

# **2000-2001 WITHDRAWING STUDENT SURVEY**

## **SUMMARY REPORT**



Ball State University

Office of Academic Assessment and  
Institutional Research

November, 2001



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## EXECUTIVE SUMMARY

- The *Withdrawing Student Survey* was developed to track patterns in the characteristics and concerns of withdrawing students.
- In 2000-2001, 560 undergraduates withdrew and 502 completed the survey, for a response rate of 90 percent. The response rate for graduate students was 85 percent, with 110 of the possible 129 withdrawing graduate students completing the survey.
- Twenty-seven percent of withdrawals took place in the first week of the term. The majority of withdrawals took place by the end of the fourth week.
- One-half of undergraduate respondents chose various personal reasons as their most important reason for withdrawal. Twenty-four percent of respondents specified that their most important withdrawal reason was a personal health-related problem.

### **Opinions about Ball State**

- Two-thirds of undergraduate respondents ranked Ball State as their first choice for college.
- Location was cited more frequently than other factors as a major reason for choosing to attend Ball State.
- Three-fourths of respondents reported either very positive or positive overall impressions of Ball State.

### **Involvement**

- More than six out of ten undergraduate respondents indicated that they very often attended class and they very often, often, or sometimes met individually with instructors.

### **Withdrawal Decisions**

- Three-fourths of undergraduate respondents reported that they began to consider withdrawing either before the term started or in the early weeks of the term.
- Eight out of ten undergraduate respondents reported they had not in any previous semester withdrawn from all of their classes.

### **Immediate and Future Plans**

- More than 35 percent of respondents reported immediate plans that included dealing with personal or health needs, or starting or continuing a job.
- More than seven out of ten respondents indicated that their long-term educational plans were to complete a Bachelor's degree or a graduate degree.
- The majority of respondents reported plans to return to Ball State.

### **Term Distinctions**

- A higher percentage of fall respondents than spring respondents were enrolled full time.
- A higher percentage of spring respondents than fall respondents indicated they planned to return to Ball State.

### **Gender Distinctions**

- Female respondents were more likely than male respondents to report that a reason for their withdrawal was a decision to attend a different college, an emotional problem, or a personal health problem.

- Male respondents were more likely than female respondents to report that a major reason for their withdrawal was a conflict between job and college.
- A higher percentage of male respondents than female respondents included starting or continuing a job in their immediate plans.
- Female respondents were more likely than male respondents to report that their immediate plans included dealing with personal or health needs, or transferring to another school.
- Respondents enrolled for five hours or less were more likely than other respondents to report previous withdrawals, yet more than 70 percent of this group planned to return to BSU.
- Part-time respondents were more likely than full-time respondents to report that a reason for their withdrawal was a conflict between the demands of a job and college, class scheduling problems, family responsibilities, or a change in job situation.

### **Class Level Distinctions**

- Sophomore, junior, and senior respondents were more likely than freshman respondents to describe their overall impression of Ball State as very positive or positive.
- Freshman respondents were more likely than other respondents to indicate that deciding to attend a different college was a reason for withdrawing.
- Freshman respondents were more likely than other undergraduate respondents to indicate that their immediate plans included transferring to another school.
- About 77 percent of senior, 64 percent of junior, 61 percent of sophomore, and 41 percent of freshman respondents planned to return to Ball State.

### **Enrollment Level Distinctions**

- More than eight out of ten undergraduate respondents enrolled part-time indicated that they considered withdrawing either before the term started or in the early weeks of the term, compared to 70 percent of those enrolled full time.

- The majority of full-time respondents reported immediate plans of dealing with personal or health needs.

### **Year to Year Comparisons**

- Respondents in 2000-2001 were less likely than respondents in 1999-2000 to indicate immediate plans of starting or continuing a job.

### **Graduate Student Respondents**

- Almost one-half of withdrawing graduate student respondents were enrolled for five credit hours or less.
- Eighty-five percent of graduate student respondents indicated they began considering withdrawal early in the term, with 59 percent withdrawing in the first two weeks of the term.
- At least 20 percent of graduate student respondents reported that a major reason for their withdrawal was family responsibilities, a conflict between the demands of a job and college, a personal health-related problem, or a change in job situation.
- About 46 percent of graduate student respondents indicated immediate plans of starting or continuing a job.

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## INTRODUCTION

The *Withdrawing Student Survey* was originally developed by the Offices of Institutional Research and Academic Assessment in Fall 1991. The survey was revised in 1992, 1999, and 2000. Historically, the survey was given 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 of the surveys are completed immediately prior to an exit interview with the Ombudsperson. Occasionally, students return completed surveys by mail.

Of the 560 undergraduates who withdrew in Fall 2000 or Spring 2001, 502 completed the survey, for a response rate of 90 percent. The response rate for graduate students was 85 percent, with 110 of the possible 129 withdrawing graduate students completing the survey.

This summary contains 11 sections. Section 1 outlines the demographic and academic characteristics of both the undergraduate survey respondents and all of the withdrawing undergraduates. Sections 2 through 5 outline the 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 five sections (Sections 6 through 10) include various comparisons of undergraduate responses. The differences between fall and spring respondents are included in Section 6. Section 7 contains comparisons of survey responses by gender while Section 8 outlines class level differences. Section 9 includes differences based on enrollment levels, specifically differences between full and part-time respondents. Similarities and differences between 2000-2001 and 1999-2000 undergraduate results are described in Section 10.

The final section – Section 11 – includes survey responses from graduate students.

The survey contained two places for respondents to write in brief comments about future plans. First, respondents who indicated they were planning to transfer schools could write in the name of the school. Second, respondents could specify other immediate plans. Both spaces were relatively small and the comments reflect this. The responses to these items are included in Appendices A and B. Appendix C contains a copy of the survey instrument.

Responses to the two open-ended questions at the end of the survey are included in the *2000-2001 Withdrawing Student Survey – Comment Report*.



## SECTION 1

### Demographic and Academic Characteristics of Undergraduates.

*Summary* This section contains a description of the demographic and academic characteristics of undergraduate withdrawing survey respondents and compares them to the characteristics of all withdrawing undergraduates.

Overall, the demographic and academic characteristics of the respondent groups were consistent with the characteristics of all withdrawing undergraduates.

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- The mean ages, grade point averages, SAT scores, and high school percentile ranks of the survey respondents were similar to those of all withdrawing undergraduates. (Table 1)
  - Six out of ten undergraduate respondents were female. This was consistent with the withdrawing undergraduate population. (Table 2)
  - Ninety percent of both respondents and all withdrawing undergraduate students were Caucasian. Five percent were African American. (Table 2)
  - The majority of withdrawing undergraduates, including survey respondents, were between 18 and 21 years of age. (Table 2)
  - Thirty-four percent of withdrawing students were freshmen, 28 percent were sophomores, 23 percent were juniors, and 14 percent were seniors. Respondents were similarly divided among class levels. (Table 2)
  - One-fifth of withdrawing undergraduates and undergraduate respondents had a grade point average of 0.00, meaning that they withdrew before they had completed any credit hours. (Table 2)
  - Six out of ten 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>
<b>Age</b>	23.9	24.8
<b>GPA*</b>	2.47	2.50
<b>SAT Math</b>	497.8	497.6
<b>SAT Verbal</b>	485.2	485.2
<b>High school percentile rank</b>	41.4	42.2

\* Excludes students with a 0.00 GPA.

**Table 2**  
**Demographic Characteristics of Respondents and All Withdrawing Undergraduates**

	<b>Undergraduate Survey Respondents</b>	<b>All Withdrawing Undergraduates</b>
	<i>Percentages</i>	<i>Percentages</i>
<b>Gender</b>		
Female	59.8	57.9
Male	40.2	42.1
<b>Race</b>		
Asian	0.6	0.5
African American	5.1	5.4
Caucasian	90.3	90.0
Hispanic	1.4	1.6
Native American	0.2	0.2
Not Specified	2.4	2.3
<b>Age</b>		
25 years and over	23.9	26.8
22 to 24 years	19.7	20.2
20 to 21 years	23.7	23.4
18 to 19 years	31.4	28.4
Less than 18 years	1.2	1.1
<b>Class</b>		
Freshman	36.1	34.1
Sophomore	28.9	28.3
Junior	21.5	23.2
Senior	13.5	14.4
<b>GPA</b>		
0.00	21.3	20.0
0.01 to 1.99	16.8	15.9
2.00 to 2.49	26.0	26.3
2.50 to 2.99	19.5	20.5
3.00 to 3.49	11.2	11.1
3.50 to 4.00	5.3	6.3
<b>Part-time/Full-time status</b>		
Full-time	65.3	62.1
Part-time	34.7	37.9

## 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.

Because several items on the *Withdrawing Student Survey* were similar to items on the *2000 Making Achievement Possible Survey (MAP)*, this section also includes some comparisons between withdrawing undergraduate student responses and the responses given by matriculating freshmen on the MAP 2000 survey.

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

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- Sixty-seven percent of respondents ranked Ball State as their first choice for college. Twenty-six percent ranked Ball State as their second choice. (Table 3)
  - Seven out of ten respondents indicated that location was one of their major reasons for choosing Ball State. (Table 4)

- Cost of tuition and fees was a major reason for choosing Ball State according to 39 percent of respondents. (Table 4)
- Three out of ten respondents reported that a major reason for choosing Ball State was because Ball State is the right size. (Table 4)
- Approximately 29 percent of respondents indicated a major reason for choosing the university was because of friends attending Ball State or the specific reputation of a major or program of interest. (Table 4)
- About one-fifth of respondents reported that a major reason for choosing Ball State was the reputation for good teaching, the availability of specific courses or program options, or family who wanted them to attend. (Table 4)
- More than 75 percent of respondents reported very positive or positive overall impressions of Ball State. Only six percent of respondents reported negative or very negative overall impressions of Ball State. (Table 5)
- Sixty-eight percent of withdrawing undergraduate respondents indicated that location was a major reason for choosing Ball State. Only 43 percent of MAP 2000 respondents reported that location was a very important reason for choosing Ball State.

- About three out of ten withdrawing respondents indicated that friends attending Ball State was a major reason for choosing Ball State. Seventeen percent of MAP 2000 respondents indicated that friends attending Ball State was very important in their choice to attend, while 42 percent indicated it was somewhat important.
- Sixty-one percent of MAP 2000 respondents reported that the specific reputation of a major or program of interest was a very important reason for choosing Ball State. In contrast, only 29 percent of withdrawing respondents reported that the specific reputation of a major or program of interest was a major reason for choosing Ball State.
- The availability of specific courses or program options was a major reason for choosing Ball State for 22 percent of withdrawing respondents, a very important reason for 54 percent of MAP 2000 respondents, and a somewhat important reason for 36 percent of MAP 2000 respondents.
- Five percent of withdrawing respondents indicated that a major reason for choosing Ball State was that Ball State graduates get good jobs. In contrast, 41 percent of MAP 2000 respondents indicated it was a very important reason and 44 percent of MAP 2000 respondents indicated it was a somewhat important reason for choosing Ball State.

**Table 3**  
**Rank of Ball State Among College Choices**

	N	Percentages
<b>How did Ball State rank among your choices for college?</b>		
First choice	331	66.5
Second choice	129	25.9
Third choice	28	5.6
Less than third choice	10	2.0

**Table 4**  
**Major Reasons for Choosing Ball State**

	N	Percentages
<b>Please identify your major reasons for choosing BSU for your college education.</b>		
Location	342	68.1
Cost of tuition and fees	198	39.4
BSU is the right size	157	31.3
Friends attending BSU	147	29.3
Specific reputation of major / program of interest	146	29.1
BSU's reputation for good teaching	114	22.7
Availability of specific courses or program options	108	21.5
Family wanted me to go	106	21.1
Availability of financial aid	85	16.9
Advice of high school staff	50	10.0
Advice of BSU student	49	9.8
Faculty are available to students	42	8.4
Can identify with fellow students	39	7.8
Not able to go to first choice school	37	7.4
BSU graduates get good jobs	27	5.4
BSU's emphasis on computer technology	23	4.6
Accessible for disabled students	17	3.4
Recommended by employer	16	3.2
Reputation of academic support services (advising, etc.)	16	3.2
Recruitment efforts of BSU	15	3.0
Reputation of sports teams	5	1.0

**Table 5**  
**Overall Impressions of Ball State University**

	N	Percentages
<b>How would you describe your overall impression of Ball State University?</b>		
Very positive	119	23.7
Positive	265	52.8
Undecided	87	17.3
Negative	27	5.4
Very negative	4	0.8



### SECTION 3

#### **Involvement Behaviors Associated with Retention.**

*Summary* Withdrawing undergraduates were asked to indicate the extent to which they were involved in behaviors associated with retention. More than eight out of ten respondents reported they very often or often attended classes. Almost one-fourth indicated that they had met individually with instructors very often or often.

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- Approximately 86 percent of respondents indicated they very often or often attended classes. Only four percent indicated they had never attended classes. (Table 6)
  - Almost one-fourth of respondents reported that they very often or often

met individually with instructors. (Table 6)

- Eleven percent of respondents indicated that they participated in student clubs or organizations very often or often. (Table 6)
- Twelve percent of respondents reported that they very often or often attended athletic events. (Table 6)
- One-fifth of respondents indicated that they very often or often attended cultural events. (Table 6)
- Learning Center services were reportedly used by 12 percent of respondents very often or often. (Table 6)

**Table 6  
Involvement Behaviors**

		Very often	Often	Sometimes	Rarely	Never
	<i>N</i>	<i>Percentages</i>				
Attended classes	479	64.7	21.7	7.9	1.7	4.0
Met individually with instructors	487	6.2	17.9	40.0	15.8	20.1
Participated in student organizations or clubs	484	5.0	6.2	11.4	18.4	59.1
Attended athletic events	480	4.4	7.7	22.7	21.9	43.3
Attended cultural events	483	4.3	14.3	27.1	21.1	33.1
Used Learning Center services	487	4.3	7.2	21.6	23.0	43.9



## SECTION 4

### The Withdrawal Decision.

*Summary* This section contains information about the decision to withdraw and the timing of withdrawal actions. The withdrawal dates were taken from University records and grouped according to the week of each term. Respondents were asked to categorize a list of possible reasons for withdrawal as a major reason, a minor reason, or not a reason. Survey respondents were also asked to specify the single most important reason for their withdrawal. The single most important reasons were classified into five categories – (academic, employment, financial, personal, and other).

Approximately 76 percent of respondents indicated they considered withdrawing either before the term began or in the early weeks of the term. The majority withdrew by the end of the fourth week of the term.

More than one-half of respondents chose various personal issues as their single most important reason for withdrawing, including 24 percent of respondents who specified their most important reason was a personal health-related problem.

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- Twenty-eight percent of respondents began considering withdrawal before the term began. Another 48 percent began considering withdrawal in the early weeks of the term. (Table 7)
  - Nearly 85 percent of respondents reported they had not previously withdrawn from all their classes. (Table 8)
  - One-fourth of respondents withdrew during the first week of the term. Another 26 percent withdrew in weeks two through four. (Figure 1)

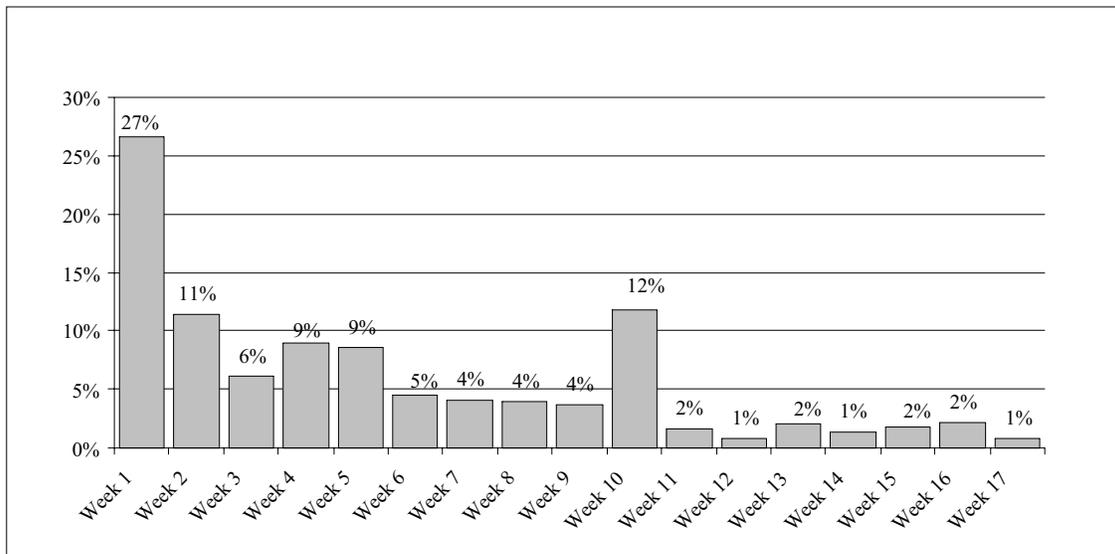
**Table 7  
Withdrawal Considerations**

	N	Percentages
<b>When did you begin to consider withdrawing from BSU?</b>		
Before this term started	135	27.6
In the early weeks of this term	237	48.4
Around midterm of this term	85	17.6
Late in this term	33	6.7

**Table 8**  
**Previous Withdrawals**

	N	Percentages
<b>Have you withdrawn from all your classes in a previous semester / session?</b>		
No	400	83.5
Yes, one time	69	14.4
Yes, more than once	10	2.1

**Figure 1**  
**Week of Withdrawal**



- Nearly one-fourth of respondents reported that dissatisfaction with grades or inadequate study habits were major or minor reasons for withdrawing. (Table 9)
- Approximately 22 percent of respondents reported that a major or minor reason for withdrawing was that they had decided to attend a different college. (Table 9)
- One-fourth of respondents indicated that a conflict between the demands of a job and college was a major or minor reason for their withdrawal. (Table 9)
- Unexpected expenses were a major or minor reason for the withdrawal of one out of four respondents. (Table 9)
- Approximately 28 percent of respondents indicated that a major or minor reason for withdrawing was that family responsibilities were too great. (Table 9)

- A change in family situation was a major or minor reason for withdrawing according to 21 percent of respondents. (Table 9)
- Twenty-one percent of respondents indicated that emotional problems were a major reason for their withdrawal and 23 percent indicated it was a minor reason. (Table 9)
- One-fourth of respondents reported that a family health-related problem was a major or minor reason for withdrawing. (Table 9)
- Forty-five percent of respondents reported a major or minor reason for their withdrawal was a personal health problem. (Table 9)
- Approximately 33 percent of respondents reported that wanting a break from college studies was a major or minor reason for withdrawing. (Table 9)

**Table 9**  
**Reasons for Withdrawal**

	<i>N</i>	<b>Major Reason</b>	<b>Minor Reason</b>	<b>Not a Reason</b>
		<i>Percentages</i>		
<b>Academic<sup>1</sup></b>				
<i>Course difficulty / demands</i>				
Courses were too difficult	476	3.2	6.9	89.9
Dissatisfied with my grades	474	10.5	13.1	76.4
Inadequate study habits	474	3.6	17.1	79.3
Too many required courses	470	3.0	7.4	89.6
Was suspended or placed on probation	474	1.5	3.6	94.9
<i>Difficulty finding satisfactory program</i>				
Desired major was not offered by BSU	473	1.9	3.8	94.3
Disappointed with quality of instruction	473	3.6	8.5	87.9
Dissatisfied with courses	473	4.0	9.3	86.7
<i>Other academic reasons</i>				
Courses were not challenging	473	0.8	2.7	96.4
Decided to attend a different college	480	11.5	10.0	78.5
Dissatisfied with academic reputation of BSU	472	0.2	1.3	98.5
Experienced a class scheduling problem	473	4.0	8.7	87.3
Impersonal attitude of college faculty or staff	473	1.1	6.3	92.6
Problems with academic advising	472	0.8	3.8	95.3
<b>Employment</b>				
Conflict between demands of job and college	474	13.1	11.6	75.3
My chosen occupation did not require more college	473	1.7	1.5	96.8
My job situation changed	474	13.9	7.4	78.7
Wanted to get work experience	472	3.2	6.8	90.0

<sup>1</sup> Headings were added for this report and were not printed on the survey.

**Table 9 (continued)**  
**Reasons for Withdrawal**

	<i>N</i>	<b>Major Reason</b>	<b>Minor Reason</b>	<b>Not a Reason</b>
		<i>Percentages</i>		
<b>Financial</b>				
<i>Problems with planning and management of finances</i>				
Could not afford tuition and fees	474	8.0	8.0	84.0
Did not budget my money correctly	474	5.5	8.6	85.9
Encountered unexpected expenses	474	10.8	13.7	75.5
<i>Financial aid problems</i>				
Did not receive financial aid	473	5.5	5.5	89.0
Financial aid received was inadequate	473	4.0	6.6	89.4
<i>Other financial reasons</i>				
Could not find part-time work at BSU	472	1.1	2.8	96.2
<b>Personal</b>				
<i>Family responsibilities / plans</i>				
Child care was not available / too costly	473	2.3	2.1	95.6
Family responsibilities were too great	478	13.4	14.9	71.8
Influenced by parents or relatives	473	1.5	6.8	91.8
My family situation changed	474	14.1	7.2	78.7
My marital situation changed	475	3.2	3.2	93.7
Wanted to live closer to my parents or loved ones	473	10.1	10.6	79.3
<i>Inadequate social / personal fit with Ball State</i>				
Did not like the size of BSU	473	2.1	4.0	93.9
Dissatisfied with the social life at BSU	472	1.7	6.4	91.9
Felt racial / ethnic tension	474	0.2	1.7	98.1
Felt alone or isolated	474	4.9	12.7	82.5
Unhappy with college rules and regulations	474	1.9	3.2	94.9
<i>Health / personal problems</i>				
Experienced emotional problems	476	21.4	23.3	55.3
Health-related problem (family)	473	15.9	7.6	76.5
Health-related problem (personal)	480	34.6	10.6	54.8
<i>Housing difficulties</i>				
Could not find housing I liked	474	0.8	3.2	96.0
Did not like the residence halls	473	2.5	5.5	92.0
Had conflicts with my roommate(s)	474	1.7	5.3	93.0
<b>Other</b>				
Commuting distance was too great	475	4.2	5.9	89.9
Transportation problems	473	3.2	7.2	89.6
Uncertain about the value of a college education	473	1.7	4.9	93.4
Wanted a break from my college studies	480	9.1	23.4	67.5
Wanted to travel	474	2.5	5.7	91.8
Was not ready for college	475	4.8	8.6	86.5

<sup>1</sup> Headings were added for this report and were not printed on the survey.

- Approximately 24 percent of respondents specified that a personal health-related problem was their single most important reason for withdrawal. (Table 10)
- Family health problems were reported by eight percent of respondents as the single most important reason for withdrawing. (Table 10)
- The majority of respondents chose personal reasons as their most important reason for withdrawing. (Table 11)

**Table 10**  
**Top Five Most Important Reasons for Withdrawal**

	N	Percentages
<b>Most Important Reason for Withdrawal</b>		
1 - Health-related problem (personal)	97	23.6
2 - Health-related problem (family)	32	7.8
3 - Conflict between demands of job and college	29	7.1
4 - Decided to attend a different college	27	6.6
5 - Experienced emotional problems	22	5.4
Wanted a break from my college studies	22	5.4

**Table 11**  
**Category of Most Important Reason for Withdrawal**

	N	Percentages
<b>Category</b>		
Academic	63	15.3
Employment	50	12.2
Financial	43	10.5
Personal	212	51.6
Other	43	10.5



## SECTION 5

### Immediate and Future Plans.

*Summary* This section contains information about undergraduate respondents' immediate and future plans.

Forty-five percent of respondents reported that their immediate plans included dealing with personal or health needs. Almost four out of ten respondents indicated that their immediate plans included starting or continuing a job. More than 70 percent of respondents indicated that their long-term educational plans were to complete a Bachelor's degree or graduate degree.

The majority of respondents reported plans to return to Ball State. Of those returning, three-fourths planned to return in the next semester.

- 
- Approximately 45 percent of respondents indicated that their immediate plans included dealing

with personal or health needs. (Table 12)

- Starting or continuing a job was among the immediate plans of 38 percent of respondents. (Table 12)
- Caring for home or family was among the immediate plans of 20 percent of respondents. (Table 12)
- Sixteen percent of respondents reported they were uncertain about their long-term educational plans. (Table 13)
- Approximately 58 percent of respondents indicated their long-term educational plans were to complete a Bachelor's degree. (Table 13)
- More than 56 percent of respondents reported plans to return to Ball State. Of those planning to return, 77 percent planned to return in the next semester. (Table 14)

**Table 12**  
**Immediate Plans**

	N	Percentages
<b>What are your immediate plans? *</b>		
Deal with personal / health needs	228	45.4
Start / continue a job	189	37.6
Care for home or family	102	20.3
Look for a job	83	16.5
Transfer to another school	79	15.7
No specific plans at this time	20	4.0
Joining military service	5	1.0
Other	60	12.0

\* Respondents were asked to mark all responses that apply.

**Table 13**  
**Long-Term Educational Plans**

	N	Percentages
<b>What are your long-term educational plans?</b>		
Do not plan to continue education	3	0.6
Uncertain about long term educational plans	78	15.8
Complete a 2-year (Associate's) degree	48	9.7
Complete a Bachelor's degree	284	57.6
Complete a graduate degree	80	16.2

**Table 14**  
**Plans to Return to Ball State**

	N	Percentages
<b>Do you plan to return to BSU?</b>		
Yes	273	56.5
Don't know	125	25.9
No	85	17.6
<b>If yes, when?</b>		
Next semester	187	77.0
Next year	49	20.2
After next year	7	2.9

## SECTION 6

### Comparison by Term.

*Summary* Fall and spring response patterns were compared to determine if differences existed. Of the 502 undergraduate respondents, 281 completed surveys in fall and 221 completed surveys in spring. Fall and spring response rates were 89 percent and 90 percent, respectively.

Fall respondents were more likely than spring respondents to be enrolled full-time. Fall respondents were also more likely to have no grade point average.

Fall respondents were more likely than spring respondents to rank Ball State first among their choices for college. Fall respondents were also more likely than spring respondents to indicate their immediate plans included transferring to another school. Spring respondents were more likely than fall respondents to report they planned to return to Ball State.

- 
- Forty percent of fall and 32 percent of spring respondents were freshmen. This difference was not statistically significant. (Table 15)
  - A significantly higher percentage of fall respondents than spring respondents had a grade point

average of 0.00, meaning that they withdrew without completing any credit hours at Ball State (31% of fall compared to 9% of spring). (Table 15)

- Fall respondents were significantly more likely than spring respondents to be enrolled full time (70% of fall compared to 60% of spring). (Table 15)
- Approximately 35 percent of spring respondents indicated that a major reason for choosing Ball State was the specific reputation of a major or program of interest. Only 24 percent of fall respondents indicated the same. This difference was statistically significant.
- Fall respondents were significantly more likely than spring respondents to indicate that Ball State ranked first among their choices for college (69% of fall compared to 64% of spring). (Table 16)
- Sixty percent of fall respondents reported that they met with individual instructors very often, often, or sometimes. In significant contrast, 69 percent of spring respondents responded similarly. (Table 17)

**Table 15**  
**Academic Characteristics by Term**

	<b>Fall</b>	<b>Spring</b>
	<i>Percentages</i>	<i>Percentages</i>
<b>Class</b>		
Freshman	39.5	31.7
Sophomore	27.4	30.8
Junior	21.7	21.3
Senior	11.4	16.3
<b>GPA *</b>		
0.00	30.9	9.2
0.01 to 1.99	16.7	17.0
2.00 to 2.49	23.3	29.4
2.50 to 2.99	15.3	24.8
3.00 to 3.49	9.8	12.8
3.50 to 4.00	4.0	6.9
<b>Credit hours *</b>		
5 hours or less	17.5	18.8
6 to 11 hours	12.7	21.6
12 or more hours	69.8	59.6

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

**Table 16**  
**Rank of Ball State by Term**

	<b>Fall</b>	<b>Spring</b>
	<i>Percentages</i>	<i>Percentages</i>
<b>How did Ball State rank among your choices for college? *</b>		
First choice	68.8	63.5
Second choice	21.1	32.0
Third choice	7.2	3.7
Less than third choice	2.9	0.9

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

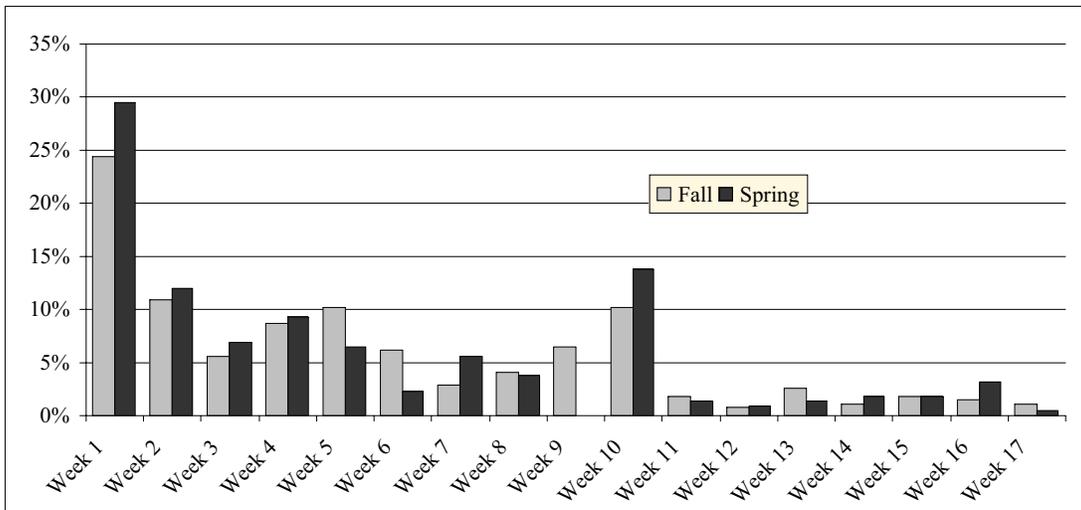
**Table 17**  
**Significant Differences in Involvement Behaviors by Term**

	<b>Fall</b>	<b>Spring</b>
	<i>Percentages</i>	<i>Percentages</i>
<b>Met individually with instructors *</b>		
Very often	8.1	3.7
Often	15.4	20.9
Sometimes	36.8	44.2
Rarely	16.9	14.4
Never	22.8	16.7

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

- Twenty-four percent of fall and 29 percent of spring respondents withdrew during the first week of the term. This difference was statistically significant. (Figure 2)
- A significantly higher percentage of fall respondents than spring respondents reported that their immediate plans included transferring to another school (19% of fall compared to 11% of spring). (Table 18)
- Spring respondents were significantly more likely than fall respondents to indicate they planned to return to Ball State (63% of spring compared to 51% of fall). (Table 19)

**Figure 2**  
**Week of Withdrawal by Term**



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

**Table 18**  
**Immediate Plans by Term**

	<b>Fall</b>	<b>Spring</b>
<b>What are your immediate plans? *</b>	<i>Percentages</i>	<i>Percentages</i>
Start / continue a job	38.4	36.7
Deal with personal / health needs	43.1	48.4
Transfer to another school **	19.2	11.3
Care for family or home	18.9	22.2
Look for a job	14.9	18.6
No specific plans at this time	3.2	5.0
Join military service	0.7	1.4
Other	11.7	12.2

\* Respondents were asked to mark all that apply.

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

**Table 19**  
**Plans to Return to Ball State by Term**

	<b>Fall</b>	<b>Spring</b>
<b>Do you plan to return to BSU? *</b>	<i>Percentages</i>	<i>Percentages</i>
Yes	51.1	63.3
Don't know	28.7	22.3
No	20.1	14.4

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

## SECTION 7

### Comparison by Gender.

*Summary* Male and female response patterns were compared to examine gender differences.

Female respondents were more likely than male respondents to have a grade point average of at least a 2.50.

Male respondents were more likely than female respondents to report that major reasons for choosing Ball State included the advice of a Ball State student, the advice of high school staff, Ball State’s emphasis on computer technology, friends attending Ball State, and the reputation of sports teams.

Female respondents were more likely than male respondents to indicate personal reasons as their most important reason for withdrawal. Male respondents were more likely to indicate employment or financial reasons as their most important reason.

Male respondents were more likely than female respondents to report that conflicts between a job and college or changes in a job situation were major reasons for withdrawing. Female respondents were more likely to indicate that a decision to attend a different college, emotional problems, or personal health-related problems were reasons for withdrawing.

Female respondents were more likely than male respondents to indicate that their immediate plans included dealing with personal or health needs, or transferring to another school. Male respondents were more likely to indicate that their immediate plans included starting or continuing a job.

- 
- A significantly higher percentage of female respondents than male respondents had a grade point average of at least 2.50 (42% of females compared to 27% of males). (Table 20)

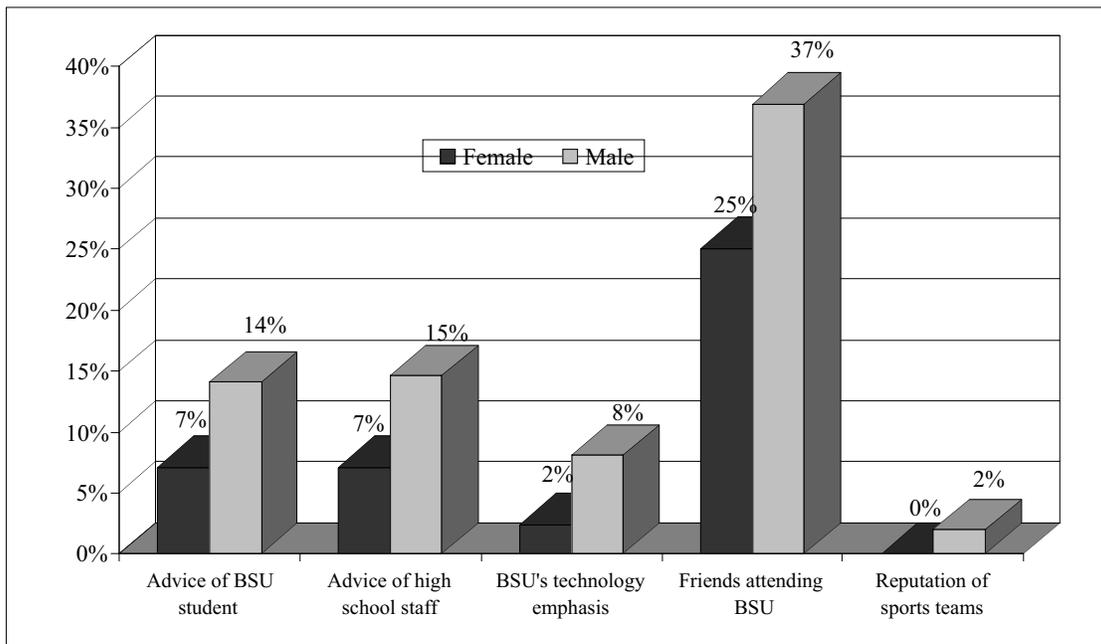
**Table 20**  
**Significant Differences in Demographic Characteristics by Gender**

	Female	Male
	<i>Percentages</i>	<i>Percentages</i>
<b>GPA *</b>		
0.00	21.4	21.2
0.01 to 1.99	14.9	19.7
2.00 to 2.49	22.0	31.8
2.50 to 2.99	21.7	16.2
3.00 to 3.49	13.2	8.1
3.50 to 4.00	6.8	3.0

\* Significant differences exist between female and male respondents for this characteristic at  $p < .05$ .

- Male respondents were significantly more likely than female respondents to report that a major reason for choosing Ball State was the advice of a Ball State student or the advice of high school staff. (Figure 3)
- BSU’s emphasis on technology was a major reason for choosing Ball State according to two percent of female respondents and eight percent of male respondents. This difference was statistically significant. (Figure 3)
- A significantly higher percentage of male respondents than female respondents reported that the friends attending Ball State was a major reason for choosing Ball State (37% of males compared to 25% of females). (Figure 3)

**Figure 3**  
**Significant Differences in Major Reasons for Choosing Ball State by Gender\***



\* Significant differences exist between female and male respondents for these characteristics at  $p < .05$ .

- Female respondents were significantly more likely than male respondents to indicate that they attended classes very often (70% of females compared to 57% of males). (Table 21)
- A significantly higher percentage of male respondents than female respondents reported that they very often or often attended athletic events (20% of males compared to 6% of females). (Table 21)

**Table 21**  
**Significant Differences in Involvement Behaviors by Gender**

	Females	Males
	<i>Percentages</i>	
<b>Attended classes *</b>		
Very often	69.8	57.1
Often	18.1	27.0
Sometimes	6.4	10.1
Rarely	1.1	2.6
Never	4.6	3.2
<b>Attended athletic events *</b>		
Very often	2.5	6.8
Often	3.5	13.2
Sometimes	22.7	23.2
Rarely	23.0	20.0
Never	48.2	36.8

\* Significant differences exist between female and male respondents for this characteristic at  $p < .05$ .

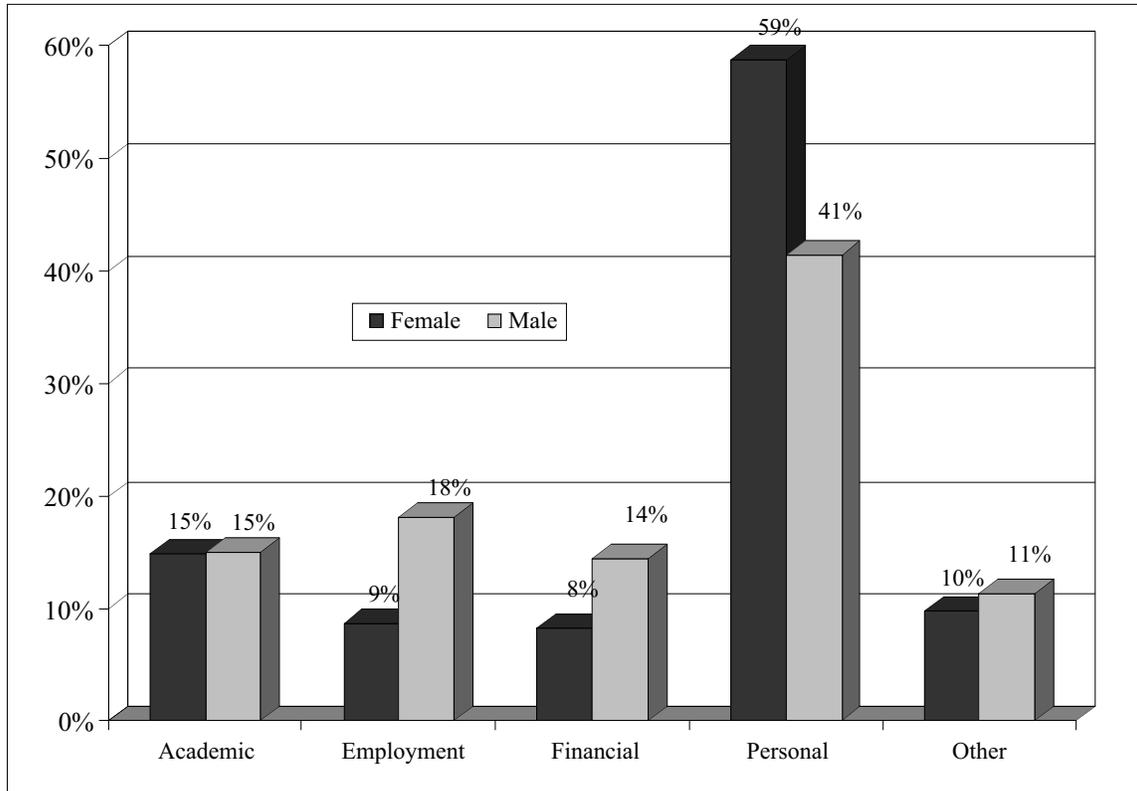
- Six out of ten female respondents identified personal reasons as their most important reason for withdrawing. In significant contrast, 41 percent of male respondents chose personal reasons and 18 percent identified employment reasons. (Figure 4)
- Male respondents were significantly more likely than female respondents to report that a major reason for their withdrawal was a conflict between the demands of a job and college (19% of males compared to 9% of females). (Table 22)
- Significantly higher percentages of male respondents than female respondents indicated that major or minor reasons for withdrawing were that courses were not challenging or that courses were too difficult. (Table 22)
- Female respondents were significantly more likely than male respondents to report that deciding to attend a different college was a major or minor reason for withdrawing (24% of females compared to 17% of males). (Table 22)
- The majority of female respondents indicated that emotional problems were a major or minor reason for withdrawing. In significant contrast, only 37 percent of male respondents indicated the same. (Table 22)
- Female respondents were significantly more likely than male respondents to report that a major reason for withdrawing was a personal health-related problem (41% of females compared to 26% of males). (Table 22)
- A change in job situation was a major reason for withdrawing according to 20 percent of male respondents and 10 percent of female respondents

respondents. This difference was statistically significant. (Table 22)

- Eleven percent of male respondents and six percent of female

respondents indicated that wanting to travel was a major or minor reason for withdrawing. (Table 22)

**Figure 4**  
**Category of Most Important Reason for Withdrawal by Gender \***



\* Significant differences exist between female and male respondents for this characteristic at  $p < .05$ .

**Table 22**  
**Significant Differences in Reasons for Withdrawal by Gender**

	<b>Female</b>	<b>Male</b>
	<i>Percentages</i>	<i>Percentages</i>
<b>Conflict between demands of job and college *</b>		
Major reason	9.3	19.1
Minor reason	10.8	12.8
Not a reason	79.9	68.1

\* Significant differences exist between female and male respondents for this characteristic at  $p < .05$ .

**Table 22 (cont'd)**  
**Significant Differences in Reasons for Withdrawal by Gender**

	<b>Female</b>	<b>Male</b>
	<i>Percentages</i>	<i>Percentages</i>
<b>Could not find part-time work at BSU *</b>		
Major reason	1.8	0.0
Minor reason	1.4	4.8
Not a reason	96.8	95.2
<b>Courses were not challenging *</b>		
Major reason	0.4	1.6
Minor reason	0.4	5.9
Not a reason	99.3	92.6
<b>Courses were too difficult *</b>		
Major reason	4.3	1.1
Minor reason	4.6	10.6
Not a reason	91.1	88.3
<b>Decided to attend a different college *</b>		
Major reason	10.6	12.0
Minor reason	13.5	5.2
Not a reason	75.9	82.7
<b>Experienced emotional problems *</b>		
Major reason	25.7	15.9
Minor reason	25.0	21.2
Not a reason	49.3	63.0
<b>Health-related problem (personal) *</b>		
Major reason	41.0	25.7
Minor reason	11.0	10.5
Not a reason	48.1	63.9
<b>My job situation changed *</b>		
Major reason	10.1	20.1
Minor reason	7.6	6.9
Not a reason	82.4	73.0
<b>Wanted to travel *</b>		
Major reason	3.2	1.6
Minor reason	3.2	9.6
Not a reason	93.5	88.8

\* Significant differences exist between female and male respondents for this characteristic at  $p < .05$ .

- Male respondents were significantly more likely than female respondents to report that their immediate plans included starting or continuing a job (45% of males compared to 33% of females). (Table 23)

- Fifty-two percent of female respondents indicated that their immediate plans included dealing with personal or health needs. In significant contrast, only 37 percent of male respondents indicated the same. (Table 23)
- Female respondents were significantly more likely than male respondents to report their immediate plans included transferring to another school (17% of females compared to 13% of males). (Table 23)

**Table 23**  
**Immediate Plans by Gender**

	<b>Female</b>	<b>Male</b>
	<i>Percentages</i>	<i>Percentages</i>
<b>What are your immediate plans? *</b>		
Start / continue a job **	33.2	44.9
Deal with personal / health needs **	51.9	37.4
Transfer to another school **	17.3	13.1
Care for family or home	22.7	16.7
Look for a job	16.6	17.2
No specific plans	4.1	4.0
Join military service	0.7	1.5
Other	11.2	12.6

\* Respondents were asked to mark all responses that apply.

\*\* Significant differences exist between female and male respondents for this characteristic at  $p < .05$ .

## SECTION 8

### Comparison by Class Level.

*Summary* This section outlines the differences among survey responses based on the respondents' class levels. Of the 502 undergraduate respondents, 181 were freshmen, 145 were sophomores, 108 were juniors, and 68 were seniors. Response rates for freshmen and sophomores were 95 percent and 91 percent, respectively. These were significantly higher than response rates for juniors and seniors (84% for both).

Sophomore, junior, and senior respondents were more likely than freshman respondents to describe their overall impression of Ball State as very positive or positive.

Freshman respondents were more likely than other respondents to indicate the following were reasons for their withdrawal: decided to attend a different college, dissatisfied with courses, did not like the residence halls, did not like the size of Ball State, felt alone or isolated, wanted to live closer to loved ones, wanted to travel, and was not ready for college. Freshman respondents were also more likely than other respondents to indicate their immediate plans included transferring to another school.

- 
- Freshman respondents were the most likely to have a grade point average

of 0.00, meaning that they withdrew before completing any credit hours at Ball State. One out of five sophomore respondents had a grade point average between 0.01 and 1.99. The majority of senior respondents had at least a 2.50 grade point average. The difference among class levels was statistically significant. (Table 24)

- Three-fourths of freshman respondents were enrolled full time, compared to 61 percent of sophomore, 63 percent of junior, and 45 percent of senior respondents. The difference among class levels was statistically significant. (Table 24)
- Forty-six percent of senior, 20 percent of junior, 31 percent of sophomore, and 27 percent of freshman respondents indicated that a major reason for choosing Ball State was the specific reputation of a major or program of interest. The difference among class levels was statistically significant.
- Freshman respondents were significantly less likely than other respondents to report a very positive or positive overall impression of Ball State (66% of freshmen compared to 83% of sophomores, 80% of juniors, and 84% of seniors). (Table 25)

**Table 24**  
**Significant Differences in Academic Characteristics by Class Level**

	Freshman	Sophomore	Junior	Senior
	<i>Percentages</i>			
<b>GPA *</b>				
0.00	44.4	12.6	6.7	1.5
0.01 to 1.99	23.0	18.9	11.4	4.5
2.00 to 2.49	11.2	30.8	43.8	26.9
2.50 to 2.99	7.9	21.0	24.8	38.8
3.00 to 3.49	9.6	12.6	8.6	16.4
3.50 to 4.00	3.9	4.2	4.8	11.9
<b>Enrollment hours *</b>				
0-5 hours	8.4	18.2	21.9	37.3
6-11 hours	13.5	21.0	15.2	17.9
12 hours or more	78.1	60.8	62.9	44.8

\* Significant differences exist between class level respondents for this characteristic at  $p < .05$ .

**Table 25**  
**Overall Impression of Ball State by Class Level**

	Freshman	Sophomore	Junior	Senior
	<i>Percentages</i>			
<b>How would you describe your overall impression of Ball State University? *</b>				
Very positive	21.5	24.1	22.2	30.9
Positive	44.8	59.3	57.4	52.9
Undecided	24.3	13.1	17.6	7.4
Negative	7.7	2.8	2.8	8.8
Very negative	1.7	0.7	0.0	0.0

\* Significant differences exist between class level respondents for this characteristic at  $p < .05$ .

- Fifty-six percent of freshman, 70 percent of sophomore, 67 percent of junior, and 73 percent of senior respondents reported they very often attended classes. This difference was statistically significant. (Table 26)
- Junior and senior respondents were significantly more likely than freshman or sophomore respondents to report they very often or often met individually with instructors (15% of freshmen and 22% of sophomores compared to 32% of juniors and 40% of seniors). (Table 26)
- Freshman respondents were significantly more likely than other respondents to indicate they never attended cultural events, participated in student organizations or clubs, attended athletic events, or used Learning Center services. (Table 26)

**Table 26**  
**Involvement Behaviors by Class Level**

	Freshman	Sophomore	Junior	Senior
	<i>Percentages</i>			
<b>Attended classes</b>				
Very often	56.3	69.6	67.3	73.0
Often	24.1	17.0	22.4	23.8
Sometimes	9.8	8.1	8.4	1.6
Rarely	2.9	1.5	0.9	0.0
Never	6.9	3.7	0.9	1.6
<b>Met individually with instructors *</b>				
Very often	2.3	3.6	10.2	15.4
Often	12.5	18.8	21.3	24.6
Sometimes	29.5	47.8	42.6	47.7
Rarely	19.9	15.2	13.9	9.2
Never	35.8	14.5	12.0	3.1
<b>Attended cultural events *</b>				
Very often	2.3	3.7	6.5	7.7
Often	10.9	14.7	19.4	13.8
Sometimes	18.4	28.7	36.1	32.3
Rarely	17.8	26.5	18.5	23.1
Never	50.6	26.5	19.4	23.1
<b>Participated in student organizations or clubs *</b>				
Very often	2.3	6.5	4.7	9.2
Often	1.7	7.2	5.6	16.9
Sometimes	9.2	11.6	13.1	13.8
Rarely	13.8	17.4	22.4	26.2
Never	73.0	57.2	54.2	33.8
<b>Attended athletic events *</b>				
Very often	2.3	5.1	6.5	4.7
Often	5.2	9.5	9.3	7.8
Sometimes	20.9	21.9	28.0	20.3
Rarely	17.4	24.1	17.8	35.9
Never	54.1	39.4	38.3	31.3
<b>Used Learning Center services *</b>				
Very often	3.4	2.9	5.7	7.7
Often	8.5	6.5	7.5	4.6
Sometimes	21.5	27.3	15.1	20.0
Rarely	15.3	19.4	29.2	41.5
Never	51.4	43.9	42.5	26.2

\* Significant differences exist between class level respondents for this characteristic at  $p < .05$ .

- Eighty-eight percent of freshman, 87 percent of sophomore, 74 percent of junior, and 79 percent of senior respondents reported they had not previously withdrawn from all of their classes. The difference among class levels was statistically significant. (Table 27)
- Freshman respondents were significantly more likely than other respondents to indicate that the decision to attend a different college was a major or minor reason for withdrawing (34% of freshmen compared to 21% of sophomores, 10% of juniors, and 6% of seniors). (Table 28)
- Nineteen percent of freshman, 13 percent of sophomore, ten percent of junior, and six percent of senior respondents reported that a major or minor reason for withdrawing was dissatisfaction with courses. The difference among class levels was statistically significant. (Table 28)
- Freshman and sophomore respondents were significantly more likely than junior and senior respondents to indicate that dissatisfaction with their grades was a major or minor reason for withdrawing (29% of freshmen and 28% of sophomores compared to 20% of juniors and 9% of seniors). (Table 28)
- A significantly higher percentage of freshman respondents than other respondents reported that a major or minor reason for withdrawing was that they did not like the residence halls (17% of freshmen compared to 5% of sophomores, 2% of juniors, and none of the seniors). (Table 28)
- Twelve percent of freshman, five percent of sophomore, none of the junior, and two percent of senior respondents reported that a major or minor reason for withdrawing was that they did not like the size of Ball State. The difference among class levels was statistically significant. (Table 28)
- Freshman and sophomore respondents were significantly more likely than junior and senior respondents to indicate that emotional problems were a major or minor reason for withdrawing (52% of freshmen and 46% of sophomores compared to 39% of juniors and 35% of seniors). (Table 28)
- Upperclassman respondents were significantly more likely than freshman and sophomore respondents to indicate that a major or minor reason for withdrawing was family responsibilities (35% of juniors and 30% of seniors compared to 27% of freshmen and 23% of sophomores). (Table 28)
- Freshman respondents were significantly more likely than other respondents to indicate that feeling alone or isolated was a major or minor reason for withdrawing (25% of freshmen compared to 13% of sophomores, 17% of juniors, and 8% of seniors). (Table 28)
- Seventeen percent of freshman, five percent of sophomore, thirteen percent of the junior, and two percent of senior respondents

reported that too many required courses was a major or minor reason for withdrawing. The difference among class levels was statistically significant. (Table 28)

- Eight percent of freshman, none of the sophomore, three percent of the junior, and eleven percent of senior respondents reported that a major or minor reason for withdrawing was being unhappy with college rules and regulations. The difference among class levels was statistically significant. (Table 28)
- Freshman respondents were significantly more likely than other respondents to indicate that a major or minor reason for withdrawing was wanting to live closer to loved ones (31% of freshmen compared to 17%

of sophomores, 16% of juniors, and 9% of seniors). (Table 28)

- A significantly higher percentage of freshman respondents than other respondents indicated that wanting to travel was a major or minor reason for withdrawing (14% of freshmen compared to 5% of sophomores, 7% of juniors, and 3% of seniors). (Table 28)
- Freshman respondents were significantly more likely than other respondents to indicate that a major or minor reason for withdrawing was not being ready for college (27% of freshmen compared to 9% of sophomores, 5% of juniors, and none of the seniors). (Table 28)

**Table 27**  
**Previous Withdrawals by Class Level**

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
	<i>Percentages</i>			
<b>Have you withdrawn from all your classes in a previous semester / session? *</b>				
No	88.4	86.9	73.8	78.8
Yes, one time	11.0	10.2	22.3	19.7
Yes, more than once	0.6	2.9	3.9	1.5

\* Significant differences exist between class level respondents for this characteristic at p<.05.

**Table 28**  
**Significant Differences in Reasons for Withdrawal by Class Level**

	Freshman	Sophomore	Junior	Senior
	<i>Percentages</i>			
<b>Decided to attend a different college *</b>				
Major reason	18.6	11.9	5.9	0.0
Minor reason	15.8	8.9	3.9	6.1
Not a reason	65.5	79.3	90.2	93.9
<b>Dissatisfied with courses *</b>				
Major reason	5.2	2.2	5.9	1.5
Minor reason	13.4	10.4	4.0	4.5
Not a reason	81.4	87.3	90.1	93.9
<b>Dissatisfied with my grades *</b>				
Major reason	14.5	11.2	6.9	4.5
Minor reason	14.0	16.4	12.7	4.5
Not a reason	71.5	72.4	80.4	90.9
<b>Did not like the residence halls *</b>				
Major reason	5.8	0.7	1.0	0.0
Minor reason	11.0	4.5	1.0	0.0
Not a reason	83.1	94.8	98.0	100.0
<b>Did not like the size of BSU *</b>				
Major reason	4.7	1.5	0.0	0.0
Minor reason	7.6	3.7	0.0	1.5
Not a reason	87.8	94.8	100.0	98.8
<b>Experienced emotional problems *</b>				
Major reason	24.3	17.9	25.2	15.2
Minor reason	27.2	27.6	13.6	19.7
Not a reason	48.6	54.5	61.2	65.2
<b>Family responsibilities were too great *</b>				
Major reason	12.0	11.9	21.6	7.6
Minor reason	15.4	11.1	13.7	22.7
Not a reason	72.6	77.0	64.7	69.7
<b>Felt alone or isolated *</b>				
Major reason	7.5	3.7	3.0	3.0
Minor reason	17.9	9.0	13.9	4.5
Not a reason	74.6	87.3	83.2	92.4

\* Significant differences exist between class level respondents for this characteristic at  $p < .05$ .

**Table 28 (continued)**  
**Significant Differences in Reasons for Withdrawal by Class Level**

	Freshman	Sophomore	Junior	Senior
	<i>Percentages</i>			
<b>Too many required courses *</b>				
Major reason	5.3	0.8	4.0	0.0
Minor reason	11.7	3.8	8.9	1.5
Not a reason	83.0	95.5	87.1	98.5
<b>Unhappy with college rules and regulations *</b>				
Major reason	2.3	0.0	1.0	6.1
Minor reason	5.8	0.0	2.0	4.5
Not a reason	91.9	100.0	97.0	89.4
<b>Wanted to live closer to my loved ones *</b>				
Major reason	14.5	10.4	7.0	3.0
Minor reason	16.3	6.7	9.0	6.1
Not a reason	69.2	83.0	84.0	90.9
<b>Wanted to travel *</b>				
Major reason	3.5	1.5	2.0	3.0
Minor reason	10.4	3.0	5.0	0.0
Not a reason	86.1	95.5	93.1	97.0
<b>Was not ready for college *</b>				
Major reason	9.9	2.2	2.9	0.0
Minor reason	17.4	6.7	1.9	0.0
Not a reason	72.7	91.0	95.1	100.0

\* Significant differences exist between class level respondents for this characteristic at  $p < .05$ .

- Freshman respondents were significantly less likely than other respondents to indicate that they planned to return to Ball State (41% of freshmen compared to 61% of sophomores, 64% of juniors, and 77% of seniors). (Table 29)
- A significantly higher percentage of freshman respondents than other respondents indicated that their immediate plans were to transfer to another school (22% of freshmen compared to 16% of sophomores, 10% of juniors, and 9% of seniors). (Table 30)
- Junior and senior respondents were significantly more likely than freshman and sophomore respondents to report long-term educational plans of completing a Bachelor's or graduate degree (81% of juniors and 88% of seniors compared to 66% of freshmen and 72% of sophomores). (Table 31)

**Table 29**  
**Plans to Return to Ball State by Class Level**

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
	<i>Percentages</i>			
<b>Do you plan to return to BSU? *</b>				
No	24.7	18.0	10.5	9.2
Don't know	34.5	20.9	25.7	13.8
Yes	40.8	61.2	63.8	76.9

\* Significant differences exist between class level respondents for this characteristic at  $p < .05$ .

**Table 30**  
**Immediate Plans by Class Level**

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
	<i>Percentages</i>			
<b>What are your immediate plans? *</b>				
Start / continue a job	31.5	42.8	41.7	36.8
Deal with personal / health needs	43.1	48.3	44.4	47.1
Transfer to another school **	21.5	15.9	10.2	8.8
Care for family or home	17.7	19.3	25.0	22.1
Look for a job	20.4	12.4	15.7	16.2
No specific plans at this time	5.0	3.4	3.7	2.9
Join military service	1.1	1.4	0.9	0.0
Other	11.6	12.4	15.7	5.9

\* Respondents were asked to mark all responses that apply.

\*\* Significant differences exist between class level respondents for this characteristic at  $p < .05$ .

**Table 31**  
**Long-Term Educational Plans by Class Level**

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
	<i>Percentages</i>			
<b>What are your long-term educational plans? *</b>				
Do not plan to continue education	0.6	0.7	0.0	1.5
Uncertain about long-term educational plans	17.5	16.8	14.8	10.8
Complete a 2-year (Associate's) degree	15.8	10.5	4.6	0.0
Complete a Bachelor's degree	50.3	54.5	69.4	64.6
Complete a graduate degree	15.8	17.5	11.1	23.1

\* Significant differences exist between class level respondents for this characteristic at  $p < .05$ .

## SECTION 9

### Comparison by Enrollment Level.

*Summary* This section describes the differences in survey responses found among undergraduate respondents at various enrollment levels. Enrollment levels were created by differentiating between respondents based on the number of credit hours they had at the beginning of the term. Full-time respondents are those who were enrolled for twelve or more credit hours at the beginning of the term. Part-time respondents include two categories – those enrolled for five hours or less and those enrolled for six to eleven credit hours.

Eighty-nine respondents were enrolled for five credit hours or less, 82 respondents were enrolled for six to eleven hours, and 322 respondents were enrolled for twelve hours or more. The response rate for full-time students (93%) was significantly higher than the response rate for those enrolled in five credit hours or less (77%) or the response rate for those enrolled for six to eleven hours (85%).

At least 83 percent of part-time respondents indicated that they considered withdrawing before the term started or in the early weeks of the term, compared to 70 percent of full-time respondents. More than 50 percent of respondents enrolled for five hours or less had withdrawn by the end of the second week, compared to only 32 percent of full-time respondents. Part-time respondents were more likely than full-time respondents to report previous college withdrawals.

Part-time respondents were more likely than full-time respondents to report that a reason for withdrawing was a conflict between the demands of a job and college, class scheduling problems, or a change in job situation. Full-time respondents were more likely to indicate the following as reasons for withdrawing: decided to attend a different college, did not like the residence hall, dissatisfied with grades, experienced emotional problems, felt alone or isolated, wanted a break from college studies, wanted to live closer to loved ones, and was not ready for college.

- 
- Six out of ten respondents enrolled for five credit hours or less were 25 years or older, compared to 30 percent of respondents enrolled for six to eleven hours and 12 percent of those enrolled full time. This difference was statistically significant. (Table 32)
  - Full-time respondents were significantly more likely than other respondents to have a grade point average of 0.00, meaning that they withdrew without completing any credit hours at Ball State. (Table 32)
  - Part-time respondents were significantly less likely than full-time respondents to indicate that a major reason for choosing Ball State was the advice of a Ball State student. (Table 33)
  - Respondents enrolled for five hours or less were significantly less likely

than other respondents to indicate that major reasons for choosing Ball State were the availability of financial aid, Ball State’s reputation for good teaching, the cost of tuition and fees, and friends attending Ball State. (Table 33)

- Full-time respondents were significantly more likely than part-time respondents to report that major reasons for choosing Ball State included family wanting them to go or not being able to go to the college of their first choice. (Table 33)
- The specific reputation of a major or program of interest was a major

reason for choosing Ball State for 19 percent of respondents enrolled for five credit hours or less, 27 percent of respondents enrolled for six to eleven credit hours, and 33 percent of respondents enrolled for twelve or more credit hours. This difference was statistically significant. (Table 33)

- Respondents enrolled for five credit hours or less were significantly more likely than other respondents to report choosing Ball State because of recommendations by an employer. (Table 33)

**Table 32**  
**Significant Differences in Demographic Characteristics by Enrollment Level**

	5 hours or less	6 to 11 hours	12 hours or more
	<i>Percentages</i>		
<b>Age *</b>			
Less than 18 years old	0.0	1.2	1.6
18 to 19 years old	3.4	15.9	43.2
20 to 21 years old	10.1	25.6	27.0
22 to 24 years old	25.8	28.0	15.8
25 years old or more	60.7	29.3	12.4
<b>GPA *</b>			
0.00	5.6	13.4	27.6
0.01 to 1.99	13.5	23.2	16.1
2.00 to 2.49	25.8	28.0	25.5
2.50 to 2.99	24.7	14.6	19.3
3.00 to 3.49	19.1	13.4	8.4
3.50 to 4.00	11.2	7.3	3.1

\* Significant differences exist between enrollment level respondents for this characteristic at p<.05.

**Table 33**  
**Significant Differences in Reasons for Choosing Ball State by Enrollment Level**

	5 hours or less	6 to 11 hours	12 hours or more
	<i>Percentages</i>		
<b>Reasons</b>			
Advice of BSU student *	3.4	8.5	12.1
Availability of financial aid *	6.7	19.5	19.3
BSU's reputation for good teaching *	13.5	29.3	24.2
Cost of tuition and fees *	28.1	37.8	43.8
Friends attending BSU *	18.0	35.4	31.7
Family wanted me to go *	11.2	15.9	25.5
Not able to go to college of first choice *	3.4	2.4	9.3
Specific reputation of major/program of interest *	19.1	26.8	32.9
Recommended by employer *	9.0	3.7	1.6

\* Significant differences exist between enrollment level respondents for this characteristic at  $p < .05$ .

- Eighty-one percent of respondents enrolled for five credit hours or less, 72 percent of respondents enrolled for six to eleven credit hours, and 59 percent of respondents enrolled for twelve or more credit hours reported that they attended classes very often. This difference was statistically significant. (Table 34)
- Full-time respondents were significantly less likely than part-time respondents to indicate they never participated in student clubs and organizations. (Table 34)
- Approximately 90 percent of respondents enrolled for five credit hours or less, 83 percent of respondents enrolled for six to eleven credit hours, and 70 percent of full-time respondents reported that they considered withdrawing before the term started or in the early in the weeks of the term. This difference was statistically significant. (Table 35)
- The majority of respondents enrolled for five hours or less and 44 percent of those enrolled for six to eleven hours withdrew by the end of the second week in the term. In significant contrast, only 32 percent of full-time respondents withdrew by the end of the second week. (Table 36)
- Approximately 89 percent of full-time respondents reported they had not previously withdrawn from all their classes, compared to 76 percent of respondents enrolled for six to eleven credit hours and 71 percent of those enrolled for five or less credit hours. This difference was statistically significant. (Table 37)

**Table 34**  
**Significant Differences in Involvement Behaviors by Enrollment Level**

	5 hours or less	6 to 11 hours	12 hours or more
	<i>Percentages</i>		
<b>Attended class*</b>			
Very often	80.5	72.2	58.6
Often	12.2	15.2	25.9
Sometimes	3.7	8.9	8.7
Rarely	0.0	0.0	2.6
Never	3.7	3.8	4.2
<b>Participated in student clubs and organizations *</b>			
Very often	7.1	2.6	5.1
Often	2.4	0.0	8.6
Sometimes	9.5	16.7	10.9
Rarely	13.1	17.9	19.8
Never	67.9	62.8	55.6

\* Significant differences exist between enrollment level respondents for this characteristic at p<.05.

**Table 35**  
**Withdrawal Considerations by Enrollment Level**

	5 hours or less	6 to 11 hours	12 hours or more
	<i>Percentages</i>		
<b>When did you first consider withdrawing from BSU? *</b>			
Before this term started	29.5	32.1	24.9
In the early weeks of this term	60.2	50.6	45.0
Around midterm of this term	6.8	13.6	21.4
Late in this term	3.4	3.7	8.6

\* Significant differences exist between enrollment level respondents for this characteristic at p<.05.

**Table 36**  
**Withdrawal Dates by Enrollment Level**

	5 hours or less	6 to 11 hours	12 hours or more
	<i>Percentages</i>		
<b>Withdrawal Dates *</b>			
Early withdrawal through week 2	52.8	43.9	32.3
Weeks 3 thru 5	31.5	32.9	18.9
Weeks 6 thru 9	7.9	9.8	19.9
Week 10 or later	7.9	13.4	28.9

\* Significant differences exist between enrollment level respondents for this characteristic at p<.05.

**Table 37**  
**Previous Withdrawals by Enrollment Level**

	5 hours or less	6 to 11 hours	12 hours or more
	<i>Percentages</i>		
<b>Have you withdrawn from all your classes before? *</b>			
No	70.9	76.3	88.6
Yes, one time	22.1	21.1	10.7
Yes, more than once	7.0	2.6	0.6

\* Significant differences exist between enrollment level respondents for this characteristic at  $p < .05$ .

- Respondents enrolled part-time were significantly more likely than respondents enrolled full-time to indicate that a conflict between the demands of a job and college was a major reason for withdrawing (21% of those enrolled for 5 hours or less and 23% of those enrolled for 6 to 11 hours compared to 9% of those enrolled for 12 hours or more). (Table 38)
  - Full-time respondents were significantly more likely than part-time respondents to indicate that major or minor reasons for withdrawing were deciding to attend a different college, not liking the residence halls, or being dissatisfied with grades. (Table 38)
  - At least eight percent of part-time respondents indicated that class scheduling problems were a major reason for withdrawing, compared to only one percent of full-time respondents. This difference was statistically significant. (Table 38)
  - Respondents enrolled for five hours or less were significantly less likely than other respondents to report that
- emotional problems were a major or minor reason for withdrawing (18% of those enrolled for 5 hours or less compared to 41% of those enrolled for 6 to 11 hours and 54% of those enrolled for 12 hours or more). (Table 38)
  - Approximately 23 percent of respondents enrolled for five hours or less indicated that family responsibilities were a major reason for withdrawing. In significant contrast, only 11 percent of those enrolled for six to eleven hours and 12 percent of full-time respondents reported the same. (Table 38)
  - Full-time respondents were significantly more likely than part-time respondents to report that a major or minor reason for withdrawing was feeling alone or isolated (24% of full time compared to 1% of those enrolled for 5 hours or less and 9% of those enrolled for 6 to 11 hours). (Table 38)
  - Respondents enrolled for five hours or less were significantly less likely than other respondents to report that personal health problems were a

major reason for withdrawing (19% of those enrolled for 5 hours or less compared to 35% of those enrolled for 6 to 11 hours and 39% of those enrolled for 12 hours or more). (Table 38)

- Part-time respondents were significantly more likely than full-time respondents to indicate that a change in job situation was a major or minor reason for withdrawing (40% of those enrolled for 5 or less hours and 32% of those enrolled for 6 to 11 hours, compared to 14% of those enrolled 12 hours or more). (Table 38)
- Full-time respondents were significantly more likely than part-time respondents to report that major or minor reasons for withdrawing included too many required courses, wanting a break from college studies, wanting to live closer to loved ones, and not being ready for college. (Table 38)
- Approximately 28 percent of respondents enrolled for five hours or less chose employment reasons as their most important reason for withdrawal. This was significantly higher than the percentages of other respondents (15% of those enrolled for 6 to 11 hours and 8% of those enrolled for 12 hours or more). (Table 39)
- Thirty-eight percent of respondents enrolled for five hours or less, 57 percent of respondents enrolled for six to eleven hours, and 54 percent of full-time respondents chose personal reasons as their most important reason for withdrawal. This

difference was statistically significant. (Table 39)

- Forty-six percent of part-time respondents and 34 percent of full-time respondents reported their immediate plans included starting or continuing a job. This difference was statistically significant. (Table 40)
- Respondents enrolled for five hours or less were significantly less likely than other respondents to report immediate plans of dealing with personal or health needs (28% of those enrolled for 5 hours or less, compared to 46% of those enrolled for 6 to 11 hours and 51% of those enrolled for 12 hours or more). (Table 40)
- About six percent of respondents enrolled for five credit hours or less, 11 percent of respondents enrolled for six to eleven hours, and 20 percent of respondents enrolled for twelve hours or more reported immediate plans of transferring to another school. This difference was statistically significant. (Table 40)
- Caring for home or family was included in the immediate plans of 30 percent of respondents enrolled for five credit hours or less, 22 percent of respondents enrolled for six to eleven hours, and 17 percent of respondents enrolled full time. This difference was statistically significant. (Table 40)
- Full-time respondents were significantly more likely than part-time respondents to indicate that their immediate plans included looking for a job (22% of full time

compared to 7% of those enrolled for 5 hours or less and 6% of those enrolled for 6 to 11 hours). (Table 40)

- Seventy-four percent of respondents enrolled for five credit hours or less

and 62 percent of respondents enrolled for six to eleven credit hours indicated that they planned to return to Ball State. In significant contrast, only 50 percent of those enrolled full time reported similar plans. (Table 41)

**Table 38**  
**Significant Differences in Reasons for Withdrawal by Enrollment Level**

Reasons for Withdrawal*	5 hours or less	6 to 11 hours	12 hours or more
	<i>Percentages</i>		
<b>Conflict between demands of job and college *</b>			
Major reason	21.0	22.8	8.8
Minor reason	17.3	7.6	11.1
Not a reason	61.7	69.6	80.1
<b>Decided to attend to a different college *</b>			
Major reason	4.9	6.3	14.1
Minor reason	2.4	8.9	12.5
Not a reason	92.7	84.8	73.4
<b>Did not like the residence halls *</b>			
Major reason	0.0	0.0	3.9
Minor reason	0.0	2.5	7.8
Not a reason	100.0	97.5	88.3
<b>Dissatisfied with my grades *</b>			
Major reason	3.8	6.3	13.6
Minor reason	10.0	7.6	15.3
Not a reason	86.3	86.1	71.1
<b>Experienced class scheduling problems *</b>			
Major reason	11.3	7.6	1.3
Minor reason	10.0	11.4	7.8
Not a reason	78.8	81.0	90.9
<b>Experienced emotional problems *</b>			
Major reason	6.3	17.7	26.8
Minor reason	11.3	22.8	26.8
Not a reason	82.5	59.5	46.5

\* Significant differences exist between enrollment level respondents for this characteristic at p<.05.

**Table 38 (continued)**  
**Significant Differences in Reasons for Withdrawal by Enrollment Level**

Reasons for Withdrawal*	5 hours or less	6 to 11 hours	12 hours or more
	<i>Percentages</i>		
<b>Family responsibilities were too great *</b>			
Major reason	23.2	11.4	11.6
Minor reason	14.6	8.9	16.5
Not a reason	62.2	79.7	71.9
<b>Felt alone or isolated *</b>			
Major reason	0.0	1.3	7.1
Minor reason	1.3	7.6	16.9
Not a reason	98.8	91.1	76.0
<b>Health-related problem (personal) *</b>			
Major reason	19.3	34.6	39.0
Minor reason	10.8	11.1	10.6
Not a reason	69.9	54.3	50.3
<b>My job situation changed *</b>			
Major reason	27.5	20.3	9.1
Minor reason	12.5	11.4	4.9
Not a reason	60.0	68.4	86.0
<b>Too many required courses *</b>			
Major reason	2.5	1.3	3.6
Minor reason	1.3	3.9	9.8
Not a reason	96.3	94.8	86.6
<b>Wanted a break from my college studies *</b>			
Major reason	2.5	10.1	10.4
Minor reason	16.3	16.5	27.6
Not a reason	81.3	73.4	62.0
<b>Wanted to live closer to loved ones *</b>			
Major reason	2.5	10.1	12.1
Minor reason	2.5	3.8	14.7
Not a reason	95.0	86.1	73.3
<b>Was not ready for college *</b>			
Major reason	1.2	5.1	5.8
Minor reason	0.0	3.8	12.0
Not a reason	98.8	91.1	82.1

\* Significant differences exist between enrollment level respondents for this characteristic at p<.05.

**Table 39**  
**Category of the Most Important Reason for Withdrawal by Enrollment Level**

	5 hours or less	6 to 11 hours	12 hours or more
	<i>Percentages</i>		
<b>Category *</b>			
Academic	21.1	10.8	14.2
Employment	28.2	15.4	7.5
Financial	8.5	10.8	11.2
Personal	38.0	56.9	54.1
Other	4.2	6.2	13.1

\* Significant differences exist between enrollment level respondents for this characteristic at  $p < .05$ .

**Table 40**  
**Immediate Plans by Enrollment Level**

	5 hours or less	6 to 11 hours	12 hours or more
	<i>Percentages</i>		
<b>What are your immediate plans? *</b>			
Start / continue a job **	46.1	46.3	33.5
Deal with personal / health needs **	28.1	46.3	50.9
Transfer to another school **	5.6	11.0	19.6
Care for home or family **	30.3	22.0	17.1
Look for a job **	6.7	6.1	22.4
No specific plans at this time	7.9	1.2	3.7
Join military service	0.0	2.4	0.9
Other	15.7	11.0	10.9

\* Respondents were asked to mark all responses that apply.

\*\* Significant differences exist between enrollment level respondents for this characteristic at  $p < .05$ .

**Table 41**  
**Plans to Return to Ball State by Enrollment Level**

	5 hours or less	6 to 11 hours	12 hours or more
	<i>Percentages</i>		
<b>Do you plan to return to BSU? *</b>			
No	6.9	3.8	23.9
Don't know	19.5	34.6	25.9
Yes	73.6	61.5	50.2

\* Significant differences exist between enrollment level respondents for this characteristic at  $p < .05$ .



## SECTION 10

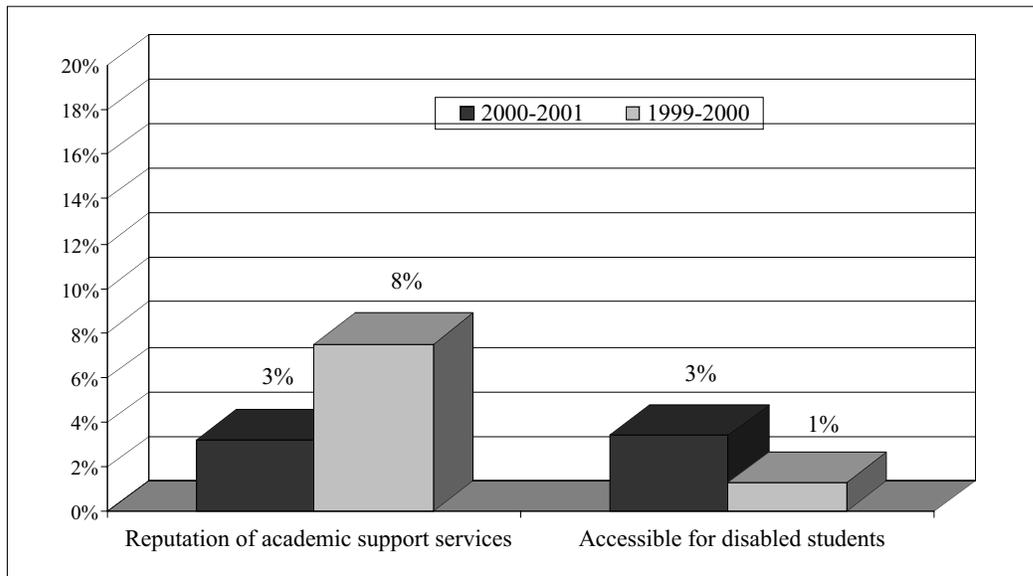
### Comparison of 2000-2001 and 1999-2000 Survey Results.

*Summary* This section compares the survey results from this report with the survey results from the 1999-2000 survey. Response rates were similar from year to year. In 1999-2000, the undergraduate response rate was 91 percent, and in 2000-2001, the undergraduate response rate was 90 percent.

Overall, patterns of responses were quite similar from year to year. Statistically significant differences are summarized below.

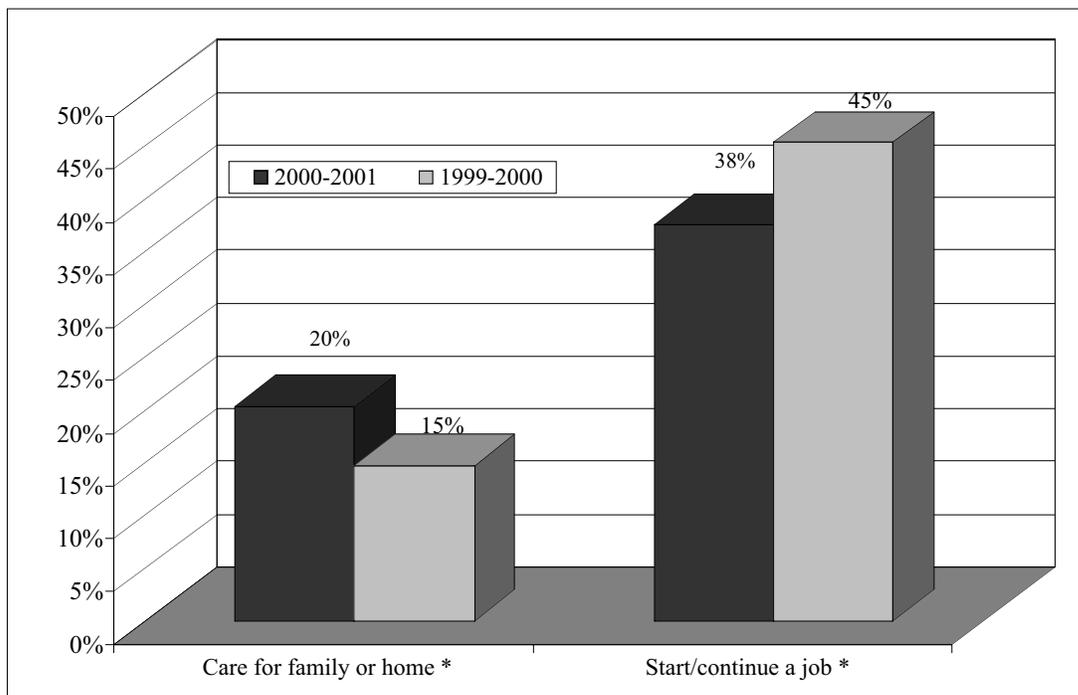
- 
- In 1999-2000, respondents were more evenly distributed between males and females (48% males and 52% females) than they were in 2000-2001 (40% males and 60% females).
  - In 2000-2001, respondents were significantly less likely than respondents in 1999-2000 to indicate that a major reason for choosing Ball State was the reputation of academic support services (3% of those in 2000-2001 compared to 8% of those in 1999-2000). (Figure 5)
  - Respondents in 2000-2001 were significantly more likely than respondents in 1999-2000 to report that a major reason for choosing Ball State was that Ball State is accessible for disabled students (3% of those in 2000-2001 compared to 1% of those in 1999-2000). (Figure 5)
  - A significantly lower percentage of 2000-2001 respondents than 1999-2000 respondents reported that a major or minor reason for withdrawing was being dissatisfied with their grades (24% of those in 2000-2001 compared to 32% of those in 1999-2000).
  - Approximately 10 percent of 2000-2001 respondents indicated that wanting to get work experience was a major or minor reason for their withdrawal. In significant contrast, 15 percent of 1999-2000 respondents reported the same.
  - A significantly higher percentage of 2000-2001 respondents than 1999-2000 respondents indicated that their immediate plans included caring for home and family (20% of those in 2000-2001 compared to 15% of those in 1999-2000). (Figure 6)
  - Respondents in 2000-2001 were significantly less likely than respondents in 1999-2000 to report that their immediate plans included starting or continuing a job (38% of those in 2000-2001 compared to 45% of those in 1999-2000). (Figure 6)

**Figure 5**  
**Significant Differences in Major Reasons for Choosing Ball State by Year**



\* Significant differences exist between 1998-1999 and 1999-2000 respondents for this characteristic at  $p < .05$ .

**Figure 6**  
**Significant Differences in Immediate Plans by Year \***



\* Significant differences exist between 1998-1999 and 1999-2000 respondents for this characteristic at  $p < .05$ .

## SECTION 11

### Graduate Students.

*Summary* This section outlines survey results from graduate students who completed the *Withdrawing Student Survey* in 2000-2001. Of the 129 graduate students who withdrew in 2000-2001, 110 completed the survey for a response rate of 85 percent.

Eighty-five percent of graduate student respondents began considering withdrawal early in the term, with the majority of respondents withdrawing in the first two weeks of the term. At least two-thirds of graduate student respondents chose either employment or personal reasons as their most important reason for withdrawing.

More than six out of ten graduate student respondents plan to return to Ball State. More than four out of ten respondents have immediate plans to start or continue a job.

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- Approximately 47 percent of graduate student respondents were enrolled for five credit hours or less. Sixteen percent were enrolled for twelve credit hours or more.
  - More than three-fourths of graduate student respondents ranked Ball State as their first choice among colleges (82%).
  - The majority of graduate student respondents indicated that a major

reason for choosing Ball State was location (53%). (Table 42)

- The availability of specific courses or program options was a major reason for choosing Ball State according to 35 percent of graduate student respondents. (Table 42)
- About 27 percent of graduate student respondents reported that the specific reputation of a major or program of interest was a major reason for choosing Ball State. (Table 42)
- One-fifth of graduate student respondents indicated that major reasons for choosing Ball State were Ball State's reputation for good teaching (20%) and the cost of tuition and fees (20%). (Table 42)
- Approximately 82 percent of graduate student respondents rated their overall impression of Ball State as very positive or positive.
- Approximately 32 percent began considering withdrawal before the term started, 53 percent began in the early weeks of the term, ten percent began around midterm, and five percent began considering withdrawal late in the term.
- Approximately 83 percent of graduate student respondents reported they had not previously withdrawn from all their classes.

**Table 42**  
**Graduate Student Respondents' Major Reasons for Choosing Ball State**

	N	Percentages
<b>Please identify your major reasons for choosing BSU for your college education.</b>		
Location	58	52.7
Availability of specific courses or program options	38	34.5
Specific reputation of major / program of interest	30	27.3
BSU's reputation for good teaching	22	20.0
Cost of tuition and fees	22	20.0
Friends attending BSU	13	11.8
BSU is the right size	11	10.0
Faculty are available to students	11	10.0
Availability of financial aid	10	9.1
BSU's emphasis on computer technology	9	8.2
BSU graduates get good jobs	7	6.4
Not able to go to first choice school	6	5.5
Recommended by employer	5	4.5
Family wanted me to go	4	3.6
Reputation of academic support services (advising, etc.)	4	3.6
Advice of BSU student	3	2.7
Can identify with fellow students	3	2.7
Advice of high school staff	2	1.8
Accessible for disabled students	1	0.9
Recruitment efforts of BSU	0	0.0
Reputation of sports teams	0	0.0

- The majority of graduate student respondents withdrew by the end of the second week of the term (59%). About 19 percent withdrew during weeks three through five, 10 percent withdrew during weeks six through nine, and 12 percent withdrew during the tenth week or later.
- Approximately 27 percent of graduate student respondents reported that a major reason for withdrawing was that family responsibilities were too great. (Table 43)
- One-fourth of graduate student respondents indicated that a major reason for their withdrawal was a conflict between the demands of a job and college. (Table 43)
- Thirty-three percent of graduate student respondents reported that a major or minor reason for withdrawing was a personal health-related problem . (Table 43)
- Approximately 22 percent of graduate student respondents indicated that a change in job situation was a major reason for withdrawing. (Table 43)
- Almost 20 percent of graduate student respondents reported that a major reason for withdrawing was a

family health-related problem.  
(Table 43)

- Twenty-four percent of graduate student respondents chose employment reasons as their single most important reason for withdrawal. Another 45 percent chose personal reasons and 17 percent chose academic reasons. Only eight percent chose financial reasons.
- More than four out of ten graduate student respondents reported that their immediate plans included starting or continuing a job (46%). Approximately 27 percent indicated that they planned to deal with personal or health needs. Twenty-six percent planned to care for family or home. (Table 44)
- Approximately 75 percent of graduate student respondents indicated their long-term educational plans were to complete a graduate degree, 20 percent were uncertain about their plans, and two percent did not plan to continue their education.
- More than 60 percent of graduate student respondents indicated that they planned to return to Ball State (61%). Of those returning, 61 percent planned to return the next semester.
- A significantly higher percentage of 2000-2001 graduate respondents than 1999-2000 graduate respondents indicated they had never participated in students clubs and organizations (68% of those in 2000-2001 compared to 55% of those in 1999-2000).
- Graduate respondents in 2000-2001 were significantly less likely than graduate respondents in 1999-2000 to report that a major reason for withdrawing was that courses were too difficult (1% of those in 2000-2001 compared to 5% of those in 1999-2000).
- Graduate respondents in 2000-2001 were significantly more likely than graduate respondents in 1999-2000 to report that a major reason for withdrawing was that they were disappointed with the quality of instruction (9% of those in 2000-2001 compared to 1% of those in 1999-2000).

**Table 43**  
**Graduate Student Respondents' Reasons for Withdrawal\***

	<i>N</i>	<b>Major Reason</b>	<b>Minor Reason</b>	<b>Not a Reason</b>
		<i>Percentages</i>		
Family responsibilities were too great	93	26.9	8.6	64.5
Conflict between demands of job and college	93	25.8	9.7	64.5
Health-related problem (personal)	94	23.4	9.6	67.0
My job situation changed	95	22.1	6.3	71.6
Health-related problem (family)	93	18.3	4.3	77.4
Encountered unexpected expenses	90	13.3	4.4	82.2
My family situation changed	90	11.1	6.7	82.2
Commuting distance was too great	93	10.8	11.8	77.4
Disappointed with the quality of instruction	91	8.8	6.6	84.6
Dissatisfied with courses	92	8.7	7.6	83.7
Experienced emotional problems	91	7.7	8.8	83.5
Experienced class scheduling problems	91	7.7	5.5	86.8
Wanted a break from my college studies	92	7.6	15.2	77.2
Could not afford tuition and fees	90	6.7	7.8	85.6
Courses were too difficult	92	1.1	10.9	88.0

\* Included are those reasons for which at least 10 percent of graduate students respondents indicated it was a major or minor reason.

**Table 44**  
**Immediate Plans of Graduate Student Respondents**

	<b>N</b>	<b>Percentages</b>
<b>What are your immediate plans? *</b>		
Start / continue a job	51	46.4
Deal with personal / health needs	30	27.3
Care for family or home	29	26.4
Look for a job	13	11.8
Other	12	10.9
No specific plans	5	4.5
Transfer to another school	5	4.5
Join military service	2	1.8

\* Respondents were asked to mark all responses that apply.

## APPENDIX A

### Immediate Plans to Transfer – What school?

#### UNDERGRADUATE COMMENTS

##### **In State**

- Bethel College
- Earlham University
- Indiana Business College [Appeared on two surveys]
- Indiana State University
- Indiana University [Appeared on four surveys]
- Indiana University at Kokomo [Appeared on two surveys]
- Indiana University Bloomington
- Indiana University or Indiana University/ Purdue University
- Indiana University or Indiana University/ Purdue University at Indianapolis
- Indiana University or Ivy Tech State College
- Indiana University South Bend [Appeared on four surveys]
- Indiana University Southeast
- Indiana University, East or Ivy Tech State College
- Indiana University / Purdue University at Indianapolis [Appeared on eight surveys]
- Indiana University / Purdue University at Indianapolis (visiting student)
- Indiana University / Purdue University at Calumet
- Indiana University / Purdue University at Fort Wayne [Appeared on three surveys]
- Indiana Wesleyan University [Appeared on two surveys]
- Ivy Tech State College [Appeared on twelve surveys]
- Purdue University
- Purdue University at Calumet [Appeared on two surveys]
- Purdue University or Ivy Tech State College
- Purdue University, North Central
- University of Indianapolis
- University of Southern Indiana

##### **Out of State**

- Bowling Green [Appeared on two surveys]
- Catonsville Community College
- Florida IUT. University
- Mid-American Nazarene University
- Northern Kentucky
- Northwood
- Pima Community College
- Portland State University
- University of North Carolina
- University of Toledo
- Vanguard University of Southern California

**Uncertain**

- Community college
- I'm not sure yet.
- Lincoln Tech
- Possibly (not sure yet)
- Undecided
- Unsure

**GRADUATE COMMENTS**

- University of Saint Francis
- Marian College
- Indiana University / Purdue University at Indianapolis
- Indiana University East

## APPENDIX B

### Immediate Plans - Other

#### UNDERGRADUATE COMMENTS

##### **Educational Plans – Return to Ball State**

- Come back next semester.
- Come back next year.
- Return to summer session.
- Take correspondence classes at BSU.
- Try and schedule classes for summer and fall!
- Wait until spring to take all classes.

##### **Educational Plans – Other**

- Apply to schools near home.
- Attending Ivy Tech – 9 credit hours.
- Attending Ivy Tech.
- Finish Associate's degree through continuing education or distance education.
- Finish on-line Ivy Tech course.
- Go to university back in England.
- I'm taking a correspondence course this semester.
- Pass PPST.
- Plan to take classes offered in a program at my employer.
- Pursue the PPST Math exam.
- Return to Butler.
- School in the fall.
- Self-study in preparation for class.
- Start at Ivy Tech next fall.
- To take corresponding courses.

##### **Employment Plans**

- Begin new job in teaching field.
- Continue at current job.
- Continue working.
- Continue working full-time and part-time positions to finance my education.
- Just continue to work full time.
- Over-time at work jumped up and it is mandatory.
- Try to get steady hours at my present job.
- Work.
- Work and return to BSU in spring to finish my degree.

##### **Family Plans**

- Care for my daughter.
- Care for my grandmother.

- Getting divorced.
- Getting partial custody of my son.
- Move back with mother.

### **Financial Plans**

- Pay off bills.
- Save money for next year's classes.
- Start paying on loans!!!

### **Other**

- Appeal my denial for financial aid. Save money to come back in summer.
- Apprenticeship as electrician.
- Deal through my law problems.
- Develop needed skills.
- Find a job and transfer to another school.
- Find a reliable babysitter.
- Gain knowledge in subject.
- I'm putting together a music CD.
- Job / family / new home built.
- Make hardship plans to accommodate next semester.
- Move to a different state.
- Moving out west.
- Moving to St. Louis with my husband.
- Nothing, because your institution must comply with government regulations.
- Personal.
- Planning a wedding.
- Re-establish transportation.
- Retire in near future.
- Start business.
- To fill out my life with extra time – church, work out, etc.
- Travel.
- Travel to South Africa.

### **GRADUATE COMMENTS**

- Not get a math certification.
- Employment prohibits class time this semester.
- Promotion at work.
- Enroll in MAETEE program as a graduate student.
- Having manic depression. My doctor didn't want me to work and go to school right away.
- Wait until I move to Muncie.
- Finish Clemson and graduate in August 2001.
- Take distance education off campus course.
- Wait for summer and continue my job.

- Work until classes begin.
- Taken courses in fall.



**APPENDIX C**

**Withdrawing Student Survey**