



Las Positas College

## Discipline Program Review Data Packet

Spring 2018 to Spring 2022

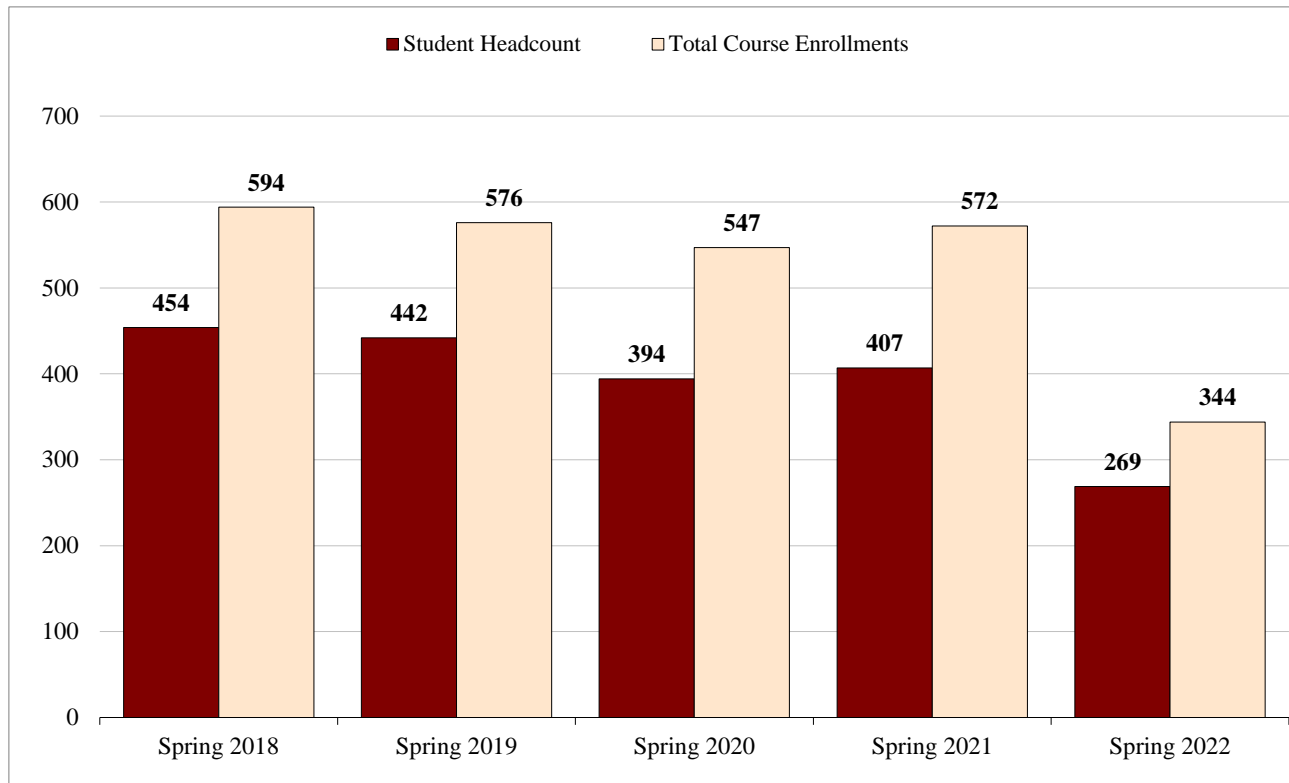
Discipline:

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

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## Headcount & Enrollment

Early Care and Education (ECE/ECD)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Student Headcount	454	442	394	407	269
Total Course Enrollments	594	576	547	572	344



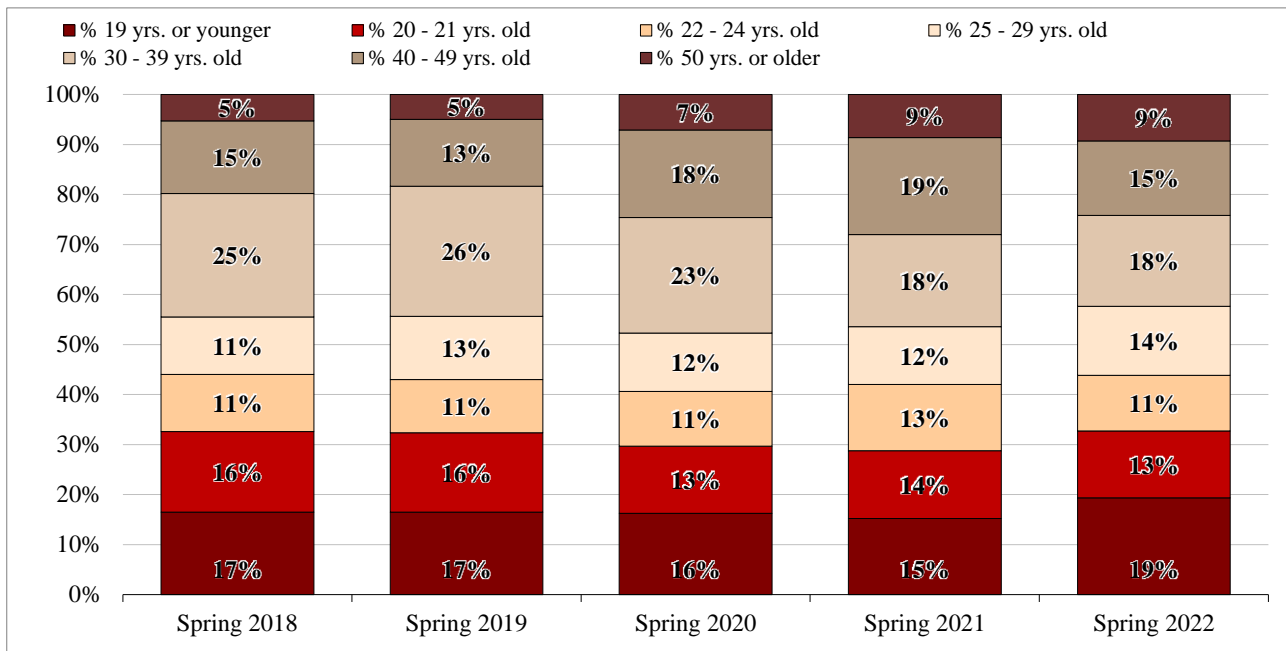
**Definitions:**

**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.

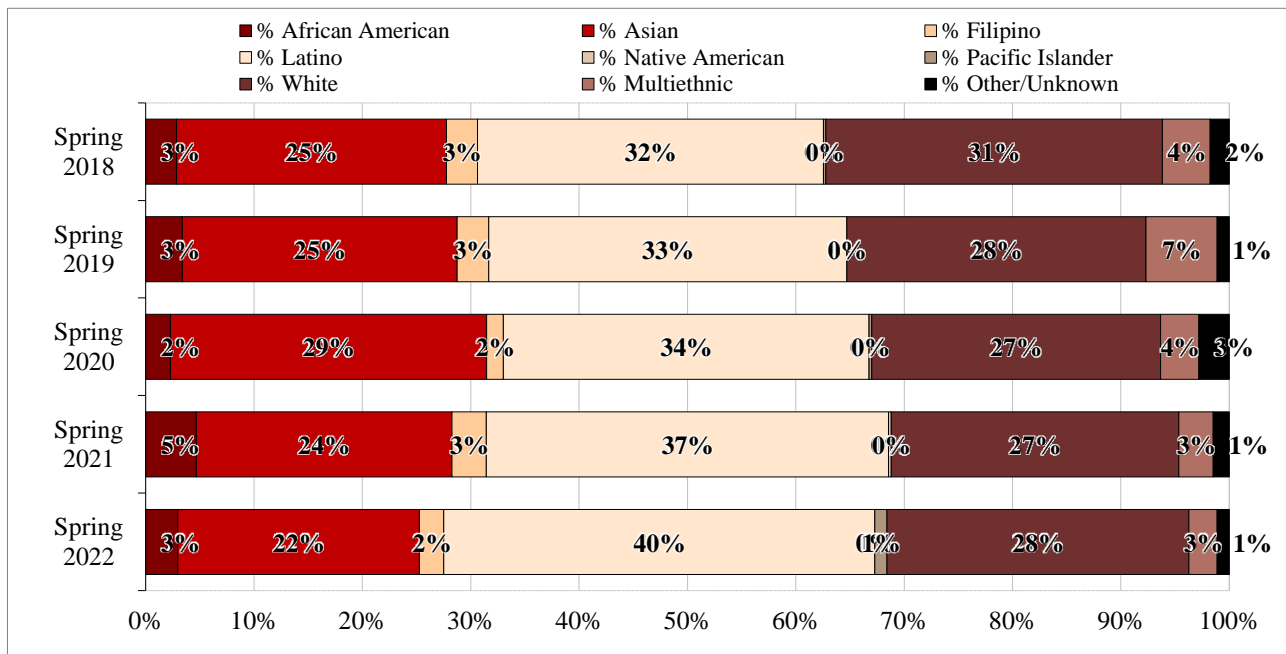
### Student Demographics: Gender & Age

Early Care and Education (ECE/ECD)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Female	415	406	370	373	246
Male	34	27	17	27	19
19 yrs. or younger	75	73	64	62	52
20-21 yrs. old	73	70	53	55	36
22-24 yrs. old	52	47	43	54	30
25-29 yrs. old	52	56	46	47	37
30-39 yrs. old	112	115	91	75	49
40-49 yrs. old	66	59	69	79	40
50 yrs. or older	24	22	28	35	25
% Female	92%	94%	96%	93%	93%
% Male	8%	6%	4%	7%	7%
% 19 yrs. or younger	17%	17%	16%	15%	19%
% 20 - 21 yrs. old	16%	16%	13%	14%	13%
% 22 - 24 yrs. old	11%	11%	11%	13%	11%
% 25 - 29 yrs. old	11%	13%	12%	12%	14%
% 30 - 39 yrs. old	25%	26%	23%	18%	18%
% 40 - 49 yrs. old	15%	13%	18%	19%	15%
% 50 yrs. or older	5%	5%	7%	9%	9%



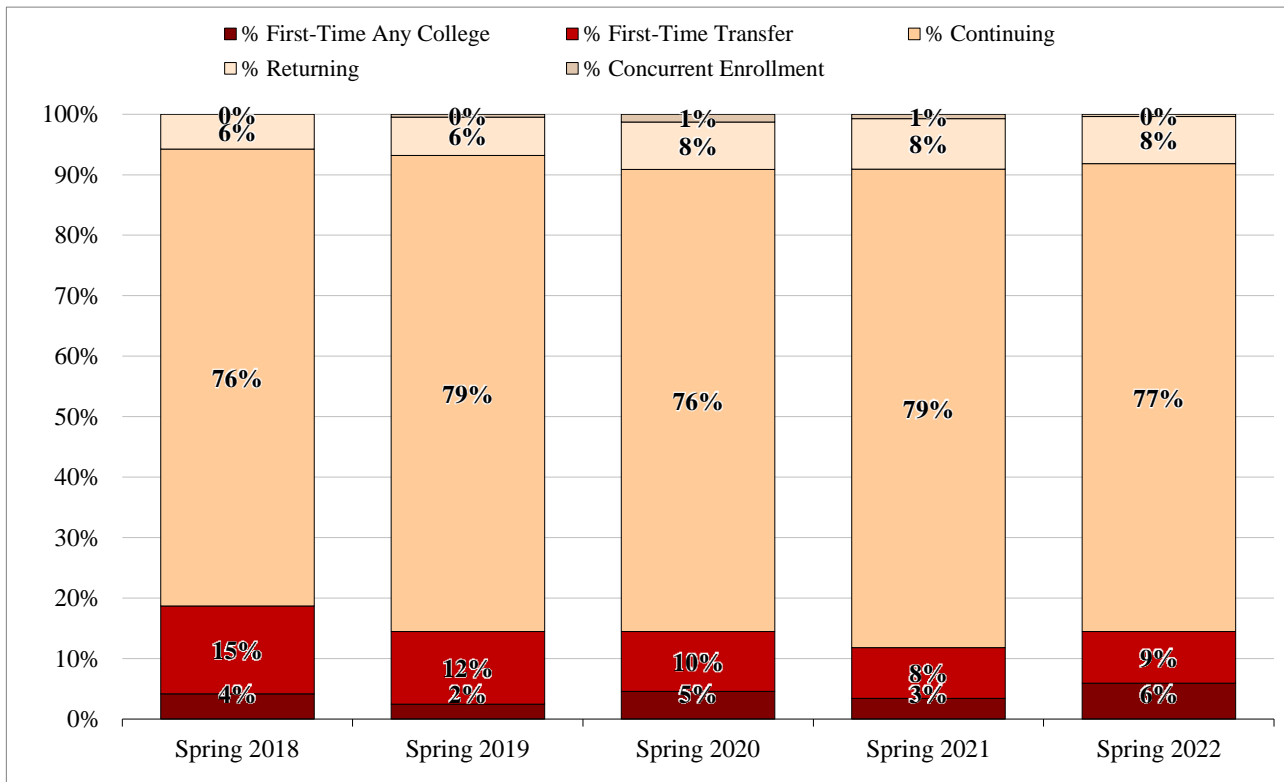
### Student Demographic: Race-Ethnicity

Early Care and Education (ECE/ECD)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
African American	13	15	9	19	8
Asian	113	112	115	96	60
Filipino	13	13	6	13	6
Latino	145	146	133	151	107
Native American	0	0	0	1	0
Pacific Islander	1	0	1	0	3
White	141	122	105	108	75
Multiethnic	20	29	14	13	7
Other/Unknown	8	5	11	6	3
% African American	3%	3%	2%	5%	3%
% Asian	25%	25%	29%	24%	22%
% Filipino	3%	3%	2%	3%	2%
% Latino	32%	33%	34%	37%	40%
% Native American	0%	0%	0%	<1%	0%
% Pacific Islander	<1%	0%	<1%	0%	1%
% White	31%	28%	27%	27%	28%
% Multiethnic	4%	7%	4%	3%	3%
% Other/Unknown	2%	1%	3%	1%	1%



### Student Enrollment Status

	Early Care and Education (ECE/ECD)				
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
First-Time Any College	19	11	18	14	16
First-Time Transfer	66	53	39	34	23
Continuing	343	348	301	322	208
Returning	26	28	31	34	21
Concurrent Enrollment	0	2	5	3	1
% First-Time Any College	4%	2%	5%	3%	6%
% First-Time Transfer	15%	12%	10%	8%	9%
% Continuing	76%	79%	76%	79%	77%
% Returning	6%	6%	8%	8%	8%
% Concurrent Enrollment	0%	<1%	1%	1%	<1%

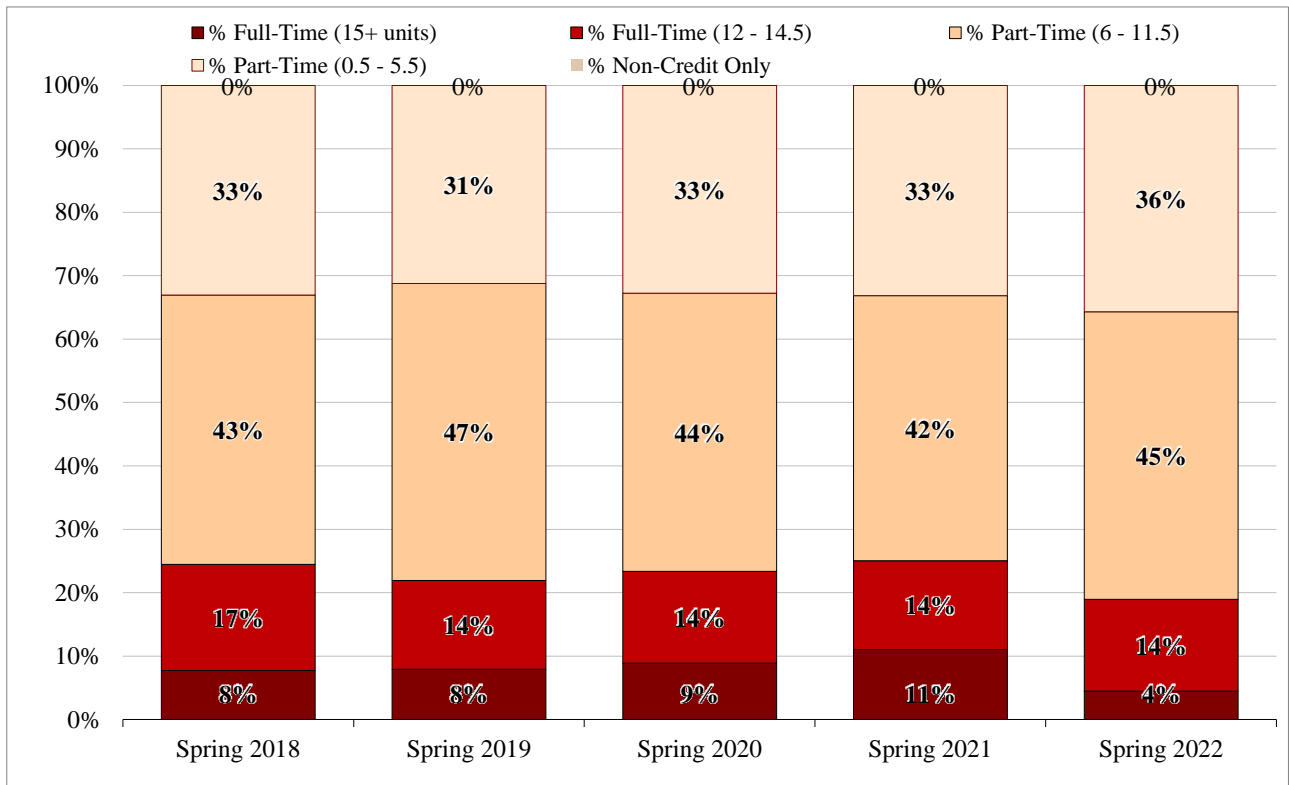


**Definitions:**

- 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.

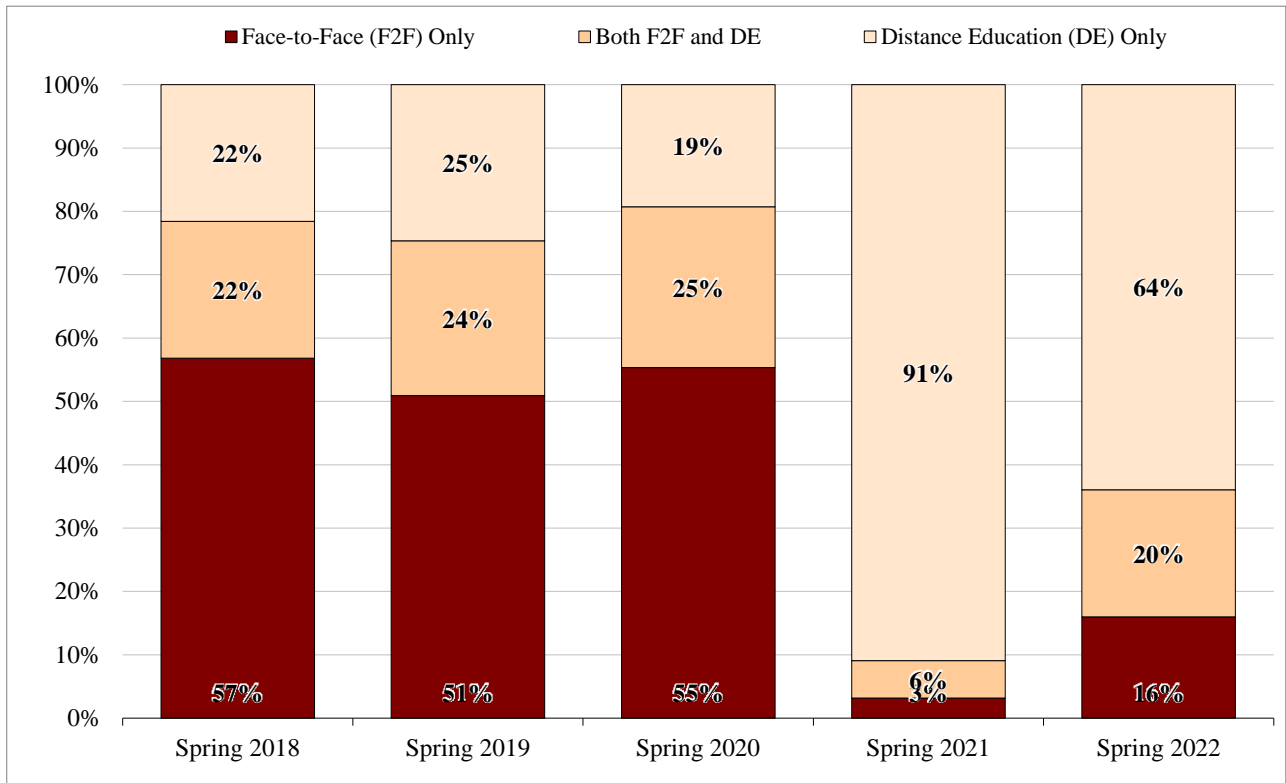
### Student Unit Load

Early Care and Education (ECE/ECD)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Full-Time (15+ units)	35	35	35	45	12
Full-Time (12 - 14.5)	76	62	57	57	39
Part-Time (6 - 11.5)	193	207	173	170	122
Part-Time (0.5 - 5.5)	150	138	129	135	96
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	8%	8%	9%	11%	4%
% Full-Time (12 - 14.5)	17%	14%	14%	14%	14%
% Part-Time (6 - 11.5)	43%	47%	44%	42%	45%
% Part-Time (0.5 - 5.5)	33%	31%	33%	33%	36%
% 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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Face-to-Face (F2F) Only	258	225	218	13	43
Both F2F and DE	98	108	100	24	54
Distance Education (DE) Only	98	109	76	370	172
% Face-to-Face (F2F) Only	57%	51%	55%	3%	16%
% Both F2F and DE	22%	24%	25%	6%	20%
% Distance Education (DE) Only	22%	25%	19%	91%	64%

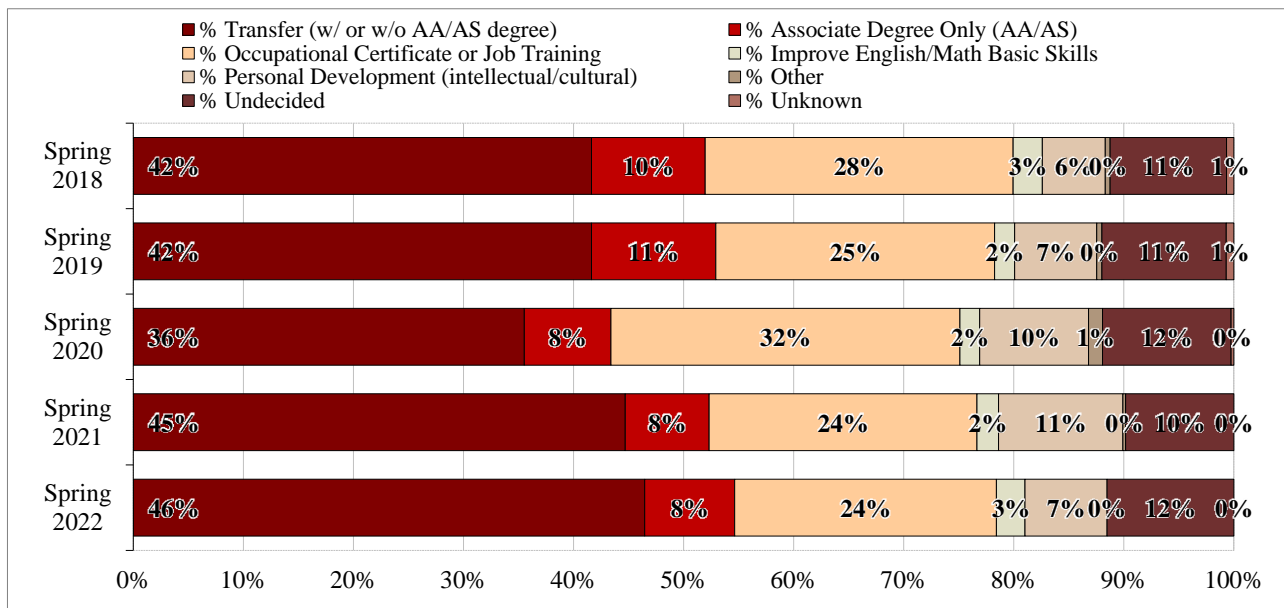


**Definitions:**

**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				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Transfer (w/ or w/o AA/AS degree)	189	184	140	182	125
Associate Degree Only (AA/AS)	47	50	31	31	22
Occupational Certificate or Job Training	127	112	125	99	64
Improve English/Math Basic Skills	12	8	7	8	7
Personal Development (intellectual/cultural)	26	33	39	46	20
Other	2	2	5	1	0
Undecided	48	50	46	40	31
Unknown	3	3	1	0	0
% Transfer (w/ or w/o AA/AS degree)	42%	42%	36%	45%	46%
% Associate Degree Only (AA/AS)	10%	11%	8%	8%	8%
% Occupational Certificate or Job Training	28%	25%	32%	24%	24%
% Improve English/Math Basic Skills	3%	2%	2%	2%	3%
% Personal Development (intellectual/cultural)	6%	7%	10%	11%	7%
% Other	<1%	<1%	1%	<1%	0%
% Undecided	11%	11%	12%	10%	12%
% Unknown	1%	1%	<1%	0%	0%



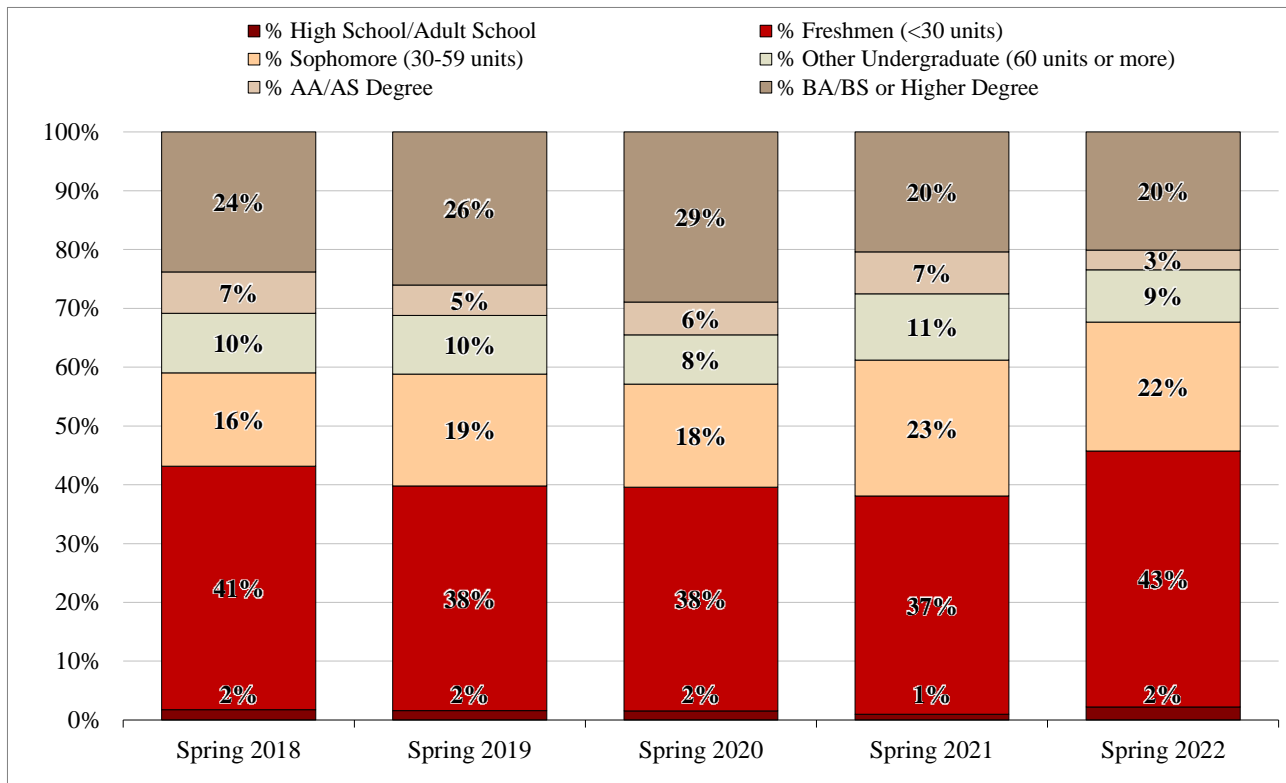
**Definitions:**

- 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.



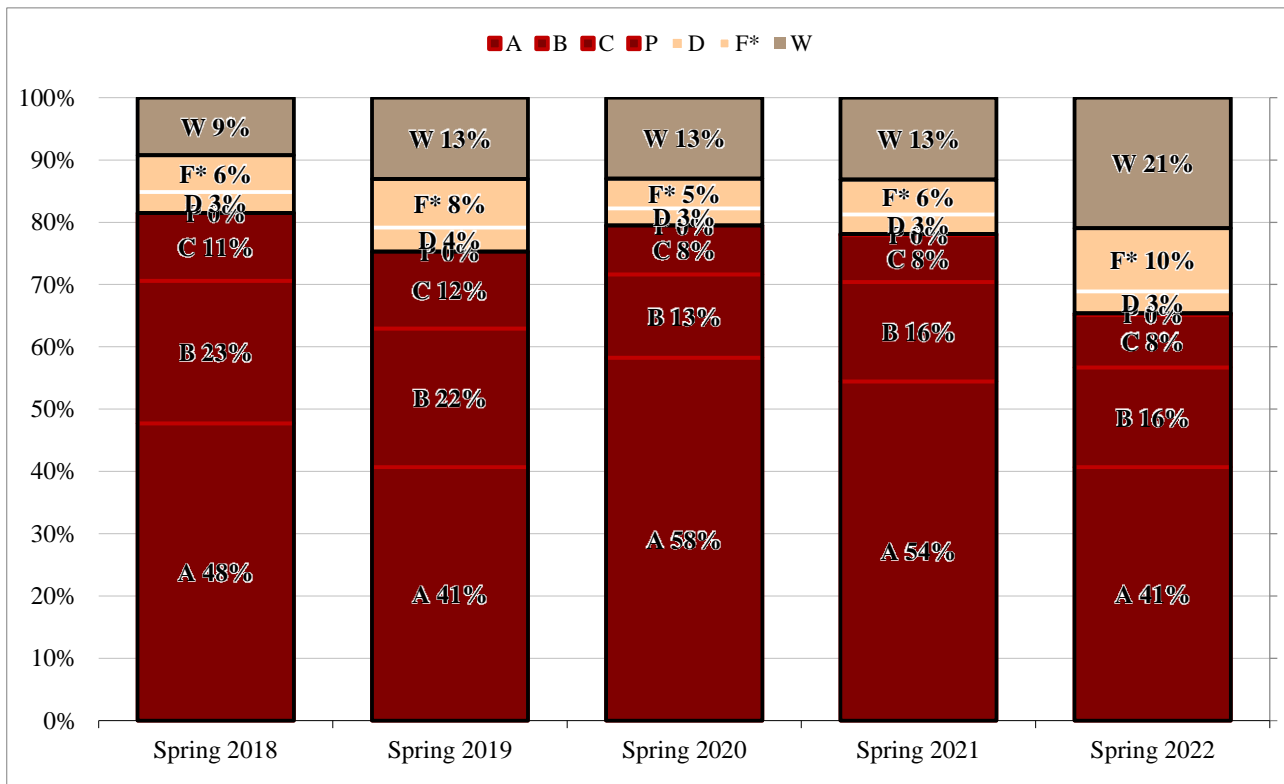
### Highest Educational Level of Students

Early Care and Education (ECE/ECD)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
High School/Adult School	8	7	6	4	6
Freshmen (<30 units)	188	169	150	151	117
Sophomore (30-59 units)	72	84	69	94	59
Other Undergraduate (60 units or more)	46	44	33	46	24
AA/AS Degree	32	23	22	29	9
BA/BS or Higher Degree	108	115	114	83	54
% High School/Adult School	2%	2%	2%	1%	2%
% Freshmen (<30 units)	41%	38%	38%	37%	43%
% Sophomore (30-59 units)	16%	19%	18%	23%	22%
% Other Undergraduate (60 units or more)	10%	10%	8%	11%	9%
% AA/AS Degree	7%	5%	6%	7%	3%
% BA/BS or Higher Degree	24%	26%	29%	20%	20%



### Student Performance: Grade Distribution

Early Care and Education (ECE/ECD)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
<b>Total Course Enrollments</b>	<b>594</b>	<b>576</b>	<b>547</b>	<b>572</b>	<b>344</b>
<b>Course Success Rates</b>	<b>82%</b>	<b>75%</b>	<b>79%</b>	<b>78%</b>	<b>65%</b>
A	48%	41%	58%	54%	41%
B	23%	22%	13%	16%	16%
C	11%	12%	8%	8%	8%
P	0%	0%	0%	<1%	<1%
<b>Course Non-Success Rate</b>	<b>9%</b>	<b>12%</b>	<b>8%</b>	<b>9%</b>	<b>14%</b>
D	3%	4%	3%	3%	3%
F*	6%	8%	5%	6%	10%
<b>Withdrawals (See Note)</b>	<b>9%</b>	<b>13%</b>	<b>13%</b>	<b>13%</b>	<b>21%</b>



**Definitions:**

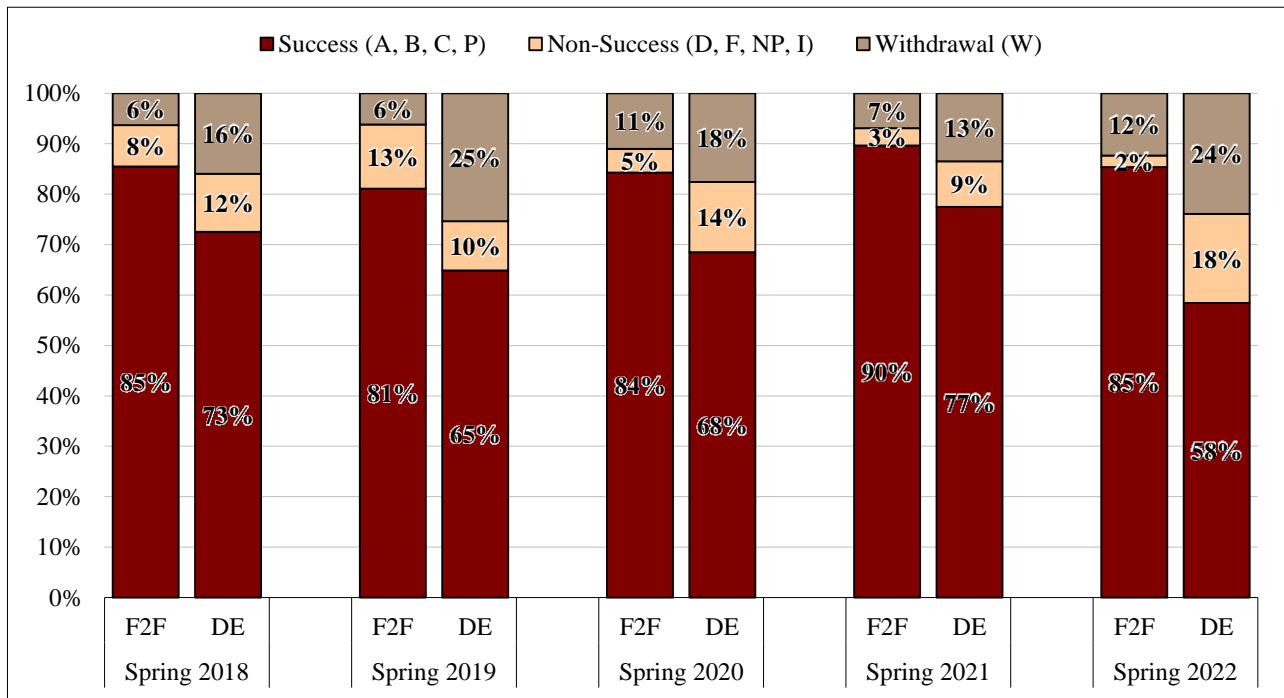
**Course Success Rate:** Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

**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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
<b>Total Course Enrollments</b>	<b>594</b>	<b>576</b>	<b>547</b>	<b>572</b>	<b>344</b>
<b>Face-to-Face (F2F) Sections</b>	<b>412</b>	<b>370</b>	<b>382</b>	<b>29</b>	<b>89</b>
Success Rates	85%	81%	84%	90%	85%
Non-Success Rates	8%	13%	5%	3%	2%
Withdrawals	6%	6%	11%	7%	12%
<b>Distance Education (DE) Sections</b>	<b>182</b>	<b>206</b>	<b>165</b>	<b>543</b>	<b>255</b>
Success Rates	73%	65%	68%	77%	58%
Non-Success Rates	12%	10%	14%	9%	18%
Withdrawals	16%	25%	18%	13%	24%



**Definitions:**

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

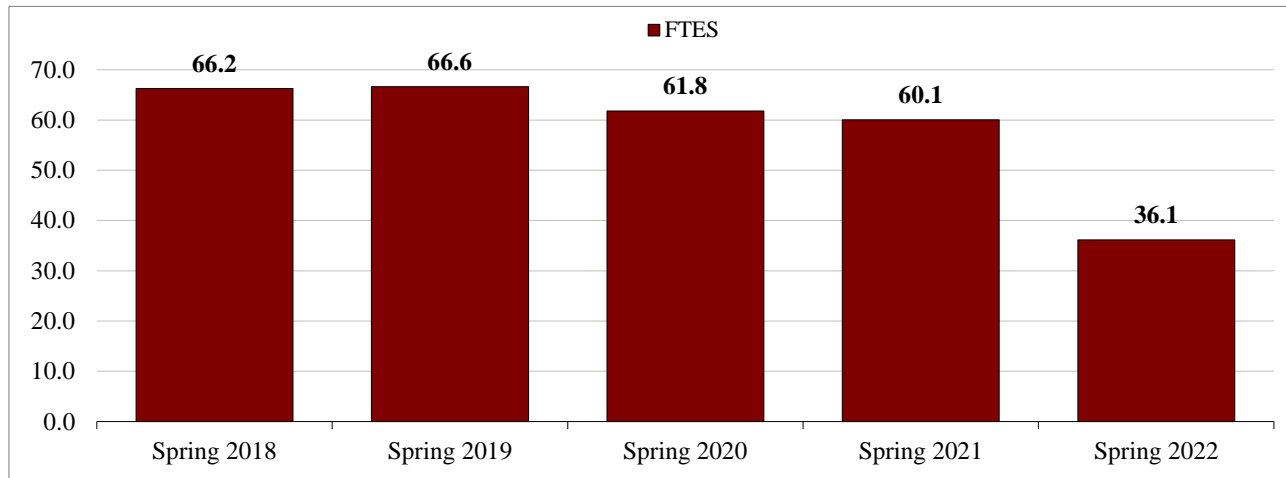
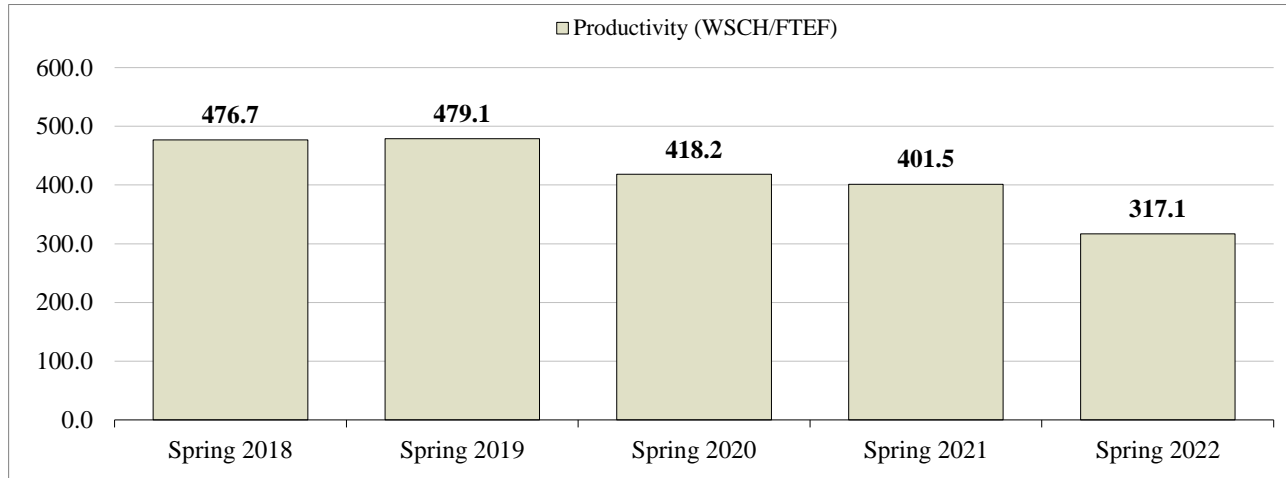
**Course Non-Success Rate:** Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

**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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
WSCH	2,073	2,052	1,875	1,834	1,112
FTEs	66.2	66.6	61.8	60.1	36.1
FTEF	4.3	4.3	4.5	4.6	3.5
Productivity (WSCH/FTEF)	476.7	479.1	418.2	401.5	317.1



**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.

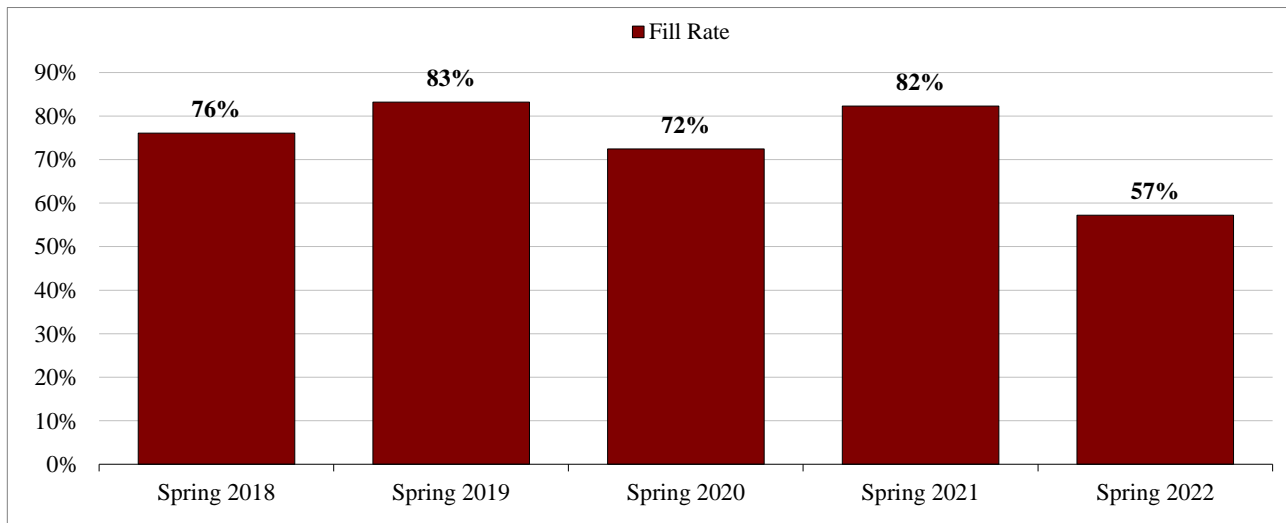
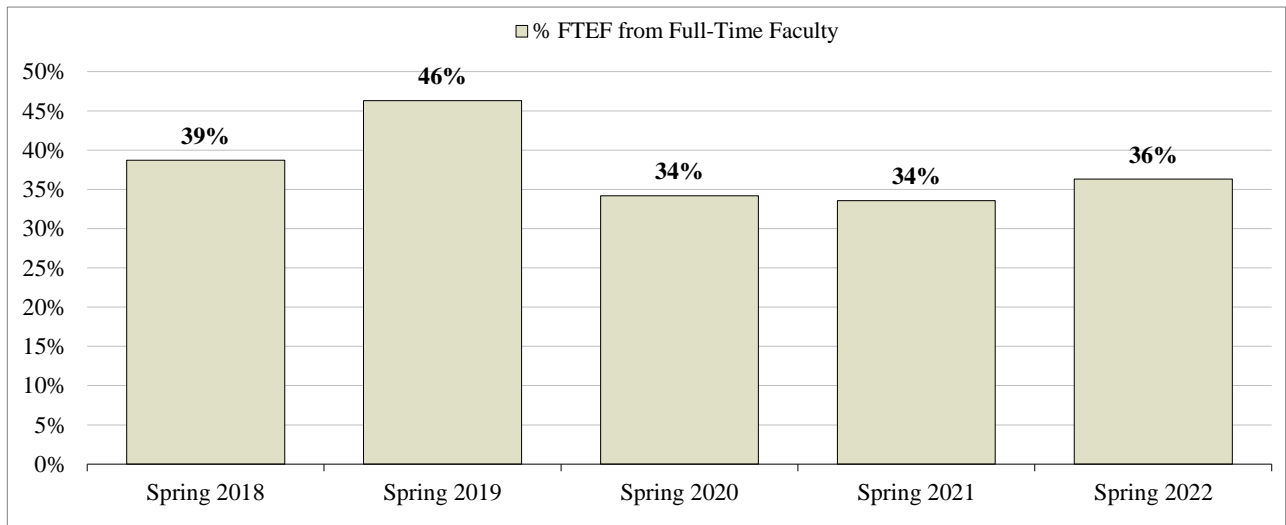
**FTEF** is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

**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 7/20/21.

## Enrollment Management: Part 2

Early Care and Education (ECE/ECD)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
FTEF from Full-Time Faculty	1.7	2.0	1.5	1.5	1.3
% FTEF from Full-Time Faculty	39%	46%	34%	34%	36%
Enrollments	594	576	547	572	344
Capacity (seats available)	781	692	755	695	601
Fill Rate	76%	83%	72%	82%	57%



**Definitions:**

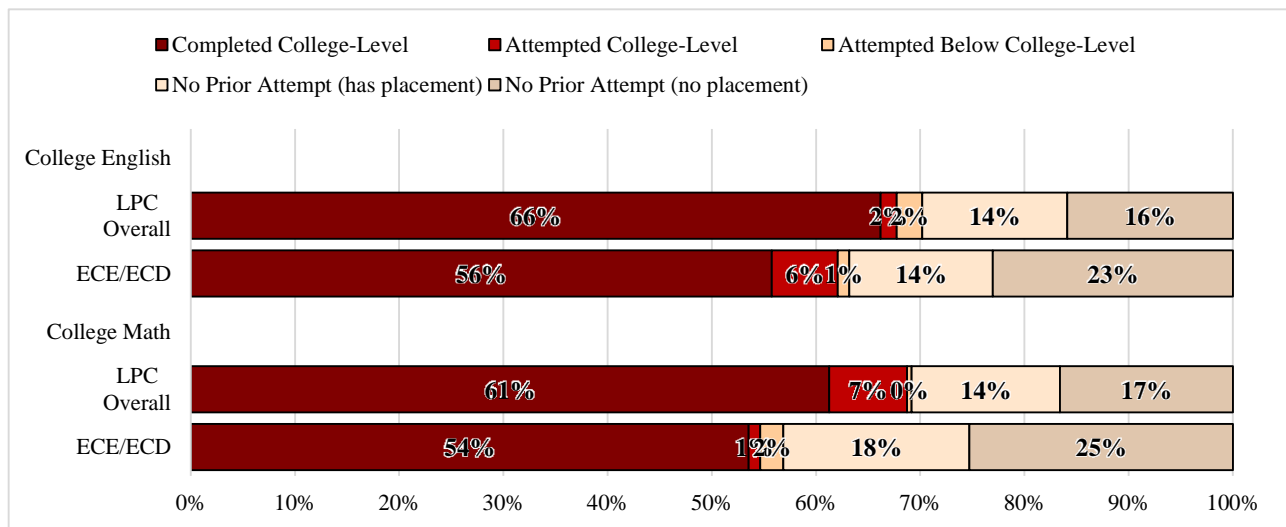
**Fill Rate** is number of enrollments over the total capacity (seats available).

**% 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

Spring 2022				
	ECE/ECD		LPC Overall	
	Num	Pct	Num	Pct
<b>College English</b>				
Completed College-level	150	56%	4,022	61%
Attempted College-level	17	6%	490	7%
Attempted Below College-level	3	1%	30	0%
No Prior Attempt (has placement)	37	14%	934	14%
No Prior Attempt (no placement)	62	23%	1,089	17%
<b>College Math</b>				
Completed College-level	144	54%	4,345	66%
Attempted College-level	3	1%	103	2%
Attempted Below College-level	6	2%	160	2%
No Prior Attempt (has placement)	48	18%	914	14%
No Prior Attempt (no placement)	68	25%	1,043	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 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.