

Learning Communities: Improving the Success of Low- Income and Minority Students

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Success is what counts.

Building a Culture of Evidence and Inquiry

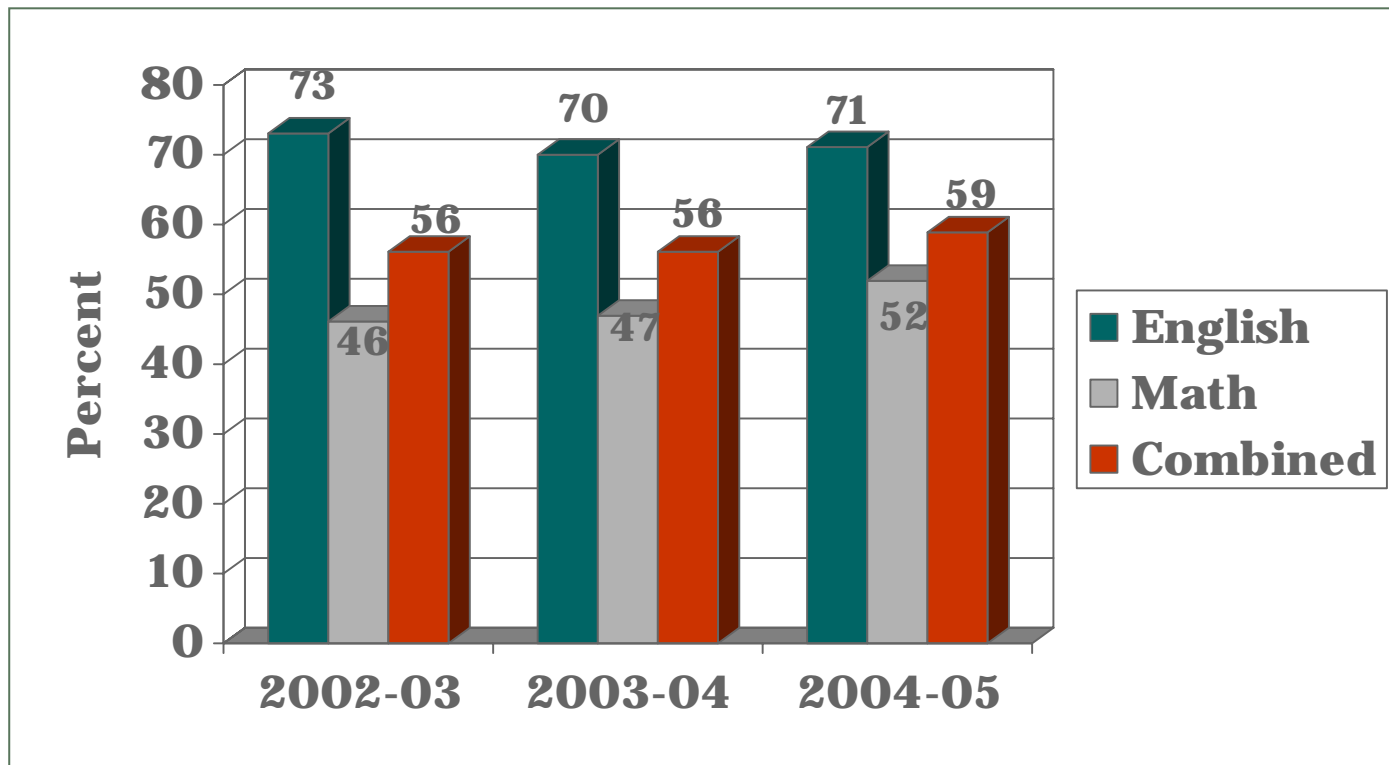


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Success Rates

Danville Community College

Developmental Studies Success Rates

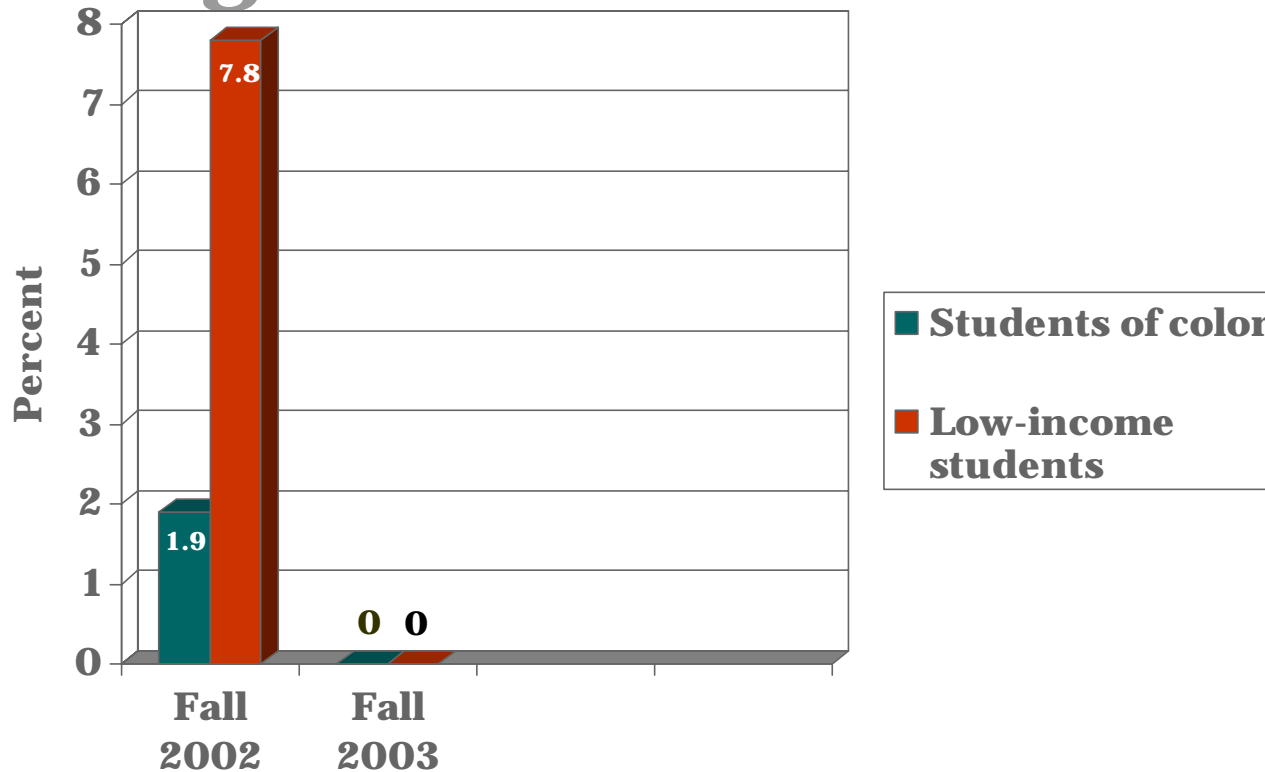


Data available through Peoplesoft as of 10-17-05.

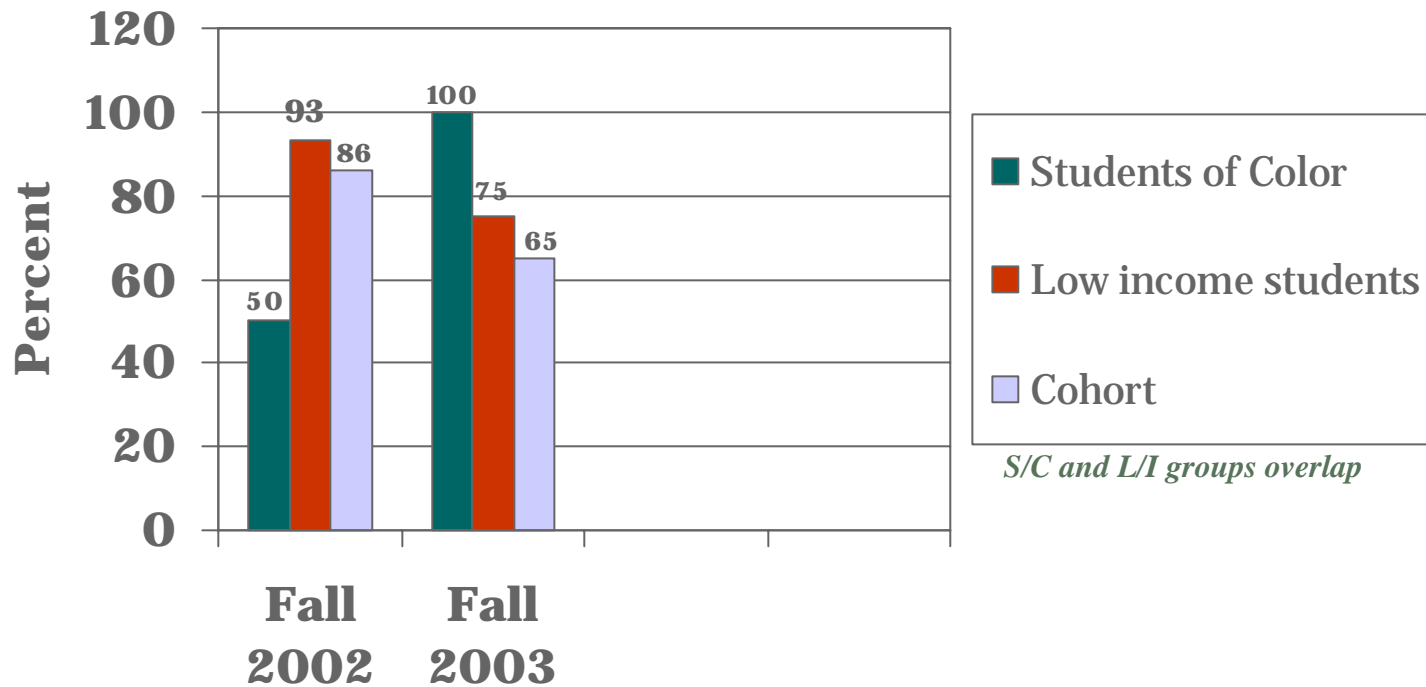
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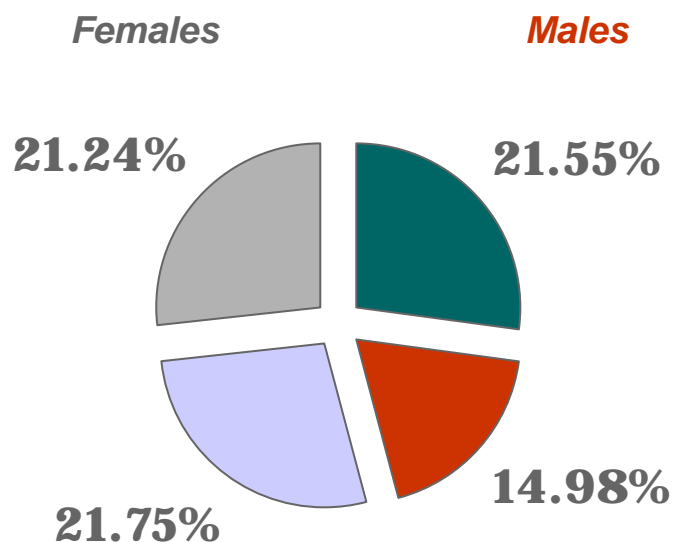
Students advancing from developmental math to college-level math



Completed college-level math course: Grade \geq C



Percent of Demographic Group Graduating in 150% of Program Time



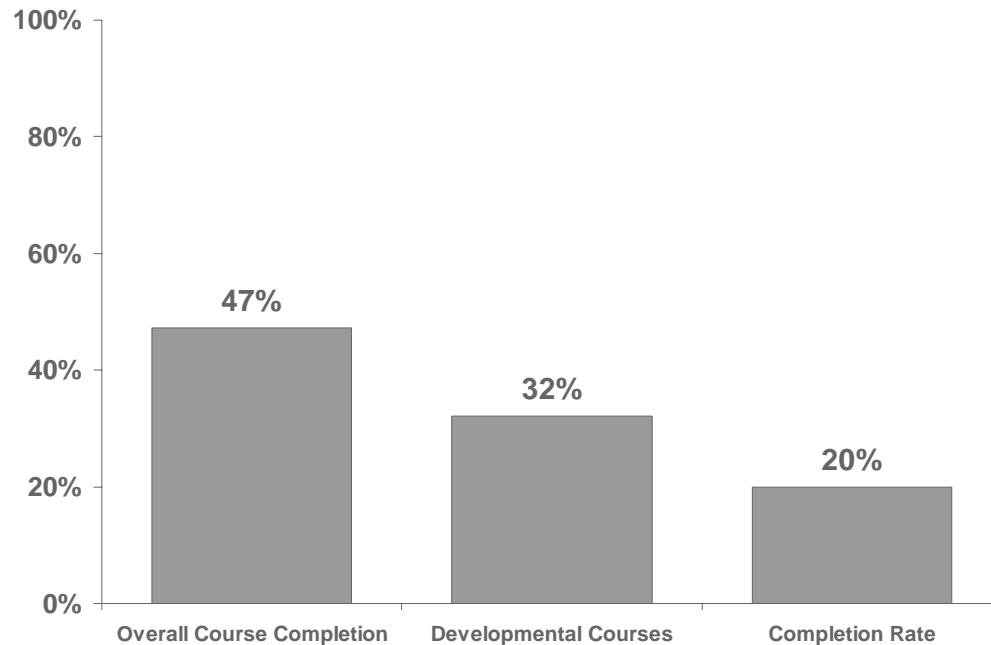
- **Caucasian Males (n = 172)**
- **Males of Color (n = 34)**
- **Caucasian Females (n = 224)**
- **Females of Color (n = 154)**

*Based on Fall 2001 Enrollment
(included some students who were
not first-time, full-time students)*

Student Performance

Danville Community College

Completion rates for 2004-2005



■ Overall course completion: 47%

■ Completion of developmental and gatekeeper courses: 32%

■ Completion/Graduation Rate: 20%

Percentages based on IPEDS data.



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Percentage of students completing certificate or degree within 24 months of enrollment

Students of Color	5.7%
Low-Income Students	8.1%
Fall 2002 Cohort	19.0%

Strategies for Change

■ Learning Communities

- Developmental Math
- SDV 100 – College Success Skills (1 cr.)
 - ◆ Personal College Success Plan
 - ◆ Kuder®/Strong® Interest Inventory
 - ◆ Noel-Levitz® College Student Inventory
- Curriculum class

■ Tutoring/Tutoring Center

■ Supplemental Learning Activities



Noel-Levitz® CSI

- **The inventory helped me identify non-academic barriers to success – Yes: 71%.**
- **Low-score areas noted by counselors:**
 - Academic confidence
 - Sociability
 - Sense of financial security
 - Family emotional support
 - General coping: openness and ease of transition
 - Self-reliance
 - Receptivity to support services

Focus Groups

- Inconsistent communication during registration/admissions
- Frustrating financial aid process
- Lack of space to relax between classes
- No knowledge of COMPASS “practice”
- Students liked learning communities!

Expected Results

After four years, AtD colleges should show an increased percentage of low-income students and students of color who:

- Successfully complete the courses they take.
- Re-enroll from one semester to the next.
- Achieve a GPA ≥ 2.0 (C or better).
- Advance from remedial to credit-bearing math.
- Earn degrees and certificates.



Report Card: Fall 2005

	Achieving the Dream Learning Communities (with SDV 100)	Fall 2005 Cohort (excl. AtD LC)
Passed developmental math (<i>MTH 2 – three levels below college math</i>)	43.1%	60.3%
Average fall 2005 GPA	2.34	2.59
Fall 2005 Retention (<i>Completed Semester</i>)	100%	95.9%
Persistence (<i>Re-enrolled Spring 06</i>)	78.8%	69.9%

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Math 01 Data – Fall 2005

Math 01 is the first half of Math 02

MATH 01 (All Inclusive)					
	Overall	Female	Male	White	Black
Pass	52.8% (N = 28)	54.8% (N = 23)	45.5% (N = 5)	66.7% (N = 10)	47.4% (N = 18)
Fail*	47.2% (N = 25)	45.2% (N = 19)	54.5% (N = 6)	33.3% (N = 5)	52.6% (N = 20)
Learning Communities (Section 88)					
Pass	86.7% (N = 20)	94.1% (N = 16)	66.7% (N = 4)	100.0% (N = 4)	83.3% (N = 15)
Fail*	13.3% (N = 3)	5.9% (N = 1)	33.3% (N = 2)	0 0	16.7% (N = 3)

*Fail: Includes R, U and W grades; W = 20.8% (All)

Source: Office of Planning, Effectiveness & Research



Math 02 Data – Fall 2005

MATH 02 (All Inclusive)						
	Overall	Female	Male	White	Black	Hispanic
Pass	58.1% (N = 150)	64.2% (N = 122)	41.2% (N = 28)	59.1% (N = 75)	55.9% (N = 71)	100.0% (N = 4)
Fail*	41.9% (N = 108)	35.8% (N = 68)	58.8% (N = 40)	40.0% (N = 52)	44.1% (N = 56)	0 (N = 0)
Learning Communities (Section 89)						
Pass	66.7% (N = 8)	66.7% (N = 4)	66.7% (N = 4)	75.0% (N = 6)	33.3% (N = 1)	100.0% (N = 1)
Fail*	33.3% (N = 4)	33.3% (N = 2)	33.3% (N = 2)	25.0% (N = 2)	66.7% (N = 2)	0 (N = 0)

*Fail: Includes R, U and W grades; W = 7.4% (All)

Source: Office of Planning, Effectiveness & Research



Math 02 Data – Fall 2005

Achieving the Dream Learning Communities				
	Overall	AST	BUS	LA1
Pass	43.0% (N = 25)	45.5% (N = 5)	20% (N = 2)	55.6% (N = 5)
Fail*	57.0% (N = 33)	54.5% (N = 6)	80% (N = 8)	44.4% (N = 4)

*Fail: Includes R, U and W grades; W = 10.3% (All)

Source: Office of Planning, Effectiveness & Research



Tutoring

Active Tutoring: Students who start tutoring within the first four weeks of the semester (fall and spring) and continue to the end of the semester (*DCC QEP, p. 45*).

	Fall 2005	Fall 2006
Active Tutoring Pass Rate	77.8% n = 9	100% n = 7
Inactive Tutoring Pass Rate	50.0% n = 26	56% n = 25

How do you get students to take advantage of the free services you offer?



SCORECARD

- SDV 100 Pre-test/Post-test
- Other Relevant Data





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