

**AGENDA ITEM B4: STUDENT DEVELOPMENT**  
**BOARD RULE 400.0100.00**  
**SUCCESS IN SUBSEQUENT COLLEGE-LEVEL COURSE WORK**  
**BOARD OF TRUSTEES MEETING: AUGUST 22, 2013**

Evaluating success in college-level course work for students who have completed one or more developmental education courses allows administrators and faculty members to assess the effectiveness of developmental education and to evaluate students' learning in developmental education courses. In addition, the Ohio Board of Regents (OBR) staff track students success in college-level courses subsequent to completing developmental education course work, and awards "Success Points" for completing college-level courses within a prescribed time period. Course Completions and Success Points constitute essential elements of the state share of instruction (SSI) funding formula.

This report focuses on student completion of subsequent college-level course work in six courses: *Composition I, Allied Health Math, College Business Math, Statistics, Technical Mathematics, and College Algebra*

**Presentation of Data**

The first chart, *Success in subsequent college -level courses, 2012/2013* displays successful completions (i.e. grades of "A," "B," "C," and "D"), non-successful completions (i.e. grades of "F" and "W" (withdrawals), and percentages of successful completions and non-successful completions for the most recent academic year. These data represent Belmont students who were enrolled in and successfully completed one or more developmental education courses and subsequently enrolled in one of the six college-level courses. To be included in this report, "subsequent enrollments" are from three terms during the 2012/2013 academic year.

Chart 1, *Success in subsequent college-level courses, 2012/2013*

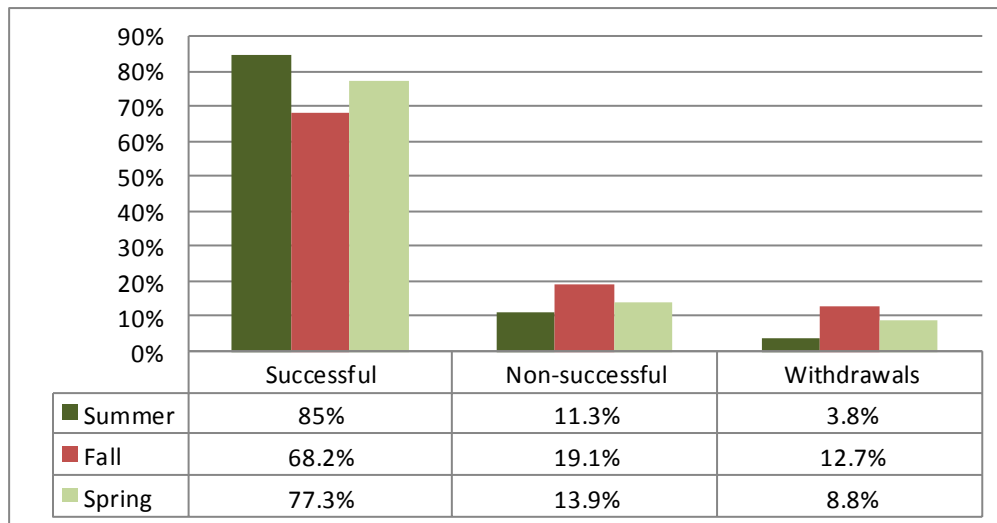


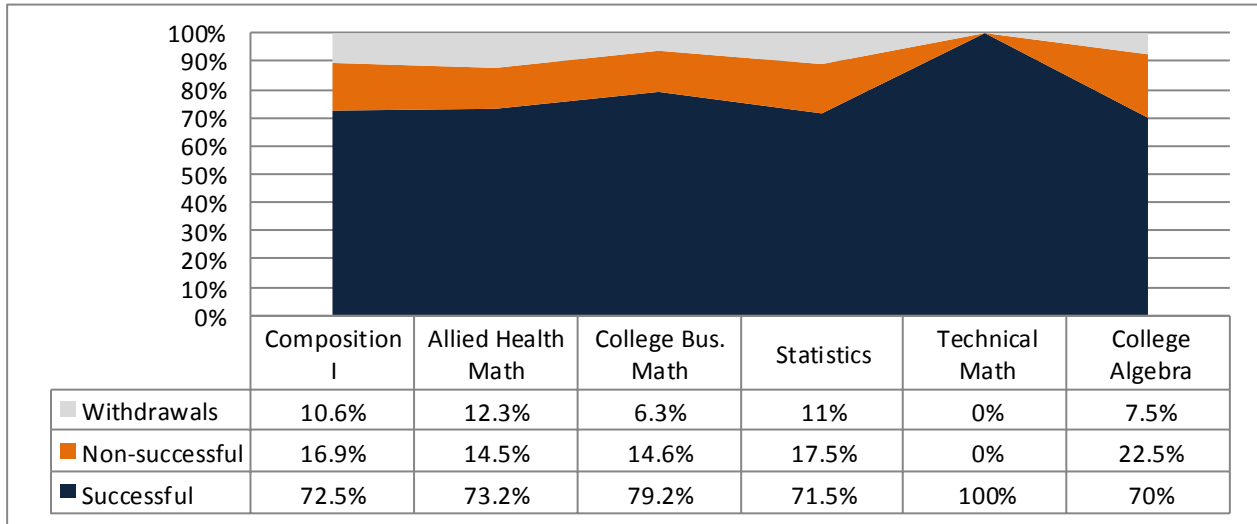
Table 1, *Success in subsequent college-level courses, 2012/2013*, provides counts and percentages for course outcomes: *success*, *non-success*, and *withdrawals* in college-level courses listed by term. Data are provided for numbers and percentages of students in each category and percentages within the six courses in which students most frequently enroll following successful completion of developmental education courses. Included in Table 1, at the bottom, are aggregated data for the 2012/2013 year.

Table 1, *Success in subsequent college-level courses, 2012/2013*

College level course	A,B,C,D	% success	F	% non-success	W	% withdrawals	Number of grades
<b>Summer 2012/2013</b>							
Composition I (ENG101)	17	81%	1	4.8%	3	14.3%	21
Allied Health Math (MAT112)	10	100%	0	0%	0	0%	10
College Business Math (MAT114)	9	90%	1	10%	0	0%	10
Statistics I (MAT116)	21	77.8%	6	22.2%	0	0%	27
Technical Math I (MAT121)	8	100%	0	0%	0	0%	8
College Algebra (MAT131)	3	75%	1	25%	0	0%	4
Term summary	68	85%	9	11.3%	3	3.8%	80
<b>Fall 2012/2013</b>							
Composition I (ENG1110)	95	66.9%	34	23.9%	13	9.2%	142
Allied Health Math (MAT1110)	47	66.2%	12	16.9%	12	16.9%	71
College Business Math (MAT1115)	18	75%	3	12.5%	3	12.5%	24
Statistics (MAT1120)	88	66.2%	25	18.8%	20	15%	133
Technical Math I (MAT1125)	14	100%	0	0%	0	0%	14
College Algebra (MAT1130)	13	68.4%	3	15.8%	3	15.8%	19
Term summary	275	68.2%	77	19.1%	51	12.7%	403
<b>Spring 2012/2013</b>							
Composition I (ENG1110)	94	77.7%	13	10.7%	14	11.6%	121
Allied Health Math (MAT1110)	44	77.2%	8	14%	5	8.8%	57
College Business Math (MAT1115)	11	78.6%	3	21.4%	0	0%	14
Statistics (MAT1120)	67	77.9%	12	14%	7	8.1%	86
College Algebra (MAT1130)	12	70.6%	5	29.4%	0	0%	17
Term summary	228	77.3%	41	13.9%	26	8.8%	295
<b>2012/2013 All terms</b>							
Summer Term summary	68	85%	9	11.3%	3	3.8%	80
Fall Term summary	275	68.2%	77	19.1%	51	12.7%	403
Spring Term summary	228	77.3%	41	13.9%	26	8.8%	295
2012/2013 Year	571	73.4%	127	16.3%	80	10.3%	778

Chart 1, *Success in subsequent college-level courses by course, 2012/2013* shows the percent of successful and non-successful completions and withdrawals from subsequent courses by students who first completed one, or more developmental education courses. This table shows the aggregated course completion rates for the year.

Chart 1, *Success in subsequent college-level courses by course, 2012/2013*



### Data Highlights

1. Aggregated success rates for 2012/2013 in the six subsequent courses are all at or above 70%.
2. The overall success rate in subsequent college-level courses for 2012/2013 was 73.4% (as shown at the bottom of Table, I) and represents 571 students enrolled in six courses during the year. The non-success rate for the year in those six courses was 16.3% (representing 127 student enrollments), and the withdrawal rate was 10.3% (80 enrollments).

### Conclusions and Targets for Improvement

1. In 2011/2012 (last year) success in subsequent college level courses was assessed only for courses during the fall term. In addition, Math 114 (College Business Math) was not assessed last year. In comparison, marked improvement in success rates is shown this year in the same courses assessed both years. Composition I success rates moved from **44.5% in 2011/2012 to 81% this year**. Allied Health Math moved from **65.5% to 100%**. Technical Math moved from **81% last year to 100%** this year. College Algebra moved from **60% last year to 75%** this year. Statistics **declined from 89% last year to 77.8% this year** most likely because the course was redesigned to adhere to the breadth and rigor of the TAG requirements and faculty and students were adjusting to the new course. New delivery methods next time will likely raise the student success rates.

2. Student success in college level courses is important for determining funding for the college through course completions and “success points.” State share of instruction (SSI) funding for FY14 will be determined according to a complex model and set of steps.
3. Benchmark success rates.
4. Strive for an increase in success rates of 2 % for the 2014 academic year.