



Antelope Valley College

Institutional Effectiveness, Research, and Planning

2014-2015 Annual Reading DLA/In-Class Tutoring Report

Objective

The following study looks at enrollment, success, and retention data for Reading (READ) 095 and 099 courses in regards to Directed Learning Activities (DLA) or In-Class Tutoring (ICT) or both. The student academic data from major terms, Fall 2014 and Spring 2015, were examined for the time period covering the 2013-2104 academic year.

The purpose of this study is to determine if students enrolled in READ sections that used DLA or ICT or both are more successful or retained at higher rates than students enrolled in READ sections that do not employ either one of tutoring methods or none (abbreviated as No DLA/ICT).

The following definitions modified for the purposes of this study were used:

Success Rate: Percentage of students who earned a passing (P) grade.

Numerator: P (pass);

Denominator: NP, W.

(RD (no record) grades were removed from calculation of the success rate)

Retention Rate: Percentage of students who do not withdraw and earn a valid course grade.

Numerator: NP, P, RD.

Denominator: P, NP, RD, W.

Findings

Enrollment

The total number of students enrolled in READ 095 and 099 (basic skills) courses in Fall 2014, Spring 2015, and for the academic year are reported in Table 1-2. The data are also separated by the type of tutoring utilized in the classrooms during those terms and whether the course is ASAP (Accelerated Study in Associate Program).

Table 1. Student Enrollment READ Course and Tutoring Type, 2014-2015*

Course	Type of Tutoring					Total
	ICT/DLA	No DLA	No ICT	No ICT/DLA	ASAP	
READ 095	187	46	19	0	40	292
READ 099	510	46	69	72	49	746
Total	697	92	88	72	89	1038

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

Table 2. Student Enrollment in READ Course and Tutoring Type, by Major Terms

Term	READ #	Type of Tutoring					Total
		ICT/DLA	No DLA	No ICT	No ICT/DLA	ASAP	
Fall 2014	095	102	23	0	0	17	142
	099	260	23	38	28	25	374
	Total	362	46	38	28	42	516
Spring 2015	095	85	23	19	0	23	150
	099	250	23	31	44	24	372
	Total	335	46	50	44	47	522

In the two major terms of the 2014-2015 academic year, a total number of 1038 students enrolled in ENGL 095 and 099. As shown in Tables 1 and 2, the majority of students (67%) enrolled in basic skills READ 095 and 099 courses during 2014-2015 academic year participated in both Directed Learning Activities and In-Class Tutoring. Seventeen percent of students received either DLA or ICT and seven percent received neither during 2014-2015 academic year. Seventy two percent of students enrolled in READ 099, which is one level below college-level reading class.

Course Success Rate

Table 3 reports course success rates disaggregated READ course in major terms of 2014-2015. Success rates in READ 099 were 14 and 18 percentage points higher than in READ 095 in Fall 2014 and Spring 2015, respectively.

Table 3. Success Rate by READ courses, by Term

Term	READ	N	Success Rate
Fall 2014	095	142	68%
	099	374	82%
Spring 2015	095	149	64%
	099	372	82%

Table 4 reports the success rates disaggregated by the type of tutoring received by the students in 2014-2015.

Table 4. Success Rates by READ courses and Tutoring Type, 2014-2015

READ	Tutoring Type	N	Success Rate
095	In-class and DLA tutors	187	63%
	No DLA tutor	46	76%
	No In-class tutor	18	61%
099	In-class and DLA tutors	510	84%
	No DLA tutor	46	70%
	No In-class tutor	69	74%
	No In-class or DLA tutor	72	78%

All students in READ 095 receive DLA, ICT or both. The success rate is the highest at 76% among the students who received ICT. The success rates in sections with DLA/ICT and DLA only are 63% and 61%, respectively.

In READ 099, the success rate is the highest among the students who were enrolled in sections where both ICT and DLA were available (84%). The independent sample *t*-test was conducted to see whether the difference in success rates between two groups of students, those who received both ICT and DLA and those who received neither, was statistically significant. The difference in six percentage points was not statistically significant (at $p < 0.05$).

Table 5 further disaggregates the success rates by terms, course number, and the tutoring type. Even though there is no clear pattern in the numbers, the success rate in classes with both DLA and ICT in READ 099 (N=310) is consistently high at 84%.

Table 5. Success Rate by Tutoring Type, READ course, and Term

Term	READ	Tutoring Type	n	Success Rate
Fall 2014	095	ICT/DLA	102	64%
		No DLA	23	78%
	099	ICT/DLA	260	84%
		No DLA	23	61%
		No ICT	38	63%
No ICT/DLA		28	93%	
Spring 2015	095	ICT/DLA	85	61%
		No DLA	23	74%
		No ICT	18	61%
	099	ICT/DLA	250	84%
		No DLA	23	78%
		No ICT	31	87%
		No ICT/DLA	44	68%

Retention

The following tables compare retention rates among students enrolled in DLA/ICT courses and students enrolled in courses with one tutoring approach and without neither DLAs nor ICTs. In 2014-2015, the retention rates in the sections with both DLA/ICT is the highest followed by the no DLA/ICT. Students retained at the lower rate in the sections that employed only one tutoring approach.

Table 6. Retention Rates Tutoring Type, 2014-2015

Tutoring Type	N	Retention Rate
In-class and DLA tutors	697	90%
No DLA tutor	92	85%
No In-class tutor	87	83%
No In-class or DLA tutor	72	89%

The data disaggregated by two major terms of the 2014-2015 academic year showed that the retention rate in classes with no DLA/ICT was 12 percentage points lower in Spring 2015 than in the Fall 2014 (84% vs. 96%). In classes with no ICT, the retention rate was 16 percentage points higher in the Spring as compared to the Fall (90% vs. 74%, respectively). In Fall 2014, the highest retention rate was in the no DLA/ICT group and the lowest was among the students who received one tutoring method, DLA, but these two group were the smallest in size. The pattern was not consistent though.

Table 7. Retention Rates by Term and Tutoring Type

TERM	Tutoring Type	N	Retention Rate
Fall 2014	ICT/DLA	362	89%
	No DLA	46	87%
	No ICT	38	74%
	No ICT/DLA	28	96%
Spring 2015	ICT/DLA	335	90%
	No DLA	46	83%
	No ICT	49	90%
	No ICT/DLA	44	84%

Table 8. Retention Rates by Term, English Course, and Tutoring Type

TERM	READD	Tutoring	N	Retention Rate
Fall 2014	095	ICT/ DLA	102	83%
		No DLA	23	96%
	099	ICT/ DLA	260	91%
		No DLA	23	78%
		No ICT	38	74%
		No ICT/DLA	28	96%
Spring 2015	095	ICT/ DLA	85	86%
		No DLA	23	78%
		No ICT	19	84%
	099	ICT/DLA	250	92%
		No DLA	23	87%
		No ICT	31	94%
		No ICT/DLA	44	84%

In the Fall 2014 READ 095 sections, students who had both DLA/ICT retained at a lower rate than those with only ICT.

In READ 099, the retention rates by the tutoring type patterns are not consistent between two terms. In Fall 2014, the retention rate without tutors was the highest, while it was the lowest for the same subgroup in Spring 2015. The same opposite pattern, but it reverse direction, was observed in the subgroups with no ICT: the retention rate was the highest in the Spring 2015 and the lowest in Fall 2014.

Reading ASAP Courses

The Accelerated Studies for Adults Program (ASAP) gives students the opportunity to complete READ 095/099 sequences in 16 weeks as opposed to the usual 32 weeks. The purpose of ASAP is to accelerate students through 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.

Table 9 reports success and retention rates of students in ASAP vs. non-ASAP courses. Success rates of the students in ASAP READ 095 and 099 courses are greater than in non-ASAP READ courses in 2014-2015; ASAP vs. non-ASAP retention rates are the same for READ 095 and slightly higher in READ 099.

Table 9. Success and Retention Rates for ASAP by READ Courses

	READ 095				READ 099			
	non-ASAP		ASAP		non-ASAP		ASAP	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention
<i>Rate</i>	65%	85%	72%	85%	81%	90%	86%	92%
<i>n</i>	251	252	40	40	697	697	49	49

Table 10. Success and Retention Rates for ASAP by READ Courses, by Term

Term	READ	Type	Success/Retention	N	Rate
Fall 2014	095	non-ASAP	Success	125	66%
			Retention	125	86%
		ASAP	Success	17	76%
			Retention	17	94%
	099	non-ASAP	Success	349	81%
			Retention	349	89%
		ASAP	Success	25	92%
			Retention	25	96%
Spring 2015	095	non-ASAP	Success	126	63%
			Retention	127	84%
		ASAP	Success	23	70%
			Retention	23	78%
	099	non-ASAP	Success	348	82%
			Retention	348	91%
		ASAP	Success	24	79%
			Retention	24	88%

Except for Spring 2015 READ 099, the success rate in ASAP sections is higher than in non-ASAP section (Table 10). The retention rate is higher in the Fall 2014 ASAP sections and lower in Spring 2015 non-ASAP sections.

Overall Success & Retention in Basic Skills Reading

The following table shows overall success, retention, and enrollment for READ 095 and 099 during the 2014-2015 academic year. Overall, 78% of the students enrolled in Basic Skills Reading courses were successful and 89% of the students enrolled in Basic Skills Reading courses were retained.

Term	Success		Retention		Total
	Rate	# Successful	Rate	# Retained	
Summer 2014	100%	26	100%	26	26
Fall 2014	78%	401	89%	457	516
Intersession 2015	100%	26	100%	26	26
Spring 2015	77%	401	88%	461	522
2014-2015	78%	854	89%	970	1090

Limitations

This study included only one student variable, utilization of tutoring, to analyze the differences in course success and completion rates. Other factors that influence READ course outcomes and the differences in the success and completion rates were outside the scope of the analysis for this report. In addition, the tutoring user and non-tutoring groups were disproportionate in size.

The inclusion of a larger number of variables and having larger groups would provide more conclusive evidence of the impact of the various tutoring methods on course outcomes and student learning.

Conclusion

Overall, in 2014-2015 academic year the success rates were higher within the subgroups of students who were enrolled in in the READ sections that utilized DLA and In-Class tutoring methods. The highest success rate (84%) was in READ 99 sections that employed both DLA and ICT ($n=510$). The retention rates are high in READ courses, over 83% in the academic year.

The success and retention rates in ASAP READ 095 and 099 section are higher than those in full-term sections in 2014-2015.