



Antelope Valley College

Institutional Effectiveness, Research, and Planning

2012-2013 Annual Reading DLA / In-Class Tutoring Report

Provided by AVC Department of Institutional Effectiveness, Research and Planning

Objective:

The following research presents enrollment, success and retention data for Directed Learning Activities (DLA) or In-class tutoring (ICT) Reading courses for major terms (e.g., fall and spring) during the 2012-2013 academic year.

The purpose of this study is to determine if students enrolled in READ DLA or In-class tutoring are more successful or are retained at higher rates than students enrolled in READ courses that do not employ DLA or In-class tutoring.

Definitions:

Success: student receiving a letter grade of A, B, C, CR (credit), or P (pass) are considered to be successful. If a student did not receive any of the grades indicated, they are deemed unsuccessful.

Retention: students who earn a grade other than W (withdraw) are considered to be retained.

Enrollment

Annual				
Course	DLA	No DLA	ICT	No ICT
READ 095	66	19	52	33
READ 097	102	47	102	47
READ 099	382	50	349	83

Fall				
Course	DLA	No DLA	ICT	No ICT
READ 095	26	19	26	19
READ 097	48	24	48	24
READ 099	205	25	196	34

Spring				
Course	DLA	No DLA	ICT	No ICT
READ 095	40	0	26	14
READ 097	54	23	54	23
READ 099	177	25	153	49

From the number of students enrolled in DLA or ICT we can determine that the majority of READ 095, 097, 099 sections offered during the 2012-2013 academic year participate in Directed Learning Activities or In-class tutoring. We can also see that the majority of READ enrollment is at the 099 level which is one level below college level reading.

Success

The following table presents a comparison of success rates between students participating in DLA or ICT courses and those who don't.

Annual				
Course	DLA	No DLA	ICT	No ICT
READ 095	65%	53%	67%	55%
READ 097	75%	64%	75%	64%
READ 099	73%	84%	74%	75%

Fall				
Course	DLA	No DLA	ICT	No ICT
READ 095	73%	53%	73%	53%
READ 097	81%	67%	81%	67%
READ 099	73%	92%	74%	76%

Spring				
Course	DLA	No DLA	ICT	No ICT
READ 095	60%		62%	57%
READ 097	70%	61%	70%	61%
READ 099	73%	76%	73%	73%

In both the READ 095 and READ 097 courses, students appear to be more successful than students enrolled in those courses that don't also use DLA or ICT. Students enrolled at the READ 099 level do not seem to be benefiting from DLA or ICT strategies.

Retention

The following table presents a comparison of retention rates between students participating in DLA or ICT courses and those who don't.

Annual				
Course	DLA	No DLA	ICT	No ICT
READ 095	86%	79%	92%	73%
READ 097	88%	68%	88%	68%
READ 099	86%	90%	88%	81%

Fall				
Course	DLA	No DLA	ICT	No ICT
READ 095	96%	79%	96%	79%
READ 097	88%	71%	88%	71%
READ 099	87%	96%	89%	82%

Spring				
Course	DLA	No DLA	ICT	No ICT
READ 095	80%		88%	64%
READ 097	89%	65%	89%	65%
READ 099	85%	84%	87%	80%

Students participating in In-class learning seem to be retained at higher levels than students enrolled in READ courses that don't have ICT. With the exception of READ 099, students enrolled in READ courses not participating in DLA are retained at higher level than those that do.

Additionally, Chi-squared analyses were conducted to determine the impact of DLA or ICT on student success and retention in READ courses. The analyses focused on READ 095, 097 and 099 as these courses had participants from DLA and ICT. Significant findings from these analyses are as follows:

- READ 097 retention is dependent upon DLA participation
- READ 095 retention is dependent upon ICT participation
- READ 097 retention is dependent upon ICT participation

Unfortunately, success at any level of READ is not dependent upon DLA or ICT participation.