



Research Brief

Developmental Reading Academic Success



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

Achieving the Dream (AtD) Initiative

April 2012

"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 impact of Developmental Reading Success initiatives for students based on their ethnicity?

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 referred to developmental and College Level History and Biology for Fall 2010. Figure 1 shows of the 1,422 students, 8.0% of the students were referred to Level 2 (READ0301), 15.4% were referred to Level 3 (READ0302) and 20.0% were referred to Level 4 (READ0303) of developmental reading. Figure 1 also shows 48.3% of the students were referred to College History or Biology.

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

Developmental and College Level Reading Referral Fall 2010

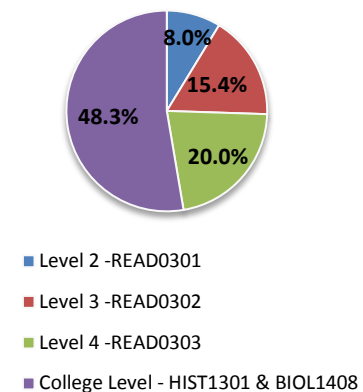


Figure 1: Percentage of Students Referred to Developmental Reading and College Level History or Biology

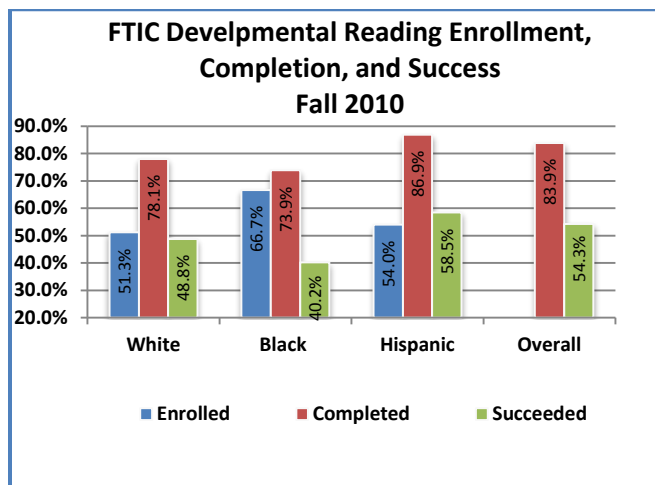
Results

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 enrolled, completion, and successful course completion among first time in college (FTIC) students for Fall 2010 by ethnicity. The data indicates a higher percentage of Black students (66.7%) enrolled in the referred reading course compared to Whites (51.3%) and Hispanics (54.0%). However, the data shows higher completion rates among Whites (78.1%) and Hispanics (86.9%). As for successful completion, Hispanics had greater successful completion rates (58.5%) than Whites (51.3%).

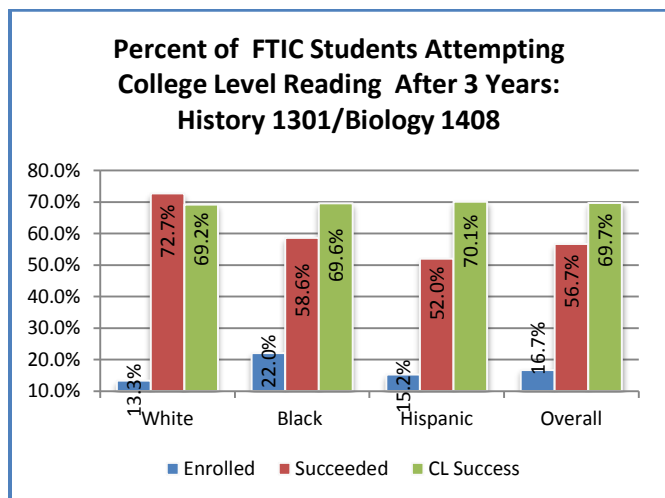
(48.3%) and Blacks (40.2%). Graph 1 also shows the overall completion (83.9%) and success (54.3%) rates for Developmental Reading students.



Graph 1: FTIC students' enrollment, completion, and success rates in Developmental Reading.

Graph 2 shows the percentage of students who within three years of enrolling and completing developmental reading enrolled in college level HIST1301 and BIOL1408 for Fall 2010 by ethnicity.

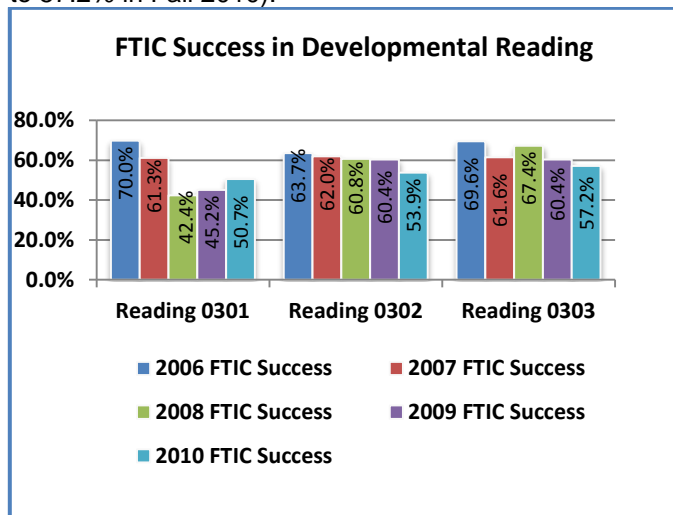
As shown, of the Fall 2010 enrolling in developmental reading, 22.0% of Black students progressed to college level history or biology within three years compared to 13.3% for Whites and 15.7% for Hispanics. For the student enrolling in College Level courses, 72.7% of White students were successful; this is higher than those students referred to College Level history or biology (69.2%). However, for Black students, 58.6% of the students were successful compared to 69.6% of those students referred to College Level. For Hispanics, the rates were 52.0% of referred developmental students compared to 69.7% of College Level students.



Graph 2: The percentage of students completing Developmental Reading who enrolled in College Level History or Biology

2) Five Year Successful Course Completion of Developmental Reading

Graph 3 indicates data for the last five years (2006-2010) of developmental education cohort of students. Results show a substantial decrease in success rates for students enrolling in READ0301 (70.0% in Fall 2006 to 50.7% in Fall 2010), READ0302 (63.7% in Fall 2006 to 53.9% in Fall 2010), READ0303 (69.6% in Fall 2006 to 57.2% in Fall 2010).



Graph 3: Success Rates in Developmental Reading by initial placement level.

3) Update on Developmental Reading Initiatives

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

- non-course-based remedial Prep for Accuplacer Student Success (PASS),
- 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,
- pair the highest level of developmental reading (READ 0303) with a reading-intensive college-level course such as psychology, history, sociology or government.
- “flex” courses in developmental reading as follows: READ 0301 with READ 0302. Students will co-enroll in both levels. **UPDATE:** Reading offered 2 sections of paired courses in Fall 2011 and 4 Sections in Spring 2012. The majority of the student moved from 0301 to 0302.

Please visit the Achieve the Dream website for other Research Briefs <http://www.alamo.edu/spc/achieve-the-dream/>