



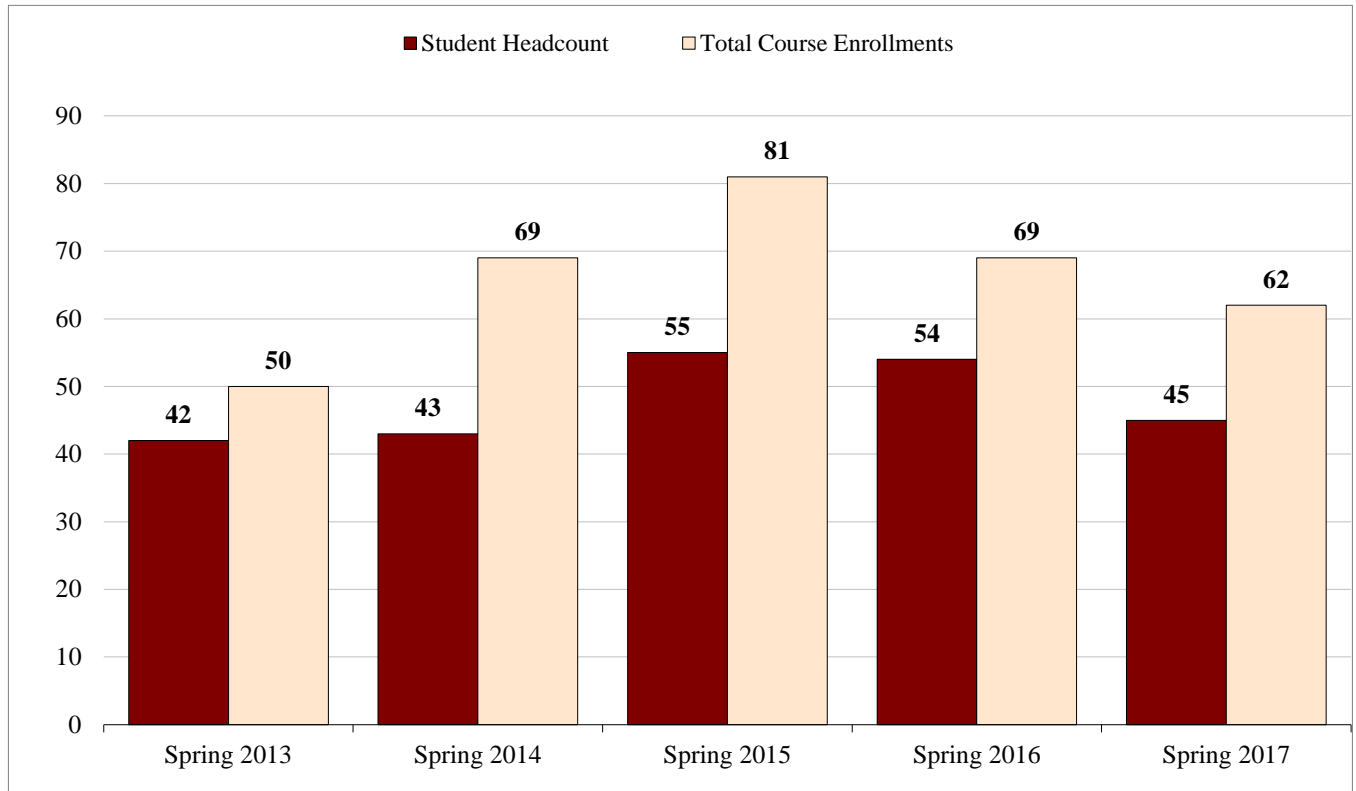
Las Positas College  
**Program Review Discipline Data Packet**  
Spring 2013 to Spring 2017

Discipline:  
**Interior Design (INTD)**

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## Headcount & Enrollment

Interior Design ( INTD )					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Student Headcount	42	43	55	54	45
Total Course Enrollments	50	69	81	69	62



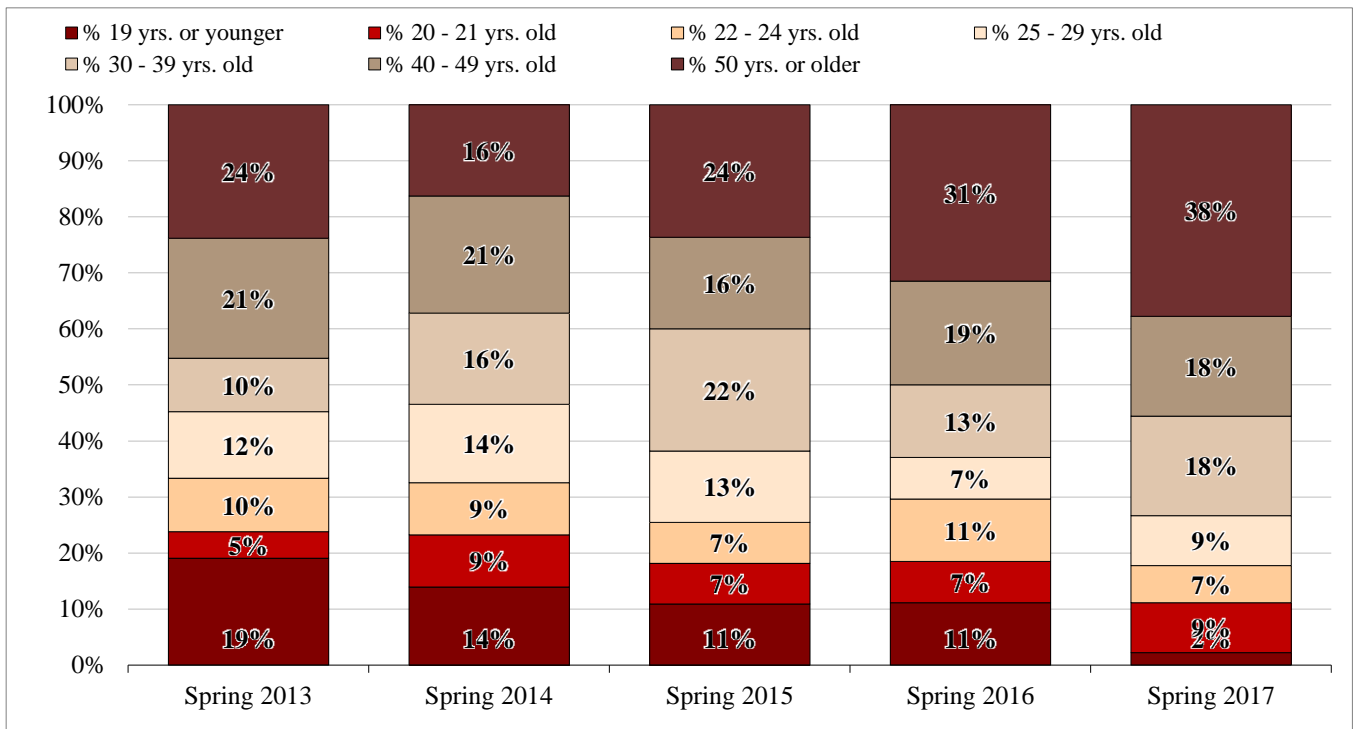
**Definitions:**

**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.

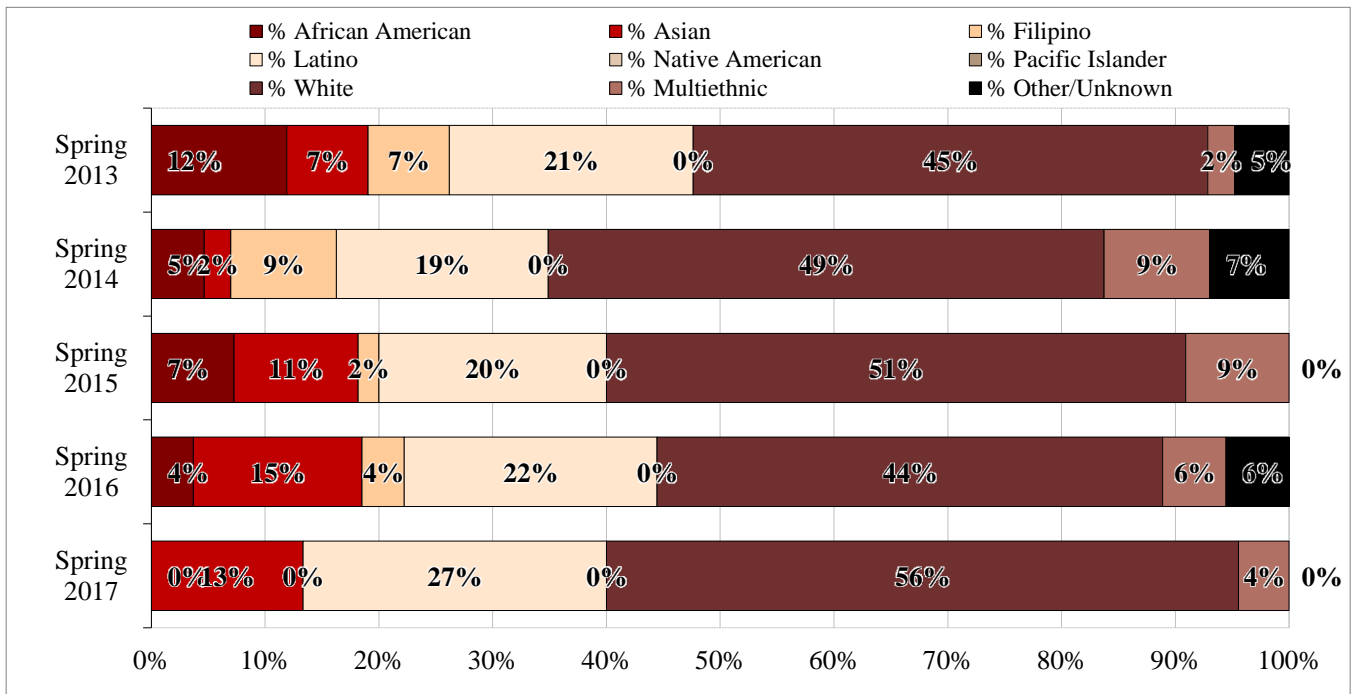
### Student Demographics: Gender & Age

Interior Design ( INTD )					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Female	35	27	48	47	41
Male	7	14	6	6	4
19 yrs. or younger	8	6	6	6	1
20-21 yrs. old	2	4	4	4	4
22-24 yrs. old	4	4	4	6	3
25-29 yrs. old	5	6	7	4	4
30-39 yrs. old	4	7	12	7	8
40-49 yrs. old	9	9	9	10	8
50 yrs. or older	10	7	13	17	17
% Female	83%	66%	89%	89%	91%
% Male	17%	34%	11%	11%	9%
% 19 yrs. or younger	19%	14%	11%	11%	2%
% 20 - 21 yrs. old	5%	9%	7%	7%	9%
% 22 - 24 yrs. old	10%	9%	7%	11%	7%
% 25 - 29 yrs. old	12%	14%	13%	7%	9%
% 30 - 39 yrs. old	10%	16%	22%	13%	18%
% 40 - 49 yrs. old	21%	21%	16%	19%	18%
% 50 yrs. or older	24%	16%	24%	31%	38%



### Student Demographic: Race-Ethnicity

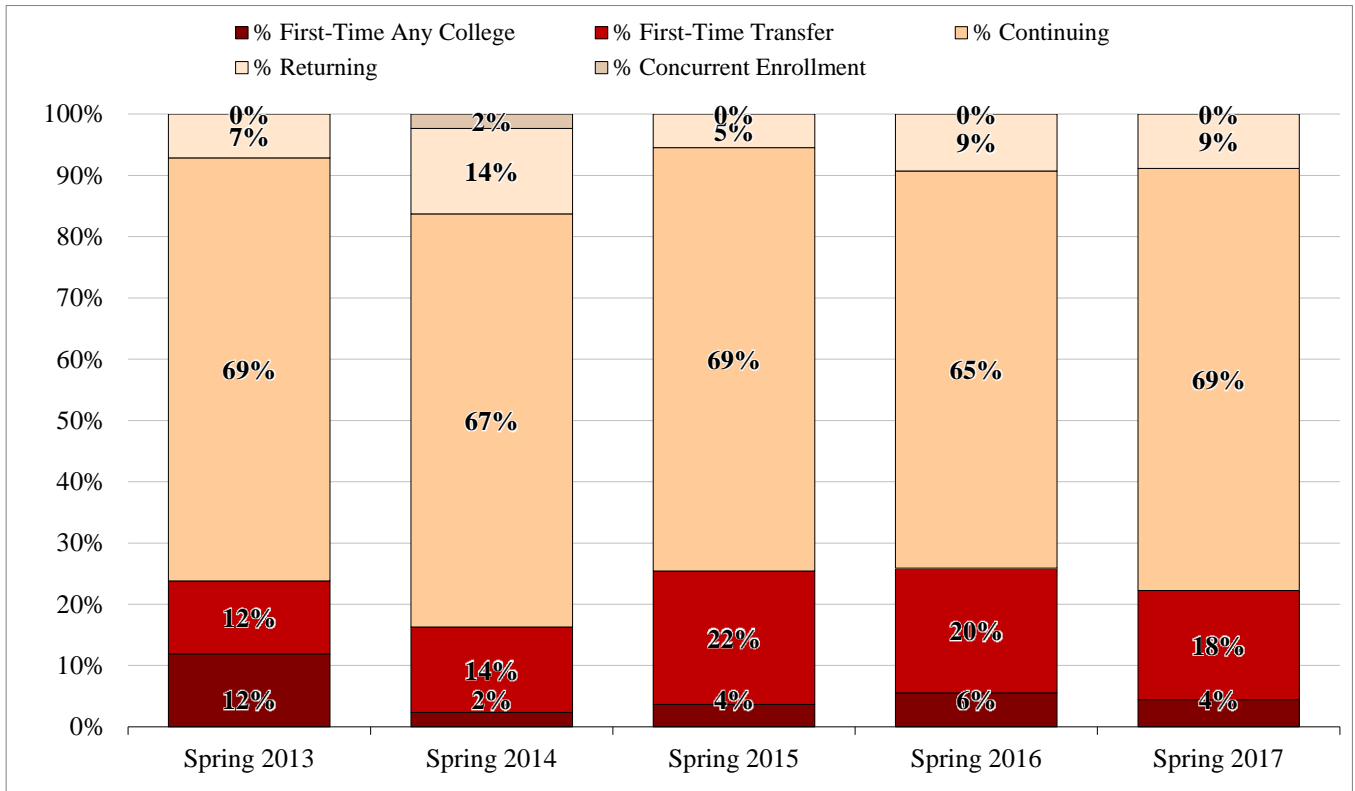
Interior Design ( INTD )					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
African American	5	2	4	2	0
Asian	3	1	6	8	6
Filipino	3	4	1	2	0
Latino	9	8	11	12	12
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	19	21	28	24	25
Multiethnic	1	4	5	3	2
Other/Unknown	2	3	0	3	0
% African American	12%	5%	7%	4%	0%
% Asian	7%	2%	11%	15%	13%
% Filipino	7%	9%	2%	4%	0%
% Latino	21%	19%	20%	22%	27%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	0%
% White	45%	49%	51%	44%	56%
% Multiethnic	2%	9%	9%	6%	4%
% Other/Unknown	5%	7%	0%	6%	0%



Note: Multiethnic category became available in Fall 2011.

## Student Enrollment Status

Interior Design ( INTD )					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
First-Time Any College	5	1	2	3	2
First-Time Transfer	5	6	12	11	8
Continuing	29	29	38	35	31
Returning	3	6	3	5	4
Concurrent Enrollment	0	1	0	0	0
% First-Time Any College	12%	2%	4%	6%	4%
% First-Time Transfer	12%	14%	22%	20%	18%
% Continuing	69%	67%	69%	65%	69%
% Returning	7%	14%	5%	9%	9%
% Concurrent Enrollment	0%	2%	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.

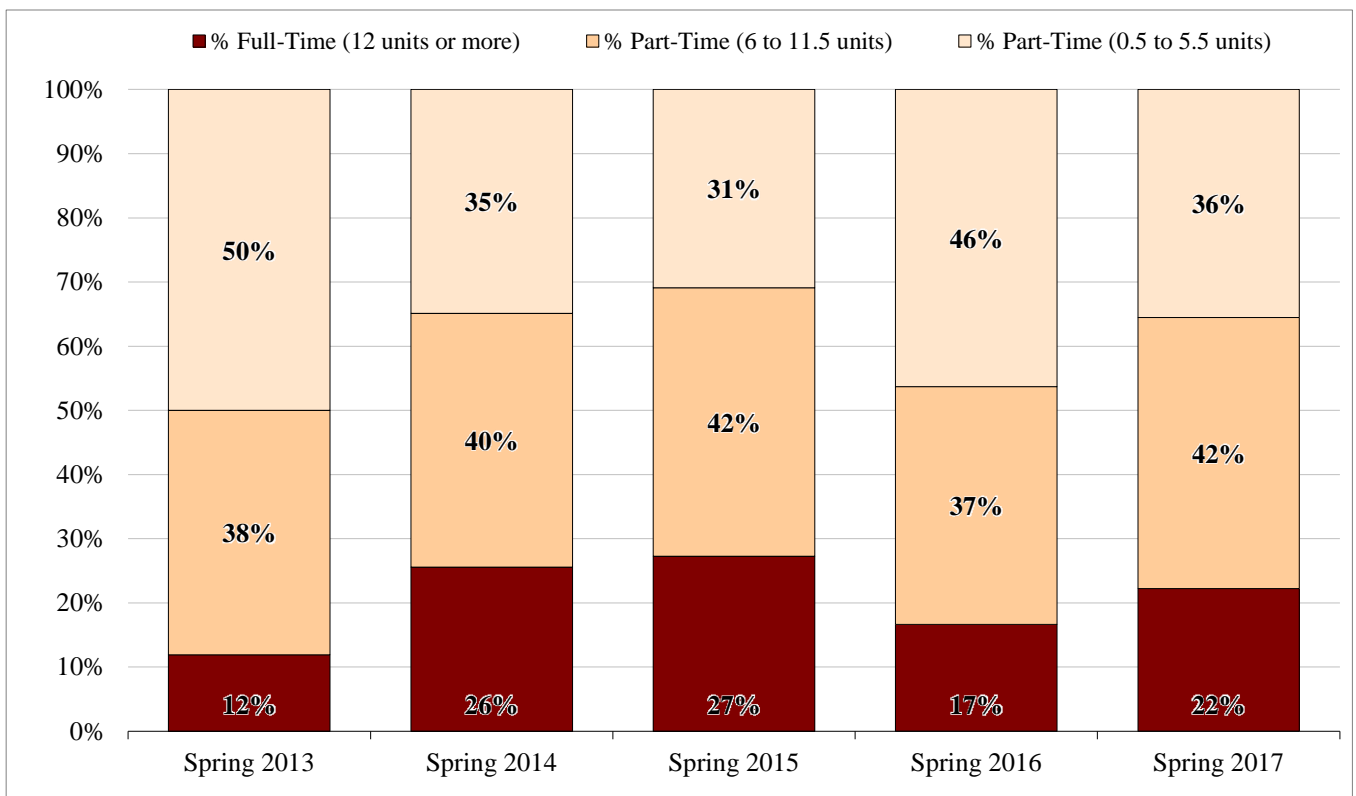
**Continuing:** Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

**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.

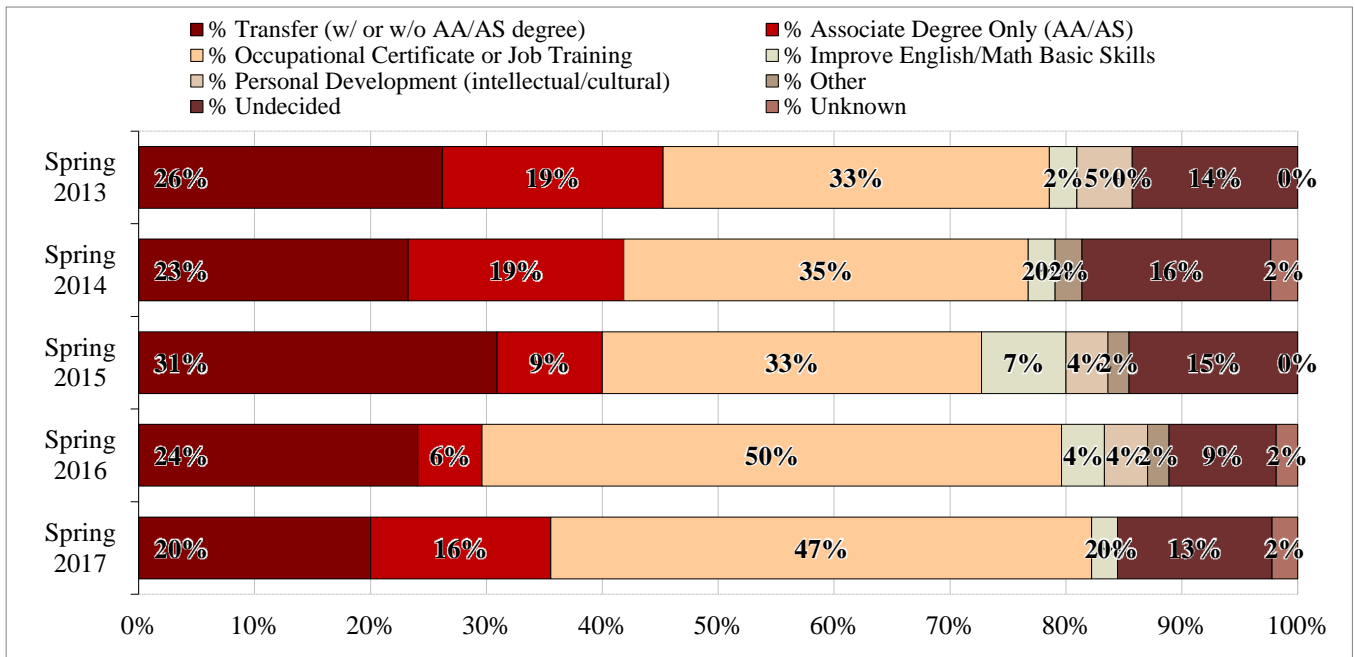
## Student Unit Load

Interior Design ( INTD )					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Full-Time (12 units or more)	5	11	15	9	10
Part-Time (6 to 11.5 units)	16	17	23	20	19
Part-Time (0.5 to 5.5 units)	21	15	17	25	16
% Full-Time (12 units or more)	12%	26%	27%	17%	22%
% Part-Time (6 to 11.5 units)	38%	40%	42%	37%	42%
% Part-Time (0.5 to 5.5 units)	50%	35%	31%	46%	36%



## Student Educational Goal

Interior Design ( INTD )					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Transfer (w/ or w/o AA/AS degree)	11	10	17	13	9
Associate Degree Only (AA/AS)	8	8	5	3	7
Occupational Certificate or Job Training	14	15	18	27	21
Improve English/Math Basic Skills	1	1	4	2	1
Personal Development (intellectual/cultural)	2	0	2	2	0
Other	0	1	1	1	0
Undecided	6	7	8	5	6
Unknown	0	1	0	1	1
<b>% Transfer (w/ or w/o AA/AS degree)</b>	<b>26%</b>	<b>23%</b>	<b>31%</b>	<b>24%</b>	<b>20%</b>
<b>% Associate Degree Only (AA/AS)</b>	<b>19%</b>	<b>19%</b>	<b>9%</b>	<b>6%</b>	<b>16%</b>
<b>% Occupational Certificate or Job Training</b>	<b>33%</b>	<b>35%</b>	<b>33%</b>	<b>50%</b>	<b>47%</b>
<b>% Improve English/Math Basic Skills</b>	<b>2%</b>	<b>2%</b>	<b>7%</b>	<b>4%</b>	<b>2%</b>
<b>% Personal Development (intellectual/cultural)</b>	<b>5%</b>	<b>0%</b>	<b>4%</b>	<b>4%</b>	<b>0%</b>
<b>% Other</b>	<b>0%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>0%</b>
<b>% Undecided</b>	<b>14%</b>	<b>16%</b>	<b>15%</b>	<b>9%</b>	<b>13%</b>
<b>% Unknown</b>	<b>0%</b>	<b>2%</b>	<b>0%</b>	<b>2%</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.

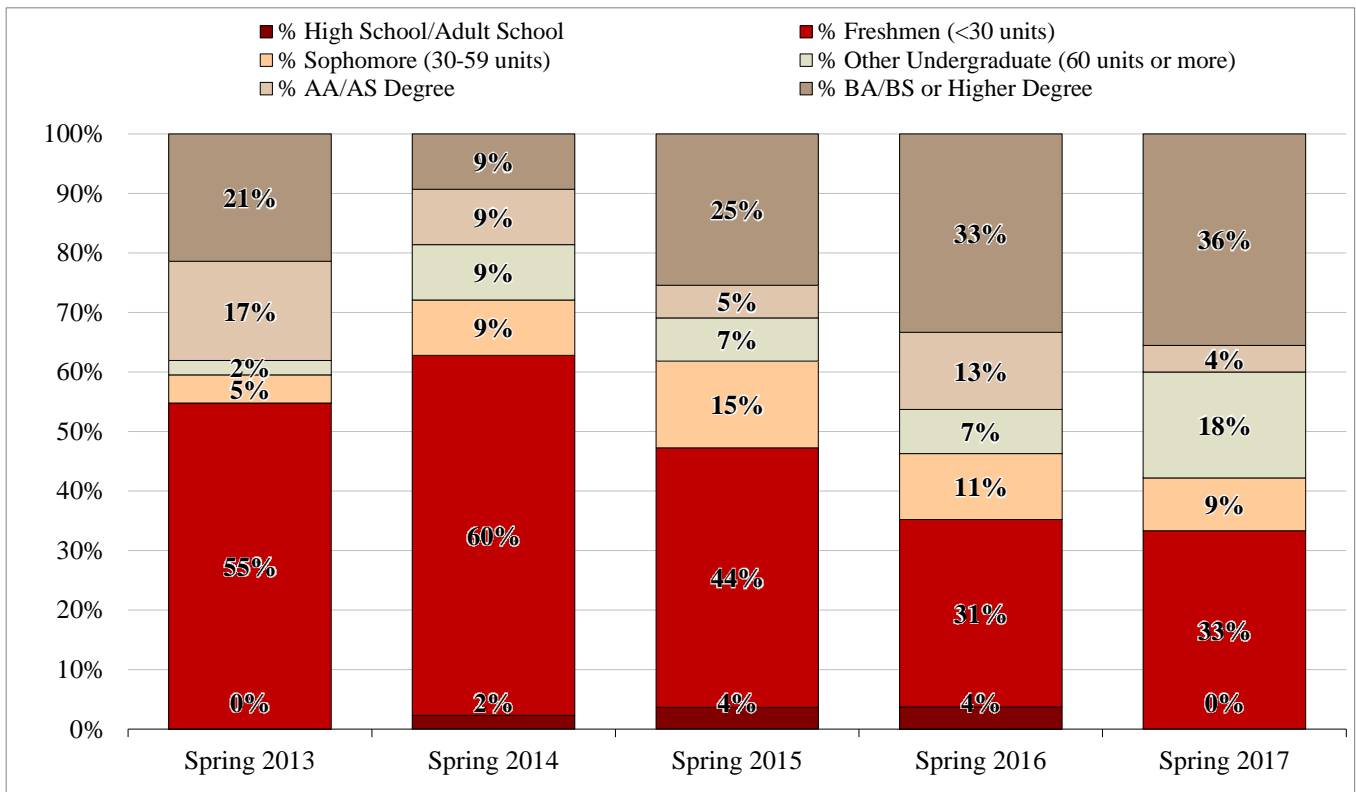
**Occupational Certificate/Job Training:** Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

**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

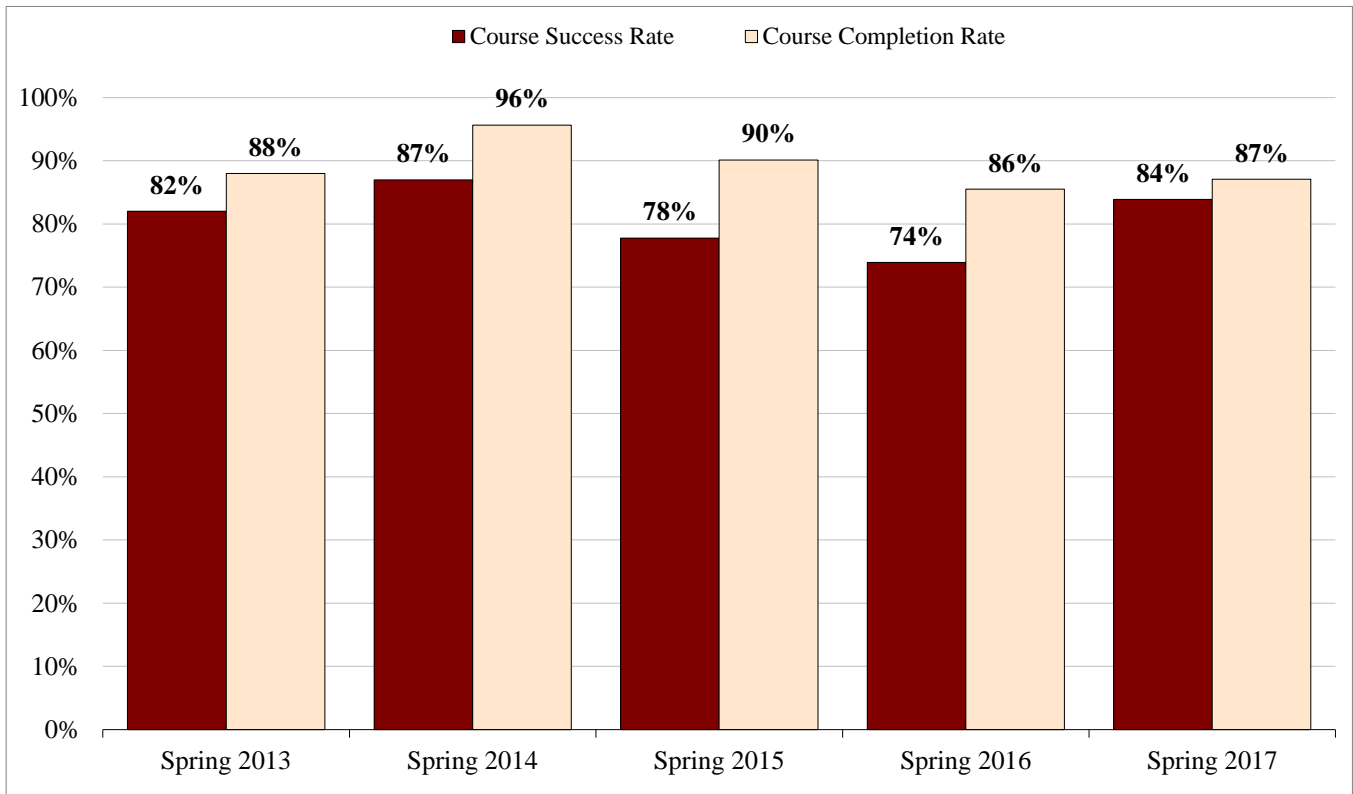
Interior Design ( INTD )					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
High School/Adult School	0	1	2	2	0
Freshmen (<30 units)	23	26	24	17	15
Sophomore (30-59 units)	2	4	8	6	4
Other Undergraduate (60 units or more)	1	4	4	4	8
AA/AS Degree	7	4	3	7	2
BA/BS or Higher Degree	9	4	14	18	16
% High School/Adult School	0%	2%	4%	4%	0%
% Freshmen (<30 units)	55%	60%	44%	31%	33%
% Sophomore (30-59 units)	5%	9%	15%	11%	9%
% Other Undergraduate (60 units or more)	2%	9%	7%	7%	18%
% AA/AS Degree	17%	9%	5%	13%	4%
% BA/BS or Higher Degree	21%	9%	25%	33%	36%





## Student Performance

Interior Design ( INTD )					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Course Success Rate	82%	87%	78%	74%	84%
Course Completion Rate	88%	96%	90%	86%	87%



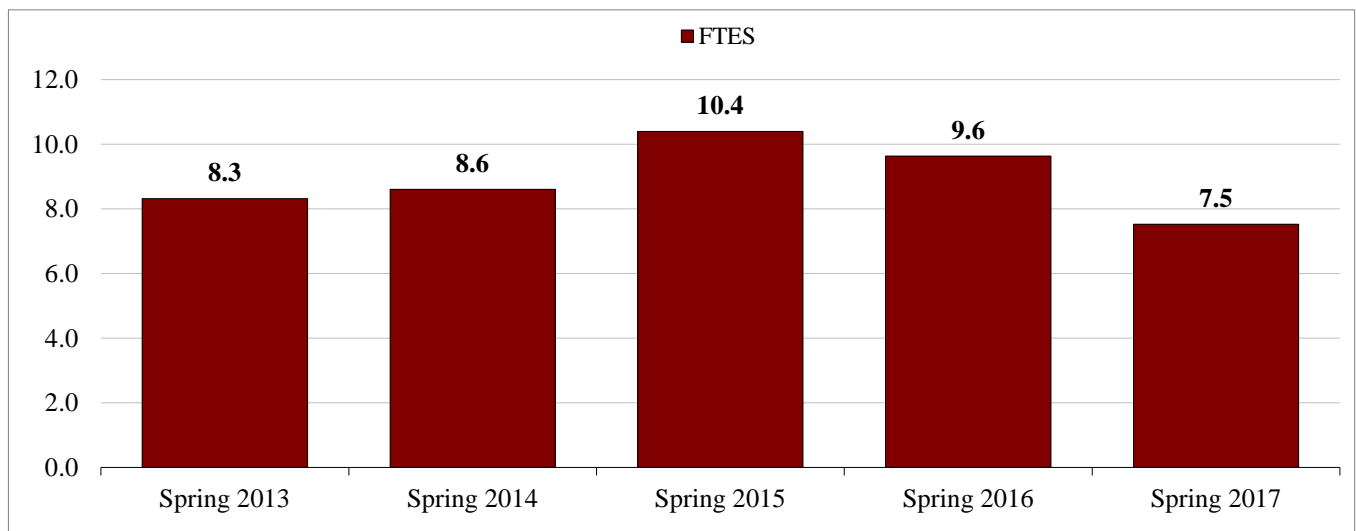
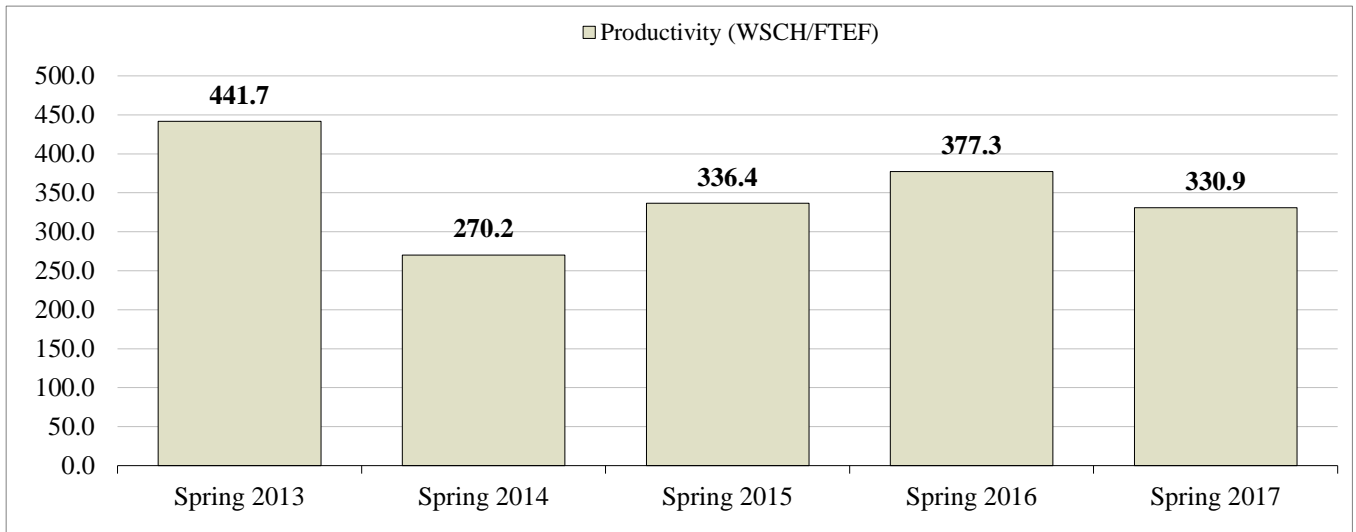
**Definitions:**

**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				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
WSCH	250	261	325	289	226
FTES	8.3	8.6	10.4	9.6	7.5
FTEF	0.6	1.0	1.0	0.8	0.7
Productivity (WSCH/FTEF)	441.7	270.2	336.4	377.3	330.9



**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.

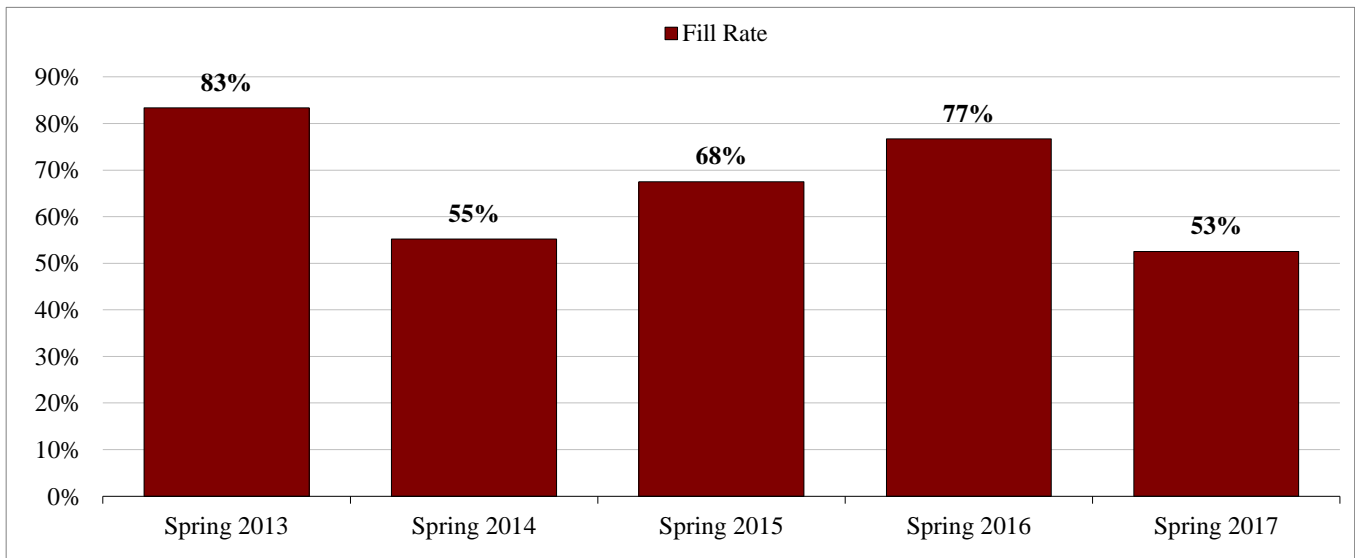
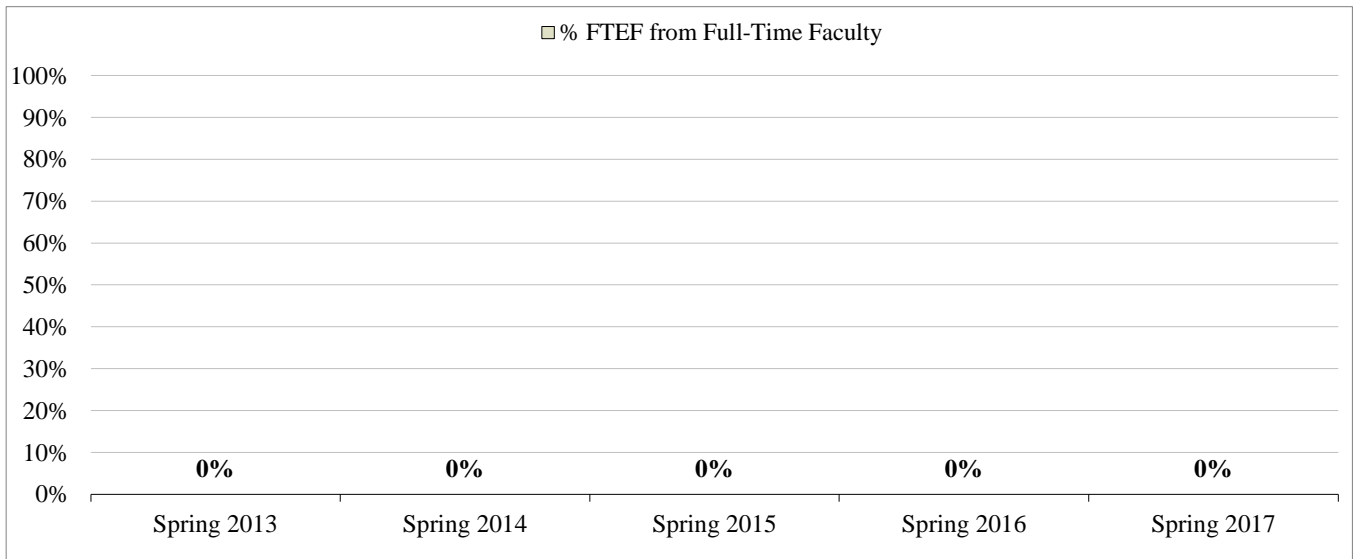
**FTEF** is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

**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 7/11/17.

## Enrollment Management: Part 2

Interior Design ( INTD )					
	Term				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
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	50	69	81	69	62
Capacity (seats available)	60	125	120	90	118
Fill Rate	83%	55%	68%	77%	53%



**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 7/11/17.