

1125-O1-1661 **Paran Rebekah Norton*** (pfisch@clemons.edu), **Karen High** and **William Bridges**. *Impact of Course Policy Changes on Calculus I DFW Rates*. Preliminary report.

This paper examines the impact of departmental policy changes on the trend in DFW rates for introductory calculus at a large research university. We defined three distinct policy periods: Traditional (2002-2005), Active Learning (SCALE-UP) (2006-2013), and Return to Traditional (2014-2015). Regression analysis showed DFW rates were increasing during the Traditional period, significantly decreased after the switch to SCALE-UP, remained fairly consistent during the SCALE-UP period, and then significantly increased during Return to Traditional. These trends were not consistent across demographic subsets of students. Specifically, white female STEM students typically had the lowest changes in DFW rates corresponding to policy changes, whereas non-white male non-STEM students had the highest changes in DFW rates. Individual trends for D's, F's, and W's were also analyzed. The two policy changes had the greatest influence on the trend in W rates. Potential factors that could influence a student to withdraw from the course were examined. Students who withdrew had midterm averages similar to F students during the SCALE-UP period, but their averages were significantly lower than the F students during Return to Traditional. (Received September 18, 2016)