



Las Positas College

Discipline Program Review Data Packet

Spring 2017 to Spring 2021

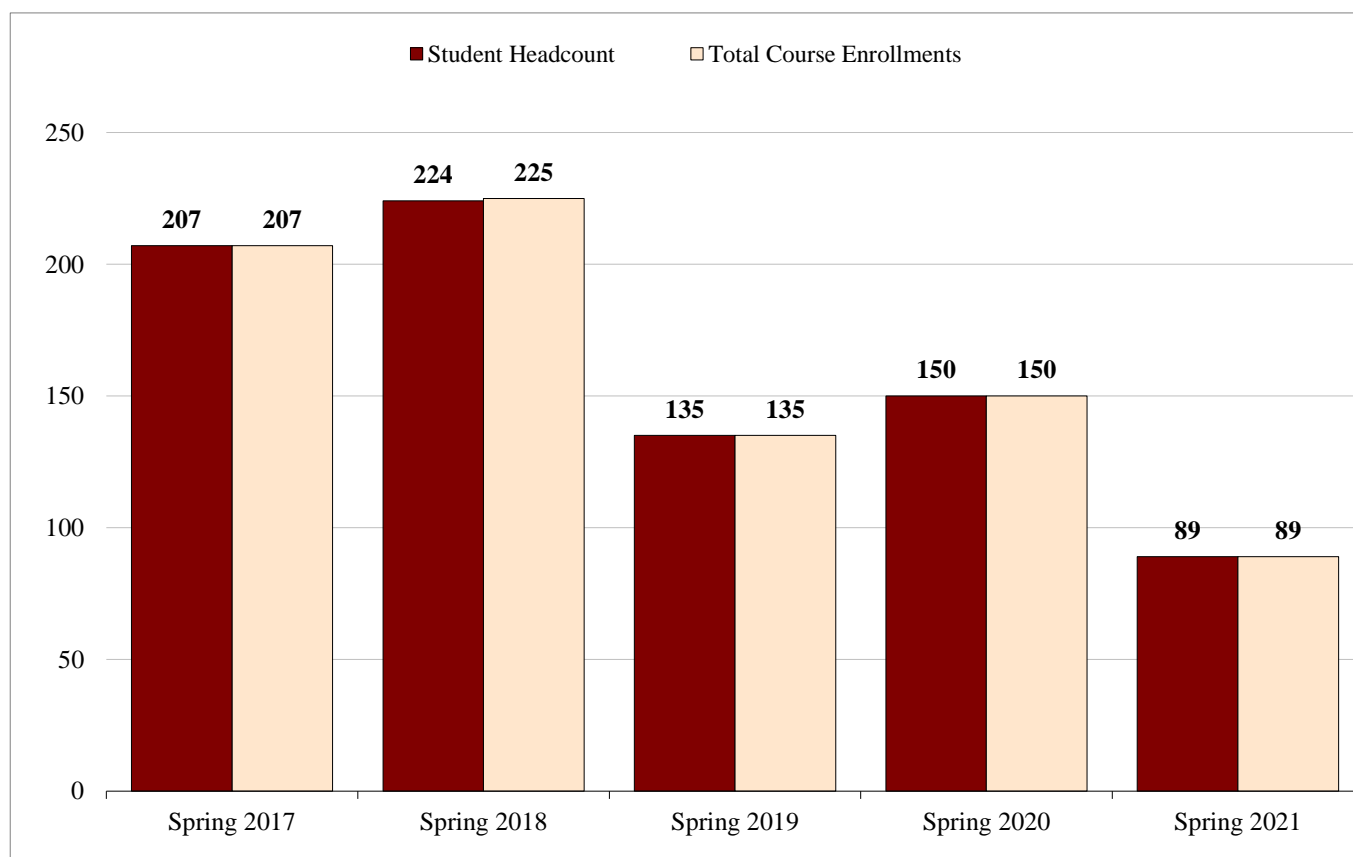
Discipline:

Religious Studies (RELS)

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Headcount & Enrollment

Religious Studies (RELS)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Student Headcount	207	224	135	150	89
Total Course Enrollments	207	225	135	150	89



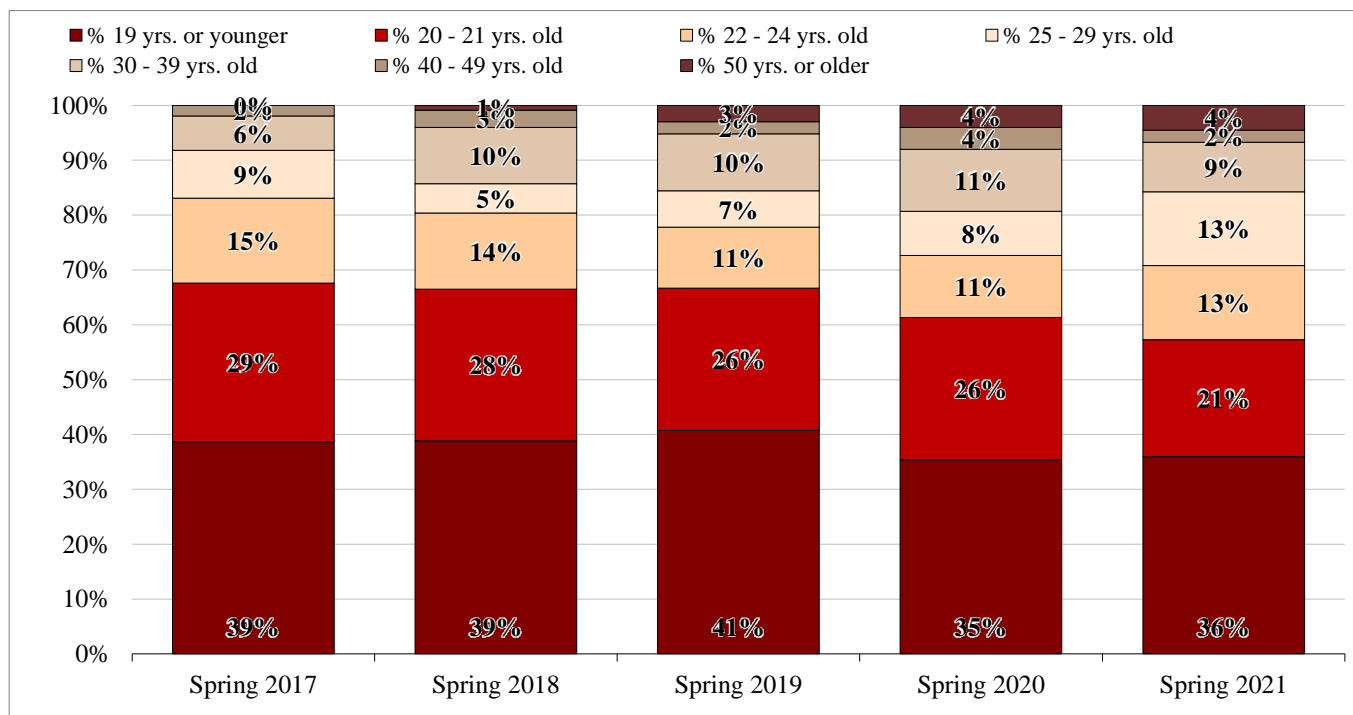
Definitions:

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.

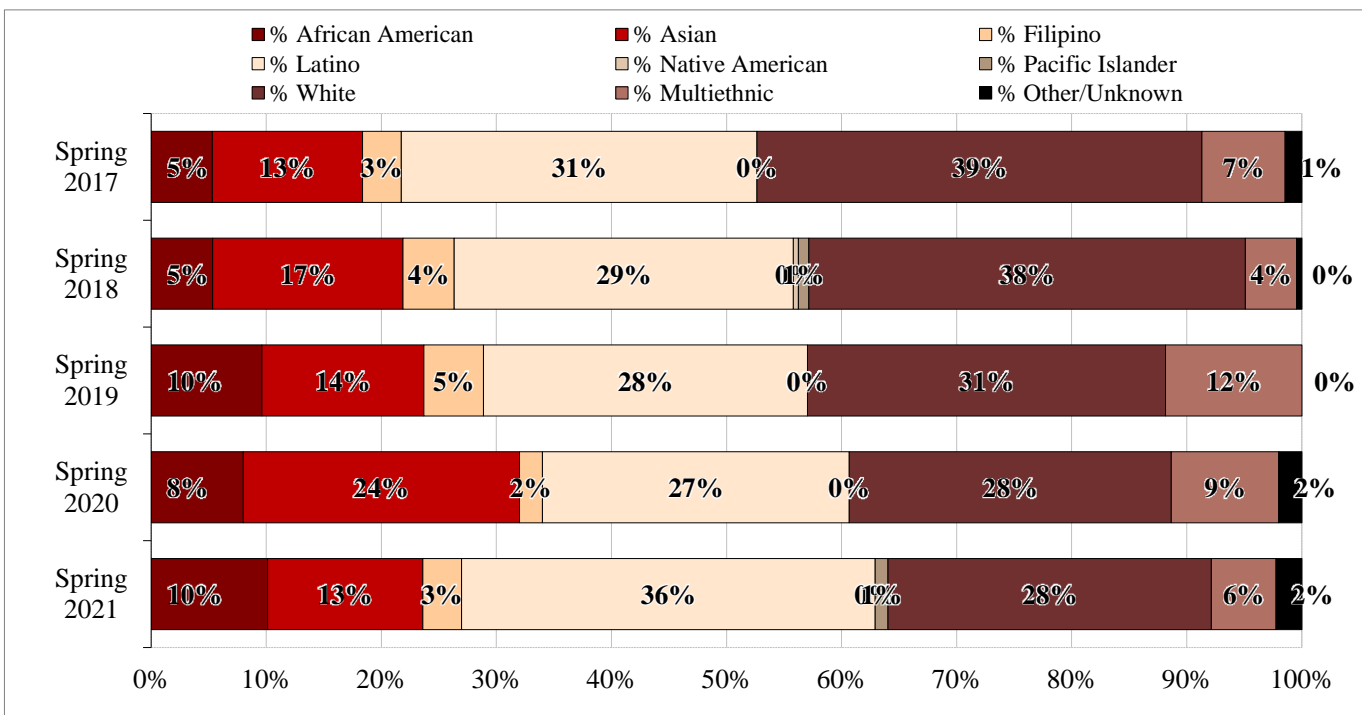
Student Demographics: Gender & Age

Religious Studies (RELS)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Female	99	106	71	93	41
Male	105	116	63	55	45
19 yrs. or younger	80	87	55	53	32
20-21 yrs. old	60	62	35	39	19
22-24 yrs. old	32	31	15	17	12
25-29 yrs. old	18	12	9	12	12
30-39 yrs. old	13	23	14	17	8
40-49 yrs. old	4	7	3	6	2
50 yrs. or older	0	2	4	6	4
% Female	49%	48%	53%	63%	48%
% Male	51%	52%	47%	37%	52%
% 19 yrs. or younger	39%	39%	41%	35%	36%
% 20 - 21 yrs. old	29%	28%	26%	26%	21%
% 22 - 24 yrs. old	15%	14%	11%	11%	13%
% 25 - 29 yrs. old	9%	5%	7%	8%	13%
% 30 - 39 yrs. old	6%	10%	10%	11%	9%
% 40 - 49 yrs. old	2%	3%	2%	4%	2%
% 50 yrs. or older	0%	1%	3%	4%	4%



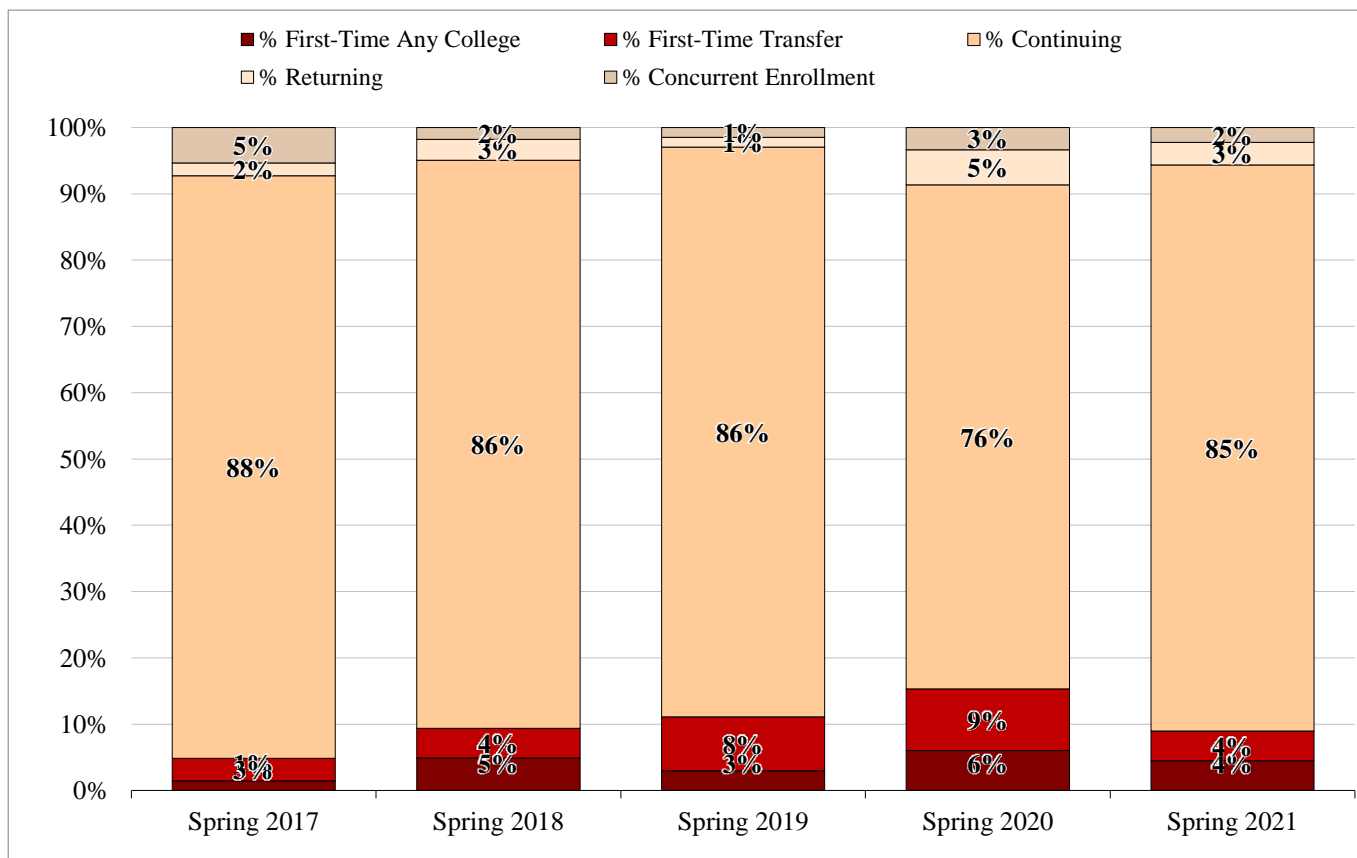
Student Demographic: Race-Ethnicity

Religious Studies (RELS)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
African American	11	12	13	12	9
Asian	27	37	19	36	12
Filipino	7	10	7	3	3
Latino	64	66	38	40	32
Native American	0	1	0	0	0
Pacific Islander	0	2	0	0	1
White	80	85	42	42	25
Multiethnic	15	10	16	14	5
Other/Unknown	3	1	0	3	2
% African American	5%	5%	10%	8%	10%
% Asian	13%	17%	14%	24%	13%
% Filipino	3%	4%	5%	2%	3%
% Latino	31%	29%	28%	27%	36%
% Native American	0%	<1%	0%	0%	0%
% Pacific Islander	0%	1%	0%	0%	1%
% White	39%	38%	31%	28%	28%
% Multiethnic	7%	4%	12%	9%	6%
% Other/Unknown	1%	<1%	0%	2%	2%



Student Enrollment Status

Religious Studies (RELS)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
First-Time Any College	3	11	4	9	4
First-Time Transfer	7	10	11	14	4
Continuing	182	192	116	114	76
Returning	4	7	2	8	3
Concurrent Enrollment	11	4	2	5	2
% First-Time Any College	1%	5%	3%	6%	4%
% First-Time Transfer	3%	4%	8%	9%	4%
% Continuing	88%	86%	86%	76%	85%
% Returning	2%	3%	1%	5%	3%
% Concurrent Enrollment	5%	2%	1%	3%	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.

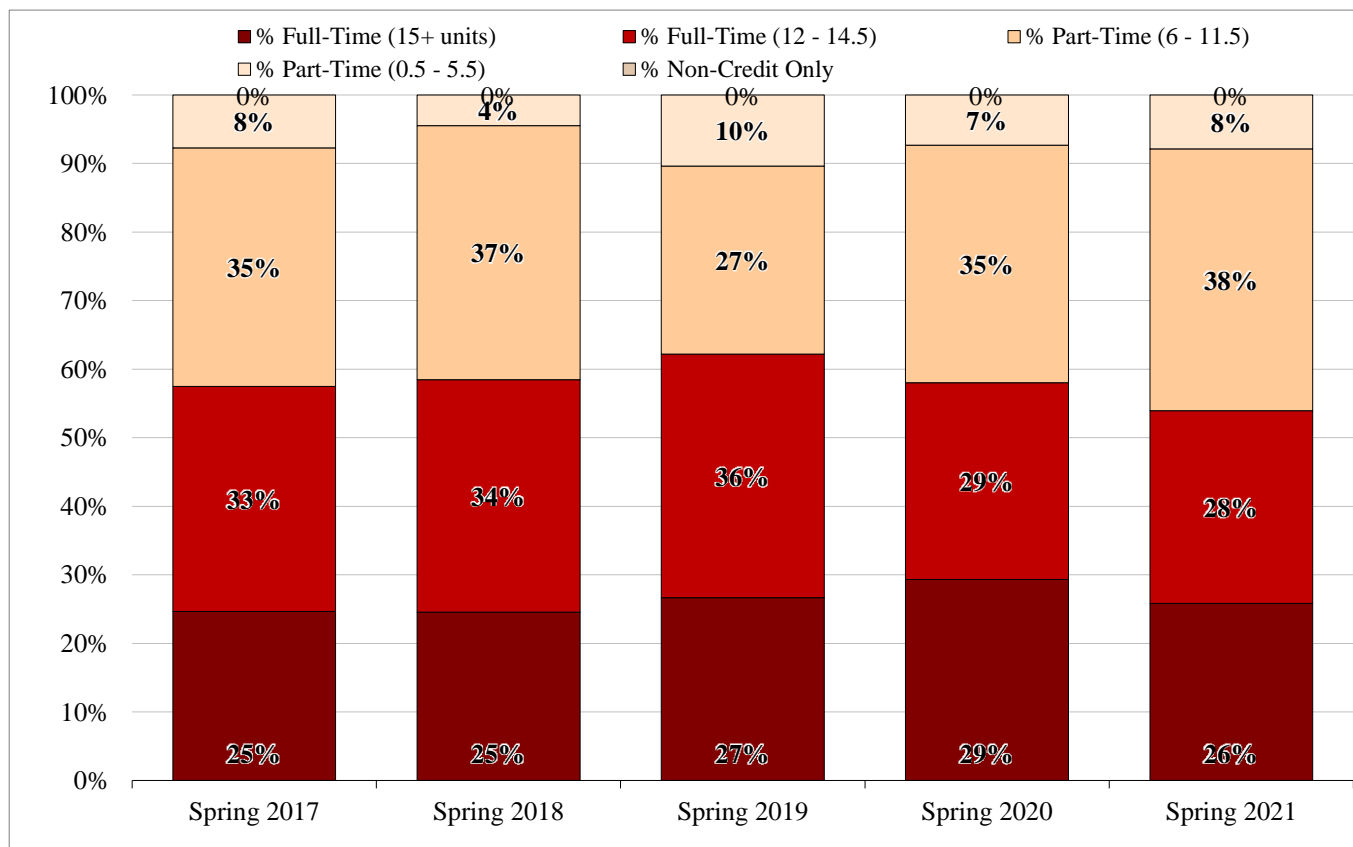
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

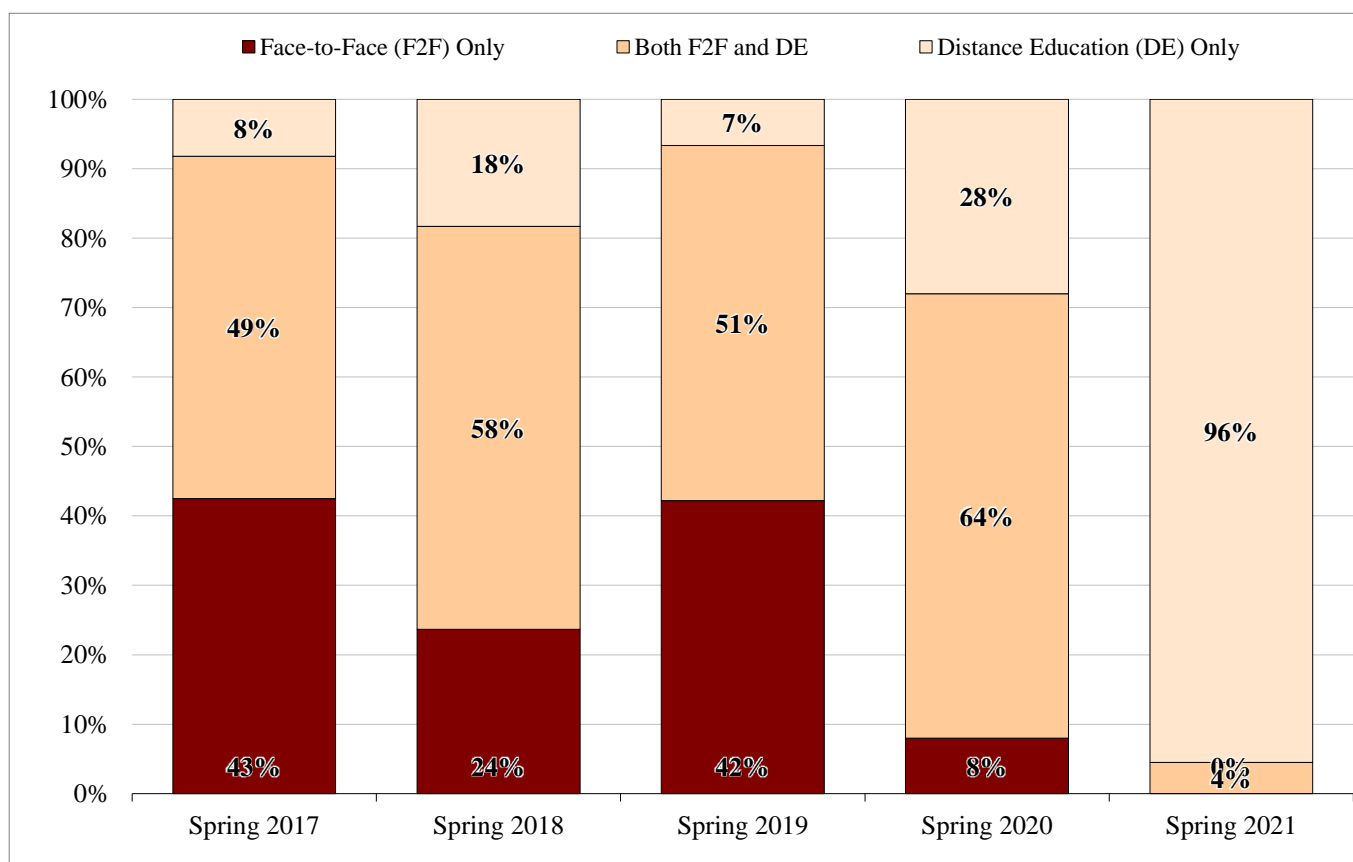
Student Unit Load

Religious Studies (RELS)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Full-Time (15+ units)	51	55	36	44	23
Full-Time (12 - 14.5)	68	76	48	43	25
Part-Time (6 - 11.5)	72	83	37	52	34
Part-Time (0.5 - 5.5)	16	10	14	11	7
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	25%	25%	27%	29%	26%
% Full-Time (12 - 14.5)	33%	34%	36%	29%	28%
% Part-Time (6 - 11.5)	35%	37%	27%	35%	38%
% Part-Time (0.5 - 5.5)	8%	4%	10%	7%	8%
% Non-Credit Only	0%	0%	0%	0%	0%



Students Using Distance Education

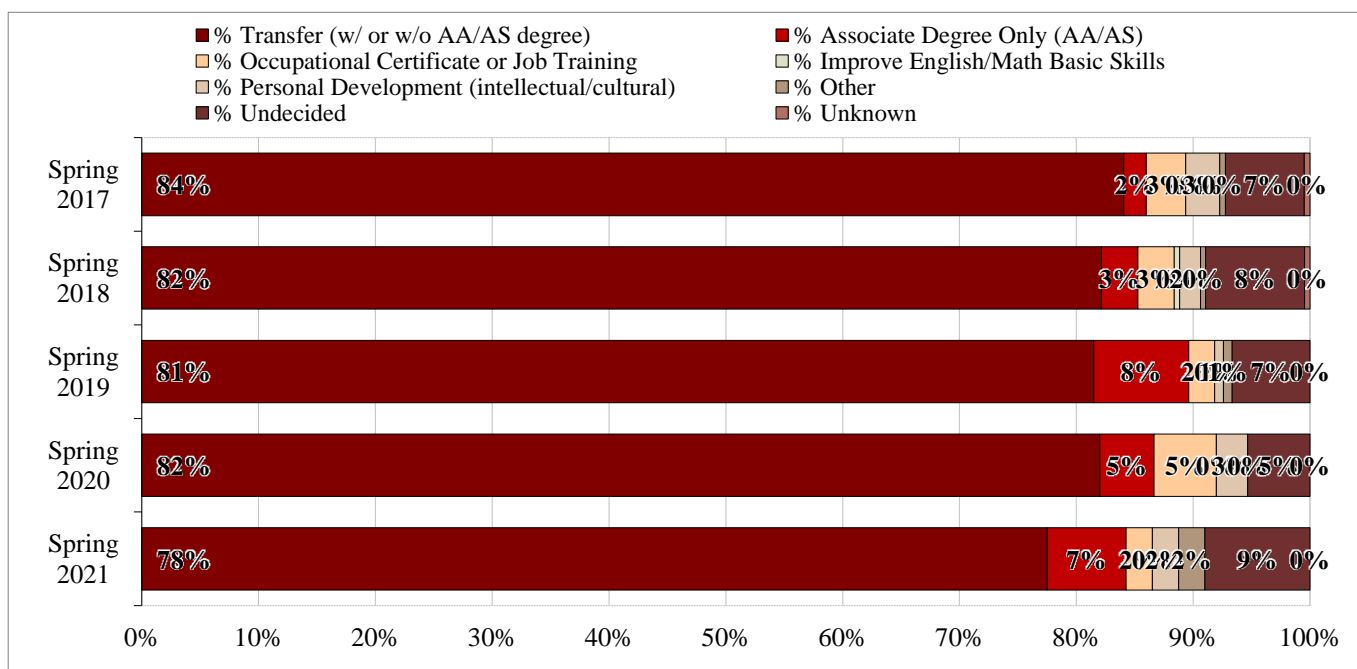
Religious Studies (RELS)					
(Categories reflect college-wide coursework)	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Face-to-Face (F2F) Only	88	53	57	12	0
Both F2F and DE	102	130	69	96	4
Distance Education (DE) Only	17	41	9	42	85
% Face-to-Face (F2F) Only	43%	24%	42%	8%	0%
% Both F2F and DE	49%	58%	51%	64%	4%
% Distance Education (DE) Only	8%	18%	7%	28%	96%



Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Student Educational Goal

Religious Studies (RELS)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Transfer (w/ or w/o AA/AS degree)	174	184	110	123	69
Associate Degree Only (AA/AS)	4	7	11	7	6
Occupational Certificate or Job Training	7	7	3	8	2
Improve English/Math Basic Skills	0	1	0	0	0
Personal Development (intellectual/cultural)	6	4	1	4	2
Other	1	1	1	0	2
Undecided	14	19	9	8	8
Unknown	1	1	0	0	0
% Transfer (w/ or w/o AA/AS degree)	84%	82%	81%	82%	78%
% Associate Degree Only (AA/AS)	2%	3%	8%	5%	7%
% Occupational Certificate or Job Training	3%	3%	2%	5%	2%
% Improve English/Math Basic Skills	0%	<1%	0%	0%	0%
% Personal Development (intellectual/cultural)	3%	2%	1%	3%	2%
% Other	<1%	<1%	1%	0%	2%
% Undecided	7%	8%	7%	5%	9%
% Unknown	<1%	<1%	0%	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.

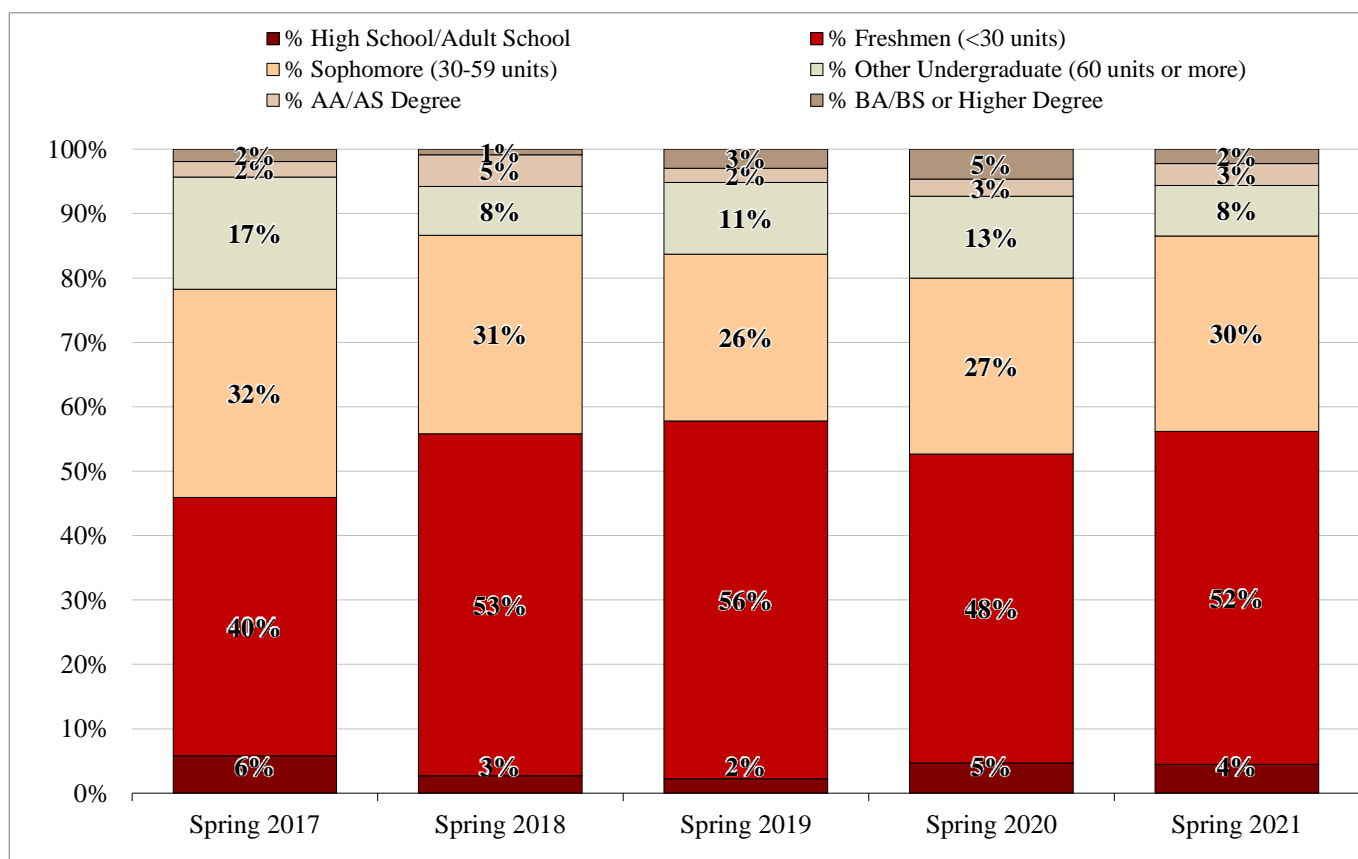
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

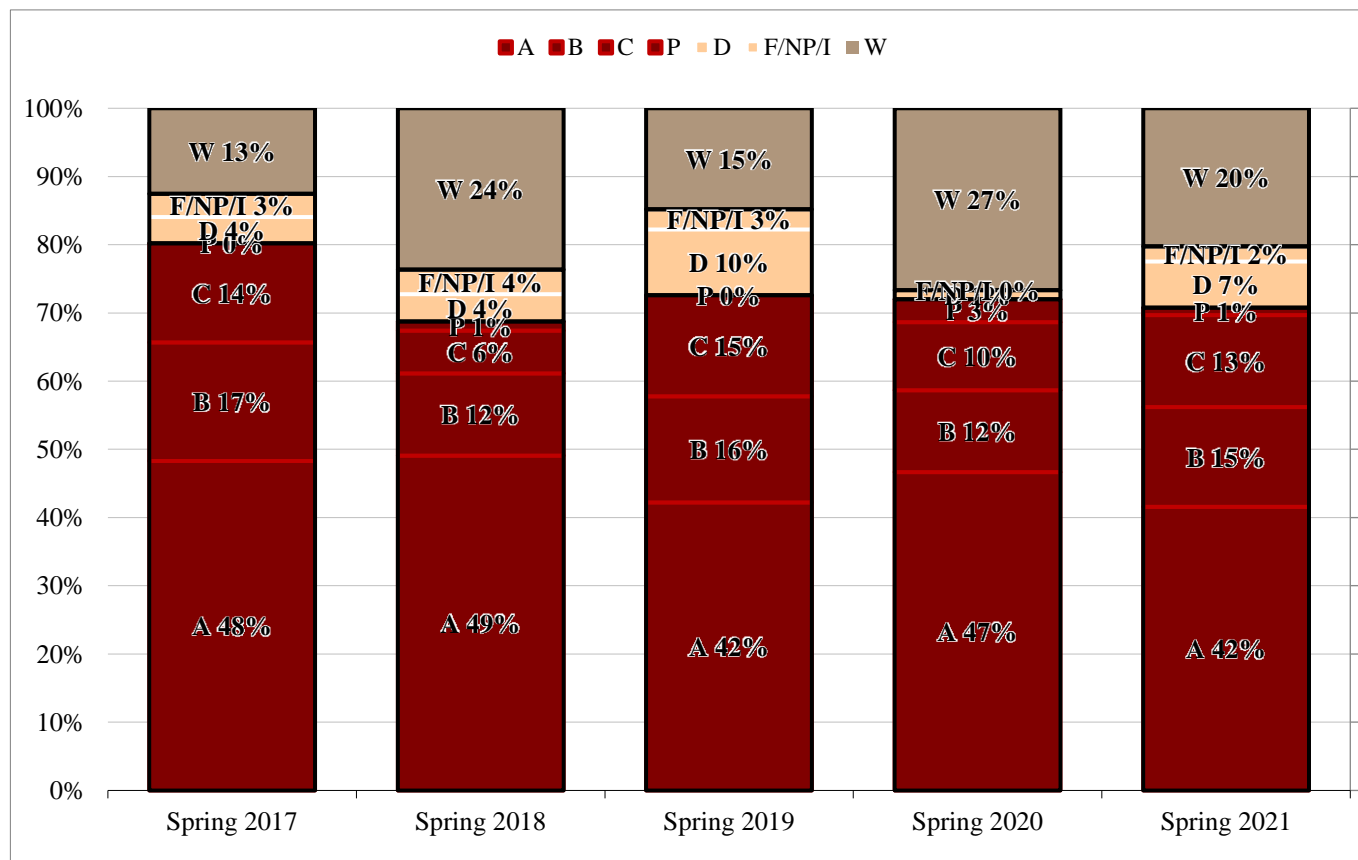
Highest Educational Level of Students

Religious Studies (RELS)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
High School/Adult School	12	6	3	7	4
Freshmen (<30 units)	83	119	75	72	46
Sophomore (30-59 units)	67	69	35	41	27
Other Undergraduate (60 units or more)	36	17	15	19	7
AA/AS Degree	5	11	3	4	3
BA/BS or Higher Degree	4	2	4	7	2
% High School/Adult School	6%	3%	2%	5%	4%
% Freshmen (<30 units)	40%	53%	56%	48%	52%
% Sophomore (30-59 units)	32%	31%	26%	27%	30%
% Other Undergraduate (60 units or more)	17%	8%	11%	13%	8%
% AA/AS Degree	2%	5%	2%	3%	3%
% BA/BS or Higher Degree	2%	1%	3%	5%	2%



Student Performance: Grade Distribution

Religious Studies (RELS)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Total Course Enrollments	207	225	135	150	89
Course Success Rates	80%	69%	73%	72%	71%
A	48%	49%	42%	47%	42%
B	17%	12%	16%	12%	15%
C	14%	6%	15%	10%	13%
P	0%	1%	0%	3%	1%
Course Non-Success Rate	7%	8%	13%	1%	9%
D	4%	4%	10%	1%	7%
F*	3%	4%	3%	0%	2%
Withdrawals (See Note)	13%	24%	15%	27%	20%



Definitions:

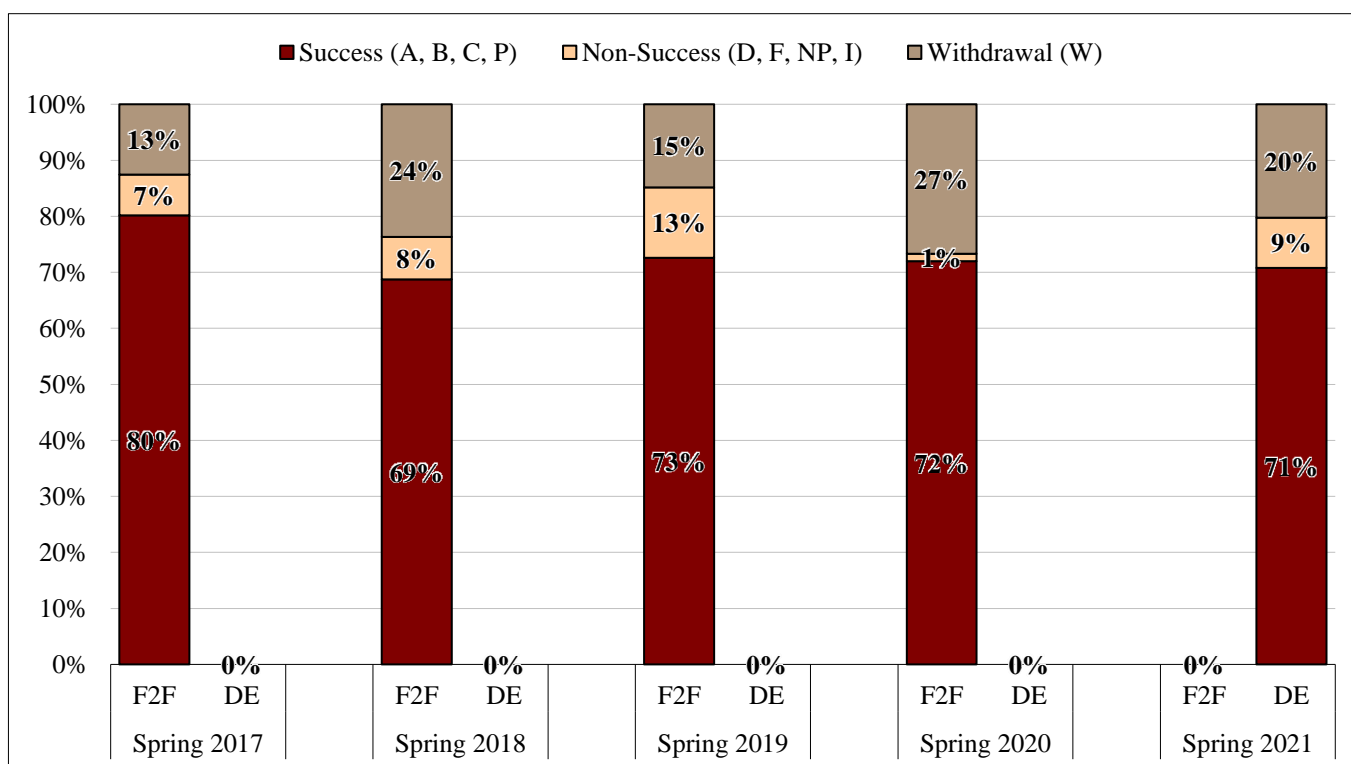
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D' or F* (includes: 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP').

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW', or, (2) a course dropped due to COVID-19.

Student Performance: Distance Education

Religious Studies (RELS)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Total Course Enrollments	207	225	135	150	89
Face-to-Face (F2F) Sections	109	65	91	20	0
Success Rates	80%	69%	73%	72%	—
Non-Success Rates	7%	8%	13%	1%	—
Withdrawals	13%	24%	15%	27%	—
Distance Education (DE) Sections	98	160	44	130	89
Success Rates	—	—	—	—	71%
Non-Success Rates	—	—	—	—	9%
Withdrawals	—	—	—	—	20%



Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

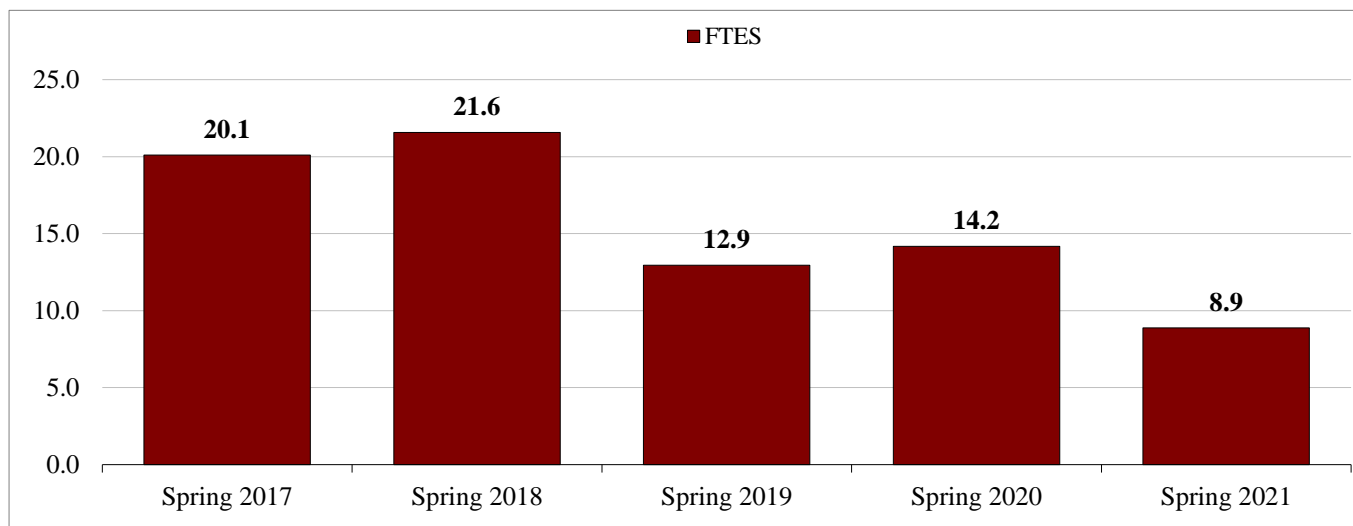
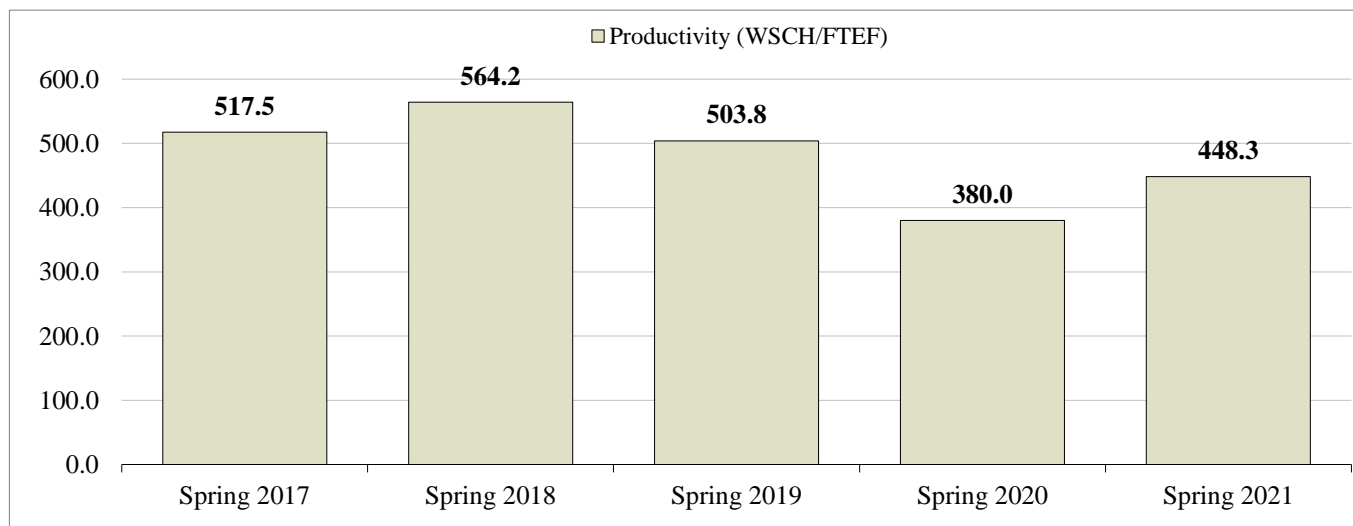
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW', or, (2) a course dropped due to COVID-19.

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Enrollment Management: Part 1

Religious Studies (RELS)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
WSCH	621	677	403	456	269
FTES	20.1	21.6	12.9	14.2	8.9
FTEF	1.2	1.2	0.8	1.2	0.6
Productivity (WSCH/FTEF)	517.5	564.2	503.8	380.0	448.3

**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.

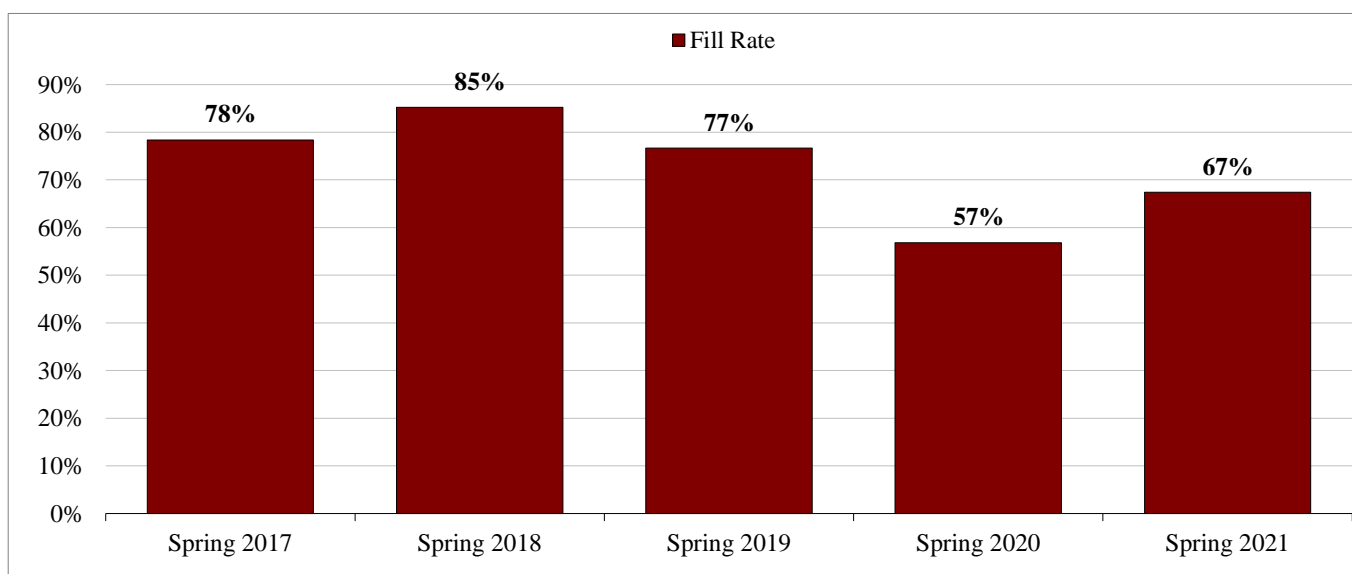
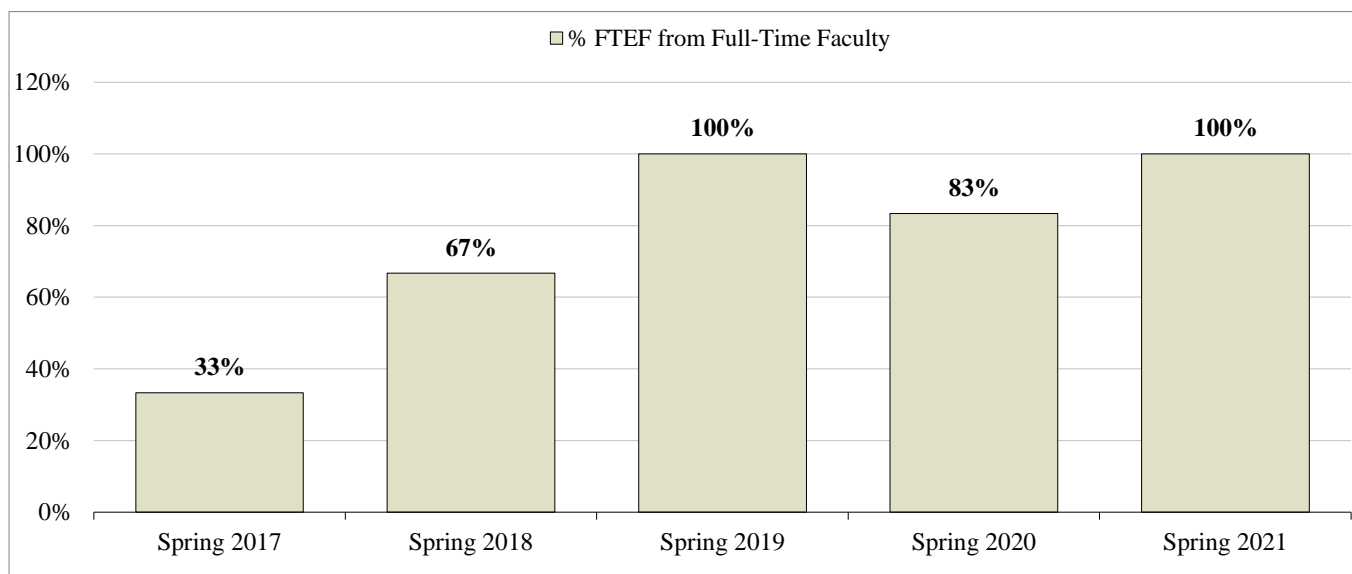
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 / TUTOR 200; latest data accessed on 7/20/21.

Enrollment Management: Part 2

Religious Studies (RELS)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
FTEF from Full-Time Faculty	0.4	0.8	0.8	1.0	0.6
% FTEF from Full-Time Faculty	33%	67%	100%	83%	100%
Enrollments	207	225	135	150	89
Capacity (seats available)	264	264	176	264	132
Fill Rate	78%	85%	77%	57%	67%


Definitions:

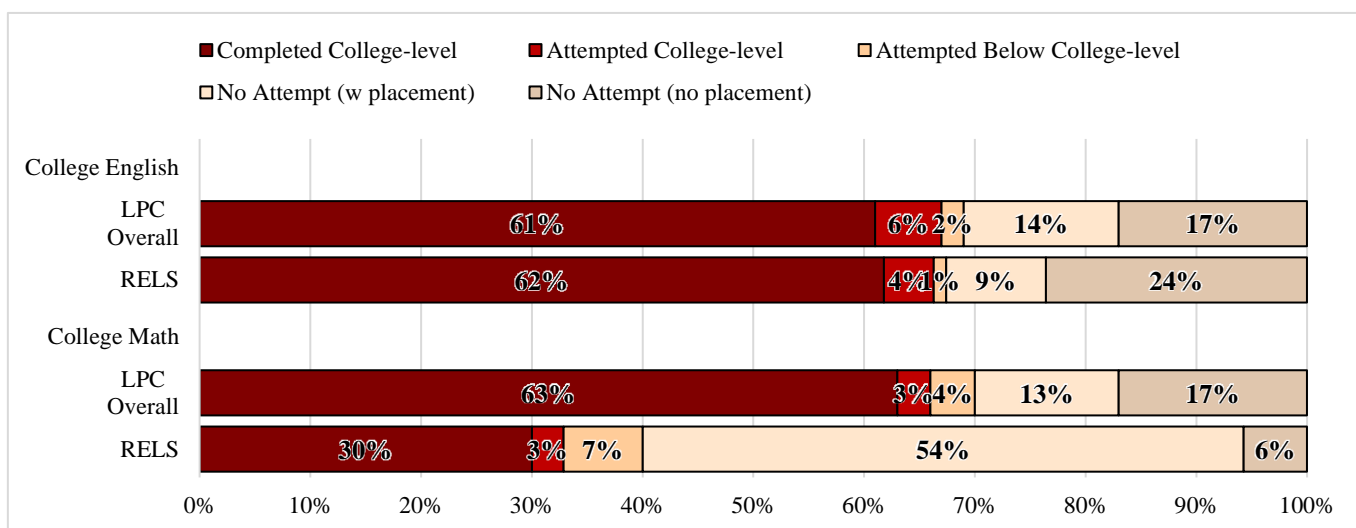
Fill Rate is number of enrollments over the total capacity (seats available).

% 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.

Prior Experience in English & Math

	Spring 2021			
	RELS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	55	62%	4,882	61%
Attempted College-level	4	4%	547	7%
Attempted Below College-level	1	1%	65	1%
No Prior Attempt (has placement)	8	9%	1,066	13%
No Prior Attempt (no placement)	21	24%	1,485	18%
College Math				
Completed College-level	21	30%	5,173	64%
Attempted College-level	2	3%	186	2%
Attempted Below College-level	5	7%	217	3%
No Prior Attempt (has placement)	38	54%	1,126	14%
No Prior Attempt (no placement)	4	6%	1,343	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 Prior Attempt (has placement) = no previous English enrollments within the sequence but has used a placement tool.

No Prior 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 Prior Attempt (has placement) = no previous Math enrollments within the sequence but has used a placement tool.

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