

AGENDA ITEM B4: STUDENT DEVELOPMENT
BOARD RULE 400.0100.00
SUCCESS IN SUBSEQUENT COLLEGE-LEVEL COURSE WORK
BOARD OF TRUSTEES MEETING: AUGUST 23, 2012

Presentation of Data

One measure of the effectiveness of the Developmental Education Program is students' success in subsequent college-level courses. This report focuses on student completion of subsequent college-level course work. The data presented displays completion rates in college-level English and mathematics courses that follow the developmental course sequence. Those college-level courses are: Composition I, Manufacturing Math, Allied Health Math, College Business Math, Statistics I, Technical Mathematics, and College Algebra.

Table 1, *Success in Subsequent College Level Course Work, 2007/2008 through 2011/2012* displays completions, non-completions, and percent of completions for the past five academic years. These data represent Belmont students who first enrolled in developmental classes and then enrolled in subsequent, college-level courses each academic year.

Table 1, *Success in Subsequent College Level Course Work, 2007/2008 through 2011/2012*

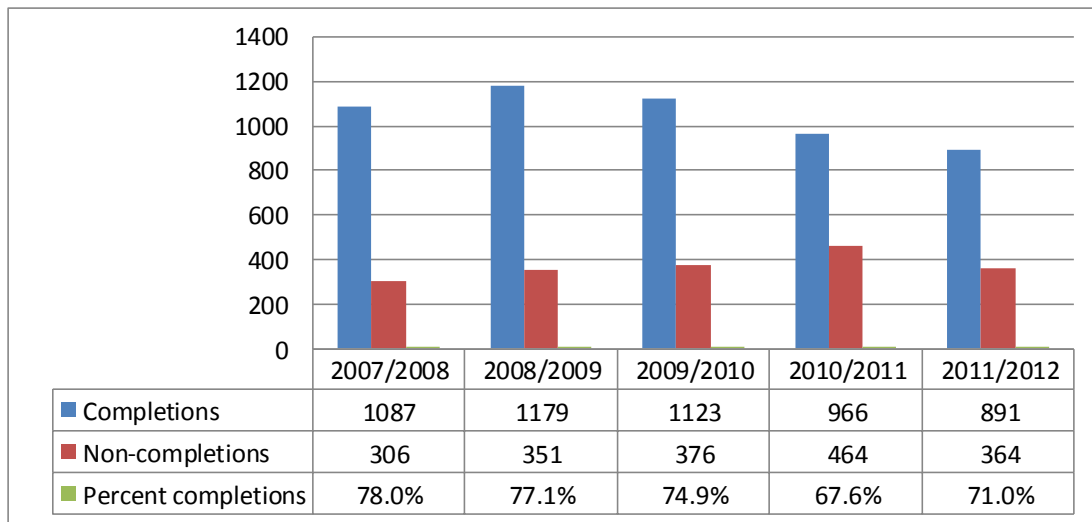


Chart 1, *Completion rates in subsequent college-level courses, 2007/2008 through 2011/2012*, compares completion and non-completion rate trends over the past five academic years. The line connected with diamonds shows the total number of enrollments in subsequent, college-level courses for the past five academic years. The line connected with squares shows the total number of completions in courses, identified as *subsequent, college-level courses*. The percentage of successful completions is displayed under the academic year labels at the bottom of the chart.

Chart 1, *Completion rates in subsequent college-level courses, 2007/2008 through 2011/2012*

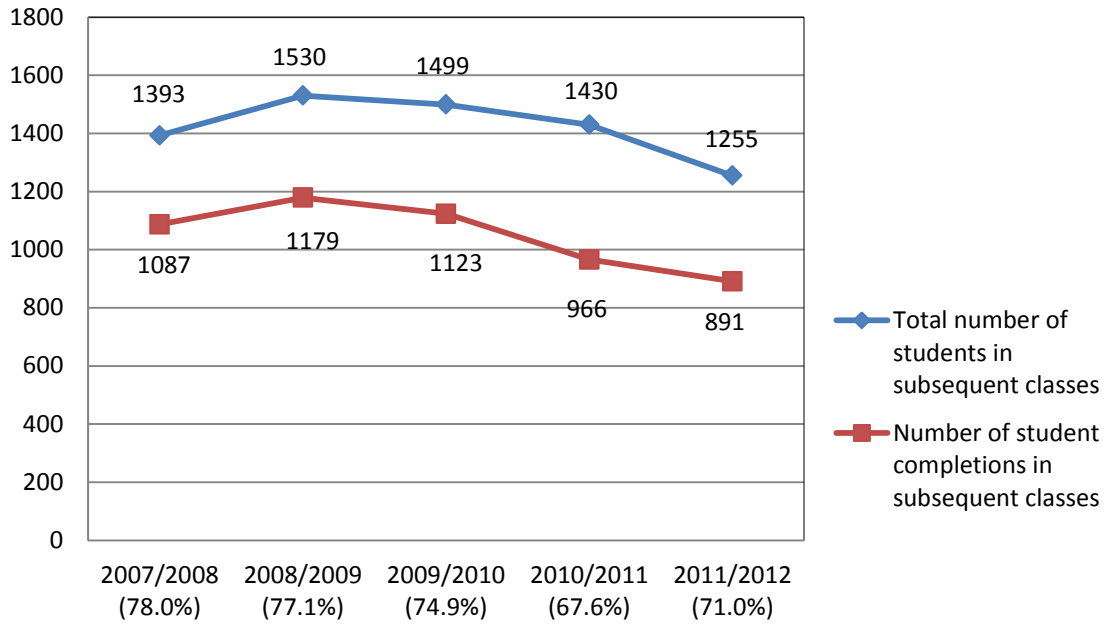
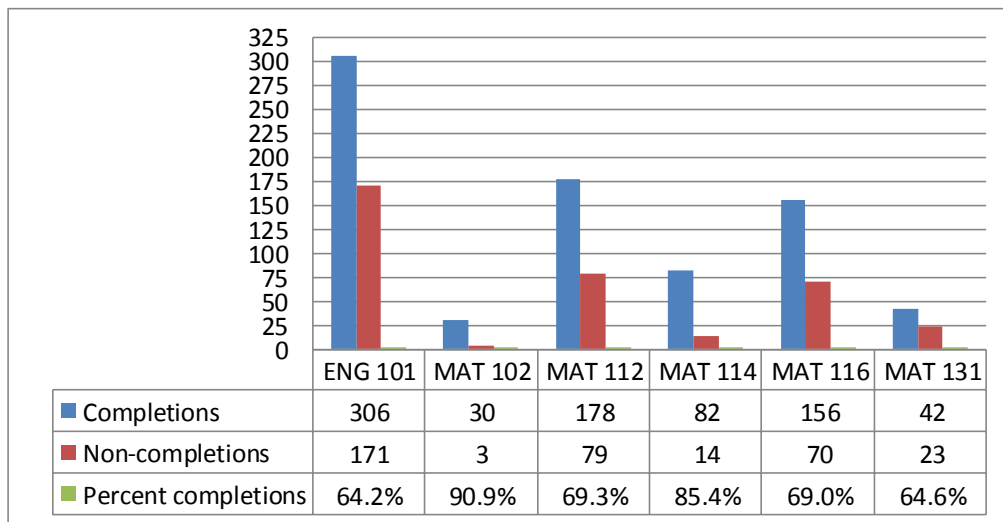


Table 2, *Completion rates in subsequent college-level courses, 2011/2012* drills down to show the numbers and percent of completions and non-completions (by students who began in transitional studies courses) within six courses in which transitional studies students typically enroll following successful completion of their transitional studies sequence.

Table 2, *Completion rates in subsequent college-level courses, 2011/2012*



Data Highlights

1. Chart 1, *Completion rates in subsequent college-level courses, 2007/2008 through 2011/2012*, shows a five-year trend in completion rates. The decline in total subsequent class enrollments may be commensurate with the total number of students enrolled in the College during that same time period. The percent of completions over the five-year period ranges from a high of 78% in 2007/2008 to a low of 67.6% in 2010/2011 and shows a downward trend. However, that trend seems to be reversing with the 3.4% increase from 2010/2011 to 2011/2012.
2. Table 2, *Completion rates in subsequent college-level courses, 2011/2012*, examines the percentage of completions in subsequent, college-level courses at the course level for the most recent academic year. The highest percentage of completions overall (90.9%) is in Manufacturing Math (MAT 102). The lowest percent of completions overall (64.2%) is in Composition I (ENG 101). The comparison between completion rates in these two courses is complicated by the considerable difference in the number of students enrolled in these courses.
3. Data for ENG 101 shows a trend of decreasing completion rates ranging from 75% in 2009, 73% in 2010, 66% in 2011, and 64% in 2012.

Conclusions and Targets for Improvement

1. The data in this report reinforces the conclusions and targets in the June 2012 report entitled, "Assessment Studies of English and Mathematics." Carl Perkins Grant dollars have since been set aside for supplemental instruction, e-tutoring, on-ground tutoring and other support strategies to enhance completion and success in subsequent college-level courses and all entry level gateway and "killer" courses.
2. Continue other recommendations in the June 2012 Ends Report regarding English 101 success rates:
 - To provide consistency of instruction, orientation specific to the teaching of the new ENG 1110 (formerly ENG101) course will take place this summer for all instructors teaching the new semester course, including full-time instructors.
 - 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.
 - Feasibility of the following strategies will be investigated:
 - o Mandatory on-campus tutoring in difficult English and math courses;
 - o Required online tutoring services for mathematics courses this year;
 - o Supplemental instruction for difficult courses in English, literature courses in particular;
 - o Options to provide consistency of instruction in the English courses.
3. All prior recommendations from the July 2012 *Ends Report* "Completion Rates in Transitional Studies" are reinforced:
 - Explore options for better transitioning students from developmental education courses to college; Embed activities into developmental education courses to

augment student accountability and responsibility for learning and to impart a healthy work ethic for learning;

- Explore interagency referral sources in the community for students with problems the College cannot address (learning disabilities, mental illness, personality disorders);
- Refer students to Adult Basic Literacy Education (ABLE) program who do not have high school diplomas and who score below the state defined ability to benefit level on the Accuplacer test;
- Utilize My Foundations software for prescriptive and intervention purposes in developmental education courses. This software identifies deficits unique to each student in reading, writing, and math, and then prescribes the specific 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. If they complete early, they can work on non-cognitive course risk factors and course objectives;
- Augment supplemental instruction for multi-disciplinary studies (MDS) courses using Carl Perkins Grant funds. Supplemental instruction involves hiring an individual (faculty, honor student) to take the course with the students and then each week meet with the students outside of class to review the content, clarify the concepts taught that week, assist with homework, tutor, mentor, role model, and augment students self-confidence within a learning community of tremendous support;
- Embed additional strategies to address non-cognitive risk factors in MDS courses.