

# Learning Communities PR Y5 2021-2022 VFS-Goal Setting Report

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## **LMC Honors Transfer Program:**

**Date: 03-21-2022**

- Learning Communities Program Review Year Five - Honors Transfer Program

**Sorted by: Program**

## **LMC MESA:**

- Learning Communities Program Review Year Five - MESA

## **LMC Puente Program:**

- Learning Communities Program Review Year Five - Puente

## **LMC Transfer Academy:**

- Learning Communities Program Review Year Five - Transfer Academy

## **LMC Umoja Program:**

- Learning Communities Program Review Year Five - Umoja

**SI Section Templates:** 3. Data Analysis and Goal Setting, 4. CPR Goals Update and Alignment

## LMC Honors Transfer Program

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### 3. Data Analysis and Goal Setting

#### Learning Communities Program Review Year Five - Honors Transfer Program

#### Overall Data Analysis

#### **A. Where is your program being most successful? Why do you think you are achieving success in this area?**

Honors Transfer Program courses are still full and success rates are still high, which is a clear indicator that our Learning Community including the support it provides is still in demand and successful. We still have a lot of active students and Honors Scholars, with a strong demand for the program as well. We are most successful in the way our community is structured, the resources and support we provide, and the curriculum included within our courses. Part of this success can be attributed to the great collaborations we have with other Learning Communities, the number of events and opportunities for student engagement, and the successful transition to a return to campus.

- Classes still full
- Success rates still high
- Lots of active students and Honors Scholars

- Strong demand continues for program
- Great collaborations with other Learning Communities
- Lots of events and student engagement
- Return to campus successful!

### **Overall Data Analysis**

#### **B. Where is your program being the least successful? Why do you think this might be? What might you do to improve?**

Our Learning Community needs to increase diversity of participating students however, we have been unable to expand our community due to limited resources. We have submitted multiple requests for more resources to help advance these efforts.

- Increase diversity of participating students
- Unable to expand despite repeated requests for more resources

### **Equity Data Analysis**

**The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.**

#### **C. Where are the biggest equity gaps for the identified DI populations in your program?**

- Figure this out

### **Equity Data Analysis**

#### **D. What does the data suggest in terms of future needs/directions?**

More work is needed to engage students in underrepresented populations.

### **Equity Data Analysis**

**E. Discuss what steps your program is taking or any strategies your program has identified to address these equity gaps and give a brief description below including what populations the department strives to impact.**

In an effort to engage African American students, our Learning Community is seeking to partner with Umoja.

### **Goal Setting**

**EXCEL: Using Tab 1 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.**

This question has not been answered yet

### **Additional Data Needs**

**F. If your program has additional data/research needs that are not currently being addressed, please indicate them here.**

This question has not been answered yet

## **4. CPR Goals Update and Alignment**

### **Learning Communities Program Review Year Five - Honors Transfer Program**

This section has no content

## **LMC MESA**

## **3. Data Analysis and Goal Setting**

### **Learning Communities Program Review Year Five - MESA**

### **Overall Data Analysis**

**A. Where is your program being most successful? Why do you think you are achieving success in this area?**

Our program continues to grow immensely. After 2019 we made the decision to take applications only in Fall, and have a much shorter application window rather than rolling applications. So we see an increasing number of enrollments up until 2019 and then a large drop not only with the new policy, but also with the pandemic. This also allows us to serve the students we have in the the program rather than be spread thin. Our Low Income and AA success rates have been very good over the years as well, discounting the two pandemic

years. Compared to our general program numbers they are very comparable or sometimes better in their first year. We don't focus on the students first year as we run so many students, but this is something we can look at.

## **Overall Data Analysis**

### **B. Where is your program being the least successful? Why do you think this might be? What might you do to improve?**

Foster youth success rates are lower than we would like to see, however there are few students in the program so the percentages would be very skewed here. For success strategies we could have our mentors invite our foster youth students directly to our success workshops and study groups. We can also Also AA student cohort numbers are low. This is an area we always are looking to grow. We would like to be closer to 10% recruitment per year and 12-14% for the full cohort. We are a bit below average there. To improve recruitment and retention we do go to specific courses and groups like Umoja, music, Pittsburg high. But we can expand to other community outreach areas.

## **Equity Data Analysis**

**The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.**

### **C. Where are the biggest equity gaps for the identified DI populations in your program?**

As stated above we need to focus more on Foster youth success rates and AA recruitment. Foster youth success rates are lower than we would like to see, however there are few students in the program so the percentages would be very skewed here. For success strategies we could have our mentors invite our foster youth students directly to our success workshops and study groups. We can also Also AA student cohort numbers are low. This is an area we always are looking to grow. We would like to be closer to 10% recruitment per year and 12-14% for the full cohort. We are a bit below average there. To improve recruitment and retention we do go to specific courses and groups like Umoja, music, Pittsburg high. But we can expand to other community outreach areas.

## **Equity Data Analysis**

### **D. What does the data suggest in terms of future needs/directions?**

MESA is doing a great job for low income students and for AA success rates and some recruitment. However we can improve in foster youth success rates and AA recruitment and retention.

## **Equity Data Analysis**

### **E. Discuss what steps your program is taking or any strategies your program has identified to address these equity gaps and give a brief description below including what populations the department strives to impact.**

As stated above we need to focus more on Foster youth success rates and AA recruitment. Foster youth success rates are lower than we would like to see, however there are few students in the program so the percentages would be very skewed here. For success strategies we could have our mentors invite our foster youth students directly to our success workshops and study groups. We can also Also AA student cohort numbers are low. This is an area we always are looking to grow. We would like to be closer to 10% recruitment per year and 12-14% for the full cohort. We are a bit below average there. To improve recruitment and retention we do go to specific courses and groups like Umoja, music, Pittsburg high. But we can expand to other community outreach areas.

## **Goal Setting**

### **EXCEL: Using Tab 1 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.**

Overall Success Rate: Maintain success rate at 84-85%  
AA Success Rate: Increase success rate by 2-5% to 74-77%  
Low Income Success Rate: Increase success rate by 2-5% to 84-87%  
Foster youth success rate: Increase success rate by 2-5% to 78-81%

## **Additional Data Needs**

### **F. If your program has additional data/research needs that are not currently being addressed, please indicate them here.**

Transfer numbers  
Persistence in STEM / major  
Persistence beyond first year  
Success after a failed/ dropped course

## 4. CPR Goals Update and Alignment

### Learning Communities Program Review Year Five - MESA

This section has no content

## LMC Puente Program

## 3. Data Analysis and Goal Setting

### Learning Communities Program Review Year Five - Puente

#### Overall Data Analysis

##### **A. Where is your program being most successful? Why do you think you are achieving success in this area?**

From 2020 through 2021, Puente has been successful with serving and maintaining predominantly low-income students. Noting the workbook tab on Cohort Enrollment, we do see an increase in low-income students, compared to the previous semesters. We may be achieving success in this area due to the fact that this college has a large Latino demographic, and some of those students are in the low-income category. Currently, we have not seen a drop in the maximum number of students that Puente can serve, even throughout the pandemic. We also offer college guidance in both counseling and English; we act as a family and work together, which makes our program more inclusive and comfortable to ensure their success. Furthermore, we do our best to keep our students well notified of student services, cultural events, and anything else so that they can become more involved in assuring they feel they are part of not only the Puente community but the LMC community as a whole. These services have helped us to improve student retention and participation. Finally, intrusive counseling and culturally responsive English empowers our faculty and staff to help students connect to a much deeper level that contributes to their overall support and growth.

#### Overall Data Analysis

##### **B. Where is your program being the least successful? Why do you think this might be? What might you do to improve?**

Our old question continues about helping our Puente students with passing Math. From Fall 2017 to Fall 2018, the Math Completion tab tells us that completion of first-year math fell from 59% to 40%. We are unsure as to why this is occurring, but in order to improve upon student completion, we intend to work with the Math department to understand why this is happening, and how to support our Puente students in completing math.

## **Equity Data Analysis**

**The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.**

### **C. Where are the biggest equity gaps for the identified DI populations in your program?**

In short, we do not have any major equity gaps in the identified DI population for our Puente program. We still have minimal representation in the Student Equity Plan: On the cohort enrollment page, we have no specific overall representation for Latinx success. In short, we do not have a clearly-identified DI population here; instead, we have been overgeneralized into the category labeled "Low Income." This is highly inequitable, given the fact that we are not included as a distinct population to represent our future successes more accurately and best. Granted, we do have most students who are low income, but this number gets mixed up with other populations who are low income. Also, we have approximately two students with identified disabilities, and there may be others who can be identified as DSPS. Finally, we have a small population of foster youth in our program (approximately 3-5% of our population).

## **Equity Data Analysis**

### **D. What does the data suggest in terms of future needs/directions?**

As mentioned before, from what we can tell, the data suggests that we are currently meeting the overall needs of our targeted student population. From last program review, we stated that "consistently, year to year, over three-quarters of our Puente students identify as low-income. And consistently, their success rate meets or exceeds the overall program success rate. [It] suggests that the supportive environment Puente provides is working for students." In Fall 2018, however, there was a slight dip from 84% to 78% overall success rates, the "low-income student" category (our basic DI representation for Latinx). We are currently meeting the needs of these students. As a special note, low-income students doubled from Fall 2017 to Fall 2018, so that may explain the slight dip.

## **Equity Data Analysis**

**E. Discuss what steps your program is taking or any strategies your program has identified to address these equity gaps and give a brief description below including what populations the department strives to impact.**

At this time, we do not have any major steps since there are no major equity gaps. However, we are encouraging low-income students to enter the Puente program, and we are offering assistance in completing financial aid documentation and are willing to meet with students and their low-income parents to orient them to the college process. Our goal is to alleviate any concerns or fears regarding the affordability of college.

## **Goal Setting**

**EXCEL: Using Tab 1 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.**

This question has not been answered yet

## **Additional Data Needs**

**F. If your program has additional data/research needs that are not currently being addressed, please indicate them here.**

We continue to carry the message from the previous program review, quoted directly here: "First-generation students at LMC, then disaggregated, including Latinx/Hispanic; course completion; first year success; time to acquire transfer-ready status. • A comparative chart of Latinx/Hispanic students, Puente cohorts, and first-generation students across the indicators listed above. • Comparative chart of all LMC learning communities and course success data.

## **4. CPR Goals Update and Alignment**

### **Learning Communities Program Review Year Five - Puente**

This section has no content

## **LMC Transfer Academy**

### **3. Data Analysis and Goal Setting**

#### **Learning Communities Program Review Year Five - Transfer Academy**



## **Overall Data Analysis**

### **A. Where is your program being most successful? Why do you think you are achieving success in this area?**

Based on the data presented, the program saw a higher success rate in Fall 2020 for Low Income students, in comparison to the overall program (74.3% success rate, compared to 69.3% success rate for the overall program). In addition, a higher success rate was present as well in Fall 2019 with the program's Foster Youth student population (88.9% success rate, compared to 83.1% success rate for the overall program), and an increase in the Foster Youth success rates during the years of Fall 2018 and Fall 2019 (81.8% in Fall 2018 compared to 88.9% in Fall 2019). In addition, the success rate with the program's African American student population stayed steady at 75% from Fall 2018 to Fall 2019.

The program is showing success at targeting and supporting Low Income students in its outreach efforts and has consistently been the largest number of students in the program. Overall, the program's Low Income student population has been more successful than any other subgroup of students in the program. Each year, the success rate for Low Income student population has been very close and comparable to the success rates of students in the overall program.

Some potential reasons for these success rates are the support systems that are built into the program and how they lead to success. As a learning community, students are grouped into a small cohort, allowing them to be in classes together and develop strong bonds and support. The program also includes an ACS-10 (Academic and Career Success) class, which covers topics related to building important student success skills as a first-year student, such as time management, study skills, connecting with campus resources, career exploration, and transfer planning. In addition, a team of dedicated program staff, instructors, and counselors works together to ensure that students stay informed of campus updates and resources, connected to the program, and on track for success. Furthermore, as discussed in the first section of the Program Review, additional factors have been implemented recently that have helped to supplement program support, such as increased, continuous, and targeted communication to students using the Transfer Academy Canvas shell and other modes such as phone calls, text messaging, and email. Other positive factors include having the same Transfer Academy faculty who teach in the program every year who are familiar with the program structure and student population, the implementation of increased career support services and connections, and the availability of peer mentors to provide further support for first year students.

## **Overall Data Analysis**

### **B. Where is your program being the least successful? Why do you think this might be? What might you do to improve?**

For the African American student population in the program, we have continued to experience low enrollment with this specific student population during the past years, with an average of about 4-6 students per cohort year. In addition, for the Foster Youth student population in the program, we have also continued to experience low enrollment with this specific population as well, with an average of about 4-5 students per cohort year. Additional targeted outreach efforts will continue to be made in the Spring and Summer semesters, in

order to increase the numbers in both of these student populations. With both student populations, there was a slight increase in success rates from 2018 to 2019, however, a huge significant drop was present in success rates comparing 2019 to 2020. From 2019 to 2020, the success rate for African American students (6 students in 2019 and 4 students in 2020) went from 75.5% to 41.7%, and for Foster Youth students (4 students in 2019 and 4 students in 2020) went from 88.9% to 47.1%.

Based on general conversations with students within the program, the end of Spring 2020 and the overall 2020-2021 academic year was especially difficult for students due to the impacts of the pandemic, with many students needing to work more hours, as well as challenges transitioning to online learning. During pre-pandemic times, the program was structured to provide and promote strong connections to campus resources and support networks, through cohorted in-person classes held Mondays through Thursdays, social activities and program events, university tours, student check-ins, and additional classroom activities. With classes being held remotely and primarily asynchronous in 2020-2021, the students experienced challenges adjusting to college and the overall online learning format, and building relationships and connections with campus services, program team and instructors, and fellow peers, compared to if the students were in-person and on campus on a daily basis.

To address what occurred during Fall 2020, for this current Fall 2021 year, the program has worked to incorporate more Transfer Academy classes that provide weekly synchronous Zoom and in-person class meetings for the students. One class this semester is being held weekly in-person and has currently received positive feedback from students being able to experience a class in-person, with many students mentioning it being their first in-person class since their junior year of high school. In addition, additional classes in the program, such as ACS-10, Math, and English, have weekly online synchronous components and/or student conference meetings to increase student and instructor contact. For the ACS-10 class, the class has also been able to provide live guest speakers as well from the Library, Center for Academic Support, Transfer and Career Services, Financial Aid, and Transfer Academy Alumni, to further connect students with campus resources. In addition, the program provided in-person campus tours during the first weeks of the semester for students to get acclimated to the campus resources and services, provided in-person office hours and check-in meetings, and have peer mentors available who have been able to contact the first-year students to check-in and see how their first semester is progressing.

In addition, additional outreach efforts and check-ins through phone, text, and Canvas have been implemented and will continue to be made, to specifically further support African American students and Foster Youth students in the program. Changes and updates will be made as well to the programs' outreach and marketing materials to be more representative of our current student population and the local community. In early Spring, we will host a focus group with Black and African American students who are currently in the program, to determine what strategies to use to ensure that the program is more representative of the campus population. The students who participate in this focus group will also be invited to become Transfer Academy outreach ambassadors to assist with outreach efforts of going out into the high schools to promote the program and invite prospective Transfer Academy students to apply. In addition, the ambassadors will also help out to lead program orientations for new students entering the program for the new academic year. The program will also be collaborating with the LMC Career Services Coordinator to offer workshops to promote Transfer Academy as a program that supports students in major and career exploration. Looking to the Fall, outreach efforts will also be made to recruit Transfer Academy faculty to be representative of the campus's student population.

For the DSPS student population in the program, data was not provided for this year, so an analysis of this data to compare to prior years is not available at this time.

### **Equity Data Analysis**

**The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.**

#### **C. Where are the biggest equity gaps for the identified DI populations in your program?**

Looking over the data presented for our program, our largest equity gaps are with the Foster Youth and African American student populations.

### **Equity Data Analysis**

#### **D. What does the data suggest in terms of future needs/directions?**

Additional direct contact, case management, and outreach efforts for these identified student populations is needed. Our level of success will also be improved with increased enrollment of these student populations, so recruitment strategies will need to change to make the program more appealing to these specific student groups. In addition, additional outreach efforts and check-ins through phone, text, and Canvas have been implemented specifically to further support African American students and Foster Youth students in the program and will continue into the future semesters.

### **Equity Data Analysis**

#### **E. Discuss what steps your program is taking or any strategies your program has identified to address these equity gaps and give a brief description below including what populations the department strives to impact.**

Additional outreach efforts and check-ins through phone, text, email, and Canvas have been implemented this year specifically to further support African American students and Foster Youth students in the program and will continue into the future semesters. As a continuation from prior years we will also be in discussion with the DSPS Office to learn strategies we can implement to further support students in the program who have self-identified as having a disability and/or needing accommodations from DSPS.

## **Goal Setting**

**EXCEL:** Using Tab 1 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

This question has not been answered yet

## **Additional Data Needs**

**F. If your program has additional data/research needs that are not currently being addressed, please indicate them here.**

This question has not been answered yet

## **4. CPR Goals Update and Alignment**

### **Learning Communities Program Review Year Five - Transfer Academy**

This section has no content

## **LMC Umoja Program**

## **3. Data Analysis and Goal Setting**

### **Learning Communities Program Review Year Five - Umoja**

## **Overall Data Analysis**

**A. Where is your program being most successful? Why do you think you are achieving success in this area?**

The Umoja Scholars Program appears to be the most successful with the overall success rates of our first-year students, and in particular the African American population within our program. We attribute this to having a full-time counselor, who works with Umoja faculty and the Umoja coordinator to identify additional support for our students. We also believe that the increased integration of Umoja courses has created more supportive academic opportunities for our students as well as more opportunities to engage in culturally relevant curriculum. The Umoja Scholars Program continues to focus on its goals of recruiting predominately African American or Black identified and low income students, and has experienced course and completion success of AB705 courses (English & Math) which have historically been challenging hurdles for this demographic.

## **Overall Data Analysis**

### **B. Where is your program being the least successful? Why do you think this might be? What might you do to improve?**

The Umoja Scholars Program is the least successful in supporting the first-year success of our foster youth students. We have not made it common practice to identify who our foster youth students are, or the barriers and needs of these students. To improve, we need to collaborate with the support services (BRAVO Scholars) that work with our foster youth to better understand their needs and to learn best practices to improve our support for these students. We understand that improving foster youth success rates in the Umoja Scholars Program will require increasing the support services that are already provided, but we need to better understand the types of support that would be most beneficial to this population.

Our overall success and enrollment rates have dropped dramatically, which we attribute to the impact of COVID-19 moving the program from a fully in-person/face-to-face modality to a mostly online modality. To improve, we plan to transition the program to an in-person/face-to-face modality in Fall 2022 to provide students with the human interaction that supports relationship and community building, and in-person, interpersonal academic support services. We also hope that the transition to an in-person/face-to-face model will increase enrollment by capitalizing off of our feeder high schools' current in-person/face-to-face modality, as not to disrupt the learning modality of what our incoming high school students are currently experiencing, and to draw in our students that left during 2020-2021 as a result of the predominately online learning modality and the potential students who avoided it.

## **Equity Data Analysis**

**The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.**

### **C. Where are the biggest equity gaps for the identified DI populations in your program?**

The biggest equity gaps for the identified DI populations in our program continue to be with our Foster Youth students. While there doesn't appear to be a current equity gap for African American/Black identified students within our program, we did experience a decline in our cohort success rate (53%), which is low and needs to be increased to pre-COVID or higher rates.

## **Equity Data Analysis**

### **D. What does the data suggest in terms of future needs/directions?**

The data suggest that the future needs/directions of our program should be around continuing to strengthen support services that would have an intentional impact on Foster Youth first-year success rates.

## **Equity Data Analysis**

### **E. Discuss what steps your program is taking or any strategies your program has identified to address these equity gaps and give a brief description below including what populations the department strives to impact.**

Umoja Scholars Team members have attended flex workshops hosted by the BRAVO Scholars Program Coordinator to initiate a better understanding of the program and its services and to begin an inquiry into the needs and best practices for serving our Foster Youth population. We believe that we need to develop a greater sense of belonging with our Foster Youth, to develop stronger relationships between Foster Youth and the Umoja Team and students, and develop intentional activities that establish a greater sense of community for our Foster Youth within the program. One such need would be to transition the program back to in-person/face-to-face academic and support services to provide more direct support for our foster youth students. In Spring 2022 we plan to learn what specific activities BRAVO Scholars and LMC currently provides for our foster youth populations that foster a greater sense of belonging and relationship building and explore ways to integrate a version of these activities into our program that are provided to all of our students so that our foster youth don't feel isolated but part of the community as a whole.

## **Goal Setting**

### **EXCEL: Using Tab 1 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.**

This question has not been answered yet

## **Additional Data Needs**

### **F. If your program has additional data/research needs that are not currently being addressed, please indicate them here.**

N/A

## **4. CPR Goals Update and Alignment**

### **Learning Communities Program Review Year Five - Umoja**

This section has no content