

**AGENDA ITEM B4: STUDENT DEVELOPMENT**  
**BOARD RULE 400.0100.00**  
**COMPLETION RATES IN TRANSITIONAL STUDIES**  
**BOARD OF TRUSTEES MEETING: JULY 26, 2012**

Belmont College’s Transitional Studies Program represents a set of developmental education courses designed to strengthen students’ skills in reading, math, and English. Transitional Studies courses are not college-level but serve to help students reach college readiness. Once students experience success in developmental coursework, they move to college-level courses, and their potential for success in college-level courses is increased.

Upon admission to the College, students take a nationally normed “Accuplacer” placement test or present scores from another accepted instrument (ACT, SAT, or “Compass”). Students’ scores determine required placement into one or more transitional studies courses in reading, math, and/or English. The College complies with state mandated benchmarked scores for placement into transitional studies courses.

This report focuses on success in transitional studies courses by examining course completion rates.

**Presentation of Data**

Data presented for this report reflect student success in transitional studies courses for three consecutive fall quarters in order to view patterns in transitional studies student success for a three-year period. To be considered successful in a transitional studies class, a student must earn a “C” or higher. A student must experience success in a transitional studies class in order to enroll in the next transitional studies reading, math, or English course in sequence or to enroll in the first college-level English or math courses. Data are presented in a table that depicts the course label, the percent of students who experienced success in that class for three consecutive fall quarters, and the number of students who received grades for that quarter (represented by “n=”). For this analysis, student withdrawals are not counted as *non-success*.

Table 1, *Fall 2009/2010, 2010/2011, and 2011/2012 Completion rates in transitional studies courses*

Course label	Course Name	Percent successful fall 2009/2010	Percent successful fall 2010/2011	Percent successful fall 2011/2012
ENG081	Reading I	66% n=47	75% n=71	77% n=31
ENG082	Reading II	79% n=61	78% n=91	81% n=48
ENG093	Writing I	71% n=52	69% n=85	79% n=39
ENG094	Writing II	76% n=233	70% n=199	73% n=140
ENG095	Writing II-- Accelerated	N/A	N/A	40% n=5

MAT094	Prealgebra	70% n=119	73% n=274	68% n=180
MAT095	Introductory Algebra	70% n=348	68% n=185	72% n=138
MAT097	Intermediate Algebra	38% n=39	60% n=30	69% n=36
MDS094	Personal and Academic Development I	N/A	N/A	50% n=18
MDS096	Personal and Academic Development II	76% n=17	57% n=35	55% n=47
MDS097	Personal and Academic Development— Math	N/A	N/A	38% n=34
<b>Totals</b>		<b>71%</b> <b>n=916</b>	<b>71%</b> <b>n=970</b>	<b>69%</b> <b>N=716</b>

### Data Highlights

1. Last year's target for improvement (2% increase in all transitional studies courses) was met in the majority of the transitional studies courses: Reading I (2% increase), Reading II (3% increase), Writing I (10% increase), Writing II (3% increase), Introductory Algebra (4% increase), and Intermediate Algebra (9% increase).
2. Success rates in two transitional studies courses declined slightly: Prealgebra (5% decrease), and Personal and Academic Development II (2% decrease).
3. Multi-Disciplinary Studies (MDS) 094, 096, and 097, courses in which students address two developmental requirements in a single course, have lower success rates than traditional developmental courses.

### Recommendations and Targets for Improvement

1. Achieve a 2% minimum increase in success rates for all Multi-Disciplinary Studies (MDS) courses.
2. Explore options for better transitioning students to college. Embed activities into MDS courses to augment student accountability and responsibility for learning and to impart a healthy work ethic for learning.
3. Explore interagency referral partnerships for students with learning disabilities, who do not have GEDs or high school diplomas and who score in the lowest quartile on the Accuplacer test.

4. Utilize My Foundations software for prescriptive and intervention purposes. This software identifies deficits unique to each student in reading, writing and math, and then prescribes the specific software modules to be completed by each student to resolve the deficits identified. It is more user-friendly and cost effective than the previously used Plato software and students may complete the modules at their own pace with faculty guidance.
5. Augment supplemental instruction for MDS courses using Carl Perkins grant funds. Supplemental instruction involves hiring an adjunct faculty member to take the course with the students, and then each week meet with the students outside of class to review the content and clarify the concepts taught that week. Assistance with homework, tutoring, mentoring, role modeling and the building of self-confidence occurs in a learning community of tremendous support.
6. Embed strategies to address non-cognitive student risk factors in MDS courses.
7. Include student withdrawals and failure rates in the data presentation and analysis along with success rates.