



Las Positas College  
**Discipline Program Review Data Packet**  
Spring 2018 to Spring 2022

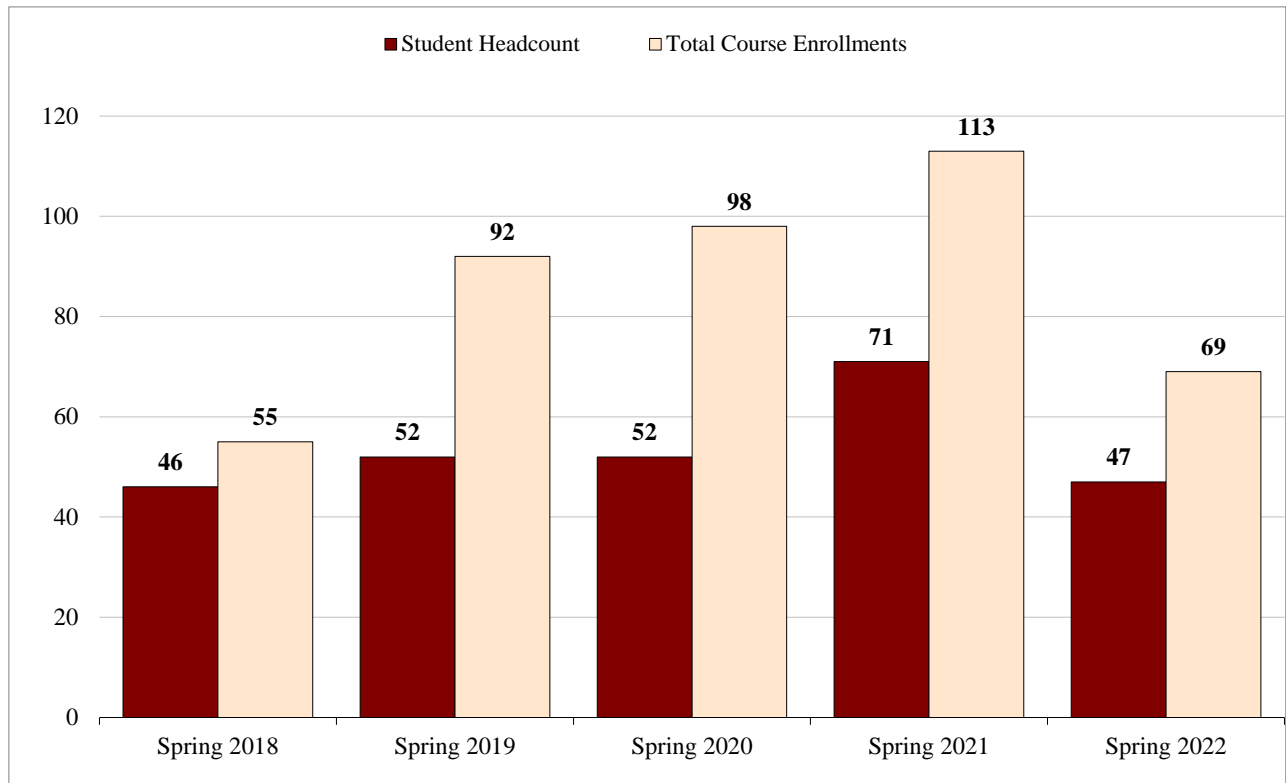
Discipline:

**Interior Design (INTD)**

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## Headcount & Enrollment

Interior Design ( INTD )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Student Headcount	46	52	52	71	47
Total Course Enrollments	55	92	98	113	69



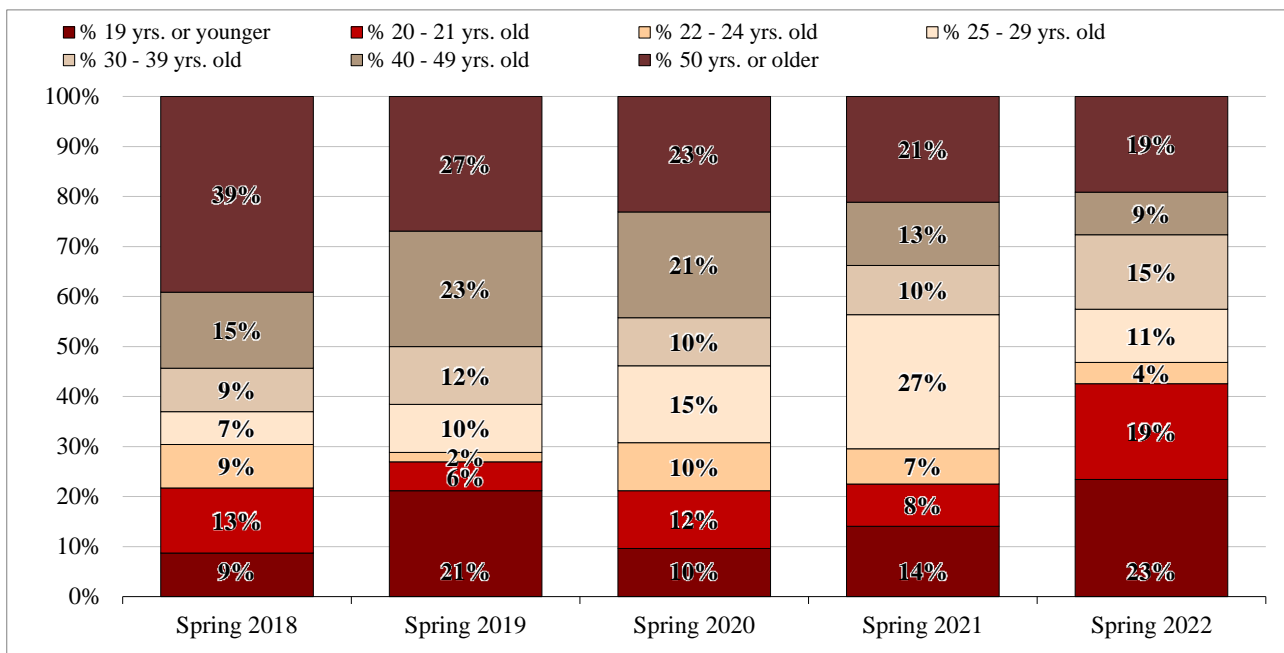
**Definitions:**

**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.

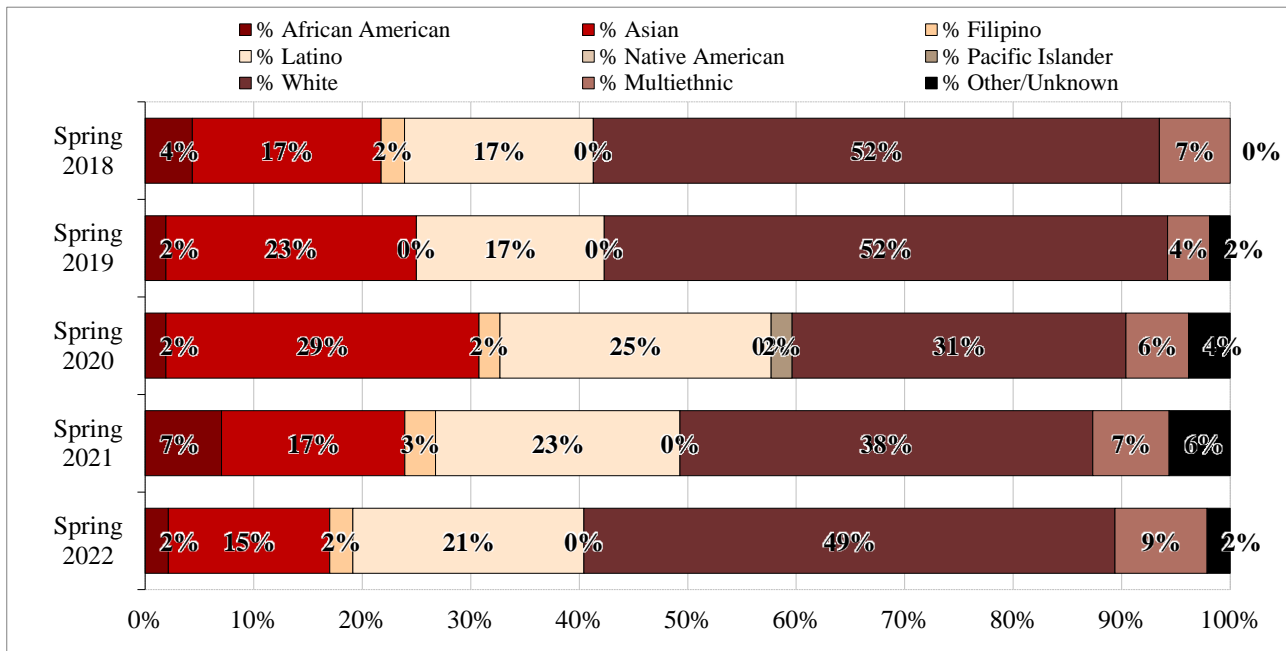
### Student Demographics: Gender & Age

Interior Design ( INTD )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Female	42	42	46	62	41
Male	4	7	4	6	3
19 yrs. or younger	4	11	5	10	11
20-21 yrs. old	6	3	6	6	9
22-24 yrs. old	4	1	5	5	2
25-29 yrs. old	3	5	8	19	5
30-39 yrs. old	4	6	5	7	7
40-49 yrs. old	7	12	11	9	4
50 yrs. or older	18	14	12	15	9
% Female	91%	86%	92%	91%	93%
% Male	9%	14%	8%	9%	7%
% 19 yrs. or younger	9%	21%	10%	14%	23%
% 20 - 21 yrs. old	13%	6%	12%	8%	19%
% 22 - 24 yrs. old	9%	2%	10%	7%	4%
% 25 - 29 yrs. old	7%	10%	15%	27%	11%
% 30 - 39 yrs. old	9%	12%	10%	10%	15%
% 40 - 49 yrs. old	15%	23%	21%	13%	9%
% 50 yrs. or older	39%	27%	23%	21%	19%



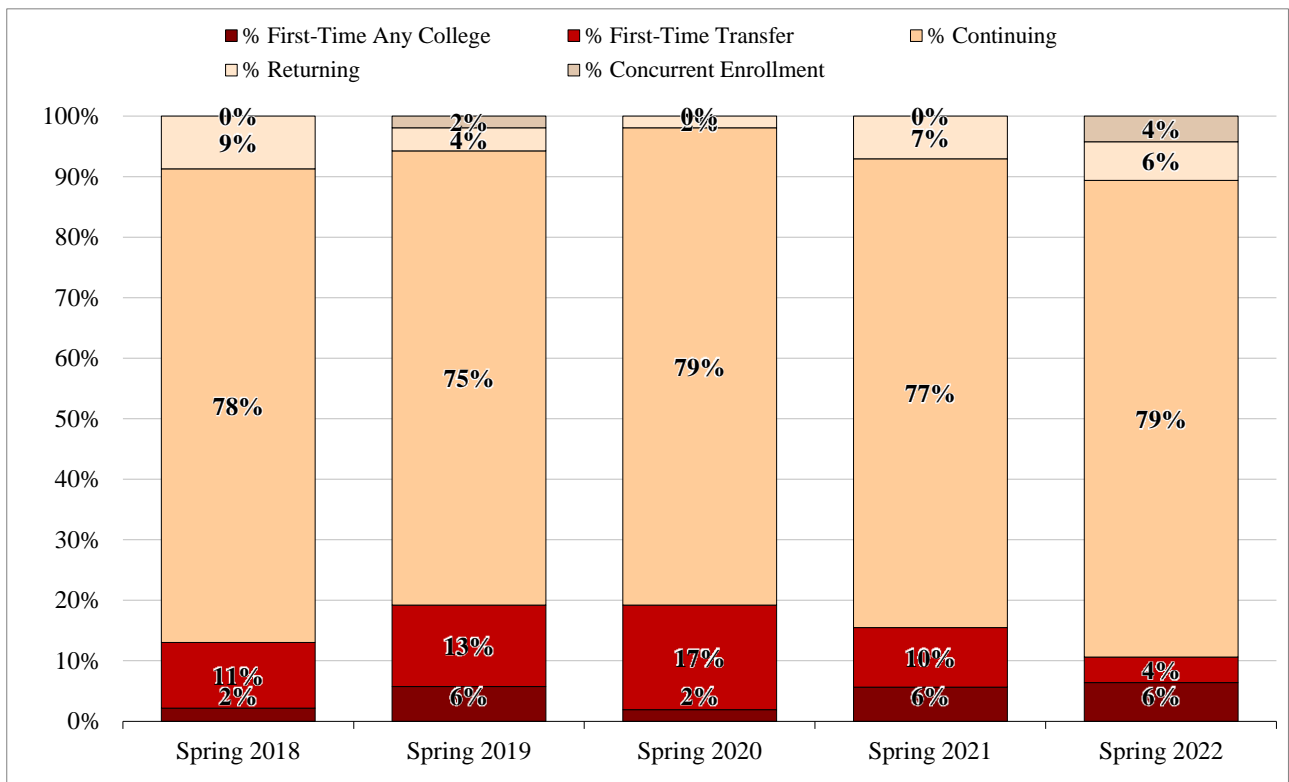
### Student Demographic: Race-Ethnicity

Interior Design ( INTD )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
African American	2	1	1	5	1
Asian	8	12	15	12	7
Filipino	1	0	1	2	1
Latino	8	9	13	16	10
Native American	0	0	0	0	0
Pacific Islander	0	0	1	0	0
White	24	27	16	27	23
Multiethnic	3	2	3	5	4
Other/Unknown	0	1	2	4	1
% African American	4%	2%	2%	7%	2%
% Asian	17%	23%	29%	17%	15%
% Filipino	2%	0%	2%	3%	2%
% Latino	17%	17%	25%	23%	21%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	2%	0%	0%
% White	52%	52%	31%	38%	49%
% Multiethnic	7%	4%	6%	7%	9%
% Other/Unknown	0%	2%	4%	6%	2%



### Student Enrollment Status

	Interior Design ( INTD )				
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
First-Time Any College	1	3	1	4	3
First-Time Transfer	5	7	9	7	2
Continuing	36	39	41	55	37
Returning	4	2	1	5	3
Concurrent Enrollment	0	1	0	0	2
% First-Time Any College	2%	6%	2%	6%	6%
% First-Time Transfer	11%	13%	17%	10%	4%
% Continuing	78%	75%	79%	77%	79%
% Returning	9%	4%	2%	7%	6%
% Concurrent Enrollment	0%	2%	0%	0%	4%

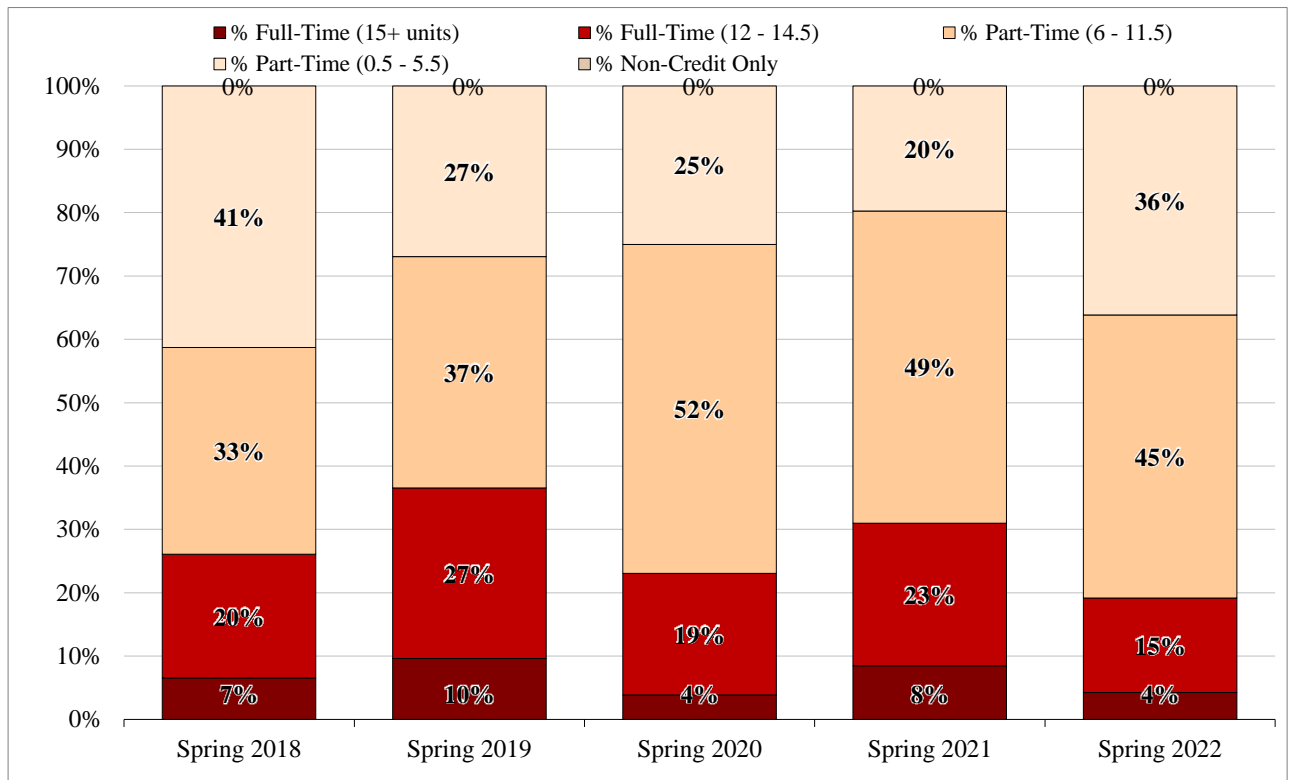


**Definitions:**

- 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.

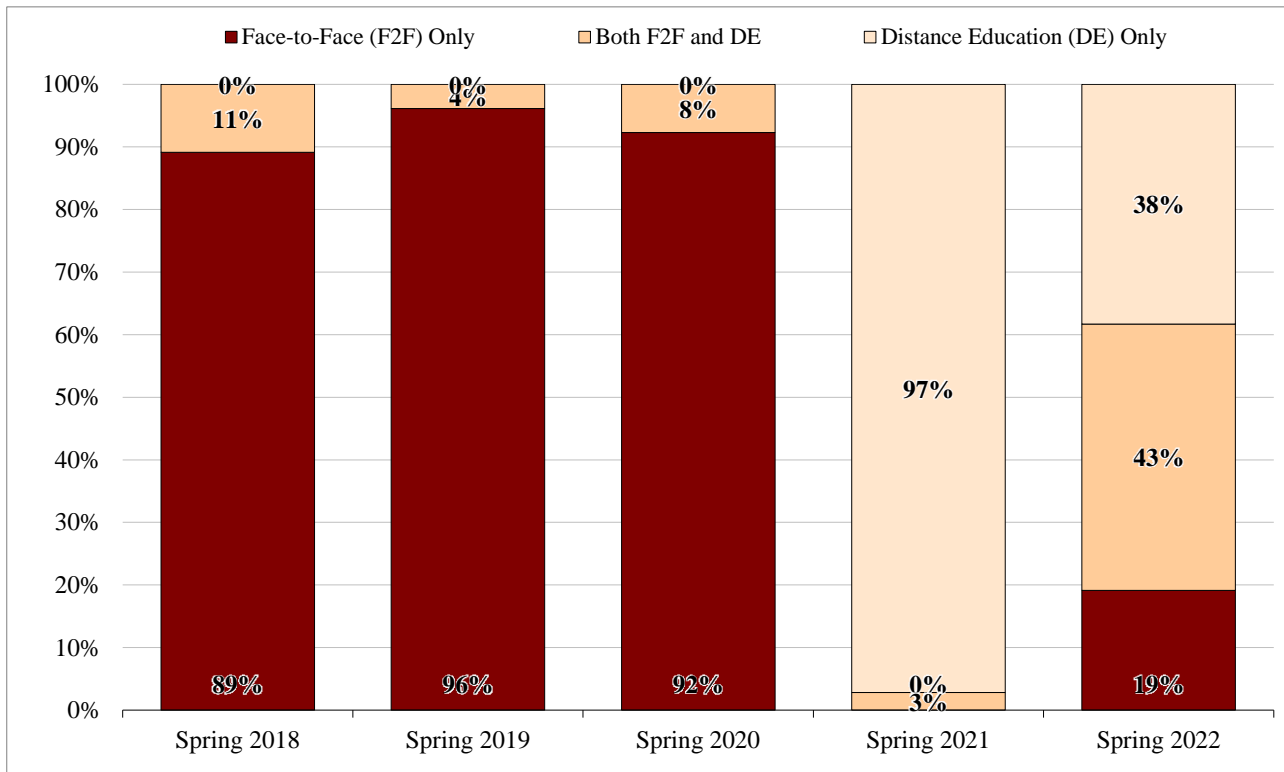
### Student Unit Load

	Interior Design (INTD)				
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Full-Time (15+ units)	3	5	2	6	2
Full-Time (12 - 14.5)	9	14	10	16	7
Part-Time (6 - 11.5)	15	19	27	35	21
Part-Time (0.5 - 5.5)	19	14	13	14	17
Non-Credit Only	0	0	0	0	0
% Full-Time (15+ units)	7%	10%	4%	8%	4%
% Full-Time (12 - 14.5)	20%	27%	19%	23%	15%
% Part-Time (6 - 11.5)	33%	37%	52%	49%	45%
% Part-Time (0.5 - 5.5)	41%	27%	25%	20%	36%
% Non-Credit Only	0%	0%	0%	0%	0%



### Students Using Distance Education

Interior Design ( INTD )					
(Categories reflect college-wide coursework)	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Face-to-Face (F2F) Only	41	50	48	0	9
Both F2F and DE	5	2	4	2	20
Distance Education (DE) Only	0	0	0	69	18
% Face-to-Face (F2F) Only	89%	96%	92%	0%	19%
% Both F2F and DE	11%	4%	8%	3%	43%
% Distance Education (DE) Only	0%	0%	0%	97%	38%

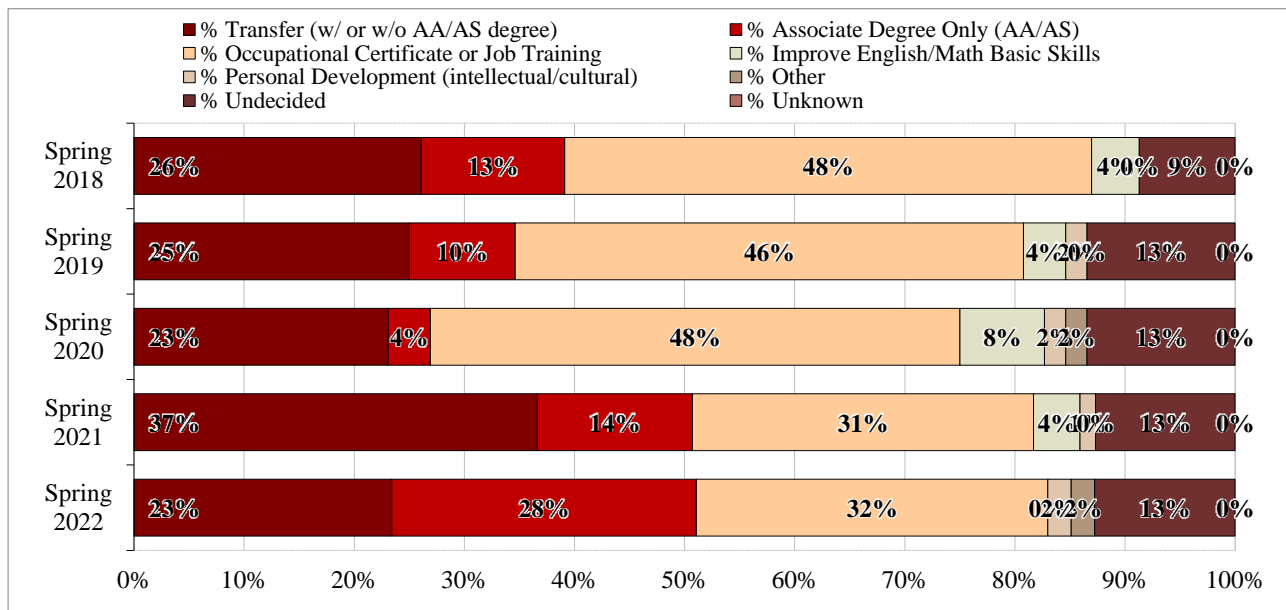


**Definitions:**

**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				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Transfer (w/ or w/o AA/AS degree)	12	13	12	26	11
Associate Degree Only (AA/AS)	6	5	2	10	13
Occupational Certificate or Job Training	22	24	25	22	15
Improve English/Math Basic Skills	2	2	4	3	0
Personal Development (intellectual/cultural)	0	1	1	1	1
Other	0	0	1	0	1
Undecided	4	7	7	9	6
Unknown	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	26%	25%	23%	37%	23%
% Associate Degree Only (AA/AS)	13%	10%	4%	14%	28%
% Occupational Certificate or Job Training	48%	46%	48%	31%	32%
% Improve English/Math Basic Skills	4%	4%	8%	4%	0%
% Personal Development (intellectual/cultural)	0%	2%	2%	1%	2%
% Other	0%	0%	2%	0%	2%
% Undecided	9%	13%	13%	13%	13%
% Unknown	0%	0%	0%	0%	0%



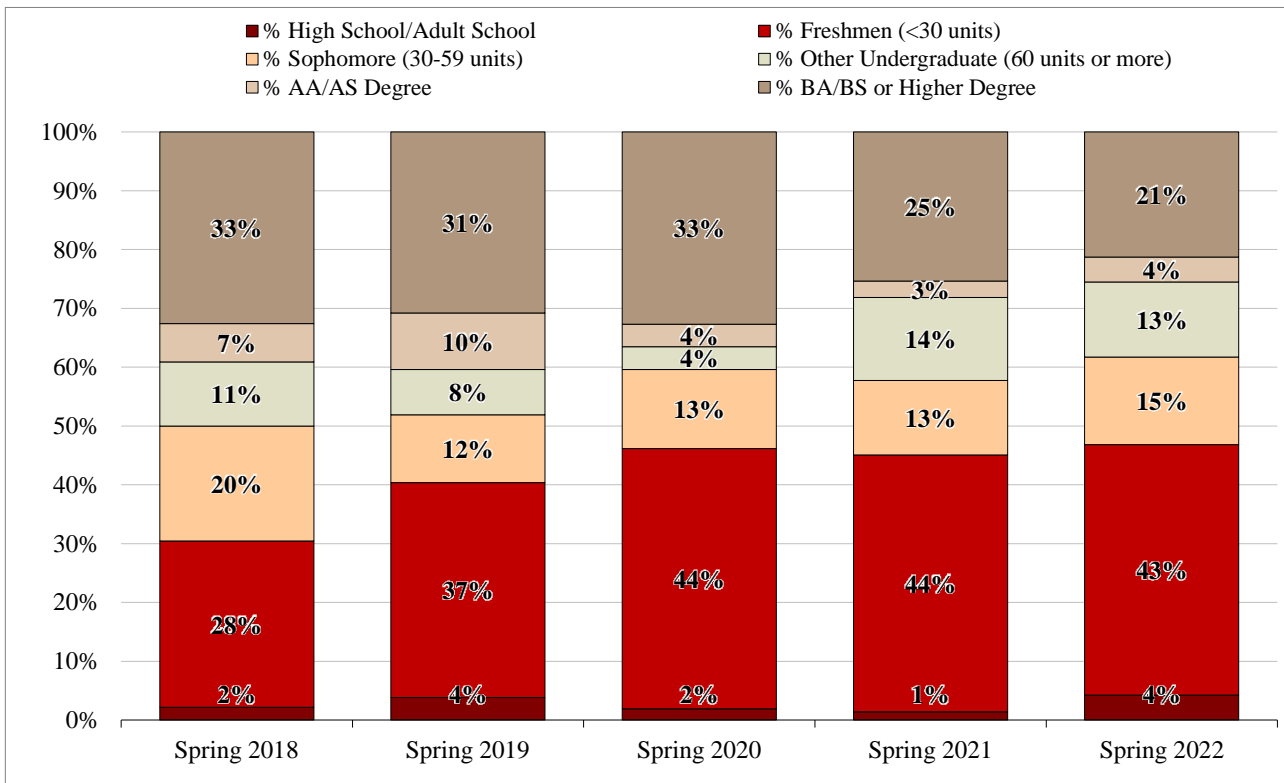
**Definitions:**

- 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.



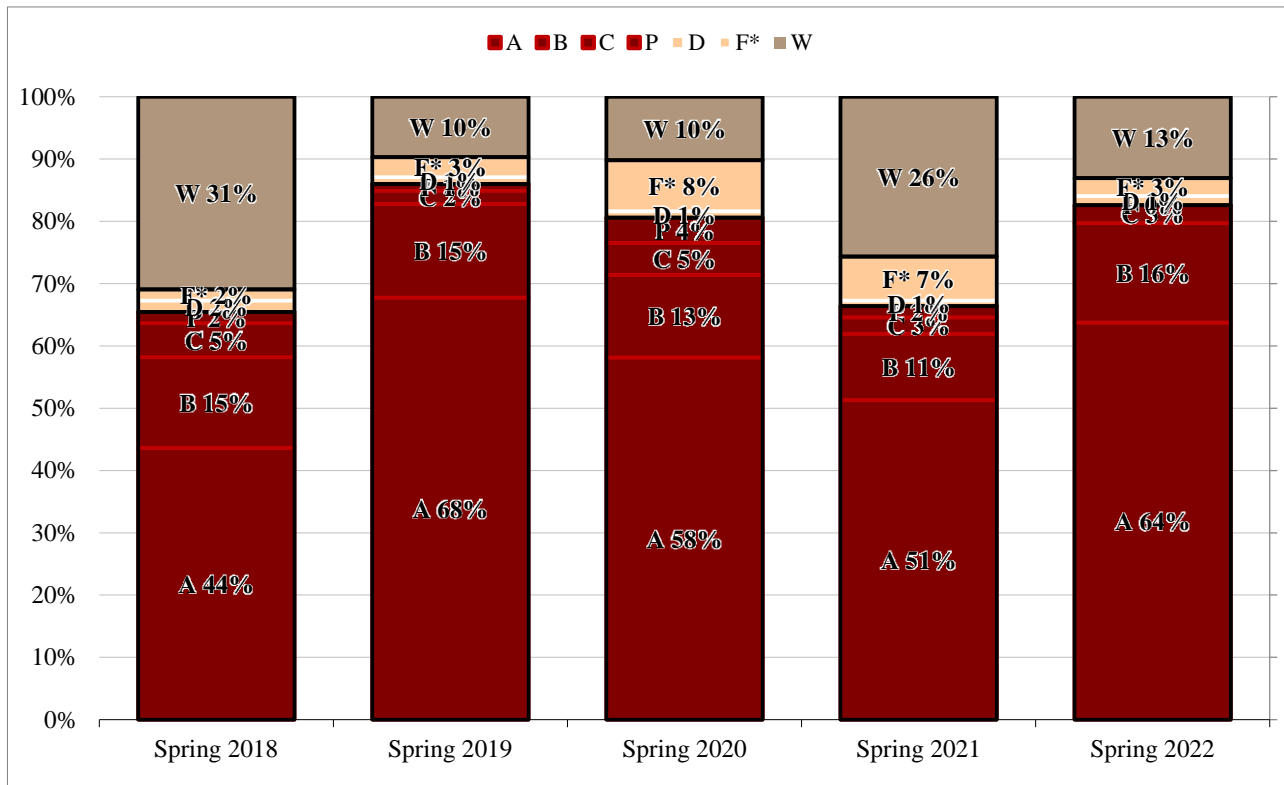
### Highest Educational Level of Students

Interior Design ( INTD )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
High School/Adult School	1	2	1	1	2
Freshmen (<30 units)	13	19	23	31	20
Sophomore (30-59 units)	9	6	7	9	7
Other Undergraduate (60 units or more)	5	4	2	10	6
AA/AS Degree	3	5	2	2	2
BA/BS or Higher Degree	15	16	17	18	10
% High School/Adult School	2%	4%	2%	1%	4%
% Freshmen (<30 units)	28%	37%	44%	44%	43%
% Sophomore (30-59 units)	20%	12%	13%	13%	15%
% Other Undergraduate (60 units or more)	11%	8%	4%	14%	13%
% AA/AS Degree	7%	10%	4%	3%	4%
% BA/BS or Higher Degree	33%	31%	33%	25%	21%



### Student Performance: Grade Distribution

Interior Design ( INTD )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
<b>Total Course Enrollments</b>	<b>55</b>	<b>92</b>	<b>98</b>	<b>113</b>	<b>69</b>
<b>Course Success Rates</b>	<b>65%</b>	<b>86%</b>	<b>81%</b>	<b>66%</b>	<b>83%</b>
A	44%	68%	58%	51%	64%
B	15%	15%	13%	11%	16%
C	5%	2%	5%	3%	3%
P	2%	1%	4%	2%	0%
<b>Course Non-Success Rate</b>	<b>4%</b>	<b>4%</b>	<b>9%</b>	<b>8%</b>	<b>4%</b>
D	2%	1%	1%	1%	1%
F*	2%	3%	8%	7%	3%
<b>Withdrawals (See Note)</b>	<b>31%</b>	<b>10%</b>	<b>10%</b>	<b>26%</b>	<b>13%</b>



**Definitions:**

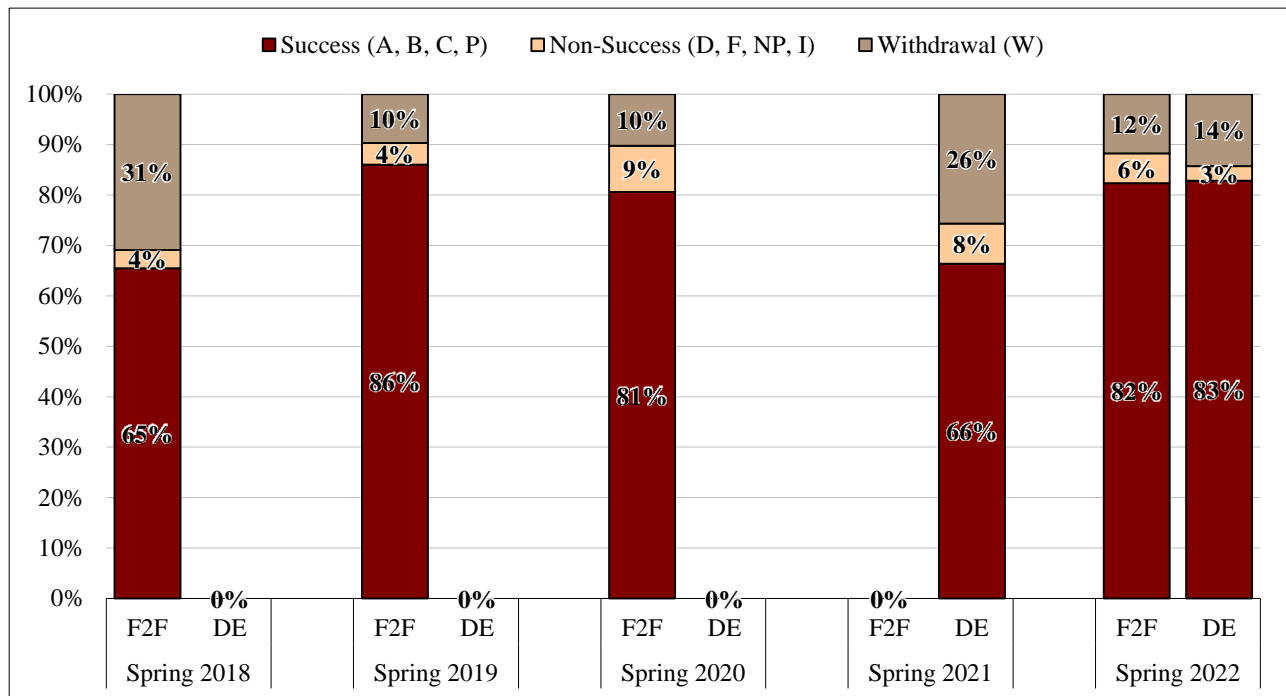
**Course Success Rate:** Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

**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				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
<b>Total Course Enrollments</b>	55	92	98	113	69
<b>Face-to-Face (F2F) Sections</b>	55	92	98	0	34
Success Rates	65%	86%	81%	—	82%
Non-Success Rates	4%	4%	9%	—	6%
Withdrawals	31%	10%	10%	—	12%
<b>Distance Education (DE) Sections</b>	0	0	0	113	35
Success Rates	—	—	—	66%	83%
Non-Success Rates	—	—	—	8%	3%
Withdrawals	—	—	—	26%	14%



**Definitions:**

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

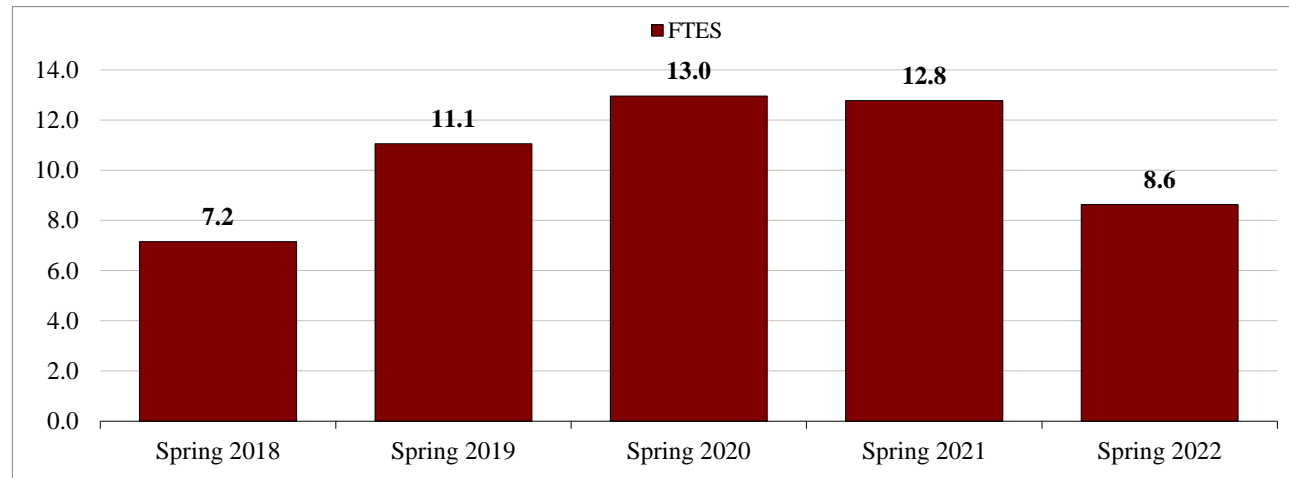
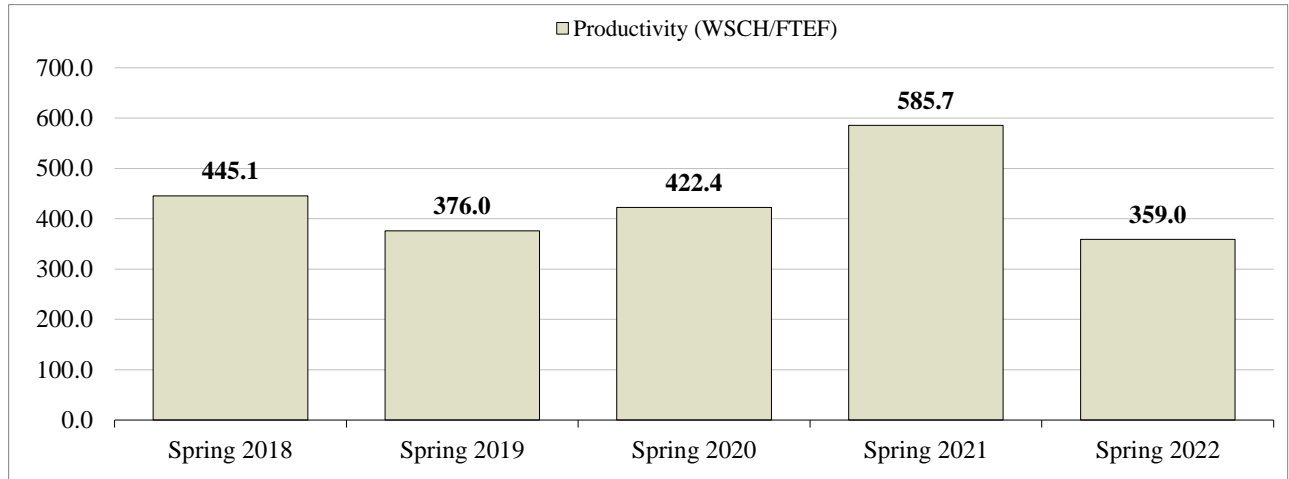
**Course Non-Success Rate:** Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

**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 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
WSCH	215	332	408	400	275
FTEF	7.2	11.1	13.0	12.8	8.6
FTEF	0.5	0.9	1.0	0.7	0.8
Productivity (WSCH/FTEF)	445.1	376.0	422.4	585.7	359.0



**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.

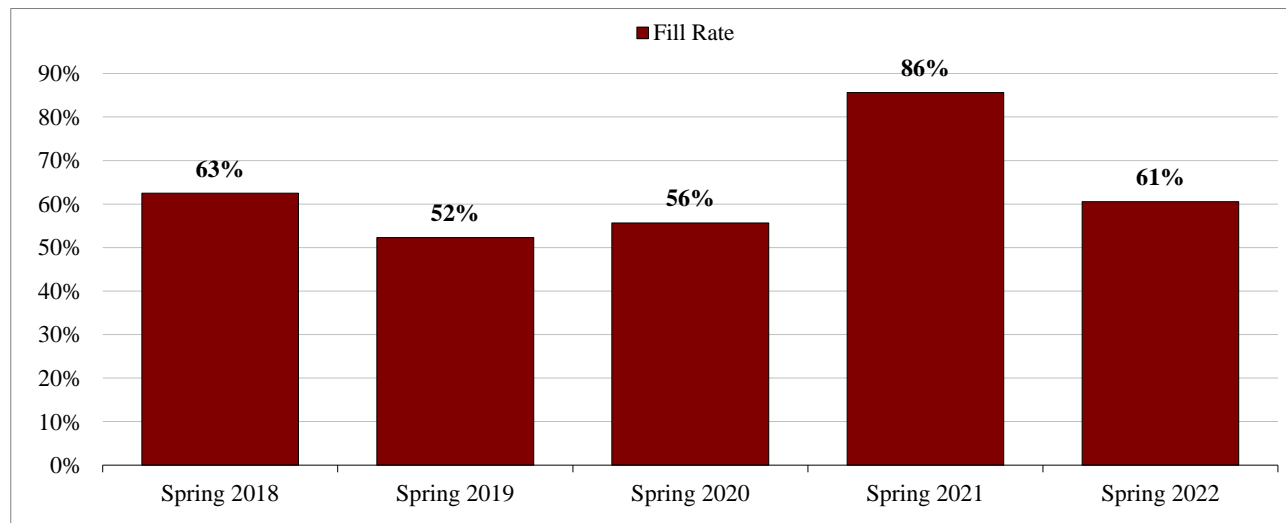
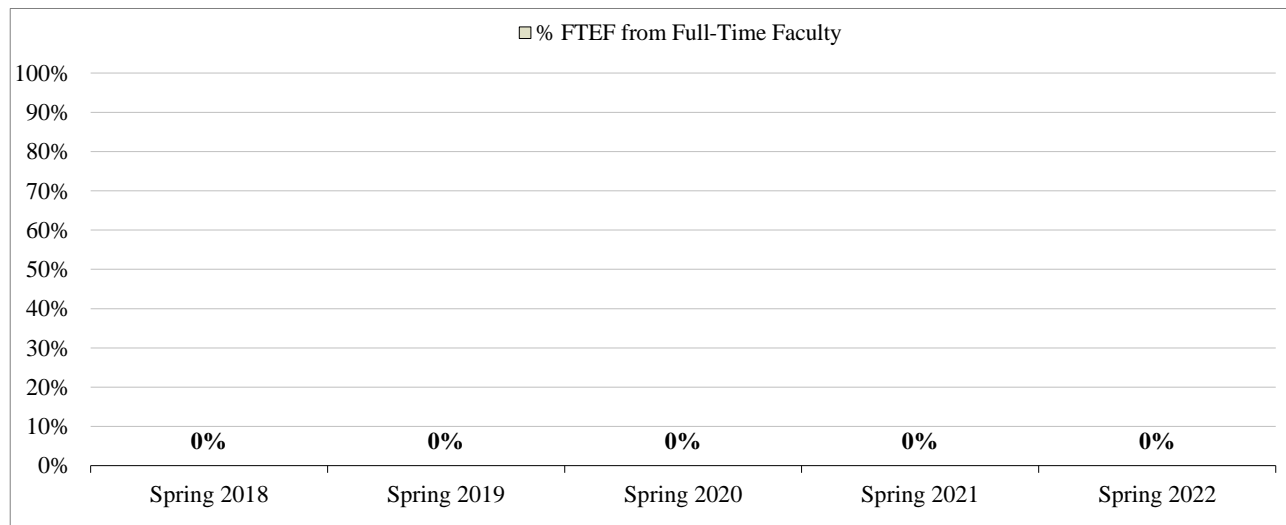
**FTEF** is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

**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 7/20/21.

## Enrollment Management: Part 2

Interior Design ( INTD )					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
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	55	92	98	113	69
Capacity (seats available)	88	176	176	132	114
Fill Rate	63%	52%	56%	86%	61%



**Definitions:**

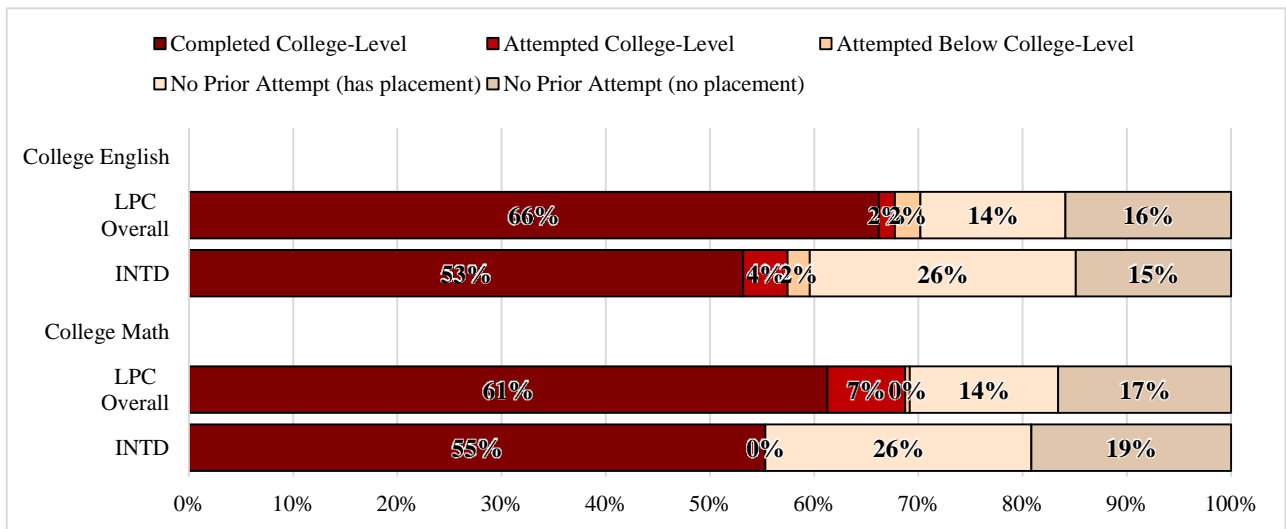
**Fill Rate** is number of enrollments over the total capacity (seats available).

**% 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

Spring 2022				
	INTD		LPC Overall	
	Num	Pct	Num	Pct
<b>College English</b>				
Completed College-level	25	53%	4,022	61%
Attempted College-level	2	4%	490	7%
Attempted Below College-level	1	2%	30	0%
No Prior Attempt (has placement)	12	26%	934	14%
No Prior Attempt (no placement)	7	15%	1,089	17%
<b>College Math</b>				
Completed College-level	26	55%	4,345	66%
Attempted College-level	0	0%	103	2%
Attempted Below College-level	0	0%	160	2%
No Prior Attempt (has placement)	12	26%	914	14%
No Prior Attempt (no placement)	9	19%	1,043	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.