



Las Positas College

Program Review Discipline Data Packet

Fall 2014 to Fall 2018

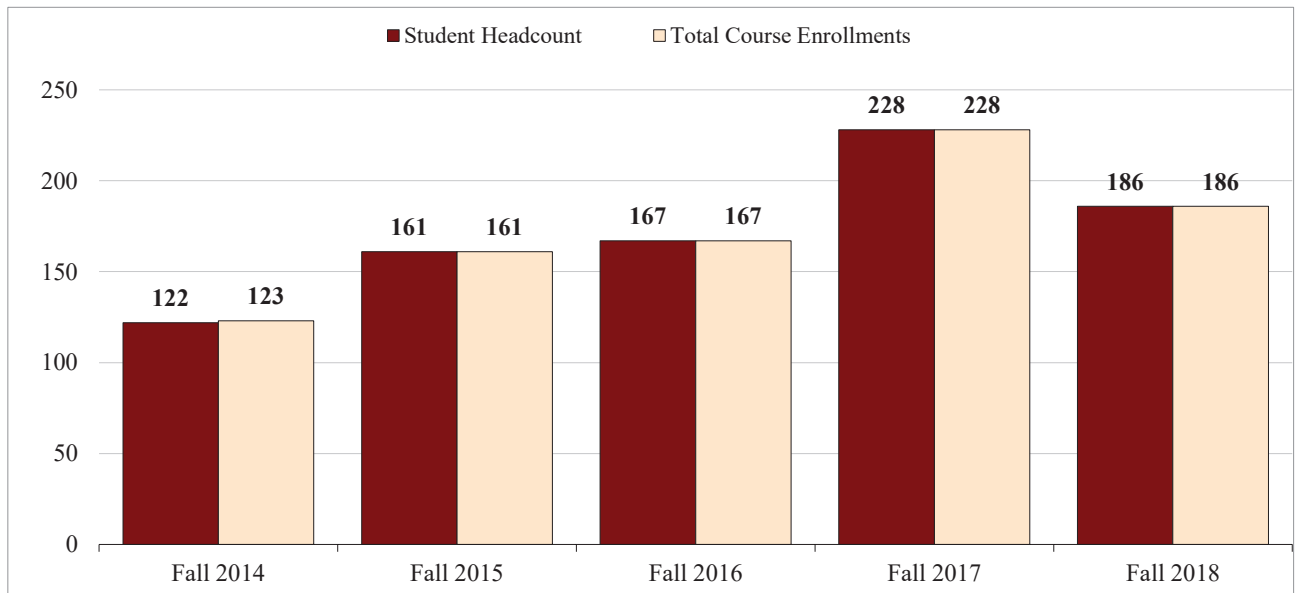
Discipline:

Religious Studies (RELS)

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Headcount & Enrollment

Religious Studies (RELS)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student Headcount	122	161	167	228	186
Total Course Enrollments	123	161	167	228	186



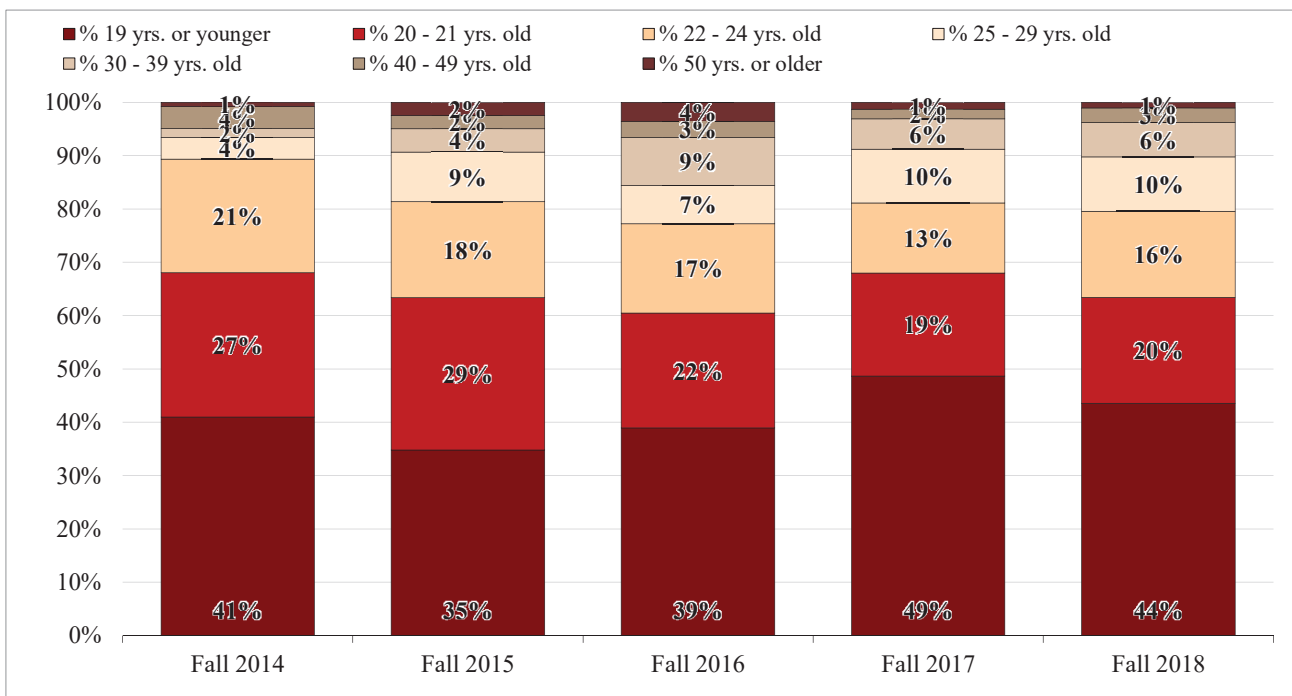
Definitions:

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.

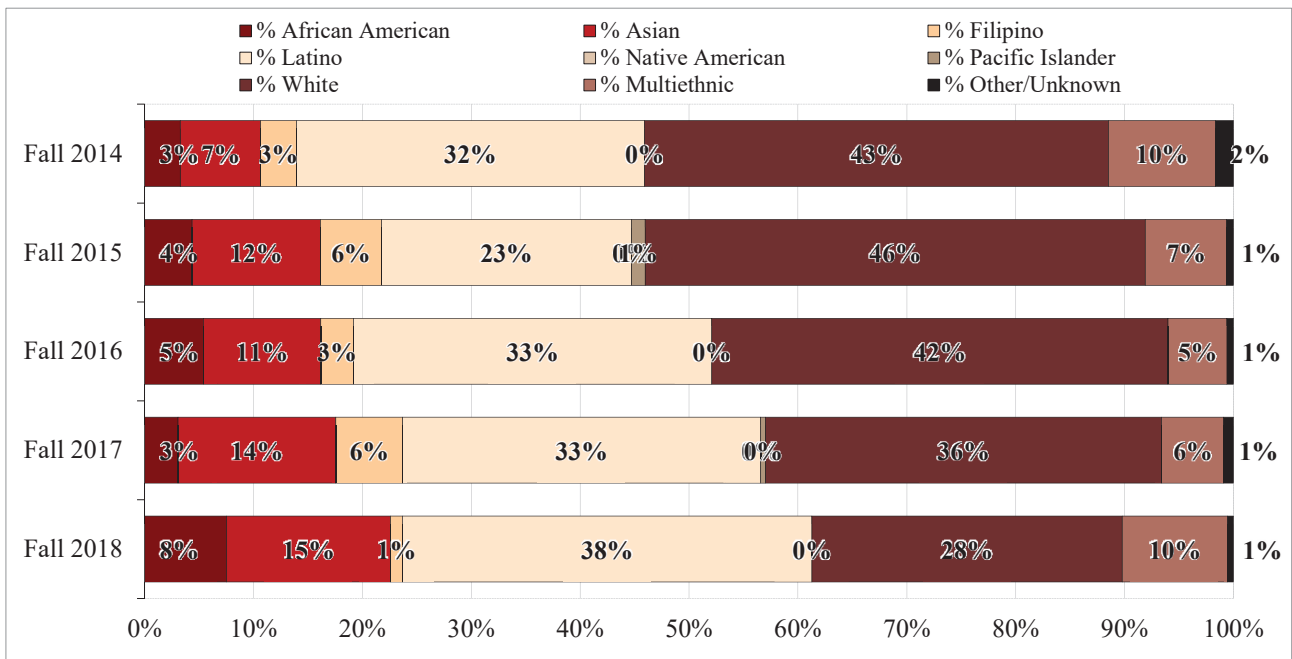
Student Demographics: Gender & Age

Religious Studies (RELS)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	59	87	91	126	119
Male	62	69	75	102	64
19 yrs. or younger	50	56	65	111	81
20-21 yrs. old	33	46	36	44	37
22-24 yrs. old	26	29	28	30	30
25-29 yrs. old	5	15	12	23	19
30-39 yrs. old	2	7	15	13	12
40-49 yrs. old	5	4	5	4	5
50 yrs. or older	1	4	6	3	2
% Female	49%	56%	55%	55%	65%
% Male	51%	44%	45%	45%	35%
% 19 yrs. or younger	41%	35%	39%	49%	44%
% 20 - 21 yrs. old	27%	29%	22%	19%	20%
% 22 - 24 yrs. old	21%	18%	17%	13%	16%
% 25 - 29 yrs. old	4%	9%	7%	10%	10%
% 30 - 39 yrs. old	2%	4%	9%	6%	6%
% 40 - 49 yrs. old	4%	2%	3%	2%	3%
% 50 yrs. or older	1%	2%	4%	1%	1%



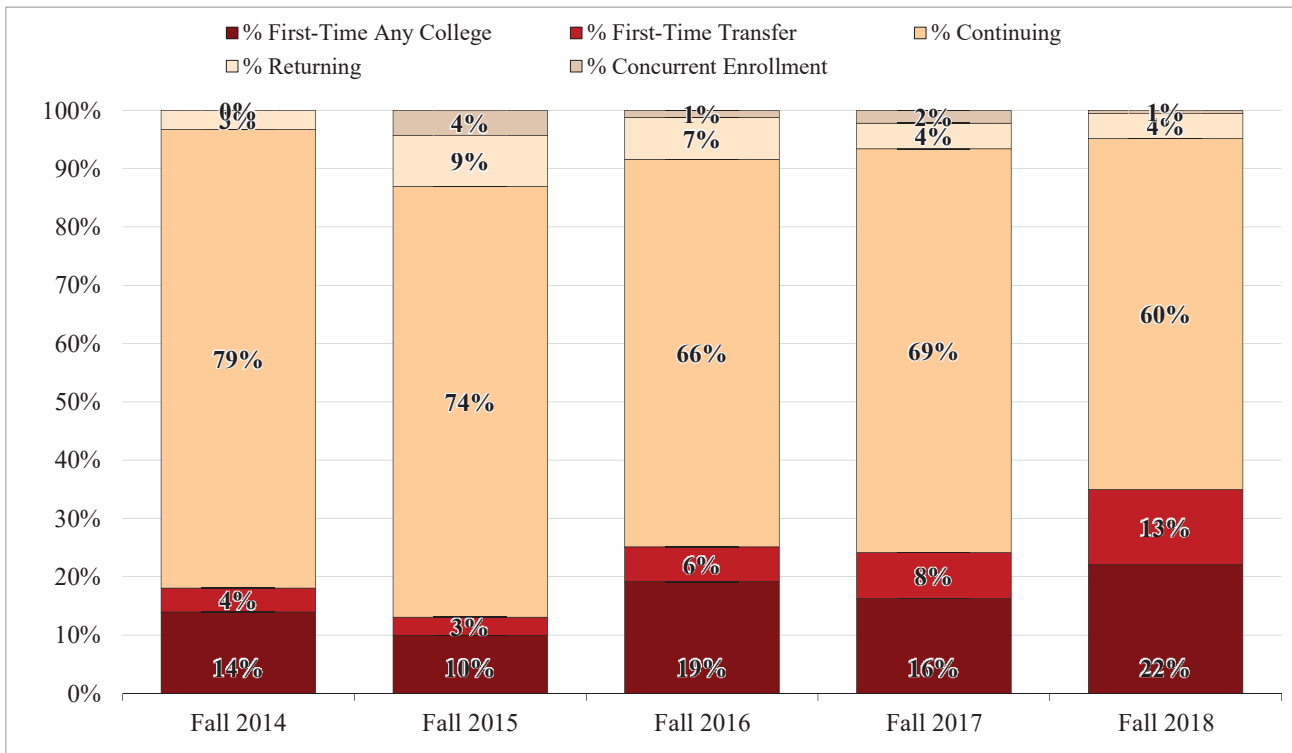
Student Demographic: Race-Ethnicity

Religious Studies (RELS)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American	4	7	9	7	14
Asian	9	19	18	33	28
Filipino	4	9	5	14	2
Latino	39	37	55	75	70
Native American	0	0	0	0	0
Pacific Islander	0	2	0	1	0
White	52	74	70	83	53
Multiethnic	12	12	9	13	18
Other/Unknown	2	1	1	2	1
% African American	3%	4%	5%	3%	8%
% Asian	7%	12%	11%	14%	15%
% Filipino	3%	6%	3%	6%	1%
% Latino	32%	23%	33%	33%	38%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	1%	0%	<1%	0%
% White	43%	46%	42%	36%	28%
% Multiethnic	10%	7%	5%	6%	10%
% Other/Unknown	2%	1%	1%	1%	1%



Student Enrollment Status

	Religious Studies (RELS)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
First-Time Any College	17	16	32	37	41
First-Time Transfer	5	5	10	18	24
Continuing	96	119	111	158	112
Returning	4	14	12	10	8
Concurrent Enrollment	0	7	2	5	1
% First-Time Any College	14%	10%	19%	16%	22%
% First-Time Transfer	4%	3%	6%	8%	13%
% Continuing	79%	74%	66%	69%	60%
% Returning	3%	9%	7%	4%	4%
% Concurrent Enrollment	0%	4%	1%	2%	1%



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.

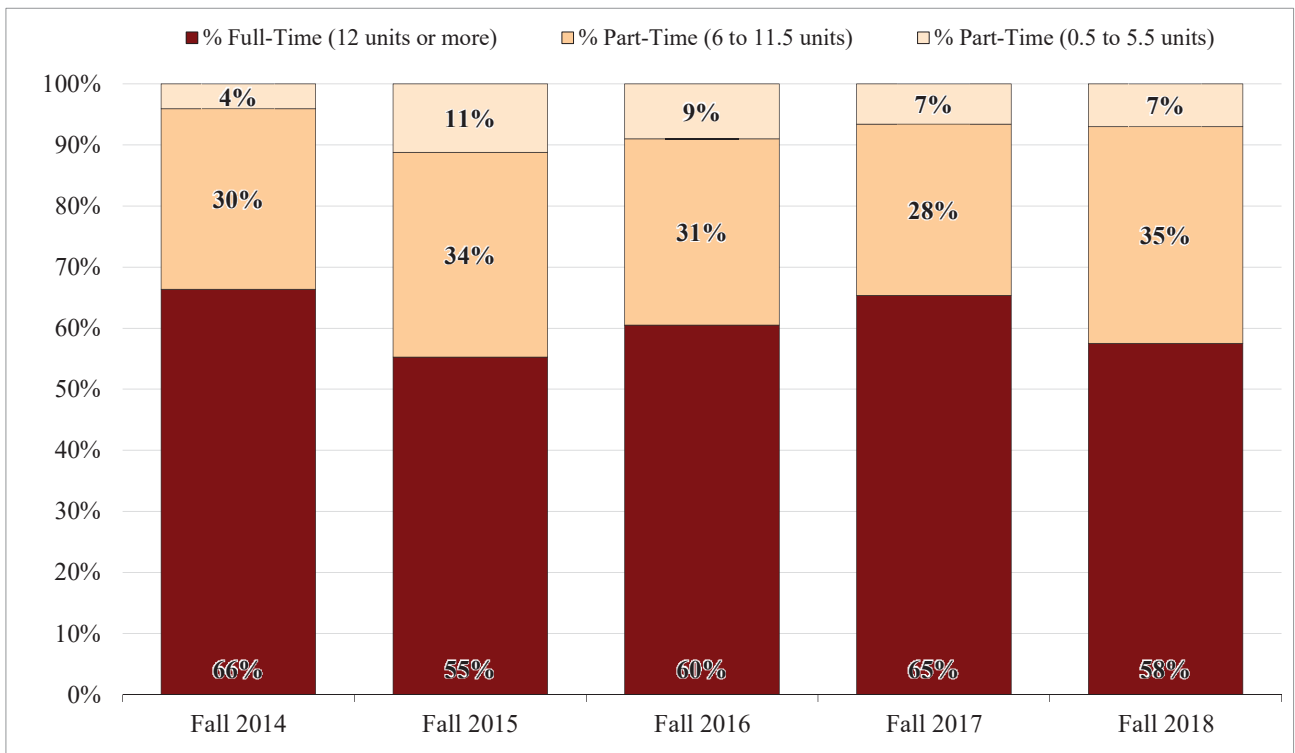
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

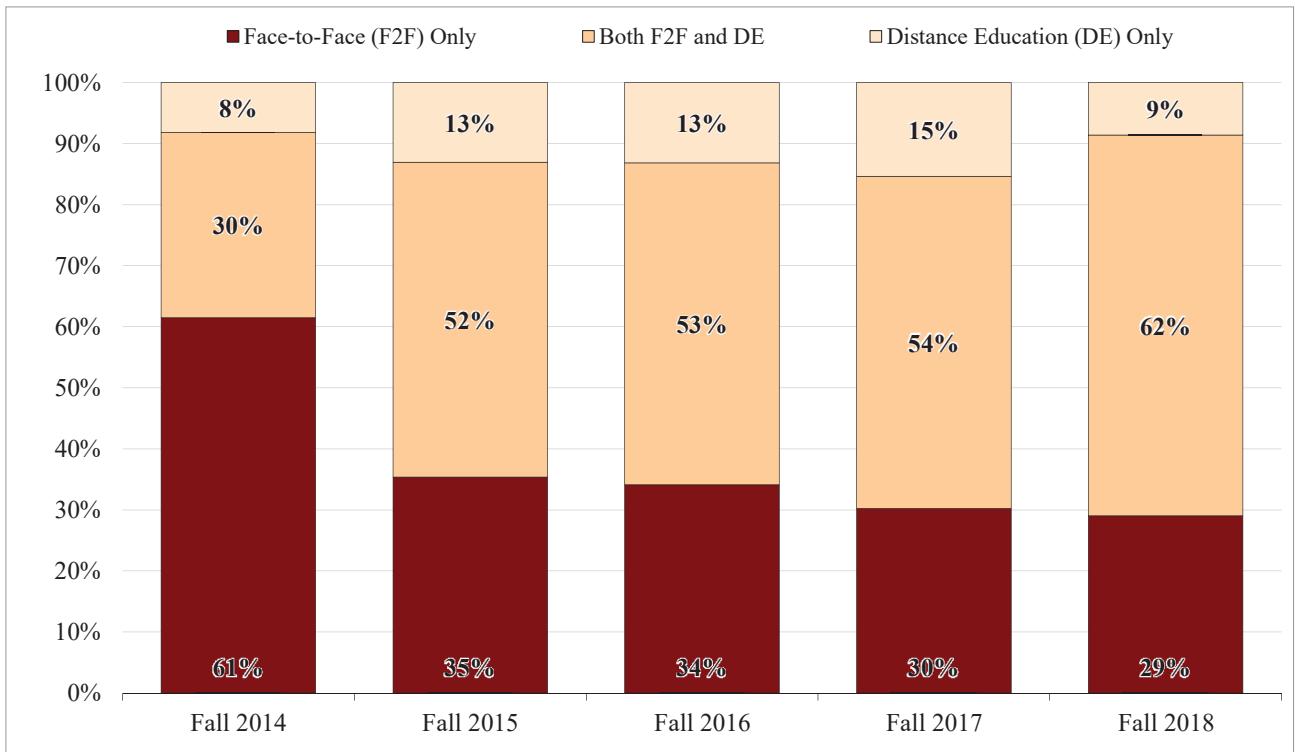
Student Unit Load

Religious Studies (RELS)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Full-Time (12 units or more)	81	89	101	149	107
Part-Time (6 to 11.5 units)	36	54	51	64	66
Part-Time (0.5 to 5.5 units)	5	18	15	15	13
% Full-Time (12 units or more)	66%	55%	60%	65%	58%
% Part-Time (6 to 11.5 units)	30%	34%	31%	28%	35%
% Part-Time (0.5 to 5.5 units)	4%	11%	9%	7%	7%



Students Using Distance Education

Religious Studies (RELS)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Face-to-Face (F2F) Only	75	57	57	69	54
Both F2F and DE	37	83	88	124	116
Distance Education (DE) Only	10	21	22	35	16
% Face-to-Face (F2F) Only	61%	35%	34%	30%	29%
% Both F2F and DE	30%	52%	53%	54%	62%
% Distance Education (DE) Only	8%	13%	13%	15%	9%

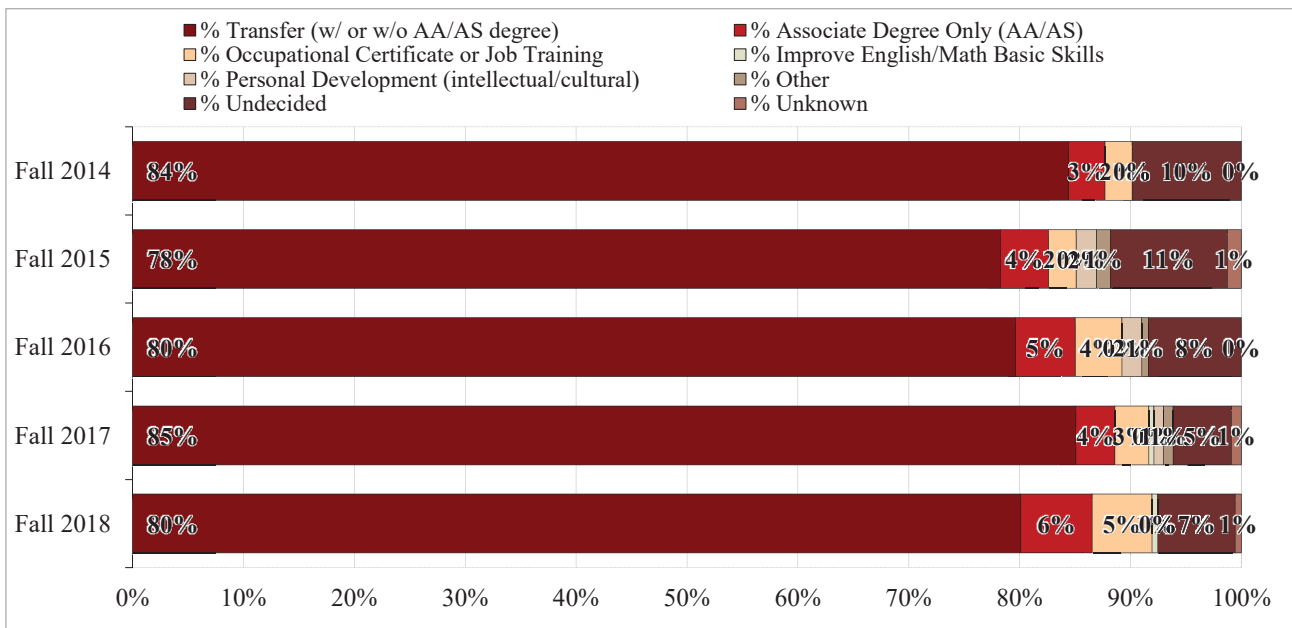


Definitions:

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

Student Educational Goal

Religious Studies (RELS)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Transfer (w/ or w/o AA/AS degree)	103	126	133	194	149
Associate Degree Only (AA/AS)	4	7	9	8	12
Occupational Certificate or Job Training	3	4	7	7	10
Improve English/Math Basic Skills	0	0	0	1	1
Personal Development (intellectual/cultural)	0	3	3	2	0
Other	0	2	1	2	0
Undecided	12	17	14	12	13
Unknown	0	2	0	2	1
% Transfer (w/ or w/o AA/AS degree)	84%	78%	80%	85%	80%
% Associate Degree Only (AA/AS)	3%	4%	5%	4%	6%
% Occupational Certificate or Job Training	2%	2%	4%	3%	5%
% Improve English/Math Basic Skills	0%	0%	0%	<1%	1%
% Personal Development (intellectual/cultural)	0%	2%	2%	1%	0%
% Other	0%	1%	1%	1%	0%
% Undecided	10%	11%	8%	5%	7%
% Unknown	0%	1%	0%	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.

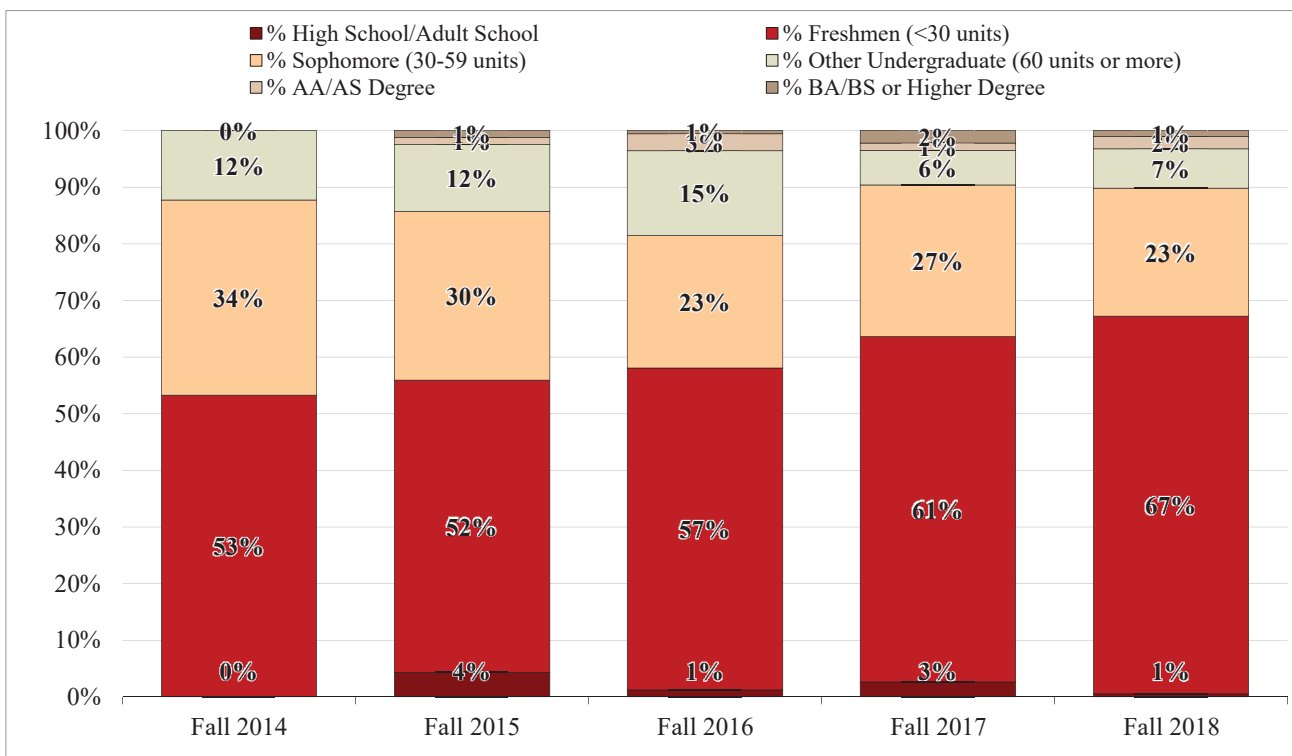
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

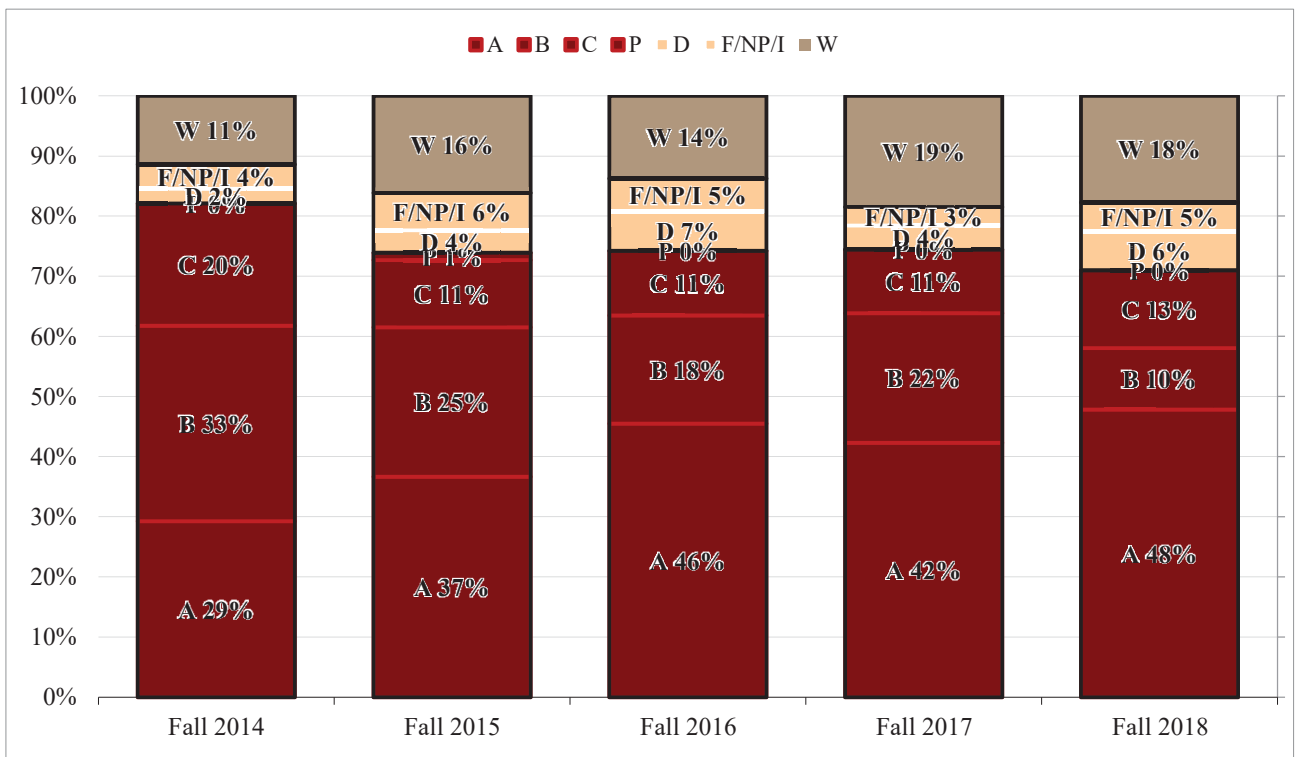
Highest Educational Level of Students

Religious Studies (RELS)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
High School/Adult School	0	7	2	6	1
Freshmen (<30 units)	65	83	95	139	124
Sophomore (30-59 units)	42	48	39	61	42
Other Undergraduate (60 units or more)	15	19	25	14	13
AA/AS Degree	0	2	5	3	4
BA/BS or Higher Degree	0	2	1	5	2
% High School/Adult School	0%	4%	1%	3%	1%
% Freshmen (<30 units)	53%	52%	57%	61%	67%
% Sophomore (30-59 units)	34%	30%	23%	27%	23%
% Other Undergraduate (60 units or more)	12%	12%	15%	6%	7%
% AA/AS Degree	0%	1%	3%	1%	2%
% BA/BS or Higher Degree	0%	1%	1%	2%	1%



Student Performance: Grade Distribution

Religious Studies (RELS)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	123	161	167	228	186
Course Success Rates	82%	74%	74%	74%	71%
A	29%	37%	46%	42%	48%
B	33%	25%	18%	22%	10%
C	20%	11%	11%	11%	13%
P	0%	1%	0%	0%	0%
Course Non-Success Rate	7%	10%	12%	7%	11%
D	2%	4%	7%	4%	6%
F/NP/I	4%	6%	5%	3%	5%
Withdrawals (W)	11%	16%	14%	19%	18%



Definitions:

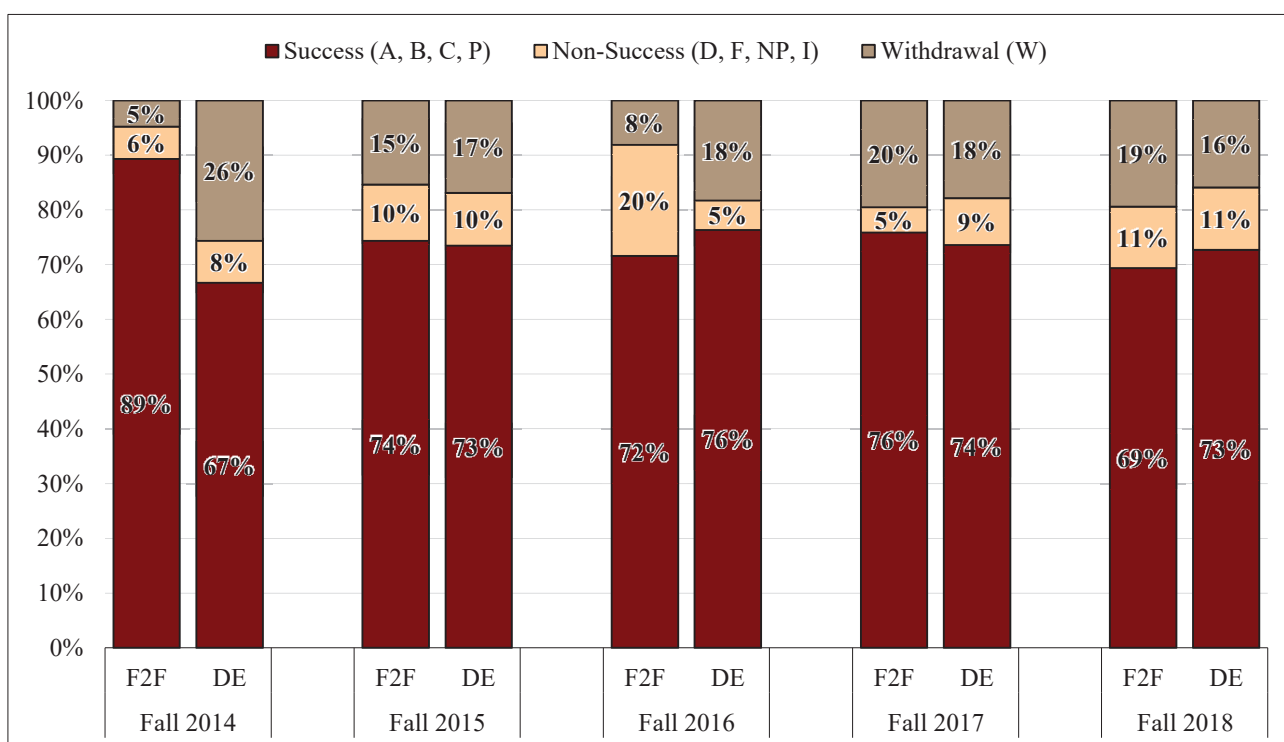
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Religious Studies (RELS)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	123	161	167	228	186
Face-to-Face (F2F) Sections	84	78	74	88	98
Success Rates	89%	74%	72%	76%	69%
Non-Success Rates	6%	10%	20%	5%	11%
Withdrawals	5%	15%	8%	20%	19%
Distance Education (DE) Sections	39	83	93	140	88
Success Rates	67%	73%	76%	74%	73%
Non-Success Rates	8%	10%	5%	9%	11%
Withdrawals	26%	17%	18%	18%	16%



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.

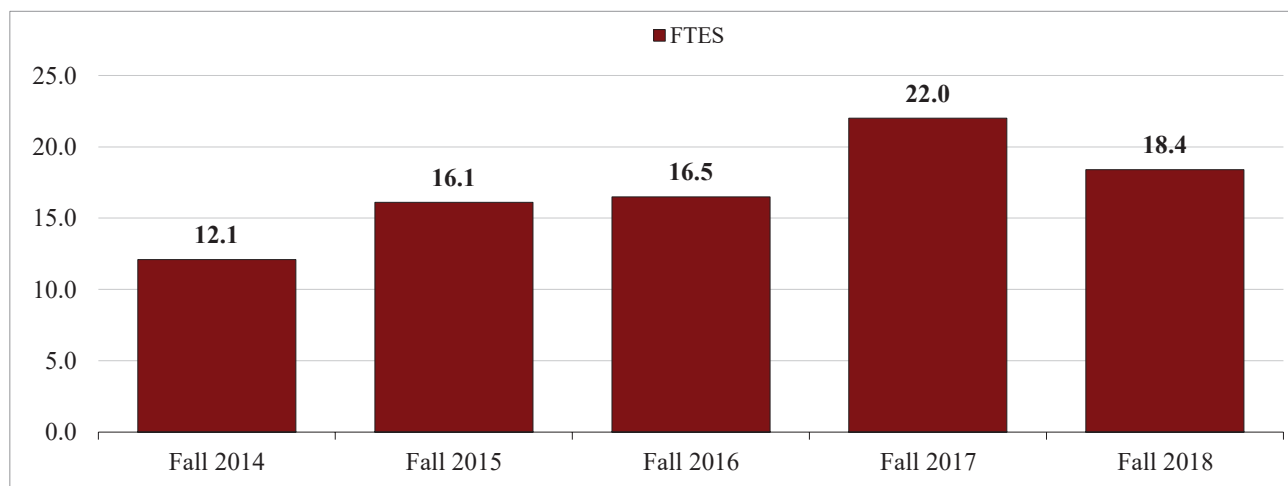
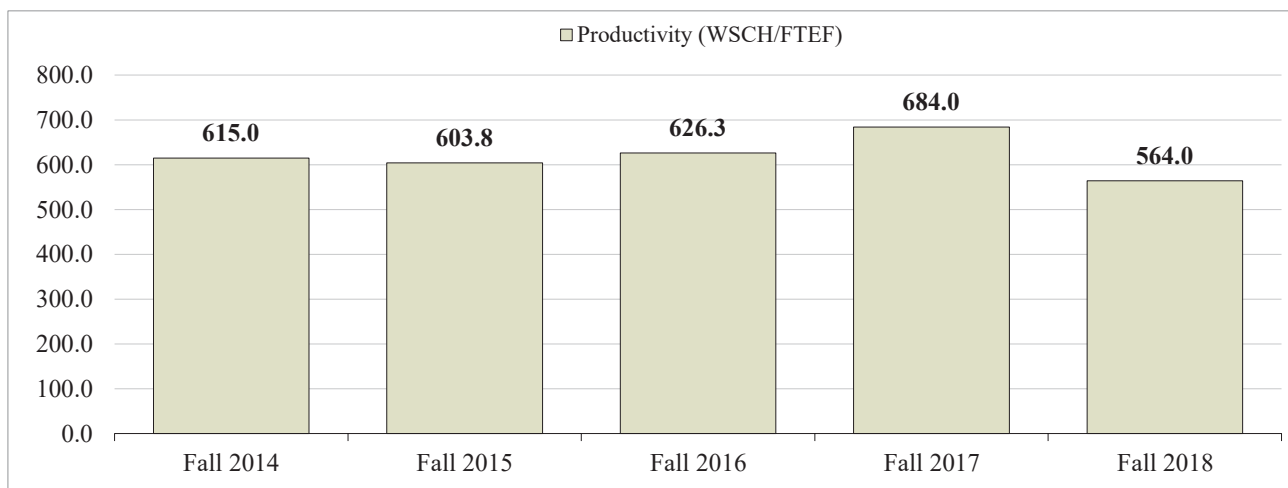
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

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

Enrollment Management: Part 1

	Religious Studies (RELS)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
WSCH	369	483	501	684	564
FTES	12.1	16.1	16.5	22.0	18.4
FTEF	0.6	0.8	0.8	1.0	1.0
Productivity (WSCH/FTEF)	615.0	603.8	626.3	684.0	564.0



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.

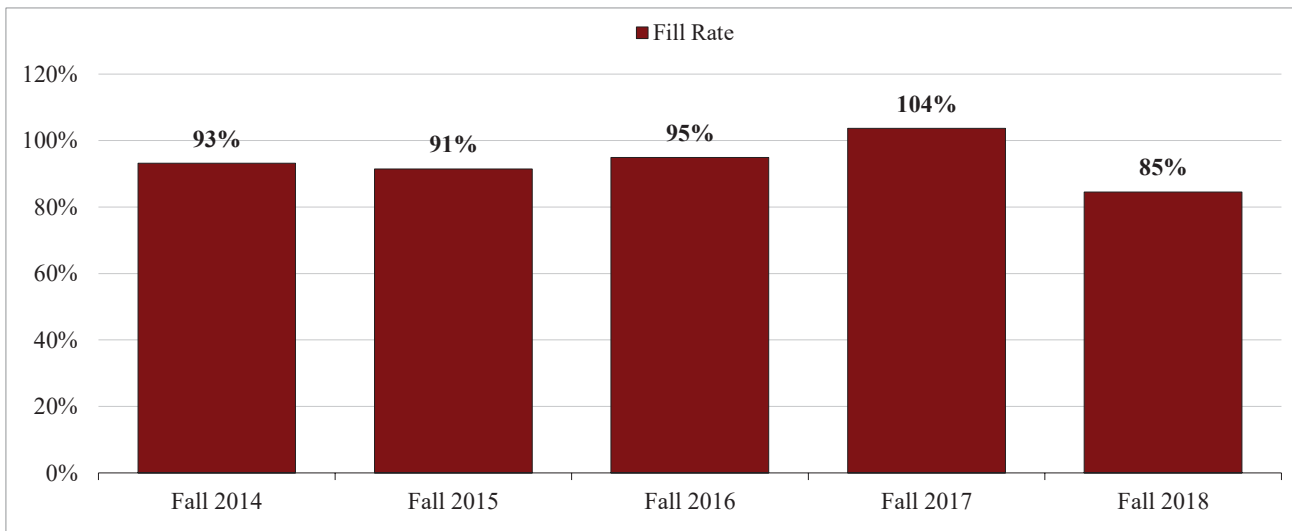
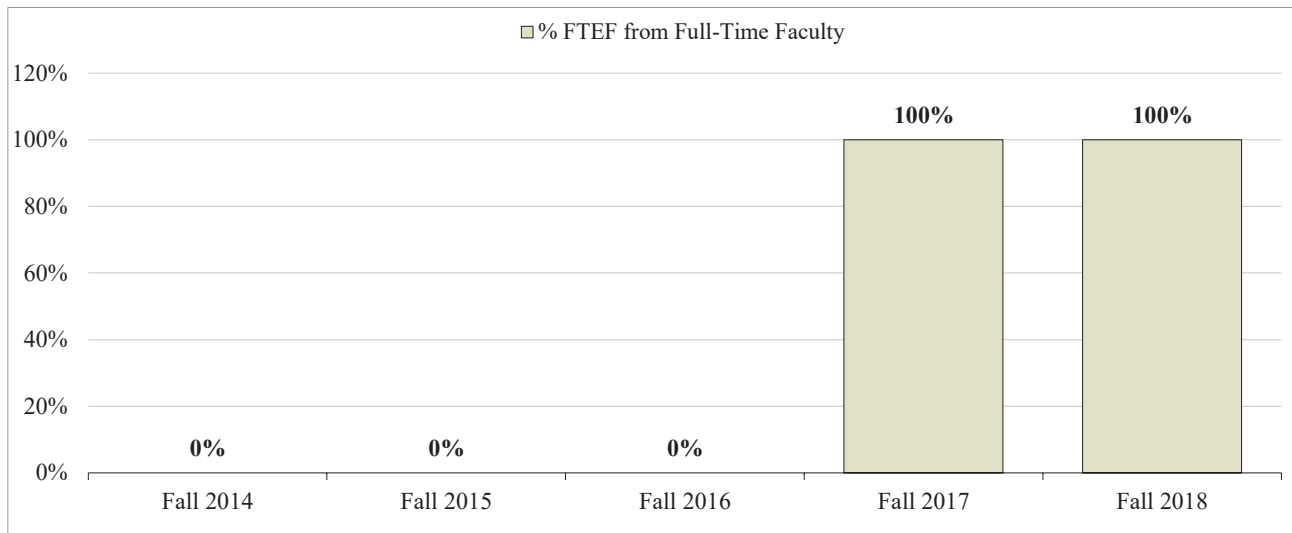
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Note: Enrollment Management data 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				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
FTEF from Full-Time Faculty	0.0	0.0	0.0	1.0	1.0
% FTEF from Full-Time Faculty	0%	0%	0%	100%	100%
Enrollments	123	161	167	228	186
Capacity (seats available)	132	176	176	220	220
Fill Rate	93%	91%	95%	104%	85%



Definitions:

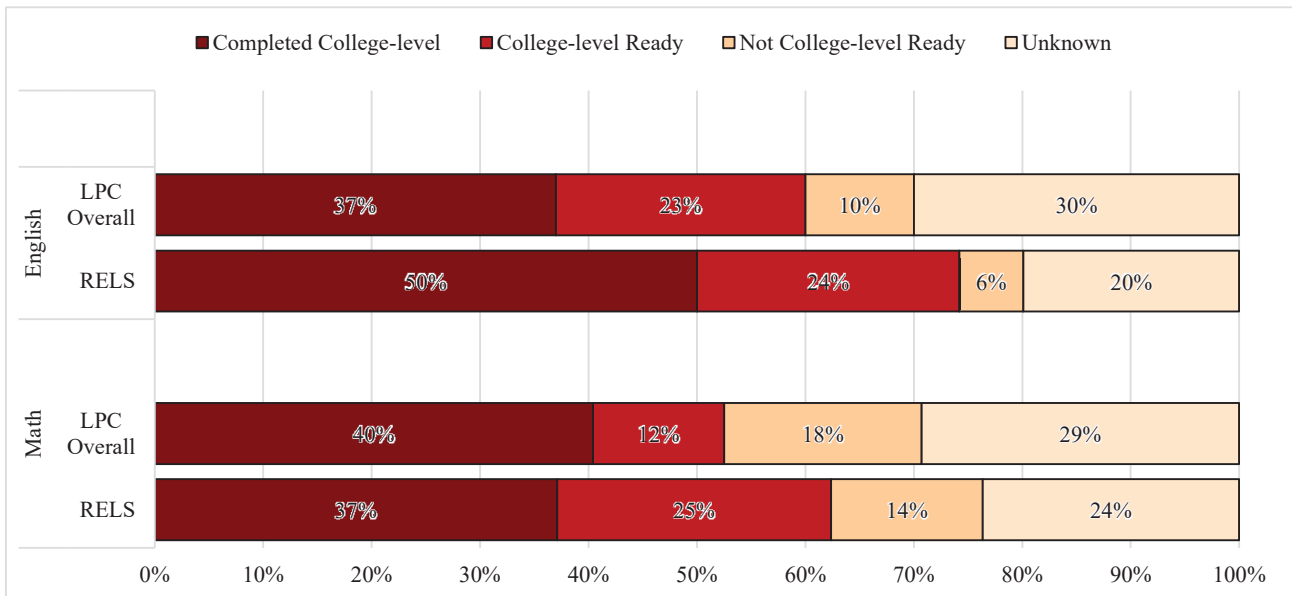
Fill Rate is number of enrollments over the total capacity (seats available).

% 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

Fall 2018				
	RELS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	93	50%	4,858	52%
College-level Ready	45	28%	2,005	22%
Not College-level Ready	11	7%	675	7%
Unknown	37	21%	1,776	19%
College Math				
Completed College-level	69	37%	4,134	44%
College-level Ready	47	25%	1,812	19%
Not College-level Ready	26	14%	1,583	17%
Unknown	44	24%	1,785	19%



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.