Retention Survey (attached)

Rick Muma summarized the purpose of the survey and its use in the Strategic Enrollment Plan (SEM) process. Academic affairs leadership brought the survey data to the Council to have an initial discussion about the results. Provost Vizzini led the discussion. Several items were identified as possible action items. After discussing, it was decided that the SEM committee should determine which SEM subcommittee should use the data to make improvements, changes, etc. It was also mentioned that many of the survey outcomes would likely be addressed in the SEM process.

2. WU Cares/Wrap around services

Nancy Loosle provided an overview of the current plans to request a position that would report to the director of the Office of Student Advocacy, Intervention, and Accountability to provide additional wrap-around services for students as they are identified primarily through the UBIT process, but not exclusively. The individual would function as a case manager (possibly through a partnership with the School of Social Work) and would assist students in connecting them to resources, both inside and outside of the university, e.g., social services, financial assistance. The position is being requested in the SEM plan.

3. QI project (Graduation Partnership) – Update from HLC (attached)

Rick Muma announced that HLC accepted the QI report submitted as a part of the university’s upcoming accreditation visit.
In the following report, Hanover Research analyzes the results of a survey assessing why some students chose to leave Wichita State University before graduating.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary and Key Findings</td>
<td>3</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>METHODOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>KEY FINDINGS</td>
<td>4</td>
</tr>
<tr>
<td>Data Visualizations</td>
<td>6</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

This report presents the results of a survey administered by Hanover Research on behalf of Wichita State University (WSU). The survey assesses the perceptions and motivations of students that chose to leave WSU before graduating.

A total of 163 respondents completed at least part of the survey and were included in the analysis. This document contains visualizations of the survey and an accompanying data supplement contains a full descriptive analysis, segmentations by five groups (nontraditional student status, transfer status, program type, underrepresented group status, and income level), as well as verbatim responses to open-ended questions.

METHODOLOGY

The results for all respondents in aggregate are presented in the Data Visualizations section for every question in the survey. In addition, the results were segmented by five different population groups, outlined below:

- **By Student Status** – For the question: “Would you consider yourself a nontraditional student (i.e. adult learner)?” respondents that answered “Yes” were categorized as *Nontraditional*. Those that answered “No” were categorized as *Traditional*.

- **By Transfer Status** – For the question: “Did you transfer into WSU from another institution?” respondents that answered “Yes” were categorized as *Transferred*. Those that answered “No” were categorized as *Didn't Transfer*.

- **By Program Type** – For the question: “In what type of program were you last enrolled at WSU?” respondents were segmented into those that answered “Undergraduate program” and “Graduate program.”

- **By Group Status** – For the question: “Which of the following best describes your race/ethnicity?” respondents that answered “American Indian or Alaska Native,” “Black or African-American,” “Hispanic or Latino,” “Native Hawaiian or Other Pacific Islander,” and “Other” were categorized as *Underrepresented Group*. Respondents that answered “White” or “Asian” were categorized as *Non-Underrepresented Group*.

- **By Income Level** – Only respondents that filed a FAFSA were included in this segmentation. They were divided into two groups: *Low Income* (less than 125 percent of the poverty line based on family income and family size) and *Not Low Income* (greater than 125 percent of the poverty line based on family income and family size).
KEY FINDINGS

- **Most respondents positively rate their experiences with WSU services and activities, and consider teaching quality to be good.** Of respondents that had experience with a particular service or activity (e.g. disability services, tutoring), 55-89 percent rate their overall experience with it as “very positive” or “positive.” Almost half of respondents indicate that better or different student services would have been “not at all influential” on their decision to remain as a WSU student. Approximately two-thirds of respondents rate the teaching quality at WSU as “excellent” or “good.”

- **The majority of respondents were satisfied with their overall experience at WSU and would recommend Wichita State University, especially those from underrepresented groups.** Fifty-seven percent of respondents were “very satisfied” or “somewhat satisfied” with their overall experience at WSU and 83 percent indicate some likelihood they would recommend WSU to family or friends. A greater percentage of respondents from underrepresented groups indicate they are “extremely likely” or “very likely” to recommend WSU (64%) than those from non-underrepresented groups (37%). Additionally, more respondents from underrepresented groups indicate it is “extremely likely” or “very likely” that they will return to WSU to continue their studies (32% versus 13%).

- **Location, specific programs or majors, and the cost of attendance were the factors that most motivated respondents to initially enroll at WSU; however some motivations differed by group.** Nontraditional students were less motivated by the cost of attendance at WSU (17%) than traditional students (44%), but were more motivated by academic reputation (24% versus 12%) and scheduling flexibility (27% versus 10%). Transfer students were more motivated by a specific academic program or major (56%) than students that didn’t transfer (34%), but less motivated by their financial aid package (10% versus 18%).

- **Respondents indicate academic issues were least likely to contribute to their decision to leave WSU.** Job/financial issues (35%), personal/family issues (31%), issues with WSU (30%) and “other” issues (40%) were the most likely to contribute to respondents’ decision to leave WSU; fewer indicate that academic issues contributed (20%). The top financial reasons that contributed to respondents’ decision to leave WSU are scheduling conflicts between their job and their studies (39%), and that their financial situation changed while in school (33%). The top personal/family issue was that their home and personal responsibilities interfered with their attendance or completion (44%).

- **Most nontraditional learners had little to no interaction with the Office of Adult Learning.** Sixty-two percent of nontraditional learners indicate they weren’t aware of the Office even existed. Twenty-seven percent that they “never” had any interaction with it, and zero respondents indicate they interacted with it “often.” Of the nontraditional students that were unaware of the Office, 56 percent indicate some likelihood of remaining at WSU if they had known about the services offered.
Respondents have mixed opinions of their experiences with online classes. Eighty percent or more of respondents indicate they “strongly agree” or “agree” that they understood the time commitment required and the course requirements for their online classes. However, fewer nontraditional students (77%) than traditional students (97%) agree that they understood the time commitment. Additionally, less than a third of respondents overall agreed that they felt connected to their online instructors or peers.

After leaving WSU, respondents were most likely to have enrolled at another college or started working full time; but some outcomes varied by group. Forty-nine percent of overall respondents indicate they enrolled at another institution after leaving WSU, and 20 percent started working full-time. Of respondents that enrolled at another institution, 51 percent were attracted by a specific program or major offered, 41 percent by its location, and 39 percent by its academic reputation. Nontraditional students that enrolled at another institution were more likely than traditional students to note that their new institution’s affordability compared to WSU and its scheduling flexibility were attractors. Additionally, low income respondents were more likely to indicate that they started working full-time after leaving WSU (41%) than non-low income respondents (17%).
DATA VISUALIZATIONS

Figure 1: In what type of program were you last enrolled at WSU?

- Undergraduate program: 87%
- Graduate program: 13%

n=163.

Figure 2: In what type of program were you last enrolled at WSU?

By Student Status

- Undergraduate program:
  - Nontraditional (n=78): 82%
  - Traditional (n=81): 93%
- Graduate program:
  - Nontraditional (n=78): 18%
  - Traditional (n=81): 7%

Note: Differences between groups are statistically significant.
Figure 3: In what type of program were you last enrolled at WSU?

*By Transfer Status*

Note: Differences between groups are statistically significant.

Figure 4: Did you transfer into WSU from another institution?

\[n = 163.\]
Figure 5: Did you transfer into WSU from another institution?

By Student Status

Note: Differences between groups are statistically significant.

![Bar chart showing transfer rates by student status. Nontraditional students (n=78) have a 51% transfer rate, while Traditional students (n=81) have a 49% transfer rate.]

Figure 6: Did you transfer into WSU from another institution?

By Program Type

Note: Differences between groups are statistically significant.

![Bar chart showing transfer rates by program type. Undergraduate program (n=142) has a 48% transfer rate, while Graduate program (n=21) has an 86% transfer rate.]

© 2015 Hanover Research
Figure 7: Did you have transfer credits?  

- Yes: 99%
- No: 1%

n= 71.

Figure 8: Were you enrolled in on-campus or online courses?  

- On-campus: 59%
- Online: 38%
- A combination of on-campus and online: 3%

n= 163.

1 Shown to respondents that transferred to WSU from another institution.
Figure 9: Are you a first-generation college student?

- Yes: 47%
- No: 53%

n = 163.

Figure 10: Are you a first-generation college student? By Underrepresented Group Status

- Underrepresented Group (n=22)
  - Yes: 73%
  - No: 27%

- Non-Underrepresented Group (n=119)
  - Yes: 45%
  - No: 55%

Note: Differences between groups are statistically significant.
Figure 11: Did you feel your race was under-represented on the WSU campus?²

![Pie chart showing 8% Yes and 92% No.](image)

n= 153.

Figure 12: Did you feel your race was under-represented on the WSU campus?

By Student Status

![Bar chart showing 99% Yes for Nontraditional (n=70) and 13% Yes for Traditional (n=79).](image)

Note: Differences between groups are statistically significant.

² Shown to respondents that indicated they were first-generation college students.
Figure 13: Did you feel your race was under-represented on the WSU campus?

By Underrepresented Group Status

Note: Differences between groups are statistically significant.
**Figure 14: What motivated you to enroll at WSU?**

- Location: 71%
- Specific academic program or major offered: 44%
- Cost of attendance: 32%
- Recommendation from family, friend, or teacher: 20%
- Academic reputation: 18%
- Scheduling flexibility: 18%
- Financial aid package: 15%
- Institution size: 12%
- Social environment: 10%
- Quality of faculty: 9%
- Extracurricular activities: 6%
- Assistance with admission or enrollment from faculty and/or staff: 6%
- Athletics: 2%
- Other: 8%

*n* = 163.
Figure 15: What motivated you to enroll at WSU?

* Denotes statistically significant differences between groups.

By Student Status

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Nontraditional (n=78)</th>
<th>Traditional (n=81)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>72%</td>
<td>70%</td>
</tr>
<tr>
<td>Specific academic program or major offered</td>
<td>47%</td>
<td>40%</td>
</tr>
<tr>
<td>Cost of attendance*</td>
<td>17%</td>
<td>44%</td>
</tr>
<tr>
<td>Recommendation from family, friend, or teacher</td>
<td>14%</td>
<td>25%</td>
</tr>
<tr>
<td>Academic reputation*</td>
<td>12%</td>
<td>24%</td>
</tr>
<tr>
<td>Scheduling flexibility*</td>
<td>10%</td>
<td>27%</td>
</tr>
<tr>
<td>Financial aid package</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>Institution size</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Social environment</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>Quality of faculty</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>Assistance with admission or enrollment from faculty and/or staff</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Athletics</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
<td>5%</td>
</tr>
</tbody>
</table>
Figure 16: What motivated you to enroll at WSU?

* Denotes statistically significant differences between groups.

By Transfer Status

- **Transferred (n=71)**
  - Location: 68%
  - Specific academic program or major offered*: 34%
  - Cost of attendance: 25%
  - Recommendation from family, friend, or teacher: 13%
  - Academic reputation: 23%
  - Scheduling flexibility: 21%
  - Financial aid package*: 10%
  - Institution size: 11%
  - Social environment: 8%
  - Quality of faculty: 7%
  - Extracurricular activities: 6%
  - Assistance with admission or enrollment from faculty and/or staff: 8%
  - Athletics: 3%
  - Other: 7%

- **Didn’t Transfer (n=92)**
  - Location: 74%
  - Specific academic program or major offered*: 56%
  - Cost of attendance: 37%
  - Recommendation from family, friend, or teacher: 25%
  - Academic reputation: 15%
  - Scheduling flexibility: 15%
  - Financial aid package*: 18%
  - Institution size: 13%
  - Social environment: 14%
  - Quality of faculty: 10%
  - Extracurricular activities: 5%
  - Assistance with admission or enrollment from faculty and/or staff: 3%
  - Athletics: 2%
  - Other: 9%
Figure 17: Which of the following are general reasons that contributed to your decision not to return to Wichita State University (WSU)?

- **Job/finances**: 35%
- **Personal/family**: 31%
- **Issues with WSU (advising, environment, location, student services, etc)**: 30%
- **Academics**: 20%
- **None of the above**: 1%
- **Other**: 40%


n = 162.
Figure 18: Which of the following are primary academic reasons that contributed to you not returning to WSU?³

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfied with the quality of advising</td>
<td>42%</td>
</tr>
<tr>
<td>Unsatisfied with the quality of instruction</td>
<td>42%</td>
</tr>
<tr>
<td>Not doing well academically</td>
<td>36%</td>
</tr>
<tr>
<td>My preferred major was not available</td>
<td>24%</td>
</tr>
<tr>
<td>Difficulty enrolling in preferred courses</td>
<td>12%</td>
</tr>
<tr>
<td>Difficulty balancing life and academics</td>
<td>12%</td>
</tr>
<tr>
<td>Did not need a degree to pursue professional interests</td>
<td>9%</td>
</tr>
<tr>
<td>Coursework was not challenging</td>
<td>9%</td>
</tr>
<tr>
<td>Not interested in pursuing a degree at the time</td>
<td>6%</td>
</tr>
<tr>
<td>Needed a temporary break from studies</td>
<td>6%</td>
</tr>
<tr>
<td>Degree program was not going to be useful in my career</td>
<td>3%</td>
</tr>
<tr>
<td>Availability of courses to enable me to complete my degree in a timely manner</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>12%</td>
</tr>
</tbody>
</table>

n= 33.

³ Shown to respondents that indicated that “academics” contributed to their decision not to return to WSU.
Figure 19: Which of the following are primary financial reasons that contributed to you not returning to WSU?4

- Scheduling conflict between job and studies: 39%
- Financial situation changed while in school (i.e., loss of a job, change in housing, etc.): 33%
- Did not receive enough financial aid: 31%
- Fees and tuition were more than I expected: 26%
- I was unable to register due to having a past-due account balance: 9%
- I lost my scholarship or financial aid: 9%
- I received a scholarship offer from another institution: 2%
- Other: 15%

n = 54.

4 Shown to respondents that indicated that “job/finances” contributed to their decision not to return to WSU.
Figure 20: Which of the following are primary personal/family reasons that contributed to you not returning to WSU?[^1]

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home and personal responsibilities interfered with my attendance or completion</td>
<td>44%</td>
</tr>
<tr>
<td>Experienced physical or mental health problems</td>
<td>22%</td>
</tr>
<tr>
<td>Lack of personal fit at WSU</td>
<td>20%</td>
</tr>
<tr>
<td>Recently married, became a parent, or my family situation changed</td>
<td>20%</td>
</tr>
<tr>
<td>Moved to a different area</td>
<td>20%</td>
</tr>
<tr>
<td>Difficulty travelling/commuting to campus</td>
<td>10%</td>
</tr>
<tr>
<td>Illness or death of a family member or friend interfered with my studies</td>
<td>10%</td>
</tr>
<tr>
<td>I accepted a job that did not require additional education</td>
<td>10%</td>
</tr>
<tr>
<td>My family did not support my decision to attend at the time/complete on time</td>
<td>6%</td>
</tr>
<tr>
<td>I left for military service/training/deployment</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
</tr>
</tbody>
</table>

n= 50.

[^1]: Shown to respondents that indicated that “job/family” reasons contributed to their decision not to return to WSU.
Figure 21: Which of the following are primary Wichita State-related reasons that contributed to you not returning to WSU?6

- Inadequate advising services: 56%
- Too many “hoops” to jump through (e.g., to get admitted, enrolled, advised, etc.): 38%
- Received poor customer service: 38%
- Disliked location/campus: 23%
- Inadequate student support services (tutoring, supplemental instruction, labs, etc.): 19%
- Inadequate access to technology and/or support: 10%
- Lack of social activities: 6%
- Extracurricular activities did not meet my interests: 6%
- Inadequate library facilities or access: 2%
- Lack of child-care of campus: 2%
- Other: 31%

n= 48.

6 Shown to respondents that indicated that “issues with WSU” contributed to their decision not to return to WSU.
Figure 22: You indicated that you were a transfer student. Did the credits you transferred directly apply toward your intended degree at WSU?\(^7\)

\[
\begin{array}{c}
\text{Yes} & \text{No} \\
87\% & 13\%
\end{array}
\]

\(n = 69.\)

Figure 23: How influential was this in your decision not to return to Wichita State University?\(^8\)

\[
\begin{array}{c}
\text{Very influential} & \text{Moderately influential} & \text{Slightly influential} & \text{Not at all influential} \\
22\% & 13\% & 6\% & 59\%
\end{array}
\]

\(n = 69.\)

\(^7\) Shown to respondents that indicated they transferred to WSU from another institution.

\(^8\) Shown to respondents that indicated that their transfer credits did or did not directly apply toward their intended degree at WSU.
Figure 24: Would you consider yourself a nontraditional student (i.e., adult learner)?

- Yes: 51%
- No: 49%

n= 159.

Figure 25: Would you consider yourself a nontraditional student (i.e., adult learner)?

By Transfer Status

- Transferred (n=69)
  - Yes: 58%
  - No: 42%

- Didn’t Transfer (n=90)
  - Yes: 58%
  - No: 42%

Note: Differences between groups are statistically significant.
**Figure 26: Would you consider yourself a nontraditional student (i.e., adult learner)?**

*By Program Type*

![Bar chart showing the percentage of students considering themselves nontraditional learners by program type. The chart shows 46% for the undergraduate program and 70% for the graduate program.]

Note: Differences between groups are statistically significant.

**Figure 27: You indicated that you were an adult learner. How much interaction have you had with the Office of Adult Learning?**

![Bar chart showing the percentage of students indicating their level of interaction with the Office of Adult Learning. The chart shows percentages for often (0%), sometimes (1%), rarely (10%), never (27%), and wasn’t aware of the Office (62%).]

n = 78.

---

9 Shown to respondents that indicated they were adult learners.
Figure 28: How likely would you have remained at WSU if you had known that an Office of Adult Learning was available?\textsuperscript{10}

\begin{center}
\begin{tikzpicture}
\begin{axis}[
width=\textwidth,
height=0.5\textwidth,
axis lines=left,
axis line style={-},
xlabel={Extremely likely, Very likely, Moderately likely, Slightly likely, Not at all likely},
xtick={0,1,2,3,4},
xticklabels={Extremely likely, Very likely, Moderately likely, Slightly likely, Not at all likely},
ytick={0,20,40,60,80,100},
yticklabels={0\%, 2\%, 23\%, 31\%, 44\%},
xticklabel style={text width=1.5cm,align=center},
yticklabel style={text width=1.5cm,align=center},
]
\addplot[area legend,fill=blue!50,mark=none]table[row sep=\n,meta index=0] {
Extremely likely Very likely Moderately likely Slightly likely Not at all likely
0 2 23 31 44 \n};
\end{axis}
\end{tikzpicture}
\end{center}

\textit{n} = 48.

\textsuperscript{10} Shown to adult learners that indicated they weren’t aware of the Office of Adult Learning.
Figure 29: To what extent do you agree or disagree with the following statements?

- **I understood the time commitment required for online classes**
  - Strongly agree: 33%
  - Agree: 54%
  - Neither disagree nor agree: 9%
  - Disagree: 7%
- **I understood the course requirements for my online classes**
  - Strongly agree: 31%
  - Agree: 49%
  - Neither disagree nor agree: 15%
- **I was able to manage time commitments without regular meeting times**
  - Strongly agree: 21%
  - Agree: 48%
  - Neither disagree nor agree: 18%
  - Disagree: 12%
- **My online instructors answered questions quickly**
  - Strongly agree: 20%
  - Agree: 47%
  - Neither disagree nor agree: 20%
  - Disagree: 9%
- **Course quality was consistent**
  - Strongly agree: 22%
  - Agree: 45%
  - Neither disagree nor agree: 9%
  - Disagree: 15%
- **My online instructors provided frequent feedback on grades**
  - Strongly agree: 14%
  - Agree: 45%
  - Neither disagree nor agree: 17%
  - Disagree: 21%
- **WSU online programs provided a quality education**
  - Strongly agree: 20%
  - Agree: 35%
  - Neither disagree nor agree: 26%
  - Disagree: 14%
- **I got adequate support from other campus departments**
  - Strongly agree: 17%
  - Agree: 38%
  - Neither disagree nor agree: 20%
  - Disagree: 15%
- **My personal responsibilities rarely conflicted with class times**
  - Strongly agree: 25%
  - Agree: 25%
  - Neither disagree nor agree: 19%
  - Disagree: 27%
- **I felt connected with my online instructors**
  - Strongly agree: 10%
  - Agree: 21%
  - Neither disagree nor agree: 28%
  - Disagree: 31%
- **I felt connected with my peers in my online class**
  - Strongly agree: 19%
  - Agree: 25%
  - Neither disagree nor agree: 31%
  - Disagree: 22%
- **I was not able to enroll in an online class that interested me due to another class being offered at the same time**
  - Strongly agree: 16%
  - Agree: 25%
  - Neither disagree nor agree: 40%
  - Disagree: 17%
- **The required course for my major was only online but I did not want to take online course**
  - Strongly agree: 30%
  - Agree: 23%
  - Neither disagree nor agree: 37%
  - Disagree: 0%

**n= 60-67.**
Figure 30: Percent “Strongly Agree” or “Agree” with “I understood the time commitment required for online classes”

By Student Status

Note: Differences between groups are statistically significant.

Figure 31: Percent “Strongly Agree” or “Agree” with “I understood the course requirements for my online classes”

By Transfer Status

Note: Differences between groups are statistically significant.
Figure 32: Percent “Strongly Agree” or “Agree” With the Following Statements

By Program Type

- Course quality was consistent
  - Undergraduate program (n=52-59): 73%
  - Graduate program (n=8): 25%

- WSU online programs provided a quality education
  - Undergraduate program (n=52-59): 61%
  - Graduate program (n=8): 13%

- I got adequate support from other campus departments (such as OneStop, Registrar, Financial Aid, Student Accounts, Advising, student affairs, etc.)
  - Undergraduate program (n=52-59): 60%
  - Graduate program (n=8): 13%

- The required course for my major was only online but I did not want to take online course
  - Undergraduate program (n=52-59): 38%

Note: Differences between groups are statistically significant.

Figure 33: Percent “Strongly Agree” or “Agree” With the Following Statements

By Underrepresented Group Status

- I felt connected with my online instructors
  - Underrepresented Group (n=8): 75%
  - Non-Underrepresented Group (n=54): 24%

- I felt connected with my peers in my online class
  - Underrepresented Group (n=8): 50%
  - Non-Underrepresented Group (n=54): 15%

Note: Differences between groups are statistically significant.
Figure 34: To what extent do you agree or disagree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither disagree nor agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was able to effectively use WSU technology (i.e., blackboard, student email, WSU website)</td>
<td>36%</td>
<td>49%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It was convenient to find food/beverage before/after class</td>
<td>29%</td>
<td>50%</td>
<td>7% 10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I knew how to contact my advisor</td>
<td>28%</td>
<td>48%</td>
<td>11% 9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It was easy to navigate around or to/from campus</td>
<td>25%</td>
<td>49%</td>
<td>9% 11% 7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I felt safe on campus</td>
<td>25%</td>
<td>47%</td>
<td>14% 8% 6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I knew who to go to when I had a question</td>
<td>17%</td>
<td>40%</td>
<td>15% 19% 9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My advisor helped me create an academic plan</td>
<td>18%</td>
<td>35%</td>
<td>13% 24% 9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was well informed about WSU resources</td>
<td>12%</td>
<td>34%</td>
<td>28% 18% 8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I felt connected with my instructors/faculty in my major</td>
<td>13%</td>
<td>26%</td>
<td>25% 22% 13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I felt connected with my peers in my major</td>
<td>13%</td>
<td>25%</td>
<td>24% 28% 10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

n= 143-152.
Figure 35: Percent “Strongly Agree” or “Agree” With “It was convenient to find food/beverage before/after class”

By Program Type

Note: Differences between groups are statistically significant.

Figure 36: Percent “Strongly Agree” or “Agree” With “I felt safe on campus”

By Income Status

Note: Differences between groups are statistically significant.
Figure 37: Which of the following WSU’s student services and activities did you take advantage of as a student?

- Advising: 62%
- Financial aid: 60%
- New student orientation: 44%
- Math Lab, Writing Center, other support labs: 24%
- Extra-curricular activities (i.e., clubs, Greek life, sporting events): 19%
- Tutoring/peer-mentoring: 14%
- Supplemental instruction: 10%
- Disability services: 6%
- Trio (after admitted as a student): 4%
- Diversity programs: 3%
- None of the above: 10%

n= 156.
Figure 38: Which of the following WSU’s student services and activities did you take advantage of as a student?

* Denotes statistically significant differences between groups.
Figure 39: Which of the following WSU’s student services and activities did you take advantage of as a student?

* Denotes statistically significant differences between groups.
Figure 40: How would you rate your overall experience with the following services and activities?\(^\text{11}\)

<table>
<thead>
<tr>
<th>Service</th>
<th>Very positive</th>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
<th>Very negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability services (n= 9)</td>
<td>67%</td>
<td>22%</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra-curricular activities (i.e., clubs, Greek life, sporting events) (n= 30)</td>
<td>40%</td>
<td>47%</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring/peer-mentoring (n= 22)</td>
<td>36%</td>
<td>50%</td>
<td>9%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Trio (after admitted as a student) (n= 7)</td>
<td>57%</td>
<td>29%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity programs (n= 5)</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplemental instruction (n= 15)</td>
<td>33%</td>
<td>40%</td>
<td>27%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Lab, Writing Center, other support labs (n= 37)</td>
<td>24%</td>
<td>43%</td>
<td>27%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New student orientation (n= 67)</td>
<td>24%</td>
<td>42%</td>
<td>22%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Financial aid (n= 92)</td>
<td>17%</td>
<td>40%</td>
<td>32%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising (n= 94)</td>
<td>24%</td>
<td>31%</td>
<td>18%</td>
<td>13%</td>
<td>14%</td>
</tr>
</tbody>
</table>

\(^{11}\) Shown to respondents that indicate they had experience with the given service or activity.
Figure 41: How influential would better or different student services have been in your decision to remain as a WSU student?

<table>
<thead>
<tr>
<th>Influence Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very influential</td>
<td>5%</td>
</tr>
<tr>
<td>Moderately influential</td>
<td>18%</td>
</tr>
<tr>
<td>Slightly influential</td>
<td>32%</td>
</tr>
<tr>
<td>Not at all influential</td>
<td>45%</td>
</tr>
</tbody>
</table>

n= 155.

Figure 42: How would you rate the quality of teaching at WSU?

<table>
<thead>
<tr>
<th>Quality Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>16%</td>
</tr>
<tr>
<td>Good</td>
<td>45%</td>
</tr>
<tr>
<td>Neutral</td>
<td>25%</td>
</tr>
<tr>
<td>Poor</td>
<td>8%</td>
</tr>
<tr>
<td>Very poor</td>
<td>6%</td>
</tr>
</tbody>
</table>

n= 155.
Figure 43: Please rate your overall level of satisfaction with your experience at WSU

- Very satisfied: 25%
- Somewhat satisfied: 32%
- Neither satisfied nor dissatisfied: 11%
- Somewhat dissatisfied: 19%
- Very dissatisfied: 13%

n = 155.

Figure 44: How likely are you to recommend WSU to family or friends?

- Extremely likely: 15%
- Very likely: 26%
- Moderately likely: 26%
- Slightly likely: 15%
- Not at all likely: 17%

n = 155.
Figure 45: Percent “Extremely Likely” or “Very Likely” to Recommend WSU to Family or Friends

By Underrepresented Group Status

Note: Differences between groups are statistically significant.

Figure 46: How likely are you to return to Wichita State to continue your studies?

$n=155$. 
Figure 47: Percent “Extremely Likely” or “Very Likely” to Return to Wichita State to Continue Studies

By Underrepresented Group Status

Note: Differences between groups are statistically significant.

Figure 48: Which of the following best describes what you did after leaving Wichita State University?

- Enrolled at another college or university: 49%
- Started working full-time: 20%
- Took time off to focus on myself, family, or other responsibilities: 9%
- Started working part-time: 4%
- Joined the military: 3%
- Looked for a job: 3%
- Other: 13%

n= 151.
**Figure 49: Which of the following best describes what you did after leaving Wichita State University?**

*By Student Status*

- Enrolled at another college or university*: 35% (Nontraditional) vs. 62% (Traditional)
- Started working full-time: 19% (Nontraditional) vs. 21% (Traditional)
- Took time off to focus on myself, family, or other responsibilities*: 4% (Nontraditional) vs. 14% (Traditional)
- Started working part-time: 4% (Nontraditional) vs. 4% (Traditional)
- Joined the military: 1% (Nontraditional) vs. 5% (Traditional)
- Looked for a job: 3% (Nontraditional) vs. 3% (Traditional)
- Other*: 1% (Nontraditional) vs. 24% (Traditional)

* Denotes statistically significant differences between groups.
Figure 50: Which of the following best describes what you did after leaving Wichita State University?

By Transfer Status

* Denotes statistically significant differences between groups.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Transferred (n=66)</th>
<th>Didn't Transfer (n=85)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled at another college or university</td>
<td>21%</td>
<td>45%</td>
</tr>
<tr>
<td>Started working full-time</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>Took time off to focus on myself, family, or other responsibilities*</td>
<td>6%</td>
<td>13%</td>
</tr>
<tr>
<td>Started working part-time</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Joined the military</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Looked for a job</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
<td>12%</td>
</tr>
</tbody>
</table>

0% 20% 40% 60% 80% 100%
Figure 51: Which of the following best describes what you did after leaving Wichita State University?

* Denotes statistically significant differences between groups.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Low Income (n=22)</th>
<th>Not Low Income (n=60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled at another college or university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Started working part-time</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Took time off to focus on myself, family, or other responsibilities</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Started working full-time*</td>
<td>17%</td>
<td>41%</td>
</tr>
<tr>
<td>Joined the military</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>Looked for a job</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
<td>10%</td>
</tr>
</tbody>
</table>

* Denotes statistically significant differences between groups.
Figure 52: What attracted you to that institution?\textsuperscript{12}

- Specific academic program or major offered: 51%
- Location: 41%
- Academic reputation: 39%
- Social environment: 35%
- Recommendation from family, friend, or teacher: 32%
- Institution size: 26%
- Better customer service: 23%
- More affordable than WSU: 22%
- Scheduling flexibility: 20%
- Financial aid package: 16%
- Extracurricular activities: 11%
- Athletics: 9%
- Accepted more transfer credits and/or credit for prior learning: 5%
- Other: 19%

\textit{n} = 74.

\textsuperscript{12} Shown to respondents that indicated they enrolled in another college or university after leaving WSU.
### Figure 53: What attracted you to that institution?

*By Student Status*

<table>
<thead>
<tr>
<th>Category</th>
<th>Nontraditional (n=26)</th>
<th>Traditional (n=48)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific academic program or major offered</td>
<td>65%</td>
<td>44%</td>
</tr>
<tr>
<td>Location</td>
<td>35%</td>
<td>44%</td>
</tr>
<tr>
<td>Academic reputation</td>
<td>27%</td>
<td>46%</td>
</tr>
<tr>
<td>Social environment</td>
<td>15%</td>
<td>46%</td>
</tr>
<tr>
<td>Recommendation from family, friend, or teacher</td>
<td>27%</td>
<td>35%</td>
</tr>
<tr>
<td>Institution size</td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td>Better customer service</td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td>More affordable than WSU*</td>
<td>13%</td>
<td>38%</td>
</tr>
<tr>
<td>Scheduling flexibility*</td>
<td>13%</td>
<td>35%</td>
</tr>
<tr>
<td>Financial aid package</td>
<td>12%</td>
<td>19%</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>Athletics</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>Accepted more transfer credits and/or credit for prior learning</td>
<td>2%</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>17%</td>
<td>23%</td>
</tr>
</tbody>
</table>

* Denotes statistically significant differences between groups.
Figure 54: What attracted you to that institution?

By Transfer Status

* Denotes statistically significant differences between groups.
Figure 55: Were you often failing, withdrawing, and/or repeating classes while you were enrolled at WSU?

\[ n = 150. \]

Figure 56: Were you often failing, withdrawing, and/or repeating classes while you were enrolled at WSU? 

*By Income Level*

Note: Differences between groups are statistically significant.
Figure 57: Did anyone at WSU contact you to discuss these issues?\textsuperscript{13}

\begin{figure}
\centering
\includegraphics[width=\textwidth]{chart1.png}
\caption*{n= 32.}
\end{figure}

Figure 58: Which best describes your employment status while you were enrolled at WSU?

\begin{figure}
\centering
\includegraphics[width=\textwidth]{chart2.png}
\caption*{n= 153.}
\end{figure}

\textsuperscript{13} Shown to respondents that indicated they were often failing, withdrawing and/or repeating classes while enrolled at WSU.
Figure 59: Which best describes your employment status while you were enrolled at WSU?

By Student Status

* Denotes statistically significant differences between groups.
**Figure 60: Which best describes your employment status while you were enrolled at WSU?**

*By Program Type*

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Undergraduate program (n=135)</th>
<th>Graduate program (n=18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time*</td>
<td>36%</td>
<td>78%</td>
</tr>
<tr>
<td>Employed part-time</td>
<td>22%</td>
<td>42%</td>
</tr>
<tr>
<td>Unemployed-student</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Self-employed</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Caring for family/home full-time</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Serving in the military</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Retired</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

* Denotes statistically significant differences between groups.

**Figure 61: Did you receive tuition assistance from your place of employment?**

- Yes: 13%
- No: 87%

n= 127.

14 Shown to respondents that indicate they were employed full or part-time or self-employed while enrolled at WSU.
Figure 62: What is your sex?

- Male: 39%
- Female: 61%

$n = 147$.

Figure 63: How old are you?

- 18-24: 41%
- 25-34: 36%
- 35-44: 10%
- 45-54: 8%
- 55-59: 3%
- 60+: 1%

$n = 148$. 
Figure 64: Which of the following best describes your race/ethnicity?

- White: 81%
- Hispanic or Latino: 9%
- Black or African-American: 9%
- American Indian or Alaska Native: 4%
- Asian: 4%
- Other: 2%

n= 149.

Figure 65: What is your average annual household income?

- $0 to $24,999: 29%
- $25,000 to $49,999: 29%
- $50,000 to $74,999: 21%
- $75,000 to $99,999: 7%
- $100,000 to $124,999: 8%
- $125,000 to $149,999: 4%
- $150,000 to $174,999: 0%
- $175,000 to $199,999: 0%
- $200,000+: 2%

n= 135.
PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.


CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.
In the following report, Hanover Research analyzes open-ended questions included in a survey assessing why some students chose to leave Wichita State University before graduating.
# TABLE OF CONTENTS

Executive Summary and Key Findings ................................................................. 3

INTRODUCTION ................................................................................................... 3
METHODOLOGY .................................................................................................... 3
KEY FINDINGS ...................................................................................................... 3

Open-Ended Response Analysis ........................................................................ 5
EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

This report presents the results of the open-ended questions included in a survey administered by Hanover Research on behalf of Wichita State University (WSU). The survey assesses the perceptions and motivations of students who chose to leave WSU before graduating.

A total of 163 respondents completed at least part of the survey and were included in the analysis. This document contains visualizations and analyses of verbatim responses for several open-ended survey questions.

METHODOLOGY

For each open-ended question, Hanover analysts read the responses and generated categories (i.e., themes or codes).¹ The emerging categories reflect the overall content of the question responses and provide meaningful ways to understand feedback from former WSU students.

To account for multiple themes in a single response, some comments were coded into multiple categories. Hanover then calculated the total number or responses in each category. As such, when added together comment counts may differ from total response counts for a particular question. This is due to the fact that responses could be classified into multiple categories.

KEY FINDINGS

- **In terms of academic reasons, dissatisfaction with classes and relocation from Wichita largely contributed to respondents’ decisions not to re-enroll at WSU.** Students cited poor quality academics (25 percent), lack of desired programs (12 percent) as influencing their decision to leave WSU. Some students (18 percent) stated that they moved away from Wichita and noted that if WSU offered more online coursework, they would have remained enrolled.

- **Respondents frequently cited personal reasons influencing their departure from WSU including financial, academic, and circumstantial.** Many former students indicated frustration with the financial aid office, and several students noted that the high cost of higher education does not necessarily translate into a high-paying job. Other former students found it difficult to enroll in prerequisite and core classes.

---

¹ Themes, codes, and categories are used interchangeably throughout this report.
Former students offered several specific ideas WSU might consider implementing in order creative a more positive academic environment and experience. While many former students (27 percent) indicated there was little WSU could have done to encourage their re-enrollment, other respondents indicated several potential areas for improvement including: offering more financial aid; creating a more comprehensive college advising system; reducing class sizes; and increasing the number of classes and programs available online.

Many respondents entered the workforce after leaving WSU. Several former students indicated that taking classes and working simultaneously grew expensive and difficult. Of students who enrolled in other institutions after leaving WSU, respondents most frequently matriculated at the University of Kansas (20 percent), Kansas State University (11 percent), and Fort Hays State University (10 percent). Students were most frequently drawn to schools with academic programming not offered by WSU.

Nursing, health professions, and engineering initially attracted many respondents to WSU. A plurality of students responded that nursing and other health professions (33 percent) and engineering (20 percent) motivated their enrollment at WSU. However, of students who enrolled elsewhere after leaving, nursing, pharmacy, and engineering programs most frequently attracted students to these institutions, perhaps indicating a level of dissatisfaction with, or lack of awareness of, these programs at WSU.
OPEN-ENDED RESPONSE VISUALIZATIONS

Figure 1: What motivated you to enroll at WSU?

- Location: 6
- Academic program: 5
- Work: 1
- Athletics: 1
- Existing credit hours: 1

n = 13.

Figure 2: What program(s)/major(s) motivated you to enroll at WSU?

- Nursing and health professions: 33%
- Engineering: 20%
- Arts: 14%
- Education: 10%
- Business: 7%
- Social work: 4%
- Criminal justice: 3%
- Sociology: 3%
- Other: 7%

n = 69.
Figure 3: What types of extracurricular activities motivated you to enroll at WSU?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Primary</th>
<th>Secondary</th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek life</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Intramural activities</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Clubs</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Athletics</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Arts and music</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Social activities</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Primary: n = 8; secondary: n = 3; tertiary: n = 1.

Figure 4: Which of the following are general reasons that contributed to your decision not to return to Wichita State University (WSU)?

- Poor quality academics: 25%
- Location change: 18%
- Lack of desired program: 12%
- Accepted into different program: 8%
- Personal life: 6%
- Not accepted into desired WSU program: 6%
- Started a new job: 6%
- Finances: 3%
- Parking: 3%
- Other: 15%

n = 65.
Figure 5: General Reasons for Leaving WSU - Codes and Example Comments

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXAMPLE COMMENTS</th>
<th>CODE COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Quality Academics</td>
<td>Faculty was horrible and quality of education was pitiful.</td>
<td>16</td>
</tr>
<tr>
<td>Location Change</td>
<td>Moved out of state.</td>
<td>12</td>
</tr>
<tr>
<td>Lack of Desired Program</td>
<td>No classes available that were applicable to my dissertation topic.</td>
<td>8</td>
</tr>
<tr>
<td>Accepted Into Different Program</td>
<td>Accepted into other nursing program.</td>
<td>5</td>
</tr>
<tr>
<td>Personal Life</td>
<td>Depression.</td>
<td>4</td>
</tr>
<tr>
<td>Not Accepted Into Desired WSU Program</td>
<td>Did not get accepted into dental hygiene program.</td>
<td>4</td>
</tr>
<tr>
<td>Started a New Job</td>
<td>Got job in field I was getting degree for.</td>
<td>4</td>
</tr>
<tr>
<td>Finances</td>
<td>Ran out of financial aid with one semester left.</td>
<td>2</td>
</tr>
<tr>
<td>Parking</td>
<td>The fact that they ruined a parking lot for a dorm that didn't need to be built.</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>City itself.</td>
<td>10</td>
</tr>
</tbody>
</table>

n = 65.

Figure 6: Which of the following are primary academic reasons that contributed to you not returning to WSU?

- Accepted into professional program: 2
- Changed major: 1
- Was not accepted into preferred WSU program: 1

n = 4.
Figure 7: Which of the following are the primary financial reasons that contributed to you not returning to WSU?

- Started a new job: 2
- Lack of financial aid: 1
- Divorce: 1
- More expensive than community college: 1
- Other: 3

n = 8.

Figure 8: Which of the following are primary/personal family reasons that contributed to you not returning to WSU?

- WSU was not the right environment: 5
- Age at enrollment: 1
- Needed independent study: 1

n = 7.
Figure 9: Which of the following are primary Wichita State-related reasons that contributed to you not returning to WSU?

- Faculty: 5
- Administration: 4
- Lack of institutional support: 2
- Academics: 2
- Moved from Wichita: 1
- Dormitory: 1
- Other: 2

n = 15.

Figure 10: In your own words, why did you leave WSU?

- Finances: 22%
- Academics: 21%
- Personal life: 17%
- Moved away: 14%
- Faculty: 14%
- Transferred to different school: 13%
- Lack of desired program: 12%
- Job responsibilities: 11%
- WSU community: 6%
- Not accepted to desired program: 3%
- Graduate school: 3%
- Parking: 1%
- Other: 5%

n = 151.
Figure 11: Why Students Left WSU - Codes and Example Comments

<table>
<thead>
<tr>
<th>CODES</th>
<th>EXAMPLE COMMENTS</th>
<th>CODE COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finances</td>
<td>After WSU started upping their prices, it became less appealing.</td>
<td>33</td>
</tr>
<tr>
<td>Academics</td>
<td>Not enough classes offered at night.</td>
<td>31</td>
</tr>
<tr>
<td>Personal Life</td>
<td>It was better for my mental health and most likely the university to withdraw.</td>
<td>25</td>
</tr>
<tr>
<td>Moved Away</td>
<td>Got married, husband’s job moved to another state so I moved with him as well.</td>
<td>21</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty and instruction in the School of Education were of generally low quality.</td>
<td>21</td>
</tr>
<tr>
<td>Transferred to Different School</td>
<td>KU was a better fit for me.</td>
<td>19</td>
</tr>
<tr>
<td>Lack of Desired Program</td>
<td>[WSU] did not have a pharmacy graduate program.</td>
<td>18</td>
</tr>
<tr>
<td>Job Responsibilities</td>
<td>I decided to work for my family’s business and help build and make that better, so I didn’t.</td>
<td>16</td>
</tr>
<tr>
<td>WSU Community</td>
<td>I felt that since I wasn’t an athlete or engineering student, I didn’t matter.</td>
<td>9</td>
</tr>
<tr>
<td>Not Accepted to Desired Program</td>
<td>Couldn’t get into program of choice. They are too selective.</td>
<td>4</td>
</tr>
<tr>
<td>Graduate School</td>
<td>I was accepted into the KU School of Pharmacy program and moved to Lawrence.</td>
<td>4</td>
</tr>
<tr>
<td>Parking</td>
<td>Parking.</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>I did not need a degree to pursue my chosen career.</td>
<td>8</td>
</tr>
</tbody>
</table>

n = 151.
Figure 12: What could WSU have done different to encourage you to return to WSU?

- Nothing: 27%
- Academics: 20%
- Improve financial aid: 20%
- Additional academic programming: 19%
- Improve advising system: 16%
- Listen to student feedback: 4%
- Lower tuition: 3%
- Improve parking: 3%
- Other: 5%

n = 75.

Figure 13: Things WSU Could Have Done - Codes and Example Comments

<table>
<thead>
<tr>
<th>CODES</th>
<th>EXAMPLE COMMENTS</th>
<th>CODE COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing</td>
<td>Nothing. School was perfect, timing and family/financial situations arose.</td>
<td>20</td>
</tr>
<tr>
<td>Academics</td>
<td>Make more of the required classes available more often. Sometimes had to wait a</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>semester to take some of the classes due to scheduling conflicts.</td>
<td></td>
</tr>
<tr>
<td>Improve Financial Aid</td>
<td>Make it easier as a returning adult to find financial aid assistance.</td>
<td>14</td>
</tr>
<tr>
<td>Additional Academic Programming</td>
<td>Have a radiology program.</td>
<td>12</td>
</tr>
<tr>
<td>Improve Advising System</td>
<td>Discuss a clearer path to graduation and offer the ability to finish degree from</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>a new state.</td>
<td></td>
</tr>
<tr>
<td>Listen to Student Feedback</td>
<td>Listen to the students. We filled out a survey to keep classes in Maize and they did not listen.</td>
<td>3</td>
</tr>
<tr>
<td>Lower Tuition</td>
<td>Cost less. Why are off-campus living adults charged the same fees as on-campus living students.</td>
<td>2</td>
</tr>
<tr>
<td>Improve Parking</td>
<td>Fire whoever made the choice to build the new dorms before building parking garages.</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>They already helped me accomplish what I wanted from the university.</td>
<td>4</td>
</tr>
</tbody>
</table>

n = 75.
Figure 14: Which of the following best describes what you did after leaving WSU?

- Started work: 14
- Moved: 3
- Unemployment: 1
- Began new graduate program: 1
- Transferred schools: 1

\( n = 19. \)

Figure 15: Where did you enroll?

- University of Kansas: 20%
- Kansas State University: 11%
- Fort Hays State University: 10%
- Butler Community College: 6%
- Washburn University: 4%
- Wichita Area Technical College: 3%
- Missouri Western State University: 3%
- Friends University: 3%
- Boise State University: 3%
- Newman University: 3%
- Hesston College: 3%
- Pittsburg State University: 3%
- Other: 31%

Note: “Other” includes colleges and universities mentioned only once by survey respondents. This includes secondary institutions such as the University of North Texas, Temple University, and Emporia State University.

\( n = 71. \)
Figure 16: What attracted you to that institution?

- Academic program not offered by WSU: 4
- Online courses: 3
- Location: 2
- Previously attended institution: 2
- Advising system: 1
- Financial aid: 1
- School reputation: 1

n = 14.

Figure 17: What program(s)/major(s) attracted you to that institution?

- Nursing: 8
- Pharmacy: 7
- Engineering: 6
- Arts and humanities: 5
- Medical profession: 3
- Other: 7

n = 36.
Figure 18: What type of extracurricular activities attracted you to that institution?

Primary: \( n = 5 \); secondary: \( n = 3 \); tertiary: \( n = 1 \).

Figure 19: Which of the following best describes your race/ethnicity?

\( n = 3 \).
PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.


CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.
June 8, 2016

Dr. John Bardo
President
Wichita State University
Office of the President
1845 N. Fairmount,
Box 0001
Wichita, KS  67260-0001

Dear President Bardo:

Attached is the Quality Initiative Report (QIR) Review evaluation information. Wichita State University’s QIR showed genuine effort and has been accepted by the Commission. The attached reviewer evaluation contains a rationale for this outcome.

Peer reviewers evaluate all the QIRs based on the genuine effort of the institution, the seriousness of the undertaking, the significance of scope and impact of the work, the genuineness of the commitment to the initiative, and adequate resource provision.

If you have questions about the QIR reviewer information, please contact either Kathy Bijak (kbijak@hlcommission.org) or Pat Newton-Curran (pnewton@hlcommission.org).

Higher Learning Commission
The Quality Initiative panel review process confirms or questions the institution’s effort in undertaking the Quality Initiative proposal approved by the Commission. As indicated in the explication of the review, the Quality Initiative process encourages institutions to take risks, innovate, take on a tough challenge, or pursue a yet unproven strategy or hypothesis. Thus, failure of an initiative to achieve its goals is acceptable. An institution may learn much from such failure. What is not acceptable is failure of the institution to pursue the initiative with genuine effort. Genuineness of effort, not success of the initiative, constitutes the focus of the Quality Initiative review and serves as its sole point of evaluation.

Name of Institution: Wichita State University

State: Kansas

Institutional ID: 1304

Reviewers (name, title, institution):
Dr. Kathleen Clauson-Bash, Vice President for Institutional Effectiveness, Graceland University
Ms. Chris Cantwell, Chief Academic Officer, Illinois Eastern Community Colleges

Date: June 7, 2016

I. Quality Initiative Review

__ X__ The institution demonstrated its seriousness of the undertaking.

__ X__ The institution demonstrated that the initiative had scope and impact.

__ X__ The institution demonstrated a commitment to and engagement in the initiative.

__ X__ The institution demonstrated adequate resource provision.

II. Recommendation

__ X__ The panel confirms genuine effort on the part of the institution.

_____ The panel cannot confirm genuine effort on the part of the institution.

III. Rationale (required)

Wichita State University’s Quality Initiative project, Graduation Partnership, was a significant and ambitious project which was extremely well organized. Their report and supporting information on their website indicate that initial success in advancing toward their ambitious
goals of improving first year student persistence and graduation rates has been successful. The report indicates that the QI time period involved establishment of committees, tools, and projects that will continue to enable the institution to work toward its goals.

Adequate resources and staff engagement and commitment to the project:

- Community-wide engagement in the Quality Initiative is apparent in the description of tasks and accomplishments performed by the 13-member HLC workgroup, Provost, Chief Data Officer, Associate Vice President for Academic Affairs, Seven Deans, Faculty Senate, General Education Committee, Retention Council consisting of 43 faculty and staff across divisions, Offices of Enrollment Management, Planning and Analysis and activity logs of 246 faculty members. The report indicates that the AVPAA, Chief Data Officer, and Senate will continue to support the retention/persistence efforts.

- In addition to Human Resources, the institution has evaluated, experimented with, and committed to participation in the EAB’s Student Success Collaborative, investing $180,000 during the QI period. The report indicates that the institution intends to continue the investment in EAB’s SSC.

Wichita State University has demonstrated a genuine and collaborative effort in this quality initiative project. They have begun to develop a true culture of collaboration and innovation by acknowledging the need to take risks and articulating an approach to evaluating those risks. In the dynamic higher education environment of the 21st Century, this will serve them well in creating and adapting learning environments that will enable them to continue to support student success into the future.