Las Positas College

Program Review Discipline Data Packet

Spring 2016 to Spring 2020

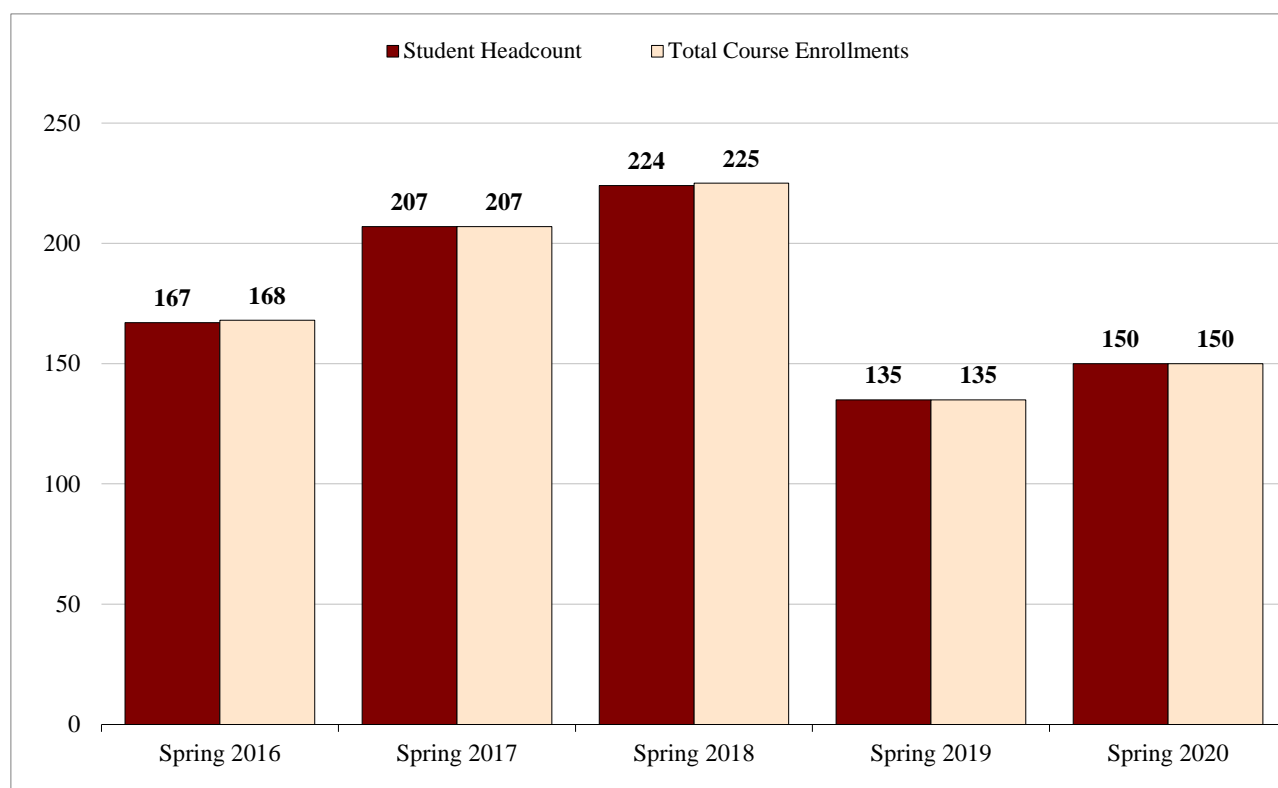### Discipline:

Religious Studies (RELS)

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

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Las Positas College

Headcount & Enrollment

Religious Studies (RELS)					
	Term				
	Spring 2016	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**
Student Headcount	167	207	224	135	150
Total Course Enrollments	168	207	225	135	150

Student Demographics: Gender & Age

Religious Studies (RELS)					
	Term				
	Spring 2016	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**
Female	86	99	106	71	93
Male	81	105	116	63	55
19 yrs. or younger	59	80	87	55	53
20-21 yrs. old	53	60	62	35	39
22-24 yrs. old	24	32	31	15	17
25-29 yrs. old	17	18	12	9	12
30-39 yrs. old	8	13	23	14	17
40-49 yrs. old	1	4	7	3	6
50 yrs. or older	5	0	2	4	6
% Female	51%	49%	48%	53%	63%
% Male	49%	51%	52%	47%	37%
% 19 yrs. or younger	35%	39%	39%	41%	35%
% 20 - 21 yrs. old	32%	29%	28%	26%	26%
% 22 - 24 yrs. old	14%	15%	14%	11%	11%
% 25 - 29 yrs. old	10%	9%	5%	7%	8%
% 30 - 39 yrs. old	5%	6%	10%	10%	11%
% 40 - 49 yrs. old	1%	2%	3%	2%	4%
% 50 yrs. or older	3%	0%	1%	3%	4%
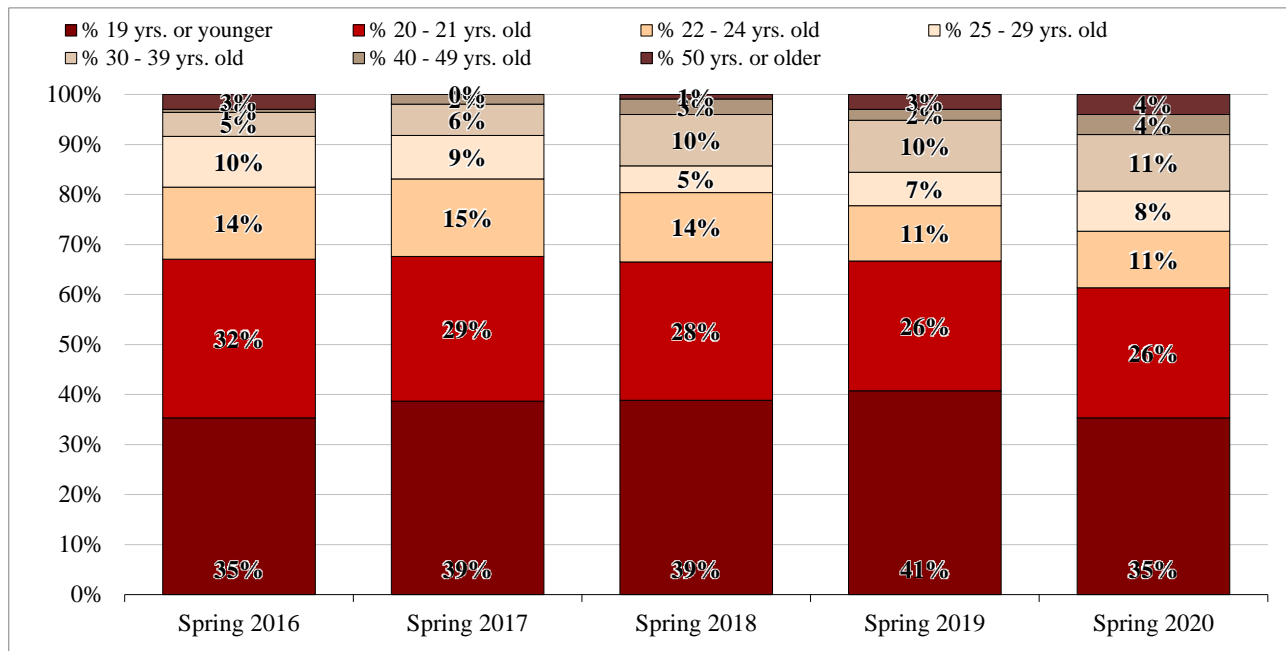
Student Demographic: Race-Ethnicity

Religious Studies (RELS)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
African American	4	11	12	13	12
Asian	27	27	37	19	36
Filipino	10	7	10	7	3
Latino	41	64	66	38	40
Native American	0	0	1	0	0
Pacific Islander	2	0	2	0	0
White	67	80	85	42	42
Multiethnic	14	15	10	16	14
Other/Unknown	2	3	1	0	3
% African American	2%	5%	5%	10%	8%
% Asian	16%	13%	17%	14%	24%
% Filipino	6%	3%	4%	5%	2%
% Latino	25%	31%	29%	28%	27%
% Native American	0%	0%	<1%	0%	0%
% Pacific Islander	1%	0%	1%	0%	0%
% White	40%	39%	38%	31%	28%
% Multiethnic	8%	7%	4%	12%	9%
% Other/Unknown	1%	1%	<1%	0%	2%
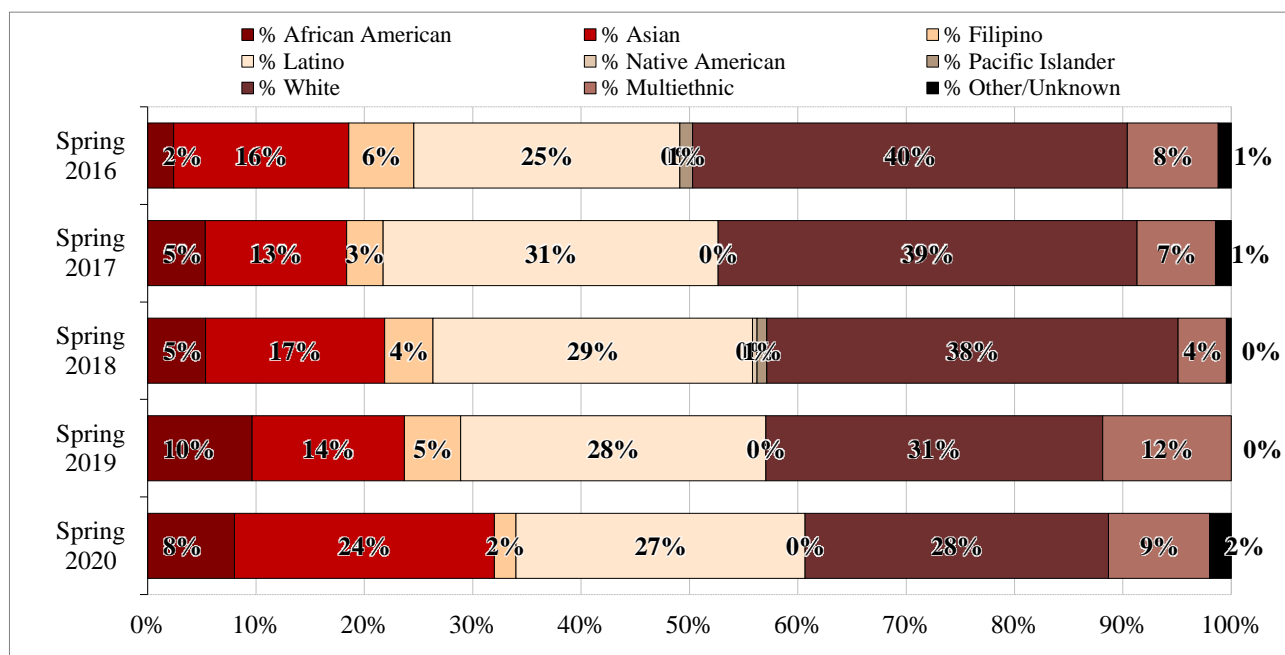
Student Enrollment Status

Religious Studies (RELS)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
First-Time Any College	2	3	11	4	9
First-Time Transfer	4	7	10	11	14
Continuing	161	182	192	116	114
Returning	0	4	7	2	8
Concurrent Enrollment	0	11	4	2	5
% First-Time Any College	1%	1%	5%	3%	6%
% First-Time Transfer	2%	3%	4%	8%	9%
% Continuing	96%	88%	86%	86%	76%
% Returning	0%	2%	3%	1%	5%
% Concurrent Enrollment	0%	5%	2%	1%	3%
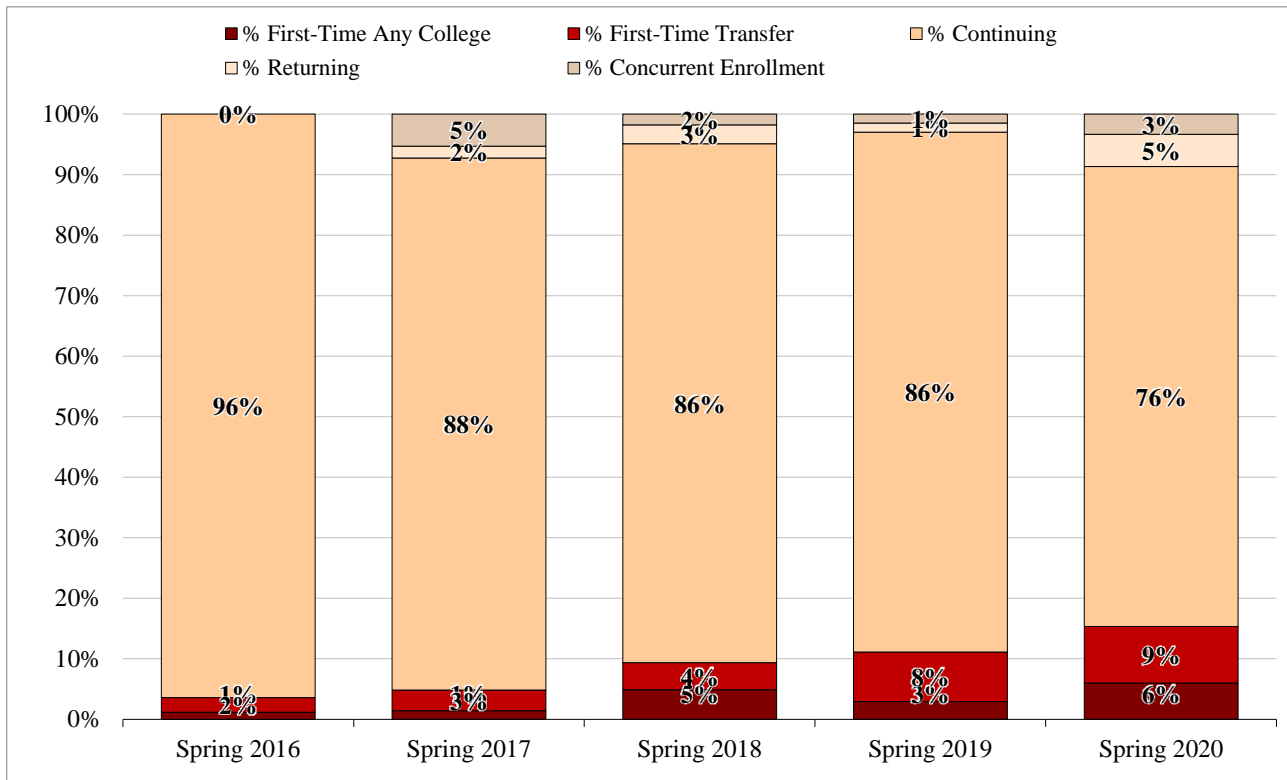
Definitions:

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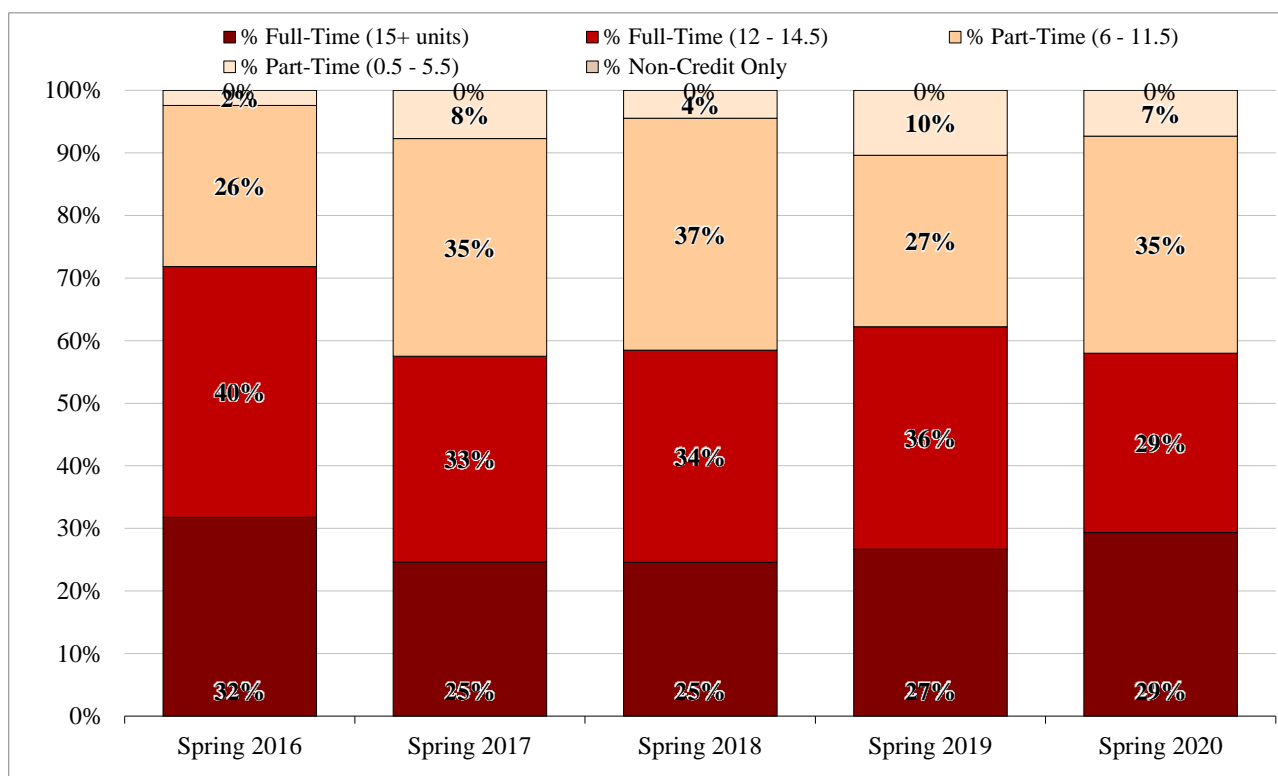
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.
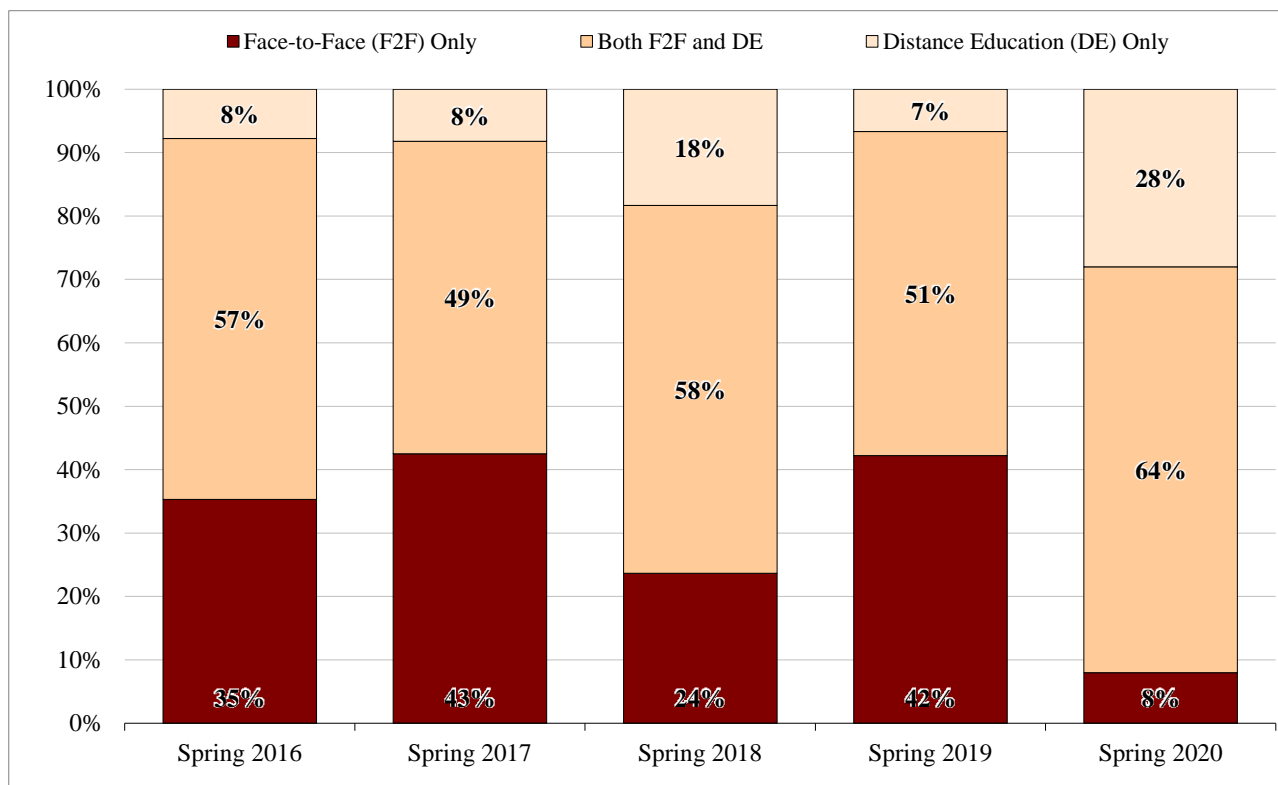
Student Unit Load

Religious Studies (RELS)					
	Term				
	Spring 2016	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**
Full-Time (15+ units)	53	51	55	36	44
Full-Time (12 - 14.5)	67	68	76	48	43
Part-Time (6 - 11.5)	43	72	83	37	52
Part-Time (0.5 - 5.5)	4	16	10	14	11
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	32%	25%	25%	27%	29%
% Full-Time (12 - 14.5)	40%	33%	34%	36%	29%
% Part-Time (6 - 11.5)	26%	35%	37%	27%	35%
% Part-Time (0.5 - 5.5)	2%	8%	4%	10%	7%
% Non-Credit Only	0%	0%	0%	0%	0%

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Students Using Distance Education

| Religious Studies (RELS)					
Term					
(Categories reflect college-wide coursework)	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Face-to-Face (F2F) Only	59	88	53	57	12
Both F2F and DE	95	102	130	69	96
Distance Education (DE) Only	13	17	41	9	42
% Face-to-Face (F2F) Only	35%	43%	24%	42%	8%
% Both F2F and DE	57%	49%	58%	51%	64%
% Distance Education (DE) Only	8%	8%	18%	7%	28%

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 2016	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**
Transfer (w/ or w/o AA/AS degree)	145	174	184	110	123
Associate Degree Only (AA/AS)	2	4	7	11	7
Occupational Certificate or Job Training	2	7	7	3	8
Improve English/Math Basic Skills	1	0	1	0	0
Personal Development (intellectual/cultural)	3	6	4	1	4
Other	1	1	1	1	0
Undecided	12	14	19	9	8
Unknown	1	1	1	0	0
% Transfer (w/ or w/o AA/AS degree)	87%	84%	82%	81%	82%
% Associate Degree Only (AA/AS)	1%	2%	3%	8%	5%
% Occupational Certificate or Job Training	1%	3%	3%	2%	5%
% Improve English/Math Basic Skills	1%	0%	<1%	0%	0%
% Personal Development (intellectual/cultural	2%	3%	2%	1%	3%
% Other	1%	<1%	<1%	1%	0%
% Undecided	7%	7%	8%	7%	5%
% Unknown	1%	<1%	<1%	0%	0%
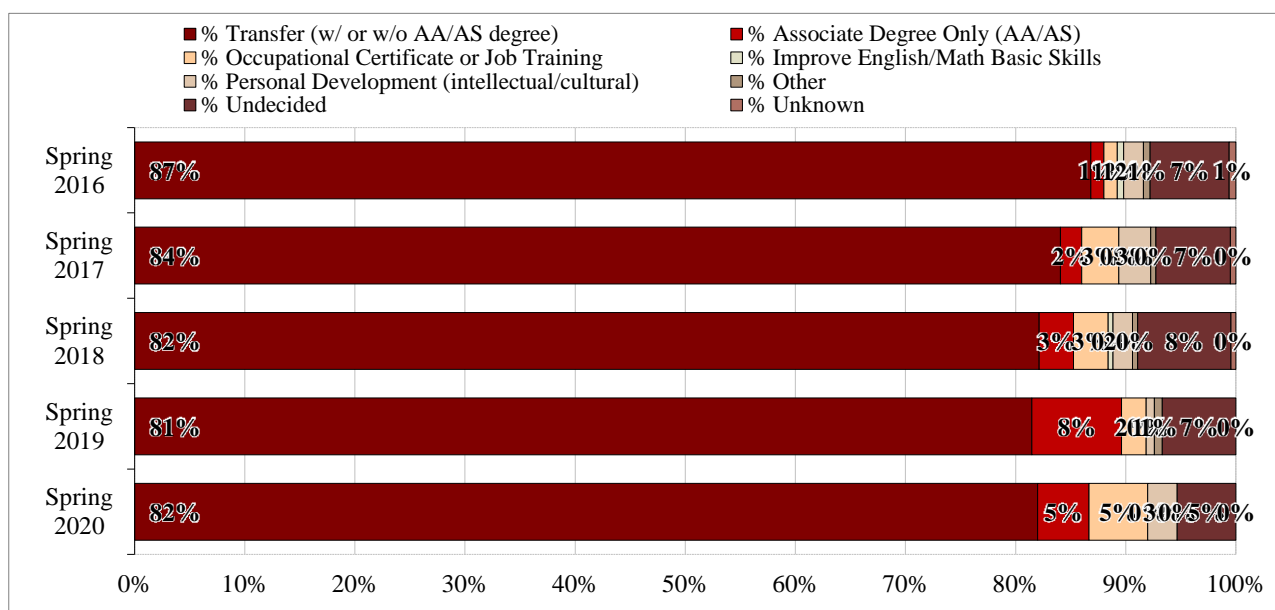
Definitions:

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

Religious Studies (RELS)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
High School/Adult School	0	12	6	3	7
Freshmen (<30 units)	73	83	119	75	72
Sophomore (30-59 units)	67	67	69	35	41
Other Undergraduate (60 units or more)	23	36	17	15	19
AA/AS Degree	1	5	11	3	4
BA/BS or Higher Degree	3	4	2	4	7
% High School/Adult School	0%	6%	3%	2%	5%
% Freshmen (<30 units)	44%	40%	53%	56%	48%
% Sophomore (30-59 units)	40%	32%	31%	26%	27%
% Other Undergraduate (60 units or more)	14%	17%	8%	11%	13%
% AA/AS Degree	1%	2%	5%	2%	3%
% BA/BS or Higher Degree	2%	2%	1%	3%	5%
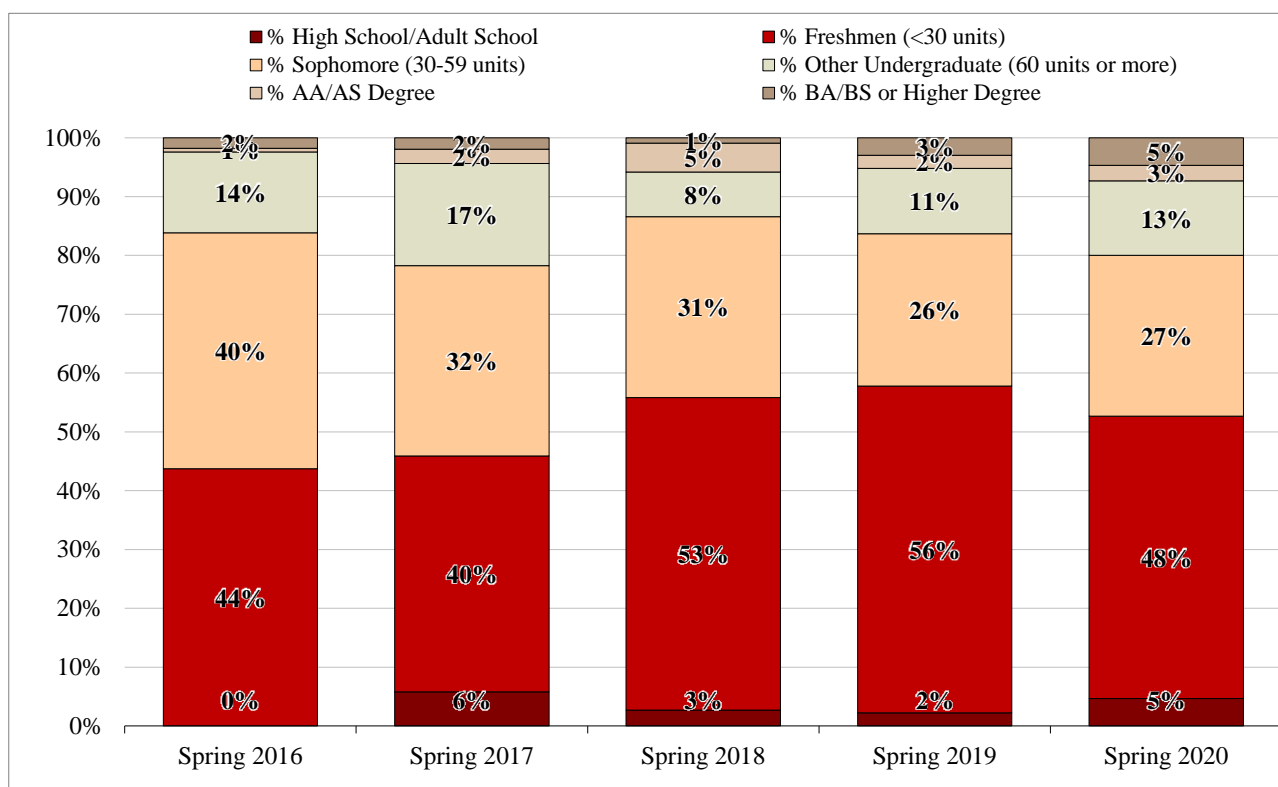
Student Performance: Grade Distribution

| Religious Studies (RELS)					
	Term				
	Spring 2016	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**
Total Course Enrollments	168	207	225	135	150
Course Success Rates	**79%**	**80%**	**69%**	**73%**	**72%**
A	42%	48%	49%	42%	47%
B	28%	17%	12%	16%	12%
C	10%	14%	6%	15%	10%
P	0%	0%	1%	0%	3%
Course Non-Success Rate	**8%**	**7%**	**8%**	**13%**	**1%**
D	3%	4%	4%	10%	1%
F/NP/I	5%	3%	4%	3%	0%
Withdrawals (W)	**13%**	**13%**	**24%**	**15%**	**27%**
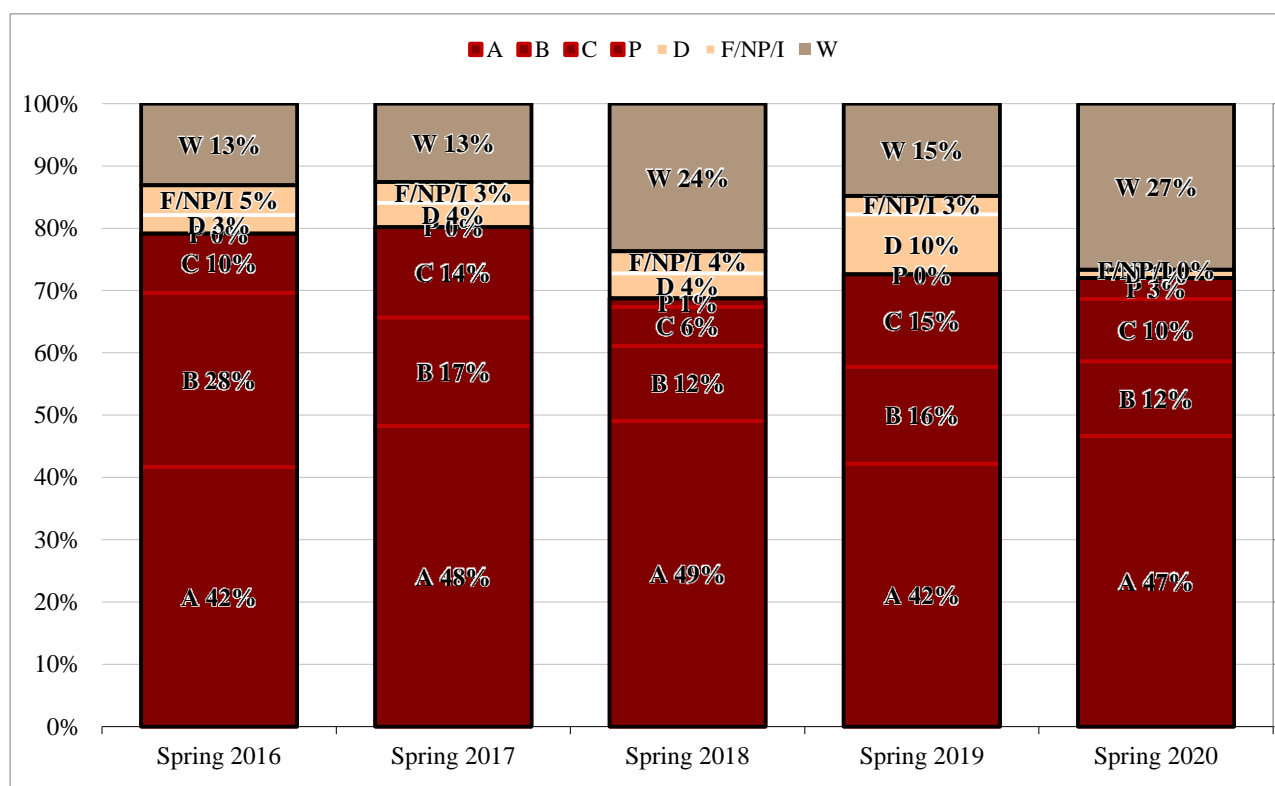
Definitions:

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 2016	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**
Total Course Enrollments	168	207	225	135	150
Face-to-Face (F2F) Sections	79	109	65	91	20
Success Rates	80%	84%	60%	69%	75%
Non-Success Rates	8%	6%	9%	12%	0%
Withdrawals	13%	10%	31%	19%	25%
Distance Education (DE) Sections	89	98	160	44	130
Success Rates	79%	76%	72%	80%	72%
Non-Success Rates	8%	9%	7%	14%	2%
Withdrawals	13%	15%	21%	7%	27%
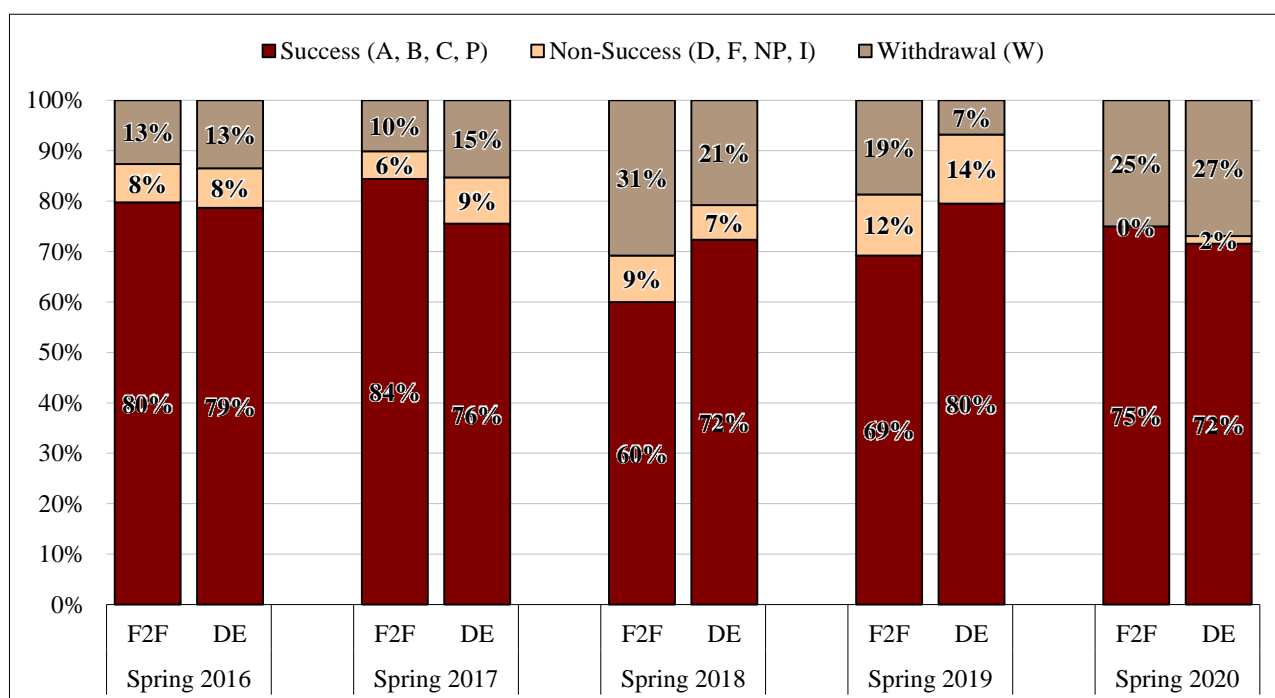
Definitions:

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 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
WSCH	504	621	677	403	456
FTES	16.8	20.1	21.6	12.9	14.2
FTEF	0.8	1.2	1.2	0.8	1.2
Productivity (WSCH/FTEF)	630.0	517.5	564.2	503.8	380.0
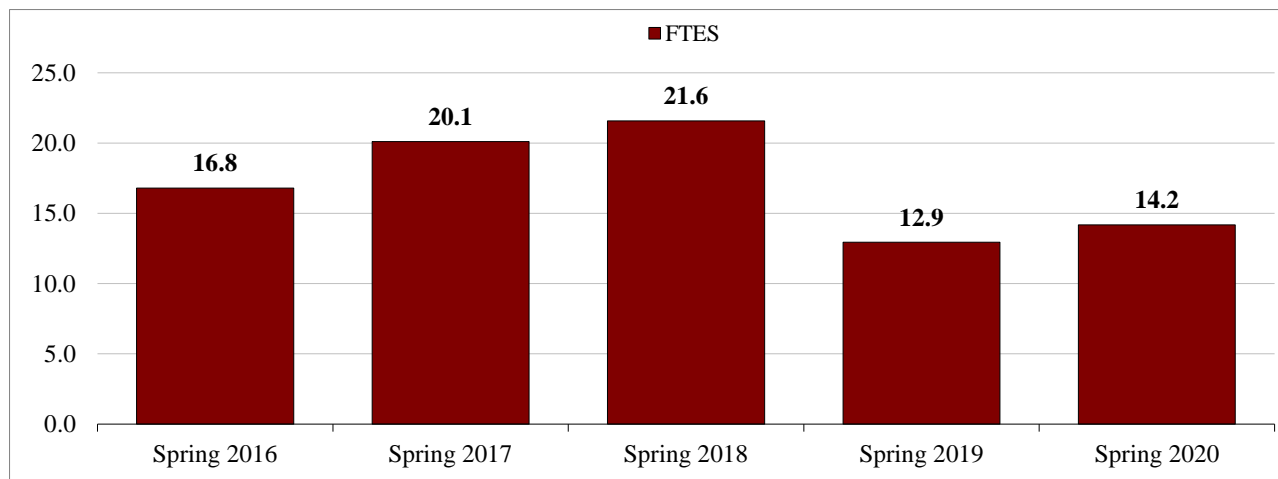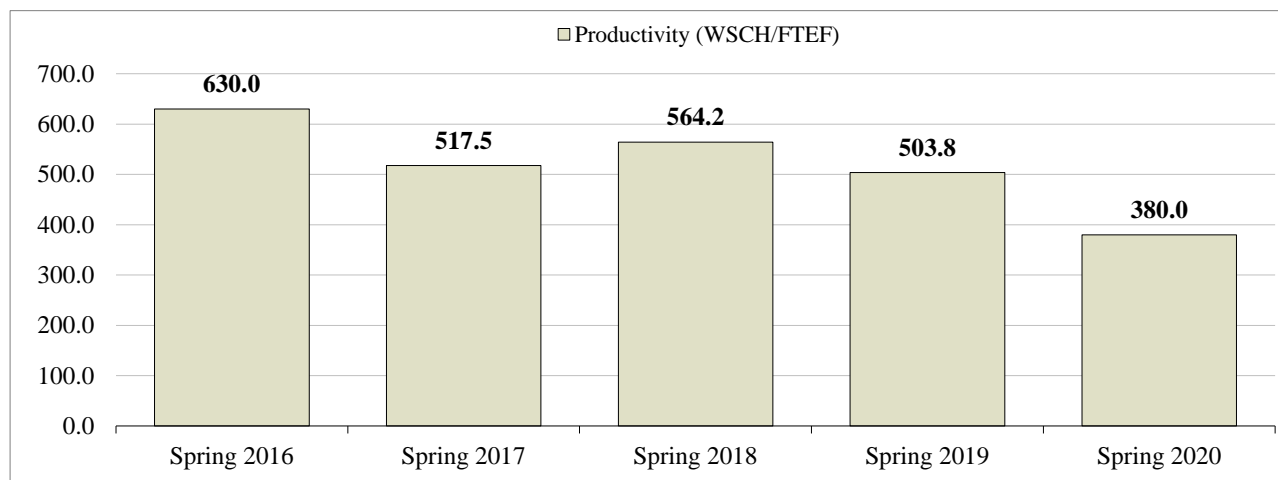
Definitions:

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

Enrollment Management: Part 2

| Religious Studies (RELS)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
FTEF from Full-Time Faculty	0.0	0.4	0.8	0.8	1.0
% FTEF from Full-Time Faculty	0%	33%	67%	100%	83%
Enrollments	168	207	225	135	150
Capacity (seats available)	176	264	264	176	264
Fill Rate	95%	78%	85%	77%	57%
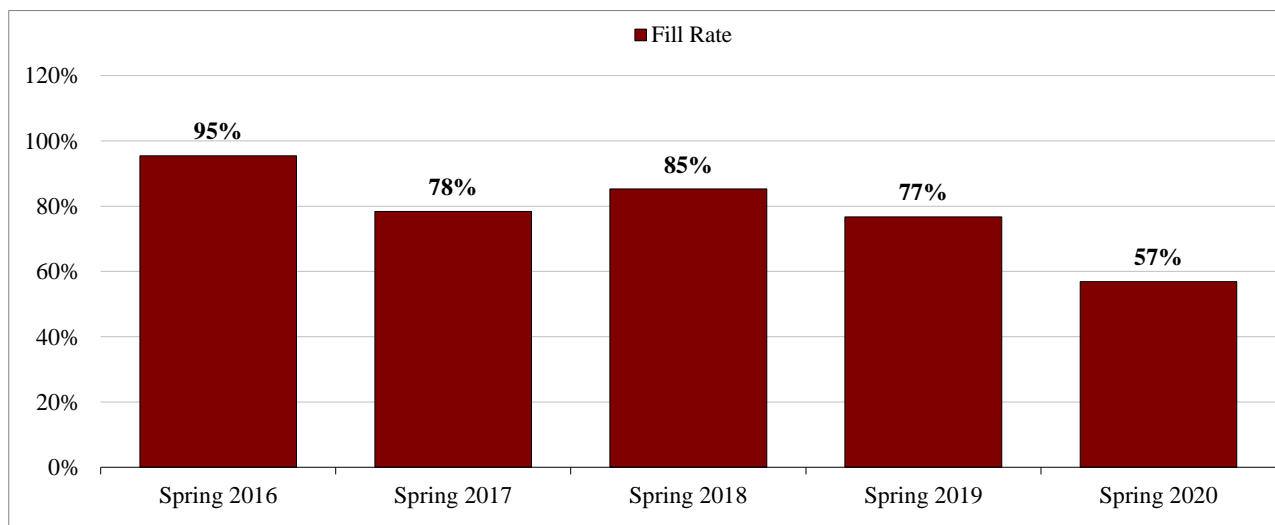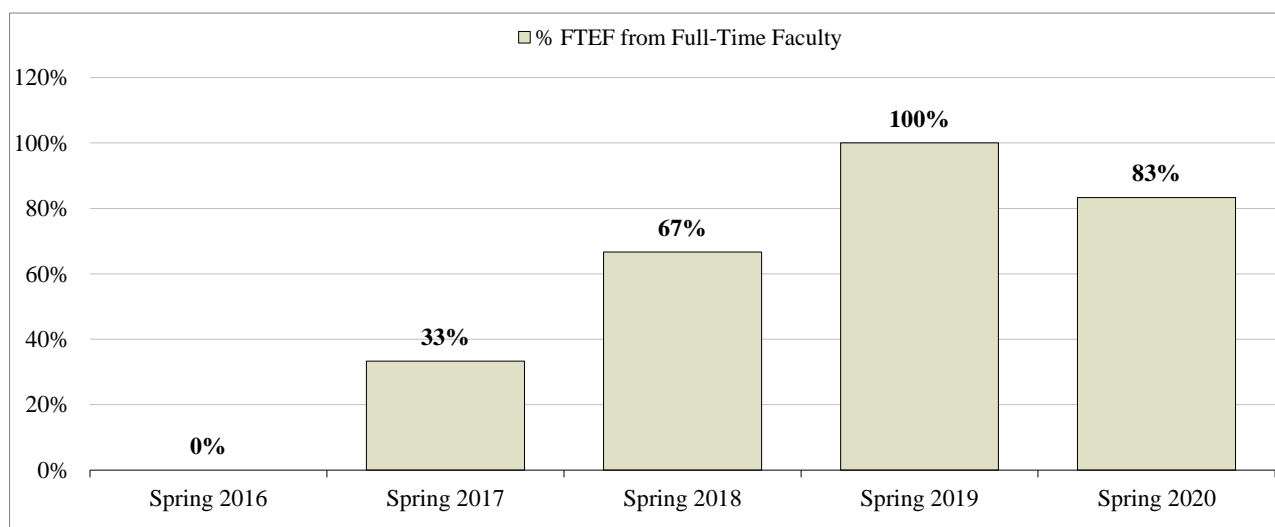
Definitions:

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

Spring 2020					
	RELS			**LPC Overall**	
	Num	**Pct**		**Num**	**Pct**
College English					
Completed College-level	88	59%		5,254	61%
Attempted College-level	6	4%		502	6%
Attempted Below College-level	4	3%		179	2%
No Attempt (with placement)	25	17%		1,175	14%
No Attempt (no placement)	27	18%		1,480	17%
College Math					
Completed College-level	83	55%		5,383	63%
Attempted College-level	7	5%		274	3%
Attempted Below College-level	4	3%		366	4%
No Attempt (with placement)	26	17%		1,134	13%
No Attempt (no placement)	30	20%		1,433	17%
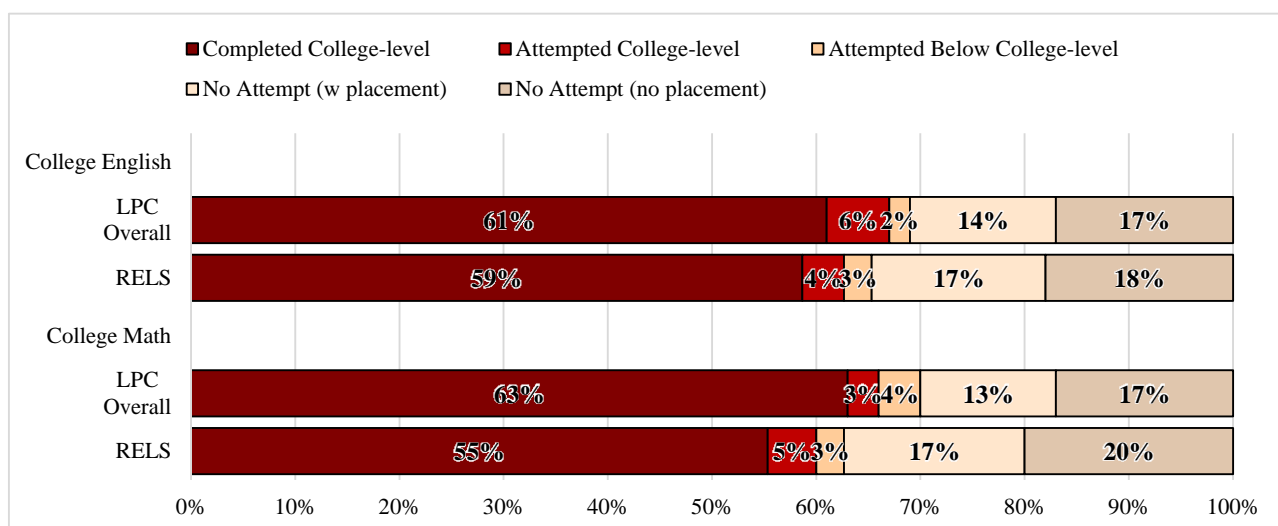
Definitions:

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

College Math:

Completed College-level = succesfully 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 Atempt (no placement) = no previous Math enrollments within the sequence and did not utilize a placement tool.