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P.O. BOX 703, 40404, RONGO.

Rongo University College Course Withdrawal

Emily Amanda Johnson



Rongo University College Course Withdrawal:

Board and Council ,1926 **The Weekly Review** ,1988 **Cumulative Author Index to Psychological Abstracts** ,1975 *Close But No Credit* Emily Amanda Johnson,2018 Course withdrawals result in the average college student taking 13 more credit hours to graduate than needed Also course withdrawals cost the U S 6 5 billion annually This tremendous waste causes decreases in available seats and funding for incoming students However there are fewer than twenty peer reviewed studies on course withdrawal over the past fifty years This study builds on prior research to broaden the field of retention literature Considering that course withdrawal is likely a sign of academic or personal struggle higher education professionals should view a course drop as a risk factor for attrition Further by understanding the course withdrawal experience administrators can predict which students might consider withdrawing from a course and deploy preventive measures in a timely fashion Public Research University PRU permits undergraduate students to drop a course after the standard drop deadline and up until the last day of classes once during their degree This seven year old Late Course Withdrawal LCW policy has not been analyzed qualitatively to date and only one prior study examined the timing aspect of course withdrawal This study employed a sequential mixed methods design within a phenomenometric methodology to identify how LCW relates to on time four year graduation which students are more likely to use the LCW which courses students are more likely to use the LCW to drop and why students use their LCW Statistical analyses primarily stepwise logistical regressions revealed that LCW usage particularly in the first year was related to a reduced likelihood of on time graduation Male students students of color students with lower SAT scores students in STEMB colleges and students in the undecided undeclared college were more likely to use their LCW in the first two years of college Students with lower cumulative GPAs were more likely to use their LCW in every semester LCWs were more likely to be used on STEMB courses and non major department courses Focus group participants identified thirty five reasons for dropping courses including nine reasons specifically related to using their LCW Both sets of reasons fall under five larger areas for intervention instructional support advising support health wellbeing support learning support and administrative support Every participant noted multiple reasons for withdrawal indicating interactive effects between reasons The findings of this study translate into recommendations for practice and future research that will help reduce the incidence of late course withdrawals Course Withdrawal as a Student Attrition Factor Lillian Wanjagi,2015 Student attrition has serious implications for society as a whole and for students who do not complete postsecondary education Yorke 1999 Graduation rate and degrees awarded are the ultimate goals but there are intermediate achievements as students move toward degree completion that should be tracked and studied Examples of intermediate measure well studied are term to term retention and year to year retention Moore p **Complementing the Numbers** Greg V. Michalski,2011 Excessive college course withdrawals are costly to the student and the institution in terms of time to degree completion available classroom space and other resources Although

generally well quantified detailed analysis of the reasons given by students for course withdrawal is less common To address this a text mining analysis was performed on open ended verbatim student comments in which students explained their reasons for course withdrawal The text for all comments was extracted from the course withdrawals database of Florida State College at Jacksonville a large diverse multi campus institution located in northeast Florida An initial set of 616 comments from the fall 2010 term was used to develop a preliminary text mining model which categorized 96 1% of all records The model was retained and further tested using a second set of 679 comments from the spring 2011 term and found to categorize 98 7% of the term records Combined data from both terms n 1 295 was used to produce a final text mining model containing eleven node categories Model node categories were labeled referencing a framework of prior empirical work in the area of student course withdrawal Leading academic rationales include course characteristics especially those involving student preparedness satisfaction and delivery mode faculty satisfaction and schedule adjustments Leading non academic rationales include personal issues especially involving job work family financial and health Record classification data from the model were also exported and explored to further group and summarize results Principal Components Analysis of all data from both terms revealed four components which accounted for 45% of the total variance with the first two components involving instructional delivery and student personal issues accounting for 24% of the variance Hierarchical Cluster Analysis and Multiple Correspondence Analysis were also used to confirm results suggesting major academic withdrawal reasons to include negative course perceptions and to a lesser degree negative faculty perceptions Non academic rationales were found to center on job work personal and time schedule issues Limitations and implications for institutional research and practice are presented and discussed Additional Model Diagrams by Primary Node Category fall 2010 are appended Contains 12 tables and 9 figures

A Look Into Online Course Withdrawal Amanda S. Gnadt, 2013 This study reviews the development of distance education adult students and specifically looks at the reasons for online course withdrawal The study specifically examines personal and course related reasons distance students withdraw from courses Online students who withdrew from a course were invited to complete a course withdrawal survey to provide additional information about why they withdrew Students reported balance between coursework and work family commitments most frequently as the primary reason for course withdrawal Results indicated that students withdrawing because of work family reasons have higher intentions of re enrolling in the future Faculty and staff response time was another reason reported for course withdrawal A perceived delay in communication was related to course withdrawal Results are discussed further and implications are addressed

The Effects of Previous Exposure to Independent Study Courses and Open Courseware on Withdrawal from Subsequent Independent Study Courses Mary M. Stevens, 2012 This study examined factors affecting withdrawal rates using a selection of high school and college level courses from BYU Independent Study BYU IS Exposure to BYU Open Courseware OCW curriculum prior to registration had no significant effect on withdrawal rates Prior enrollment in

a BYU IS course had a statistically significant positive effect on withdrawal rates a surprising result Further HLM analysis of 83 707 students indicated that at least some of the variability in student withdrawal behavior at the high school level was influenced by prior enrollment the online course format and courses offered in the fine arts For both high school and college courses students enrolled in an online rather than paper based correspondence course were less likely to withdraw than their paper based peers Finally for college courses students enrolled in lower division courses were more likely to withdraw from their courses Students enrolled in Career and Counseling Engineering Technology Life Sciences Family Home and Social Sciences College of Fine Arts and Communications Marriott School of Business or Religious Education courses were less likely to withdraw from their courses than students enrolling in courses from other colleges *An Investigation of Student, Course and Instructor Variables Related to Withdrawal from Courses by Community College Students* Jerald Lee Rudmann,1985 *Academic factors which relate to the withdrawal of students in community college health occupations courses* Diane Krueger Troyer,1983

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