



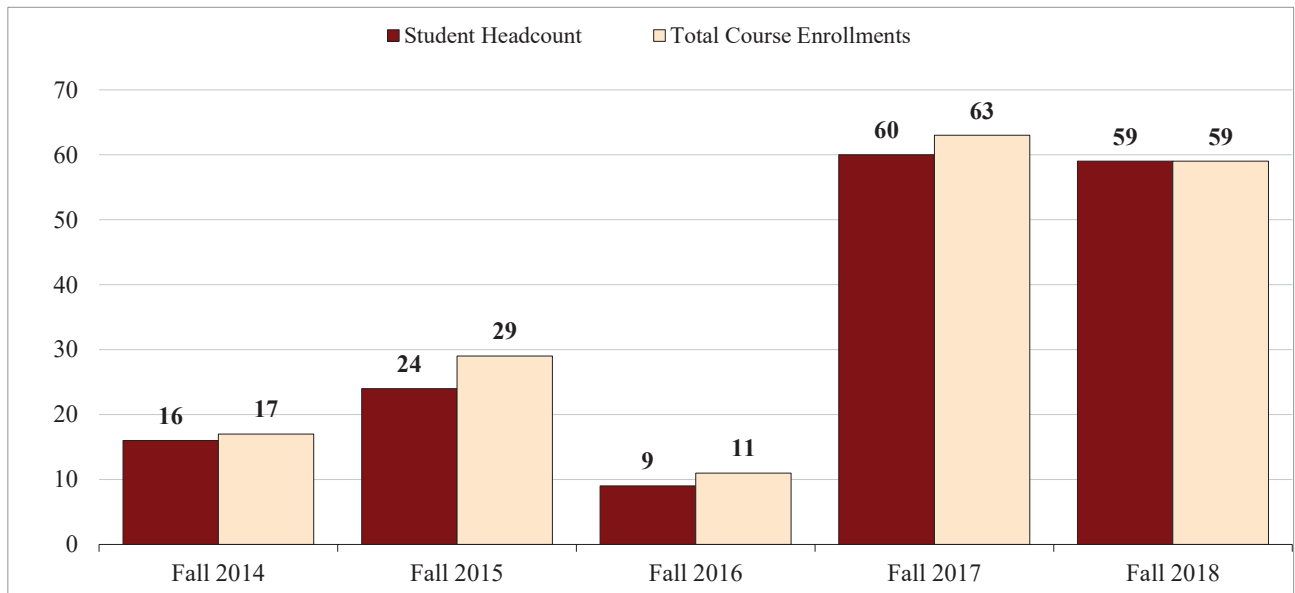
Las Positas College
Program Review Discipline Data Packet
Fall 2014 to Fall 2018

Discipline:
Library Studies (LIBR)

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Headcount & Enrollment

	Library Studies (LIBR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student Headcount	16	24	9	60	59
Total Course Enrollments	17	29	11	63	59



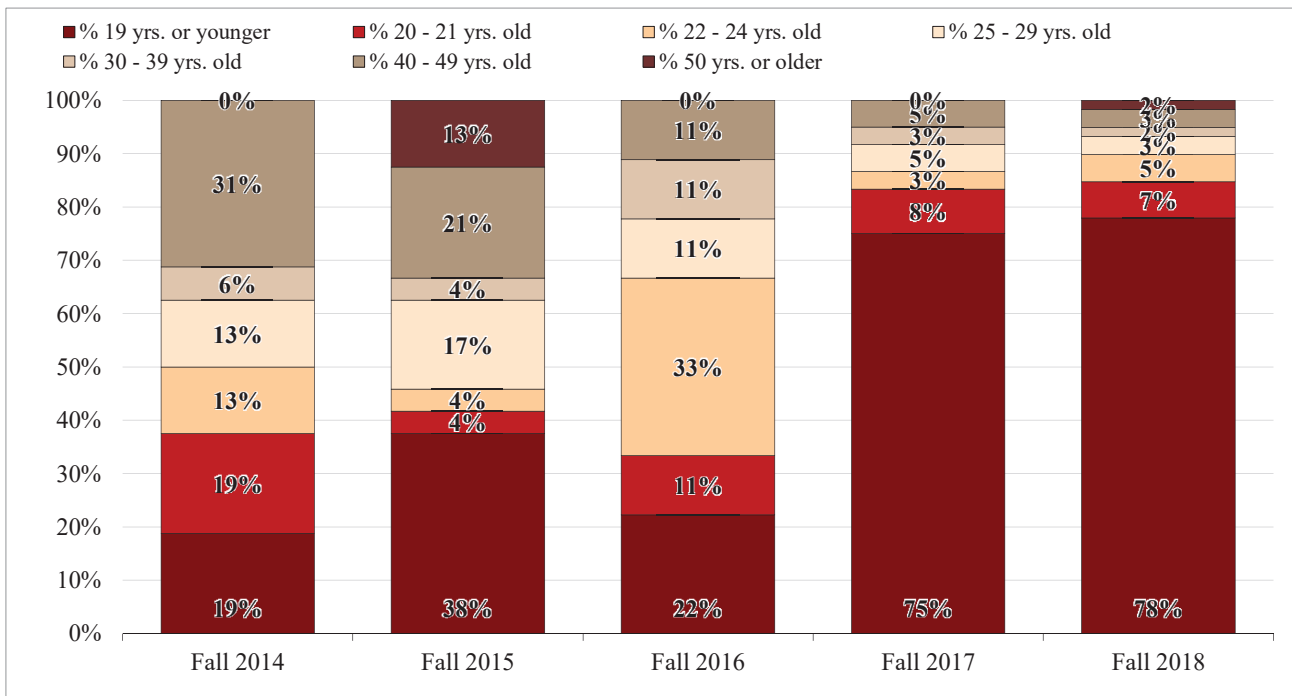
Definitions:

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.

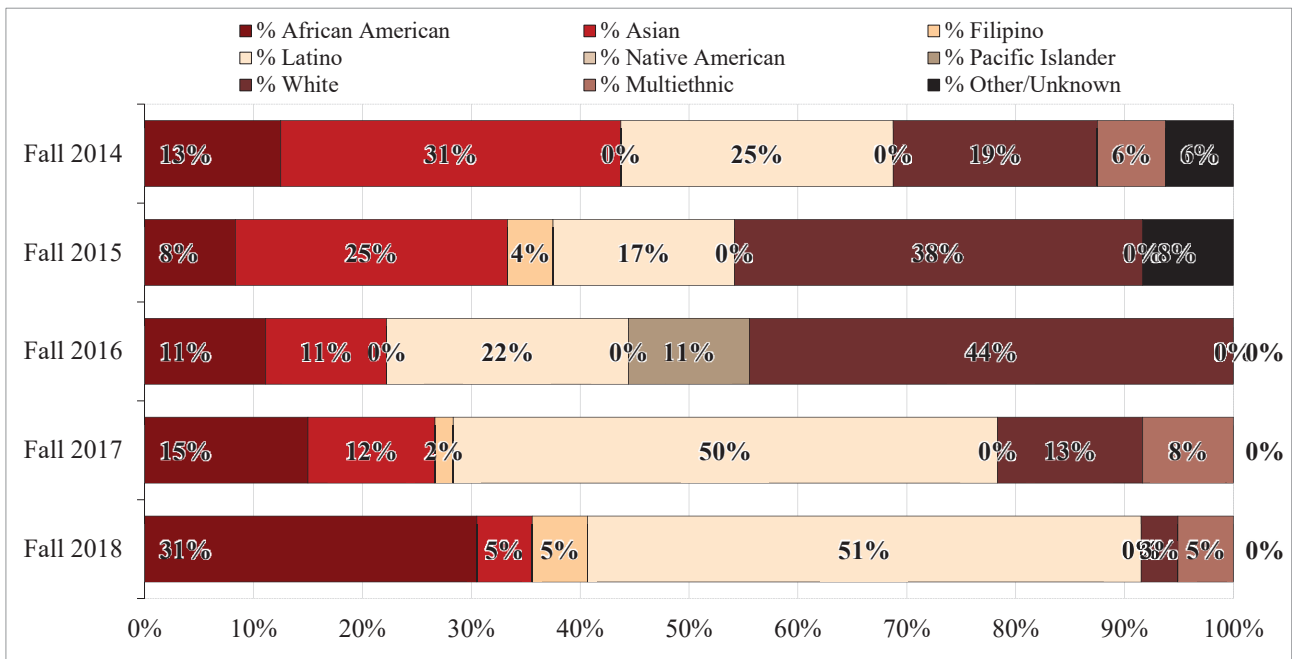
Student Demographics: Gender & Age

Library Studies (LIBR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	10	14	3	38	38
Male	6	9	6	21	18
19 yrs. or younger	3	9	2	45	46
20-21 yrs. old	3	1	1	5	4
22-24 yrs. old	2	1	3	2	3
25-29 yrs. old	2	4	1	3	2
30-39 yrs. old	1	1	1	2	1
40-49 yrs. old	5	5	1	3	2
50 yrs. or older	0	3	0	0	1
% Female	63%	61%	33%	64%	68%
% Male	38%	39%	67%	36%	32%
% 19 yrs. or younger	19%	38%	22%	75%	78%
% 20 - 21 yrs. old	19%	4%	11%	8%	7%
% 22 - 24 yrs. old	13%	4%	33%	3%	5%
% 25 - 29 yrs. old	13%	17%	11%	5%	3%
% 30 - 39 yrs. old	6%	4%	11%	3%	2%
% 40 - 49 yrs. old	31%	21%	11%	5%	3%
% 50 yrs. or older	0%	13%	0%	0%	2%



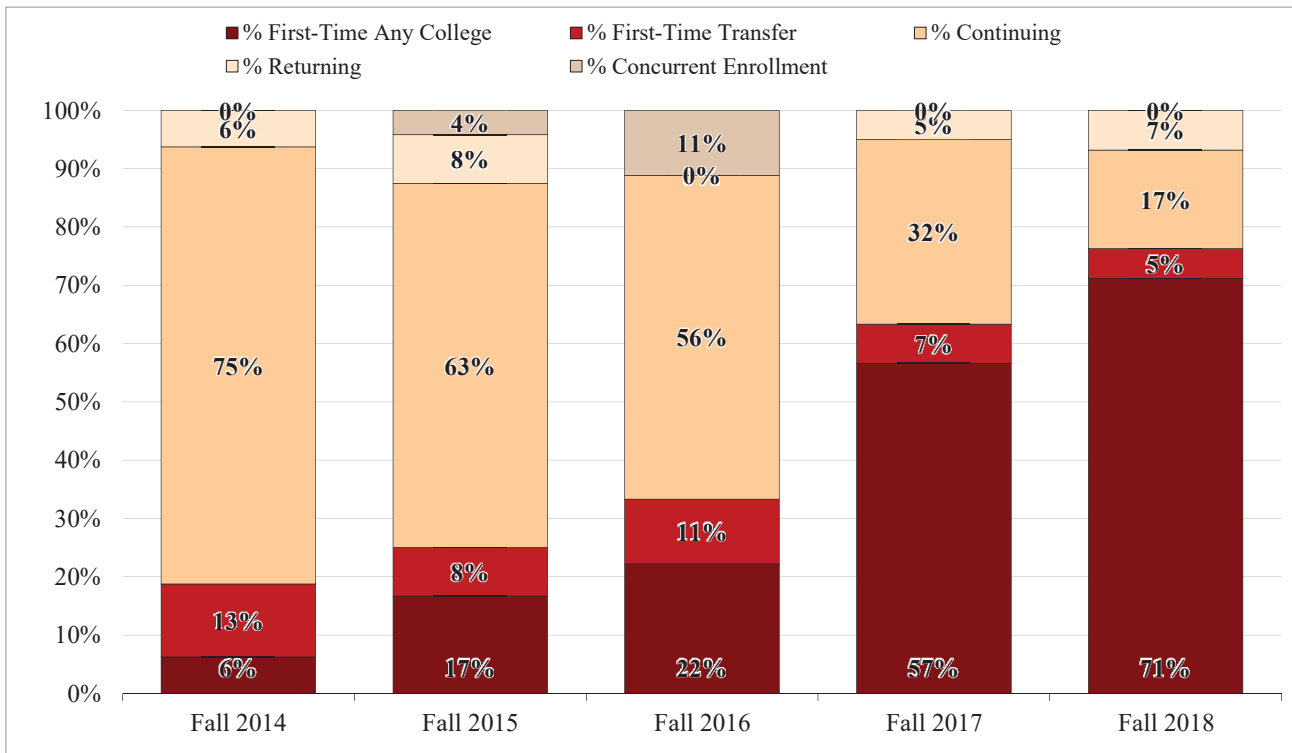
Student Demographic: Race-Ethnicity

Library Studies (LIBR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American	2	2	1	9	18
Asian	5	6	1	7	3
Filipino	0	1	0	1	3
Latino	4	4	2	30	30
Native American	0	0	0	0	0
Pacific Islander	0	0	1	0	0
White	3	9	4	8	2
Multiethnic	1	0	0	5	3
Other/Unknown	1	2	0	0	0
% African American	13%	8%	11%	15%	31%
% Asian	31%	25%	11%	12%	5%
% Filipino	0%	4%	0%	2%	5%
% Latino	25%	17%	22%	50%	51%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	11%	0%	0%
% White	19%	38%	44%	13%	3%
% Multiethnic	6%	0%	0%	8%	5%
% Other/Unknown	6%	8%	0%	0%	0%



Student Enrollment Status

	Library Studies (LIBR)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
First-Time Any College	1	4	2	34	42
First-Time Transfer	2	2	1	4	3
Continuing	12	15	5	19	10
Returning	1	2	0	3	4
Concurrent Enrollment	0	1	1	0	0
% First-Time Any College	6%	17%	22%	57%	71%
% First-Time Transfer	13%	8%	11%	7%	5%
% Continuing	75%	63%	56%	32%	17%
% Returning	6%	8%	0%	5%	7%
% Concurrent Enrollment	0%	4%	11%	0%	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.

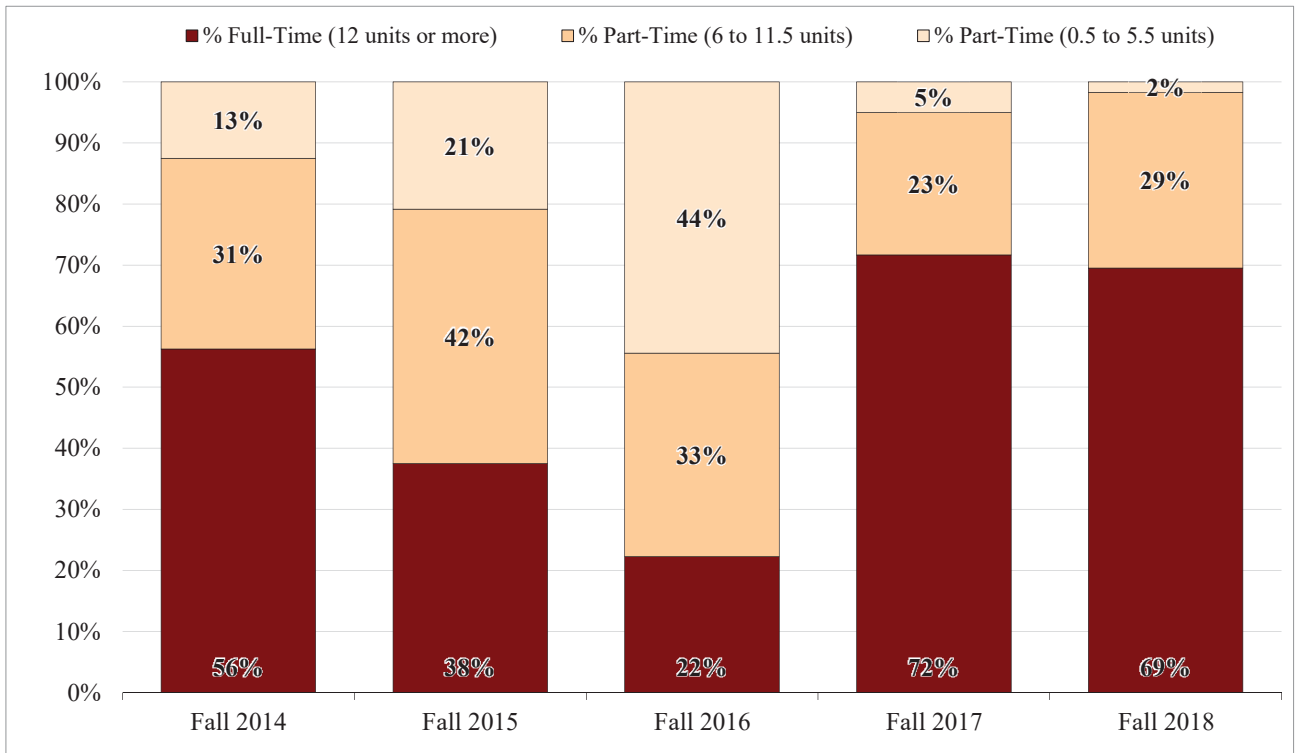
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

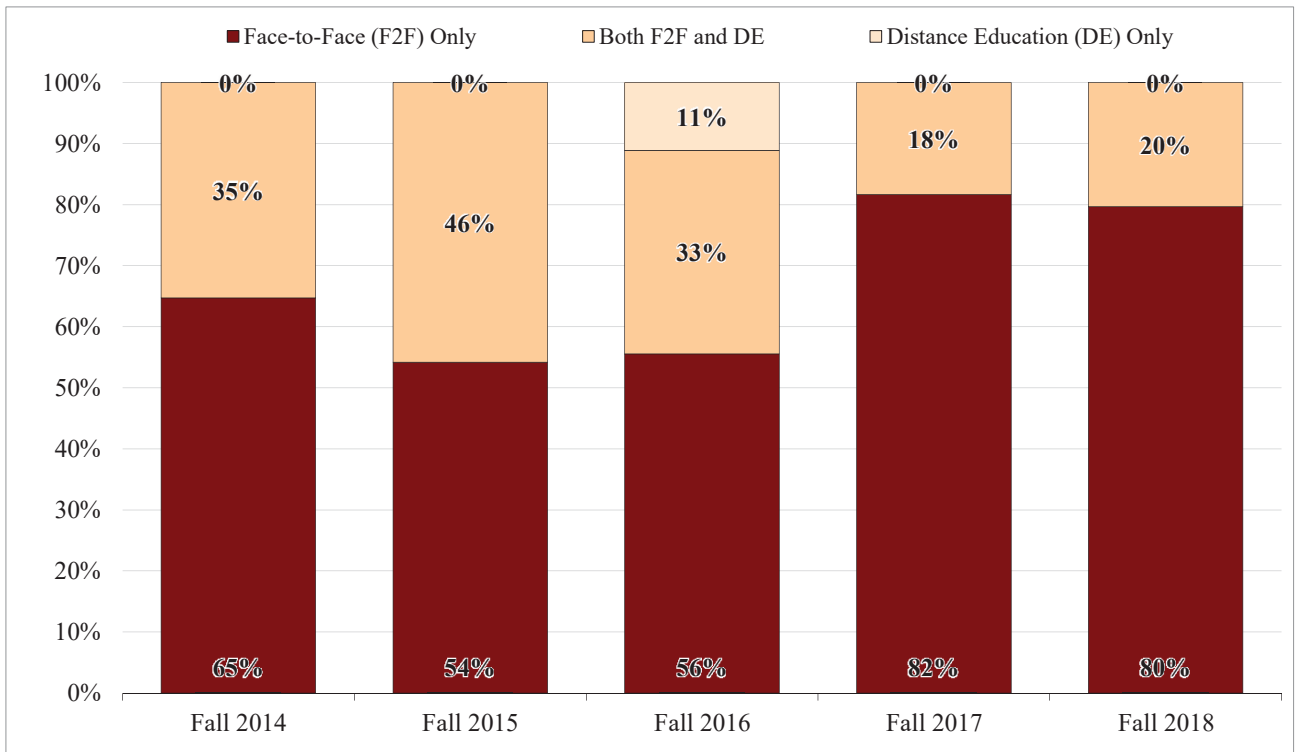
Student Unit Load

Library Studies (LIBR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Full-Time (12 units or more)	9	9	2	43	41
Part-Time (6 to 11.5 units)	5	10	3	14	17
Part-Time (0.5 to 5.5 units)	2	5	4	3	1
% Full-Time (12 units or more)	56%	38%	22%	72%	69%
% Part-Time (6 to 11.5 units)	31%	42%	33%	23%	29%
% Part-Time (0.5 to 5.5 units)	13%	21%	44%	5%	2%



Students Using Distance Education

Library Studies (LIBR)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Face-to-Face (F2F) Only	11	13	5	49	47
Both F2F and DE	6	11	3	11	12
Distance Education (DE) Only	0	0	1	0	0
% Face-to-Face (F2F) Only	69%	54%	56%	82%	80%
% Both F2F and DE	38%	46%	33%	18%	20%
% Distance Education (DE) Only	0%	0%	11%	0%	0%

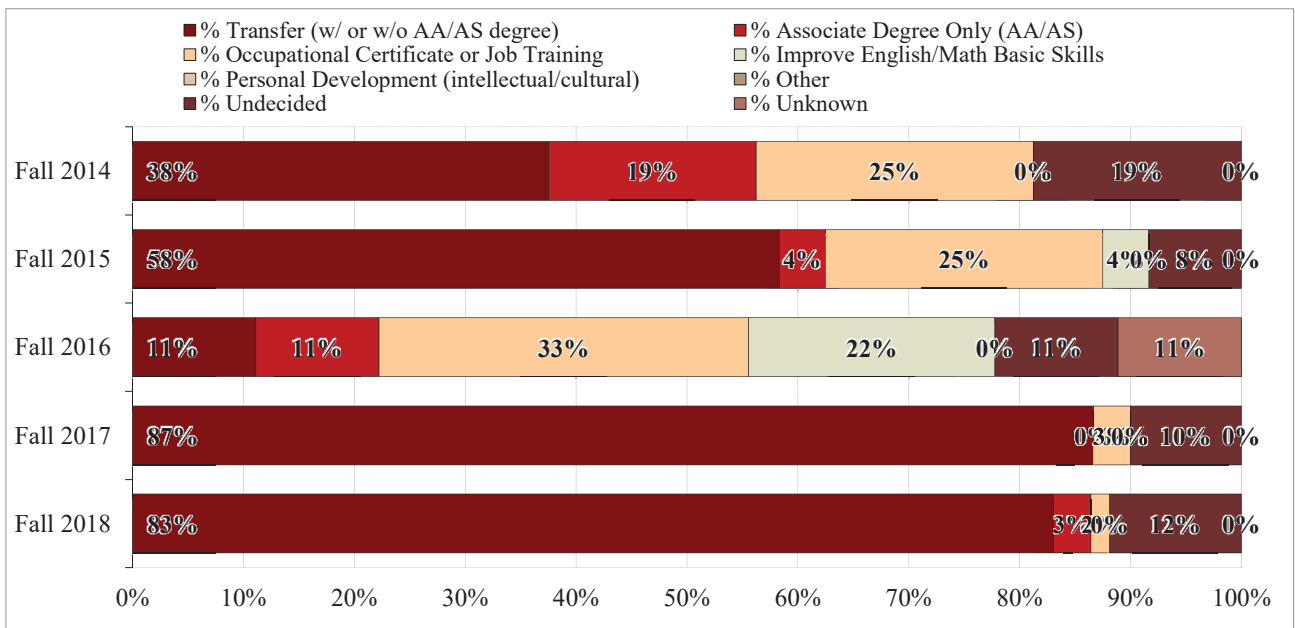


Definitions:

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

Student Educational Goal

Library Studies (LIBR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Transfer (w/ or w/o AA/AS degree)	6	14	1	52	49
Associate Degree Only (AA/AS)	3	1	1	0	2
Occupational Certificate or Job Training	4	6	3	2	1
Improve English/Math Basic Skills	0	1	2	0	0
Personal Development (intellectual/cultural)	0	0	0	0	0
Other	0	0	0	0	0
Undecided	3	2	1	6	7
Unknown	0	0	1	0	0
% Transfer (w/ or w/o AA/AS degree)	38%	58%	11%	87%	83%
% Associate Degree Only (AA/AS)	19%	4%	11%	0%	3%
% Occupational Certificate or Job Training	25%	25%	33%	3%	2%
% Improve English/Math Basic Skills	0%	4%	22%	0%	0%
% Personal Development (intellectual/cultural)	0%	0%	0%	0%	0%
% Other	0%	0%	0%	0%	0%
% Undecided	19%	8%	11%	10%	12%
% Unknown	0%	0%	11%	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.

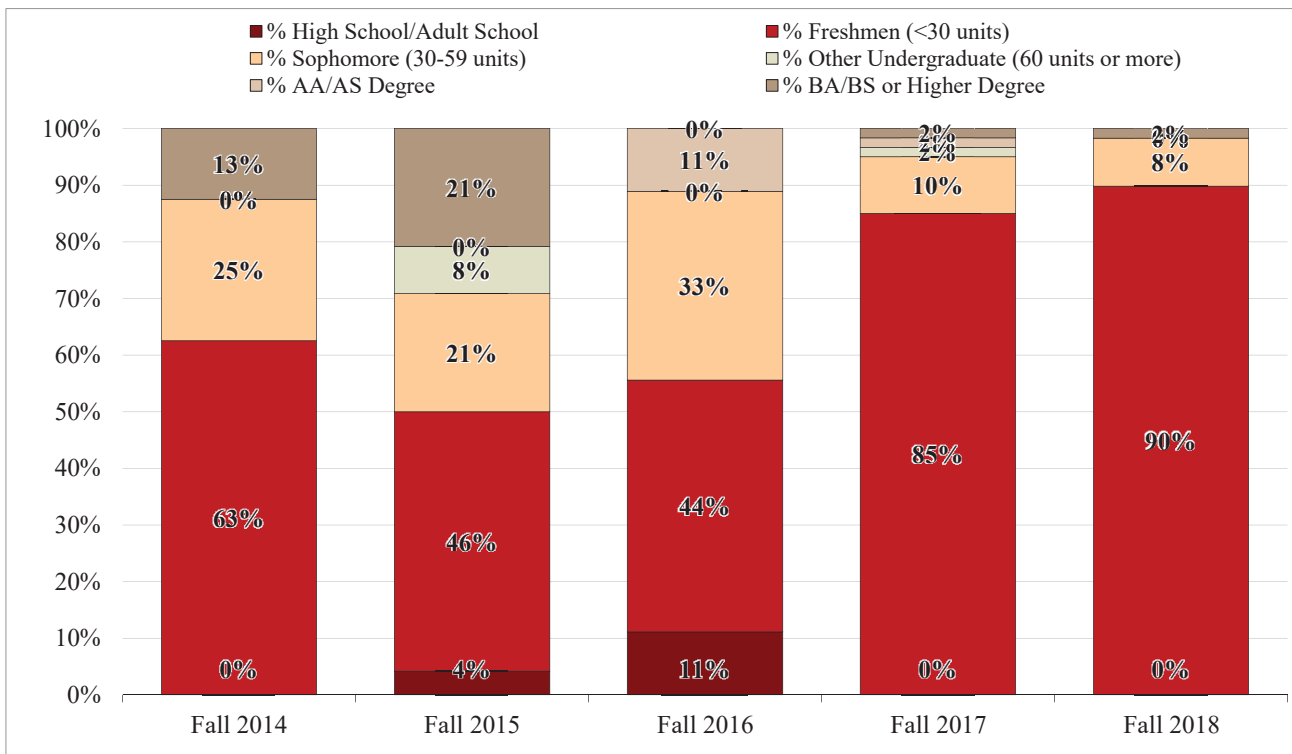
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

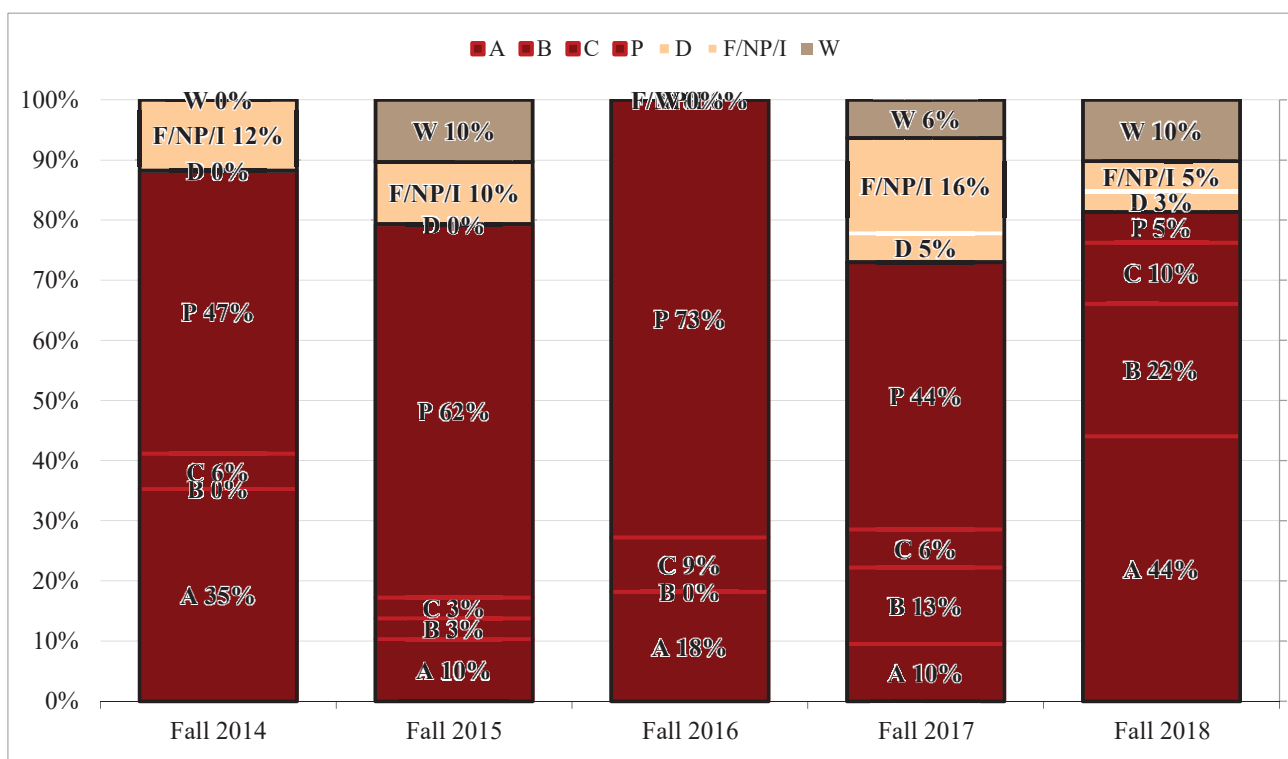
Highest Educational Level of Students

Library Studies (LIBR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
High School/Adult School	0	1	1	0	0
Freshmen (<30 units)	10	11	4	51	53
Sophomore (30-59 units)	4	5	3	6	5
Other Undergraduate (60 units or more)	0	2	0	1	0
AA/AS Degree	0	0	1	1	0
BA/BS or Higher Degree	2	5	0	1	1
% High School/Adult School	0%	4%	11%	0%	0%
% Freshmen (<30 units)	63%	46%	44%	85%	90%
% Sophomore (30-59 units)	25%	21%	33%	10%	8%
% Other Undergraduate (60 units or more)	0%	8%	0%	2%	0%
% AA/AS Degree	0%	0%	11%	2%	0%
% BA/BS or Higher Degree	13%	21%	0%	2%	2%



Student Performance: Grade Distribution

Library Studies (LIBR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	17	29	11	63	59
Course Success Rates	88%	79%	100%	73%	81%
A	35%	10%	18%	10%	44%
B	0%	3%	0%	13%	22%
C	6%	3%	9%	6%	10%
P	47%	62%	73%	44%	5%
Course Non-Success Rate	12%	10%	0%	21%	8%
D	0%	0%	0%	5%	3%
F/NP/I	12%	10%	0%	16%	5%
Withdrawals (W)	0%	10%	0%	6%	10%



Definitions:

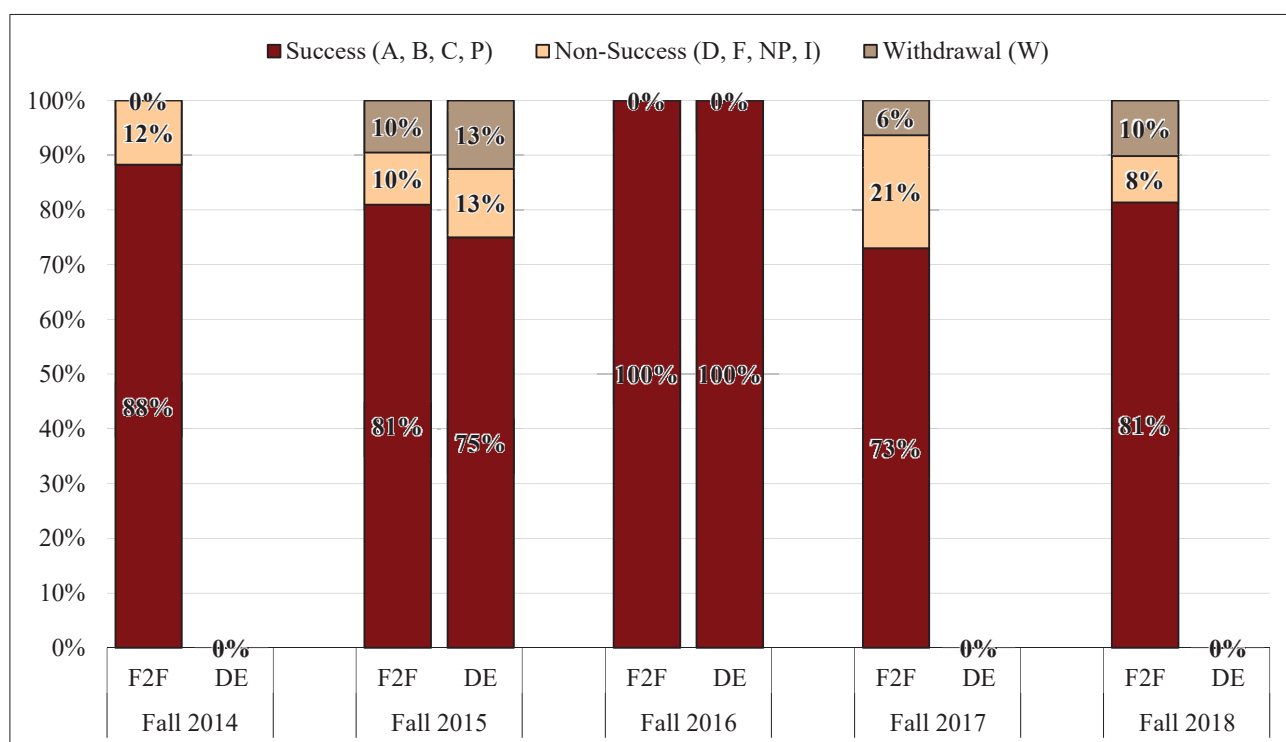
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Library Studies (LIBR)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	17	29	11	63	59
Face-to-Face (F2F) Sections	17	21	7	63	59
Success Rates	88%	81%	100%	73%	81%
Non-Success Rates	12%	10%	0%	21%	8%
Withdrawals	0%	10%	0%	6%	10%
Distance Education (DE) Sections	0	8	4	0	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.

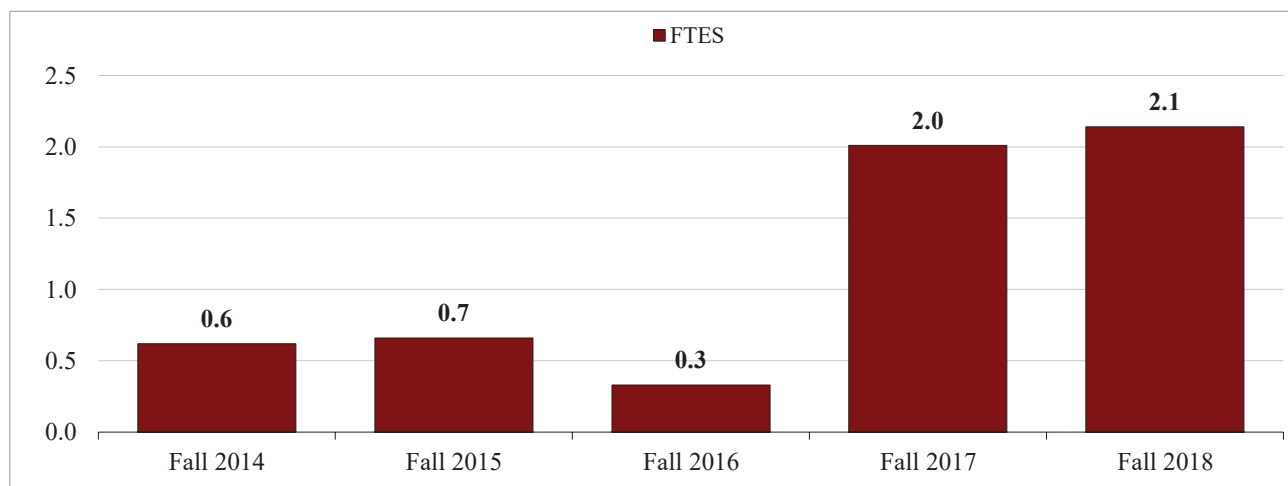
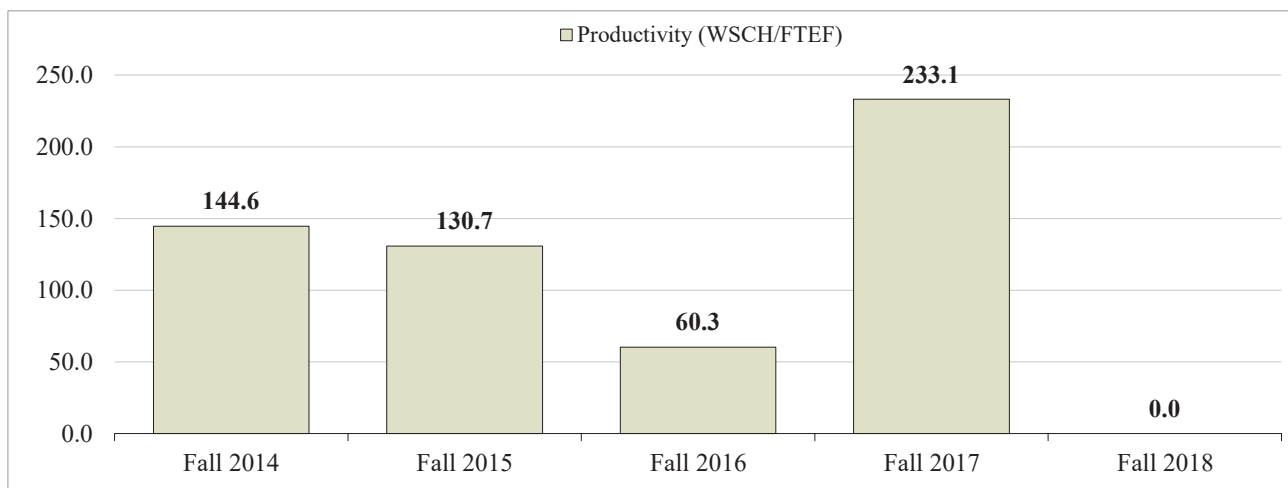
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
WSCH	24	26	12	62	66
FTES	0.6	0.7	0.3	2.0	2.1
FTEF	0.2	0.2	0.2	0.3	0.0
Productivity (WSCH/FTEF)	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.

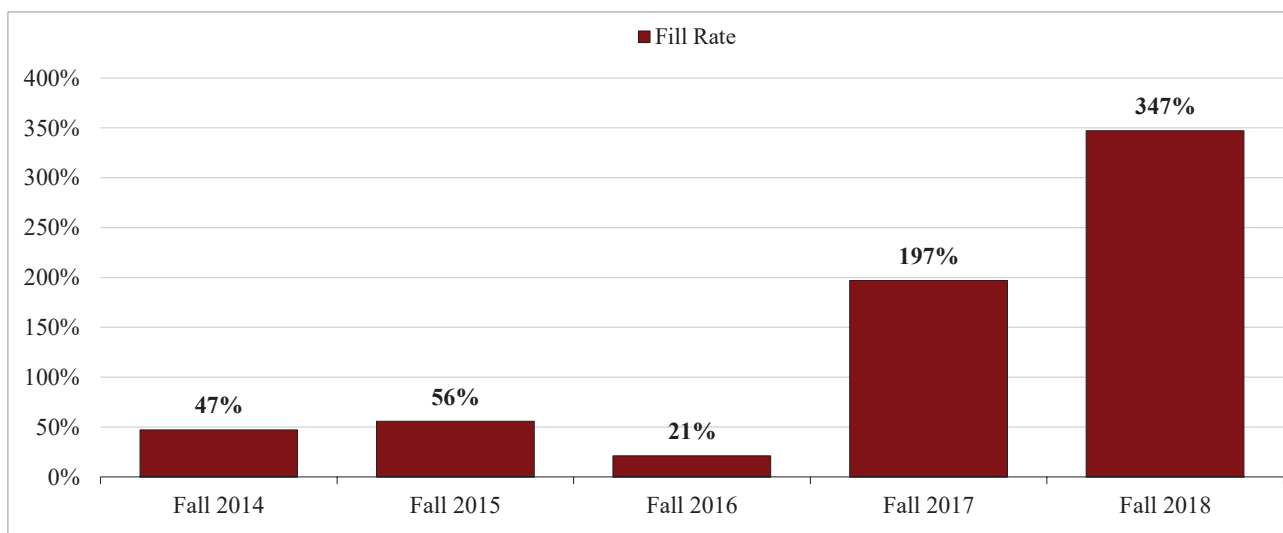
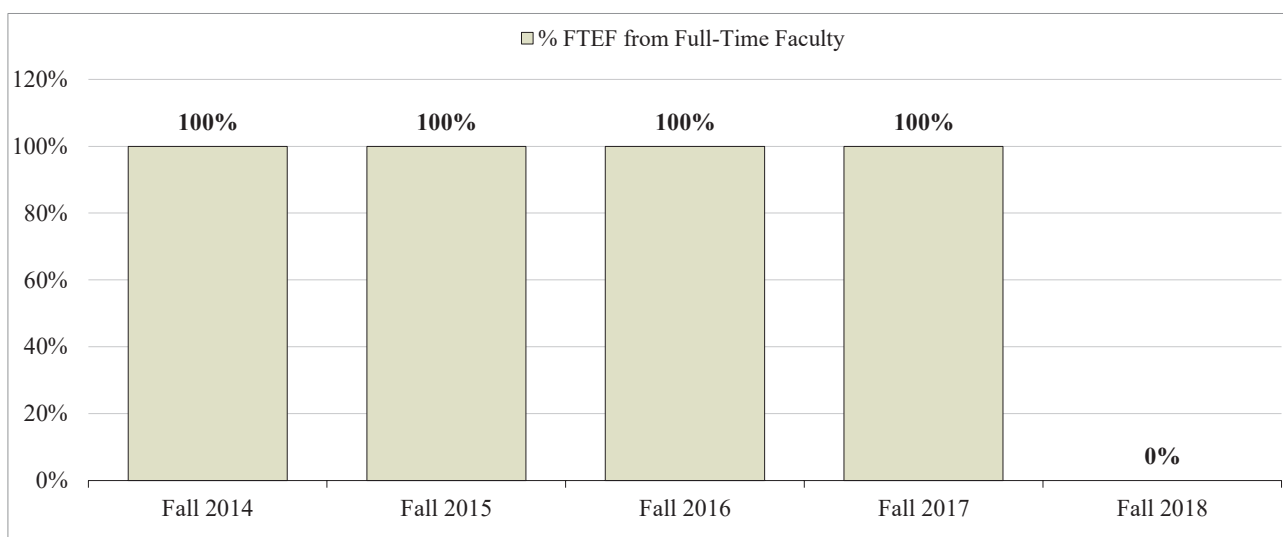
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
FTEF from Full-Time Faculty	0.2	0.2	0.2	0.3	0.0
% FTEF from Full-Time Faculty	100%	100%	100%	100%	—
Enrollments	17	29	11	63	59
Capacity (seats available)	36	52	52	32	17
Fill Rate	47%	56%	21%	197%	347%



Definitions:

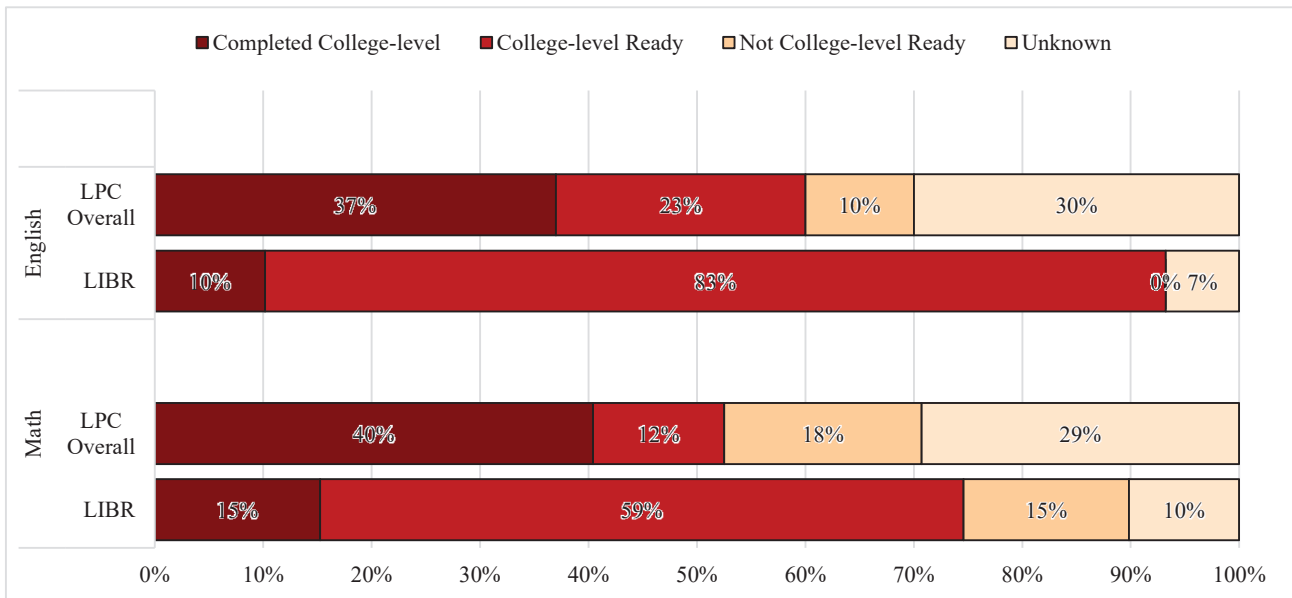
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2018				
	LIBR		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	6	10%	4,858	52%
College-level Ready	49	79%	2,005	22%
Not College-level Ready	0	0%	675	7%
Unknown	4	7%	1,776	19%
College Math				
Completed College-level	9	15%	4,134	44%
College-level Ready	35	59%	1,812	19%
Not College-level Ready	9	15%	1,583	17%
Unknown	6	10%	1,785	19%



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.