Las Positas College

Program Review Discipline Data Packet

Fall 2013 to Fall 2017
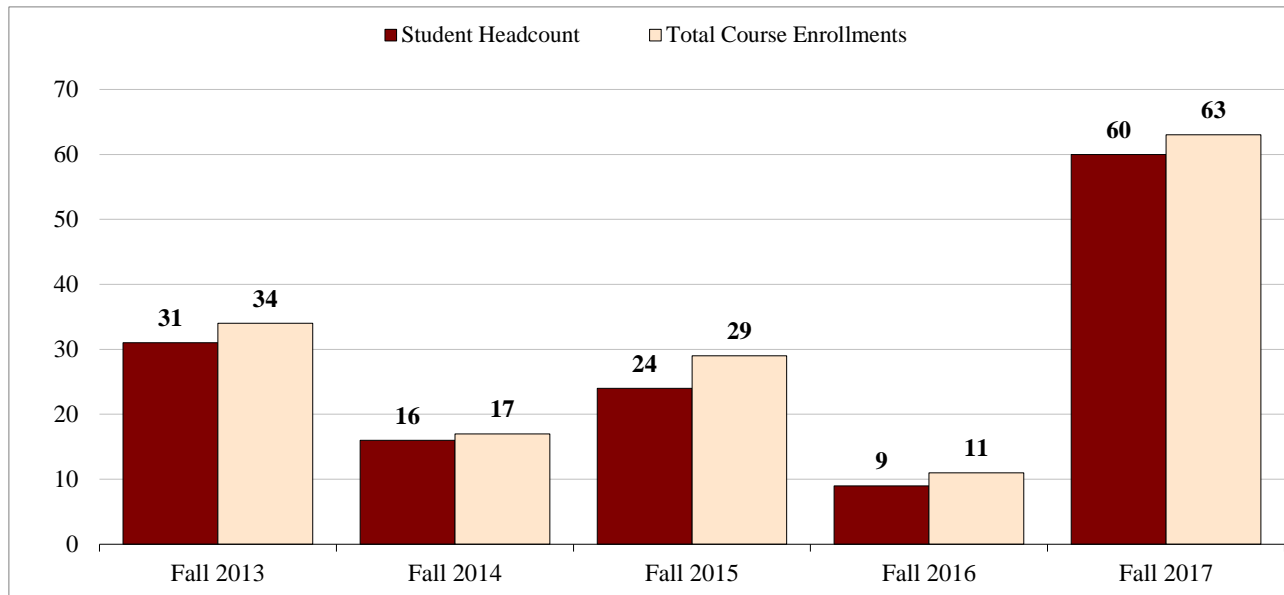
Discipline:

Library Studies (LIBR)

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

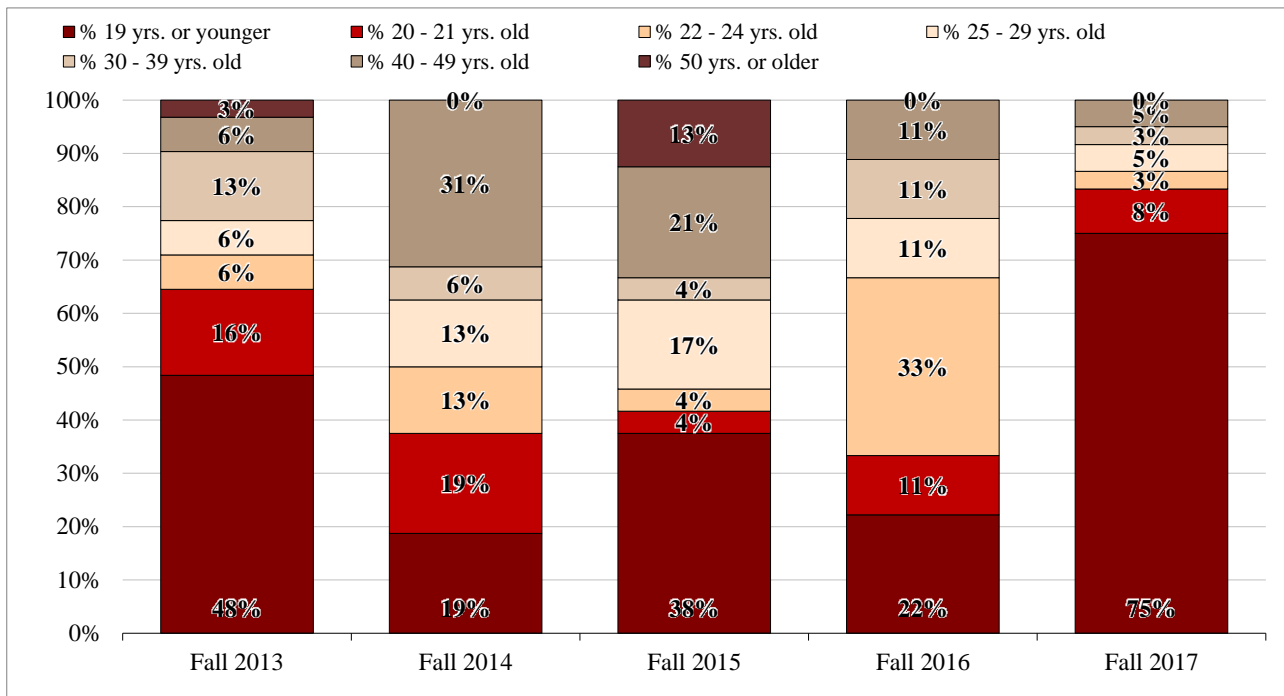| Library Studies (LIBR)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Student Headcount	31	16	24	9	60
Total Course Enrollments	34	17	29	11	63

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

Library Studies (LIBR)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Female	14	10	14	3	38
Male	17	6	9	6	21
19 yrs. or younger	15	3	9	2	45
20-21 yrs. old	5	3	1	1	5
22-24 yrs. old	2	2	1	3	2
25-29 yrs. old	2	2	4	1	3
30-39 yrs. old	4	1	1	1	2
40-49 yrs. old	2	5	5	1	3
50 yrs. or older	1	0	3	0	0
% Female	45%	63%	61%	33%	64%
% Male	55%	38%	39%	67%	36%
% 19 yrs. or younger	48%	19%	38%	22%	75%
% 20 - 21 yrs. old	16%	19%	4%	11%	8%
% 22 - 24 yrs. old	6%	13%	4%	33%	3%
% 25 - 29 yrs. old	6%	13%	17%	11%	5%
% 30 - 39 yrs. old	13%	6%	4%	11%	3%
% 40 - 49 yrs. old	6%	31%	21%	11%	5%
% 50 yrs. or older	3%	0%	13%	0%	0%

Student Demographic: Race-Ethnicity

Library Studies (LIBR)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
African American	1	2	2	1	9
Asian	3	5	6	1	7
Filipino	2	0	1	0	1
Latino	11	4	4	2	30
Native American	0	0	0	0	0
Pacific Islander	0	0	0	1	0
White	12	3	9	4	8
Multiethnic	2	1	0	0	5
Other/Unknown	0	1	2	0	0
% African American	3%	13%	8%	11%	15%
% Asian	10%	31%	25%	11%	12%
% Filipino	6%	0%	4%	0%	2%
% Latino	35%	25%	17%	22%	50%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	11%	0%
% White	39%	19%	38%	44%	13%
% Multiethnic	6%	6%	0%	0%	8%
% Other/Unknown	0%	6%	8%	0%	0%
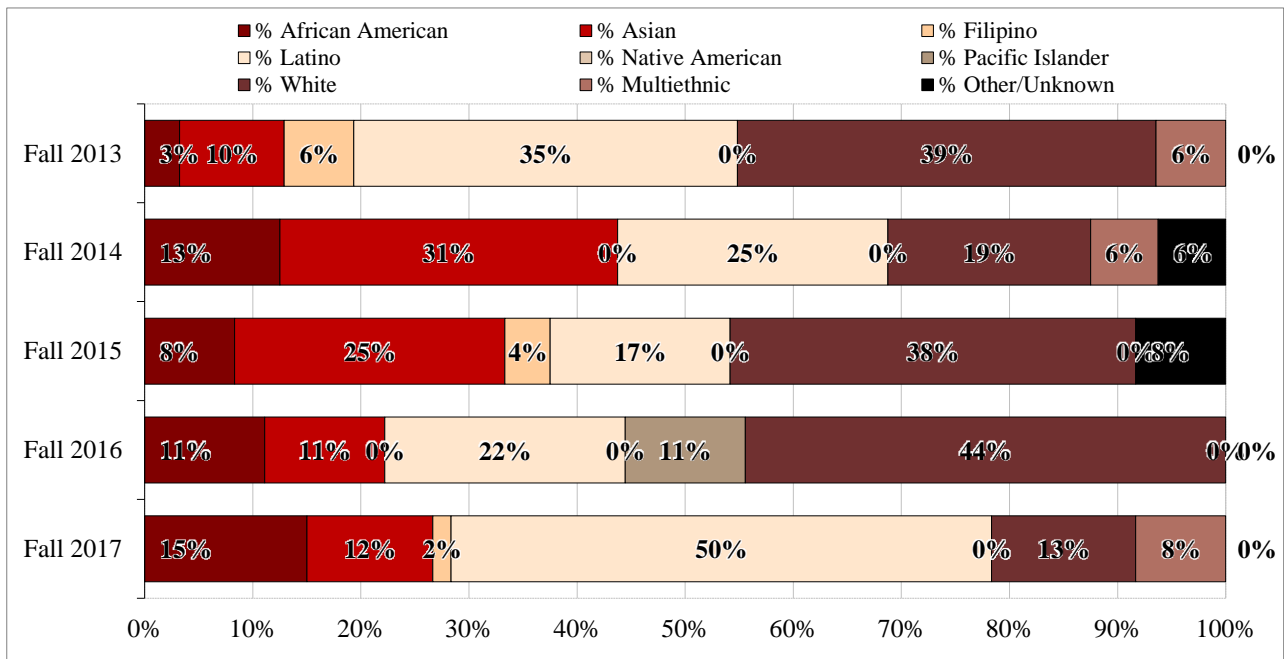
Student Enrollment Status

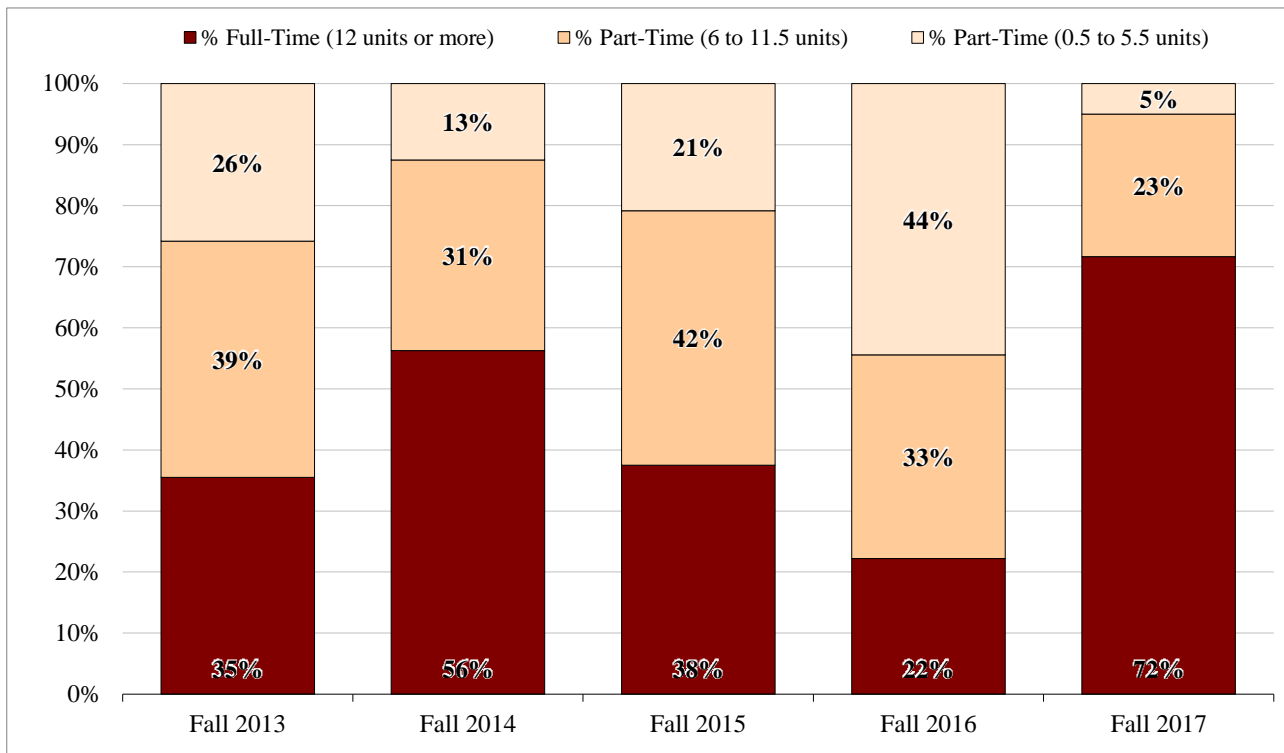| Library Studies (LIBR)					
	Term				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
First-Time Any College	10	1	4	2	34
First-Time Transfer	5	2	2	1	4
Continuing	14	12	15	5	19
Returning	2	1	2	0	3
Concurrent Enrollment	0	0	1	1	0
% First-Time Any College	32%	6%	17%	22%	57%
% First-Time Transfer	16%	13%	8%	11%	7%
% Continuing	45%	75%	63%	56%	32%
% Returning	6%	6%	8%	0%	5%
% Concurrent Enrollment	0%	0%	4%	11%	0%
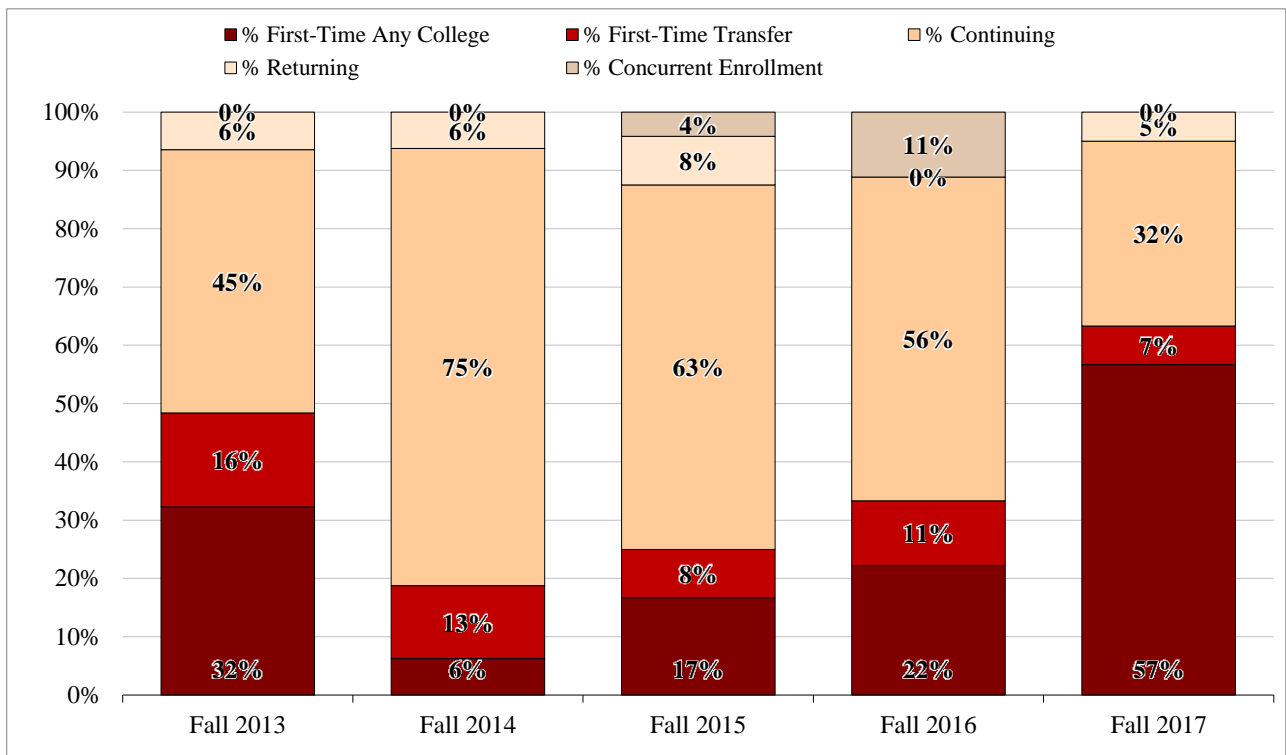
Definitions:

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

Library Studies (LIBR)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Full-Time (12 units or more)	11	9	9	2	43
Part-Time (6 to 11.5 units)	12	5	10	3	14
Part-Time (0.5 to 5.5 units)	8	2	5	4	3
% Full-Time (12 units or more)	35%	56%	38%	22%	72%
% Part-Time (6 to 11.5 units)	39%	31%	42%	33%	23%
% Part-Time (0.5 to 5.5 units)	26%	13%	21%	44%	5%

Students Using Distance Education

| Library Studies (LIBR)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Face-to-Face (F2F) Only	23	11	13	5	49
Both F2F and DE	8	6	11	3	11
Distance Education (DE) Only	0	0	0	1	0
% Face-to-Face (F2F) Only	74%	69%	54%	56%	82%
% Both F2F and DE	26%	38%	46%	33%	18%
% Distance Education (DE) Only	0%	0%	0%	11%	0%
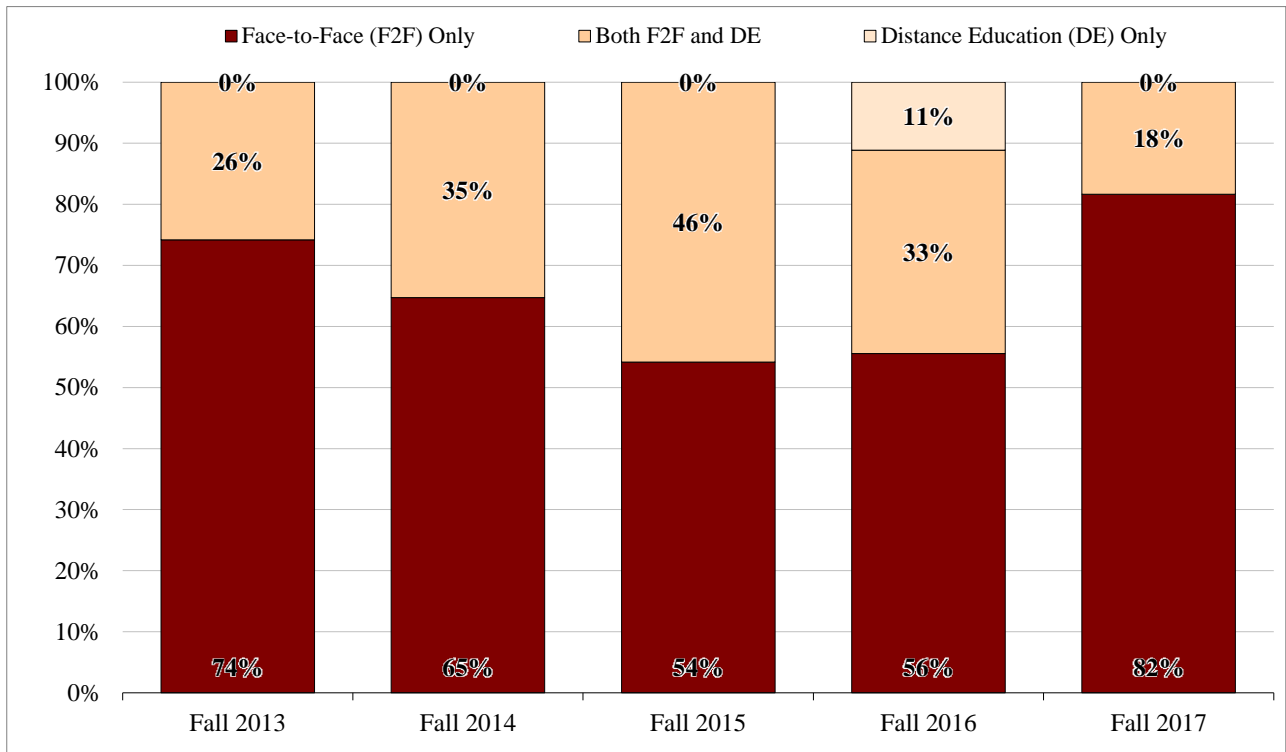
Definitions:

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

Student Educational Goal

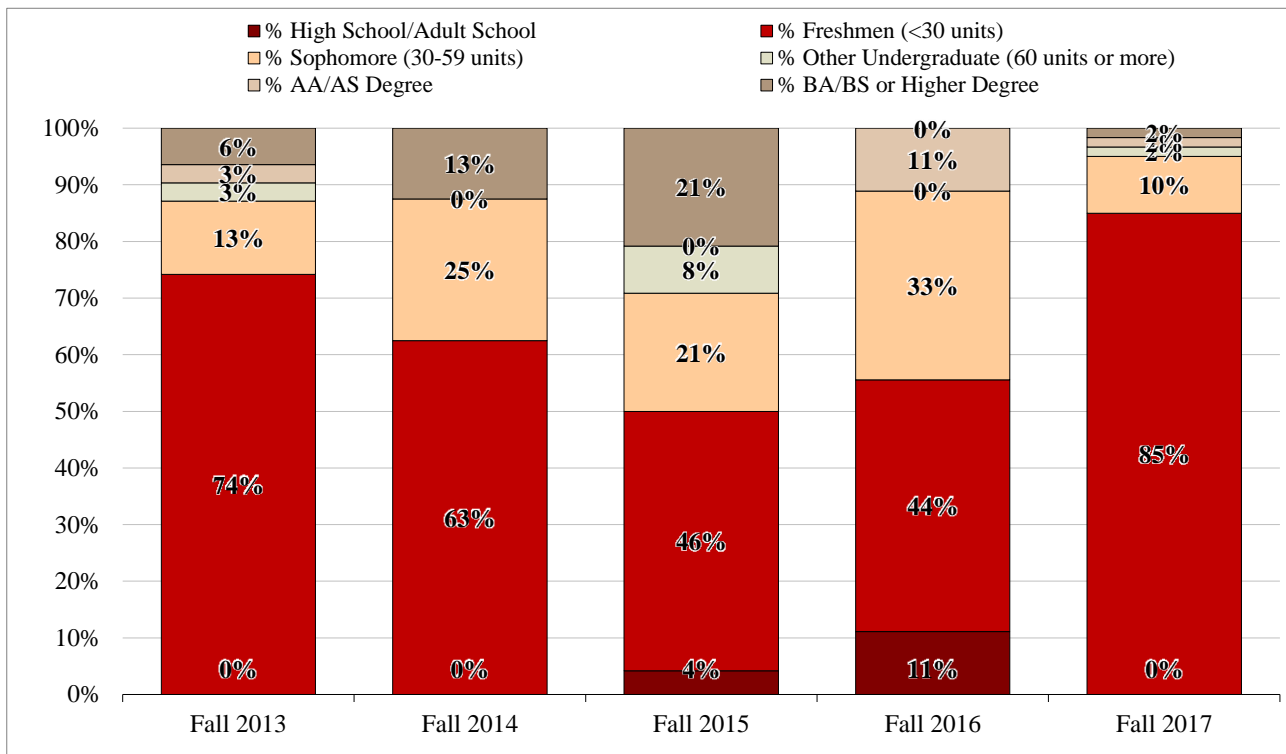| Library Studies (LIBR)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Transfer (w/ or w/o AA/AS degree)	21	6	14	1	52
Associate Degree Only (AA/AS)	2	3	1	1	0
Occupational Certificate or Job Training	3	4	6	3	2
Improve English/Math Basic Skills	1	0	1	2	0
Personal Development (intellectual/cultural)	0	0	0	0	0
Other	0	0	0	0	0
Undecided	4	3	2	1	6
Unknown	0	0	0	1	0
% Transfer (w/ or w/o AA/AS degree)	68%	38%	58%	11%	87%
% Associate Degree Only (AA/AS)	6%	19%	4%	11%	0%
% Occupational Certificate or Job Training	10%	25%	25%	33%	3%
% Improve English/Math Basic Skills	3%	0%	4%	22%	0%
% Personal Development (intellectual/cultural)	0%	0%	0%	0%	0%
% Other	0%	0%	0%	0%	0%
% Undecided	13%	19%	8%	11%	10%
% Unknown	0%	0%	0%	11%	0%
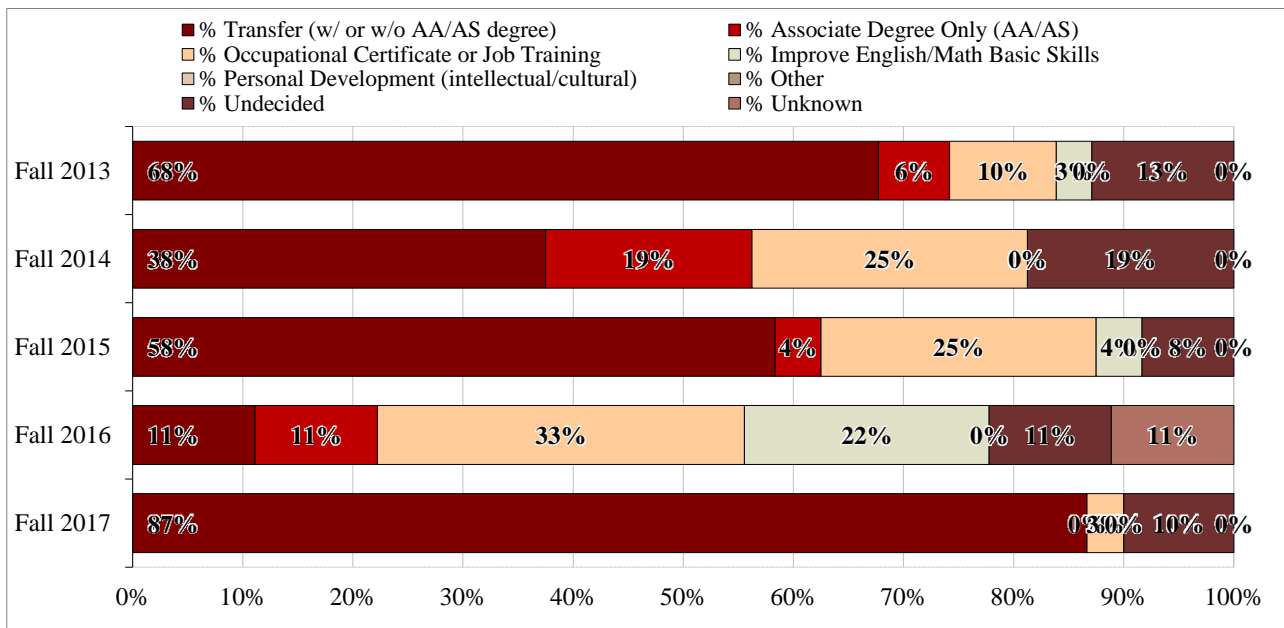
Definitions:

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

Library Studies (LIBR)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
High School/Adult School	0	0	1	1	0
Freshmen (<30 units)	23	10	11	4	51
Sophomore (30-59 units)	4	4	5	3	6
Other Undergraduate (60 units or more)	1	0	2	0	1
AA/AS Degree	1	0	0	1	1
BA/BS or Higher Degree	2	2	5	0	1
% High School/Adult School	0%	0%	4%	11%	0%
% Freshmen (<30 units)	74%	63%	46%	44%	85%
% Sophomore (30-59 units)	13%	25%	21%	33%	10%
% Other Undergraduate (60 units or more)	3%	0%	8%	0%	2%
% AA/AS Degree	3%	0%	0%	11%	2%
% BA/BS or Higher Degree	6%	13%	21%	0%	2%

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Student Performance: Grade Distribution

| Library Studies (LIBR)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Total Course Enrollments	34	17	29	11	63
Course Success Rates	53%	88%	79%	100%	73%
A	9%	35%	10%	18%	10%
B	0%	0%	3%	0%	13%
C	3%	6%	3%	9%	6%
P	41%	47%	62%	73%	44%
Course Non-Success Rate	29%	12%	10%	0%	21%
D	3%	0%	0%	0%	5%
F/NP/I	26%	12%	10%	0%	16%
Withdrawals (W)	18%	0%	10%	0%	6%
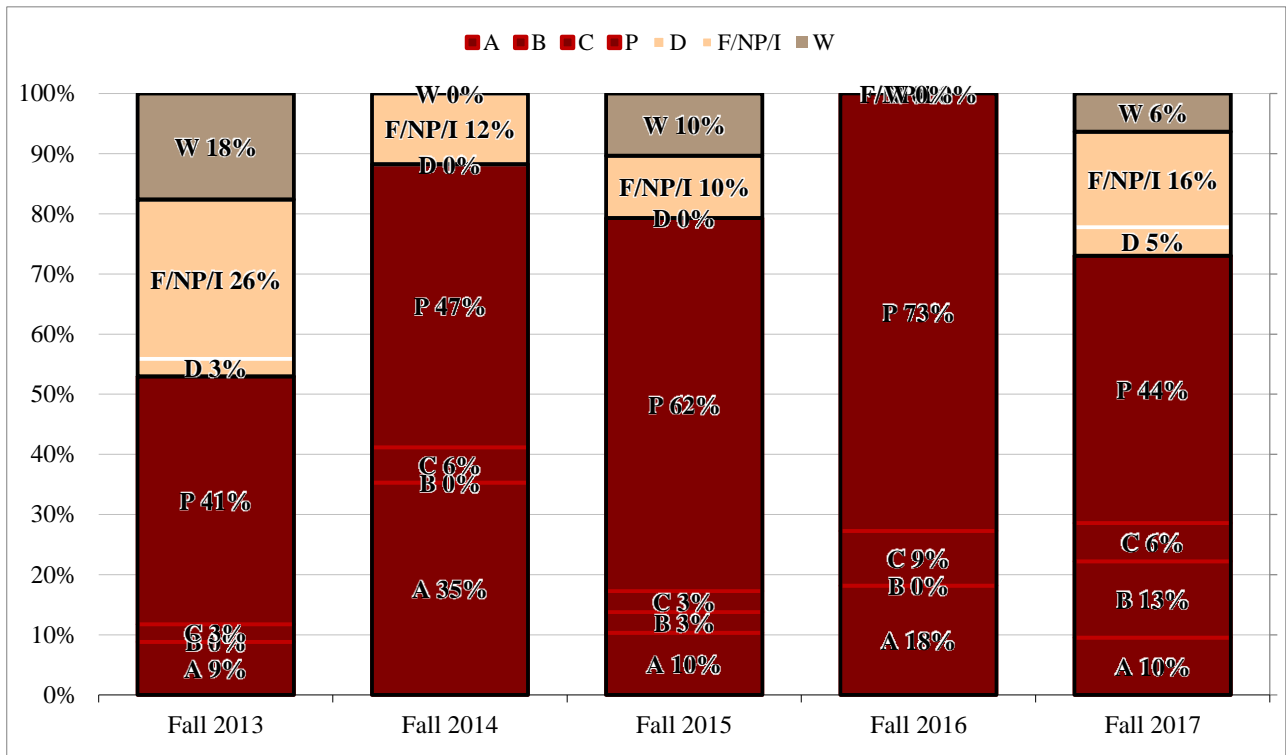
Definitions:

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 'I') 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

| Library Studies (LIBR)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
Total Course Enrollments	34	17	29	11	63
Face-to-Face (F2F) Sections	34	17	21	7	63
Success Rates	53%	88%	81%	100%	73%
Non-Success Rates	29%	12%	10%	0%	21%
Withdrawals	18%	0%	10%	0%	6%
Distance Education (DE) Sections	0	0	8	4	0
Success Rates	—	—	75%	100%	—
Non-Success Rates	—	—	13%	0%	—
Withdrawals	—	—	13%	0%	—
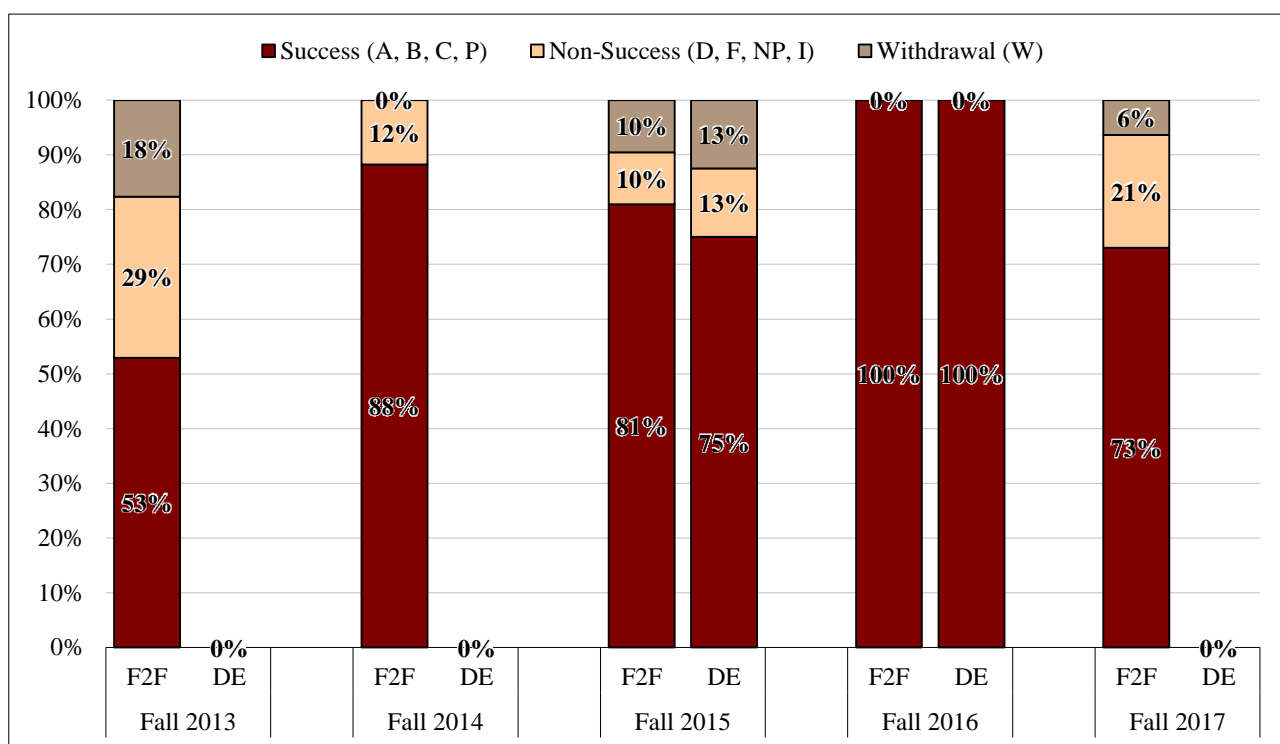
Definitions:

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 'I') 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

Library Studies (LIBR)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
WSCH	39	24	26	12	62
FTES	1.3	0.6	0.7	0.3	2.0
FTEF	0.2	0.2	0.2	0.2	0.3
Productivity (WSCH/FTEF)	196.0	144.6	130.7	60.3	233.1
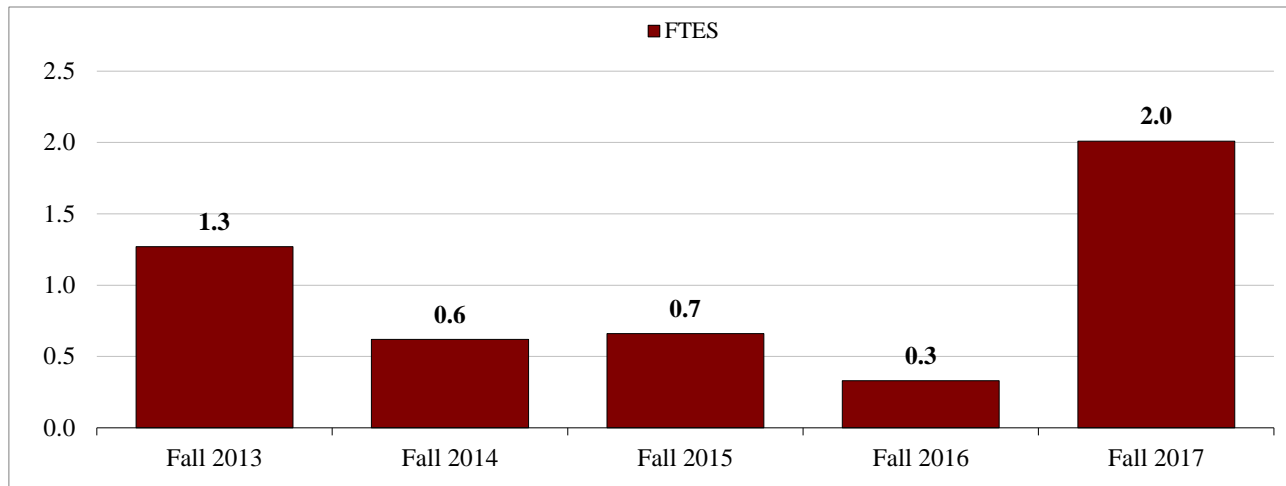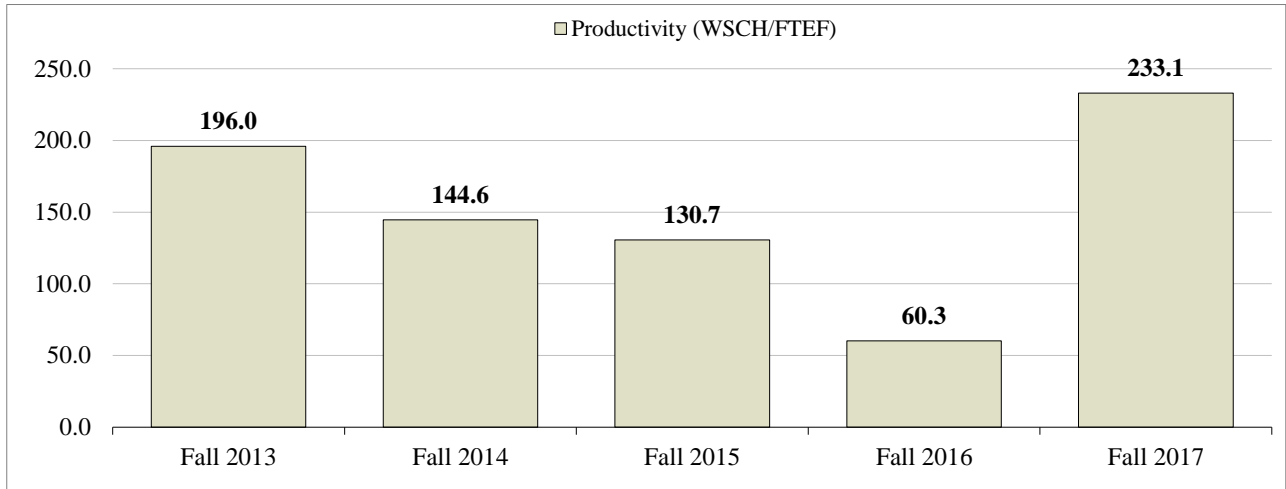
Definitions:

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

Enrollment Management: Part 2

| Library Studies (LIBR)					
	Term				
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
FTEF from Full-Time Faculty	0.2	0.2	0.2	0.2	0.3
% FTEF from Full-Time Faculty	100%	100%	100%	100%	100%
Enrollments	34	17	29	11	63
Capacity (seats available)	52	36	52	52	32
Fill Rate	65%	47%	56%	21%	197%
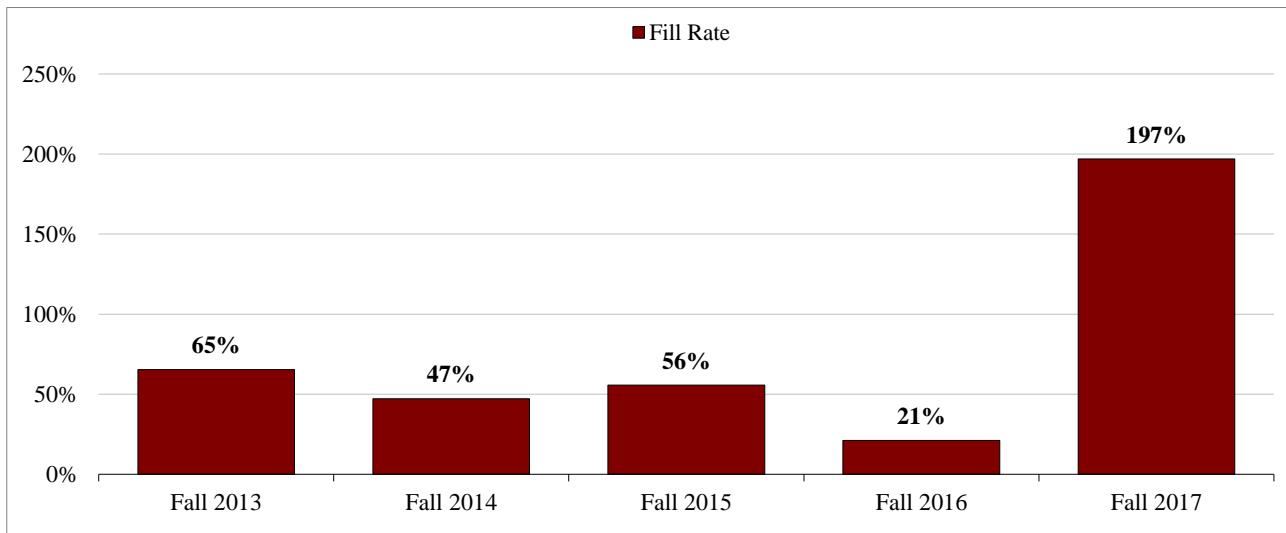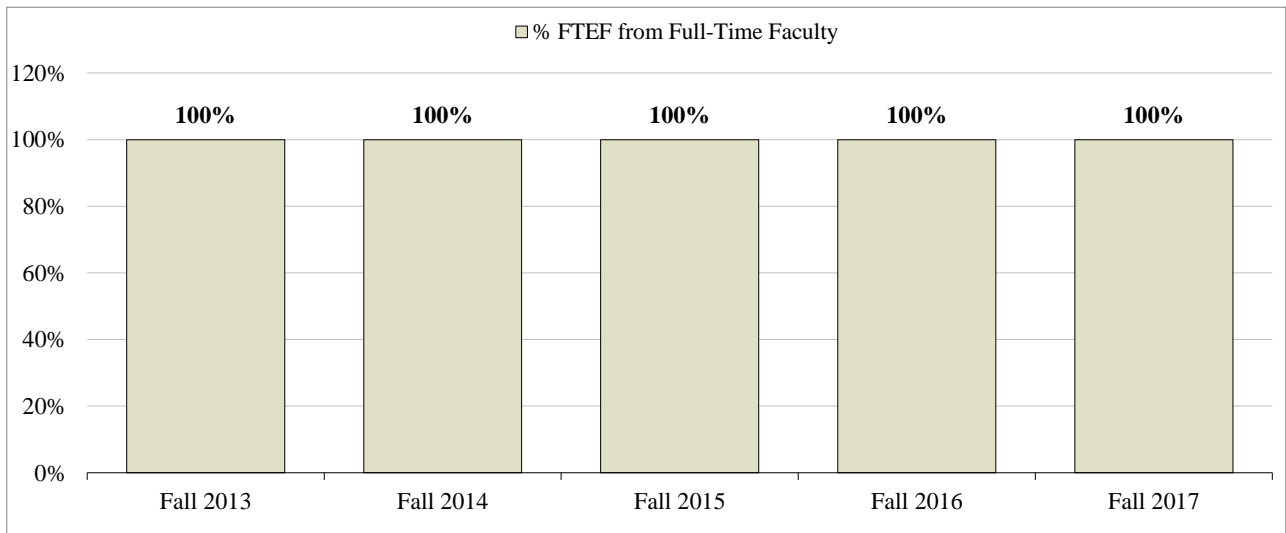
Definitions:

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				
	LIBR		**LPC Overall**	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	7	12%	3,485	37%
College-level Ready	51	70%	2,141	23%
Not College-level Ready	1	3%	904	10%
Unknown	1	2%	2,842	30%
College Math				
Completed College-level	20	33%	3,738	40%
College-level Ready	10	17%	1,138	12%
Not College-level Ready	25	42%	1,733	18%
Unknown	5	8%	2,763	29%
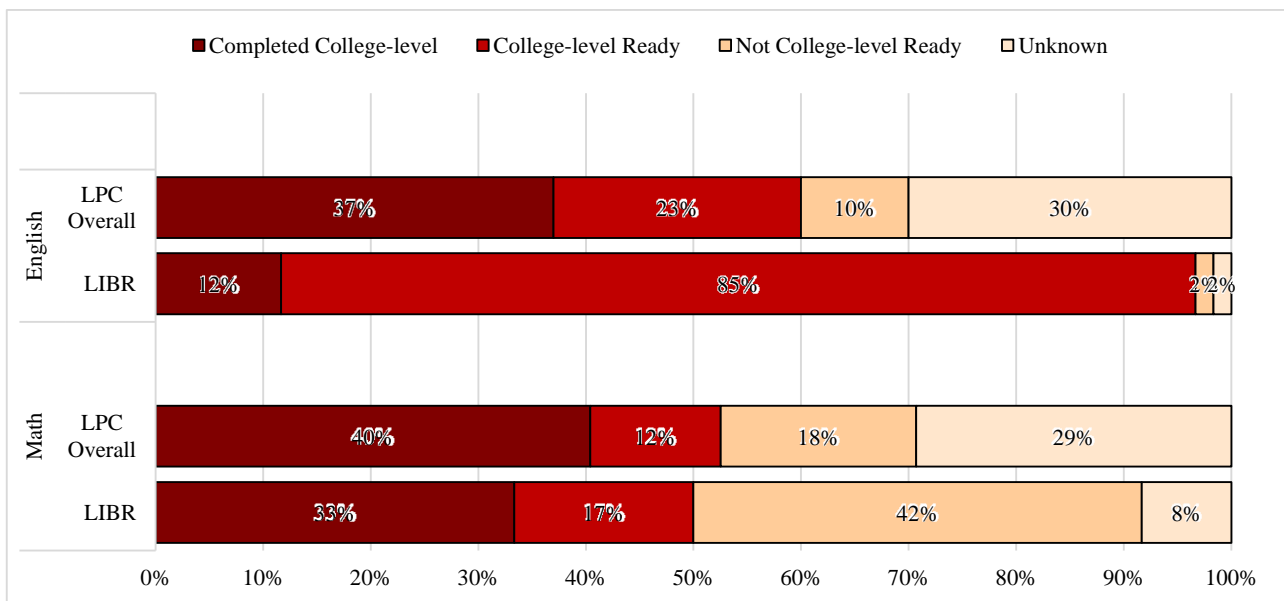
Definitions:

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 succesfully 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 succesfully complete the course.

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

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