

LMC Program Review Year 3 Update 2019-2020

Learning Communities

Theme Report: Data Analysis and Goal Setting

3.2.2020

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Honors Program

2. Data Analysis & Goal Setting

Overall Data Analysis

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

While we are pleased to have an average overall first-year success rate of 92.7%, because of the academic performance standards required to join the Honors Program, this statistic is not necessarily an indication of program success.

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

Overall data does not suggest significant issues with success for first year Honors students. However, per the discussion above, this cannot necessarily be attributed to program activities.

Equity Data Analysis

A. Where are the biggest equity gaps for the identified DI populations in your program?

On average, the identified 1st Year Honors DI populations have statistically similar success rates to their overall cohort, though because there are so few Foster Youth students in the sample, conclusions for this population cannot be drawn from the data.

B. What does the data suggest in terms of future needs/directions?

To more accurately assess Honors program impact, it would be interesting to compare success rates between Honors students and non-Honors students who are qualified to join but do not.

C. 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.

Three Honors Board members attended the Fall 2018 National Collegiate Honors Council Conference whose focus was on incorporating equity-minded practices into Honors Programs. This resulted in workshops and presentations at various Honors events which continue to this day. For example, at our upcoming Honors Faculty Retreat the focus is on LGBTQ+ issues involving veterans, and on women's rights issues in labor movements. Exciting work! We are also looking forward to the first ever Honors Gender Studies class to be offered in Spring 2020.

Goal Setting

Before setting meaningful success-related Honors goals, a comparative study of success rates of Honors Students versus qualified non-Honors Students should be conducted. This data need is reported below.

Additional Data Needs

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

Designing a study to compare success rates of Honors students with non-Honors students with similar academic profiles would enable us to more effectively analyze the Honors Program's activities and set goals. Having this presented overall, and broken down into the four key DI populations, would be ideal. Finally, for comparative purposes, knowing LMC's general success results overall and for the DI populations would be helpful.

LMC Program Review Year 3 Update 2019-2020

Learning Communities

Mesa

2. Data Analysis & Goal Setting

Note Regarding Available Data

Due to a current lack of research infrastructure capable of producing Learning Community cohort data related to student achievement of VFS outcomes for your students, there will not be a data analysis related to VFS. Learning Communities will only be expected to review data related to Guided Pathways indicators. If data program data related to VFS becomes available, programs may be asked to analyze it in subsequent Program Reviews.

Instructions

In the Excel Workbook your program has been provided with data for the following Guided Pathways Indicators. Review the data and answer the questions below

- Course Success – Tab 1
 - This provides the success rate for your past 5 cohorts during their first year in your program.
- Completion of Transferable Math in 1st Year – Tab 2
 - *Puente, Umoja, and Transfer Academy ONLY*
 - This provides the percentage of students who completed MATH-034 (transferable math) during their first year in your program.
- Completion of Transferable English in 1st Year – Tab 3
 - *Puente, Umoja, and Transfer Academy ONLY*
 - This provides the percentage of students who completed ENGL-100 (transferable English) during their first year in your program.

Overall Data Analysis

The data given is incomplete, it shows only one cohort number for each year. During these timelines MESA intakes students in FALL and SP. Also there is no indication if these numbers are their first year at the college or in the program. MESA takes students at all stages and does not necessarily correlate with a first year success.

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

AA First year success rate. Over the course of 5 years this data shows that our AA first year success rate has steadily increased. In the past years we have focused some of our outreach and community building efforts with Umoja to not only increase enrollment in MESA, but find common interventions that would work for shared students and non-shared students. We also

have implemented a stronger retention effort through our counseling office that includes set aside time for outreach to at risk students including AA students.

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

Foster youth First year success rate. Foster youth has not traditionally been one of our focus groups. Some of our interventions that we have built in such as retention efforts and early alerts do not seem to be having a large effect on this first year success rate. It could possibly be that these students are not in our cohort their first year or that our efforts do not resonate with them. One thing to improve is to discuss with the foster youth coordinator to try and get early enrollment into our program and to discuss strategies for retention for this population.

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?
Students with disabilities and foster youth first year success rate.

What does the data suggest in terms of future needs/directions?

One thing to improve is to try and get early enrollment into our program and to discuss strategies for retention for these populations. Doing outreach to both offices that serve these populations directly could improve our knowledge of each population's needs when it comes to retention and success in courses.

- D. 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.

Our program mainly focuses on Low Income students and defining strategies around their access and success as stated in our grant. These strategies have to do with access to equipment, scholarships, supplies and tutors. Other avenues are events and such that we provide free of charge. However, above it is clear that students with disabilities and foster youth do need to have a second look at. It could be that they are not making it to our program in their first year or that our program's focus on low income has not helped their populations by proxy. We have this year changed our intake process to happen earlier. This might cull some of the trying to find students in their first year. However if they are not entering in the process early, it could make the problem worse.

Goal Setting

EXCEL: Using Tabs 1-3 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

Additional Data Needs

- E. If your program has additional data/research needs that are not currently being addressed, please indicate them here.
 - a. Full Fall and Spring Cohort Data
 - b. Success rate overall, not just first year
 - c. Percent compared to whole college
 - d. STEM Math completion Data

LMC Program Review Year 3 Update 2019-2020

Learning Communities

Puente

2. Data Analysis & Goal Setting

Note Regarding Available Data

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Overall Data Analysis

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

Overall, Puente is successful with English 100 completion rates. Students are more successful in the cohort model that takes into account their culture and incorporates culturally responsive teaching pedagogy into the course model. Additionally, students see themselves as part of a larger community of students across the state, a support system that is palpable at times. Coupled with the intrusive support provided by the Puente English Instructor and Counselor, students are well-supported during their first year. The direct result of this is higher completion rates in the actual Puente courses.

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

One continuing question is how to help Puente students pass the Math course. In Fall 2019, Puente students are enrolled in the English *and* Math courses, both of which follow the accelerated model. While this is ultimately beneficial for the school's new funding formula, as it encourages students to take and pass both courses in the first year, having students take both courses *simultaneously* is not beneficial for students. This is particularly true now with AB705 in place, we are finding that students need more support in their first semester; moving forward, we will be analyzing course success and completion rates from Fall 2019 and use that information to determine how to move forward with offering specific Math courses and when.

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.

- H. **Where are the biggest equity gaps for the identified DI populations in your program?**
Because the program serves primarily Latinx/Hispanic students, our overall population of students who are identified and prioritized in the Student Equity Plan is very minimal. For example, in the Fall 2018 cohort, we had one student who identified as a Foster Youth student. That student did not pass the course, which is reflected in the data as a 53% drop.
- I. **What does the data suggest in terms of future needs/directions?**
The data suggests that we are currently meeting the overall needs of our targeted student population. 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. The data suggests that the supportive environment Puente provides is working for students. One area where we could be focusing more attention is with the few students who identify as DSPS.
- J. **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.**
Given the target population Puente strives to impact, we are currently not taking any further steps based on the equity plan. We continue to offer intrusive, high-impact support which translates into the high success rates of students within the program.

Goal Setting

EXCEL: Using Tabs 1-3 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

Additional Data Needs

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

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Learning Communities

Transfer Academy

2. Data Analysis & Goal Setting

Note Regarding Available Data

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 - This provides the percentage of students who completed ENGL-100 (transferable English) during their first year in your program.

Overall Data Analysis

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

Cohort	Overall #	African American #	African American %	Foster Youth #	Foster Youth %	Low Income #	Low Income %	DSPS #	DSPS %
Fall 2014	84	9	10.7%	3	3.6%	58	69.0%	5	6.0%
Fall 2015	114	12	10.5%	4	3.5%	82	71.9%	6	5.3%
Fall 2016	77	9	11.7%	5	6.5%	45	58.4%	6	7.8%
Fall 2017	91	9	9.9%	5	5.5%	56	61.5%	8	8.8%
Fall 2018	87	4	4.6%	5	5.7%	42	48.3%	3	3.4%

Low Income			
"First Year" Success Rate			
Term	Overall Program %	LI %	Difference
Fall 2014	74.3%	70.9%	-3.4%
Fall 2015	79.8%	77.3%	-2.5%
Fall 2016	73.6%	70.7%	-2.9%
Fall 2017	78.8%	73.5%	-5.3%
Fall 2018	86.2%	83.6%	-2.6%
GOAL		75.0%	

Low Income					
"First Year" Completion Rate					
Term	LI Enrollment	LI MATH-034 Completions	LI %	Overall Program %	Difference
Fall 2014	58	28	48%	47.6%	0.7%
Fall 2015	82	46	56%	57.0%	-0.9%
Fall 2016	45	24	53%	59.7%	-6.4%
Fall 2017	56	34	61%	69.2%	-8.5%
Fall 2018	42	36	86%	88.5%	-2.8%
GOAL			70.0%		

Low Income					
"First Year" Completion Rate					
Term	LI Enrollment	LI ENGL-100 Completions	LI %	Overall Program %	Difference
Fall 2014	58	35	60%	65.5%	-5.1%
Fall 2015	82	57	70%	69.3%	0.2%
Fall 2016	45	32	71%	71.4%	-0.3%
Fall 2017	56	40	71%	72.5%	-1.1%
Fall 2018	42	38	90%	88.5%	2.0%
GOAL			75.0%		

As presented above, the program is showing success at targeting and supporting low income students. The program specifically targets these students in its outreach, and as you can see above, this is the largest number of students in the program consistently each year. There was a drop in the number of students in this group in 2018, which is being looked into.

Overall, our low income student groups has been more successful than any other subgroup of students in the program. Each year there is a very small difference in success rates in this population and the overall program success.

Some potential reasons for this subgroup success in all areas are the support systems that are built into program and how they lend to success. Students are grouped into a small cohort therefore allowing them to be in classes together and develop strong bonds and supports. The program also includes an ACS-10 class which provides students with study skills and time management instruction. This, paired with a dedicated counselor, and support team of staff, keeps students informed, connected, and on track for success.

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

Students with disabilities (especially in 2018), Foster Youth (all years except 2018), and African American students (all years except 2016), as you can see below.

Students with Disabilities (DSPS)			
"First Year" Success Rate			
Term	Overall Program %	DSPS %	Difference
Fall 2014	74.3%	74.2%	-0.1%
Fall 2015	79.8%	59.5%	-20.3%
Fall 2016	73.6%	44.1%	-29.5%
Fall 2017	78.8%	63.6%	-15.2%
Fall 2018	86.2%	39.3%	-46.9%
GOAL		65.0%	

African American			
"First Year" Success Rate			
Term	Overall Program %	AA %	Difference
Fall 2014	74.3%	60.0%	-14.3%
Fall 2015	79.8%	65.9%	-13.9%
Fall 2016	73.6%	70.8%	-2.8%
Fall 2017	78.8%	54.8%	-24.0%
Fall 2018	86.2%	75.0%	-11.2%
GOAL		70.0%	

Foster Youth			
"First Year" Success Rate			
Term	Overall Program %	FY %	Difference
Fall 2014	74.3%	47.1%	-27.2%
Fall 2015	79.8%	55.3%	-24.5%
Fall 2016	73.6%	42.9%	-30.7%
Fall 2017	78.8%	40.0%	-38.8%
Fall 2018	86.2%	81.8%	-4.4%
GOAL		70.0%	

In regards to students with disabilities, not all students inform the program of their disabilities, sometimes because those disabilities have not been identified by the student. If the student does identify, the program is not always certain how to assist the students. A stronger partnership/relationship with DSPS is needed moving forward. To assist with this, we are also adding a new question to the program application in which students will indicate if they had an IEP/504 plan in high school. This should help us identify these students from the beginning and put additional supports into place.

For our African American student population, overall we have a very low enrollment of this population, which is impacting our levels of success. Moving forward, more targeted outreach needs to be done as well as altering our program and ACS-10 course content to be more culturally appealing and appropriate. This spring we are going to host a focus group with our current African American Transfer Academy students to determine how we can recruit and support this population of our students better moving forward.

For our Foster Youth, we also have a low enrollment of this population, which is impacting our levels of success. Our hopes for the future, will be to create a partnership with the Foster Youth program coordinator to determine what additional supports this student population requires, as well as being made aware of who these students are at the time of application. Hopefully, with early identification, we will be able to better support these students moving forward and increase their success rate across the board.

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.

N. Where are the biggest equity gaps for the identified DI populations in your program?

As shown above, our largest equity gaps are with our DSPS students, foster youth, and African American student populations.

O. What does the data suggest in terms of future needs/directions?

Early intervention/identification is needed, and more direct contact/case management for these identified students. Our level of success will also be improved with increase enrollment of these populations, and so recruitment will need to change to make the program more appealing to these student groups. This issue will be addressed at our recruitment meeting in January, in which we will discuss these low enrollments numbers with our outreach team, and the Transfer Academy advisory group.

P. 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.

A meeting will be set up in spring with DSPS to determine how we can better support our students with disabilities, and determine what information can be shared with us beginning at

the time of the application. A second meeting will need to be set up with the coordinator of the foster youth program to determine how we can better support this student population. These students also need to be identified and receive more targeted support beginning at the time of application.

Goal Setting

EXCEL: Using Tabs 1-3 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

Additional Data Needs

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

LMC Program Review Year 3 Update 2019-2020

Learning Communities

UMOJA

2. Data Analysis & Goal Setting

Note Regarding Available Data

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 - *Puente, Umoja, and Transfer Academy ONLY*
 - This provides the percentage of students who completed ENGL-100 (transferable English) during their first year in your program.

Overall Data Analysis

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

Our program is most successful in the overall success rates of our students. We think we can attribute this success to securing a full time program counselor, the addition of ACS classes, and increased support services around English and Math tutoring.

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

Our program is least successful in supporting English 100 and Math 34 completion rates of

students overall, and especially our DSPS and Foster Youth students; however, we are showing signs of increases in completion rates of English 100 and Math 34. We believe we need to increase our support services (tutoring and study sessions) around these courses, conduct more inquiry with the faculty about student patterns and needs, and we need to do more counselor check-ins with these specific populations.

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.

T. 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 are the completion rates of Foster Youth and DSPS students.

U. What does the data suggest in terms of future needs/directions?

The data suggests that our future needs/directions of our program should be around strengthening support services that would have an intentional impact on DSPS and Foster Youth completion rates in English, Math, and the overall First Year Completion rates.

V. 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.

Our program has identified the following initial strategies to address the equity gaps:

- a. Cultivate a relationship with the BRAVO Scholars program and the DSPS program;
- b. Provide more support services (tutoring, peer mentoring, communication – check-ins, counseling) for our foster youth and DSPS students.
- c. Find ways to develop a sense of belonging with our Foster Youth.
 - i. Identify foster youth and be more intentional about establishing and developing relationships with them.
 - ii. Identify program activities that encourage a stronger sense of community.
- d. Develop DSPS liaisons (coordinator and counselor) to consult about best habits and practices.

Goal Setting

EXCEL: Using Tabs 1-3 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

Additional Data Needs

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

N/A