Off-Ramp for High Enrollment Lower-Level Undergraduate Course Analysis[1]

Report created by OPEIR

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[1] This analysis was produced by OPEIR in response to a specific data request. Results are not necessarily generalizable and attempts to use results outside the scope of this project should be avoided.

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Introduction and Included Data

Data are from the two most recent regular terms that were unaffected by COVID-19: Spring 2019 and Fall 2019. Courses are only included if they were lower-level undergraduate courses and the total enrollment of all sections of the course was at least 100 students. Students who took these courses are included in the analysis as long as they had a final grade of A, B, C, D, F, W, or I.

After these restrictions are applied, we are left with the following:

- 485 sections of 68 unique courses with 15,952 total course enrollment for Spring 2019, and
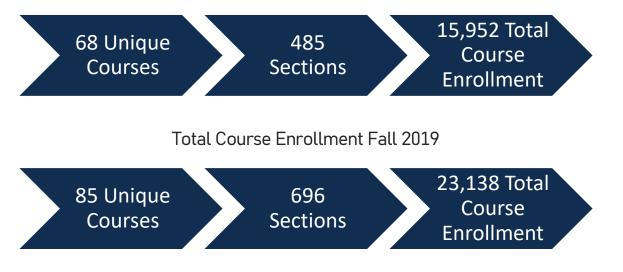- 696 sections of 85 unique courses with 23,138 total course enrollment for Fall 2019.

Recent Availability of an "Off-Ramp"

Among all courses in the two terms analyzed, only four had Part-of-Term 2 sections available:

- HHP 1000 (one section in Spring and two sections in Fall with 87 total students enrolled)
- HHP 1015 (one section in Fall with 95 total students enrolled)
- NURS 2260 (one section in Fall with 27 students enrolled)
- INTS 1110 (three sections in Fall with 75 total students enrolled)

Notably, INTS 1110 is the only one of the four that meets a General Education requirement (Natural Science Non-Laboratory). Clearly the off-ramp option has not really existed at UTC in the recent past, even incidentally.

Total Course Enrollment Spring 2019

68 Unique Courses → 485 Sections → 15,952 Total Course Enrollment

Total Course Enrollment Fall 2019

85 Unique Courses → 696 Sections → 23,138 Total Course Enrollment

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Grade Distribution by Course Modality

Grades are better overall in Online and, to a lesser degree, Hybrid courses than in Face-to-Face courses. Final grades are also slightly better than midterm grades across all modalities.

Midterm Grade as a Predictor of Final Grade

Having a certain grade at midterm does not forecast that the same final grade will be earned, particularly for grades other than A. Interestingly, when the final grade deviates from the midterm grade it is much more likely to have improved than declined. However, midterm grade does predict final grades exceptionally well when the outcome is simplified to passing (A, B, or C) or not passing (D, F, W, or I). The data in Table 4 show that students with midterm grades of A, B, or C have rarely earned failing final grades in recent history, while students with midterm grades of D or F are much more at risk of failing or having to withdraw (grades of Incomplete, while included here, are rare).

This pattern holds reliably in both Spring and Fall terms, across all modalities, across all undergraduate classifications, and across most subject areas (though the degree of reliability varies somewhat). If midterm grades were provided in a timely fashion, students would have a reasonably good idea whether course withdrawal and the addition of a Part-of-Term 2 "off-ramp" section would be an attractive option for them.

Midterm Grade Distribution by Course Modality

Grade	Face-to-Face	Online	Hybrid	All Courses
A	28%	42%	32%	31%
B	27%	24%	28%	27%
C	18%	12%	18%	17%
D	9%	6%	8%	9%
F	9%	9%	9%	9%
W	0%	0%	0%	0%
I	0%	2%	0%	1%
Missing	8%	5%	6%	7%

Final Grade Distribution by Course Modality

Grade	Face-to-Face	Online	Hybrid	All Courses
A	32%	45%	37%	34%
B	28%	25%	22%	27%
C	19%	12%	16%	18%
D	7%	5%	6%	7%
F	9%	7%	11%	8%
W	5%	6%	7%	6%
I	0%	0%	0%	0%
Missing	0%	0%	0%	0%

Correspondence Between Midterm and Final Student Grades

Midterm Grade[2]	Final Grade						
	A	B	C	D	F	I	W
A	77%	18%	3%	1%	1%	0%	0%
B	28%	49%	17%	3%	2%	0%	1%
C	7%	33%	41%	11%	7%	0%	2%
D	2%	12%	36%	25%	18%	0%	5%
F	1%	4%	13%	15%	51%	0%	16%
No Grade	24%	15%	10%	4%	5%	0%	42%

Midterm Grades as Predictor of Passing or DFWI Final Grades

Midterm Grade[2]	Final Grade	
	A, B, or C	D, F, W, or I
A	98%	2%
B	94%	6%
C	81%	19%
D	51%	49%
F	18%	82%
No grade	50%	50%

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[2] A small number of midterm grades of "I" were in the data; those have been excluded from the analysis since their meaning cannot be discerned. They were not associated with final grades of Incomplete.

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Individual Course Data and Scheduling Priorities

Some courses in the analysis had dramatically higher DFW rates and lower average quality points than others and should thus be a priority in scheduling if an "off-ramp" opportunity is to be added in a limited way to future course schedules. The following tables show all courses included in the analysis, sorted by DFW rate, with some other pertinent details.

Included Courses in Descending Order of DFW Rate, Spring 2019

Course	Credit Hours	Gen Ed	Total Enrollment	DFW Rate	FR/SO #	FR/SO DFW	JR/SR #	JR/SR DFW
BIOL 2060	4	N	141	53%	83	58%	58	50%
MATH 1130	3	Y	264	46%	218	49%	46	33%
ACC 2010	3	N	278	40%	125	48%	153	33%
BIOL 1110	4	Y	268	39%	194	44%	74	26%
MATH 1010	3	Y	152	36%	106	42%	46	22%
MATH 1960	4	N	115	35%	77	27%	38	50%
BIOL 1130	3	N	112	34%	30	37%	82	33%
MATH 1950	4	Y	145	33%	104	33%	41	34%
ASTR 1010	3	Y	137	33%	84	39%	53	23%
ACC 2020	3	N	278	32%	26	58%	252	30%
MATH 1830	3	Y	504	30%	341	30%	163	29%
PSY 2010	3	Y	119	29%	98	29%	21	33%
CHEM 1120	3	Y	282	29%	152	24%	130	35%
HIST 1120	3	Y	348	29%	257	33%	91	18%
MATH 2100	3	Y	554	29%	353	30%	201	27%
CHEM 1110	3	Y	442	29%	346	31%	96	22%
ESC 1500	4	Y	131	28%	77	31%	54	24%
PSY 1010	3	Y	425	27%	347	29%	78	15%
HIST 2010	3	Y	165	27%	126	32%	39	13%
PSPS 1010	3	Y	172	26%	115	29%	57	19%
ANTH 1000	3	Y	155	26%	118	27%	37	22%
MUS 1110	3	Y	231	26%	194	26%	37	22%
HIST 1110	3	Y	378	25%	269	28%	109	19%
MATH 2200	3	N	144	25%	60	22%	84	27%

Individual Course Data and Scheduling Priorities Continued

Included Courses in Descending Order of DFW Rate, Spring 2019 Continued

Course	Credit Hours	Gen Ed	Total Enrollment	DFW Rate	FR/SO #	FR/SO DFW	JR/SR #	JR/SR DFW
MGT 2110	3	Y	144	24%	65	29%	79	20%
SPAN 1010	4	N	112	23%	43	33%	69	17%
IARC 1200	3	Y	125	23%	98	28%	27	7%
ENGL 1310	3	Y	160	23%	106	22%	54	24%
ECON 1010	3	Y	377	22%	253	25%	124	15%
MGT 2120	3	N	299	22%	33	21%	266	22%
THSP 2800	3	Y	234	22%	171	27%	63	6%
ECON 1020	3	Y	446	22%	229	26%	217	17%
PSY 2070	3	N	168	21%	95	24%	73	18%
GEOL 1110	3	Y	231	21%	134	24%	97	18%
ENGL 1150	3	Y	114	21%	78	26%	36	11%
SOC 1510	3	Y	466	21%	345	24%	121	12%
GEOL 1110L	1	N	228	21%	134	24%	94	16%
ART 1110	3	Y	146	21%	124	21%	22	18%
MGT 1000	3	N	310	20%	258	21%	52	19%
HIST 2020	3	Y	165	20%	121	24%	44	9%
BIOL 1120	4	Y	221	19%	129	17%	92	23%
PSY 2040	1	N	132	19%	91	20%	41	17%
CHEM 1110L	1	Y	385	18%	311	20%	74	11%
ANTH 1200	3	Y	421	17%	297	22%	124	7%
GNSC 1150	3	Y	139	17%	101	21%	38	8%
ENGL 1020	3	Y	1053	17%	979	18%	74	12%
SPAN 1020	4	N	242	17%	78	17%	164	17%
CPSC 1000	3	N	248	16%	169	16%	79	16%
CRMJ 1100	3	Y	311	13%	220	18%	91	2%

Individual Course Data and Scheduling Priorities Continued

Included Courses in Descending Order of DFW Rate, Spring 2019 Continued

Course	Credit Hours	Gen Ed	Total Enrollment	DFW Rate	FR/SO #	FR/SO DFW	JR/SR #	JR/SR DFW
COMM 1010	3	N	122	13%	74	14%	48	13%
ESC 1100	3	Y	105	12%	60	13%	45	11%
ENGL 1330	3	Y	320	12%	267	13%	53	6%
ART 1060	3	N	102	11%	72	13%	30	7%
THSP 1090	3	N	241	11%	92	14%	149	9%
CHEM 1120L	1	Y	243	11%	143	8%	100	15%
PSY 2210	3	N	114	11%	33	24%	81	5%
PSPS 2700	3	Y	124	9%	87	10%	37	5%
ECHD 2420	3	N	101	9%	31	19%	70	4%
THSP 1110	3	Y	270	9%	224	10%	46	2%
ENGL 2880	3	N	209	8%	41	10%	168	8%
ART 1020	3	N	102	8%	72	10%	30	3%
ENGL 2700	3	Y	131	8%	73	7%	58	9%
PHIL 1010	3	Y	118	6%	73	8%	45	2%
HHP 1000	3	N	227	5%	101	4%	126	6%
PHYS 1040	3	Y	104	5%	0		104	5%
ENGL 2820	3	N	167	4%	37	3%	130	5%
PHYS 1040L	1	Y	100	3%	0		100	3%
USTU 1999R	1	N	111	3%	44	5%	67	0%

Individual Course Data and Scheduling Priorities Continued

Included Courses in Descending Order of DFW Rate, Fall 2019

Course	Credit Hours	Gen Ed	# Grades	DFW Rate	FR/SO #	FR/SO DFW	JR/SR #	JR/SR DFW
BIOL 2060	4	N	124	50%	46	65%	78	42%
MATH 2200	3	N	131	43%	42	36%	89	46%
MATH 1010	3	Y	341	37%	288	37%	53	40%
ACC 2010	3	N	193	37%	17	59%	176	32%
ENGL 1130	3	Y	169	36%	127	43%	42	17%
CHEM 1120	3	Y	145	35%	51	31%	94	37%
BIOL 1110	4	Y	660	32%	559	32%	101	33%
CHEM 1110	3	Y	711	32%	614	31%	97	34%
MATH 1130	3	Y	1095	30%	1037	29%	58	41%
CPSC 1100	4	N	138	30%	99	30%	39	28%
MATH 1830	3	Y	486	30%	320	26%	166	36%
PHYS 1030	3	Y	105	29%	11	55%	94	27%
MATH 1950	4	Y	182	28%	151	26%	31	39%
MATH 2100	3	Y	623	28%	396	27%	227	30%
HIST 1110	3	Y	454	28%	342	30%	112	21%
GEOL 1110	3	Y	230	27%	142	30%	88	20%
ACC 2020	3	N	231	26%	17	59%	214	24%
BIOL 1120	4	Y	110	26%	58	26%	52	27%
HIST 2010	3	Y	198	26%	174	29%	24	8%
MATH 1710	3	Y	158	26%	144	26%	14	29%
BIOL 1130	3	N	147	26%	63	21%	84	30%
HIST 2100	3	Y	117	26%	61	34%	56	16%
MATH 1730	4	N	100	25%	80	29%	20	15%
MATH 1960	4	N	103	25%	56	25%	47	26%

Individual Course Data and Scheduling Priorities Continued

Included Courses in Descending Order of DFW Rate, Fall 2019 Continued

Course	Credit Hours	Gen Ed	# Grades	DFW Rate	FR/SO #	FR/SO DFW	JR/SR #	JR/SR DFW
BIOL 1100	3	Y	109	24%	70	27%	39	18%
MATH 2450	3	N	106	24%	32	13%	74	28%
MGT 2130	3	Y	172	22%	119	23%	53	21%
SPAN 1010	4	N	365	22%	215	28%	150	13%
INTS 1110	3	Y	124	22%	72	24%	52	19%
ESC 1500	4	Y	185	22%	127	25%	58	14%
ENME 1030L	1	N	118	20%	94	21%	24	17%
ENME 1030	3	N	117	20%	98	17%	19	32%
COMM 2250	3	Y	134	19%	65	22%	69	17%
HIST 1120	3	Y	454	19%	384	21%	70	11%
GEOL 1110L	1	N	233	19%	145	19%	88	19%
ENGL 1010	3	Y	757	19%	740	19%	17	6%
CPSC 1000	3	N	240	18%	151	19%	89	18%
HIST 2020	3	Y	245	18%	187	21%	58	9%
MUS 1110	3	Y	505	18%	458	19%	47	13%
ENGL 1020	3	Y	501	18%	453	19%	48	15%
PSPS 2700	3	Y	130	18%	102	21%	28	7%
THSP 2800	3	Y	253	17%	220	17%	33	15%
ANTH 1200	3	Y	627	17%	475	18%	152	12%
ECON 1010	3	Y	447	16%	323	19%	124	10%
IARC 1200	3	Y	160	16%	144	17%	16	13%
PSPS 1010	3	Y	249	16%	192	18%	57	11%
MGT 1000	3	N	296	16%	226	16%	70	14%
CHEM 1110L	1	Y	695	16%	604	16%	91	15%

Individual Course Data and Scheduling Priorities Continued

Included Courses in Descending Order of DFW Rate, Fall 2019 Continued

Course	Credit Hours	Gen Ed	# Grades	DFW Rate	FR/SO #	FR/SO DFW	JR/SR #	JR/SR DFW
SOC 1510	3	Y	550	15%	440	15%	110	13%
ESC 1100	3	Y	116	15%	82	17%	34	9%
THSP 1090	3	N	274	15%	147	12%	127	17%
ECON 1020	3	Y	396	14%	252	15%	144	13%
MGT 2120	3	N	275	14%	27	26%	248	13%
PSY 2040	1	N	137	14%	62	16%	75	12%
PSY 1010	3	Y	1051	13%	968	14%	83	8%
ENGL 1011	4	Y	353	13%	351	13%	2	0%
ENGL 2700	3	Y	187	13%	146	12%	41	17%
COMM 2200	3	Y	198	13%	171	13%	27	11%
PHYS 1030L	1	Y	104	12%	11	27%	93	11%
ENGL 1330	3	Y	323	12%	284	13%	39	5%
ANTH 1000	3	Y	154	12%	134	13%	20	5%
ART 1110	3	Y	207	11%	179	12%	28	7%
HHP 1000	3	N	303	11%	155	12%	148	9%
ENGL 1310	3	Y	113	11%	97	11%	16	6%
HHP 1015	1	N	248	10%	205	11%	43	9%
CRMJ 2010	3	N	153	10%	60	18%	93	5%
ENGL 2820	3	N	158	10%	34	15%	124	9%
CRMJ 1100	3	Y	577	10%	485	10%	92	11%
PSY 2020	4	N	125	10%	49	6%	76	12%
COMM 2300	3	N	108	9%	60	12%	48	6%
USTU 1250	1	N	321	9%	320	9%	1	0%
GNSC 1150	3	Y	116	9%	96	9%	20	5%

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Individual Course Data and Scheduling Priorities Continued

Included Courses in Descending Order of DFW Rate, Fall 2019 Continued

Course	Credit Hours	Gen Ed	# Grades	DFW Rate	FR/SO #	FR/SO DFW	JR/SR #	JR/SR DFW
ENGL 2880	3	N	223	9%	37	14%	186	8%
CHEM 1120L	1	Y	118	8%	46	11%	72	7%
EDUC 2010	3	N	118	8%	78	10%	40	5%
THSP 1110	3	Y	455	8%	407	8%	48	4%
COMM 1010	3	N	118	8%	70	9%	48	6%
PSY 2210	3	N	119	7%	51	6%	68	7%
PSY 2070	3	N	155	5%	83	6%	72	3%
CRMJ 2100	3	N	122	4%	51	4%	71	4%
NURS 2260	3	N	130	4%	51	4%	79	4%
NUTR 1350	3	N	123	3%	57	7%	66	0%
BIOL 2100	4	Y	116	3%	62	5%	54	0%
HHP 2300	4	N	160	3%	88	3%	72	1%
ECHD 2435	3	N	106	2%	42	2%	64	2%

Additional Considerations

If this addition to regular course scheduling is to be implemented, some further considerations should include:

- Mandatory calculation and reporting of midterm grades to provide students with this key information, to include eliminating the use of non-standard grades. Approximately 8 percent of midterm grades were either missing or invalid in the courses in this analysis.
- Earlier reporting of midterm grades to allow time for a student to withdraw and enroll in Part-of-Term 2.
- Recommending or mandating an advising appointment before registration in the "off-ramp" section is permitted. Depending on the reasons the student is struggling, matters could be made worse by shifting into a more intense, accelerated version of the course with the rest of the student's course load not changing.