



**BOARD OF TRUSTEES  
MEETING**

**August 25, 2011**

**7:00 p.m.**

**Belmont Technical College**

**Boardroom**

**Belmont Technical College  
District Board of Trustees Meeting**

August 25, 2011

7:00 p.m.

**AGENDA**

**CALL TO ORDER** Ms. Elizabeth Gates, Chair

**ROLL CALL**

**PLEDGE OF ALLEGIANCE**

**INTRODUCTION OF VISITORS** Ms. Elizabeth Gates, Chair

**APPROVAL OF AGENDA** Ms. Elizabeth Gates, Chair

**APPROVAL OF MINUTES** Ms. Elizabeth Gates, Chair

**A**

**CONSENT AGENDA**

**B**

**Human Resource Items**

**B1**

1 Promotion in Rank

*Full-time Faculty*

**Marge A. Hawthorne, Executive Director of Human Resources  
& Organizational Development**

**Administrative Items**

**B2**

1 Contract with Stein Fleishman Consulting, LLC

2 Contract with Meg Russell Design, LLC

3 Appropriation of Surplus

4 Transfer of Appropriated Fund Balances

5 Re-appropriation of Fund Balance

6 Adjustments to Course Fees

7 One-time Merit Pay to Employees

**John S. Koucoumaris, Vice President of Administrative Affairs**

**Board Items**

**B3**

1 Ratification of Operating Policies

*A. Employee Separation Information Systems*

*B. Transcripts Policy*

*C. Associate of Technical Study (ATS) Degree*

2 Heritage Tree Nominations

**PRESIDENT'S REPORT**

**Dr. Joseph E. Bukowski, President**

## MONITORING ACTIVITIES

C

### Financial Report

July 2011 Financial Report

C1

John S. Koucoumaris, Vice President of Administrative Affairs

## SECTION IV: ENDS POLICIES

### Board Rule 400.0100.00

### Student Development

C2

*Success in Subsequent College Level Course Work*

### Board Rule 400.0400.00

### Economic Development

*Number of New Courses/Training Developed*

*Completion Rates*

*Satisfaction Survey Analysis*

Dr. Rebecca Kurtz, Vice President of Learning and Student Success

## REPORTS AND PRESENTATIONS

## UPCOMING EVENTS/MEETINGS

**Trustees Scholarship Recognition Banquet - August 30, 2011**  
*at 6:00pm in Horizon Hall*

**Summer Graduation - September 1, 2011 at 7:00pm**

**OACC Southeast Regional Trustee Meeting - Sept. 8, 2011;**  
*Rio Grande Community College from 5:00pm - 8:00pm*

**ACCT Annual Leadership Congress - October 12-15, 2011,**  
*Dallas, TX*

**OACC Legislative Reception - November 9, 2011; 4:30 - 6:30pm,**  
*The Ohio Statehouse, Columbus*

## COMMENTS FROM THE CHAIR

## COMMENTS FROM COLLEGE COMMUNITY

## NEXT REGULAR MEETING

Next Meeting September 22, 2011

Belmont Technical College Board Room

\* Workshop 5:00 p.m.

\* Meeting 7:00 p.m.

## ADJOURNMENT

**TAB A**  
**MINUTES**

**BELMONT TECHNICAL COLLEGE**  
***BOARD OF TRUSTEES MEETING***

*Minutes of July 28, 2011*

The regular meeting of the Belmont Technical College District Board of Trustees was held at 7:00 p.m. on July 28, 2011 at Belmont Technical College in the Boardroom.

**Call to Order** Elizabeth Gates, Chair, called the meeting to order at 7:09 p.m.

**Roll Call**

Marcia E. Bedway -----	Present
Cory M. DelGuzzo -----	Present
Elizabeth F. Gates -----	Present
William D. Hunkler -----	Present
Mark A. Macri-----	Present
Pandora J. Neuhart -----	Present
D. Suzanne Pollock-----	Present
Lorrinda A. Saxby-----	Present

There being a quorum, the meeting proceeded.

**Attendance** Becki Kurtz, John Koucoumaris, Tim Houston, Peter Law, Laura Doty, Cathy Bennett, Holly Bennett, Marge Hawthorne, Brenda Lohri-Posey, Julie Mamie, Sue White, Judy Sandstead, R.J. Konkoleski, Jennifer Nippert and President Joseph Bukowski.

**Introduction of Visitors** Judge Frank A. Fregiato

**Approval of Agenda** Mrs. Gates asked for a motion to approve the agenda with the following items pulled for further discussion: *Election of Board Officers* and *Establish Board of Trustees Meeting Schedule for 2011-2012*.

**Dr. Saxby motioned, seconded by Ms. Bedway, to accept the agenda with the following items pulled for further discussion: *Election of Board Officers* and *Establish Board of Trustees Meeting Schedule for 2011-2012*.**

All ayes; motion carried.

**Oath of Office** Oaths of office for three-year terms (2011 – 2014) for Trustees Marcia E. Bedway and Pandora J. Neuhart, elected by caucus vote on April 18, 2011, and oath of office for Trustee Dr. Mark A. Macri elected by caucus vote on June 27, 2011 to fulfill the remaining one-year term of Marshall J. Piccin, were sworn in by Judge Frank A. Fregiato.

**Approval  
of Minutes**

Mrs. Gates asked for a motion to approve the minutes of June 23, 2011.

**Ms. Neuhart motioned, seconded by Mr. DelGuzzo to approve the minutes of June 23, 2011.**

All ayes; motion carried.

**Approval  
of Consent  
Agenda**

**Human Resource Items**

***Employment Recommendation***

Ms. Nancy J. Haynes was recommended for the position of Director of Child Care Services, effective August 1, 2011.

Ms. Haynes has a Master of Science Degree with a specialization in Early Childhood Education from Capella University, a Bachelors of Liberal Arts degree from Wheeling Jesuit University, and an Associate of Science degree in Business Administration from West Virginia Northern Community College. Her most recent experience was as the Director of the Fun Growing Child Development Center. Other experience includes teaching with the Shadyside Local School District Preschool, serving as Family Child Care Provider at Wright Patterson Air Force Base, and prior experience in supervisory/management positions. References for Ms. Haynes were excellent.

Her starting salary will be \$43,500 for a twelve-month administrative staff contract, prorated for the term of August 1, 2011, through June 30, 2012.

It was recommended that the Board approve the employment of Ms. Nancy J. Haynes in the position of Director of Child Care Services effective August 1, 2011 at an annual twelve-month salary of \$43,500.

***Employment Recommendation***

Ms. Marjorie Carrothers was recommended for the position of Coordinator of Student Advising and Counseling, effective August 1, 2011.

Ms. Carrothers has a Master of Science degree, with a specialization in Social Agency Counseling, a Bachelor of Arts degree in Sociology, and a State of Ohio Licensed Social Worker (LSW) designation. She is currently employed as a full-time Academic Advisor with Belmont, and previously served as a part-time academic advisor as well as an adjunct faculty member. She also has previous experience in various positions in the field of social services, and has served in supervisory and coordinator roles with past employers.

Reference checks for Ms. Carrothers were excellent. Her starting salary will be \$42,000 for a twelve-month professional staff contract, prorated for the term of August 1, 2011, through June 30, 2012.

It was recommended that the Board approve the employment of Ms. Marjorie Carrothers in the position of Coordinator of Student Advising and Counseling, effective August 1, 2011 at an annual twelve-month salary of \$42,000.

#### *Approval of New Position*

Approval was requested for the position of Director of Nursing to ensure the leadership for all nursing programs. Nursing programs account for the largest portion of credit offerings in the College.

The Director, under the supervision of the Executive Dean of Academic Affairs, will focus one hundred percent on program quality, consistency of instruction, curriculum development, and achievement and maintenance of program specific accreditation. In addition, the Director would become the administrator in charge of the program (mandated by the rules promulgated by law) and the sole liaison to the Ohio Board of Nursing, thus, allowing the Executive Dean to focus on quality, consistency of instruction, and curriculum development in all other credit programs as well as nursing.

With the addition of this position, the College will be able to reach higher academic standards across all programs and ensure the ongoing maintenance and currency of these standards over time, as Belmont Technical College transcends from a vocational alternative to college to an academic institution with all the respect from the academic community.

This full-time, administrative position will be responsible for the development, administration, management, and evaluation of the Associate Degree and Practical Nursing Programs. Major responsibilities include directing instruction, developing curriculum, organizing/coordinating activities of programs, faculty-student recruitment and development, enrollment management, and resource development and management.

The position is an administrative level position at a salary grade of 14 (\$47,904 to \$73,508).

It was recommended that the Board approve the position of Director of Nursing Programs at a salary grade of 14.

#### *Authorization to Hire*

It was requested that the Board authorize the President to make the hiring decision for the position of Director of Nursing Programs, with the Board ratifying the decision at a subsequent Board meeting.

It was recommended that the Board of Trustees authorize the President to make the hiring decision regarding the position of Director of Nursing Programs, with the decision to be ratified by the Board at a subsequent meeting.

## Administrative Items

### *Parking Lots and Drives Contract*

At the February 24, 2011, Board of Trustees meeting, a resolution was passed for architectural services between the College and the State Architect's Office (SAO).

The current SAO project list includes the Parking Lots and Drives Project to improve and expand the parking lots of the College. The budgeted amount for this project is \$250,000.

The design plan included projects on the parking lots at the Main Campus, Natural Science Center, and North Center locations. A "Notice for Invitations to Bid" ran in the *Martins Ferry Times Leader* on June 16, 2011; June 23, 2011; and June 30, 2011; inviting area vendors to submit a sealed bid. Four vendors attended an informational pre-bid meeting on June 28, 2011: Neff Paving, Ltd.; Nicholozakes Trucking, Co.; Parnell & Associates, Inc.; and Shelly & Sands, Inc. Only one submission was received for the project at the bid opening on July 12, 2011, with a bid of \$422,850, exceeding the budget by 73.66%.

The administration and the SAO are scaling-down the parking lot project to stay within the allocated \$250,000 budget and complete the project this construction season. Solicitations for bids will be sought for the Main Campus overflow and the Natural Science lots only. The rebid invitation will run in the *Martins Ferry Times Leader* on July 25, 2011, with a bid opening date of July 28, 2011, at the Main Campus.

In order to expedite the naming of the vendor to allow sufficient time for the paving to be completed before the start of Fall Quarter, the administration requested authorization to allow the President to enter into contract with the selected firm not to exceed the budgeted amount of \$250,000.

It was recommended that the Board authorize the President to enter into contract with the selected firm to complete the Parking Lots and Drives Project.

## Board Items

### *Emeritus Recommendations*

The Employee Emeritus Policy (#515.0705.07) was established several years ago to award an honorary title for retired, former, or deceased faculty, executive staff, and administrative staff in recognition of meritorious service to students and the College.

This year, the Employee Emeritus Selection Task Force, composed of current faculty and staff members, reviewed the eligibility listing for emeritus status according to the guidelines of the policy. The recommendation of the Task Force was reviewed by the President, and is listed below:

Professor Emeritus – Annette Butler, Mathematics Faculty

Annette started her employment at the College in September 1988 as an adjunct faculty member in mathematics, and was then hired in September 1989 as a full-time instructor in mathematics. She retired January 1, 2007, and was Professor of Mathematics at the time of her retirement. Items cited by members of the task force regarding Annette's recommendation include: her involvement in committee work and College events such as MathCounts; her concern and support for student success; her consistency as a good teacher from year to year; and how she made a difference in a quiet, yet very effective manner.

It was recommended that the Board award emeritus status to the individual listed above for the 2011 year.

#### *Heritage Tree Nominations*

No nominations were offered by the Board of Trustees. Information was provided on past associations of the College and the Board will be polled at the next meeting to determine if any nominations are offered at that time.

#### *Stand Up for Pell Grants Resolution*

The cost of the Pell Grant program has risen dramatically in recent years, increasing from \$18 to \$30 billion from 2008-09 to 2009-10 alone. In the coming fiscal year, Congress faces the daunting task of finding \$11 billion just to maintain the current maximum grant of \$5,550. In response, some in Congress have proposed making deep cuts to the program, potentially slashing grants by thousands of dollars, or by reducing access to the program for key college-going populations.

A major reason why the cost of the Pell Grant program has risen so quickly is that hundreds of thousands of additional Americans have enrolled in college, particularly community colleges like Belmont, during the economic downturn. Most have done so to acquire the skills they need to get new jobs. During the most recent one-year period for which we have statistics, the number of Pell Grant recipients at community colleges grew by 36.8%. Overall, the program assists more than 8 million students.

Each year Belmont serves more than 2,200 students, many of which rely on the Pell Grant to receive a college education. Last year 1,794 students attending Belmont received Pell Grants to help pay for tuition, books, and other college expenses. On average each of those grant recipients received \$3,463 towards their college expenses for the 2009/2010 academic year. Many of these students have worked hard to achieve their higher education goals and have been able to do so with the assistance of the Pell Grant. Yet, despite our increasing enrollment numbers and the students in need of assistance, recent proposals threaten to make deep cuts to the Pell Grant program and reduce awards to the millions of Americans who depend on Pell Grants to enroll annually.

The American Association of Community Colleges along with the American

Association of Community College Trustees is urging that Community College Boards sign a resolution supporting the *Stand Up for Pell* initiative in order to urge Members of Congress to take action to ensure that the Pell Grant program receives the necessary funding to continue to help millions of Americans enroll in and complete college.

It was recommended that the Board of Trustees approve the resolution to support the *Stand Up for Pell* initiative.

**BELMONT TECHNICAL COLLEGE  
BOARD OF TRUSTEES**



**RESOLUTION TO SUPPORT *STAND UP FOR PELL***

WHEREAS, Community colleges educate and train nearly half of all undergraduates in America, and more than 40 percent of those undergraduates are the first in their families to attend college; and

WHEREAS, Belmont Technical College serves more than 2,200 students each year; and

WHEREAS, Postsecondary education is rapidly becoming a minimum requirement for employers seeking to hire trained personnel, and by 2018, the United States workforce will need 22 million new workers with college degrees, according to a June 2010 report by the Georgetown University Center on Education and the Workforce; and

WHEREAS, The Pell Grant program is by far the largest source of financial aid for community college students, many of whom would be unable to afford college without it; and

WHEREAS, There were 1,794 Pell Grant recipients at Belmont in academic year 2009-2010, with each recipient receiving on average a \$3,463 Pell Grant; and

WHEREAS, A total of \$6,212,157 million in Pell Grants were awarded to Belmont students in 2009-2010; and

WHEREAS, Community college leaders have resolved to increase college completion rates in a nationwide call to action, and the Pell Grant remains an essential resource for students to stay in school and complete their degrees;

RESOLVED, THAT THE BOARD OF TRUSTEES OF BELMONT TECHNICAL COLLEGE urges Members of Congress to take action to ensure that the Pell Grant program for college students remains vital, including maintaining a \$5,550 maximum award, so that the program may continue to help millions of Americans receive the critical financial aid they need to enroll in and complete college.

\_\_\_\_\_  
Elizabeth Gates, Chair

\_\_\_\_\_  
Joseph E. Bukowski, President

\_\_\_\_\_  
Date Approved

**Mr. Hunkler motioned, seconded by Dr. Saxby to approve the Consent Agenda, (Two items pulled from the agenda: Election of Board Officers and Board of Trustee Meeting Schedule 2011-2012).**

All ayes; motion carried.

### **Board Items**

#### ***Election of Board Officers***

The Board of Trustees held the yearly election of officers as noted in Board Rule 100.0300.00 Board Process – Item II, Manner of Election, that states: “Election of officers shall be held at the first regular July meeting of each year and each officer shall hold office for the period of one year or until his or her successor shall be duly elected or qualified. Officers shall be eligible for re-election.”

Ms. Gates vacated the chair and turned it over to the College President and Board Secretary, Dr. Joseph E. Bukowski. The floor was opened for nominations for the Chair of the Board of Trustees for FY 2011-2012: **Dr. Saxby nominated Elizabeth F. Gates, the nomination was seconded by Ms. Neuhart. There being no further nominations, Mr. Hunkler made a motion to close nominations and accept the nomination of Ms. Elizabeth F. Gates as Chair, the motion was seconded by Ms. Bedway.**

All ayes, motion carried.

Dr. Bukowski vacated the chair and turned it over to the newly elected Chair, Ms. Elizabeth F. Gates.

The floor was opened for nominations for the Vice-chair of the Board of Trustees for FY 2011-2012: **Ms. Pollock nominated William D. Hunkler, the nomination was seconded by Ms. Bedway. There being no further nominations, Ms. Neuhart motioned to close nominations and accept the nomination of Mr. William D. Hunkler as Vice-chair, seconded by Mr. DelGuzzo.**

All ayes, motion carried.

The floor was opened for nominations for Secretary of the Board of Trustees for FY 2011-2012: **Dr. Saxby nominated Dr. Joseph E. Bukowski, the nomination was seconded by Ms. Pollock. There being no further nominations, Ms. Bedway motioned to close nominations and accept the nomination of Dr. Joseph E. Bukowski as Secretary, seconded by Mr. Hunkler.**

All ayes, motion carried.

The floor was opened for nominations for the Treasurer of the Board of Trustees for FY 2011-2012: **Ms. Neuhart nominated Mr. John S. Koucoumaris, the nomination was seconded by Mr. Hunkler. There being no further nominations, Ms. Bedway motioned to close nominations and accept the nomination of Mr. John S. Koucoumaris as Treasurer, the motion was seconded by Ms. Neuhart.**

All ayes, motion carried.

*Establish Board of Trustees Meeting  
Schedule for 2011-2012*

The Board discussed and created the annual schedule of meetings for the period of August 2011 to August 2012. The meeting schedule approved by the board follows:

August 25, 2011  
September 22, 2011  
October 27, 2011  
November 2011: No Meeting  
December 1, 2011  
January 26, 2012  
February 23, 2012  
March 22, 2012- Harrison County  
April 26, 2012- Monroe County  
May 24, 2012  
June 28, 2012  
July 26, 2012  
August 23, 2012

**Mr. Hunkler motioned, seconded by Ms. Bedway to accept the Board of Trustee monthly meeting dates presented above.**

All ayes; motion carried.

**President's  
Report**

No President's Report

Monitoring  
 Activities

Financial  
 Report

**June 2011 Financial Report**

**FINANCIAL REPORTS:**

The cash position of the College as of June 30, 2011 is as follows:

Checking Account	\$	39,746.32
Certificates of Deposit	\$	13,155,790.35
Savings	\$	254,015.77
Total Temporary Investments	\$	13,409,806.12
Total Cash and Temporary Investments	\$	13,449,552.44

The Budget Report shows the following:

	<u>This Year % Recorded</u>	<u>% Year Completed</u>
Budgeted Revenues	100.0%	104.3%
Budgeted Expenditures	100.0%	96.4%

- 
1. The Unexpended Plant Fund Report is in the amount of \$ 2,696,146.70.
  2. The Repair and Replacement Fund Report (Plant Fund) is in the amount of \$ 53,393.56.
  3. The Board Appropriated Fund Report is in the amount of \$ 1,954,829.33.
  4. The Start up Fund is in the amount of \$ 181,332.89.

It was recommended that the Board accept the financial reports for June 2011 as presented.

**Ms. Pollock motioned, seconded by Dr. Saxby to accept the June 2011 Financial Report.**

All ayes; motion carried.

Sec IV:  
 Ends  
 Policies

Board  
 Rule:  
 400.0000.00-  
 Access to  
 Higher  
 Education

### Quarterly Enrollment Statistics

Quarterly enrollment statistics serve as one measure of Belmont's success in providing access to higher education for residents of Belmont, Harrison, and Monroe counties. This report focuses on summer quarter enrollment for the 2011/2012 academic year. Counts of enrolled students and credit hours were recorded on the fifteenth day of summer quarter. This report presents trend charts for headcounts and credit hours over a period of ten years (summer quarter 2002/2003 through summer quarter 2011/2012).

#### Data

Chart 1, Ten-year enrollment trend, summer quarter 2011/2012 headcount

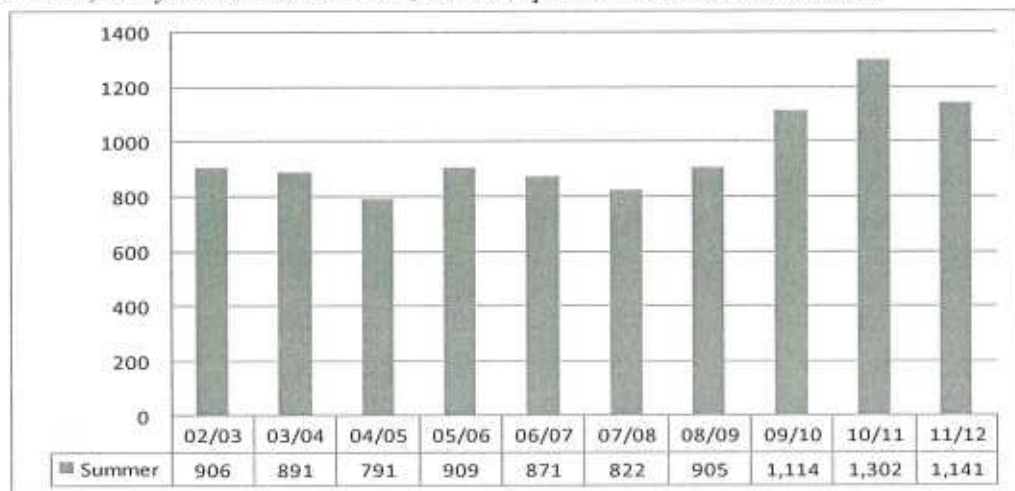
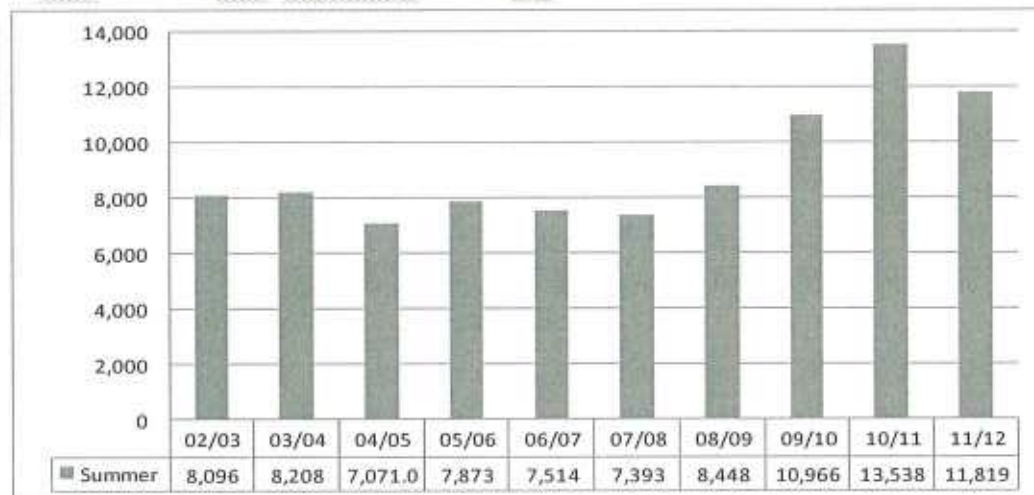


Chart 2, Ten-year enrollment trend, summer quarter 2011/2012 credit hours



#### Description and Analysis of Data:

Chart 1, Ten-year enrollment trend, summer quarter 2011/2012 headcount, shows a decrease in headcount from 1,302 students in 2010/2011 to 1,141 for summer quarter 2011/2012. The decline in headcount for summer 2011/2012 represents 161 fewer students, or a 12% decline from last year's **actual** headcount.

Credit hours are shown in Chart 2, Ten-year enrollment trend, summer quarter

Credit hours are shown in Chart 2, *Ten-year enrollment trend, summer quarter 2011/2012 credit hours*. The second chart shows actual credit hours for each of the last ten summer quarters. The number of credit hours reported on the fifteenth day was 11,819 hours. The actual number represents 242 credit hours or **12% fewer credit hours than the prior year**. The average number of credit hours of enrollment per student is calculated by taking all credit hours of enrollment and dividing that number by the number of students enrolled. The average number of credit hours for summer 2011/2012 is **10.36 credit hours per student**.

Changes were implemented for summer 2011/2012 in how the Federal PELL dollars would be awarded, and this has caused major concerns for some of our students. The recent changes eliminated a fourth quarter of eligibility for PELL awards. Previously, students could receive PELL assistance for up to four quarters in an academic year. The recent change reduced eligibility to three quarters. Based on PELL information from news sources, students considering taking summer courses may have decided not to enroll.

***Conclusions/Recommendations:***

The College is proactive in offering interventions to encourage student enrollment and persistence. Specific strategies implemented by the Enrollment Management Team include:

- Using other forms of aid such as the Hilda Burrows Scholarship for adult learners;
- Suggesting loans to cover summer quarter;
- Creating a Stop-Out program to contact students who didn't re-enroll after being here two consecutive quarters. In Spring 2011/2012, 275 students were contacted with 19 positive responses of students returning or graduating.
- Implementing the Spring 2011/2012 phone call campaign contacting new students who have been admitted but have not yet committed to Belmont (276 students were called). Forty-one of these contacted students have come in to sign up for orientation dates so far and the number may grow as the summer orientations continue.

Targets for improvement were set out in the Enrollment Management Plan to evaluate the effectiveness of enrollment strategies. The plan includes targets for summer and fall of the 2011/2012 academic year.

- Increase institutional grant aid awarded through the Hilda Burrows scholarship by 5% for spring 2011/2012.
- Increase the amount of institutional grant aid from Trustees Scholarship by 5% for spring 2011/2012.
- Decrease the number of students testing into developmental courses by 2% for fall 2011 and fall 2012.
- Increase retention of students enrolled fall 2011/2012, and winter 2011/2012, by 3%.
- Increase the yield rate (number of applicants who enroll) for academic year 2011/2012 by 2%.
- Increase Dual Enrollment population to 40 students by fall 2011/2012.
- For summer quarter 2011/2012, decrease incidence of students dropping all classes after the "add/drop" period.

Board  
 Rule:  
 400.0100.00-  
 Student  
 Development

**Assessment Studies of English and Mathematics**

Coursework in English and mathematics constitute central general-education requirements and learning outcomes at Belmont, supporting both technical and transfer programs. The English and math programs must adhere to standards required by the Transfer Assurance Guides and the Ohio Transfer Module, as well as standards set in the workplace. This report provides an assessment of student success in the English and math courses at Belmont.

***Data and Analysis***

The data reviewed for this report present success and non-success percentages by course for 2010/2011. English courses are presented in Chart 1 and mathematics courses in Chart 2. *Success* has been defined for this report as earned grades of “C-” or better. *Non-success* includes grade categories of “D+” and lower and includes grades of “W” indicating that the students withdrew from the courses.

Charts 1 and 2 compare percentages of successful and non-successful course completions for English and mathematics courses in the most recent academic year, 2010/2011. Chart 1, *Success/non-success in English courses, 2010/2011* and Chart 2, *Success/non-success in mathematics courses, 2010/2011* show distributions by categories labeled, *success* and *non-success*. In both of these charts, data are arranged by course, such as “ENG 101” and “MAT 227.” The dark blue bar on the left in each pair measures successful completions; the light blue bar on the right in each pair measures non-successful completions.

Chart 1, *Success/non-success in English courses, 2010/2011*

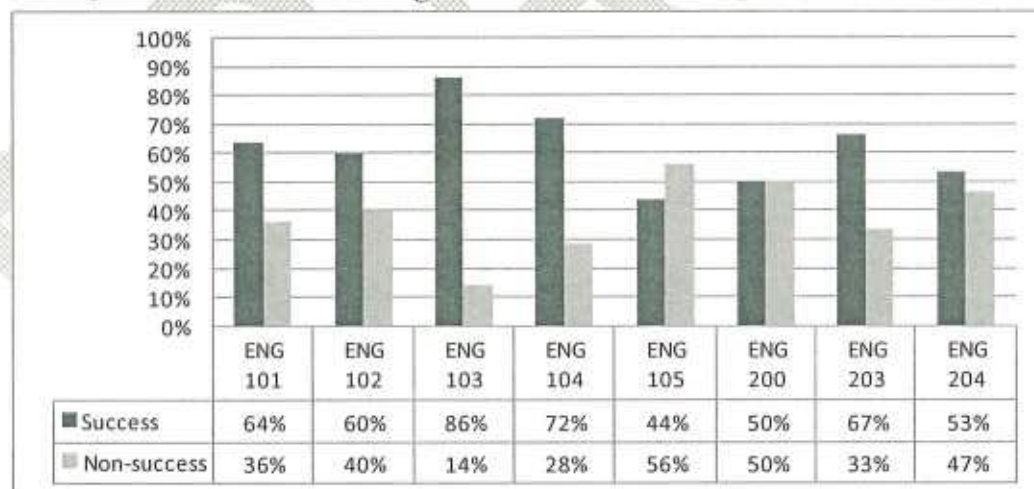
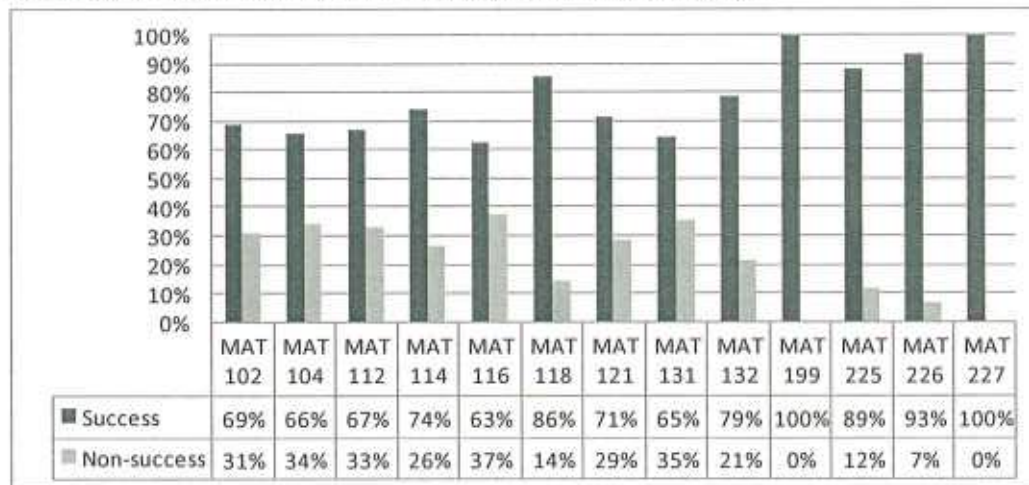


Chart 2, Success/non-success in mathematics courses, 2010/2011



Charts 1 and 2 represent course success/non-success rates for English and mathematics courses during the 2010/2011 academic year. Overall, there were 2,305 enrollments in English courses, and the overall success rate in the 8 courses shown in Chart 1 was 61.9%. During the same time period, there were 1,228 enrollments in 13 math courses, and the overall success rate was 78.5%. The bar graph demonstrates visually both the relative percent of successful completions across the various courses and the difficulties that many students have with achieving success across the English and math general-education sequences.

To interpret these data accurately, several underlying factors are taken into account. In an open-enrollment environment, English and mathematics courses test students' preparation for college work, functioning historically as a screening mechanism, to qualify those students capable of college-level study. Inevitably some students do not succeed in spite of preliminary course work in developmental education classes. English and math courses necessarily involve challenging content and learning methods, including critical thinking, which best equips our students for success in their degree programs, transfer situations, and future employment. Instructors are faced with the need to maintain course standards, while helping at-risk students succeed in a relatively short time period.

In addition, some grading peculiarities influence the rates adversely. The scores include grades of "W," which can result from an informed decision that may have a positive impact on the student's overall success in college. Or, students often disappear without withdrawing from their general-education course, which results in an "F" that does not reflect on the quality of the course, since those students have not attempted to complete the work. Students who do complete the courses often have absences, many times combined with lack of submission of their work. Students may thus encounter penalty situations that reduce the final grade. Plagiarism and/or cheating also can lead to reduced or "F" grades, again having no relationship to the quality of the course.

The charts also reveal interesting differences in success rates across the spectrum of courses. For example, the success percentages in ENG103 and 104 are higher, because the content of these courses requires application of skills learned earlier in the English sequence. Students generally demonstrate increased awareness of their responsibilities and the abilities that have been developed through their work in ENG101 and 102. The real-world projects in these courses also contribute to success. The literature courses are consistently challenging for BTC students. The dilemma of maintaining course transfer quality while rendering the content more accessible is solvable for many students enrolled, but for others success is still elusive as they

continue to struggle with lack of preparation, resistance to critical thinking, and insufficient attention to the requirements of attendance and class participation.

Across the math course sequence, non-success rates are highest in the courses specific to the technical programs. It is notable that most of those succeeding in MAT 116 (Statistics I) do well in MAT 118 (Statistics II). The data also suggest that once students have survived the rigors of algebra and trigonometry, those progressing to the calculus sequence demonstrate a very high success rate, 100% in MAT 227 (Calculus III). Those who succeed in the gate-keeper courses also tend to succeed in the more complex courses.

#### **Conclusions/Recommendations:**

To address success rates, there are a number of measures already initiated and others that need further study and implementation:

- The implementation of the new Master Syllabus in the winter of 2009 was a step towards securing uniform standards. The current submission to OBR of converted syllabi for semester conversion now provides opportunity for full **review of the general-education syllabi** with attention to the complete inclusion of course objectives, learning outcomes, and descriptions of strategies to enhance success. This work is in progress and includes strategies such as incentives to attend classes, to complete assignments, to maintain academic integrity, and to participate in active learning.
- Belmont's Strategic Plan includes significant promise, including a commitment to the development of program-level workshops in teaching methods and content specific to programs and individual courses. The Strategic Plan also proposes an ongoing **formal mentoring program** for all new faculty members. The new mentoring model will build on the guidelines and resource materials already available for adjunct instructors in the English program.
- **Stabilization** of the full-time faculty teaching English and mathematics classes is important to student success. The hiring of a fifth full-time instructor in English and a fourth in math will benefit student success.
- Students need to be better informed about the demands of the courses. The new vision for the first-year experience should promote **greater student awareness** of the demands of college and a student's role in assuming responsibility for academic success. The re-design of the Student Learning and Success course and its mandatory implementation with semester conversion should augment student awareness. We will need to continue efforts to advise students accurately, including expanding guidance concerning registration into online courses.
- **Tutoring services** in writing continue to improve, with the encouragement of more student responsibility in the revision process. Mandatory tutoring in some courses has proven beneficial. The e-tutoring program has been a step towards greater access to tutoring services.

#### **Action plans:**

- We need to take **assessment of the English and mathematics** courses to a higher level and measure learning directly. To formulate another assessment plan, we need to define accurate course goals and measurable learning outcomes. The English courses have defined goals and learning outcomes. For math, the conversion of syllabi to semester format is currently providing opportunity to define better the course goals and measurable learning outcomes.
- We still need to develop appropriate **assessment rubrics** in both English and

math and establish benchmarks for achievement. The goal is to establish course assessment specific to the general-education courses. When gathering data about the success rates of students, we need to ask more complex questions about why students are not successful. We need to determine the underlying causes, which are highly complex and diverse.

- **Assessing the success of online courses** is important to understanding overall success rates. It would be helpful to obtain data about the success rates in online course sections, separate from overall course success rates. The goal at Belmont has been to continue expanding online course offerings, but we need to ensure that the best practices are implemented in all new course developments.
- Continuing efforts to **improve the delivery of transitional studies courses** are instrumental to improvement of success rates in college-level English and math. The continuing redesign of transitional studies courses will better prepare students to enter their college-level courses and succeed.
- A **uniform rubric** for evaluation of Writing Across the Curriculum assignments, required in all classes, is being investigated by the Curriculum Team. More emphasis on the importance of writing, reading, and math skills across the technical programs will result from the uniformity in evaluation. This is important since the semester conversion process has resulted in the reduction of English courses required across some programs. The review of programs for semester conversion has permitted reflection on writing opportunities within the programs, with some program chairs committing to increased writing within technical courses.
- We need to continue to find ways to make difficult course material more accessible and workable for the students, without resorting to grade inflation. We need to place the emphasis even more firmly on student engagement in our courses, to require the students to assume more responsibility for their learning in the English and math course sequences. Setting higher standards is mandatory, but standards must be coupled with **improved teaching strategies** to support student success.
- We need to continue to promote uniformity in adjunct instruction (and grading) across the English and math course sections. The sheer volume of numbers of course sections, due to increased enrollment over the last two years, is a considerable challenge to the maintenance of "course identity" across all sections. The biggest current challenge is **improvement to the consistency** of good teaching and adherence to course content across all course sections.

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#### Completion Rates in Transitional Studies Program

The Life Long Learning Continuum depicts students' progress from college entry through certificate or degree completion and on to a four-year institution or employment. Critical points in students' academic journeys as reflected on the continuum are analyzed, and supports and intervention are implemented. Systems and programs are designed to maximize students' success as they continue along their learning paths. The Transitional Studies Program was designed as a part of the Life Long Learning Continuum to maximize student potential and growth and represents a set of developmental education reading, math, and English courses. Transitional Studies courses are not college-level but serve to help students stretch their skills and to reach college-level readiness. Once students experience success in developmental coursework, they move to college-level courses, and their potential for success in

college-level courses is increased.

Upon admission to the College, students take an “Accuplacer” placement test or present scores from another accepted instrument (ACT, SAT, or “Compass”). Students’ scores determine required placement on various levels in one or more transitional studies courses in the following areas: reading, math, and/or English. The College has identified benchmarked scores for each course in the transitional studies course sequences, and students are placed accordingly.

Student success in all transitional studies courses is monitored. A key indicator of students’ success can be interpreted from transitional studies course-completion rates.

**Data**

Data for this report were drawn from the student information system without personal identifiers. To be considered successful in a transitional studies class, a student must earn a “C” or higher; a student must experience success in a transitional studies class in order to enroll in the next transitional studies reading, math, or English course in sequence or to enroll in the first college-level English or math course. Data are presented in a table that depict the course label, the number of students receiving grades for that quarter, the percent of students who experienced success in that class, and the percent of students who did not experience success. For this analysis, **voluntary student withdrawals are not counted as non-success**.

Data for transitional studies completion rates are presented and analyzed for two fall quarters because the majority of students enroll during fall quarter. Thus, there are more students in these groups for analysis. The first table displays completion rates for fall quarter in the 2010/2011 academic year. Table 2 provides similar data for the previous fall quarter, 2009/2010.

Table 1, *Fall 2010 Completion rates in transitional studies courses*

Course label	Course Name	Number of students receiving grades	Percent successful	Percent not successful
ENG081	Writing I	71	75%	25%
ENG082	Writing II	91	78%	22%
ENG093	Reading I	85	69%	31%
ENG094	Reading II	199	70%	30%
MAT094	Prealgebra	274	73%	27%
MAT095	Introductory Algebra	185	68%	32%
MAT097	Intermediate Algebra	30	60%	40%
MDS096	Personal and Academic Development	35	57%	43%
<i>Totals</i>		970	71%	29%

Table 2, Fall 2009 Completion rates in transitional studies courses

Course label	Course Name	Number of students receiving grades	Percent successful	Percent not successful
ENG081	Writing I	47	66%	34%
ENG082	Writing II	61	79%	31%
ENG093	Reading I	52	71%	39%
ENG094	Reading II	233	76%	34%
MAT094	Prealgebra	119	70%	30%
MAT095	Introductory Algebra	348	70%	30%
MAT097	Intermediate Algebra	39	38%	62%
MDS096	Personal and Academic Development	17	76%	34%
<i>Totals</i>		916	72%	28%

### Analysis

Overall, the data for fall quarter 2009 reveal that 72 percent of students who enrolled in transitional studies courses completed those courses successfully with a “C” or higher. The overall completion rate for fall quarter 2010 was 71 percent, which is a one percent decrease from fall 2009. It is also important to view the success rates in individual courses to gain a solid, overall view of student success in transitional studies courses. In fall, 2009, the success rate in Writing I was 66%. Student success in Writing I rose to 75% in 2010, a nine percent increase. Student success in Prealgebra also increased in fall 2010. The success rate was 70% in fall 2009 and 73% in fall 2010, a three percent increase. A more substantial increase in student success was noted in an Intermediate Algebra. The increase in student success in Intermediate Algebra from fall 2009 to fall 2010 was 22%.

Four courses show a slight decrease in successful completions from fall 2009 to fall 2010. Those courses are Writing II, Reading I, Reading II, and Introductory Algebra. Decreases in the success rates in these courses were one percent, two percent, six percent, and two percent respectively. A more significant decrease in student success is reflected in the data for successful completions in MDS (multi-disciplinary studies) 096, Personal and Academic Development. The decline from 2009 to 2010 was 19%. The face of MDS096 changed from fall 2009 to fall 2010. The web-based courseware used in 2009 was replaced in 2010 with more rigorous and intensive web-based courseware (and no additional hours were added to the course). An additional section and instructor were added, and student recruiting for the course was not as selective for fall 2010 as it was for fall 2009. The difference between the success rates in MDS096 from fall 2009 to fall 2010 may be attributed to one or more of these factors.

While success in transitional studies courses is one way in which to view students’ preparation for college-level coursework, another way to examine success rates in transitional studies is to analyze students’ success in their subsequent, college-level courses, and that analysis will be addressed in the August 2011 monitoring report.

### Discussion

The July 2008 monitoring report recommended examining students’ success in light of best practices. That recommendation warrants a response in this report as well.

- *How do transitional studies students compare with students in other two year institutions? Find a sound basis for comparison so we can interpret data and*

*make recommendations.*

The July 2009 monitoring report highlighted national developmental coursework success rates of 29 selected two-year community and/or technical colleges as reported by Gerlaugh, Thompson, Boylan, and Davis (2009) and discussed comparisons of those success rates with Belmont's students' transitional studies success rates (withdrawals excluded). To date, an updated study and comparable study of pass rates in transitional or developmental courses has not appeared in the literature. The table below represents the 2009 published data and compares those success rates to Belmont Technical College's fall 2009 and 2010 success rates.

Table 3: *Retention and Pass Rates in Developmental Studies in 29 Two-year Institutions and in Belmont Technical College fall 2009 and fall 2010*

Subject Area	National Pass Rate	Belmont Technical College Pass Rate Fall 2009	Belmont Technical College Pass Rate Fall 2010
Developmental Reading	76%	73%	76%
Developmental Writing	73%	75%	70%
Developmental Math	68%	67%	70%

The data suggests that Belmont Technical College students perform as well as their national counterparts in reading and slightly better than their national counterparts in developmental math. In addition, the data reflects an increase in developmental reading and math student success from fall 2009 to fall 2010 for Belmont Technical College students; however, their writing success rates were slightly less than their national counterparts' success rates. In addition, the data indicates that Belmont Technical College students' success in developmental writing dipped slightly in fall 2010.

Another study with comparative data was reported in the July 2010 monitoring report. In early spring 2010, The Ohio Board of Regents provided Ohio community colleges with data<sup>1</sup> that compared student success in English (reading and English) and math for all Ohio community college students. Developmental course completion rates for the 2008/2009 academic year for Ohio community college students and Belmont Technical College students were set forth and discussed in the July 2010 monitoring report. Updated data will be presented in future monitoring reports as soon as that data becomes available from the Ohio Board of Regents.

Additional recommendations from the July 2009 and July 2010 monitoring reports, which warrant mention and response in this report, follow.

- (2009) Calculate Belmont Technical College students' success rates in first college-level courses without voluntary/administrative withdrawals so that Belmont Technical College's transitional studies students may be compared with a national sample and interpretations, conclusions, and recommendations may then be made.

<sup>1</sup> Glenn, Darrell. "Developmental Education/Community College Student Success Data Meeting." 3 June 2010. E-mail and attachments to Chief Academic Officers, Community and Technical Colleges. 15 June, 2010.

The calculations and data presented in this monitoring report reflect success rates without voluntary/administrative withdrawals.

- *(2010) Continue to employ practices/approaches, such as active learning, cooperative and team learning, developmental instructor training (grade inflation, expectations for students, active learning, and delivering a challenging curriculum and assignments), supplemental instruction, critical thinking, and updated texts and technology so that success rates will increase in 2010-2011 academic year.*

The above practices have become standard and best practices in Belmont Technical College's transitional studies program.

- *(2010) One possible vehicle for guiding the development of updated transitional studies program goals and objectives and the identification of appropriate data collection/analysis is the National Association of Developmental Education's Self-Evaluation Guide (Thayer and Cole, 2009). Explore this tool and consider its use as a transitional studies program guide for 2010-2011 academic year.*

The Transitional Studies Redesign Task Force has identified the "Assessment Tool for Effective Practices in Basic Skills" from California's "Basic Skills as a Foundation for Student Success" as a most useful tool for data collection and analysis in the redesign of its transitional studies program. The National Association of Developmental Education's (NADE's) "Self-Evaluation Guide" is a secondary tool that will be used by the task force.

- *(2010) Assess and record student success in transitional studies courses and foster student success through the development and implementation of learning outcome assessment rubrics. Develop rubrics for all developmental courses and pilot their use, in an incremental manner, beginning fall 2010.*

Learning outcome rubrics have been designed for developmental reading and English; they will be used to assess student learning in all multidisciplinary studies (MDS) courses beginning fall 2011. Learning outcome rubrics will be designed during the upcoming academic year for developmental math.

### ***Conclusions and Recommendations***

The transitional studies program at Belmont has been undergoing a rigorous and energetic transformation. Led by the Transitional Studies Redesign Task force and sparked by the College's latest AQIP action project, its charge has been to overhaul transitional studies at Belmont to enhance student success in transitional studies and subsequent college-level courses. Data presented has reflected fairly solid student success in transitional studies in traditional developmental courses to date, especially in comparison to national data, although some slight downward trends were noted and discussed. In the near future, some hills and valleys are to be expected in the data, such as that which was reflected in the first monitoring of MDS096, "Personal and Academic Development." As new transitional studies courses, systems, and process rise to a level of consistency and strength, though, it is anticipated that future data will reflect consistent improvement in students' success. To that end, the following recommendations and targets for improvement are in line with the recommendations presented in the aforementioned AQIP action project, are reflected in the goals of the College's transitional studies redesign, and will contribute to student success in transitional studies:

- Enhance hiring, retaining, and developing instructors to be highly qualified and effective developmental education instructors.
- Continue to promote and facilitate collaboration among departments, especially student services and student learning, to promote student success in developmental education.