

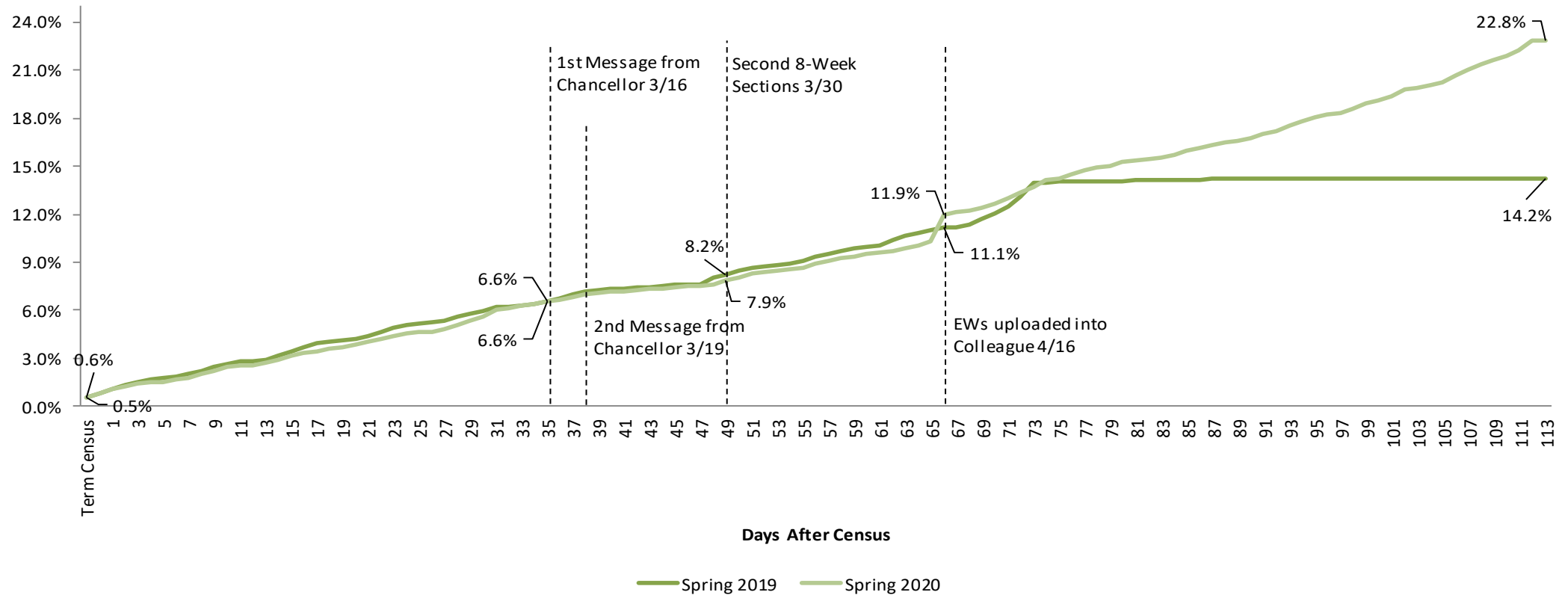
Excused Withdrawals

COMPARING SPRING 2019 TO SPRING 2020

Background

Quantitative Data collected from Office of Research, Planning and Institutional Effectiveness Grossmont- Cuyamaca Community College District for Chancellor.

Excused withdrawal vs. Withdrawal



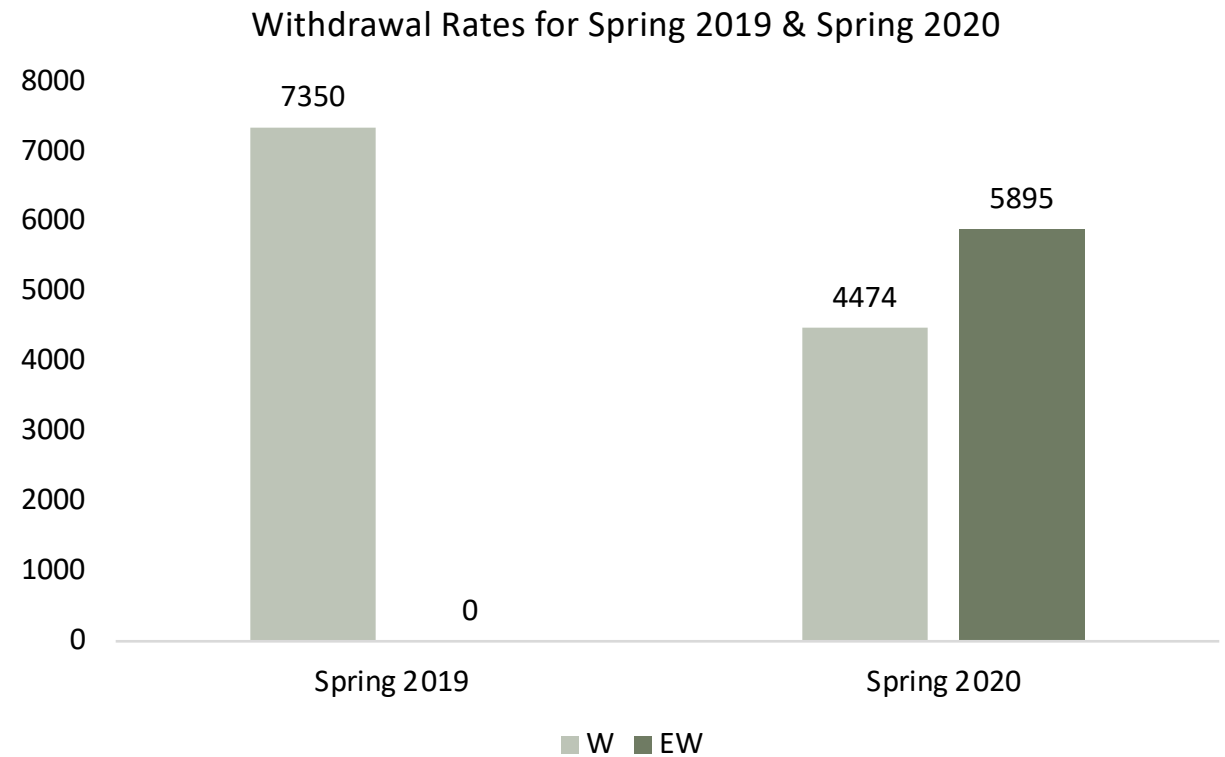
Data collected from Office of Research, Planning and Institutional Effectiveness. Grossmont- Cuyamaca Community College District

Overall Cumulative Withdrawals for Grossmont College since Term Census SP 2019 v. 2020

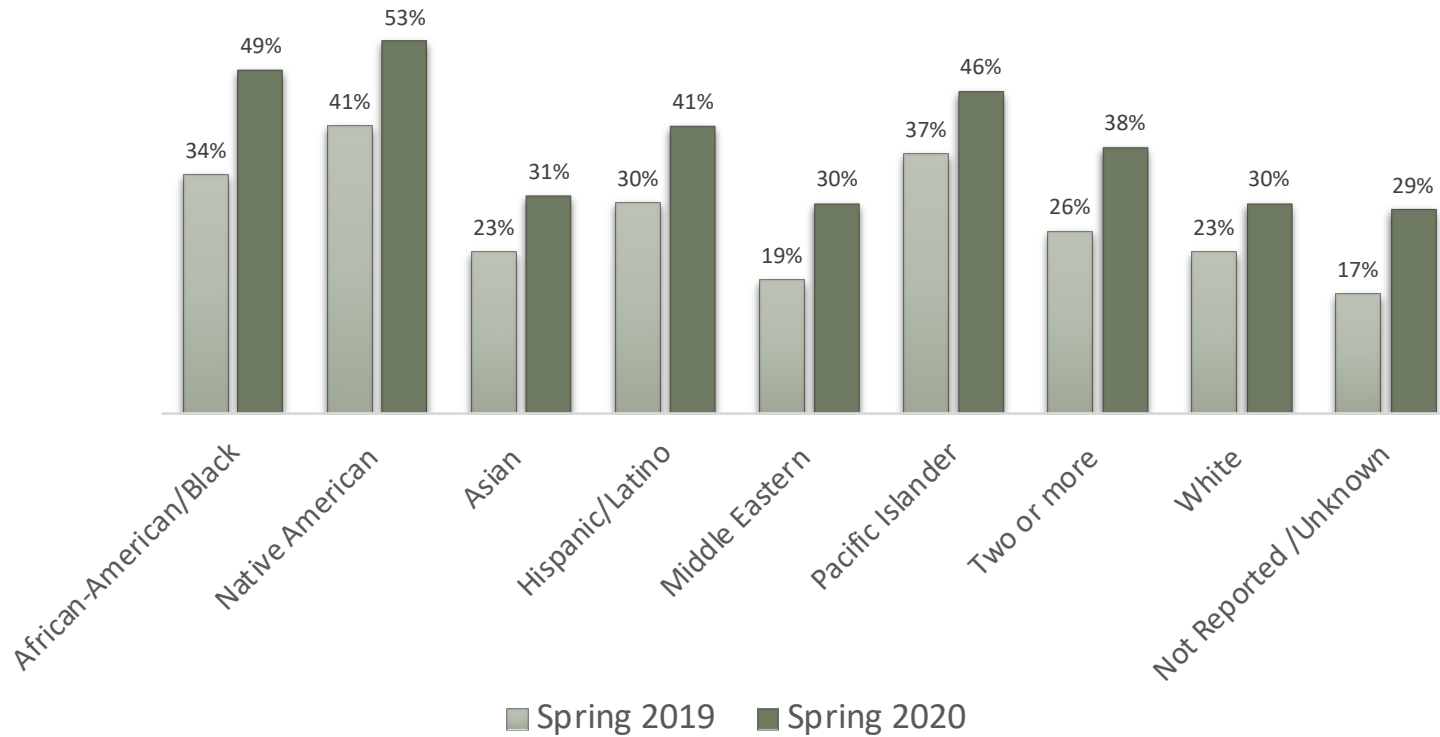
Nearly 23% of the Spring 2020 enrollments since term census at Grossmont College resulted in W or EW, an increase of over eight percentage points from Spring 2019

This graphs compares the number of students who took a “W” and “EW” in Spring 2019 and 2020.

Combined W & EW in Spring 2020: 10,369

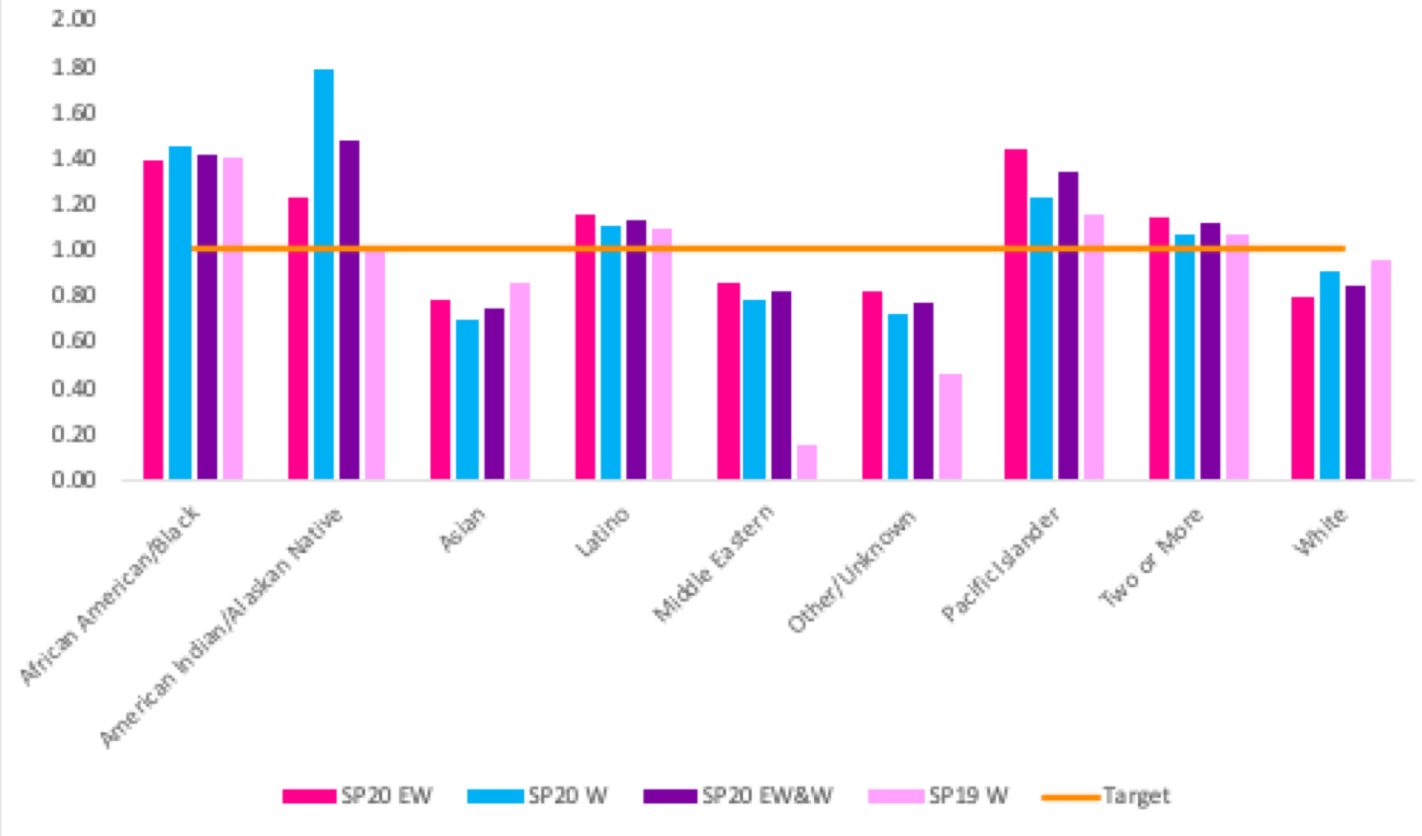


1 or more Withdrawals by Race/Ethnicity 2019-20



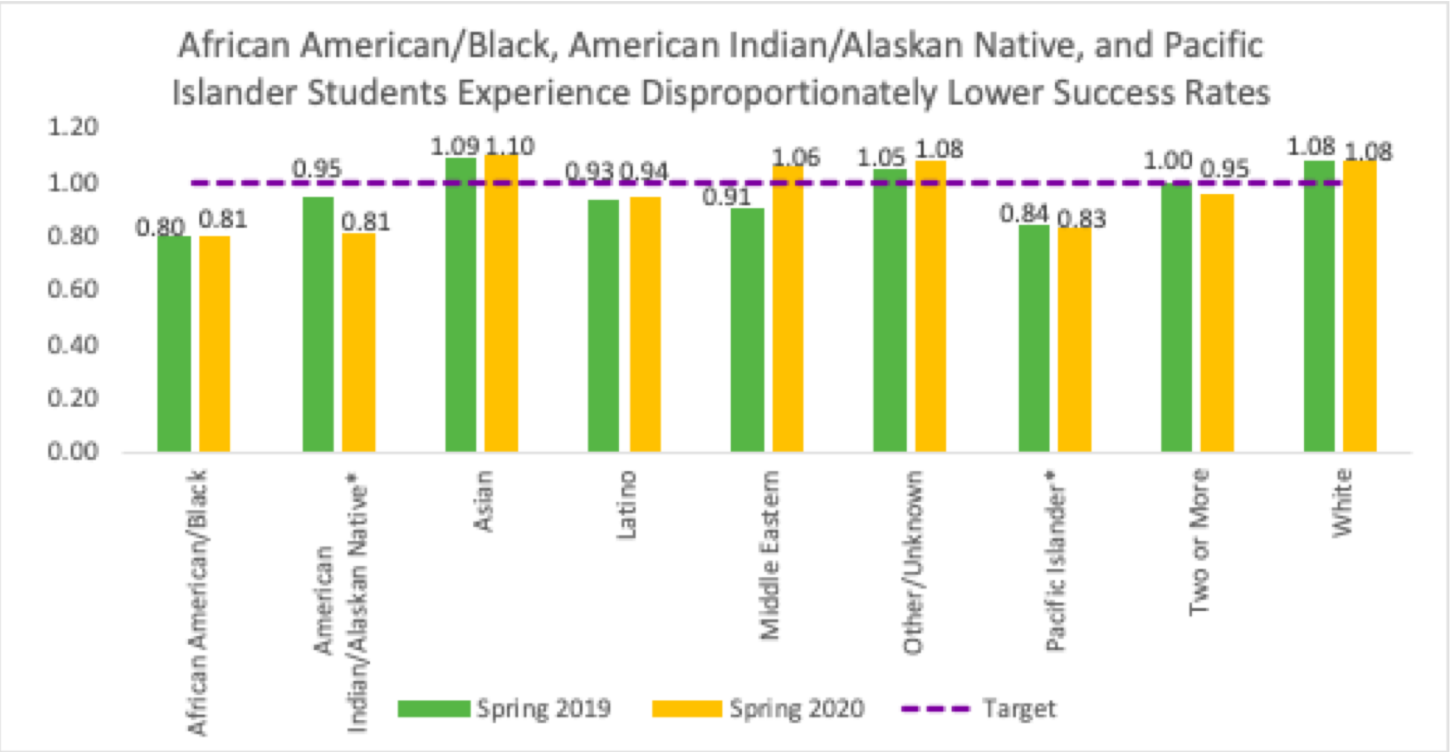
This graph shows students who took 1 or more withdrawal in Spring 2019 v. 2020 by Race/Ethnicity

African American/Black, American Indian/Alaskan Native, Latino, Pacific Islander, & Multiracial Students Experience Disproportionately Higher Withdrawal & EW Rates



Withdrawal and EW Rates – Disproportionate Impact by Race/Ethnicity

Success Rates from Spring 19 and Spring 200 – Disproportionate Impact by Race/Ethnicity



This graph shows that students are experiencing similar levels of success when comparing SP 19 to SP 20.

Qualitative Research

SPRING 2020



Spring 2020 and COVID-19

Before June 1st students could request an “EW” without a reason for their request, **but starting June 1st**, they were asked to provide a reason for their request.

Students filled out a form via online to submit their “EW” request.

The following slides will show the questions students were asked, the key we created to compile their reasons for taking an “EW”, and graph that displays the results.

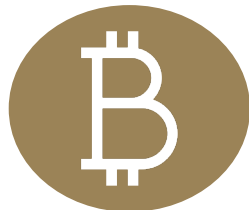
Students were asked the following:



Basic information (name, student ID, email etc.)



Course section they wish to withdraw
(Can fill-in up to 4 courses)



Selecting the type of Financial Aid they are receiving



Describe how your academics in the above course (s) were affected by COVID-19

Key to why
students
requested an
Excuse
Withdrawal
for Spring 2020

Key	Examples
COVID-19 (C)	Working extra hours, lack of funds, protest, health concerns.
Technology (T)	No access to Wi-Fi and Computer
Communication (C)	Professors, counselors
School (S)	Course workload, online transition, school materials.
Personal (P)	Bills, Caregiver, Mental and Physical health reasons.



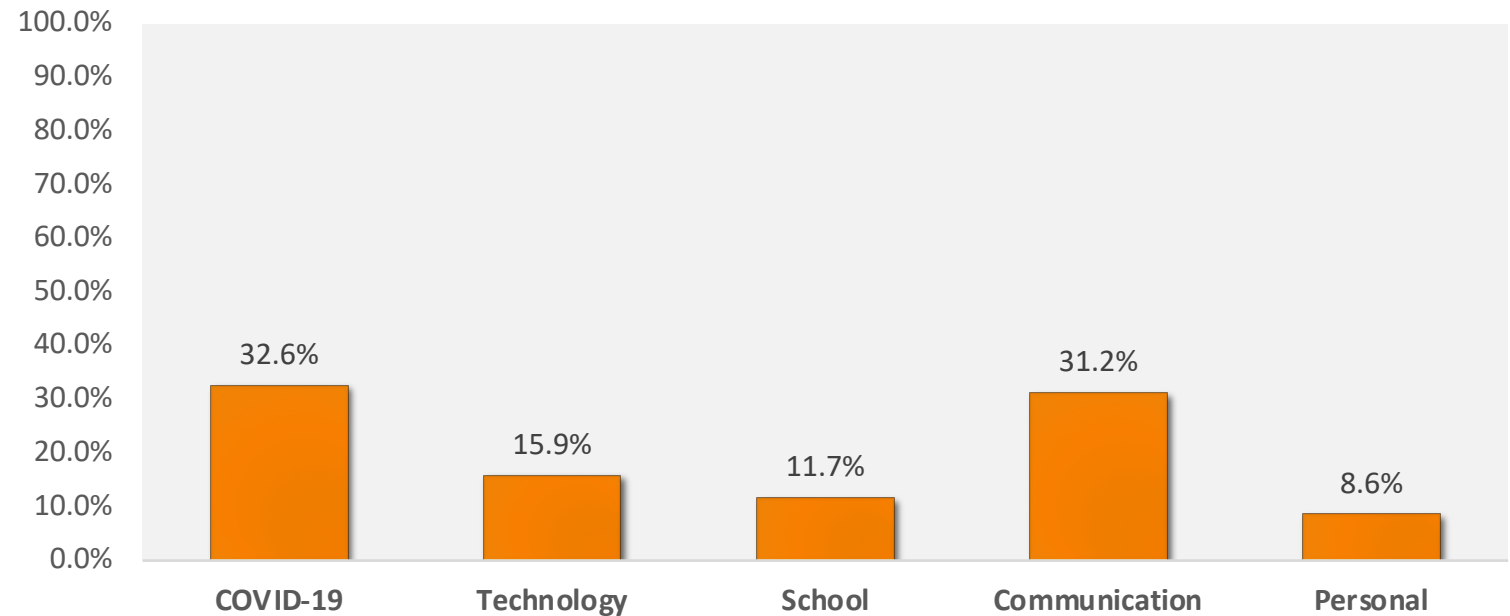
Reason why students requested “EW”

Reasons why Students Requested “EW”

The following graph shows the reasons students requested an EW for Spring 2020

We had a total of **246** student responses.

It looks like most students took an “EW” due to COVID-19 related reason.



COVID-19 Related Quote

“The reason why I am choosing to withdrawal from Education 200 this late in the semester is because I really thought I was going to be able to catch up with all the workload but since COVID affected my family members, I had to move to another house to not get infected and I had to pick up two jobs which let me to not be able to keep up and ultimately, having to withdraw.”

– *Grossmont College Student*

Technology-Related Quote

“Due to COVID-19, I have experienced technological and financial troubles at home. I have limited access to a computer and couldn't afford to pay for an internet connection at home. Since my Computer Science and Anthropology class were both online, I was not able to complete them.”

- *Grossmont College Student*

School-Related Quote

“Due to COVID, going online has been the hardest semester for me. I am unable to learn and understand the assignments because I am a visual learner and need to physically be in class. I was wondering if I could do an EW for these two classes! Thank you.”

–Grossmont College Student

“Due to the online move it only impacted every one of these classes and, while I tried to do them on my own at home, all the classes lacked the same level of support as when I was meeting with the instructors and able to interact with the other students in person.”

-Grossmont College Student

Communication-Related Quote

“The reason as to why I am dropping psychology 220 learning is because I haven't received an email back from my professor regarding my concern for my grade in the class. I tried using the link yesterday, but it was not working for me.” – *Grossmont College Student*

“Due to Covid-19 and bad communication with the professor I am submitting this form.” – *Grossmont College Student*

“I wasn't aware of the deadline and when I found out when it was it was already late. I also didn't know my final grade until June 4th. So when I saw that I didn't pass the course I talked to my counselor and they recommended I try to ask for an EW regardless.” – *Grossmont College Student*

Personal-Related Quote

“I had been dropped from this course unexpectedly, so I am requesting an EW in hopes to retake this course in the summer term. Distant learning has been extremely difficult during this time of COVID-19, and personal issues at home has made it difficult to transition.” –
Grossmont College Student

Main Takeaways

Quantitative Data

- Students in Spring 2020 seemed to perform at similar levels when compared to Spring 2019.
- The same groups that were disproportionately impacted in the past, continue to be, at similar or slightly worse levels.

Qualitative Data

- Closer look at why students requested an “EW”
- The results were not surprising, as many students were affected by COVID-19 in different ways.
- Known issues of the past - basic needs, communication, etc. – were common themes.

Thank you!