



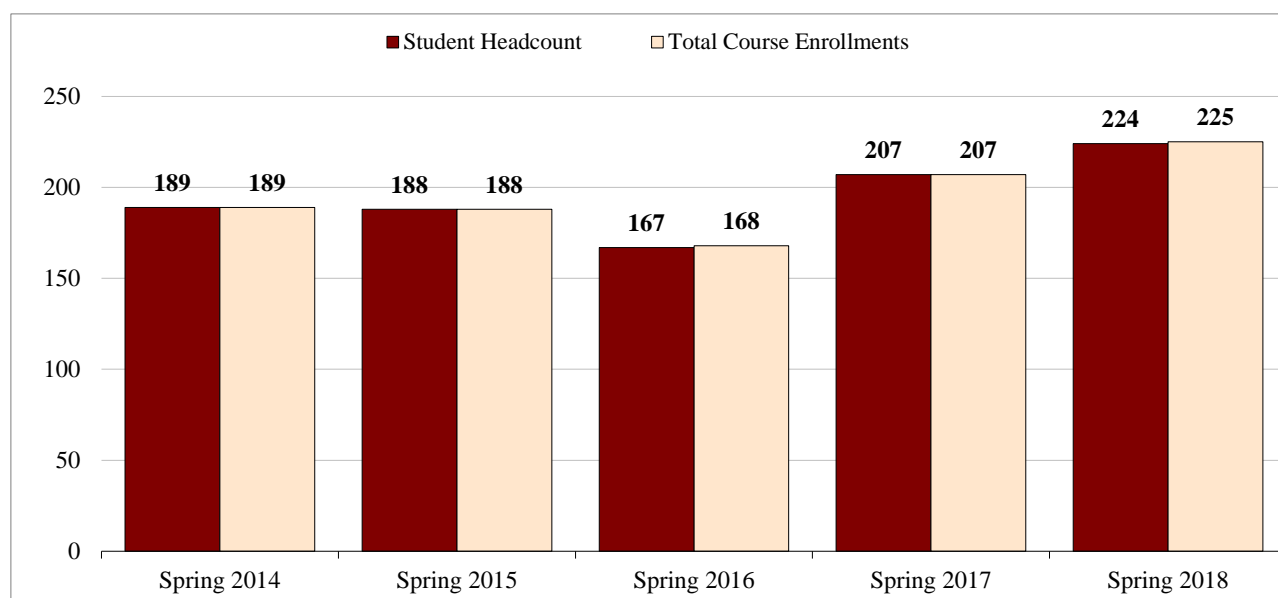
Las Positas College
Program Review Discipline Data Packet
Spring 2014 to Spring 2018

Discipline:
Religious Studies (RELS)

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Headcount & Enrollment

Religious Studies (RELS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	189	188	167	207	224
Total Course Enrollments	189	188	168	207	225



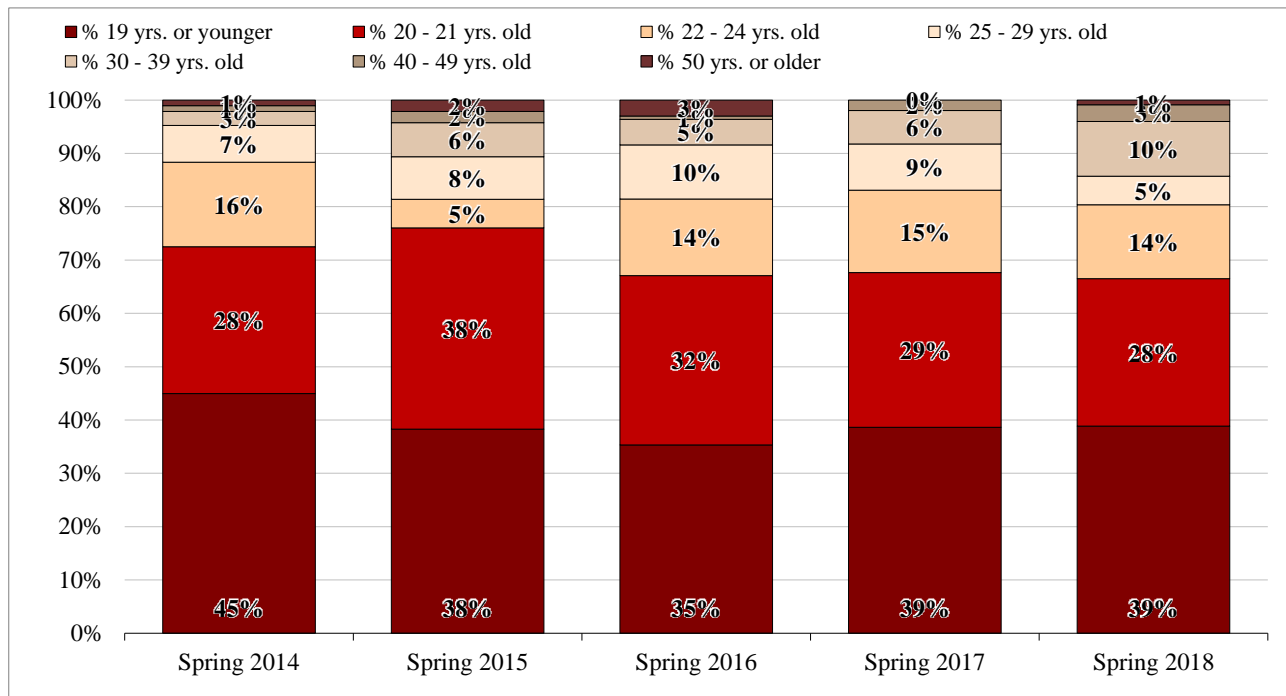
Definitions:

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.

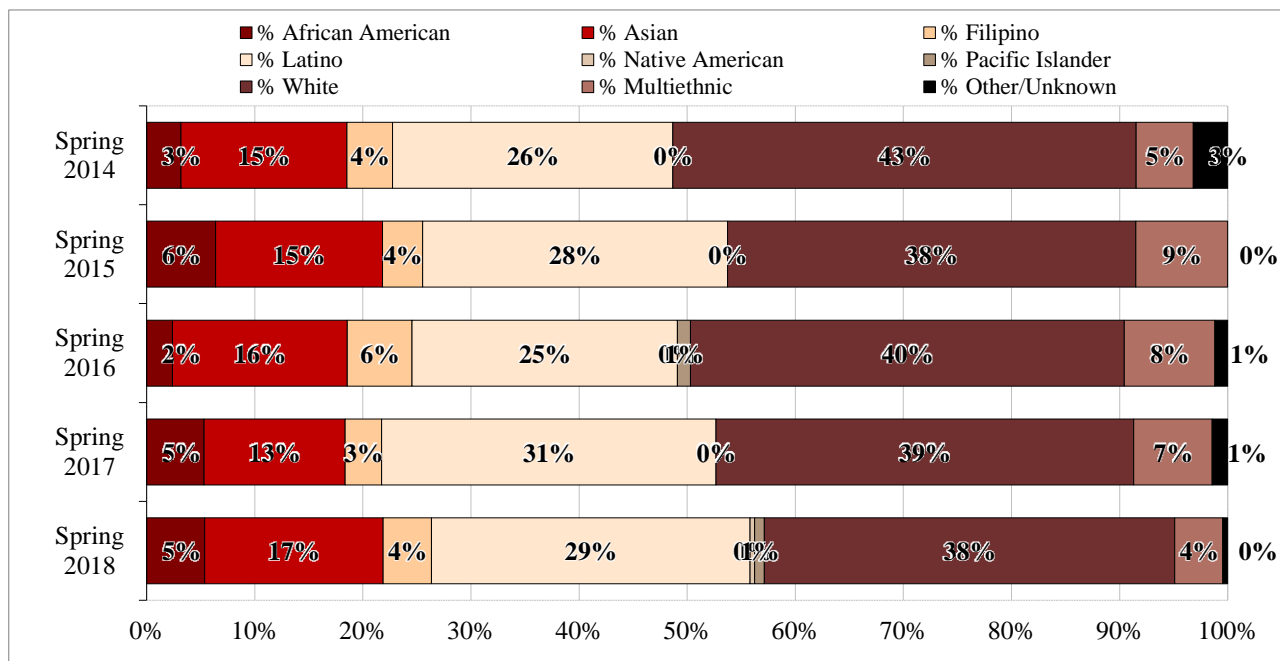
Student Demographics: Gender & Age

Religious Studies (RELS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Female	107	114	86	99	106
Male	81	73	81	105	116
19 yrs. or younger	85	72	59	80	87
20-21 yrs. old	52	71	53	60	62
22-24 yrs. old	30	10	24	32	31
25-29 yrs. old	13	15	17	18	12
30-39 yrs. old	5	12	8	13	23
40-49 yrs. old	2	4	1	4	7
50 yrs. or older	2	4	5	0	2
% Female	57%	61%	51%	49%	48%
% Male	43%	39%	49%	51%	52%
% 19 yrs. or younger	45%	38%	35%	39%	39%
% 20 - 21 yrs. old	28%	38%	32%	29%	28%
% 22 - 24 yrs. old	16%	5%	14%	15%	14%
% 25 - 29 yrs. old	7%	8%	10%	9%	5%
% 30 - 39 yrs. old	3%	6%	5%	6%	10%
% 40 - 49 yrs. old	1%	2%	1%	2%	3%
% 50 yrs. or older	1%	2%	3%	0%	1%



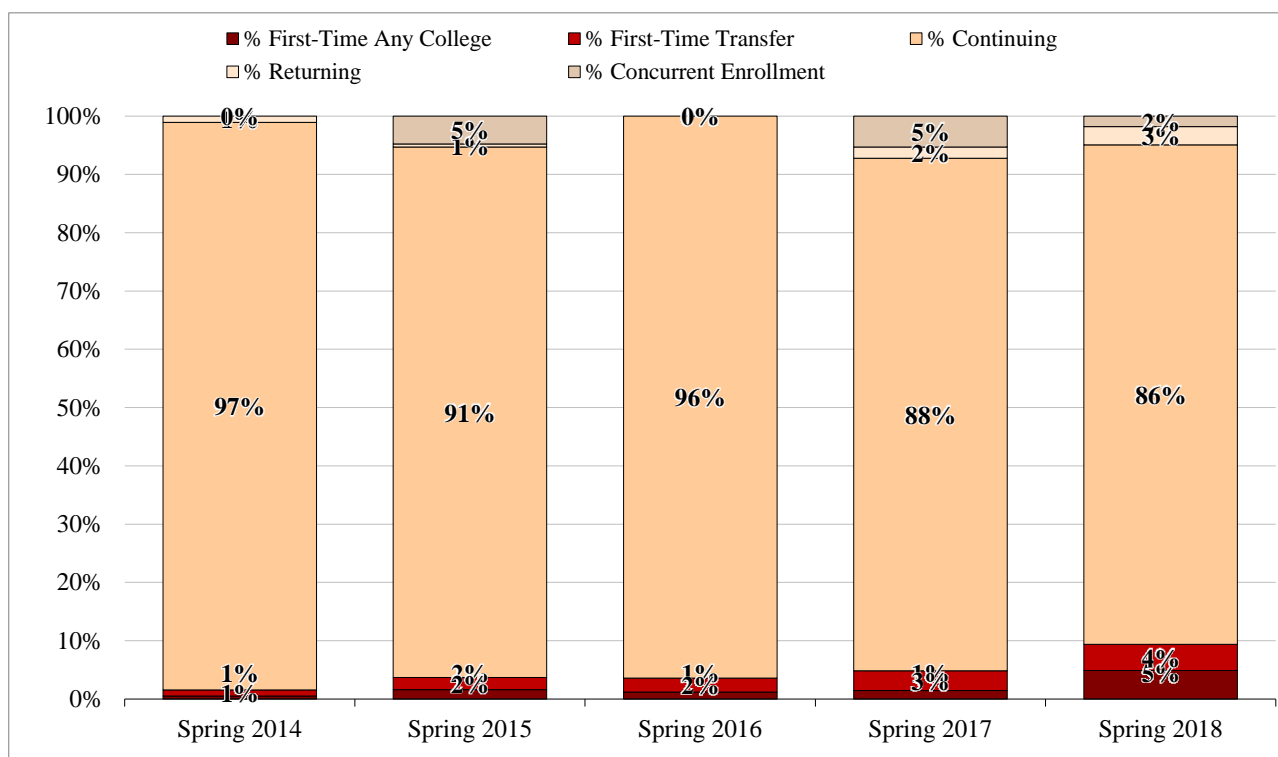
Student Demographic: Race-Ethnicity

Religious Studies (RELS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	6	12	4	11	12
Asian	29	29	27	27	37
Filipino	8	7	10	7	10
Latino	49	53	41	64	66
Native American	0	0	0	0	1
Pacific Islander	0	0	2	0	2
White	81	71	67	80	85
Multiethnic	10	16	14	15	10
Other/Unknown	6	0	2	3	1
% African American	3%	6%	2%	5%	5%
% Asian	15%	15%	16%	13%	17%
% Filipino	4%	4%	6%	3%	4%
% Latino	26%	28%	25%	31%	29%
% Native American	0%	0%	0%	0%	<1%
% Pacific Islander	0%	0%	1%	0%	1%
% White	43%	38%	40%	39%	38%
% Multiethnic	5%	9%	8%	7%	4%
% Other/Unknown	3%	0%	1%	1%	<1%



Student Enrollment Status

Religious Studies (RELS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	1	3	2	3	11
First-Time Transfer	2	4	4	7	10
Continuing	184	171	161	182	192
Returning	2	1	0	4	7
Concurrent Enrollment	0	9	0	11	4
% First-Time Any College	1%	2%	1%	1%	5%
% First-Time Transfer	1%	2%	2%	3%	4%
% Continuing	97%	91%	96%	88%	86%
% Returning	1%	1%	0%	2%	3%
% Concurrent Enrollment	0%	5%	0%	5%	2%



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.

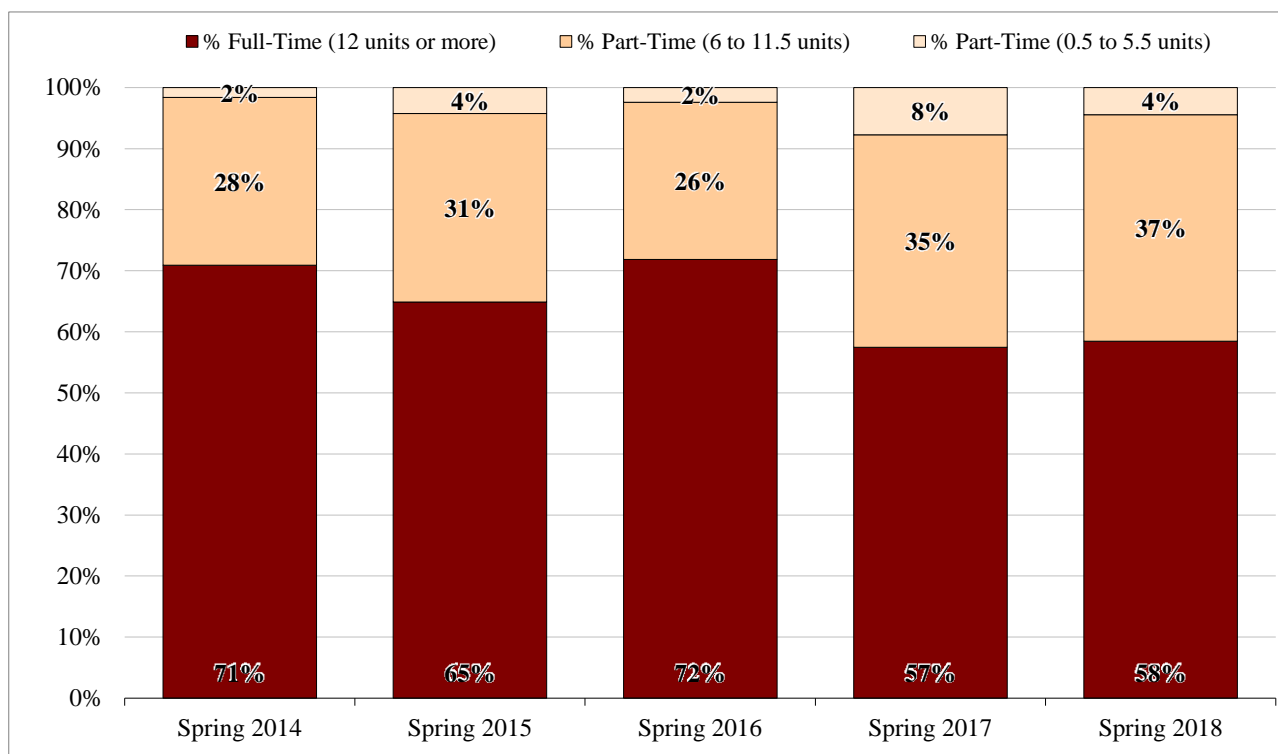
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

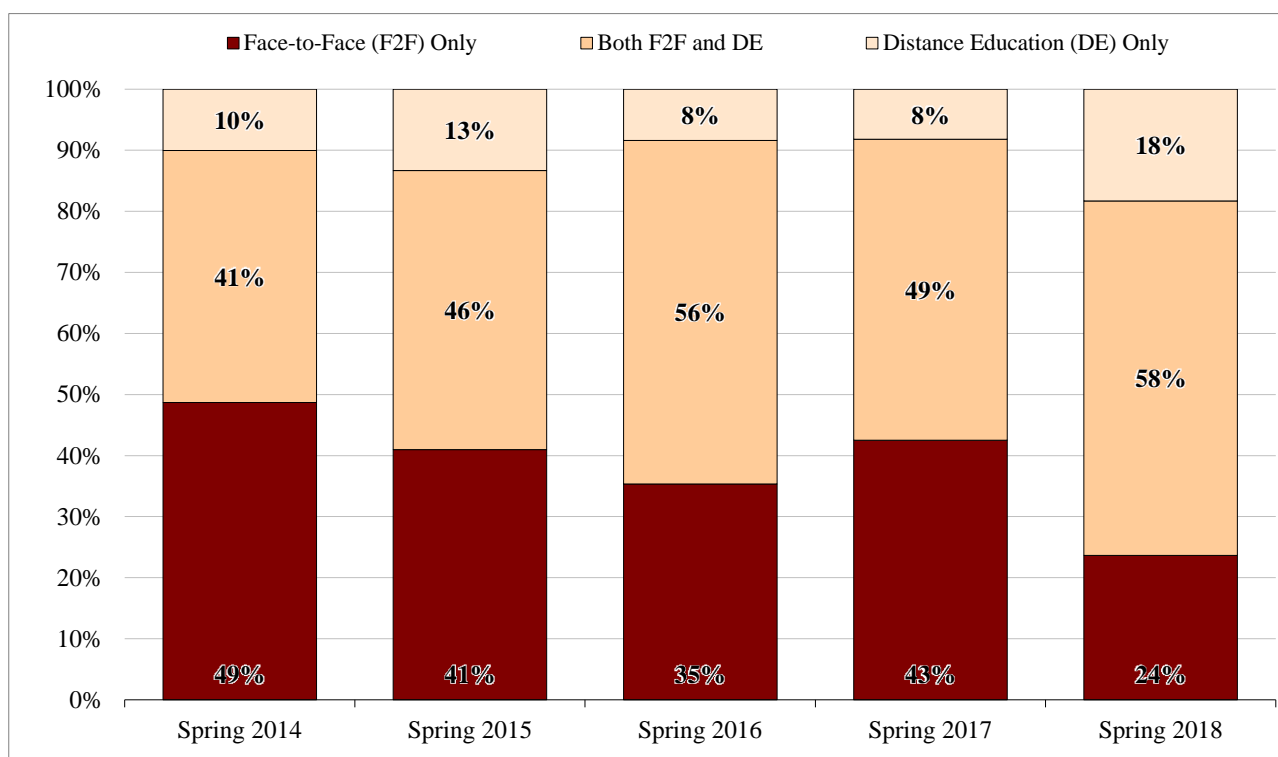
Student Unit Load

Religious Studies (RELS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	134	122	120	119	131
Part-Time (6 to 11.5 units)	52	58	43	72	83
Part-Time (0.5 to 5.5 units)	3	8	4	16	10
% Full-Time (12 units or more)	71%	65%	72%	57%	58%
% Part-Time (6 to 11.5 units)	28%	31%	26%	35%	37%
% Part-Time (0.5 to 5.5 units)	2%	4%	2%	8%	4%



Students Using Distance Education

Religious Studies (RELS)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Face-to-Face (F2F) Only	92	77	59	88	53
Both F2F and DE	78	86	94	102	130
Distance Education (DE) Only	19	25	14	17	41
% Face-to-Face (F2F) Only	49%	41%	35%	43%	24%
% Both F2F and DE	41%	46%	56%	49%	58%
% Distance Education (DE) Only	10%	13%	8%	8%	18%

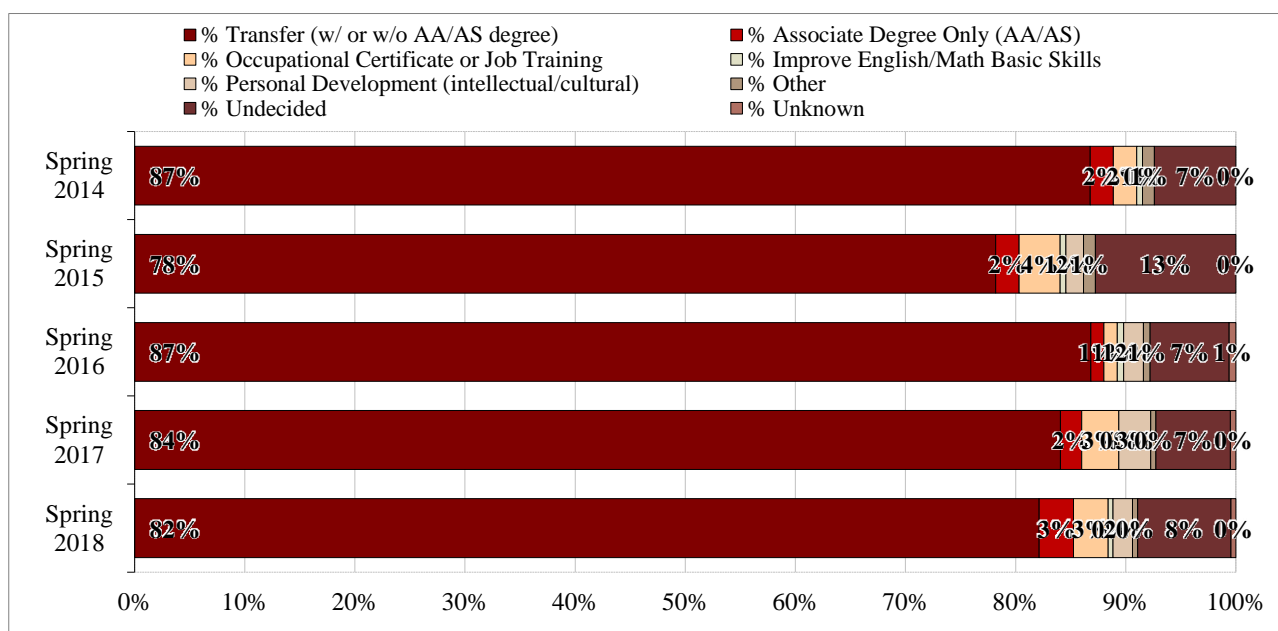


Definitions:

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

Student Educational Goal

Religious Studies (RELS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	164	147	145	174	184
Associate Degree Only (AA/AS)	4	4	2	4	7
Occupational Certificate or Job Training	4	7	2	7	7
Improve English/Math Basic Skills	1	1	1	0	1
Personal Development (intellectual/cultural)	0	3	3	6	4
Other	2	2	1	1	1
Undecided	14	24	12	14	19
Unknown	0	0	1	1	1
% Transfer (w/ or w/o AA/AS degree)	87%	78%	87%	84%	82%
% Associate Degree Only (AA/AS)	2%	2%	1%	2%	3%
% Occupational Certificate or Job Training	2%	4%	1%	3%	3%
% Improve English/Math Basic Skills	1%	1%	1%	0%	<1%
% Personal Development (intellectual/cultural)	0%	2%	2%	3%	2%
% Other	1%	1%	1%	<1%	<1%
% Undecided	7%	13%	7%	7%	8%
% Unknown	0%	0%	1%	<1%	<1%



Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.

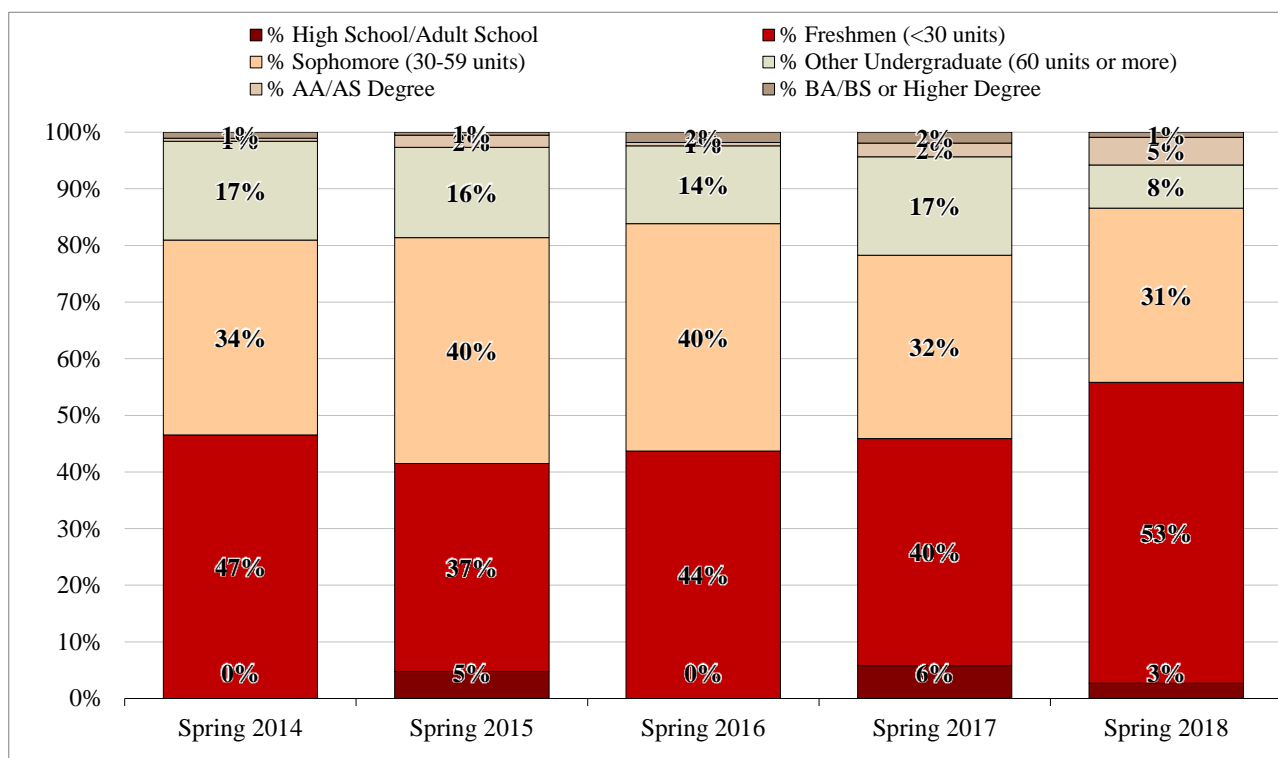
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

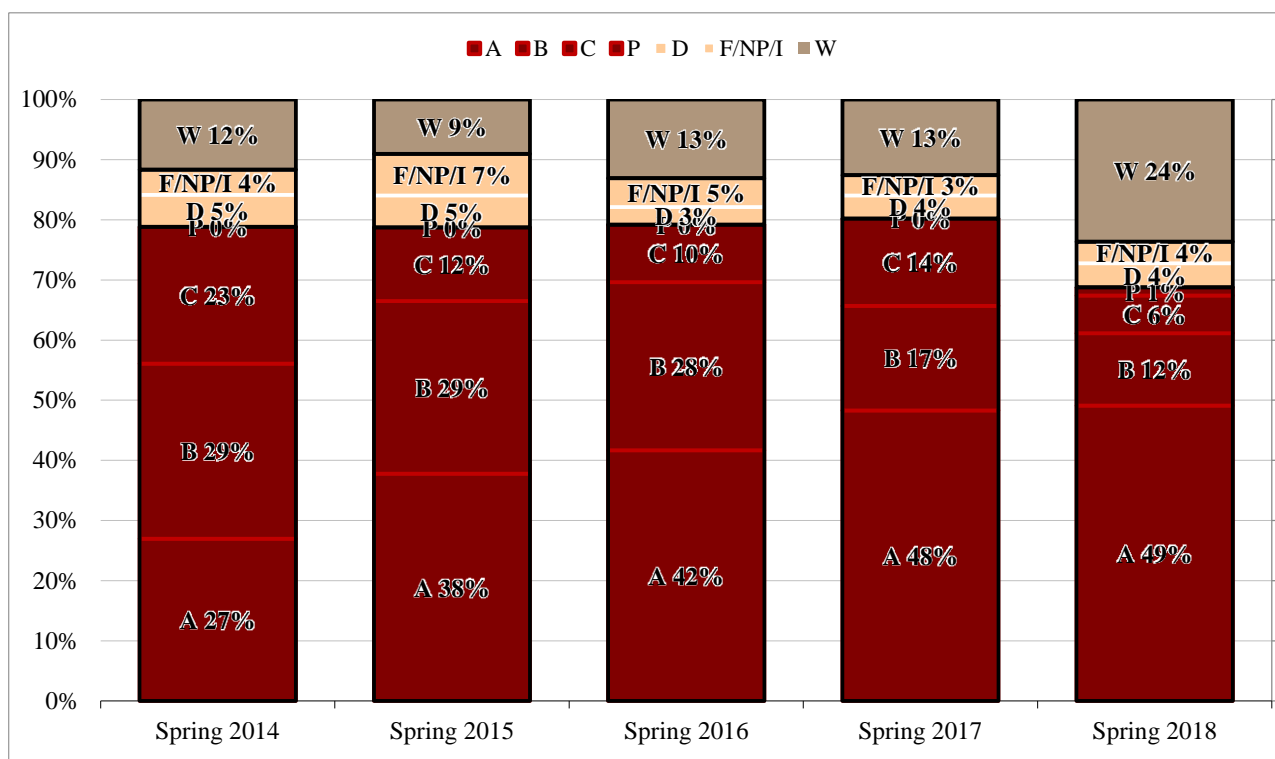
Highest Educational Level of Students

Religious Studies (RELS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	0	9	0	12	6
Freshmen (<30 units)	88	69	73	83	119
Sophomore (30-59 units)	65	75	67	67	69
Other Undergraduate (60 units or more)	33	30	23	36	17
AA/AS Degree	1	4	1	5	11
BA/BS or Higher Degree	2	1	3	4	2
% High School/Adult School	0%	5%	0%	6%	3%
% Freshmen (<30 units)	47%	37%	44%	40%	53%
% Sophomore (30-59 units)	34%	40%	40%	32%	31%
% Other Undergraduate (60 units or more)	17%	16%	14%	17%	8%
% AA/AS Degree	1%	2%	1%	2%	5%
% BA/BS or Higher Degree	1%	1%	2%	2%	1%



Student Performance: Grade Distribution

Religious Studies (RELS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	189	188	168	207	225
Course Success Rates	79%	79%	79%	80%	69%
A	27%	38%	42%	48%	49%
B	29%	29%	28%	17%	12%
C	23%	12%	10%	14%	6%
P	0%	0%	0%	0%	1%
Course Non-Success Rate	10%	12%	8%	7%	8%
D	5%	5%	3%	4%	4%
F/NP/I	4%	7%	5%	3%	4%
Withdrawals (W)	12%	9%	13%	13%	24%



Definitions:

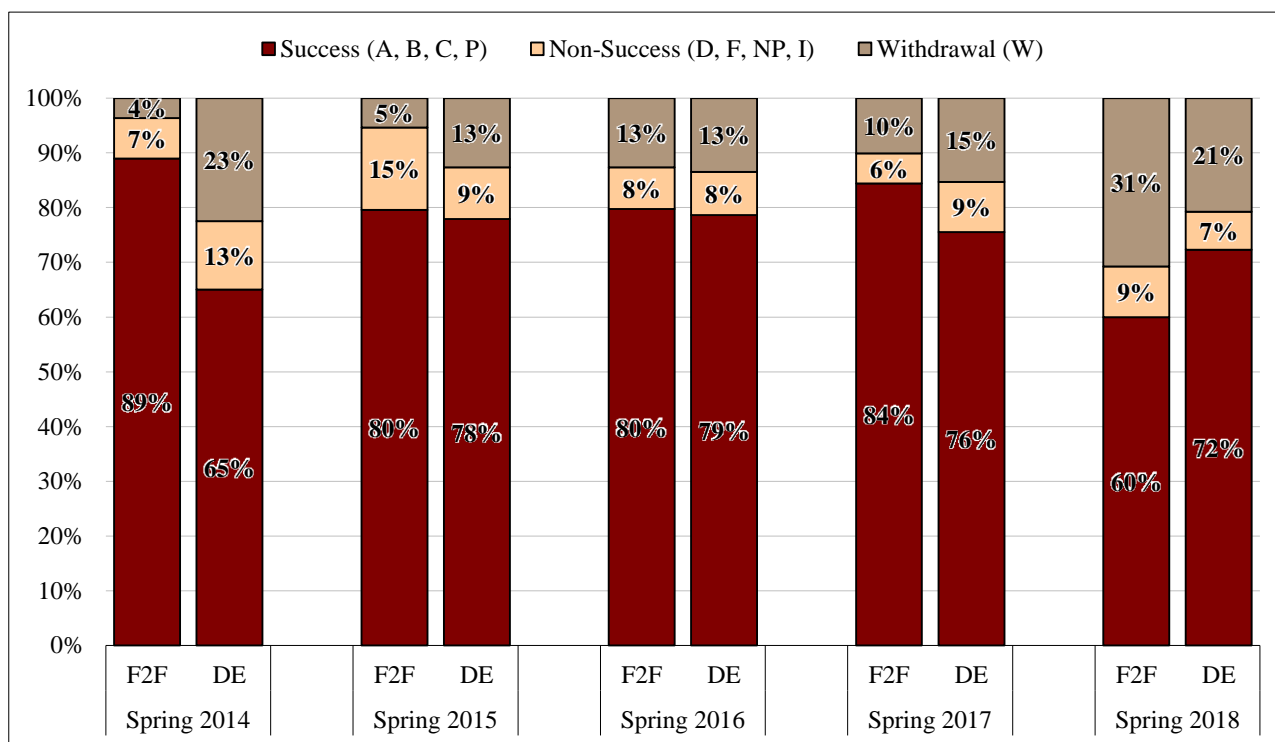
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Religious Studies (RELS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	189	188	168	207	225
Face-to-Face (F2F) Sections	109	93	79	109	65
Success Rates	89%	80%	80%	84%	60%
Non-Success Rates	7%	15%	8%	6%	9%
Withdrawals	4%	5%	13%	10%	31%
Distance Education (DE) Sections	80	95	89	98	160
Success Rates	65%	78%	79%	76%	72%
Non-Success Rates	13%	9%	8%	9%	7%
Withdrawals	23%	13%	13%	15%	21%



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.

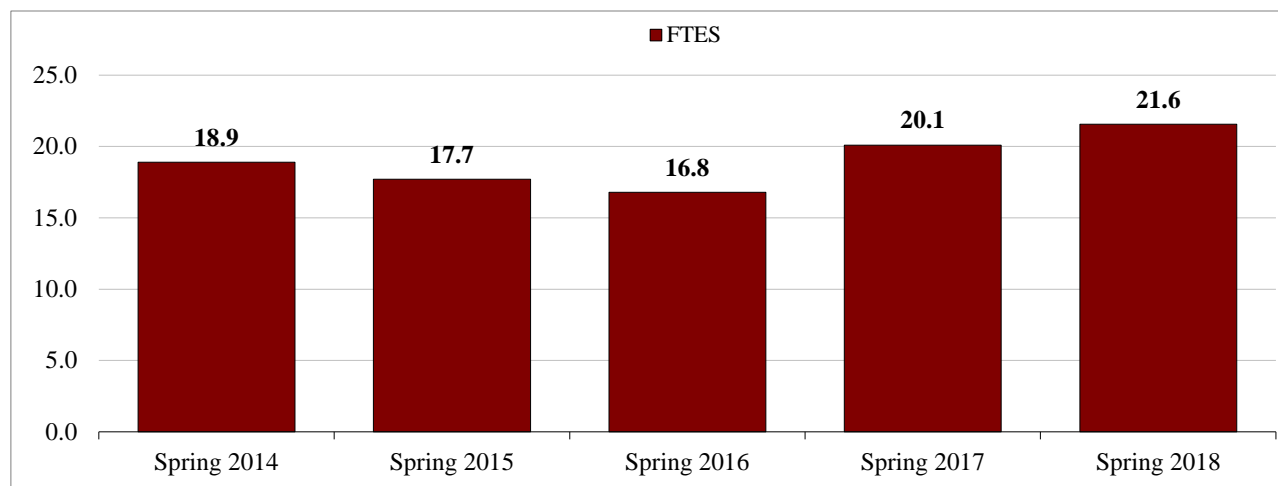
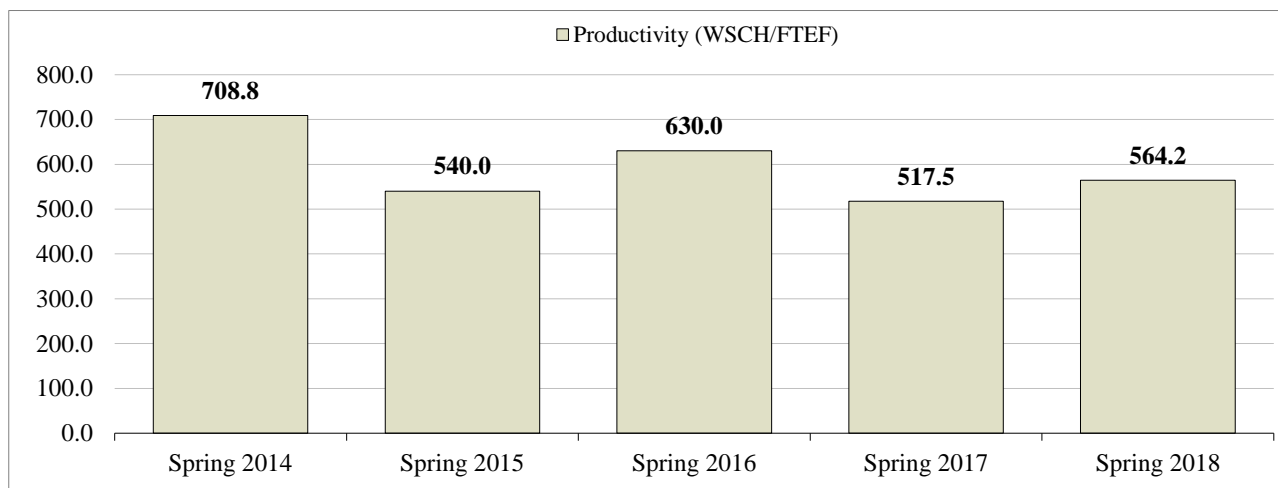
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'T') relative to all students receiving a grade.

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

	Religious Studies (RELS)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	567	540	504	621	677
FTEF	18.9	17.7	16.8	20.1	21.6
FTEF	0.8	1.0	0.8	1.2	1.2
Productivity (WSCH/FTEF)	708.8	540.0	630.0	517.5	564.2



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.

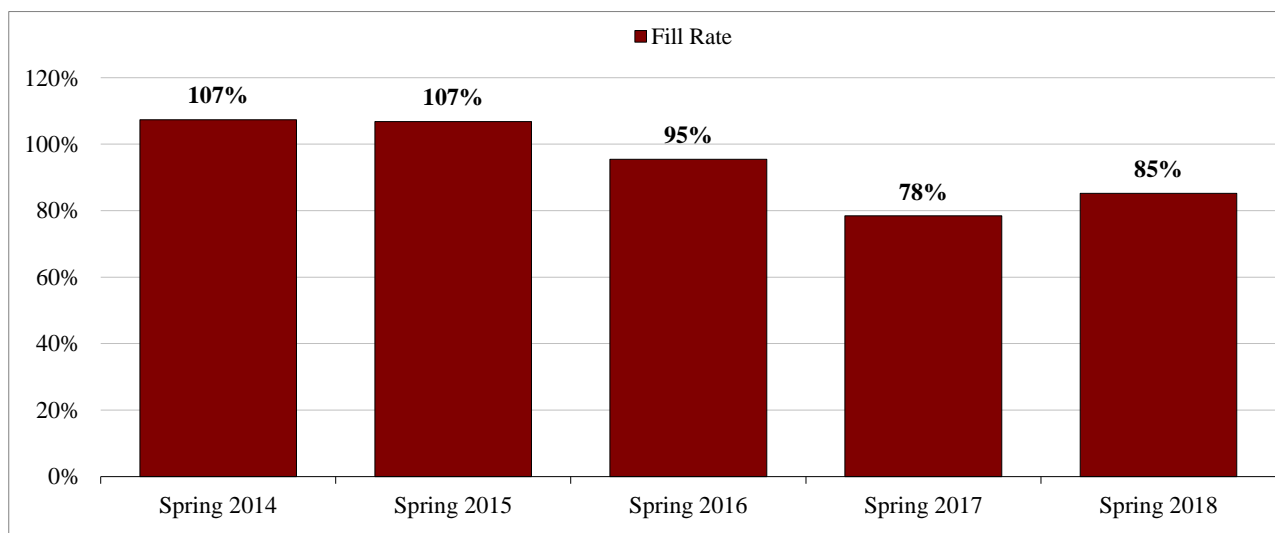
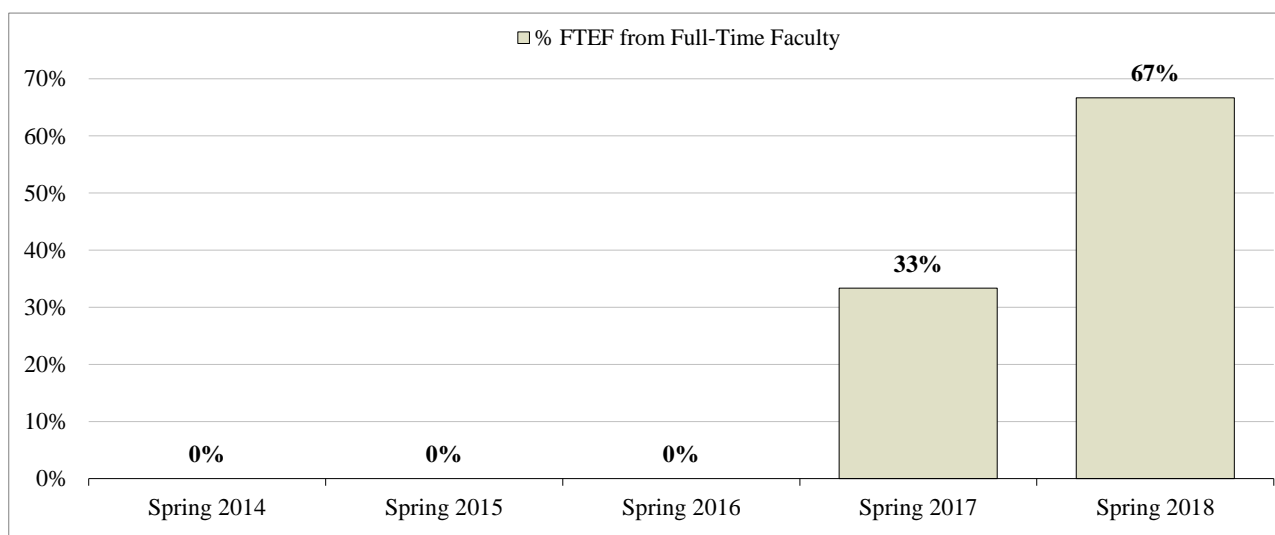
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Religious Studies (RELS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
FTEF from Full-Time Faculty	0.0	0.0	0.0	0.4	0.8
% FTEF from Full-Time Faculty	0%	0%	0%	33%	67%
Enrollments	189	188	168	207	225
Capacity (seats available)	176	176	176	264	264
Fill Rate	107%	107%	95%	78%	85%



Definitions:

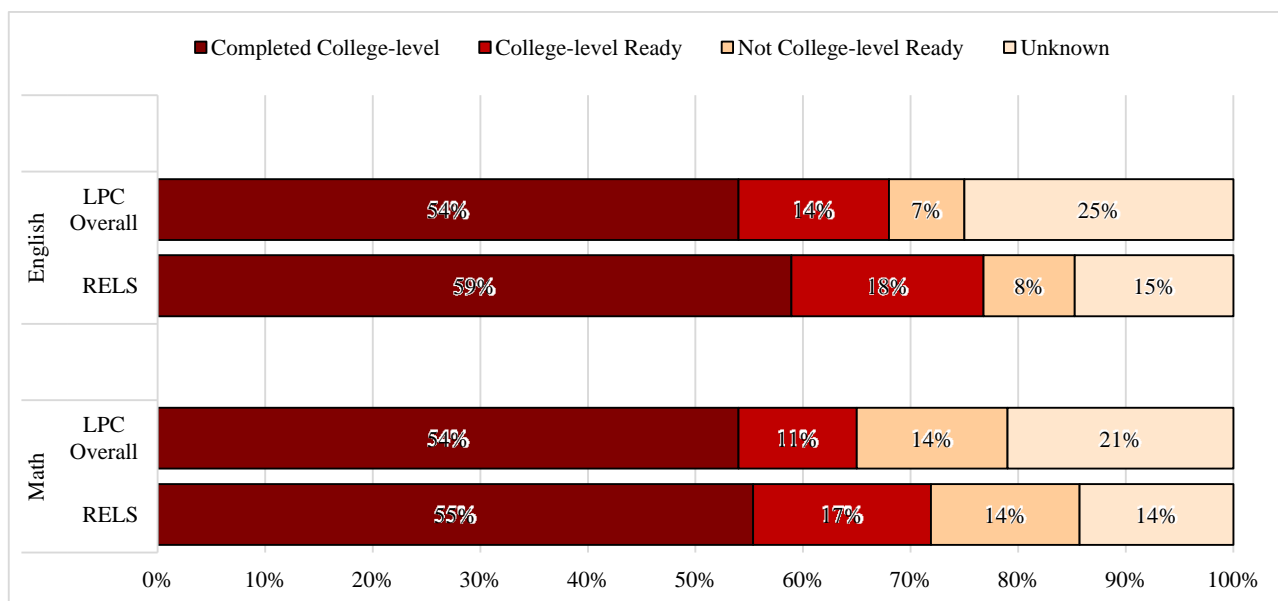
Fill Rate is number of enrollments over the total capacity (seats available).

% 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				
	RELS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	132	59%	4,955	54%
College-level Ready	40	19%	1,319	14%
Not College-level Ready	19	9%	619	7%
Unknown	33	15%	2,260	25%
College Math				
Completed College-level	124	55%	4,980	54%
College-level Ready	37	17%	974	11%
Not College-level Ready	31	14%	1,239	14%
Unknown	32	14%	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.