



Programs to Improve Outcomes for Underrepresented Students

Summer 2013



Office of Institutional Research and Planning

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

MESA

New Horizons

Price Scholars

Puente Project

Umoja

Mesa College

DSPS

EOPS/CARE

FYE

Mesa Academy/Umoja

Puente Project

TRIO/STAR

Miramar College

CalWORKS

DSPS

EOPS/CARE

FYE

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.

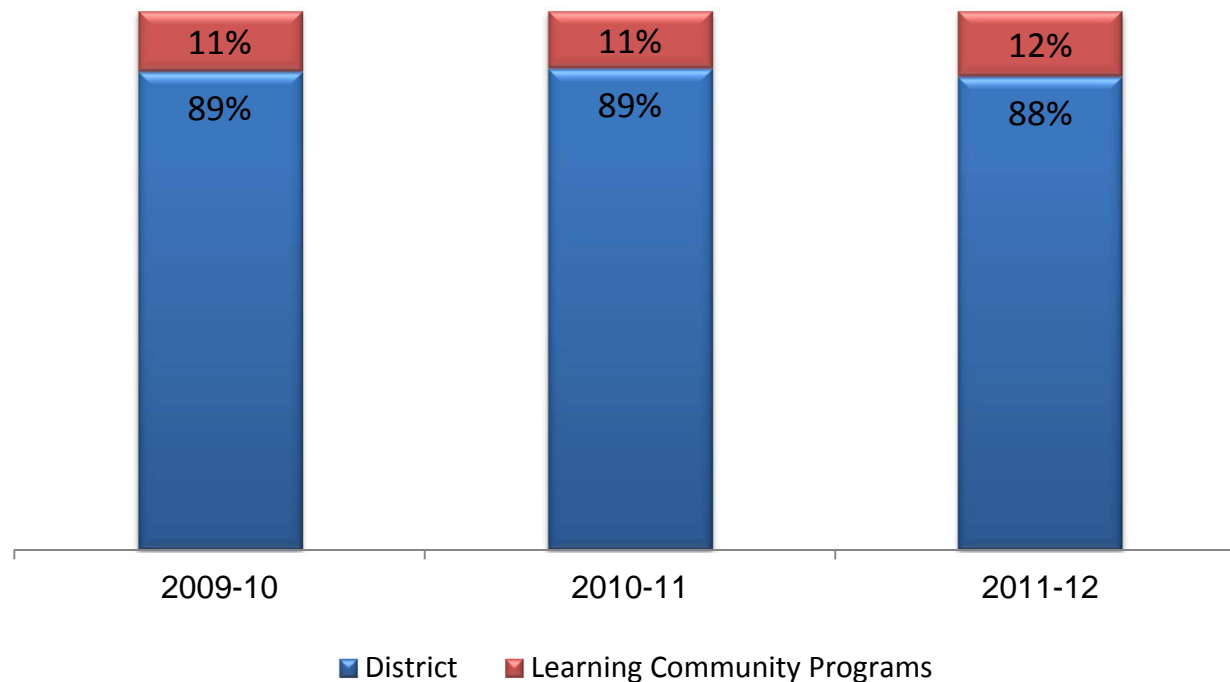
Umoja

- 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

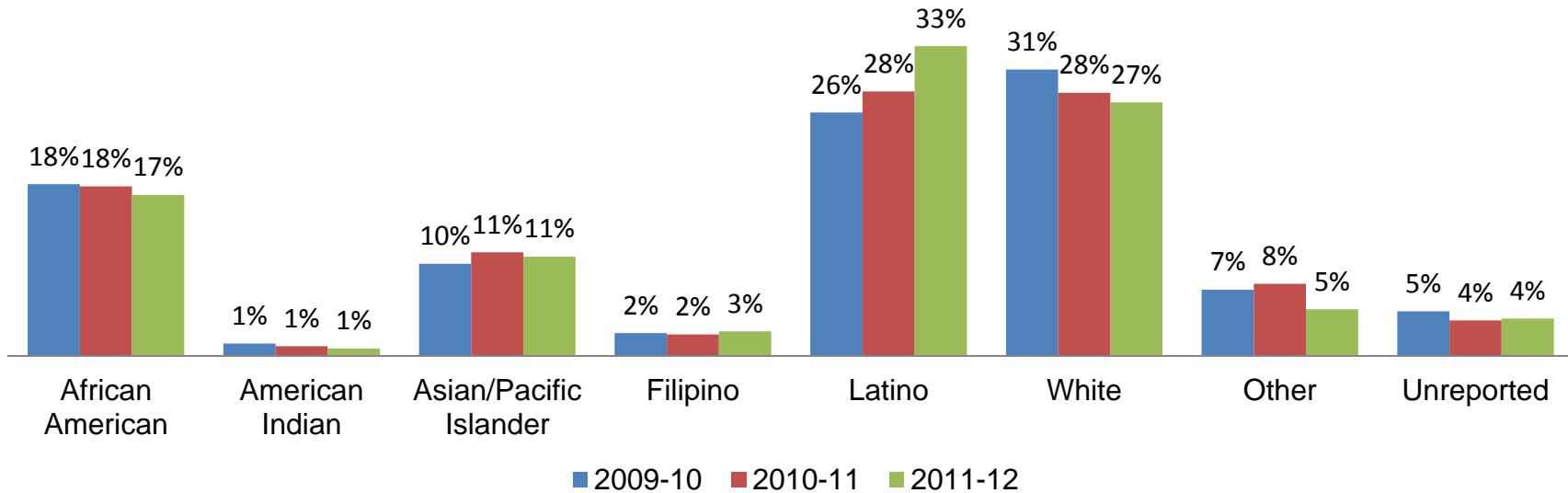
Enrollment: Districtwide

- From 2009-10 to 2011-12, students in Learning Communities 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 population in Learning Communities.
- The average proportion of African American students in Learning Communities was higher (18%) compared to the Districtwide average (8%), over the past three years.
- The average proportion of Latino students in Learning Communities (29%) was comparable to the Districtwide average (30%) and has been steadily increasing over the past three years.



8%	1%	12%	4%	30%	36%	4%	5%
<i>Three Year Averages by Ethnicity for Non-Learning Communities Students Districtwide</i>							

Annual Headcount by College

City College/ECC

	2009-10	2010-11	2011-12
CalWORKS	433	490	384
DSPS	895	835	789
EOPS/CARE	880	1,014	768
FYE	123	77	671
MESA	202	187	180
New Horizons	0	182	158
Price Scholars	24	26	34
Puente Project	30	34	34
Umoja	136	107	132

Mesa College

	2009-10	2010-11	2011-12
DSPS	937	1,004	957
EOPS/CARE	637	624	709
FYE	273	129	155
Mesa			
Academy/Umoja	116	98	111
Puente Project	31	27	31
TRIO/STAR	225	225	225

Miramar College

	2009-10	2010-11	2011-12
CalWORKS	122	135	116
DSPS	349	404	422
EOPS/CARE	369	394	449
FYE	86	74	161

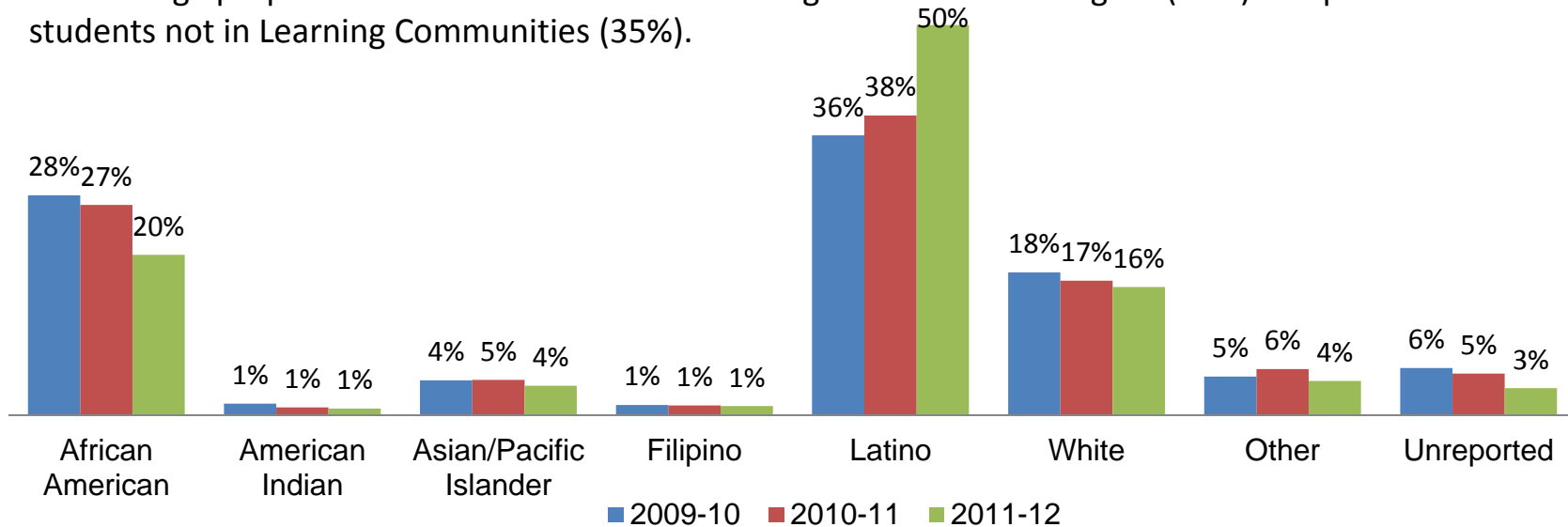
Continuing Education

	2009-10	2010-11	2011-12
CalWORKS	949	1,012	978
DSPS	2,191	1,917	1,794
New Horizons	142	221	201

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

Headcount by Ethnicity: City College/ECC

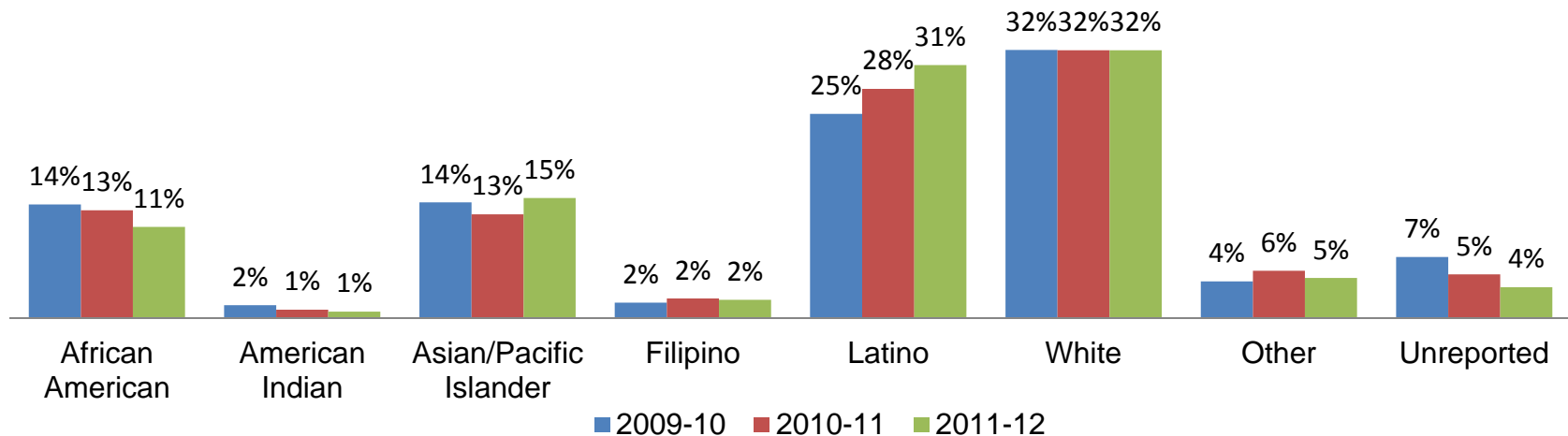
- The number of students in Learning Communities at City College/ECC increased by 15% from 2009-10 to 2011-12 (2,295 to 2,645), largely due to the FYE program. During the same time period, the overall headcount at City College/ECC decreased by 17%.
- Learning Communities averaged 9% of the City College/ECC headcount from 2009-10 to 2011-12.
- The average proportion of African American students in Learning Communities at City College/ECC is higher (25%) 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 is higher (41%) compared to Latino students not in Learning Communities (35%).



12%	1%	8%	4%	35%	30%	4%	6%
<i>Three Year Averages by Ethnicity for Non-Learning Communities Students Collegewide</i>							

Headcount by Ethnicity: Mesa College

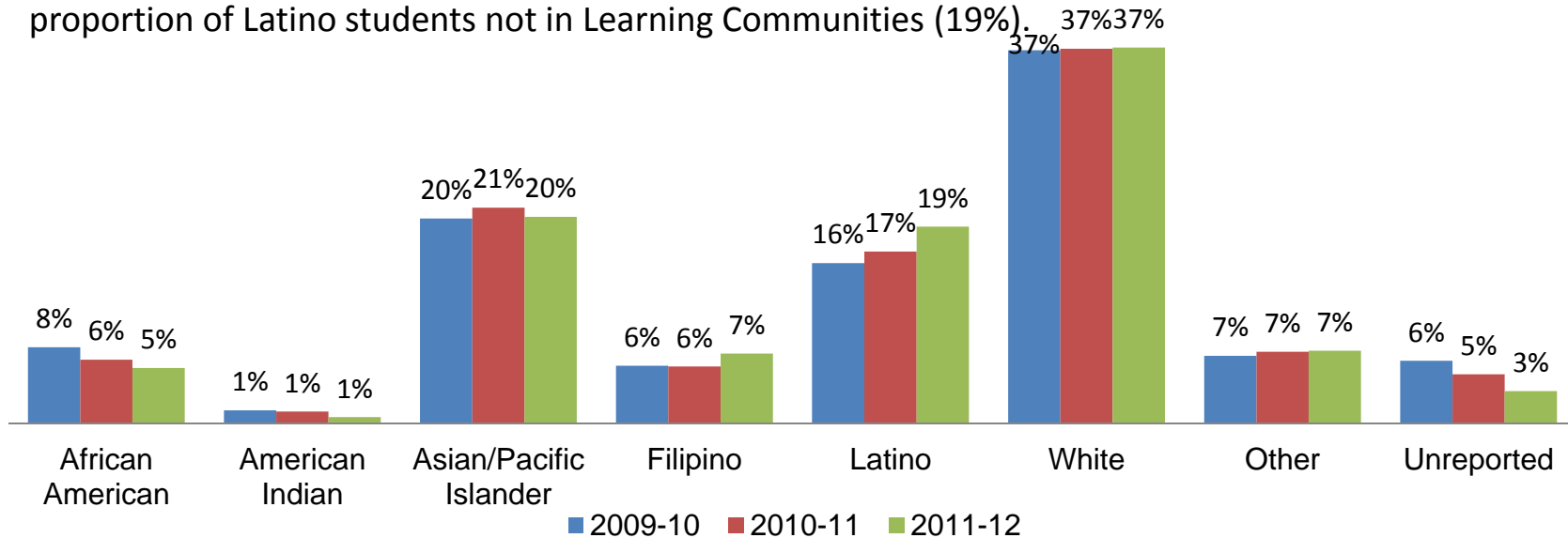
- The number of students in Learning Communities at Mesa College was stable from 2009-10 to 2011-12 (1,917 to 1,922). During the same time period, the overall headcount at Mesa College decreased by 8%.
- Learning Communities averaged 5% of the Mesa College headcount from 2009-10 to 2011-12.
- The average proportion of African American students in Learning Communities at Mesa is higher (13%) 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 (28%) is higher than the proportion of Latino students not in Learning Communities (24%).



7%	1%	13%	5%	24%	39%	5%	7%
<i>Three Year Averages by Ethnicity for Non-Learning Communities Students Collegewide</i>							

Headcount by Ethnicity: Miramar College

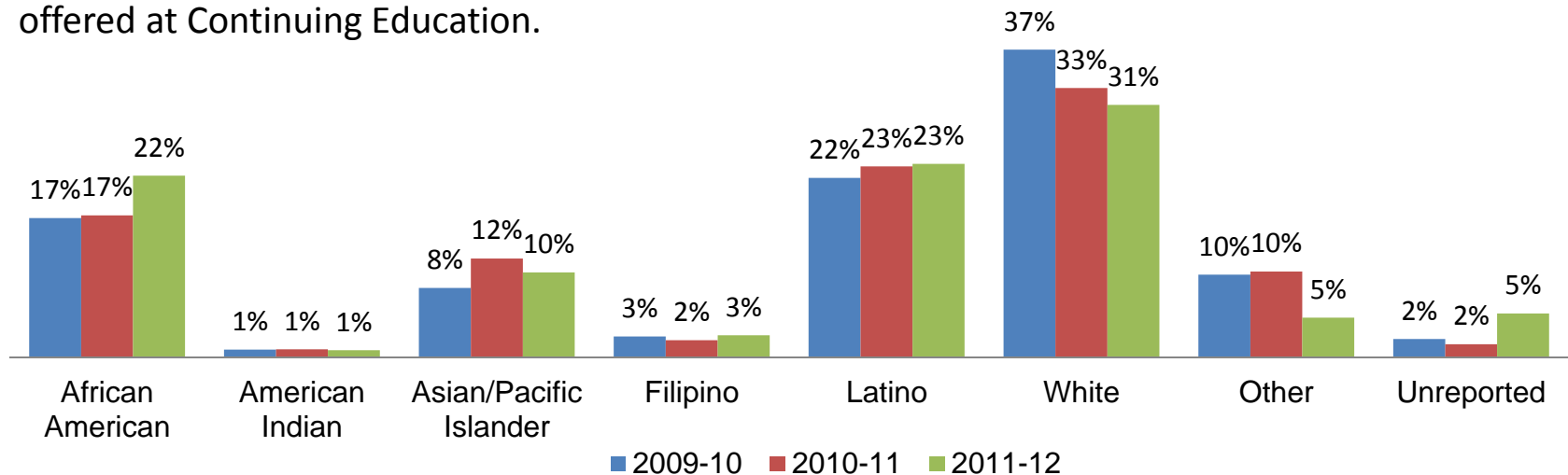
- The number of students in Learning Communities at Miramar College increased by 29% from 2009-10 to 2011-12 (824 to 1,059), largely due to DSPS, EOPS/CARE, and FYE programs. During the same time period, the overall headcount at Miramar College decreased by 6%.
- Learning Communities averaged 4% of the Miramar College headcount from 2009-10 to 2011-12.
- The average proportion of African American students in Learning Communities at Miramar is the same as African American students not in Learning Communities (6% each).
- The average proportion of Latino students in Learning Communities (18%) is comparable to the proportion of Latino students not in Learning Communities (19%).



6%	1%	13%	8%	19%	42%	4%	7%
<i>Three Year Averages by Ethnicity for Non-Learning Communities Students Collegewide</i>							

Headcount by Ethnicity: Continuing Education

- The number of students in Learning Communities at CE has decreased by 10% over three years (3,255 in 2009-10, 3,105 in 2010-11, and 2,942 in 2011-12). The overall headcount for CE decreased by 19% during the same time period.
- Learning Communities averaged 6% of the CE headcount from 2009-10 to 2011-12.
- The average proportion of African American students in Learning Communities at CE is higher (19%) compared to African American students not in Learning Communities (7%).
- The average proportion of Latino students in Learning Communities (23%) is lower than Latino students not in Learning Communities (34%). Likely due to fewer Learning Communities programs offered at Continuing Education.



7%	1%	14%	3%	34%	35%	3%	4%
<i>Three Year Averages by Ethnicity for Non-Learning Communities Students at Continuing Education</i>							

Fall to Spring Term Persistence

All Colleges*

- The average persistence rate for all Learning Community students was 84% compared to 75% for all first-time students at all colleges.

City College/ECC

- The average persistence rate for all Learning Community students was 78% compared to 66% for all first-time students at City College/ECC. The Learning Communities with the highest term persistence rates on average were the Price Scholars program and the Puente Project program (97% and 90%, respectively).

Mesa College

- The average persistence rate for all Learning Community students was 79% compared to 71% for all first-time students at Mesa. The Puente Project program and the FYE program had the highest term persistence rates on average (92% and 87%, respectively).

Miramar College

- The average persistence rate for all Learning Community students was 81% compared to 66% for all first-time students at Miramar. The FYE and EOPS/CARE programs had the highest term persistence rates on average (92% and 87%, 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 2008-09 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 2008-09 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 2009-10 to 2011-12 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 2009-10 to 2011-12 was slightly lower (67%) than 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 2009-10 to 2011-12 was 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 2009-10 to 2011-12 was the same as the average success rate for all non-Learning Community students during this same time (64% each).

Retention and Success - Highlights

Mesa College

- The average retention rate for all Learning Community students between 2009-10 to 2011-12 was 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 2009-10 to 2011-12 was the same as 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 2009-10 to 2011-12 was higher (89%) than 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 2009-10 to 2011-12 was the same as the average success rate for all non-Learning Community students during this same time (72% each).

Degrees, Certificates, and Transfer

Volume

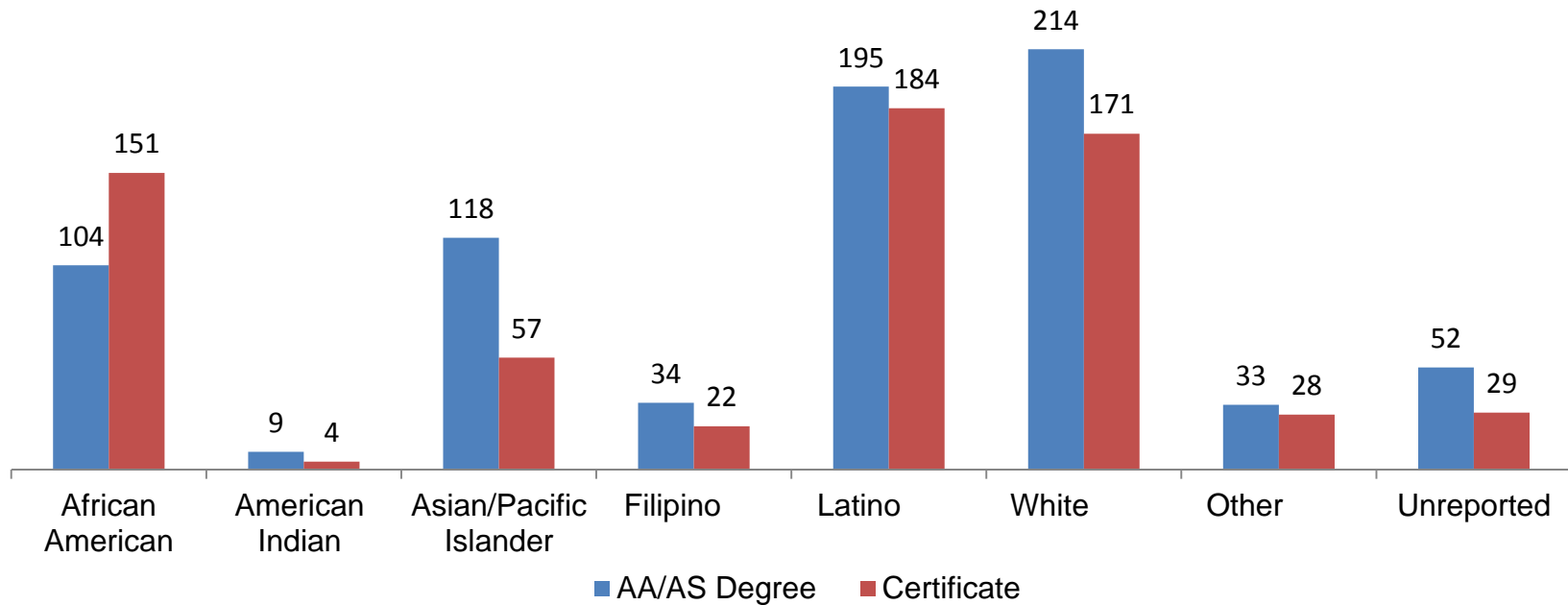
- Across all of the Learning Communities at all colleges, Whites and Latinos had the greatest transfer volume between 2009-10 and 2011-12 (334 and 317, respectively), followed by African Americans and Asian/Pacific Islanders (169 and 156, respectively).
- Overall, Latino and White students in all Learning Communities across all colleges and Continuing Education were awarded the greatest number of AA/AS Degrees (195 and 214, respectively) and certificates (184 and 171, respectively) between 2009-10 and 2011-12.

2008-09 Cohort

- Students in the TRIO/STAR and MESA programs had the highest AA/AS Degree rates (25% and 26%, respectively). Students in the New Horizon, Mesa Academy/Umoja, and CalWORKS programs had the lowest AA/AS Degree rates (0%, 0%, and 4%, respectively).
- Students in the New Horizon program had the highest certificate rate (44%), followed by the MESA and EOPS/CARE programs (8% each).
- Students in MESA, TRIO/STAR, and EOPS/CARE programs had the highest transfer rates (42%, 28%, and 21%, respectively). Students in the Price Scholars, Umoja, and CalWORKS programs had the lowest transfer rates (8%, 11%, and 13%, respectively).

Degrees and Certificates: Districtwide

Counts are combined totals for all Learning Community students for academic years 2009-10 to 2011-12. There were 1,304 Learning Community students who received awards: 759 AA/AS Degrees and 646 certificates.



Degrees and Certificates of 2008-09 Cohort: All Colleges (Credit)

	Cohort 08-09	No. of Students Received Awards	AA/AS Degree	Certificate
CalWORKS	464	69	11%	9%
DSPS	1,891	324	14%	6%
EOPS/CARE	2,227	472	19%	8%
FYE	522	51	10%	1%
Mesa Academy/Umoja	37	0	0%	0%
MESA	180	53	26%	8%
Price Scholars	26	4	15%	4%
Puente Project	90	14	16%	3%
TRIO/STAR	225	62	25%	6%
Umoja	250	30	11%	3%

Note. 2008-09 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 2008-09 Cohort: College

City College/ECC

	Cohort 08-09	No. of Students	AA/AS Degree	Certificate
CalWORKS	363	47	9%	8%
DSPS	826	149	14%	8%
EOPS/CARE	969	206	17%	10%
FYE	147	9	6%	1%
MESA	180	55	27%	8%
Price Scholars	26	4	15%	4%
Puente Project	53	10	19%	6%
Umoja	250	30	11%	3%

Mesa College

	Cohort 08-09	No. of Students	AA/AS Degree	Certificate
DSPS	864	126	13%	3%
EOPS/CARE	808	142	16%	3%
FYE	292	21	7%	1%
Mesa Academy/Umoja	37	0	0%	0%
Puente Project	37	4	11%	0%
TRIO/STAR	225	62	25%	5%

Miramar College

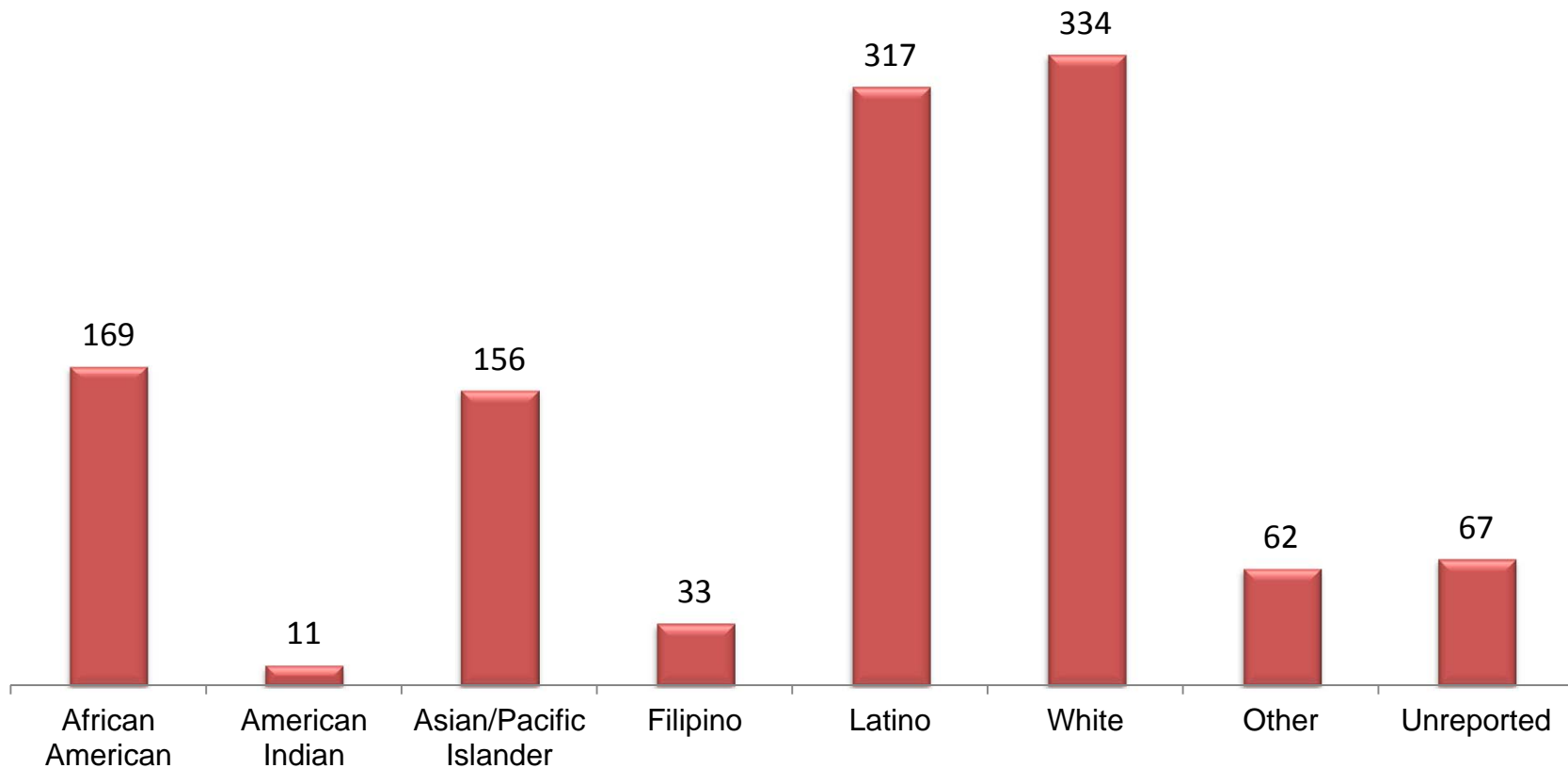
	Cohort 08-09	No. of Students	AA/AS Degree	Certificate
CalWORKS	94	18	15%	13%
DSPS	312	52	13%	8%
EOPS/CARE	456	129	25%	11%
FYE	105	20	19%	3%

Continuing Education

	Cohort 08-09	No. of Students	Certificate
CalWORKS	887	64	5%
DSPS	2,381	50	1%
New Horizons	151	66	43%

Note. 2008-09 cohort was tracked over four academic years and includes approximately 2%-10% 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 2009/10 -2011/12 and amount to 1,149 transfers over three years.

Transfer Rate of 2008-09 Cohort

All Colleges

	Cohort		Transfer Rate
	08-09	N	
CalWORKS	464	60	13%
DSPS	1,891	281	15%
EOPS/CARE	2,227	458	21%
FYE	522	91	17%
Mesa Academy/Umoja	37	6	16%
MESA	180	75	42%
Price Scholars	26	2	8%
Puente Project	90	15	17%
TRIO/STAR	225	64	28%
Umoja	250	28	11%

Note. 2008-09 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 2008-09 Cohort

City College/ECC

	Cohort 08-09	N	Transfer Rate
CalWORKS	363	50	14%
DSPS	826	82	10%
EOPS/CARE	969	163	17%
FYE	147	16	11%
MESA	180	73	41%
Price Scholars	26	2	8%
Puente Project	53	8	15%
Umoja	250	28	11%

Mesa College

	Cohort 08-09	N	Transfer Rate
DSPS	864	152	18%
EOPS/CARE	808	187	23%
FYE	292	48	16%
Mesa Academy/Umoja	37	6	16%
Puente Project	37	7	19%
TRIO/STAR	225	64	28%

Miramar College

	Cohort 08-09	N	Transfer Rate
CalWORKS	94	8	9%
DSPS	312	47	15%
EOPS/CARE	456	105	23%
FYE	105	27	26%

Note. 2008-09 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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