



Programs to Improve Outcomes for Underrepresented Students

June 2012



Office of Institutional Research and Planning

Introduction

What is a Learning Community Program?

Learning communities are characterized by a common sense of purpose that can be used to build a sense of group identity, cohesiveness, and uniqueness. It encourages continuity and the integration of diverse curricular and co-curricular experiences. A Learning Community Program aims to restructure the curriculum by forming linkages between students, faculty, and student services staff into common cohorts. Learning Community Programs stress the development of relationships between academic work and intellectual and social interaction with the world of work and advanced learning.

-Schroeder & Mabel 1994

Learning Community Program Models

LINKED COURSES

- This model links two or more common courses for a single cohort.
- A content based course is typically supported by a skills course to provide a shared experience for students.

LEARNING CLUSTERS

- This model is similar to the Linked Courses model except that courses from different disciplines are linked for a single cohort.
- Courses are generally based on a theme, historical period, issue, or problem.
- There is often a seminar component to the cluster.

FRESHMEN INTEREST GROUPS

- This model links freshmen courses based on a theme within an academic discipline.
- There is a peer advising component that allows freshmen to discuss course work and college adjustment problems.

SDCCD LEARNING COMMUNITY PROGRAMS

- The SDCCD colleges and Continuing Education use aspects of the three traditional models listed. Additionally, the categorical programs (e.g., DSPS, EOPS, and CalWORKS) contain many of these elements and for purposes of this report are included.

Learning Community Programs at SDCCCD

City College

CalWORKS

DSPS

EOPS/CARE

FYE

MESA

New Horizons

Price Scholars

Puente Project

TRIO

Umoja

Mesa College

DSPS

EOPS/CARE

FAST Scholars or Foster Youth

FYE

Heroes to Healthcare

Mesa Academy

Puente Project

TRIO/STAR

Miramar College

CalWORKS

DSPS

EOPS/CARE

FYE

TRIO

Continuing Education

CalWORKS

DSPS

New Horizons

Learning Community Programs - Descriptions

CalWORKS

- Offers support services to students who receive TANF/CalWORKS benefits. Provides vocational/academic counseling, job placement, work study placement, and other services designed to support students' careers, education, and personal goals.

DSPS (Disability Support Programs and Services)

- Supports the inclusion of students with disabilities into the campus community. Offers eligible students access to a variety of specialized support services and assistive equipment as well as preparatory, skill maintenance, and personal growth courses.

EOPS (Extended Opportunities Programs and Services)

- Provides special recruitment, counseling, retention, and support services to increase college enrollment for individuals who may not have considered college to be an option.

FAST Scholars or Foster Youth

- Provides assistance to foster youth students currently enrolled in college and to high school seniors making the transition to college.

Learning Community Program - Descriptions

FYE (First Year Experience)

- Helps high school seniors transition into college by providing a prescriptive program plan, application assistance, early registration, college orientation, and counseling and assessment services.

Heroes to Healthcare

- Offers a Mental Health Worker Certificate of Achievement that provides students with the skills necessary to find employment in the a variety of related fields.

MESA (Mathematics, Engineering and Science Achievement)

- Supports economically and educationally disadvantaged students excel in math, engineering, and science-based majors and to successfully transfer to four-year institutions through tutoring and other support services.

Mesa Academy

- Provides African American students enrolled at Mesa College with career and counseling services, reading and writing skill development, and helps students identify strategies for success in the face of adversity.

Learning Community Program - Descriptions

New Horizons

- Helps low income vocational students with book loans and transportation services.

Price Scholars

- Offers scholarships to prospective and current students attending City College.

Puente Project

- Assists educationally disadvantaged students adjust to college and prepare for transfer to four-year institutions through writing and personal growth instruction, counseling, and mentoring.

TRIO

- Assists low-income, first-generation to college, and disabled students progress through the academic pipeline to post baccalaureate programs via education outreach and support programs.

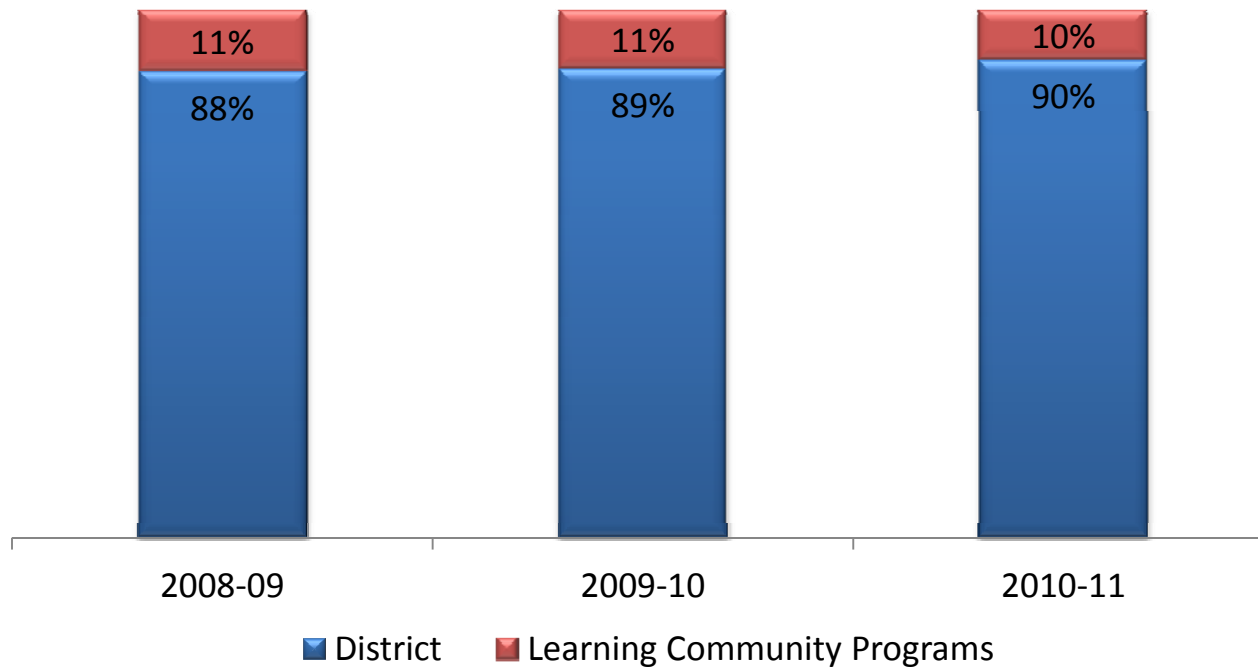
Umoja

- Seeks to engage, connect, educate, support, and encourage African American and other students through a series of courses that prepare them for transfer to four-year institutions. Course materials, discussion, and activities focus on African American culture, literature, and experiences.

Enrollment Headcount Persistence

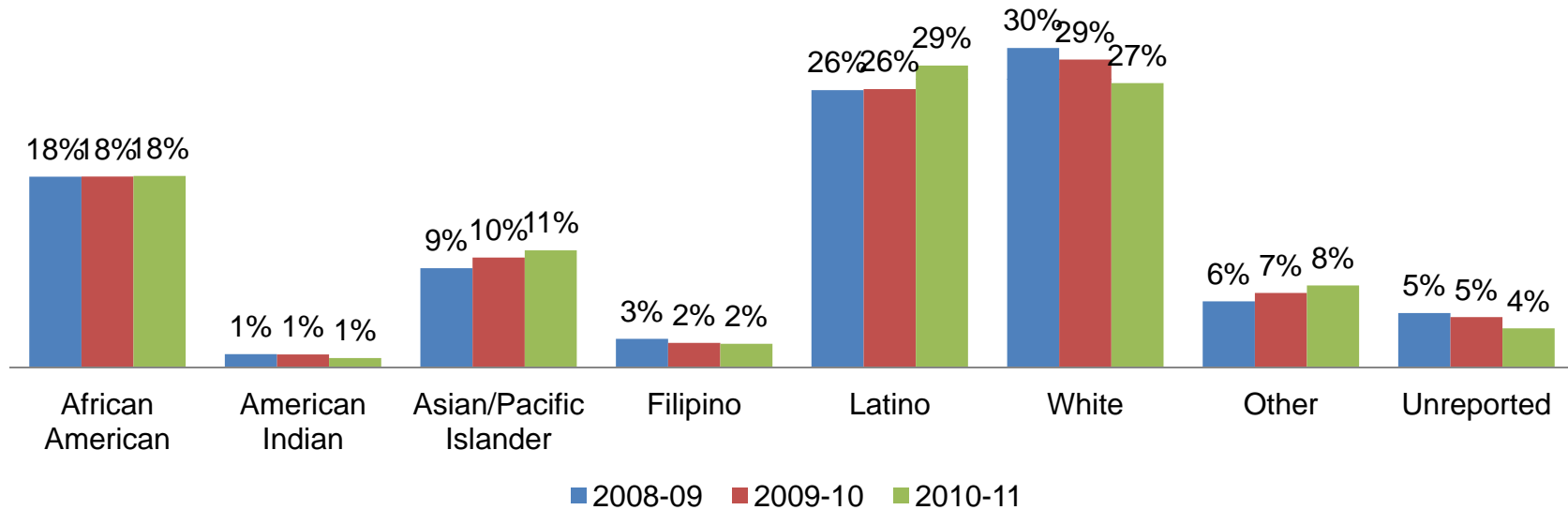
Enrollment: Districtwide

- From 2008-09 to 2010-11, Learning Community Program students averaged 11% of all District enrollments (duplicated headcount).



Headcount by Ethnicity: Districtwide

- Over the past three years, underrepresented groups collectively made up the largest percentage of the Learning Community Program population.
- The average proportion of African American students in Learning Community Programs is higher (18%) compared to the Districtwide average (8%).
- The average proportion of Latino students in the Learning Community Programs (27%) is slightly less than the Districtwide average (29%).



8%	1%	12%	4%	29%	36%	3%	6%
<i>Three Year Averages by Ethnicity for Non-Learning Community Program Students Districtwide</i>							

Annual Headcount by College

City College

	2008-09	2009-10	2010-11
CalWORKS	340	410	468
DSPS	741	809	785
EOPS	958	873	985
FYE	131	120	76
MESA	175	201	186
New Horizons	0	0	141
Price Scholars	26	24	26
Puente	53	30	34
TRIO	197	217	0
Umoja	250	136	107

Mesa College

	2008-09	2009-10	2010-11
DSPS	807	892	948
EOPS	807	636	620
FAST	26	42	52
FYE	277	263	125
Heroes	0	27	15
Mesa Academy	37	116	98
Puente	37	31	27
TRIO	225	225	225

Miramar College

	2008-09	2009-10	2010-11
CalWORKS	93	114	120
DSPS	294	336	379
EOPS	455	368	394
FYE	94	79	74
TRIO	147	142	0

Continuing Education

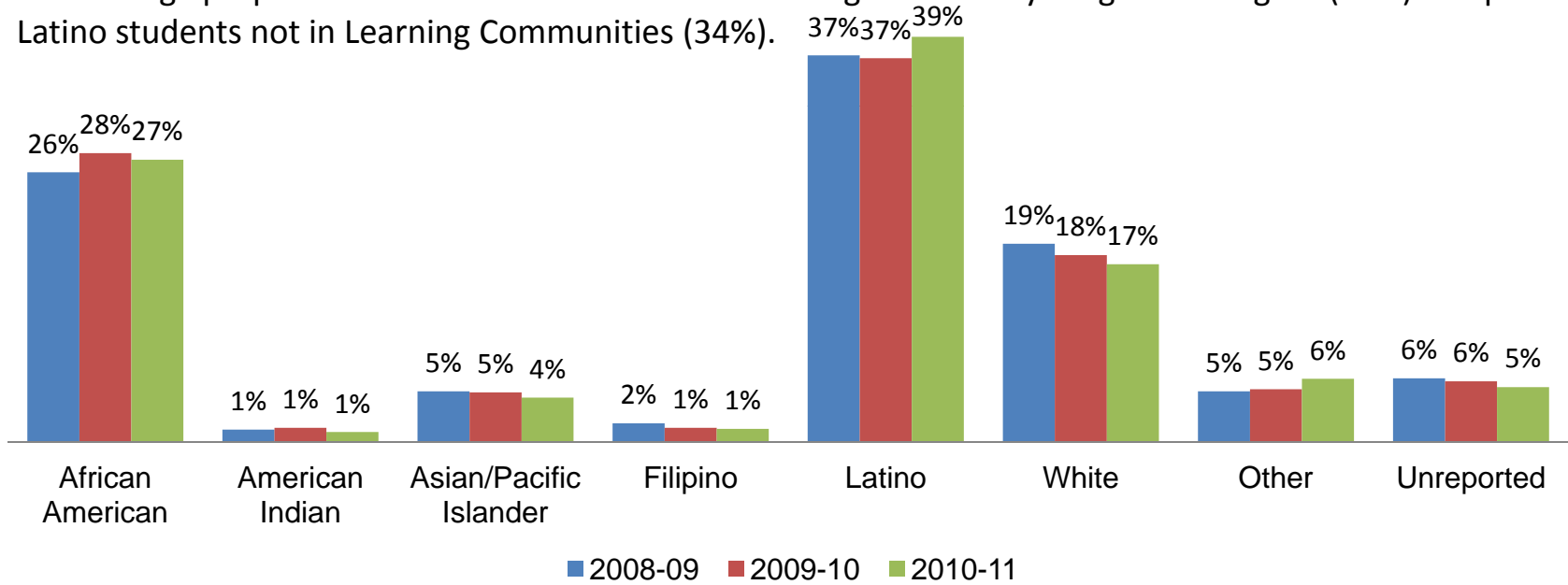
	2008-09	2009-10	2010-11
CalWORKS	789	846	966
DSPS	2,125	1,843	1,621
Horizon	147	136	186

- Sharp declines in headcount seen in TRIO and FYE are primarily due to major reduction of funding.

Note. Some students may be enrolled in more than one program accounting for some duplication across programs.

Headcount by Ethnicity: City College

- The number of students in Learning Community Programs at City increased by 2% from 2008-09 to 2010-11 (2,331 to 2,380).
- Learning Communities averaged 17% of City enrollments from 2008-09 to 2010-11.
- The average proportion of African American students in Learning Community Programs at City is higher (27%) compared to African American students not in Learning Communities (12%), possibly due to the Umoja program.
- The average proportion of Latino students in the Learning Community Programs is higher (37%) compared to Latino students not in Learning Communities (34%).

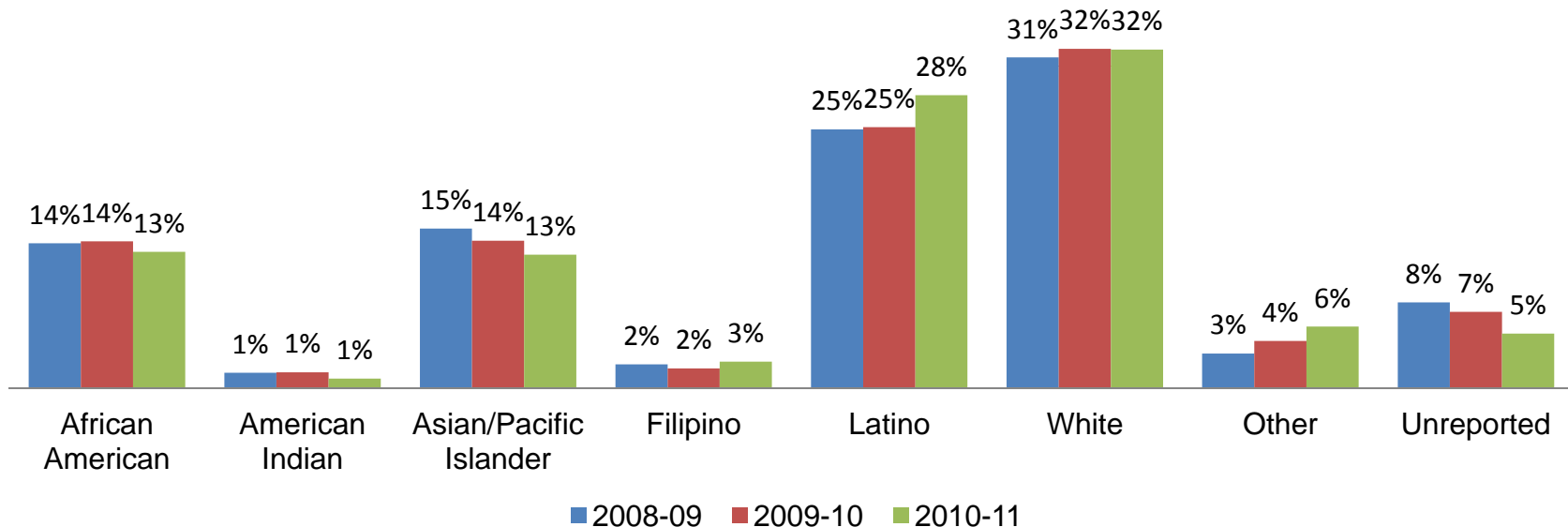


Ethnicity	2008-09	2009-10	2010-11
African American	12%	1%	7%
American Indian	1%	1%	1%
Asian/Pacific Islander	7%	5%	4%
Filipino	4%	1%	1%
Latino	34%	37%	39%
White	30%	18%	17%
Other	4%	5%	6%
Unreported	7%	6%	5%

Three Year Averages by Ethnicity for Non-Learning Community Program Students Collegewide

Headcount by Ethnicity: Mesa College

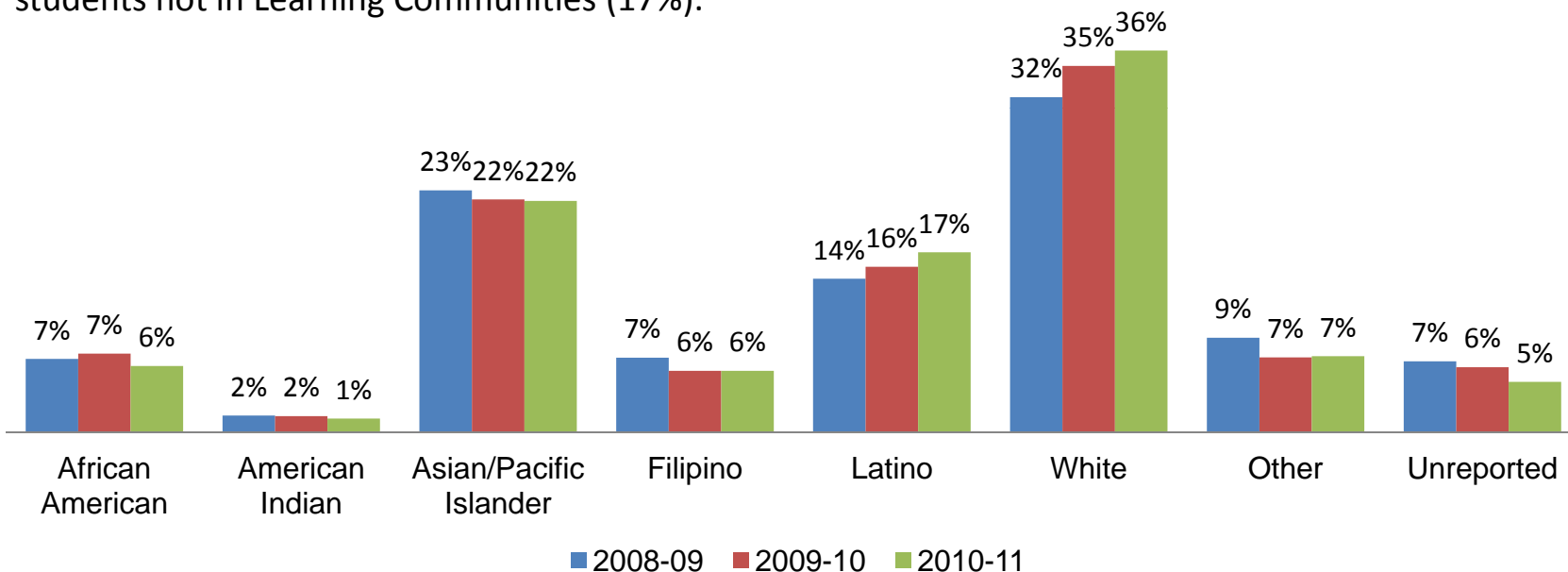
- The number of students in Learning Community Programs at Mesa decreased by 4% over three years: 1,868 in 2008-09, 1,880 in 2009-10, and 1,800 in 2010-11 largely due to EOPS and FYE.
- Learning Communities averaged 9% of Mesa College enrollments from 2008-09 to 2010-11.
- The average proportion of African American students in Learning Community Programs at Mesa is higher (14%) compared to African American students not in Learning Communities (7%).
- The average proportion of Latino students in the Learning Community Programs (26%) is slightly higher than Latino students not in Learning Communities (22%).



7%	1%	14%	5%	22%	39%	4%	8%
<i>Three Year Averages by Ethnicity for Non-Learning Community Program Students Collegewide</i>							

Headcount by Ethnicity: Miramar College

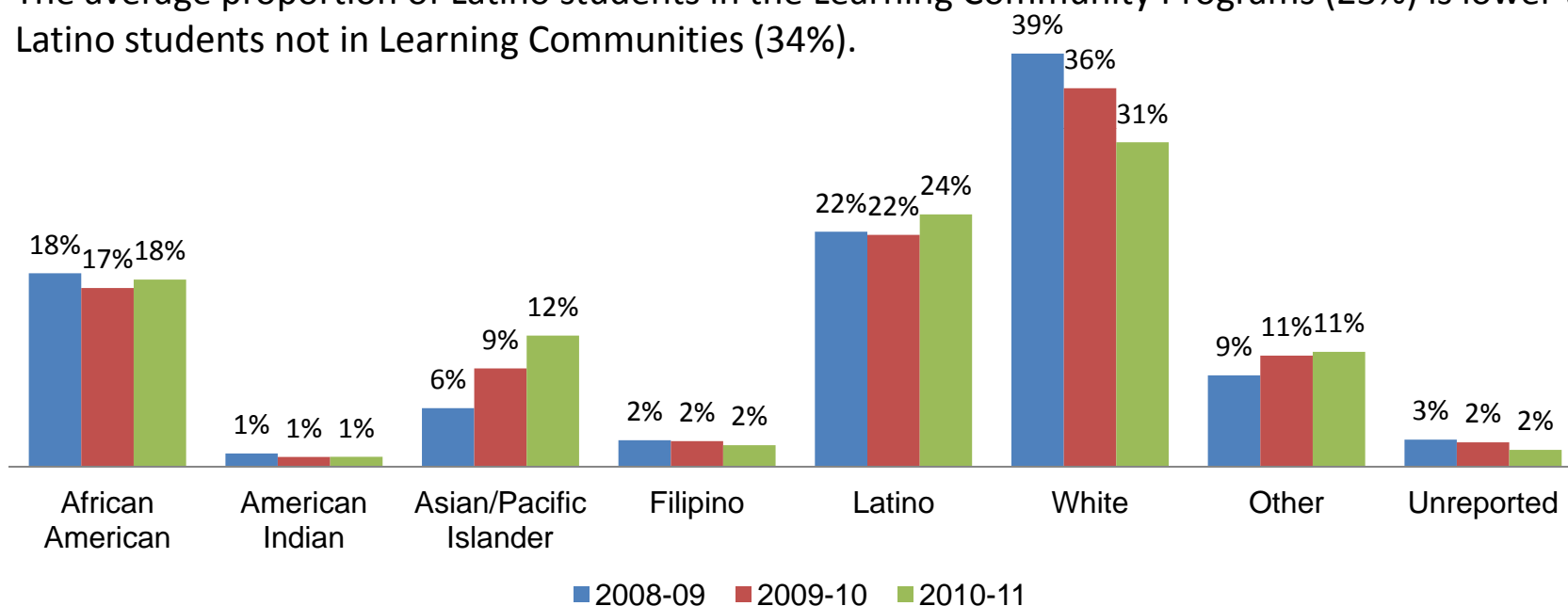
- The number of students in Learning Community Programs at Miramar decreased by 4% between 2008-09 and 2010-11: 898 in 2008-09, 865 in 2009-10, and 866 in 2010-11 largely due FYE and TRIO.
- Learning Communities averaged 10% of Miramar College enrollments from 2008-09 to 2010-11.
- The average proportion of African American students in Learning Community Programs at Miramar is similar (7%) to African American students not in Learning Communities (6%).
- The average proportion of Latino students in the Learning Community Programs (16%) is similar to Latino students not in Learning Communities (17%).



6%	1%	14%	8%	17%	42%	4%	8%
<i>Three Year Averages by Ethnicity for Non-Learning Community Program Students Collegewide</i>							

Headcount by Ethnicity: Continuing Education

- The number of students in Learning Community Programs at CE has decreased by 10% over three years: 3,028 in 2008-09, 2,800 in 2009-10, and 2,736 in 2010-11.
- Learning Communities averaged 8% of CE enrollments from 2008-09 to 2010-11.
- The average proportion of African American students in Learning Community Programs at CE is higher (18%) compared to African American students not in Learning Communities (7%).
- The average proportion of Latino students in the Learning Community Programs (23%) is lower than Latino students not in Learning Communities (34%).



Ethnicity	2008-09	2009-10	2010-11
African American	7%	1%	13%
American Indian	1%	1%	1%
Asian/Pacific Islander	13%	3%	3%
Filipino	3%	3%	3%
Latino	34%	34%	34%
White	34%	34%	34%
Other	3%	3%	3%
Unreported	4%	4%	4%

Three Year Averages by Ethnicity for Non-Learning Community Program Students Collegewide

Fall to Spring Term Persistence

All Colleges*

- The average persistence rate for all LC Program students was 83% compared to 72% for all first-time students at all colleges.

City College

- The average persistence rate for all LC Program students was 78% compared to 63% for all first-time students at City. The Learning Communities with the highest term persistence rate on average were the Price program and the Puente program (96% and 89%, respectively).

Mesa College

- The average persistence rate for all LC Program students was 78% compared to 69% for all first-time students at Mesa. The Learning Community with the highest term persistence rate on average was the Puente program (93%).

Miramar College

- The average persistence rate for all LC Program students was 80% compared to 64% for all first-time students at Miramar. The FYE program had the highest term persistence rate on average (92%).

**The persistence rate for the All Colleges Learning Community Programs includes students who may have persisted from one college to any of the other colleges in the District, accounting for a higher persistence rate.*

Outcomes:
Retention
Success
Degrees & Certificates
Transfer

Retention and Success Operational Definitions

Success Rate: The number of students who complete a course with a grade of A, B, C, or Pass divided by the total number of enrollments as of census, multiplied by 100. Tutoring and noncredit classes are excluded.

Retention Rate: The number of students who complete a course with a grade notation other than W, divided by the total number of enrollments as of census, multiplied by 100.

Retention and Success - Highlights

All Colleges

- The average retention rate for all Learning Community students between 2008-2011 was slightly higher (87%) compared to the average retention rate for all non-Learning Community students during this same time (85%).
- The average success rate for all Learning Community students between 2008-2011 was slightly lower (66%) compared to the average success rate for all non-Learning Community students during this same time (68%).

City College

- The average retention rate for all Learning Community students between 2008-2011 was slightly higher (86%) compared to the average retention rate for all non-Learning Community students during this same time (84%).
- The average success rate for all Learning Community students between 2008-2011 was slightly lower (63%) compared to the average success rate for all non-Learning Community students during this same time (64%).

Retention and Success - Highlights

Mesa College

- The average retention rate for all Learning Community students between 2008-2011 was slightly higher (87%) compared to the average retention rate for all non-Learning Community students during this same time (84%).
- The average success rate for all Learning Community students between 2008-2011 was slightly lower (67%) compared to the average success rate for all non-Learning Community students during this same time (68%).

Miramar College

- The average retention rate for all Learning Community students between 2008-2011 was slightly higher (89%) compared to the average retention rate for all non-Learning Community students during this same time (87%).
- The average success rate for all Learning Community students between 2008-2011 was slightly lower (71%) compared to the average success rate for all non-Learning Community students during this same time (72%).

Degrees, Certificates, and Transfer

Volume

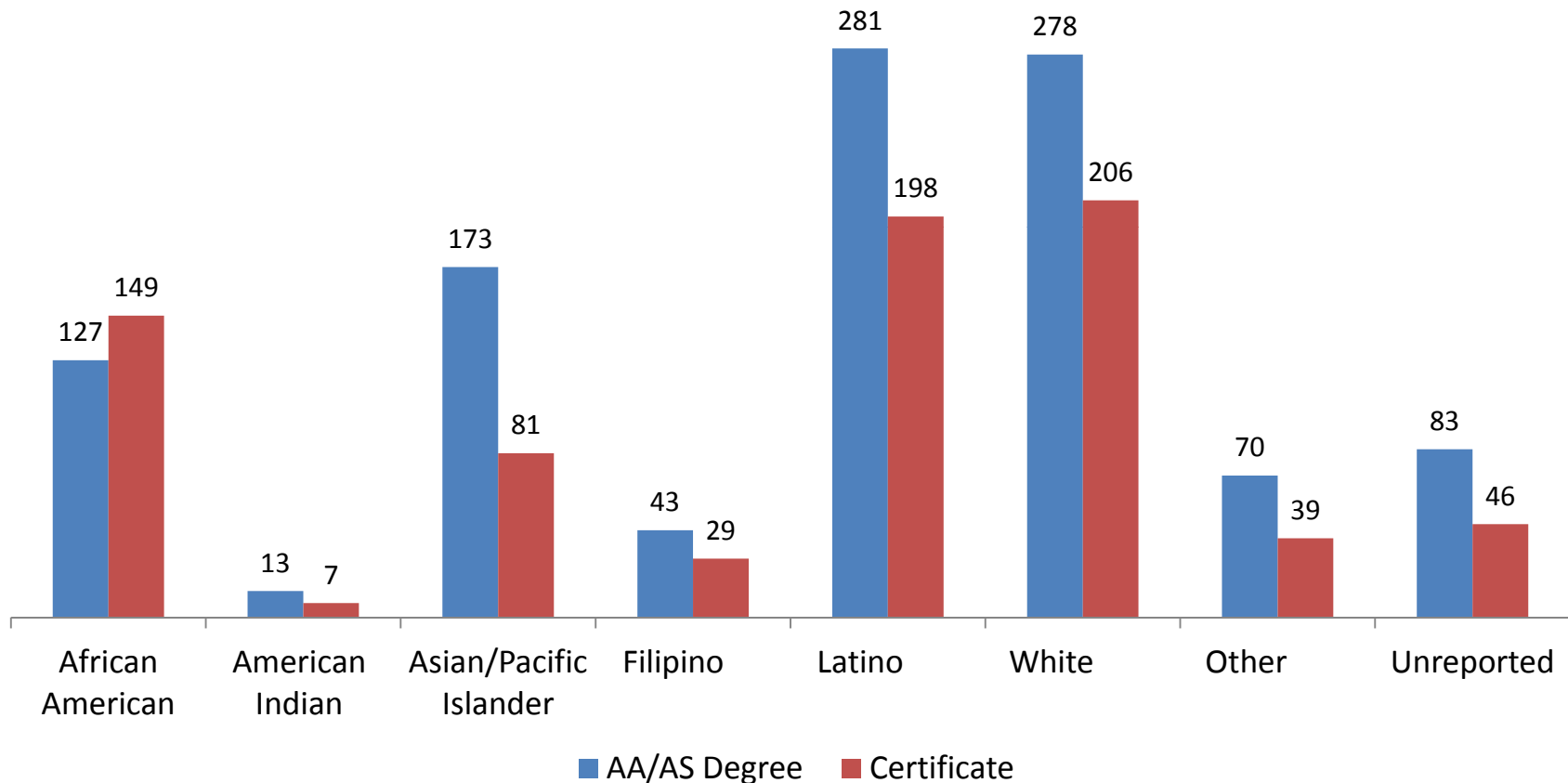
- Across all of the Learning Community Programs at all colleges, Whites and Latinos had the greatest transfer volume between 2008-09 and 2010-11 (512 and 495, respectively), followed by Asian/Pacific Islanders (274).
- Overall, White and Latino students in all Learning Community Programs across all colleges and Continuing Education were awarded the greatest number of AA/AS Degree (278 and 281, respectively) and Certificates (206 and 198, respectively) between 2008-09 and 2010-11.

2007-08 Cohort

- Students in the TRIO, MESA, and Price Scholars programs had the highest AA/AS Degree rates (36%, 33%, and 32%, respectively). Students in FAST, Horizon, and Umoja programs had the lowest AA/AS Degree rates (0%, 0%, and 0%, respectively).
- Students in the New Horizon program had the highest Certificate rate (30%), followed by the Price Scholars and TRIO programs (11% and 9%, respectively).
- Students in MESA, TRIO, and EOPS programs had the highest transfer rates (48%, 41%, and 24%, respectively). Students in the FAST, Umoja, and Puente programs had the lowest transfer rate (0%, 7%, and 11%, respectively).

Degrees and Certificates: Districtwide

Counts are combined totals for all Learning Community Program students for academic years 2008-09 to 2010-11. There were 1,729 LC Program students who received awards: 1,068 AA/AS Degrees and 755 Certificates.



Degrees and Certificates of 2007-08 Cohort: Districtwide

	Cohort 07-08	No. of Students Received Awards	AA/AS Degree	Certificate
CalWORKS	915	78	4%	5%
DSPS	3,666	325	7%	3%
EOPS	1,960	449	20%	8%
FAST	11	0	0%	0%
FYE	115	18	16%	5%
Horizon	144	43	0%	30%
Mesa Academy	59	2	3%	0%
MESA	95	35	33%	8%
Price Scholars	28	10	32%	11%
Puente	81	8	10%	4%
TRIO	566	217	36%	9%
Umoja	42	0	0%	0%

2007 Student Right to Know Completion Rates (first-time, full-time degree seeking students tracked over three years): City, 15%, Mesa 23%, Miramar 28%

Note. 2007-08 cohort was tracked over four academic years and includes approximately 12% duplication across programs (i.e., enrolled or participated in more than one Learning Community program).

Degrees & Certificates 2007-08 Cohort: College

City College

	Cohort 07-08	No. of Students	AA/AS Degree	Certificate
CalWORKS	242	37	12%	9%
DSPS	694	124	14%	7%
EOPS	680	158	19%	10%
FYE	39	6	15%	5%
MESA	95	35	33%	8%
Price	28	10	32%	11%
Puente	27	5	19%	7%
Trio	190	77	37%	11%
Umoja	42	0	0%	0%

Miramar College

	Cohort 07-08	No. of Students	AA/AS Degree	Certificate
CalWORKS	68	15	18%	9%
DSPS	266	47	14%	9%
EOPS	440	136	28%	11%
FYE	31	9	29%	13%
TRIO	152	65	41%	13%

Mesa College

	Cohort 07-08	No. of Students	AA/AS Degree	Certificate
DSPS	766	119	14%	4%
EOPS	849	159	17%	4%
FAST	11	0	0%	0%
FYE	45	3	7%	0%
Mesa Acdmty	59	2	3%	0%
Puente	54	3	6%	2%
TRIO	225	72	32%	4%

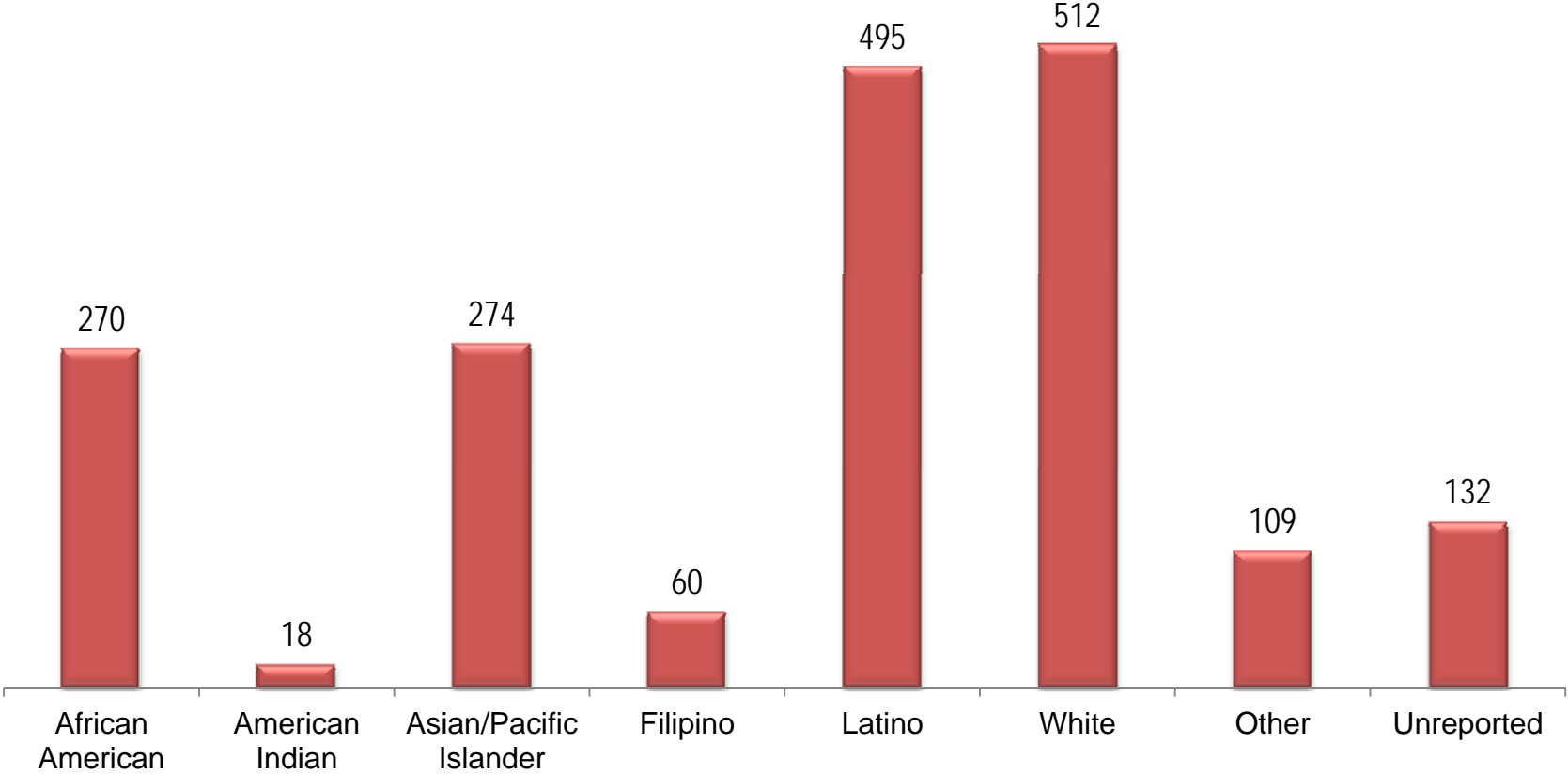
Continuing Education

	Cohort 07-08	No. of Students	Certificate
CalWORKS	621	27	2%
DSPS	2,086	37	1%
Horizon	144	43	30%

2007 Student Right to Know Completion Rates (first-time, full-time degree seeking students tracked over three years): City, 15%, Mesa 23%, Miramar 28%

Note. 2007-08 cohort was tracked over four academic years and includes approximately 13% duplication across programs (i.e., enrolled or participated in more than one Learning Community program).

Transfer by Ethnicity: Districtwide



Note. Counts are combined totals for academic years 2008/09 -2010/11 and amount to 1,870 transfers over three years.

Transfer Rate of 2007-08 Cohort

All Colleges		
	Cohort 07-08	Transfer Rate
CalWORKS	309	14%
DSPS	1,656	14%
EOPS	1,960	24%
FAST	11	0%
FEXP	115	15%
Mesa Acad	59	19%
MESA	95	48%
Price	28	14%
Puente	81	11%
TRIO	566	41%
Umoja	42	7%

2007 Student Right to Know Transfer Rates (first-time, full-time degree seeking students tracked over three years): City, 15%, Mesa 23%, Miramar 15%

Note. 2007-08 cohort was tracked over four academic years and includes approximately 22% duplication across programs (*i.e.*, enrolled or participated in more than one Learning Community program).

Transfer Rate of 2007-08 Cohort

City College

	Cohort 07-08	Transfer Rate
CalWORKS	242	12%
DSPS	694	10%
EOPS	680	20%
FYE	39	13%
MESA	95	48%
Price	28	14%
Puente	27	7%
Umoja	42	7%
TRIO	190	46%

Mesa College

	Cohort 07-08	Transfer Rate
DSPS	766	17%
EOPS	849	25%
FAST	11	0%
FYE	45	9%
Mesa Acad	59	19%
Puente	54	13%
TRIO	225	36%

Miramar College

	Cohort 07-08	Transfer Rate
CalWORKS	68	19%
DSPS	266	14%
EOPS	440	28%
FYE	31	26%
TRIO	152	41%

2007 Student Right to Know Transfer Rates (first-time, full-time degree seeking students tracked over three years): City, 15%, Mesa 23%, Miramar 15%

Note. 2007-08 cohort was tracked over four academic years and includes approximately 19%-25% duplication across programs (i.e., enrolled or participated in more than one Learning Community program).

IRP

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