

Analysis of UCC's Data from 2003 BC College and
Institute Short Stay Pilot Survey
October 2003

Office of Institutional Research & Planning

EXECUTIVE SUMMARY

In March 2003, a consortium of six BC postsecondary institutions—BCIT, Douglas College, North Island College, Selkirk College, Okanagan University College and the University College of the Cariboo—conducted a survey of “short stay students”—those who had accrued fewer than 24 credits before leaving their institution—to determine their experience at their institution and their reasons for leaving. This report compares the University College of the Cariboo’s survey results with those of the consortium with a view to understanding more about early leaver behaviour and identifying what measures UCC might take to address it.

Postsecondary student attrition is, of course, a fact of life: substantial numbers of students will discontinue or interrupt their formal education whatever measures an institution may take to dissuade them. In BC, the drop-out/stop-out phenomenon is encouraged by several factors:

- the open-ended structure of postsecondary education, particularly the college, university college and institute system, which students may access with low academic prerequisites, or in the case of mature students, none at all;
- the nature of the student clientele: unlike the universities, which attract front-end, sequential learners from high school, many of the college and institute clientele are in the 25 and over age cohort and have delayed postsecondary entry by several years while in the workforce or travelling. At UCC 43% of the student population falls into this category. These students do not espouse the same “straight through” aspirations as the 18-22 cohort, but are quite comfortable with interrupted patterns of education: stints at school alternating with stop-outs to make money;
- the transient nature of the BC population : BC has a tradition of population mobility, both intra- and inter-provincial, which causes interruptions of studies at a particular institution;
- BC’s highly developed and articulated inter-institutional transfer system: although it facilitates continuation of studies at institutions other than the student’s original one, paradoxically it works against student retention at the institution of origin.

There is, in other words, an array of factors influencing and reasons for student discontinuation of education. This study shows that at UCC, apart from the transfer factor, some students are not focused on earning a credential, and want only a skill set that can be acquired without completing a degree, diploma or certificate; some run into financial problems which necessitate discontinuing their studies; some realize that they are academically under-prepared for their course of studies; and many are “dazed and confused”---uncertain why they are taking postsecondary studies that seem to lead to no discernible goal. These latter are prone to deciding to drop out and join the workforce.

That said, we believe that UCC could make some progress in reducing the enrolment losses it incurs from year to year. For example, of the 2244 first-year academic cohort in Fall 2001, only 56% returned in Fall 2002: 44% did not return. How many of that 44% might have been retained with the application of interventionist policies and practices? This report suggests several options that UCC could adopt (in some cases UCC may have already adopted them) to stem the flow of students from the institution and improve its retention rates.

UCC'S COHORT

In January 2003, UCC prepared a cohort extraction of short-stay students complying with the following criteria:

- Students in preparatory (ABE and ESL) or adult special education were excluded because they require different questions and methodologies.
- Students must have a minimum of 9 credits, to ensure they had sufficient exposure to the institution to provide informed comments.
- The maximum number of credits earned is 23, to prevent overlap with the BC College and Institute Outcomes Survey cohort.
- Students must have left the institution approximately 9-12 months prior to the survey.

UCC's cohort submission for the period of summer 2001 – winter 2002 included 334 students. Of those, 121 (36%) were successfully contacted for the survey. Highlights of the breakdown of UCC's cohort submission:

- 81.4% were full-time students (enrolled in three or more courses in at least one semester)
- 41.9% are male and 58.1% are female
- 84.7% are 24 years old and under

The following table gives a breakdown of the former UCC students surveyed by program area. Please note for this study, programs were categorized using the Classification of Instructional Program Area codes (CIP):

Program Area	Number of students surveyed
Agriculture, Natural Resources and Science technologies	4
Engineering, Electrical and Electronics	2
Business and Management	14
Arts and Sciences	91
Visual, Performing and Fine Arts	7
Recreation, Tourism, Hospitality and Service	1
Computer and information services	1
Legal, Social and Home Economics	1
Total	121

WHY THEY CAME TO UCC

Of those who completed the provincial survey, 89% identified the program or courses offered as the most important factor in choosing an institution to attend (ranked it

‘very or somewhat important’). From the 121 former UCC students surveyed, program or courses offered (86%), location (86%) and cost (85.9%) were identified as ‘very or somewhat important’ in their decision to attend UCC.

It is notable that the percentage of students who chose UCC because of cost, reputation of the institution/program, or because they liked the institution and/or class size were all higher than the systems. Particularly, the 80.2% of respondents who said liking institution and/or class size was a ‘very or somewhat important’ factor in choosing the institution reflects positively on UCC. The percentage for the system is 70%.

When asked about their goals at the time they started at their institution, respondents at the provincial level rated personal interest,(83%), to learn new job skills (81%), and to identify interests (78%) as ‘somewhat important or important’. The responses for UCC’s former students reflect the same objectives as goals at the time of first enrolment.

Also when first enrolled 82% of provincial respondents were ‘somewhat or very certain’ about the number of courses they wanted to take -86% wanted more than one or two courses. A third of respondents wanted to take a semester of courses -3 to 5- while 52% wanted 6 or more courses. Similarly, a high number of UCC respondents indicated they had intended to take more than one or two courses. UCC’s breakdown is as follows:

Number of courses planned to take	UCC
One or two courses	6 (5%)
Three to five courses	55 (45.5%)
Six to ten courses (about two semesters)	32 (26.4%)
Eleven or more courses (three or more semesters)	26 (21.5%)
Don't know	2 (1.6%)
Total	121 (100%)

WHY THEY LEFT

When asked to rate a number of possible reasons for leaving their institution respondents to the provincial survey ranked the following as “somewhat or very important”:

- 1) They had completed all the credits needed or intended (49%)
- 2) They changed their mind about their program or job goals (42.4%)
- 3) Got a job or decided to work (35.2%)
- 4) They transferred or qualified for admission elsewhere (34.4%)

The following are the top reasons ranked by former UCC students as “very or somewhat important”:

- 1) They changed their mind about program or job goal (53.7%)
- 2) Lacked goals or motivation (48.8%)

- 3) Got a job or decided to work (48.8%)
- 4) Disappointed with own performance or I failed the program (42.1%)

The following chart compares the provincial and UCC top reasons given for leaving:

Top Reason for Leaving Institution	Provincial %	UCC %
They had completed all the credits needed or intended	49%	
They changed their mind about their program or job goals	42.4%	53.7%
Got a job or decided to work	35.2%	48.8%
They transferred or qualified for admission elsewhere	34.4%	
Lacked goals or motivation		48.8%
Disappointed with own performance or I failed the program		42.1%

UCC's top four reasons are examined further by CIP program areas:

Program Area	Changed Mind about program*	Lacked clear goals/motivation*	Got a job/ decided to work*	Disappointed with own performance*
Agriculture, Natural Resources and Science technologies	1.5%	-	1.7%	2.0%
Engineering, Electrical and Electronics	1.5%	1.7%	-	2.0%
Business and Management	7.7%	13.6%	10.2%	13.7%
Arts and Sciences	81.5%	74.6%	76.3%	72.5%
Visual, Performing and Fine Arts	4.6%	8.5%	8.5%	7.8%
Recreation, Tourism, Hospitality and Service	1.5%	1.7%	1.7%	2.0%
Computer and information services	1.5%	-	-	-
Legal, Social and Home Economics	-	-	1.7%	-

* % are out of the respondents who said each of these reasons was 'very or somewhat important' in their decision to leave UCC.

The complete breakdown of the range of reasons for leaving is as follows:

Reason for Leaving the institution	% that ranked it 'very' or 'somewhat important' UCC	% that ranked it 'very' or 'somewhat important' all institutions
Completed all the credits I needed/wanted	33.9%	49%
Transferred or qualified for admission elsewhere	27.2%	34.4%
Changed mind about program or job goal	53.7%	42.4%
Lacked clear goals or motivation	48.8%	32.4%
Disappointed with program	18.1%	20.3%
Disappointment with institution	12.4%	14.7%
Disappointment with own performance or I failed the program	42.1%	26.3%
The program was too difficult	11.6%	10.8%
Lost interest in studies	38.8%	29.1%
Got a job or decided to work	48.8%	35.2%
Job situation changed	31.4%	27.1%
Convenience (e.g. transportation, scheduling)	20.6%	22.4%
Finances	37.2%	30.1%
Personal circumstances (e.g. health, family)	38%	32.4%

The range of reasons differed between UCC and the system in a number of categories, the responses that showed the largest gaps are bolded in the above table. Closer examination is warranted in a number of areas to determine what factors are driving the gap. However, the data that this pilot survey provides do not allow for more than speculation into why UCC is unique in those areas. One must keep in mind that the data set from this survey involves 121 students, roughly a third of those submitted for the study. With such a low number, and a limited amount of open-ended questions to provide further insight, one should be cautious to draw conclusions based solely on these data. Nevertheless, following are points that may help explain our results:

- ❖ The areas showing the higher degree of separation from the provincial numbers are interconnected. Not completing all the credits wanted has a direct link to losing interest in studies and disappointment with own performance. This domino effect needs to be addressed through enhancement of existing academic support services as well as developing and implementing new initiatives in this area. As well, it is paramount that students are made well aware of services available and how to access them. Orientation can play an important role in delivering such information to students.
- ❖ UCC's high percentage of students who 'lost interest in their studies' (38.8%) in comparison to the system's 29.1% is likely tied to the low GPA achieved by these students. 49% of UCC's respondents had a GPA between 1 and 1.9. While the respondents did not indicate that 'the program was too difficult' to any greater extent

than their provincial counterparts; the UCC percentage of respondents who indicated 'disappointment with own performance or I failed the program' as their reason for leaving was 15.8% higher than the system's. This indicates a need for greater institutional academic support at the lower level. When given the opportunity to elaborate on their reason for leaving, comments such as "it wasn't the right thing for me and I wasn't getting what I wanted from the program"; "I wasn't sure what program I wanted to go into" and "I wasn't keeping up with the courses" were given. The high number of students with low GPA leaving suggest the need for closer monitoring and measuring of students' preparation for postsecondary education prior to entering university-level courses.

- ❖ One must note the high percentage of Arts and Science students who rated 'disappointment with their program' as "very or somewhat important". This is reflective of the high number of Arts and Science students in the sample- 75% of those surveyed. Arts and Science students comprise the largest number of students leaving the institution after a short stay. Out of the 334 students UCC submitted as a cohort for this study, 240 were Arts and Science (72%). This in turn is reflective of our lower level student population. The data suggest that there is an urgent need to implement improved monitoring and intervention initiatives targeted to this group.
- ❖ Although satisfaction with their program was high amongst respondents, UCC has a particularly high percentage of respondents ranking "disappointment with their own performance/failed program" as 'very or somewhat important' factor in leaving. The UCC percentage is 42.1% as opposed to a system's of 26.3%. However, when asked about the role that difficulty of their program played, the percentages are very similar: UCC's 11.6% and 10.8% for the system. This again can be interpreted as a reflection of their lack of academic success.
- ❖ As well, one should note that UCC's percentage of students citing 'deciding to work', 'job situation changed' or 'finances' as the most important factors in leaving is higher than the system's. This maybe a reflection of the change in tuition fees after the lifting of the provincial tuition freeze. Recognizing that many students leave the institution to enter the workforce, UCC can look at developing a mechanism to ensure that students wishing to do part time studies are able to do so.

In addition to the ranking question, respondents were given an opportunity to elaborate on their reasons for leaving. The question "**What, in your own words was the main reason you left UCC?**" was posed. There were 120 responses to this question recorded. The long answers to this question can be summarized into the following categories:

Personal reasons/Lack of educational goal

Fifty seven students (47.5%) left for personal reasons. An array of personal reasons was cited for leaving the institution, from family responsibilities to medical reasons to

desire to travel. It is important to note that 21 (17.5%) of these respondents indicated they had no clear educational goal, had lost interest in their program and were therefore “taking time off to figure out what [they] wanted to do”.

Financial reasons

Twenty-five respondents (20.8%) cited financial reasons for leaving UCC. Increased tuition fees and the need to seek employment in order to finance education were mentioned. Most of the students citing lack of funding as their reasons for leaving also expressed a desire to come back when their financial situation allows it.

Transferred to another institution

A small number of students, fourteen, (11.6%) indicated they had left UCC to transfer to a different institution. The main reason cited was a difference in program offerings. Some of these students indicated that their intention while attending UCC had been to transfer to another institution.

Academic-related reasons

Seventeen students (14.2%) admitted to leaving UCC because of poor academic performance. Reasons cited were not being ready for post-secondary education, lack of prerequisites for intended program. Three other students (2.5%) cited lack of space in their intended courses for the reasons for leaving.

Had achieved enrolment goals

Four students (3.3%) indicated that they had left when they had intended to as they had accomplished their goal at enrolment. They had intended to only be at UCC for a short period of time.

EVALUATION OF THEIR EXPERIENCE

While this survey intended to find out why these students left the institutions after a short period of time, it also aimed to get a glimpse of their experience at the institution and gather feedback for possible areas for improvement.

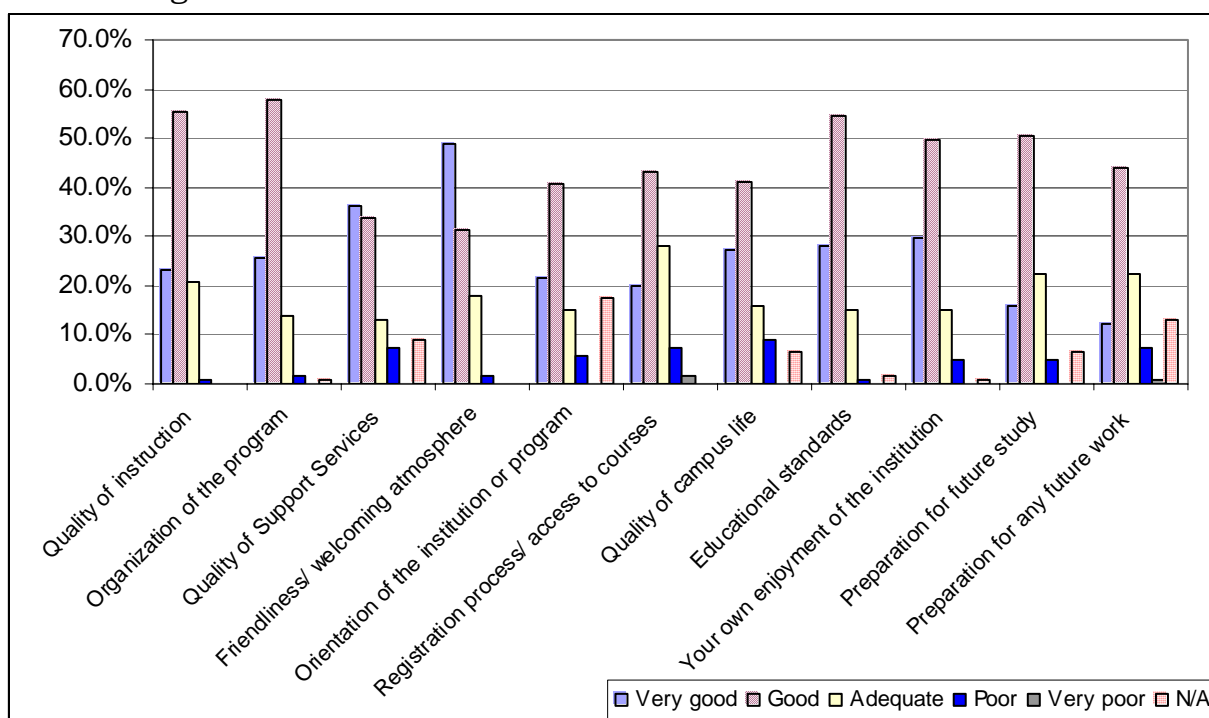
The provincial data show 77% of respondents described their experience as worthwhile, 79% were ‘mainly or completely’ satisfied with their overall experience of the institution, while 72% were ‘mainly or completely’ satisfied with their program. Seventy seven percent of UCC’s respondents considered their experience worthwhile, although only 55% said they mostly/completely met their enrolment objective. Seventy four percent said they were ‘mainly/completely’ satisfied with their program, while 85% were ‘mainly/completely’ satisfied with the institution.

The table below summarizes respondents' evaluation of their experience:

Respondents who described their experience as 'mainly or completely'	Provincial %	UCC %
Worthwhile	77%	77%
Satisfied with the overall experience of the institution	79%	85%
Satisfied with their program	72%	74%

These results suggest that students did not leave the institution because of dissatisfaction, but for other reasons.

Short stay students were asked to rate different aspects of the institution based on their personal experience. Provincially, educational standards (e.g. grading, challenge) received the greatest proportion of 'good or very good' ratings. The following graph shows the ratings for UCC:



Institutional Aspect	Very good	Good	Adequate	Poor	Very poor	N/A
Quality of instruction	23.1%	55.4%	20.7%	0.8%	0.0%	0.0%
Organization of the program	25.6%	57.9%	14.0%	1.7%	0.0%	0.8%
Quality of Support Services (Library, computing and advisors)	36.4%	33.9%	13.2%	7.4%	0.0%	9.1%
Friendliness/ welcoming atmosphere	48.8%	31.4%	18.1%	1.7%	0.0%	0.0%
Orientation of the institution or program	21.5%	40.5%	14.9%	5.8%	0.0%	17.4%
Registration process/ access to courses	19.8%	43.0%	28.1%	7.4%	1.7%	0.0%
Quality of campus life (e.g. places to socialize and for recreation)	27.3%	41.3%	15.7%	9.1%	0.0%	6.6%
Educational standards (e.g. grading, challenge)	28.1%	54.4%	14.9%	0.8%	0.0%	1.7%
Your own enjoyment of the institution	29.8%	49.5%	14.9%	5.0%	0.0%	0.8%
Preparation you received for any future study	15.7%	50.4%	22.3%	5.0%	0.0%	6.6%
Preparation you received for any future work	12.4%	43.8%	22.3%	7.4%	0.8%	13.2%

The high ratings reported for organization of the program (83.5% rated this aspect very good or good), educational standards (82.5%) and friendliness/welcoming atmosphere (80.2%) reflect exceptionally well on the UCC experience. One should note that preparation for any future work (56.2%) and orientation of the institution/program (62.0%) were the lowest ranked aspects of the institution. This can be explained by the high proportion of Arts and Science students leaving the institution after a short time.

Respondents were asked to elaborate on the quality of their experience with the following question: **“What, if anything, was valuable to you about being a student at UCC?”** There were 69 responses to this question. Many responses referred to the high quality of teaching at UCC, the availability of professors and their willingness to help (27%). Small class sizes (7%), location/student services/support (8%), the campus atmosphere (25%) and the educational experience itself/introduction to post-secondary environment (33%) were also mentioned.

As well, respondents were asked to further comment on changes they would like to see at the institution. Out of 121 respondents, 62 commented on what they would like to see different at UCC. These comments can be summarized as follows:

Academic-related (20 respondents - 32.2%)

- More availability of courses and more diversity in course offerings were mentioned.
- Friendliness/helpfulness of staff.

Facilities (19 respondents – 30.6%)

Issues identified in this area include: parking, student housing, study areas and computer services for students

Student Services (15 respondents – 24.1%)

The comments in this category reflect a desire of improved counselling, advising services. As well, there are comments regarding the social aspects of the institution. Students would like more activities to be available to them.

Financial (7 respondents – 11.3%)

There were five mentions of wanting tuition fees to be reduced. Also mentioned was the price of books.

Other (1 respondent – 2%)

- One comment to the effect of wanting to see UCC continue to improve as it has so far.

To conclude the survey, respondents were asked: **“is there any general feedback, advice or comments you would like to make about UCC or the impact it had on you?”** There were 25 responses to this question. Thirteen students (52%) commented on the positive experience they had at UCC. Other issues commented on included: parking, bookstore buy back policy, lack of information on courses.

ADDITIONAL HIGHLIGHTS OF SURVEY FINDINGS

- UCC has the highest percentage of students with low GPA amongst the respondents to the provincial survey. 49% of UCC’s respondents had 1-1.9 GPA.
- UCC also had the highest number of short-stay students who had come after high school (89.3%). The provincial percentage of students who had attended high school before attending the institution is 61.8%.
- Among UCC’s respondents, those in the Arts and Science and Business Management programs reported the lowest GPAs.
- Among UCC’s respondents, those in the Arts and Science programs had the higher percentage of former students citing ‘disappointed with own performance’ and ‘lost interest in studies’ as their main reasons for leaving the institution.
- UCC has one of the lowest percentages of students going on to further education of all the institutions surveyed in this pilot study. Thirty seven percent of UCC’s respondents said they went on to further studies after leaving UCC. This percentage is lower than the 43% system-wide and higher only to that of North Island College (29%). This is likely related to the number of students leaving to enter the workforce (48%).

Recommendations

- 1) **Develop a strategic plan for retention of students at all levels with in the institution.** This plan should coordinate and connect initiatives undertaken by all areas of the institution to achieve higher student retention. The plan should be directed and implemented by the VP , Student Services and should encompass the following:
 - setting of annual retention improvement targets
 - monitoring of all retention-related activities in terms of cost-benefit and retention improvement. If they are not making a measurable impact, some activities may be dropped.

- 2) **Build an institution wide support system for students starting their program.** This should include academic support and socialization initiatives in the form of
 - peer tutoring
 - supplemental instruction
 - realistic peer advising
 - buddy-systems
 - social integration initiatives, jointly organized by Student Services and the Cariboo Student Society
 - student residences
 - wider advertisement of emergency financial aid.

A concrete, coordinated plan is needed to ensure that lower level students get the necessary academic and non-academic support for academic success. The number of students leaving with low GPA is a concern. While lower level courses should not by any means be made 'easier', greater attention needs to be paid to the academic support systems in place for students.

- 3) **Focus our efforts on lower level Arts and Science students.** The data show that 75% of "short-stay" students are from this cohort. Unlike students in limited intake, structured programs, members of this group do not have the advantages of a fixed schedule and relatively stable classmate cohort that foster socialization. Instead, they tend to take random patterns of courses with different classmates in every class, with whom they share no commonality of schedule. This serves as an anti-integrative force. As an institution we need to have a better grasp of this group's intentions at enrolment time, because they are less goal-focused than those in occupationally-oriented programs and more likely to drop out through lack of direction.

- One way to do this is to ensure that new students are aware the career counselling services available, and to consider **mandatory career counselling for all first year, first time students in the first six weeks of the Fall semester.**
 - Another area to explore is the implementation of co-requisite courses, or at least structured combinations of courses, at the first year level that would aid academic success. Academic support and intervention focused on this group is crucial.
- 4) **Increase accessibility for part-time students.** Institutional data shows a decline of 7% (30% to 23%) of total enrolment in part-time students between Fall 2001 and Fall 2002, offset only by a modest increase (2%) in full-time students. The inference is that a possible 16% of our part-time enrolments did not materialize in Fall 2002. The drop in part-time enrolments could be countered by redistributing access: by returning to the policy and practice of having instructional departments, specially Mathematics, Sciences, Computer Science, Humanities and Social Sciences, ensure that a minimum of 20% of their courses per semester are scheduled after 4.00 pm. This could help those students who might otherwise leave to enter the workforce because of financial difficulties. Other options to ensure accessibility should be explored. For example, could caps of evening courses be higher, given that often there are no labs/seminars attached to those courses? Perhaps an increase of the caps for those courses by about 10-15%-- the typical withdrawal percentage--would increase accessibility.
- 5) **Engage in an aggressive campaign to increase student awareness of UCC procedures.** The data in this study suggest a lack of direction and knowledge about administrative procedures. Concerted efforts need to be made to ensure that these procedures are known to the students. For example, are students full informed about registration procedures and waitlist procedures? Or are they just waiting for the Registrar's office to inform them? If so, are we losing students because they are not aware they have to register for courses or that they can't get into courses because they are full?
- 6) **Measure, monitor and address academic readiness for university-level courses.** The high number of students with low GPA leaving after a short period of time suggests that current initiatives and policies in this regard may need to be revisited, and perhaps adjusted to address this issue. Specific measures are suggested:

- **Review program coding procedures:** substantial numbers of students take a mix of university-level and CPREP, but are coded as Arts or Science students. While some may have legitimate reasons for taking CPREP courses, such upgrade for purposes of meeting program prerequisites, others may be students at risk. Separate coding of those students taking a “mixed” program would allow UCC to identify and monitor them as potential students at risk.
- **Pre-identification of, and intervention with, students at risk:** UCC’s probation policy is triggered by low academic performance at the end the Fall semester, but poorly performing students have often left within the first two months of the semester, before any measures have been taken. Identification of potential poor performers could be done on the basis of their high school grades in key subject areas such as English and Math, and interventive measures taken to target such students for support (q.v. Recommendation 2). This would complement the probationary measures already in place for students who record low GPA’s in their first semester.

APPENDIX A

2003 BC College and Institute Short Stay Pilot Survey Data Summary

		BCIT	CAR	DGL	NIC	OKN	SEL	<u>ALL</u>
	Cohort	412	334	604	485	347	354	2,536
	Number of Students Surveyed	150	121	219	238	155	118	1,001
	Response Rate per Inst	36%	36%	36%	49%	45%	33%	39%
	% of total respondents	15%	12%	22%	24%	15%	12%	100%
	Program Type:							
	Arts & Sciences	3%	75%	91%	61%	74%	48%	61%
	Business /Management	21%	12%	8%	25%	12%	12%	16%
	Engineering, Electrical and Electronics	19%	2%	0%	0%	1%	0%	3%
	Mechanical and related	25%	0%	0%	0%	1%	5%	5%
	Computer and Information Services	8%	1%	0%	1%	1%	8%	3%
	Construction	9%	0%	0%	1%	5%	1%	2%
	GPA Group:							
	1-1.9	20%	49%	35%	18%	45%	20%	30%
	2-2.9	37%	34%	44%	41%	28%	40%	38%
	3-4	43%	17%	22%	42%	28%	40%	32%
	Age (median)	23	20	22	32	20	24	22
Q7	Concurrently took courses at another institution	3%	6%	12%	8%	1%	6%	7%
Q26	Mostly/Completely met enrolment objective	53%	55%	55%	75%	56%	71%	62%
Q27	Educational experience mainly/completely worthwhile	71%	77%	74%	83%	77%	87%	78%
Q28	Mainly/Completely satisfied with program	59%	74%	72%	83%	65%	83%	73%
Q29	Mainly/Completely satisfied with institution	72%	85%	74%	84%	79%	85%	79%
Q30	Went on to further education since	39%	37%	59%	29%	46%	47%	43%
Q31	Studied full-time	64%	69%	79%	66%	62%	71%	70%
Q36	Currently working	71%	72%	70%	72%	70%	59%	69%
Q40	In a job that is somewhat/very related to their training	42%	20%	18%	42%	21%	33%	30%

APPENDIX B
UCC SHORT STAY PILOT SURVEY n=121

Q21 How important were each of the following reasons for leaving?

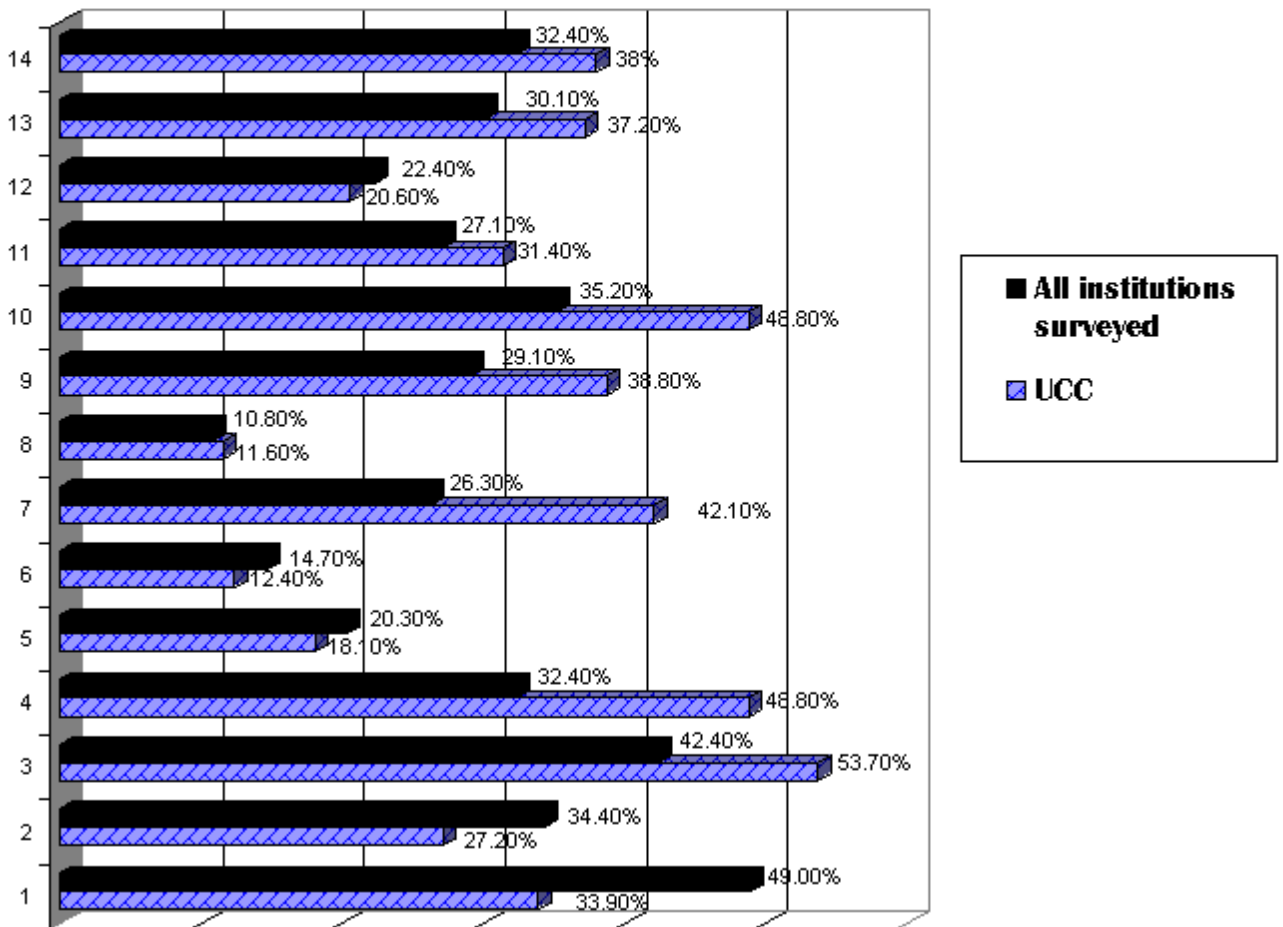
The rating scale is Very Important, Somewhat Important, or Unimportant.

Very Important	Somewhat Important	Unimportant	Don't Know	Mean
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A. Completed all the credits I needed or took all the courses I intended.	26 (21.5%)	15 (12.4%)	78 (64.5%)	2 (1.7%)	2.46
B. Transferred or qualified for admission elsewhere.	24 (19.8%)	9 (7.4%)	87 (71.9%)	1 (.8%)	2.54
C. Changed my mind about the program or my job goals.	48 (39.7%)	17 (14.0%)	56 (46.3%)	-	2.07
D. Lacked clear goals or motivation.	33 (27.3%)	26 (21.5%)	62 (51.2%)	-	2.24
E. Disappointed with the program.	5 (4.1%)	17 (14.0%)	99 (81.8%)	-	2.78
F. Disappointed with the institution.	3 (2.5%)	12 (9.9%)	106 (87.6%)	-	2.85
G. Disappointed with my own performance or I failed the program.	20 (16.5%)	31 (25.6%)	70 (57.9%)	-	2.41
H. The program was too difficult.	2 (1.7%)	12 (9.9%)	107 (88.4%)	-	2.87
I. Lost interest in studies.	20 (16.5%)	27 (22.3%)	74 (61.2%)	-	2.45
J. Got a job or decided to work.	41 (33.9%)	18 (14.9%)	62 (51.2%)	-	2.17
K. Job situation changed.	24 (19.8%)	14 (11.6%)	83 (68.6%)	-	2.49
L. Convenience (e.g. transportation, scheduling).	13 (10.7%)	12 (9.9%)	95 (78.5%)	-	2.69
M. Personal circumstances (e.g. health, family).	33 (27.3%)	13 (10.7%)	74 (61.2%)	1 (.8%)	2.36
N. Finances.	31 (25.6%)	14 (11.6%)	76 (62.8%)	-	2.37

APPENDIX C

Very or Somewhat Important Factors for Leaving the Institution



1. Completed all the credits I needed/wanted	8. The program was too difficult
2. Transferred or qualified for admission elsewhere	9. Lost interest in studies
3. Changed mind about program or job goal	10. Got a job or decided to work
4. Lacked clear goals or motivation	11. Job situation changed
5. Disappointed with program	12. Convenience (e.g. transportation, scheduling)
6. Disappointment with institution	13. Finances
7. Disappointment with own performance or I failed the program	14. Personal circumstances (e.g. health, family)