

AGENDA ITEM B3: DEGREE COMPLETION
GRADUATION AND COMPLETION RATES
BOARD RULE 400.0200.00
BOARD OF TRUSTEES MEETING: OCTOBER 24, 2013

This report presents trend data for associate degree and certificate completion rates earned by Belmont students over the last six years. The data in this report reflect degrees and certificates earned in all credit programs by academic years.

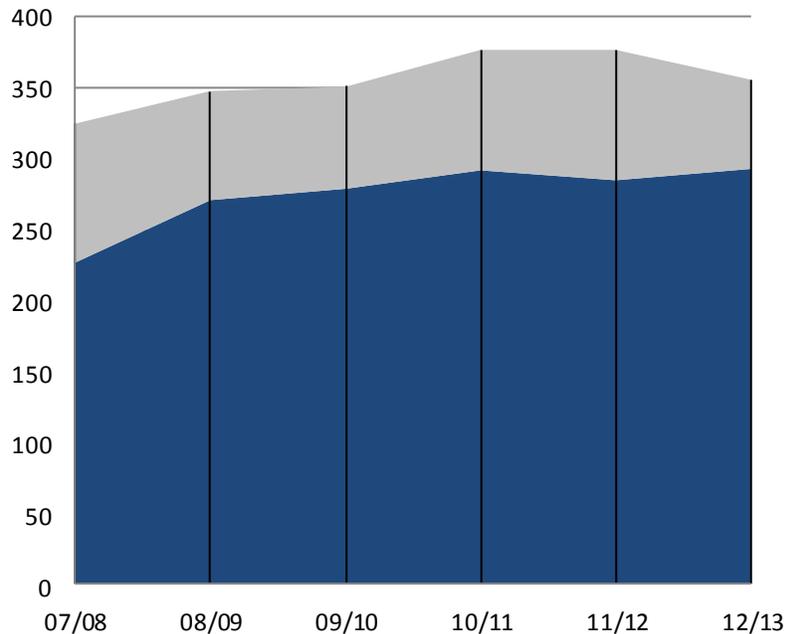
Presentation of Data

Table I, *Degree and certificate awards, 2007/2008 through 2012/2013*, displays Belmont data for associate degrees and certificates awarded by academic year. Figure I displays the data from Table I in a chart where the total number of associate degrees is represented in blue and the total number of certificates is represented in grey. The data represented in this report are reported to the National Center for Educational Statistics (NCES) and to the Ohio Board of Regents (OBR) by Academic program. The program-level data are used for the annual program review process at Belmont which is reported to the Board in the spring.

Table I, *Degree and certificate awards, 2007/2008 through 2012/2013*

	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Certificates	98	77	72	85	92	63
Associate degrees	227	271	279	292	285	293
Total awards	325	348	351	377	377	356

Figure I, *Degree and certificate awards, 2007/2008 through 2012/2013*



Data Highlights

1. The number of associate degree awarded in 2012/2013 was the highest number in any of the last six years.
2. There was a 31.5% decrease in the number of certificates awarded in 2012/2013. The number of certificates awarded decreased from 92 to 63.
3. Over the last six years, the number of associate degrees awarded has increased and the number of certificates awarded has decreased. Overall, the number of awards earned by Belmont students over the last six years has increased from 325 to 356, an increase of 31 awards, or 9.5%.

Conclusions and Strategies for Improvement in the Future

1. Retention strategies which have facilitated persistence and decreased time-to-graduation:
 - Separated the admissions function from recruitment and housed admissions under student services. Appointed two admissions counselors who receive all new students and individualize their intake and initiate initial academic plans.
 - Early and individualized Career Services and Financial Aid counseling to inspire student financial responsibility, early FAFSA completion, early claiming of a major/career pathway, and faster attainment of educational goals.
 - Expanded case management advising.
 - Use of electronic academic alerts through the Jenzabar Retention Solution.
 - Requirement of the First Year Experience Seminar and freshman orientation for Trustee Scholars.
 - Revision of the term course schedules to allow flexibility for students but also economy for the college.
2. Strategies for improvement for the future:
 - Continue to streamline the admissions process through the cross-training of staff to increase efficiency during the peak enrollment windows.
 - Explore requiring freshman orientation for all students and expanding evening offerings on the course schedule.
 - Implement the unit plans of the current college strategic plan which require assessing key college performance indicators to guide decision-making. This will facilitate an institutional effectiveness approach to even better graduation and completion rates.