



Las Positas College
Program Review Discipline Data Packet
Spring 2013 to Spring 2017

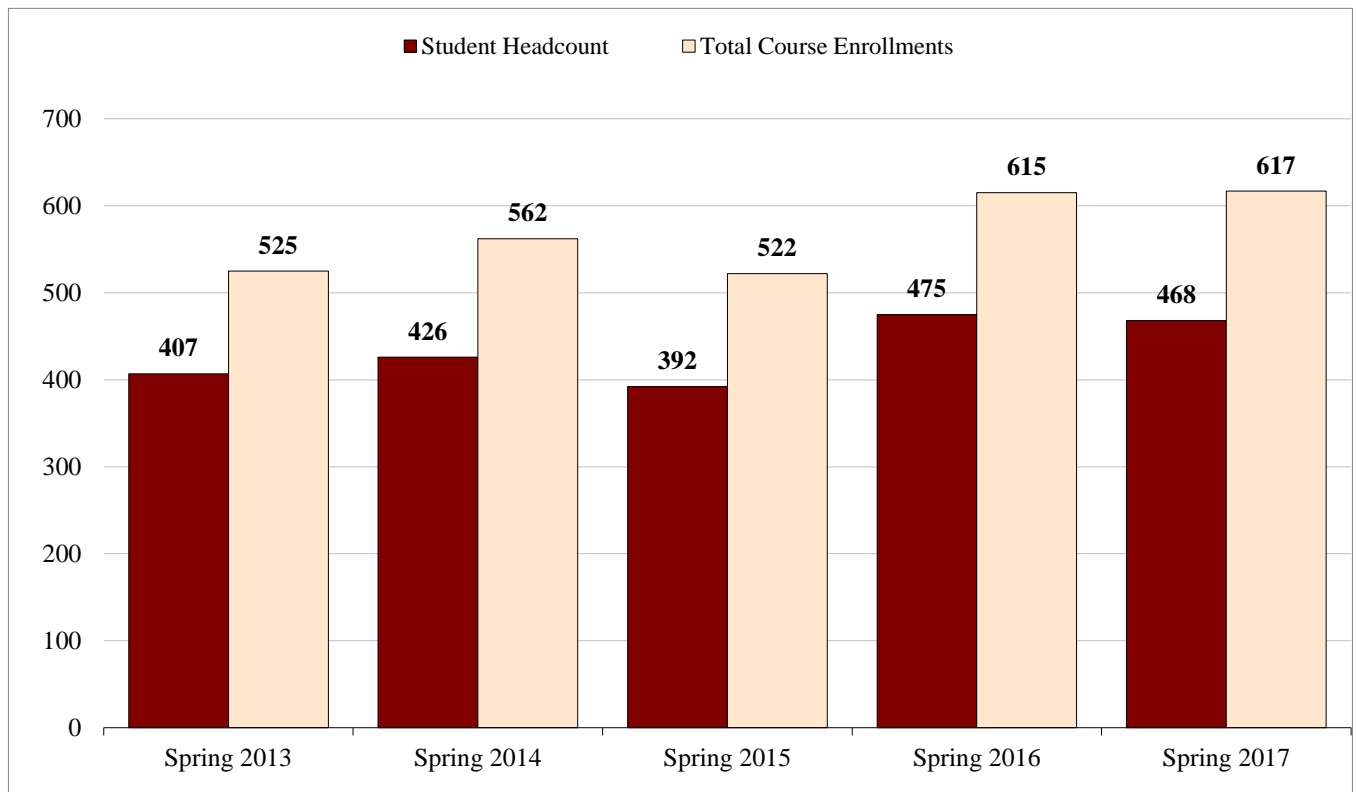
Discipline:

Early Childhood Development (ECD)

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Headcount & Enrollment

Early Childhood Development (ECD)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Student Headcount	407	426	392	475	468
Total Course Enrollments	525	562	522	615	617



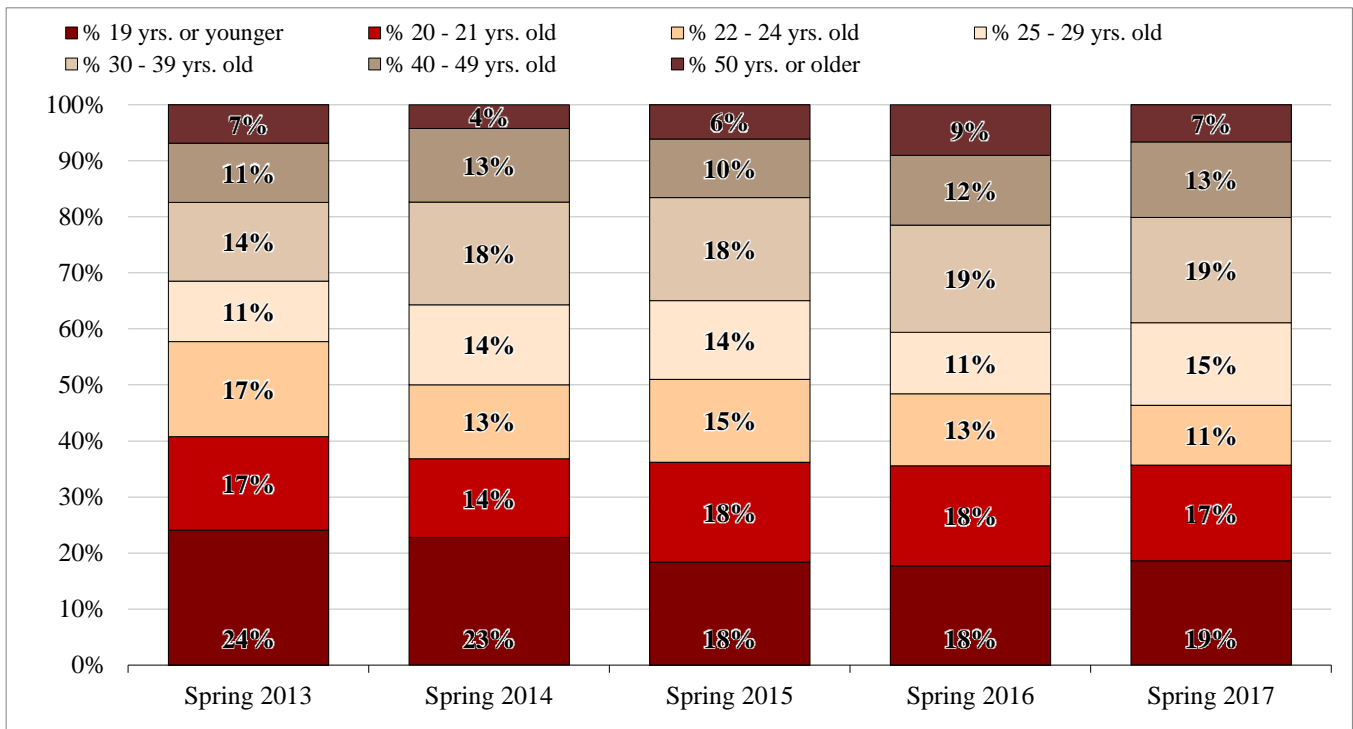
Definitions:

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.

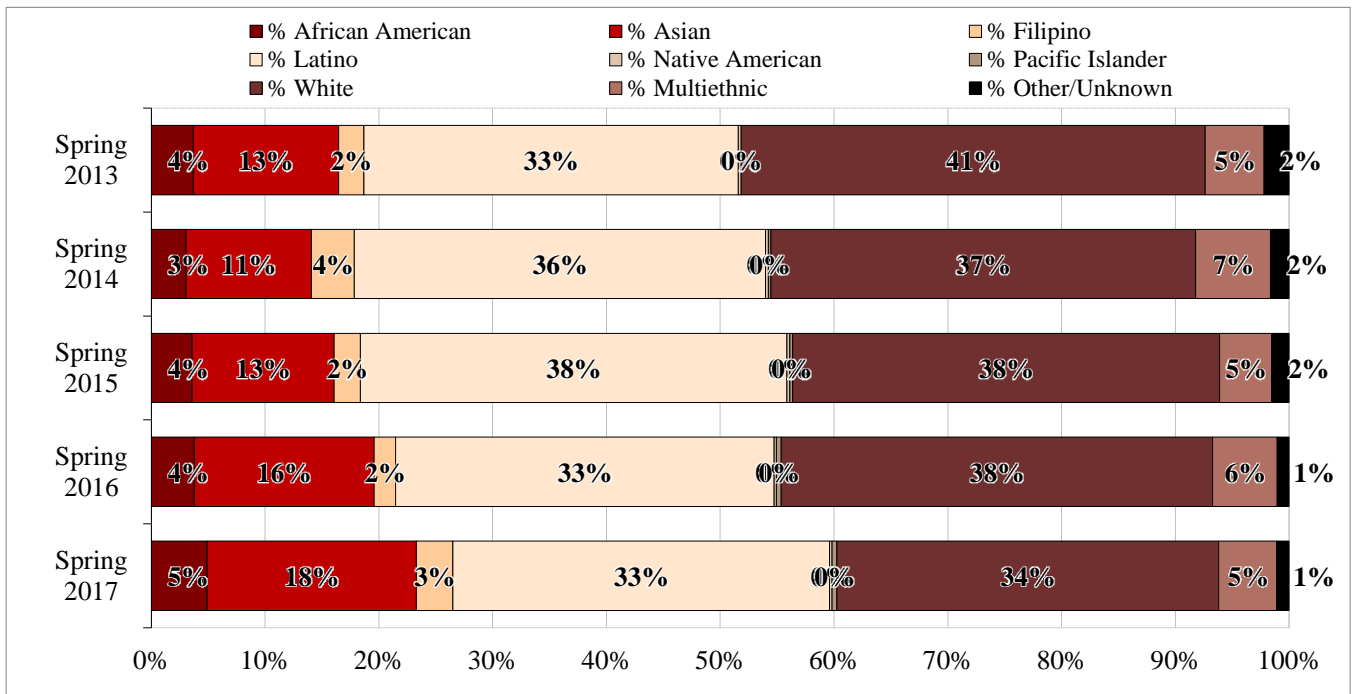
Student Demographics: Gender & Age

Early Childhood Development (ECD)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Female	357	397	354	430	437
Male	45	25	32	38	25
19 yrs. or younger	98	97	72	84	87
20-21 yrs. old	68	60	70	85	80
22-24 yrs. old	69	56	58	61	50
25-29 yrs. old	44	61	55	52	69
30-39 yrs. old	57	78	72	91	88
40-49 yrs. old	43	56	41	59	63
50 yrs. or older	28	18	24	43	31
% Female	89%	94%	92%	92%	95%
% Male	11%	6%	8%	8%	5%
% 19 yrs. or younger	24%	23%	18%	18%	19%
% 20 - 21 yrs. old	17%	14%	18%	18%	17%
% 22 - 24 yrs. old	17%	13%	15%	13%	11%
% 25 - 29 yrs. old	11%	14%	14%	11%	15%
% 30 - 39 yrs. old	14%	18%	18%	19%	19%
% 40 - 49 yrs. old	11%	13%	10%	12%	13%
% 50 yrs. or older	7%	4%	6%	9%	7%



Student Demographic: Race-Ethnicity

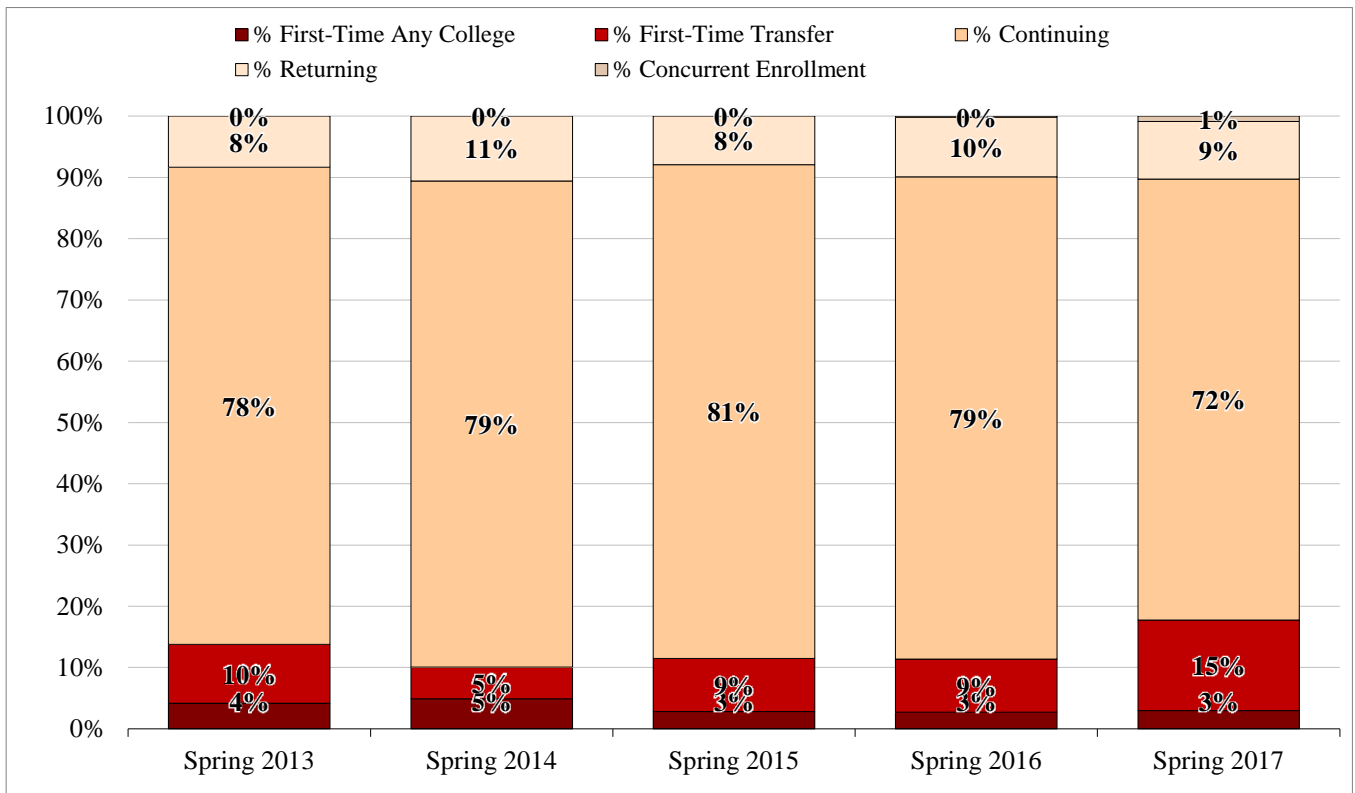
Early Childhood Development (ECD)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
African American	15	13	14	18	23
Asian	52	47	49	75	86
Filipino	9	16	9	9	15
Latino	134	154	147	158	155
Native American	1	1	1	1	1
Pacific Islander	0	1	1	2	2
White	166	159	147	180	157
Multiethnic	21	28	18	27	24
Other/Unknown	9	7	6	5	5
% African American	4%	3%	4%	4%	5%
% Asian	13%	11%	13%	16%	18%
% Filipino	2%	4%	2%	2%	3%
% Latino	33%	36%	38%	33%	33%
% Native American	<1%	<1%	<1%	<1%	<1%
% Pacific Islander	0%	<1%	<1%	<1%	<1%
% White	41%	37%	38%	38%	34%
% Multiethnic	5%	7%	5%	6%	5%
% Other/Unknown	2%	2%	2%	1%	1%



Note: Multiethnic category became available in Fall 2011.

Student Enrollment Status

Early Childhood Development (ECD)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
First-Time Any College	17	21	11	13	14
First-Time Transfer	39	22	34	41	69
Continuing	317	338	316	374	337
Returning	34	45	31	46	44
Concurrent Enrollment	0	0	0	1	4
% First-Time Any College	4%	5%	3%	3%	3%
% First-Time Transfer	10%	5%	9%	9%	15%
% Continuing	78%	79%	81%	79%	72%
% Returning	8%	11%	8%	10%	9%
% Concurrent Enrollment	0%	0%	0%	<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.

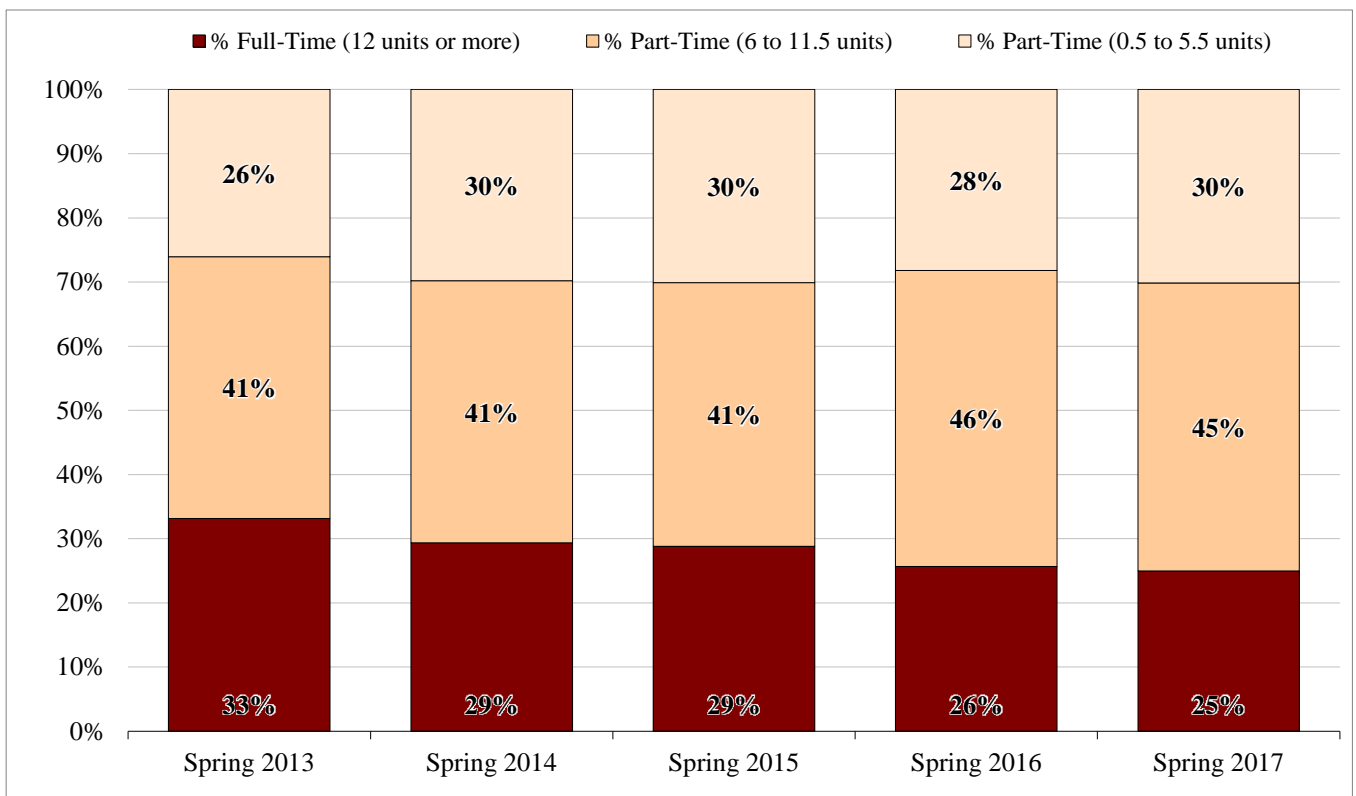
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

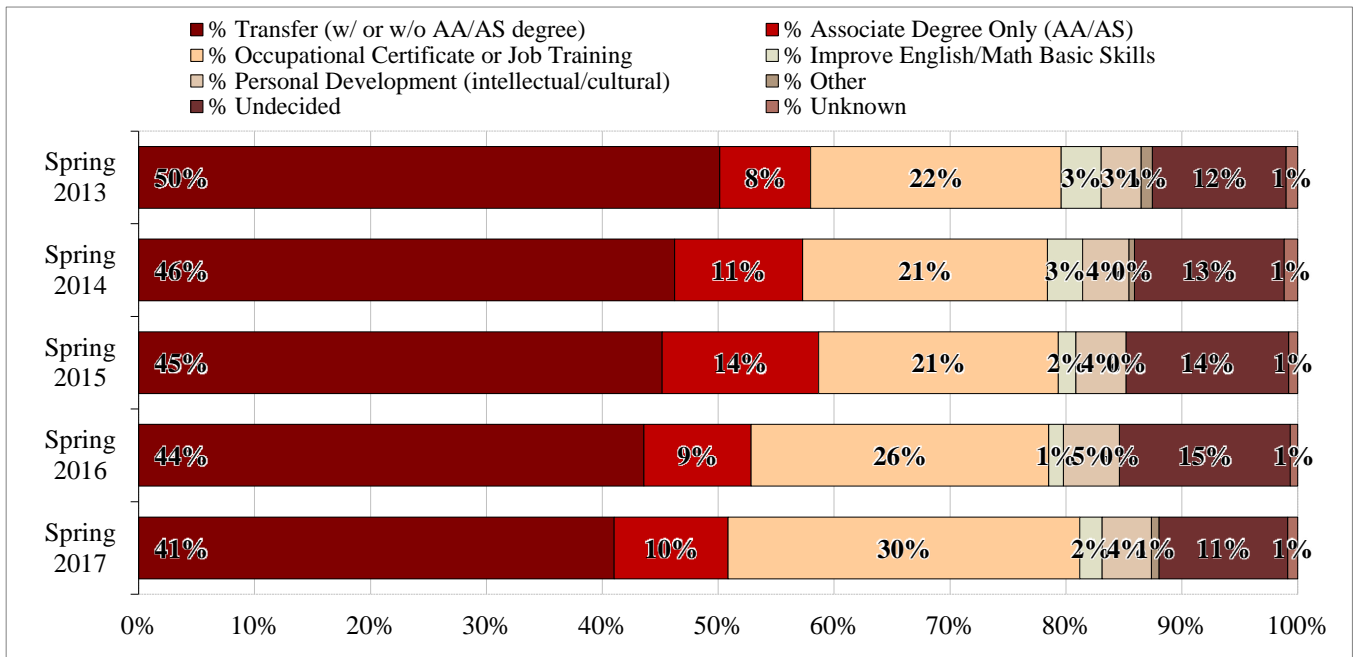
Student Unit Load

Early Childhood Development (ECD)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Full-Time (12 units or more)	135	125	113	122	117
Part-Time (6 to 11.5 units)	166	174	161	219	210
Part-Time (0.5 to 5.5 units)	106	127	118	134	141
% Full-Time (12 units or more)	33%	29%	29%	26%	25%
% Part-Time (6 to 11.5 units)	41%	41%	41%	46%	45%
% Part-Time (0.5 to 5.5 units)	26%	30%	30%	28%	30%



Student Educational Goal

Early Childhood Development (ECD)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Transfer (w/ or w/o AA/AS degree)	204	197	177	207	192
Associate Degree Only (AA/AS)	32	47	53	44	46
Occupational Certificate or Job Training	88	90	81	122	142
Improve English/Math Basic Skills	14	13	6	6	9
Personal Development (intellectual/cultural)	14	17	17	23	20
Other	4	2	0	0	3
Undecided	47	55	55	70	52
Unknown	4	5	3	3	4
% Transfer (w/ or w/o AA/AS degree)	50%	46%	45%	44%	41%
% Associate Degree Only (AA/AS)	8%	11%	14%	9%	10%
% Occupational Certificate or Job Training	22%	21%	21%	26%	30%
% Improve English/Math Basic Skills	3%	3%	2%	1%	2%
% Personal Development (intellectual/cultural)	3%	4%	4%	5%	4%
% Other	1%	<1%	0%	0%	1%
% Undecided	12%	13%	14%	15%	11%
% Unknown	1%	1%	1%	1%	1%



Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.

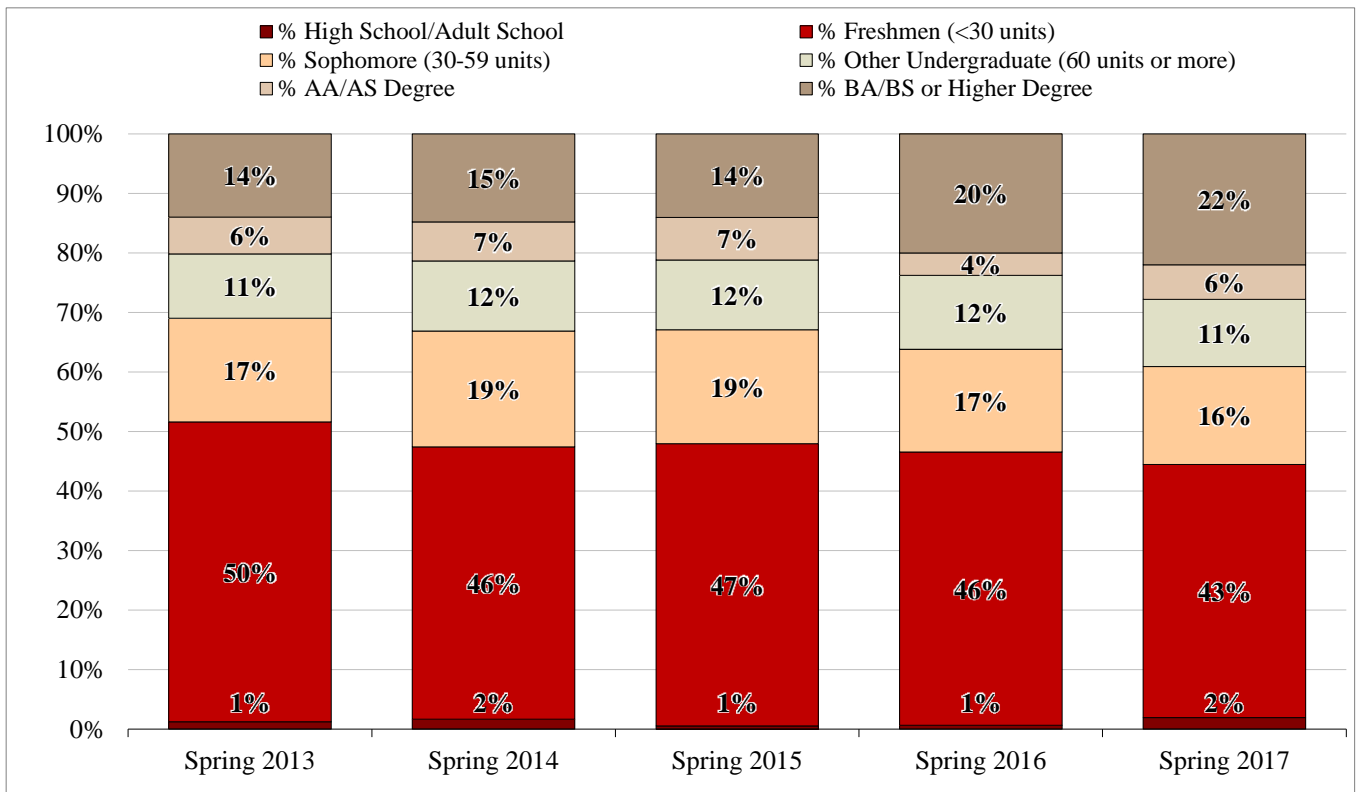
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

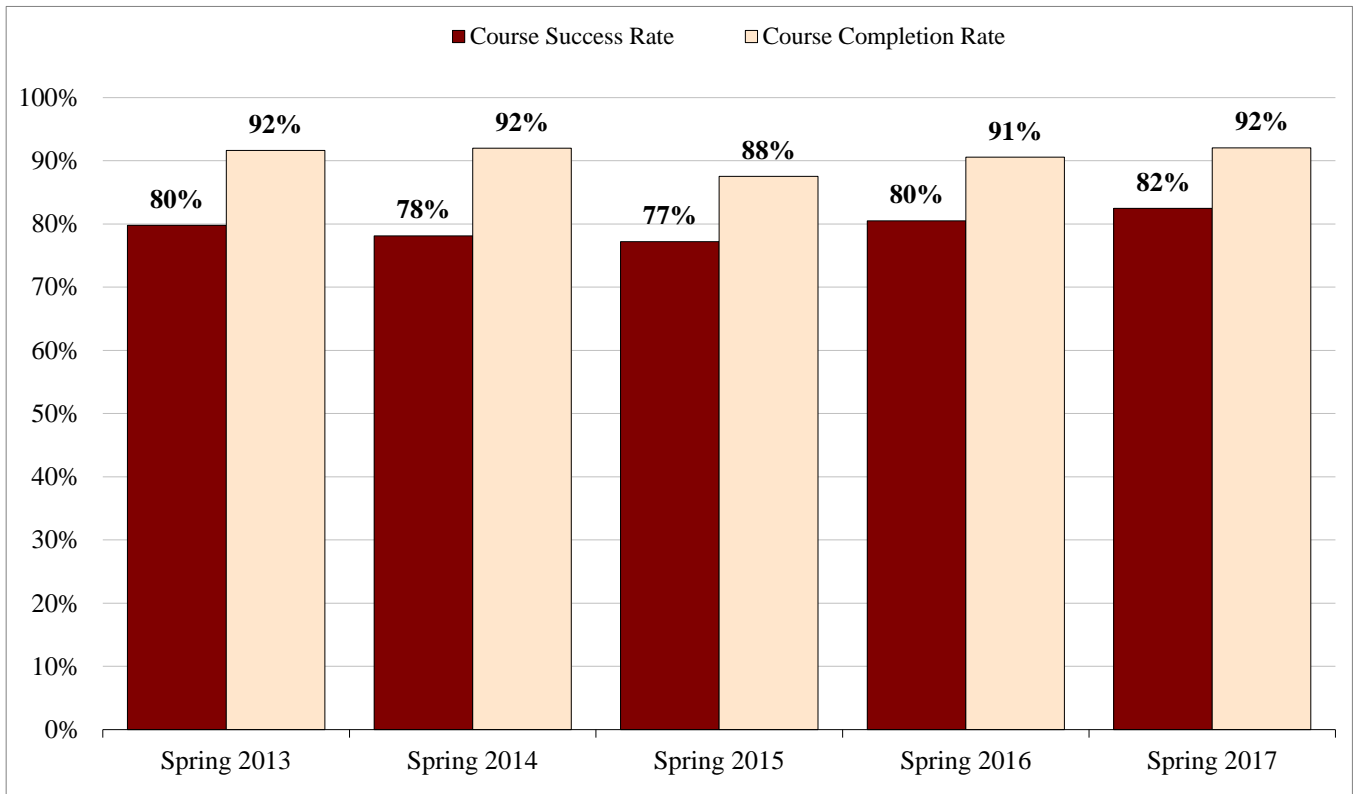
Highest Educational Level of Students

Early Childhood Development (ECD)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
High School/Adult School	5	7	2	3	9
Freshmen (<30 units)	205	195	186	218	199
Sophomore (30-59 units)	71	83	75	82	77
Other Undergraduate (60 units or more)	44	50	46	59	53
AA/AS Degree	25	28	28	18	27
BA/BS or Higher Degree	57	63	55	95	103
% High School/Adult School	1%	2%	1%	1%	2%
% Freshmen (<30 units)	50%	46%	47%	46%	43%
% Sophomore (30-59 units)	17%	19%	19%	17%	16%
% Other Undergraduate (60 units or more)	11%	12%	12%	12%	11%
% AA/AS Degree	6%	7%	7%	4%	6%
% BA/BS or Higher Degree	14%	15%	14%	20%	22%



Student Performance

Early Childhood Development (ECD)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Course Success Rate	80%	78%	77%	80%	82%
Course Completion Rate	92%	92%	88%	91%	92%



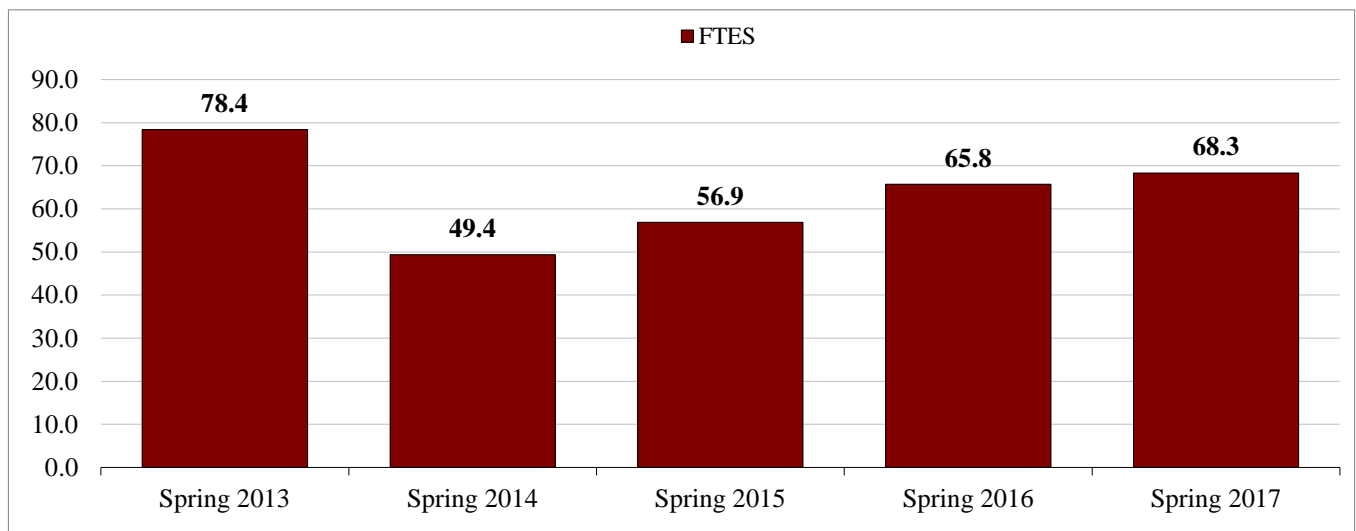
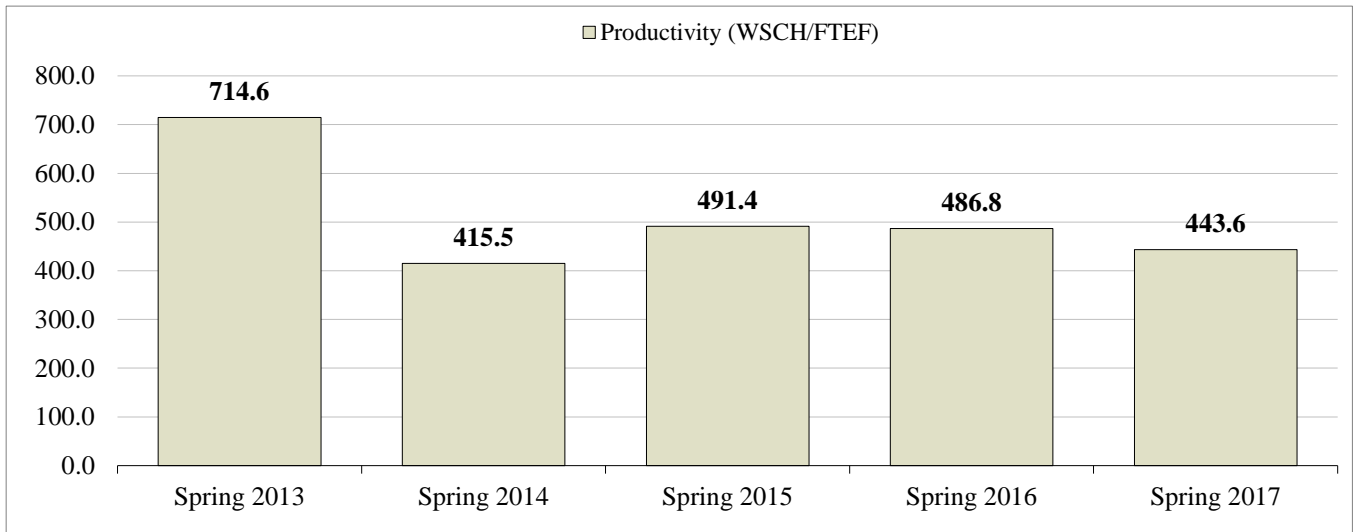
Definitions:

Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.

Course Completion Rate is the percentage of students receiving any grade other than 'W' relative to all students receiving a grade.

Enrollment Management: Part 1

	Early Childhood Development (ECD)				
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
WSCH	2,406	1,516	1,720	1,991	2,095
FTES	78.4	49.4	56.9	65.8	68.3
FTEF	3.4	3.6	3.5	4.1	4.7
Productivity (WSCH/FTEF)	714.6	415.5	491.4	486.8	443.6



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.

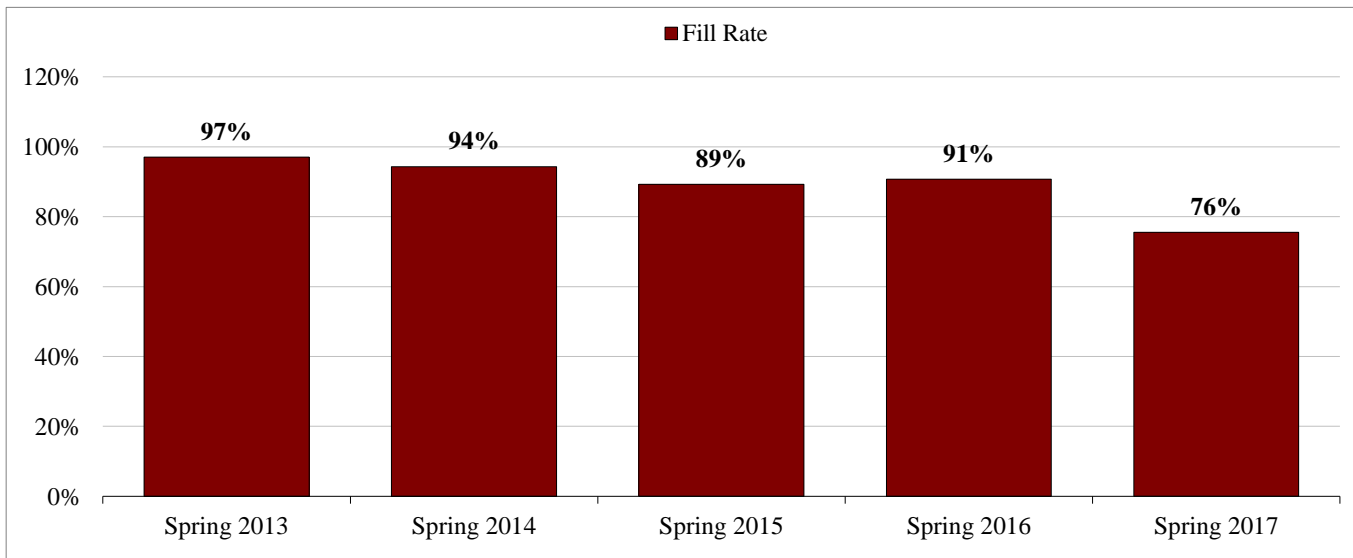
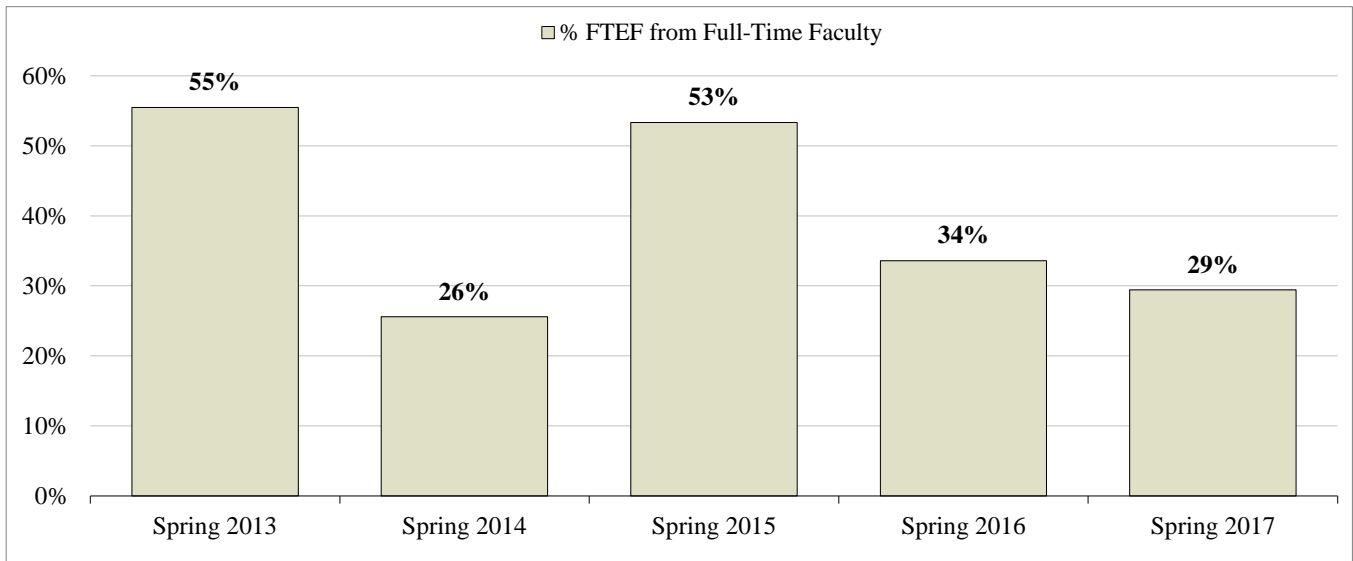
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Note: Enrollment Management data includes all credit courses accounted for during the respective academic terms; data accessed on 7/11/17.

Enrollment Management: Part 2

Early Childhood Development (ECD)					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
FTEF from Full-Time Faculty	1.9	0.9	1.9	1.4	1.4
% FTEF from Full-Time Faculty	55%	26%	53%	34%	29%
Enrollments	525	562	522	615	617
Capacity (seats available)	541	596	585	678	817
Fill Rate	97%	94%	89%	91%	76%



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 includes all credit courses accounted for during the respective academic terms; data accessed on 7/11/17.