



2005-2006 WITHDRAWING STUDENT SURVEY

SUMMARY REPORT

VISION

*Ball State University will be a national model for all who seek intellectual vitality
in a learner-centered and socially responsible academic community.*



Office of Academic Assessment and
Institutional Research
March 2007
AAIR No. WSS-S2-2007

**2005-2006 WITHDRAWING STUDENT SURVEY
SUMMARY REPORT**

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EXECUTIVE SUMMARY

- The *Withdrawing Student Survey* was developed to track patterns in the characteristics and concerns of withdrawing students.
- During the 2005-2006 academic year, 410 out of 497 withdrawing undergraduates completed a usable survey, for a response rate of 83%. The response rate for graduate students was 70%, with 44 of the possible 63 withdrawing graduate students completing a usable survey.

Demographic Characteristics

- Undergraduate respondents had a mean age of 23 years and a mean grade point average of 2.4. In addition, 62% were female. This was similar to all withdrawing undergraduates.

Opinions About Ball State

- Seventy percent of undergraduate respondents ranked Ball State as their first choice for college.
- Three fourths of undergraduate respondents reported very positive or positive overall impressions of Ball State.

Involvement Behaviors

- Fifty-four percent of undergraduate respondents indicated that they attended classes very often.
- About 26% of undergraduate respondents indicated that they met individually with instructors very often or often.

Withdrawal Decisions

- About 86% of undergraduate respondents reported they had not previously withdrawn from all of their classes.
- Seventy-five percent of undergraduate respondents reported that they began to consider withdrawing either before the term started or in the early weeks of the term.
- At least one fourth of undergraduate respondents indicated personal health related problems or emotional problems as major reasons in their decision to withdraw.
- When asked about the most important reason for their withdrawal, 59% indicated that it was a personal reason.

Immediate and Long-Term Plans

- About 41% of undergraduate respondents reported immediate plans that included dealing with personal or health needs. At least 25% indicated their plans included continuing a job or transferring to another college.
- Approximately three quarters of undergraduate respondents indicated that their long-term educational plans were to complete a Bachelor's or graduate degree.
- Forty-eight percent of undergraduate respondents reported that they planned to return to Ball State.

Term Distinctions

- Fall semester undergraduate respondents were significantly more likely than spring semester respondents to indicate that a major reason for their withdrawal was because they could not afford tuition and fees.

Class Level Distinctions

- Upperclassmen (juniors and seniors) were significantly more likely to indicate that they met individually with instructors very often or often.
- Freshman respondents were significantly more likely to indicate that a major reason for their withdrawal was because they did not like the residence halls, they were dissatisfied with social life at BSU, or they experienced emotional problems.
- Upperclassmen were significantly more likely to indicate that they planned to return to Ball State.

Enrollment Level Distinctions

- Part-time respondents were significantly more likely than full-time respondents to report previous college withdrawals. They were also significantly more likely to report that major or minor reasons for their withdrawal included a conflict between the demands of a job and college, the inability to afford tuition and fees, or a change in job situation.

- Full-time respondents were significantly more likely to indicate that major reasons for their withdrawal included experiencing emotional problems, a personal health related problem, wanting to live closer to loved ones, or not being ready for college.

Graduate Student Respondents

- Seventy-five percent of graduate respondents indicated they began considering withdrawal before the term started or in the early weeks of the term.
- At least 27% of graduate respondents reported that a major reason for their withdrawal was a change in their job or conflict between demands of job and college.
- Approximately 5 out of 10 graduate respondents indicated that they planned to return to Ball State. Of those, 74% planned to return the next semester.

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INTRODUCTION

The *Withdrawing Student Survey* was originally developed by the Office of Academic Assessment and Institutional Research in the fall of 1991. The survey was revised in 1992, 1999, 2000, 2001, 2002, 2003, and 2005. Historically, the survey was administered only to withdrawing undergraduate students. However, since 1999 the survey has also been given to withdrawing graduate students. The primary goal of the survey project is to track patterns in the characteristics and concerns of withdrawing students.

Students complete the *Withdrawing Student Survey* in the Office of the Student Ombudsperson as a part of the official withdrawal process. Most surveys are completed immediately prior to an exit interview with the Ombudsperson. Occasionally, students return completed surveys by mail.

Of the 497 undergraduates who withdrew in Fall 2005 or Spring 2006, 410 completed a usable survey for a response rate of 83%. The response rate for graduate students was 70%, with 44 of the possible 63 withdrawing graduate students completing a usable survey.

This summary contains nine sections. Section 1 outlines the demographic and academic characteristics of both the undergraduate survey respondents and all withdrawing undergraduates. Sections 2 through 5 provide survey responses for undergraduates. The

second section describes opinions about Ball State, while the third section examines activities associated with retention. Thoughts and actions associated with the decision to withdraw are included in Section 4. The fifth section summarizes the immediate and future plans of respondents.

The next three sections include numerous comparisons of undergraduate responses. The differences between fall and spring respondents are included in Section 6. Section 7 contains comparisons of survey responses by class level while Section 8 outlines enrollment level differences.

Section 9 reports survey responses from graduate students.

The survey contained three short answer open-ended items for respondents to offer brief comments about their future plans. First, respondents who indicated they were planning to transfer schools could provide the name of the school. Second, respondents could specify other immediate plans. Third, respondents had the opportunity to write in additional reasons they chose to attend Ball State. Responses to these three items are contained in Appendix A. A copy of the survey itself is presented in Appendix B.

Responses to three open-ended questions at the end of the survey are included in the *2005-2006 Withdrawing Student Survey Comment Report*.

SECTION 1
Demographic and Academic Characteristics of Undergraduates

Summary This section compares the demographic and academic characteristics of undergraduate withdrawing survey respondents and all withdrawing undergraduates.

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- The mean ages, GPA, math and verbal SAT scores, and high school percentile ranks of survey respondents were similar to those of all withdrawing undergraduates. (Table 1)
 - The percentage of female respondents is similar to the percentage of females among all withdrawing undergraduates (62% of respondents were female compared to 59% of all withdrawing undergraduates). (Table 2)
 - Ninety percent of respondents and all withdrawing undergraduate students were Caucasian. (Table 2)
 - More than 60% of withdrawing undergraduates and survey respondents were between 18 and 21 years of age. (Table 2)
 - Thirty-seven percent of respondents were freshmen, 26% were sophomores, and 37% were upperclassmen. This is similar to the distribution of all withdrawing undergraduates. (Table 2)
 - About 22% of undergraduate respondents had a grade point average of 0.00, meaning that they withdrew before they had completed any credit hours. (Table 2)
 - Approximately 65% of undergraduate respondents and all withdrawing undergraduates had a GPA lower than 2.50. (Table 2)
 - Seventy-four percent of respondents were enrolled full time. This was similar to all withdrawing undergraduates. (Table 2)

Table 1
Academic Characteristics *

	Undergraduate Survey Respondents	All Withdrawing Undergraduates
	<i>Means</i>	<i>Means</i>
Age	22.7	22.9
GPA	2.40	2.41
SAT Math	504.9	502.5
SAT Verbal	515.3	512.0
High School Percentile Rank	62.4	61.2

* Excludes students with a 0.00 GPA

Table 2
Demographic Characteristics of Respondents and All Withdrawing Undergraduates

	Undergraduate Survey Respondents	All Withdrawing Undergraduates
	<i>Percentages</i>	<i>Percentages</i>
Gender		
Female	61.7	58.8
Male	38.3	41.2
Race		
Asian	1.2	1.0
African American	3.9	3.6
Caucasian	89.5	90.3
Hispanic	2.9	2.8
Native American	0.0	0.0
Bi-Racial	2.0	1.6
Not Specified	0.5	0.6
Age		
25 years and over	16.8	18.3
22 to 24 years	19.5	19.3
20 to 21 years	30.2	30.0
18 to 19 years	33.2	32.2
Less than 18 years	0.2	0.2
Class		
Freshman	37.3	37.8
Sophomore	26.1	25.8
Junior and Senior	36.6	36.4
GPA		
0.00	21.5	21.7
0.01 to 1.99	20.0	19.9
2.00 to 2.49	23.2	23.5
2.50 to 2.99	19.8	18.9
3.00 to 3.49	11.2	11.5
3.50 to 4.00	4.4	4.4
Part-time/full-time status		
Full time	73.5	71.5
Part time	26.4	28.5

SECTION 2 Opinions About Ball State University

Summary This section focuses on undergraduate respondents' opinions about Ball State University, including their reasons for choosing Ball State and their overall impressions.

The majority of withdrawing respondents reported that Ball State was their first choice among colleges. Location was the most frequently reported reason. Three fourths reported either very positive or positive overall impressions of Ball State.

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- Seventy percent of respondents ranked Ball State as their first choice for college, and 22% ranked it as their second. (Figure 1)
 - Fifty-two percent of respondents indicated that location was one of their major reasons for choosing Ball State. (Table 3)
 - More than 4 out of 10 respondents reported that a major reason for choosing Ball State was because of its size. (Table 3)
 - Thirty-one percent of respondents indicated that a major reason for choosing Ball State was the reputation of a major or program of interest. (Table 3)

- At least one out of five respondents indicated that the availability of specific courses or program options, friends attending Ball State, the cost of tuition and fees, or Ball State's reputation for good teaching were major reasons in their decision to attend. (Table 3)
- Sixteen percent of respondents indicated that a major reason for choosing Ball State was because family wanted them to attend. (Table 3)
- At least 11% of respondents reported that financial aid or faculty availability were major reasons for choosing Ball State. (Table 3)
- Nine percent of respondents indicated that the good jobs Ball State graduates secure or advice of a counselor or teacher were major reasons for attending Ball State. (Table 3)

Figure 1
Rank of Ball State
Among College Choices

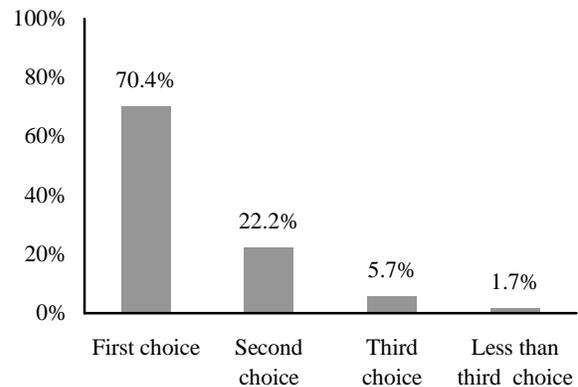


Table 3
Major Reasons for Choosing Ball State

	N	Percentages
Please identify your major reasons for choosing BSU for your college education.		
Location	215	52.4
BSU is the right size.	166	40.5
Specific reputation of major / program of interest	126	30.7
Availability of specific courses or program options	121	29.5
Friends attending Ball State	106	25.9
Cost of tuition and fees	97	23.7
BSU's reputation for good teaching	95	23.2
Family wanted me to go.	67	16.3
Availability of financial aid	56	13.7
Faculty are available to students.	45	11.0
Advice of a counselor or teacher, etc.	37	9.0
BSU graduates get good jobs.	37	9.0
Other	34	8.3
Reputation of academic support services (advising, etc.)	29	7.1
Not able to go to first choice school	24	5.9
Recruitment efforts of BSU	16	3.9

- Seventy-five percent of respondents indicated that their overall impression of Ball State was very positive or positive. (Table 4)
- Approximately 4% of respondents indicated that their overall impression of Ball State was negative or very negative. (Table 4)

Table 4
Overall Impressions of Ball State University

	N	Percentages
How would you describe your overall impression of Ball State University?		
Very positive	111	27.2
Positive	145	47.8
Undecided	84	20.6
Negative	16	3.9
Very negative	2	0.5

SECTION 3 Involvement Behaviors

Summary Withdrawing undergraduates were asked to indicate the extent to which they were involved in behaviors typically associated with retention. Eighty percent reported they attended classes very often or often. One fourth indicated that they met individually with instructors very often or often. About 53% indicated they had used either the Advising Center or Student Health Center.

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- Eight out of 10 respondents indicated they attended classes very often or often. (Table 5)
 - About one fourth of the respondents indicated that they met individually with instructors very often or often. (Table 5)

- Approximately 19% of respondents indicated that they participated in student clubs or organizations very often or often. (Table 5)
- Fifty-three percent of respondents reported that they had used the Advising Center or Health Center. (Table 6)
- About 46% of respondents reported that they had used the recreation facilities. (Table 6)
- Approximately one third of respondents indicated that they had used the Learning Center or Career Center. (Table 6)
- At least 12% of respondents had used Counseling & Psychological Services or the Writing Center. (Table 6)

**Table 5
Involvement Behaviors**

		Very Often	Often	Sometimes	Rarely	Never
	<i>N</i>			<i>Percentages</i>		
Attended classes	397	53.9	26.4	13.4	2.0	4.3
Met individually with instructors	396	10.9	14.6	31.8	26.3	16.4
Participated in student organizations or clubs	394	9.1	10.2	17.8	25.4	37.6

Table 6
Use of Ball State Services

	N	Percentages
Please indicate which of the following BSU services you have used:		
Advising Center	219	53.4
Student Health Center	218	53.2
Recreational facilities	188	45.9
Learning Center	138	33.7
Career Center	127	31.0
Counseling & Psychological Services	79	19.3
Writing Center	51	12.4

SECTION 4 The Withdrawal Decision

Summary This section contains information about undergraduates' decisions to withdraw and the timing of their withdrawal actions.

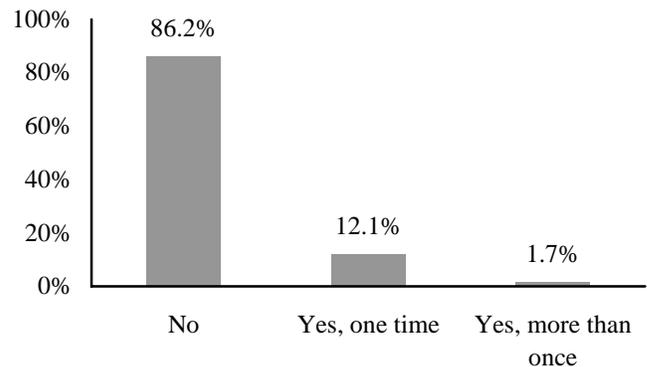
Respondents were asked to categorize a list of reasons for withdrawal as major, minor, or not a reason. The respondents were also asked to select the category that corresponded to the most important reason for their withdrawal.

Approximately three fourths of respondents indicated that they considered withdrawing either before the term began or in the early weeks of the term. Eighty-six percent reported they had not previously withdrawn from their courses.

Fifty-nine percent of respondents chose personal issues as their single most important reason for withdrawing. Thirty-four percent indicated that a personal health problem was a major or minor reason for their withdrawal.

- Eighty-six percent of respondents reported they had not previously withdrawn from all their classes. (Figure 2)

Figure 2
Have you withdrawn from all your classes in a previous semester?



- About 32% of respondents began considering withdrawal before the term began. (Table 7)
- Forty-three percent began considering withdrawal in the early weeks of the term. (Table 7)

Table 7
Withdrawal Decisions

	N	Percentages
When did you begin to consider withdrawing from BSU?		
Before this term started	126	31.8
In the early weeks of this term	169	42.7
Around midterm of this term	77	19.4
Late in this term	24	6.1

- Fourteen percent of respondents reported that a major reason for their withdrawal was dissatisfaction with their grades. About 18% indicated it was a minor reason. (Table 8)
- About 25% of respondents reported that a major or minor reason for their withdrawal was their inadequate study habits. (Table 8)
- Eleven percent of respondents reported a major or minor reason for their withdrawal was the number of required courses. (Table 8)
- Approximately 21% of respondents reported that a major or minor reason for their withdrawing was dissatisfaction with their courses. (Table 8)
- About 15% of respondents indicated major or minor reasons for their withdrawal included a class scheduling problem. (Table 8)
- Twenty-nine percent of respondents indicated that a conflict between the demands of a job and college was a major or minor reason for their withdrawal. (Table 8)
- About 16% of respondents reported that a major or minor reason for withdrawing was a change in their job situation. (Table 8)
- Ten percent of respondents reported that the desire to get work experience was a major or minor reason in their decision to withdraw. (Table 8)
- At least 27% of respondents reported that the inability to afford tuition and fees or the fact that they encountered unexpected expenses were major or minor reasons for their withdrawal. (Table 8)
- More than 11% of respondents reported that not receiving financial aid or inadequate financial aid were major or minor reasons for their withdrawal. (Table 8)
- More than 26% of respondents indicated that major or minor reasons for their withdrawal were that they wanted to live closer to their parents or loved ones or family responsibilities were too great. (Table 8)
- Approximately 23% of respondents indicated that a major or minor reason in their decision to withdraw was a change in their family situation. (Table 8)
- Twelve percent of respondents indicated that a major reason for their withdrawal was because they felt alone or isolated. Fourteen percent reported it to be a minor reason. (Table 8)
- About 15% of respondents indicated that a major or minor reason in their decision to withdraw was dissatisfaction with their social life at Ball State. (Table 8)
- Approximately 47% of respondents indicated that emotional problems were a major or minor reason for withdrawal. (Table 8)
- Thirty-four percent of respondents reported a major or minor reason for their withdrawal was a personal health problem. (Table 8)

- About 15 % of respondents reported that a major or minor reason for their withdrawal was a family health-related problem. (Table 8)
- At least 24% of respondents indicated that deciding to attend a different college or wanting a break from their college studies were major or minor reasons in their withdrawal decision. (Table 8)
- Fourteen percent of respondents reported that a major or minor reason for their withdrawal was because they were not ready for college. (Table 8)
- About 13% of respondents reported that a major or minor reason in their decision to withdraw was because the commuting distance was too great. (Table 8)

Table 8
Reasons for Withdrawal

	<i>N</i>	Major Reason	Minor Reason	Not a Reason
		<i>Percentages</i>		
Academic				
<i>Academic demands</i>				
Dissatisfied with my grades	394	13.7	18.3	68.0
Inadequate study habits	395	7.6	17.2	75.2
Too many required courses	396	4.3	6.8	88.9
Was suspended or placed on probation	395	2.8	6.1	91.1
<i>Courses</i>				
Dissatisfied with courses	396	6.1	15.2	78.8
Disappointed with quality of instruction	396	2.0	11.1	86.9
Courses were too difficult.	394	4.1	12.7	83.2
Courses were not challenging.	395	1.0	2.8	96.2
<i>Other academic reasons</i>				
Experienced a class scheduling problem	396	5.8	9.6	84.6
Problems with academic advising	395	2.5	4.6	92.9
Impersonal attitude of college faculty or staff	396	1.8	8.1	90.2
Dissatisfied with academic reputation of BSU	396	0.0	3.5	96.5
Employment				
Conflict between demands of job and college	390	15.4	13.1	71.5
My job situation changed.	391	10.7	5.6	83.6
Wanted to get work experience	391	3.3	6.6	90.0
Work did not require more college.	391	1.8	2.8	95.4

Table 8
Reasons for Withdrawal (cont.)

	<i>N</i>	Major Reason	Minor Reason	Not a Reason
		<i>Percentages</i>		
Financial				
<i>Problems with planning and management of finances</i>				
Could not afford tuition and fees	393	17.3	12.0	70.7
Encountered unexpected expenses	390	16.2	11.0	72.8
Did not budget my money correctly	392	3.1	6.6	90.3
<i>Financial aid problems</i>				
Did not receive financial aid	391	11.3	5.6	83.1
Financial aid received was inadequate.	389	6.2	5.7	88.2
<i>Other financial reasons</i>				
Could not find part-time work at BSU	392	2.8	7.7	89.5
Personal				
<i>Family responsibilities / plans</i>				
Family responsibilities were too great.	392	13.3	13.5	73.2
Wanted to live closer to my parents or loved ones	392	16.3	11.0	72.7
My family situation changed.	393	13.0	10.2	76.8
Influenced by parents or relatives	387	3.9	6.5	89.7
My marital situation changed.	394	3.6	3.0	93.4
Child care was not available / too costly.	394	2.5	2.8	94.7
<i>Inadequate social / personal fit with Ball State</i>				
Felt alone or isolated	392	12.2	14.3	73.5
Dissatisfied with the social life at BSU	389	5.1	9.8	85.1
Did not like the size of BSU	394	1.3	5.8	92.9
Unhappy with college rules and regulations	392	1.0	2.0	97.0
Felt racial / ethnic tension	392	0.0	1.5	98.5
<i>Health / personal problems</i>				
Experienced emotional problems	394	29.2	17.3	53.6
Health-related problem (personal)	394	26.1	7.6	66.2
Health-related problem (family)	393	9.4	5.1	85.5
<i>Housing difficulties</i>				
Did not like the residence halls	393	3.1	6.9	90.1
Had conflicts with my roommate(s)	393	3.1	6.4	90.6
Could not find housing I liked	392	1.5	2.8	95.7
Other				
Decided to attend a different college	395	13.2	12.9	73.9
Wanted a break from my college studies	392	7.9	16.6	75.5
Was not ready for college	393	6.6	7.4	86.0
Commuting distance too great	393	5.1	7.6	87.3
Transportation problems	394	2.5	2.5	95.0
Uncertain about the value of a college education	392	1.3	4.8	93.9
Enlisted in military service	394	1.3	0.5	98.2
Wanted to travel	393	0.8	4.1	95.2

- Approximately 6 out of 10 respondents indicated that the most important reason for their withdrawal was a personal reason. (Table 9)
- Sixteen percent of respondents reported financial as the most important reason for their withdrawal. (Table 9)

Table 9
Most Important Reason for Withdrawal

Category	N	Percentages
Personal	231	58.9
Financial	61	15.6
Employment	39	9.9
Academic	31	7.9
Other	30	7.7

SECTION 5 Immediate and Long-Term Plans

Summary This section contains information about undergraduate respondents' immediate and long-term plans.

Forty-one percent of respondents reported that their immediate plans included dealing with personal or health needs. Thirty-four percent indicated that their immediate plans included starting or continuing a job.

Seventy-six percent of respondents indicated that their long-term educational plans were to complete a Bachelor's or graduate degree.

Approximately 48% of respondents planned to return to Ball State, and 77% of those planned to return the next semester.

- Thirty-four percent of the respondents indicated that their immediate plans included starting or continuing a job. (Table 10)
- More than 24% of respondents indicated that their immediate plans included transferring to another school or looking for a job. (Table 10)
- Fourteen percent of respondents indicated that their immediate plans included caring for home or family. (Table 10)
- At least 1% of respondents indicated that they had no specific plans at this time or that their immediate plans included joining the military. (Table 10)

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- About 41% of respondents indicated that their immediate plans included dealing with personal or health needs. (Table 10)

**Table 10
Immediate Plans**

	N	Percentages
What are your immediate plans?*		
Deal with personal / health needs	169	41.2
Start / continue a job	138	33.7
Transfer to another school	106	25.9
Look for a job	100	24.4
Care for home or family	59	14.4
Other	59	14.4
No specific plans at this time	11	2.7
Joining military service	6	1.5

* Respondents were asked to mark all responses that apply.

- Sixty-three percent of respondents indicated their long-term educational plans were to complete a Bachelor’s degree. (Table 11)
- Thirteen percent of respondents indicated that their long-term plans included completing a graduate degree. (Table 11)
- Forty-eight percent of respondents stated that they planned to return to Ball State. (Table 12)
- Seventy-seven percent of respondents who indicated that they planned to return to Ball State planned to do so the next semester. (Table 12)

**Table 11
Long-Term Educational Plans**

	N	Percentages
What are your long-term educational plans?		
No plans to continue education	5	1.3
Uncertain about long-term educational plans	57	14.5
Complete a 2-year (Associate) degree	31	7.6
Complete a Bachelor’s degree	247	63.0
Complete a graduate degree	50	12.8
Non-degree training	2	0.5

**Table 12
Plans to Return to Ball State**

	N	Percentages
Do you plan to return to BSU?		
Yes	193	47.5
Don't know	135	33.3
No	78	19.2
If yes, when?*		
Next semester	140	76.5
Next year	32	17.5
After next year	11	6.0

* Of those who planned to return to Ball State

SECTION 6 Comparison by Term

Summary Response patterns were compared for the 231 fall and 179 spring respondents.

Fall respondents were significantly more likely to consider withdrawing before the term started. Spring respondents were significantly more likely to consider withdrawing in the early weeks or late in the term.

Respondents in the fall were significantly more likely to report that major reasons for their withdrawal were that they could not afford tuition and fees, they did not receive financial aid, or financial aid received was inadequate.

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- Fall respondents were significantly more likely to consider withdrawing before the term started (35% of fall respondents compared to 27% in the spring). (Table 13)
 - Fall respondents were significantly more likely to indicate that a major reason for their withdrawal was because they could not afford tuition and fees (21% of fall respondents compared to 12% of spring). (Table 14)

- Twelve percent of spring respondents and 21% of fall respondents reported that not receiving financial aid was a major or minor reason for their withdrawal. This difference was statistically significant. (Table 14)
- About 16% of fall respondents indicated that a major or minor reason for their withdrawal was that they received inadequate financial aid, compared to 6% of spring respondents. This difference was statistically significant. (Table 14)
- Thirty-two percent of spring and 22% of fall respondents indicated that a major reason for their withdrawal was a personal health-related problem. (Table 14)
- Spring respondents were significantly more likely to indicate that a minor reason for their withdrawal was because they were not ready for college (10% of spring respondents compared to 5% of fall). (Table 14)

**Table 13
Significant Differences in Withdrawal Decisions by Term**

	Fall	Spring
	<i>Percentages</i>	
Consider withdrawing*		
Before this term started	35.3	27.4
In the early weeks of the term	42.1	43.4
Around midterm	19.5	19.4
Late in the term	3.2	9.7

* Significant differences exist between fall and spring respondents for this characteristic at $p < .05$.

Table 14
Significant Differences in Reasons for Withdrawal by Term

	Fall	Spring
	<i>Percentages</i>	
Could not afford tuition and fees*		
Major reason	21.4	12.1
Minor reason	12.7	11.0
Not a reason	65.9	76.9
Did not receive financial aid*		
Major reason	13.8	8.1
Minor reason	7.3	3.5
Not a reason	78.9	88.4
Financial aid received was inadequate.*		
Major reason	7.8	4.1
Minor reason	8.3	2.3
Not a reason	83.9	93.6
Health-related problem (personal)*		
Major reason	21.7	31.8
Minor reason	6.3	9.2
Not a reason	71.9	59.0
Was not ready for college*		
Major reason	8.6	4.0
Minor reason	5.0	10.4
Not a reason	86.4	85.5

* Significant differences exist between fall and spring respondents for this characteristic at p<.05.

- Fall respondents were significantly more likely to indicate that a major reason for choosing BSU is because of its reputation for good teaching (28% of fall compared to 17% of spring). (Table 15)
- Six percent of fall respondents and 1% of spring respondents indicated that BSU recruitment efforts were a major reason they chose Ball State. This difference is statistically significant. (Table 15)

Table 15
Significant Differences in Major Reasons for Choosing Ball State by Term *

	Fall	Spring
	<i>Percentages</i>	
Please identify your major reasons for choosing BSU for your college education:		
BSU's reputation for good teaching	28.1	16.8
BSU's recruitment efforts	6.1	1.1

* Significant differences exist between fall and spring respondents for this characteristic at p<.05.

SECTION 7 Comparison by Class Level

Summary This section outlines the differences among survey responses based on the respondents' class levels. Of the 410 undergraduate respondents, 153 were freshmen, 107 were sophomores, 74 were juniors, and 76 were seniors.

Freshman respondents were significantly more likely to indicate that major or minor reasons for withdrawing were that they did not like the residence halls, they were dissatisfied with social life at Ball State, they wanted to live closer to loved ones, or they were not ready for college. Freshman respondents were also significantly more likely to indicate that their immediate plans included transferring to a new school and that they were uncertain about their long-term educational plans.

Upperclassmen were significantly more likely to indicate that they planned to return to Ball State.

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- Upperclassmen were significantly more likely to have a GPA of 3.0 or above (23% of upperclassmen, compared to 21% of sophomores and 5% of freshmen). (Table 16)
 - Eight out of 10 freshman respondents were 19 years of age or younger, compared to 14% of sophomore and 0% of upperclassman respondents. This difference is statistically significant. (Table 16)

Table 16
Significant Differences in Demographic Characteristics by Class Level

	Freshmen	Sophomores	Upperclassmen
	<i>Percentages</i>		
GPA*			
0.00	49.7	8.4	2.0
0.01 to 1.99	28.1	24.3	8.7
2.00 to 2.49	9.2	30.8	32.0
2.50 to 2.99	8.5	15.9	34.0
3.00 to 3.49	1.3	15.9	18.0
3.50 to 4.00	3.3	4.7	5.3
Age Group*			
Less than 18 years	0.7	0.0	0.0
18 to 19 years	79.1	14.0	0.0
20 to 21 years	10.5	61.7	28.0
22 to 24 years	2.6	8.4	44.7
25 years or more	7.2	15.9	27.3

* Significant differences exist between class levels for this characteristic at $p < .05$.

- A significantly greater percentage of freshmen indicated that the reputation of academic support services was a major reason for choosing Ball State (12% of freshmen compared to 5% of sophomores and 4% of upperclassmen). (Table 17)
- Thirty-two percent of freshmen, 19% of sophomores, and 25% of upperclassmen indicated that friends attending Ball State was a major reason for their decision to enroll. (Table 17)
- A significantly greater percentage of freshmen reported that they never met individually with an instructor (30% of freshmen compared to 11% of sophomores, and 7% of upperclassmen). (Table 18)

Table 17
Significant Differences in Major Reasons for Choosing Ball State by Class Level

	Freshmen	Sophomores	Upperclassmen
Please identify your major reasons for choosing BSU for your college education.	<i>Percentages</i>		
Reputation of academic support services*	11.8	4.7	4.0
Friends attending Ball State*	32.0	18.7	24.7

* Significant differences exist between class levels for this characteristic at $p < .05$.

Table 18
Significant Differences in Involvement Behaviors by Class Level

	Freshmen	Sophomores	Upperclassmen
Met individually with instructors*	<i>Percentages</i>		
Very often	4.1	12.1	16.8
Often	11.0	13.1	19.6
Sometimes	26.7	38.3	32.2
Rarely	28.8	25.2	24.5
Never	29.5	11.2	7.0

* Significant differences exist between class levels for this characteristic at $p < .05$.

- Upperclassmen were significantly more likely to indicate that they used the Learning Center, Health Center, and recreational facilities. (Table 19)
- Nineteen percent of upperclassmen, 12% of sophomores, and 6% of freshmen indicated that they used the Writing Center. This difference was statistically significant. (Table 19)

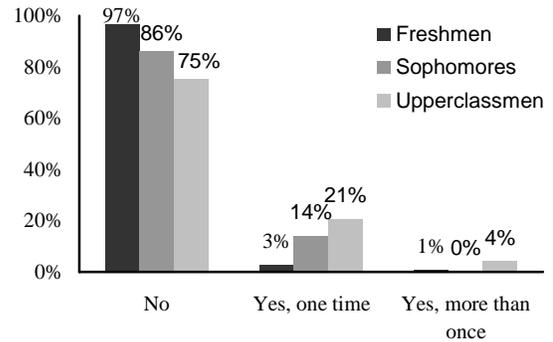
Table 19
Significant Differences in Services Used by Class Level

	Freshmen	Sophomores	Upperclassmen
Which of the following BSU services have you used?*		<i>Percentages</i>	
Learning Center	24.8	34.6	42.0
Health Center	37.3	49.5	72.0
Career Center	20.3	32.7	40.7
Recreation facilities	36.6	43.0	57.3
Writing Center	5.9	12.1	19.3
Counseling & Psychological Services	13.1	20.6	24.7

* Significant differences exist between class levels for this characteristic at $p < .05$.

- Upperclass respondents were significantly more likely to have withdrawn from a previous semester/session one time compared to freshmen and sophomores (21% of upperclassmen, 14% of sophomores, and 3% of freshmen). (Figure 3)

Figure 3
Significant Differences in Previous Withdrawals by Class Level



- Freshmen were significantly more likely to indicate that a major or minor reason for their withdrawal was because they were suspended or placed on probation (15% of freshmen compared to 9% of sophomores and 3% of upperclassmen). (Table 20)

- A significantly higher percentage of upperclassman respondents reported that a major or minor reason for their withdrawal was because their job situation changed (23% of upperclassmen, 15% of sophomores, and 11% of freshmen). (Table 20)

- Approximately 39% of upperclassmen, 28% of sophomores, and 19% of freshmen indicated that a conflict between the demands of job and college was a major or minor reason for withdrawing. This difference is statistically significant. (Table 20)

- Freshmen were significantly more likely to indicate that a major or minor reason for their withdrawal was the fact that they could not find part-time work (16% of freshmen compared to 9% of sophomores and 6% of upperclassmen). (Table 20)

- Fifteen percent of freshmen, 3% of sophomores, and 1% of upperclassmen reported that dissatisfaction with the residence halls was a minor reason for withdrawing. This difference is statistically significant. (Table 20)
- Freshman respondents were significantly more likely to indicate that conflicts with a roommate contributed a minor reason for their withdrawal (12% of freshmen compared to 3% of sophomores and 4% of upperclassmen). (Table 20)
- A significantly greater percentage of freshmen reported that a major or minor reason for their withdrawal was because they were dissatisfied with their social life (26% of freshmen compared to 10% of sophomores and 7% of upperclassmen). (Table 20)
- Freshman respondents were significantly more likely to indicate that emotional problems were a major or minor reason for their withdrawal (56% of freshmen compared to 41% of sophomores and 40% of upperclassmen). (Table 20)
- About 35% of freshmen, 24% of sophomores, and 20% of upperclassmen indicated that a major or minor reason for their withdrawal was because they felt alone or isolated. This difference was statistically significant. (Table 20)
- Twenty-four percent of freshmen selected “wanted to live closer to loved ones” as a major reason for their withdrawal, compared to 14% of sophomores and 10% of upperclassmen. This difference is statistically significant. (Table 20)
- A significantly greater percentage of freshmen reported that a major reason for their withdrawal was because they decided to attend a different college (21% of freshmen compared to 11% of sophomores and 7% of upperclassmen). (Table 20)
- Twenty-eight percent of freshmen, 11% of sophomores, and 1% of upperclassmen chose not being ready for college as a major or minor reason for their withdrawal. This difference was statistically significant. (Table 20)

Table 20
Significant Differences in Reasons for Withdrawal by Class Level

	Freshmen	Sophomores	Upperclassmen
	<i>Percentages</i>		
Was suspended/placed on probation*			
Major reason	4.1	3.9	0.7
Minor reason	10.8	4.9	2.1
Not a reason	85.1	91.2	97.2
Conflict between demands of job and college*			
Major reason	8.8	19.2	19.6
Minor reason	10.1	9.1	18.9
Not a reason	81.1	71.7	61.5
My job situation changed.*			
Major reason	6.0	12.1	14.7
Minor reason	4.7	3.0	8.4
Not a reason	89.3	84.8	76.9
Could not find part-time work*			
Major reason	2.0	5.0	2.1
Minor reason	14.1	4.0	3.5
Not a reason	83.9	91.0	94.4
Did not like the residence halls*			
Major reason	6.8	2.0	0.0
Minor reason	14.9	3.0	1.4
Not a reason	78.4	95.0	98.6
Had conflicts with my roommates*			
Major reason	2.7	2.9	3.5
Minor reason	11.6	2.9	3.5
Not a reason	85.7	94.1	93.1
Dissatisfied with social life at BSU*			
Major reason	9.7	4.0	1.4
Minor reason	16.6	5.9	5.6
Not a reason	73.8	90.1	93.0
Experienced emotional problems*			
Major reason	34.9	28.7	23.6
Minor reason	21.5	11.9	16.7
Not a reason	43.6	59.4	59.7
Felt alone or isolated*			
Major reason	15.6	11.8	9.1
Minor reason	19.7	11.8	10.5
Not a reason	64.6	76.5	80.4
Wanted to live closer to loved ones*			
Major reason	24.3	13.9	9.8
Minor reason	17.6	9.9	4.9
Not a reason	58.1	76.2	85.3

* Significant differences exist between class levels for this characteristic at $p < .05$.

Table 20
Significant Differences in Reasons for Withdrawal by Class Level (cont.)

	Freshmen	Sophomores	Upperclassmen
	<i>Percentages</i>		
Decided to attend different college*			
Major reason	20.8	10.8	6.9
Minor reason	18.1	11.8	8.3
Not a reason	61.1	77.5	84.7
Was not ready for college*			
Major reason	14.8	3.9	0.0
Minor reason	13.4	6.9	1.4
Not a reason	71.8	89.2	98.6

* Significant differences exist between class levels for this characteristic at $p < .05$.

- A significantly greater percentage of freshmen indicated that they planned on transferring to another school (36% of freshmen compared to 26% of sophomores and 15% of upperclassmen). (Table 21)
- Upperclassmen were significantly more likely to indicate that their long-term educational goal was to complete a Bachelor's degree (71% of upperclassmen, compared to 58% of sophomores and 59% of freshmen). (Table 22)
- Approximately 56% of upperclassmen, 49% of sophomores, and 38% of freshmen plan to return to Ball State. This difference is statistically significant. (Table 23)

Table 21
Immediate Plans by Class Level

	Freshmen	Sophomores	Upperclassmen
	<i>Percentages</i>		
What are your immediate plans?			
Transfer to another school*	35.9	26.2	15.3
Other*	7.8	14.0	21.3

* Significant differences exist between class levels for this characteristic at $p < .05$.

Table 22
Long-Term Educational Plans by Class Level

	Freshmen	Sophomores	Upperclassmen
	<i>Percentages</i>		
What are your long-term educational plans?*			
Do not plan to continue education	0.0	1.0	2.8
Uncertain about long-term educational plans	15.5	12.6	14.9
Complete a 2-year (Associate) degree	10.8	9.7	3.5
Complete a Bachelor's degree	58.8	58.3	70.9
Complete a graduate degree	13.5	18.4	7.8
Non-degree training	1.4	0.0	0.0

* Significant differences exist between class levels for this characteristic at $p < .05$.

Table 23
Significant Differences in Plans to Return by Class Level

	Freshmen	Sophomores	Upperclassmen
	<i>Percentages</i>		
Do you plan to return to BSU?*			
No	27.2	14.2	14.8
Don't know	34.4	36.8	29.5
Yes	38.4	49.1	55.7

* Significant differences exist between class levels for this characteristic at $p < .05$.

SECTION 8

Comparison by Enrollment Level

Summary This section describes the differences in survey responses found among full-time and part-time undergraduate respondents. Full-time respondents were those who were enrolled for 12 or more credit hours at the beginning of the term. Part-time respondents were enrolled in 11 credit hours or less. Three hundred respondents were enrolled full time, and 110 respondents were enrolled part time.

Part-time respondents were significantly more likely to have a GPA of 2.5 or greater, to report previous college withdrawals, to state that the most important reason for their withdrawal was employment, and to indicate that they planned to return to Ball State.

Full-time respondents were significantly more likely to report that they first considered withdrawing around midterm or late in the term. A significantly greater percentage of full-time respondents indicated that the most important reason for their withdrawal was a personal reason.

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- Approximately three fourths of full-time respondents were 21 years of age or younger, compared to 31% of part-time respondents. This difference was statistically significant. (Table 24)
 - A significantly greater percentage of part-time respondents had a GPA of 2.00 or higher (74% of part time, compared to 53% of full time). (Table 24)

Table 24
Significant Differences in Demographic Characteristics by Enrollment Level

	Part time	Full time
<i>Percentages</i>		
Age*		
Less than 18 years	0.0	0.3
18 to 19 years	10.9	41.3
20 to 21 years	20.0	34.0
22 to 24 years	26.4	17.0
25 years or more	42.7	7.3

* Significant differences exist between enrollment levels for this characteristic at p<.05.

Table 24
Significant Differences in Demographic Characteristics by Enrollment Level (cont.)

	Part time	Full time
	<i>Percentages</i>	
GPA*		
0.00	9.1	26.0
0.01 to 1.99	17.3	21.0
2.00 to 2.49	31.8	20.0
2.50 to 2.99	25.5	17.7
3.00 to 3.49	12.7	10.7
3.50 to 4.00	3.6	4.7
Class Level*		
Freshman	17.3	44.7
Sophomore	29.1	25.0
Junior and Senior	53.6	30.3

* Significant differences exist between enrollment levels for this characteristic at $p < .05$.

- About 9% of full-time and 1% of part-time respondents reported that the reputation of academic support services was a major reason why they enrolled at Ball State. This difference was statistically significant. (Table 25)
- Part-time respondents were significantly more likely to indicate that they first began to consider withdrawing from Ball State before the term started (54% of part-time compared to 24% of full-time respondents). (Table 27)
- Ninety-two percent of full-time respondents indicated that they had not withdrawn from all of their classes in a previous semester compared to 71% of part-time respondents. This difference was statistically significant. (Table 26)

Table 25
Significant Differences in Major Reasons for Enrolling at Ball State

	Part time	Full time
	<i>Percentages</i>	
Reputation of Academic Support Services*	0.9	9.3

* Significant differences exist between enrollment levels for this characteristic at $p < .05$.

Table 26
Significant Differences in Previous Withdrawals by Enrollment Level

	Part time	Full time
Have you withdrawn from all your classes in a previous semester/session?*	<i>Percentages</i>	
No	70.5	91.7
Yes, one time	24.8	7.7
Yes, more than once	4.8	0.7

* Significant differences exist between enrollment levels for this characteristic at $p < .05$.

Table 27
Significant Differences in Withdrawal Considerations by Enrollment Level

	Part time	Full time
When did you first consider withdrawing from BSU?*	<i>Percentages</i>	
Before this term started	54.2	23.5
In the early weeks of this term	38.3	44.3
Around midterm	3.7	25.3
Late in this term	3.7	6.9

* Significant differences exist between enrollment levels for this characteristic at $p < .05$.

- Thirty-six percent of full-time and 20% of part-time respondents reported that dissatisfaction with grades was a major or minor reason for their withdrawal. This difference was statistically significant. (Table 28)
- Part-time respondents were significantly more likely to indicate that a major or minor reason for their withdrawal was that they experienced class scheduling problems (28% of part time compared to 11% of full time). (Table 28)
- Full-time respondents were significantly more likely to indicate that a major or minor reason for their withdrawal was because of inadequate study habits (28% of full time compared to 16% of part time) or because they were dissatisfied with their social life at Ball State (18% of full time compared to 5% of part time). (Table 28)
- Ten percent of part-time and 6% of full-time respondents reported that experiencing problems with academic advising was a major or minor reason for their withdrawal. This difference was statistically significant. (Table 28)
- A significantly greater percentage of part-time respondents indicated that a major reason for withdrawing was because they experienced conflict between the demands of their job and college (26% of part time compared to 12% of full time) or because their job situation changed (20% of part time compared to 8% of full time). (Table 28)

- Part-time respondents were significantly more likely to indicate that a major or minor reason for their withdrawal was because they could not afford tuition and fees (43% of part time compared to 25% of full time). (Table 28)
- Part-time respondents were significantly more likely to indicate that a major reason for their withdrawal was because they did not receive financial aid (19% of part time compared to 9% of full time) or they encountered unexpected expenses (26% of part time compared to 13% of full time). (Table 28)
- Eleven percent of part-time and 3% of full-time respondents reported that a major or minor reason for their withdrawal was because childcare was not available or too costly. This difference was statistically significant. (Table 28)
- Full-time respondents were significantly more likely to indicate that a major or minor reason for their withdrawal was because they did not like the residence halls (13% of full time compared to 1% of part time). (Table 28)
- A significantly greater percentage of full-time respondents reported that a major or minor reason for their withdrawal was because they experienced emotional problems (55% of full time compared to 20% of part time), they felt alone or isolated (32% of full time compared to 12% of part time), or they experienced a personal health-related problem (40% of full time compared to 14% of part time). (Table 28)
- Approximately 12% of part-time respondents and 5% of full-time respondents indicated that a major or minor reason for their withdrawal was because their marital situation changed. This difference was statistically significant. (Table 28)
- A significantly greater percentage of full-time respondents reported that a major reason for their withdrawal was because they wanted to live closer to loved ones (19% of full time compared to 10% of part time). (Table 28)
- Full-time respondents were significantly more likely to indicate that a major or minor reason for their withdrawal was because they wanted a break from college studies (29% of full time compared to 12% of part time) or they were not ready for college (18% of full time compared to 3% of part time). (Table 28)

Table 28
Significant Differences in Reasons for Withdrawal by Enrollment Level

Reasons for Withdrawal	Part time	Full time
	<i>Percentages</i>	
Dissatisfied with grades*		
Major reason	8.0	15.6
Minor reason	12.0	20.4
Not a reason	80.0	63.9
Experienced class scheduling problems*		
Major reason	11.8	3.7
Minor reason	15.7	7.5
Not a reason	72.5	88.8
Inadequate study habits*		
Major reason	4.9	8.5
Minor reason	10.8	19.5
Not a reason	84.3	72.0
Problems with academic advising*		
Major reason	5.9	1.4
Minor reason	3.9	4.8
Not a reason	90.2	93.9
Conflict between demands of job and college*		
Major reason	26.3	11.7
Minor reason	19.2	11.0
Not a reason	54.5	77.3
My job situation changed.*		
Major reason	20.4	7.5
Minor reason	9.2	4.4
Not a reason	70.4	88.1
Could not afford tuition and fees*		
Major reason	26.3	14.3
Minor reason	16.2	10.5
Not a reason	57.6	75.2
Did not receive financial aid*		
Major reason	19.4	8.5
Minor reason	8.2	4.8
Not a reason	72.4	86.7
Encountered unexpected expenses*		
Major reason	26.3	12.7
Minor reason	7.1	12.4
Not a reason	66.7	74.9
Childcare was not available/too costly.*		
Major reason	6.0	1.4
Minor reason	5.0	2.0
Not a reason	89.0	96.6

* Significant differences exist between enrollment levels for this characteristic at $p < .05$.

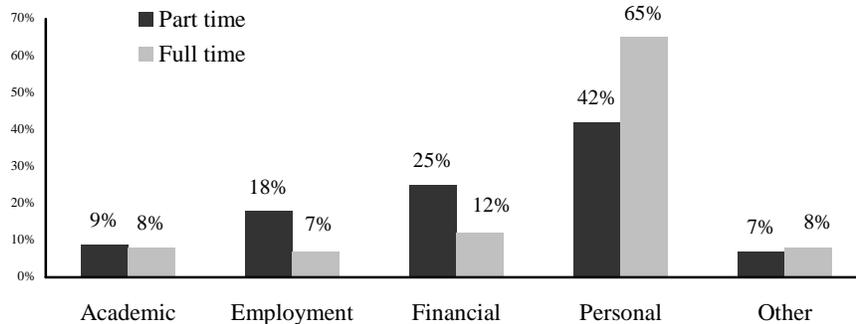
Table 28
Significant Differences in Reasons for Withdrawal by Enrollment Level (cont.)

Reasons for Withdrawal	Part time	Full time
	<i>Percentages</i>	
Did not like the residence halls*		
Major reason	0.0	4.1
Minor reason	1.0	8.8
Not a reason	99.0	87.1
Dissatisfied with social life at BSU*		
Major reason	3.0	5.9
Minor reason	2.0	12.5
Not a reason	95.0	81.7
Experienced emotional problems*		
Major reason	8.0	36.4
Minor reason	12.0	19.0
Not a reason	80.0	44.6
Felt alone or isolated*		
Major reason	5.0	14.7
Minor reason	7.0	16.8
Not a reason	88.0	68.5
Health-related problem (personal)*		
Major reason	10.0	31.6
Minor reason	4.0	8.8
Not a reason	86.0	59.5
My marital situation changed.*		
Major reason	5.0	3.1
Minor reason	7.0	1.7
Not a reason	88.0	95.2
Wanted to live closer to loved ones*		
Major reason	10.0	18.5
Minor reason	3.0	13.7
Not a reason	87.0	67.8
Wanted a break from my college studies*		
Major reason	5.0	8.9
Minor reason	7.0	19.9
Not a reason	88.0	71.2
Was not ready for college*		
Major reason	1.0	8.5
Minor reason	2.0	9.2
Not a reason	97.0	82.3

* Significant differences exist between enrollment levels for this characteristic at $p < .05$.

- A significantly greater percentage of full-time respondents indicated that the most important reason for their withdrawal was a personal reason (65% of full time compared to 42% of part time). (Figure 4)
- Twenty-five percent of part-time respondents indicated that the most important reason for their withdrawal was financial, compared to 12% of full time. This difference was statistically significant. (Figure 4)

Figure 4
Most Important Reason for Withdrawal by Enrollment Level *



* Significant differences exist between enrollment levels for this characteristic at $p < .05$.

- Six out of 10 part-time respondents indicated that they plan to return to Ball State compared to 43% of full-time respondents. This difference is statistically significant. (Table 29)

Table 29
Significant Differences in Plans to Return by Enrollment Level

	Part time	Full time
	<i>Percentages</i>	
Do you plan to return to BSU?*		
No	14.7	20.9
Don't know	25.7	36.0
Yes	59.6	43.1

* Significant differences exist between enrollment levels for this characteristic at $p < .05$.

SECTION 9 Graduate Student Responses

Summary This section provides graduate student responses to the survey. Of the 63 graduate students who withdrew, 44 completed the survey for a response rate of 70%.

The majority of respondents reported that Ball State was their first choice among graduate schools. Location was the most frequently reported reason. Eighty-four percent reported either very positive or positive overall impressions of Ball State.

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- Fifty-seven percent of graduate survey respondents were male, while males make up 56% of all

withdrawing graduate students. (Table 30)

- Ninety-three percent of graduate survey respondents and 88% of all withdrawing graduate students were Caucasian. (Table 30)
- Sixty-four percent of graduate survey respondents were between the ages of 21 and 30, compared to 56% of all withdrawing graduate students. (Table 30)
- One third of all withdrawing graduate students and 41% of respondents had a GPA of 3.0 or greater. (Table 30)

Table 30
Demographic Characteristics of Graduate Survey Respondents and All Withdrawing Graduate Students

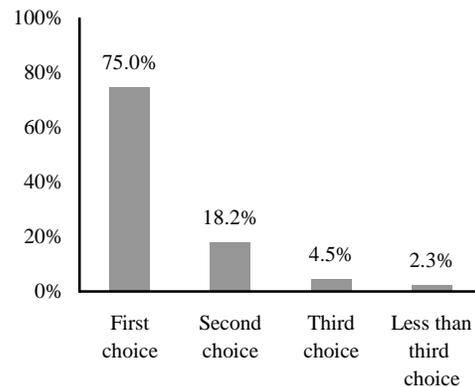
	Graduate Survey Respondents	All Withdrawing Graduate Students
<i>Percentages</i>		
Gender		
Female	43.2	44.4
Male	56.8	55.6
Race		
Asian	0.0	0.0
African American	4.8	6.7
Caucasian	92.9	88.3
Hispanic	0.0	0.0
Native American	0.0	1.7
Bi-Racial	0.0	0.0
Not Specified	2.4	3.3

Table 30
Demographic Characteristics of Graduate Survey Respondents
and All Withdrawing Graduate Students (cont.)

	Graduate Survey Respondents	All Withdrawing Graduates Students
	<i>Percentages</i>	
Age		
21 to 25 years	34.1	30.2
26 to 30 years	29.5	25.4
31 to 35 years	9.1	7.9
36 to 40 years	9.1	15.9
41 to 45 years	6.8	6.3
46 to 50 years	2.3	1.6
51 years and older	9.1	12.7
GPA		
0.00	34.1	38.1
2.00 to 2.49	9.1	7.9
2.50 to 2.99	15.9	20.6
3.00 to 3.49	22.7	20.6
3.50 to 4.00	18.2	12.7

- Seventy-five percent of respondents ranked Ball State as their first choice for graduate school, and 18% ranked it as their second choice. (Figure 5)
- Forty-eight percent of respondents indicated that location was one of their major reasons for choosing Ball State. (Table 31)
- Thirty-four percent of respondents reported that the availability of specific courses or program options was a major reason for choosing Ball State. (Table 31)
- At least one out of five respondents indicated that the cost of tuition and fees or the specific reputation of a major/program of interest were major reasons for choosing Ball State. (Table 31)

Figure 5
Graduate Student Ranking
of Ball State
Among College Choices



Approximately 18% of respondents reported that a major reason for choosing Ball State was because of its size or reputation for good teaching. (Table 31)

- Between 6 and 9% of respondents indicated that a major reason for choosing BSU was friends attending Ball State, availability of financial aid, advice of counselor/teacher/etc., or not being able to go to their first choice school. (Table 31)
- Approximately 5% of respondents indicated that the good jobs Ball State graduates secure, their family wanting them to go to BSU, and faculty availability to students were major reasons for attending Ball State. (Table 31)

Table 31
Graduate Student Respondents' Major Reasons for Choosing Ball State

	N	Percentages
Please identify your major reasons for choosing BSU for your graduate education.		
Location	21	47.7
Availability of specific courses or program options	15	34.1
Cost of tuition and fees	10	22.7
Specific reputation of major / program of interest	9	20.5
BSU is the right size.	8	18.2
BSU's reputation for good teaching	8	18.2
Other	6	13.6
Availability of financial aid	4	9.1
Friends attending BSU	4	9.1
Advice of counselor/teacher/etc.	3	6.8
Not able to go to first choice school	3	6.8
BSU graduates get good jobs.	2	4.5
Faculty are available to students.	2	4.5
Family wanted me to go.	2	4.5
Recruitment efforts of BSU	1	2.3
Reputation of academic support services (advising, etc.)	0	0.0

- Eighty-four percent of respondents indicated that their overall impression of Ball State was very positive or positive. (Table 32)
- Two thirds of respondents indicated that they met individually with instructors very often or often. (Table 33)
- About 83% of respondents indicated that they attended classes very often. (Table 33)
- Approximately 15% of respondents indicated that they participated in student clubs or organizations very often or often. (Table 33)

Table 32
Graduate Student Respondents' Impressions of Ball State

	N	Percentages
How would you describe your overall impression of Ball State University?		
Very positive	11	25.6
Positive	25	58.1
Undecided	7	16.3
Negative	0	0.0
Very negative	0	0.0

Table 33
Involvement Behaviors of Graduate Student Respondents

		Very Often	Often	Sometimes	Rarely	Never
	<i>N</i>	<i>Percentages</i>				
Attended classes	42	83.3	16.7	0.0	0.0	0.0
Met individually with instructors	42	28.6	38.1	14.3	14.3	4.8
Participated in student organizations or clubs	41	7.3	7.3	7.3	14.6	63.4

- At least 25% of withdrawing graduate respondents used the Advising, Learning, Career, or Health centers on campus. (Table 34)
- Thirty-four percent of withdrawing graduate respondents used the recreational facilities on campus. (Table 34)
- Seventy-five percent of respondents indicated they began considering withdrawal before the term started or in the early weeks of the term. (Table 35)

Table 34
Ball State Services Used by Graduate Student Respondents *

	N	Percentage
Please indicate which of the following BSU services you have used.		
Advising Center	12	27.3
Learning Center	12	27.3
Health Center	11	25.0
Career Center	12	27.3
Recreation facilities	15	34.1
Writing Center	3	6.8
Counseling & Psychological Services	5	11.4

* Respondents were asked to check all that apply.

Table 35
Graduate Student Respondents' Withdrawal Decisions

	N	Percentages
When did you begin to consider withdrawing from BSU?		
Before this term started	126	31.8
In the early weeks of this term	169	42.7
Around midterm of this term	77	19.4
Late in this term	24	6.1

- At least 10% of respondents indicated a major reason for their withdrawal included a class scheduling problem. (Table 36)
- About 48% indicated that a conflict between the demands of a job and college was a major or minor reason for their withdrawal. (Table 36)
- Three out of 10 respondents reported that a major or minor reason for their withdrawal was a change in their job situation. (Table 36)
- Approximately 21% reported that the desire to get work experience was a major or minor reason in their decision to withdraw. (Table 36)
- At least one fifth of the respondents reported that the inability to afford tuition and fees or the fact that they encountered unexpected expenses were major or minor reasons for their withdrawal. (Table 36)
- Twenty-eight percent of respondents reported a major or minor reason for their withdrawal was a personal health problem. (Table 36)
- Approximately 11% of respondents indicated that emotional problems were a major or minor reason for withdrawal. (Table 36)
- Twelve percent of respondents reported that a major or minor reason for their withdrawal was a family health-related problem. (Table 36)
- One fourth of the respondents indicated that major or minor reasons for their withdrawal were that family responsibilities were too great. (Table 36)
- Fifteen percent of respondents indicated that a minor reason for their withdrawal was because they felt alone or isolated. (Table 36)
- Approximately 13% of respondents indicated that wanting a break from their college studies was a major or minor reason in their withdrawal decision. (Table 36)

- Thirteen percent of respondents reported that a major or minor reason for withdrawing was because of transportation problems. (Table 36)
- One fifth of the respondents reported that a major or minor reason in their decision to withdraw was because the commuting distance was too great. (Table 36)

Table 36
Graduate Student Respondents' Reasons for Withdrawal

		Major Reason	Minor Reason	Not a Reason
	<i>N</i>	<i>Percentages</i>		
Academic				
<i>Course difficulty / demands</i>				
Dissatisfied with my grades	40	2.5	7.5	90.0
Inadequate study habits	40	2.5	2.5	95.0
Too many required courses	40	0.0	7.5	92.5
Courses too difficult	41	7.3	7.3	85.4
Was suspended or placed on probation	39	0.0	2.6	97.4
<i>Difficulty finding satisfactory program</i>				
Dissatisfied with courses	40	2.5	10.0	87.5
Disappointed with quality of instruction	40	7.5	5.0	87.5
<i>Other academic reasons</i>				
Experienced a class scheduling problem	40	10.0	2.5	87.5
Problems with academic advising	40	2.5	2.5	95.0
Courses not challenging enough	40	0.0	5.0	95.0
Impersonal attitude of college faculty or staff	41	7.3	7.3	85.4
Dissatisfied with academic reputation of BSU	40	0.0	2.5	97.5
Employment				
Conflict between demands of job and college	42	31.0	16.7	52.4
Work did not require more college	39	10.3	2.6	87.2
My job situation changed.	40	27.5	2.5	70.0
Wanted to get work experience	39	17.9	2.6	79.5
Financial				
<i>Problems with planning and management of finances</i>				
Could not afford tuition and fees	41	7.3	19.5	73.2
Encountered unexpected expenses	41	14.6	4.9	80.5
Did not budget my money correctly	40	0.0	2.5	97.5
<i>Financial aid problems</i>				
Did not receive financial aid	40	0.0	0.0	100.0
Financial aid received was inadequate.	40	0.0	7.5	92.5
<i>Other financial reasons</i>				
Could not find part-time work at BSU	40	2.5	5.0	92.5

Table 36
Graduate Student Respondents' Reasons for Withdrawal (cont.)

	<i>N</i>	Major Reason	Minor Reason	Not a Reason
		<i>Percentages</i>		
Personal				
<i>Family responsibilities / plans</i>				
Family situation changed.	40	5.0	2.5	92.5
Family responsibilities were too great.	40	10.0	15.0	75.0
Wanted to live closer to my parents or loved ones	40	2.5	2.5	95.0
Marital situation changed.	40	2.5	0.0	97.5
Influenced by parents or relatives	40	2.5	7.5	90.0
Child care was not available / too costly.	40	0.0	5.0	95.0
<i>Inadequate social / personal fit with Ball State</i>				
Felt alone or isolated	40	0.0	15.0	85.0
Dissatisfied with the social life at BSU	40	0.0	7.5	92.5
Did not like the size of BSU	40	0.0	0.0	100.0
Unhappy with college rules and regulations	40	2.5	2.5	95.0
Felt racial / ethnic tension	40	0.0	2.5	97.5
<i>Health / personal problems</i>				
Health-related problem (personal)	40	15.0	12.5	72.5
Experienced emotional problems	38	2.6	7.9	89.5
Health-related problem (family)	41	4.9	7.3	87.8
<i>Housing difficulties</i>				
Did not like the residence halls	40	0.0	2.5	97.5
Had conflicts with my roommate(s)	40	0.0	0.0	100.0
Could not find housing I liked	40	2.5	5.0	92.5
Other				
Decided to attend a different college	40	2.5	0.0	97.5
Wanted a break from my college studies	40	5.0	7.5	87.5
Was not ready for college	40	0.0	0.0	100.0
Commuting distance too great	40	12.5	7.5	80.0
Uncertain about the value of a college education	40	0.0	5.0	95.0
Enlisted in military service	40	0.0	2.5	97.5
Transportation problems	39	2.6	10.3	87.2
Wanted to travel	40	5.0	2.5	92.5

- More than one third of the respondents indicated that the most important reason for their withdrawal was financial. (Table 37)
- Twenty-nine percent of respondents reported employment as the most important reason for their withdrawal. (Table 37)

Table 37
Graduate Student Respondents' Most Important Reason for Withdrawal

Category	N	Percentages
Financial	15	36.6
Employment	12	29.3
Other	7	17.1
Academic	5	12.2
Personal	2	4.9

- Forty-six percent of the respondents indicated that their immediate plans included starting or continuing a job. (Table 38)
- Approximately 32% of respondents indicated that their immediate plans included dealing with personal or health needs. (Table 38)
- More than 15% of respondents indicated that their immediate plans included caring for their home or family or looking for a job. (Table 38)
- Seven percent of respondents indicated that their immediate plans included transferring to another school. (Table 38)
- At least 2% of respondents indicated that they had no specific plans at this time or that their immediate plans included joining the military. (Table 38)

Table 38
Immediate Plans of Graduate Student Respondents

What are your immediate plans?*	N	Percentages
Start / continue a job	20	45.5
Deal with personal / health needs	14	31.8
Other	10	22.7
Care for home or family	8	18.2
Look for a job	7	15.9
Transfer to another school	3	6.8
No specific plans at this time	1	2.3
Joining military service	1	2.3

* Respondents were asked to mark all responses that apply.

- Eighty-one percent of respondents indicated their long-term educational plans were to complete a graduate degree. (Table 39)
- Sixteen percent of respondents indicated that they were uncertain about their long-term educational plans or that they do not plan to continue their education. (Table 39)
- Fifty-one percent of respondents indicated that they planned to return to Ball State. (Table 40)
- Seventy-four percent of respondents who indicated that they planned to return to Ball State indicated that they planned to return the next semester. (Table 40)

Table 39
Long-Term Educational Plans of Graduate Student Respondents

	N	Percentages
What are your long-term educational plans?		
Complete a graduate degree	35	81.4
Uncertain about long-term educational plans	5	11.6
Do not plan to continue education	2	4.7
Complete a Bachelor's degree	1	2.3
Complete a 2-year (Associate) degree	0	0.0
Non-degree training	0	0.0

Table 40
Graduate Student Respondents' Plans to Return and When

	N	Percentages
Do you plan to return to BSU?		
Yes	22	51.2
Don't know	17	39.5
No	4	9.3
If yes, when?		
Next semester	17	73.9
Next year	5	11.4
After next year	1	4.3

Appendix A

Comments from the 2005-2006 Withdrawing Student Survey

Immediate Plans to Transfer - What School?

In State - Four Year Colleges and Universities

- Indiana State University
- Indiana University-Kokomo [mentioned on 5 surveys]
- Indiana University Northwest [mentioned on 2 surveys]
- IPFW [mentioned on 7 surveys]
- IU
- IU-Bloomington [mentioned on 2 surveys]
- IU-East [mentioned on 2 surveys]
- IU-Southeast [mentioned on 2 surveys]
- IUN
- IUPUFW
- IUPUI [mentioned on 13 surveys]
- IUS
- IUSB [mentioned on 4 surveys]
- Manchester College [mentioned on 2 surveys]
- Purdue North Central [mentioned on 4 surveys]
- Purdue University [mentioned on 10 surveys]
- Taylor
- University of Southern Indiana [mentioned on 4 surveys].

In State - Two Year Programs or Colleges

- Danville Area Community College
- Ivy Tech [mentioned on 19 surveys]
- Ivy Tech-Anderson [mentioned on 2 surveys]
- Ivy Tech-Richmond
- Vincennes

Out of State

- Brown Mackie
- Columbia College Chicago
- Florida School of Preaching
- Greenville College
- Harold Washington College
- Holy Cross College
- IBC
- Illinois Institute of Art-Chicago
- ITT-Tulane Univ
- Jacksonville State University
- Loyola - transferred 8/10/06
- Marshall University (WV)
- Mesa Community College
- Miami Ohio

Out of State (cont.)

- Northeastern Illinois University
- Portland University
- South Suburban College
- SUNY Fredonia
- University of Louisville
- University of New Orleans
- Western Kentucky
- Wright State Lake Campus

Immediate Plans - Other

Educational Plans

- A college in Virginia
- Accelerated RN program
- Attending a different college
- Beauty College
- Best Music Education Program in the Midwest
- Changing to correspondence classes for the semester
- Continue independent learning classes
- Cosmetology school
- Education program (teacher cert)
- Either EMT or CNA
- Enroll in distance learning
- Enrolled in independent learning program, taking another class closer to home
- Guest student - continue at my primary school
- Have accepted a place at another university
- Massage therapy school
- Return previous school
- Study abroad opportunities
- Study Abroad Options
- Take independent learning courses
- Take online classes
- Take online or Independent studies classes
- Take the rest of the year off, then try again at a different school
- Transfer studies

Employment Plans

- Accept new job
- Complete new job training
- Continue working and possibly enroll this fall
- Deal with job changes/needs
- Deal with my job
- Employment
- Get a job while finalizing transfer of father's stuff and care for my children
- I am working two jobs so to save/pay for costs all of next year.
- I have two jobs at the moment.
- I will be on a swing shift for the next 2 months.
- Non-traditional student/Deal with issues at work
- Receive more hours at work
- Start working
- Take care of meeting my current job demands - I am asst controller and acctg mgr for MFS Bank here in Muncie.
- To ensure I maintain what is required of me on my job

Employment Plans (cont.)

- Work [mentioned on 4 surveys]
- Work full time, save \$, grad school
- Work this semester
- Work to get my car repaired.

Family Plans

- Care for sick grandmother.
- Getting married and moving to Portugal.
- Hospitalized and underwent major surgery. Planning to return next semester after recuperation
- Kidneys
- Medical needs (perforated eardrum)
- Move home to have family support to control narcolepsy
- My pregnancy has turned from bad to worse!
- Relocate (apt. building is under construction and furnace is leaking fumes)
- Seek treatment with a specialist; pass attend, mayo clinic.
- Support husband in new job

Financial Plans

- Financial Reason
- Get car fixed
- Save money
- Turn in financial aid on time and then figure if it is in my budget.
- Work out issues with financial aid office

Military Plans

- Complete AIT Army Training
- Hopefully not be sent to Iraq.
- I am being deployed to Iraq for 15 months.
- Overseas deployment
- Was deployed for military service

Relocation Plans

- Look for a house.
- Look for classes that I need for next semester
- Move
- Move away from Muncie
- Move out of state
- Move to Chicago
- Move to Missouri to take care of Dad
- Move to Texas
- Moving out of state

Other

- 2 year LDS church mission
- Focused; BSU also had a great science area
- For my major they were better - the school I transferred from was teaching and business
- I would like to take maths 105-106 - it's slower
- Maybe - Toronto
- Offered free tuition for Hurricane Katrina evacuees
- Possibly till I can move closer...
- Seek counseling!
- Start online
- Travel
- Try to get weekend OPT
- Undecided, but a VA school
- VCF?
- Visit friends around the U.S.
- Warsaw, IN
- Wesleyan LEAP program
- Write book

Major Reasons for Choosing Ball State - Other

Athletics

- Athletic recruitment
- Athletics
- Athletics (Men's Track).
- Played football in my undergrad

Previously Affiliated with Ball State

- BSU Alumni
- Continue class spring semester 06
- Daughter graduated from here.
- Finish 2004-2005 classes (incomplete due to family situation).
- Grad w/ BSW from BSU
- Graduate, explore career options
- Graduate with general studies of continuation
- Graduated from here
- Had been here and preferred it to others
- Husband was attending.
- I was the 13th person in my family to attend.
- I'm a graduate of B.S.U.
- Plan my last few classes and get myself ready to graduate
- Possibly take internet courses from BSU
- RCVD 1st Degree Here
- Return to school
- Start BSU next semester
- Try to re-enroll in BSU
- Two brothers graduated from BSU

Employed at Ball State (Self or Family)

- BSU employee
- Father employee (fee remission)
- Father teaches here
- Shawn Keihn (stepmother) is part of faculty
- Spouse faculty
- Staff employee = fee remission
- Step mom works here; mom went here
- Work at BSU

Specific Program

- Architecture program
- BSU's Architecture reputation
- Dad said it was a good art school applied and got in.
- Dance Department

Specific Program (cont.)

- Good programs
- GOODE Communicators program
- Great journalism program.
- Music Ed. Program
- ROTC

Other

- Become more knowledgeable about my subject
- Brush up on skills
- Didn't have to write essay
- Early acceptance
- Fall semester's had already started - BSU offered acceptance
- Guest student - good location and classes available
- Highly recommended, perfect at the time
- I really like the environment and the people here. [mentioned on 2 surveys]
- Internship
- Live and work in Muncie
- Location and Price
- More practice in my field
- Not sure
- Not sure yet.
- Opportunities to transfer credits, good programs for degrees
- Some teachers were good people.
- The kindness and how quickly the faculty responded to everything
- This is my home town.
- Undecided.

Appendix B
2005-2006 Withdrawing Student Survey

