Las Positas College

Discipline Program Review Data Packet

Spring 2017 to Spring 2021
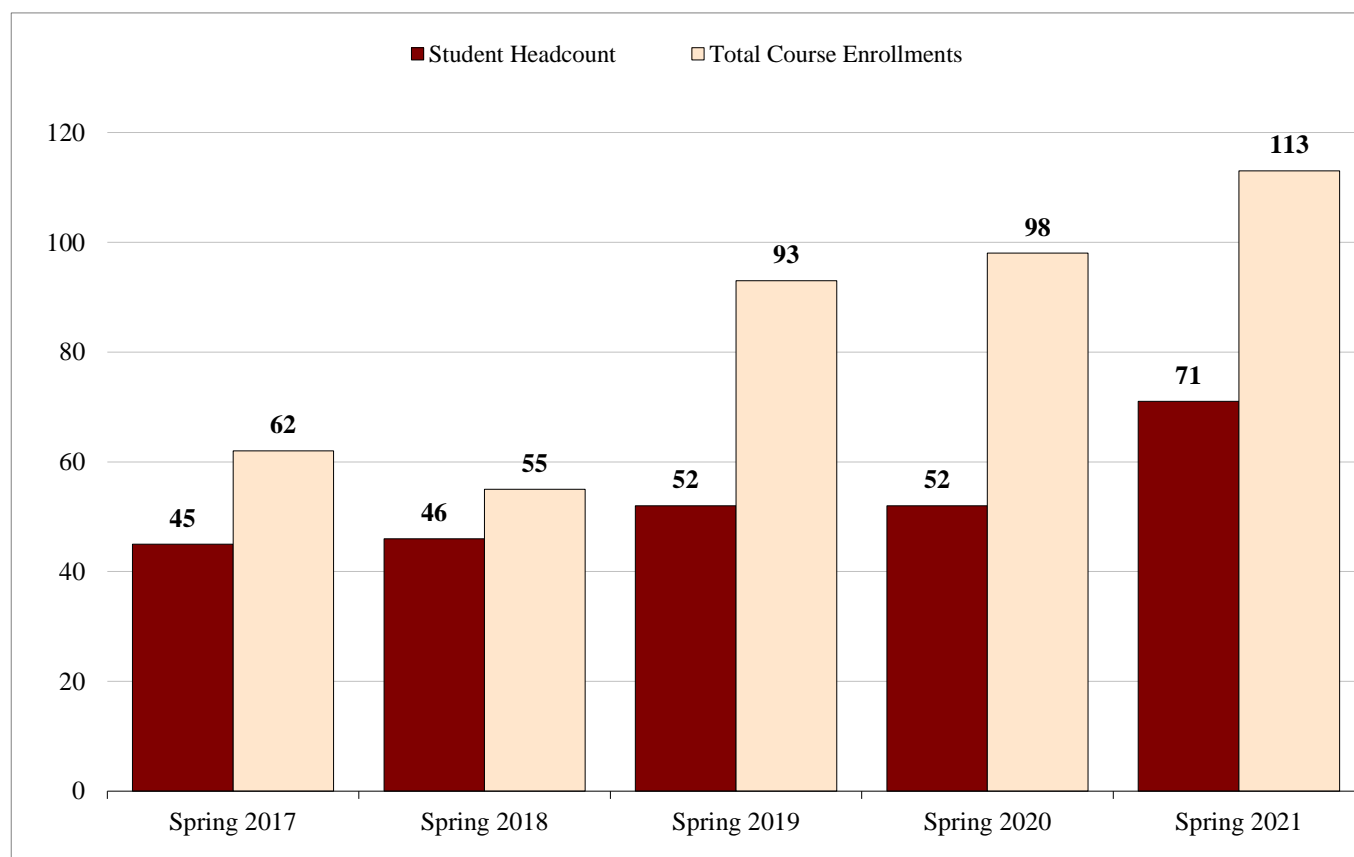
Discipline:

Interior Design (INTD)

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Las Positas College

Headcount & Enrollment

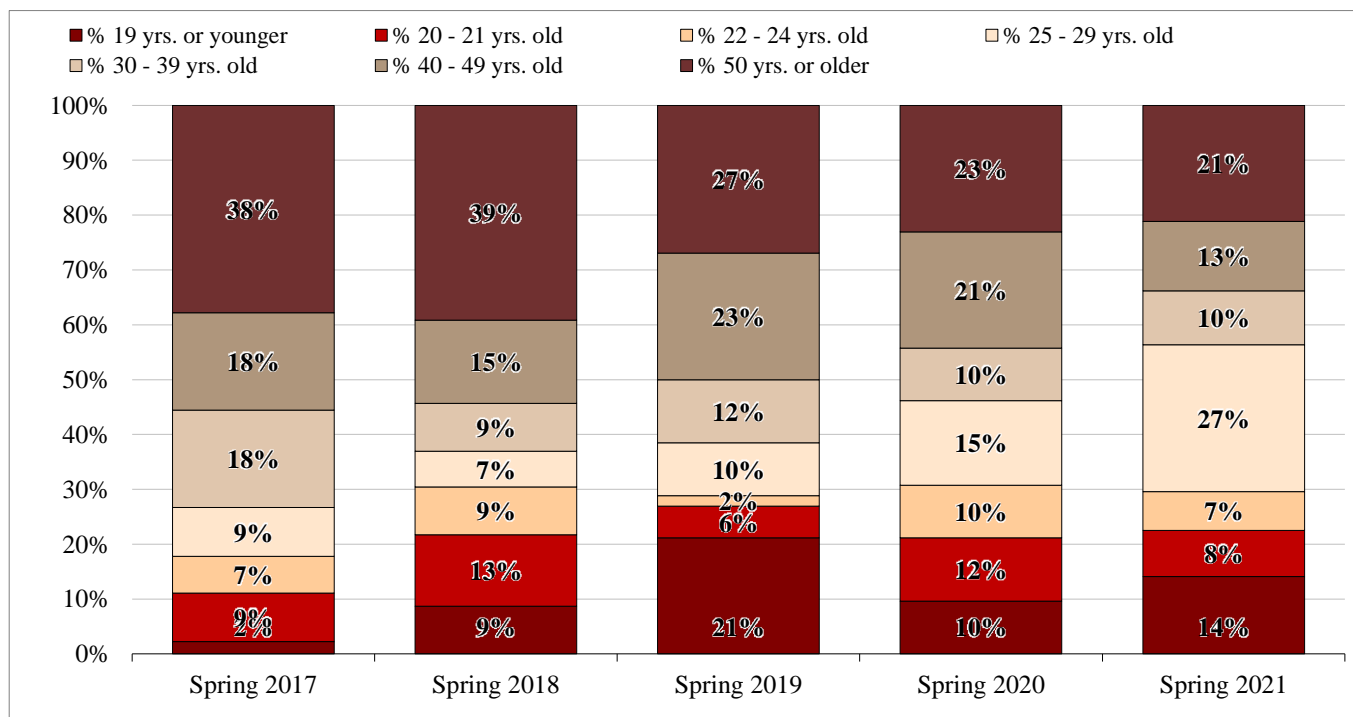| Interior Design (INTD)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Student Headcount	45	46	52	52	71
Total Course Enrollments	62	55	93	98	113

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 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Female	41	42	42	46	62
Male	4	4	7	4	6
19 yrs. or younger	1	4	11	5	10
20-21 yrs. old	4	6	3	6	6
22-24 yrs. old	3	4	1	5	5
25-29 yrs. old	4	3	5	8	19
30-39 yrs. old	8	4	6	5	7
40-49 yrs. old	8	7	12	11	9
50 yrs. or older	17	18	14	12	15
% Female	91%	91%	86%	92%	91%
% Male	9%	9%	14%	8%	9%
% 19 yrs. or younger	2%	9%	21%	10%	14%
% 20 - 21 yrs. old	9%	13%	6%	12%	8%
% 22 - 24 yrs. old	7%	9%	2%	10%	7%
% 25 - 29 yrs. old	9%	7%	10%	15%	27%
% 30 - 39 yrs. old	18%	9%	12%	10%	10%
% 40 - 49 yrs. old	18%	15%	23%	21%	13%
% 50 yrs. or older	38%	39%	27%	23%	21%

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Student Demographic: Race-Ethnicity

Interior Design (INTD)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
African American	0	2	1	1	5
Asian	6	8	12	15	12
Filipino	0	1	0	1	2
Latino	12	8	9	13	16
Native American	0	0	0	0	0
Pacific Islander	0	0	0	1	0
White	25	24	27	16	27
Multiethnic	2	3	2	3	5
Other/Unknown	0	0	1	2	4
% African American	0%	4%	2%	2%	7%
% Asian	13%	17%	23%	29%	17%
% Filipino	0%	2%	0%	2%	3%
% Latino	27%	17%	17%	25%	23%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	2%	0%
% White	56%	52%	52%	31%	38%
% Multiethnic	4%	7%	4%	6%	7%
% Other/Unknown	0%	0%	2%	4%	6%
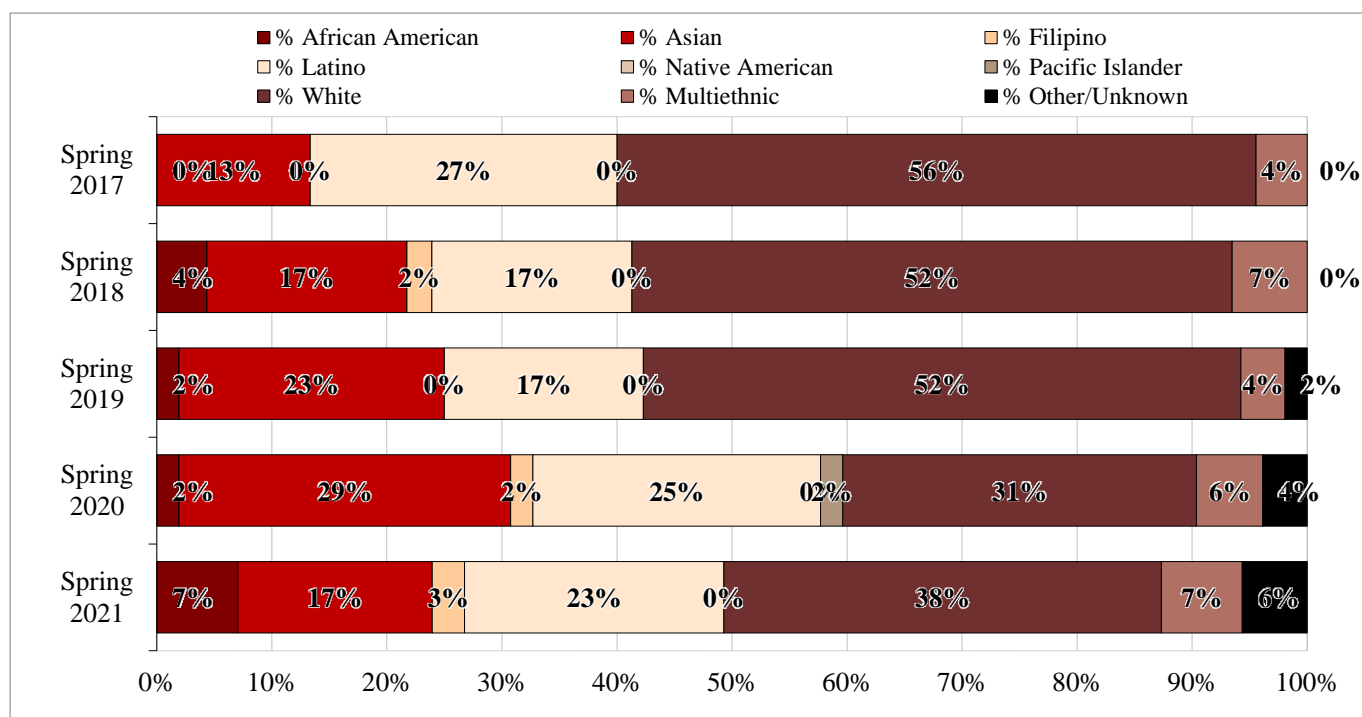
Student Enrollment Status

Interior Design (INTD)					
	Term				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
First-Time Any College	2	1	3	1	4
First-Time Transfer	8	5	7	9	7
Continuing	31	36	39	41	55
Returning	4	4	2	1	5
Concurrent Enrollment	0	0	1	0	0
% First-Time Any College	4%	2%	6%	2%	6%
% First-Time Transfer	18%	11%	13%	17%	10%
% Continuing	69%	78%	75%	79%	77%
% Returning	9%	9%	4%	2%	7%
% Concurrent Enrollment	0%	0%	2%	0%	0%
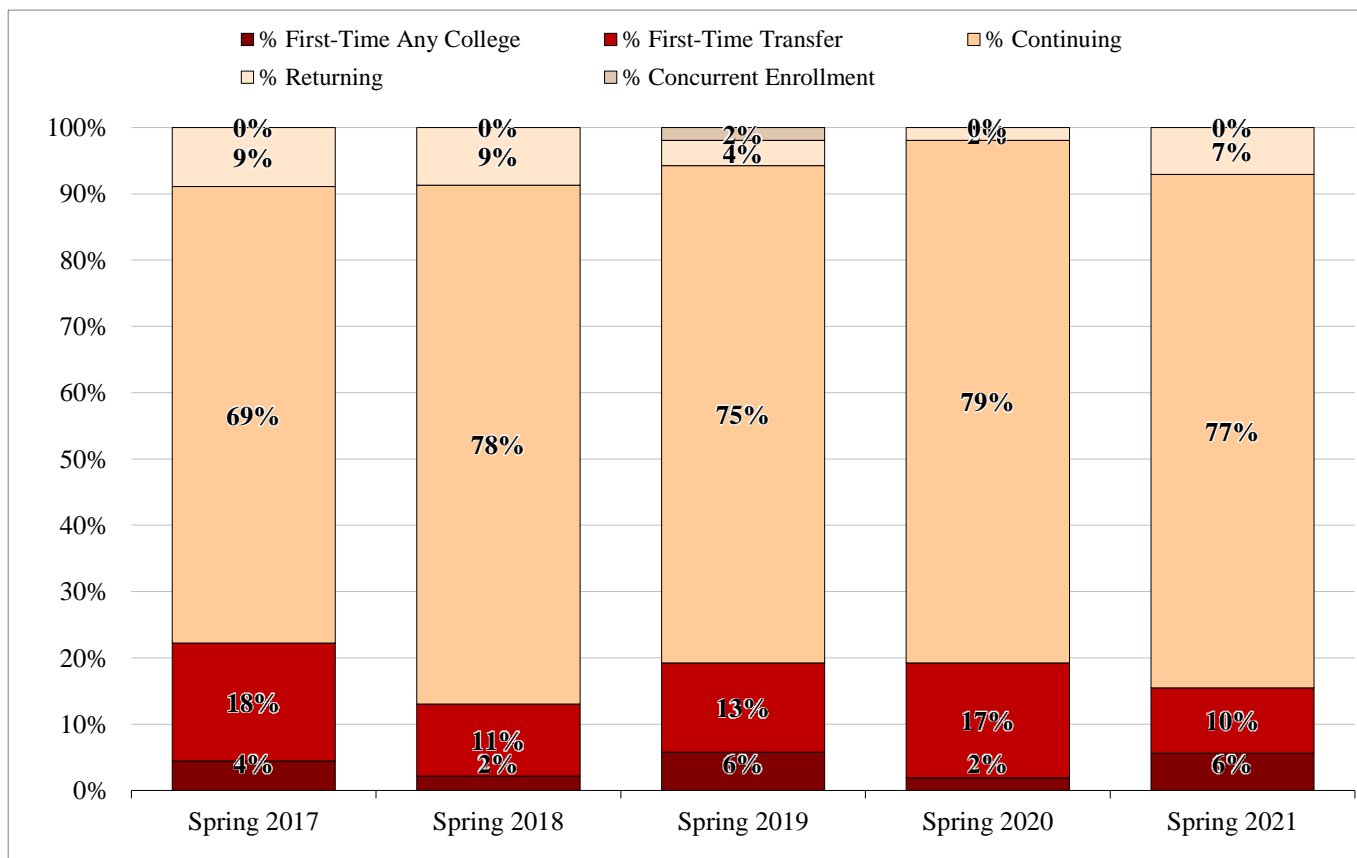
Definitions:

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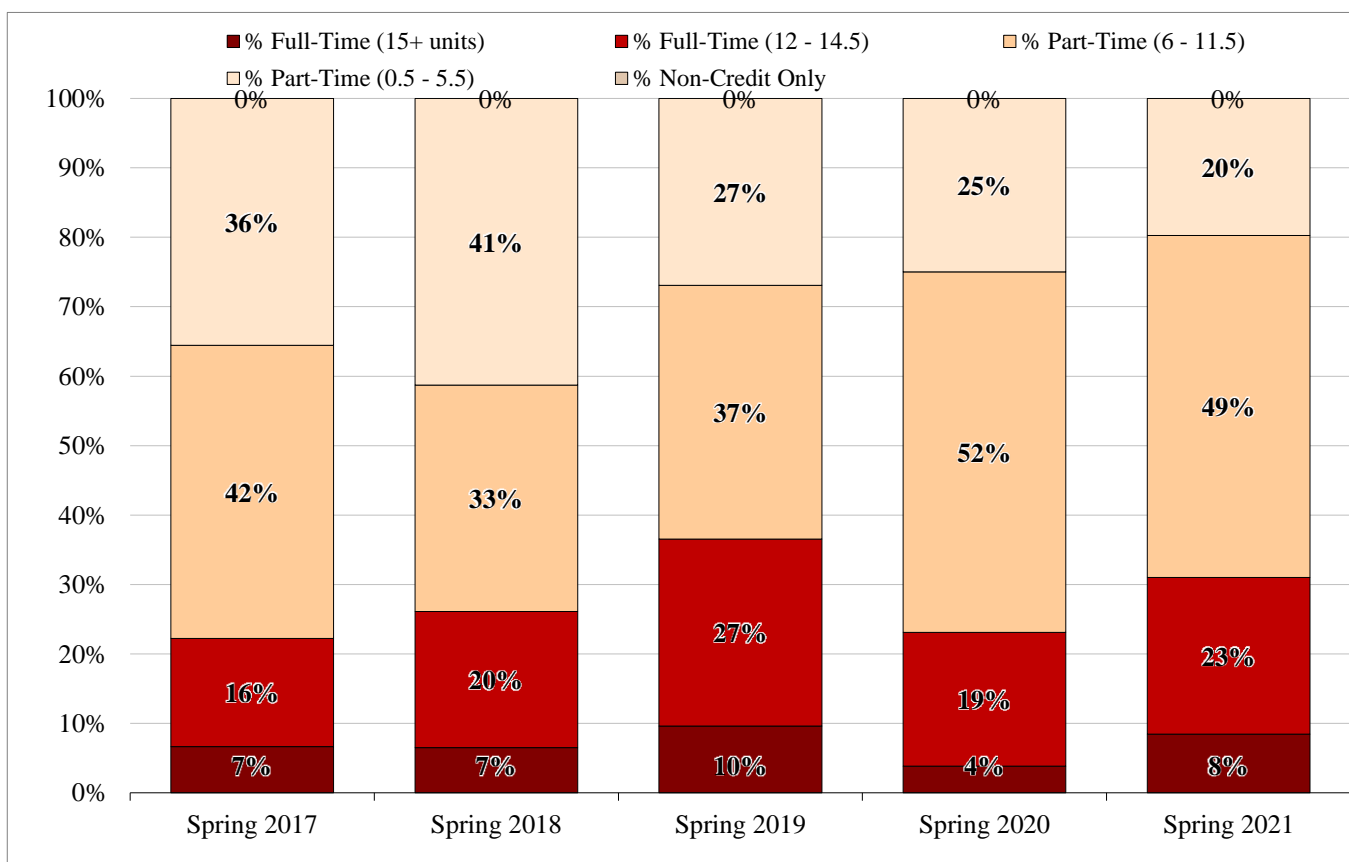
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Full-Time (15+ units)	3	3	5	2	6
Full-Time (12 - 14.5)	7	9	14	10	16
Part-Time (6 - 11.5)	19	15	19	27	35
Part-Time (0.5 - 5.5)	16	19	14	13	14
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	7%	7%	10%	4%	8%
% Full-Time (12 - 14.5)	16%	20%	27%	19%	23%
% Part-Time (6 - 11.5)	42%	33%	37%	52%	49%
% Part-Time (0.5 - 5.5)	36%	41%	27%	25%	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)	**Spring 2017**	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Face-to-Face (F2F) Only	41	41	50	48	0
Both F2F and DE	4	5	2	4	2
Distance Education (DE) Only	0	0	0	0	69
% Face-to-Face (F2F) Only	91%	89%	96%	92%	0%
% Both F2F and DE	9%	11%	4%	8%	3%
% Distance Education (DE) Only	0%	0%	0%	0%	97%
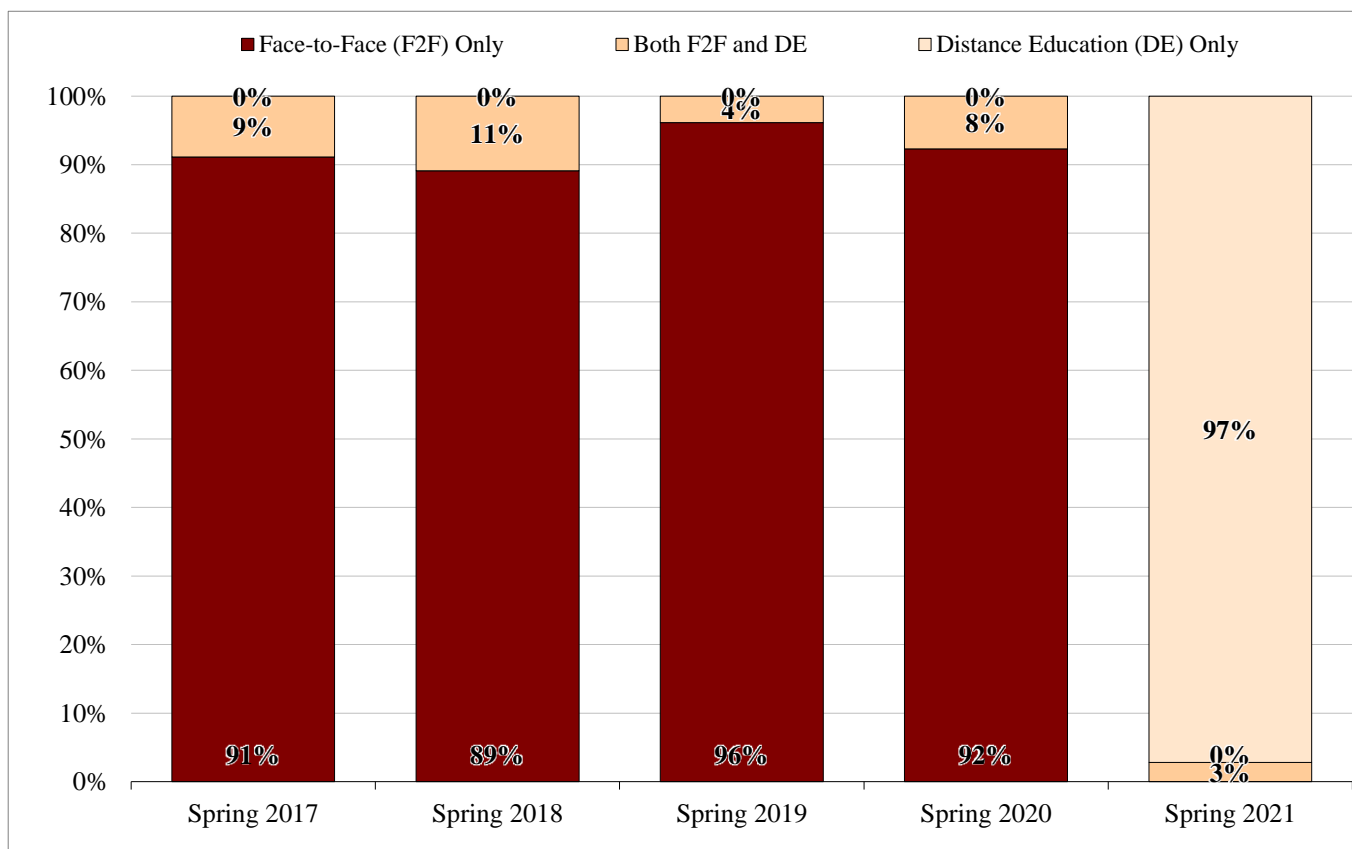
Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'. In 2020-21, due to the COVID-19 pandemic, DE sections were distinguished through provisional designations.

Student Educational Goal

Interior Design (INTD)					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Transfer (w/ or w/o AA/AS degree)	9	12	13	12	26
Associate Degree Only (AA/AS)	7	6	5	2	10
Occupational Certificate or Job Training	21	22	24	25	22
Improve English/Math Basic Skills	1	2	2	4	3
Personal Development (intellectual/cultural)	0	0	1	1	1
Other	0	0	0	1	0
Undecided	6	4	7	7	9
Unknown	1	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	20%	26%	25%	23%	37%
% Associate Degree Only (AA/AS)	16%	13%	10%	4%	14%
% Occupational Certificate or Job Training	47%	48%	46%	48%	31%
% Improve English/Math Basic Skills	2%	4%	4%	8%	4%
% Personal Development (intellectual/cultural)	0%	0%	2%	2%	1%
% Other	0%	0%	0%	2%	0%
% Undecided	13%	9%	13%	13%	13%
% Unknown	2%	0%	0%	0%	0%
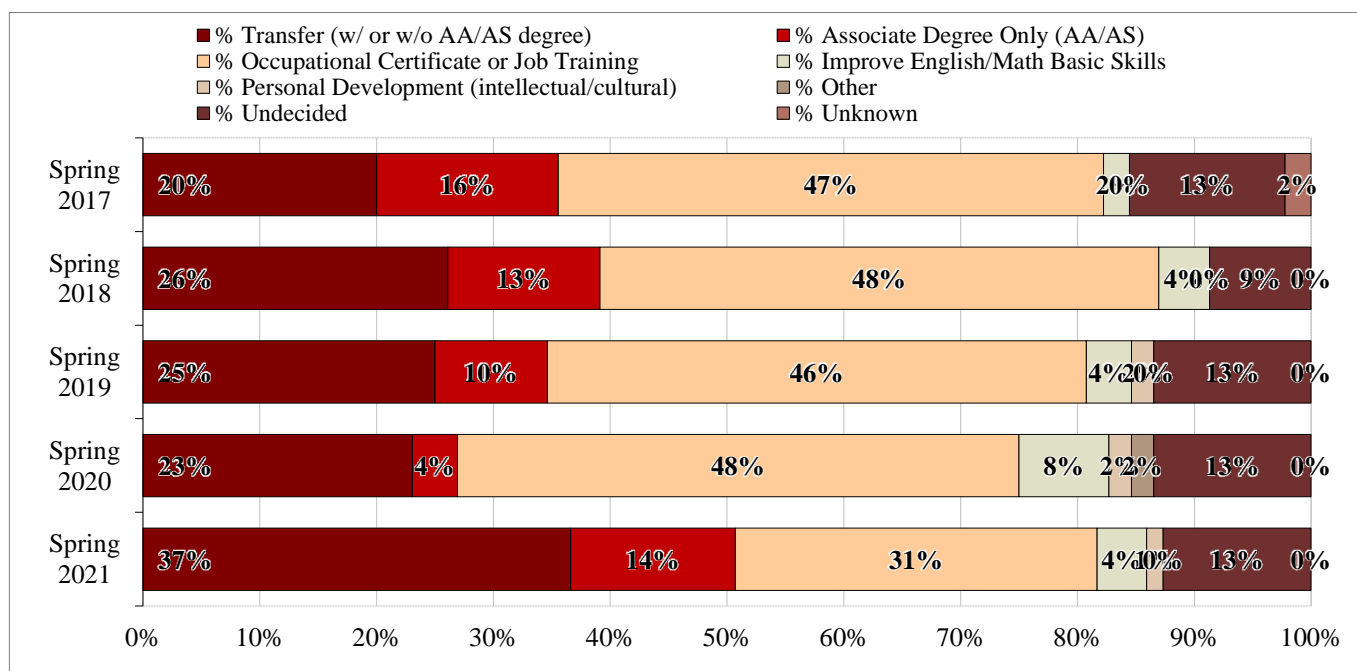
Definitions:

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 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
High School/Adult School	0	1	2	1	1
Freshmen (<30 units)	15	13	19	23	31
Sophomore (30-59 units)	4	9	6	7	9
Other Undergraduate (60 units or more)	8	5	4	2	10
AA/AS Degree	2	3	5	2	2
BA/BS or Higher Degree	16	15	16	17	18
% High School/Adult School	0%	2%	4%	2%	1%
% Freshmen (<30 units)	33%	28%	37%	44%	44%
% Sophomore (30-59 units)	9%	20%	12%	13%	13%
% Other Undergraduate (60 units or more)	18%	11%	8%	4%	14%
% AA/AS Degree	4%	7%	10%	4%	3%
% BA/BS or Higher Degree	36%	33%	31%	33%	25%
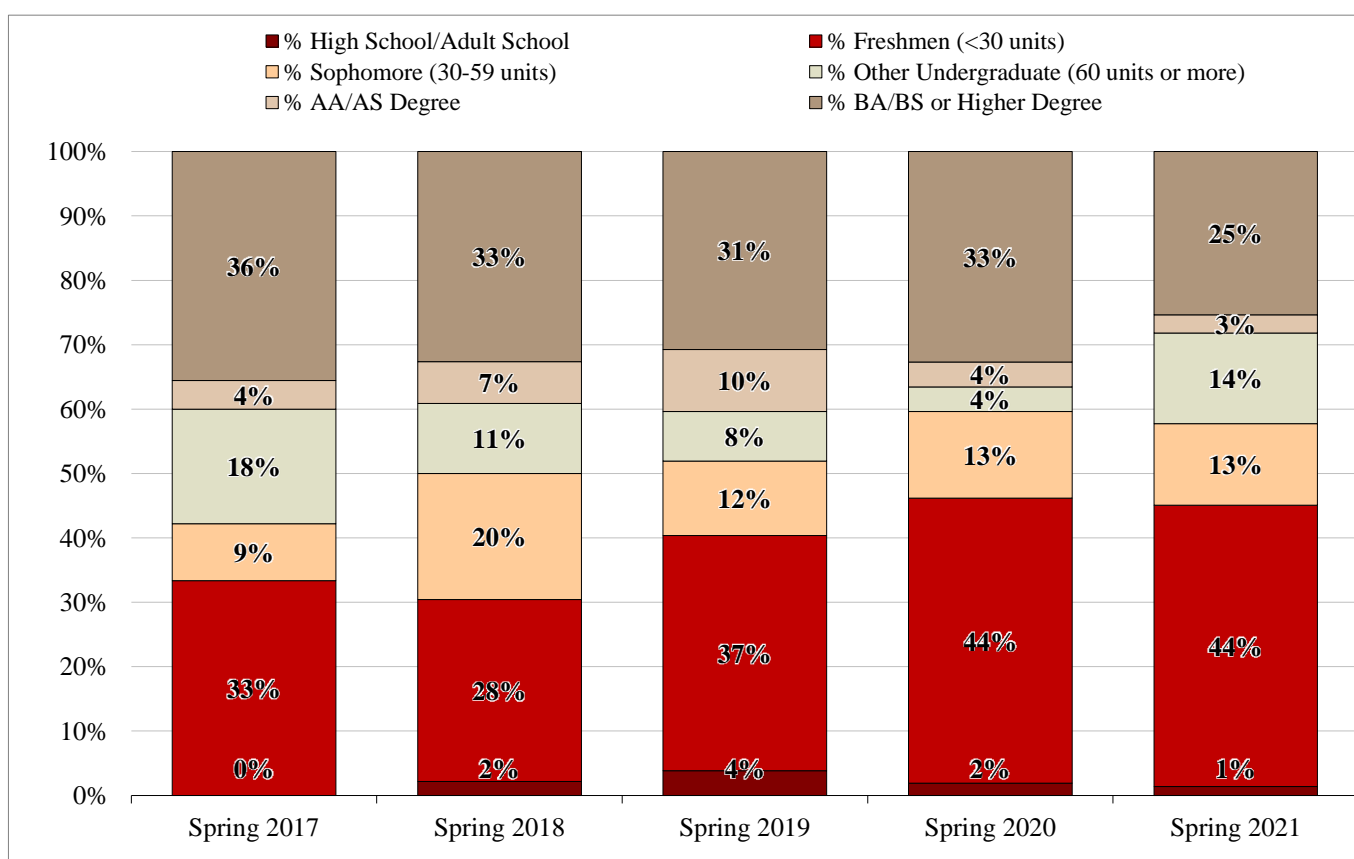
Student Performance: Grade Distribution

| Interior Design (INTD)					
	Term				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Total Course Enrollments	**62**	**55**	**93**	**98**	**113**
Course Success Rates	**84%**	**65%**	**86%**	**81%**	**66%**
A	66%	44%	68%	58%	51%
B	11%	15%	15%	13%	11%
C	5%	5%	2%	5%	3%
P	2%	2%	1%	4%	2%
Course Non-Success Rate	**3%**	**4%**	**4%**	**9%**	**8%**
D	2%	2%	1%	1%	1%
F*	2%	2%	3%	8%	7%
Withdrawals (See Note)	**13%**	**31%**	**10%**	**10%**	**26%**
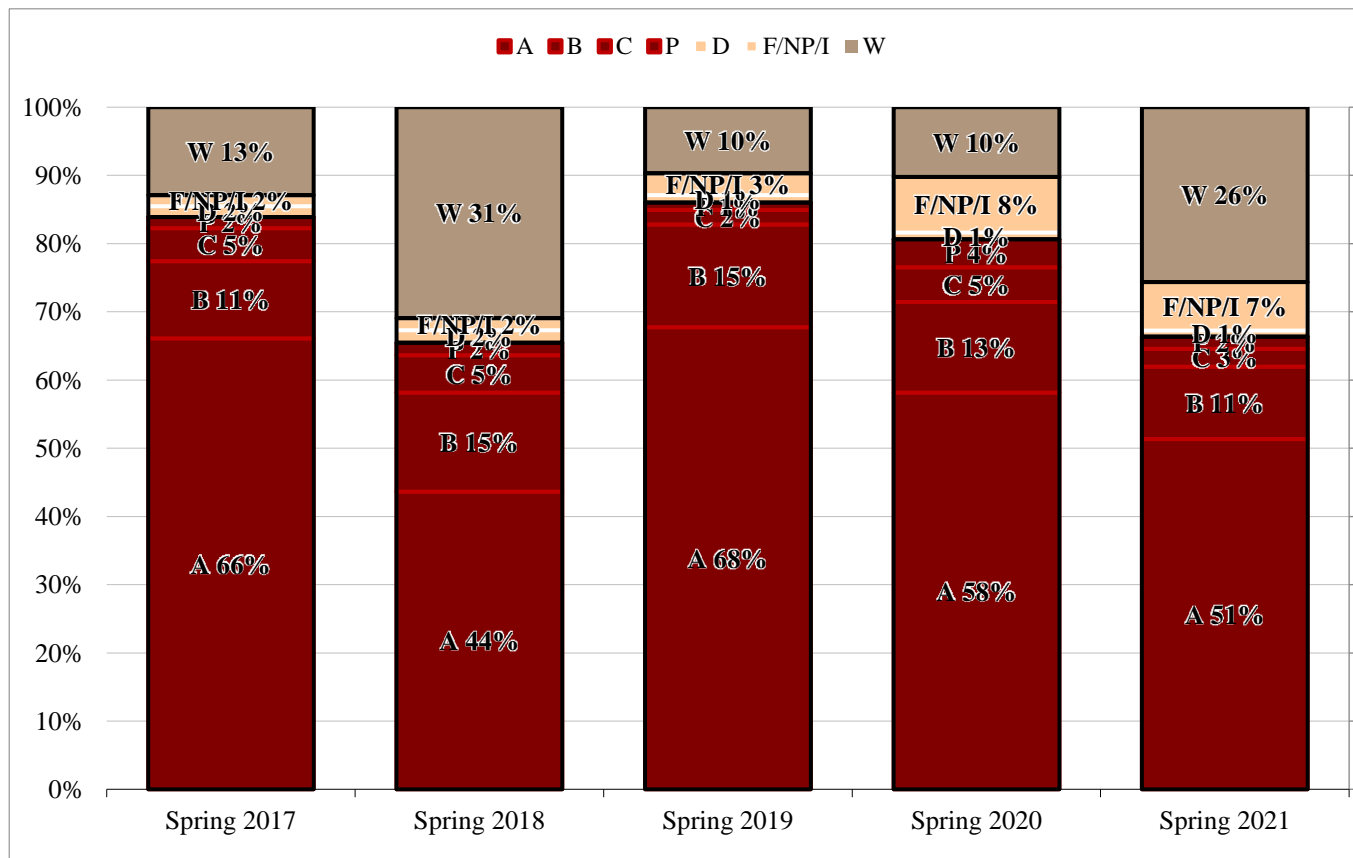
Definitions:

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				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
Total Course Enrollments	**62**	**55**	**93**	**98**	**113**
Face-to-Face (F2F) Sections	**62**	**55**	**92**	**98**	**0**
Success Rates	84%	65%	86%	81%	—
Non-Success Rates	3%	4%	4%	9%	—
Withdrawals	13%	31%	10%	10%	—
Distance Education (DE) Sections	**0**	**0**	**0**	**0**	**113**
Success Rates	—	—	—	—	66%
Non-Success Rates	—	—	—	—	8%
Withdrawals	—	—	—	—	26%
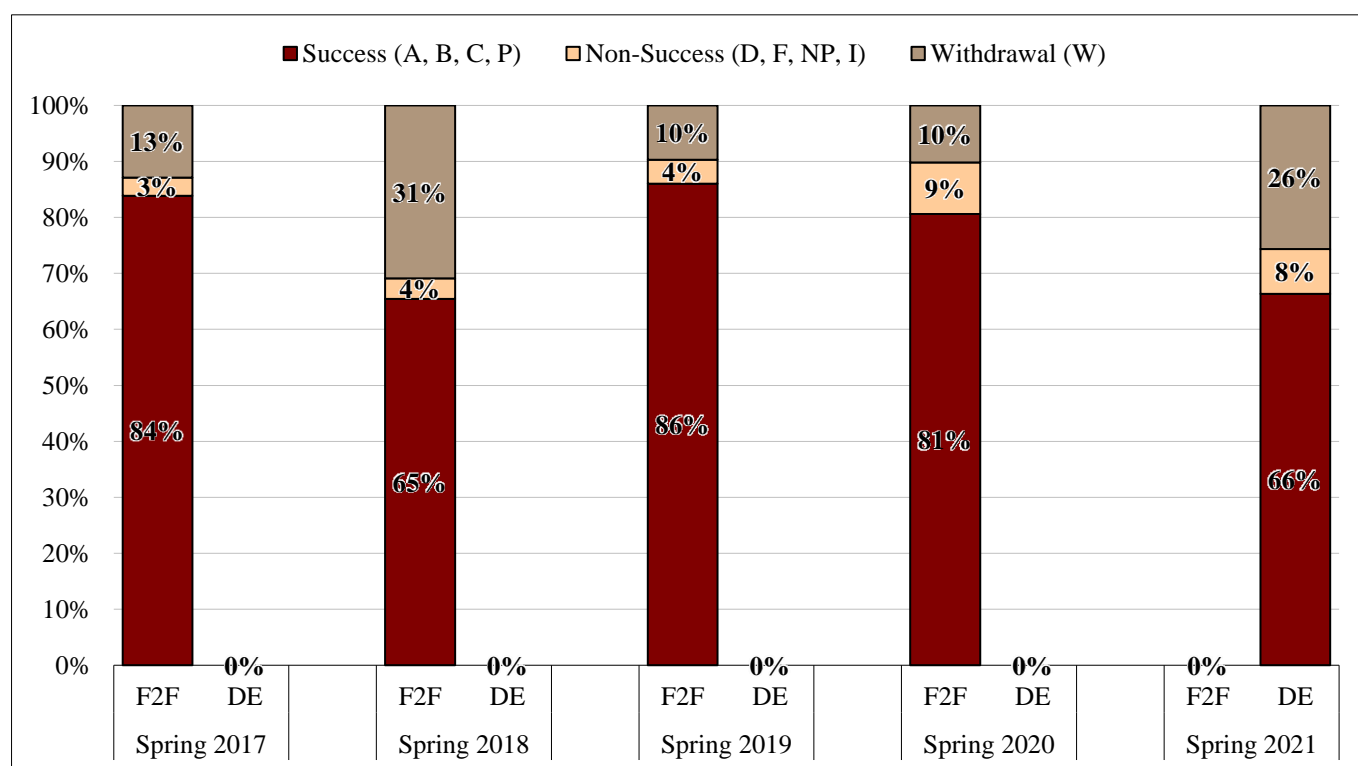
Definitions:

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', 'T', '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				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
WSCH	226	215	335	408	400
FTES	7.5	7.2	11.2	13.0	12.8
FTEF	0.7	0.5	0.9	1.0	0.7
Productivity (WSCH/FTEF)	330.9	445.1	379.4	422.4	585.7
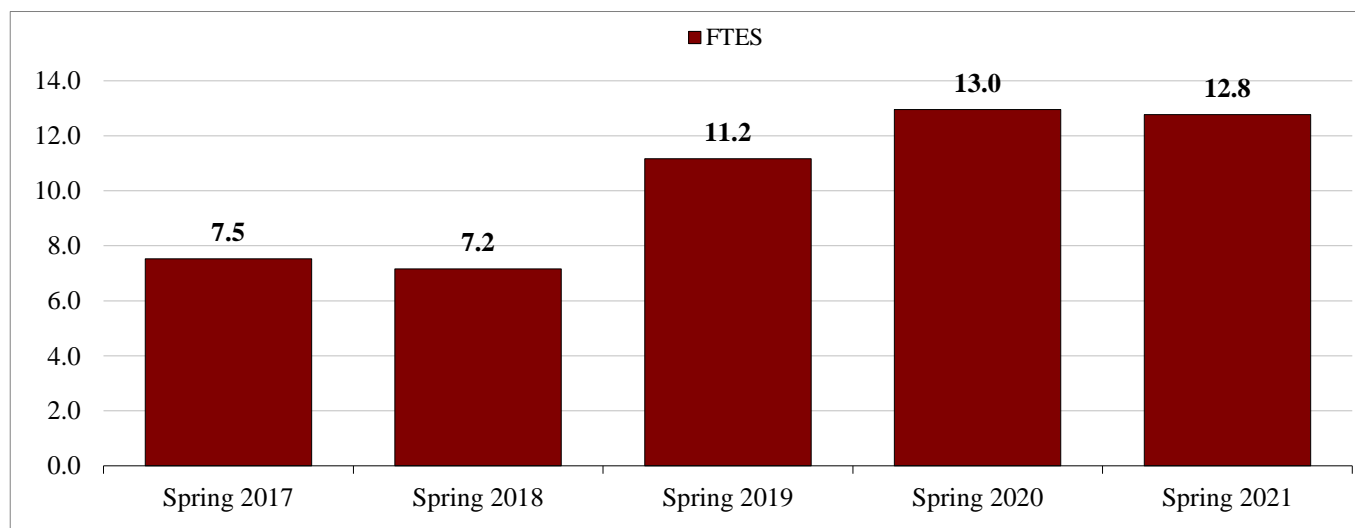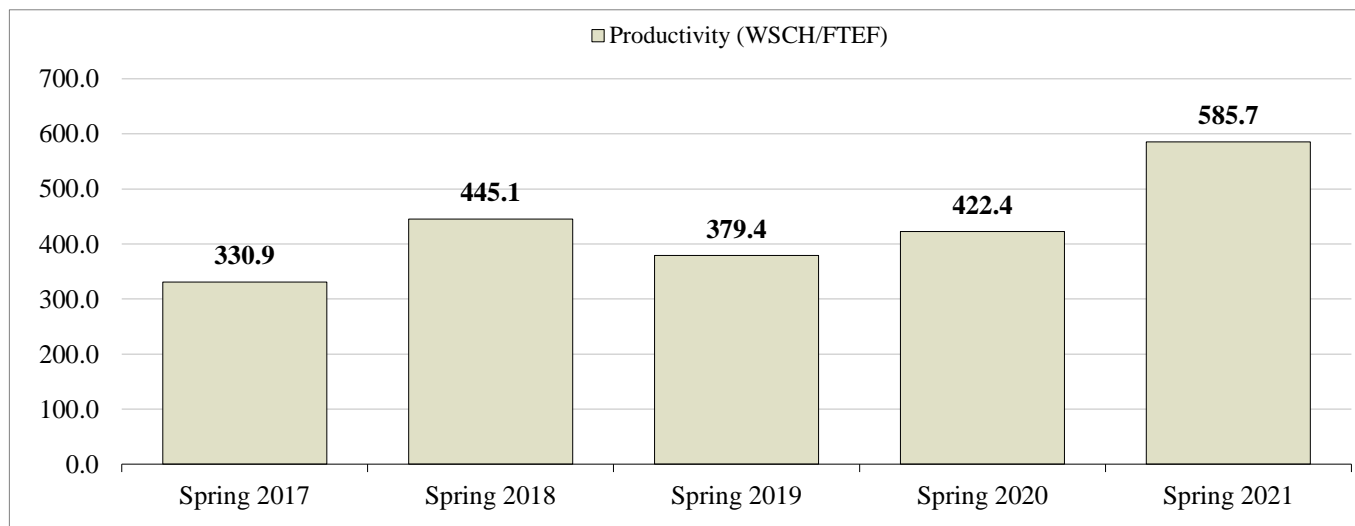
Definitions:

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				
	Spring 2017	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**
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	62	55	93	98	113
Capacity (seats available)	118	88	176	176	132
Fill Rate	53%	63%	53%	56%	86%
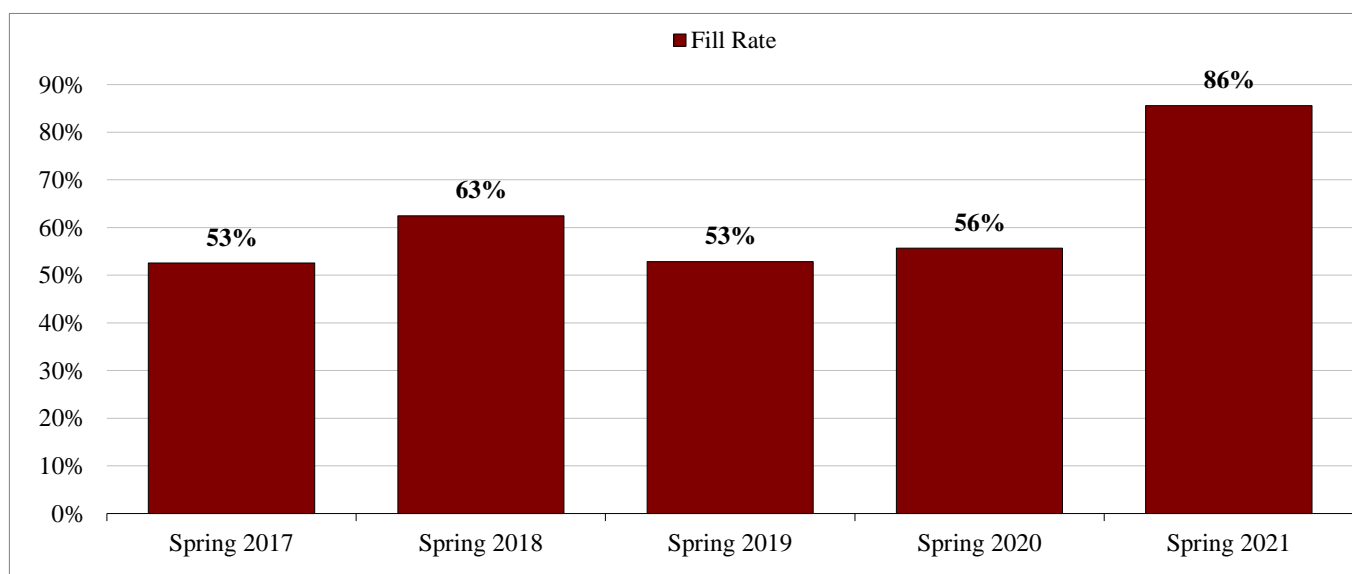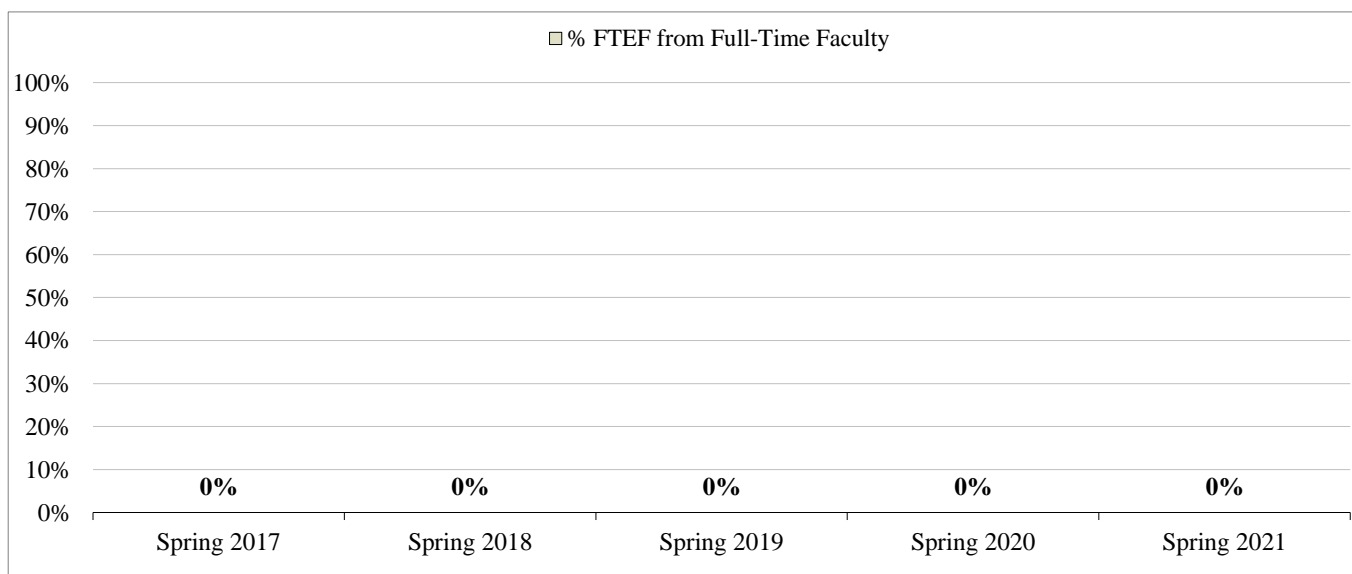
Definitions:

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.

Prior Experience in English & Math

Spring 2021	INTD		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	40	56%	4,882	61%
Attempted College-level	5	7%	547	7%
Attempted Below College-level	1	1%	65	1%
No Prior Attempt (has placement)	9	13%	1,066	13%
No Prior Attempt (no placement)	16	23%	1,485	18%
College Math				
Completed College-level	28	48%	5,173	64%
Attempted College-level	0	0%	186	2%
Attempted Below College-level	1	2%	217	3%
No Prior Attempt (has placement)	24	41%	1,126	14%
No Prior Attempt (no placement)	5	9%	1,343	17%
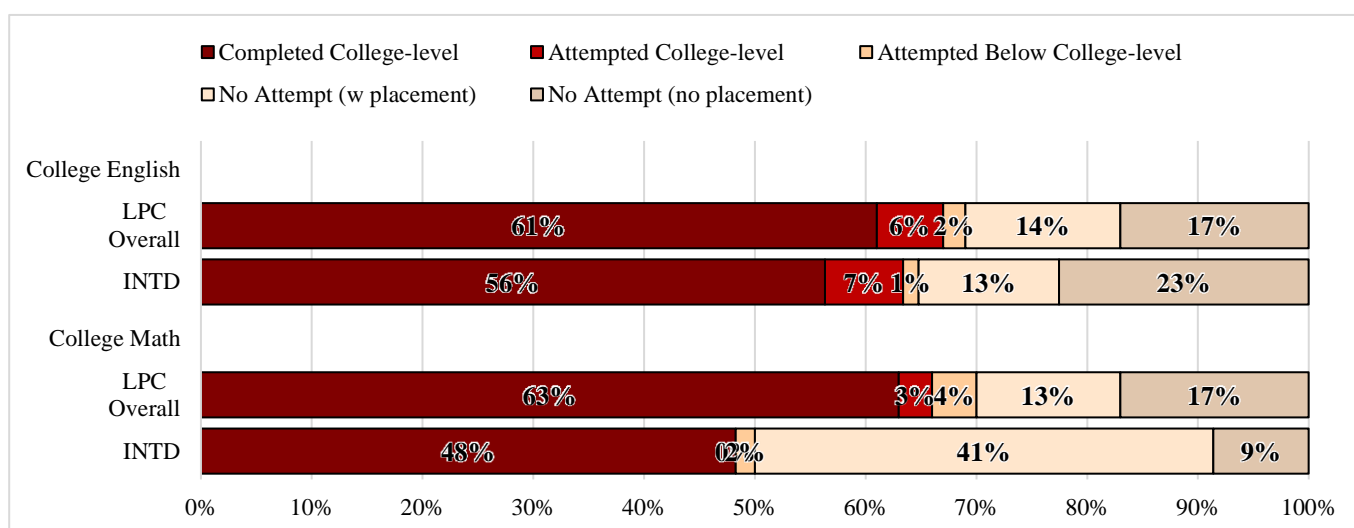
Definitions:

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