



Las Positas College

Program Review Discipline Data Packet

Fall 2014 to Fall 2018

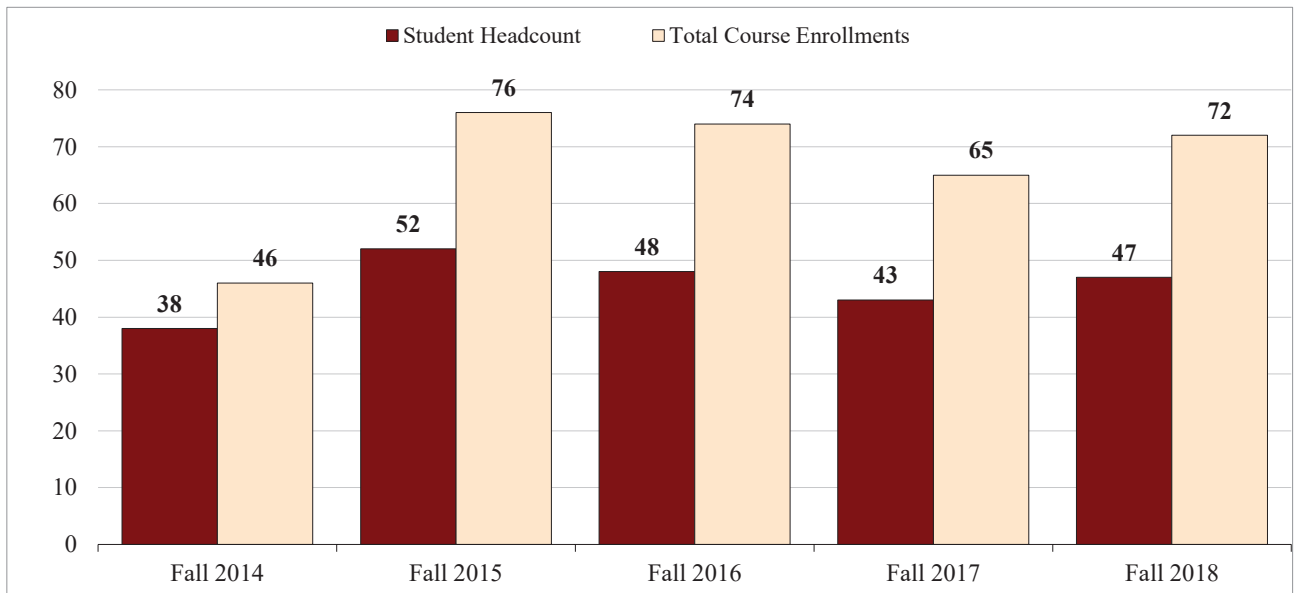
Discipline:

Interior Design (INTD)

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Headcount & Enrollment

Interior Design (INTD)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Student Headcount	38	52	48	43	47
Total Course Enrollments	46	76	74	65	72



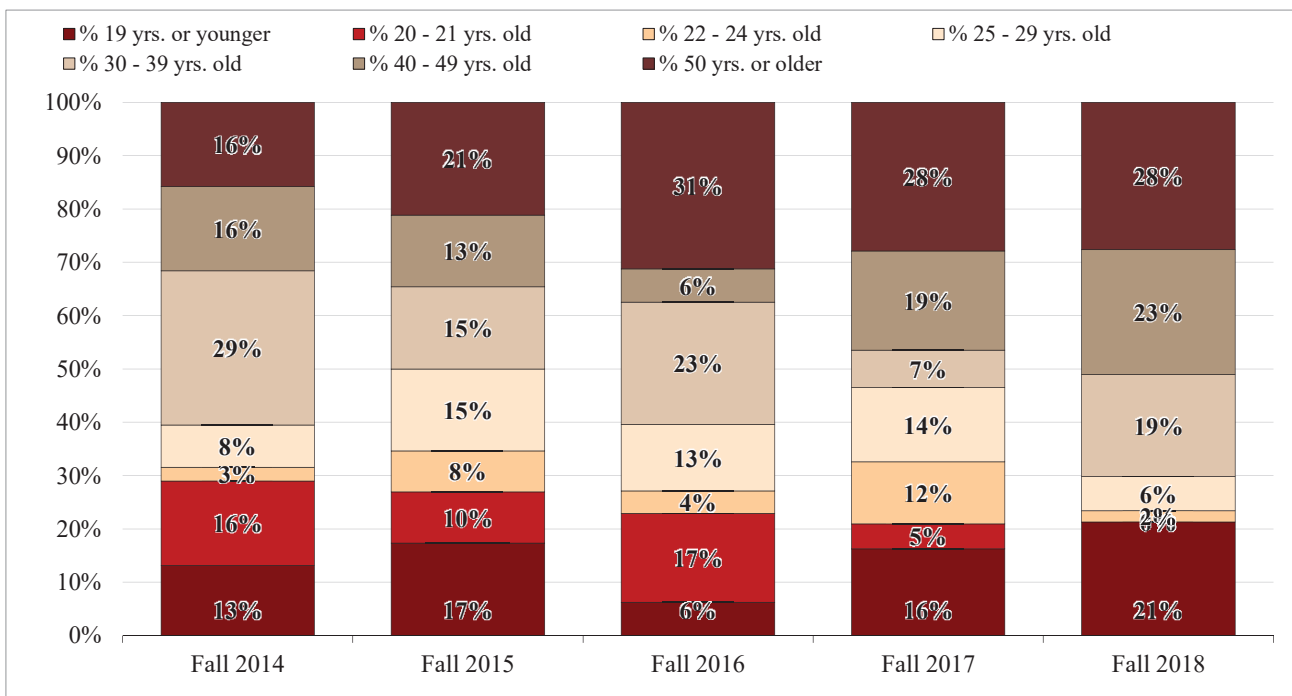
Definitions:

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.

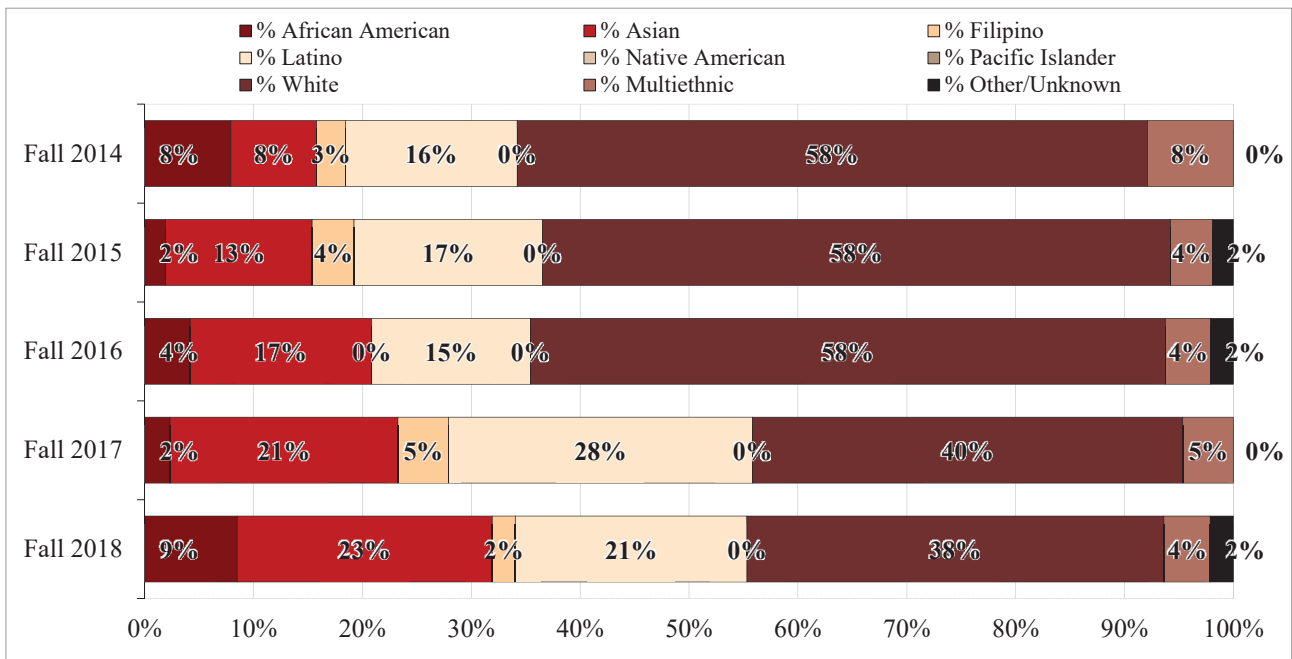
Student Demographics: Gender & Age

Interior Design (INTD)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	28	45	44	38	43
Male	10	7	4	5	4
19 yrs. or younger	5	9	3	7	10
20-21 yrs. old	6	5	8	2	0
22-24 yrs. old	1	4	2	5	1
25-29 yrs. old	3	8	6	6	3
30-39 yrs. old	11	8	11	3	9
40-49 yrs. old	6	7	3	8	11
50 yrs. or older	6	11	15	12	13
% Female	74%	87%	92%	88%	91%
% Male	26%	13%	8%	12%	9%
% 19 yrs. or younger	13%	17%	6%	16%	21%
% 20 - 21 yrs. old	16%	10%	17%	5%	0%
% 22 - 24 yrs. old	3%	8%	4%	12%	2%
% 25 - 29 yrs. old	8%	15%	13%	14%	6%
% 30 - 39 yrs. old	29%	15%	23%	7%	19%
% 40 - 49 yrs. old	16%	13%	6%	19%	23%
% 50 yrs. or older	16%	21%	31%	28%	28%



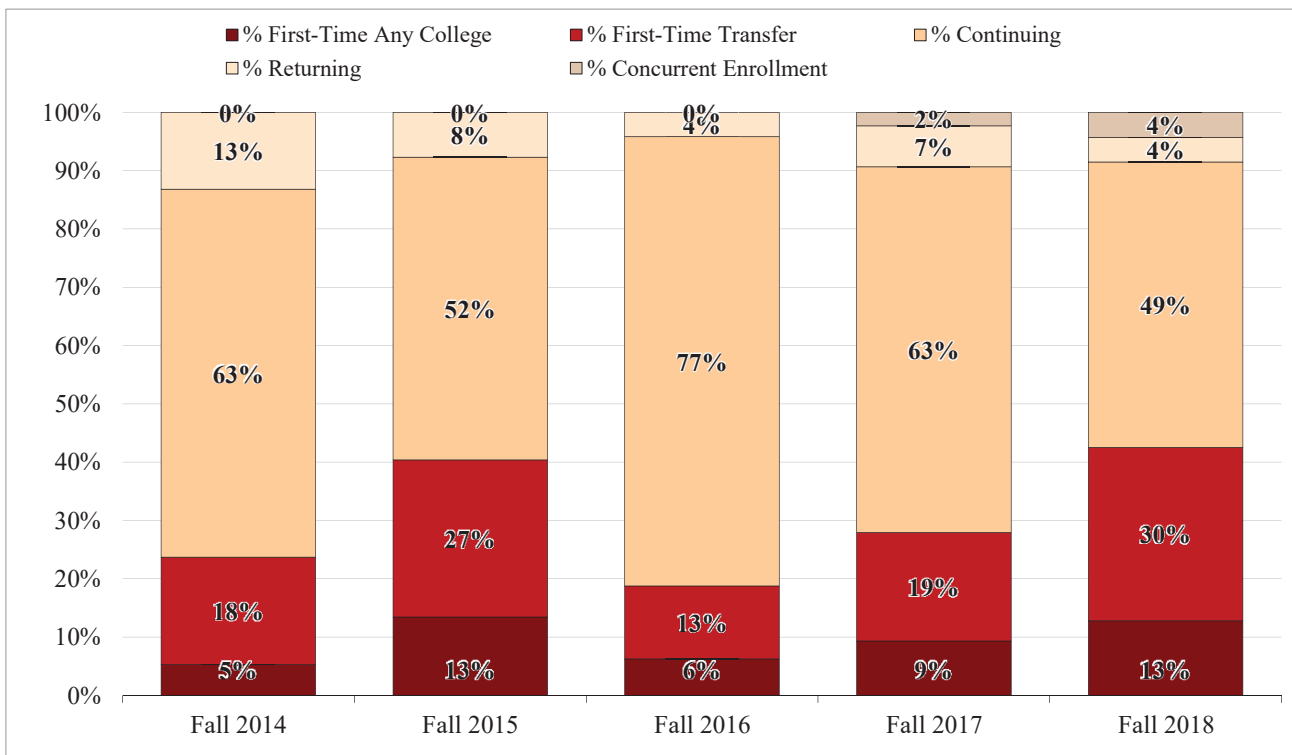
Student Demographic: Race-Ethnicity

Interior Design (INTD)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American	3	1	2	1	4
Asian	3	7	8	9	11
Filipino	1	2	0	2	1
Latino	6	9	7	12	10
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	22	30	28	17	18
Multiethnic	3	2	2	2	2
Other/Unknown	0	1	1	0	1
% African American	8%	2%	4%	2%	9%
% Asian	8%	13%	17%	21%	23%
% Filipino	3%	4%	0%	5%	2%
% Latino	16%	17%	15%	28%	21%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	58%	58%	58%	40%	38%
% Multiethnic	8%	4%	4%	5%	4%
% Other/Unknown	0%	2%	2%	0%	2%



Student Enrollment Status

Interior Design (INTD)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
First-Time Any College	2	7	3	4	6
First-Time Transfer	7	14	6	8	14
Continuing	24	27	37	27	23
Returning	5	4	2	3	2
Concurrent Enrollment	0	0	0	1	2
% First-Time Any College	5%	13%	6%	9%	13%
% First-Time Transfer	18%	27%	13%	19%	30%
% Continuing	63%	52%	77%	63%	49%
% Returning	13%	8%	4%	7%	4%
% Concurrent Enrollment	0%	0%	0%	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.

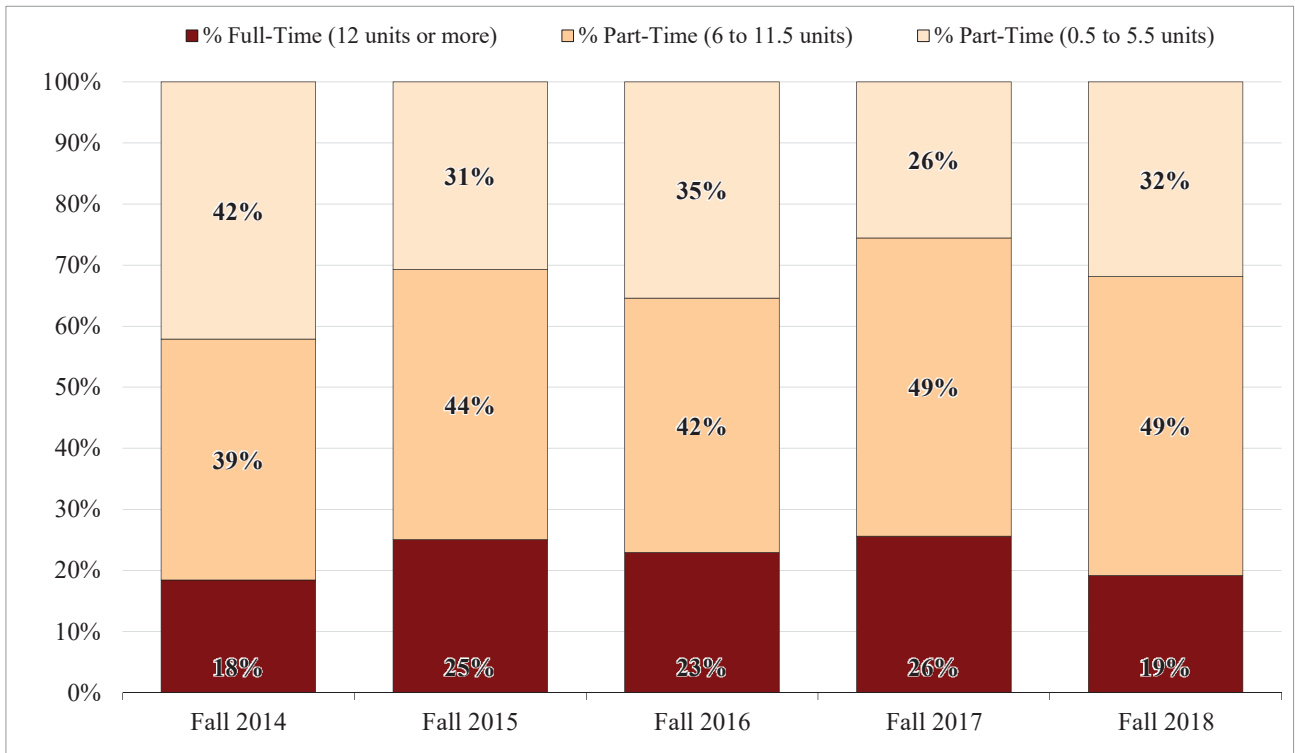
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

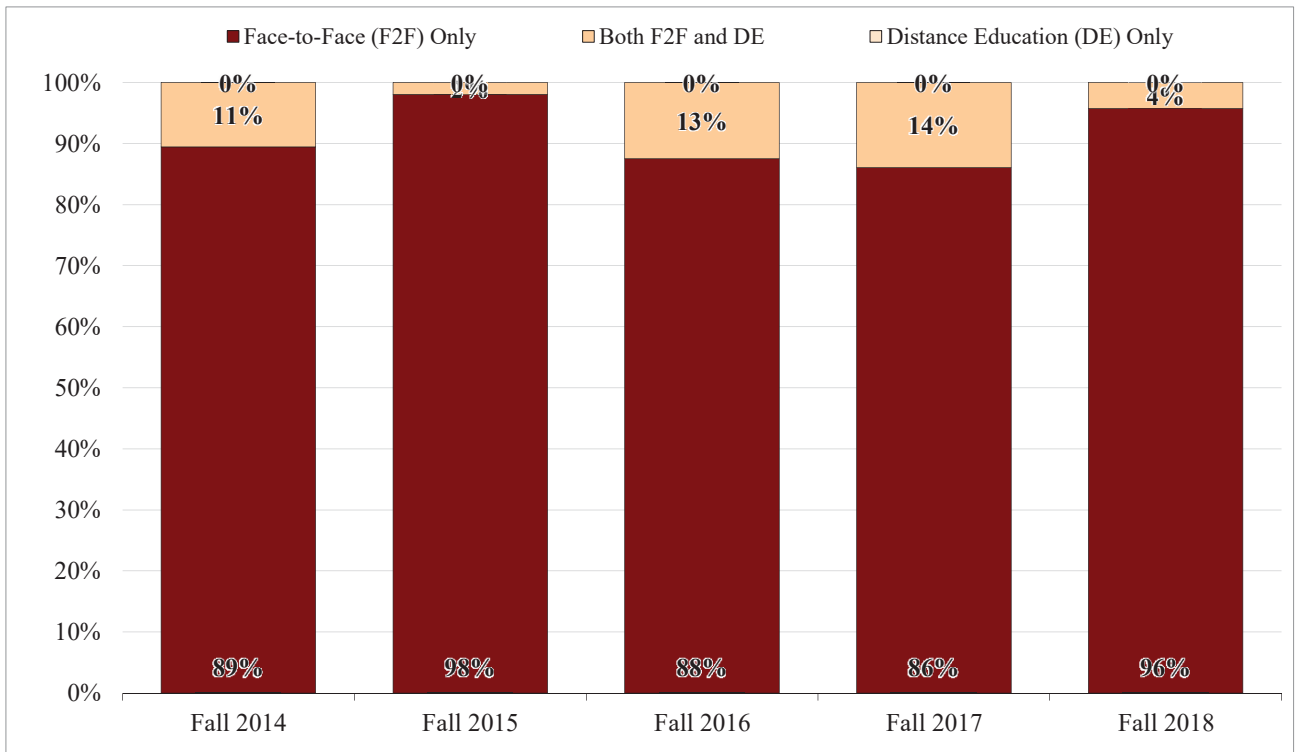
Student Unit Load

Interior Design (INTD)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Full-Time (12 units or more)	7	13	11	11	9
Part-Time (6 to 11.5 units)	15	23	20	21	23
Part-Time (0.5 to 5.5 units)	16	16	17	11	15
% Full-Time (12 units or more)	18%	25%	23%	26%	19%
% Part-Time (6 to 11.5 units)	39%	44%	42%	49%	49%
% Part-Time (0.5 to 5.5 units)	42%	31%	35%	26%	32%



Students Using Distance Education

Interior Design (INTD)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Face-to-Face (F2F) Only	34	51	42	37	45
Both F2F and DE	4	1	6	6	2
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	89%	98%	88%	86%	96%
% Both F2F and DE	11%	2%	13%	14%	4%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

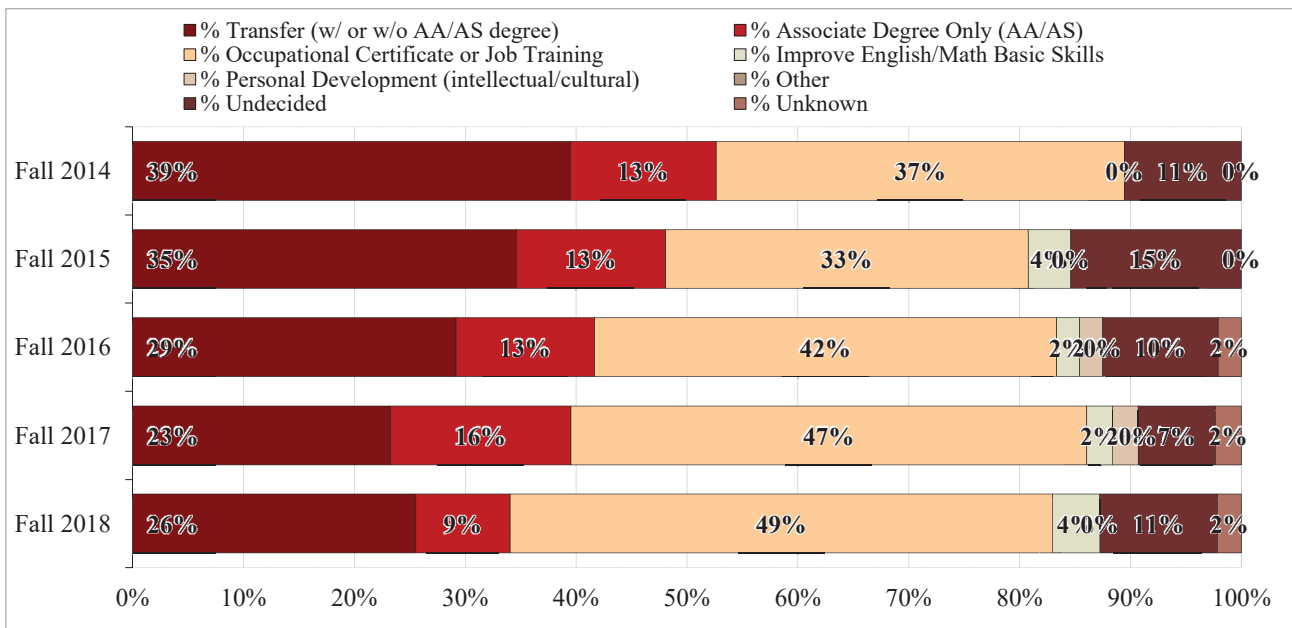


Definitions:

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

Student Educational Goal

Interior Design (INTD)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Transfer (w/ or w/o AA/AS degree)	15	18	14	10	12
Associate Degree Only (AA/AS)	5	7	6	7	4
Occupational Certificate or Job Training	14	17	20	20	23
Improve English/Math Basic Skills	0	2	1	1	2
Personal Development (intellectual/cultural)	0	0	1	1	0
Other	0	0	0	0	0
Undecided	4	8	5	3	5
Unknown	0	0	1	1	1
% Transfer (w/ or w/o AA/AS degree)	39%	35%	29%	23%	26%
% Associate Degree Only (AA/AS)	13%	13%	13%	16%	9%
% Occupational Certificate or Job Training	37%	33%	42%	47%	49%
% Improve English/Math Basic Skills	0%	4%	2%	2%	4%
% Personal Development (intellectual/cultural)	0%	0%	2%	2%	0%
% Other	0%	0%	0%	0%	0%
% Undecided	11%	15%	10%	7%	11%
% Unknown	0%	0%	2%	2%	2%



Definitions:

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

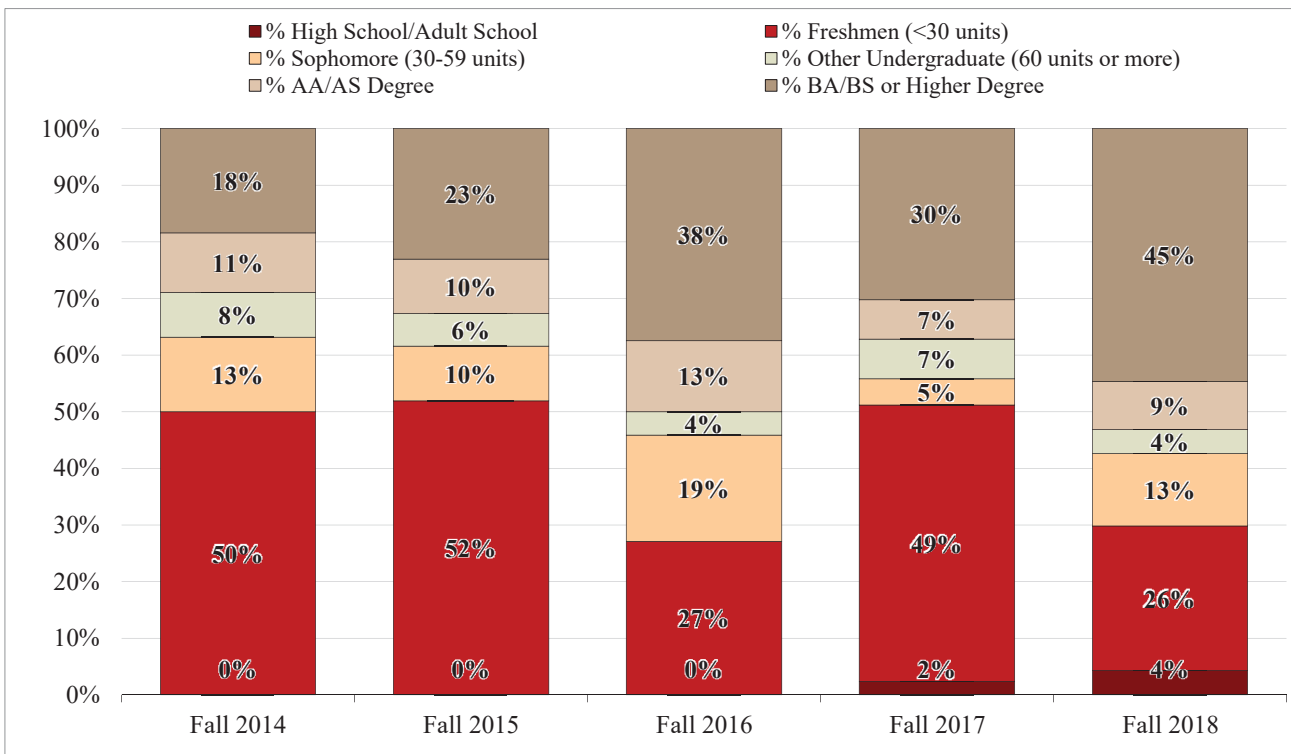
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

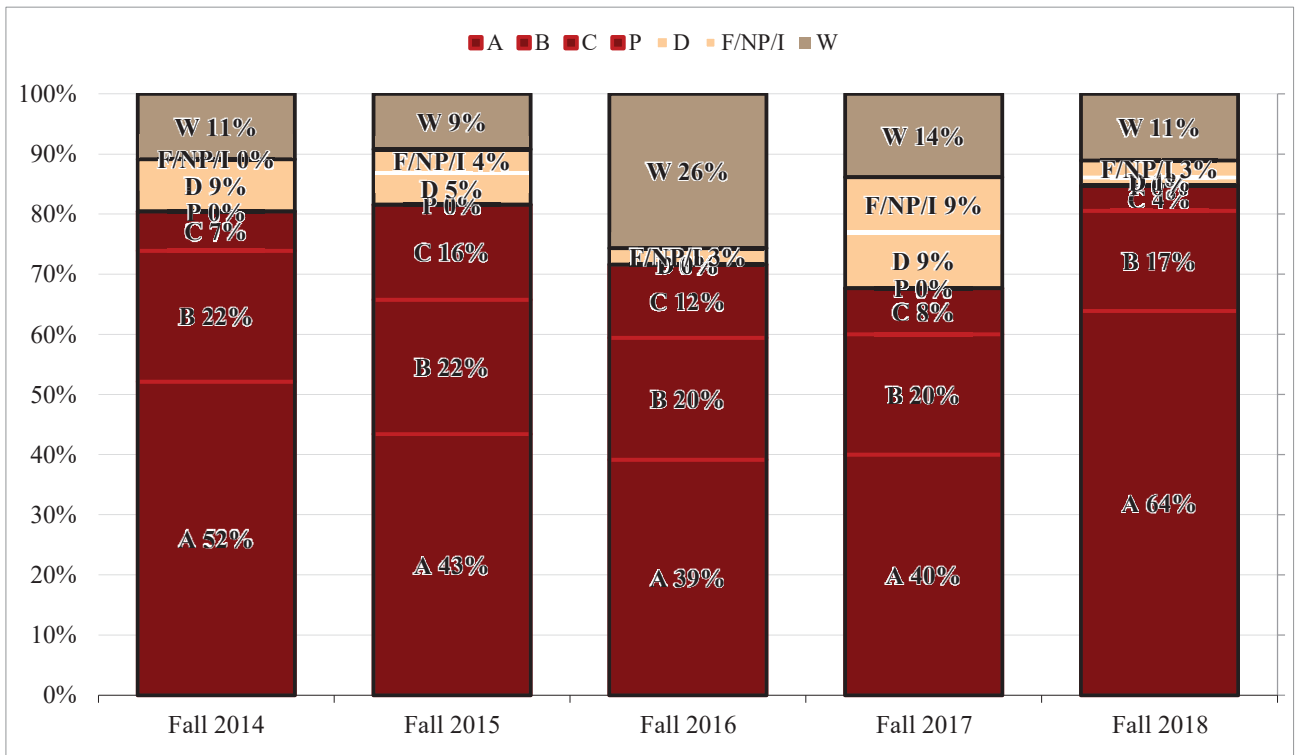
Highest Educational Level of Students

Interior Design (INTD)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
High School/Adult School	0	0	0	1	2
Freshmen (<30 units)	19	27	13	21	12
Sophomore (30-59 units)	5	5	9	2	6
Other Undergraduate (60 units or more)	3	3	2	3	2
AA/AS Degree	4	5	6	3	4
BA/BS or Higher Degree	7	12	18	13	21
% High School/Adult School	0%	0%	0%	2%	4%
% Freshmen (<30 units)	50%	52%	27%	49%	26%
% Sophomore (30-59 units)	13%	10%	19%	5%	13%
% Other Undergraduate (60 units or more)	8%	6%	4%	7%	4%
% AA/AS Degree	11%	10%	13%	7%	9%
% BA/BS or Higher Degree	18%	23%	38%	30%	45%



Student Performance: Grade Distribution

Interior Design (INTD)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	46	76	74	65	72
Course Success Rates	80%	82%	72%	68%	85%
A	52%	43%	39%	40%	64%
B	22%	22%	20%	20%	17%
C	7%	16%	12%	8%	4%
P	0%	0%	0%	0%	0%
Course Non-Success Rate	9%	9%	3%	18%	4%
D	9%	5%	0%	9%	1%
F/NP/I	0%	4%	3%	9%	3%
Withdrawals (W)	11%	9%	26%	14%	11%



Definitions:

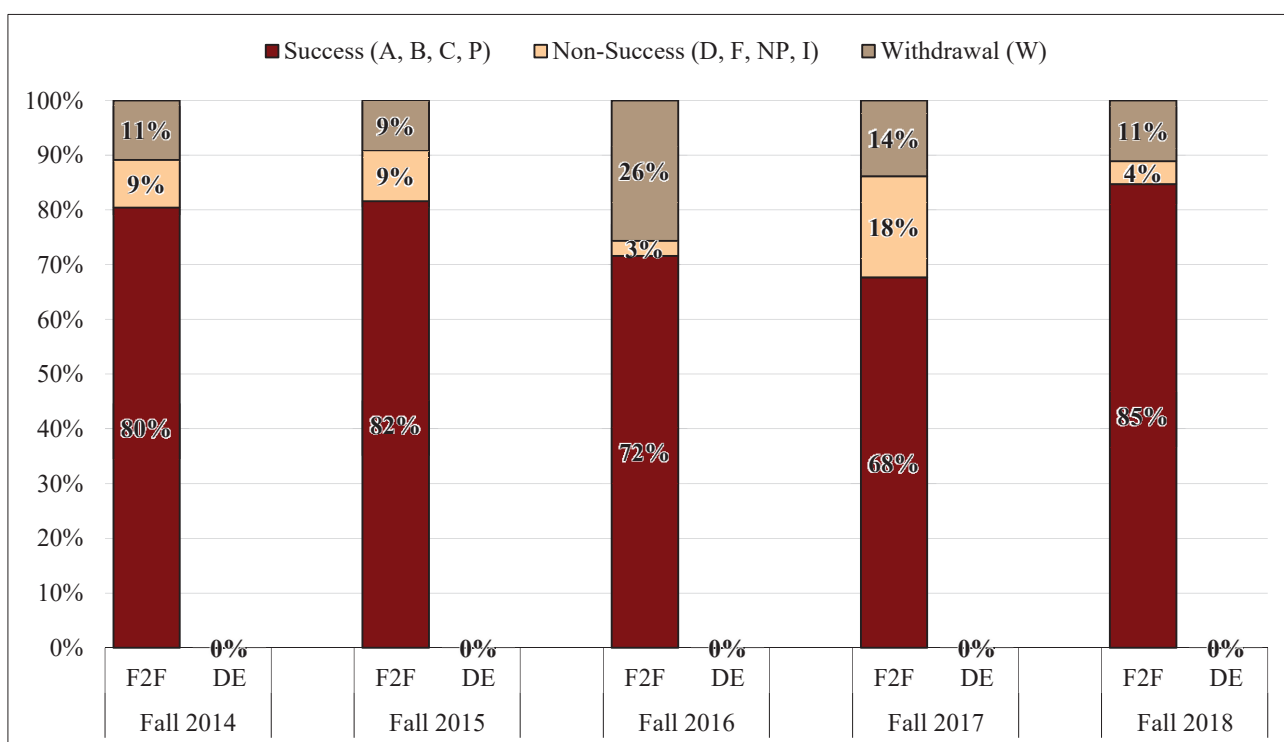
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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.

Student Performance: Distance Education

Interior Design (INTD)					
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Course Enrollments	46	76	74	65	72
Face-to-Face (F2F) Sections	46	76	74	65	72
Success Rates	80%	82%	72%	68%	85%
Non-Success Rates	9%	9%	3%	18%	4%
Withdrawals	11%	9%	26%	14%	11%
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.

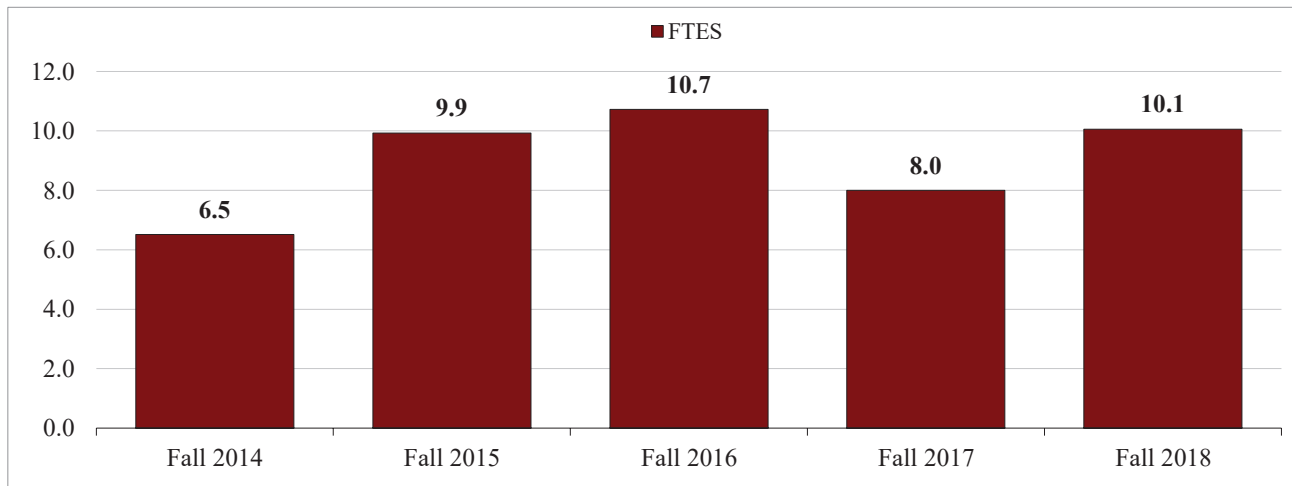
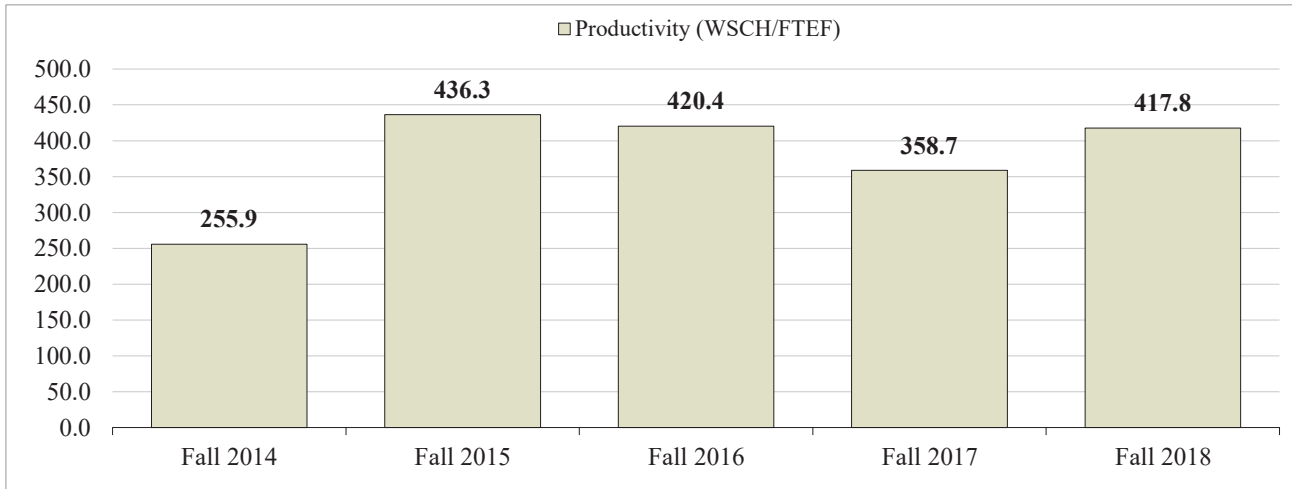
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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

	Interior Design (INTD)				
	Term				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
WSCH	196	298	322	245	320
FTEF	6.5	9.9	10.7	8.0	10.1
FTEF	0.8	0.7	0.8	0.7	0.8
Productivity (WSCH/FTEF)	255.9	436.3	420.4	358.7	417.8



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.

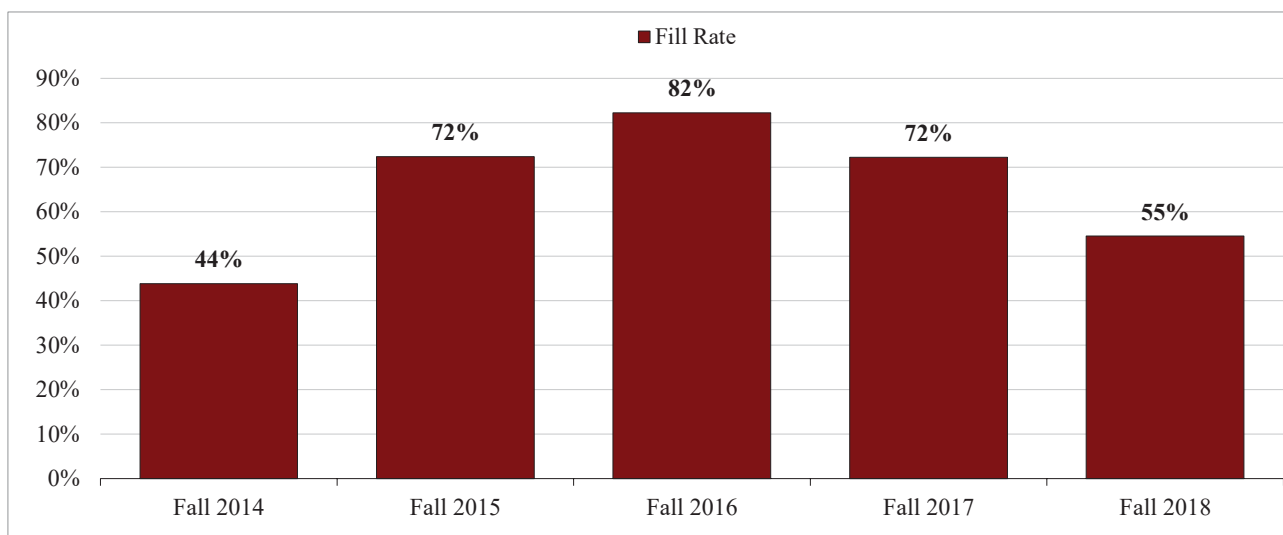
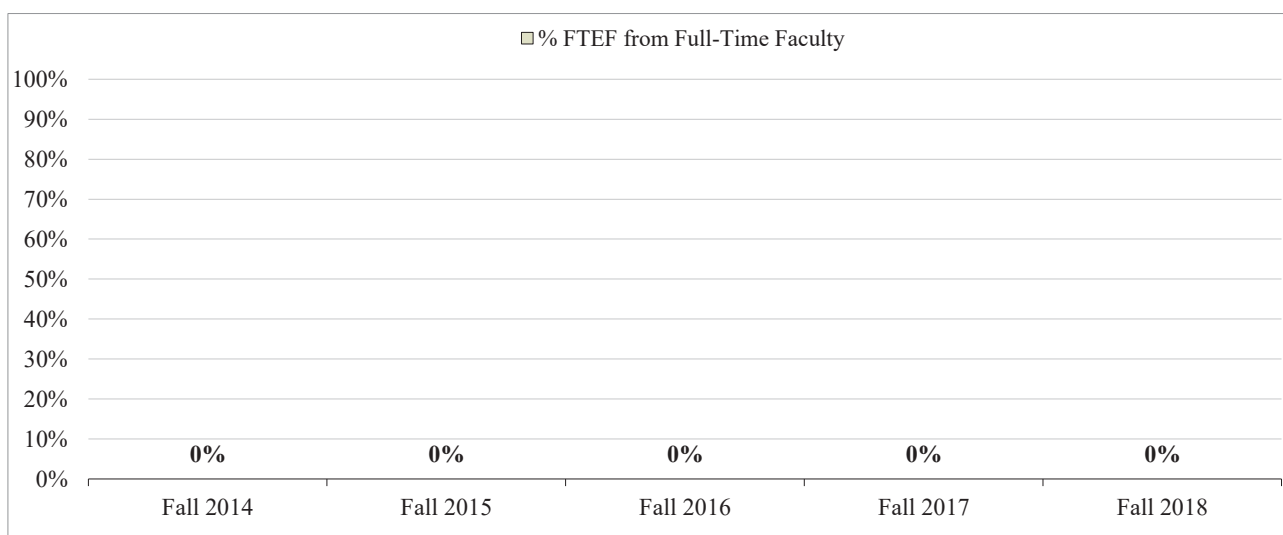
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 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	46	76	74	65	72
Capacity (seats available)	105	105	90	90	132
Fill Rate	44%	72%	82%	72%	55%



Definitions:

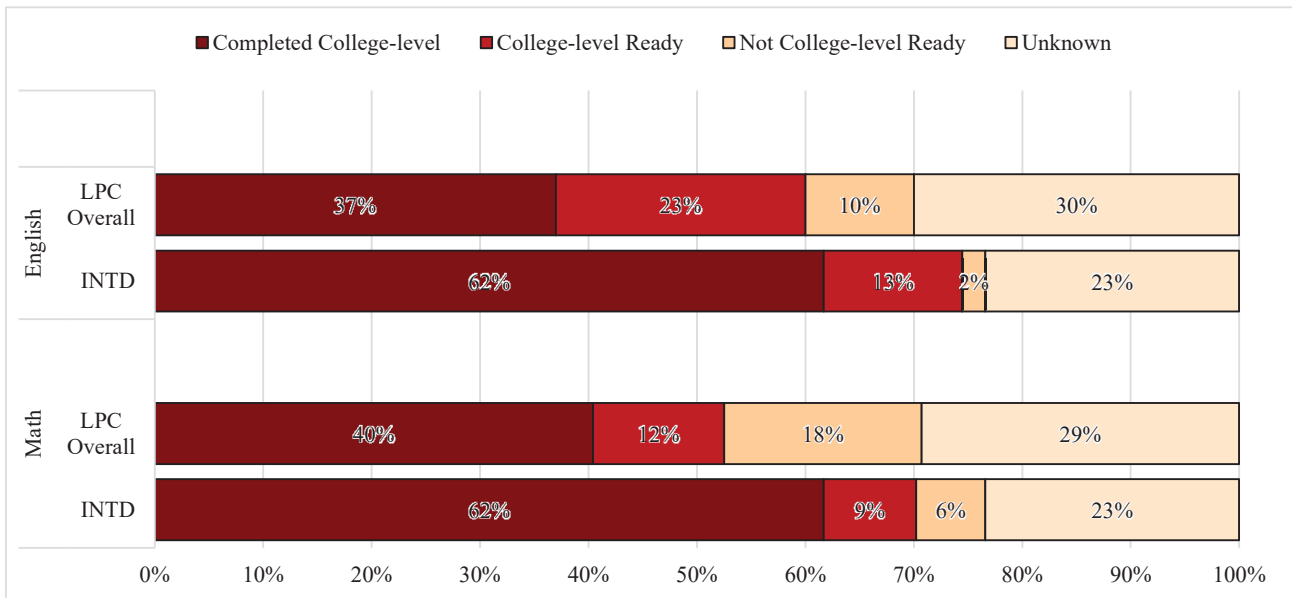
Fill Rate is number of enrollments over the total capacity (seats available).

% 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

Fall 2018				
	INTD		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	29	62%	4,858	52%
College-level Ready	6	13%	2,005	22%
Not College-level Ready	1	2%	675	7%
Unknown	11	23%	1,776	19%
College Math				
Completed College-level	29	62%	4,134	44%
College-level Ready	4	9%	1,812	19%
Not College-level Ready	3	6%	1,583	17%
Unknown	11	23%	1,785	19%



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.