

AGENDA ITEM B3: STUDENT DEVELOPMENT
BOARD RULE 400.0100.00
SUCCESS IN SUBSEQUENT COLLEGE-LEVEL COURSE WORK
BOARD OF TRUSTEES MEETING: AUGUST 28, 2014

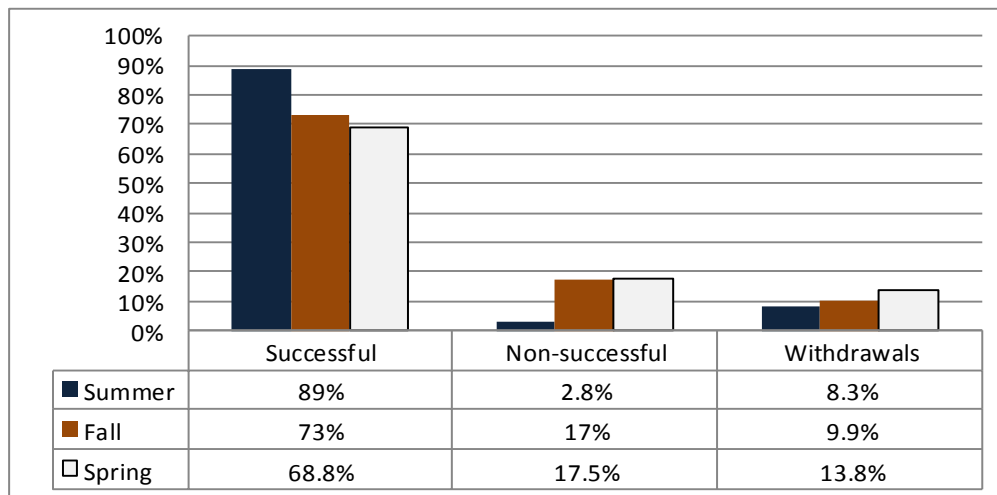
Evaluating success in subsequent college-level course work for students who have completed one or more developmental education courses allows faculty and staff to assess the effectiveness of developmental education and to evaluate students' learning in developmental education courses. The Ohio Board 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. Success points earned for college-level courses completed following developmental-level courses contribute to Belmont's state share of instruction (SSI) funding.

This report focuses on the student completion of eight subsequent college-level gatekeeper courses taken most frequently after the developmental education course work: *Composition I, Composition II, Experiencing Literature, Allied Health Math, College Business Math, Statistics, Technical Mathematics, and College Algebra.*

Presentation of Data

The first chart, *Success rate in subsequent college-level courses, 2013/2014* displays successful completions (i.e. grades of "A," "B," "C," and "D"), non-successful completions (i.e. grades of "F"), "W" (withdrawals), and percentages of successful completions and non-successful completions for the most recent academic year. Data are aggregated by term. These data represent the grades of 303 Belmont students who were enrolled in and successfully completed one or more developmental education courses during 2012/2013 and subsequently enrolled in one of the eight college-level courses during the following year. To be included in this report, "subsequent enrollments" are based on enrollments during three terms of the 2013/2014 academic year.

Chart I, *Success rate in subsequent college-level courses, 2013/2014*



The graphic representation in Chart I indicates the rate of successful completion was highest in summer term; the rates of non-successful completions and withdrawals were highest in spring term.

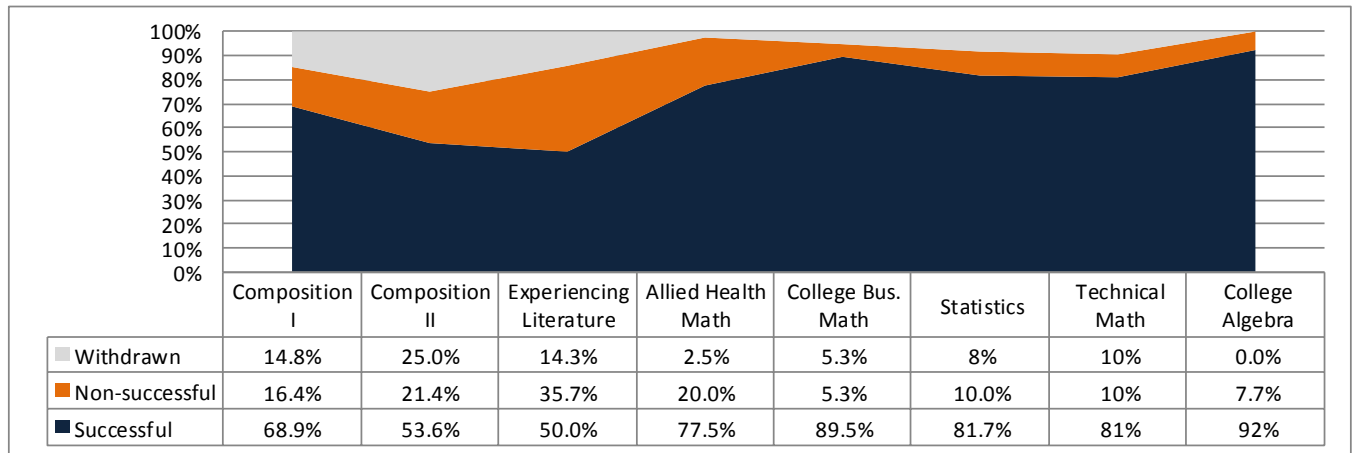
Table I, *Success in subsequent college-level courses, 2013/2014*, provides counts and percentages for individual course outcomes by term. *Success, non-success, and withdrawals* in college-level courses listed by term along with data for numbers and percentages of students in each category and percentages within the eight courses in which students most frequently enroll following successful completion of developmental education courses. Included in Table I, at the bottom, are aggregated data for the 2013/2014 year. The overall success rate for the 2013/2014 year was 73.9%.

Table I, *Success in subsequent college-level courses, 2013/2014*

Summer 2013/2014							
College level course	A,B,C,D	% Success	Fs	% non-success	Ws	% Withdraw n	Total
Allied Health Math (MAT1110)	5	100%	0	0%	0	0%	5
College Business Math (MAT1115)	2	100%	0	0%	0	0%	2
Statistics I (MAT1120)	7	100%	0	0%	0	0%	7
Technical Math I (MAT1125)	4	80%	0	0%	1	20%	5
College Algebra (MAT1130)	4	100%	0	0%	0	0%	4
Composition I (ENG1110)	9	82%	1	9.1%	1	9.1%	11
Composition II (ENG1120)	0	0%	0	0.0%	1	100.0%	1
Experiencing Literature (ENG1150)	1	100%	0	0.0%	0	0.0%	1
Fall 2013/2014							
College level course	A,B,C,D	% Success	Fs	% non-success	Ws	% Withdraw n	Total
Allied Health Math (MAT1110)	21	75%	6	21.4%	1	3.6%	28
College Business Math (MAT1115)	9	90%	0	0%	1	10%	10
Statistics (MAT1120)	17	73.9%	3	13%	3	13%	23
Technical Math I (MAT1125)	10	83%	2	17%	0	0%	12
College Algebra (MAT1130)	5	83.3%	1	16.7%	0	0%	6
Composition I (ENG1110)	31	75.6%	6	14.6%	4	9.8%	41
Composition II (ENG1120)	8	53.3%	2	13.3%	5	33.3%	15
Experiencing Literature (ENG1150)	2	33.3%	4	66.7%	0	0%	6
Spring 2013/2014							
College level course	A,B,C,D	% Success	Fs	% non-success	Ws	% Withdraw n	Total
Allied Health Math (MAT1110)	5	71.4%	2	29%	0	0%	7
College Business Math (MAT1115)	6	85.7%	1	14.3%	0	0%	7
Statistics (MAT1120)	25	83.3%	3	10%	2	6.7%	30
Technical Math I (MAT1125)	3	75.0%	0	0%	1	25%	4
College Algebra (MAT1130)	3	100%	0	0%	0	0%	3
Composition I (ENG1110)	2	22.2%	3	33.3%	4	44.4%	9
Composition II (ENG1120)	7	53.8%	4	30.8%	2	15.4%	13
Experiencing Literature (ENG1150)	4	57.1%	1	14.3%	2	28.6%	7
2013/2014 All Terms							
Term	A,B,C,D	% Success	Fs	% non-success	Ws	% Withdraw n	Total
Summer Term summary	32	89%	1	2.8%	3	8.3%	36
Fall Term summary	103	73.0%	24	17.0%	14	9.9%	141
Spring Term summary	55	68.8%	14	17.5%	11	13.8%	80
2013/2014 Year Total	190	73.9%	39	15.2%	28	10.9%	257

Chart II, *Success in subsequent college-level courses by course, 2013/2014* shows the aggregated course completion rates for the year.

Chart II, *Success in subsequent college-level courses by course, 2013/2014*



The data in Chart II suggest that when percentages of successful completions are aggregated and reported by courses, *College Algebra*, with a 92% success rate was the highest overall. The lowest success rate was in the course *Experiencing Literature* where 50% of students were successful, 14.3% withdrew, and 35.7% completed the course unsuccessfully. The highest rate of students withdrawn at 25% was in the *Composition II* course.

Conclusions and Targets for Improvement

1. English Department will study the success rates in Composition II and Experiencing Literature to determine reasons for the low success rates and implement teaching and learning improvement strategies to raise success rates by 10%.
2. When course success rates in college entry level gatekeeper courses fall below 75%, faculty will implement at least two teaching and learning improvement strategies.
3. Implement related improvement strategies and tactics found in the College Completion Plan.