

**AGENDA ITEM B4: STUDENT DEVELOPMENT**  
**BOARD RULE 400.0100.00**  
**ASSESSMENT STUDIES OF ENGLISH AND MATHEMATICS**  
**BOARD OF TRUSTEES MEETING: JUNE 28, 2012**

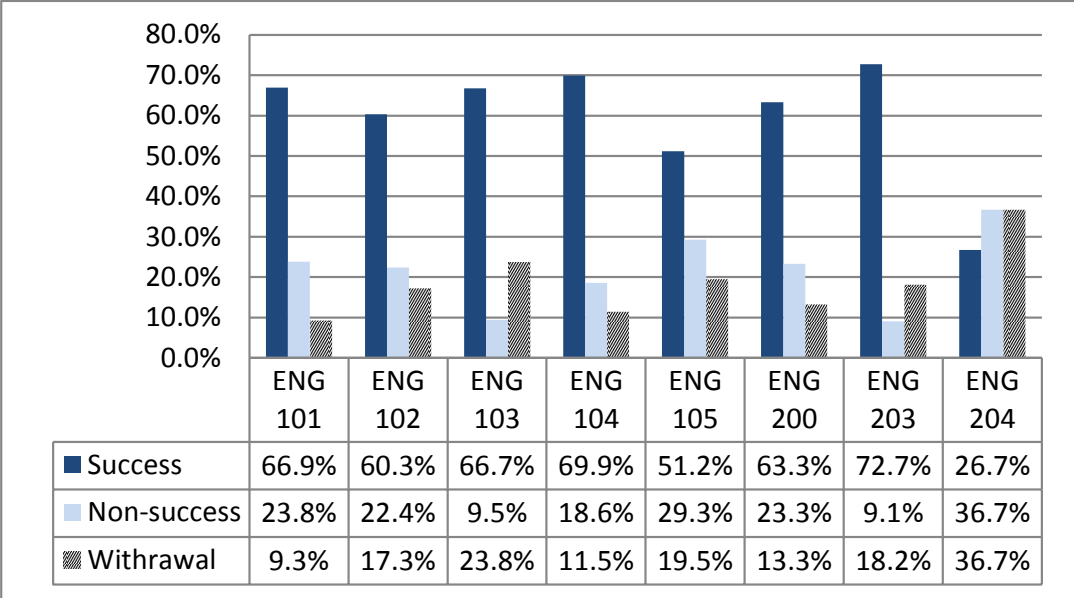
Coursework in English and mathematics is a central general-education requirement at Belmont College that promotes essential learning outcomes, supporting both technical and transfer programs. The English and mathematics programs are challenging for students, but must adhere to standards required by the Ohio Transfer Module and Transfer Assurance Guides, as well as standards set in the workplace and at four-year colleges. This report provides an analysis of student success in the English and mathematics courses at Belmont.

**Presentation of Data**

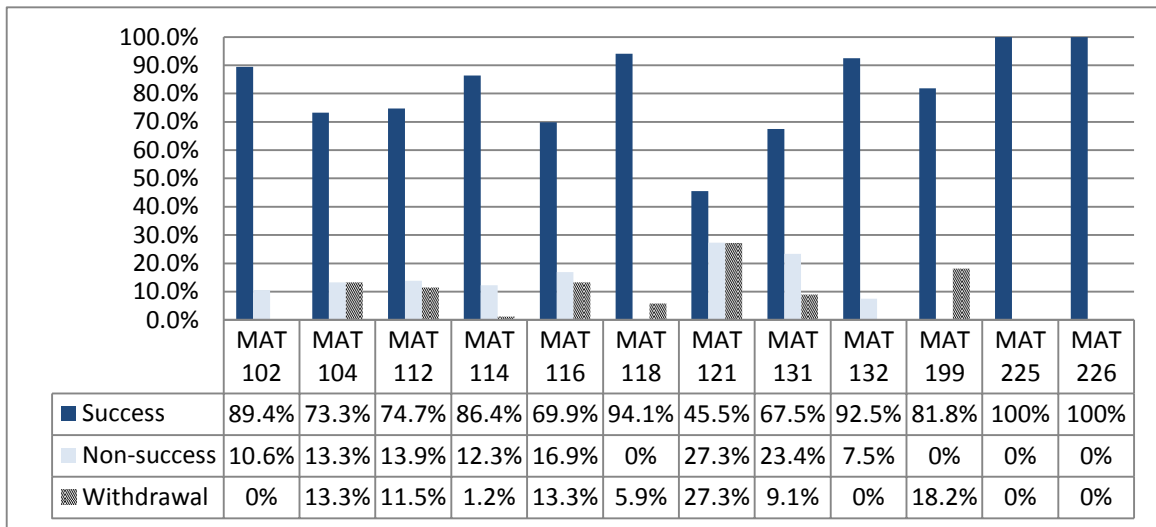
The data reviewed for this report present *success* and *non-success* percentages by course for the academic year 2011/2012. English courses are presented in **Chart 1** and mathematics courses in **Chart 2**. *Success* has been defined for this report as earned grades of “D” or better. *Non-success* equals a grade of “F.” A grade of “W” is represented in a separate column. **Charts 3, 4, 5, 6, and 7** represent comparisons of success rates in English and mathematics courses, between sections taught online versus those taught in the traditional classroom.

**Chart 1, Success/non-success in English courses, 2011/2012** and **Chart 2, Success/non-success in mathematics courses, 2011/2012** show distributions within categories labeled *success*, *non-success*, and *withdrawals*. In both of these charts, data are arranged by course, such as “ENG 101” and “MAT 102.” The dark blue bar on the left in each pair measures successful completions; the light blue bar in the middle of each pair measures non-successful completions; and, the black and white lined bar on the right in each pair measures withdrawals.

**Chart 1, Success/non-success in English courses, 2011/2012**

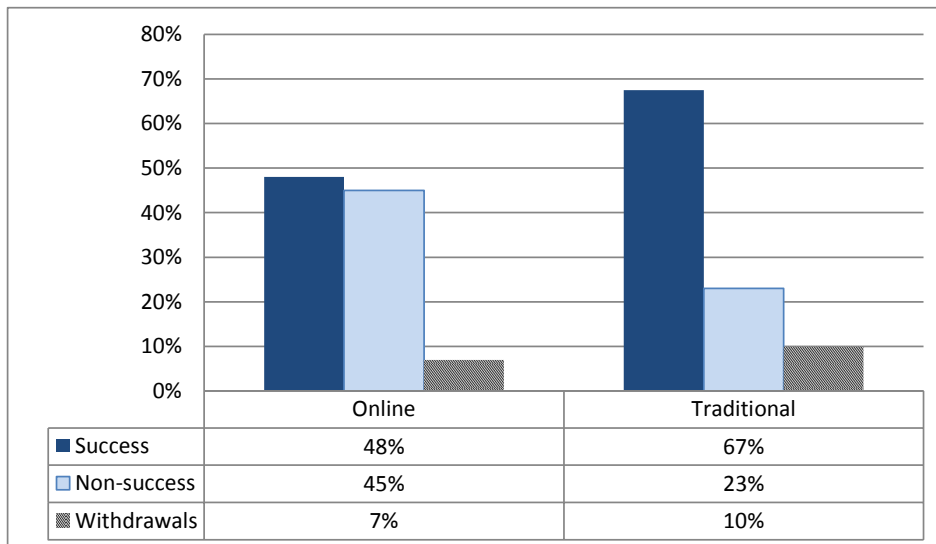


**Chart 2, Success/non-success in mathematics courses, 2011/2012**

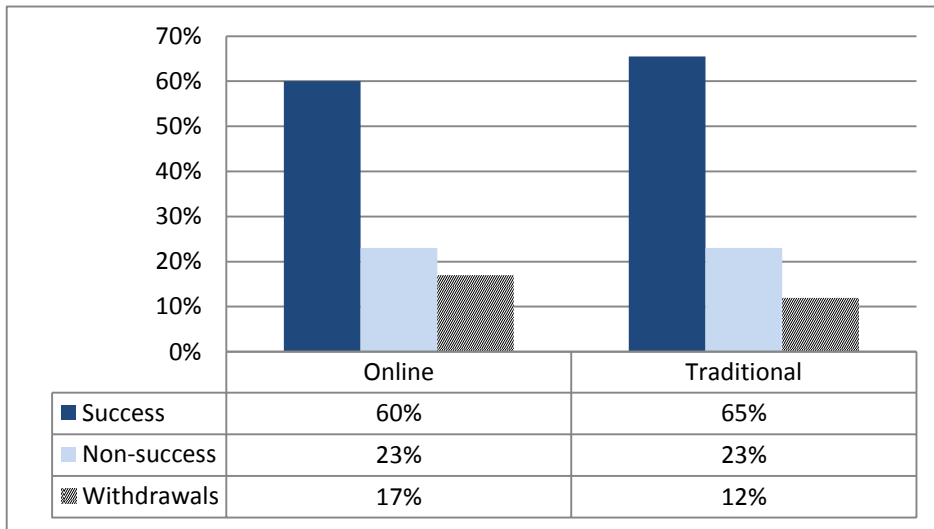


The following five charts display comparisons between online and traditional course success/non-success/withdrawal rates for English and mathematics courses offered during fall quarter of the 2011/2012 academic year. Formatting of the bars in the chart follows the same pattern as in the earlier charts where dark blue bars on the left in each pair measure successful completions; light blue bars in the middle in each pair measure non-successful completions; and, black and white lined bars on the right in each pair measure withdrawals.

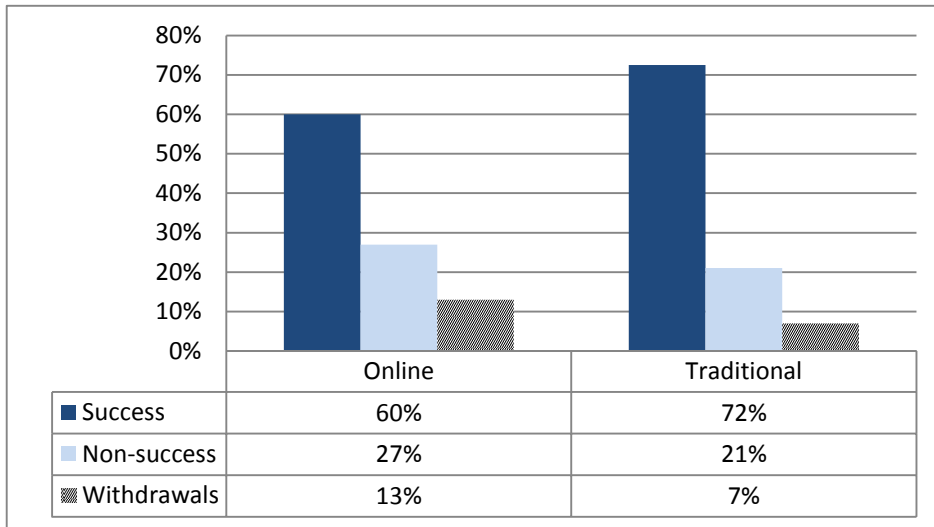
**Chart 3, Success/non-success comparison in online and traditional English 101 classes**



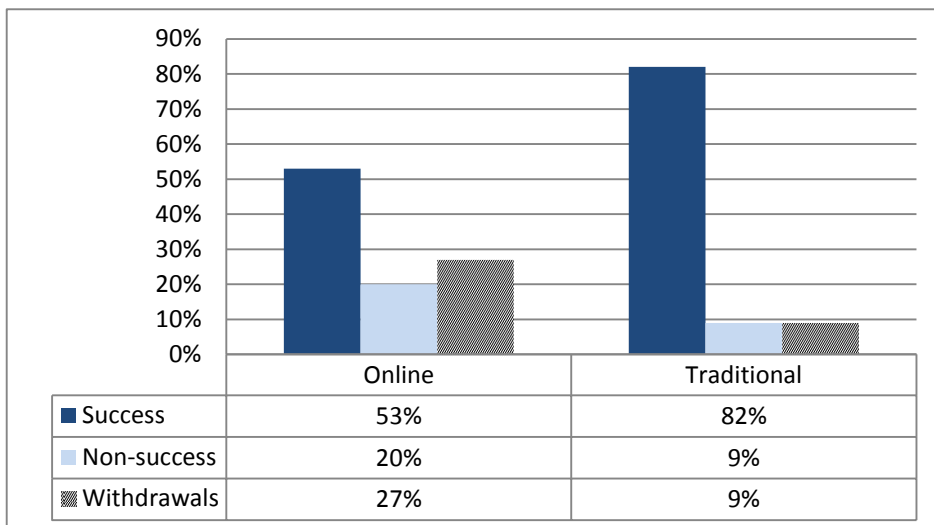
**Chart 4, Success/non-success comparison in online and traditional English 102 classes**



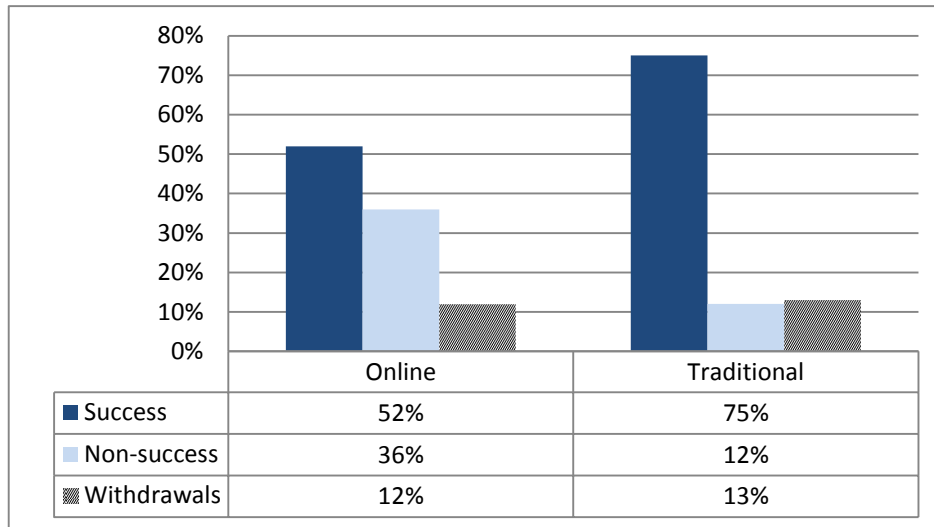
**Chart 5, Success/non-success comparison in online and traditional English 104 classes**



**Chart 6, Success/non-success comparison in online and traditional Mathematics 112**



**Chart 7, Success/non-success comparison in online and traditional Mathematics 116**

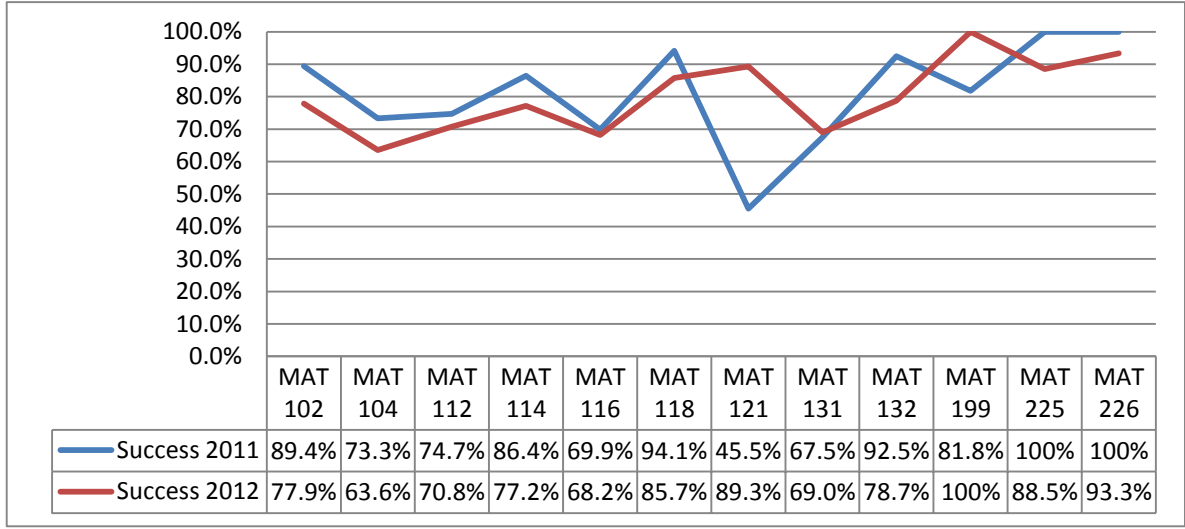


The final two charts show comparisons of success rates in English, **Chart 8, Success rates in English 2010/2011 and 2011/2012** and in mathematics, **Chart 9, Success rates in mathematics 2010/2011 and 2011/2012**. In these final charts, the blue line represents success rates for students enrolled during the 2010/2011 academic year, and the red line represents success rates for students enrolled during the 2011/2012 academic year.

**Chart 8, Success rates in English 2010/2011 and 2011/2012**



**Chart 9, Success rates in mathematics 2010/2011 and 2011/2012**



**Data Highlights**

1. English 204, the highest level literature course, remains challenging for Belmont students, whether taught on ground or online.
2. There is a higher non-success/withdrawal rate in the English courses than in the math courses.
3. It is notable that most of those succeeding in MAT 116 (Statistics I) do well in MAT 118 (Statistics II). The data (shown in **Chart 2**) also suggest that once students have survived the rigors of algebra, those progressing to the calculus sequence demonstrate a very high success rate, 100%, in both MAT 225 and MAT 226 (Calculus I and II).
4. The differences in success rates between the on ground and online methods are remarkable across the full range of courses in English and mathematics. The online versions of the courses invariably produce reduced success rates, most markedly for the two mathematics online courses.
5. Success rate comparisons between English courses from the 2010/2011 and 2011/2012 year suggest that success rates between the two years are variable.
6. Success rate comparisons between math courses in 2010/2011 and 2011/2012 reveal that success rates have decreased in nine of the courses and increased in three.

## **Recommendations and Targets for Improvement**

1. To provide consistency of instruction and enhance student success, orientation to the teaching of the new ENG 1110 (formerly ENG 101) course will take place this summer for all instructors teaching the new semester course, including full-time instructors.
2. A student course manual will be prepared that will include the content of the new course, and instructors will be trained in the implementation of the content and methods appropriate to the new course design. The manual will be available in an instructor's version.
3. Feasibility of the following strategies will be investigated:
  - Mandatory on-campus tutoring in difficult English and math courses;
  - Required online tutoring services for mathematics courses;
  - Supplemental instruction for difficult courses in English, literature courses in particular;
  - Options to provide consistency of instruction in the English courses;
  - Student minimum preparation for taking online courses.