AGENDA ITEM B4: STUDENT DEVELOPMENT
BOARD RULE 400.0100.00
ASSESSMENT STUDIES OF ENGLISH AND MATHEMATICS
BOARD OF TRUSTEES MEETING: JUNE 27, 2013

Central to general-education requirements at Belmont College are studies in English and mathematics that promote essential learning outcomes, supporting both technical and transfer programs. English and mathematics courses adhere to standards required by the Ohio Transfer Module and the Transfer Assurance Guides (TAGS), 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 are presented in four tables and two charts. The first table shows a composite of grades assigned to students enrolled in college-level English courses during the 2012/2013 academic year. The English courses assessed are Composition I (ENG 110 & 1110), Composition II (ENG 120 & 1120), Technical Writing (ENG 104 & 1140), and Writing About Literature (ENG 105 & 1150). The second table displays data for enrollments in math courses during the same time period. The math courses assessed are Allied Health Math (MAT 112 &1110) and Statistics (MAT 116, 118, & 1120). Tables 1 and 2 are organized by terms of enrollment. Columns in the charts from left to right indicate: 1) the numbers and percentages of students who passed the courses successfully (i.e. earned a grade of "D" or higher), 2) the numbers and percentages of students who earned an "F" in the course, and 3) the numbers and percentages of students who withdrew from the course and received a "W". The total numbers of grades assigned by term are shown in the last column.

Two charts follow the tables and show 5-year trends for success and non-success in English (Chart 1) and math (Chart 2).

Table 1, *Distribution of grades in college English 2012/2013*

College English 2012/2013							
	Success		Non-Success				Total grades assigned
	# Passing grades	% Passing	# Failing	% Failing	# Withdrawn	% Withdrawn	
Summer Term Grades	202	74.8%	40	14.8%	27	10.0%	270
Fall Term Grades	210	66.2%	70	22.1%	36	11.4%	317
Spring Term Grades	179	75.5%	35	14.8%	22	9.3%	237
English 2012/2013	591	71.7%	145	17.6%	85	10.3%	824

Table 2, *Distribution of grades in college math 2012/2013*

College Math 2012/2013							
	Success		Non-Success				Total grades assigned
	# Passing grades	% Passing	# Failing	% Failing	# Withdrawn	% Withdrawn	
Summer Term Grades	91	87.5%	11	10.6%	2	1.9%	104
Fall Term Grades	282	72.3%	60	15.4%	48	12.3%	390
Spring Term Grades	236	77.6%	46	15.1%	22	7.2%	304
Math 2012/2013	609	76.3%	117	14.7%	72	9.0%	798

The third and fourth tables display success rates for English and math courses delivered during the same term in both online and in traditional classroom formats. Table 3 displays success rates for four college-level English courses: *Composition I*, *Composition II*, *Technical Writing*, and *Writing about Literature*. Table 4 displays success rates for college-level math courses: *Allied Health Math*, and *Statistics*.

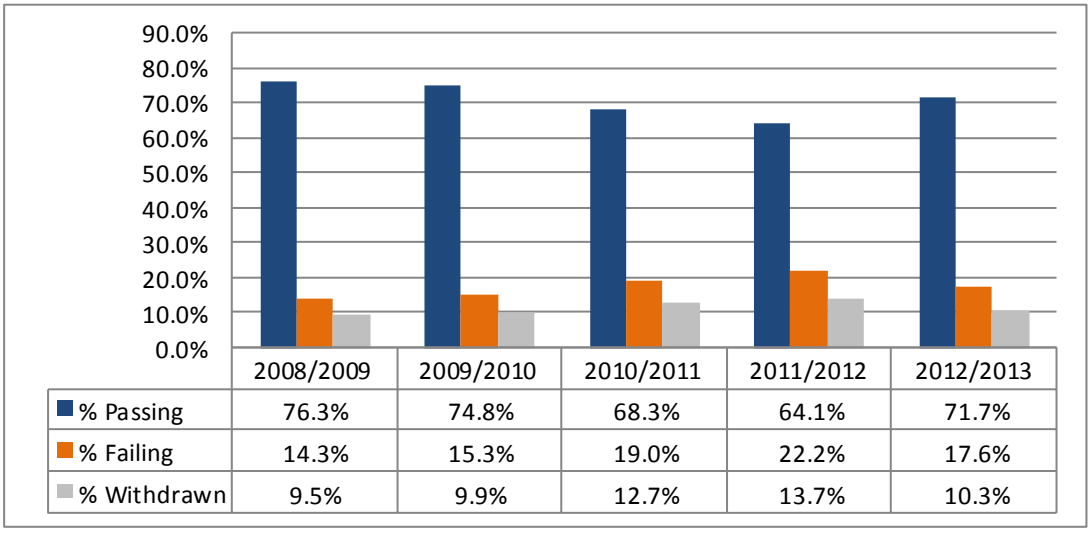
Table 3, *Distribution of Grades by Location for English, 2012-2013*

	2012/2013						
	Composition I (ENG 110 & 1110)						
	Success		Non-Success				Total grades assigned by location
	# Passing grades	% Passing	# Failing	% Failing	# Withdrawn	% Withdrawn	
Harrison County Center	16	57%	10	36%	2	7%	28
Main	209	79%	34	13%	23	3%	266
Monroe County Center	20	74.1%	4	14.8%	3	11%	27
Online	37	78.7%	5	10.6%	5	11%	47
Total Grades	**282**	**76.6%**	**53**	**14.4%**	**33**	**9.0%**	**368**
	Composition II (ENG 120 & 1120)						
	Success		Non-Success				Total grades assigned by location
	# Passing grades	% Passing	# Failing	% Failing	# Withdrawn	% Withdrawn	
Harrison County Center	3	75%	1	25%	0	0%	4
Main	40	69.0%	9	15.5%	9	16%	58
Monroe County Center	3	42.9%	1	14.3%	3	43%	7
Online	16	51.6%	11	35.5%	4	13%	31
Hybrid	5	71.4%	2	28.6%	0	0%	7
Total Grades	**67**	**62.6%**	**24**	**22.4%**	**16**	**15.0%**	**107**
	Technical Wiriting (ENG 104 & 1140)						
	Success		Non-Success				Total grades assigned by location
	# Passing grades	% Passing	# Failing	% Failing	# Withdrawn	% Withdrawn	
Harrison County Center	6	86%	1	14%	0	0%	7
Main	16	89%	2	11%	0	0%	18
Online	33	67.3%	13	26.5%	3	6%	49
Total Grades	**55**	**74.3%**	**16**	**21.6%**	**3**	**4.1%**	**74**
	Writing About Literature (ENG 105 & 1150)						
	Success		Non-Success				Total grades assigned by location
	# Passing grades	% Passing	# Failing	% Failing	# Withdrawn	% Withdrawn	
Main	18	66.7%	4	14.8%	5	19%	27
Online	21	44.7%	16	34.0%	10	21%	47
Total Grades	**39**	**52.7%**	**20**	**27.0%**	**15**	**20.3%**	**74**

Table 4, *Distribution of Grades by Location for Mathematics, 2012-2013*

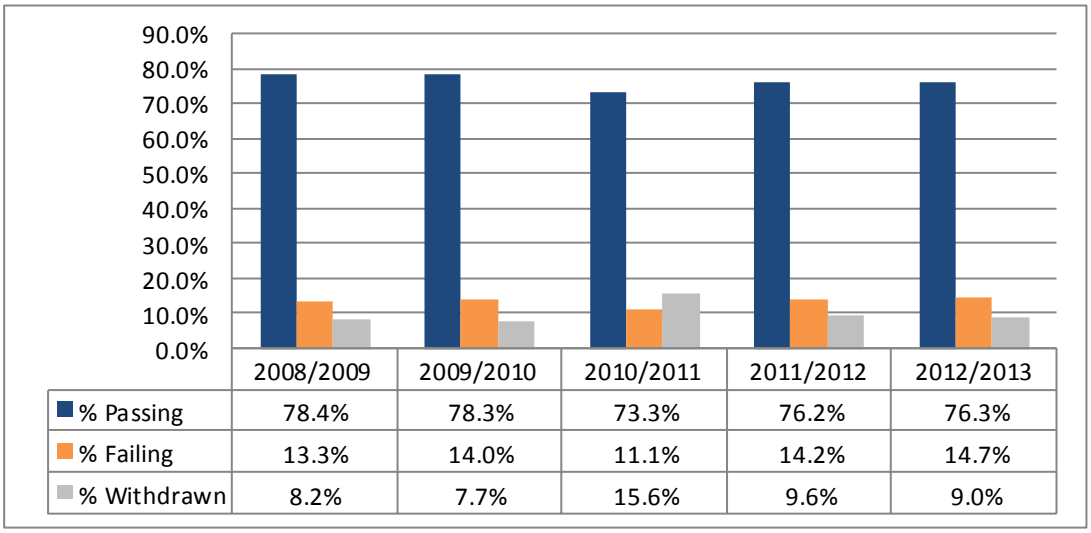
	2012/2013						
	Allied Health Math (MAT 112 & 1110)						
	Success		Non-Success				Total grades assigned by location
	# Passing grades	% Passing	# Failing	% Failing	# Withdrawn	% Withdrawn	
Harrison County Center	18	72%	3	12%	4	16%	25
Main	120	81%	17	11%	11	7%	148
Monroe County Center	10	76.9%	1	7.7%	2	15%	13
Online	20	62.5%	8	25.0%	4	13%	32
Total Grades	**130**	**59.6%**	**18**	**8.3%**	**13**	**6.0%**	**218**
	Statistics (MAT 116, 118 & 1120)						
	Success		Non-Success				Total grades assigned by location
	# Passing grades	% Passing	# Failing	% Failing	# Withdrawn	% Withdrawn	
Harrison County Center	19	73%	3	12%	4	15%	26
Main	198	80.5%	33	13.4%	15	6%	246
Monroe County Center	20	71.4%	6	21.4%	2	7%	28
Online	32	55.2%	14	24.1%	12	21%	58
Total Grades	**269**	**75.1%**	**56**	**15.6%**	**33**	**9.2%**	**358**

Chart 1, *English: percent success and non-success trend 2008/2009 through 2012/2013*



	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
% Passing	76.3%	74.8%	68.3%	64.1%	71.7%
% Failing	14.3%	15.3%	19.0%	22.2%	17.6%
% Withdrawn	9.5%	9.9%	12.7%	13.7%	10.3%

Chart 2, *Math: Percent success and non-success trend 2008/2009 through 2012/2013*



	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
% Passing	78.4%	78.3%	73.3%	76.2%	76.3%
% Failing	13.3%	14.0%	11.1%	14.2%	14.7%
% Withdrawn	8.2%	7.7%	15.6%	9.6%	9.0%

Data Highlights

1. The overall success rate of students enrolled in English can be interpreted from Table 1, *Distribution of grades in college English 2012/2013*. The data in this table indicate there were 824 students enrolled in college-level English courses during the 2012/2013 academic year and of those students, 591 or 71.1% earned passing grades.

2. As seen in Table 2, the overall success rate of students enrolled in math courses during the 2012/2013 academic year was 76.3% and represents passing grades earned by 609 of the 798 students enrolled in math courses.

3. In Table 3, comparing success rates by location, the data indicate that in Composition I, the English course with the highest level of enrollment overall, the percentage of students who withdrew from the online sections was higher than the percentage of students who failed the online sections.

4. Statistics I is also a high-enrollment course that was delivered online and face-to-face in three locations. The data in Table 4 suggest that withdrawals from sections of this course occur at about the same rate as failures.

5. The percentage of students passing the online sections of Composition I is about the same as the percentage of students passing the traditional sections on the main campus. However, the success of online students otherwise is generally less than the success of students in traditional sections of the same courses. Patterns of withdrawal and failure are also less positive.

6. The 5-year trend for success rates in college-level English classes ranges from a high of 76.3% in 2008/2009 to a low of 64.1% in 2011/2012. The overall success rate in English

for 2012/2013 was 71.7%. This represents an increase of 7.6% points in success rate from the end of the last academic year to the close of the 2012/2013 academic year.

7. Chart 1 showing the 5-year trend in success rates for college-level English courses reveals that overall, a higher percentage of non-successful students earned grades of "F" than withdrew from courses. (Grades of "F" and withdrawals are both considered as non-success.)

8. Chart 2 shows overall success rates in math courses over the last five years have ranged from a high in 2008/2009 of 78.4% to a low of 73.3% in 2010/2011. The overall success rate for college-level math courses in 2012/2013 is76.3%. This is an increase of .1% over 2011/2012 and an increase of 3 percentage points over 2009/2010.

9. The 5-year trend in overall success rates in college-level math courses reveals one year, 2010/2011 when a higher percentage of students withdrew from courses than failed. In that year the withdrawal rate was 15.6% and the failure rate was 11.1%.

Conclusions and Targets for Improvement

1. Investigate the establishment of benchmarks for success rates. Establishing benchmarks allows the college to set measurable goals. Establishing realistic benchmarks for **success points** might facilitate the setting of measurable goals for success rates in college entry level gatekeeper English and math courses. This is important because **success points** are part of the new funding formula, and course completions are a **success point** component. Course withdrawals and failures in entry level and gatekeeper English and math courses could affect how many **success points** are awarded to the college each year.
2. Investigate a means for obtaining similar and reliable comparative data from other two-year colleges.
3. Provide faculty with opportunities for professional development, and to attend English and math assessment conferences to learn more about the assessment process, data analysis techniques, best practices for assessment, and how to use results to improve student academic achievement.
4. Implement the written plan of assessment for the AA and AS Degree Programs in the academic year 2013/2014 that includes direct measures of student learning. Direct measures of student learning will better determine how well and to what extent the students are learning. Grades will not be the measure. Grades can be subjective in nature, and, thus, a biased measure. The direct measure will be portfolio or rubric evaluation of the student's work which is more objective, and, thus, a more accurate reflection of real and specific student success and deeper learning.
5. Investigate why student withdraw from online sections of Composition I occurs at a higher rate than the failure rate. It is important to know if the withdrawals are related to the course material, the way the material is presented/delivered or if the reasons are other than these. Withdrawals in these sections are disproportionately high. Face-to-face interaction with faculty may be more conducive to faculty-student relationship-building and students may be less likely to withdraw in the traditional sections.

6. Investigate why the student passing rate in online course sections continues to be generally lower than in the traditional sections of the same courses, and implement tactics to facilitate higher levels of student success in online courses.