



Las Positas College
Program Review Discipline Data Packet
Fall 2015 to Fall 2019

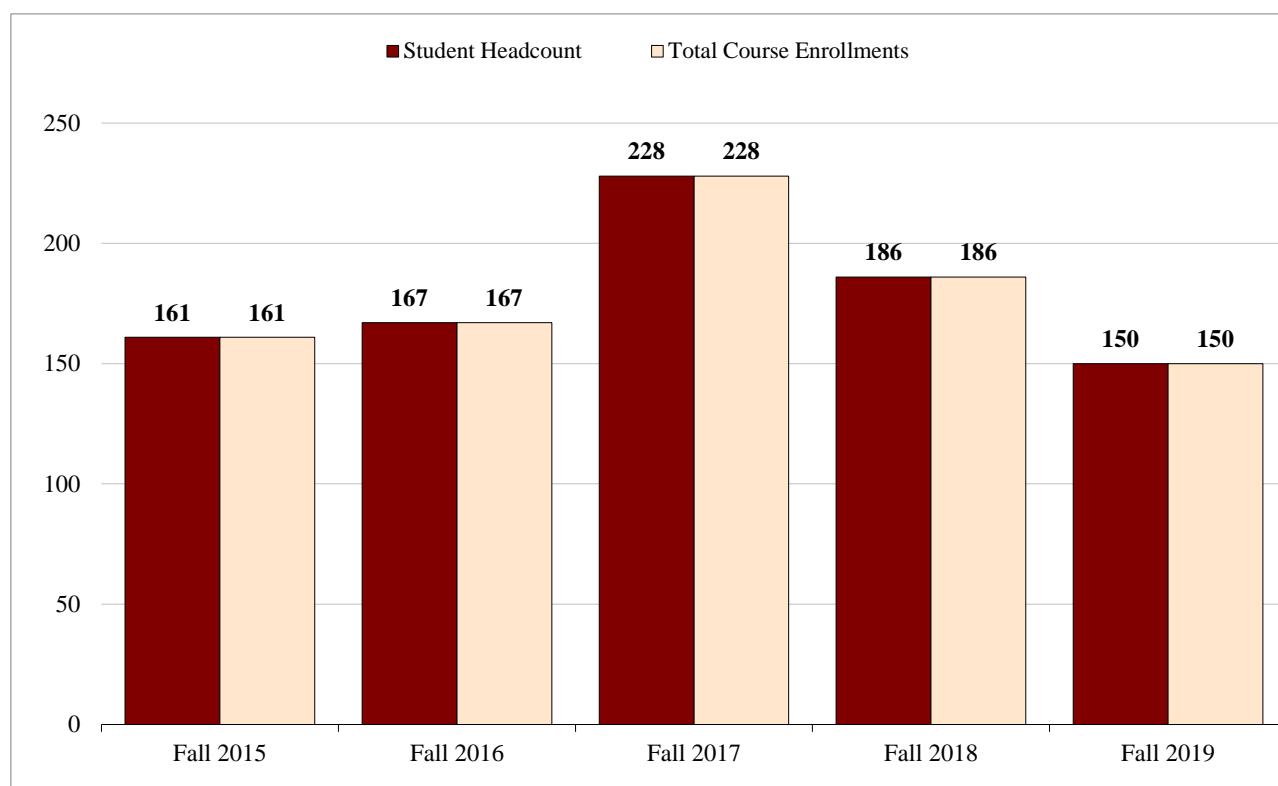
Discipline:
Religious Studies (RELS)

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NOTE: ^ next to rubric / subject code indicates that the report combines data for related credit and non-credit rubrics

Headcount & Enrollment

	Religious Studies (RELS)				
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student Headcount	161	167	228	186	150
Total Course Enrollments	161	167	228	186	150



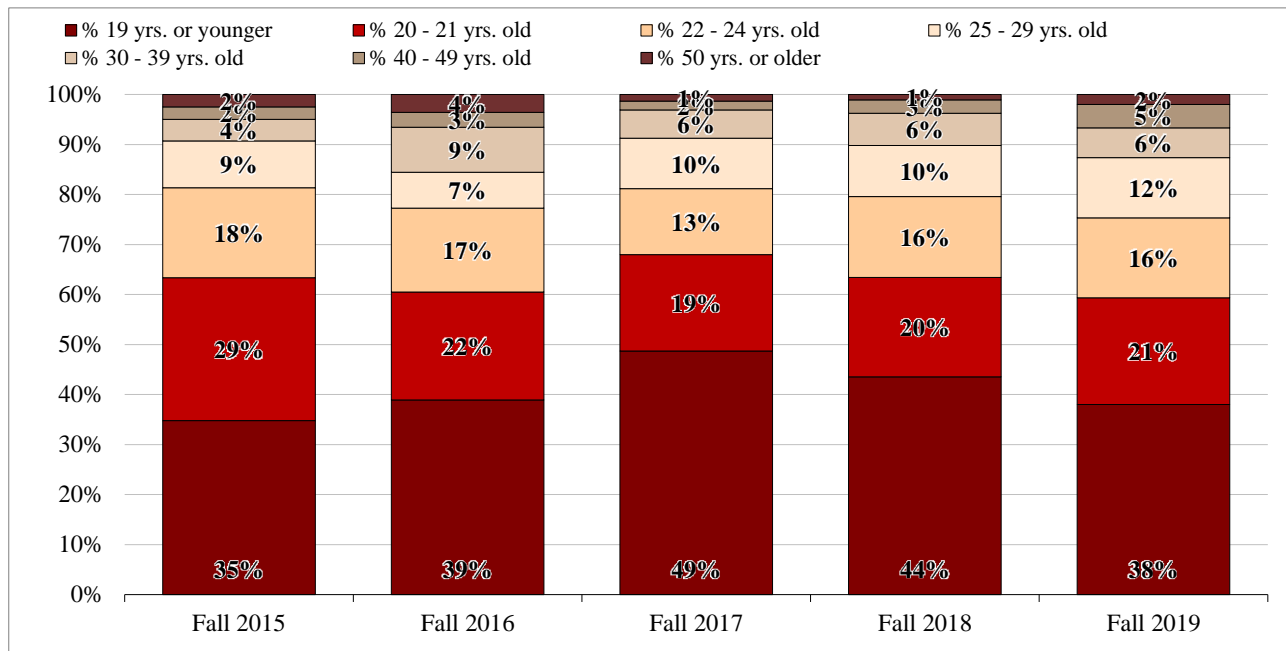
Definitions:

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.

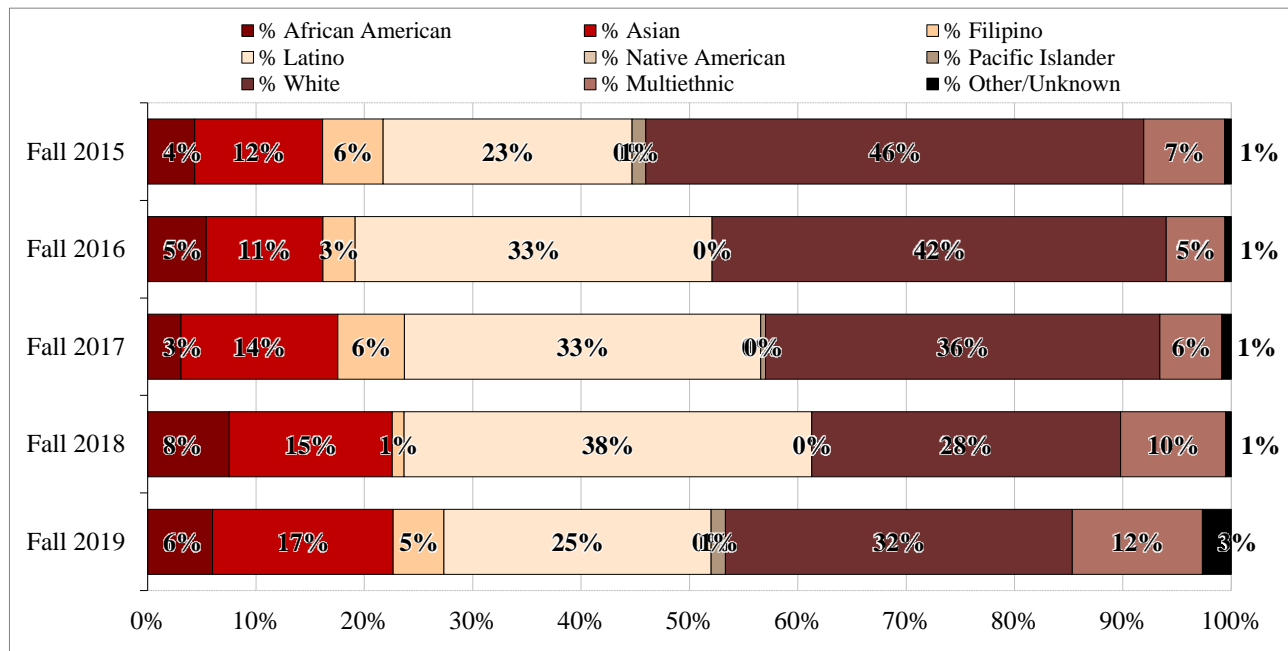
Student Demographics: Gender & Age

Religious Studies (RELS)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Female	87	91	126	119	99
Male	69	75	102	64	46
19 yrs. or younger	56	65	111	81	57
20-21 yrs. old	46	36	44	37	32
22-24 yrs. old	29	28	30	30	24
25-29 yrs. old	15	12	23	19	18
30-39 yrs. old	7	15	13	12	9
40-49 yrs. old	4	5	4	5	7
50 yrs. or older	4	6	3	2	3
% Female	56%	55%	55%	65%	68%
% Male	44%	45%	45%	35%	32%
% 19 yrs. or younger	35%	39%	49%	44%	38%
% 20 - 21 yrs. old	29%	22%	19%	20%	21%
% 22 - 24 yrs. old	18%	17%	13%	16%	16%
% 25 - 29 yrs. old	9%	7%	10%	10%	12%
% 30 - 39 yrs. old	4%	9%	6%	6%	6%
% 40 - 49 yrs. old	2%	3%	2%	3%	5%
% 50 yrs. or older	2%	4%	1%	1%	2%



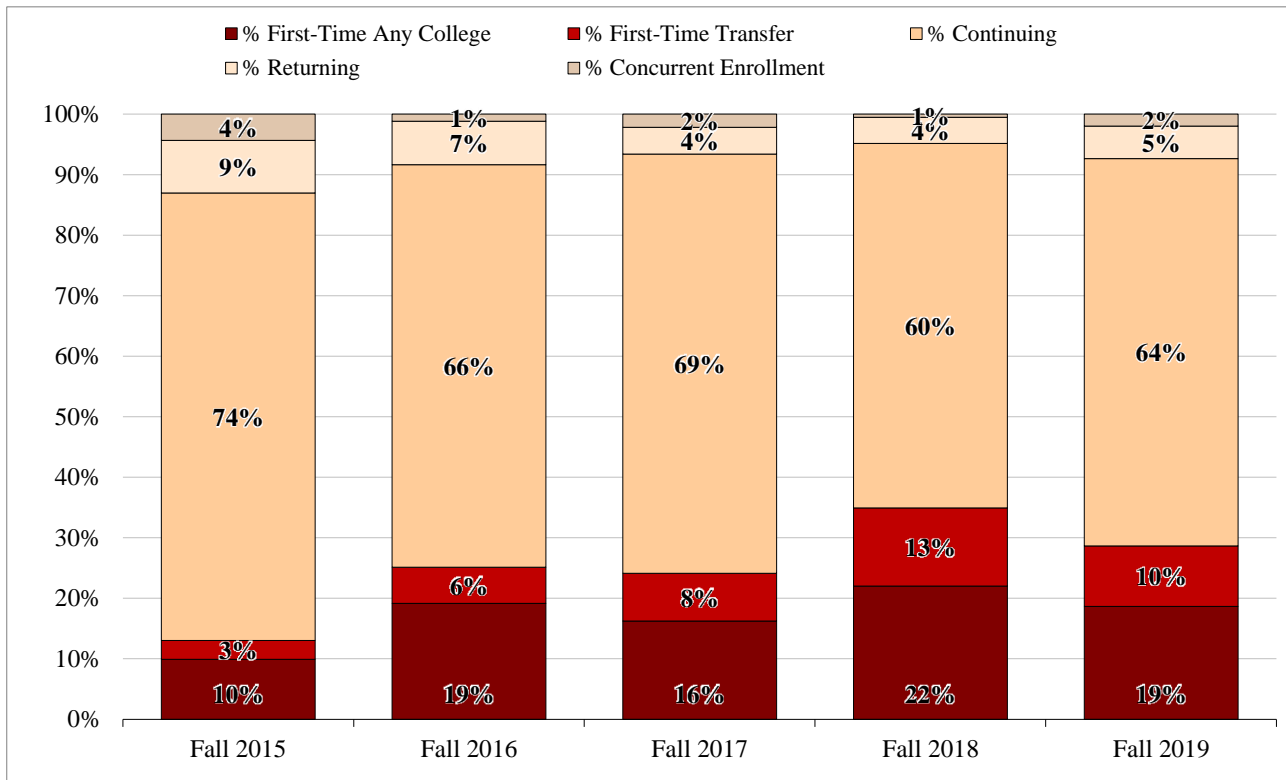
Student Demographic: Race-Ethnicity

Religious Studies (RELS)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	7	9	7	14	9
Asian	19	18	33	28	25
Filipino	9	5	14	2	7
Latino	37	55	75	70	37
Native American	0	0	0	0	0
Pacific Islander	2	0	1	0	2
White	74	70	83	53	48
Multiethnic	12	9	13	18	18
Other/Unknown	1	1	2	1	4
% African American	4%	5%	3%	8%	6%
% Asian	12%	11%	14%	15%	17%
% Filipino	6%	3%	6%	1%	5%
% Latino	23%	33%	33%	38%	25%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	1%	0%	<1%	0%	1%
% White	46%	42%	36%	28%	32%
% Multiethnic	7%	5%	6%	10%	12%
% Other/Unknown	1%	1%	1%	1%	3%



Student Enrollment Status

	Religious Studies (RELS)				
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First-Time Any College	16	32	37	41	28
First-Time Transfer	5	10	18	24	15
Continuing	119	111	158	112	96
Returning	14	12	10	8	8
Concurrent Enrollment	7	2	5	1	3
% First-Time Any College	10%	19%	16%	22%	19%
% First-Time Transfer	3%	6%	8%	13%	10%
% Continuing	74%	66%	69%	60%	64%
% Returning	9%	7%	4%	4%	5%
% Concurrent Enrollment	4%	1%	2%	1%	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.

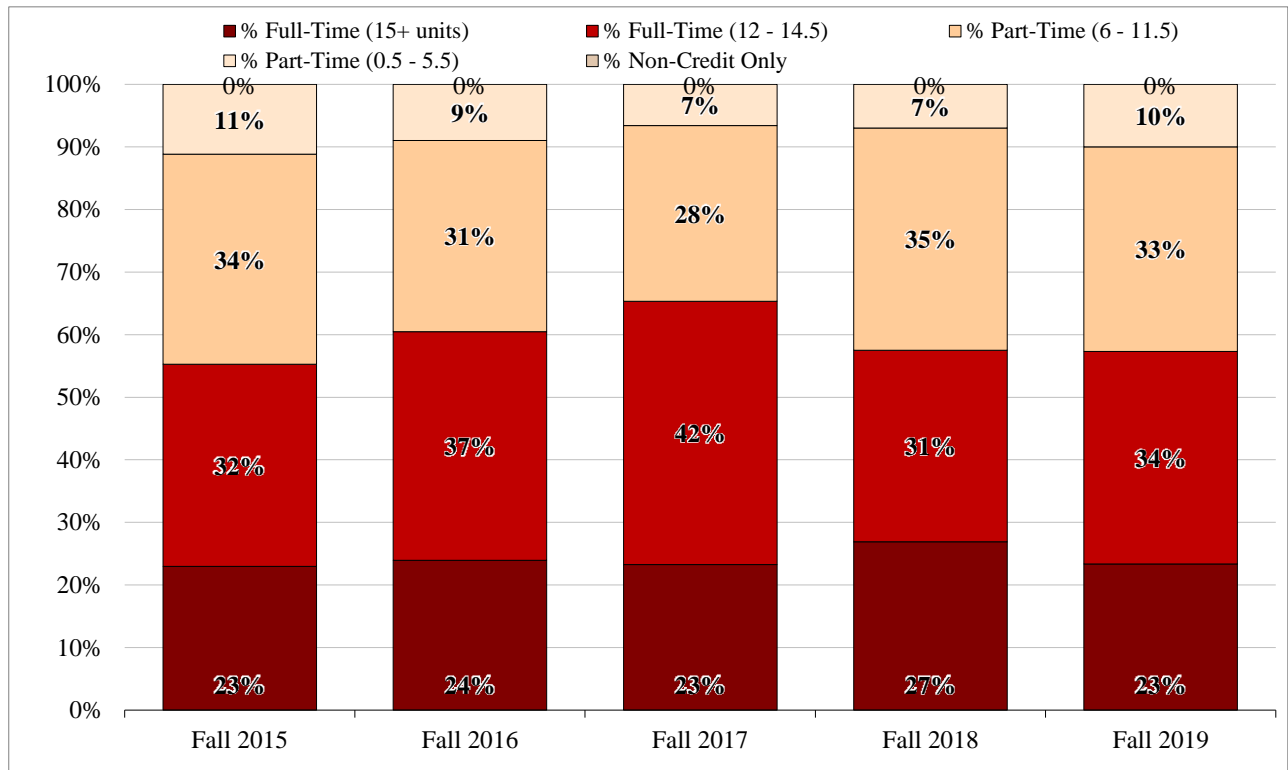
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

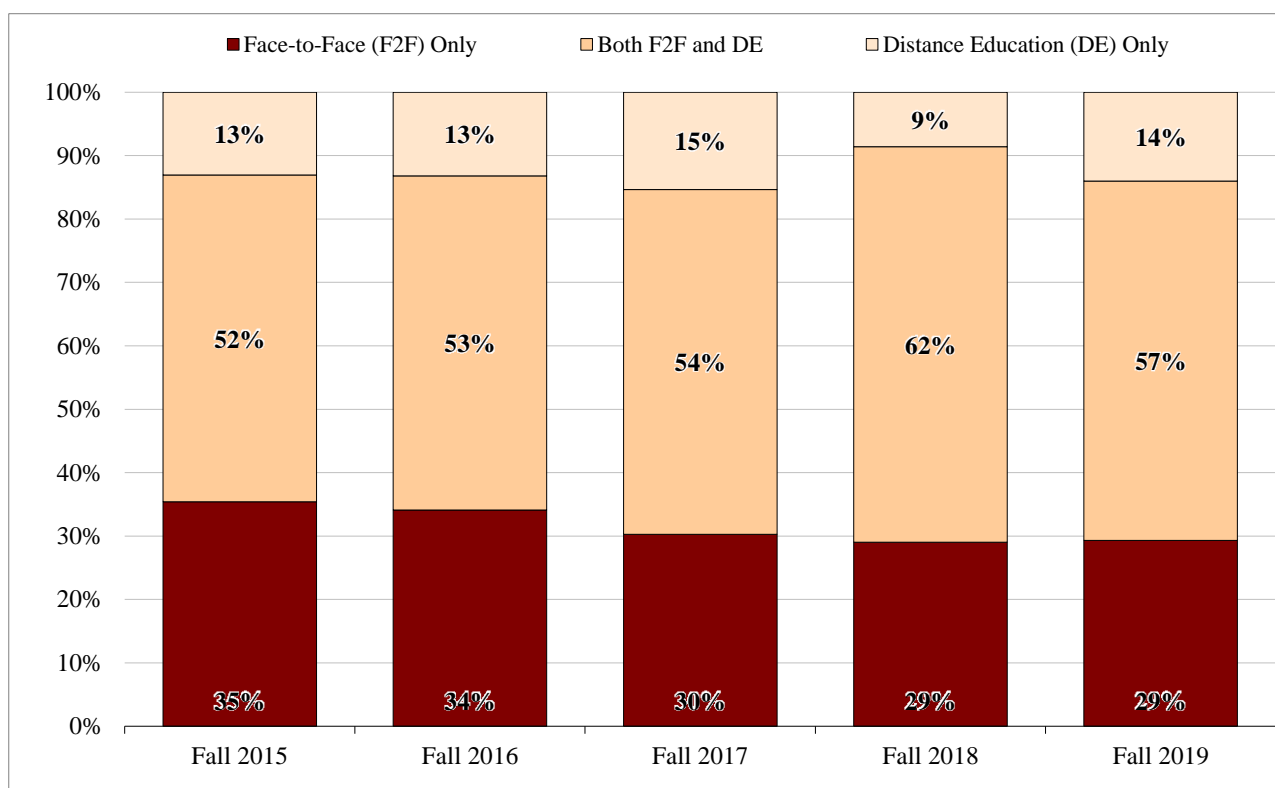
Student Unit Load

Religious Studies (RELS)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full-Time (15+ units)	37	40	53	50	35
Full-Time (12 - 14.5)	52	61	96	57	51
Part-Time (6 - 11.5)	54	51	64	66	49
Part-Time (0.5 - 5.5)	18	15	15	13	15
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	23%	24%	23%	27%	23%
% Full-Time (12 - 14.5)	32%	37%	42%	31%	34%
% Part-Time (6 - 11.5)	34%	31%	28%	35%	33%
% Part-Time (0.5 - 5.5)	11%	9%	7%	7%	10%
% Non-Credit Only	0%	0%	0%	0%	0%



Students Using Distance Education

Religious Studies (RELS)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Face-to-Face (F2F) Only	57	57	69	54	44
Both F2F and DE	83	88	124	116	85
Distance Education (DE) Only	21	22	35	16	21
% Face-to-Face (F2F) Only	35%	34%	30%	29%	29%
% Both F2F and DE	52%	53%	54%	62%	57%
% Distance Education (DE) Only	13%	13%	15%	9%	14%

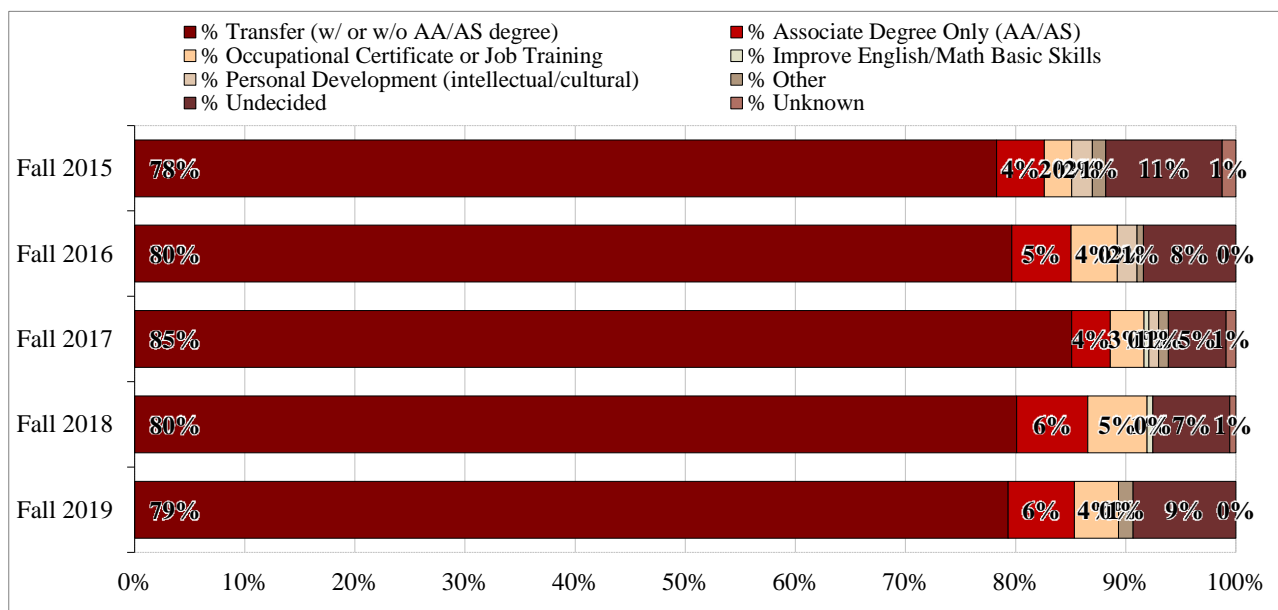


Definitions:

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

Student Educational Goal

Religious Studies (RELS)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Transfer (w/ or w/o AA/AS degree)	126	133	194	149	119
Associate Degree Only (AA/AS)	7	9	8	12	9
Occupational Certificate or Job Training	4	7	7	10	6
Improve English/Math Basic Skills	0	0	1	1	0
Personal Development (intellectual/cultural)	3	3	2	0	0
Other	2	1	2	0	2
Undecided	17	14	12	13	14
Unknown	2	0	2	1	0
% Transfer (w/ or w/o AA/AS degree)	78%	80%	85%	80%	79%
% Associate Degree Only (AA/AS)	4%	5%	4%	6%	6%
% Occupational Certificate or Job Training	2%	4%	3%	5%	4%
% Improve English/Math Basic Skills	0%	0%	<1%	1%	0%
% Personal Development (intellectual/cultural)	2%	2%	1%	0%	0%
% Other	1%	1%	1%	0%	1%
% Undecided	11%	8%	5%	7%	9%
% Unknown	1%	0%	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.

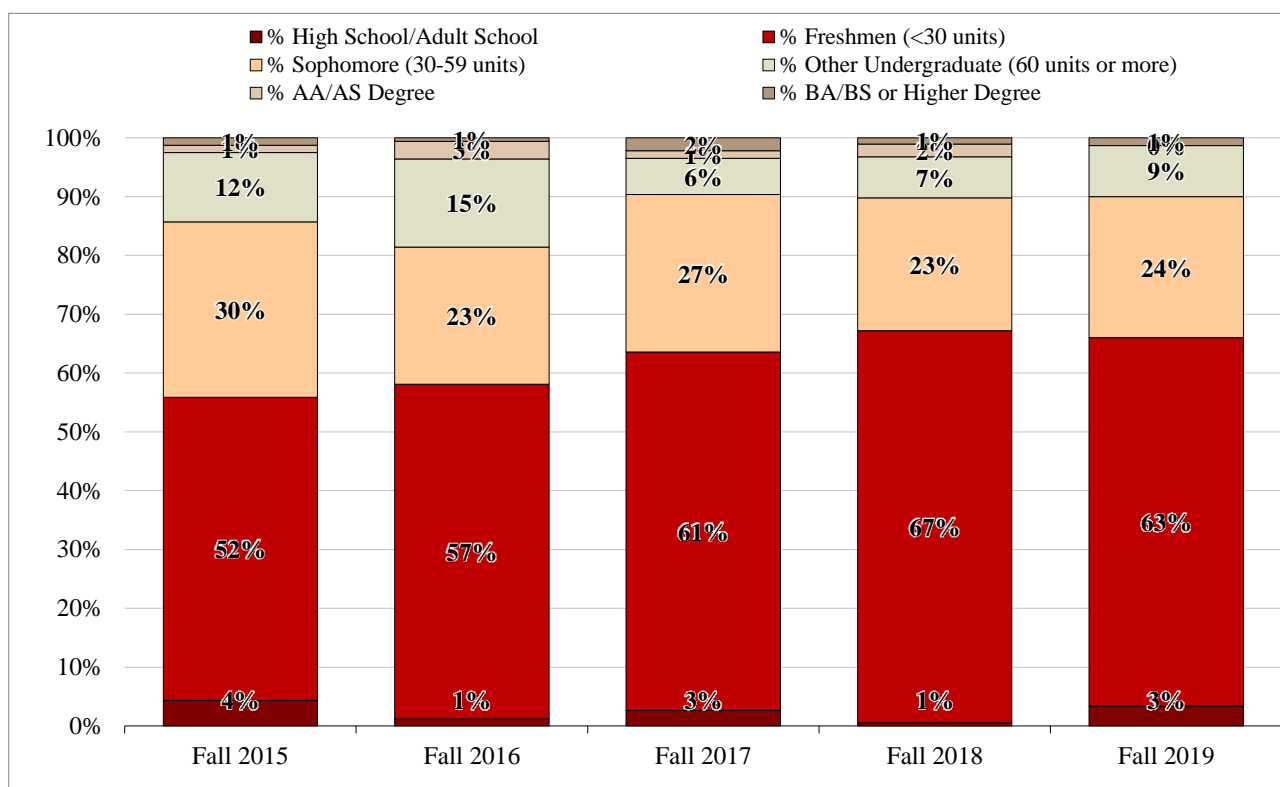
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

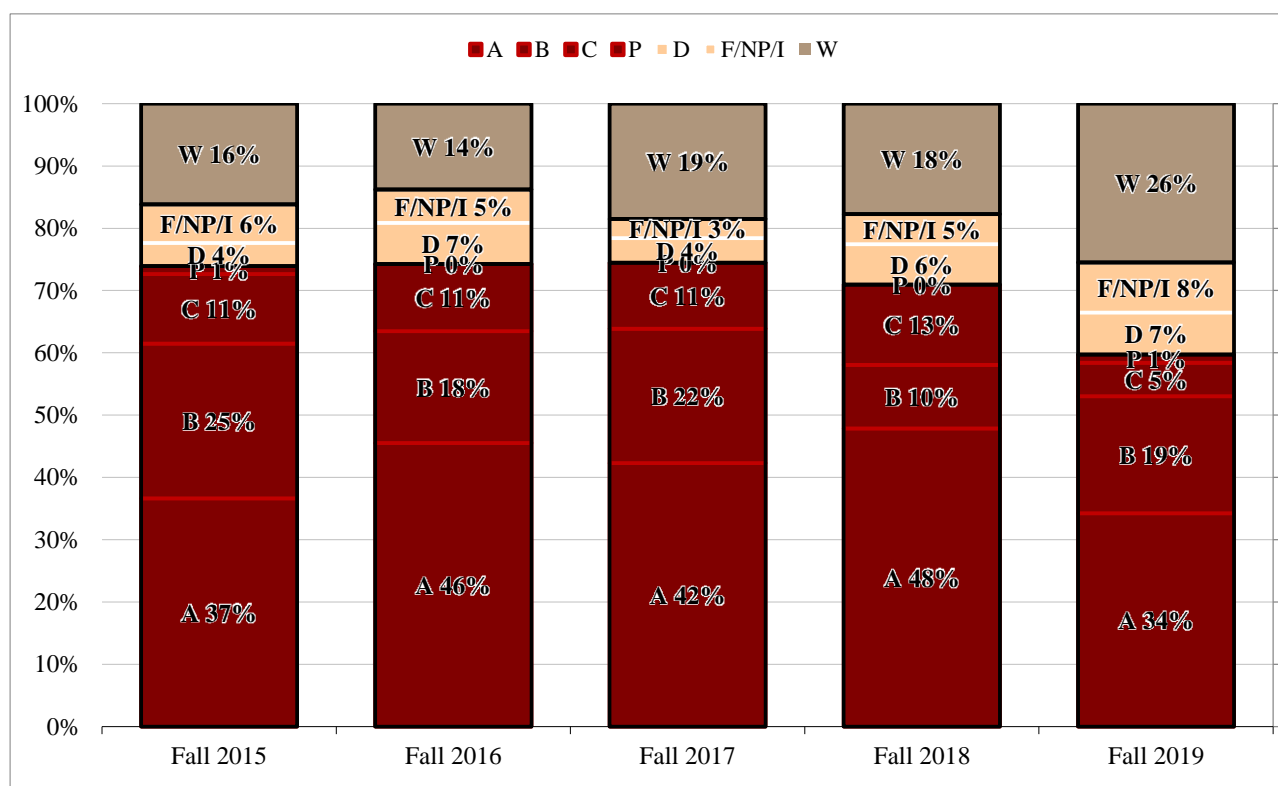
Highest Educational Level of Students

Religious Studies (RELS)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
High School/Adult School	7	2	6	1	5
Freshmen (<30 units)	83	95	139	124	94
Sophomore (30-59 units)	48	39	61	42	36
Other Undergraduate (60 units or more)	19	25	14	13	13
AA/AS Degree	2	5	3	4	0
BA/BS or Higher Degree	2	1	5	2	2
% High School/Adult School	4%	1%	3%	1%	3%
% Freshmen (<30 units)	52%	57%	61%	67%	63%
% Sophomore (30-59 units)	30%	23%	27%	23%	24%
% Other Undergraduate (60 units or more)	12%	15%	6%	7%	9%
% AA/AS Degree	1%	3%	1%	2%	0%
% BA/BS or Higher Degree	1%	1%	2%	1%	1%



Student Performance: Grade Distribution

Religious Studies (RELS)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Course Enrollments	161	167	228	186	150
Course Success Rates	74%	74%	74%	71%	60%
A	37%	46%	42%	48%	34%
B	25%	18%	22%	10%	19%
C	11%	11%	11%	13%	5%
P	1%	0%	0%	0%	1%
Course Non-Success Rate	10%	12%	7%	11%	15%
D	4%	7%	4%	6%	7%
F/NP/I	6%	5%	3%	5%	8%
Withdrawals (W)	16%	14%	19%	18%	26%



Definitions:

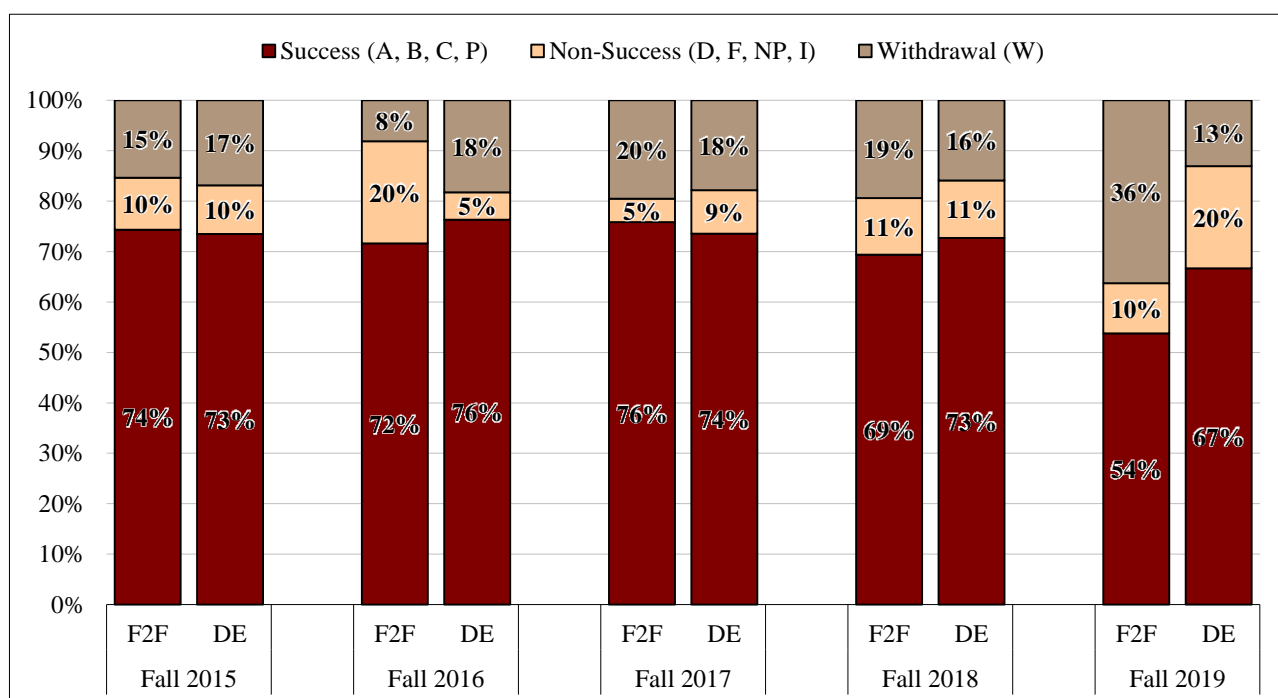
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Course Enrollments	161	167	228	186	150
Face-to-Face (F2F) Sections	78	74	88	98	80
Success Rates	74%	72%	76%	69%	54%
Non-Success Rates	10%	20%	5%	11%	10%
Withdrawals	15%	8%	20%	19%	36%
Distance Education (DE) Sections	83	93	140	88	70
Success Rates	73%	76%	74%	73%	67%
Non-Success Rates	10%	5%	9%	11%	20%
Withdrawals	17%	18%	18%	16%	13%



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.

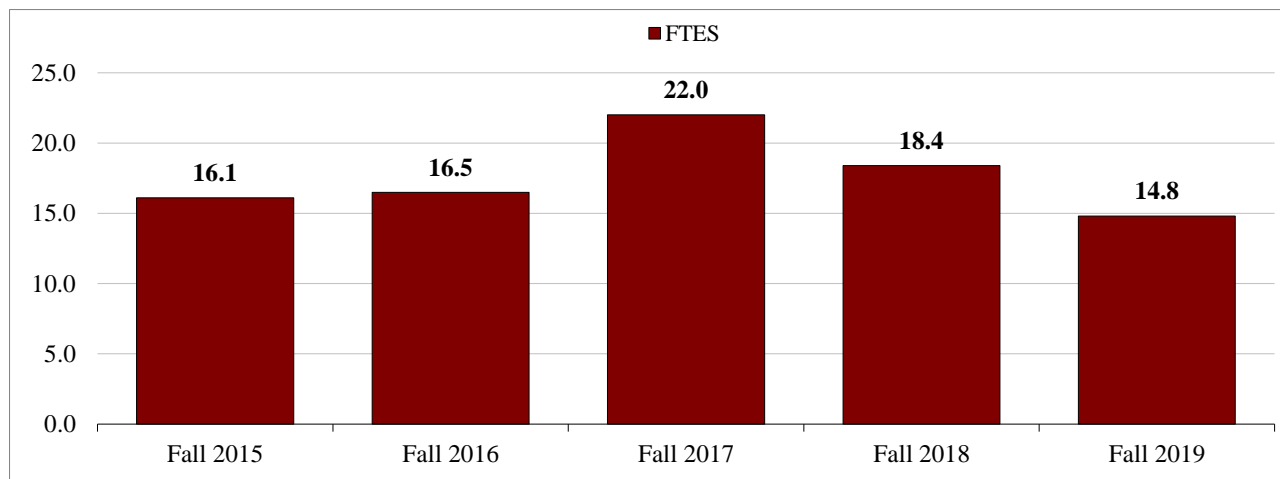
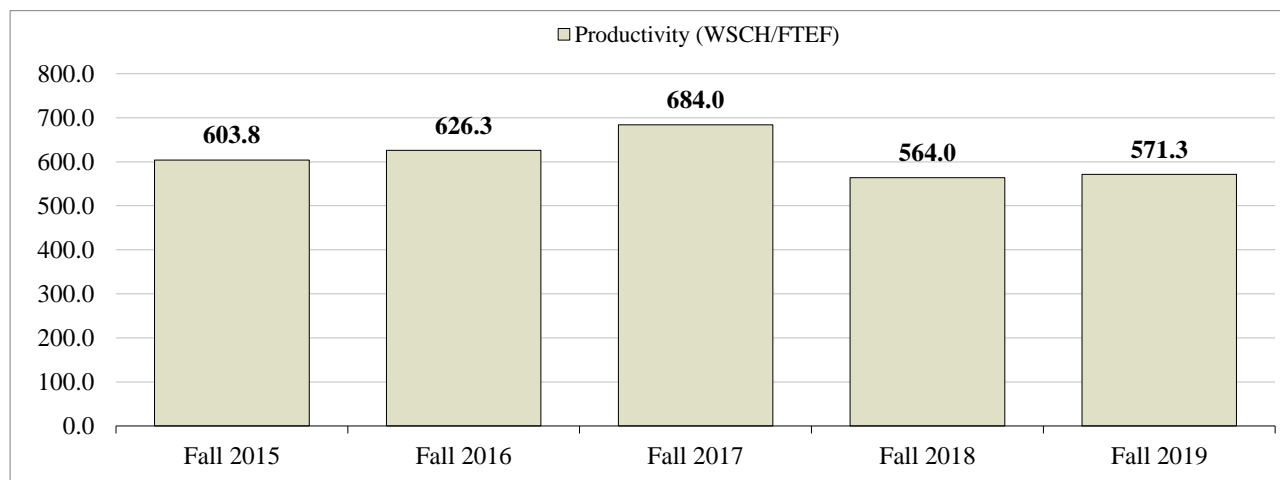
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'T') relative to all students receiving a grade.

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				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
WSCH	483	501	684	564	457
FTES	16.1	16.5	22.0	18.4	14.8
FTEF	0.8	0.8	1.0	1.0	0.8
Productivity (WSCH/FTEF)	603.8	626.3	684.0	564.0	571.3



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.

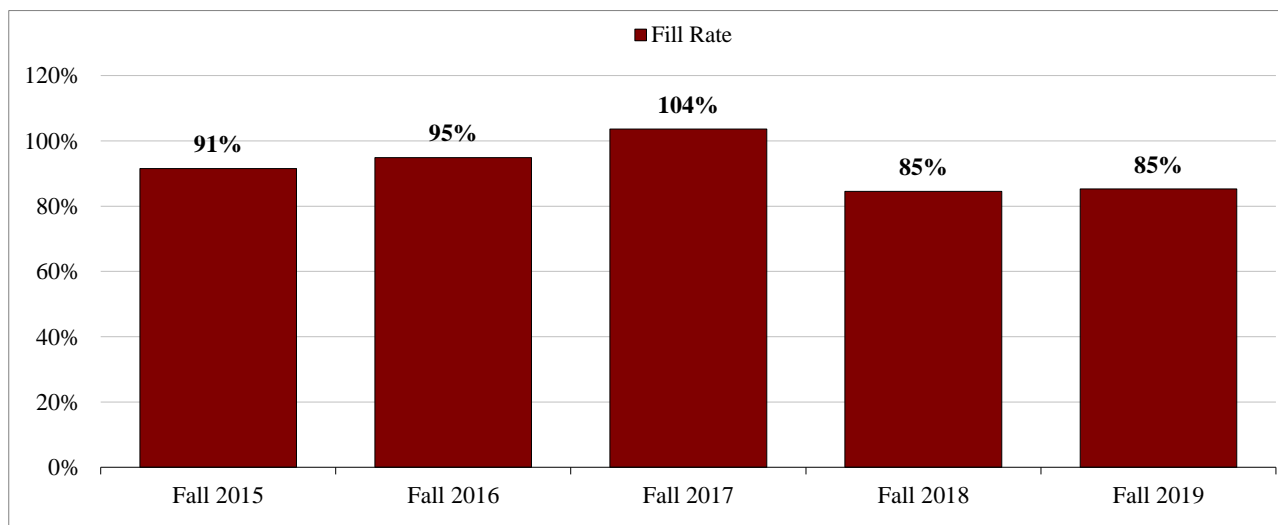
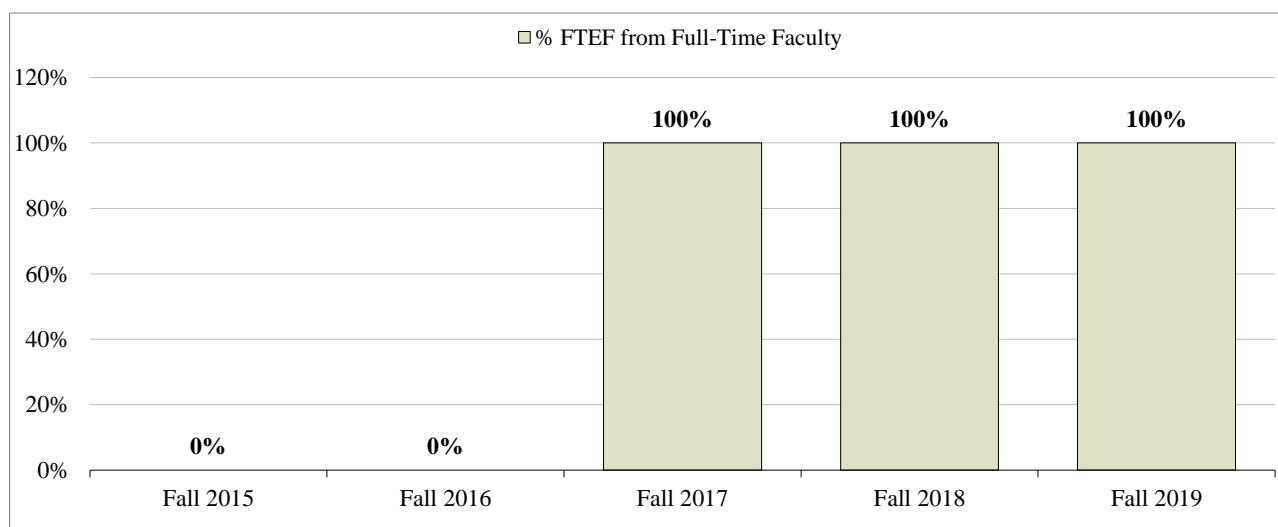
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 7/14/20.

Enrollment Management: Part 2

Religious Studies (RELS)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
FTEF from Full-Time Faculty	0.0	0.0	1.0	1.0	0.8
% FTEF from Full-Time Faculty	0%	0%	100%	100%	100%
Enrollments	161	167	228	186	150
Capacity (seats available)	176	176	220	220	176
Fill Rate	91%	95%	104%	85%	85%



Definitions:

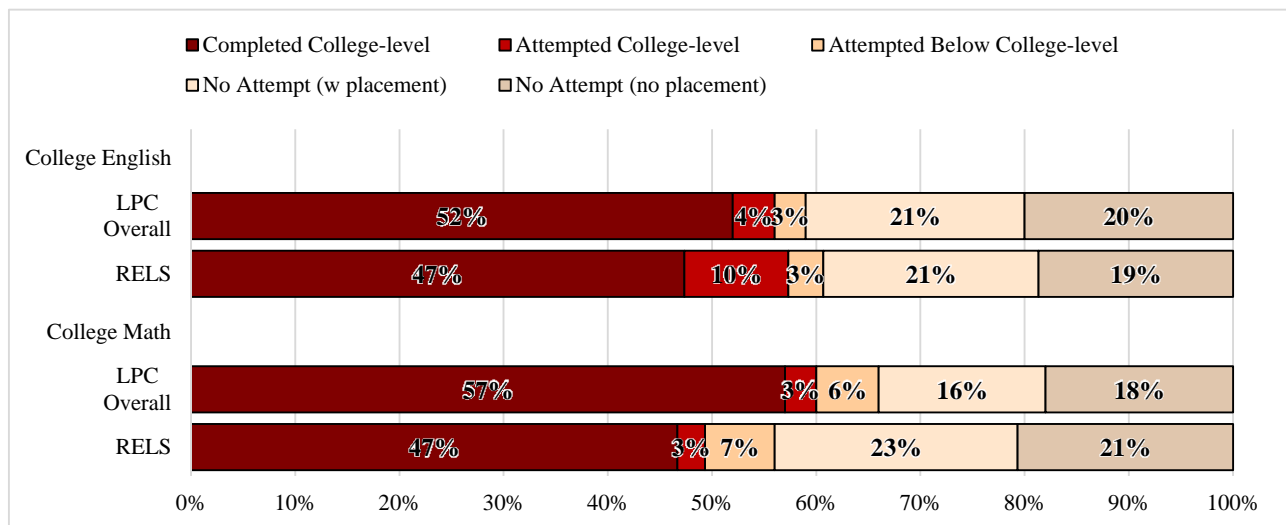
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/14/20.

College Readiness: English & Math Proficiency

Fall 2019				
	RELS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	71	47%	4,712	52%
Attempted College-level	15	10%	393	4%
Attempted Below College-level	5	3%	261	3%
No Attempt (with placement)	31	21%	1,887	21%
No Attempt (no placement)	28	19%	1,811	20%
College Math				
Completed College-level	70	47%	5,193	57%
Attempted College-level	4	3%	302	3%
Attempted Below College-level	10	7%	538	6%
No Attempt (with placement)	35	23%	1,405	16%
No Attempt (no placement)	31	21%	1,623	18%



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 Attempt (w placement) = no previous English enrollments within the sequence but has used a placement tool.

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

College Math:

Completed College-level = successfully 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 Attempt (w placement) = no previous Math enrollments within the sequence but has used a placement tool.

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