

### Introduction

This edition of *Research Brief* summarizes the results of the latest survey of non-returning students. In an effort to help support several important campus initiatives, the survey administration focused more specifically on the traditional cohort of first-time, full-time freshmen. Data from other non-returning students were also analyzed to help identify trends. Overall results suggest two specific areas of focus for improving student retention: 1) students' abilities to get into desired programs and courses, and 2) students' perceptions of campus and social life. Findings also indicate that changes in work-related responsibilities have become a more prominent issue for non-returning students over the past six years.

The Non-Returning Student Survey was jointly funded by the Dean of Faculties, The Vice Chancellor for Planning and Institutional Improvement, and the Dean of University College. This *Research Brief* reports results from the fifth administration of the survey. Results of past surveys have been included as a section within earlier editions of *Research Brief* and in the IMIR publication *Enrollment Reports and Analysis*. We devoted an entire *Research Brief* to this year's survey to shed more light on the important topic of student retention at IUPUI. Ideally, disseminating these critical findings will foster additional dialogue and assist in the further development of interventions to help improve retention rates.

### Sampling Methodology

Although this is not the first time that we have stratified the non-returning sample to isolate the traditional cohort, this year's administration included a far more aggressive approach to contacting all students in the sample. This method resulted in a significantly larger number of traditional cohort respondents. For this year's survey, the traditional cohort consists of students who enrolled as first-time, full-time freshmen for Fall

### Highlights

- Just over one-third of non-returning first-time full-time freshmen transferred to a college or university outside the IU system.
- Academic issues topped the list of reasons for transferring, including the ability to get into desired programs and courses. Social and campus life reasons followed.
- Students who transferred were no more or less likely to have intended to transfer when they started IUPUI compared to students who did not transfer.
- When combined with the rate of intercampus transfer, we estimate that 20 percent of the traditional freshman cohort transfers out of IUPUI after one year.
- Among the larger group of "stopouts," over one-half cited work related factors as contributing to their decision not to re-enroll at IUPUI. One-third cited family related factors.
- Transfers were more likely than stopouts to cite problems with getting into desired programs and courses. Transfers were also more likely to cite campus-life issues, but these were secondary to academic issues
- Stopouts were more likely than transfers to cite uncertainty about academic and career plans as contributing to their decision.
- Transfers were more likely to have completed the full freshman year. Stopouts were more likely not to have completed their first year.
- Non-returning traditional freshmen offered more than twice as many positive comments about about experiences in- and outside of class than negative experiences. Comments about specific courses were, for the most part, distributed according to enrollment frequencies.

1999 but who failed to re-enroll for Fall 2000 at IUPUI or any IU campus. Students included in this sample did not have to be in good academic standing (as was the case in prior surveys), but they could not have been dismissed. A total of 653 non-returning traditional freshmen were identified using these criteria. The second sample group consisted of all other Fall 1999 enrolled undergraduates who did not return for the Fall 2000 semester, but who had not graduated and were in good academic standing. A total of 1829 non-returning IUPUI students met these criteria. A random sample of 600 of these students comprised the contact list.

The differences in sampling methods were necessary to accommodate two purposes. First, for the traditional freshmen, we were seeking to include all students who would count as non-returners in retention rate calculations. For this reason, the sample does not include transfers to other IU campuses (who are counted as retained) but does include students who were not in good academic standing. Second, we wanted at least a portion of this year’s respondents to

correspond to the samples used in prior surveys to allow for comparisons of trends over time.

The two contact lists were provided to the Indiana University Center for Survey Research, which was contracted to provide the contact and telephone interviewing services. Center staff were asked to complete 300 interviews from among the students on each contact list. The Center for Survey Research exceeded these quotas slightly, interviewing 309 (47%) of the traditional cohort and 329 (55%) of the second (“all other”) sample. In prior year administrations, approximately 6 contacts were provided for each completed interview. This year’s ratio of two contacts for every one completed interview attests to the more rigorous contact methods employed by the IU Center for Survey Research. These methods included repeated callbacks, phone number updating, and the use of an incentive for participating. The telephone interviews were conducted during the month of November 2000.

**Table 1. Gender**

	Respondents		Non-resp. <sup>1</sup>
	N	%	%*
Female	165	53%	
Male	144	47%	
Total	309	100%	

Respondents  
Non-Respondents



**Table 2. Age**

	Respondents		Non-resp. <sup>1</sup>
	N	%	%*
18 or under	219	71%	45%
19 - 20	71	23%	41%
21 and over	19	6%	13%
Total	309	100%	100%



**Table 3. Race/Ethnicity**

	Respondents		Non-resp. <sup>1</sup>
	N	%	%*
African Americans	25	8%	17%
Other minority	15	5%	3%
All others	269	87%	81%
Total	309	100%	100%



**Table 4. Type of admit**

	Respondents		Non-resp. <sup>1</sup>
	N	%	%*
Conditional	219	71%	74%
Dual	57	18%	9%
Regular	33	11%	16%
Total	309	100%	100%



<sup>1</sup>Percentages of non-respondents are shown only if significantly different from those of respondents based on chi-square tests for independence.

### The Questionnaire

Several other changes were made to the content and administration of the Non-Returning Student Survey this year. First, the survey instrument was modified to include Likert-type scale items measuring the degree of importance respondents assigned to eleven reasons for not returning to IUPUI and eight reasons for transferring elsewhere. These reasons were derived and refined from the results of previous administrations of the survey. The scales associated with these reasons ranged from 1 = Not at all important to 2 = Somewhat important to 3 = Very important. We also gathered more extensive verbatim comments from these students this year compared to past years. A copy of the questionnaire is accessible at the URL, <http://www.imir.iupui.edu/imir/ar/nrss2000.html>

## Response Biases

Survey respondents differed from non-respondents with regard to age, ethnicity and admission status. As in prior surveys, respondents this year included smaller proportions of African Americans (8%) compared to non-respondents (17%). Curiously, the age difference ran counter to usual biases, with larger proportions of younger students among the respondents (71% age 18 or younger) compared to the non-respondents (45% age 18 or younger). Respondents included a larger proportion of “dual admits,” (18%), that is, students admitted into a degree-granting school along with University College, compared to non-respondents (9%). The larger proportion of dual admits among respondents is a first-time finding. Tables 1-4 provide further details on the characteristics of survey respondents compared to non-respondents. The results of this analysis should be viewed cautiously in light of these known biases.

## Results

Before examining the responses of non-returning students from the traditional freshman cohort, it is important to note another characteristic of this group. Table 4 shows that 71% of the respondents (and 74% of the non-respondents) were conditional admits to IUPUI. That is, this group includes an even larger proportion of under-prepared students than the overall entering freshman class (66%). Although it is not surprising that non-returning students over-represent conditional admits, the composition of this group should be kept in mind when reviewing results.



One of the first questions on the survey asks respondents whether they are currently enrolled at another postsecondary institution. The responses of non-returners who are enrolled elsewhere (labeled “transfers”) are considered separately from those who are not currently enrolled at any postsecondary institution. National research shows that the majority of this latter group is likely to enroll in postsecondary programs at some future point. Therefore, we label this group “stopouts.”

## Students who Transfer

Just over one-third of the non-returning traditional cohort (34%, as shown in Table 5) reported that they were currently enrolled elsewhere. When asked about transfer intentions when they first enrolled at IUPUI, 45% of this group reported that they had intended to do so (Table 6). This matches closely with the rate of intended transfer (43%) among all entering freshmen as reported from IUPUI’s Entering Student Survey. It appears that non-returning students who transferred were not more likely to be planning to transfer when they began at IUPUI than were any other IUPUI freshmen.

The plurality of full-time freshmen that left IUPUI for another university enrolled at Purdue or Ivy Tech State College—nearly half of those who transferred outside of the IU system enrolled at one of these two schools (Table 7). Smaller, but notable percentages indicated that they are now enrolled at Ball State University, Indiana State University, or another Indianapolis area institution.



**Table 5.** Are you currently enrolled at another college or institution?

	N	%	
Yes (full or part-time)	105	34%	
No	204	66%	
Total	309	100%	
missing	0		







Note: Students who transferred to other IU campuses were excluded from the sample.

The following items were asked only of the 105 respondents who indicated that they had transferred

**Table 6.** When you began at IUPUI, was it your intent to transfer to another university campus at some point in the future?

	N	%	
Yes	126	41%	
No	179	59%	
Total	305	100%	
missing	4		

**Table 7.** At what other college or institution are you enrolled?

	N	%	
Purdue	22	23%	
Ivy Tech	20	21%	
Other Local Indy	14	14%	
Ball State Univer.	9	9%	
Indiana State	7	7%	
Other	25	26%	
Total	97	100%	
missing	8		

Note: This item was asked only of the 105 who indicated that they had transferred.

**Table 8.** Importance of Various Reasons for Transferring

Reason	Valid N	Mean <sup>1</sup>	STD	Percentages			95% Confidence Intervals		
				Not at all imp.	Somewhat imp.	Very imp.	Not at all imp.	Somewhat imp.	Very imp.
Program reputation and quality	105	2.33	0.76	17%	32%	50%			
Getting into desired program	105	2.23	0.85	27%	24%	50%			
Live on/near campus	105	1.87	0.93	50%	12%	37%			
Better student activities	105	1.85	0.87	47%	22%	31%			
Better support services	105	1.65	0.77	53%	29%	18%			
Living away from home	105	1.57	0.78	61%	21%	18%			
Getting scholarship/Fin. aid	105	1.41	0.73	73%	12%	14%			
Getting away from large city	105	1.21	0.49	83%	13%	4%			

Note: Asked only of the 105 respondents who indicated that they were enrolled at another (non-IU) institution.

<sup>1</sup> Responses provided on a 3-point scale where 3=Very important, 2=Somewhat important, and 1=Not at all important.

Table 8 shows the relative importance placed on eight reasons for transferring. Program reputation and quality ranked highest in importance, followed closely by the ability to get into a desired program. The first of these reasons appears to relate more to the attractiveness of programs at other institutions, while the second may relate as much or more to difficulties in getting into certain programs at IUPUI. The next four reasons for transferring relate to components of student life on campus, likely reflecting the desire among some students to attend a more residential campus.

Respondents’ open-ended comments about reasons for transferring paralleled the scale responses, with nearly half of all comments pertaining to academic program issues (Table 9). The following comments convey students’ thoughts regarding academic program issues:

- “The main reason [I transferred] was that IUPUI did not have what I wanted for a degree.”
- “IUPUI did not offer a bachelor’s in my major”.
- “[My decision to transfer] is based around my career choice, the instructors have been within my field, and it’s the top in the nation for my career choice.”

A small, but notable percentage of students also expressed a range of personal and financial issues, which is very common on non-returning student surveys as reflected in the following comments:

- “the reason I switched is I got a new job where I have to travel.”
- “I got married and moved.”
- “cost, cheaper than going to IUPUI.”

**Table 9.** What other reasons, if any, did you have for transferring (open-ended)?

	N	%	
Academic issues	40	43%	
Personal issues	17	18%	
Social issues/Commuter campus	12	13%	
Financial issues	11	12%	
Location/Transportation	7	7%	
Other	4	4%	
Student services	2	2%	
Physical environment	1	1%	
Total	94	100%	

Note: Asked only of the 105 respondents who indicated that they were enrolled at another (non-IU) institution.

### Estimate of the Cohort Transfer Out and College Continuation Rate

The 34 percent transfer rate among non-returning students can be used to extrapolate the college attendance status of the entire traditional freshman cohort. That is, since non-returning students comprise 41% of the traditional,

full-time freshman cohort, we estimate that 14 percent of the entire cohort (.41\*.34) transferred outside of the IU system. If we add to this the 5 percent of this cohort that transferred to another IU campus, this brings us to just under 20 percent, or one in five traditional cohort students who continue their college studies at a campus other than IUPUI after their first year at IUPUI. On the other hand, if we consider the 66 percent of the non-returning students who were not enrolled elsewhere in Fall 2000, this indicates that 27 percent of the entire traditional full-time cohort (.41\*.66) discontinued their college studies altogether (at least for the time being). Finally, these estimates also reveal that around 73 percent of the Fall 1999 traditional cohort were continuing their college studies during the Fall 2000 semester.

Data available from the Indiana Commission for Higher Education, and analyzed by Creative Analytics, Inc., provide a more conservative estimate of transfer out rates for the Fall 1997 IUPUI freshman cohort. The Commission data can only track students who transfer within the state of Indiana (to both public and private institutions). According to these data, 12 percent of the Fall 1997 IUPUI freshmen cohort transferred to another Indiana college or university, including 4 percent transferring within the IU system. Comparatively, 7 percent of Bloomington freshmen transferred after their freshmen year. However, more than half of the Bloomington transfers (4 percent of their cohort) transferred within the IU system. For that year, nearly equal numbers of freshmen transferred from IUPUI to Bloomington (98) as transferred from Bloomington to IUPUI (108).

Table 10 shows the trend in estimate transfer out rate for the years that the non-returning student survey was administered. Unfortunately, the small sample sizes for the traditional cohort in prior years make those estimates less reliable than for the Fall 1999 class. It is not possible to tell whether the rate

**Table 10.** Trends in Transfer Out Rate Among the Traditional Freshman

Cohort	Transfer Out of IU System			Transfers Within IU		Estimate of Transfer Out Rate
	Number <sup>1</sup>	Percentages		Number <sup>4</sup>	Pct. Of Cohort	
		of NRS <sup>2</sup>	of Cohort			
1994	8	17%	6.3%	73	5.5%	11.9%
1995	7	26%	9.5%	70	4.2%	13.7%
1997	28	27%	10.7%	92	5.1%	15.9%
1998	13	40%	16.1%	114	4.9%	21.0%
1999	126	34%	13.9%	114	5.0%	18.9%

<sup>1</sup>These numbers are entirely reflective of the sample size and response rate and are not valid for cross-year comparisons. Smaller sample sizes indicate less reliable estimates.

<sup>2</sup>Percent of Non-Returning Students

<sup>3</sup>Estimate based on multiplying prior column percentage by percent of total non-returning students.

<sup>4</sup>Actual number based on student records

is generally trending upward (i.e., assuming the Fall 1998 cohort number is a small sample anomaly), or whether the rate peaked with the Fall 1998 cohort and is now trending down. We will again administer the non-returning student survey to a large traditional cohort sample for the Fall 2000 cohort, which will provide as reliable an estimate as we have for the Fall 1999 cohort.

**Students who “Stop Out”**

Non-returning students from the Fall 1999 cohort who were not pursuing their studies elsewhere in Fall 2000 were asked a series of questions about changes in their work and family obligations. Table 11 reveals that over one-half of this group (55%) indicated that changes in their employment situation kept them from re-enrolling. The majority of those citing work-related obstacles cited a combination of increased responsibilities,

**Table 11.** Have changes in your work circumstances kept you from enrolling at IUPUI this semester?

	N	%
Yes	111	55%
No	92	45%
Total	203	100%

missing 1

**Table 12.** Did any of the following specific changes in your work circumstances keep you from enrolling?

	Yes (N)	Yes (%)
Increased responsibilities	74	67%
Changed jobs	69	62%
Increased hours	63	57%
Lack employer financial support	21	19%

Notes. Item asked of only the 111 respondents who responded yes as shows in Table 11. Respondents provided multiple answers this question.

changing jobs, and increased hours (Table 12). A small but noteworthy number (19%) indicated that the lack of employer financial support for taking classes was a contributing factor.

Over one-third of the college stopouts also cited changes in family obligations as contributing to their decision not to re-enroll at IUPUI or any other college or university (Table 13). Childcare and childbirth issues were the most commonly cited types of family changes that affected these students' enrollment possibilities (Tables 14 and 15). Health-related issues were also noted by a number of stopouts. A small but notable group also cited family finance issues.

Due to the small traditional cohort sample sizes in prior year surveys, it is not possible to detect any trends in these results.

### Reasons for Not Returning to IUPUI

#### Transfer and Stopout Comparisons

Both Transfer and Stopout respondents were asked to indicate the relative importance of 11 different reasons for not re-enrolling at IUPUI. The reasons presented are those that emerged from prior year surveys, where students responded to open-ended questions about why they did not re-enroll. Table 16 shows the average

**Table 13.** Have changes in your family obligations kept you from enrolling at IUPUI this semester?

	N	%
Yes	73	36%
No	131	64%
Total	204	100%
missing	0	

**Table 14.** Did any of the following specific changes in your family circumstances keep you from enrolling?<sup>1</sup>

	Yes (N)	Yes (%)
Lack of childcare?	17	23%
Problems with older relatives?	13	18%
Changes in spouse's work	4	5%
Problems with children?	3	4%

**Table 15.** Other than those mentioned above, were there any other specific changes in your family circumstances that kept you from enrolling?

	N	%
Pregnant/Childcare responsibility	22	30%
Family health problems/death	9	12%
Financial problems	8	11%
Other	14	19%
Total	53	73%

Notes. Tables 14 and 15 include only responses from the 73 respondents who indicated that changes in their family circumstances kept them from enrolling (Table 13). Respondents provided multiple answers this question.

(on a three-point scale) and percentage responses for the transfer compared to the stopout subgroups of survey respondents.

Aside from the obvious difference on the item "Decided to transfer," transfers were also much more likely to cite student programs and campus life issues, as well as a dislike for being at a commuter campus as more important contributing factors than did the stopouts. Transfers were also more likely to cite reasons related



**Table 16.** Importance of Various Reasons Not to Return to IUPUI Among Transfers and Stopouts

	Transfers			Stopouts			Not at all important		Somewhat important		Very important		95% Confidence Intervals		
	Valid N	Mean <sup>1,2</sup>	STD	Valid N	Mean <sup>1,2</sup>	STD	Transfers	Stopouts	Transfers	Stopouts	Transfers	Stopouts	Not at all imp.	Somewhat imp.	Very imp.
Decided to transfer	105	<b>2.70</b>	0.57	204	<b>1.40</b>	0.74	6%	75%	19%	10%	75%	15%			
Student programs/campus life	105	<b>1.87</b>	0.86	204	<b>1.52</b>	0.71	44%	61%	26%	26%	30%	13%			
Lack of interest	105	1.75	0.76	204	1.86	0.80	44%	40%	37%	34%	19%	26%			
Did not offer desired program	105	<b>1.73</b>	0.86	204	<b>1.46</b>	0.72	53%	67%	20%	20%	27%	13%			
Disliked commuter campus	105	<b>1.69</b>	0.82	203	<b>1.47</b>	0.75	54%	68%	23%	16%	23%	16%			
Uncertain about career/major	105	<b>1.66</b>	0.83	204	<b>2.02</b>	0.87	57%	37%	20%	24%	23%	39%			
Could not get courses	105	<b>1.57</b>	0.83	204	<b>1.35</b>	0.64	65%	73%	13%	18%	22%	9%			
Grades not good	105	1.57	0.82	204	1.74	0.80	64%	48%	15%	30%	21%	22%			
Cost of attending	105	<b>1.29</b>	0.62	203	<b>1.59</b>	0.78	80%	60%	11%	22%	9%	18%			
Not accepted into program	105	1.17	0.53	204	1.28	0.63	89%	81%	4%	10%	7%	9%			
Not enough financial aid	105	<b>1.16</b>	0.52	204	<b>1.46</b>	0.75	90%	70%	3%	14%	7%	16%			

<sup>1</sup> Responses provided on a 3-point scale where 3=Very important, 2=Somewhat important, and 1=Not at all important.

<sup>2</sup> Results are presented in order of highest to lowest FTFT Freshmen Transfer's mean importance rating.

Note: Pairs of means that are significantly different according to independent samples t-tests (p<.05) are shown in bold.

Transfers   
Stopouts 

**Table 17.** Reasons for Not Returning Among Full-Year Completers and Partial-Completers

Item <sup>1</sup>	Full-Year Completer (FYC)		Partial-Year Completer (PYC)		Not at all important <sup>4</sup>		Somewhat important <sup>4</sup>		Very important <sup>4</sup>		95% Confidence Intervals		
	Mean <sup>1</sup>	STD	Mean <sup>2</sup>	STD	FYC	PYC	C	DNC	C	DNC	Not at all	Somewhat	Very
Uncertain about career/major	<b>1.78</b>	0.86	<b>2.01</b>	0.88	50%	38%	23%	23%	28%	39%			
Lack of interest	<b>1.66</b>	0.72	<b>1.98</b>	0.82	48%	34%	37%	34%	15%	32%			
Grades not good	1.61	0.77	1.75	0.84	56%	51%	26%	23%	17%	26%			
Decided to transfer	<b>1.95</b>	0.93	<b>1.73</b>	0.90	46%	57%	13%	13%	41%	30%			
Student programs/Campus life	1.67	0.77	1.61	0.79	52%	58%	30%	23%	19%	19%			
Disliked commuter campus	1.57	0.76	1.52	0.80	59%	68%	24%	13%	17%	20%			
Cost of attending	1.45	0.71	1.52	0.77	68%	65%	20%	17%	13%	17%			
Didn't offer desired program	1.62	0.81	1.49	0.74	59%	66%	20%	20%	21%	15%			
Couldn't get courses	1.39	0.73	1.46	0.70	75%	66%	10%	22%	15%	12%			
Not enough financial aid	1.34	0.66	1.37	0.73	77%	77%	13%	8%	11%	15%			
Not accepted into program	1.27	0.62	1.22	0.57	82%	85%	9%	7%	9%	8%			

<sup>1</sup> Items rated on a three-point Likert scale in which 1 = "Not at all important," 2 = "Somewhat important," and 3 = Very important."

Note: Pairs of means that are significantly different according to independent samples t-tests (p<.05) are shown in bold.

Full-Year Completer ■  
Partial-Year Completer ■

to getting into a specific program and specific courses as important. Stopouts were far more likely to cite uncertainty about their academic and career plans as well as financial issues. A notable number of both transfers and stopouts cited a lack of interest and concern with poor grades as contributing factors.

### Reasons And Time of Departure

Just under one-half (49%) of the respondents to this survey had completed both the Fall 1999 and Spring 2000 semesters (full-freshman-year completers). At the other extreme, a small number (7%) of the respondents never even completed the Fall 1999 semester. Most of the remaining respondents (38%) completed the Fall 1999 Semester, and another small group (7%) started but did not complete the Spring 2000 semester.

Table 17 shows the differences between the full-freshman-year completers and the other non-returning students in perceived importance of the 11 reasons considered for not re-enrolling. It is not surprising to see that those who did not complete the year cited as more important reasons their uncertainty about careers or majors and their lack of interest. Full-year completers, on the other hand, were more likely to cite a decision to transfer as an important factor. It is also appears that the differences noted in Table 17 according to year completion status are related to some of the larger

differences shown in Table 16 between transfer and stopout non-returners. This relationship is illuminated in Table 18, which shows that the majority of transfers (61%) completed the full year, whereas the majority of stopouts (57%) did not.

When given the opportunity to site other reasons for not returning, a range of personal issues were mentioned most frequently (Table 19). The following responses reflect the range of personal issues expressed:

**Table 18.** Time of Departure by Transfer/Stopout Status

	Full-Year Completer		Partial-Year Completer		Total
	Number	Pct Row Tot	Number	Pct Row Tot	
Transfer	64	61%	41	39%	105
Stopout	87	43%	117	57%	204
Total	151	49%	158	51%	309

**Table 19.** Other than the reasons we have already talked about, are there any other reasons why you are are not attending IUPUI this fall?

	N	%
Personal issues	54	42%
Faculty/Academic issues	23	18%
Financial	15	12%
Social/Commuter campus	10	8%
Student services/Administrators	9	7%
Physical environment	8	6%
Location/Transportation	6	5%
Other	4	3%
Total	129	100%

- *“I needed a break. My grades were not good and I needed some time to regroup and rethink.”*
- *“It was due to my health. I didn’t think I could stay in my classes with all my doctor’s appointments.”*
- *“mainly because I didn’t know what I wanted to do, and still don’t.”*

Other notable responses related to academic issues and financial problems.

### In and Out of Class Experiences

This year’s survey asked non-returning students if they had any experience in or outside of class that influenced their decision not to return to campus. They were also asked if they had any experience inside or outside class that made them want to return. One-fifth of all non-returning students mentioned a negative experience related to a specific course, as shown in Table 20. The results of a content analysis of the responses to this question are shown in Table 21. Just less than one-half of the course problems referred to the instructor. Common themes within this category related to the instructor being either unfair or disorganized as reflected in the following comments:

- *“I had a grad student instructor, who seemed to be never prepared for class.”*
- *“... it was taught incompetently. I felt like the professors didn’t care enough to come and lecture with students.”*
- *“The professor didn’t go into detail as much as she could have, she went too fast, I know one time I asked for help she gave me an attitude like I was wasting her time.”*

There were also a number of comments about not being able to understand foreign instructors. Other notable categories of negative course experiences had to do with the class difficulty, and aspects of the class format or size as evident in the following expressions:

- *“The class size was so big and there was no interaction with the teacher. Also, I felt like I was discouraged to succeed. There was no teacher-student interaction.”*
- *“It was a big class with a lot of people in it. The room was always dark because the professor had to show us slides...she was not an inspiring professor.”*
- *“The classes were really big. I don’t like being just a number. I like to know my professor”*

Positive course experiences were reported almost three times as frequently as negative ones. Table 22 shows that almost one-half of the non-returning traditional cohort students cited a positive course experience. Since traditional freshmen are more likely to enroll in certain courses, an analysis was conducted to examine the number of positive and negative comments relative to course enrollments. Table 23 summarizes the results of that analysis, which should be interpreted cautiously, given the small number of responses in each cell.

The results suggest that positive experiences were distributed in proportion to enrollments in the courses among the respondents. Negative comments were both

**Table 20.** Did you have any experiences with a particular course that influenced your decision not to return to IUPUI?

	N	%
Yes	53	17%
No	255	83%
Total	308	100%
missing	1	

**Table 21.** Type of negative experience with particular course that contributed to your decision not to return to IUPUI.

	N	%
Problems with instruct	29	49%
Overwhelming/Difficul	13	22%
Class format/size	9	15%
Personal issues	2	3%
Time constraints	1	2%
Other	5	8%
Total	59	100%

**Table 22.** Did you have any experiences with a course that you particularly enjoyed or that made you want to return?

	N	%
Yes	146	47%
No	163	53%
Total	309	100%
missing	0	

**Table 23.** Positive and Negative Course Experience Relative to Course Enrollments

Department	Positive Experiences		Negative Experiences		Course Enrollments <sup>1</sup>	
	N	% of Total	N	% of Total	N	% of Total
English	21	7%	11	4%	309	14%
Psychology	17	9%	5	3%	183	8%
Communications	12	11%	0	0%	109	5%
Business	9	7%	0	0%	121	5%
Mathematics	9	2%	7	2%	395	18%
Anthropology	8	22%	0	0%	37	2%
Art	7	13%	1	2%	56	3%
Physical Education	6	6%	0	0%	97	4%
Biology	5	7%	5	7%	70	3%
Chemistry	0	0%	5	11%	44	2%
Other	52	7%	18	2%	798	36%
<b>Total</b>	<b>146</b>	<b>7%</b>	<b>52</b>	<b>2%</b>	<b>2219</b>	<b>100%</b>

Note. None of the departments had significantly greater numbers of either positive or negative experiences reported for its courses, given the total number of courses taken in each department, as shown by chi-square tests of independence ( $p < .05$ ). Cells with too few responses were excluded from the chi-square analyses.

<sup>1</sup>Enrollments by department among the 309 survey respondents.

less frequent and more variable. Several departments' courses stand out as contributing more positively to the non-returning students experiences: Anthropology, followed by Art (Herron) and Communications. The relatively large number of negative experiences reported for English courses is clearly related to the large overall enrollments. English also has the largest number of positive comments, almost double the number of the negative comments. The department with the highest enrollment, Math, had a relatively even number of positive and negative comments with both being relatively low in percentage terms. Business and Physical Education courses are notable for eliciting only positive responses. The one outlier on the negative side was in the Department of Chemistry, where over ten percent of students taking a course in Chemistry voiced a negative comment, while no respondent said anything positive.

Non-returning traditional freshmen also cited nearly twice as many positive experiences compared to negative experiences outside the classroom that affected their desire to return or not to return to IUPUI. Table 24 shows that the largest category of negative responses related to student life on a commuter campus as evident in the following voices:

- *“I didn’t feel like there was enough to do. I didn’t like living downtown and living off-campus.”*
- *“I believe that you are in college to socialize and get to know people, at IUPUI people don’t get to know each other, being a commuter campus.”*

However, Table 25 shows that this category also accounted for the largest number of positive comments, and more than doubled the number of negative ones. The following student comments represent students' positive experiences reported:

- *“I enjoyed just talking to friends between classes, just sitting outside under the trees, hanging out in the library, getting together for study groups.”*
- *“...the campus life. It was just a good environment, good atmosphere.”*
- *“We had a thing that the same people were in all our classes for 4 classes [block scheduling], and we got to know each other and become friends.”*

**Table 24.** What experiences, if any, did you have at IUPUI outside of classes that influenced your decision not to return to IUPUI?

	N	%	
Social issues/Commuter campus	19	44%	
Physical environment	13	30%	
Student services	4	9%	
Financial issues	3	7%	
Location/Transportation	3	7%	
Personal issues	1	2%	
<b>Total</b>	<b>43</b>	<b>100%</b>	

**Table 25.** What experiences, if any, did you have at IUPUI outside of classes that you particularly enjoyed, or that made you want to return?

	N	%	
Social	54	57%	
Physical environment	23	24%	
Academic experiences	15	16%	
Student services	2	2%	
<b>Total</b>	<b>94</b>	<b>100%</b>	

The physical environment accounted for the next highest number of both negative and positive comments, with the positive again outnumbering the negative as reflected in the following comments:

- *“The campus is pretty nice, it appears to be well kept.”*
- *“I liked the location and the city.”*

Academic experiences outside class appeared only on the positive list. Students’ negative comments regarding perceptions of student services outnumbered the positive ones. However, the number at both ends of the spectrum were small.

**Table 26.** How welcome did you feel at IUPUI?

	N	%
Not at all welcome	5	2%
Not too welcome	31	10%
Somewhat welcome	140	45%
Very welcome	133	43%
Total	309	100%

**Feeling Welcome**

IUPUI appears to be doing a good job of making new students feel welcome. Table 26 shows that only 36 respondents (12%) reported that they felt “not to welcome” or “not at all welcome.” A profile of these 36 students revealed that they include higher proportions of students who transferred (compared to those who stopped out) and of students who did not complete the full freshman year. Although students who did not feel welcome were less likely to indicate a probability of returning to IUPUI at a future date, almost one-third (32%) said they would. Comparatively, almost 60% of those who felt welcome indicated that they are likely to return to IUPUI in the future.

**Accomplishments and Future Enrollment at IUPUI**

Generally, non-returning students did not “get what they wanted” out of their year, or partial year, at IUPUI. Table 27 shows that only 14 percent of the non-returning traditional cohort respondents indicated that they accomplished “entirely” what they had hoped to accomplish at IUPUI. Transfers were more likely to indicate so, but fewer than one-quarter did. About one-half of both transfers and stopouts indicated that they accomplished ‘somewhat’ of what they had hoped to during their enrollment at IUPUI. More than one-third of the respondents (37%), and over two out of five stopouts (42%), indicated that they did “not at all” accomplish what they had hoped to.

Not surprisingly, stopouts responded that they are more likely to return to IUPUI at a future date than did transfers. Table 28 shows that nearly one quarter of the stopouts indicated their intention to enroll at IUPUI in the following Spring (2001), compared to only four percent of transfers. However, Table 29 shows that longer-term prospects for returning to IUPUI are more similar for transfers and stopouts. More than half of the

**Table 27.** To what extent did you accomplish what you intended to accomplish at IUPUI?

	Total		Transfer		Stopout	
	N	%	N	%	N	%
Not at all	113	37%	28	27%	85	42%
Somewhat	154	50%	54	51%	100	49%
Entirely	42	14%	23	22%	19	9%
Total	309	100%	105	100%	204	100%
missing	0					

**Table 28.** Do you intend to enroll at IUPUI this coming spring semester?

	Total		Transfer		Stopout	
	N	%	N	%	N	%
Yes	49	16%	4	4%	45	23%
Maybe	35	11%	7	7%	28	14%
No	221	72%	94	90%	127	64%
Total	305	100%	105	100%	200	100%
missing	4					

**Table 29.** How likely is it that you would enroll at IUPUI at some later date?

	Total		Transfer		Stopout	
	N	%	N	%	N	%
Not at all likely	57	22%	25	25%	32	20%
Not too likely	58	22%	26	26%	32	20%
Somewhat likely	80	31%	32	32%	48	30%
Very likely	65	25%	18	18%	47	30%
Total	260	100%	101	100%	159	100%
missing	49					

stopouts (60%), and exactly half of the transfers (50%) indicated that they are somewhat or very likely to enroll at IUPUI at a later date.

This year’s survey also asked non-returning students what IUPUI could have done to make them want to return. Open-ended comments were coded into the seven categories shown in Table 30. Two-thirds of these comments had to do with either academic reasons or financial reasons, mirroring to a large degree the reasons we reported earlier about why students don’t return. Generally, this question did not add significant information beyond that provided to the questions on other reasons for not returning to IUPUI.

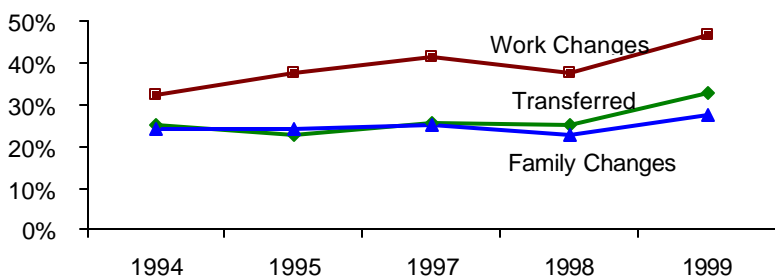
**Overall Trends for Other Non-Returning Students**

The appendix to this report provides the item summaries for the other group of non-returning students who were polled. This includes students enrolled Fall 1999 that were not first-time, full-time freshmen, had not graduated, but who did not return for the Fall 2000 semester.

This group has been included in large number in previous non-returning student surveys and so we can examine some trends. Table 31 shows the trends in three areas that have been monitored consistently. The findings suggest that changes in work conditions have become a more prominent issue for these non-returning students over the past six years. In addition, and like

**Table 31.** Trends in Reasons for Not Re-Enrolling Among Other (Non-First-Time Freshmen) Non-Returning Students

	Base Year of Enrollment				
	1994 (N = 371)	1995 (N = 446)	1997 (N = 315)	1998 (N = 417)	1999 (N = 320)
Transferred	25%	23%	26%	25%	33%
Work Changes	32%	37%	42%	38%	47%
Family Changes	24%	24%	25%	23%	28%



**Table 30.** What, if anything, could IUPUI have done to make it more likely that you would have enrolled this fall?

	N	%
Academic issues	47	39%
Financial issues	31	26%
Social issues/Commuter campus	15	13%
Student services	10	8%
Physical environment	8	7%
Personal issues	5	4%
Other	3	3%
<b>Total</b>	<b>119</b>	<b>100%</b>

the traditional cohort, transfer to a non-IU campus appears to be more common in recent years. However, changes in family situations have maintained the same level importance.

**Conclusions and Implications**

The responses of traditional first-time, full-time freshmen who did not return to IUPUI or any IU campus for their second year, validate many of the current initiatives we are undertaking to improve student success. However, they also help to illustrate some potential areas of additional or refined focus.

The current analysis suggests that we should consider more carefully the distinction between potential transfers and stopouts in our program designs and implementations. Although transfer to another campus may well indicate that the student continues to persist and succeed, the fact that the majority of transfers had not intended to do so when they started IUPUI

suggests that we may be able to do more to keep students persisting at IUPUI. The current analysis suggests two specific areas of attention: the ability of students to find desirable programs with available courses, and enhanced opportunities on campus for social and academic activities outside of class. The ongoing development of campus housing and a student center addresses the latter issues. Attention to student academic major and career planning would address the first issue.

In line with prior research, this study provides further evidence that stopouts face work and family issues, many of which are beyond our direct control. However, we can encourage students to take advantage of opportunities for employment on campus. Financial aid is also a key leverage point for stopouts, as they are more likely than transfers to cite issues related to finances and costs impacting their decisions not to return.

There are many non-returning students for whom future academic and career plans appear to be a major stumbling block. Since these students are less likely to return for the spring semester of their first year, it is important that we intervene early in any attempts to improve the chances of retaining these students. This analysis suggests that attempts to help students with uncertain academic and career plans might be best engaged during summer orientation and early in the fall semester.

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Mailing Address:

Union Building G003

Telephone: (317) 278-2282

620 Union Drive

Fax: (317) 274-3400

Indianapolis, IN 46202-5167

Office Staff:

Victor Borden, Associate Vice Chancellor

Kathy Burton, Associate Director

Michael Wince, Manager, Survey Research

Michele Hansen, Research Analyst

Kristin Greenawalt, Research Analyst

Barbara Dobbs, Manager of Office Systems and Operations

Janice Childress, Technology Development Assistant

Teri Dearmin, Senior Administrative Secretary

Melinda Siler, Graduate Research Assistant

Rebecca Jacob, Graduate Research Assistant

Sara Heiliger, Research Associate

# IUPUI Non-Returning Student Survey

Fall 1999 Enrolled Undergraduates Who Did Not Return For Fall 2000

Research Brief **APPENDIX**

**Item Summary for "All Other" Non-Returners**

(Excludes Traditional Freshmen Cohort)

**Table 1. Gender**

	Respondents		Non-resp.
	N	%	%*
Female	199	62%	
Male	121	38%	
Total	320	100%	
Missing	0		

Respondents   
 Non-Respondents 



**Table 2. Race/Ethnicity**

	Respondents		Non-resp.
	N	%	%*
African American	17	5%	
Other minority	17	5%	
All others	284	89%	
Total	318	100%	
Missing	2		



**Table 3. Age**

	Respondents		Non-resp.
	N	%	%*
18 and under	8	3%	4%
19 and 20	73	23%	16%
21 to 25	84	26%	34%
26 to 32	73	23%	23%
33 and over	82	26%	23%
Total	320	100%	100%
Missing	0		



**Table 4. Course-Load Status, Spring 2000**

	Respondents		Non-resp.
	N	%	%*
Full-time	105	33%	
Part-time	215	67%	
Total	320	100%	
Missing	0		



**Table 5. Class Level**

	Respondents		Non-resp.
	N	%	%*
Freshman	89	28%	
Sophomore	104	33%	
Junior	56	18%	
Senior	71	22%	
Total	320	100%	
Missing	0		



\* Percentages of non-respondents are shown only if significantly different from those of respondents based on chi-square tests for independence.

**Table 6.** Are you currently enrolled at another college?

	N	%
Yes	104	33%
No	216	68%
Total	320	100%
Missing	0	

**Table 7.** At which other college or institution are you currently enrolled?

	N	%
IU Bloomington	28	27%
Ivy Tech	15	15%
Other local Indy	9	9%
Purdue University	8	8%
Other IU	7	7%
Ball State University	5	5%
Indiana State University	4	4%
Other	26	25%
Total	102	100%

Missing 2

Note. Asked only of those who responded "Yes" show in Table 6

**Table 9.** Importance of various reasons for transferring.

	Valid N <sup>1</sup>	Mean <sup>2</sup>	STD	Percentages			95% Confidence Intervals		
				Not at all imp.	Somewhat imp.	Very imp.	Not at all imp.	Somewhat imp.	Very imp.
Program reputation & qt	104	2.22	0.79	22%	34%	44%			
Getting into desired prog	104	2.19	0.87	30%	21%	49%			
Better student activities	104	1.59	0.80	61%	20%	19%			
Better support services	102	1.56	0.79	63%	19%	19%			
Live on/near campus	104	1.53	0.82	68%	11%	21%			
Getting scholarship/finc	104	1.45	0.77	72%	11%	17%			
Living away from home	103	1.41	0.71	72%	16%	13%			
Get away from large city	103	1.15	0.43	88%	9%	3%			

<sup>1</sup> Valid N excludes missing data.

<sup>2</sup> Responses provided on a 3-point scale where 3=Very important, 2=Somewhat important, and 1=Not at all important.

**Table 8.** When you began at IUPUI, was it your intent to transfer to another university campus at some point in the future?

	N	%
Yes	66	21%
No	254	79%
Total	320	100%
Missing	0	

**Table 10.** What other reasons, if any, did you have for transferring that we have not talked about?

	N	%
Academic issues	41	48%
Financial issues	14	16%
Personal issues	8	9%
Social/Commuter camp	7	8%
Student services	5	6%
Location/Transportation	5	6%
Physical environment	3	4%
Other	2	2%
Total	85	100%

**Table 11.** To what extent did you accomplish what you intended at IUPUI?

	N	%
Not at all	35	11%
Somewhat	213	67%
Entirely	72	23%
Total	320	100%
Missing	0	

**Table 12.** Do you intend to enroll at IUPUI this coming Spring semester?

	N	%
Yes	108	34%
Maybe	46	15%
No	162	51%
Total	316	100%
Missing	4	

**Table 13.** How likely is it that you would enroll at IUPUI at some later date?

	N	%
Not at all	42	20%
Not too	33	16%
Somewhat	63	30%
Very	74	35%
Total	212	100%
Missing	108	

**Table 14.** Importance of various reasons not to return to IUPUI.

	Valid N <sup>1</sup>	Mean <sup>2</sup>	STD	Percentages			95% Confidence Intervals		
				Not at all imp.	Somewhat imp.	Very imp.	Not at all imp.	Somewhat imp.	Very imp.
Decided to transfer	320	1.65	0.90	65%	6%	29%			
Cost of attending	320	1.52	0.78	66%	16%	18%			
Could not get courses	319	1.46	0.78	71%	11%	18%			
Uncertain about career/major	319	1.44	0.72	70%	17%	14%			
Did not offer desired program	320	1.42	0.74	73%	12%	15%			
Lack of interest	319	1.37	0.66	73%	16%	10%			
Not enough financial aid	320	1.35	0.68	76%	12%	12%			
Student programs/campus life	320	1.30	0.60	78%	15%	8%			
Grades not good	320	1.23	0.56	83%	10%	7%			
Disliked commuter campus	319	1.21	0.53	85%	9%	6%			
Not accepted into program	320	1.20	0.58	89%	3%	9%			

<sup>1</sup> Valid N excludes missing data.

<sup>2</sup> Responses provided on a 3-point scale where 3=Very important, 2=Somewhat important, and 1=Not at all important.

**Table 15.** Have changes in your work circumstances kept you from enrolling at IUPUI this semester?

	N	%
Yes	149	47%
No	171	53%
Total	320	100%

Missing 0

For those who responded "Yes" to item summarized in Table 15:

**Table 16.** Did any of the following specific changes in your work circumstances keep you from enrolling?

	Yes (N)	Yes (%)
Increased responsibilities	101	68%
Changed jobs	89	60%
Increased hours	88	59%
Lack employer financial support	33	22%

**Table 17.** Other than those mentioned above, were there any other specific changes in your work circumstances that kept you from enrolling?

	N	%
Relocate/Travel for job	18	40%
Schedule conflicts	17	38%
Other	10	22%
Total	45	100%

**Table 18.** Have changes in your family obligations kept you from enrolling at IUPUI this semester?

	N	%
Yes <sup>1</sup>	88	28%
No	232	73%
Total	320	100%

For those who responded "Yes" to item summarized in Table 18:

**Table 19.** Did any of the following specific changes in your family circumstances keep you from enrolling?

	Yes (N)	Yes (%)
Changes in spouse's work	20	23%
Lack of childcare	15	17%
Problems with older relatives	11	13%
Problems with children	8	9%

**Table 24.** Other than those mentioned above, were there any other specific changes in your work circumstances that kept you from enrolling?

	N	%
Pregnancy/Childcare	23	40%
Family health prob/death	7	12%
Financial problems	7	12%
Married/Wedding planned	4	7%
Relocate/Travel	2	4%
Marital/Custody problems	2	4%
Other	12	21%
Total	57	100%

**Table 25.** Did you have any experiences with a particular course that influenced your decision not to return to IUPUI?

	N	%
Yes	35	11%
No	284	89%
Total	319	100%
Missing	1	

**Table 26.** Please describe your experiences with this particular course that influenced your decision not to return to IUPUI.

	N	%
Problems with instructor	19	50%
Overwhelming/Difficult	10	26%
Class format/Size	5	13%
Time constraints	3	8%
Personal issues	1	3%
Total	38	100%

**Table 27.** Did you have any experiences with a course that you particularly enjoyed or that made you want to return?

	N	%
Yes	180	56%
No	140	44%
Total	320	100%
Missing	0	

**Table 28.** Other than the reasons we have already talked about, are there any other reasons why you are not attending IUPUI this fall?

	N	%
Personal issues	59	46%
Academic issues	39	30%
Financial issues	16	12%
Student services	8	6%
Physical environment	2	2%
Social/Commuter campus	2	2%
Location/Transportation	2	2%
Other	1	1%
Total	129	100%



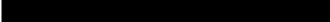
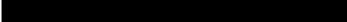
**Table 29.** What experiences, if any did you have at IUPUI outside of classes that influenced your decision not to return to IUPUI?

	N	%
Physical environment	12	27%
Student services	10	22%
Social/Commuter campus	8	18%
Financial issues	6	13%
Academic issues	5	11%
Location/Transportation	4	9%
Total	45	100%

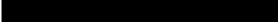





**Table 30.** What experiences, if any, did you have at IUPUI outside of classes that you particularly enjoyed or that made you want to return?

	N	%
Social/Extra-curricular	38	39%
Academic issues	26	27%
Physical environment	19	19%
Student services	12	12%
Financial issues	2	2%
Personal issues	1	1%
Total	98	100%








**Table 31.** How welcome did you feel at IUPUI?

	N	%	
Not at all welcome	4	1%	
Not too welcome	16	5%	
Somewhat welcome	144	45%	
Very welcome	156	49%	
Total	320	100%	

**Table 32.** What, if anything, could IUPUI have done to make you feel more welcome?

	N	%	
Student services	38	39%	
Academic issues	22	23%	
Social/Commuter campus	22	23%	
Physical environment	4	4%	
Financial issues	2	2%	
Other	9	9%	
Total	97	100%	

**Table 33.** What, if anything, could IUPUI have done to make it more likely that you would have enrolled at IUPUI this fall?

	N	%	
Academic issues	81	55%	
Financial issues	39	26%	
Student services	13	9%	
Personal issues	7	5%	
Social/Commuter campus	4	3%	
Location/Transportation	2	1%	
Other	2	1%	
Total	148	100%	

NON-RETURNING STUDENTS SURVEY-- revised  
Fall, 2000

According to our records, you were previously enrolled at IUPUI but did not enroll for this Fall semester. Are you enrolled at IUPUI this semester? Did you graduate since last Spring?

- q If YES TO EITHER: (Thank and Terminate Call)
- q If NO TO BOTH: Proceed to question #1.

1. Are you currently enrolled at another college or institution?

- q YES
- q NO (SKIP TO #2)

1a. *At what other college or institution are you currently enrolled?*

---

1b. Next, I will read some reasons people sometimes have for transferring to another school. For each, please tell me how important it was in your decision to go to COLLEGE NAME. (Very Important, Somewhat Important, Not at All Important.)

- q Wanted to live away from home.
- q Wanted to get away from a large city.
- q Wanted to live on or near campus.
- q Ability to get into desired program.
- q Reputation and quality of the program at COLLEGE NAME.
- q Better student activities and campus life there.
- q Got a scholarship or financial aid offer from COLLEGE NAME.
- q More or better support services there, such as advising, mentoring, and child care.

Ø What other reasons, if any, did you have for going to COLLEGE NAME that we have not asked about? OPEN ENDED.

2a. When you began at IUPUI, was it your intent to transfer to another university campus at some point in the future?

- q Yes.
- q No.

2b. To what extent did you accomplish what you intended at IUPUI?

- q Not at all
- q Somewhat
- q Entirely

3. Next, I will read some reasons that people sometimes have for deciding not to attend IUPUI. Please tell me how important each was in your decision not to attend IUPUI this fall. (Very Important, Somewhat Important, Not at All Important)

- q Cost of attending.
- q IUPUI didn't offer your desired program.
- q You were not accepted into your desired program.
- q You couldn't get the specific courses you wanted.

- q Student programs and campus life did not meet your needs.
- q Your grades were not as good as you expected.
- q Your lack of interest.
- q You were uncertain about your career or major.
- q You decided to transfer elsewhere.
- q You disliked a commuter campus.
- q You did not receive enough financial aid.

4a. Have changes in your work circumstances kept you from enrolling at IUPUI this semester?

- q YES
- q NO (SKIP TO 5)
- q DON'T KNOW (SKIP TO 5)

4b. Were there other changes in your work that kept you from enrolling? (Yes/No)

- q Increase in hours?
- q A change of jobs?
- q An increase in responsibilities?
- q A lack of employer financial support?
- Ø What other reasons, if any, did you have for going to COLLEGE NAME that we have not asked about? OPEN ENDED.

5a. Have changes in your family obligations kept you from enrolling at IUPUI this semester?

- q YES
- q NO (SKIP TO 6)
- q DON'T KNOW (SKIP TO 6)

5b. Please tell me if any of the following family obligations kept you from enrolling this semester. (Yes/No)

- q A change in your spouse's work situation?
- q A lack of available childcare?
- q Problems with your children?
- q Problems with the care of older relatives?
- Ø Were there other family obligations that kept you from enrolling?  
OPEN ENDED.

6. Other than the reasons we have already talked about, are there any other reasons why you are not attending IUPUI this fall?

- q Yes. (Reason given.) OPEN ENDED.
- q No.

7. Do you intend to enroll at IUPUI this coming Spring semester?

- q YES
- q NO

7a. How likely is it that you would enroll at IUPUI at some later date?

- q Very likely.
- q Somewhat likely.
- q Not too likely.
- q Not at all likely.

8a. Have you seen ads in the newspaper or on television for IUPUI that feature the slogan, "Why Not Both?"

q Yes.

q No.

8b. Do you understand what was meant by "Why Not Both?"

q Yes/ Meaning given.

q No.

8c. What do you think IUPUI means by "Why Not Both?"

8d. What effect did these ads have on your plans to return to IUPUI at a later date? Did they make you;

q More inclined?

q Less inclined?

q Did they have no effect?

9a. Did you have any experiences *with a particular course* that influenced your decision *not to return* to IUPUI?

9b. In "Comments"

9c. In "Comments"

9d. (Course3) Please describe your experiences with this particular course that influenced your decision to not return to IUPUI. OPEN ENDED.

10. Did you have any experiences with a course that you particularly enjoyed or that made you want to return?

q Yes.

q No

10a? (Course 5a)?

10b? (Course 5b)?

11. What experiences, if any, did you have at IUPUI outside of classes that influenced your decision to not return to IUPUI?

q (Enter text for OPEN ENDED).

q None, no experiences.

12. What experiences, if any, did you have at IUPUI outside of classes that you particularly enjoyed or that made you want to return?

q (Enter text for OPEN ENDED).

q None, no experiences.

13. In general, how welcome did you feel at IUPUI? Would you say:

q Very welcome

q Somewhat welcome

q Not too welcome, or

q Not at all welcome.

13a. What, if anything, could IUPUI have done to make you feel more welcome:?

q Enter text for OPEN ENDED.

q Nothing. Could not have done anything.

14. What, if anything, could IUPUI have done to make it more likely that you would have enrolled this fall?

q Enter text for OPEN ENDED.

q Nothing. Could not have done anything.