

LMC READING AND WRITING CENTER USAGE STUDY
Fall 2005 and Fall 2006

Presentation to the LMC Developmental Education Committee
October 23, 2007
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Overview: In Spring 2007 the DE Committee began an evaluation of the DE Program's Goal 2

DE Program Goal 2: Effectively integrate instruction and academic support services: tutoring, labs, supplemental instruction, Reading and Writing Center, counseling services, assessment, and learning communities. Make recommendations based on systematic assessment of these services, and periodically report to the college community on their effectiveness.

In the course of discussions about tutoring and the possible need for a centralized location for tutoring and other student support services, questions arose about student usage of current lab services. Specifically, there were concerns about possible differences in lab usage by students of color. This study was undertaken in response to these concerns.

Gathering the data: We focused on the developmental English courses, English 70 (two-levels below 1A) and English 90 (one-level below 1A), in addition to the transfer-level English 100 (equivalent of 1A). The Reading and Writing Center Coordinator, Sandra Mills, facilitated the downloading of SARS data from FA 04 (the 1st semester we had SARS in the R&WC) FA 05, and FA 06. OIR provided information about ethnicity and enrollment.

Context: The Reading and Writing Center is designed to meet the needs of students across disciplines. While a few instructors require students to use the services of the R&WC, most usage is voluntary. This study does not analyze overall R&WC usage, but focuses instead on usage by developmental English students, in addition to those in the first-level of transfer English.

The data:

Fall 2004

English 70

Total Enrollment at WX: 345

Total number who used R/W Center: 24 (24/345 = 7% of total enrolled in course)

	# used Center	% used Center
Asian	3	3/24 = 13%
African –American	10	10/24= 42%
Hispanic	6	6/24 = 3%
White	4	4/24 = 17%

English 90

Total enrollment at WX: 555

Total number who used R/W Center: 66 (66/555=12% of total enrolled in course)

	# used Center	% used Center
Asian	3	3/66= 5%
African-American	13	13/66= 20%
Hispanic	23	23/66= 35%
White	15	15/66= 23%

English 100

Total enrollment at WX: 576

Total number who used R/W Center: 84 (84/576 =15% of total enrolled)

	# used Center	% used Center
Asian	7	7/84= 8%
African-American	11	11/84= 13%
Hispanic	22	22/84=26%
White	23	23/84=27%

Fall 2005**English 70**

Total enrollment at WX: 346

Total number who used R/W Center: 19 (19/346 = 6% of those enrolled in Eng.70)

Asian	1	1/19 = 5%
African-American	3	3/19= 16%
Hispanic	4	4/19= 21%
White	5	5/19= 26%

English 90

Total enrollment at WX: 524

Total number who used R/W Center: 54 (54/524= 10% of those enrolled in Eng. 90)

Asian	2	2/54 = 4%
African-American	6	6/54 = 11%
Hispanic	22	22/54 = 41%
White	14	14/54 = 26%

English 100

Total enrollment at WX: 546

Total number who used R/W Center: 113 ($113/546 = 21\%$ of those enrolled in Eng 100)

For Eng. 100	# who used Center	% who used Center
Asian	5	$5/113 = 1\%$
African-American	19	$19/113 = 17\%$
Hispanic	34	$34/113 = 30\%$
White	39	$39/113 = 35\%$

Fall 2006**English 70**

Total enrollment at WX: 338

Total number who used R/W Center: 47 ($47/338 = 14\%$ of those enrolled in Eng 70)

	# who used Center	% who used Center
Asian	7	$7/47 = 15\%$
African-American	8	$8/47 = 17\%$
Hispanic	15	$15/47 = 32\%$
White	6	$6/47 = 13\%$

English 90

Total enrollment at WX: 574

Total number who used R/W Center: 70 ($70/574 = 12\%$ of those enrolled in Eng 90)

	# who used Center	% who used Center
Asian	9	$9/70 = 13\%$
African-American	14	$14/70 = 20\%$
Hispanic	16	$16/70 = 23\%$
White	18	$18/70 = 26\%$

English 100

Total enrollment at WX: 548

Total number who used R/W Center: 52 ($52/548 = 10\%$ of those enrolled in Eng 100)

	# who used Center	% who used Center
Asian	6	$6/52 = 12\%$
African-American	8	$8/52 = 15\%$
Hispanic	12	$12/52 = 23\%$
White	10	$10/52 = 19\%$

Summary of the analysis of the data by the Developmental Education Committee on October 23, 2007:

Overall use of the Center was low at every course level – the highest being 21% in one semester for English 100- but of those who did use the Center, it seemed to be well distributed in terms of ethnicity. Females use the Center more frequently than males.

Questions in need of further investigation:

Is there a limit as to how many students can get an appointment? (Are we tracking students who couldn't get an appointment when they called for one?) Is the problem one of needing more staff in general, or is it a peak time problem – the implied solutions would be different.

How does qualitative data “map on” to the quantitative data? Maybe we should do a survey on students in all English classes asking them about why they do or do not use the Center- instead of just conducting satisfaction surveys of those who do use the service. What are students' expectations of the Center? What are faculty expectations?

What is the impact of requiring students to use the Center? Do students required to use the Center tend to become long-term users, even when no longer required to make appointments?

Follow up:

Nancy will meet with Sandra and JoAnn and anyone else who is interested to decide on which of the above questions we wish to pursue and how/when to share this information with consultants and English faculty.