

Non-Returning Students

Fall 2006 – Spring 2007

Institutional Research

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The purpose of this report is to help UVSC administrators become better acquainted with the non-returning student (NRS) population. As part of a continuing dialogue with these students, the report seeks to answer the questions: “Why did they leave?” and “Where do they intend to go?” It consists of a summary report followed by a selection of more detailed tables from which the summary report information was drawn. In the summary we discuss the current status of NRS respondents, reasons for discontinuing, transfer intentions, other items of interest, and NRS recommendations for improvement.

Non-Returning Student Groups

After adjusting¹ for accurate comparisons between years, the sample responses represent a general breakout of the non-returning student (NRS) responses as shown in Figure 1. Since this breakout is based only on the student responses (as opposed to student and parent/relative responses), the main focus of Figure 1 is on the changes in proportionality from one year to the next, as opposed to the actual proportions, which are more indicative than descriptive.

The results show that the proportion of non-returning students who indicated they are transferring is higher in 2007 by about 7.5%. Most other groups remained the same except for one segment: the drop outs who did not

indicate if they were planning on returning or not. This segment has a higher proportion of seniors and moved from 6.6% in 2006 to 0.9% in 2007. There is no apparent explanation for this discrepancy.

Other points to note include:

- The mission/military/foreign aid students are individuals who indicated the intention to embark on a religious mission this year. Over twice as many freshmen are found in this category than there are students from any other class level², which is to be expected, since the common age for such missionary service is 19 yrs.
- Drop out students who plan to return (“plans to return”) represented a slightly lower proportion in 2007 (48.4% from Figure 1). However, this proportion

¹ Exhibit 1 in the extended report section of this report shows an inordinately large decrease (from 13.5% to 2.9%) in the “Indicated Enrolled or Enrolling” group from 2006 to 2007. This is attributed to the fact that the population was pulled closer to the time of the survey in 2007 than was the case in 2006. Thus, “Indicated Enrolling or Enrolled” and “Enrolled Spring” have been excluded from Figure 1 because their percentages present a proportionality imbalance that misrepresents fair comparison between years.

² About 10% of freshmen fall under this category, with about 3-4% of other class levels.

still represents 76% of students categorized as drop outs.³

The distribution of NRS' in Figure 1 shows a general (albeit slight) shift away from drop out categories and towards an increase in transfer activities.

Figure 1: NRS Student-Respondent Sample: Group Proportionalities⁴

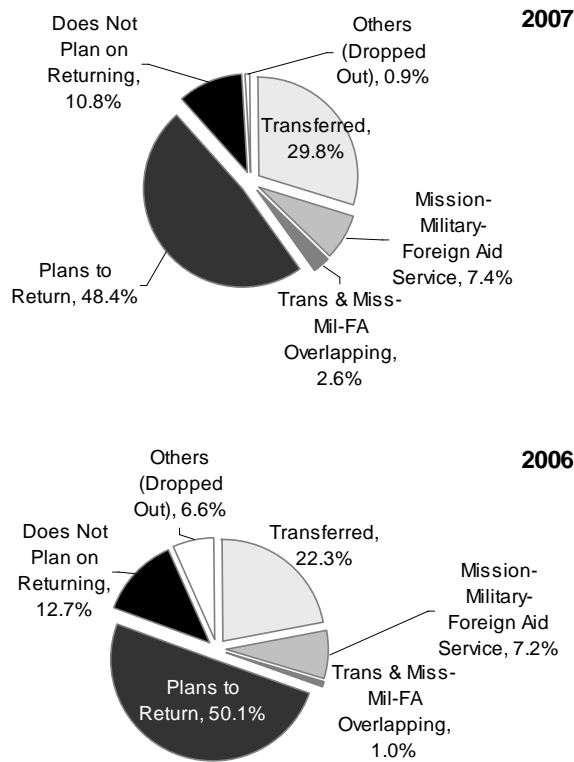
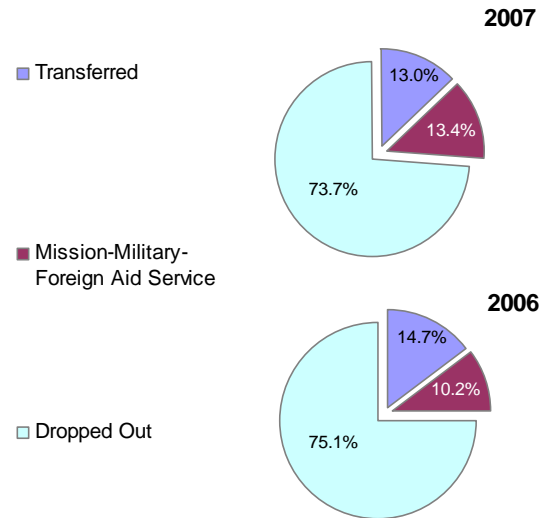


Figure 2 reflects the responses of parents or other relatives of the students who were not able to be contacted. These results are, however, biased towards mission/military categories—since typically instances of students who were currently engaged in mission or military service at the time of the survey would only occur in the form of parent/relative responses.

A final point to note regarding general proportions is that the adjusted non-returning cohort⁵ as a percentage of total enrollments, for the relative previous Fall semesters, shows a slight increase of 2.3% (from 21.1% for 2005-06 to 23.4% for 2006-07). So overall, there was a decrease in the overall Fall to Spring retention rate from one year to the next.

Figure 2: NRS Parent/Relative-Respondent Sample: Group Proportionalities⁶



Reasons for Not Returning

Major Reasons⁷

The survey included a section where students were asked to indicate whether potential problems were major or minor reasons for leaving. There were four reasons cited as “major reasons” for not returning, that were prevalent over all others (as shown in Figure 3).

³ Drop outs refer to all non-returning students who did not transfer, or opt out of school for mission, military, or foreign aid service—i.e. the latter three groups in Figure 1.

⁴ The category “Trans & Mis/Mil/FA Overlapping” refers to students that the survey showed to fall under both “Transfers” and “Mission/Military/Foreign Aid Service”.

⁵ All non-returning students, after graduates and late Spring-enrolled students were removed (see Exhibit 1 in the Expanded Report).

⁶ See Exhibit 1 in the Expanded Report for more detail (page 2). Once again, as with Figure 1, the “Enrolled Spring” group was excluded from the results in Figure 2 for the same reasons.

⁷ See Exhibit 5 in the Expanded Report (page 5) for more detail.

Figure 3: The Top Four Major Reasons for Leaving⁸

Rank	Reason	'07	'06	'07 Class Standing
1	Schedule conflicts with work	21.3%	na	FR, 18% SO, 24% JR, 26% SR, 18%
2	Family responsibilities or child care	15.1%	13.9%	FR, 8% SO, 18% JR, 19% SR, 15%
3	Courses/programs not available	13.8%	12.9%	FR, 3% SO, 14% JR, 17% SR, 19%
4	Insufficient financial aid	13.2%	na	FR, 18% SO, 16% JR, 12% SR, 7%

It is interesting to note that “schedule conflicts with work” was a leading concern among students who had completed a year or two of school—the 2007 average for all levels was 21.3%; however, for seniors it was 17.9%; while for juniors it was 25.5%. The same pattern holds true for “family responsibilities or child care”—although far fewer freshmen (8%) indicated this as a major reason for leaving.

Additionally, unavailability of courses/programs was a more serious issue for upper level students, while lack of financial aid was seen as a greater problem by newer students.

Minor Reasons⁹

The characteristics of “minor reasons” responses took on relatively different characteristics from those of the “major reason” responses. Two items, in particular, that stood out were: “the stress of college” and “unsure about educational goals”—both received high response rates in the minor reasons category (13.8% and 11.5%); and both were up since 2006.

Although these percentages may not seem large, they are the equivalent of about one in seven and one in nine non-returning students respectively.

⁸ The percentages shown in the last column represents the percentages of the respective class level respondents who cited the relevant reasons as “major” or “minor.”

⁹ See Exhibit 6 in Expanded Report (page 6).

Major OR Minor Reasons¹⁰

Figure 4 lists the top ten reasons NRS respondents cited as major or minor. It should help to give a summarized perspective on some of the more prevalent concerns of the NRS population for 2007.

The following are observations from Figure 4.

- Unavailability of courses at convenient times is a relatively dominant concern overall—however, it is more so for juniors, and less of an issue for freshmen.
- “Stress of college” and “unsure about educational goals” have risen about 4% on average since last year, and they are less of a concern for upper-level, than for lower-level, students—although this pattern may be shifting.
- Dissatisfaction with quality of faculty is less of an issue in 2007 than it was in 2006—with a 4.7% drop in citations as a reason for leaving, on average, for all class levels.

The most substantial problems for NRS are schedule conflicts with work and lack of finances—which are more dominant concerns for the lower class levels. Freshmen and sophomores are also more prone to drop out due to stress or uncertainty about career goals. Juniors and seniors tend to be more distressed by course accessibility and/or program availability, as well as family burdens.

¹⁰ See Exhibit 7 in Expanded report (page 6).

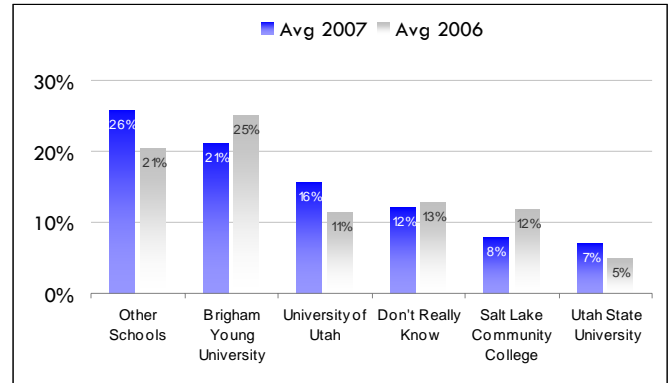
Figure 4: The Top Ten Reasons Cited Major OR Minor¹¹

Rank	Reason	'07	'06	'07 Class Standing	'06 Class Standing
1	Schedule conflicts with work	34.6%	na ⁷	FR, 32% SO, 39% JR, 38% SR, 30%	
2	Insufficient financial aid	24.6%	na	FR, 30% SO, 30% JR, 23% SR, 16%	
3	Courses not available at convenient times	22.6%	na	FR, 15% SO, 23% JR, 30% SR, 23%	
4	Courses-programs not available	22.4%	22.8%	FR, 13% SO, 24% JR, 26% SR, 27%	FR, 20% SO, 22% JR, 30% SR, 19%
5	Family responsibilities or child care	20.8%	19.3%	FR, 13% SO, 25% JR, 26% SR, 21%	FR, 18% SO, 28% JR, 18% SR, 14%
6	Stress of college	19.6%	15.5%	FR, 23% SO, 22% JR, 19% SR, 14%	FR, 20% SO, 17% JR, 18% SR, 8%
7	Unsure about educational goals	18.0%	14.3%	FR, 21% SO, 22% JR, 18% SR, 11%	FR, 25% SO, 16% JR, 14% SR, 3%
8	Dissatisfied with quality of instruction from faculty	12.7%	17.4%	FR, 12% SO, 14% JR, 16% SR, 10%	FR, 17% SO, 21% JR, 16% SR, 15%
9	Dissatisfied with helpfulness of faculty/staff	11.9%	na	FR, 11% SO, 14% JR, 15% SR, 7%	
10	Accessibility of instructors	10.5%	10.5%	FR, 8% SO, 11% JR, 14% SR, 9%	FR, 14% SO, 10% JR, 7% SR, 11%

Transfer Intentions

The survey data also yields information about where the NRS transfer students wanted to go and why. Figure 5 shows the most popular responses concerning intended destination transfer schools.

Figure 5: Most Popular Transfer School Categories¹²



The “other school” category entailed schools that only attracted a few students each and that were mostly out of state. Although this category saw a moderate overall increase (5.4%) in its proportion of students since 2006, sophomores were down by 12.4% since 2006, while juniors and seniors were up by 14-15%.

The proportion of NRS respondents intending to transfer to Brigham Young University (BYU) decreased only slightly since 2006. However, there was greater volatility among class levels—freshmen and sophomore proportions were up by 5.5% and 7%, while junior and senior proportions were both down—most notably juniors who show a tremendous drop of 23%, from 48% in 2006 to 25% in 2007. It would seem that in 2007 more juniors were favoring The University of Utah or other schools over BYU.

Salt Lake Community College saw an overall relative decrease in popularity since 2006 (3.9%). This average was constituted by all class levels being down since 2006, most notably freshmen who decreased by 6.5%, from 16.7% (about one in six students) to 10.2% (one in ten students.)

Many of the students who did not know where they wanted to transfer (labeled “don’t really know”) are assumed to be drop outs, since they have left UVSC with a relatively vague intention to transfer elsewhere.

¹¹ Some of the questions were changed structurally from 2006 to 2007 which made certain responses between years incomparable. Questions that changed in this manner are marked “NA” in Figure 4.

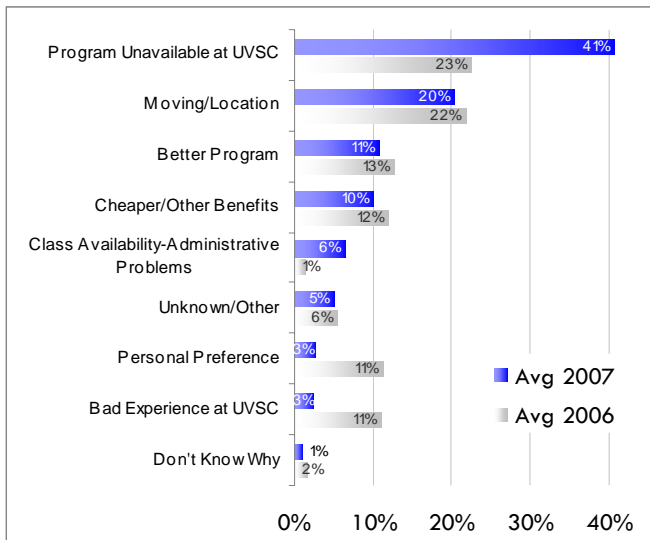
¹² See Exhibit 9 in the Expanded Report for more detail (page 7). “Average” here represents weighted averages of all class levels for each school.

Reasons for Transferring¹³

The most frequently selected reason for transferring (see Figure 6) was “program unavailable at UVSC”, which had an average of 41% of responses for all class levels. This was just over double the average proportion of the next most favored reason (“moving/location” factors), and it constituted an 18% increase from 2006. All class levels showed an increase over 2006, with the highest being seniors (32.2%), then juniors (19.4%).

Reasons that related directly to moving/location factors amounted to 20.4% of responses. This high percentage indicates that a sizable proportion of transfer students leave for non-institutionally related reasons.

Figure 6: NRS Reasons for Transferring



“Better program” was down since 2006 by 2%; although there was relatively little change in the average, juniors were down by 17.8%, while freshmen were up by 12.1%.

Lastly, categories indicating negative experiences at UVSC, and “personal preference” showed a considerable drop in 2007.

Overall, reasons for transferring in 2007 are more focused on program deficiencies than mere personal preferences.

Other Factors

Initial Purpose for Enrolling¹⁴

A further area of interest is the indicated purposes for enrolling of the non-returning students. About 6% said they enrolled for personal interest. The most distinctive trend in this area was a general decrease in the proportion of respondents who said they enrolled to obtain an associates degree (5.6%), and an increase in those who enrolled to obtain a bachelors degree (5.3%), which constitutes nearly an 11% shift.

This trend was more exaggerated among juniors and freshmen (juniors seeking associates degrees decreased by 16.4%, while juniors seeking bachelors degrees increased by 14.9%; for freshmen the proportions were 8% and 9.5% respectively.)

General Ratings¹⁵

The percentage of NRS respondents who rated their education at UVSC as excellent or very good went from 56% in 2006 to 80% in 2007. Despite this, the proportion of respondents rating their *affinity* with UVSC as excellent or very good decreased by 3.2%, while the proportion rating it as poor or very poor rose by 9.4%.

How would you rate your educational experience at UVSC?	2007		2006	
	Excellent	V. Good	Excellent	V. Good
	31%	49%	19%	37%

Future Contact

About 43% of respondents indicated that UVSC could contact them regarding their discontinuance or problems/concerns mentioned in the survey. The average was about the same for all class levels.

Alternative Learning Options¹⁶

Although most respondents (from 75% to 82% depending on class level) said they were not interested in alternative learning methods (such as weekend classes or expanded

¹⁴ See Exhibit 8 in Expanded Report for more detail (page 7).
¹⁵ See Exhibit 11 in Expanded Report for detail (page 8).
¹⁶ See Exhibit 12 in Expanded Report for detail (page 9).

¹³ See Exhibit 10 in Expanded Report for more detail (page 7).

locations), the most popular learning method that students wanted information about was online classes (with about 14% - 20% of responses, depending on class level).

Work/Study Balance

Exhibit 11 in the Expanded Report shows that 54% of respondents said they worked over 30 hours per week during the school semester (27% worked over 40 hours.) Also, 57% of respondents to a further question about the relevance of their employment to their major indicated that their work and major were “completely unrelated.” These percentages may suggest the need to more effectively work to integrate school and employment for improving retention.

Student Recommendations

The final questions in the survey asked non-returning students to provide feedback on (1) what would help them continue at UVSC, and (2) what would improve UVSC’s educational services.

The most preferred categories¹⁷ of responses to the first question related to financial assistance and making classes or programs available. Those of the second question were related to the provision of additional programs and classes, as well as improving programs and faculty quality.

The fact that there is a lack of correlation¹⁸ between response patterns to these two questions indicates that the question issues are not factors of each other. That is, improving UVSC’s educational services does not equate to helping NRS respondents continue their education, although doing so may increase retention.

Conclusions

The results of the survey show some improvement in terms of serving students and also NRS student satisfaction with the college—however, the dominant concerns that cause discontinuance revolve around issues

of personal financing, structural education offerings that enable integration with a diverse student body’s schedules, and specialization and expansion of upper level classes and/or programs.

1. Many intending transfer students are leaving in search of either specialized programs they cannot find at UVSC or simply to exchange their general-ed requirements for credit at a university (such as Brigham Young University, The University of Utah, or elsewhere).
2. One group that manifests itself as being of particular interest in this report is the junior class level whose “reasons for leaving” results seem to be expressing that these students—more so than all other class levels—are leaving *because they cannot take the classes they need at convenient times, or the classes they desire are not available at UVSC.*
3. A significant portion (76%) of the NRS population has left with the intention to return in the future, with 43% of respondents indicating they are receptive to future contact efforts by UVSC. Thus, the college is doing a good job of enhancing its appeal to students by improving educational and auxiliary services; however it must focus on solving the core NRS issues for retention to improve.
4. These issues are typically associated with the problems of employment conflicts, family issues, program and course unavailability, and insufficient financial aid.

The solutions probably involve either (1) effectively blending education into the lives of students who feel like school is an added stress they cannot keep up in life, and/or (2) providing the kinds of specialized programs that will retain students who will otherwise transfer away from UVSC.

¹⁷ See Exhibit 13 in Expanded Report for detail (page 9).

¹⁸ The correlation coefficient between response percentage rates to question 37 and question 39 is 0.322. Therefore, there is some correlation (as might be expected), but it is weak.

Expanded Report

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Introduction

This “expanded report” serves as an intermediate level of detail that can serve to answer some of the analysis methodology questions readers may have. It is not a comprehensive exposition of all analyses performed; however, it does provide cross tabulations, frequencies, and most other calculations that were used to interpret the survey data set.

The expanded report is divided into seven basic sections:

1. Groups
2. Reasons for leaving
3. Purpose for enrolling
4. Transfers
5. Other items
6. Future correspondence and recommendations
7. The non-returning survey structure.

Groups

General Grouping Proportions from Spring ‘06 – Spring ‘07

Exhibit 1 shows the breakout of the non-returning student population and survey sample, sorted into groups. The initial population (row 1) includes all students who could not be determined as graduated, and did not return to UVSC for Spring 2007.

Students who had graduated in Fall 2006 (row 2) were later removed from the initial population.¹⁹ Similarly, students who enrolled at some point later in Spring--who were not contacted for this survey--were also removed from the initial non-returning population (row 3). The adjusted population includes all students from the initial population who were unaffected by these two conditions.

The entire population was used as a contact pool for interviewers, and the sample (row 6) equates to the total valid responses obtained. For 2007 we see that the total responses obtained from non-returning students and affiliates (typically parents or spouses of the students) cumulatively represented 55% of the adjusted population (row 5).²⁰

The groups in rows 7 – 15 show how the sample is divided and subdivided, according to the responses received on the survey. The four main groups are:

1. Enrolled spring
2. Transfers
3. Mission/military/foreign aid
4. Dropped out

¹⁹ For these students there were no means of determining that they had graduated at the time the population was extracted. Therefore, these graduates were removed from the initial population when adequate graduate data became available.

²⁰ The survey was designed in such a way that either (1) the student could respond for his/herself, or (2) some affiliate of the student (relative or housemate) could respond on the student’s behalf. The population and sample were broken out by student and affiliate responses to allow for more accurate comparability between the 2007 and the 2006 survey results (see Exhibit 1).

“Enrolled Spring” includes students from the population who were interviewed as non-returning, but subsequently enrolled later in the semester. “Transferred” either indicates they planned on transferring, or in survey Q.3 (see Exhibit 15) the student’s relative or associate indicated the student was transferring. “Mission/Military/Foreign Aid Service” includes students who indicated (or whose associate indicated) they were embarking on religious or other service. The rest of the sample is considered drop outs because they have left UVSC for reasons other than to continue their education elsewhere, or to enter religious/national service.

The groups on rows 12 – 15 provide further detail on the drop out students including: whether or not they intended to return to UVSC in the future (rows 12-13), and whether the student responded that they were enrolled or planned to enroll for Spring 2007 (row 14).

For this report, the same grouping methodology was performed on the Fall 2005 – Spring 2006 population data set (columns 4-6). The percentages shown in columns 7-12 represent percentages of the initial population (rows 1 – 4), and percentages of the sample (rows 6 – 15).

Exhibit 1: Non-returning Population and Sample Groups Breakout, Fall '06 – Spring '07²¹

	1		2		3		4		5		6		7		8		9		10		11		12		
	2007		2006		2007		2006		2007		2006		2007		2006		2007		2006		2007		2006		2007
	Student	Affiliate	Both	Student	Affiliate	Both	Student	Affiliate	Both	Student	Affiliate	Both	Student	Affiliate	Both	Student	Affiliate	Both	Student	Affiliate	Both	Student	Affiliate	Both	
1 All NRS Students			5530			4933									100%									100%	
2 Graduates (Fall '06/'05)			554			634									10%									13%	
3 Enrolled in Spring '07/'06 (not surveyed)			389			189									7%									5%	
4 Adjusted Cohort			4587			4110									83%									82%	
5 Sample as % of Adj. Cohort	38%	16%	55%	26%	21%	48%																			
6 Effective Sample (Survey Respondents)	1757	754	2511	1078	900	1978	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
7 Enrolled Spring	116	29	145	104	36	140	6.6%	3.8%	5.8%	9.6%	4.0%	7.1%													
8 Transferred	474	94	568	185	127	312	27.0%	12.5%	22.6%	17.2%	14.1%	15.8%													
9 Mission-Military-Foreign Aid Service	118	97	215	60	88	148	6.7%	12.9%	8.6%	5.6%	9.8%	7.5%													
10 Trans & Miss-Mil-FA Overlapping	42	0	42	8	0	8	2.4%	0.0%	1.7%	0.7%	0.0%	0.4%													
11 Dropped Out	1007	534	1541	721	649	1370	57.3%	70.8%	61.4%	66.9%	72.1%	69.3%													
12 Plans to Return	770	0	770	415	0	415	43.8%	0.0%	30.7%	38.5%	0.0%	21.0%													
13 Does Not Plan on Returning	171	0	171	105	0	105	9.7%	0.0%	6.8%	9.7%	0.0%	5.3%													
14 Indicated Enrolled or Enrolling - but didn't Enroll	51	0	51	146	0	146	2.9%	0.0%	2.0%	13.5%	0.0%	7.4%													
15 Others (Dropped Out)	15	534	549	55	649	704	0.9%	70.8%	21.9%	5.1%	72.1%	35.6%													

Class Standing Differences

Exhibit 2 shows the information from Exhibit 1 expanded and broken out by class level; thus, columns 6, 11, and 16 from Exhibit 2 are respectively similar to columns 1, 2, and 3 from Exhibit 1.

²¹ For both years, the basic sample sizes obtained were well above the number of students that typically would be required to accurately generalize the sample to the population on a 95% confidence interval.

Exhibit 2: Population and Sample Groups, by Class level (Survey Responses)

1	2007														
	Student					Affiliate					Both				
	FR	SO	JR	SR	All	FR	SO	JR	SR	All	FR	SO	JR	SR	All
2	Initial Cohort														
3	Graduates (Fall '06)														
4	Enrolled in Spring '07 (not surveyed)														
5	Adjusted Cohort														
6	19%	8%	6%	6%	38%	10%	3%	2%	2%	16%	29%	11%	8%	7%	55%
7	35%	15%	10%	10%	70%	17%	6%	4%	3%	30%	52%	20%	14%	13%	100%
8	36%	40%	42%	42%	38%	18%	16%	15%	14%	16%	54%	56%	57%	56%	55%
9	876	367	261	253	1757	436	143	92	83	754	1312	510	353	336	2511
10	58	18	15	25	116	15	9	1	4	29	73	27	16	29	145
11	214	120	83	57	474	58	26	9	1	94	272	146	92	58	568
12	89	12	10	7	118	73	11	8	5	97	162	23	18	12	215
13	35	4	2	1	42						35	4	2	1	42
14	480	213	151	163	1007	290	97	74	73	534	770	310	225	236	1541
15	359	190	115	106	770						359	190	115	106	770
16	86	13	27	45	171						86	13	27	45	171
17	27	7	7	10	51						27	7	7	10	51
18	8	3	2	2	15	290	97	74	73	534	298	100	76	75	549

18	2006														
	Student					Affiliate					Both				
	FR	SO	JR	SR	All	FR	SO	JR	SR	All	FR	SO	JR	SR	All
19	Initial Cohort														
20	Graduates (Fall '05)														
21	Enrolled in Spring '06 (not surveyed)														
22	Adjusted Cohort														
23	10%	7%	5%	5%	26%	10%	6%	3%	3%	22%	19%	13%	8%	7%	48%
24	20%	15%	10%	10%	54%	20%	13%	7%	6%	46%	40%	28%	17%	15%	100%
25	21%	30%	29%	33%	26%	21%	25%	22%	19%	22%	43%	54%	51%	52%	48%
26	404	296	188	190	1078	397	249	142	112	900	801	545	330	302	1978
27	30	27	11	36	104	13	9	4	10	36	43	36	15	46	140
28	66	59	38	22	185	39	41	29	18	127	105	100	67	40	312
29	39	17	3	1	60	58	18	8	4	88	97	35	11	5	148
30	4	4			8						4	4			8
31	265	189	136	131	721	287	181	101	80	649	552	370	237	211	1370
32	154	129	80	52	415						154	129	80	52	415
33	34	11	15	45	105						34	11	15	45	105
34	60	39	29	18	146						60	39	29	18	146
35	17	10	12	16	55	287	181	101	80	649	304	191	113	96	704

Exhibit 3 shows the numbers from Exhibit 3, represented as percentages of responses in the sample (rows 5 – 14), or as percentages of students in the population (rows 1 – 4).

Exhibit 3: Population and Sample Groups, by Class level (Proportionality Percentages)

1	2007															2006														
	Student					Affiliate					Both (affiliate + student)					Student					Affiliate					Both (affiliate + student)				
	FR	SO	JR	SR	All	FR	SO	JR	SR	All	FR	SO	JR	SR	All	FR	SO	JR	SR	All	FR	SO	JR	SR	All	FR	SO	JR	SR	All
1											100%	100%	100%	100%	100%											100%	100%	100%	100%	100%
2											0.0%	5.9%	10.8%	37.4%	10.0%											0.3%	21.7%	42.1%	12.9%	
3											6.3%	7.8%	8.7%	6.9%	7.0%											4.2%	4.1%	4.4%	2.4%	3.8%
4											93.7%	86.3%	80.5%	55.7%	82.9%											95.8%	95.6%	73.9%	55.5%	83.3%
5	Effective Sample (Survey Respondents)										100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
6	Enrolled Spring										6.6%	4.9%	5.7%	9.9%	6.6%	3.4%	6.3%	1.1%	4.8%	3.8%	5.6%	5.3%	4.5%	8.6%	5.8%	7.4%	9.1%	5.9%	18.9%	9.6%
7	Transfers										24.4%	32.7%	31.8%	22.5%	27.0%	13.3%	18.2%	9.8%	1.2%	12.5%	20.7%	28.6%	26.1%	17.3%	22.6%	16.3%	19.9%	20.2%	11.6%	17.2%
8	Mission/Military/Foreign Aid Service										10.2%	3.3%	3.8%	2.8%	6.7%	16.7%	7.7%	8.7%	6.0%	12.9%	12.3%	4.5%	5.1%	3.6%	8.6%	9.7%	5.7%	1.6%	0.5%	5.6%
9	Trans & Miss/Mil/FA Overlapping										4.0%	1.1%	0.8%	0.4%	2.4%						2.7%	0.8%	0.6%	0.3%	1.7%	1.0%	1.4%		0.7%	
10	Dropped Out										54.8%	58.0%	57.9%	64.4%	57.3%	66.5%	67.8%	80.4%	88.0%	70.8%	58.7%	60.8%	63.7%	70.2%	61.4%	65.6%	63.9%	72.3%	68.9%	66.9%
11	Plans to Return										41.0%	51.8%	44.1%	41.9%	43.8%						27.4%	37.3%	32.6%	31.5%	30.7%	38.1%	43.6%	42.6%	27.4%	38.5%
12	Does Not Plan on Returning										9.8%	3.5%	10.3%	17.8%	9.7%						6.6%	2.5%	7.6%	13.4%	6.8%	8.4%	3.7%	8.0%	23.7%	9.7%
13	Indicated Enrolled or Enrolling - but didn't Enroll										3.1%	1.9%	2.7%	4.0%	2.9%						2.1%	1.4%	2.0%	3.0%	2.0%	14.9%	13.2%	15.4%	9.5%	13.5%
14	Others (Dropped Out)										0.9%	0.8%	0.8%	0.8%	0.9%	66.5%	67.8%	80.4%	88.0%	70.8%	22.7%	19.6%	21.5%	22.3%	21.9%	4.2%	3.4%	6.4%	8.4%	5.1%

Exhibit 4 shows the changes in sample group proportionalities from Spring 2006 to Spring 2007. It is based on the numbers from both tables (2007 and 2006) in Exhibit 3; however, the “enrolled spring”, “indicated enrolled or enrolling”, and “dropped out [total]” rows are omitted. For example, the proportion of student respondents who were freshmen in the “transfers” group (row 2) was 6% higher in 2007 than it was in 2006.

Column 7 of Exhibit 4 is simply a non-weighted average of all four class levels. This allows for a benchmark to evaluate by how much the class level students’ change was higher or lower than the average for all four class levels.

Exhibit 4: Changes on Group Proportion Percentages, from Spring '06 to Spring '07

1	Change from 2006 to 2007																			
	Student										Affiliate					Both				
	FR	SO	JR	SR	All	AVG	All'07	FR	SO	JR	SR	All	AVG	All'07	FR	SO	JR	SR	AVG	All'07
2	6.0%	9.4%	9.1%	10.0%	7.5%	8.6%	29.8%	3.6%	2.3%	-11.1%	-16.4%	-1.7%	-5.4%	13.0%	7.4%	9.4%	4.5%	2.7%	6.0%	24.5%
3	-1.2%	-3.9%	2.2%	2.5%	0.2%	-0.1%	7.4%	2.2%	0.7%	3.0%	2.4%	3.2%	2.1%	13.4%	-0.5%	-2.6%	1.6%	1.9%	0.1%	9.3%
4	3.2%	-0.6%	0.8%	0.5%	1.7%	1.0%	2.6%								2.3%	0.0%	0.6%	0.3%	0.8%	1.8%
5	-3.7%	-0.5%	-5.9%	10.4%	-1.7%	0.1%	48.4%								7.6%	12.5%	6.9%	13.8%	10.2%	33.3%
6	0.0%	-1.0%	1.2%	-12.4%	-1.9%	-3.1%	10.8%								2.2%	0.4%	2.9%	-3.8%	0.4%	7.4%
7	-4.4%	-3.5%	-7.3%	-10.8%	-5.7%	-6.5%	0.9%	-5.9%	-3.0%	8.1%	14.0%	-1.5%	3.3%	73.7%	-19.0%	-19.6%	-16.5%	-15.1%	-17.5%	23.7%

Reasons for Leaving

Exhibit 5 shows various information-elements for responses to question 21 in the survey.²² The percentages shown in columns 6-9 are the percentages of item responses cited as major reasons for leaving—the percentages given are proportions of total responses for each respective class level. Column 3 shows the average percentage for all class levels in 2007. Column 4 shows the equivalent average percentage for 2006; and columns 10-13 provide the respective class level percentages that constitute that average. Columns 14-17 show the changes in class level averages from 2006 to 2007; and finally, column 2 shows the rank of overall average proportions (from column 3.)

Exhibit 5: Reasons for Leaving—Cited as Major Reasons

1	2	3	4	5	6				7				8			
					2007				2006				Change to 2007			
Item	Rank	'07 avg	'06 avg	Ch. Avg	FR	SO	JR	SR	FR	SO	JR	SR	FR	SO	JR	SR
1 Courses/programs not available	3	13.8%	12.9%	0.9%	5.0%	14.4%	16.6%	19.0%	8.6%	13.6%	17.8%	11.5%	-3.6%	0.8%	-1.2%	7.6%
2 Courses not available at convenient times	6	10.3%			4.1%	9.3%	13.8%	14.1%								
3 Courses not available at convenient places	14	3.0%			1.9%	2.0%	4.5%	3.7%								
4 Dissatisfied with quality of instruction from faculty	11	4.8%	5.6%	-0.8%	4.3%	5.1%	6.9%	3.0%	7.8%	5.7%	4.1%	4.9%	-3.5%	-0.6%	2.8%	-1.9%
5 Dissatisfied with helpfulness of faculty/staff	12	4.1%			3.3%	4.0%	6.1%	3.0%								
6 Accessibility of instructors	15	2.4%	2.7%	-0.3%	2.5%	1.7%	4.0%	1.5%	5.4%	2.6%	2.1%	0.8%	-2.8%	-0.9%	2.0%	0.7%
7 Dissatisfaction with accommodations for disabled	19	0.7%	0.8%	-0.1%	0.7%	0.8%	0.0%	1.1%	0.8%	0.5%	0.0%	1.7%	-0.2%	0.3%	0.0%	-0.6%
8 Dissatisfied with student systems (Banner/UVLink)	17	1.6%	3.1%	-1.5%	2.5%	2.0%	0.8%	1.1%	2.9%	2.6%	2.7%	4.1%	-0.4%	-0.7%	-1.9%	-2.9%
9 No jobs available on campus	20	0.6%	1.5%	-0.9%	0.5%	0.3%	0.8%	0.7%	1.7%	2.2%	0.7%	1.7%	-1.1%	-1.9%	0.1%	-0.9%
10 Lack of student housing near campus	22	0.4%	0.6%	-0.2%	0.9%	0.3%	0.0%	0.4%	0.8%	1.1%	0.7%	0.0%	0.1%	-0.8%	-0.7%	0.4%
11 Dissatisfied with student services	13	3.3%	2.7%	0.6%	2.5%	3.1%	4.5%	3.0%	4.2%	3.8%	2.1%	0.9%	-1.6%	-0.6%	2.4%	2.1%
12 Schedule conflicts with work	1	21.3%			18.4%	23.5%	25.5%	17.9%								
13 Insufficient financial aid	4	13.2%			17.9%	15.9%	11.7%	7.5%								
14 Insufficient employment	16	2.0%			2.1%	2.3%	1.6%	1.9%								
15 Racial/ethnic/gender discrimination	21	0.6%	0.3%	0.2%	0.4%	1.4%	0.4%	0.0%	0.9%	0.5%	0.0%	0.0%	-0.5%	0.9%	0.4%	0.0%
16 Socially isolated	18	1.3%	0.9%	0.4%	1.3%	2.0%	0.8%	1.1%	1.7%	0.5%	1.4%	0.0%	-0.4%	1.4%	-0.5%	1.1%
17 Illness, death or illness in family	10	5.3%	3.5%	1.8%	6.7%	7.4%	2.8%	4.5%	6.0%	2.7%	2.1%	3.4%	0.7%	4.7%	0.8%	1.1%
18 Change in marital status	7	6.5%	5.0%	1.5%	6.6%	7.6%	8.1%	3.7%	7.5%	4.8%	6.1%	1.6%	-0.9%	2.8%	2.0%	2.1%
19 Family responsibilities or child care	2	15.1%	13.9%	1.2%	7.9%	18.4%	19.0%	14.9%	13.2%	18.2%	13.1%	10.9%	-5.3%	0.1%	5.9%	4.0%
20 Unsure about educational goals	8	6.5%	4.9%	1.6%	6.7%	8.2%	8.1%	3.0%	6.8%	7.0%	4.8%	0.9%	-0.1%	1.2%	3.3%	2.1%
21 Stress of college	9	5.7%	4.3%	1.4%	5.9%	6.5%	5.3%	5.2%	5.1%	5.5%	5.0%	1.7%	0.8%	1.1%	0.3%	3.5%
22 Other	5	11.0%	17.0%	-6.0%	11.7%	9.0%	10.1%	13.1%	18.2%	8.1%	25.0%	16.7%	-6.4%	1.0%	-14.9%	-3.5%

²² See the survey form (Exhibit 14 on page 10 of Expanded Report) question 21 for reference.

Exhibit 6 is identical to Exhibit 5 except for the fact that it shows percentages and other statistics related to students citing items as minor reasons for leaving as oppose to major reasons for leaving (see Exhibit 14, question 21).

Exhibit 6: Reasons for Leaving—Cited as Minor Reasons

1	2	3	4	5	2007				2006				Change to 2007			
					FR	SO	JR	SR	FR	SO	JR	SR	FR	SO	JR	SR
1 Courses/programs not available	6	8.7%	9.9%	-1.2%	7.8%	9.3%	9.7%	7.8%	11.5%	8.4%	12.3%	7.4%	-3.7%	0.9%	-2.6%	0.5%
2 Courses not available at convenient times	3	12.2%			10.6%	13.3%	15.8%	9.3%								
3 Courses not available at convenient places	12	5.7%			5.0%	7.9%	5.3%	4.8%								
4 Dissatisfied with quality of instruction from faculty	8	7.9%	11.8%	-3.9%	7.2%	8.8%	8.9%	6.7%	9.4%	15.5%	12.3%	9.8%	-2.2%	-6.8%	-3.4%	-3.1%
5 Dissatisfied with helpfulness of faculty/staff	9	7.9%			8.0%	9.6%	9.3%	4.5%								
6 Accessibility of instructors	7	8.0%	7.8%	0.3%	5.6%	9.3%	10.1%	7.1%	9.1%	7.3%	4.9%	9.8%	-3.5%	2.0%	5.3%	-2.7%
7 Dissatisfaction with accommodations for disabled	20	1.6%	2.8%	-1.1%	1.7%	2.5%	0.4%	1.9%	4.2%	3.2%	3.6%	0.0%	-2.5%	-0.7%	-3.2%	1.9%
8 Dissatisfied with student systems (Banner/UVLink)	10	6.0%	7.2%	-1.2%	3.7%	6.5%	7.7%	6.0%	6.3%	5.3%	11.5%	5.7%	-2.5%	1.2%	-3.8%	0.3%
9 No jobs available on campus	19	2.4%	2.9%	-0.5%	2.0%	2.8%	3.2%	1.5%	3.7%	1.1%	2.7%	4.2%	-1.7%	1.7%	0.5%	-2.7%
10 Lack of student housing near campus	18	2.4%	2.3%	0.1%	2.3%	3.1%	3.2%	1.1%	2.9%	2.1%	3.4%	0.8%	-0.6%	1.0%	-0.2%	0.3%
11 Dissatisfied with student services	13	4.6%	4.1%	0.5%	4.1%	5.7%	5.7%	3.0%	7.1%	4.3%	3.5%	1.7%	-2.9%	1.4%	2.2%	1.3%
12 Schedule conflicts with work	2	13.2%			13.1%	15.3%	12.1%	12.3%								
13 Insufficient financial aid	5	11.4%			12.0%	13.9%	11.3%	8.2%								
14 Insufficient employment	15	3.8%			3.7%	3.4%	4.9%	3.4%								
15 Racial/ethnic/gender discrimination	21	0.7%	1.3%	-0.6%	0.3%	1.7%	0.4%	0.4%	0.4%	1.6%	2.1%	0.8%	-0.2%	0.1%	-1.7%	-0.5%
16 Socially isolated	17	3.1%	3.4%	-0.3%	2.5%	4.0%	3.6%	2.2%	3.8%	3.8%	3.4%	2.5%	-1.3%	0.2%	0.3%	-0.2%
17 Illness, death or illness in family	14	3.9%	3.7%	0.2%	3.6%	3.7%	4.0%	4.1%	4.7%	3.8%	2.8%	3.4%	-1.1%	-0.1%	1.3%	0.7%
18 Change in marital status	16	3.3%	2.3%	1.0%	1.7%	5.7%	3.2%	2.6%	0.8%	2.7%	3.4%	2.4%	0.9%	3.0%	-0.2%	0.2%
19 Family responsibilities or child care	11	5.7%	5.5%	0.3%	4.7%	6.2%	6.5%	5.6%	4.3%	9.4%	4.8%	3.4%	0.4%	-3.2%	1.7%	2.2%
20 Unsure about educational goals	4	11.5%	9.5%	2.1%	14.3%	13.9%	10.1%	7.8%	17.9%	9.2%	9.0%	1.7%	-3.6%	4.7%	1.2%	6.1%
21 Stress of college	1	13.8%	11.2%	2.6%	16.8%	15.9%	13.8%	9.0%	14.8%	11.5%	12.8%	5.9%	2.0%	4.4%	1.0%	3.1%
22 Other	22	0.5%	2.0%	-1.4%	1.1%	0.6%	0.0%	0.4%	1.0%	3.2%	3.6%	0.0%	0.1%	-2.6%	-3.6%	0.4%

Exhibit 7 is identical to Exhibits 5 and 6 except that it shows percentages and other statistics related to the frequency of all reasons cited as major or minor reasons for leaving (see Exhibit 14, question 21, on pages 11-12 of the Expanded Report).

Exhibit 7: Reasons for Leaving—Cited as Major OR Minor Reasons

1	2	3	4	5	2007				2006				Change to 2007			
					FR	SO	JR	SR	FR	SO	JR	SR	FR	SO	JR	SR
1 Courses/programs not available	4	22.4%	22.8%	-0.3%	12.8%	23.7%	26.3%	26.9%	20.1%	22.0%	30.1%	18.9%	-7.3%	1.7%	-3.8%	8.0%
2 Courses not available at convenient times	3	22.6%			14.7%	22.7%	29.6%	23.4%								
3 Courses not available at convenient places	14	8.7%			6.8%	9.9%	9.7%	8.6%								
4 Dissatisfied with quality of instruction from faculty	8	12.7%	17.4%	-4.7%	11.5%	13.8%	15.8%	9.7%	17.2%	21.2%	16.4%	14.6%	-5.7%	-7.4%	-0.6%	-5.0%
5 Dissatisfied with helpfulness of faculty/staff	9	11.9%			11.4%	13.6%	15.4%	7.4%								
6 Accessibility of instructors	11	10.5%	10.5%	0.0%	8.2%	11.0%	14.2%	8.6%	14.5%	9.9%	6.9%	10.7%	-6.3%	1.1%	7.2%	-2.1%
7 Dissatisfaction with accommodations for disabled	21	2.3%	3.5%	-1.2%	2.4%	3.4%	0.4%	3.0%	5.1%	3.8%	3.6%	1.7%	-2.7%	-0.4%	-3.2%	1.3%
8 Dissatisfied with student systems (Banner/UVLink)	16	7.6%	10.3%	-2.7%	6.3%	8.5%	8.5%	7.1%	9.2%	7.9%	14.2%	9.8%	-2.9%	0.6%	-5.7%	-2.7%
9 No jobs available on campus	19	3.0%	4.5%	-1.5%	2.5%	3.1%	4.0%	2.2%	5.4%	3.2%	3.4%	5.8%	-2.8%	-0.1%	0.6%	-3.6%
10 Lack of student housing near campus	20	2.8%	3.0%	-0.1%	3.2%	3.4%	3.2%	1.5%	3.7%	3.2%	4.1%	0.8%	-0.5%	0.2%	-0.9%	0.7%
11 Dissatisfied with student services	15	7.9%	6.9%	1.0%	6.7%	8.8%	10.1%	6.0%	11.3%	8.1%	5.6%	2.6%	-4.6%	0.7%	4.6%	3.4%
12 Schedule conflicts with work	1	34.6%			31.6%	38.8%	37.7%	30.2%								
13 Insufficient financial aid	2	24.6%			29.9%	29.7%	23.1%	15.7%								
14 Insufficient employment	17	5.8%			5.9%	5.7%	6.5%	5.2%								
15 Racial/ethnic/gender discrimination	22	1.2%	1.6%	-0.4%	0.7%	3.1%	0.8%	0.4%	1.3%	2.2%	2.1%	0.8%	-0.6%	1.0%	-1.3%	-0.5%
16 Socially isolated	18	4.4%	4.3%	0.1%	3.9%	5.9%	4.5%	3.4%	5.5%	4.3%	4.7%	2.5%	-1.6%	1.6%	-0.3%	0.9%
17 Illness, death or illness in family	13	9.2%	7.2%	2.0%	10.3%	11.0%	6.9%	8.6%	10.7%	6.5%	4.9%	6.7%	-0.4%	4.6%	2.0%	1.9%
18 Change in marital status	12	9.8%	7.4%	2.5%	8.3%	13.3%	11.3%	6.3%	8.3%	7.5%	9.5%	4.1%	0.0%	5.8%	1.8%	2.3%
19 Family responsibilities or child care	5	20.8%	19.3%	1.5%	12.6%	24.6%	25.5%	20.5%	17.5%	27.6%	17.9%	14.3%	-4.9%	-3.0%	7.6%	6.2%
20 Unsure about educational goals	7	18.0%	14.3%	3.7%	21.0%	22.1%	18.2%	10.8%	24.8%	16.2%	13.8%	2.6%	-3.7%	5.9%	4.4%	8.2%
21 Stress of college	6	19.6%	15.5%	4.0%	22.7%	22.4%	19.0%	14.2%	19.8%	16.9%	17.7%	7.6%	2.8%	5.4%	1.3%	6.6%
22 Other	10	11.5%	18.9%	-7.4%	12.8%	9.6%	10.1%	13.5%	19.2%	11.3%	28.6%	16.7%	-6.3%	-1.7%	-18.5%	-3.2%

Purpose for Enrolling

Exhibit 8 shows responses to survey question 9. Responses for 2007 are compared with those of 2006.

Exhibit 8: Self Reported Purpose for Enrolling at UVSC ('06-'07 sample, and '05-'06 sample)

	'06-'07					'05-'06					Change to 2007				
	FR	SO	JR	SR	Avg	FR	SO	JR	SR	Avg	FR	SO	JR	SR	Avg
1 Certificate/Diploma	5.2%	5.1%	2.2%	3.4%	4.0%	5.9%	5.1%	2.6%	5.6%	4.8%	-0.7%	0.1%	-0.4%	-2.2%	-0.8%
2 Associates Degree	23.7%	36.3%	31.0%	14.1%	26.3%	31.7%	30.8%	47.4%	17.7%	31.9%	-8.0%	5.5%	-16.4%	-3.6%	-5.6%
3 Bachelors Degree	38.3%	39.3%	49.4%	65.4%	48.1%	28.8%	41.9%	34.5%	66.0%	42.8%	9.5%	-2.6%	14.9%	-0.7%	5.3%
4 Gen Ed, then Transfer	12.1%	11.9%	8.1%	5.1%	9.3%	13.7%	8.6%	6.7%	3.3%	8.0%	-1.5%	3.3%	1.4%	1.8%	1.3%
5 Personal Interest	10.0%	3.8%	4.4%	6.2%	6.1%	14.0%	11.1%	6.7%	3.7%	8.9%	-4.0%	-7.3%	-2.3%	2.5%	-2.8%
6 College Credit During High School	0.4%	0.0%	0.0%	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.3%	0.2%
7 Take Courses While Attend Other College	0.3%	0.0%	0.0%	0.6%	0.2%	0.4%	0.0%	0.5%	1.4%	0.6%	-0.1%	0.0%	-0.5%	-0.8%	-0.4%
8 Other	10.1%	3.5%	4.8%	5.1%	5.9%	5.5%	2.5%	1.5%	2.3%	3.0%	4.6%	1.0%	3.3%	2.7%	2.9%

Transfers

Exhibit 9 shows responses to survey question 19. Responses for 2007 are compared with those of 2006.

Exhibit 9: Intended Transfer Institutions

	1	2	3	4	5	2007				2006				Class Standing Spread'06	Class Standing Spread'07	Spread Ch.'07-'06	Ch. To 2007			
						FR	SO	JR	SR	FR	SO	JR	SR				FR	SO	JR	SR
1 Don't Really Know	4	12.1%	12.9%	-0.8%	9.7%	11.6%	10.3%	16.9%	13.9%	12.9%	3.0%	21.7%	7.2%	18.7%	-11.5%	-4.2%	-1.3%	7.3%	-4.8%	
2 Other School	1	25.9%	20.5%	5.4%	32.7%	19.8%	23.0%	28.2%	27.8%	32.3%	9.1%	13.0%	12.8%	23.2%	-10.3%	4.9%	-12.4%	13.9%	15.1%	
3 Brigham Young University (BYU)	2	21.2%	25.1%	-3.9%	19.4%	23.1%	25.3%	16.9%	13.9%	16.1%	48.5%	21.7%	8.4%	34.6%	-26.2%	5.5%	7.0%	-23.2%	-4.8%	
4 BYU Idaho	8	2.1%	3.3%	-1.2%	1.0%	3.3%	1.1%	2.8%	2.8%	0.0%	6.1%	4.3%	2.3%	6.1%	-3.8%	-1.8%	3.3%	-4.9%	-1.5%	
5 Dixie State College	10	1.6%	1.4%	0.2%	2.0%	1.7%	1.1%	1.4%	5.6%	0.0%	0.0%	0.0%	0.9%	5.6%	-4.7%	-3.5%	1.7%	1.1%	1.4%	
6 LDS Business School	11	0.1%	0.8%	-0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	3.2%	0.0%	0.0%	0.5%	3.2%	-2.7%	0.5%	-3.2%	0.0%	0.0%	
7 Salt Lake Community College	5	7.9%	11.8%	-3.9%	10.2%	9.1%	8.0%	4.2%	16.7%	12.9%	9.1%	8.7%	6.0%	8.0%	-2.0%	-6.5%	-3.8%	-1.0%	-4.5%	
8 Southern Utah University	9	1.8%	0.0%	1.8%	1.5%	1.7%	1.1%	2.8%	0.0%	0.0%	0.0%	0.0%	1.7%	0.0%	1.7%	1.5%	1.7%	1.1%	2.8%	
9 University of Utah	3	15.6%	11.5%	4.1%	12.2%	17.4%	17.2%	15.5%	11.1%	9.7%	12.1%	13.0%	5.1%	3.4%	1.7%	1.1%	7.7%	5.1%	2.4%	
10 Utah State University	6	6.9%	4.8%	2.1%	5.6%	9.1%	4.6%	8.5%	5.6%	3.2%	6.1%	4.3%	4.5%	2.8%	1.7%	0.1%	5.9%	-1.5%	4.1%	
11 Weber State University	7	4.8%	7.9%	-3.1%	5.1%	3.3%	8.0%	2.8%	2.8%	9.7%	6.1%	13.0%	5.2%	10.3%	-5.0%	2.3%	-6.4%	2.0%	-10.2%	

Exhibit 10 shows the proportions of reasons non-returning students gave for wanting to transfer institutions.

Exhibit 10: Reasons for Transferring

	1	2	3	4	5	2007				2006				Class Standing Spread'06	Class Standing Spread'07	Spread Ch.'07-'06	Ch. To 2007			
						FR	SO	JR	SR	FR	SO	JR	SR				FR	SO	JR	SR
1 Don't Know Why	9	1.1%	1.7%	-0.6%	1.7%	0.0%	1.2%	1.4%	6.9%	0.0%	0.0%	0.0%	1.7%	6.9%	-5.2%	-5.2%	0.0%	1.2%	1.4%	
2 Program Unavailable at UVSC	1	40.9%	22.5%	18.4%	27.0%	31.4%	45.3%	60.0%	17.2%	19.2%	25.9%	27.8%	33.0%	10.5%	22.5%	9.8%	12.1%	19.4%	32.2%	
3 Better Program	3	10.7%	12.7%	-2.0%	12.1%	16.9%	8.1%	5.7%	0.0%	19.2%	25.9%	5.6%	11.2%	25.9%	-14.7%	12.1%	-2.3%	-17.8%	0.2%	
4 Unknown/Other	6	5.2%	5.6%	-0.5%	5.7%	5.9%	4.7%	4.3%	0.0%	7.7%	3.7%	11.1%	1.6%	11.1%	-9.5%	5.7%	-1.8%	0.9%	-6.8%	
5 Personal Preference	7	2.6%	11.3%	-8.6%	2.3%	4.2%	1.2%	2.9%	20.7%	7.7%	11.1%	5.6%	3.1%	15.1%	-12.1%	-18.4%	-3.5%	-9.9%	-2.7%	
6 Bad Experience at UVSC	8	2.5%	11.0%	-8.4%	3.4%	1.7%	3.5%	1.4%	13.8%	11.5%	7.4%	11.1%	2.1%	6.4%	-4.3%	-10.3%	-9.8%	-3.9%	-9.7%	
7 Cheaper/Other Benefits	4	10.2%	11.9%	-1.7%	14.4%	11.9%	11.6%	2.9%	10.3%	7.7%	7.4%	22.2%	11.5%	14.8%	-3.3%	4.0%	4.2%	4.2%	-19.4%	
8 Moving/Location	2	20.4%	21.9%	-1.5%	31.0%	22.0%	18.6%	10.0%	31.0%	26.9%	18.5%	11.1%	21.0%	19.9%	1.1%	0.0%	-4.9%	0.1%	-1.1%	
9 Class Availability-Administrative Problems	5	6.4%	1.4%	5.0%	2.3%	5.9%	5.8%	11.4%	0.0%	0.0%	0.0%	5.6%	9.1%	5.6%	3.6%	2.3%	5.9%	5.8%	5.9%	

Other Items

Exhibit 11 shows percentages of question responses to other questions in the survey that have not been addressed elsewhere in this report.

Exhibit 11: Other Survey Items, 2007

Question	Scale/Criteria					
	Excellent	Very Good	Good	Poor	Very Poor	
How would you rate your educational experience at UVSC?	31%	49%	14%	4%	1%	
How would you rate your degree of affinity with UVSC?	12%	35%	37%	11%	6%	
	None	1-10 Hrs	11-20 Hrs	21-30 Hrs	31-40 Hrs	Over 40Hrs
How many hours per week did you work while attending UVSC?	9%	4%	13%	20%	27%	27%
	Very Related	Somewhat Related	Somewhat Unrelated	Completely Unrelated		
How related was your work to your major?	23%	14%	7%	57%		
	Student Employee	Work Study Student	Neither			
Did you work on campus as an employee/work study?	5%	2%	93%			
	Yes	No				
Did your parents or relatives provide financial support for UVSC?	29%	71%				
	single, never married	married	divorced	other		
What is your marital status?	54%	42%	3%	1%		
	No Children	One	Two	Three	Four	Five or More
How many children do you support at home?	70%	11%	9%	5%	2%	2%
	off-campus room/apt	parents /relatives home	own home			
What were your living arrangements while attending UVSC?	50%	24%	26%			

Future Correspondence/Open Ended Recommendations

Exhibit 12 shows percentages of responses to questions regarding receptiveness to future contact efforts and interest in alternative learning methods.

Exhibit 12: Responses to Future Retention Efforts and/or Alternative Learning Options

May we contact you about your needs/problems mentioned in this survey?		FR	JR	SO	SR
1	Yes	41.1%	46.9%	47.3%	43.5%
2	No	58.9%	53.1%	52.7%	56.5%

Would you like information regarding any of the following that can help you complete your degree at UVSC?		FR	JR	SO	SR
3	No	76.0%	78.2%	75.2%	82.1%
4	Yes-Online Classes	20.6%	17.1%	20.3%	14.1%
5	Yes-Evening/Weekend Classes	2.8%	3.9%	2.8%	3.1%
6	Yes-Off-Campus Programs	0.7%	0.8%	1.7%	0.6%

Exhibit 13 provides information on the responses to survey questions 37 and 39. These questions were open ended. The responses were assessed and then categorized into 17 themes (see rows 1 – 17).

Exhibit 13: Recommendations Responses—survey Q.37 and Q.39²³

Recommendations	37Rk	39Rk	37Avg	39Avg	Diff (5-4)	Q37: Would help me continue at UVSC				Q39: Recommend for UVSC to improve				Difference (Q39 - Q37)			
						FR	SO	JR	SR	FR	SO	JR	SR	FR	SO	JR	SR
<i>n</i>						113	70	63	94	245	147	131	189				
1 Provide Money/Reduce Fees	1	6	28.7%	7.4%	-21.3%	35.4%	37.1%	25.4%	17.0%	12.7%	6.1%	7.6%	3.2%	-22.7%	-31.0%	-17.8%	-13.8%
2 Offer Classes/Class Availability	2	2	13.5%	13.2%	-0.3%	8.0%	14.3%	19.0%	12.8%	10.2%	12.9%	16.0%	13.8%	2.2%	-1.4%	-3.0%	1.0%
3 Advisors - More Attentive/Helpful	12	10	2.3%	4.2%	2.0%	1.8%	1.4%	4.8%	1.1%	3.3%	8.2%	2.3%	3.2%	1.5%	6.7%	-2.5%	2.1%
4 Faculty Issues - Problems, Dissatisfaction	10	4	3.1%	10.9%	7.7%	1.8%	2.9%	4.8%	3.2%	11.0%	10.2%	12.2%	10.1%	9.3%	7.3%	7.5%	6.9%
5 Offer/Expand Online Classes	8	7	4.4%	7.2%	2.8%	5.3%	2.9%	6.3%	3.2%	4.9%	8.8%	11.5%	3.7%	-0.4%	6.0%	5.1%	0.5%
6 Become a University	9	8	3.2%	5.5%	2.2%	0.9%	1.4%	3.2%	7.4%	4.5%	4.8%	8.4%	4.2%	3.6%	3.3%	5.2%	-3.2%
7 Help with My Career/Finding Employment	13	13	1.7%	0.0%	-1.7%	0.0%	1.4%	0.0%	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-1.4%	0.0%	-5.3%
8 Trivial Administrative Questions (e.g. Provide Information)	4	13	8.3%	0.0%	-8.3%	13.3%	7.1%	6.3%	6.4%	0.0%	0.0%	0.0%	0.0%	-13.3%	-7.1%	-6.3%	-6.4%
10 Other	3	1	8.9%	21.6%	12.7%	8.0%	10.0%	4.8%	12.8%	23.7%	24.5%	14.5%	23.8%	15.7%	14.5%	9.7%	11.0%
11 Improve Parking Resources	16	9	0.5%	5.2%	4.7%	0.9%	0.0%	0.0%	1.1%	5.3%	4.1%	6.1%	5.3%	4.4%	4.1%	6.1%	4.2%
12 Improve Programs (Including Requirements, Admission, and Policy suggestions)	7	3	5.9%	11.8%	5.9%	5.3%	7.1%	4.8%	6.4%	10.2%	9.5%	11.5%	15.9%	4.9%	2.4%	6.7%	9.5%
13 Create New Program(s)	5	5	7.7%	7.6%	-0.1%	1.8%	2.9%	7.9%	18.1%	6.5%	3.4%	7.6%	12.7%	4.8%	0.5%	-0.3%	-5.4%
14 Improve Financial Aid Services (Including Policy Changes)	6	12	6.2%	1.9%	-4.2%	8.8%	5.7%	7.9%	2.1%	2.4%	3.4%	0.8%	1.1%	-6.4%	-2.3%	-7.2%	-1.1%
15 Improve Online Services (internet, Uvlink, etc)	14	11	1.7%	3.5%	1.8%	2.7%	1.4%	1.6%	1.1%	5.3%	4.1%	1.5%	3.2%	2.7%	2.7%	-0.1%	2.1%
16 Childcare Service Provision	15	13	1.0%	0.0%	-1.0%	0.9%	1.4%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-0.9%	-1.4%	-1.6%	0.0%
17 Allow Registration, Admission, Retract Hold	11	13	3.0%	0.0%	-3.0%	5.3%	2.9%	1.6%	2.1%	0.0%	0.0%	0.0%	0.0%	-5.3%	-2.9%	-1.6%	-2.1%

²³ The category “None” was taken out of Exhibit 14 in order to more easily compare the responses for the remaining categories. The average class level proportion who indicated “none” in response to question 37 was 62.7%, and for question 39, the average was 57.9%. All these responses are excluded from Exhibit 13.

Non-returning Survey Structure

The following form (Exhibit 14) is a print-out of the electronic survey form that was used by interviewers. The software used had features that enabled forced response categories for certain questions, as well as automated processes for skipping portions of the survey contingent on response types for particular questions. The previous year's (Jan 2006) survey was paper based.

Exhibit 14: The Non-returning Student Survey Form

NonReturning Student Survey			
<p>Q.1 My name is _____ and I am calling from UVSC's Office of Institutional Research. We are conducting a survey of students who have recently stopped attending UVSC in an effort to better meet their needs and to improve our services.</p> <p>May I speak with _____?</p> <p>[Interviewer: Are you speaking with the student?]</p> <p style="text-align: right;">Yes .. 1 No 2</p> <p>Q.2 What is your relationship with [student's name]?</p> <p style="text-align: right;">Parent/Gardian .. 1 Spouse 2 Other relative 3 Other adult 4</p> <p>Q.3 Do you know why they decided not to re-enroll at UVSC this Spring term (2007)?</p> <p style="text-align: right;">Work 1 Serve a religious mission 2 Attend another college 3 Join the armed forces 4 Join the foreign aid (Peace Corps, VISTA) .. 5 Other 6 Don't Know 7</p> <p>Q.4 College Name: _____</p> <p>Q.5 Other? _____</p> <p>Q.6 Can you please provide a phone number or address where we might reach the student?</p> <p>[INTERVIEWER: Record new contact information in the "Comments" and status the call to call the student back. If the student is not able to be reached, status the call a "Part 1 complete--Stop"]</p> <p>Q.7 Our records indicate you were NOT enrolled at UVSC this Spring 2007 semester. Is that correct?</p> <p style="text-align: right;">Yes .. 1 No 2</p>	<p>Q.8 Do you intend to enroll for the Spring 2007 Semester?</p> <p style="text-align: right;">Yes .. 1 No 2</p> <p>Q.9 For what purpose or goal did you enroll for the Fall 2006 semester?</p> <p style="text-align: right;">Earn a Certificate/Diploma 1 Earn an Associates Degree 2 Earn a Bachelors Degree 3 Take general education before transferring 4 Take course work for personal interest 5 Earn college credit while attending high school 6 Take course work while attending another college ... 7 Other 8</p> <p>Q.10 Name of college: (intending to transfer to) _____</p> <p>Q.11 Name of College: (attending at the same time) _____</p> <p>Q.12 Other: _____ _____</p> <p>Q.13 Did you earn a certificate or degree at UVSC?</p> <p style="text-align: right;">Yes .. 1 No 2</p>		

<p>Q.14 Do you plan to re-enroll at UVSC? Yes ... 1 No ... 2</p>	<p>Q.20 What are your reasons for transferring? _____ _____</p>						
<p>Q.15 When? _____</p>	<p>Q.21 Were any of the following items a major reason, minor reason, or not a reason for your decision not to re-enroll at UVSC this semester?</p>						
<p>Q.16 What was your primary reason for not re-enrolling at UVSC Spring 2007? _____ _____ _____</p>							
<p>Q.17 Are you, or will you participate in any of the following within the next year? [Mark all that apply]</p> <table border="0"><tr><td>Religious mission</td><td>1</td></tr><tr><td>Armed forces</td><td>2</td></tr><tr><td>Foreign service (Peace Corps, VISTA) ..</td><td>3</td></tr></table>	Religious mission	1	Armed forces	2	Foreign service (Peace Corps, VISTA) ..	3	
Religious mission	1						
Armed forces	2						
Foreign service (Peace Corps, VISTA) ..	3						
<p>Q.18 Are you planning to, or have you already, transferred to another institution? Yes ... 1 No ... 2</p>							
<p>Q.19 Which institution? _____</p>							

[Read list: 1 for "Major Reason", 2 for "Minor Reason", 3 for "Not a Reason"]

	major	minor	not a reason
Courses/academic programs were not available	1	2	3
Courses were not available at convenient times	1	2	3
Courses were not available at convenient places	1	2	3
Quality of instruction from faculty	1	2	3
Helpfulness of staff and faculty	1	2	3
Accessibility of instructors	1	2	3
Accommodations for the learning or physically disabled	1	2	3
New student systems (Banner, UV-Link)	1	2	3
Availability of jobs on campus	1	2	3
Lack of student housing close to campus	1	2	3
Dissatisfaction with student services	1	2	3
Scheduling conflicts with work	1	2	3
Insufficient financial aid	1	2	3
Insufficient employment	1	2	3
Racial, ethnic, or gender discrimination	1	2	3
Felt socially isolated or out of place	1	2	3
Personal illness or illness/death in the family	1	2	3
Change in marital status	1	2	3
Family responsibilities or child care	1	2	3
Unclear about educational goals	1	2	3
Stress of college	1	2	3
Other (Something else)	1	2	3

Q.22 [INTERVIEWER: What was the "other reason"?)

Q.23 You mentioned that courses or programs not being available was a reason you did not re-enroll. Which courses or programs were you looking for?

Q.24 You mentioned that your preferred times were not available. What times would work best for you?

Q.25 You mentioned that your preferred places were not available. What place would work best for you?

Q.26 You mentioned that dissatisfaction with student services was a reason you did not re-enroll. Which services were you referring to?

Q.27 How would you rate your educational experience at UVSC?

Excellent ... 1
 Good 2
 Fair 3
 Poor 4
 Very poor .. 5

Q.28 How would you rate your degree of affinity with UVSC?
 [NOTE: If needed, explain that affinity means: "Sentimental attachment to the college, or a sense of association or kinship"]

Very strong ... 1
 Strong 2
 Moderate 3
 Weak 4
 Very Weak ... 5

Q.29 How many hours did you work per week while attending UVSC? (on average)

None 1
 1 to 10 hours per week 2
 11 to 20 hours per week 3
 21 to 30 hours per week 4
 31 to 40 hours per week 5
 More than 40 hours per week ... 6

Q.30 How related was your work to your program/courses at UVSC?

Very related 1
 Somewhat related 2
 Somewhat unrelated ... 3
 Completely unrelated ... 4

Q.31 Did you work on the UVSC campus as a student employee or work study student?

Yes (Student employee) ... 1
 Yes (Work study student) ... 2
 No 3

Q.32 Did your parents or relatives provide you with any financial assistance for UVSC?

Yes ... 1
 No ... 2

Q.33 What is your current marital status?

Single, never married ... 1
 Married 2
 Divorced 3
 Other 4

Q.34 How many children do you tend or support at home?

1 1
 2 2
 3 3
 4 4
 5 or more ... 5
 NONE 6

Q.35 What were your living arrangements while attending UVSC?

Renting an off-campus room/apartment ... 1
 Living with parents or relatives 2
 Owning your own home 3

Q.36 Would you like more information regarding Evening/Weekend classes, online classes, or off-campus programs that can help you complete your degree at UVSC? [Mark all that apply]

No 1
 Yes--Online Classes 2
 Yes--Evening/Weekend Classes ... 3
 Yes--Off Campus programs 4

Q.37 Is there anything we can do to help you continue your education at UVSC?

Q.38 May we have someone contact you regarding your needs/problems you mentioned in this survey?

Yes .. 1
No 2

Q.39 What recommendations do you have for UVSC to improve its educational services?

Q.40 Your answers will be very helpful to UVSC's administration. Thank you for your time.

[If the choice below indicates that the Marketing Survey is to be conducted, continue through the next group of questions]

Conduct Marketing Survey .. 1
End Call 2