St. Philip's College:

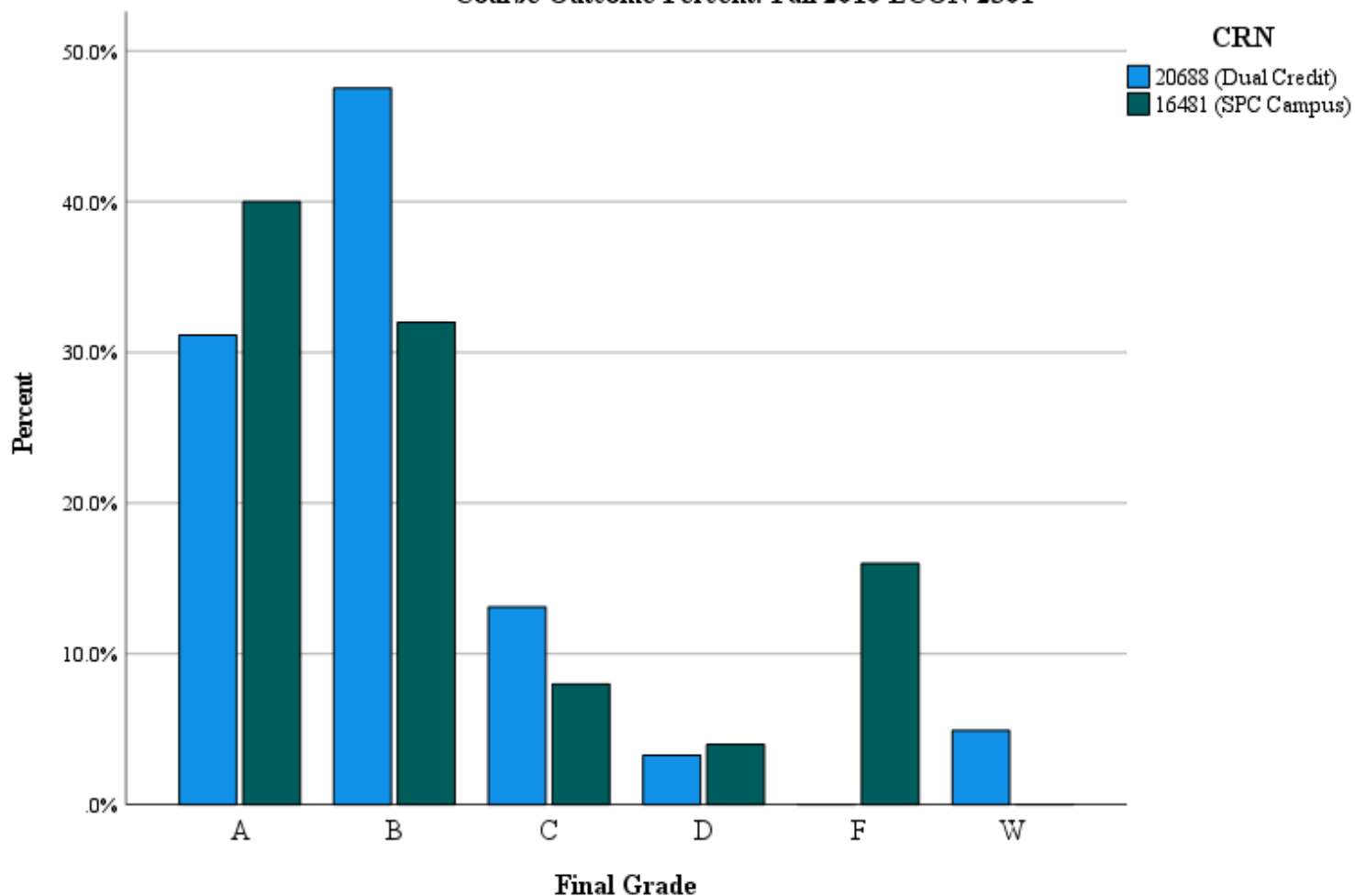# Course Outcome Performance Monitoring

The IPRE Office has compiled a random sampling of courses to monitor course outcomes and student success. We have used Alamo District data sources (*All Data Elements in CSV)* to determine the overall success of both on campus and off-site dual credit courses for the 2017-2021 academic years. These random samples allow leadership and faculty to monitor performance of courses. All tabulations and visualizations were created using SPSS 28. It is important to note that we compared success on both a percentage and count to account for difference in class size. Each course is paired with a dual-credit designated course for comparison.
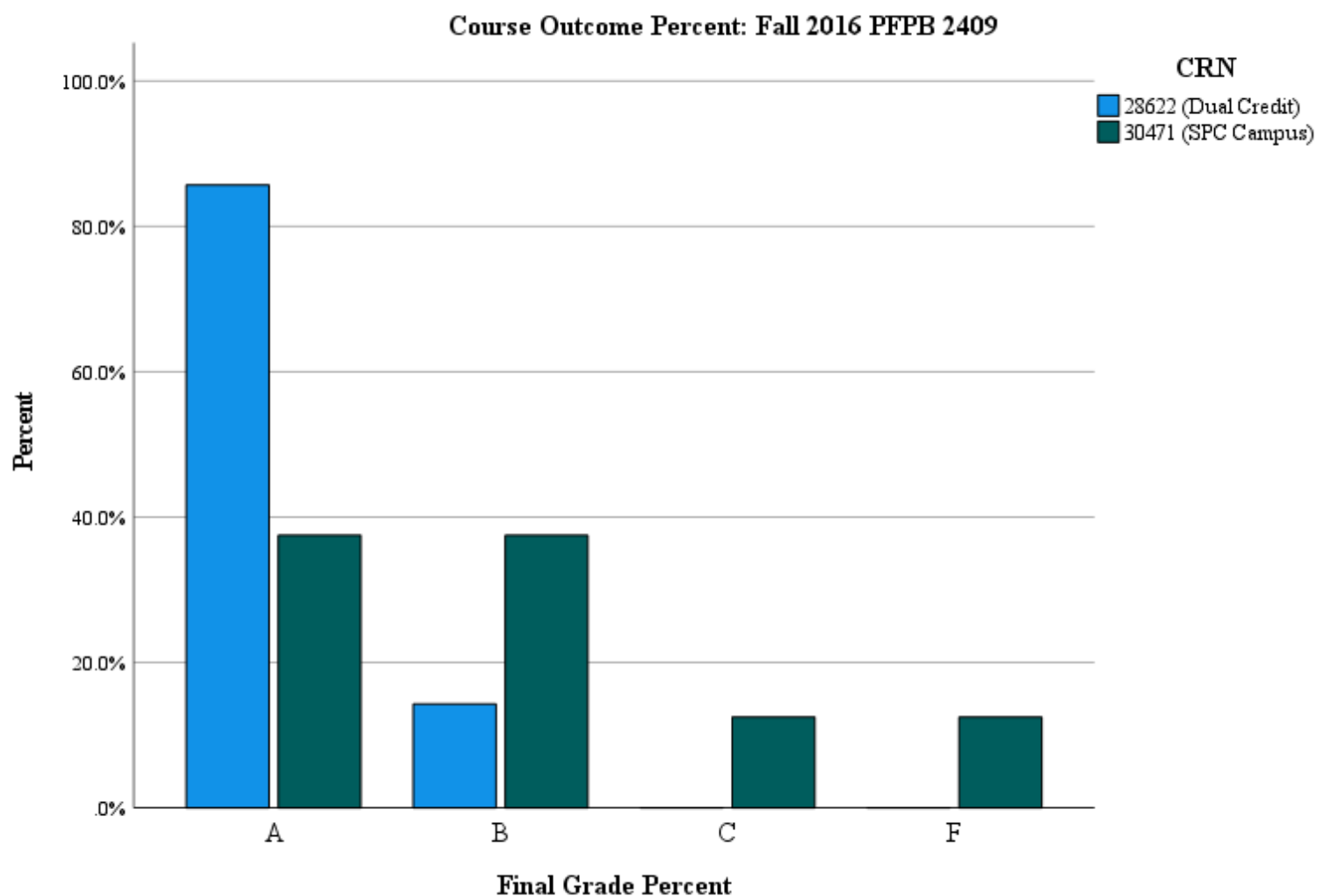
		Course Outcomes: Fall 2016 ECON 2301													
		A		B		C		D		F		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	Row N %	Count	%	Count	%
CRN	16481	10	40.0%	8	32.0%	2	8.0%	1	4.0%	4	16.0%	0	0.0%	25	100.0%
	20688	19	31.1%	29	47.5%	8	13.1%	2	3.3%	0	0.0%	3	4.9%	61	100.0%

In fall of 2016, the academic course random sampled was ECON 2301, the first in two series of introductory Economics (Macroeconomics) offered both at the SPC campus and at some of our high school off-site partners. This course saw very strong success rates in both dual credit classes and on-campus classes. For instance 40% of on-campus students received an A, while 31% received an A in the dual credit course. Overall, the dual-credit class had a success productive grade rate of about 92%.

Course Outcome Percent: Fall 2016 ECON 2301

		A		B		C		F		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%
CRN	28622	12	85.7%	2	14.3%	0	0.0%	0	0.0%	14	100.0%
	30471	3	37.5%	3	37.5%	1	12.5%	1	12.5%	8	100.0%

Course Outcomes: Fall 2016 PFPB 2409

Course Outcome Percent: Fall 2016 PFPB 2409
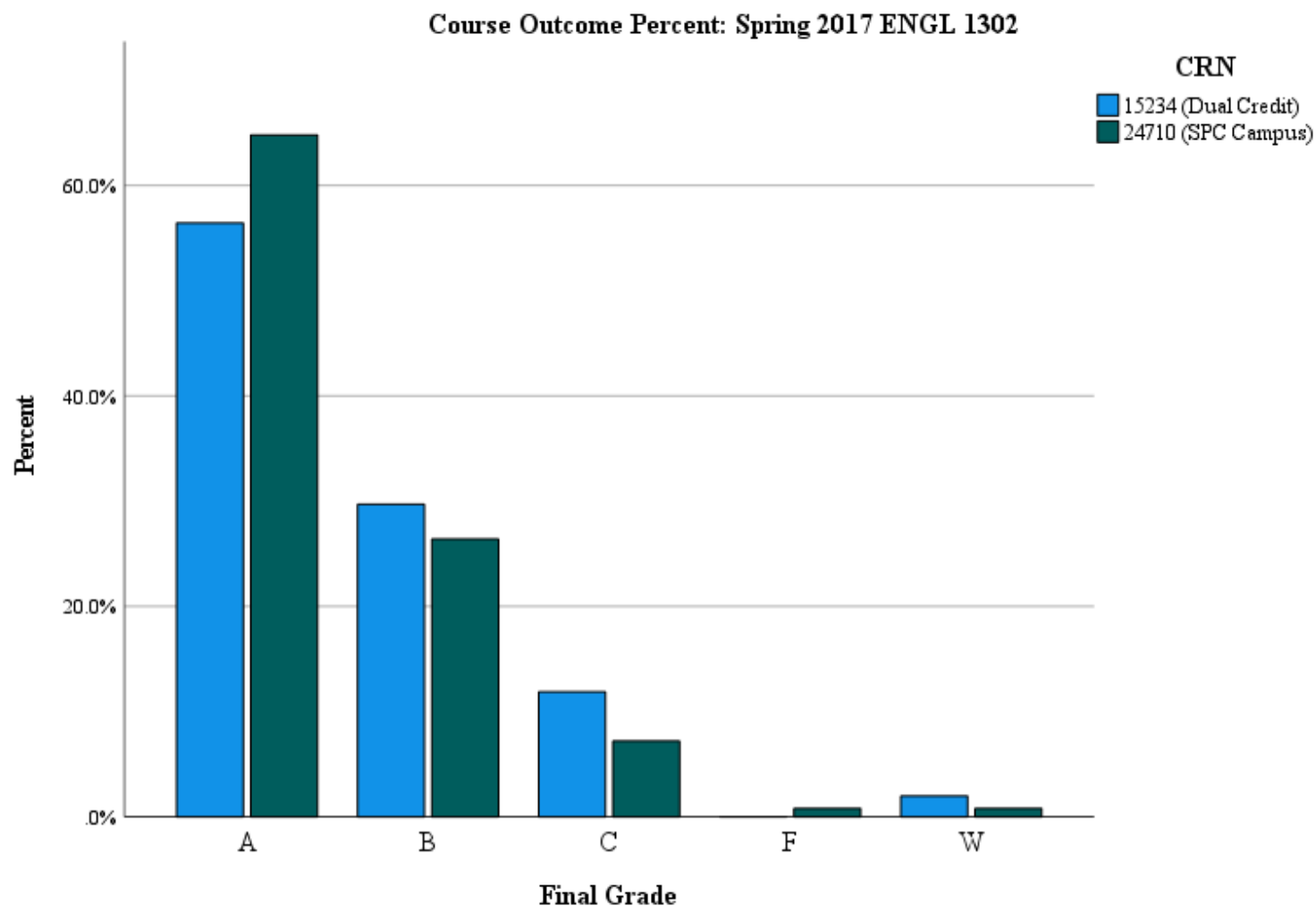
CRN
- 28622 (Dual Credit)
- 30471 (SPC Campus)

In fall of 2016, the career and technical education course random sampled was PFPB 2409 which educates students in the procedures and techniques employed by a plumber in the rough-in and top-out stages of a new home or remodeling. The students in this course earned success in both the dual credit and on campus sections. The on campus section had a productive grade rate of about 88%, while the dual-credit section had a productive grade rate of 100%.

Course Outcomes: Spring 2017 ENGL 1302													
	A		B		C		F		W		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN 15234	57	56.4%	30	29.7%	12	11.9%	0	0.0%	2	2.0%	101	100.0%
24710	81	64.8%	33	26.4%	9	7.2%	1	0.8%	1	0.8%	125	100.0%

Course Outcome Percent: Spring 2017 ENGL 1302

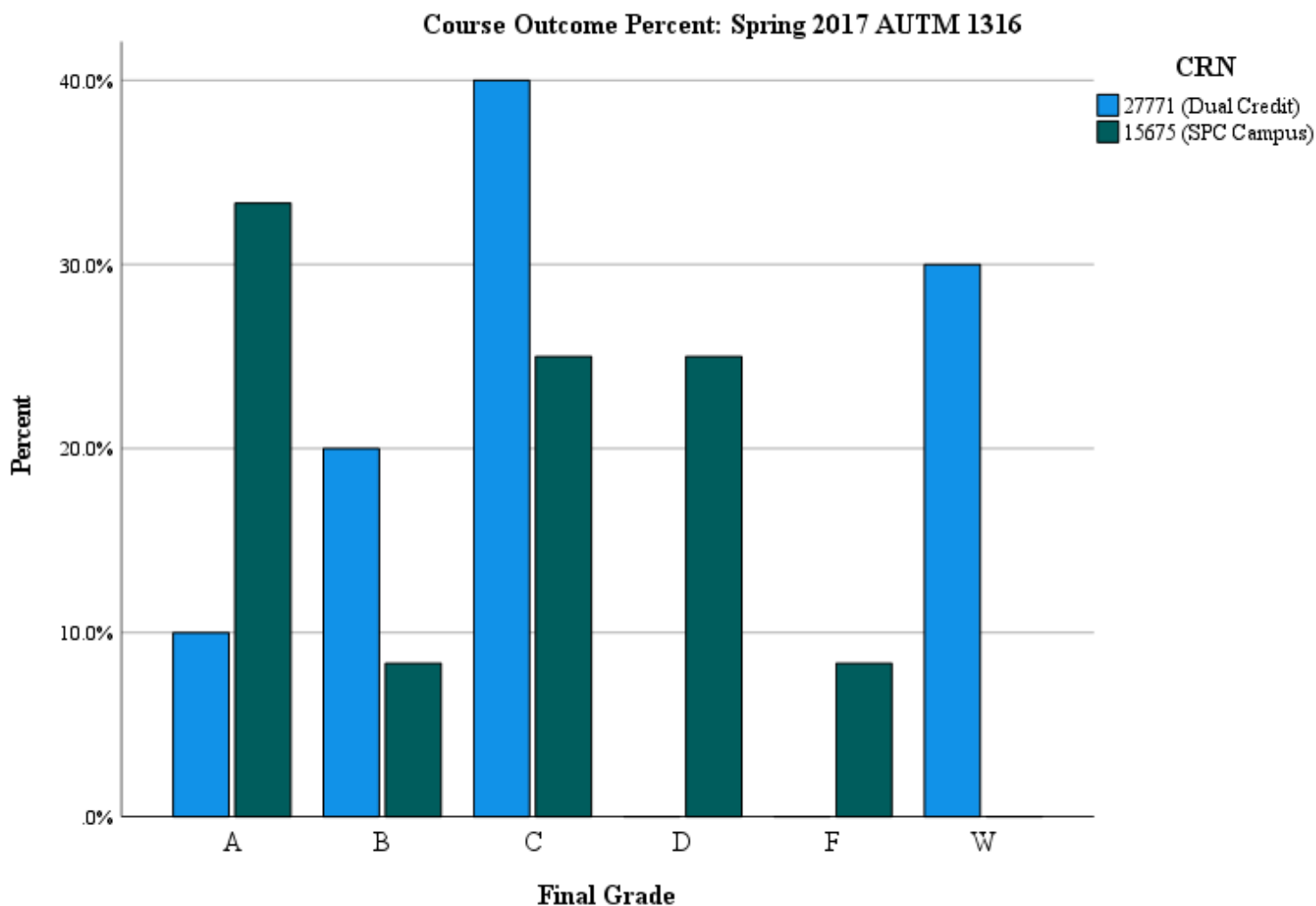CRN
- 15234 (Dual Credit)
- 24710 (SPC Campus)

In spring of 2017, the academic course random sampled was ENGL 1302, the second in two series of introductory English courses offered both at the SPC campus and at some of our high school off-site partners. The students at our partner high school did fairly well, only having 2 students withdrawal before earning a course grade, and our on-campus section only had one withdrawal. Given the high number of students in this course, this highlights the accomplishments of these students while in this course.

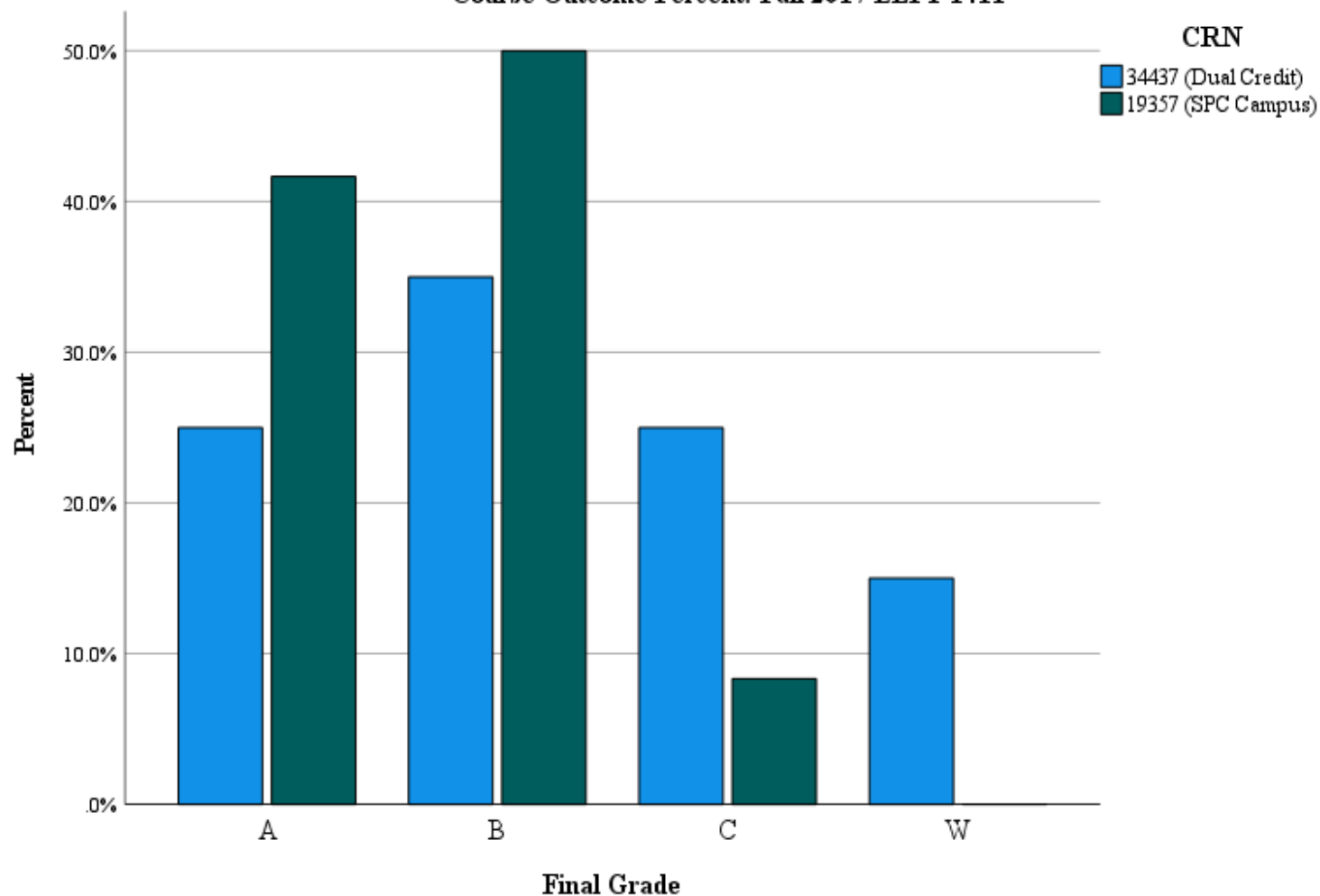|		A		B		C		D		F		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	Row N %	Count	Row N %
CRN	15675	4	33.3%	1	8.3%	3	25.0%	3	25.0%	1	8.3%	0	0.0%	12	100.0%
	27771	1	10.0%	2	20.0%	4	40.0%	0	0.0%	0	0.0%	3	30.0%	10	100.0%

Course Outcomes: Spring 2017 AUTM 1316

In spring of 2017, the career and technical education course randomly selected was AUMT 1316, which teaches students the fundamentals of engine operation, diagnosis and repair through hands on experiences. In this case, the on campus section out performed the dual credit section.in having students complete the course. 30% of enrollment withdrew before the end of the term in the dual credit section. Though the productive grade rate for the dual credit court out performed the on-campus section by 4%.

Course Outcome Percent: Spring 2017 AUTM 1316

Course Outcomes: Fall 2017 ELPT 1411											
		A		B		C		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%
CRN	19357	10	41.7%	12	50.0%	2	8.3%	0	0.0%	24	100.0%
	34437	5	25.0%	7	35.0%	5	25.0%	3	15.0%	20	100.0%

Course Outcome Percent: Fall 2017 ELPT 1411
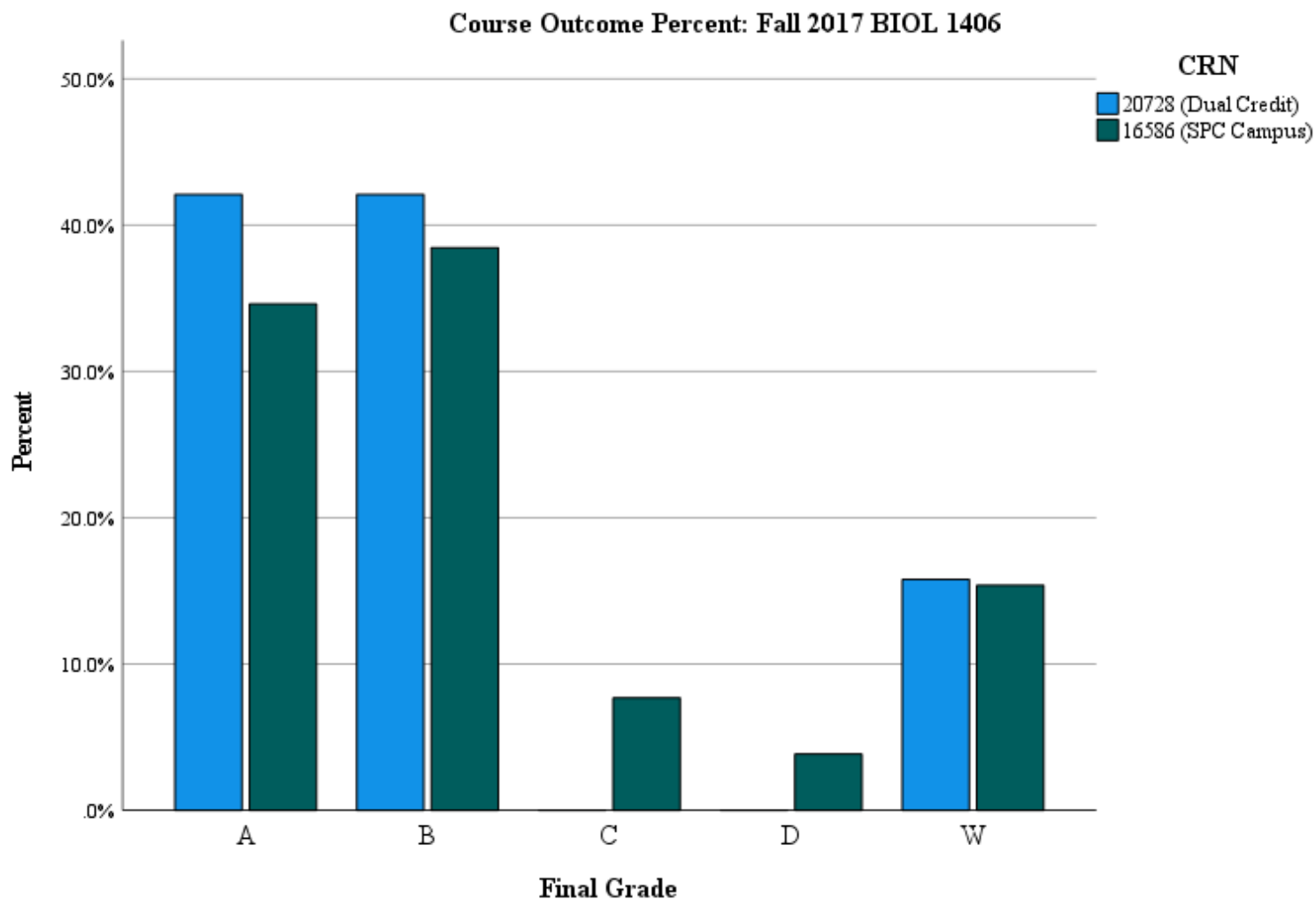
CRN
- 34437 (Dual Credit)
- 19357 (SPC Campus)

In fall of 2017, the career and technical education course randomly selected was ELPT 1411, a course designed to introduce students to basic theory and practice of electrical circuits. The on-campus section out performed the dual credit section by having a productive grade rate of 100%. The dual credit section had a productive grade rate of 85%, which is still very strong.

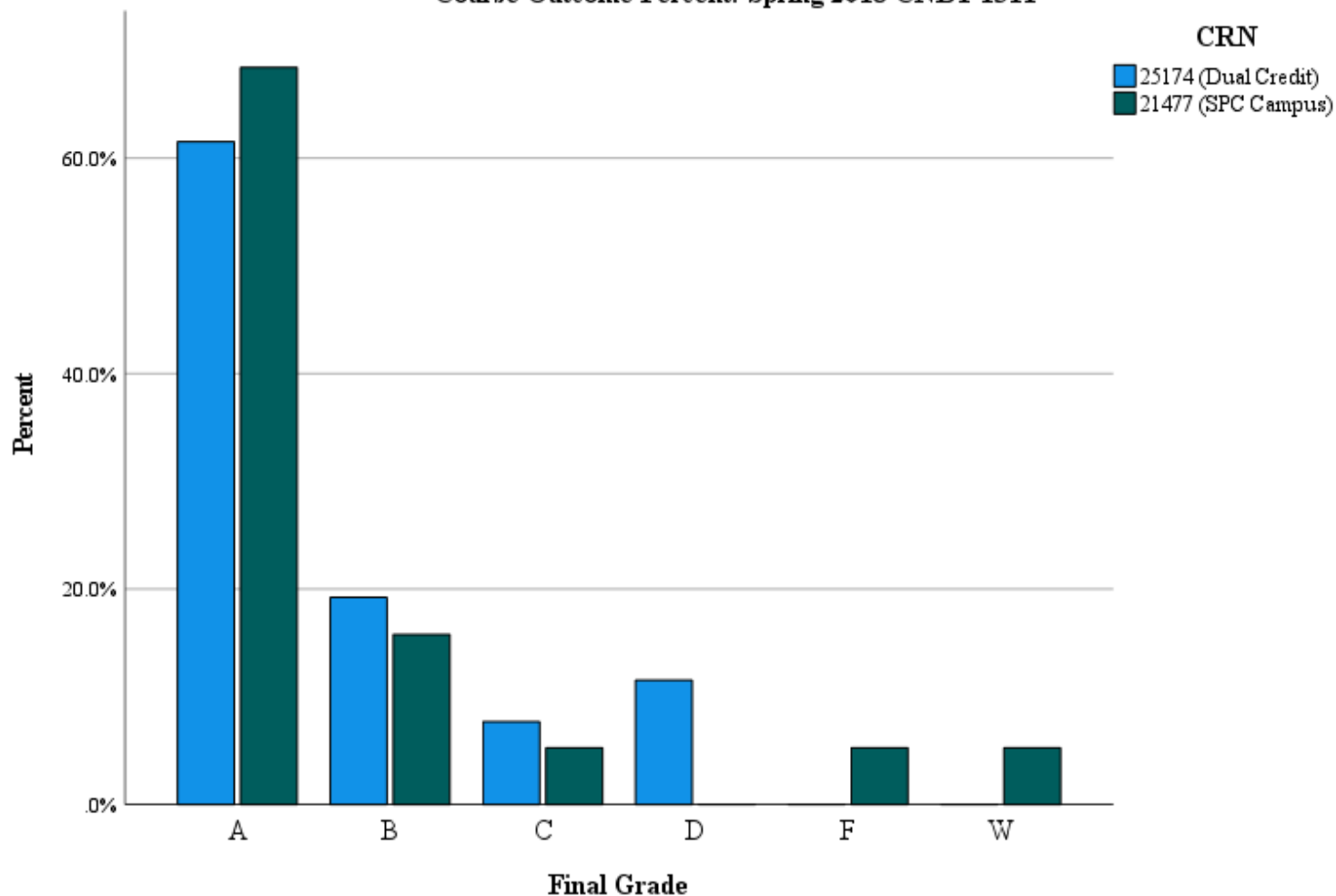| Course Outcomes: Fall 2017 BIOL 1406													
		A		B		C		D		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN	16586	9	34.6%	10	38.5%	2	7.7%	1	3.8%	4	15.4%	26	100.0%
	20728	8	42.1%	8	42.1%	0	0.0%	0	0.0%	3	15.8%	19	100.0%

In fall of 2017, the academic course random selected was BIOL 1406. This course is specifically designed for science majors and those pursing careers in health and allied fields. In these random sampled sections, the sections performed fairly similarly. The success rate of students in the A category is within a few students and percentage points (34.6% and 42.1% respectively). They also had nearly identical withdrawal percentage rates.

Course Outcome Percent: Fall 2017 BIOL 1406

Course Outcomes: Spring 2018 CNBT 1311															
		A		B		C		D		F		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN	21477	13	68.4%	3	15.8%	1	5.3%	0	0.0%	1	5.3%	1	5.3%	19	100.0%
	25174	16	61.5%	5	19.2%	2	7.7%	3	11.5%	0	0.0%	0	0.0%	26	100.0%

Course Outcome Percent: Spring 2018 CNBT 1311

CRN
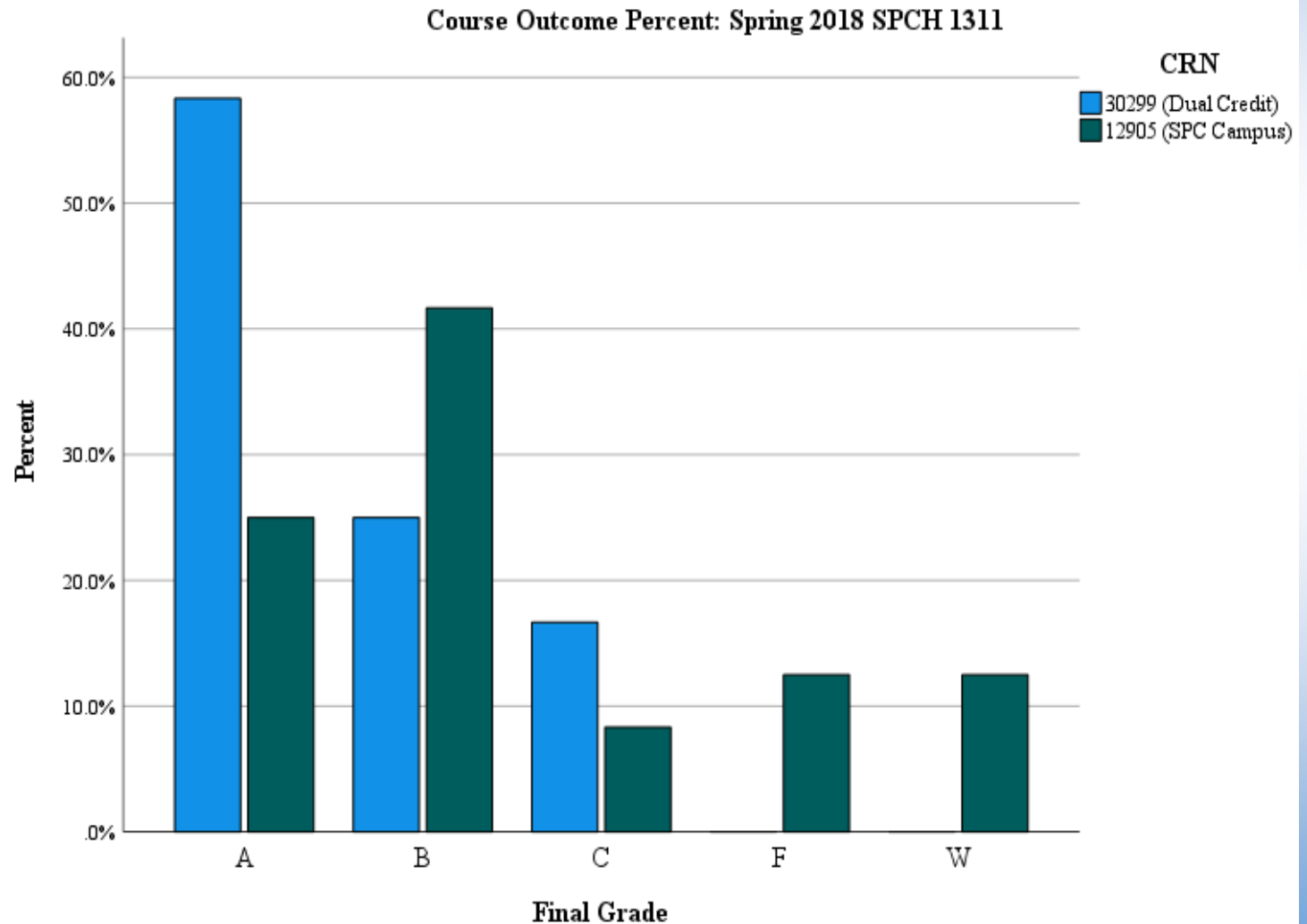- 25174 (Dual Credit)
- 21477 (SPC Campus)

The course selected for review in spring 2018 for the career and technical education courses was CNBT 1311. This course instructs students on the basics of construction materials and methods and their applications. Both on-campus and dual credit sections performed rather well for this course. The on-campus section had a productive grade rate of 89.5% while the dual credit section had 92.2%. This shows an overall successful semester for the classes random sampled.

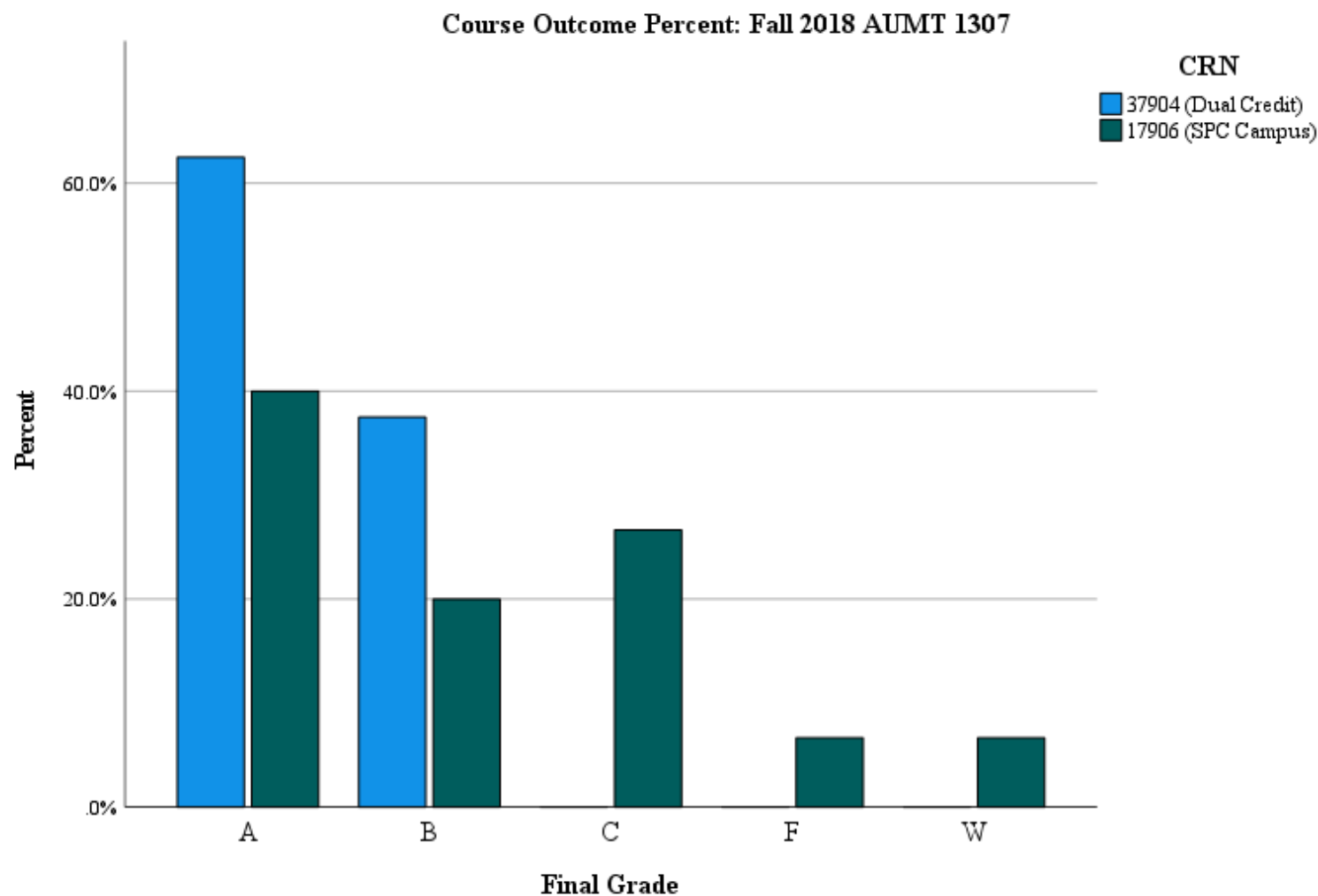| Course Outcomes: Spring 2018 SPCH 1311 | | | | | | | | | | | | | |
	A		B		C		F		W		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN 12905	6	25.0%	10	41.7%	2	8.3%	3	12.5%	3	12.5%	24	100.0%
30299	7	58.3%	3	25.0%	2	16.7%	0	0.0%	0	0.0%	12	100.0%

SPCH 1311, a course designed to introduce students to theories and practices of communication in various settings and guide them to improve their own communication skills, was selected to represent the academic courses in spring of 2018. In this comparison, there were more students who took the on-campus class than dual-credit. The dual credit class maintained full enrollment and all students earned a successful grade at the end of the term. The on-campus course had a productive grade rate of 75%.

Course Outcome Percent: Spring 2018 SPCH 1311

CRN
- 30299 (Dual Credit)
- 12905 (SPC Campus)

		A		B		C		F		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN	17906	6	40.0%	3	20.0%	4	26.7%	1	6.7%	1	6.7%	15	100.0%
	37904	5	62.5%	3	37.5%	0	0.0%	0	0.0%	0	0.0%	8	100.0%

Course Outcomes: Fall 2018 AUMT 1307

Course Outcome Percent: Fall 2018 AUMT 1307

CRN
- 37904 (Dual Credit)
- 17906 (SPC Campus)

The career and technical education course reviewed here for fall of 2018 was AUMT 1307. This automotive course focuses on the electrical systems of the automotive industry and how to test, diagnose and repair these systems. The dual credit class had very high success rates in this course, with all students earning an A or B. The on-campus section had a more even spread of grades across A, B, and C, but still had 40% earn an A.
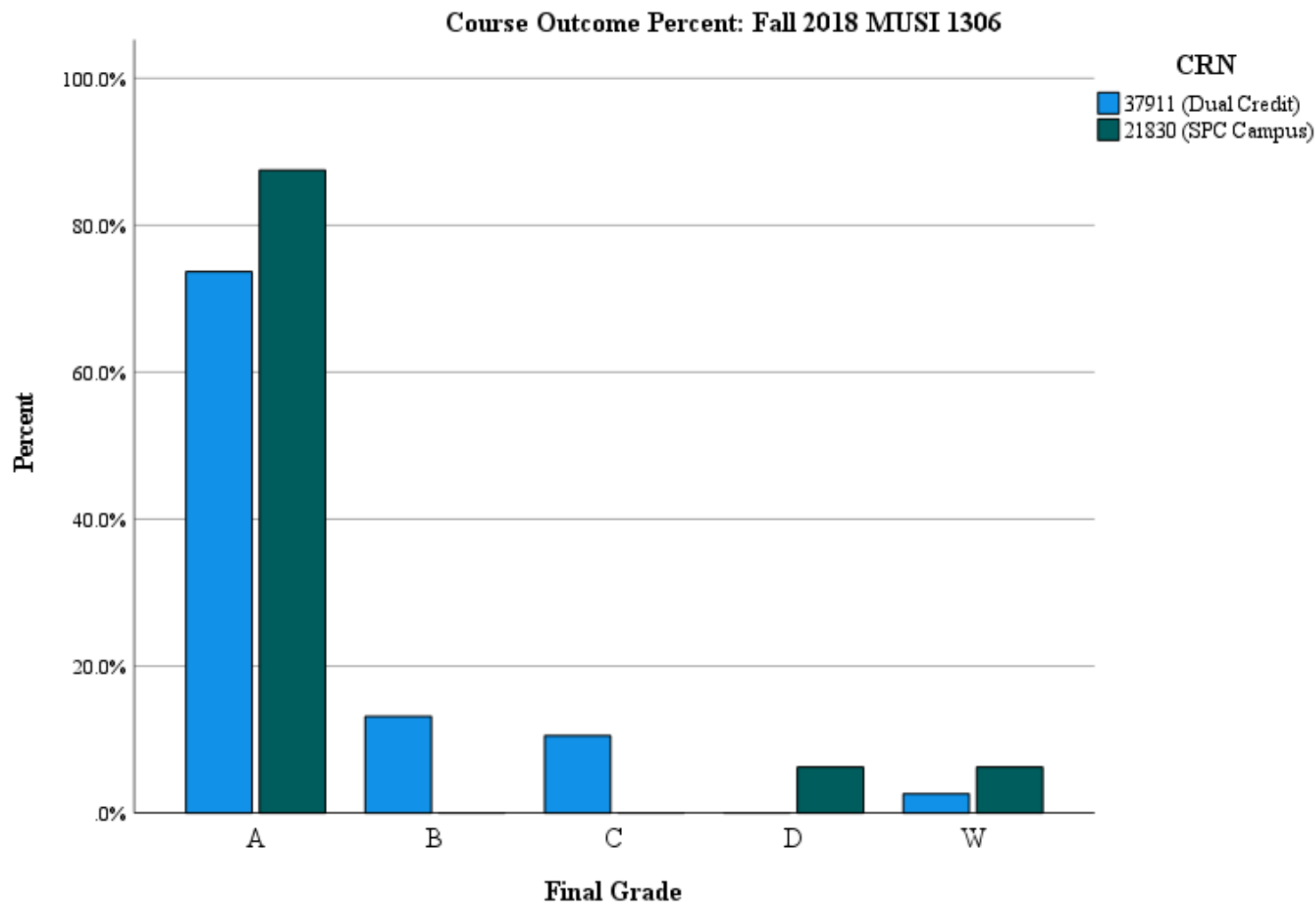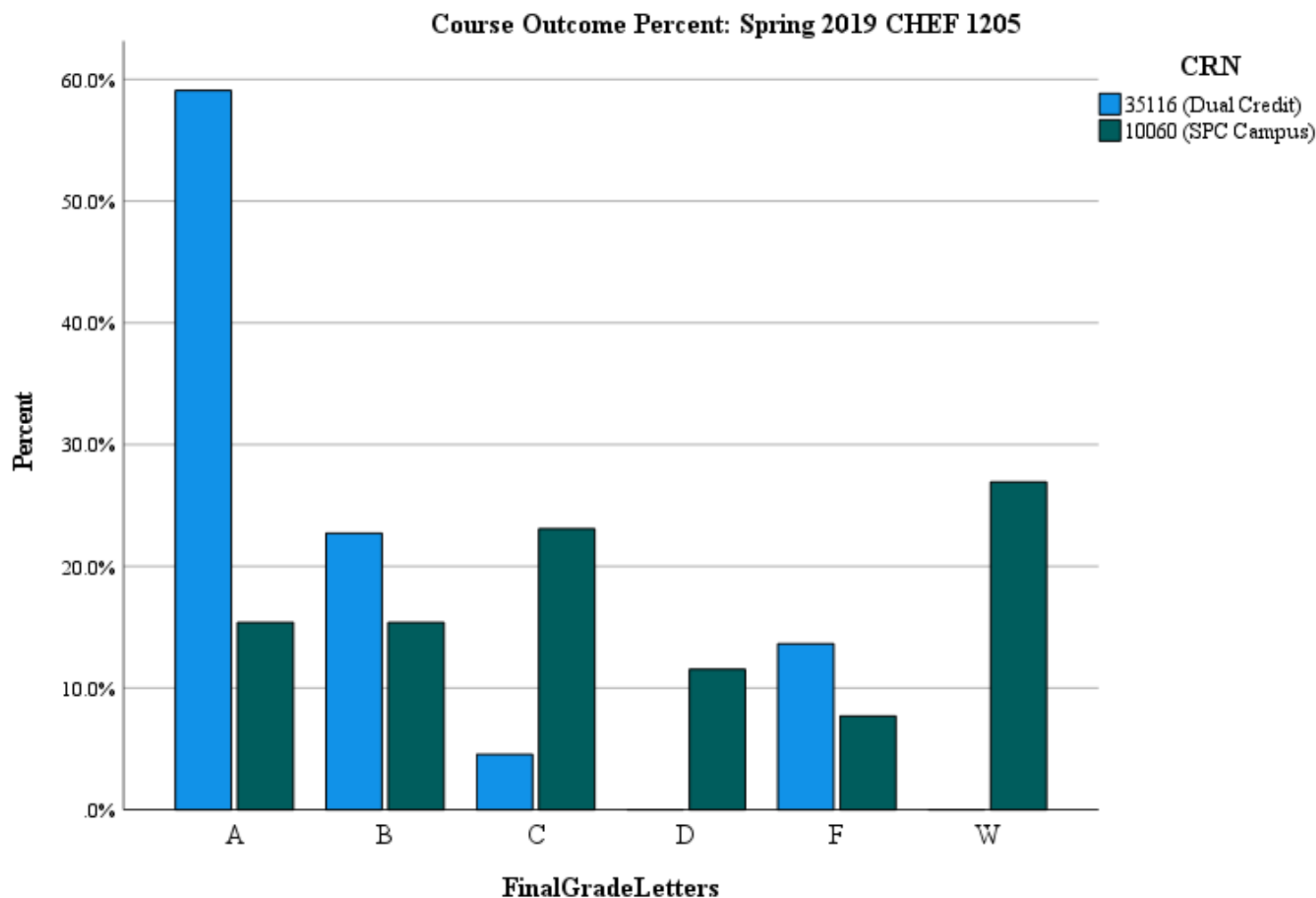
Course Outcomes: Fall 2018 MUSI 1306													
		A		B		C		D		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN	21830	14	87.5%	0	0.0%	0	0.0%	1	6.3%	1	6.3%	16	100.0%
	37911	28	73.7%	5	13.2%	4	10.5%	0	0.0%	1	2.6%	38	100.0%

The academic course selected for the fall of 2018 was MUSI 1306. This course teaches understanding of music through the study of cultural periods, major composers, and musical elements. Both the dual credit section and on-campus section had very high rates of earning an A in the course (73.7% and 87.5% respectively). Both sections also had 1 student withdrawal from the course.

Course Outcome Percent: Fall 2018 MUSI 1306

		A		B		C		D		F		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN	10060	4	15.4%	4	15.4%	6	23.1%	3	11.5%	2	7.7%	7	26.9%	26	100.0%
	35116	13	59.1%	5	22.7%	1	4.5%	0	0.0%	3	13.6%	0	0.0%	22	100.0%

Course Outcomes: Spring 2019 CHEF 1205
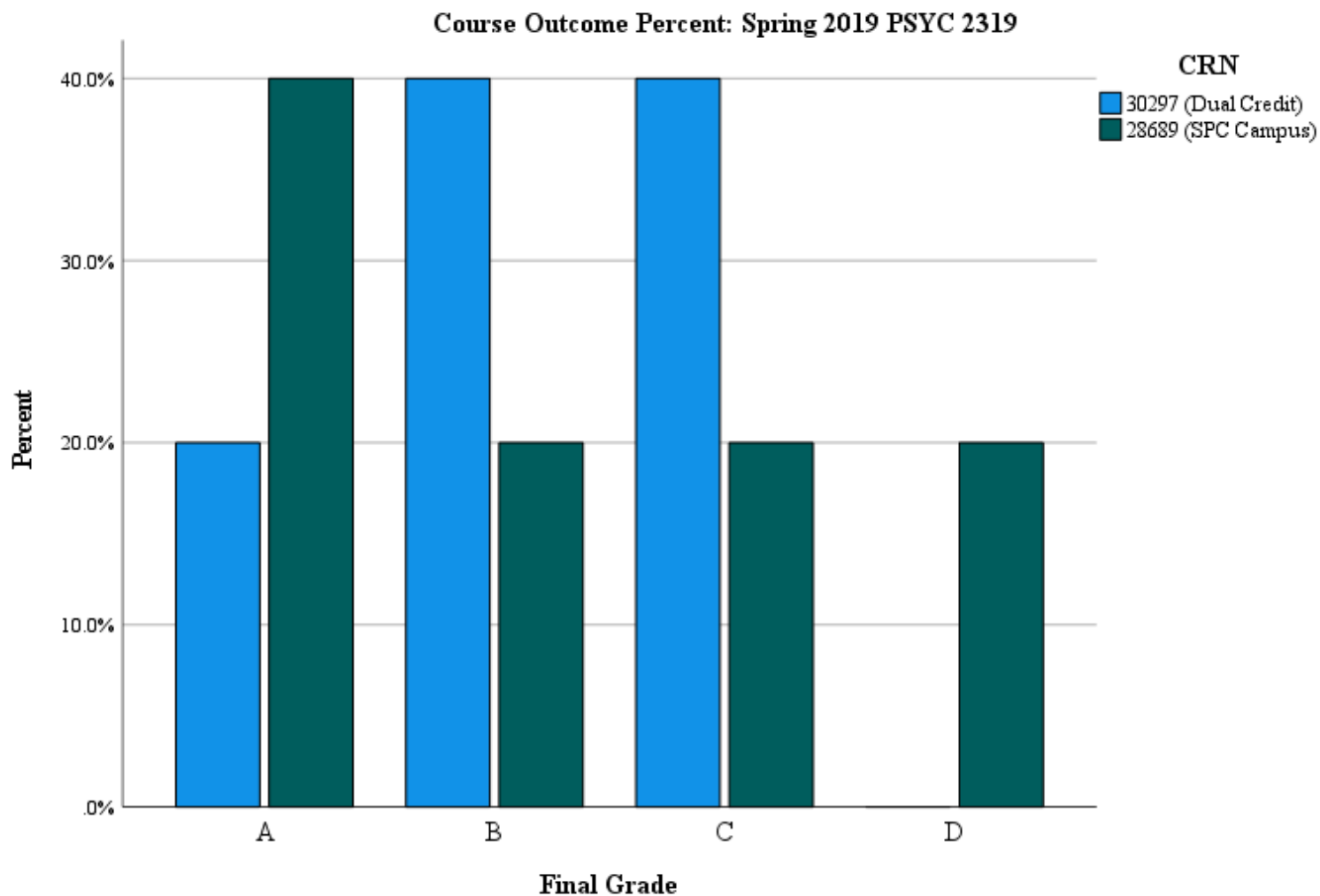

Course Outcome Percent: Spring 2019 CHEF 1205

CHEF 1205 is a course designed to instruct students in sanitary practices in food preparation, work place safety standards and illness caused by food contamination. This career and technical education class was selected to be reviewed for the spring of 2019. The on-campus course had a very even spread of grades across the board. The lowest rate was 7.7% earned an F while the highest was 26.9% withdrawing from the course. The dual credit class had 59.1% earn an A and 13.6% earn an F.
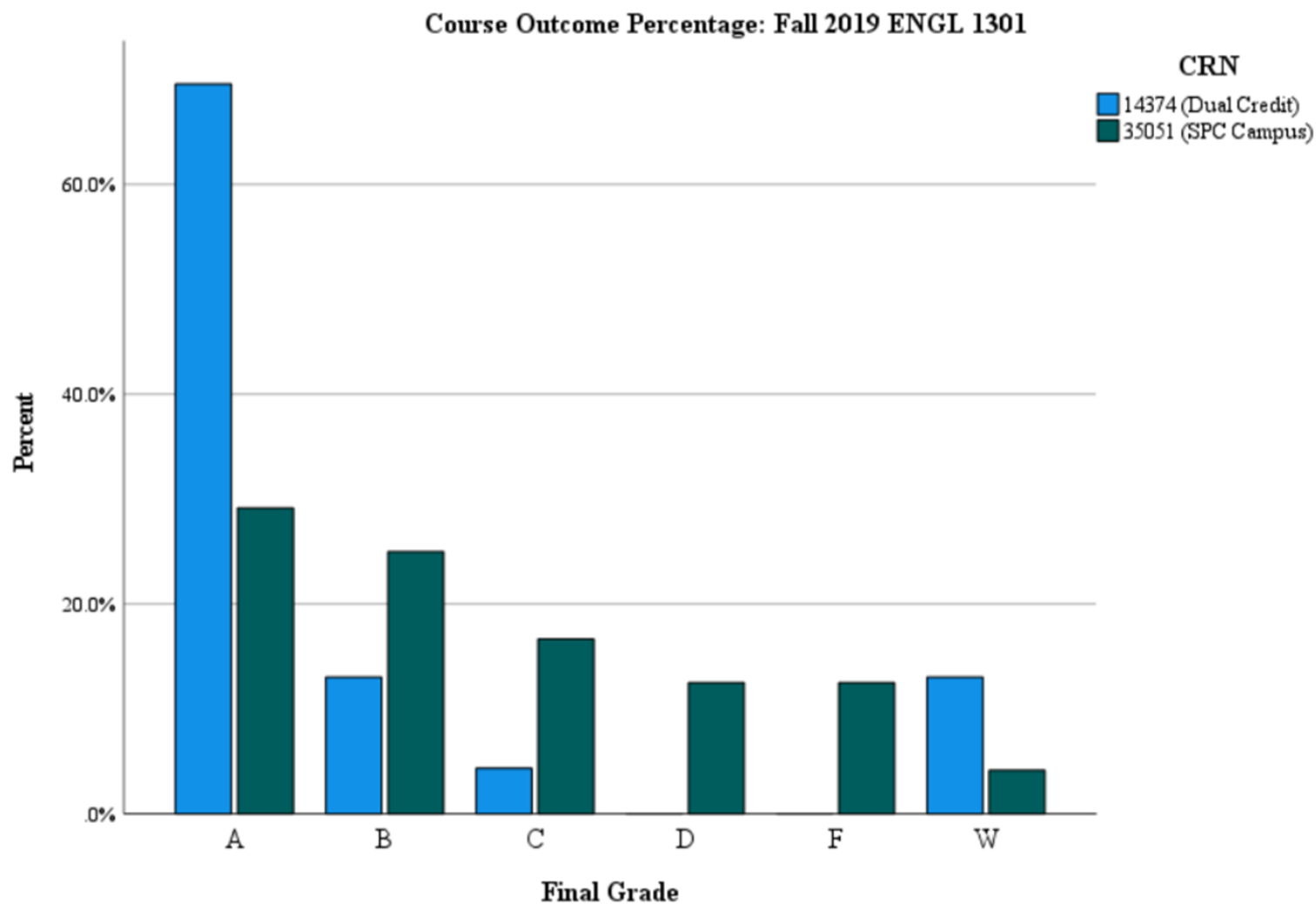
Course Outcomes: Spring 2019 PSYC 2319											
		A		B		C		D		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%
CRN	28689	2	40.0%	1	20.0%	1	20.0%	1	20.0%	5	100.0%
	30297	2	20.0%	4	40.0%	4	40.0%	0	0.0%	10	100.0%

The PSYC 2319 course was selected for the academic course reviewed in spring of 2019. This course had fairly low enrollment both on campus and at the dual credit site. This course was designed to study individual behavior within the social environment. The on-campus section of this course had a productive grade rate of 80% and the dual credit section had a productive grade rate of 100%. Though the productive grade rate of the dual credit class was higher, a higher percentage of students earned an A in the on-campus class.
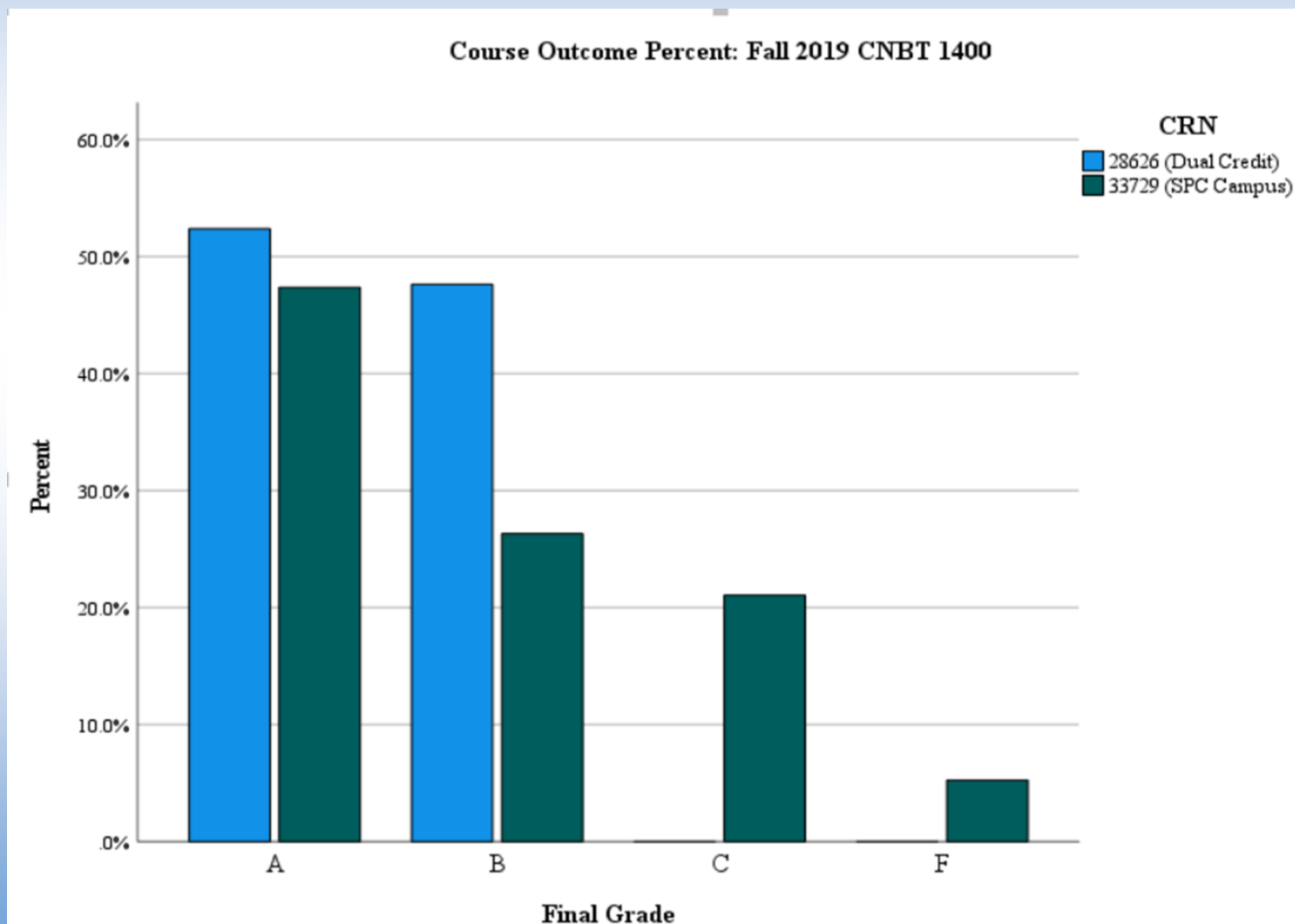

Course Outcome Percent: Spring 2019 PSYC 2319

Course Outcomes: Fall 2019 ENGL 1301														
		A		B		C		D		F		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN	14374	16	69.6%	3	13.0%	1	4.3%	0	0.0%	0	0.0%	3	13.0%	23	100.0%
	35051	7	29.2%	6	25.0%	4	16.7%	3	12.5%	3	12.5%	1	4.2%	24	100.0%

In fall of 2019, the academic course random sampled was ENGL 1301, the first in two series of introductory English courses offered both at the SPC campus and at some of our high school off-site partners. This term saw very high success in our dual credit section with nearly 40% higher rate of achieving an A. While the overall success rate seems to be higher in the dual-credit section, it is of importance to note that it did have a higher withdrawal rate than the on-campus section/

Course Outcome Percentage: Fall 2019 ENGL 1301

CRN
- 14374 (Dual Credit)
- 35051 (SPC Campus)

Course Outcomes: Fall 2019 CNBT 1400											
		A		B		C		F		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%
CRN	28626	11	52.4%	10	47.6%	0	0.0%	0	0.0%	21	100.0%
	33729	9	47.4%	5	26.3%	4	21.1%	1	5.3%	19	100.0%

Course Outcome Percent: Fall 2019 CNBT 1400
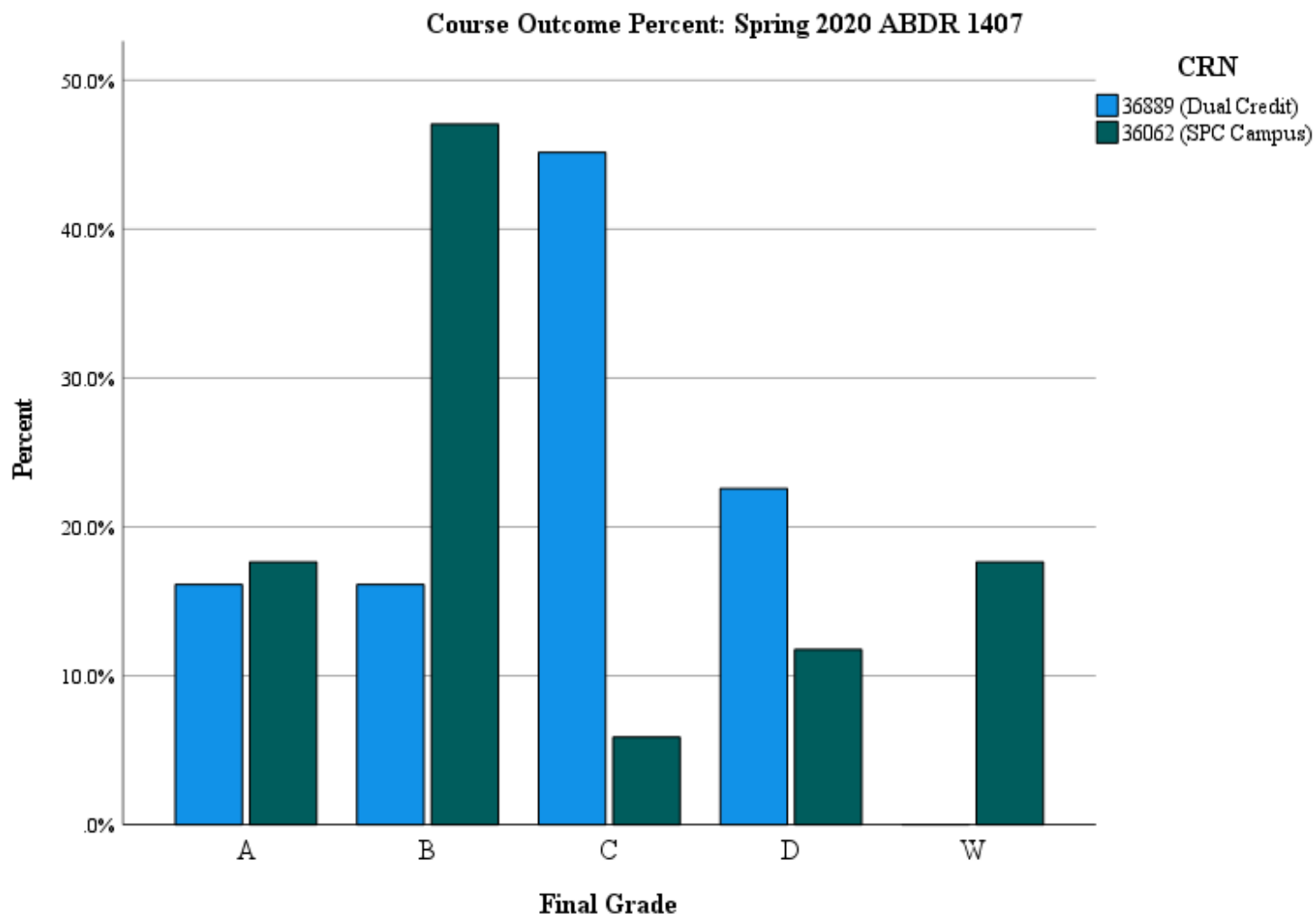
CRN
- 28626 (Dual Credit)
- 33729 (SPC Campus)

In fall of 2019, the career and technical education course random sampled was CNBT 1400: Residential and Light Commercial Blueprint Reading, a introductory course required for several of our trade certificates and Associates of Applied Science. These two courses had a very similar number of enrollment and successful students who achieved an C or higher. The results for this table are skewed towards higher rates of success. The on-campus course only had one F and neither course measured any withdrawals.

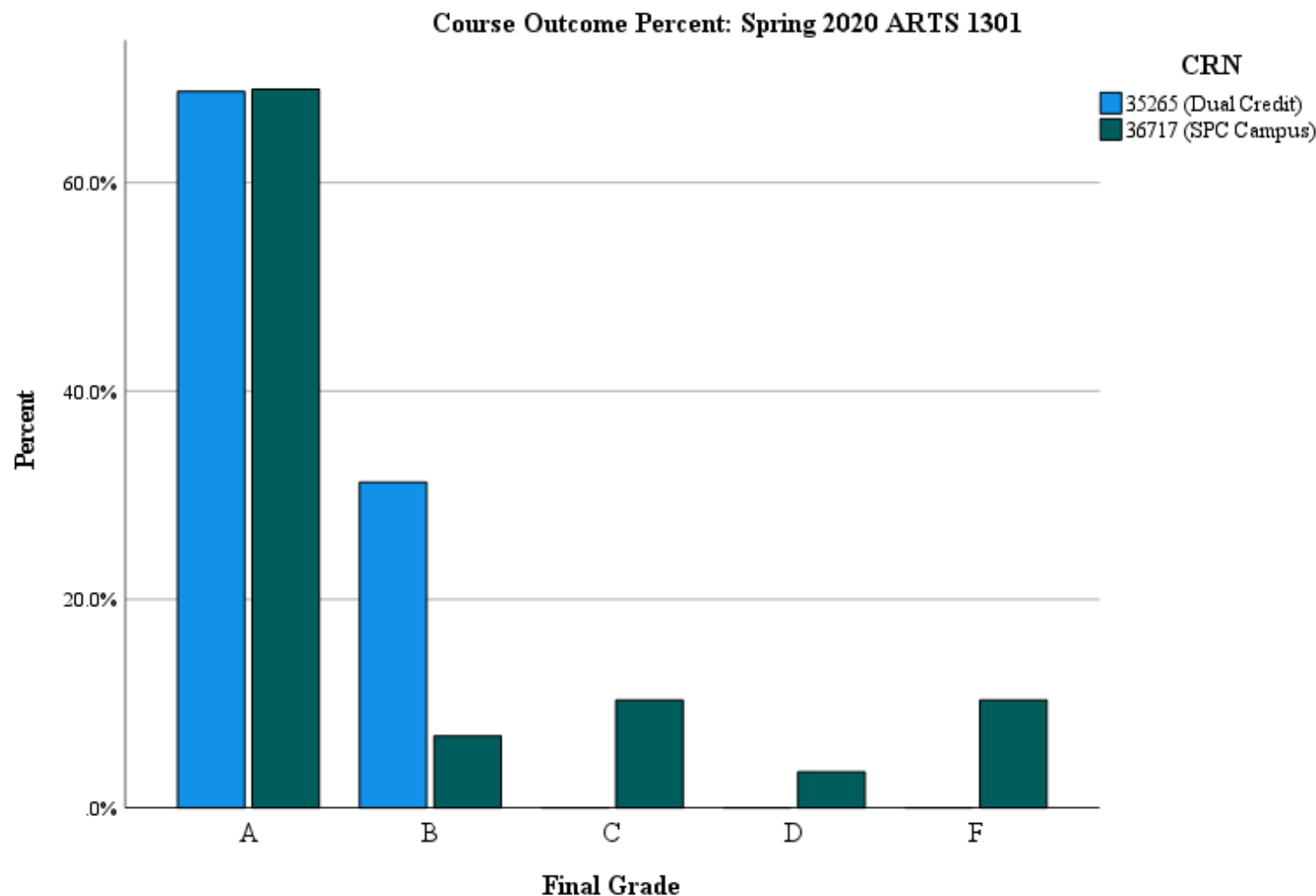| Course Outcomes: Spring 2020 ABDR 1407												
		A		B		C		D		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN	36062	3	17.6%	8	47.1%	1	5.9%	2	11.8%	3	17.6%	17	100.0%
	36889	5	16.1%	5	16.1%	14	45.2%	7	22.6%	0	0.0%	31	100.0%

In the spring of 2020, the career and technical education course selected was ABDR 1407. ABDR is a course that leads students through the study of collision repair welding and cutting procedures. Overall, the enrollment in the dual credit course was much higher at 31 students than the 17 on campus. They had similar numbers of students who earned an A, but the two main differences lies in the percentage that earned a B or C and withdrew. The on campus class, even with a lower enrollment, had 17.6% (3 students) withdrawal without earning a grade. On the other hand, the on-campus class out performed the dual credit class. 47.1% earned a B on campus and only 16.1% earned a B in the dual credit class.

Course Outcome Percent: Spring 2020 ABDR 1407

		Course Outcomes: Spring 2020 ARTS 1301											
		A		B		C		D		F		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN	35265	11	68.8%	5	31.3%	0	0.0%	0	0.0%	0	0.0%	16	100.0%
	36717	20	69.0%	2	6.9%	3	10.3%	1	3.4%	3	10.3%	29	100.0%

Course Outcome Percent: Spring 2020 ARTS 1301
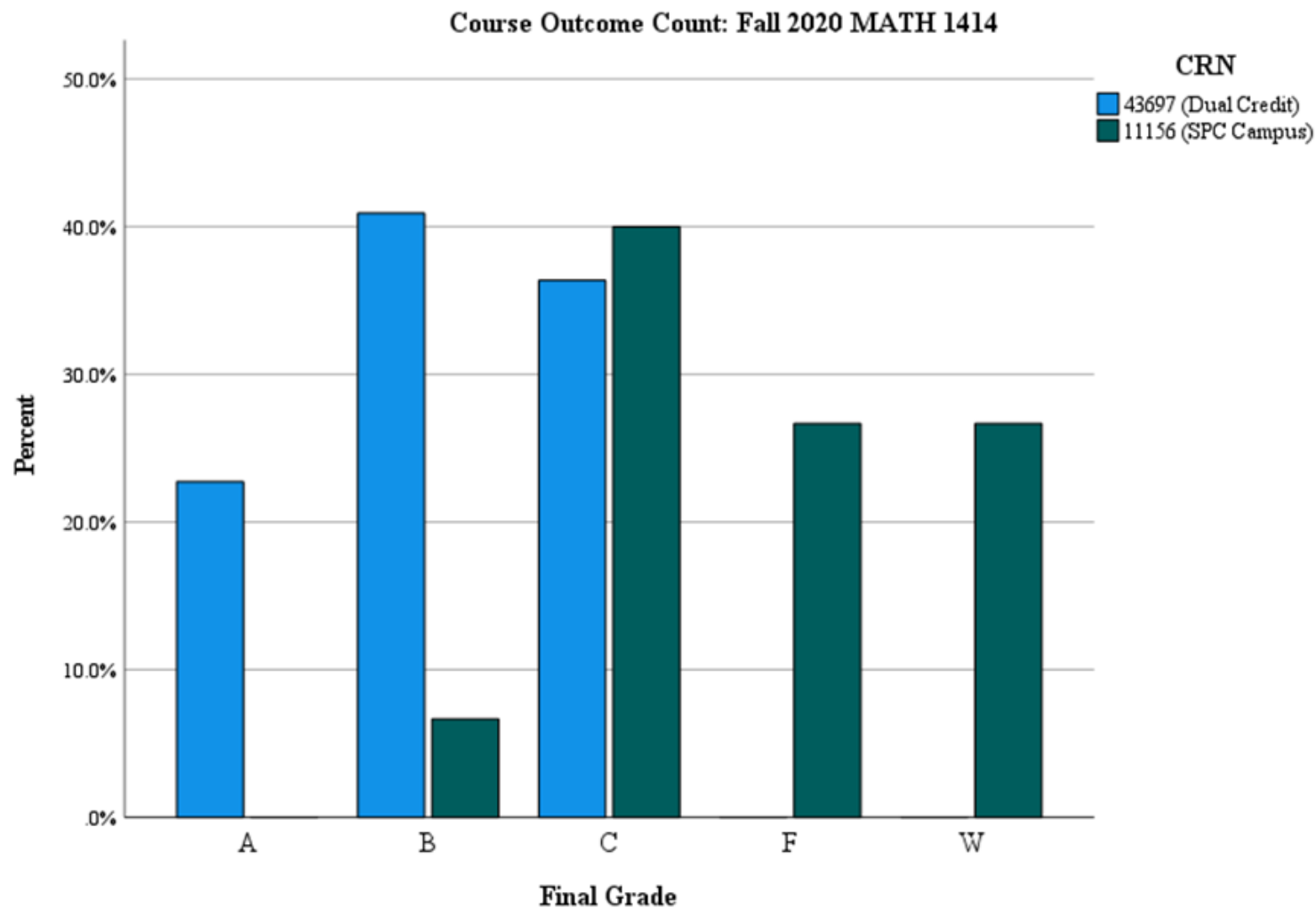
CRN
- 35265 (Dual Credit)
- 36717 (SPC Campus)

In spring of 2020, the academic course selected randomly for review was ARTS 1301. This art appreciation course provides a general introduction to the visual arts and provide the opportunity to critically interpret and evaluate works. This course saw nearly identical rates of earning an A (68.8% and 69% respectively). The larger enrollment numbers helps account for the wider range of outcomes in the on-campus section. There were only 16 students who earned a grade in the dual credit section, while there were 29 who earned a grade in the on-campus section.

		A		B		C		F		W		Total	
Course Outcomes: Fall 2020 MATH 1414													
		Count	Row N %	Count	%	Count	%	Count	%	Count	%	Count	Row N %
CRN	11156	0	0.0%	1	6.7%	6	40.0%	4	26.7%	4	26.7%	15	100.0%
	43697	5	22.7%	9	40.9%	8	36.4%	0	0.0%	0	0.0%	22	100.0%

In fall of 2020, the academic course random sampled was MATH 1414, a class designed to provide an in-depth study of college algebra to prepare students for pre-calculus. In this term, the dual credit section out performed the on-campus course by having a 100% productive grade rate (C or better), while the on-campus course only had 46.7% productive grade rate.
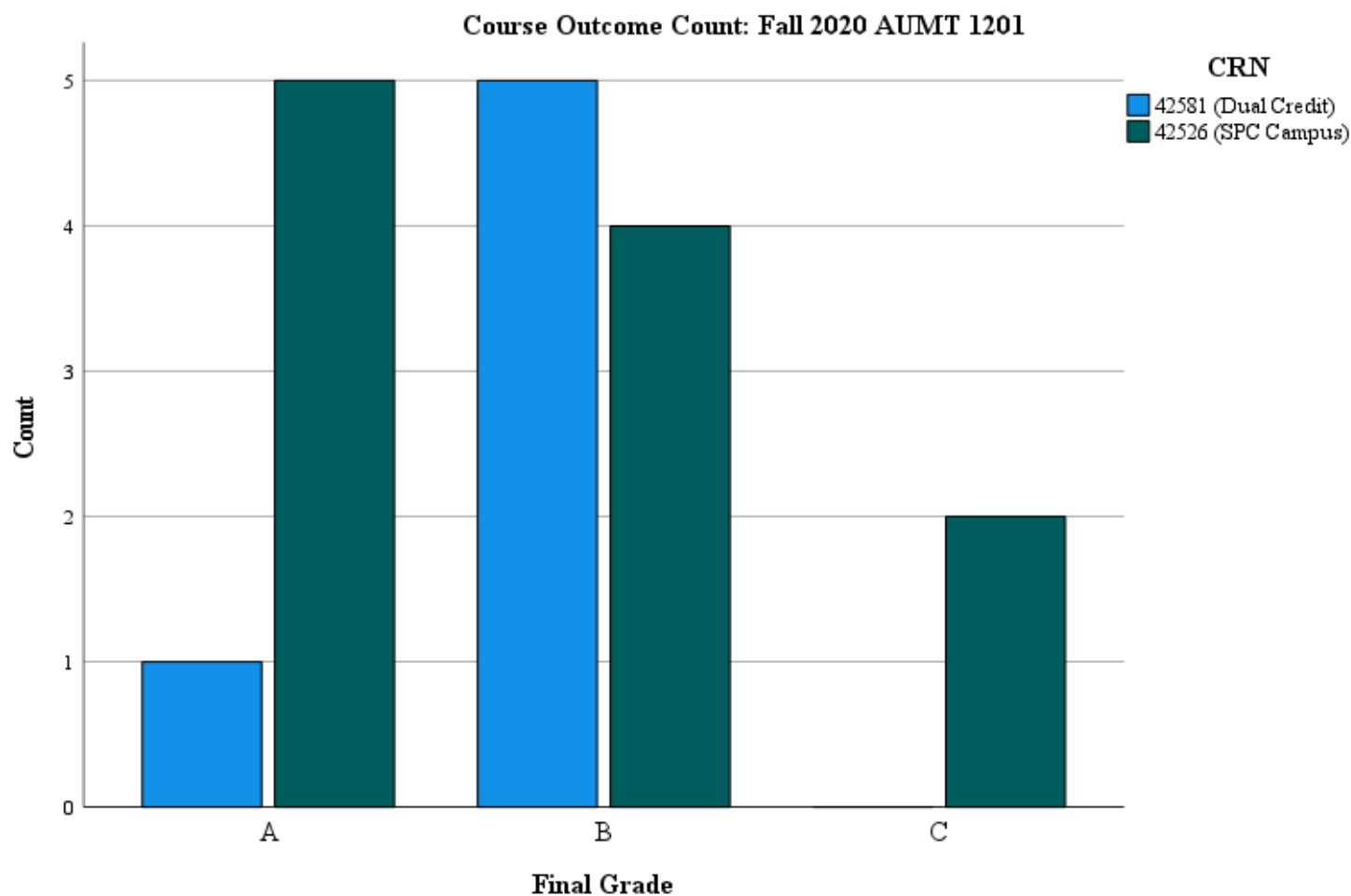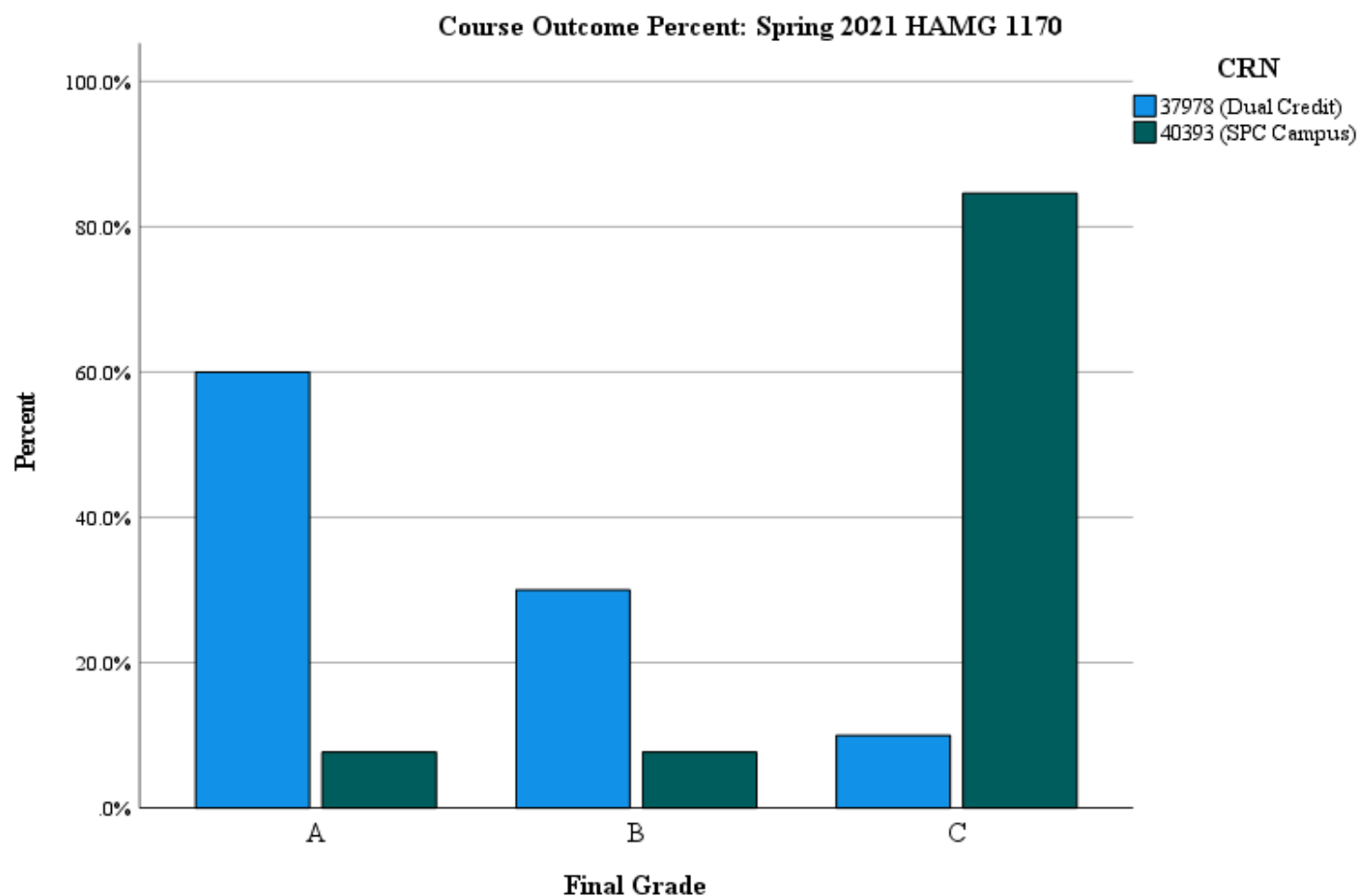

Course Outcome Count: Fall 2020 MATH 1414

		Course Outcomes: Fall 2020 AUMT 1201							
		A		B		C		Total	
		Count	%	Count	%	Count	%	Count	%
CRN	42526	5	45.5%	4	36.4%	2	18.2%	11	100.0%
	42581	1	16.7%	5	83.3%	0	0.0%	6	100.0%

In fall of 2020, the career and technical education course random sampled was AUMT 1201, a class designed to provide an overview of the automotive service industry. In this comparison, you can see that both courses had very high success rates, with 83% of the dual credit class earning a B, and 45.5% earning an A in the on-campus class. Neither class had any withdrawals for this semester.

Course Outcome Count: Fall 2020 AUMT 1201

Course Outcomes: Spring 2021 HAMG 1170									
		A		B		C		Total	
		Count	%	Count	%	Count	%	Count	%
CRN	37978	6	60.0%	3	30.0%	1	10.0%	10	100.0%
	40393	1	7.7%	1	7.7%	11	84.6%	13	100.0%

Course Outcome Percent: Spring 2021 HAMG 1170

CRN
- 37978 (Dual Credit)
- 40393 (SPC Campus)

In spring of 2021, the randomly selected course to be reviewed was HAMG 1170. This career and technical education course teaches students professionalism and the necessary behavior at work and in personal life setting. In this course, we saw an overall, outstanding, progressive grade rate (100%) for both courses. We do see that the dual credit section did have higher achieved grades, with 84.6% earning a C in the on-campus section, and 60% receiving an A in the dual credit section.

Course Outcomes: Spring 2021 HIST 2322													
		A		B		C		D		F		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN	37935	2	28.6%	2	28.6%	0	0.0%	0	0.0%	3	42.9%	7	100.0%
	38777	11	39.3%	9	32.1%	7	25.0%	1	3.6%	0	0.0%	28	100.0%

In spring of 2021, the randomly selected course was HIST 2322. This course is the second of two courses teaching world history from the 15th century to the present. It is important to note the stark difference in enrollment between these two courses. The dual credit class has many more students, which speaks to the nature of the pandemic in colleges. The on-campus section was held virtually. The on-campus section maintained a productive grade rate of 57.2%, a combination of the 28.6% that received an A and 28.6% that received a B. The dual credit course had 39.3% earn an A and 32.1% earn a B. Though it looks like the majority of the class earned an F on-campus, it is important to put it in perspective of the low enrollment numbers.