



# LinC Research

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Site visit with Marybeth Mason  
and Sally Murphy

- Feedback on Retention and Success Assessment
- Discussion of other approaches



# Agenda

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- Review research approach
- Discuss methodology
- Highlight findings
- List ideas for future analyses



# Data Collection

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- Initial data collection
  - Data thru fall 2002
- Plan to replicate each summer for previous year



# Initial Research

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- Established a baseline of information
- Did not attempt to account for
  - differences in classroom teaching
  - grading
  - student motivation



# Research Question

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- Assess an important goal of the program:
  - To improve student learning by highlighting the connections between disciplines and interesting topics, thereby strengthening students' intellectual curiosity and experiences.



# Research Approach

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- Use grades as a proxy measure of student learning
- Should expect higher course success rates for Learning Communities students, on average, than those in comparable non-Learning Community courses, *ceteris paribus*



# Methodology

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- Student grades in learning community sections were compared with non-learning community sections of the same or related courses for that term
- Course to course comparison not always available
- Did not control for different class sizes



# Methodology Continued

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- Grades grouped as:
  - Success - A, B, C, or P
  - Withdrawal - W
  - Non-Success - D, F, NP, I
  
- The grade percents were based on all the grades for the section, including W's





# Course Comparisons

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Spring 2002	GU	The Good, The Bad and The Ugly	EWRT001A13D
	GU	The Good, The Bad and The Ugly	HIST017A03D
	L1	LART 100	EWRT100BXXX
	L1	LART 100	LART100.01D
	L1	LART 100	LART100.02D
	L1	LART 100	LART100.61D
	L1	LART 100	READ100.XXX
	L2	LART 200	EWRT100AXXX
	L2	LART 200	LART200.01D
	L2	LART 200	LART200.02D
	L2	LART 200	READ201.XXX
	SF	Society: Go Figure!	MATH105.12D
	SF	Society: Go Figure!	SOC 001.03D
	WC	Whose Country Is This Anyway?	ESL 005.01D
	WC	Whose Country Is This Anyway?	HIST017A02D



# Level of Analysis

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## Whose Country Is This Anyway?

2002F

LinC

ESL 005.01D  
HIST017A01D

Non-LinC

ESL 005.REL  
HIST017AREL

	<u>Success</u>		<u>Non-Success</u>		<u>Withdrew</u>		<u>Total</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
<u>LinC</u>	236	84%	23	8%	23	8%	282	100%
<u>Non-LinC</u>	3,288	66%	819	16%	869	17%	4,976	100%



# Summary of Findings

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- In a typical quarter
  - more than 200 students
  - 10 to 15 LinC sections
  - five or six “Learning Communities”
- 1,401 students have participated in LinC courses over the last four years

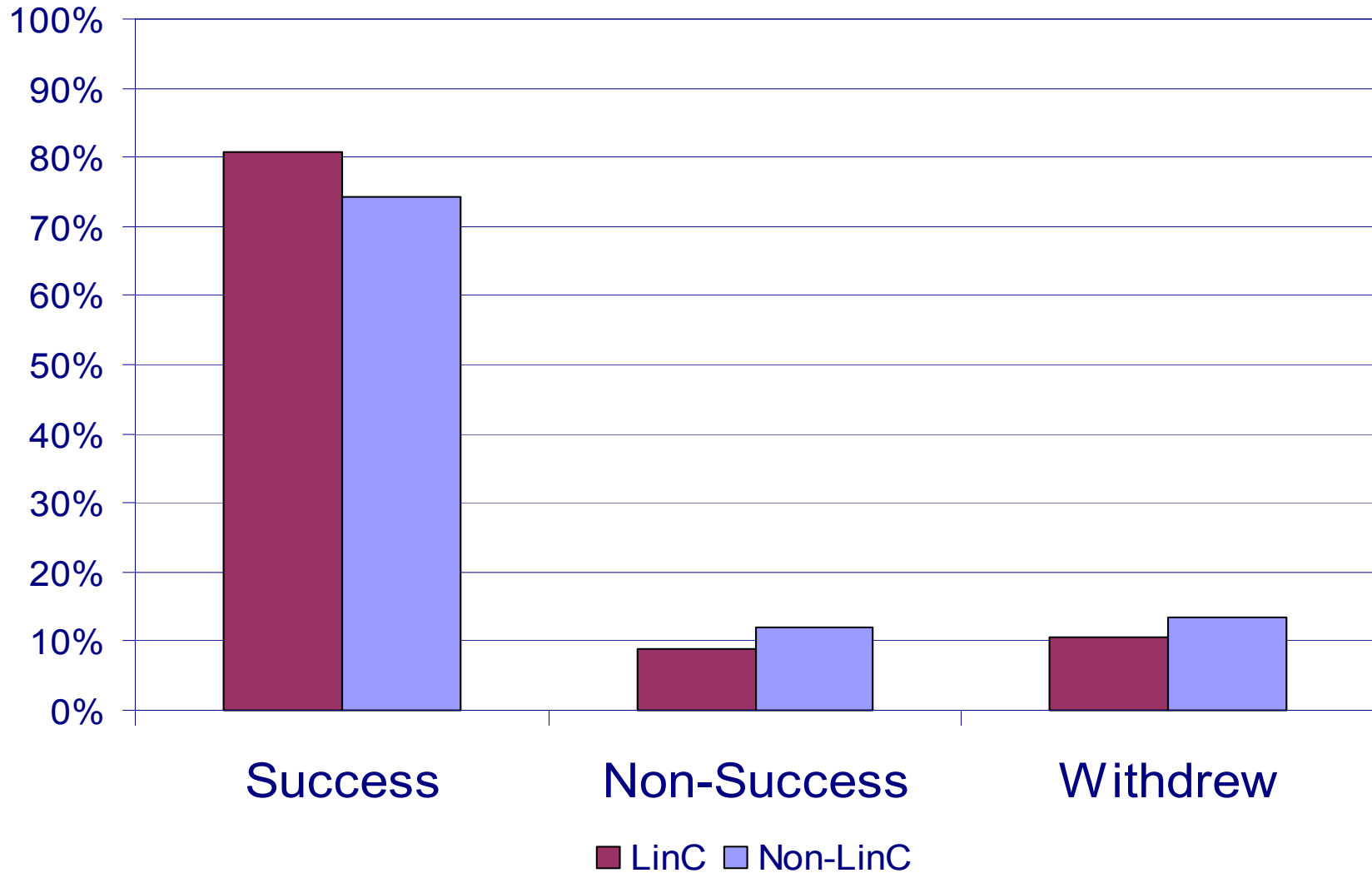


# Findings Continued

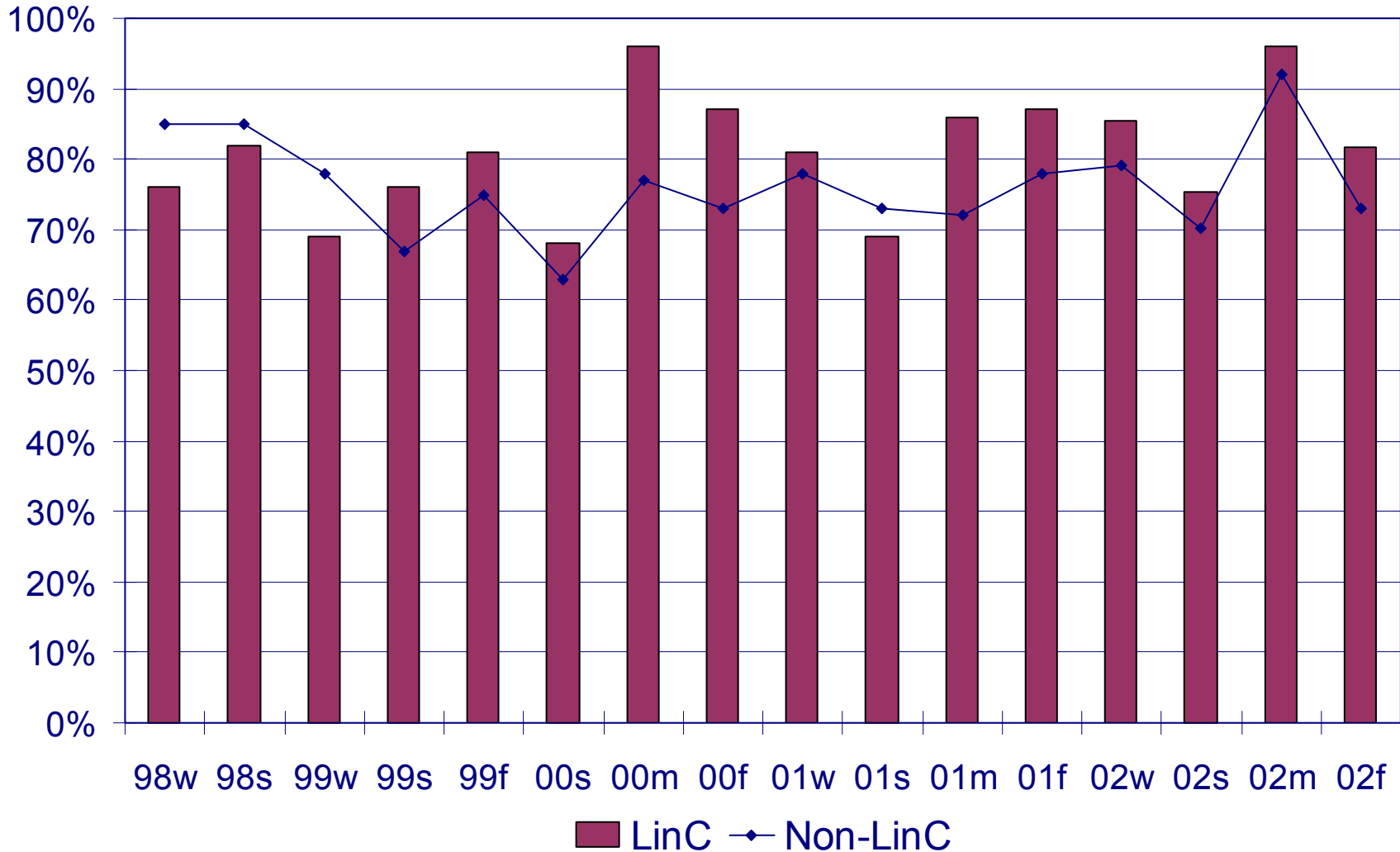
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- Overall, the course success rates were higher for LinC than similar courses
- Course success rates for the program have generally increased since the program started in 1998
- LinC course success rates appear to vary by curriculum content

# Success Rates for LinC and Similar Courses De Anza College, 1998-2002



## Success Rates of LinC and Similar Non-LinC Courses by Term, De Anza College, 1998-2002



## Success Rates of LinC and Similar Non-LinC Courses

De Anza College, 1998-2002

Course	Success Rate (%)	
	LinC Courses	Similar Courses
Comics Speak Our Lives	76	78
Popular Culture and Social Change	77	76
Experiences and Expressions	79	85
The Good, The Bad and The Ugly	63	80
Tired of the Same Olde English?	69	78
LART 100 *	85	78
LART 200 *	78	75
Looking In, Speaking Out!	91	90
Something Really Different	72	54
Our Times and Our Lives	91	79
Power and Voice	81	75
Society: Go Figure!	68	63
Sex and Success	87	80
Whose Country Is This Anyway?	84	66

\* LART 100 and LART 200 also counted under Looking in and Speaking Out!

Note: see full study for a listing of courses included.



# De Anza Learning Communities

## Winter to Spring Term Retention

### LC and Related Courses

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		<u>Winter HC</u>	<u>Returned for Spring</u>	<u>Percent Return</u>
<b>1998W</b>	LC COURSES	21	18	86%
	RELATED COURSES	894	765	86%
<b>1999W</b>	LC COURSES	24	21	88%
	RELATED COURSES	498	418	84%
<b>2001W</b>	LC COURSES	167	148	89%
	RELATED COURSES	2820	2410	85%
<b>2002W</b>	LC COURSES	162	143	88%
	RELATED COURSES	3167	2709	86%
<b>Total</b>	LC COURSES	373	329	88%
	RELATED COURSES	6933	5867	85%





# Future Analyses

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- Combine information on course success with classroom assessment data and other survey information
- Additional variables such as previous language skills, success in math and English gateway courses, and economic need will also be considered

# Future Analyses Continued



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- Future analysis will also look at college persistence rates (an examination for one following term showed slightly higher rates for LinC students)
- Other areas of research will focus on taking into account student and faculty self-selection bias



# Statistical Tests

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- Inferential statistical tests can also be used
  - Chi Square
  - T Test



# Discussion

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- Approaches used elsewhere?
- Other ways to measure success?