



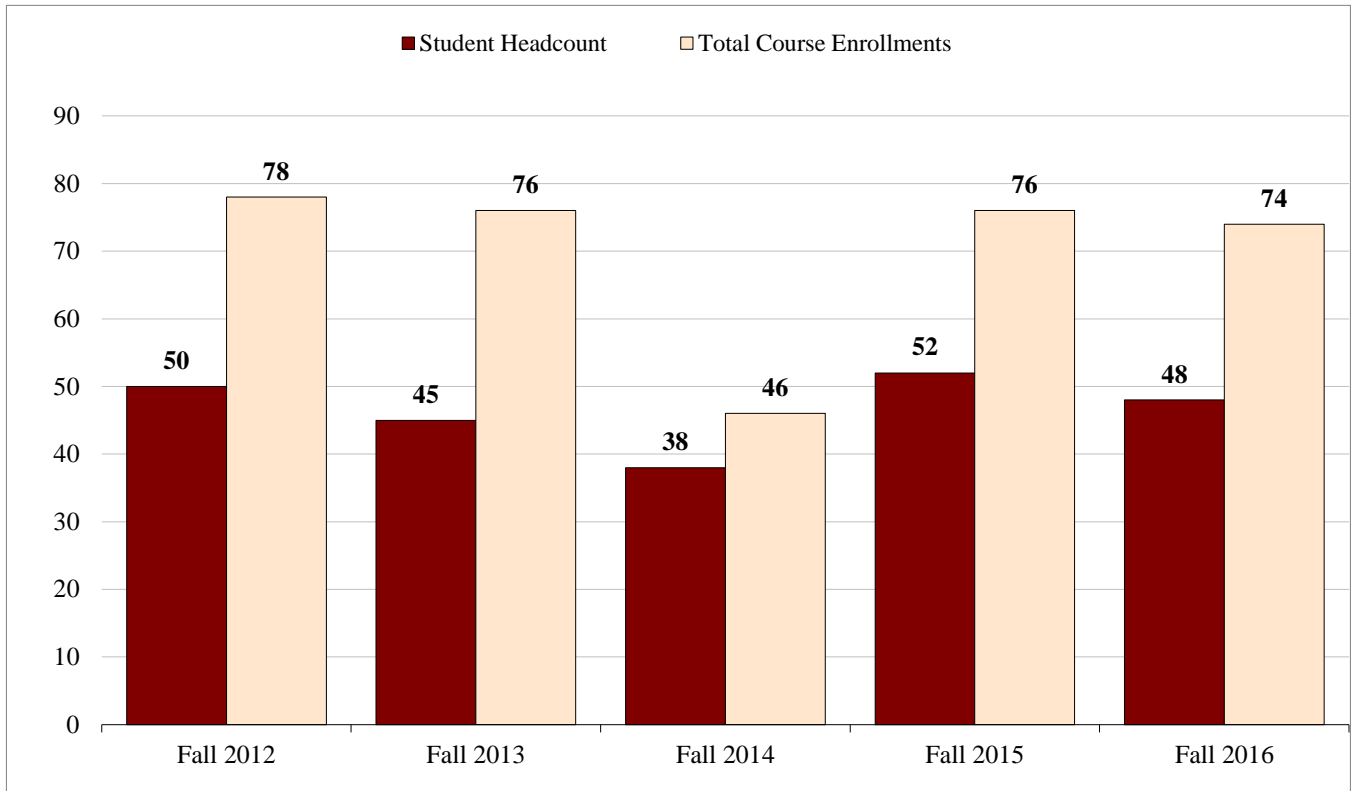
Las Positas College
Program Review Discipline Data Packet
Fall 2012 to Fall 2016

Discipline:
Interior Design (INTD)

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Headcount & Enrollment

Interior Design (INTD)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Student Headcount	50	45	38	52	48
Total Course Enrollments	78	76	46	76	74



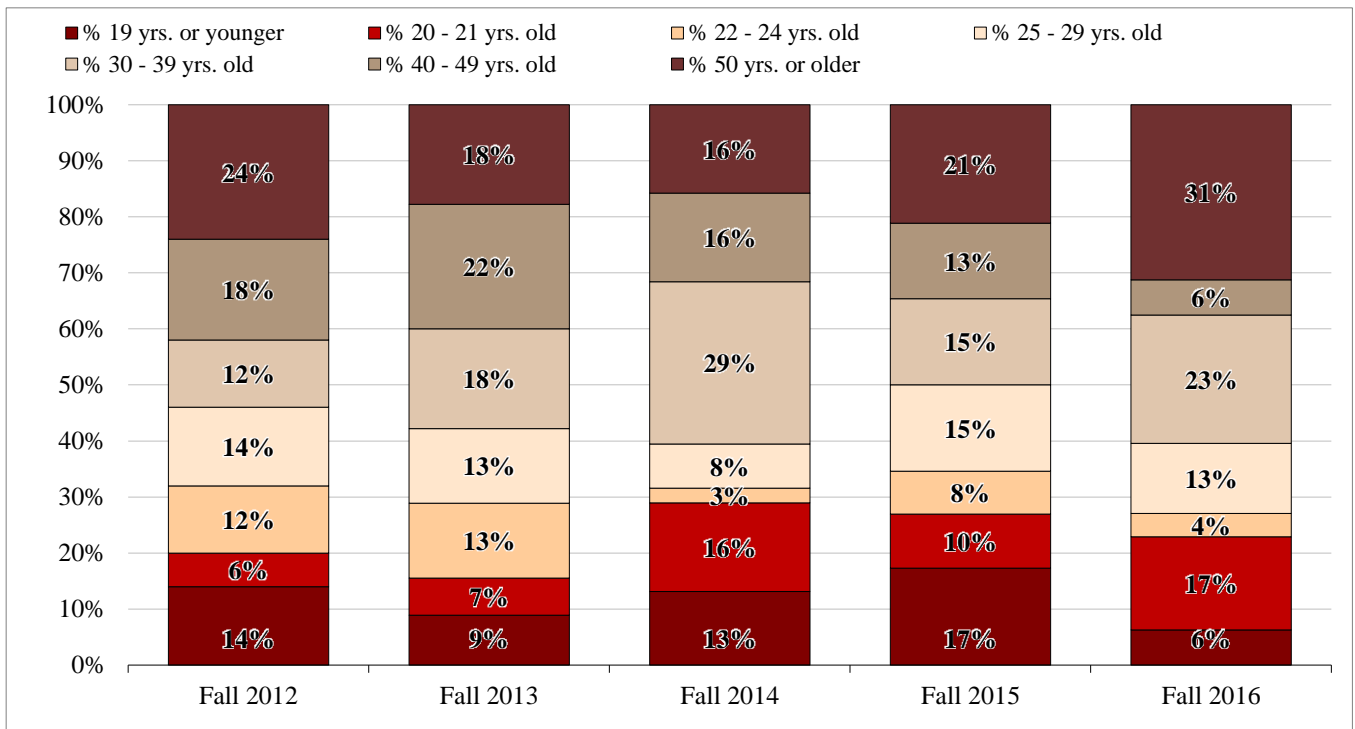
Definitions:

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.

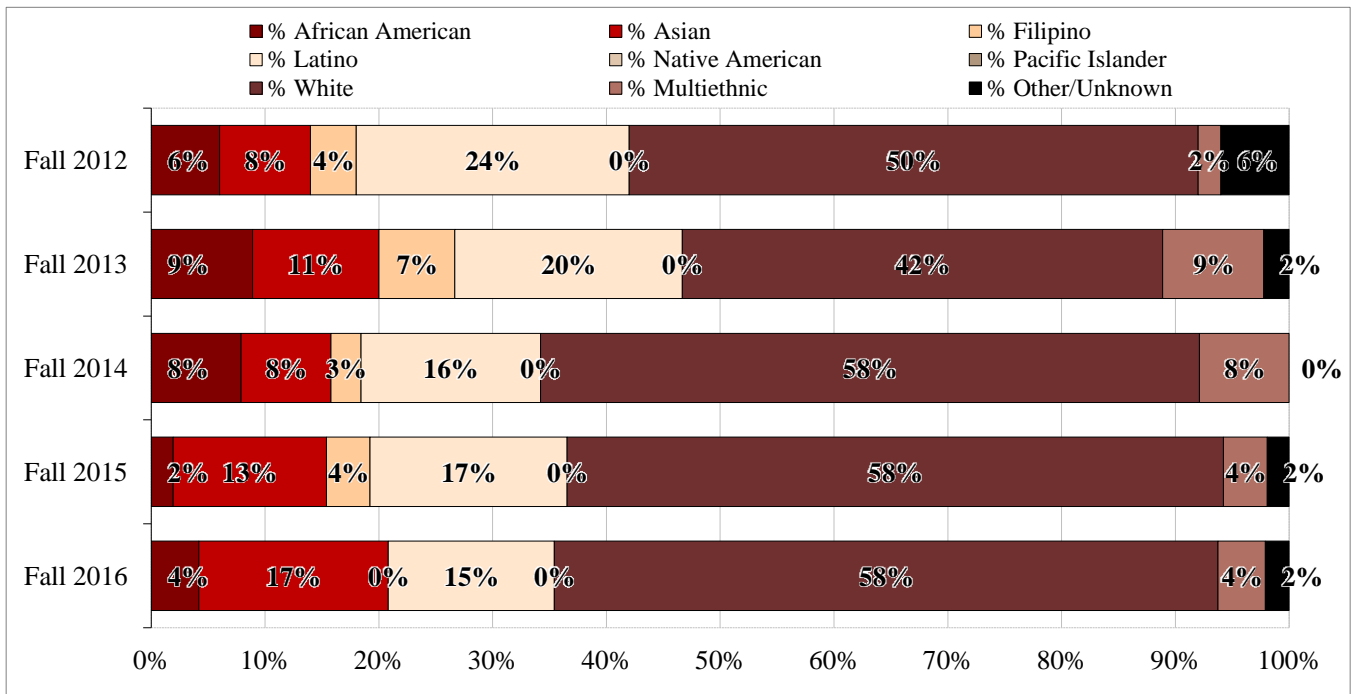
Student Demographics: Gender & Age

Interior Design (INTD)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female	42	38	28	45	44
Male	8	7	10	7	4
19 yrs. or younger	7	4	5	9	3
20-21 yrs. old	3	3	6	5	8
22-24 yrs. old	6	6	1	4	2
25-29 yrs. old	7	6	3	8	6
30-39 yrs. old	6	8	11	8	11
40-49 yrs. old	9	10	6	7	3
50 yrs. or older	12	8	6	11	15
% Female	84%	84%	74%	87%	92%
% Male	16%	16%	26%	13%	8%
% 19 yrs. or younger	14%	9%	13%	17%	6%
% 20 - 21 yrs. old	6%	7%	16%	10%	17%
% 22 - 24 yrs. old	12%	13%	3%	8%	4%
% 25 - 29 yrs. old	14%	13%	8%	15%	13%
% 30 - 39 yrs. old	12%	18%	29%	15%	23%
% 40 - 49 yrs. old	18%	22%	16%	13%	6%
% 50 yrs. or older	24%	18%	16%	21%	31%



Student Demographic: Race-Ethnicity

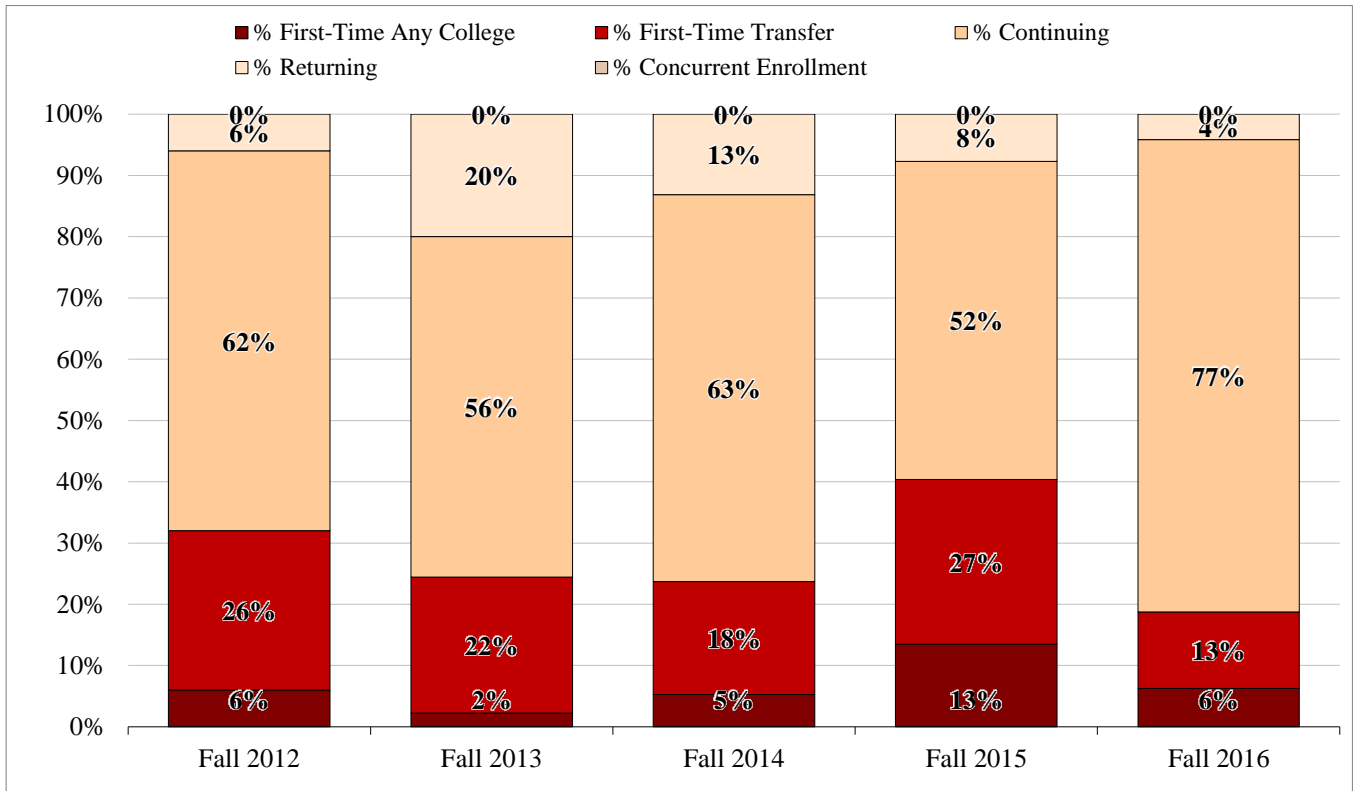
Interior Design (INTD)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	3	4	3	1	2
Asian	4	5	3	7	8
Filipino	2	3	1	2	0
Latino	12	9	6	9	7
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	25	19	22	30	28
Multiethnic	1	4	3	2	2
Other/Unknown	3	1	0	1	1
% African American	6%	9%	8%	2%	4%
% Asian	8%	11%	8%	13%	17%
% Filipino	4%	7%	3%	4%	0%
% Latino	24%	20%	16%	17%	15%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	50%	42%	58%	58%	58%
% Multiethnic	2%	9%	8%	4%	4%
% Other/Unknown	6%	2%	0%	2%	2%



Note: Multiethnic category became available in Fall 2011.

Student Enrollment Status

Interior Design (INTD)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
First-Time Any College	3	1	2	7	3
First-Time Transfer	13	10	7	14	6
Continuing	31	25	24	27	37
Returning	3	9	5	4	2
Concurrent Enrollment	0	0	0	0	0
% First-Time Any College	6%	2%	5%	13%	6%
% First-Time Transfer	26%	22%	18%	27%	13%
% Continuing	62%	56%	63%	52%	77%
% Returning	6%	20%	13%	8%	4%
% Concurrent Enrollment	0%	0%	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.

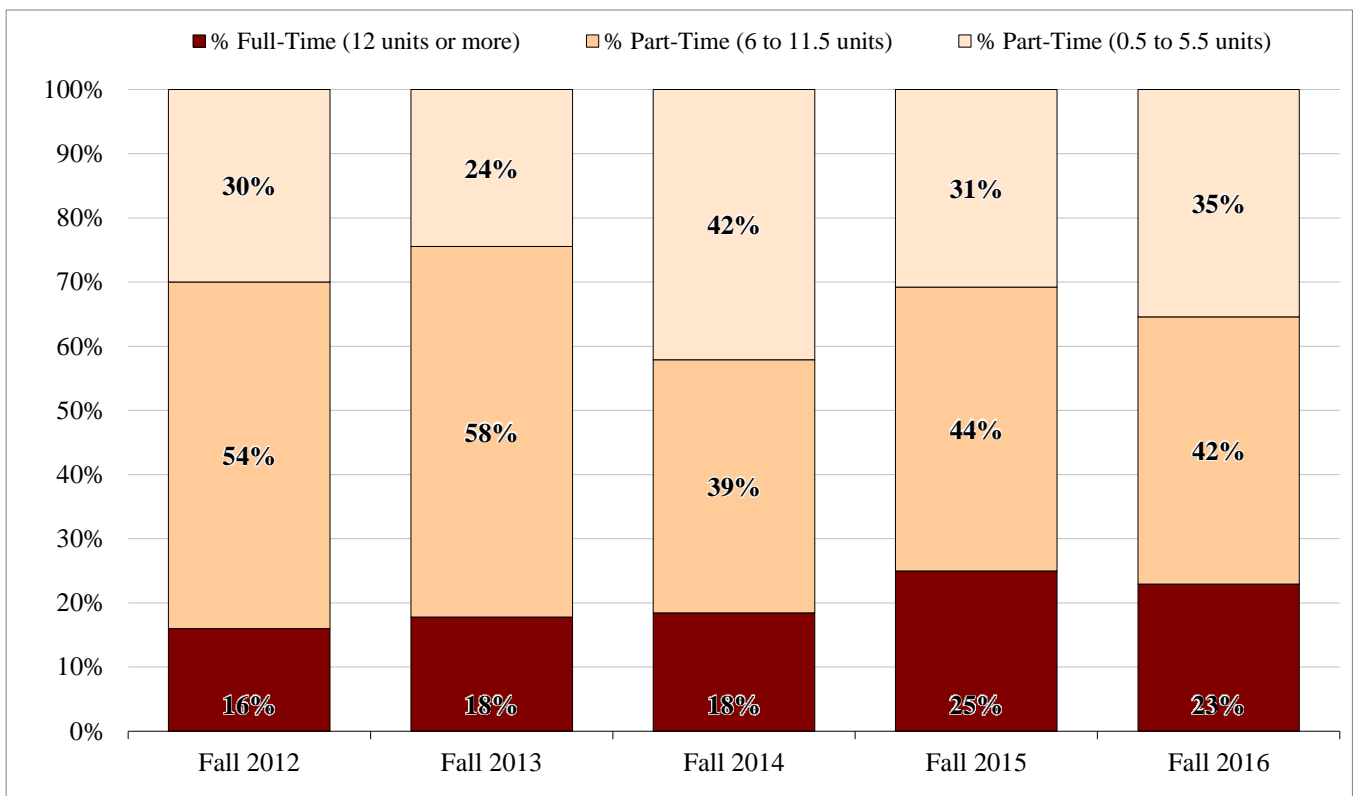
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

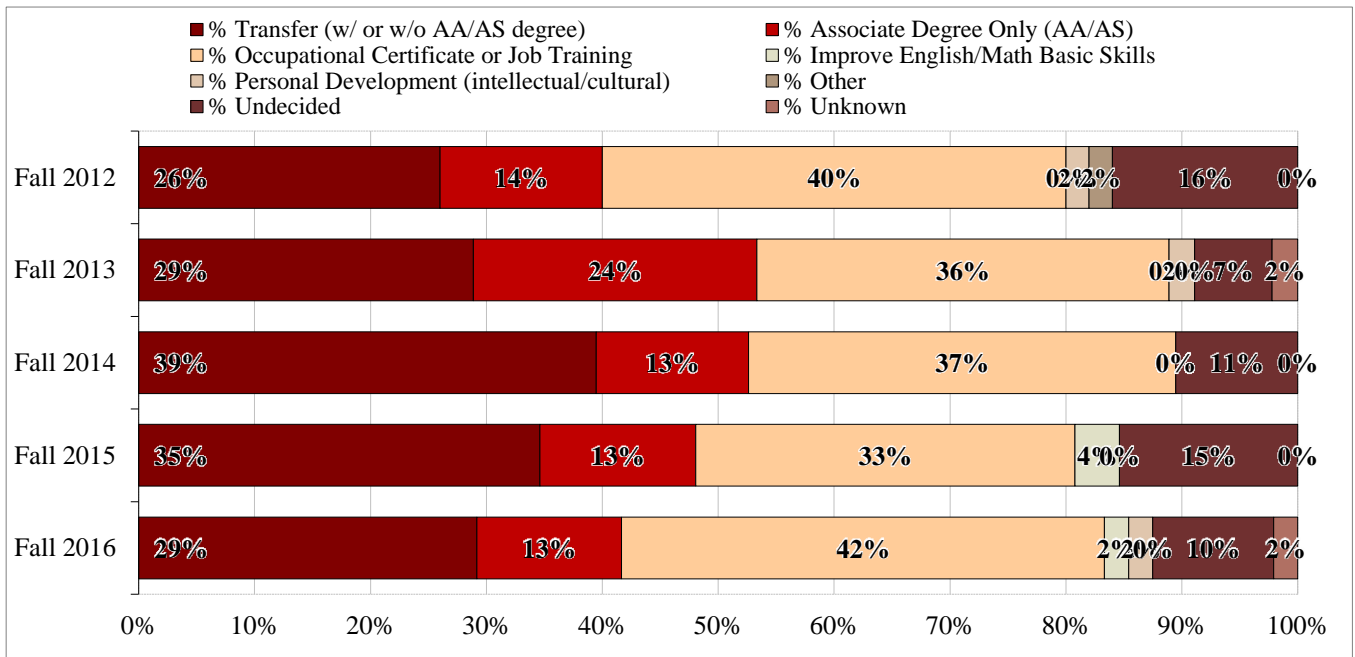
Student Unit Load

Interior Design (INTD)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Full-Time (12 units or more)	8	8	7	13	11
Part-Time (6 to 11.5 units)	27	26	15	23	20
Part-Time (0.5 to 5.5 units)	15	11	16	16	17
% Full-Time (12 units or more)	16%	18%	18%	25%	23%
% Part-Time (6 to 11.5 units)	54%	58%	39%	44%	42%
% Part-Time (0.5 to 5.5 units)	30%	24%	42%	31%	35%



Student Educational Goal

Interior Design (INTD)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Transfer (w/ or w/o AA/AS degree)	13	13	15	18	14
Associate Degree Only (AA/AS)	7	11	5	7	6
Occupational Certificate or Job Training	20	16	14	17	20
Improve English/Math Basic Skills	0	0	0	2	1
Personal Development (intellectual/cultural)	1	1	0	0	1
Other	1	0	0	0	0
Undecided	8	3	4	8	5
Unknown	0	1	0	0	1
% Transfer (w/ or w/o AA/AS degree)	26%	29%	39%	35%	29%
% Associate Degree Only (AA/AS)	14%	24%	13%	13%	13%
% Occupational Certificate or Job Training	40%	36%	37%	33%	42%
% Improve English/Math Basic Skills	0%	0%	0%	4%	2%
% Personal Development (intellectual/cultural)	2%	2%	0%	0%	2%
% Other	2%	0%	0%	0%	0%
% Undecided	16%	7%	11%	15%	10%
% Unknown	0%	2%	0%	0%	2%



Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.

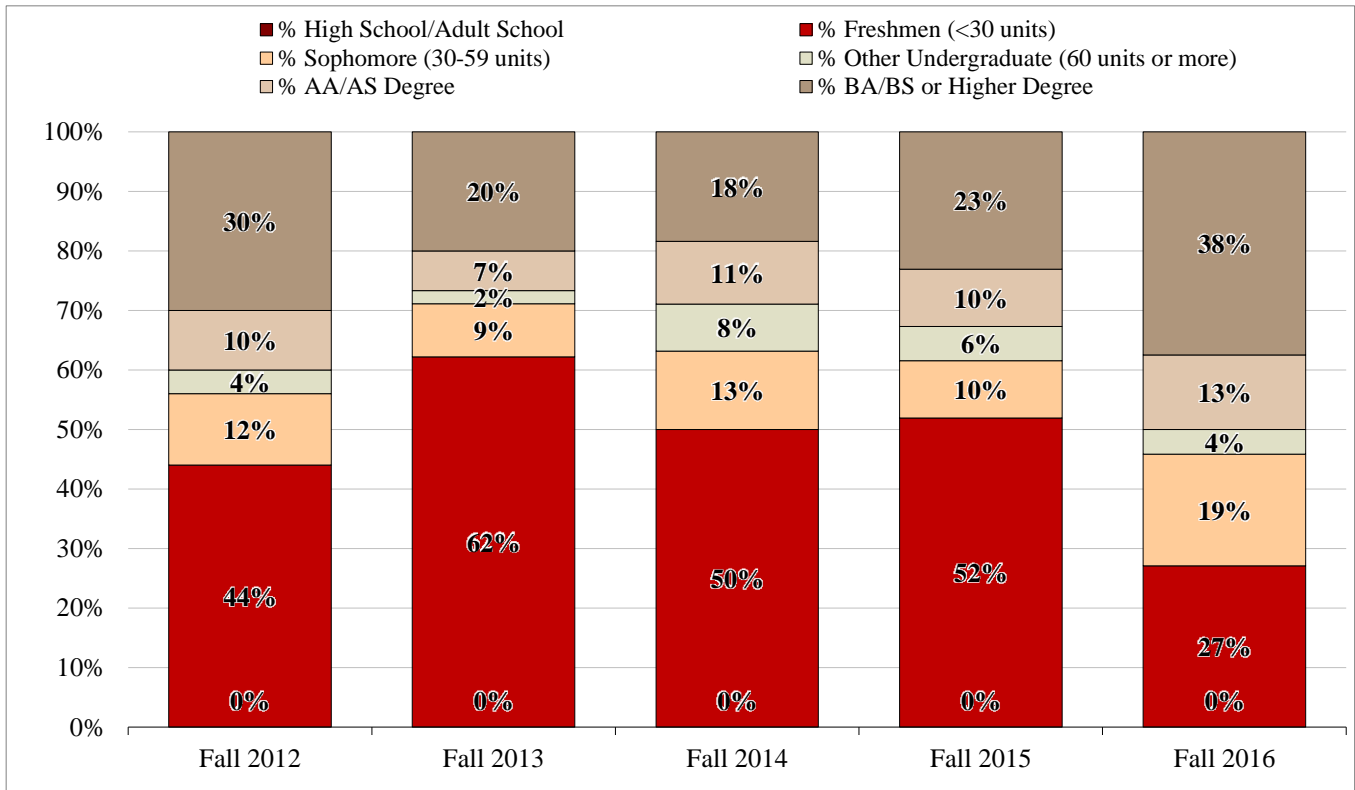
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

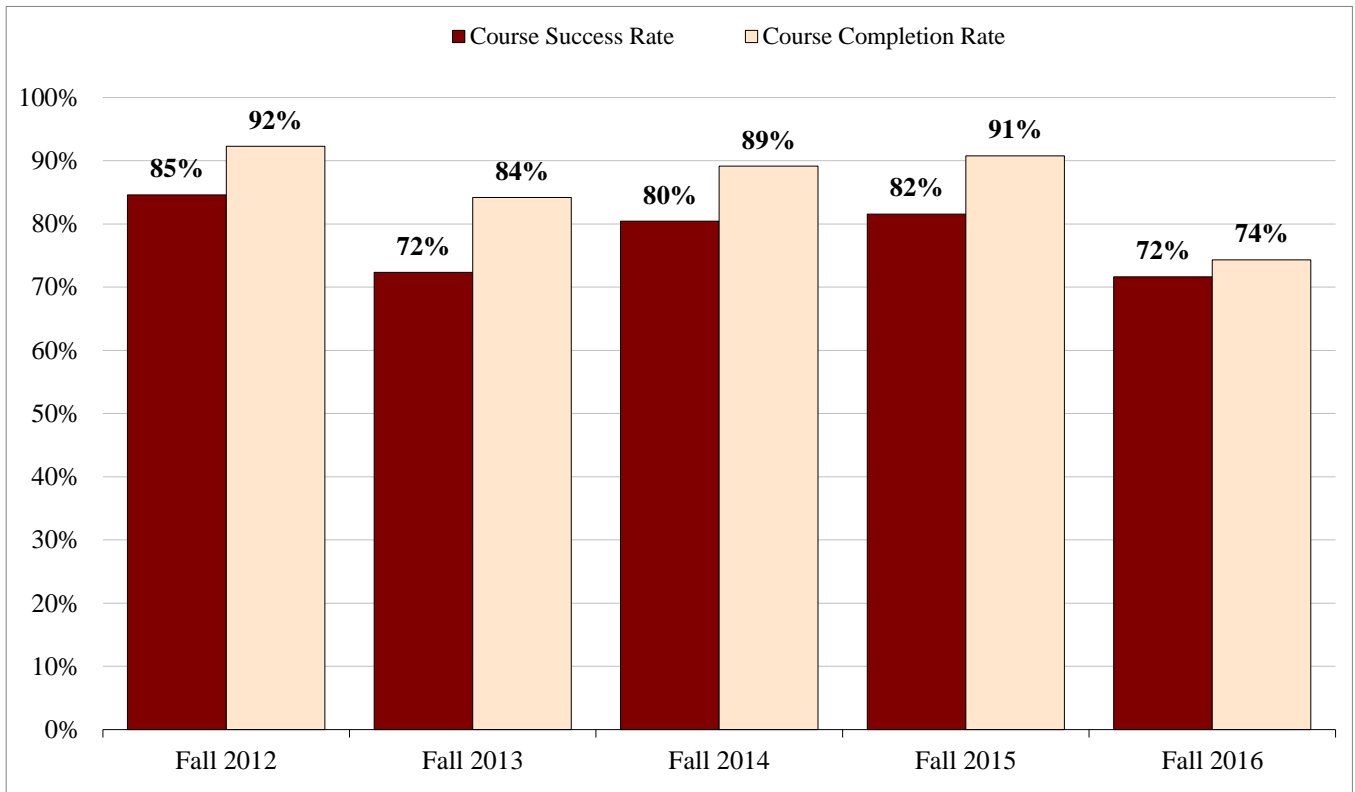
Highest Educational Level of Students

Interior Design (INTD)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
High School/Adult School	0	0	0	0	0
Freshmen (<30 units)	22	28	19	27	13
Sophomore (30-59 units)	6	4	5	5	9
Other Undergraduate (60 units or more)	2	1	3	3	2
AA/AS Degree	5	3	4	5	6
BA/BS or Higher Degree	15	9	7	12	18
% High School/Adult School	0%	0%	0%	0%	0%
% Freshmen (<30 units)	44%	62%	50%	52%	27%
% Sophomore (30-59 units)	12%	9%	13%	10%	19%
% Other Undergraduate (60 units or more)	4%	2%	8%	6%	4%
% AA/AS Degree	10%	7%	11%	10%	13%
% BA/BS or Higher Degree	30%	20%	18%	23%	38%



Student Performance

Interior Design (INTD)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Course Success Rate	85%	72%	80%	82%	72%
Course Completion Rate	92%	84%	89%	91%	74%



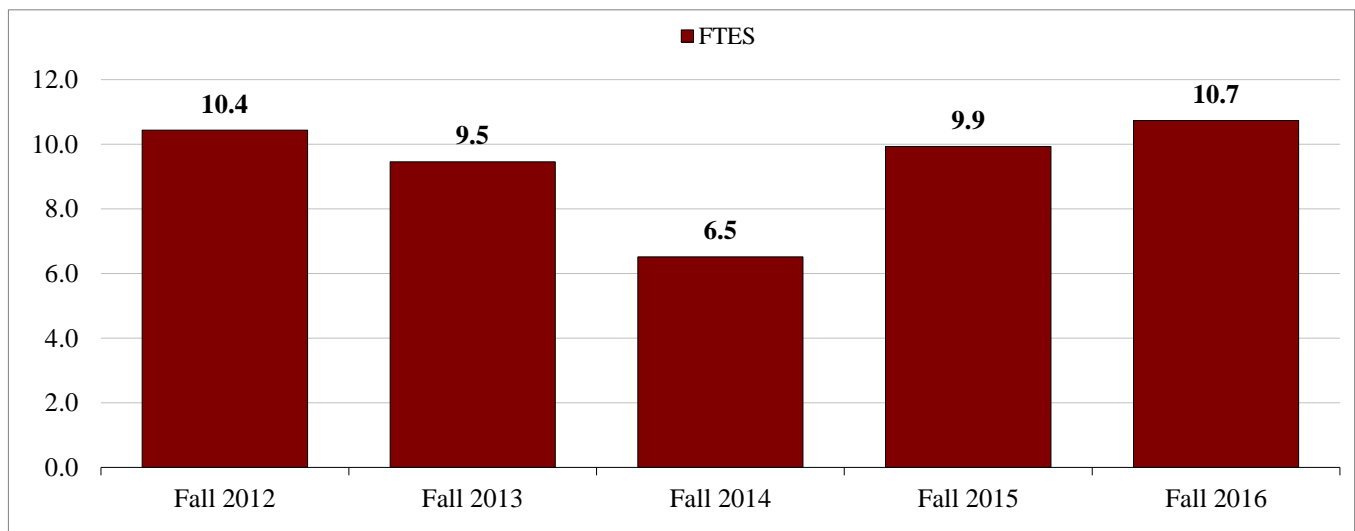
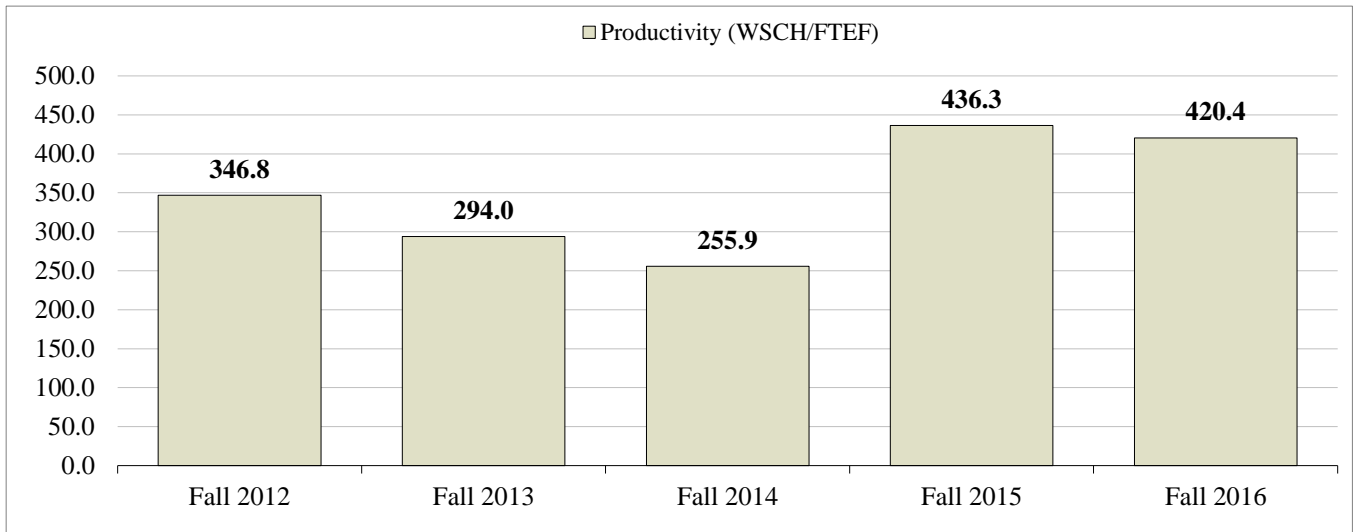
Definitions:

Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') relative to all students receiving a grade.

Course Completion Rate is the percentage of students receiving any grade other than 'W' relative to all students receiving a grade.

Enrollment Management: Part 1

Interior Design (INTD)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
WSCH	335	284	196	298	322
FTES	10.4	9.5	6.5	9.9	10.7
FTEF	1.0	1.0	0.8	0.7	0.8
Productivity (WSCH/FTEF)	346.8	294.0	255.9	436.3	420.4



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.

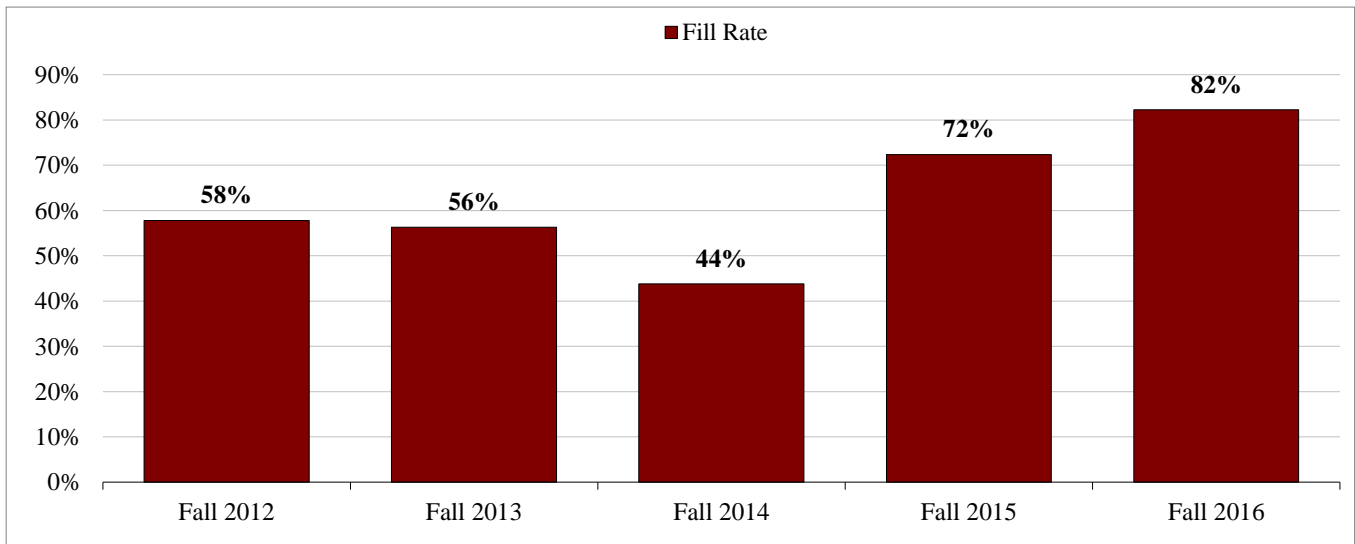
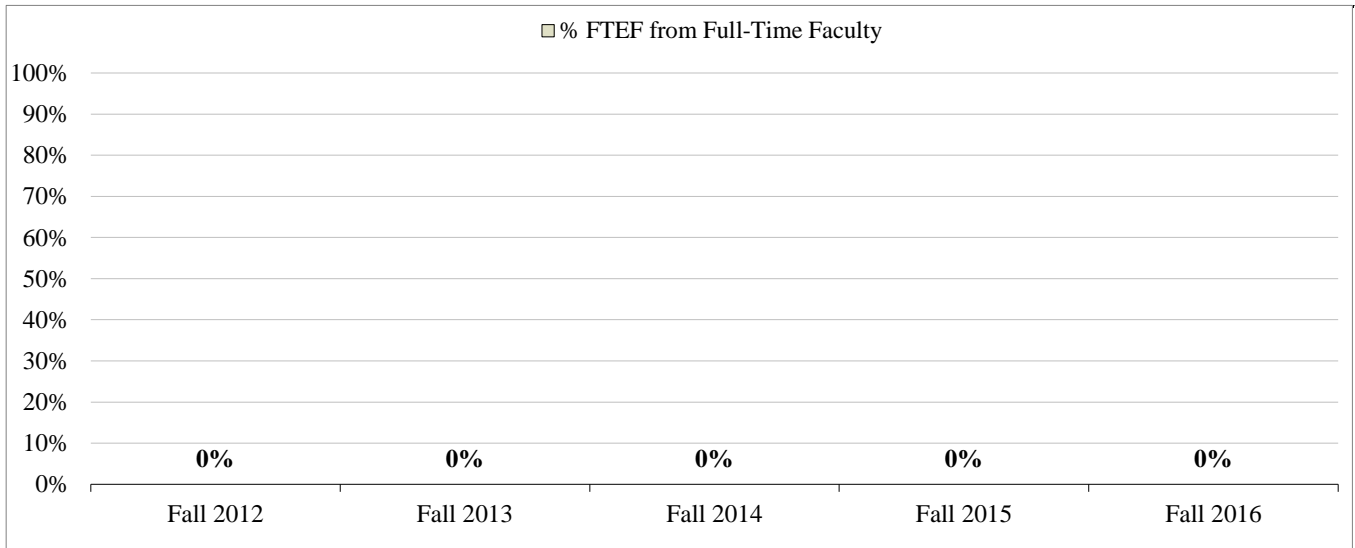
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Note: Enrollment Management data includes all credit courses accounted for during the respective academic terms; data accessed on 5/9/17.

Enrollment Management: Part 2

Interior Design (INTD)					
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
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	78	76	46	76	74
Capacity (seats available)	135	135	105	105	90
Fill Rate	58%	56%	44%	72%	82%



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 includes all credit courses accounted for during the respective academic terms; data accessed on 5/9/17.