

Learning Communities in Math

Learning Communities (LC) Compared to Other All Sections (NonLC)

De Anza College, 2007-08

Course Success Rates

<u>All Students</u>				<u>African American and Hispanic Students Only</u>			
Pre Algebra, Math, 210, Fall 2007							
			Percent				Percent
Group	Start	Succeed	Succeed	Group	Start	Succeed	Succeed
LC	27	16	59%	LC	14	8	57%
NonLC	480	236	49%	NonLC	185	83	45%
Elementary Algebra, Math 112, Winter 2008							
			Percent				Percent
Group	Start	Succeed	Succeed	Group	Start	Succeed	Succeed
LC	15	11	73%	LC	8	5	63%
NonLC	220	131	60%	NonLC	70	44	63%
Intermediate Algebra, Math 114, Spring 2008							
			Percent				Percent
Group	Start	Succeed	Succeed	Group	Start	Succeed	Succeed
LC	11	10	91%	LC	5	5	100%
NonLC	126	82	65%	NonLC	40	27	68%

3 African American LC Students started but did not pass Math210.

Persistence to Next Course Based on Original Cohort

	Start	Succeed	Succeed		Start	Succeed	Succeed
Group	Math210	MATH112	Math114	Group	Math210	Math112	Math114
LC	27	41%	37%	LC	14	36%	36%
NonLC	480	27%	17%	NonLC	185	24%	15%

The fall to spring persistence rate was twice as high for LC students, although the initial N was small and thus the result must be viewed with caution.

24-Oct-08

Note: 1 LC student starting in Math114 was not included.

The norm at De Anza is that most students do not take the 3 math courses in a row.

The NonLC group includes all other math sections, including MPS and EnableMath.

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