



Integrated Reading and Writing Learning Communities (LART): A Comparative Analysis of Student Learning

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Agenda

- Describe Learning Communities
- Discuss methodology
- Highlight findings
- **WORK IN PROGRESS**
(Suggestions Welcome!)

Definition of Learning Communities

A variety of approaches that link or cluster classes during a given term around an interdisciplinary theme and enroll a common cohort of students. This represents an intentional restructuring of student's time, credit and learning experiences to build community and to foster more explicit connections among students, among students and their teachers, and among disciplines.

Essential Characteristics of Learning Communities

- The same students enroll in the same classes together.
- The academic work of each course's subject matter is enhanced by interdisciplinary study in which students and faculty build connections between subject matters, disciplines and ideas.

Essential Characteristics of Learning Communities

- Courses are team-designed and team-taught.
- To facilitate inter-disciplinarity, the community focuses on a central theme.
- Multicultural thinking is encouraged and developed to promote inclusive perspectives.
- Collaborative learning and experiential learning methods are keystones of the pedagogy.

Other LC Research

Table 8: Persistence to following Fall Among California Learning Community and Comparison Group Students

Persistence	Learning Community	Comparison Group
Two-year colleges	67.1 *	61.1
Four-year colleges	83.9 *	57.8

* indicates significant difference at .05 level

Final Report Prepared for the William and Flora Hewlett Foundation
Pathways to Student Success: The Impact of Learning Communities on the Success of Academically Under-Prepared College Students. Catherine Engstrom and Vincent Tinto. January 31, 2007.

Integrated Reading and Writing Learning Communities (LART)

- LART100 is a basic skills course, one level below college English
- About 30% of De Anza Learning Community Enrollments have been in LART 100 (2000F-2006S)

Research Question

Do a higher percentage of students starting in LART100, compared with students starting in basic skills writing -- EWRT100, succeed in college level English (EWRT1A)?

Assessment / Methodology

- All students must pass a Writing Assessment Test (WAT) before moving to College Level English
- The writing is assessed in a ½ unit co-requisite by at least two different readers, and is independent from the grade in the primary course.

Assessment / Methodology

Includes Cohorts 2000-01 thru 2004-05

Definitions:

1. Cohorts are defined as students new to the college for any term (Sum, Fall, Wtr, Spr) of the specified cohort year; i.e, first year of attendance is the specified year.
2. Counts are unduplicated; students may have attempted and/or succeeded in a course more than once; each attempt and each success is counted only once.
3. Cohorts are followed for 16 terms (including summers), i.e. for four years (except the last which is 15 terms).
4. Special admit high school students are excluded from the cohorts.

Course Descriptions

EWRT 100: Preparatory Reading and Writing Skills (5 units)

Development and integration of reading and writing skills necessary for college level reading and essay writing. Includes critical thinking, inferential reading comprehension, and analytical response essay writing.

LART 100: Integrated Reading and Writing (10 units)

Integration of reading and writing skills necessary for success in college level courses. Emphasis on analysis and criticism of assigned readings and written responses to critical questions about those readings.

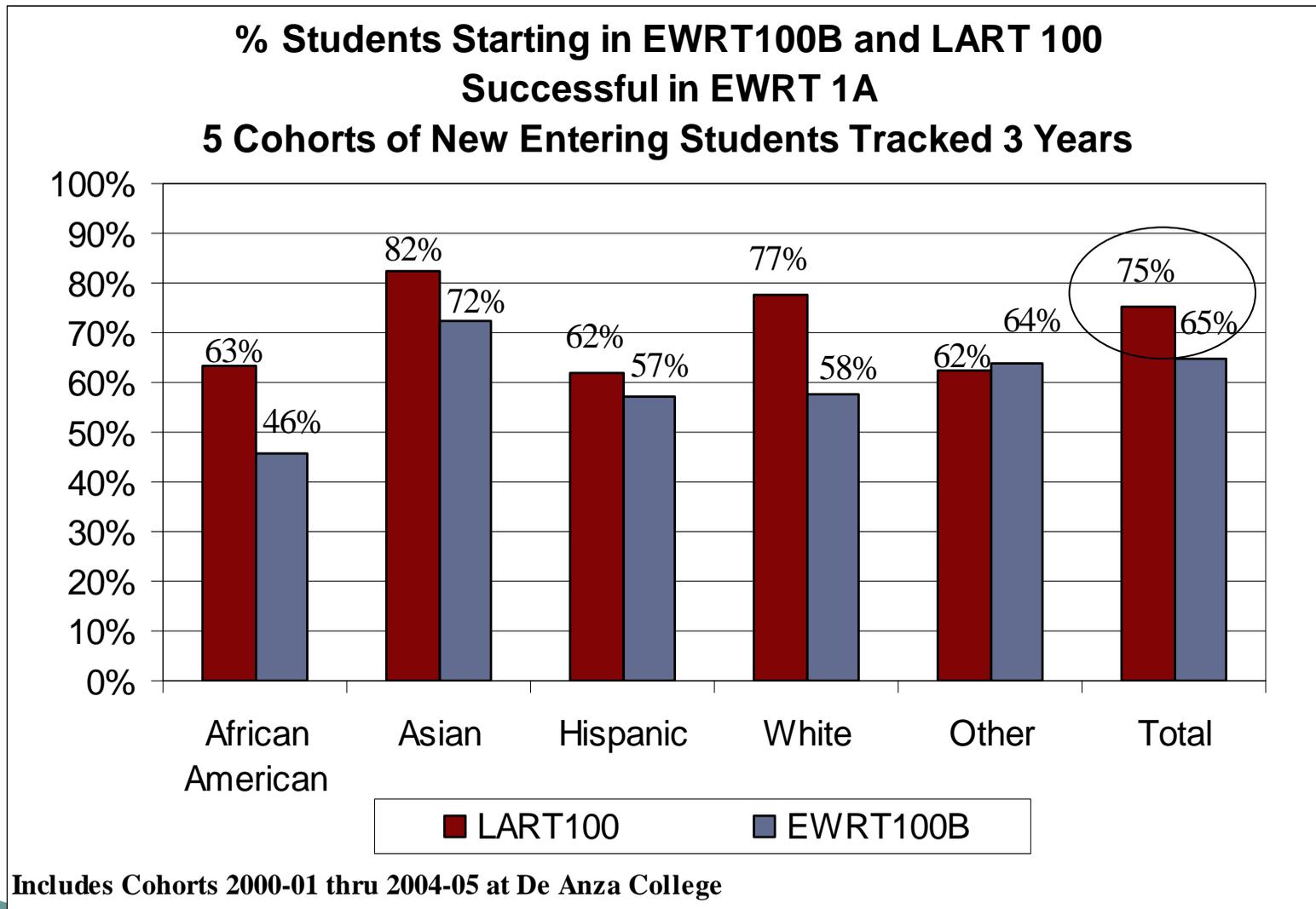
READ 100: Developmental Reading (5 units)

Improve reading ability to read independently and effectively in work, academic, and personal environments.

EWRT 1A: Composition and Reading (5 units)

Introduction to university level reading and writing, with an emphasis on analysis. (etc.)

Results – By Ethnicity



Results – Course Success

Course Success Rates for Cohorts of Students Enrolled in LART and EWRT Basic Skills Classes (One Level Below College English)

	Cohort N	Success N	Percent
<u>Success in first course</u>			
LART100	637	577	91%
EWRT100B	6,822	5,890	86%
EWRT100B and READ100	3,431	3,119	91%
EWRT100B no READ100	3,391	2,771	82%
<u>Success in EWRT160 (Writing Assessment Test)</u>			
LART100	637	509	80%
EWRT100B	6,822	5,206	76%
EWRT100B and READ100	3,431	2,847	83%
EWRT100B no READ100	3,391	2,359	70%
<u>Success in EWRT1A (College English)</u>			
LART100	637	479	75%
EWRT100B	6,822	4,438	65%
EWRT100B and READ100	3,431	2,472	72%
EWRT100B no READ100	3,391	1,966	58%

Similar
Results

Results - Transfer

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

Students enrolled Winter 2001 thru Spring 2004 quarters at De Anza College. LART 100 students also enrolled EWRT100B or READ100 were excluded (about 13%).

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
Draft May 15, 2008

Demographics - Gender

Gender of Students in LART100 and EWRT100B
Cohorts of Students 2000-01 to 2004-05

	Male		Female		Total	
	N	%	N	%	N	%
LART100	280	44%	357	56%	637	100%
EWRT100B	3,330	49%	3,492	51%	6,822	100%
EWRT100B WITH READ	1,563	46%	1,868	54%	3,431	100%
EWRT100B NO READ	1,767	52%	1,624	48%	3,391	100%

Demographics - Ethnicity

Ethnicity of Students in LART100 and EWRT100B Cohorts of Students 2000-01 to 2004-05

	LART100		EWRT100B Total		EWRT100B WITH READ		EWRT100B NO READ	
American Indian/Alaskan Native	1	0%	29	0%	14	0%	15	0%
Asian								
Chinese	82	13%	916	13%	551	16%	365	11%
Asian Indian	31	5%	246	4%	124	4%	122	4%
Japanese	12	2%	119	2%	70	2%	49	1%
Korean	17	3%	186	3%	108	3%	78	2%
Laotian	0	0%	14	0%	5	0%	9	0%
Cambodian	1	0%	29	0%	12	0%	17	1%
Asian	10	2%	111	2%	57	2%	54	2%
Vietnamese	103	16%	698	10%	398	12%	300	9%
Other Asian	10	2%	139	2%	70	2%	69	2%
African American, Non-Hispanic	37	6%	252	4%	138	4%	114	3%
Filipino	46	7%	567	8%	358	10%	209	6%
Hispanic								
Mexican/Chicano	77	12%	705	10%	365	11%	340	10%
Cuban, Dominican	3	0%	81	1%	38	1%	43	1%
Puerto Rican	0	0%	11	0%	7	0%	4	0%
Central American	9	1%	74	1%	36	1%	38	1%
South American	6	1%	47	1%	20	1%	27	1%
Other Hispanic	12	2%	76	1%	41	1%	35	1%
Middle-Easterner	8	1%	75	1%	30	1%	45	1%
Other Non-White	7	1%	91	1%	44	1%	47	1%
Pacific Islander								
Guamanian	0	0%	9	0%	5	0%	4	0%
Hawaiian	0	0%	4	0%	2	0%	2	0%
Pacific Islander	5	1%	50	1%	25	1%	25	1%
Samoan	0	0%	5	0%	2	0%	3	0%
Other Pacific Islander	3	0%	25	0%	19	1%	6	0%
White, Non-Hispanic	103	16%	1,380	20%	522	15%	858	25%
Decline to State	54	8%	883	13%	370	11%	513	15%
Total	637	100%	6,822	100%	3,431	100%	3,391	100%

Survey - "First Look"

Noel Levitz College Student Inventory (CSI) Motivational Assessment
 Administered in Basic Skills Math Classes Fall 2005-Spring 2008
 Matched with students enrolled in LART or EWRT100B over the period
 Student percentile scores based on national sample.

	Less than 50 percentile		50 or higher percentile		Total	
	N	%	N	%	N	%
<u>Dropout Proneessness Scale</u>						
LART100	44	36%	77	64%	121	100%
EWRT100B	233	25%	687	75%	920	100%
<u>Educational Stress Scale</u>						
LART100	54	45%	66	55%	120	100%
EWRT100B	360	39%	566	61%	926	100%
<u>Receptivity to Institutional Help Scale</u>						
LART100	30	25%	88	75%	118	100%
EWRT100B	388	42%	536	58%	924	100%

EWRT and READ Group not analyzed.

Conclusions

- Students starting in LART100 do better in college level English and transfer than students starting in EWRT100B
- It appears that students taking both EWRT100B (writing) and READ100 do almost as well as LART100 students.

Limitations

- Does not consider placement scores
 - EWRT only students may have also placed into READ
- Does not consider the timing of course enrollment (same term) or repeats.
- Appears to be differences in student motivation / confidence
 - CSI data may be the result of the Learning Community

Questions?

- Suggestions?
- Additional Research
 - Disaggregate by Ethnicity
 - More Thorough Survey Analysis
- Regression Analysis?