

**Withdrawal Data  
Excluding Dual Enrollment Sections**

**On-Line Sections**

	Withdrew from Course	Change in % of Students Withdrawing from Previous Year
<b>Term</b>		
<b>Fall 2019</b>	10.32%	.
<b>Fall 2020</b>	9.70%	-0.62%
<b>Fall 2021</b>	10.84%	1.14%
<b>Fall 2022</b>	10.12%	-0.72%
<b>Fall 2023</b>	8.97%	-1.14%

**Withdrawal Data  
Excluding Dual Enrollment Sections**

**On-Line Sections**

	Withdrew from Course	Change in % of Students Withdrawing - 3 Years
<b>Term</b>		
<b>Fall 2019</b>	10.32%	.
<b>Fall 2020</b>	9.70%	.
<b>Fall 2021</b>	10.84%	0.51%
<b>Fall 2022</b>	10.12%	0.42%
<b>Fall 2023</b>	8.97%	-1.87%

**Withdrawal Data**  
**Excluding Dual Enrollment Sections**

**Face-to-Face Sections**

	Withdrew from Course	Change in % of Students Withdrawing from Previous Year
<b>Term</b>		
<b>Fall 2019</b>	6.03%	.
<b>Fall 2020</b>	5.81%	-0.21%
<b>Fall 2021</b>	7.36%	1.55%
<b>Fall 2022</b>	7.54%	0.17%
<b>Fall 2023</b>	5.46%	-2.08%

**Withdrawal Data**  
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**Face-to-Face Sections**

	Withdrew from Course	Change in % of Students Withdrawing - 3 Years
<b>Term</b>		
<b>Fall 2019</b>	6.03%	.
<b>Fall 2020</b>	5.81%	.
<b>Fall 2021</b>	7.36%	1.33%
<b>Fall 2022</b>	7.54%	1.73%
<b>Fall 2023</b>	5.46%	-1.90%

**Withdrawal Data**  
**Excluding Dual Enrollment Sections**

**Total - All Sections**

	Withdrew from Course	Change in % of Students Withdrawing from Previous Year
<b>Term</b>		
<b>Fall 2019</b>	7.69%	.
<b>Fall 2020</b>	9.00%	1.30%
<b>Fall 2021</b>	9.05%	0.05%
<b>Fall 2022</b>	8.78%	-0.26%
<b>Fall 2023</b>	7.18%	-1.60%

**Withdrawal Data**  
**Excluding Dual Enrollment Sections**

**Total - All Sections**

	Withdrew from Course	Change in % of Students Withdrawing - 3 Years
<b>Term</b>		
<b>Fall 2019</b>	7.69%	.
<b>Fall 2020</b>	9.00%	.
<b>Fall 2021</b>	9.05%	1.35%
<b>Fall 2022</b>	8.78%	-0.21%
<b>Fall 2023</b>	7.18%	-1.87%

<b>Achievement Metric</b>	Course Withdrawals
<b>Rationale for inclusion</b>	NRCC has found that students often fail to succeed because rather than working through problems they are having in a course, they choose to withdraw. Indeed, some hypothesize that withdrawal behaviors can generalize into more frequent patterns of 'quitting' in any number of circumstances in which students may experience difficulty.
<b>Data</b>	Fall term
<b>Targets/Thresholds for action</b>	<p>The threshold for action for course withdrawals is an increase of 3 or more percentage points from year-to-year or an increase of 5 or more percentage points over three years.</p> <p><b>On-Line sections</b></p> <ul style="list-style-type: none"> <li>• <u>year-to-year change</u> <ul style="list-style-type: none"> <li>○ -1.14% – threshold not triggered</li> </ul> </li> <li>• <u>change over 3 years (FA21-FA23)</u> <ul style="list-style-type: none"> <li>○ -1.87% – threshold not triggered</li> </ul> </li> </ul> <p><b>Face-to-Face sections</b></p> <ul style="list-style-type: none"> <li>• <u>year-to-year change</u> <ul style="list-style-type: none"> <li>○ -2.08% – threshold not triggered</li> </ul> </li> <li>• <u>change over 3 years (FA21-FA23)</u> <ul style="list-style-type: none"> <li>○ -1.90% – threshold not triggered</li> </ul> </li> </ul> <p><b>All sections</b></p> <ul style="list-style-type: none"> <li>• <u>year-to-year change</u> <ul style="list-style-type: none"> <li>○ -1.60% – threshold not triggered</li> </ul> </li> <li>• <u>change over 3 years (FA21-FA23)</u> <ul style="list-style-type: none"> <li>○ -1.87% – threshold not triggered</li> </ul> </li> </ul>
<b>Steps taken if triggers activated</b>	