



Las Positas College
Program Review Discipline Data Packet
Fall 2015 to Fall 2019

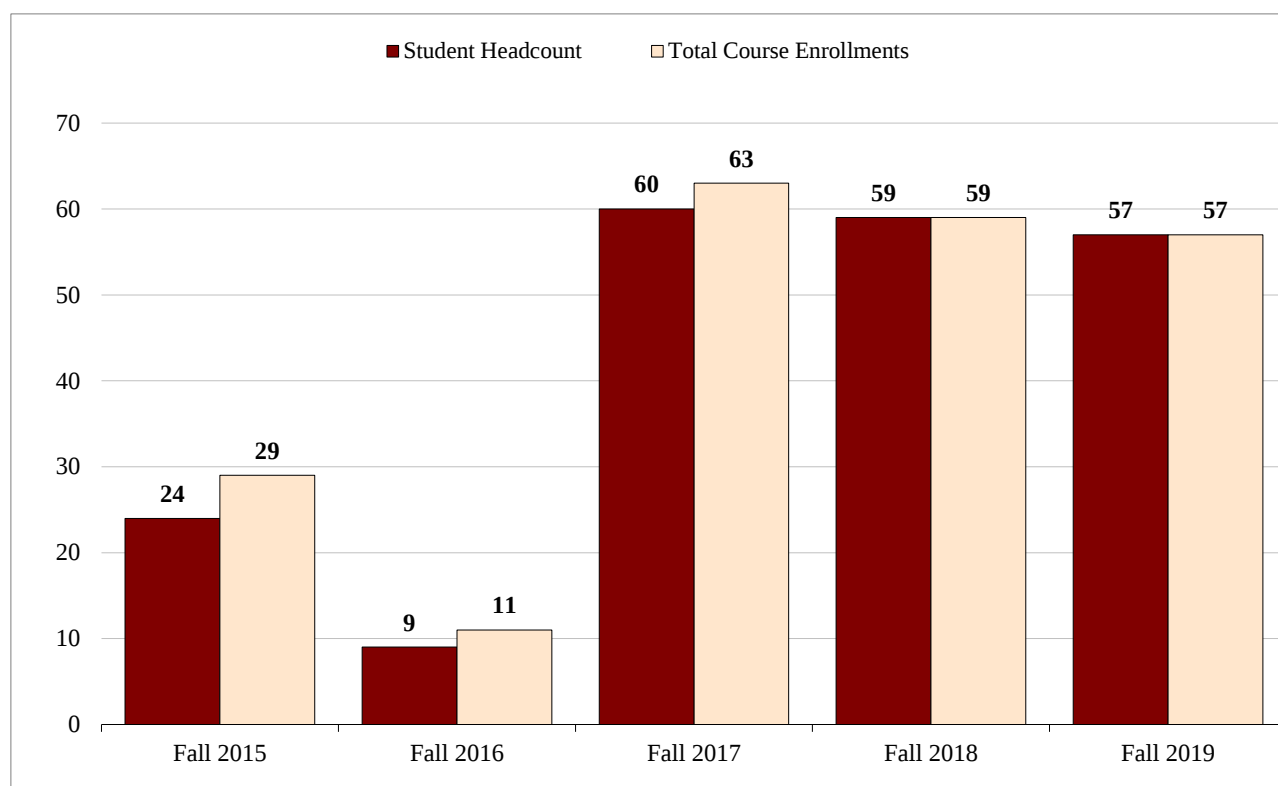
Discipline:
Library Studies (LIBR)

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NOTE: ^ next to rubric / subject code indicates that the report combines data for related credit and non-credit rubrics

Headcount & Enrollment

	Library Studies (LIBR)				
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student Headcount	24	9	60	59	57
Total Course Enrollments	29	11	63	59	57



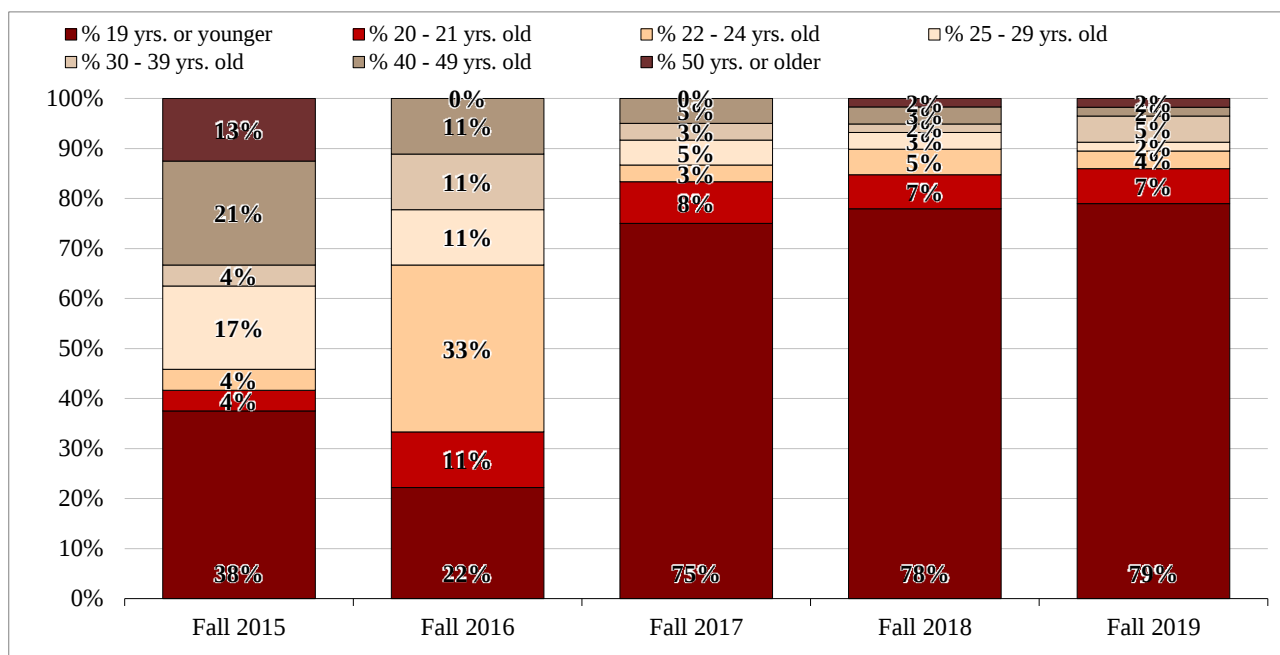
Definitions:

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.

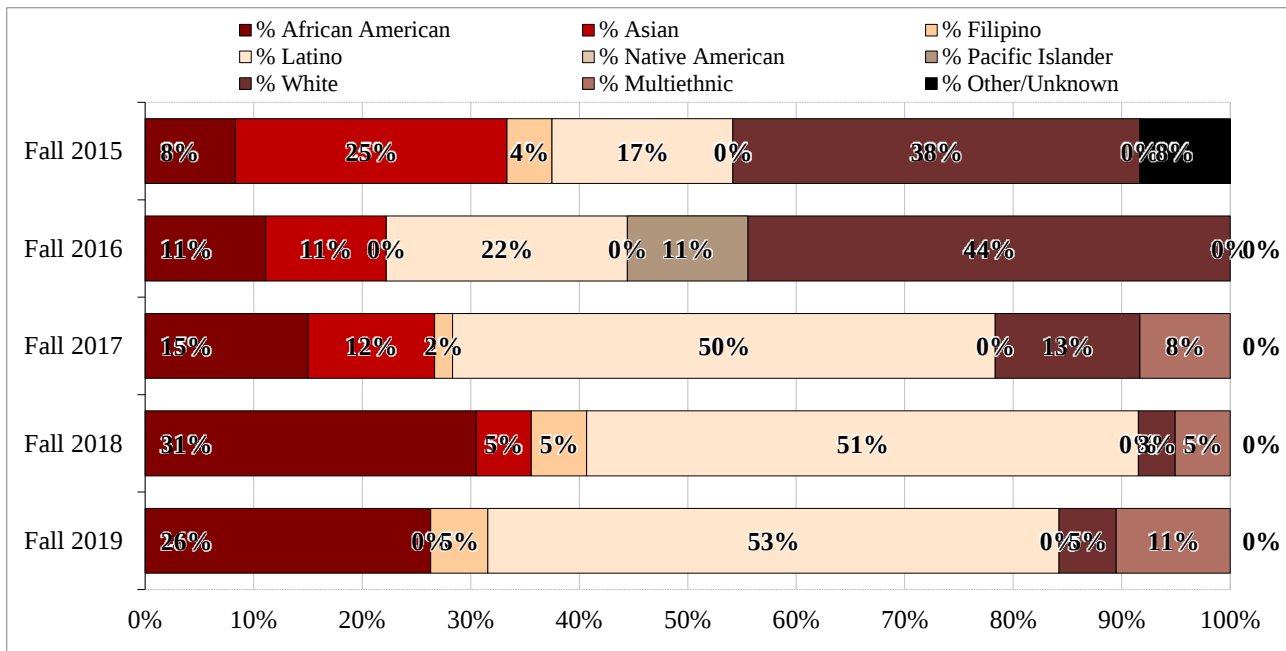
Student Demographics: Gender & Age

Library Studies (LIBR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Female	14	3	38	38	36
Male	9	6	21	18	20
19 yrs. or younger	9	2	45	46	45
20-21 yrs. old	1	1	5	4	4
22-24 yrs. old	1	3	2	3	2
25-29 yrs. old	4	1	3	2	1
30-39 yrs. old	1	1	2	1	3
40-49 yrs. old	5	1	3	2	1
50 yrs. or older	3	0	0	1	1
% Female	61%	33%	64%	68%	64%
% Male	39%	67%	36%	32%	36%
% 19 yrs. or younger	38%	22%	75%	78%	79%
% 20 - 21 yrs. old	4%	11%	8%	7%	7%
% 22 - 24 yrs. old	4%	33%	3%	5%	4%
% 25 - 29 yrs. old	17%	11%	5%	3%	2%
% 30 - 39 yrs. old	4%	11%	3%	2%	5%
% 40 - 49 yrs. old	21%	11%	5%	3%	2%
% 50 yrs. or older	13%	0%	0%	2%	2%



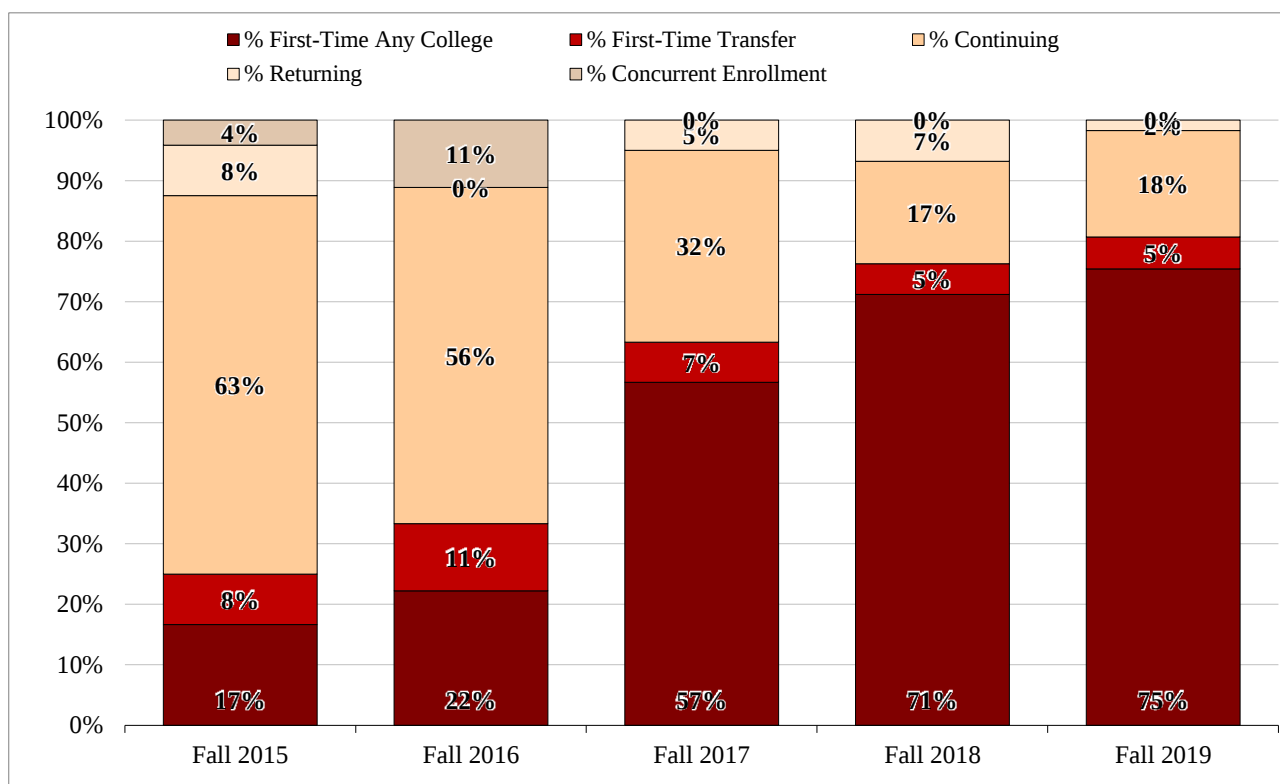
Student Demographic: Race-Ethnicity

Library Studies (LIBR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	2	1	9	18	15
Asian	6	1	7	3	0
Filipino	1	0	1	3	3
Latino	4	2	30	30	30
Native American	0	0	0	0	0
Pacific Islander	0	1	0	0	0
White	9	4	8	2	3
Multiethnic	0	0	5	3	6
Other/Unknown	2	0	0	0	0
% African American	8%	11%	15%	31%	26%
% Asian	25%	11%	12%	5%	0%
% Filipino	4%	0%	2%	5%	5%
% Latino	17%	22%	50%	51%	53%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	11%	0%	0%	0%
% White	38%	44%	13%	3%	5%
% Multiethnic	0%	0%	8%	5%	11%
% Other/Unknown	8%	0%	0%	0%	0%



Student Enrollment Status

Library Studies (LIBR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First-Time Any College	4	2	34	42	43
First-Time Transfer	2	1	4	3	3
Continuing	15	5	19	10	10
Returning	2	0	3	4	1
Concurrent Enrollment	1	1	0	0	0
% First-Time Any College	17%	22%	57%	71%	75%
% First-Time Transfer	8%	11%	7%	5%	5%
% Continuing	63%	56%	32%	17%	18%
% Returning	8%	0%	5%	7%	2%
% Concurrent Enrollment	4%	11%	0%	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.

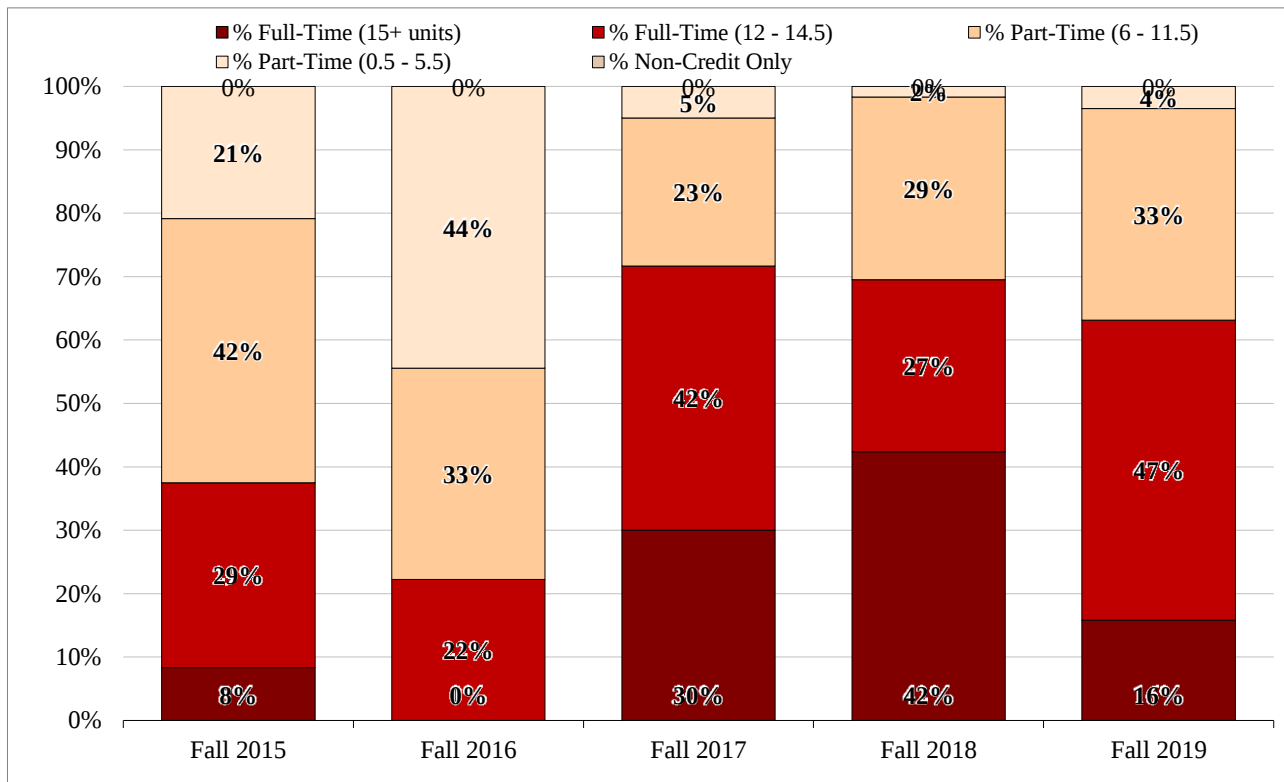
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

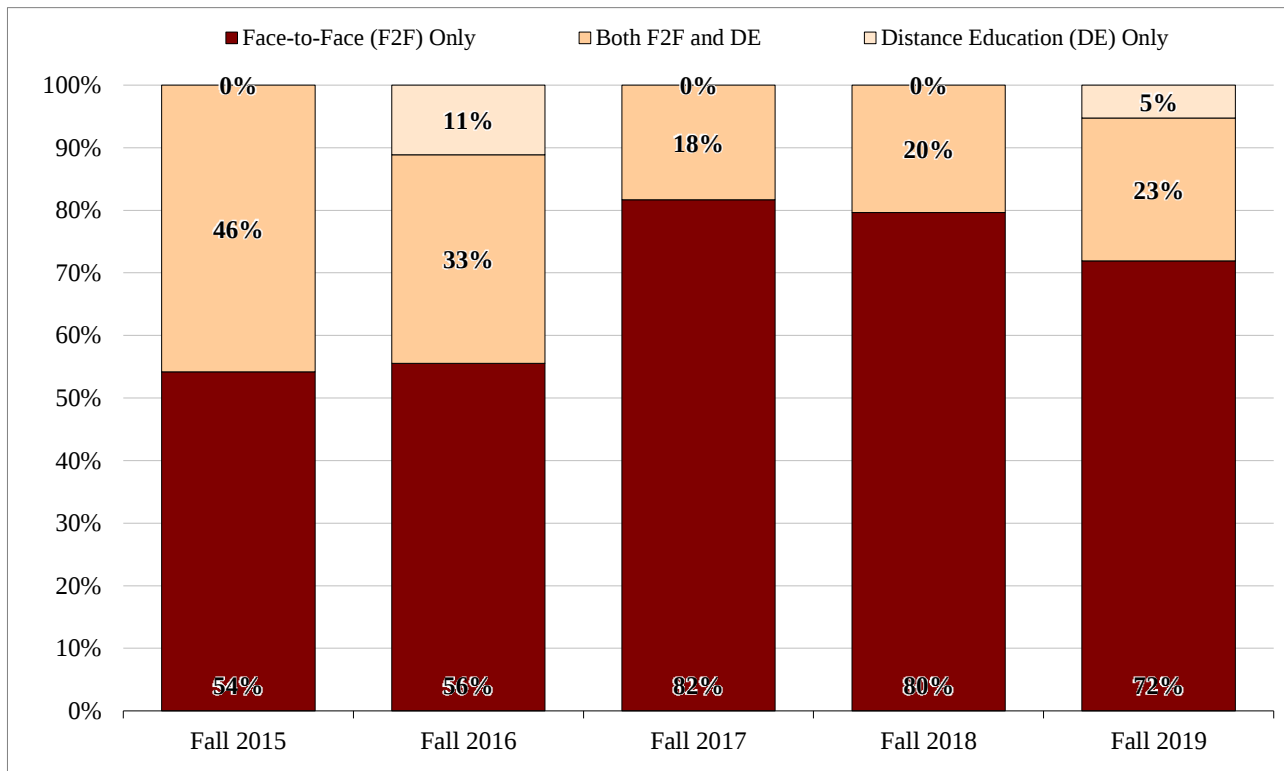
Student Unit Load

Library Studies (LIBR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full-Time (15+ units)	2	0	18	25	9
Full-Time (12 - 14.5)	7	2	25	16	27
Part-Time (6 - 11.5)	10	3	14	17	19
Part-Time (0.5 - 5.5)	5	4	3	1	2
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	8%	0%	30%	42%	16%
% Full-Time (12 - 14.5)	29%	22%	42%	27%	47%
% Part-Time (6 - 11.5)	42%	33%	23%	29%	33%
% Part-Time (0.5 - 5.5)	21%	44%	5%	2%	4%
% Non-Credit Only	0%	0%	0%	0%	0%



Students Using Distance Education

Library Studies (LIBR)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Face-to-Face (F2F) Only	13	5	49	47	41
Both F2F and DE	11	3	11	12	13
Distance Education (DE) Only	0	1	0	0	3
% Face-to-Face (F2F) Only	54%	56%	82%	80%	72%
% Both F2F and DE	46%	33%	18%	20%	23%
% Distance Education (DE) Only	0%	11%	0%	0%	5%

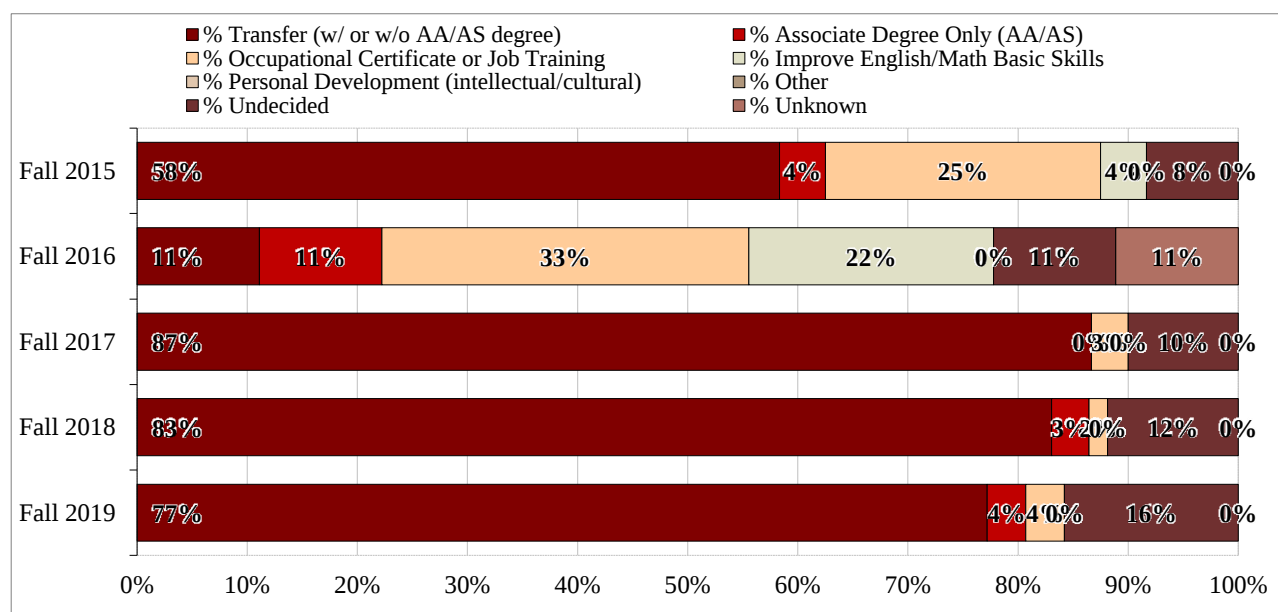


Definitions:

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

Student Educational Goal

Library Studies (LIBR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Transfer (w/ or w/o AA/AS degree)	14	1	52	49	44
Associate Degree Only (AA/AS)	1	1	0	2	2
Occupational Certificate or Job Training	6	3	2	1	2
Improve English/Math Basic Skills	1	2	0	0	0
Personal Development (intellectual/cultural)	0	0	0	0	0
Other	0	0	0	0	0
Undecided	2	1	6	7	9
Unknown	0	1	0	0	0
% Transfer (w/ or w/o AA/AS degree)	58%	11%	87%	83%	77%
% Associate Degree Only (AA/AS)	4%	11%	0%	3%	4%
% Occupational Certificate or Job Training	25%	33%	3%	2%	4%
% Improve English/Math Basic Skills	4%	22%	0%	0%	0%
% Personal Development (intellectual/cultural)	0%	0%	0%	0%	0%
% Other	0%	0%	0%	0%	0%
% Undecided	8%	11%	10%	12%	16%
% Unknown	0%	11%	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.

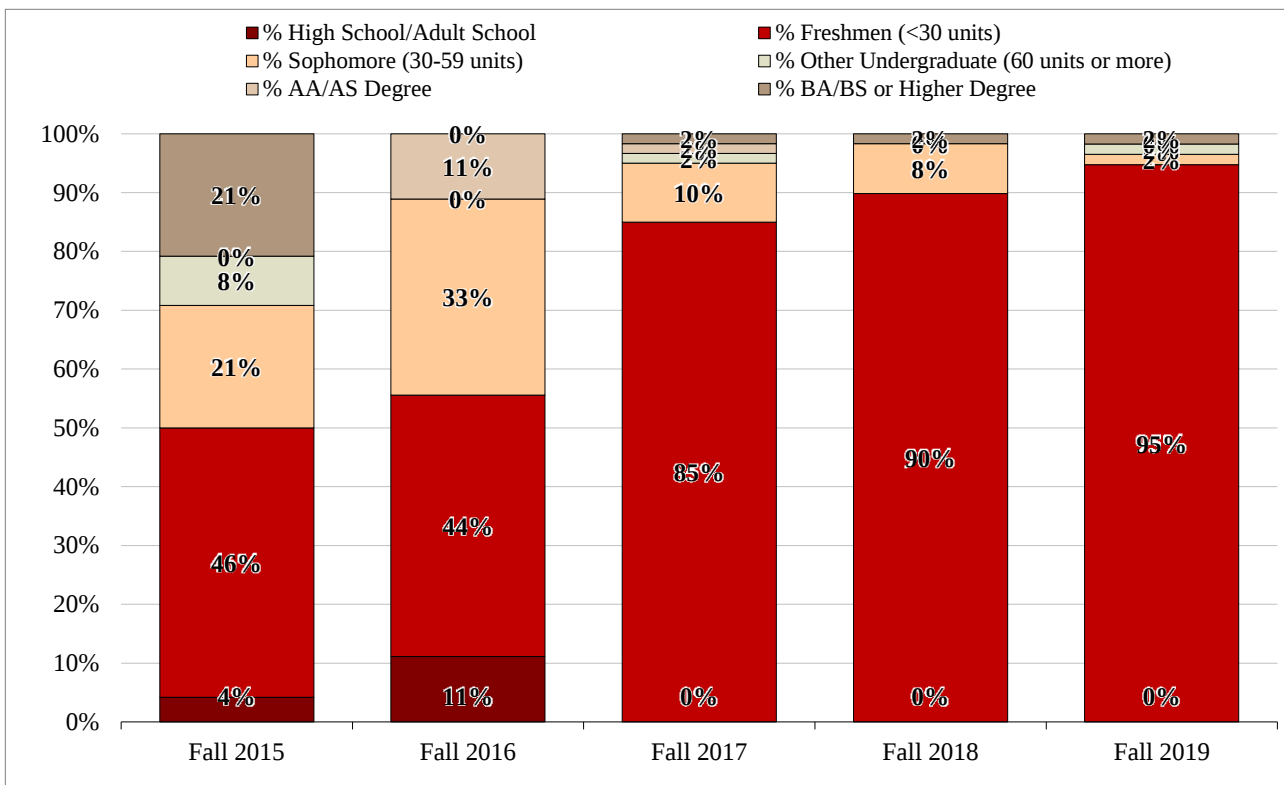
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

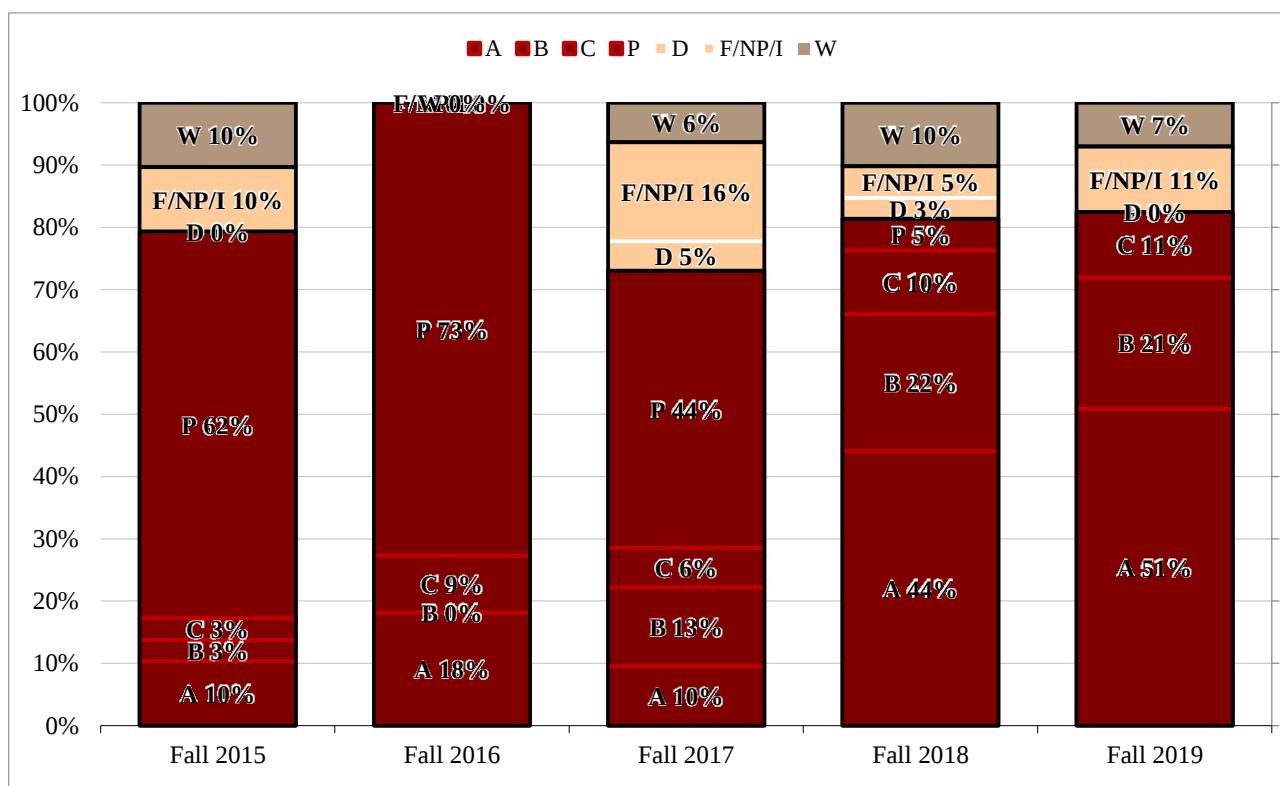
Highest Educational Level of Students

Library Studies (LIBR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
High School/Adult School	1	1	0	0	0
Freshmen (<30 units)	11	4	51	53	54
Sophomore (30-59 units)	5	3	6	5	1
Other Undergraduate (60 units or more)	2	0	1	0	1
AA/AS Degree	0	1	1	0	0
BA/BS or Higher Degree	5	0	1	1	1
% High School/Adult School	4%	11%	0%	0%	0%
% Freshmen (<30 units)	46%	44%	85%	90%	95%
% Sophomore (30-59 units)	21%	33%	10%	8%	2%
% Other Undergraduate (60 units or more)	8%	0%	2%	0%	2%
% AA/AS Degree	0%	11%	2%	0%	0%
% BA/BS or Higher Degree	21%	0%	2%	2%	2%



Student Performance: Grade Distribution

Library Studies (LIBR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Course Enrollments	29	11	63	59	57
Course Success Rates	79%	100%	73%	81%	82%
A	10%	18%	10%	44%	51%
B	3%	0%	13%	22%	21%
C	3%	9%	6%	10%	11%
P	62%	73%	44%	5%	0%
Course Non-Success Rate	10%	0%	21%	8%	11%
D	0%	0%	5%	3%	0%
F/NP/I	10%	0%	16%	5%	11%
Withdrawals (W)	10%	0%	6%	10%	7%



Definitions:

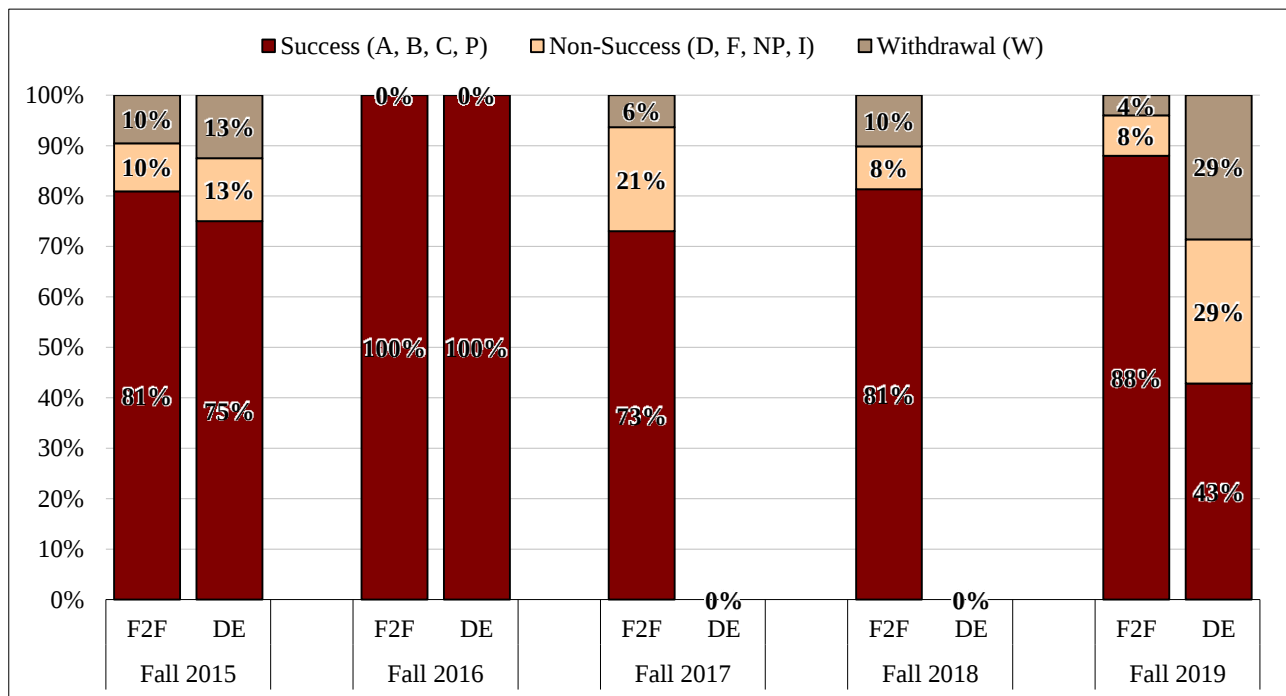
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Course Enrollments	29	11	63	59	57
Face-to-Face (F2F) Sections	21	7	63	59	50
Success Rates	81%	100%	73%	81%	88%
Non-Success Rates	10%	0%	21%	8%	8%
Withdrawals	10%	0%	6%	10%	4%
Distance Education (DE) Sections	8	4	0	0	7
Success Rates	75%	100%	—	—	43%
Non-Success Rates	13%	0%	—	—	29%
Withdrawals	13%	0%	—	—	29%



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.

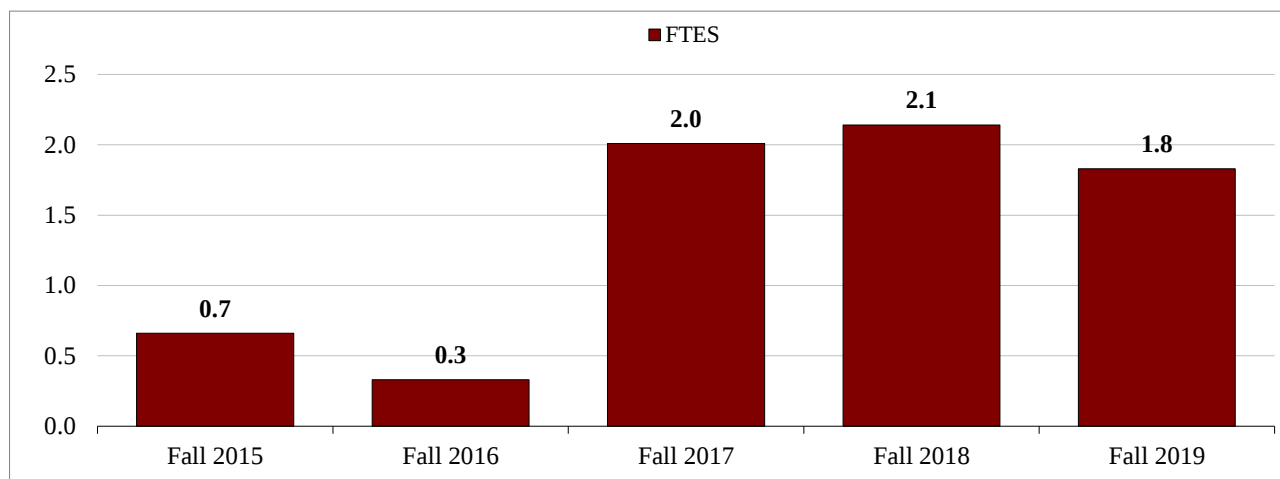
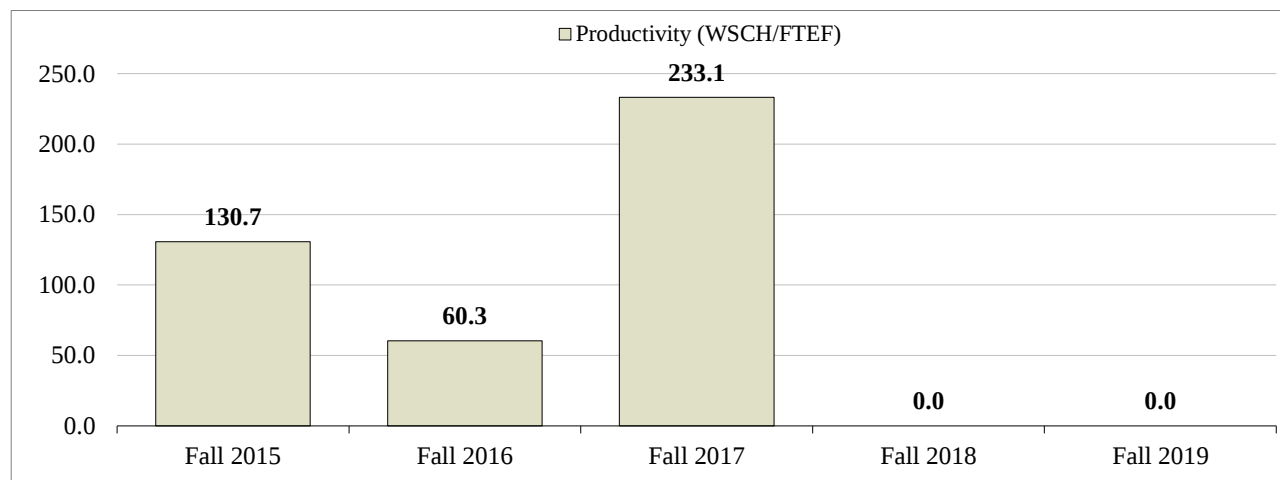
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or T') relative to all students receiving a grade.

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

	Library Studies (LIBR)				
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
WSCH	26	12	62	66	57
FTEF	0.7	0.3	2.0	2.1	1.8
Productivity (WSCH/FTEF)	130.7	60.3	233.1	—	—



Definitions:

WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the discipline.

FTEF is the total Full Time Equivalent Student value resulting from all enrollment within the discipline.

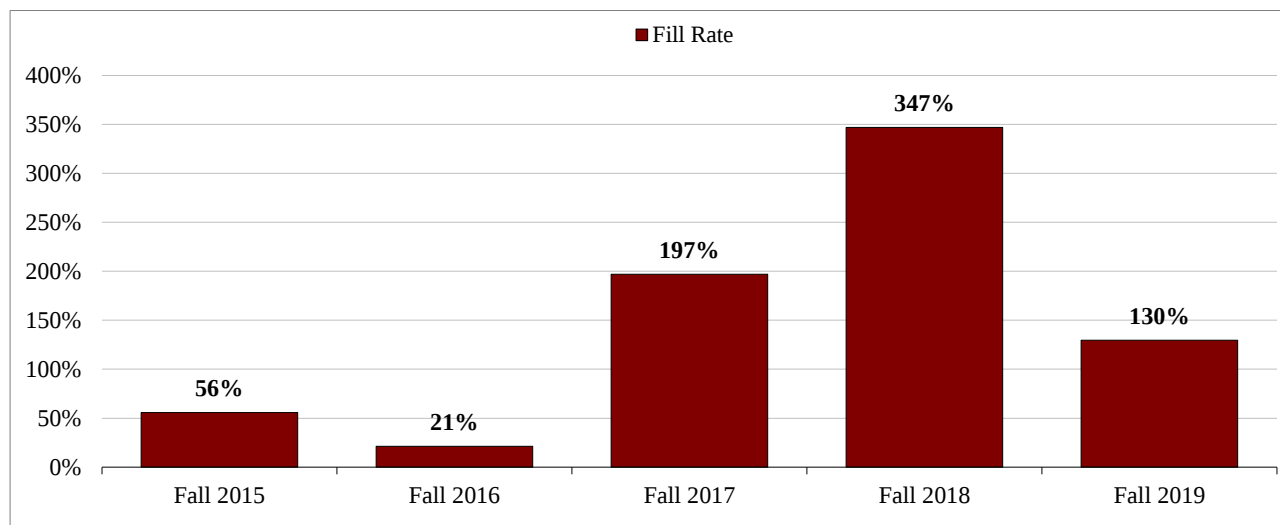
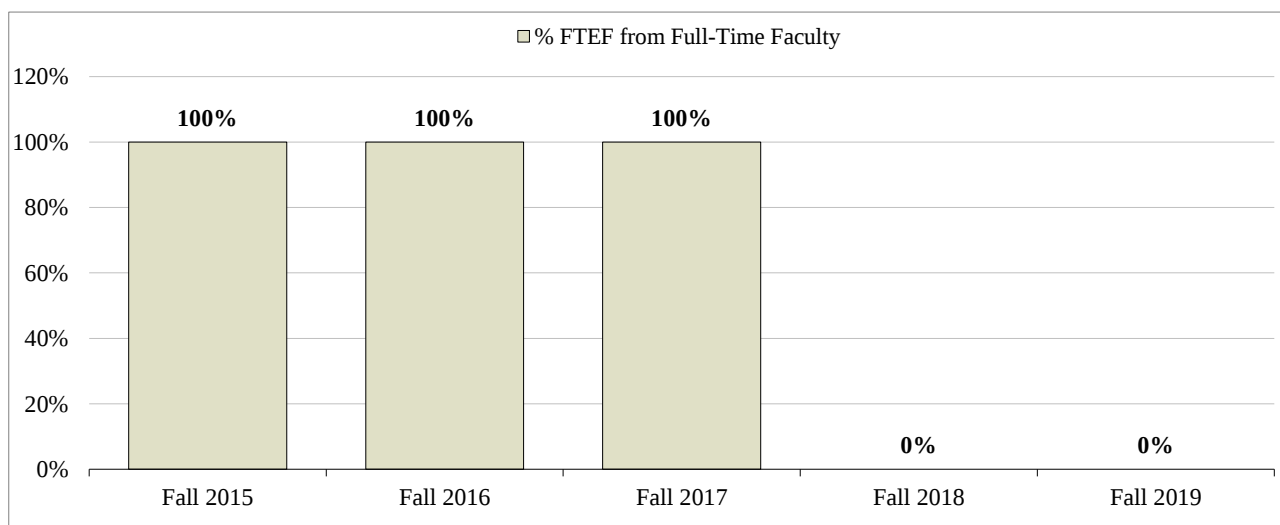
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Note: Enrollment Management data are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/14/20.

Enrollment Management: Part 2

Library Studies (LIBR)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
FTEF from Full-Time Faculty	0.2	0.2	0.3	0.0	0.0
% FTEF from Full-Time Faculty	100%	100%	100%	—	—
Enrollments	29	11	63	59	57
Capacity (seats available)	52	52	32	17	44
Fill Rate	56%	21%	197%	347%	130%



Definitions:

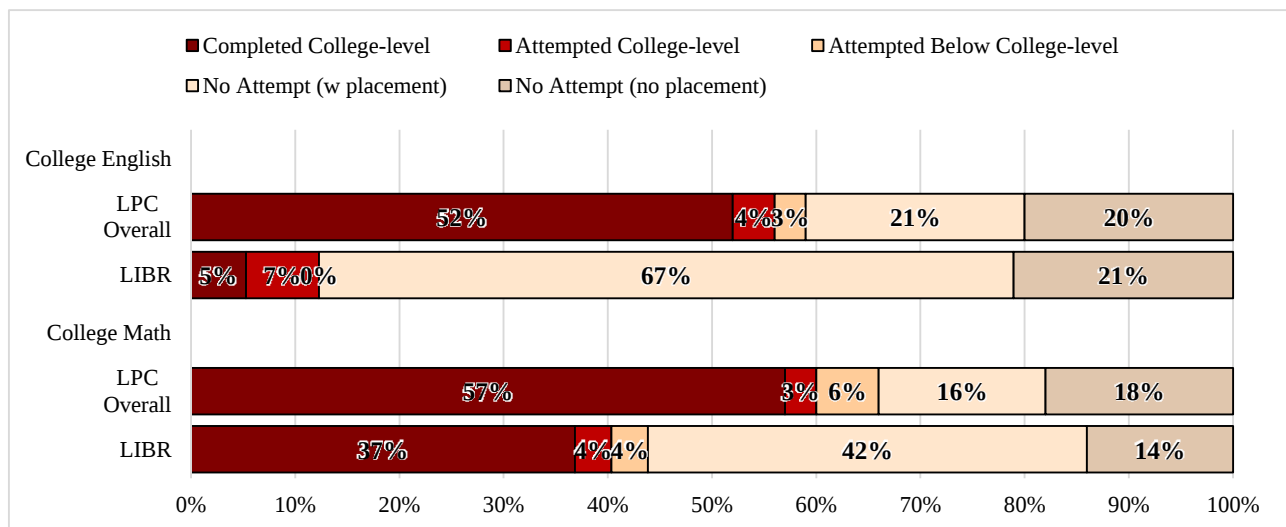
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/14/20.

College Readiness: English & Math Proficiency

Fall 2019				
	LIBR		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	3	5%	4,712	52%
Attempted College-level	4	7%	393	4%
Attempted Below College-level	0	0%	261	3%
No Attempt (with placement)	38	67%	1,887	21%
No Attempt (no placement)	12	21%	1,811	20%
College Math				
Completed College-level	21	37%	5,193	57%
Attempted College-level	2	4%	302	3%
Attempted Below College-level	2	4%	538	6%
No Attempt (with placement)	24	42%	1,405	16%
No Attempt (no placement)	8	14%	1,623	18%



Definitions:

College English: Completed College-level = successfully completed ENG 1A, 1AEX, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted ENG 1A or 1AEX but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted ENG 102, 104, 105, 100A, 100B, NENG 204, or ESL 25 prior to indicated term.

No Attempt (w placement) = no previous English enrollments within the sequence but has used a placement tool.

No Attempt (no placement) = no previous English enrollments within the sequence and did not utilize a placement tool.

College Math:

Completed College-level = successfully completed MATH 55, 50, NMAT 255 or 250, or attempted transfer level, or has earned at least an Associates degree.

Attempted College-level = attempted MATH 55, 50, NMAT 255 or 250 but has not successfully completed prior to indicated term.

Attempted Below College-level = attempted MATH 110, 107, NMAT 210 or 207 prior to indicated term.

No Attempt (w placement) = no previous Math enrollments within the sequence but has used a placement tool.

No Attempt (no placement) = no previous Math enrollments within the sequence and did not utilize a placement tool.