



Office of  
Research & Planning

Prepared by:  
Keith Wurtz

**Research Briefs from the Office of Institutional Research**  
***How Students in READ-956 and 078 Met the Prerequisite***  
***Spring and Fall 2010***

**Purpose:** The purpose of this brief is to illustrate how READ-956 (Intermediate Reading) and 078 (Advanced Reading) students in Spring 2010 and Fall 2010 met the prerequisite for each course. In addition, the report also shows the relationship between how students met the prerequisite for READ-956 and 078 in Spring 2010 and if they successfully completed the course.

**Summary of Findings:**

- In READ-956 the percent of enrolled students who did not meet the prerequisite decreased from 15% in Spring 2010 to 5% in Fall 2010
- In READ-078 the percent of enrolled students who did not meet the prerequisite decreased from 30% in Spring 2010 to 3% in Fall 2010

**Methodology:** Any student who enrolled in READ-956 or 078 in Spring 2010 or Fall 2010 was included in the study. In addition, students who earned a GOR in Spring 2010 were included in the examination of how meeting the prerequisite for each course is related to success. Fall 2010 was not included because the term had not ended at the time of the report. GOR is similar to being enrolled at census and refers to students earning one of the following grades: A, B, C, D, F, I, P, NP, or W.

Table 1 illustrates students who were enrolled in READ-956 or 078 in Spring or Fall 2010 by how the prerequisite for the course was met. The 2010-2011 Catalogue states the prerequisite for READ-078 is successful completion of READ-956 or placement into READ-078 as determined by the CHC assessment test. Equally important, the Catalogue also states that the prerequisite for READ-956 is successful completion of READ-925 or placement into READ-956 as determined by the CHC assessment test.

Table 2 illustrates the success rates for students who earned a GOR in READ-956 and 078 in Spring 2010. Success rate refers to earning an A, B, C, or P grade divided by the number of GOR. Students could have met the prerequisite by successfully completing the prerequisite course (READ-925 for 956 and READ-956 for 078, i.e. "Successfully Completed Prerequisite") or by placing into READ-956 or 078 after completing the assessment process (i.e. "Placed into Course"). In addition, for both READ-956 and 078 a small number of students successfully completed **both** the prerequisite course and assessed into the course (i.e. "Placed/Success"). "Unknown" was used for students who did not successfully complete the prerequisite or place into the course through the assessment test.

**Limitation:** Statistical significance and effect size statistics were not calculated for the success rate comparisons because the information in Table 2 is only for one term, Spring 2010. A better indication of the relationship between reading course success and how a student met the prerequisite for READ-956 and 078 would include two years of data for four primary terms (i.e. fall and spring).

**Findings:** Table 1 shows that the percent of students who did not meet the prerequisite decreased from Spring 2010 to Fall 2010 for READ-956 and READ-078. In READ-956 the percent of students who did not meet the prerequisite decreased from 15% to 5%, and in

READ-078 the percent decreased from 30% to 3%. In Fall 2010 READ-956 students were more likely to successfully complete the prerequisite course (49%) than place into the course through the assessment test (44%). On the other hand, students in READ-078 were more likely to place into the course (78%) than successfully complete the prerequisite course (19%).

**Table 1: Spring 2010 and Fall 2010 Enrollments in READ-956 and 078 by How Students Met the Prerequisite.**

How Prerequisite was Met	READ-956				READ-078			
	Spring 2010		Fall 2010		Spring 2010		Fall 2010	
	#	%	#	%	#	%	#	%
Unknown	18	15.3	7	5.3	38	30.2	4	2.5
Placed into Course	30	25.4	59	44.4	59	46.8	125	78.1
Successfully Completed Prerequisite	70	59.3	65	48.9	29	23.0	30	18.8
Placed/Success	0	0.0	2	1.5	0	0.0	1	0.6
<b>Overall</b>	<b>118</b>	<b>100.0</b>	<b>133</b>	<b>100.0</b>	<b>126</b>	<b>100.0</b>	<b>160</b>	<b>100.0</b>

Note: “%” is the column percent and represents the percent of how students met the prerequisite.

Table 2 indicates the relationship between READ-956 and 078 course success and how the student met the prerequisite for each course. Again, it is important to remember that a better indication of the relationship between reading course success and how a student met the prerequisite for READ-956 and 078 would include two years of data for four primary terms (i.e. fall and spring). In READ-956 students were more likely to successfully complete the course if they had completed the prerequisite (64%) than those who placed into the course (43%). On the other hand, students in READ-078 were more likely to successfully complete the course if they had placed into the course (67%) than those who successfully completed the course (62%).

**Table 2: Spring 2010 Success Rate for READ-956 and 078 by How the Student Met the Prerequisite.**

How Prerequisite was Met	READ-956			READ-078		
	#	N	%	#	N	%
Unknown	5	15	33.3	16	31	51.6
Placed into Course	13	30	43.3	34	51	66.7
Successfully Completed Prerequisite	44	69	63.8	16	26	61.5
Placed/Success	0	0	0.0	0	0	0.0
<b>Overall</b>	<b>62</b>	<b>114</b>	<b>54.4</b>	<b>66</b>	<b>108</b>	<b>61.1</b>

Note: “#” refers to the number of successful grades, “N” refers to the number of GOR, and “%” is the number of successful