



Programs to Improve Outcomes for Underrepresented Students

Summer 2014



Introduction

What is a Learning Community?

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 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/CARE, and CalWORKS) contain many of these elements and for purposes of this report are included.

Learning Communities at SDCCCD

City College/ECC

CalWORKS

DSPS

EOPS/CARE

FYE (First Year Experience)

MESA

New Horizons

Price Scholars

Puente Project

Umoja

Mesa College

DSPS

EOPS/CARE

FYE (First Year Experience)

Mesa Academy/Umoja

Puente Project

TRIO/STAR

Miramar College

CalWORKS

DSPS

EOPS/CARE

FYE (First Year Experience)

Continuing Education

CalWORKS

DSPS

New Horizons

Learning Communities - 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/CARE (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.

Learning Communities - 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.

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/Umoja

- 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 Communities - 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/ECC.

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/STAR

- 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.

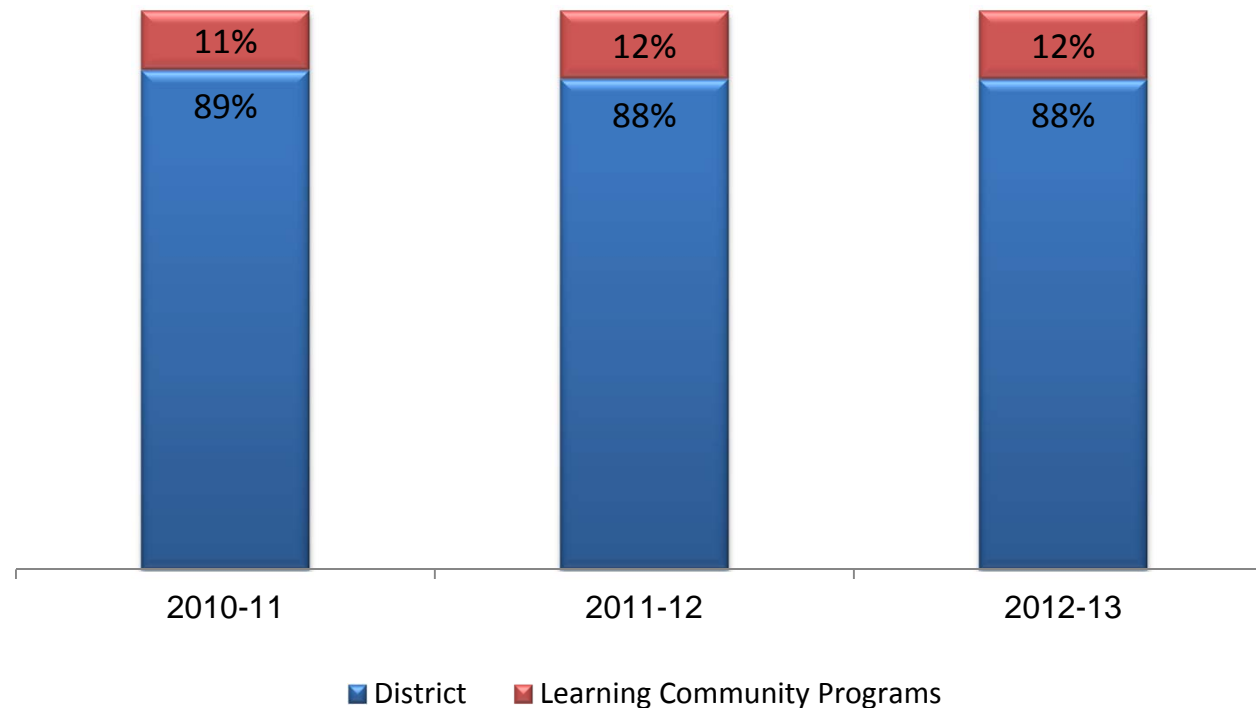
Umoja

- 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

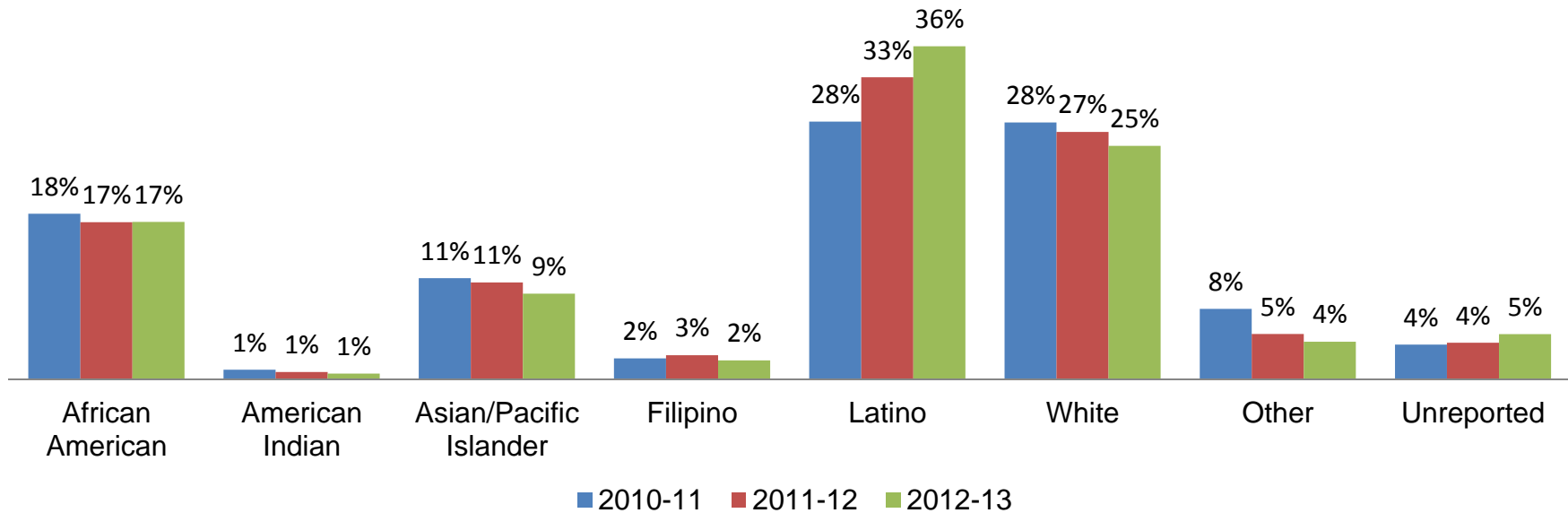
Enrollment: Districtwide

- From 2010-11 to 2012-13, students in Learning Communities averaged 12% of all District enrollments (duplicated headcount), a 1% increase over three years.



Headcount by Ethnicity: Districtwide

- Over the past three years, underrepresented groups collectively made up the largest percentage of the population in Learning Communities.
- The average proportion of African American students in Learning Communities was higher (17%) compared to the Districtwide average (8%), over the past three years.
- The average proportion of Latino students in Learning Communities (32%) was comparable to the Districtwide average (31%) and has been steadily increasing over the past three years.



8%	1%	12%	4%	31%	35%	4%	5%
<i>Three Year Averages by Ethnicity for Non-Learning Communities Students Districtwide</i>							

Annual Headcount by College

City College/ECC

	2010-11	2011-12	2012-13
CalWORKS	490	384	316
DSPS	835	789	751
EOPS/CARE	1,014	768	1,030
FYE	77	671	786
MESA	187	180	173
New Horizons	182	158	0
Price Scholars	26	34	34
Puente Project	34	34	31
Umoja	107	132	48

Mesa College

	2010-11	2011-12	2012-13
DSPS	1,004	957	1,042
EOPS/CARE	624	709	547
FYE	129	155	35
Mesa			
Academy/Umoja	98	111	120
Puente Project	27	31	35
TRIO/STAR	225	225	223

Miramar College

	2010-11	2011-12	2012-13
CalWORKS	135	115	104
DSPS	404	422	417
EOPS/CARE	394	449	449
FYE	74	161	8

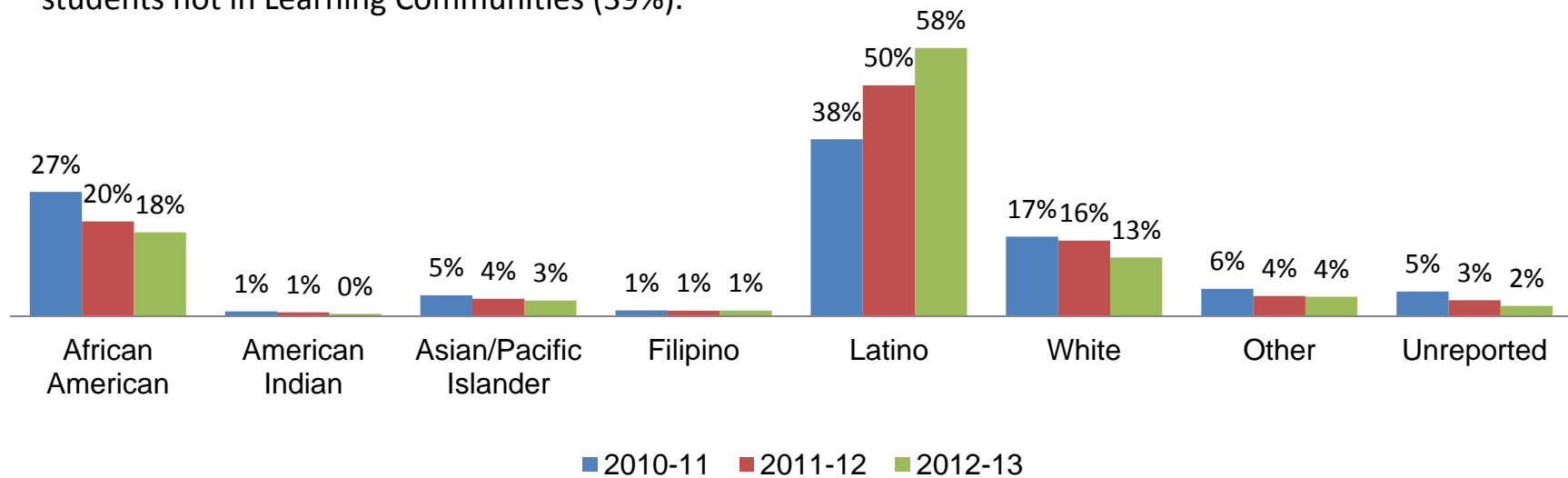
Continuing Education

	2010-11	2011-12	2012-13
CalWORKS	1,011	997	812
DSPS	1,916	1,794	1,751
New Horizons	220	201	181

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

Headcount by Ethnicity: City College/ECC

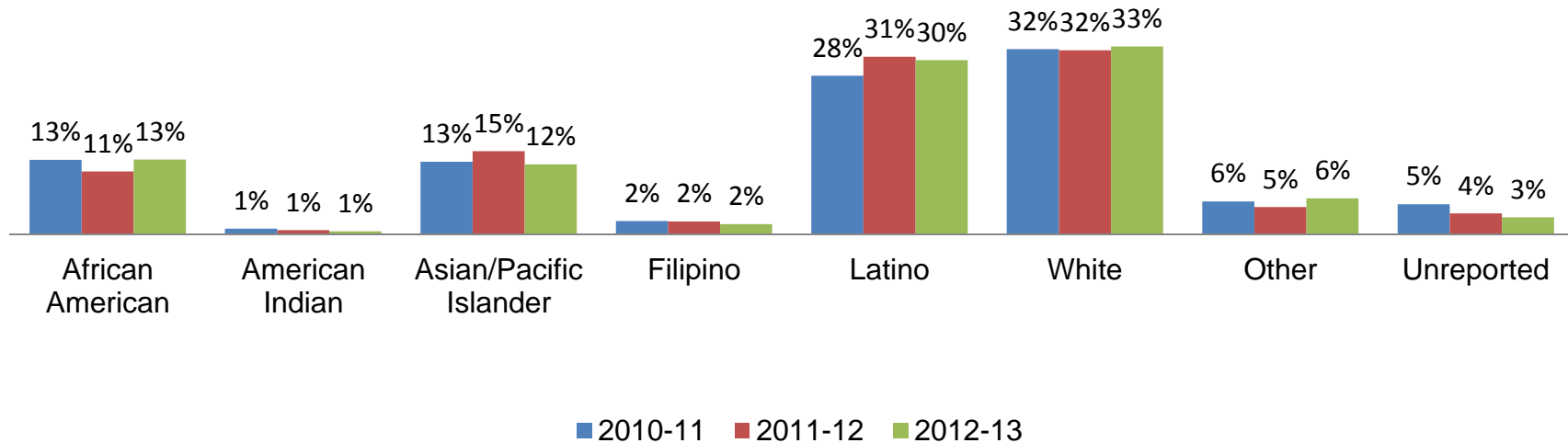
- The number of students in Learning Communities at City College/ECC increased by 15% from 2010-11 to 2012-13 (2,486 to 2,672), largely due to the FYE program. During the same time period, the overall headcount at City College/ECC decreased by 7%.
- Learning Community Students averaged 10% of the City College/ECC headcount from 2010-11 to 2011-12.
- The average proportion of African American students in Learning Communities at City College/ECC was higher (22%) compared to the proportion of African American students not in Learning Communities (12%), likely due to the Umoja program.
- The average proportion of Latino students in Learning Communities was higher (49%) compared to Latino students not in Learning Communities (39%).



12%	1%	7%	4%	39%	29%	5%	4%
<i>Three Year Averages by Ethnicity for Non-Learning Communities Students Collegewide</i>							

Headcount by Ethnicity: Mesa College

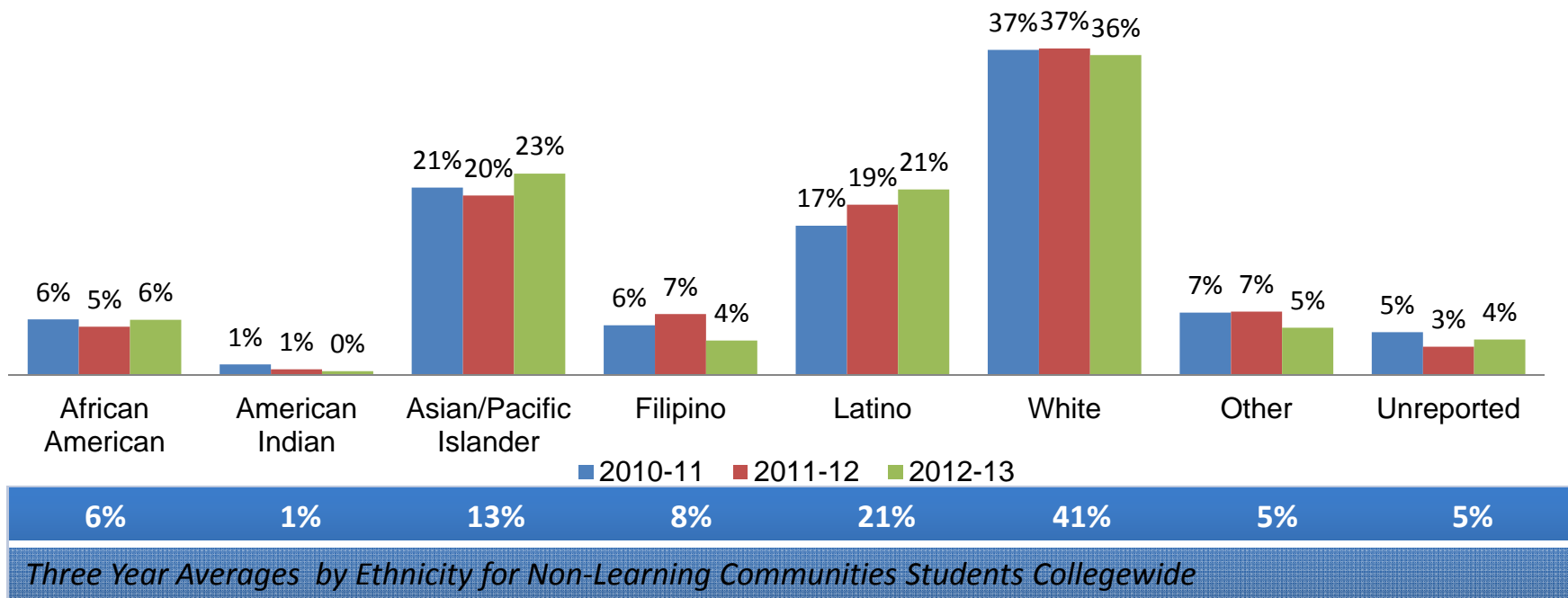
- The number of students in Learning Communities at Mesa College decreased by 5% from 2010-11 to 2012-13 (1,854 to 1,761). During the same time period, the overall headcount at Mesa College decreased by 16%.
- Learning Community Students averaged 5% of the Mesa College headcount from 2010-11 to 2012-13.
- The average proportion of African American students in Learning Communities at Mesa was higher (12%) compared to African American students not in Learning Communities (7%). A large number of African American students participate in the EOPS program.
- The average proportion of Latino students in the Learning Communities (30%) was higher than the proportion of Latino students not in Learning Communities (28%).



7%	1%	12%	5%	28%	38%	5%	4%
<i>Three Year Averages by Ethnicity for Non-Learning Communities Students Collegewide</i>							

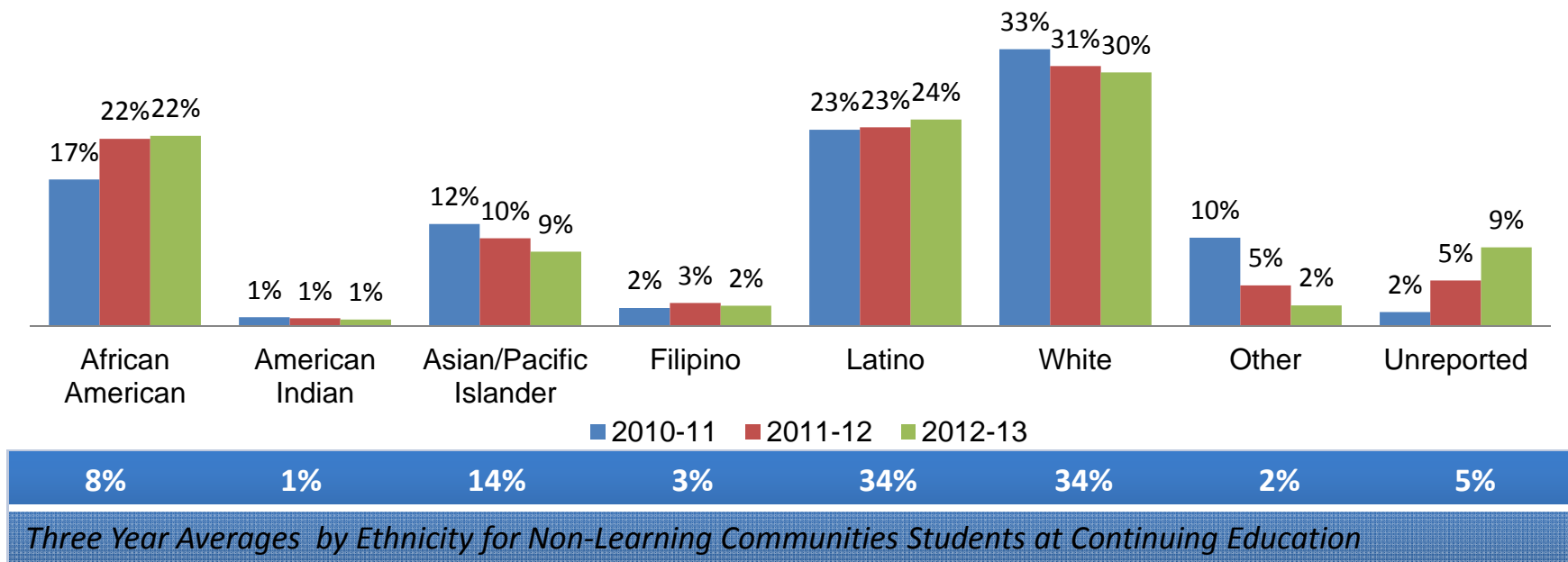
Headcount by Ethnicity: Miramar College

- The number of students in Learning Communities at Miramar College decreased by 1% from 2010-11 to 2012-13 (905 to 895), largely due the FYE program. During the same time period, the overall headcount at Miramar College decreased by 23%.
- Learning Community Students averaged 4% of the Miramar College headcount from 2010-11 to 2012-13.
- The average proportion of African American students in Learning Communities at Miramar was the same as African American students not in Learning Communities (6% each).
- The average proportion of Latino students in Learning Communities (19%) was comparable to the proportion of Latino students not in Learning Communities (21%).



Headcount by Ethnicity: Continuing Education

- The number of students in Learning Communities at CE has decreased by 13% over three years (3,103 in 2010-11, 2,941 in 2011-12, and 2,714 in 2012-13). The overall headcount for CE decreased by 21% during the same time period.
- Learning Community Students comprised 6% of the CE headcount from 2010-11 to 2012-13.
- The average proportion of African American students in Learning Communities at CE was higher (20%) compared to African American students not in Learning Communities (8%).
- The average proportion of Latino students in Learning Communities (24%) was lower than Latino students not in Learning Communities (34%). This decrease is likely due to fewer Learning Communities programs offered at Continuing Education.



Fall to Spring Term Persistence

All Colleges*

- The average term persistence rate for all Learning Community students was 83% compared to 78% for all first-time students at all colleges.

City College/ECC

- The average term persistence rate for all Learning Community students was 78% compared to 68% for all first-time students at City College/ECC. The Learning Community Students with the highest term persistence rates on average were in the Price Scholars program and the MESA program (93% and 91%, respectively).

Mesa College

- The average term persistence rate for all Learning Community students was 79% compared to 73% for all first-time students at Mesa. Students in the Puente Project program and the TRIO program had the highest term persistence rates on average (88% each, respectively).

Miramar College

- The average term persistence rate for all Learning Community students was 82% compared to 69% for all first-time students at Miramar. The EOPS/CARE and FYE programs had the highest term persistence rates on average (87% and 81%, respectively).

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

Outcomes:
Retention
Success
Degrees & Certificates
Transfer

Retention and Success Operational Definitions

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. Tutoring, noncredit, and cancelled classes are excluded.

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, noncredit, and cancelled classes are excluded.

Award Cohort: The 2009-10 cohort was tracked over four academic years and includes approximately 8% duplication across programs (i.e., enrolled or participated in more than one Learning Community).

Transfer Cohort: The 2009-10 cohort was tracked over four academic years and includes approximately 15% duplication across programs (i.e., enrolled or participated in more than one Learning Community).

Retention and Success - Highlights

All Colleges

- The average retention rate for all Learning Community students between 2010-11 to 2012-13 was higher (89%) 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 2010-11 to 2012-13 was the same (68%) as the average success rate for all non-Learning Community students during this same time (68%).

City College/ECC

- The average retention rate for all Learning Community students between 2010-11 to 2012-13 was higher (89%) 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 2010-11 to 2012-13 was higher (66%) than the average success rate for all non-Learning Community students during this same time (65% each).

Retention and Success - Highlights

Mesa College

- The average retention rate for all Learning Community students between 2010-11 to 2012-13 was higher (88%) 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 2010-11 to 2012-13 was higher (70%) than the average success rate for all non-Learning Community students during this same time (68% each).

Miramar College

- The average retention rate for all Learning Community students between 2010-11 to 2012-13 was higher (90%) than the average retention rate for all non-Learning Community students during this same time (88%).
- The average success rate for all Learning Community students between 2010-11 to 2012-13 was the same as the average success rate for all non-Learning Community students during this same time (73% each).

Degrees, Certificates, and Transfer

Volume

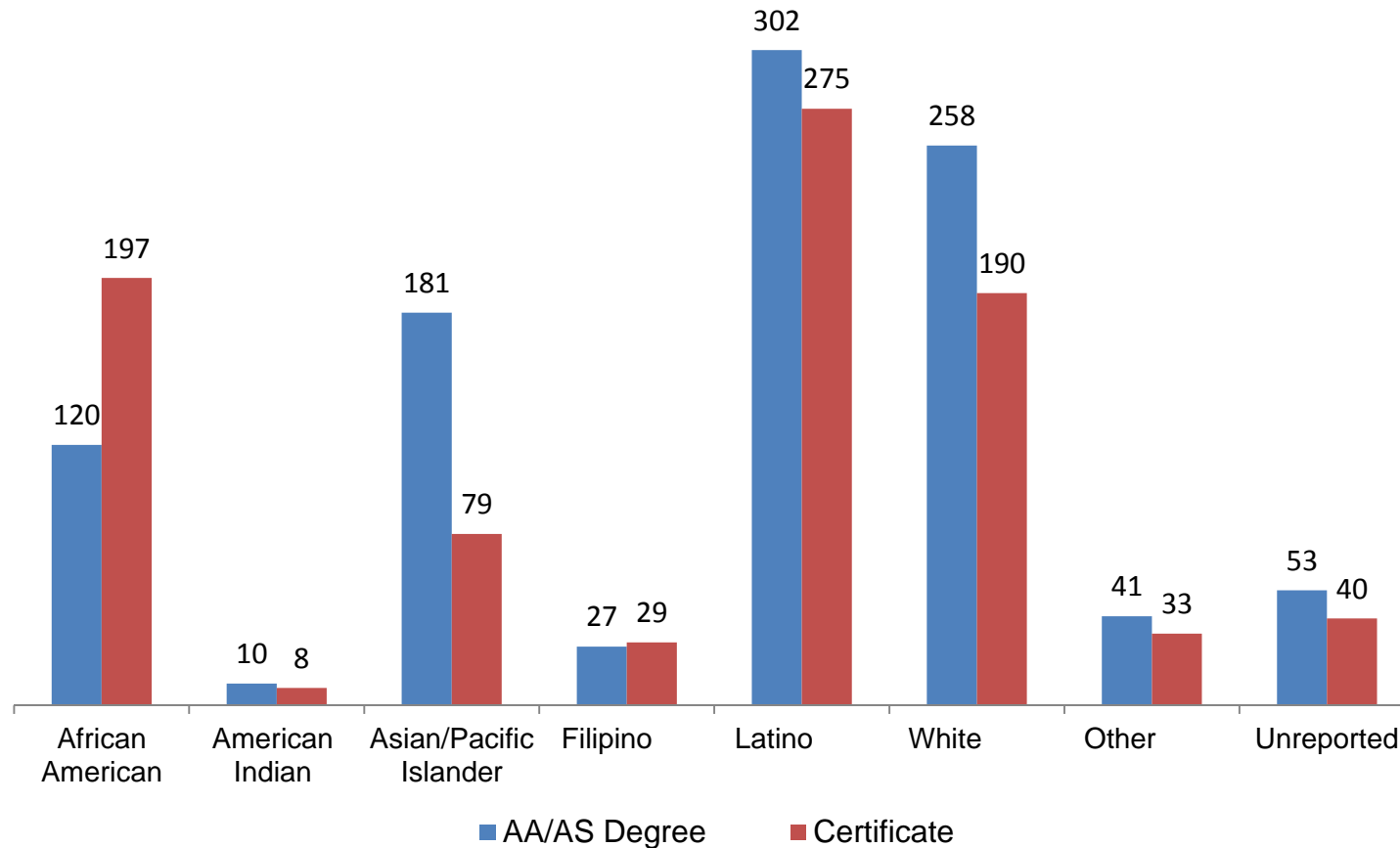
- Across all of the Learning Communities at all colleges, Latinos and Whites had the greatest transfer volume between 2009-10 and 2012-13 (311 and 291, respectively), followed by Asian/Pacific Islanders and African Americans (161 and 149, respectively).
- Overall, Latino and White students in all Learning Communities across all colleges and Continuing Education were awarded the greatest number of AA/AS Degrees (302 and 258, respectively) and certificates (275 and 190, respectively) between 2010-11 and 2012-13.

2009-10 Cohort

- Students in the MESA and TRIO/STAR programs had the highest AA/AS Degree rates (31% and 29%, respectively). Students in the New Horizon, CalWORKS, DSPS programs had the lowest AA/AS Degree rates (0%, 4%, and 7%, respectively).
- Students in the New Horizon program had the highest certificate rate (31%), followed by the EOPS/CARE and MESA programs (9% and 7%, respectively).
- Students in MESA, TRIO/STAR, and FYE programs had the highest transfer rates (36%, 29%, and 20%, respectively). Students in the Puente, Price Scholars, and CalWORKS programs had the lowest transfer rates (7%, 8%, and 13%, respectively).

Degrees and Certificates: Districtwide

Counts are combined totals for all Learning Community students for academic years 2010-11 to 2012-13. There were 1,444 Learning Community students who received awards: 992 AA/AS Degrees and 851 certificates.



Degrees and Certificates of 2009-10 Cohort: All Colleges (Credit)

	Cohort 09-10	No. of Students Received Awards	AA/AS Degree	Certificate
CalWORKS	556	73	11%	8%
DSPS	2,034	379	15%	7%
EOPS/CARE	1,884	439	20%	9%
FYE	465	50	10%	2%
Mesa Academy/Umoja	116	8	7%	3%
MESA	202	63	31%	7%
Price Scholars	24	4	17%	0%
Puente Project	61	8	13%	0%
TRIO/STAR	225	69	29%	5%
Umoja	136	13	10%	1%

Note. 2009-10 cohort was tracked over four academic years and includes approximately 8% duplication across programs (i.e., enrolled or participated in more than one Learning Community).

Degrees & Certificates 2009-10 Cohort: College

City College/ECC

	Cohort 09-10	No. of Students	AA/AS Degree	Certificate
CalWORKS	433	47	9%	5%
DSPS	895	172	14%	8%
EOPS/CARE	880	192	18%	9%
FYE	123	9	7%	1%
MESA	202	64	31%	7%
Price Scholars	24	4	17%	0%
Puente Project	30	5	17%	0%
Umoja	136	14	10%	2%

Mesa College

	Cohort 09-10	No. of Students	AA/AS Degree	Certificate
DSPS	937	147	14%	4%
EOPS/CARE	637	140	20%	5%
FYE	273	18	6%	2%
Mesa				
Academy/Umoja	116	8	7%	3%
Puente Project	31	3	10%	0%
TRIO/STAR	225	70	29%	5%

Miramar College

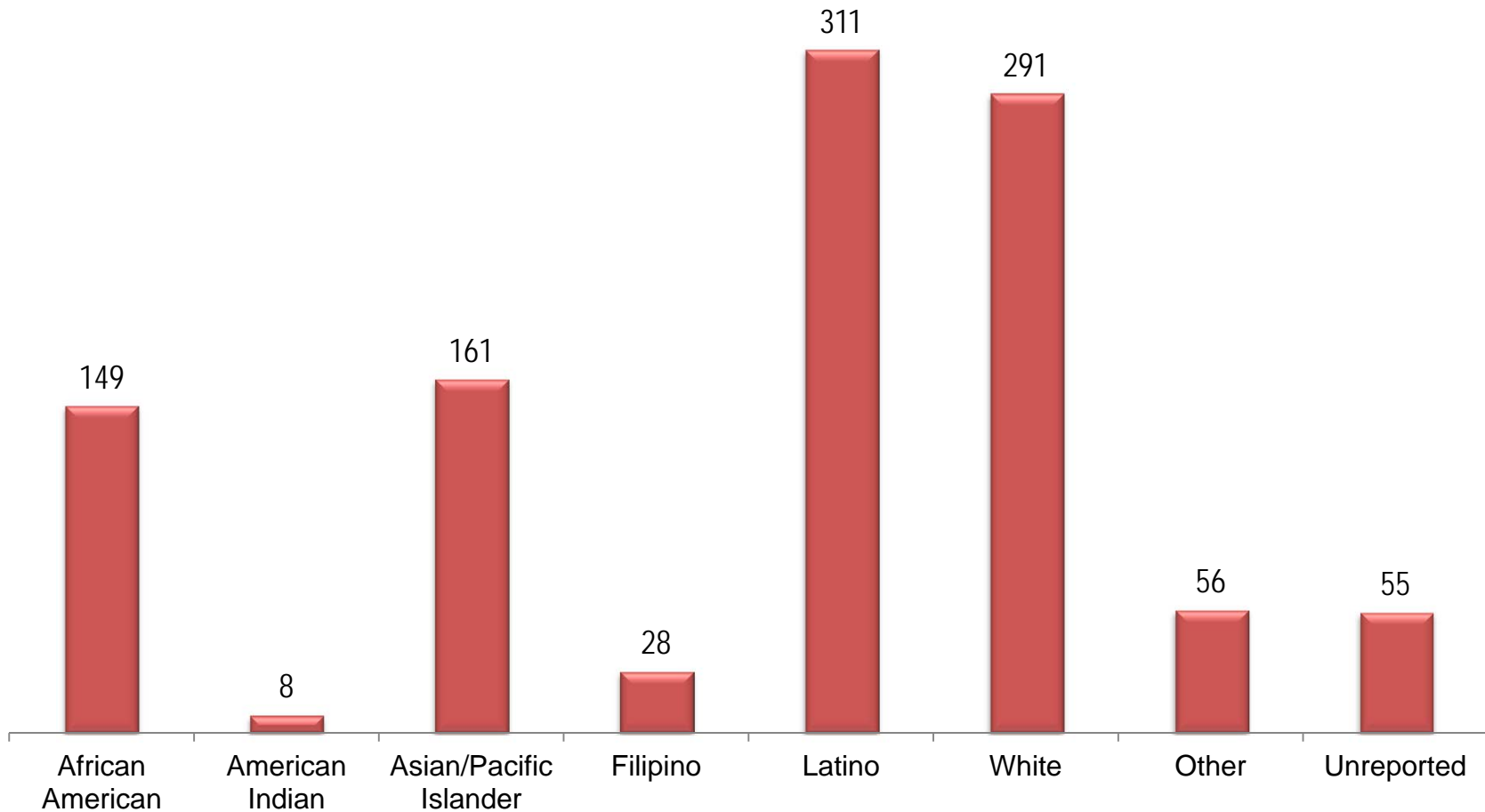
	Cohort 09-10	No. of Students	AA/AS Degree	Certificate
CalWORKS	122	25	15%	14%
DSPS	349	64	14%	9%
EOPS/CARE	369	110	24%	15%
FYE	86	23	26%	6%

Continuing Education

	Cohort 09-10	No. of Students	Certificate
CalWORKS	949	54	4%
DSPS	2,191	54	2%
New Horizons	142	44	31%

Note. 2009-10 cohort was tracked over four academic years and includes approximately 2%-11% duplication across programs (*i.e.*, enrolled or participated in more than one Learning Community).

Transfer Volume by Ethnicity: **Districtwide**



Note. Counts are combined totals for academic years 2010/11 -2012/13 and amount to 1,059 transfers over three years.

Transfer Rate of 2009-10 Cohort

All Colleges

	Cohort		Transfer Rate
	09-10	N	
CalWORKS	556	73	13%
DSPS	2,034	297	15%
EOPS/CARE	1,884	382	20%
FYE	465	95	20%
Mesa Academy/Umoja	116	23	20%
MESA	202	72	36%
Price Scholars	24	2	8%
Puente Project	61	4	7%
TRIO/STAR	225	65	29%
Umoja	136	20	15%

Note. 2009-10 cohort was tracked over four academic years and includes approximately 15% duplication across programs (*i.e.*, enrolled or participated in more than one Learning Community).

Transfer Rate of 2009-10 Cohort

City College/ECC

	Cohort 09-10	N	Transfer Rate
CalWORKS	433	57	13%
DSPS	895	92	10%
EOPS/CARE	880	149	17%
FYE	123	13	11%
MESA	202	71	35%
Price Scholars	24	2	8%
Puente Project	30	4	13%
Umoja	136	20	0%

Mesa College

	Cohort 09-10	N	Transfer Rate
DSPS	937	157	17%
EOPS/CARE	637	146	23%
FYE	273	54	20%
Mesa Academy/Umoja	116	23	20%
Puente Project	31	0	0%
TRIO/STAR	225	65	29%

Miramar College

	Cohort 09-10	N	Transfer Rate
CalWORKS	122	11	9%
DSPS	349	47	13%
EOPS/CARE	369	87	24%
FYE	86	28	33%

Note. 2009-10 cohort was tracked over four academic years and includes approximately 8%-18% duplication across programs (*i.e.*, enrolled or participated in more than one Learning Community).

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