

Analysis of Reading and Writing Center Attendance Compared with Course Success CRC Research Office

Methodology

During the fall 2008 semester, the CRC Research Office conducted a pilot study to investigate whether attendance in the Reading/Writing Center had an effect upon average course success rates in the other Reading or Writing Course(s) in which the student was enrolled.

The CRC Research Office queried the SARS Track database to identify students who had used their student ID card in the Reading and Writing Center for the 2007-08 academic year and linked those students to their enrollment in English course(s). The average course success rates in all English courses were calculated for both cohorts - students who had used the Reading and Writing Center and students who had not used the Center. All students who had dropped their English courses before the drop deadline were excluded from the analysis. The Reading and Writing Center Courses, and courses for which a small number or small percent of students used the Reading and Writing Center, were also eliminated from the analysis. This included all of the English Composition and English Literature classes, Engrd 312, Engwr 301, Engwr 44, and Engwr 45.

Overview of Findings

Approximately 7.1 % (367 out of 5180) of the enrollments in the courses included in the study utilized the Reading and Writing Center. The number of times that students utilized the services was quite frequent. On average, students used the Reading and Writing Center 29 times during the academic year. Some of this can may be attributed to certain courses requiring mandatory attendance in the Center.

Although in the aggregate, students who took advantage of the Reading and Writing Center had higher average course success rates than those who did not avail themselves of the service (70.3% compared with 63.1%), the **variation among the individual courses within each department** was surprising. In general, the impact of the Reading and Writing Center appears to be **greater for students enrolled in basic skills courses**. The percentage of students using the Reading and Writing Center also **decreased** as the level of the class **increased**, although the differences were not significant.

Caveats

The study did not collect the total time that each student used the Reading and Writing Center. In addition, it was impossible to accurately determine how much time in the Center was spent by the student on the actual discipline-specific work and what was spent on other pursuits within the Center.

The following summarizes the comparative success rates for the courses in the study. As indicated above, some courses were omitted due to the low number or low percentage of students who utilized the Reading and Writing Center.

English

Aggregate Course Success Rate in Courses Included in the Study

Enrollments that did not use Reading and Writing Center	63.1% (n = 4813)
Enrollments that used Reading and Writing Center	70.3% (n = 367)

Analysis by Course-level (selected courses)

Developmental English

ENGRD 14 (usage rate: 11.6%)

Did not use RWC	70.5% (N=61)
Used RWC	87.5% (N=8)

ENGRD 15 (usage rate: 9.2%)

Did not use RWC	67.1% (N=158)
Used RWC	87.5% (N=16)

ENGWR 41 (usage rate: 12.4%)

Did not use RWC	55.1% (N=303)
Used RWC	74.4% (N=43)

ENGWR 51 (usage rate: 8.2%)

Did not use RWC	63.6% (N=393)
Used RWC	71.4% (N=35)

ENGRD 110 (usage rate: 7.9%)

Did not use RWC	72.8% (N=279)
Used RWC	75.0% (N=24)

College-level English

ENGWR 101 (usage rate: 9.7%)

Did not use RWC	65.2%	(N=1031)
Used RWC	68.5%	(N=111)

Transfer-level English

ENGWR 300 (usage rate: 4.6%)

Did not use RWC	57.5%	(N=1754)
Used RWC	63.1%	(N=84)

ENGWR 302 (usage rate: 5.2%)

Did not use RWC	70.6%	(N=1754)
Used RWC	71.7%	(N=84)

ENGRD 310 (usage rate: 6.6%)

Did not use RWC	60.1%	(N=336)
Used RWC	58.3%	(N=24)