



Withdrawal Survey

Fall 2020

INSTITUTIONAL RESEARCH AND PLANNING
JANUARY 2021

Withdrawal Survey Design

- Survey is sent to students who withdraw from one or more courses (students withdrawing from more than one course may respond to the survey as many times as they withdraw).
- Survey is designed to identify personal, social, and institutional reasons for course withdrawal.

Withdrawal Survey Results

- Survey results represent **concerns students had that prevented course retention** and that might **impact enrollment in future terms.**
- Survey results are rendered **to be used to inform improvements** related to instructional resources, student services, organization of instruction, and communication of all the above.

Term-to-Term Comparison

Fall 2020 Withdrawal Percentage

31% of enrolled students withdrew from at least one course

Versus

Fall 2019 Withdrawal Percentage

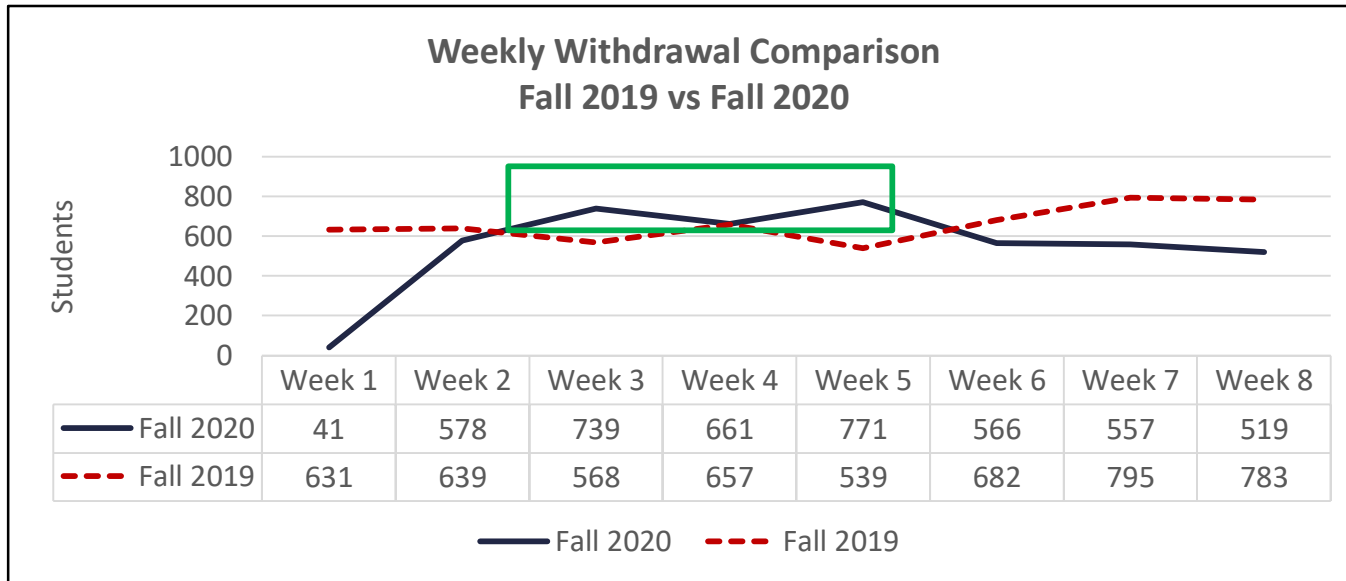
30% of enrolled students withdrew from at least one course

Fall 2020 Withdrawal Data Overall Population

Course Withdrawal per # of Courses Withdrawn		
Category	Students	Percentage
All Courses	2,087	32%
More Than Half Courses	1,929	30%
Less Than Half Courses	2,418	38%
Total Students	6,434	100%

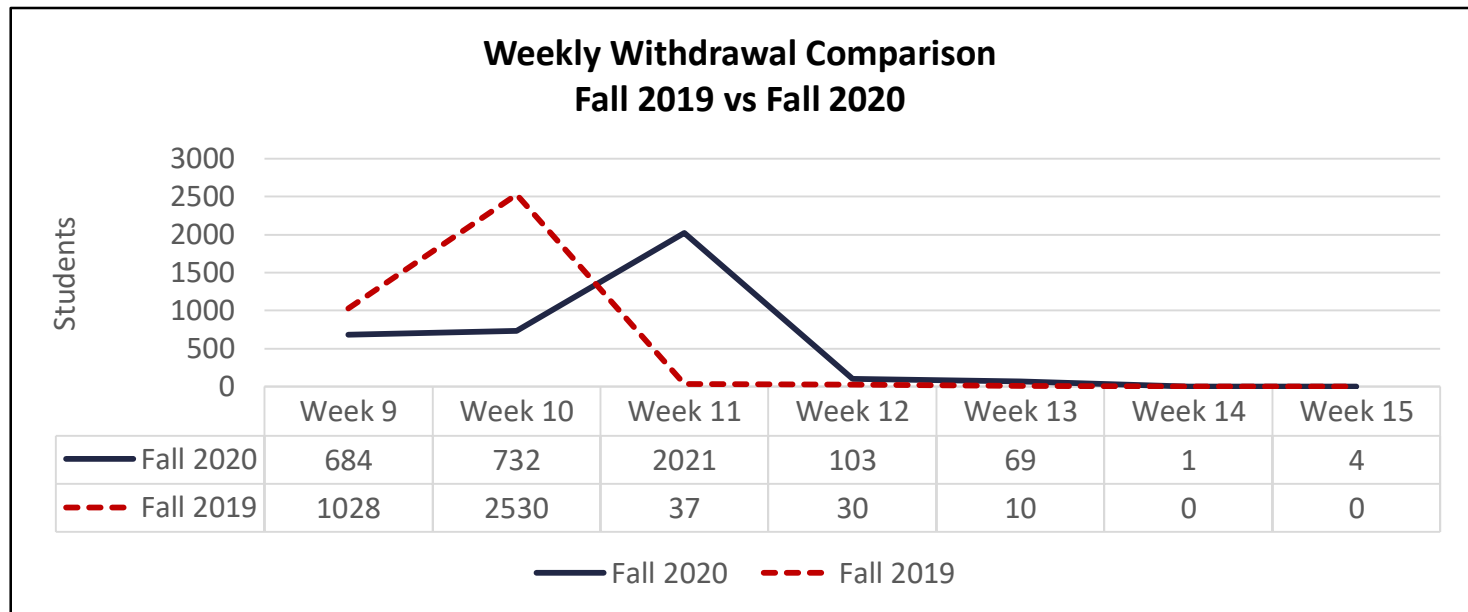
- Table represents the number of students with at least one course withdraw.
 - 32% of these students withdrew from all their courses.
 - 30% of these students withdrew from more than half of their courses.
 - 38% of these students withdrew from less than half of their courses.

Weekly Withdrawal Comparison Fall 2019 vs Fall 2020 (Week 1-Week 8)



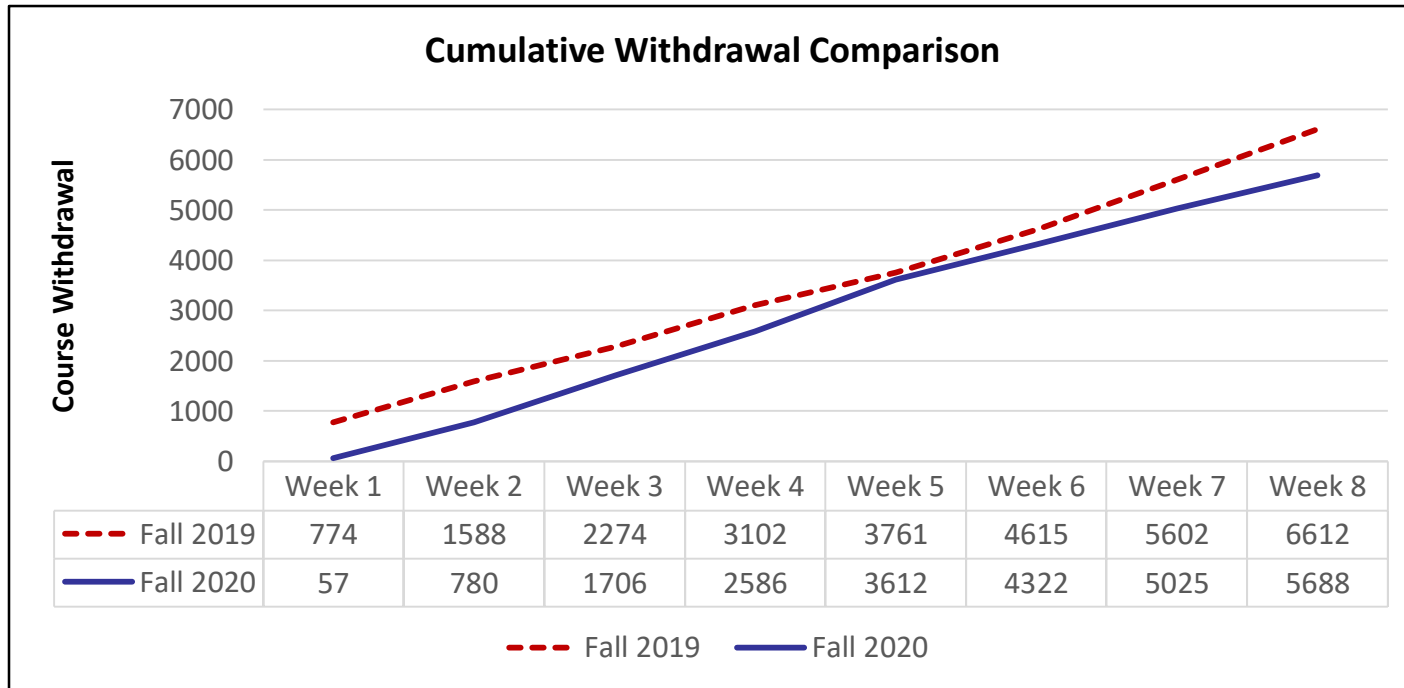
- The highest number of students who withdrew in one week occurred during Week 5 in fall 2020 vs. Week 7 in fall 2019.
- In fall 2020, weekly number of student withdrawals progressively decreased after Week 5. In contrast, in fall 2019, the weekly number of student withdrawals increased after Week 5.
- Key Takeaway: During the first eight weeks of fall 2020, the primary activity of course withdrawals occurred within weeks 3-5. In comparison, the first eight weeks of fall 2019 had consistent withdrawal activity (with no prolonged decreases).

Weekly Withdrawal Comparison Fall 2019 vs Fall 2020 (Week 9–Week 15)



- The student withdrawal peak for fall 2020 occurred in week 11, one week later than the student withdrawal peak for fall 2019 (which occurred in week 10).
- When comparing highest peaks of student withdrawals (week 10 for fall 2019; week 11 for fall 2020); the peak in fall 2020 was 20% less than the peak in fall 2019.
- **Key Takeaway:** Although the fall 2020 peak is lower than the fall 2019 peak, the general withdrawal trend remains the same.

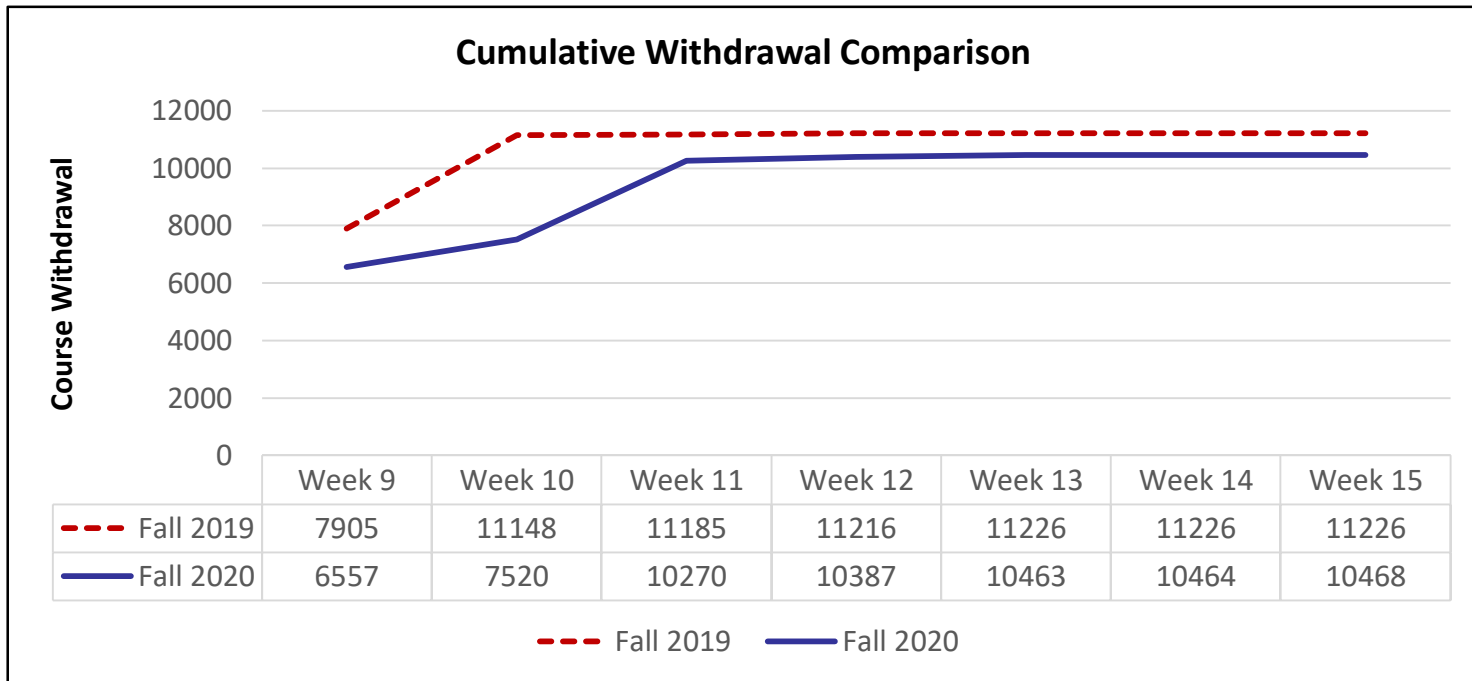
Cumulative Withdrawal Comparison Fall 2019 v/s Fall 2020 (Week 1-Week 8)



- The cumulative number of withdrawals for the first eight weeks was 14% lower in fall 2020 when compared to fall 2019.

Cumulative Withdrawal Comparison

Fall 2019 v/s Fall 2020 (Week 9-Week 15)



- Fall 2020 had a 7% decrease in the cumulative number of withdrawals compared to fall 2019.
- The fall 2020 plateau (Week 11) occurred one week after the fall 2019 plateau (Week 10).

Additional Findings

Student Withdrawal Per Unit Load			
Ethnicity Groups	Full-Time	Overload	Part-Time
American Indian	NC	NC	40%
Black or African American	47%	75%	34%
Hawaiian/Pacific Islander	46%	NC	46%
Hispanic	39%	75%	NC
Two or More	NC	100%	NC
Overall	36%	55%	29%

Note: NC stands for "No Concern," meaning that withdrawal percentage was less than overall percentages.

- Thirty-six percent of ECC full-time students had a 'W' grade.
- Forty-seven percent of Black/African Americans full-time students had a 'W' grade.
- Forty-six percent of Hawaiian/Pacific Islanders full-time students had a 'W' grade.
- 63% of female students who had an overloaded schedule withdrew from at least one course (not in the table).

Most Frequent Reasons to Withdraw

1

Personal

Responsibilities related to family, child care, personal loss (death in the family). Impacts of the pandemic on family members are also included into this theme.

2

Employment

Increased demands related to employment during the pandemic limited the available time students could focus on academic assignments.

3

Health

Concerns related to physical ailments (e.g.: lack of mobility due to injury) and being directly infected with COVID-19.

Most Frequent Reasons to Withdraw (cont.)

4

Mental Health

Students struggled with mental health concerns related to depression and anxiety.

5

Online Learning

Students struggled with self-paced learning and staying engaged while attending online classes. Additionally, students felt that instructors did not provide guided instruction on course content.

Recurring Themes (Close to the Top 5)

1

Instructor Communication

Students believed that instructors were not responding to emails and were ignoring requests for additional learning support.

2

Instructor Organization

Students believed that course organization (learning environment or canvas organization) did not support effective learning.

Organizational Recommendation:

- Provide *students and faculty* with strategies for successfully engaging in online learning:
 - Faculty Communication
 - Student to Student Communication
 - Time Management
 - Course Engagement Strategies
- **Expected Outcome:** Implementation of this recommendation is expected to result in increased student satisfaction with online courses and improved course communication vital for academic success.

Support Recommendations:

- Ensure that students have knowledge of ECC resources that help improve success in an online learning environment.
- Establish protocols for helping students infected with COVID-19 to make up missed assignments.
- Strongly encourage faculty to provide support materials for navigating the online learning environment of their classes.
- Use communication that expresses empathy and understanding of students' struggles during the pandemic.
- **Expected Outcome:** Implementation of these recommendations is expected to improve the online learning experience and help students who contract COVID-19 successfully complete their courses.

Suggested Action Item

- Administer a mid-term health survey to assess the mental health and anxiety of students.



Thank You
Questions? Comments?