

# **Repetition**

## **Substandard Grades/Withdrawals**

### **Recommendations:**

**Local college curriculum committees should determine the number of times a course should be repeated.**

Instead of a blanket approach that puts all students and all courses into the same group, the local curriculum committee should be given the authority to determine repeatability on a course by course basis. Local curriculum committees have the expertise with a rigorous process to go in with a scalpel and make recommendations on repeatability on a course by course basis based on the educational needs of the students.

**Apportionment should be allowed for all repetitions within a district's growth cap.**

Students on their 4th attempt should not be allowed to register before the first day of classes under any circumstances. Thus repeaters would NOT take seats away from other students.

**On the 4<sup>th</sup> attempt to take a course extra interventions should be imposed**

In order to add on or after the first day of class, such repeaters should be required to submit a "Course Repetition Petition" signed by the department chair. The repeat petitioner should be required to convince, in a one-on-one appointment, the department chair that they will make changes in their previous behavior that will make success possible.

The purpose of this recommended intervention is to get the student to "self-reflect" on the reasons for previous failures. Discussions should include job and family commitments, study habits, student's learning style, awareness of tutoring and other student services, and the need to maintain a reasonable course load when taking math or other difficult classes.

If the student does not have a NEW success plan, they should not be permitted to sign. Sometimes the student needs to back up and take the previous course in a sequence (even though the student received a passing grade in that course in a previous semester). That's just the way it is with math/English/ESL skills.

**W's should be treated differently from D and F. Basically, Ws count only after a student has received a D or F. (I and RD are irrelevant and should be ignored.)**

The reasons for students getting W's versus receiving a grade of D or F are distinctly different and the two should not be lumped together. Transferring institutions do not treat them the same and neither should we.

***Overall rationale for allowing and paying for student repetitions:***

The VAST MAJORITY of these cases are at the developmental and basic skills level. These are NOT students who are playing some sort of GPA game. Developmental students are not thinking about UCLA transfer admissions, they're thinking about survival! Their lives, their dreams, and their overall success depend on passage of "gatekeeper" courses. We need to provide them every opportunity to succeed.

Are students trying to maintain financial aid without being serious about schoolwork? There are strict rules regulating financial aid awards for students with low GPA and several Ws. Financial aid looks at the big picture: a student might be successful in areas outside of math, and just be hung up (temporarily) on one math course.