# Programs to Improve Outcomes for Underrepresented Students

March 2011

# 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 Ed. use aspects of the three traditional models listed. Additionally, the categorical programs (e.g., DSPS, EOPS and CalWORKS) contain many of these elements and so for purposes of this reported are included.

# Learning Community Programs at SDCCD

| City College |
| --- |
| CalWORKS |
| DSPS |
| EOPS/CARE |
| FYE |
| HUBU* |
| MESA |
| Puente Project |
| TRIO |
| Umoja |

| Miramar College |
| --- |
| CalWORKS |
| DSPS |
| EOPS/CARE |
| FYE |
| TRIO |

| Mesa College |
| --- |
| African American, Latino Male Summit |
| DSPS |
| EOPS/CARE |
| FAST Scholars – Foster Youth |
| FYE |
| Heroes to Healthcare* |
| Mesa Academy |
| Puente Project |
| TRIO/STAR |

| Continuing Education |
| --- |
| CalWORKS |
| DSPS |
| New Horizons |

* Program is too new for reliable data reporting.

# 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 (Disabled Student Programs & 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 & 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.

## 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.

# Learning Community Program - Descriptions

**African American, Latino Male Leadership Summit**

•Designed to address declining enrollment of African American and Latino male students in higher education.

•Empowers, educates, and supports African American and Latino young men in their personal and professional endeavors through workshops and orientation to college.

**FAST Scholars/Foster Youth**

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

**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.

# Learning Community Program - Descriptions

## HUBU – Hermanos Unidos

•The HUBU mission is to increase faculty and student interaction; promote community, cultural, and gender identity development, and encourage peer-to-peer interaction between students.

## 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.

**Puente Program**

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

**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 4-year institutions.
•Course materials, discussion, and activities focus on African American culture, literature, and experiences.
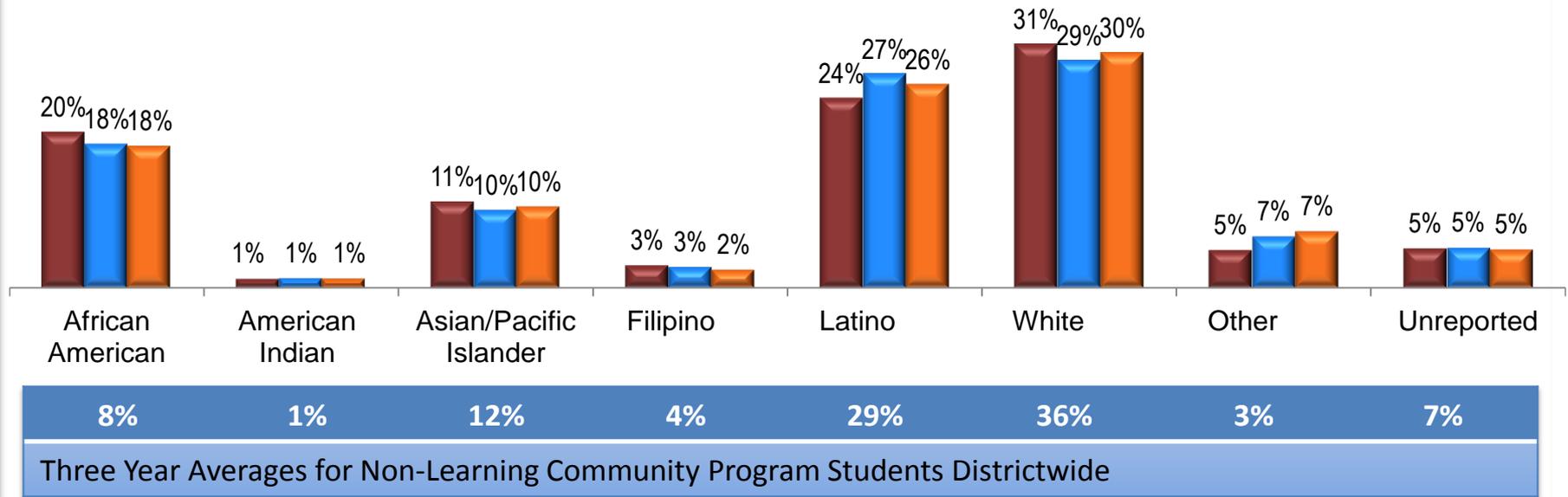
- Enrollment
- Headcount
- Persistence

# Enrollment: **Districtwide**

From 2007-08 to 2009-10, Learning Community Program students averaged 11% of all District enrollments (duplicated headcount).

| | | |
|---|---|---|
| 10% | 12% | 11% |
| 90% | 88% | 89% |
| 2007-08 | 2008-09 | 2009-10 |

■ District  ■ Learning Community Programs
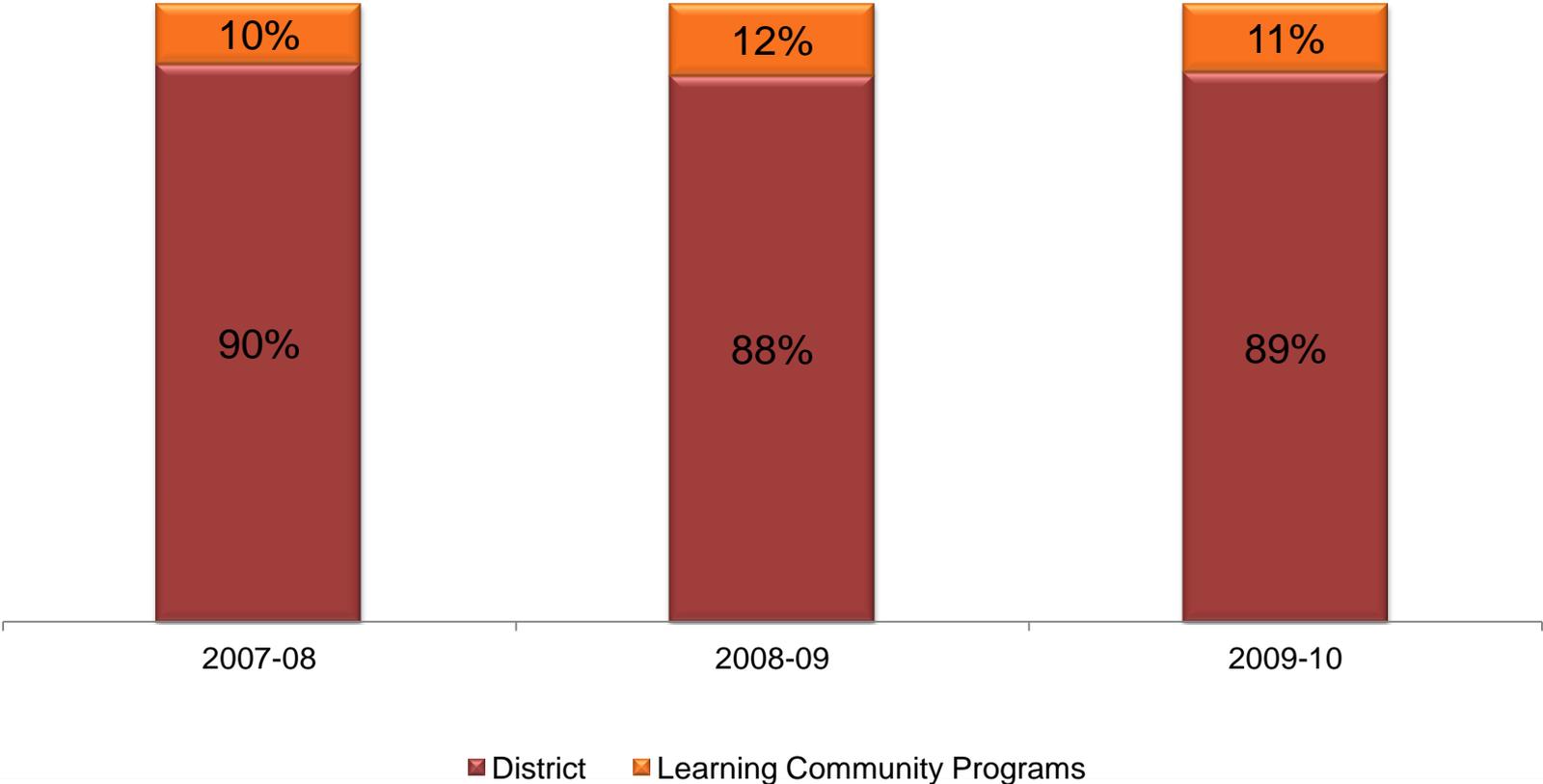
# Headcount by Ethnicity: **Districtwide**

- 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 (19%) compared to the Districtwide average (8%).
- The average proportion of Latino students in the Learning Community Programs (26%) is slightly less than the Districtwide average (29%).

Legend:
- 2007-08
- 2008-09
- 2009-10



| African American | American Indian | Asian/Pacific Islander | Filipino | Latino | White | Other | Unreported |
|---|---|---|---|---|---|---|---|
| 20% 18% 18% | 1% 1% 1% | 11% 10% 10% | 3% 3% 2% | 24% 27% 26% | 31% 29% 30% | 5% 7% 7% | 5% 5% 5% |
| **8%** | **1%** | **12%** | **4%** | **29%** | **36%** | **3%** | **7%** |

Three Year Averages for Non-Learning Community Program Students Districtwide

# Annual Headcount by College

## City College

|  | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| CalWORKS | 261 | 372 | 433 |
| DSPS | 793 | 879 | 918 |
| EOPS/CARE | 850 | 1,158 | 651 |
| FYE | 41 | 146 | 134 |
| MESA | 95 | 175 | 201 |
| Puente Project | 33 | 53 | 33 |
| TRIO | 275 | 290 | 302 |
| Umoja | 0 | 250 | 124 |

## Mesa College

|  | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| DSPS | 844 | 899 | 994 |
| EOPS/CARE | 1,067 | 1,072 | 690 |
| TRIO/STAR | 360 | 376 | 379 |
| AA/L Male Summit | 18 | 36 | 17 |
| FAST Scholars – Foster Youth | 11 | 26 | 42 |
| FYE | 51 | 295 | 287 |
| Mesa Academy | 59 | 37 | 116 |
| Puente Project | 56 | 44 | 33 |

## Miramar College

|  | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| CalWORKS | 80 | 111 | 148 |
| DSPS | 334 | 370 | 440 |
| EOPS/CARE | 557 | 601 | 383 |
| FYE | 32 | 104 | 91 |
| TRIO | 195 | 205 | 202 |

## Continuing Education

|  | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| CalWORKS | 639 | 811 | 877 |
| DSPS | 1,804 | 1,842 | 1,952 |
| New Horizons | 144 | 147 | 136 |

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 19% from 2007-08 to 2009-10 (1,948 to 2,323).
- Learning Communities averaged 16% of City enrollments from 2007-08 to 2009-10.
- The average proportion of African American students in Learning Community Programs at City is higher (25%) compared to African American students not in Learning Communities (12%).
- The average proportion of Latino students in the Learning Community Programs (33%) is similar to Latino students not in Learning Communities (32%).

■ 2007-08
■ 2008-09
■ 2009-10



| African American | American Indian | Asian/Pacific Islander | Filipino | Latino | White | Other | Unreported |
|---|---|---|---|---|---|---|---|
| 12% | 1% | 7% | 5% | 32% | 31% | 4% | 9% |

*Three Year Averages for Non-Learning Community Program Students Collegewide*
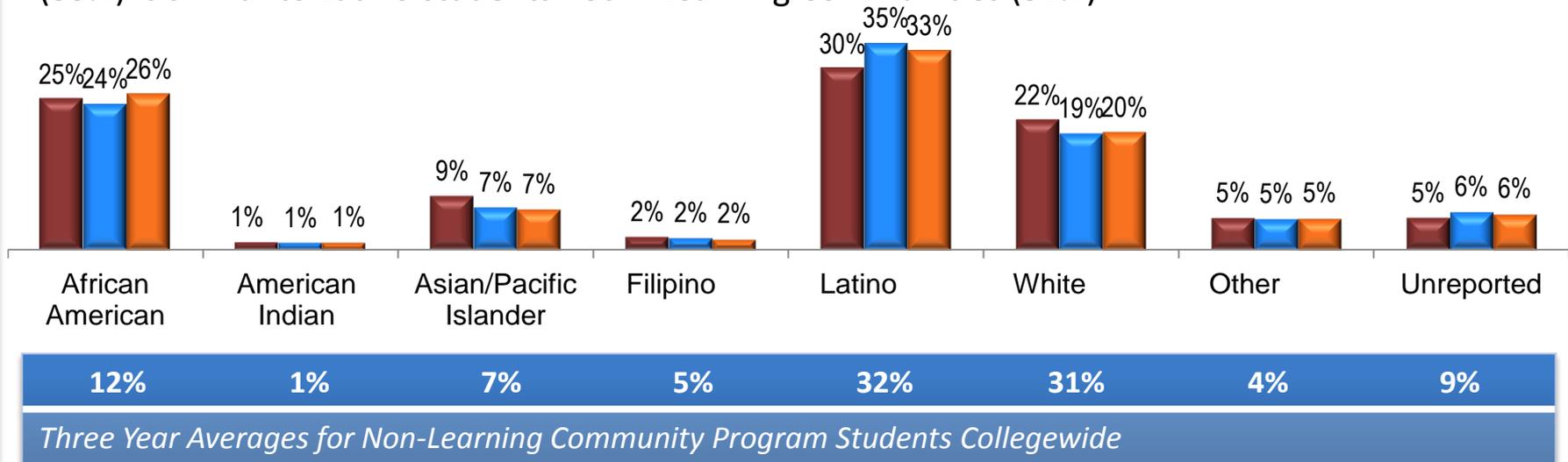
# Headcount by Ethnicity: **Mesa College**

- The number of students in Learning Community Programs at Mesa increased 6% over three years: 2,078 in 2007-08, 2,332 in 2008-09 and 2,205 in 2009-10.
- Learning Communities averaged 10% of Mesa College enrollments from 2007-08 to 2009-10.
- 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 (6%).
- The average proportion of Latino students in the Learning Community Programs (24%) is slightly higher than Latino students not in Learning Communities (20%).
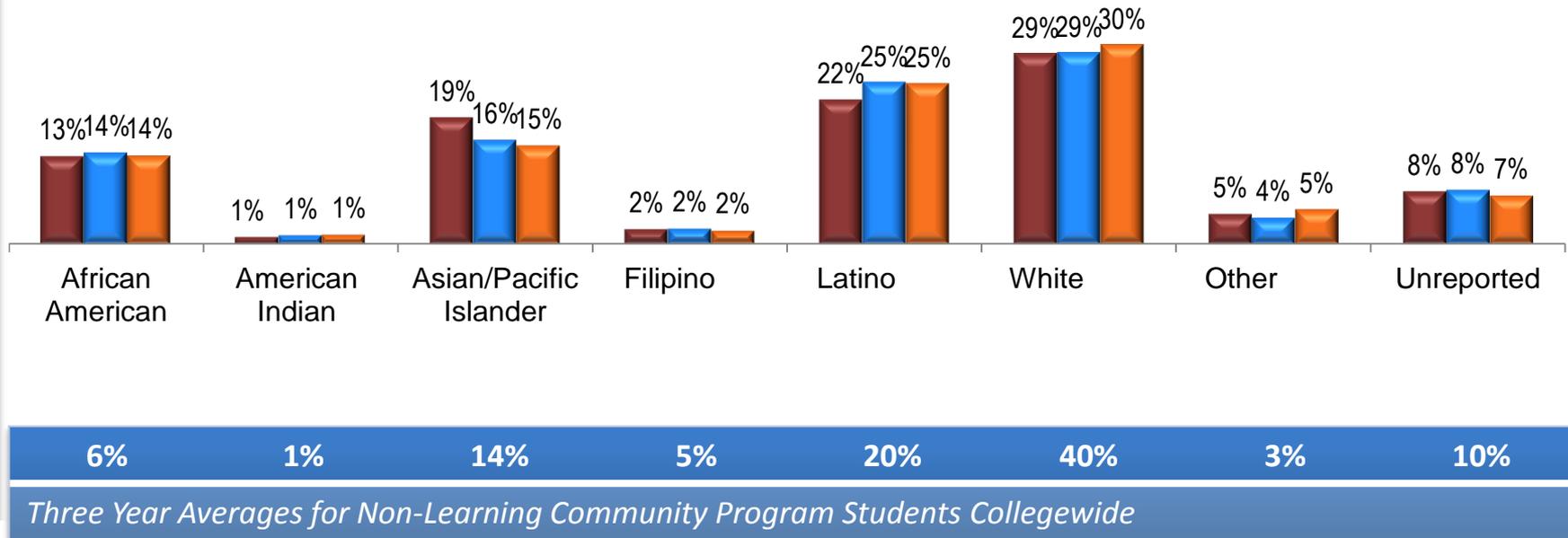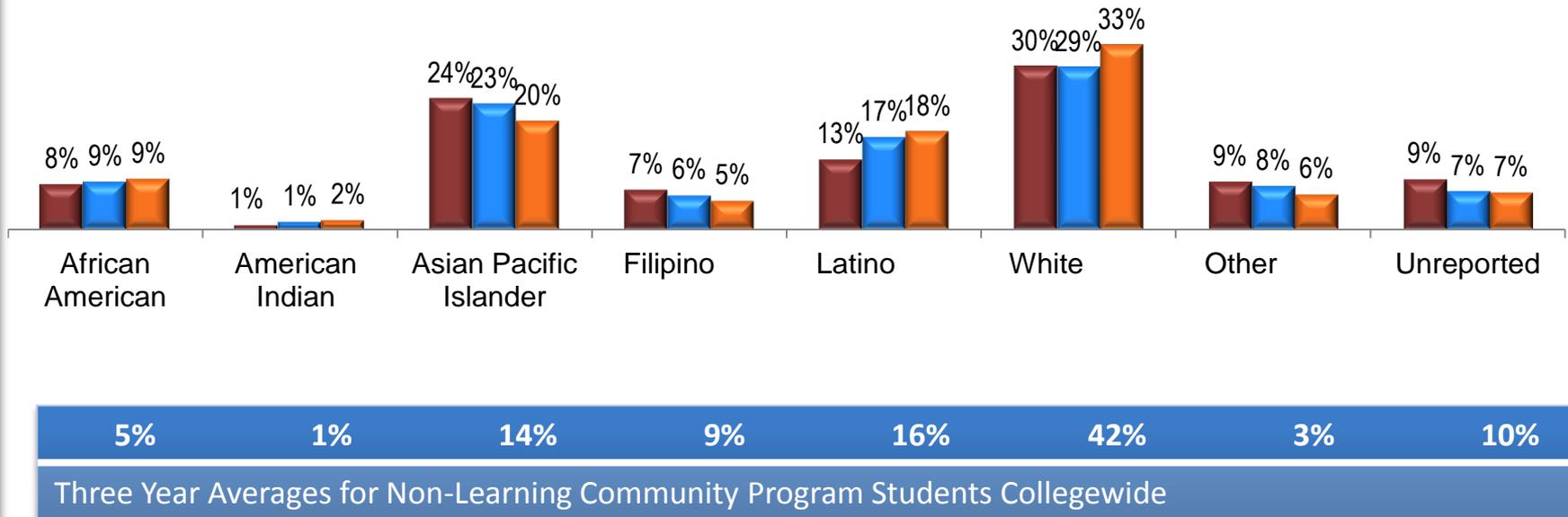
Legend:
- 2007-08
- 2008-09
- 2009-10

| | African American | American Indian | Asian/Pacific Islander | Filipino | Latino | White | Other | Unreported |
|---|---|---|---|---|---|---|---|---|
| 2007-08 | 13% | 1% | 19% | 2% | 22% | 29% | 5% | 8% |
| 2008-09 | 14% | 1% | 16% | 2% | 25% | 29% | 4% | 8% |
| 2009-10 | 14% | 1% | 15% | 2% | 25% | 30% | 5% | 7% |

| 6% | 1% | 14% | 5% | 20% | 40% | 3% | 10% |

*Three Year Averages for Non-Learning Community Program Students Collegewide*

•The number of students in Learning Community Programs at Miramar increased 6% between 2007-08 to 2009-10 :1,002 in 2007-08,  1,154 in 2008-09 and 1,058 in 2009-10

• Learning Communities averaged 10% of Miramar College enrollments from 2007-08 to 2009-10.

• The average proportion of African American students in Learning Community Programs at Miramar is higher (9%) compared to African American students not in Learning Communities (5%).

•The average proportion of Latino students in the Learning Community Programs (16%) is similar to Latino students not in Learning Communities (16%).
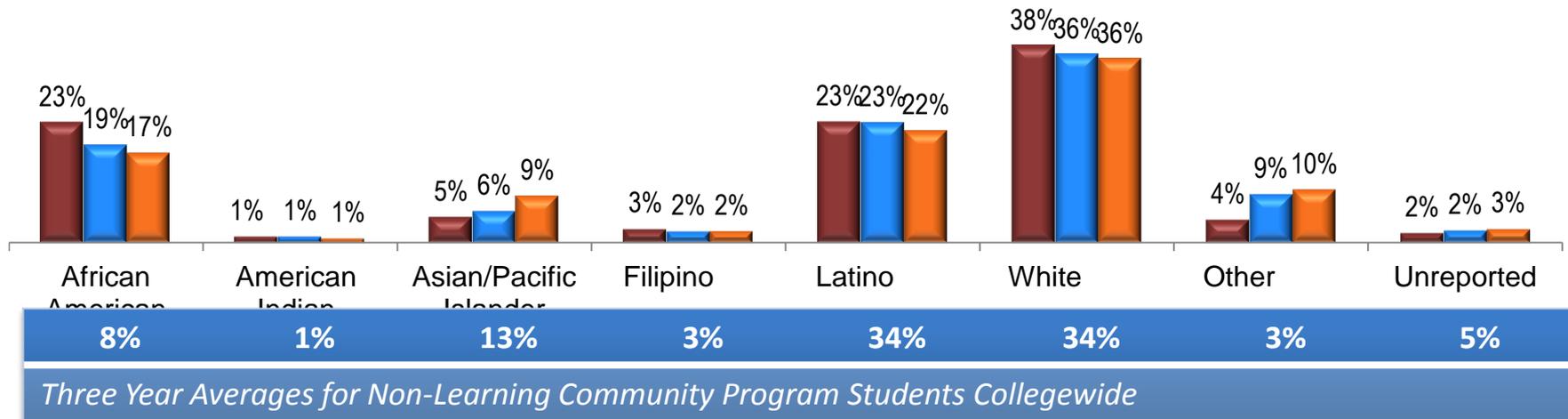
■ 2007-08
■ 2008-09
■ 2009-10



| African American | American Indian | Asian Pacific Islander | Filipino | Latino | White | Other | Unreported |
|---|---|---|---|---|---|---|---|
| 8% 9% 9% | 1% 1% 2% | 24% 23% 20% | 7% 6% 5% | 13% 17% 18% | 30% 29% 33% | 9% 8% 6% | 9% 7% 7% |
| 5% | 1% | 14% | 9% | 16% | 42% | 3% | 10% |

Three Year Averages for Non-Learning Community Program Students Collegewide

# Headcount by Ethnicity: **Continuing Education**

- The number of students in Learning Community Programs at Continuing Education has increased 15% over three years: 2,552 in 2007-08, 2,764 in 2008-09 and 2,939 in 2009-10.
- Learning Communities averaged 7% of Continuing Education enrollments from 2007-08 to 2009-10.
- The average proportion of African American students in Learning Community Programs at Continuing Education is higher (20%) compared to African American students not in Learning Communities (8%).
- The average proportion of Latino students in the Learning Community Programs (23%) is lower than Latino students not in Learning Communities (34%).

■ 2007-08
■ 2008-09
■ 2009-10

| | African American | American Indian | Asian/Pacific Islander | Filipino | Latino | White | Other | Unreported |
|---|---|---|---|---|---|---|---|---|
| 2007-08 | 23% | 1% | 5% | 3% | 23% | 38% | 4% | 2% |
| 2008-09 | 19% | 1% | 6% | 2% | 23% | 36% | 9% | 2% |
| 2009-10 | 17% | 1% | 9% | 2% | 22% | 36% | 10% | 3% |
| **Non-LC 3-yr avg** | **8%** | **1%** | **13%** | **3%** | **34%** | **34%** | **3%** | **5%** |

*Three Year Averages 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 69% for all first time students at all colleges.

**City College**

- The average persistence rate for all LC Program students was 77% compared to 60% for all first time students at City. The Learning Community Programs with the highest term persistence rate on average were the FYE and Puente program (86% each).

**Mesa College**

- The average persistence rate for all LC Program students was 77% compared to 67% for all first time students at Mesa. The Puente program and FYE program had the highest increase in term persistence (21% and 4%, respectively).

**Miramar College**

- The average persistence rate for all LC Program students was 73% compared to 62% for all first time students at Miramar . The FYE program has the highest term persistence rate on average (89%).

*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.*

**Office of Institutional Research and Planning**

# Outcomes

- Retention
- Success
- Degrees & Certificates
- Transfer

# Retention and Success Operational Definintions

**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 2007-2010 was slightly higher (85%) 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 2007-2010 was slightly lower (65%) compared to the average success rate for all non-Learning Community students during this same time (67%).

**City College**

•The average retention rate for all Learning Community students between 2007-2010 was slightly higher (85%) compared to the average retention rate for all non-Learning Community students during this same time (83%).

•The average success rate for all Learning Community students between 2007-2010 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 2007-2010 was slightly higher (85%) compared to the average retention rate for all non-Learning Community students during this same time (83%).

• The average success rate for all Learning Community students between 2007-2010 was slightly lower (66%) 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 2007-2010 was slightly higher (88%) compared to the average retention rate for all non-Learning Community students during this same time (86%).

•The average success rate for all Learning Community students between 2007-2010 was slightly lower (70%) 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 2007-08 and 2009-10 (200 and 168, respectively), followed by African-Americans (93).

- Overall, White and Latino students in all Learning Community Programs across all colleges and Continuing Education were awarded the greatest number of Associate Degrees and Certificates between 2007-08 and 2009-10 (236 and 199 respectively).

**2006-07 Cohort**
- Students in the New Horizon program at Continuing Education received a greater number of certificates compared to DSPS students from 2006-10 (39 and 17, respectively).

- DSPS and EOPS students were awarded the greatest number of Associate Degrees and certificates.

# Degrees and Certificates: **Districtwide**

•Counts are combined totals for all Learning Community Program students for academic years 2007-08 to 2009-10. There were **713** LC Program students who received awards: 500 Degrees and 305 Certificates.



**AA/AS Degree**   **Certificate**
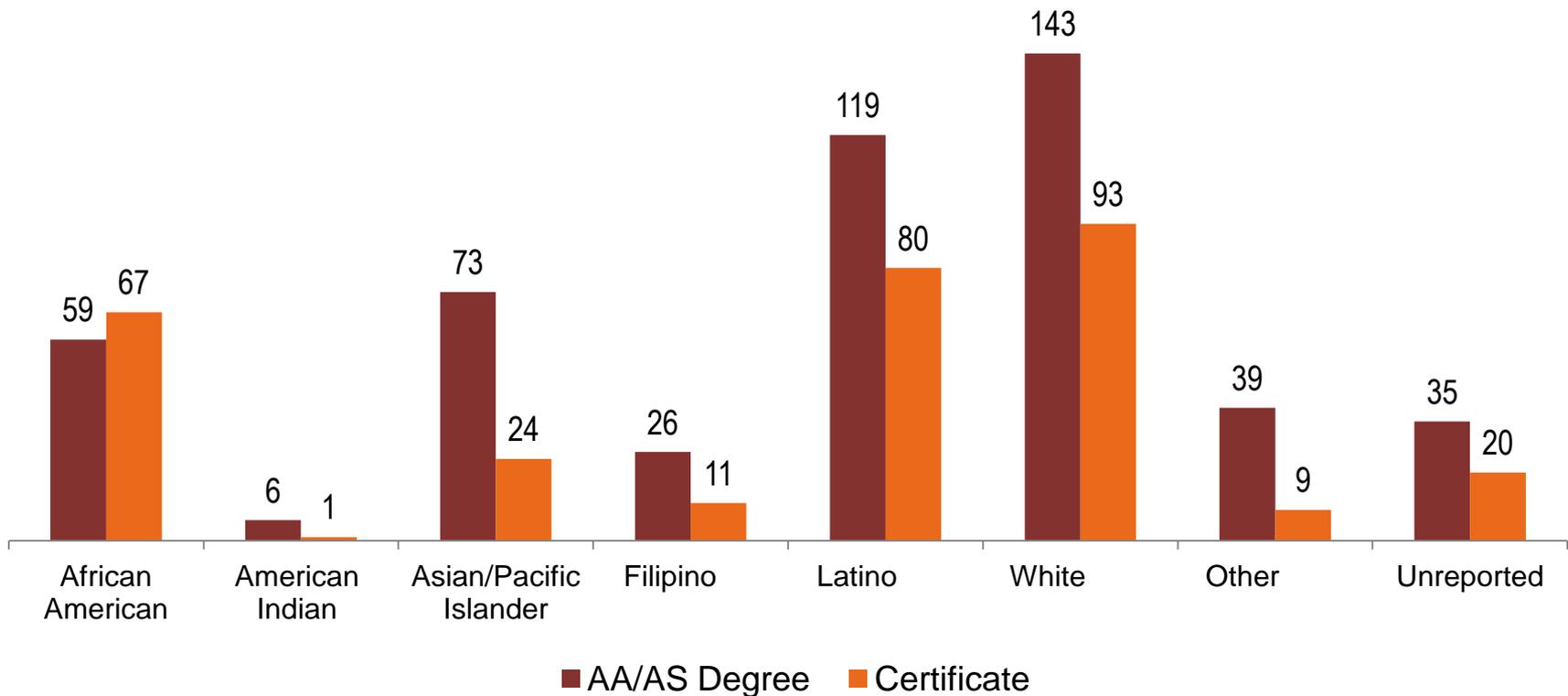
# Degrees and Certificates of 2006-07 Cohort: **Districtwide**

| | Cohort 06-07 | No. Students Received Awards | AA/AS Degree | Certificate |
|---|---|---|---|---|
| DSPS | 3,096 | 337 | 9% | 4% |
| EOPS/CARE | 1,942 | 488 | 22% | 8% |
| Horizon | 141 | 39 | 1% | 28% |
| Mesa Academy | 54 | 6 | 11% | 0% |
| MESA | 89 | 29 | 30% | 8% |
| Puente Program | 45 | 3 | 7% | 0% |
| TRIO | 574 | 229 | 37% | 8% |

**2006 *Student Right to Know* Completion Rates: City, 14%, Mesa 23%, Miramar 28%**

*Note: 2006-07 cohort was tracked over four academic years and includes approximately 21% duplication across programs.*

# Degrees and Certificates of 2006-07 Cohort

**City College**

| | Cohort 06-07 | No. Students | AA/AS Degree | Cert. |
|---|---|---|---|---|
| DSPS | 782 | 133 | 14% | 7% |
| EOPS/CARE | 937 | 171 | 14% | 7% |
| MESA | 85 | 26 | 28% | 7% |
| TRIO | 263 | 76 | 27% | 5% |

**Mesa College**

| | Cohort 06-07 | No. Students | AA/AS Degree | Cert. |
|---|---|---|---|---|
| DSPS | 822 | 133 | 15% | 5% |
| EOPS/CARE | 1,026 | 187 | 17% | 3% |
| Mesa Acad. | 54 | 5 | 9% | 0% |
| Puente | 45 | 3 | 7% | 0% |
| TRIO | 345 | 95 | 27% | 4% |

**Miramar College**

| | Cohort 06-07 | No . Students | AA/AS Degree | Cert. |
|---|---|---|---|---|
| DSPS | 394 | 64 | 13% | 7% |
| EOPS/CARE | 594 | 130 | 20% | 7% |
| TRIO | 190 | 56 | 27% | 8% |

**Continuing Education**

| | Cohort 06-07 | No. Students | Cert. |
|---|---|---|---|
| DSPS | 1,647 | 17 | 1% |
| New Horizons | 140 | 39 | 28% |

*Note: 2006/07 cohort was tracked over four academic years. Some students may have been enrolled in multiple LC Programs so there may be duplication across programs.*

# Transfer by Ethnicity: **Districtwide**

• Counts are combined totals for academic years 2007-08 through 2009-10 and total **680 transfers** over three years.



| African American | American Indian | Asian/Pacific Islander | Filipino | Latino | White | Other | Unreported |
|---|---|---|---|---|---|---|---|
| 93 | 4 | 90 | 18 | 168 | 200 | 39 | 68 |
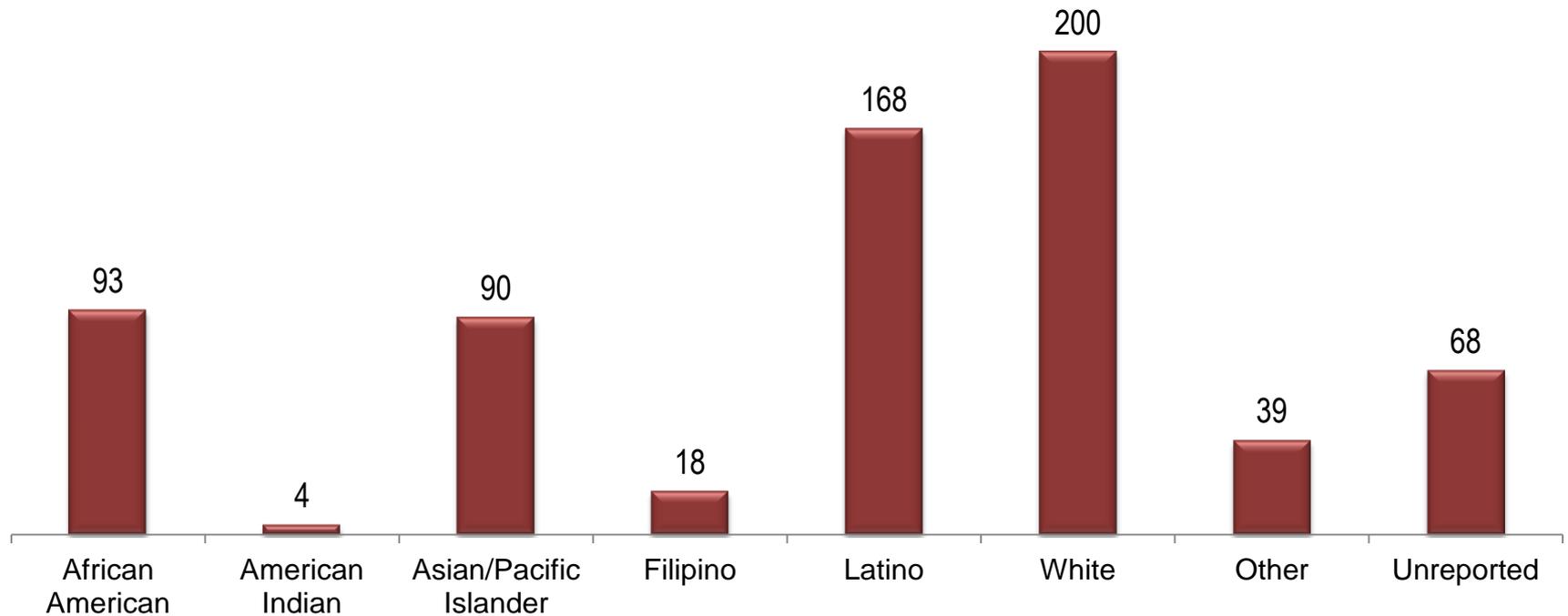
# Transfer Rate of 2006-07 Cohort

## City College

| | Cohort 06-07 | No. Students | Transfer Rate |
|---|---|---|---|
| DSPS | 782 | 83 | 11% |
| EOPS/CARE | 937 | 128 | 14% |
| MESA | 85 | 35 | 41% |
| TRIO | 263 | 95 | 36% |

## Mesa College

| | Cohort 06-07 | No. Students | Transfer Rate |
|---|---|---|---|
| DSPS | 822 | 128 | 16% |
| EOPS/CARE | 1,026 | 209 | 20% |
| Mesa Acdmy | 54 | 11 | 20% |
| Puente | 45 | 4 | 9% |
| TRIO | 345 | 95 | 28% |

## All Colleges

| | Cohort 06-07 | No. Students | Transfer Rate |
|---|---|---|---|
| DSPS | 1,664 | 273 | 16% |
| EOPS/CARE | 1,942 | 469 | 24% |
| Mesa Acdmy | 54 | 11 | 20% |
| MESA | 89 | 40 | 45% |
| Puente | 45 | 4 | 9% |
| TRIO | 574 | 245 | 43% |

## Miramar College

| | Cohort 06-07 | No. Students | Transfer Rate |
|---|---|---|---|
| DSPS | 394 | 62 | 16% |
| EOPS/CARE | 594 | 132 | 22% |
| TRIO | 190 | 55 | 29% |

**2006 *Student Right to Know* Transfer Rates: City, 16%, Mesa 22%, Miramar 19%**

*Note: 2006-07 cohort was tracked over four academic years and includes approximately 16% -19% duplication across programs.*

**Office of Institutional Research and Planning**

# IRP

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