



Las Positas College

Program Review Discipline Data Packet

Spring 2015 to Spring 2019

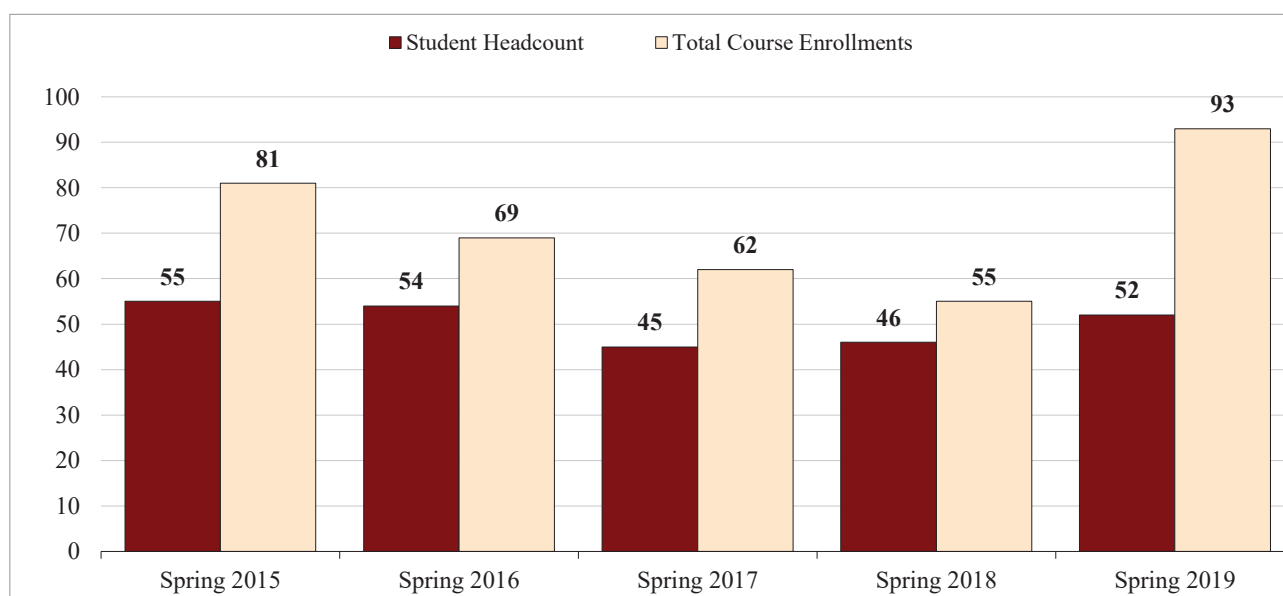
Discipline:

Interior Design (INTD)

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Headcount & Enrollment

Interior Design (INTD)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount	55	54	45	46	52
Total Course Enrollments	81	69	62	55	93



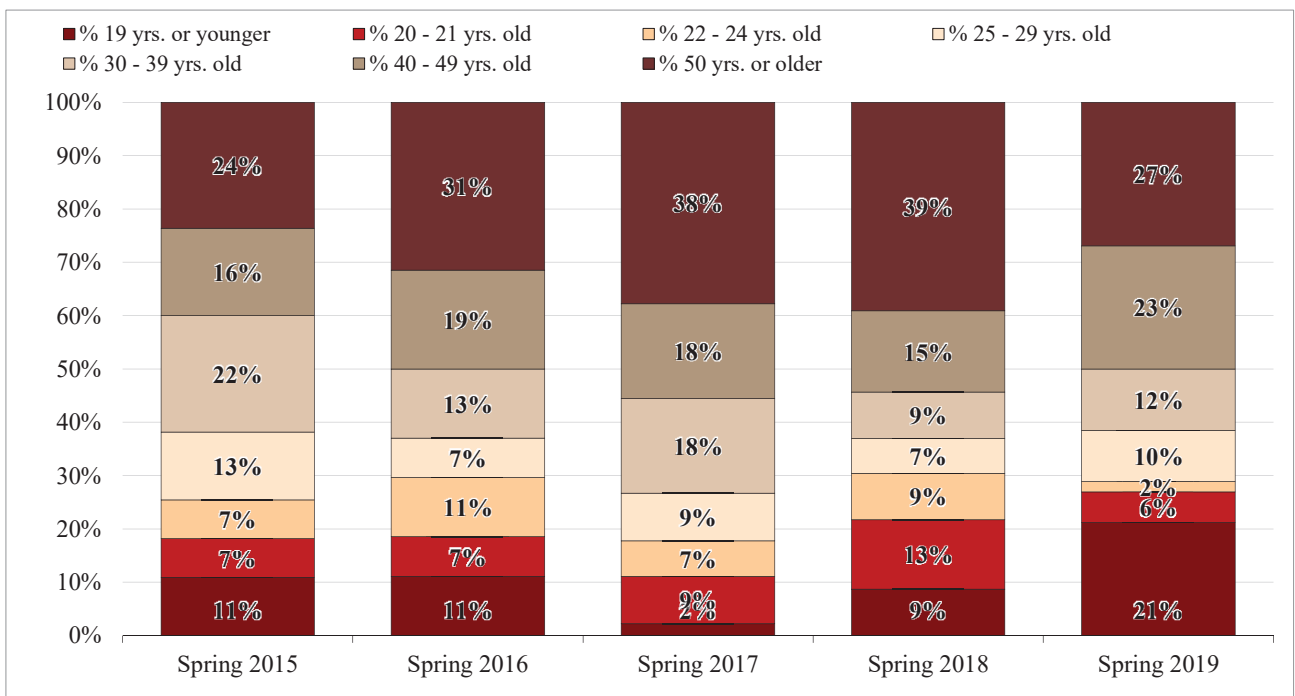
Definitions:

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.

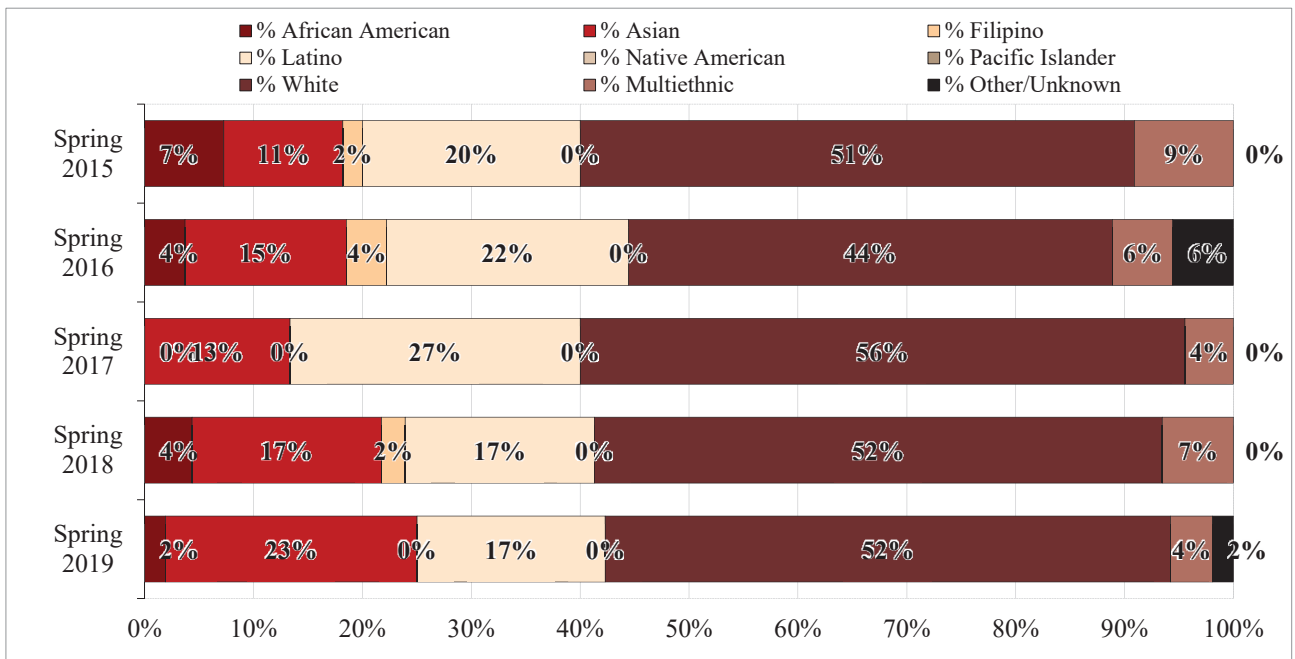
Student Demographics: Gender & Age

Interior Design (INTD)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Female	48	47	41	42	42
Male	6	6	4	4	7
19 yrs. or younger	6	6	1	4	11
20-21 yrs. old	4	4	4	6	3
22-24 yrs. old	4	6	3	4	1
25-29 yrs. old	7	4	4	3	5
30-39 yrs. old	12	7	8	4	6
40-49 yrs. old	9	10	8	7	12
50 yrs. or older	13	17	17	18	14
% Female	89%	89%	91%	91%	86%
% Male	11%	11%	9%	9%	14%
% 19 yrs. or younger	11%	11%	2%	9%	21%
% 20 - 21 yrs. old	7%	7%	9%	13%	6%
% 22 - 24 yrs. old	7%	11%	7%	9%	2%
% 25 - 29 yrs. old	13%	7%	9%	7%	10%
% 30 - 39 yrs. old	22%	13%	18%	9%	12%
% 40 - 49 yrs. old	16%	19%	18%	15%	23%
% 50 yrs. or older	24%	31%	38%	39%	27%



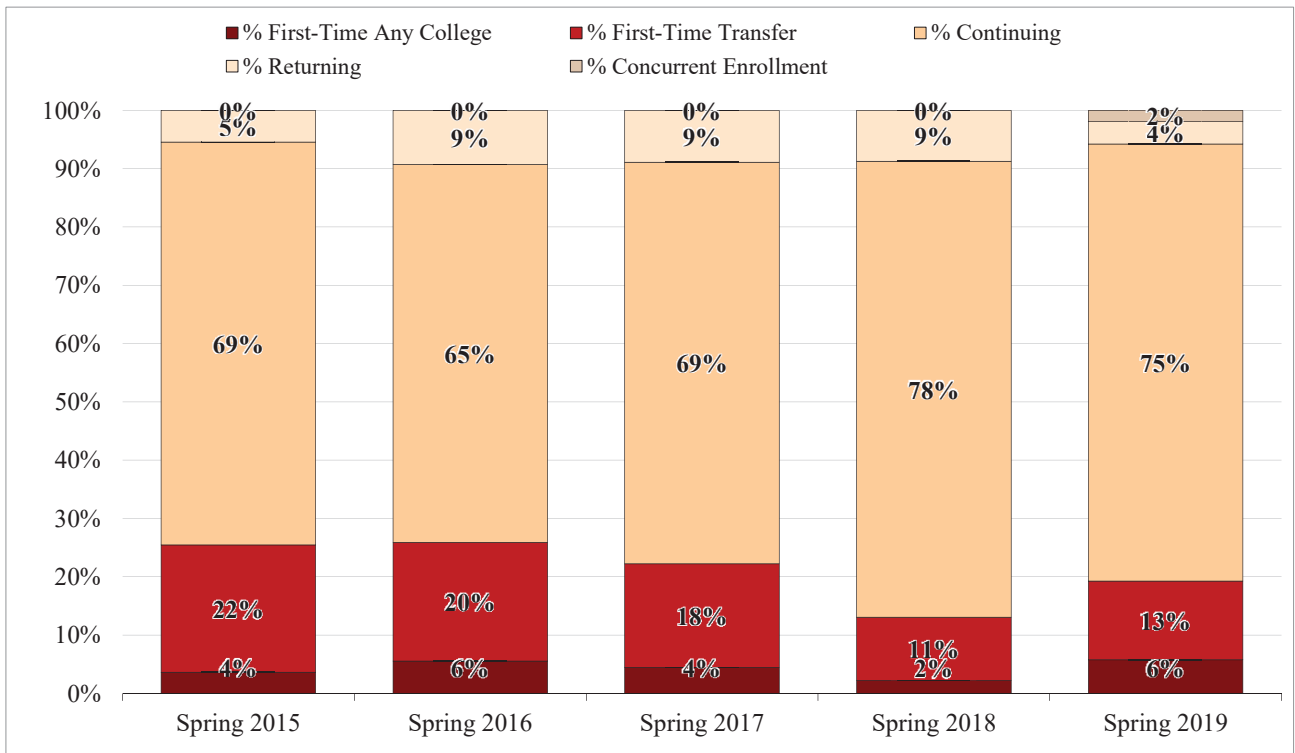
Student Demographic: Race-Ethnicity

Interior Design (INTD)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
African American	4	2	0	2	1
Asian	6	8	6	8	12
Filipino	1	2	0	1	0
Latino	11	12	12	8	9
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	28	24	25	24	27
Multiethnic	5	3	2	3	2
Other/Unknown	0	3	0	0	1
% African American	7%	4%	0%	4%	2%
% Asian	11%	15%	13%	17%	23%
% Filipino	2%	4%	0%	2%	0%
% Latino	20%	22%	27%	17%	17%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	51%	44%	56%	52%	52%
% Multiethnic	9%	6%	4%	7%	4%
% Other/Unknown	0%	6%	0%	0%	2%



Student Enrollment Status

Interior Design (INTD)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
First-Time Any College	2	3	2	1	3
First-Time Transfer	12	11	8	5	7
Continuing	38	35	31	36	39
Returning	3	5	4	4	2
Concurrent Enrollment	0	0	0	0	1
% First-Time Any College	4%	6%	4%	2%	6%
% First-Time Transfer	22%	20%	18%	11%	13%
% Continuing	69%	65%	69%	78%	75%
% Returning	5%	9%	9%	9%	4%
% Concurrent Enrollment	0%	0%	0%	0%	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.

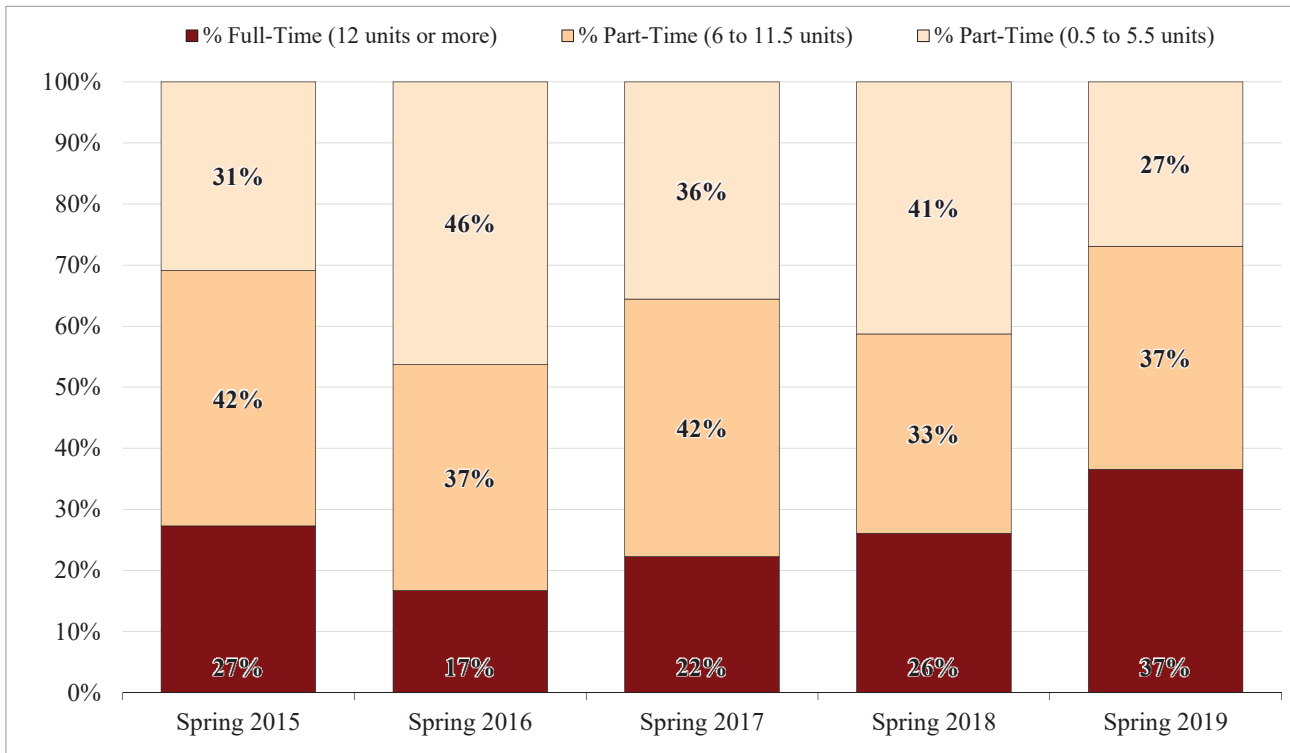
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

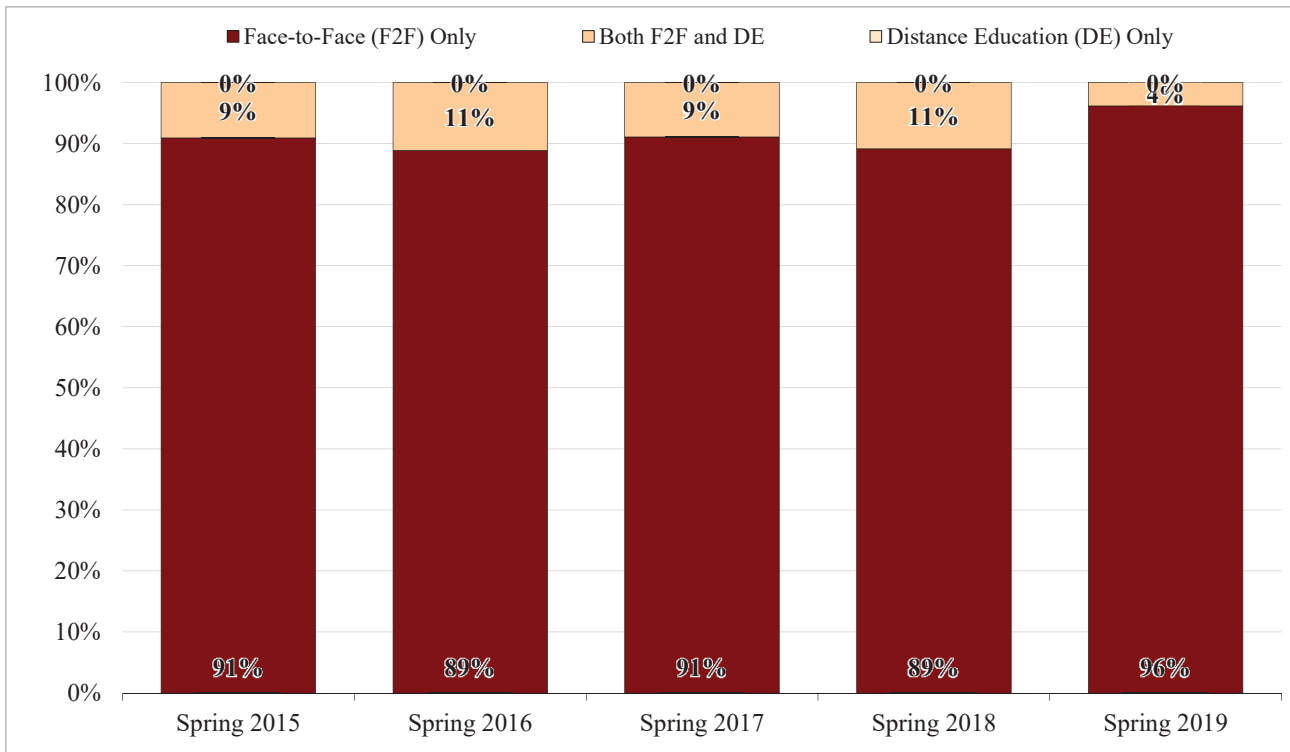
Student Unit Load

Interior Design (INTD)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-Time (12 units or more)	15	9	10	12	19
Part-Time (6 to 11.5 units)	23	20	19	15	19
Part-Time (0.5 to 5.5 units)	17	25	16	19	14
% Full-Time (12 units or more)	27%	17%	22%	26%	37%
% Part-Time (6 to 11.5 units)	42%	37%	42%	33%	37%
% Part-Time (0.5 to 5.5 units)	31%	46%	36%	41%	27%



Students Using Distance Education

Interior Design (INTD)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Face-to-Face (F2F) Only	50	48	41	41	50
Both F2F and DE	5	6	4	5	2
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	91%	89%	91%	89%	96%
% Both F2F and DE	9%	11%	9%	11%	4%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

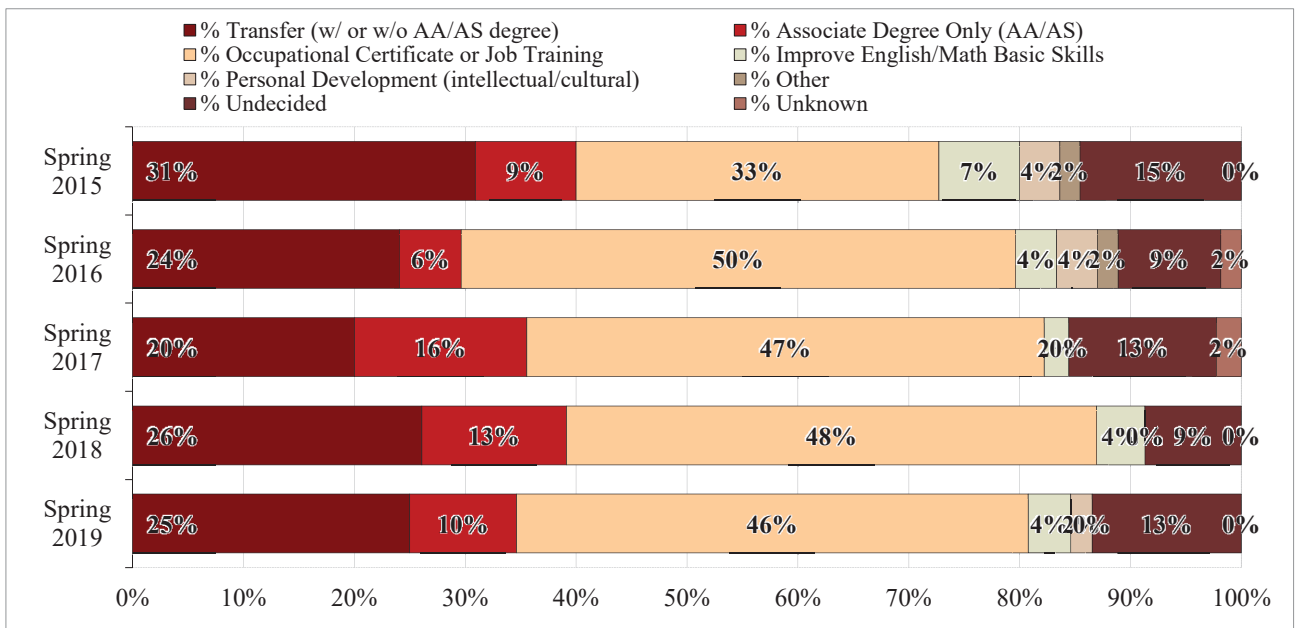


Definitions:

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

Student Educational Goal

Interior Design (INTD)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Transfer (w/ or w/o AA/AS degree)	17	13	9	12	13
Associate Degree Only (AA/AS)	5	3	7	6	5
Occupational Certificate or Job Training	18	27	21	22	24
Improve English/Math Basic Skills	4	2	1	2	2
Personal Development (intellectual/cultural)	2	2	0	0	1
Other	1	1	0	0	0
Undecided	8	5	6	4	7
Unknown	0	1	1	0	0
% Transfer (w/ or w/o AA/AS degree)	31%	24%	20%	26%	25%
% Associate Degree Only (AA/AS)	9%	6%	16%	13%	10%
% Occupational Certificate or Job Training	33%	50%	47%	48%	46%
% Improve English/Math Basic Skills	7%	4%	2%	4%	4%
% Personal Development (intellectual/cultural)	4%	4%	0%	0%	2%
% Other	2%	2%	0%	0%	0%
% Undecided	15%	9%	13%	9%	13%
% Unknown	0%	2%	2%	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.

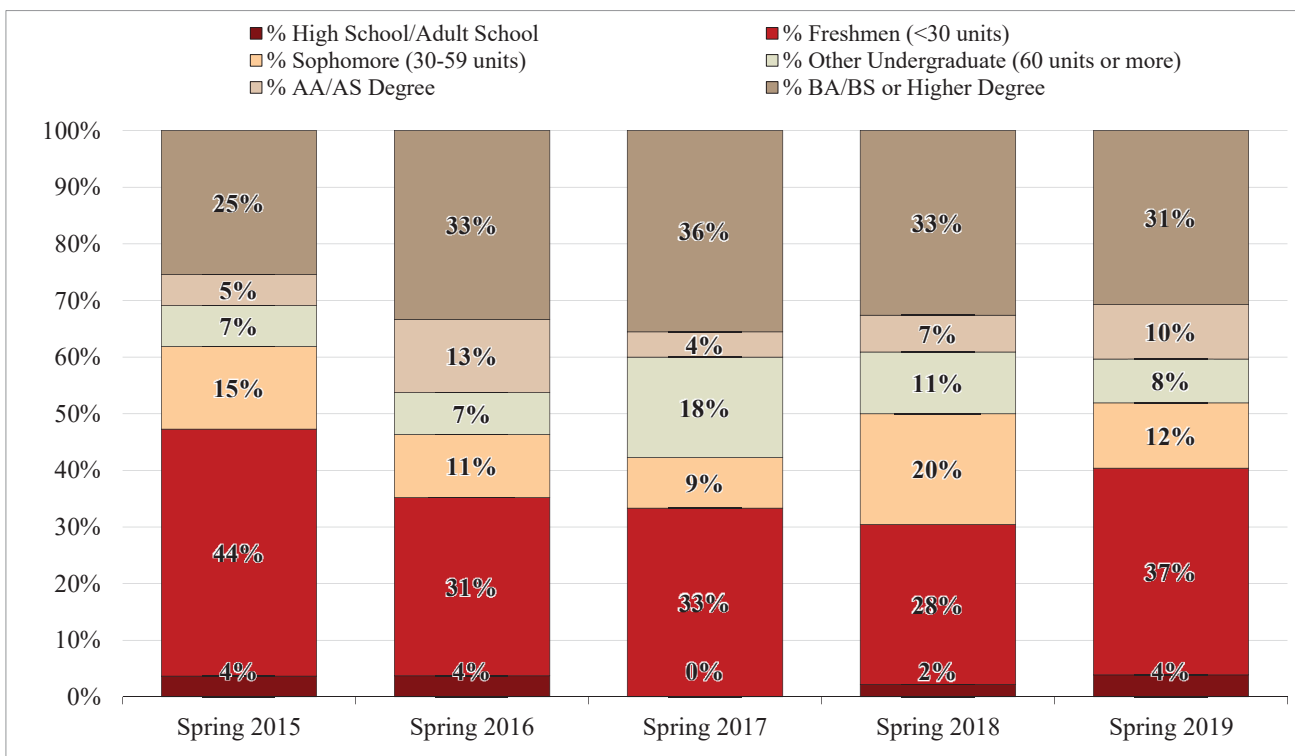
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

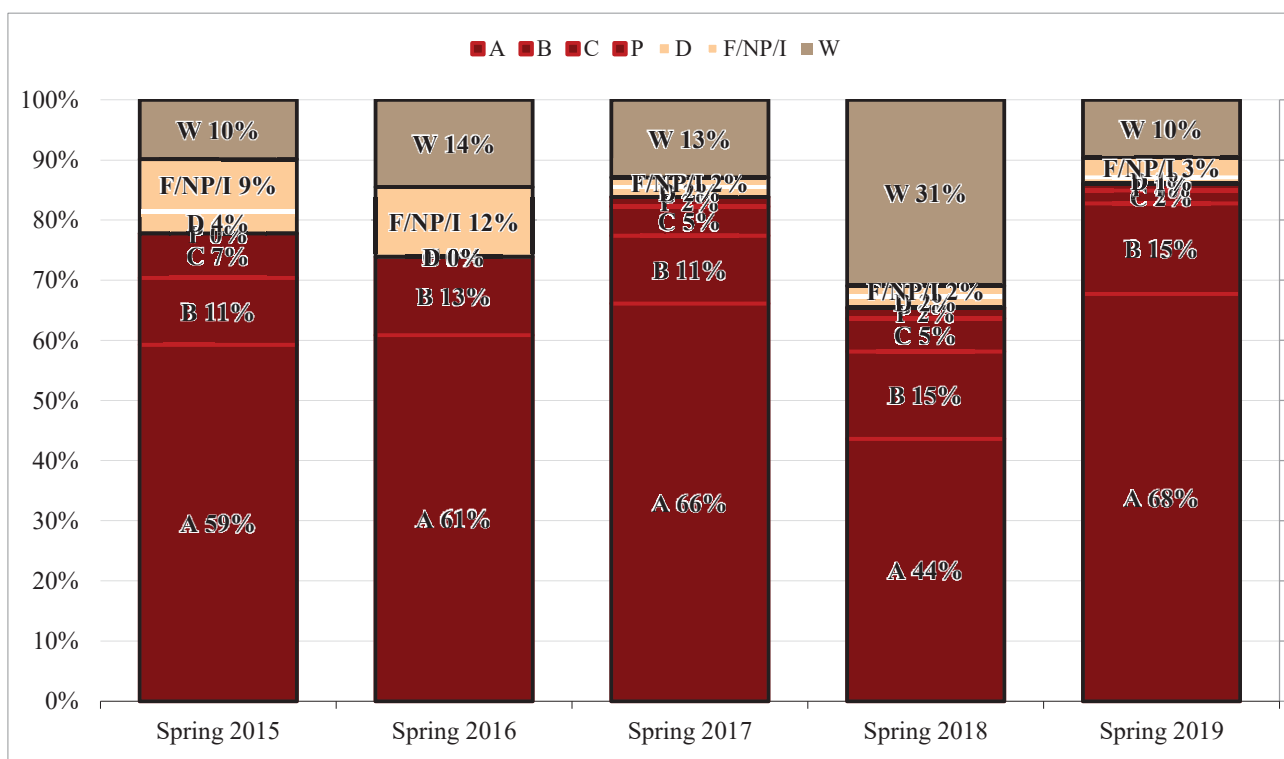
Highest Educational Level of Students

Interior Design (INTD)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
High School/Adult School	2	2	0	1	2
Freshmen (<30 units)	24	17	15	13	19
Sophomore (30-59 units)	8	6	4	9	6
Other Undergraduate (60 units or more)	4	4	8	5	4
AA/AS Degree	3	7	2	3	5
BA/BS or Higher Degree	14	18	16	15	16
% High School/Adult School	4%	4%	0%	2%	4%
% Freshmen (<30 units)	44%	31%	33%	28%	37%
% Sophomore (30-59 units)	15%	11%	9%	20%	12%
% Other Undergraduate (60 units or more)	7%	7%	18%	11%	8%
% AA/AS Degree	5%	13%	4%	7%	10%
% BA/BS or Higher Degree	25%	33%	36%	33%	31%



Student Performance: Grade Distribution

Interior Design (INTD)					
	Term				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	81	69	62	55	93
Course Success Rates	78%	74%	84%	65%	86%
A	59%	61%	66%	44%	68%
B	11%	13%	11%	15%	15%
C	7%	0%	5%	5%	2%
P	0%	0%	2%	2%	1%
Course Non-Success Rate	12%	12%	3%	4%	4%
D	4%	0%	2%	2%	1%
F/NP/I	9%	12%	2%	2%	3%
Withdrawals (W)	10%	14%	13%	31%	10%



Definitions:

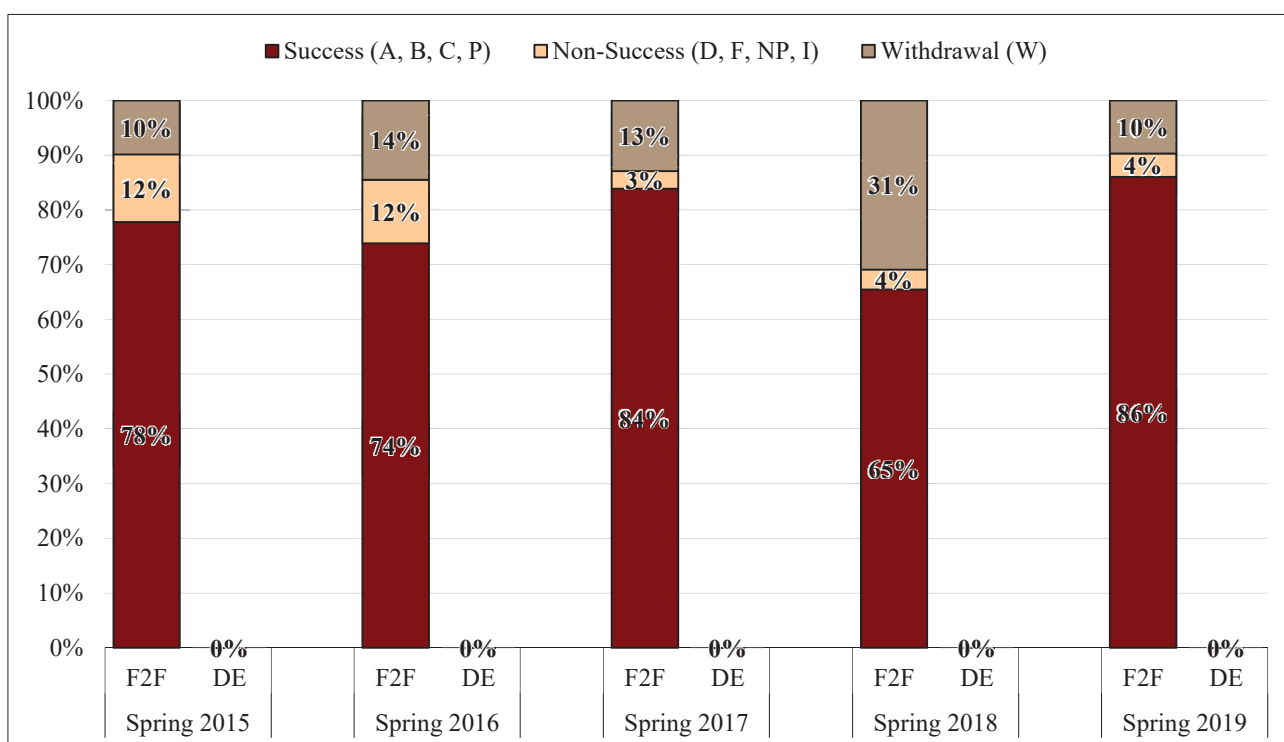
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total Course Enrollments	81	69	62	55	93
Face-to-Face (F2F) Sections	81	69	62	55	93
Success Rates	78%	74%	84%	65%	86%
Non-Success Rates	12%	12%	3%	4%	4%
Withdrawals	10%	14%	13%	31%	10%
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.

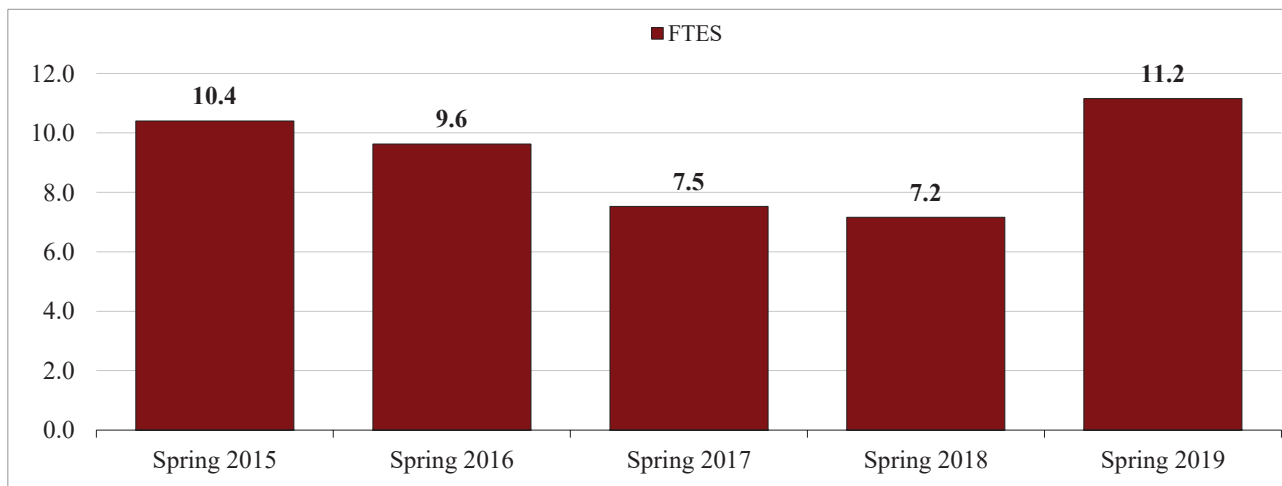
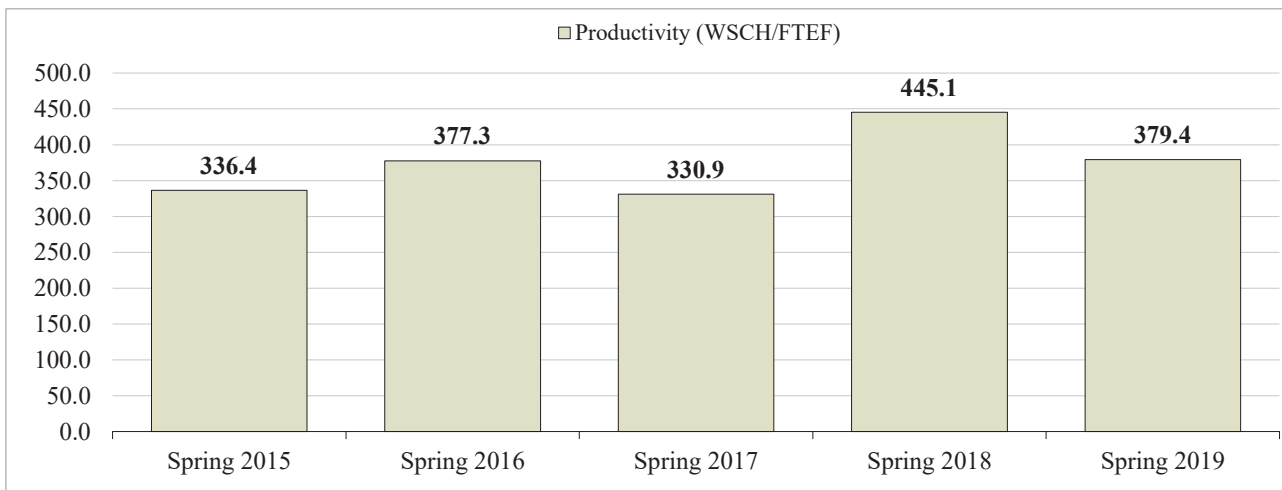
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'I') relative to all students receiving a grade.

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				
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
WSCH	325	289	226	215	335
FTEF	10.4	9.6	7.5	7.2	11.2
Productivity (WSCH/FTEF)	336.4	377.3	330.9	445.1	379.4



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.

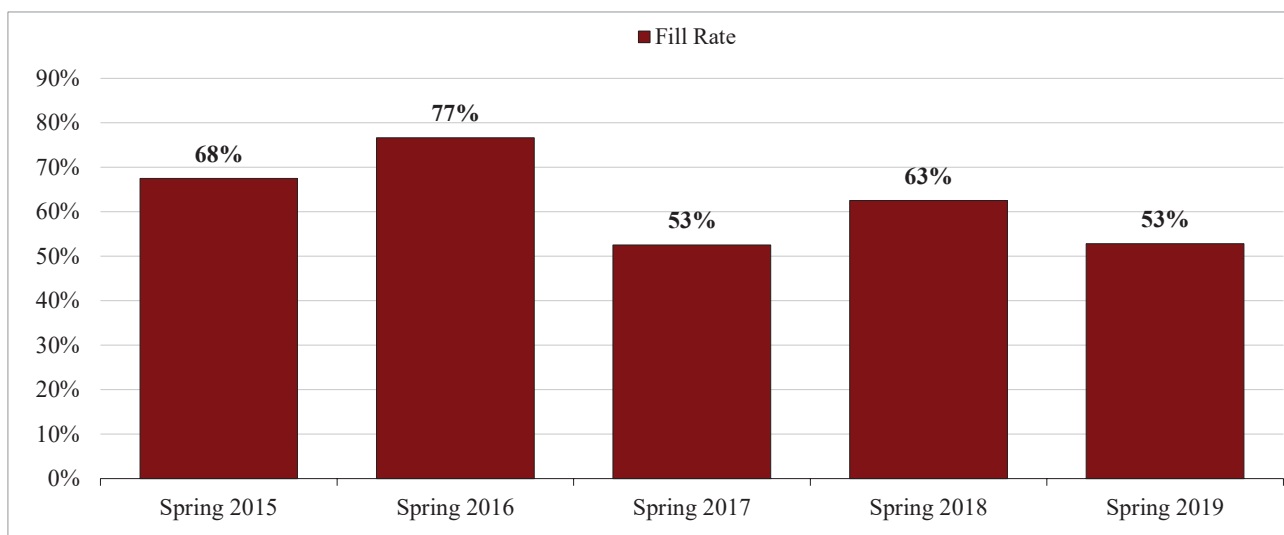
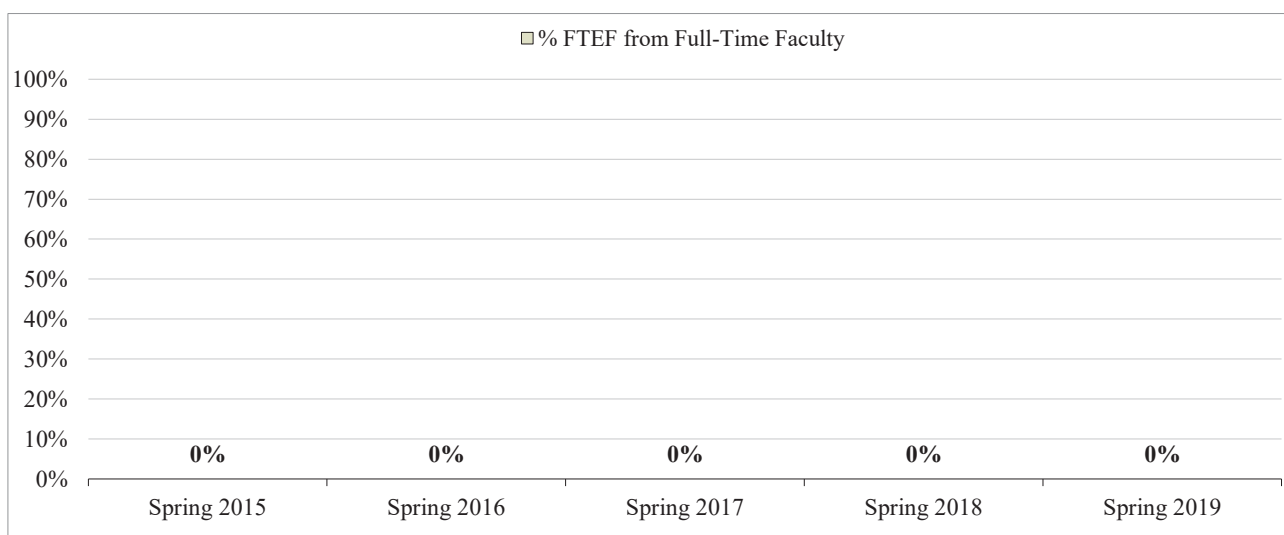
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
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	81	69	62	55	93
Capacity (seats available)	120	90	118	88	176
Fill Rate	68%	77%	53%	63%	53%



Definitions:

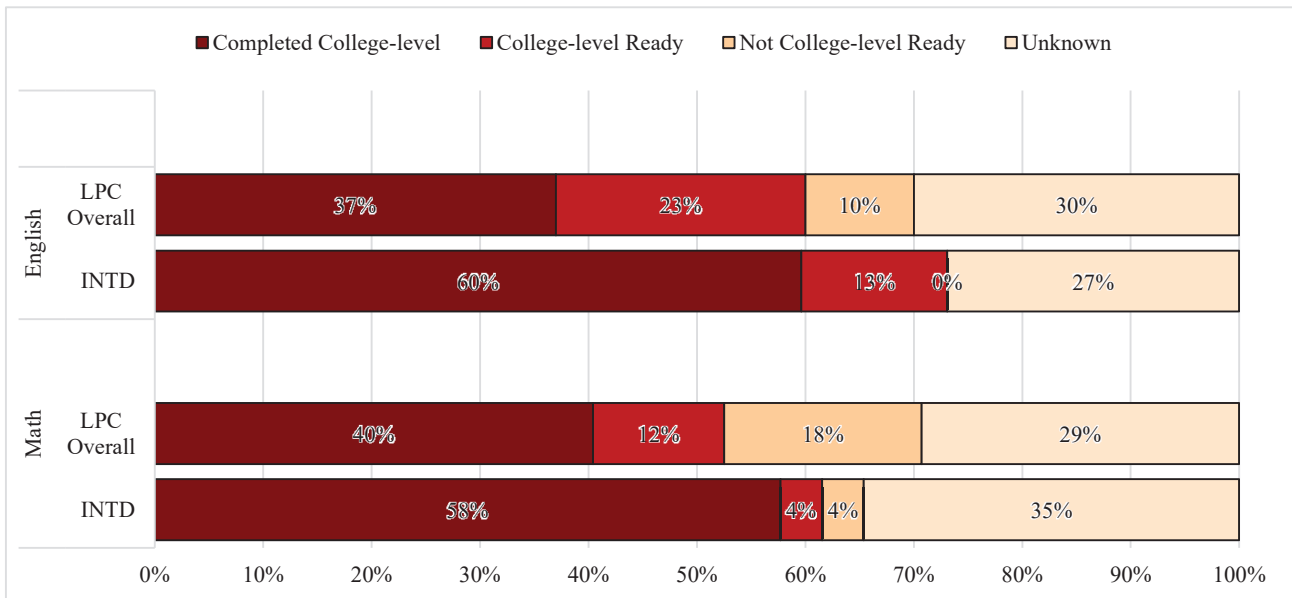
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 2019				
	INTD		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	31	60%	5,237	60%
College-level Ready	7	14%	1,339	15%
Not College-level Ready	0	0%	458	5%
Unknown	14	29%	1,703	19%
College Math				
Completed College-level	30	58%	4,956	57%
College-level Ready	2	4%	642	7%
Not College-level Ready	2	4%	1,161	13%
Unknown	18	35%	1,978	23%



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.