

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

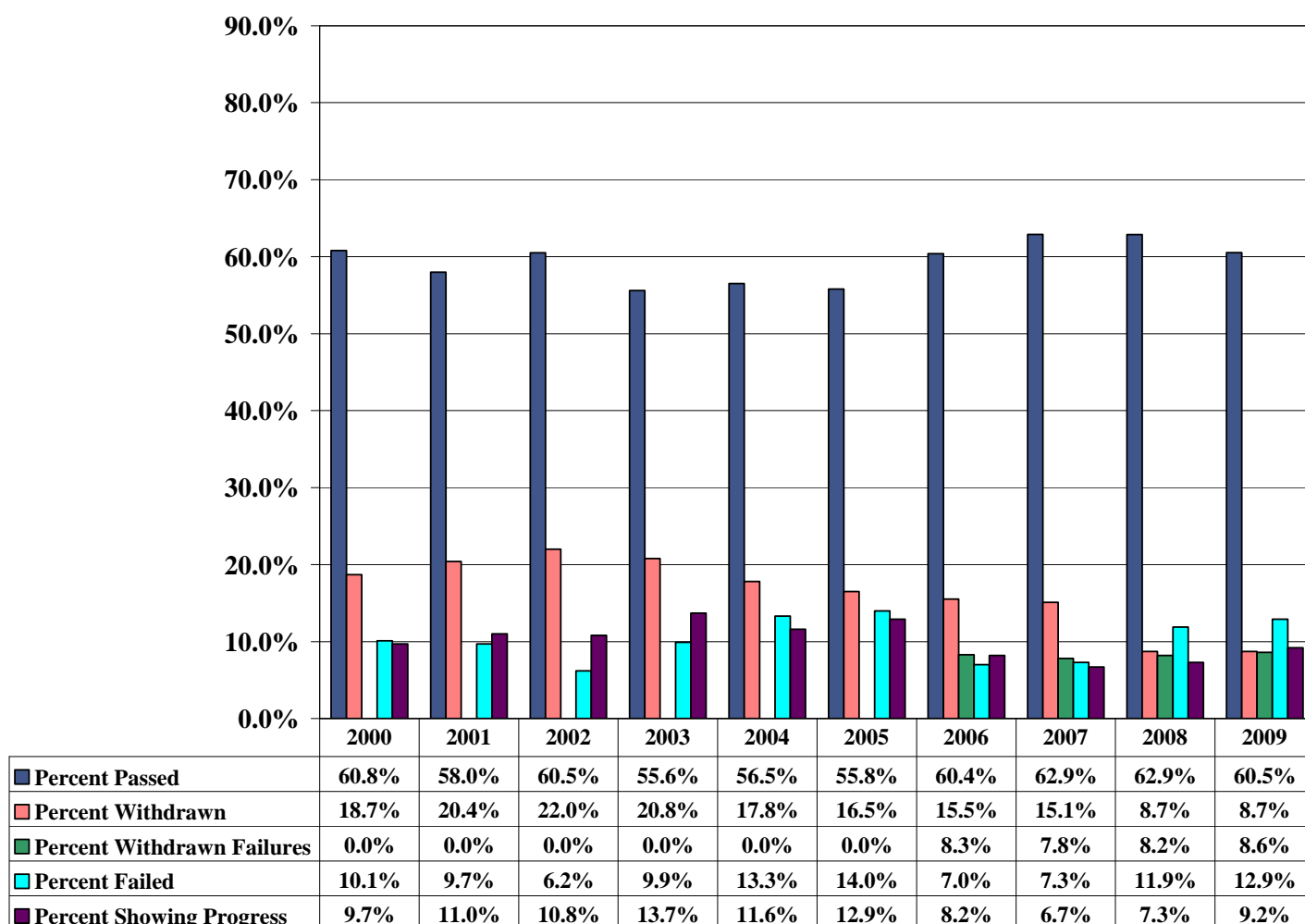
The purpose of this brief is to evaluate the performance of students in developmental and lower division college credit courses. Performance was defined as the percent of students passing (earning a grade of A, B, C, D, or P). For developmental courses, an additional category was recognized for students 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 ten years of Fall historical data for developmental or college preparatory courses which includes English as a Second Language (EAP0200, EAP0295, EAP0300, EAP0395, EAP0400, EAP0495), Topics in Student Success (SLS0003), English (ENC009, ENC0010, ENC0019, ENC0020), Mathematics (MAT0012, MAT0012L, MAT0024, MAT0024L) and Reading (REA0001, REA0002, REA0012). Pass rates range between a low of 55.6% in 2003 and a high of 62.9% reported 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).

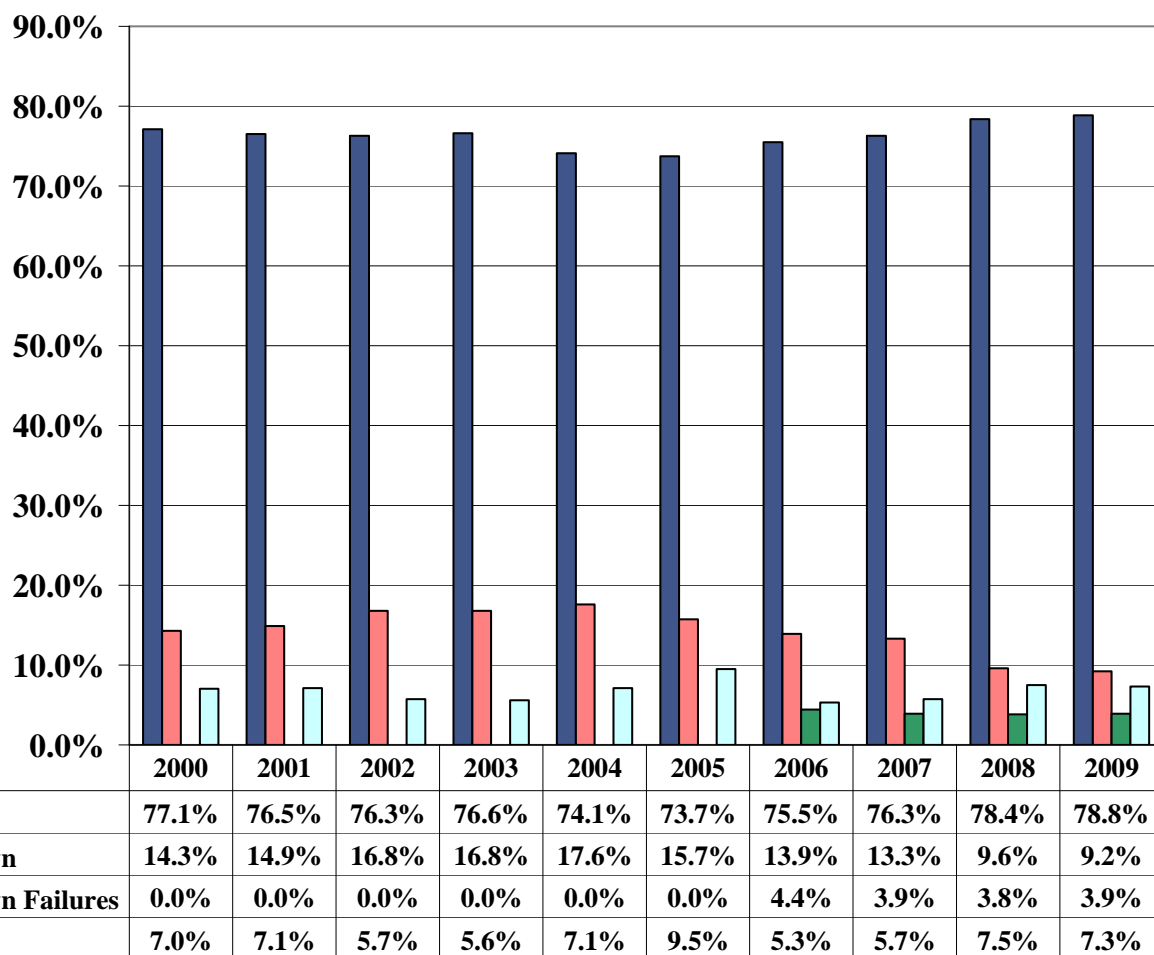
Graph 1
Developmental
Fall 2000 to Fall 2009



Source: College-wide Grade Distribution Report (Generated at the end of the session)

Graph 2 shows ten years of fall historical data for lower division credit courses. It appears the overall pass rates are increasing beginning in 2005. As noted above, there has been a decline in the withdrawal rates and an increase in the failure rates (Failure and Withdrawn Failure).

Graph 2
Lower Division Credit
Fall 2000 to Fall 2009



Source: College-wide Grade Distribution Report (Generated at the end of the session)

Tables 1 and 2 shows the campus representation (number of students by campus or online compared to the college total) and the pass rates for developmental and lower division college credit courses for Fall 2000 through Fall 2009. Although the pass rates have always been lower for online compared to traditional and blended classes, there appears to be increases in the online pass rate in recent years.

For developmental, the largest enrollment growth area appears to be in online courses. The overall distribution of courses offered on historically traditional campuses (Clearwater and St. Petersburg) is declining. Clearwater represented one-third (32.3%) in the base year (2000) to a little over twenty-one percent (21.2%) in Fall 2009 while St. Petersburg Gibbs represented forty-five percent (44.6%) to a little over thirty-six percent (36.3%).

It appears that the pass rates experienced a slight decline for all sites compared to the prior year, however, when examined over time these rates are still considered in the high range. There is a significant increase in the online pass rates in 2008 (10.2 percentage points) which was maintained for the current year.

Table 1
Developmental Courses: Campus Representation and Pass Rates
Fall 2000 - Fall 2009

Year	Number	Clearwater		Online		Seminole		St. Petersburg Gibbs		Tarpon Springs	
		% of Total	% Pass	% of Total	% Pass	% of Total	% Pass	% of Total	% Pass	% of Total	% Pass
2000	5,721	32.3%	61.5%	0.0%	0.0%	8.6%	63.9%	44.6%	57.8%	14.4%	63.3%
2001	6,094	31.3%	57.9%	0.0%	0.0%	12.0%	55.6%	40.8%	57.0%	15.9%	62.7%
2002	6,843	29.9%	61.0%	0.0%	0.0%	11.5%	54.0%	42.0%	59.6%	16.7%	66.5%
2003	7,249	29.4%	56.4%	9.3%	38.2%	5.2%	66.6%	41.5%	54.6%	14.7%	64.1%
2004	7,051	28.9%	59.2%	11.0%	39.4%	6.4%	62.7%	38.8%	56.5%	14.9%	61.3%
2005	6,996	25.0%	60.9%	12.8%	35.6%	8.6%	60.8%	38.4%	55.5%	15.2%	62.6%
2006	6,910	22.7%	65.7%	13.9%	39.8%	9.3%	64.8%	38.6%	61.1%	15.6%	66.5%
2007	6,791	22.4%	66.5%	10.8%	37.5%	11.1%	73.1%	38.4%	63.5%	17.2%	66.1%
2008	6,100	23.0%	65.6%	13.4%	47.7%	10.6%	69.8%	36.0%	63.6%	17.0%	65.3%
2009	6,651	21.2%	63.2%	16.4%	46.8%	10.9%	68.1%	36.3%	61.6%	15.2%	63.7%

Source: College-wide Grade Distribution Report (Generated at the end of the session)

It appears similar patterns are present for credit courses where enrollment growth occurred in online which represents approximately thirty percent (29.8%) of total course offerings in the current year. In addition, enrollment is declining on Clearwater (31.4% to 18.8%) and St. Petersburg (35.1% to 24.4%). Although the online pass rates are lower than other methods, it appears the gap between them (online and traditional/blended) is decreasing over time.

Table 2
College Credit Courses: Campus Representation and Pass Rates
Fall 2000 - Fall 2009

Year	Number	Allstate		Clearwater		Corporate Training		Online		Epicenter	
		% of Total	% Pass	% of Total	% Pass	% of Total	% Pass	% of Total	% Pass	% of Total	% Pass
2000	49,656	2.3%	89.9%	31.4%	76.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2001	52,480	2.8%	87.8%	30.7%	76.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2002	57,204	3.6%	91.4%	28.1%	75.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2003	63,977	3.3%	86.7%	25.3%	74.8%	0.2%	97.3%	16.5%	70.0%	0.0%	0.0%
2004	62,378	2.8%	83.7%	24.1%	73.8%	0.2%	96.4%	18.5%	66.4%	0.0%	0.0%
2005	62,407	2.5%	94.8%	21.3%	72.7%	0.1%	96.4%	22.0%	67.1%	0.1%	96.7%
2006	61,597	0.5%	84.5%	20.7%	75.4%	0.0%	0.0%	24.6%	69.2%	0.5%	92.3%
2007	64,186	0.4%	89.5%	20.3%	76.5%	0.0%	0.0%	26.5%	71.2%	0.7%	94.6%
2008	67,600	0.4%	93.6%	19.8%	77.6%	0.0%	0.0%	27.2%	74.6%	0.8%	92.0%
2009	75,651	0.3%	92.1%	18.8%	77.7%	0.0%	100.0%	29.8%	75.0%	0.2%	96.8%

Year	Number	Health Education		Open Campus		Seminole		St. Petersburg Gibbs		Tarpon Springs	
		% of Total	% Pass	% of Total	% Pass	% of Total	% Pass	% of Total	% Pass	% of Total	% Pass
2000	49,656	7.9%	93.2%	0.9%	92.0%	11.3%	67.2%	35.1%	75.3%	11.1%	78.4%
2001	52,480	7.5%	92.3%	0.7%	71.0%	13.3%	67.0%	33.4%	76.3%	11.6%	76.0%
2002	57,204	5.5%	90.8%	0.7%	83.6%	17.6%	70.0%	31.7%	75.5%	12.8%	78.0%
2003	63,977	6.2%	93.2%	1.0%	94.1%	4.1%	79.7%	29.6%	74.5%	13.8%	79.7%
2004	62,378	6.1%	93.3%	1.2%	82.0%	5.2%	76.0%	29.3%	72.9%	12.5%	75.1%
2005	62,407	5.8%	91.1%	0.9%	97.2%	5.6%	74.0%	29.2%	73.0%	12.5%	74.4%
2006	61,597	5.8%	94.7%	0.3%	95.3%	5.8%	78.4%	28.6%	75.9%	13.1%	75.5%
2007	64,186	5.5%	93.5%	0.4%	96.5%	6.4%	77.9%	27.0%	75.2%	12.9%	78.2%
2008	67,600	5.4%	95.5%	0.5%	99.7%	6.8%	81.0%	25.6%	77.5%	13.6%	78.7%
2009	75,651	5.4%	94.0%	0.5%	99.3%	7.4%	83.2%	24.4%	78.5%	13.0%	79.7%

Summary

In general, pass rates remained fairly consistent or increased in both areas (developmental and lower division credit courses). Withdrawal rates continue to decline while failure rates (Failure and Withdrawn Failure) increase. The largest enrollment growth is in online course offerings and the online pass rates for both areas increased narrowing the gap between online and traditional/blended courses.