Managing class withdraws

Give a kid a second chance

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<table>
<thead>
<tr>
<th></th>
<th>Physics 2211</th>
<th>Other science</th>
</tr>
</thead>
<tbody>
<tr>
<td>W,WF...</td>
<td>28 %</td>
<td>13 %</td>
</tr>
<tr>
<td>A,B,C</td>
<td>60 %</td>
<td>66%</td>
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</tbody>
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Goal of assessments

Teach

ASSESS

Fail 53 %

Pass 94 %
After remediation

Grade book shows:

Students A: 53 %
Students B: 94 %
How it work ........

Students

▪ get learning outcomes
▪ take test in class
▪ allowed to retest (once or more.. outside the class)
## Benefits

<table>
<thead>
<tr>
<th></th>
<th>ABC’s</th>
<th>Fail+ drop</th>
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<tbody>
<tr>
<td><strong>Before</strong></td>
<td>64%</td>
<td>36 %</td>
</tr>
<tr>
<td><strong>After</strong></td>
<td>78%</td>
<td>22 %</td>
</tr>
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- More passing and no withdraws
- More students in office hours and Tutoring Centers
Problems

• Too much grading
• Scheduling conflicts (resolved the second semester)
• Some students skipped tests (have another test or not ready)
• Some students had a false hope of passing (more chances)
Improvements

• Retest is a privilege, not a right
• Only one retest per test
• Students given different time slots at the beginning of the semester (I chose one that would accommodate many if willing (7 AM))

This was less stressful and more successful