



Las Positas College
Program Review Discipline Data Packet
Spring 2014 to Spring 2018

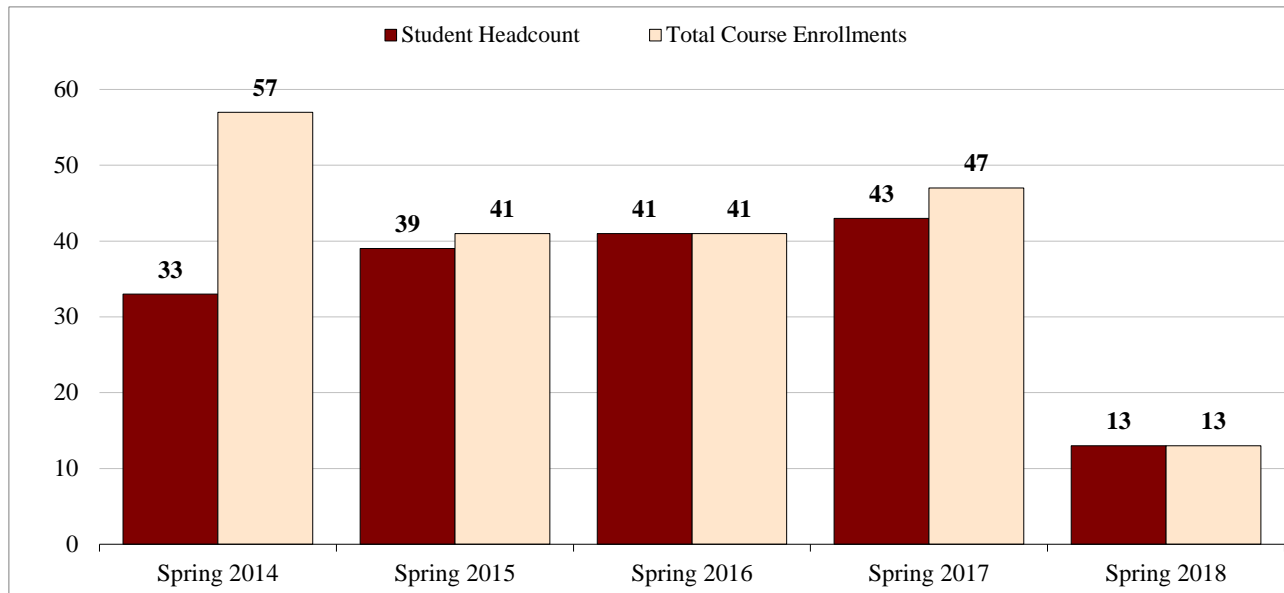
Discipline:

Library Studies (LIBR)

<u>TABLE OF CONTENTS</u>	<u>PAGE</u>
Headcount & Enrollment	1
Student Demographics: Gender & Age	2
Student Demographics: Race-Ethnicity	3
Student Enrollment Status	4
Student Unit Load	5
Students Using Distance Education	6
Student Educational Goal	7
Highest Educational Level of Students	8
Student Performance: Grade Distribution.....	9
Student Performance: Distance Education.....	10
Enrollment Management Data	11-12
College Readiness: English & Math Proficiency.....	13

Headcount & Enrollment

Library Studies (LIBR)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	33	39	41	43	13
Total Course Enrollments	57	41	41	47	13



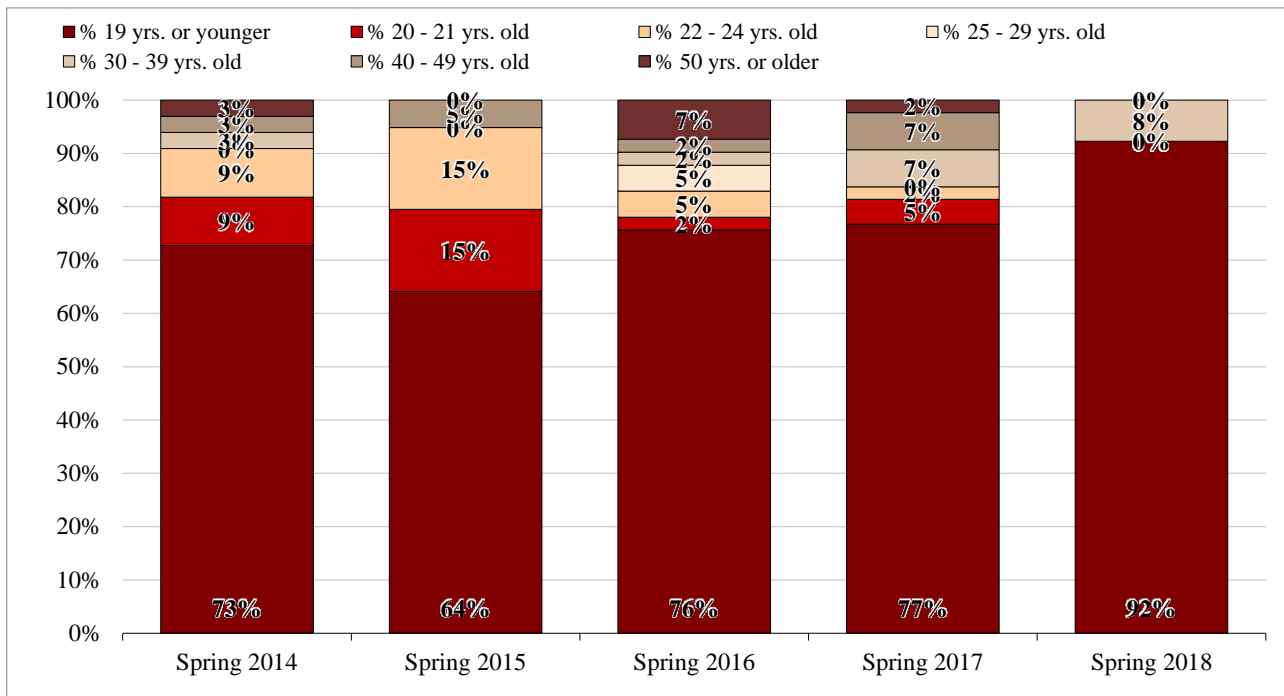
Definitions:

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.

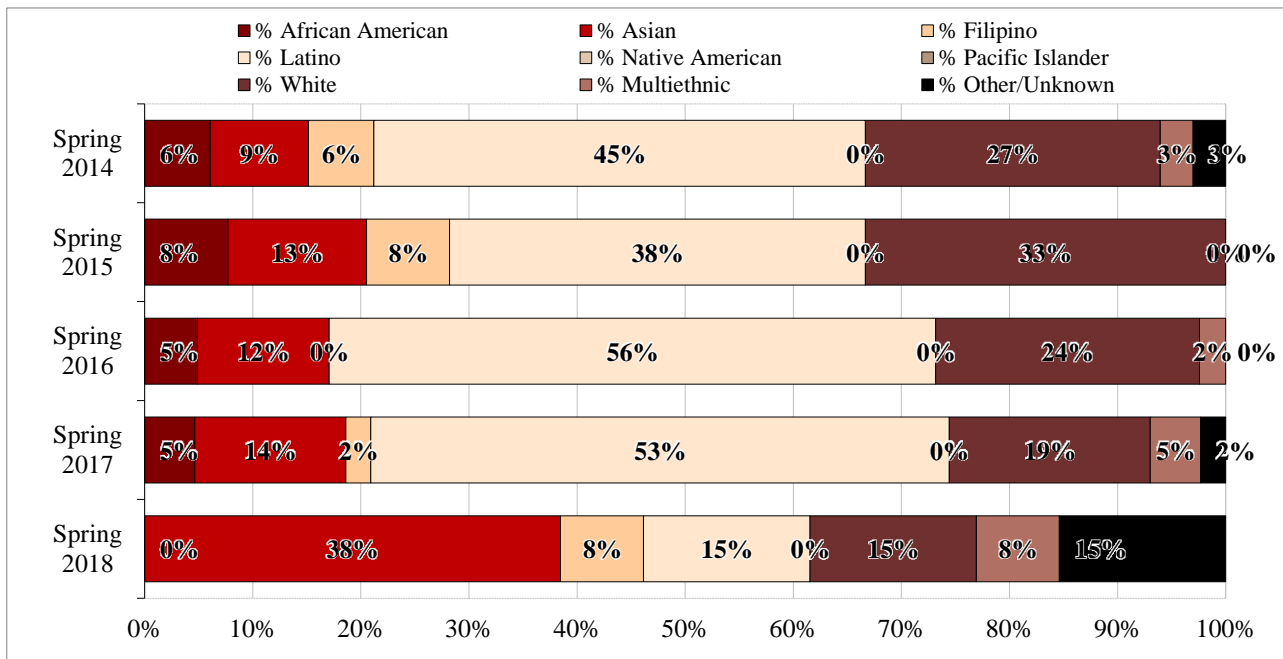
Student Demographics: Gender & Age

	Library Studies (LIBR)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Female	20	25	25	30	7
Male	13	14	16	12	5
19 yrs. or younger	24	25	31	33	12
20-21 yrs. old	3	6	1	2	0
22-24 yrs. old	3	6	2	1	0
25-29 yrs. old	0	0	2	0	0
30-39 yrs. old	1	0	1	3	1
40-49 yrs. old	1	2	1	3	0
50 yrs. or older	1	0	3	1	0
% Female	61%	64%	61%	71%	58%
% Male	39%	36%	39%	29%	42%
% 19 yrs. or younger	73%	64%	76%	77%	92%
% 20 - 21 yrs. old	9%	15%	2%	5%	0%
% 22 - 24 yrs. old	9%	15%	5%	2%	0%
% 25 - 29 yrs. old	0%	0%	5%	0%	0%
% 30 - 39 yrs. old	3%	0%	2%	7%	8%
% 40 - 49 yrs. old	3%	5%	2%	7%	0%
% 50 yrs. or older	3%	0%	7%	2%	0%



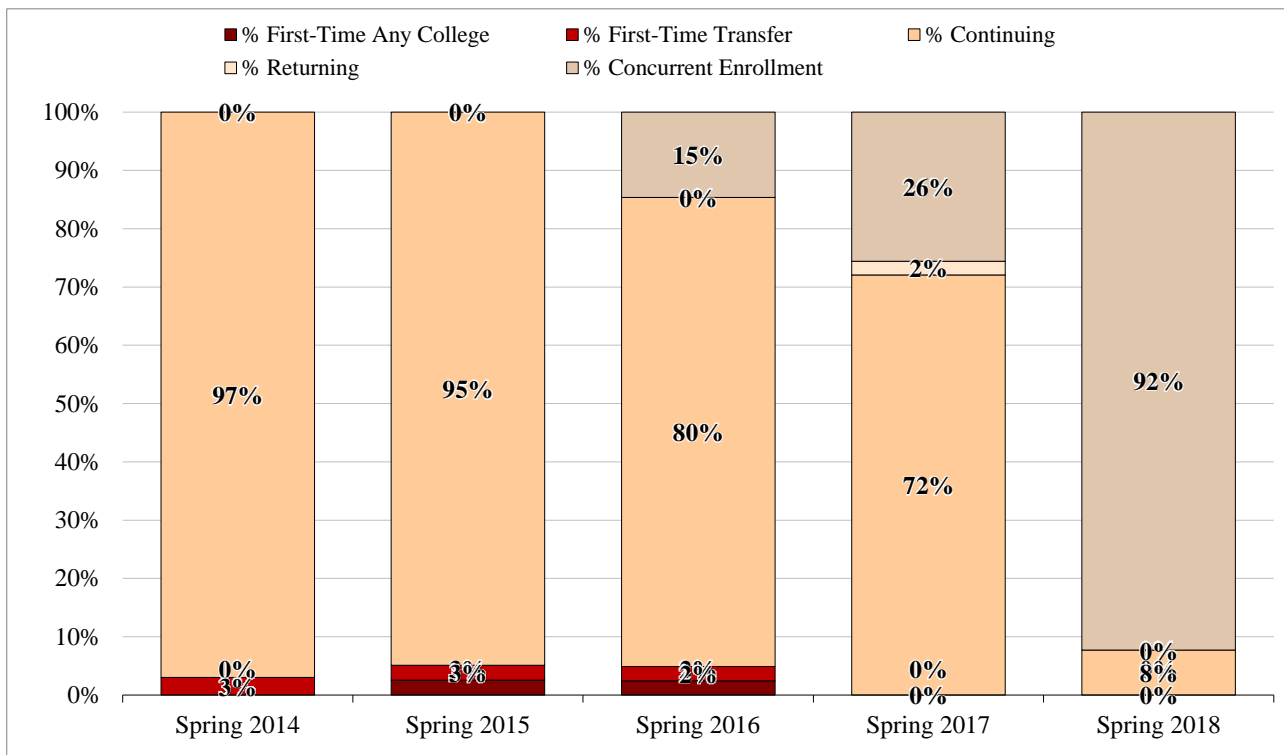
Student Demographic: Race-Ethnicity

	Library Studies (LIBR)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	2	3	2	2	0
Asian	3	5	5	6	5
Filipino	2	3	0	1	1
Latino	15	15	23	23	2
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	9	13	10	8	2
Multiethnic	1	0	1	2	1
Other/Unknown	1	0	0	1	2
% African American	6%	8%	5%	5%	0%
% Asian	9%	13%	12%	14%	38%
% Filipino	6%	8%	0%	2%	8%
% Latino	45%	38%	56%	53%	15%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	27%	33%	24%	19%	15%
% Multiethnic	3%	0%	2%	5%	8%
% Other/Unknown	3%	0%	0%	2%	15%



Student Enrollment Status

	Library Studies (LIBR)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	0	1	1	0	0
First-Time Transfer	1	1	1	0	0
Continuing	32	37	33	31	1
Returning	0	0	0	1	0
Concurrent Enrollment	0	0	6	11	12
% First-Time Any College	0%	3%	2%	0%	0%
% First-Time Transfer	3%	3%	2%	0%	0%
% Continuing	97%	95%	80%	72%	8%
% Returning	0%	0%	0%	2%	0%
% Concurrent Enrollment	0%	0%	15%	26%	92%



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.

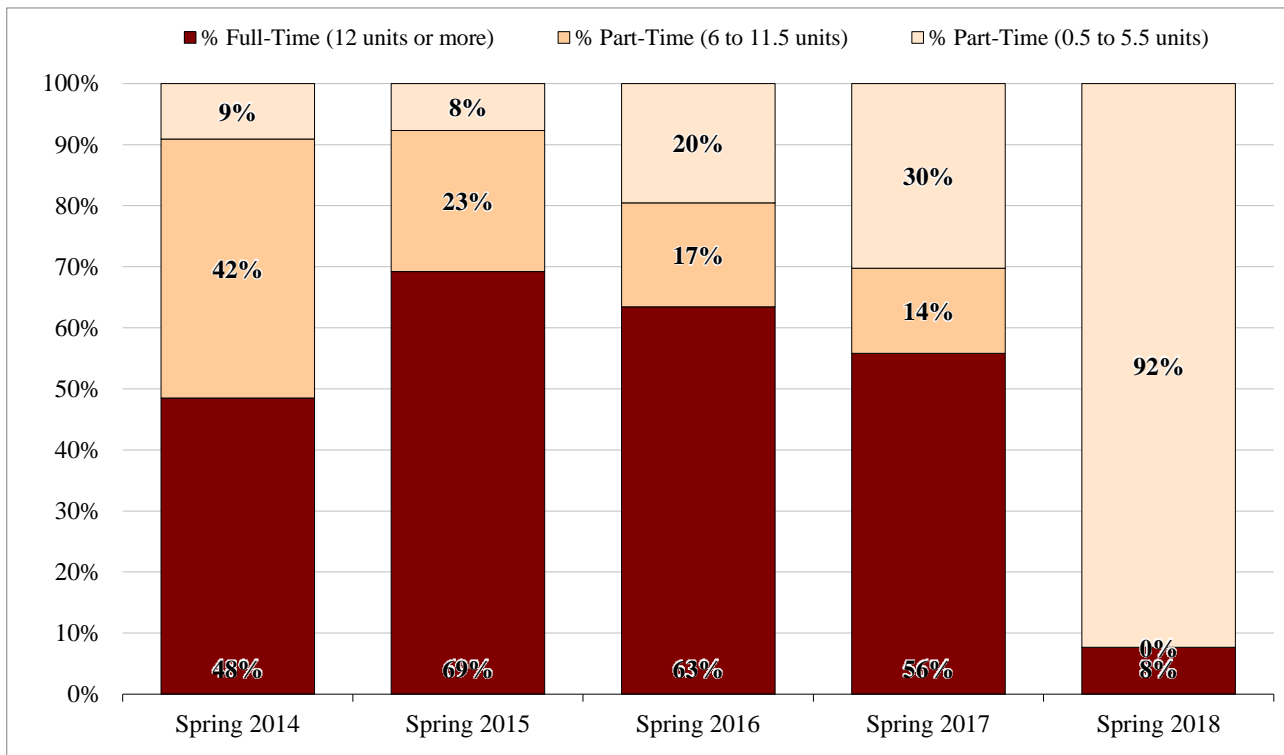
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

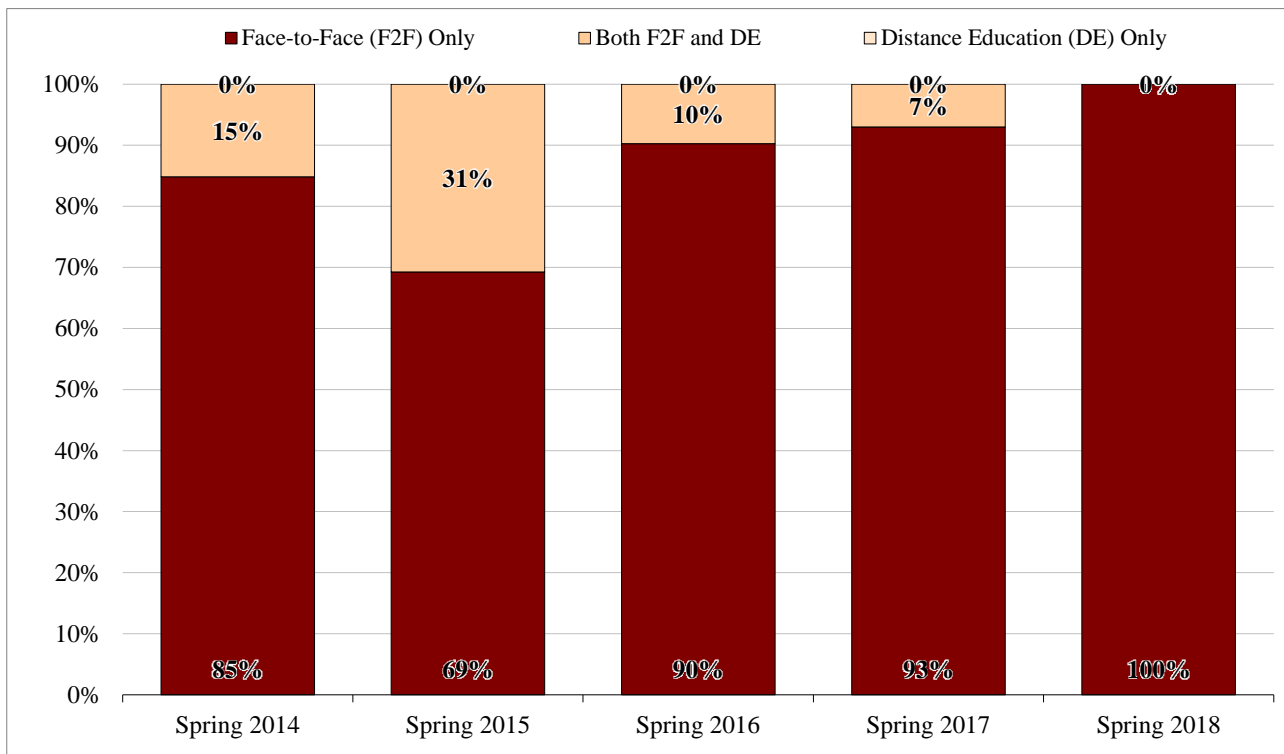
Student Unit Load

	Library Studies (LIBR)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	16	27	26	24	1
Part-Time (6 to 11.5 units)	14	9	7	6	0
Part-Time (0.5 to 5.5 units)	3	3	8	13	12
% Full-Time (12 units or more)	48%	69%	63%	56%	8%
% Part-Time (6 to 11.5 units)	42%	23%	17%	14%	0%
% Part-Time (0.5 to 5.5 units)	9%	8%	20%	30%	92%



Students Using Distance Education

<i>(Categories reflect college-wide coursework)</i>	Library Studies (LIBR)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Face-to-Face (F2F) Only	28	27	37	40	13
Both F2F and DE	5	12	4	3	0
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	85%	69%	90%	93%	100%
% Both F2F and DE	15%	31%	10%	7%	0%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

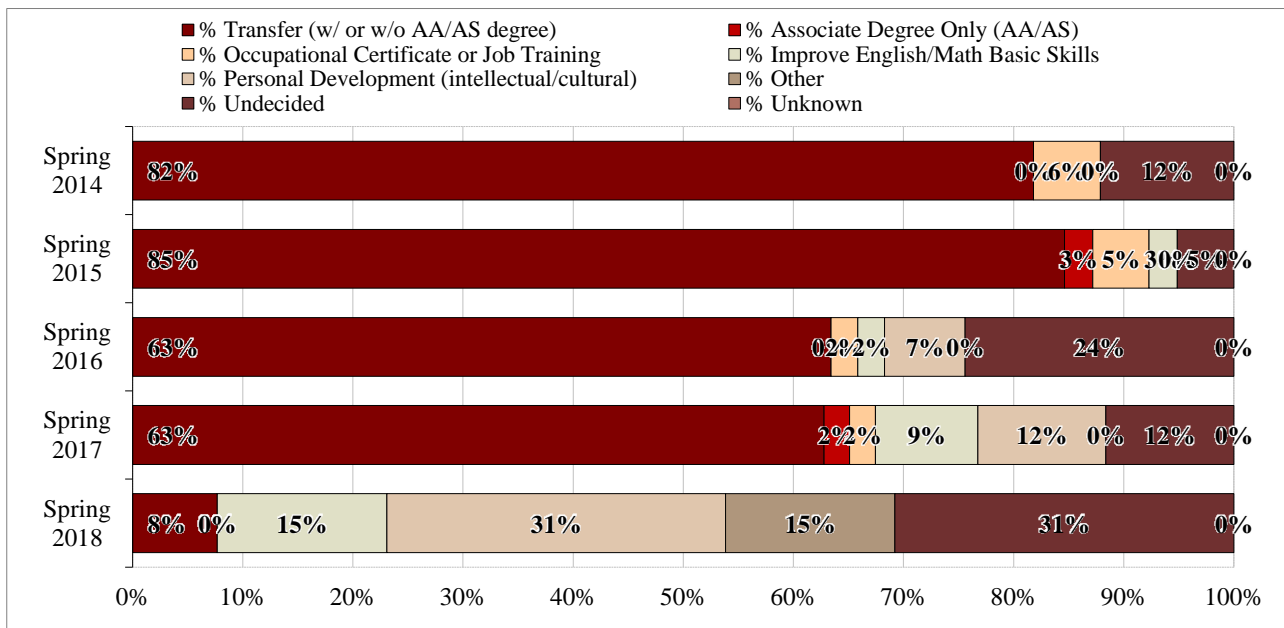


Definitions:

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

Student Educational Goal

	Library Studies (LIBR)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	27	33	26	27	1
Associate Degree Only (AA/AS)	0	1	0	1	0
Occupational Certificate or Job Training	2	2	1	1	0
Improve English/Math Basic Skills	0	1	1	4	2
Personal Development (intellectual/cultural)	0	0	3	5	4
Other	0	0	0	0	2
Undecided	4	2	10	5	4
Unknown	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	82%	85%	63%	63%	8%
% Associate Degree Only (AA/AS)	0%	3%	0%	2%	0%
% Occupational Certificate or Job Training	6%	5%	2%	2%	0%
% Improve English/Math Basic Skills	0%	3%	2%	9%	15%
% Personal Development (intellectual/cultural)	0%	0%	7%	12%	31%
% Other	0%	0%	0%	0%	15%
% Undecided	12%	5%	24%	12%	31%
% Unknown	0%	0%	0%	0%	0%

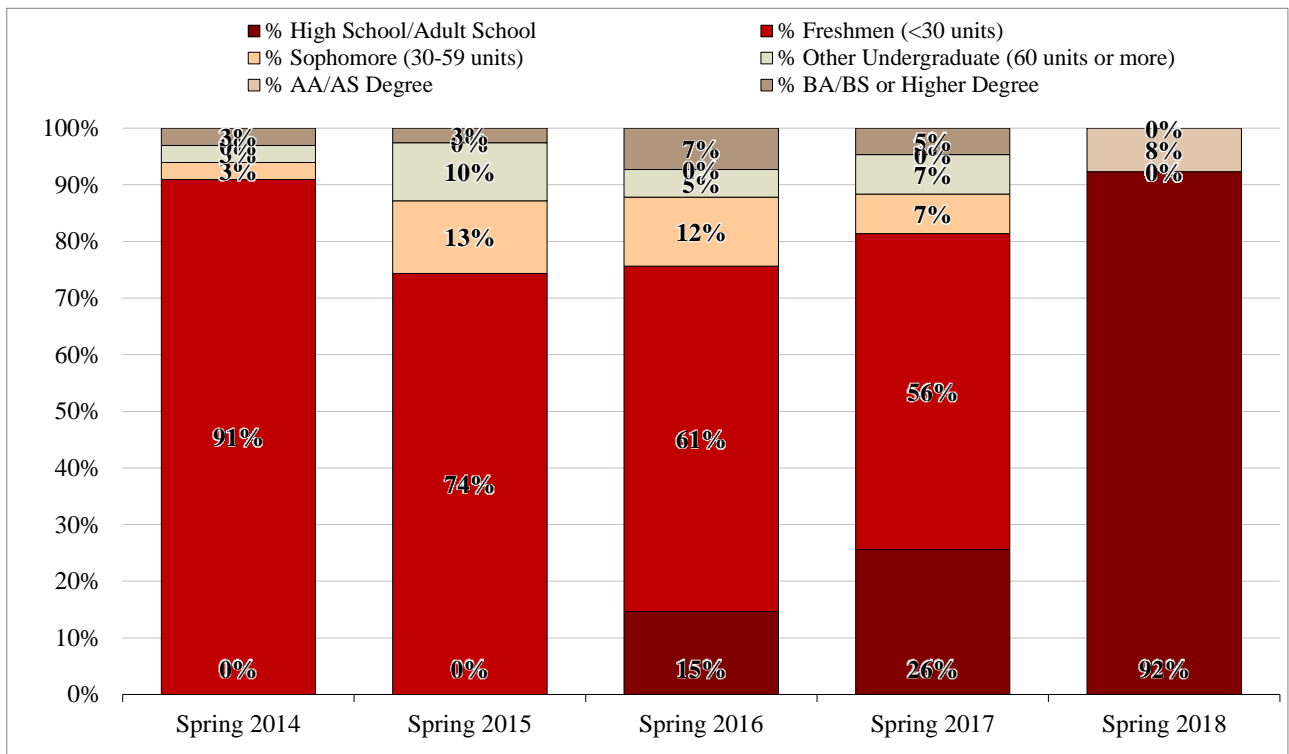


Definitions:

- 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.

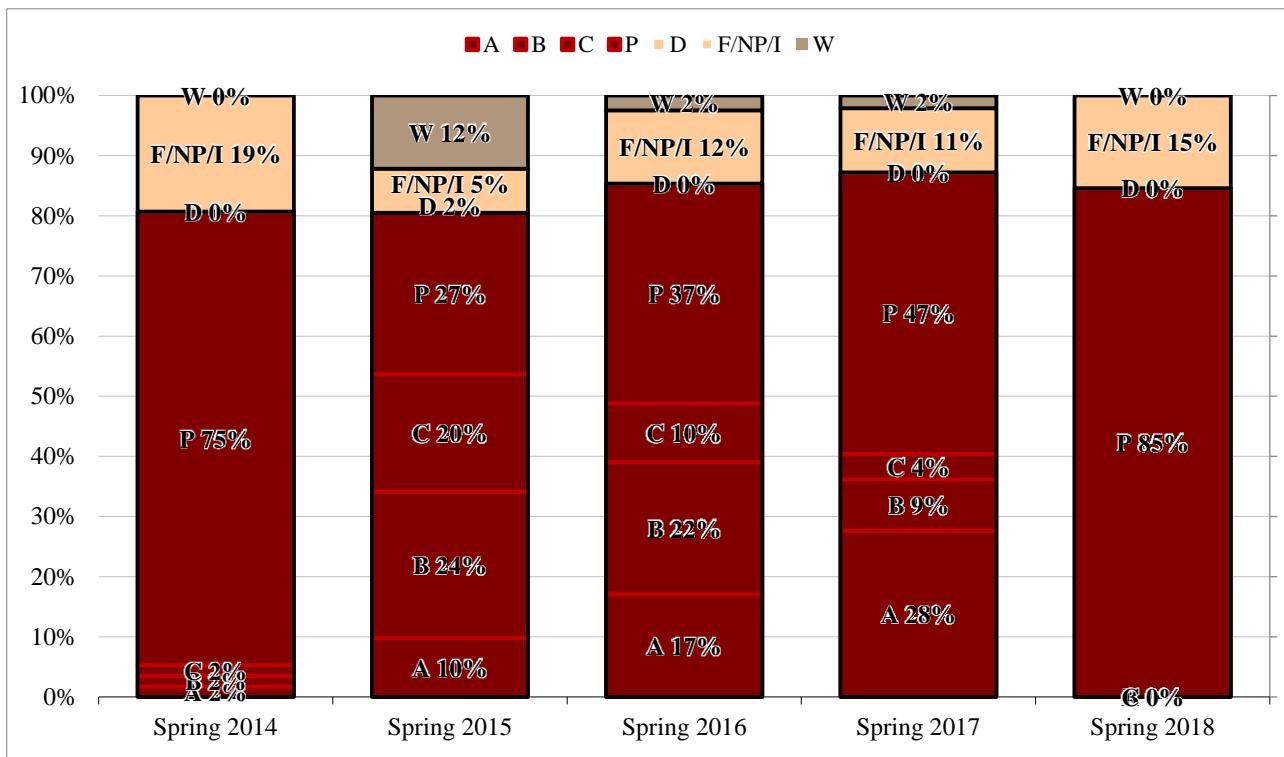
Highest Educational Level of Students

	Library Studies (LIBR)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	0	0	6	11	12
Freshmen (<30 units)	30	29	25	24	0
Sophomore (30-59 units)	1	5	5	3	0
Other Undergraduate (60 units or more)	1	4	2	3	0
AA/AS Degree	0	0	0	0	1
BA/BS or Higher Degree	1	1	3	2	0
% High School/Adult School	0%	0%	15%	26%	92%
% Freshmen (<30 units)	91%	74%	61%	56%	0%
% Sophomore (30-59 units)	3%	13%	12%	7%	0%
% Other Undergraduate (60 units or more)	3%	10%	5%	7%	0%
% AA/AS Degree	0%	0%	0%	0%	8%
% BA/BS or Higher Degree	3%	3%	7%	5%	0%



Student Performance: Grade Distribution

Library Studies (LIBR)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	57	41	41	47	13
Course Success Rates	81%	80%	85%	87%	85%
A	2%	10%	17%	28%	0%
B	2%	24%	22%	9%	0%
C	2%	20%	10%	4%	0%
P	75%	27%	37%	47%	85%
Course Non-Success Rate	19%	7%	12%	11%	15%
D	0%	2%	0%	0%	0%
F/NP/I	19%	5%	12%	11%	15%
Withdrawals (W)	0%	12%	2%	2%	0%



Definitions:

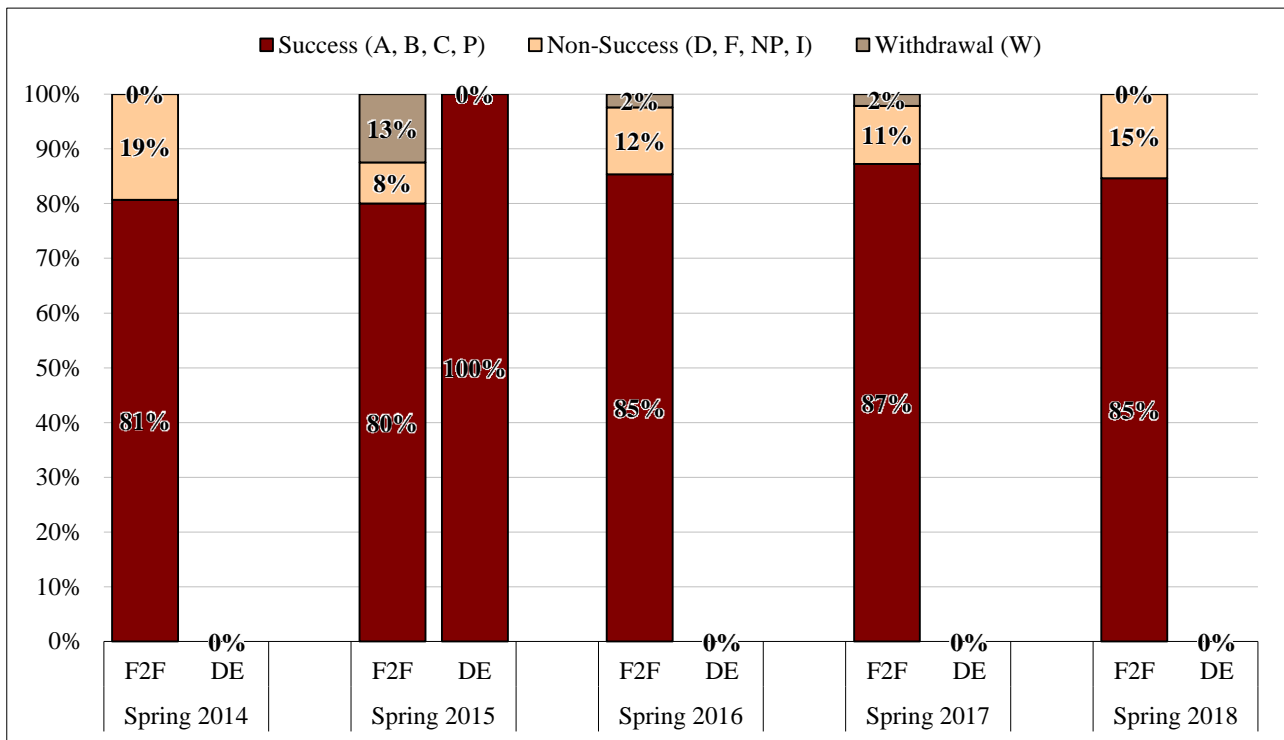
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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.

Student Performance: Distance Education

Library Studies (LIBR)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	57	41	41	47	13
Face-to-Face (F2F) Sections	57	40	41	47	13
Success Rates	81%	80%	85%	87%	85%
Non-Success Rates	19%	8%	12%	11%	15%
Withdrawals	0%	13%	2%	2%	0%
Distance Education (DE) Sections	0	1	0	0	0
Success Rates	—	100%	—	—	—
Non-Success Rates	—	0%	—	—	—
Withdrawals	—	0%	—	—	—

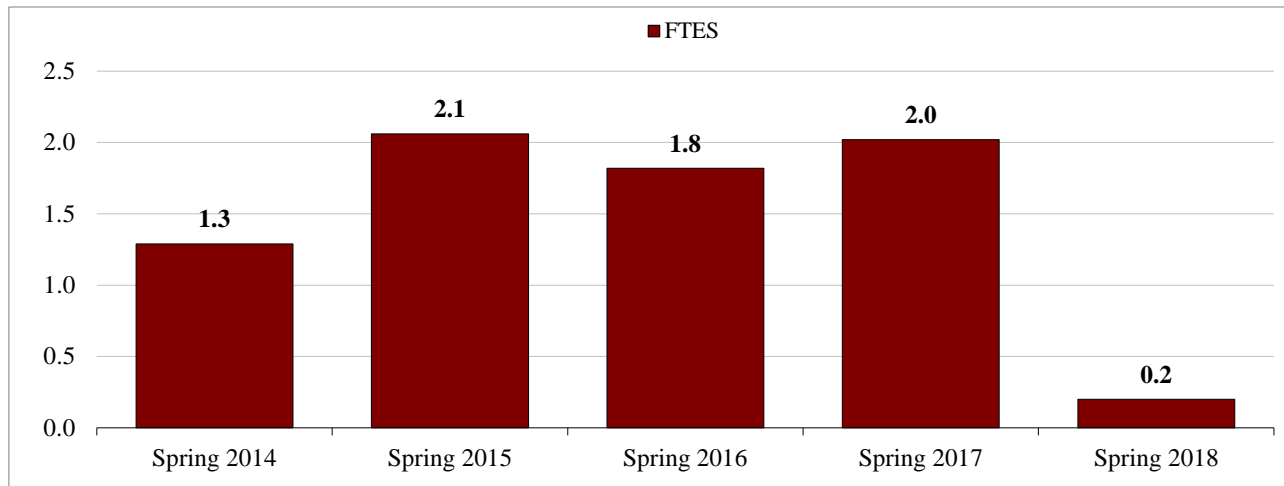
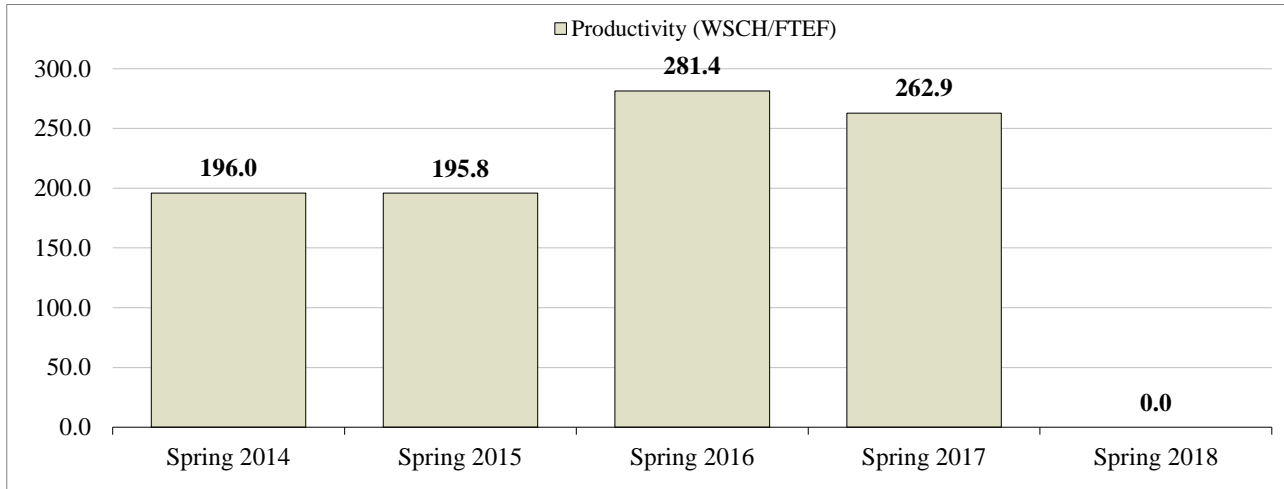


Definitions:

- 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 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	39	65	56	61	6
FTEF	1.3	2.1	1.8	2.0	0.2
FTEF	0.2	0.3	0.2	0.2	0.0
Productivity (WSCH/FTEF)	196.0	195.8	281.4	262.9	—



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.

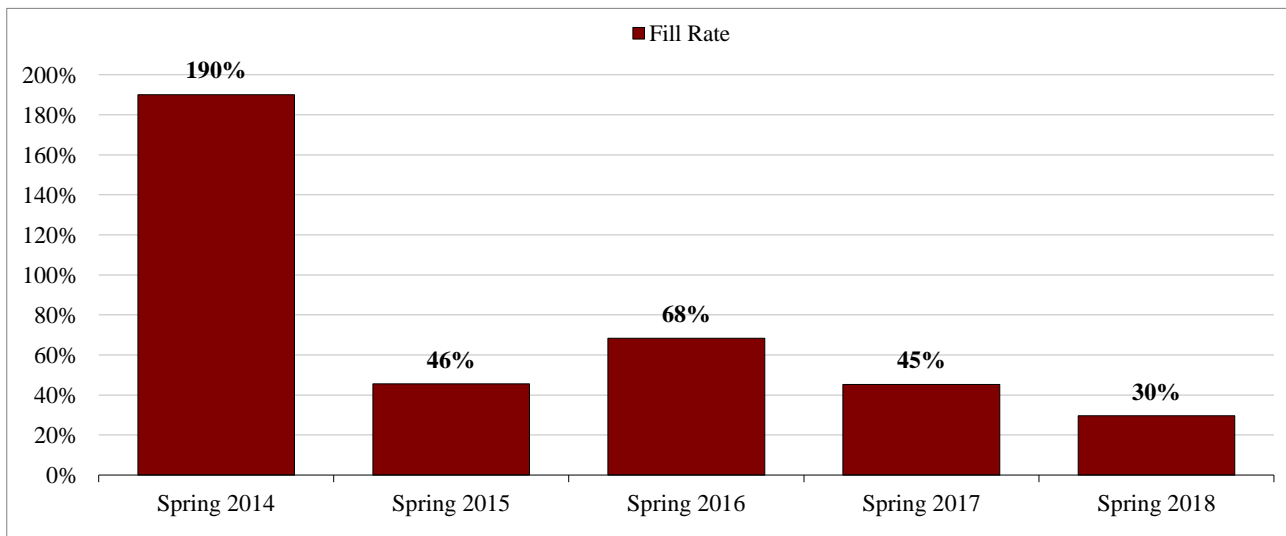
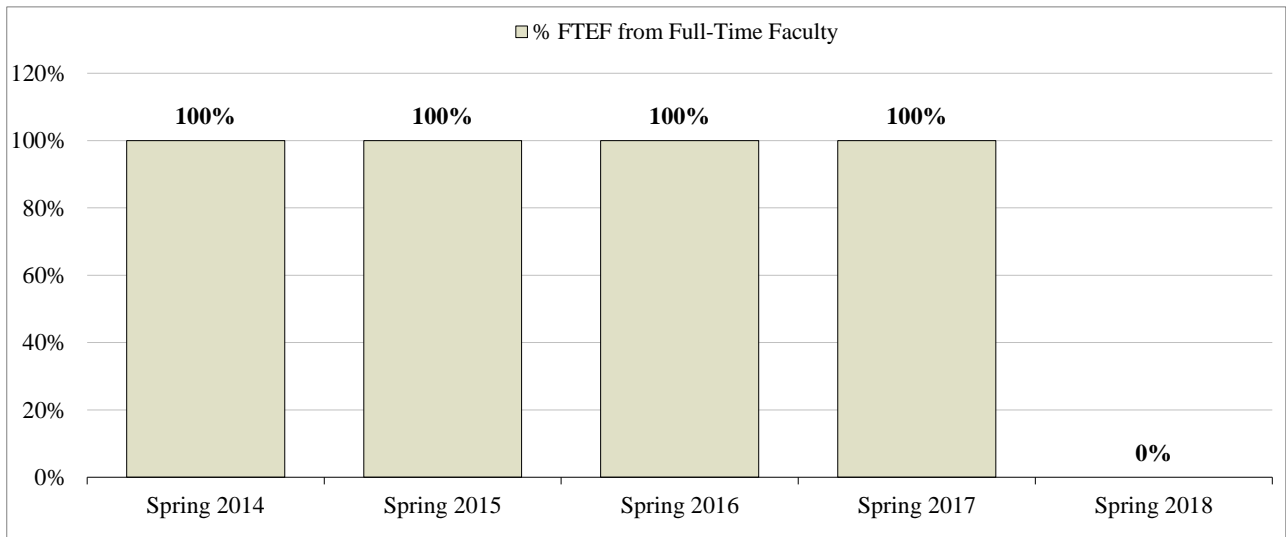
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Note: Enrollment Management data 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 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
FTEF from Full-Time Faculty	0.2	0.3	0.2	0.2	0.0
% FTEF from Full-Time Faculty	100%	100%	100%	100%	—
Enrollments	57	41	41	47	13
Capacity (seats available)	30	90	60	104	44
Fill Rate	190%	46%	68%	45%	30%



Definitions:

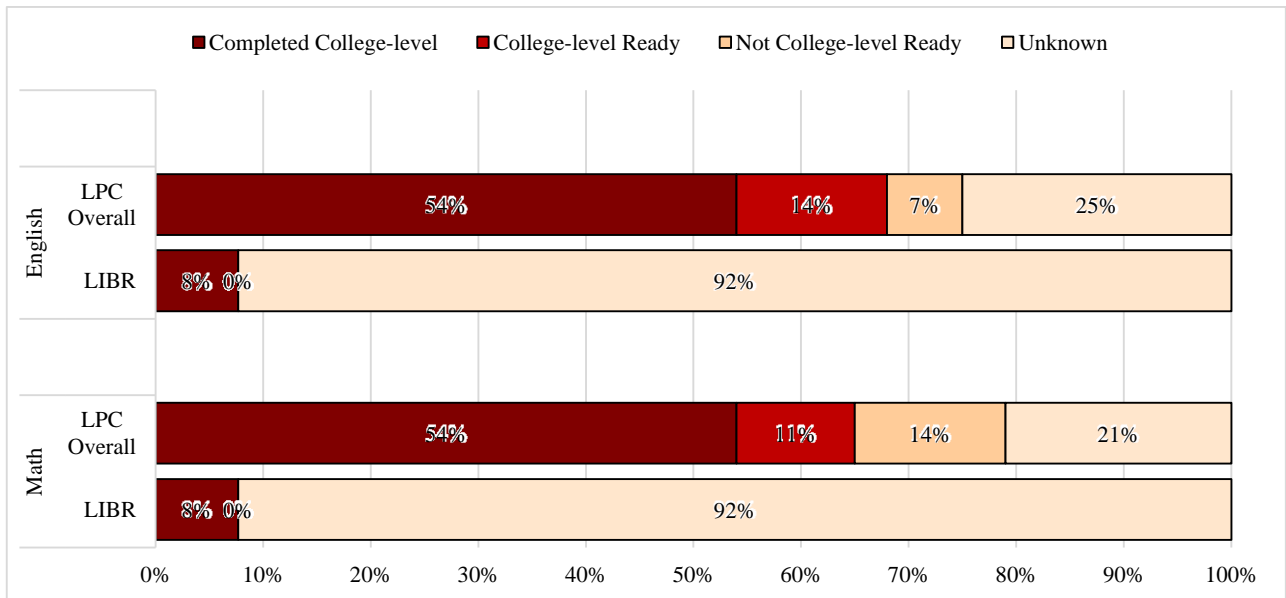
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2018				
	LIBR		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	1	8%	4,955	54%
College-level Ready	0	0%	1,319	14%
Not College-level Ready	0	0%	619	7%
Unknown	12	92%	2,260	25%
College Math				
Completed College-level	1	8%	4,980	54%
College-level Ready	0	0%	974	11%
Not College-level Ready	0	0%	1,239	14%
Unknown	12	92%	1,960	21%



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.