



Las Positas College

Program Review Discipline Data Packet

Spring 2014 to Spring 2018

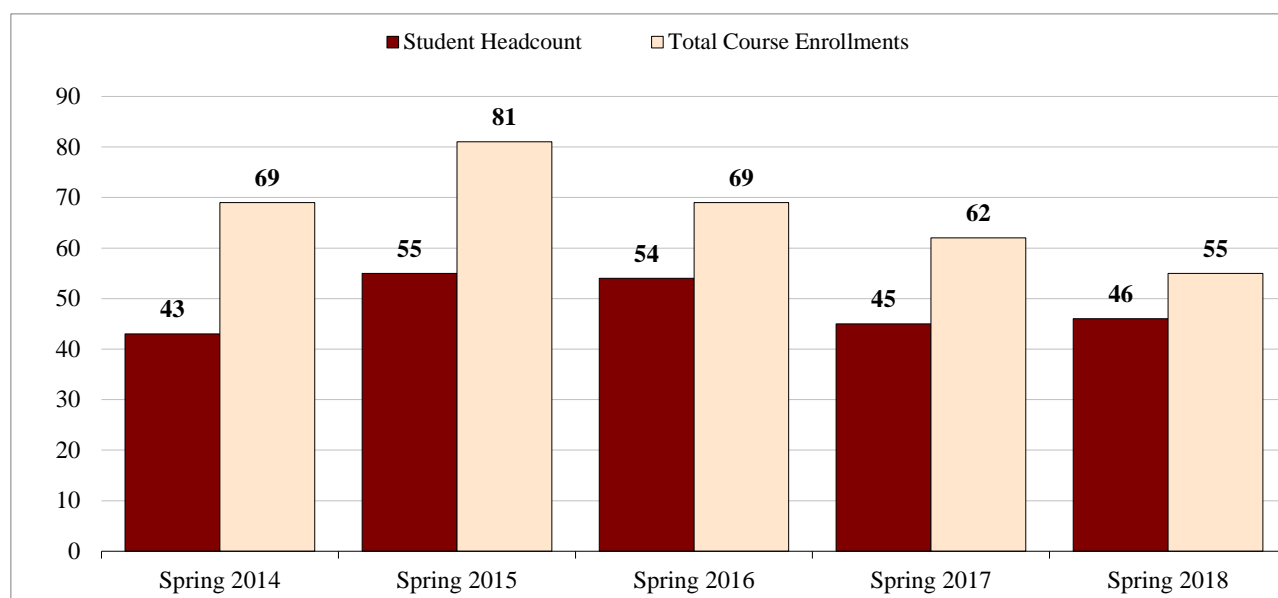
Discipline:

Interior Design (INTD)

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Headcount & Enrollment

Interior Design (INTD)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	43	55	54	45	46
Total Course Enrollments	69	81	69	62	55



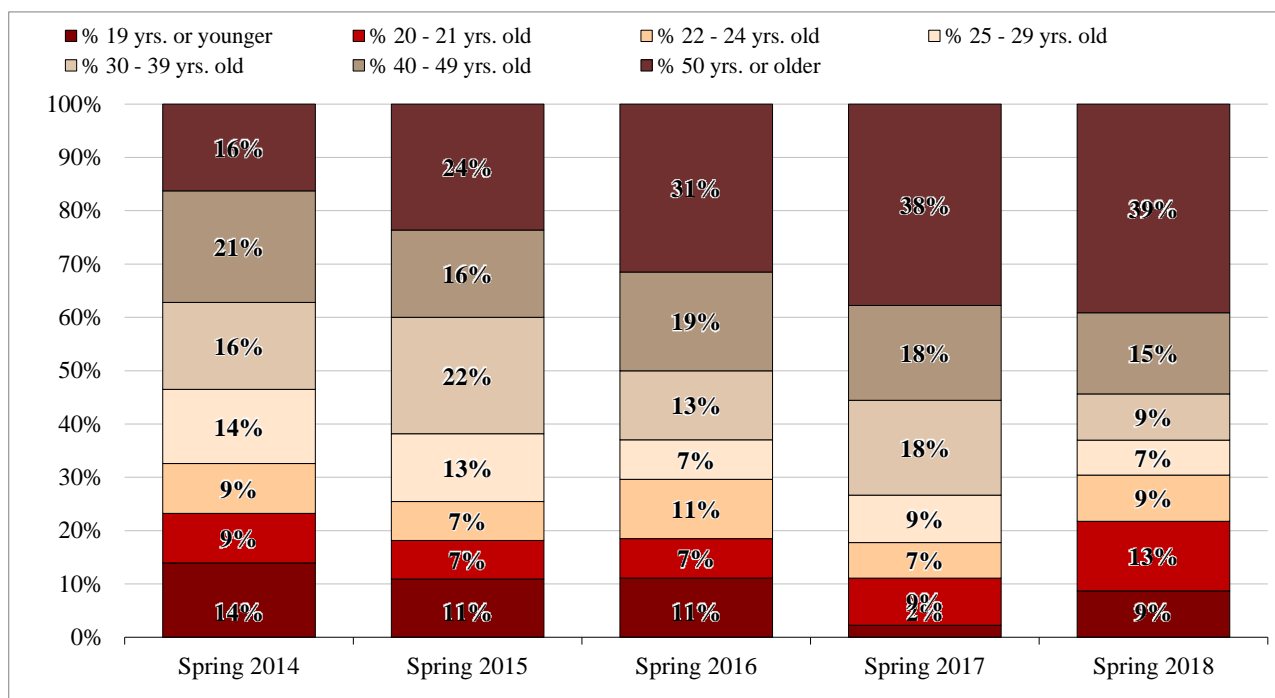
Definitions:

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.

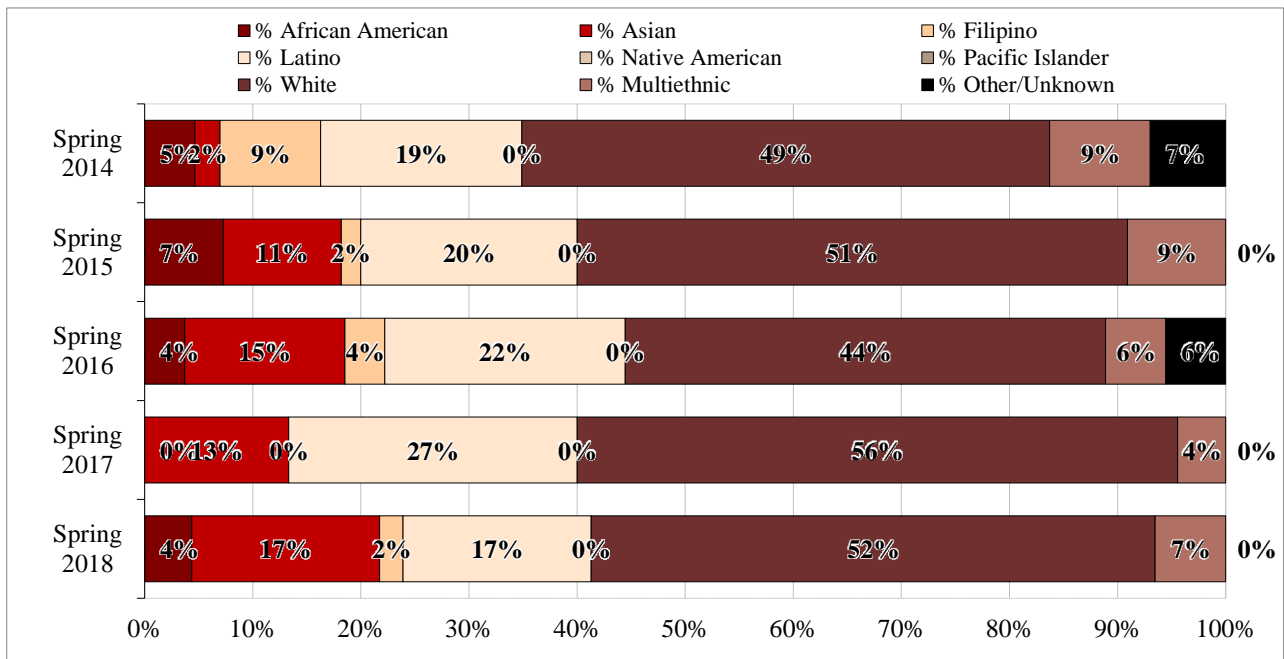
Student Demographics: Gender & Age

Interior Design (INTD)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Female	27	48	47	41	42
Male	14	6	6	4	4
19 yrs. or younger	6	6	6	1	4
20-21 yrs. old	4	4	4	4	6
22-24 yrs. old	4	4	6	3	4
25-29 yrs. old	6	7	4	4	3
30-39 yrs. old	7	12	7	8	4
40-49 yrs. old	9	9	10	8	7
50 yrs. or older	7	13	17	17	18
% Female	66%	89%	89%	91%	91%
% Male	34%	11%	11%	9%	9%
% 19 yrs. or younger	14%	11%	11%	2%	9%
% 20 - 21 yrs. old	9%	7%	7%	9%	13%
% 22 - 24 yrs. old	9%	7%	11%	7%	9%
% 25 - 29 yrs. old	14%	13%	7%	9%	7%
% 30 - 39 yrs. old	16%	22%	13%	18%	9%
% 40 - 49 yrs. old	21%	16%	19%	18%	15%
% 50 yrs. or older	16%	24%	31%	38%	39%



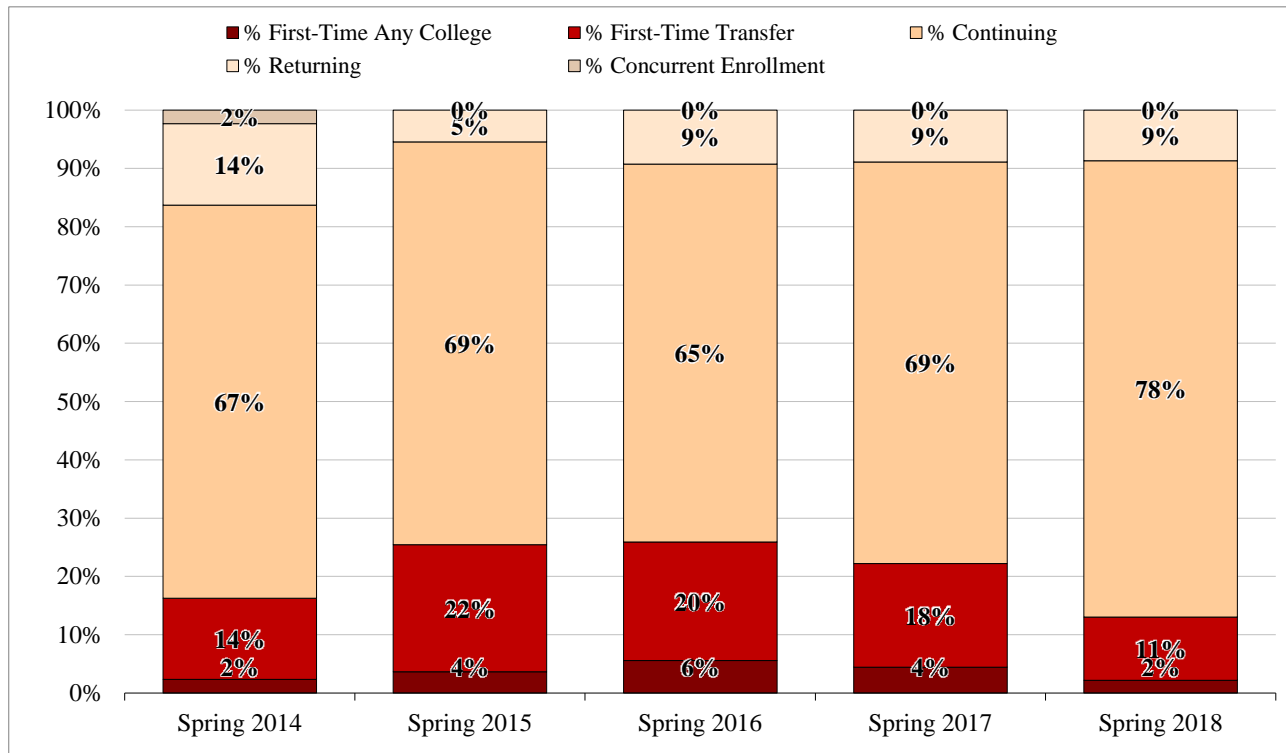
Student Demographic: Race-Ethnicity

Interior Design (INTD)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
African American	2	4	2	0	2
Asian	1	6	8	6	8
Filipino	4	1	2	0	1
Latino	8	11	12	12	8
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	21	28	24	25	24
Multiethnic	4	5	3	2	3
Other/Unknown	3	0	3	0	0
% African American	5%	7%	4%	0%	4%
% Asian	2%	11%	15%	13%	17%
% Filipino	9%	2%	4%	0%	2%
% Latino	19%	20%	22%	27%	17%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	49%	51%	44%	56%	52%
% Multiethnic	9%	9%	6%	4%	7%
% Other/Unknown	7%	0%	6%	0%	0%



Student Enrollment Status

Interior Design (INTD)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
First-Time Any College	1	2	3	2	1
First-Time Transfer	6	12	11	8	5
Continuing	29	38	35	31	36
Returning	6	3	5	4	4
Concurrent Enrollment	1	0	0	0	0
% First-Time Any College	2%	4%	6%	4%	2%
% First-Time Transfer	14%	22%	20%	18%	11%
% Continuing	67%	69%	65%	69%	78%
% Returning	14%	5%	9%	9%	9%
% Concurrent Enrollment	2%	0%	0%	0%	0%



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.

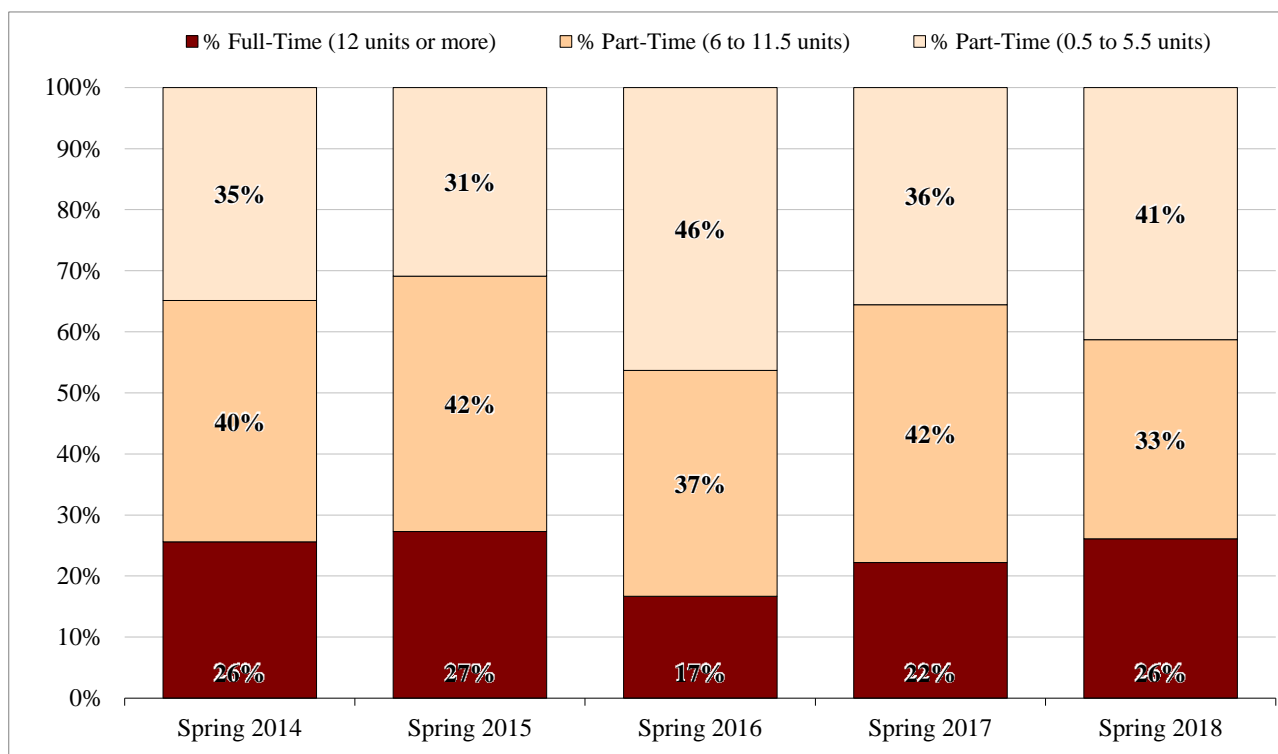
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

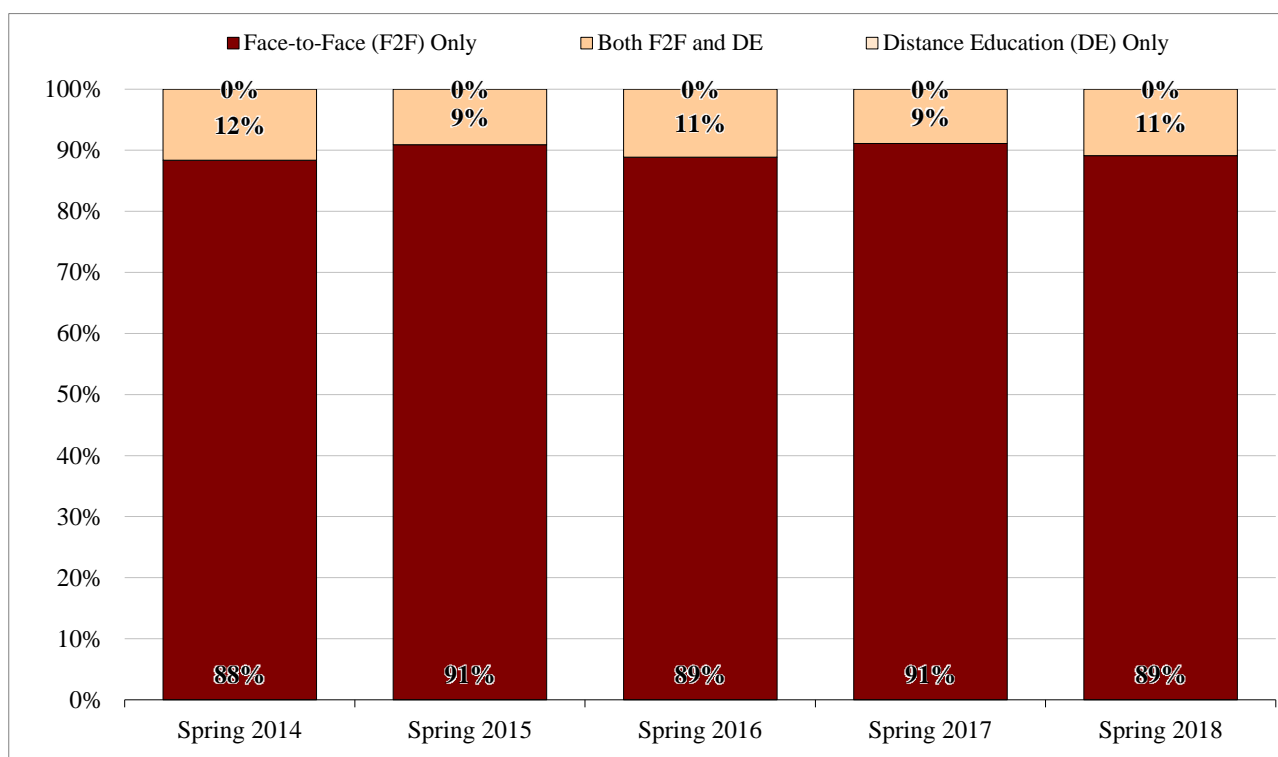
Student Unit Load

Interior Design (INTD)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Full-Time (12 units or more)	11	15	9	10	12
Part-Time (6 to 11.5 units)	17	23	20	19	15
Part-Time (0.5 to 5.5 units)	15	17	25	16	19
% Full-Time (12 units or more)	26%	27%	17%	22%	26%
% Part-Time (6 to 11.5 units)	40%	42%	37%	42%	33%
% Part-Time (0.5 to 5.5 units)	35%	31%	46%	36%	41%



Students Using Distance Education

Interior Design (INTD)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Face-to-Face (F2F) Only	38	50	48	41	41
Both F2F and DE	5	5	6	4	5
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	88%	91%	89%	91%	89%
% Both F2F and DE	12%	9%	11%	9%	11%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

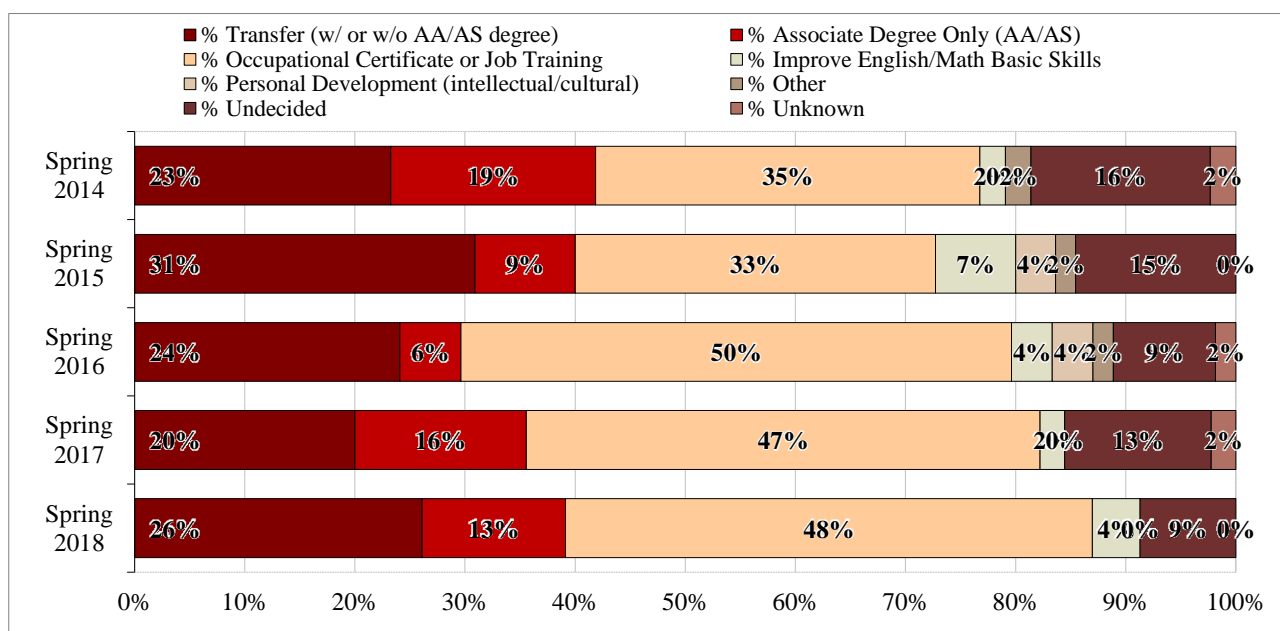


Definitions:

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

Student Educational Goal

Interior Design (INTD)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Transfer (w/ or w/o AA/AS degree)	10	17	13	9	12
Associate Degree Only (AA/AS)	8	5	3	7	6
Occupational Certificate or Job Training	15	18	27	21	22
Improve English/Math Basic Skills	1	4	2	1	2
Personal Development (intellectual/cultural)	0	2	2	0	0
Other	1	1	1	0	0
Undecided	7	8	5	6	4
Unknown	1	0	1	1	0
% Transfer (w/ or w/o AA/AS degree)	23%	31%	24%	20%	26%
% Associate Degree Only (AA/AS)	19%	9%	6%	16%	13%
% Occupational Certificate or Job Training	35%	33%	50%	47%	48%
% Improve English/Math Basic Skills	2%	7%	4%	2%	4%
% Personal Development (intellectual/cultural)	0%	4%	4%	0%	0%
% Other	2%	2%	2%	0%	0%
% Undecided	16%	15%	9%	13%	9%
% Unknown	2%	0%	2%	2%	0%



Definitions:

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

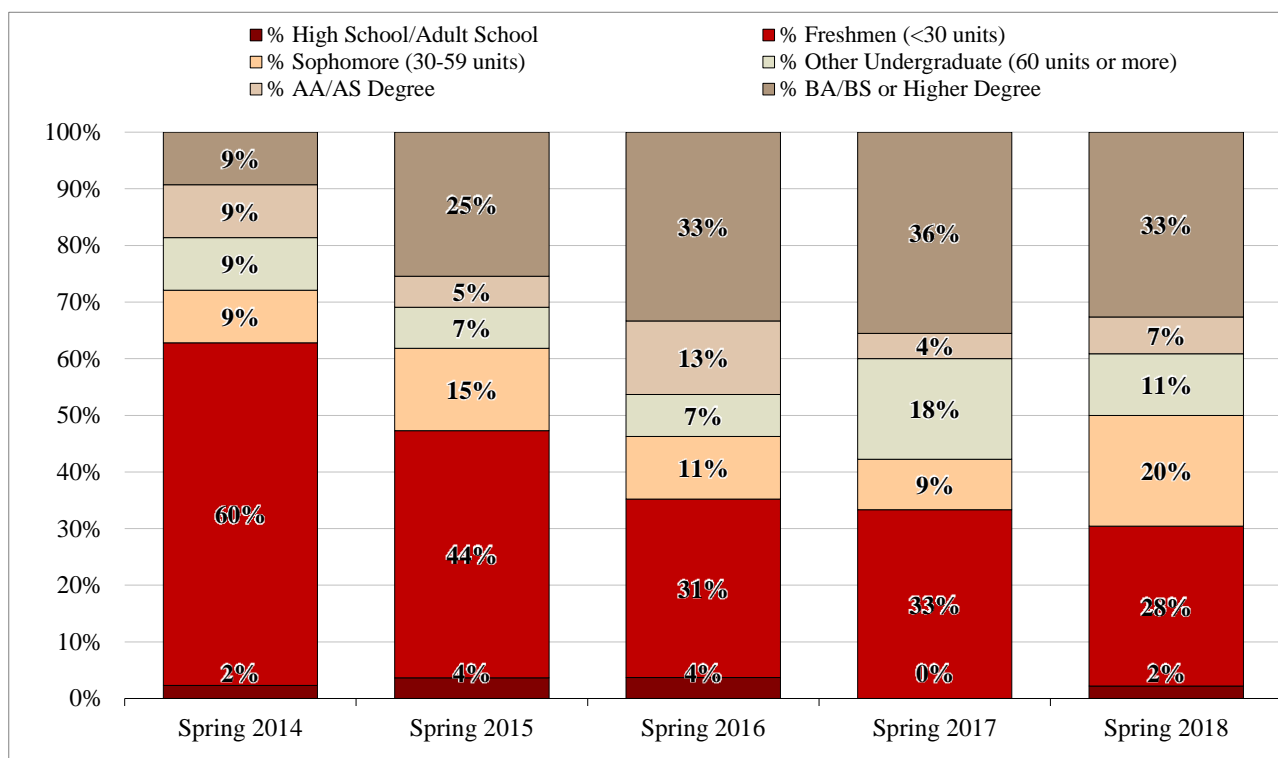
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

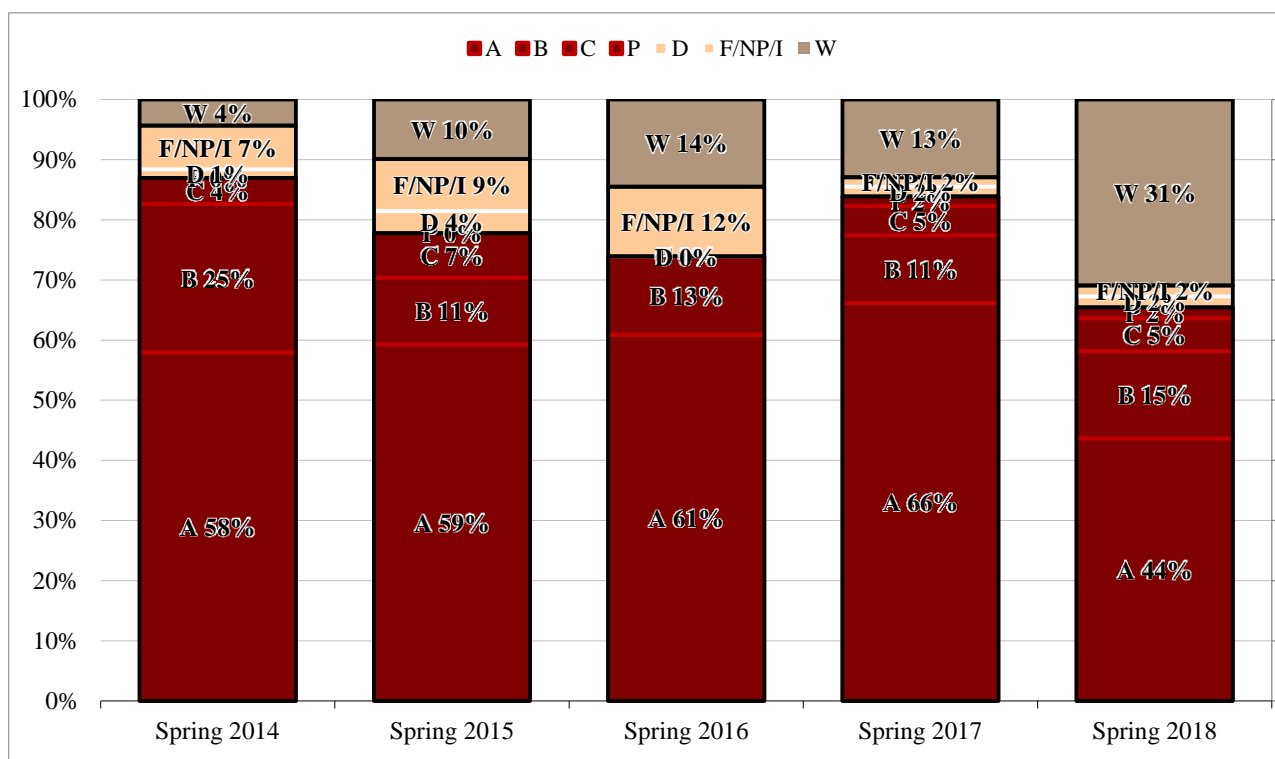
Highest Educational Level of Students

Interior Design (INTD)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School/Adult School	1	2	2	0	1
Freshmen (<30 units)	26	24	17	15	13
Sophomore (30-59 units)	4	8	6	4	9
Other Undergraduate (60 units or more)	4	4	4	8	5
AA/AS Degree	4	3	7	2	3
BA/BS or Higher Degree	4	14	18	16	15
% High School/Adult School	2%	4%	4%	0%	2%
% Freshmen (<30 units)	60%	44%	31%	33%	28%
% Sophomore (30-59 units)	9%	15%	11%	9%	20%
% Other Undergraduate (60 units or more)	9%	7%	7%	18%	11%
% AA/AS Degree	9%	5%	13%	4%	7%
% BA/BS or Higher Degree	9%	25%	33%	36%	33%



Student Performance: Grade Distribution

Interior Design (INTD)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	69	81	69	62	55
Course Success Rates	87%	78%	74%	84%	65%
A	58%	59%	61%	66%	44%
B	25%	11%	13%	11%	15%
C	4%	7%	0%	5%	5%
P	0%	0%	0%	2%	2%
Course Non-Success Rate	9%	12%	12%	3%	4%
D	1%	4%	0%	2%	2%
F/NP/I	7%	9%	12%	2%	2%
Withdrawals (W)	4%	10%	14%	13%	31%



Definitions:

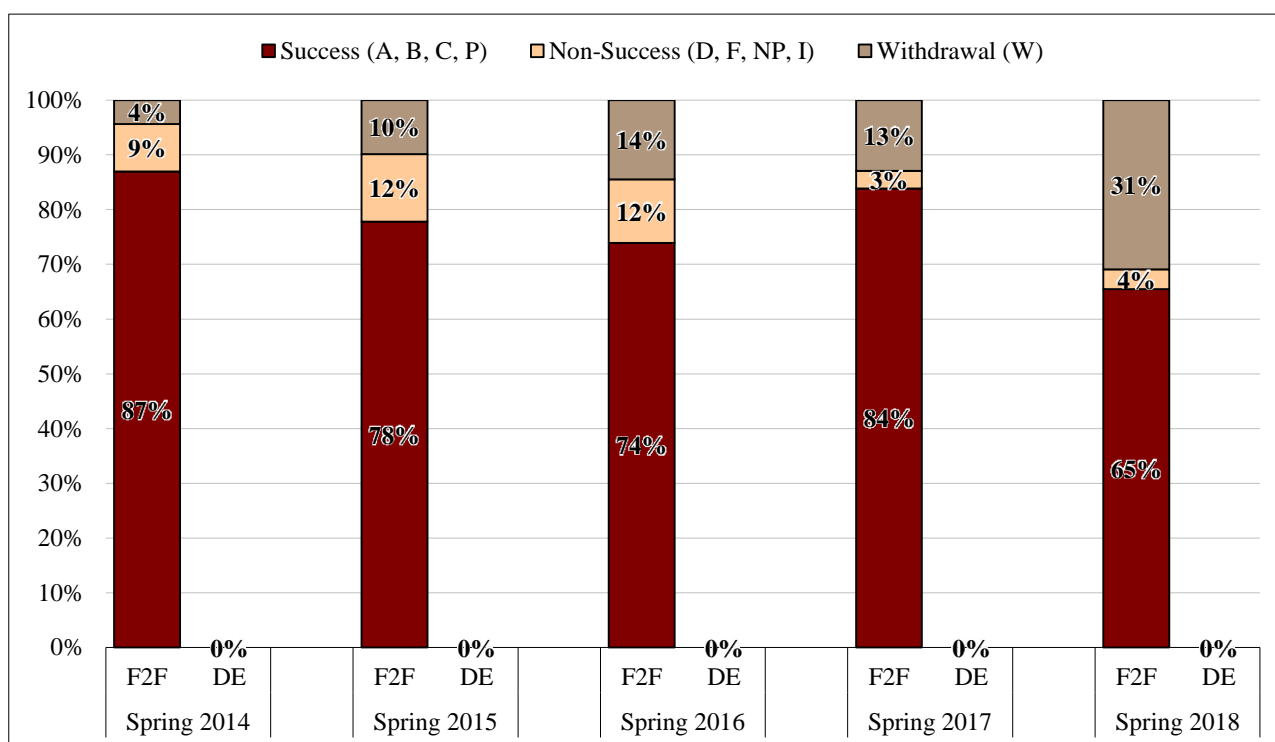
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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

Interior Design (INTD)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total Course Enrollments	69	81	69	62	55
Face-to-Face (F2F) Sections	69	81	69	62	55
Success Rates	87%	78%	74%	84%	65%
Non-Success Rates	9%	12%	12%	3%	4%
Withdrawals	4%	10%	14%	13%	31%
Distance Education (DE) Sections	—	—	—	—	—
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—



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.

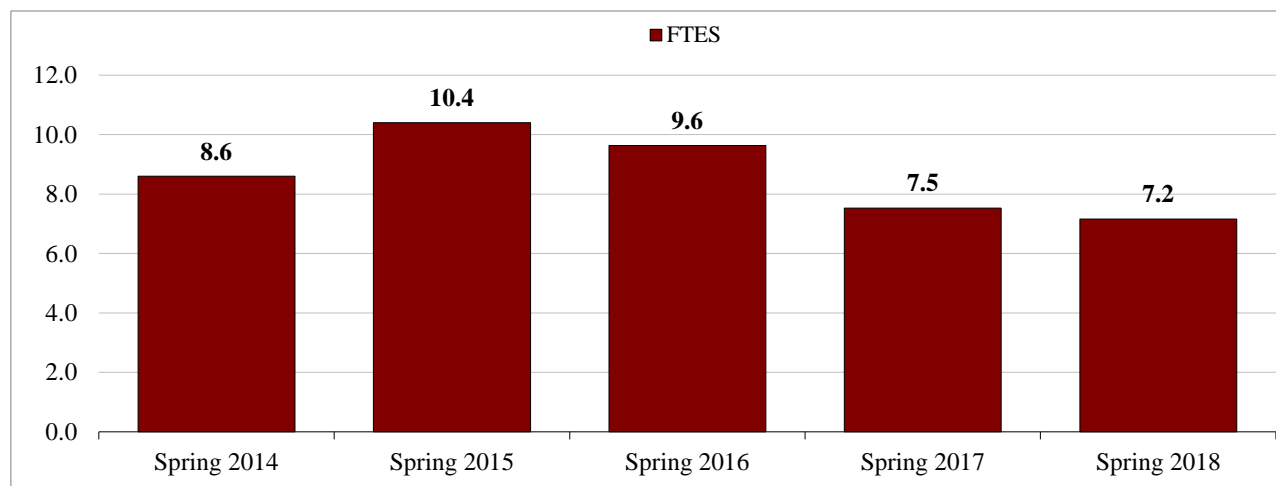
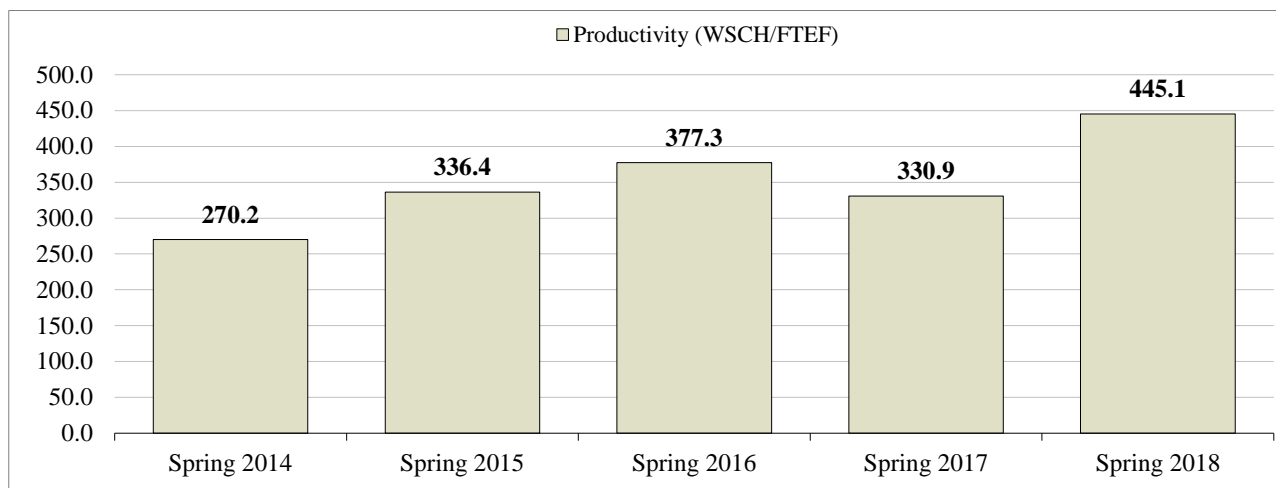
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'T') relative to all students receiving a grade.

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

	Interior Design (INTD)				
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	261	325	289	226	215
FTEF	8.6	10.4	9.6	7.5	7.2
Productivity (WSCH/FTEF)	270.2	336.4	377.3	330.9	445.1



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.

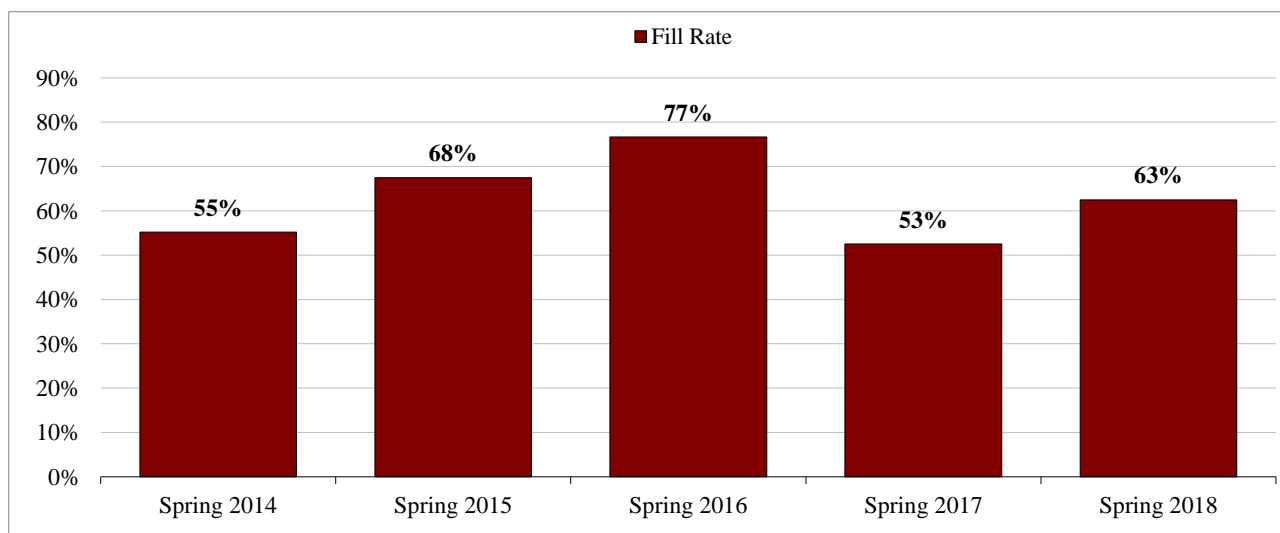
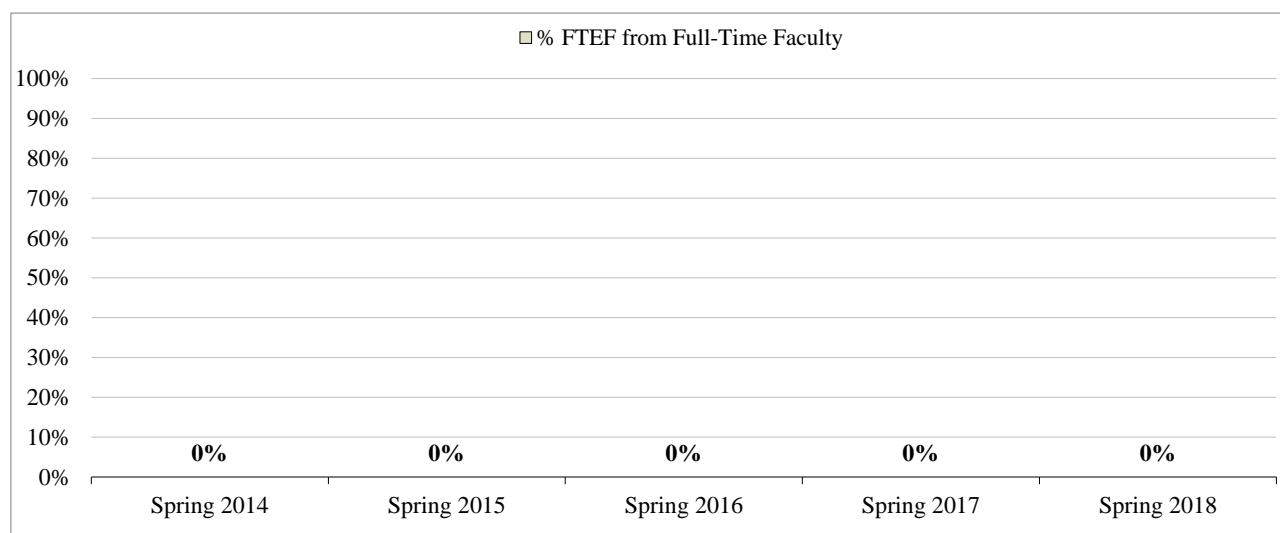
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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

Interior Design (INTD)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
FTEF from Full-Time Faculty	0.0	0.0	0.0	0.0	0.0
% FTEF from Full-Time Faculty	0%	0%	0%	0%	0%
Enrollments	69	81	69	62	55
Capacity (seats available)	125	120	90	118	88
Fill Rate	55%	68%	77%	53%	63%



Definitions:

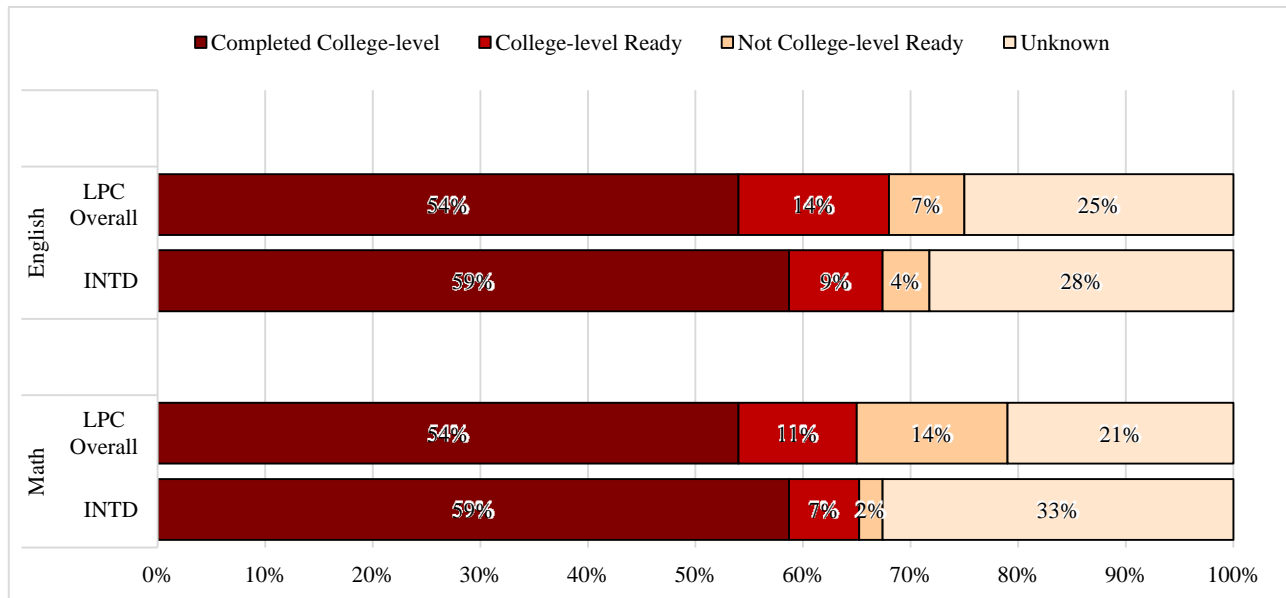
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2018				
	INTD		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	27	59%	4,955	54%
College-level Ready	4	9%	1,319	14%
Not College-level Ready	2	4%	619	7%
Unknown	13	30%	2,260	25%
College Math				
Completed College-level	27	59%	4,980	54%
College-level Ready	3	7%	974	11%
Not College-level Ready	1	2%	1,239	14%
Unknown	15	33%	1,960	21%



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.