



Las Positas College

**Program Review Discipline Data Packet**

Spring 2015 to Spring 2019

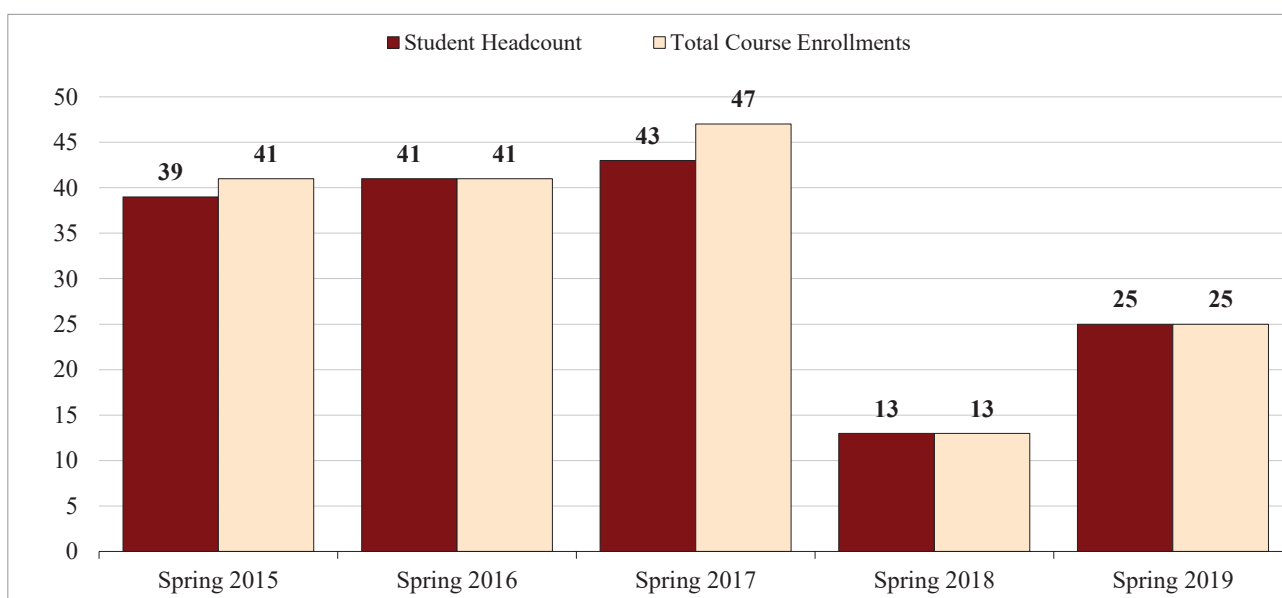
Discipline:

**Library Studies (LIBR)**

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## Headcount & Enrollment

Library Studies ( LIBR )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	39	41	43	13	25
Total Course Enrollments	41	41	47	13	25



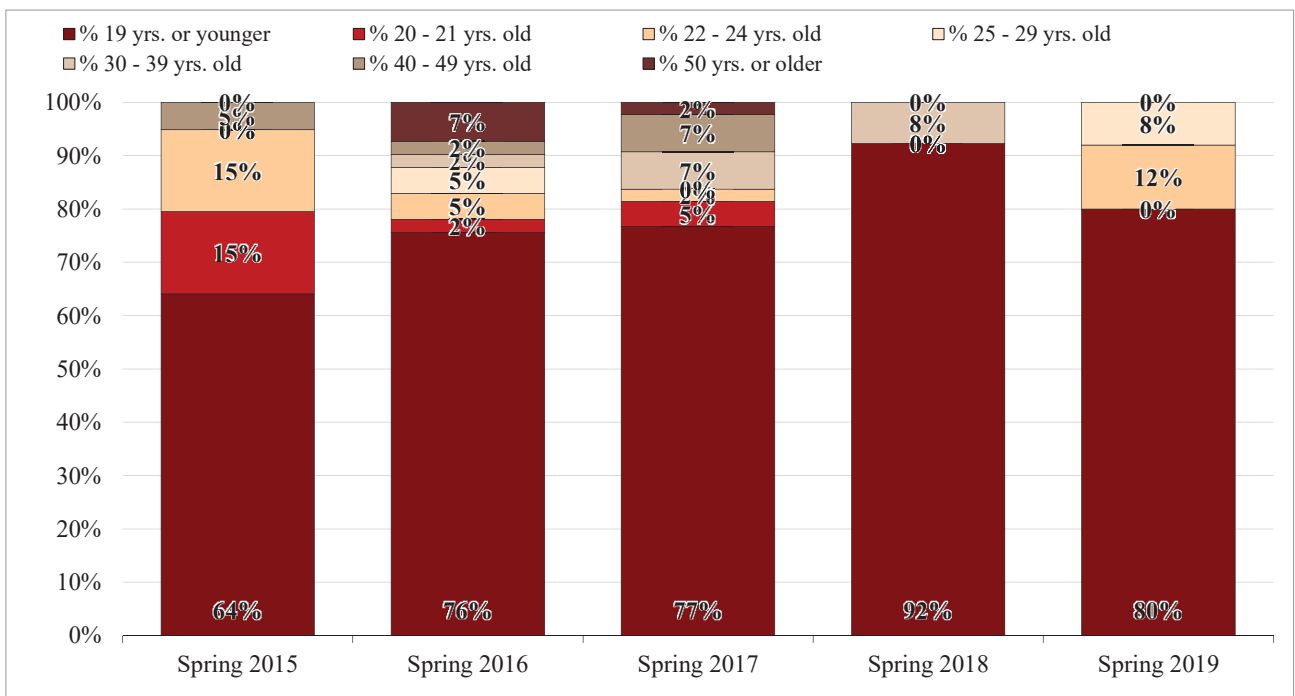
### Definitions:

**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.

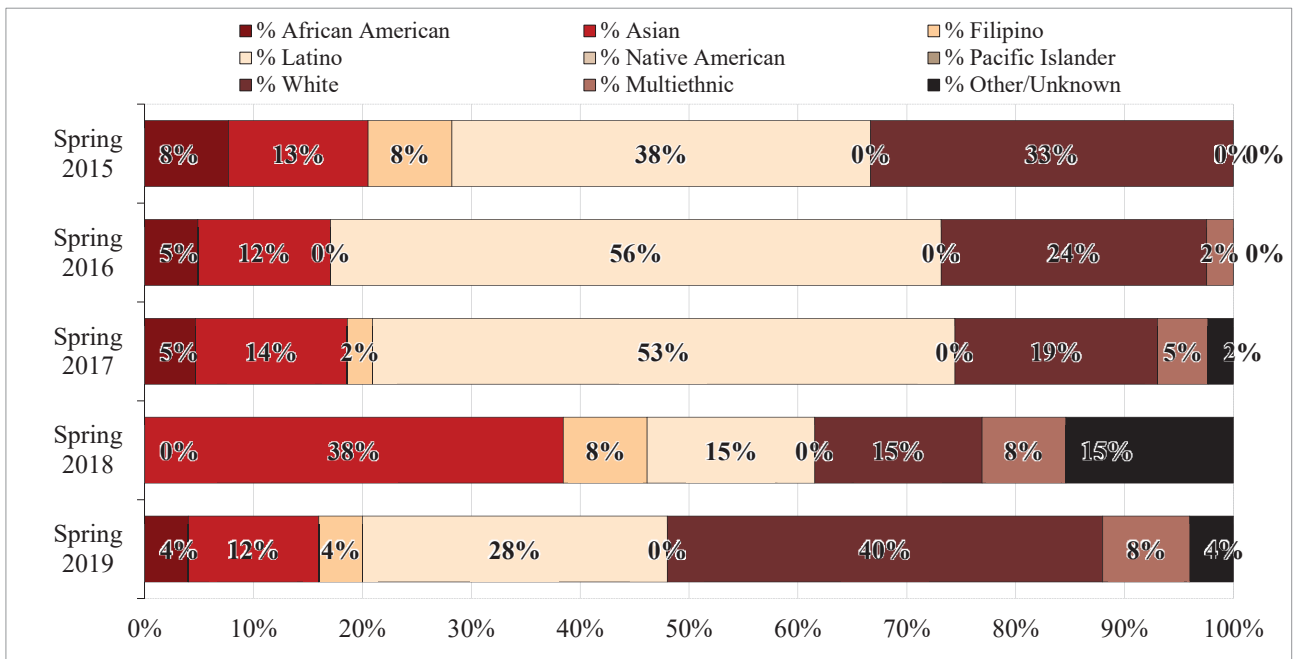
## Student Demographics: Gender & Age

Library Studies ( LIBR )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	25	25	30	7	18
Male	14	16	12	5	7
19 yrs. or younger	25	31	33	12	20
20-21 yrs. old	6	1	2	0	0
22-24 yrs. old	6	2	1	0	3
25-29 yrs. old	0	2	0	0	2
30-39 yrs. old	0	1	3	1	0
40-49 yrs. old	2	1	3	0	0
50 yrs. or older	0	3	1	0	0
% Female	64%	61%	71%	58%	72%
% Male	36%	39%	29%	42%	28%
% 19 yrs. or younger	64%	76%	77%	92%	80%
% 20 - 21 yrs. old	15%	2%	5%	0%	0%
% 22 - 24 yrs. old	15%	5%	2%	0%	12%
% 25 - 29 yrs. old	0%	5%	0%	0%	8%
% 30 - 39 yrs. old	0%	2%	7%	8%	0%
% 40 - 49 yrs. old	5%	2%	7%	0%	0%
% 50 yrs. or older	0%	7%	2%	0%	0%



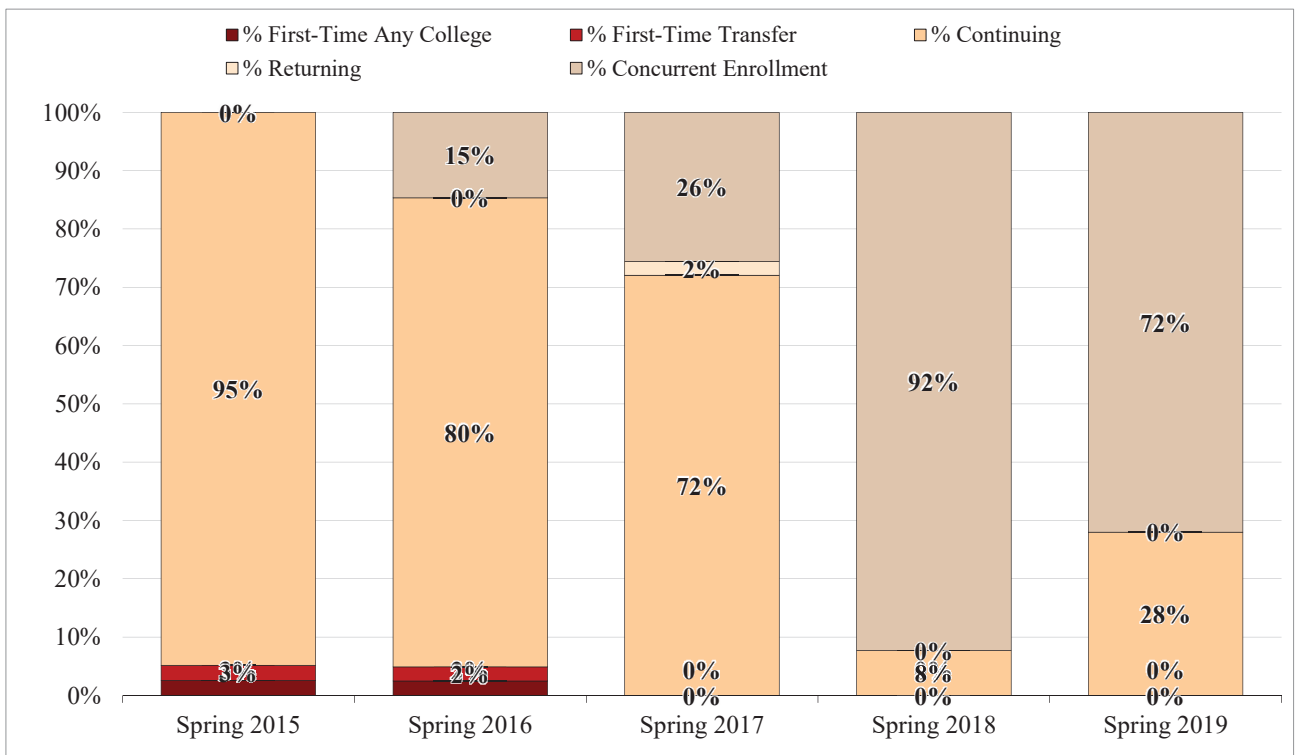
## Student Demographic: Race-Ethnicity

Library Studies ( LIBR )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	3	2	2	0	1
Asian	5	5	6	5	3
Filipino	3	0	1	1	1
Latino	15	23	23	2	7
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	13	10	8	2	10
Multiethnic	0	1	2	1	2
Other/Unknown	0	0	1	2	1
% African American	8%	5%	5%	0%	4%
% Asian	13%	12%	14%	38%	12%
% Filipino	8%	0%	2%	8%	4%
% Latino	38%	56%	53%	15%	28%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	33%	24%	19%	15%	40%
% Multiethnic	0%	2%	5%	8%	8%
% Other/Unknown	0%	0%	2%	15%	4%



## Student Enrollment Status

	Library Studies ( LIBR )				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	1	1	0	0	0
First-Time Transfer	1	1	0	0	0
Continuing	37	33	31	1	7
Returning	0	0	1	0	0
Concurrent Enrollment	0	6	11	12	18
% First-Time Any College	3%	2%	0%	0%	0%
% First-Time Transfer	3%	2%	0%	0%	0%
% Continuing	95%	80%	72%	8%	28%
% Returning	0%	0%	2%	0%	0%
% Concurrent Enrollment	0%	15%	26%	92%	72%



### 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.

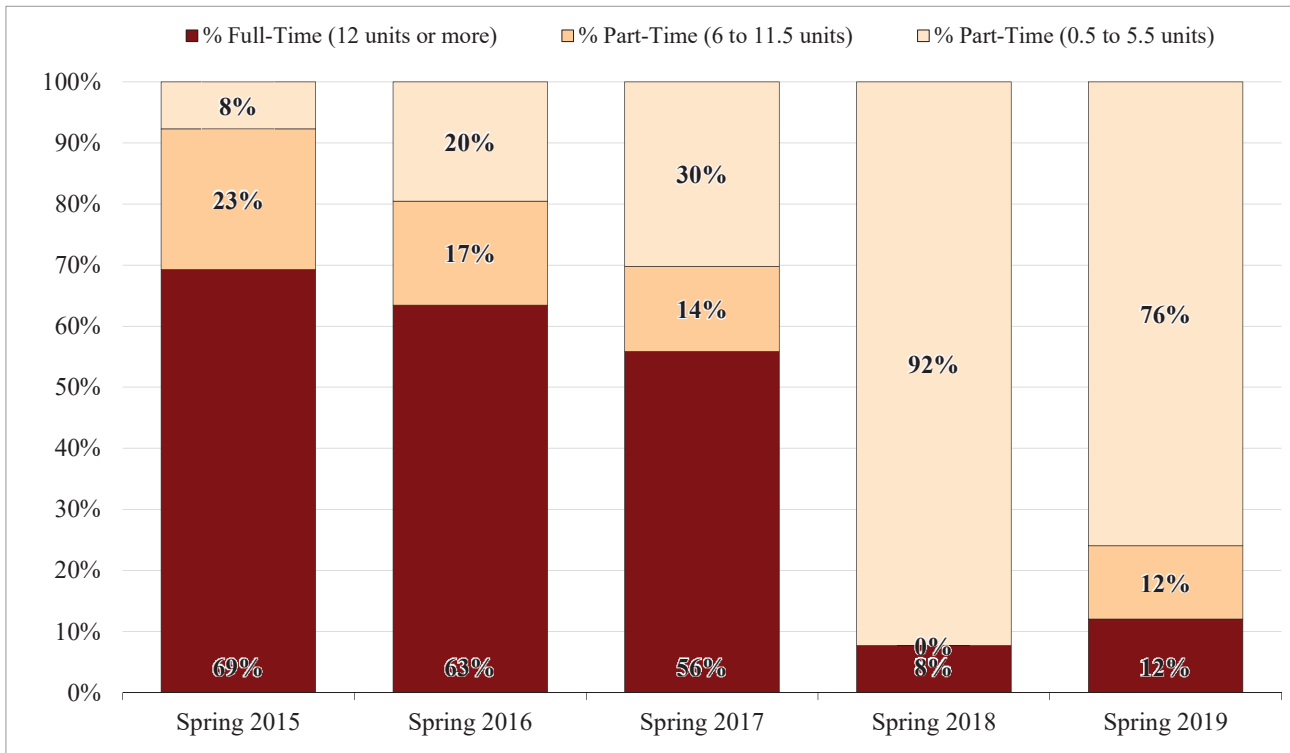
**Continuing:** Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

**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.

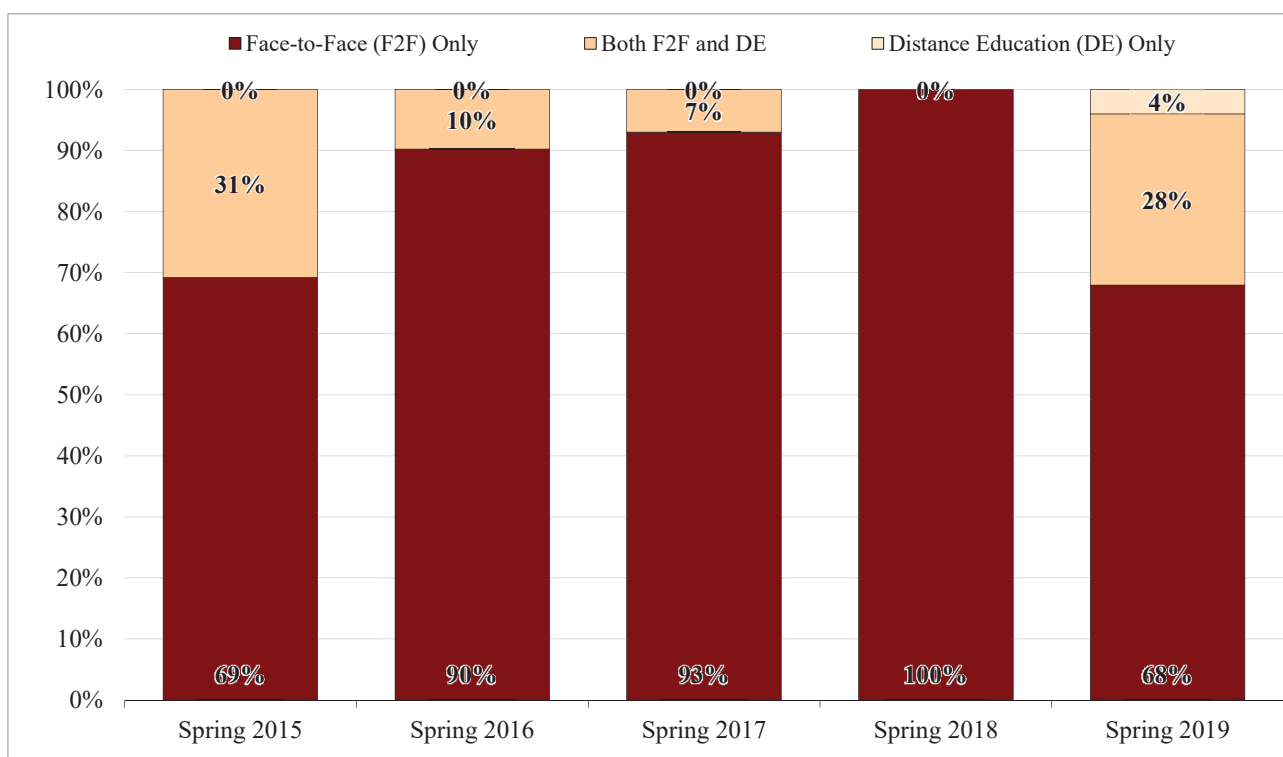
## Student Unit Load

Library Studies ( LIBR )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	27	26	24	1	3
Part-Time (6 to 11.5 units)	9	7	6	0	3
Part-Time (0.5 to 5.5 units)	3	8	13	12	19
% Full-Time (12 units or more)	69%	63%	56%	8%	12%
% Part-Time (6 to 11.5 units)	23%	17%	14%	0%	12%
% Part-Time (0.5 to 5.5 units)	8%	20%	30%	92%	76%



## Students Using Distance Education

Library Studies ( LIBR )					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	27	37	40	13	17
Both F2F and DE	12	4	3	0	7
Distance Education (DE) Only	0	0	0	0	1
% Face-to-Face (F2F) Only	69%	90%	93%	100%	68%
% Both F2F and DE	31%	10%	7%	0%	28%
% Distance Education (DE) Only	0%	0%	0%	0%	4%

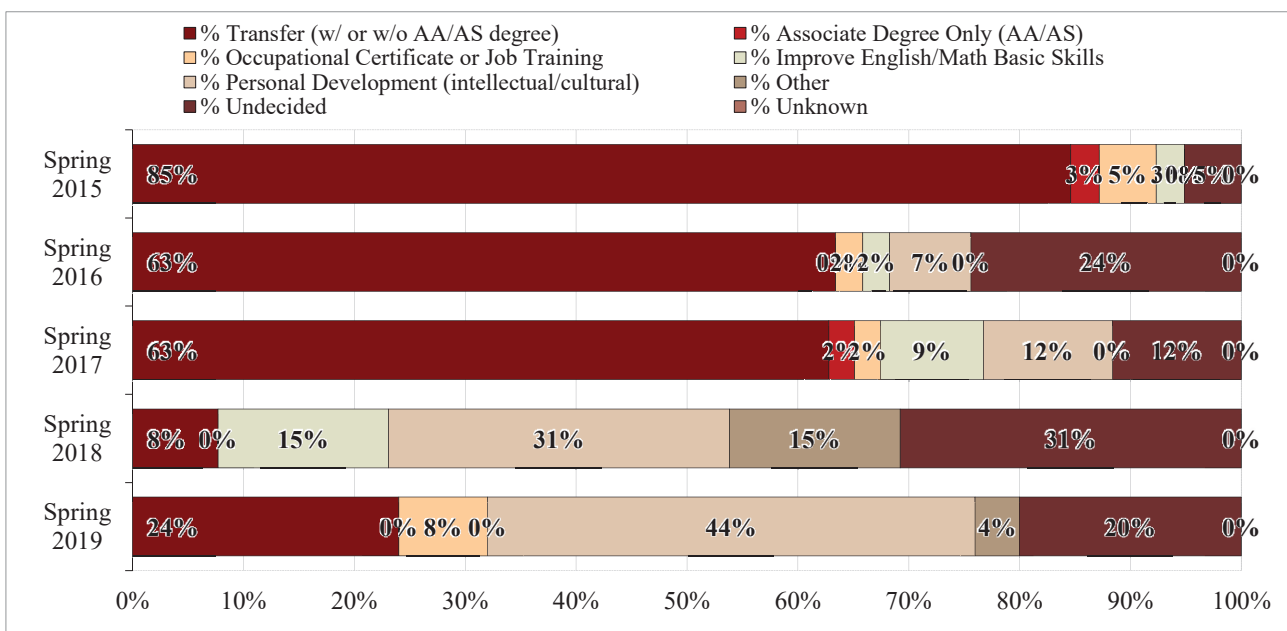


**Definitions:**

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

## Student Educational Goal

Library Studies ( LIBR )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	33	26	27	1	6
Associate Degree Only (AA/AS)	1	0	1	0	0
Occupational Certificate or Job Training	2	1	1	0	2
Improve English/Math Basic Skills	1	1	4	2	0
Personal Development (intellectual/cultural)	0	3	5	4	11
Other	0	0	0	2	1
Undecided	2	10	5	4	5
Unknown	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	85%	63%	63%	8%	24%
% Associate Degree Only (AA/AS)	3%	0%	2%	0%	0%
% Occupational Certificate or Job Training	5%	2%	2%	0%	8%
% Improve English/Math Basic Skills	3%	2%	9%	15%	0%
% Personal Development (intellectual/cultural)	0%	7%	12%	31%	44%
% Other	0%	0%	0%	15%	4%
% Undecided	5%	24%	12%	31%	20%
% Unknown	0%	0%	0%	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.

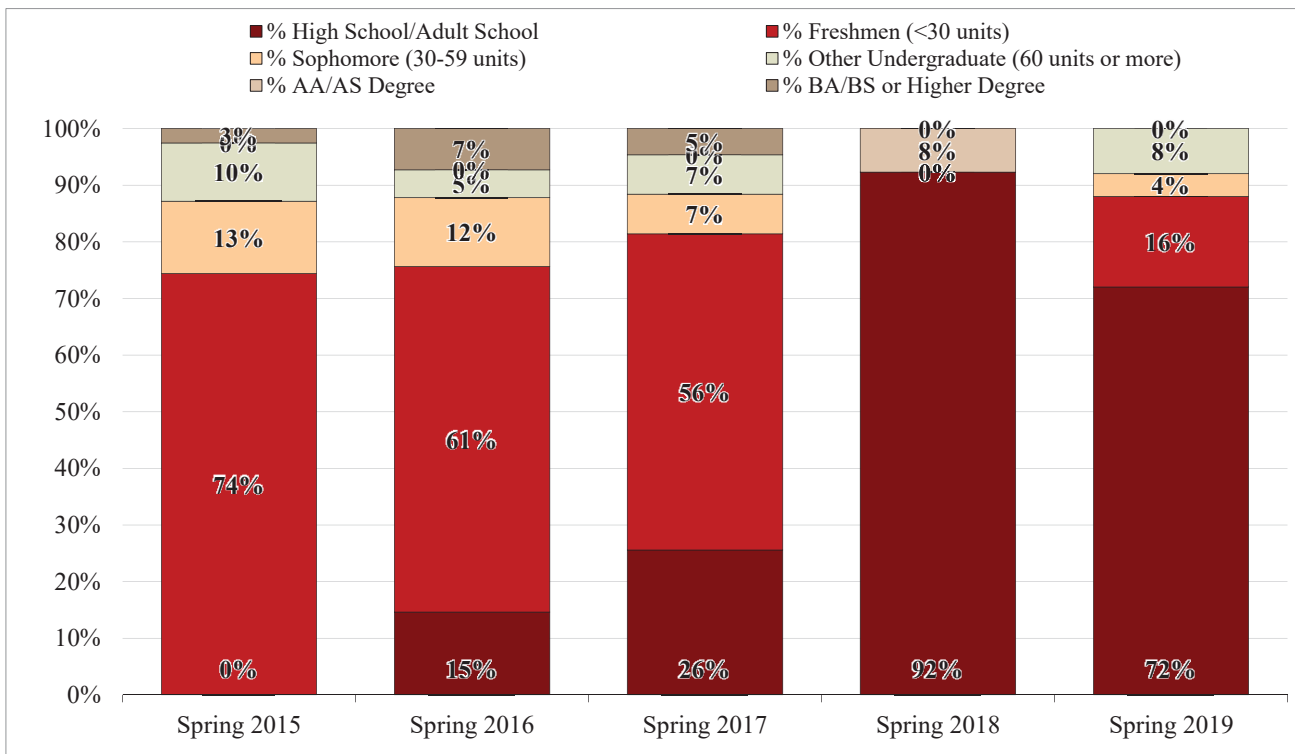
**Personal Development:** Students taking courses for intellectual and/or cultural development.

**Other:** Students completing diploma/GED requirements or moving from non-credit to credit courses. Data from admission application.



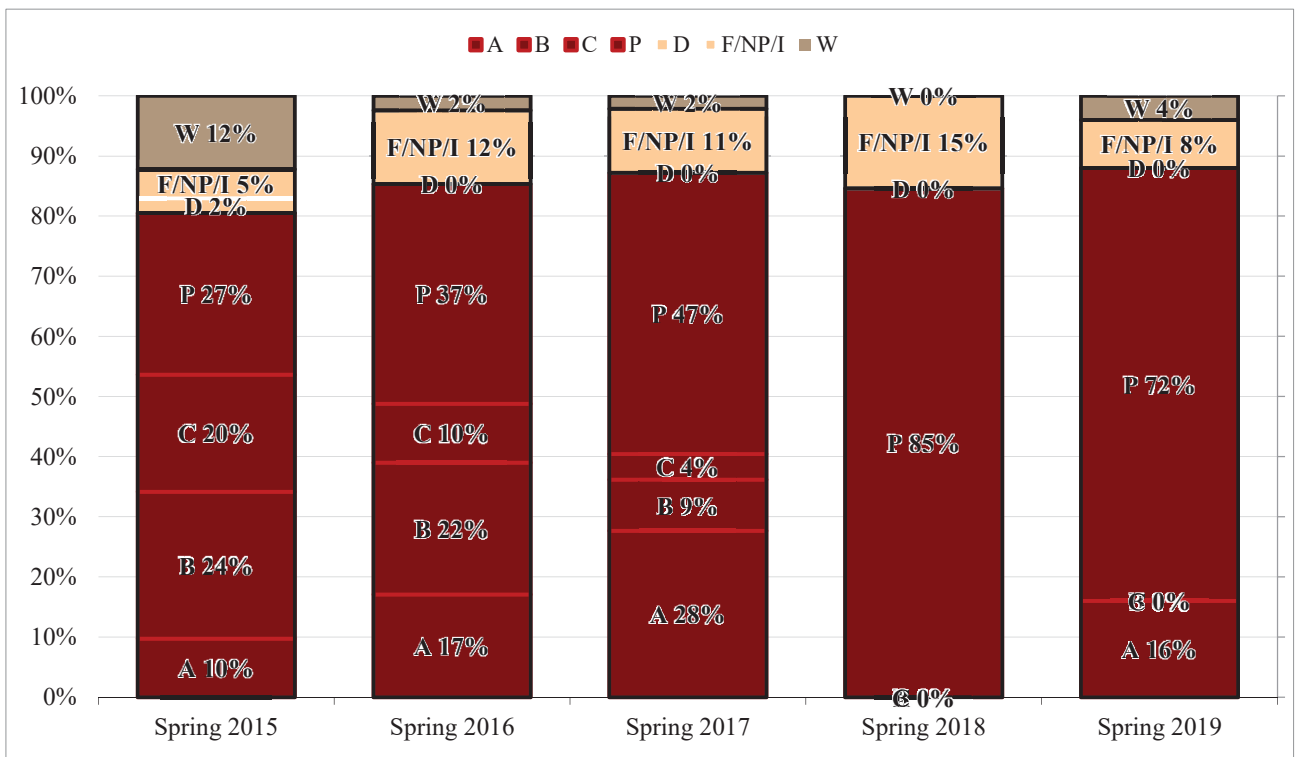
## Highest Educational Level of Students

Library Studies ( LIBR )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	0	6	11	12	18
Freshmen (<30 units)	29	25	24	0	4
Sophomore (30-59 units)	5	5	3	0	1
Other Undergraduate (60 units or more)	4	2	3	0	2
AA/AS Degree	0	0	0	1	0
BA/BS or Higher Degree	1	3	2	0	0
% High School/Adult School	0%	15%	26%	92%	72%
% Freshmen (<30 units)	74%	61%	56%	0%	16%
% Sophomore (30-59 units)	13%	12%	7%	0%	4%
% Other Undergraduate (60 units or more)	10%	5%	7%	0%	8%
% AA/AS Degree	0%	0%	0%	8%	0%
% BA/BS or Higher Degree	3%	7%	5%	0%	0%



## Student Performance: Grade Distribution

Library Studies ( LIBR )					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
<b>Total Course Enrollments</b>	<b>41</b>	<b>41</b>	<b>47</b>	<b>13</b>	<b>25</b>
<b>Course Success Rates</b>	<b>80%</b>	<b>85%</b>	<b>87%</b>	<b>85%</b>	<b>88%</b>
A	10%	17%	28%	0%	16%
B	24%	22%	9%	0%	0%
C	20%	10%	4%	0%	0%
P	27%	37%	47%	85%	72%
<b>Course Non-Success Rate</b>	<b>7%</b>	<b>12%</b>	<b>11%</b>	<b>15%</b>	<b>8%</b>
D	2%	0%	0%	0%	0%
F/NP/I	5%	12%	11%	15%	8%
<b>Withdrawals (W)</b>	<b>12%</b>	<b>2%</b>	<b>2%</b>	<b>0%</b>	<b>4%</b>



### Definitions:

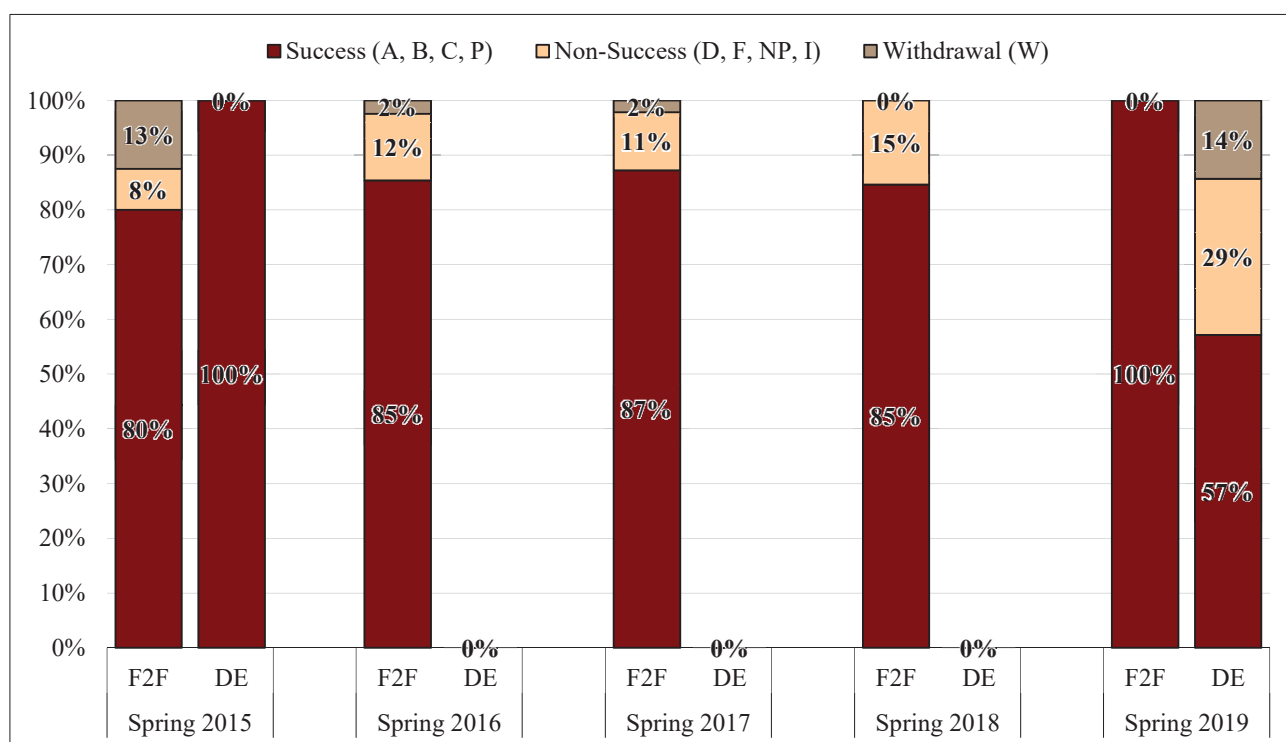
**Course Success Rate** is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

**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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
<b>Total Course Enrollments</b>	<b>41</b>	<b>41</b>	<b>47</b>	<b>13</b>	<b>25</b>
<b>Face-to-Face (F2F) Sections</b>	<b>40</b>	<b>41</b>	<b>47</b>	<b>13</b>	<b>18</b>
Success Rates	80%	85%	87%	85%	100%
Non-Success Rates	8%	12%	11%	15%	0%
Withdrawals	13%	2%	2%	0%	0%
<b>Distance Education (DE) Sections</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>
Success Rates	100%	—	—	—	57%
Non-Success Rates	0%	—	—	—	29%
Withdrawals	0%	—	—	—	14%



### 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.

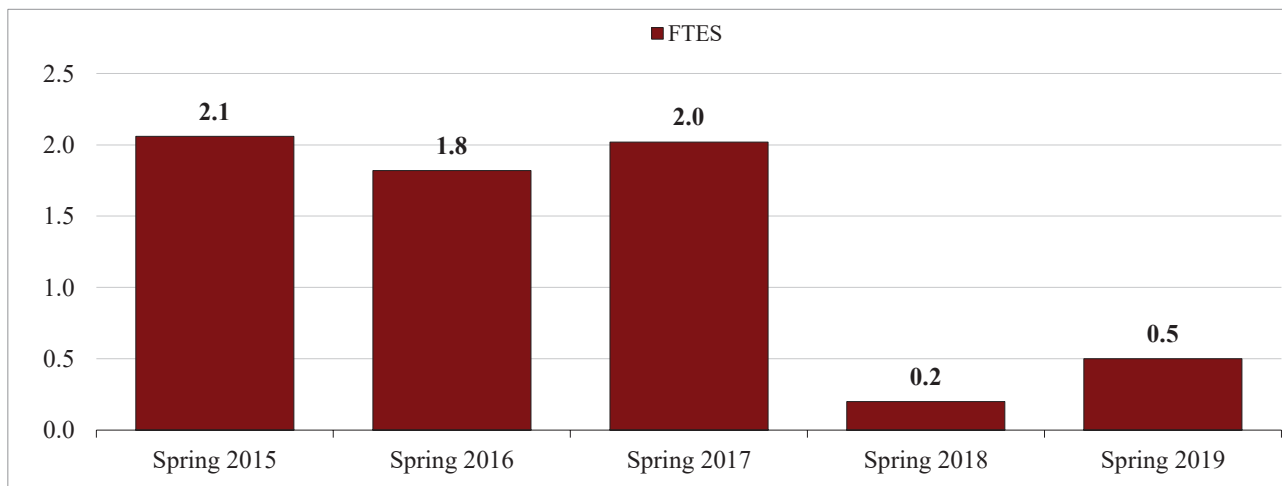
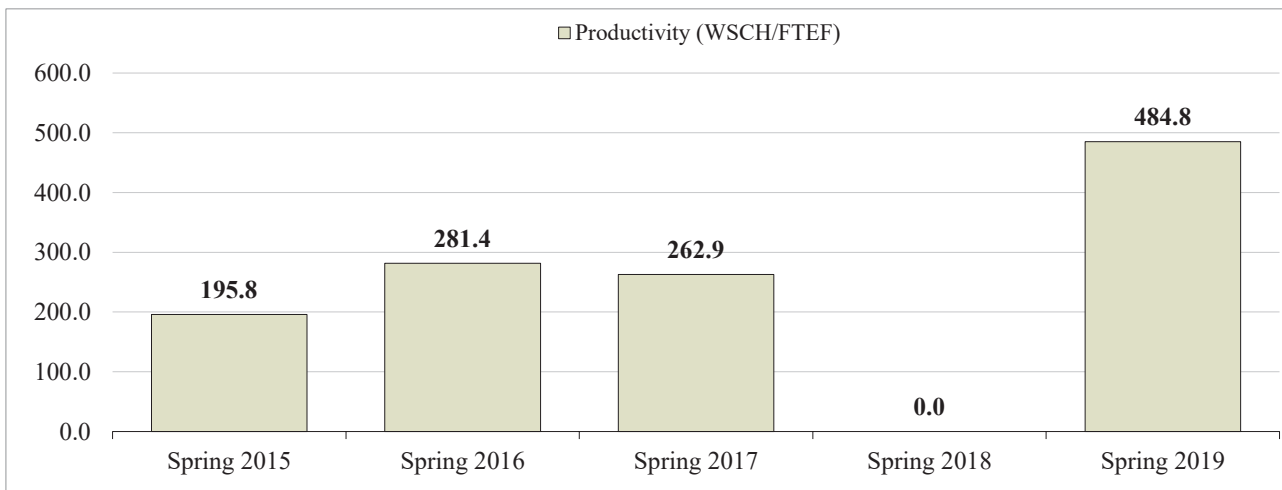
**Course Non-Success Rate** is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

**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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	65	56	61	6	16
FTES	2.1	1.8	2.0	0.2	0.5
FTEF	0.3	0.2	0.2	0.0	0.0
Productivity (WSCH/FTEF)	195.8	281.4	262.9	—	484.8



### 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.

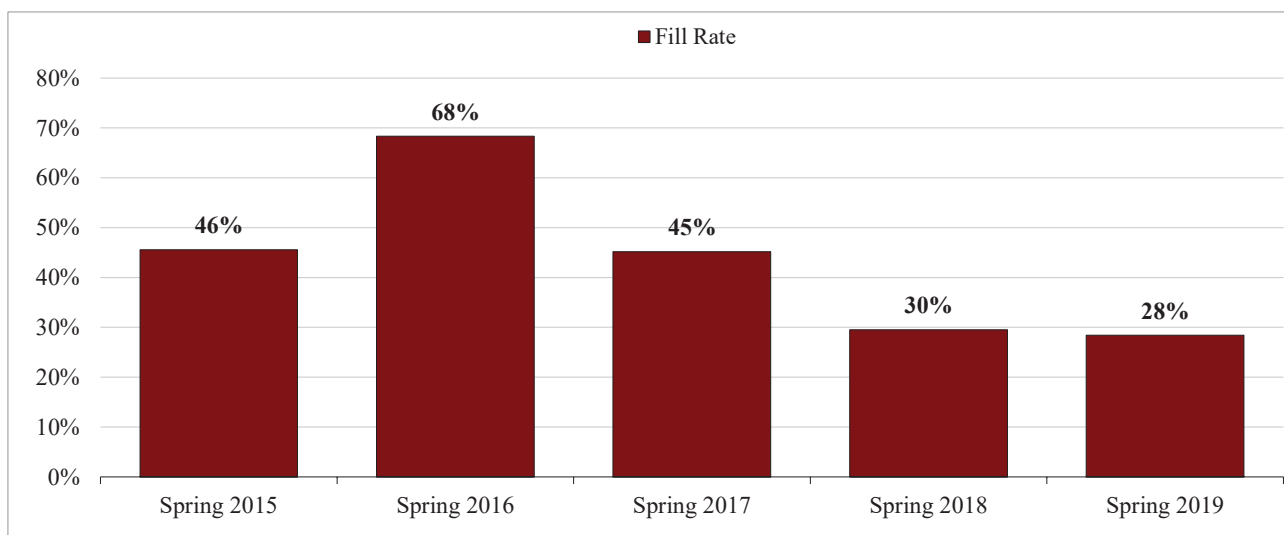
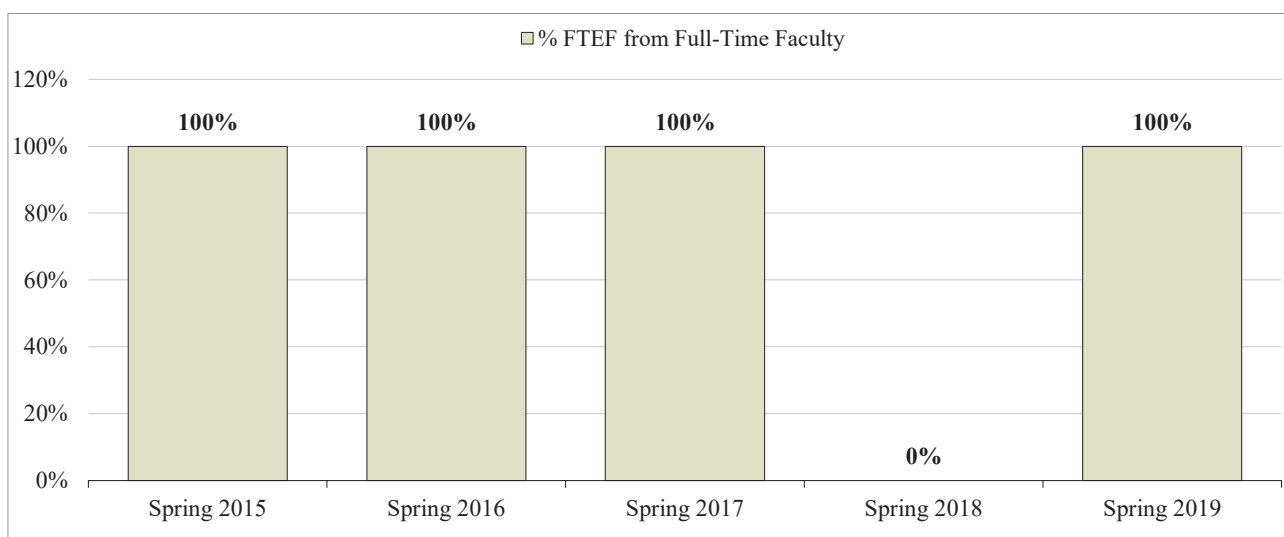
**FTEF** is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

**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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	0.3	0.2	0.2	0.0	0.0
% FTEF from Full-Time Faculty	100%	100%	100%	—	100%
Enrollments	41	41	47	13	25
Capacity (seats available)	90	60	104	44	88
Fill Rate	46%	68%	45%	30%	28%



### Definitions:

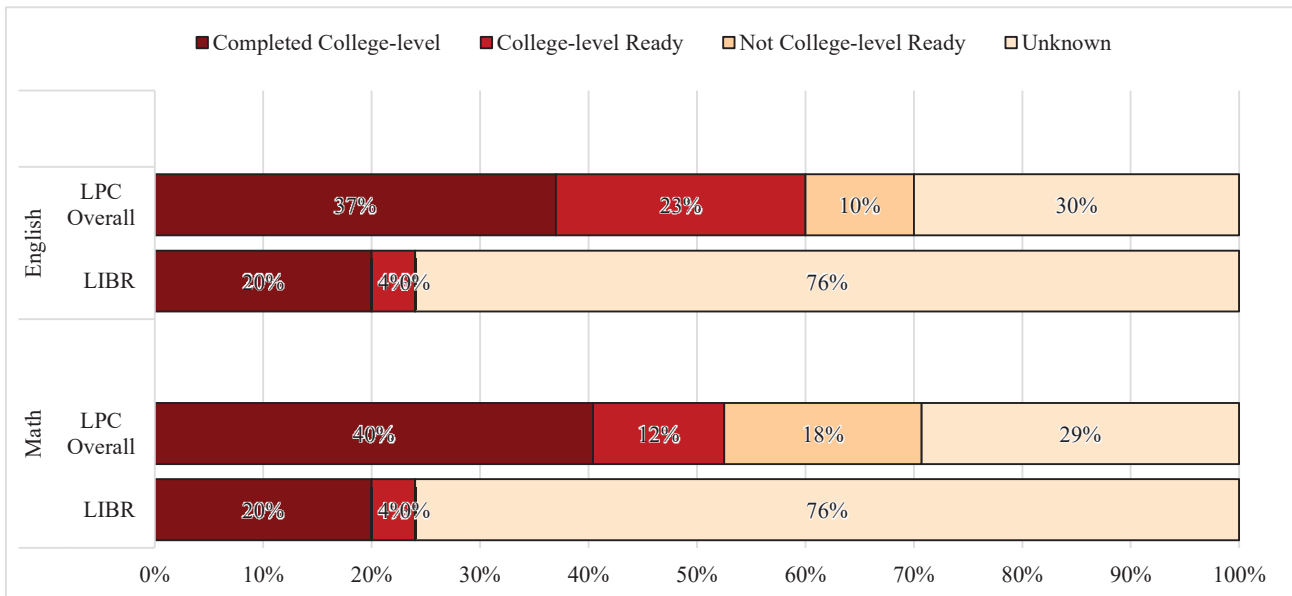
**Fill Rate** is number of enrollments over the total capacity (seats available).

**% 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

Spring 2019				
	LIBR		LPC Overall	
	Num	Pct	Num	Pct
<b>College English</b>				
Completed College-level	5	20%	5,237	60%
College-level Ready	1	4%	1,339	15%
Not College-level Ready	0	0%	458	5%
Unknown	19	76%	1,703	19%
<b>College Math</b>				
Completed College-level	5	20%	4,956	57%
College-level Ready	1	4%	642	7%
Not College-level Ready	0	0%	1,161	13%
Unknown	19	76%	1,978	23%



### 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.