

CLASSROOM PERFORMANCE
A RESEARCH BRIEF

Research Briefs

The dissemination of relevant information is a critical component of the performance improvement process. Research briefs are one mechanism used by St. Petersburg College (SPC) for this purpose. Research Briefs are short publications prepared by the Department of Institutional Research and Effectiveness (IRE) that are intended to provide relevant important information regarding a variety of College-related topics. These topics include, but are not limited to, student achievement, state accountability measures, institutional survey results, student enrollment, and faculty/adjunct compensation.

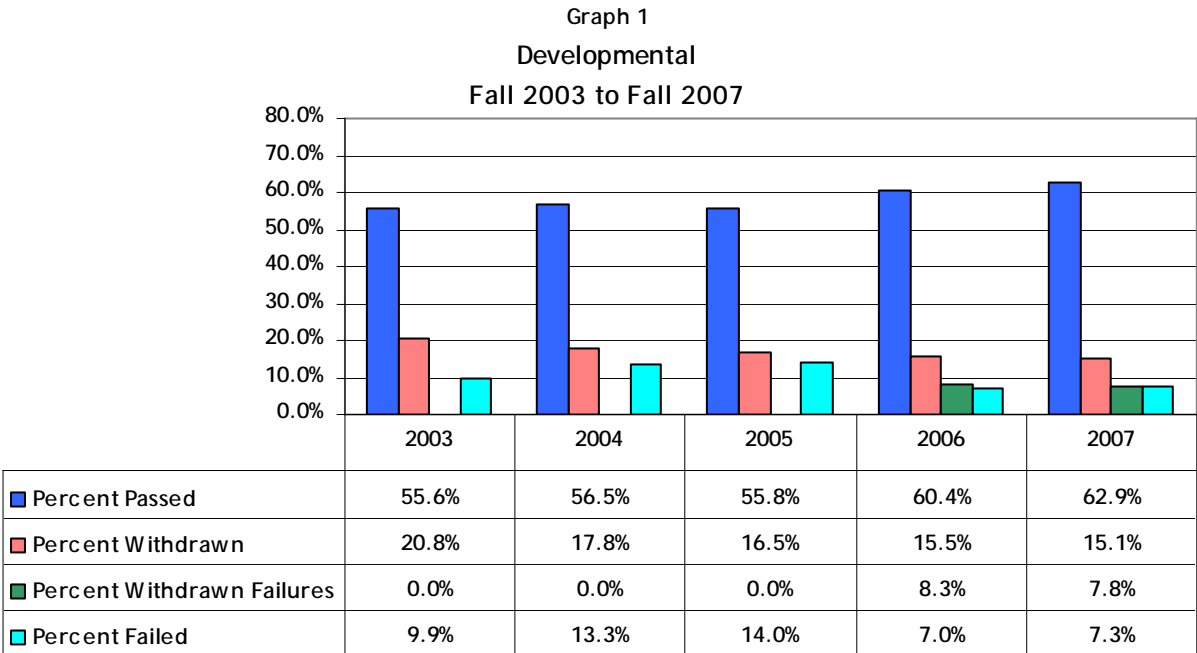
Introduction

The purpose of this brief is to evaluate the performance of students in developmental and lower division college credit courses. Performance was defined as the percent of students passing (earning a grade of A, B, C, D, or P). For developmental courses, an additional category was recognized for students not completing (received a grade of N - showing progress). For the purpose of this brief, developmental refers to all college preparatory courses (below college level) such as English as a Second Language, Topics in Student Success (SLS0003), English, Mathematics, and Reading. The information for this measure was compiled from the college-wide grade distribution report based upon the course administrative campus and generated at the end of each session. Some course data, such as dual credit generally does not end at the same time as the regular campus courses and are not included in the analysis. In addition, the number of enrollments is a duplicated headcount where students are counted for each class registered. Audit students are not included in the calculations.

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 official withdrawal period. In Spring Session 2005, faculty were asked to inform students that the withdrawal policy would be applied and students would be apprised of their performance in the course at least once prior to the end of the official withdrawal period. Once the official withdrawal 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. In Fall 2006, a new grade of WF was added to monitor students who voluntarily withdraw from a course after the official withdrawal period.

Results

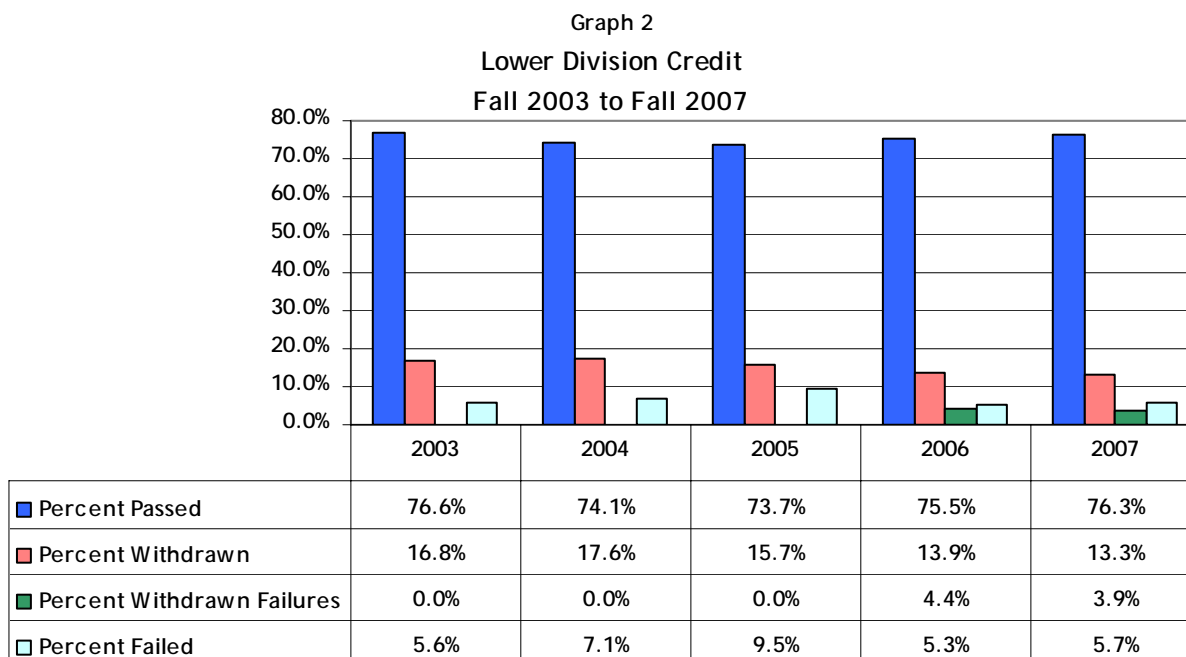
Graph 1 shows five years of classroom performance data for developmental courses taken in the Fall term. Passing rates have been slightly flat with increases in 2006 and 2007. Although there has been a decline in the withdrawal rates, it appears that it was supplanted by the failure rates (Failure and Withdrawn Failure).



Source: Collegewide Grade Distribution Report (Generated at the end of the session)

Note: Developmental includes all college preparatory courses such as English as a Second Language (EAP0200, EAP0295, EAP0300, EAP0395, EAP0400, EAP0495), Topics in Student Success (SLS0003), English (ENC009, ENC0010, ENC0019, ENC0020, ENC0549), Mathematics (MAT0012, MAT0012L, MAT0024, MAT0024L, MAT0549) and Reading (REA0001, REA0002, REA0012, REA0549).

Graph 2 shows five years of classroom performance data for lower division credit courses taken in the Fall term. After experiencing a slight dip in 2004 and 2005, it appears the overall pass rates have reached levels more similar to what was reported in Fall 2003. As noted above, there has been a decline in the withdrawal rates and an increase in the failure rates (Failure and Withdrawn Failure).



Source: Collegewide Grade Distribution Report (Generated at the end of the session)

Tables 1 and 2 show three years of pass, fail, and withdrawal rates by campus for developmental and lower division college credit courses for Fall 2005 through Fall 2007. The pass rates for students in developmental online (Electronic Campus) classes are lower than Traditional and Blended classes as shown in Table 1. Fall 2007 was the first-time any campus had a pass rate higher than seventy percent (Seminole; 73.1%) since Fall 2000 when this information was first reported.

Table 1
Developmental Courses Pass, Fail and Withdrawal Rates by Campus
Fall 2005 - Fall 2007

Campus	Fall 2005					Fall 2006						Fall 2007					
	Number of Enrollments	Percent Passed	Percent W	Percent F	Percent N	Number of Enrollments	Percent Passed	Percent W	Percent WF	Percent F	Percent N	Number of Enrollments	Percent Passed	Percent W	Percent WF	Percent F	Percent N
Clearwater	1,752	60.9%	13.0%	12.5%	12.9%	1,567	65.7%	12.6%	6.4%	6.3%	7.7%	1,521	66.5%	16.3%	5.7%	6.8%	3.8%
Electronic Campus	898	35.6%	23.1%	13.8%	27.5%	962	39.8%	24.3%	17.0%	6.3%	12.5%	736	37.5%	20.5%	18.5%	11.8%	11.7%
Seminole	600	60.8%	13.8%	8.0%	17.7%	640	64.8%	16.4%	5.6%	5.8%	7.3%	757	73.1%	11.9%	5.4%	3.7%	5.9%
St. Petersburg/Gibbs	2,683	55.5%	18.2%	15.2%	10.0%	2,665	61.1%	15.2%	7.5%	8.1%	7.4%	2,606	63.5%	15.3%	7.1%	7.1%	6.8%
Tarpon Springs	1,063	62.6%	14.3%	16.7%	6.4%	1,076	66.5%	12.2%	7.1%	6.9%	7.3%	1,171	66.1%	11.6%	6.7%	8.2%	7.4%
Collegewide	6,996	55.8%	16.5%	14.0%	12.9%	6,910	60.4%	15.5%	8.3%	7.0%	8.2%	6,791	62.9%	15.1%	7.8%	7.3%	6.7%

Source: Collegewide Grade Distribution Report (Generated at the end of the session)

Note: Developmental includes all college preparatory courses such as English as a Second Language (EAP0200, EAP0295, EAP0300, EAP0395, EAP0400, EAP0495), Topics in Student Success (SLS0003), English (ENC009, ENC0010, ENC0019, ENC0020, ENC0549), Mathematics (MAT0012, MAT0012L, MAT0024, MAT0024L, MAT0549) and Reading (REA0001, REA0002, REA0012, REA0549).

For lower division college credit courses (Table 2), several campuses have shown consistent increases in pass rates between 3.8% and 4.1% over the three-year period. This includes Electronic Campus (4.1%), Tarpon Springs (3.9%), Seminole (3.9%), and Clearwater (3.8%).

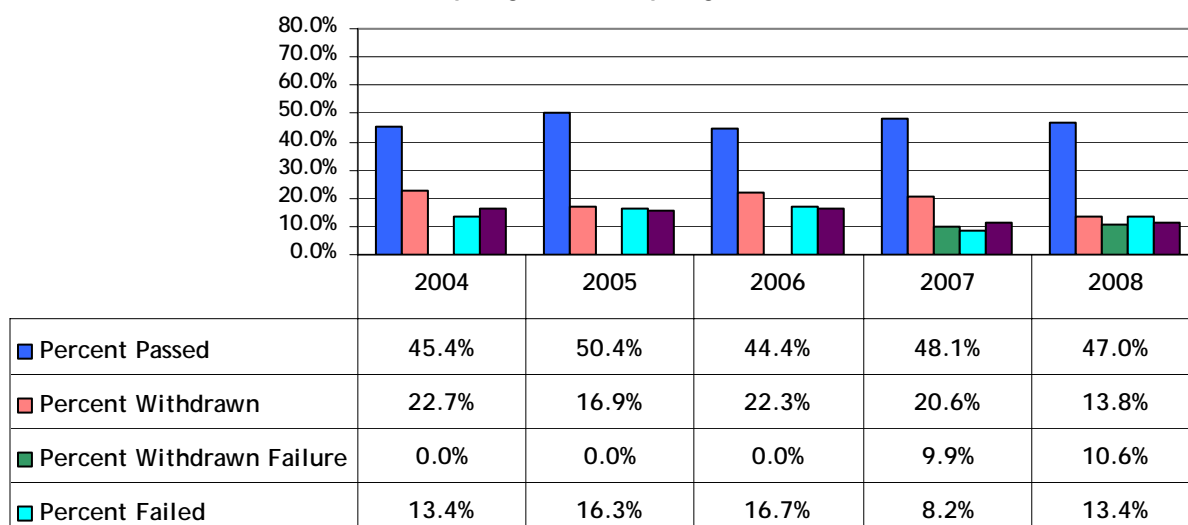
Table 2
College Credit Courses Pass, Fail and Withdrawal Rates by Campus
Fall 2005 - Fall 2007

Campus	Fall 2005				Fall 2006					Fall 2007				
	Number of Enrollments	Percent Passed	Percent W	Percent F	Number of Enrollments	Percent Passed	Percent W	Percent WF	Percent F	Number of Enrollments	Percent Passed	Percent W	Percent WF	Percent F
Allstate Center	1,586	94.8%	2.0%	1.2%	316	84.5%	10.1%	0.6%	2.8%	238	89.5%	6.3%	2.1%	1.7%
Clearwater	13,283	72.7%	16.4%	9.6%	12,728	75.4%	14.6%	4.1%	5.1%	13,049	76.5%	13.2%	3.4%	5.8%
Corporate Training	46	96.4%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Electronic Campus	13,758	67.1%	12.2%	19.4%	15,148	69.2%	17.0%	6.2%	6.4%	17,025	71.2%	16.8%	4.6%	6.6%
EpiCenter*	60	96.7%	0.0%	0.0%	337	92.3%	3.3%	2.4%	0.6%	444	94.6%	1.6%	1.1%	1.6%
Health Education Center	3,600	91.1%	6.2%	2.3%	3,591	94.7%	3.1%	0.3%	0.8%	3,505	93.5%	3.8%	0.9%	1.1%
Open Campus	542	97.2%	1.8%	0.9%	214	95.3%	2.8%	1.9%	0.0%	260	96.5%	1.9%	1.2%	0.0%
Seminole	3,486	74.0%	14.3%	10.2%	3,565	78.4%	12.3%	4.2%	3.7%	4,100	77.9%	10.8%	5.2%	5.1%
St. Petersburg/Gibbs	18,246	73.0%	16.7%	9.1%	17,614	75.9%	14.0%	4.0%	5.4%	17,306	75.2%	13.8%	4.2%	5.9%
Tarpon Springs	7,800	74.4%	14.7%	10.7%	8,084	75.5%	13.0%	4.5%	6.7%	8,259	78.2%	12.0%	3.2%	6.3%
Collegewide	62,407	73.7%	15.7%	9.5%	61,597	75.5%	13.9%	4.4%	5.3%	64,186	76.3%	13.3%	3.9%	5.7%

Source: Collegewide Grade Distribution Report (Generated at the end of the session)

Graph 3 shows five years classroom performance data for developmental courses taken in the Spring term. Five-year pass rates for Spring appear to be less consistent than in the Fall terms. It is also interesting to note that pass rates in the Spring developmental courses are lower than the pass rates for the Fall terms.

Graph 3
Developmental
Spring 2004 to Spring 2008

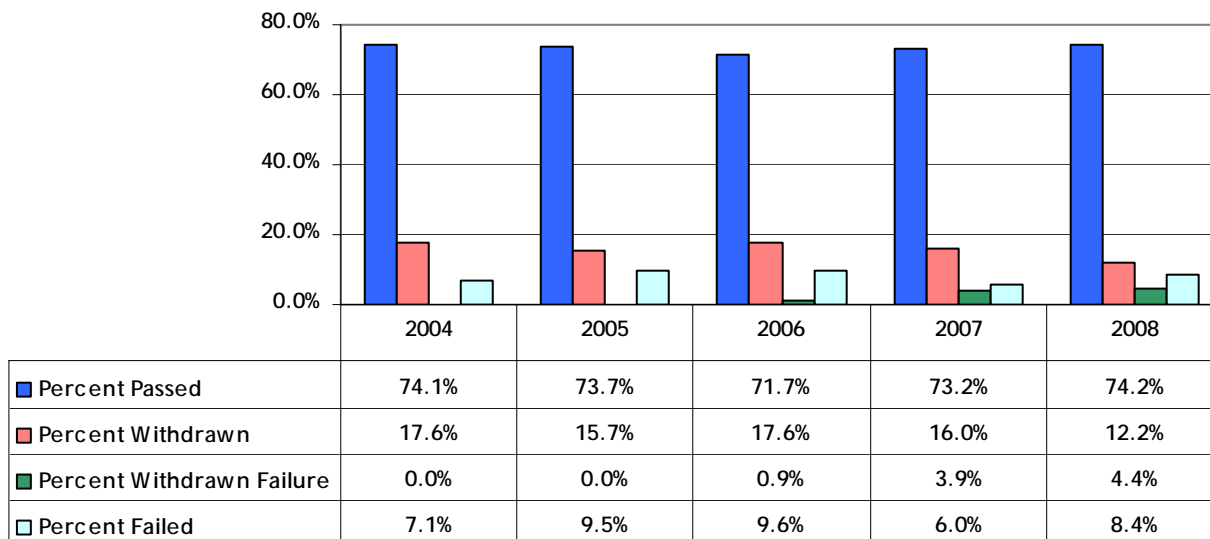


Source: Collegewide Grade Distribution Report (Generated at the end of the session)

Note: Developmental includes all college preparatory courses such as English as a Second Language (EAP0200, EAP0295, EAP0300, EAP0395, EAP0400, EAP0495), Topics in Student Success (SLS0003), English (ENC009, ENC0010, ENC0019, ENC0020, ENC0549), Mathematics (MAT0012, MAT0012L, MAT0024, MAT0024L, MAT0549) and Reading (REA0001, REA0002, REA0012, REA0549).

Chart 4 shows five years of classroom performance data for lower division credit courses taken in the Spring term. After experiencing a slight dip in 2006, it appears that overall pass rates have reached levels closer to reported values in Spring 2004.

Graph 4
Lower Division Credit
Spring 2004 to Spring 2008



Source: Collegewide Grade Distribution Report (Generated at the end of the session)

Tables 3 and 4 show three years of pass, fail, and withdrawal rates by campus for developmental and lower division college credit courses for Spring 2006 through Spring 2008. The pass rates for students in developmental online (Electronic Campus) classes are lower than Traditional and Blended classes as shown in Table 3. Although the pass rates are lower for Electronic Campus, there was an increase of 7.3% during the three-year period (26.7% - 34.0%).

Table 3
Developmental Courses Pass, Fail and Withdrawal Rates by Campus
Spring 2006 - Spring 2008

Campus	Spring 2006					Spring 2007						Spring 2008					
	Number of Enrollments	Percent Passed	Percent W	Percent F	Percent N	Number of Enrollments	Percent Passed	Percent W	Percent WF	Percent F	Percent N	Number of Enrollments	Percent Passed	Percent W	Percent WF	Percent F	Percent N
Clearwater	1,287.0	47.6%	19.0%	11.0%	20.7%	1,144.0	51.5%	19.5%	7.9%	6.6%	10.6%	1,158.0	50.4%	15.7%	8.7%	9.1%	12.3%
Electronic Campus	939.0	26.7%	33.0%	21.9%	18.3%	936.0	33.5%	26.7%	14.6%	12.2%	10.9%	836.0	34.0%	18.8%	15.9%	16.6%	14.7%
Seminole	460.0	47.6%	21.3%	14.3%	16.7%	456.0	56.6%	20.8%	7.0%	2.9%	11.8%	456.0	51.5%	12.1%	6.4%	13.2%	12.9%
St. Petersburg/Gibbs	2,151.0	47.4%	22.0%	16.6%	13.6%	2,035.0	48.7%	19.6%	9.4%	9.3%	11.5%	1,953.0	47.8%	11.8%	11.7%	13.5%	10.5%
Tarpon Springs	766.0	50.4%	16.3%	21.4%	11.9%	783.0	54.0%	17.4%	9.8%	6.0%	12.0%	777.0	51.4%	11.7%	7.3%	16.5%	7.7%
Collegewide	5,603.0	44.4%	22.3%	16.7%	16.0%	5,354.0	48.1%	20.6%	9.9%	8.2%	11.3%	5,180.0	47.0%	13.8%	10.6%	13.4%	11.4%

Source: Collegewide Grade Distribution Report (Generated at the end of the session)

Note¹: Developmental includes all college preparatory courses such as English as a Second Language (EAP0200, EAP0295, EAP0300, EAP0395, EAP0400, EAP0495), Topics in Student Success (SLS0003), English (ENC009, ENC0010, ENC0019, ENC0020, ENC0549), Mathematics (MAT0012, MAT0012L, MAT0024, MAT0024L, MAT0549) and Reading (REA0001, REA0002, REA0012, REA0549).

Note²: Beginning Spring 2008, thirty-three percent (32.8%) of web-based courses (formerly designated eCampus courses) have been distributed to the other campuses on the internal grade distribution reports. For comparison purposes within this brief, the information will be reported in the old format.

For lower division college credit courses (Table 4), several campuses have shown consistent increases in pass rates between 2.6% and 5.8% over the three-year period. This includes Electronic Campus (5.8%), Clearwater (4.1%), EpiCenter (3.4%), and Health Education Center (2.6%).

Table 4
College Credit Courses Pass, Fail and Withdrawal Rates by Campus
Spring 2006 - Spring 2008

	Spring 2006				Spring 2007					Spring 2008				
	Number of Enrollments	Percent Passed	Percent W	Percent F	Number of Enrollments	Percent Passed	Percent W	Percent WF	Percent F	Number of Enrollments	Percent Passed	Percent W	Percent WF	Percent F
Allstate	942.0	96.3%	1.6%	1.2%	276.0	90.9%	6.2%	0.7%	0.7%	253.0	91.3%	5.1%	1.2%	2.0%
Clearwater	11,805.0	70.6%	18.7%	9.3%	11,399.0	72.2%	16.2%	4.7%	5.9%	12,282.0	74.7%	12.2%	3.8%	8.4%
Corporate Training	8.0	100.0%	0.0%	0.0%	-	N/A	N/A	N/A	N/A	11.0	100.0%	0.0%	0.0%	0.0%
Electronic Campus	14,874.0	63.7%	22.2%	13.1%	16,915.0	66.7%	20.6%	3.8%	8.0%	18,009.0	69.5%	14.7%	6.1%	8.9%
EpiCenter	314.0	91.1%	4.8%	2.9%	425.0	93.6%	2.1%	1.4%	0.9%	421.0	94.5%	2.6%	1.0%	1.0%
Health Education	3,593.0	93.4%	3.6%	2.1%	3,373.0	94.7%	3.2%	0.4%	0.8%	3,365.0	95.0%	1.6%	0.4%	1.5%
Open Campus	164.0	66.5%	1.8%	0.6%	19.0	78.9%	15.8%	0.0%	5.3%	129.0	97.7%	2.3%	0.0%	0.0%
Seminole	3,030.0	74.3%	14.5%	9.8%	3,479.0	77.1%	14.7%	3.3%	4.1%	3,694.0	76.9%	10.3%	4.0%	7.7%
St. Petersburg/Gibbs	17,390.0	72.2%	17.6%	9.3%	16,822.0	73.3%	15.6%	4.4%	5.9%	17,067.0	72.5%	12.8%	4.4%	9.5%
Tarpon Springs	7,631.0	73.3%	17.4%	8.8%	7,760.0	75.8%	13.6%	4.2%	6.0%	8,144.0	75.7%	11.8%	3.4%	9.0%
Collegewide	59,751.0	71.7%	17.6%	9.6%	60,468.0	73.2%	16.0%	3.9%	6.0%	63,375.0	74.2%	12.2%	4.4%	8.4%

Source: Collegewide Grade Distribution Report (Generated at the end of the session)

Note: Beginning Spring 2008, thirty-nine percent (39.2%) of web-based courses (formerly designated eCampus courses) have been distributed to the other campuses on the internal grade distribution reports. For comparison purposes within this brief, the information will be reported in the old format.

Summary

In general, pass rates appear to be consistent or increasing in both areas (developmental and lower division credit courses). Declines in withdrawal rates appear to be replaced by increases in the failure rates (Failure and Withdrawn Failure). Seminole reported a developmental pass rate over seventy percent (73.1%) in Fall 2007. Spring online (Electronic Campus) pass rates increased 7.3% over the three-year period. For lower division college credit courses, several campuses have shown consistent increases in pass rates between 2.6% and 5.8% over a three-year period in both the Fall and Spring (Clearwater, Electronic Campus, EpiCenter, Health Education Center, Seminole, and Tarpon Springs).