

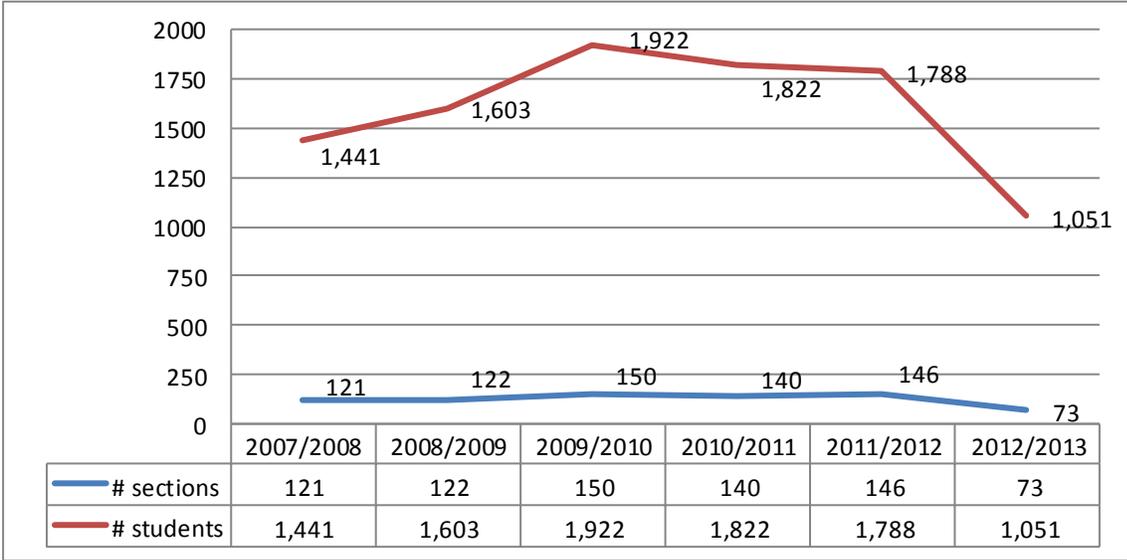
AGENDA ITEM B4: STUDENT DEVELOPMENT
BOARD RULE 400.0100.00
NUMBER OF STUDENTS ENGAGED IN EXPERIENTIAL LEARNING
BOARD OF TRUSTEES MEETING: JULY 25, 2013

Belmont students have opportunities to participate in various types of experiential learning such as clinicals, practicums, co-ops, internships, and field experiences that relate to their programs of study. Different programs offer different types of experiential learning related to the requirements for obtaining degrees and/or certificates in specific disciplines. For example, participation in clinical experiences are required in nursing programs; practicum hours are required in the mental health and child development programs; the Building, Preservation and Restoration Program operates a field lab site where students can apply skills and gain field experience. The number of hours per week required to award one credit hour for each type of experiential learning varies according to Ohio Board of Regents guidelines, and the required number of experiential learning credit hours in each program is variable according to the industry standard.

This report brings together six years of data on the number of course sections designated as *experiential learning*, and displays the number of experiential learning sections offered each year and the number of students who have earned academic credit in these specialized courses.

Presentation of Data

Chart I, *Number of students participating in experiential learning 2007/2008 through 2012/2013*



Data Highlights

1. The average number of students participating in experiential learning courses over the last six years is 1,573 per year. The average number of sections offered to students over the last six years has been 123.
2. During the 2012/2013 academic year, 1,051 students were enrolled in 73 experiential learning sections. There are less students in experiential learning and less sections of experiential learning due to: a.) Programs in the semester conversion moved to less total credit hours and, thus, there were less available courses for experiential learning, b.) In the semester curriculum there are less terms for offering experiential learning, and c.) Less enrollment in general contributes to less students in experiential learning opportunities. Examples include the Child Development and Mental Health Programs in which the quarter curriculum had three practicum courses and the new curriculum in each program, respectively, has one. Another example is the Associate Degree Nursing Program in which there are three semesters of clinicals in the new curriculum and the quarter curriculum included four quarters of clinicals. In addition, the number of clinical hours in the new curriculum for each clinical is reduced and the didactic hours are increased per the advice of the Board of Nursing.

Recommendations and Targets for Improvement

1. Continue to implement the college experiential learning model within all programs of the college, expanding the number and types of experiential learning options available to students.
2. The following targets for improvement, also found in the Enrollment Report, will influence the number of students engaged in experiential learning:
 - Continue new and existing program development to expand enrollment and attract new markets.
 - Continue to develop the recruitment, enrollment services, and communication functions of the college to assist with expansion of the inquiry pool, number of applications, yield/conversion rates, enrollment rate, retention/persistence rate, and graduation rate.
 - Investigate developing a marketing research function to inform enrollment services, program development, and other college decision-making.