Las Positas College

Program Review Discipline Data Packet

Fall 2015 to Fall 2019
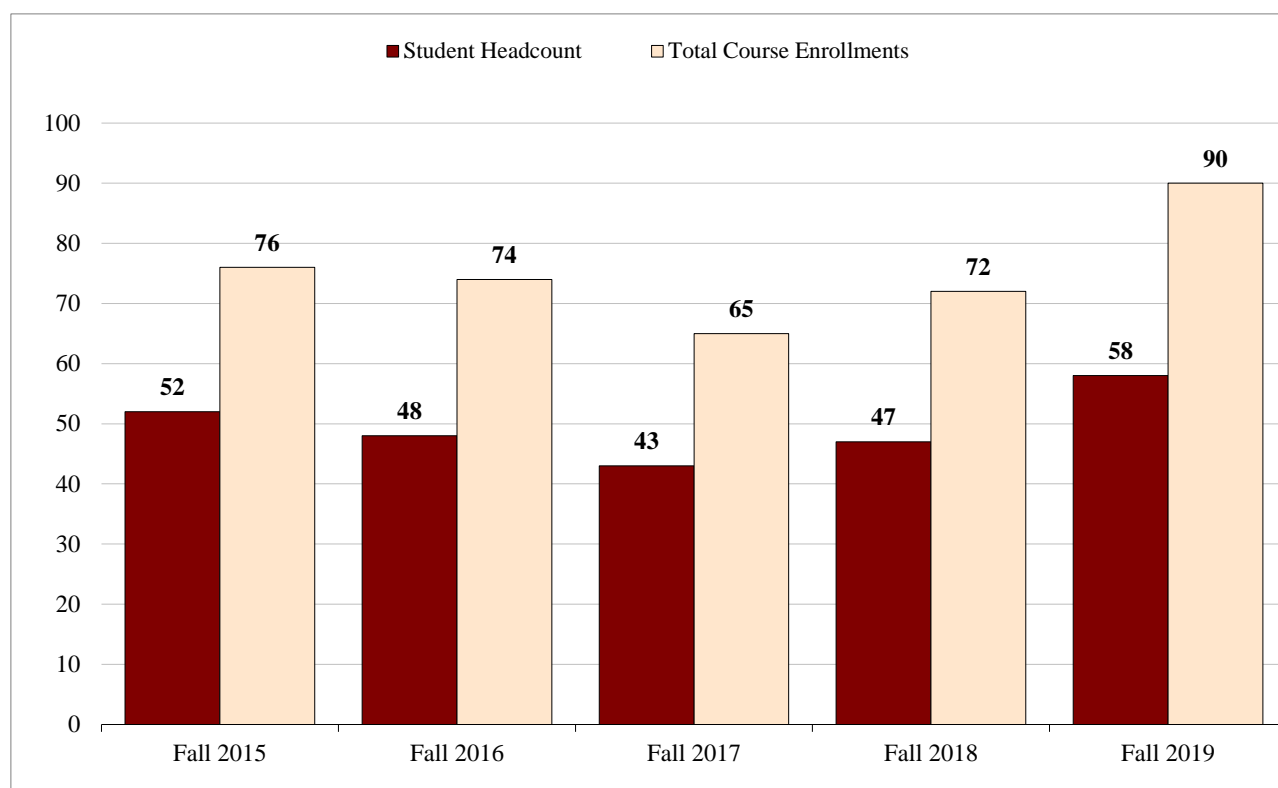
Discipline:

Interior Design (INTD)

NOTE: ^ next to rubric / subject code indicates that the report combines data for related credit and non-credit rubrics

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Las Positas College

Headcount & Enrollment

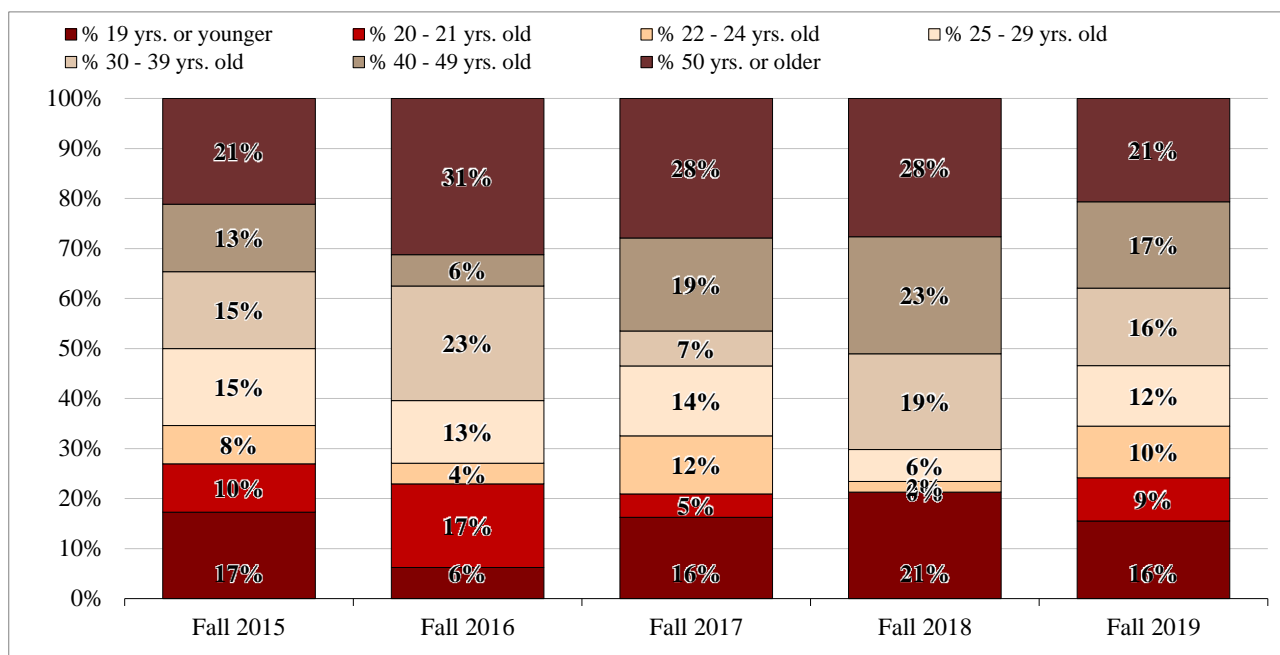| Interior Design (INTD)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student Headcount	52	48	43	47	58
Total Course Enrollments	76	74	65	72	90

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 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Female	45	44	38	43	53
Male	7	4	5	4	4
19 yrs. or younger	9	3	7	10	9
20-21 yrs. old	5	8	2	0	5
22-24 yrs. old	4	2	5	1	6
25-29 yrs. old	8	6	6	3	7
30-39 yrs. old	8	11	3	9	9
40-49 yrs. old	7	3	8	11	10
50 yrs. or older	11	15	12	13	12
% Female	87%	92%	88%	91%	93%
% Male	13%	8%	12%	9%	7%
% 19 yrs. or younger	17%	6%	16%	21%	16%
% 20 - 21 yrs. old	10%	17%	5%	0%	9%
% 22 - 24 yrs. old	8%	4%	12%	2%	10%
% 25 - 29 yrs. old	15%	13%	14%	6%	12%
% 30 - 39 yrs. old	15%	23%	7%	19%	16%
% 40 - 49 yrs. old	13%	6%	19%	23%	17%
% 50 yrs. or older	21%	31%	28%	28%	21%

Student Demographic: Race-Ethnicity

Interior Design (INTD)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
African American	1	2	1	4	6
Asian	7	8	9	11	17
Filipino	2	0	2	1	0
Latino	9	7	12	10	10
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	1
White	30	28	17	18	18
Multiethnic	2	2	2	2	4
Other/Unknown	1	1	0	1	2
% African American	2%	4%	2%	9%	10%
% Asian	13%	17%	21%	23%	29%
% Filipino	4%	0%	5%	2%	0%
% Latino	17%	15%	28%	21%	17%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	2%
% White	58%	58%	40%	38%	31%
% Multiethnic	4%	4%	5%	4%	7%
% Other/Unknown	2%	2%	0%	2%	3%
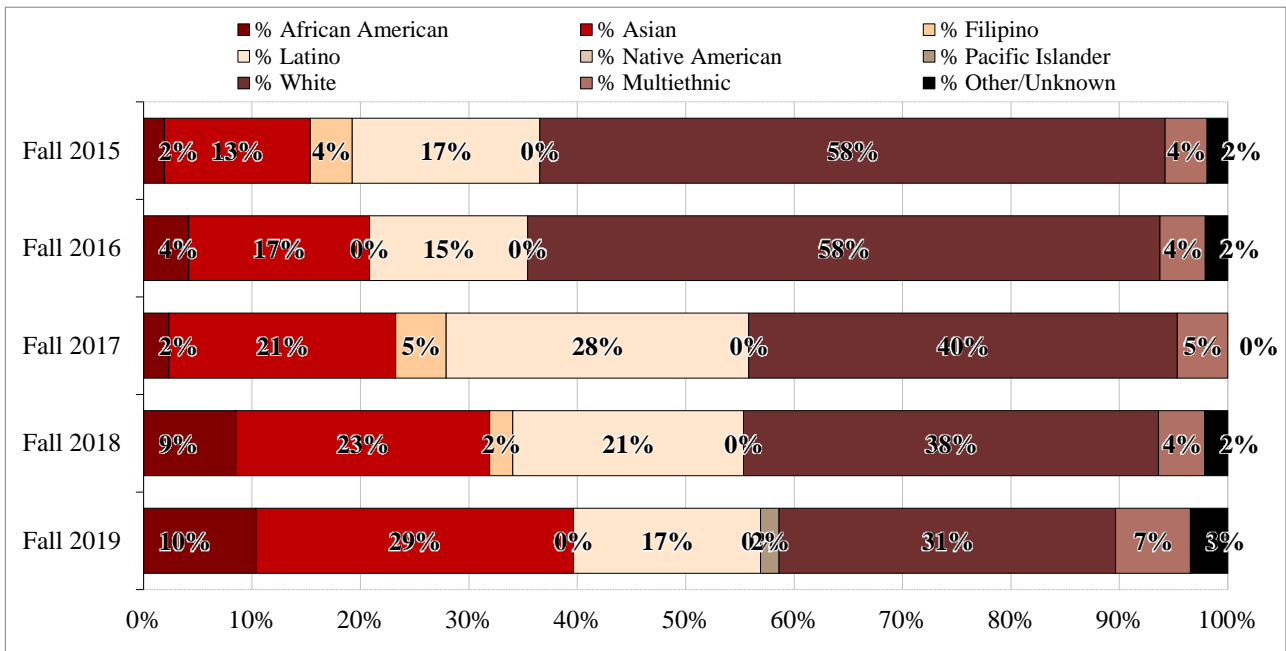
Student Enrollment Status

Interior Design (INTD)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
First-Time Any College	7	3	4	6	8
First-Time Transfer	14	6	8	14	10
Continuing	27	37	27	23	36
Returning	4	2	3	2	4
Concurrent Enrollment	0	0	1	2	0
% First-Time Any College	13%	6%	9%	13%	14%
% First-Time Transfer	27%	13%	19%	30%	17%
% Continuing	52%	77%	63%	49%	62%
% Returning	8%	4%	7%	4%	7%
% Concurrent Enrollment	0%	0%	2%	4%	0%
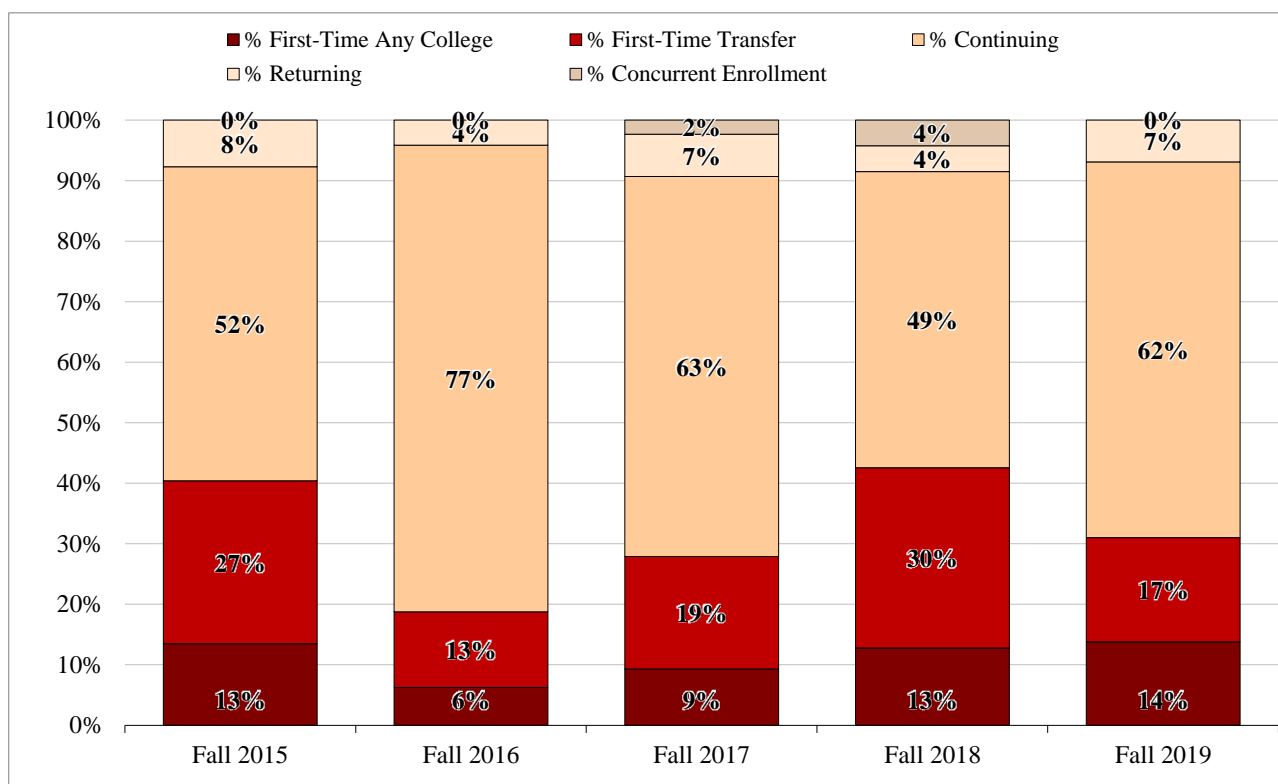
Definitions:

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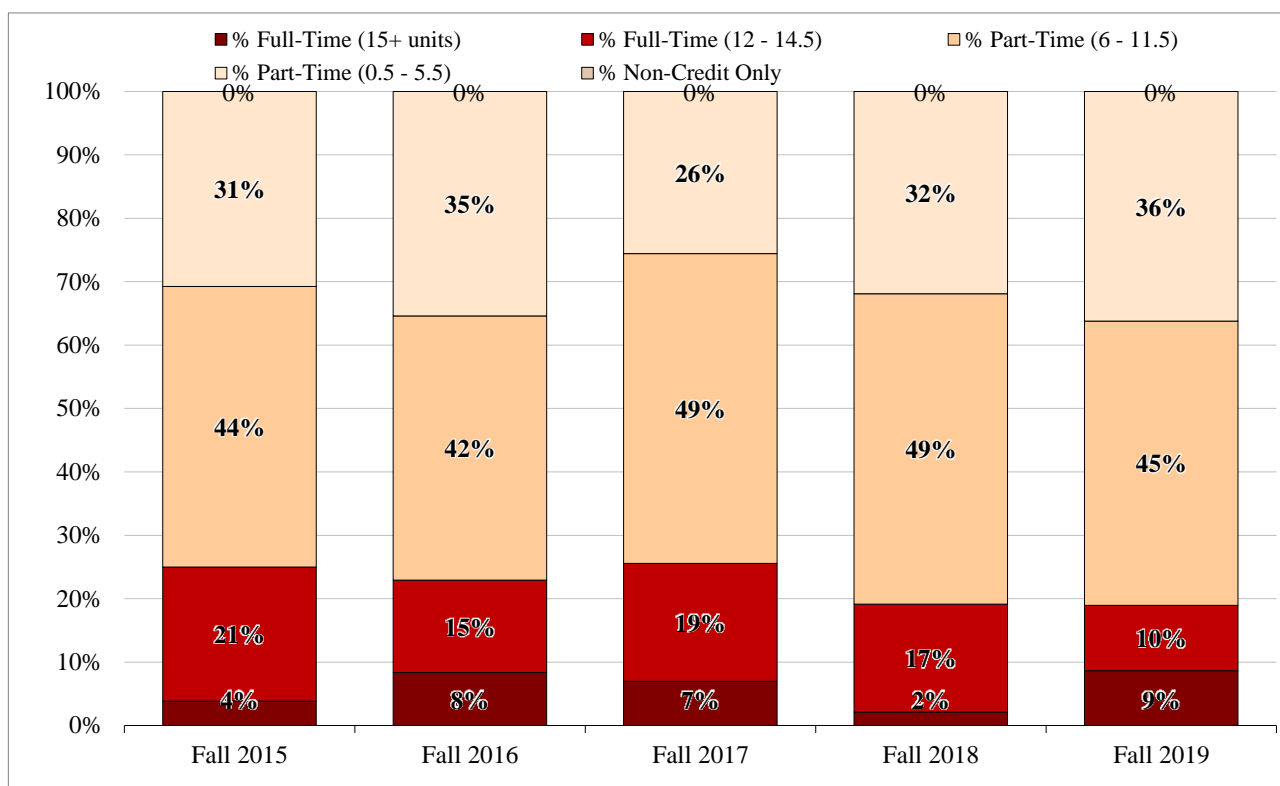
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Full-Time (15+ units)	2	4	3	1	5
Full-Time (12 - 14.5)	11	7	8	8	6
Part-Time (6 - 11.5)	23	20	21	23	26
Part-Time (0.5 - 5.5)	16	17	11	15	21
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	4%	8%	7%	2%	9%
% Full-Time (12 - 14.5)	21%	15%	19%	17%	10%
% Part-Time (6 - 11.5)	44%	42%	49%	49%	45%
% Part-Time (0.5 - 5.5)	31%	35%	26%	32%	36%
% Non-Credit Only	0%	0%	0%	0%	0%

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Las Positas College

Students Using Distance Education

| Interior Design (INTD)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Face-to-Face (F2F) Only	51	42	37	45	45
Both F2F and DE	1	6	6	2	13
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	98%	88%	86%	96%	78%
% Both F2F and DE	2%	13%	14%	4%	22%
% Distance Education (DE) Only	0%	0%	0%	0%	0%
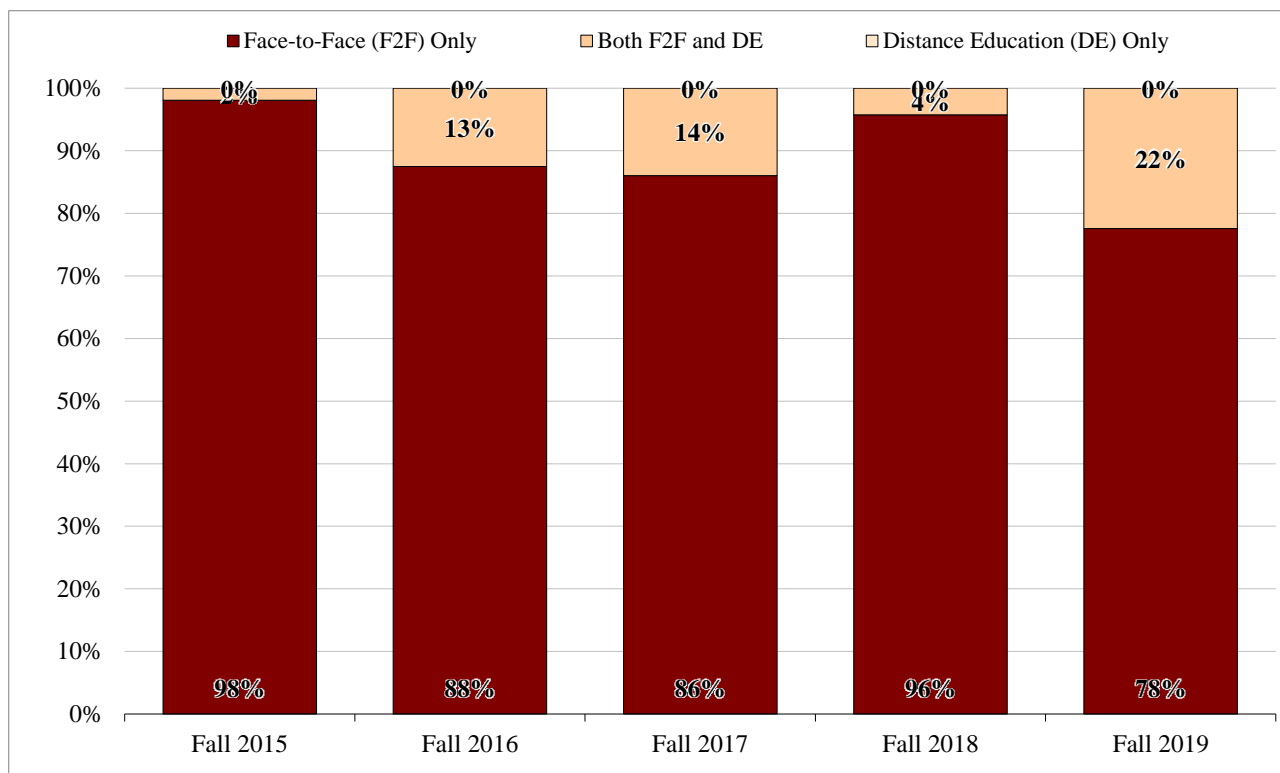
Definitions:

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

Student Educational Goal

Interior Design (INTD)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Transfer (w/ or w/o AA/AS degree)	18	14	10	12	19
Associate Degree Only (AA/AS)	7	6	7	4	8
Occupational Certificate or Job Training	17	20	20	23	24
Improve English/Math Basic Skills	2	1	1	2	2
Personal Development (intellectual/cultural)	0	1	1	0	1
Other	0	0	0	0	0
Undecided	8	5	3	5	4
Unknown	0	1	1	1	0
% Transfer (w/ or w/o AA/AS degree)	35%	29%	23%	26%	33%
% Associate Degree Only (AA/AS)	13%	13%	16%	9%	14%
% Occupational Certificate or Job Training	33%	42%	47%	49%	41%
% Improve English/Math Basic Skills	4%	2%	2%	4%	3%
% Personal Development (intellectual/cultural)	0%	2%	2%	0%	2%
% Other	0%	0%	0%	0%	0%
% Undecided	15%	10%	7%	11%	7%
% Unknown	0%	2%	2%	2%	0%
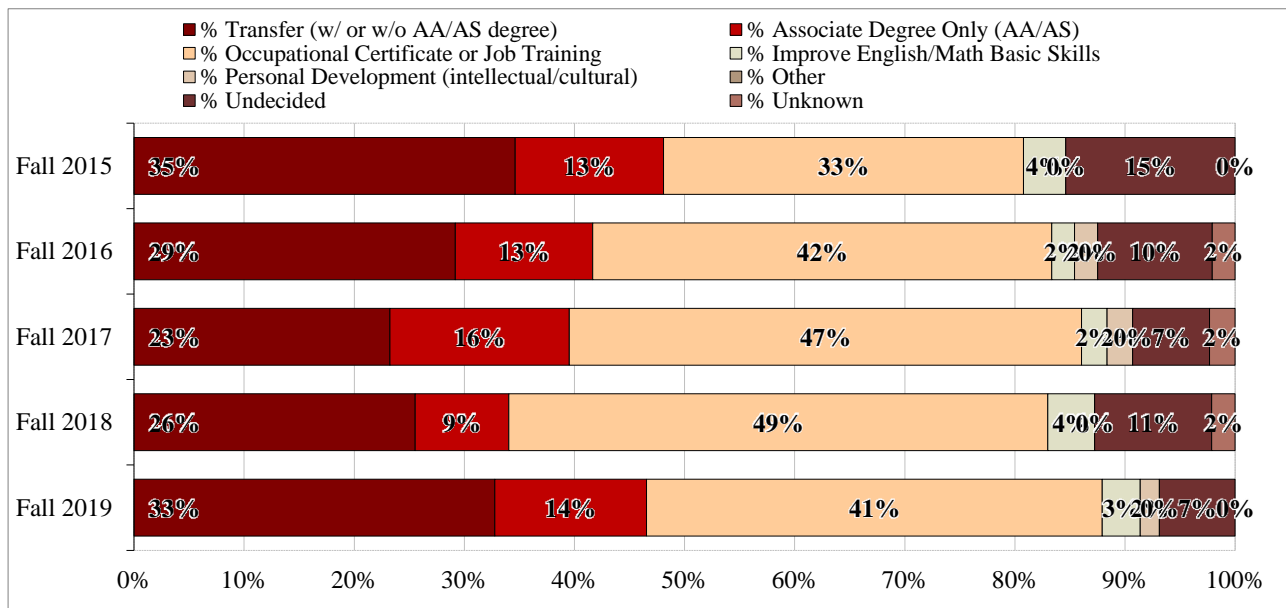
Definitions:

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				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
High School/Adult School	0	0	1	2	1
Freshmen (<30 units)	27	13	21	12	24
Sophomore (30-59 units)	5	9	2	6	6
Other Undergraduate (60 units or more)	3	2	3	2	3
AA/AS Degree	5	6	3	4	4
BA/BS or Higher Degree	12	18	13	21	20
% High School/Adult School	0%	0%	2%	4%	2%
% Freshmen (<30 units)	52%	27%	49%	26%	41%
% Sophomore (30-59 units)	10%	19%	5%	13%	10%
% Other Undergraduate (60 units or more)	6%	4%	7%	4%	5%
% AA/AS Degree	10%	13%	7%	9%	7%
% BA/BS or Higher Degree	23%	38%	30%	45%	34%
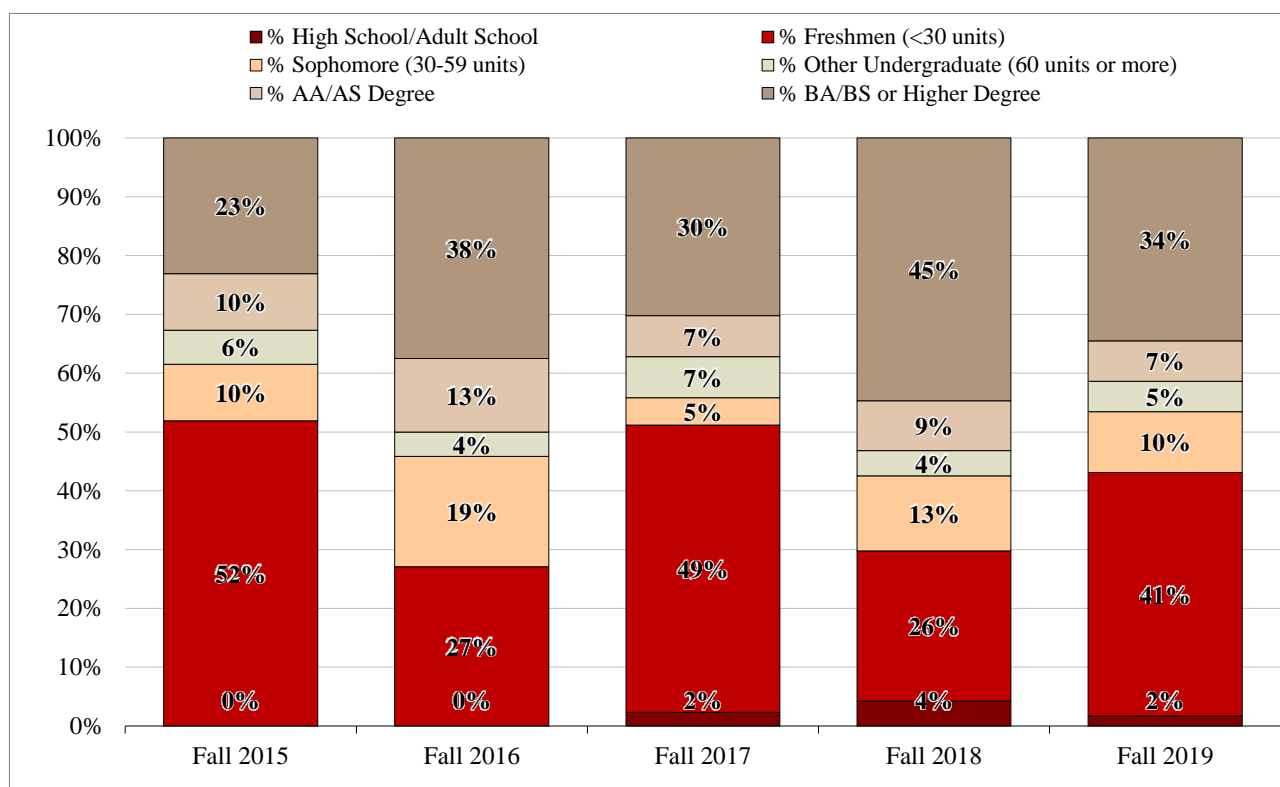
Student Performance: Grade Distribution

| Interior Design (INTD)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Total Course Enrollments	**76**	**74**	**65**	**72**	**90**
Course Success Rates	**82%**	**72%**	**68%**	**85%**	**79%**
A	43%	39%	40%	64%	53%
B	22%	20%	20%	17%	20%
C	16%	12%	8%	4%	4%
P	0%	0%	0%	0%	1%
Course Non-Success Rate	**9%**	**3%**	**18%**	**4%**	**11%**
D	5%	0%	9%	1%	0%
F/NP/I	4%	3%	9%	3%	11%
Withdrawals (W)	**9%**	**26%**	**14%**	**11%**	**10%**
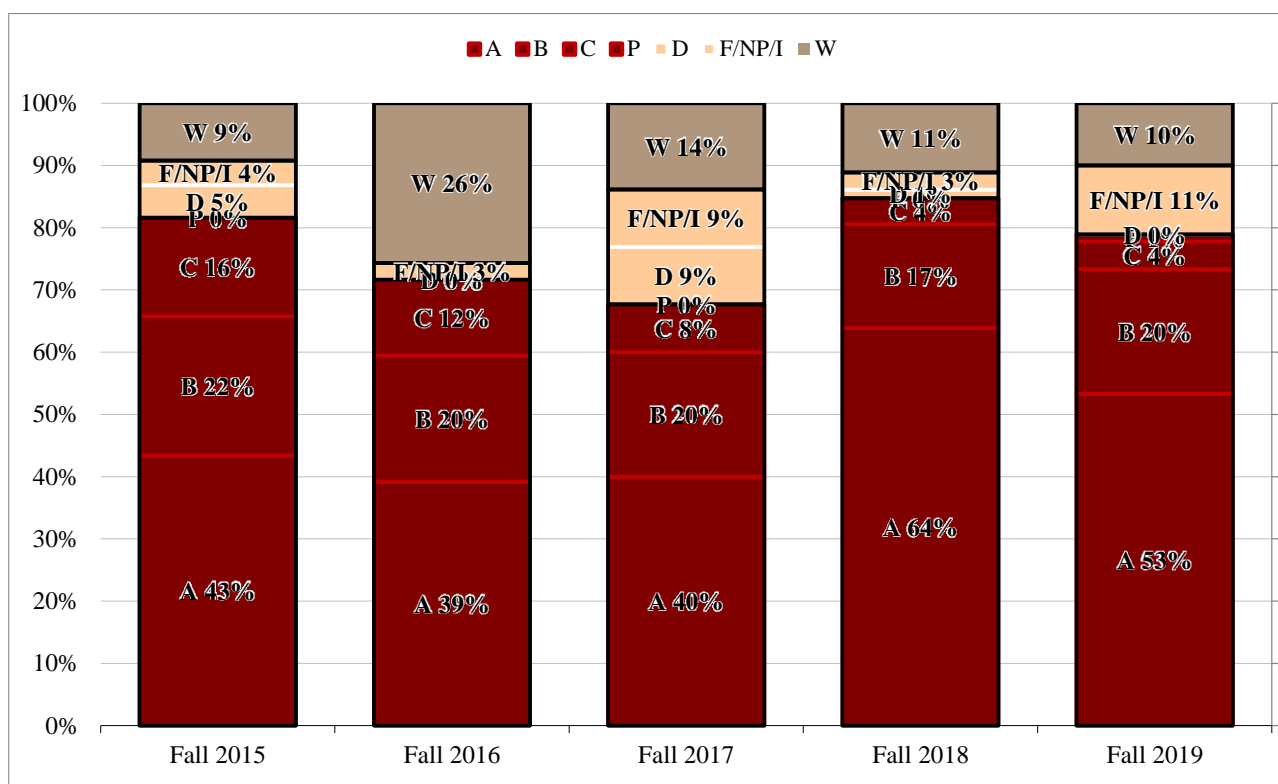
Definitions:

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				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Total Course Enrollments	76	74	65	72	90
Face-to-Face (F2F) Sections	76	74	65	72	90
Success Rates	82%	72%	68%	85%	79%
Non-Success Rates	9%	3%	18%	4%	11%
Withdrawals	9%	26%	14%	11%	10%
Distance Education (DE) Sections	—	—	—	—	—
Success Rates	—	—	—	—	—
Non-Success Rates	—	—	—	—	—
Withdrawals	—	—	—	—	—
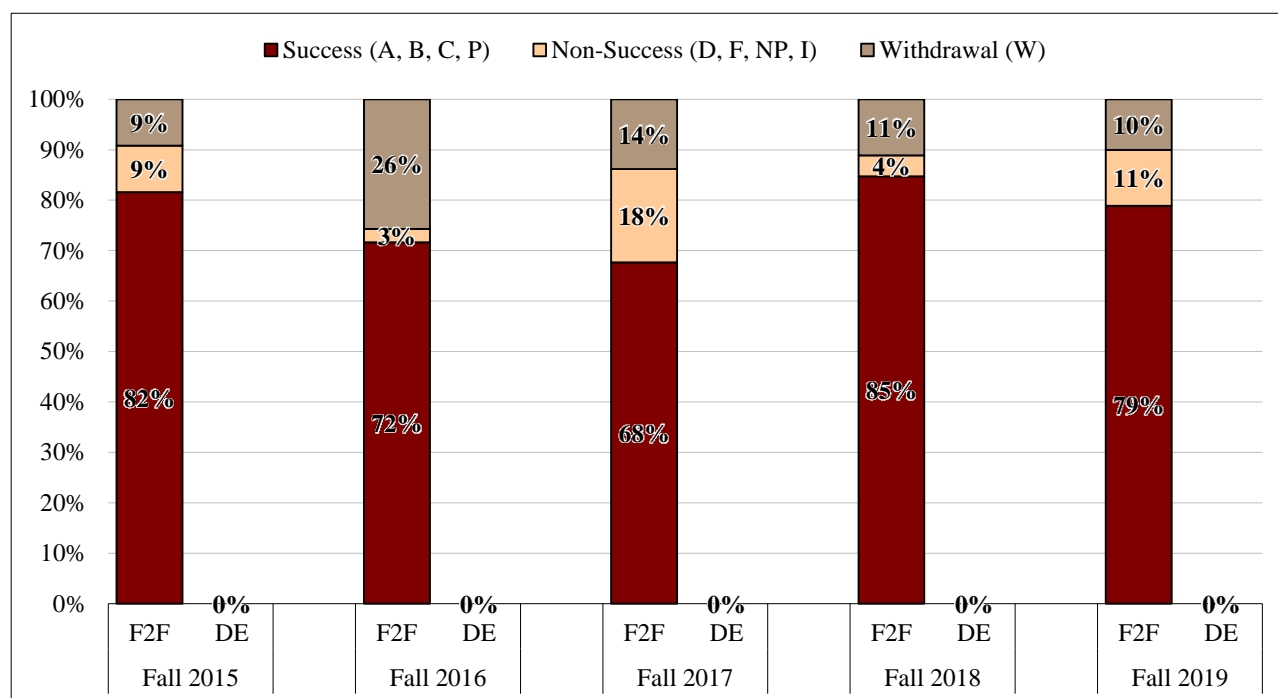
Definitions:

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				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
WSCH	298	322	245	320	386
FTES	9.9	10.7	8.0	10.1	11.7
FTEF	0.7	0.8	0.7	0.8	0.8
Productivity (WSCH/FTEF)	436.3	420.4	358.7	417.8	503.9
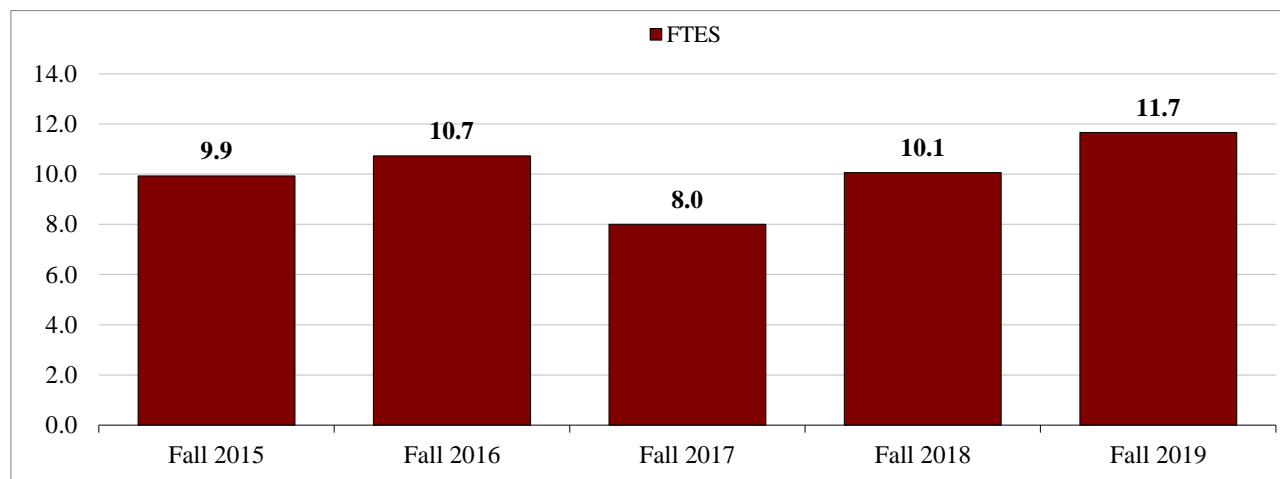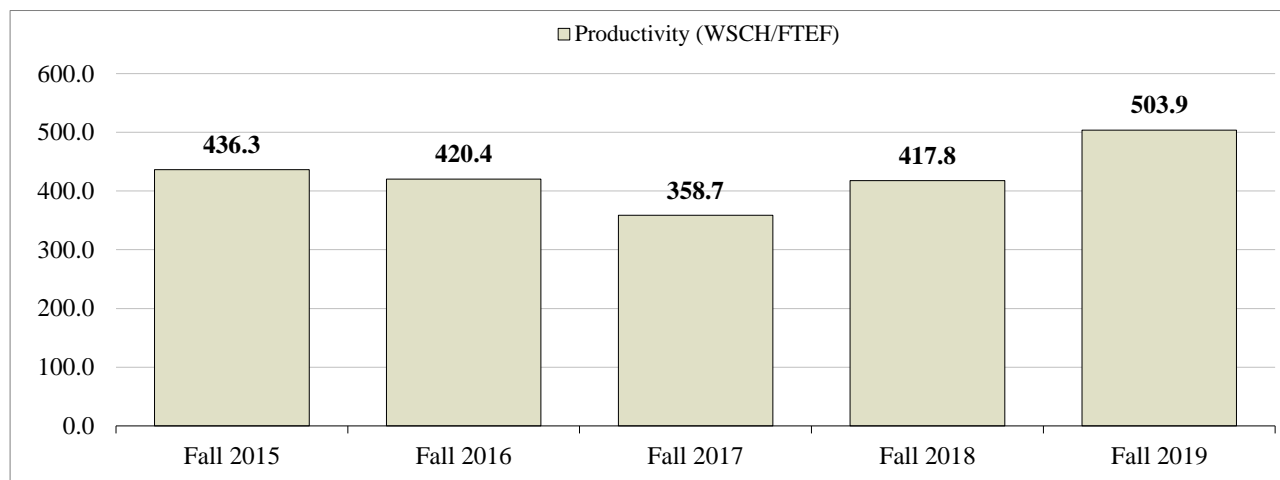
Definitions:

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 7/14/20.

Enrollment Management: Part 2

| Interior Design (INTD)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 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	76	74	65	72	90
Capacity (seats available)	105	90	90	132	132
Fill Rate	72%	82%	72%	55%	68%
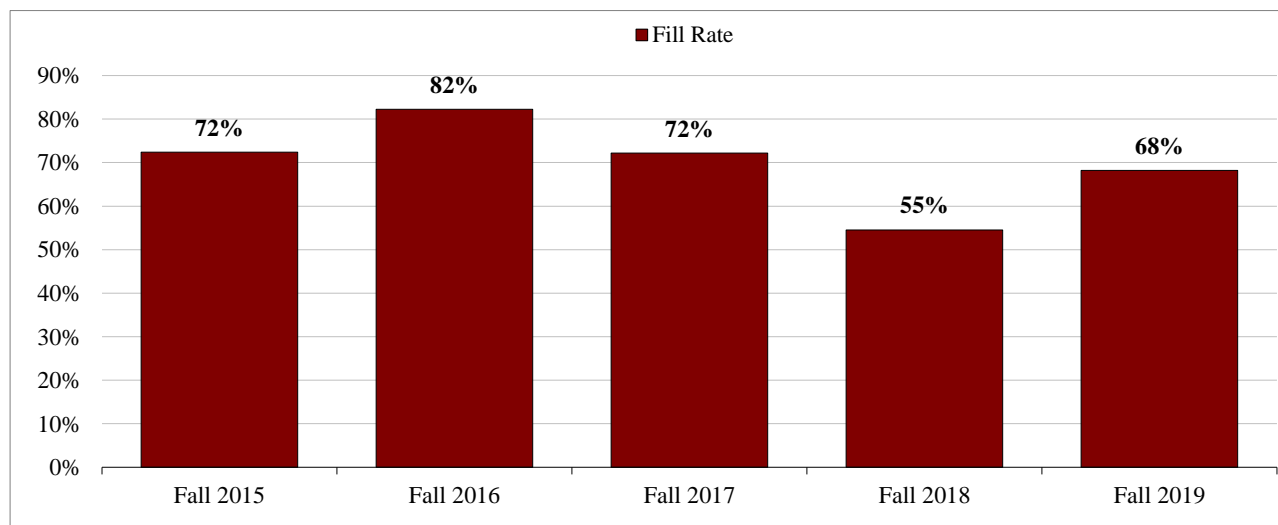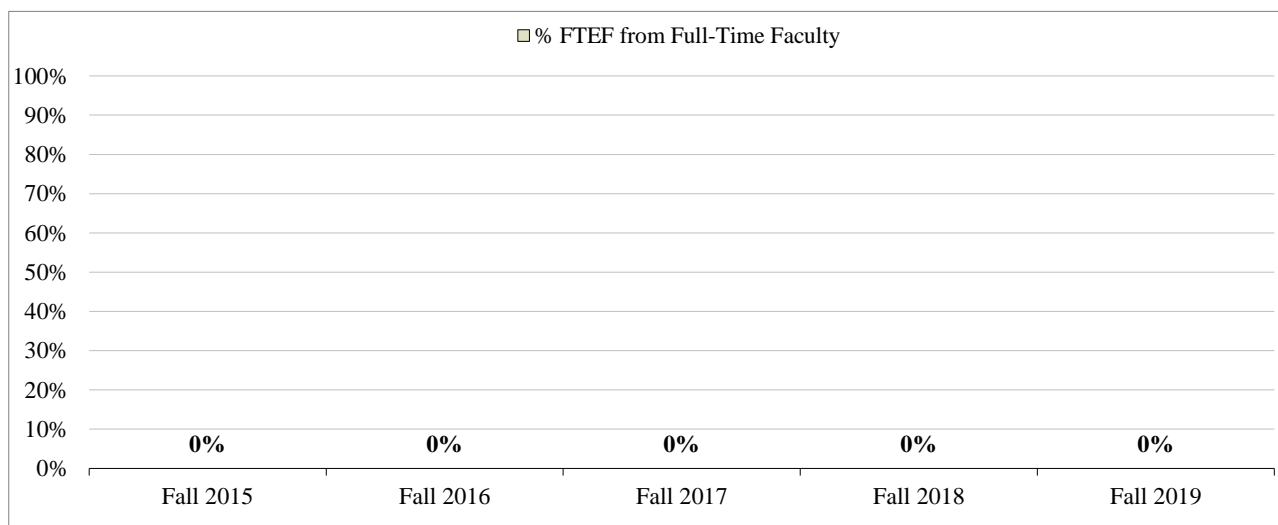
Definitions:

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 7/14/20.

College Readiness: English & Math Proficiency

Fall 2019					
	INTD			**LPC Overall**	
	Num	**Pct**		**Num**	**Pct**
College English					
Completed College-level	32	55%		4,712	52%
Attempted College-level	3	5%		393	4%
Attempted Below College-level	1	2%		261	3%
No Attempt (with placement)	9	16%		1,887	21%
No Attempt (no placement)	13	22%		1,811	20%
College Math					
Completed College-level	31	53%		5,193	57%
Attempted College-level	1	2%		302	3%
Attempted Below College-level	3	5%		538	6%
No Attempt (with placement)	9	16%		1,405	16%
No Attempt (no placement)	14	24%		1,623	18%
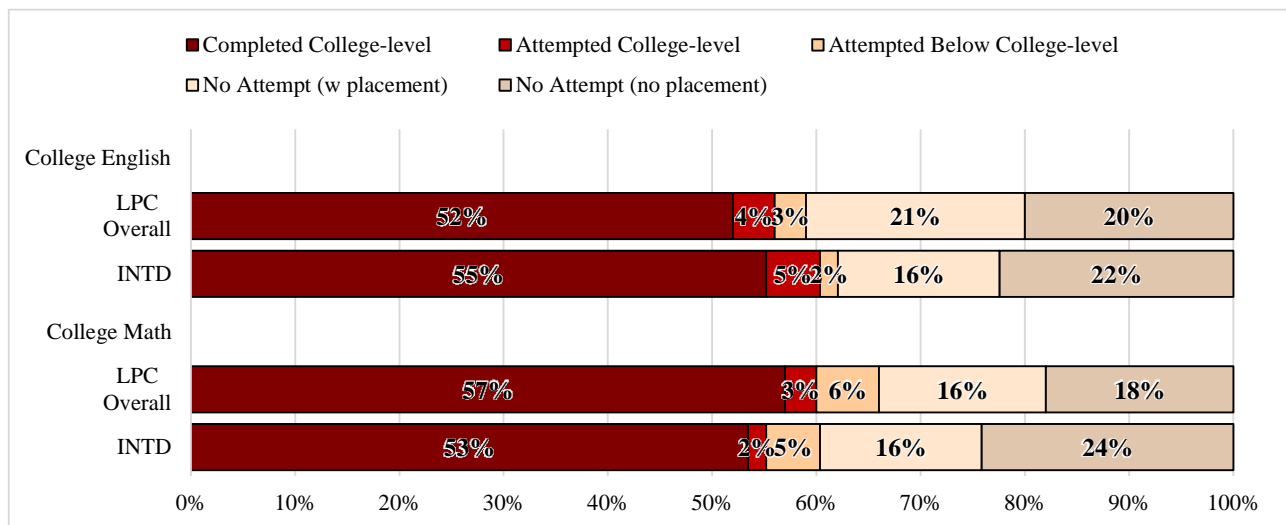
Definitions:

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 Attempt (w placement) = no previous English enrollments within the sequence but has used a placement tool.

   No Atempt (no placement) = no previous English enrollments within the sequence and did not utilize a placement tool.

College Math:

   Completed College-level = succesfully 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 Attempt (w placement) = no previous Math enrollments within the sequence but has used a placement tool.

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