Learning Communities:
High Impact Practices to Achieve Student Success and Equity

A Joint Presentation by

Instructional Services and Student Services

September 24, 2015

What is a SDCCD Learning Community?

Learning communities are characterized by:

- **Cohort-Based Classes**
  - Class sections with different faculty that share the same students who follow a program plan and are pursuing the same degree/certificate.

- **Linked Classes**
  - Two or more class sections that share students, and different faculty work together.

- **Student Support Programs**
  - a) A combination of classroom instruction with embedded student support.
  - b) Student success and equity programs designed to motivate and support students from diverse backgrounds.

- **Team Taught Classes**
  - Two faculty who develop curriculum toward creating a contextualized learning environment that can include the acquisition of basic skills.
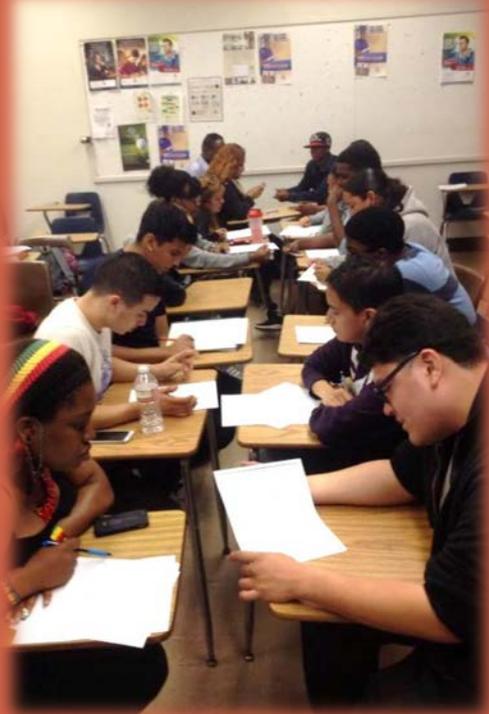
Umoja
San Diego City College

LEARNING COMMUNITIES

- CalWorks
- DSPS
- EOPS/CARE
- FYE (First Year Experience)
- MESA
- Mesa Academy/ Umoja
- New Horizons
- Price Scholars
- Puente Project
- Umoja
- TRIO/ STAR
- Instructional/ Classroom
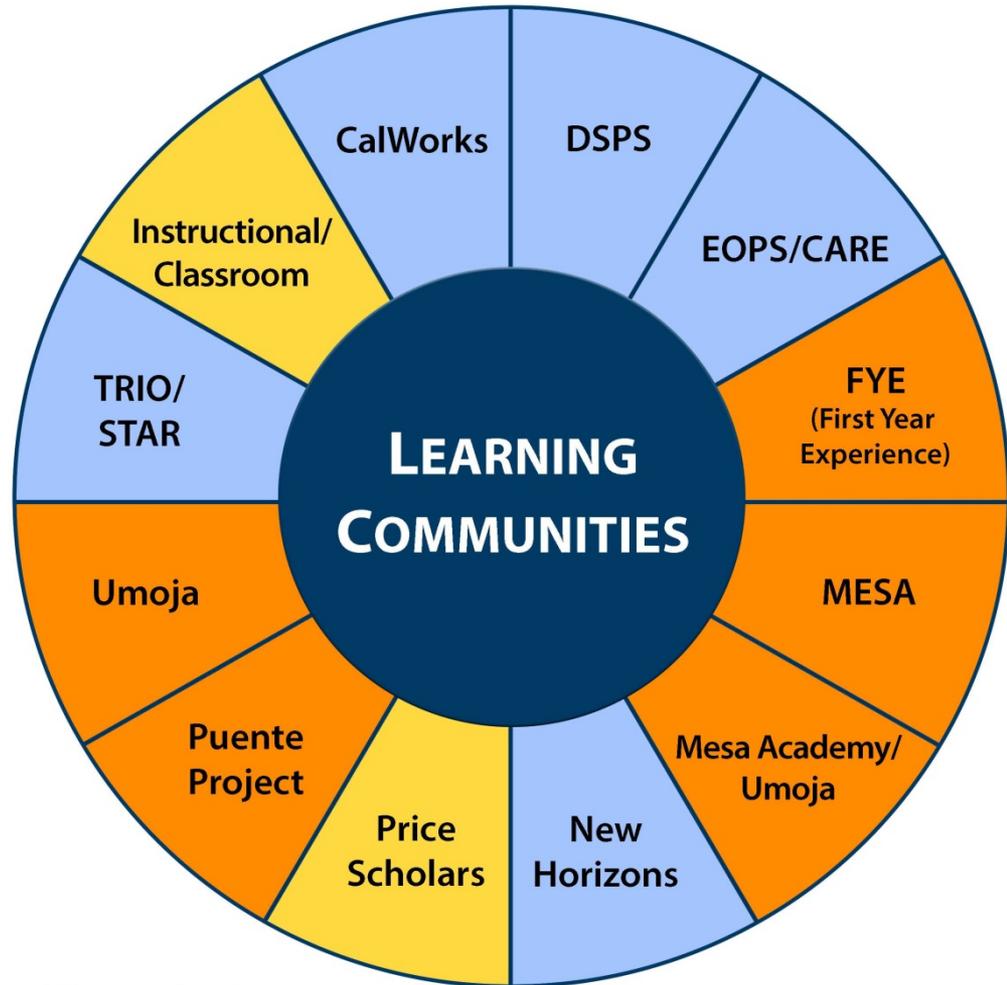
☐ Instructional
☐ Student Support Programs
☐ Instructional with Student Support

District-wide Instructional Learning Communities

	2012-2013			2013-2014			2014-2015		
	LCOMs	Courses	Enrollments	LCOMs	Courses	Enrollments	LCOMs	Courses	Enrollments
City	27	56	627	27	56	698	23	47	583
Mesa	4	12	71	6	16	79	4	12	66
Miramar	n/a	n/a	n/a	1	2	20	2	4	55
CE	n/a	n/a	n/a	n/a	n/a	n/a	2	4	168
Total	31	68	698	34	74	797	31	67	872

Data provided by the Office of Institutional Research and Planning on August 18, 2015.

Types of Courses

Linked Classes

LCOM	Course	Course Title
LCOM 096D	ENGL 105	Composition and Literature
	MATH 96	Intermediate Algebra and Geometry

LCOM	Course	Course Title
LCOM 140A	ENGL 48	College Reading and Study Skills II
	ENGL 49	Basic Composition
	PERG 120	College Success and Lifelong Learning
	BLAS 140A	United States History from a Black Perspective

Cohort-Based Classes

LCOM	Course	Course Title
LCOM 201	MLTT 201	Clinical Chemistry and Urinalysis
	MLTT 202	Clinical Hematology and Immunology

Team Taught Classes

LCOM	Course	Course Title
Auto Technology /ESL	AUTO 600	Quickservice Lube/Pre-Delivery
	ESLA 423	Advanced Pre-Vocational ESL

Persistence Rate by Ethnicity
Fall to Spring

Ethnicity	Fall 2012 Cohort	Term Persistence	Fall 2013 Cohort	Term Persistence	Fall 2014 Cohort	Term Persistence
African American	107	79%	97	85%	82	82%
American Indian	0	---	1	100%	1	100%
Asian/Pacific Islander	20	80%	24	92%	35	86%
Filipino	10	70%	5	80%	13	100%
Latino	329	83%	316	86%	266	82%
White	22	91%	28	82%	32	94%
Other	17	94%	31	84%	20	95%
Unreported	8	88%	9	78%	4	100%
Total:	**513**	**83%**	**511**	**85%**	**453**	**84%**

Data provided by the Office of Institutional Research and Planning on August 18, 2015.

Annual Retention
Learning Communities vs. Collegewide

City College 3-Year Average

Gender	LCOM	Collegewide
Female	92%	85%
Male	89%	85%
Total:	**91%**	**85%**

Mesa College 3-Year Average

Gender	LCOM	Collegewide
Female	95%	86%
Male	93%	85%
Total:	**94%**	**86%**

Miramar College Fall 2014

Gender	LCOM	Collegewide
Female	99%	87%
Male	84%	89%
Total:	**92%**	**88%**

Data provided by the Office of Institutional Research and Planning on August 18, 2015.

Annual Success
Learning Communities vs. Collegewide

City College 3-Year Average

Gender	LCOM	Collegewide
Female	73%	68%
Male	67%	66%
Total:	**70%**	**67%**

Mesa College 3-Year Average

Gender	LCOM	Collegewide
Female	83%	72%
Male	78%	68%
Total:	**81%**	**70%**

Miramar College Fall 2014

Gender	LCOM	Collegewide
Female	84%	74%
Male	69%	75%
Total:	**78%**	**75%**

Data provided by the Office of Institutional Research and Planning on August 18, 2015.

Student Support Programs

Student Support Programs

First Year Experience
San Diego Miramar College

Learning Community	City	Mesa	Miramar	Continuing Ed
CalWorks	✓		✓	✓
DSPS	✓	✓	✓	✓
EOPS/CARE	✓	✓	✓	
FYE (First Year Experience)	✓	✓	✓	
MESA	✓			
Mesa Academy/Umoja		✓		
New Horizons	✓			✓
Price Scholars	✓			
Puente Project	✓	✓		
TRIO/STAR		✓		
Umoja	✓			

Student Support Programs

Annual Headcount by College

City College/ECC

	2011-12	2012-13	2013-14
CalWORKS	384	316	334
DSPS	789	751	808
EOPS/CARE	768	1,030	1,157
FYE	671	786	917
MESA	180	173	172
New Horizons	158	0	0
Price Scholars	34	34	30
Puente Project	34	31	30
Umoja	132	48	103

Mesa College

	2011-12	2012-13	2013-14
DSPS	957	1,042	1,213
EOPS/CARE	709	547	631
FYE	178	195	174
Mesa Academy/Umoja	111	120	72
Puente Project	31	35	34
TRIO/STAR	225	223	213

Miramar College

	2011-12	2012-13	2013-14
CalWORKS	115	104	114
DSPS	422	417	516
EOPS/CARE	449	449	464
FYE	161	256	174

Continuing Education

	2011-12	2012-13	2013-14
CalWORKS	976	812	727
DSPS	1,793	1,750	1,692
New Horizons	201	181	185

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

Student Support Programs

Persistence Rates
Fall to Spring 2011/12 – 2013/14

	Learning Communities	All Students
City	80%	69%
Mesa	80%	74%
Miramar	84%	70%
Total	85%	78%

Student Support Programs

Programs with Highest Persistence Rates

	Program	%
City	Price Scholars	99%
	MESA	91%
	Puente	91%
Mesa	Puente	92%
	TRIO	90%
Miramar	First-Year Experience (FYE)	94%
	Educational Opportunity Programs and Services (EOPS)	88%

Student Support Programs

Retention Rates
Fall to Spring 2011/12 – 2013/14

	Learning Communities	All Students
City	90%	85%
Mesa	89%	85%
Miramar	91%	88%
Total	90%	86%

Student Support Programs

Success Rates
Fall to Spring 2011/12 – 2013/14

	Learning Communities	All Students
City	68%	66%
Mesa	72%	69%
Miramar	91%	88%
Total	71%	69%

Student Support Programs

Degrees and Certificates

Between 2011-2012 and 2013-2014:

- 2,107 Total Awards

  - 1,059 Associate Degrees

  - 1,048 Certificates

Degrees and Certificates by Ethnicity	
African American	17%
Asian/Pacific Islander	13%
Filipino	3%
Latino	35%
White	24%
Other	5%
Unreported	4%

Student Support Programs

Transfer

Between 2011-2012 and 2013-2014:

- 910 Learning Community students transferred to a university

Transfer by Ethnicity	
African American	11%
Asian/Pacific Islander	17%
Filipino	3%
Latino	37%
White	28%
Other	6%
Unreported	5%

What Lies Ahead

- **Exploring multiple strategies to include learning communities in student success and equity plans.**

- **Incorporating First Year Experience, through block scheduling, within a learning community environment.**

- **Piloting degree-focused courses with a mindset to creating a planned schedule.**

- **Scaling successful programs.**

THANK YOU!