Las Positas College

Discipline Program Review Data Packet

Fall 2016 to Fall 2020
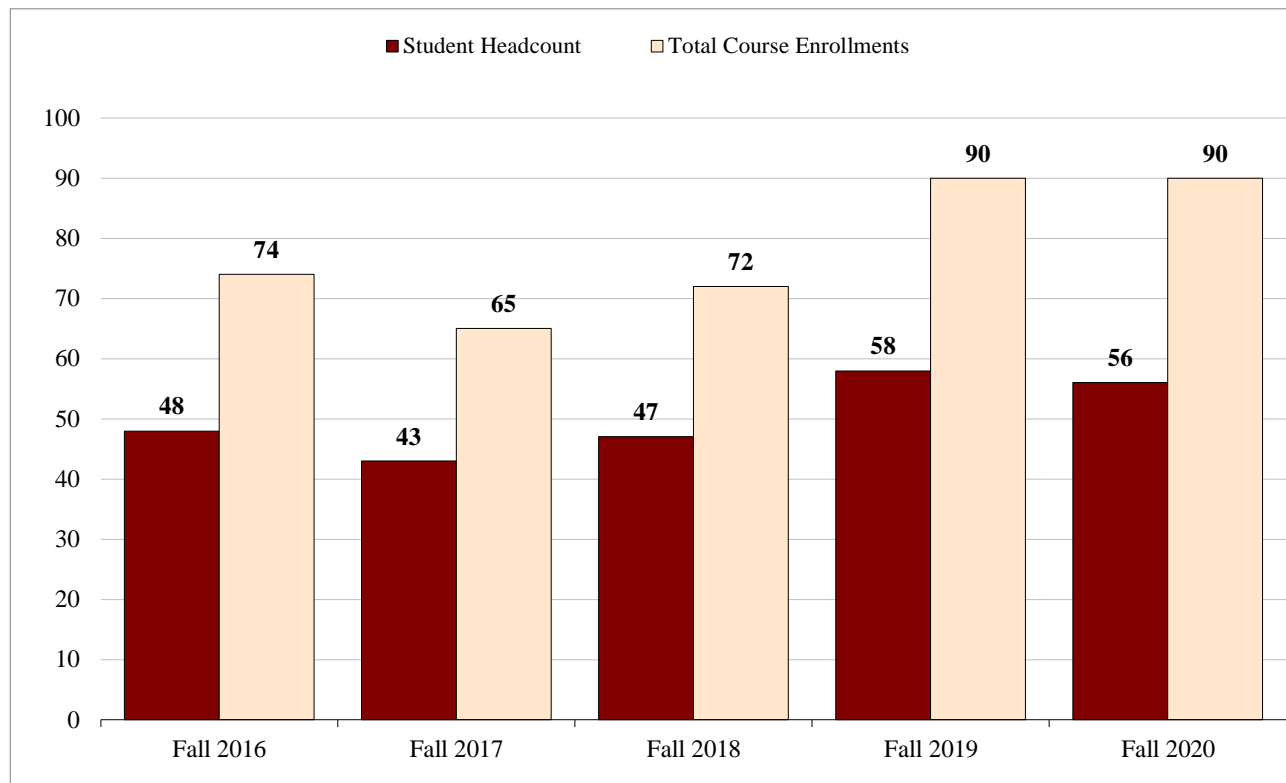
Discipline:

Interior Design (INTD)

Headcount & Enrollment

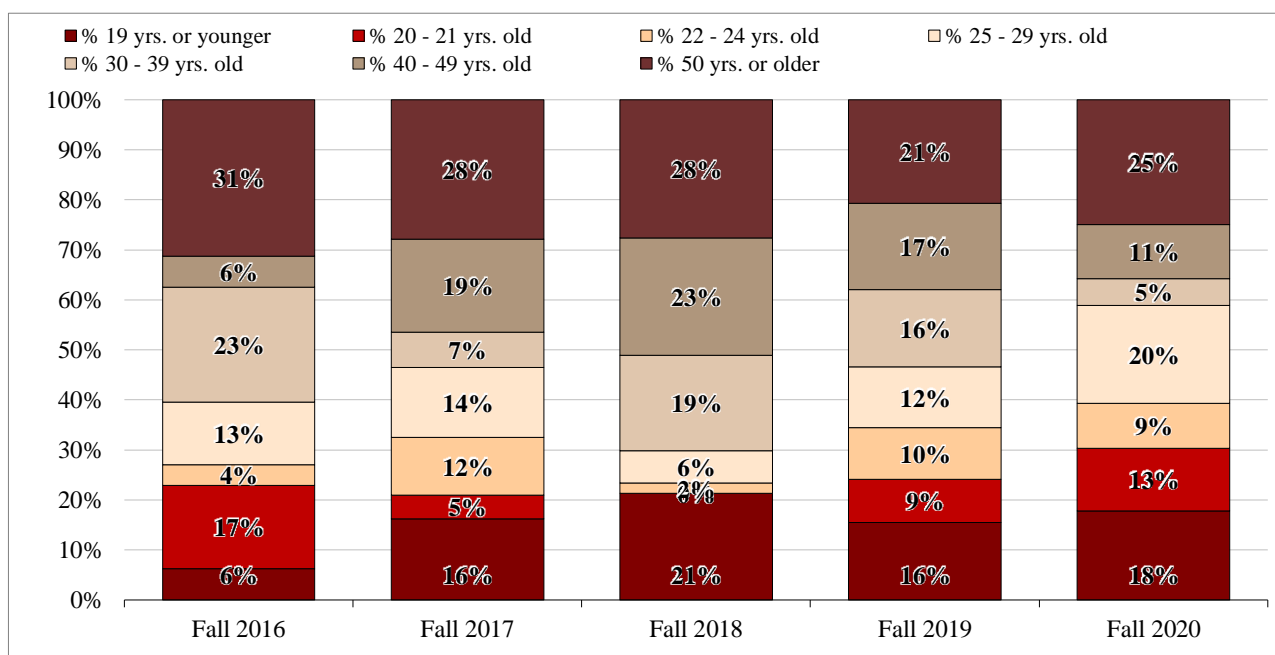| Interior Design (INTD)					
	Term				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student Headcount	48	43	47	58	56
Total Course Enrollments	74	65	72	90	90

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.
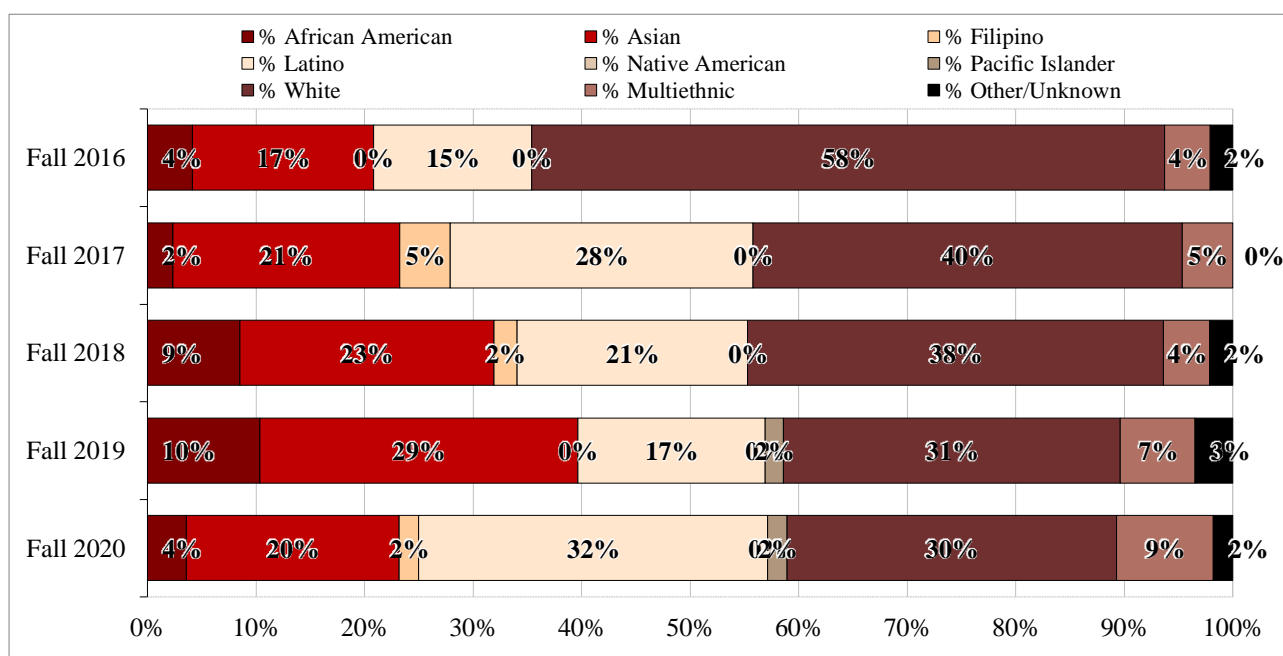
Student Demographics: Gender & Age

Interior Design (INTD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Female	44	38	43	53	51
Male	4	5	4	4	5
19 yrs. or younger	3	7	10	9	10
20-21 yrs. old	8	2	0	5	7
22-24 yrs. old	2	5	1	6	5
25-29 yrs. old	6	6	3	7	11
30-39 yrs. old	11	3	9	9	3
40-49 yrs. old	3	8	11	10	6
50 yrs. or older	15	12	13	12	14
% Female	92%	88%	91%	93%	91%
% Male	8%	12%	9%	7%	9%
% 19 yrs. or younger	6%	16%	21%	16%	18%
% 20 - 21 yrs. old	17%	5%	0%	9%	13%
% 22 - 24 yrs. old	4%	12%	2%	10%	9%
% 25 - 29 yrs. old	13%	14%	6%	12%	20%
% 30 - 39 yrs. old	23%	7%	19%	16%	5%
% 40 - 49 yrs. old	6%	19%	23%	17%	11%
% 50 yrs. or older	31%	28%	28%	21%	25%

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Student Demographic: Race-Ethnicity

Interior Design (INTD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
African American	2	1	4	6	2
Asian	8	9	11	17	11
Filipino	0	2	1	0	1
Latino	7	12	10	10	18
Native American	0	0	0	0	0
Pacific Islander	0	0	0	1	1
White	28	17	18	18	17
Multiethnic	2	2	2	4	5
Other/Unknown	1	0	1	2	1
% African American	4%	2%	9%	10%	4%
% Asian	17%	21%	23%	29%	20%
% Filipino	0%	5%	2%	0%	2%
% Latino	15%	28%	21%	17%	32%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	2%	2%
% White	58%	40%	38%	31%	30%
% Multiethnic	4%	5%	4%	7%	9%
% Other/Unknown	2%	0%	2%	3%	2%

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Student Enrollment Status

Interior Design (INTD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
First-Time Any College	3	4	6	8	6
First-Time Transfer	6	8	14	10	8
Continuing	37	27	23	36	40
Returning	2	3	2	4	2
Concurrent Enrollment	0	1	2	0	0
% First-Time Any College	6%	9%	13%	14%	11%
% First-Time Transfer	13%	19%	30%	17%	14%
% Continuing	77%	63%	49%	62%	71%
% Returning	4%	7%	4%	7%	4%
% Concurrent Enrollment	0%	2%	4%	0%	0%
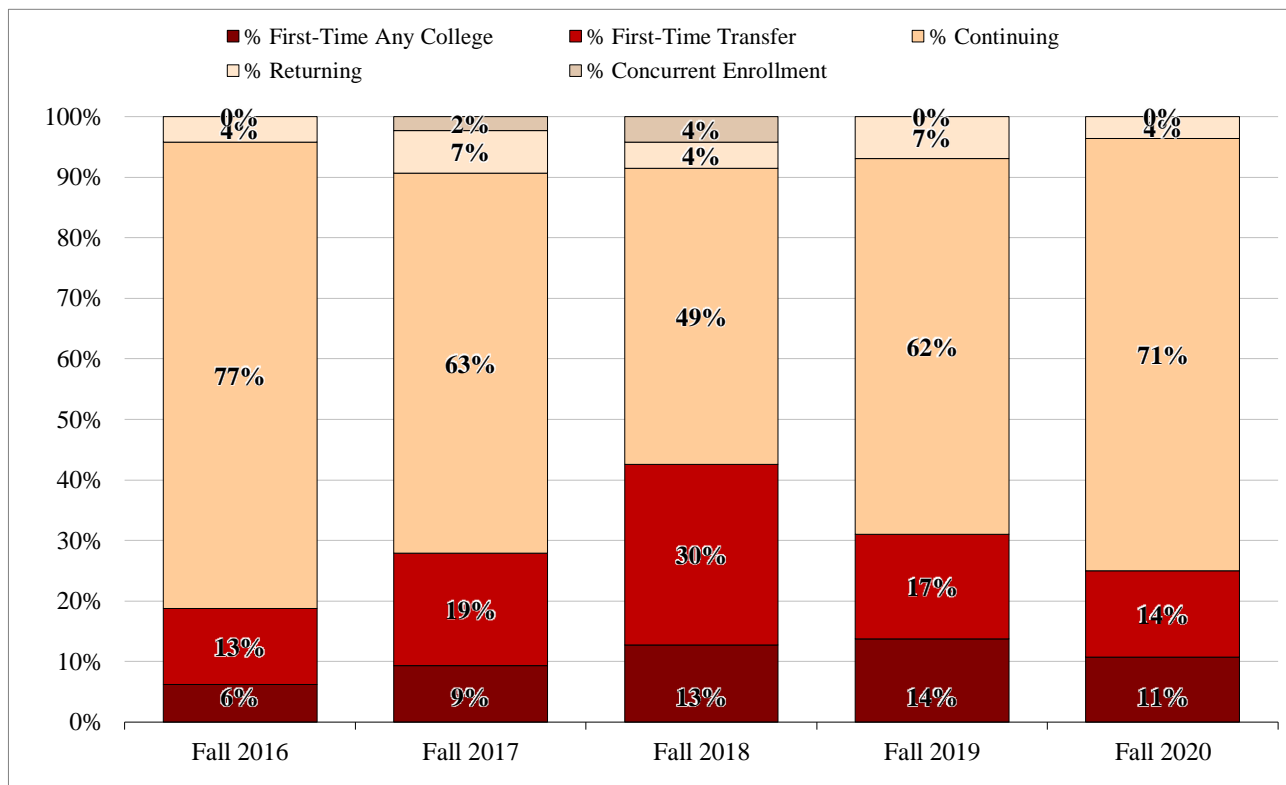
Definitions:

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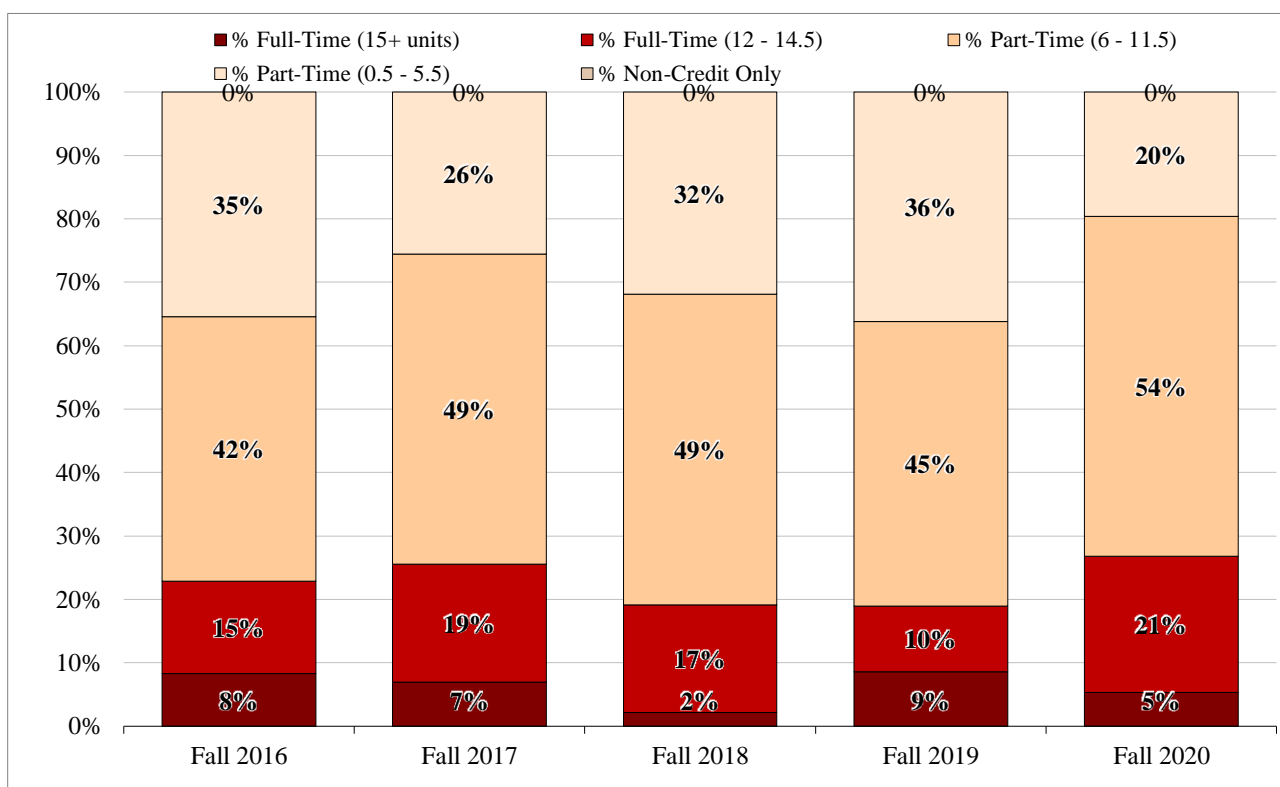
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Full-Time (15+ units)	4	3	1	5	3
Full-Time (12 - 14.5)	7	8	8	6	12
Part-Time (6 - 11.5)	20	21	23	26	30
Part-Time (0.5 - 5.5)	17	11	15	21	11
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	8%	7%	2%	9%	5%
% Full-Time (12 - 14.5)	15%	19%	17%	10%	21%
% Part-Time (6 - 11.5)	42%	49%	49%	45%	54%
% Part-Time (0.5 - 5.5)	35%	26%	32%	36%	20%
% Non-Credit Only	0%	0%	0%	0%	0%

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Students Using Distance Education

| Interior Design (INTD)					
	Term				
(Categories reflect college-wide coursework)	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Face-to-Face (F2F) Only	42	37	45	45	0
Both F2F and DE	6	6	2	13	0
Distance Education (DE) Only	0	0	0	0	56
% Face-to-Face (F2F) Only	88%	86%	96%	78%	0%
% Both F2F and DE	13%	14%	4%	22%	0%
% Distance Education (DE) Only	0%	0%	0%	0%	100%
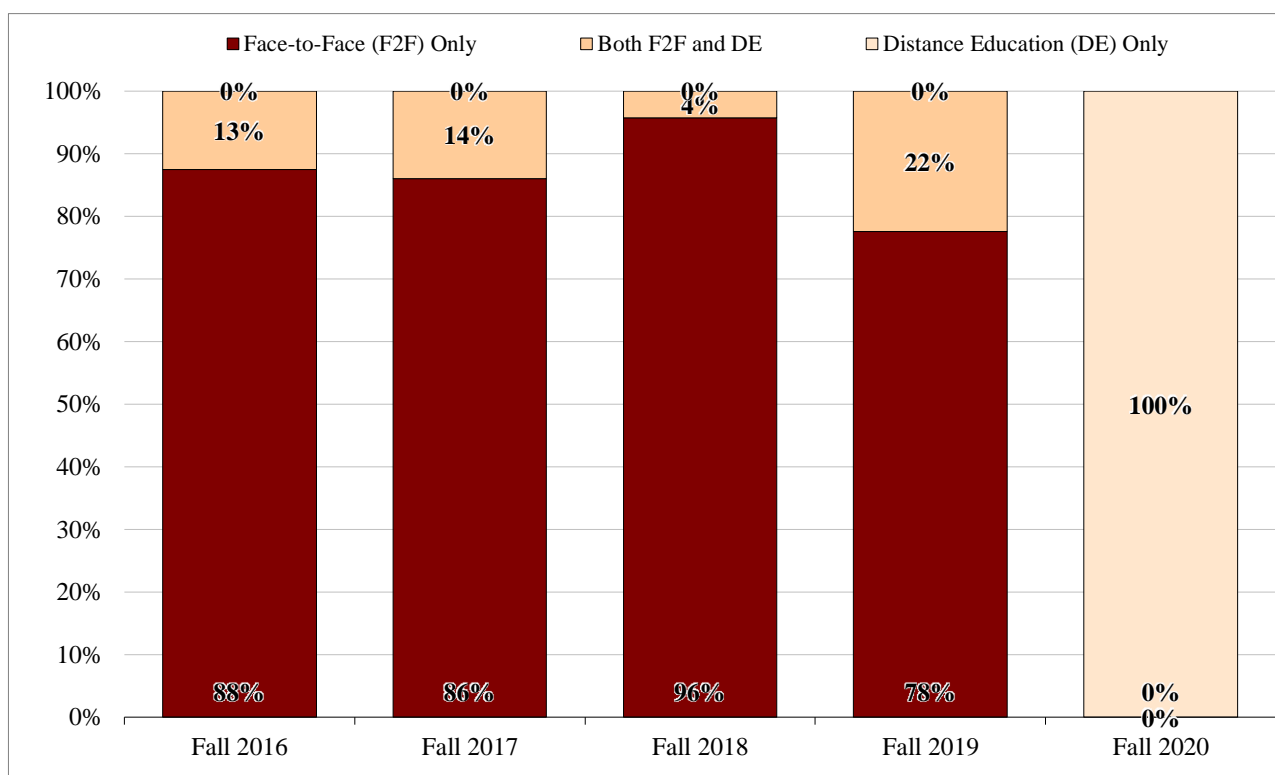
Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Student Educational Goal

Interior Design (INTD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Transfer (w/ or w/o AA/AS degree)	14	10	12	19	21
Associate Degree Only (AA/AS)	6	7	4	8	5
Occupational Certificate or Job Training	20	20	23	24	18
Improve English/Math Basic Skills	1	1	2	2	1
Personal Development (intellectual/cultural)	1	1	0	1	3
Other	0	0	0	0	0
Undecided	5	3	5	4	8
Unknown	1	1	1	0	0
% Transfer (w/ or w/o AA/AS degree)	29%	23%	26%	33%	38%
% Associate Degree Only (AA/AS)	13%	16%	9%	14%	9%
% Occupational Certificate or Job Training	42%	47%	49%	41%	32%
% Improve English/Math Basic Skills	2%	2%	4%	3%	2%
% Personal Development (intellectual/cultural)	2%	2%	0%	2%	5%
% Other	0%	0%	0%	0%	0%
% Undecided	10%	7%	11%	7%	14%
% Unknown	2%	2%	2%	0%	0%
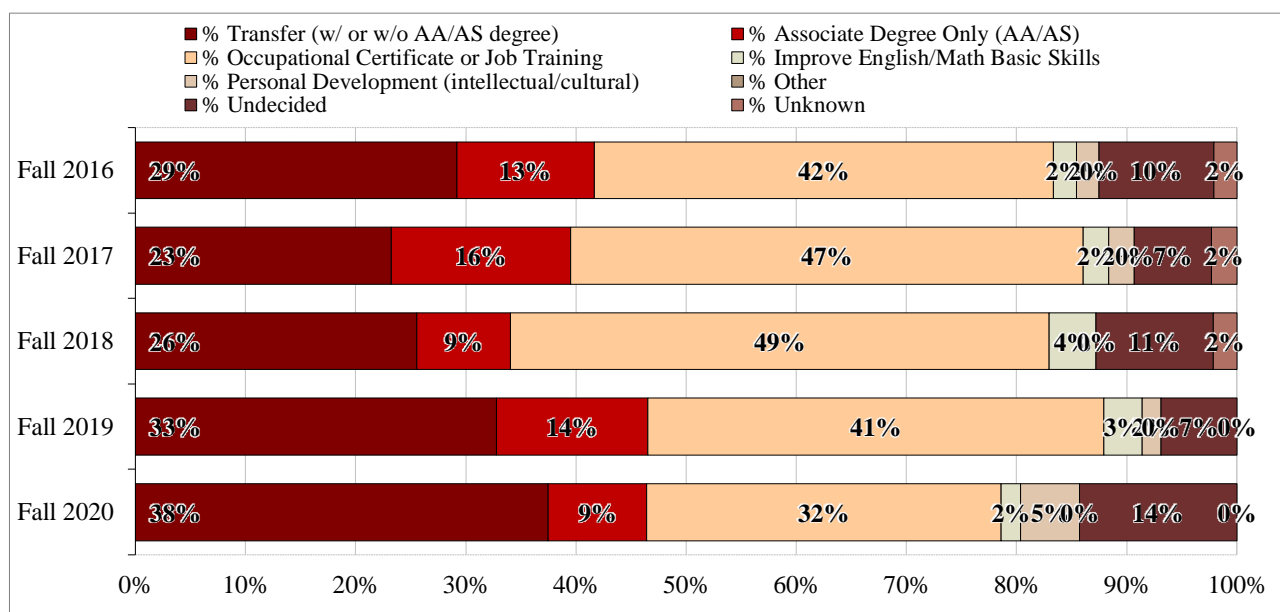
Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.
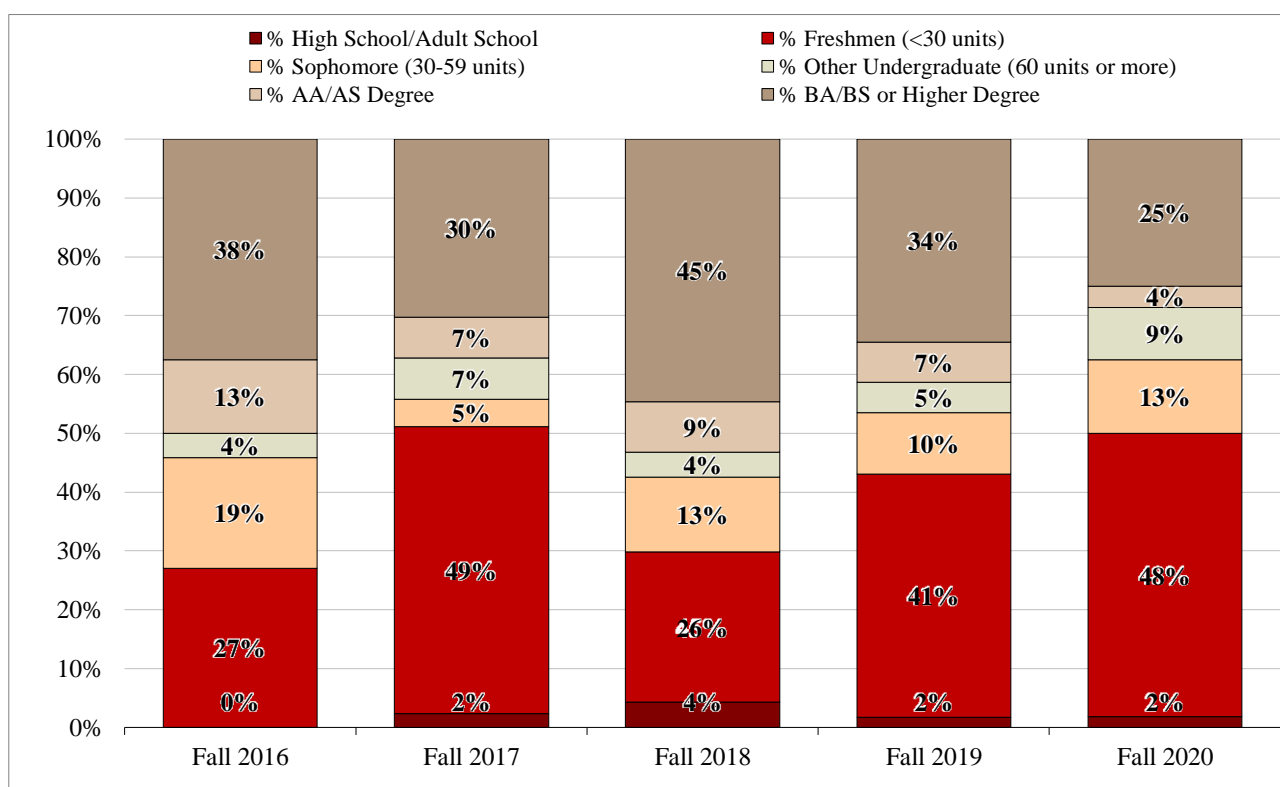
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
High School/Adult School	0	1	2	1	1
Freshmen (<30 units)	13	21	12	24	27
Sophomore (30-59 units)	9	2	6	6	7
Other Undergraduate (60 units or more)	2	3	2	3	5
AA/AS Degree	6	3	4	4	2
BA/BS or Higher Degree	18	13	21	20	14
% High School/Adult School	0%	2%	4%	2%	2%
% Freshmen (<30 units)	27%	49%	26%	41%	48%
% Sophomore (30-59 units)	19%	5%	13%	10%	13%
% Other Undergraduate (60 units or more)	4%	7%	4%	5%	9%
% AA/AS Degree	13%	7%	9%	7%	4%
% BA/BS or Higher Degree	38%	30%	45%	34%	25%

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Student Performance: Grade Distribution

| Interior Design (INTD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Total Course Enrollments	74	65	72	90	90
Course Success Rates	**72%**	**68%**	**85%**	**79%**	**79%**
A	39%	40%	64%	53%	61%
B	20%	20%	17%	20%	10%
C	12%	8%	4%	4%	8%
P	0%	0%	0%	1%	0%
Course Non-Success Rate	**3%**	**18%**	**4%**	**11%**	**10%**
D	0%	9%	1%	0%	0%
F*	3%	9%	3%	11%	10%
Withdrawals (See Note)	**26%**	**14%**	**11%**	**10%**	**11%**
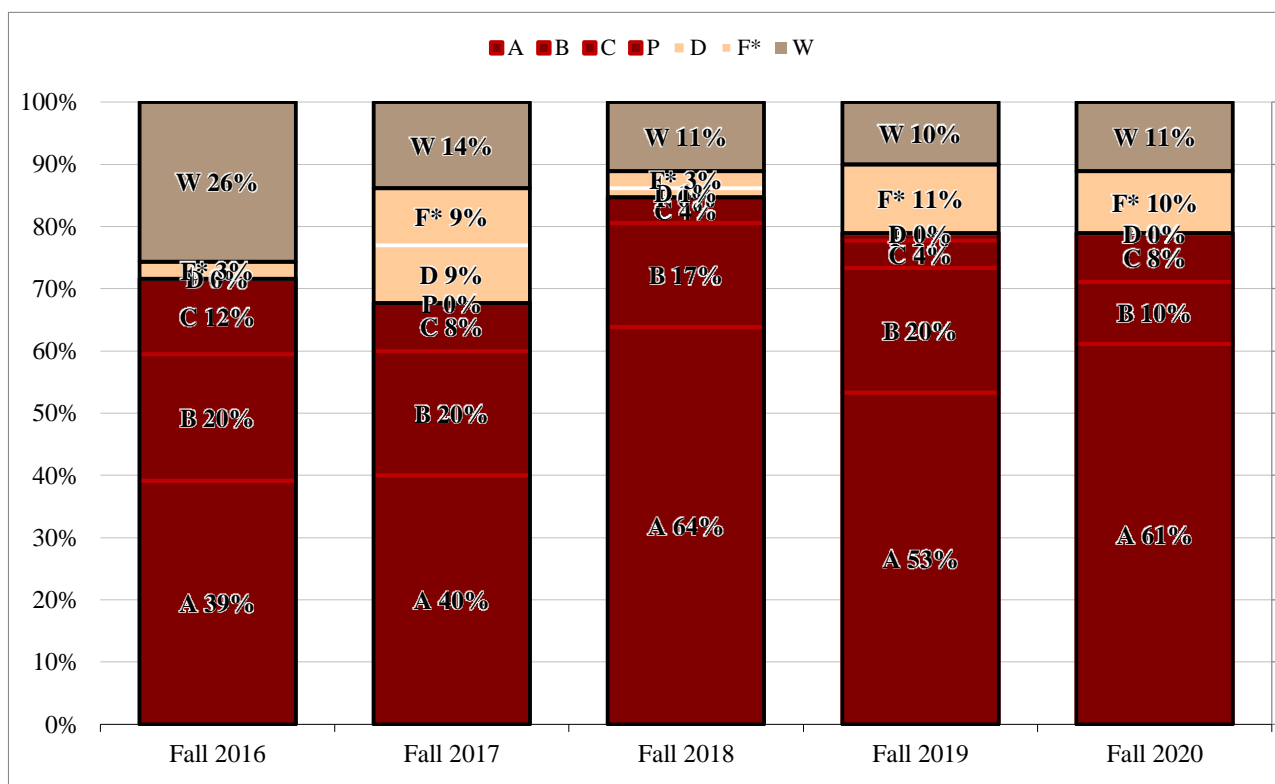
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D' or F* (includes: 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP').

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW', or, (2) a course dropped due to COVID-19.

Student Performance: Distance Education

Interior Design (INTD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Total Course Enrollments	74	65	72	90	90
Face-to-Face (F2F) Sections	74	65	72	90	0
Success Rates	72%	68%	85%	79%	—
Non-Success Rates	3%	18%	4%	11%	—
Withdrawals	26%	14%	11%	10%	—
Distance Education (DE) Sections	0	0	0	0	90
Success Rates	—	—	—	—	79%
Non-Success Rates	—	—	—	—	10%
Withdrawals	—	—	—	—	11%
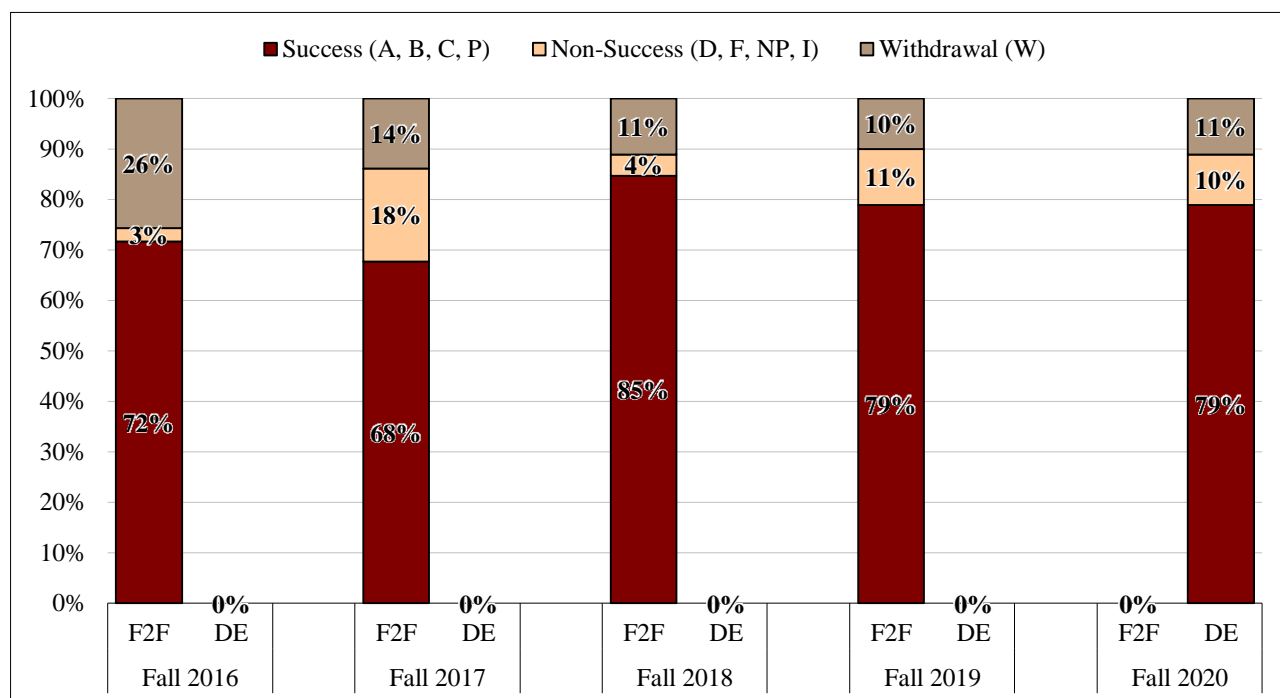
Definitions:

Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'I', 'NCD', 'NCF', or 'NCNP'.

Withdrawals are the share of course enrollments resulting in (1) a grade notation of 'W', 'MW', or 'EW' or, (2) a course dropped due to COVID-19.

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Enrollment Management: Part 1

Interior Design (INTD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
WSCH	322	245	320	386	386
FTES	10.7	8.0	10.1	11.7	12.5
FTEF	0.8	0.7	0.8	0.8	0.8
Productivity (WSCH/FTEF)	420.4	358.7	417.8	503.9	503.9
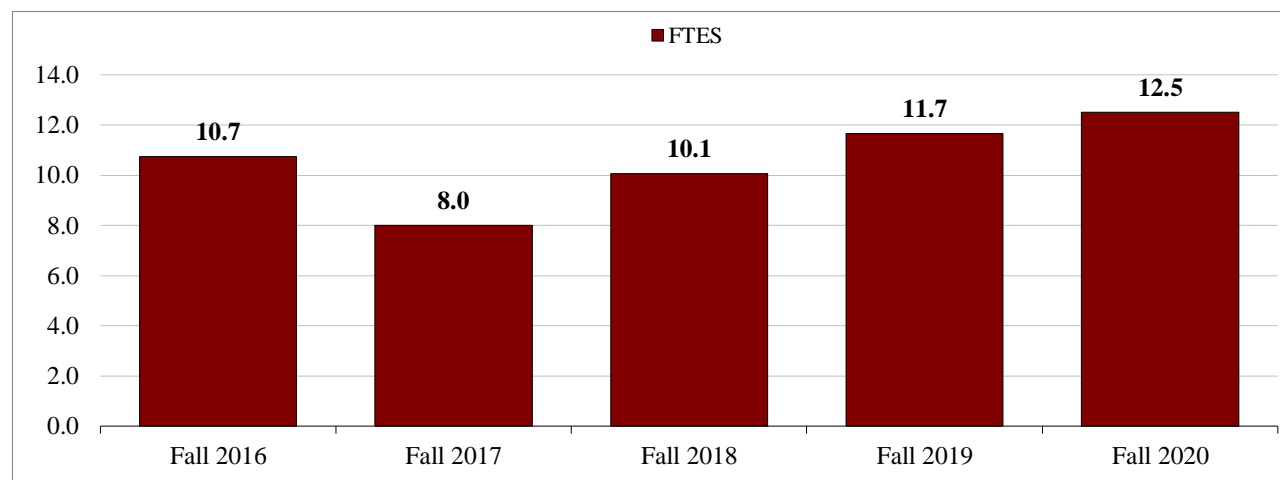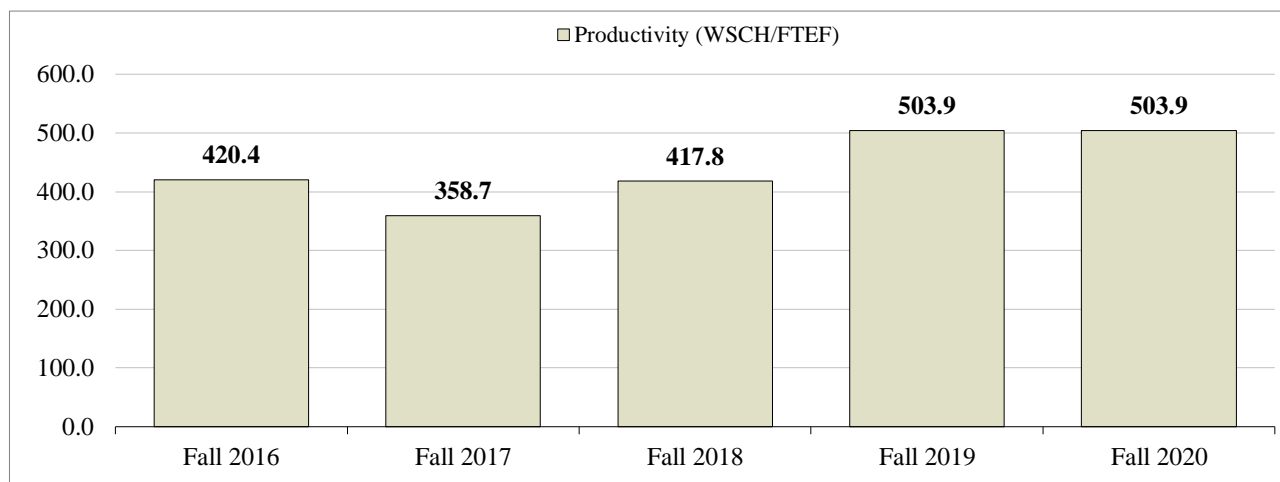
Definitions:

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 7/20/21.

Enrollment Management: Part 2

| Interior Design (INTD)					
	Term				
	Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 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	74	65	72	90	90
Capacity (seats available)	90	90	132	132	132
Fill Rate	82%	72%	55%	68%	68%
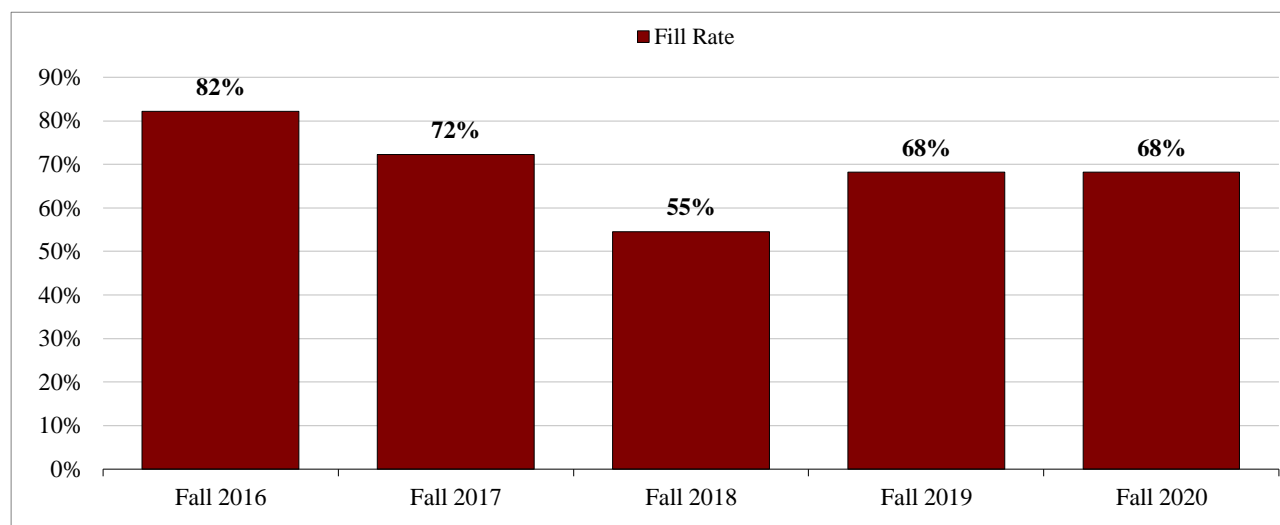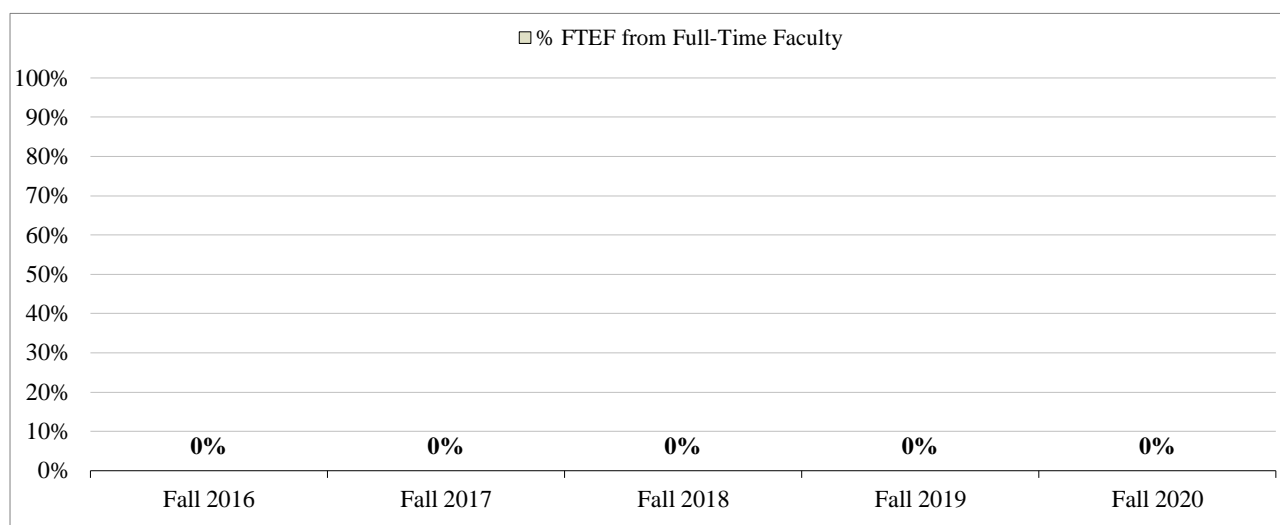
Definitions:

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 7/20/21.

Prior Experience in English & Math

Fall 2020				
	INTD		**LPC Overall**	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	31	55%	4,353	52%
Attempted College-level	4	7%	438	5%
Attempted Below College-level	3	5%	86	1%
No Prior Attempt (has placement)	11	20%	1,974	24%
No Prior Attempt (no placement)	7	13%	1,489	18%
College Math				
Completed College-level	29	52%	4,972	60%
Attempted College-level	1	2%	199	2%
Attempted Below College-level	1	2%	261	3%
No Prior Attempt (has placement)	13	23%	1,555	19%
No Prior Attempt (no placement)	12	21%	1,353	16%
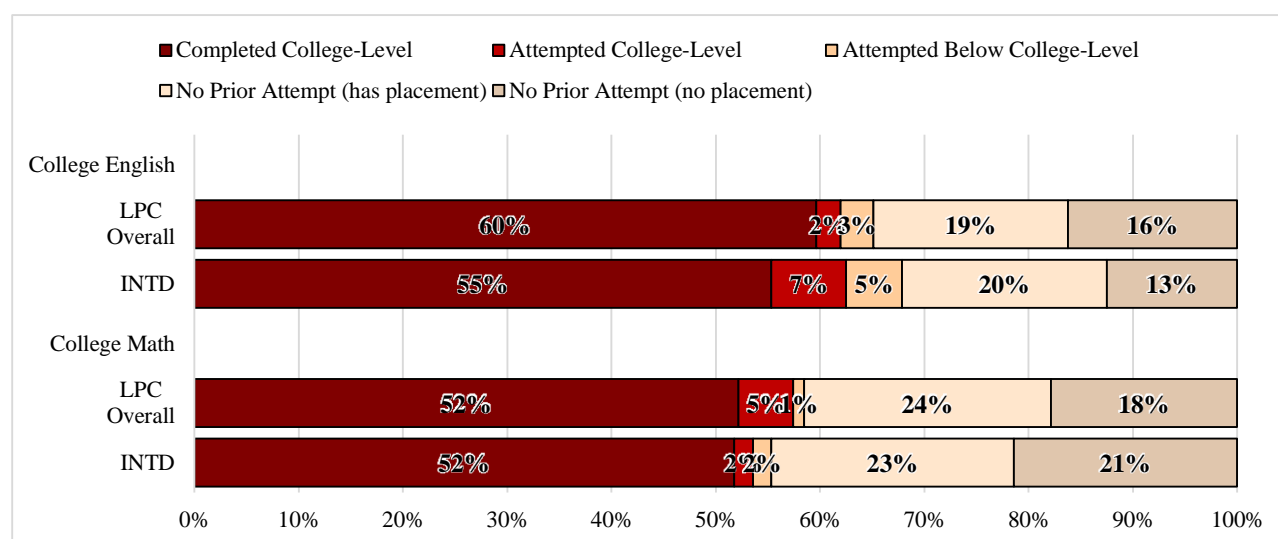
Definitions:

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

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

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