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.