A Study of the Reasons Successful College Freshmen Voluntarily Withdraw from Campbellsville College

Annie Neil
Western Kentucky University

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Neil,

Annie Lee

1977
A STUDY OF THE REASONS
SUCCESSFUL COLLEGE FRESHMEN
VOLUNTARILY WITHDRAW FROM
CAMPBELLSVILLE COLLEGE

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the Faculty of the Department of Counselor Education
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of the Requirements for the Degree
Specialist in Education

by
Annie Lee Neil
May, 1977
A STUDY OF THE REASONS
SUCCESSFUL COLLEGE FRESHMEN
VOLUNTARILY WITHDRAW FROM
CAMPBELLSVILLE COLLEGE

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Samples of successful freshmen students voluntarily withdrawing from Campbellsville College were studied and compared to determine the reasons for leaving the College. It was anticipated that findings would help to identify some of the problems involved in student withdrawal, thus giving the College some better understanding with which to proceed in an effort to build retention.

Forty academically successful freshmen of the class 1974-75 were surveyed using a questionnaire and telephone and personal interview. These students were grouped in three divisions: (1) those who entered with plans to transfer, (2) those who entered with indefinite plans, and (3) those who entered with plans to graduate.

Questionnaire responses were placed in nine categories and tabular data was prepared to present basic reasons identified as "very important" and "fairly important" for leaving by division.

The procedures used resulted in obtaining the "real or
actual" reasons the students in the study withdrew from the College. Students who enter with plans to transfer are least critical of the college. Those who are undecided about plans to graduate are more critical and students who enter with plans to graduate are most critical.

The "real" reasons why students leave are discussed and recommendations are made by the researcher to suggest retention efforts needed by the College.
CHAPTER I

INTRODUCTION

Two serious problems facing higher education in America today are the recruitment and the retention of students. Whereas the sixties were marked by an unprecedented growth in enrollment in higher education, the seventies are marked by a steady decline. The decline is coupled with a continuing high percentage of students withdrawing from the nation's colleges and universities.

The dropout problem may be seen as a three-pronged concern:

1. For a large majority of the nation's institutions of higher education their existence and survival are based primarily on their ability to attract, recruit, and retain students (Noel, Note 4).

2. Our highly complex technological society needs an increasingly large percentage of well educated, disciplined talent. This talent is needed to lead out in creating and helping to maintain an environment that is sensitive to the needs and the value of persons and diminishes the trend toward depersonal-
ization. When capable young people drop out of higher education there is the possibility that their potential contribution to society may be significantly diminished (Fairlee, 1977).

3. The capable student who drops out often feels a sense of personal failure which he finds difficult to accept (Kowalski & Cangemi, 1974, Suezek & Alfert, 1967). He soon learns that many doors of opportunity are closed to him unless he makes the decision to return to higher education.

Briefly stated, the dropout becomes a loss to the college or university, a loss of talent to society, and a loss to himself.

The first step in the solution of the dropout problem is to determine why it exists. Obviously a small percentage of marginal students who enroll in higher education are not academically equipped to be successful (Maudal, Butcher, & Mauger, 1974; Rossman & Kirk, 1970). Some fault here lies in the recruiting process and needs to be remedied. Current research demonstrates that the greater dropout problem is with the students who are academically equipped to be successful yet find themselves dropping out of higher education. (ACT Assessment Program, 1977; Kowalski and Cangemi, 1974; Rossman &
Kirk, 1970; Summerskill, 1962). Every institution needs to take a critical look at what is happening on its particular campus.

It is not enough to recruit freshmen. This is evident from a reading of the current slogan heard from many recruitment offices—"Recruiting graduates-to-be instead of just freshmen" (Noel, Note 4). Colleges and universities are being challenged to improve their holding power, i.e., to create the kind of learning environment that stimulates and challenges the entering student to accept personal responsibility for his total growth and at the same time lends the kind of support structure he/she needs to accomplish such a formidable task.

RATIONALE FOR THE STUDY

The percentage of high school graduates who enrolled in colleges and universities rose from 43% in 1960 to over 50% by the fall of 1964. High enrollment rates continued through most of the decade. However, as early as 1971 the Carnegie Commission reported that only 40% of the 1970 high school graduates enrolled in an institution of higher education (Kowalski & Cangemi, 1974).

Noel (1975) of the Educational Services Division of the American College Testing Service gives the following reasons
for the decline in enrollment:

1. The changing attitude of high school graduates toward the need for college education,
2. The much publicized lack of employment opportunities for the college graduate.
3. The change in the military draft law and its impact on the college-age student,
4. The increased cost of education without sufficient student aid and a decline in the purchasing power of family incomes.

As a result the majority of America's colleges and universities are finding it increasingly difficult to recruit students. Once the student is recruited, on campus, and enrolled there is no guarantee that he/she will follow through to graduation. Student withdrawal from higher education is a persistent and pervasive problem. Schreiber (1963) wrote that as an institution, the dropout problem is probably just one day, or several hours, younger than the schools themselves. A paper, entitled The Early Withdrawal of Pupils from School: Its Causes and Its Remedies, was presented to the annual convention of the National Education Association as early as 1872.

That student withdrawal from higher education is not a new phenomenon is demonstrated by the dropout rate for four
year colleges which has remained close to 50% over the last 50 years (Maudal, et. al., 1974). Determining the cause of dropout is a highly complex matter. Summerskill (1962), after reviewing most of the research related to the topic during the preceding 40 years and citing more than 175 references, concluded that "Tabulations of reasons into neat, mutually exclusive categories (e.g., X% academic reasons plus Y% financial reasons plus Z% medical reasons = 100% dropouts) simply do not cope with the realities of college dropouts and are of little value (p. 649)." (Rossman & Kirk, 1970).

Historically the most common conjecture concerning withdrawal is that it is directly related to academic difficulty. Kowalski & Cangemi (1974), Rossman & Kirk (1970) and Summerskill (1962) all point to the fact that only one-third of college dropouts are due to academic difficulty/dismissal. Rossman and Kirk (1970) suggest from their study of the withdrawing student at the University of California, Berkeley, that approximately one in every four students who voluntarily withdraw from Berkeley after one year came with the intention of leaving before graduation. Thus some attrition is predetermined before a segment of the new class arrives on campus. Others leave, at least overtly, for reasons of marriage, health, or finances, and at least some of these eventually graduate. But
a sizeable proportion (10 percent of an entering class perhaps) of very capable students drop out and are lost to higher education forever. Many among them may be Suezek and Alfert's hypothesized highly autonomous individuals who feel the need to take time out to "find themselves." Some may never achieve this end to their satisfaction; and others, having accomplished greater "self-awareness," fail to see the relevance of higher education.

After an in-depth study Maudal, et. al., (1974) concluded that academic variables alone do a more efficient job of predicting dropouts who leave higher education altogether, and personality variables alone do a more efficient job of predicting withdrawing students who transfer to another institution. Suezek & Alfert (1966) reported that students who stay in school are more conventional and submissive to authority than students who withdraw. Dropouts in all studies emphasizing personality variables are characterized as more impulsive, more desirous of change, more spontaneous, but at the same time they are persons who require sympathy, reassurance from others, and who feel alienated and singled out if reassurance is not forthcoming.

Over the past decade there have been efforts to measure the effect of the integration of different college character-
istics with the attributes of students. The student is challenged to meet the demands of the college environment and the college environment is challenged to meet the demands of the student. The stress created by the interaction of these demands is referred to by Cope and Hewitt (1971) as "press".

They found that the major presses in higher education are oriented to social, academic, familial, and religious problems, in that order of significance, and that dropout behavior is better understood if it is viewed from this perspective. Starr, Betz, & Menne (1972) reported that the effectiveness, or lack of it, with which a student interacts with the institution's environment will largely determine whether the student stays in school or withdraws.

Demos (1967) and Gilchrist (Note 1) point out that the verbally expressed reason and the real reason for withdrawal may be and often are quite different. Demos demonstrated that after in-depth exit interviews with withdrawing students, the counselors' interpretations fell within the areas of financial problems, lack of motivation, college work being too difficult, and personal-emotional problems. The students rated the primary reasons for dropping out as financial problems, work needs, military service (for males), illness (particularly for females), and family problems.
Tinto (1975) insists that the process of dropout from college needs to be viewed as a longitudinal process of interaction between the individual and all he has brought to the college and its academic and social systems. He emphasizes personal goal and institutional commitment and family commitment to the student's goals as significant variables in whether a student remains in school or drops out.

There is no easy answer as to why students continue to withdraw from higher education. Yet the search for new insights and better understanding of the problem must go on. A few years ago, 50% of Kentucky high school graduates were enrolling in institutions of higher education. In the fall of 1975, 32% of Kentucky high school graduates enrolled in colleges and universities. It was projected that 50% of these would withdraw during or by the end of the freshmen year. (Division of Research, State Department of Education, Frankfort, Kentucky, 1974-75, Holding Power of Graduates). Declining enrollment in higher education along with such a high withdrawal rate is a major concern in Kentucky. Every institution is seriously considering the questions, "What is happening to students on this campus?" "Why do they leave?" "What can be done to build retention?"

Campbellsville College is no exception. Figure 1 shows the enrollment pattern for the freshmen and sophomore years
Figure 1

Percentage of Dropouts Between Freshman and Sophomore Years

Campbellsville College, 1967-68 - 1975-76

Academic Years, 1967-68 - 1975-76
over the past nine years. An improved academic counseling service was inaugurated in the fall of 1973. Since that time there has been an improvement in retention. Yet for a small private college the dropout rate appears excessive. The national attrition rate for schools of like character as Campbellsville is 25% after the first year. The overall nationwide dropout rate for the freshmen population is 40% (ACT Assessment Program, 1977; Gilchrist, Note 1). The chart shows that the freshmen dropout rate at Campbellsville College is similar to the nation-wide dropout rate and considerably higher than that of schools of like character as Campbellsville.

Studies done in the office of Academic Counseling of Campbellsville College over the past four years concur with the findings of Kowalski & Cangemi (1974), Rossman & Kirk (1970) and Summerskill (1962) that approximately one-third of the dropouts are due to academic difficulty/dismissal. But what of the number of successful students who voluntarily withdraw after only one year? The question remains, "Why do they leave?"

**THE STATEMENT OF THE PROBLEM**

Along with the decline in enrollment in higher education there are significant shifts in the choices students are making in regard to education beyond high school. These shifts are
from private to public institution, from four-year to two-year institutions, from baccalaureate to vocational-technical institutions, from liberal arts to specialized majors, and from full-time to part-time enrollment (Noel, Note 4).

Campbellsville College is a private, four-year liberal arts school, granting the baccalaureate degree. Since the present trend in higher education is a movement away from a school with these characteristics, it has become imperative that the faculty and administration at Campbellsville take a more critical and appreciative look at each entering student who does choose Campbellsville and make every possible effort to meet the expectations of that student. The college can no longer afford the excessively high dropout rate that now exists.

There has been a considerable amount of misinformation among the faculty and staff as to why students withdraw. It is news to some that more successful students withdraw after the freshmen year than unsuccessful ones. (Unpublished Studies from The Office of Academic Counseling, 1973-1976). An unpublished report made by the Admission Office when the dropout rate peaked (1970-72) indicated that the great majority of freshmen who drop out do not transfer to other schools but have simply dropped out of higher education altogether. The Office of Academic Counseling (1973-77) reports that a good
percentage of students who drop out do transfer to other institutions and are not lost to higher education.

Questions are often raised concerning the student who enthusiastically chooses Campbellsville, enters with equal enthusiasm into college life, and in a short time drops out. One must ask whether that student very obviously does not "fit" the school's environment and the school does not "fit" the needs of the student, or perhaps whether he/she has been misinformed about the college.

There have been many generalizations about the dropout problem at Campbellsville College that have not been studied or researched sufficiently. Some valid observations have been made in the academic area, some real problems have been located, and steps have been taken to improve retention. An improved academic counseling program has been inaugurated, and a developmental program for the marginal student has become an integral part of the curriculum. However, since a significant number of students who are presently withdrawing after the freshmen year are academically successful, the college needs to look elsewhere for reasons for student withdrawal.

Table 1 indicates the time of withdrawal and the G.P.A. of the dropouts by sex from the freshman class, 1974-75.
Table 1

Number of Students in Freshman Class of 1974-75
Who Dropped Out Classified by Sex and G.P.A.

<table>
<thead>
<tr>
<th>Time of withdrawal</th>
<th>G.P.A.</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one semester</td>
<td>-</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>One semester</td>
<td>less than 2.0</td>
<td>7</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>One semester</td>
<td>2.0 or greater</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Less than two semesters</td>
<td>less than 2.0</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Less than two semesters</td>
<td>2.0 or greater</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two semesters</td>
<td>less than 2.0</td>
<td>8</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Two semesters</td>
<td>2.0 or greater</td>
<td>14</td>
<td>21</td>
<td>35</td>
</tr>
</tbody>
</table>

49% Successful Students
36% Unsuccessful Students
15% Withdrew during first semester

PURPOSE OF THE STUDY

The purpose of this study is to identify some basic reasons why successful freshmen students voluntarily withdraw from Campbellsville College. An in-depth review of the literature on student withdrawal from higher education sheds much light on the problem, yet because of the individual character
of each institution, no one can borrow answers whole cloth from another. This study is an effort to study selected factors related to students' characteristics and factors within the college environment that may have led to his/her withdrawal.

LIMITATIONS OF THE STUDY

The study is narrow in scope, dealing with only a small sampling—40 students from one entering class (1974-75) at Campbellsville College. Because of these limitations any generalizing of the findings should be made with extreme caution.

The former students were asked to respond to 28 selected factors on a three point rating scale. They were also asked to list and rate any other factors involved in their withdrawal that may have been omitted from the scale. Thirty-seven students returned completed questionnaires. Of these, thirty were interviewed personally in a face-to-face situation or by telephone after the questionnaires had been returned.

DEFINITION OF TERMS

The "successful freshman" is defined in this study as a full-time student, anyone carrying 12 or more semester hours, who has maintained a cumulative 2.0 G.P.A. or better on a 4.0
scale, who has not been previously enrolled at any other institutions and who has completed one or two semesters prior to withdrawing. The term "basic reasons" is used in stating the purpose of the study because through personal experience and supporting literature the conclusion can be reached that the initial reason a student gives for withdrawing may not be the real reason he/she has withdrawn.

SIGNIFICANCE OF THE STUDY

Since every school is unique, the findings of this study will not point out to another school exactly why successful freshmen may be withdrawing from their particular institution. However, small private schools of similar characteristics that draw from a similar student population may find something in this study that may prove valuable in their situation. It may be a point of departure for their own research.

More important is the direct implication the study may have for Campbellsville College. Identifying reasons why certain successful students withdraw has potential value in the recruiting of students. As the recruiting officer analyzes the reasons given by students for leaving, he may find ways to identify the kind of potential student who will "fit" the Campbellsville College environment and whose expectations will
be met by the college. He may be more alert to students who might make an unwise choice in coming to Campbellsville and encourage them to look elsewhere.

Identifying reasons why certain successful students withdraw also has potential value for retention of students. As the administration and faculty become more aware of the basic reasons students are withdrawing, they may be much more sensitive to what should be done to hold students. If a student leaves because he/she wants to major in a field not available at the college there is nothing to do but give encouragement in the choice being made. However, if the student leaves because of his/her feelings of faculty indifference, or of her feelings of social isolation, etc., there are things that can be done.

**SUMMARY**

The enrollment and retention of students in higher education continues to be a major concern for all colleges and universities across the nation. The concern is even more acute for schools like Campbellsville College (a small private, four-year, liberal arts school, granting the baccalaureate degree) because the present trend among students entering higher education is a shift from private to public institutions, from four-
year to two-year institution, from liberal arts to specialized majors, and from full-time to part-time enrollment.

For the past nine years Campbellsville College has had a higher dropout rate between the freshman and sophomore years than the national dropout rate of 25% for schools of like character. The dropout rate was 32% in 1967-68, reached a high of 52% in 1970-71, gradually falling to 38% in 1974-75. Some positive steps have been made in the academic area to improve retention and have met with some success. However, since many studies of the withdrawing student indicate that only one-third of the students withdraw for academic reasons, this study is being conducted as an effort to identify not only academic reasons but also other significant reasons why successful students are leaving Campbellsville College. There is no easy answer as to why students continue to withdraw.

Some confusion exists among the administration and faculty regarding the reasons for student withdrawal. Conflicting reports have come from different sources as to whether the withdrawing student withdraws from higher education altogether or whether he/she transfers to another institution. It is hoped that the findings may help to clarify some of the issues and identify some of the problems involved in student withdrawal, thus giving the college some better understanding with which to proceed in an effort to build retention.
CHAPTER II

REVIEW OF RELATED LITERATURE

Despite the very extensive literature on dropout from higher education, much remains unknown about the nature of the dropout process. One of the failures of much of the past research has been inadequate attention to definition which has led researchers to lump together, under the term "dropout," several forms of leaving behavior that are very different in character. It has not been uncommon to find research on dropout that fails to distinguish dropout resulting from academic failure from that which is the outcome of voluntary withdrawal. Nor has it been uncommon to find permanent dropouts placed together with persons whose leaving may have been temporary in nature or may have led to transfer to other institutions of higher education (Tinto, 1975).

Because of the failure to make such distinctions, past research has often produced findings contradictory in character and/or misleading in implication. The studies reviewed here have not been guilty of these shortcomings. Each researcher
has carefully defined the different categories of dropout behavior involved in his/her particular study, e.g., Rose and Elton (1966) defined defaulters, successful persisters, probation persisters, and dropouts and described the uniqueness and similarities of each category. All of the studies reviewed made equally clear distinctions.

This review places the research into five categories:

1. Multivariate Studies of Personality and Academic Factors
2. Studies Emphasizing Personality Variables
3. Studies on "Fit", Satisfaction/Satisfactoriness and Environmental Press
4. Studies Delineating Manifest and Covert Reasons for Withdrawal
5. A Longitudinal Model of Dropout

MULTIVARIATE STUDIES OF PERSONALITY AND ACADEMIC VARIABLES

Rossman and Kirk's study (1970) on students who enrolled as freshmen at the University of California, Berkeley in the fall of 1966 and later withdrew attempted to answer two questions: In terms of scholastic ability, personality factors, attitudes and biographical factors are there differences between (a) students who persist and those who voluntarily withdraw from a university setting, and (b) students who
voluntarily withdraw and those who are in academic difficulty at the time of withdrawal? The findings showed that there is no significant difference in scholastic ability between students who persist and those who voluntarily withdraw. The cumulative G.P.A.'s for the two groups were almost identical. In terms of academic ability there was significant difference between the voluntary withdrawals and those in academic difficulty.

There were significant differences in the personality factors. Voluntarily withdrawing students as compared to persisters were more likely to enjoy reflective and abstract thinking, more interested in artistic activities, more tolerant of ambiguities and uncertainties, more ready to express their impulses and seek gratification in conscious thought and action. They were less interested in a practical or applied approach to life and were more intellectually oriented.

A similar study done on the successful withdrawing student at the University of Texas (Tarver, 1973) concurs with Rossman and Kirk (1970) on the academic variable, reporting that the study in its entirety suggests that dropouts do not withdraw from an institution as a result of the inability to succeed in academic work. Tarver found that more than 50% of the students in his study were in a sub-group entitled "Searching for Self." The population was most concerned with
the specific problems of uncertainty regarding academic preparation, restlessness, and the inability to concentrate.

Maudal, Butcher, and Mauger (1974) and Twedt (1973) studied personality and academic variables on more than 700 students withdrawing from a small conservative liberal arts school in Minnesota. The results of the study concur with Rossman and Kirk (1970) that it is possible to discriminate among persisters, dropouts from higher education, and transfers. They reported that academic variables are able to discriminate effectively with dropouts and persisters, while personality variables seem to have more power in the discrimination of transfers. The study conceptualized the personality variables as tapping two dimensions, activity-passivity and conformity-non-conformity. Persisters were characterized as passive-conforming students who were able to work independently and to endure the stresses of the academic environment as they sought more distant goals. Dropouts were characterized as active-nonconforming students who sought out new and different experiences, but also experienced feelings of alienation and estrangement. Transfers appeared to share some characteristics in common with both groups but were more like the persisters. They were conceptualized as active but conforming, i.e., they required variable and new experiences in their lives, but confined their choices to the academic environment. Mauger
et. al., (1974) emphasized that academic variables alone do a more efficient job of predicting dropouts from higher education, and personality variables alone do a more efficient job of predicting transfers.

McIntosh, Wilson, & Lipinski (1974) studied 4,954 undergraduates who became voluntary and administrative dropouts over a five year period at Simon Fraser University in Canada. The study showed that most of the students left within the first year and attributed their leaving almost equally to academic difficulties, personal/emotional problems and external/environmental presses. By the end of the study two-thirds of the sampling had resumed some type of formal study elsewhere.

PERSONALITY VARIABLES

The role of personality variables in college attrition has received increasing attention in the last ten years. Studies have been done in an attempt to distinguish the dropouts from the stay-ins on the basis of personality differentials (Albino, 1973; Hannah, 1971; Kowalski and Cangemi, 1974; Morgan, 1974; Pandley, 1973; Rose & Elton, 1966; and Suezek and Alfert, 1966). Though inconclusive, there seem to be some common threads running through these studies. For example, the stay-ins are students who aspire to accomplish difficult tasks, are able to work toward distant goals, do not
particularly seek out or enjoy exciting activities, and tend to be more inwardly inclined than their counterparts. In contrast, students who drop out exhibit a greater enjoyment of new and different experiences and adapt more readily to changes in their environment. Their test scores suggest they are spontaneous, impetuous, impulsive, but also require sympathy and reassurance from others and feel alienated and singled out if reassurance is not forthcoming. Suezek & Alfert (1966) in their extensive study at the University of California, Berkeley, concluded that students who stay in school are more conventional and submissive to authority than the students who withdraw. The study also indicated that the voluntary withdrawals tended to be more sophisticated, complex, and philosophical than either academic failures or academic persisters.

Hannah's findings (1971) in a similar study of students from thirteen small private colleges were consistent with the studies from the large universities. His findings indicated that dropouts compared with persisters were more complex, more impulsive, more anxious, less personally integrated, less altruistic, and less willing to exert an effort to make a good impression before either their peers or their teachers. He described the persisters as individuals who have less tolerance for diverse thinking, are more conforming, who have a
greater tendency to accept authority, who are less apt to express hostility and aggression, whose anxiety levels are lower, and who are more cautious.

The literature in this category describes the leaver as significantly higher in the maladjusted direction, as more aloof, self-centered, impulsive, and assertive than his persisting peer. Rose and Elton (1966) found that dropouts from the University of Kentucky were clearly distinct in personality traits from other groups. They reported that leavers were the most maladjusted, and had the least interest in literature, art, and philosophy. The leavers were the most illogical, irrational, and uncritical, and disliked reflective and abstract thought.

Hannah (1970) suggests that his and other studies emphasizing personality variables describe leavers as less settled personalities. Inside them, he says, is a restless, unpredictable spirit. They think deeply, act on feelings rather than on measured consequences, are anxious about their environment and themselves, sense a need for independence and seek ways to test that need. Finally, they withdraw from contact, probably because of uncertainty, confusion, and lack of direction.
STUDIES ON "FIT", SATISFACTION/SATISFACTORINESS
AND ENVIRONMENTAL PRESS

Rootman (1972), in a study of the entering class of 1972 at the U.S. Coast Guard Academy, found that the individual who is not willing or not able to conform, who does not "fit" the role of cadet or who does not "fit" into the group, has a problem. If he cannot resolve it by modifying his properties (his personality, interests, values) or by making himself more attractive to his peers, he is likely to experience "strain". One rational way to alleviate or "cope" with the situation is to withdraw. Of six variables found to explain most of the variance in withdrawal, "person-role fit" and "interpersonal fit" emerged as the major determinants of voluntary withdrawal. Voluntary withdrawal was viewed as a basic incompatability between the individual and his socializing environment.

Tinto (1975) supports this concept by stating that the student who does not fit the school's expectations and/or feels that the school does not meet his needs is much more likely to withdraw, often transferring to another institution. Kowalski and Cangemi (1974) report that many students have false images of the college they select and/or an unrealistic recognition of their own personal needs which often leads to non-fulfillment of their potential and withdrawal from college.
Starr, Betz, and Menne (1972) did their research along the satisfaction/satisfactoriness continuum. Their premise was: If an individual is to remain within the college environment, he must be fulfilling the requirements of that environment (performing satisfactorily) and the college environment must be meeting the needs of the student (leading to satisfaction). Satisfactoriness represents an individual's success in his environment and is an external indicator of correspondence. Satisfaction represents the extent to which an individual feels the environment is meeting his needs and is an internal indicator of correspondence.

The findings showed nondropouts differing significantly from nonacademic dropouts on total satisfaction. Students who chose to leave the university although maintaining adequate grades were significantly less satisfied than the nondropouts with the academic offerings and requirements of the university, faculty and staff competence and helpfulness, and the amount of time required to meet the demands of the university. The academic dropouts were the least satisfied. The study supported the contention that the degree of satisfaction is directly related to the probability of a student remaining in college.

Researchers relating personality and institutional characteristics usually look for the effect of the institutional
stresses on student behavior and development. Cope and Hewitt (1971) support the proposition that the major environmental presses in university setting are socially, academically, family, and religiously oriented, in that order of significance, and that dropout behavior is better understood if it is differentially related to these pressures. Of particular interest was the finding that social rather than academic presses were more often related to dropout behavior. The study concluded that students may decide to withdraw from the environment because they experience difficulties in their encounters with any one of these pressures separately or with all of them at one time.

STUDIES DELINEATING MANIFEST AND COVERT REASONS FOR WITHDRAWAL

Demos (1967), Gum (1973), and Gilchrist (Note 1) all point out that the verbally expressed reason and the real reason for withdrawal from higher education may be and often are quite different.

Demos (1967) compared the responses of California State College students on exit interview forms with the counselors' interpretations of these responses after the counselors had personal interviews with the withdrawing students. Needing a job is a relatively safe, nonpunitive reason given by students
for withdrawing from college, but the counselors found that in many cases this was a secondary or tertiary reason. The primary reason was more likely to be motivational or poor academic performance. It was a rare student who stated "My reason for dropping out is I lack motivation." They were more likely to say "I need a job" or "I have financial problems."

The counselors' interpretations of the reason for withdrawing fell within the categories of financial problems, lack of motivation, college work being too difficult, and personal-emotional problems. Of relatively little importance for both the student and the counselor were poor grades. Poor grades, per se, did not seem to cause students to withdraw. The students rated the primary reasons for dropping out as falling within the categories of financial problems, work needs, military service (for males), illness (particularly for females) and family problems (illness in the family).

On the basis of these findings Demos stated that counselors and administrators should be careful in assigning reasons—surface reasons or reasons secured only from the students themselves—for student withdrawal. A considerable amount of error may result from this kind of analysis.

Gilchrist's (Note 1) study on attrition at Covenant College, Lookout Mountain, Tennessee, lends support to the Demos study. He found that finances, given as a reason for withdrawal in
about one-half of the cases, was often a cover for more significant reasons.

In a study of the dropout problem among community college students at a California College, Gum (1973) compared data from the exit interview with that obtained from a later follow-up interview. The major reasons given at time of withdrawal were full-time employment, health, finances, and personal problems. In the follow-up interviews such factors as the following emerged as underlying causes: lack of identity, failure to seek help in making decisions, lack of personal attention by the staff, insufficient information regarding various program options. One of the major conclusions of the study was that the stated reasons for leaving the community college are not necessarily the true or "real" reasons.

A LONGITUDINAL MODEL OF DROPOUT

Tinto (1975) maintains that research on dropout from higher education has been marked by inadequate conceptualizations of the dropout process. He is particularly concerned with the lack of attention given to the development of those types of longitudinal models that would lead to an understanding of the processes of interaction which bring differing individuals within the institution to varying levels of persistence and/or to varying forms of dropout behavior. In a synthesis of
a wide range of recent research on dropout from higher education, Tinto attempts to formulate such a model.

Briefly stated, his theoretical model of dropout argues that the process of dropout from college can be viewed as a longitudinal process of interaction between the individual and the academic and social systems of the college during which a person's experiences in these systems continually modify his goal and institutional commitments in ways which lead to persistence and/or to varying forms of dropout behaviors.

Individuals enter institutions of higher education with a variety of attributes, precollege experiences, and family backgrounds, each of which has direct and indirect impact upon performance in college. These background characteristics and individual attributes also influence the development of the educational expectations and commitments the individual brings with him into the college environment.

Given individual characteristics, prior experiences, and commitments, the model argues that it is the individual's integration into the academic and social systems of the college that most directly relates to his continuance in that college. The higher degree of integration into the college systems, the greater will be the commitment to the specific institution and to the goal of college completion. Presumably, either low
goal commitment or low institutional commitment can lead to dropout.

Many variables are suggested as having significance in the longitudinal process of interaction between the individual and all he has brought to the college and the academic and social systems of the institution which he enters. Tinto presents these under the following headings: External Impacts Upon Dropout, Individual Characteristics And College Dropout, Interactions Within The College Environment, and Institutional Characteristics And Dropout.

Tinto's final suggestion is that future research look at the longitudinal process of dropout as reflected in longitudinal follow-up data rather than cross-sectional data. Such an approach would require detailed following up of entering groups of students in various types of higher educational institutions. He offers his model as a framework for such research.

SUMMARY AND CONCLUSION

The school dropout problem is not a new phenomenon. It is probably just one day or several hours younger than schools themselves. Recognizing the problem and collecting statistical data on the rate of dropout from higher education is not too difficult. Determining the reasons for dropout is a much more complicated matter.
In an effort to determine the reasons for dropout, researchers have approached the problem from several different perspectives. This review has placed the research of the past ten years into five categories.

1. Multivariate Studies of Personality and Academic Variables. These studies attempt to answer the question, "In terms of scholastic ability, personality factors, attitudes, and biographical factors are there differences between (a) students who persist and those who voluntarily withdraw from higher education, and (b) students who voluntarily withdraw and those who are in academic difficulty at the time of withdrawal?" The literature supports the position that academic variables alone do a more efficient job of predicting dropouts from higher education and personality variables alone do a more efficient job of predicting transfers—those who voluntarily withdraw. Transfers appeared to share some characteristics of both persisters and dropouts from higher education but were more like the persisters.

2. Personality Variables. These studies suggest that those who withdraw from higher education are less settled personalities and less conforming than the persisters. Hannah (1970) describes the withdrawing student as one with a restless, unpredictable spirit, one who thinks deeply, acts on feelings, is anxious about his environment and himself, senses
a need for independence and seeks ways to test that need. He perhaps withdraws because of uncertainty, confusion, and lack of direction.

3. **Studies on "Fit." Satisfaction/Satisfactoriness and Environmental Press.** These studies support the position that voluntary withdrawal is often caused by a basic incompatibility between the individual and his socializing environment. If an individual is to remain within the college or university environment, he must be fulfilling the requirements of that environment and the college environment must be meeting the needs of the student, i.e., the degree of satisfaction is directly related to the probability of a student remaining in higher education.

4. **Studies Delineating Manifest and Covert Reasons for Withdrawal.** These studies support the position that the verbally expressed reason and the real reason for withdrawal from higher education may be and often are quite different.

5. **A Longitudinal Model of Dropout.** These studies argue that the process of dropout needs to be viewed as a longitudinal process of interaction between the individual and academic and social systems of the college, during which a person's experiences in these systems continually modify his goal and institutional commitments in ways which lead to persistence and/or to varying forms of dropout behavior.
A working knowledge of the literature related to student withdrawal is very important as any institution examines its own problems in this area. It soon becomes apparent that no institution can borrow easy answers from another in regard to its particular problem of student withdrawal. Because this is true every institution of higher education needs its own research in this area.

This study is an effort to identify some basic reasons why successful freshman students withdraw from Campbellsville College. As reasons are identified the college should be in a much better position to deal creatively and positively with its own special problems of student dropout.
CHAPTER III

DESIGN OF THE STUDY

The basis of the study was a survey of the 40 academically successful freshmen of the class of 1974-75 who voluntarily withdrew from Campbellsville College. Students were surveyed by mail and by telephone. A questionnaire and interview guides were developed and utilized. The procedure used in developing the questionnaire and the interview guides involved the use of authorities in the area of student personnel services at Western Kentucky University and Campbellsville College, the examination of current literature, and a field test of the instruments. The information collected was analyzed to determine some basic reasons successful college freshmen withdraw from Campbellsville College.

Most of the students surveyed did not have an exit interview because they left school at the end of a semester and did not return. Personal experience with exit interviews and the support of the literature lend credence to the position that the initial reason given for withdrawing from college is very often not the real reason (Demos, 1967; Gum, 1973, and
Gilchrist, Note 1). It was anticipated that after considerable time had elapsed since withdrawing, the respondents would be more perceptive and more objective about the reasons for leaving and would be more willing to express themselves.

SAMPLING

The subjects of the study were members of the freshmen class at Campbellsville College (1974-75) who were academically successful and withdrew prior to the beginning of their sophomore year. Five withdrew after the first semester and 35 after the second semester. Two subjects are black, one Egyptian, and the others white. The student population is essentially homogeneous, i.e., they come from predominantly white working or middle-class families from Kentucky, Indiana, and Ohio, are conservative in values, are from a Protestant Church-oriented background, and are first generation college students.

PROCEDURE

In the planning, the initiating, and the carrying through of the study to completion, the following steps were taken in the order presented.

1. A thorough review of student personnel literature related to retention and attrition of students in higher education was made. Various approaches to
the study of student withdrawal from higher education were identified.

2. Persons from the Counseling Service and the Department of Counselor Education at Western Kentucky University and from the Student Personnel Services at Campbellsville College were interviewed concerning student withdrawal. Suggestions and insights from these interviews helped greatly in the formative stages of the study.

3. All of the academic folders of former freshmen students who entered the College in the Fall of 1974 were examined. (These folders were filed in the Office of Academic Counseling.) Male and female students were classified separately under the following headings:
   a. Students who withdrew during the first semester.
   b. Students who withdrew after the completion of the first semester with less than a 2.0 G.P.A. on a 4.0 scale.
   c. Students who withdrew after the completion of the first semester with a 2.0 G.P.A. or better on a 4.0 scale.
   d. Students who withdrew during the second semester with less than a 2.0 G.P.A. on a 4.0 scale.
e. Students who withdrew during the second semester with better than a 2.0 G.P.A. on a 4.0 scale.
f. Students who withdrew after the completion of the second semester with less than a cumulative 2.0 G.P.A. on a 4.0 scale.
g. Students who withdrew after the completion of the second semester with a cumulative 2.0 G.P.A. or better on a 4.0 scale.

4. After the students were classified there were 40 who could be described as a successful withdrawing student as defined by the study. These students were listed alphabetically with telephone numbers and home addresses where available. The list was checked with the Registrar at the College for accuracy and updating of addresses.

5. The following instruments were designed:

a. A questionnaire to be used to identify from student responses the major factors that influenced their decision to withdraw from the College (Appendix A),

b. An initial telephone guide to be used prior to the mailing of the questionnaire in order to establish contact and urge participation in the study (Appendix B),
c. A follow-up face-to-face interview guide to be used with available students after the questionnaire had been returned in an effort to pinpoint the real reason the student had withdrawn and to verify the information contained in the questionnaire (Appendix D).

d. A follow-up telephone interview guide to be used with students not available for face-to-face interviews after the questionnaire had been returned in an effort to pinpoint the real reason the student had withdrawn and to verify the information contained in the questionnaire (Appendix E).

These instruments were field tested for clarity and usefulness.

6. Twenty-three of the subjects in the sample were contacted by telephone prior to the mailing of the questionnaire in order to explain the survey, to inform them of the questionnaire, to request and urge participation and to request a personal interview, either face-to-face or by telephone (Appendix B). One subject indicated that he did not wish to be a part of the study. Twenty-two seemed interested and agreed to participate.

7. A cover letter (Appendix C) was designed to explain
the purpose of the study to the 17 subjects not contacted by telephone and to restate the purpose for the 23 subjects previously contacted.

8. On August 5, 1976 two copies of the questionnaire, a self-addressed, stamped envelope and the cover letter were mailed to 35 of the 40 former students in the sample. The correct addresses had not yet been located for four of the subjects and one subject did not wish to participate in the study. An addendum was added to the letter of those who were not contacted by telephone to inform them that an attempt had been made to reach them by telephone. Within 10 days 20 completed questionnaires had been returned. During the next few days 18 of these were interviewed either face-to-face or by telephone.

The face-to-face interviews were conducted according to the follow-up Face-to-Face Interview Guide (Appendix D). The purposes of the interview were to pin-point in so far as possible the real reason the student had withdrawn and verify the information contained in the questionnaire. This was done by going over the completed questionnaire with the student and asking him/her to elaborate further on the items he/she had marked. With permission from the student, notes were made as the interview progressed.
In each interview the student responded freely and gave additional information that would have been difficult to give on a questionnaire. By this time the reason for withdrawal had come into much sharper focus. After the deliberate discussion the student was asked to sum up as honestly and specifically as possible his/her primary reason for withdrawal. Each student seemed able to do this without much difficulty. (For example, instead of just saying the Administration should be more consistent, the student named a particular situation with a specific person).

The telephone interviews were conducted according to the follow-up Telephone Interview Guide (Appendix E) and carried out in much the same way as the face-to-face interviews. Two questionnaires had been sent and the cover letter (Appendix C) explained that one completed questionnaire was to be kept by the student for the time of the telephone interview and the other completed questionnaire was to be returned to the sender. Using such a procedure contributed to the ease of the telephone interviews. The interviewer established a relaxed and deliberate atmosphere on the telephone and the interviews moved along smoothly. During the interviews, the students were very cooperative and were eager to define for themselves and for the interviewer their real reasons for withdrawing from the College.
9. On August 19, 1976 a second mailing went out to the 15 subjects who had not responded. Six of these were contacted by telephone prior to receiving the second mailing. A follow-up letter (Appendix F) was included urging the subject to respond. Eleven completed questionnaires were returned within ten days. Eight of these persons were interviewed by telephone by early September.

10. Personal letters were written in late August to two of the four students who had not responded to either of the mailings and who had not been reached by telephone. Within a week both of these returned correctly completed questionnaires. It was not possible to arrange interviews with either of these. (The third student who had not responded is a foster son of a former professor who is very estranged from the College. It did not seem wise to pursue his situation any further. The fourth student is from Florida, was enrolled one semester, and had maintained no contacts at the College. Four telephone calls had been attempted without any success so no further effort was made to contact her.)

11. By early September correct addresses were found for the remaining four persons in the sample who had not
been located earlier. Two were contacted by telephone and one in person before the questionnaires were mailed; the fourth person could not be reached by telephone. The three persons contacted personally returned the questionnaires immediately and interviews followed. The fourth one returned the completed questionnaire in early October. An interview was not possible.

12. After all of the questionnaires were in and the interviews were completed a letter was sent to all of the participants to thank them for their excellent cooperation in the study (Appendix G).

13. Data from the questionnaire and the follow-up interviews were compiled and analyzed. Descriptive statistical techniques were used in the analysis.

14. Finally, conclusions and recommendations were made based upon the analysis.

Briefly summarized, of the 40 possible participants in the study, one voiced a wish not to participate, two did not return questionnaires, and 37 returned completed questionnaires. Of the 37 who returned questionnaires, 30 were interviewed personally, six face-to-face and 24 by telephone.
DESIGNING THE QUESTIONNAIRE

After reviewing the literature and identifying various approaches to the study of student withdrawal from higher education, the construction of an instrument was begun. In consultation with two research specialists at Western Kentucky University the decision was made to use a modification of a questionnaire that had been designed by Dr. Robert G. Cope (1971) of the University of Washington, Seattle. The basic questionnaire was used in two successful studies conducted by Dr. Cope (1971), the first at the University of Washington, Seattle and the second at Covenant College, Lookout Mountain, Tennessee (Gilchrist, 1974). In the first he used the original instrument and in the second an adaptation of the original. Both studies reported that the questionnaire was effective in identifying categories of dropout behavior which may help to better understand what is happening to students during their freshman and sophomore years as they interact with the institutional environment.

The major objective of the questionnaire was to identify from student responses the major factors that influenced their decision to withdraw from Campbellsville College. The first draft of the questionnaire was made and persons from the Department of Counseling and the Department of Counselor
Education at Western Kentucky University and from the Department of Student Personnel Services at Campbellsville College were asked to judge each response for its appropriateness and to give editorial suggestions. Graduate students enrolled in the Seminar in Student Personnel Services at Western Kentucky University critiqued each item.

The instrument was revised, eliminating 12 of the 37 response items and adding three additional ones. The intensity rating scale was reduced from a five-point scale to a three-point scale. Two research specialists at the University responded to the second revision. They gave editorial suggestions in regard to arrangement and clarity.

The third revision was made. It was tested for clarity by students enrolled in a freshmen sociology class at Campbellsville College. It was checked by an English professor at the College, the Registrar and the Academic Dean. No further suggestions were made.

The third draft was then field tested. Testing was done by using the instrument with five former students who had voluntarily withdrawn from the College and were not in the sample of the study. The five were contacted prior to the mailing of the questionnaire and agreed to participate. The questionnaires were returned within a week after which each respondent was interviewed by telephone. Since all five
respondents had no difficulty in completing the questionnaire correctly and the responses yielded the quality of information needed for the study, no further revision was made.

The final form of the questionnaire (Appendix A) included a brief explanatory introduction and asked, "What are you doing at the present time?" and "At the time of enrollment what were your plans regarding graduation from the College?" Following this section, there were 28 statements related to the kinds of problems often experienced by freshmen students as they interact with the institutional environment. The respondents were asked to rate the problem on a three-point intensity scale: very important (crucial, major, decisive factor), fairly important (a contributing factor), and not at all important (no factor). Following the statements, respondents were requested to list and rate any other factors that influenced their withdrawal that may have been omitted from the rating scale. At the end of the questionnaire, they were asked to give the telephone number and time where they could be reached for a telephone interview.

In the actual use of the instrument in the study, all 37 participants returned correctly completed questionnaires, i.e., they completed all sections and gave the information requested. On the follow-up interviews, after receiving the completed questionnaires, the students gave more in-depth information
which was consistent with the information given on the questionnaire.

Upon careful examination of each returned questionnaire it was possible to build a profile on each student. The profile included the following:

a. what the student was doing (in school or working)
b. his/her projected plans for the future
c. student intent regarding graduation at time of entry to the College
d. the major factors and the contributing factors which led to withdrawal
e. the factors that had no influence upon the decision to withdraw

Further, the questionnaire provided for an arrangement of a follow-up telephone interview. Every respondent completed the last item which asked for the telephone number and the time where they might be reached for an interview.

DESIGNING THE INTERVIEW GUIDES

Drawing from the literature and a personal background in interviewing and counseling in consultation with two research specialists from Western Kentucky University the first draft of each of the three guides was constructed. The guides were The Initial Telephone Contact Guide (Appendix B), The Follow-Up
Face-to-Face Interview Guide (Appendix D), and the Follow-Up Telephone Interview Guide (Appendix E).

The major objectives of the Initial Telephone Guide were to establish communication, to explain the survey, to inform possible participants of the questionnaire, to request and urge participation and to request a personal interview, either face-to-face or by telephone, after the questionnaire had been returned.

The major objectives of The Face-to-Face Interview Guide and The Telephone Interview Guide were to go over the marked items on the returned questionnaire with the participant in an effort to get more in-depth information for the reasons why the student had withdrawn and to find out if he/she felt there were things the College might have done for him/her that were not done.

Persons at Western Kentucky University and Campbellsville College who were cognizant of the study and of the process of student withdrawal from higher education judged each interview item on the guides for its appropriateness in gaining supplementary information beyond that gained from the questionnaire. Suggestions were made for improving the instruments. The second drafts were developed after considering these suggestions.

The second drafts were field tested with the five students in the field test sampling. The Initial Telephone Contact
Guide proved to be adequate for establishing communication and securing cooperation. Within a week the five correctly completed questionnaires were returned. The Face-to-Face Interview Guide was used with one student and The Telephone Interview Guide was used with four. In both interview settings the respondents were cooperative, talked readily and freely about their reasons for withdrawal, and gave important and specific information beyond their responses to the questionnaire. In the interviews it was possible to go much deeper into the stated reasons for withdrawal.

Since the initial telephone contact and the follow-up interviews were very satisfactory no further revision was made on the instruments.

During the course of the study 32 initial telephone contacts were made. In every instance where the contact was made the completed questionnaire was returned within 10 days. Included in the returned questionnaires was a telephone number where and approximate time when the participant might be reached for an interview.

Six students were interviewed face-to-face and 24 were interviewed by telephone. In all interview situations both parties had a copy of the completed questionnaire in hand. This contributed to the ease of the interview and was of particular importance in the telephone interviews. It was possible
to establish a relaxed and deliberate atmosphere. The students were cooperative and interested in defining for themselves and for the interviewer their real reasons for withdrawing from the College.

The interviews aided in clarifying feelings and issues and yielded a depth of personal information that is hardly possible from a questionnaire.

DATA ANALYSIS

The questionnaire and the interview guides were utilized to collect data for the study. The data received from these two instruments were compiled and categorized. The data were analyzed primarily by tabulating responses and giving a descriptive analysis of these responses.
CHAPTER IV

FINDINGS

The data presented here are composed of the information collected from the 37 participants who cooperated in the study. All 37 participants returned completed questionnaires and 30 of these were interviewed personally after the questionnaires had been received. The data were compiled from these two sources.

Students in the study were placed in three divisions: (1) those who entered with plans to transfer, (2) those who entered with indefinite plans, and (3) those who entered with plans to graduate. All data are presented under these divisions.

The 28 response items on the questionnaire, additional items given by the students on the questionnaire, and information from the interviews were placed in nine categories. The categories are academics, family/marriage, interpersonal relationships, undefined goals/restlessness, college "fit," religion, finances, good job opportunities, and personal health. Tables are utilized to enable the reader to more clearly and
more readily understand the data.

The data are presented in approximately the same sequence as collected on the questionnaires and from the interviews.

PLANS REGARDING GRADUATION FROM CAMPBELLSVILLE COLLEGE AT TIME OF ENTRY, AUGUST, 1974

Table 2 shows the intent of the students at the time of their enrollment (August, 1974) in regard to graduation from Campbellsville College. Twenty students in the study entered

Table 2

Student Plans in August, 1974 in Regard to Graduating From Campbellsville College

<table>
<thead>
<tr>
<th>Plans</th>
<th>Number</th>
<th>Total</th>
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</thead>
<tbody>
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<td>Intended to graduate</td>
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<td>20</td>
</tr>
<tr>
<td>Intended to transfer</td>
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<td></td>
</tr>
<tr>
<td>after one semester</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>after two semesters</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>after four semesters</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>after six semesters</td>
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</tr>
<tr>
<td>undecided as to when</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Uncertain</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>
with plans to graduate. Nine students had definite plans to transfer. Eight students were uncertain about their plans.

The student who planned to transfer after one semester dropped out of higher education altogether and had no projected plans as to work or further education. The three students who had planned to transfer after two semesters followed through with their plans.

The three students who had planned to stay four semesters were women. Two were married and dropped out of higher education temporarily. One of these had plans to return to Campbellsville to complete a four-year degree program. The other had plans to eventually complete a degree in Home Economics which the College does not offer. The third student who was in a two-year secretarial science program became very dissatisfied with what she termed "very inadequate facilities" and transferred to a neighboring community college. The student who anticipated transferring after six semesters was also a woman who married after her first year. She had plans to return to the College to complete a four-year degree program. One male student who planned to transfer at some future date moved with his family to Chicago after his first semester.
PRESENT STATUS OF STUDENTS IN STUDY

Table 3 indicates the status of the students in August, 1976 and their projected plans for the future.

Table 3

Present Status and Projected Plans of the Students in the Study as of August, 1976

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Projected Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in another institution</td>
<td>23*</td>
<td>Planning to complete a college degree program</td>
</tr>
<tr>
<td>Planning to enroll at Campbellsville, 1976-77</td>
<td>2</td>
<td>Planning to complete a college degree program</td>
</tr>
<tr>
<td>Planning to enroll in another institution in 1976-77</td>
<td>3</td>
<td>Have plans to earn a 4-year degree</td>
</tr>
<tr>
<td>Employed full-time</td>
<td>6</td>
<td>5 have definite plans to return to higher education within the near future</td>
</tr>
<tr>
<td>Married and not employed outside of the home</td>
<td>2</td>
<td>Both anticipate completing a 4-year degree at a later date</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>No plans</td>
</tr>
</tbody>
</table>

*One of the 23 planned to enroll at Campbellsville, 1976-77.*
Twenty-three students in the survey were enrolled in higher education and five anticipated returning to a college or university in the Fall of 1976. Five others had definite plans to return to higher education within the year and two at a later date. Only two had no plans for continuing their formal education. Several who were employed full-time had decided they were very dissatisfied with the level of their educational backgrounds or had come to realize that a college or a university degree was essential for their anticipated lifestyle. Two students in the study planned to re-enroll at Campbellsville College in the Fall and one planned to re-enroll in the Spring.

One student who left the college and later came to regret it wrote, "Since I've been away I've had time to think over my reasons for leaving Campbellsville. The school has a lot to offer academically and spiritually which should mean a lot to a student. I was influenced by the wrong reason to leave. I've had thoughts about returning, but I know it could never be the same. Once you are away from something you learn to appreciate the value of a close relationship with your teachers as well as your counselor. I think Campbellsville is a great school and I do miss it." He is enrolled in a state university and expects to graduate in the Spring of 1978.
One young man stated his reason for withdrawing after one semester, "I jumped into it too soon." He had no plans. His response to the question, "What are you doing at the present time?" was "Nothing, can't get a job. I travel with others from place to place."

With one exception the 23 students who had transferred to other institutions expressed the feeling that Campbellsville College was more academically demanding than their present school. One student said in an interview, "I could only make C's at Campbellsville. Now I'm making B's and a few A's."

A music student who received an excellent scholarship at a university close to her home said in an interview, "Campbellsville is small and teachers have time for you. I was somebody, I really miss this now. The university is easier. There is nothing bad about Campbellsville. In lots of ways I'd like to come back. It is really a neat place."

The most negative responses about the College came from students who, prior to their enrollment, had perceived the College as a very conservative religious school. One student wrote, "My biggest reason for transferring was the lack of a strong spiritual atmosphere." Another wrote "Evolution is taught. Pornographic literature was required reading. Church attendance was not required. The word of God is denied openly
in class, Bible classes at that." Both these students are pursuing degrees at nonaccredited Bible colleges.

FACTORS THAT INFLUENCED WITHDRAWAL

The 28 items on the questionnaire were placed in one of the nine categories and the responses to each item were tabulated. The categories of health and good job opportunities were omitted since no one gave health as a factor and only two gave a good job opportunity as a contributing factor. The range and the median of the number of items responded to by the students in each division are shown in Table 4. For example, at least one student in the division, planned to graduate, listed one factor as being very important and at least one other listed eight factors as being very important. In the undecided division at least one student responded to two factors as being fairly important while one other student responded to 11 factors.

Students who entered with plans to graduate and students who were undecided had a higher median of the number of items rated as very important than those students who planned to transfer. Students who were undecided had the highest median of the number of items rated as fairly important. All divisions rated more items as fairly important (a contributing
Table 4

Range and Median of the Number of Items Rated as Very Important or Fairly Important by the Subjects Within Each Division

<table>
<thead>
<tr>
<th>Factor importance</th>
<th>Planned to graduate</th>
<th>Undecided</th>
<th>Planned to transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Range</td>
<td>Median</td>
<td>Range</td>
</tr>
<tr>
<td>Very important</td>
<td>1-8</td>
<td>3.0</td>
<td>0-4</td>
</tr>
<tr>
<td>Fairly important</td>
<td>0-11</td>
<td>4.0</td>
<td>2-11</td>
</tr>
</tbody>
</table>

factor) than as very important (a crucial factor).

Appendix H lists all items within each category, gives the number and percentage of responses by each division, and the total number and percentage of responses to each item.

Table 5, Table 6, and Table 7 summarize by categories the number of students responding and the number of items responded to as very important and fairly important by divisions.

For those who had planned to transfer, College "fit" and Academics were the most frequently listed factors. Interpersonal relationships, Finances, and Undefined goals/Restlessness were listed by only one person each as very important.
Table 5

Summary Table of the Number of Students Responding Within Each Category and the Number of Items Responded to as Very Important and Fairly Important Within the Division Planned to Transfer (n=9)

<table>
<thead>
<tr>
<th>Category</th>
<th>Very important</th>
<th>Fairly important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students responding</td>
<td>No. of items responded to</td>
</tr>
<tr>
<td>Academics</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Family/marriage</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>College &quot;fit&quot;</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Undefined goals/restlessness</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Interpersonal relationships</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Finances</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Religion</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 6

Summary Table of the Number of Students Responding Within Each Category and the Number of Items Responded to as Very Important and Fairly Important Within the Division Plans Uncertain (n-8)

<table>
<thead>
<tr>
<th>Category</th>
<th>Very important</th>
<th></th>
<th>Fairly important</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students responding</td>
<td>No. of items responded to</td>
<td>No. of students responding</td>
<td>No. of items responded to</td>
</tr>
<tr>
<td>Academics</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Family/marriage</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>College &quot;fit&quot;</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Undefined goals/ restlessness</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Interpersonal relationships</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Finances</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Religion</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 7
Summary Table of the Number of Students Responding Within Each Category and the Number of Items Responded to as Very Important and Fairly Important Within the Division Planned to Graduate (n-20)

<table>
<thead>
<tr>
<th>Category</th>
<th>Very important</th>
<th>Fairly important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students responding</td>
<td>No. of items responded to</td>
</tr>
<tr>
<td>Academics</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Family/marriage</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>College &quot;fit&quot;</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>Undefined goals/restlessness</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Interpersonal relationships</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Finances</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Religion</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
However, these items were listed 21 times as contributing factors. Factors that were frequently reported in the other two divisions—Interpersonal relations and Undefined goals/Restlessness—were of little importance in this division.

For those who entered with undecided plans Interpersonal relationships and College "fit" were the most frequently listed factors. One person listed Family/Marriage as very important and no one listed Finances and Religion as being very important. Academics was listed as a strong contributing factor in this division.

For those who planned to graduate every factor was listed at least three times as very important. College "fit" was listed 23 times and Interpersonal relationships 11 times as very important. This division gave more reasons for leaving than the other two.

Table 8 gives the grand total by categories of the number of students responding and the number of items responded to as very important and fairly important. Items under College "fit" were listed most frequently, followed by Interpersonal relationships and Academics. Religion and Finances were listed by the fewest number of students as being very important.
<table>
<thead>
<tr>
<th>Category</th>
<th>Importance of Item in Causing Withdrawal</th>
<th>Very important</th>
<th>Fairly important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. students responding</td>
<td>No. items checked</td>
<td>No. students responding</td>
</tr>
<tr>
<td>College &quot;fit&quot;</td>
<td>17</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>Interpersonal relationships</td>
<td>9</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Academics</td>
<td>10</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Undefined goals/restlessness</td>
<td>7</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Family/marriage</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Religion</td>
<td>5</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Finances</td>
<td>4</td>
<td>4</td>
<td>14</td>
</tr>
</tbody>
</table>
THE MOST IMPORTANT SINGLE FACTOR
FOR WITHDRAWAL

On the questionnaire students not only had the opportunity to respond to the 28 listed items but also had the opportunity to list additional items that contributed to their withdrawal. After receiving the completed questionnaires 30 of the respondents were interviewed personally, either face-to-face or by telephone. These interviews brought student responses into even sharper focus and as a result it was possible to single out the most important factor in each of these student's withdrawal. Four others indicated on the questionnaire their most important reason for leaving and personal letters came from three others in the study.

The reasons are given under seven categories. Two categories, health problems and good job opportunities, were not given as a reason for withdrawal; thus, they are ommitted. The division to which each respondent belongs is noted by G (planned to graduate), U (undecided about plans), and T (planned to transfer).

Academics

U 1. The area I was interested in had too few faculty. To graduate I would have had to have taken too many courses with one professor and I did not
feel he was a very good teacher.

U 2. I had real difficulty with Bible courses. This was my major area and I felt I should be doing my best with these courses. It was more than I could handle.

U 3. Even though I had no defined goals and felt very unsettled, my first reason for leaving was I had no real academic challenge.

G 4. I am a piano performance major and had studied with great professors at a university. I decided I needed a higher level of piano instruction, so I transferred to the university where I had studied during high school.

G 5. When I entered I had plans to go to medical school. During the year I planned to marry and at the same time decided to go to nursing school.

G 6. The school did not offer the program I needed, so I transferred.

T 7. The facilities in the secretarial science program were very inadequate. I transferred to a community college with excellent equipment.

T 8. I could not get the program I needed. I had always planned to transfer to University of Kentucky after my first year.
T 9. I am an instrumental music major. I wanted to be in a larger school where I could play in an orchestra and have the opportunity to attend symphony concerts regularly. The music department at Campbellsville is fine for vocal students but more needs to be done for instrumentalists.

College "Fit"

U 1. I was disappointed in the College; too many rules, I felt very much alone. I had no help from my counselor, and there was too much jealousy between departments.

U 2. I was terribly disappointed in an athletic scholarship. Promises were made that were not kept. This really shook me.

G 3. I had a basketball scholarship. I became very disillusioned with the coach and the team. I was told lots of things that didn't happen. The housing arrangements for the team were unsanitary.

G 4. Admissions told me that many black students were going to be there. I was told what I wanted to hear rather than the way it really was. This made me angry. I felt inferior because of my race.
G 5. I had poor communications with the business office, the financial aid office, and with the teachers before and after class.

G 6. I was very satisfied at Campbellsville. When I changed my vocational goal I had to transfer. I am working toward a church related vocation in the Christian Church so I transferred to a school of my denomination.

Family/Marriage

Marriage

T  1. I withdrew when I married. My husband and I both plan to return as students there this fall.

T  2. I withdrew and married a man in service. We both plan to return as students in January, 1977.

T  3. I withdrew and married after my freshman year. Right now we're working together on our small farm. I hope to go back some time to get a degree in Home Economics.

G 4. After my first year I married and now have a baby girl. This keeps me busy. Some time in the future I hope to go back to college and
get a 4-year degree.

G 5. I withdrew after my first year because of my marriage. My husband is in the service. I have plans to enter a university full-time this fall.

Family

G 1. My family moved. This was my only reason for leaving.

G 2. I got a better scholarship at University of Kentucky. My parents were eager for me to accept it. A lot of "me" wanted to stay at Campbellsville.

G 3. I always wanted to go somewhere else. My family insisted I go to Campbellsville. I felt I was in a prison, like I was suffocating. They finally gave their permission for me to transfer.

T 4. My parents who were teaching at the College took jobs in Chicago. I moved with them.

U 5. I could not be my own person because of my father's position at the College. I kept asking, "Who am I, anyway?" I got tired of being Dr. _____'s daughter.
Undefined Goals/Restlessness

G 1. I really did like Campbellsville. My heart and mind are forever searching for an occupation that will satisfy my seemingly endless search for the challenge I need. I love people and children but what I thought I wanted was not right for me. I feel I was wasting my money on college because I didn't and still don't know what I want to do with my life.

G 2. Campbellsville caught me at a bad time in my life; all of us were trying to grow up. I didn't give the College a fair chance. My main reason for leaving was to take time out to think through some things. Students enter Campbellsville expecting a lot. You have a big job to do down there.

G 3. I had no goals. My family moved to another area, so since I didn't know what I wanted to do, I moved with them.

T 4. I jumped into college too soon. I was not ready for it.

T 5. I didn't know what I wanted to do. I couldn't decide on any kind of goal, so I decided to shop around. Last year I went to a community college.
I plan to go to University of Kentucky this fall. I'm still not sure what I want to major in.

**Interpersonal Relationships**

**U** 1. I was influenced by the wrong person to leave for the wrong reasons. I wish I had stayed.

**G** 2. I was unable to adjust to the situation. Possibly the change was too great. I mean I think I may have not been mature enough at the time. I thought the College was all wrong, but now maybe they've changed or maybe I have myself.

**G** 3. Academics were very good and I really enjoyed my teachers but there was no social life. I couldn't find people to do things with, especially on weekends. Most students went home on the weekends, I couldn't because of the distance.

**Religion**

**U** 1. I felt that I needed a better spiritual foundation and more activities like my present college offers.

**G** 2. I felt I needed a stronger spiritual atmosphere where I could grow through the teachings of the school.
3. I was disappointed in the lack of a true Christian atmosphere. The Word of God was denied in words and actions.

Finances

1. My father bought a store the fall I enrolled at Campbellsville. So after one year in school, I thought I could stay at home, work for him, save money and still go to school at Kentucky Wesleyan.

The most important single factor involved in the students' stated reason for withdrawal are summarized in Table 9 in rank order for the total population. Reasons coming under the category of Family/marriage were given most frequently as the most important single factor in withdrawal. Academic reasons were second. Finances was given by only one student as the single most important factor in withdrawal.

RESPONSE TO A FINAL QUESTION

At the close of each personal interview each student was asked this question, "Was there anything the College could have done to assist you in remaining at the College that was not done?"
Table 9

Number of Students Selecting the Category That Represented the Single Most Important Reason for Withdrawing From College

<table>
<thead>
<tr>
<th>Category</th>
<th>Planned to transfer (n-9)</th>
<th>Plans uncertain (n-8)</th>
<th>Planned to graduate (n-20)</th>
<th>Total no.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
</tr>
<tr>
<td>Family/marriage</td>
<td>4</td>
<td>44</td>
<td>1</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Academics</td>
<td>3</td>
<td>33</td>
<td>3</td>
<td>38</td>
<td>3</td>
</tr>
<tr>
<td>College &quot;fit&quot;</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>Undefined goals/restlessness</td>
<td>2</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Interpersonal relationships</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Religion</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Finances</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
For 17 of the students the responses were, "No," "Not at that time," "Probably not," "I don't think so." There were 13 students who took this opportunity to express themselves about many things on Campus. (Appendix I)

Here again students who entered with plans to graduate had much more to say about things that might have been done but were not done than the students in the other two divisions. All of their concerns fit into the categories of College "Fit" and Interpersonal Relations.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In Chapter V conclusions are presented which are based on the empirical findings obtained from the questionnaires and the interviews. In addition, other conclusions are presented which are based on the personal insights and experiences of the researcher resulting from the study. Following the conclusions are recommendations to the College related to student retention.

A. Conclusions based on the empirical data:

1. The procedures used resulted in obtaining the "real" or "actual" reasons the students in the study withdrew from the College. The majority of the students knew the researcher personally and all of the students knew her as a person whom many students trusted. Having established this quality of relationship while the students were enrolled in the College was a positive factor in getting at the "real" reasons the students withdrew. The initial telephone contact proved to be a strong factor in gaining participation and in having the completed questionnaires promptly
returned within a relatively short time. The consistency of the information obtained from the questionnaires with the information given at the time of the follow-up telephone interview support the position that the data produced the real reasons for withdrawal. Although more detailed information was obtained from the interview, it was not inconsistent with information given on the questionnaire.

In summary, the use of an initial telephone contact by a person known to the students, followed by a questionnaire and a follow-up personal interview, combine to strengthen the position that the information received resulted in getting at the "real" reasons for student withdrawal from the College.

2. Students who withdrew after the first or second semester can be placed in one of three divisions. Some differences in attitude exist toward Campbellsville College between these three divisions. The divisions and the general attitudes that existed are as follows:

a. **Students who plan to transfer:** For these students Campbellsville is the first step
into higher education but only the first step. They tend to be the least critical of the College as compared to the other two divisions. They are the ones most likely to complete their objectives for enrolling in Campbellsville College.

b. Students who are undecided about their plans in regard to graduation from the College:
This division tends to be a little more critical of the College than the division, planned to transfer. These students do not establish friendships that would encourage their return nor do they find an academic program attractive enough to warrant their return.

c. Students who enter with plans to graduate:
These students are the most critical and the most dissatisfied with their total College experience. They enter with plans to graduate, are disappointed, and are faced with the necessity of changing their plans. It is likely that this division has an unrealistic view of the school.

3. Some of the reasons why students withdraw from the College:
a. There are students who withdraw because of lack of College "fit." Factors under College "fit" that seem to lead to withdrawal are too many rules, not enough freedom, the location and size of the school (too small and too isolated), a feeling of being misinformed about the school, and disappointment in student-faculty-staff relationships.

b. There are students who withdraw because they feel the school is too liberal in its thinking in regard to Christian belief and practice.

c. There are those who withdraw because they have problems with aloneness, the inability to establish meaningful relationships with peers, and with confusion in regard to long term goals.

d. There are some who withdraw because of what may be termed "natural causes"—marriage, pregnancy, and family moving to another area of the country.

e. There are students who withdraw because the academic program they need is not available or because they feel the programs that are available are not staffed by a sufficient
number of instructors.

4. Some unfounded beliefs as to why students withdraw from the College:
   a. Finances which is given so often as a primary reason for withdrawing does not appear to be a "real" reason in many instances.
   b. The attitude often expressed on campus that begins with "if"—if we had more money, if we had better buildings, if we had better over-all facilities—then there would be much higher retention may not be accurate. The physical facilities on campus do not appear to be a major factor in student withdrawal.

5. Many students who withdraw from the College will resume their education. The majority will probably transfer to another institution, but there will be some who will re-enroll at Campbellsville after a variable interval.

B. Conclusions based on some personal insights and experiences of the researcher:

1. At the present time it is highly probable that the school is being "over-sold" to some students who enter with plans to graduate.
2. The first year in college is a time of self-discovery, of moving away from the known into the unknown, of moving toward more independence, of struggle with personal identity and the choice of friends compounded with anxiety. After a year at the College there will probably always be those who transfer out—some because of a real change in vocational goals, some because they want to get away from the scene of their "growing pains" and others who want to take time out for awhile.  

3. For some students a time away from college and at the same time becoming gainfully employed often serve as valuable experiences in helping young people to "find themselves" and to make reasonable career decisions.

RECOMMENDATIONS

1. Recruitment. Present the college realistically. Emphasize the strengths but do not neglect to point out the limitations. Do not be guilty of the charge made by one student in the study, "The admissions office told me what I wanted to hear and not the way it really was. This made me very angry." Tell the whole story and leave the weight of the decision with
the prospective student.

Great care needs to be taken in projecting the image of a "small Christian campus." The emphasis is best placed on the concept of a caring community and a place of hard, challenging work, rather than a place of constant "revival" or a continuous "spiritual high." Emphasize that Campbellsville College is a liberal arts school rather than a Bible College.

Recruit students with characteristics that "fit" the College environment.

2. Athletics. Be very clear about the terms of agreement in regard to all scholarships. Two students left the college because they really believed they had been promised things that apparently no one was able to grant. Have written agreements that are clearly understood by both parties.

3. Faculty. Continue instruction at a demanding level. Even though all students in the study, with one exception, thought their present school was less demanding, no one gave "academics too demanding" as a very important reason for leaving.

Reach out to students at a personal, caring level. Initiate good communication. Interpret yourself to the student. Avoid leaving this to other
faculty members, students, or the academic counselors.

4. **Student Life.** Encourage broad participation in extracurricular activities. Get new students involved.

   - Initiate communication. Remember the students who come from a distance and plan weekend activities to meet the social needs of the group. Plan trips at regular intervals for groups of students away from Campbellsville. Combat that "closed in, geographically isolated feeling" that many students experience.
   
   Continue to improve the self-discovery classes for entering freshmen.

5. **Financial Aid.** Do everything possible to help the student clearly understand his/her financial aid contract. Avoid the criticism, "I was not given all the information I needed else I could have remained there another semester."

6. **The Administration.** Heed the following from a recent issue of the college newspaper: "Our...plea is to the administration. Many students don't know you care. Maybe it's time you thought of new ways of showing that you do. How many of you have actually worried and worked for some new worthwhile activity for the students lately? Not academically speaking, that is."
7. **The Counseling Services.** Keep in close contact with students during the first semester. Find out student intent in regard to graduation. Improve services in the area of vocational counseling. As you relate to students encourage them to explore their interests and to assess their potential as they take a realistic look at the job market. Findings of the study underscore the concept that students without long-term goals are much more likely to drop out of college.

Work more closely with the Student Life Area in the freshman self-discovery classes. A feeling of personal inadequacy in the area of interpersonal relationships influenced a good percentage of the students in the study to leave the college.

8. **The Spiritual Ministry.** Continue to involve students in ministry on and away from the campus. Share your own spiritual pilgrimage with students as the opportunity arises. Encourage students to participate in the life of a local church. Plan meaningful experiences of worship for the weekly chapel services. Bring to the campus the finest Christian models possible.
ESSENTIAL ELEMENTS OF A RETENTION PROGRAM

AT CAMPBELLSVILLE COLLEGE

Retention is a campus-wide responsibility—it requires a team effort. The quality of life at Campbellsville must be everyone's concern. An attitude of "service" and "caring" must permeate the entire campus from the President through the classrooms, the library, the serving line in the cafeteria, the business office, and even the janitorial service in the dormitories. ALL can be retention agents.

Students must be given top priority. The school is here to serve them. Be sure that people oriented personnel are always placed in the student contact points on the campus.

The College must be willing to continue to study objectively where it is being successful and where it is failing. Attrition rates must be determined and faced by everyone—not just the Admissions Office. All aspects of the College need to be evaluated at regular intervals in regard to quality of service being rendered.

Students bring multiple talents, diverse backgrounds and unique needs to Campbellsville. A comprehensive data base on these individuals is needed for the various campus agents to be responsive to them as unique persons. Once the individual student arrives on campus, a data flow system is needed so that
the student contact offices have the pertinent data to serve their student clients. Good data used by only a few persons on campus is a loss to all.

Finally, listen to what students are saying. Build an "early alert" system, i.e., if it is learned that a student is thinking about withdrawing, share the information with those who have direct contact with that student. **Make the quality of life at Campbellsville** a major campus-wide concern. Mobilize the caring forces on campus to build an environment that causes students to mature and to fulfill their talents. Helping students grow toward becoming responsible, healthy, productive adults needs to be the central theme of the College.
APPENDIX A

CAMPBELLSVILLE COLLEGE STUDENT SURVEY

August, 1976

Name: ____________________________

PLEASE NOTE

In this questionnaire you are asked what you are doing now, what your educational plans were at the time of enrollment at Campbellsville College, and what factors influenced your withdrawal. This survey depends on the sincerity and frankness with which you answer the questions. Your cooperation, the vital factor in the success of the study, is greatly appreciated.

START HERE

I. What are you doing at the present time? (Please be specific. For example, "I am a full time student at the University of Louisville majoring in Communications," or, "I am married and working while my husband attends Western Kentucky University," or "I am employed full time with Houchens' Stores.")
APPENDIX A—Continued

II. At the time of enrollment what were your plans regarding graduation from Campbellsville College?

Please check the appropriate response:

___1. I intended to graduate
___2. I intended to transfer after ___semester(s) and graduate from another institution
___3. I intended to stay 2 years
___4. I intended to stay 1 year
___5. I was uncertain

III. Below is a list of some experiences and situations which students have mentioned as having been factors in their withdrawal from college.

Some of these may have been factors for you. For each situation consider how much of a factor it was for you.

Please circle ONE alternative for EACH statement.

For example, if number 11 was a very important factor in your withdrawal circle 3 only.

If number 1 was a contributing factor but not a major factor in your withdrawal circle 2 only.

If number 13 was not at all a factor in your withdrawal circle 1 only.

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Fairly Important</th>
<th>Not at all Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Difficulty learning how to use my study time wisely—poor study habits</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. An inability to find persons or groups which were congenial and with which I felt happy</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Very Important</td>
<td>Fairly Important</td>
<td>Not at all Important</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>-----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>3. A discouragement because I had no defined goal—no sense of direction</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. A fear of academic failure—not being able to continue to maintain a &quot;C&quot; average</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. A disappointment in a relationship with the opposite sex</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. A lack of opportunity to develop meaningful relationships with the opposite sex</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. A difficulty getting along with those with different values from my own—ways to act, sexual standards, moral behavior</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. A feeling that my religious beliefs were constantly being challenged or threatened</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. A feeling of being all alone—not belonging, not fitting</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. A questioning of my own religious faith or beliefs</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. A family financial crisis that affected my plans</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. A family crisis like serious illness, death, divorce in the family</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
13. Personal health problems | 3 | 2 | 1
14. A problem with the disciplinary rules—too many rules, not enough freedom | 3 | 2 | 1
15. I was married—this changed my educational plans | 3 | 2 | 1
16. A feeling that the faculty was not really interested in the students | 3 | 2 | 1
17. The college did not offer the program I needed—had to transfer to another school | 3 | 2 | 1
18. A disappointment in having too little contact with the faculty | 3 | 2 | 1
19. My family moved to another area—I moved with them | 3 | 2 | 1
20. A vague feeling of unrest—needing time out to think through some things | 3 | 2 | 1
21. Received a good job offer and took it | 3 | 2 | 1
22. Academic programs too demanding | 3 | 2 | 1
23. Academic programs too easy—no challenge | 3 | 2 | 1
24. A disappointment in not having a good relationship with my counselor—did not feel free to go to him/her | 3 | 2 | 1
APPENDIX A—Continued

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Fairly Important</th>
<th>Not at all Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. A problem of spending too much time with friends, socializing, etc.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>26. A feeling of being &quot;closed in&quot;—the school is too small and too isolated</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>27. A feeling that I was misinformed about the school—it is not what I had expected</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>28. An inability to meet the financial obligations of the college</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

IV. The foregoing list is not complete. If there were other factors involved in your withdrawal, please list and rate how important they were.

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Fairly Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Please give telephone number where and time when you may be reached.

THANK YOU FOR PARTICIPATING IN THIS SURVEY.
APPENDIX B

INITIAL TELEPHONE CONTACT GUIDE

1. Identify myself.

2. Inform respondent of the survey.

3. Request respondent to participate in the survey.

4. Explain to the respondent the importance of his/her participation.

5. Inform respondent of the questionnaire to be mailed and urge immediate response.
   a. Encourage honesty and frankness
   b. Inform the respondent that the source of all information will be kept anonymous

6. Request telephone interview after receipt of the completed questionnaire.

7. Thank correspondent for his/her time and interest and state that I look forward to receiving the questionnaire and to a follow-up telephone interview.
Dear

I need your help. It will involve about thirty minutes of your valuable time.

I am making a study of why successful students decide to withdraw from Campbellsville College. I decided to choose those of you who came to Campbellsville as freshmen in 1974, who maintained a 2.0 G.P.A. or better, and who did not return to college after either your first or second semester.

Enclosed are two copies of a questionnaire in which you are asked what you are doing at the present time, what your educational plans were at the time of enrollment at Campbellsville College, and what factors influenced your withdrawal.

I am requesting that you complete both copies of the questionnaire, keep one and return one to me in the enclosed stamped envelope. The reason I am asking you to keep a copy is that I hope to interview you on the telephone as soon as you return the copy to me. If each of us has the questionnaire in hand when we have the telephone interview we will be able to move along very quickly in our conversation.

Your response to the questionnaire and to our planned telephone interview will be held in the strictest confidence. No names will be used in describing any information coming from the survey. The results of the study will be used by the college in a strong effort to improve the total college experience for all students presently enrolled and all who may enroll in the future.
APPENDIX C—Continued

Please complete the enclosed questionnaires and return one to me in the enclosed stamped envelope at your earliest convenience. Since you are one of only 42 people chosen to participate in the study, it is very important that you return your questionnaire. I assure you that your help in this survey will be greatly appreciated by me and will be a great help to Campbellsville College.

Sincerely yours,

Mrs. Anne Neil
APPENDIX D

THE FOLLOW-UP FACE-TO-FACE INTERVIEW GUIDE

1. Greet the respondent and thank him/her for coming for a personal interview and comment on his present life situation.

2. If not presently enrolled in higher education, ask, "What are your feelings at this point about the importance of a college education for you?"

3. Ask, "What influenced you to come to Campbellsville College?"

4. Discuss responses to the questionnaire. Encourage openness. Attempt to get at the basic reasons for withdrawal.

5. Ask, "What, if anything, could the College have done to assist you in remaining at the College that was not done.

6. Thank the respondent for his/her cooperation in the survey.

7. Wish him/her well.
APPENDIX E

FOLLOW-UP TELEPHONE INTERVIEW GUIDE

1. Identify myself.

2. Thank respondent for returning the questionnaire and comment on his/her present life situation.

3. If respondent is not presently enrolled in higher education ask, "What are your feelings at this point about the importance of a college education for you?"

4. Ask, "What influenced you to come to Campbellsville College?"

5. Discuss responses on the questionnaire. Encourage openness. Attempt to get at basic reasons for withdrawal.

6. Ask, "What, if anything, could the College have done to assist you in remaining at the College that was not done?"

7. Thank the respondent for his/her cooperation in the survey.

8. Wish him/her well.
Box 517
Campbellsville College
Campbellsville, Ky. 42718
August 19, 1976

Dear

I really do need your help! Won’t you take a few minutes right now, before you put this letter aside, complete the enclosed questionnaire and return it to me today in the stamped, addressed envelope?

If for some reason you did not receive my first letter which I mailed to you two weeks ago, I am enclosing a copy. The first letter explains the purpose of the study and my great need for your participation.

Thanks for your help. I will be searching my mailbox for your completed questionnaire.

Sincerely,

Anne Neil
Dear

You have responded to my request for help in the study I'm involved in at Campbellsville College, and I'm very grateful to you. Without your help and cooperation the study would not have been possible.

It has been very rewarding to contact most of you personally either by telephone or in face-to-face interviews. I feel you have been straightforward and honest with me concerning your experience with Campbellsville College. I am glad to know that the great majority of you feel you have profited by having been a student here. For those of you who feel otherwise, I deeply regret that the College failed you. I hope the study I'm doing will assist us in avoiding many such possible failures in the future.

You may be interested in knowing that out of the 40 former students in the study 36 returned the questionnaire and cooperated in the telephone and personal interviews when requested to do so. Such a high percentage of responses will lend more validity to the study.

It was good to learn that 30 of you have continued in higher education at other institutions and that another five of you have definite plans to return to a college or university in the near future. Whatever may have happened in your life as a student at Campbellsville, I'm glad to know that you were not turned aside from pursuing your educational goals.
This is mid-term week. You know that means tests and more tests. It also means we'll have a few days away from the campus at the end of the week for mid-term break. Fall in all of its glory has come to Kentucky and I hope to enjoy a lot of the out-of-doors over the weekend.

We miss you at Campbellsville and wish you would plan a visit our way sometime in the near future.

Once again let me thank you again for your significant help and cooperation.

Sincerely,

Anne Neil

AN/pjs
APPENDIX H - SECTION I
<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n-9)</th>
<th>Plans uncertain (n-8)</th>
<th>Planned to graduate (n-20)</th>
<th>Total no.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
</tr>
<tr>
<td>Poor study habits</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Fear of academic failure</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College did not offer the program I needed</td>
<td>3</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Academic programs too demanding</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Academic programs too easy</td>
<td>2</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Table B

Number of Students Selecting Items in the College "Fit" Category as Being a Very Important (Crucial) Reason for Their Withdrawing From College

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n-9)</th>
<th>Plans uncertain (n-8)</th>
<th>Planned to graduate (n-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
</tr>
<tr>
<td>Too many rules, not enough freedom</td>
<td>2</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>College did not offer the program I needed</td>
<td>3</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>Feeling of faculty disinterest in students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Too little contact with the faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table B (Continued)

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n-9)</th>
<th>Plans uncertain (n-8)</th>
<th>Planned to graduate (n-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
</tr>
<tr>
<td>Poor relationship with my counselor</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>School is too small and too isolated</td>
<td>1</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Feeling I was misinformed about the school</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>
Table C

Number of Students Selecting Items in the Interpersonal Relationships Category as Being a Very Important (Crucial) Reason for Their Withdrawing From College

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n-9)</th>
<th>Plans uncertain (n-8)</th>
<th>Planned to graduate (n-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
</tr>
<tr>
<td>Inability to find congenial persons or groups with which I felt happy</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Disappointment in a relationship with the opposite sex</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Lack of opportunity to develop meaningful relationships with the opposite sex</td>
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<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Table C (Continued)

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n-9)</th>
<th>Plans uncertain (n-8)</th>
<th>Planned to graduate (n-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
</tr>
<tr>
<td>Difficulty getting along with those with different values from my own</td>
<td>1</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Feeling of being all alone—not fitting</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Problem of spending too much time socializing, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Items</td>
<td>Planned to transfer (n-9)</td>
<td>Plans uncertain (n-8)</td>
<td>Planned to graduate (n-20)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>-----------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Feeling that my religious beliefs were constantly being challenged or threatened</td>
<td>2 22</td>
<td>0 0</td>
<td>3 15</td>
</tr>
<tr>
<td>Questioning of my own religious faith or beliefs</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
</tbody>
</table>
### Table E

Number of Students Selecting Items in the Undefined Goals/Restlessness Category as Being a Very Important (Crucial) Reason for Their Withdrawing From College

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n=9)</th>
<th>Plans uncertain (n=8)</th>
<th>Planned to graduate (n=20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
</tr>
<tr>
<td>No defined goal—no sense of direction</td>
<td>1</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Needing time out to think through some things</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
### Table F

Number of Students Selecting Items in the Family/Marriage Category as Being a Very Important (Crucial) Reason for Their Withdrawing From College

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n=9)</th>
<th>Plans uncertain (n=8)</th>
<th>Planned to graduate (n=20)</th>
<th>Total no.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family financial crisis affected plans</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Family crisis, illness, death, divorce, etc.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Moved with family to another area</td>
<td>1</td>
<td>11</td>
<td>0</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Marriage; plans changed</td>
<td>3</td>
<td>33</td>
<td>0</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

Total: 6 students withdrawing from college due to family/marriage issues, accounting for 16.2% of the total student body.
### Table G

Number of Students Selecting Items in the Finances Category as Being a Very Important (Crucial) Reason for Their Withdrawing From College

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n-9)</th>
<th>Plans uncertain (n-8)</th>
<th>Planned to graduate (n-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
</tr>
<tr>
<td>Family financial crisis</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Inability to meet financial obligations of the college</td>
<td>1</td>
<td>11</td>
<td>0</td>
</tr>
</tbody>
</table>
APPENDIX H – SECTION II
Table A

Number of Students Selecting Items in the Finances Category as Being a Fairly Important (Contributing) Reason for Their Withdrawing From College

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n-9)</th>
<th>Plans uncertain (n-8)</th>
<th>Planned to graduate (n-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
</tr>
<tr>
<td>Family financial crisis</td>
<td>3</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td>Inability to meet financial obligations of the college</td>
<td>5</td>
<td>55</td>
<td>2</td>
</tr>
</tbody>
</table>
Table B

Number of Students Selecting Items in the College "Fit" Category as Being a Fairly Important (Contributing) Reason for Their Withdrawing From College

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n-9)</th>
<th>Plans uncertain (n-8)</th>
<th>Planned to graduate (n-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
</tr>
<tr>
<td>Too many rules, not enough freedom</td>
<td>3</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>College did not offer the program I needed</td>
<td>2</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>Feeling of faculty disinterest in students</td>
<td>3</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>Too little contact with the faculty</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Items</td>
<td>Planned to transfer (n-9)</td>
<td>Plans uncertain (n-8)</td>
<td>Planned to graduate (n-20)</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------</td>
<td>-----------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Poor relationship with my counselor</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School is too small and too isolated</td>
<td>2</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td>Feeling I was misinformed about the school</td>
<td>1</td>
<td>11</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>13.5</td>
<td>5</td>
</tr>
</tbody>
</table>
Table C

Number of Students Selecting Items in the Undefined/Goals Restlessness Category as Being a Fairly Important (Contributing) Reason for Their Withdrawing From College

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n-9)</th>
<th>Plans uncertain (n-8)</th>
<th>Planned to graduate (n-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
</tr>
<tr>
<td>No defined goal—no sense of direction</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Needing time out to think through some things</td>
<td>4</td>
<td>44</td>
<td>3</td>
</tr>
</tbody>
</table>
Table D

Number of Students Selecting Items in the Interpersonal Relationships Category as Being a Fairly Important (Contributing) Reason for Their Withdrawing From College

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n=9)</th>
<th>Plans uncertain (n=8)</th>
<th>Planned to graduate (n=20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students % of this division</td>
<td>No. of students % of this division</td>
<td>No. of students % of this division</td>
</tr>
<tr>
<td>Inability to find congenial persons or groups with which I felt happy</td>
<td>3 33</td>
<td>3 38</td>
<td>3 15</td>
</tr>
<tr>
<td>Disappointment in a relationship with the opposite sex</td>
<td>0 0</td>
<td>1 13</td>
<td>2 10</td>
</tr>
<tr>
<td>Lack of opportunity to develop meaningful relationships with the opposite sex</td>
<td>2 22</td>
<td>3 38</td>
<td>3 15</td>
</tr>
</tbody>
</table>

Total no. % 9 24.3

Total no. % 3 8.1

Total no. % 8 21.6
Table D (Continued)

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n-9)</th>
<th>Plans uncertain (n-8)</th>
<th>Planned to graduate (n-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students % of this division</td>
<td>No. of students % of this division</td>
<td>No. of students % of this division</td>
</tr>
<tr>
<td>Difficulty getting along with those with different values from my own</td>
<td>1 11</td>
<td>4 50</td>
<td>1 5</td>
</tr>
<tr>
<td>Feeling of being all alone—not fitting</td>
<td>3 33</td>
<td>2 25</td>
<td>6 30</td>
</tr>
<tr>
<td>Problem of spending too much time socializing, etc.</td>
<td>0 0</td>
<td>1 13</td>
<td>4 20</td>
</tr>
</tbody>
</table>
Table E

Number of Students Selecting Items in the Religion Category as Being a Fairly Important (Contributing) Reason for Their Withdrawing From College

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n=9)</th>
<th>Plans uncertain (n=8)</th>
<th>Planned to graduate (n=20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
</tr>
<tr>
<td>Feeling that my religious beliefs were constantly being challenged or threatened</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Questioning of my own religious faith or beliefs</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Table F

Number of Students Selecting Items in the Family/Marriage Category as Being a Fairly Important (Contributing) Reason for Their Withdrawing From College

<table>
<thead>
<tr>
<th>Items</th>
<th>Planned to transfer (n-9)</th>
<th>Plans uncertain (n-8)</th>
<th>Planned to graduate (n-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students</td>
<td>% of this division</td>
<td>No. of students</td>
</tr>
<tr>
<td>Family financial crisis affected plans</td>
<td>3</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td>Family crisis, illness, death, divorce, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moved with family to another area</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Marriage; plans changed</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Items</td>
<td>Planned to transfer (n-9)</td>
<td>Plans uncertain (n-8)</td>
<td>Planned to graduate (n-20)</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------</td>
<td>-----------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Poor study habits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fear of academic failure</td>
<td>2</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>College did not offer the program I needed</td>
<td>33</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Academic programs too demanding</td>
<td>1</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Academic programs too easy</td>
<td>0</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>
APPENDIX I

Responses to the Interview Question, "Was there anything the College could have done to assist you in remaining at the College that was not done?"

G 1. The social life could be improved a great deal, especially for those who remain on campus on the weekend. Couldn't the Student Government do more about this?

G 2. Things need to be improved in the financial aid office.

G 3. Teachers should take more time with students, be more personable, make their explanations clearer. Many times I was just lost.

G 4. I think students need more help in understanding financial aid. I could have gotten more aid if I had known about some things and would have stayed at least another semester.

G 5. There were too many restrictions. I wasn't treated as an adult. I think the Administration needs to be more consistent.

G 6. Improve communication with students in the business and financial aid office as well as with students and faculty.

G 7. There's nothing, unless faculty and administration can help students improve their treatment of each other.

G 8. I think the school is too liberal and needs to be stricter and move to a more conservative viewpoint.

U 9. Be clear and honest about athletic scholarships.
APPENDIX I (Continued)

U 10. I was supposed to get a grant through the financial aid office. I didn't get it. Things need to be improved there.

U 11. I needed more personal attention from my counselor and from the Student Life Office.

T 12. There were important people there who were too concerned about my personal life and conforming to their standards and not concerned enough about my getting a good education.

T 13. Improve the facilities in the Secretarial Science Department.
Reference Notes


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