■ SUMMARY

● Introduction

The Ventura College **Reading and Writing Center** (RWC) is located in the Learning Resource Center, Room LRC-155 and is funded through the college's Title V *Velocidad* Grant. The RWC assists students at all reading/writing levels in acquiring the foundational skills they need to improve their (i) reading strategies, (ii) grammatical and rhetorical accuracy in academic writing, and (iii) confidence as learners.

The center's purpose is to support classroom instruction by offering students free, one-on-one faculty workshops, trained-peer tutoring, and directed learning activities as a way to reinforce skills expected of students in college courses. In its initial phase, the center offered course-specific help to reading students and students taking English V04, V03 and V02. The RWC is now open to all students.

The study period consists of the **spring 2014** term. Data for the study were extracted from SARS-GRID (RWC tutoring sessions) and the VCCCD Banner System (final grades).

● Overview

Summary data for **spring 2014** and **spring 2013** are presented in the table below.

Tutoring Category	Spr 2014	Spr 2013	Change	
A. Number of Courses in which Tutoring was Provided	46	41	5	12%
B. Unduplicated Number of Tutored Students	381	240	141	59%
C. Unduplicated Number of Basic-Skills Students	131	82	49	60%
D. Number of Student Visits to the Reading/Writing Center	1,486	806	680	84%
E. Number of Student-Discipline Sessions	1,417	755	662	88%

Explanations of Tutoring Categories:

SARS-GRID creates multiple records for each tutoring session. For example, a student who received tutoring in ENGL V03 would have a "History Code" record for that date plus a "Reason Code" record of ENGL V03 and possibly another record with a "Reason Code" of AA/RW (Reading Writing Center).

(A) "Number of Courses in which Tutoring was Provided": Count of the courses in which tutoring was provided.

(B) "Unduplicated Number of Tutored Students": Count of individual students who received tutoring services (many students received tutoring in more than one discipline).

(C) "Unduplicated Number of Individual Basic-Skills Students": Count of students who were coded **AABSKSKL** one/more times; even if there were no associated records with "Reason Codes" identifying specific basic skills.

(D) "Number of Student Visits to the Reading/Writing Center": Count of individual "History ID" numbers. A "History ID" number is created for every student-tutoring session. The "History ID" number may have more than one "Reason Code" associated with it, e.g., AA/RW, AABSKSKL, and ENGL V03.

(E) "Number of Student-Discipline Sessions": Count of all "Reason Codes" that are either a Subject Area (e.g., ENGL) or a Course ID (e.g., ENGL V03). Row (E) can be less than Row (D) as a result of staff not creating "Reason Code" records when students visit the RWC.

● Success Rates in Basic Skills Courses

In spring 2014, the overall success rate for students who received tutoring in ENGL V02 or ENGL V03 was *higher* than the corresponding rate for non-tutored students in the same sections.

Basic Skills	Spring 2014			Success Rate Formula
Tutoring Category	**Enrolled**	**Success**	**Rate**	(Number of A, B, C or P grades *divided by*
Tutored Students	92	79	85.9%	(Number of A through W grades) *times* 100
Non-Tutored Student	637	422	66.2%	
Difference in Rates			19.7	Note: pp = percentage point/s

● **Demographics of Tutored Students**

In the table below, spring 2014 tutored students, whose Student IDs were <u>matched</u> to grade records, are categorized by ethnicity and gender. Students are counted for <u>each</u> course in which they received tutoring. Success rates for each demographic group are indicated in the right-hand column.

Demographic Characteristic	Students		Successful	
Demographic Group	Count	Percent	Number	Rate
Ethnicity				
Asian / Pacific Islander	20	6.4%	19	95.0%
Black or African American	14	4.5%	11	78.6%
Hispanic	206	66.0%	179	86.9%
Native American	--	--	--	--
Two or More Ethnicities	12	3.8%	12	100.0%
White	57	18.3%	50	87.7%
Unreported or Not Available	3	1.0%	3	100.0%
Totals	**312**	**100.0%**	**274**	**87.8%**
Gender				
Female	185	59.3%	171	92.4%
Male	126	40.4%	102	81.0%
Unreported or Not Available	1	0.3%	1	100.0%
Totals	**312**	**100.0%**	**274**	**87.8%**

▪ *Ethnicity:* **Hispanic** students accounted for the greatest percentage of tutored students: **66%**.

▪ *Gender:* The majority of tutored students were **female**: **59%**.

■ **FINAL GRADES**

To obtain a final grade for a course in which a student was tutored, the **Student ID** (900 Number) and the **Course ID** are required. The SARS "Reason Code" is the data element in which the Course ID can be entered. **Thirty-four** students had <u>only</u> AA/RW or AABSKSKL "Reason Codes", so there was no way to determine in which course/s they received tutoring. Tutoring Records which were <u>not</u> matched to grade records are related to courses which students dropped during the first weeks of the term.

Category	Number	Percent
A. Students with <u>only</u> AA/RW or AABSKSKL "Reason Codes"	**20**	**5%**
B. Students with <u>one</u> or <u>more</u> Discipline (or Course) "Reason Codes"	**361**	**95%**
C. Students who Received Tutoring at the Reading/Writing Center	**381**	**100%**
D. Tutoring related to a Discipline (or Course) "Reason Code"	**482**	**100%**
E. Tutoring Records which were <u>not</u> matched to a Banner Grade Record	**170**	**35%**
F. Tutoring Records which were matched to a Banner Grade Record	**312**	**65%**

Note: Because many students received tutoring in <u>more</u> than one discipline (or course), the number in **Row D** (**482**) is greater than the number or students who received tutoring (**Row C, 381**).

■ **DATA TABLES**

■ SUCCESS RATES BY COURSE

This table indicates the courses in which students received tutoring.
Successful refers to the number of students receiving an A, B, C, or P in the discipline or course.

Course	No. of Student Tutoring Sessions	Number of Students	Spring 2014 Students with Grades Count	Successful	Success Rate
AES V20	1	1	1	1	100.0%
ANPH V01	1	1	--	--	--
ANTH V01	5	2	--	--	--
ANTH V02	13	2	2	2	100.0%
ART V39A	6	3	--	--	--
BIOL V01L	26	15	14	9	64.3%
BUS V44	3	2	--	--	--
CD V61	3	2	2	2	100.0%
CD V63	7	1	1	1	100.0%
CD V64A	1	1	1	1	100.0%
CJ V03	2	2	2	1	50.0%
CJ V05	1	1	1	1	100.0%
COMM V01	49	15	13	11	84.6%
COMM V10	13	2	2	1	50.0%
ECON V01A	13	10	1	1	100.0%
ECON V01B	2	2	--	--	--
ENGL V01A	471	158	70	59	84.3%
ENGL V01B	114	53	44	42	95.5%
ENGL V02	392	90	72	64	88.9%
ENGL V03	133	28	20	15	75.0%
ENGL V04A	1	1	--	--	--
ENGL V21B	20	5	4	4	100.0%
ESL V10A	2	1	--	--	--
ESL V10B	1	1	--	--	--
ESL V21	1	1	--	--	--
ESL V51B	3	1	--	--	--
HED V76	1	1	1	1	100.0%
HED V93	2	1	1	1	100.0%
HIST V01A	1	1	--	--	--
HIST V02A	2	2	--	--	--
HIST V04B	2	2	1	1	100.0%
HIST V07A	2	1	--	--	--
HIST V21	2	2	2	2	100.0%
HMSV V53	3	2	2	2	100.0%
MUS V08	4	3	1	0	0.0%
NS V30	4	3	2	2	100.0%
PHIL V01	1	1	1	1	100.0%
PHS0 V01	1	1	--	--	--
POLS V01	59	34	32	31	96.9%
POLS V04	1	1	1	0	0.0%
PSY V01	23	9	6	6	100.0%
PSY V03	11	7	5	5	100.0%
PSY V05	7	4	3	3	100.0%
PSY V15	1	1	1	1	100.0%
SOC V01	3	2	1	1	100.0%
SOC V03	3	3	2	2	100.0%
Totals/Av. %	**1,417**	**482**	**312**	**274**	**87.8%**

■ SUCCESS RATE COMPARISONS

This table compares the course success rates of tutored students to those of non-tutored students. The non-tutored students were enrolled in the *same* course sections as the tutored students.

Most students who visited the Reading/Writing Center received tutoring related to their enrollment in an **English composition course** (highlighted in green). Success rates for students who received tutoring in English composition courses were higher than for those of the non-tutored students. Almost 14% of **POLS V01** students visited the RWC and their success rate was 97% versus 80% for the POLS V01 students who did not receive RWC tutoring (highlighted in blue).

The overall difference in the success rates of tutored students and non-tutored students is **13.6** points, which **is** a significant difference.

Spring 2014 Course	Total Number Enrolled	Tutored Students			Non- Tutored Students			Difference (A) – (B)	
		Count	Successful Num.	(A) Rate	Count	Successful Num.	(B) Rate	Points	Percent
AES V20	9	1	1	100.0%	8	6	75.0%	25.0	33.3%
ANTH V02	70	2	2	100.0%	68	50	73.5%	26.5	36.0%
BIOL V01L	151	14	9	64.3%	137	87	63.5%	0.8	1.2%
CD V61	62	2	2	100.0%	60	45	75.0%	25.0	33.3%
CD V63	37	1	1	100.0%	36	27	75.0%	25.0	33.3%
CD V64A	32	1	1	100.0%	31	23	74.2%	25.8	34.8%
CJ V03	74	2	1	50.0%	72	56	77.8%	-27.8	-35.7%
CJ V05	38	1	1	100.0%	37	30	81.1%	18.9	23.3%
COMM V01	220	13	11	84.6%	207	160	77.3%	7.3	9.5%
COMM V10	64	2	1	50.0%	62	54	87.1%	-37.1	-42.6%
ECON V01A	50	1	1	100.0%	49	39	79.6%	20.4	25.6%
ENGL V01A	600	70	59	84.3%	530	329	62.1%	22.2	35.8%
ENGL V01B	520	44	42	95.5%	476	383	80.5%	15.0	18.6%
ENGL V02	559	72	64	88.9%	487	341	70.0%	18.9	26.9%
ENGL V03	170	20	15	75.0%	150	81	54.0%	21.0	38.9%
ENGL V21B	25	4	4	100.0%	21	18	85.7%	14.3	16.7%
HED V76	34	1	1	100.0%	33	25	75.8%	24.2	32.0%
HED V93	23	1	1	100.0%	22	19	86.4%	13.6	15.8%
HIST V04B	32	1	1	100.0%	31	26	83.9%	16.1	19.2%
HIST V21	28	2	2	100.0%	26	17	65.4%	34.6	52.9%
HMSV V53	25	2	2	100.0%	23	18	78.3%	21.7	27.8%
MUS V08	36	1	0	0.0%	35	26	74.3%	-74.3	-100.0%
NS V30	10	2	2	100.0%	8	8	100.0%	0.0	0.0%
PHIL V01	78	1	1	100.0%	77	67	87.0%	13.0	14.9%
POLS V01	231	32	31	96.9%	199	160	80.4%	16.5	20.5%
POLS V04	21	1	0	0.0%	20	19	95.0%	-95.0	-100.0%
PSY V01	247	6	6	100.0%	241	187	77.6%	22.4	28.9%
PSY V03	115	5	5	100.0%	110	101	91.8%	8.2	8.9%
PSY V05	140	3	3	100.0%	137	120	87.6%	12.4	14.2%
PSY V15	45	1	1	100.0%	44	33	75.0%	25.0	33.3%
SOC V01	90	1	1	100.0%	89	55	61.8%	38.2	61.8%
SOC V03	40	2	2	100.0%	38	33	86.8%	13.2	15.2%
Tot/Av Rate	**3,876**	**312**	**274**	**87.8%**	**3,564**	**2,643**	**74.2%**	**13.6**	**18.3%**