



Las Positas College  
**Discipline Program Review Data Packet**  
Fall 2017 to Fall 2021

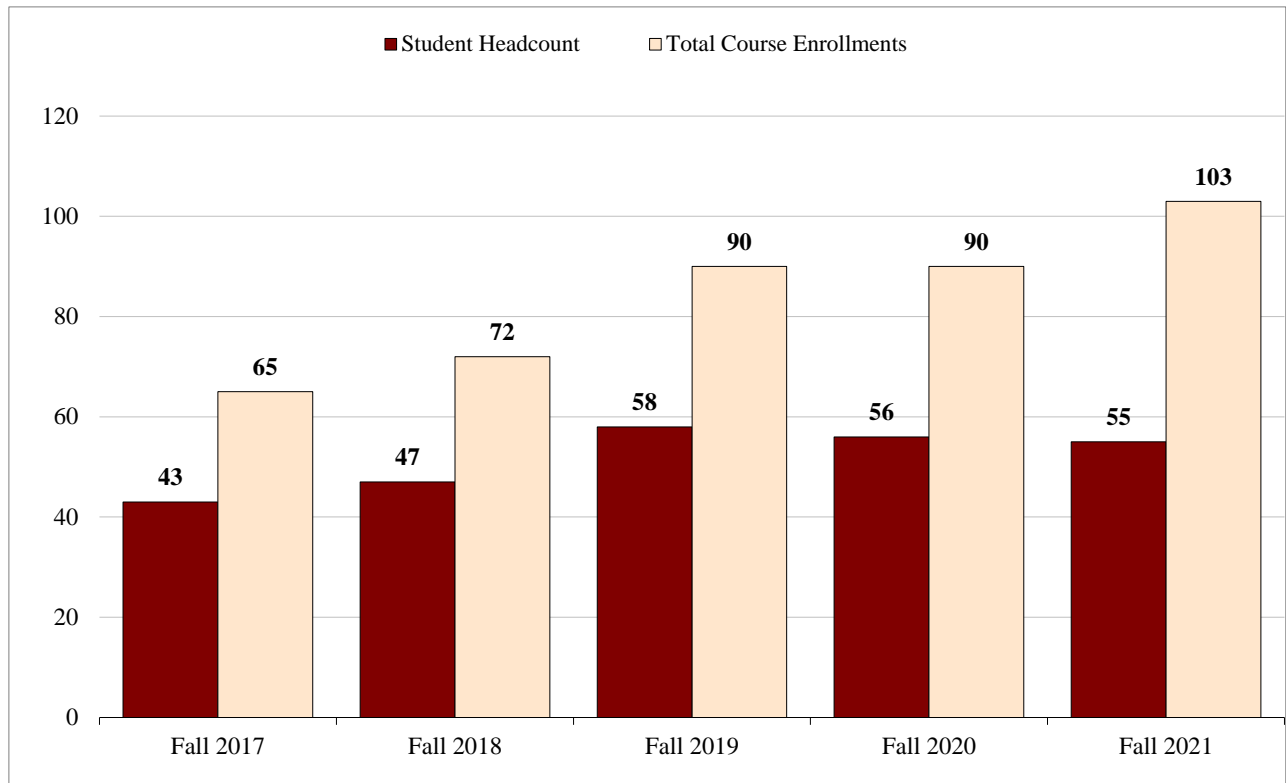
Discipline:

**Interior Design (INTD)**

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## Headcount & Enrollment

Interior Design ( INTD )					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student Headcount	43	47	58	56	55
Total Course Enrollments	65	72	90	90	103



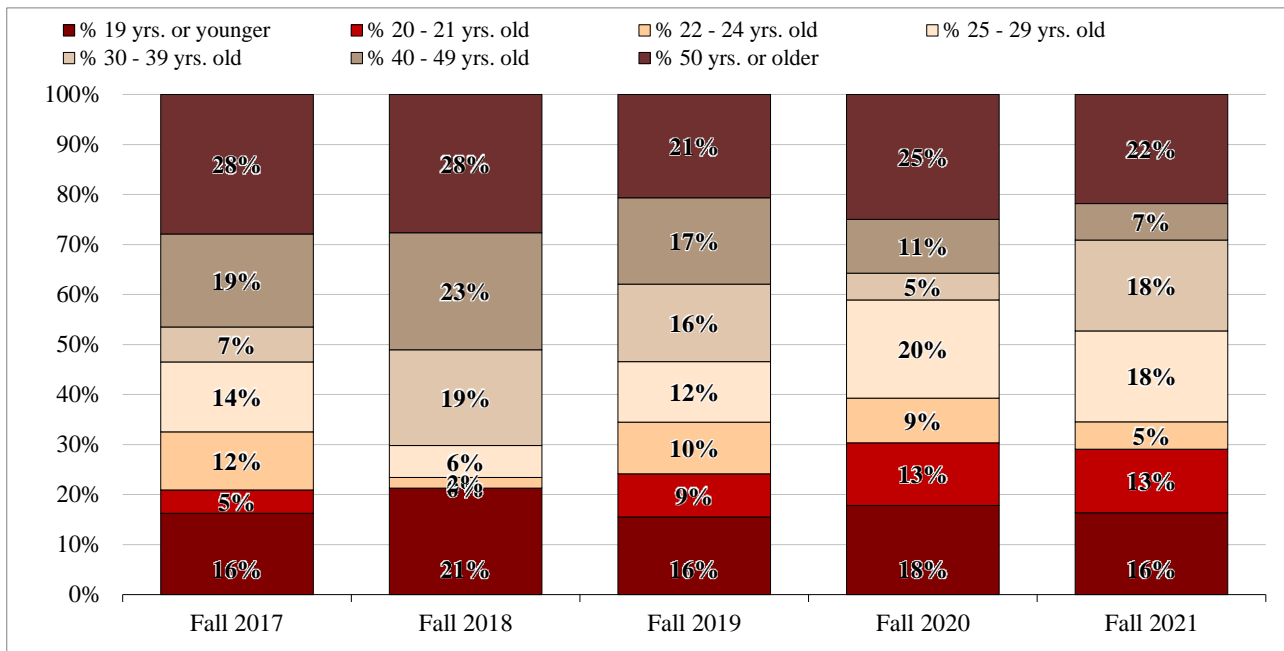
**Definitions:**

**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.

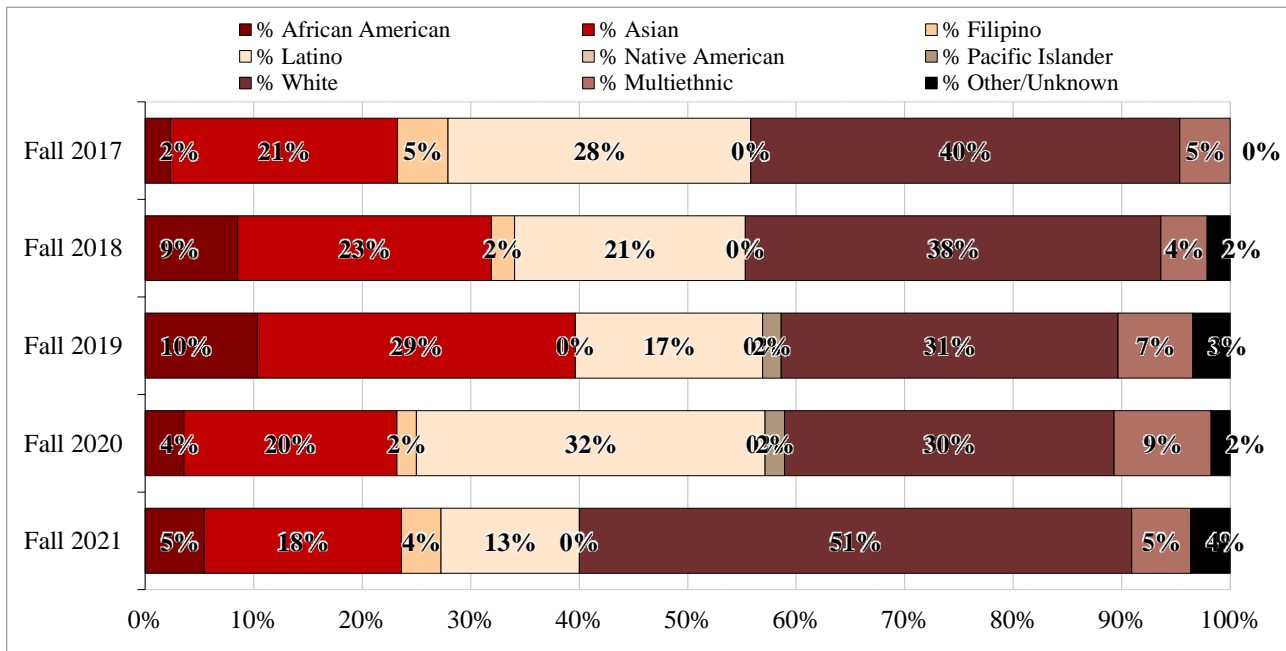
### Student Demographics: Gender & Age

	Interior Design ( INTD )				
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	38	43	53	51	51
Male	5	4	4	5	2
19 yrs. or younger	7	10	9	10	9
20-21 yrs. old	2	0	5	7	7
22-24 yrs. old	5	1	6	5	3
25-29 yrs. old	6	3	7	11	10
30-39 yrs. old	3	9	9	3	10
40-49 yrs. old	8	11	10	6	4
50 yrs. or older	12	13	12	14	12
% Female	88%	91%	93%	91%	96%
% Male	12%	9%	7%	9%	4%
% 19 yrs. or younger	16%	21%	16%	18%	16%
% 20 - 21 yrs. old	5%	0%	9%	13%	13%
% 22 - 24 yrs. old	12%	2%	10%	9%	5%
% 25 - 29 yrs. old	14%	6%	12%	20%	18%
% 30 - 39 yrs. old	7%	19%	16%	5%	18%
% 40 - 49 yrs. old	19%	23%	17%	11%	7%
% 50 yrs. or older	28%	28%	21%	25%	22%



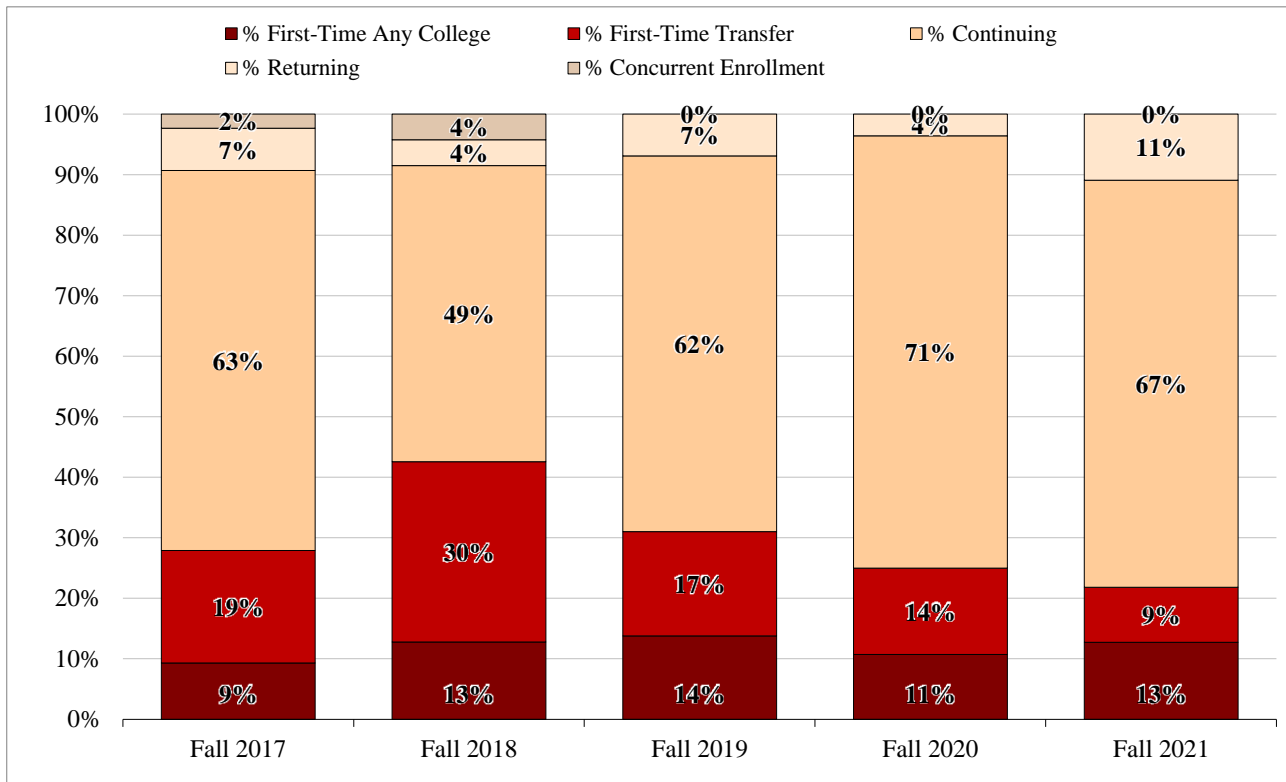
### Student Demographic: Race-Ethnicity

Interior Design ( INTD )					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
African American	1	4	6	2	3
Asian	9	11	17	11	10
Filipino	2	1	0	1	2
Latino	12	10	10	18	7
Native American	0	0	0	0	0
Pacific Islander	0	0	1	1	0
White	17	18	18	17	28
Multiethnic	2	2	4	5	3
Other/Unknown	0	1	2	1	2
% African American	2%	9%	10%	4%	5%
% Asian	21%	23%	29%	20%	18%
% Filipino	5%	2%	0%	2%	4%
% Latino	28%	21%	17%	32%	13%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	2%	2%	0%
% White	40%	38%	31%	30%	51%
% Multiethnic	5%	4%	7%	9%	5%
% Other/Unknown	0%	2%	3%	2%	4%



### Student Enrollment Status

	Interior Design ( INTD )				
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
First-Time Any College	4	6	8	6	7
First-Time Transfer	8	14	10	8	5
Continuing	27	23	36	40	37
Returning	3	2	4	2	6
Concurrent Enrollment	1	2	0	0	0
% First-Time Any College	9%	13%	14%	11%	13%
% First-Time Transfer	19%	30%	17%	14%	9%
% Continuing	63%	49%	62%	71%	67%
% Returning	7%	4%	7%	4%	11%
% Concurrent Enrollment	2%	4%	0%	0%	0%

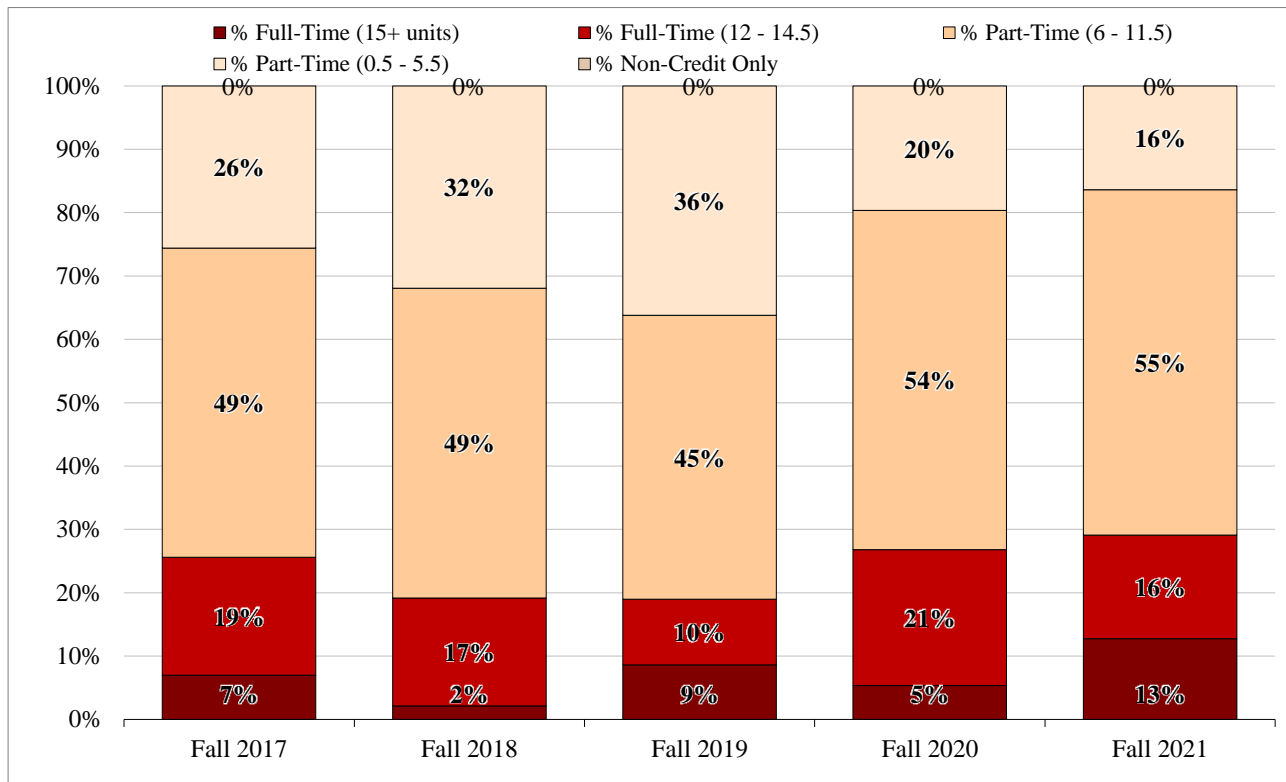


**Definitions:**

- 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.

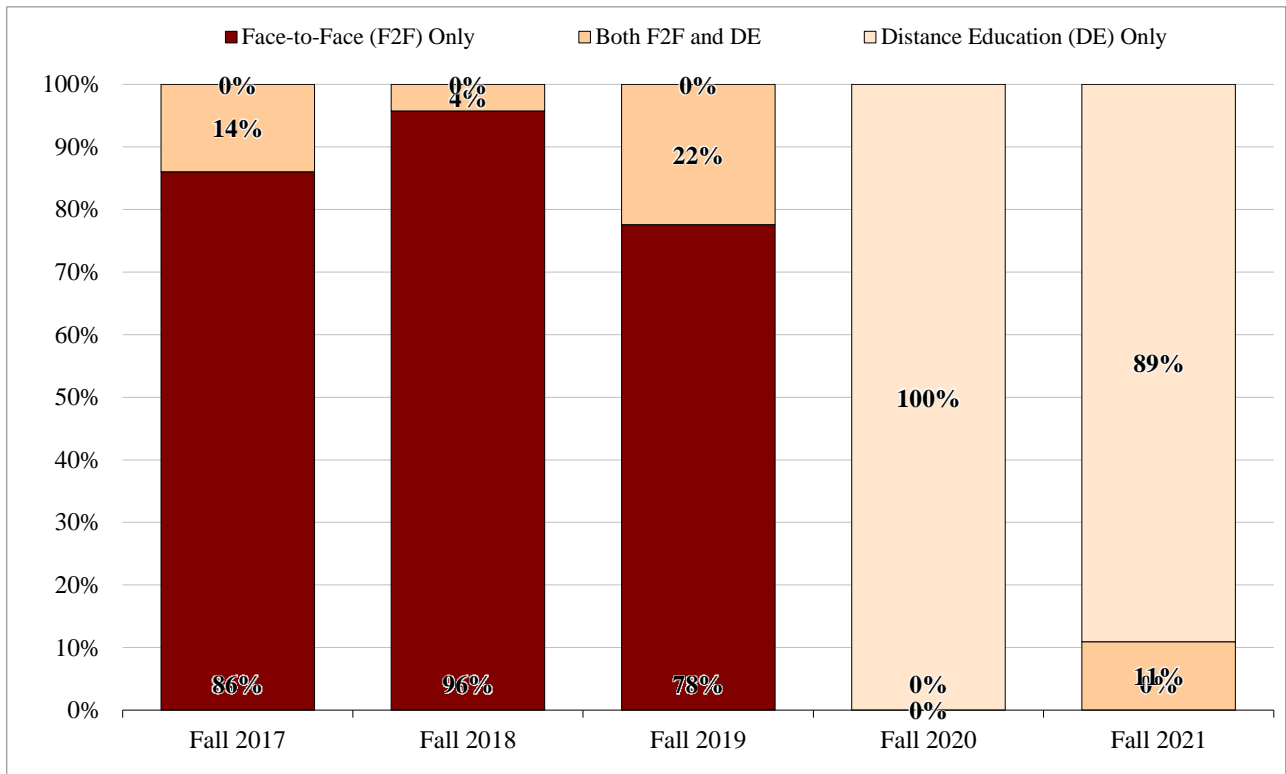
### Student Unit Load

	Interior Design ( INTD )				
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Full-Time (15+ units)	3	1	5	3	7
Full-Time (12 - 14.5)	8	8	6	12	9
Part-Time (6 - 11.5)	21	23	26	30	30
Part-Time (0.5 - 5.5)	11	15	21	11	9
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	7%	2%	9%	5%	13%
% Full-Time (12 - 14.5)	19%	17%	10%	21%	16%
% Part-Time (6 - 11.5)	49%	49%	45%	54%	55%
% Part-Time (0.5 - 5.5)	26%	32%	36%	20%	16%
% Non-Credit Only	0%	0%	0%	0%	0%



### Students Using Distance Education

Interior Design ( INTD )					
(Categories reflect college-wide coursework)	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Face-to-Face (F2F) Only	37	45	45	0	0
Both F2F and DE	6	2	13	0	6
Distance Education (DE) Only	0	0	0	56	49
% Face-to-Face (F2F) Only	86%	96%	78%	0%	0%
% Both F2F and DE	14%	4%	22%	0%	11%
% Distance Education (DE) Only	0%	0%	0%	100%	89%

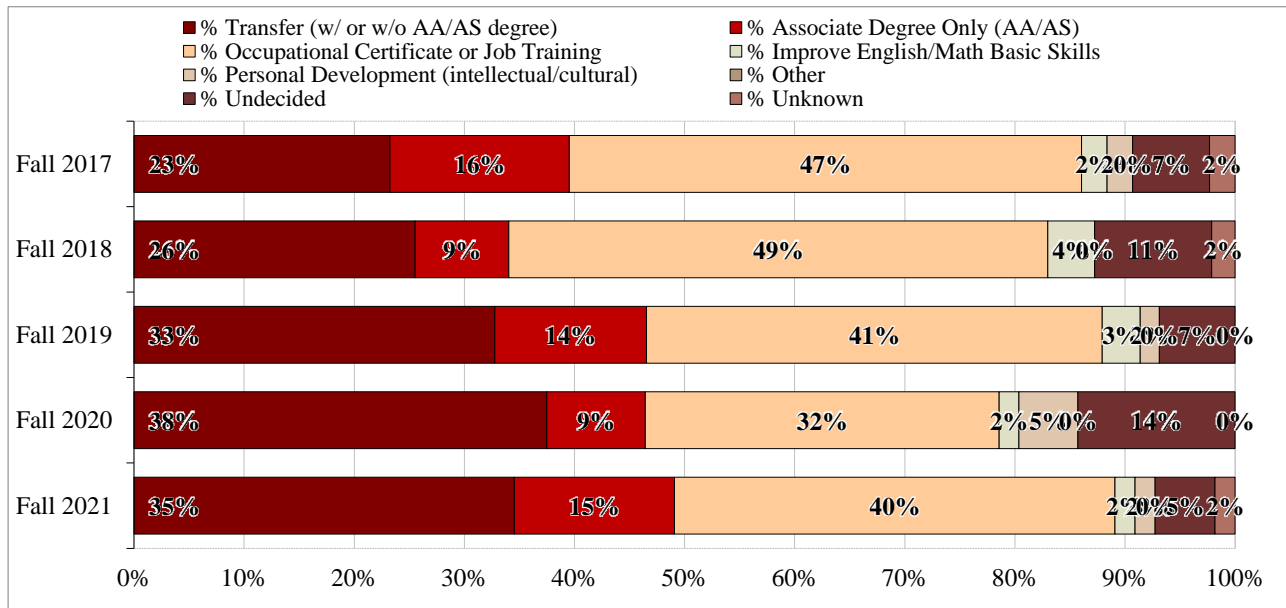


**Definitions:**

**Distance Education (DE)** includes enrollments in courses with section numbers designated as courses with 51% or more of instruction delivered online. Due to the COVID-19 pandemic, 2020-21 DE courses were distinguished through provisional designations.

### Student Educational Goal

Interior Design ( INTD )					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Transfer (w/ or w/o AA/AS degree)	10	12	19	21	19
Associate Degree Only (AA/AS)	7	4	8	5	8
Occupational Certificate or Job Training	20	23	24	18	22
Improve English/Math Basic Skills	1	2	2	1	1
Personal Development (intellectual/cultural)	1	0	1	3	1
Other	0	0	0	0	0
Undecided	3	5	4	8	3
Unknown	1	1	0	0	1
<b>% Transfer (w/ or w/o AA/AS degree)</b>	<b>23%</b>	<b>26%</b>	<b>33%</b>	<b>38%</b>	<b>35%</b>
<b>% Associate Degree Only (AA/AS)</b>	<b>16%</b>	<b>9%</b>	<b>14%</b>	<b>9%</b>	<b>15%</b>
<b>% Occupational Certificate or Job Training</b>	<b>47%</b>	<b>49%</b>	<b>41%</b>	<b>32%</b>	<b>40%</b>
<b>% Improve English/Math Basic Skills</b>	<b>2%</b>	<b>4%</b>	<b>3%</b>	<b>2%</b>	<b>2%</b>
<b>% Personal Development (intellectual/cultural)</b>	<b>2%</b>	<b>0%</b>	<b>2%</b>	<b>5%</b>	<b>2%</b>
<b>% Other</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>% Undecided</b>	<b>7%</b>	<b>11%</b>	<b>7%</b>	<b>14%</b>	<b>5%</b>
<b>% Unknown</b>	<b>2%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>	<b>2%</b>



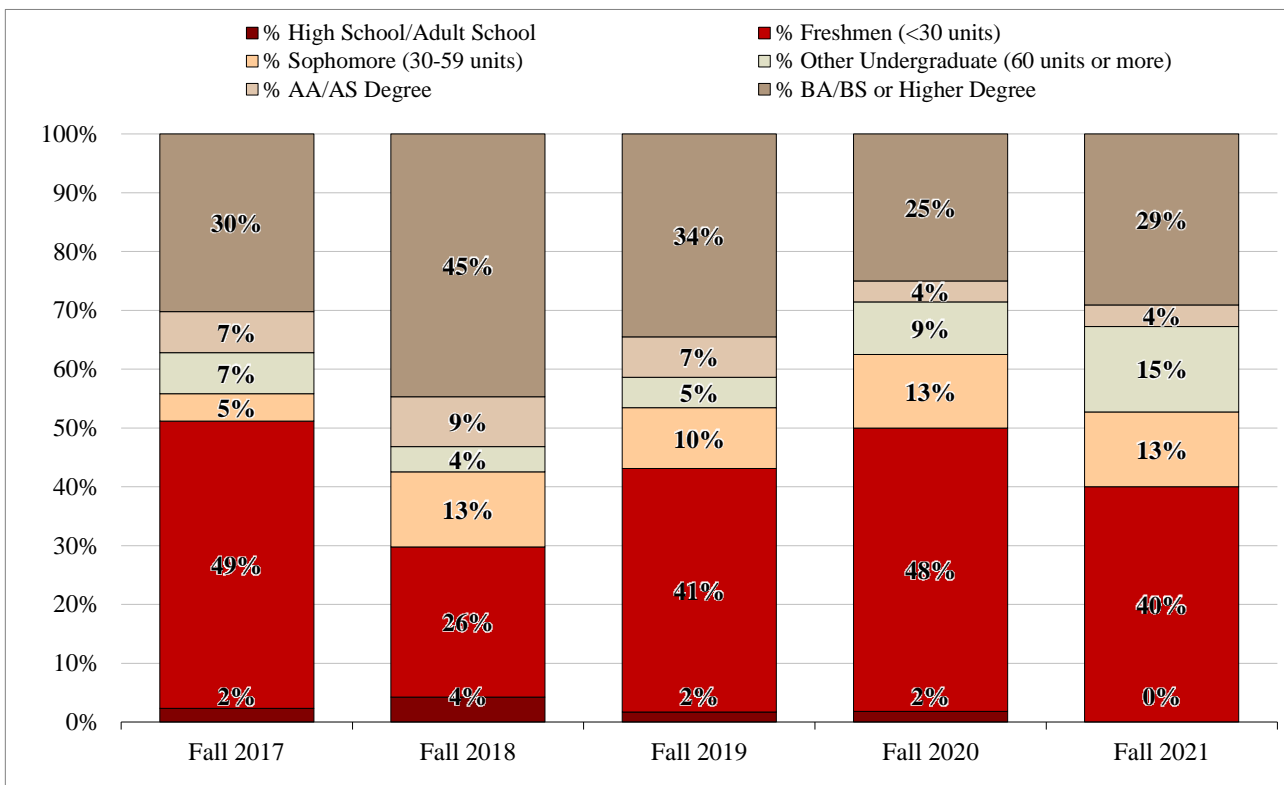
**Definitions:**

- 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.



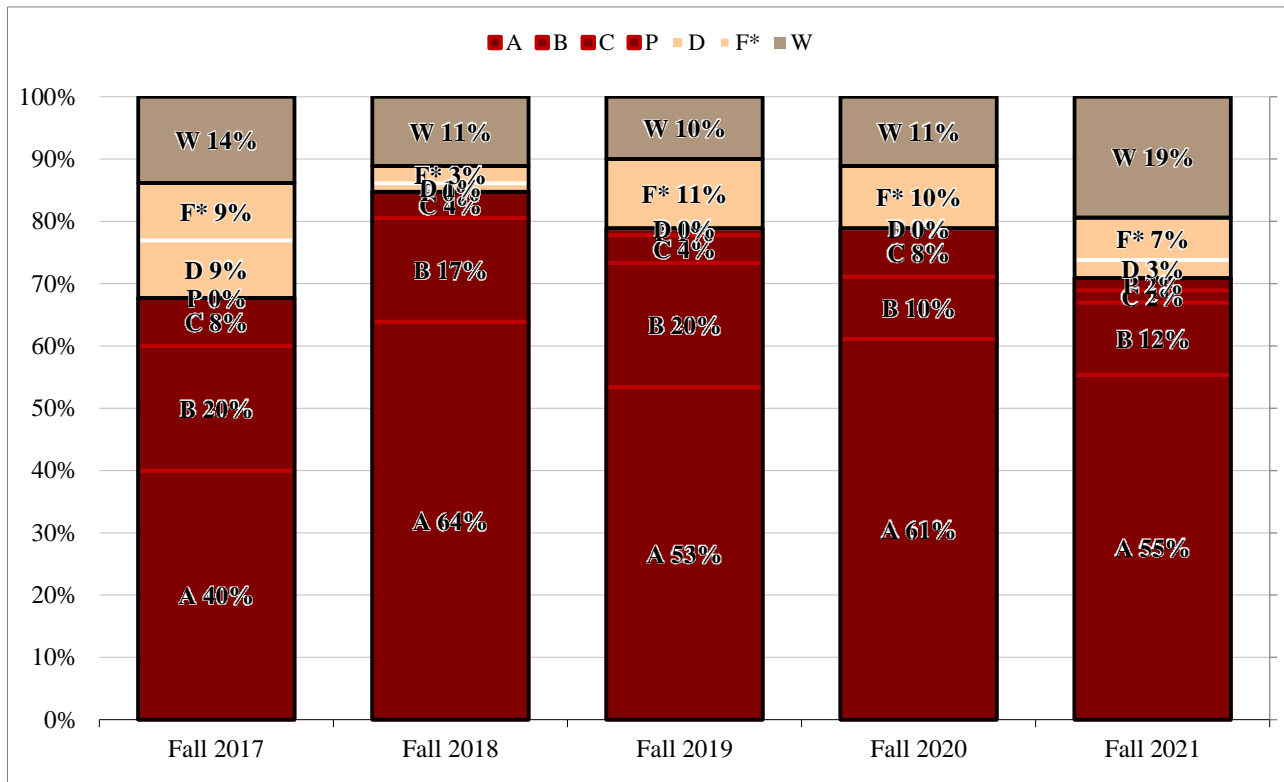
### Highest Educational Level of Students

Interior Design ( INTD )					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
High School/Adult School	1	2	1	1	0
Freshmen (<30 units)	21	12	24	27	22
Sophomore (30-59 units)	2	6	6	7	7
Other Undergraduate (60 units or more)	3	2	3	5	8
AA/AS Degree	3	4	4	2	2
BA/BS or Higher Degree	13	21	20	14	16
% High School/Adult School	2%	4%	2%	2%	0%
% Freshmen (<30 units)	49%	26%	41%	48%	40%
% Sophomore (30-59 units)	5%	13%	10%	13%	13%
% Other Undergraduate (60 units or more)	7%	4%	5%	9%	15%
% AA/AS Degree	7%	9%	7%	4%	4%
% BA/BS or Higher Degree	30%	45%	34%	25%	29%



### Student Performance: Grade Distribution

Interior Design ( INTD )					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
<b>Total Course Enrollments</b>	<b>65</b>	<b>72</b>	<b>90</b>	<b>90</b>	<b>103</b>
<b>Course Success Rates</b>	<b>68%</b>	<b>85%</b>	<b>79%</b>	<b>79%</b>	<b>71%</b>
A	40%	64%	53%	61%	55%
B	20%	17%	20%	10%	12%
C	8%	4%	4%	8%	2%
P	0%	0%	1%	0%	2%
<b>Course Non-Success Rate</b>	<b>18%</b>	<b>4%</b>	<b>11%</b>	<b>10%</b>	<b>10%</b>
D	9%	1%	0%	0%	3%
F*	9%	3%	11%	10%	7%
<b>Withdrawals (See Note)</b>	<b>14%</b>	<b>11%</b>	<b>10%</b>	<b>11%</b>	<b>19%</b>



**Definitions:**

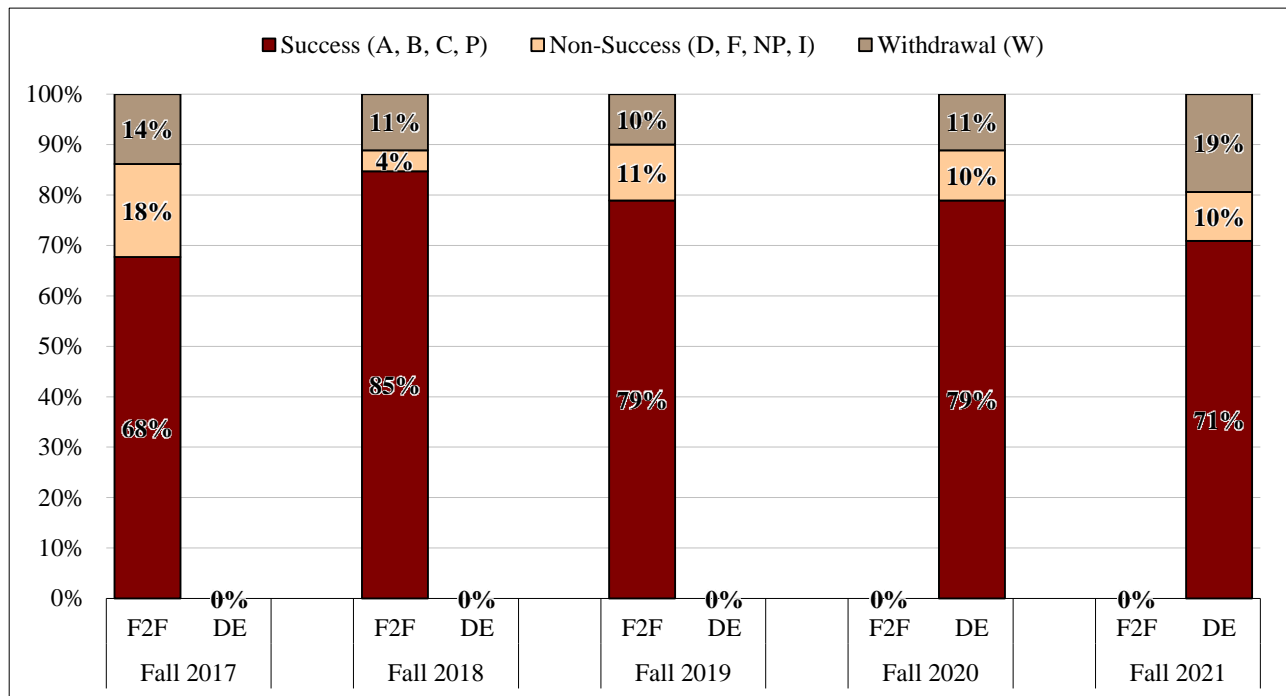
**Course Success Rate:** Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

**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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
<b>Total Course Enrollments</b>	<b>65</b>	<b>72</b>	<b>90</b>	<b>90</b>	<b>103</b>
<b>Face-to-Face (F2F) Sections</b>	<b>65</b>	<b>72</b>	<b>90</b>	<b>0</b>	<b>0</b>
Success Rates	68%	85%	79%	—	—
Non-Success Rates	18%	4%	11%	—	—
Withdrawals	14%	11%	10%	—	—
<b>Distance Education (DE) Sections</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>90</b>	<b>103</b>
Success Rates	—	—	—	79%	71%
Non-Success Rates	—	—	—	10%	10%
Withdrawals	—	—	—	11%	19%



**Definitions:**

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

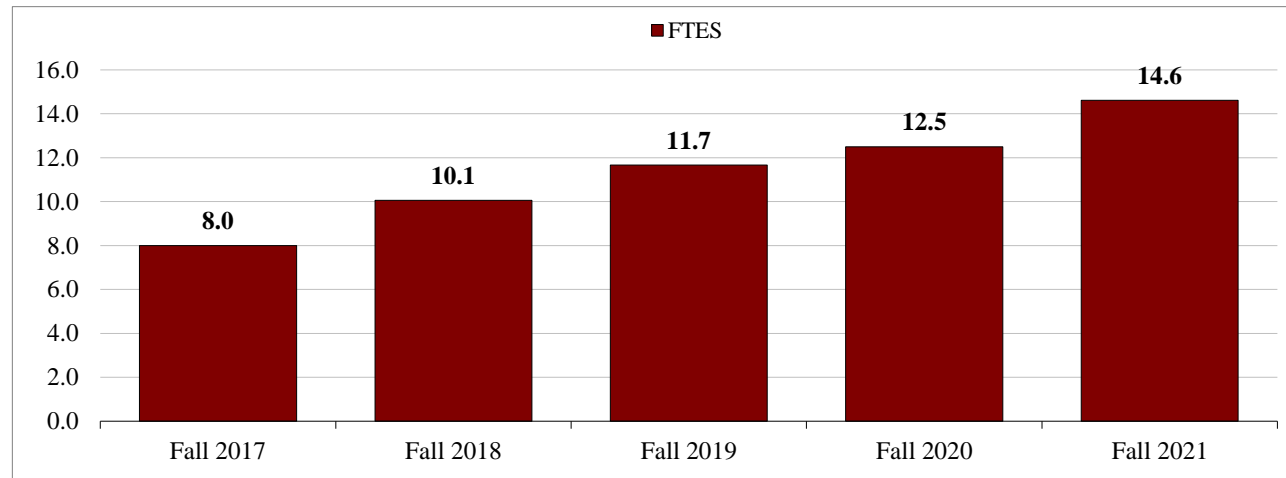
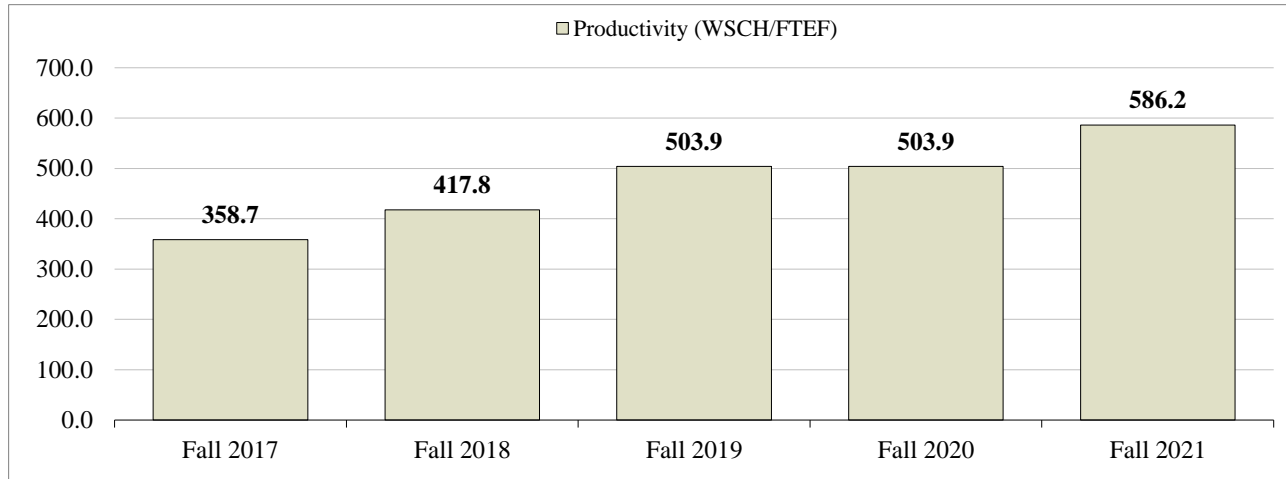
**Course Non-Success Rate:** Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

**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				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
WSCH	245	320	386	386	449
FTES	8.0	10.1	11.7	12.5	14.6
FTEF	0.7	0.8	0.8	0.8	0.8
Productivity (WSCH/FTEF)	358.7	417.8	503.9	503.9	586.2



**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.

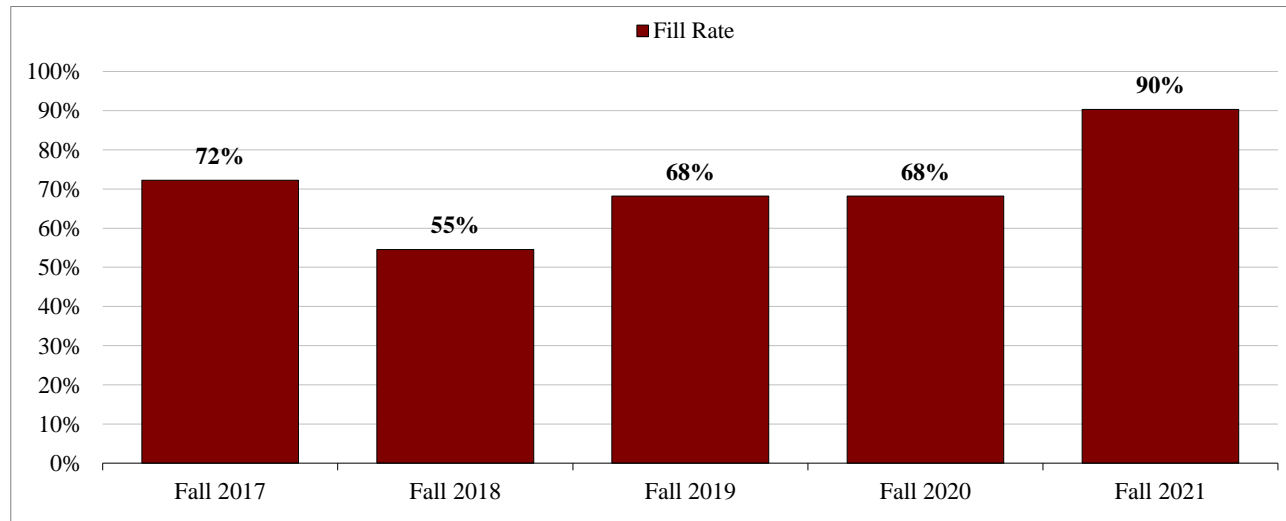
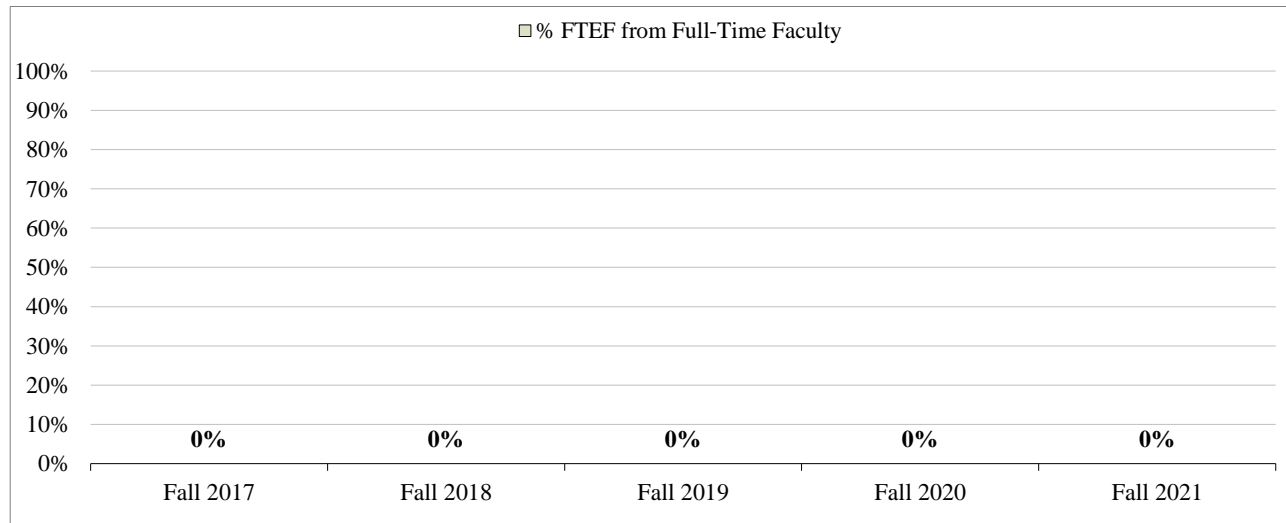
**FTEF** is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

**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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 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	65	72	90	90	103
Capacity (seats available)	90	132	132	132	114
Fill Rate	72%	55%	68%	68%	90%



**Definitions:**

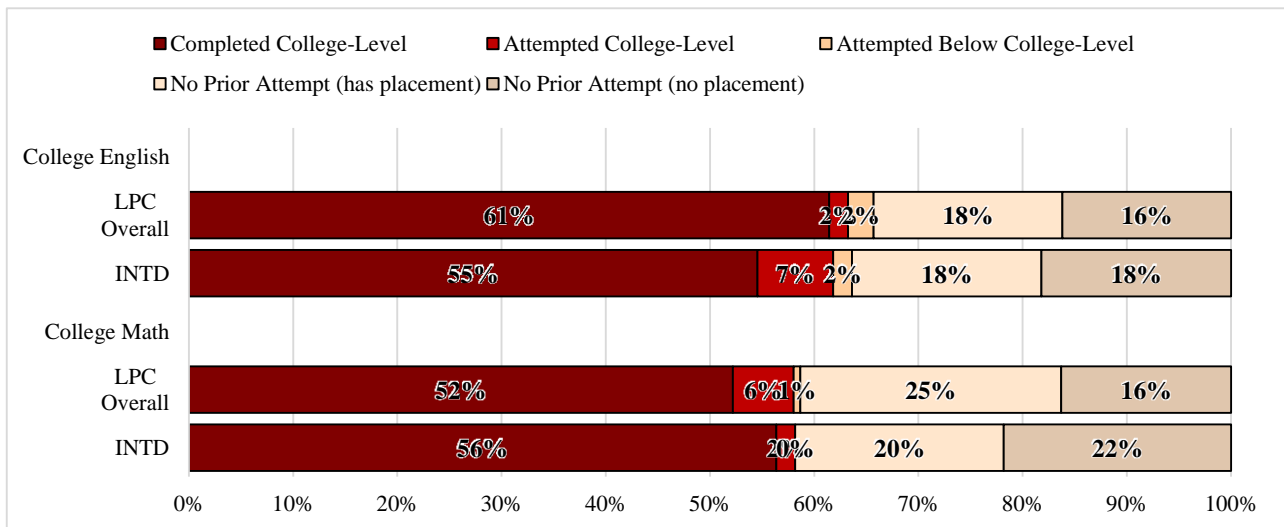
**Fill Rate** is number of enrollments over the total capacity (seats available).

**% 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 2021				
	INTD		LPC Overall	
	Num	Pct	Num	Pct
<b>College English</b>				
Completed College-level	30	55%	3,849	52%
Attempted College-level	4	7%	430	6%
Attempted Below College-level	1	2%	46	1%
No Prior Attempt (has placement)	10	18%	1,845	25%
No Prior Attempt (no placement)	10	18%	1,202	16%
<b>College Math</b>				
Completed College-level	31	56%	4,530	61%
Attempted College-level	1	2%	132	2%
Attempted Below College-level	0	0%	181	2%
No Prior Attempt (has placement)	11	20%	1,337	18%
No Prior Attempt (no placement)	12	22%	1,192	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** = 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 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.