



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

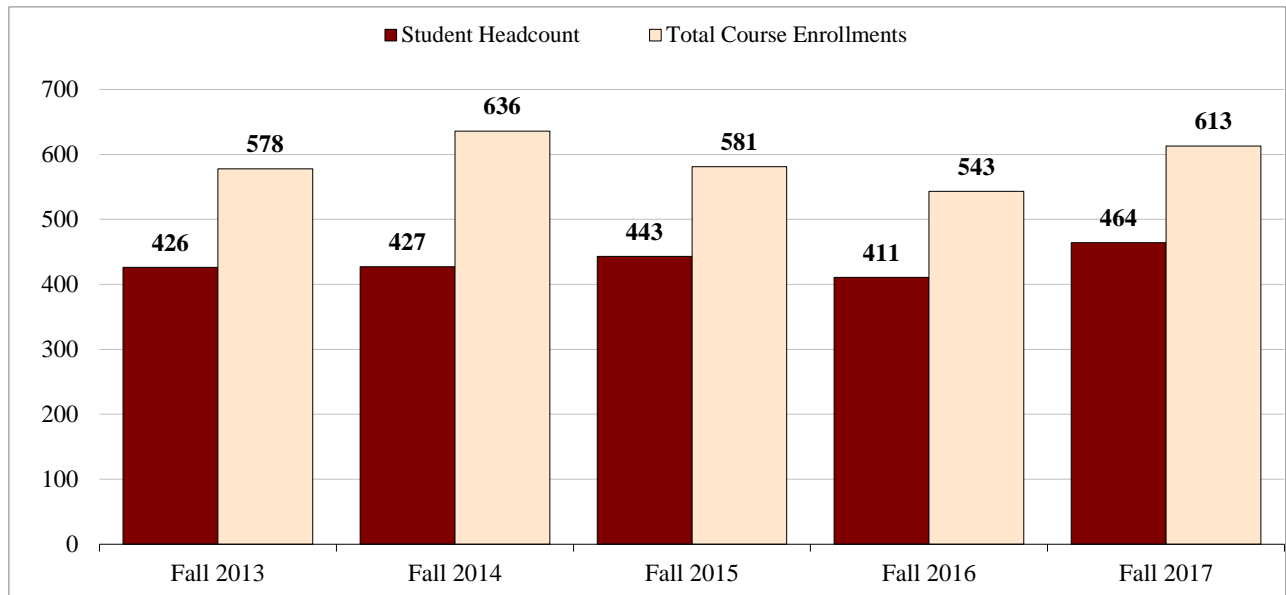
Discipline:

Early Childhood Development (ECD)

<u>TABLE OF CONTENTS</u>	<u>PAGE</u>
Headcount & Enrollment	1
Student Demographics: Gender & Age	2
Student Demographics: Race-Ethnicity	3
Student Enrollment Status	4
Student Unit Load	5
Students Using Distance Education	6
Student Educational Goal	7
Highest Educational Level of Students	8
Student Performance: Grade Distribution.....	9
Student Performance: Distance Education.....	10
Enrollment Management Data	11-12
College Readiness: English & Math Proficiency.....	13

Headcount & Enrollment

Early Childhood Development (ECD)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student Headcount	426	427	443	411	464
Total Course Enrollments	578	636	581	543	613



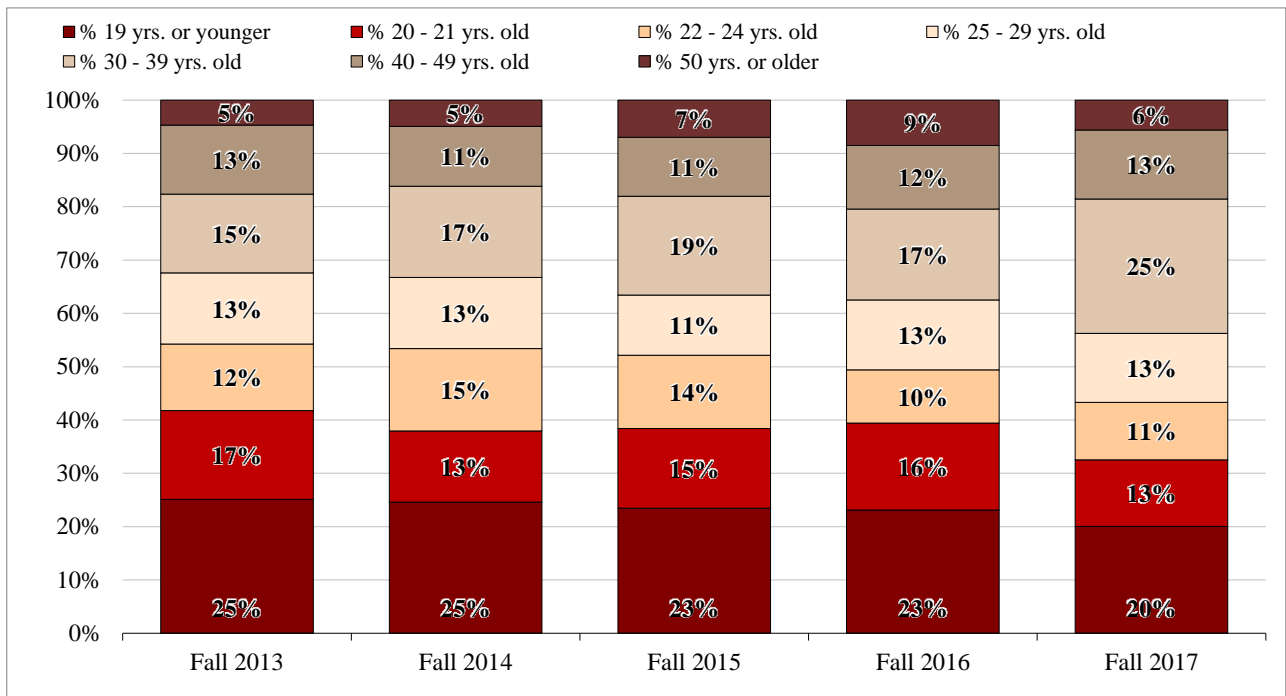
Definitions:

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.

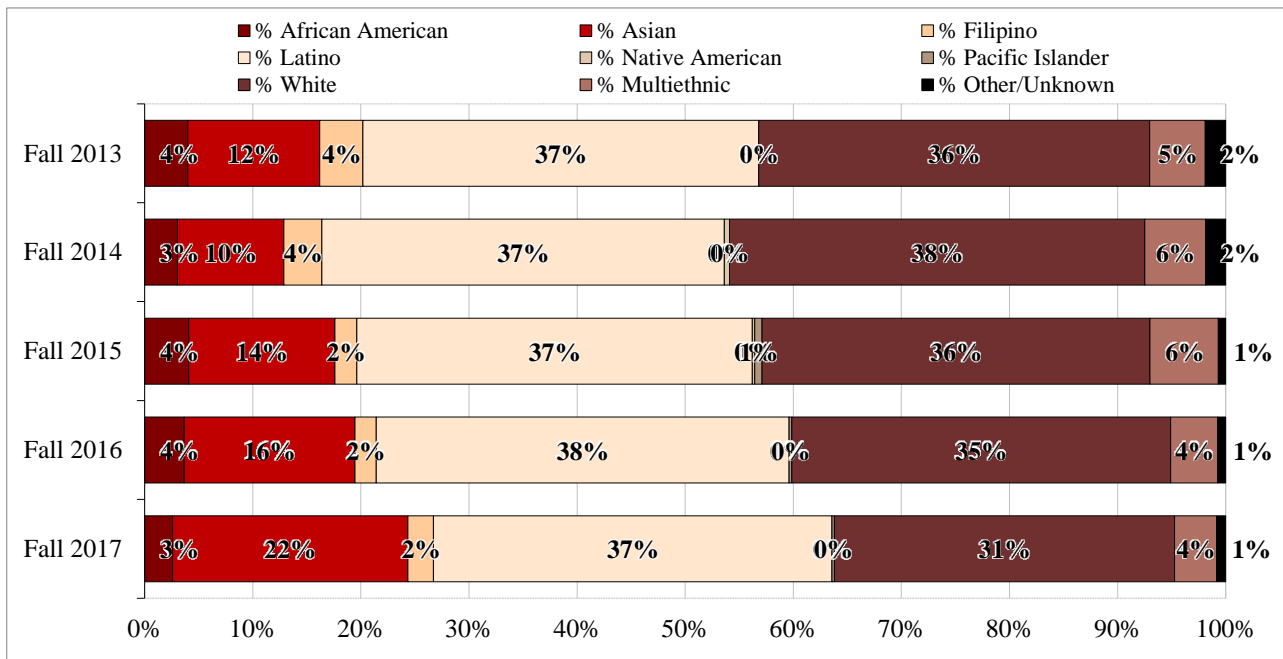
Student Demographics: Gender & Age

		Early Childhood Development (ECD)				
		Term				
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female		390	393	417	381	434
Male		33	32	22	26	23
19 yrs. or younger		107	105	104	95	93
20-21 yrs. old		71	57	66	67	58
22-24 yrs. old		53	66	61	41	50
25-29 yrs. old		57	57	50	54	60
30-39 yrs. old		63	73	82	70	117
40-49 yrs. old		55	48	49	49	60
50 yrs. or older		20	21	31	35	26
% Female		92%	92%	95%	94%	95%
% Male		8%	8%	5%	6%	5%
% 19 yrs. or younger		25%	25%	23%	23%	20%
% 20 - 21 yrs. old		17%	13%	15%	16%	13%
% 22 - 24 yrs. old		12%	15%	14%	10%	11%
% 25 - 29 yrs. old		13%	13%	11%	13%	13%
% 30 - 39 yrs. old		15%	17%	19%	17%	25%
% 40 - 49 yrs. old		13%	11%	11%	12%	13%
% 50 yrs. or older		5%	5%	7%	9%	6%



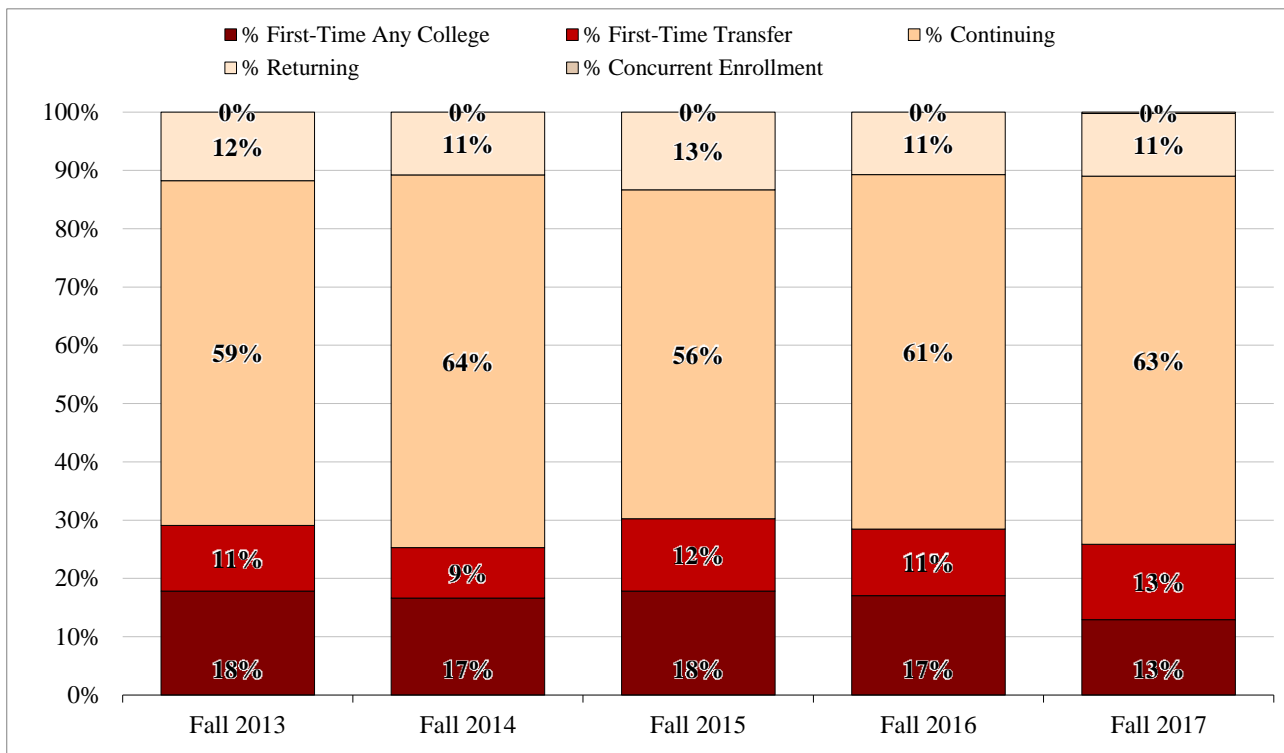
Student Demographic: Race-Ethnicity

	Early Childhood Development (ECD)				
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
African American	17	13	18	15	12
Asian	52	42	60	65	101
Filipino	17	15	9	8	11
Latino	156	159	162	157	171
Native American	0	2	1	0	0
Pacific Islander	0	0	3	1	1
White	154	164	159	144	146
Multiethnic	22	24	28	18	18
Other/Unknown	8	8	3	3	4
% African American	4%	3%	4%	4%	3%
% Asian	12%	10%	14%	16%	22%
% Filipino	4%	4%	2%	2%	2%
% Latino	37%	37%	37%	38%	37%
% Native American	0%	<1%	<1%	0%	0%
% Pacific Islander	0%	0%	1%	<1%	<1%
% White	36%	38%	36%	35%	31%
% Multiethnic	5%	6%	6%	4%	4%
% Other/Unknown	2%	2%	1%	1%	1%



Student Enrollment Status

	Early Childhood Development (ECD)				
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
First-Time Any College	76	71	79	70	60
First-Time Transfer	48	37	55	47	60
Continuing	252	273	250	250	293
Returning	50	46	59	44	50
Concurrent Enrollment	0	0	0	0	1
% First-Time Any College	18%	17%	18%	17%	13%
% First-Time Transfer	11%	9%	12%	11%	13%
% Continuing	59%	64%	56%	61%	63%
% Returning	12%	11%	13%	11%	11%
% Concurrent Enrollment	0%	0%	0%	0%	<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.

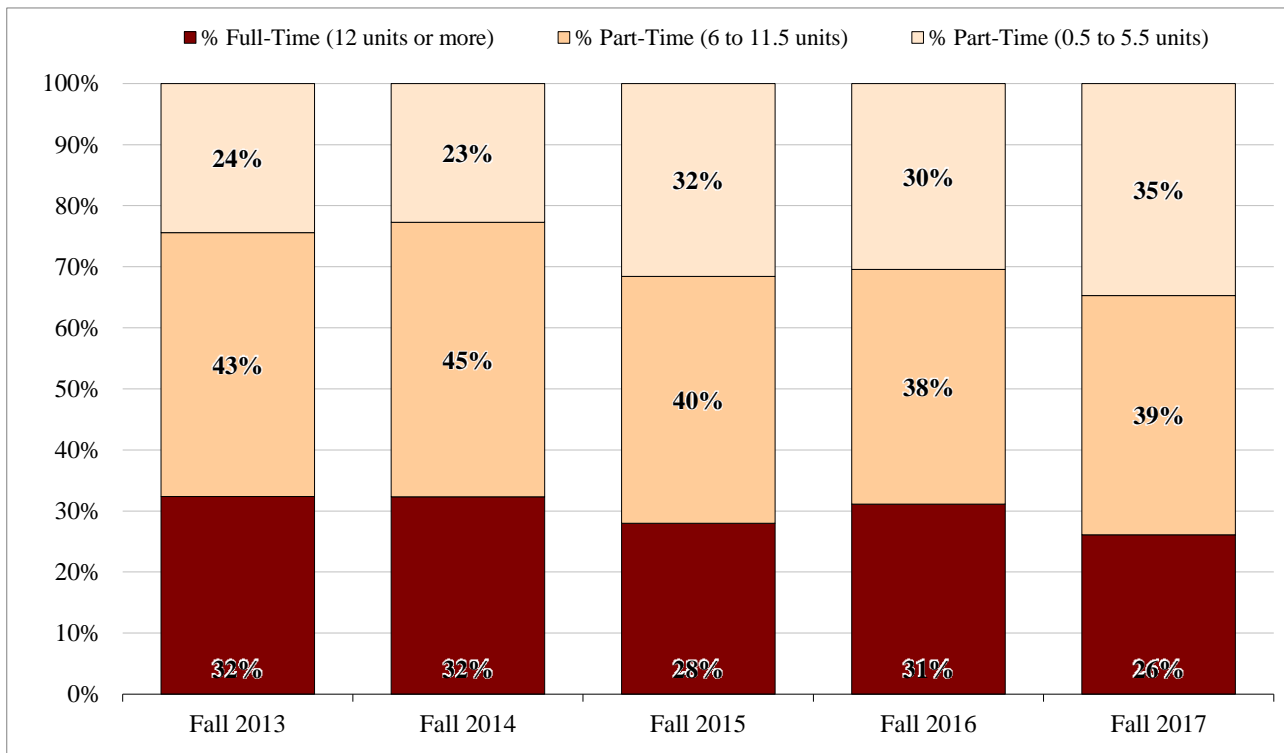
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

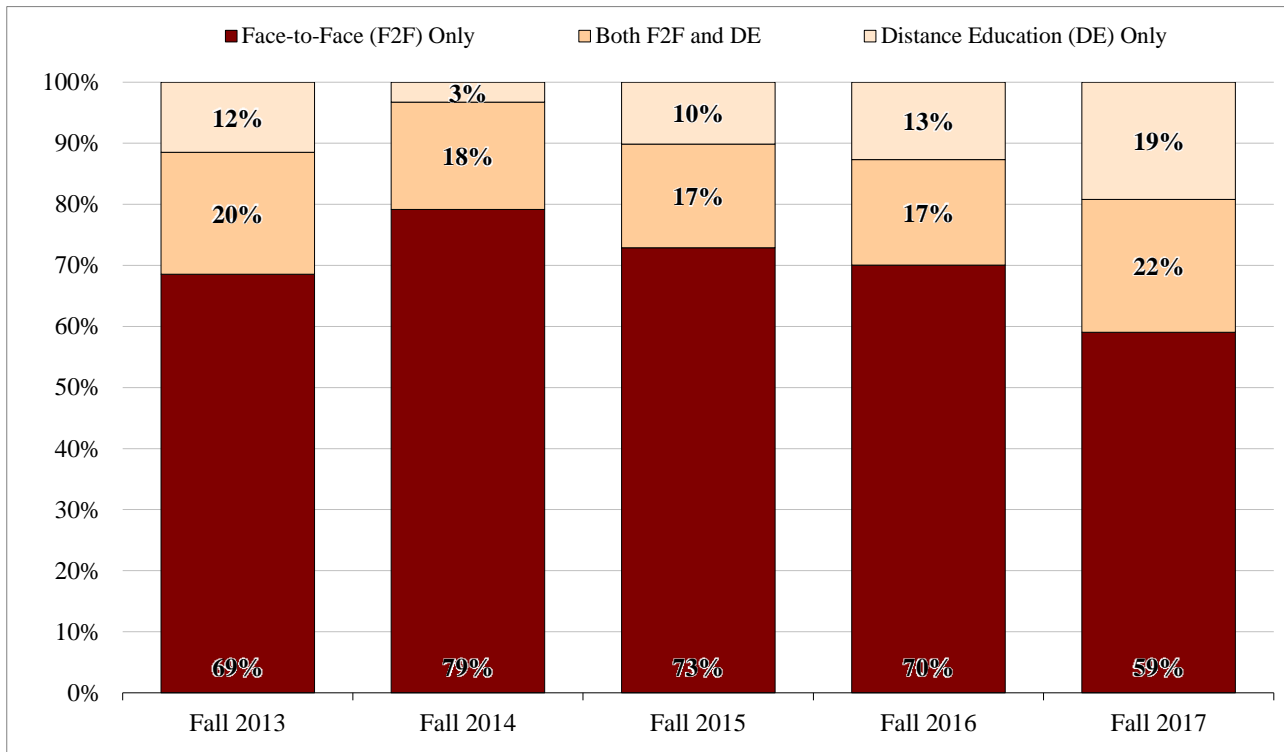
Student Unit Load

Early Childhood Development (ECD)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Full-Time (12 units or more)	138	138	124	128	121
Part-Time (6 to 11.5 units)	184	192	179	158	182
Part-Time (0.5 to 5.5 units)	104	97	140	125	161
% Full-Time (12 units or more)	32%	32%	28%	31%	26%
% Part-Time (6 to 11.5 units)	43%	45%	40%	38%	39%
% Part-Time (0.5 to 5.5 units)	24%	23%	32%	30%	35%



Students Using Distance Education

Early Childhood Development (ECD)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Face-to-Face (F2F) Only	292	338	323	288	274
Both F2F and DE	85	75	75	71	101
Distance Education (DE) Only	49	14	45	52	89
% Face-to-Face (F2F) Only	69%	79%	73%	70%	59%
% Both F2F and DE	20%	18%	17%	17%	22%
% Distance Education (DE) Only	12%	3%	10%	13%	19%

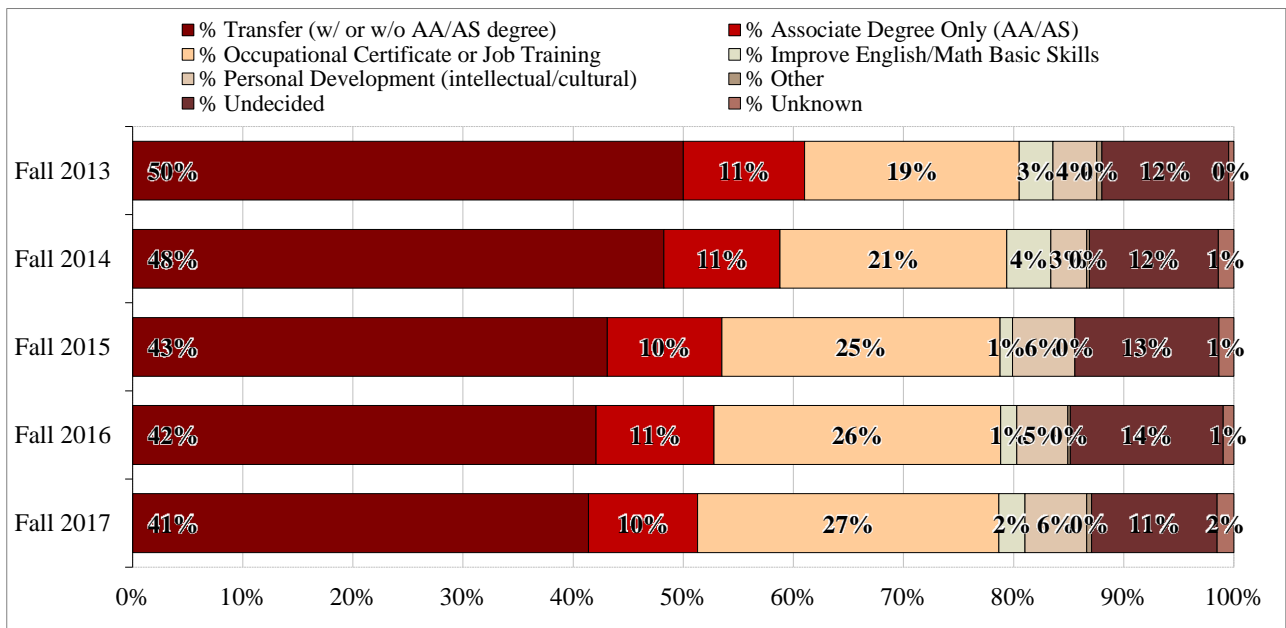


Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Student Educational Goal

Early Childhood Development (ECD)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Transfer (w/ or w/o AA/AS degree)	213	206	191	173	192
Associate Degree Only (AA/AS)	47	45	46	44	46
Occupational Certificate or Job Training	83	88	112	107	127
Improve English/Math Basic Skills	13	17	5	6	11
Personal Development (intellectual/cultural)	17	14	25	19	26
Other	2	1	0	1	2
Undecided	49	50	58	57	53
Unknown	2	6	6	4	7
% Transfer (w/ or w/o AA/AS degree)	50%	48%	43%	42%	41%
% Associate Degree Only (AA/AS)	11%	11%	10%	11%	10%
% Occupational Certificate or Job Training	19%	21%	25%	26%	27%
% Improve English/Math Basic Skills	3%	4%	1%	1%	2%
% Personal Development (intellectual/cultural)	4%	3%	6%	5%	6%
% Other	<1%	<1%	0%	<1%	<1%
% Undecided	12%	12%	13%	14%	11%
% Unknown	<1%	1%	1%	1%	2%

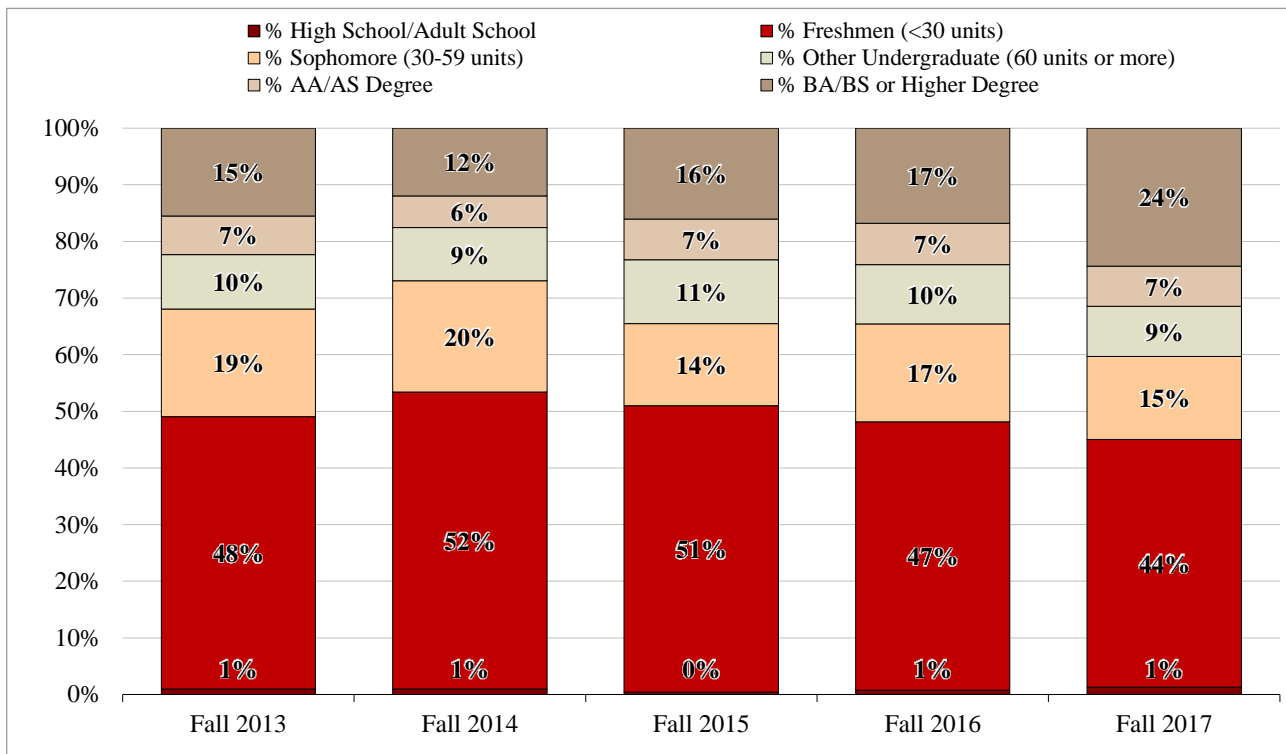


Definitions:

- 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.

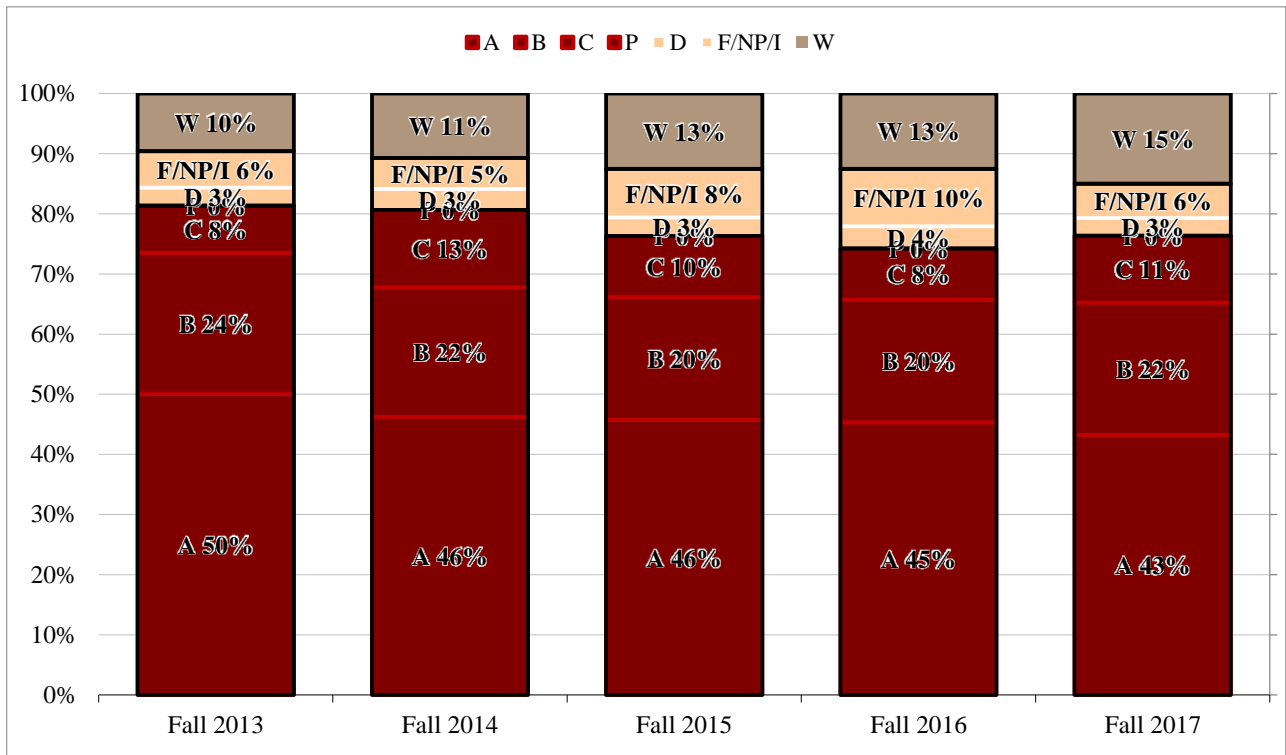
Highest Educational Level of Students

Early Childhood Development (ECD)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
High School/Adult School	4	4	2	3	6
Freshmen (<30 units)	205	224	224	195	203
Sophomore (30-59 units)	81	84	64	71	68
Other Undergraduate (60 units or more)	41	40	50	43	41
AA/AS Degree	29	24	32	30	33
BA/BS or Higher Degree	66	51	71	69	113
% High School/Adult School	1%	1%	<1%	1%	1%
% Freshmen (<30 units)	48%	52%	51%	47%	44%
% Sophomore (30-59 units)	19%	20%	14%	17%	15%
% Other Undergraduate (60 units or more)	10%	9%	11%	10%	9%
% AA/AS Degree	7%	6%	7%	7%	7%
% BA/BS or Higher Degree	15%	12%	16%	17%	24%



Student Performance: Grade Distribution

Early Childhood Development (ECD)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total Course Enrollments	578	636	581	543	613
Course Success Rates	81%	81%	76%	74%	76%
A	50%	46%	46%	45%	43%
B	24%	22%	20%	20%	22%
C	8%	13%	10%	8%	11%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	9%	9%	11%	13%	9%
D	3%	3%	3%	4%	3%
F/NP/I	6%	5%	8%	10%	6%
Withdrawals (W)	10%	11%	13%	13%	15%



Definitions:

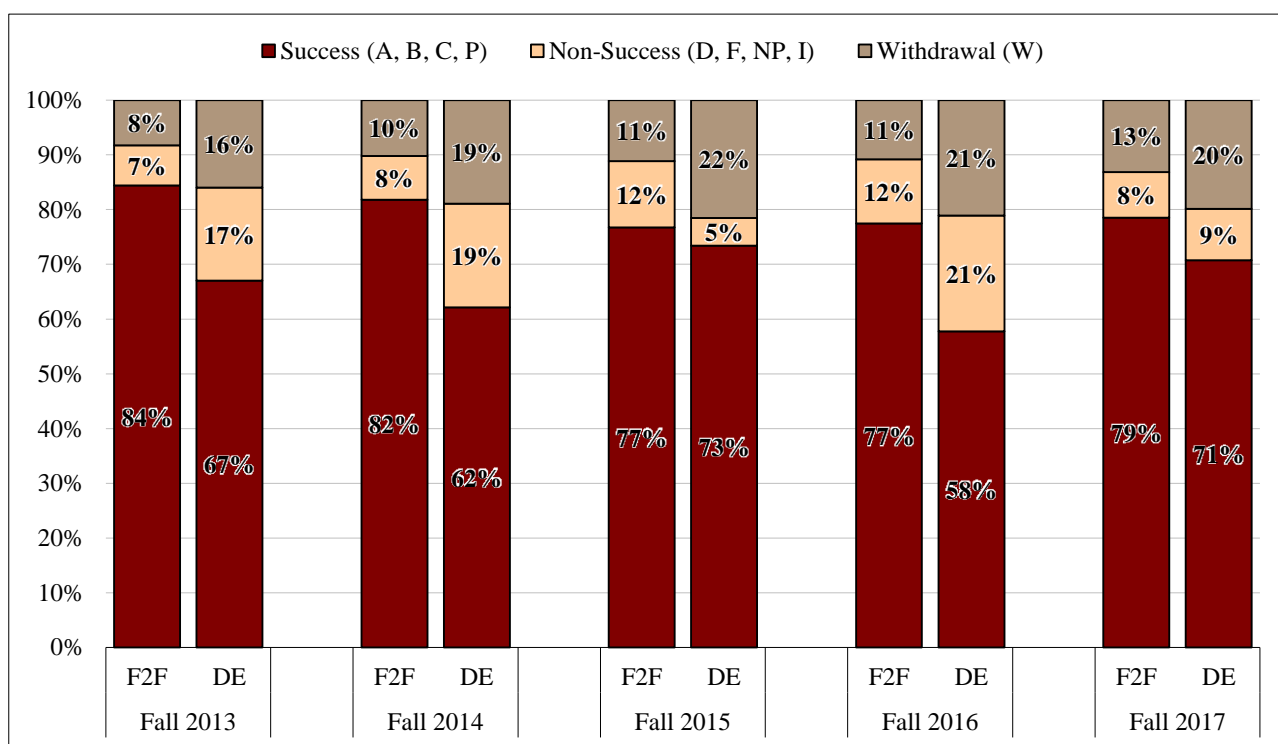
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

Student Performance: Distance Education

Early Childhood Development (ECD)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total Course Enrollments	578	636	581	543	613
Face-to-Face (F2F) Sections	478	599	502	453	442
Success Rates	84%	82%	77%	77%	79%
Non-Success Rates	7%	8%	12%	12%	8%
Withdrawals	8%	10%	11%	11%	13%
Distance Education (DE) Sections	100	37	79	90	171
Success Rates	67%	62%	73%	58%	71%
Non-Success Rates	17%	19%	5%	21%	9%
Withdrawals	16%	19%	22%	21%	20%

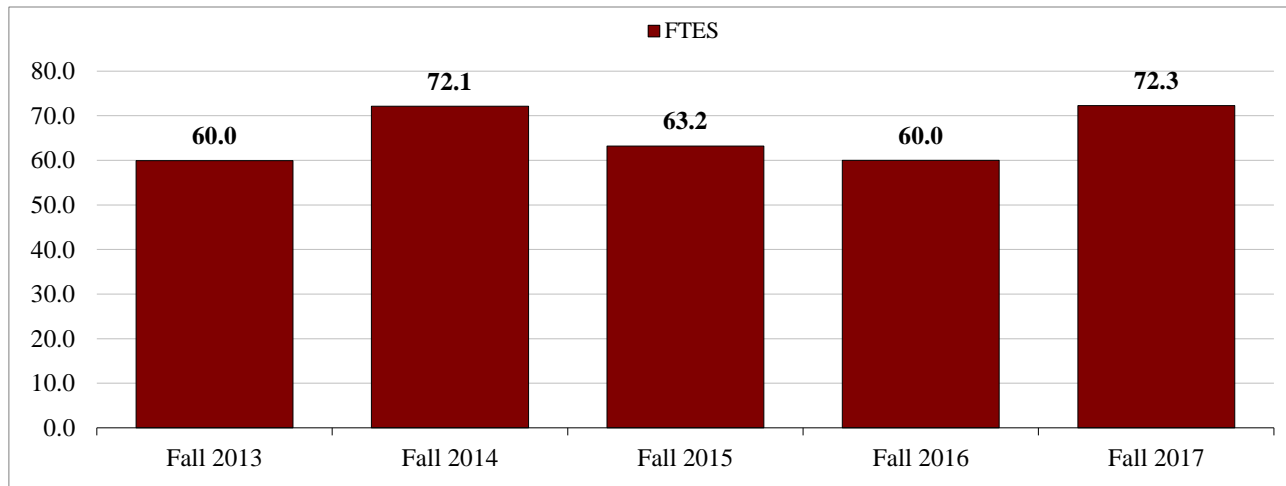
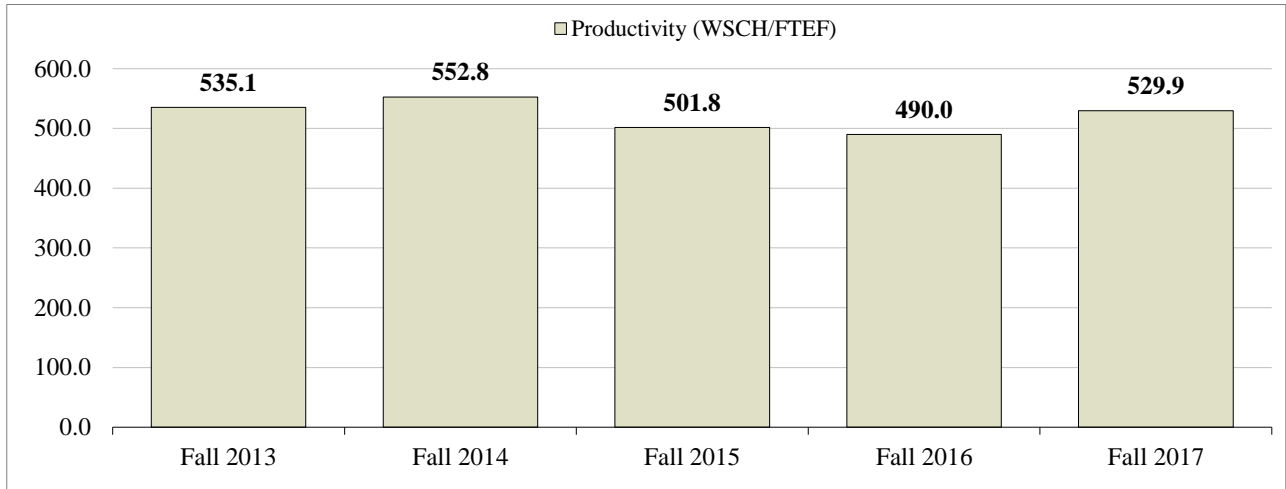


Definitions:

- Course Success Rate** is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.
- Course Non-Success Rate** is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T) relative to all students receiving a grade.
- Withdrawals** is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.
- Distance Education (DE)** includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Enrollment Management: Part 1

	Early Childhood Development (ECD)				
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
WSCH	1,873	2,230	1,924	1,839	2,236
FTEs	60.0	72.1	63.2	60.0	72.3
FTEF	3.5	4.0	3.8	3.8	4.2
Productivity (WSCH/FTEF)	535.1	552.8	501.8	490.0	529.9



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.

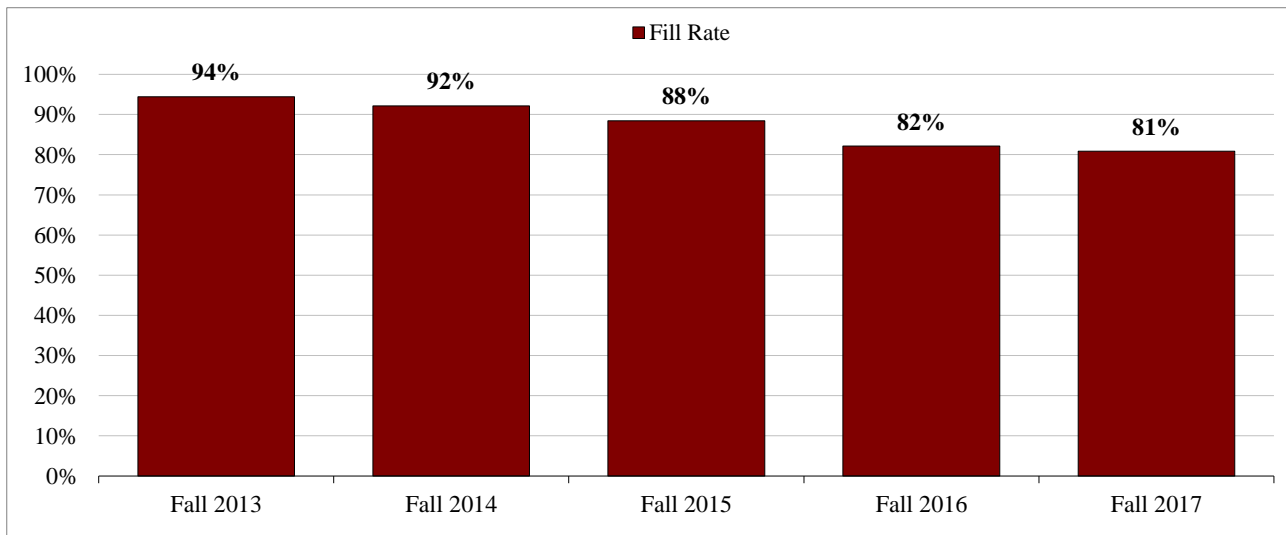
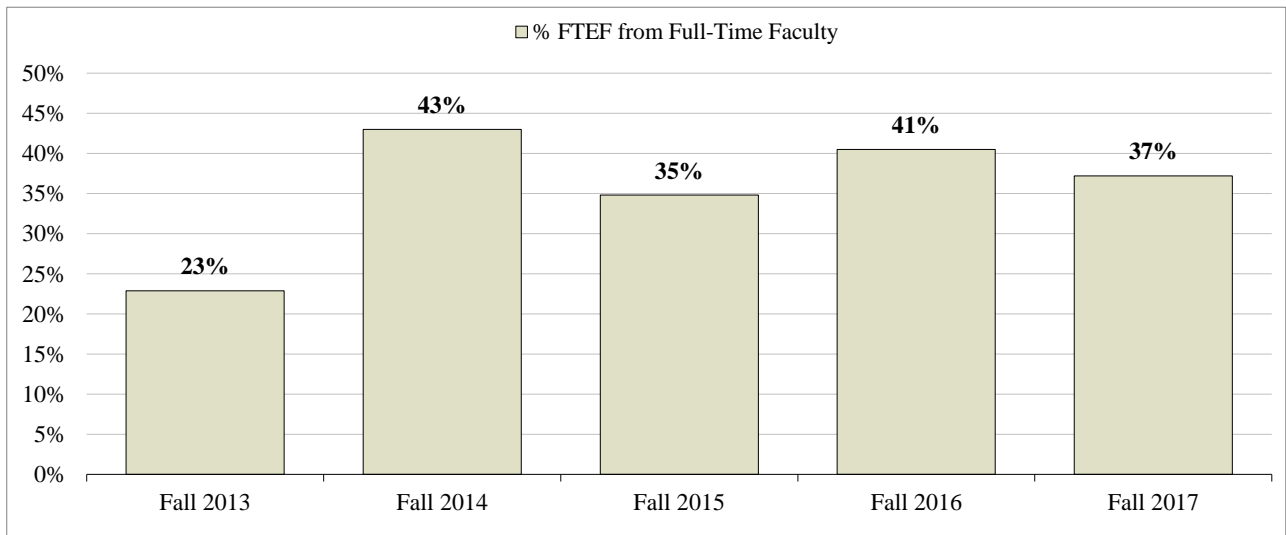
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 5/15/18.

Enrollment Management: Part 2

	Early Childhood Development (ECD)				
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
FTEF from Full-Time Faculty	0.8	1.7	1.3	1.5	1.6
% FTEF from Full-Time Faculty	23%	43%	35%	41%	37%
Enrollments	578	636	581	543	613
Capacity (seats available)	612	690	657	661	758
Fill Rate	94%	92%	88%	82%	81%



Definitions:

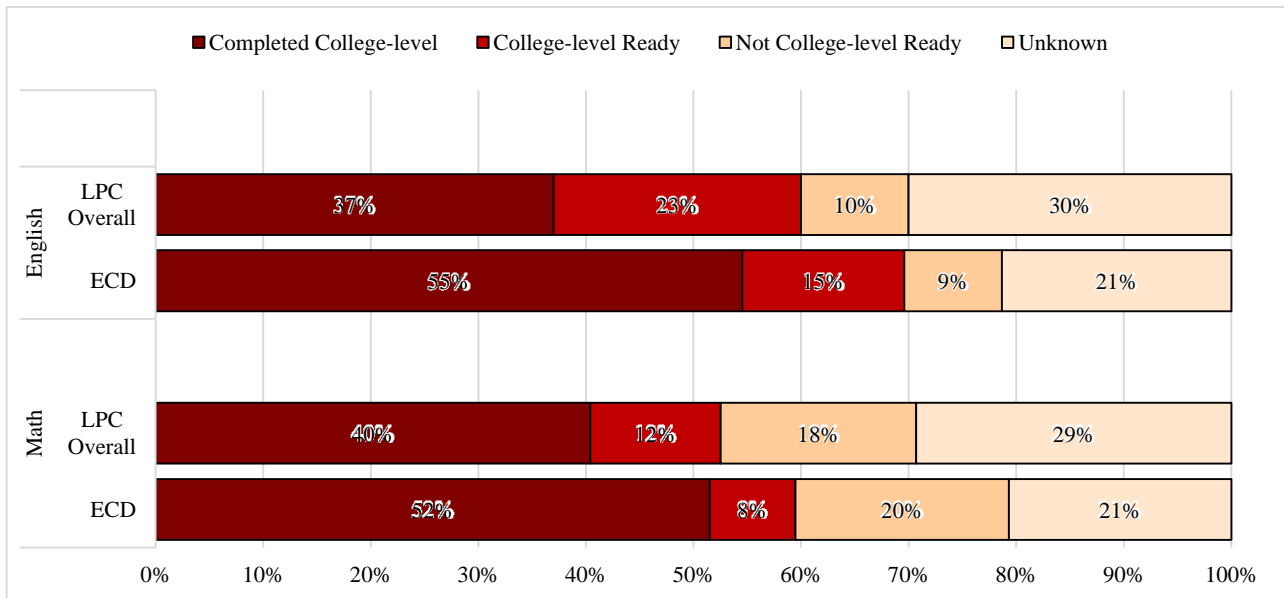
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 includes all credit courses accounted for during the respective academic terms; data accessed on 5/15/18.

College Readiness: English & Math Proficiency

Fall 2017				
	ECD		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	253	55%	3,485	37%
College-level Ready	70	16%	2,141	23%
Not College-level Ready	42	10%	904	10%
Unknown	99	21%	2,842	30%
College Math				
Completed College-level	239	52%	3,738	40%
College-level Ready	37	8%	1,138	12%
Not College-level Ready	92	20%	1,733	18%
Unknown	96	21%	2,763	29%



Definitions:

College English

Completed College-level is defined as successfully completed ENG 1A or higher, or has earned at least an Associates degree.

College-level Ready is defined as anyone who is eligible for ENG 1A but has not successfully completed the course.

Not College-level Ready is defined as anyone who is not eligible for ENG 1A but has not successfully completed the course.

Unknown is defined as anyone with no previous English enrollments within the sequence and no previous English assessment.

College Math

Completed College-level is defined as successfully completed Math 55 or higher or assessed into Transfer-level Math, or has earned at least an Associates degree.

College-level Ready is defined as anyone who is eligible for MATH 55 but has not yet successfully complete the course.

Not College-level Ready is defined as anyone who is not eligible for MATH 55 but has not yet successfully complete the course.

Unknown is defined as anyone with no previous Math enrollments within the sequence and no previous Math assessment.