Las Positas College

Discipline Program Review Data Packet

Spring 2018 to Spring 2022
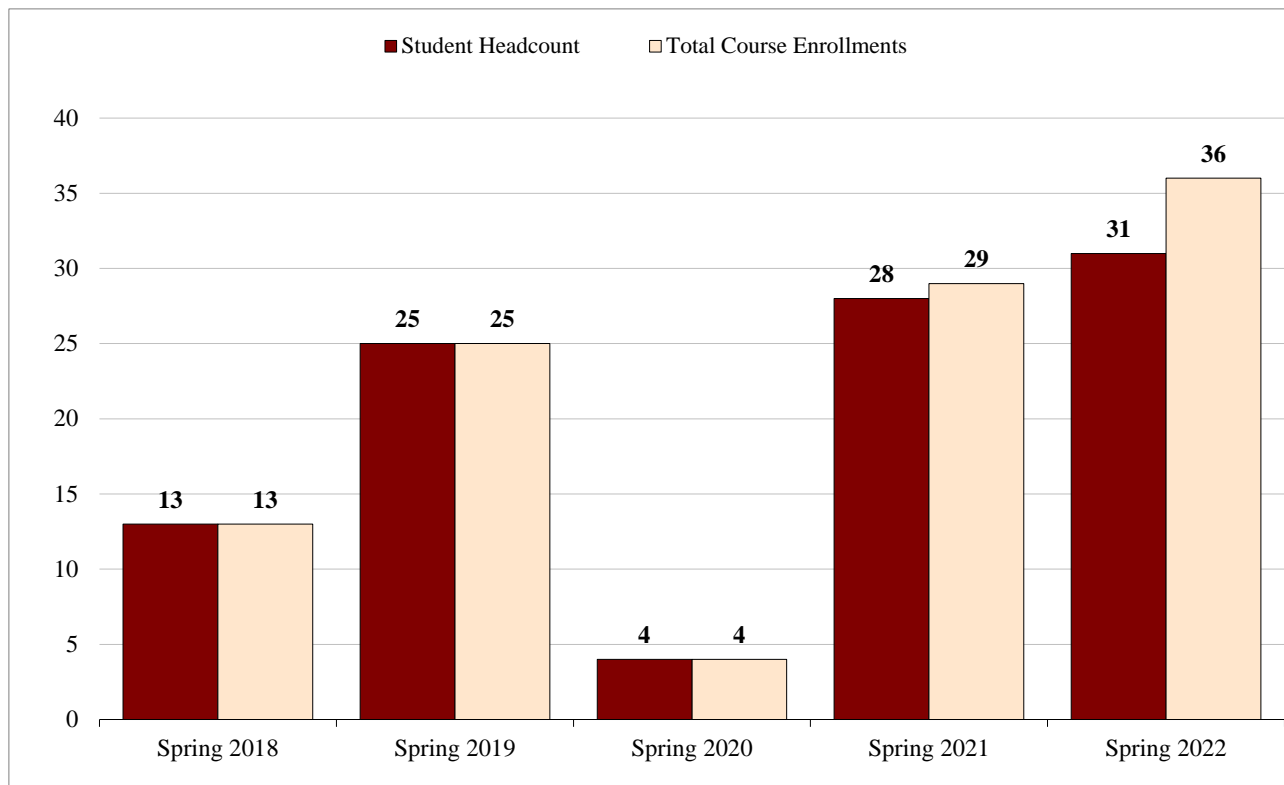
Discipline:

Library Studies (LIBR)

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Headcount & Enrollment

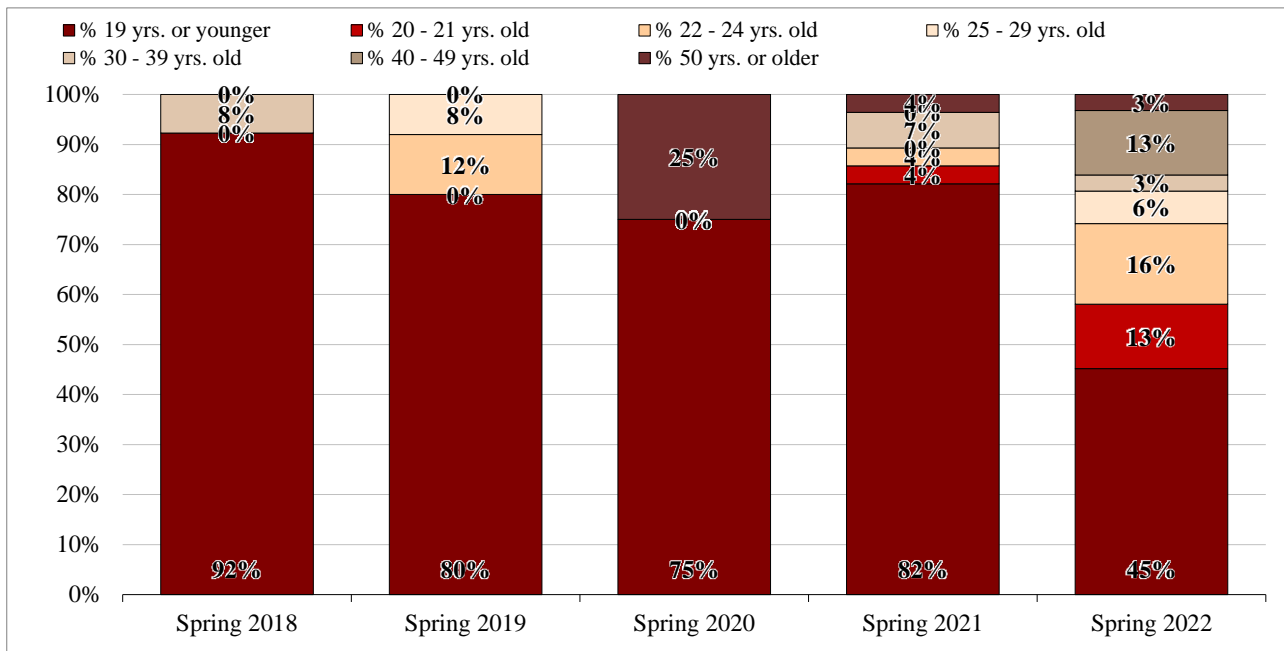| Library Studies (LIBR)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Student Headcount	13	25	4	28	31
Total Course Enrollments	13	25	4	29	36

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.
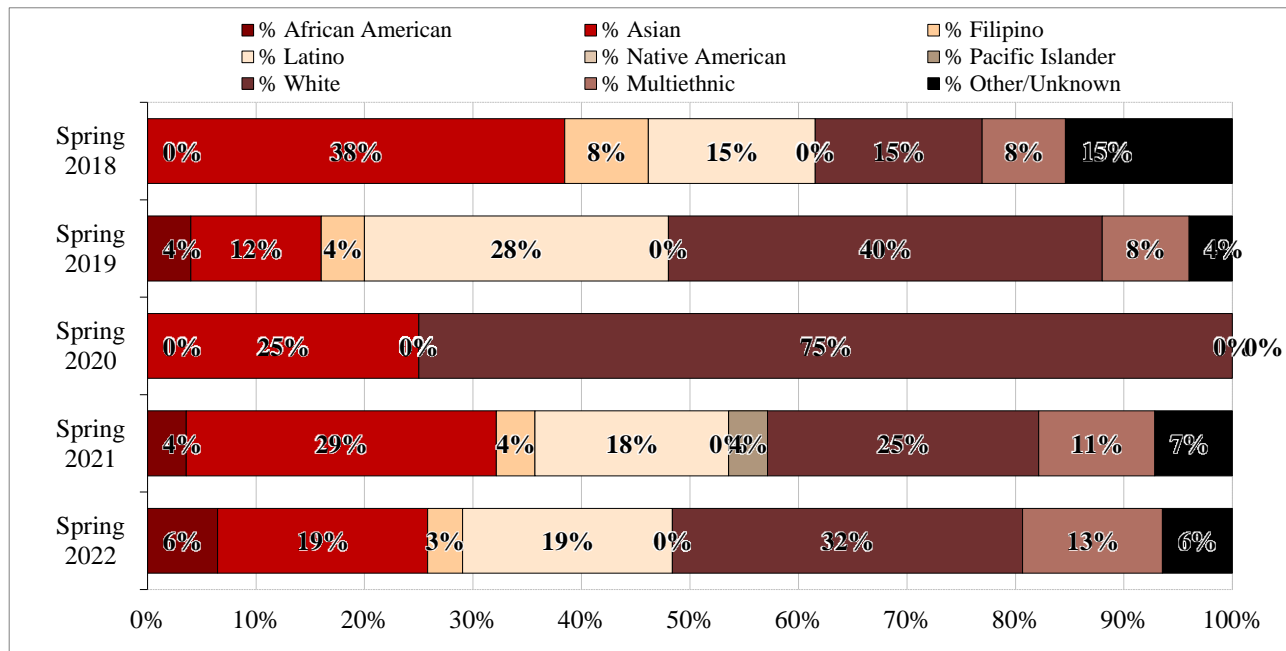
Student Demographics: Gender & Age

Library Studies (LIBR)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Female	7	18	3	18	15
Male	5	7	0	9	16
19 yrs. or younger	12	20	3	23	14
20-21 yrs. old	0	0	0	1	4
22-24 yrs. old	0	3	0	1	5
25-29 yrs. old	0	2	0	0	2
30-39 yrs. old	1	0	0	2	1
40-49 yrs. old	0	0	0	0	4
50 yrs. or older	0	0	1	1	1
% Female	58%	72%	100%	67%	48%
% Male	42%	28%	0%	33%	52%
% 19 yrs. or younger	92%	80%	75%	82%	45%
% 20 - 21 yrs. old	0%	0%	0%	4%	13%
% 22 - 24 yrs. old	0%	12%	0%	4%	16%
% 25 - 29 yrs. old	0%	8%	0%	0%	6%
% 30 - 39 yrs. old	8%	0%	0%	7%	3%
% 40 - 49 yrs. old	0%	0%	0%	0%	13%
% 50 yrs. or older	0%	0%	25%	4%	3%

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Student Demographic: Race-Ethnicity

Library Studies (LIBR)					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
African American	0	1	0	1	2
Asian	5	3	1	8	6
Filipino	1	1	0	1	1
Latino	2	7	0	5	6
Native American	0	0	0	0	0
Pacific Islander	0	0	0	1	0
White	2	10	3	7	10
Multiethnic	1	2	0	3	4
Other/Unknown	2	1	0	2	2
% African American	0%	4%	0%	4%	6%
% Asian	38%	12%	25%	29%	19%
% Filipino	8%	4%	0%	4%	3%
% Latino	15%	28%	0%	18%	19%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	4%	0%
% White	15%	40%	75%	25%	32%
% Multiethnic	8%	8%	0%	11%	13%
% Other/Unknown	15%	4%	0%	7%	6%

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Student Enrollment Status

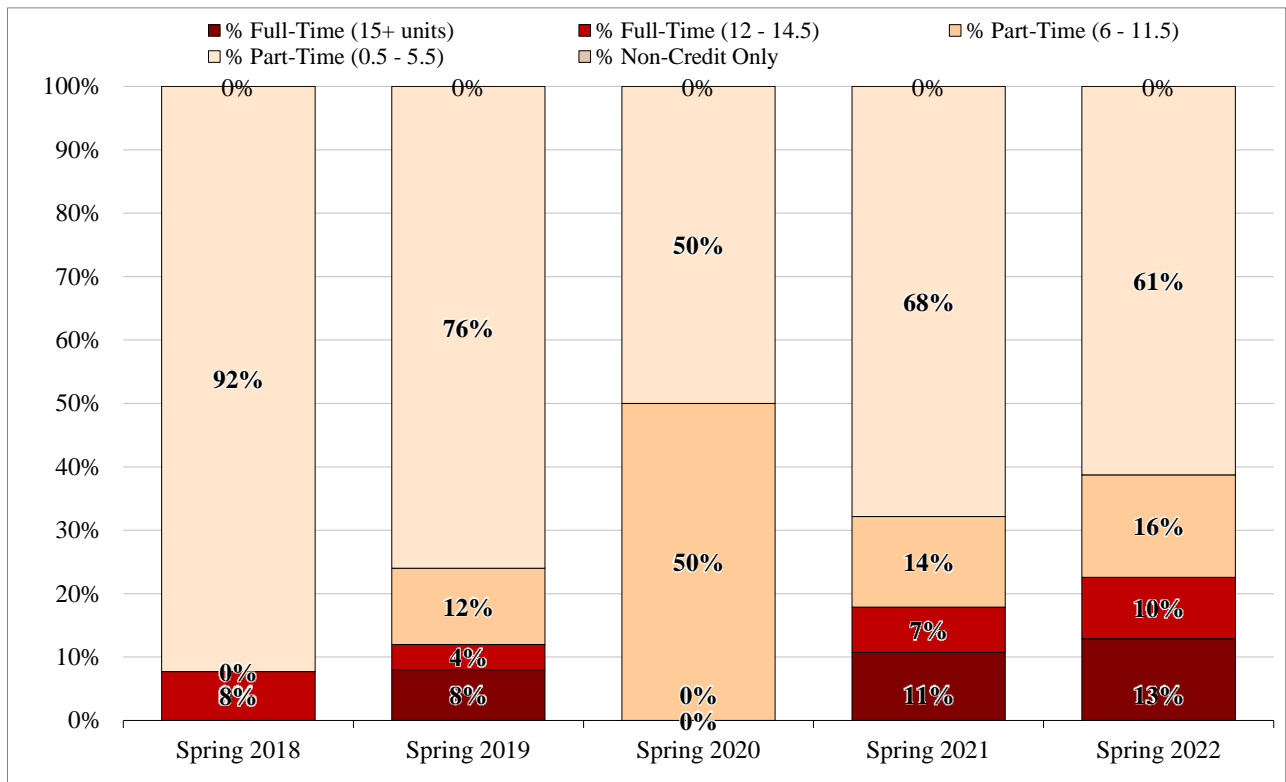| Library Studies (LIBR)					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
First-Time Any College	0	0	0	0	1
First-Time Transfer	0	0	0	1	2
Continuing	1	7	1	6	14
Returning	0	0	1	0	2
Concurrent Enrollment	12	18	2	21	12
% First-Time Any College	0%	0%	0%	0%	3%
% First-Time Transfer	0%	0%	0%	4%	6%
% Continuing	8%	28%	25%	21%	45%
% Returning	0%	0%	25%	0%	6%
% Concurrent Enrollment	92%	72%	50%	75%	39%
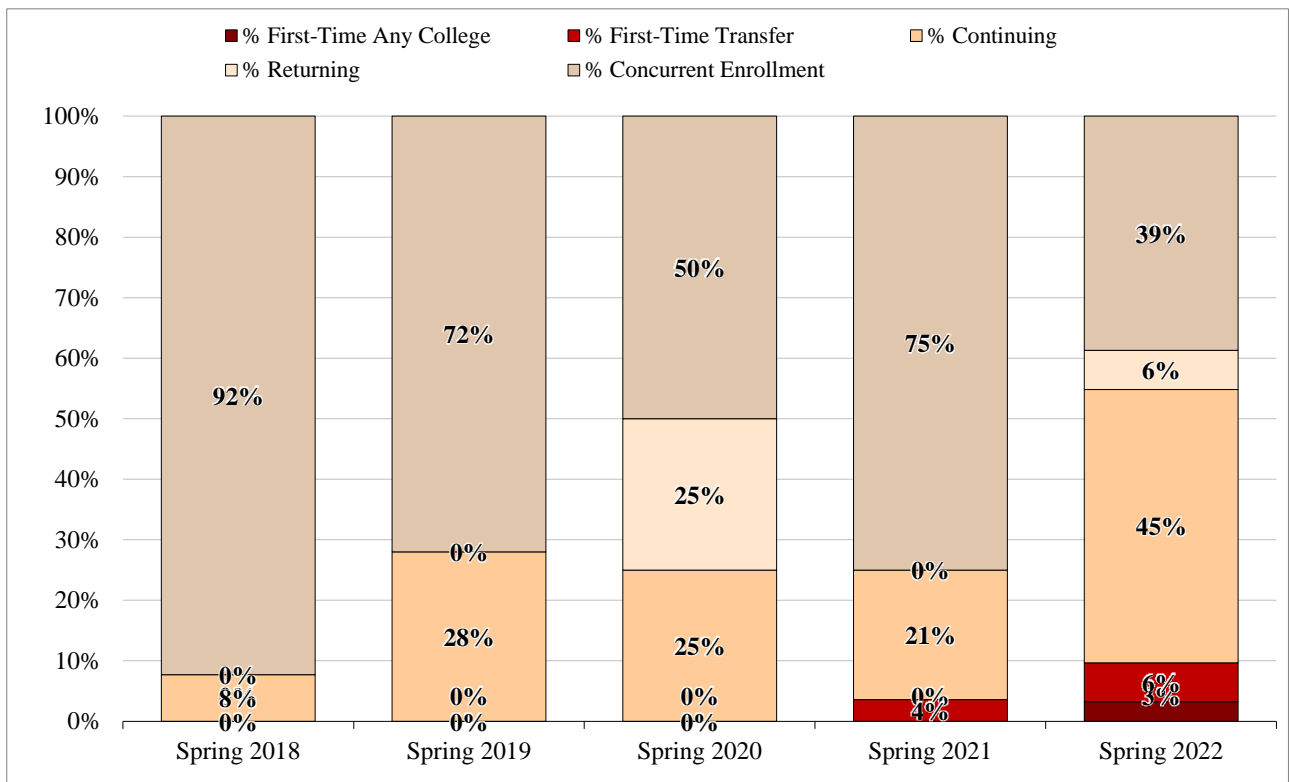
Definitions:

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 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Full-Time (15+ units)	0	2	0	3	4
Full-Time (12 - 14.5)	1	1	0	2	3
Part-Time (6 - 11.5)	0	3	2	4	5
Part-Time (0.5 - 5.5)	12	19	2	19	19
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	0%	8%	0%	11%	13%
% Full-Time (12 - 14.5)	8%	4%	0%	7%	10%
% Part-Time (6 - 11.5)	0%	12%	50%	14%	16%
% Part-Time (0.5 - 5.5)	92%	76%	50%	68%	61%
% 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)	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Face-to-Face (F2F) Only	13	17	3	0	0
Both F2F and DE	0	7	1	0	6
Distance Education (DE) Only	0	1	0	28	25
% Face-to-Face (F2F) Only	100%	68%	75%	0%	0%
% Both F2F and DE	0%	28%	25%	0%	19%
% Distance Education (DE) Only	0%	4%	0%	100%	81%
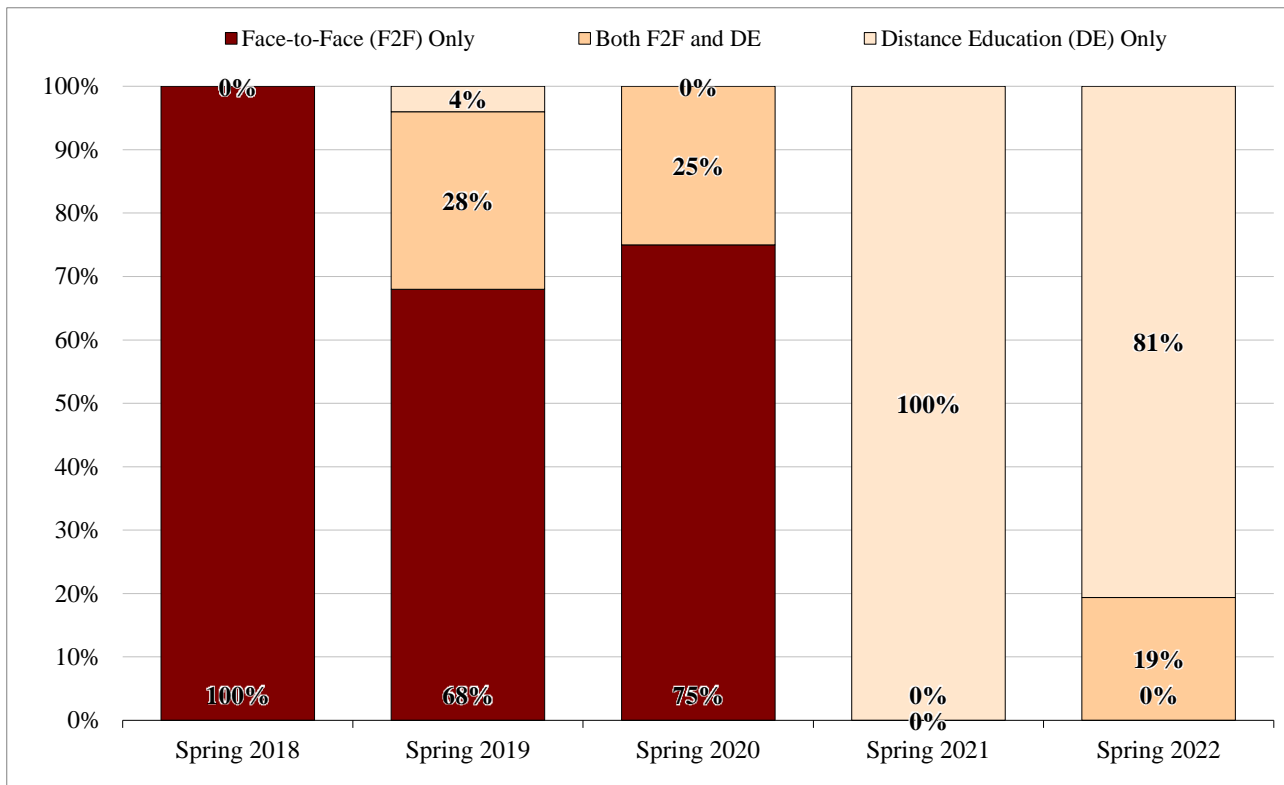
Definitions:

Distance Education (DE) includes enrollments in courses with section numbers designated as courses with 51% or more of instruction delivered online.

Due to the COVID-19 pandemic, 2020-21 DE courses were distinguished through provisional designations.

Student Educational Goal

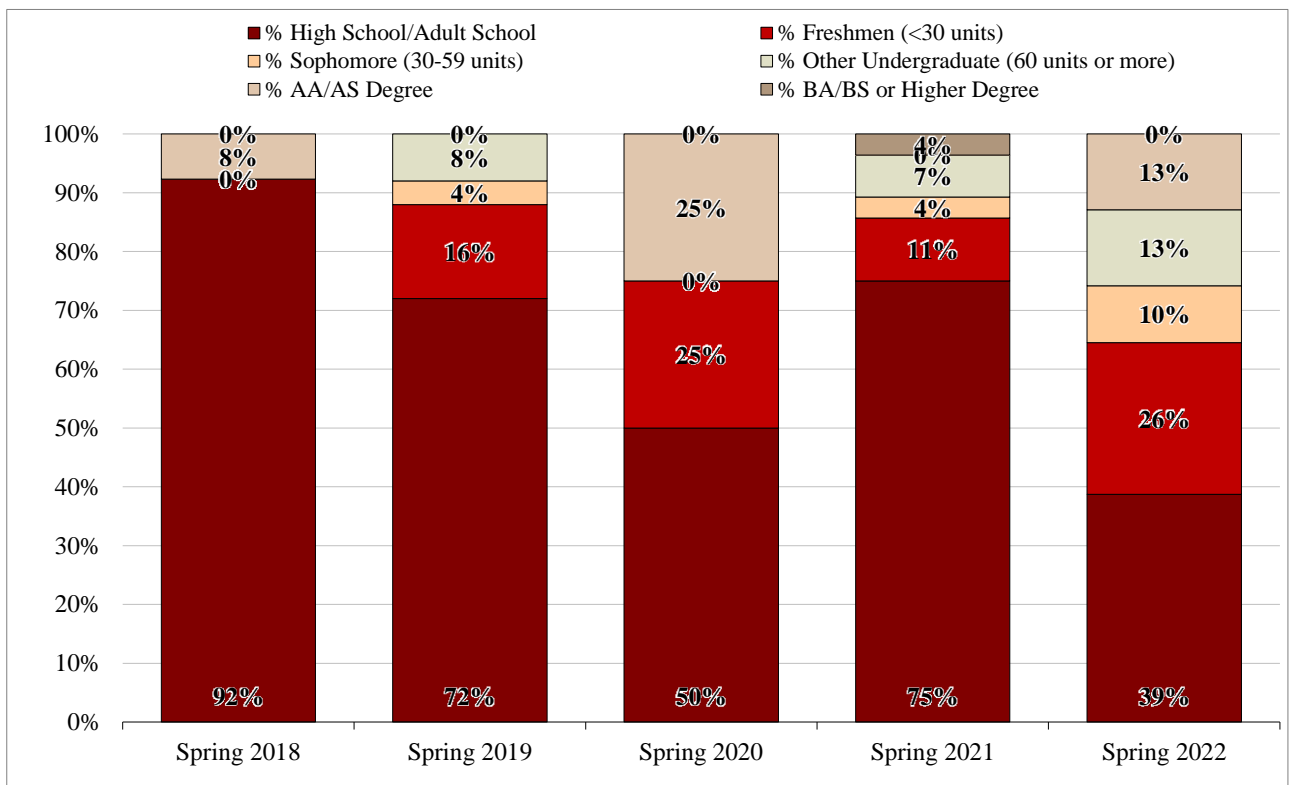| Library Studies (LIBR)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Transfer (w/ or w/o AA/AS degree)	1	6	1	4	12
Associate Degree Only (AA/AS)	0	0	1	1	1
Occupational Certificate or Job Training	0	2	0	4	1
Improve English/Math Basic Skills	2	0	1	2	1
Personal Development (intellectual/cultural)	4	11	1	5	4
Other	2	1	0	4	2
Undecided	4	5	0	8	10
Unknown	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	8%	24%	25%	14%	39%
% Associate Degree Only (AA/AS)	0%	0%	25%	4%	3%
% Occupational Certificate or Job Training	0%	8%	0%	14%	3%
% Improve English/Math Basic Skills	15%	0%	25%	7%	3%
% Personal Development (intellectual/cultural	31%	44%	25%	18%	13%
% Other	15%	4%	0%	14%	6%
% Undecided	31%	20%	0%	29%	32%
% Unknown	0%	0%	0%	0%	0%
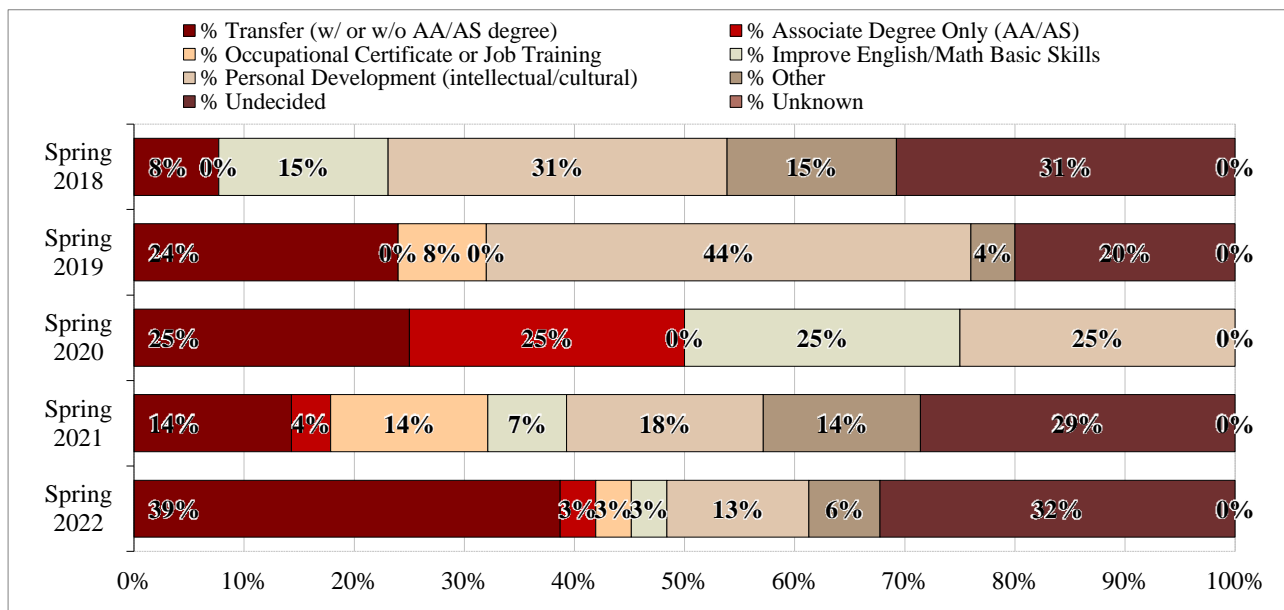
Definitions:

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 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
High School/Adult School	12	18	2	21	12
Freshmen (<30 units)	0	4	1	3	8
Sophomore (30-59 units)	0	1	0	1	3
Other Undergraduate (60 units or more)	0	2	0	2	4
AA/AS Degree	1	0	1	0	4
BA/BS or Higher Degree	0	0	0	1	0
% High School/Adult School	92%	72%	50%	75%	39%
% Freshmen (<30 units)	0%	16%	25%	11%	26%
% Sophomore (30-59 units)	0%	4%	0%	4%	10%
% Other Undergraduate (60 units or more)	0%	8%	0%	7%	13%
% AA/AS Degree	8%	0%	25%	0%	13%
% BA/BS or Higher Degree	0%	0%	0%	4%	0%

Student Performance: Grade Distribution

| Library Studies (LIBR)					
	Term				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Total Course Enrollments	13	25	4	29	36
Course Success Rates	**85%**	**88%**	**50%**	**86%**	**58%**
A	0%	16%	0%	17%	6%
B	0%	0%	0%	0%	6%
C	0%	0%	0%	3%	0%
P	85%	72%	50%	66%	47%
Course Non-Success Rate	**15%**	**8%**	**0%**	**10%**	**28%**
D	0%	0%	0%	0%	3%
F*	15%	8%	0%	10%	25%
Withdrawals (See Note)	**0%**	**4%**	**50%**	**3%**	**14%**
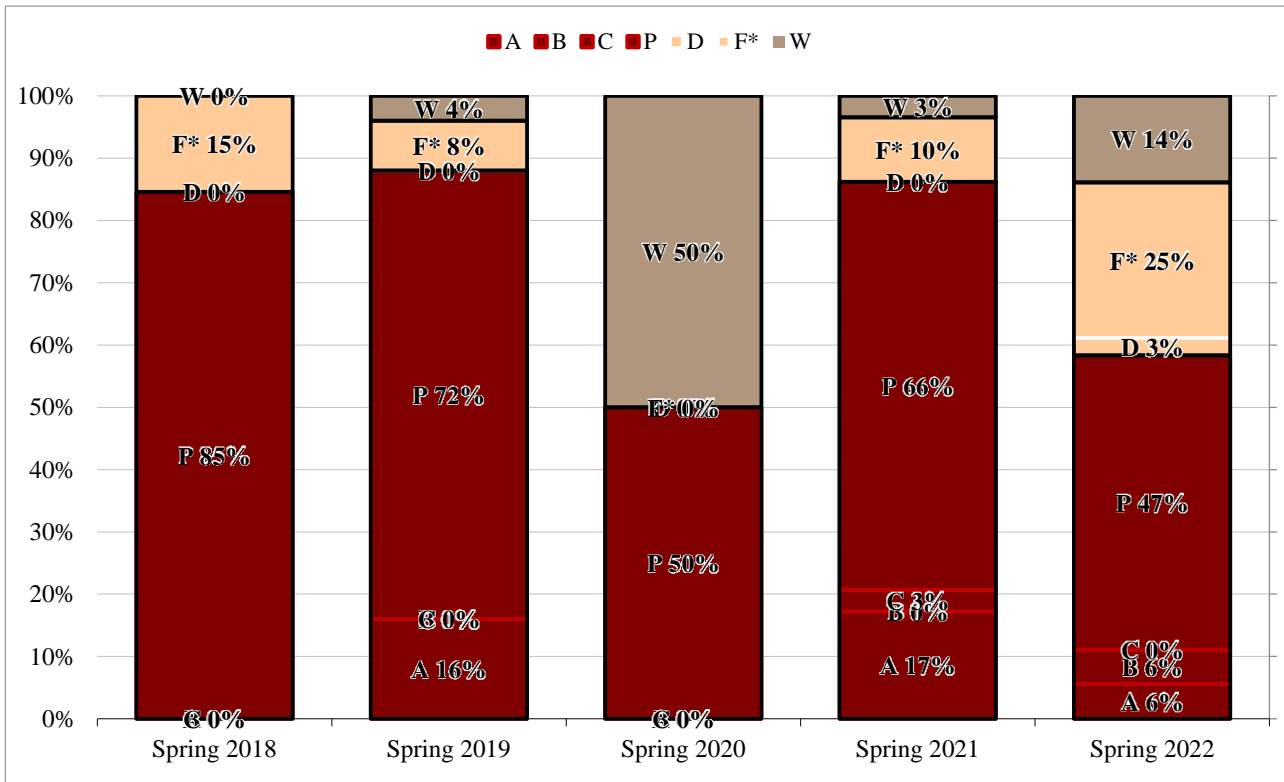
Definitions:

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				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
Total Course Enrollments	13	25	4	29	36
Face-to-Face (F2F) Sections	13	18	4	0	0
Success Rates	85%	100%	50%	—	—
Non-Success Rates	15%	0%	0%	—	—
Withdrawals	0%	0%	50%	—	—
Distance Education (DE) Sections	0	7	0	29	36
Success Rates	—	57%	—	86%	58%
Non-Success Rates	—	29%	—	10%	28%
Withdrawals	—	14%	—	3%	14%
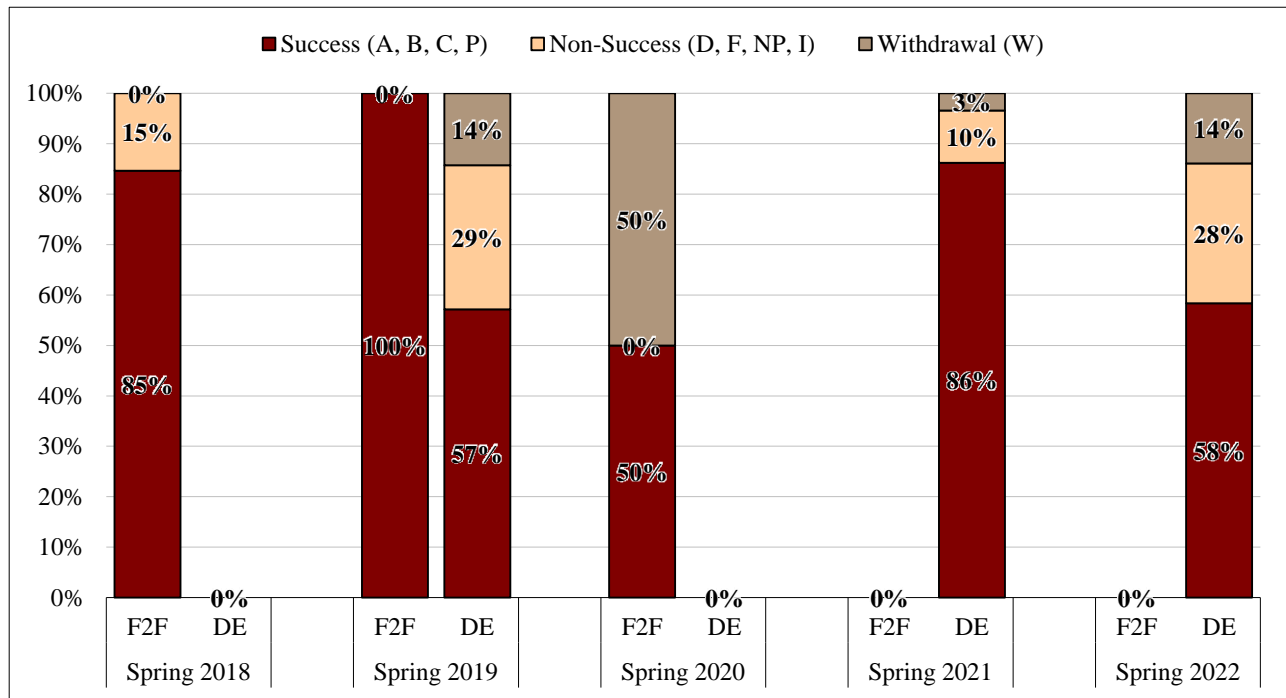
Definitions:

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				
	Spring 2018	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**
WSCH	6	16	3	19	25
FTES	0.2	0.5	0.1	0.6	0.7
FTEF	0.0	0.0	0.0	0.0	0.0
Productivity (WSCH/FTEF)	—	484.8	90.9	575.8	757.6
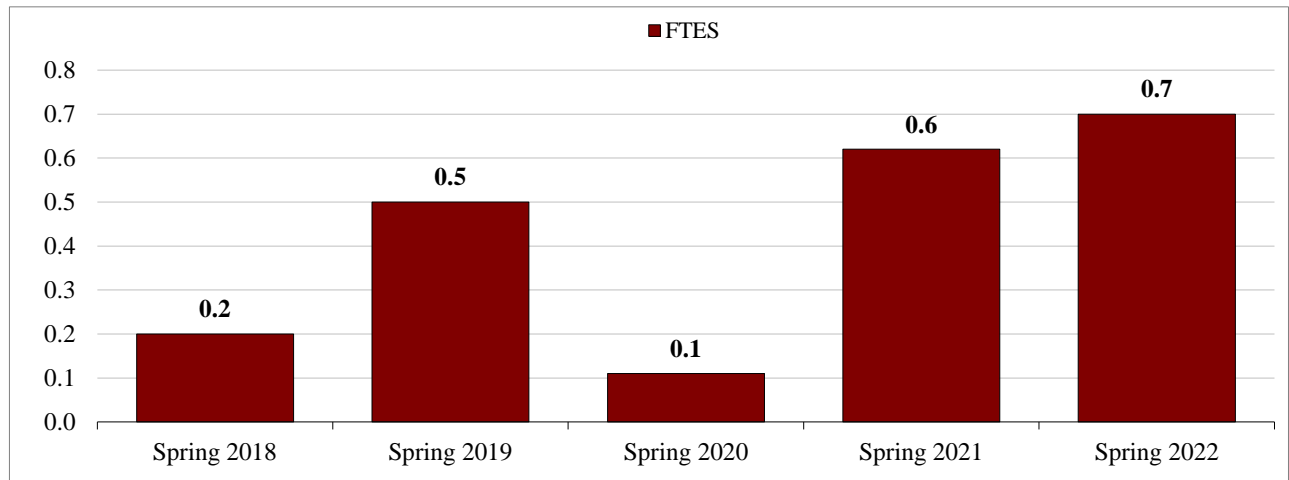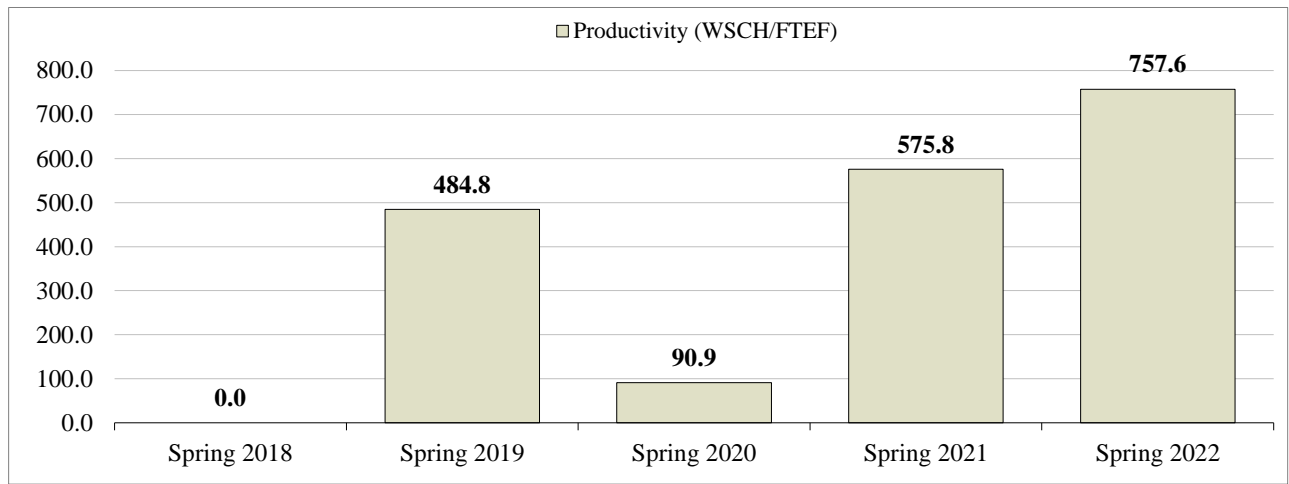
Definitions:

    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				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
FTEF from Full-Time Faculty	0.0	0.0	0.0	0.0	0.0
% FTEF from Full-Time Faculty	—	100%	100%	100%	100%
Enrollments	13	25	4	29	36
Capacity (seats available)	44	88	44	88	132
Fill Rate	30%	28%	9%	33%	27%

□ % FTEF from Full-Time Faculty

	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
% FTEF	0%	100%	100%	100%	100%

■ Fill Rate

|	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Fill Rate	30%	28%	9%	33%	27%
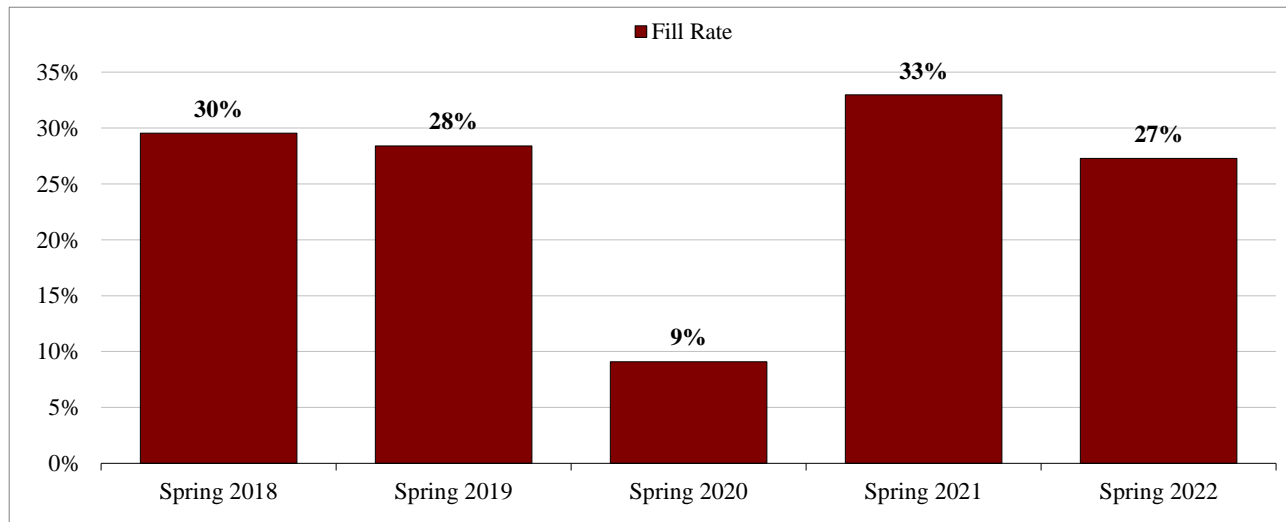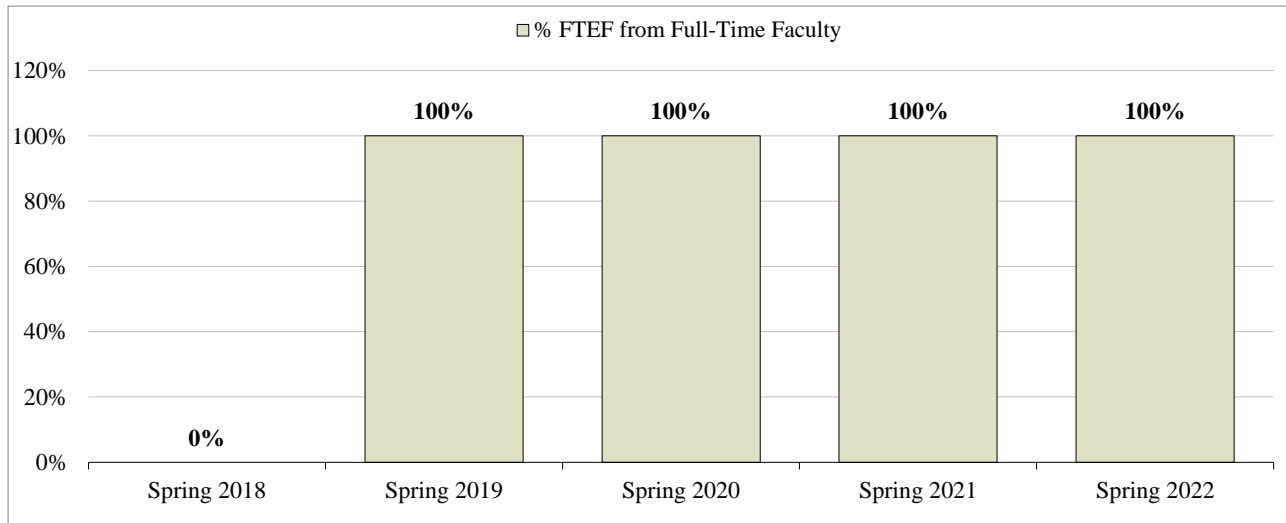
Definitions:

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

Spring 2022				
	LIBR		**LPC Overall**	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	10	32%	4,022	61%
Attempted College-level	4	13%	490	7%
Attempted Below College-level	0	0%	30	0%
No Prior Attempt (has placement)	4	13%	934	14%
No Prior Attempt (no placement)	13	42%	1,089	17%
College Math				
Completed College-level	15	48%	4,345	66%
Attempted College-level	2	6%	103	2%
Attempted Below College-level	0	0%	160	2%
No Prior Attempt (has placement)	2	6%	914	14%
No Prior Attempt (no placement)	12	39%	1,043	16%
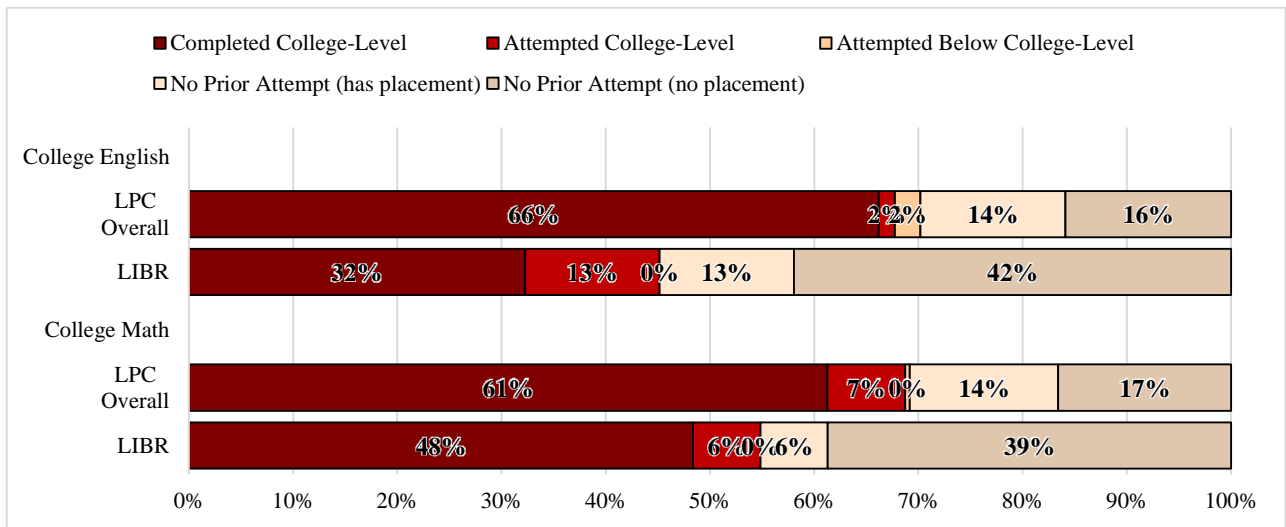
Definitions:

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