A Learning Community (LC) is comprised of two courses paired together to increase success rates. Students in a Learning Community enroll in a cluster of courses together as a group, to increase peer support and closer relationships with faculty. This document presents a comparison in terms of retention rate and success rate between the cohort of students enrolled in the LC sections of Math 003 (MTH 003) and those enrolled in corresponding, non-paired sections of the same course in Fall 2008. These sections of MTH 003 were identified as Learning Community pairs as part of the Achieving the Dream (AtD) initiative and are team-taught with corresponding Student Development (SDV) sections.

Figures 1 through 4 compare retention rates of students in both section-types of MTH 003 from Fall 2008 to Spring 2009 by demographic categories. Figures 5 through 8 compare success rates of Learning Community sections to non-paired sections of the same course, broken down by demographic categories. Success in a course is determined by any passing grade or completion of the course.

Figure 1 shows the rate at which students in MTH 003 in Fall 2008 returned to NOVA in Spring 2009, categorized by gender. A larger percentage of students in the Learning Community sections returned to NOVA in Spring 2009 compared to those in non-paired sections. Slightly more female students (81.4%) than male students (80.4%) in Learning Community sections returned in Spring 2009.
Figure 2 shows the retention rate from Fall 2008 to Spring 2009 for students in MTH 003, categorized by ethnic group. Eighty-eight-point-nine percent (88.9%) of Asian students in the Learning Community sections returned in Spring 2009, compared to 84.2% of those in non-paired sections. A slightly larger percent of white students in the LC sections (79.6%) than those in remaining sections (77%) returned in Spring 2009.

![Figure 2: Retention Rate in MTH 003 by Ethnic Group: Fall 2008](image)

Figure 3 shows the retention rate from Fall 2008 to Spring 2009 for students enrolled in MTH 003 in Fall 2008, categorized by age group. There were no students in the Learning Community sections under 18 or over 60 years old. Eighty-one-point-seven percent (81.7%) of students in the Learning Community sections between the ages of 18-21 returned to NOVA in Spring 2009, compared to 80.2% of those in non-paired sections.

![Figure 3: Retention Rate in MTH 003 by Age Group: Fall 2008](image)
Figure 4 shows the retention rate of students enrolled in MTH 003, categorized by full- and part-time status. A larger percentage of part-time students in LC sections (82.4%) than in non-paired sections (68.1%) returned in Spring 2009.

Figure 4: Retention Rate in MTH 003 by FT/PT Status: Fall 2008

![Retention Rate Chart](image)

Figure 5 shows the success rates for students enrolled in MTH 003 in both Learning Community sections and the non-paired sections of the same course, categorized by gender. Success is defined as a passing grade or otherwise completion of a course. Male students in Learning Community sections succeeded at a significantly higher rate (49.0%) than male students in non-paired sections (40.5%). Female students in LC sections also succeeded at a higher rate (48.8%) than their counterparts in non-paired sections (47.8%).

Figure 5: Success Rate for MTH 003 by Gender: Fall 2008

![Success Rate Chart](image)
Figure 6 shows the success rates for students enrolled in MTH 003 in both Learning Community sections and the non-paired sections of the same course, categorized by ethnic group. Black students succeeded at a significantly higher rate in Learning Community sections (50%) than they did in non-paired sections (35.3%). However, white students succeeded at a slightly lower rate in LC sections (44.9%) than in non-paired sections (47.8%).

Figure 7 shows the success rates for students in MTH 003 in both Learning Community sections and the non-paired equivalent sections, categorized by age group. There were no students under 18 or over 60 in the Learning Community sections. Students between the ages of 18-21 succeeded at a higher rate in LC sections (50%) than those in other sections of MTH 003 (38.7%).
Figure 8 shows the success rates for students enrolled in MTH 003 in Fall 2008 by FT/PT status. The largest percentage of successful students was full-time students in Learning Community sections of MTH 003 (53.3%), compared to full-time students in non-paired sections (42.5%).