The *De Anza College Learning in Community Survey* was conducted on fall 2009 as part of an on-going project to evaluate the effectiveness of the LINC program. The survey included four main dimensions or scales to assess (1) educational activities in the program; (2) student benefits; (3) quality of relationship among students, students and teachers, and students and counselors; and, (4) student overall experience in the program or College. In specific, the survey asked students to report the frequency (*never* to *very often*) with which they were exposed or participated on specific educational activities inside or outside the classroom (e.g., connecting and integrating ideas, assessing the quality of information, use of theories or concepts to solve problems, discussion of assignment with classroom peers and others); the degree (*not at* all to *very much)* to which their participation in the program helped them acquire skills and make better use of college resources (e.g., improving writing, speaking, critical thinking, and study skills; self-confidence; use of counseling and other services at the college); the quality (*Not friendly, supportive, and helpful* to *Very friendly, supportive, and helpful)* of their relationship with peer, teachers, and counselors; and, their overall experience in the program or at the college (*poor* to *excellent*).

Specific to this fall 2009 quarter, the on-line survey previously developed by the program was modified by having students use their student ID to access survey. This allowed us to efficiently identify students who answered the survey, and to link individual students' responses to enrollment records, so that student academic performance could be compare with survey data.

In total, 162 students submitted their responses from November 11 to December 3 in 2009, 6 of which dropped the LINC courses by census date. The response rate for the survey was 56% (156 responses divided by 275 students enrolled at first census date). Table 1 shows response rate by section and instructor name.

Mean scores for the scale of educational activities in Table 2 show that the activity students most frequently experienced in the program was *Worked with classmates during class* (above 4.4 or between *often* and *very often*); however, *Used theories or concepts to look at practical problems or perform new skills* was the only activity with a significant correlation to student GPA in LINC courses.

Regarding program benefits, results in Table 3 show that item *I have more confidence in my academic abilities* with the highest mean score (3.88, or between *some* and *much). *For this scale, items that were significantly correlated with student GPA in LINC courses included: *I have more confidence in my academic abilities*; *I am more successful because I have gotten*

the support I need; *My writing is more effective and clear*; and, *I work more effectively with others.*

For the scale of quality of relationship, *relationships with classmates in this learning community* had the highest mean score (4.39) closely followed by *relationships with teachers in this learning community* (4.34). Results in Table 4 show all items with mean scores between 4 and 5: *Friendly, supportive and helpful* to *Very Friendly, supportive and helpful*. However, none of the items were related to student GPA in LINC courses.

Finally, mean scores for items for the scale overall experience in Table 5 show that students rated their overall experience at the LINC program as *Very good* to *Excellent*, and that their responses to the item were significantly correlated with student GPA in LINC courses. In Table 6, which shows frequency counts for all items in the survey, about 96% of the respondents indicated that they would recommend the LINC program to a friend of family member.

Table 1
Survey Response Rate by Section

Section ID	Course Title	Section Prim Instruct Name	Response Rate
COUN080X55D	SPEC TOPICS IN COUNSELING	WOODWARD C	73.33%
ELIT024.01D	ASIAN AMERICAN LITERATURE	HATTORI M	72.73%
ESL 272.02D	ADV READNG & VOCAB	CHOI L	80.00%
ESL 273.02D	INTRO TO THE ESSAY	NORMAN C	83.33%
EWRT001A30D	COMPOSITION & READING	PATTON M	80.00%
HUMA020.02D	LIFE SKLS/HIGHR EDUC	CORTEZ A	28.13%
ICS 024.01D	ASIAN AMERICAN LITERATURE	HATTORI M	84.00%
LART200.01D	DEV READ/WRIT CONNECT	FASANO C	70.37%
LART200.02D	DEV READ/WRIT CONNECT	HUBBARD J	88.00%
LART200.61D	DEV READ/WRIT CONNECT	LISHA	84.00%
LART211.01D	INTEG READ/WRIT	FASANO C	100.00%
LART211.02D	INTEG READ/WRIT	CORONADO M	0.00%
LART211.03D	INTEG READ/WRIT	ROBERTS B	29.03%
LART211.61D	INTEG READ/WRIT	VARBEL A	0.00%
MATH210.06D	MATH PREP LEVEL 1:PRE-ALGEBRA	PLUM K	73.33%
READ211.06D	DEVEL READNG	SKAGER K	73.33%
READ212.08D	GUIDED PRACT IN DEVELOP RDNG	SKAGER K	73.33%

Note:
Only enrollments that were active on first after census date were included.

Table 2
LINC Educational Activities: Mean Score and Correlation with GPA by Item

Item Id	Item Description	Mean	Std. Dev.	Correlation with Linc Courses GPA
Quest_8	Worked with classmates during class.	4.50	0.70	0.12
Quest_3	Connected and integrated ideas, concepts or skills from the different classes in the learning community when discussing material and doing assignments.	3.92	0.95	0.12
Quest_4	Looked at new ways to synthesize, connect or organize information, ideas and experiences.	3.84	0.97	0.06
Quest_7	Spoke up in class discussions and asked questions in class.	3.78	1.12	0.14
Quest_6	Used theories or concepts to look at practical problems or perform new skills.	3.76	0.98	0.20*
Quest_5	Judged the quality, value and accuracy of methods, positions, arguments or information.	3.58	1.03	0.10
Quest_11	Discussed assignments or material individually with an instructor in class.	3.43	1.06	0.07
Quest_16	Had conversations with your classmates about diversity, such as race, ethnicity, religion, mental and physical challenges, or sexual orientation.	3.42	1.27	-0.09
Quest_15	Put more time and effort into your work than you thought you would because of your classmates' expectations.	3.25	1.14	0.06
Quest_10	Discussed ideas from the readings, lectures or	3.09	1.08	-0.04

Item Id	Item Description	Mean	Std. Dev.	Correlation with Linc Courses GPA
	discussions with non-classmates outside of class.			
Quest_9	Worked on assignments or discussed material with classmates outside of class.	3.09	1.05	0.07
Quest_13	Discussed academic or career plans with a counselor or academic advisor.	2.79	1.23	0.07
Quest_12	Discussed assignments or material with an instructor outside of class.	2.59	1.20	0.04
Quest_14	Discussed personal, family or other non-academic issues with a counselor.	1.87	1.11	-0.03

Note:

Scores are based on a 1 to 5 scale in which 1 represents Never; 2 , Rarely/Hardly Ever; 3, Sometimes; 4, 'Often'; 5, Very Often.

Correlation with Linc Courses GPA was calculated using only enrollment that were active on census date, and it was calculated by dividing the total number of quality points by the number of quality hours—a GPA scale of 1 to 4 GPA. For enrollments with no quality hours ('NP' or 'P' grades, drop, or withdraw), quality hours was set to one and quality points was set to four for 'P' grades, while for the others ('NP', drop, or withdraw) was set up to 0.

$* p < .05; ** p < .01$

Table 3
LINC Program Benefits: Mean Score and Correlation with GPA by Item

Item Id	Item Description	Mean	Std. Dev.	Correlation with Linc Courses GPA
Quest_22	I have more confidence in my academic abilities.	3.88	0.97	0.22**
Quest_21	I learn more effectively.	3.84	0.85	0.13
Quest_19	My thinking is more analytical and critical (questioning).	3.81	0.95	0.14
Quest_20	I work more effectively with others.	3.79	1.09	0.16*
Quest_17	My writing is more effective and clear.	3.78	0.92	0.16*
Quest_26	I am more successful because I have gotten the support I need.	3.72	1.07	0.20*
Quest_24	I have more successful and satisfying social interactions.	3.70	1.00	-0.04
Quest_18	My speaking is more effective and clear.	3.52	1.01	0.12
Quest_23	I have better study skills, including time management.	3.42	1.09	0.16
Quest_25	I am better at using counseling, academic and other student services.	3.11	1.12	0.05

Note:

Scores are based on a 1 to 5 scale in which 1 represents Not at all; 2, Very Little; 3, Some; 4, Much; and 5, Very Much.

Correlation with Linc Courses GPA was calculated using only enrollment that were active on census date, and it was calculated by dividing the total number of quality points by the number of quality hours—a GPA scale of 1 to 4 GPA. For enrollments with no quality hours ('NP' or 'P' grades, drop, or withdraw), quality hours was set to one and quality points was set to four for 'P' grades, while for the others ('NP', drop, or withdraw) was set up to 0.

* $p < .05$; ** $p < .01$

Table 4
Quality of Relationship: Mean Score and Correlation with GPA by Item

Item Id	Item Description	Mean	Std. Dev.	Correlation with Linc Courses GPA
Quest_29	Describe the quality of your relationships with classmates in this learning community.	4.39	0.72	0.03
Quest_27	Describe the quality of your relationships with teachers in this learning community.	4.34	0.70	0.18
Quest_28	Describe the quality of your relationships with the counselor in this learning community.	4.18	0.77	0.08

Note:

Scores for Quest_27 and Quest28 are based on a 2 to 5 scale in which 2 represents Not friendly, supportive and helpful; 3, A little friendly supportive and helpful; 4, Friendly, supportive and helpful; and 5, Very friendly, supportive and helpful.

Correlation with Linc Courses GPA was calculated using only enrollment that were active on census date, and it was calculated by dividing the total number of quality points by the number of quality hours—a GPA scale of 1 to 4 GPA. For enrollments with no quality hours ('NP' or 'P' grades, drop, or withdraw), quality hours was set to one and quality points was set to four for 'P' grades, while for the others ('NP', drop, or withdraw) was set up to 0.

* p < .05; ** p < .01

Table 5
Student Overall Experience

Item Id	Item Description	Mean	Std. Dev.	Correlation with Linc Courses GPA
Quest_30	Describe your overall educational experience in this learning community.	4.05	0.86	0.20*
Quest_31	Describe your overall educational experience at De Anza College since you came to De Anza.	3.82	0.97	0.08

Note:

Scores for Quest_29 to Quest_30 are based on a 1 to 5 scale in which 1 represents Poor; 2, Fair; 3, Good; 4, Very Good; and 5, Excellent.

Correlation with Linc Courses GPA was calculated using only enrollment that were active on census date, and it was calculated by dividing the total number of quality points by the number of quality hours—a GPA scale of 1 to 4 GPA. For enrollments with no quality hours ('NP' or 'P' grades, drop, or withdraw), quality hours was set to one and quality points was set to four for 'P' grades, while for the others ('NP', drop, or withdraw) was set up to 0.

* $p < .05$; ** $p < .01$

Table 6
Frequency Counts by Survey Item

1. How did you find out about this learning community?		
Response	**Count**	**Percent**
A counselor told me about it	48	30.19
My teacher told me about it	47	29.56
I saw it in the schedule of classes	28	17.61
Someone came to class and told me about it	18	11.32
A friend recommended it	17	10.69
I saw it on a flyer	1	0.63
Total	159	100.00
Note: Missing data, 3		
2. What is the most important reason you enrolled in this learning community?		
Response	**Count**	**Percent**
I thought I could be more successful than in the regular classes	75	46.88
The learning community concept seemed interesting	39	24.38
The class times worked best for my schedule	32	20.00
These were the only classes open	8	5.00
I thought I could make friends	6	3.75
Total	160	100.00
Note: Missing data, 2		
3. In this learning community, how often have you …		
a. Connected and integrated ideas, concepts or skills from the different classes in the learning community when discussing material and doing assignments.	**Count**	**Percent**
Never	3	1.86
Rarely/Hardly ever	6	3.73
Sometimes	43	26.71
Often	58	36.02
Very often	51	31.68
Total	161	100.00
Note: Missing data, 1		

b. Looked at new ways to synthesize, connect or organize information, ideas and experiences.	Count	Percent
Never	2	1.24
Rarely/Hardly ever	13	8.07
Sometimes	39	24.22
Often	62	38.51
Very often	45	27.95
Total	161	100.00
Note: Missing data, 1		
c. Judged the quality, value and accuracy of methods, positions, arguments or information.	Count	Percent
Never	6	3.73
Rarely/Hardly ever	12	7.45
Sometimes	61	37.89
Often	46	28.57
Very often	36	22.36
Total	161	100.00
Note: Missing data, 1		
d. Used theories or concepts to look at practical problems or perform new skills.	Count	Percent
Never	4	2.48
Rarely/Hardly ever	10	6.21
Sometimes	47	29.19
Often	60	37.27
Very often	40	24.84
Total	161	100.00
Note: Missing data, 1		
e. Spoke up in class discussions and asked questions in class	Count	Percent
Never	4	2.50
Rarely/Hardly ever	18	11.25
Sometimes	44	27.50
Often	38	23.75
Very often	56	35.00
Total	160	100.00
Note: Missing data, 2		

f. Worked with classmates during class	Count	Percent
Never	0	0.00
Rarely/Hardly ever	1	0.62
Sometimes	16	9.94
Often	46	28.57
Very often	98	60.87
Total	161	100.00
Note: Missing data, 1		
g. Worked on assignments or discussed material with classmates outside of class	Count	Percent
Never	13	8.07
Rarely/Hardly ever	27	16.77
Sometimes	70	43.48
Often	35	21.74
Very often	16	9.94
Total	161	100.00
Note: Missing data, 1		
h. Discussed ideas from the readings, lectures or discussions with non-classmates outside of class	Count	Percent
Never	10	6.25
Rarely/Hardly ever	35	21.88
Sometimes	66	41.25
Often	28	17.50
Very often	21	13.13
Total	160	100.00
Note: Missing data, 2		
i. Discussed assignments or material individually with an instructor in class	Count	Percent
Never	4	2.50
Rarely/Hardly ever	28	17.50
Sometimes	53	33.13
Often	46	28.75
Very often	29	18.13
Total	160	100.00
Note: Missing data, 2		

j. Discussed assignments or material with an instructor outside of class	Count	Percent
Never	35	21.88
Rarely/Hardly ever	42	26.25
Sometimes	49	30.63
Often	21	13.13
Very often	13	8.13
Total	160	100.00
Note: Missing data, 2		

k. Discussed academic or career plans with a counselor or academic advisor	Count	Percent
Never	30	18.75
Rarely/Hardly ever	34	21.25
Sometimes	52	32.50
Often	27	16.88
Very often	17	10.63
Total	160	100.00
Note: Missing data, 2		

l. Discussed personal, family or other non-academic issues with a counselor	Count	Percent
Never	82	51.57
Rarely/Hardly ever	36	22.64
Sometimes	25	15.72
Often	11	6.92
Very often	5	3.14
Total	159	100.00
Note: Missing data, 3		

m. Put more time and effort into your work than you thought you would because of your classmates' expectations	Count	Percent
Never	16	9.94
Rarely/Hardly ever	19	11.80
Sometimes	57	35.40
Often	47	29.19
Very often	22	13.66
Total	161	100.00
Note: Missing data, 1		
n. Had conversations with your classmates about diversity, such as race, ethnicity, religion, mental and physical challenges, or sexual orientation	Count	Percent
Never	16	9.94
Rarely/Hardly ever	24	14.91
Sometimes	35	21.74
Often	48	29.81
Very often	38	23.60
Total	161	100.00
Note: Missing data, 1		
4. What benefits have you gotten by your experience in this learning community?		
a. My writing is more effective and clear	Count	Percent
Not at all	4	2.48
Very little	5	3.11
Some	50	31.06
Much	65	40.37
Very much	37	22.98
Total	161	100.00
Note: Missing data, 1		

b. My speaking is more effective and clear	Count	Percent
Not at all	5	3.11
Very little	15	9.32
Some	64	39.75
Much	45	27.95
Very much	32	19.88
Total	161	100.00
Note: Missing data, 1		

c. My thinking is more analytical and critical (questioning)	Count	Percent
Not at all	2	1.24
Very little	11	6.83
Some	45	27.95
Much	61	37.89
Very much	42	26.09
Total	161	100.00
Note: Missing data, 1		

d. I work more effectively with others	Count	Percent
Not at all	5	3.11
Very little	16	9.94
Some	37	22.98
Much	53	32.92
Very much	50	31.06
Total	161	100.00
Note: Missing data, 1		

e. I learn more effectively	Count	Percent
Not at all	0	0.00
Very little	7	4.35
Some	52	32.30
Much	62	38.51
Very much	40	24.84
Total	161	100.00
Note: Missing data, 1		

f. I have more confidence in my academic abilities	Count	Percent
Not at all	2	1.24
Very little	10	6.21
Some	44	27.33
Much	55	34.16
Very much	50	31.06
Total	161	100.00
Note: Missing data, 1		
g. I have better study skills, including time management	Count	Percent
Not at all	8	4.97
Very little	25	15.53
Some	46	28.57
Much	55	34.16
Very much	27	16.77
Total	161	100.00
Note: Missing data, 1		
h. I have more successful and satisfying social interactions	Count	Percent
Not at all	3	1.88
Very little	13	8.13
Some	53	33.13
Much	51	31.88
Very much	40	25.00
Total	160	100.00
Note: Missing data, 2		
i. I am better at using counseling, academic and other student services	Count	Percent
Not at all	14	8.70
Very little	32	19.88
Some	56	34.78
Much	41	25.47
Very much	18	11.18
Total	161	100.00
Note: Missing data, 1		

j. I am more successful because I have gotten the support I need	Count	Percent
Not at all	4	2.48
Very little	15	9.32
Some	51	31.68
Much	43	26.71
Very much	48	29.81
Total	161	100.00
Note: Missing data, 1		

5. Describe the quality of your relationships with teachers in this learning community

Response	Count	Percent
Does not apply	0	0.00
Not friendly, supportive and helpful	0	0.00
A little friendly supportive and helpful	21	13.04
Friendly, supportive and helpful	65	40.37
Very friendly, supportive and helpful	75	46.58
Total	161	100.00
Note: Missing data, 1		

6. Describe the quality of your relationships with the counselor in this learning community

Response	Count	Percent
Does not apply	33	20.63
Not friendly, supportive and helpful	2	1.25
A little friendly supportive and helpful	22	13.75
Friendly, supportive and helpful	54	33.75
Very friendly, supportive and helpful	49	30.63
Total	160	100.00
Note: Missing data, 2		

7. Describe the quality of your relationships with classmates in this learning community

Response		Count	Percent
	Poor	3	1.86
	Fair	2	1.24
	Good	16	9.94
	Very good	58	36.02
	Excellent	82	50.93
	Total	161	100.00
	Note: Missing data, 1		

8. Describe your overall educational experience in this learning community

Response		Count	Percent
	Poor	0	0.00
	Fair	5	3.11
	Good	41	25.47
	Very good	56	34.78
	Excellent	59	36.65
	Total	161	100.00
	Note: Missing data, 1		

9. Describe your overall educational experience at De Anza College since you came to De Anza

Response		Count	Percent
	Poor	0	0.00
	Fair	13	8.07
	Good	54	33.54
	Very good	43	26.71
	Excellent	51	31.68
	Total	161	100.00
	Note: Missing data, 1		

10. Would you recommend this learning community to a friend or family member?

Response		Count	Percent
	Yes	152	95.60
	No	7	4.40
	Total	159	100.00
	Note: Missing data, 3		