

**University System of Georgia**  
**Learning Support/Core Curriculum Feedback Summary**  
**Grade Performance in Selected Core Courses, FY2004**

***Introduction***

The purpose of USG Learning Support (LS) programs is to prepare students for success in college-level courses. One way to examine the success of LS students and to evaluate LS program effectiveness is to compare the grades in specific Core Curriculum courses of students who completed LS with the grades of students who did not require LS. This summary describes performance in English 1101 (English Composition I), Math 1101 (Introduction to Mathematical Modeling), and Math 1111 (College Algebra) for undergraduates who entered a System institution with no transfer history. It compares the performance of students with LS requirements at the System level (equivalent across all USG institutions), LS requirements at the institutional level (higher standards that may differ across institutions), and no LS requirements. The results are based on grade distributions for 45,565 students in English 1101, 11,693 students in Math 1101, and 26,334 students in Math 1111 who took the courses in FY2004.

At research, regional, and state universities, the numbers of students with LS requirements have decreased significantly since 1997, when the admissions requirements were changed. Table 1 shows the numbers and percentages of students taking English 1101, Math 1101, and Math 1111 in FY2004 who entered (as non-transfer students) with LS requirements in English or mathematics at the System or institutional level. (Note that this table does not indicate the total number and percentage of entering students with LS requirements. That information is included in the Learning Support section of the Office of Strategic Research and Analysis website at <http://www.usg.edu/sra/students/ls/ls-reqs/>.) Systemwide, 87.9 percent of the students taking English 1101 had no LS requirements in English. Of those taking one of the core mathematics courses, 77.1 percent had no LS mathematics requirements (80.8 percent for Math 1101 and 75.4 percent for Math 1111). At the research and regional universities, the numbers and percentages of students with LS requirements were very small, while substantial numbers of students taking Core Curriculum courses at the state and two-year colleges entered with LS requirements.

Table 2 shows the grade distributions in English 1101, Math 1101, and Math 1111 by Learning Support status. These results are summarized below. In addition, detailed reports by sector are available on the Office of Strategic Research and Analysis Website:

[\(http://www.usg.edu/sra/students/ls/ls-feedback/\)](http://www.usg.edu/sra/students/ls/ls-feedback/).

Table 1

Number and Percentage of Students with  
System or Institutional LS Requirements by Subject and Sector\*  
FY2004

	English				Math			
	<u>System</u>		<u>Institution</u>		<u>System</u>		<u>Institution</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Research Univ.	10	.1	66	1.0	56	1.8	49	1.6
Regional Univ.	54	1.1	21	.4	127	2.6	44	.9
State Univ.	701	4.7	366	2.5	1,384	11.0	538	4.3
State Colleges	564	24.1	172	7.4	760	30.7	225	9.1
Two-Year Coll.	3,258	19.3	294	1.7	4,754	31.6	781	5.2
System	4,587	10.1	919	2.0	7,081	18.6	1,637	4.3

\*Includes only those students taking English 1101, Math 1101, or Math 111 in FY2004; does not include transfer students.

Table 2

Number and Percentage of Students by  
Grade Earned in Core Courses and Learning Support Status  
FY2004

**ENGLISH 1101**

English Requirement		-----GRADE-----						
		-- A --	-- B --	-- C --	-- D --	-- F --	-- W --	-- WF --
No LS English Req.	#	8,609	14,549	7,892	2,157	2,842	3,411	428
	%	21.6	36.5	19.8	5.4	7.1	8.6	1.1
LS-System Req.	#	307	1,253	1,391	500	458	592	69
	%	6.7	27.4	30.4	10.9	10.0	13.0	1.5
LS-Inst. Req.	#	77	291	244	62	93	138	11
	%	8.4	31.8	26.6	6.8	10.2	15.1	1.2

**MATH 1101**

Math Requirement		-----GRADE-----						
		-- A --	-- B --	-- C --	-- D --	-- F --	-- W --	-- WF --
No LS Math Req.	#	2,381	2,348	1,778	741	963	1,109	101
	%	25.3	24.9	18.9	7.9	10.2	11.8	1.1
LS-System Req.	#	224	299	328	191	236	388	26
	%	13.2	17.7	19.4	11.3	13.9	22.9	1.5
LS-Inst. Req.	#	84	109	138	35	61	115	7
	%	15.3	19.9	25.1	6.4	11.1	20.9	1.3

**MATH 1111**

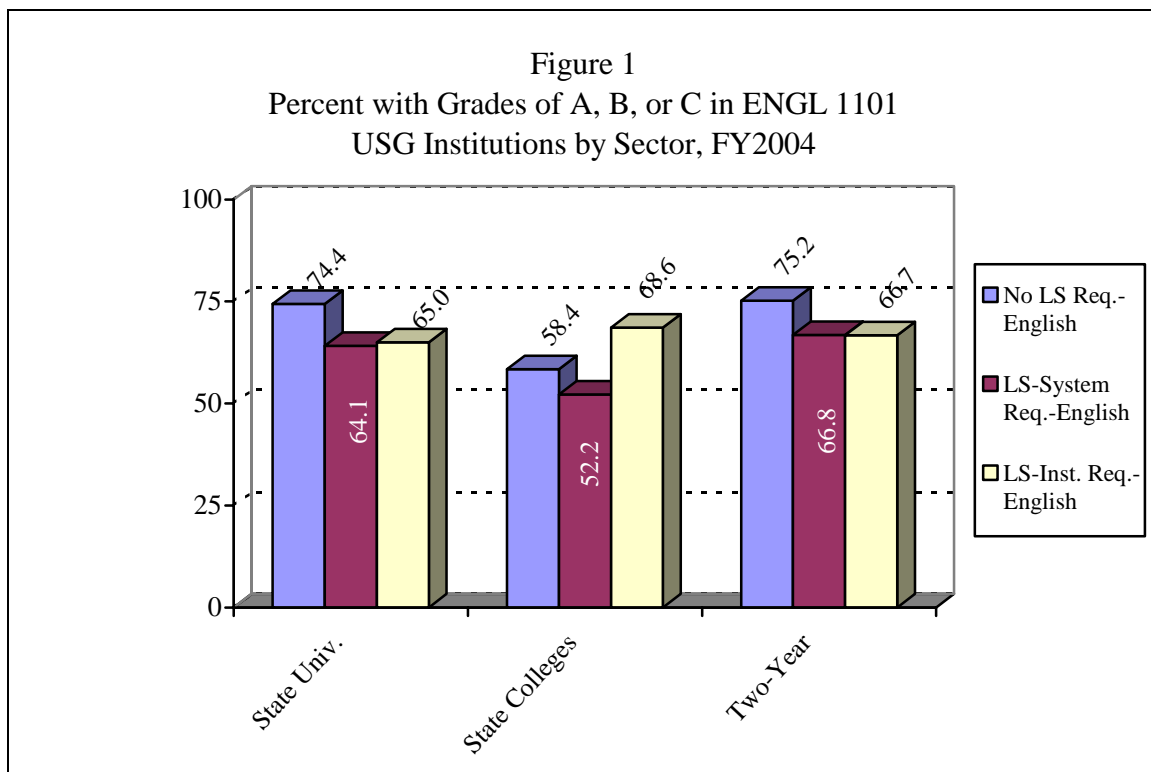
Math Requirement		-----GRADE-----						
		-- A --	-- B --	-- C --	-- D --	-- F --	-- W --	-- WF --
No LS Math Req.	#	3,347	4,305	4,045	1,906	2,693	3,305	185
	%	16.9	21.8	20.4	9.6	13.6	16.7	0.9
LS-System Req.	#	433	900	1,197	669	848	1,250	57
	%	8.1	16.8	22.4	12.5	15.8	23.3	1.1
LS-Inst. Req.	#	75	184	243	106	184	275	19
	%	6.9	16.9	22.4	9.8	16.9	25.3	1.7

**English 1101: English Composition I**

Of those students who had LS-System requirements in English, 64.5 percent received an “A,” “B,” or “C” (hereafter called a "success rate") in English 1101, compared to 77.9 percent of students who did not have an English LS requirement and 66.8 percent with institutional requirements. There was a 13.4 percentage point gap between the success rates of students with no LS requirements and students with System-level requirements, higher than the 11.2 percentage point gap in FY2003.

Performance by sector is shown in Figure 1. Results for research and regional universities are not shown because the numbers of students with LS requirements were small. For research universities, the success rate was 91.9 percent for the 6,640 students with no LS requirements in English, 80.0 percent for the 10 students with System requirements, and 69.7 percent for the 66 students with institutional requirements. For regional universities, the success rate was 82.4 percent for the 4,737 students with no LS requirement in English, 65.3 percent for the 54 students with System requirements, and 76.1 percent for the 21 students with institutional requirements.

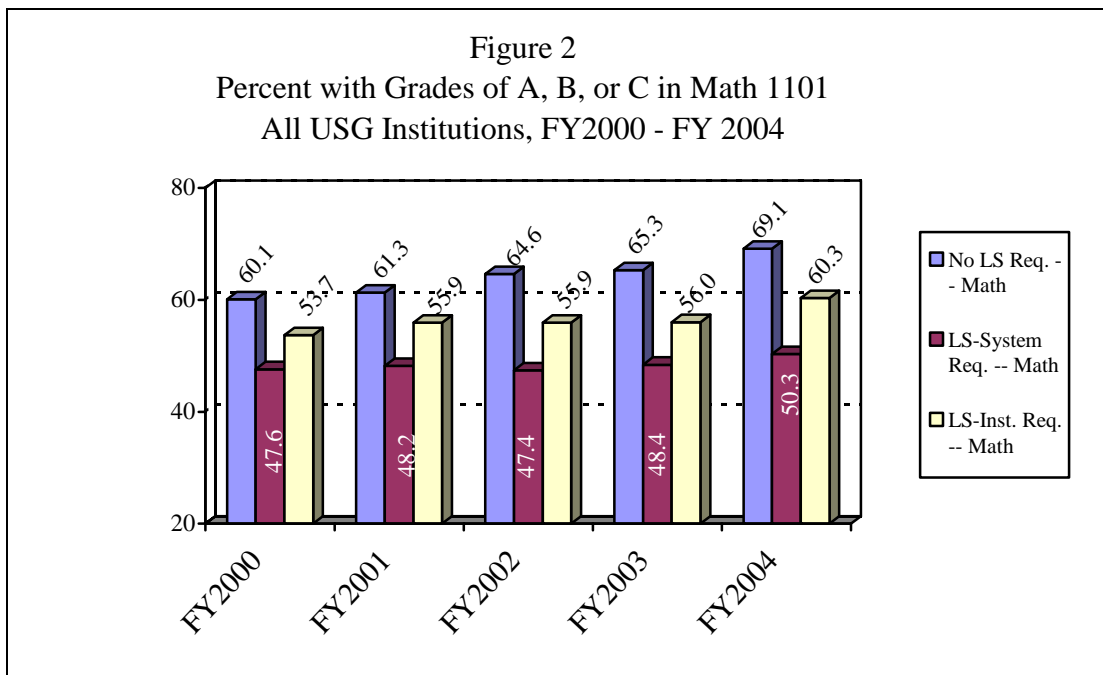
The success rate for the state college sector was low because of a high withdrawal rate: 21.3 percent of the students with no LS English requirements and 24.2 percent of the students with System LS English requirements received a “W” in English 1101.



There was no clear trend in performance in English 1101 in recent years. For students with no LS English requirements and for students with System LS English requirements, there was an increased success rate of approximately two percentage points from FY2000 to FY2004. However, the success rate of students with System English LS requirements was almost two percentage points lower in FY2004 than in FY2003, while those with no LS English requirements had a slightly higher success rate in FY2004 than in FY2003.

**Math 1101: Introduction to Mathematical Modeling**

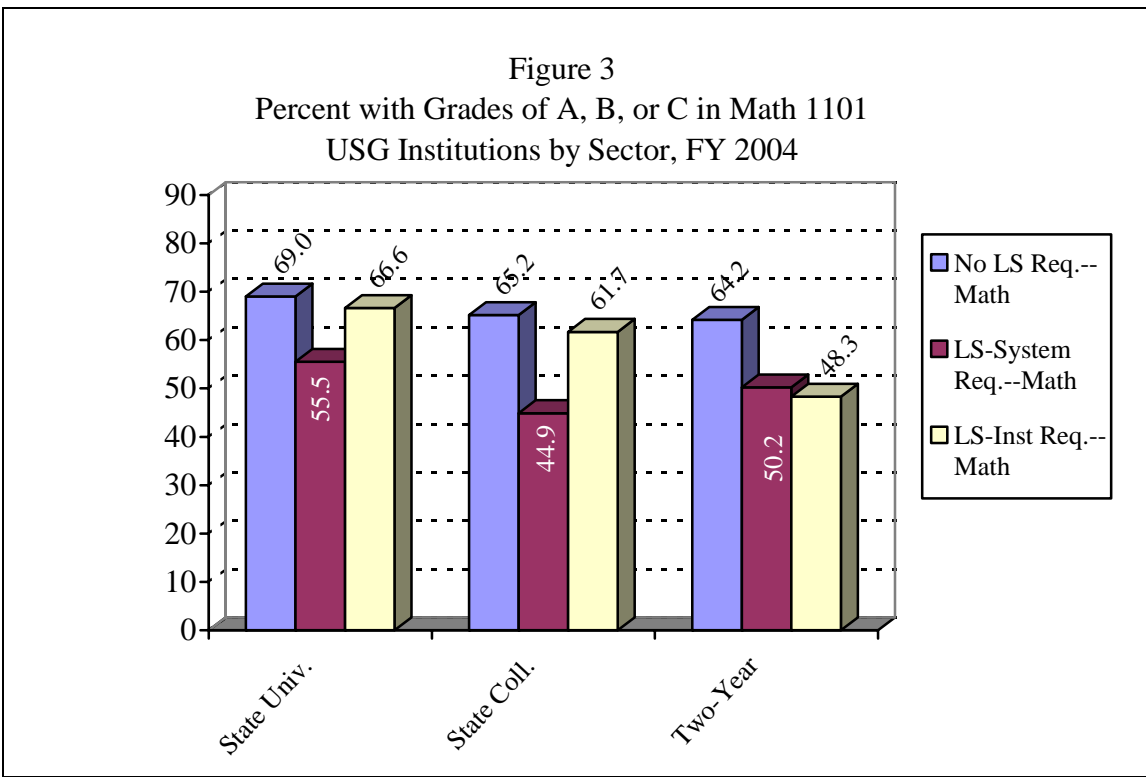
The success rates in Math 1101 of students with no LS math requirements, System LS math requirements, and institutional math requirements from FY2000 to FY2004 are shown in Figure 2. The performance of all three groups of students increased in FY2004 from the previous year and from FY2000. However, because the success rate of students with no LS math requirement increased more than the success rate of students with LS requirements, the gap between students with no requirements and those with System requirements was substantially larger in FY2004 (18.8 percentage points) than in FY2000 (12.5 percentage points).



Notes: The data are restricted to students with no transfer history who had grades (students with incompletes are excluded from the base). In FY2000, 11,111 students took the course; in FY2001, 10,047; in FY2002, 9,879; in FY2003, 10,774; in FY2004, 11,693. For students taking LS with System requirements, n = 1,697 in FY2000; 1,647 in FY2001; 1,353 in FY2002; 1,419 in FY2003, and 1,697 in FY2004. For students taking LS with institutional requirements, n = 1,039 in FY2000; 920 in FY2001; 807 in FY2002, 671 in FY2003, and 549 in FY2004.

Performance by sector is shown in Figure 3. Results for research and regional universities are not shown because the numbers of students with LS requirements were small. For research universities, the success rate was 77.8 percent for the 2,132 students with no LS requirement in mathematics, 41.6 percent for the 37 students with System requirements, and 70.1 percent for the 47 students with institutional requirements. For regional universities, the success rate was 57.7 percent for the 502

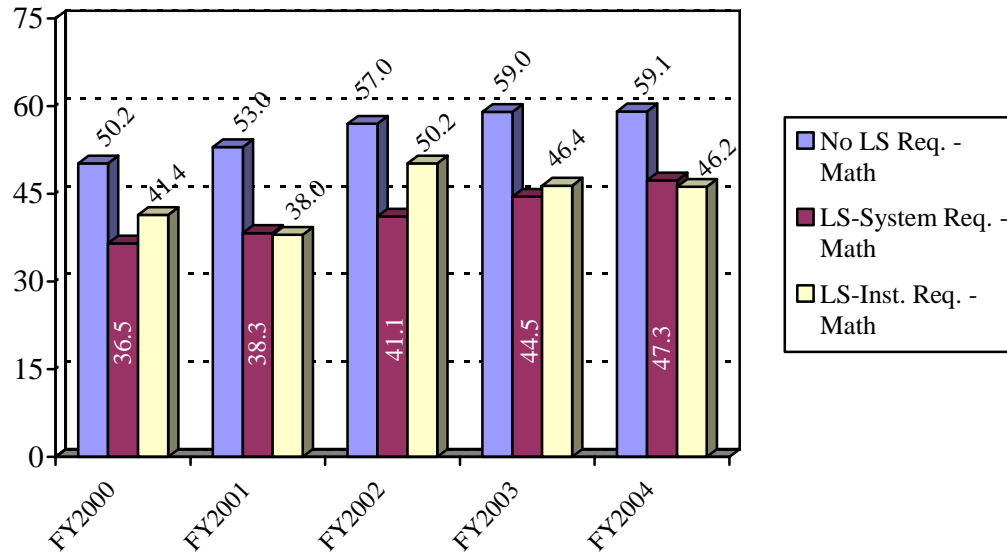
students with no LS requirement in mathematics and 54.6 percent for the 11 students with System requirements (not reported for the 5 students with institutional requirements).



**Math 1111: College Algebra**

As shown in Figure 4, the success rate of non-transfer students taking Math 1111 improved substantially from FY2000 to FY2004. In FY2004, 59.1 percent of non-transfer students with no LS math requirement received an "A," "B," or "C," compared to 59.0 percent in FY2003 and 50.2 percent in FY2000. The success rate of students with System LS math requirements showed the greatest increase since FY2003, increasing from 36.5 percent in FY2000, to 44.5 percent in FY2003, to 47.3 percent in FY2004. The number of students taking Math 1111 continued to increase (20,159 in FY2002; 24,785 in FY2003; and 26,334 in FY2004). The gap between the success rate of students with no LS requirements and students with System LS requirements was 11.8 percentage points in FY2004 compared with 14.5 in FY2003 and 13.7 in FY2000.

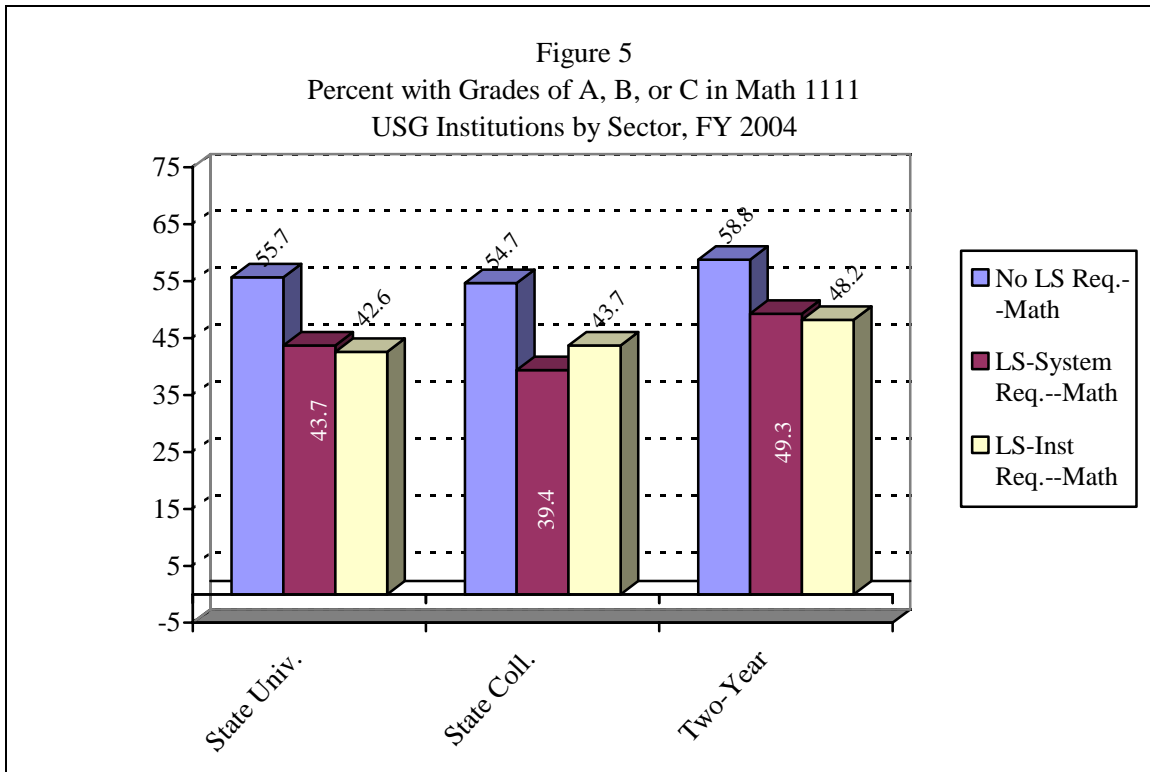
Figure 4  
 Percent with Grades of A, B, or C in Math 1111  
 All USG Institutions, FY 2000 - FY2004



Notes: The data are restricted to students with no transfer history who had grades (students with incompletes are excluded from the base). In FY2000, 20,159 students took the course; in FY2001, 21,158; in FY2002, 23,535; in FY2003, 24,785; in FY2004, 26,334. For students taking LS with System requirements, n = 2,942 in FY2000; 3,089 in FY2001; 3,793 in FY2002; 4,563 in FY2003; and 5,384 in FY2004. For students taking LS with institutional requirements, n = 1,421 in FY2000; 1,410 in FY2001; 1,492 in FY2002; 1,440 in FY2003; and 1,088 in FY2004.

In FY2004, 75.4 percent of students taking Math 1111 had no LS math requirements, a slight decrease from FY2003 and a 3 percentage-point decrease from FY2000. The small decrease in the percentage of students exempting LS mathematics may be a result of increased requirements for exemption implemented in FY2002. From FY2000 to FY2004, the overall success rate for Math 1111 students increased from 47.6 percent to 55.9 percent, with a slight increase from FY2003 to FY2004.

Performance by sector is shown in Figure 5. Results for research and regional universities are not shown on the chart because the numbers of students with LS requirements were small. For research universities, the success rate was 74.8 percent for the 839 students with no LS requirements in mathematics and 22.3 percent for the 19 students with System requirements (not reported for the 2 students with institutional requirements). For regional universities, the success rate was 62.7 percent for the 4,166 students with no LS requirements in mathematics, 49.1 percent for the 116 students with System requirements, and 51.4 percent for the 39 students with institutional requirements.



***Interpreting Gaps***

For each Core Curriculum course examined, students with LS requirements were less likely to receive passing grades than students with no LS requirements. The lower passing rates for LS students are expected given that these students entered college with less preparation and were identified as not having the skills necessary for success. That many of the LS students were able to pass Core Curriculum courses despite their lack of preparation can be a sign of the effectiveness of LS, although it is likely that some of these students would have succeeded without LS. In evaluating the effectiveness of LS programs, each institution must determine how narrow the gap in performance should be between those students with LS requirements and those with no LS requirements for LS to have effectively served its purpose. In addition, institutions with low success rates in Core Curriculum courses for those students without LS requirements might consider strengthening institutional LS placement and exit requirements to ensure that students are getting the support they need.