



Las Positas College

**Discipline Program Review Data Packet**

Spring 2018 to Spring 2022

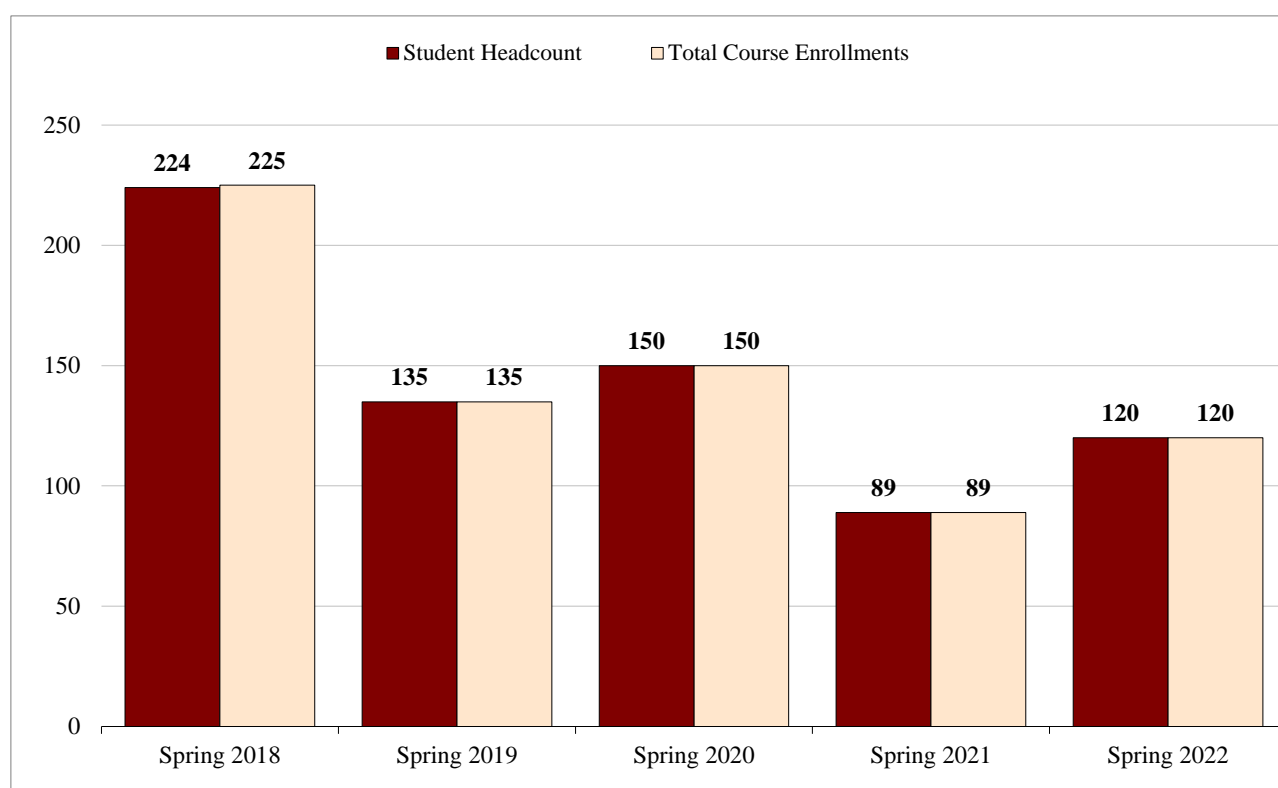
Discipline:

**Religious Studies (RELS)**

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## Headcount & Enrollment

Religious Studies ( RELS )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Student Headcount	224	135	150	89	120
Total Course Enrollments	225	135	150	89	120



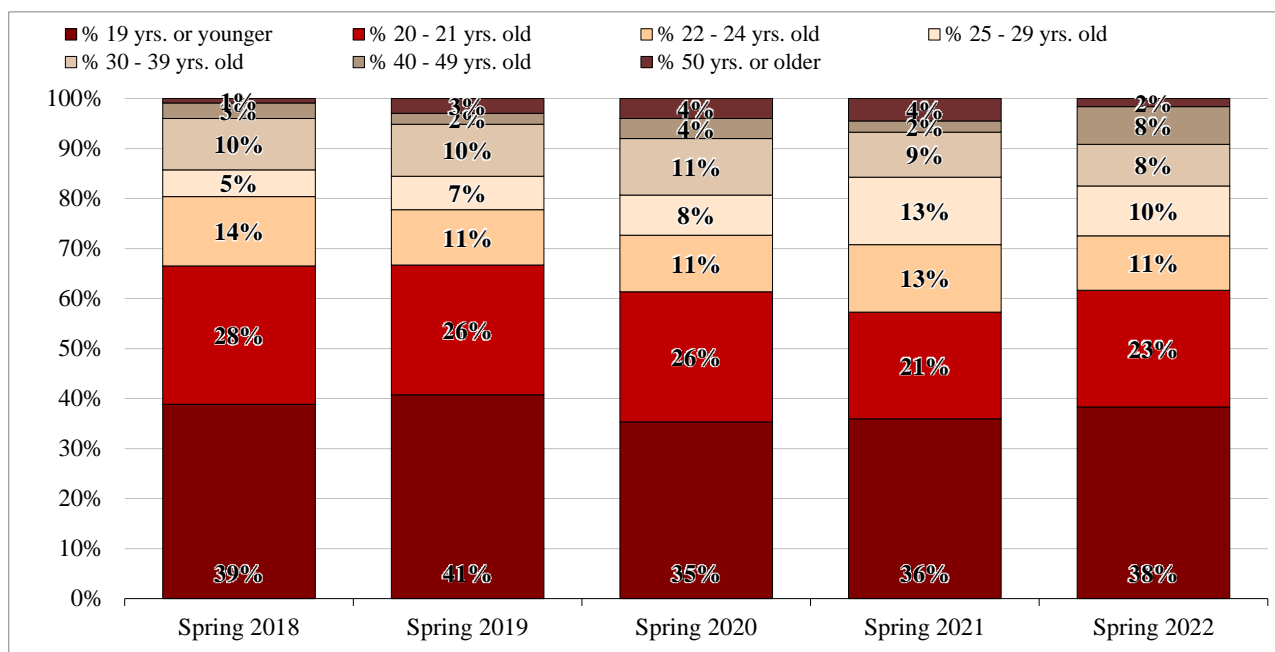
### Definitions:

**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.

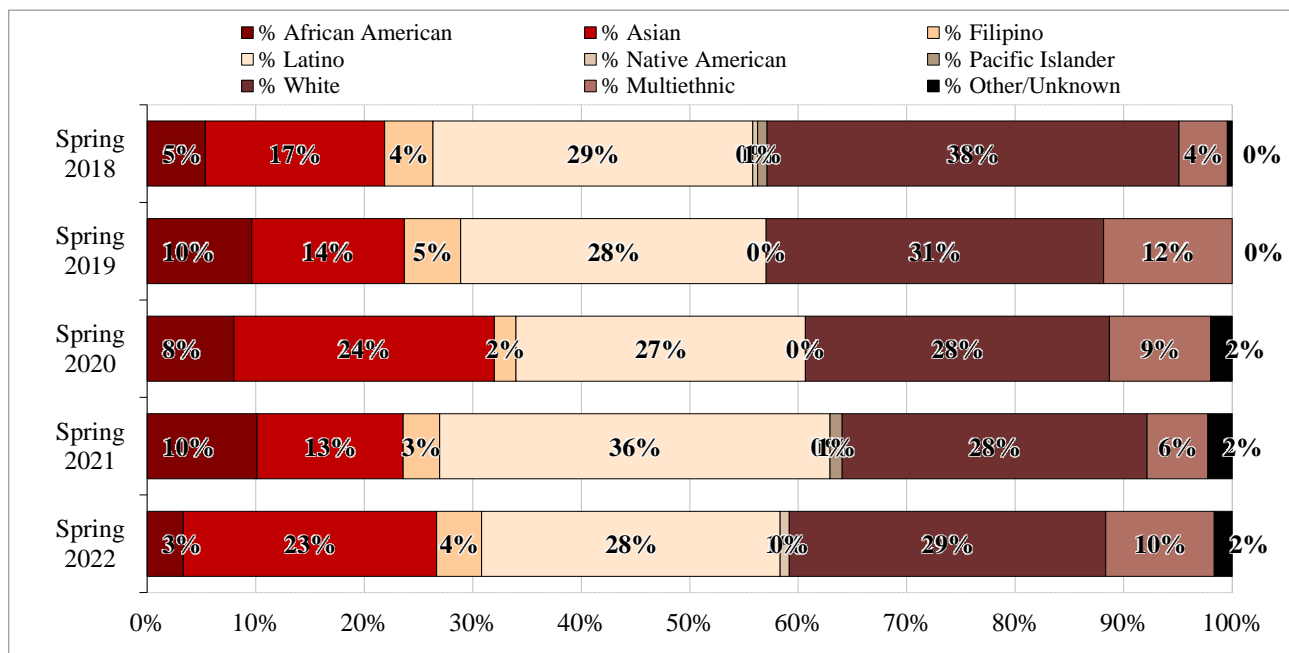
## Student Demographics: Gender & Age

Religious Studies ( RELS )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Female	106	71	93	41	80
Male	116	63	55	45	39
19 yrs. or younger	87	55	53	32	46
20-21 yrs. old	62	35	39	19	28
22-24 yrs. old	31	15	17	12	13
25-29 yrs. old	12	9	12	12	12
30-39 yrs. old	23	14	17	8	10
40-49 yrs. old	7	3	6	2	9
50 yrs. or older	2	4	6	4	2
% Female	48%	53%	63%	48%	67%
% Male	52%	47%	37%	52%	33%
% 19 yrs. or younger	39%	41%	35%	36%	38%
% 20 - 21 yrs. old	28%	26%	26%	21%	23%
% 22 - 24 yrs. old	14%	11%	11%	13%	11%
% 25 - 29 yrs. old	5%	7%	8%	13%	10%
% 30 - 39 yrs. old	10%	10%	11%	9%	8%
% 40 - 49 yrs. old	3%	2%	4%	2%	8%
% 50 yrs. or older	1%	3%	4%	4%	2%



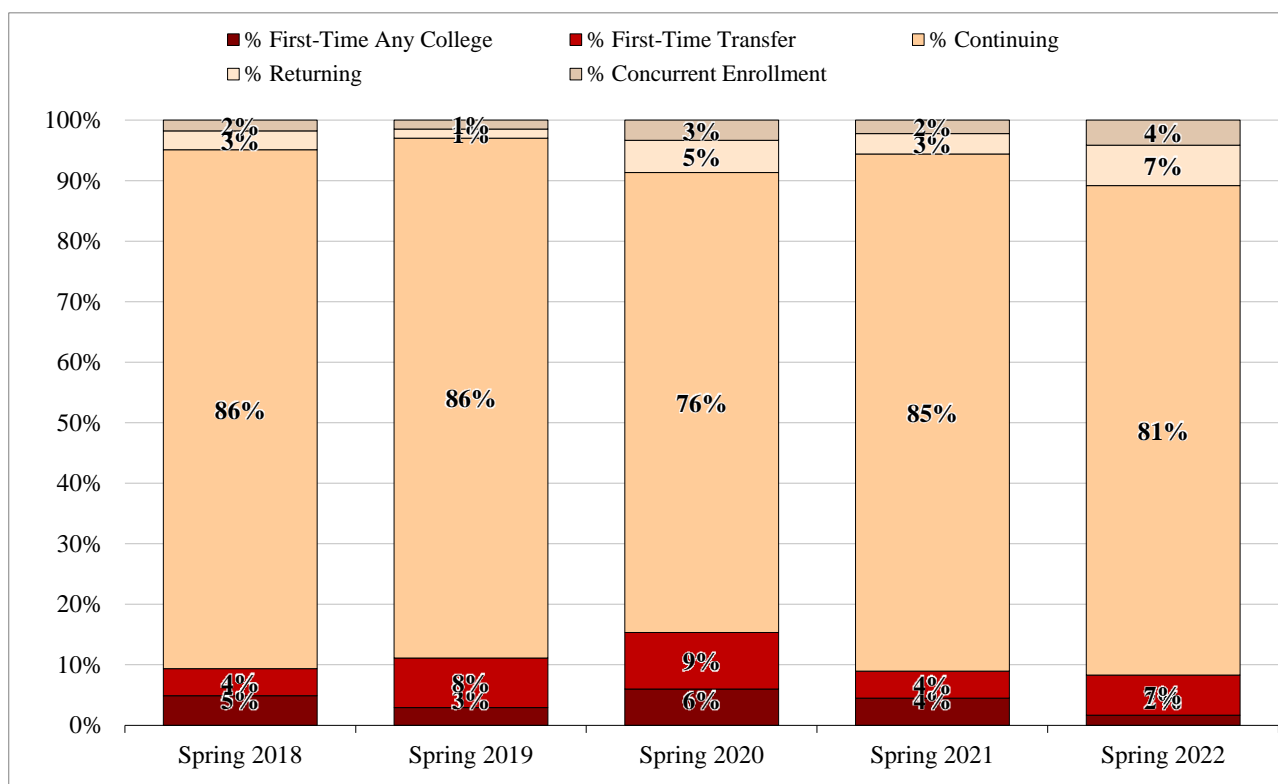
## Student Demographic: Race-Ethnicity

Religious Studies ( RELS )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
African American	12	13	12	9	4
Asian	37	19	36	12	28
Filipino	10	7	3	3	5
Latino	66	38	40	32	33
Native American	1	0	0	0	1
Pacific Islander	2	0	0	1	0
White	85	42	42	25	35
Multiethnic	10	16	14	5	12
Other/Unknown	1	0	3	2	2
% African American	5%	10%	8%	10%	3%
% Asian	17%	14%	24%	13%	23%
% Filipino	4%	5%	2%	3%	4%
% Latino	29%	28%	27%	36%	28%
% Native American	<1%	0%	0%	0%	1%
% Pacific Islander	1%	0%	0%	1%	0%
% White	38%	31%	28%	28%	29%
% Multiethnic	4%	12%	9%	6%	10%
% Other/Unknown	<1%	0%	2%	2%	2%



## Student Enrollment Status

Religious Studies ( RELS )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
First-Time Any College	11	4	9	4	2
First-Time Transfer	10	11	14	4	8
Continuing	192	116	114	76	97
Returning	7	2	8	3	8
Concurrent Enrollment	4	2	5	2	5
% First-Time Any College	5%	3%	6%	4%	2%
% First-Time Transfer	4%	8%	9%	4%	7%
% Continuing	86%	86%	76%	85%	81%
% Returning	3%	1%	5%	3%	7%
% Concurrent Enrollment	2%	1%	3%	2%	4%



### 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.

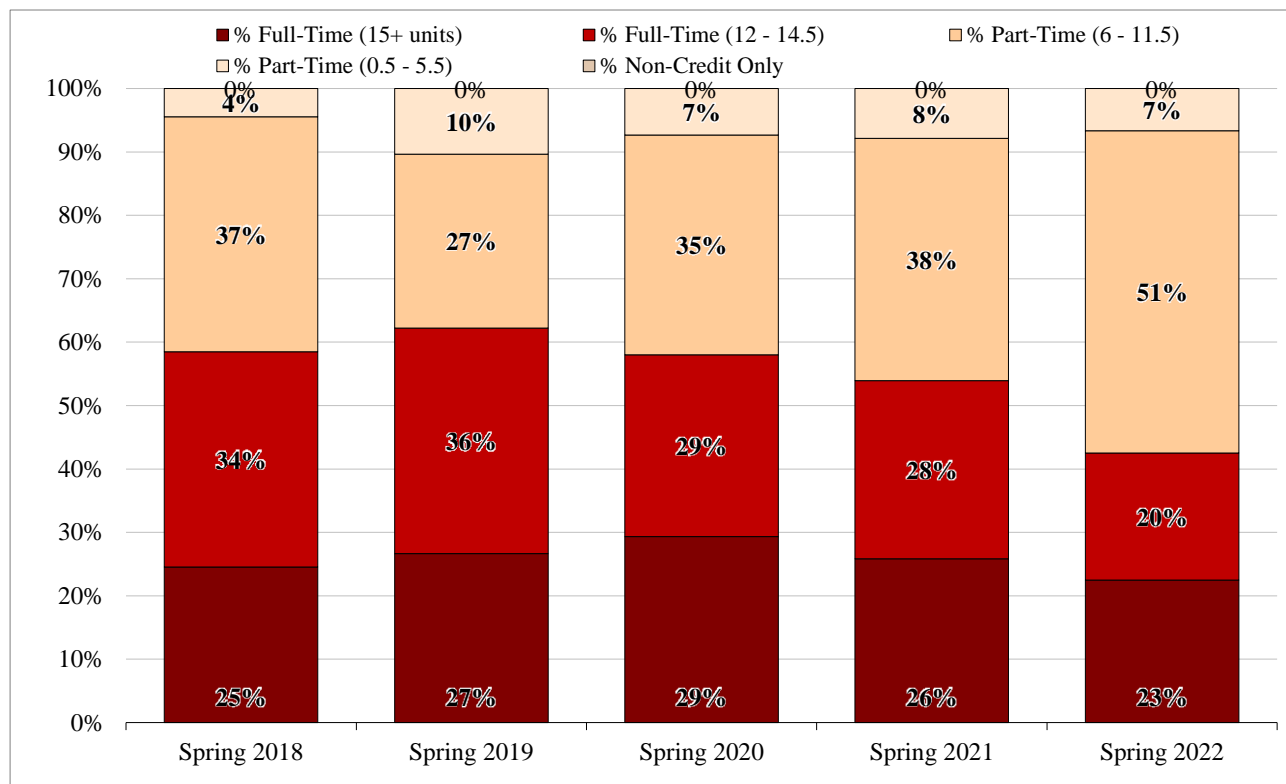
**Continuing:** Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

**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.

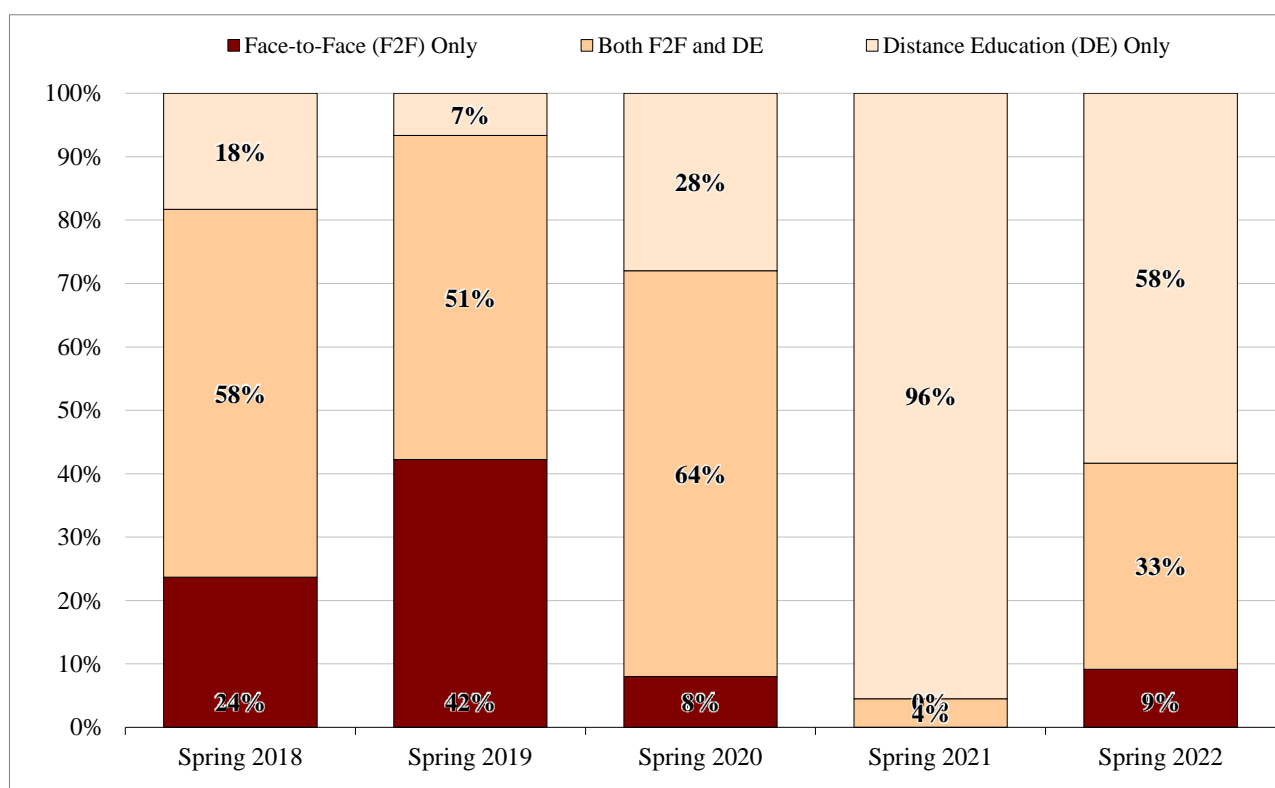
## Student Unit Load

Religious Studies ( RELS )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Full-Time (15+ units)	55	36	44	23	27
Full-Time (12 - 14.5)	76	48	43	25	24
Part-Time (6 - 11.5)	83	37	52	34	61
Part-Time (0.5 - 5.5)	10	14	11	7	8
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	25%	27%	29%	26%	23%
% Full-Time (12 - 14.5)	34%	36%	29%	28%	20%
% Part-Time (6 - 11.5)	37%	27%	35%	38%	51%
% Part-Time (0.5 - 5.5)	4%	10%	7%	8%	7%
% Non-Credit Only	0%	0%	0%	0%	0%



## Students Using Distance Education

Religious Studies ( RELS )					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Face-to-Face (F2F) Only	53	57	12	0	11
Both F2F and DE	130	69	96	4	39
Distance Education (DE) Only	41	9	42	85	70
% Face-to-Face (F2F) Only	24%	42%	8%	0%	9%
% Both F2F and DE	58%	51%	64%	4%	33%
% Distance Education (DE) Only	18%	7%	28%	96%	58%

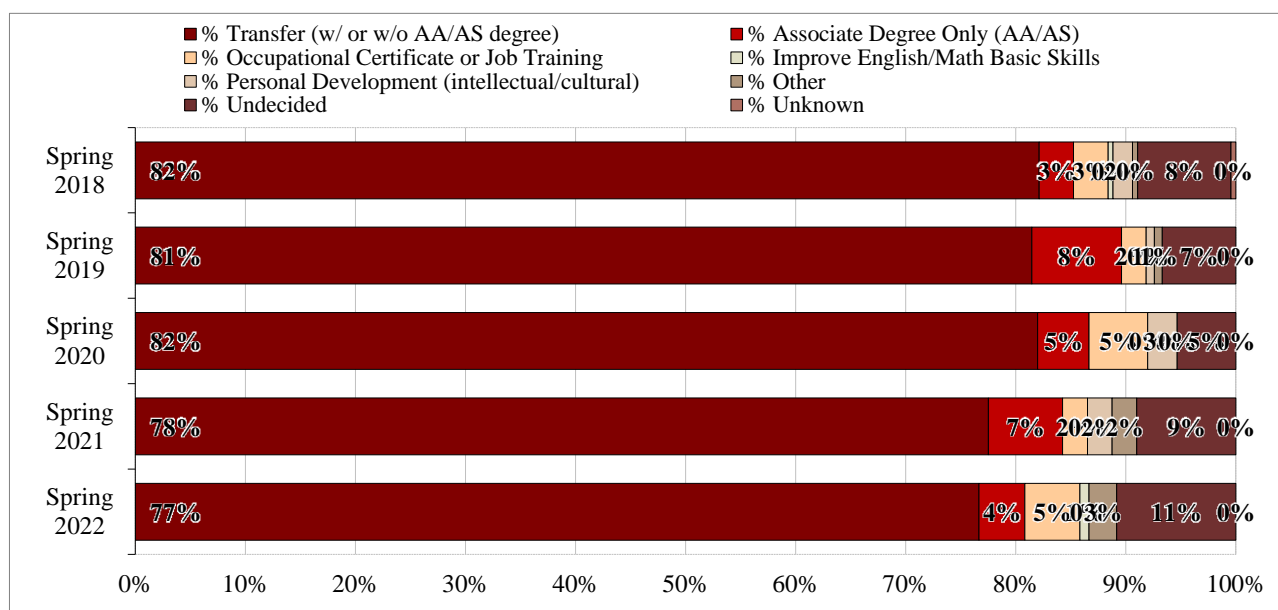


### Definitions:

**Distance Education (DE)** includes enrollments in courses with section numbers designated as courses with 51% or more of instruction delivered online. Due to the COVID-19 pandemic, 2020-21 DE courses were distinguished through provisional designations.

## Student Educational Goal

Religious Studies ( RELS )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Transfer (w/ or w/o AA/AS degree)	184	110	123	69	92
Associate Degree Only (AA/AS)	7	11	7	6	5
Occupational Certificate or Job Training	7	3	8	2	6
Improve English/Math Basic Skills	1	0	0	0	1
Personal Development (intellectual/cultural)	4	1	4	2	0
Other	1	1	0	2	3
Undecided	19	9	8	8	13
Unknown	1	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	82%	81%	82%	78%	77%
% Associate Degree Only (AA/AS)	3%	8%	5%	7%	4%
% Occupational Certificate or Job Training	3%	2%	5%	2%	5%
% Improve English/Math Basic Skills	<1%	0%	0%	0%	1%
% Personal Development (intellectual/cultural)	2%	1%	3%	2%	0%
% Other	<1%	1%	0%	2%	3%
% Undecided	8%	7%	5%	9%	11%
% Unknown	<1%	0%	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.

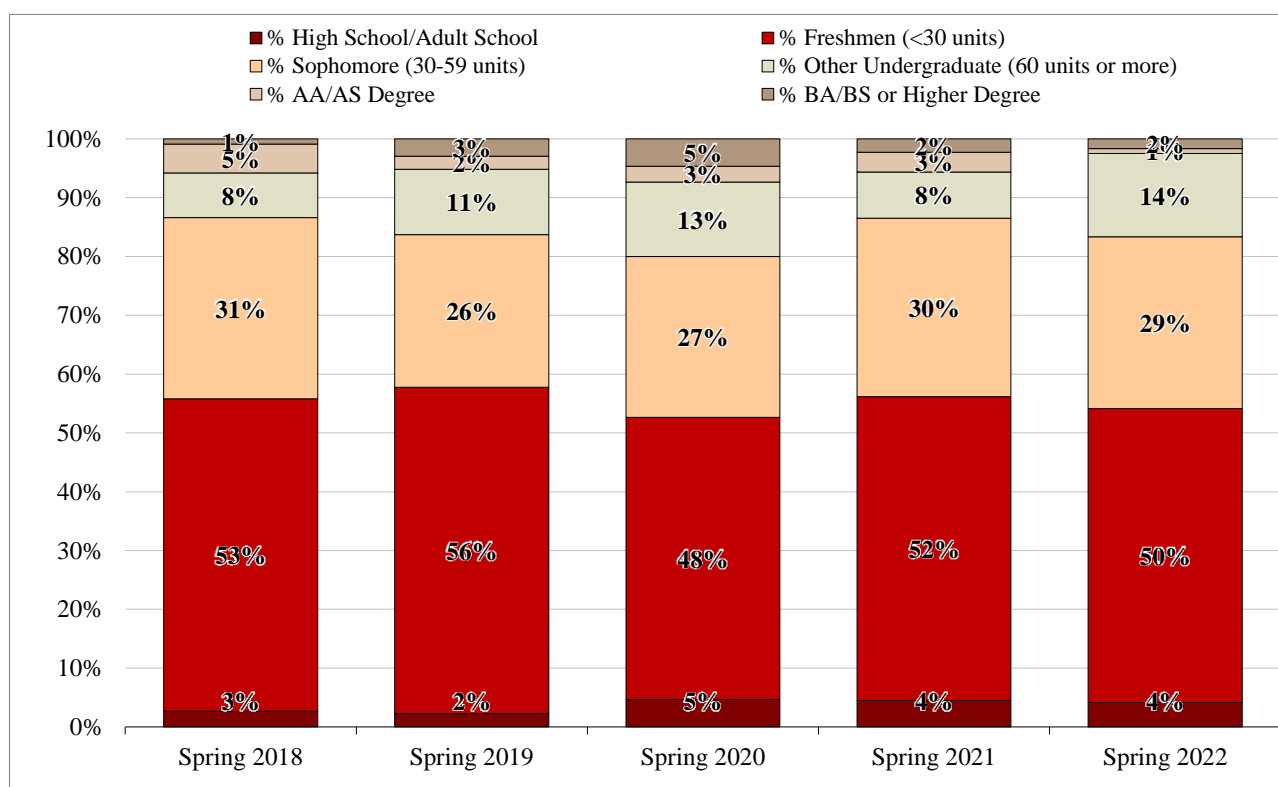
**Personal Development:** Students taking courses for intellectual and/or cultural development.

**Other:** Students completing diploma/GED requirements or moving from non-credit to credit courses. Data from admission application.



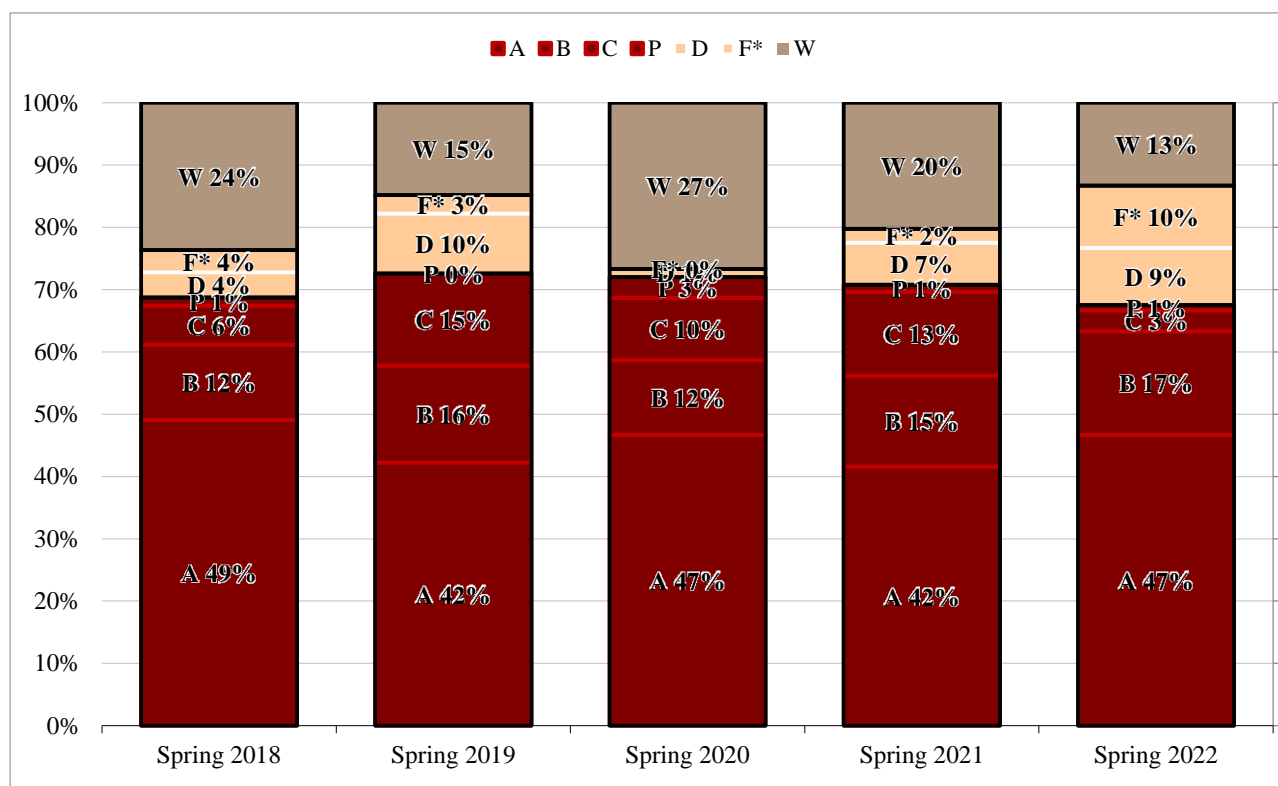
## Highest Educational Level of Students

Religious Studies ( RELS )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
High School/Adult School	6	3	7	4	5
Freshmen (<30 units)	119	75	72	46	60
Sophomore (30-59 units)	69	35	41	27	35
Other Undergraduate (60 units or more)	17	15	19	7	17
AA/AS Degree	11	3	4	3	1
BA/BS or Higher Degree	2	4	7	2	2
% High School/Adult School	3%	2%	5%	4%	4%
% Freshmen (<30 units)	53%	56%	48%	52%	50%
% Sophomore (30-59 units)	31%	26%	27%	30%	29%
% Other Undergraduate (60 units or more)	8%	11%	13%	8%	14%
% AA/AS Degree	5%	2%	3%	3%	1%
% BA/BS or Higher Degree	1%	3%	5%	2%	2%



## Student Performance: Grade Distribution

Religious Studies ( RELS )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
<b>Total Course Enrollments</b>	<b>225</b>	<b>135</b>	<b>150</b>	<b>89</b>	<b>120</b>
<b>Course Success Rates</b>	<b>69%</b>	<b>73%</b>	<b>72%</b>	<b>71%</b>	<b>68%</b>
A	49%	42%	47%	42%	47%
B	12%	16%	12%	15%	17%
C	6%	15%	10%	13%	3%
P	1%	0%	3%	1%	1%
<b>Course Non-Success Rate</b>	<b>8%</b>	<b>13%</b>	<b>1%</b>	<b>9%</b>	<b>19%</b>
D	4%	10%	1%	7%	9%
F*	4%	3%	0%	2%	10%
<b>Withdrawals (See Note)</b>	<b>24%</b>	<b>15%</b>	<b>27%</b>	<b>20%</b>	<b>13%</b>



### Definitions:

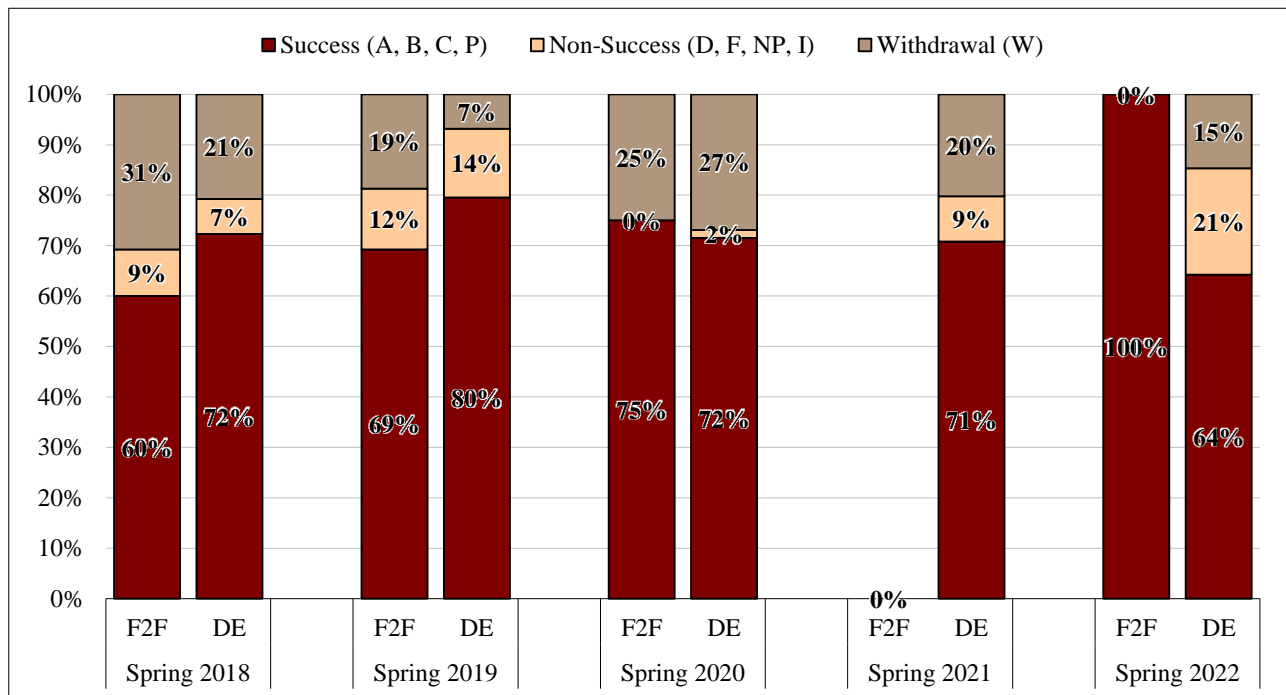
**Course Success Rate:** Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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

## Student Performance: Distance Education

Religious Studies ( RELS )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
<b>Total Course Enrollments</b>	<b>225</b>	<b>135</b>	<b>150</b>	<b>89</b>	<b>120</b>
<b>Face-to-Face (F2F) Sections</b>	<b>65</b>	<b>91</b>	<b>20</b>	<b>0</b>	<b>11</b>
Success Rates	60%	69%	75%	—	100%
Non-Success Rates	9%	12%	0%	—	0%
Withdrawals	31%	19%	25%	—	0%
<b>Distance Education (DE) Sections</b>	<b>160</b>	<b>44</b>	<b>130</b>	<b>89</b>	<b>109</b>
Success Rates	72%	80%	72%	71%	64%
Non-Success Rates	7%	14%	2%	9%	21%
Withdrawals	21%	7%	27%	20%	15%



### Definitions:

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

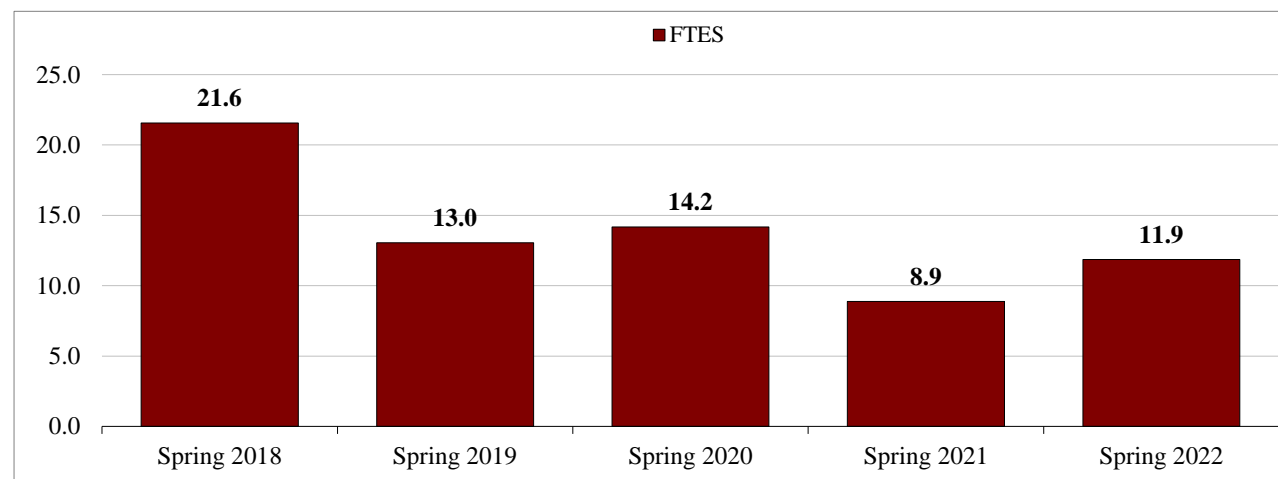
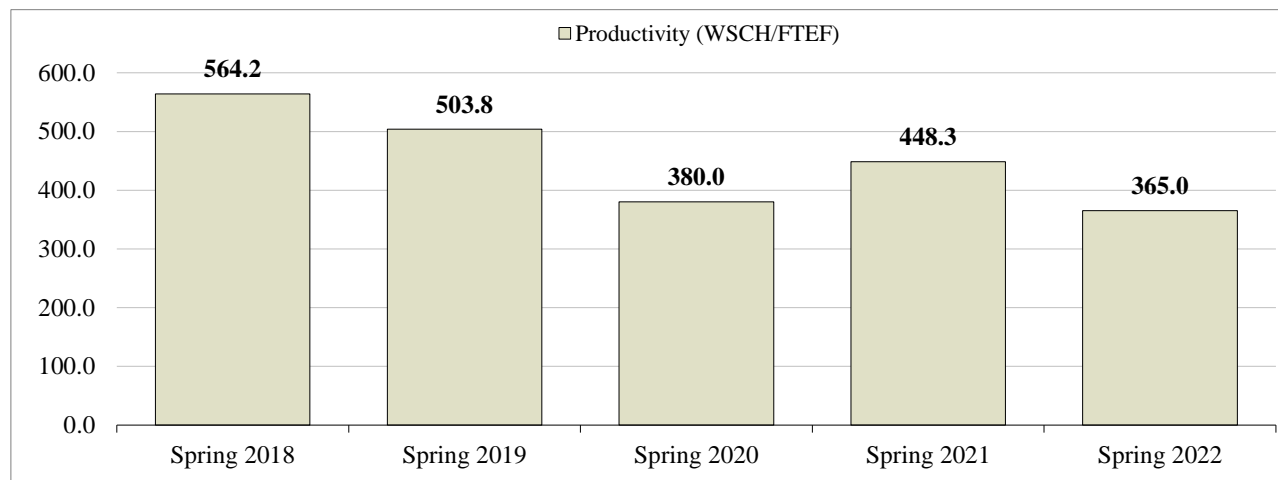
**Course Non-Success Rate:** Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

**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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
WSCH	677	403	456	269	365
FTES	21.6	13.0	14.2	8.9	11.9
FTEF	1.2	0.8	1.2	0.6	1.0
Productivity (WSCH/FTEF)	564.2	503.8	380.0	448.3	365.0



### 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.

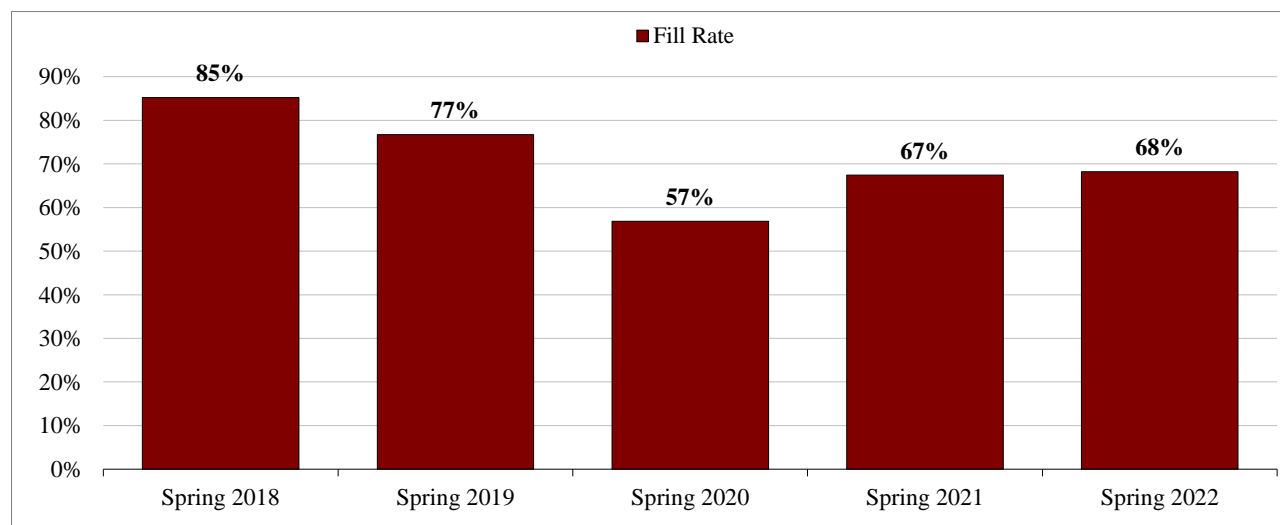
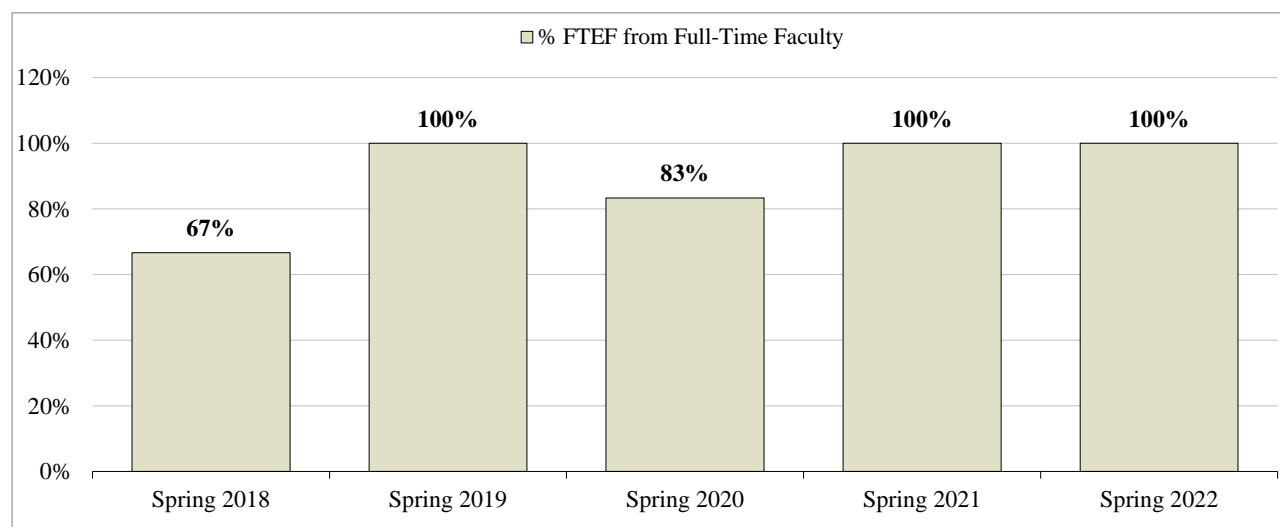
**FTEF** is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

**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 7/20/21.

## Enrollment Management: Part 2

Religious Studies ( RELS )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
FTEF from Full-Time Faculty	0.8	0.8	1.0	0.6	1.0
% FTEF from Full-Time Faculty	67%	100%	83%	100%	100%
Enrollments	225	135	150	89	120
Capacity (seats available)	264	176	264	132	176
Fill Rate	85%	77%	57%	67%	68%



### Definitions:

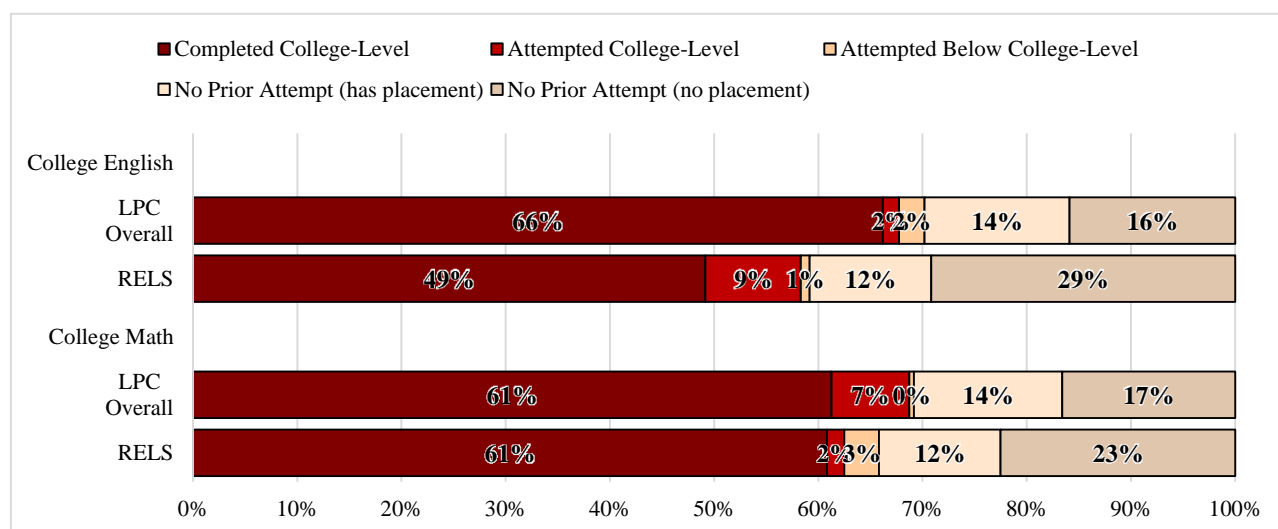
**Fill Rate** is number of enrollments over the total capacity (seats available).

**% 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 7/20/21.

## Prior Experience in English & Math

	Spring 2022			
	RELS		LPC Overall	
	Num	Pct	Num	Pct
<b>College English</b>				
Completed College-level	59	49%	4,022	61%
Attempted College-level	11	9%	490	7%
Attempted Below College-level	1	1%	30	0%
No Prior Attempt (has placement)	14	12%	934	14%
No Prior Attempt (no placement)	35	29%	1,089	17%
<b>College Math</b>				
Completed College-level	73	61%	4,345	66%
Attempted College-level	2	2%	103	2%
Attempted Below College-level	4	3%	160	2%
No Prior Attempt (has placement)	14	12%	914	14%
No Prior Attempt (no placement)	27	23%	1,043	16%



### 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.