



Las Positas College
Program Review Discipline Data Packet
Spring 2016 to Spring 2020

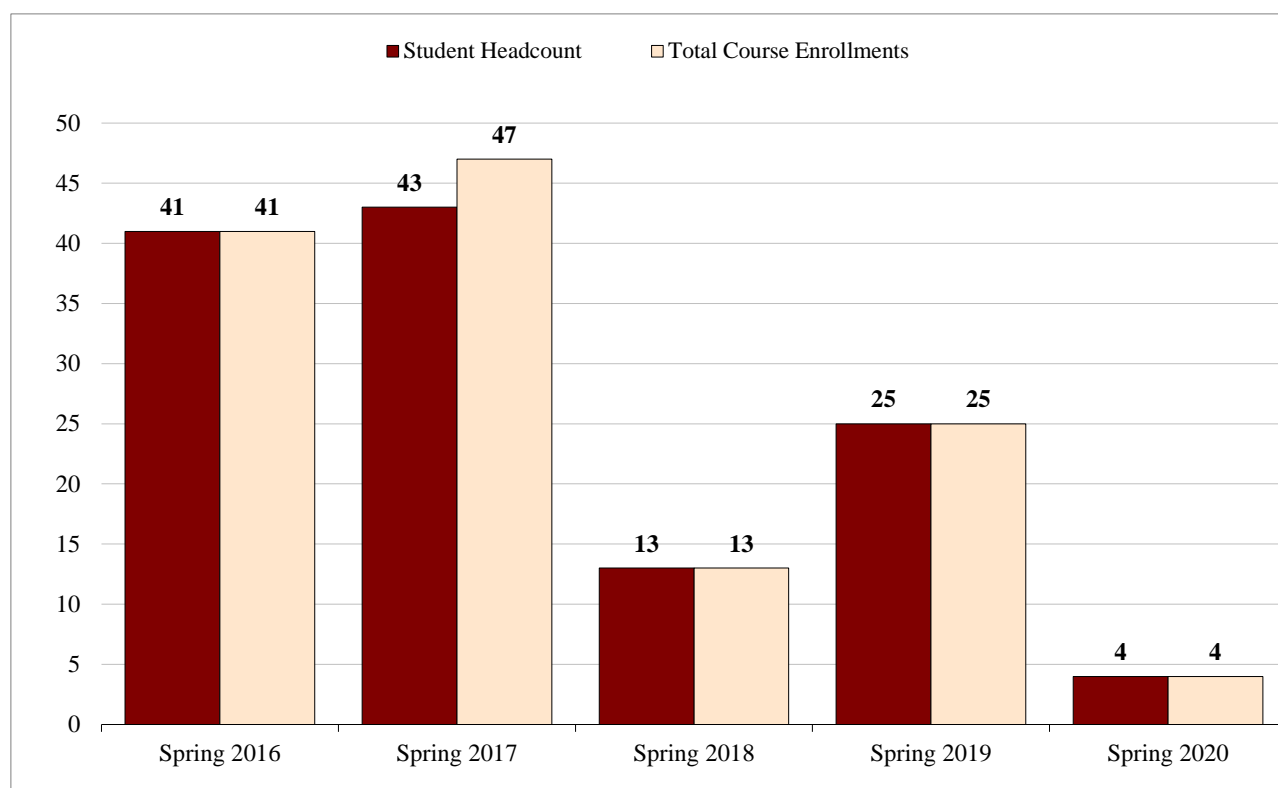
Discipline:
Library Studies (LIBR)

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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				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Student Headcount	41	43	13	25	4
Total Course Enrollments	41	47	13	25	4



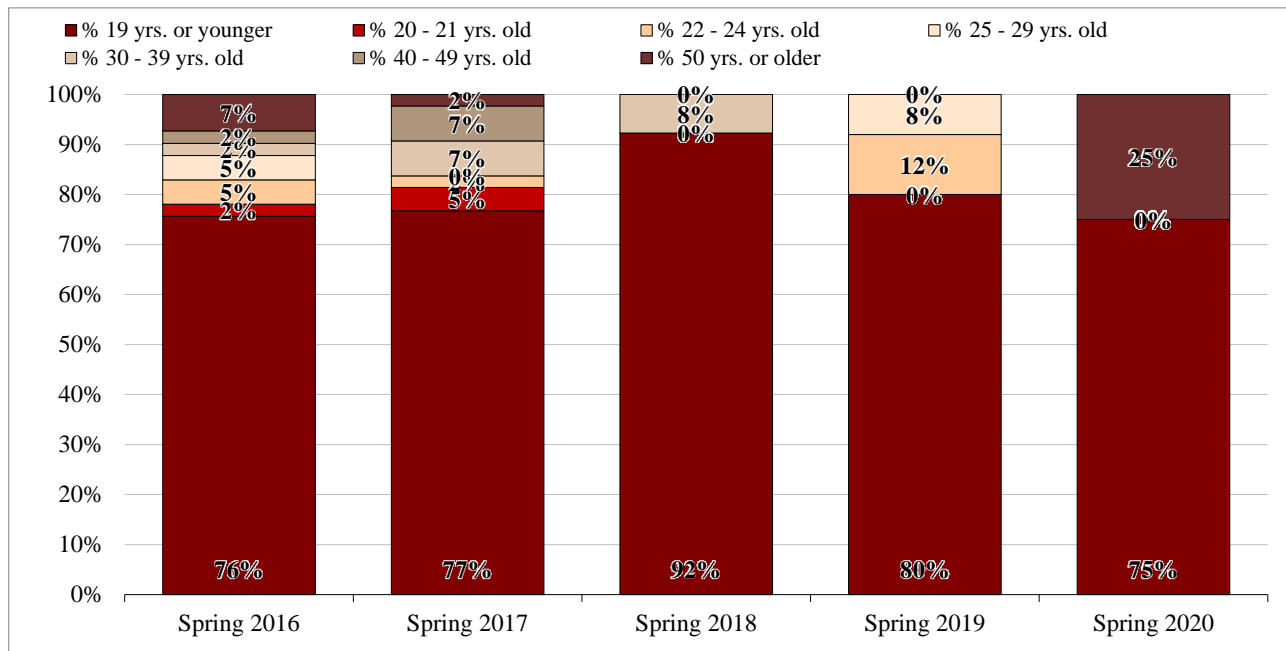
Definitions:

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.

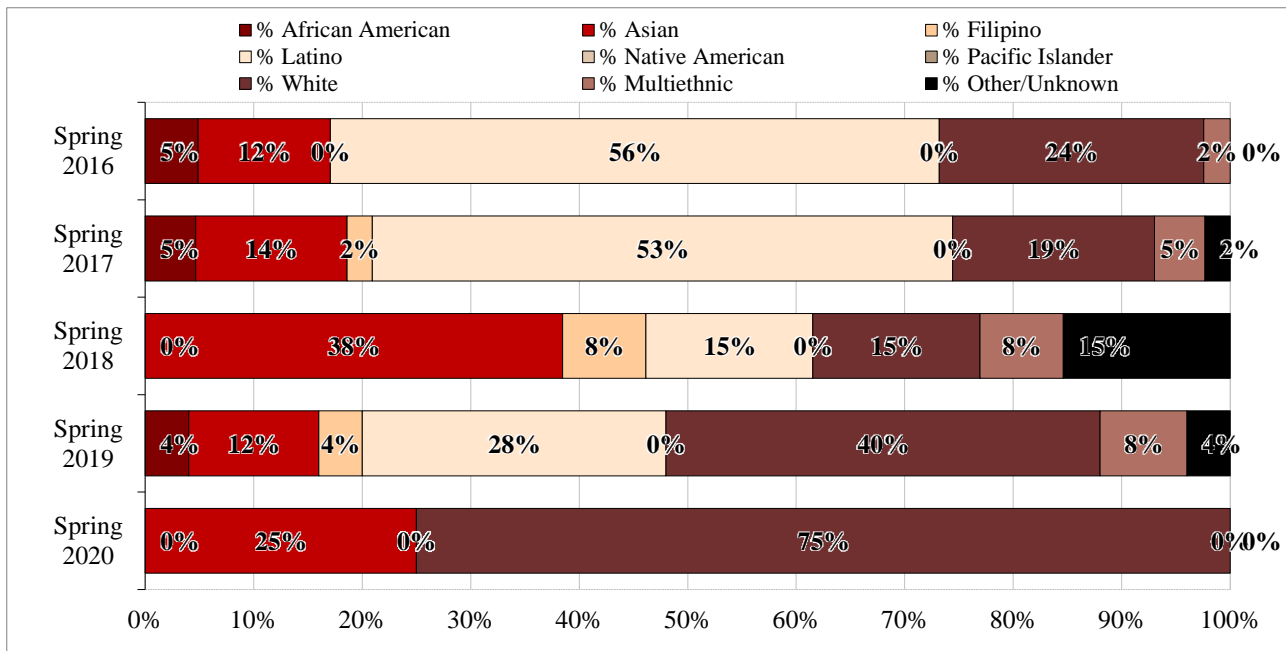
Student Demographics: Gender & Age

Library Studies (LIBR)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Female	25	30	7	18	3
Male	16	12	5	7	0
19 yrs. or younger	31	33	12	20	3
20-21 yrs. old	1	2	0	0	0
22-24 yrs. old	2	1	0	3	0
25-29 yrs. old	2	0	0	2	0
30-39 yrs. old	1	3	1	0	0
40-49 yrs. old	1	3	0	0	0
50 yrs. or older	3	1	0	0	1
% Female	61%	71%	58%	72%	100%
% Male	39%	29%	42%	28%	0%
% 19 yrs. or younger	76%	77%	92%	80%	75%
% 20 - 21 yrs. old	2%	5%	0%	0%	0%
% 22 - 24 yrs. old	5%	2%	0%	12%	0%
% 25 - 29 yrs. old	5%	0%	0%	8%	0%
% 30 - 39 yrs. old	2%	7%	8%	0%	0%
% 40 - 49 yrs. old	2%	7%	0%	0%	0%
% 50 yrs. or older	7%	2%	0%	0%	25%



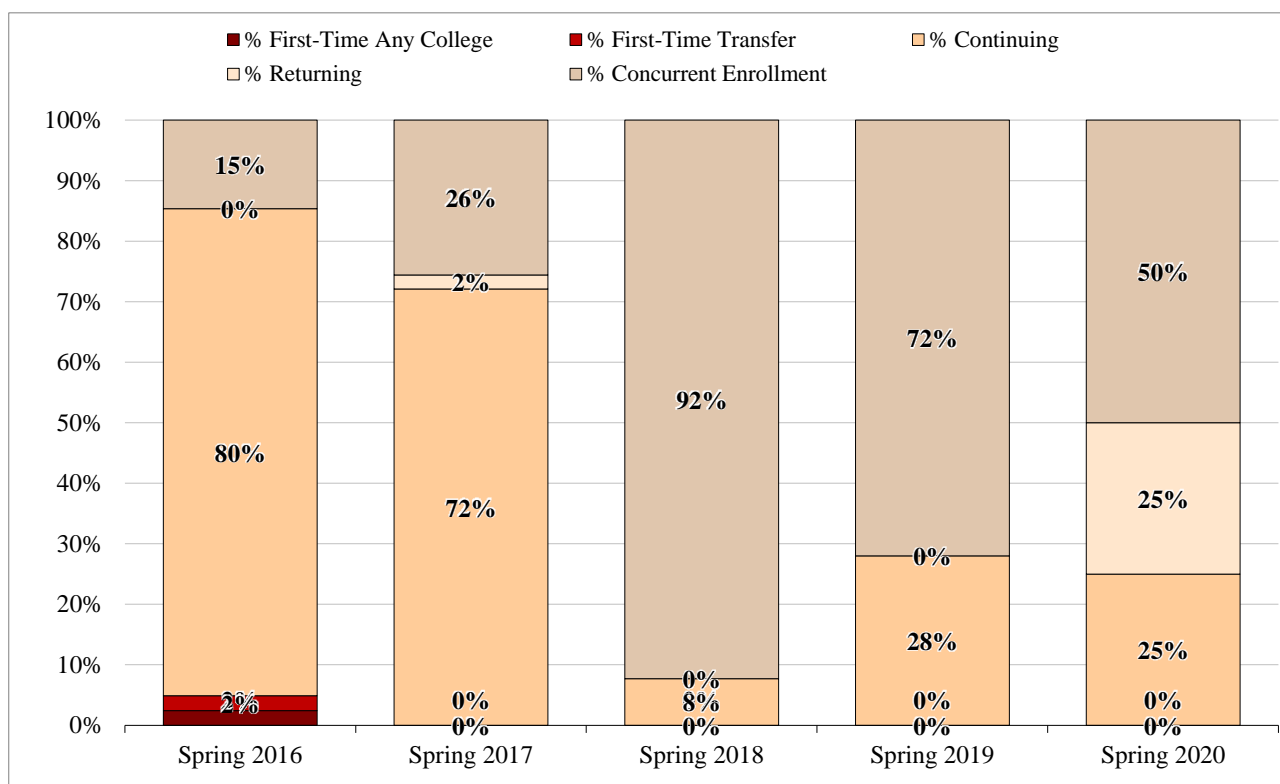
Student Demographic: Race-Ethnicity

Library Studies (LIBR)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
African American	2	2	0	1	0
Asian	5	6	5	3	1
Filipino	0	1	1	1	0
Latino	23	23	2	7	0
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	10	8	2	10	3
Multiethnic	1	2	1	2	0
Other/Unknown	0	1	2	1	0
% African American	5%	5%	0%	4%	0%
% Asian	12%	14%	38%	12%	25%
% Filipino	0%	2%	8%	4%	0%
% Latino	56%	53%	15%	28%	0%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	24%	19%	15%	40%	75%
% Multiethnic	2%	5%	8%	8%	0%
% Other/Unknown	0%	2%	15%	4%	0%



Student Enrollment Status

Library Studies (LIBR)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
First-Time Any College	1	0	0	0	0
First-Time Transfer	1	0	0	0	0
Continuing	33	31	1	7	1
Returning	0	1	0	0	1
Concurrent Enrollment	6	11	12	18	2
% First-Time Any College	2%	0%	0%	0%	0%
% First-Time Transfer	2%	0%	0%	0%	0%
% Continuing	80%	72%	8%	28%	25%
% Returning	0%	2%	0%	0%	25%
% Concurrent Enrollment	15%	26%	92%	72%	50%



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.

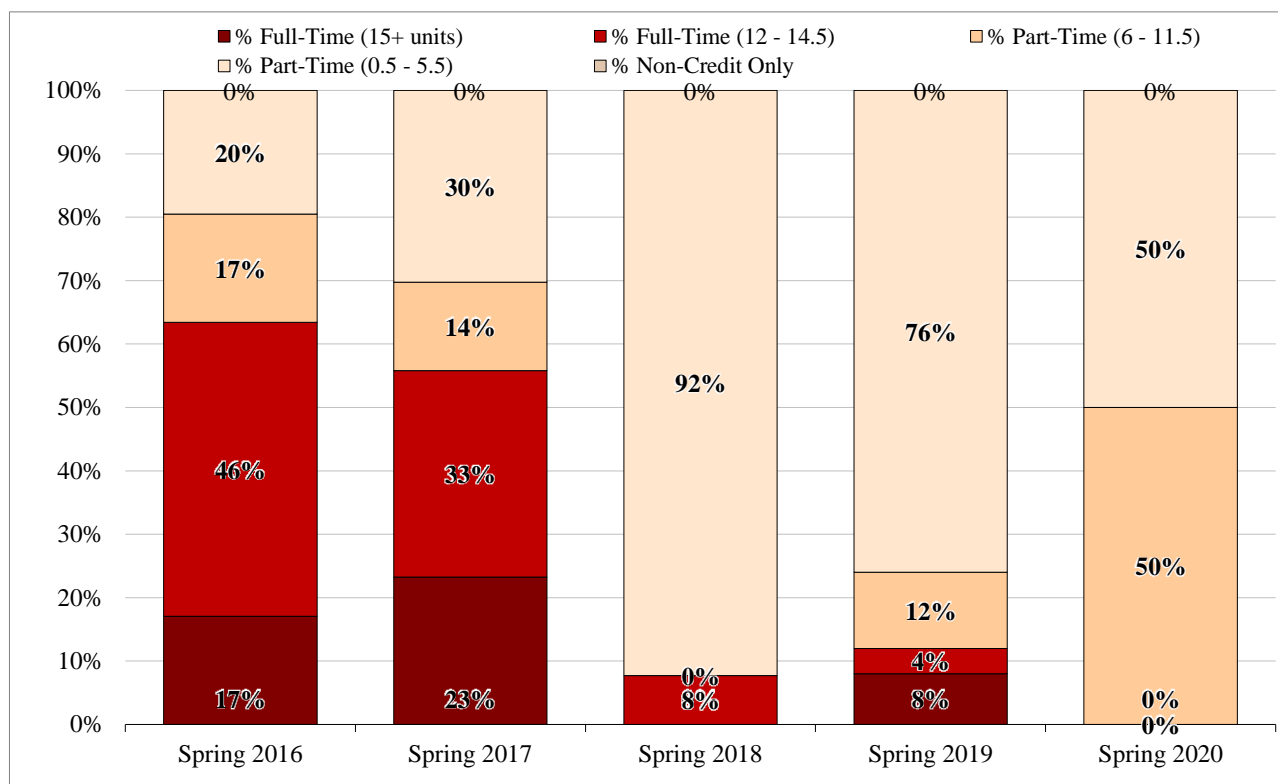
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

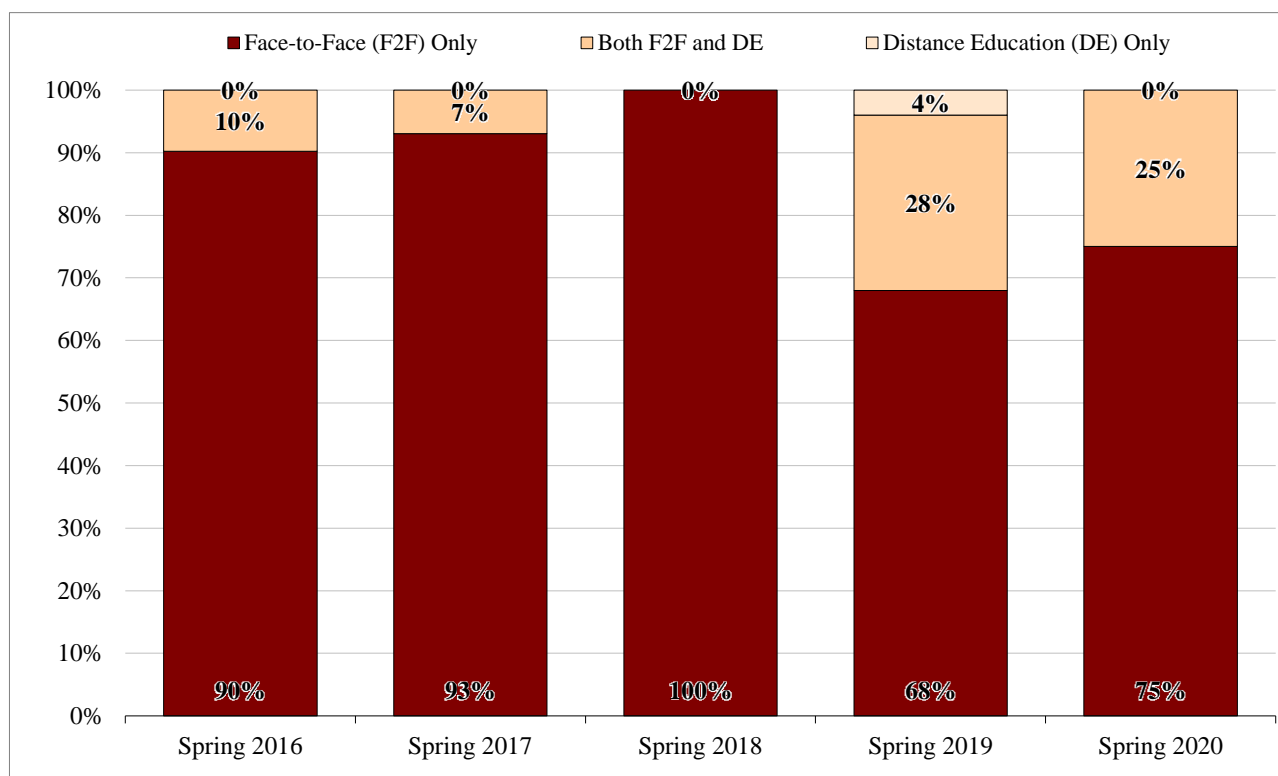
Student Unit Load

Library Studies (LIBR)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Full-Time (15+ units)	7	10	0	2	0
Full-Time (12 - 14.5)	19	14	1	1	0
Part-Time (6 - 11.5)	7	6	0	3	2
Part-Time (0.5 - 5.5)	8	13	12	19	2
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	17%	23%	0%	8%	0%
% Full-Time (12 - 14.5)	46%	33%	8%	4%	0%
% Part-Time (6 - 11.5)	17%	14%	0%	12%	50%
% Part-Time (0.5 - 5.5)	20%	30%	92%	76%	50%
% Non-Credit Only	0%	0%	0%	0%	0%



Students Using Distance Education

Library Studies (LIBR)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Face-to-Face (F2F) Only	37	40	13	17	3
Both F2F and DE	4	3	0	7	1
Distance Education (DE) Only	0	0	0	1	0
% Face-to-Face (F2F) Only	90%	93%	100%	68%	75%
% Both F2F and DE	10%	7%	0%	28%	25%
% Distance Education (DE) Only	0%	0%	0%	4%	0%

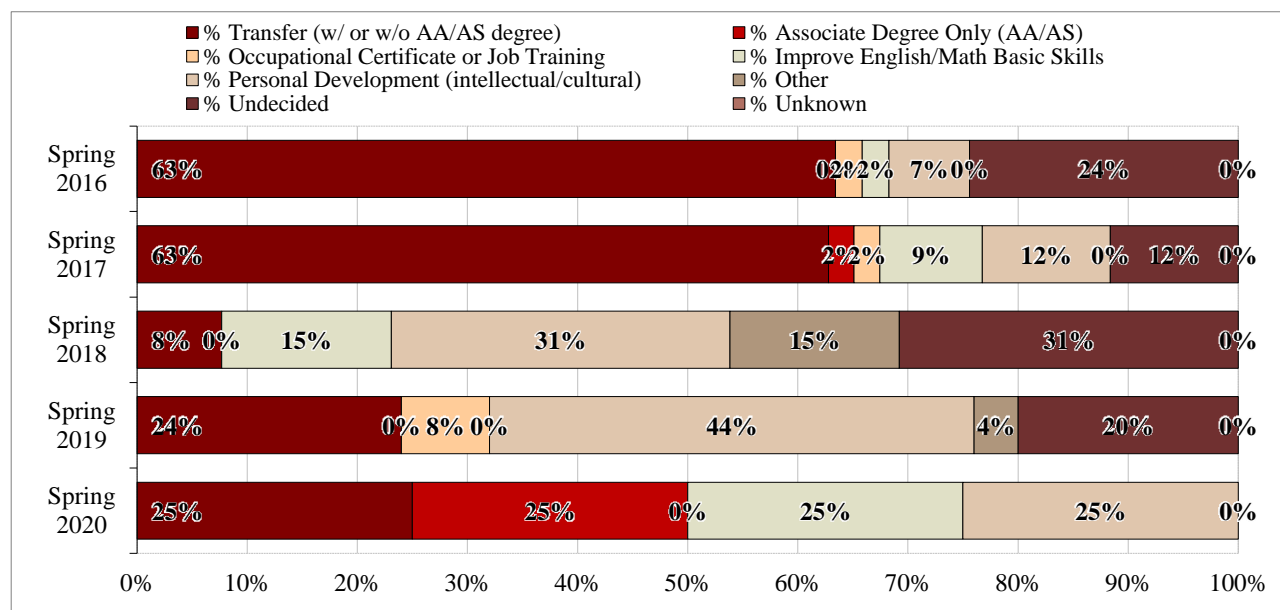


Definitions:

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

Student Educational Goal

Library Studies (LIBR)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Transfer (w/ or w/o AA/AS degree)	26	27	1	6	1
Associate Degree Only (AA/AS)	0	1	0	0	1
Occupational Certificate or Job Training	1	1	0	2	0
Improve English/Math Basic Skills	1	4	2	0	1
Personal Development (intellectual/cultural)	3	5	4	11	1
Other	0	0	2	1	0
Undecided	10	5	4	5	0
Unknown	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	63%	63%	8%	24%	25%
% Associate Degree Only (AA/AS)	0%	2%	0%	0%	25%
% Occupational Certificate or Job Training	2%	2%	0%	8%	0%
% Improve English/Math Basic Skills	2%	9%	15%	0%	25%
% Personal Development (intellectual/cultural)	7%	12%	31%	44%	25%
% Other	0%	0%	15%	4%	0%
% Undecided	24%	12%	31%	20%	0%
% 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.

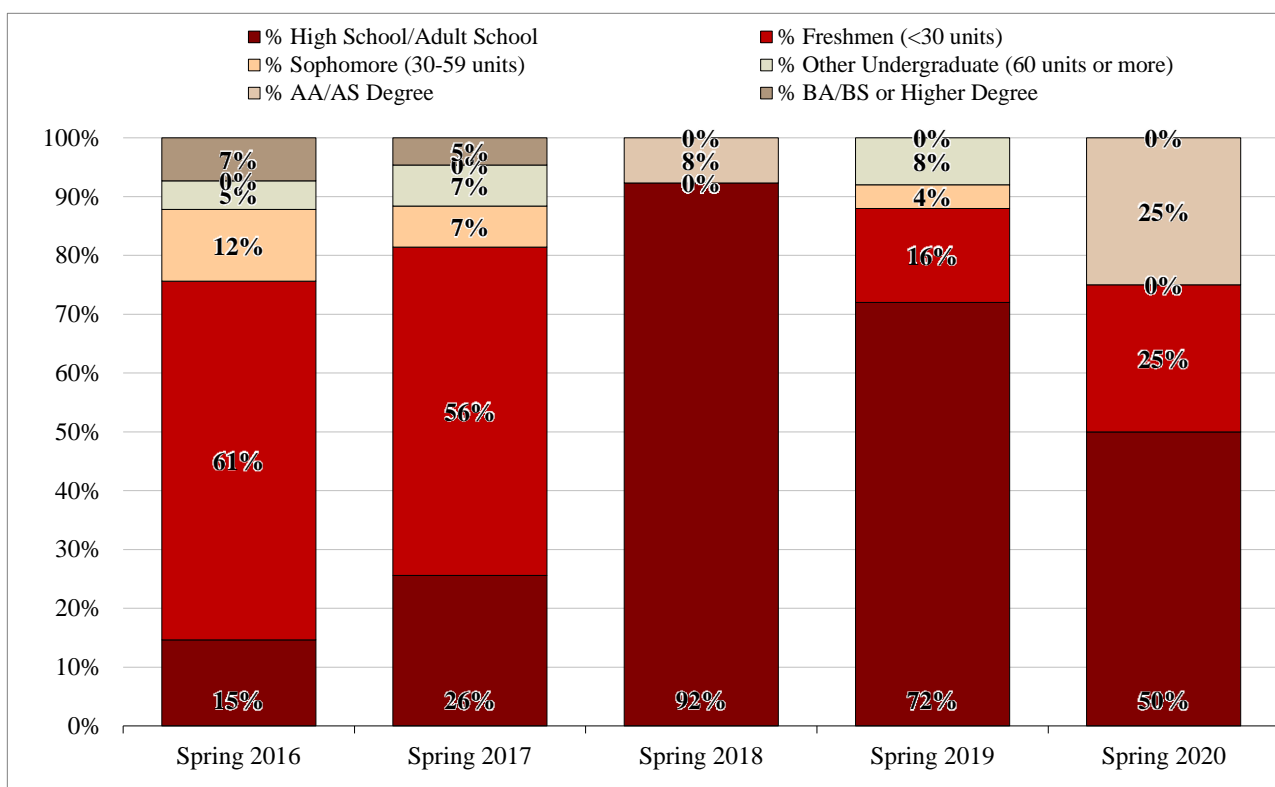
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

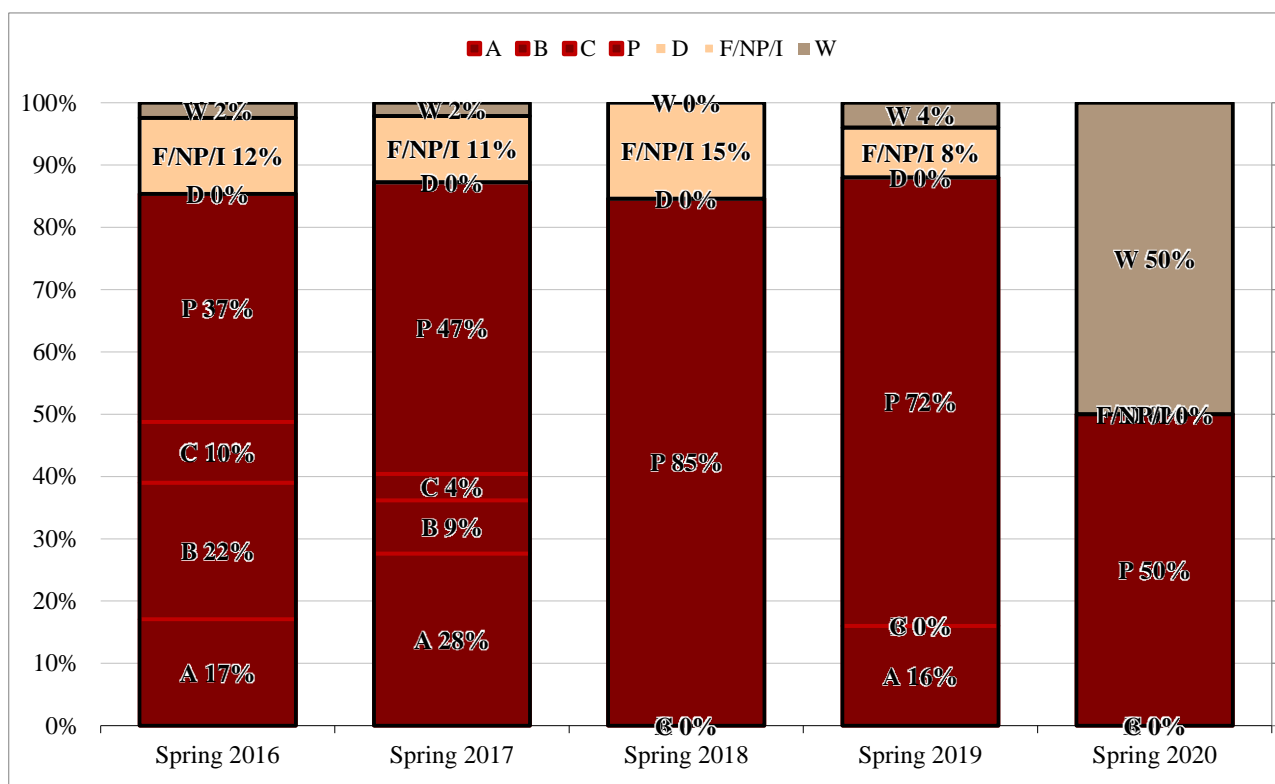
Highest Educational Level of Students

Library Studies (LIBR)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
High School/Adult School	6	11	12	18	2
Freshmen (<30 units)	25	24	0	4	1
Sophomore (30-59 units)	5	3	0	1	0
Other Undergraduate (60 units or more)	2	3	0	2	0
AA/AS Degree	0	0	1	0	1
BA/BS or Higher Degree	3	2	0	0	0
% High School/Adult School	15%	26%	92%	72%	50%
% Freshmen (<30 units)	61%	56%	0%	16%	25%
% Sophomore (30-59 units)	12%	7%	0%	4%	0%
% Other Undergraduate (60 units or more)	5%	7%	0%	8%	0%
% AA/AS Degree	0%	0%	8%	0%	25%
% BA/BS or Higher Degree	7%	5%	0%	0%	0%



Student Performance: Grade Distribution

Library Studies (LIBR)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Total Course Enrollments	41	47	13	25	4
Course Success Rates	85%	87%	85%	88%	50%
A	17%	28%	0%	16%	0%
B	22%	9%	0%	0%	0%
C	10%	4%	0%	0%	0%
P	37%	47%	85%	72%	50%
Course Non-Success Rate	12%	11%	15%	8%	0%
D	0%	0%	0%	0%	0%
F/NP/I	12%	11%	15%	8%	0%
Withdrawals (W)	2%	2%	0%	4%	50%



Definitions:

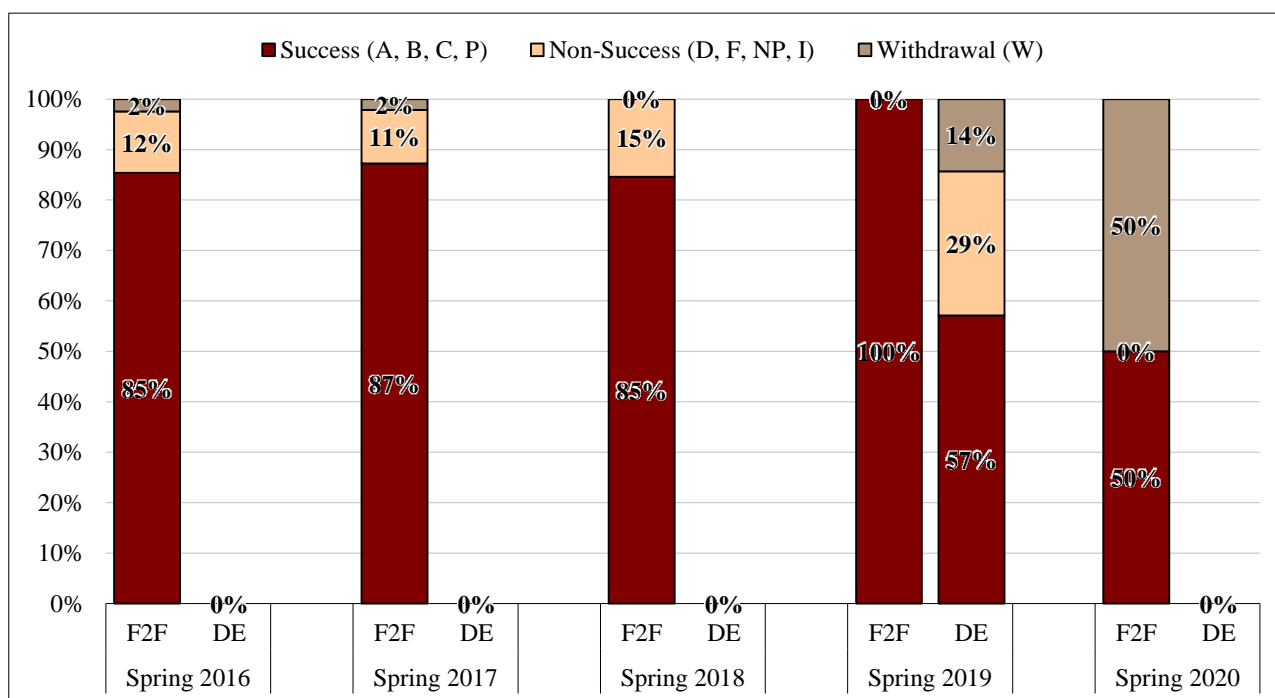
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Total Course Enrollments	41	47	13	25	4
Face-to-Face (F2F) Sections	41	47	13	18	4
Success Rates	85%	87%	85%	100%	50%
Non-Success Rates	12%	11%	15%	0%	0%
Withdrawals	2%	2%	0%	0%	50%
Distance Education (DE) Sections	0	0	0	7	0
Success Rates	—	—	—	57%	—
Non-Success Rates	—	—	—	29%	—
Withdrawals	—	—	—	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.

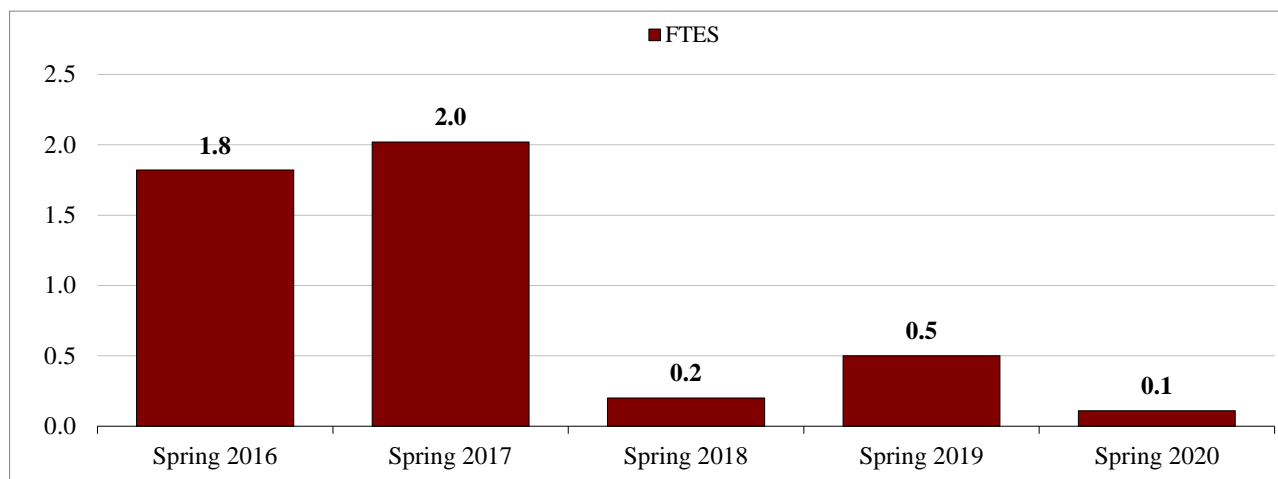
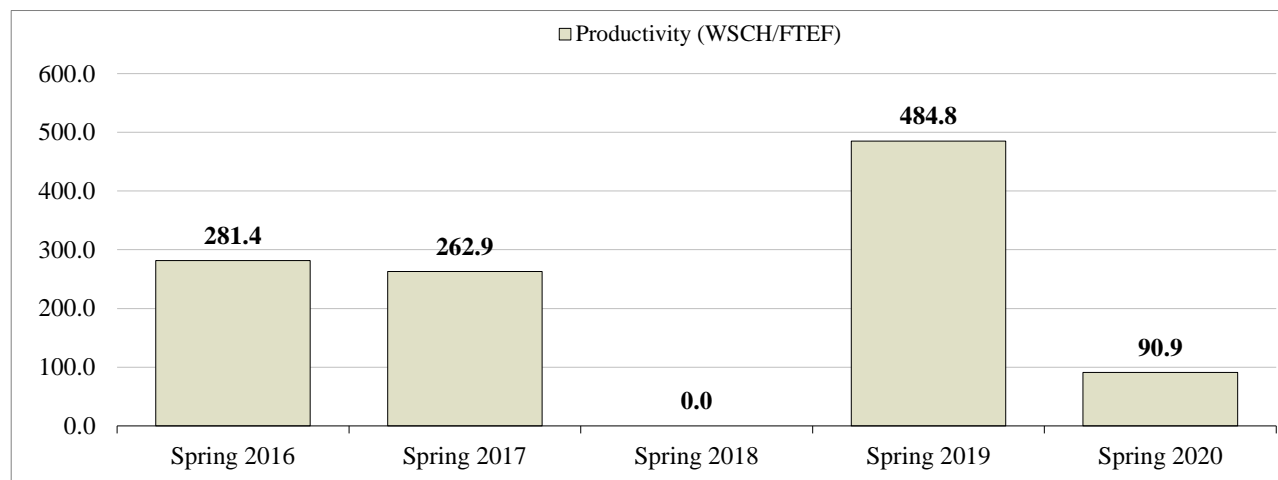
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T') relative to all students receiving a grade.

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				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
WSCH	56	61	6	16	3
FTES	1.8	2.0	0.2	0.5	0.1
FTEF	0.2	0.2	0.0	0.0	0.0
Productivity (WSCH/FTEF)	281.4	262.9	—	484.8	90.9



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.

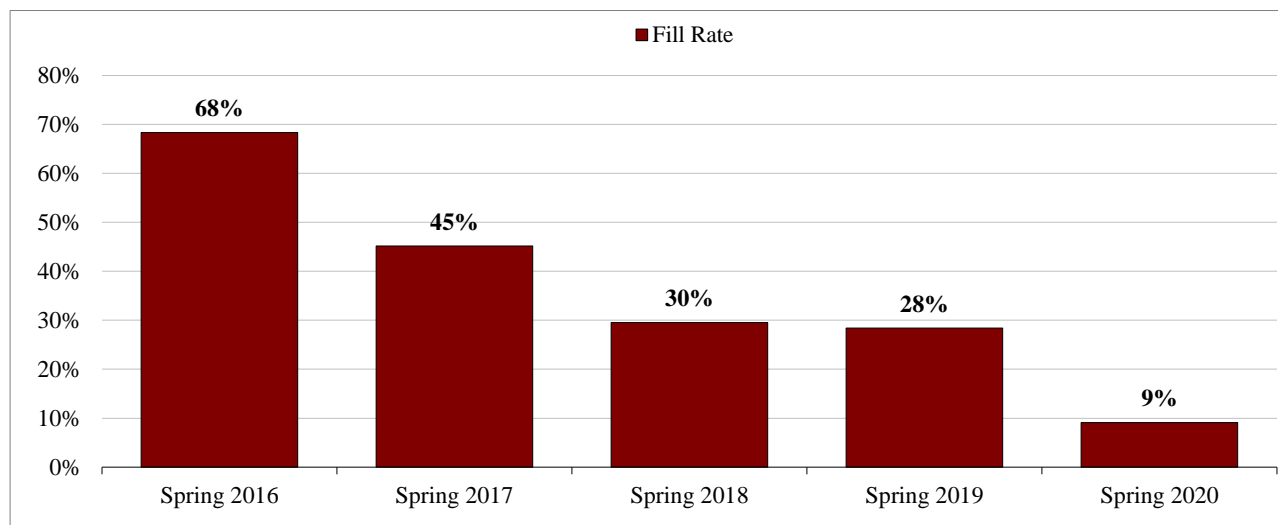
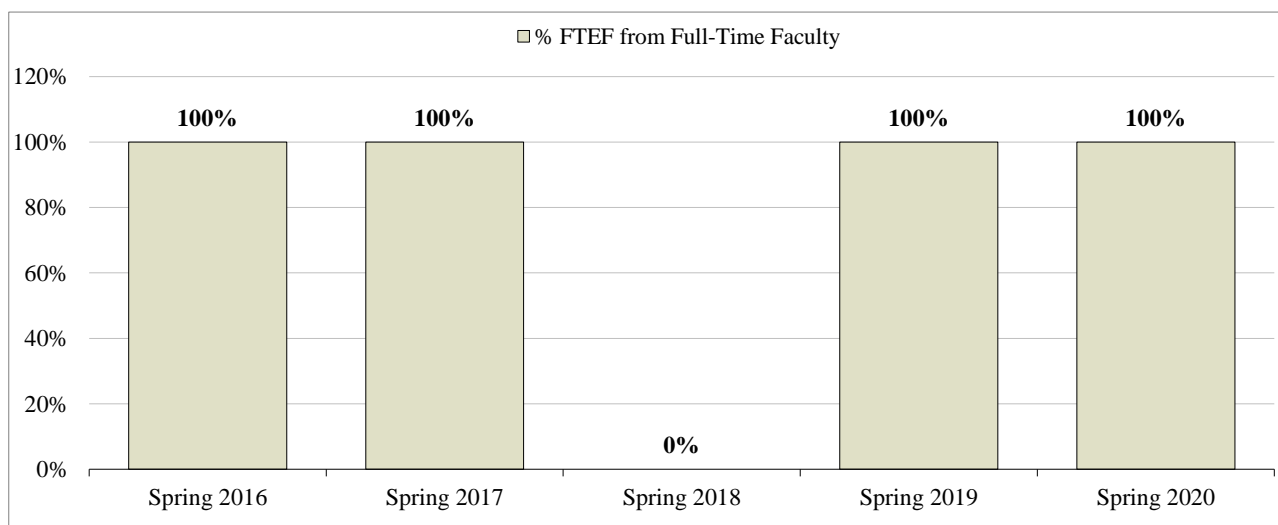
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

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

Enrollment Management: Part 2

Library Studies (LIBR)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
FTEF from Full-Time Faculty	0.2	0.2	0.0	0.0	0.0
% FTEF from Full-Time Faculty	100%	100%	—	100%	100%
Enrollments	41	47	13	25	4
Capacity (seats available)	60	104	44	88	44
Fill Rate	68%	45%	30%	28%	9%



Definitions:

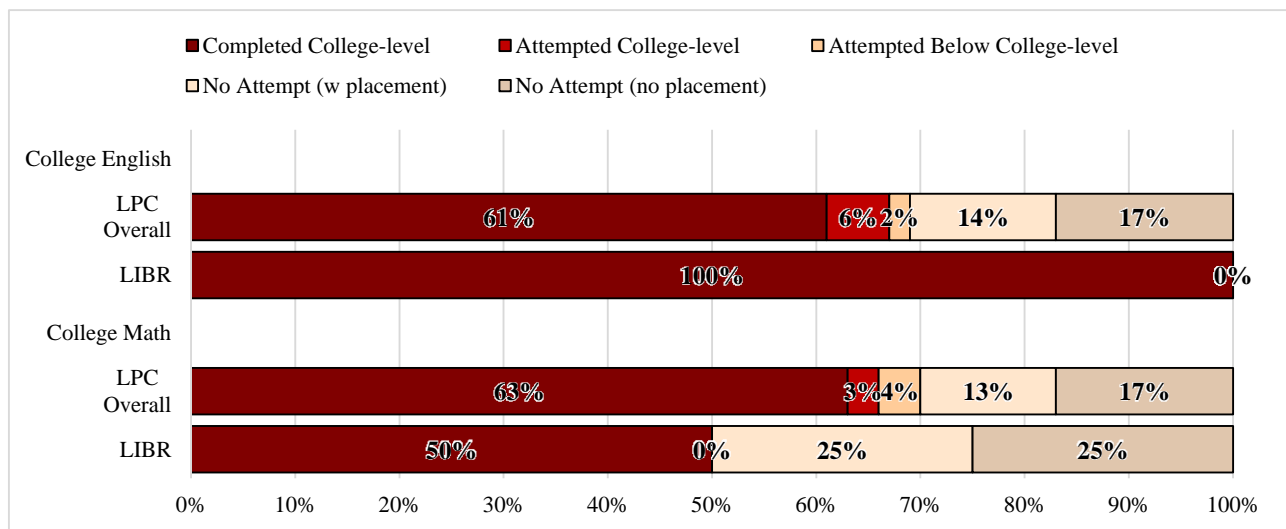
Fill Rate is number of enrollments over the total capacity (seats available).

% 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

Spring 2020				
	LIBR		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	2	100%	5,254	61%
Attempted College-level	0	0%	502	6%
Attempted Below College-level	0	0%	179	2%
No Attempt (with placement)	0	0%	1,175	14%
No Attempt (no placement)	0	0%	1,480	17%
College Math				
Completed College-level	2	50%	5,383	63%
Attempted College-level	0	0%	274	3%
Attempted Below College-level	0	0%	366	4%
No Attempt (with placement)	1	25%	1,134	13%
No Attempt (no placement)	1	25%	1,433	17%



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.