



Research Brief

Developmental Reading Academic Success



Department of Planning, Research, and Effectiveness
(<http://www.alamo.edu/spc>)

Achieving the Dream (AtD) Initiative

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"Achieving the Dream: Community Colleges Count" is a multi-year initiative funded by the Lumina Foundation for Education that addresses the challenge of providing low income students and students of color with opportunities for academic success. The AtD student outcome indicators are the following: (1) Successful completion of developmental (remedial) courses and progression to college-level courses; (2) Enrollment and successful completion of college-level "gatekeeper" courses; (3) Productive grades (C or higher) in all courses; (4) Semester to semester persistence; (5) Graduation; and (6) Transfer (a PAC-specific goal). All colleges of the Alamo Community College District participate in this initiative to cultivate and promote a culture of evidence, accountability, equity, and excellence in support of the student outcomes. Feedback? Questions? Contact Mecca Salahuddin, msalahuddin1@alamo.edu, (210) 486-2897.

What has been the result of Developmental Reading success initiatives at the College within the last five years?

Introduction

St. Philip's College Reading Program is designed to prepare students for college level courses and placement tests. Within the department, there are three developmental reading courses offered (READ0301, READ0302, and READ0303). The developmental reading courses have a required reading lab component. The reading lab provides students with computer and written programs, access to reading program material from any computer, one-on-one tutoring, and materials. Reading materials are comparable to material covered in student's reading class. In addition, the lab offers workshops focused on college success skills to enhance student learning.

Methodology

Data were collected on students enrolled in developmental reading for the previous five years (2005-2009). Figure 1 shows the majority of students, 42.2%, were referred to College level reading. Thus, these students do not require any reading remediation. However, 26% of students within the last five years have placed in Level 4 (READ0303) of developmental reading. Students at this level of remediation receive instruction on how to build college-level vocabulary and stresses comprehension of written material. Strong emphasis is placed on study skills and strategies for content-area texts. Note taking, outlining, summarizing, and, library skills are components of the course.

Following are results based on course completion, successful completion, and enrollment and completion of college level courses, known as gatekeeper courses.

Development Reading Referral Levels
2005-2009

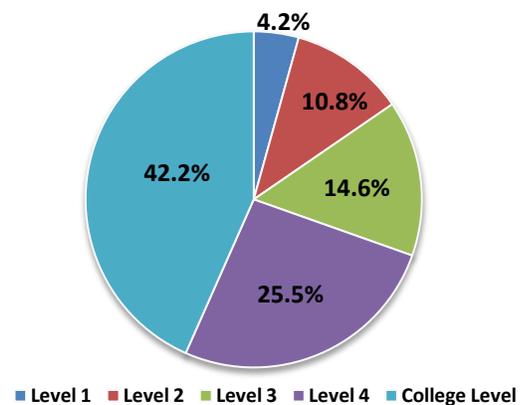


Figure 1: Percentage of Students Referred to Developmental Reading (2005-2009)

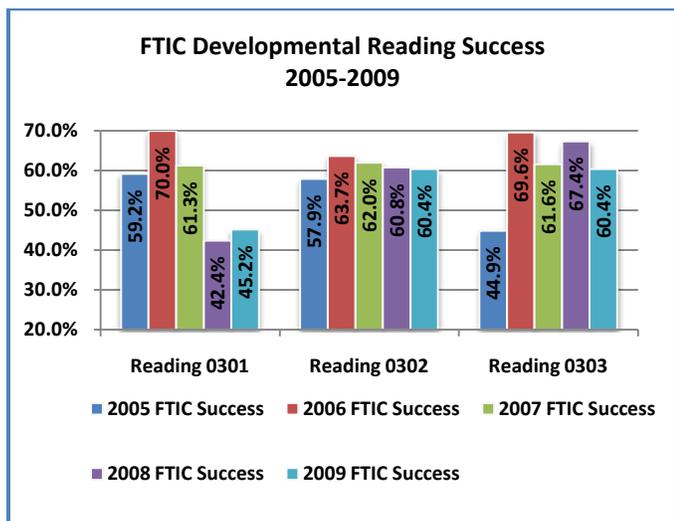
Results

1) Successful Course Completion

Successful course completion is defined as the percentage of students who complete the course with a grade of A, B, or C.

The data in Graph 1 shows successful course completion among first time in college (FTIC) students for 2005 - 2009. The data indicates for the last five years, successful course completion has increased among students enrolled in Reading 0302 and 0303. However, the data shows a decrease in successful course completion for Reading 0301. This decrease in successful completion can be attributed to the removal of READ0300 as a course. Students who previously were in READ0300 and READ0310 were placed in a

new level of Reading. The skill sets of students in this new course were mixed, thus their success was reflected in the different skill levels.



Graph 1: FTIC students success rates in Developmental Reading (2005 -2009).

Figure 2 shows the percentage of students who within three years of enrolling and completing developmental reading enroll in college level courses – History 1301 and Biology 1408. History 1301 and Biology 1408 are considered gatekeeper courses. History 1301 consists of a general survey of United States history from the exploration of America through 1877. It satisfies one-half of the legislative requirements of six semester hours in American History. Biology 1408 consists of fundamental principles of living organisms including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of reproduction, genetics, ecology, and the scientific method are included

As shown, there has been a slight increase in students enrolling in college level reading upon completion of their developmental education requirements when comparing Fall 2005 cohort with Fall 2006 cohort.

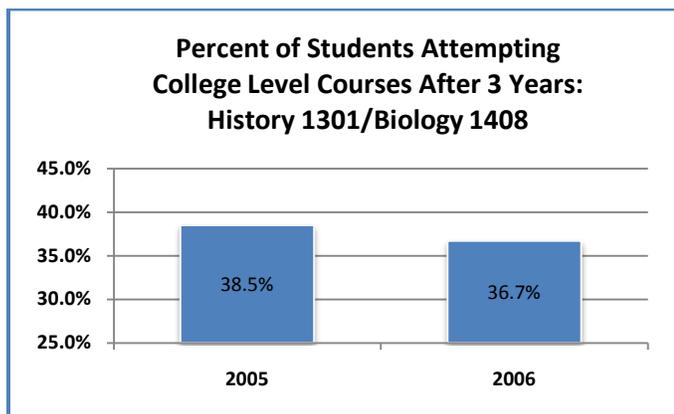
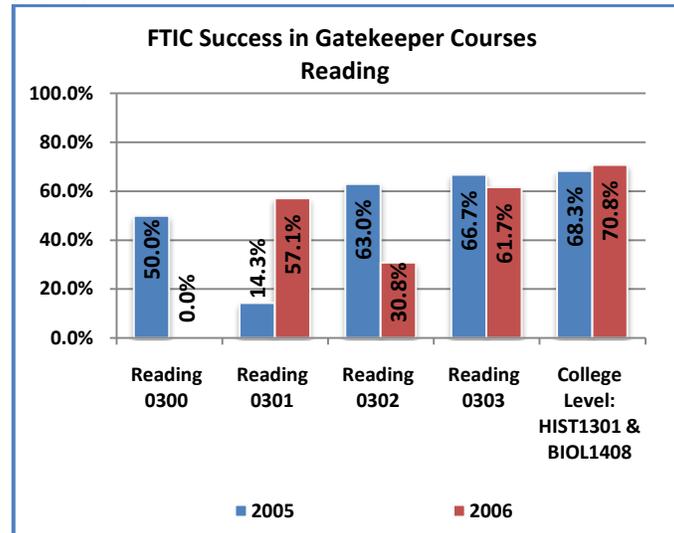


Figure 2: The percentage of students completing Developmental Reading who enrolled in College Level History 1301 and Biology 1408

2) Successful Course Completion in College Level Courses

Graph 2 indicates data for the Fall 2005 and 2006 developmental education cohort of students. Results show an .



Graph 2: Success Rates in College Level History 1301 and Biology 1408 by initial placement level.

3) New Developmental Reading Initiatives

In addition to the continuous , SPC Reading department has implemented additional initiatives to impact student success. These initiatives will consist of:

- a) non-course-based remedial Prep for Accuplacer Student Success (PASS),
- b) the department will merge student-learning outcomes from the highest level of developmental reading (READ 0303) with college-level English 1301 or the highest level of developmental English (ENGL 0301) with the highest level of developmental reading (READ 0303) and,
- c) pair the highest level of developmental reading (READ 0303) with a reading-intensive college-level course such as psychology, history, sociology or government.

Stay tuned for further information on these new initiatives and the AtD outcome indicators in future research briefs.