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: 18%
  - Traditional: 7%

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

By Transfer Status

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Transferred (n=71)</th>
<th>Didn't Transfer (n=92)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>96%</td>
<td>80%</td>
</tr>
<tr>
<td>Graduate</td>
<td>4%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Note: Differences between groups are statistically significant.

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

- Transferred: 44%
- Didn't Transfer: 56%

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

*By Student Status*

- Nontraditional (n=78)
- Traditional (n=81)

Note: Differences between groups are statistically significant.

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

*By Program Type*

- Undergraduate program (n=142)
- Graduate program (n=21)

Note: Differences between groups are statistically significant.
Figure 7: Did you have transfer credits?\(^1\)

- 99% Yes
- 1% No

\(n=71\).

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

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

\(n=163\).

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

n = 163.

Note: Differences between groups are statistically significant.

Figure 10: Are you a first-generation college student?

By Underrepresented Group Status

Underrepresented Group (n=22)  Non-Underrepresented Group (n=119)

Yes: 73% 45%
No: 27% 55%
Figure 11: Did you feel your race was under-represented on the WSU campus?²

By Student Status

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?

By Student Status

* Denotes statistically significant differences between groups.
Figure 16: What motivated you to enroll at WSU?  
* Denotes statistically significant differences between groups.

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Transferred (n=71)</th>
<th>Didn’t Transfer (n=92)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>68%</td>
<td>74%</td>
</tr>
<tr>
<td>Specific academic program or major offered*</td>
<td>34%</td>
<td>56%</td>
</tr>
<tr>
<td>Cost of attendance</td>
<td>25%</td>
<td>37%</td>
</tr>
<tr>
<td>Recommendation from family, friend, or teacher</td>
<td>13%</td>
<td>25%</td>
</tr>
<tr>
<td>Academic reputation</td>
<td>23%</td>
<td>15%</td>
</tr>
<tr>
<td>Scheduling flexibility</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Financial aid package*</td>
<td>10%</td>
<td>18%</td>
</tr>
<tr>
<td>Institution size</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Social environment</td>
<td>8%</td>
<td>14%</td>
</tr>
<tr>
<td>Quality of faculty</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Assistance with admission or enrollment from faculty and/or staff</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Athletics</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
<td>9%</td>
</tr>
</tbody>
</table>
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? 

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

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?\(^5\)

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

\(n=50\).

\(^5\) 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?\(^6\)

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

\(^{n=48}\)

\(^6\) 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

![Pie Chart](image)

n = 69.

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

![Bar Chart](image)

n = 69.

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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)?

$n=159.$

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

By Transfer Status

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

By Program Type

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate program</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>Graduate program</td>
<td>70%</td>
<td>30%</td>
</tr>
</tbody>
</table>

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?9

<table>
<thead>
<tr>
<th>Interaction Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>1%</td>
</tr>
<tr>
<td>Rarely</td>
<td>10%</td>
</tr>
<tr>
<td>Never</td>
<td>27%</td>
</tr>
<tr>
<td>Wasn’t aware of the Office</td>
<td>62%</td>
</tr>
</tbody>
</table>

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}

\textbf{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}
\includegraphics[width=\textwidth]{Figure28}
\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?**

<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 understood the time commitment required for online classes</td>
<td>33%</td>
<td>54%</td>
<td>6%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>I understood the course requirements for my online classes</td>
<td>31%</td>
<td>49%</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was able to manage time commitments without regular meeting times</td>
<td>21%</td>
<td>48%</td>
<td>18%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>My online instructors answered questions quickly</td>
<td>20%</td>
<td>47%</td>
<td>20%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Course quality was consistent</td>
<td>22%</td>
<td>45%</td>
<td>9%</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>My online instructors provided frequent feedback on grades</td>
<td>14%</td>
<td>45%</td>
<td>17%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>WSU online programs provided a quality education</td>
<td>20%</td>
<td>35%</td>
<td>26%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>I got adequate support from other campus departments</td>
<td>17%</td>
<td>38%</td>
<td>20%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>My personal responsibilities rarely conflicted with class times</td>
<td>25%</td>
<td>25%</td>
<td>19%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>I felt connected with my online instructors</td>
<td>10%</td>
<td>21%</td>
<td>28%</td>
<td>31%</td>
<td>9%</td>
</tr>
<tr>
<td>I felt connected with my peers in my online class</td>
<td>19%</td>
<td>25%</td>
<td>31%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>I was not able to enroll in an online class that interested me due to another class being offered at the same time</td>
<td>16%</td>
<td>25%</td>
<td>40%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>The required course for my major was only online but I did not want to take online course</td>
<td>30%</td>
<td>23%</td>
<td>37%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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: 73% (U) vs 25% (G)
- WSU online programs provided a quality education: 61% (U) vs 13% (G)
- I got adequate support from other campus departments (such as OneStop, Registrar, Financial Aid, Student Accounts, Advising, student affairs, etc.): 60% (U) vs 13% (G)
- The required course for my major was only online but I did not want to take online course: 38% (U) vs 6% (G)

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: 75% (U) vs 24% (N)
- I felt connected with my peers in my online class: 50% (U) vs 15% (N)

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%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>I knew how to contact my advisor</td>
<td>28%</td>
<td>48%</td>
<td>11%</td>
<td>9%</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%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>I felt safe on campus</td>
<td>25%</td>
<td>47%</td>
<td>14%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>I knew who to go to when I had a question</td>
<td>17%</td>
<td>40%</td>
<td>15%</td>
<td>19%</td>
<td>9%</td>
</tr>
<tr>
<td>My advisor helped me create an academic plan</td>
<td>18%</td>
<td>35%</td>
<td>13%</td>
<td>24%</td>
<td>9%</td>
</tr>
<tr>
<td>I was well informed about WSU resources</td>
<td>12%</td>
<td>34%</td>
<td>28%</td>
<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>I felt connected with my instructors/faculty in my major</td>
<td>13%</td>
<td>26%</td>
<td>25%</td>
<td>22%</td>
<td>13%</td>
</tr>
<tr>
<td>I felt connected with my peers in my major</td>
<td>13%</td>
<td>25%</td>
<td>24%</td>
<td>28%</td>
<td>10%</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?

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

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

By Student Status

* 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?

By Program Type

- Advising
- Financial aid*
- New student orientation*
- Math Lab, Writing Center, other support labs
- Extra-curricular activities (i.e., clubs, Greek life, sporting events)
- Tutoring/peer-mentoring
- Supplemental instruction
- Disability services
- Trio (after admitted as a student)
- Diversity programs
- None of the above*

* Denotes statistically significant differences between groups.
**Figure 40: How would you rate your overall experience with the following services and activities?**

<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></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></td>
<td>10%</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?

![Bar chart showing the distribution of influence: 5% Very influential, 18% Moderately influential, 32% Slightly influential, 45% Not at all influential.]

n = 155.

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

![Bar chart showing the distribution of teaching quality: 16% Excellent, 45% Good, 25% Neutral, 8% Poor, 6% Very poor.]

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

![Bar chart showing distribution of satisfaction levels.]

- 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?

![Bar chart showing distribution of recommendation likelihood.]

- 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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Nontraditional (n=74)</th>
<th>Traditional (n=77)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled at another college or university*</td>
<td>35%</td>
<td>62%</td>
</tr>
<tr>
<td>Started working full-time</td>
<td>19%</td>
<td>21%</td>
</tr>
<tr>
<td>Took time off to focus on myself, family, or other responsibilities*</td>
<td>4%</td>
<td>14%</td>
</tr>
<tr>
<td>Started working part-time</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Joined the military</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Looked for a job</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Other*</td>
<td>1%</td>
<td>24%</td>
</tr>
</tbody>
</table>

* 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

- Enrolled at another college or university: 55% Transferred (n=66) vs. 45% Didn't Transfer (n=85)
- Started working full-time: 21% Transferred vs. 19% Didn't Transfer
- Took time off to focus on myself, family, or other responsibilities*: 3% Transferred vs. 13% Didn't Transfer
- Started working part-time: 2% Transferred vs. 6% Didn't Transfer
- Joined the military: 3% Transferred vs. 4% Didn't Transfer
- Looked for a job: 3% Transferred vs. 2% Didn't Transfer
- Other: 14% Transferred vs. 12% Didn’t Transfer

* Denotes statistically significant differences between groups.
Figure 51: Which of the following best describes what you did after leaving Wichita State University?

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

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

n= 74.

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

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

By Transfer Status

- Specific academic program or major offered: 64% (Transferred), 39% (Didn't Transfer)
- Location: 45% (Transferred), 36% (Didn't Transfer)
- Academic reputation: 42% (Transferred), 37% (Didn't Transfer)
- Social environment: 39% (Transferred), 39% (Didn't Transfer)
- Recommendation from family, friend, or teacher: 36% (Transferred), 29% (Didn't Transfer)
- Institution size: 26% (Transferred), 25% (Didn't Transfer)
- Better customer service: 26% (Transferred), 19% (Didn't Transfer)
- More affordable than WSU: 25% (Transferred), 18% (Didn't Transfer)
- Scheduling flexibility: 31% (Transferred), 11% (Didn't Transfer)
- Financial aid package: 18% (Transferred), 14% (Didn't Transfer)
- Extracurricular activities: 14% (Transferred), 14% (Didn't Transfer)
- Athletics: 11% (Transferred), 8% (Didn't Transfer)
- Accepted more transfer credits and/or credit for prior learning: 6% (Transferred), 5% (Didn't Transfer)
- Other: 18% (Transferred), 19% (Didn't Transfer)

* 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

\[ \text{Low Income (n=22)} \quad \text{Not Low Income (n=60)} \]

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

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{figure57.png}
\caption{Figure 57: Did anyone at WSU contact you to discuss these issues?\textsuperscript{13}}
\end{figure}

\textit{n = 32.}

\textsuperscript{13} Shown to respondents that indicated they were often failing, withdrawing and/or repeating classes while enrolled at WSU.

\section*{Figure 58: Which best describes your employment status while you were enrolled at WSU?}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{figure58.png}
\caption{Figure 58: Which best describes your employment status while you were enrolled at WSU?}
\end{figure}

\textit{n = 153.}
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

- Employed full-time* (n=135): 36% Undergraduate, 78% Graduate
- Employed part-time (n=135): 22% Undergraduate, 42% Graduate
- Unemployed-student (n=135): 11% Undergraduate, 0% Graduate
- Self-employed (n=135): 4% Undergraduate, 0% Graduate
- Caring for family/home full-time (n=135): 0% Undergraduate, 0% Graduate
- Unemployed (n=135): 2% Undergraduate, 0% Graduate
- Serving in the military (n=135): 0% Undergraduate, 0% Graduate
- Retired (n=135): 0% Undergraduate, 0% Graduate

* Denotes statistically significant differences between groups.

Figure 61: Did you receive tuition assistance from your place of employment?14

- 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.
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