

## **Why Students Leave Texas A&M University, Spring 1999**

### **Executive Sumary**

Students who were in good academic standing at the end of Fall 1998 but who did not return to Texas A&M in Spring 1999 were surveyed about their reasons for leaving. Responses were obtained from 120 former students. The survey instrument was developed by ACT and is used in 72 institutions of higher education in the United States. Thus comparisons can be made between students leaving Texas A&M and students leaving other universities.

#### **Overall:**

- Students leave Texas A&M for a variety of reasons but the ones cited most frequently tend to be personal.
- Academic and institutional reasons tend to be less important than personal reasons.
- Financial reasons are less important to students leaving TAMU than to students leaving other institutions.

The reasons students leave Texas A&M are best understood in the contexts of gender, class and ethnicity. This is in contrast to students leaving other institutions who appear relatively homogeneous in their reasoning.

**Gender:**

- Academic reasons such as instruction, grades, fees and faculty are more important to males.
- Reasons such as marriage, family and emotional well-being are more important to females.

**Class:**

- Freshmen assign greater importance to parental influence, disappointment at the quality of instruction, and impersonal attitudes of faculty and staff.
- Sophomores give greater importance to marriage, tuition costs, size of the university and grades.
- Upperclassmen assign greater importance to wanting a break from studies, not enough assistance from faculty, impersonal attitudes, and disappointment at the quality of instruction.

**Ethnicity:**

Because the numbers of African Americans, Hispanics and Others were too small to make meaningful comparisons separately, their responses were combined into one category of minorities.

- Minorities assign greater importance to reasons such as tuition and expenses, impersonal attitudes and influence of family.
- Anglo Americans assign greater importance to marriage and family, employment, major area of study and emotional well-being.

## **Why Students Leave Texas A&M University, Spring 1999**

### **Part I: Overall Summary**

#### **Introduction**

This survey was conducted to determine why students in good academic standing leave Texas A&M University.

#### **Instrument**

The survey instrument was the **Withdrawing/Nonreturning Student Survey, Short Form** published by ACT. The Survey consists of forty-eight reasons for leaving college in five categories - personal, academic, institutional, financial, and employment. Respondents are instructed to respond to each by indicating if it is a major reason, a minor reason or not a reason. After responding to the all of the items they are then instructed to indicate the single most important reason for leaving. In addition to the reasons for leaving, the survey has thirteen items for background information and space for twenty additional items to be added by the user. The Retention Committee wrote sixteen additional reasons for leaving which were scored like the other forty-eight. The additional items are listed in Appendix A of this report.

### **Normative Data**

The ACT survey was selected because it provides comparative data from other colleges and universities to aid in interpretation. The list of colleges and universities in the norm group is presented in Appendix B of this report. The data summary is broken down by type of college - public vs private, size of institution, gender, class, age, marital status, re-enrollment plans, and ethnicity. In this report, comparisons are made with colleges over 10,000, gender, class, and ethnicity. The norm data is not truly normative in the sense of having been obtained through scientific sampling procedures. Rather, it is compiled from the responses of users of the survey.

### **Sample**

A total of 717 students who had completed the Fall 1998 semester with a 2.0 GPR or higher, but who did not enroll in Spring 1999 were identified. A random sample of 449 was drawn. 207 were contacted by mail and 242 were contacted by phone.

**Phone Survey.** Student workers contacted the former students by phone at their permanent phone number. At least three attempts were made to contact them. Former students who were contacted in this manner were administered the survey over the telephone. The interviewer recorded the responses on the ACT survey form. The results of the phone survey are presented in Table 1.

**Table 1. Telephone Survey Attempts**

Wrong Numbers	119
Refusals	43
No Hits	35
Hits	45
<hr/>	<hr/>
Total	242

**Mail Survey** The other 207 were contacted by mail to their permanent address. Three mailing were made.

First mailing. Each envelope included:

- the survey instrument,
- a separate sheet with the additional reasons and instructions,
- a cover letter from Drs. Mark Weichold and Jan Winniford,
- a postage-paid return envelope,
- a pencil
- a packet of instant coffee as an inducement to complete the survey.

The first mailing produced forty-two responses.

Second mailing. A second mailing consisted of a postcard reminder to the 166 who did not respond to the original mailing. The second mailing yielded eight responses.

Third mailing. The contents of the third mailing were identical to the first mailing. The recipient list was expanded to include:

- 158 non-responders from the previous attempts

- 119 individuals with wrong numbers in the phone survey
- 35 who had not been reachable by phone.

118 responses were returned by mail. These include 10 wrong addresses/ no forwarding address, 30 uncompleted forms, and 75 completed surveys. The reasons former students gave for not completing the surveys are listed in Appendix C of this report.

### Results

The combination of mail and phone produced 160 surveys, of which 120 were complete. Background information on the respondents is presented in Table 2.

**Table 2 Gender, Class and Ethnicity of Former Students**

	N	%
Male	46	38.3
Female	72	60.0
Blank	2	1.7
African American	3	2.5
Hispanic American	12	10.0
Other	6	5.0
Anglo American	96	80.0
Blank	2	2.0
Freshman	23	19.2
Sophomore	29	24.2
Junior	25	20.8
Senior	35	29.2
Other	5	4.1
Blank	3	2.5

The ACT survey included forty-eight reasons for leaving college. Another sixteen items were added by Texas A&M Retention Committee members. Students responded to each item by indicating whether it was a major reason, minor reason,

or not a reason for leaving college. An average score was determined for each item by assigning a value of three (3) if it was a major reason, two (2) if it was a minor reason, and one (1) for not a reason. The scores ranged from 1.03 to 1.70. All but one of the items were indicated by at least one of the respondents to be a major reason for leaving college. The top twenty-one reasons are reported here. An item was included in the list if it had an average score greater than 1.70 (the highest score) minus 0.51 (the standard deviation). Table 3 lists the twenty-one reasons and gives the percent of respondents who indicated it was a major reason. Included in the table are the percent of the norm group from colleges over 10,000 students who gave similar responses.

Of the twenty-one reasons, eleven, including the top five, are personal, four are academic, three are institutional, two are financial, and one concerns employment. The first academic reason is the seventh, "Professors/instructors did not give enough assistance. Financial reasons are at the bottom of the list.

One difference between the norm group and TAMU former students is apparent in Figure 1. Where financial reasons (i.e. tuition and fees, unexpected expenses) are lowest on the list of 21 reasons why students leave TAMU, they are second and third on the list of reasons for the norm group. The other reasons which appear to be more important to the norm group than to TAMU former students are 'Dissatisfied with my grades,' 'Wanted a break from my college studies,' and 'family responsibilities were too great.' It is important to remember that all TAMU

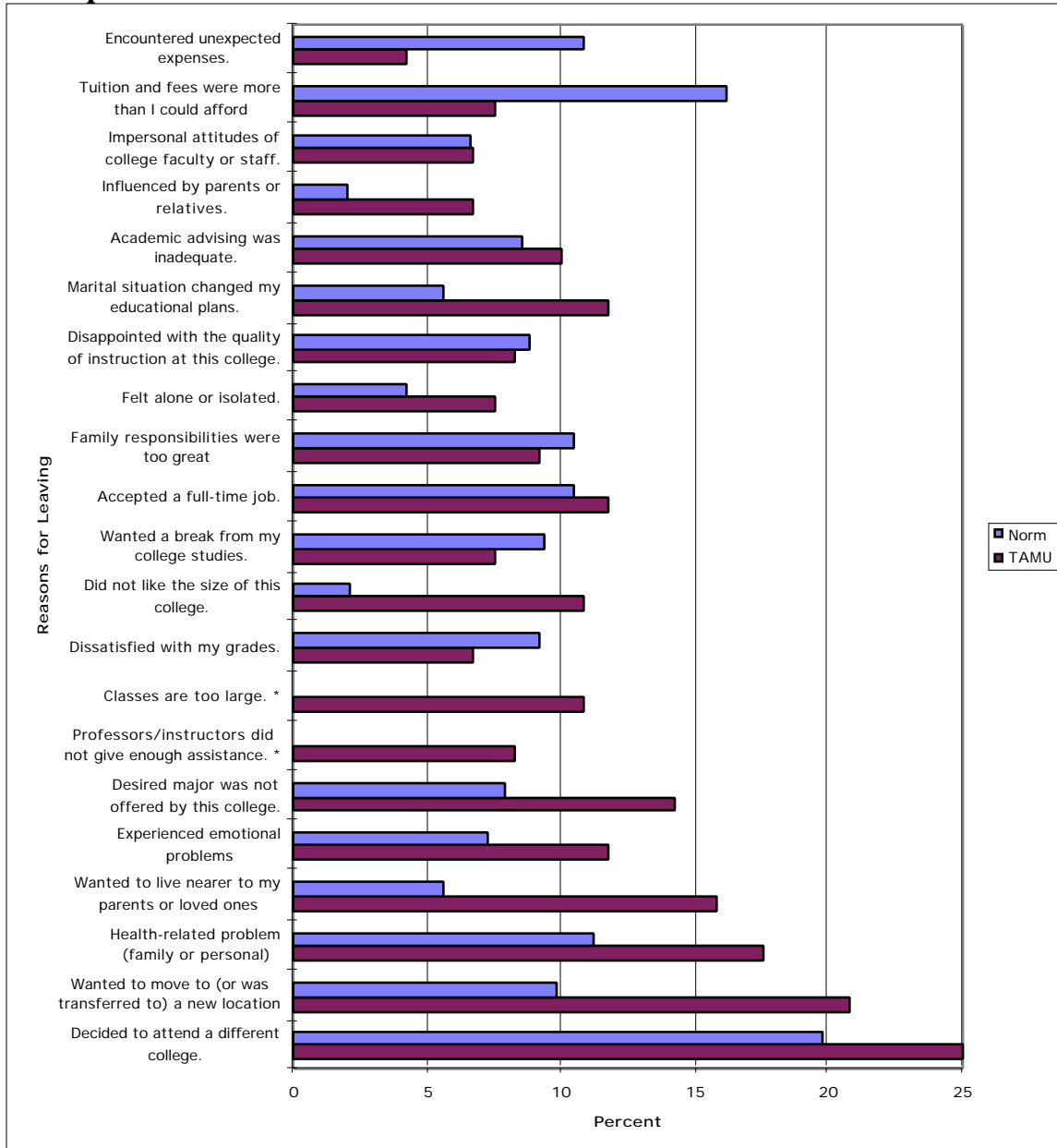
students in the sample were in good academic standing when they left, so it is not surprising that dissatisfaction with grades is less important for TAMU non-returning students than for students in the norm group.

**Table 3: Top 21 Reasons for Leaving Texas A&M University Compared to the Norms for Institutions over 10,000.**

<b>Reason for Leaving</b>	<b>TAMU%</b>	<b>Norm%</b>
<b>Decided to attend a different college.</b>	25	19.8
<b>Wanted to move to (or was transferred to) a new location</b>	20.8	9.8
<b>Health-related problem (family or personal)</b>	17.5	11.2
<b>Wanted to live nearer to my parents or loved ones</b>	15.8	5.6
<b>Experienced emotional problems</b>	11.7	7.2
<b>Desired major was not offered by this college.</b>	14.2	7.9
<b>Professors/instructors did not give enough assistance. *</b>	8.3	na
<b>Classes are too large. *</b>	10.8	na
<b>Dissatisfied with my grades.</b>	6.7	9.1
<b>Did not like the size of this college.</b>	10.8	2.1
<b>Wanted a break from my college studies.</b>	7.5	9.4
<b>Accepted a full-time job.</b>	11.7	10.5
<b>Family responsibilities were too great</b>	9.2	10.4
<b>Felt alone or isolated.</b>	7.5	4.2
<b>Disappointed with the quality of instruction at this college.</b>	8.3	8.8
<b>Marital situation changed my educational plans.</b>	11.7	5.6
<b>Academic advising was inadequate.</b>	10	8.5
<b>Influenced by parents or relatives.</b>	6.7	2
<b>Impersonal attitudes of college faculty or staff.</b>	6.7	6.6
<b>Tuition and fees were more than I could afford</b>	7.5	16.1
<b>Encountered unexpected expenses.</b>	4.2	10.8

\* Items chosen by the Texas A&M University Retention Committee. Normative data are unavailable.

**Figure 1. Top 21 Reasons for Leaving TAMU Compared with the Norm Group**



### Single Most Important Reasons

After responding to each of the reasons for leaving, students were asked to return to the list and indicate the single most important reason for leaving. Twenty-eight of the sixty-four total reasons were identified as the single most important reason by one or more former students. Eleven reasons each received responses from more than two percent of the students. Together those reasons account for 51.7% of the responses. They are presented in Table 4 in order of importance. While all of them can also be found in the top 21 listed in Table 3, the rank ordering gives a different perspective. Health and family reasons move to the top of list whereas attending a different college and moving to a new location fall farther down the list. This list of eleven accounts for 24.9% of the responses of the norm group to this question.

**Table 4: The Top 11 Single Most Important Reasons for Leaving Texas A&M University Compared to the Norms\*.**

<b>Reason</b>	<b>TAMU%</b>	<b>Norm%</b>
<b>Health-related problem (family or personal)</b>	9.2	3.3
<b>Wanted to live nearer to my parents or loved ones</b>	7.5	1.4
<b>Desired major was not offered by this college.</b>	6.7	2.9
<b>Marital situation changed my educational plans.</b>	5.8	1.5
<b>Wanted a break from my college studies.</b>	5.0	2.7
<b>Accepted a full-time job.</b>	4.2	2.1
<b>Did not like the size of this college.</b>	3.3	0.3
<b>Decided to attend a different college.</b>	2.5	4.5
<b>Wanted to move to (or was transferred to) a new location</b>	2.5	1.6
<b>Experienced emotional problems</b>	2.5	1.5
<b>Family responsibilities were too great</b>	2.5	3.1

**Are there differences between males and females in reasons for leaving?**

Tables 5a and 5b present the top fifteen reasons given by males and females respectively. The numbers give the percent indicating it was a major reason for leaving. The items are listed in order of percentage of TAMU students. Although “Decided to attend a different college” is at the top for both males and females, the relative rankings are very different. For example, “Health related problem” is second for males and sixth for females. “Classes are too large” is third for males and fourteenth for females.

Further insight can be found in the overlap, or lack of it, between the two listings. Ten reasons are common to both lists leaving five items on each list that are not found on the other list. These items are highlighted in bold. The five items on the males’ top fifteen that do not appear on the females’ concern academic issues such as instruction, grades, fees, and faculty. The five items on the females’ list that do not appear on the males’ concern issues of marriage, family and emotional well-being.

The difference between males and females seen in the TAMU data is not found in the norm group. In the norm group, fourteen of these items can be found on both both male and female top fifteen lists. Moreover, the difference between males and females in percent on each item, ignoring the sign of the difference, is smaller for the norm group than for TAMU students. In the norm group, the mean difference is

1.9%; for TAMU students, the mean difference is 7.4%. Clearly males and females at TAMU are less alike in their reasons for leaving than their counterparts at other colleges and universities.

**Table 5a. Top Fifteen Major Reasons for Leaving Given by TAMU Males.**

<b>Reason:</b>	<b>TAMU</b>	<b>Norm</b>
<b>Bold items are not found on the female list</b>	<b>Male</b>	<b>Male</b>
Decided to attend a different college.	26.1	19.8
Health-related problem (family or personal)	19.6	10.2
Classes are too large.	19.6	na
Accepted a full-time job.	17.4	16.4
Desired major was not offered by this college.	15.2	8.1
Wanted to move to (or was transferred to) a new location	15.2	11.5
<b>Disappointed with the quality of instruction at this college.</b>	<b>15.2</b>	<b>5.9</b>
Academic advising was inadequate.	15.2	3.8
Did not like the size of this college.	13.0	2.9
<b>Impersonal attitudes of college faculty or staff.</b>	<b>13.0</b>	<b>3.3</b>
<b>Tuition and fees were more than I could afford</b>	<b>13.0</b>	<b>11.1</b>
<b>Dissatisfied with my grades.</b>	<b>13.0</b>	<b>9.8</b>
Professors/instructors did not give enough assistance.	13.0	na
Wanted to live nearer to my parents or loved ones	10.9	3.4
<b>Wanted a break from my college studies.</b>	<b>10.9</b>	<b>9.1</b>

**Table 5b. Top Fifteen Major Reasons for Leaving Given by TAMU Females.**

<b>Reason:</b>	<b>TAMU</b>	<b>Norm</b>
<b>Bold items are not found on the male list</b>	<b>Female</b>	<b>Female</b>
Decided to attend a different college.	25.0	21.0
Wanted to move to (or was transferred to) a new location	25.0	13.0
Wanted to live nearer to my parents or loved ones	19.4	5.6
<b>Marital situation changed my educational plans.</b>	<b>16.7</b>	<b>5.2</b>
<b>Experienced emotional problems</b>	<b>16.7</b>	<b>9.9</b>
Health-related problem (family or personal)	15.3	19.6
Desired major was not offered by this college.	13.9	8.9
Did not like the size of this college.	9.7	2.2
<b>Family responsibilities were too great</b>	<b>9.7</b>	<b>12.9</b>
<b>Felt alone or isolated.</b>	<b>9.7</b>	<b>3.3</b>
<b>Influenced by parents or relatives.</b>	<b>9.7</b>	<b>2.1</b>
Accepted a full-time job.	8.3	10.4
Academic advising was inadequate.	6.9	5.1
Classes are too large.	5.6	na
Professors/instructors did not give enough assistance.	5.6	na

**Are there differences in reasons for leaving between classes?**

Tables 6a, 6b and 6c present the top fifteen reasons given by Freshmen, Sophomores and Juniors/Seniors respectively. The numbers give the percent indicating it was a major reason for leaving. The items are listed in order of percentage of TAMU students. As can be seen from comparing the tables, the relative importance of the reasons for leaving changes with class levels. "Decided to attend a different college," is at the top for Freshmen and Sophomores but moves to third for Juniors/Seniors. "Wanted to more (or was tranferred to) a new location," is second for Freshmen, sixth for Sophomores and first for Juniors/Seniors.

Freshmen and Sophomores have twelve reasons in common out of fifteen. The three reasons given by Freshmen but not by Sophomores have to do with parental influence, and disappointment at quality of instruction and impersonal attitudes. These seem to reflect expectations that were not met on entering college. Sophomore reasons not on the Freshmen list concern marriage, tuition costs and grades. These seem to reflect some reality checks on the part of Sophomores. Table 7 lists the items that the two classes do not share.

There were eleven reasons shared by Sophomores and Juniors/Seniors. Sophomore reasons not on the Junior/Senior list reflect the size of the University and grades. Junior/Senior reasons concern wanting a break, faculty not giving enough assistance, impersonal attitudes and disappointment at quality of instruction. Two of these are shared with Freshmen. The Junior/Senior reasons

probably reflect expectations that were not met as the student moved into upper division course work. Table 7 lists the items that the two classes do not share.

As with the gender difference, the class levels are more homogeneous in the norm group than at TAMU. The mean percent difference (ignoring the sign) between Freshmen and Sophomores at TAMU is 8.0 and between Sophomores and Juniors/Seniors is 5.7. In the norm group, the difference is 1.6 for all levels of comparison.

**Table 6a. Top Fifteen Major Reasons for Leaving Given by TAMU Freshmen.**

Reason:	TAMU Fr.	Norm Fr.
Decided to attend a different college.	52.20	22.60
Wanted to move to (or was transferred to) a new location	43.50	15.60
Wanted to live nearer to my parents or loved ones	34.80	7.70
Did not like the size of this college.	26.10	3.00
Classes are too large.	21.70	
Health-related problem (family or personal)	17.40	18.40
Desired major was not offered by this college.	17.40	8.30
Experienced emotional problems	17.40	11.00
Influenced by parents or relatives.	17.40	2.80
Disappointed with the quality of instruction at this college.	13.00	5.80
Felt alone or isolated.	13.00	4.50
Accepted a full-time job.	8.70	13.20
Family responsibilities were too great	8.70	11.80
Impersonal attitudes of college faculty or staff.	8.70	3.50
Academic advising was inadequate.	8.70	3.90

**Table 6b. Top Fifteen Major Reasons for Leaving Given by TAMU**

**Sophomores.**

Reason	TAMU So.	Norm So.
Decided to attend a different college.	31.00	29.00
Wanted to live nearer to my parents or loved ones	20.70	4.50
Health-related problem (family or personal)	20.70	16.10
Desired major was not offered by this college.	20.70	12.10
Marital situation changed my educational plans.	17.20	4.60
Wanted to move to (or was transferred to) a new location	13.80	15.10
Classes are too large.	13.80	
Experienced emotional problems	13.80	8.50
Felt alone or isolated.	13.80	2.60
Tuition and fees were more than I could afford	13.80	13.10
Did not like the size of this college.	10.30	2.70
Accepted a full-time job.	10.30	12.90
Family responsibilities were too great	10.30	10.10
Academic advising was inadequate.	10.30	5.40
Dissatisfied with my grades.	10.30	9.80

**Table 6c. Top Fifteen Major Reasons for Leaving Given by TAMU Juniors/Seniors.**

<b>Reason</b>	<b>TAMU Jr./Sr.</b>	<b>Norm Jr./Sr.</b>
Wanted to move to (or was transferred to) a new location	18.36	10.10
Health-related problem (family or personal)	16.68	17.20
Decided to attend a different college.	14.99	17.40
Accepted a full-time job.	13.31	13.10
Academic advising was inadequate.	11.69	7.60
Desired major was not offered by this college.	11.68	7.80
Marital situation changed my educational plans.	11.68	5.70
Wanted a break from my college studies.	11.64	11.40
Professors/instructors did not give enough assistance.	10.03	
Family responsibilities were too great	10.02	10.70
Experienced emotional problems	10.01	8.30
Impersonal attitudes of college faculty or staff.	8.36	5.80
Disappointed with the quality of instruction at this college.	8.33	7.50
Wanted to live nearer to my parents or loved ones	6.69	3.40
Tuition and fees were more than I could afford	6.68	13.60

**Table 7. Major Reasons for Leaving That Do Not Overlap with Other Classes.**

<b>Freshmen, not found in Sophomore</b>	<b>Sophomore, not found in Freshmen</b>
Influenced by parents or relatives.	Marital situation changed my educational plans.
Disappointed with the quality of instruction at this college.	Tuition and fees were more than I could afford
Impersonal attitudes of college faculty or staff.	Dissatisfied with my grades.
<b>Sophomores, not found in Jr./Sr.</b>	<b>Jr./Sr., not found in Sophomores</b>
Classes are too large.	Wanted a break from my college studies.
Felt alone or isolated.	Professors/instructors did not give enough assistance.
Did not like the size of this college.	Impersonal attitudes of college faculty or staff.
Dissatisfied with my grades.	Disappointed with the quality of instruction at this college.

**Are there differences between Anglo Americans and minorities in reasons for leaving?**

African Americans, Hispanics and Other were combined because the numbers of respondents in the respective group were too small for meaningful analysis. Additionally, ACT provides norms for all minorities combined, but not for separate groups.

Tables 8a and 8b list the top fifteen reasons why minorities and Anglo Americans leave TAMU. "Wanted to live nearer to my parents or loved ones," ranks first for minorities, but fifth for Anglo Americans. Although "Wanted to move to (or was transferred to) a new location," ranks second for both groups, "Tuition and fees were more than I could afford," ranks third for minorites, but does not appear in the top fifteen for Anglo Americans.

Ten items are common to both lists, leaving five on each list that do not appear on the other list. Expenses make up two of the five reasons for minorities along with needing a break, impersonal attitudes of faculty and staff, and influenced by parents or relatives. For Anglos, the five reasons not on the minority list include marriage and family, job, major and emotional issues.

The difference between minorities and Anglo Americans among TAMU former students is not found in the norm group. There is complete overlap in the lists of top fifteen reasons for leaving among norm group minorities and Anglos. However, the magnitude of the average difference between TAMU minorities and Anglos (5.6) is

similar to the magnitude of the average difference between norm group minorities and Anglos (5.9), magnitude being the average of the difference in percent, ignoring the sign of the difference.

**Table 8a. Top Fifteen Major Reasons for Leaving Given by TAMU Minorities.**

<b>Reason:</b> Items in bold are not found on the Anglo-American list.	<b>Minor- ities TAMU</b>	<b>Minor- ities Norm</b>
Wanted to live nearer to my parents or loved ones	28.54	5.60
Wanted to move to (or was transferred to) a new location	23.83	12.10
<b>Tuition and fees were more than I could afford</b>	<b>19.04</b>	<b>17.00</b>
Decided to attend a different college.	19.03	18.50
Health-related problem (family or personal)	14.31	20.50
<b>Wanted a break from my college studies.</b>	<b>14.31</b>	<b>7.10</b>
<b>Encountered unexpected expenses.</b>	<b>14.27</b>	<b>14.30</b>
Academic advising was inadequate.	14.26	4.40
Classes are too large.	14.26	
Felt alone or isolated.	9.54	4.10
<b>Influenced by parents or relatives.</b>	<b>9.53</b>	<b>2.70</b>
Did not like the size of this college.	9.51	2.10
Disappointed with the quality of instruction at this college.	9.51	5.50
<b>Impersonal attitudes of college faculty or staff.</b>	<b>9.51</b>	<b>4.40</b>
Professors/instructors did not give enough assistance.	9.51	

**Table 8b. Top Fifteen Major Reasons for Leaving Given by TAMU Anglo Americans.**

<b>Reason:</b> Items in bold are not found on the minority list.	<b>Anglo Am. TAMU</b>	<b>Anglo Am. Norm</b>
Decided to attend a different college.	27.10	20.88
Wanted to move to (or was transferred to) a new location	20.80	12.48
Health-related problem (family or personal)	17.70	15.22
<b>Desired major was not offered by this college.</b>	<b>15.60</b>	<b>8.69</b>
Wanted to live nearer to my parents or loved ones	13.50	4.61
<b>Marital situation changed my educational plans.</b>	<b>12.50</b>	<b>4.45</b>
<b>Accepted a full-time job.</b>	<b>12.50</b>	<b>12.75</b>
<b>Experienced emotional problems</b>	<b>12.50</b>	<b>7.80</b>
Did not like the size of this college.	11.50	2.53
<b>Family responsibilities were too great</b>	<b>10.40</b>	<b>10.47</b>
Classes are too large.	10.40	0.00
Academic advising was inadequate.	9.40	4.63
Disappointed with the quality of instruction at this college.	8.30	6.18
Professors/instructors did not give enough assistance.	8.30	0.00
Felt alone or isolated.	7.30	2.94

**Why Students Leave Texas A&M University, Spring 1999**

**Part I: Summary of Specific Reasons**

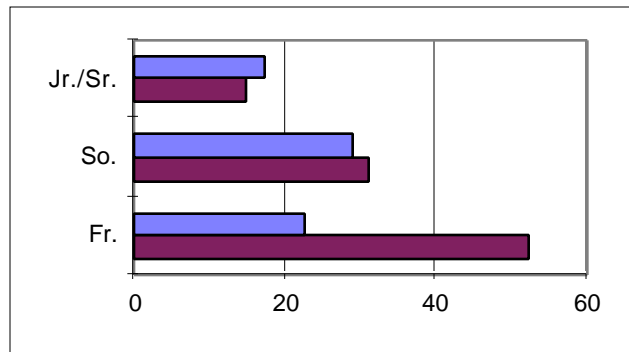
**Reason: Decided to attend a different College**

This item ranked first among the reasons for leaving Texas A&M. The mean response was 1.70 (major reason = 3, minor reason = 2, not a reason = 1). Overall, 25% responded that this was a major reason and 2.5% identified this as the single most important reason. Freshmen were disproportionately higher than other classes on this item.

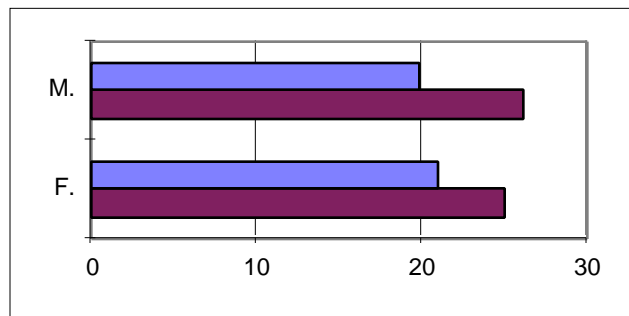
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	52.2	22.6
Sophomores	31.0	29
Jrs/Srs*	15.0	17.4

Juniors and Seniors are combined in the normative data summary.

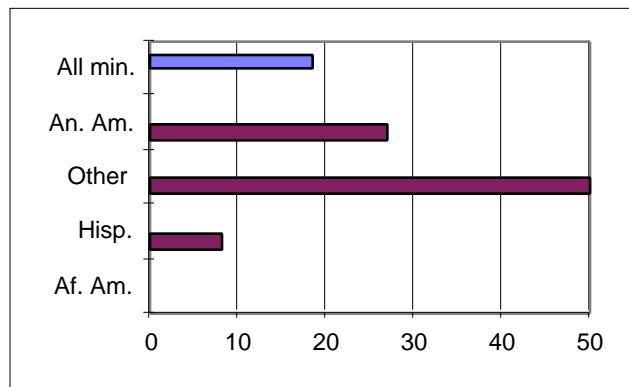


Gender	TAMU%	Norm%
Females	25	21
Males	26.1	19.8



Ethnicity	TAMU%
African Am.	0
Hispanic	8.3
Other*	50
Anglo Am.	27.1
All minorities (norm group)	18.5

Other includes Asian and Pacific Islanders and American Indians.



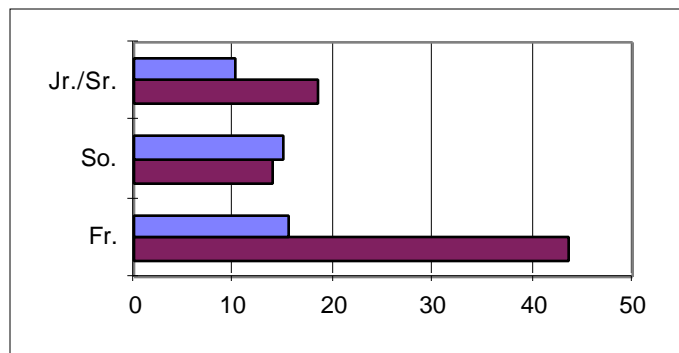
**Reason: Wanted to move to (or was transferred to) a new location.**

This item ranked second among the reasons for leaving Texas A&M. The mean response was 1.55 (major reason = 3, minor reason = 2, not a reason = 1). Overall, 20.8% responded that this was a major reason and 2.5% identified this as the single most important reason. Freshmen were disproportionately higher than others and females were higher than males.

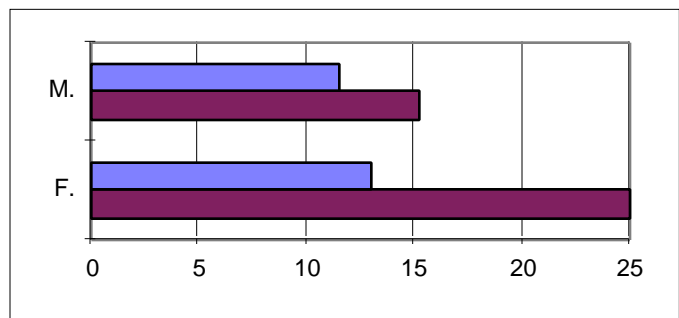
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	43.5	15.6
Sophomores	13.8	15.1
Jrs/Srs*	18.4	10.1

\*Juniors and Seniors are combined in the normative data summary.

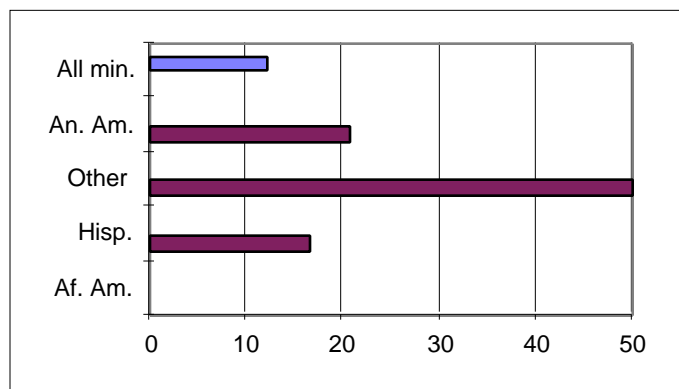


Gender	TAMU%	Norm%
Females	25	13
Males	15.2	11.5



Ethnicity	TAMU%
African Am.	0
Hispanic	16.7
Other*	50
Anglo Am.	20.8
All minorities (norm group)	12.1

\*Other includes Asian and Pacific Islanders and American Indians.



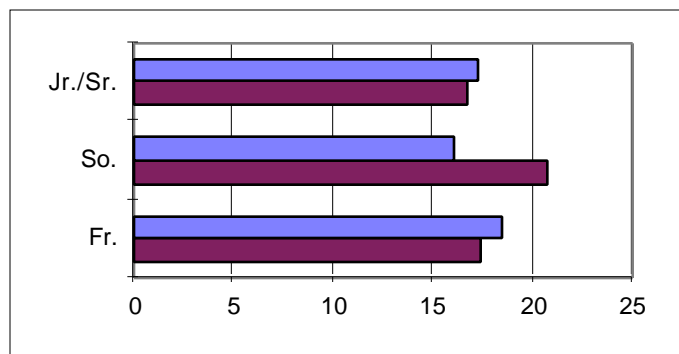
**Reason: Health-related problem (family or personal).**

This item ranked third among the reasons for leaving Texas A&M. The mean response was 1.45. Overall, 17.5% responded that this was a major reason and 9.2% identified this as the single most important reason. As a single most important reason, this item ranks higher than any other in the survey.

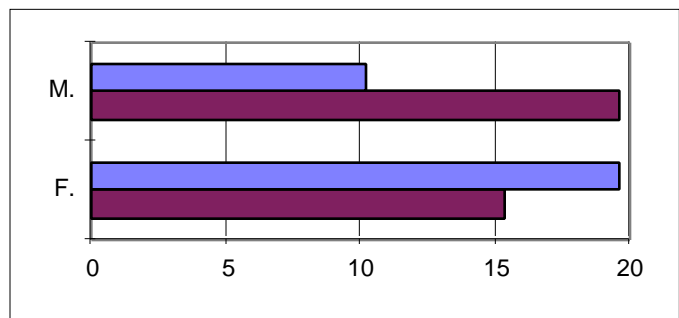
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	17.4	18.4
Sophomores	20.7	16.1
Jrs/Srs*	16.7	17.2

Juniors and Seniors are combined in the normative data summary.

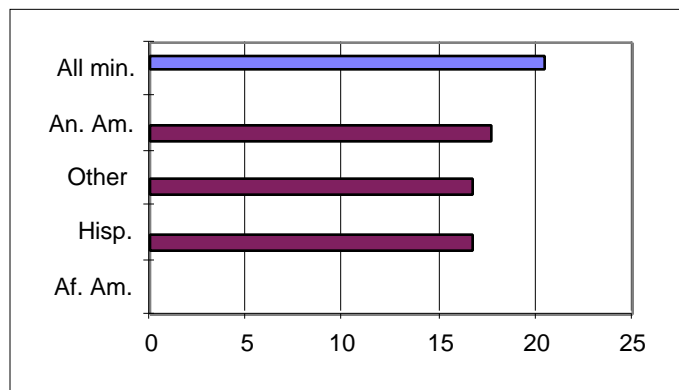


Gender	TAMU%	Norm%
Females	15.3	19.6
Males	19.6	10.2



Ethnicity	TAMU%
African Am.	0
Hispanic	16.7
Other*	16.7
Anglo Am.	17.7
All minorities (norm group)	20.5

Other includes Asian and Pacific Islanders and American Indians.



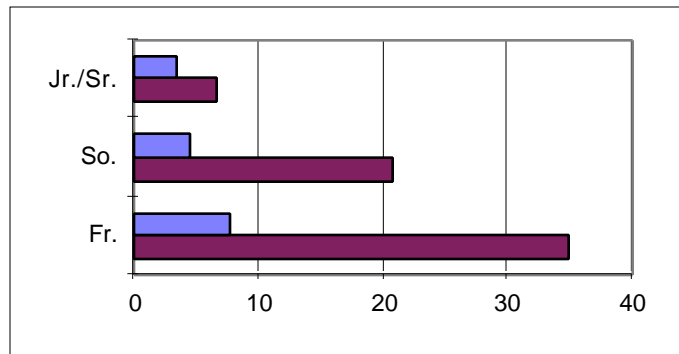
**Reason: Wanted to live nearer to my parents or loved ones.**

This item ranked fourth among the reasons for leaving Texas A&M. The mean response was 1.45. Overall, 15.8% responded that this was a major reason and 7.5% identified this as the single most important reason. This reason was more important for females and freshmen than others.

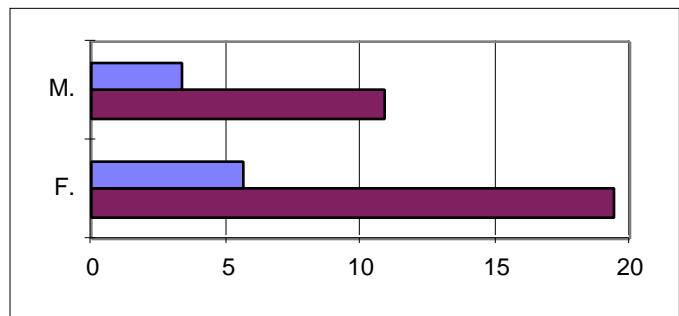
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	34.8	7.7
Sophomores	20.7	4.5
Jrs/Srs*	6.7	3.4

\*Juniors and Seniors are combined in the normative data summary.

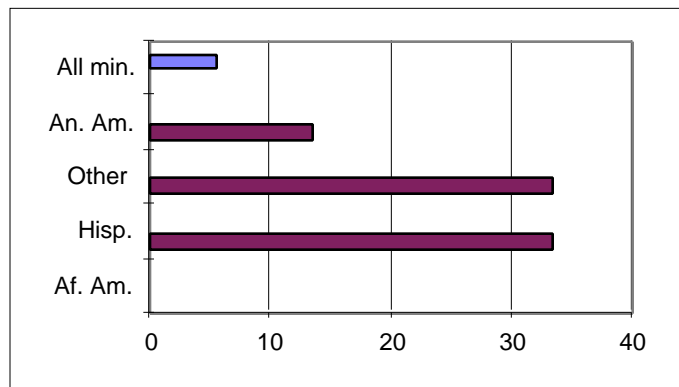


Gender	TAMU%	Norm%
Females	19.4	5.6
Males	10.9	3.4



Ethnicity	TAMU%
African Am.	0
Hispanic	33.3
Other*	33.3
Anglo Am.	13.5
All minorities (norm group)	5.6

\*Other includes Asian and Pacific Islanders and American Indians.



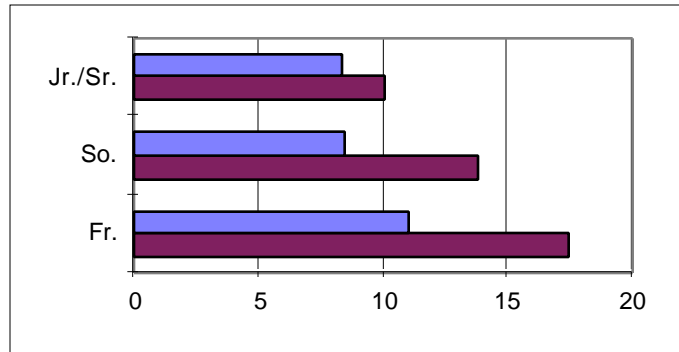
**Reason: Experienced emotional problems.**

This item ranked fifth among the reasons for leaving Texas A&M. The mean response was 1.36. Overall, 11.7% responded that this was a major reason and 2.5% identified this as the single most important reason. This reason was more important for females than for males.

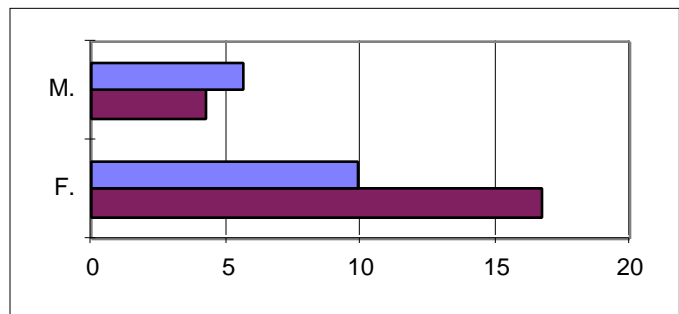
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	17.4	11
Sophomores	13.8	8.5
Jrs/Srs*	10.0	8.3

\*Juniors and Seniors are combined in the normative data summary.

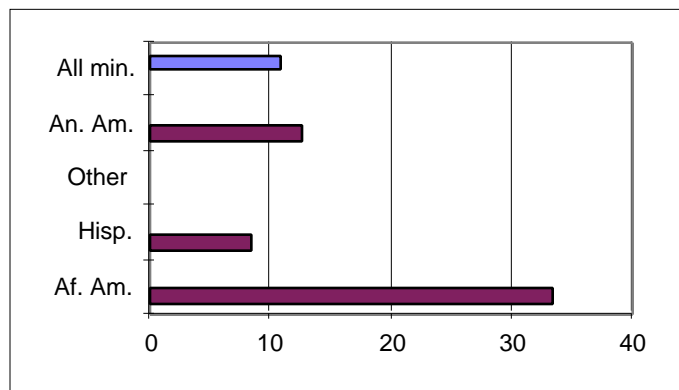


Gender	TAMU%	Norm%
Females	16.7	9.9
Males	4.3	5.6



Ethnicity	TAMU%
African Am.	33.3
Hispanic	8.3
Other*	0
Anglo Am.	12.5
All minorities (norm group)	10.9

\*Other includes Asian and Pacific Islanders and American Indians.



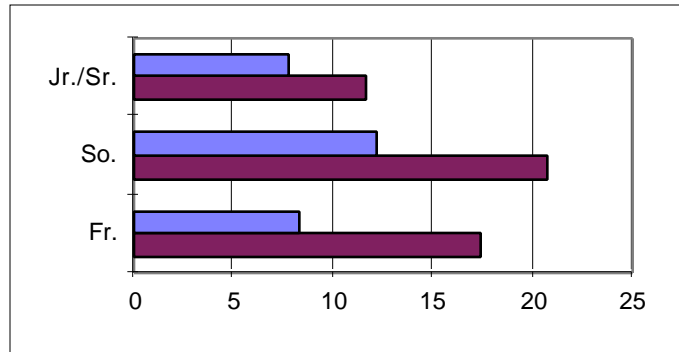
**Reason: Desired major was not offered by this college.**

This item ranked sixth among the reasons for leaving Texas A&M. The mean response was 1.34. Overall, 14.2% responded that this was a major reason and 6.7% identified this as the single most important reason. This reason was more important for Freshmen and Sophomores than upperclassmen.

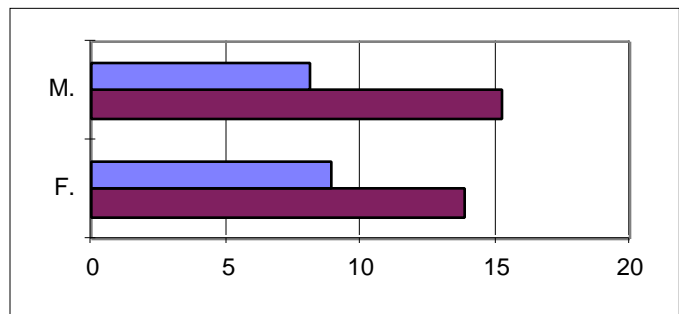
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
<b>Freshmen</b>	17.4	8.3
<b>Sophomores</b>	20.7	12.1
<b>Jrs/Srs*</b>	11.7	7.8

\*Juniors and Seniors are combined in the normative data summary.

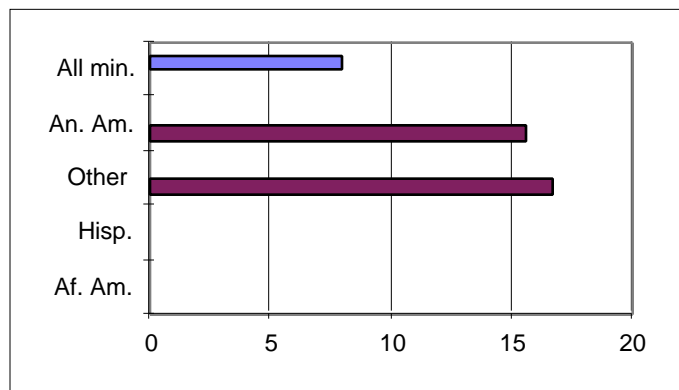


Gender	TAMU%	Norm%
<b>Females</b>	13.9	8.9
<b>Males</b>	15.2	8.1



Ethnicity	TAMU%
<b>African Am.</b>	0
<b>Hispanic</b>	0
<b>Other*</b>	16.7
<b>Anglo Am.</b>	15.6
<b>All minorities (norm group)</b>	8.0

\*Other includes Asian and Pacific Islanders and American Indians.



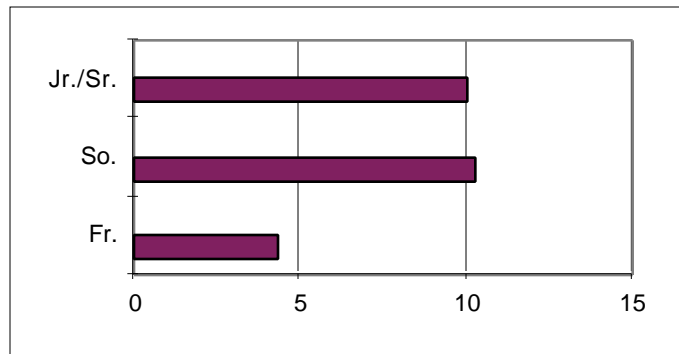
**Reason: Professors/instructors did not give enough assistance.**

This item ranked seventh among the reasons for leaving Texas A&M. The mean response was 1.34. Overall, 8.3% responded that this was a major reason and 0.0% identified this as the single most important reason. This reason was most important for males and upperclassmen, including Sophomores.

**Responses by Class, Gender, and Ethnicity**

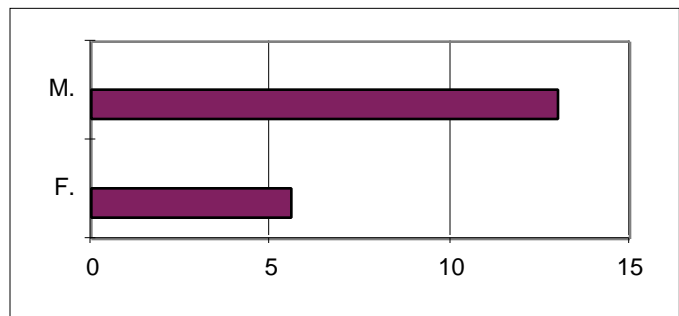
<b>Class</b>	<b>TAMU%</b>	<b>Norm%</b>
<b>Freshmen</b>	4.3	na
<b>Sophomores</b>	10.3	na
<b>Jrs/Srs*</b>	10.0	na

\*Juniors and Seniors are combined in the normative data summary.  
na — TAMU item. Norm data is not available



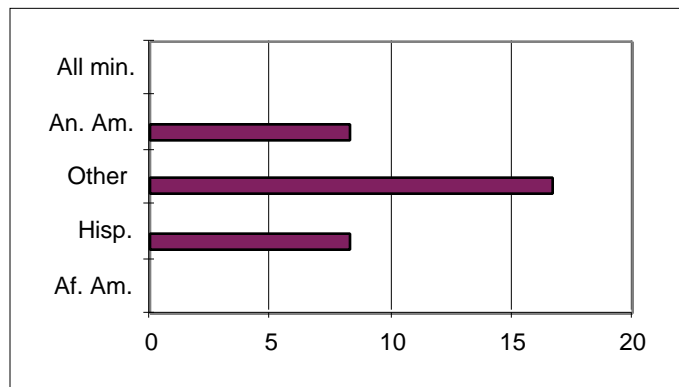
<b>Gender</b>	<b>TAMU%</b>	<b>Norm%</b>
<b>Females</b>	5.6	na
<b>Males</b>	13	na

na — TAMU item. Norm data is not available



<b>Ethnicity</b>	<b>TAMU%</b>
<b>African Am.</b>	0
<b>Hispanic</b>	8.3
<b>Other*</b>	16.7
<b>Anglo Am.</b>	8.3
<b>All minorities (norm group)</b>	na

Other includes Asian and Pacific Islanders and American Indians.  
na — TAMU item. Norm data is not available



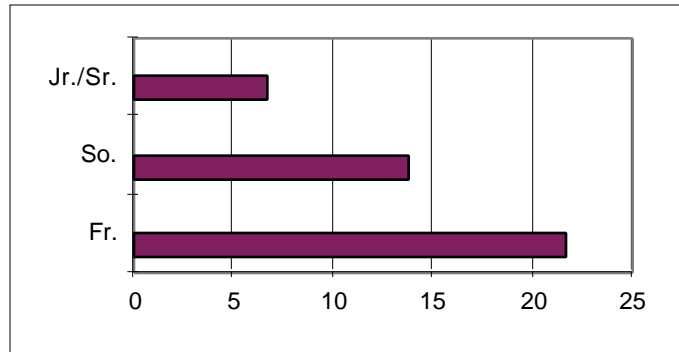
**Reason: Classes are too large.**

This item ranked eighth among the reasons for leaving Texas A&M. The mean response was 1.33. Overall, 10.8% responded that this was a major reason and 0.0% identified this as the single most important reason. This reason was more important for Freshmen and males than for others.

**Responses by Class, Gender, and Ethnicity**

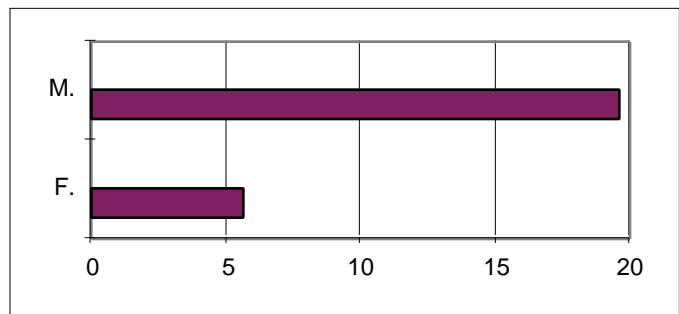
<b>Class</b>	<b>TAMU%</b>	<b>Norm%</b>
<b>Freshmen</b>	21.7	na
<b>Sophomores</b>	13.8	na
<b>Jrs/Srs*</b>	6.7	na

\*Juniors and Seniors are combined in the normative data summary.  
na — TAMU item. Norm data is not available



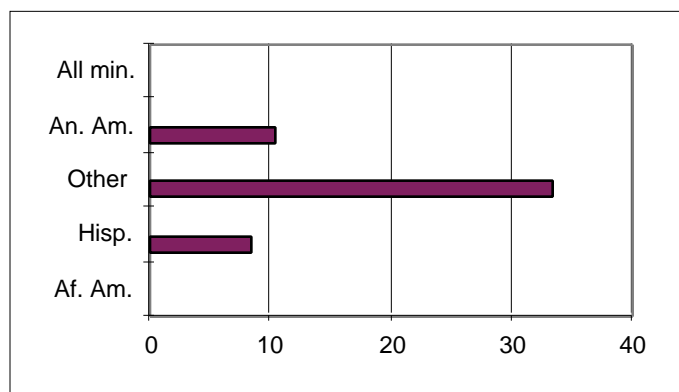
<b>Gender</b>	<b>TAMU%</b>	<b>Norm%</b>
<b>Females</b>	5.6	na
<b>Males</b>	19.6	na

na — TAMU item. Norm data is not available



<b>Ethnicity</b>	<b>TAMU%</b>
<b>African Am.</b>	0
<b>Hispanic</b>	8.3
<b>Other*</b>	33.3
<b>Anglo Am.</b>	10.4
<b>All minorities (norm group)</b>	na

\*Other includes Asian and Pacific Islanders and American Indians.  
na — TAMU item. Norm data is not available



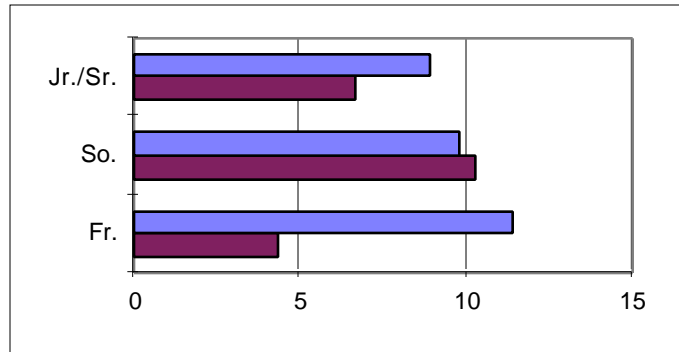
**Reason: Dissatisfied with my grades.**

This item ranked ninth among the reasons for leaving Texas A&M. The mean response was 1.33 Overall, 6.7% responded that this was a major reason and 0.8% identified this as the single most important reason. For males this was a more important reason than it was for females.

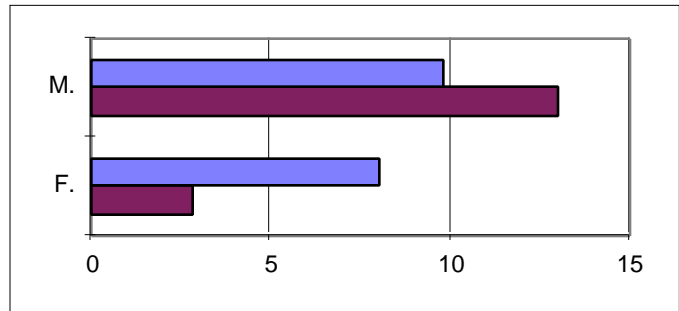
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	4.3	11.4
Sophomores	10.3	9.8
Jrs/Srs*	6.7	8.9

\*Juniors and Seniors are combined in the normative data summary.

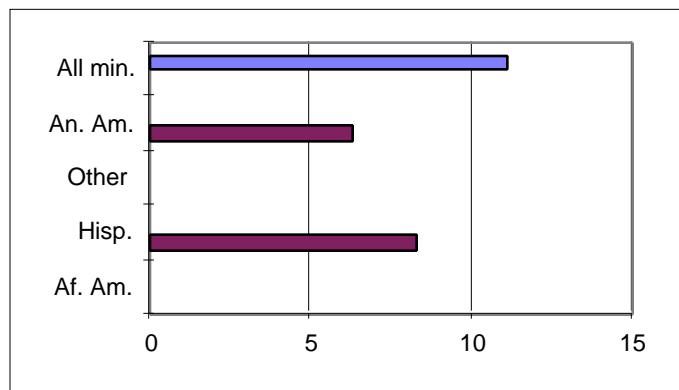


Gender	TAMU%	Norm%
Females	2.8	8
Males	13	9.8



Ethnicity	TAMU%
African Am.	0
Hispanic	8.3
Other*	0
Anglo Am.	6.3
All minorities (norm group)	11.1

\*Other includes Asian and Pacific Islanders and American Indians.



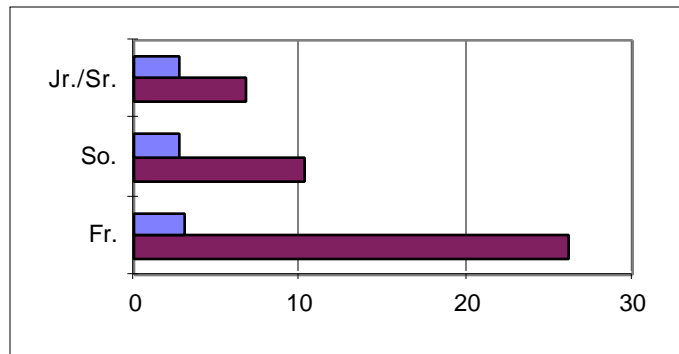
**Reason: Did not like the size of this college.**

This item ranked tenth among the reasons for leaving Texas A&M. The mean response was 1.32. Overall, 10.8% responded that this was a major reason and 3.3% identified this as the single most important reason. Freshmen were disproportionately higher than other classes on this item. This reason was more important for TAMU respondents than for the norm group.

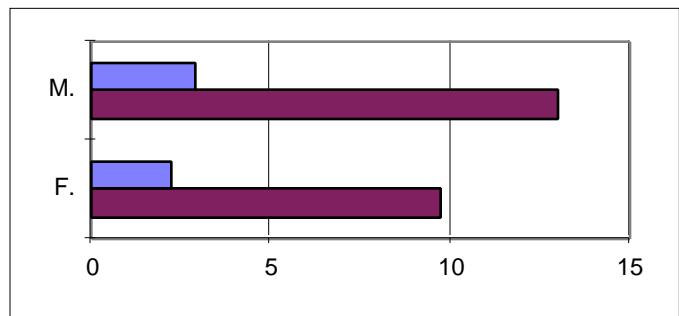
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	26.1	3.0
Sophomores	10.3	2.7
Jrs/Srs*	6.7	2.8

\*Juniors and Seniors are combined in the normative data summary.

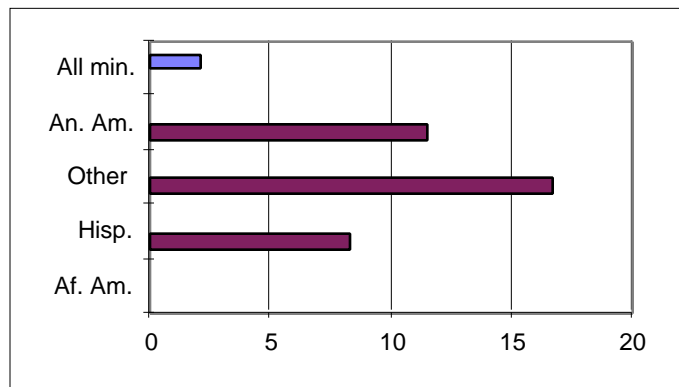


Gender	TAMU%	Norm%
Females	9.7	2.2
Males	13	2.9



Ethnicity	TAMU%
African Am.	0
Hispanic	8.3
Other*	16.7
Anglo Am.	11.5
All minorities (norm group)	2.1

\*Other includes Asian and Pacific Islanders and American Indians.



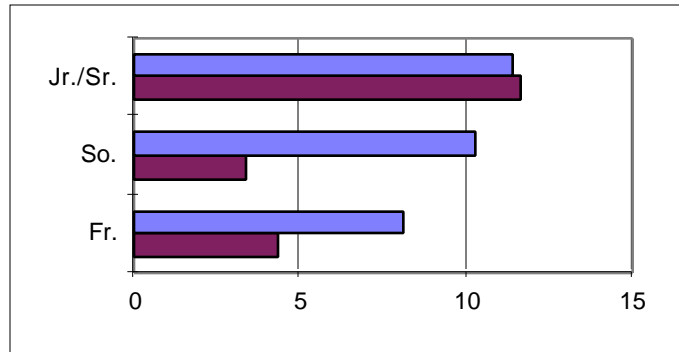
**Reason: Wanted a break from my college studies.**

This item ranked eleventh among the reasons for leaving Texas A&M. The mean response was 1.31. Overall, 7.5% responded that this was a major reason and 5.0% identified this as the single most important reason. This reason was most important for upperclassmen and males.

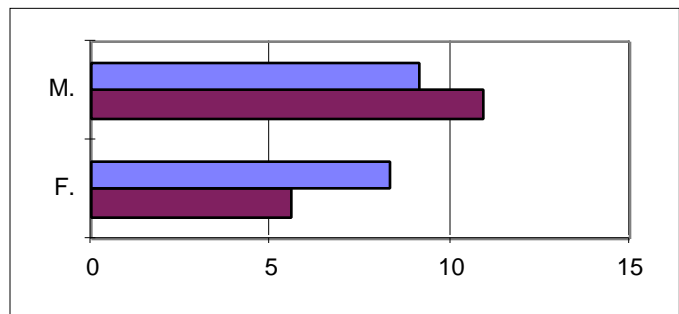
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	4.3	8.1
Sophomores	3.4	10.3
Jrs/Srs*	11.6	11.4

\*Juniors and Seniors are combined in the normative data summary.

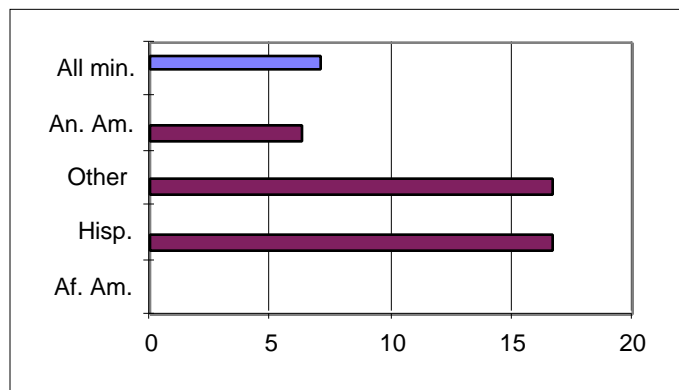


Gender	TAMU%	Norm%
Females	5.6	8.3
Males	10.9	9.1



Ethnicity	TAMU%
African Am.	0
Hispanic	16.7
Other*	16.7
Anglo Am.	6.3
All minorities (norm group)	7.1

\*Other includes Asian and Pacific Islanders and American Indians.



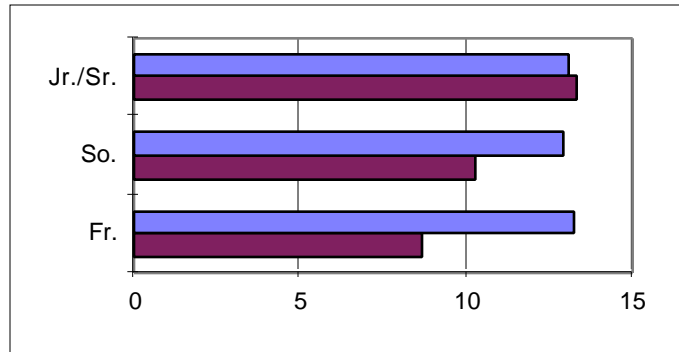
**Reason: Accepted a full-time job.**

This item ranked twelfth among the reasons for leaving Texas A&M. The mean response was 1.31. Overall, 11.7% responded that this was a major reason and 4.2% identified this as the single most important reason. The importance of this reason increases with higher class rank. It is also more important for males than females.

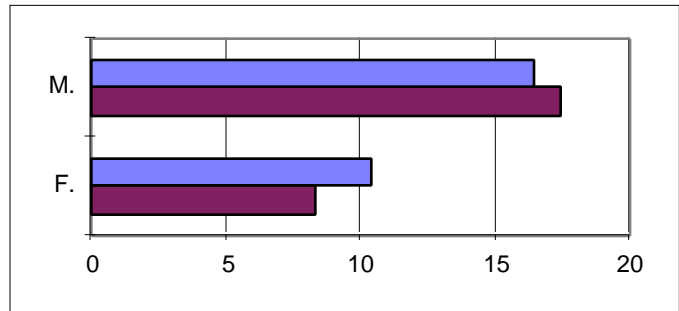
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	8.7	13.2
Sophomores	10.3	12.9
Jrs/Srs*	13.3	13.1

\*Juniors and Seniors are combined in the normative data summary.

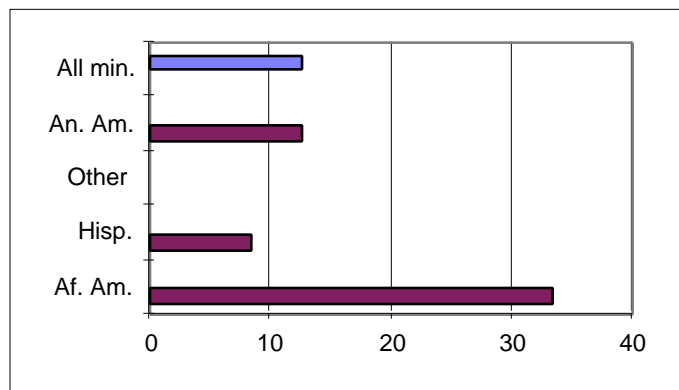


Gender	TAMU%	Norm%
Females	8.3	10.4
Males	17.4	16.4



Ethnicity	TAMU%
African Am.	33.3
Hispanic	8.3
Other*	0
Anglo Am.	12.5
All minorities (norm group)	12.5

\*Other includes Asian and Pacific Islanders and American Indians.



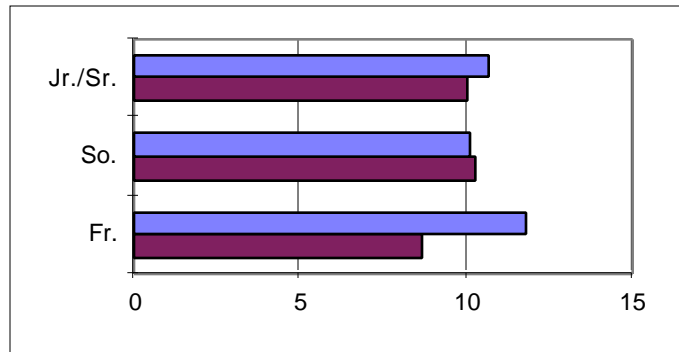
**Reason: Family responsibilities were too great.**

This item ranked thirteenth among the reasons for leaving Texas A&M. The mean response was 1.29. Overall, 9.2% responded that this was a major reason and 2.5% identified this as the single most important reason.

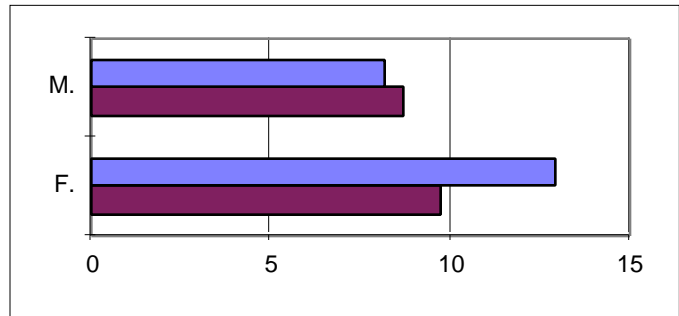
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	8.7	11.8
Sophomores	10.3	10.1
Jrs/Srs*	10.0	10.7

\*Juniors and Seniors are combined in the normative data summary.

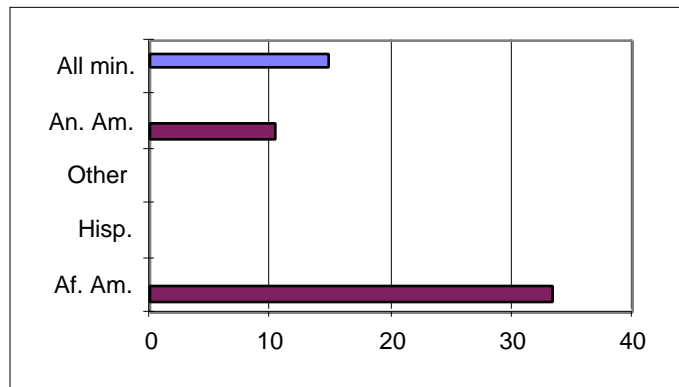


Gender	TAMU%	Norm%
Females	9.7	12.9
Males	8.7	8.2



Ethnicity	TAMU%
African Am.	33.3
Hispanic	0
Other*	0
Anglo Am.	10.4
All minorities (norm group)	14.8

\*Other includes Asian and Pacific Islanders and American Indians.



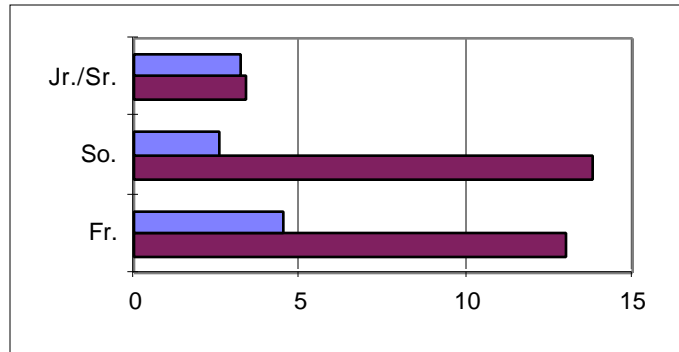
**Reason: Felt alone or isolated.**

This item ranked fourteenth among the reasons for leaving Texas A&M. The mean response was 1.29. Overall, 7.5% responded that this was a major reason and 0.8% identified this as the single most important reason. The reason was most important for underclassmen and females.

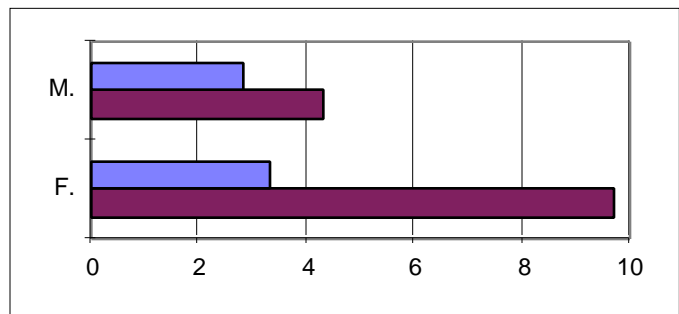
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
<b>Freshmen</b>	13	4.5
<b>Sophomores</b>	13.8	2.6
<b>Jrs/Srs*</b>	3.36	3.2

\*Juniors and Seniors are combined in the normative data summary.

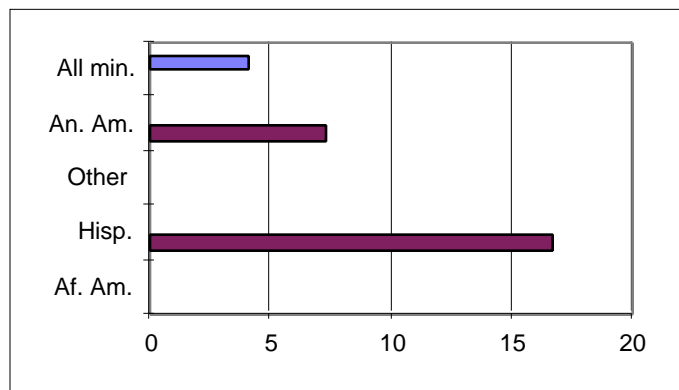


Gender	TAMU%	Norm%
<b>Females</b>	9.7	3.3
<b>Males</b>	4.3	2.8



Ethnicity	TAMU%
<b>African Am.</b>	0
<b>Hispanic</b>	16.7
<b>Other*</b>	0
<b>Anglo Am.</b>	7.3
<b>All minorities (norm group)</b>	4.1

\*Other includes Asian and Pacific Islanders and American Indians.



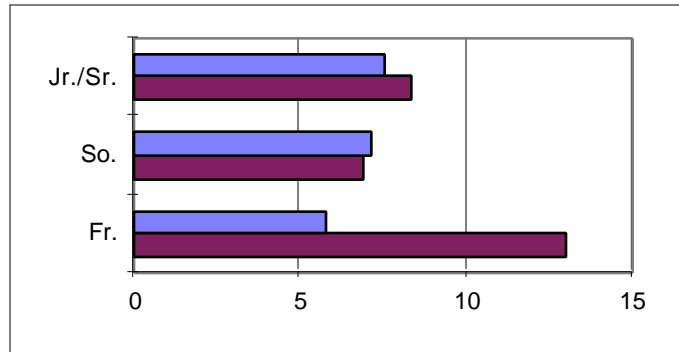
**Reason: Disappointed with the quality of instruction at this college.**

This item ranked fifteenth among the reasons for leaving Texas A&M. The mean response was 1.29. Overall, 8.3% responded that this was a major reason and 1.7% identified this as the single most important reason. This reason was most important for Freshmen and males.

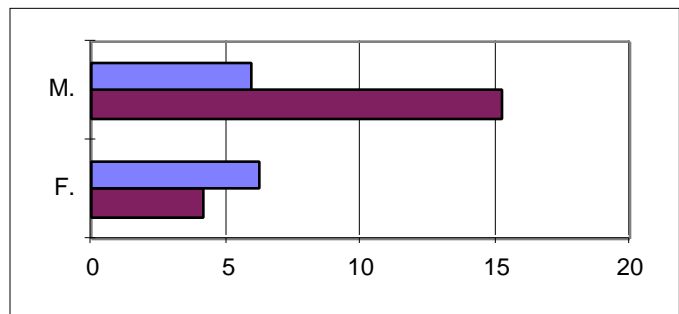
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
<b>Freshmen</b>	13	5.8
<b>Sophomores</b>	6.9	7.1
<b>Jrs/Srs*</b>	8.3	7.5

Juniors and Seniors are combined in the normative data summary.

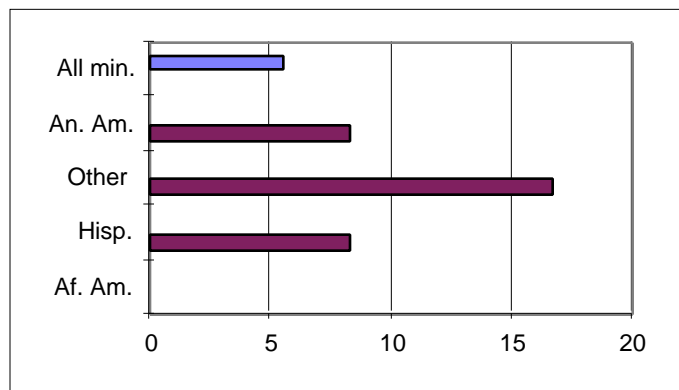


Gender	TAMU%	Norm%
<b>Females</b>	4.2	6.2
<b>Males</b>	15.2	5.9



Ethnicity	TAMU%
<b>African Am.</b>	0
<b>Hispanic</b>	8.3
<b>Other*</b>	16.7
<b>Anglo Am.</b>	8.3
<b>All minorities (norm group)</b>	5.5

Other includes Asian and Pacific Islanders and American Indians.



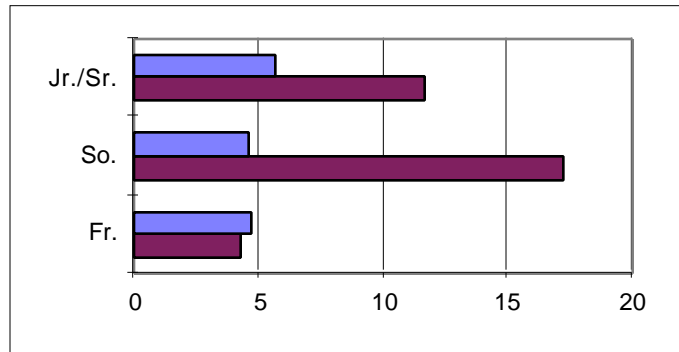
**Reason: Marital situation changed my educational plans.**

This item ranked sixteenth among the reasons for leaving Texas A&M. The mean response was 1.28. Overall, 11.7% responded that this was a major reason and 5.8% identified this as the single most important reason. This reason was more important for females and upperclassmen, including Sophomores.

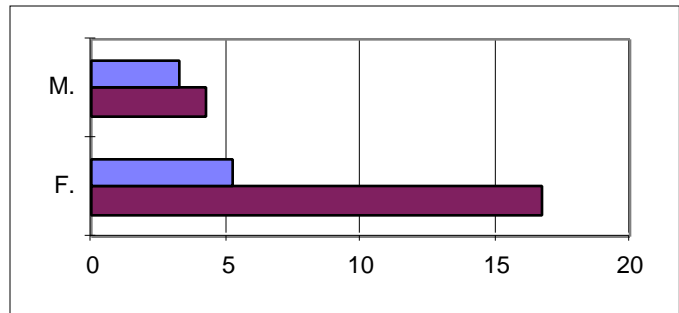
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	4.3	4.7
Sophomores	17.2	4.6
Jrs/Srs*	11.7	5.7

\*Juniors and Seniors are combined in the normative data summary.

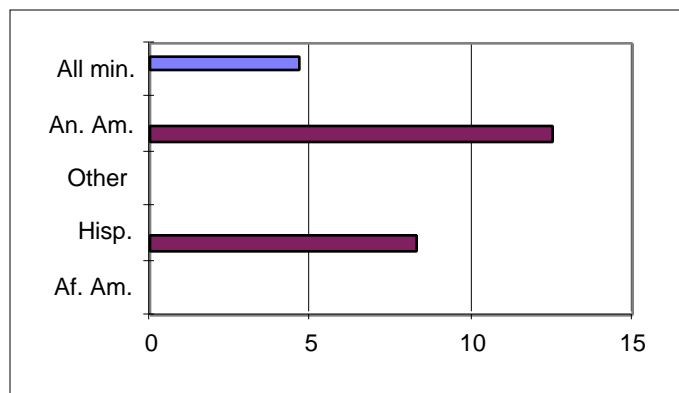


Gender	TAMU%	Norm%
Females	16.7	5.2
Males	4.3	3.3



Ethnicity	TAMU%
African Am.	0
Hispanic	8.3
Other*	0
Anglo Am.	12.5
All minorities (norm group)	4.6

\*Other includes Asian and Pacific Islanders and American Indians.



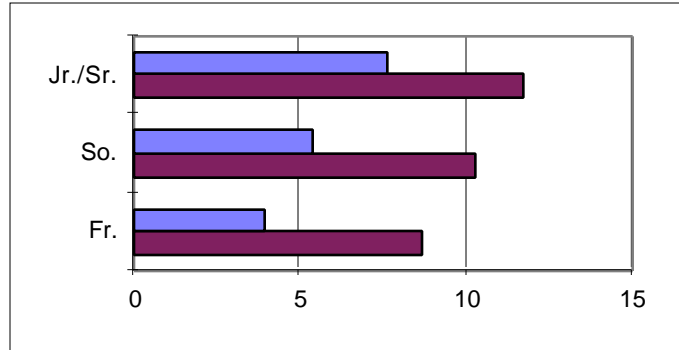
**Reason: Academic advising was inadequate.**

This item ranked seventeenth among the reasons for leaving Texas A&M. The mean response was 1.28. Overall, 10% responded that this was a major reason and 0.8% identified this as the single most important reason. The importance of this item increased with class rank. It was more important for males than females.

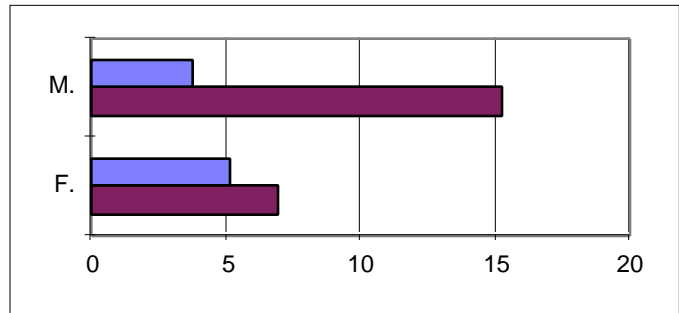
**Responses by Class, Gender, and Ethnicity**

<b>Class</b>	<b>TAMU%</b>	<b>Norm%</b>
<b>Freshmen</b>	8.7	3.9
<b>Sophomores</b>	10.3	5.4
<b>Jrs/Srs*</b>	11.7	7.6

\*Juniors and Seniors are combined in the normative data summary.

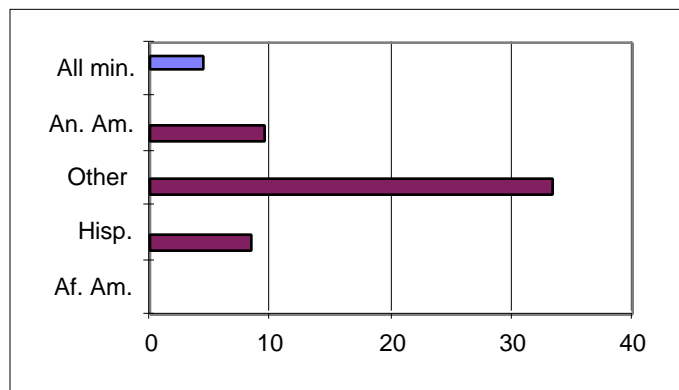


<b>Gender</b>	<b>TAMU%</b>	<b>Norm%</b>
<b>Females</b>	6.9	5.1
<b>Males</b>	15.2	3.8



<b>Ethnicity</b>	<b>TAMU%</b>
<b>African Am.</b>	0
<b>Hispanic</b>	8.3
<b>Other*</b>	33.3
<b>Anglo Am.</b>	9.4
<b>All minorities (norm group)</b>	4.4

\*Other includes Asian and Pacific Islanders and American Indians.



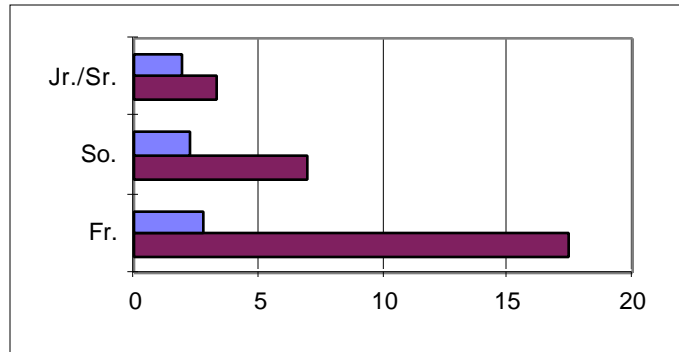
**Reason: Influenced by parents or relatives.**

This item ranked eighteenth among the reasons for leaving Texas A&M. The mean response was 1.27. Overall, 6.7% responded that this was a major reason and 0.8% identified this as the single most important reason. This reason was more important for females and Freshmen than other groups.

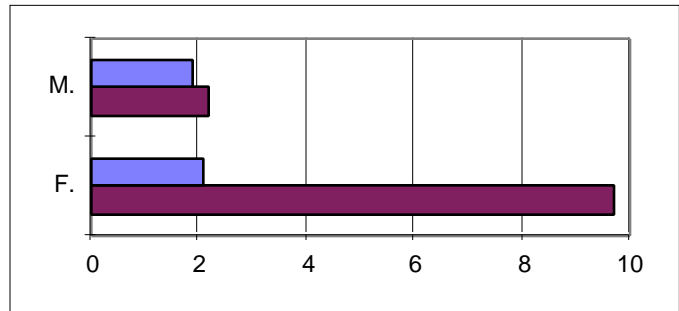
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
<b>Freshmen</b>	17.4	2.8
<b>Sophomores</b>	6.9	2.2
<b>Jrs/Srs*</b>	3.4	1.9

\*Juniors and Seniors are combined in the normative data summary.

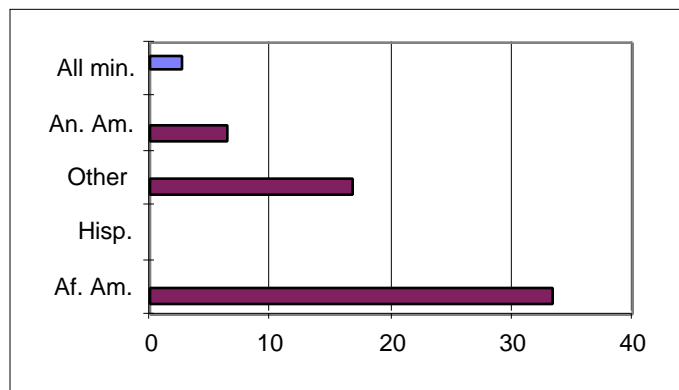


Gender	TAMU%	Norm%
<b>Females</b>	9.7	2.1
<b>Males</b>	2.2	1.9



Ethnicity	TAMU%
<b>African Am.</b>	33.3
<b>Hispanic</b>	0
<b>Other*</b>	16.7
<b>Anglo Am.</b>	6.3
<b>All minorities (norm group)</b>	2.7

\*Other includes Asian and Pacific Islanders and American Indians.



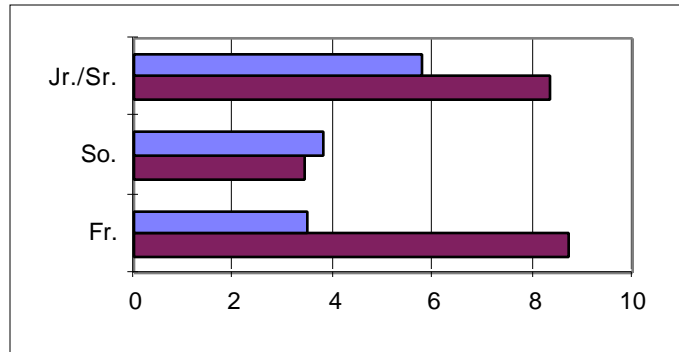
**Reason: Impersonal attitudes of college faculty or staff.**

This item ranked nineteenth among the reasons for leaving Texas A&M. The mean response was 1.24. Overall, 6.7% responded that this was a major reason and 1.7% identified this as the single most important reason.

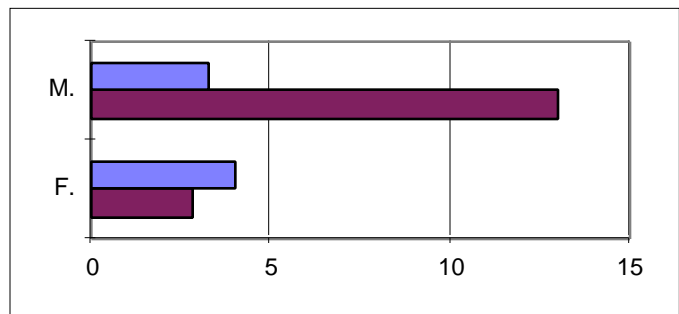
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	8.7	3.5
Sophomores	3.4	3.8
Jrs/Srs*	8.4	5.8

\*Juniors and Seniors are combined in the normative data summary.

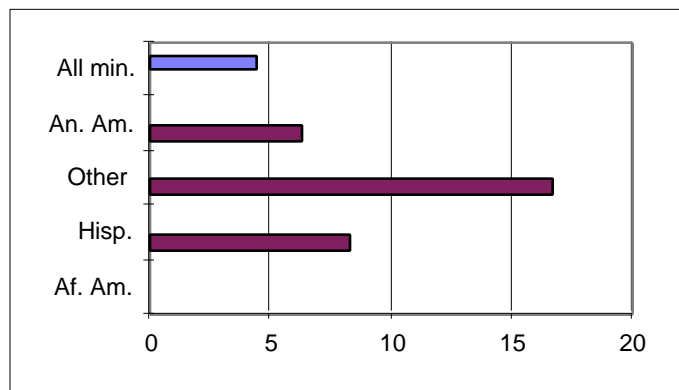


Gender	TAMU%	Norm%
Females	2.8	4
Males	13	3.3



Ethnicity	TAMU%
African Am.	0
Hispanic	8.3
Other*	16.7
Anglo Am.	6.3
All minorities (norm group)	4.4

\*Other includes Asian and Pacific Islanders and American Indians.



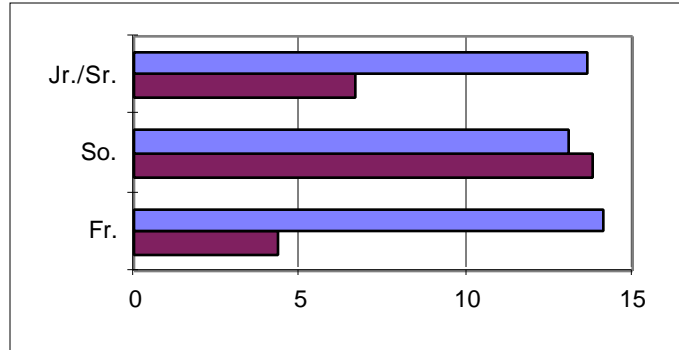
**Reason: Tuition and fees were more than I could afford**

This item ranked twentieth among the reasons for leaving Texas A&M. The mean response was 1.24. Overall, 7.5% responded that this was a major reason and 1.7% identified this as the single most important reason.

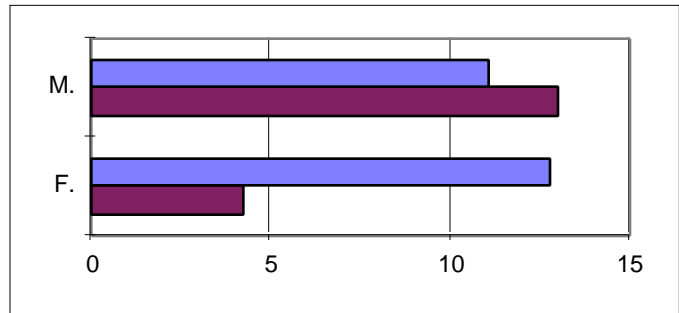
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	4.3	14.1
Sophomores	13.8	13.1
Jrs/Srs*	6.9	13.6

\*Juniors and Seniors are combined in the normative data summary.

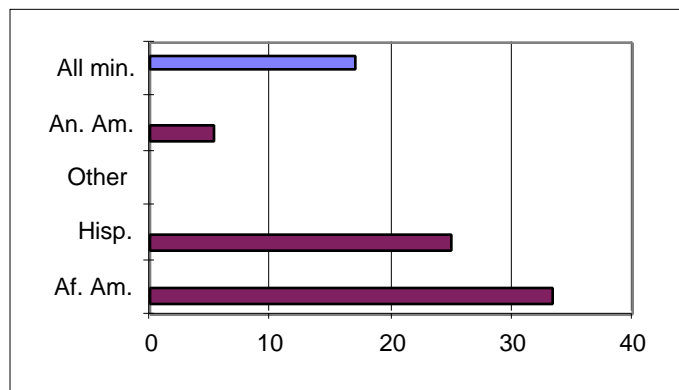


Gender	TAMU%	Norm%
Females	4.2	12.8
Males	13	11.1



Ethnicity	TAMU%
African Am.	33.3
Hispanic	25
Other*	0
Anglo Am.	5.2
All minorities (norm group)	17

\*Other includes Asian and Pacific Islanders and American Indians.



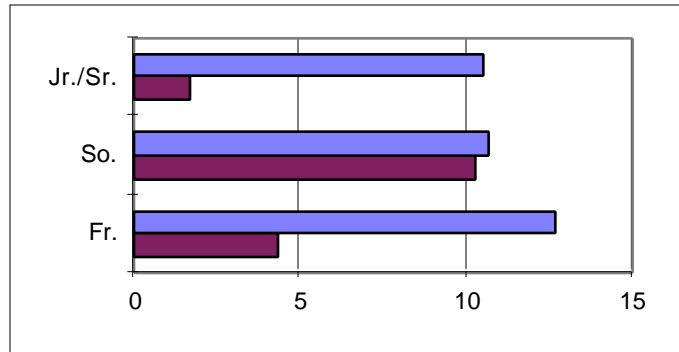
**Reason: Encountered unexpected expenses.**

This item ranked twenty-first among the reasons for leaving Texas A&M. The mean response was 1.22. Overall, 4.2% responded that this was a major reason and 0.8% identified this as the single most important reason. This reason was more important for students at other colleges and universities.

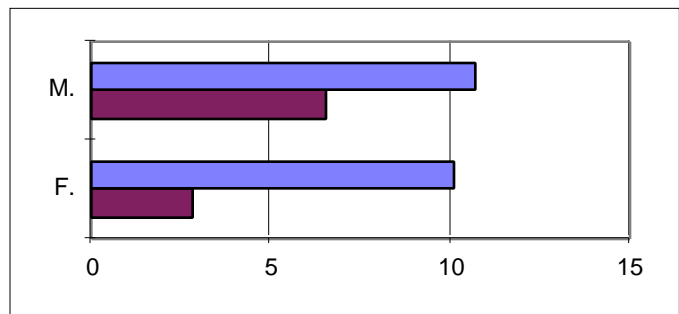
**Responses by Class, Gender, and Ethnicity**

Class	TAMU%	Norm%
Freshmen	4.3	12.7
Sophomores	10.3	10.7
Jrs/Srs*	1.7	10.5

\*Juniors and Seniors are combined in the normative data summary.

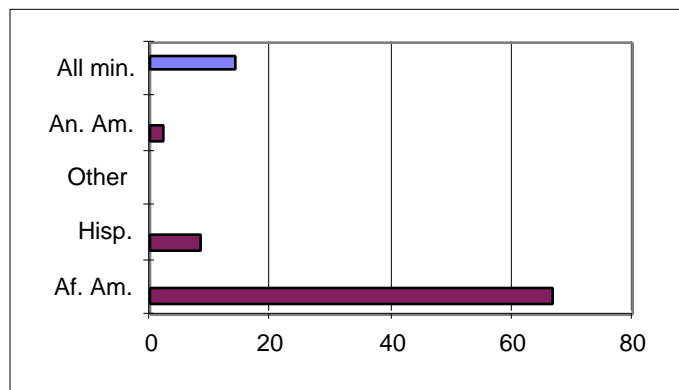


Gender	TAMU%	Norm%
Females	2.8	10.1
Males	6.5	10.7



Ethnicity	TAMU%
African Am.	66.7
Hispanic	8.3
Other*	0
Anglo Am.	2.1
All minorities (norm group)	14.3

\*Other includes Asian and Pacific Islanders and American Indians.



**Appendix A:  
Additional Reasons for Leaving College.**

Please turn to the first page of the survey. In the lower right-hand corner is a section with 20 columns of bubbles. For each of the **16 additional reasons for leaving college** listed below, please bubble:

- **“A”** if it is a **major reason**
- **“B”** if it is a **minor reason**
- **“C”** if it is **Not a reason.**
- **“L”** if it is your **single most important reason**

1. Loss of employment for parent or spouse.
2. Inadequate income from employment.
3. Spouse accepted a job elsewhere.
4. Course load was unmanageable.
5. Did not meet G.P.A. requirements to take courses in desired major.
6. Did not have prerequisites for courses in desired major.
7. Could not decide on a major.
8. Classes are too large.
9. Professors/instructors were not accepting of me as a student.
10. Professors/instructors did not give enough assistance.
11. Experienced difficulty because of administrative errors or delays.
12. Dissatisfied with variety of social life in the community.
13. Dissatisfied with opportunities for involvement in social, recreational, or academic organizations.
14. Behavior and attitude of other students conflicted with personal beliefs.
15. Insufficient contact with faculty.
16. Unable to form new friendships.

After responding to all of the items in the survey form, please fold it once and return it in the postage-paid return envelope provided.

**Appendix B:**  
**Institutions Providing Normative Data**







### **Appendix C: Reasons for Incomplete Surveys**

Forty surveys were returned to the Measurement and Research Services (MARS) department incomplete. Of these 40 incomplete surveys, 16 surveys (40%) were returned with a note from the student indicating that the individual had graduated from Texas A&M University, 10 surveys (25%) were returned due to wrong addresses, and 5 surveys (12.5%) were returned with a note from the student indicating the individual was still enrolled at the university. Approximately 16% of the students indicated other reasons for returning incomplete surveys. These reasons are noted below. Two surveys (5%) were returned incomplete with no reason given.

#### **Other Reasons for Incomplete Surveys**

3 students are enrolled in foreign exchange programs or are out of the country.

1 student is on a leave of absence due to medical reasons.

1 student is enrolled in an internship.

1 student is on vacation and plans to return to the university.

**Appendix D:**  
**ACT Withdrawing/Nonreturning Student Survey (Short Form)**