### SPRING 2016 – VENTURA COLLEGE: SUCCESS RATES BY METHOD OF INSTRUCTION

### INTRODUCTION

**Method of Instruction** can be defined as the manner in which a class is conducted or the process by which instruction occurs. Course success rates (in **spring 2016**) varied widely by instructional method. **Table A** indicates enrollments, credit units, and success rates by instructional method. The **four main** instructional methods in order of enrollments are: Lecture and/or Discussion (60%), Lecture/Lab (19%), Distance Education (14%), and Laboratory/Studio/Activity (7%).

Distance Education has the lowest success rate at 65.7%.

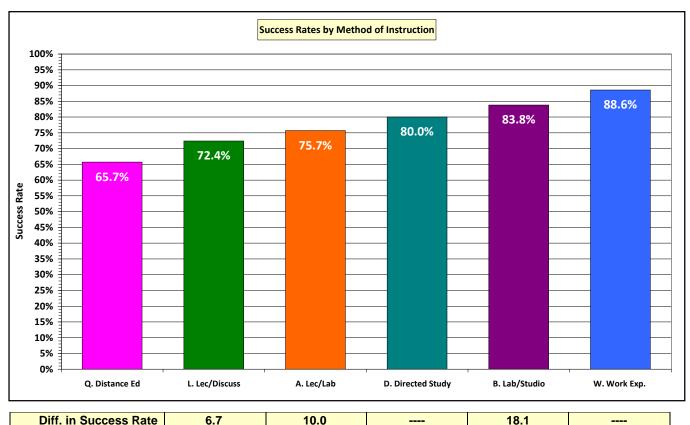
Table A. Enrollments and Success Rates by Method of Instruction

		Course Enrollments		Success		Credit Units				
Method of Instruction		Count	Percent	Count	Rate	Number	Percent			
Α	Lecture/Lab	6,424	18.7%	4,864	75.7%	21,026.0	19.4%			
В	Laboratory/Studio/Activity	2,500	7.3%	2,096	83.8%	2,876.5	2.7%			
D	Directed/Independent Study	5	0.0%	4	80.0%	11.0	0.0%			
L	Lecture and/or Discussion	20,558	59.8%	14,874	72.4%	68,751.0	63.6%			
Q	Dist Ed: Internet delayed	4,855	14.1%	3,192	65.7%	15,415.0	14.2%			
W	Work Experience	35	0.1%	31	88.6%	84.0	0.1%			
Totals / Average Success Rate		34,377	100.00%	25,061	72.9%	108,163.5	100.00%			

Note: Thirty-seven (37) POSC V01 "RD" grades were excluded from the analysis.

Chart 1. Success Rates by Method of Instruction

% Diff. in Success Rate



Diff. in Success Rate: Success Rate in a specific Instructional Method <u>minus</u> the Success Rate in Distance Ed % Diff. in Success Rate: ((Diff. in Success Rate) <u>divided by</u> (Success Rate in Distance Ed)) <u>times</u> 100

15.2%

10.2%

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27.5%

# VENTURA COLLEGE Office of Research and Evaluation

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## DISTANCE EDUCATION – SUCCESS RATES BY ETHNICITY

The chart and table below indicate success rates by ethnicity in Distance Education and Non-Distance Education Classes.

▶ Comparisons are based on courses in which there were <u>both</u> a distance education section/s and a non-distance education section/s. Courses offered <u>only</u> as distance education are <u>excluded</u>.

Chart 2. Success Rates by Ethnicity: Distance Education Classes versus Non-Distance Education Classes

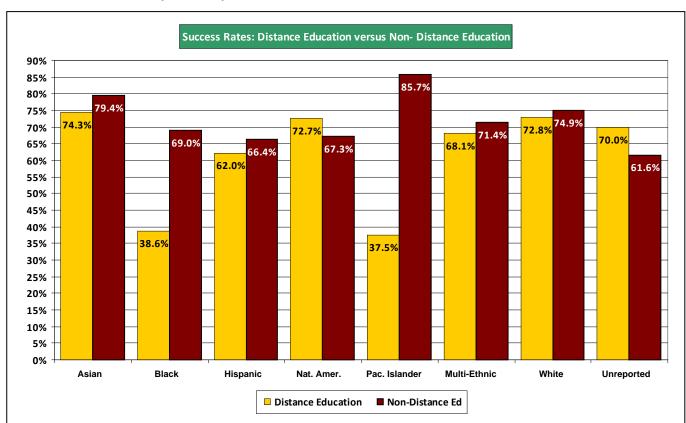


Table B. Success Rates by Ethnicity: Distance Education Classes versus Non-Distance Education Classes

	Distance Education			Non-Distance Education			Diff. in Succ. Rate			
Ethania Onassa	Seat	Success	Success	Seat	Success	Success	Percent	D		
Ethnic Groups	Count	Count	Rate	Count	Count	Rate	Points	Percent		
Asian	214	159	74.3%	402	319	79.4%	-5.1	-6.4%		
Black (African American)	166	64	38.6%	255	176	69.0%	-30.5	-44.1%		
Hispanic	2,325	1,442	62.0%	7,240	4,804	66.4%	-4.3	-6.5%		
Native American	11	8	72.7%	52	35	67.3%	5.4	8.1%		
Pacific Islander	8	3	37.5%	7	6	85.7%	-48.2	-56.3%		
Multi-Ethnic	232	158	68.1%	468	334	71.4%	-3.3	-4.6%		
White	1,527	1,111	72.8%	2,833	2,123	74.9%	-2.2	-2.9%		
Unreported	30	21	70.0%	73	45	61.6%	8.4	13.6%		
Tot. / Av. Rate	4,513	2,966	65.7%	11,330	7,842	69.2%	-3.5	-5.0%		

Diff. in Succ. Rate

Percent Points

(Distance Education Success Rate) - (Non-Distance Education Success Rate)

Percent = (Percent Points ÷ Non-Distance Education Success Rate) x 100

**Note:** Success rates for *Native Americans* and *Pacific Islanders* should <u>not</u> be accorded much significance because of each group's low enrollments in distance education classes.

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