



Las Positas College

Discipline Program Review Data Packet

Fall 2021 to Spring 2026

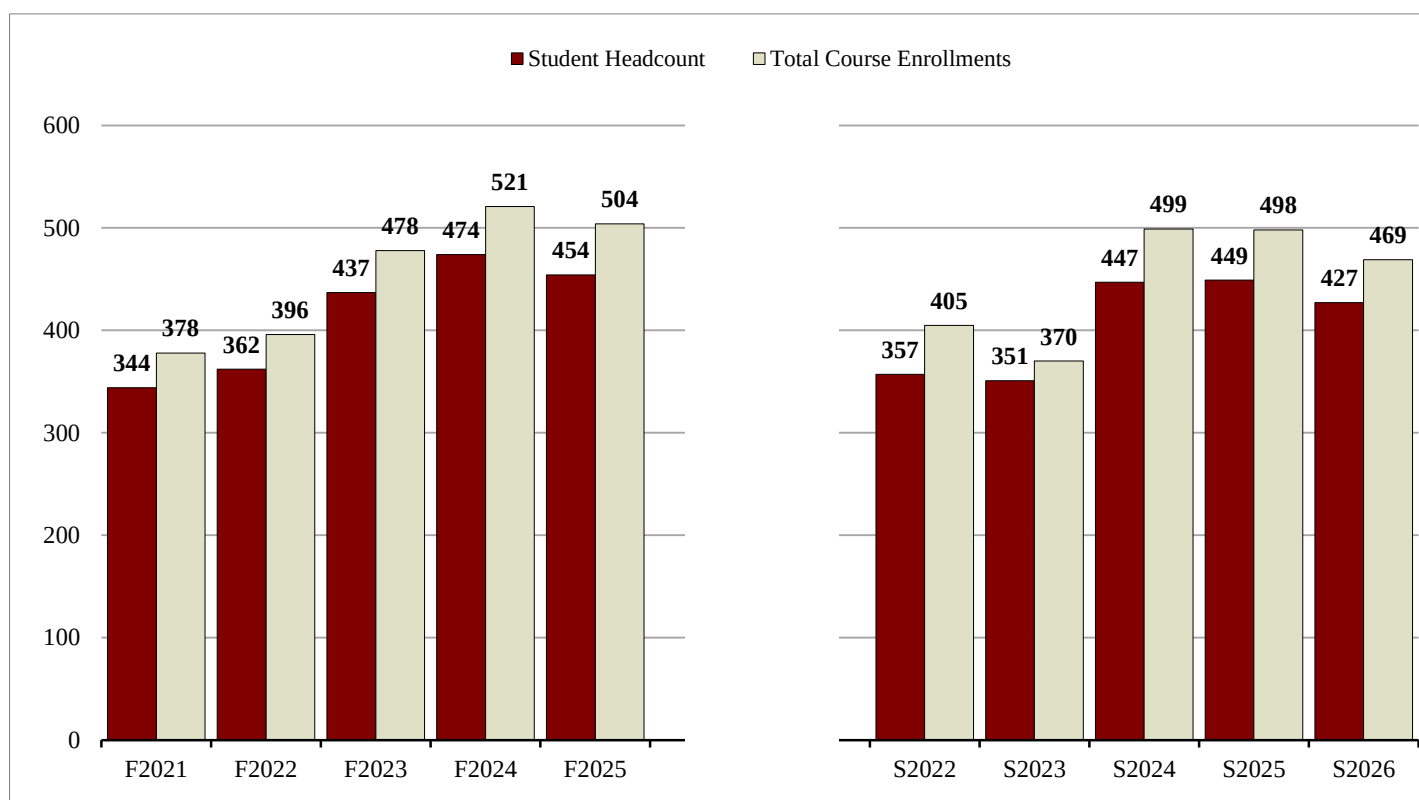
Discipline:

Computer Science (CS)

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Headcount & Enrollment

Computer Science (CS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Student Headcount	344	362	437	474	454	357	351	447	449	427
Total Course Enrollments	378	396	478	521	504	405	370	499	498	469



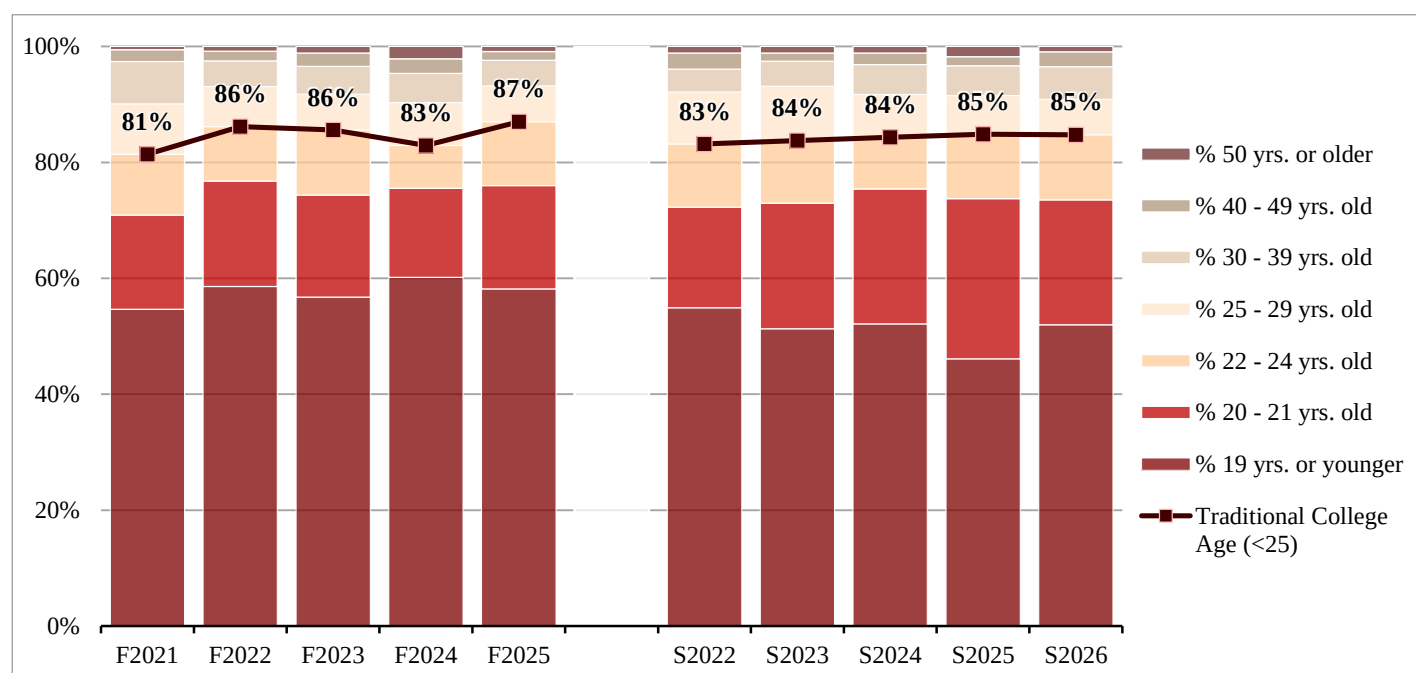
Definitions:

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.

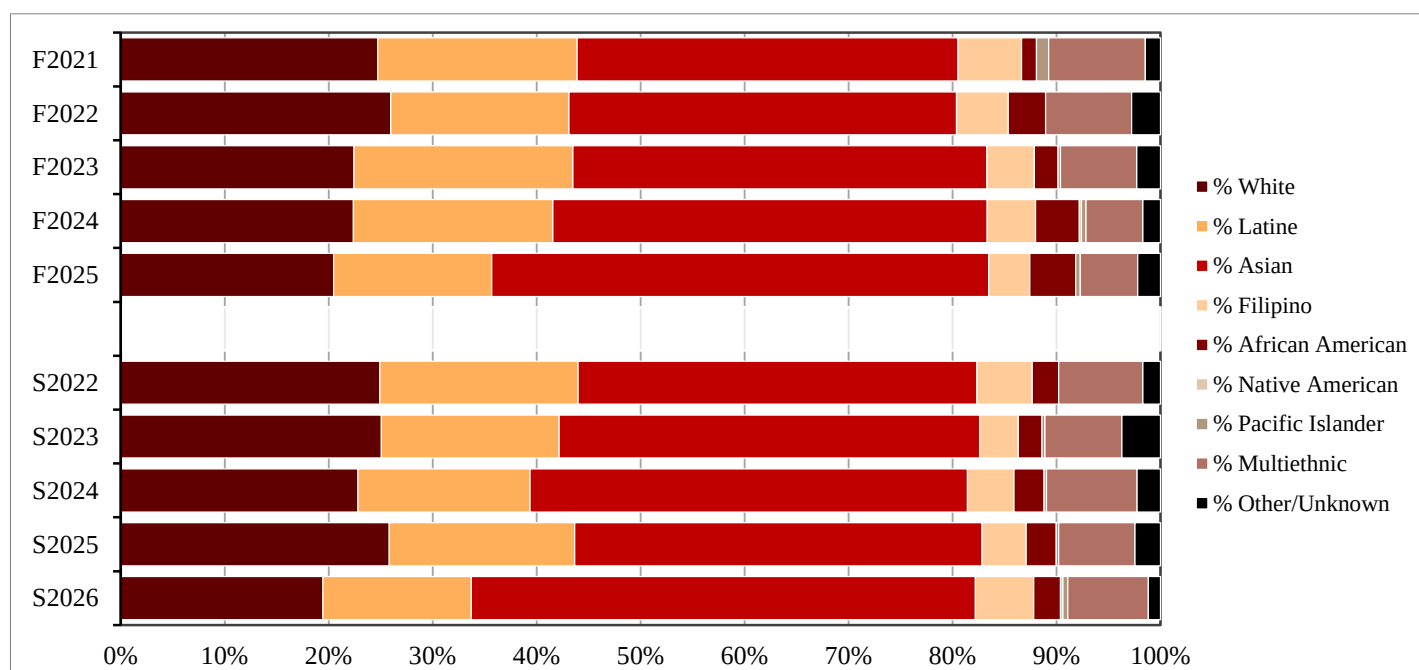
Student Demographics: Gender & Age

Computer Science (CS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Female	82	71	111	106	97	90	77	108	109	104
Male	256	281	301	341	345	262	266	317	332	305
Non-Binary	0	0	0	0	4	0	0	0	2	1
19 yrs. or younger	188	212	248	285	264	196	180	233	207	222
20-21 yrs. old	56	66	77	73	81	62	76	104	124	92
22-24 yrs. old	36	34	49	35	50	39	38	40	50	48
25-29 yrs. old	30	25	27	35	28	32	33	33	30	26
30-39 yrs. old	25	16	21	24	20	14	15	23	23	24
40-49 yrs. old	7	6	10	12	7	10	5	9	7	11
50 yrs. or older	2	3	5	10	4	4	4	5	8	4
% Female	24%	20%	27%	24%	22%	26%	22%	25%	25%	25%
% Male	76%	80%	73%	76%	77%	74%	78%	75%	75%	74%
% Non-Binary	0%	0%	0%	0%	1%	0%	0%	0%	<1%	<1%
% 19 yrs. or younger	55%	59%	57%	60%	58%	55%	51%	52%	46%	52%
% 20 - 21 yrs. old	16%	18%	18%	15%	18%	17%	22%	23%	28%	22%
% 22 - 24 yrs. old	10%	9%	11%	7%	11%	11%	11%	9%	11%	11%
% 25 - 29 yrs. old	9%	7%	6%	7%	6%	9%	9%	7%	7%	6%
% 30 - 39 yrs. old	7%	4%	5%	5%	4%	4%	4%	5%	5%	6%
% 40 - 49 yrs. old	2%	2%	2%	3%	2%	3%	1%	2%	2%	3%
% 50 yrs. or older	1%	1%	1%	2%	1%	1%	1%	1%	2%	1%



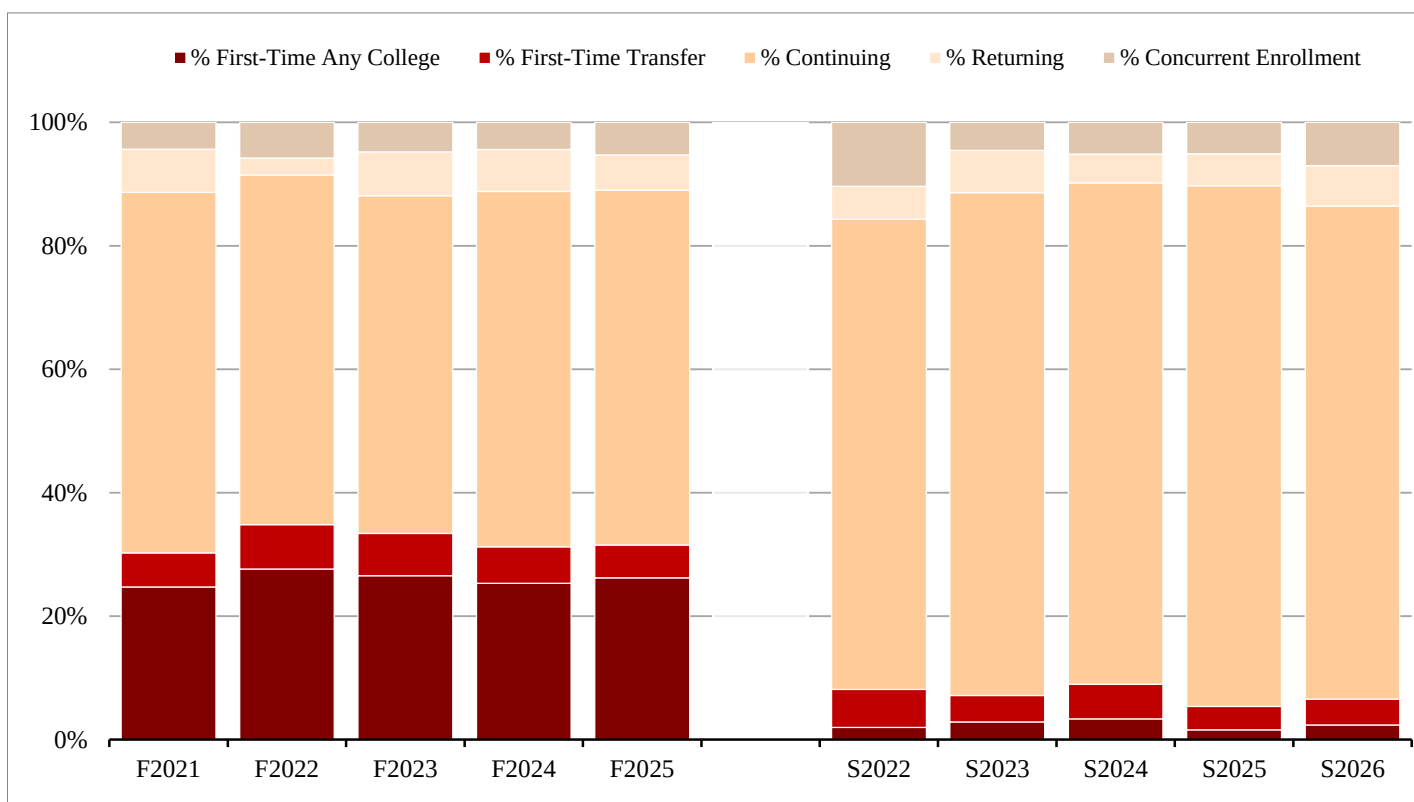
Student Demographic: Race-Ethnicity

Computer Science (CS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
African American	5	13	10	20	20	9	8	13	13	11
Asian	126	135	174	198	217	137	142	188	176	207
Filipino	21	18	20	22	18	19	13	20	19	24
Latine	66	62	92	91	69	68	60	74	80	61
Native American	0	0	0	1	0	0	0	0	0	1
Pacific Islander	4	0	1	2	2	0	1	1	1	2
White	85	94	98	106	93	89	88	102	116	83
Multiethnic	32	30	32	26	25	29	26	39	33	33
Other/Unknown	5	10	10	8	10	6	13	10	11	5
% African American	1%	4%	2%	4%	4%	3%	2%	3%	3%	3%
% Asian	37%	37%	40%	42%	48%	38%	40%	42%	39%	48%
% Filipino	6%	5%	5%	5%	4%	5%	4%	4%	4%	6%
% Latine	19%	17%	21%	19%	15%	19%	17%	17%	18%	14%
% Native American	0%	0%	0%	<1%	0%	0%	0%	0%	0%	<1%
% Pacific Islander	1%	0%	<1%	<1%	<1%	0%	<1%	<1%	<1%	<1%
% White	25%	26%	22%	22%	20%	25%	25%	23%	26%	19%
% Multiethnic	9%	8%	7%	5%	6%	8%	7%	9%	7%	8%
% Other/Unknown	1%	3%	2%	2%	2%	2%	4%	2%	2%	1%



Student Enrollment Status

Computer Science (CS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
First-Time Any College	85	100	116	120	119	7	10	15	7	10
First-Time Transfer	19	26	30	28	24	22	15	25	17	18
Continuing	201	205	239	273	261	272	286	363	379	341
Returning	24	10	31	32	26	19	24	21	23	28
Concurrent Enrollment	15	21	21	21	24	37	16	23	23	30
% First-Time Any College	25%	28%	27%	25%	26%	2%	3%	3%	2%	2%
% First-Time Transfer	6%	7%	7%	6%	5%	6%	4%	6%	4%	4%
% Continuing	58%	57%	55%	58%	57%	76%	81%	81%	84%	80%
% Returning	7%	3%	7%	7%	6%	5%	7%	5%	5%	7%
% Concurrent Enrollment	4%	6%	5%	4%	5%	10%	5%	5%	5%	7%



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.

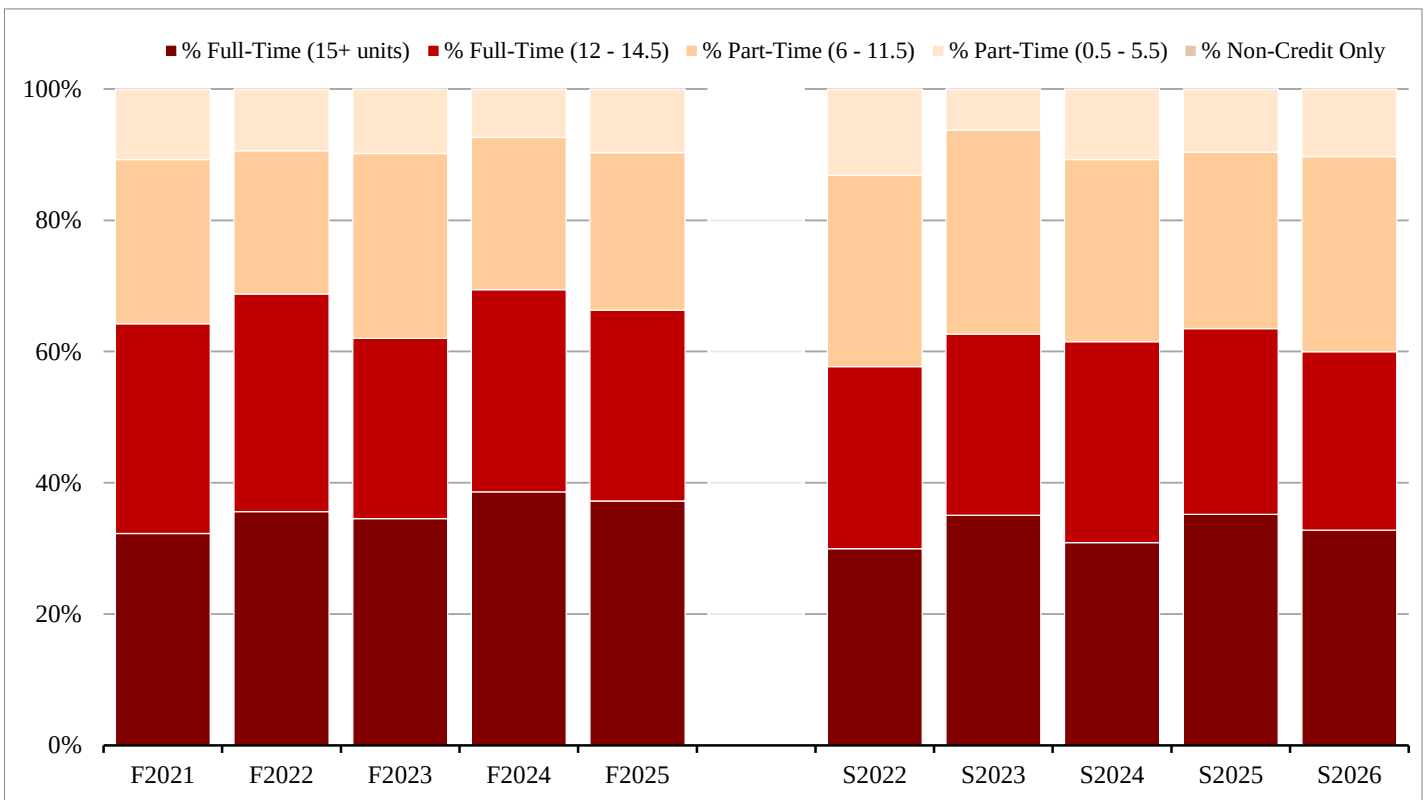
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

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.

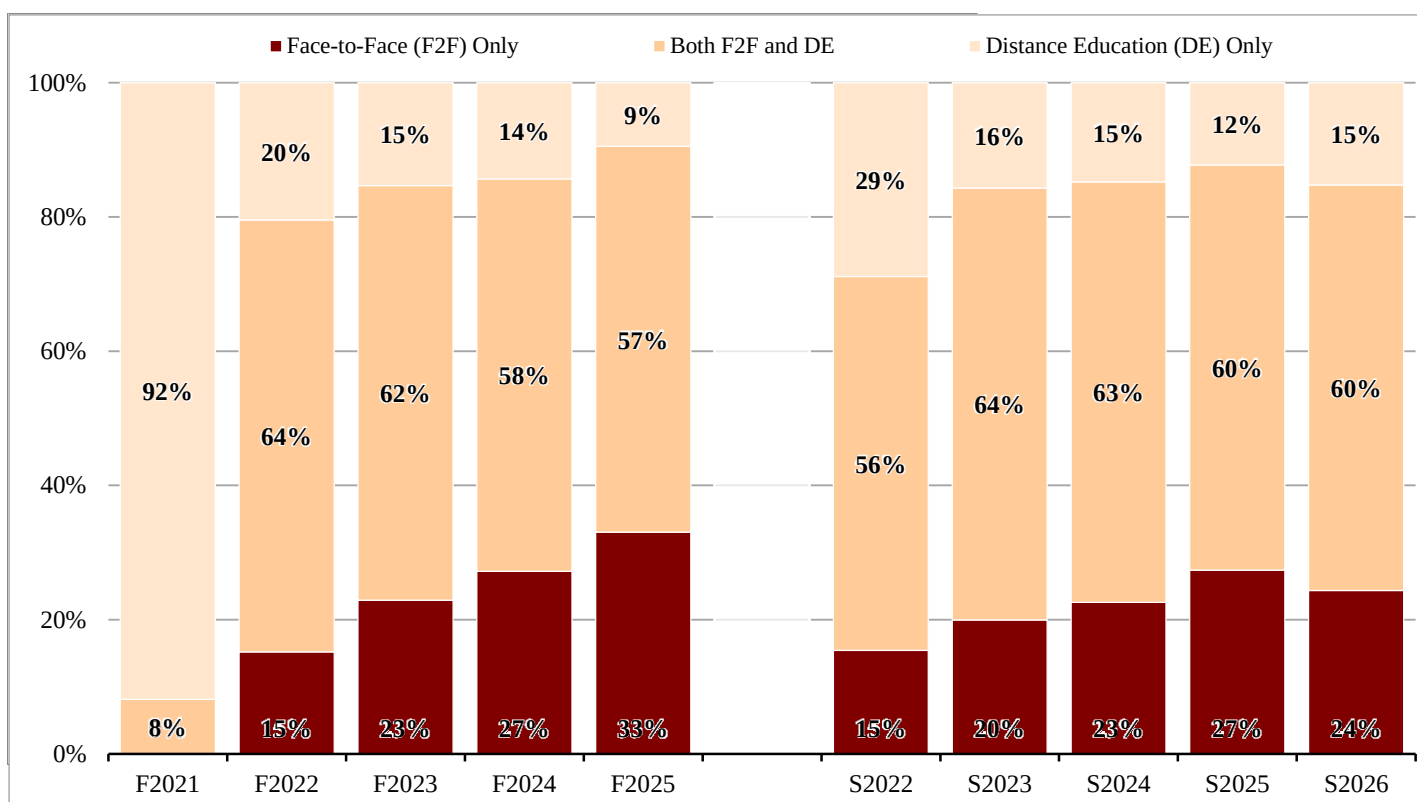
Student Unit Load

Computer Science (CS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Full-Time (15+ units)	111	129	151	183	169	107	123	138	158	140
Full-Time (12 - 14.5 units)	110	120	120	146	132	99	97	137	127	116
Part-Time (6 - 11.5 units)	86	79	123	110	109	104	109	124	121	127
Part-Time (0.5 - 5.5 units)	37	34	43	35	44	47	22	48	43	44
Non-Credit Only	0	0	0	0	0	0	0	0	0	0
% Full-Time (15+ units)	32%	36%	35%	39%	37%	30%	35%	31%	35%	33%
% Full-Time (12 - 14.5)	32%	33%	27%	31%	29%	28%	28%	31%	28%	27%
% Part-Time (6 - 11.5)	25%	22%	28%	23%	24%	29%	31%	28%	27%	30%
% Part-Time (0.5 - 5.5)	11%	9%	10%	7%	10%	13%	6%	11%	10%	10%
% Non-Credit Only	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



Students Using Distance Education

Computer Science (CS)										
<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	55	100	129	150	55	70	101	123	104
Both F2F and DE	28	233	270	277	261	199	226	280	271	258
Distance Education (DE) Only	316	74	67	68	43	103	55	66	55	65
% Face-to-Face (F2F) Only	0%	15%	23%	27%	33%	15%	20%	23%	27%	24%
% Both F2F and DE	8%	64%	62%	58%	57%	56%	64%	63%	60%	60%
% Distance Education (DE) Only	92%	20%	15%	14%	9%	29%	16%	15%	12%	15%



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.

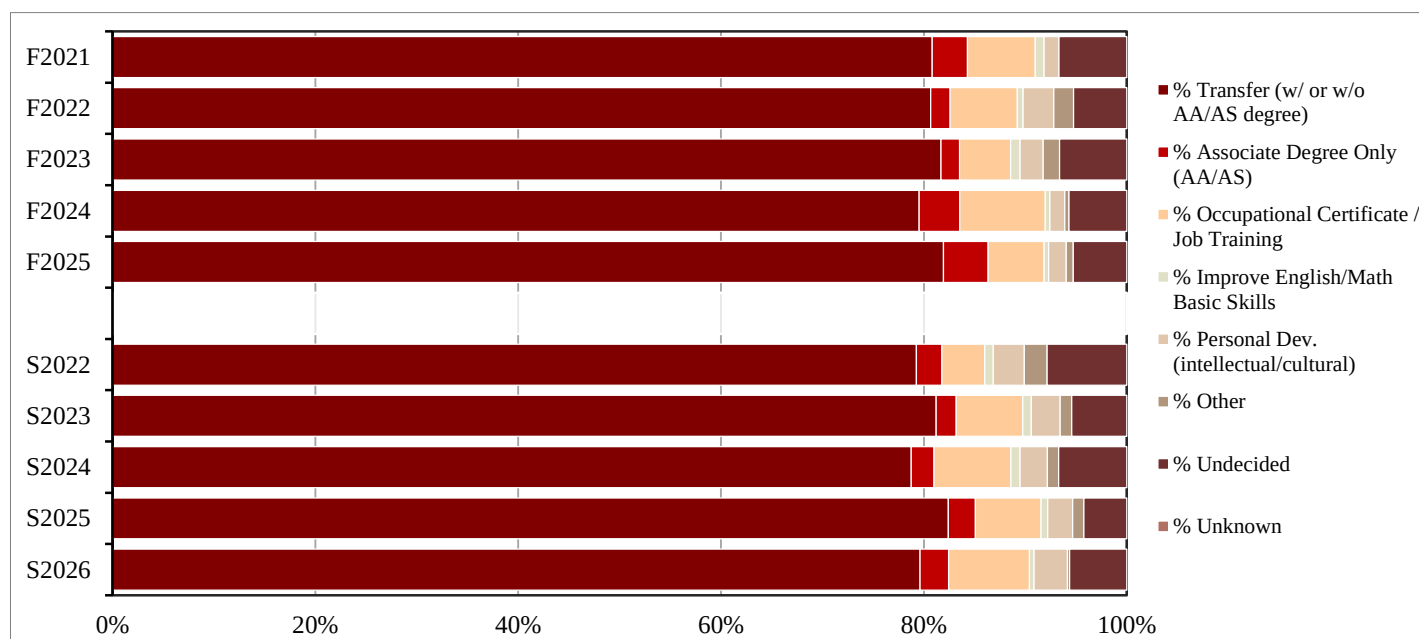
In Summer 2020 and Fall 2020, due to the COVID-19 pandemic, via web comments for each section; identified as any with an online component.

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

Computer Science (CS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Transfer (w/ or w/o AA/AS degree)	278	292	357	377	372	283	285	352	370	340
Associate Degree Only (AA/AS)	12	7	8	19	20	9	7	10	12	12
Occupational Certificate / Job Training	23	24	22	40	25	15	23	34	29	34
Improve English/Math Basic Skills	3	2	4	2	2	3	3	4	3	2
Personal Development (intellectual/cultural)	5	11	10	7	8	11	10	12	11	14
Other	0	7	7	2	3	8	4	5	5	1
Undecided	23	19	29	27	24	28	19	30	19	24
Unknown	0	0	0	0	0	0	0	0	0	0
% Transfer (w/ or w/o AA/AS degree)	81%	81%	82%	80%	82%	79%	81%	79%	82%	80%
% Associate Degree Only (AA/AS)	3%	2%	2%	4%	4%	3%	2%	2%	3%	3%
% Occupational Certificate / Job Training	7%	7%	5%	8%	6%	4%	7%	8%	6%	8%
% Improve English/Math Basic Skills	1%	1%	1%	<1%	<1%	1%	1%	1%	1%	<1%
% Personal Dev. (intellectual/cultural)	1%	3%	2%	1%	2%	3%	3%	3%	2%	3%
% Other	0%	2%	2%	<1%	1%	2%	1%	1%	1%	<1%
% Undecided	7%	5%	7%	6%	5%	8%	5%	7%	4%	6%
% Unknown	0%	0%	0%	0%	0%	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.

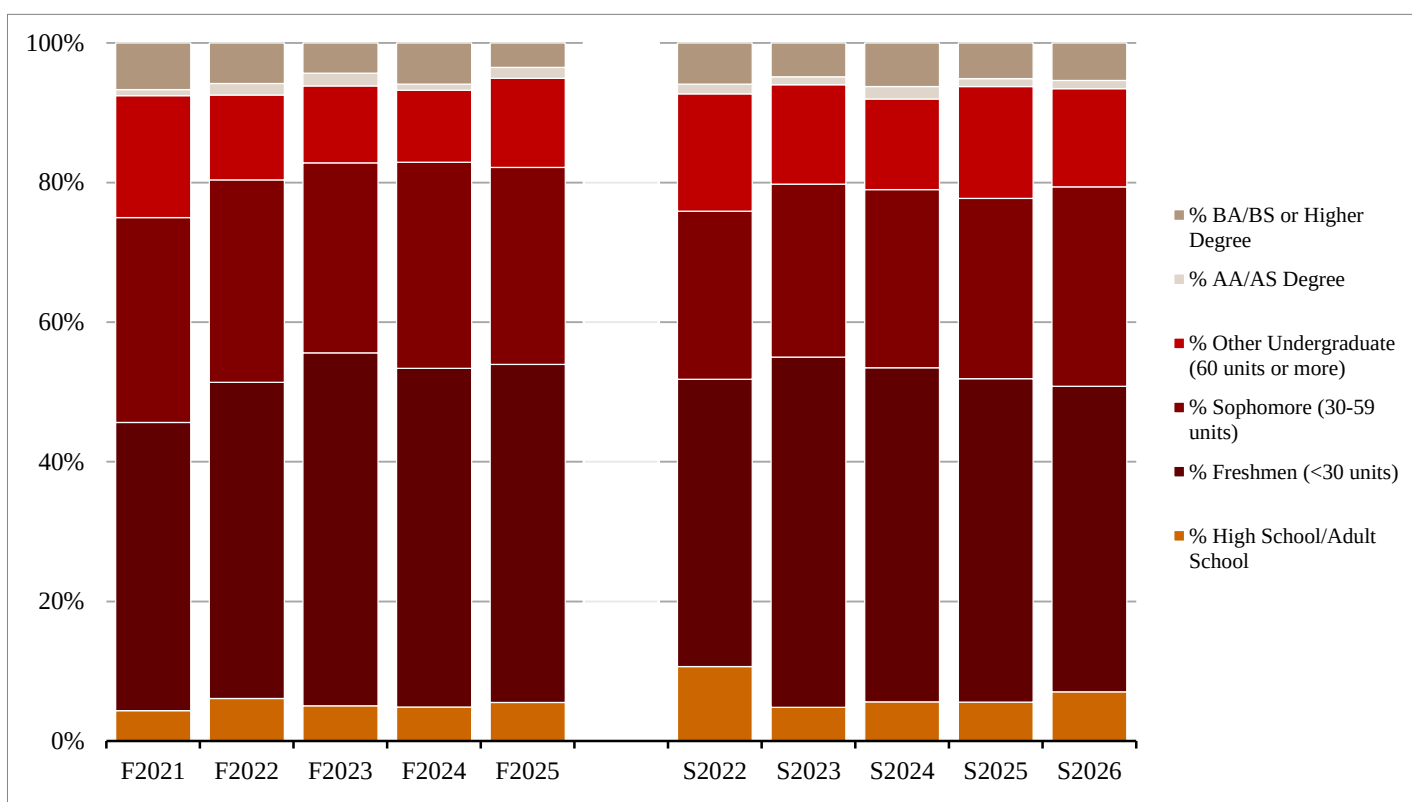
Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

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.

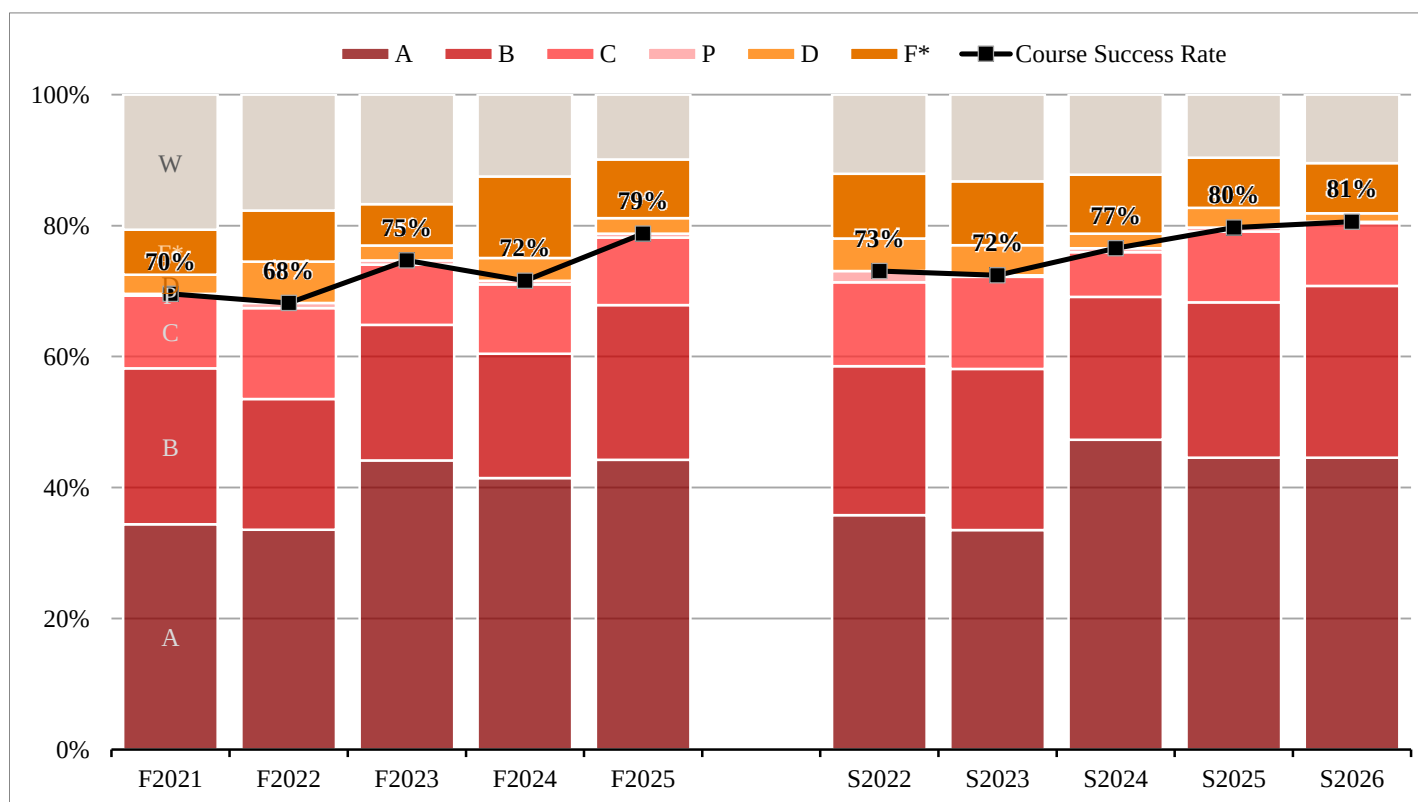
Highest Educational Level of Students

Computer Science (CS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
High School/Adult School	15	22	22	23	25	38	17	25	25	30
Freshmen (<30 units)	142	164	221	230	220	147	176	214	208	187
Sophomore (30-59 units)	101	105	119	140	128	86	87	114	116	122
Other Undergraduate (60 units or more)	60	44	48	49	58	60	50	58	72	60
AA/AS Degree	3	6	8	4	7	5	4	8	5	5
BA/BS or Higher Degree	23	21	19	28	16	21	17	28	23	23
% High School/Adult School	4%	6%	5%	5%	6%	11%	5%	6%	6%	7%
% Freshmen (<30 units)	41%	45%	51%	49%	48%	41%	50%	48%	46%	44%
% Sophomore (30-59 units)	29%	29%	27%	30%	28%	24%	25%	26%	26%	29%
% Other Undergraduate (60 units or more)	17%	12%	11%	10%	13%	17%	14%	13%	16%	14%
% AA/AS Degree	1%	2%	2%	1%	2%	1%	1%	2%	1%	1%
% BA/BS or Higher Degree	7%	6%	4%	6%	4%	6%	5%	6%	5%	5%



Student Performance: Grade Distribution

Computer Science (CS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	378	396	478	521	504	405	370	499	498	469
Course Success Rates	70%	68%	75%	72%	79%	73%	72%	77%	80%	81%
A	34%	34%	44%	41%	44%	36%	34%	47%	45%	45%
B	24%	20%	21%	19%	24%	23%	25%	22%	24%	26%
C	11%	14%	9%	11%	10%	13%	14%	7%	11%	10%
P	<1%	1%	1%	1%	1%	2%	<1%	1%	1%	<1%
Course Non-Success Rate	10%	14%	9%	16%	11%	15%	14%	11%	11%	9%
D	3%	6%	2%	3%	2%	5%	5%	2%	3%	1%
F*	7%	8%	6%	12%	9%	10%	10%	9%	8%	8%
Withdrawals (See Note)	21%	18%	17%	12%	10%	12%	13%	12%	10%	10%



Definitions:

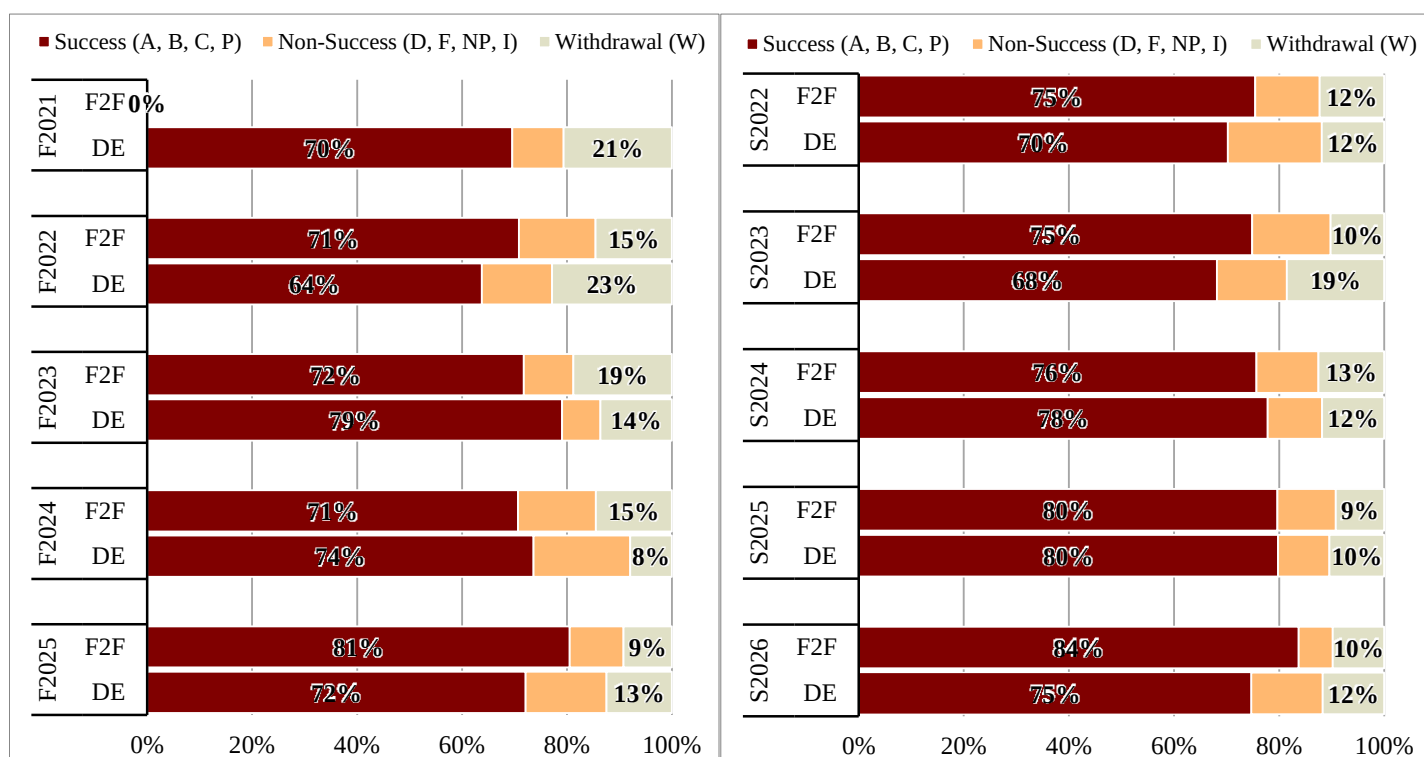
Course Success Rate: Share of course enrollments resulting in a passing grade ('A', 'B', 'C', 'P', 'NCA', 'NCB', 'NCC', or 'NCP').

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

Computer Science (CS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Total Course Enrollments	378	396	478	521	504	405	370	499	498	469
Face-to-Face (F2F) Sections	0	247	287	358	400	220	235	296	325	307
Success Rates	—	71%	72%	71%	81%	75%	75%	76%	80%	84%
Non-Success Rates	—	15%	9%	15%	10%	12%	15%	12%	11%	7%
Withdrawals	—	15%	19%	15%	9%	12%	10%	13%	9%	10%
Distance Education (DE) Sections	378	149	191	163	104	185	135	203	173	162
Success Rates	70%	64%	79%	74%	72%	70%	68%	78%	80%	75%
Non-Success Rates	10%	13%	7%	18%	15%	18%	13%	10%	10%	14%
Withdrawals	21%	23%	14%	8%	13%	12%	19%	12%	10%	12%



Definitions:

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

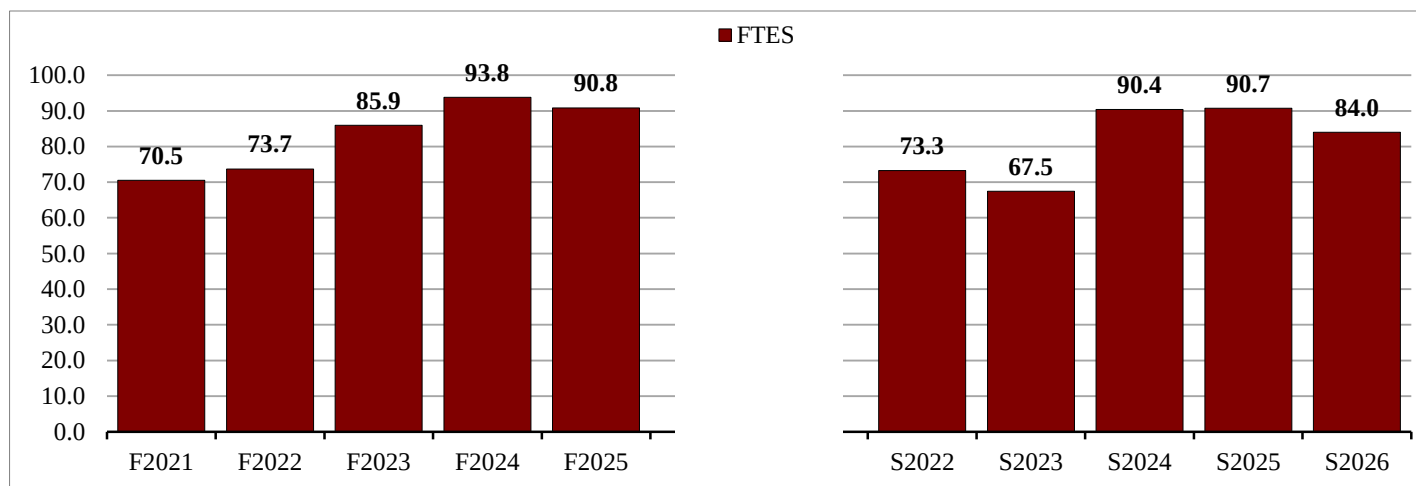
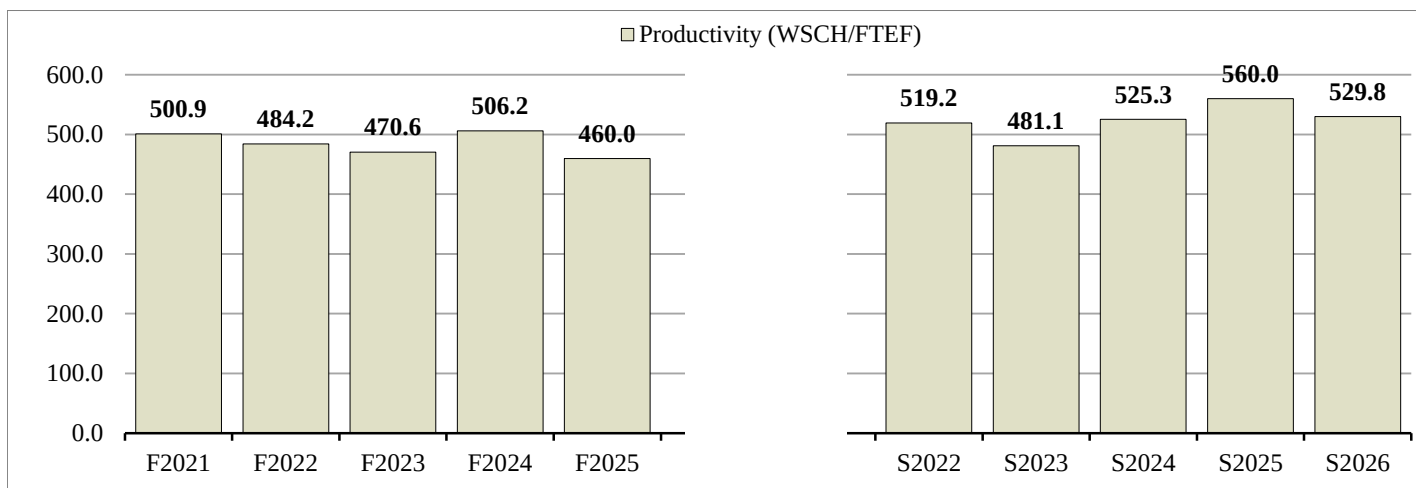
Course Non-Success Rate: Share of course enrollments resulting in a grade of 'D', 'F', 'NP', 'T', 'NCD', 'NCF', or 'NCNP'.

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.)

Enrollment Management: Part 1

Computer Science (CS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
WSCH	2,170	2,267	2,689	2,913	2,808	2,249	2,084	2,770	2,757	2,608
FTES	70.5	73.7	85.9	93.8	90.8	73.3	67.5	90.4	90.7	84.0
FTEF	4.3	4.7	5.7	5.8	6.1	4.3	4.3	5.3	4.9	4.9
Productivity (WSCH/FTEF)	500.9	484.2	470.6	506.2	460.0	519.2	481.1	525.3	560.0	529.8



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.

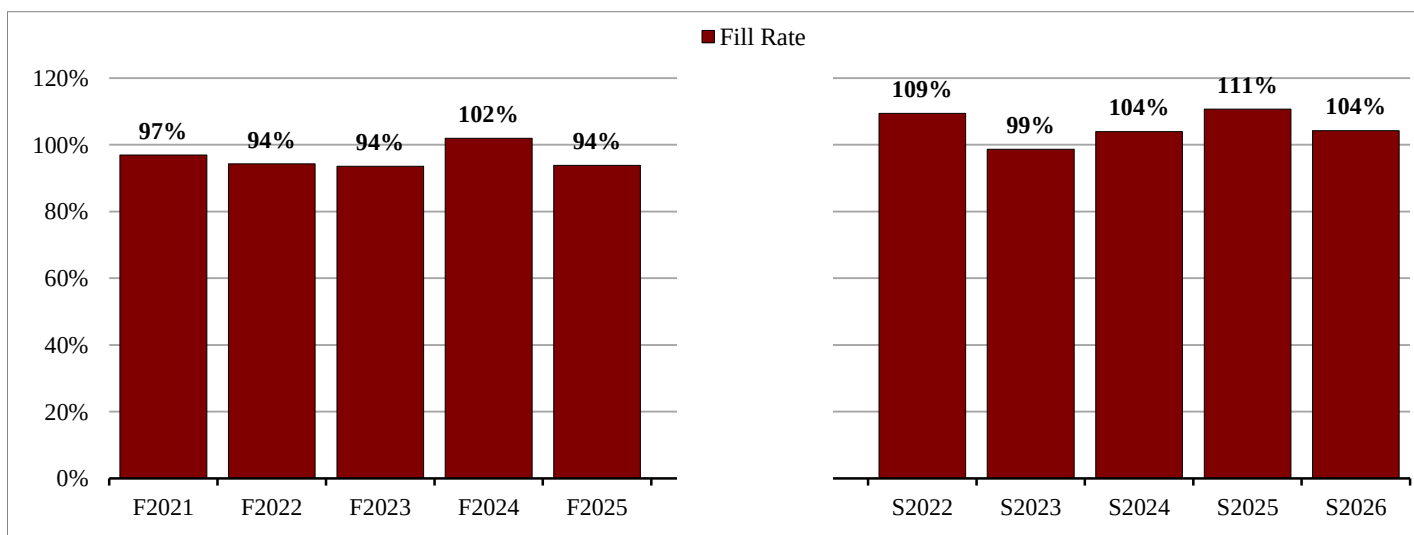
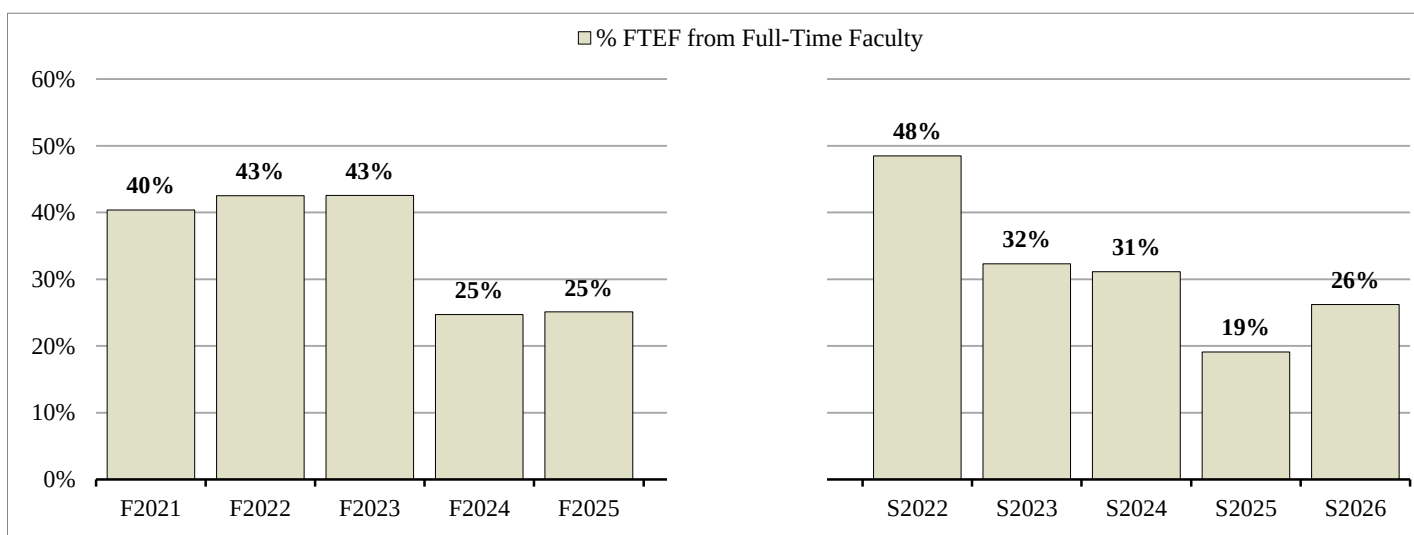
FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

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 7/25/23.

Enrollment Management: Part 2

Computer Science (CS)										
	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
FTEF from Full-Time Faculty	1.8	2.0	2.4	1.4	1.5	2.1	1.4	1.6	0.9	1.3
% FTEF from Full-Time Faculty	40%	43%	43%	25%	25%	48%	32%	31%	19%	26%
Enrollments	378	396	478	521	504	405	370	499	498	469
Capacity (seats available)	390	420	511	511	537	370	375	480	450	450
Fill Rate	97%	94%	94%	102%	94%	109%	99%	104%	111%	104%



Definitions:

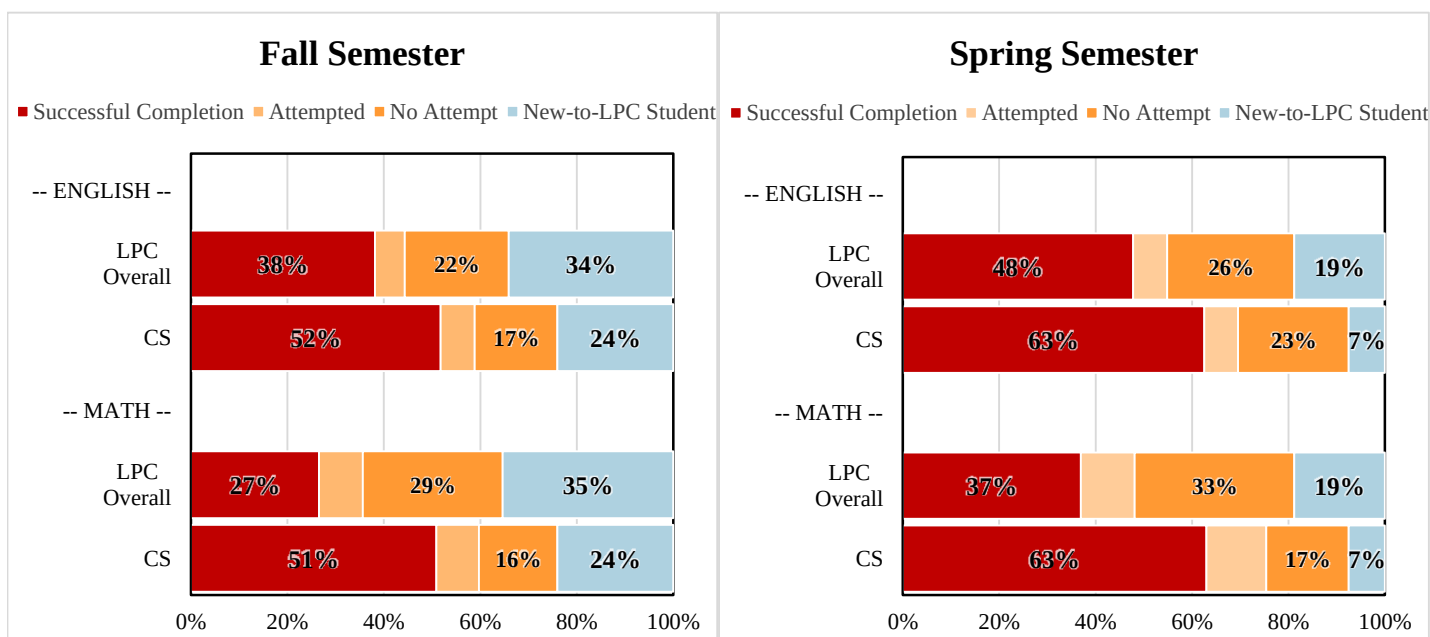
Fill Rate is number of enrollments over the total capacity (seats available).

% 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 7/25/23.

Prior Experience in English & Math

(English and math status prior to the start of the term)	Fall 2025				Spring 2026			
	CS		LPC Overall		CS		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Transfer-level English								
Successful Completion*	235	52%	3,416	38%	267	63%	4,091	48%
Attempted (not successful)	32	7%	553	6%	30	7%	607	7%
No Attempt	78	17%	1,931	22%	98	23%	2,260	26%
New-to-LPC Student	109	24%	3,057	34%	32	7%	1,609	19%
Transfer-level Math								
Successful Completion*	231	51%	2,211	27%	269	63%	3,163	37%
Attempted (not successful)	40	9%	756	9%	53	12%	959	11%
No Attempt	74	16%	2,410	29%	73	17%	2,836	33%
New-to-LPC Student	109	24%	2,946	35%	32	7%	1,609	19%



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