Q & A on shortening the Drop/Add period

Q. How will seats be freed up if Drop and Add are on the same day?

Based on data from Spring 2015 data, seats are constantly shifting before the Drop/Add deadline. It is a relatively small number that are actually dropped on the last day: 255/6005 = 3.7%. Most of the dropped courses are dropped such that *if* students *could* be successful in the course they could add.

SDSU initially had the Drop day ahead of the Add day, but after one year of implementation the Associated Students passed a resolution formally requesting Drop and Add to be on the same day. This was due to students who had enrolled in courses they did not want to take but needed to fill their schedules. Since the drop date was ahead of the add date, when a seat was dropped at the deadline, if the student waited a few days to enroll in the course it was too late to drop the undesired course.

Q. How will students know if they can succeed in a course in only two weeks?

Students will obviously have less time and likely less feedback to decide if they think they can succeed in a course. This change would force students to assess their own understanding of the material presented thus far and either drop the course or commit themselves to doing their best to pass. Moreover, when students cling to an extra class for 4 weeks, they spread themselves too thin and their performance in all their classes suffers: those in which they eventually stay as well as the one or two they eventually drop. Far better to make the decision and the commitment earlier.

We need to balance what is fair to the students who were lucky enough to enroll for a course with what is fair to those students who are on a waitlist to get into the course. With increased enrollments and no corresponding increase in classroom space or faculty, we no longer have the liberty to lets seats go empty when students are waiting to get into courses. This is simply not fair to those students who have not yet accumulated enough units so that they register early enough to take 4 weeks to decide if they wish to commit to a course.

The data from Spring 2015 shows that there were 5040 more drops than adds (~1000 FTES). Clearly students are over enrolling in courses with the intent to drop a course. This policy simply forces them to make that decision earlier so that there is time for a different student to add that course.

Q. Why not extend the waitlists an additional week? Or give faculty the ability to drop non-attending students through the second week of classes?

After the first week of classes, enrolled students should have had approximately 3 hours of class time (assuming a 3 unit course without lab or activity) and 6 hours of work outside of class. This is not an insignificant amount of time or student effort. At

this point it is likely that only students who have been attending the class and keeping up on the homework would be allowed into the class by the instructor. This should be determined by the instructor, not by a waitlist.

We should give faculty the ability to drop non-attending students through the second week of classes.

Q. Why did you use SDSU as a model when HSU students are so different than SDSU students?

We used SDSU as a model because they had **10 years**' worth of data detailing why this was good for their campus. Of the semester campuses of the CSU, only HSU and Fresno State allow students to Drop and Add up to the Census date without some penalty (please see campus Drop/Add deadline spreadsheet). *We are the outliers!*

Essentially this argument boils down to *our students are not savvy enough to figure out their classes by the end of the second week.* It should be noted that College of the Redwoods has a 2 week Drop/Add period, Shasta College has a 2½ week Drop/Add period and College of the Sisisques has an 18 day Drop/Add period. Certainly some of the the students at these open access institutions work and are the first in their family to go to college. If the students at the local community colleges can handle a shorter Drop/Add period, then HSU students can handle it too.

Q. Shouldn't we have more data before we make such a drastic change?

If none of the other CSU or community colleges had a drop/add period similar to the proposed period at HSU then, *yes*, we should do surveys and collect additional data. However, we are the outlier. Why collect additional data when so many other state supported students (many first generation and/or working) are already able to cope with a two week period?

If for some reason this *experiment* is an absolute disaster, the Drop/Add date can simply be moved back to the end of the 4th week. The resolution requires APC to monitor the efficacy of the change and report back to the senate annually for the first three years of its implementation.