



Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019

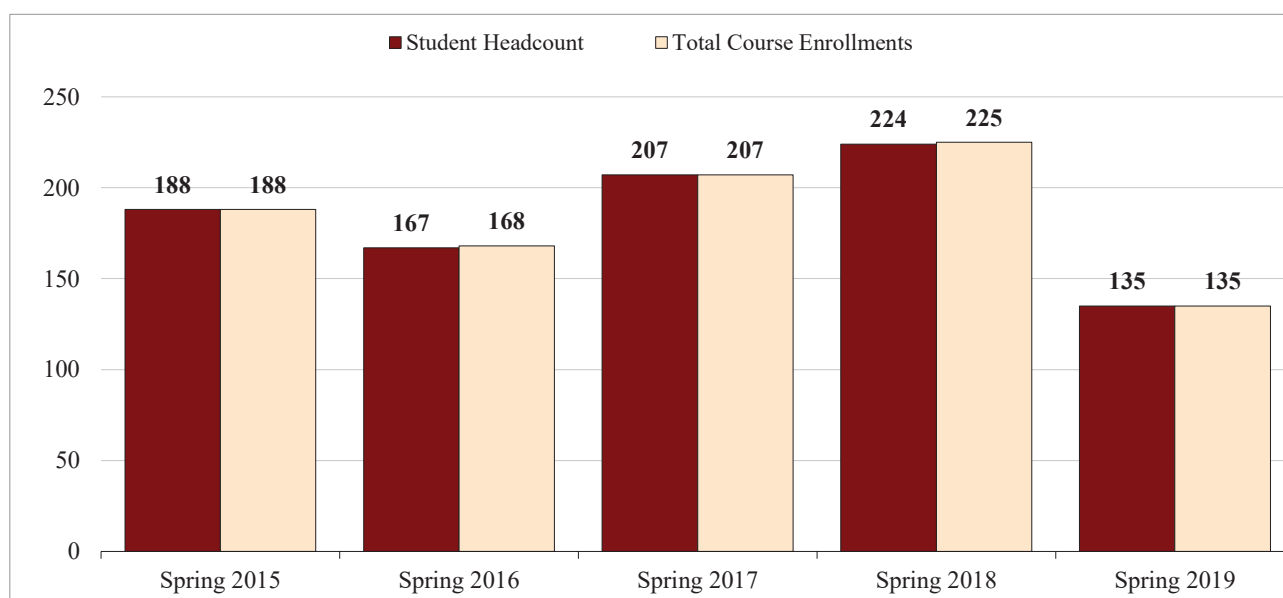
Discipline:

Religious Studies (RELS)

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Headcount & Enrollment

Religious Studies (RELS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	188	167	207	224	135
Total Course Enrollments	188	168	207	225	135



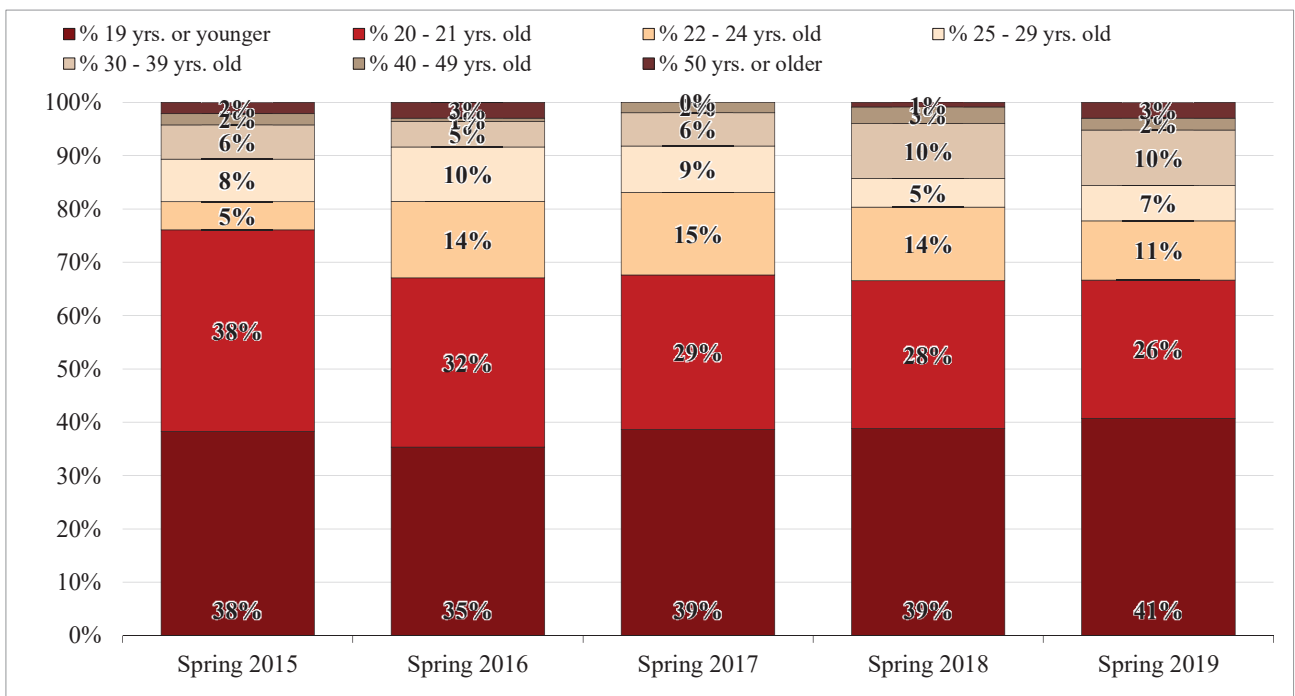
Definitions:

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.

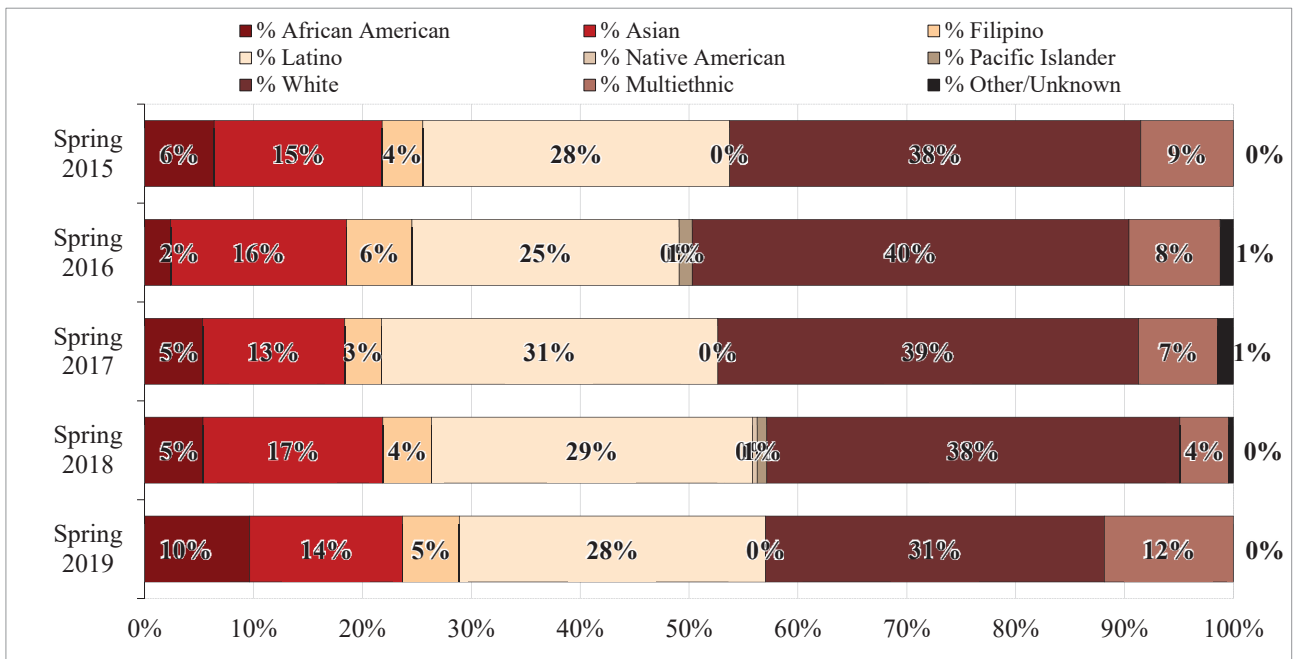
Student Demographics: Gender & Age

Religious Studies (RELS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	114	86	99	106	71
Male	73	81	105	116	63
19 yrs. or younger	72	59	80	87	55
20-21 yrs. old	71	53	60	62	35
22-24 yrs. old	10	24	32	31	15
25-29 yrs. old	15	17	18	12	9
30-39 yrs. old	12	8	13	23	14
40-49 yrs. old	4	1	4	7	3
50 yrs. or older	4	5	0	2	4
% Female	61%	51%	49%	48%	53%
% Male	39%	49%	51%	52%	47%
% 19 yrs. or younger	38%	35%	39%	39%	41%
% 20 - 21 yrs. old	38%	32%	29%	28%	26%
% 22 - 24 yrs. old	5%	14%	15%	14%	11%
% 25 - 29 yrs. old	8%	10%	9%	5%	7%
% 30 - 39 yrs. old	6%	5%	6%	10%	10%
% 40 - 49 yrs. old	2%	1%	2%	3%	2%
% 50 yrs. or older	2%	3%	0%	1%	3%



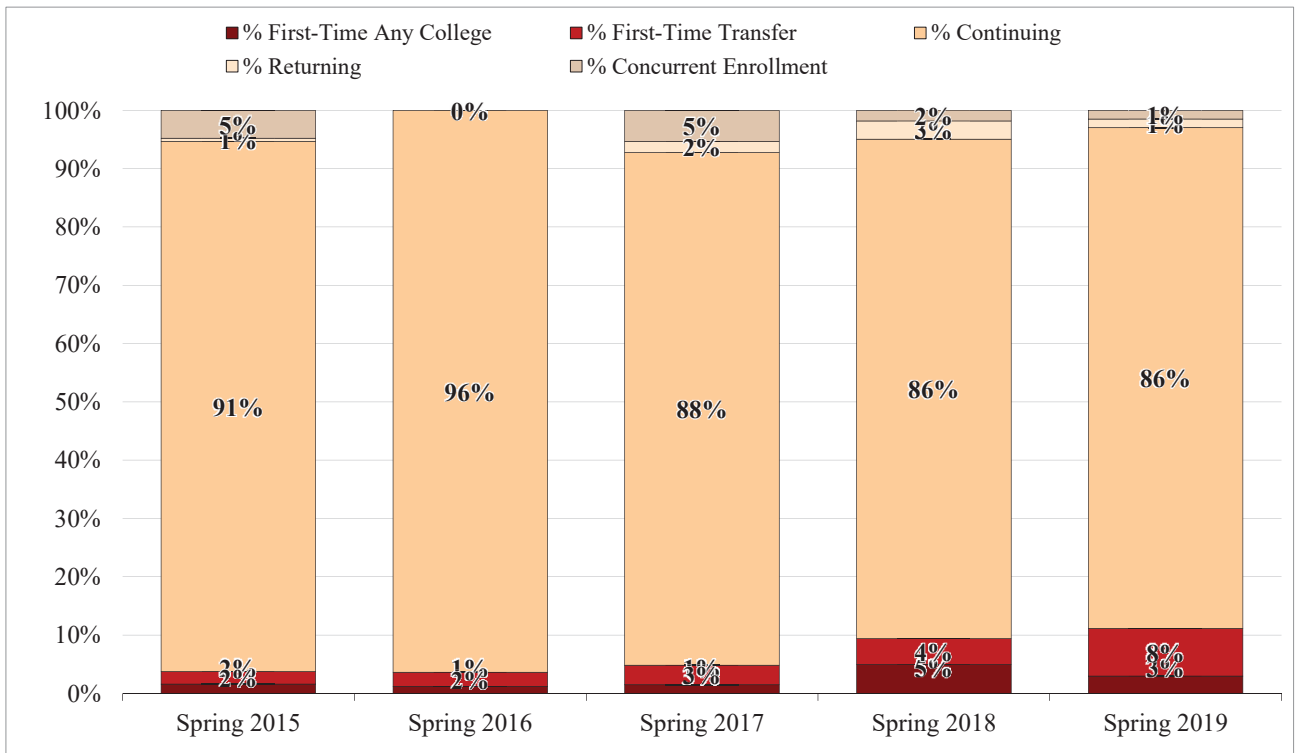
Student Demographic: Race-Ethnicity

Religious Studies (RELS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	12	4	11	12	13
Asian	29	27	27	37	19
Filipino	7	10	7	10	7
Latino	53	41	64	66	38
Native American	0	0	0	1	0
Pacific Islander	0	2	0	2	0
White	71	67	80	85	42
Multiethnic	16	14	15	10	16
Other/Unknown	0	2	3	1	0
% African American	6%	2%	5%	5%	10%
% Asian	15%	16%	13%	17%	14%
% Filipino	4%	6%	3%	4%	5%
% Latino	28%	25%	31%	29%	28%
% Native American	0%	0%	0%	<1%	0%
% Pacific Islander	0%	1%	0%	1%	0%
% White	38%	40%	39%	38%	31%
% Multiethnic	9%	8%	7%	4%	12%
% Other/Unknown	0%	1%	1%	<1%	0%



Student Enrollment Status

	Religious Studies (RELS)				
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	3	2	3	11	4
First-Time Transfer	4	4	7	10	11
Continuing	171	161	182	192	116
Returning	1	0	4	7	2
Concurrent Enrollment	9	0	11	4	2
% First-Time Any College	2%	1%	1%	5%	3%
% First-Time Transfer	2%	2%	3%	4%	8%
% Continuing	91%	96%	88%	86%	86%
% Returning	1%	0%	2%	3%	1%
% Concurrent Enrollment	5%	0%	5%	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.

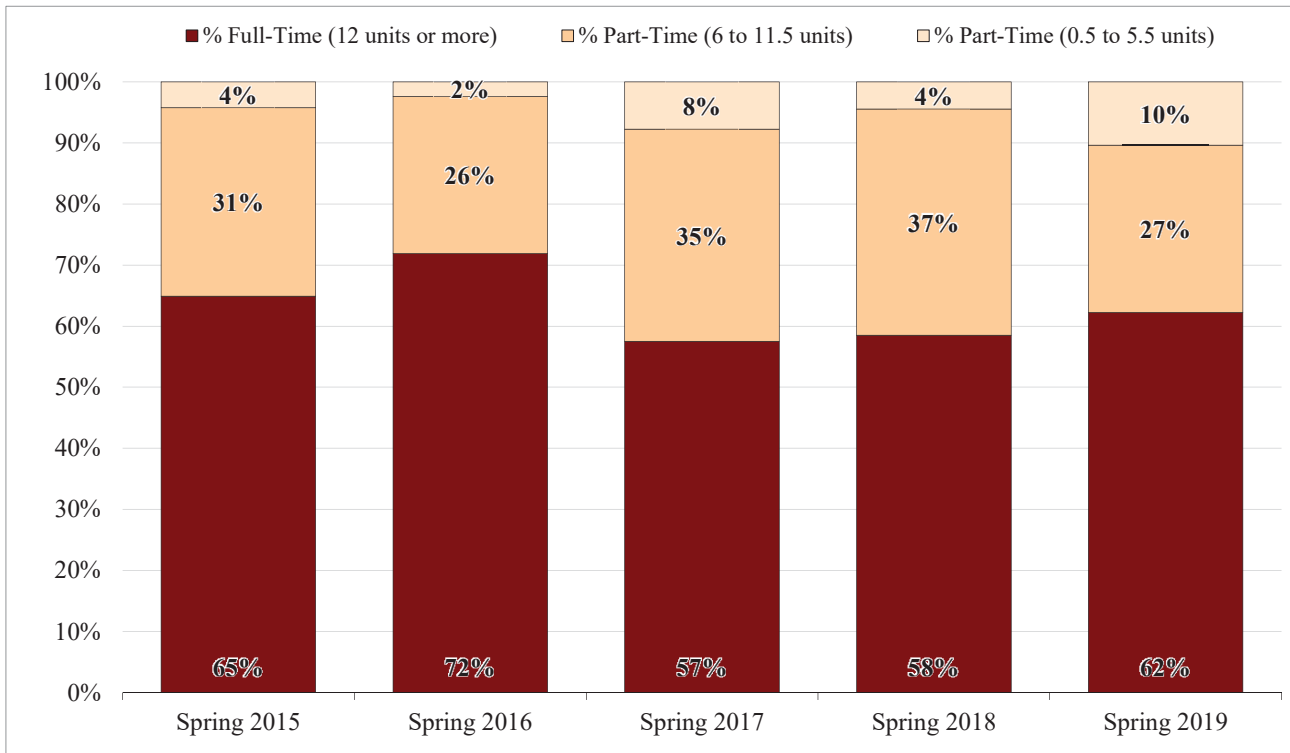
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

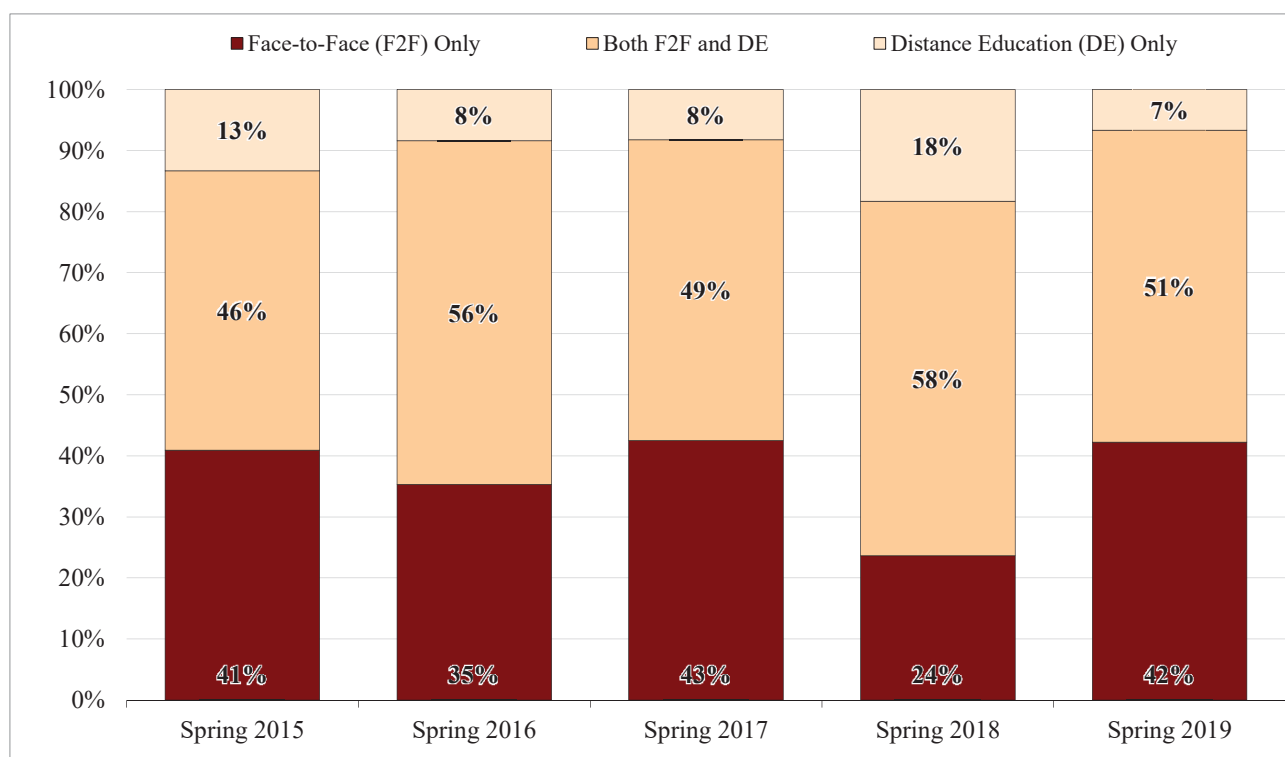
Student Unit Load

Religious Studies (RELS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	122	120	119	131	84
Part-Time (6 to 11.5 units)	58	43	72	83	37
Part-Time (0.5 to 5.5 units)	8	4	16	10	14
% Full-Time (12 units or more)	65%	72%	57%	58%	62%
% Part-Time (6 to 11.5 units)	31%	26%	35%	37%	27%
% Part-Time (0.5 to 5.5 units)	4%	2%	8%	4%	10%



Students Using Distance Education

Religious Studies (RELS)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	77	59	88	53	57
Both F2F and DE	86	94	102	130	69
Distance Education (DE) Only	25	14	17	41	9
% Face-to-Face (F2F) Only	41%	35%	43%	24%	42%
% Both F2F and DE	46%	56%	49%	58%	51%
% Distance Education (DE) Only	13%	8%	8%	18%	7%

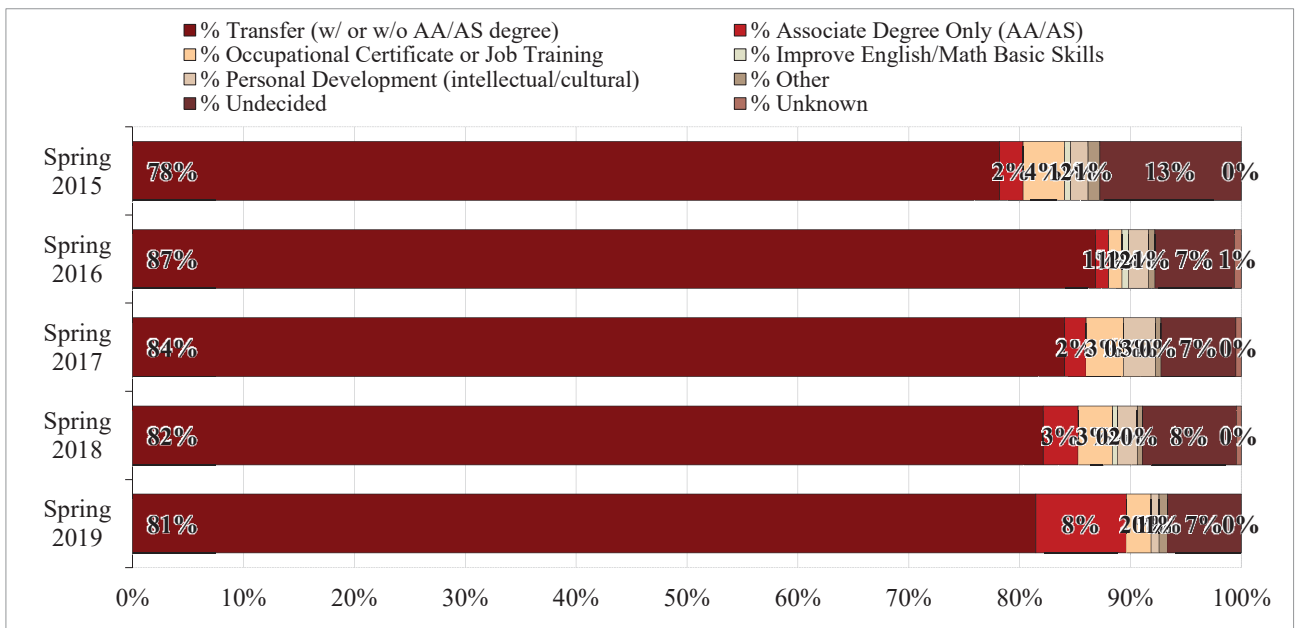


Definitions:

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

Student Educational Goal

Religious Studies (RELS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	147	145	174	184	110
Associate Degree Only (AA/AS)	4	2	4	7	11
Occupational Certificate or Job Training	7	2	7	7	3
Improve English/Math Basic Skills	1	1	0	1	0
Personal Development (intellectual/cultural)	3	3	6	4	1
Other	2	1	1	1	1
Undecided	24	12	14	19	9
Unknown	0	1	1	1	0
% Transfer (w/ or w/o AA/AS degree)	78%	87%	84%	82%	81%
% Associate Degree Only (AA/AS)	2%	1%	2%	3%	8%
% Occupational Certificate or Job Training	4%	1%	3%	3%	2%
% Improve English/Math Basic Skills	1%	1%	0%	<1%	0%
% Personal Development (intellectual/cultural)	2%	2%	3%	2%	1%
% Other	1%	1%	<1%	<1%	1%
% Undecided	13%	7%	7%	8%	7%
% Unknown	0%	1%	<1%	<1%	0%



Definitions:

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

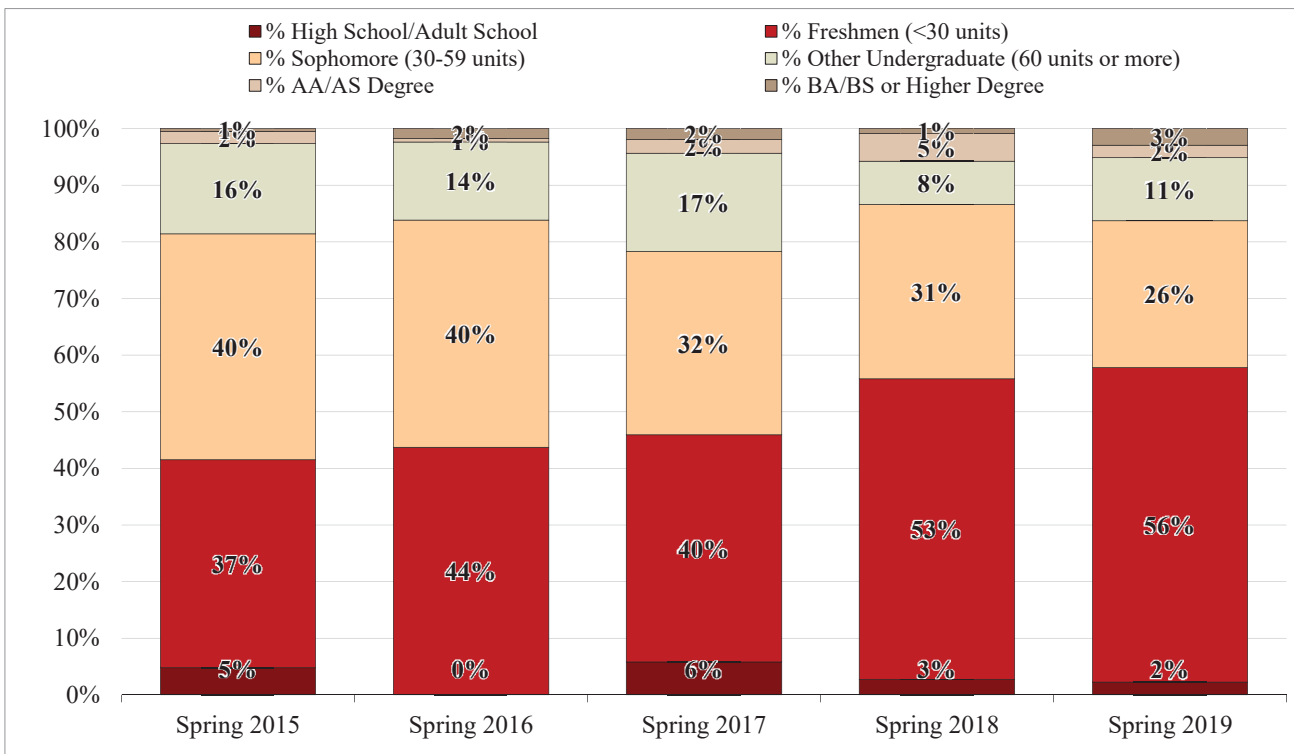
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

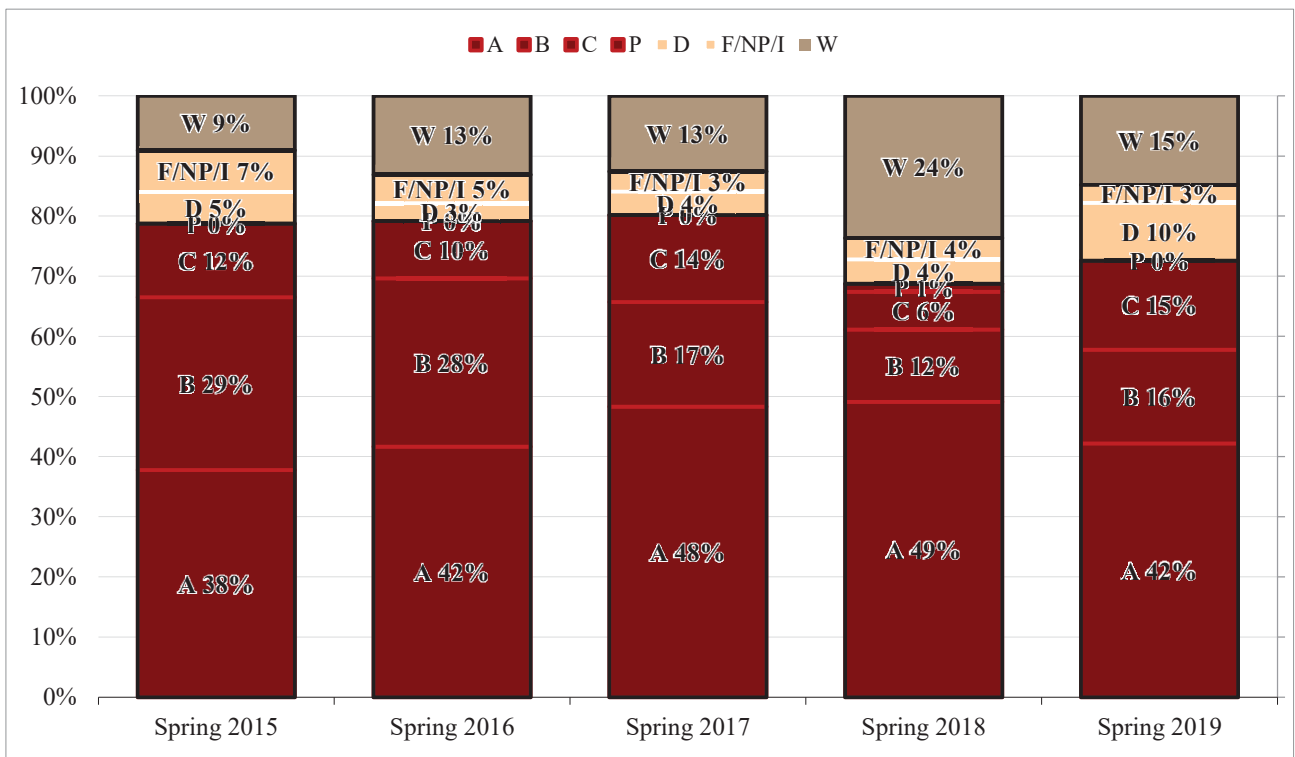
Highest Educational Level of Students

Religious Studies (RELS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	9	0	12	6	3
Freshmen (<30 units)	69	73	83	119	75
Sophomore (30-59 units)	75	67	67	69	35
Other Undergraduate (60 units or more)	30	23	36	17	15
AA/AS Degree	4	1	5	11	3
BA/BS or Higher Degree	1	3	4	2	4
% High School/Adult School	5%	0%	6%	3%	2%
% Freshmen (<30 units)	37%	44%	40%	53%	56%
% Sophomore (30-59 units)	40%	40%	32%	31%	26%
% Other Undergraduate (60 units or more)	16%	14%	17%	8%	11%
% AA/AS Degree	2%	1%	2%	5%	2%
% BA/BS or Higher Degree	1%	2%	2%	1%	3%



Student Performance: Grade Distribution

Religious Studies (RELS)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	188	168	207	225	135
Course Success Rates	79%	79%	80%	69%	73%
A	38%	42%	48%	49%	42%
B	29%	28%	17%	12%	16%
C	12%	10%	14%	6%	15%
P	0%	0%	0%	1%	0%
Course Non-Success Rate	12%	8%	7%	8%	13%
D	5%	3%	4%	4%	10%
F/NP/I	7%	5%	3%	4%	3%
Withdrawals (W)	9%	13%	13%	24%	15%



Definitions:

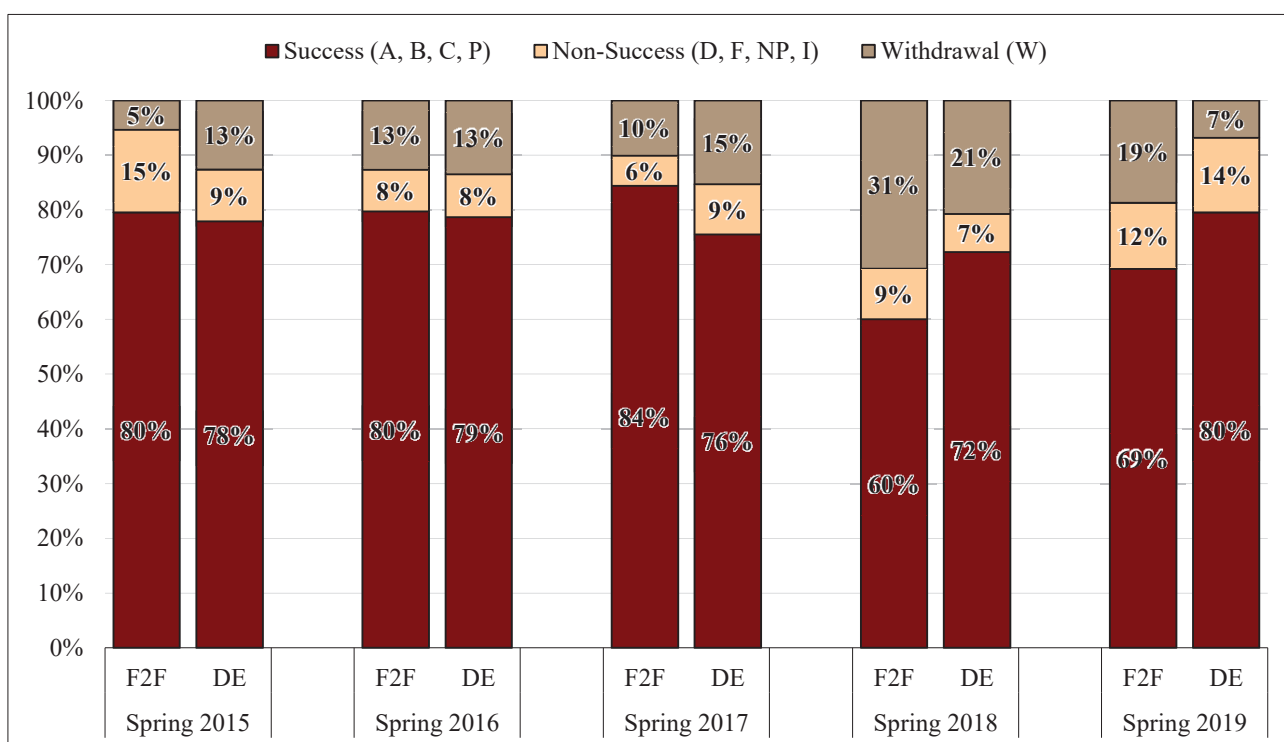
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	188	168	207	225	135
Face-to-Face (F2F) Sections	93	79	109	65	91
Success Rates	80%	80%	84%	60%	69%
Non-Success Rates	15%	8%	6%	9%	12%
Withdrawals	5%	13%	10%	31%	19%
Distance Education (DE) Sections	95	89	98	160	44
Success Rates	78%	79%	76%	72%	80%
Non-Success Rates	9%	8%	9%	7%	14%
Withdrawals	13%	13%	15%	21%	7%



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.

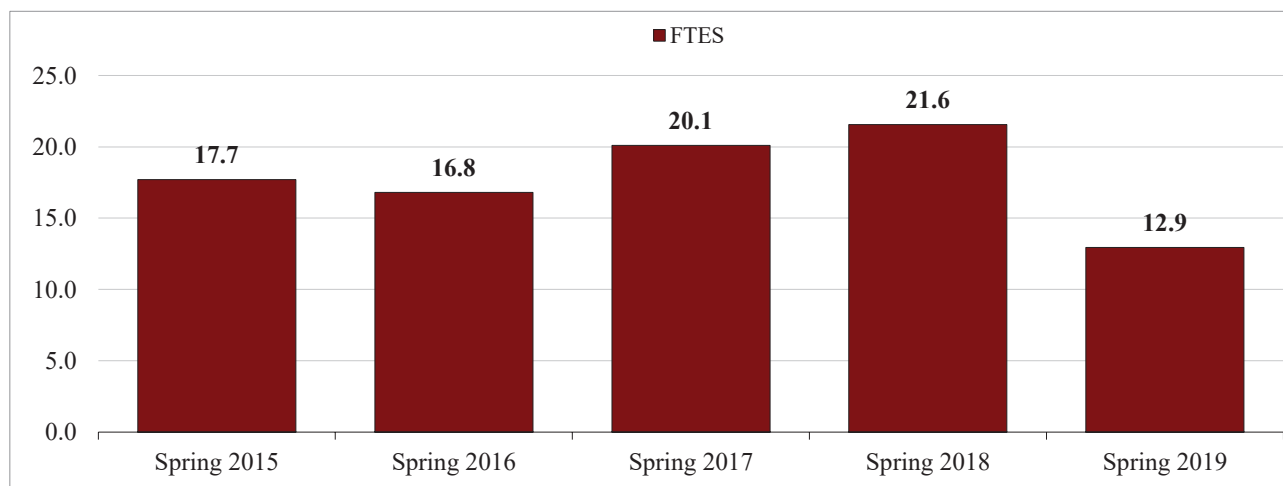
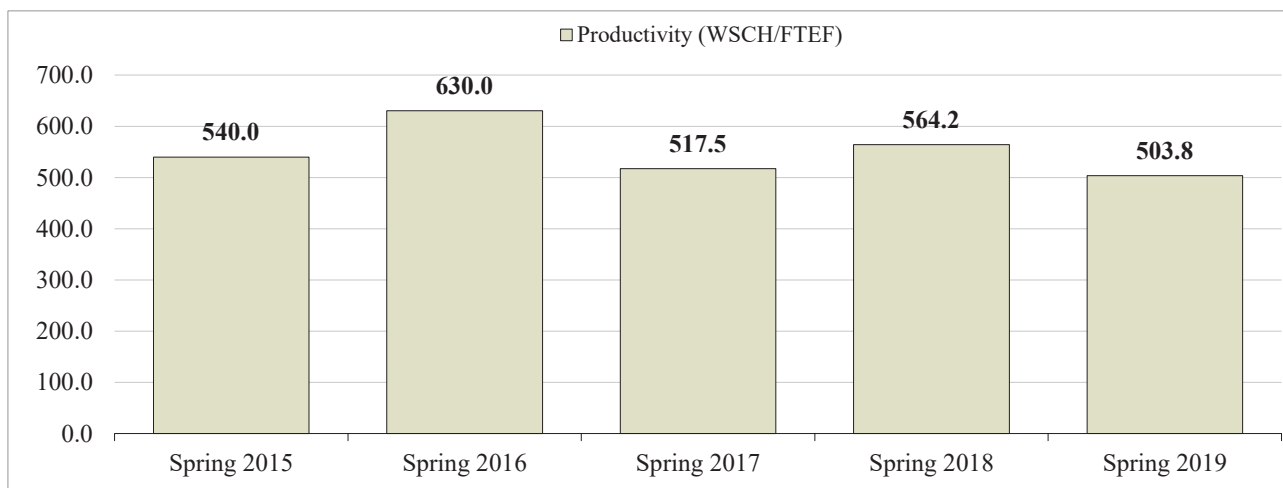
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	540	504	621	677	403
FTEF	17.7	16.8	20.1	21.6	12.9
Productivity (WSCH/FTEF)	540.0	630.0	517.5	564.2	503.8



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.

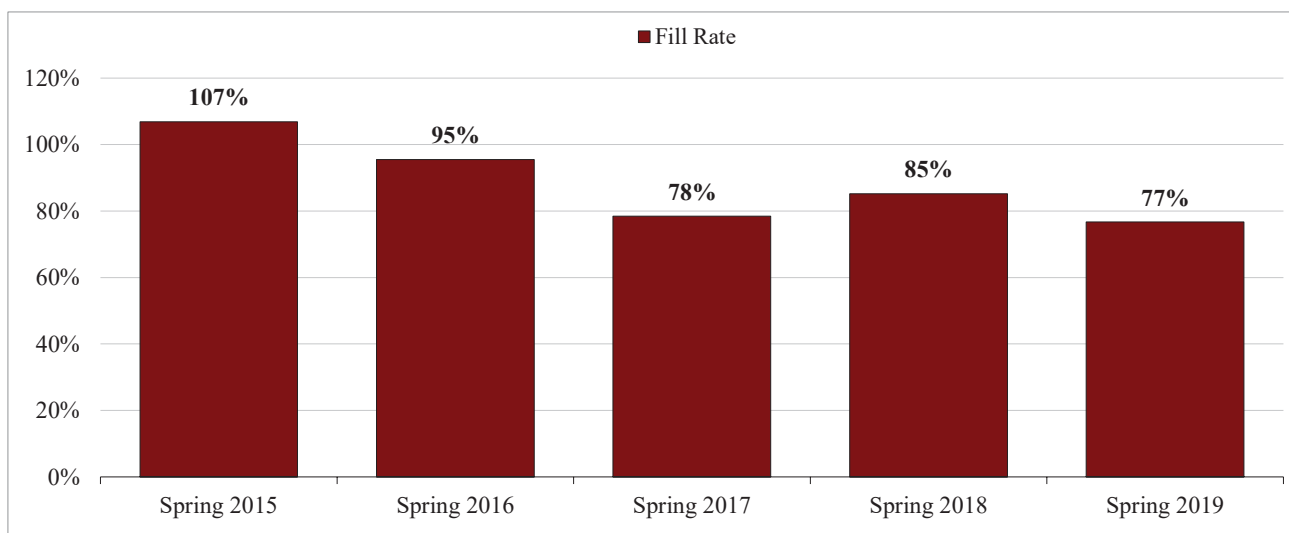
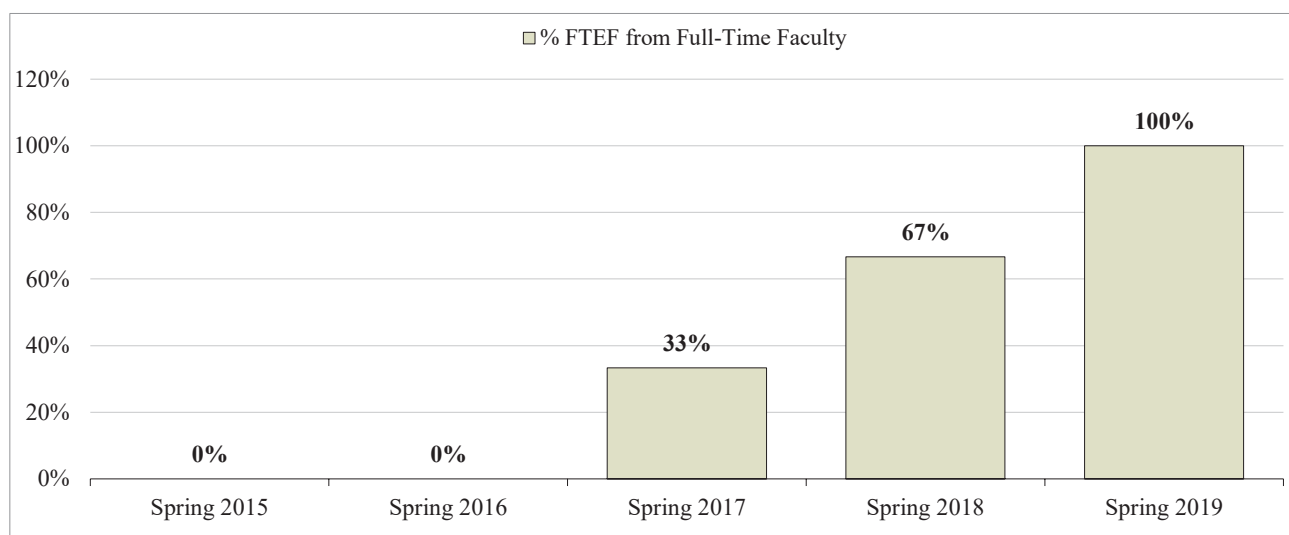
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
FTEF from Full-Time Faculty	0.0	0.0	0.4	0.8	0.8
% FTEF from Full-Time Faculty	0%	0%	33%	67%	100%
Enrollments	188	168	207	225	135
Capacity (seats available)	176	176	264	264	176
Fill Rate	107%	95%	78%	85%	77%



Definitions:

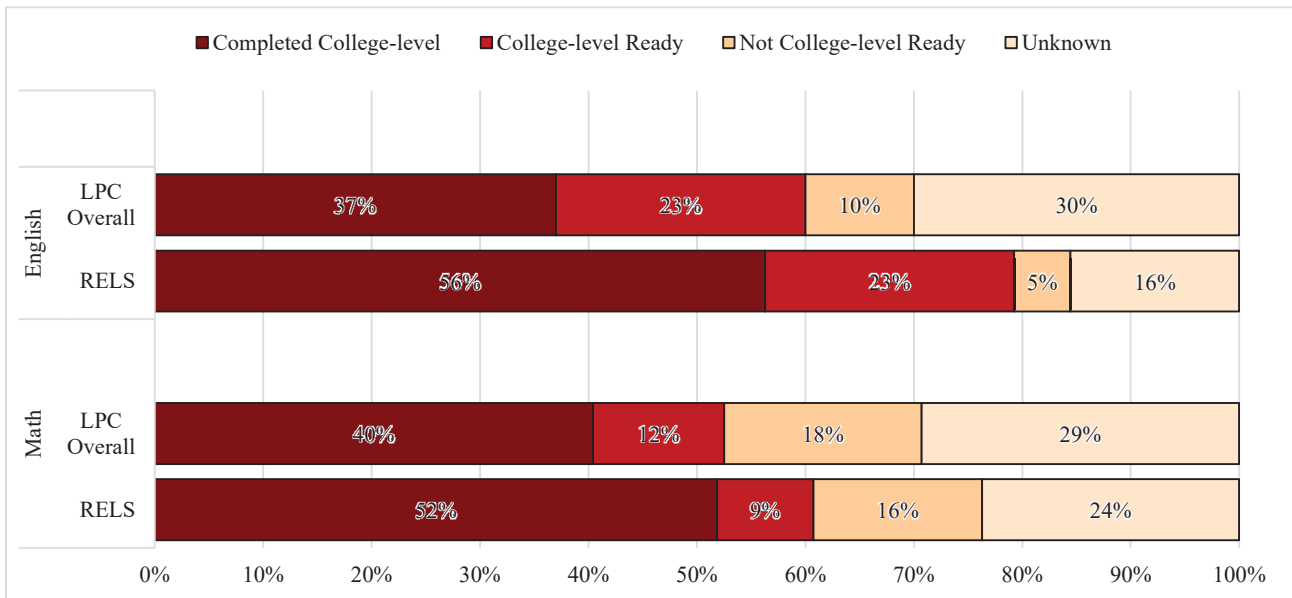
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2019				
	RELS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	76	56%	5,237	60%
College-level Ready	31	24%	1,339	15%
Not College-level Ready	7	6%	458	5%
Unknown	21	17%	1,703	19%
College Math				
Completed College-level	70	52%	4,956	57%
College-level Ready	12	9%	642	7%
Not College-level Ready	21	16%	1,161	13%
Unknown	32	24%	1,978	23%



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.