Learning Community: CRJ 101 & CRJ 103 & TRS 105 and COS 101
Fall 2005

COMPOSITION OF LEARNING COMMUNITY STUDENTS:

There was a total of 38 students in this Learning Community. The students were considered in the LC if they met two criteria: 1. They were enrolled in CRJ 101 and CRJ 103 and TRS 105 sections joined together. 2. They were present at least one day on or after census date as established by SUNY. COS 101 was not factored into this assessment because not all LC students could get scheduled into a section of COS 101. COS 101 has a class size of 27, and hence some students could not enroll in that section.

GENDER and ETHNICITY:

The following is the composition of the 38 students:

<table>
<thead>
<tr>
<th>GENDER</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>African American</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

57.9%          42.1%

ETHNICITY:

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>65.8%</td>
</tr>
<tr>
<td>African American</td>
<td>28.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

SATISFACTORY COMPLETION OF THE THREE COURSES:

Of the 38 students enrolled in the Learning Community, 68% completed all three courses with a passing grade. Passing is defined by MCC as a grade of D or better. Satisfactory completion of CRJ 101 and CRJ 103 is necessary to take higher level CRJ courses, and the same is true to move from TRS 105 to ENG 101. A grade of F, W or I does not constitute satisfactory completion of the courses.

STUDENTS NOT SATISFACTORILY COMPLETING 3 COURSES:

Here is a chart of those students:

<table>
<thead>
<tr>
<th>Withdrew from 3 courses</th>
<th>Failed (F) 3 courses</th>
<th>Failed 2 courses</th>
<th>Failed 1 course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
PASSING RATES FOR THE THREE COURSES:

CRJ 101  76.3 %
TRS 105  73.7 %
CRJ 103  81.6 %

STUDENTS NOT IN A LEARNING COMMUNITY:

A search was conducted for any students who enrolled in CRJ 101, CRJ 103 and TRS 105 this semester (Fall 2005) who was NOT in a learning community. There was one student who took all three courses not in a Learning Community. The grades were CRJ 101 F, CRJ 103 F, TRS 105 W.

RETENTION:

Thirty one (31) of the 38 students (81.6%) returned to MCC for the Spring 2006 semester. There was a variety of reasons for not returning. One woman was expecting a baby in early spring but has every intention of returning next fall. One student has severe family issues but plans to return.

READING SKILLS:

Of the 38 students in the Learning Community, 30 demonstrated a need for assistance in reading on the AccuPlacer assessment tool. It should be noted that this test is untimed (unlike the ACT or SAT), and the test format is a traditional one of a series of paragraphs followed by questions. Few students took a reading course because presently MCC does not require any reading instruction regardless of a student’s low score.

A study was conducted to discover what happened to the students who came to MCC and demonstrated stronger reading skills on the AccuPlacer. All of the stronger readers but two had a satisfactory completion of all three courses. There were no students with a W or I in this group. The two students that received an F in one or more courses had issues other than reading. One student had excessive absences hinder performance. This student missed 12 out of 29 classes in TRS 105 for example. The other student received a F in a subject due to academic honesty issues. Neither of these cases appeared to be reading related. Overall this group’s performance was stronger than those with demonstrated reading challenges.

ATTENDANCE:

A study was done to see if there was a correlation between attendance and final grade in TRS 105. The results showed a very close correlation between the number of absences and final letter grade. Below is a summary chart
Letter Grade:

A - All students who received a grade of A had 1 or no absences.

B - Students receiving a B had 0 to 3 absences.

C - Students receiving a grade of C had 5 (or less) absences. (Only 2 students had 5 absences. All the rest had less absences.

D - Students receiving a D had between 6 and 8 absences

F - Students receiving a grade of F had 7 or more absences.

W - All students who were withdrawn (W) had excessive absences.

There was only ONE exception to this chart. There was a student who was absent 4 classes but received 2 Fs and a D- in the courses. This student scored on AccuPlacer into TRS 101 (a six hour reading and writing course) but was moved upward to TRS 105 during the admission process. The student appeared simply not to be prepared to handle the reading or writing that these courses demanded. This student ended with two Fs and a D- and an overall GPA of .4.

SOURCES:

For this report, the MCC Mainframe SIS program was utilized. Screens 224 and 136 were checked on Tuesday, January 10, 2006 for the information used. The mainframe data was used because this the official information used by Monroe Community College. The attendance information noted was taken from the attendance kept by that professor.