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ABSTRACT

This study was designed to determine the number of students who were enrolled at Arkansas State University in the fall of 1971 but who failed to reenter in the spring of 1972. The principal thrust was aimed at those students who were eligible to return but failed to do so. An analysis was undertaken to determine demographic information with respect to this group and to relate these data to university-wide data. Tables and descriptive data offer information on sex, classification, and grade point average, as well as responses from a questionnaire sent to the nonreturning students. (Author/PC)

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A STUDY OF ATTRITION  
OF  
ACADEMICALLY QUALIFIED STUDENTS  
AT  
ARKANSAS STATE UNIVERSITY

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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CG 009 469

Prepared by  
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May 1972

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This study was designed to determine the number of students who were enrolled at Arkansas State University in the Fall of 1971 but who failed to reenter in the Spring of 1972. Four broad categories of non-returnees were identified. These were (1) students who did not return because they had completed all requirements for a degree, (2) students who had been dismissed from the University for academic reasons, (3) students who dropped out of school during the semester, and (4) students who were eligible to return but failed to do so. The principal thrust of the study was aimed at those students in the last category. An analysis was undertaken to determine demographic information with respect to this group and to relate these data with university wide data. These results are reported in Section I. Questionnaires were mailed to each student identified in category four. An analysis of these responses is contained in Section II.

Table I discloses sex, classification, and grade point average data for each of the four categories. The 1,460 students who failed to return for one of the four reasons amounted to 22.1 percent of the total fall headcount enrollment. Men accounted for 58.97 percent of the total dropout while men were 57.30 percent of the Fall 1971 enrollment. Freshmen dropouts represented 38.35 percent of the total non-returnees.

An examination of the grade point averages by groups reveals a high of 2.678 for those students who completed requirements for the degree and a low of 1.4346 for those students who were dismissed from the University for academic reasons. The second highest grade point average was recorded for students who were eligible to return but did not do so. When the grades of the 159 graduate students who were in the group are excluded, the grade point average remains relatively unchanged at 2.198.

## SECTION I

The remainder of this study will focus upon the group non-returnees who were eligible to return but did not. Graduate students are excluded from the analysis since their inclusion would have confounded the results by introducing a dimension of non-return that was not compatible with other classifications. Enrollment in the Graduate School during the academic year is drawn principally from in-service educational personnel who are able to enroll for only one semester for a variety of reasons.

Table II discloses sex, classification, and grade point average data by colleges and divisions within the University. Note that in only one case (Agriculture) did the grade point average of non-returning students fall below 2.0 but that the grade point average for the college/division collectively was larger in every instance than the grade point average of those students who did not return. It is important to emphasize, however, that the mean grade point average for all non-returning students except those classified in Agriculture was equal to or greater than acceptable work for degree credit.

The percentage rate of dropout by college was 19.75, no college choice; 6.53, Agriculture; 24.79, Business; 17.98, Education; 4.35, Fine Arts; 10.35, Liberal Arts; 3.54, Nursing; 2.58, Radio-TV; and 10.08, Science. The percentage rate of enrollment by colleges in the Fall of 1971 was 11.05, no college choice; 6.81, Agriculture; 24.07, Business; 20.74, Education; 6.26, Fine Arts; 12.50, Liberal Arts; 3.05, Nursing; 3.19, Radio-TV; and 12.29, Science. When these rates are compared, it is obvious that in the case of no college choice a disproportionate dropout rate occurs. All other rates are at or near the college rate in the population. Since these students

failed to indicate a choice of college and since this group's dropout rate is substantially different from the enrollment rate, a conclusion that lack of direction in career choice influenced the dropout rate could be supported. Moreover, the largest number in this category was freshmen which tends to support the conclusion that lack of a clear career goal was a contributing factor.

Table III contains a presentation of sex, classification, and grade point average data by classification. The grade point average for each classification is again slightly lower than for the population of each classification but only in one instance (freshmen) is it below 2.0. These data also reflect that freshmen dropouts were significantly larger than any other group and accounted for 52.7 percent of all dropouts.

Sex, classification, and grade point average data by major are reflected in Table IV. Comparisons are somewhat more difficult since the number in the various programs is rather small. However, with few exceptions, the grade point average for those students who failed to return was not appreciably lower than for the major as a whole. Those students who were undecided with respect to a major numbered 165 while all other categories were much smaller. Majors in Accounting, General Business, Elementary Education, and Physical Education were the categories experiencing 30 or more dropouts.

Data with respect to degree choices are reflected in Table V. The pattern of grade point averages for non-returnees is continued in degree areas. In addition, 149 of the non-returnees were undecided about a degree but a significant number of the non-returnees had indicated an interest in the Bachelor of Science and the Bachelor of Science in Education. Relatively large percentages of juniors and seniors are found in these areas.

**TABLE I**  
**SUMMARY OF NON-RETURNING STUDENTS BY TYPE**

Reasons for Non-Return	Sex		Classification						G.P.A.	
	Total	Women	Men	Fr.	So.	Jr.	Sr.	Un.		Gr.
Graduated	216	93	123				208	4	4	2.6780
Dismissed	102	17	85	39	40	18	5			1.4346
Dropout During Semester	249	85	164	134	45	28	18	3	21	2.0285
Eligible But Non-Return	<u>893</u>	<u>404</u>	<u>489</u>	<u>387</u>	<u>143</u>	<u>106</u>	<u>66</u>	<u>32</u>	<u>159</u>	<u>2.2014</u>
<b>TOTAL</b>	<b>1,460</b>	<b>599</b>	<b>861</b>	<b>560</b>	<b>228</b>	<b>152</b>	<b>297</b>	<b>39</b>	<b>184</b>	<b>2.2955</b>

TABLE II

## ELIGIBLE NON-RETURNING STUDENTS BY COLLEGES

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College	Total	Sex		Classification					G.P.A.	
		Women	Men	Fr.	So.	Jr.	Sr.	Un.	College	Non-Return
No College Choice	145	70	75	118	12	5	1	9	2.23	2.11
Agriculture	48	2	46	27	11	7	2	1	2.30	1.92
Business	182	62	120	78	42	35	20	7	2.32	2.13
Education	132	93	39	45	31	27	25	4	2.57	2.35
Fine Arts	32	19	13	20	3	4	3	2	2.55	2.24
Liberal Arts	76	31	45	29	23	13	7	4	2.60	2.23
Nursing	26	23	3	21	4		1		2.34	2.00
Radio-TV, Journalism, and Printing	19	1	18	11	2	5	1		2.41	2.01
Science	<u>74</u>	<u>20</u>	<u>54</u>	<u>38</u>	<u>15</u>	<u>10</u>	<u>6</u>	<u>5</u>	<u>2.57</u>	<u>2.33</u>
TOTAL	734	321	413	387	143	106	66	32		



TABLE III

ELIGIBLE NON-RETURNING STUDENTS BY CLASSIFICATION

**BEST COPY AVAILABLE**

Classification	Sex		Classification					G.P.A.		
	Total	Women	Men	Fr.	So.	Jr.	Sr.	Un.	Classified	Non-Return
Freshmen	387	167	220	387					2.10	1.76
Sophomores	143	68	75		143				2.36	2.25
Juniors	106	45	61			106			2.52	2.34
Seniors	66	26	40				66		2.60	2.31
Unclassified	<u>32</u>	<u>15</u>	<u>17</u>					32	2.76	2.67
<b>TOTAL</b>	734	321	413							

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TABLE IV

ELIGIBLE NON-RETURNING STUDENTS BY MAJOR

**BEST COPY AVAILABLE**

Major	Total	Sex		Classification						G.P.A.	
		Women	Men	Fr.	So.	Sr.	Un.	Major	Non-Return		
										Fr.	So.
Undecided	165	78	87	130	17	5	2	11	2.24	2.11	
Non-Degree	9	4	5	4	1			4	2.28	2.97	
Accounting	31	10	21	11	10	8	1	1	2.50	2.33	
Agriculture--General	8	1	8	8					2.21	1.27	
Agriculture--Business	10		9	7	1	2			2.28	2.09	
Agriculture--Education	4		4			3	1		2.42	2.00	
Agriculture--Engineering	4		4	2	1	1			2.48	1.71	
Agronomy	4		4	2	1	1		1	2.38	2.01	
Animal Science	9	1	8	3	6				2.68	1.95	
Art	15	10	5	10	1	3		1	2.48	2.04	
Art Education	1	1					1		2.68	3.07	
Biology	9	2	7	6	2		1	1	2.49	2.31	
Business--Education	28	20	8	10	6	7	3	2	2.59	2.30	
Business--General	69	6	63	28	14	13	13	1	2.18	1.98	
Chemistry	5	2	3			2	2	1	2.65	2.52	
Counselor Education-- Elementary	1	1		1					4.00	4.00	
Counselor Education-- Secondary	1	1				1			1.65	1.65	
Drama	4	1	3	4					2.39	1.96	
Economics	5		5	1	1	3			3.32	2.45	

TABLE IV (CONTINUED)

**BEST COPY AVAILABLE**

Major	Total	Sex		Classification						G.P.A.			
		Women	Men	Fr.	So.	Jr.	Sr.	Un.	Major	Non-Return			
Education Administration--													
Elementary Principal	1	1		1								3.27	3.27
Elementary Education--													
General	48	45	3	12	11	16	9					2.64	2.38
Elementary Education--													
Special Education	21	18	3	10	5		6					2.63	2.41
Speech Pathology	3	3		1	1				1			2.75	2.62
English	13	10	3	6	5	2						2.89	2.81
French	1	1		1								3.16	1.65
History	6	2	4	1	1	1	2			1		2.41	2.16
Journalism	4	1	3	1	1	2						2.44	2.02
Mathematics	15	3	12	6	3	4	2					2.67	2.45
Music--Instrumental	2	1	1	2								2.64	2.71
Nursing	25	22	3	20	4		1					2.34	2.01
Philosophy	1		1		1							2.89	1.86
Physical Education	43	13	30	18	10	8	7					2.34	2.21
Physics	2	2		2								2.45	1.39
Political Science	5	1	4	1	2		2					2.32	2.15
Pre-Dental	6	3	3	4	2							2.55	2.08
Pre-Engineering	7	7		4	2		1					2.06	2.00
Pre-Law	9	2	7	5	3	1						2.30	1.98
Pre-Medical	3	1	2	2		1						2.76	2.24
Medical Technology	5	3	2	2	2				1			2.52	2.26

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TABLE IV (CONTINUED)

## BEST COPY AVAILABLE

Major	Total	Sex		Classification						G.P.A.		
		Women	Men	Fr.	So.	Jr.	Sr.	Un.	Major	Non-Return		
Pre-Nursing	3	3		2		1					2.45	2.02
Pre-Optometry	2		2	1	1						2.29	1.90
Pre-Pharmacy	3		3	1	2						2.53	2.40
Pre-Veterinary Medicine	1		1	1		1					2.17	1.81
Printing	3		3	1		1	1				2.51	2.28
Radio-TV	12		12	9	1	2					2.32	1.87
Secretarial Training	20	20		12	7	1					2.32	2.29
Social Science	15	4	11	2	4	5	3	1			2.69	2.28
Sociology	15	5	10	7	3	4		1			2.50	2.08
Spanish	3	2	1	1	1						3.09	2.63
Special Education	1	1		1			1				2.58	1.91
Speech	3	1	2	1	2						2.50	1.91
Zoology	8	1	7	3	1	2	1	1			2.58	2.71
Stenographic Training	2	2		2							1.86	1.00
Management	14		14	7	2	2	2	1			2.23	1.89
Geography	1		1	1							2.30	1.45
Marketing	6	2	4	3	1	1	1				2.27	2.06
Elementary Education---												
Early Childhood	7	7		1	2	2	2				2.78	2.78
Wild Life Management	8		8	5	2		1				2.13	1.93
Music---Vocal	5	5		2		1	1	1			2.72	2.42

TABLE V

## ELIGIBLE NON-RETURNING STUDENTS BY DEGREE

BEST COPY AVAILABLE

Degree	Total	Sex		Classification					G. P. A.	
		Women	Men	Fr.	So.	Jr.	Sr.	Un.	Degree	Non-Return
Undecided	149	69	80	121	14	5	1	8	2.21	2.09
No Degree Sought	49	16	33	27	11	4	1	6	2.45	2.11
Certificate of Proficiency	22	22		14	7	1			2.30	2.25
Associate in Applied Science	25	22	3	20	4		1		2.34	2.01
Bachelor of Arts	46	16	30	20	12	8	4	2	2.45	2.23
Bachelor of Fine Arts	7	4	3	4	1	2			2.56	1.95
Bachelor of Music Education	7	6	1	4		1	1	1	2.68	2.45
Bachelor of Science	190	33	157	85	36	38	24	7	2.35	2.10
Bachelor of Science--Agriculture	35	2	33	20	8	5	1	1	2.31	1.94
Bachelor of Science--Education	192	126	66	68	49	39	32	4	2.62	2.37
Master of Business Administration	1		1					1	2.79	4.00
Master of Science	1	1						1	2.95	3.16
Master of Science--Education	6	4	2	2		2	1	1	2.31	1.93
Bachelor of Science--Agricultural Engineering	4		4	2	1	1			2.48	1.71

## SECTION II

Questionnaires were sent to the 734 students who completed the Fall Semester 1971, and who were eligible to return to the University but who did not, in fact, reenroll in the Spring Semester 1972. The information contained in the following series of tables was derived from these completed questionnaires.

Disclosed in Table I is the number and percent of questionnaire respondents who transferred to other institutions. Sixty-six of the 319 respondents (21 percent) transferred to other institutions. This does not appear to be exorbitant. Approximately one-half (34 out of 66) transferred to public institutions of higher learning within the state of Arkansas while less than one-third (20 out of 66) transferred to institutions outside this state.

The students transferred to other institutions for various reasons. These reasons are depicted in Table II. Thirteen out of 66 students transferred because Arkansas State University did not offer the major they desired. It is interesting that each of those thirteen students desired a different major from all the others. Thirteen reasons for transferring other than seeking a desired major were given by the transferring students. There appears to be a close relationship between the two most commonly given reasons for transferring to other institutions, "Desired College Nearer Home" and "Financial Reasons." In most instances individuals may reduce college expenses by attending a school nearer their home and/or attending a college within their home state.

The two most commonly mentioned areas with which transferring students were dissatisfied were "Dorms and/... Food" and "Lack of Social Activities."

Revealed in Table III are 21 general reasons given by non-returning students (excluding those who transferred to other institutions) for not reenrolling at Arkansas State University in the Spring Semester 1972. Again, the two reasons, "Went to Work" and "Could Not Financially Afford to Continue in College" are apparently related; they also apparently reflect a dominant reason why these students "dropped out" of this university.

Table IV reflects the responses to the question, "Do you plan to reenroll at ASU?" and "If yes, when?" It is encouraging that 181 respondents (57 percent) said they planned to reenter Arkansas State University. Given that a lack of finances was the major reason for these students not reenrolling at the University in the Spring Semester 1972, and that they sincerely desired to continue their educational pursuits at this institution, it behooves the University to search for possible solutions to these problems.

Table V depicts the non-returning students' perceptions of Arkansas State University's strong points. There were 14 topics which received one or more positive responses. Scrutinization of the number of positive responses to each point will reveal a rank order of the strengths of the University as perceived by the respondents. In interpreting these data, the reader should be aware of the fact that the first seven areas of strength were listed on the questionnaire; the last seven areas were written by the respondents.

The responses to the open-ended question which elicited students' needs, opinions, and suggestions were categorized according to certain

topics and the results are presented in Table VI. A majority (197 out of 319) chose not to respond to the open-ended question. The responses were dichotomous as one might expect. That is, the respondents were either critical of an area of campus life or they complimented it. The number of responses to each topic appears to provide an index to the things to which these individuals were most sensitive. The most obvious discrepancy between critical and complimentary remarks was on the topic of dormitories. There were twenty-six critical remarks and only one complimentary remark on this topic.



TABLE I

NAMES OF INSTITUTIONS TO WHICH STUDENTS TRANSFERRED  
AND THE NUMBER AND PERCENT OF STUDENTS  
WHO DID NOT TRANSFER

Institution	Number	Percent
Unknown	4	
University of Arkansas, Fayetteville	13	
University of Arkansas, Monticello	2	
University of Arkansas, Little Rock	4	
Henderson State College	3	
State College of Arkansas	4	
Phillips County Junior College	2	
Arkansas State University - Beebe Branch	4	
Southern State College	2	
Crowley's Ridge College	1	
Arkansas College	1	
Out of State	20	
Business College	1	
Delta Vocational School	3	
Capital City Business College	1	
Cotton Boll Vocational Technical School	1	
Sub-Total	66	21
Did Not Transfer	253	79

TABLE II

REASONS STUDENTS GAVE FOR TRANSFERRING TO OTHER INSTITUTIONS

Reasons For Transferring	Number	Percent	Reasons For Transferring	Number	Percent
ASU Did Not Offer Major:			Reasons Other Than Major (continued):		
AFROTC	1		Personal Reasons	3	
B.S. in Nursing	1		To Bring up GPA	1	
Dental Hygiene	1		Grades Too Low	2	
Dentistry	1		Too Hard at ASU	3	
Diesel Mechanics	1		To Be With Boyfriend	1	
Home Economics	1		Achieved Educational Objective at ASU	1	
Medicine	1		No Appropriate Evening Courses at ASU	1	
Oceanography	1		Sub-Total	46	80
Photography	1		Generally Dissatisfied with ASU Because:		
Physical Therapy	1		Dorms and/or Food	7	
Psychology	1		Lack of Social Activities	5	
Recreation	1		Required Course(s) Which Did Not Transfer	1	
Religion	1		Student-Administration Relationship	1	
Sub-Total	13	20	Not Friendly	1	
Reasons Other Than Major:			Faculty Indifference	3	
ASU Too Small; Too Restrictive	2		ASU Too Big	1	
Desired College Nearer Home	17		Classes Closed; Could Not Get In	1	
Moved With Husband	2		Too Many Rules	1	
Financial Reasons	9		Not Challenging to Serious Students	4	15
Desired to Attend Another School for a While	1		Too Conservative	1	
Moved to a Better Department for Major	3				

TABLE III  
 NON-TRANSFER STUDENTS' REASONS  
 FOR NOT RETURNING TO ASU

Reasons	Number
Joined Branch of Military Service	36
Went to Work	88
Could Not Financially Afford to Continue in College	93
Inadequate Advisement at ASU	18
Pregnancy or Young Baby	11
Personal	5
Needed Courses Not Offered - Night or Correspondence	8
Completed Educational Objective	7
Critical of Faculty	4
Moved With Husband or Parents	13
Got Married	15
Critical of Administration	2
Illness	7
No Major I Desired	3
Moved Out of State	2
Lost Interest in School	5
Dissatisfied With My Academic Progress	3
Will Attend Another School	1
Will Complete Degree in Summer	2
Dorm Too Noisy	3
Needed Course Not Offered	2

TABLE IV  
RESPONSES TO THE QUESTIONS, "DO YOU PLAN TO  
REENROLL AT ASU?" AND "IF YES, WHEN?"

Return	Number	Percent	Summer 1972	Fall 1972	Later
Yes	181	57	43	65	73
No	100	31			
Did Not Say	38	12			

TABLE V  
 ARKANSAS STATE UNIVERSITY'S STRENGTHS AS  
 PERCEIVED BY NON-RETURNING STUDENTS

Strengths	Number
No Comment	58
Faculty	175
Administration	96
Students	141
Facilities	160
Community	91
Social Environment	94
Curricula	113
Other:	
Football and Other Sports	2
Location	4
Size of School	1
Fraternities	1
Fellowship	2
Inspiration From English Department	1

TABLE VI

RESPONSES TO AN OPEN-ENDED QUESTION ELICITING STUDENTS' NEEDS, OPINIONS, AND SUGGESTIONS

General Dispositions of Responses	No. Responses	General Dispositions of Responses	No. Responses
No Comment	197	Lack of Social Activities	6
Critical of Faculty	28	Lack of Adequate Financial Aids Program	3
Complimented Faculty	23	University Did Not Offer Desired Major	8
Critical of Administration	7	Had Trouble Getting Name Corrected	1
Complimented Administration	18	Critical of Registration	2
Critical of Students	2	Enjoyed the University	4
Complimented Students	17	Did Not Want to Take Basic Courses	4
Critical of Curriculum	10	Dormitory Hours Should Remain Strict for Freshmen (Both Sexes)	1
Complimented Curriculum	18	Independent Students Should be Better Represented in Student Affairs	2
Critical of Dormitories	26	Critical of Food Service	2
Complimented Dormitories	1	Lack of Communication to Students	2
University Rules Too Restrictive	10	Drug Problem on Campus	3
University Rules Too Lenient	5	Critical of Greek Organizations	1
Student Evaluation of Teachers Should Be Taken More Seriously	1	Critical of University Facilities	2
University Too Conservative	3	Too Much Emphasis on Sports	1
University Not Responsive Enough to Student Needs	4	Need Professional Advisers	6
University Responsive to Student Needs	5	Non-Greek Girls Should Not Live in Greek Dormitories	1
University Should Offer More Night Courses	3	Critical of Parking Situation	4
"Suitcase College"	3	University Should Do Away With "Cut System"	1
Classes Too Formal	1	Desire "Wet County"	1
Lovely Campus	1		
Friendly Campus	2		



## SECTION III

### SUMMARY AND CONCLUSIONS

1. One thousand four hundred sixty students representing 22.1 percent of the Fall 1971 enrollment did not return to Arkansas State University in the spring. Two hundred sixteen graduated, 102 were dismissed for academic reasons, 249 withdrew during the semester, and 893 were eligible to return but elected not to do so.
2. Freshmen constituted the largest percent of non-returnees with 38 percent.
3. The mean grade point average for all non-returning students except those classified in agriculture was equal to or greater than acceptable performance for degree credit.
4. The non-returnee rate appears to be influenced by the degree of decisiveness with respect to college, major, and degree.
5. Questionnaires were sent to 734 students who were eligible to return in the spring, but did not do so. Three hundred nineteen responded for a return rate of 43 percent.
6. Twenty-one percent transferred to other institutions.
7. Twenty percent of those transferring did so because Arkansas State University did not offer the major.
8. Of those not transferring, more than half of the responses (53 percent) to the question of "Why did you not reenroll?" concerned financial need.
9. Fifty-seven percent indicated that they planned to reenroll at Arkansas State University.
10. Faculty, facilities, students, and curricula were perceived as significant strengths of the University.
11. In two areas, faculty and dormitories, the number of critical comments exceeded the number of complimentary comments while three areas, administration, students, and curriculum, were complimented more often than criticized.

## APPENDIX A

FOLLOW-UP QUESTIONNAIRE ON STUDENTS  
WHO WERE ELIGIBLE BUT DID NOT  
REENROLL AT ASU IN THE  
SPRING OF 1972

Our records indicate that you did not reenroll at Arkansas State University this spring. It is our sincere desire that you will take a few moments to respond to this questionnaire. In an attempt to better serve the enrolled students, former students, and future students, Arkansas State University is conducting a study to determine why students do not reenroll when they are, in fact, eligible to reenroll. We have attempted to make this questionnaire as brief as possible so that its completion will not take you very long.

QUESTIONS

- I. Did you transfer to another college, university, or any other type of post-high school program?  Yes  No If yes, to what school did you transfer? \_\_\_\_\_
- II. If your answer to Question I is yes, please check all of the following that apply:
- a. ASU did not offer the major I preferred to pursue which is \_\_\_\_\_.
- b. List reason(s) other than (a) above why you transferred to another school. \_\_\_\_\_
- c. I was generally dissatisfied with ASU because \_\_\_\_\_.
- III. If your answer to Question I was no, check from the following the appropriate reason(s) for your not reenrolling at ASU in the spring of 1972.
- a. I joined a branch of the military service.
- b. I found a job.
- c. I could not financially afford to return to college.
- d. I did not receive adequate advisement and counseling at ASU.
- e. Other (describe briefly). \_\_\_\_\_
- IV. Regardless of your reason(s) for not returning to ASU in the spring of 1972, in your opinion what are ASU's strengths? Check the applicable strengths listed below:
- |  |  |
|--|--|
| <input type="checkbox"/> a. Faculty        | <input type="checkbox"/> e. Community          |
| <input type="checkbox"/> b. Administration | <input type="checkbox"/> f. Social Environment |
| <input type="checkbox"/> c. Students       | <input type="checkbox"/> g. Curriculum         |
| <input type="checkbox"/> d. Facilities     | <input type="checkbox"/> h. Other _____        |
- V. Do you plan to reenroll at ASU?  Yes  No If yes, when? \_\_\_\_\_
- VI. Arkansas State University can more adequately serve students if the faculty and staff are fully aware of student needs, opinions, and suggestions. Please use the space below to indicate your thoughts on areas of concern not addressed above.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_