Antelope Valley College

Institutional Effectiveness, Research, and Planning

2013-2014 Annual Reading DLA / In-Class Tutoring Report

Objective

The following research evaluates enrollment, success, and retention data for Reading courses (as well as English 095 course) in regards to Directed Learning Activities (DLA) or In-Class Tutoring (ICT). The major terms, fall 2013 and spring 2014, as well as Intercession, were examined for the time period covering the 2013-2104 academic year.

The purpose of this study is to determine if students enrolled in Reading courses and who use a DLA or an In-Class Tutor are more successful or are retained at higher rates than students enrolled in Reading courses that do not employ DLA or In-class tutoring.

Definitions

Success: a student receiving a letter grade of A, B, C, CR (credit), or P (pass) is considered a success. If a student did not receive any of the above grades for the course, then they are considered unsuccessful. To increase the accuracy of this study, RD (no record) grades were removed. RD codes indicate a grade was not entered and therefore cannot be determined.

Retention: students who earn a grade other than W (withdraw) are considered retained, i.e. a grade of A, B, C, D, F, P (CR), NP (NC). To increase the accuracy of this study, RD (no record) grades were removed. RD codes indicate a grade was not entered and therefore cannot be determined.

Enrollment

Annual 2013-2014*	DLA	No DLA	ICT	No ICT
Course	**DLA**	**No DLA**	**ICT**	**No ICT**
READ 095	55	24	28	24
READ 097	170	0	170	0
READ 099	341	69	341	69

Fall 2013	DLA	No DLA	ICT	No ICT
Course	**DLA**	**No DLA**	**ICT**	**No ICT**
READ 095	27	24	0	24
READ 097	80	0	80	0
READ 099	185	24	185	24

Spring 2014	DLA	No DLA	ICT	No ICT
Course	**DLA**	**No DLA**	**ICT**	**No ICT**
READ 095	28	0	28	0
READ 097	90	0	90	0
READ 099	156	45	156	45

When looking at the number of students enrolled in Basic Skills Reading courses, we see that the majority of READ 095, 097, 099 sections offered during the 2013/2014 academic year participated in Directed Learning Activities or In-Class Tutoring. We can also see that the majority of READ course enrollment is at the 099 level, which is one level below college level reading.

Note annual enrollment data in this table do not include summer or intercession term data.

Success

The following tables compare success rates between students participating in DLA/ICT courses and students in courses without any DLAs or ITCs.

Annual 2013-2014*				
Course	DLA	No DLA	ICT	No ICT
READ 095	64%	83%	79%	83%
READ 097	80%		80%	
READ 099	86%	79%	86%	79%

Fall 2013				
Course	DLA	No DLA	ICT	No ICT
READ 095	48%	83%		83%
READ 097	86%		86%	
READ 099	88%	67%	88%	67%

Intercession 2014				
Course	DLA	No DLA	ICT	No ICT
READ 099	100%		100%	

Spring 2014				
Course	DLA	No DLA	ICT	No ICT
READ 095	79%		79%	
READ 097	73%		73%	
READ 099	84%	91%	84%	91%

For the fall 2013 READ 095 courses, students who did not use DLA or ICT in the course were more successful. This suggests that students enrolled at the READ 095 level do not benefit from a DLA or ICT; however, since there were no READ 095 courses with DLAs or ICTs in the spring term, there is insufficient data for a conclusive analysis.

Because there were no READ 097 courses in the fall or the spring that did not use DLA or ICT, we do not have enough data to make a success comparison.

When looking at the READ 099 courses, students enrolled in courses with a DLA/ICT are more successful than students enrolled in courses that do not use DLA/ ICT.

Note annual enrollment data in this table do not include summer or intercession term data.

Retention

The following tables compare retention rates between students participating in DLA/ICT courses and students participating in courses without any DLAs or ITCs.

Annual 2013-2014*				
Course	**DLA**	**No DLA**	**ICT**	**No ICT**
READ 095	64%	83%	79%	83%
READ 097	80%		80%	
READ 099	86%	79%	86%	79%

Fall 2013				
Course	**DLA**	**No DLA**	**ICT**	**No ICT**
READ 095	85%	96%		96%
READ 097	96%		96%	
READ 099	93%	67%	93%	67%

Spring 2014				
Course	**DLA**	**No DLA**	**ICT**	**No ICT**
READ 095	93%		93%	
READ 097	82%		82%	
READ 099	90%	91%	90%	91%

For the fall 2013 READ 095 courses, students who did not have a DLA or ICT in the course are retained more. Students enrolled at the READ 095 level may not benefit from a DLA or ICT; however, since there were no READ 095 courses with DLAs or ICTs offered in the spring, there is insufficient data for a conclusive analysis.

Because there were no READ 097 courses in the fall or the spring that did not use DLA/ ICT, we do not have enough data to make a retention comparison.

When looking at the READ 099 courses, students enrolled in courses with a DLA/ICT are retained more than students enrolled in courses that do not use DLA/ICT.

Note annual enrollment data in this table do not include summer or intercession term data.

Reading ASAP Courses

The Accelerated Studies for Adults Program (ASAP) gives students the opportunity to complete READ 097/099 sequences in 16 weeks as opposed to the usual 32 weeks. The purpose of ASAP is to accelerate students into the basic skills course sequence. ASAP gives students the option and opportunity to enroll and complete two basic skills courses in one semester instead of two.

Success		
Course	Fall 2013	Spring 2013
READ 097 ASAP	89%	79%
READ 099 ASAP	89%	93%
Retention		
Course	Fall 2013	Spring 2013
READ 097 ASAP	100%	96%
READ 099 ASAP	100%	100%

The success and retention of the READ 097/099 courses in both fall and spring are all greater than non-ASAP Reading courses in respective terms.

ENGL 095 Success

Spring 2014				
Course	**DLA**	**No DLA**	**ICT**	**No ICT**
ENGL 095	69%	65%	69%	65%

Fall 2013				
Course	**DLA**	**No DLA**	**ICT**	**No ICT**
ENGL 095	73%	65%	73%	65%

Students enrolled in ENGL 095 courses with a DLA and/or ICT are more successful than students enrolled in courses that do not use DLA or ICT.

Fall 2013				
Course	**DLA**	**No DLA**	**ICT**	**No ICT**
ENGL 095	97%	73%	97%	73%
Spring 2014				
Course	**DLA**	**No DLA**	**ICT**	**No ICT**
ENGL 095	69%	65%	69%	65%

ENGL 095 Retention

Students enrolled in ENGL 095 courses with a DLA and/or ICT are retained more than students enrolled in courses that do not use DLA or ICT.

Overall Enrollment, Success & Retention Courses: READ 095, READ 097, READ 099	Summer 2013	Fall 2013	Spring 2014	Intercession 2014	2013-2014 Year
Overall Enrollment	42	340	319	21	722

Success	98%	82%	82%	100%	83%
Success Enrollment	41	280	260	21	602
Retention	98%	91%	88%	100%	91%
Retention Enrollment	41	311	282	21	655

Overall Success & Retention in Basic Skills Reading

The following table shows overall success, retention, and enrollment for READ 095, 097, and 099 during the 2013/2014 academic year. Overall, 83% of the students enrolled in Basic Skills Reading courses are successful and 91% of the students enrolled in Basic Skills Reading courses are retained.