

**University System of Georgia**  
**Learning Support/Core Curriculum Feedback Summary**  
**Grade Performance in Selected Core Courses, FY2006**

***Introduction***

The purpose of Learning Support (LS) in the University System of Georgia (USG) 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 in FY2006. It compares the performance of students with LS requirements at the System level (equivalent placement criteria 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 45,002 students in English 1101, 9,168 students in Math 1101, and 28,328 students in Math 1111 who took the courses in FY2006.

Table 1 shows the numbers and percentages of students taking English 1101, Math 1101, and Math 1111 in FY2006 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, 89.6 percent of the students taking English 1101 had no LS requirements in English. Of those taking one of the core mathematics courses, 78.3 percent had no LS mathematics requirements (80.6 percent for Math 1101 and 77.6 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. (In this summary, results for state colleges and two-year colleges are combined. There have been many changes in the classification of two-year colleges recently, and combining the categories will facilitate comparisons over time. Combining the categories for the purpose of this report seems reasonable because two-year and state colleges have the same admissions and Learning Support placement requirements.)

Table 2 shows the grade distributions in English 1101, Math 1101, and Math 1111 by Learning Support status. Only grades for students with no transfer history are included, and grades of “I” and “Other” are excluded. Detailed reports by sector are available on the Office of Strategic Research and Analysis Website: (<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\*  
 FY2006

	English				Math			
	<u>System</u>		<u>Institutional</u>		<u>System</u>		<u>Institutional</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Research Univ.	10	.2	3	.0	16	.5	14	.5
Regional Univ.	38	.7	10	.2	109	2.1	8	.2
State Univ.	595	4.0	251	1.7	1,225	9.5	365	2.8
State/Two-Year Coll.	3,317	17.4	467	2.5	5,676	34.9	707	4.3
System	3,960	8.8	731	1.6	7,026	18.7	1,094	2.9

\*Includes only those students taking English 1101, Math 1101, or Math 111 in FY2006; does not include transfer students.

Table 2  
 Number and Percentage of Students by  
 Grade Earned in Core Courses and Learning Support Status  
 FY2006

**ENGLISH 1101**

English Requirement		-----GRADE-----						
		-- A --	-- B --	-- C --	-- D --	-- F --	-- W --	-- WF --
No LS English Req.	#	9,157	14,367	7,642	2,036	3,315	3,139	484
	%	22.8	35.8	19.0	5.1	8.3	7.8	1.2
LS-System Req.	#	305	1,084	1,126	384	482	509	60
	%	7.7	27.4	28.5	9.7	12.2	12.9	1.5
LS-Inst. Req.	#	77	219	190	54	65	108	15
	%	10.6	30.1	26.1	7.4	8.9	14.8	2.1

**MATH 1101**

Math Requirement		-----GRADE-----						
		-- A --	-- B --	-- C --	-- D --	-- F --	-- W --	-- WF --
No LS Math Req.	#	1,738	1,921	1,409	612	794	820	71
	%	23.6	26.1	19.1	8.3	10.8	11.1	1.0
LS-System Req.	#	171	283	296	152	239	258	14
	%	12.1	20.0	20.9	10.8	16.9	18.3	1.0
LS-Inst. Req.	#	39	66	76	34	64	81	4
	%	10.7	18.1	20.9	9.3	17.6	22.3	1.1

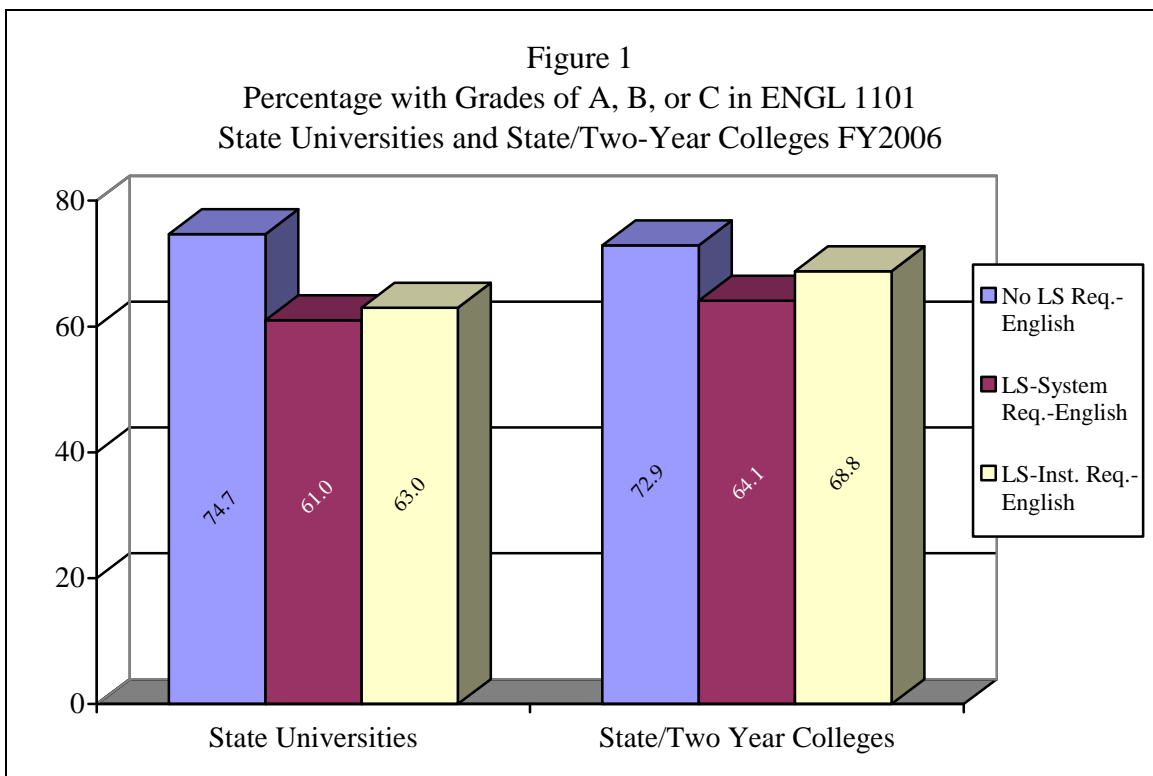
**MATH 1111**

Math Requirement		-----GRADE-----						
		-- A --	-- B --	-- C --	-- D --	-- F --	-- W --	-- WF --
No LS Math Req.	#	3,636	4,687	4,538	2,250	3,233	3,281	325
	%	16.6	21.4	20.7	10.3	14.7	14.9	1.5
LS-System Req.	#	487	938	1,216	670	1,081	1,110	101
	%	8.7	16.7	21.7	12.0	19.3	19.8	1.8
LS-Inst. Req.	#	62	98	158	79	143	167	22
	%	8.5	13.4	21.7	10.8	19.6	22.9	3.0

**English 1101: English Composition I**

Of those students who had LS-System requirements in English, 63.6 percent received an “A,” “B,” or “C” (hereafter called a "success rate") in English 1101, compared with 77.6 percent of students who did not have an English LS requirement and 66.8 percent with an institutional LS requirement. There was a 14.0 percentage point gap between the success rates of students with no LS requirements and students with System-level requirements, higher than the 12.1 percentage point gap in FY2005.

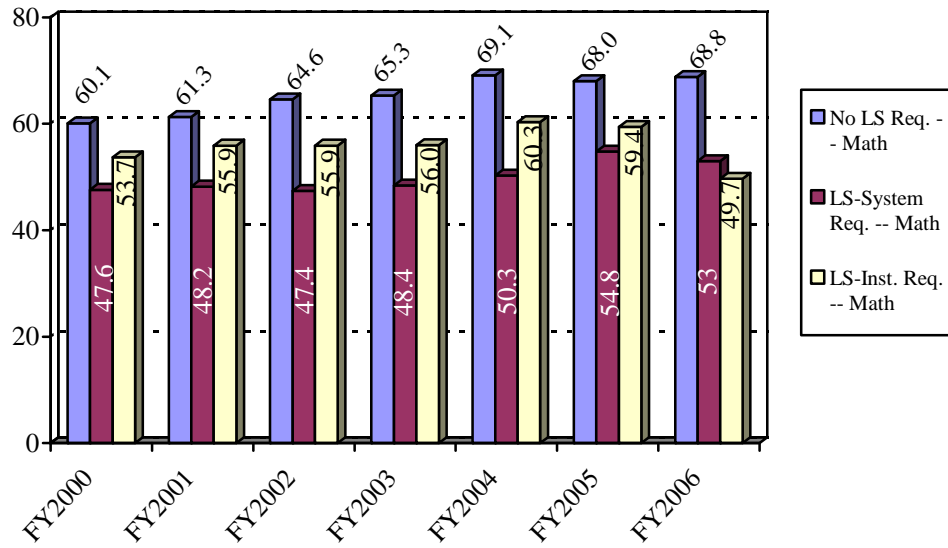
Performance for the state university and state/two-year college sectors is shown in Figure 1. Results for research and regional universities are not shown because the numbers of students with LS requirements were small.



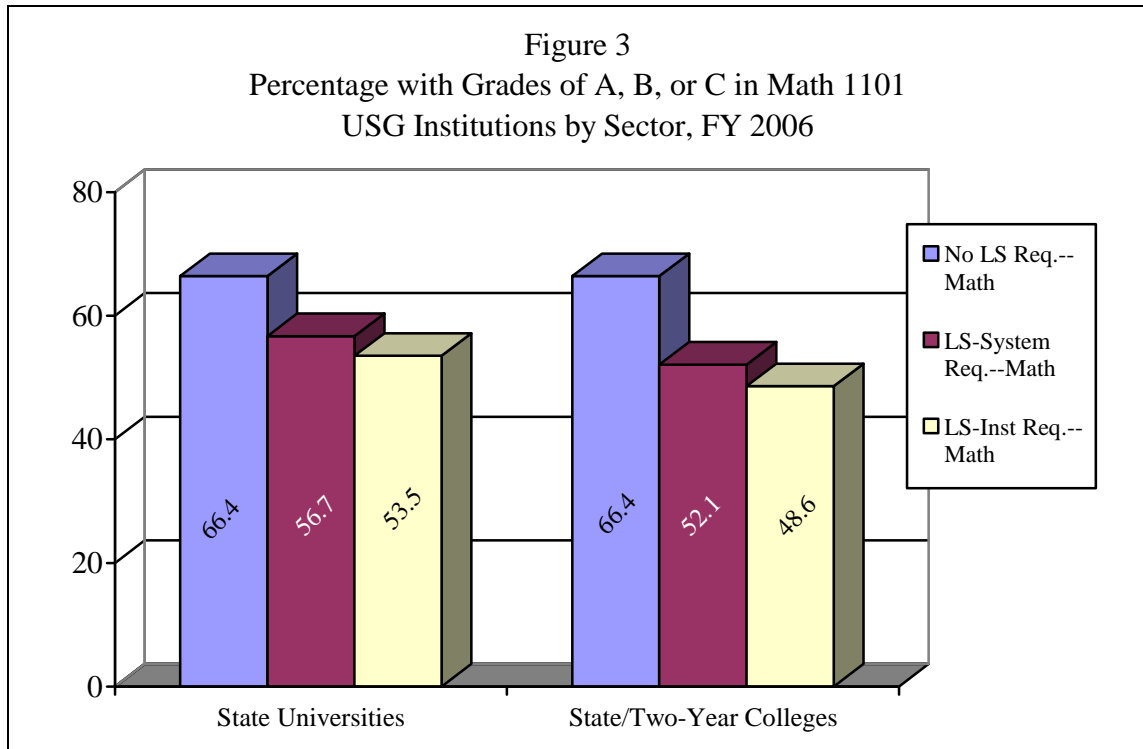
**Math 1101: Introduction to Mathematical Modeling**

The success rates in Math 1101 of students with no LS math requirement, System LS math requirements, and institutional math requirements from FY2000 to FY2006 are shown in Figure 2. The success rate of students with System-required LS showed a substantial increase from FY2002, when the criteria for LS placement in mathematics were increased, to FY2005, but decreased slightly in FY2006. The gap between the success rates of students with System-required LS and those with no LS requirements decreased from 17.2 percentage points in FY2002 to 13.2 percentage points in FY2005, but increased to 15.8 percentage points in FY2006.

Figure 2  
 Percentage with Grades of A, B, or C in Math 1101  
 All USG Institutions, FY2000 - FY 2006



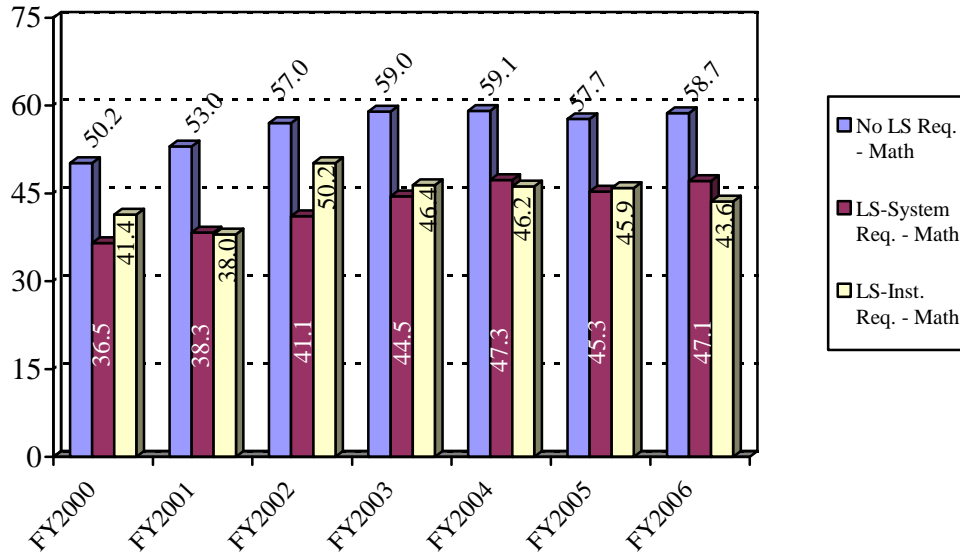
Performance by sector is shown in Figure 3. Results for research and regional universities are not shown because the numbers of students with LS requirements were small.



***Math 1111: College Algebra***

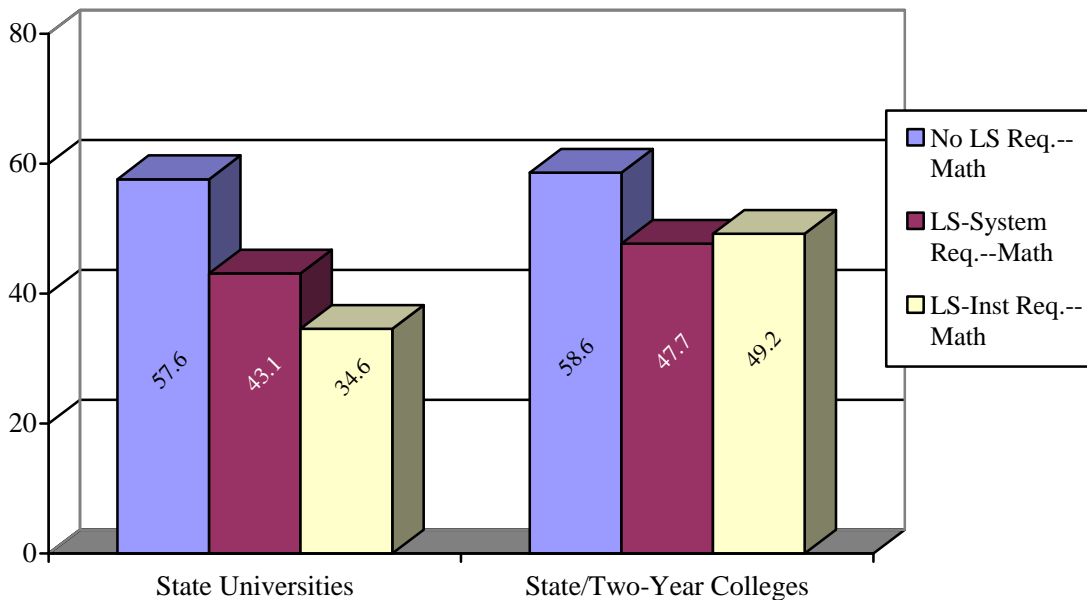
Figure 4 shows the success rates of students taking Math 1111 by LS status from FY2000 through FY2006. The difference between the success rate of students with no LS requirements and students with System-required LS was 11.6 percentage points, the smallest it has been during the period FY2000 through FY2006.

Figure 4  
 Percentage with Grades of A, B, or C in Math 1111  
 All USG Institutions, FY2000 - FY2006



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.

Figure 5  
 Percentage with Grades of A, B, or C in Math 1111  
 USG Institutions by Sector, FY 2006





### ***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.

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