

TO: Lawrence Williams, Chair  
Undergraduate Council

FROM: Richard Scamell  
Academic Policies and Procedures Committee  
Task Force on Enrollment Management

SUBJECT A Proposal to Change the Policy for Dropping Courses: A Progress Report

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The Task Force on Enrollment Management has met in excess of fifteen times during the Fall 2005 and Spring 2006 Semesters. Participating in one or more of the discussions were task force members John Antel (chairperson), Elizabeth Barlow, Barbara Chapman, James Conyers, Agnes DeFranco, Susanna Finnell, William Fitzgibbon, Raymond Flumerfelt, Izzy Gamez, John Hardy, Ed Hugetz, Tatcho Mindiola, Willie Munson, Michael Olivas, Richard Scamell, Arthur Warga, Dan Wells, Robert Wimpelberg, and Francisco Zeleya. In addition, Jose Cantu, Myra Conley, Sara Lee, and Mark Yzaguirre attended one or more of these meetings as guests. Throughout both semesters, a recurring item on the agenda of the task force has been the excessive number of sections dropped by undergraduate students at the University of Houston and its subsequent impact on student retention and the graduation rate. This progress report begins with a discussion of a recent previous proposal from the Office of Academic Program Management to change the drop policy followed by an evaluation of the current policy. After a brief discussion of the policies for dropping courses at other state-assisted institutions, the report offers a proposal for dropping courses.

#### **A Previous Proposal for Changing the Last Day to Drop Without Receiving a Grade**

During the Spring 2005 Semester, the Undergraduate Council considered a proposal from the Office of Academic Program Management to change the last day to drop without receiving a grade from four weeks after the first day of class in the fall or spring semester to the twelfth class day. The twelfth class day is known as the Official Reporting Date (ORD) and is the date used by the State of Texas for formula funding as long as the student makes payment by the twentieth class day. After considerable discussion, the Undergraduate Council voted to disapprove the proposal. A variety of factors led to this recommendation. One questioned whether a two-week period was enough time for a student to meaningfully evaluate whether or not to continue in a course. A second factor was based on the possibility that enrollment and formula funding by the State of Texas may decrease since students now dropping between the day after the twelfth class day and the last day to drop without a grade would now be inclined to drop prior to or on the twelfth class day. In addition, under the current policy, in core courses especially, a student who registers for a course and subsequently drops it in the fourth week of the semester may have prevented a second student from taking the course (or at least taking it at a more desirable time). Thus it was considered as reasonable for the first student to pay for this seat. Under the policy proposed by the Office of Academic Program Management, the same student who registers for a course and drops it after the last day to add a course but on or before the twelfth class day may have also prevented the same second student from taking the course (or at least taking it at a more desirable time) but would not have to pay for the seat that he/she has prevented the second student from occupying. Finally, there was a concern that in order for the proposed policy to function effectively, it should not be possible for a student who drops or withdraws after the Official Reporting Date to somehow have his or her drop or withdrawal back dated to a date prior to the Official Reporting Date. Appendix A<sup>1</sup> and Appendix B contain a more detailed discussion of the proposal from the Office of Academic Program Management.

#### **A Summary of Discussions About Dropping Courses by the Task Force on Enrollment Management**

The Task Force on Enrollment Management was established in the Fall 2004 Semester. At this time it was charged with a goal of developing ways to (a) raise the admissions standards for incoming University of Houston students and (b) increase retention and graduation rates of currently enrolled students. For the past year and a half the Task Force has considered a variety of revisions to freshman and transfer student admissions standards, freshman and transfer student orientation, academic advising and related student services as well as

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<sup>1</sup> Appendices A, B, and C are not included in this report but appear as part of UC 8495 05S.

incentives aimed at motivating University of Houston students to graduate on time (e.g., a graduation contract). During the task force's many discussions related to retention and graduation, one concern raised repeatedly is that students who drop courses do not graduate. For example, Appendix C contains a summary of the study, "Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment," written by Clifford Adelman<sup>2</sup> and published by the U. S. Department of Education. Using linear regression techniques, the study describes a model that accounts for approximately 43 percent of the variance in degree completion. The two most important variables identified were: (a) academic resources (a composite measure of the academic content and performance that the student brings from secondary school) and (b) continuous enrollment. An abbreviated version of this 124 page study can be obtained at <http://www.ed.gov/pubs/Toolbox/toolbox.html>.

The Task Force is very concerned about the financial impact of retaking a course dropped after the Official Reporting Date in light of the state laws limiting (a) the number of hours students are allowed to attempt to complete a degree to the number of hours in their approved major plus 30 hours (known as the 30-hour enrollment cap)<sup>3</sup> and (b) to two the number of times a student may enroll in a course (known as the three-peat rule or course cap). Students exceeding these two caps will be charged non-resident tuition on all subsequent courses attempted (when exceeding the 30-hour enrollment cap<sup>4</sup>) and on all subsequent attempts to enroll in a course beyond the second time (i.e., when exceeding the course cap). For example, the cost to retake a core course using current in-state tuition rates can be estimated as follows:

University Technology Fee	12.00/semester hour
University Library Fee	7.50/semester hour
Academic Development and Service Fee	2.50/semester hour
Instr Acc and Spc Fee	3.50/semester hour
<u>Total Fees</u>	<u>\$25.50/semester hour</u>
<u>Tuition</u>	<u>127.00/semester hour</u>
Total Tuition and Fees	\$152.50/semester hour

Thus, not including other possible fees as well as a course fee, the current cost to retake one three-hour course is a minimum of \$450.00 and most likely more than \$500.00. However, for the student who has exceeded the 30-hour enrollment cap, non-resident tuition increases to \$403.00 per semester hour and thus the cost to the student to retake the same course will be at least \$1,300.00 (almost three times more than the already considerable \$500.00). Given the continual increase in both in-state and non-resident tuition as well as fees, the Task Force considers it important that once a student begins a course, that he or she makes every effort to complete the course.

University of Houston undergraduate students are also concerned about financial matters. During the Spring 2003 semester, a paper survey was administered through the Office of Institutional Research to students enrolled in larger core courses. Of the 3,066 students who returned completed surveys, 1,297 were students of the Fall 2002 full-time, first time in college (FTIC) cohort. Of the 37 questions included on the survey, three focused on financial matters. These questions along with frequencies of responses follow.

<sup>2</sup> Clifford Adelman is a Senior Research Analyst in the U. S. Department of Education.

<sup>3</sup> Current legislation sets the enrollment cap at 45 hours with the 30-hour enrollment cap in effect for students enrolling in a Texas public higher education institution for the first time in the Fall 2006 semester. In other words, students who enroll for the first time from the Fall 1999 semester through the Summer 2006 semester are subject to the 45-hour enrollment cap. Students who enroll for the first time in the Fall 2006 semester are subject to the 30-hour enrollment cap.

<sup>4</sup> A student must have exceeded the enrollment cap prior to the semester in order to be subject to out-of-state tuition. Once this occurs, the student is responsible for paying out-of-state tuition for all courses taken in all subsequent semesters. It should be noted that AP credit received does not count against the 30-hour enrollment cap. However, credit received for courses taken at a state of Texas institution while in high school does count against the 30-hour enrollment cap.

**I do not worry about college related expenses**

	Frequency	Percent	Cumulative Percent
Strongly disagree	394	31.1	31.1
Disagree	470	37.1	68.2
Agree	258	20.4	88.6
Strongly agree	144	11.4	100.0
Total	1266	100.0	
Missing Data	31		

Comment: More than two-thirds of the FTICs worry about college-related expenses.

**I am not stressed out about money throughout a semester**

	Frequency	Percent	Cumulative Percent
Strongly disagree	321	25.5	25.5
Disagree	464	36.8	62.3
Agree	332	26.3	88.7
Strongly agree	143	11.3	100.0
Total	1260	100.0	
Missing Data	37		

Comment: Close to two-thirds of the FTICs report feeling stressed about money.

**I do not have to work to make ends meet**

	Frequency	Percent	Cumulative Percent
Strongly disagree	286	22.7	22.7
Disagree	378	30.0	52.6
Agree	394	31.2	83.8
Strongly agree	204	16.2	100.0
Total	1262	100.0	
Missing Data	35		

Comment: As freshmen, in excess of one-half of the FTICs feel that they must work to make ends meet.

Under the assumption that many of these FTIC students may have unrealistic expectations, it is possible that their concern over financial matters will increase as they advance into their sophomore, junior, and senior years.

In addition, it is also quite likely that in responding to these questions most of these students were not aware of the 30-hour enrollment cap (technically for them it was the 45-hour enrollment cap) or the three-peat rule.

Given the important role of persistence in retention and subsequent graduation, the Task Force asked the Office of Institutional Research to provide data on the number of sections dropped by undergraduate students during the Fall 2004 and Spring 2005 semesters. The results for the Fall 2004 semester appear in the form of the Frequency For Dates of Dropped Sections (Fall 2004 Semester) report in Appendix D and the Average Number of Sections and Credit Hours Dropped (Fall 2004 Semester) in Appendix E.

The four dates of most significance in Appendix D are September 7 (the Official Reporting Day), September 20 (the last day to drop a course or withdraw without receiving a grade), November 3 (the last day to drop a course or withdraw) and December 8 (the third day of the final exam period). The following comments highlight the data on each of these dates.

- Only 311 sections were dropped either before or on the Official Reporting Date. This represents only 2.3 percent of the total number of sections dropped during the semester.
- A total of 2095 sections (or 15.4 percent of the total number of sections dropped during the semester) were dropped between the day after the Official Reporting Date and the last day to drop without a grade. It is important to note that while a grade of W does not appear on the student's transcript in this case<sup>5</sup>, the dropped section counts toward the 30-hour enrollment cap (once again, technically for these particular students it was a 45-hour enrollment cap).
- Two-thirds (66.2 percent) of the sections dropped (i.e., a total of 9020) occur between after the last day to drop without receiving a grade and the last day to drop a course or withdraw. In fact, approximately 30 percent (29.3 percent) or a total of 3987 drops are recorded **on the last day to drop a course or withdraw** (i.e., November 3).
- A total of 2181 sections (or 16 percent) are dropped **after the published last day to drop a course or withdraw**. In other words, with the exception of medical or administrative withdrawals from all courses, these drops are recorded on the grade sheet by the instructor at the end of the semester.

Appendix E contains additional information about drops during the Fall 2004 Semester.

- A total of 1086 students withdrew from all sections during the Fall 2004 Semester (see column F, row 13) including 8.61 percent of the returning freshmen (see column F, row 23). This percentage, coupled with the number of FTIC students who also withdrew along with the assumption that many of those who withdrew will not return to the University of Houston to complete their degrees, cannot do anything but harm the University of Houston graduation rate. In addition, it is interesting to observe the increase in the percentage of returning freshmen who withdraw and the percentage of returning freshmen who drop one or more sections when compared against comparable percentages for FTIC students (see columns F and G, rows 21 and 23).
- With the exception of returning seniors, close to one-third of the undergraduate transfer students, returning freshmen, returning sophomores, and returning juniors dropped one or more sections during the Fall 2004 Semester (see column G, rows 22-25). In addition, these students dropped approximately 1.50 sections (see column K, rows 8-11). Under the assumptions that at least some of these students (a) have dropped in the past and/or will drop in the future other sections and (b) will from time to time repeat a course or change majors, should these students have been subject to a 30-hour enrollment cap (as opposed to the current 45-hour enrollment cap), it seems likely that many students would be affected by it before they graduate.

#### **Policies for Dropping Courses at Other State-Assisted Institutions**

The Task Force also reviewed the policy for dropping courses at The University of Texas at Austin, Texas A&M University, Texas Tech University, the University of Texas at San Antonio, and the University of North Texas. Three of these institutions, The University of Texas at Austin, the University of Texas at San Antonio, and the University of North Texas, like the University of Houston, currently allow students an unlimited number of drops. In addition, each of these three institutions offers a pass/fail option. At the University of Texas at San Antonio,

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<sup>5</sup> An asterisk (\*) appears on the transcript when a student drops between the day after the Official Reporting Date and the last day to drop without a grade.

this option allows students up to 24 elective semester hours in their major to be taken on a pass/fail basis. At the University of North Texas, 18 semester hours in their major are permitted while at The University of Texas at Austin a total of 12 elective semester hours can be taken on a pass/fail basis.

The grading system at Texas A&M states the following:

*A student may drop a course with no record during the first five class days of a fall or spring semester and during the first four class days of a summer term or a 10-week summer semester. Following this period, if approved by the dean of the student's college, a student may drop a course without penalty through the 50th class day of a fall or spring semester, the 15th class day of a summer term or the 35th class day of a 10-week summer semester. The symbol Q shall be given to indicate a drop without penalty. Undergraduate students will normally be permitted three Q-drops during their undergraduate studies. Additional Q-drops will be allowed only in unusual circumstances as determined by the student's dean.*

*A student who drops a course after Q-drop period has elapsed will receive a grade of F unless unusual circumstances exist as determined by the student's dean. A grade of W may be recorded by the dean of the student's college if it is determined such circumstances do exist.*

While a grade of W also appears in the Texas A&M grading system, it is used to indicate that a student has withdrawn from all courses during a semester. Students are allowed to register for courses on a pass/fail basis during official registration periods but are not permitted to change the basis on which their grades will be recorded on their official transcripts, except for unusual circumstances and with the approval of the student's academic dean.

Texas Tech University has implemented a policy similar to that of Texas A&M for dropping courses. A description of this policy follows.

*Students may officially drop a course through the 45th class day of a long semester or the 15th class day of a summer term and receive the grade of W regardless of their progress in the class.*

*First-year freshmen entering Texas Tech in the fall of 2004 or thereafter will be allowed only four Ws (withdrawals) to be used at any time during their college career to drop a course up to the 45th class day of long semesters and 15th class day of short summer terms. Transfer students will receive three Ws. When these Ws have been used, the student must complete all courses. The student-initiated **drop-add** period at the start of the term lies outside these regulations. Students who find it necessary to withdraw from the university before the end of the semester will not have to use their Ws for withdrawal. If a student who started with four Ws does not withdraw from any course during their pursuit of a degree, that student may take one course without paying institutional tuition (as opposed to state tuition) during the last semester of that degree program.*

Texas Tech also offers a pass/fail option that allows students to take up to 13 elective semester hours. Courses taken in the declared major or minor shall not be taken by pass/fail unless required by the department. A student must declare the intent to take a course pass/fail no later than the last day on which a grade of W is automatically given for courses dropped. A student who has chosen to take a course pass/fail may not subsequently change to a letter-graded basis.

#### **The Existing Policy for Dropping a Course at the University of Houston**

At the University of Houston, the policy for dropping courses allows students to drop a course without receiving a grade until four weeks after the first day of class in the fall or spring semester. This policy is adjusted during the summer semester to (a) three weeks after the first day of class in Summer Session II or III and (b) two weeks after the first day of class in Summer Session I or IV. Between the fourth week and tenth week of the semester, students are allowed to drop a course with permission of the instructor. **The current policy allows an unlimited number of drops.** After the twelfth class day (i.e., the last day to drop a course to receive a tuition refund), any course dropped by the student is included in his or her hours attempted and thus counts toward the State of Texas 30-hour enrollment cap. Students are allowed an unlimited number of Ws and a maximum of three Qs. The W grade indicates that the student was passing or that no evaluative data were

available at the time the student dropped the course. Grades of W are assigned only after the last day to drop or withdraw without receiving a grade and before the final day to drop or withdraw (four weeks prior to the last day of classes in a fall or spring semester). Students are responsible for initiating action to drop or withdraw from classes. The Q grade option was initiated in the Fall 2004 Semester and is available for students enrolled in freshman or sophomore courses. Q indicates that the student was not passing at the time he or she dropped the course. Like the grade of W, the grade of Q can be assigned to a course only after the last day to drop or withdraw without receiving a grade through the last day to drop or withdraw. As is the case at each state-assisted institution in the State of Texas, after the twelfth class day (i.e., the last day to drop a course to receive a tuition refund), any course dropped by the student is included in his or her hours attempted and thus counts toward the State of Texas 30-hour enrollment cap.

#### **A Revised Policy for Dropping a Course**

In an effort to help reduce the number of excessive drops and at the same time prevent students from exceeding the 30-hour enrollment cap and the three-peat rule, the Task Force on Enrollment Management recommends that

- Beginning in the Fall 2007 Semester, all students (current, transfer, and FTIC students) will be allowed a total of 6 Ws (withdrawals) to be used at any time during their college career to drop a course between the day after the Official Reporting Date (i.e., the 12th class day) and the last day to drop a course or withdraw from all courses. When these 6 Ws have been used, the student must complete all subsequent courses.
- Students may not receive a W for courses in which they have been found guilty of a violation of the Academic Honesty Policy. If a W is received prior to a guilty finding, the student will become liable for the Academic Honesty penalty, including F grades.
- Students who find it necessary to request either a medical withdrawal or administrative withdrawal from the university before the end of the semester will not have to use their Ws for withdrawal. Likewise, financial withdrawals will not be included in the number of Ws used.
- The Q grade can be discontinued since the proposed W is to be used regardless of whether or not the student was passing or not passing the course.
- The W grade option can be removed from the final grade sheet since it is no longer necessary for the instructor to award a grade of W.

The implementation of the proposed drop policy cannot be successful without a substantial enhancement in student advisement. At present, resources dedicated to advising students are unevenly distributed throughout the University. Some colleges and departments (e.g., especially those in some professional schools) are able to offer a quality service to their students while others struggle due to a lack of resources. For example, the eight advisors in the University Studies Division provide a wide range of academic advising and support services to freshman and sophomore students without a declared major and typically serve a total of 15,000 students each semester. In addition, many advisors in the departments are overburdened with clerical work leaving them less time to devote to students. In departments with large student enrollments, more staff to assist departmental advisors in combination with more and better qualified advisors is absolutely essential.

The 30-hour enrollment cap is going to require that students work with their advisor to develop realistic class schedules for the semester. For example, registering for fifteen hours and consistently dropping a course or courses during the semester when the student discovers that he or she cannot balance coursework requirements and job requirements means that the student is very likely going to face the possibility of paying non-resident tuition toward the end of his or her degree program. Should this student elect to change majors, he or she may face the consequence of paying non-resident tuition even sooner.

It is possible that the implementation of a policy that limits the number of Ws to a maximum of six coupled with the financial consequences accompanying the 30-hour enrollment cap may lead to an increase in student-initiated requests for incompletes (a grade of I). A conceivable scenario might involve a student who is either failing a course or perhaps making a lower grade than desired asking the instructor for an incomplete grade and requesting the opportunity to retake (without actually enrolling in) the same course during the next semester. One possible solution to this problem would be to limit the number of **Ws and Is** to a total of six during the student's career.

### Possible Advantages and Disadvantages to Students of the Current Proposal

The Proposed Drop Policy has been discussed by a number of groups and individuals: the Enrollment Management Task Force (extensively), the Academic Policies and Procedures Committee of the Undergraduate Council, the Educational Policies Committee of the Faculty Senate, individuals responsible for advising students from various colleges as well as from the University Studies Division, and representatives from the Student Government Association. During these conversations, several advantages and disadvantages of the current proposal have been given.

- (Advantage) Studies done by Clifford Adelman<sup>6</sup> and published by the U. S. Department of Education consistently reveal that one of the most degree-crippling features of undergraduate histories is an excessive volume of courses from the student withdrew *without penalty* after the drop and add period.
- (Advantage) Encourages the student to plan more carefully at the beginning of the semester and think more carefully about dropping a course during the semester because the penalty for dropping a course is not solely the cost of retaking it again but also the possibility of retaking it after having received a grade of F (if the number of previously dropped courses was already six or more). Coupled with the 30-hour enrollment cap, this will make studying consistently in all courses a more important part of the student's daily routine.
- (Advantage) Systematically completing courses will reduce the amount of financial aid incurred by students during their college career (e.g., in the 2003-04 academic year, fifty-seven percent – or over 10,000 fulltime undergraduate students were determined to have a financial need with an average aid package totaling \$12,100).
- (Advantage) To some extent the proposed drop policy would reduce the number of students who register for a popular course in demand by a large number of students only to drop it in the middle of the semester – thereby preventing a second student who would not have dropped the course from having an opportunity to take it.
- (Disadvantage) Forcing a student to remain in a course and ultimately receiving an F sounds punitive to some (i.e., it looks bad on their transcript). For these students, whether they drop the course or retake it because they made an F or a lower grade than allowed by their major, they are still going to have to retake the course (perhaps at the premium tuition if they have exceeded the enrollment cap). In other words, we are replacing what could be a W and the accompanying cost of retaking the course with an F (or bad grade such as a D-, D, etc.) and the accompanying cost of retaking the course. *In other words, some are of the opinion that properly communicated to students, the 30-hour enrollment cap should decrease the number of drops anyway.*
- (Disadvantage) Suppose someone drops a Chemistry course and its accompanying one-hour lab. Have they used up two Ws by dropping these four hours? *This is handled by the suggestion of the Educational Policies Committee (described below) to place the limit on the number of credit hours dropped.*
- (Disadvantage) If the student is allowed to drop a course without ever talking to the instructor, it is possible that they may drop the course when in reality in the instructor's judgment they are really doing quite well at the moment and actually stand a good chance to do well in the course or at least pass. *The student can always talk to the instructor at any time during the semester in an effort to find out how he or she is doing in the course. In addition, the suggestion of the Educational Policies Committee (described below) extends the opportunity for a student to drop course while failing until the last day of class (subject to the approval of the instructor).*
- (Disadvantage) The drop policy may encourage even more students to take courses at HCC during their first two years given its lower tuition. In addition, given HCC's smaller class sizes, it is not unreasonable to assume that students at HCC will not drop as many classes as they would during their first two years at the University of Houston. Combining the existing articulation agreements between the University of Houston and HCC with the likelihood that students attending HCC are less likely to drop courses suggests that the proposed drop policy may favor community college transfer students over University of Houston students. In short, the 30-hour enrollment cap is probably going to cause more students to attend HCC during their first two years, and the proposed drop policy is likely to increase this behavior. *The suggestion to limit drops to advanced courses only brings makes the drop policy more comparable for University of Houston and transfer students.*

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<sup>6</sup> See Clifford Adelman, "The Toolbox Revisited: Paths to Degree Completion from High School Through College," at <http://www.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>

## Suggested Modifications

As mentioned above, the proposed drop policy has been reviewed by a number of individuals and groups with several modifications suggested.

- Educational Policies Committee (Faculty Senate). Limit the number of drops to 18 credit hours as opposed to 6 drops.
- Educational Policies Committee (Faculty Senate). Allow students to use their Ws between the last day to drop a course and the last day of class BUT with the instructor's permission. If the instructor will not approve the student's drop then the student is stuck with whatever grade he or she earns in the course. If the professor does sign, this will still count as a drop toward their 18 credit hour quota. The rationale for this suggestion is that some instructors do not grade until the end. They will only give feedback during the course and not a single grade, and the entire course will depend on a portfolio grade. If a student is struggling as of the last day to drop but finally gets it after the last day to drop (e.g., passes the course with a C-, at least he or she passes the course and will not need to retake the course and thus not be exposed to the enrollment cap).
- College Advisor. Limiting drops is a good idea but limit the number of drops to advanced courses otherwise transfer students get an unfair advantage over University of Houston students who started as freshmen. By this time in their career, the student should have adjusted to college life, have an idea of what he or she is capable of doing and also be settled into a major. Under the assumption that students take an average of 60 hours in a typical degree program, limit the number of drops in advanced courses to 12 hours.
- College Advisor. Package the drop proposal with a modification to an academic policy that might be perceived by students as "student-friendly." This proposal calls for changing the current requirement that students must earn a 2.00 minimum cumulative grade point average in courses attempted in their major at the university to read as follows:

*Students must earn a 2.00 minimum grade point average in courses being used in their major at the university. If a course is repeated in an attempt to raise the grade point average in the major to meet the minimum 2.00 grade point average, only the best grade will be used in calculating the major grade point average. Any repeated and/or unused courses will be calculated in the cumulative grade point average but will not be calculated in the major grade point average. For purposes of improving the major grade point average to meet the minimum 2.00 grade point average requirement, a student is not allowed to repeat a course in which a grade of C or better has already been received (i.e., the grade received the first time the course was taken is the grade that will be used in the calculation of the grade point average in the major). Note: this 'best grade' replacement policy applies to courses counted as part of the major only.*

## A Final Comment

The Office of the Provost has worked very hard to publicize the implementation of the 45-hour enrollment cap to current University of Houston students, faculty, and staff and continues to explore ways to effectively publicize the 30-hour enrollment cap to first-time-in-college students in Fall 2006. On August 26, 2005 the Provost sent an email message describing the enrollment cap to all faculty, staff, and students. Later in the semester, he sent an additional email message to all deans, associate deans, department chairs, and advisors. In addition, his message also appeared in UH Today as well as on the University of Houston website. Numerous articles about the enrollment cap have appeared in the Daily Cougar. Agnes DeFranco has met with the lead academic advisor of each college that awards degrees along with Maria Peden, Associate Athletics Director for Student-Athlete Services, Jodie Koszegi, Assistant Dean of the Honors College, and William Kellar of the Scholars' Community asking them to communicate the implementation of the upcoming 45-hour and 30-hour enrollment caps. The Office of the Provost has also been communicating with students this semester. Thanks to the availability of data from the Coordinating Board, during the first week of the semester emails were sent to all students who (a) have already exceeded the enrollment cap (b) may go over the enrollment cap this semester and (c) are within 30 hours of the 45-hour enrollment cap. In addition, a personalized letter was sent to those students without a "good" email address.



**Appendix D - Frequency For Dates of Dropped Sections (Fall 2004 Semester)**

Drop Date	FTIC	UG Transfer	Returning Freshmen	Returning Sophomores	Returning Juniors	Returning Seniors	Total		
20-Aug	5	8	6	18	5	10	52		
22-Aug	20	5	22	31	17	18	113		
23-Aug		2	1	3	1		7		
24-Aug						9	9		
25-Aug				1	2	2	5		
26-Aug						4	4		
27-Aug					2	1	3		
28-Aug	1		3				4		
2-Sep			2		3	3	8		
3-Sep					2	1	3		
4-Sep		2				1	3		
6-Sep				1		3	4		
7-Sep	4	5	5	18	26	38	96	311	2.3%
8-Sep	17	14	21	31	41	36	160		
9-Sep	14	11	24	18	37	59	163		
10-Sep	2	4	5	15	22	17	65		
11-Sep		2	13	3	6	13	37		
13-Sep	16	24	31	33	47	50	201		
14-Sep	12	26	24	29	33	48	172		
15-Sep	14	31	17	28	49	37	176		
16-Sep	14	20	19	35	53	35	176		
17-Sep	17	15	29	34	35	33	163		
18-Sep	4	14	8	14	22	13	75		
19-Sep						1	1		
20-Sep	43	77	84	161	153	188	706	2095	15.4%
21-Sep		1		5	17	9	32		
22-Sep		7	4	5	7	9	32		
23-Sep	4	10	3	10	13	18	58		
24-Sep		2	3	2	1	9	17		
27-Sep		4	2	11	11	9	37		
28-Sep	4	4	5	10	22	15	60		
29-Sep	4	8	1	15	33	11	72		
30-Sep	3	7	3	11	13	15	52		
1-Oct	1	3	2	14	9	11	40		
2-Oct				1	1		2		
4-Oct	1	11	4	10	19	7	52		
5-Oct	8	8	9	22	20	21	88		
6-Oct	9	13	8	21	18	18	87		
7-Oct	14	5	7	8	20	26	80		
8-Oct	2	11	2	14	13	17	59		
10-Oct				1			1		
11-Oct	3	8	9	17	17	24	78		
12-Oct	1	4	8	14	17	17	61		
13-Oct	7	8	14	23	25	20	97		
14-Oct	6	12	10	7	18	16	69		
15-Oct	3	10	5	16	13	7	54		
18-Oct	5	9	16	20	26	28	104		
19-Oct	4	11	14	21	22	19	91		
20-Oct	9	15	12	10	31	13	90		
21-Oct	15	32	17	30	27	33	154		
22-Oct	8	10	9	21	17	15	80		
23-Oct					4		4		
24-Oct						3	3		
25-Oct	17	43	33	55	50	48	246		
26-Oct	13	15	11	20	36	42	137		
27-Oct	9	18	16	33	33	33	142		
28-Oct	23	53	39	57	92	81	345		
29-Oct	151	84	112	147	104	103	701		
30-Oct		1					1		
1-Nov	29	60	35	74	99	88	385		
2-Nov	149	186	193	278	337	279	1422		
3-Nov	427	489	478	767	986	840	3987	9020	66.3%
4-Nov		7	6	14	19	4	50		
5-Nov		4	6		1		11		
6-Nov				1			1		
8-Nov	1	1		3	1		6		
9-Nov	2		4	4	1		11		
10-Nov	4					10	14		
11-Nov				1	6	2	9		
15-Nov	3					2	5		
17-Nov			2			4	6		
19-Nov					1		1		
23-Nov			2				2		
24-Nov					2		2		
29-Nov						4	4		
30-Nov			3				3		

**Appendix D - Frequency For Dates of Dropped Sections (Fall 2004 Semester)**

2-Dec	2							2	
3-Dec	15	2	14	13	28	10		82	
4-Dec	238	187						425	
8-Dec			354	416	328	449		1547	2181 16.0%
	1377	1623	1789	2695	3114	3009		13607	13607

Appendix E - Number of Students Either Withdrawing From the University or Dropping One or More Courses (Fall 2004 Semester)

A	B	C	D	E	F	G	H	I	J	K
	Number of Students at Beginning of Semester	Number of Students at End of Semester	Number of Sections Dropped (From Appendix D)	Number of Students Who Dropped at Least One Course	Number of Students Who Withdrew	Sections Dropped by Students Who Withdrew	Average Number of Sections Dropped by Students Who Withdrew	Number of Students Who Dropped One or More Courses But Did Not Withdraw	Sections Dropped by Students Who Did Not Withdraw	Average Number of Sections Dropped by Students Who Did Not Withdraw
1										
2										
3										
4										
5										
6										
7	FTIC	3327	3254	1377	830	73	256	3.51	757	1121
8	UG Transfer	2748	2622	1623	977	126	370	2.94	851	1253
9	Returning Freshmen	2137	1953	1789	940	184	618	3.36	756	1171
10	Returning Sophomores	4052	3825	2695	1529	227	695	3.06	1302	2000
11	Returning Juniors	5821	5613	3114	1905	208	573	2.75	1697	2541
12	Returning Seniors	8280	8012	3009	1951	268	660	2.46	1683	2349
13		26365	25279	13607	8132	1086	3172		7046	10435
14										
15										
16										
17										
18										
19										
20										
21	FTIC					2.19	22.75	75.05		
22	UG Transfer					4.59	30.97	64.45		
23	Returning Freshmen					8.61	35.38	56.01		
24	Returning Sophomores					5.60	32.13	62.27		
25	Returning Juniors					3.57	29.15	67.27		
26	Returning Seniors					3.24	20.33	76.44		