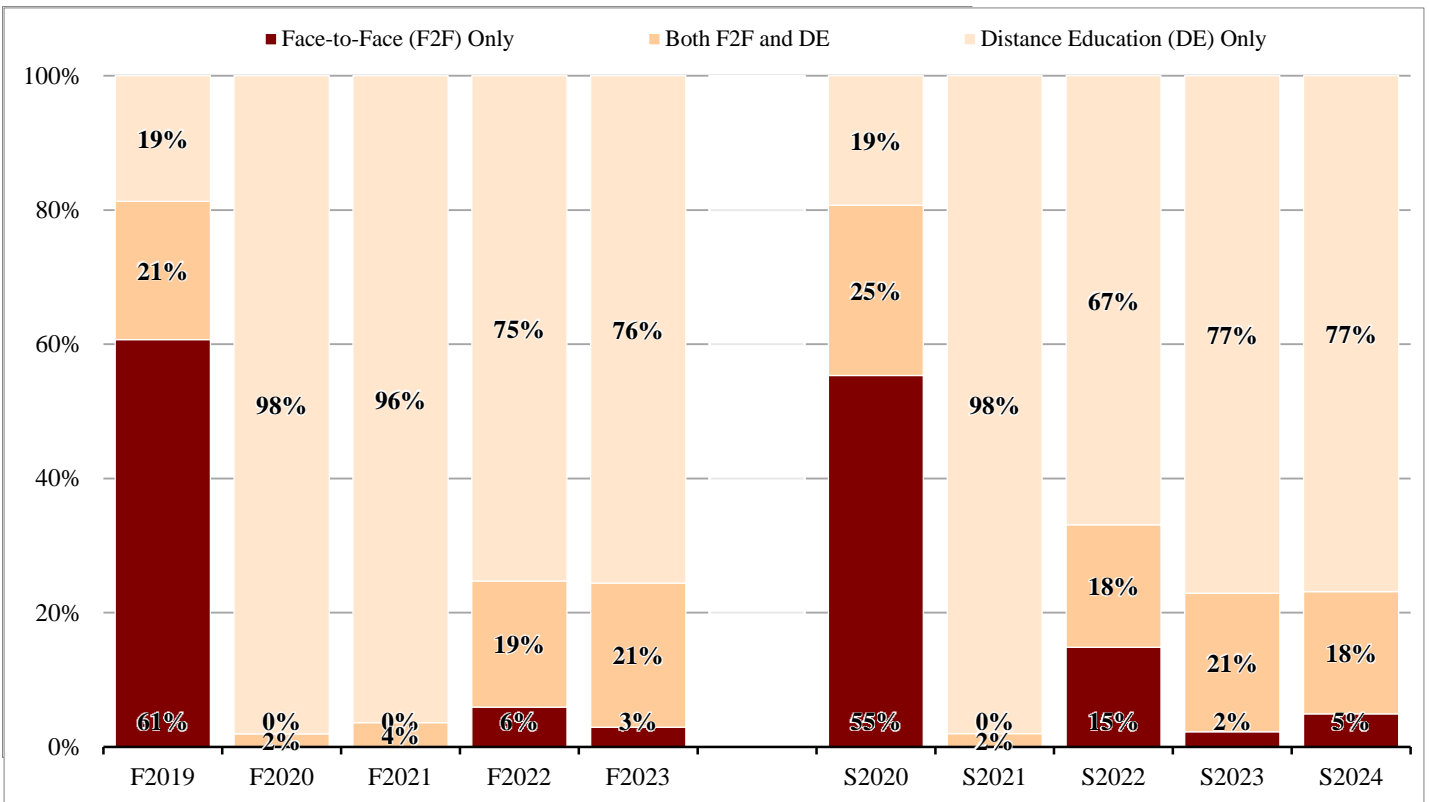
Definitions:

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 preset, 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**				
	F2019	**F2020**	**F2021**	**F2022**	**F2023**	**S2020**	**S2021**	**S2022**	**S2023**	**S2024**
Transfer (w/ or w/o AA/AS degree)	154	159	146	107	121	140	182	125	100	166
Associate Degree Only (AA/AS)	40	39	31	22	42	31	31	22	30	36
Occupational Certificate / Job Training	135	92	89	83	113	125	99	64	85	116
Improve English/Math Basic Skills	10	7	3	5	3	7	8	7	2	4
Personal Development (intellectual/cultural)	42	27	28	36	32	39	46	20	25	37
Other	0	1	1	1	1	5	1	0	1	1
Undecided	40	35	35	33	28	46	40	31	23	25
Unknown	1	0	0	0	0	1	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	36%	44%	44%	37%	36%	36%	45%	46%	38%	43%
% Associate Degree Only (AA/AS)	9%	11%	9%	8%	12%	8%	8%	8%	11%	9%
% Occupational Certificate / Job Training	32%	26%	27%	29%	33%	32%	24%	24%	32%	30%
% Improve English/Math Basic Skills	2%	2%	1%	2%	1%	2%	2%	3%	1%	1%
% Personal Dev. (intellectual/cultural)	10%	8%	8%	13%	9%	10%	11%	7%	9%	10%
% Other	0%	<1%	<1%	<1%	<1%	1%	<1%	0%	<1%	<1%
% Undecided	9%	10%	11%	11%	8%	12%	10%	12%	9%	6%
% Unknown	<1%	0%	0%	0%	0%	<1%	0%	0%	0%	0%
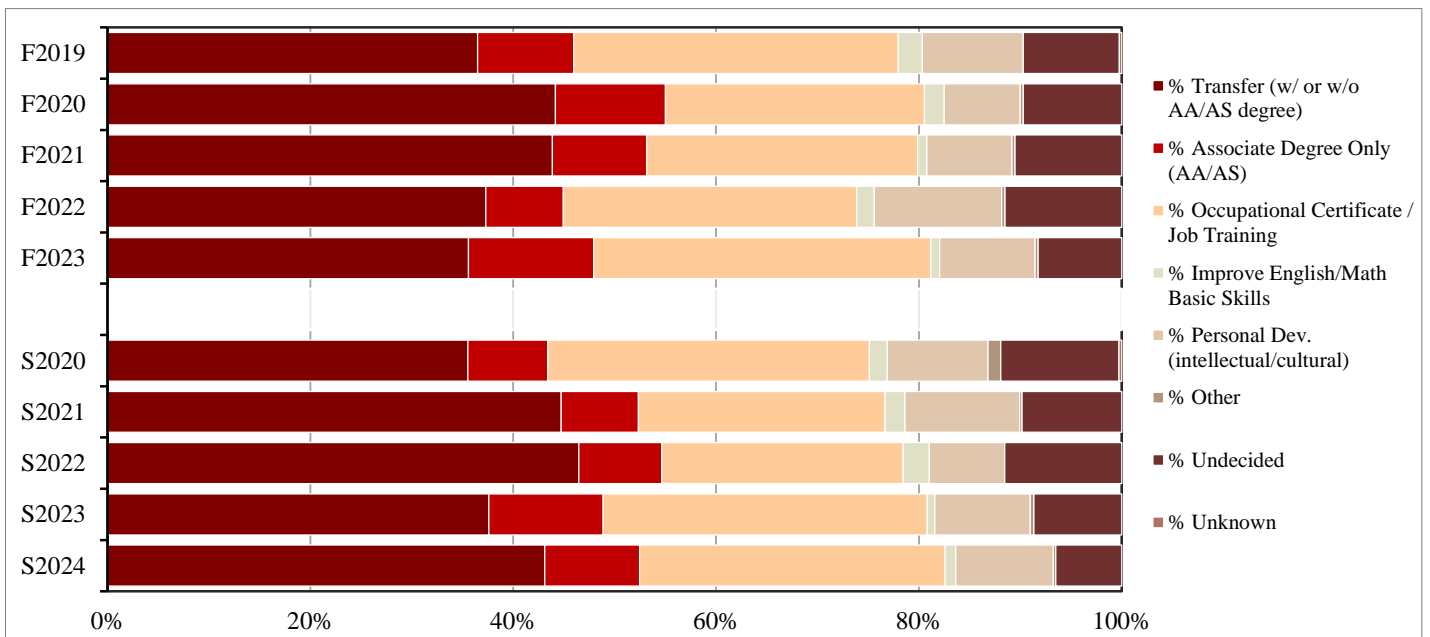
Definitions:

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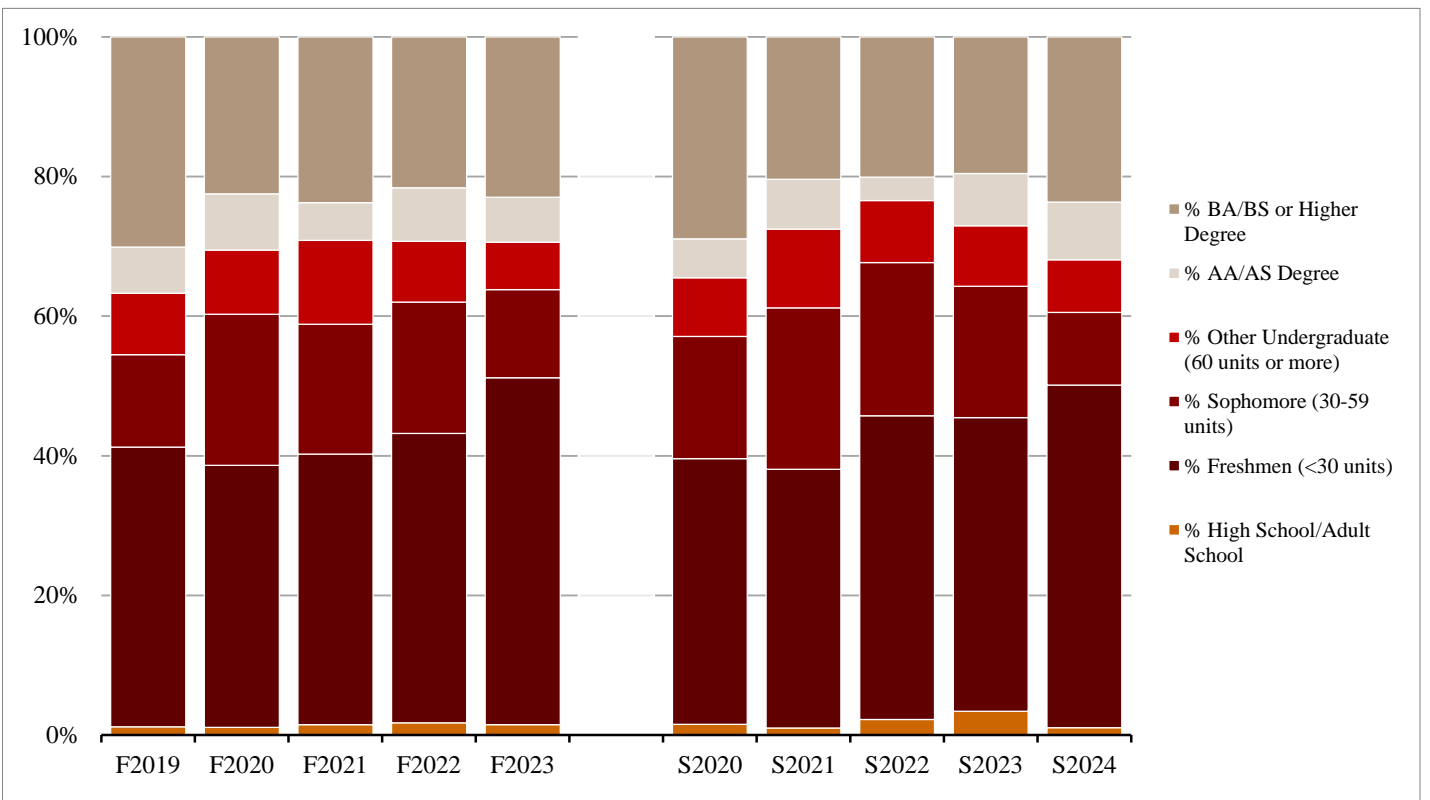
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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**				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
High School/Adult School	5	4	5	5	5	6	4	6	9	4
Freshmen (<30 units)	169	135	129	119	169	150	151	117	112	189
Sophomore (30-59 units)	56	78	62	54	43	69	94	59	50	40
Other Undergraduate (60 units or more)	37	33	40	25	23	33	46	24	23	29
AA/AS Degree	28	29	18	22	22	22	29	9	20	32
BA/BS or Higher Degree	127	81	79	62	78	114	83	54	52	91
% High School/Adult School	1%	1%	2%	2%	1%	2%	1%	2%	3%	1%
% Freshmen (<30 units)	40%	38%	39%	41%	50%	38%	37%	43%	42%	49%
% Sophomore (30-59 units)	13%	22%	19%	19%	13%	18%	23%	22%	19%	10%
% Other Undergraduate (60 units or more)	9%	9%	12%	9%	7%	8%	11%	9%	9%	8%
% AA/AS Degree	7%	8%	5%	8%	6%	6%	7%	3%	8%	8%
% BA/BS or Higher Degree	30%	23%	24%	22%	23%	29%	20%	20%	20%	24%

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Las Positas College

Student Performance: Grade Distribution

| Early Care and Education (ECE/ECD)										
	Fall Terms					**Spring Terms**				
	F2019	**F2020**	**F2021**	**F2022**	**F2023**	**S2020**	**S2021**	**S2022**	**S2023**	**S2024**
Total Course Enrollments	547	475	480	364	424	547	572	344	321	505
Course Success Rates	78%	79%	75%	76%	67%	79%	78%	65%	75%	61%
A	52%	53%	48%	47%	42%	58%	54%	41%	53%	35%
B	19%	16%	19%	19%	16%	13%	16%	16%	15%	18%
C	7%	9%	8%	10%	9%	8%	8%	8%	7%	9%
P	0%	<1%	<1%	0%	0%	0%	<1%	<1%	0%	0%
Course Non-Success Rate	10%	8%	13%	14%	13%	8%	9%	14%	12%	16%
D	3%	2%	3%	4%	4%	3%	3%	3%	4%	5%
F*	7%	6%	10%	10%	8%	5%	6%	10%	8%	10%
Withdrawals (See Note)	13%	13%	13%	10%	20%	13%	13%	21%	13%	23%
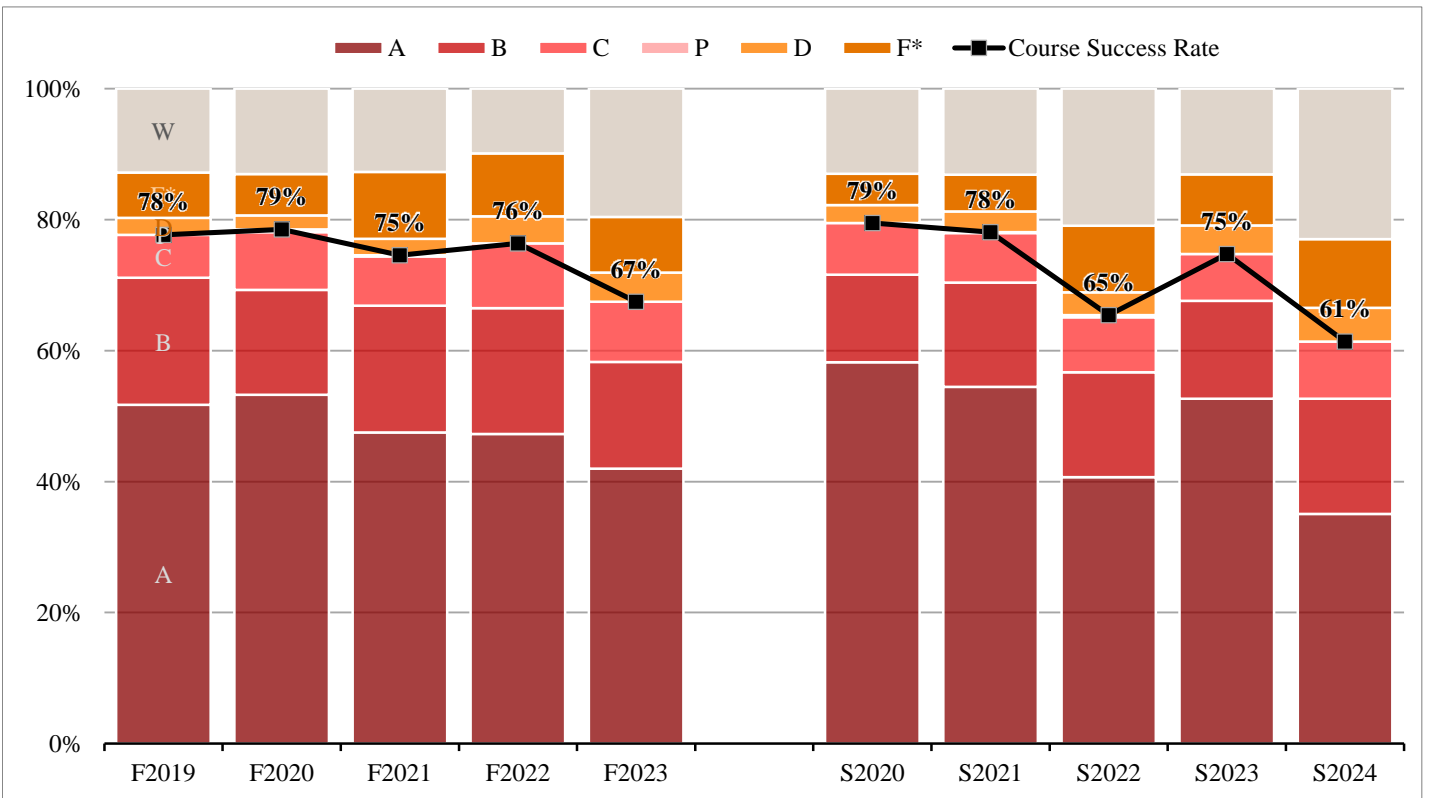
Definitions:

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)										
	Fall Terms					**Spring Terms**				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Total Course Enrollments	547	475	480	364	424	547	572	344	321	505
Face-to-Face (F2F) Sections	391	0	0	52	29	382	0	81	19	27
Success Rates	82%	—	—	88%	76%	84%	—	85%	84%	93%
Non-Success Rates	9%	—	—	8%	7%	5%	—	2%	16%	7%
Withdrawals	9%	—	—	4%	17%	11%	—	12%	0%	0%
Distance Education (DE) Sections	156	475	480	312	395	165	572	263	302	478
Success Rates	67%	79%	75%	74%	67%	68%	78%	59%	74%	60%
Non-Success Rates	12%	8%	13%	15%	13%	14%	9%	17%	12%	16%
Withdrawals	22%	13%	13%	11%	20%	18%	13%	24%	14%	24%
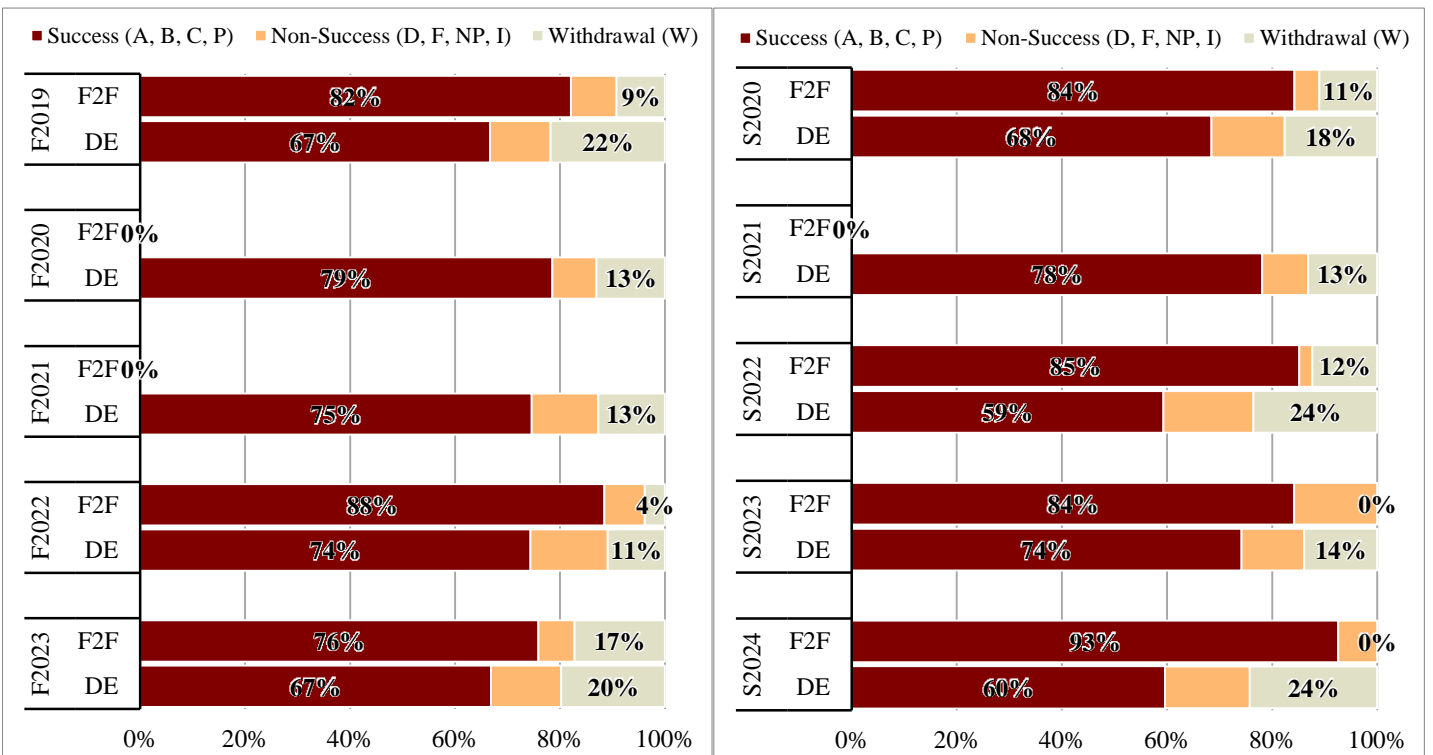
Definitions:

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 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**				
	F2019	**F2020**	**F2021**	**F2022**	**F2023**	**S2020**	**S2021**	**S2022**	**S2023**	**S2024**
WSCH	1,894	1,461	1,402	1,129	1,278	1,875	1,834	1,112	1,153	1,757
FTES	62.0	47.5	45.3	37.1	41.0	61.8	60.1	36.1	37.5	56.1
FTEF	4.5	3.2	3.8	4.3	3.5	4.5	4.6	3.5	4.6	4.6
Productivity (WSCH/FTEF)	421.0	453.2	369.2	265.1	364.3	418.2	401.5	317.1	248.0	383.1
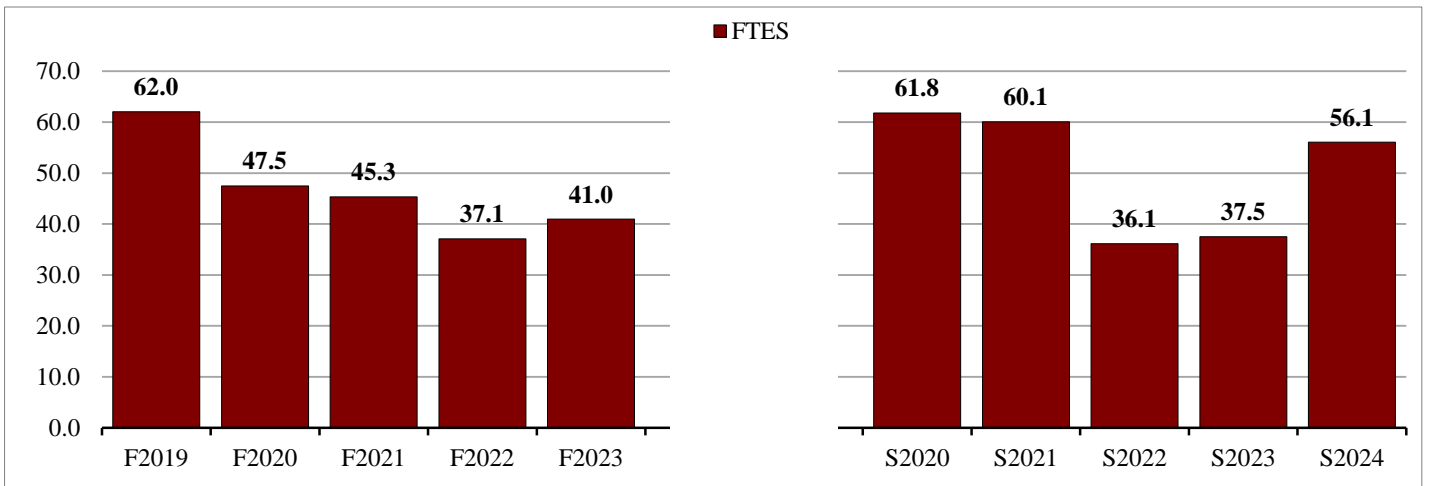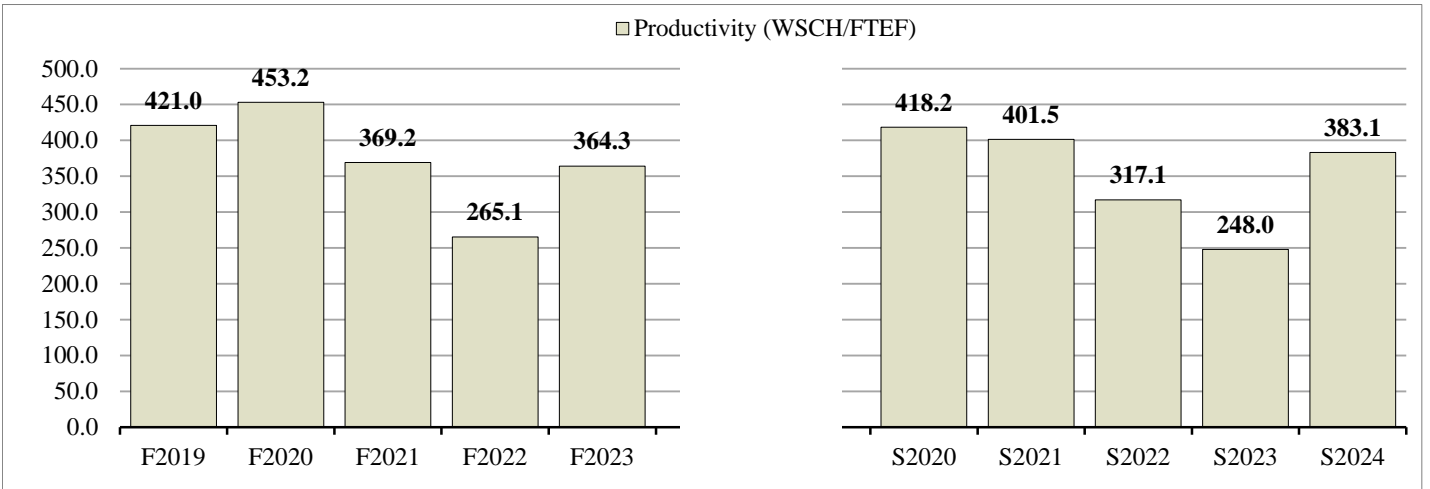
Definitions:

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

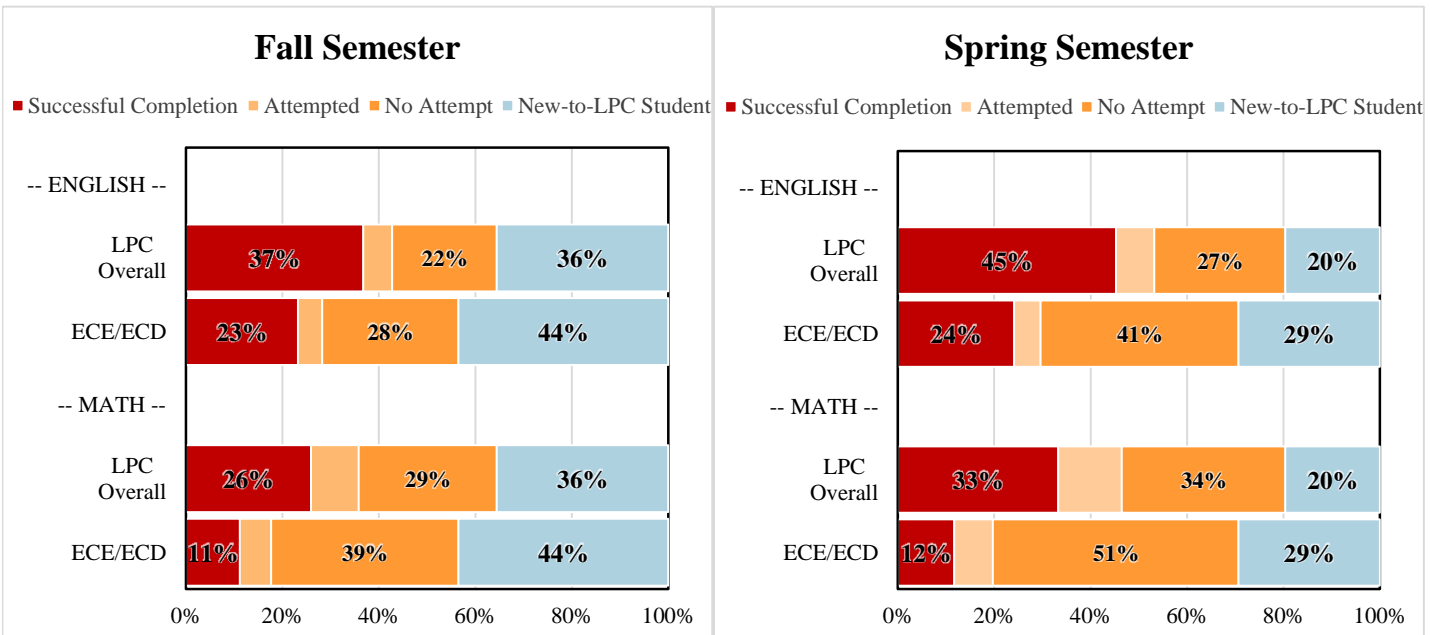| Early Care and Education (ECE/ECD)										
	Fall Terms					**Spring Terms**				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
FTEF from Full-Time Faculty	2.1	1.5	1.5	1.1	1.2	1.5	1.5	1.3	1.3	1.4
% FTEF from Full-Time Faculty	47%	47%	40%	27%	33%	34%	34%	36%	27%	30%
Enrollments	547	475	480	364	424	547	572	344	321	505
Capacity (seats available)	676	578	641	897	579	755	695	601	721	627
Fill Rate	81%	82%	75%	41%	73%	72%	82%	57%	45%	81%
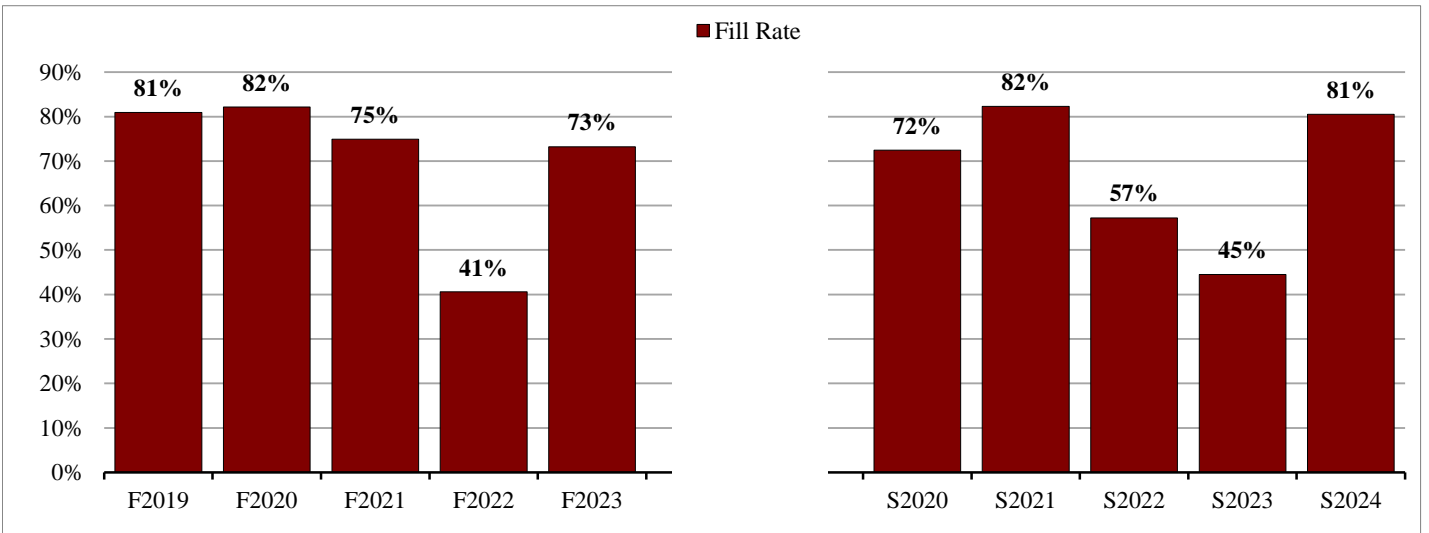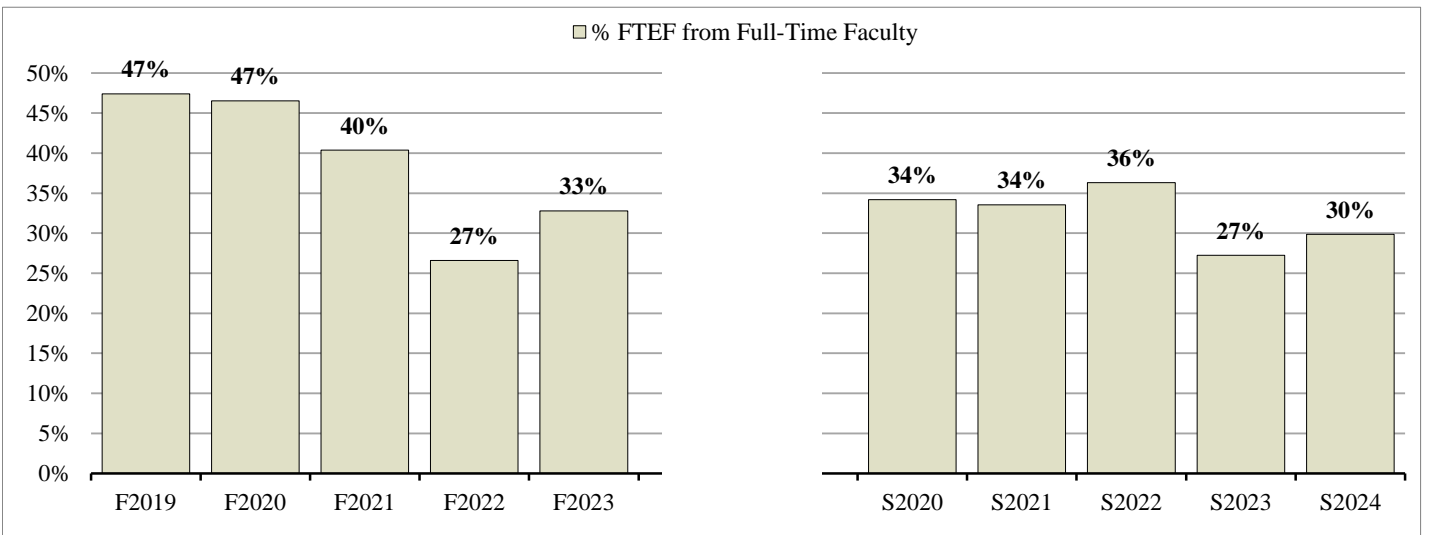
Definitions:

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 2023				Spring 2024			
	ECE/ECD		LPC Overall		ECE/ECD		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	79	23%	2,796	37%	93	24%	3,393	45%
Attempted *(not successful)*	17	5%	454	6%	21	5%	600	8%
No Attempt	96	28%	1,652	22%	158	41%	2,036	27%
New-to-LPC Student	148	44%	2,703	36%	113	29%	1,472	20%
Transfer-level Math								
Successful Completion*	38	11%	1,971	26%	45	12%	2,498	33%
Attempted *(not successful)*	22	6%	752	10%	31	8%	986	13%
No Attempt	132	39%	2,179	29%	196	51%	2,545	34%
New-to-LPC Student	148	44%	2,703	36%	113	29%	1,472	20%

Fall Semester — Successful Completion, Attempted, No Attempt, New-to-LPC Student

-- ENGLISH --
LPC Overall: 37% / 22% / 36%
ECE/ECD: 23% / 28% / 44%

-- MATH --
LPC Overall: 26% / 29% / 36%
ECE/ECD: 11% / 39% / 44%

Spring Semester — Successful Completion, Attempted, No Attempt, New-to-LPC Student

-- ENGLISH --
LPC Overall: 45% / 27% / 20%
ECE/ECD: 24% / 41% / 29%

-- MATH --
LPC Overall: 33% / 34% / 20%
ECE/ECD: 12% / 51% / 29%

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.