



Las Positas College
Discipline Program Review Data Packet
Fall 2019 to Spring 2024

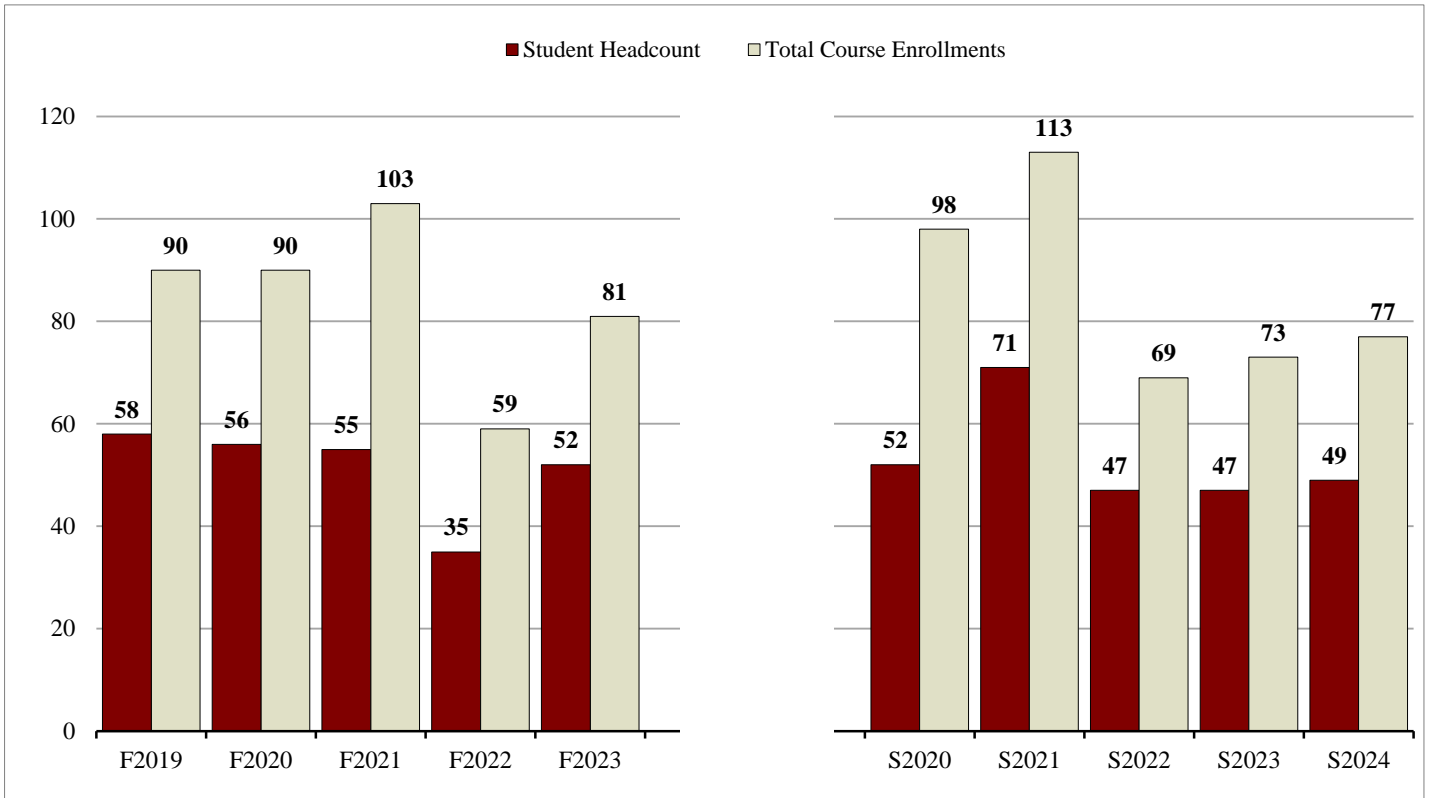
Discipline:

Interior Design (INTD)

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Headcount & Enrollment

Interior Design (INTD)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Student Headcount	58	56	55	35	52	52	71	47	47	49
Total Course Enrollments	90	90	103	59	81	98	113	69	73	77



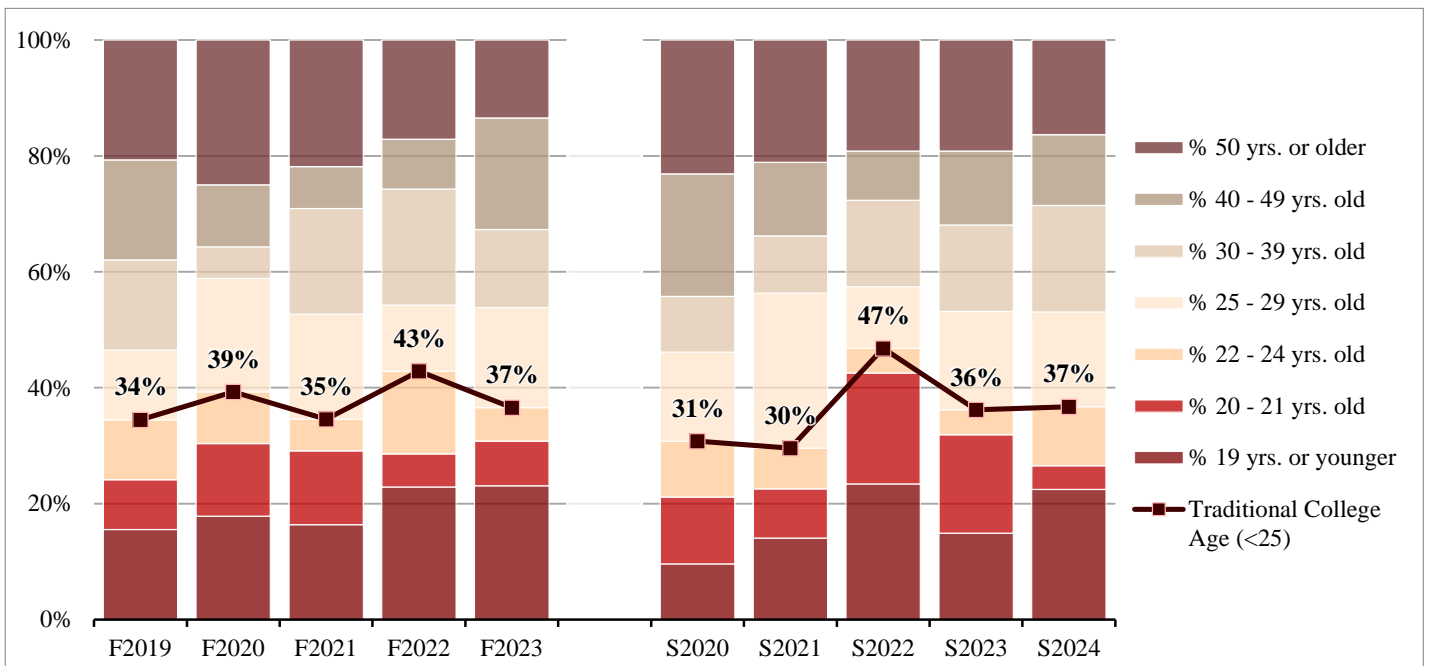
Definitions:

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.

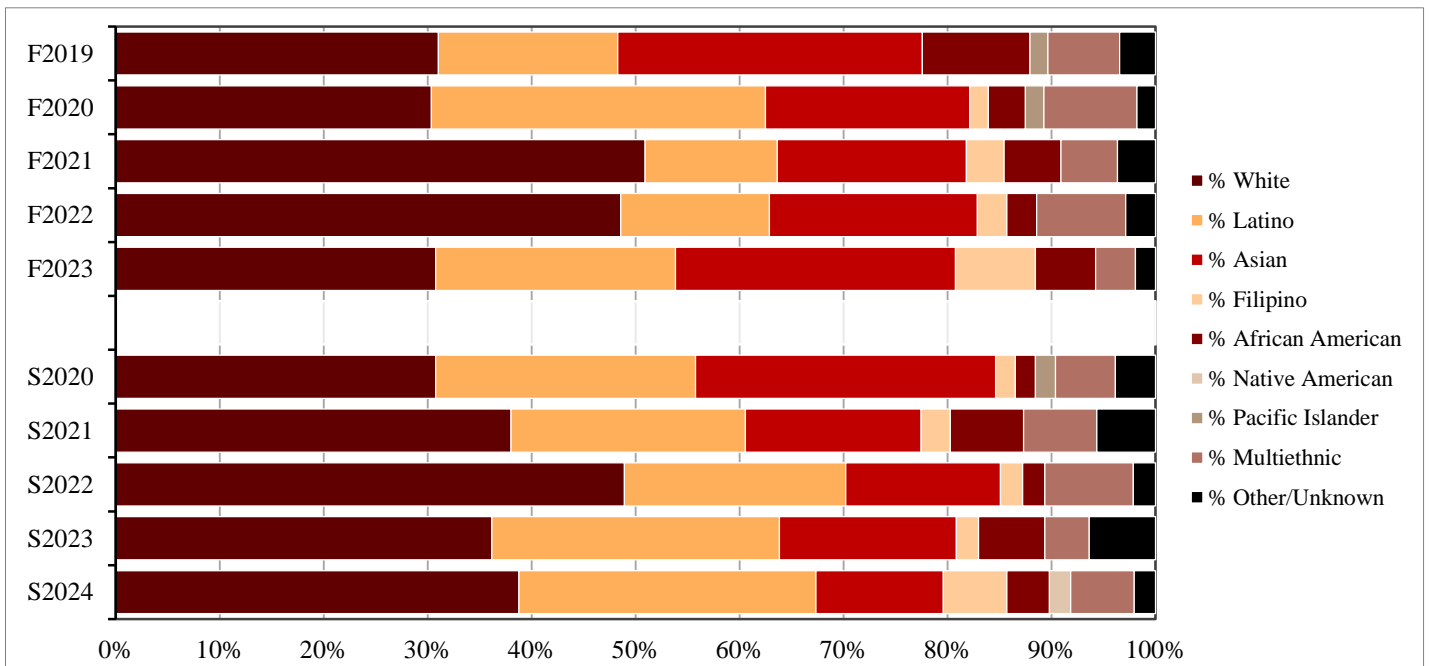
Student Demographics: Gender & Age

Interior Design (INTD)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Female	53	51	51	33	44	46	62	41	43	46
Male	4	5	2	1	4	4	6	3	1	2
19 yrs. or younger	9	10	9	8	12	5	10	11	7	11
20-21 yrs. old	5	7	7	2	4	6	6	9	8	2
22-24 yrs. old	6	5	3	5	3	5	5	2	2	5
25-29 yrs. old	7	11	10	4	9	8	19	5	8	8
30-39 yrs. old	9	3	10	7	7	5	7	7	7	9
40-49 yrs. old	10	6	4	3	10	11	9	4	6	6
50 yrs. or older	12	14	12	6	7	12	15	9	9	8
% Female	93%	91%	96%	97%	92%	92%	91%	93%	98%	96%
% Male	7%	9%	4%	3%	8%	8%	9%	7%	2%	4%
% 19 yrs. or younger	16%	18%	16%	23%	23%	10%	14%	23%	15%	22%
% 20 - 21 yrs. old	9%	13%	13%	6%	8%	12%	8%	19%	17%	4%
% 22 - 24 yrs. old	10%	9%	5%	14%	6%	10%	7%	4%	4%	10%
% 25 - 29 yrs. old	12%	20%	18%	11%	17%	15%	27%	11%	17%	16%
% 30 - 39 yrs. old	16%	5%	18%	20%	13%	10%	10%	15%	15%	18%
% 40 - 49 yrs. old	17%	11%	7%	9%	19%	21%	13%	9%	13%	12%
% 50 yrs. or older	21%	25%	22%	17%	13%	23%	21%	19%	19%	16%



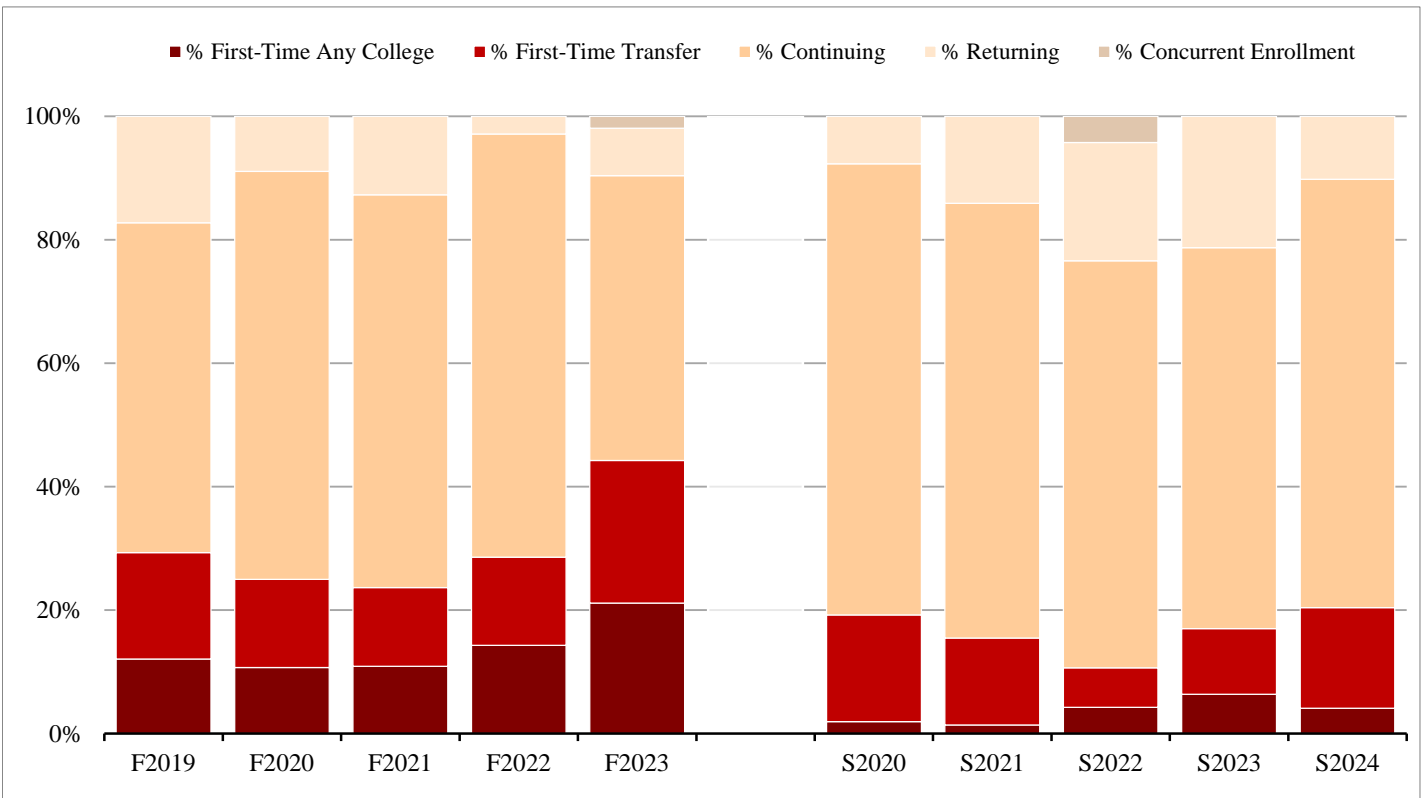
Student Demographic: Race-Ethnicity

Interior Design (INTD)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
African American	6	2	3	1	3	1	5	1	3	2
Asian	17	11	10	7	14	15	12	7	8	6
Filipino	0	1	2	1	4	1	2	1	1	3
Latino	10	18	7	5	12	13	16	10	13	14
Native American	0	0	0	0	0	0	0	0	0	1
Pacific Islander	1	1	0	0	0	1	0	0	0	0
White	18	17	28	17	16	16	27	23	17	19
Multiethnic	4	5	3	3	2	3	5	4	2	3
Other/Unknown	2	1	2	1	1	2	4	1	3	1
% African American	10%	4%	5%	3%	6%	2%	7%	2%	6%	4%
% Asian	29%	20%	18%	20%	27%	29%	17%	15%	17%	12%
% Filipino	0%	2%	4%	3%	8%	2%	3%	2%	2%	6%
% Latino	17%	32%	13%	14%	23%	25%	23%	21%	28%	29%
% Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%
% Pacific Islander	2%	2%	0%	0%	0%	2%	0%	0%	0%	0%
% White	31%	30%	51%	49%	31%	31%	38%	49%	36%	39%
% Multiethnic	7%	9%	5%	9%	4%	6%	7%	9%	4%	6%
% Other/Unknown	3%	2%	4%	3%	2%	4%	6%	2%	6%	2%



Student Enrollment Status

Interior Design (INTD)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
First-Time Any College	7	6	6	5	11	1	1	2	3	2
First-Time Transfer	10	8	7	5	12	9	10	3	5	8
Continuing	31	37	35	24	24	38	50	31	29	34
Returning	10	5	7	1	4	4	10	9	10	5
Concurrent Enrollment	0	0	0	0	1	0	0	2	0	0
% First-Time Any College	12%	11%	11%	14%	21%	2%	1%	4%	6%	4%
% First-Time Transfer	17%	14%	13%	14%	23%	17%	14%	6%	11%	16%
% Continuing	53%	66%	64%	69%	46%	73%	70%	66%	62%	69%
% Returning	17%	9%	13%	3%	8%	8%	14%	19%	21%	10%
% Concurrent Enrollment	0%	0%	0%	0%	2%	0%	0%	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.

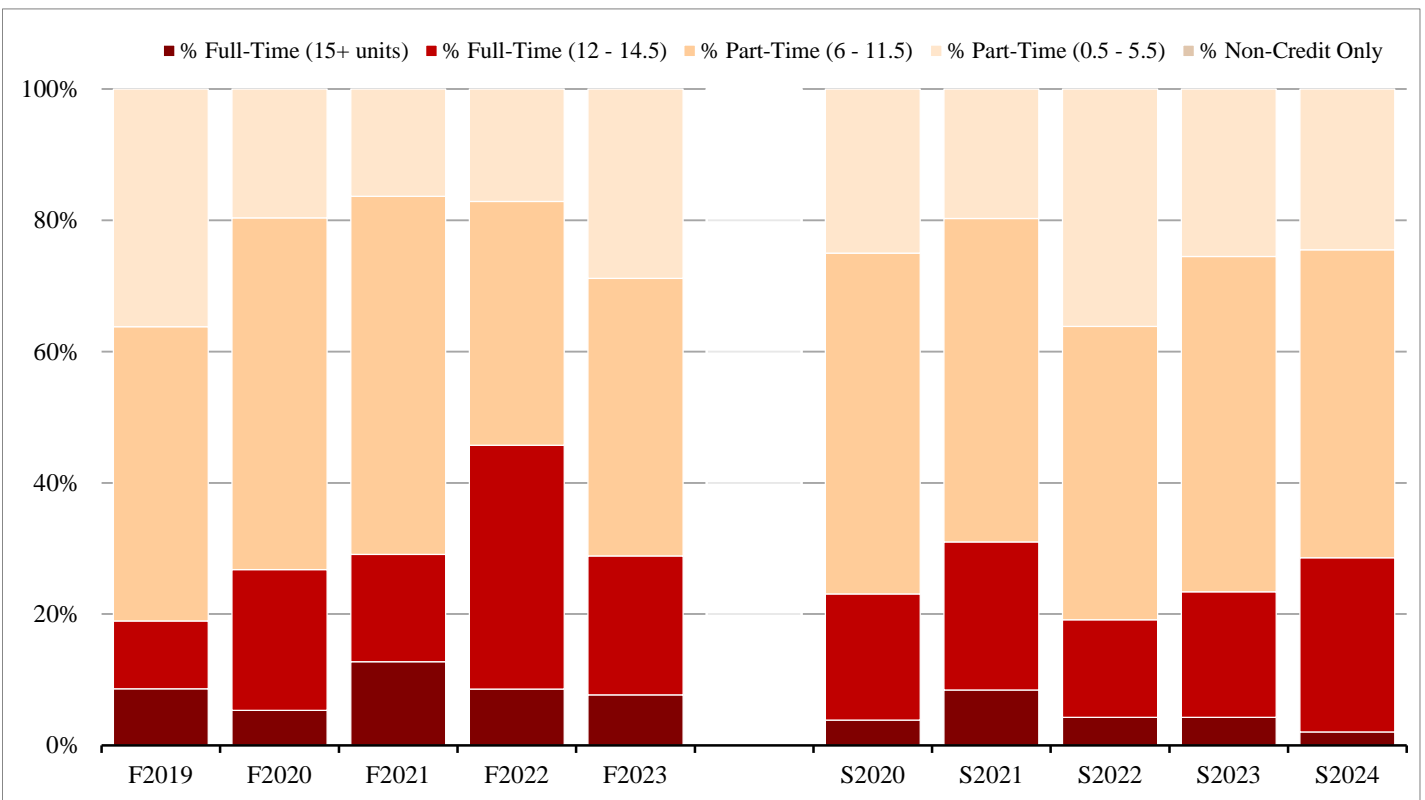
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

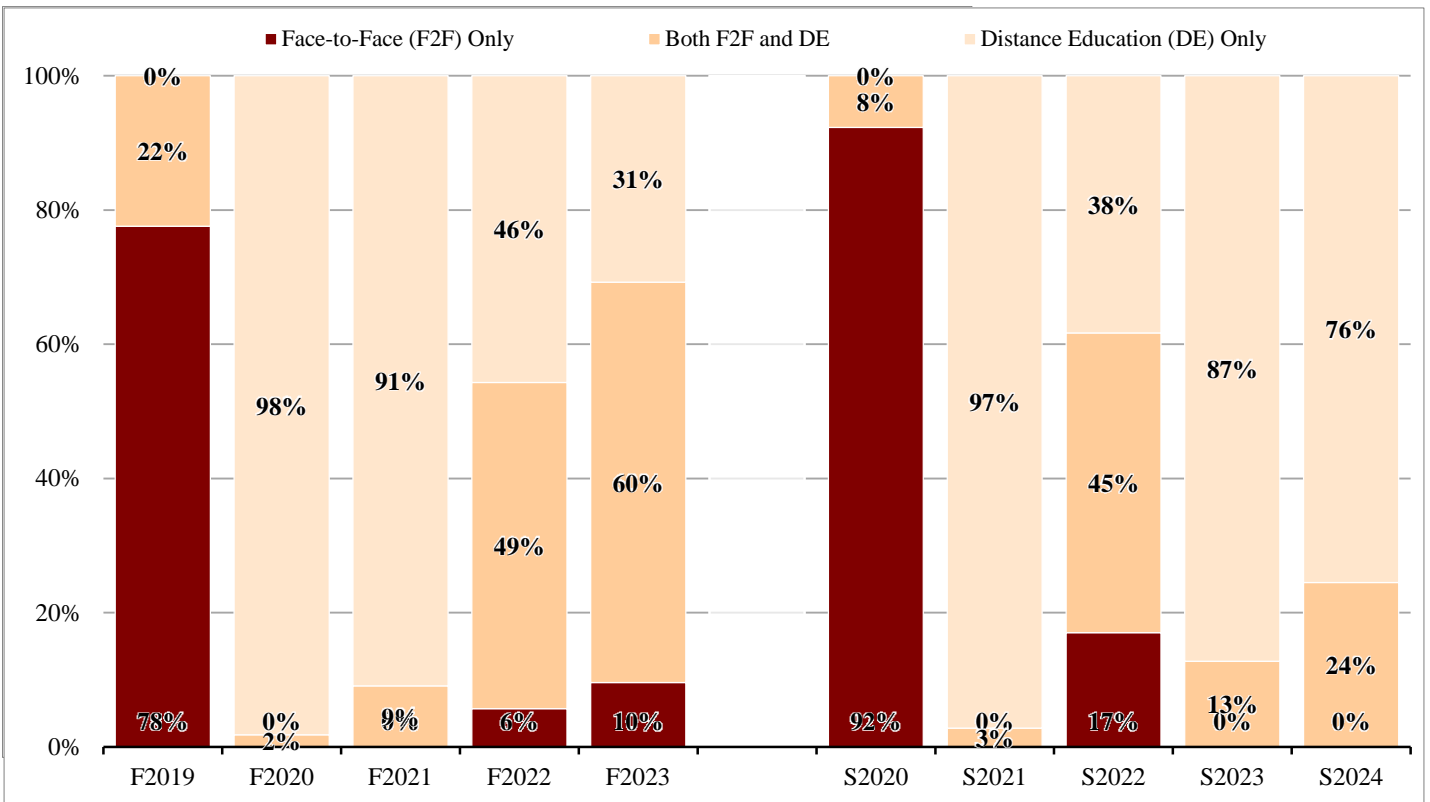
Student Unit Load

Interior Design (INTD)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Full-Time (15+ units)	5	3	7	3	4	2	6	2	2	1
Full-Time (12 - 14.5 units)	6	12	9	13	11	10	16	7	9	13
Part-Time (6 - 11.5 units)	26	30	30	13	22	27	35	21	24	23
Part-Time (0.5 - 5.5 units)	21	11	9	6	15	13	14	17	12	12
Non-Credit Only	0	0	0	0	0	0	0	0	0	0
% Full-Time (15+ units)	9%	5%	13%	9%	8%	4%	8%	4%	4%	2%
% Full-Time (12 - 14.5)	10%	21%	16%	37%	21%	19%	23%	15%	19%	27%
% Part-Time (6 - 11.5)	45%	54%	55%	37%	42%	52%	49%	45%	51%	47%
% Part-Time (0.5 - 5.5)	36%	20%	16%	17%	29%	25%	20%	36%	26%	24%
% Non-Credit Only	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



Students Using Distance Education

Interior Design (INTD)										
(Categories reflect college-wide coursework)	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Face-to-Face (F2F) Only	45	0	0	2	5	48	0	8	0	0
Both F2F and DE	13	1	5	17	31	4	2	21	6	12
Distance Education (DE) Only	0	55	50	16	16	0	69	18	41	37
% Face-to-Face (F2F) Only	78%	0%	0%	6%	10%	92%	0%	17%	0%	0%
% Both F2F and DE	22%	2%	9%	49%	60%	8%	3%	45%	13%	24%
% Distance Education (DE) Only	0%	98%	91%	46%	31%	0%	97%	38%	87%	76%



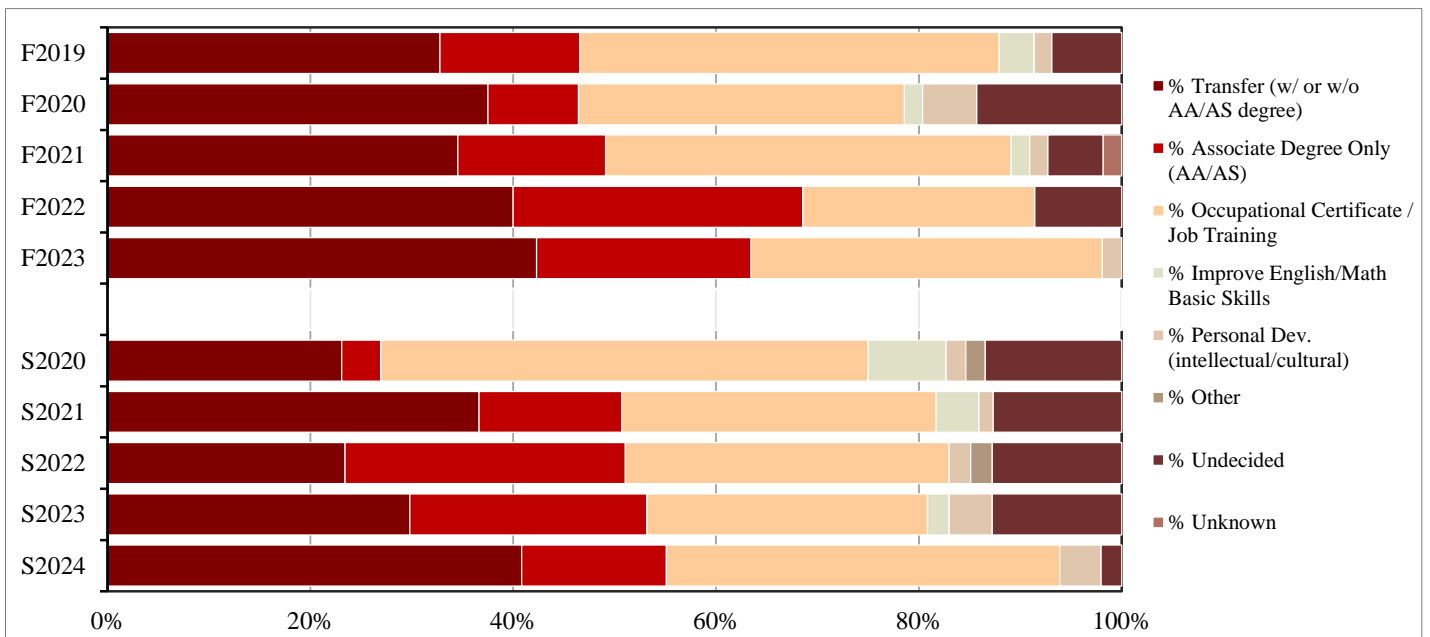
Definitions:

Distance Education (DE) includes enrollments in course sections that deliver course content online. Courses are categorized using the following methods:

- Prior to Summer 2020, via section numbers (i.e., start with 'DE', 'HD', 'LD' and 'LO'); courses with 51% of content delivered online.
- In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.
- In Spring 2021 and Summer 2021, via section numbers (i.e., 'A##', 'S##', 'B##', 'H##', 'HF#').
- Since Fall 2021 to present, via course attributes identifying course modality, or, when no attributes are provided, via section numbers (as previously indicated).

Student Educational Goal

Interior Design (INTD)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Transfer (w/ or w/o AA/AS degree)	19	21	19	14	22	12	26	11	14	20
Associate Degree Only (AA/AS)	8	5	8	10	11	2	10	13	11	7
Occupational Certificate / Job Training	24	18	22	8	18	25	22	15	13	19
Improve English/Math Basic Skills	2	1	1	0	0	4	3	0	1	0
Personal Development (intellectual/cultural)	1	3	1	0	1	1	1	1	2	2
Other	0	0	0	0	0	1	0	1	0	0
Undecided	4	8	3	3	0	7	9	6	6	1
Unknown	0	0	1	0	0	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	33%	38%	35%	40%	42%	23%	37%	23%	30%	41%
% Associate Degree Only (AA/AS)	14%	9%	15%	29%	21%	4%	14%	28%	23%	14%
% Occupational Certificate / Job Training	41%	32%	40%	23%	35%	48%	31%	32%	28%	39%
% Improve English/Math Basic Skills	3%	2%	2%	0%	0%	8%	4%	0%	2%	0%
% Personal Dev. (intellectual/cultural)	2%	5%	2%	0%	2%	2%	1%	2%	4%	4%
% Other	0%	0%	0%	0%	0%	2%	0%	2%	0%	0%
% Undecided	7%	14%	5%	9%	0%	13%	13%	13%	13%	2%
% Unknown	0%	0%	2%	0%	0%	0%	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.

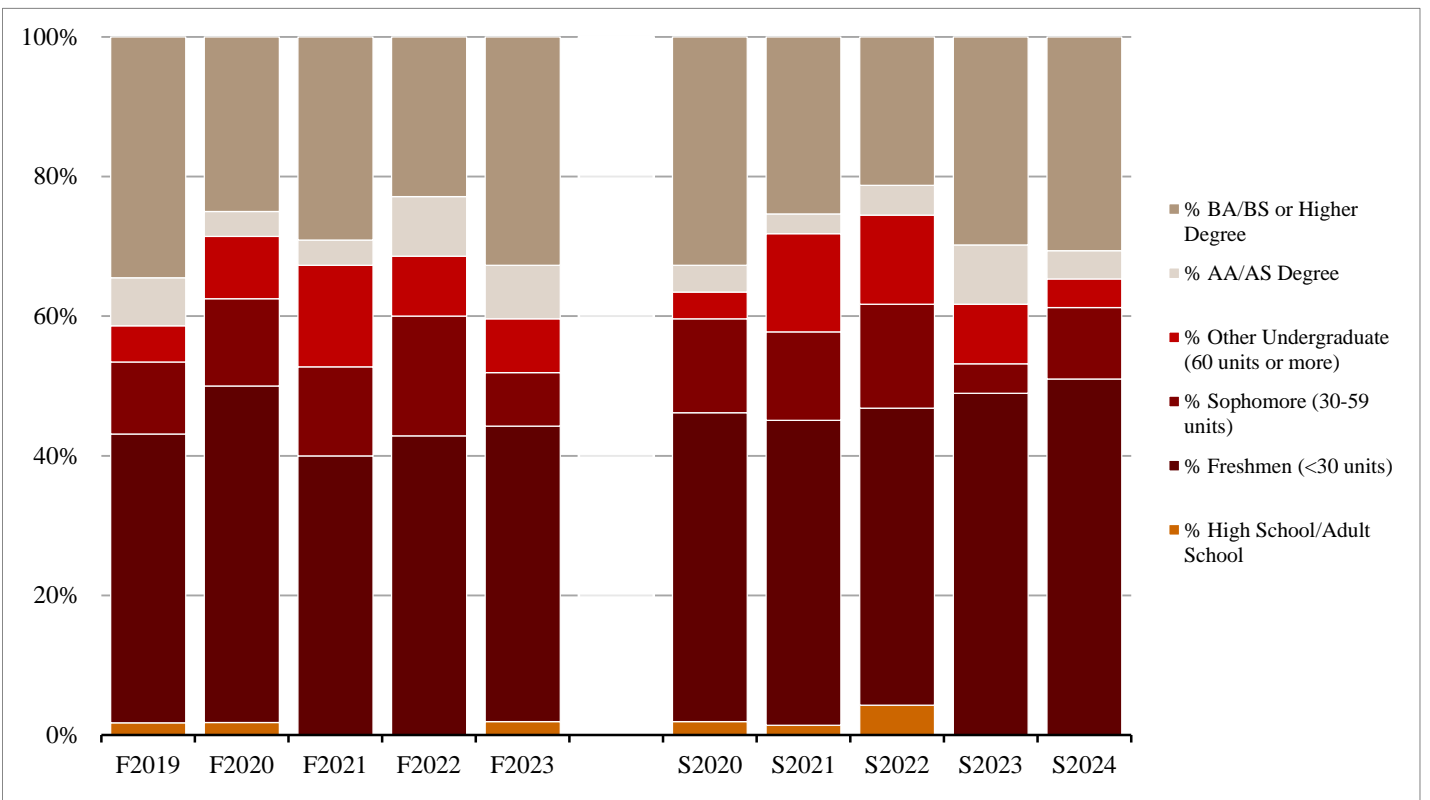
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

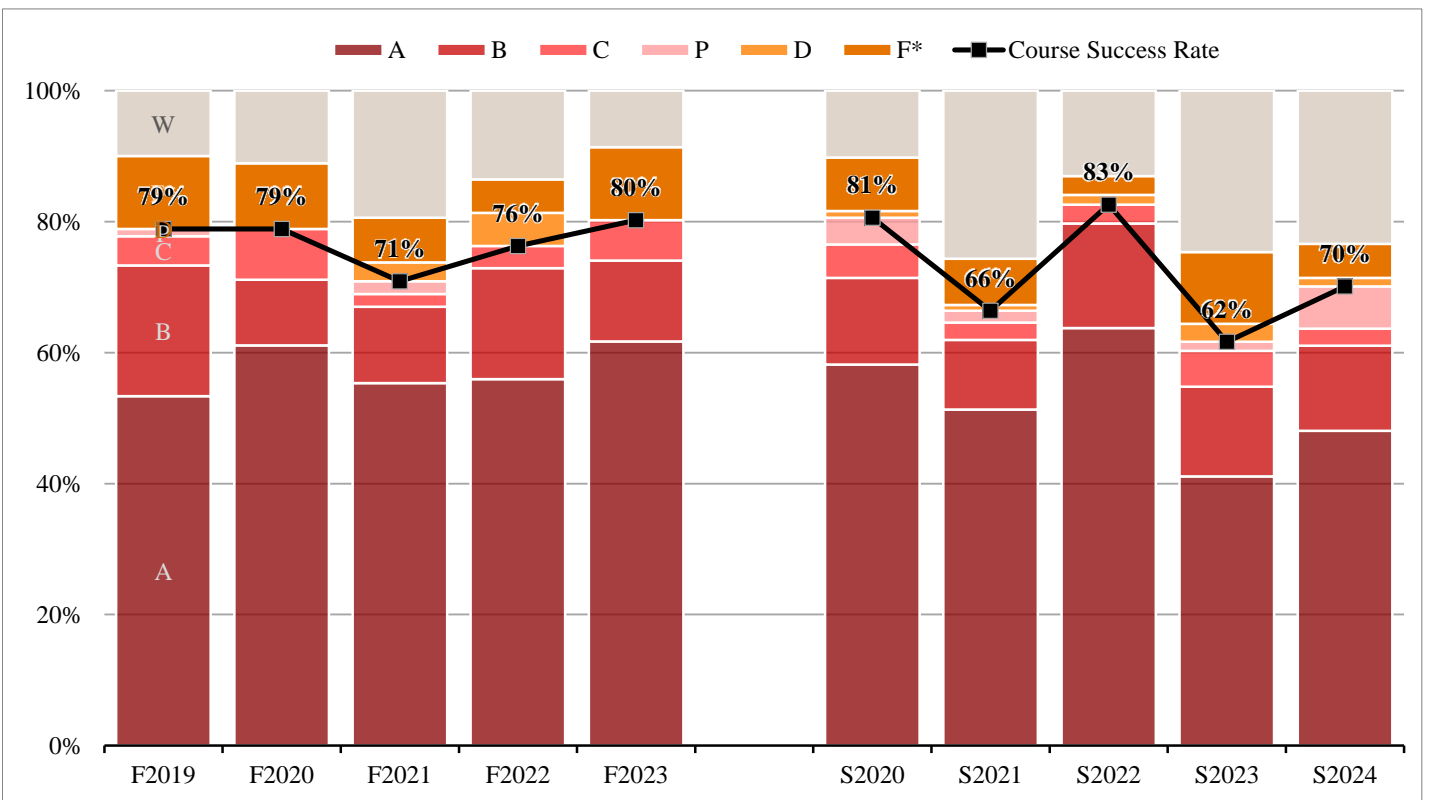
Highest Educational Level of Students

Interior Design (INTD)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
High School/Adult School	1	1	0	0	1	1	1	2	0	0
Freshmen (<30 units)	24	27	22	15	22	23	31	20	23	25
Sophomore (30-59 units)	6	7	7	6	4	7	9	7	2	5
Other Undergraduate (60 units or more)	3	5	8	3	4	2	10	6	4	2
AA/AS Degree	4	2	2	3	4	2	2	2	4	2
BA/BS or Higher Degree	20	14	16	8	17	17	18	10	14	15
% High School/Adult School	2%	2%	0%	0%	2%	2%	1%	4%	0%	0%
% Freshmen (<30 units)	41%	48%	40%	43%	42%	44%	44%	43%	49%	51%
% Sophomore (30-59 units)	10%	13%	13%	17%	8%	13%	13%	15%	4%	10%
% Other Undergraduate (60 units or more)	5%	9%	15%	9%	8%	4%	14%	13%	9%	4%
% AA/AS Degree	7%	4%	4%	9%	8%	4%	3%	4%	9%	4%
% BA/BS or Higher Degree	34%	25%	29%	23%	33%	33%	25%	21%	30%	31%



Student Performance: Grade Distribution

Interior Design (INTD)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Total Course Enrollments	90	90	103	59	81	98	113	69	73	77
Course Success Rates	79%	79%	71%	76%	80%	81%	66%	83%	62%	70%
A	53%	61%	55%	56%	62%	58%	51%	64%	41%	48%
B	20%	10%	12%	17%	12%	13%	11%	16%	14%	13%
C	4%	8%	2%	3%	6%	5%	3%	3%	5%	3%
P	1%	0%	2%	0%	0%	4%	2%	0%	1%	6%
Course Non-Success Rate	11%	10%	10%	10%	11%	9%	8%	4%	14%	6%
D	0%	0%	3%	5%	0%	1%	1%	1%	3%	1%
F*	11%	10%	7%	5%	11%	8%	7%	3%	11%	5%
Withdrawals (See Note)	10%	11%	19%	14%	9%	10%	26%	13%	25%	23%



Definitions:

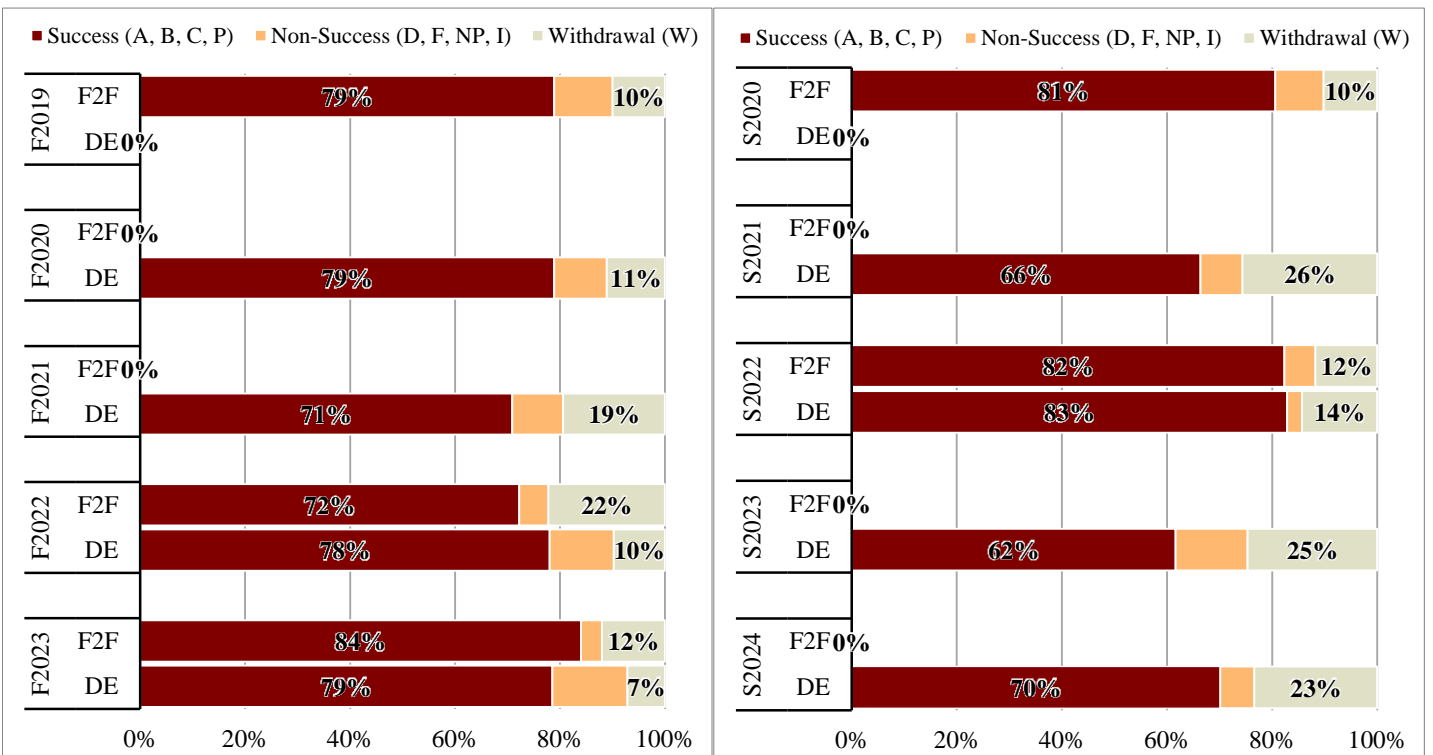
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Total Course Enrollments	90	90	103	59	81	98	113	69	73	77
Face-to-Face (F2F) Sections	90	0	0	18	25	98	0	34	0	0
Success Rates	79%	—	—	72%	84%	81%	—	82%	—	—
Non-Success Rates	11%	—	—	6%	4%	9%	—	6%	—	—
Withdrawals	10%	—	—	22%	12%	10%	—	12%	—	—
Distance Education (DE) Sections	0	90	103	41	56	0	113	35	73	77
Success Rates	—	79%	71%	78%	79%	—	66%	83%	62%	70%
Non-Success Rates	—	10%	10%	12%	14%	—	8%	3%	14%	6%
Withdrawals	—	11%	19%	10%	7%	—	26%	14%	25%	23%



Definitions:

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

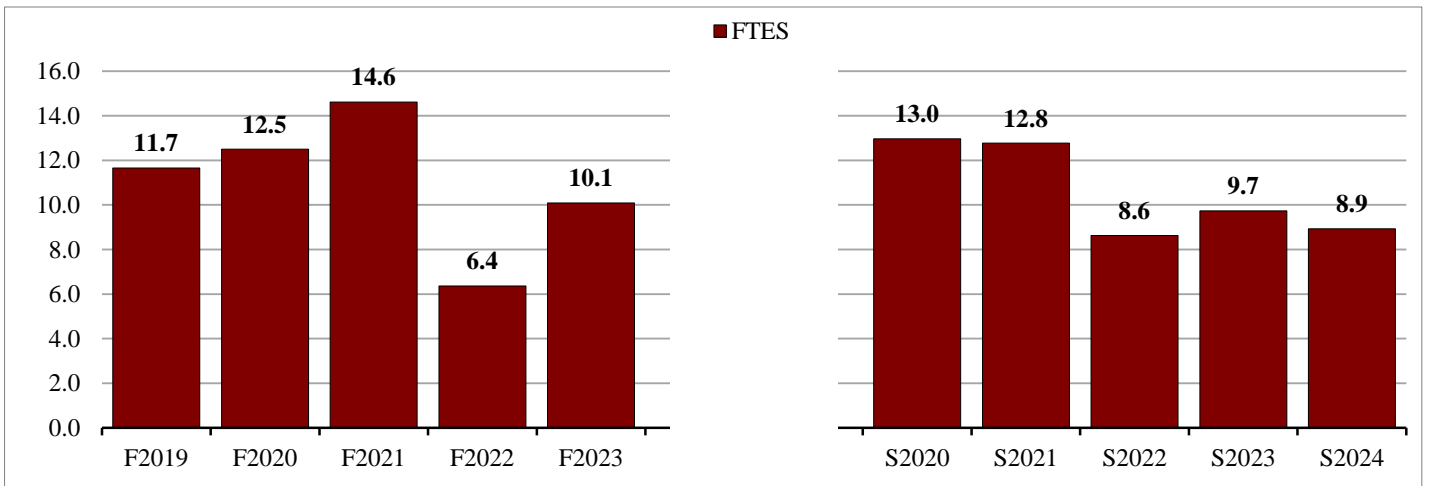
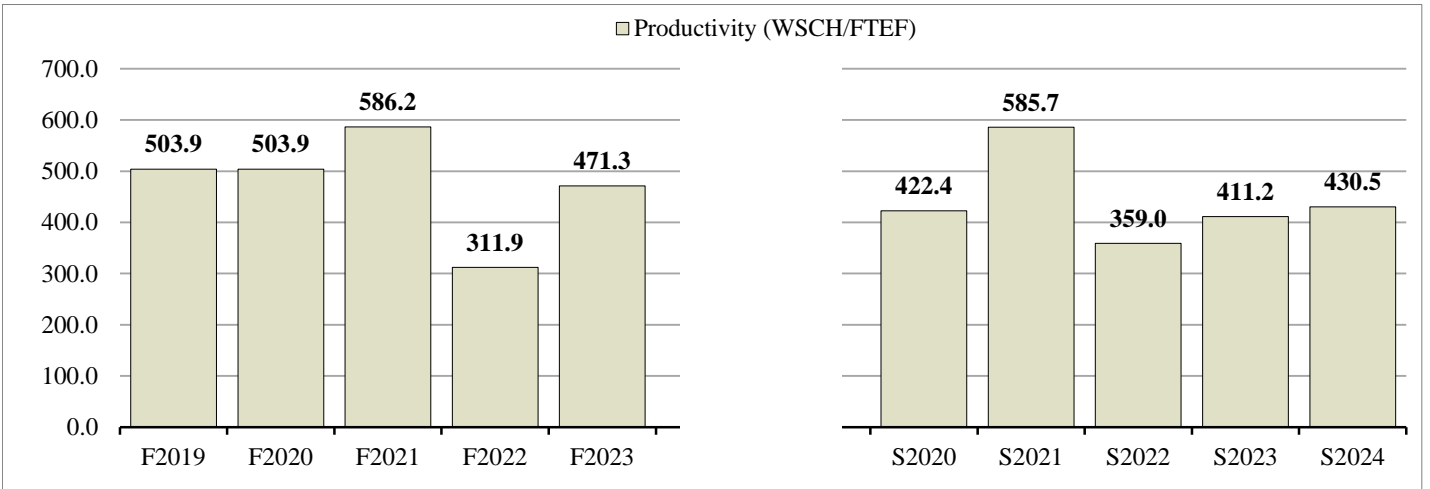
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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 deliver course content online. (see note in "Students Using Distance Education" for details.)

Enrollment Management: Part 1

Interior Design (INTD)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
WSCH	386	386	449	213	361	408	400	275	315	294
FTES	11.7	12.5	14.6	6.4	10.1	13.0	12.8	8.6	9.7	8.9
FTEF	0.8	0.8	0.8	0.7	0.8	1.0	0.7	0.8	0.8	0.7
Productivity (WSCH/FTEF)	503.9	503.9	586.2	311.9	471.3	422.4	585.7	359.0	411.2	430.5



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.

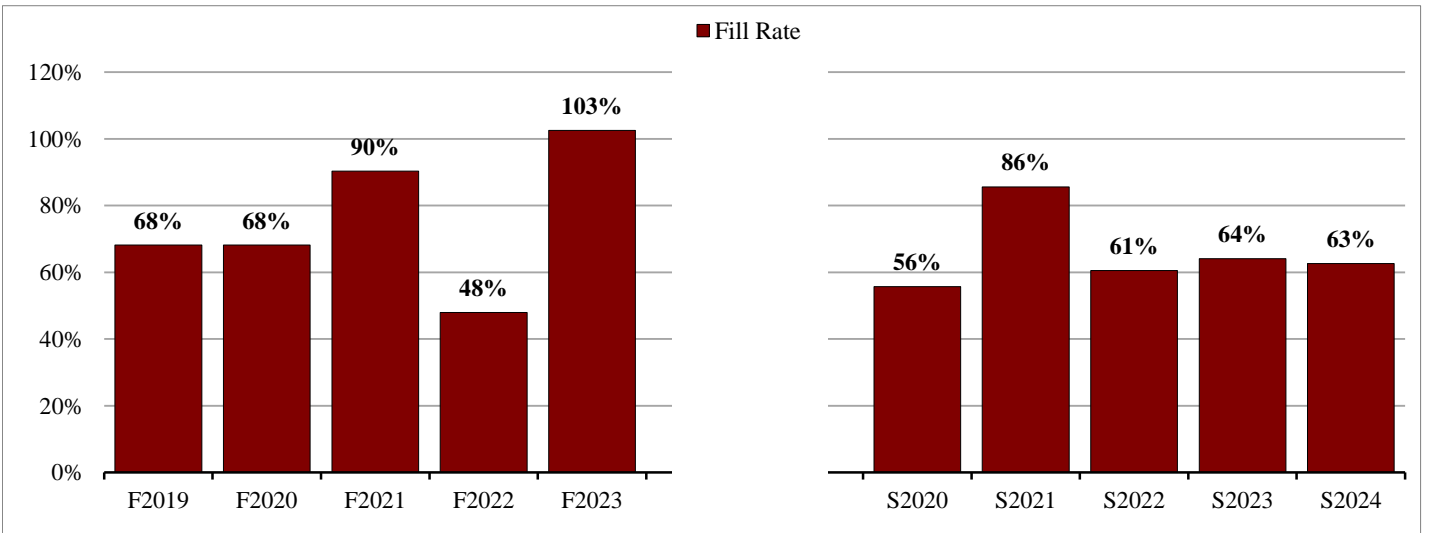
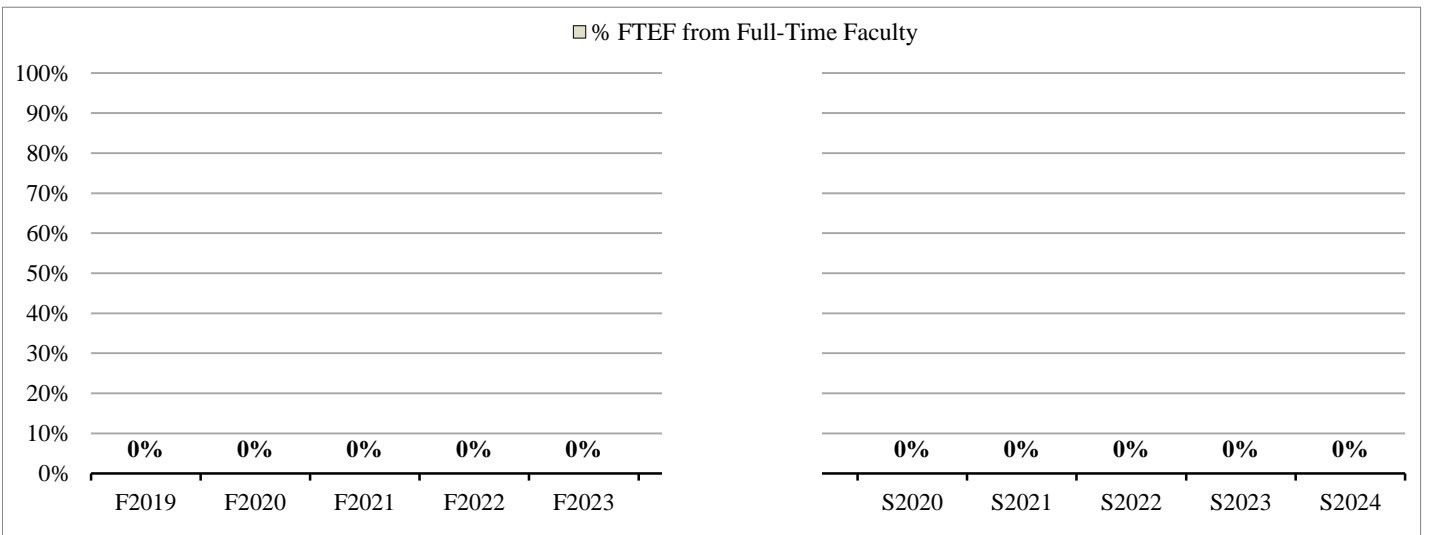
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 7/25/23.

Enrollment Management: Part 2

Interior Design (INTD)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
FTEF from Full-Time Faculty	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
% FTEF from Full-Time Faculty	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Enrollments	90	90	103	59	81	98	113	69	73	77
Capacity (seats available)	132	132	114	123	79	176	132	114	114	123
Fill Rate	68%	68%	90%	48%	103%	56%	86%	61%	64%	63%



Definitions:

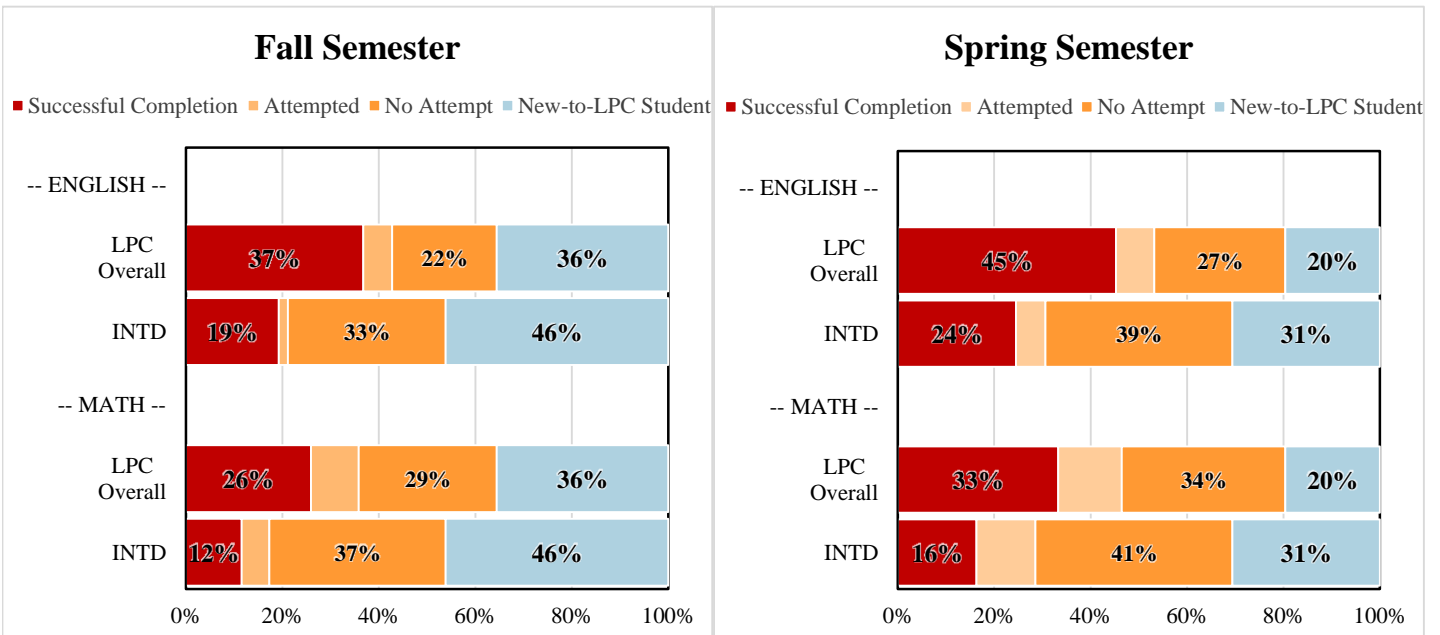
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 7/25/23.

Prior Experience in English & Math

<i>(English and math status prior to the start of the term)</i>	Fall 2023				Spring 2024			
	INTD		LPC Overall		INTD		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	10	19%	2,796	37%	12	24%	3,393	45%
Attempted (not successful)	1	2%	454	6%	3	6%	600	8%
No Attempt	17	33%	1,652	22%	19	39%	2,036	27%
New-to-LPC Student	24	46%	2,703	36%	15	31%	1,472	20%
Transfer-level Math								
Successful Completion*	6	12%	1,971	26%	8	16%	2,498	33%
Attempted (not successful)	3	6%	752	10%	6	12%	986	13%
No Attempt	19	37%	2,179	29%	20	41%	2,545	34%
New-to-LPC Student	24	46%	2,703	36%	15	31%	1,472	20%



Definitions:

Transfer-Level English:

- Successful Completion** = earned a passing grade in ENG 1A or 1AEX, or attempted a higher transfer-level course in the sequence in prior terms.
- Attempted (no successful completion)** = attempted ENG 1A or 1AEX in prior terms but did not receive a passing grade.
- No Prior Attempt** = no prior enrollment in transfer-level English within the sequence.
- New-to-LPC Student** = students with no for credit enrollments within our district prior to the current term.

Transfer-Level Math:

- Successful Completion** = earned a passing grade in a transfer-level math course or attempted a higher transfer-level course in the sequence in prior terms.
- Attempted (no successful completion)** = attempted a entry transfer-level math course in prior terms but did not receive a passing grade.
- No Prior Attempt** = no prior enrollment in transfer-level math within the sequence.
- New-to-LPC Student** = students with no for credit enrollments within our district prior to the current term.