

# LMC Comprehensive Program Review

## Learning Communities

2017-2018

**Report Name: Course Success/Retention Analysis Report**  
**(Office of Equity & Inclusion/Academic Senate/Integrated Planning Group)**

The following report contains the responses to Section #2 (Data Analysis) Question #2.2 (Course Completion & Success Analysis) and Question #2.3 (Transfer & Degree/Certificate Outcomes) extracted directly from the submitted Comprehensive Program Reviews for Learning Communities. The information contained has not been altered, it was extracted exactly how it was written.

### 2.2 Course Completion & Success Analysis

Review the Section 2.2 Data Handout for your program and answer the following questions:

1. Are overall course success rates for students meeting your program goals/expectations? Over the past five years are course success rates improving, declining, fluctuating or holding steady? Why?
2. Are students successfully completing courses at an equitable rate? If not, why might this be the case?
3. One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence,” and our Equity Plan identifies African- American students as significantly disproportionately impacted in terms of successful course completion. Please specifically address how well African American students are succeeding and indicate any opportunities for improvement.

*\*Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Course Success” and “Course Completion” or any additional data that your program collects that relates to this area.*

#### **Career Advancement Academy**

1. Course success and completion rates for most CAA’s exceed those of the general student population. Of particular note is a single, and dreadful year, which brings the long-term average down to the level noted in Section 1. This has proven itself to be true regardless of career path: Childhood Development, Business, EMS or Electrical Technology. In fact, the most recent ETEC CAA which included an introductory ETEC course and college-level math boasts a success rate of 90% and a completion rate of 100%.
2. Data no longer is available to report on success and completion by ethnicity.
3. As previously mentioned, the data related to success by ethnicity is no long available. It can be noted however that in a recent cohort funded by BART the ethnicity of students who successfully completed the program to earn their Certificate of Achievement included the following: Black/African American – 7, Hispanic – 4, Asian – 1, 2 or more – 2, white – 2.

*\*No summary provided.*

### **Honors**

*Given that Honors Students have already been selected due to their academic accomplishments, comparing completion and success statistics with the overall LMC student body gives little useful information.*

For example, data provided indicates an average **91% course success rate for Honors Students** who began the program during the Fall 2013, 15 & 16 semesters. This is much higher than the **LMC student body average of 71%** during that time period, but we cannot attribute this increase necessarily to any of our efforts.

Singling out *African American Honors Students*, the aggregated (and incomplete) data suggests they *succeeded at a rate of 87%* during the Fall 2013, 15 & 16 semesters, compared with an *overall LMC average success rate of only 60%* as reported in LMC's 2014-19 Equity Plan. This significant difference, however, is likely a result of the admissions guidelines to Honors.

A more interesting (and more complicated) study would be to compare Honors-eligible student success rates with those of program members, broken-out by racial/ethnic groups.

### **MESA**

1. Are overall course success rates for students meeting your program goals/expectations? Over the past five years are course success rates improving, declining, fluctuating or holding steady?

Why?

Overall

Term	Success	Completion
13-14	79%	85%
14-15	83%	89%
15-16	82%	89%
16-17	82%	91%

Our success and completion rates rose from 13-14 to the following year and have stayed steady since then. While there is some room to grow they are very high and well above LMC's rates.

We would like to improve success rates in our courses as most students are completing, but success can be raised.

2. From analysis of the data the African American students do see a bit of a gape of success rates. They complete, but are not as successful as some as the other groups. We have discussed this data and want to institute a focus cohort and mentorship on our Black students in STEM.

3. Currently AA success rate is 78% and Completion rate is 91%. Success is lower than our overall average success of the cohort and of other groups as stated above. From analysis of the data the African American students do see a bit of a gap of success rates. They complete, but are not as successful as some as the other groups. We have discussed this data and want to institute a focus cohort and mentorship on our Black students in STEM.

\*No summary provided

### **Puente**

1. Course success rates remain strong for Puente students in their first two semesters at LMC, largely because of the high-touch, intrusive nature of the program and the support students receive, thereby meeting program expectations.

2. The Puente cohort consists primarily of Latinx students; no further data is disaggregated at this time for the program.

3. Over the past five years, of the over 150 students in the Puente program, 3 have identified as African-American. Those students' completion results have been comparable to other demographics within the program.

\*No summary provided

### **Transfer Academy**

1. Transfer Academy has held different target numbers for course success rates during the past five years. The program has not adopted a permanent objective in regards to course success. Looking at the past five years of course success data, first semester course success has remained relatively stable, with an average success rate of 78%, a high of 83%, and low of 76%.

When analyzing first semester success rates, Transfer Academy believes its current rate of course success can be attributed to a combination of academic and socioeconomic factors. Upon meeting with faculty and students, Transfer Academy finds that students in its program, students who do not pass a course could have financial or family complications that inhibit the student's ability to concentrate and complete the course successfully. Transfer Academy first semester demonstrates that the support of faculty and staff is a contributor to maintaining a stable course success rate completion.

Looking back at Transfer Academy's past five years, the course success rates fluctuate between the second and fourth semesters. During the second semester it showed a slightly decrease of course success, with an average success rate of 75%, a high of 80%, and low of 71%. The slight decrease indicates that Transfer Academy students could be affected by outside influences that might discourage their willingness to continue their education. On the other hand, the third semester course success rate has shown a slightly increase with the highest of 81% in 2015. The increase could be due to students' ability to determine their career pathway and realization of possible graduation completion timeline. As for the four semester course success rate, Transfer Academy showed to be relatively stable rate.

2. Upon assessment, it was found that Transfer Academy students are not succeeding in courses at an equitable rate. African American students in the Transfer Academy program have consistently shown lower course success rates in their first semester, for the last four years. While there has been an 8% improvement in the last academic year, African American students are still 7% less likely to pass to show overall course success in their first semester compared to other Transfer Academy students.

African American students have shown more improvement in the program's second semester. From Fall 2013-Fall 2015, African American students were 13-15% less likely to show overall course success in the second semester. However, in Fall 2016, African American students in the Transfer Academy were 2% more likely to show overall course success, in comparison to the rest of the program.

We believe the upward trend in second semester course success can be attributed to consistent staffing and counseling for students in the program. Students who began in Fall 2015 have received consistent communication and counseling from the same staff, and access program support frequently.

While first semester course success is beginning to improve for African American students in the Transfer Academy program, more evaluation and discussion is necessary to increase course success.

Transfer Academy staff are planning for increased professional development for Transfer Academy faculty, with a focus on supporting African American students in the classroom.

3. See above.

\*No additional data to report

### **Umoja**

1. Overall course success rates for the Umoja Scholars Program are not meeting our program expectations. Earlier years' retention rates were in the 70<sup>th</sup> and 80<sup>th</sup> percentile; however, the program was smaller, had less course offerings, included F/T faculty for both English and Math, and did not include acceleration.

There does appear to be an increase in success rates after the completion of their first year. This could

be after completing accelerated Math and their first two semesters of English (assuming they passed their classes).

2. It appears that students in the Umoja Scholars Program are completing courses at an equitable rate in comparison to African American students at LMC.

3. No information provided.

\* The completion rates for students remains between 76% - 88% which means a significant number of students are not dropping their classes. There needs to be further investigation and intrusiveness to explore what students need who are staying in the class but not being successful.

## 2.3 Transfer & Degree/Certificate Outcomes

Review the Section 2.3 Data Handout for your program and answer the following questions:

1. Are the overall Transfer Readiness numbers for students in your program meeting your program goals/expectations?
2. Are students equitably achieving Transfer Readiness? If not, which groups are frequently over-represented/under-represented?
3. Specifically indicate how well African American students are achieving Transfer Readiness in your program.

\*Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on "Transfer Directed Status," "Transfer Ready Status," "Degree/Certificate Completion," or any additional data that your program collects that relates to this area.

### Career Advancement Academy

1. N/A

2. N/A

3. N/A

\*No summary provided

### Honors

It is difficult to assess Honors Student transfer readiness patterns as we were only provided data for 70 students who began the program for Fall 2013. That is, of the 222 students who started the program between Fall 2013-Fall 2014, **we have data for only 32% of our members**. In addition, as students can join Honors at any point in their academic career, we cannot necessarily attribute transfer readiness to Honors Program efforts. After all, **many students enter the Honors Program already transfer ready**. With additional data more analysis can occur.

Those caveats aside, not surprisingly, of the 70 students who began Honors during Fall 2013, **67.1% were transfer ready within three years, and 71.4% were after four**— strong numbers that likely reflect the academic admission standards of the Honors Program. There seems to be a slight transfer readiness gap for the 9 African American students (67% after 4-years) and 20 Hispanic Students (65%) when compared to their general Fall 2013 Honors cohort (71%), but the sample numbers are too small to draw meaningful conclusions.

### MESA

1. To answer this question simply, yes our students are transfer ready, but we often look at actual transfer number as a benchmark of achievement in STEM. By the end of each term about 50% of our students are "transfer ready".

2. African American students do see a bit of a gap of transfer readiness rates. We have discussed this data and want to institute a focus cohort and mentorship on our Black students in STEM.

However please see the previous answer about transfer readiness not being a marker of success for stem.

3. 25% AA students were transfer ready as compared to an overall 50% rate.

\*No summary provided

### **Puente**

1. While the percentage of Puente students who are transfer ready in three years continues to improve, the goal of the overall program is to continue increasing that number. Previously, lack of a consistent Puente Counselor impaired students' ability to maintain a relationship with a counselor over their time at LMC, which is one of the key tenets of the Puente model. Our hope is that now, with a dedicated Puente Counselor, we will continue to see the number of transfer-ready students increase.

Our target goal is to have one-third of Puente students transfer-ready in three years, and one-half transfer-ready in four years.

2. Please refer to Section 2.2.3.

3. Please refer to Section 2.2.3.

\*No summary provided

### **Transfer Academy**

1. Data is limited for Transfer Academy's transfer readiness numbers. Because the program is only six years old, only one cohort reports a five year transfer readiness result, and only two additional cohorts report three and four year transfer readiness numbers. Results seem consistent across the three cohorts: 36-42% of students achieve transfer readiness in three years, 47-49% achieve transfer readiness in four years, and in the single cohort reporting, 47% achieved transfer readiness in five years. Transfer Academy would like to achieve higher transfer readiness rates for the learning community, and we believe we have taken appropriate steps in the last three years to change program design in support of this. Transfer Academy has altered its English and math course sequence to accommodate and encourage accelerated coursework, significantly shortening a Transfer Academy student's transfer readiness timeline. The program is also assessing a larger issue, of Transfer Academy students who discontinue their education before transfer readiness is achieved.

2. Upon assessment, it was found that Transfer Academy students are not achieving transfer readiness at an equitable rate. African American students in the Transfer Academy program have consistently shown lower achievement of transfer readiness in three years, and this gap has widened in the three years of data reported. As of Fall 2014, African American students in Transfer Academy were 13% less likely to achieve transfer readiness in three years, in comparison to the program as a whole.

3. See above.

\*Additional data addressed in following section.

### **Umoja**

1. The Umoja Scholars Program began as a Basic Skills program, seeing students through English 100 and Math 30, and later added transfer-level English and Math. The program wasn't established as a transfer program and intentional expectations and goals have not been set, but students are guided on that pathway if that is their personal goal.

The Transfer Readiness numbers show a slight increase in the past five years, but remain low. As a program we do aim to increase these numbers relative to the students who want to transfer.

2. In comparison to the African American students at LMC the percentage appears to be similar.

3. Transfer Readiness numbers show 6.9% in the Fall 2013 and 12.1% in Fall 2014 as compared to A.A. students 7.9% in 2013 and 7.9% in 2014. In 4 years, Umoja Scholars Transfer Ready was 12.5% and the

A.A. students outside of the program was 14.3%. There is a slight fluctuation but appears to be more or less similar.

\* The number of Transfer Directed students in the Umoja Scholars Program in the last five years ranges from 9 – 16 students. Degrees/Certificates earned appear to show a slight increase.