



Las Positas College
Program Review Discipline Data Packet
Spring 2016 to Spring 2020

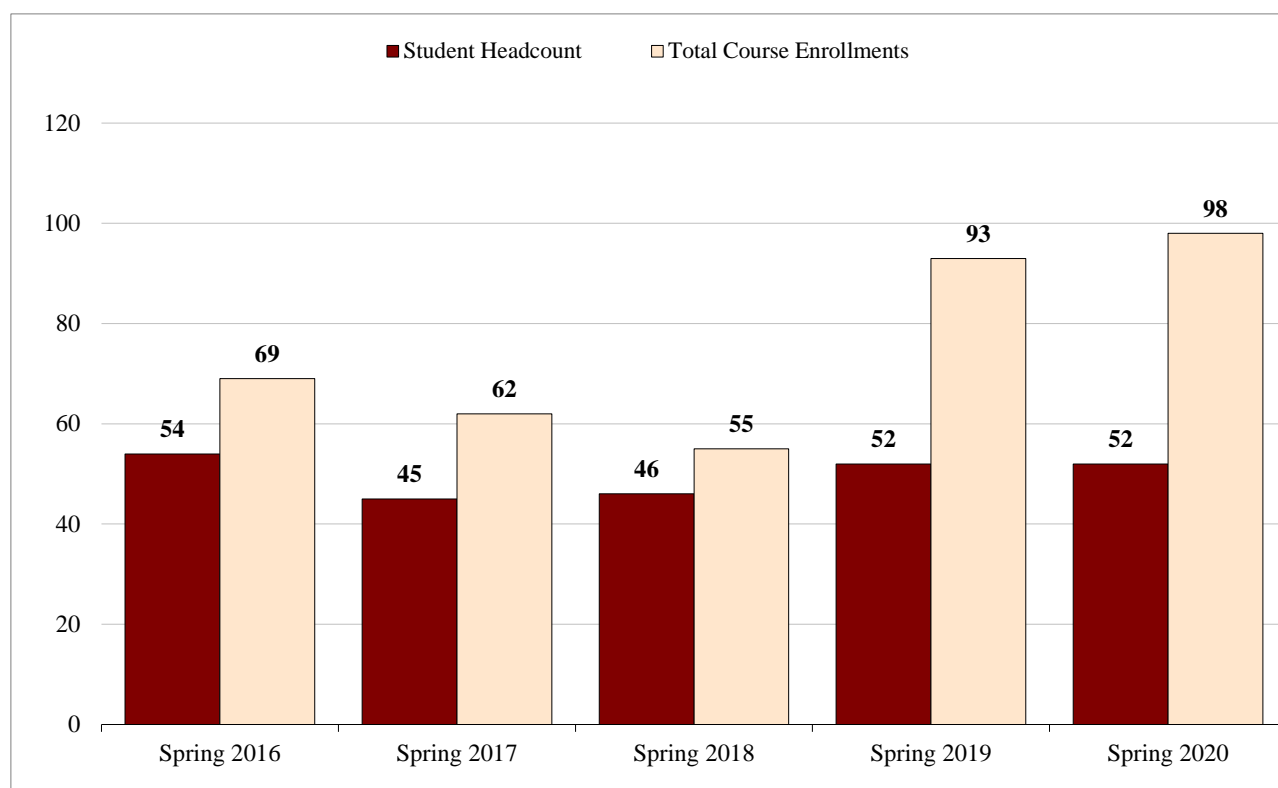
Discipline:
Interior Design (INTD)

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

Headcount & Enrollment

Interior Design (INTD)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Student Headcount	54	45	46	52	52
Total Course Enrollments	69	62	55	93	98



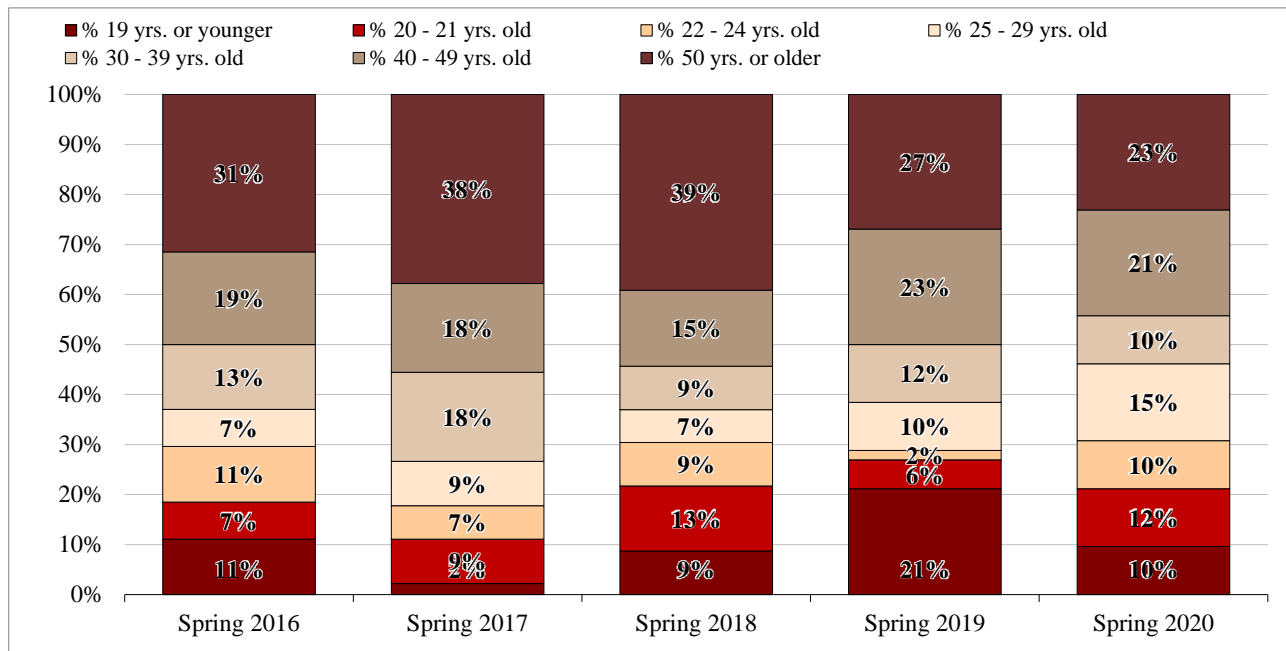
Definitions:

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.

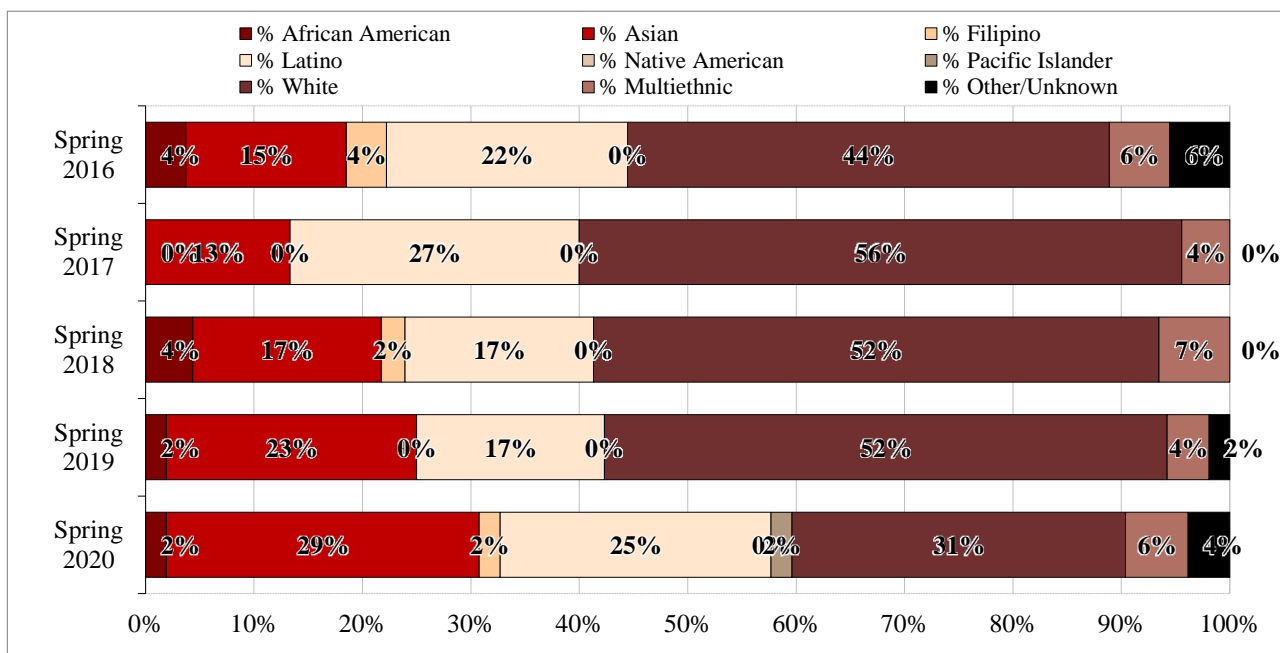
Student Demographics: Gender & Age

Interior Design (INTD)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Female	47	41	42	42	46
Male	6	4	4	7	4
19 yrs. or younger	6	1	4	11	5
20-21 yrs. old	4	4	6	3	6
22-24 yrs. old	6	3	4	1	5
25-29 yrs. old	4	4	3	5	8
30-39 yrs. old	7	8	4	6	5
40-49 yrs. old	10	8	7	12	11
50 yrs. or older	17	17	18	14	12
% Female	89%	91%	91%	86%	92%
% Male	11%	9%	9%	14%	8%
% 19 yrs. or younger	11%	2%	9%	21%	10%
% 20 - 21 yrs. old	7%	9%	13%	6%	12%
% 22 - 24 yrs. old	11%	7%	9%	2%	10%
% 25 - 29 yrs. old	7%	9%	7%	10%	15%
% 30 - 39 yrs. old	13%	18%	9%	12%	10%
% 40 - 49 yrs. old	19%	18%	15%	23%	21%
% 50 yrs. or older	31%	38%	39%	27%	23%



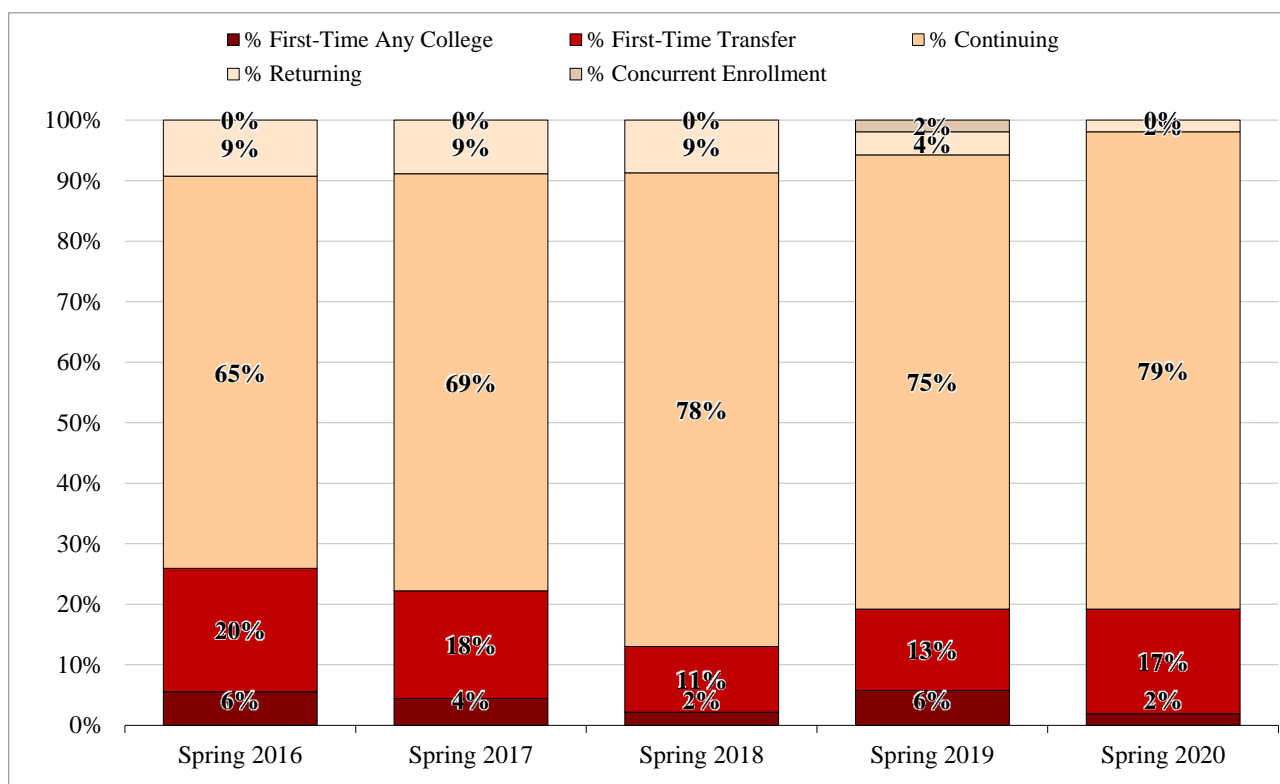
Student Demographic: Race-Ethnicity

Interior Design (INTD)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
African American	2	0	2	1	1
Asian	8	6	8	12	15
Filipino	2	0	1	0	1
Latino	12	12	8	9	13
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	1
White	24	25	24	27	16
Multiethnic	3	2	3	2	3
Other/Unknown	3	0	0	1	2
% African American	4%	0%	4%	2%	2%
% Asian	15%	13%	17%	23%	29%
% Filipino	4%	0%	2%	0%	2%
% Latino	22%	27%	17%	17%	25%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	2%
% White	44%	56%	52%	52%	31%
% Multiethnic	6%	4%	7%	4%	6%
% Other/Unknown	6%	0%	0%	2%	4%



Student Enrollment Status

Interior Design (INTD)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
First-Time Any College	3	2	1	3	1
First-Time Transfer	11	8	5	7	9
Continuing	35	31	36	39	41
Returning	5	4	4	2	1
Concurrent Enrollment	0	0	0	1	0
% First-Time Any College	6%	4%	2%	6%	2%
% First-Time Transfer	20%	18%	11%	13%	17%
% Continuing	65%	69%	78%	75%	79%
% Returning	9%	9%	9%	4%	2%
% Concurrent Enrollment	0%	0%	0%	2%	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.

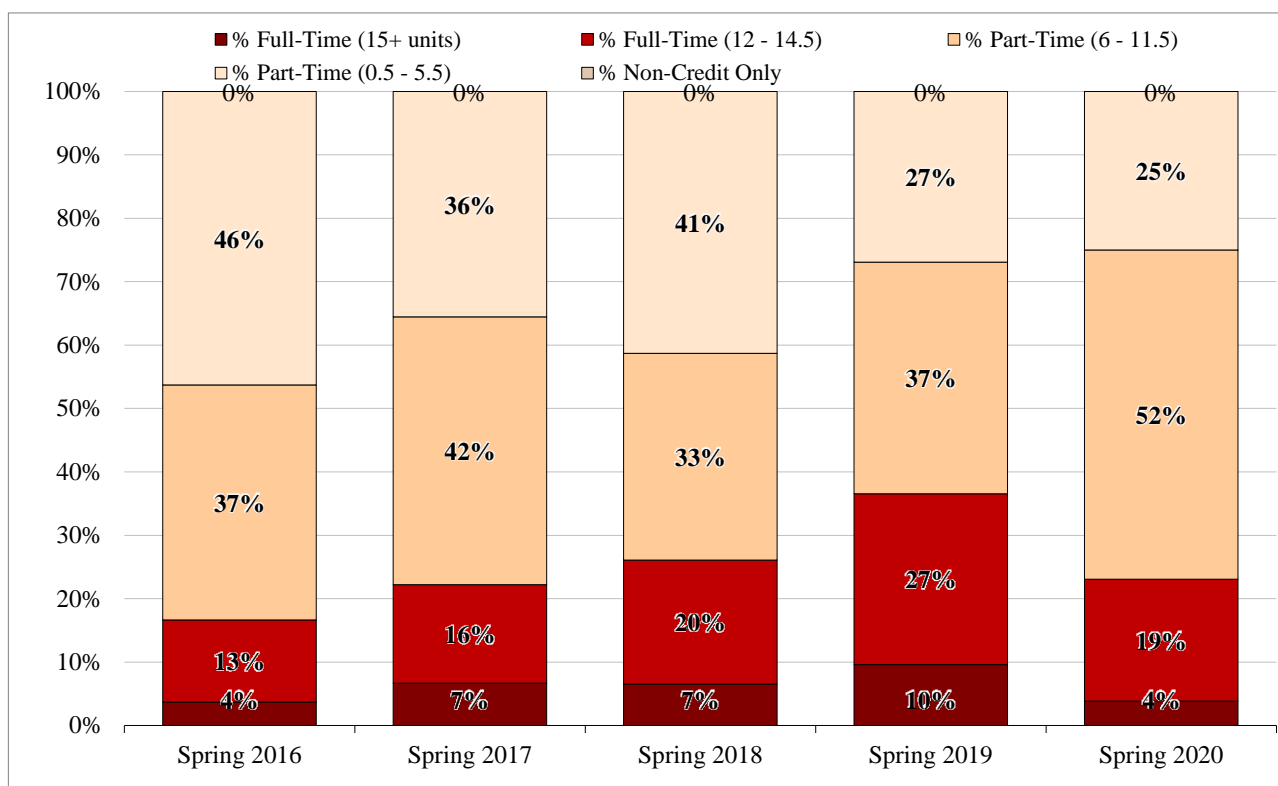
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

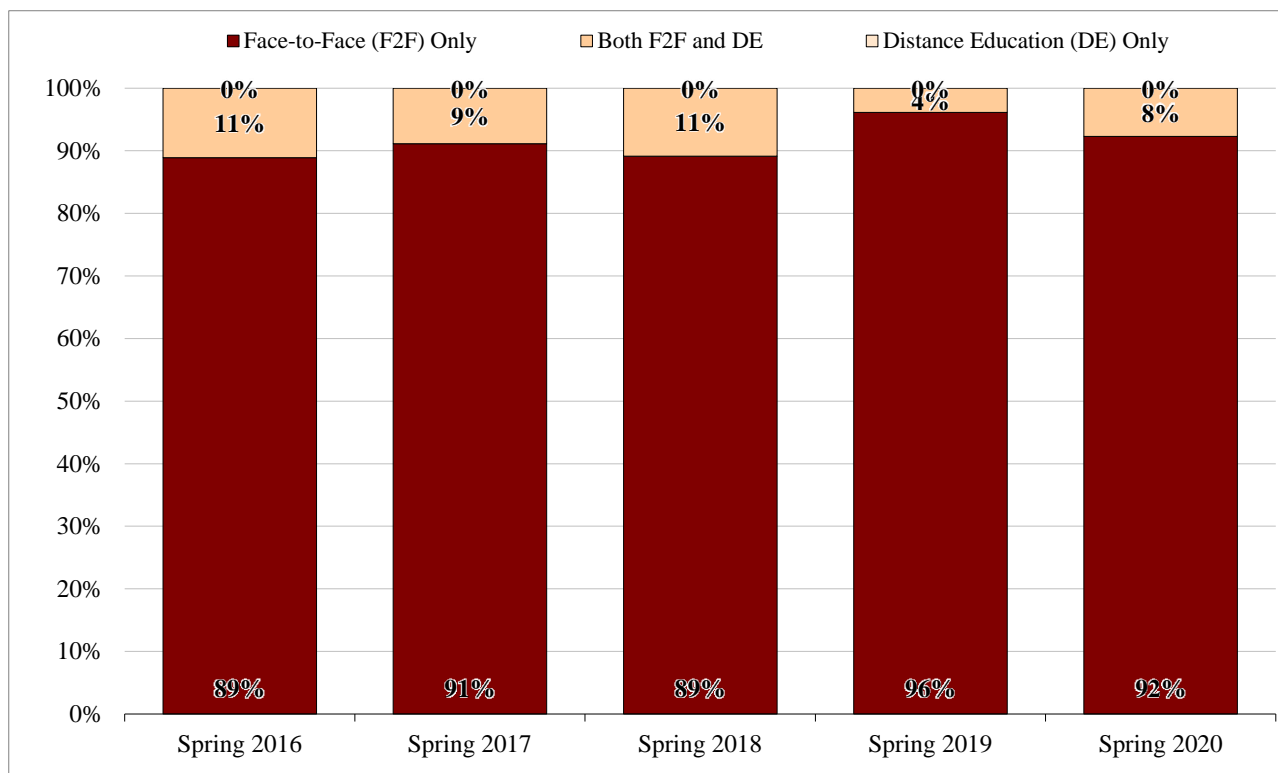
Student Unit Load

Interior Design (INTD)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Full-Time (15+ units)	2	3	3	5	2
Full-Time (12 - 14.5)	7	7	9	14	10
Part-Time (6 - 11.5)	20	19	15	19	27
Part-Time (0.5 - 5.5)	25	16	19	14	13
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	4%	7%	7%	10%	4%
% Full-Time (12 - 14.5)	13%	16%	20%	27%	19%
% Part-Time (6 - 11.5)	37%	42%	33%	37%	52%
% Part-Time (0.5 - 5.5)	46%	36%	41%	27%	25%
% Non-Credit Only	0%	0%	0%	0%	0%



Students Using Distance Education

Interior Design (INTD)					
<i>(Categories reflect college-wide coursework)</i>	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Face-to-Face (F2F) Only	48	41	41	50	48
Both F2F and DE	6	4	5	2	4
Distance Education (DE) Only	0	0	0	0	0
% Face-to-Face (F2F) Only	89%	91%	89%	96%	92%
% Both F2F and DE	11%	9%	11%	4%	8%
% Distance Education (DE) Only	0%	0%	0%	0%	0%

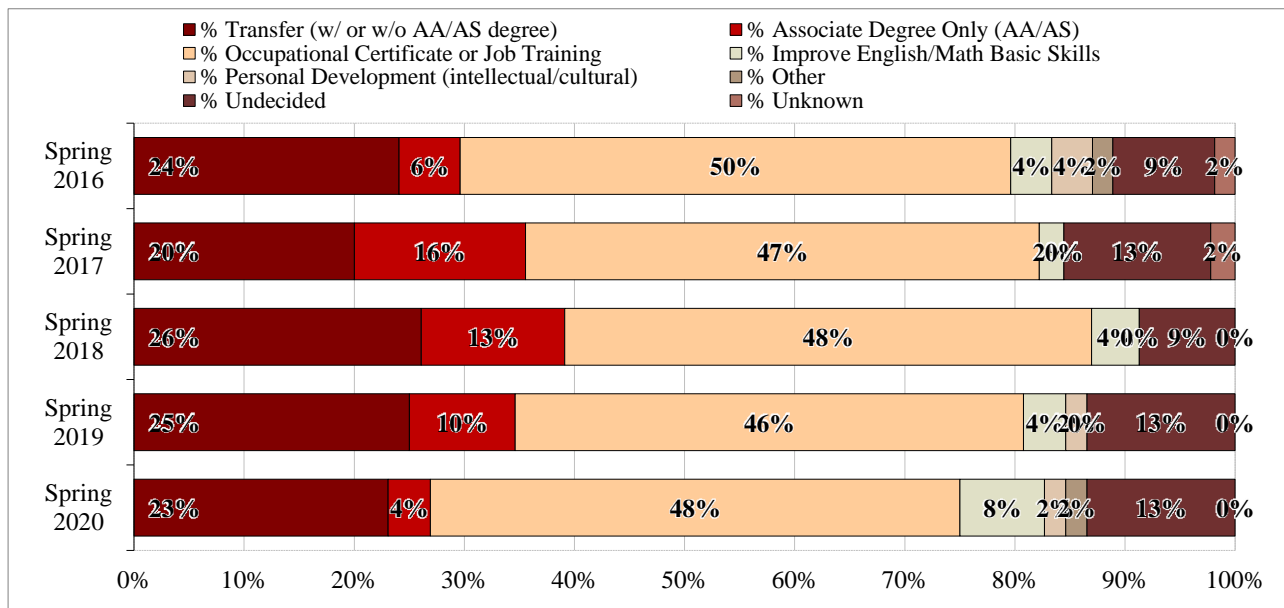


Definitions:

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

Student Educational Goal

Interior Design (INTD)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Transfer (w/ or w/o AA/AS degree)	13	9	12	13	12
Associate Degree Only (AA/AS)	3	7	6	5	2
Occupational Certificate or Job Training	27	21	22	24	25
Improve English/Math Basic Skills	2	1	2	2	4
Personal Development (intellectual/cultural)	2	0	0	1	1
Other	1	0	0	0	1
Undecided	5	6	4	7	7
Unknown	1	1	0	0	0
% Transfer (w/ or w/o AA/AS degree)	24%	20%	26%	25%	23%
% Associate Degree Only (AA/AS)	6%	16%	13%	10%	4%
% Occupational Certificate or Job Training	50%	47%	48%	46%	48%
% Improve English/Math Basic Skills	4%	2%	4%	4%	8%
% Personal Development (intellectual/cultural)	4%	0%	0%	2%	2%
% Other	2%	0%	0%	0%	2%
% Undecided	9%	13%	9%	13%	13%
% Unknown	2%	2%	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.

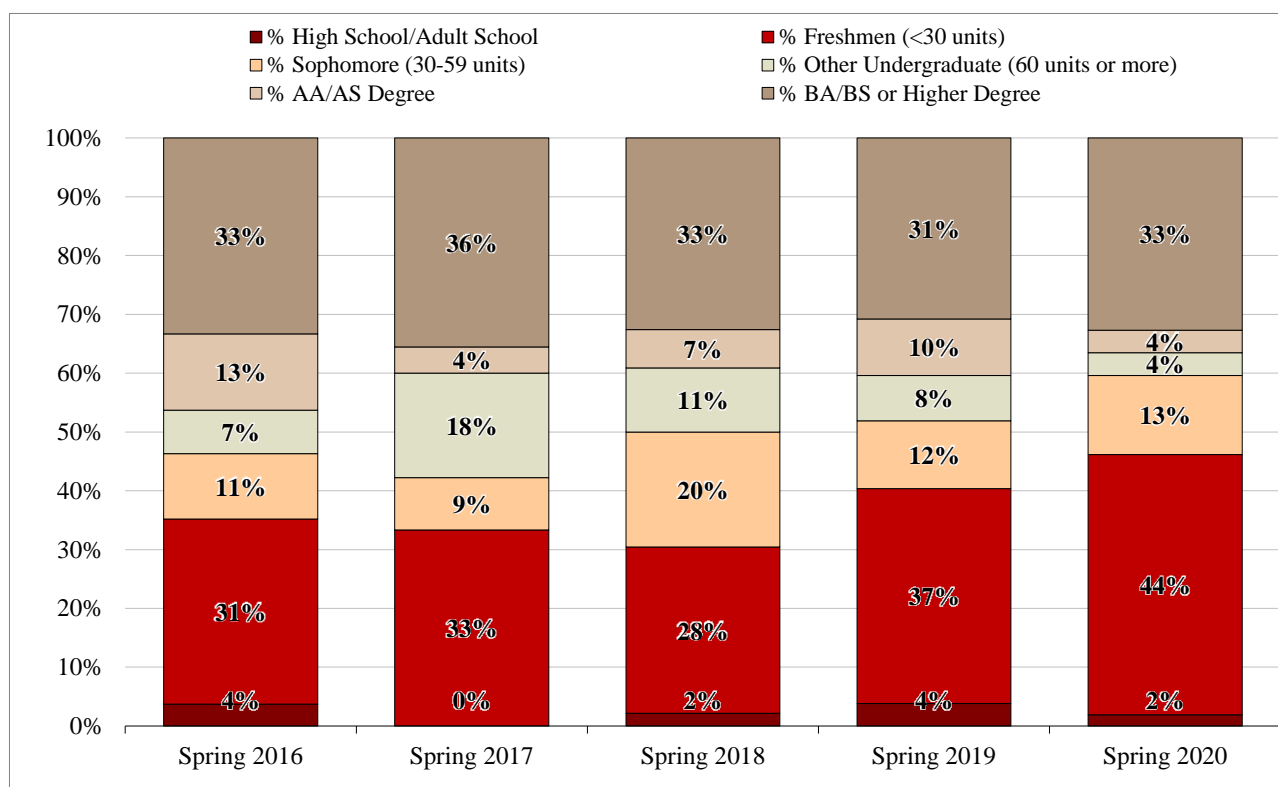
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

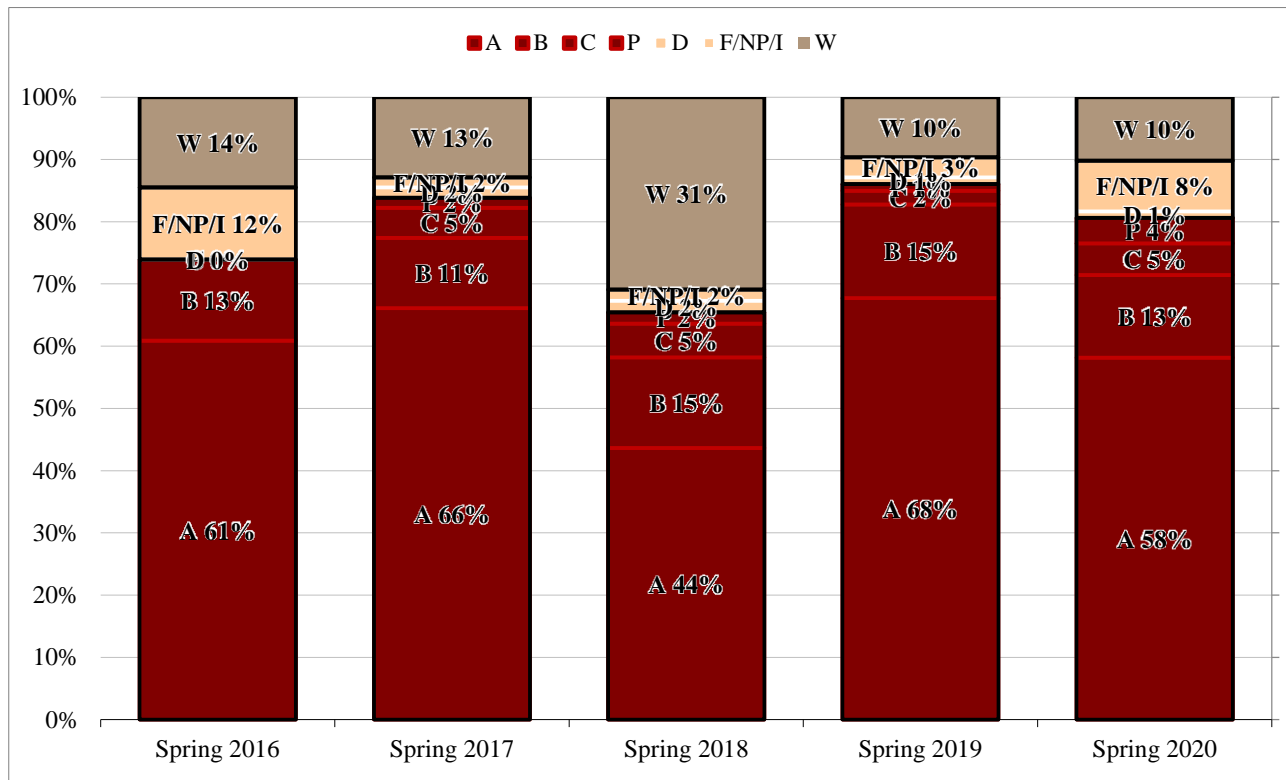
Highest Educational Level of Students

Interior Design (INTD)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
High School/Adult School	2	0	1	2	1
Freshmen (<30 units)	17	15	13	19	23
Sophomore (30-59 units)	6	4	9	6	7
Other Undergraduate (60 units or more)	4	8	5	4	2
AA/AS Degree	7	2	3	5	2
BA/BS or Higher Degree	18	16	15	16	17
% High School/Adult School	4%	0%	2%	4%	2%
% Freshmen (<30 units)	31%	33%	28%	37%	44%
% Sophomore (30-59 units)	11%	9%	20%	12%	13%
% Other Undergraduate (60 units or more)	7%	18%	11%	8%	4%
% AA/AS Degree	13%	4%	7%	10%	4%
% BA/BS or Higher Degree	33%	36%	33%	31%	33%



Student Performance: Grade Distribution

Interior Design (INTD)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Total Course Enrollments	69	62	55	93	98
Course Success Rates	74%	84%	65%	86%	81%
A	61%	66%	44%	68%	58%
B	13%	11%	15%	15%	13%
C	0%	5%	5%	2%	5%
P	0%	2%	2%	1%	4%
Course Non-Success Rate	12%	3%	4%	4%	9%
D	0%	2%	2%	1%	1%
F/NP/I	12%	2%	2%	3%	8%
Withdrawals (W)	14%	13%	31%	10%	10%



Definitions:

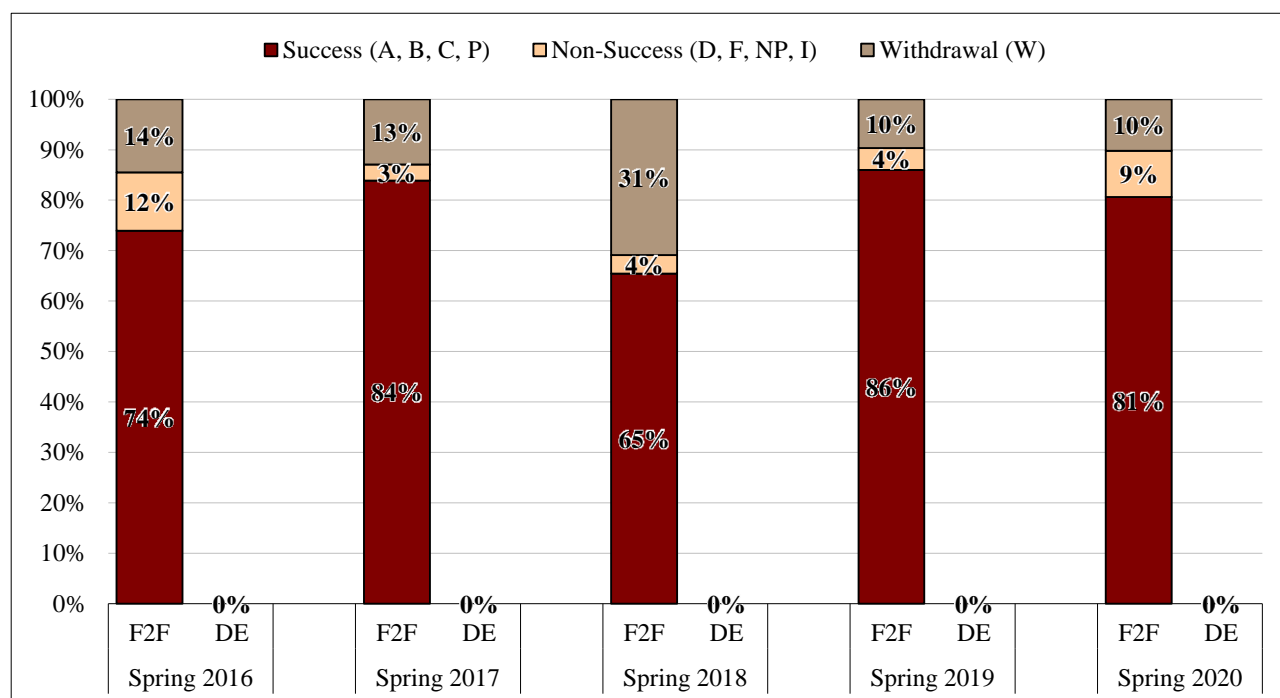
Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

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 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Total Course Enrollments	69	62	55	93	98
Face-to-Face (F2F) Sections	69	62	55	93	98
Success Rates	74%	84%	65%	86%	81%
Non-Success Rates	12%	3%	4%	4%	9%
Withdrawals	14%	13%	31%	10%	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.

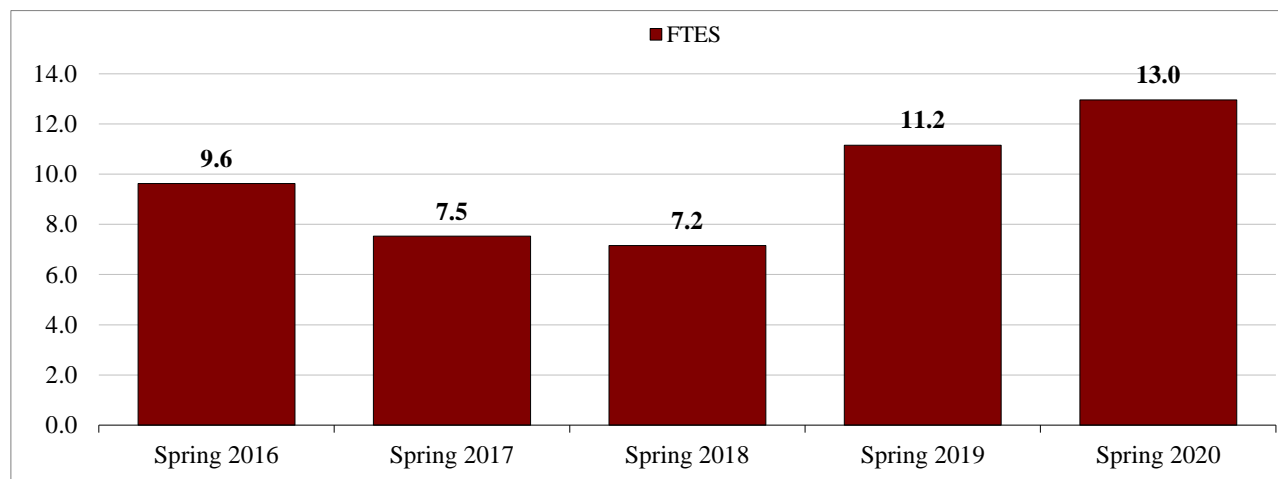
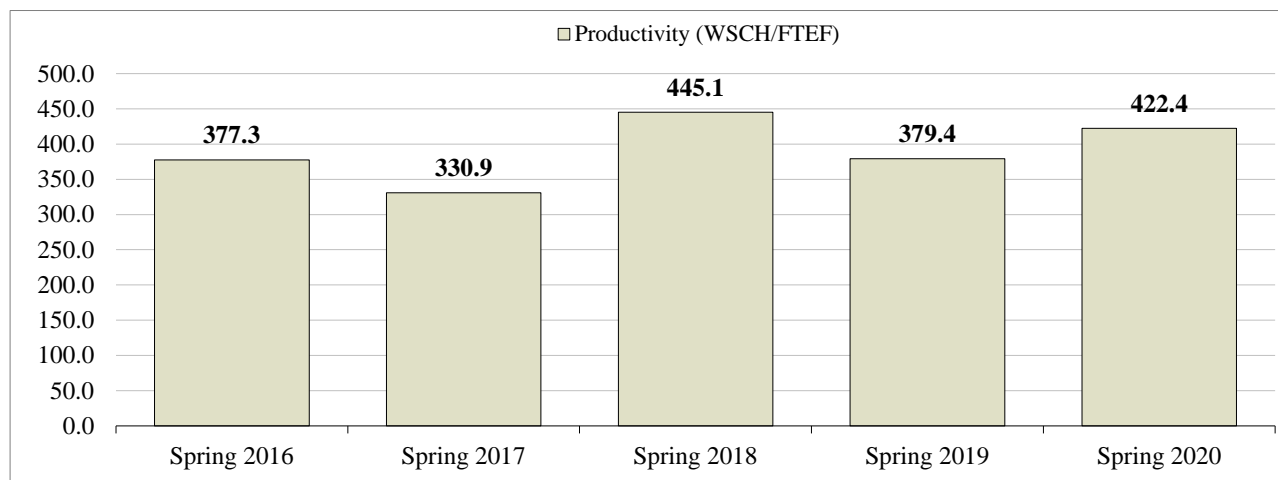
Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP' or 'T') relative to all students receiving a grade.

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 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
WSCH	289	226	215	335	408
FTEF	9.6	7.5	7.2	11.2	13.0
FTEF	0.8	0.7	0.5	0.9	1.0
Productivity (WSCH/FTEF)	377.3	330.9	445.1	379.4	422.4



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.

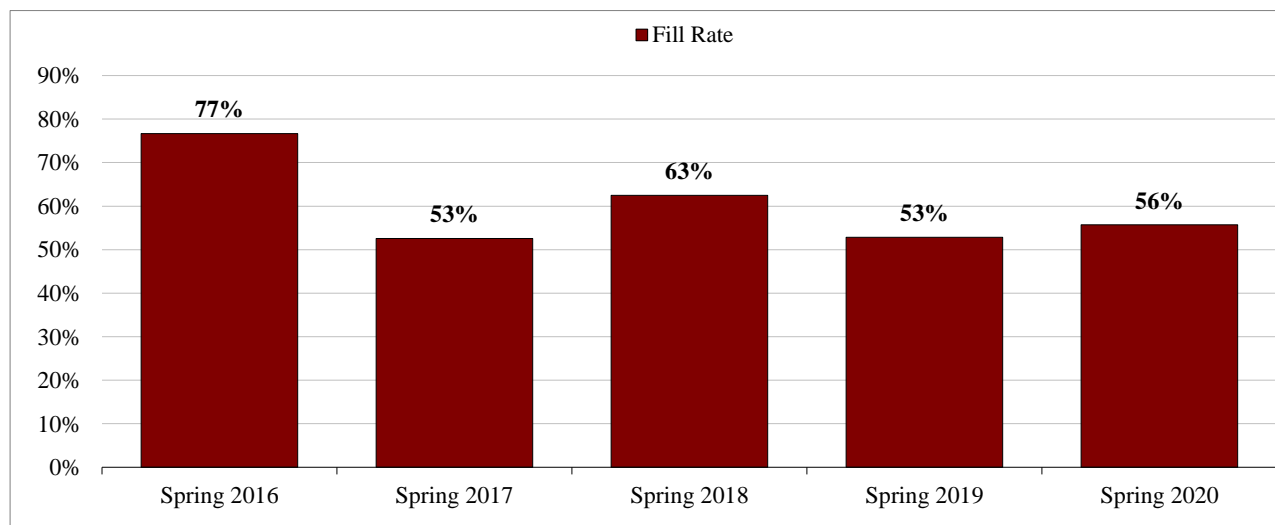
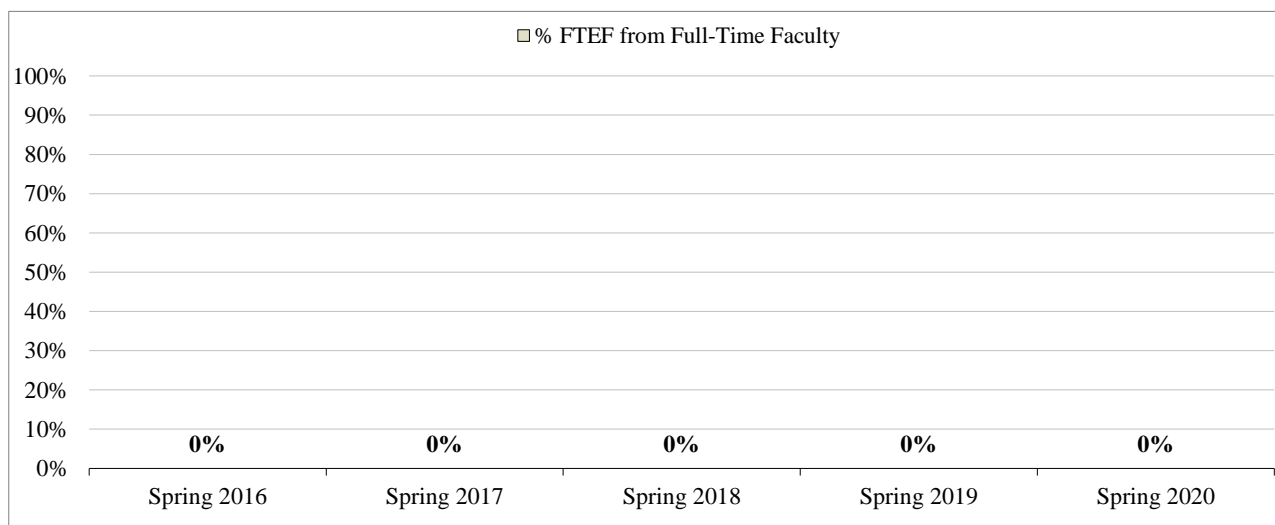
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Note: Enrollment Management data are of all courses accounted except NTUT / TUTR 200; latest data accessed on 7/14/20.

Enrollment Management: Part 2

Interior Design (INTD)					
	Term				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
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	62	55	93	98
Capacity (seats available)	90	118	88	176	176
Fill Rate	77%	53%	63%	53%	56%



Definitions:

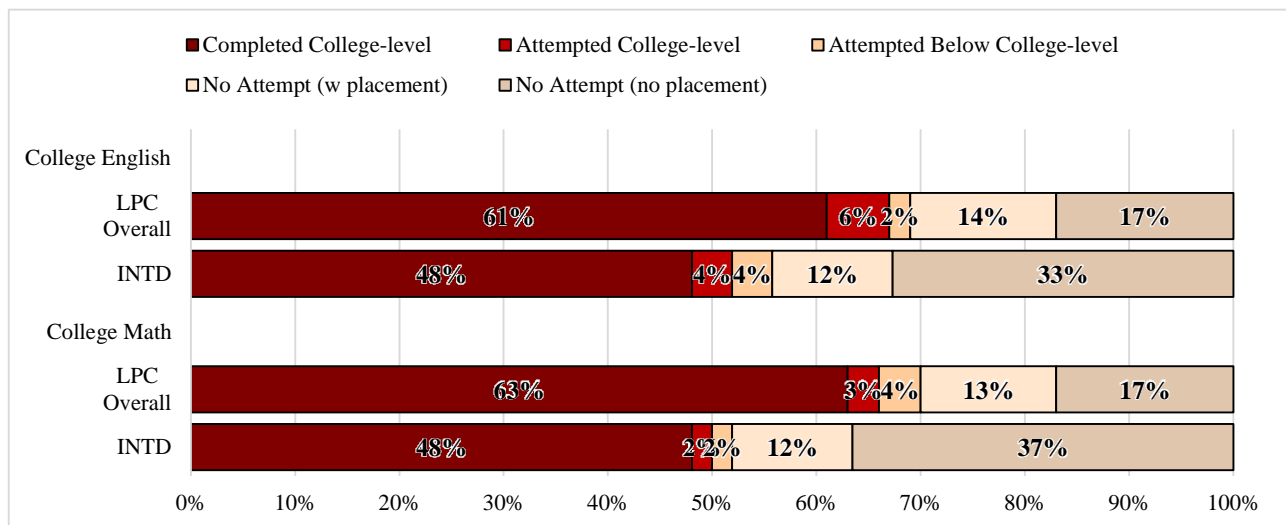
Fill Rate is number of enrollments over the total capacity (seats available).

% 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

Spring 2020				
	INTD		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	25	48%	5,254	61%
Attempted College-level	2	4%	502	6%
Attempted Below College-level	2	4%	179	2%
No Attempt (with placement)	6	12%	1,175	14%
No Attempt (no placement)	17	33%	1,480	17%
College Math				
Completed College-level	25	48%	5,383	63%
Attempted College-level	1	2%	274	3%
Attempted Below College-level	1	2%	366	4%
No Attempt (with placement)	6	12%	1,134	13%
No Attempt (no placement)	19	37%	1,433	17%



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

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