



OAKLAND COMMUNITY COLLEGE

Student Withdrawal Form

WHITE = Records
CANARY = Institutional Research Office
PINK = Student

ADS 31 8/89

PLEASE COMPLETE BY PRINTING CLEARLY IN INK

FINANCIAL AID RECIPIENTS

Dropping courses or completely withdrawing from school could affect both your current financial aid award and your eligibility for future financial aid. It is recommended that you contact the Office of Financial Assistance and Scholarships before withdrawing.

NAME Last First MI

Social Security Number

Daytime Phone No. ()

HOME CAMPUS: AH HL OR RO SF

Credits being taken before this withdrawal

YEAR Winter Spring Summer Fall

Credits being taken after this withdrawal

ARE YOU RECEIVING: VA benefits: Yes No Financial aid: Yes No Social Security benefits: Yes No

Table with 5 columns: Office Use Only, Course 1, Course 2, Course 3, Course 4. Rows include COURSE CODE, SECTION NO., and TITLE OF COURSE.

Be sure to indicate the reason(s) for withdrawal for each course. Check all that apply:

- Reasons for withdrawal: a. Academically unprepared for course, b. Class moves too fast/Can't keep up, c. Credit load too heavy, d. Course won't transfer, e. Misadvised by staff/faculty, f. Missed too many classes, g. Not required for program/Change in major, h. Unsatisfied with course content, i. Unhappy with instructor, j. Time conflict with work schedule, k. Family responsibilities, l. Medical reasons / Illness, m. Personal financial issues, n. Other:

Would you like someone from OCC to contact you to discuss your withdrawal or future educational needs? Yes No

If you indicated yes, what is the best time to contact you? a.m. / p.m.

Student Signature Date

Office Use: Effective Period Today's date Authorized Signature

Other issues: ___ Transportation problems ___ Moving out of the area ___ Child care problems ___ Personal reasons
 ___ Financial reasons ___ Medical reasons ___ Other: _____

Course Code	Section No.	Credits	Course Title	Office Use

Registration issues: (specify) _____
 Advising issues: (specify) _____
 Work conflicts: (specify) _____
 Course/Instructor: (specify) _____
 Other issues: ___ Transportation problems ___ Moving out of the area ___ Child care problems ___ Personal reasons
 ___ Financial reasons ___ Medical reasons ___ Other _____

Course Code	Section No.	Credits	Course Title	Office Use

Registration issues: (specify) _____
 Advising issues: (specify) _____
 Work conflicts: (specify) _____
 Course/Instructor: (specify) _____
 Other issues: ___ Transportation problems ___ Moving out of the area ___ Child care problems ___ Personal reasons
 ___ Financial reasons ___ Medical reasons ___ Other _____

2. If you are withdrawing from **all** your courses, do you intend to re-enroll at OCC at a later date?

yes no unsure does not apply

3. Have you discussed your withdrawal with an OCC counselor? yes no With an OCC instructor? yes no

4. Would you like someone from OCC to contact you to discuss your withdrawal or future educational needs? yes no

5. If there is anything OCC could have done to have prevented your withdrawal, please specify: _____

Student's Signature _____ Date _____

Effective Period: _____ Today's date: _____ Authorized Signature: _____

Department name: Office Of Institutional Research

Submitted to: Carol A. Brown

Submitted by: Martin A. Orłowski, Director

Date: 10/06/98

**Critical Recommendation Proposal for
Modification of the Student Withdrawal Form.**

Management Summary:

► What is the issue?

Each year a large number of students withdraw from registered courses. In one recent year (1996), the number of credit hours dropped by students was well in excess of 40,000. Analysis of Grade Distribution Reports for the 1996 academic year indicated that approximately 20,000 "W" grades were given to students. Even a conservative estimate of 3 credits per student suggests 60,000 student credit hours lost through withdraw is not an exaggeration. In fact, this is an underestimation of student credit hours lost by withdraw since it includes none of the students who dropped registered credits prior to the start of instruction (i.e., 1800 students in one recent semester) nor does it include anyone who does not follow formal withdrawal procedures. This translates to a loss in two ways. First, there is a forfeiture of revenue due to student tuition refunds (conservatively calculated on in-district tuition, almost \$200,000 in 1996). Secondly, withdraws represent a segment of the student population whose educational needs and goals, for some reason, are not being met. The latter may have more far-reaching implications in the long run. Certainly not all of these student withdrawals are preventable; some are inevitable. However, a significant number of them might be avoided by better understanding the reasons behind them.

The *Student Withdrawal Form* currently in use does not allow for the reasons of withdrawal to be clearly established. It is our believe that a modified form will provide a greater understanding of why students are withdrawing from courses which in turn can be used to address retention issues.

Student retention needs to be considered a college-wide responsibility that can best be improved by collaborative and coordinated efforts of the administration, faculty, and staff. Thus, collecting and analyzing such data will only be worthwhile if there is an interest and willingness to utilize it.

► Why is this issue important for OCC to solve?

Retention of students is a concern for all community colleges. Retaining current students and attracting new students are important issues for not only the financial health of the institution but also our ultimate goal of improving, meeting, and maintaining students' educational experiences. It is directly related to the core process of acquisition and retention of students.

► What is the proposed solution and how does it solve the issue?

By re-structuring the *Student Withdrawal Form*, we can provide vital information to various

college departments and committees on an annual, semi-annual, or semester basis. Listed below are examples of the kinds of one-page reports that can be generated and their potential applications:

- Supply the Curriculum Review Committee (CRC) with data that compares withdrawals by course, section, and/or individual programs to college-wide withdrawals.
- Report information to the College Academics and Student Services Council (CASSC) on an annual or semi-annual basis that can assist in devising methods to improve current student retention and offer possible insight into marketing strategies for recruiting new students.
- Provide feedback specifically related to the classroom directly to particular programs and/or individual faculty members.
- Aid in creating an efficient and satisfying means of communicating with students to address individual concerns by having trained telephone interviewers contact students who indicate a desire to discuss their withdrawal.
- Assist in Outcome Assessment activities such as progress towards college goals.
- Enhance student services (such as those pertaining to registration, advising, and finances) by providing data regarding potential problems to the appropriate departments.

► **What is the benefit of the solution?**

Re-structuring the current *Student Withdrawal Form* will allow data to be collected, analyzed, and disseminated in a more useful way. Because reports will focus on specific areas of concern, recipients will gain a valuable tool to aid in spotlighting problem areas where improvements can be made.

► **What is the cost of the solution and time frame of implementation?**

- Cost of designing the new form.
- Data entry and management of data file.
- Generation of reports.
- Training of telephone interviewers to contact students.
- Time spent by telephone interviewers with students.
- Time spent by the Institutional Research Office staff with staff and committees to interpret the data.
- Implementation will be completed by Summer semester 1999.

Issue Statement:

- Retention of students is a concern for all community colleges including Oakland Community College. The overall issue centers on the college-wide interest of student retention with three specific areas of concern.
- First, each year a large number of students withdraw from registered courses. In one recent year (1996), the number of credit hours dropped by students was well in excess of 40,000. Analysis of Grade Distribution Reports for the 1996 academic year indicated that approximately 20,000 "W" grades were given to students. Even a conservative estimate of 3 credits per student suggests 60,000 student credit hours lost through withdraw is not an exaggeration. In fact, this is an underestimation of student credit hours lost by withdraw since it includes none of those students who dropped registered credits prior to the start of instruction (i.e., 1800 students in one recent semester) nor does it include anyone who does not follow formal withdrawal procedures. This translates to a loss in two ways. First, there is a forfeiture of revenue due to student tuition refunds (almost \$200,000 in 1996). These numbers are conservative as they are based only on in-district tuition rates. Secondly, withdraws represent a segment of the student population whose educational needs and goals, for some reason, are not being met. The latter may have more far-reaching implications in the long run. While some student withdraws are inevitable, a significant number of them might be avoided by better understanding the reasons behind them.
- Secondly, the form currently utilized by the college is inadequate in the kind of information it collects. It does not allow for the reasons for student withdraws to be clearly established and does not lend itself to meaningful analysis. Currently, students are asked to indicate the reason(s) they are withdrawing from their course(s). The options students have to select from are often unclear and difficult to interpret. Further, there is no way to ascertain reasons for withdraw for each individual course. Thus, while one course may have proven to be too difficult another may have been dropped because of work conflicts.
- Finally, because the kind of information collected does not allow clear analysis and interpretation, it cannot currently be utilized by administration, faculty, and staff in meaningful ways that can aid in retention of students.
- In short, student retention needs to be considered a college-wide responsibility that can be improved by collaborative and coordinated efforts of the administration, faculty, and staff. In order to accomplish this, two things must occur: the appropriate information needs to be collected and analyzed and it needs to be disseminated to the proper committees, departments, or individuals.

Potential Solutions:

- Solution 1: Re-design the current form

By re-structuring the current *Student Withdrawal Form*, we can provide data to various college departments and councils on an annual, semi-annual, or semester basis. The new form will be designed so that the reasons for withdrawal are more clear and will offer the opportunity to indicate a reason for withdrawal for each course. The following are examples of the kind of one-page reports that could be generated and their potential applications:

- ▶ Supply the Curriculum Review Committee with data that compares withdrawals by course, section, and/or individual programs to college-wide withdrawals.
- ▶ Report information to the CASSC (annually or semi-annually) that can assist in devising methods to improve current student retention and offer possible insight into marketing strategies for recruiting new students.
- ▶ Provide feedback specifically related to the classroom directly to particular programs and/or individual faculty members.
- ▶ Aid in creating an efficient and satisfying means of communicating with students to address individual concerns by having trained telephone interviewers contact students who indicate a desire to discuss their withdrawal. Our goal is to initiate 100% of the student contact calls and we estimate we can resolve 75% of them. The remaining 25% will be directed to the appropriate department (i.e., counseling department, registration office, etc.).
- ▶ Assist in Outcome Assessment activities such as progress towards college goals.
- ▶ Enhance student services (such as those pertaining to registration, advising, and finances) by providing information regarding potential problems to the appropriate departments.

The office of Institutional Research will be available to assist in the interpretation and utilization of all reports. It is our belief that by educating and assisting report recipients, the information will be utilized more efficiently.

- Solution 2: Discontinue the collection of data currently requested on the form

Alternatively we could revert back to a ½ sheet form that asks only information necessary for administrative processing (e.g., name, social security number, name of course dropped

etc.). This might serve to save some processing costs and time in the short term. However, it does nothing to improve the image of the college with those unsatisfied students who have withdrawn from all or some of their courses and have genuine complaints. Nor does it further the broader, far-reaching goals of the college of providing meaningful educational experiences for its students.

- **Cost-Benefit Analysis of Potential Solutions:**

- ▶ **Implementation costs:**

- Designing new forms.
- Setting up report templates. This will include meeting with appropriate staff to determine the kind and frequency of report needed.
- Training telephone interviewers to handle student contacts.

- ▶ **On-going costs:**

- Data entry each semester: Approximately \$2,000 a year.
- Generation of reports: Once implementation is completed, each report will take approximately 1 hour to generate. For example, 6 semi-annual reports would take 12 hours per year to generate. Thus, 12 hours @ \$24.00 per hour = \$288.00 annually
- Identifying students to contact: Approximately 50 hours per year @ \$24.00 per hour to be conducted by a person from the Office of Institutional Research.
- Contacting students by phone: Approximately 900 calls will be made annually. Twelve calls will be made per hour (on average) at a salary rate of \$10.00 per hour. Thus, the annual cost will be approximately \$750.00. Currently, if properly implemented by the counseling department, this service costs the college \$4,600.00 annually (900 calls @ 5 calls per hour at a salary/benefits cost of \$26.00).

Recommended Solution:

For the reasons stated earlier, it is our belief that a modified *Student Withdrawal Form* will provide a greater understanding of why students are withdrawing from courses which in turn can be used to address retention and attrition issues.

Institutional Impact:

- There are no anticipated negative impacts for students related to adoption of the proposed

solution.

- The current form asks if students wish to be contacted by the college to discuss their withdrawal. A modified form will continue to offer that option. By instituting a more reliable method of contacting students, individual students will feel as if they and their educational goals are important to the college which will go a long way in dispelling the often held belief that one is "just a number" at large institutions.
- In a broader sense, efforts to increase retention demonstrate an institutional commitment to improving student life and learning. Students benefit by any increase in the dedication, competency, care, and support offered by the administration, faculty, and staff.
- Research demonstrates that improving retention (particularly in the first year of college) will result in a greater commitment to the institution. Thus, the short term goal of increasing the number of students who finish any given semester will, in the long run, increase future enrollment and lower attrition rates.

Implementation Plan:

- A new form can be designed and a small pilot study can be run in the Winter 1999 term to pre-test the form. It is expected that the re-structured form can be designed and completely implemented by Summer semester 1999
- Appropriate staff need to be informed and educated about the new form, its purpose, and ultimate uses to ensure complete and accurate data collection.
- Old forms need to be removed and replaced with new forms at each campus.
- ITS support is needed in order to modify existing programs that provide relevant data.

Operational Plans:

- Fortunately, there are few changes from the current plan that need to be implemented. Presently, the Institutional Research Office receives the *Student Withdrawal Forms* from the various campuses once a week, processes the information (data entry), separates those forms on which students have indicated a desire to be contacted by the college, and returns those forms to the counseling department of the student's home campus. This process currently takes one employee approximately 1 hour a week to complete. The counseling department is then supposed to contact each student. In one recent year (1996), approximately 12% (930 students) of those who withdrew asked to be contacted.

- One change might be to have the Outbound Phone Center (currently part of the Institutional Research Office) handle the student contact calls. We could train our phone interviewers and estimate that we could handle 75% of the issues the forms indicate need to be addressed. We estimate the cost to be approximately \$750.00 a year (see cost-benefit analysis for details). In essence, this would have the effect of "buying back" 75% of staff time which is compensated at a much higher rate than the telephone interviewers.

Important Risks, Assumptions, and Problems:

- The risks of leaving things in the status quo state include a continued loss of potential revenue and, perhaps more importantly, a failure on the part of the college to meet its mission of providing quality learning opportunities by being responsive to students' educational goals and needs.
- One potential risk to adopting the proposed solution is that the informational reports generated and dispersed to the appropriate recipients will not be utilized. An important aspect to implementing this solution will be engaging the support of the various councils, committees and departments by educating them of the potential value of such knowledge. Providing specific information about the reasons for student withdraw to the proper divisions of the organization might have the effect of a sense of increased accountability for student retention. However, it should be looked at as a "helpful tool" or suggested "road map" to improving retention and not as a means of placing blame on any specific divisions or individuals.



PLEASE COMPLETE BY PRINTING CLEARLY IN INK

FINANCIAL AID RECIPIENTS

Dropping courses or completely withdrawing from school could affect both your current financial aid award and your eligibility for future financial aid. It is recommended that you contact the Office of Financial Assistance and Scholarships before withdrawing.

NAME last first MI Social Security Number SSN

Daytime Phone No. area-code phone

HOME CAMPUS: homecamp AH HL OR RO SF

Credits being taken **before** this withdrawal cred befo

YEAR TERM Winter Summer Spring Fall

Credits being taken **after** this withdrawal cred Aft

ARE YOU RECEIVING: VETERAN VA benefits: Yes No

FINAID Financial aid: Yes No

socsec Social Security benefits: Yes No

Office Use Only:	Course 1	Course 2	Course 3	Course 4
COURSE CODE (EX: ENG 151)	<u>c1code</u>	<u>c2code</u>	<u>c3code</u>	<u>c4code</u>
SECTION NO. (EX: HL X99)	<u>c1sect</u>	<u>c2sect</u>	<u>c3sect</u>	<u>c4sect</u>
TITLE OF COURSE				

Be sure to indicate the reason(s) for withdrawal for each course. Check all that apply:

	Course 1	Course 2	Course 3	Course 4
a. Academically unprepared for course	<input type="checkbox"/> <u>reason1a</u>	<input type="checkbox"/> <u>reason2a</u>	<input type="checkbox"/> <u>reason3a</u>	<input type="checkbox"/> <u>reason4a</u>
b. Class moves too fast/Can't keep up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Credit load too heavy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Course won't transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Misadvised by staff/faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Missed too many classes	<input type="checkbox"/> <u>reason1f</u>	<input type="checkbox"/> <u>reason2f</u>	<input type="checkbox"/> <u>reason3f</u>	<input type="checkbox"/> <u>reason4f</u>
g. Not required for program/Change in major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Unsatisfied with course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Unhappy with instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Time conflict with work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Family responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Medical reasons / Illness	<input type="checkbox"/> <u>reason1l</u>	<input type="checkbox"/> <u>reason2l</u>	<input type="checkbox"/> <u>reason3l</u>	<input type="checkbox"/> <u>reason4l</u>
m. Personal financial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Other:	<u>OTHER</u>			

Would you like someone from OCC to contact you to discuss your withdrawal or future educational needs? Yes No LIKECALL

Best time to call BESTTIME

Student Signature _____ Date _____



Semester/Year _____

COURSE WITHDRAWAL REQUEST

This form is provided for you to document your intent to withdraw from course(s).

Instructions: Please print or use a typewriter.

If you print, use a ball point pen, print on a hard surface, and press hard.

Last Name	First	Middle	Social Security Number
Address			Phone
City	State		Zip

Why are you withdrawing from the course(s)?

Could BCC have done anything to help you to continue in the course(s)? If yes, please specify:

I am withdrawing from the course(s) listed below.

I am withdrawing from college this semester.

Department	Number	Section	Title	Date Last Attended	Faculty Signature

OFFICE USE ONLY	
Signature _____	Date _____

Student's Signature _____ Date _____

File Information

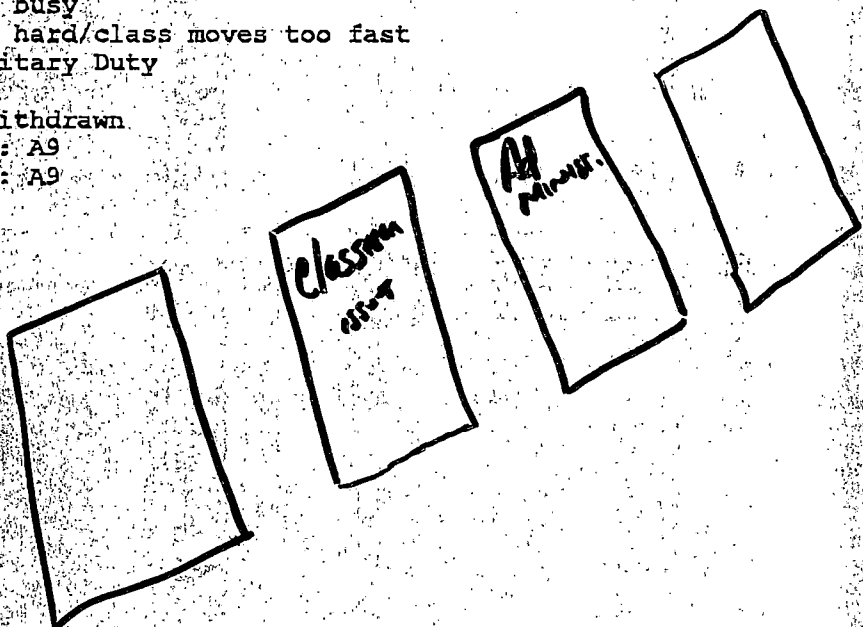
List of variables on the working file

Name		Position
SSN	Print Format: F9 Write Format: F9	1
RECDATE	Date Processed Print Format: A8 Write Format: A8	2
WHY	Why are you withdrawing from the course(s)? Print Format: F2 Write Format: F2	3

Value	Label
✓0	Other
✓1	Transportation
2	Class schedule/schedule conflicts
✓3	Unhappy with instructor
4	Academically unprepared for course
5	Course not required for program/change of major
✓6	Financial problems
7	Financial aid problems
✓8	Work/schedule conflicts
✓9	Relocation
10	Family responsibilities
✓11	Personal reasons
12	Credit load too heavy
✓13	Medical reasons/illness
14	Missed too many classes/too far behind
15	Unable to keep up with classwork/study time constraints
✓16	Unsatisfied with course content/uninterested
17	Failing class/doing poorly/no chance of passing
✓18	Misadvised
19	Instructor's recommendation to drop
20	✓DI Course: rather take in classroom
21	DI Course: unhappy with materials and/or process
✓22	Course won't transfer
23	Too busy
✓24	Too hard/class moves too fast
25	Military Duty

COURSE1 one course withdrawn
 Print Format: A9
 Write Format: A9

4



Subject: Re: Hello**Date:** Fri, 18 Sep 1998 15:20:04 -0400**From:** Catherine Augustine <cataug@umich.edu>**To:** maorlows@pop3.occ.cc.mi.us

Hello,

I still haven't turned in my CQE addendum which is due Sept. 28. I hope to turn it in on Monday...

One tactic you might try with Burlington County College is contacting the Academic Vice President. His name is Gene Giovannini. His email address is:

egiovannini@bcc.edu

The reason I suggest him is that he was the one who actually used the data there and he could tell you what was helpful and what wasn't.

To receive a copy of the form and to find out what is happening now, you could also contact Jackie DeLong, the specialist in the IR office. Her email is:

jdelong@BCC.EDU ✓ *req. 9/21*

All we did there was have an opened ended response for reasons for withdrawing for one year, so that we could list options that we felt were in line with actual student problems. Jackie can tell you what options we ended up with. She however, became overwhelmed with the data entry (they didn't outsource anything there) and the data looked the same year after year, so I'm not sure they still collect the information. Gene used it to see what faculty members were above average on withdrawal rates and to keep up with grave student complaints and concerns, but he did not (to my knowledge) systematically analyze the data.

Let me know if I can be of further assistance. Unfortunately, I don't have a copy of a form here, but there might be a more recent one anyway...

At 03:10 PM 9/18/98 -0400, you wrote:

>**How goes the CQE? Hope all is well with you. We have started to**
>**review/redesign our withdraw form. Who could we contact in NJ to give**
>**us some idea of what they are now using? Do you have in your files**
>**anything that could help us?**

>

>**Marty**

>

Oakland Community College
Preliminary Analysis of Student Withdrawal Surveys
(Calendar Year 1993)

The Office of Institutional Planning & Analysis analyzed students' responses to the Withdrawal Survey to determine predominant reasons for withdrawal from courses. We separated data into multiple categories (such as gender, ethnicity, time of withdrawal, complete withdrawal and age) to help with the analysis. The following statements represent some of the findings from this analysis.

Overall

Reason for Withdrawal	Number	Percent
Transportation Problems	637	4.8 %
Conflict with Work	4916	36.8 %
Moving from the Area	287	2.2 %
Financial Reasons	621	4.7 %
Conflict with Instructor	665	5.0 %
Medical Reasons	999	7.5 %
Child Care Problems	404	3.0 %
Registration Error	255	1.9 %
Course too Difficult	2023	15.2 %
Course too Easy	150	1.1 %
Course Scheduling Conflict	869	6.5 %
Personal Reasons	3690	27.6 %
Course is not what I Expected	1594	11.9 %
Other	1444	10.4 %

Gender

- The most cited reason for withdrawal for both men (43.9 %) and women (31.1 %) was "conflict with work."
- Women (16.5 %) were more likely than men (11.3%) to indicate that their "course was too difficult."
- Women were more likely to cite "medical reasons" (9.6%), "child care problems" (4.6%), and "conflict with instructor" (5.6%) when compared to men (4.9%, 1.2%, and 4.3%, respectively).
- Both men (26.6%) and women (28.6%) cited "personal reasons" for withdrawal.

Ethnicity

- Minority students (10.1%) were more likely to indicate "problems with transportation" than non-minority students (3.9%).
- Non-minority students (38.6%) were more likely to cite "conflict with work" than minority students (31.5%).
- Minority students were more likely to indicate both "medical reasons" (8.9%) and "child care problems" (5.9%) when compared to non-minority respondents (7.5% and 2.7%, respectively).

Age

- Older students were more likely to cite “medical reasons” (13.6%) and “childcare problems” (4.6%) than younger students (5.5% and 1.5%, respectively).
- Younger students are more likely to withdraw because the “course was too difficult” (17.4%) and to indicate the “course was not what they expected” (13.7%) compared to older students (11.1% and 9.6%, respectively).

Time of Withdrawal

- The responses “course too difficult” (e.g. Fall term 11.5% in September compared to 22.3% in November), “conflict with instructor” (3.4% September, 8.2% November), and “personal reasons” (23.7% September, 32.4% November) were more frequent late in the term than earlier.
- The response “conflict with work” remained constant through the term (36.4% September, 39.6% October, 36.0% November).

100% Withdrawal

- “Conflict with work” is more likely to result in 100% withdrawal (41.4%) than partial withdrawal (33.7%).
- “Conflict with instructor” and “course too difficult” were more likely to result in partial withdrawal (6.2%, 19.4%) than complete withdrawal (3.3%, 9.2%).

Reasons for Withdrawal by Gender (Calendar Year 1993)

	Students gender			
	Female		Male	
	Count	Count Percent	Count	Count Percent
Transportation problems				
No	6959	95.6%	5598	94.7%
Yes	318	4.4%	315	5.3%
Total	7277	100.0%	5913	100.0%
Conflict with work				
No	5012	68.9%	3315	56.1%
Yes	2265	31.1%	2598	43.9%
Total	7277	100.0%	5913	100.0%
Moving out of the area				
No	7133	98.0%	5775	97.7%
Yes	144	2.0%	138	2.3%
Total	7277	100.0%	5913	100.0%
Financial reasons				
No	6946	95.5%	5634	95.3%
Yes	331	4.5%	279	4.7%
Total	7277	100.0%	5913	100.0%
Conflict with instructor				
No	6873	94.4%	5659	95.7%
Yes	404	5.6%	254	4.3%
Total	7277	100.0%	5913	100.0%

Reasons for Withdrawal by Gender (Calendar Year 1993)

	Students gender			
	Female		Male	
	Count	Count Percent	Count	Count Percent
Medical reasons				
No	6575	90.4%	5624	95.1%
Yes	702	9.6%	289	4.9%
Total	7277	100.0%	5913	100.0%
Child care problems				
No	6945	95.4%	5845	98.8%
Yes	332	4.6%	68	1.2%
Total	7277	100.0%	5913	100.0%
Registration error				
No	7134	98.0%	5805	98.2%
Yes	143	2.0%	108	1.8%
Total	7277	100.0%	5913	100.0%
Course too difficult				
No	6079	83.5%	5110	86.4%
Yes	1198	16.5%	803	13.6%
Total	7277	100.0%	5913	100.0%
Course too easy				
No	7199	98.9%	5844	98.8%
Yes	78	1.1%	69	1.2%
Total	7277	100.0%	5913	100.0%

Reasons for Withdrawal by Gender (Calendar Year 1993)

	Students gender			
	Female		Male	
	Count	Count Percent	Count	Count Percent
Course scheduling conflict				
No	6787	93.3%	5548	93.8%
Yes	490	6.7%	365	6.2%
Total	7277	100.0%	5913	100.0%
Personal reasons				
No	5198	71.4%	4341	73.4%
Yes	2079	28.6%	1572	26.6%
Total	7277	100.0%	5913	100.0%
Course was not what I expected				
No	6360	87.4%	5246	88.7%
Yes	917	12.6%	667	11.3%
Total	7277	100.0%	5913	100.0%
Other reason				
No	6398	87.9%	5367	90.8%
Yes	879	12.1%	546	9.2%
Total	7277	100.0%	5913	100.0%

Reasons for Withdrawal by Race (Calendar Year 1993)

	Students race/ethnicity			
	Minority		Non-Minority	
	Count	Count Percent	Count	Count Percent
Transportation problems				
No	1670	89.9%	8836	96.1%
Yes	188	10.1%	357	3.9%
Total	1858	100.0%	9193	100.0%
Conflict with work				
No	1272	68.5%	5643	61.4%
Yes	586	31.5%	3550	38.6%
Total	1858	100.0%	9193	100.0%
Moving out of the area				
No	1830	98.5%	8987	97.8%
Yes	28	1.5%	206	2.2%
Total	1858	100.0%	9193	100.0%
Financial reasons				
No	1770	95.3%	8768	95.4%
Yes	88	4.7%	425	4.6%
Total	1858	100.0%	9193	100.0%
Conflict with instructor				
No	1786	96.1%	8714	94.8%
Yes	72	3.9%	479	5.2%
Total	1858	100.0%	9193	100.0%

Reasons for Withdrawal by Race (Calendar Year 1993)

	Students race/ethnicity			
	Minority		Non-Minority	
	Count	Count Percent	Count	Count Percent
Medical reasons				
No	1692	91.1%	8506	92.5%
Yes	166	8.9%	687	7.5%
Total	1858	100.0%	9193	100.0%
Child care problems				
No	1749	94.1%	8943	97.3%
Yes	109	5.9%	250	2.7%
Total	1858	100.0%	9193	100.0%
Registration error				
No	1811	97.5%	9041	98.3%
Yes	47	2.5%	152	1.7%
Total	1858	100.0%	9193	100.0%
Course too difficult				
No	1557	83.8%	7843	85.3%
Yes	301	16.2%	1350	14.7%
Total	1858	100.0%	9193	100.0%
Course too easy				
No	1843	99.2%	9090	98.9%
Yes	15	.8%	103	1.1%
Total	1858	100.0%	9193	100.0%

Reasons for Withdrawal by Race (Calendar Year 1993)

	Students race/ethnicity			
	Minority		Non-Minority	
	Count	Count Percent	Count	Count Percent
Course scheduling conflict				
No	1710	92.0%	8625	93.8%
Yes	148	8.0%	568	6.2%
Total	1858	100.0%	9193	100.0%
Personal reasons				
No	1354	72.9%	6617	72.0%
Yes	504	27.1%	2576	28.0%
Total	1858	100.0%	9193	100.0%
Course was not what I expected				
No	1668	89.8%	8086	88.0%
Yes	190	10.2%	1107	12.0%
Total	1858	100.0%	9193	100.0%
Other reason				
No	1689	90.9%	8173	88.9%
Yes	169	9.1%	1020	11.1%
Total	1858	100.0%	9193	100.0%

Reasons for Withdrawal by Age (Calendar Year 1993)

	AGE					
	25 and under		26 to 35		36 and older	
	Count	Count Percent	Count	Count Percent	Count	Count Percent
Transportation problems						
No	7735	94.3%	3019	96.0%	1790	97.8
Yes	465	5.7%	126	4.0%	40	2.2
Total	8200	100.0%	3145	100.0%	1830	100.0
Conflict with work						
No	5272	64.3%	1879	59.7%	1165	63.7
Yes	2928	35.7%	1266	40.3%	665	36.3
Total	8200	100.0%	3145	100.0%	1830	100.0
Moving out of the area						
No	8022	97.8%	3072	97.7%	1802	98.5
Yes	178	2.2%	73	2.3%	28	1.5
Total	8200	100.0%	3145	100.0%	1830	100.0
Financial reasons						
No	7770	94.8%	3019	96.0%	1780	97.3
Yes	430	5.2%	126	4.0%	50	2.7
Total	8200	100.0%	3145	100.0%	1830	100.0
Conflict with instructor						
No	7756	94.6%	3005	95.5%	1758	96.1
Yes	444	5.4%	140	4.5%	72	3.9
Total	8200	100.0%	3145	100.0%	1830	100.0

Reasons for Withdrawal by Age (Calendar Year 1993)

	AGE					
	25 and under		26 to 35		36 and older	
	Count	Count Percent	Count	Count Percent	Count	Count Percent
Medical reasons						
No	7747	94.5%	2860	90.9%	1582	86.4
Yes	453	5.5%	285	9.1%	248	13.6
Total	8200	100.0%	3145	100.0%	1830	100.0
Child care problems						
No	8074	98.5%	2957	94.0%	1745	95.4
Yes	126	1.5%	188	6.0%	85	4.6
Total	8200	100.0%	3145	100.0%	1830	100.0
Registration error						
No	8049	98.2%	3082	98.0%	1793	98.0
Yes	151	1.8%	63	2.0%	37	2.0
Total	8200	100.0%	3145	100.0%	1830	100.0
Course too difficult						
No	6774	82.6%	2774	88.2%	1626	88.9
Yes	1426	17.4%	371	11.8%	204	11.1
Total	8200	100.0%	3145	100.0%	1830	100.0
Course too easy						
No	8090	98.7%	3117	99.1%	1821	99.5
Yes	110	1.3%	28	.9%	9	.5
Total	8200	100.0%	3145	100.0%	1830	100.0

Reasons for Withdrawal by Age (Calendar Year 1993)

	AGE					
	25 and under		26 to 35		36 and older	
	Count	Count Percent	Count	Count Percent	Count	Count Percent
Course scheduling conflict						
No	7657	93.4%	2943	93.6%	1720	94.0
Yes	543	6.6%	202	6.4%	110	6.0
Total	8200	100.0%	3145	100.0%	1830	100.0
Personal reasons						
No	5811	70.9%	2389	76.0%	1329	72.6
Yes	2389	29.1%	756	24.0%	501	27.4
Total	8200	100.0%	3145	100.0%	1830	100.0
Course was not what I expected						
No	7073	86.3%	2863	91.0%	1655	90.4
Yes	1127	13.7%	282	9.0%	175	9.6
Total	8200	100.0%	3145	100.0%	1830	100.0
Other reason						
No	7400	90.2%	2760	87.8%	1591	86.9
Yes	800	9.8%	385	12.2%	239	13.1
Total	8200	100.0%	3145	100.0%	1830	100.0

Reasons for Withdrawal Fall 1993 Term

	Month of withdrawal		
	September	October	November
	Count Percent	Count Percent	Count Percent
Transportation problems			
No	95.9%	95.5%	95.7%
Yes	4.1%	4.5%	4.3%
Total	100.0%	100.0%	100.0%
Conflict with work			
No	63.6%	60.4%	64.0%
Yes	36.4%	39.6%	36.0%
Total	100.0%	100.0%	100.0%
Moving out of the area			
No	98.1%	97.5%	97.5%
Yes	1.9%	2.5%	2.5%
Total	100.0%	100.0%	100.0%
Financial reasons			
No	94.8%	95.1%	96.3%
Yes	5.2%	4.9%	3.7%
Total	100.0%	100.0%	100.0%
Conflict with instructor			
No	96.6%	95.1%	91.8%
Yes	3.4%	4.9%	8.2%
Total	100.0%	100.0%	100.0%

Reasons for Withdrawal Fall 1993 Term

	Month of withdrawal		
	September	October	November
	Count Percent	Count Percent	Count Percent
Medical reasons			
No	93.8%	91.9%	92.5%
Yes	6.3%	8.1%	7.5%
Total	100.0%	100.0%	100.0%
Child care problems			
No	96.7%	96.8%	98.1%
Yes	3.3%	3.2%	1.9%
Total	100.0%	100.0%	100.0%
Registration error			
No	97.6%	99.2%	98.9%
Yes	2.4%	.8%	1.1%
Total	100.0%	100.0%	100.0%
Course too difficult			
No	88.5%	81.7%	77.7%
Yes	11.5%	18.3%	22.3%
Total	100.0%	100.0%	100.0%
Course too easy			
No	98.4%	98.1%	99.2%
Yes	1.6%	1.9%	.8%
Total	100.0%	100.0%	100.0%

Reasons for Withdrawal Fall 1993 Term

	Month of withdrawal		
	September	October	November
	Count Percent	Count Percent	Count Percent
Course scheduling conflict			
No	91.8%	94.6%	95.4%
Yes	8.2%	5.4%	4.6%
Total	100.0%	100.0%	100.0%
Personal reasons			
No	76.3%	72.5%	67.6%
Yes	23.7%	27.5%	32.4%
Total	100.0%	100.0%	100.0%
Course was not what I expected			
No	84.0%	85.8%	86.7%
Yes	16.0%	14.2%	13.3%
Total	100.0%	100.0%	100.0%
Other reason			
No	88.8%	91.5%	91.9%
Yes	11.2%	8.5%	8.1%
Total	100.0%	100.0%	100.0%

Reasons for Withdrawal Winter 1993 Term

	Month of withdrawal		
	January	February	March
	Count Percent	Count Percent	Count Percent
Transportation problems			
No	95.3%	95.5%	93.9%
Yes	4.7%	4.5%	6.1%
Total	100.0%	100.0%	100.0%
Conflict with work			
No	63.4%	63.7%	63.6%
Yes	36.6%	36.3%	36.4%
Total	100.0%	100.0%	100.0%
Moving out of the area			
No	98.1%	97.5%	98.1%
Yes	1.9%	2.5%	1.9%
Total	100.0%	100.0%	100.0%
Financial reasons			
No	93.9%	95.7%	96.0%
Yes	6.1%	4.3%	4.0%
Total	100.0%	100.0%	100.0%
Conflict with instructor			
No	97.1%	94.0%	94.2%
Yes	2.9%	6.0%	5.8%
Total	100.0%	100.0%	100.0%

Reasons for Withdrawal Winter 1993 Term

	Month of withdrawal		
	January	February	March
	Count Percent	Count Percent	Count Percent
Medical reasons			
No	94.2%	91.0%	92.1%
Yes	5.8%	9.0%	7.9%
Total	100.0%	100.0%	100.0%
Child care problems			
No	97.3%	96.2%	97.3%
Yes	2.7%	3.8%	2.7%
Total	100.0%	100.0%	100.0%
Registration error			
No	96.7%	98.3%	99.1%
Yes	3.3%	1.7%	.9%
Total	100.0%	100.0%	100.0%
Course too difficult			
No	91.7%	83.5%	81.6%
Yes	8.3%	16.5%	18.4%
Total	100.0%	100.0%	100.0%
Course too easy			
No	98.5%	99.0%	99.3%
Yes	1.5%	1.0%	.7%
Total	100.0%	100.0%	100.0%

Reasons for Withdrawal Winter 1993 Term

	Month of withdrawal		
	January	February	March
	Count Percent	Count Percent	Count Percent
Course scheduling conflict			
No	90.9%	93.4%	95.3%
Yes	9.1%	6.6%	4.7%
Total	100.0%	100.0%	100.0%
Personal reasons			
No	78.5%	72.2%	67.1%
Yes	21.5%	27.8%	32.9%
Total	100.0%	100.0%	100.0%
Course was not what I expected			
No	89.5%	86.6%	89.0%
Yes	10.5%	13.4%	11.0%
Total	100.0%	100.0%	100.0%
Other reason			
No	85.9%	86.1%	90.6%
Yes	14.1%	13.9%	9.4%
Total	100.0%	100.0%	100.0%

Reasons for Withdrawal by Type of Withdrawal (1993)

	Credits after transaction			
	100% Withdrawal		Partial Withdrawal	
	Count	Count Percent	Count	Count Percent
Transportation problems				
No	5225	95.3%	7337	95.1%
Yes	255	4.7%	378	4.9%
Total	5480	100.0%	7715	100.0%
Conflict with work				
No	3213	58.6%	5117	66.3%
Yes	2267	41.4%	2598	33.7%
Total	5480	100.0%	7715	100.0%
Moving out of the area				
No	5257	95.9%	7656	99.2%
Yes	223	4.1%	59	.8%
Total	5480	100.0%	7715	100.0%
Financial reasons				
No	5179	94.5%	7405	96.0%
Yes	301	5.5%	310	4.0%
Total	5480	100.0%	7715	100.0%
Conflict with instructor				
No	5297	96.7%	7240	93.8%
Yes	183	3.3%	475	6.2%
Total	5480	100.0%	7715	100.0%

Reasons for Withdrawal by Type of Withdrawal (1993)

	Credits after transaction			
	100% Withdrawal		Partial Withdrawal	
	Count	Count Percent	Count	Count Percent
Medical reasons				
No	4940	90.1%	7264	94.2%
Yes	540	9.9%	451	5.8%
Total	5480	100.0%	7715	100.0%
Child care problems				
No	5306	96.8%	7489	97.1%
Yes	174	3.2%	226	2.9%
Total	5480	100.0%	7715	100.0%
Registration error				
No	5381	98.2%	7563	98.0%
Yes	99	1.8%	152	2.0%
Total	5480	100.0%	7715	100.0%
Course too difficult				
No	4977	90.8%	6217	80.6%
Yes	503	9.2%	1498	19.4%
Total	5480	100.0%	7715	100.0%
Course too easy				
No	5433	99.1%	7615	98.7%
Yes	47	.9%	100	1.3%
Total	5480	100.0%	7715	100.0%

Reasons for Withdrawal by Type of Withdrawal (1993)

	Credits after transaction			
	100% Withdrawal		Partial Withdrawal	
	Count	Count Percent	Count	Count Percent
Course scheduling conflict				
No	5199	94.9%	7140	92.5%
Yes	281	5.1%	575	7.5%
Total	5480	100.0%	7715	100.0%
Personal reasons				
No	3985	72.7%	5557	72.0%
Yes	1495	27.3%	2158	28.0%
Total	5480	100.0%	7715	100.0%
Course was not what I expected				
No	5011	91.4%	6599	85.5%
Yes	469	8.6%	1116	14.5%
Total	5480	100.0%	7715	100.0%
Other reason				
No	4876	89.0%	6893	89.3%
Yes	604	11.0%	822	10.7%
Total	5480	100.0%	7715	100.0%

Withdrawal Due to Transportation by Campus (1993)

	Home campus						
	Auburn Hills		Highland Lakes		Orchard Ridge		Sou
	Count	Count Percent	Count	Count Percent	Count	Count Percent	C
Students race/ethnicity							
White	147	64.2%	70	83.3%	77	73.3%	
African-American	57	24.9%	8	9.5%	16	15.2%	
Other Minority	25	10.9%	6	7.1%	12	11.4%	
Total	229	100.0%	84	100.0%	105	100.0%	

Credits Withdrawn, This Transaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.0	159	1.9	1.9	1.9
1.5	1	.0	.0	1.9
2.0	159	1.9	1.9	3.7
3.0	2673	31.2	31.2	35.0
4.0	3732	43.6	43.6	78.6
4.5	3	.0	.0	78.6
5.0	76	.9	.9	79.5
6.0	379	4.4	4.4	83.9
7.0	576	6.7	6.7	90.7
8.0	284	3.3	3.3	94.0
9.0	94	1.1	1.1	95.1
10.0	108	1.3	1.3	96.3
11.0	98	1.1	1.1	97.5
12.0	91	1.1	1.1	98.5
13.0	64	.7	.7	99.3
14.0	46	.5	.5	99.8
15.0	6	.1	.1	99.9
16.0	1	.0	.0	99.9
17.0	6	.1	.1	100.0
22.0	2	.0	.0	100.0
Total	8558	100.0	100.0	

Credits Withdrawn, This Transaction * Effective Period for Withdrawal Crosstabulation

Count

		Effective Period for Withdrawal				Total
		100% refund	75% refund Z	75% refund K	0% refund	
Credits Withdrawn, This Transaction	1.0	1	39	23	88	151
	1.5				1	1
	2.0		33	12	111	156
	3.0		346	215	1996	2557
	4.0		345	176	3087	3608
	4.5	2			1	3
	5.0		8	7	61	76
	6.0		31	13	317	361
	7.0		41	19	493	553
	8.0		16	8	250	274
	9.0		2	2	85	89
	10.0		5	3	93	101
	11.0		8	4	82	94
	12.0	1	8	4	73	86
	13.0		6		53	59
	14.0		3		41	44
	15.0				6	6
	16.0				1	1
	17.0			1	5	6
	22.0				2	2
Total		4	891	487	6846	8228

lost: \$966.00 lost: \$121,992 lost: \$64,273 gained: 1,484,282

4050 CREDITS

32,267 CREDITS

(~4%)
- 330 have "not indicated" entered for effective period

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Contact You, Discuss Withdrawal? * Effective Period for Withdrawal	7944	92.8%	614	7.2%	8558	100.0%

Contact You, Discuss Withdrawal? * Effective Period for Withdrawal Crosstabulation

			Effective Period for Withdrawal		
			100% refund	75% refund Z	75% refund K
Contact You, Discuss Withdrawal?	No	Count	3	780	431
		% within Contact You, Discuss Withdrawal?	.0%	11.1%	6.1%
		% within Effective Period for Withdrawal	75.0%	91.1%	92.1%
		% of Total	.0%	9.8%	5.4%
	Yes	Count	1	76	37
		% within Contact You, Discuss Withdrawal?	.1%	8.2%	4.0%
		% within Effective Period for Withdrawal	25.0%	8.9%	7.9%
		% of Total	.0%	1.0%	.5%
		Total	Count	4	856
	% within Contact You, Discuss Withdrawal?	.1%	10.8%	5.9%	
	% within Effective Period for Withdrawal	100.0%	100.0%	100.0%	
	% of Total	.1%	10.8%	5.9%	

Contact You, Discuss Withdrawal? * Effective Period for Withdrawal Crosstabulation

			Effective Period for	Total
			0% refund	
Contact You, Discuss Withdrawal?	No	Count	5801	7015
		% within Contact You, Discuss Withdrawal?	82.7%	100.0%
		% within Effective Period for Withdrawal	87.7%	88.3%
		% of Total	73.0%	88.3%
	Yes	Count	815	929
		% within Contact You, Discuss Withdrawal?	87.7%	100.0%
		% within Effective Period for Withdrawal	12.3%	11.7%
		% of Total	10.3%	11.7%
		Total	Count	6616
	% within Contact You, Discuss Withdrawal?	83.3%	100.0%	
	% within Effective Period for Withdrawal	100.0%	100.0%	
	% of Total	83.3%	100.0%	

- About 12% of those who withdraw wish to be contacted.
 - 87% are those who lost all their money.

Frequency Table

Conflict With Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4879	63.6	64.7	64.7
	Yes	2662	34.7	35.3	100.0
	Total	7541	98.3	100.0	
Missing	Unknown	130	1.7		
Total		7671	100.0		

Registration Error

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7415	96.7	98.3	98.3
	Yes	126	1.6	1.7	100.0
	Total	7541	98.3	100.0	
Missing	Unknown	130	1.7		
Total		7671	100.0		

Course Scheduling Conflict

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7069	92.2	93.7	93.7
	Yes	472	6.2	6.3	100.0
	Total	7541	98.3	100.0	
Missing	Unknown	130	1.7		
Total		7671	100.0		

Moving Out of Area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7382	96.2	97.9	97.9
	Yes	159	2.1	2.1	100.0
	Total	7541	98.3	100.0	
Missing	Unknown	130	1.7		
Total		7671	100.0		

Medical Reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6974	90.9	92.5	92.5
	Yes	567	7.4	7.5	100.0
	Total	7541	98.3	100.0	
Missing	Unknown	130	1.7		
Total		7671	100.0		

Other Reason

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6800	88.6	90.2	90.2
	Yes	741	9.7	9.8	100.0
	Total	7541	98.3	100.0	
Missing	Unknown	130	1.7		
Total		7671	100.0		

Personal Reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5264	68.6	69.8	69.8
	Yes	2277	29.7	30.2	100.0
	Total	7541	98.3	100.0	
Missing	Unknown	130	1.7		
Total		7671	100.0		

Transportation Problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7171	93.5	95.1	95.1
	Yes	370	4.8	4.9	100.0
	Total	7541	98.3	100.0	
Missing	Unknown	130	1.7		
Total		7671	100.0		

Course too Difficult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6212	81.0	82.4	82.4
	Yes	1329	17.3	17.6	100.0
	Total	7541	98.3	100.0	
Missing	Unknown	130	1.7		
Total		7671	100.0		

Financial Reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7293	95.1	96.7	96.7
	Yes	248	3.2	3.3	100.0
	Total	7541	98.3	100.0	
Missing	Unknown	130	1.7		
Total		7671	100.0		

Course Was Not What I Expected

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6529	85.1	86.6	86.6
	Yes	1012	13.2	13.4	100.0
	Total	7541	98.3	100.0	
Missing	Unknown	130	1.7		
Total		7671	100.0		

Course too Easy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7440	97.0	98.7	98.7
	Yes	100	1.3	1.3	100.0
	Total	7540	98.3	100.0	
Missing	Unknown	131	1.7		
Total		7671	100.0		

Child Care Problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7327	95.5	97.2	97.2
	Yes	214	2.8	2.8	100.0
	Total	7541	98.3	100.0	
Missing	Unknown	130	1.7		
Total		7671	100.0		

Conflict With Instructor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7100	92.6	94.2	94.2
	Yes	441	5.7	5.8	100.0
	Total	7541	98.3	100.0	
Missing	Unknown	130	1.7		
Total		7671	100.0		

Frequencies

Statistics

		Transportation Problems	Conflict With Work	Registration Error	Course Scheduling Conflict	Moving Out of Area	Medical Reasons
N	Valid	6327	6327	6327	6327	6327	6327
	Missing	121	121	121	121	121	121
Sum		296	2236	146	452	140	465

Statistics

		Other Reason	Personal Reasons	Course too Difficult	Financial Reasons	Course Was Not What I Expected	Course too Easy
N	Valid	6327	6327	6327	6327	6327	6327
	Missing	121	121	121	121	121	121
Sum		618	1814	918	232	811	94

Statistics

		Child Care Problems	Conflict With Instructor
N	Valid	6327	6327
	Missing	121	121
Sum		185	300

Frequency Table

Transportation Problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6031	93.5	95.3	95.3
	Yes	296	4.6	4.7	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Conflict With Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4091	63.4	64.7	64.7
	Yes	2236	34.7	35.3	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Registration Error

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6181	95.9	97.7	97.7
	Yes	146	2.3	2.3	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Course Scheduling Conflict

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5875	91.1	92.9	92.9
	Yes	452	7.0	7.1	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Moving Out of Area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6187	96.0	97.8	97.8
	Yes	140	2.2	2.2	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Medical Reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5862	90.9	92.7	92.7
	Yes	465	7.2	7.3	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Other Reason

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5709	88.5	90.2	90.2
	Yes	618	9.6	9.8	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Personal Reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4513	70.0	71.3	71.3
	Yes	1814	28.1	28.7	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Course too Difficult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5409	83.9	85.5	85.5
	Yes	918	14.2	14.5	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Financial Reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6095	94.5	96.3	96.3
	Yes	232	3.6	3.7	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Course Was Not What I Expected

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5516	85.5	87.2	87.2
	Yes	811	12.6	12.8	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Course too Easy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6233	96.7	98.5	98.5
	Yes	94	1.5	1.5	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Child Care Problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6142	95.3	97.1	97.1
	Yes	185	2.9	2.9	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Conflict With Instructor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6027	93.5	95.3	95.3
	Yes	300	4.7	4.7	100.0
	Total	6327	98.1	100.0	
Missing	Unknown	121	1.9		
Total		6448	100.0		

Indata Corporation
 29140 Buckingham, Suite 11
 Livonia, MI 48154

INVOICE NUMBER: 0011701-IN

INVOICE DATE: 01/31/97

(313) 422-8002

Oakland Community College
 Attn: Marty Orlowski
 27055 Orchard Lake Rd.
 Farmington Hills MI 48018

CUSTOMER NO: 0008601
 CUSTOMER P.O.:

SHIP VIA:
 TERMS: Net 30 Days

: Marty Orlowski

SALES CD	DESCRIPTION		QUANTITY	PRICE	AMOUNT
December services					
FTS	First Time Student Survey	Ea	789.000	.390	307.71
FTS13	FTS Verb. Q13	Ea	54.000	.480	25.92
FTS14	FTS Verb. Q14	Ea	320.000	.480	153.60
GFS	Graduate Follow-up survey	Ea	223.000	.360	80.28
GFS13	GFS Verb. Q 13	Ea	132.000	.320	42.24
GFS22	GFS Verb. Q 22	Ea	175.000	.320	56.00
GFS24	GFS Verb. Q 24	Ea	86.000	.320	27.52
GFS25	GFS Verb. Q 25	Ea	140.000	.320	44.80
January services					
SWS	Student Withdrawal surveys	Ea	3832.000	.160	613.12
SWSQ2	SWS verb. Question 2	Ea	396.000	.240	95.04
SWSQ7	SWS verb. Question 7	Ea	304.000	.260	79.04

NET INVOICE: 1,525.27
 FREIGHT: .00
 SALES TAX: .00

INVOICE TOTAL: 1,525.27

OAKLAND COMMUNITY COLLEGE LOG SHEET

BATCH CONTROL SHEET

CUSTOMER NUMBER: 8601

DATE: JANUARY 31, 1997

JOB NAME	RECORDS	FILE NAME	DATE
SWS	3832	SWS.DAT	12-31
TOTAL	3832		
SWSVER - 02	396	SWSQ02.DAT	12-31
SWSVER - 07	304	SWSQ07.DAT	12-31
TOTAL	700		



Dear OCC Faculty and Staff,

The Office of Institutional Research is currently reviewing the Student Withdrawal Form now in use. Our goal is evaluate its usefulness and determine if the form might be modified to better serve a wider variety of departments in the college. Presently, the form offers little opportunity to discover specific reasons for withdrawals and therefore little opportunity to meet student needs and improve student retention. Recent data indicate that, on average, over 8,000 credit hours are lost through student withdrawal procedures each year. While certainly not all of these are preventable, a substantial number of them might be by better understanding the reasons behind them.

Some of the possible applications of a re-structured Student Withdrawal Form might include:

- Supplying the Curriculum Review Board with data that compares withdrawals by course, section, and/or program to college-wide withdrawals.
- Report information to CASSC (annually or semi-annually) that could assist in devising methods to improve student retention and offer possible insight into marketing strategies for recruiting students.
- Provide feedback specifically related to the classroom directly to particular programs and/or individual faculty members.
- Aid in creating an efficient and satisfying means of communicating with students to address individual concerns.

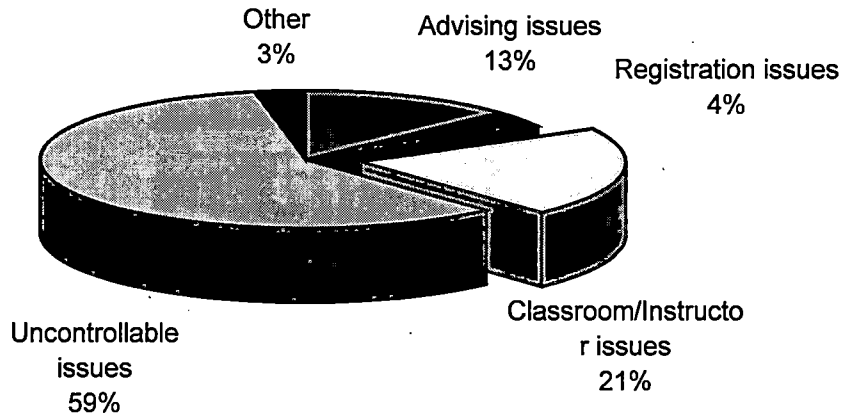
Reports could take the form of different one-page presentations containing the information specific recipients have requested and could be provided on a semester, semi-annual, or annual basis.

As part of our initial assessment, we invite you to offer suggestions on the type of information and form of presentation you or your department would find useful along with any other comments or requests. Feel free to contact us at the telephone number or e-mail address listed below. We look forward to your anticipated assistance.

Sincerely,

Office of Institutional Planning and Analysis
Attn: Donna A. Lewandowski
dxlewand@occmi.us
471-7746

Reasons for Student Withdrawal - Fall 1998



Classroom/Instructor Issues - Fall 1998

