LMC Comprehensive Report (Program Review)
Learning Communities
Fall 2017
Program: Transfer Academy

The following provides an outline of the required elements for a comprehensive report (program review) for Learning Communities.

1   SUMMARY OF PREVIOUS EFFORTS (FOR ALL PROGRAMS)

1.1   ANNUAL REPORT UPDATE ANALYSIS

Analyze your annual reports (objectives and improvements) over the past 4 years. Describe your prior years' goals and corresponding activities. Summarize the major impacts for completed objectives. For objectives that were not completed, provide an update on the status (or if abandoned, provide a brief rationale).

Year	Goal	Current Status	Rationale
2014-15	Fall 2015 cohort will achieve completion rate of 85% at end of first semester	Completed	Completed 86% completion rate at end of semester
2015-16 2016-17 2017-18	Increase student engagement in their 2nd and 3rd year.	Ongoing	While Transfer Academy has made significant developments in the past five years in its goal of increasing student engagement among the 2nd and 3rd year cohorts, the program is continuously striving to further support of these students. In the previous years, Transfer Academy has created an all-cohort Convocation/Conference, Student Advisory board, and continuing-cohort-specific workshops. We look to continue this trend through the increase of continuing-cohort-specific activities in the students' final year of community college, as well as increasing peer-to-peer mentoring, through the peer advising model of English 100/100S.
2014-15	Grow the Transfer Academy to 120 students in Fall 2014, including	Completed/Ongoing	Transfer Academy did meet the objective of a Fall 2015 cohort of 120 students through the incorporation

	more African American students.		of the Puente learning community, however, the program found that a first year cohort of that size was difficult to support with current staffing. Subsequent first-year cohort sizes have returned to 80-90 students, and Transfer Academy does not intend to increase in size for the time being. While representation of African American students in Transfer Academy has increased in the past five years, it is a continuing goal to increase program participation among African American students through targeted recruitment strategies.
2014-15	Secure funding for the institutionalization of the Transfer Academy	Completed	Upon the completion of the HSI Title V EXITO Grant, Los Medanos College institutionalized the positions of Transfer Center Coordinator, and Director of Transfer & Career Services. The institution continues to support all roles in Transfer Academy through institutional or categorical funding.
2015-16	Establish a Transfer Academy Advisory Board	Ongoing	Transfer Academy created a student-led Leadership Board in Fall 2016, and was successful in its goals of providing an avenue of student feedback and program planning. While the Transfer Academy has made significant strides in faculty advising and program input, creation of a formal advisory board was side-tracked by program leadership transitions. We expect the formal creation of the Transfer Academy Staff/Faculty Advisory board to take place in Fall 2018.
2015-16 2016-17	Improve Fall First-Semester Success Rate	Ongoing	Transfer Academy has stated course completion goals of 80% for its first-year cohort for the previous two years, while achieving course success rates of 78% and 76%. However, Transfer Academy believes these numbers have been impacted by the

			implementation of accelerated English and math courses. Some improvements have been seen among African American students, but Transfer Academy will continue to evaluate program interventions and support
2015-16	Continue to Explore Partnership with Puente Program	Completed	While the initial Puente/Transfer Academy combination cohort is still supported by both programs, Transfer Academy and Puente have ended the formal integration of both programs, in order to allow for distinct identity development between the two programs, and pursue dedicated program support. The two programs have continued partnership in many areas: students from Transfer Academy and Puente share blocked courses in Math and multiple General Education areas, and attend educational events like Transfer Academy's ACS-010 guest speaker series during Fall semesters.

1.2 ASSESSMENT SUMMARY (OPTIONAL)

If your learning community has PSLO's, complete the following section. Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

N/A

1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your learning community's members and impact (directly or indirectly) on student success.

To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

Transfer Academy staff and faculty have engaged in multiple forms of annual professional development, based on the program needs at the time. In the early years of the program, 2012-2015, Transfer Academy staff and faculty participated in a multi-day retreat, with the intention of familiarizing

new staff and faculty with learning community objectives, and discussing best practices for Transfer Academy student success.

Beginning in Fall 2016, Transfer Academy condensed its Fall professional development to a one-day FLEX workshop, with the same objectives of familiarizing new staff and faculty with Transfer Academy objectives, and discussing best practices for student success.

In addition to professional development provided directly by Transfer Academy program directors and coordinators, Transfer Academy staff and faculty have attended outside professional development to increase knowledge of current transfer trends and practices, and information sessions relevant to the mission of the Transfer Academy. Since 2014, Transfer Academy staff have attended the annual conferences for California State University and University of California transfer counseling. In 2016, Transfer Academy faculty attended the National Conference on Race and Ethnicity.

Attending statewide and national conferences on transfer and student success ties directly into Transfer Academy student success. Because there is not a state model for the Transfer Academy learning community, Transfer Academy staff and faculty are solely responsible for assessing program goals and effectiveness. With knowledge gained in outside conferences and faculty professional development meetings, Transfer Academy staff are able to design and implement program pieces in ACS-010, workshops, and beyond, that reflect current data and best practices.

While professional development opportunities have been sufficient for Transfer Academy staff, faculty teaching in the Transfer Academy program have been limited in professional development participation. Since the culmination of the HIS Title V EXITO grant, funding has been limited for the compensation of adjunct faculty participating in meetings and trainings.

1.4 COLLABORATION

Describe any current collaboration efforts that are occurring between your learning community and other units/programs (i.e students services departments, instructional departments, other campus programs, etc.), and impact (directly or indirectly) on student success.

Transfer Academy is deeply involved with collaboration between academic departments, other learning communities, and student service departments at the LMC campus. Below is a summary of current collaboration efforts between Transfer Academy and other units and programs at LMC.

Campus Partnerships	Impact on Student Success
Transfer & Career Services Presentations: Transfer Services partners with learning communities to provide transfer workshops and presentations to students	LMC students are exposed to Transfer Services and transfer knowledge who might not otherwise approach the desk.
Learning Community Partnership Meetings: Transfer Academy meets regularly with coordinators and counselors from Umoja, Honors, MESA, and Puente, to discuss student strategies, program goals, and event collaboration.	Students participating in learning communities at LMC receive maximized support, due to learning communities sharing best practices.

English and Math Departments: following a First Year Experience model by partnering with English and Math departments to block courses for incoming transfer students, and providing instructors with professional development on best practices to support students	Students with interest in transferring enter a peer-based cohort program with emphasis on transfer knowledge, and reflect higher completion rates of transfer level math and English.

2 DATA ANALYSIS: (REPORT DATA FROM THE PAST 5 YEARS)

Review your data and analyze major changes that have occurred in your program over the past five years. What patterns/trends do you notice and what were the contributing factors that led to them? Where do you notice key successes? What are areas for improvement and how might your program address them?

2.1 ENROLLMENT (RECRUITMENT) & RETENTION ANALYSIS

Review the Section 2.1 Data Handout for your program and answer the following questions:

1. How many students does your program typically recruit each year? Are you meeting your program goals? Is there a pattern in enrollment? (Increase, Decrease, Fluctuate, Hold Steady) Why might this be happening?

Transfer Academy first-year recruitment is based off of predetermined course offerings for the academic year. In this way, there is little fluctuation in our initial cohort numbers of 77-90, because the program has not changed the number of first-year English courses offered. The exception to this is the 2015-2016 academic year, when Transfer Academy increased its first year cohort by 30 (total number of 114) to include the Puente learning community and first-year English course.

While an initial program goal was to increase first-year cohort sizes annually, upon re-evaluation, Transfer Academy has chosen to maintain an annual first-year cohort of approximately 90 students, in order to provide sufficient program and staff support for the growing number of continuing and transferred students.

2. Are students equitably represented in your program as compared to the college? If not, which groups are frequently over-represented/under-represented? Why?

Transfer Academy was created to support the retention and success of student groups historically underrepresented in higher education, and specifically, Los Medanos College. Because of this, the program has targeted those student groups in its recruitment, and in turn, are overrepresented in

Hispanic/LatinX students, Filipino, Pacific Islander, and African American students in comparison to the total college population.

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on "Student Head Count" and "Term to Term Retention" or any additional data that your program collects that relates to this area.

While the Transfer Academy program recruits a cohort size of approximately 90 students annually, it also maintains continuing cohorts of second and third year students throughout their time at LMC. Transfer Academy as a whole supports a student group of approximately 300 students every semester.

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?

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.   Are students successfully completing courses at an equitable rate? If not, why might this be the case?

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. 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 disproportionally impacted in terms of successful course completion. Please specifically address how well African American students are succeeding and indicate any opportunities for improvement.

See above.

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.

No additional data to report.

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?

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. Are students equitably achieving Transfer Readiness? If not, which groups are frequently over-represented/under-represented?

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. Specifically indicate how well African American students are achieving Transfer Readiness in your program.

See above.

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.

Additional data addressed in following section.

2.4   ADDITIONAL DATA ANALYSIS (OPTIONAL)

Summarize and analyze any additional data that your program collects. Note key trends as applicable.

Transfer Academy completed an external program evaluation in 2016. A number of trends surfaced, and those of note include:

- 44-47% of the 2011, 2012, and 2013 cohort are not currently enrolled in college, without having attained a bachelor's degree.

- Counseling hours correlate with higher likelihood of 4 year enrollment: students with 6+ counseling visiting are 3.5 time more likely to graduate from a 4-year university.
- Transfer Academy students find consistent meetings with the Transfer Academy counselor as a major strength of the program, followed by the ability to build peer-to-peer relationships, and strong faculty/staff relationships.

2.5 RESEARCH & DATA NEEDS (OPTIONAL)
Describe any additional data or research needs that your program would benefit from.

Transfer Academy benefited from the research work completed in 2016 by an external evaluator. The external evaluation group utilized data from the National Student Clearinghouse to report on Transfer Academy students' persistence in higher education, whether at LMC, another community college, or upon transfer, and those students' degree attainment. Transfer Academy would benefit from additional training in National Student Clearinghouse to utilize available data in transfer success.

3 LONG TERM GOALS (HOW TO GET THERE)

3.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN
Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.

		6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your learning community. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Enhance staff/faculty understanding and use of best practices for success of first year and transfer bound college students: Initial Milestone- plan and implement two faculty trainings annually for both full time and adjunct Transfer Academy faculty by Spring 2019.	Strengthen community engagement and partnerships.	IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.
Goal 2: Increase student engagement among continuing Transfer Academy students, after completion of first year, through increase of program activities: Initial Milestone: hold two workshops per semester for continuing Transfer Academy students, beginning Fall 2018.	Increase equitable student engagement, learning, and success.	PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 3: Increase program success of African American students as highlighted by the Los Medanos	Strengthen community engagement and partnerships.	EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of

College Student Equity Plan: Initial Milestones- • Increase three-year transfer readiness of African American students to proportionate percentages to overall program by Fall 2020. • Increase course success of African American students to proportionate percentages to overall program by Fall 2020.	Increase equitable student engagement, learning, and success.	achievement, transfer, or obtain career employment. ACCESS: increase access through enrollment of students currently underserved in our community. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.
Goal 4:	.	.
Goal 5:		

To consider: If applicable, describe how these goals are designed to increase student engagement and equitable student outcomes.

3.2   STAFFING REQUEST (OPTIONAL)

Suggested description:

Describe existing level of staffing for your learning community: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?

Does the existing level of staffing impact program delivery? The ability to provide a full-level of service? If additional staff are needed, identify how your learning community would benefit (i.e. what additional programs/activities/services/support could be offered) and how additional staffing would support long term goals.

Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).

Faculty/Staff Resource Request

Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE

Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	

Justification:

3.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

Describe how your learning community is structured within your existing physical space. For example, where is it located in relationship to other programs/services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.

Describe the current equipment/technology needs for your learning community, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your learning community?

Operating Resource Request

Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Resource Type	
		☐ Equipment ☐ Supplies ☐ Service/Contract	☐ IT Hardware/Software ☐ Facility Improvement ☐ Other
General Description			Est. Expense

Justification:	

3.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.

<table>
<tr><td colspan="2">Professional Development Resource Request</td></tr>
<tr><td>Department/Unit Goal - Reference #</td><td>Strategic Objective - Reference #</td></tr>
<tr><td>Department Goal # 1</td><td>#2</td></tr>
<tr><td>Department/Unit Name</td><td>Resource Type</td></tr>
<tr><td>Transfer & Career Services- Transfer Academy</td><td>☑ Conference/Meeting   ☐ Materials/Supplies
☐ Online Learning   ☐ IT Hardware/Software
☐ Other</td></tr>
<tr><td>General Description</td><td>Est. Expense</td></tr>
<tr><td>The Transfer Academy learning community would like to hold semesterly trainings for both full-time and adjunct faculty teaching in the program, on the topics of best practices in the classroom for working with new and first generation college students, Universal Design Learning, and teaching student populations historically underrepresented in higher education. In an effort to involve all members of the Transfer Academy faculty, the learning community would like to offer payment to adjunct members participating, if flex hours are not needed.</td><td>$2000.00</td></tr>
<tr><td colspan="2">Justification:</td></tr>
<tr><td colspan="2">In alignment with Los Medanos College's Integrated Plan and Student Equity Plan, Transfer Academy is adapting program components to better support student groups disproportionately struggling in their first year. Previously offered in the Transfer Academy program with great success, one area of change is dedicated to faculty professional development, focusing on better supporting these students in the classroom. This professional development, discontinued at the termination of the HSI Title IV EXITO grant, was shown to be very effective, and Transfer Academy believes this work and information is vitally important to student success and the success of the program, and in turn, want to address any potential barrier a faculty member may have for participating in this work, including financial barriers.</td></tr>
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4 FOR LEARNING COMMUNITIES WITH ADVISORY BOARDS:

4.1 ADVISORY BOARD UPDATE

Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.

Purpose	Structure	List of Members	Meeting Dates	Effectiveness

5 FOR LEARNING COMMUNITIES RESPONSIBLE FOR CSLO ASSESSMENT:

5.1 CURRICULUM UPDATE

Summarize the status of the curriculum including an analysis of the status of the COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, and sequencing.

Course: ACS-010 Becoming a College Scholar

No changes are being proposed for course pre-requisites/co-requisites, advisories, depth, breadth, rigor, or sequencing.

5.2 CSLO UPDATE

Summarize the CSLO assessment reports and the assessment plans. Summarize any changes that are being made to the CSLOs.

ACS-010 CSLOs were assessed for the Fall 2017 semester. Overall, instructors found a wide discrepancy between "High Proficiency" and "Below Proficiency." Instructors plan to re-evaluate assignment grading rubric to more accurately address students' mastery of topic.

Most students below proficiency did not complete assignment, prompting instructors to discuss assignment completion strategies.

ACS instructors involved in CSLO evaluation have identified professional development focused on rubric development for student understanding and holistic scoring as important next steps to improve student learning.

Instructors are also planning to create a different assignment to more truly reflect student learning in CSLO 3. While this assignment reflects skills developed in working relationships that support students' academic success, it does not reflect active relationships built during the course with LMC staff and faculty.

5.3   COURSE OFFERING ANALYSIS

Analyze the course/section offerings and trends, and report any new course plans.

ACS-010 section offerings and FTES have increased dramatically between Spring 2015 and Fall 2017, with headcount increasing from 129 students to 284 students, and FTES/FTEF increasing from 11.0 to 17.1. Student groups historically underrepresented in higher education are overrepresented in ACS-010, where African American students make up 26.3-38.3% of headcount, and Hispanic/Latinx students make up 27.1%-47.3% of semester headcounts.
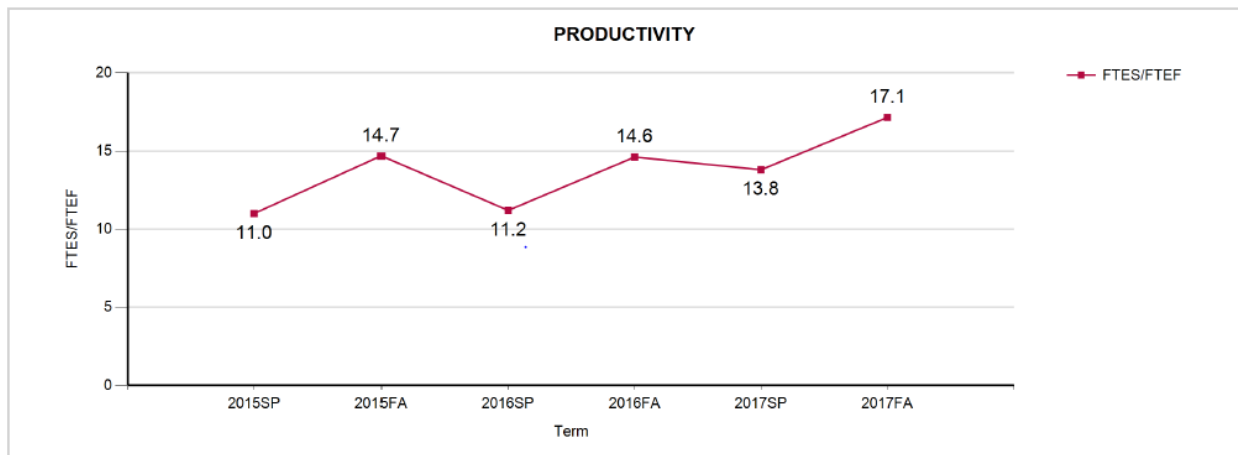
Below is a table outlining course completion and success over the last six semesters, with a focus on completion and success rates of African American students and low income students. As section offerings and student headcount has increased, we have noticed a disproportionate rate of change among African American students, when compared to low income students and all students enrolled in the course. Course success among African American students has dropped 12% in the last six semesters, and only 1.4% among all students in the program. We believe this is a trend that requires further evaluation, and discussion among instructors to identify potential tools, resources, or professional development to address.

	African-American	Low Income Students	All students in program/discipline
Completion Rate Percentage (no.)	2015SP: 90.7% (49) 2015FA: 85.7% (42) 2016SP: 80% (12)	2015SP: 90.9% (90) 2015FA: 94.2% (130) 2016SP: 84.8% (28)	2015SP: 93% (120) 2015FA: 92.6% (174) 2016SP: 85.7% (36)

	2016FA: 83% (40) 2017SP: 84.6% (22) 2017FA: 84% (63)	2016FA: 85.2% (109) 2017SP: 85.7% (30) 2017FA: 94% (94)	2016FA: 86.6% (164) 2017SP: 92% (92) 2017FA: 90.1% (256)
Success Rate Percentage (no.)	2015SP: 72.2% (39) 2015FA: 77.6% (36) 2016SP: 73.3% (11) 2016FA: 70.8% (34) 2017SP: 61.5% (16) 2017FA: 60% (45)	2015SP: 70.7% (70) 2015FA: 84.8% (117) 2016SP: 72.7% (24) 2016FA: 78.1% (100) 2017SP: 81.5% (53) 2017FA: 71.7% (132)	2015SP: 76% (98) 2015FA: 81.9% (154) 2016SP: 76.2% (32) 2016FA: 77.8% (147) 2017SP: 77% (77) 2017FA: 75.4% (214)

Most sections continue to be offered in the Fall, as the first year seminar course remains popular among learning communities, currently being required for students in the Transfer Academy, Puente, and Umoja programs.