



**THE
PARTIAL NON-PERSISTENT
COMMUNITY COLLEGE STUDENT**

by

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**Vancouver City College
Langara Campus
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Review of the First Study

The research hypothesis was tested that students withdraw from college enrollment for various reasons, many of which are not related to unsatisfactory academic performance.

¹John B. Dennison and Gordon Jones, *A Study of the Characteristics of Students Who Withdraw from Vancouver City College During the 1970-71 Academic Year* (Vancouver, B.C.: Vancouver City College, 1971).

²Gordon Jones and John B. Dennison, *A Comparative Study of Persister and Non-Persister College Students* (Vancouver, B.C.: Vancouver City College, 1972).

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CHAPTER I

INTRODUCTION

Background

Early in 1970 a study of students who withdraw from enrollment at Vancouver City College, Langara Campus was undertaken. In April, 1971, the first report¹ was released, and was followed by a second report² in June, 1972. Both these studies investigated certain factors concerning students who were non-persisters, that is, students who withdrew from all courses in which they had originally enrolled. In other words, these students ceased to attend the college. The third and final study in this series, reported herein, is concerned with the partial non-persister, that is, the student who has withdrawn from one or more courses of enrollment but not from all of the enrolled courses.

Review of the First Study

The research hypothesis was tested that students withdraw from college enrollment for various reasons, many of which are not related to unsatisfactory academic performance.

¹John D. Dennison and Gordon Jones, A Study of the Characteristics of Students Who Withdrew from Vancouver City College During the 1969-1970 Academic Year (Vancouver, B.C.: Vancouver City College, 1971).

²Gordon Jones and John D. Dennison, A Comparative Study of Persister and Non-Persister College Students (Vancouver, B.C.: Vancouver City College, 1972).

The average percentage of non-persister students was 13.5 per cent, a figure that compared favorably with the percentages reported for American colleges of a similar nature. There was a diversity of individuals included amongst the non-persisters: they ranged from those who needed a special challenge to those who needed special assistance to prepare them for the requirements of college life. For approximately one third of the non-persisters in the study, the withdrawal from college was more of an interruption from study, for these students, after working, entering other institutions, or travelling, did re-enroll at the college. About half of these did not meet with success on their second attempt.

Financial problems and inadequate motivation were cited as reasons for attrition by the largest numbers of students. Although the age factor appeared to have some bearing on the reason for attrition, the college-age student claimed "lack of finances" as the main reason for non-persistence, and the mature student indicated that he would rather work than attend college, there was no greater percentage of college-age withdrawals than for mature students. There was a definite tendency for the younger student to report lack of interest as a cause for withdrawal while the older student claimed health problems to a greater degree.

The female student tended to withdraw earlier in her college career than did the male. She was both slightly younger and had not been enrolled at college as long as the male prior to attrition.

There was a definite tendency for career students to persist in their studies to a greater degree than those students on the academic program. There was ample evidence to indicate that the reasons for withdrawal are complex; that academic problems are not, in themselves, a serious cause. It was shown that at least half of the non-persisters had achieved previously at college with a grade of "C" or better.

Review of the Second Study

The research hypothesis was tested that all types of students, including those of serious intellectual interest, high academic ability, and high socio-economic background are represented in those who withdraw from a comprehensive community college prior to completing the semester of enrollment.

No significant evidence was uncovered to indicate a difference between those students who remained enrolled at college and those that withdrew. Of the sixty-nine items investigated from the various demographic, educational, and opinion sources, a significant difference between persisters and non-persisters was calculated in only five. There was no reported difference in socio-economic status as measured in the study for those that had withdrawn and those that had not withdrawn.

Although there was a slight difference in the high school grade point average between the persister and non-persister, achievement as measured by a grade point average, both in the pre-college and college, would apparently not account for the persistence of some students and not for others. The

only educational item that might have some value in discriminating between persisters and non-persisters was the number of courses in which the student enrolled. For example, there was a greater tendency for part-time college students to withdraw than full time students.

When it came to the matter of various opinions expressed in response to the questionnaire the only significant difference between the two samples occurred when a greater proportion of non-persister sample subjects than persister sample subjects felt they had made a wrong choice in attending the college. In the items investigated, the difference in frequency of response for the persister and non-persister was not as pronounced as was the difference in the frequency of response between students enrolled for the three different semesters in the calendar year.

It was concluded that all types of students withdraw from the community college, and that the non-persister was not characterized by any significant measurable differences from the persister.

Purpose and Objectives of the Study

The reasons for students withdrawing from enrollment at a college are well documented. Also well documented is the need for continuous study of the non-persister student. The study aims to supply information on one aspect of the withdrawal problem, that is, those students who partially withdraw from their studies. The study will present data concerning those students who are partial non-persisters for part of their

enrolled program, in other words, a student who discontinued his study in one or more subjects but not in all of his subjects.

Objectives

The major objectives to be accomplished in the study are: (1) to identify the partial non-persister sample for each of the two semesters under investigation, (2) to describe certain characteristics of the partial non-persister sample, (3) to examine certain institutional aspects concerning the partial non-persister sample, and (4) to determine certain opinions of the partial non-persister sample four months after the specific semester of enrollment.

Within the foregoing prime objectives were certain specific objectives to be encouraged. In the description of certain characteristics of the partial non-persister sample members, the following specific objectives were sought:

- 1) To determine the sex and age grouping of the partial non-persister sample member by semester of enrollment.
- 2) To calculate the mean grade point average and standard deviation for partial non-persister sample members according to the subject from which withdrawal occurred.
- 3) To determine if the partial non-persister sample member had been previously enrolled at the college.
- 4) To determine if a previous withdrawal had occurred for specific members of the partial non-persister sample.

- 5) To determine if re-registration occurred for a subsequent semester.

In the examination of certain institutional aspects concerning the partial non-persister universe, the following objectives were sought:

- 1) To determine the rate of partial non-persistence within the various college divisions and departments according to the level of course difficulty.
- 2) To test the null hypothesis that there is no significant difference in the proportion of partial non-persisters between level "x" and level "y" of a certain subject.
- 3) To determine the rate of partial non-persistence between the various college divisions and departments.
- 4) To test the null hypothesis that there is no significant difference in the proportion of partial non-persisters for first level courses between the various subjects and departments.
- 5) To determine if the proportion of partial non-persisters for a specific subject area varies according to the time of day the subject is offered.
- 6) To determine if the number of students enrolled for a particular course section, i.e., class size, is an influencing factor on the proportion of partial non-persisters.
- 7) To determine if the proportion of partial non-persisters varies between sections of the same subject taught by the same instructor.

- 8) To test the null hypothesis that there is no significant difference in the proportion of partial non-persisters in sections of the same course taught by the same instructor.

The following objectives were sought from an analysis of the questionnaire responses to determine:

- 1) The main reason for originally enrolling in a subject from which withdrawal later occurred.
- 2) The stated reason for partial non-persistence.
- 3) How student interest in the subject could have been maintained.
- 4) The time in the semester at which non-persistence in a particular course occurred.
- 5) Student opinion of contact with the instructor and counsellor prior to withdrawal.
- 6) Student reaction to the instructor during withdrawal procedure.
- 7) Student reaction to the counsellor during withdrawal procedure.
- 8) What the instructor could have done to lessen the probability of student partial non-persistence.
- 9) What the counsellor could have done to lessen the probability of student partial non-persistence.

Delimitation

The study is an investigation and analysis of certain data for the partial non-persister student from the Langara Campus of Vancouver City College.

The universe for the study comprised the students who were enrolled at the Langara Campus during the fall semester, 1971, that is, September to December 1971 (identified as the 71/3 semester), and/or the spring semester, 1972, that is, January to April 1972 (identified as the 72/1 semester), and have withdrawn from enrollment in at least one subject but not all of their subjects. The universe is therefore, that particular group of partial non-persister students. The study is of a one third random sample of college students who withdrew from some, but not all, of their enrolled subjects.

Design of the Study

Data Sources

There were two main sources of data for the study. These were: (1) the official college permanent record for the individual student, and (2) the student questionnaire.

Sampling

Shortly after the conclusion of each of the semesters under study a computer printout was obtained containing the academic record for all students enrolled in the semester. This printout contained an indication as to final grade for each subject enrolled, as well as whether the student had withdrawn from

a subject or not. Total enrollment for the fall semester, 1971 (71/3) was 4,629 students. A search of the records found 1,273 students (27.5 per cent) to be partial non-persisters. For the spring semester, 1972 (72/1), 4,210 students were enrolled with 838 (19.9 per cent) of that number withdrawing from enrollment in certain subjects, i.e. partial non-persisters. Every third name of those students identified as a partial non-persister was selected to be a member of the sample. The records were listed in sequence by student registration number. The registration number is assigned when the student originally enrolls for the first time at the college and is strictly a random assignment.

The sample from the fall semester comprised 422 partial non-persisters and for the spring semester, 274 partial non-persisters.

Methodology

Two months after the end of the semester under study, an explanatory letter (Appendix A) and questionnaire (Appendix B) were sent to each of the sample members. A stamped return envelope was enclosed. Responses returned within three weeks of the initial mailing were tabulated. There was no follow-up of non-respondents.

From the college records, data were analysed in order to indicate the partial non-persister rate by college department, subject area, and semester level. Grade point averages (G.P.A.) were calculated by division and course area.

CHAPTER II

STATISTICAL ANALYSIS

A statistical test was applied to test the significance of any differences among proportions of partial non-persistence in three different areas. The null hypothesis (H_0) is that the two groups under study came from populations with the same proportion of dropouts. The hypotheses to be tested were:

- 1) There is no significant difference in the proportion of partial non-persisters between various subject levels within a given department. For example, there is no significant difference in the proportion of partial non-persisters between level one and level two within the English department, that is, no difference in partial dropout for students enrolled in first semester and second semester English courses.
- 2) There is no significant difference in the proportion of partial non-persisters between various departments at the first level. For example, there is no significant difference in the proportion of partial non-persisters between level one English and level one Mathematics, that is, no difference in partial dropout for students enrolled in first semester English courses and first semester Mathematics courses.
- 3) There is no significant difference in the proportion of partial non-persisters between the same course sections where two or more sections are taught by the same

instructor. For example, there is no significant difference in the proportion of partial non-persisters between section "x" and section "y" of the same subject when taught by the same instructor.

The data are arranged in a contingency table.

| | No. of $p\bar{P}^a$ | Remainder | Total Enrolled |
|---------|---------------------|-----------|----------------|
| Group 1 | A | C | E |
| Group 2 | B | D | F |
| Total | G | H | K |

^a $p\bar{P}$ = partial non-persisters

Yates Correction¹

The correction is necessary because a continuous distribution (chi-square) is used to approximate a discrete distribution. When all expected frequencies are small, that approximation may be a poor one. The correction for continuity is an attempt to remove this source of error.

Under the null hypothesis it would be expected that the ratios $\frac{A}{C}$ and $\frac{B}{D}$ are equal to the pooled ratio $\frac{G}{H}$, except for sampling error. Therefore, the three ratios mentioned above are compared and a data value, that is, A, B, C, or D, which is disproportionately large in relation to the pooled values is picked out. This number is then increased by $\frac{1}{2}$. The remaining three values are either increased or decreased by $\frac{1}{2}$ in such a way that

¹Frank Yates, "Contingency Tables Involving Small Numbers and the X^2 Test," Statistics of Sociology Supplement, I (1934), 217-235

the totals remain unchanged. For example, if $\frac{A}{C} > \frac{G}{H}$, the new values become:

$$A^* = A + \frac{1}{2}$$

$$C^* = C - \frac{1}{2}$$

$$B^* = B - \frac{1}{2}$$

$$D^* = D + \frac{1}{2}$$

The new contingency table is:

| | No. of $p\bar{P}$ | Remainder | Total Enrolled |
|---------|-------------------|-----------|----------------|
| Group 1 | A* | C* | E |
| Group 2 | B* | D* | F |
| Total | G | H | K |

Compute X^2 (chi-square).

$$X^2 = \frac{(B^*C^* - A^*D^*)^2}{E F G H} K$$

For this 2 x 2 case, $df = 1$, and the H_0 is rejected at the .01 level if $X^2 > 6.64$.

For example, to determine if there is any significant difference in the proportion of partial non-persisters enrolled for first level English courses and second level English courses, form a contingency table as follows:

| | No. of $p\bar{P}$ | Remainder | Total Enrolled |
|-----------|-------------------|-----------|----------------|
| English 1 | A 110 | C 1807 | E 1917 |
| English 2 | B 28 | D 365 | F 393 |
| Total | G 138 | H 2172 | K 2310 |

$$\text{Yates correction: } \frac{138}{2172} \approx \frac{1}{5}, \text{ while } \frac{28}{365} \approx \frac{1}{13}$$

Therefore, 365 is disproportionately small, and is therefore increased by $\frac{1}{2}$ to 365.5. The corrected contingency table now is:

| | No. of $p\bar{P}$ | Remainder | Total Enrolled |
|-----------|-------------------|-----------|----------------|
| English 1 | A* 110.5 | C* 1806.5 | E 1917 |
| English 2 | B* 27.5 | D* 365.5 | F 393 |
| Total | G 138.0 | H 2172 | K 2310 |

Therefore,

$$\begin{aligned} X^2 &= \frac{[(27.5)(1806.5) - (110.5)(365.5)]^2}{(1917)(393)(138)(2172)} \\ &= \frac{[(49678.75) - (40387.75)]^2}{225815407416.00} \\ &= \frac{[9291]^2}{225815407416.00} = \frac{(86322681.00)}{225815407416.00} \\ &= \frac{199405393110.00}{225815407416.00} \\ &= 0.8 < 6.64 \end{aligned}$$

Therefore, there is no significant difference in the proportion of partial non-persisters between first semester English courses and second semester English courses at the .01 level of significance.

Computations were done on a Sony micro computer, SOBAX ICC-2700 W, using the following program:

$$\begin{aligned} X^2 &= S \times S = M 1 M_c M_{in} S \times S = M 2 M_c M_{in} M 1 M_{out} \\ &\quad - M 2 M_{out} = M 3 M_c M_{in} M_{out} \times R = M 4 M_c M_{in} \\ &\quad M_{out} \times S = M 5 M_c M_{in} S \times S \times S \times S = M 6 M_c \\ &\quad M_{in} M 5 M_{out} \div M 6 M_{out} = \text{end} \end{aligned}$$

CHAPTER III

ANALYSES OF DATA

Partial Non-Persistence Rate

A total of 2,111 students partially withdrew from enrollment during the two semesters under study, that is, from September 1971 to April 1972. In other words, the partial non-persister rate for this time period was 23.88 per cent. During the fall semester 1,273 of 4,629 students enrolled withdrew (27.50 per cent) from some, but not all, subjects of original enrollment, and for the spring semester 838 of 4,210 students were partial non-persisters (19.91 per cent). Data on enrollment and partial non-persistence are tabulated in Table 1.

Sex

A greater tendency for males to be partial non-persisters was noted. For the fall semester, of 2,981 males enrolled, 920 (30.86 per cent) were identified as partial non-persisters, while only 358 of 1,648 female students (21.42 per cent) were so identified. For the spring semester 596 of 2,555 (23.33 per cent) male students, and 242 of 1,655 (14.62 per cent) of female students were identified as partial non-persisters.

Age

The female partial non-persister tended to be slightly younger or slightly older than the male sample member. For example, in the fall semester 41.40 per cent of the male partial

TABLE 1

TOTAL ENROLLMENT, PARTIAL NON-PERSISTENT SAMPLE AND QUESTIONNAIRES MAILED AND USABLE QUESTIONNAIRE RESPONSES RECEIVED, BY SEMESTER

| | SEMESTER | | | | | | | |
|--|----------|-------|-------|-------|-------|-------|-------|-------|
| | 71/3 | | | | 72/1 | | | |
| | M | F | T | M | F | T | M | T |
| Number | | | | | | | | |
| Enrollment - Total | 2981 | 1648 | 4629 | 2555 | 1655 | 4210 | 5536 | 8839 |
| Partial Non-persister universe | 920 | 353 | 1273 | 596 | 242 | 838 | 1516 | 2111 |
| Partial Non-persister sample | 280 | 142 | 422 | 186 | 88 | 274 | 466 | 696 |
| P.O. returned as non-delivered | 25 | 7 | 32 | 13 | 4 | 17 | 38 | 49 |
| Questionnaires believed delivered | 255 | 135 | 390 | 173 | 84 | 257 | 428 | 647 |
| Usable questionnaire responses | 91 | 69 | 160 | 52 | 29 | 81 | 143 | 241 |
| Percentages | | | | | | | | |
| P universe of total enrollment | 30.86 | 21.42 | 27.50 | 23.33 | 14.62 | 19.91 | 27.38 | 23.88 |
| p sample of total enrollment | 9.39 | 8.62 | 9.12 | 7.28 | 5.32 | 6.51 | 8.42 | 7.87 |
| P.O. returned (non-deliverable) | 8.93 | 4.93 | 7.58 | 6.99 | 4.55 | 6.20 | 8.15 | 7.04 |
| Usable responses from sample | 32.50 | 48.59 | 37.91 | 27.96 | 32.95 | 29.56 | 30.69 | 34.63 |
| Responses for Questionnaires believed delivered. | 35.69 | 51.11 | 41.03 | 30.06 | 34.52 | 31.52 | 33.41 | 37.25 |

non-persisters were under twenty years of age as compared to 44.40 per cent of female sample members. A similar trend was observed for the spring semester with 38.77 per cent male and 52.32 per cent female under twenty years of age. The percentages of the partial non-persister sample members by age grouping are tabulated in Table 2.

Department Partial Non-Persistence Rate

The partial non-persistence rate was investigated for fifteen departments at Langara Campus. These departments were: English; Modern Languages; Mathematics; Sciences; Economics; Geography; History; Philosophy, Sociology, Anthropology, (P.S.A.); Psychology; Art; Business; Community; and Physical Education/ Recreation. The latter four departments fall within the division of career studies.

The lowest rate of partial non-persistence was found for the four departments comprising the career division. The average rate was 4 per cent for the fall semester and 2 per cent for the spring semester, with students enrolled in community service programs exhibiting the lowest rate of partial non-persistence. The next lowest incidence of partial non-persistence was observed for the Psychology department with a rate of 7 per cent and 5 per cent for the two semesters under investigation. A similarly low rate of partial non-persistence was recorded for the English department with a percentage rate of 8 and 5. The Modern Language department recorded the highest percentage of partial non-persisters, that is, 21 per cent for the fall semester and 12 per cent for the spring semester.

TABLE 2
PERCENTAGE OF PARTIAL NON-PERSISTERS ACCORDING TO AGE GROUP AND
SEX, BY SEMESTER

| Age Group | 71/3 Semester | | | 72/1 Semester | | | Total | | |
|----------------|---------------|--------|-------|---------------|--------|-------|-------|--------|-------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Under 18 years | 1.8 | 4.2 | 2.6 | 1.6 | 2.3 | 1.8 | 1.7 | 3.5 | 2.3 |
| 18 - 19 years | 39.6 | 40.2 | 39.8 | 37.1 | 50.0 | 41.3 | 38.6 | 43.9 | 40.4 |
| 20 - 24 years | 46.8 | 36.6 | 43.4 | 49.5 | 34.0 | 44.5 | 47.9 | 35.7 | 43.8 |
| 25 - 34 years | 11.4 | 13.4 | 12.1 | 11.3 | 9.1 | 10.6 | 11.4 | 11.7 | 11.5 |
| 35 - 44 years | 0.4 | 5.6 | 2.1 | 0.5 | 4.6 | 1.8 | 0.4 | 5.2 | 2.0 |
| Over 44 years | - | - | - | - | - | - | - | - | - |
| Total % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Total N | 280 | 142 | 422 | 186 | 88 | 274 | 466 | 230 | 696 |

Generally speaking, the departments that might be classed as scientific or mathematical in nature showed a greater proportion of partial non-persisters than did the social science or non-mathematically orientated courses. In other words, students enrolled in English, Communications, History, Political Science, Anthropology, Sociology, and Psychology tended to persist in these subjects to a greater extent than students enrolled in Mathematics, Biology, Chemistry, Physics, Economics, and Geography.

Partial Non-Persistence Within Departments
According to Semester Level

The numbers and percentages of students classed as partial non-persisters are listed in Table 3 according to department, subject area, and semester level. The semester level refers to the individual course level. That is, subjects listed as first level refer to course numbering beginning with "one hundred" such as English 117, Communications 115, and History 150. These "one hundred" courses are normally courses expected to be taken by a student during his first semester of enrollment, and may generally be defined as courses of less difficulty than say the "four hundred" courses, that is, fourth level courses such as History 495.

It might be speculated that the heaviest rate of partial non-persistence would occur amongst students enrolled in lower level study, that is, at the first level, since these may be marginal students who are receiving their first exposure to the methodology of post-secondary education. While this was observed

TABLE 3
NUMBER AND PERCENTAGE OF PARTIAL NON-PERSISTERS, BY SEMESTER, ACCORDING TO
DEPARTMENT, SUBJECT AND SUBJECT LEVEL

| Department Subject Level | 71/3 Semester | | 72/1 Semester | | Total | |
|--------------------------|---------------------|-----------|---------------------|-----------|---------------------|-----------|
| | Registra- tion N | pP N % | Registra- tion N | pP N % | Registra- tion N | pP N % |
| English Communic. | 410 | 35 09 | 35 | 2 06 | 445 | 37 08 |
| | - | - | 278 | 15 05 | 278 | 15 05 |
| | 74 | 1 01 | 31 | 00 00 | 105 | 1 01 |
| | 484 | 36 07 | 344 | 17 05 | 828 | 53 06 |
| English | 1917 | 110 06 | 694 | 38 05 | 2611 | 148 06 |
| | 393 | 28 07 | 1254 | 46 04 | 1647 | 74 04 |
| | 527 | 75 14 | 336 | 20 06 | 863 | 95 11 |
| | 122 | 12 10 | 301 | 12 04 | 423 | 24 06 |
| TOTAL | 2959 | 225 08 | 2585 | 116 04 | 5544 | 341 06 |
| | 3443 | 261 08 | 2929 | 133 05 | 6372 | 394 06 |
| Mod. Lang. French | 420 | 104 25 | 176 | 29 16 | 596 | 133 22 |
| | 42 | 6 14 | 226 | 21 09 | 268 | 27 10 |
| | 30 | 4 13 | - | - | 30 | 4 13 |
| | 492 | 114 23 | 24 | 1 04 | 24 | 1 04 |
| German | 198 | 33 17 | 112 | 18 16 | 310 | 51 16 |
| | 25 | 2 08 | 118 | 7 06 | 143 | 9 06 |
| | 16 | 1 06 | - | - | 16 | 1 06 |
| | 239 | 36 15 | 10 | 00 00 | 10 | 00 00 |
| Spanish | 146 | 35 24 | 67 | 12 18 | 213 | 47 22 |
| | 23 | 4 17 | 65 | 11 17 | 88 | 15 17 |
| | 169 | 39 23 | 132 | 23 17 | 301 | 62 21 |
| | 900 | 189 21 | 798 | 99 12 | 1698 | 288 17 |

TABLE 3 (continued)

| Department | Subject | Level | 71/3 Semester | | 72/1 Semester | | Total | |
|-------------|-----------|--------|---------------------|-----------|---------------------|-----------|---------------------|-----------|
| | | | Registra- tion N | pP N % | Registra- tion N | pP N % | Registra- tion N | pP N % |
| Mathematics | Math | First | 1383 | 200 14 | 944 | 99 10 | 2327 | 299 13 |
| | | Second | 259 | 30 12 | 581 | 72 12 | 840 | 102 12 |
| | | Third | 106 | 16 15 | 43 | 4 09 | 149 | 20 13 |
| | | Fourth | - | - | 75 | 4 05 | 75 | 4 05 |
| | | Total | 1748 | 246 14 | 1643 | 179 11 | 3391 | 425 13 |
| TOTAL | | | 1748 | 246 14 | 1643 | 179 11 | 3391 | 425 13 |
| Science | Biology | First | 742 | 104 14 | 322 | 38 12 | 1064 | 142 13 |
| | | Second | 83 | 8 10 | 446 | 18 04 | 529 | 26 05 |
| | | Third | 201 | 25 12 | 100 | 12 12 | 301 | 37 12 |
| | | Fourth | - | - | 77 | 10 13 | 77 | 10 13 |
| | | Total | 1026 | 137 13 | 945 | 78 08 | 1971 | 215 11 |
| | Chemistry | First | 456 | 86 19 | 214 | 21 10 | 670 | 107 16 |
| | | Second | 73 | 10 14 | 262 | 15 06 | 335 | 25 07 |
| | | Third | 80 | 18 23 | - | - | 80 | 18 23 |
| | | Fourth | - | - | 53 | 5 09 | 53 | 5 09 |
| | | Total | 609 | 114 19 | 529 | 41 08 | 1138 | 155 14 |
| | Physics | First | 388 | 64 16 | 149 | 35 23 | 537 | 99 18 |
| | | Second | 36 | 7 19 | 210 | 17 08 | 246 | 24 10 |
| | | Third | 20 | 3 15 | - | - | 20 | 3 15 |
| | | Fourth | - | - | 17 | 01 06 | 17 | 1 06 |
| | | Total | 444 | 74 17 | 376 | 53 14 | 820 | 127 15 |
| | Science | First | 108 | 4 04 | - | - | 108 | 4 04 |
| | | Second | - | - | 23 | 0 00 | 23 | 0 00 |
| | | Third | 13 | 0 00 | - | - | 13 | 0 00 |
| | | Total | 121 | 4 03 | 23 | 0 00 | 144 | 4 03 |
| | | TOTAL | | | 2200 | 329 15 | 1873 | 172 09 |

TABLE 3 (continued)

| Department | Subject | Level | 71/3 Semester | | 72/1 Semester | | Total | |
|------------|-----------|--------|---------------------|-----------|---------------------|-----------|---------------------|-----------|
| | | | Registra- tion N | pP N % | Registra- tion N | pP N % | Registra- tion N | pP N % |
| Economics | Economics | First | 565 | 51 09 | 439 | 30 07 | 1004 | 81 08 |
| | | Third | 85 | 13 15 | 50 | 10 20 | 135 | 23 17 |
| | | Fourth | 31 | 3 10 | 59 | 10 17 | 90 | 13 14 |
| | | Total | 681 | 67 10 | 548 | 50 09 | 1229 | 117 10 |
| | | TOTAL | 681 | 67 10 | 548 | 50 09 | 1229 | 117 10 |
| Geography | Geography | First | 852 | 143 17 | 609 | 66 11 | 1461 | 209 14 |
| | | Second | 34 | 5 15 | 110 | 8 07 | 144 | 13 09 |
| | | Third | 9 | 1 11 | 35 | 2 06 | 44 | 3 07 |
| | | Total | 895 | 149 17 | 754 | 76 10 | 1649 | 225 14 |
| | | TOTAL | 895 | 149 17 | 754 | 76 10 | 1649 | 225 14 |
| History | B.C. St. | Second | 67 | 15 22 | 21 | 2 10 | 88 | 17 19 |
| | | Third | 12 | 2 17 | 8 | 0 00 | 20 | 2 10 |
| | | Total | 79 | 17 22 | 29 | 2 07 | 108 | 19 18 |
| | History | First | 779 | 63 08 | 293 | 27 09 | 1072 | 90 08 |
| | | Second | 187 | 9 05 | 546 | 37 07 | 733 | 46 06 |
| | | Third | 44 | 11 25 | 66 | 3 05 | 110 | 14 13 |
| | | Fourth | 14 | 0 07 | 10 | 1 10 | 24 | 1 04 |
| | | Total | 1024 | 83 08 | 915 | 68 07 | 1939 | 151 08 |
| Pol. Sc. | Pol. Sc. | First | 299 | 20 07 | 208 | 7 03 | 507 | 27 05 |
| | | Second | 143 | 16 11 | 202 | 15 07 | 345 | 31 09 |
| | | Total | 442 | 36 08 | 410 | 22 05 | 852 | 58 07 |
| | Rel. St. | First | 79 | 13 16 | 60 | 2 03 | 139 | 15 11 |
| | | Total | 79 | 13 16 | 60 | 2 03 | 139 | 15 11 |
| | | TOTAL | 1624 | 149 09 | 1414 | 94 07 | 3038 | 243 08 |

TABLE 3 (continued)

| Department | Subject | Level | 71/3 Semester | | | 72/1 Semester | | | Total | | |
|---|-----------|--------|---------------------|------|---------|---------------------|------|---------|---------------------|------|---------|
| | | | Registra- tion N | N | pP % | Registra- tion N | N | pP % | Registra- tion N | N | pP % |
| P.S.A. | Anthro. | First | 485 | 39 | 08 | 493 | 27 | 05 | 978 | 66 | 07 |
| | | Total | 485 | 39 | 08 | 493 | 27 | 05 | 978 | 66 | 07 |
| | Phil. | First | 326 | 28 | 09 | 317 | 22 | 07 | 643 | 50 | 08 |
| | | Second | 30 | 7 | 23 | 37 | - | - | 67 | 14 | 21 |
| | Total | 356 | 35 | 10 | 354 | 29 | 08 | 710 | 64 | 09 | |
| Sociol. | First | First | 795 | 66 | 08 | 730 | 54 | 07 | 1525 | 120 | 08 |
| | | Second | 61 | 3 | 06 | 125 | 2 | 02 | 186 | 5 | 03 |
| | Third | Third | 48 | 6 | 13 | - | - | - | 48 | 6 | 13 |
| | | Total | 904 | 75 | 08 | 855 | 56 | 07 | 1759 | 131 | 07 |
| | TOTAL | | | 1745 | 149 | 09 | 1702 | 112 | 07 | 3447 | 261 |
| Psychology | Psych. | First | 1314 | 82 | 06 | 515 | 45 | 09 | 1829 | 127 | 07 |
| | | Second | 234 | 24 | 10 | 875 | 27 | 03 | 1109 | 51 | 05 |
| | Third | Third | 260 | 19 | 07 | 179 | 13 | 07 | 439 | 32 | 07 |
| | | Fourth | - | - | - | 48 | 1 | 02 | 48 | 1 | 02 |
| | Total | 1808 | 125 | 07 | 1617 | 86 | 05 | 3425 | 211 | 06 | |
| TOTAL | | | 1808 | 125 | 07 | 1617 | 86 | 05 | 3425 | 211 | 06 |
| Art Business Community P.E./Rec. | Art | First | 1191 | 39 | 03 | 1014 | 24 | 02 | 2205 | 63 | 03 |
| | | Second | 915 | 41 | 04 | 802 | 17 | 02 | 1717 | 58 | 03 |
| | Community | Third | 591 | 8 | 01 | 759 | 2 | 00 | 1350 | 10 | 01 |
| | | Fourth | 617 | 32 | 05 | 617 | 33 | 05 | 1234 | 65 | 05 |
| | TOTAL | | | 3314 | 120 | 04 | 3192 | 76 | 02 | 6506 | 196 |

in certain cases, for example, Communications, French, German, Spanish, and Geography, other subject areas such as English, Mathematics, Chemistry, Physics, Economics, and Political Science demonstrated a higher rate of partial non-persistence in second, third, or fourth year level.

The chi-square (X^2) test was used to determine if there was a significant difference in the proportion of partial non-persisters between the various levels within a given subject area. The null hypothesis to be tested was as follows: "there is no significant difference in the proportion of partial non-persisters between level 'x' and level 'y' of a certain subject." The results are summarized in Appendix C. For example, in the English subject department the null hypothesis was not rejected at the .01 level of significance for level one and level two. In other words, there was no statistically significant difference in the partial non-persister rate for those students enrolled in first level English courses and second level English courses during the fall semester.

Statistically significant difference in the partial non-persister rate between certain subject levels was found for English, Physics, Biology, Economics, History, and Psychology. In the case of English there was higher partial non-persistence found amongst students enrolled in third level, that is, courses numbered "three hundred" (third semester courses) than in first or second level courses in the fall semester. This was not the case, however, for the spring semester. In the Physics subject area, no difference was indicated in the fall semester, but for

the spring semester, a significantly higher partial dropout was observed in first level courses than in second level courses. These figures, and the results for Biology, Economics, History, and Psychology are tabulated in Table 4.

In the ten cases where a difference was indicated, seven cases involved a higher subject level demonstrating a significantly higher rate of partial non-persistence than a lower subject level. In the three cases where first level subjects had a higher non-persister rate, it was noted that these cases were in the spring semester, that is, the 72/1 semester.

Partial Non-Persister Comparison Between
Departments at First Semester Level

The chi-square test was also used to determine if there was a significant difference in the rate of partial non-persisters for first level courses between various subject areas. The null hypothesis to be tested was: there is no significant difference in the proportion of partial non-persisters for first level courses between the various subjects and departments. The results are summarized in Appendix D. For example, when the combined first level English courses were compared with the combined first level Communication courses the chi-square value for the fall semester was 4.0. The null hypothesis was, therefore, not rejected at the .01 level of significance. In other words, there was no significant difference in the proportion of partial non-persistence for students enrolled in English and Communications at the first semester level.

TABLE 4

SUBJECT LEVEL, BY SEMESTER, WHERE A SIGNIFICANT DIFFERENCE
IN THE PARTIAL NON-PERSISTER RATE WAS DEMONSTRATED

| SUBJECT | 71/3 SEMESTER | | 72/1 SEMESTER | |
|------------|--|--------------------------|--|-------------------------------|
| | Significantly Higher Rate of p^F | When Compared With | Significantly Higher Rate of p^F | When Compared With |
| English | Level 3 Level 3 | Level 1 Level 2 | - - | - - |
| Physics | | | Level 1 | Level 2 |
| Biology | | | Level 1 Level 3 Level 4 | Level 2 Level 2 Level 2 |
| Economics | - | | Level 3 | Level 1 |
| History | Level 3 Level 3 | Level 1 Level 2 | | |
| Psychology | | | Level 1 | Level 2 |

The null hypothesis of no significant difference was, however, rejected for English and Mathematics when chi-square values of 18.9 and 12.46 were calculated for the fall and spring semesters respectively.

In all cases where the proportion of partial non-persisters was significantly different for English and the various other subjects, the other subjects had a higher partial non-persistence rate than English. In other words, a higher dropout rate was found in Mathematics, French, German, Spanish, Physics, Chemistry, Biology, Economics, and Geography than in English. These results are outlined in Table 5. Where a difference was noted, generally speaking the proportion of partial non-persisters was higher for Mathematics, French, German, Spanish, Physics, Chemistry, Biology, and Geography.

Mean Grade Point Average and Standard Deviation

The mean grade point average and standard deviation were calculated for certain selected course areas. The grade point average is based on the subjects for which the student persisted. Withdrawn subjects are not included in the college calculation of grade point averages. The mean G.P.A. earned by students who did not persist in their study of English was 2.11 for the fall semester and 2.31 for the spring semester. Mean G.P.A.'s over 2.0, [the 2.0 G.P.A. (or C grade) is normally considered the minimum grade required for transfer to a local university] were obtained by students who had withdrawn in the fall semester from English, Mathematics, Biology, Chemistry, Geography, Political

TABLE 5

FIRST LEVEL SUBJECT COMPARISON, BY SEMESTER, WHERE A SIGNIFICANT DIFFERENCE IN THE PARTIAL NON-PERSISTENT RATE WAS DEMONSTRATED

| SUBJECT | 71/3 SEMESTER | | 72/1 SEMESTER | |
|-------------|---|--|--|---|
| | Significantly Higher Rate of p ^P in | When Compared With | Significantly Higher Rate of p ^P in | When Compared With |
| English | Mathematics French German Spanish Physics Chemistry Biology Economics Geography | English English English English English English English English English | Mathematics French German Spanish Physics Chemistry Biology - Geography | English English English English English English English - English |
| Mathematics | Mathematics French Spanish - Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics | English Mathematics Mathematics - Anthropology Economics History Philosophy Pol. Science Psychology Sociology | Mathematics - - Physics Mathematics - - - Mathematics - - - | English - - Mathematics Anthropology - - - Pol. Science - - - |
| French | French French French French French French French French French French French French | English Mathematics Physics Biology Anthropology Economics Geography History Philosophy Pol. Science Psychology Sociology | French - - - French French - - - French French French French | English - - - Anthropology Economics - - - Philosophy Pol. Science Psychology Sociology |

TABLE 5 (continued)

| SUBJECT | 71/3 SEMESTER | | 72/1 SEMESTER | |
|-----------|--|--|---|--|
| | Significantly Higher Rate of p^F in | When Compared With | Significantly Higher Rate of p^F in | When Compared With |
| German | German German German German German German German - | English Anthropology Economics History Philosophy Pol. Science Psychology - | German German German - German German - German | English Anthropology Economics - Philosophy Pol. Science - Sociology |
| Spanish | Spanish Spanish Spanish Spanish Spanish Spanish Spanish Spanish Spanish | English Mathematics Biology Anthropology Economics History Philosophy Pol. Science Psychology Sociology | Spanish - - Spanish Spanish - - Spanish - Spanish | English - - Anthropology Economics - - Pol. Science - Sociology |
| Physics | Physics French - - Physics Physics - Physics Physics Physics Physics Physics Physics | English Physics - - Anthropology Economics - History Philosophy Pol. Science Psychology Sociology | Physics - Physics Physics Physics Physics Physics Physics Physics Physics Physics Physics Physics | English - Chemistry Biology Anthropology Economics Geography History Philosophy Pol. Science Psychology Sociology |
| Chemistry | Chemistry Chemistry Chemistry Chemistry Chemistry Chemistry Chemistry | English Anthropology Economics History Philosophy Pol. Science Psychology Sociology | Chemistry - - - - - - - | English - - - - - - - |

TABLE 5 (continued)

| SUBJECT | 71/3 SEMESTER | | 72/1 SEMESTER | |
|--------------|---|--|---|---|
| | Significantly Higher Rate of p^F in | When Compared With | Significantly Higher Rate of p^F in | When Compared With |
| Biology | Biology French Spanish Biology Biology Biology Biology Biology Biology Biology | English Biology Biology Economics Anthropology History Pol. Science Psychology Sociology | Biology - - - Biology - Biology - - | English - - - Anthropology - Pol. Science - - |
| Anthropology | Geography | Anthropology | Geography | Anthropology |
| Economics | Geography | Economics | - | - |
| Geography | Geography French Geography Geography Geography Geography Geography Geography | English Geography Economics History Philosophy Pol. Science Psychology Sociology | Geography - - - - Geography - - | English - - - - Pol. Science - - |

Science, Psychology, and Recreation. It might be speculated that students who did not persist in these course areas did so for reasons other than academic problems. In the spring semester mean G.P.A.'s less than 2.0 were calculated for those students withdrawing from subjects within the Mathematics division, that is, Mathematics, Biology, Chemistry, and Physics. A low mean G.P.A. was also calculated in a Social Science course area which depended in some degree on mathematical ability, that is, Economics. The mean grade point average by division and course area along with the standard deviation is listed in Table 6.

Prior College Enrollment

Of those students who had been previously enrolled at the college prior to the semester under study, nearly 44 per cent had been partial non-persisters prior to their non-persistence in the semester under study. The tendency for the male student to have previously withdrawn from enrollment in at least one course was noticeably greater than for the female, with one half of the males as compared to just under one third of the females having previously withdrawn from a particular course. Just over 40 per cent of the female partial non-persisters and just under 30 per cent of the male partial non-persisters were enrolled for the first time. The percentages of partial non-persisters and the indication as to previous enrollment is contained in Table 7.

There was a greater tendency for partial non-persister students enrolled for the spring semester to have been previously enrolled and to have withdrawn from at least one course than for

TABLE 6

MEAN GRADE POINT AVERAGE AND STANDARD DEVIATION OF
PARTIAL NON-PERSISTERS WHO WITHDREW FROM
INDICATED COURSE AREAS, BY SEMESTER

| Division | Course Area | 71/3 Semester | | 72/1 Semester | |
|----------------|-----------------|---------------|------|---------------|------|
| | | Mean GPA | SD | Mean GPA | SD |
| English | English | 2.11 | 1.11 | 2.31 | 0.80 |
| | Foreign Lang. | 1.96 | 0.83 | 2.22 | 0.80 |
| Mathematics | Mathematics | 2.15 | 0.77 | 1.80 | 0.96 |
| | Biology | 2.13 | 1.01 | 1.79 | 1.10 |
| | Chemistry | 2.02 | 0.84 | 1.40 | 1.25 |
| | Physics | 1.63 | 1.41 | 1.93 | 0.98 |
| Social Science | Economics | 1.79 | 0.82 | 1.42 | 1.27 |
| | Geography | 2.30 | 0.73 | 2.13 | 1.08 |
| | History | 1.98 | 1.01 | 2.13 | 0.85 |
| | Political Sc. | 2.36 | 0.58 | 2.11 | 0.64 |
| | Psychology | 2.10 | 0.95 | 2.23 | 0.85 |
| | Sociology | 1.97 | 0.96 | 2.35 | 1.06 |
| Career | Business Admin. | 1.49 | 0.69 | 2.12 | 0.89 |
| | P.E./Rec. | 2.02 | 1.06 | 2.08 | 0.62 |

TABLE 7
PERCENTAGE OF PARTIAL NON-PERSISTERS WHO HAD WITHDRAWN OR NOT
WITHDRAWN FROM COURSES PRIOR TO THE SEMESTER UNDER STUDY,
BY SEX AND SEMESTER

| | 71/3 Semester | | | 72/1 Semester | | | Total | | |
|---|---------------|--------|-------|---------------|--------|-------|-------|--------|-------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Prior enrollment and had withdrawn from at least one course | 39.3 | 19.0 | 32.5 | 66.1 | 50.0 | 61.0 | 50.0 | 30.9 | 43.7 |
| Prior enrollment and had NOT withdrawn from any courses | 18.2 | 22.5 | 19.7 | 23.7 | 30.7 | 25.9 | 20.4 | 25.6 | 22.1 |
| Not enrolled previously | 42.5 | 58.5 | 47.8 | 10.2 | 19.3 | 13.1 | 29.6 | 43.5 | 34.2 |
| Total % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Total N | 280 | 142 | 422 | 186 | 88 | 274 | 466 | 230 | 696 |

students enrolled for the fall semester. The male student seemed more likely to be a partial non-persister and to have withdrawn from previous courses than did the female student.

Prior Partial Non-Persistence

The percentage of partial non-persisters according to whether this withdrawal was the first or not is indicated in Table 8. For example, for the fall semester nearly three quarters (73.7 per cent) of those students who withdrew from an English course had, in a prior semester, withdrawn from at least one course (either English or other subject area). It is readily apparent from the figures in this table that a large percentage of fall semester students who withdrew from courses in the departments listed had withdrawn from other courses in previous semesters. The one notable exception was students who withdrew from the Modern Languages department where just over one third of the students had been previously dropouts. In other words, the percentage of students withdrawing for the first time from Modern Languages was considerably greater than for the other departments.

The importance of considering various factors of the non-persistence phenomena by individual semesters rather than by the academic year is evident from the data included in Table 8. The pattern of non-persistence is different for the two semesters under study. Students in the spring semester who are partial non-persisters exhibit a greater tendency to be repeat dropouts, that is, to have dropped from courses taken in previous semesters.

TABLE 8
PERCENTAGE OF PARTIAL NON-PERSISTERS ACCORDING TO WHETHER THIS
WITHDRAWAL WAS THE FIRST

| Division | Department | 71/3 Semester | | | 72/1 Semester | | |
|----------------|-----------------|---------------|------------------|----------------------|---------------|------------------|----------------------|
| | | N | First Withdrawal | Not First Withdrawal | N | First Withdrawal | Not First Withdrawal |
| English | English | 133 | 26.3 | 73.7 | 43 | 23.3 | 76.7 |
| | Modern Lang. | 56 | 60.7 | 39.3 | 30 | 16.7 | 83.3 |
| Mathematics | Mathematics | 94 | 39.4 | 60.6 | 56 | 21.4 | 78.6 |
| | Science | 108 | 38.9 | 61.1 | 71 | 31.0 | 67.0 |
| Social Science | Economics | 25 | 44.0 | 56.0 | 18 | 16.7 | 83.3 |
| | Geography | 44 | 34.1 | 65.9 | 28 | 39.3 | 60.7 |
| History | History | 58 | 29.3 | 70.7 | 37 | 27.0 | 73.0 |
| | P.S.A. | 43 | 25.6 | 74.4 | 27 | 14.8 | 85.2 |
| Psychology | Psychology | 38 | 29.0 | 71.1 | 31 | 19.4 | 80.6 |
| | Art | 12 | 08.3 | 91.7 | - | - | - |
| Career | Business Admin. | 15 | 06.7 | 93.3 | 2 | - | 100.0 |
| | Community | 16 | 06.3 | 93.8 | 3 | 66.7 | 33.3 |
| | P.E./Rec. | 15 | 33.3 | 66.7 | 10 | 10.0 | 90.0 |

a Does not include students who were enrolled for the first time.

Re-Enrollment After Partial Non-Persistence

Of those students for the fall semester who partially withdrew from study, 327 (77.49 per cent) returned for study at the college during the following semester. Seventy-seven students (28.10 per cent) who partially withdrew during the spring semester returned for the summer semester. Enrollment for the summer semester is normally lower than for the fall or spring semester.

For those students from the fall semester who returned for study in the following semester, the number of courses in which enrolled seemed to have some bearing on subsequent attrition. For example, 80 per cent of those students who registered for one course completed the course, while only 56 per cent who registered for six or more courses completed all courses in which registered. A similar general trend was observed for the spring semester non-persisters who registered for the summer semester, although the trend was not as apparent in this case.

Where the numbers of students studied were of sufficient size to have meaning, it was evident that at least half of those students who enrolled for the next semester completed all of the subjects in which enrolled. Data on re-enrollment in the following semester is to be found in Table 9.

Time of Class

One variable that it was thought might be influential on partial non-persistence was the time of day the course was offered. For example, the non-persistence rate for an 0830 hour class, since it is the first in the day, might be expected to be

TABLE 9

PERCENTAGE OF PARTIAL NON-PERSISTERS WHO REGISTERED IN THE FOLLOWING SEMESTER ACCORDING TO THE NUMBER OF COURSES IN WHICH REGISTERED AND NUMBER OF COURSES SUBSEQUENTLY WITHDRAWN, BY SEMESTER

| 71/3 Partial Non-Persisters Who Registered for the 72/1 Semester | | | | | | | | |
|--|-----|------------------------------------|------|------|-------|------|------|-----|
| Registered for | N | Withdrew in the 72/1 semester from | | | | | | |
| | | None | One | Two | Three | Four | Five | Six |
| 1 course | 20 | 80.0 | 20.0 | - | - | - | - | - |
| 2 courses | 27 | 63.0 | 18.5 | 18.5 | - | - | - | - |
| 3 courses | 30 | 66.7 | 23.3 | 3.3 | 6.7 | - | - | - |
| 4 courses | 67 | 61.2 | 25.4 | 4.5 | 1.5 | 7.5 | - | - |
| 5 courses | 135 | 58.5 | 24.4 | 6.7 | 3.0 | 0.7 | 6.7 | - |
| 6 or more | 48 | 56.3 | 31.3 | 4.2 | - | - | - | 8.3 |
| 72/1 Partial Non-Persisters Who Registered for the 72/2 Semester | | | | | | | | |
| Registered for | N | Withdrew in the 72/2 semester from | | | | | | |
| | | None | One | Two | Three | Four | Five | Six |
| 1 course | 30 | 70.0 | 30.0 | - | - | - | - | - |
| 2 courses | 8 | 50.0 | - | 50.0 | - | - | - | - |
| 3 courses | 10 | 60.0 | 10.0 | 20.0 | 10.0 | - | - | - |
| 4 courses | 18 | 44.4 | 27.8 | - | - | 27.8 | - | - |
| 5 courses | 8 | 25.0 | 25.0 | 12.5 | 12.5 | - | 25.0 | - |
| 6 or more | 3 | 33.3 | 66.7 | - | - | - | - | - |

higher than for the 0930 or 1030 hour classes. This was not the case. In fact no specific trend was observable for any particular hour of the course. The percentage of partial non-persisters according to course and time of day taken is outlined in Figure 1.

Size of Class

Size of class, that is, the number of students enrolled in a certain section, was considered as a variable that might be influential in the partial non-persistence rate. Enrollment per course section was classified into three groups: (1) enrollment per section under twenty students; (2) enrollment from twenty to forty-nine students per section; and (3) enrollment for fifty students or over per section. There was no distinguishable trend observed in the non-persistence rate. It had been thought that the occurrence of partial non-persistence would be less in classes with smaller registration since more individual attention would be possible. Conversely, attrition in classes with over fifty students might be somewhat higher. This was not necessarily the case. Although there were few courses where there were class sizes in all three categories, the available evidence indicated that class size was not a determining factor. For example, an English 181 section with under twenty students enrolled, had a 19 per cent partial non-persistence rate, while the rate for the same course, but taught in sections where registration was twenty to forty-nine, was only 20 per cent. In another case, Biology 116, the partial non-persistence rate for a section with under twenty students was 12 per cent, for sections with twenty to

FIGURE 1

PERCENTAGE OF PARTIAL NON-PERSISTERS BY TIME OF DAY COURSE
OFFERED ACCORDING TO COURSE AND SEMESTER

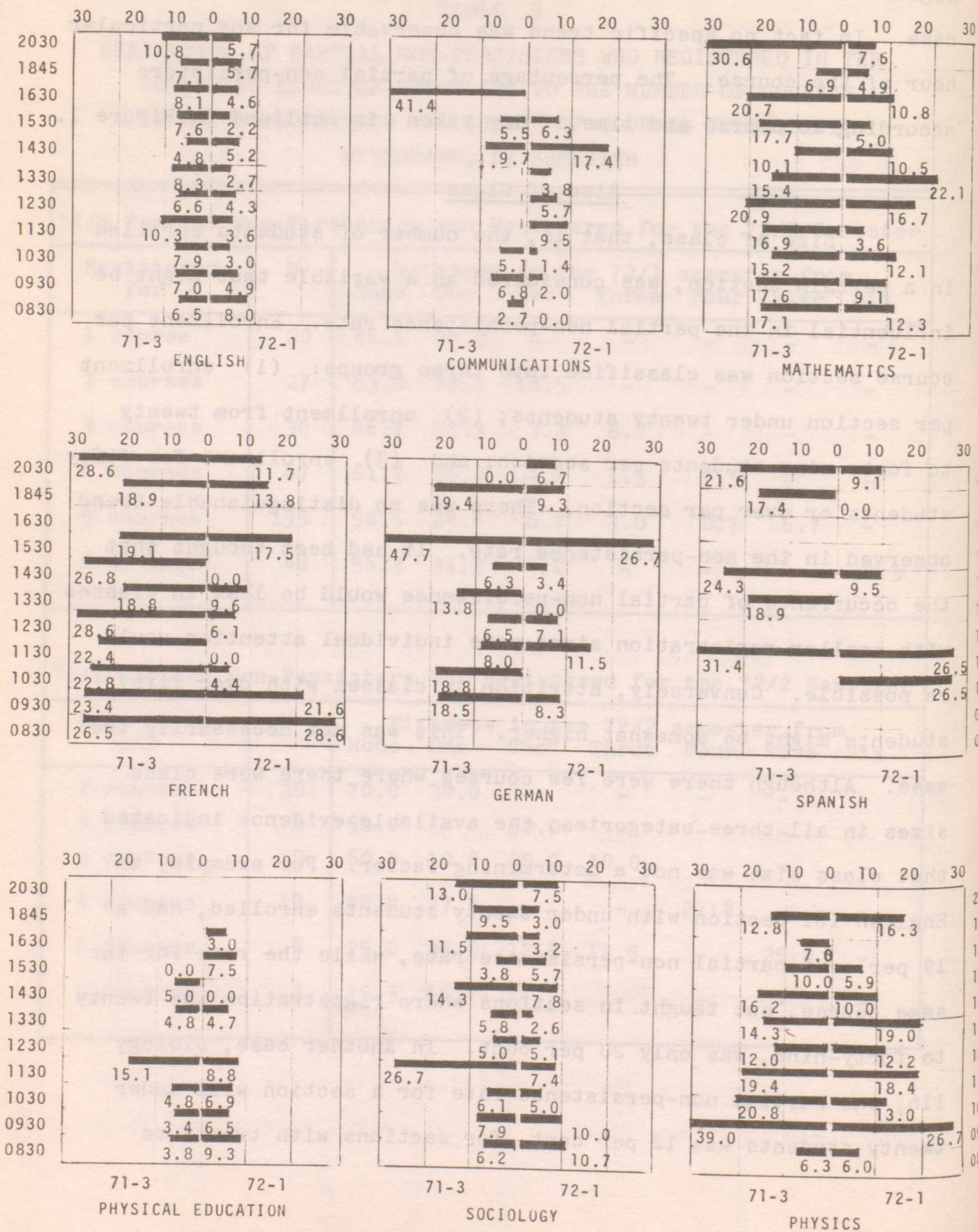
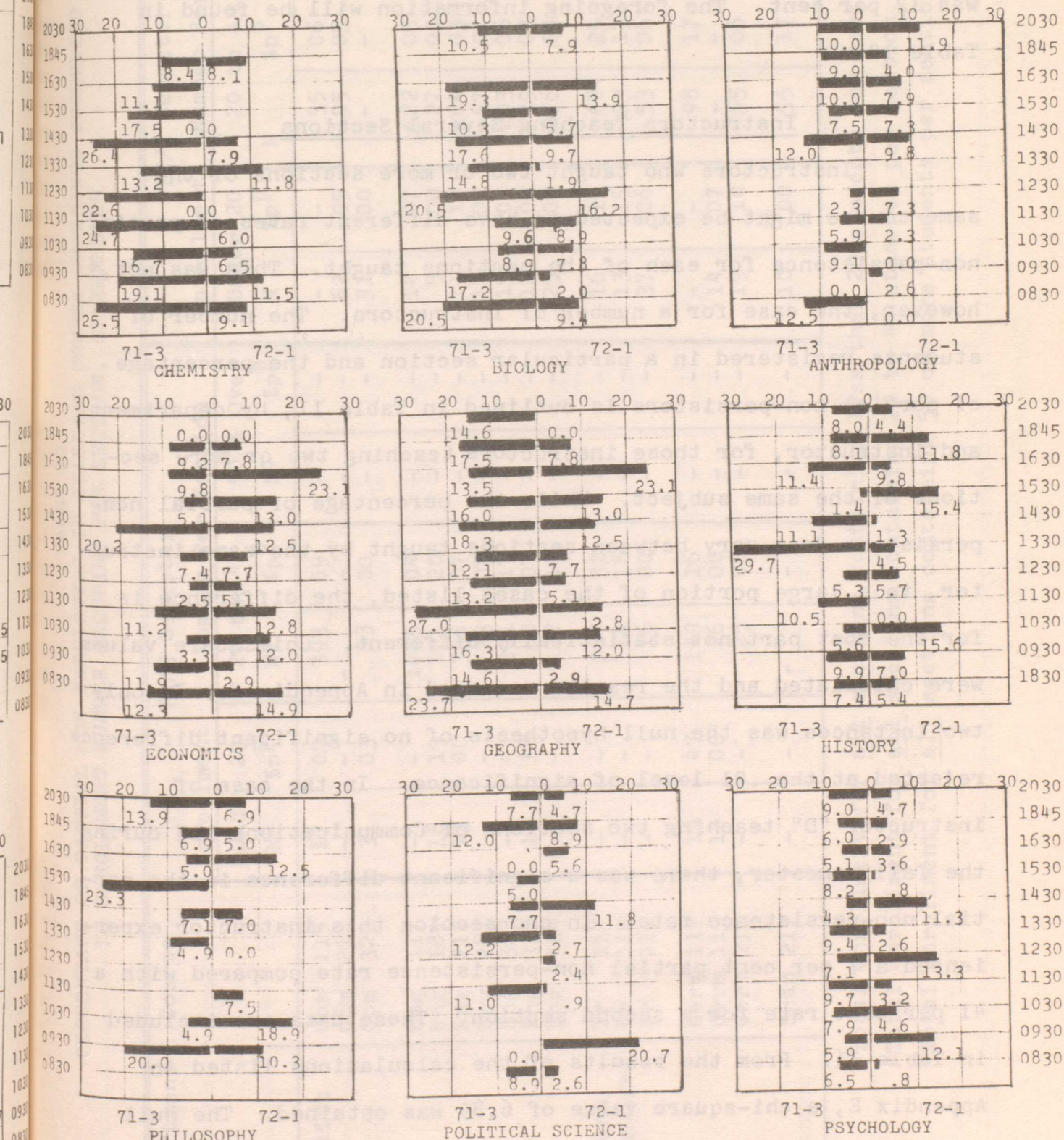


FIGURE 1 (continued)



forty-nine students the rate was 14 per cent, and for a section containing over fifty students the partial non-persistence rate was 12 per cent. The foregoing information will be found in Table 10.

Instructors Teaching Several Sections

Instructors who taught two or more sections of the same course might be expected to have different rates of partial non-persistence for each of the sections taught. This was not, however, the case for a number of instructors. The number of students registered in a particular section and the percentage of partial non-persisters is outlined in Table 11, by department and instructor, for those instructors teaching two or more sections of the same subject. While the percentage of partial non-persisters does vary between sections taught by the same instructor, in a large portion of the cases listed, the difference is for the most part not statistically different. Chi-square values were calculated and the results recorded in Appendix E. In only two instances was the null hypothesis of no significant difference rejected at the .01 level of significance. In the case of instructor "D" teaching two sections of Communications 115 during the fall semester, there was a significant difference in the partial non-persistence rate. In one section this instructor experienced a 7 per cent partial non-persistence rate compared with a 41 per cent rate for a second section. These data are included in Table 11. From the results of the calculations listed in Appendix E, a chi-square value of 6.89 was obtained. The null

TABLE 10
PERCENTAGE OF PARTIAL NON-PERSISTERS IN SELECTED COURSE OFFERINGS ACCORDING TO ENROLLMENT NUMBER GROUPING PER SECTION, BY SEMESTER

| Department | Course | 71/3 Semester | | | | | | 72/1 Semester | | | | | |
|------------------|----------|---------------|----------|-----------|--------------------|----|----|---------------|----------|-----------|--------------------|---|-----|
| | | Enrollment | | | Number Per Section | | | Enrollment | | | Number Per Section | | |
| | | Under 20 | 20 to 49 | 50 & Over | Na | Nb | Nc | Under 20 | 20 to 49 | 50 & Over | N | N | %pP |
| English | Com 115 | 17 | 00 | - | 393 | 09 | - | - | 35 | 06 | - | - | - |
| | Com 215 | - | - | - | - | - | - | 05 | 195 | 05 | - | - | - |
| | Com 320 | 31 | 03 | - | 43 | 00 | - | 00 | - | - | - | - | - |
| | Eng 117 | - | 1685 | 04 | 1685 | 04 | - | 07 | 522 | 05 | - | - | - |
| | Eng 181 | 16 | 121 | 20 | 121 | 20 | - | 00 | 27 | 00 | - | - | - |
| | Eng 217 | 13 | 336 | 07 | 336 | 07 | - | 18 | 1164 | 03 | - | - | - |
| | Eng 281 | - | 23 | 09 | 23 | 09 | - | 08 | 67 | 07 | - | - | - |
| | Eng 323 | - | 391 | 17 | 391 | 17 | - | 07 | 203 | 06 | - | - | - |
| Modern Languages | Eng 327 | 11 | 60 | 07 | 60 | 07 | - | 00 | 39 | 03 | - | - | - |
| | Eng 424 | - | 122 | 10 | 122 | 10 | - | 08 | 276 | 04 | - | - | - |
| | Fr 117 | - | 207 | 32 | 207 | 32 | - | 12 | 68 | 25 | - | - | - |
| | Fr 119 | - | 114 | 18 | 114 | 18 | - | 15 | 23 | 13 | - | - | - |
| | Fr 217 | - | 16 | 00 | 16 | 00 | - | 06 | 53 | 06 | - | - | - |
| | Germ 117 | 19 | 149 | 16 | 149 | 16 | - | - | 98 | 17 | - | - | - |
| | Germ 119 | 14 | 26 | 00 | 26 | 00 | - | 07 | - | - | - | - | - |
| | Germ 217 | - | 25 | 08 | 25 | 08 | - | 10 | 65 | 06 | - | - | - |
| | Span 217 | - | - | - | - | - | - | 00 | 55 | 17 | - | - | - |

aTotal enrollment for all sections containing less than 20 students per section.

bTotal enrollment for all sections containing 20 to 49 students per section.

cTotal enrollment for all sections containing 50 or more students per section.

| Department | Course | 71/3 Semester | | | | | 72/1 Semester | | | | | | |
|-------------|----------|---------------|-----|--------------------|-----|------------------|---------------|-----|--------------------|-----|------------------|-----|----|
| | | Enrollment | | Number Per Section | | 50 & Over %pP | Enrollment | | Number Per Section | | 50 & Over %pP | | |
| | | Under 20 N | %pP | 20 to 49 N | %pP | | Under 20 N | %pP | 20 to 49 N | %pP | | | |
| Mathematics | Math 119 | 18 | 28 | 94 | 08 | - | - | 15 | 00 | - | - | - | - |
| | Math 123 | 15 | 27 | 58 | 09 | - | - | - | - | - | - | 10 | - |
| | Math 151 | - | - | 309 | 15 | - | - | - | - | - | - | 10 | - |
| | Math 171 | 29 | 07 | 523 | 19 | - | - | - | - | 222 | 07 | 55 | 04 |
| | Math 251 | 8 | 13 | 74 | 08 | - | - | 15 | 00 | 162 | 06 | - | 15 |
| | Math 271 | 13 | 15 | 120 | 09 | - | - | 31 | 03 | 265 | 12 | - | - |
| Science | Biol 115 | - | - | 183 | 16 | 153 | 19 | - | - | 110 | 15 | 56 | 07 |
| | Biol 116 | 17 | 12 | 133 | 14 | 51 | 12 | - | - | 36 | 06 | - | - |
| | Biol 117 | - | - | 48 | 17 | 50 | 12 | - | - | - | - | 55 | 16 |
| | Biol 215 | 19 | 11 | - | - | 50 | 12 | - | - | 138 | 04 | 152 | 04 |
| | Biol 216 | 14 | - | - | - | - | - | 19 | 11 | - | - | 102 | 04 |
| | Chem 115 | - | - | 202 | 16 | 207 | 21 | - | - | - | - | 192 | 11 |
| Economics | Chem 215 | - | - | 20 | 15 | 53 | 13 | - | - | 79 | 05 | 152 | 06 |
| | Phy 115 | - | - | 257 | 14 | 100 | 25 | 13 | 15 | 136 | 24 | - | - |
| | Econ 117 | 12 | 00 | 239 | 10 | 81 | 07 | 26 | 12 | 110 | 12 | - | - |
| | Econ 118 | - | - | 68 | 09 | 80 | 11 | 8 | 00 | 148 | 05 | 78 | 08 |
| | Econ 155 | 19 | 00 | 66 | 08 | - | - | - | - | - | - | - | - |
| | Econ 321 | - | - | 35 | 00 | 50 | 26 | 16 | 12 | 34 | 24 | - | - |
| Geography | Geog 160 | 9 | 00 | 135 | 13 | - | - | 15 | 13 | 109 | 10 | - | - |
| | Geog 170 | 18 | 11 | 185 | 17 | - | - | - | - | 79 | 11 | - | - |
| | Geog 190 | - | - | 155 | 19 | - | - | 13 | 07 | 134 | 07 | - | - |
| History | B.C. 220 | 18 | 28 | 49 | 20 | - | - | 20 | 13 | - | - | - | - |

| Department | Course | 71/3 Semester | | | | 72/1 Semester | | | | | | | |
|------------|----------|---------------|-----|--------------------|-----|----------------|-----|--------------------|-----|---------------|-----|----------------|-----|
| | | Enrollment | | Number Per Section | | Enrollment | | Number Per Section | | | | | |
| | | Under 20 N | %pP | 20 to 49 N | %pP | 50 & Over N | %pP | Under 20 N | %pP | 20 to 49 N | %pP | 50 & Over N | %pP |
| P.S.A. | Hist 120 | - | 12 | 167 | 10 | - | 147 | 25 | 16 | 33 | 06 | - | - |
| | Hist 140 | - | 08 | 111 | 11 | 07 | 147 | 12 | 00 | 69 | 09 | - | - |
| | Hist 150 | - | 14 | 160 | 06 | 07 | 81 | 31 | 06 | 22 | 05 | 62 | 10 |
| | Hist 170 | - | - | 41 | 05 | - | - | - | - | 25 | 16 | - | - |
| | Hist 230 | - | - | 25 | 12 | - | - | 26 | 12 | - | - | 66 | 03 |
| | Hist 240 | - | 10 | 31 | 03 | - | - | - | - | 139 | 08 | 69 | 16 |
| | Hist 260 | 30 | 00 | 55 | 02 | - | - | 11 | 00 | 103 | 02 | 70 | 09 |
| | P.S. 119 | - | - | 188 | 09 | 05 | 79 | - | - | 98 | 03 | 72 | 00 |
| | P.S. 220 | 43 | 09 | 24 | 17 | - | - | 36 | 06 | 71 | 10 | - | - |
| | Anth 120 | - | - | 185 | 08 | 06 | 51 | - | - | 243 | 07 | - | - |
| Psychology | Soc 120 | - | - | 312 | 10 | 08 | 163 | 19 | 05 | 254 | 09 | 69 | 06 |
| | Soc 121 | - | - | 320 | 07 | - | - | 06 | 00 | 223 | 08 | 159 | 06 |
| | Soc 222 | 18 | 06 | 43 | 05 | - | - | - | - | 62 | 00 | - | - |
| | Soc 315 | 15 | 27 | 33 | 06 | - | - | - | - | - | - | - | - |
| | Psy 115 | - | - | 946 | 07 | 05 | 242 | 35 | 09 | 236 | 07 | 183 | 14 |
| | Psy 215 | - | - | 234 | 10 | - | - | - | - | 507 | 04 | 332 | 02 |

TABLE 11

PERCENTAGE OF PARTIAL NON-PERSISTERS IN SELECTED
COURSE OFFERINGS ACCORDING TO INSTRUCTOR
FOR COURSE SECTION, BY SEMESTER

| Department | Instructor | 71/3 Semester | | | 72/1 Semester | | |
|------------|------------|---------------|--------|-----------------|---------------|--------|-----------------|
| | | Course | Reg. N | %p ^P | Course | Reg. N | %p ^P |
| English | A | Com 115 | 21 | 05 | Com 215 | 26 | 00 |
| | | | 29 | 07 | | 22 | 00 |
| | B | Com 115 | 27 | 04 | Com 215 | 23 | 00 |
| | | | 28 | 11 | | 19 | 00 |
| | C | Com 115 | 26 | 04 | Eng 217 | 35 | 20 |
| | | | 17 | 00 | | 34 | 06 |
| | D | Com 115 | 27 | 07 | Eng 217 | 32 | 06 |
| | | | 29 | 41 | | 24 | 08 |
| | E | Eng 117 | 35 | 03 | Eng 117 | 35 | 06 |
| | | | 37 | 05 | | 37 | 00 |
| | | | 36 | 08 | | 31 | 13 |
| | F | Eng 117 | 37 | 00 | Eng 217 | 39 | 00 |
| | | | 34 | 00 | | 35 | 00 |
| | | | 33 | 15 | | | |
| | G | Eng 117 | 35 | 00 | Eng 117 | 35 | 14 |
| | | | 37 | 00 | | 35 | 06 |
| | H | Eng 117 | 37 | 00 | Eng 217 | 36 | 00 |
| | | | 36 | 00 | | 36 | 03 |
| | I | Eng 117 | 36 | 00 | Eng 117 | 34 | 06 |
| | | | 33 | 00 | | 34 | 00 |
| | | | | | | 25 | 04 |
| | J | Eng 117 | 35 | 03 | Eng 117 | 20 | 00 |
| | | | 38 | 05 | | 29 | 00 |
| | | | 35 | 03 | | | |

TABLE 11 (continued)

| Department | Instructor | 71/3 Semester | | | 72/1 Semester | | |
|------------------|------------|---------------|--------|-----------------|---------------|--------|-----------------|
| | | Course | Reg. N | %p ^P | Course | Reg. N | %p ^P |
| Modern Languages | K | Eng 117 | 35 | 11 | Eng 217 | 36 | 03 |
| | | | 35 | 08 | | 35 | 06 |
| | L | Eng 323 | 35 | 26 | Eng 323 | 32 | 03 |
| | | | 35 | 29 | | 15 | 07 |
| | M | Eng 323 | 38 | 08 | Eng 424 | 26 | 08 |
| | | | 36 | 14 | | 24 | 04 |
| | N | Eng 323 | 35 | 23 | Eng 424 | 25 | 00 |
| | | | 34 | 15 | | 9 | 00 |
| | O | | | | Eng 424 | 25 | 04 |
| | | | | | | 36 | 03 |
| | | | | | | 38 | 08 |
| | A | Fr 117 | 28 | 36 | Fr 217 | 24 | 04 |
| | | | 33 | 30 | | 29 | 07 |
| Mathematics | B | Fr 117 | 36 | 28 | Fr 217 | 19 | 00 |
| | | | 21 | 06 | | 18 | 17 |
| | C | Germ 117 | 27 | 19 | Germ 117 | 33 | 18 |
| | | | 32 | 19 | | 35 | 09 |
| | | | 20 | 15 | | | |
| | D | Span 117 | 29 | 14 | Span 217 | 34 | 26 |
| | | | 35 | 31 | | 21 | 10 |
| | | | 37 | 19 | | 10 | 00 |
| | A | Math 119 | 37 | 24 | Math 171 | 55 | 15 |
| | | | 32 | 12 | | 47 | 04 |
| | | | 18 | 28 | | | |
| | | | 32 | 09 | | | |
| | B | Math 123 | 30 | 00 | Math 123 | 33 | 15 |
| | | | 31 | 06 | | 27 | 07 |
| | | | 27 | 11 | | 33 | 06 |
| | | | 15 | 27 | | 26 | 12 |
| | C | Math 151 | 39 | 23 | Math 251 | 38 | 00 |
| | | | 34 | 29 | | 15 | 00 |

TABLE 11 (continued)

| Department | Instructor | 71/3 Semester | | | 72/1 Semester | | |
|------------|------------|---------------|--------|--------------|---------------|--------|--------------|
| | | Course | Reg. N | %p \bar{P} | Course | Reg. N | %p \bar{P} |
| Science | D | Math 171 | 39 | 05 | Math 172 | 42 | 07 |
| | | | 16 | 13 | | 44 | 25 |
| | E | | | | Math 172 | 39 | 13 |
| | | | | | | 33 | 15 |
| | | | | | | 25 | 20 |
| | | | | | | 25 | 12 |
| | A | Biol 115 | 51 | 18 | Biol 215 | 51 | 00 |
| | | | 49 | 24 | | 44 | 02 |
| | | | 47 | 15 | | 28 | 14 |
| | B | Biol 115 | 45 | 13 | Biol 215 | 50 | 04 |
| | | | 52 | 17 | | 51 | 08 |
| | C | Biol 116 | 49 | 18 | Biol 216 | 13 | 15 |
| | | | 51 | 12 | | 6 | 00 |
| | | | 41 | 07 | | | |
| | D | Chem 115 | 40 | 18 | Chem 215 | 51 | 00 |
| | | | 36 | 11 | | 36 | 00 |
| | | | 51 | 06 | | | |
| | E | | | | Phy 115 | 30 | 27 |
| | | | | | | 38 | 18 |
| | | | | | | 13 | 15 |
| Economics | F | Phy 115 | 16 | 07 | Phy 215 | 40 | 08 |
| | | | 15 | 07 | | 46 | 13 |
| | G | Phy 115 | 48 | 17 | | | |
| | | | 44 | 07 | | | |
| | A | Econ 118 | 80 | 11 | Econ 118 | 41 | 05 |
| | | | 39 | 13 | | 41 | 02 |
| | | | | | | 27 | 07 |
| | B | Econ 155 | 19 | 00 | Econ 165 | 28 | 00 |
| | | | 40 | 03 | | 41 | 02 |
| | | | | | | | |

TABLE 11 (continued)

| Department | Instructor | 71/3 Semester | | | 72/1 Semester | | |
|------------|------------|---------------|--------|--------------|---------------|--------|--------------|
| | | Course | Reg. N | %p \bar{P} | Course | Reg. N | %p \bar{P} |
| Geography | A | Geog 150 | 41 | 12 | Geog 150 | 40 | 10 |
| | | | 40 | 15 | | 38 | 05 |
| | | | | | | 28 | 11 |
| | B | Geog 160 | 34 | 09 | Geog 160 | 37 | 05 |
| | | | 36 | 14 | | 15 | 13 |
| | | | 32 | 16 | | | |
| | C | Geog 180 | 44 | 20 | | | |
| | | | 40 | 38 | | | |
| | | | 41 | 17 | | | |
| | D | Geog 190 | 41 | 20 | Geog 190 | 34 | 03 |
| | | | 40 | 18 | | 20 | 25 |
| History | A | Hist 120 | 39 | 05 | | | |
| | | | 28 | 07 | | | |
| | | | 32 | 13 | | | |
| | B | Hist 140 | 67 | 07 | Hist 240 | 69 | 16 |
| | | | 43 | 05 | | 41 | 10 |
| | C | Hist 260 | 15 | 00 | Hist 260 | 41 | 00 |
| | | | 15 | 00 | | 23 | 00 |
| | D | P.S. 119 | 41 | 05 | P.S. 119 | 38 | 03 |
| | | | 42 | 10 | | 37 | 03 |
| | E | P.S. 119 | 41 | 12 | P.S. 119 | 72 | 00 |
| | | | 79 | 05 | | 23 | 04 |
| | | | 39 | 08 | | | |
| | F | P.S. 220 | 15 | 20 | | | |
| | | | 24 | 17 | | | |
| | G | P.S. 220 | 15 | 00 | P.S. 220 | 18 | 06 |
| | | | 13 | 08 | | 18 | 06 |
| P.S.A. | A | Anth 120 | 51 | 06 | Anth 120 | 41 | 07 |
| | | | 25 | 12 | | 41 | 07 |
| | B | | | | Anth 120 | 44 | 02 |
| | | | | | | 38 | 16 |
| | | | | | | 41 | 10 |
| | | | | | | 29 | 03 |

TABLE 11 (continued)

| Department | Instructor | 71/3 Semester | | | 72/1 Semester | | |
|------------|------------|---------------|--------|----|---------------|--------|----|
| | | Course | Reg. N | %P | Course | Reg. N | %P |
| Psychology | C | Soc 120 | 41 | 10 | Soc 120 | 32 | 19 |
| | | | 42 | 14 | | 37 | 05 |
| | D | Soc 120 | 38 | 05 | Soc 120 | 31 | 03 |
| | | | 38 | 13 | | 19 | 05 |
| | E | Soc 121 | 41 | 02 | Soc 121 | 39 | 08 |
| | | | 40 | 10 | | 39 | 05 |
| | A | Psy 115 | 81 | 06 | Psy 115 | 57 | 18 |
| | | | 44 | 02 | | 21 | 10 |
| | B | Psy 117 | 30 | 13 | Psy 117 | 33 | 03 |
| | | | 32 | 00 | | 28 | 00 |
| | C | Psy 215 | 39 | 13 | Psy 215 | 82 | 01 |
| | | | 41 | 20 | | 41 | 00 |
| | D | | | | Psy 215 | 80 | 06 |
| | | | | | | 41 | 02 |

hypothesis of no significant difference was rejected. A similar rejection was obtained for instructor "D" in the Geography department for the spring semester. In all other cases there was no significant difference in partial non-persistence between various sections taught by the same instructor.

Rate of Complete Non-Persistence Compared
with Partial Non-Persistence

It might be expected that the percentage of students identified as partial non-persisters would be somewhat higher than for students identified as complete non-persisters. This was the case for the English and Mathematics divisions. That is to say, in such subject areas as English, French, Mathematics or Biology for example, the percentage of students who were partial non-persisters was greater than for complete non-persisters. For example, in the English department the partial non-persister rate for the 71/3 or fall semester was 8 per cent, while the complete non-persister rate was 11 per cent for a total attrition of 19 per cent. In the case of the Social Science and Career Division the opposite was basically the case, that is, the percentage of complete non-persisters was higher than for partial non-persisters where an additional 13 per cent withdrew from not only Political Science courses, but all of the courses of enrollment for the 71/3 or fall semester. The rate of complete non-persistence and partial non-persistence is illustrated in Figure 2.

FIGURE 2

PERCENTAGE OF COMPLETE NON-PERSISTERS AND PARTIAL
NON-PERSISTERS BY SEMESTER AND DEPARTMENT

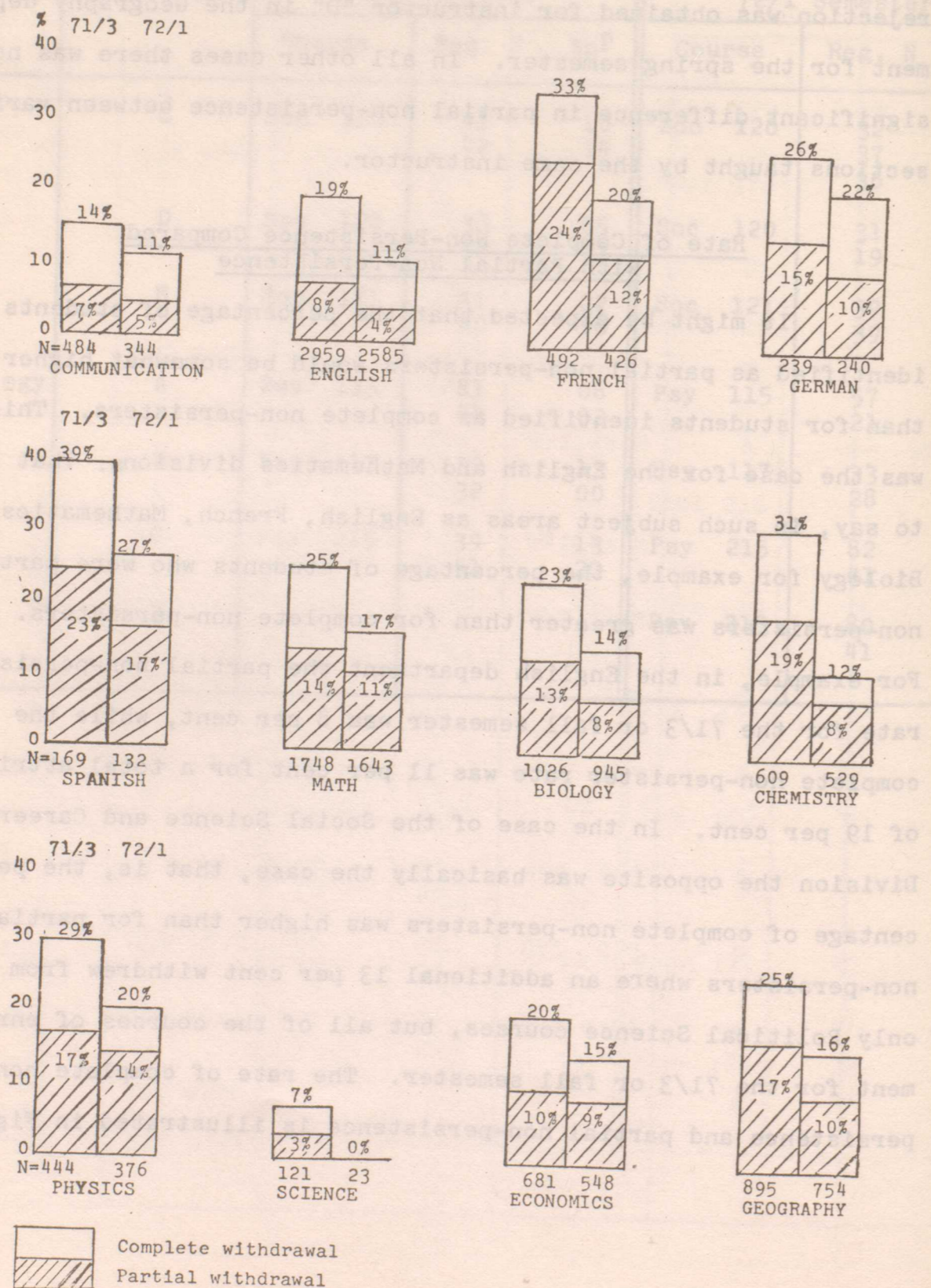
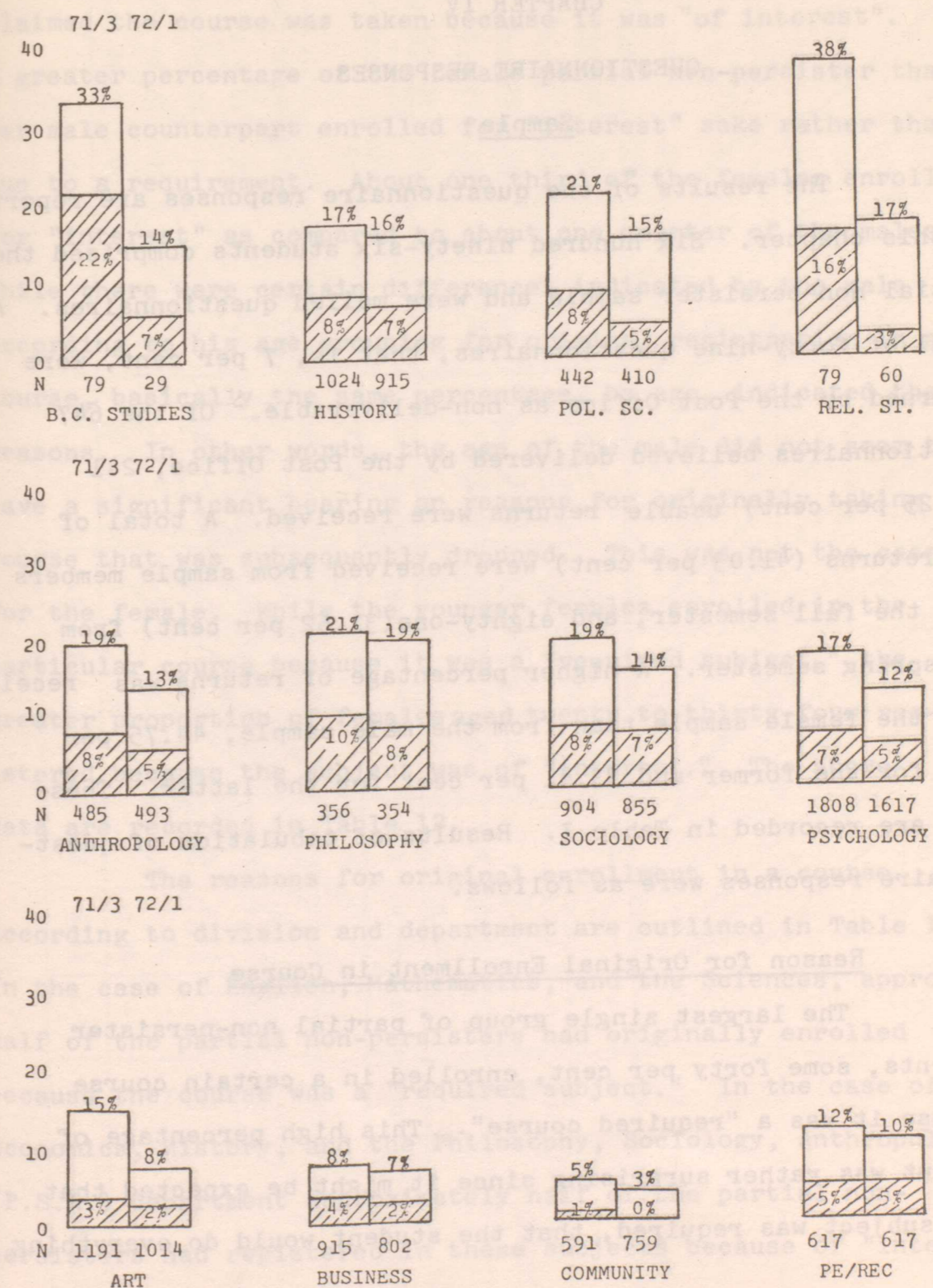


FIGURE 2 (continued)



CHAPTER IV

QUESTIONNAIRE RESPONSES

Sample

The results of the questionnaire responses are reported in this chapter. Six hundred ninety-six students comprised the partial non-persister sample and were mailed questionnaires. A total of forty-nine questionnaires, that is, 7 per cent, were returned by the Post Office as non-deliverable. Of the 647 questionnaires believed delivered by the Post Office, 241 (37.25 per cent) usable returns were received. A total of 160 returns (41.03 per cent) were received from sample members from the fall semester, and eighty-one (31.52 per cent) from the spring semester. A higher percentage of returns was received from the female sample than from the male sample, 44.75 per cent for the former and 33.41 per cent for the latter. These data are recorded in Table I. Results of tabulation of questionnaire responses were as follows.

Reason for Original Enrollment in Course

The largest single group of partial non-persister students, some forty per cent, enrolled in a certain course because it was a "required course". This high percentage of dropout was rather surprising since it might be expected that if a subject was required, that the student would do everything

possible to complete the subject. Just under 30 per cent claimed the course was taken because it was "of interest". A greater percentage of the female partial non-persister than her male counterpart enrolled for "interest" sake rather than due to a requirement. About one third of the females enrolled for "interest" as compared to about one quarter of the males. While there were certain differences indicated by the male according to his age grouping for original registration in a course, basically the same percentage, by age, indicated these reasons. In other words, the age of the male did not seem to have a significant bearing on reasons for originally taking a course that was subsequently dropped. This was not the case for the female. While the younger females enrolled in the particular course because it was a "required subject," the greater proportion of females aged twenty to thirty-four registered because the subject was of "interest." The above data are recorded in Table 12.

The reasons for original enrollment in a course according to division and department are outlined in Table 13. In the case of English, Mathematics, and the Sciences, approximately half of the partial non-persisters had originally enrolled because the course was a "required subject." In the case of Economics, History, and the Philosophy, Sociology, Anthropology (P.S.A.) department approximately half of the partial non-persisters had registered in these subjects because of "interest."

TABLE 12

PERCENTAGE OF NON-PERSISTERS BY SEX AND AGE GROUPING ACCORDING TO MOST IMPORTANT REASON FOR ORIGINAL ENROLLING IN COURSE, BY QUESTIONNAIRE RESPONDENTS FOR THE 71/3 AND 72/1 SEMESTERS COMBINED

| SEX | N | Recommended by friends | | | | | College instructor's recommendation | | | Teacher's reputation | | | Thought could make a good grade | | | Required subject | | | Subject was of interest | | | No room in more preferred course | | | Other | TOTAL | AGE |
|---------------------|-----|--------------------------|-------|------|-----|-----|-------------------------------------|------|------|---------------------------------|------|------|---------------------------------|-----|-----|-------------------------|------|------|----------------------------------|-----|-----|----------------------------------|-----|-------|----------------|----------------|-----|
| | | Counselor recommendation | | | | | Teacher's reputation | | | Thought could make a good grade | | | Required subject | | | Subject was of interest | | | No room in more preferred course | | | No response | | | | | |
| MALE | 4 | - | 25.0 | 25.0 | - | - | - | 50.0 | - | - | - | - | - | - | - | - | - | - | - | - | - | | - | - | 100.0 | Under 18 years | |
| | 53 | - | 18.9 | 1.9 | - | - | - | 49.1 | 20.8 | 1.9 | 42.9 | 31.4 | 2.9 | 5.7 | 1.9 | - | - | - | - | - | - | - | - | 100.2 | 18 - 19 years | | |
| | 70 | - | 11.4 | - | 1.4 | - | 1.4 | 42.9 | 31.4 | 1.4 | 42.9 | 31.4 | 2.9 | 2.9 | 8.6 | - | - | - | - | - | - | - | - | 100.0 | 20 - 24 years | | |
| | 15 | - | 13.3 | 6.7 | - | - | - | 40.0 | 33.3 | 6.7 | 40.0 | 33.3 | - | - | - | - | - | - | - | - | - | - | - | 100.0 | 25 - 34 years | | |
| | 1 | - | 100.0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 100.0 | 35 - 44 years | | |
| TOTAL MALE | 143 | - | 15.4 | 2.1 | 0.7 | 2.1 | 44.8 | 26.6 | 2.1 | 34.7 | 33.7 | 6.1 | 2.0 | 1.0 | 3.1 | 34.7 | 33.7 | 20.0 | 2.0 | 4.9 | - | - | - | 100.1 | | | |
| FEMALE | 2 | - | - | - | - | - | - | 50.0 | 50.0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 100.0 | Under 18 years | | |
| | 49 | 4.1 | 6.1 | 6.1 | - | - | 6.1 | 42.9 | 26.5 | 6.1 | 42.9 | 26.5 | 4.1 | 2.0 | 2.0 | 4.1 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 99.9 | 18 - 19 years | | |
| | 30 | 3.3 | 13.3 | - | 3.3 | - | 3.3 | 23.3 | 46.7 | - | 23.3 | 46.7 | 10.0 | - | - | 10.0 | - | - | - | - | - | - | - | 99.9 | 20-24 years | | |
| | 12 | - | 33.3 | - | - | - | - | 25.0 | 33.3 | - | 25.0 | 33.3 | - | 8.3 | - | - | - | - | - | - | - | - | - | 99.9 | 25-34 years | | |
| | 5 | - | 20.0 | - | - | - | - | 40.0 | 20.0 | - | 40.0 | 20.0 | 20.0 | - | - | 20.0 | - | - | - | - | - | - | - | 100.0 | 35-44 years | | |
| TOTAL FEMALE | 98 | 3.1 | 12.2 | 3.1 | 1.0 | 3.1 | 34.7 | 33.7 | 3.1 | 34.7 | 33.7 | 6.1 | 2.0 | 1.0 | 6.1 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 100.0 | | | |
| TOTAL MALE & FEMALE | 241 | 1.2 | 14.1 | 2.5 | 0.8 | 2.5 | 40.7 | 29.5 | 2.5 | 40.7 | 29.5 | 4.6 | 3.7 | 0.4 | 4.6 | 3.7 | 3.7 | 3.7 | 3.7 | 3.7 | 3.7 | 3.7 | 3.7 | 100.0 | | | |

PERCENTAGE OF PARTIAL NON-PERSISTERS BY DIVISION AND DEPARTMENT ACCORDING TO MOST IMPORTANT REASON FOR ORIGINAL ENROLLING IN COURSE, BY QUESTIONNAIRE RESPONDENTS FOR THE 71/3 AND 72/1 SEMESTERS COMBINED

| DIVISION | N | RECOMMENDATION | | | | | | | | | | TOTAL | DEPARTMENT |
|----------------|-----|------------------------|-------------------------------------|----------------------|------------------|-------------------------|----------------------------------|-------|-------------|------|------|-------|----------------|
| | | Recommended by friends | College instructor's recommendation | Teacher's reputation | Required subject | Subject was of interest | No room in more preferred course | Other | No response | | | | |
| ENGLISH | 44 | - | 9.1 | 2.3 | 2.3 | 4.6 | 47.7 | 29.6 | - | 4.6 | - | 100.2 | English |
| MATHEMATICS | 26 | 7.7 | 26.9 | - | - | - | 26.9 | 26.9 | 3.8 | 7.7 | - | 99.9 | Mod. Languages |
| | 35 | - | 14.3 | - | - | 2.9 | 57.1 | 20.0 | 2.9 | 2.9 | - | 100.1 | Mathematics |
| SOCIAL SCIENCE | 38 | - | 18.4 | 2.6 | - | - | 55.3 | 23.7 | - | - | - | 100.0 | Sciences |
| | 7 | - | - | - | - | - | 28.6 | 57.1 | 14.3 | - | - | 100.0 | Economics |
| | 13 | - | 23.1 | - | - | 7.7 | 38.5 | 15.4 | 15.4 | - | - | 100.1 | Geography |
| | 19 | 5.3 | - | - | - | 5.3 | 31.6 | 47.4 | 5.3 | 5.3 | - | 100.2 | History |
| | 19 | - | 15.8 | - | 5.3 | - | 10.5 | 47.4 | 21.1 | - | - | 100.1 | P.S.A. |
| CAREER | 19 | - | 21.1 | 5.3 | - | 5.3 | 26.3 | 36.8 | 5.3 | - | - | 100.1 | Psychology |
| | 4 | - | - | - | - | - | 25.0 | - | - | 75.0 | - | 100.0 | Art |
| | 9 | - | 11.1 | - | - | - | 66.6 | 22.2 | - | - | - | 99.9 | Business Adm. |
| | 3 | - | - | - | - | - | 66.6 | 33.3 | - | - | - | 99.9 | Community |
| | 5 | - | - | 60.0 | - | - | - | 20.0 | - | - | 20.0 | 100.0 | PE/Rec |
| TOTAL | 241 | 1.2 | 14.1 | 2.5 | 0.8 | 2.5 | 40.7 | 29.5 | 4.6 | 3.7 | 0.4 | 100.0 | |

* Due to rounding of figures, total may not be 100.0

Indicated Reason for Partial Non-Persistence

The largest single percentage of students, some 14 per cent, indicated "poor teaching on the instructor's part" as the reason for non-persistence. "Lack of interest" in the course was listed by approximately 11 per cent, with from 7 per cent to 8 per cent reporting each of "work load too heavy," "course content too difficult," "disliked instructor," and "course not as the student thought it would be." There was little difference in the reasons indicated for male and female partial non-persisters.

Although there was no distinct division of reasons for withdrawal according to the age grouping of the respondents, it did appear that the older student tended to indicate "poor teaching" as a reason for withdrawal to a greater extent than the younger student. The reasons for non-persistence are indicated in Table 14, by sex and age grouping.

"Lack of interest" was the largest single factor reported as a reason for withdrawal from the English department while problems associated with "too heavy a work load," "program of courses too heavy," and "missing too many classes" accounted for just under half of the dropouts from the Modern Language department. Partial non-persisters in the Mathematics, Economics, and the P.S.A. department reported "poor teaching on the instructor's part" as the main reason for attrition, 22.9 per cent, 42.9 per cent, and 36.8 per cent respectively. Thirty-two per cent of History and 32 per cent of Psychology students reported "dislike of instructor" and "poor teaching" as a reason for partial non-persistence. The reasons for partial non-persistence are tabulated in Table 5 by department.

TABLE 14

PERCENTAGE OF PARTIAL NON-PERSISTERS, BY SEX AND AGE GROUPING, ACCORDING TO REASON GIVEN FOR WITHDRAWAL BY QUESTIONNAIRE RESPONDENTS FOR THE 71/3 AND 72/1 SEMESTER COMBINED

| SEX | N | Reasons | | | | | | | | | | | | | | TOTAL % | AGE |
|---------------------|-----|---------------------|------------------------------|---------------------------|---------------------|---------------------|-----------------------------------|--------------------------------------|----------------------------|-------------------------|---------------------------|---------|-------------------------|------------------------------|-------|---------|----------------|
| | | Work load too heavy | Course content too difficult | Improper course selection | Course not required | Disliked instructor | Course not as thought it would be | Course teaching on instructor's part | Change at poor time of day | Counselor misguiding me | Lack of achievement goals | Falling | Missed too many classes | Program of courses too heavy | Other | | |
| MALE | 4 | | | | | | | | | | | | | | | | Under 18 years |
| | 53 | 5.7 | 7.5 | 3.8 | 3.8 | 7.5 | 9.4 | 15.1 | 1.9 | 5.7 | 1.9 | 3.8 | 13.2 | 11.3 | 1.9 | 7.5 | 18 - 19 years |
| | 70 | 10.0 | 8.6 | 2.9 | 1.4 | 7.1 | 7.1 | 11.4 | 8.6 | 4.3 | - | - | 15.7 | 4.3 | 8.6 | 1.4 | 20 - 24 years |
| | 15 | 13.3 | - | - | 6.7 | - | 6.7 | 20.0 | 6.7 | 20.0 | - | 6.7 | - | 6.7 | 6.7 | - | 25 - 34 years |
| | 1 | | | | | | | | | | | | | | | | 35 - 44 years |
| TOTAL MALE | 143 | 8.4 | 7.0 | 2.8 | 2.8 | 6.3 | 7.7 | 14.0 | 5.6 | 7.0 | 0.7 | 2.1 | 12.6 | 7.0 | 7.0 | 4.2 | 100.0 |
| FEMALE | 2 | | | | | | | | | | | | | | | | Under 18 years |
| | 49 | 6.1 | 8.2 | 6.1 | 4.1 | 10.2 | 6.1 | 12.2 | 4.1 | - | 2.0 | 4.1 | 14.3 | 2.0 | 2.0 | 10.2 | 18 - 19 years |
| | 30 | 16.7 | 10.0 | - | 3.3 | 10.0 | 6.7 | 16.7 | 3.3 | 10.0 | - | - | - | 3.3 | 10.0 | 6.7 | 20 - 24 years |
| | 12 | 8.3 | 25.0 | 8.3 | - | - | - | 16.7 | - | 16.7 | - | - | 8.3 | - | - | 16.7 | 25 - 34 years |
| | 5 | - | 20.0 | 20.0 | - | - | 40.0 | - | - | - | - | - | - | - | - | - | 35 - 44 years |
| TOTAL FEMALE | 98 | 9.2 | 11.2 | 5.1 | 3.1 | 8.2 | 7.1 | 15.3 | 3.1 | 5.1 | 1.0 | 2.0 | 8.2 | 2.0 | 4.1 | 9.2 | 100.0 |
| TOTAL MALE & FEMALE | 241 | 8.7 | 8.7 | 3.7 | 2.9 | 7.1 | 7.5 | 14.5 | 4.6 | 6.2 | 1.8 | 2.1 | 10.8 | 5.0 | 5.8 | 6.2 | 5.4 |

*Due to rounding of figures, total may not be 100.0

TABLE 15

PERCENTAGE OF PARTIAL NON-PERSISTERS BY DIVISION AND DEPARTMENT ACCORDING TO REASON GIVEN FOR WITHDRAWAL BY QUESTIONNAIRE RESPONDENTS FOR THE 71/3 AND 72/1 SEMESTERS COMBINED

| DIVISION | N | REASON FOR WITHDRAWAL | | | | | | | | | | | | | | TOTAL | DEPARTMENT | | |
|----------------|-----|-----------------------|------------------------------|---------------------------|------------------------------------|---------------------|-----------------------------------|--------------------------------------|----------------------------|-------------------------|---------------------------|---------|-------------------------|-------|------|-------|------------|-------|----------------|
| | | Work load too heavy | Course content too difficult | Improper course selection | Course not required in major field | Disliked instructor | Course not as thought it would be | Course teaching on instructor's part | Change at poor time of day | Counselor misguiding me | Lack of achievement goals | Falling | Missed too many classes | Other | | | | | |
| ENGLISH | 44 | 9.1 | - | 2.3 | 2.3 | 6.8 | 11.4 | 11.4 | 4.5 | 9.1 | 2.3 | - | 27.3 | - | 2.3 | 4.5 | 6.8 | 100.1 | English |
| | 26 | 15.4 | 7.7 | 11.5 | 7.7 | 3.8 | - | - | 7.7 | - | - | - | 11.5 | 3.8 | 15.4 | 15.4 | - | 99.9 | Mod. Languages |
| | 35 | 2.9 | 11.4 | 2.9 | 2.9 | 5.7 | 22.9 | 2.9 | 2.9 | 2.9 | 8.6 | 5.7 | 14.3 | 2.9 | 2.9 | 2.9 | 2.9 | 100.4 | Mathematics |
| | 38 | 10.5 | 21.1 | - | 2.6 | - | 5.3 | 13.2 | - | 10.5 | - | 2.6 | 7.9 | 10.5 | 5.3 | 7.9 | 2.6 | 100.0 | Sciences |
| SOCIAL SCIENCE | 7 | 14.3 | - | - | - | - | 28.6 | 42.9 | - | - | - | - | - | - | 14.3 | - | - | 100.1 | Economics |
| | 13 | 15.4 | 30.8 | 23.1 | - | - | 7.7 | - | 7.7 | - | - | 7.7 | 7.7 | - | - | - | - | 100.1 | Geography |
| | 19 | 5.3 | - | - | 10.5 | 15.8 | 5.3 | 15.8 | 5.3 | 10.5 | - | - | 5.3 | - | 5.3 | 10.5 | 10.5 | 100.1 | History |
| | 19 | - | 10.5 | - | - | 5.3 | 10.5 | 36.8 | 10.5 | - | - | - | 10.5 | - | 5.3 | 10.5 | - | 99.9 | P.S.A. |
| CAREER | 19 | 15.8 | - | - | - | 15.8 | 5.3 | 15.8 | 5.3 | 15.8 | - | - | 5.3 | - | 10.5 | 5.3 | 5.3 | 100.2 | Psychology |
| | 4 | - | - | - | - | 25.0 | - | - | - | - | - | - | - | - | - | - | 75.0 | 100.0 | Art |
| | 9 | 11.1 | 11.1 | - | - | 22.2 | - | - | 11.1 | 11.1 | - | - | 11.1 | 22.2 | - | - | - | 99.9 | Bus. Admin. |
| | 3 | - | - | 33.3 | - | - | - | 33.3 | - | - | - | - | - | - | 33.3 | - | - | 99.9 | Community |
| | 5 | - | - | - | - | 20.0 | 40.0 | - | - | - | - | - | - | - | - | - | 40.0 | 100.0 | PE/Rec |
| TOTAL | 241 | 8.7 | 8.7 | 3.7 | 2.9 | 7.1 | 7.5 | 14.5 | 4.6 | 6.2 | 0.8 | 2.1 | 10.8 | 5.0 | 5.8 | 6.2 | 5.4 | 100.0 | |

*Due to rounding of figures, total may not be 100.0

Maintaining of Course Interest

"More relevant presentation of course material" (14.9 per cent), "reduction in the number of assignments" (10.4 per cent), and a "less authoritarian presentation by the teacher" (10.4 per cent) were most frequently reported as to how student interest could have been maintained. There was little evidence to indicate a difference in opinion on this matter between the male and female student. There was no distinguishable trend according to age for the maintaining of interest. Data on the maintaining of student interest are to be found in Table 16 according to sex and age grouping.

Tabulation according to division and department on how courses could have maintained student interest will be found in Table 17. "More relevancy in presentation of the course" was referred to by 20.5 per cent of English students, 20.0 per cent of Mathematics students and just over one quarter of the Sciences students. Some 15 per cent of the Modern Languages partial non-persisters desired "more variety in instructional approach." Just over one quarter of the Economics students asked for "improved student-teacher relationships," and also an additional one quarter asked for "more seminars." History students looked for "more variety in instructional approach," and for a "less authoritarian presentation of course materials."

Time of Withdrawal from Course

Just over one third (35.7 per cent) of the partial non-persisters waited until after the second month of the semester before withdrawing from the course, with just under one third (29.0

TABLE 16

PERCENTAGE OF PARTIAL NON-PERSISTERS, BY SEX AND AGE GROUPING ACCORDING TO WAY COURSES COULD HAVE MAINTAINED STUDENT INTEREST BY QUESTIONNAIRE RESPONDENTS FOR THE 71/3 AND 72/1 SEMESTERS COMBINED

| SEX | N | AGE | | | | | | | | | | | | TOTAL | No response |
|---------------|-----|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|-----------------|-------|-------------|
| | | Under 18 years | 18 - 19 years | 20 - 24 years | 25 - 34 years | 35 - 44 years | 45 - 54 years | 55 - 64 years | 65 - 74 years | 75 - 84 years | 85 - 94 years | 95 - 104 years | 105 - 114 years | | |
| MALE | 4 | 25.0 | - | 25.0 | - | - | - | - | - | - | - | - | - | 100.0 | - |
| | 53 | 15.1 | - | 11.3 | 11.3 | 7.5 | 5.7 | - | 13.2 | - | 18.9 | 1.9 | 5.7 | 100.0 | 7.5 |
| | 70 | 7.1 | 10.0 | 2.9 | 8.6 | 7.1 | 1.4 | 5.7 | 10.0 | - | 12.9 | 5.7 | 22.9 | 100.0 | 4.3 |
| | 15 | 13.3 | - | - | 20.0 | 20.0 | 6.7 | 6.7 | 6.7 | - | - | - | 20.0 | 100.1 | 6.7 |
| | 1 | - | - | - | - | - | - | - | - | - | - | - | 100.0 | 100.0 | - |
| TOTAL MALE | 143 | 11.2 | 4.9 | 0.7 | 1.4 | 7.7 | 11.2 | 6.3 | 3.5 | 10.5 | - | 13.3 | 3.5 | 16.8 | 5.6 |
| FEMALE | 2 | 50.0 | - | - | - | - | - | - | - | - | - | - | - | 100.0 | - |
| | 49 | 8.2 | - | 4.1 | 2.0 | 6.1 | 10.2 | 10.2 | 6.1 | 6.1 | 6.1 | 16.3 | 2.0 | 10.2 | 10.2 |
| | 30 | 10.0 | 3.3 | - | - | 6.7 | 3.3 | 6.7 | 3.3 | 13.3 | 3.3 | 16.7 | 10.0 | 13.3 | 6.7 |
| | 12 | - | 8.3 | - | - | - | 25.0 | - | - | 16.7 | 8.3 | 8.3 | - | 16.7 | 16.7 |
| | 5 | - | - | - | 20.0 | - | - | - | 20.0 | - | - | 40.0 | - | 20.0 | - |
| TOTAL FEMALE | 98 | 8.2 | 2.0 | 2.0 | 1.0 | 6.1 | 9.2 | 7.1 | 2.0 | 4.1 | 10.2 | 5.1 | 17.3 | 4.1 | 12.2 |
| TOTAL | 241 | 10.0 | 3.7 | 1.2 | 1.2 | 7.1 | 10.4 | 6.6 | 2.9 | 3.7 | 10.4 | 2.1 | 14.9 | 3.7 | 14.9 |
| MALE & FEMALE | 241 | 10.0 | 3.7 | 1.2 | 1.2 | 7.1 | 10.4 | 6.6 | 2.9 | 3.7 | 10.4 | 2.1 | 14.9 | 3.7 | 14.9 |

*Due to rounding of figures, total may not be 100.0.

TABLE 17

PERCENTAGE OF PARTIAL NON-PERSISTERS BY DIVISION AND DEPARTMENT ACCORDING TO WAY COURSES COULD HAVE MAINTAINED STUDENT INTEREST BY QUESTIONNAIRE RESPONDENTS FOR THE 71/3 AND 72/1 SEMESTERS COMBINED

| DIVISION | N | DEPARTMENT | | | | | | | | | | | | TOTAL | No response |
|----------------|-----|------------|----------------|-------------|----------|-----------|-----------|---------|--------|------------|------|---------------|-----------|-------|-------------|
| | | English | Mod. Languages | Mathematics | Sciences | Economics | Geography | History | P.S.A. | Psychology | Art | Business Adm. | Community | | |
| ENGLISH | 44 | 4.6 | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | 100.4 | 2.3 |
| | 26 | 15.4 | 3.8 | - | - | - | - | - | - | - | - | - | - | 99.8 | 7.7 |
| MATHEMATICS | 35 | 5.7 | 5.7 | - | - | - | - | - | - | - | - | - | - | 100.0 | 11.4 |
| | 38 | 15.8 | 5.3 | - | - | - | - | - | - | - | - | - | - | 100.0 | 5.3 |
| SOCIAL SCIENCE | 7 | 14.3 | 28.6 | - | - | - | - | - | - | - | - | - | - | 100.1 | - |
| | 13 | 23.1 | - | - | - | - | - | - | - | - | - | - | - | 100.1 | 7.7 |
| | 19 | 21.1 | 5.3 | - | - | - | - | - | - | - | - | - | - | 100.4 | - |
| | 19 | - | - | - | - | - | - | - | - | - | - | - | - | 100.3 | 10.5 |
| CAREER | 19 | 5.3 | - | - | - | - | - | - | - | - | - | - | - | 100.1 | 5.3 |
| | 4 | - | - | - | - | - | - | - | - | - | - | - | - | 100.0 | - |
| | 9 | 11.1 | - | - | - | - | - | - | - | - | - | - | - | 99.9 | - |
| | 3 | - | - | - | - | - | - | - | - | - | - | - | - | 99.9 | - |
| | 5 | - | - | - | - | - | - | - | - | - | - | - | - | 100.0 | 80.0 |
| TOTAL | 241 | 10.0 | 3.7 | 1.2 | 1.2 | 7.1 | 10.4 | 6.6 | 2.9 | 3.7 | 10.4 | 2.1 | 14.9 | 3.7 | 14.9 |
| | | | | | | | | | | | | | | | 7.1 |
| | | | | | | | | | | | | | | | 99.9 |

*Due to rounding of figures, total may not be 100.0

per cent) leaving study during the second month of the semester.

English and Psychology students apparently made up their minds to withdraw from the course sooner than students in other courses. In this particular case 22.7 per cent of the English partial non-persisters and 21.1 per cent of Psychology partial non-persisters withdrew by the end of the first week of the semester. Basically, the career student persisted the greater length of time before deciding to withdraw from a particular course. The foregoing information is contained in Table 18.

Contact with Instructor and Counsellor

Approximately three quarters of the partial non-persisters did not contact their instructor prior to dropping the course. Nearly two-thirds (62.2 per cent) indicated that they did not speak with a counsellor. There was a noted tendency for a slightly greater percentage of English and Geography students to contact their instructor prior to course withdrawal than for students in other departments. In these two cases nearly one third contacted their instructor (English, 29.5 per cent; Geography, 30.8 per cent).

Geography and Economics students, 53.8 per cent and 57.1 per cent respectively, discussed their withdrawal with a counsellor. Psychology students appeared not only reluctant to see an instructor prior to dropping the course (only 5.3 per cent did) but also accounted for the lowest percentage of students seeing a counsellor prior to dropout with just over one fifth (21.1 per cent) contacting a counsellor. Percentages of students contacting instructors and counsellors prior to attrition

PERCENTAGE OF PARTIAL NON-PERSISTERS BY DIVISION AND DEPARTMENT ACCORDING TO TIME IN SEMESTER WHEN DECISION TO WITHDRAW MADE BY QUESTIONNAIRE RESPONDENTS FOR THE 71/3 AND 72/1 SEMESTERS COMBINED

| DIVISION | N | TOTAL DEPARTMENT % | | | | | | | | |
|----------------|-----|--------------------|-------------------|--------------------------------------|---------------------|----------------|-------------|------|-------|----------------|
| | | After first class | End of first week | After second week end of first month | During second month | Can't remember | No response | | | |
| ENGLISH | 44 | - | 22.7 | 2.3 | 9.1 | 34.1 | 25.0 | 6.8 | 100.0 | English |
| | 26 | 3.8 | 7.7 | 3.8 | 15.4 | 30.8 | 30.8 | 7.7 | 100.0 | Mod. Languages |
| MATHEMATICS | 35 | - | 8.6 | 11.4 | 11.4 | 25.7 | 40.0 | 2.9 | 100.0 | Mathematics |
| | 38 | - | - | 7.9 | 7.9 | 42.1 | 34.2 | 7.9 | 100.0 | Sciences |
| SOCIAL SCIENCE | 7 | - | 14.3 | - | - | 14.3 | 71.4 | - | 100.0 | Economics |
| | 13 | - | 7.7 | 15.4 | 46.2 | - | 30.8 | - | 100.1 | Geography |
| | 19 | 5.3 | 10.5 | - | 5.3 | 36.8 | 42.1 | - | 100.0 | History |
| | 19 | - | 10.5 | 5.3 | 26.3 | 42.1 | 15.8 | - | 100.0 | P.S.A. |
| | 19 | 5.3 | 15.8 | 10.5 | 15.8 | 26.3 | 21.1 | 5.3 | 100.1 | Psychology |
| CAREER | 4 | - | - | - | - | - | 100.0 | - | 100.0 | Art |
| | 9 | - | - | - | - | - | 88.8 | 11.1 | 99.9 | Business Adm. |
| | 3 | - | - | - | - | - | 99.9 | - | 99.9 | Community |
| | 5 | 20.0 | 40.0 | - | - | 20.0 | 20.0 | - | 100.0 | PE/Rec |
| TOTAL | 241 | 1.7 | 10.8 | 5.8 | 12.4 | 29.0 | 35.7 | 4.6 | - | 100.0 |

*Due to rounding of figures, total may not be 100.0

is tabulated in Table 19.

Subjective Responses

A number of the questionnaire respondents answered the subjective "open ended" questions. These subjective responses were analysed for any recurring themes. As a result, it was possible to categorize these responses for tabulation.

Evaluation of Instructor in Withdrawal Process

Fifty-eight students, nearly one quarter of the 241 students who responded to the questionnaire, indicated that they contacted the instructor and gave a subjective comment on the contact. Approximately one half felt the instructor was of assistance. One quarter felt the instructor could offer no help.

Thirty-eight students of the 241 respondents (15.8 per cent) did not see the instructor as they felt there was no particular reason. Nearly another 15 per cent indicated that their mind was made up and therefore there was no need to see the instructor. Just under 6 per cent reported that the non-persistence was not the instructor's fault and that there was nothing he could do about it.

While the breakdown of results by division and department is contained in Table 20, it is questionable whether valid interpretations can be formed for each department due to the rather small number of returns for certain departments. For example, some 28.6 per cent of the Economics students indicated that they felt they could not communicate with the instructor. This, however, represented only two students.

TABLE 19
PERCENTAGE OF PARTIAL NON-PERSISTERS BY DIVISION AND DEPARTMENT ACCORDING TO WHETHER THEY SPOKE WITH (a) INSTRUCTOR, AND (b) COUNSELLOR BEFORE WITHDRAWAL, BY QUESTIONNAIRE RESPONDENTS FOR THE 71/3 AND 72/1 SEMESTERS COMBINED

| DIVISION | N | INSTRUCTOR | | N | COUNSELLOR | | DEPARTMENT |
|----------------|-----|------------|-----------|-------|------------|-----------|----------------|
| | | (a) Yes | (b) No | | (a) Yes | (b) No | |
| ENGLISH | 44 | 29.5 | 70.5 | 100.0 | 38.6 | 61.4 | English |
| MATHEMATICS | 26 | 23.1 | 76.9 | 100.0 | 30.8 | 69.2 | Mod. Languages |
| SOCIAL SCIENCE | 35 | 25.7 | 74.3 | 100.0 | 28.6 | 71.4 | Mathematics |
| | 38 | 21.1 | 79.0 | 100.1 | 42.1 | 57.9 | Sciences |
| | 7 | 28.6 | 71.4 | 100.0 | 57.1 | 42.9 | Economics |
| CAREER | 13 | 30.8 | 69.2 | 100.0 | 53.8 | 46.2 | Geography |
| | 19 | 21.1 | 78.9 | 100.0 | 31.6 | 68.4 | History |
| | 19 | 26.3 | 73.7 | 100.0 | 31.6 | 68.4 | P.S.A. |
| | 19 | 5.3 | 94.7 | 100.0 | 21.1 | 78.9 | Psychology |
| | 4 | 50.0 | 50.0 | 100.0 | 75.0 | 25.0 | Art |
| | 9 | 11.1 | 88.8 | 99.9 | 55.5 | 44.4 | Business Adm. |
| | 3 | 66.6 | 33.3 | 99.9 | 66.6 | 33.3 | Community |
| | 5 | 20.0 | 80.0 | 100.0 | 60.0 | 40.0 | PE/Rec |
| TOTAL | 241 | 24.1 | 75.9 | 100.4 | 37.8 | 62.2 | 100.0 |

*Due to rounding of figures, total may not always be 100.0

TABLE 20

PERCENTAGE SUMMARY OF SUBJECTIVE RESPONSES TO QUESTION FIVE FROM QUESTIONNAIRE RESPONDENTS FOR THE 71/3 AND 72/1 SEMESTERS COMBINED

(a) "Was instructor of any assistance?" (b) "Particular reason for not speaking to instructor?"

| DIVISION | N | (a) | | | | | | | | | | (b) | | | | | | | | | | TOTAL | DEPARTMENT |
|----------------|-----|-------------------|---------------------|------------------------------|-----------------------------------|--------------------------|-------------|----------------------|---------------------|----------------------------|--------------------------------|---|------------------------|---------------------------------------|--------------------------|-------------|-------------|-----|--|--|--|-------|------------|
| | | Was of assistance | Could offer no help | Pointed out my knowledge gap | Encouraged me to try course again | No - poor or incompetent | No response | No particular reason | Nothing he could do | Lack of instructor's fault | Poor or incompetent instructor | Apparent lack of interest on part of instructor | Student's mind made up | Could not communicate with instructor | Knew it would do no good | No response | | | | | | | |
| ENGLISH | 44 | 15.9 | 6.8 | 4.5 | - | - | 2.3 | - | 15.9 | 2.3 | 11.4 | - | 2.3 | 9.1 | 9.1 | 100.0 | English | | | | | | |
| MATHEMATICS | 26 | 11.5 | - | - | 3.8 | 3.8 | - | 3.8 | 7.7 | - | 19.2 | 7.7 | 3.8 | 11.5 | - | 99.7 | Mod. Lang. | | | | | | |
| | 35 | 11.4 | 5.7 | - | 2.9 | - | 2.9 | 2.9 | - | 2.9 | 20.0 | 5.7 | 14.3 | 2.9 | 8.6 | 100.2 | Mathematics | | | | | | |
| | 38 | 13.2 | 5.3 | 2.6 | - | - | - | - | 5.3 | 7.9 | 10.5 | 2.6 | 13.2 | 7.9 | 2.6 | 100.1 | Science | | | | | | |
| | 7 | 14.3 | 14.3 | - | - | - | - | - | - | 28.6 | - | - | 28.6 | - | - | 100.1 | Economics | | | | | | |
| SOCIAL SCIENCE | 13 | - | 7.7 | - | 15.4 | 7.7 | - | 7.7 | - | 7.7 | 15.4 | 7.7 | - | 15.4 | - | 100.1 | Geography | | | | | | |
| | 19 | 10.5 | 5.3 | - | - | - | - | 5.3 | 5.3 | 10.5 | 15.8 | - | 5.3 | - | 5.3 | 100.2 | History | | | | | | |
| | 19 | 5.3 | 10.5 | - | - | - | - | 5.3 | - | - | 10.5 | 5.3 | 10.5 | 15.8 | 10.5 | 100.0 | P.S.A. | | | | | | |
| | 19 | 5.3 | - | - | - | - | - | 5.3 | - | - | 36.8 | - | 15.8 | 15.8 | 10.5 | 100.0 | Psychology | | | | | | |
| CAREER | 4 | 50.0 | - | - | - | - | - | - | - | - | - | - | - | 25.0 | - | 100.0 | Art | | | | | | |
| | 9 | - | 11.1 | - | - | - | - | 22.2 | - | - | 11.1 | 22.2 | 22.2 | - | - | 99.9 | Bus. Adm. | | | | | | |
| | 3 | - | - | 66.6 | - | - | - | - | - | - | - | - | - | - | - | 99.9 | Community | | | | | | |
| | 5 | 20.0 | - | - | - | - | - | - | - | - | - | - | 40.0 | - | - | 100.0 | PE/Rec. | | | | | | |
| TOTAL | 241 | 11.2 | 5.4 | 2.1 | 1.7 | 0.8 | 0.8 | 2.1 | 15.8 | 5.8 | 2.9 | 5.4 | 3.7 | 14.9 | 3.7 | 10.0 | 8.3 | 5.4 | | | | | |

* Due to rounding of figures

* Due to rounding of figures, total may not be 100.0

Evaluation of Counsellor in Withdrawal Process

Seventeen per cent of the questionnaire respondents reported that, although they spoke with a counsellor, they found him or her of little or no help. Unfortunately, the questionnaire was not designed to determine what the student expected in this particular case or why the counsellor was of little help.

Some 11.6 per cent indicated that the counsellor understood the problem and was of some help. Nearly one fifth (17.8 per cent) reported that there was no particular reason for speaking with a counsellor; a further 10 per cent indicated their mind was made up and speaking with a counsellor in that case would be a waste of time. This was particularly evident for students withdrawing from the English, History, and P.S.A. departments. Comments regarding discussion of non-persistence with counsellors are indicated in Table 21.

Instructor Influence on Withdrawal

When questioned as to "What could instructors have done to lessen the probability of withdrawal?" over one third (35.7 per cent) reported that "nothing" could have been done. This was particularly noted in the Modern Languages department where nearly two thirds of the students withdrawing from courses in that department indicated that the instructor could have done "nothing" to lessen the probability of withdrawal. Nearly one quarter (22.8 per cent) of the students indicated that improved presentation of the course would have helped. More interest in

TABLE 22

PERCENTAGE SUMMARY OF SUBJECTIVE RESPONSES TO QUESTION SEVEN FROM QUESTIONNAIRE RESPONDENTS FOR THE 71/3 AND 72/1 SEMESTERS COMBINED

"What could instructors have done to lessen probability of withdrawal?"

| DIVISION | N | TOTAL DEPARTMENT | | | | | | | | | |
|----------------|-----|------------------|-----------------------|---------------------------------|-----------------------------------|-----------------------|--|----------------------------|----------------------------|-------------|-------|
| | | Nothing | Better course content | Improved presentation of course | Be interested in student problems | Reduce course content | Extra classes for students experiencing problems | More student participation | Less student participation | No response | % |
| ENGLISH | 44 | 43.2 | 15.9 | 18.2 | - | 4.5 | - | - | - | 18.2 | 100.0 |
| | 26 | 65.4 | - | 3.8 | - | 11.5 | - | - | - | 19.2 | 99.9 |
| MATHEMATICS | 35 | 31.4 | - | 28.6 | 5.7 | 2.9 | 5.7 | 5.7 | - | 20.0 | 100.0 |
| | 38 | 23.7 | 7.9 | 26.3 | 2.6 | 7.9 | 13.2 | - | - | 18.4 | 100.0 |
| SOCIAL SCIENCE | 7 | 14.3 | - | 28.6 | 28.6 | - | - | 28.6 | - | - | 100.1 |
| | 13 | 38.5 | - | 38.5 | 15.4 | - | 7.7 | - | - | - | 100.1 |
| | 19 | 36.8 | 15.8 | 5.3 | 5.3 | 5.3 | - | - | 5.3 | 15.8 | 100.1 |
| | 19 | 31.6 | - | 36.8 | 5.3 | - | - | - | - | 26.3 | 100.0 |
| | 19 | 26.3 | - | 31.6 | - | 10.5 | - | 5.3 | - | 26.3 | 100.0 |
| CAREER | 4 | 75.0 | - | 25.0 | - | - | - | - | - | - | - |
| | 9 | 11.1 | - | 22.2 | 44.4 | - | - | - | - | 22.2 | 99.9 |
| | 3 | 33.3 | - | - | 66.6 | - | - | - | - | - | - |
| | 5 | 20.0 | - | - | - | - | 20.0 | - | - | 60.0 | - |
| | | | | | | | | | | | |
| TOTAL | 241 | 35.7 | 5.4 | 22.8 | 6.2 | 5.0 | 3.3 | 2.5 | 0.4 | 18.7 | 100.0 |

*Due to rounding of figures total may not be 100.0

PERCENTAGE SUMMARY OF SUBJECTIVE RESPONSES TO QUESTION EIGHT FROM QUESTIONNAIRE RESPONDENTS FOR THE 71/3 AND 72/1 SEMESTERS COMBINED

"What could counsellors have done to lessen probability of withdrawal?"

| DIVISION | N | TOTAL DEPARTMENT | | | | | | | | | |
|----------------|-----|------------------|---|--------------------------------------|-------------------------|---|--|--|-------------|-------|----------------|
| | | Nothing | More knowledgeable and accurate in advice | Explain more about particular course | Don't have a counsellor | Have more influence over type & time of course offering | More say in obtaining good instructors | Recommend course requiring less background | No response | % | DEPARTMENT |
| ENGLISH | 44 | 68.2 | 4.5 | - | 2.3 | - | 2.3 | - | 22.7 | 100.0 | English |
| | 26 | 61.5 | 3.8 | - | - | - | - | - | 34.6 | 99.9 | Mod. Languages |
| MATHEMATICS | 35 | 60.0 | - | 5.7 | 2.9 | - | 8.6 | - | 22.9 | 100.1 | Mathematics |
| | 38 | 50.0 | 2.6 | 7.9 | - | - | 2.6 | 2.6 | 34.2 | 99.9 | Sciences |
| SOCIAL SCIENCE | 7 | 42.9 | 14.3 | - | 14.3 | - | - | - | 28.6 | 100.1 | Economics |
| | 13 | 76.9 | 7.7 | 7.7 | - | - | - | - | 7.7 | 100.0 | Geography |
| | 19 | 63.2 | - | - | - | - | - | - | 26.3 | 100.0 | History |
| | 19 | 73.7 | - | - | - | - | - | - | 26.3 | 100.0 | P.S.A. |
| | 19 | 52.6 | - | - | - | - | 5.3 | - | 42.1 | 100.0 | Psychology |
| CAREER | 4 | 75.0 | - | - | - | - | - | - | 25.0 | 100.0 | Art |
| | 9 | 44.4 | - | 11.1 | 22.2 | - | - | - | 22.2 | 99.9 | Business Adm. |
| | 3 | 33.3 | - | - | - | - | - | - | 66.6 | 99.9 | Community |
| | 5 | - | - | 20.0 | - | - | - | - | 80.0 | 100.0 | P.E./Rec. |
| | | | | | | | | | | | |
| TOTAL | 241 | 59.3 | 2.5 | 3.3 | 2.1 | 0.8 | 2.5 | 0.4 | 29.0 | 99.9 | |

* Due to rounding of figures, total may not be 100.0

TABLE 24

PERCENTAGE SUMMARY OF SUBJECTIVE RESPONSES TO QUESTION NINE FROM QUESTIONNAIRE
RESPONDENTS FOR THE 71/3 AND 71/1 SEMESTERS COMBINED

"Further comments"

| DIVISION | N | Revise course content for course | Lack required background rather than interested in | Improved knowledge of counselor | Extra classes for evening students and counselor | Instructor and counselor of great assistance | Better course description in calendar | Improve capabilities of instructor | Provide extra help | Revise course methodology | No response | TOTAL | DEPARTMENT |
|-------------------|-----|-------------------------------------|---|------------------------------------|---|---|--|---------------------------------------|--------------------|---------------------------|-------------|-------|----------------|
| ENGLISH | 44 | 9.1 | - | 2.3 | 4.5 | - | - | 4.5 | - | - | 79.5 | 99.9 | English |
| MATHEMATICS | 26 | 7.7 | 7.7 | 3.8 | - | - | - | - | 3.8 | 76.9 | 99.9 | 99.9 | Mod. Languages |
| | 35 | 8.6 | 2.9 | - | 2.9 | - | 5.7 | 2.9 | 2.9 | 71.4 | 100.2 | 100.2 | Mathematics |
| SOCIAL SCIENCE | 38 | - | 2.6 | 5.3 | - | 2.6 | 2.6 | 7.9 | - | 71.0 | 99.9 | 99.9 | Sciences |
| | 7 | - | - | - | - | - | 14.3 | - | - | 85.7 | 100.0 | 100.0 | Economics |
| | 13 | - | - | 23.1 | 7.7 | - | - | 7.7 | - | 61.5 | 100.0 | 100.0 | Geography |
| | 19 | 5.3 | - | 5.3 | - | - | - | 5.3 | - | 73.7 | 100.1 | 100.1 | History |
| | 19 | - | - | 5.3 | - | 5.3 | - | 26.3 | - | 57.9 | 100.1 | 100.1 | P.S.A. |
| CAREER | 19 | - | - | 5.3 | 5.3 | - | - | 10.5 | - | 73.7 | 100.1 | 100.1 | Psychology |
| | 4 | - | - | - | - | - | - | - | - | 100.0 | 100.0 | 100.0 | Art |
| | 9 | - | - | - | - | - | - | - | 22.2 | 77.7 | 99.9 | 99.9 | Business Adm. |
| | 3 | - | - | - | - | - | - | 66.6 | - | 33.3 | 99.9 | 99.9 | Community |
| | 5 | - | - | - | - | - | - | - | - | 100.0 | 100.0 | 100.0 | PE/Rec |
| TOTAL | 241 | 4.1 | 1.7 | 4.1 | 2.1 | - | 1.7 | 0.8 | 7.1 | 1.7 | 3.3 | 73.4 | 100.0 |

*Due to rounding of figures, total may not be 100.0

CHAPTER V

SUMMARY OF FINDINGS

I. Rate of Partial Non-Persistence

1. Approximately one quarter of enrolled students withdrew from at least one of their courses during a semester.
2. Partial non-persistence was somewhat higher for the fall semester (27 per cent) than for the spring semester (20 per cent).
3. Male partial non-persistence rate (25 per cent) was higher than for female (17 per cent).
4. The rate of partial non-persistence was higher for the younger females and older females than is the case for males of the same age category.
5. The rate of partial non-persistence for career students was relatively low (4 per cent).
6. The lowest rate of partial non-persistence was found for English courses (6 per cent) and Psychology courses (7 per cent).
7. The highest rate of partial non-persistence was found for the Modern Languages department (16 per cent).
8. The rate of partial non-persistence was found to be higher for the Science and Mathematics departments than for the Social Science or non-mathematically oriented courses.
9. There was a significantly higher than average rate of partial non-persistence at the first semester level of courses in Communications, French, German, Spanish, and Geography.
10. There was a significantly higher than average rate of partial non-persistence at the second, third, and fourth semester level in English, Mathematics, Chemistry, Physics, Economics, and Political Science.

II. Mean Grade Point Average

1. For the fall semester, partial non-persisters from English, Mathematics, Biology, Chemistry, Geography,

Political Science, Psychology, and Recreation experienced higher mean grade point averages than partial non-persisters from other departments.

2. For the spring semester, partial non-persisters from Mathematics, Biology, Chemistry, Physics, and Economics, experienced mean grade point averages under 2.0.

III. Prior College Enrollment

For those students who had been enrolled at the college for at least one semester previous to the semester under study, 44 per cent had been partial non-persisters. One half of the male sample and one third of the female sample had previously partially withdrawn from enrollment.

IV. Re-enrollment After Partial Non-Persistence

1. Just over three quarters (77.5 per cent) of the partial non-persister sample from the fall semester registered for courses the following semester, while slightly over one quarter (28.1 per cent) of the spring semester student sample returned in the summer session.
2. Four fifths of the fall sample who re-registered for one course in the spring semester completed the course.
3. Just over half (56 per cent) who re-registered in the spring semester for six courses completed all the courses.

V. Time of Class

No distinct pattern of heavier non-persistence was determined based on the time of day the course was offered.

VI. Size of Class

There was no significant difference in the proportion of partial non-persisters according to the number of students enrolled in the course section.

VII. Instructors Teaching Several Sections

There was no significant difference in the proportion of partial non-persisters for the same instructor teaching two sections of the same course.

VIII. Reason for Original Enrollment

1. Forty per cent enrolled in the course originally because it was a "required course."
2. Just under one third (30 per cent) enrolled for "interest" sake. One third of the females indicated "interest" as a reason for taking the course which was dropped as compared with one quarter of the male partial non-persisters.
3. Age was not a factor in the reason for original enrollment for the male sample member, but in the case of the female, the younger sample member tended to enroll because the course was "required" while the older female enrolled for "interest" reasons.
4. Approximately one half of the partial non-persisters in Economics, History, Philosophy, Sociology, and Anthropology had enrolled originally because of "interest."

IX. Indicated Reason for Partial Non-Persistence

1. One seventh of the sample indicated "poor teaching" as the reason for non-persistence.
2. Just over one tenth indicated "lack of interest."
3. About one eighth of the sample indicated "work load too heavy" as a reason. Similarly, one eighth indicated "course too difficult," one eighth "disliked" their instructor, and one eighth reported the "course not as they thought it would be."
4. While there was little difference between male and female sample for the reason of non-persistence, age wise, the older student tended to blame "poor teaching" as the reason for withdrawal more so than the younger student.
5. Sample subjects withdrawing from English classes indicated "lack of interest" as a major reason.

6. Modern Languages sample subjects reported a "heavy work load" and "missing too many classes" as the main reason for partial non-persistence.
7. Mathematics, Economics, and P.S.A. non-persisters reported "poor teaching" as a major cause of withdrawal.
8. In the case of History, and Psychology, a "dislike of the instructor" and "poor teaching" were reported as basic reasons for non-persistence.

X. Maintaining of Course Interest

1. Approximately one seventh of the sample indicated that a "more relevant presentation of subject matter" might have lessened the chance of their withdrawal.
2. About one tenth of the sample felt a "reduction in assignments" would have kept them enrolled, while another one tenth reported that a "less authoritarian presentation" by the teacher would have gone a long way in lessening the possibility of dropout.
3. Sex or age grouping of the sample had no bearing on the matter of how interest could be maintained.
4. English students, about one fifth of them, asked for more relevant course content. Approximately one fifth of the Mathematics sample, and one quarter of the Science sample also indicated a need for relevancy in course content.
5. Modern Languages non-persisters, about one seventh of them, wanted more variety in instructional approach.
6. For about one quarter of the Economics non-persisters, "improved student-teacher relationship" and "more seminars" were important methods of maintaining interest.
7. The History students requested "more variety" in instructional approach with a "less authoritarian presentation" of course materials.

XI. Time of Withdrawal from Course

1. While one third of the sample waited until the second month of class before withdrawal, another one third did not withdraw until after two months of enrollment.

2. Approximately one fifth of English and Psychology students withdrew within the first week of courses.
3. What few career students that did become partial non-persisters did so after persisting well into the third month of the semester.

XII. Contact with Instructor and Counsellor

1. Three quarters of the sample members indicated they did not contact their instructor about their problems prior to withdrawal, and about two thirds reported they did not discuss the matter with a counsellor.
2. English, and Geography sample members tended to discuss their problems with the instructor more so than partial non-persisters from other departments.
3. Psychology students had the least contact with both instructor and counsellor.

XIII. Evaluation of Instructor in the Withdrawal Process

1. For those students who contacted the instructor prior to attrition, one half felt the instructor was of some help to them.
2. Of those students who did not contact the instructor prior to withdrawal, one quarter reported they felt the instructor could offer no help; one seventh indicated they could see no reason to talk with the instructor, with a similar proportion reporting that they had made up their mind and, therefore, there was no need to discuss the matter.
3. About six per cent of the partial non-persisters who did not contact the instructor indicated that their withdrawal was not the instructor's fault and there was nothing he could do about it.

XIV. Evaluation of Counsellor in the Withdrawal Process

1. One fifth reported the counsellor of little or no help.
2. One eighth indicated that the counsellor understood the problem and was of help.
3. One fifth of those not seeing a counsellor reported that they considered there was no reason to speak to a counsellor.

XV. Instructor Influence on Withdrawal

1. One third of the questionnaire respondents felt "nothing" could be done in their case by the instructor to lessen the probability of attrition.
2. One quarter of the respondents indicated that an improved presentation of subject material would have helped maintain interest.
3. More interest in student problems, better course content, and a reduced course content, were each indicated by about 5 per cent of the respondents as a means to lessen the chance of attrition.

XVI. Counsellor Influence on Withdrawal

1. Some two thirds replied that "nothing" could be done.
2. Nearly one third said that the counsellor could recommend a course with less background required. This was particularly so for the non-persisters in Modern Languages and Sciences.

CHAPTER VI

CONCLUSIONS

For some time student withdrawal from post-secondary institutions had been regarded as not only an educational problem, but a general societal problem. While the college non-persister, that is, the student who does not persist in any of the courses in which he enrolls, has been well researched, the partial non-persister, the student who withdraws from some courses while completing others, has not had the attention in research studies that is needed.

The recent demands from the community for accountability have tended to overlook the situation of the partial non-persister. Yet, if we accept the term accountability to mean the equivalent of being "responsible," then we must view this term to imply that the community college faculty must be regarded as answerable for the discharge of a duty. An analyses of the data obtained in this study may well indicate that from the point of view of attrition from particular courses or subjects, we of the college faculty may not have been discharging our duty to the best of our ability. In other words, there is evidence that would seem to indicate that we should listen more attentively to student criticisms and suggestions, especially on the topics of course content, and on instructional methodology. While there was a substantial proportion of the partial non-persisters who felt there was little if anything the individual instructors could

do to have prevented withdrawal from certain courses (approximately one third of the students reported this view) the majority of students did present constructive criticisms that the community college instructor would do well to pay attention to.

1. While the authors' previous studies indicated that from eight to twelve per cent of the students completely withdraw from enrollment prior to the end of a semester, the rate of partial non-persistence was considerably higher, approximately one quarter of the total student enrollment. Partial non-persistence was more prevalent in the fall semester, the male student exhibiting a greater tendency toward non-persistence than the female.

While age for the male student apparently was not a factor in withdrawal, the older and younger female student seemed more prone to withdrawal than her male counterpart.

Persistence of the career student in his studies was considerably greater than for the academic student. This would lead one to speculate that the career programs are developed and presented with the needs of these students specifically in mind as contrasted to at least some of the academic subjects where lack of relevancy and lack of interest were rated somewhat highly.

Generally speaking, those courses with a scientific and/or mathematical emphasis experienced a higher rate of partial non-persistence than courses with an English or social science approach. Lack of ability, as represented by grade point average, did not appear to be a factor in the non-persistence of students in the mathematically orientated courses. For the most part these

students had a greater than 2.0 G.P.A., at least in the fall semester. However, in the spring semester the reverse was true, where for the most part, the students withdrawing from the mathematically orientated subjects had grade point averages less than 2.0.

Once a student has withdrawn from a particular subject, regardless of reason, it seems to be easier for him to withdraw from a subject or course in the future. For nearly one half of the students who had previously been enrolled at college, withdrawal in the semesters under investigation was not the first. This was particularly the case for the male student.

Withdrawal from part of one's enrollment did not indicate that the student had given up on his education, for a substantial proportion did return and register in a subsequent semester. For those students, however, the probability of completing their courses was greater for part-time students than for full-time students.

2. Contrary to some popular belief, the time of day a class or section was offered was not a determining factor in non-persistence. In other words, the dropout rate for a course offered say first thing in the morning was not basically different from the dropout rate from the same course offered at any other time of the day.

3. Size of class was not a determining factor in the proportion of partial non-persistence. There was no significant difference in the proportion of dropouts from classes where less than twenty students were enrolled and where over fifty students were enrolled.

4. Once again, it had been speculated that college students take a course only because they are required to. This apparently was ~~not~~ so for some forty per cent of the partial non-persisters, but for approximately one third of the students, "interest" in the particular course was the reason for original enrollment. Apparently this interest was not sustained by the instructor. This appeared to be so especially in the subject areas of Economics, History, Philosophy, Sociology, and Anthropology where some one half of the non-persisters had originally registered because of "interest."

5. If the reasons given by the partial non-persister for attrition are valid ones, then there would seem to be several areas where both the college administration and instructors could contribute significantly to a reduction of attrition. Poor teaching, course content problems, and personality conflict between student and instructor accounted for well over half (57 per cent) of the reasons for withdrawal from a course. The older student appeared more critical of teaching methodology than the younger student.

6. A variety of suggestions was offered in order to improve a situation to the point where dropout would not occur. More relevancy in course content was the single most often reported factor. Some one fifth of the students felt that a more student-oriented course would maintain their interest, especially in English, Mathematics, and Science. More variety in instructional approach (methodology) and improved student-teacher

relationships were suggested by the partial non-persister from Modern Languages, Economics, and History.

7. It was rather surprising to have reported that from two thirds to three quarters of the students did not discuss their problem(s) with an instructor or counsellor before withdrawal from the class. Yet for those that did, one half contacting the instructor felt he was of help. The assistance offered by the counsellor in this particular case was considered helpful by less than one eighth of the students.

8. Previous comments concerning course relevancy and instructional methodology were at least partially substantiated by student comments that improved presentation of the course, more interest in student problems and changes in course content by the instructor would have lessened the chance of withdrawal. The majority of students felt there was little a counsellor could do to have lessened attrition although some one third felt the counsellor could have recommended a course requiring less background knowledge.

Summary

While factors relating to instructional methodology and course content seem to be directly or indirectly involved as a reason or excuse for partial non-persistence for some one half of enrolled students who withdrew from at least one course, it should be remembered that for the approximately two thirds of the registered students who do not withdraw, either in total or partially, instructional methodology or course content is

apparently satisfactory. At least these students were prepared to accept the conditions in order to complete their educational requirements.

Apparently the willingness of career instructors to accept the suggestions of advisory boards in the designing of course content, and to provide instructional materials in a relevant and practical manner may well have gone a long way in accounting for a partial withdrawal rate which is about one sixth of that experienced by students from academic courses where the philosophy of "academic freedom" on the part of the instructor to teach what he sees fit and how he sees fit seems to, at least in some cases, obscure the needs of the students and the needs of the community.

Summary

While factors relating to instructional methodology and course content seem to be directly or indirectly involved in the decision to withdraw from a course, the primary reason for partial non-persistence for some one of the enrolled students who withdrew from at least one course, it should be remembered that for the approximately two thirds of the registered students who do not withdraw, either in total or partially, instructional methodology or course content is

I should like to take this opportunity to thank you for taking part in this important survey and study of community college students. The researchers give you their assurance that you will not be identified with your answers. However, for certain statistical purposes, it has been necessary to stamp the questionnaire with an identification number. The key for this number will be only available to the two researchers at the University of British Columbia.

When completed, please enclose the questionnaire in the stamped return envelope provided and mail directly to the University. As soon as your responses are coded for analysis, the questionnaire will be destroyed.

APPENDIXES

APPENDIX A

Place an X in the space beside () beside the response that best indicates your opinion.

Mark only one response for each question. Do this for each of the courses that you have withdrawn from as indicated in the "identity of withdrawal" column.

For example, if you have withdrawn from three courses then you would mark an X in the bracket () opposite the best response for course #1, an X in the bracket () opposite the best response for course #2 (two columns), and an X in the bracket () opposite the best response for course #3 (in column three) etc.

In question five to eight, you are also requested to write a short answer. If what you write applies only to a certain course, then please so indicate. If more room is needed, then use the back of the questionnaire.

APPENDIX A

EXPLANATORY LETTER

I should like to take this opportunity to thank you for taking part in this rather important survey and study of community college students. The researchers give you their assurance that you will not be identified with your answers. However, for certain statistical purposes, it has been necessary to stamp the questionnaire with an identification number. The key for this number will be only available to the two researchers at the University of British Columbia.

When completed, please enclose the questionnaire in the stamped return envelope provided and mail directly to the University. As soon as your responses are coded for analysis, the questionnaire will be destroyed.

QUESTIONNAIRE DIRECTIONS

Mark your answers in the correct space on the questionnaire.

Place an X in the space between the brackets () beside the response that best suits your particular opinion.

Mark only one answer for each question. Do this for each of the courses that you have withdrawn from as indicated in the "identity of withdrawn course" column.

For example, if you have withdrawn from three courses then you would mark an X in the bracket () opposite the best response for course #1, an X in the bracket () opposite the best response for course #2 (in column two), and an X in the bracket () opposite the best response for course #3 (in column three) etc.

In questions five to eight, you are also requested to write a short answer. If what you write applies only to a certain course, then please so indicate. If more room is needed, then use the back of the questionnaire.

APPENDIX B

FOLLOW-UP QUESTIONNAIRE MAILED TO SAMPLE MEMBERS. THE QUESTIONNAIRE APPEARING ON THE FOLLOWING PAGE HAS BEEN REDUCED TO MEET THE SIZE REQUIREMENTS OF THIS REPORT. THE QUESTIONNAIRE USED IN THE STUDY WAS PRINTED ON 8½ X 14 INCH SHEETS OF 18 POUND WEIGHT "ISLAND MIMCO" LONG GRAIN WHITE IMPRESSION PAPER

1. What was the major reason for withdrawing from an individual course?

- a. Work load too heavy () () () () ()
- b. Course content too difficult () () () () ()
- c. Improper course selection () () () () ()
- d. Course not required in major field () () () () ()
- e. Disliked the instructor () () () () ()
- f. Course not what I thought it would be () () () () ()
- g. Poor teaching on instructor's part () () () () ()
- h. Course given at poor time of day () () () () ()
- i. Change of employment schedule () () () () ()
- j. Counsellor misguided me () () () () ()
- k. Change of achievement goals () () () () ()
- l. Lack of interest () () () () ()
- m. Failing () () () () ()
- n. Missed too many classes () () () () ()
- o. Program of courses too heavy () () () () ()
- p. Other () () () () ()

2. Concerning the courses from which you withdrew, how could these courses have maintained your interest?

- a. More variety in instructional approach () () () () ()
- b. More seminars () () () () ()
- c. Less Seminars () () () () ()
- d. Better use of audio visual aid () () () () ()
- e. Improved instructional preparation () () () () ()
- f. Less authoritarian presentation by teacher () () () () ()
- g. More structure in teacher presentation () () () () ()
- h. More classroom discussion () () () () ()
- i. Improvement in student-teacher relationships () () () () ()
- j. Reduction in the number of assignments () () () () ()
- k. More relevant assignments () () () () ()
- l. More relevant presentation of course material () () () () ()
- m. More interest in subject by the teacher () () () () ()
- n. Other () () () () ()

3. At what time during the semester did you decide to withdraw from the course?

- a. After the first class () () () () ()
- b. By the end of the first week () () () () ()
- c. By the end of the second week () () () () ()
- d. After the second week, but before the end of the first month () () () () ()
- e. During the second month () () () () ()
- f. After the second month () () () () ()
- g. Can't remember () () () () ()

#1 #2 #3 #4 #5

4. Which one of the following was your most important reason for enrolling in the course from which you later withdrew?

- a. Recommended by friends () () () () ()
 b. Counsellor recommendation () () () () ()
 c. College instructor's recommendation () () () () ()
 d. Teacher's reputation () () () () ()
 e. Thought I could make a good grade () () () () ()
 f. It was a required subject () () () () ()
 g. Subject was of interest () () () () ()
 h. There was no room in a more preferred course () () () () ()
 i. Other () () () () ()

5. Did you speak with the instructor concerned before you withdrew from the course?

- a. Yes () () () () ()
 b. No () () () () ()

If "yes" was the instructor of any assistance to you?

If "no" was there any particular reason ?

6. Did you discuss your withdrawal with a counsellor before you actually withdrew from the course?

- a. Yes () () () () ()
 b. No () () () () ()

If "yes" was the counsellor of any assistance to you and how?

If "no" was there any particular reason?

7. What, if anything, could the instructor(s) have done to have lessened the probability of your withdrawal from a particular course? (Identify course and comment on back of the page if necessary.)

8. What, if anything, could the counsellor(s) have done to have lessened the probability of your withdrawal from a particular course? (Identify course, and comment on back of the page if necessary.)

9. Further comments, if any. (Please write on the back of the page.)

APPENDIX C

SUMMARY OF CHI-SQUARE (χ^2) VALUES FOR SUBJECT AREAS AND SUBJECT LEVELS IN COMPARING PARTIAL NON-PERSISTENCE RATE BETWEEN TWO LEVELS

| SUBJECT | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---------|---------|---------|---------|---------|---------|
| Eng. | 1.1 | 0.8 | 0.5 | 0.3 | 0.2 |
| Math. | 0.9 | 0.7 | 0.4 | 0.2 | 0.1 |
| Phys. | 0.8 | 0.6 | 0.3 | 0.1 | 0.0 |
| Chem. | 0.7 | 0.5 | 0.2 | 0.1 | 0.0 |
| Phil. | 0.6 | 0.4 | 0.1 | 0.0 | 0.0 |
| Pol. | 0.5 | 0.3 | 0.0 | 0.0 | 0.0 |
| French | 0.4 | 0.2 | 0.0 | 0.0 | 0.0 |
| German | 0.3 | 0.1 | 0.0 | 0.0 | 0.0 |
| Spanish | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 |
| Psych. | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

APPENDIX C

SUMMARY OF CHI-SQUARE (χ^2) VALUES FOR SUBJECT AREAS
AND SUBJECT LEVELS IN COMPARING PARTIAL
NON-PERSISTENCE RATE BETWEEN TWO LEVELS

| SUBJECT | LEVEL vs LEVEL | | 71/3 SEMESTER | | 72/1 SEMESTER | |
|---------|----------------|---|---------------|-----------------|---------------|-------|
| | | | χ^2 | H_0 | χ^2 | H_0 |
| Eng. | 1 | 2 | 0.8 | NR ^a | 3.1 | NR |
| | 1 | 3 | 41.4 | R ^b | 0.0 | NR |
| | 1 | 4 | 2.7 | NR | 0.6 | NR |
| | 2 | 3 | 10.7 | R | 0.6 | NR |
| | 2 | 4 | 0.6 | NR | 0.0 | NR |
| | 3 | 4 | 1.2 | NR | 0.9 | NR |
| Comm. | 1 | 2 | 3.7 | NR | 0.0 | NR |
| | 1 | 3 | - | - | 0.3 | NR |
| | 2 | 3 | - | - | 0.7 | NR |
| Math | 1 | 2 | 1.2 | NR | 1.1 | NR |
| | 1 | 3 | 0.0 | NR | 0.0 | NR |
| | 1 | 4 | - | - | 1.5 | NR |
| | 2 | 3 | 0.5 | NR | 0.1 | NR |
| | 2 | 4 | - | - | 2.5 | NR |
| | 3 | 4 | - | - | 0.1 | NR |
| French | 1 | 2 | 1.7 | NR | 4.0 | NR |
| | 1 | 3 | 1.4 | NR | - | - |
| | 1 | 4 | - | - | 1.6 | NR |
| | 2 | 3 | 0.0 | NR | - | - |
| | 2 | 4 | - | - | 1.6 | NR |
| German | 1 | 2 | 0.6 | NR | 5.0 | NR |
| | 1 | 3 | 0.5 | NR | - | - |
| | 1 | 4 | - | - | 0.8 | - |
| | 2 | 3 | 0.1 | NR | - | - |
| | 2 | 4 | - | - | 0.0 | NR |
| Spanish | 1 | 2 | 0.1 | NR | 0.0 | NR |
| Physics | 1 | 2 | 0.0 | NR | 15.4 | R |
| | 1 | 3 | 0.0 | NR | - | - |
| | 1 | 4 | - | - | 1.8 | NR |
| | 2 | 3 | 0.0 | NR | - | - |
| | 2 | 4 | - | - | 0.0 | NR |

^aNR indicates that the null hypothesis is not rejected and that there is no significant difference in the non-persistence rate between one level of a subject and the other indicated level of the subject.

^bR indicates that the null hypothesis is rejected.

APPENDIX C (continued)

SUMMARY OF CHI-SQUARE (χ^2) VALUES FOR FIRST LEVEL COURSES
ACCORDING TO SUBJECT IN COMPARING PARTIAL NON-
PERSISTENCE RATES BETWEEN SUBJECTS

| SUBJECT | LEVEL vs LEVEL | | 71/3 SEMESTER | | 72/1 SEMESTER | |
|----------|----------------|---|---------------|-------|---------------|-------|
| | | | χ^2 | H_0 | χ^2 | H_0 |
| Chem | 1 | 2 | 0.8 | NR | 2.2 | NR |
| | 1 | 3 | 0.3 | NR | - | - |
| | 1 | 4 | - | 1 | 0.0 | NR |
| | 2 | 3 | 1.4 | NR | - | - |
| | 2 | 4 | - | - | 0.4 | NR |
| Biol | 1 | 2 | 0.8 | NR | 15.5 | R |
| | 1 | 3 | 0.2 | NR | 0.0 | NR |
| | 1 | 4 | - | - | 0.0 | NR |
| | 2 | 3 | 0.2 | NR | 8.5 | R |
| | 2 | 4 | - | - | 8.6 | R |
| Econ | 3 | 4 | - | - | 0.0 | NR |
| | 1 | 3 | 2.6 | NR | 8.6 | R |
| | 1 | 4 | 0.0 | NR | 5.8 | NR |
| | 3 | 4 | 0.2 | NR | 0.0 | NR |
| | 1 | 2 | 0.0 | NR | 0.9 | NR |
| Geog | 1 | 3 | 0.0 | NR | 0.4 | NR |
| | 2 | 3 | 0.0 | NR | 0.0 | NR |
| | 1 | 2 | 1.8 | NR | 1.2 | NR |
| History | 1 | 3 | 12.5 | R | 0.9 | NR |
| | 1 | 4 | 0.0 | NR | 0.0 | NR |
| | 2 | 3 | 15.8 | R | 0.1 | NR |
| | 2 | 4 | 0.0 | NR | 0.0 | NR |
| | 3 | 4 | 1.1 | NR | 0.0 | NR |
| Phil | 1 | 2 | 5.1 | NR | 4.8 | NR |
| Pol. Sc. | 1 | 2 | 2.0 | NR | 2.5 | NR |
| Psych | 1 | 2 | 4.4 | NR | 19.9 | R |
| | 1 | 3 | 0.4 | NR | 0.2 | NR |
| | 1 | 4 | - | - | 1.7 | NR |
| | 2 | 3 | 1.0 | NR | 6.0 | NR |
| | 2 | 4 | - | - | 0.1 | NR |
| | 3 | 4 | - | - | 0.9 | NR |
| Sociol | 1 | 2 | 0.4 | NR | 4.9 | NR |
| | 1 | 3 | 0.5 | NR | - | - |
| | 2 | 3 | 1.1 | NR | - | - |

SUMMARY OF CHI-SQUARE (χ^2) VALUES FOR SUBJECT AREAS
AND SUBJECT LEVELS IN COMPARING PARTIAL
NON-PERSISTENT RATES BETWEEN TWO LEVELS

APPENDIX D

SUMMARY OF CHI-SQUARE (χ^2) VALUES FOR FIRST
LEVEL COURSES ACCORDING TO SUBJECT IN
COMPARING PARTIAL NON-PERSISTENT RATES
BETWEEN SUBJECTS

APPENDIX D

SUMMARY OF CHI-SQUARE (χ^2) VALUES FOR FIRST LEVEL COURSES
ACCORDING TO SUBJECT IN COMPARING PARTIAL NON-
PERSISTENT RATES BETWEEN SUBJECTS

| SUBJECT | vs | SUBJECT | 71/3 SEMESTER | | 72/1 SEMESTER | |
|-------------|----|--------------|---------------|-----------------|---------------|----------------|
| | | | χ^2 | H ₀ | χ^2 | H ₀ |
| English | | Communic. | 4.0 | NR ^a | 0.0 | NR |
| | | Mathematics | 18.9 | R | 12.46 | R |
| | | French | 147.6 | R | 22.4 | R |
| | | German | 32.3 | R | 15.1 | R |
| | | Spanish | 66.3 | R | 13.4 | R |
| | | Physics | 52.0 | R | 48.1 | R |
| | | Chemistry | 82.0 | R | 4.4 | NR |
| | | Biology | 48.4 | R | 11.8 | R |
| | | Anthropology | 3.1 | NR | 0.0 | NR |
| | | Economics | 10.1 | R | 0.9 | NR |
| | | Geography | 85.4 | R | 12.0 | R |
| | | History | 4.7 | NR | 4.1 | NR |
| | | Philosophy | 3.4 | NR | 0.8 | NR |
| | | Pol. Science | 0.4 | NR | 1.1 | NR |
| | | Psychology | 0.4 | NR | 4.4 | NR |
| | | Sociology | 5.7 | NR | 1.9 | NR |
| Mathematics | | French | 23.7 | R | 4.7 | NR |
| | | German | 0.5 | NR | 2.6 | NR |
| | | Spanish | 8.5 | R | 2.8 | NR |
| | | Physics | 0.8 | NR | 19.0 | R |
| | | Chemistry | 4.7 | NR | 0.1 | NR |
| | | Biology | 0.1 | NR | 0.3 | NR |
| | | Anthropology | 12.7 | R | 9.5 | R |
| | | Economics | 10.1 | R | 4.2 | NR |
| | | Geography | 2.0 | NR | 0.0 | NR |
| | | History | 18.4 | R | 0.3 | NR |
| | | Philosophy | 7.4 | R | 3.0 | NR |
| | | Pol. Science | 12.4 | R | 9.5 | R |
| French | | Psychology | 47.8 | R | 1.0 | NR |
| | | Sociology | 17.3 | R | 4.4 | NR |
| | | German | 4.7 | NR | 0.0 | NR |
| | | Spanish | 0.0 | NR | 0.0 | NR |
| | | Physics | 7.9 | R | 2.1 | NR |
| | | Chemistry | 1.0 | NR | 1.1 | NR |
| | | Biology | 20.3 | R | 1.8 | NR |

^aNR indicates that the null hypothesis is not rejected and that there is no significant difference in the non-persister rate between the two subjects.

^bR indicates that the null hypothesis is rejected.

| SUBJECT | vs | SUBJECT | 71/3 SEMESTER | | 72/1 SEMESTER | |
|---------|----|--------------|---------------|-------|---------------|-------|
| | | | χ^2 | H_o | χ^2 | H_o |
| French | | Anthropology | 46.1 | R | 19.1 | R |
| | | Economics | 43.8 | R | 12.4 | R |
| | | Geography | 10.9 | R | 3.6 | NR |
| | | History | 61.9 | R | 4.8 | NR |
| | | Philosophy | 31.9 | R | 10.2 | R |
| | | Pol. Science | 38.7 | R | 17.8 | R |
| | | Psychology | 112.1 | R | 7.4 | NR |
| | | Sociology | 60.5 | R | 13.0 | R |
| German | | Spanish | 2.4 | NR | 0.0 | NR |
| | | Physics | 0.0 | NR | 1.7 | NR |
| | | Chemistry | 0.3 | NR | 2.2 | NR |
| | | Biology | 0.7 | NR | 1.0 | NR |
| | | Anthropology | 10.2 | R | 13.4 | R |
| | | Economics | 8.0 | R | 8.4 | R |
| | | Geography | 0.0 | NR | 2.0 | NR |
| | | History | 12.2 | R | 3.2 | NR |
| | | Philosophy | 7.0 | R | 7.1 | R |
| | | Pol. Science | 11.4 | R | 7.1 | R |
| | | Psychology | 25.2 | R | 4.7 | NR |
| | | Sociology | 1.1 | NR | 8.3 | R |
| Spanish | | Physics | 3.4 | NR | 0.5 | NR |
| | | Chemistry | 1.5 | NR | 2.5 | NR |
| | | Biology | 8.4 | R | 1.3 | NR |
| | | Anthropology | 26.0 | R | 12.2 | R |
| | | Economics | 23.0 | R | 8.0 | R |
| | | Geography | 3.9 | NR | 2.3 | NR |
| | | History | 31.1 | R | 3.4 | NR |
| | | Philosophy | 19.3 | R | 6.9 | R |
| | | Pol. Science | 25.5 | R | 14.5 | R |
| | | Psychology | 53.7 | R | 4.7 | NR |
| | | Sociology | 30.0 | R | 7.6 | R |
| Physics | | Chemistry | 0.6 | NR | 11.6 | R |
| | | Biology | 1.0 | NR | 9.8 | R |
| | | Anthropology | 14.0 | R | 40.5 | R |
| | | Economics | 11.4 | R | 29.7 | R |
| | | Geography | 0.0 | NR | 16.9 | R |
| | | History | 18.0 | R | 15.5 | R |
| | | Philosophy | 9.2 | R | 24.3 | R |
| | | Pol. Science | 14.2 | R | 32.0 | R |
| | | Psychology | 39.9 | R | 22.4 | R |
| | | Sociology | 17.1 | R | 33.5 | R |

| SUBJECT | vs | SUBJECT | 71/3 SEMESTER | | 72/1 SEMESTER | |
|--------------|----|--------------|---------------|-------|---------------|-------|
| | | | χ^2 | H_o | χ^2 | H_o |
| Chemistry | | Biology | 4.6 | NR | 0.3 | NR |
| | | Anthropology | 22.9 | R | 3.8 | NR |
| | | Economics | 20.2 | R | 1.4 | NR |
| | | Geography | 0.7 | NR | 0.1 | NR |
| | | History | 30.5 | R | 0.0 | NR |
| | | Philosophy | 15.3 | R | 1.1 | NR |
| | | Pol. Science | 21.2 | R | 6.1 | NR |
| | | Psychology | 61.3 | R | 0.2 | NR |
| | | Sociology | 29.3 | R | 1.0 | NR |
| Biology | | Economics | 7.2 | R | 5.0 | NR |
| | | Anthropology | 9.6 | R | 10.1 | R |
| | | Geography | 2.1 | NR | 0.2 | NR |
| | | History | 13.1 | R | 0.8 | NR |
| | | Philosophy | 5.7 | NR | 3.9 | NR |
| | | Pol. Science | 10.2 | R | 10.5 | R |
| | | Psychology | 33.9 | R | 1.8 | NR |
| | | Sociology | 12.2 | R | 4.9 | NR |
| Anthropology | | Economics | 0.3 | NR | 0.7 | NR |
| | | Geography | 19.4 | R | 9.5 | R |
| | | History | 0.0 | NR | 3.5 | NR |
| | | Philosophy | 0.1 | NR | 0.7 | NR |
| | | Pol. Science | 0.3 | NR | 1.0 | NR |
| | | Psychology | 1.6 | NR | 3.6 | NR |
| | | Sociology | 0.0 | NR | 1.5 | NR |
| Economics | | Geography | 16.7 | R | 4.4 | NR |
| | | History | 0.4 | NR | 1.1 | NR |
| | | Philosophy | 0.0 | NR | 0.0 | NR |
| | | Pol. Science | 1.1 | NR | 2.5 | NR |
| | | Psychology | 4.2 | NR | 0.9 | NR |
| | | Sociology | 0.2 | NR | 0.1 | NR |
| Geography | | History | 27.1 | R | 0.4 | NR |
| | | Philosophy | 12.1 | R | 3.2 | NR |
| | | Pol. Science | 17.7 | R | 9.7 | R |
| | | Psychology | 60.6 | R | 1.2 | NR |
| | | Sociology | 25.9 | R | 4.4 | NR |
| History | | Philosophy | 0.1 | NR | 0.8 | NR |
| | | Pol. Science | 0.4 | NR | 5.7 | NR |
| | | Psychology | 2.3 | NR | 0.1 | NR |
| | | Sociology | 0.0 | NR | 0.7 | NR |

| SUBJECT vs SUBJECT | | 71/3 SEMESTER | | 72/1 SEMESTER | |
|--------------------|--------------|---------------|-------|---------------|-------|
| | | χ^2 | H_o | χ^2 | H_o |
| Philosophy | Pol. Science | 0.5 | NR | 2.4 | NR |
| | Psychology | 1.9 | NR | 0.6 | NR |
| | Sociology | 0.0 | NR | 0.1 | NR |
| Pol. Science | Psychology | 0.0 | NR | 5.6 | NR |
| | Sociology | 0.6 | NR | 3.7 | NR |
| Psychology | Sociology | 2.9 | NR | 0.6 | NR |

APPENDIX E

SUMMARY OF CHI-SQUARE (χ^2) VALUES FOR
SELECTED INSTRUCTORS IN COMPARING THE
PARTIAL NON-PERSISTENCE RATES BETWEEN
THE SAME COURSES TAUGHT BY THE SAME
INSTRUCTOR

APPENDIX E

SUMMARY OF CHI-SQUARE (χ^2) VALUES FOR
SELECTED INSTRUCTORS IN COMPARING THE
PARTIAL NON-PERSISTENCE RATES BETWEEN
THE SAME COURSES TAUGHT BY THE SAME
INSTRUCTOR

APPENDIX E

SUMMARY OF CHI-SQUARE (χ^2) VALUES FOR SELECTED INSTRUCTORS
IN COMPARING THE PARTIAL NON-PERSISTENCE RATES BETWEEN
COURSES TAUGHT BY THE SAME INSTRUCTOR

| DEPARTMENT | INSTRUCTOR | 71/3 SEMESTER | | | 72/1 SEMESTER | | |
|-------------|------------|---------------|----------|-----------------|---------------|----------|-------|
| | | COURSE | χ^2 | H_o | COURSE | χ^2 | H_o |
| English | A | Comm 115 | 0.08 | NR ^a | Comm 115 | 0.01 | NR |
| | B | Comm 115 | 0.23 | NR | Comm 215 | 0.00 | NR |
| | C | Comm 115 | 0.05 | NR | Eng 217 | 3.03 | NR |
| | D | Comm 115 | 6.89 | R ^b | Eng 217 | 0.05 | NR |
| | E | Eng 117 | 0.00 | NR | Eng 117 | 3.01 | NR |
| | F | Eng 117 | 3.59 | NR | Eng 117 | 0.00 | NR |
| | G | Eng 117 | 0.00 | NR | Eng 117 | 0.63 | NR |
| | H | Eng 117 | 0.00 | NR | Eng 217 | 0.00 | NR |
| | I | Eng 117 | 0.00 | NR | Eng 117 | 0.52 | NR |
| | J | Eng 117 | 0.01 | NR | Eng 117 | 0.00 | NR |
| | K | Eng 117 | 0.00 | NR | Eng 217 | 0.00 | NR |
| | L | Eng 323 | 0.29 | NR | Eng 323 | 0.05 | NR |
| | M | Eng 323 | 0.21 | NR | Eng 424 | 0.01 | NR |
| | N | Eng 323 | 0.31 | NR | Eng 424 | 0.00 | NR |
| Mod. Lang. | A | Fren 117 | 0.03 | NR | Fren 217 | 0.00 | NR |
| | B | Fren 117 | 3.15 | NR | Fren 217 | 1.57 | NR |
| | C | Germ 117 | 0.01 | NR | Germ 117 | 0.66 | NR |
| | D | Span 117 | 0.91 | NR | Span 217 | 1.39 | NR |
| Mathematics | A | Math 119 | 0.93 | NR | Math 171 | 1.98 | NR |
| | B | Math 123 | 0.37 | NR | Math 123 | 0.51 | NR |
| | C | Math 151 | 0.12 | NR | Math 251 | 0.00 | NR |
| | D | Math 171 | 0.15 | NR | Math 172 | 0.00 | NR |

^aNR indicates that the null hypothesis is not rejected and that there is no significant difference in the non-persistence rate between sections taught by the same instructor.

^bR indicates that the null hypothesis is rejected.

APPENDIX E (Continued)

| DEPARTMENT | INSTRUCTOR | 71/3 SEMESTER | | | 72/1 SEMESTER | | |
|--------------|------------|---------------|----------|-------|---------------|----------|-------|
| | | COURSE | χ^2 | H_o | COURSE | χ^2 | H_o |
| Science | A | Biol 115 | 0.85 | NR | Biol 215 | 2.19 | NR |
| | B | Biol 115 | 0.07 | NR | Biol 215 | 0.16 | NR |
| | C | Biol 116 | 1.50 | NR | Biol 216 | 0.04 | NR |
| | D | Chem 115 | 2.02 | NR | Chem 215 | 0.00 | NR |
| | F | Phys 115 | 0.00 | NR | Phys 215 | 0.23 | NR |
| Economics | A | Econ 118 | 0.00 | NR | Econ 118 | 0.14 | NR |
| | B | Econ 155 | 0.15 | NR | Econ 165 | 0.04 | NR |
| Geography | A | Geog 150 | 0.00 | NR | Geog 150 | 0.13 | NR |
| | B | Geog 160 | 0.29 | NR | Geog 160 | 0.02 | NR |
| | D | Geog 190 | 0.27 | NR | Geog 190 | 7.17 | R |
| History | B | Hist 140 | 0.04 | NR | Hist 240 | 0.39 | NR |
| | C | Hist 260 | 0.00 | NR | Hist 260 | 0.00 | NR |
| Pol. Science | D | P.S. 119 | 0.15 | NR | P.S. 119 | 0.00 | NR |
| | E | P.S. 119 | 1.08 | NR | P.S. 119 | 0.37 | NR |
| | G | P.S. 220 | 0.01 | NR | P.S. 220 | 0.00 | NR |
| P.S.A. | A | Anth 120 | 0.23 | NR | Anth 120 | 0.00 | NR |
| | C | Soc 120 | 0.09 | NR | Soc 120 | 4.46 | NR |
| | D | Soc 120 | 0.63 | NR | Soc 120 | 0.15 | NR |
| | E | Soc 121 | 0.91 | NR | Soc 121 | 0.00 | NR |
| Psychology | A | Psy 115 | 0.29 | NR | Psy 115 | 0.27 | NR |
| | B | Psy 117 | 2.62 | NR | Psy 117 | 0.01 | NR |
| | C | Psy 215 | 0.26 | NR | Psy 215 | 0.00 | NR |

