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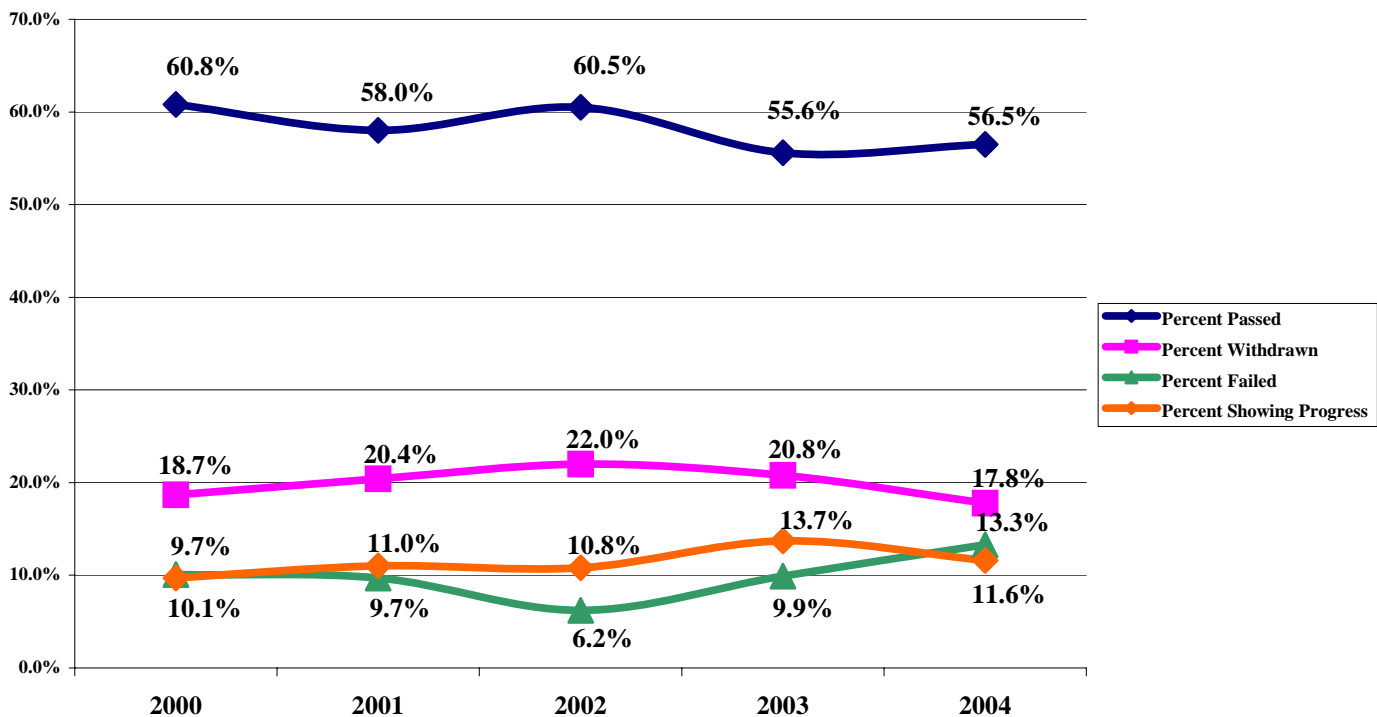
JULY 2005

Classroom Performance (Withdrawal Rates)

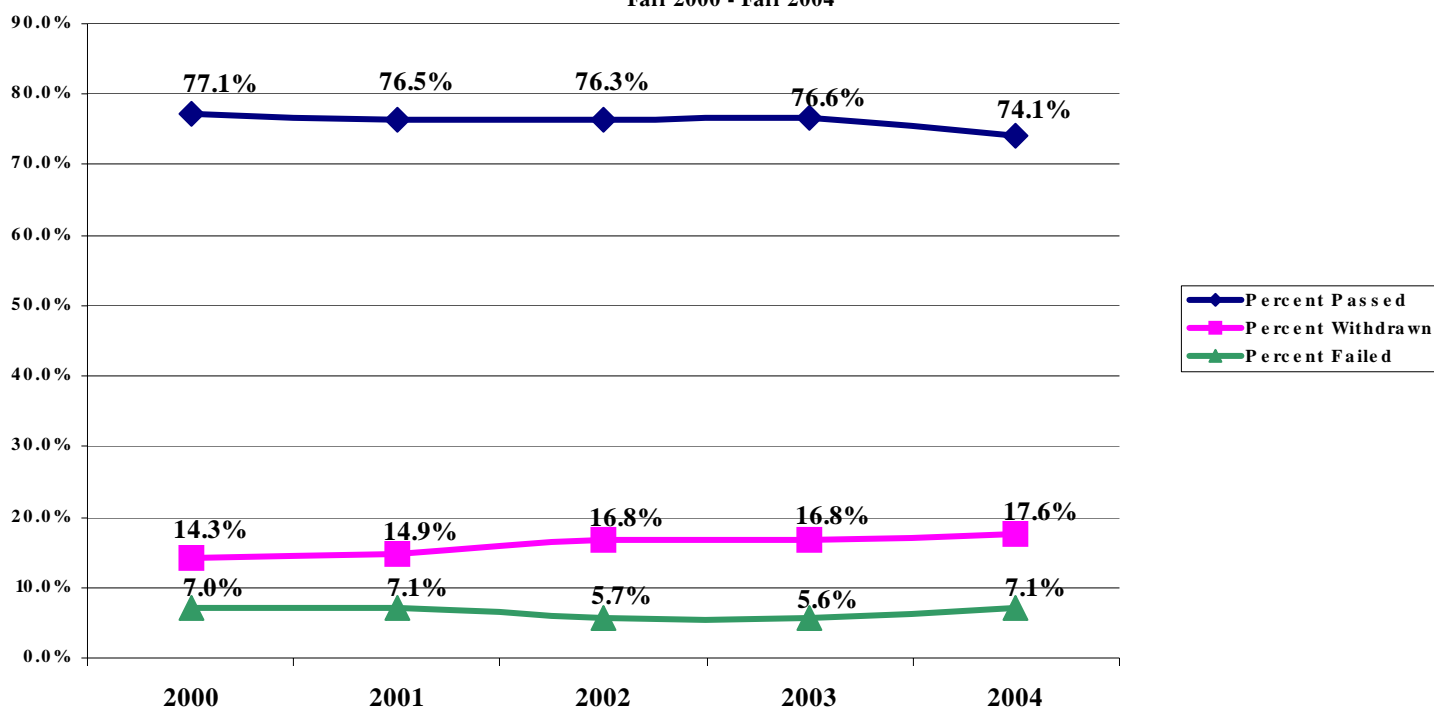
The Classroom Performance Measure was developed at St. Petersburg College as one component of the Core Indicators to measure the overall performance of credit and college preparatory students by campus. Performance was defined as the percent of students passing (earning a grade of A, B, C, D, or P), and the percent of students not completing the course who received a grade of (I)ncomplete, (F)ailure, or (W)ithdrawal. For college preparatory courses, an additional category was recognized for students not completing the course who received a grade of N (showing progress). The information for this measure was compiled from the collegewide grade distribution report based upon the course administrative campus generated at the end of a session. Only lower division courses were examined. Some course data, such as dual credit courses generally do not end at the same time as the regular campus courses and may be missing. In addition, the number of enrollments is a duplicated headcount where students are counted for each class registered, however, audit students are excluded from the calculations.

Graphs 1 and 2 show five years of historical data for pass, withdrawal, failing, and for college preparatory only showing progress rates beginning Fall 2000 through Fall 2004. For college preparatory classes (Graph 1), withdrawal rates decreased collegewide while pass rates and failure rates increased. The Fall 2003 collegewide college preparatory pass rate decreased considerably compared to previous years. This decline may be attributed to more remedial courses offered on-line. For college credit courses (Graph 2), withdrawal and failure rates increased collegewide while the pass rate declined.

Graph1
College Preparatory
Fall 2000 Fall 2004



Graph 2
Lower Division Credit
Fall 2000 - Fall 2004



In Fall 2003, a new student system was implemented that resulted in two new sites (Electronic Campus was separated from Seminole and Corporate Training Services was removed from Open Campus). Tables 1 and 2 show three years of pass, fail, and withdrawal rates for college preparatory and college credit courses for Fall 2002 through Fall 2004. For college preparatory courses (Table 1), withdrawal rates decreased while failure rates increased. In 2004, the showing progress grade declined slightly when compared to the previous year but was still higher than 2002. For each campus, there appears to be a steady increase in the percent of failures and a steady decrease in the percent of withdrawals with the exception of Tarpon Springs.

Table 1
College Preparatory Courses Pass, Fail and Withdrawal Rates
Fall 2002 – Fall 2004

Campus	Fall 2002					Fall 2003					Fall 2004				
	Number of Enrollments	Percent Passed	Percent W	Percent F	Percent N	Number of Enrollments	Percent Passed	Percent W	Percent F	Percent N	Number of Enrollments	Percent Passed	Percent W	Percent F	Percent N
Clearwater	2,046	61.0%	21.0%	1.6%	16.3%	2,130	56.4%	18.7%	4.3%	20.6%	2,040	59.2%	14.0%	7.5%	17.5%
Electronic Campus						671	38.2%	25.0%	15.9%	20.9%	776	39.4%	20.0%	24.0%	16.6%
Seminole	784	54.0%	23.3%	7.8%	14.4%	380	66.6%	17.4%	8.9%	7.1%	448	62.7%	14.5%	12.1%	10.7%
St. Petersburg/Gibbs	2,871	59.6%	23.2%	7.4%	9.1%	3,005	54.6%	24.0%	10.6%	10.8%	2,733	56.5%	20.7%	13.6%	8.5%
Tarpon Springs	1,142	66.5%	19.8%	10.4%	3.1%	1,063	64.1%	14.8%	15.5%	5.6%	1,054	61.3%	17.3%	16.7%	4.7%
Collegewide	6,843	60.5%	22.0%	6.2%	10.8%	7,249	55.6%	20.8%	9.9%	13.7%	7,051	56.5%	17.8%	13.3%	11.6%

For college credit courses (Table 2), there were no clear trends with the exception of the Health Education Center which showed increases in the pass rates. Prior to Fall 2003, Open Campus courses included both dual credit students (course credits applied to both high school graduation and college degrees) and Corporate Training (corporate technology, professional development, and academic classes). Since dual credit courses generally do not end at the same time as regular campus courses, missing data caused large fluctuations from year to year.

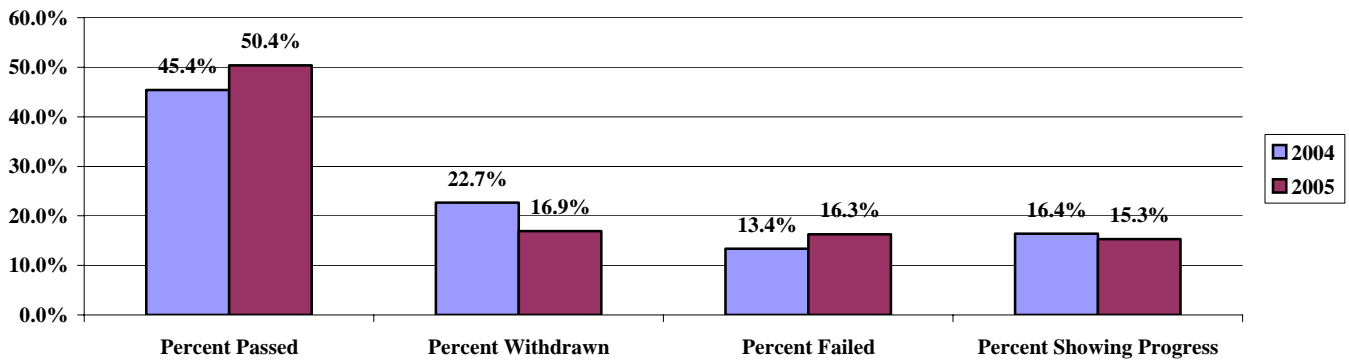
Table 2
College Credit Courses Pass, Fail and Withdrawal Rates
Fall 2002 – Fall 2004

Campus	Fall 2002				Fall 2003				Fall 2004			
	Number of Enrollments	Percent Passed	Percent W	Percent F	Number of Enrollments	Percent Passed	Percent W	Percent F	Number of Enrollments	Percent Passed	Percent W	Percent F
Allstate Center	2,071	91.4%	5.7%	1.9%	2,093	86.7%	8.2%	2.7%	1,757	83.7%	11.0%	2.9%
Clearwater	16,079	75.5%	18.5%	4.8%	16,159	74.8%	18.7%	5.2%	15,059	73.8%	19.1%	5.7%
Corporate Training					123	97.3%	2.7%	0.0%	137	96.4%	0.0%	1.5%
Electronic Campus					10,539	70.0%	22.2%	6.7%	11,539	66.4%	23.7%	8.7%
Health Education Center	3,119	90.8%	4.7%	3.3%	3,981	93.2%	4.7%	1.7%	3,835	93.3%	4.4%	1.6%
Open Campus	388	83.6%	10.9%	1.6%	659	94.1%	5.2%	0.3%	752	82.0%	4.0%	1.6%
Seminole	10,073	70.0%	20.9%	7.4%	2,649	79.7%	13.8%	5.9%	3,231	76.0%	14.6%	8.3%
St. Petersburg/Gibbs	18,157	75.5%	18.0%	5.5%	18,957	74.5%	18.7%	5.9%	18,298	72.9%	18.5%	7.4%
Tarpon Springs	7,317	78.0%	13.4%	8.3%	8,817	79.7%	12.4%	7.0%	7,770	75.1%	14.2%	10.3%
Collegewide	57,204	76.3%	16.8%	5.7%	63,977	76.6%	16.8%	5.6%	62,378	74.1%	17.6%	7.1%

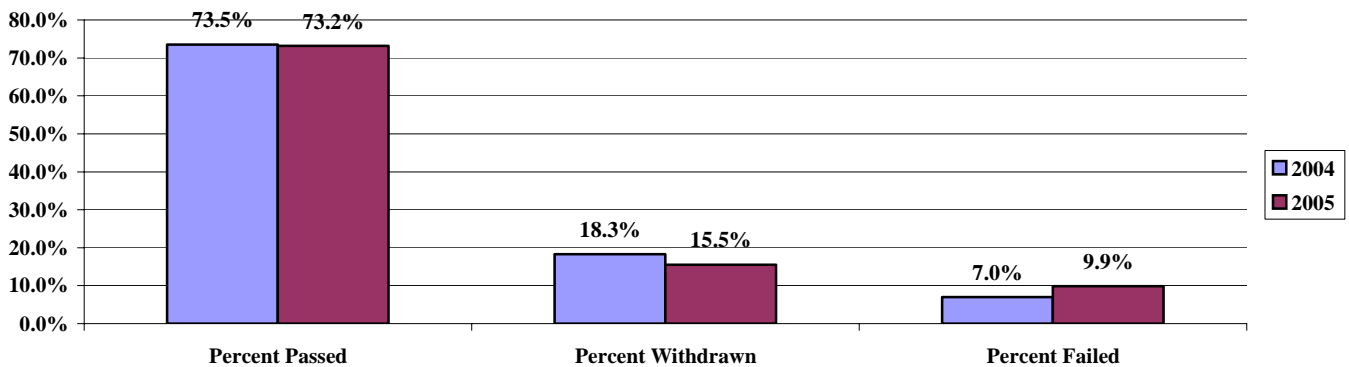
A study published by the Florida Department of Education, “Impact of Withdrawing from Courses on Student Success in College”, suggests that withdrawing from classes tends to negatively impact program completion rates. SPC has a withdrawal policy (College Rule 6Hx23.431) which states that voluntary withdrawals may only occur during the “W” period. This policy has not been consistently applied and historically students have been allowed to withdraw until the end of the session. In Spring Session 2005, faculty were asked to inform students that the withdrawal policy would be consistently applied and students would be apprised of their performance in the course at least once prior to the end of the “W” period. Once the “W” period ended, no withdrawals were allowed and students who continued in the course were given the grade that they earned or an “F” grade if the student violated the instructor’s attendance policy.

Since policy changes occurred in Spring 2005, a comparison between Spring 2004 and Spring 2005 was used. Graphs 3 and 4 show data for pass, withdrawal, failing, and for college preparatory only showing progress rates. College preparatory classes (Graph 3) appear to be following similar trends established in the Fall with one notable exception, a dramatic increase in pass rates (45.4% to 50.4%). However, this pass rate is still much lower than the Fall pass rates. As expected, with the decline in withdrawal rates (22.7% to 16.9%) there was an increase in the failure rate (13.4% to 16.3%). It is encouraging that the part of the decline in withdrawals is reflected in the increasing passing rate, suggesting that students who may have withdrawn in prior sessions are now successfully completing their developmental classes. College credit classes (Graph 4) appear to be following similar trends reported in the Fall. In comparison to the developmental courses, there appears to be a direct relationship between the decline in withdrawal rates (2.8% difference) and an increase in failure rates (2.9% difference).

Graph 3
Comparison of Spring 2004 and Spring 2005
College Preparatory



Graph 4
Comparison of Spring 2004 and Spring 2005
Lower Division Credit



Tables 3 and 4 show pass, fail, and withdrawal rates for college preparatory and college credit courses for Spring 2004 and Spring 2005. For college preparatory (Table 3), pass rates improved dramatically for all campuses with differences as high as 8.9% for Clearwater and a low of 1.7% for Seminole. Changes in pass rates for credit courses (Table 4) were negligible with the exception of Allstate (47.5% to 56.4%).

Table 3
College Preparatory Courses Pass, Fail and Withdrawal Rates
Spring 2004 – Spring 2005

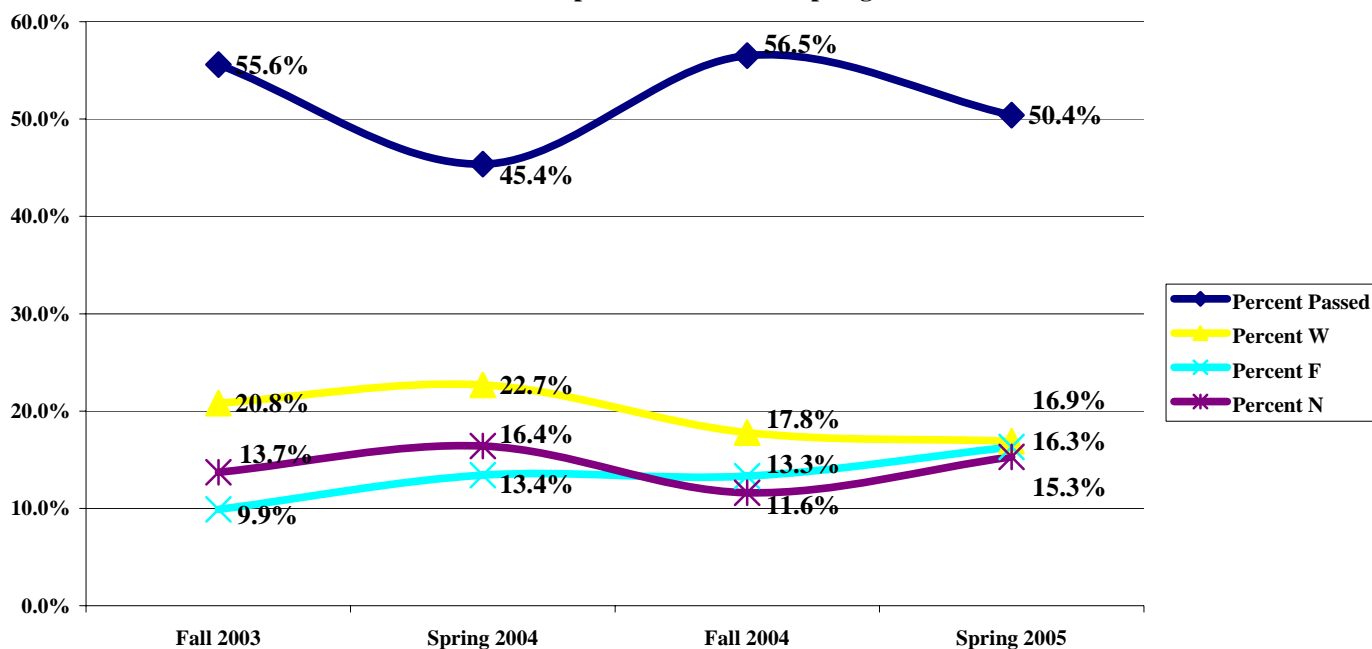
Campus	Spring 2004					Spring 2005				
	Number of Enrollments	Percent Passed	Percent W	Percent F	Percent N	Number of Enrollments	Percent Passed	Percent W	Percent F	Percent N
Clearwater	1,725.0	47.5%	21.3%	7.2%	20.7%	1,590.0	56.4%	14.7%	10.1%	16.5%
Electronic Campus	714.0	27.6%	23.8%	23.9%	24.6%	873.0	34.1%	20.2%	21.8%	23.9%
Seminole	348.0	53.4%	19.3%	11.5%	15.8%	392.0	55.1%	15.8%	11.7%	17.3%
St. Petersburg/Gibbs	2,351.0	46.7%	23.7%	13.6%	13.3%	2,233.0	49.5%	17.9%	18.9%	12.1%
Tarpon Springs	831.0	49.3%	22.7%	17.7%	9.3%	755.0	56.7%	15.4%	17.1%	10.9%
Collegewide	5,969.0	45.4%	22.7%	13.4%	16.4%	5,843.0	50.4%	16.9%	16.3%	15.3%

Table 4
College Credit Courses Pass, Fail and Withdrawal Rates
Spring 2004 – Spring 2005

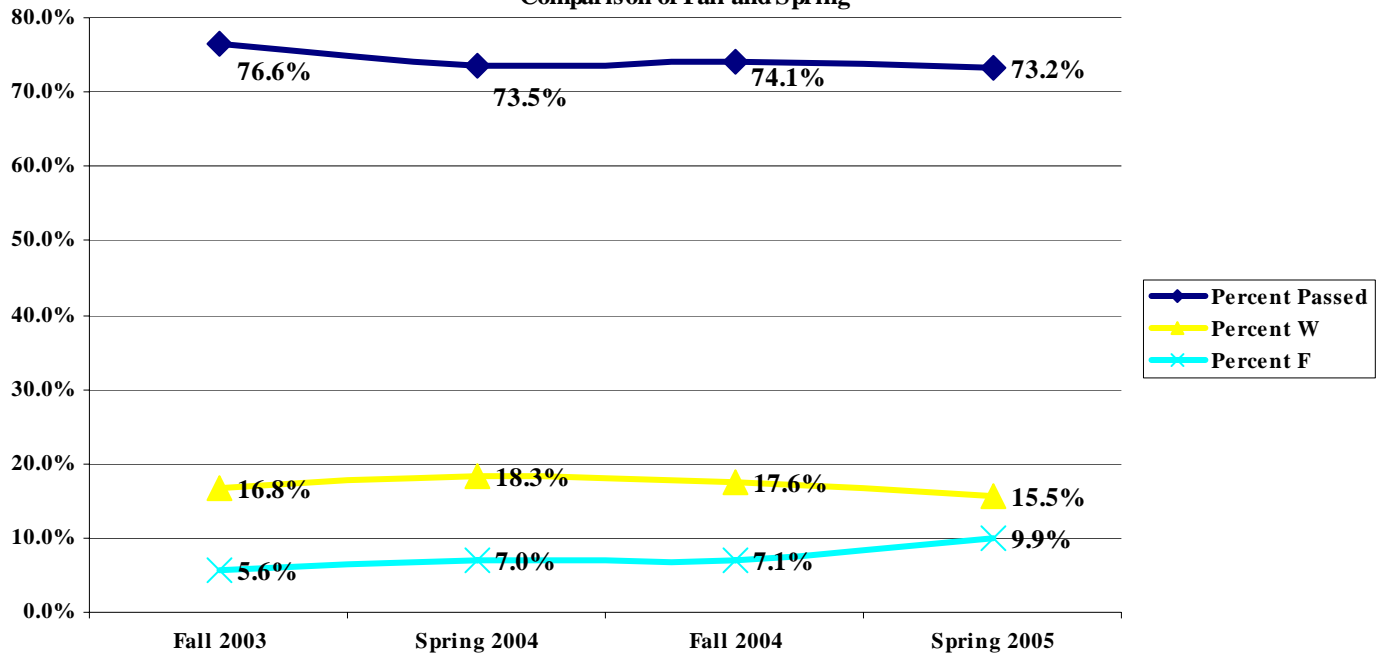
	Spring 2004				Spring 2005			
	Number of Enrollments	Percent Passed	Percent W	Percent F	Number of Enrollments	Percent Passed	Percent W	Percent F
Allstate	1,786.0	87.5%	7.7%	2.6%	1,612.0	92.3%	3.2%	1.4%
Clearwater	15,274.0	72.2%	20.0%	6.4%	13,295.0	72.7%	16.7%	9.3%
Corporate Training	96.0	91.7%	4.2%	0.0%	133.0	91.0%	1.5%	7.5%
Electronic Campus	11,346.0	66.6%	24.1%	8.0%	13,748.0	65.2%	20.1%	13.2%
Health Education	3,601.0	92.8%	3.8%	2.1%	3,778.0	91.9%	4.8%	2.3%
Open Campus	102.0	74.5%	5.9%	0.0%	219.0	68.0%	1.4%	0.9%
Seminole	2,552.0	77.5%	15.1%	7.0%	3,047.0	75.1%	13.6%	9.7%
St. Petersburg/Gibbs	18,516.0	72.3%	19.4%	7.1%	17,838.0	72.7%	15.7%	10.2%
Tarpon Springs	7,211.0	75.6%	13.8%	10.0%	7,551.0	75.7%	13.7%	10.1%
Collegewide	60,484.0	73.5%	18.3%	7.0%	61,221.0	73.2%	15.5%	9.9%

Graphs 5 and 6 shows Fall and Spring performance data for the past two years. Normally comparisons are made term-to-term (Fall to Fall, Spring to Spring) since each term has its own unique characteristics. However, given the withdrawal policy enforcement in Spring 2005 a comparison was made to determine if any identifiable trends existed. There appears to be a convergence between withdrawal, failure, and showing progress rates where the gaps among the values are decreasing. Also, there appears to be wide fluctuations across terms which may be attributed to students who are not successful in the Fall and make a second attempt in the Spring. For college credit courses (Graph 6), the results show a similar trend but less dramatic.

Graph 5
College Preparatory
Comparison of Fall and Spring



Graph 6
Credit
Comparison of Fall and Spring



In summary, the focus of this brief is to determine whether the enforcement of the withdrawal policy in Spring had any impact on student success. It appears college preparatory pass rates are increasing (45.4% to 50.4%) with withdrawal rates declining twice as much as failure rates are increasing (Spring to Spring comparison – Graph 3). This suggests that at least a portion of students who may have withdrawn in the past were successful in completing remedial courses. College credit classes appear to be more consistent, however, there appears to be a direct relationship between the decline in withdrawals and increase in failures.