



**Analysis of Transfer to the Local California State University
among Students Who Participated in Learning Communities
at the Community College between 2001 and 2004**

Prepared for Cal-PASS

by

Dr. Darla Cooper, Consultant

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Based on supplemental data received from the community college, students were identified as either having been in a learning community (LC) or in the comparable course that was not a learning community (Non-LC) between Winter 2001 and Spring 2004. Of the 18,393 individual students in the file, approximately eight percent were identified as LC. Please see Table 1 below for more detailed data.

Table 1. LC and Non-LC Counts

	n	%
LC	1,536	8.4%
Non-LC	16,857	91.6%
Total	18,393	

Demographic Comparison of LC and Non-LC Groups

To examine comparability of the two groups, we examined gender, ethnicity, unit load per semester, and cumulative units attempted at the community college at the time the student first participated in the LC. No differences were found in terms of gender, however, the two groups were different ethnically. The LC group had higher proportions of African Americans and Asians and a lower proportion of whites. There were also differences between the two groups related to unit load where the LC group has a higher proportion of full-time students and a lower proportion of part-time students. As far as units attempted, LC students had attempted fewer units at the time they first enrolled in a learning community as compared to non-LC students. Please see Tables 2 through 5 below for the detailed data.

Table 2. LC and Non-LC by Ethnicity

Ethnicity	Total	LC		Non-LC		% pts Difference
		n	%	N	%	
African American	763	113	7.4%	650	3.9%	3.5%
Asian	6,383	647	42.1%	5,736	34.0%	8.1%
Filipino	1,185	85	5.5%	1,100	6.5%	-1.0%
Latino	2,511	228	14.8%	2,283	13.5%	1.3%
Native American	98	7	0.5%	91	0.5%	0.0%
Other	215	17	1.1%	198	1.2%	-0.1%
Pacific Islander	207	17	1.1%	190	1.1%	0.0%
Unknown	2,733	159	10.4%	2,574	15.3%	-4.9%
White	4,298	263	17.1%	4,035	23.9%	-6.8%
Total	18,393	1,536		16,857		



Table 3. LC and Non-LC by Gender

Gender	Total	LC		Non-LC		% pts Difference
		n	%	n	%	
Female	9,499	818	53.3%	8,681	51.5%	1.8%
Male	8,713	696	45.3%	807	47.6%	-2.2%
Unknown	181	22	1.4%	159	0.9%	0.5%
Total	18,393	1,536		16,857		

Table 4. LC and Non-LC by Average Unit Load

Unit Load	Total	LC		Non-LC		% pts Difference
		n	%	n	%	
Full-time	8,280	929	60.5%	7,351	43.6%	16.9%
Part-time	8,674	572	37.2%	8,102	48.1%	-10.8%
Less than Part-time	1,391	30	2.0%	1,361	8.1%	-6.1%
Unknown	48	5	0.3%	43	0.3%	0.1%
Total	18,393	1,536		16,857		

Table 5. LC and Non-LC by Cumulative Units Attempted at the Time the Student First Participated in a Learning Community

	Average Units Attempted
LC	37.32
Non-LC	41.35



Transfer to San Jose State University

These students were examined to determine which students in each group transferred to San Jose State University (SJSU) and how they are performing there after transfer. It is important to note here that the percentages of students transferring to SJSU are not meant to be representative of transfer rates or success. Instead, these percentages are more likely an indication of student choice versus student success.

The percentage of students transferring to SJSU is slightly higher among students in the LC group compared to students in the Non-LC group. However, when performance at SJSU as measured by cumulative GPA is examined, the Non-LC group has a slightly higher GPA, but the difference is only 0.04. Please see Table 6 below for the detailed data.

Table 6. LC and Non-LC Transfer to SJSU and SJSU GPA

	Total	At SJSU		Not at SJSU		GPA at SJSU
		n	%	n	%	
LC	1,536	245	16.0%	1,291	84.0%	2.84
Non-LC	16,857	2,545	15.1%	14,312	84.9%	2.88
Total	18,393	2,790		15,603		

We also examined these students' GPAs upon exiting the community college and the change in GPA between the community college and SJSU, using the criteria that the student has a valid GPA at both institutions and has attempted at least 12 units at each institution. First, there is no real difference between LC and Non-LC students in terms of their GPAs at the community college or at SJSU. Second, in terms of the difference between their GPA at the community college and their GPA at SJSU, the difference may appear small, but for both the LC and non-LC groups, this difference is significant ($p < .01$). Table 7 below presents these data.

Table 7. LC and Non-LC Students' GPAs at the Community College and at SJSU

	CC GPA	SJSU GPA	Difference
LC	2.98	2.90	-0.08*
Non-LC	2.98	2.94	-0.04*
Difference	-0.00	-0.04	-0.04

* $p < .01$



When this information is examined by gender, the percentages of female students in the LC group transferring to SJSU is higher than females in the Non-LC group and males overall. There is also some variation found in cumulative GPAs where female students have higher GPAs than male students in both groups. The difference in GPAs between LC and Non-LC is the same for both female and male students, with the LC students' GPA being 0.05 lower than the Non-LC students among both women and men. Please see Table 8 below for detailed data.

Table 8. LC and Non-LC Transfer to SJSU and SJSU GPA by Gender

Gender		Total	At SJSU		Not at SJSU		GPA at SJSU
			n	%	n	%	
Female							
	LC	818	141	17.2%	677	82.8%	2.93
	Non-LC	8,681	1,343	15.5%	7,338	84.5%	2.98
Male							
	LC	696	104	14.9%	592	85.1%	2.72
	Non-LC	8,017	1,202	15.0%	6,815	85.0%	2.77
Unknown							
	LC	22	0	0.0%	22	100.0%	n/a
	Non-LC	159	0	0.0%	159	100.0%	n/a
Total		18,393	2,790		15,603		

When this information is examined by ethnicity, more variation is found in both the percentages transferring to SJSU and the cumulative GPAs there. Overall, African American students are less likely to transfer to SJSU. However, noticeable differences can be seen between LC and Non-LC students among African American, Filipino and Native American students, with LC students being more likely to transfer. Among the other ethnic groups, this difference is less pronounced and in some instances Non-LC students are more likely to have transferred, as in the case of Latino students. Please see Table 9 below for detailed data.



When we examine differences in GPAs at SJSU among the different ethnic groups, African American students from the LC group have the lowest GPAs overall, but the African American students from the Non-LC group have GPAs more comparable those of Non-LC students from other ethnic groups. White students had the highest GPAs among all students with a identified ethnic group. The greatest difference in GPAs between LC and Non-LC students is seen among African Americans, where the LC students have lower GPAs than the Non-LC students. Among all the other ethnic groups, this difference is much less pronounced. The largest positive difference, where LC students' GPAs were higher than Non-LC students, is found among Latino students. Please see Table 9 below for detailed data.

Table 9. LC and Non-LC Transfer to SJSU and SJSU GPA by Ethnicity

Ethnicity	Total	At SJSU		Not at SJSU		GPA at SJSU
		n	%	n	%	
African American						
LC	113	15	13.3%	98	86.7%	2.46
Non-LC	650	63	9.7%	587	90.3%	2.73
Asian						
LC	647	118	18.2%	529	81.8%	2.85
Non-LC	5,936	963	16.8%	4,773	83.2%	2.87
Filipino						
LC	85	18	21.2%	67	78.8%	2.75
Non-LC	1,100	145	13.2%	955	86.8%	2.72
Latino						
LC	228	27	11.8%	201	88.2%	2.91
Non-LC	2,283	306	13.4%	1,977	86.6%	2.80
Native American						
LC	7	*	*	*	*	*
Non-LC	91	16	17.6%	75	82.4%	2.80
Other						
LC	17	*	*	*	*	*
Non-LC	198	33	16.7%	165	83.3%	2.75
Pacific Islander						
LC	17	*	*	*	*	*
Non-LC	190	24	12.6%	166	87.4%	2.83
Unknown						
LC	159	24	15.1%	135	84.9%	2.92
Non-LC	2,574	374	14.5%	2,200	85.5%	2.95
White						
LC	263	37	14.1%	226	85.9%	2.93
Non-LC	4,035	621	15.4%	3,414	84.6%	2.96
Total	18,393	2,790		15,603		

* Fewer than 5 students in at least one cell in the row.



When we examine differences based on the average unit load, students who averaged a full-time load at the community college transferred at a higher rate than part-time students. As far as the differences between LC and Non-LC students, there is virtually no difference among full-time students, but among part-time students, Non-LC students transferred at a slightly higher rate than LC students. The number of LC students who attended less than part-time is too small to make meaningful conclusions. Table 10 presents the data below.

Table 10. LC and Non-LC Transfer to SJSU and SJSU GPA by Unit Load

Unit Load	Total	At SJSU		Not at SJSU		GPA at SJSU
		n	%	n	%	
Full-time						
LC	929	185	19.9%	744	80.1%	2.82
Non-LC	7,351	1,442	19.6%	5,909	80.4%	2.88
Part-time						
LC	572	60	10.5%	512	89.5%	2.91
Non-LC	8,102	1,017	12.6%	7,085	87.4%	2.87
Less than Part-time						
LC	30	0	0.0%	30	100.0%	n/a
Non-LC	1,361	84	6.2%	1,277	93.8%	2.95
Unknown						
LC	5	*	*	*	*	*
Non-LC	43	*	*	*	*	*
Total	18,393	2,790		15,603		

* Fewer than 5 students in at least one cell in the row.



When this information is examined by the academic year in which the student first participated in a learning community, time plays an obvious factor with more recent students being less likely to have transferred. In most academic years, the difference in GPAs between LC and Non-LC students is minor, with one exception in 2003-04, where the difference is 0.12, with LC students having the lower GPA. Please see Table 11 below for detailed data.

Table 11. LC and Non-LC Transfer to SJSU and SJSU GPA
by the Academic Year in Which Students First Participated in the Learning Community

Academic Year	Total	At SJSU		Not at SJSU		GPA at SJSU
		n	%	n	%	
2000-01						
LC	338	72	21.3%	266	78.7%	2.76
Non-LC	4,413	791	17.9%	3,622	82.1%	2.83
2001-02						
LC	419	74	17.7%	345	82.3%	2.91
Non-LC	4,289	705	16.4%	3,584	83.6%	2.87
2002-03						
LC	406	53	13.1%	353	86.9%	2.90
Non-LC	4,404	616	14.0%	3,788	86.0%	2.93
2003-04						
LC	373	46	12.3%	327	87.7%	2.80
Non-LC	3,751	433	11.5%	3,318	88.5%	2.92



We next examined individual learning communities to see if any differences arose. In order to protect student anonymity, we only included those learning communities where at least ten students had transferred to SJSU. Some variations do arise among different learning communities, with students from LART 170 and "Who Wants to be a Millionaire" being the most likely to transfer to SJSU overall and among LC students, and students from LART 200 and "Love and Heroes: Looking at Social Issues in America" being the least likely overall.

In terms of GPA at SJSU, LC students from LART 170 and "Whose Country Is This Anyway?" have the highest GPAs. In four of the learning communities, the difference in GPAs between LC and Non-LC students is minimal, but for the three remaining learning communities, the difference is more pronounced with differences ranging from 0.24 and 0.34. Please see Table 12 below for detailed data. For a list of courses associated with these learning communities, please see Appendix A.

Table 12. LC and Non-LC Transfer to SJSU and SJSU GPA by Individual Learning Community

LC Group	Total	At SJSU		Not at SJSU		GPA at SJSU
		n	%	n	%	
The Good, The Bad and The Ugly						
LC	55	10	18.2%	45	81.8%	2.83
Non-LC	2,577	455	17.7%	2,122	82.3%	2.92
LART 100						
LC	741	132	17.8%	609	82.2%	2.82
Non-LC	7,922	1,135	14.3%	6,787	85.7%	2.85
LART 200						
LC	501	60	12.0%	441	88.0%	2.77
Non-LC	1,882	204	10.8%	1,678	89.2%	2.74
LART 170						
LC	71	18	25.4%	53	74.6%	3.15
Non-LC	549	92	16.8%	457	83.2%	2.85
Love and Heroes: Looking at Social Issues in America						
LC	54	9	16.7%	45	83.3%	2.90
Non-LC	296	21	7.1%	275	92.9%	3.01
Whose Country Is This Anyway?						
LC	131	21	16.0%	110	84.0%	3.21
Non-LC	3,798	775	20.4%	3,023	79.6%	2.87
Who Wants to Be a Millionaire?						
LC	59	17	28.8%	42	71.2%	2.60
Non-LC	2,312	518	22.4%	1,794	77.6%	2.84



We next examined whether there were any differences among ESL students within certain learning communities, comparing the performance of LC and Non-LC students. The only learning communities with ESL students were "Love and Heroes: Looking at Social Issues in America" and "Whose Country is This Anyway?" From this analysis, it was determined that students in the "Love and Heroes..." LC group transferred at a rate that is about double that seen among ESL students from the Non-LC group. However, ESL students in the "Whose Country..." LC group transferred at a slightly lower rate than ESL students in the Non-LC group. As far as these students' GPA at SJSU, students in the "Love and Heroes..." LC group had lower GPAs than the Non-LC students, but the reverse is seen with the "Whose Country..." LC students having a higher GPA than the Non-LC students. Table 13 presents the detailed data below.

Table 13. LC and Non-LC Transfer to SJSU and SJSU GPA
Among ESL Students

LC Group	Course	Total	At SJSU		Not at SJSU		GPA at SJSU
			n	%	n	%	
Love and Heroes: Looking at Social Issues in America							
LC	ESL 024	54	9	16.7%	45	83.3%	2.90
LC	ESL 072	53	9	17.0%	44	83.0%	2.90
Non-LC	ESL 024	184	15	8.2%	169	91.8%	3.00
Non-LC	ESL 072	213	18	8.5%	195	91.5%	2.97
Whose Country Is This Anyway?							
LC	ESL 005	128	21	16.4%	107	83.6%	3.21
LC	HIST017A	129	21	16.3%	108	83.7%	3.21
Non-LC	ESL 005	469	82	17.5%	387	82.5%	3.13
Non-LC	HIST017A	3,416	715	20.9%	2,701	79.1%	2.84



We then grouped the learning communities into three categories based on the level of courses in the learning community. The three categories are collegiate, basic skills and ESL. As can be seen in Table 14 below, students from the collegiate level LCs transfer at slightly higher rates than students from basic skills LCs. However, of note is that ESL students from the Non-LC group have the highest transfer rate among all students. In terms of GPA, not much difference can be seen among all the groups of students with the exception of ESL students from the LC group who have a significantly higher GPA than all other groups of students. To see a list of the learning communities and how they were categorized, please see Appendix B.

Table 14. LC and Non-LC Transfer to SJSU and SJSU GPA
By Type of Learning Community

LC Category	Total	At SJSU		Not at SJSU		GPA at SJSU
		n	%	n	%	
Collegiate						
LC	320	56	17.5%	264	82.5%	2.86
Non-LC	13,033	2,413	18.5%	10,620	81.5%	2.85
Basic Skills						
LC	1,339	211	15.8%	1,128	84.2%	2.83
Non-LC	11,741	1,723	14.7%	10,018	85.3%	2.83
ESL						
LC	185	30	16.2%	155	83.8%	3.11
Non-LC	4,094	796	19.4%	3,298	80.6%	2.87

We examined whether participation in more than one unique LC had any effect on transfer or performance. As can be seen in Table 15 below, some differences were found in the proportion of students transferring to SJSU, where students who had participated in more than one LC were slightly more likely to have transferred. A substantial difference is also found between these two groups in their GPAs at SJSU, with students who participated in more than one LC having an average GPA 0.15 points higher than those students who were only in one learning community. When we examined how many students repeated the same LC, less than two percent had repeated and in most of these cases, the repeated LC is LART 100.

Table 15. Participation in LCs Effect on Transfer to SJSU and SJSU GPA

	Total	At SJSU		Not at SJSU		GPA at SJSU
		n	%	n	%	
One LC	1,249	191	15.3%	1,058	84.7%	2.81
Two or Three LCs	287	50	17.4%	237	82.6%	2.96



Students' Choice of Major at SJSU

We attempted to see if there were any noticeable differences in the majors selected by the LC and Non-LC groups at SJSU. For both groups, accounting is the most popular major, but it varies from there. Detailed data are presented in Tables 16 and 17, but only those majors with at least 10 students are included.

Table 16. Most Popular SJSU Majors among LC Students

Rank	Major	n	%
1	Accounting	29	12.3%
2	Art/Art Studies, General	19	8.1%
3	International Business/Trade/Commerce	18	7.7%
3	Marketing/Marketing Management, General	18	7.7%
5	Business Administration and Management, General	16	6.8%
5	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)	16	6.8%
7	Finance, General	12	5.1%
8	Criminal Justice/Safety Studies	10	4.7%
9	Child Development	10	4.3%

Table 17. Most Popular SJSU Majors among Non-LC Students

Rank	Major	n	%
1	Accounting	184	7.6%
2	Business Administration and Management, General	172	7.1%
3	Finance, General	168	6.9%
4	Art/Art Studies, General	159	6.5%
5	Marketing/Marketing Management, General	153	6.3%
6	Management Information Systems, General	113	4.6%
6	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)	113	4.6%
8	Computer Science	106	4.3%
9	Psychology, General	97	4.0%
9	Child Development	97	4.0%
11	Criminal Justice/Safety Studies	85	3.5%



Graduation from SJSU

Finally, we examined whether there were any differences between the LC and Non-LC students in terms of graduation rates and found that the Non-LC students were more likely to have graduated. Please see Table 18 below for the detailed data.

Table 18. Graduates from SJSU among LC and Non-LC Students

	Total	Graduates	
		n	%
LC	245	66	26.9%
Non-LC	2,545	855	33.6%
Total	2,790	921	33.0%

Graduation is also affected by the time factor, with students who transferred earlier being more likely to have graduated, so we next examined these data by the academic year in which the student first participated in a learning community. Non-LC students still have higher graduation rates in the cohorts of 2000-01 and 2001-02, but in 2002-03, the rates are higher among LC students. An obvious distinction can be seen with the 2003-04 cohort having lower graduation rates, which most likely can be attributed to these students being more recent transfers and are probably still pursuing their degrees. Table 19 below presents these data.

Table 19. Graduates from SJSU among LC and Non-LC Students by Academic Year in Which Students Participated in the Learning Community

Academic Year	Total	Graduates	
		n	%
2000-01			
LC	72	26	36.1%
Non-LC	791	383	48.4%
2001-02			
LC	74	16	21.6%
Non-LC	705	260	36.9%
2002-03			
LC	53	17	32.1%
Non-LC	616	162	26.3%
2003-04			
LC	46	7	15.2%
Non-LC	433	50	11.5%



LART 100 and EWRT 100B Comparison

An additional analysis was performed to compare students who had taken LART 100 to those who had taken EWRT 100B at the community college. In terms of transfer to SJSU, a higher percentage of LART 100 students transferred to SJSU, but the performance of these two groups at SJSU is almost identical in terms of GPA. Table 20 below has the detailed data.

Table 20. LART 100 and EWRT 100B Students Transfer to SJSU and SJSU GPA

	Total	At SJSU		Not at SJSU		GPA at SJSU
		n	%	n	%	
LART100	810	140	17.3%	670	82.7%	2.85
EWRT100B	6,709	995	14.8%	5,714	85.2%	2.84

We then examined these students' success in English and math courses at SJSU in Tables 21 and 22 below. Unfortunately, the small number of LART 100 students prevents a meaningful analysis in English, but EWRT 100B students appear to be performing better in math.

Table 21. LART 100 and EWRT 100B Students' Success in English Courses at SJSU

	Total	Successful		Unsuccessful		Withdrawal	
		n	%	n	%	n	%
LART100	27	*	*	*	*	*	*
EWRT100B	299	246	82.3%	42	14.0%	11	3.7%

* Fewer than 5 students in at least one cell in the row.

Table 22. LART 100 and EWRT 100B Students' Success in Math Courses at SJSU

	Total	Successful		Unsuccessful		Withdrawal	
		n	%	n	%	n	%
LART100	41	24	58.5%	11	26.8%	6	14.6%
EWRT100B	295	230	78.0%	47	15.9%	18	6.1%



We next examined whether there were any differences when we separated students into cohorts based on whether they were enrolled in LART 100, EWRT100b and READ 100, or EWRT100b only. Students in the “EWRT only” cohort transferred at a lower rate than the other two cohorts. However, what is interesting is that these EWRT only students had the highest GPA among the three cohorts. The results are shown in Table 23 below.

Table 23. LART 100, EWRT 100B/READ 100 and EWRT 100b Only Cohorts
Transfer to SJSU and SJSU GPA

Cohort	Total	At SJSU		Not at SJSU		GPA at SJSU
		n	%	n	%	
LART	705	129	18.3%	576	81.7%	2.86
EWRT/READ	2,992	517	17.3%	2,475	82.7%	2.82
EWRT only	3,629	471	13.0%	3,158	87.0%	2.88

We looked further at how students' subsequent enrollment in LART 170 or EWRT 160 may have affected their transfer performance. Students from the LART cohort who went on to take LART 170 transferred at a higher rate than their counterparts who took EWRT 160 or took neither course. Students from the EWRT/READ cohort went on to transfer at basically the same rate regardless of whether they took EWRT 160 or not. Students from the EWRT only cohort who took EWRT 160 were more likely to transfer than students who did not. There were not enough students in the EWRT/READ or EWRT only cohorts who took LART 170 to make meaningful comparisons. Table 24 below presents the data below.

Table 24. LART 100, EWRT 100B/READ 100 and EWRT 100b Only Cohorts
Who Took LART 170 or EWRT 160 Transfer to SJSU and SJSU GPA

Cohort	Course	Total	At SJSU		Not at SJSU		GPA at SJSU
			n	%	n	%	
LART	LART170	81	20	24.7%	61	75.3%	3.10
	EWRT160	692	126	18.2%	566	81.8%	2.82
	Neither	48	6	12.5%	42	87.5%	2.97
EWRT/READ	LART170	5	*	*	*	*	*
	EWRT160	3,547	620	17.5%	2,927	82.5%	2.80
	Neither	102	18	17.6%	84	82.4%	2.91
EWRT only	LART170	20	*	*	*	*	*
	EWRT160	3,915	511	13.1%	3,404	86.9%	2.85
	Neither	389	35	9.0%	354	91.0%	2.92

* Fewer than 5 students in at least one cell in the row.



Appendix A
List of Courses Associated with Learning Communities (LC)

LC Code	LC Group	LC Course	Non-LC Courses
GU	The Good, The Bad and The Ugly	EWRT001A	EWRT001A
GU	The Good, The Bad and The Ugly	HIST017A	HIST017A
L1	LART 100	COUN057	
L1	LART 100		EWRT100B
L1	LART 100	LART100	LART100
L1	LART 100		READ100
L2	LART 200	COUN080X	COUN080X
L2	LART 200		EWRT100A
L2	LART 200		EWRT200
L2	LART 200	LART200	LART200
L2	LART 200		READ201
LH	Love and Heroes: Looking at Social Issues in America	ESL 024	ESL 024
LH	Love and Heroes: Looking at Social Issues in America	ESL 072	ESL 072
LS	LART 170	LART170	EWRT160
LS	LART 170		READ101
WC	Whose Country Is This Anyway?	ESL 005	ESL 005
WC	Whose Country Is This Anyway?	HIST017A	HIST017A
WC	Whose Country Is This Anyway?	HIST017B	HIST017B
WC	Whose Country Is This Anyway?	HIST017C	HIST017C
WM	Who Wants to Be a Millionaire?	BUS 010	BUS 010
WM	Who Wants to Be a Millionaire?	MATH010	MATH010



Appendix B
Categorization of Learning Communities (LC) based on Course Level

LC Code	LC Group	LC Category
AM	America-Inside and Out	Collegiate
CL	Comics Speak Our Lives	Collegiate
E1	Listening to Earth! Speaking for Earth!	Collegiate
GS	Get Up! Stand Up!	Collegiate
GU	The Good, The Bad and The Ugly	Collegiate
L1	LART 100	Basic Skills
L2	LART 200	Basic Skills
LH	Love and Heroes: Looking at Social Issues in America	ESL
LO	Looking In, Speaking Out!	Basic Skills
LS	LART 170	Basic Skills
SF	Society: Go Figure!	Collegiate
SS	Sex and Success	Collegiate
WC	Whose Country Is This Anyway?	ESL
WM	Who Wants to Be a Millionaire?	Collegiate