



Las Positas College

Student Support Program Review Data Packet

Fall 2021 to Spring 2026

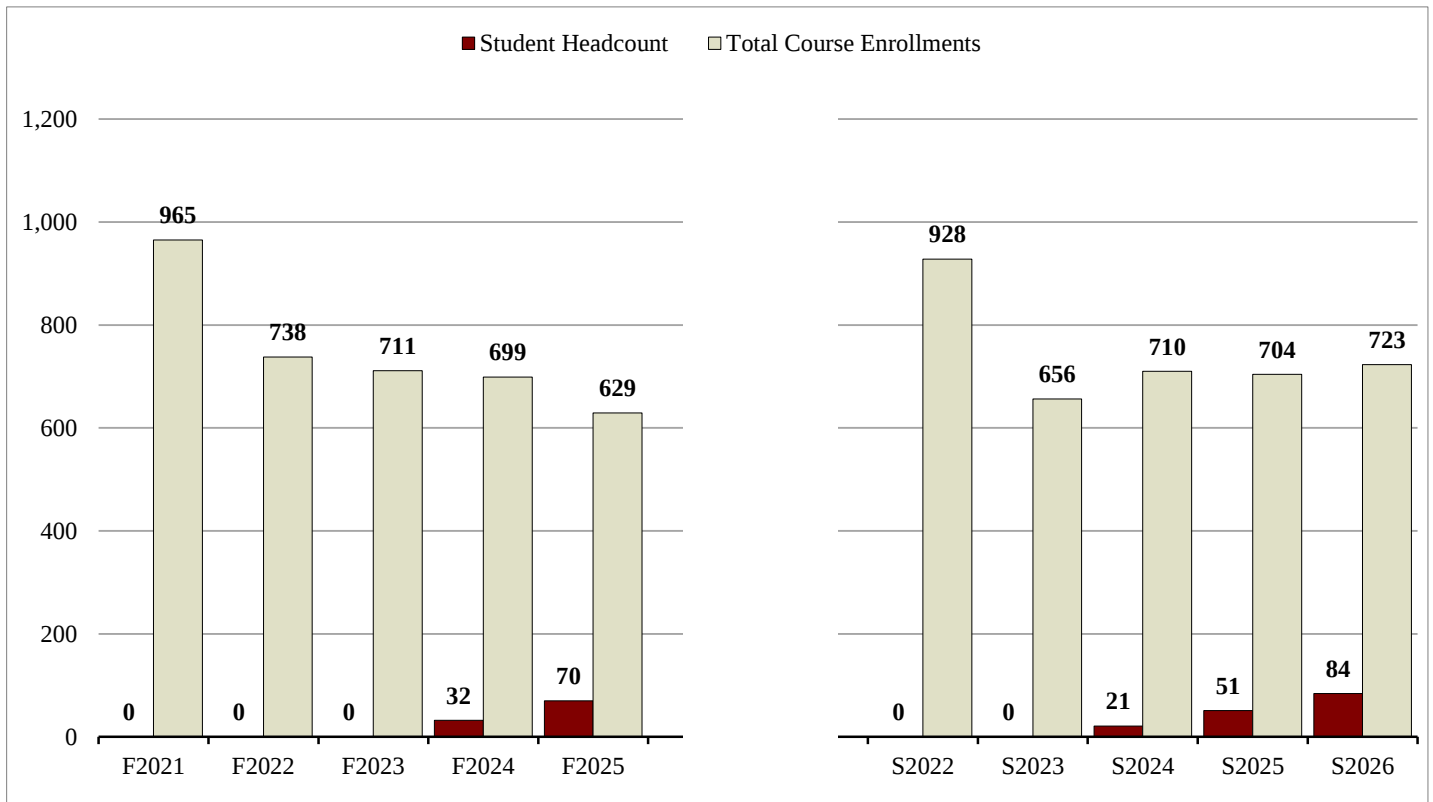
Program:

**MESA Scholars Program (Math, Engineering,
Science Achievement)**

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Headcount & Enrollment

MESA Scholars Program (Math, Engineering, and Science Achievement)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Student Headcount	0	0	0	32	70	0	0	21	51	84
Total Course Enrollments	965	738	711	699	629	928	656	710	704	723



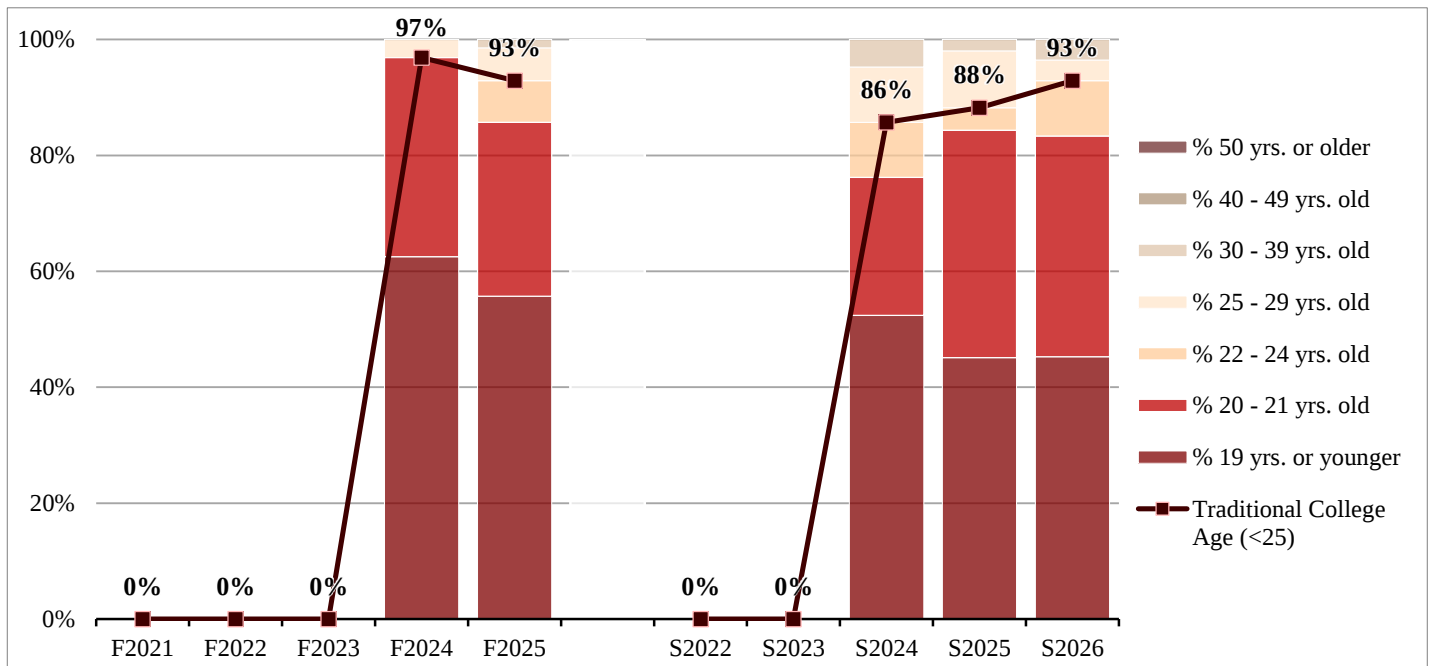
Definitions:

Student Headcount is the unduplicated count of students who used the service or met criteria for inclusion (i.e. Veterans First, International Students).

Total Course Enrollments is the sum of all course enrollments (filled seats) from students served/included as part of the program.

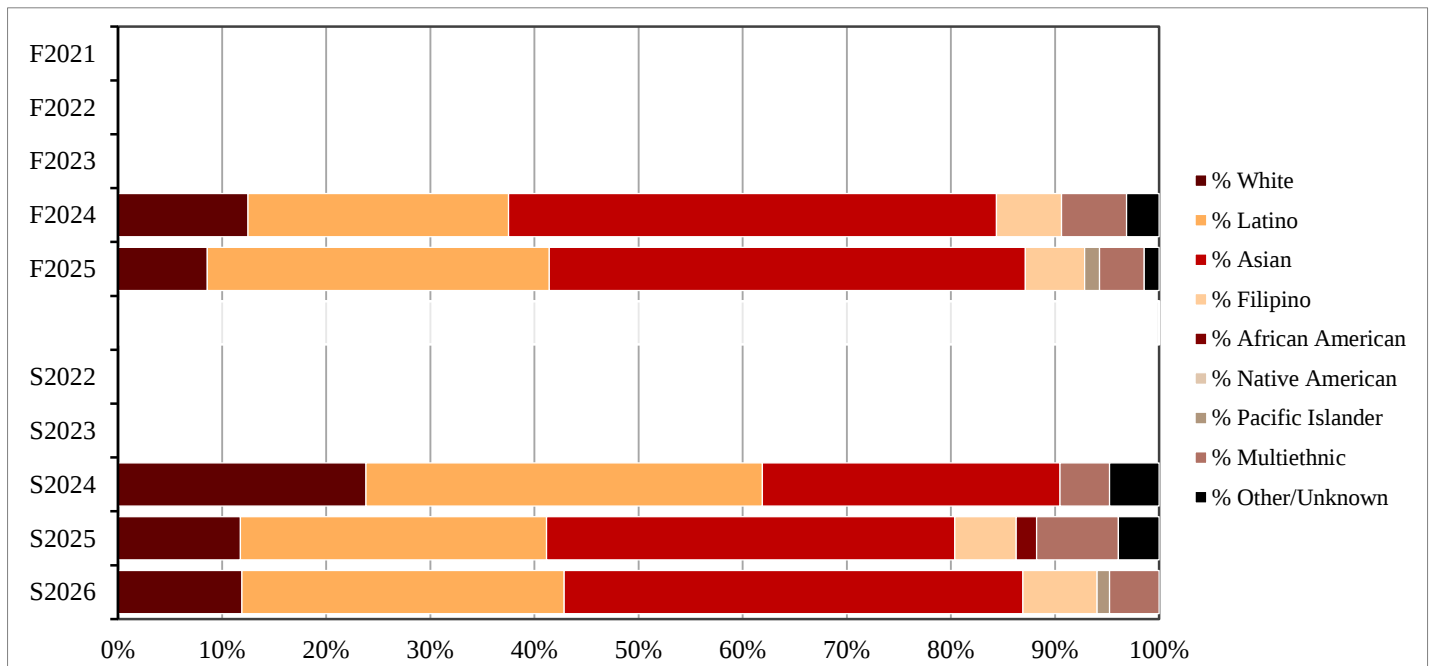
Student Demographics: Gender & Age

MESA Scholars Program (Math, Engineering, and Science Achievement)											
	Fall Terms					Spring Terms					
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026	
Female	0	0	0	15	35	0	0	9	25	43	
Male	0	0	0	15	33	0	0	11	26	39	
Non-Binary	0	0	0	0	0	0	0	0	0	0	
19 yrs. or younger	0	0	0	20	39	0	0	11	23	38	
20-21 yrs. old	0	0	0	11	21	0	0	5	20	32	
22-24 yrs. old	0	0	0	0	5	0	0	2	2	8	
25-29 yrs. old	0	0	0	1	4	0	0	2	5	3	
30-39 yrs. old	0	0	0	0	1	0	0	1	1	3	
40-49 yrs. old	0	0	0	0	0	0	0	0	0	0	
50 yrs. or older	0	0	0	0	0	0	0	0	0	0	
% Female	—	—	—	50%	51%	—	—	45%	49%	52%	
% Male	—	—	—	50%	49%	—	—	55%	51%	48%	
% Non-Binary	—	—	—	0%	0%	—	—	0%	0%	0%	
% 19 yrs. or younger	—	—	—	63%	56%	—	—	52%	45%	45%	
% 20 - 21 yrs. old	—	—	—	34%	30%	—	—	24%	39%	38%	
% 22 - 24 yrs. old	—	—	—	0%	7%	—	—	10%	4%	10%	
% 25 - 29 yrs. old	—	—	—	3%	6%	—	—	10%	10%	4%	
% 30 - 39 yrs. old	—	—	—	0%	1%	—	—	5%	2%	4%	
% 40 - 49 yrs. old	—	—	—	0%	0%	—	—	0%	0%	0%	
% 50 yrs. or older	—	—	—	0%	0%	—	—	0%	0%	0%	



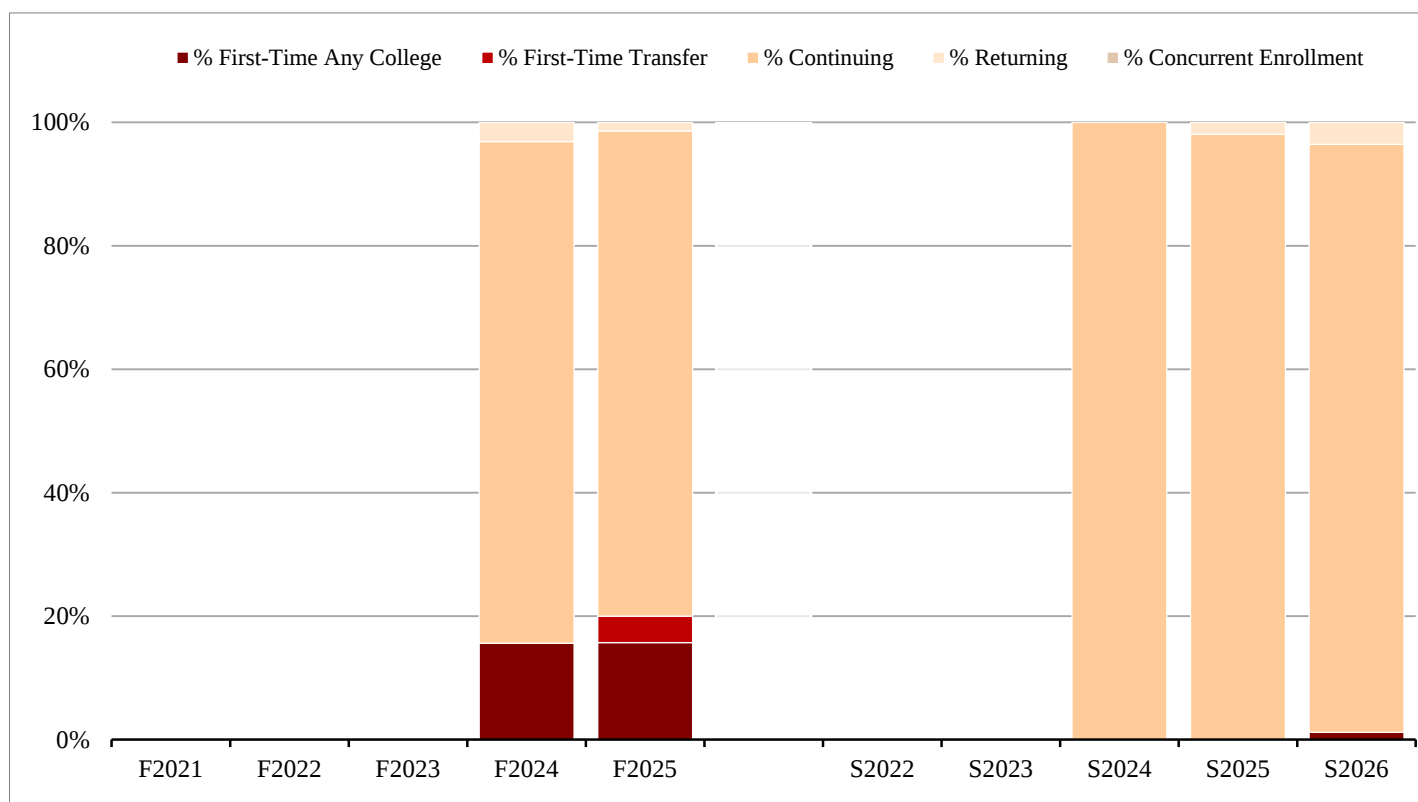
Student Demographic: Race-Ethnicity

MESA Scholars Program (Math, Engineering, and Science Achievement)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
African American	0	0	0	0	0	0	0	0	1	0
Asian	0	0	0	15	32	0	0	6	20	37
Filipino	0	0	0	2	4	0	0	0	3	6
Latino	0	0	0	8	23	0	0	8	15	26
Native American	0	0	0	0	0	0	0	0	0	0
Pacific Islander	0	0	0	0	1	0	0	0	0	1
White	0	0	0	4	6	0	0	5	6	10
Multiethnic	0	0	0	2	3	0	0	1	4	4
Other/Unknown	0	0	0	1	1	0	0	1	2	0
% African American	—	—	—	0%	0%	—	—	0%	2%	0%
% Asian	—	—	—	47%	46%	—	—	29%	39%	44%
% Filipino	—	—	—	6%	6%	—	—	0%	6%	7%
% Latino	—	—	—	25%	33%	—	—	38%	29%	31%
% Native American	—	—	—	0%	0%	—	—	0%	0%	0%
% Pacific Islander	—	—	—	0%	1%	—	—	0%	0%	1%
% White	—	—	—	13%	9%	—	—	24%	12%	12%
% Multiethnic	—	—	—	6%	4%	—	—	5%	8%	5%
% Other/Unknown	—	—	—	3%	1%	—	—	5%	4%	0%



Student Enrollment Status

MESA Scholars Program (Math, Engineering, and Science Achievement)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
First-Time Any College	0	0	0	5	11	0	0	0	0	1
First-Time Transfer	0	0	0	0	3	0	0	0	0	0
Continuing	0	0	0	26	55	0	0	21	50	80
Returning	0	0	0	1	1	0	0	0	1	3
Concurrent Enrollment	0	0	0	0	0	0	0	0	0	0
% First-Time Any College	—	—	—	16%	16%	—	—	0%	0%	1%
% First-Time Transfer	—	—	—	0%	4%	—	—	0%	0%	0%
% Continuing	—	—	—	81%	79%	—	—	100%	98%	95%
% Returning	—	—	—	3%	1%	—	—	0%	2%	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.

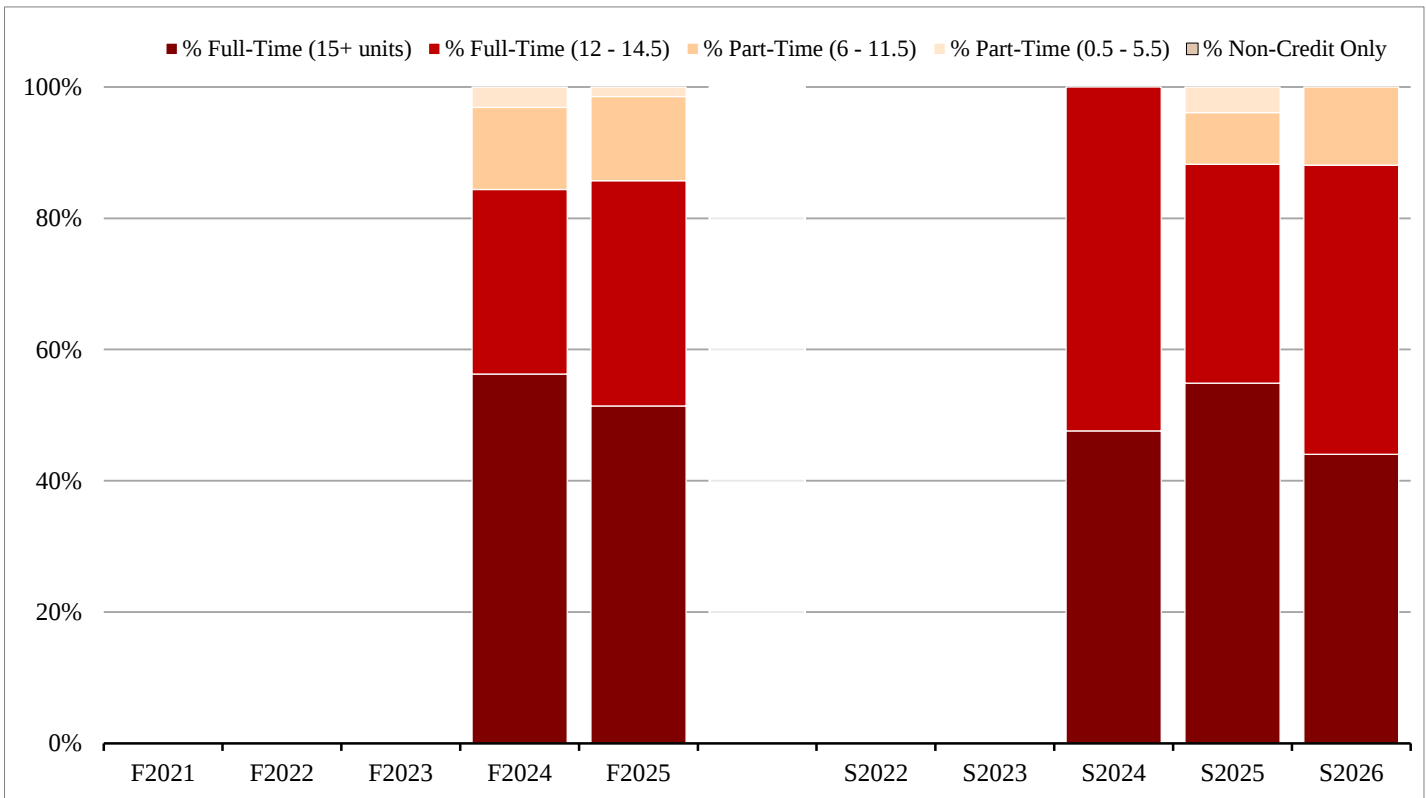
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

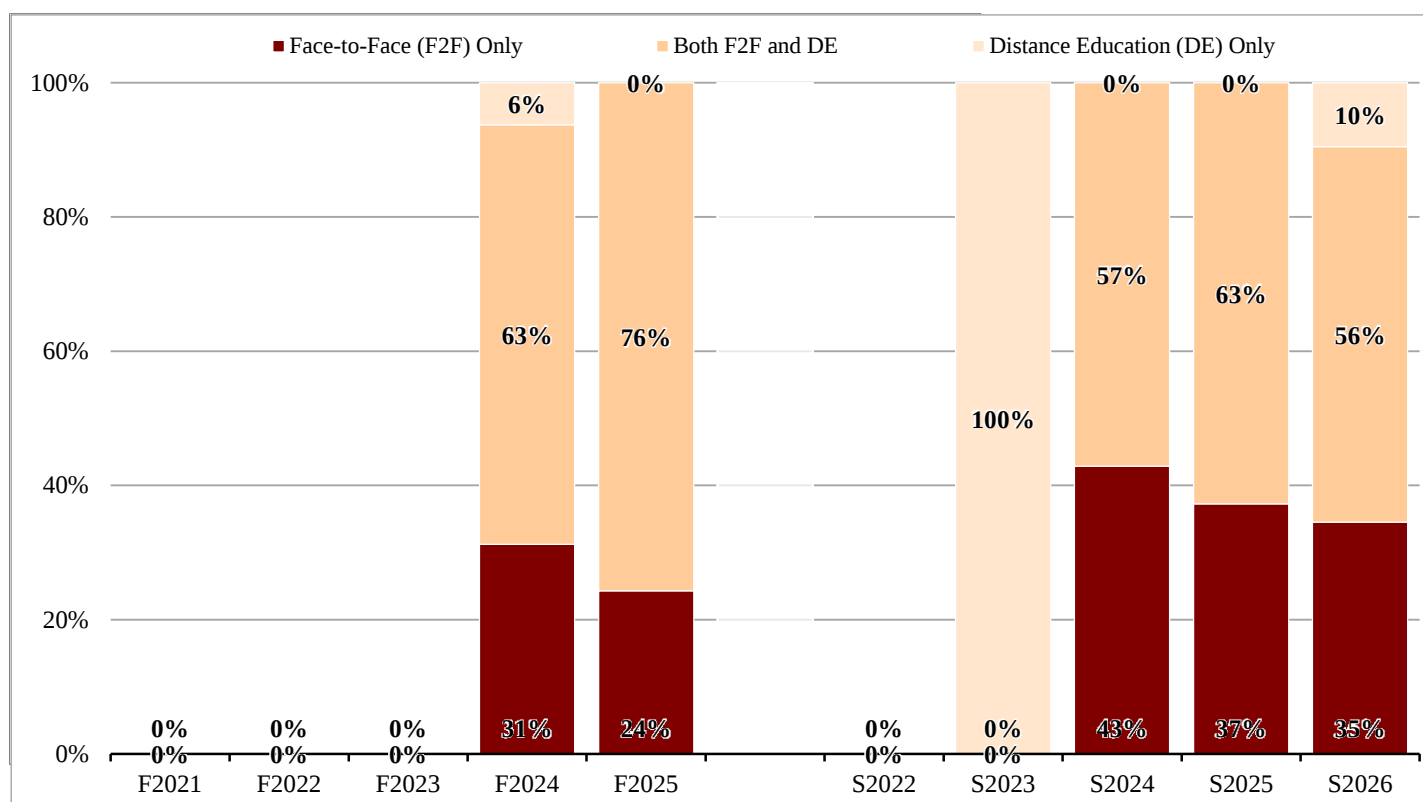
Student Unit Load

MESA Scholars Program (Math, Engineering, and Science Achievement)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Full-Time (15+ units)	0	0	0	18	36	0	0	10	28	37
Full-Time (12 - 14.5 units)	0	0	0	9	24	0	0	11	17	37
Part-Time (6 - 11.5 units)	0	0	0	4	9	0	0	0	4	10
Part-Time (0.5 - 5.5 units)	0	0	0	1	1	0	0	0	2	0
Non-Credit Only	0	0	0	0	0	0	0	0	0	0
% Full-Time (15+ units)	—	—	—	56%	51%	—	—	48%	55%	44%
% Full-Time (12 - 14.5)	—	—	—	28%	34%	—	—	52%	33%	44%
% Part-Time (6 - 11.5)	—	—	—	13%	13%	—	—	0%	8%	12%
% Part-Time (0.5 - 5.5)	—	—	—	3%	1%	—	—	0%	4%	0%
% Non-Credit Only	—	—	—	0%	0%	—	—	0%	0%	0%



Students Using Distance Education

MESA Scholars Program (Math, Engineering, and Science Achievement)										
<i>(Categories reflect college-wide coursework)</i>	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Face-to-Face (F2F) Only	0	0	0	10	17	0	0	9	19	29
Both F2F and DE	0	0	0	20	53	0	0	12	32	47
Distance Education (DE) Only	0	0	0	2	0	0	1	0	0	8
% Face-to-Face (F2F) Only	—	—	—	31%	24%	—	0%	43%	37%	35%
% Both F2F and DE	—	—	—	63%	76%	—	0%	57%	63%	56%
% Distance Education (DE) Only	—	—	—	6%	0%	—	100%	0%	0%	10%



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.

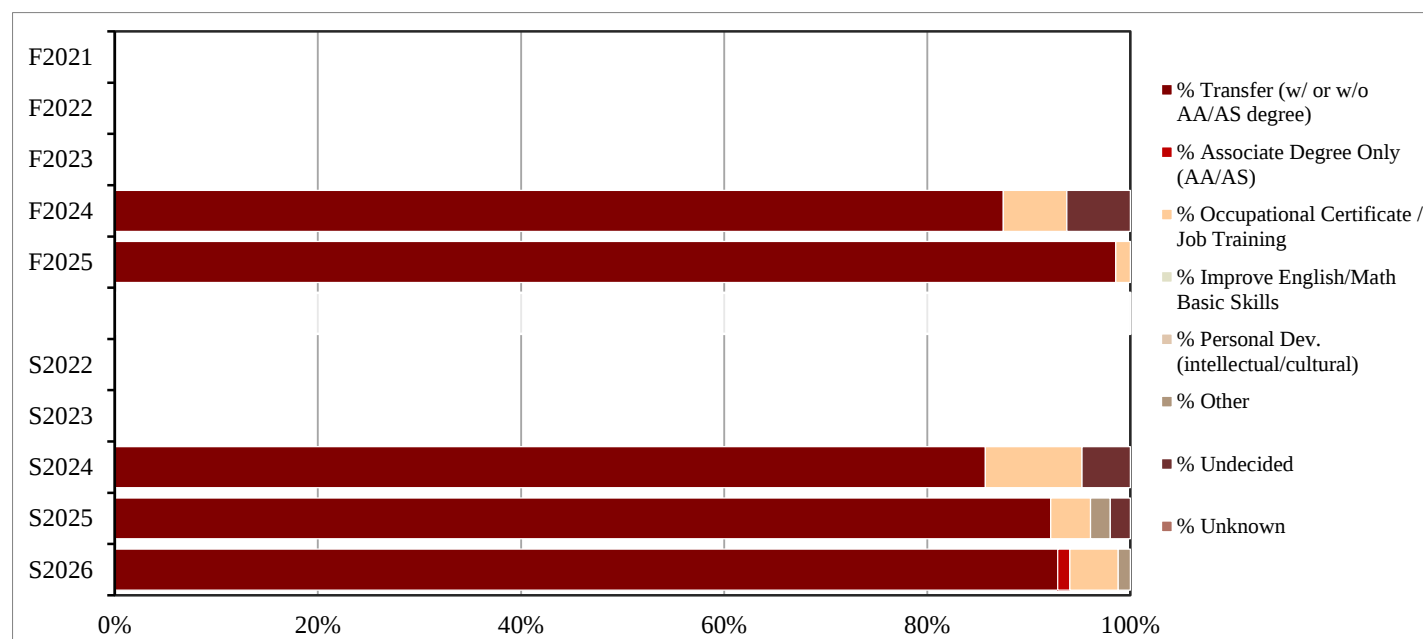
In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.

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

MESA Scholars Program (Math, Engineering, and Science Achievement)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Transfer (w/ or w/o AA/AS degree)	0	0	0	28	69	0	0	18	47	78
Associate Degree Only (AA/AS)	0	0	0	0	0	0	0	0	0	1
Occupational Certificate / Job Training	0	0	0	2	1	0	0	2	2	4
Improve English/Math Basic Skills	0	0	0	0	0	0	0	0	0	0
Personal Development (intellectual/cultural)	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	1	1
Undecided	0	0	0	2	0	0	0	1	1	0
Unknown	0	0	0	0	0	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	—	—	—	88%	99%	—	—	86%	92%	93%
% Associate Degree Only (AA/AS)	—	—	—	0%	0%	—	—	0%	0%	1%
% Occupational Certificate / Job Training	—	—	—	6%	1%	—	—	10%	4%	5%
% Improve English/Math Basic Skills	—	—	—	0%	0%	—	—	0%	0%	0%
% Personal Dev. (intellectual/cultural)	—	—	—	0%	0%	—	—	0%	0%	0%
% Other	—	—	—	0%	0%	—	—	0%	2%	1%
% Undecided	—	—	—	6%	0%	—	—	5%	2%	0%
% 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.

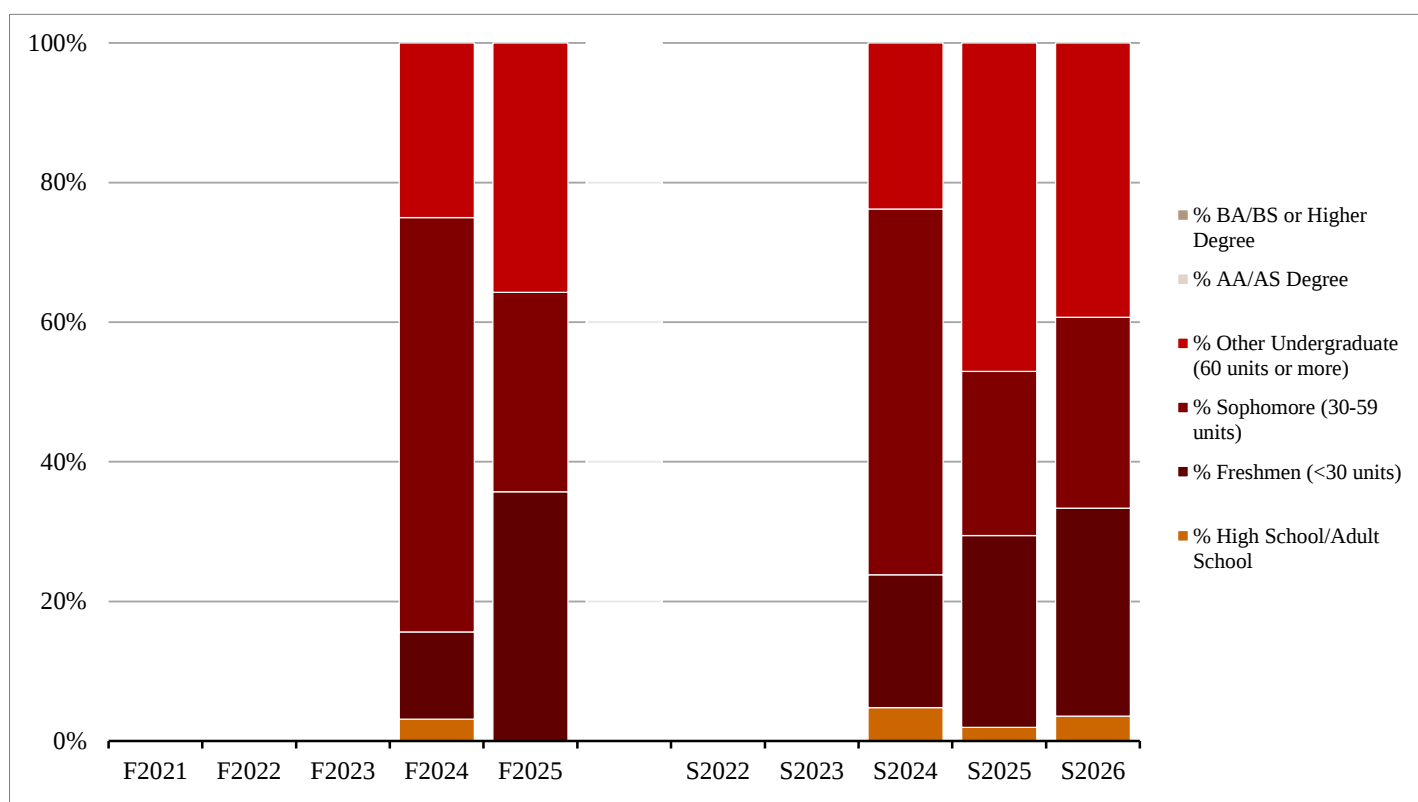
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

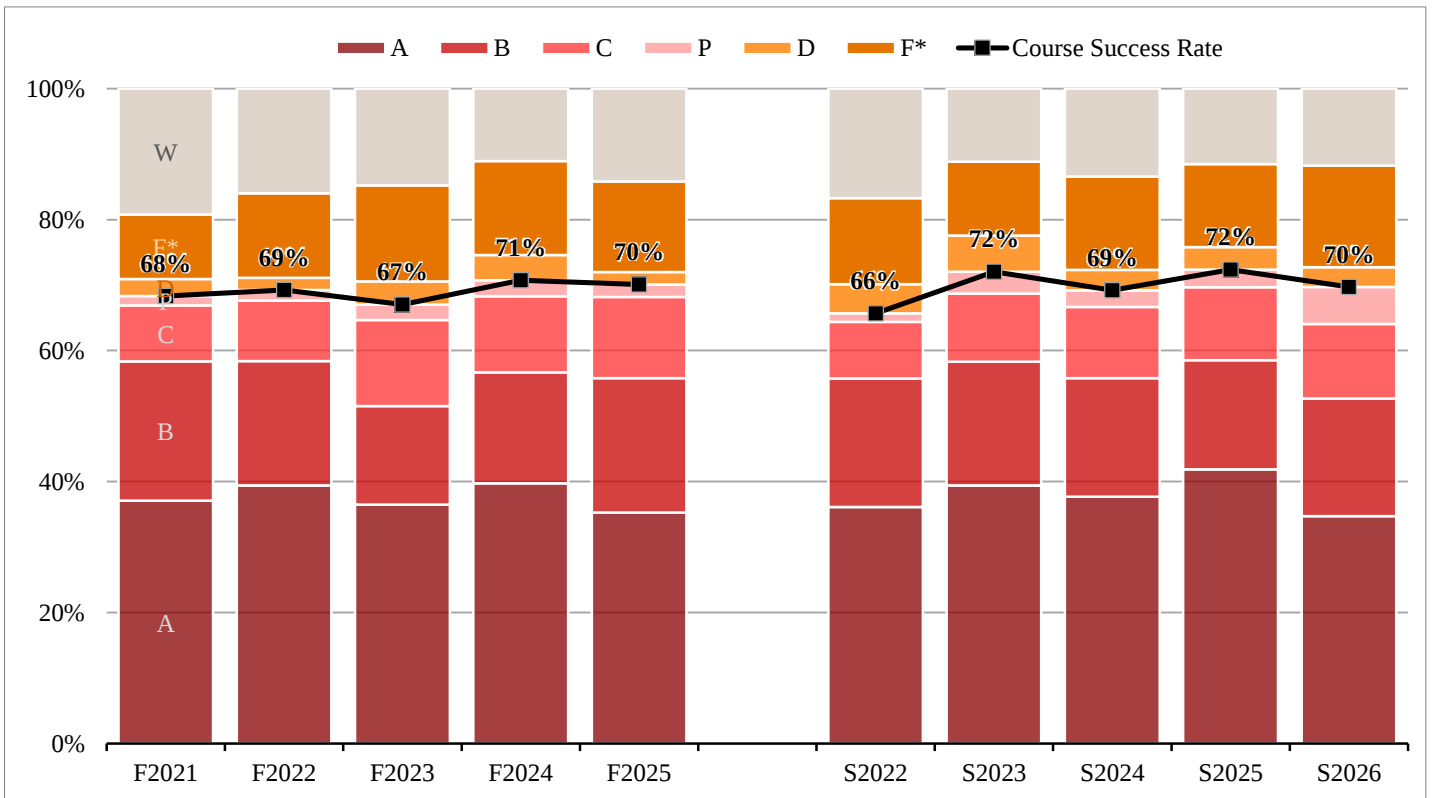
Highest Educational Level of Students

MESA Scholars Program (Math, Engineering, and Science Achievement)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
High School/Adult School	0	0	0	1	0	0	0	1	1	3
Freshmen (<30 units)	0	0	0	4	25	0	0	4	14	25
Sophomore (30-59 units)	0	0	0	19	20	0	0	11	12	23
Other Undergraduate (60 units or more)	0	0	0	8	25	0	0	5	24	33
AA/AS Degree	0	0	0	0	0	0	0	0	0	0
BA/BS or Higher Degree	0	0	0	0	0	0	0	0	0	0
% High School/Adult School	—	—	—	3%	0%	—	—	5%	2%	4%
% Freshmen (<30 units)	—	—	—	13%	36%	—	—	19%	27%	30%
% Sophomore (30-59 units)	—	—	—	59%	29%	—	—	52%	24%	27%
% Other Undergraduate (60 units or more)	—	—	—	25%	36%	—	—	24%	47%	39%
% AA/AS Degree	—	—	—	0%	0%	—	—	0%	0%	0%
% BA/BS or Higher Degree	—	—	—	0%	0%	—	—	0%	0%	0%



Student Performance: Grade Distribution

MESA Scholars Program (Math, Engineering, and Science Achievement)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	965	738	711	699	629	928	656	710	704	723
Course Success Rates	68%	69%	67%	71%	70%	66%	72%	69%	72%	70%
A	37%	39%	36%	40%	35%	36%	39%	38%	42%	35%
B	21%	19%	15%	17%	21%	20%	19%	18%	17%	18%
C	9%	9%	13%	12%	12%	9%	10%	11%	11%	11%
P	1%	2%	2%	2%	2%	1%	3%	3%	3%	6%
Course Non-Success Rate	12%	15%	18%	18%	16%	18%	17%	17%	16%	19%
D	3%	2%	4%	4%	2%	4%	5%	3%	3%	3%
F*	10%	13%	15%	14%	14%	13%	11%	14%	13%	15%
Withdrawals (See Note)	19%	16%	15%	11%	14%	17%	11%	13%	12%	12%



Definitions:

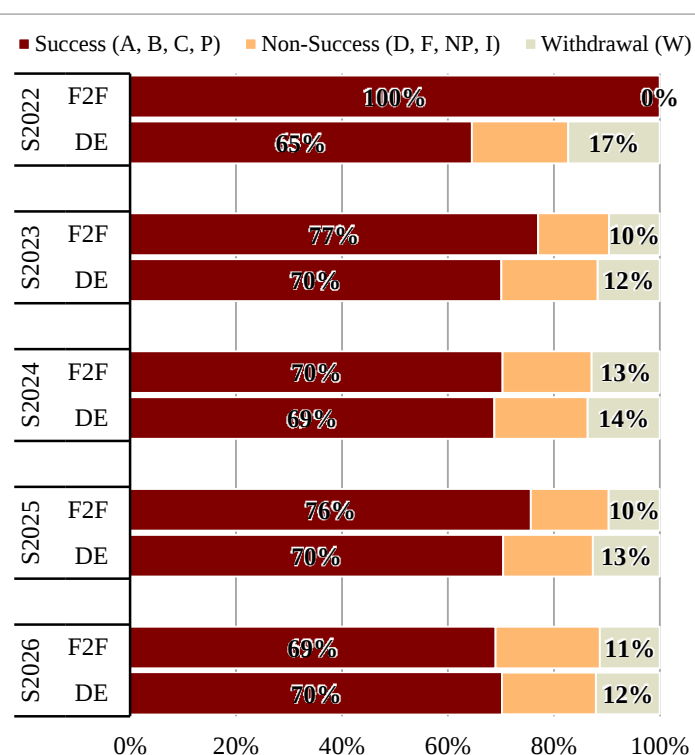
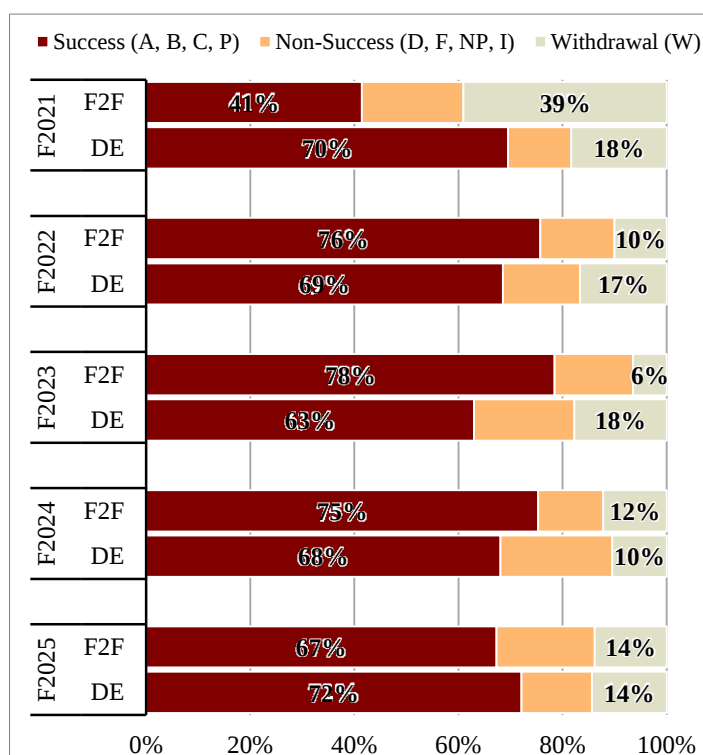
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D' or 'F*' (includes: 'F', 'NP', '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.

Student Performance: Distance Education

MESA Scholars Program (Math, Engineering, and Science Achievement)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	965	738	711	699	629	928	656	710	704	723
Face-to-Face (F2F) Sections	41	70	186	257	260	31	187	202	261	300
Success Rates	41%	76%	78%	75%	67%	100%	77%	70%	76%	69%
Non-Success Rates	20%	14%	15%	13%	19%	0%	13%	17%	15%	20%
Withdrawals	39%	10%	6%	12%	14%	0%	10%	13%	10%	11%
Distance Education (DE) Sections	924	668	525	442	369	897	469	508	443	423
Success Rates	70%	69%	63%	68%	72%	65%	70%	69%	70%	70%
Non-Success Rates	12%	15%	19%	21%	14%	18%	18%	18%	17%	18%
Withdrawals	18%	17%	18%	10%	14%	17%	12%	14%	13%	12%



Definitions:

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

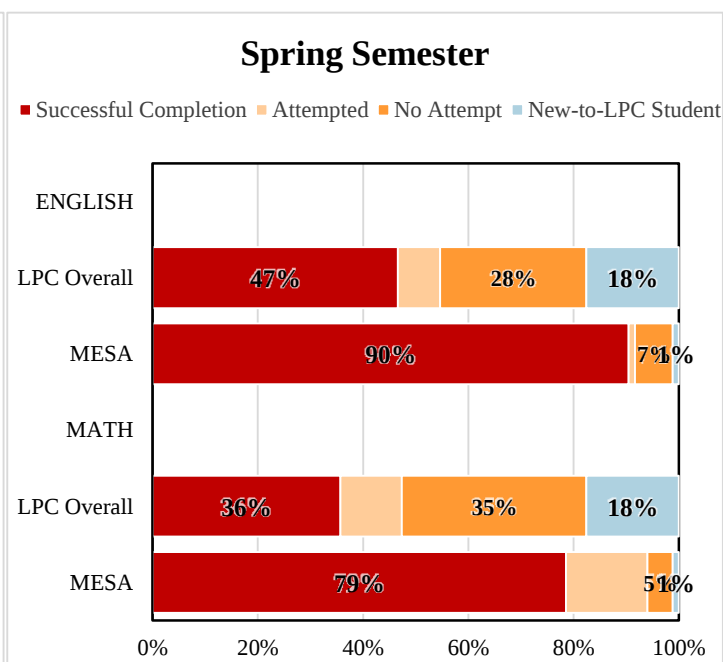
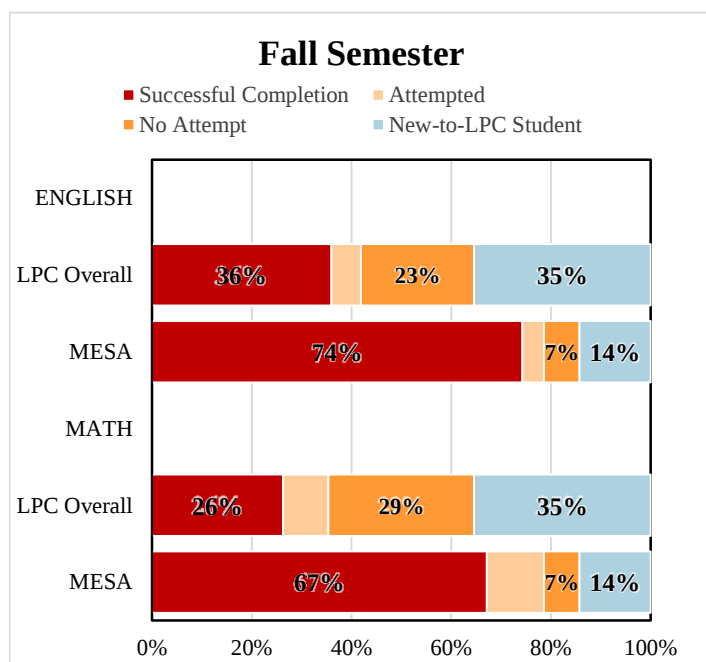
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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.)

Prior Experience in English & Math

<i>(English and math status prior to the start of the term)</i>	Fall 2025				Spring 2026			
	Veterans		LPC Overall		Veterans		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	52	74%	2,993	36%	76	90%	3,734	47%
Attempted (<i>not successful</i>)	3	4%	492	6%	1	1%	641	8%
No Attempt	5	7%	1,892	23%	6	7%	2,223	28%
New-to-LPC Student	10	14%	2,946	35%	1	1%	1,409	18%
Transfer-level Math								
Successful Completion*	47	67%	2,189	26%	66	79%	2,859	36%
Attempted (<i>not successful</i>)	8	11%	757	9%	13	15%	935	12%
No Attempt	5	7%	2,431	29%	4	5%	2,804	35%
New-to-LPC Student	10	14%	2,946	35%	1	1%	1,409	18%



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 = enrollments from 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 = enrollments from students with no for credit enrollments within our district prior to the current term.