

Anecdotal reasons for students' DFW grades

COB Faculty – Categorized by Harry Benham

- I. Perceived Academic Preparation
 - a. Lack fundamental math and language skills
 - b. Not previously challenged academically – habit of “coasting” through school

- II. Perceived Student Characteristics
 - a. Lack maturity & motivation to succeed
 - b. Approach College as “box checking” rather than opportunity to learn
 - c. Ignore prerequisites
 - d. Believe they can multitask – do not focus attention
 - e. Alternative demands on time; e.g. work & family.

- III. Perceived Student Behaviors
 - a. Insufficient Study Time
 - b. Time spent studying not very effective.
 - c. Attend Class irregularly
 - d. Do not do, complete, or submit homework & projects
 - e. Limited class participation, questions, no use of office hours.

- IV. Institutional Contributions to Problem
 - a. “Flat Spot” in tuition – no financial penalty for enrolling and DFW.
 - b. Repeat Grade Replacement – no long term GPA penalty for DFW.
 - c. Late W date - no need to perform if can take W near end of semester.

- V. Faculty/Class Contributions to Problem
 - a. Faculty fail to adequately motivate students or explain why they need to master material.
 - b. Large classes make it easier for students to not be engaged.
 - c. “Best” faculty avoid high DFW courses (tend to be lower level, tedious, unrewarding) leaving barrier courses to NTT, GTA, & other less effective faculty,

Faculty Concern: There will be a “push” to reduce DFW rates by reducing rigor and/or grading standards. In the aggregate, COB faculty support increased rigor and grading standards.