



ANTELOPE VALLEY COLLEGE

# *Notes from the Researchers*

## *Volume 3 – Third Quarter, 2011*

Recent Projects from the Department of Institutional Effectiveness Research and Planning

Research for: Basic Skills

Research Lead: Aeron Zentner

### **Objective:**

The following research presents enrollment, success, retention and persistence for 8-week (ASAP) English (ENGL) and Reading (READ) courses for major terms (e.g., fall and spring) during the 2010-2011 academic year.

The following research was conducted to identify students enrolled in ASAP ENGL and READ courses and determined if they fell into one of two groups: co-enrolled (both courses in the term) or single enrollment. Additionally, the study compared success, retention and persistence rates of students enrolled in 8-week ASAP courses in comparison with those enrolled in 16-week traditional courses. To support the study on academic success, a statistical analysis was conducted to determine the dependency of success, retention and persistence on course length.

### **Definitions:**

Success is defined as a student receiving a letter grade of A, B, C, CR (credit), P (pass). If the student did not receive any of the grades indicated, they were deemed unsuccessful. To increase the accuracy of the study, RD (no record) grades were removed. RD codes indicate a grade was not entered and therefore cannot be determined.

Retention is defined as students who earned a grade other than W (withdraw). To increase the accuracy of the study, RD (no record) grades were removed. RD codes indicate a grade was not entered and therefore cannot be determined.

Persistence is defined as students who enrolled in the fall term and subsequently enrolled in the spring term.



# *Notes from the Researchers*

## *Volume 3 – Third Quarter, 2011*

Recent Projects from the Department of Institutional Effectiveness Research and Planning

### English

The results of the enrollment study indicate that the majority of students enrolled in only a single ASAP course rather than sequential ASAP courses (e.g., ENGL 097-099, ENGL 099-101) during the same term.

TABLE 1	Fall 2010		Spring 2011	
	Count	Percent	Count	Percent
ENGL 101				
ENGL 101 first 8 weeks			24	2.0%
ENGL 101 second 8 weeks	48	4.3%	26	2.2%
ENGL 101 16 weeks	1071	95.7%	1130	95.8%
<b>TOTAL</b>	<b>1119</b>	<b>100.0%</b>	<b>1180</b>	<b>100.0%</b>

TABLE 2	Fall 2010		Spring 2011	
	Count	Percent	Count	Percent
ENGL 099				
ENGL 099 first 8 weeks	51	9.7%		
ENGL 099 second 8 weeks	65	12.4%	45	7.4%
ENGL 099 16 weeks	408	77.9%	566	92.6%
<b>TOTAL</b>	<b>524</b>	<b>100.0%</b>	<b>611</b>	<b>100.0%</b>

TABLE 3	Fall 2010		Spring 2011	
	Count	Percent	Count	Percent
ENGL 097				
ENGL 097 first 8 weeks	41	10.7%	39	10.5%
ENGL 097 second 8 weeks	12	3.1%		
ENGL 097 16 weeks	331	86.2%	331	89.5%
<b>TOTAL</b>	<b>384</b>	<b>100.0%</b>	<b>370</b>	<b>100.0%</b>

TABLE 4	Fall 2010		Spring 2011	
	Count	*Percent	Count	Percent
Sequential				
Sequential 097-099	1	0.9%	6	8.7%
Sequential 099-101	3	3.0%		



# Notes from the Researchers

## Volume 3 – Third Quarter, 2011

Recent Projects from the Department of Institutional Effectiveness Research and Planning

The data in the previous tables suggests that 4% of ENGL 101; 14% of ENGL 099; and 12% of ENGL 097 students enrolled in ASAP courses during the 2010-2011 academic year. The data shows the majority of ASAP course enrollment was during the fall 2010 term. Though there were less offerings of basic skill ASAP courses in the spring 2011 term, the data illustrates an increase in sequential enrollment (ENGL 097 -099) in the spring 2011 term.

### Success

The following table presents a comparison of success between 16-week traditional courses and 8-week ASAP courses. The results indicate a higher success rate in students who participated in ASAP courses. Most notably, there had been an increase in success in the spring term for the basic skills (ENGL 097-099) ASAP courses.

TABLE 5	Fall 2010		Spring 2011	
	16-Week	ASAP	16-Week	ASAP
ENGL 101	66.2%	83.0%	54.4%	78.0%
ENGL 099	53.2%	60.0%	48.8%	64.4%
ENGL 097	56.5%	69.8%	50.8%	64.1%

### Course Length Influence on Success

A statistical analysis was conducted on pairings of ENGL 097, 099, 101 to determine the impact of course length on success. A Chi-squared analysis was used to see if success was dependent upon the length of a course. The results indicate that **course length has a positive effect on success and is statistically significant** based on the results of the Chi-squared analysis.

### Retention

The following table presents a comparison of retention between 16-week traditional courses and 8-week ASAP courses. The results indicate a higher retention rate in students who participated in ASAP courses.

TABLE 6	Fall 2010		Spring 2011	
	16-Week	ASAP	16-Week	ASAP
ENGL 101	86.3%	89.4%	79.5%	94.0%
ENGL 099	81.4%	87.0%	77.7%	88.9%
ENGL 097	82.8%	92.5%	86.7%	89.7%

### Course Length Influence on Retention

A statistical analysis was conducted on pairings of ENGL 097, 099, 101 to determine the impact of course length on retention. A Chi-squared analysis was used to see if retention was dependent upon the length of a course. The results indicate the **course length has a positive effect on retention and is statistically significant** based on the results of the Chi-squared analysis.

For additional information on this or other projects, contact the DIERP office at ext. 6398.



# *Notes from the Researchers*

## *Volume 3 – Third Quarter, 2011*

Recent Projects from the Department of Institutional Effectiveness Research and Planning

### Persistence

The persistence of students who participated in the ASAP courses in fall 2010 and returned in spring 2011 was relatively lower than 16-week courses.

TABLE 7			Fall 2010 to Spring 2011	
Persistence	16-Week	ASAP		
ENGL 101	93.95%	93.81%		
ENGL 099	88.94%	82.42%		
ENGL 097	93.83%	82.50%		

### Course Length Influence on Persistence

A statistical analysis was conducted pairings of ENGL 097, 099, 101 to determine the impact of course length on persistence. A Chi-squared analysis was used to see if persistence was dependent upon the length of a course. The results indicated **ENGL 097 and 099 ASAP courses showed statistical significance in persistence being dependent upon course length.** However, **persistence is not dependent on ENGL 101** did not show the relationship.

### **Reading**

The results of the enrollment study indicate that the majority of students enrolled in only a single ASAP course rather than sequential ASAP courses (e.g., READ 097-099) during the same term.

TABLE 8					Fall 2010		Spring 2011	
	Count	Percent	Count	Percent				
READ 099 8 weeks	24	13.6%	23	12.7%				
READ 099 16 weeks	153	86.4%	158	87.3%				
TOTAL	177	100.0%	181	100.0%				

TABLE 9					Fall 2010		Spring 2011	
	Count	Percent	Count	Percent				
READ 099L 8 weeks	0	0.0%	22	12.1%				
READ 099L 16 weeks	178	100.0%	160	87.9%				
TOTAL	178	100.0%	182	100.0%				

TABLE 10					Fall 2010		Spring 2011	
	Count	Percent	Count	Percent				
READ 097 8 weeks	15	19.0%	18	20.9%				
READ 097 16 weeks	64	81.0%	68	79.1%				
TOTAL	79	100.0%	86	100.0%				



# *Notes from the Researchers*

## *Volume 3 – Third Quarter, 2011*

Recent Projects from the Department of Institutional Effectiveness Research and Planning

TABLE 11	Fall 2010		Spring 2011	
	Count	Percent	Count	Percent
READ 097L 8 weeks	0	0.0%	17	19.8%
READ 097L 16 weeks	79	100.0%	69	80.2%
TOTAL	79	100.0%	86	100.0%

TABLE 12	Fall 2010		Spring 2011	
	Count	Percent	Count	Percent
Sequential 097-099	5	12.8%	7	17.1%

**Success**

The following table presents a comparison of success between 16-week traditional courses and 8-week ASAP courses. The results show a higher success rate in ASAP READ courses and notably in the lab courses showing over 20% higher rate of success in the spring 2011 term.

TABLE 13	Fall 2010		Spring 2011	
	16-Week	ASAP	16-Week	ASAP
Success				
READ 099	71.9%	83.3%	66.5%	73.9%
READ 099L	68.0%		59.4%	81.8%
READ 097	75.0%	80.0%	60.3%	83.3%
READ 097L	65.8%		49.3%	82.4%

**Course Length Influence on Success**

A statistical analysis was conducted on pairings of READ 097, 097L, 099, and 099L to determine the impact of course length on success. A Chi-squared analysis was used to see if success was dependent upon the length of a course. The results conclude **READ 097, 097L, 099, and 099L ASAP courses showed no statistical significance in success** being dependent upon course length.

**Retention**

The following table presents a comparison of retention between 16-week traditional courses and 8-week ASAP courses. The results show a higher rate of retention in the majority of ASAPA courses excluding READ 097L in spring 2011.

TABLE 14	Fall 2010		Spring 2011	
	16-Week	ASAP	16-Week	ASAP
Retention				
READ 099	87.6%	100.0%	84.8%	88.9%

For additional information on this or other projects, contact the DIERP office at ext. 6398.



# Notes from the Researchers

## Volume 3 – Third Quarter, 2011

Recent Projects from the Department of Institutional Effectiveness Research and Planning

<b>READ 099L</b>	87.1%		84.4%	88.2%
<b>READ 097</b>	87.5%	87.5%	86.8%	100.0%
<b>READ 097L</b>	89.9%		87.0%	82.4%

### Course Length Influence on Retention

A statistical analysis was conducted on pairings of READ 097, 097L, 099, and 099L to determine impact of the course length on retention. A Chi-squared analysis was used to see if retention was dependent upon the length of a course. The results conclude **READ 097, 097L, 099, and 099L ASAP courses showed no statistical significance in retention** being dependent upon course length

### Persistence

The persistence of the students that participated in the ASAP courses in fall 2010 and returned in spring 2011 shows a 6% higher rate in ASAP READ 099 and a slightly lower rate in ASAP READ 097 courses.

<b>TABLE 15</b>			<b>Fall 2010 to Spring 2011</b>	
<b>Persistence</b>	<b>16-Week</b>		<b>ASAP</b>	
<b>READ 099</b>	77.1%		83.3%	
<b>READ 097</b>	81.3%		80.0%	

### Course Length Influence on Persistence

A statistical analysis on was conducted on pairings of READ 097 and 099 to determine the impact of the course length on persistence. A Chi-squared analysis was used to see if persistence was dependent upon the length of course. The results conclude **READ 097 and 099 ASAP courses showed no statistical significance in persistence** being dependent upon course length.