Las Positas College

Discipline Program Review Data Packet

Fall 2016 to Fall 2020
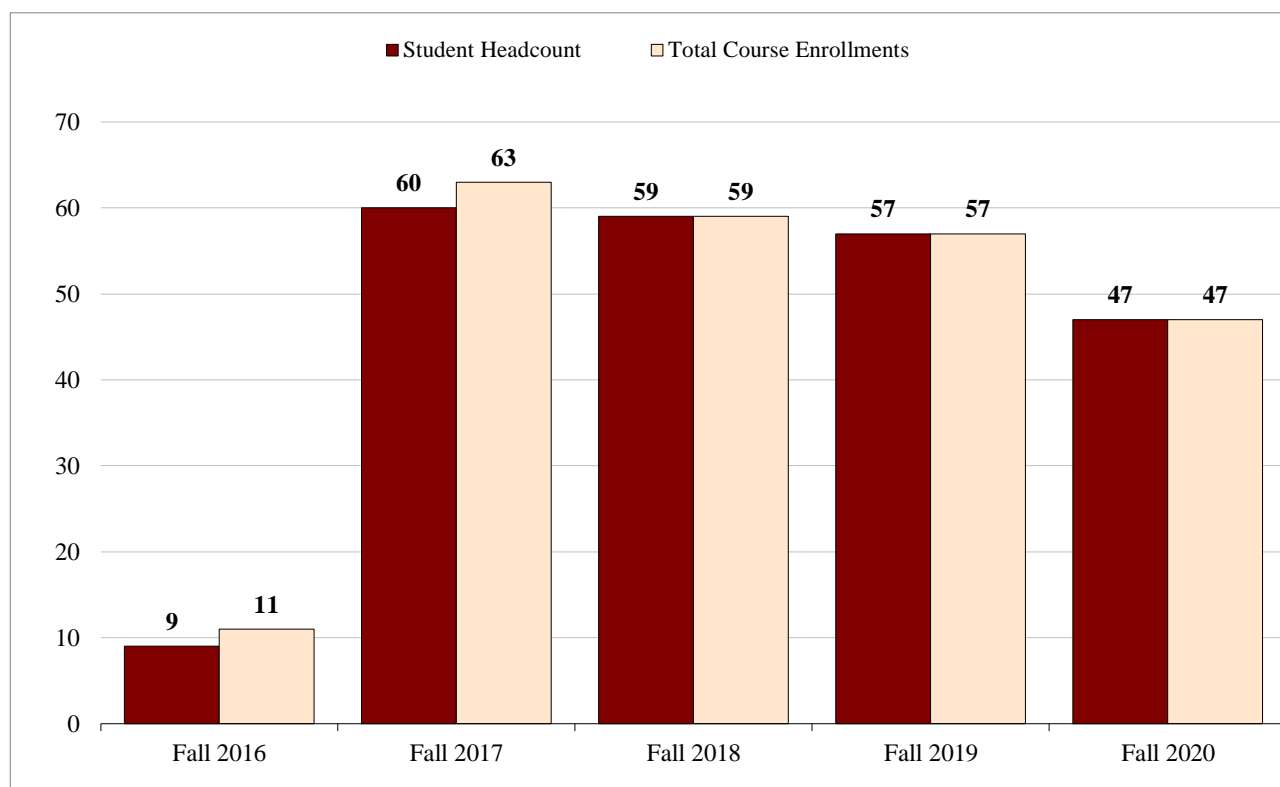
Discipline:

Library Studies (LIBR)

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Headcount & Enrollment

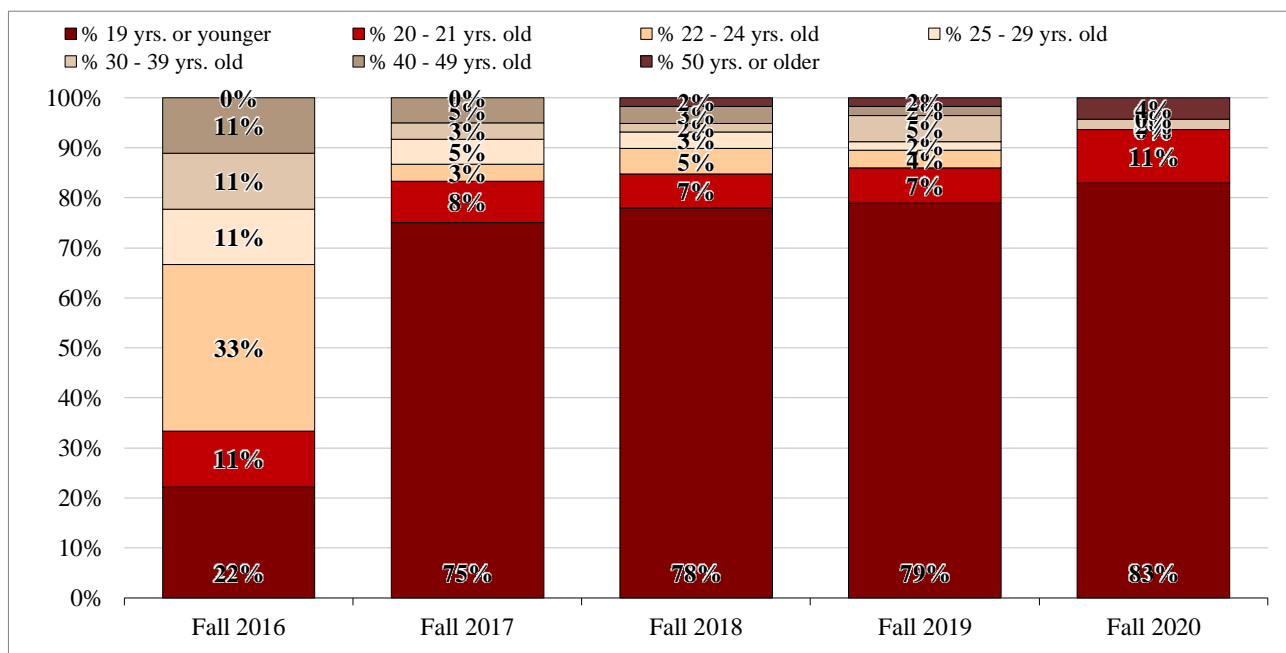| Library Studies (LIBR)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Student Headcount	9	60	59	57	47
Total Course Enrollments	11	63	59	57	47

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.
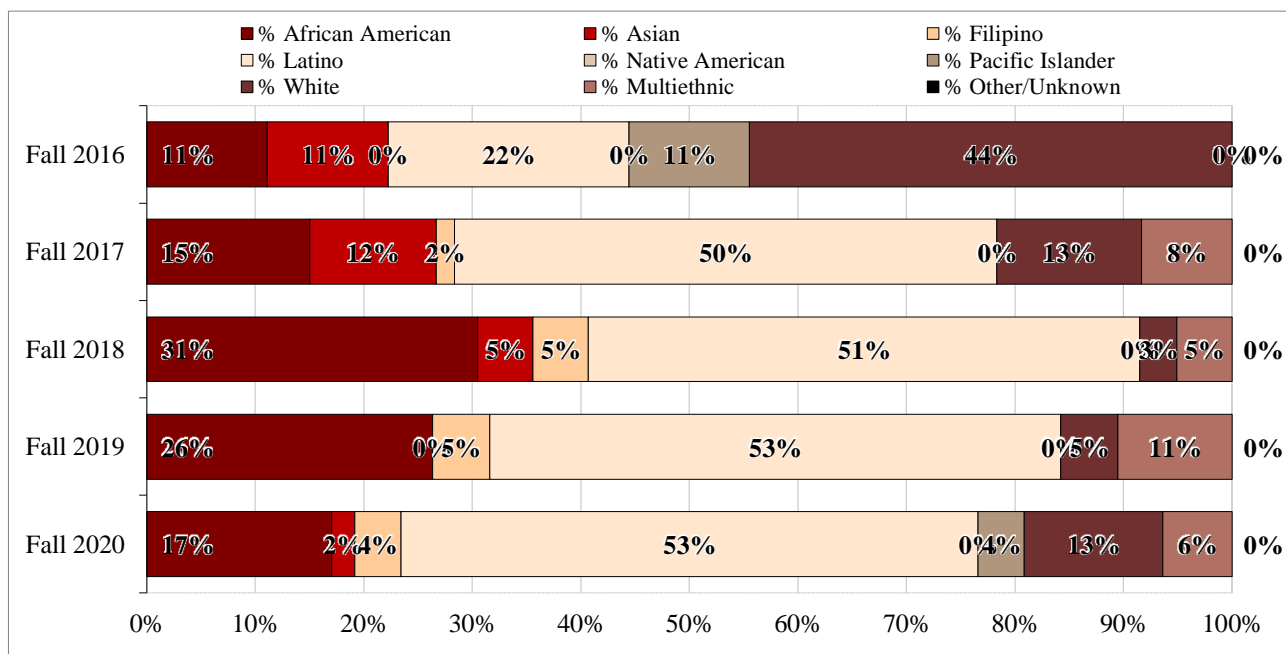
Student Demographics: Gender & Age

Library Studies (LIBR)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Female	3	38	38	36	31
Male	6	21	18	20	14
19 yrs. or younger	2	45	46	45	39
20-21 yrs. old	1	5	4	4	5
22-24 yrs. old	3	2	3	2	0
25-29 yrs. old	1	3	2	1	0
30-39 yrs. old	1	2	1	3	1
40-49 yrs. old	1	3	2	1	0
50 yrs. or older	0	0	1	1	2
% Female	33%	64%	68%	64%	69%
% Male	67%	36%	32%	36%	31%
% 19 yrs. or younger	22%	75%	78%	79%	83%
% 20 - 21 yrs. old	11%	8%	7%	7%	11%
% 22 - 24 yrs. old	33%	3%	5%	4%	0%
% 25 - 29 yrs. old	11%	5%	3%	2%	0%
% 30 - 39 yrs. old	11%	3%	2%	5%	2%
% 40 - 49 yrs. old	11%	5%	3%	2%	0%
% 50 yrs. or older	0%	0%	2%	2%	4%

Student Demographic: Race-Ethnicity

Library Studies (LIBR)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
African American	1	9	18	15	8
Asian	1	7	3	0	1
Filipino	0	1	3	3	2
Latino	2	30	30	30	25
Native American	0	0	0	0	0
Pacific Islander	1	0	0	0	2
White	4	8	2	3	6
Multiethnic	0	5	3	6	3
Other/Unknown	0	0	0	0	0
% African American	11%	15%	31%	26%	17%
% Asian	11%	12%	5%	0%	2%
% Filipino	0%	2%	5%	5%	4%
% Latino	22%	50%	51%	53%	53%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	11%	0%	0%	0%	4%
% White	44%	13%	3%	5%	13%
% Multiethnic	0%	8%	5%	11%	6%
% Other/Unknown	0%	0%	0%	0%	0%

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Student Enrollment Status

Library Studies (LIBR)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
First-Time Any College	2	34	42	43	36
First-Time Transfer	1	4	3	3	3
Continuing	5	19	10	10	6
Returning	0	3	4	1	2
Concurrent Enrollment	1	0	0	0	0
% First-Time Any College	22%	57%	71%	75%	77%
% First-Time Transfer	11%	7%	5%	5%	6%
% Continuing	56%	32%	17%	18%	13%
% Returning	0%	5%	7%	2%	4%
% Concurrent Enrollment	11%	0%	0%	0%	0%
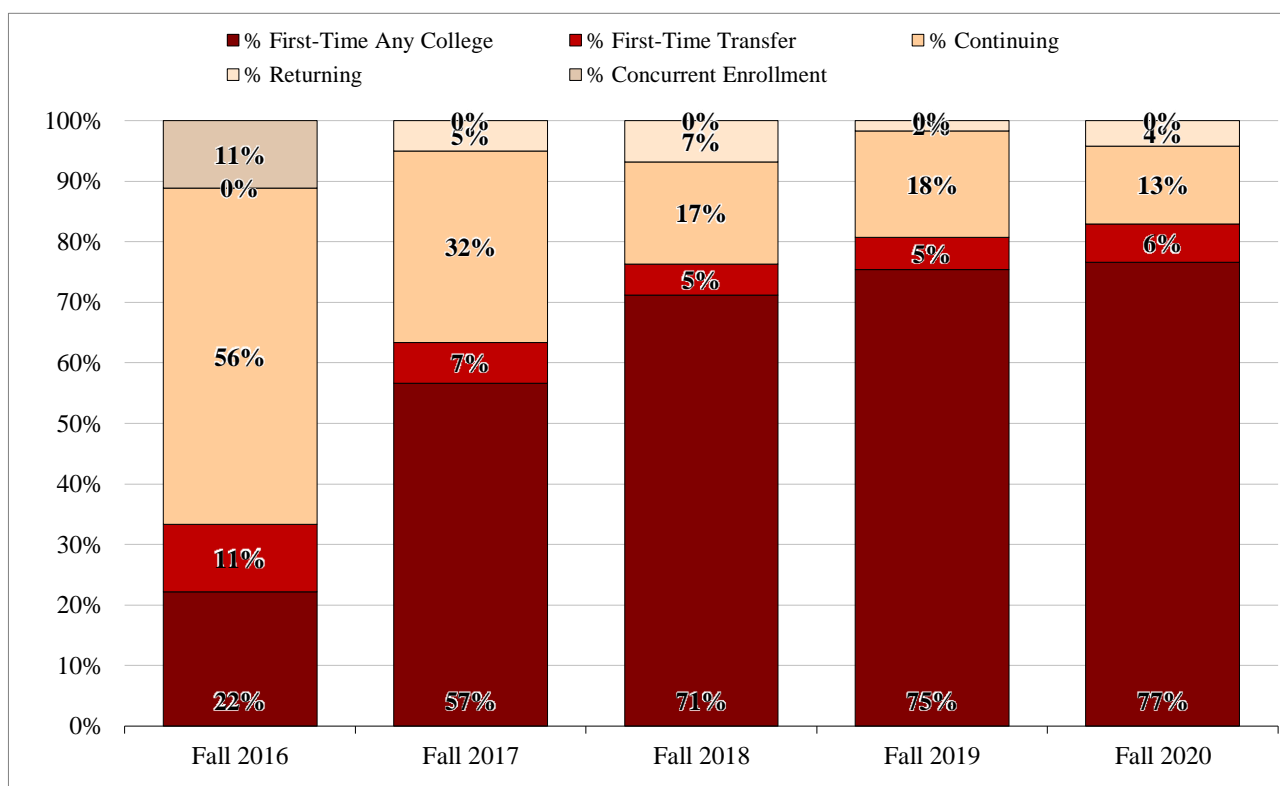
Definitions:

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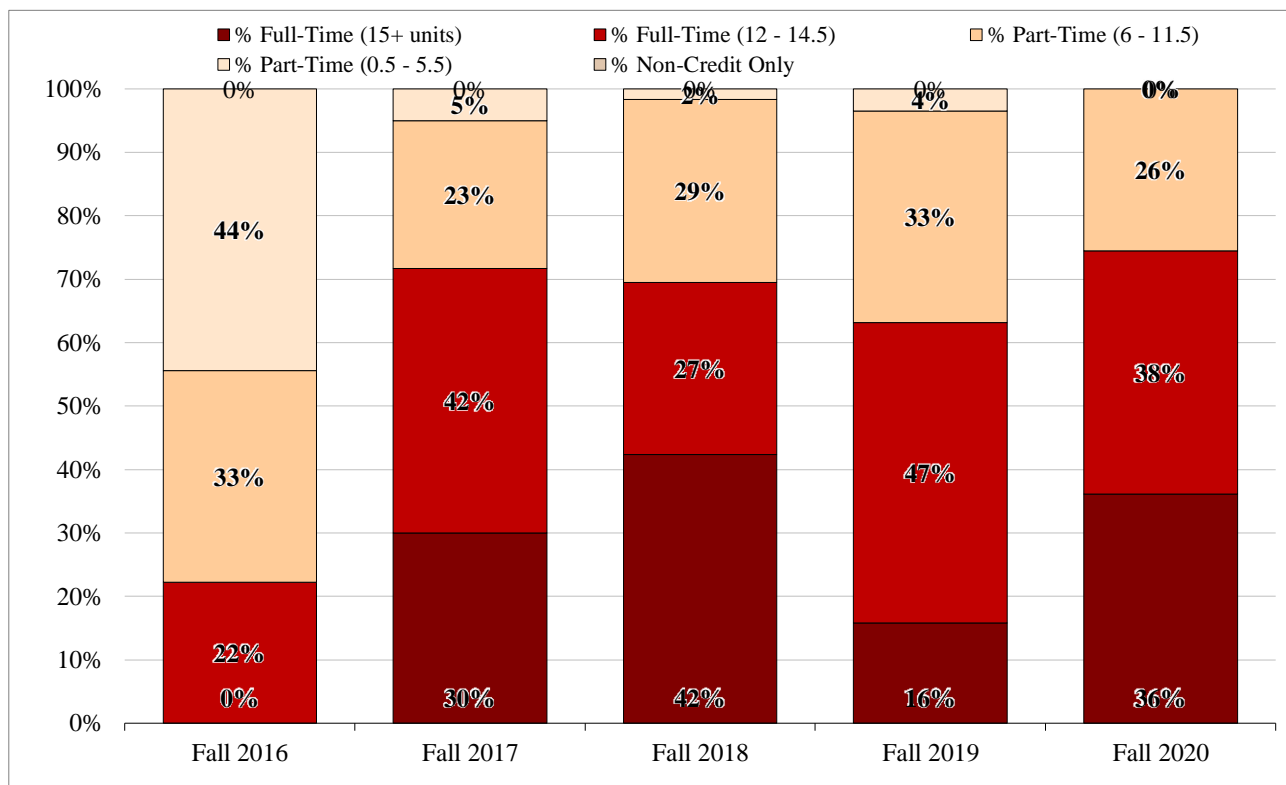
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Full-Time (15+ units)	0	18	25	9	17
Full-Time (12 - 14.5)	2	25	16	27	18
Part-Time (6 - 11.5)	3	14	17	19	12
Part-Time (0.5 - 5.5)	4	3	1	2	0
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	0%	30%	42%	16%	36%
% Full-Time (12 - 14.5)	22%	42%	27%	47%	38%
% Part-Time (6 - 11.5)	33%	23%	29%	33%	26%
% Part-Time (0.5 - 5.5)	44%	5%	2%	4%	0%
% Non-Credit Only	0%	0%	0%	0%	0%

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Students Using Distance Education

| Library Studies (LIBR)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Face-to-Face (F2F) Only	5	49	47	41	0
Both F2F and DE	3	11	12	13	0
Distance Education (DE) Only	1	0	0	3	47
% Face-to-Face (F2F) Only	56%	82%	80%	72%	0%
% Both F2F and DE	33%	18%	20%	23%	0%
% Distance Education (DE) Only	11%	0%	0%	5%	100%
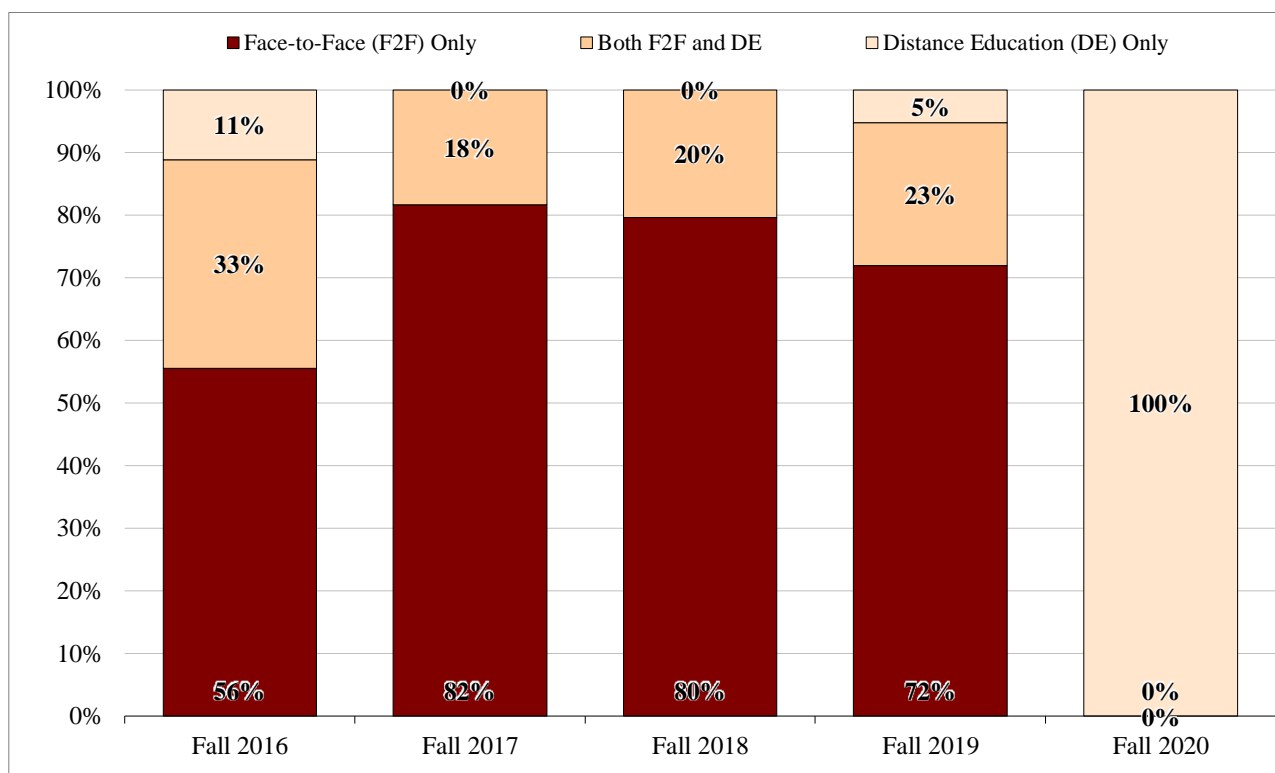
Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Student Educational Goal

Library Studies (LIBR)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Transfer (w/ or w/o AA/AS degree)	1	52	49	44	44
Associate Degree Only (AA/AS)	1	0	2	2	0
Occupational Certificate or Job Training	3	2	1	2	0
Improve English/Math Basic Skills	2	0	0	0	0
Personal Development (intellectual/cultural)	0	0	0	0	0
Other	0	0	0	0	0
Undecided	1	6	7	9	3
Unknown	1	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	11%	87%	83%	77%	94%
% Associate Degree Only (AA/AS)	11%	0%	3%	4%	0%
% Occupational Certificate or Job Training	33%	3%	2%	4%	0%
% Improve English/Math Basic Skills	22%	0%	0%	0%	0%
% Personal Development (intellectual/cultural)	0%	0%	0%	0%	0%
% Other	0%	0%	0%	0%	0%
% Undecided	11%	10%	12%	16%	6%
% Unknown	11%	0%	0%	0%	0%
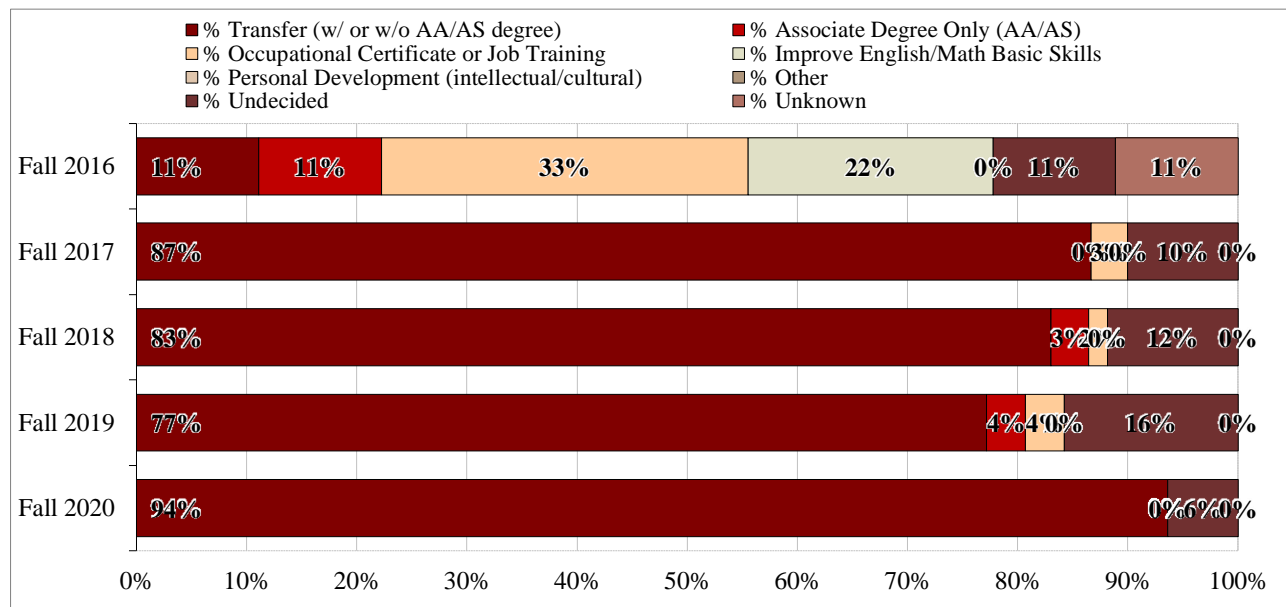
Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.
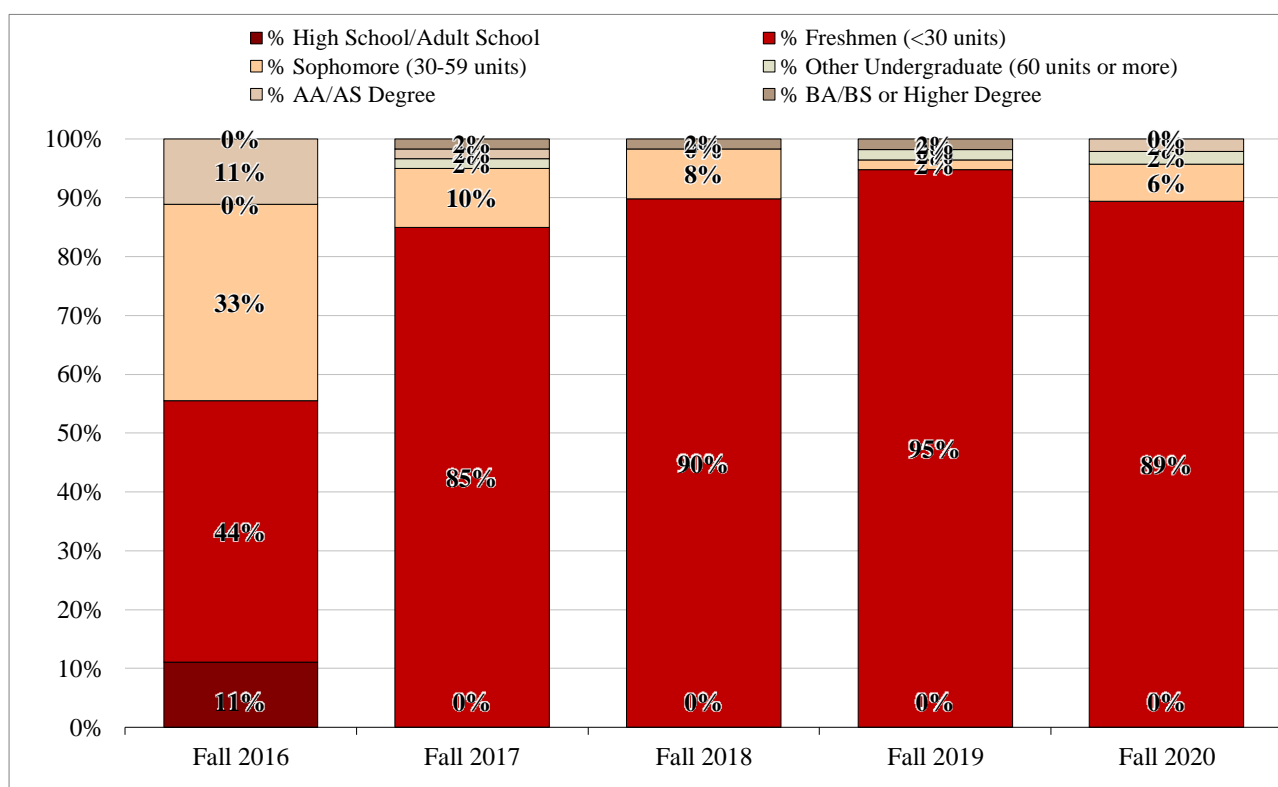
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
High School/Adult School	1	0	0	0	0
Freshmen (<30 units)	4	51	53	54	42
Sophomore (30-59 units)	3	6	5	1	3
Other Undergraduate (60 units or more)	0	1	0	1	1
AA/AS Degree	1	1	0	0	1
BA/BS or Higher Degree	0	1	1	1	0
% High School/Adult School	11%	0%	0%	0%	0%
% Freshmen (<30 units)	44%	85%	90%	95%	89%
% Sophomore (30-59 units)	33%	10%	8%	2%	6%
% Other Undergraduate (60 units or more)	0%	2%	0%	2%	2%
% AA/AS Degree	11%	2%	0%	0%	2%
% BA/BS or Higher Degree	0%	2%	2%	2%	0%

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Student Performance: Grade Distribution

| Library Studies (LIBR)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Total Course Enrollments	11	63	59	57	47
Course Success Rates	100%	73%	81%	82%	83%
A	18%	10%	44%	51%	64%
B	0%	13%	22%	21%	6%
C	9%	6%	10%	11%	11%
P	73%	44%	5%	0%	2%
Course Non-Success Rate	0%	21%	8%	11%	4%
D	0%	5%	3%	0%	2%
F*	0%	16%	5%	11%	2%
Withdrawals (See Note)	0%	6%	10%	7%	13%
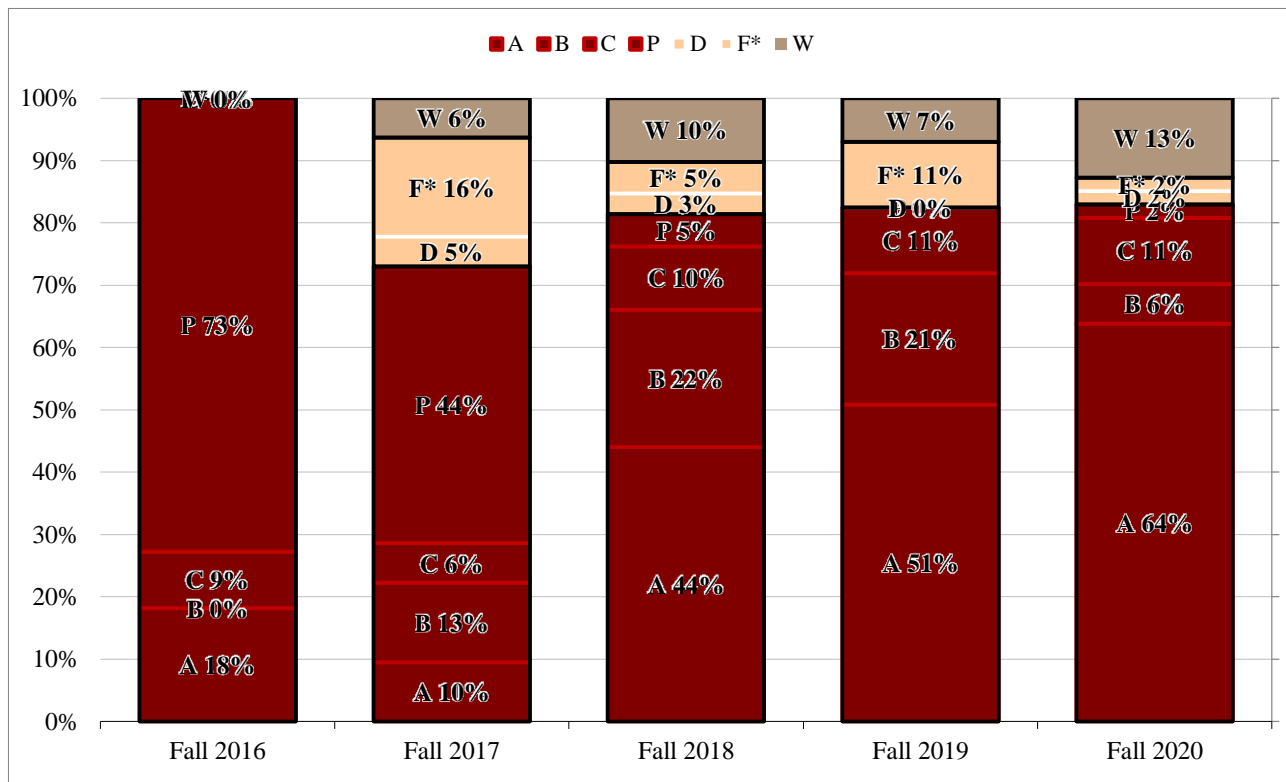
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D' or F* (includes: 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP').

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW', or, (2) a course dropped due to COVID-19.

Student Performance: Distance Education

Library Studies (LIBR)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Total Course Enrollments	11	63	59	57	47
Face-to-Face (F2F) Sections	7	63	59	50	0
Success Rates	100%	73%	81%	88%	—
Non-Success Rates	0%	21%	8%	8%	—
Withdrawals	0%	6%	10%	4%	—
Distance Education (DE) Sections	4	0	0	7	47
Success Rates	100%	—	—	43%	83%
Non-Success Rates	0%	—	—	29%	4%
Withdrawals	0%	—	—	29%	13%
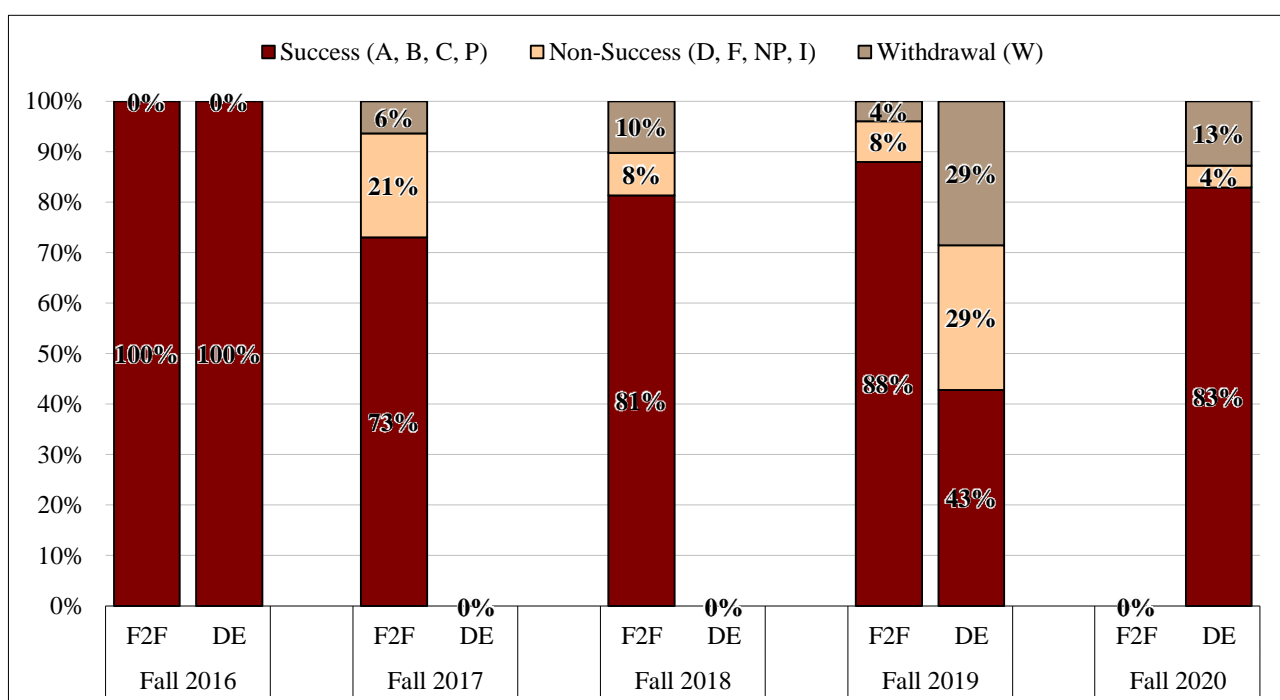
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP'.

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW' or, (2) a course dropped due to COVID-19.

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Enrollment Management: Part 1

Library Studies (LIBR)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
WSCH	12	62	66	57	46
FTES	0.3	2.0	2.1	1.8	1.5
FTEF	0.2	0.3	0.0	0.0	0.0
Productivity (WSCH/FTEF)	60.3	233.1	—	—	—
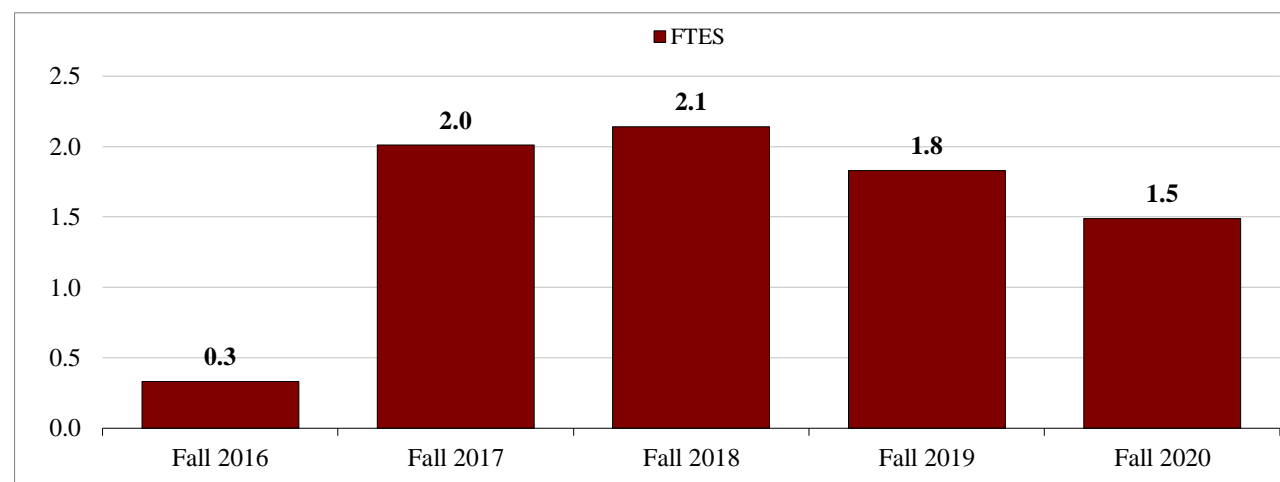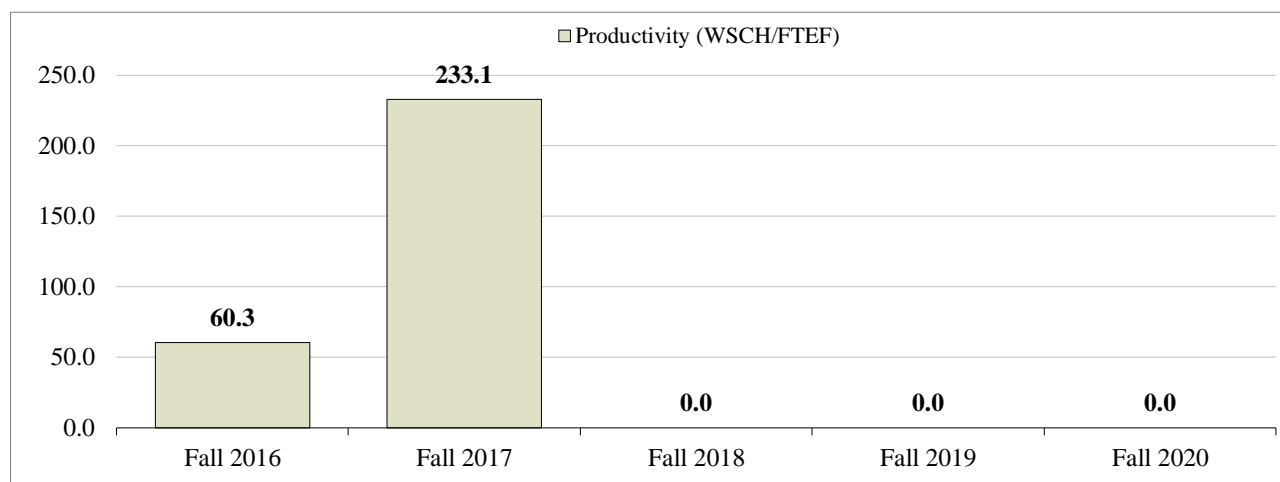
Definitions:

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 are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/20/21.

Enrollment Management: Part 2

| Library Studies (LIBR)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
FTEF from Full-Time Faculty	0.2	0.3	0.0	0.0	0.0
% FTEF from Full-Time Faculty	100%	100%	—	—	—
Enrollments	11	63	59	57	47
Capacity (seats available)	52	32	17	44	44
Fill Rate	21%	197%	347%	130%	107%
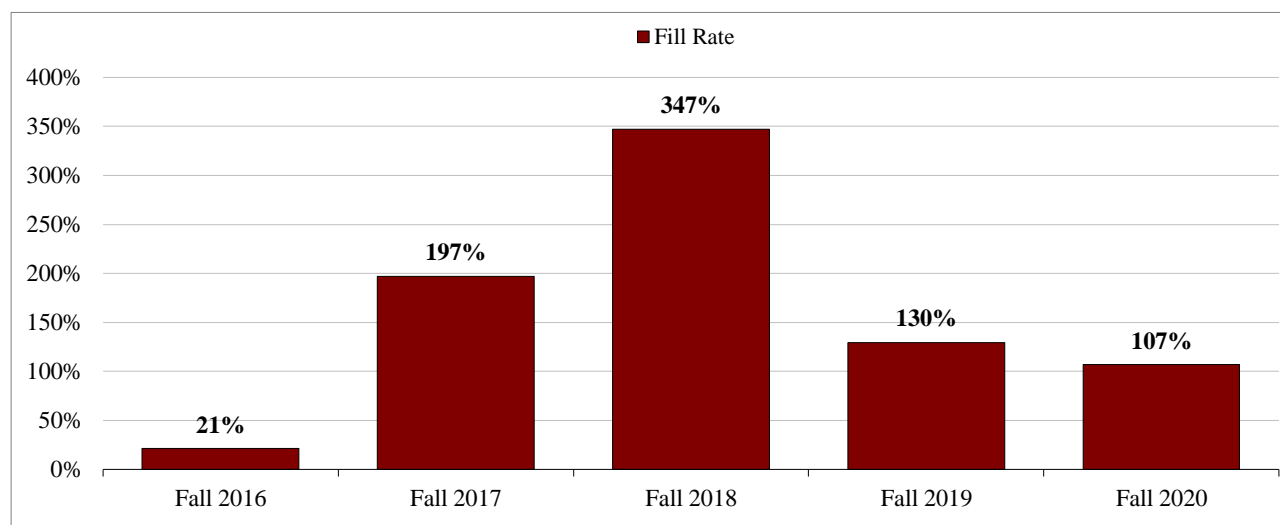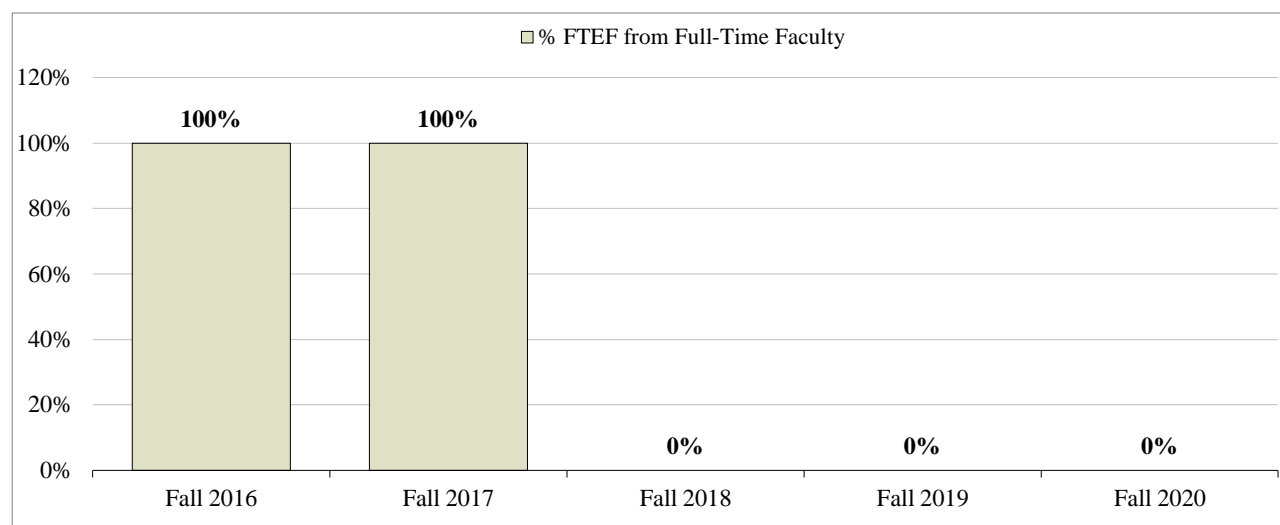
Definitions:

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 7/20/21.

Prior Experience in English & Math

Fall 2020				
	LIBR		**LPC Overall**	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	4	9%	4,353	52%
Attempted College-level	2	4%	438	5%
Attempted Below College-level	1	2%	86	1%
No Prior Attempt (has placement)	39	83%	1,974	24%
No Prior Attempt (no placement)	1	2%	1,489	18%
College Math				
Completed College-level	27	57%	4,972	60%
Attempted College-level	1	2%	199	2%
Attempted Below College-level	0	0%	261	3%
No Prior Attempt (has placement)	18	38%	1,555	19%
No Prior Attempt (no placement)	1	2%	1,353	16%
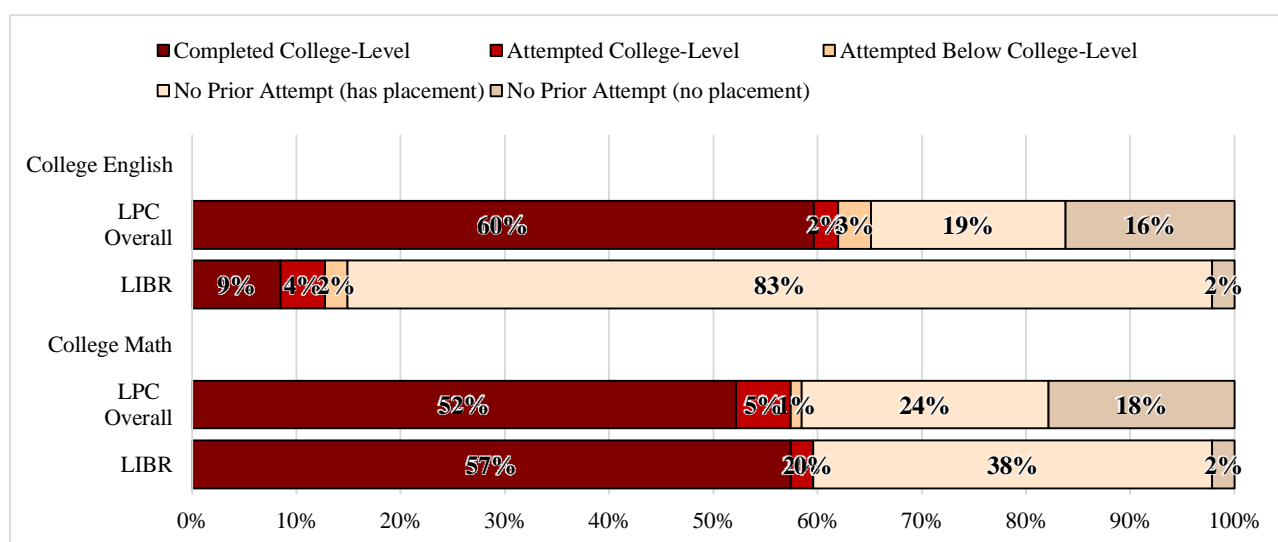
Definitions:

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

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

College Math:

Completed College-level = succesfully 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 Prior Attempt (has placement) = no previous Math enrollments within the sequence but has used a placement tool.

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