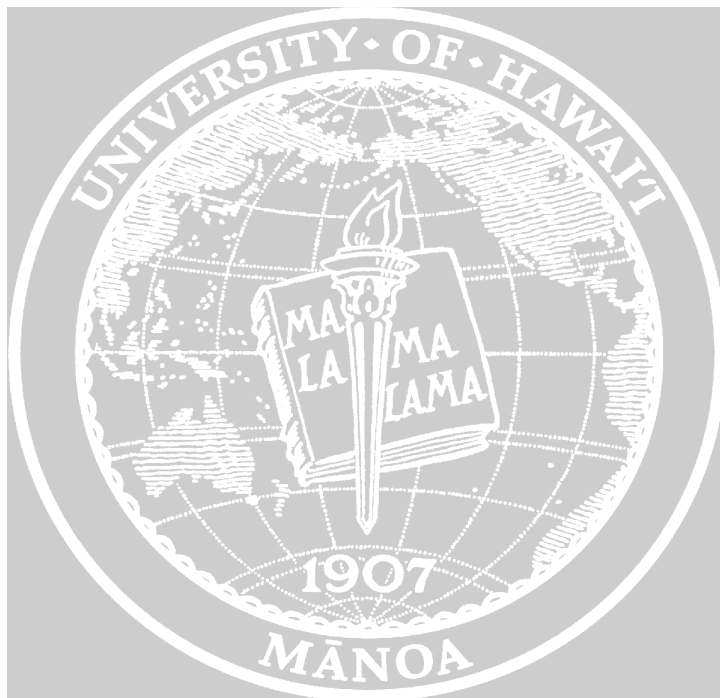


First-Time Students Who Enrolled In Fall 2005  
But Did Not Return In Fall 2006

Reasons for Leaving



Year of the Student Survey

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# First-Time Students Who Enrolled In Fall 2005 But Did Not Return In Fall 2006: Reasons for Leaving

## Executive Summary

This study identifies the reasons why first-time freshmen and transfer students who enrolled in fall 2005 at the University of Hawai'i at Mānoa did not re-enroll in fall 2006.

Of 377 leavers or non-returning students, 175 or 46 percent responded to a survey conducted by the Office of the Vice Chancellor for Students. The results are representative of the proportion of first-time freshmen and transfer students and of ethnic groups in the population. Females and leavers from Hawai'i are slightly overrepresented.

Leavers are composed of 53 percent first-time freshmen and 47 percent transfers.

About 22 percent of leavers plan to re-enroll at UH- Mānoa in the future (stop-outs), 36 percent are undecided, and 42 percent definitely plan not to return (drop-outs). Stop-outs and undecided leavers constitute more than half (58 percent) of all leavers and may be potential candidates for re-recruitment by Mānoa. Most stop-outs and undecided leavers are from Hawai'i. The majority of drop-outs are from the mainland.

Nearly 80 percent of all leavers transfer to another institution (transfer-outs). Of these transfer-outs, 25 percent remain in Hawai'i with most attending other UH campuses. California (18 percent), Washington (9 percent), and Colorado (8 percent) also attract numerous UHM leavers.

Of a series of 55 reasons relevant to student attrition, leavers identified major, minor, and not a reason for leaving. Most leavers (74 percent) report multiple major reasons for leaving. The major reasons are categorized in the table at the end of this summary as academic, financial, employment, personal, and student support and ranked according to percent of responses in each category.

Ranked high on the list of reasons is the decision to transfer while still at UHM, the cost of living in Honolulu, dissatisfaction with housing, dissatisfaction with the quality of instruction, wanting to be closer to home, inadequate academic advising, and receiving inadequate financial aid.

The results clearly indicate that the reasons students leave are usually varied and often not based on just one major factor but a combination of probably compounding factors any one of which may trigger leaving.

Many of the reasons reported by leavers resemble the priority issues and concerns identified by continuing UHM students in two Year of the Student surveys conducted early in 2006. See list of issues below. Therefore, addressing these issues and those identified by this study will assist not only leavers but all students.

- dissatisfaction with housing
- dissatisfaction with quality of instruction
- inadequate academic advising
- inadequate financial aid
- inadequate parking
- tuition and fees not a worthwhile investment
- could not get needed classes

- classes not challenging enough
- staff unhelpful

Reasons for leaving also vary with leaver sub-groups. Transfer students appear to have more academic reasons for leaving than first-time freshmen.

More leavers from Hawai'i report financial and employment reasons for leaving compared to mainland leavers; more leavers from the mainland note housing and academic advising reasons for leaving compared to Hawai'i leavers.

Mainland leavers also report more academic reasons for leaving than leavers from Hawai'i. More of them also report wanting to be closer to home, racial/ethnic tension, inadequate housing, and inadequate academic advising. More leavers from Hawai'i than from the mainland report receiving inadequate financial aid, and tuition and fees being unaffordable.

Prior to even enrolling at Mānoa, 21 percent of leavers from Hawai'i already planned to transfer from Mānoa to another institution. Most eventually transfer to mainland institutions.

While enrolled at Mānoa, 47 percent of leavers from the mainland decide to transfer to another institution during their first year at Mānoa compared to 25 percent of leavers from Hawai'i.

Drop-outs resemble leavers in general in their reasons for leaving but a larger proportion of drop-outs report academic, personal and support services reasons for leaving than leavers in general. For example, 19 percent of leavers are dissatisfied with the quality of instruction but 33 percent of drop-outs are dissatisfied with the same.

Stop-outs are the most unique of all leaver groups. For example, they report leaving the University because of their own academic shortcomings. Stop-outs report not taking enough responsibility for their learning (11 percent), skipping too many classes (10 percent), and being under prepared for college level work (10 percent). They also appear to be more influenced by financial constraints than other leavers.

Transfer-outs leave Mānoa for similar reasons as leavers in general since transfer-outs constitute most of the leavers in the overall sample. Unlike leavers in general, however, they do not have a strong employment reason for leaving the University (e.g., needing to leave to earn money).

The assumption is often made that students who leave the University are often very unhappy. Data from this study contradict that assumption. All groups of leavers except drop-outs are quite satisfied with their overall educational experiences while at UHM.

The challenge faced by the University consists of meeting the retention needs of students where no one strategy will work to address the varied needs of all students. Multiple approaches are needed coupled with a thorough understanding of the different student populations and the variety of issues that prompt students to leave. Additionally, attempts by the institution to recruit back leavers rest on addressing their concerns which may vary somewhat according to whether they plan to return to Mānoa in the future, are undecided about returning or plan not to return. This study also reinforces the need to work as a team on many fronts for continuous improvement of programs and services to enhance student retention as well as recruitment.

### Major Reasons for Leaving By Categories

Rank	Academic	Financial	Employment	Personal	Support Services
1	Dissatisfied with quality of instruction 19%	Cost of living too high 28%	Needed to earn money 14%	Decided to transfer while at UHM 34%	Dissatisfied with housing 24%
2	Could not get needed classes 10%	Received inadequate financial aid 16%		Wanted to be closer to home 22%	Inadequate academic advising 19%
3	Classes not challenging enough 9%	Tuition and fees not affordable 13%		Needed to relocate 15%	Inadequate parking 14%
4	Dissatisfied with major 8%	Did not earn enough money during the summer 8%		Always planned to transfer 15%	Staff unhelpful 9%
5				Family circumstances changed 14%	Faculty unhelpful 8%
6				Felt too lonely 12%	

Source: 2006 Exit Survey, OVCS

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# First-Time Students Who Enrolled In Fall 2005 But Did Not Return In Fall 2006

## Reasons for Leaving

### 1. Introduction

This study identifies the reasons why first-time freshmen and transfer students who enrolled in fall 2005 at the University of Hawai'i at Mānoa did not re-enroll in fall 2006.

This study also represents an on-going effort by the Office of the Vice Chancellor for Students to provide quality programs and services through continuous assessment and improvement and by the Chancellor's Year of the Student efforts to address student needs, including retention of students at UH-Mānoa.

Appreciation goes to the UH Institutional Research Office, UH Information Technology Office, and Admissions and Records Office for their technical support. Acknowledgments also go to numerous colleagues who provided valuable feedback on the survey instrument and report during various stages of this study.

### 2. Method

#### Participants

The survey sample included 384 fall 2005 first-time full-time degree seeking freshmen and transfer students who did not register in fall 2006. Students excluded from this sample included those on academic probation and suspension, on official leave of absence, and in study abroad programs. Research literature has shown that leavers are difficult to contact. Many no longer use the "hawaii.edu" e-mail address and postal addresses become outdated. Nevertheless of 377 leavers, 175 or 46 percent responded to the survey. This response rate is considered high for leaver surveys. While not all leavers responded to the survey, the respondent sample appears to be quite representative of the full population of leavers. The proportion of first-time freshmen and transfers are representative of the full population of leavers. Ethnic groups are also representative of the full population. Females and leavers from Hawai'i are slightly overrepresented.

#### Instrument

The survey instrument was developed in a paper and web version by the Office of the Vice Chancellor for Students with feedback from colleagues in student affairs and academic affairs and from students.

Of 68 items in the survey, the majority or 55 items represent a three-point Likert scale measuring "major" reasons, "minor" reasons, and "not a reason" for leaving UH- Mānoa. Reasons are organized into five categories: academic, financial, employment, personal, and support services. The remaining eight multiple-choice and five open-ended items ask for background information and for more detail on institutional choices and reasons.

## Procedure

All subjects received a paper and an on-line opportunity to complete the survey along with three follow-up reminder letters. Respondents received gift certificates as an incentive to return the survey. The administration and follow-up procedures began in late September through November. All responses were monitored to limit unnecessary mailings to those who had already responded to the survey.

## **3. Results**

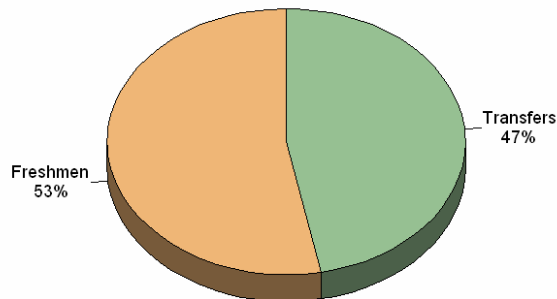
The statistical results of the survey can be found in the tables in Appendix A. The tables show total responses from all leavers along with first-time freshman and transfer student results.

Appendix B and C contain a list of states and of institutions attended by leavers. Appendix D include student comments to the question “What might the University have done to help you stay enrolled?”

### **3.01 Who are leavers or non-returning first-time students?**

First-time students who leave after a year consist of 53 percent first-time freshmen and 47 percent transfer students. Of these leavers, 56 percent are from the mainland and 42 percent from Hawai'i.

Figure 1  
First-Time Freshman and Transfer Leavers



2006 Exit Survey - OVCS

Prior to leaving UH-Mānoa, most leavers planned to earn a degree from UHM (69 percent) while some enrolled with the intent to transfer (13 percent). A small percent want to experience the islands (10 percent) or are enrolled for other reasons (9 percent).

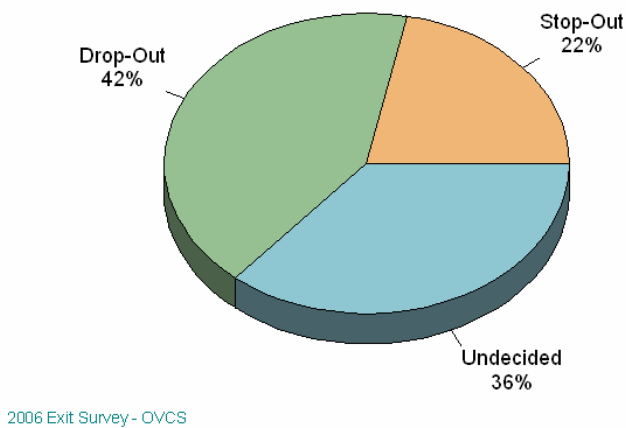
### 3.02 Do leavers plan to re-enroll at UH- Mānoa in the future?

Leavers who plan to return to Mānoa in the future are considered stop-outs. Stop-outs constitute 22 percent of leavers. About 11 percent of these stop-outs plan to re-enroll in one semester, 6 percent in two semesters, and 5 percent in one year. See Figure 2.

About 42 percent are drop-outs or leavers who do not plan to return to UH-Mānoa. Drop-outs are mainly from the mainland. Another 36 percent are undecided about their return to UHM.

If these undecided leavers are added to the stop-outs, they make up more than half of the students who leave (58 percent) and may be open to returning to UH- Mānoa. Leavers in this combined group come mainly from Hawai`i.

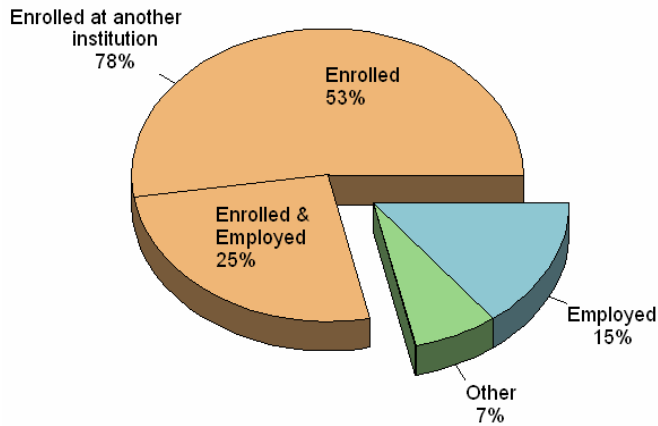
Figure 2  
Leavers and Plans to Re-Enroll at UHM



### 3.03 What happens to leavers after they leave UH- Mānoa?

Seventy-eight percent of all leavers attend another institution (53 percent enrolled and 25 percent enrolled and employed), 15 percent are employed, and 7 percent are engaged in family or other activities. See Figure 3.

Figure 3  
Present Status of Leavers

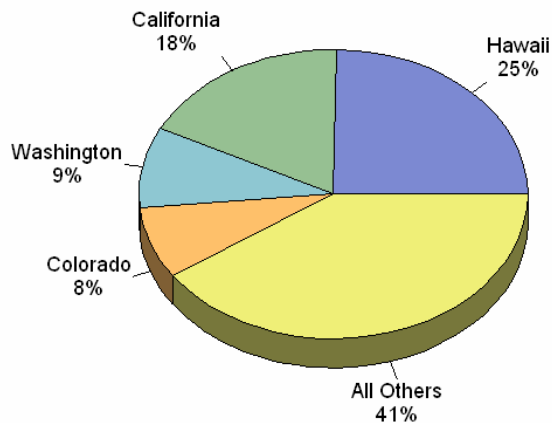


2006 Exit Survey - OVCS

**3.04 If most leavers transfer-out to other institutions, where do they go?**

One-fourth (25 percent) of those who leave attend institutions in Hawai'i followed by California (18 percent), Washington (9 percent), and Colorado (8 percent). Minnesota, Oregon, Virginia, Massachusetts, and New York also attract a few leavers. See Figure 4 and Appendix B for a table of states where leavers attend higher education institutions.

Figure 4  
States Where Leavers Attend Institutions

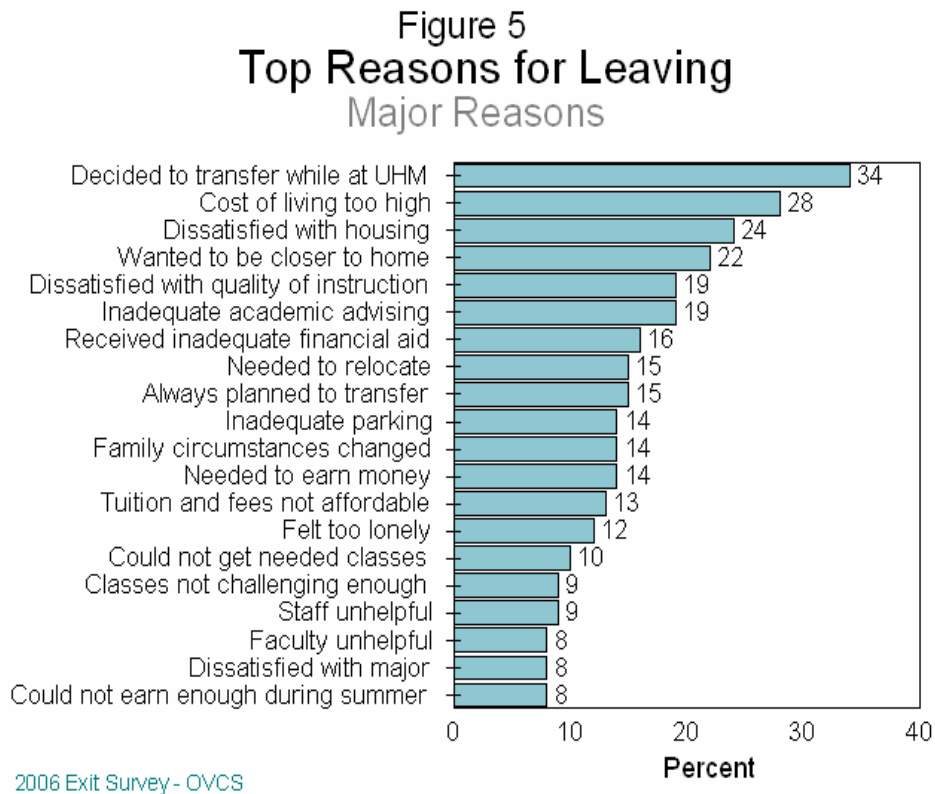


2006 Exit Survey - OVCS

In Hawai'i, most leavers attend the University of Hawai'i. UH-Hilo attracts the most leavers followed by Leeward and Maui Community Colleges. See Appendix C for a table listing of institutions attended by leavers by state.

### 3.05 What are the major reasons why students leave?

When presented with a list of reasons identified in the retention literature and in UHM studies as relevant to student attrition, respondents most often select more than one major reason for leaving. They select an average of four major reasons for leaving. The top reasons are listed in Figure 5 below.



For ease in presentation and interpretation, the reasons are categorized into five areas: academic, financial, employment, personal, and student support. Table 1 presents the major reasons for leaving by these categories.

Ranked high on the list of reasons is the decision to transfer while still at UHM, the cost of living in Honolulu, dissatisfaction with housing, dissatisfaction with the quality of instruction, wanting to be closer to home, inadequate academic advising, and receiving inadequate financial aid.

Table 1  
**Major Reasons for Leaving  
 By Categories**

Rank	Academic	Financial	Employment	Personal	Support Services
1	Dissatisfied with quality of instruction 19%	Cost of living too high 28%	Needed to earn money 14%	Decided to transfer while at UHM 34%	Dissatisfied with housing 24%
2	Could not get needed classes 10%	Received inadequate financial aid 16%		Wanted to be closer to home 22%	Inadequate academic advising 19%
3	Classes not challenging enough 9%	Tuition and fees not affordable 13%		Needed to relocate 15%	Inadequate parking 14%
4	Dissatisfied with major 8%	Did not earn enough money during the summer 8%		Always planned to transfer 15%	Staff unhelpful 9%
5				Family circumstances changed 14%	Faculty unhelpful 8%
6				Felt too lonely 12%	
7					

Source: 2006 Exit Survey, OVCS

As noted above, the results suggest multiple reasons for student departures. There appears to be no single explanation for student attrition. Academic, financial, employment, personal, and student support reasons all contribute to students' leaving. Although employment reasons are least mentioned by respondents, further analyses reveal that employment issues may be more pertinent to leavers who are from Hawai'i, transfers into Mānoa, and stop-outs with future plans to return to Mānoa.

Certain familiar themes also emerge from the data reflecting student concerns over the years. Many of the top reasons identified by leavers are identical to the results of several UHM Year of the Student satisfaction surveys conducted in spring 2006:

- dissatisfaction with housing
- dissatisfaction with quality of instruction
- inadequate academic advising
- inadequate financial aid

- inadequate parking
- tuition and fees not a worthwhile investment
- could not get needed classes
- classes not challenging enough
- staff unhelpful

Additionally, when students were asked “What could the University have done to help you stay enrolled?” their comments generally confirmed the results above, such as “improve academic quality,” “make faculty more student-oriented,” “reduce tuition,” “help with out-of-state tuition,” “scholarships,” “more financial aid,” “better housing,” “more affordable housing,” and “more programs in order to meet other students.” Very few respondents had comments as to how the University could help with a personal problem. Additionally about 15 percent report that the University could not have done anything to help or change their minds about leaving. Their comments are more matter of fact than negative in content. See Appendix D for their written comments.

### **3.06 Do first-time freshmen and transfers have similar reasons for leaving Mānoa?**

As many freshmen as transfers leave UHM. Reasons for their departure vary in kind and intensity. Academic reasons for leaving appear to impact transfer students more than freshmen. Table 2 shows that freshmen report only one major academic reason for leaving (dissatisfied with the quality of instruction). Transfers, however, are not only more dissatisfied with the quality of instruction (24 percent) than freshmen (13 percent), they also report leaving because needed classes were not available (12 percent), classes were not challenging enough (12 percent), and of dissatisfaction with their major (10 percent). See Table 3.

A larger proportion of transfers (19 percent) than freshmen (14 percent) report receiving inadequate financial aid.

Both freshmen and transfers report many personal reasons for leaving. A larger percentage of freshmen, however, report personal reasons than transfers. Freshmen are also more dissatisfied with housing than transfers.

Figure 6 and Figure 7 show the comparisons of first-time freshmen and transfers.

Table 2  
**Major Reasons for Leaving  
 For First-Time Freshmen**

Rank	Academic	Financial	Employment	Personal	Support Services
1	Dissatisfied with quality of instruction 14%	Cost of living too high 28%	Needed to earn money 11%	Decided to transfer while at UHM 36%	Dissatisfied with housing 29%
2		Tuition and fees not affordable 14%		Wanted to be closer to home 26%	Inadequate academic advising 19%
3		Received inadequate financial aid 12%		Needed to relocate 19%	Inadequate parking 15%
4				Always planned to transfer 14%	Staff unhelpful 10%
5				Felt too lonely 14%	
6				Family circumstances changed 12%	
7				Relationship problems 10%	

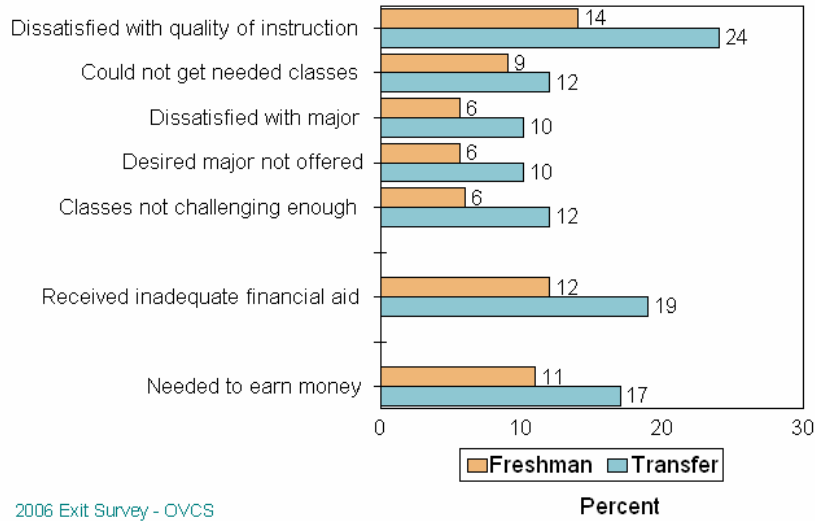
Source: 2006 Exit Survey, OVCS

Table 3  
**Major Reasons for Leaving  
 For Transfers**

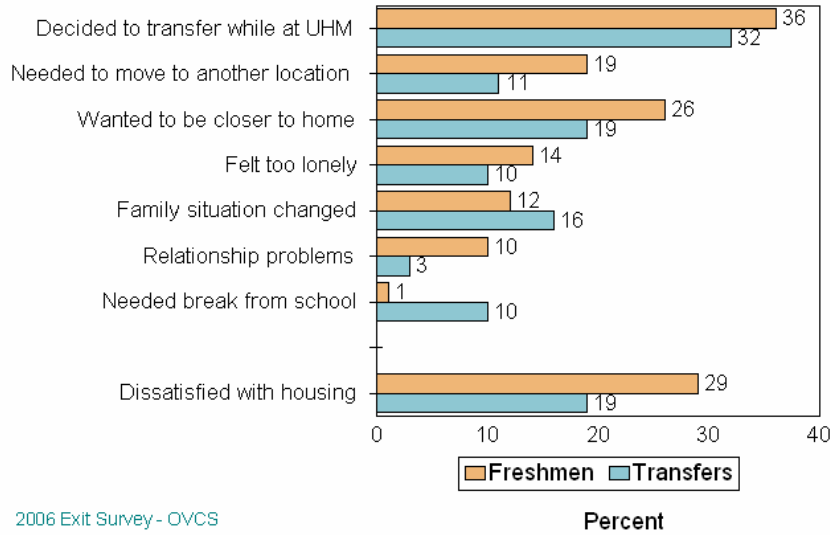
<b>Rank</b>	<b>Academic</b>	<b>Financial</b>	<b>Employment</b>	<b>Personal</b>	<b>Support Services</b>
1	Dissatisfied with quality of instruction 24%	Cost of living too high 28%	Needed to earn money 17%	Decided to transfer while at UHM 32%	Inadequate academic advising 20%
2	Could not get needed classes 12%	Received inadequate financial aid 19%		Wanted to be closer to home 19%	Dissatisfied with housing 19%
3	Classes not challenging enough 12%	Tuition and fees not affordable 12%		Family circumstances changed 16%	Inadequate parking 13%
4	Dissatisfied with major 10%			Always planned to transfer 15%	
5				Needed to relocate 11%	
6				Felt too lonely 10%	
7				Needed a break from school 10%	

Source: 2006 Exit Survey, OVCS

**Figure 6**  
**First-Time Freshmen and Transfers**  
**Academic, Financial, & Employment Reasons for Leaving**



**Figure 7**  
**First-Time Freshmen and Transfers**  
**Personal and Support Reasons for Leaving**



**3.07 Do leavers from Hawai'i and the mainland have similar reasons for leaving?**

Leavers from the mainland report more academic reasons for leaving than leavers from Hawai'i. They are dissatisfied with the quality of instruction, their major, access to needed classes, and classes that are not challenging enough. Leavers from Hawai'i are concerned mainly with the quality of instruction and access to needed classes. See Table 4 and 5.

Table 4  
**Major Reasons for Leaving  
 For Students From Hawai'i**

Rank	Academic	Financial	Employment	Personal	Support Services
1	Dissatisfied with quality of instruction 18%	Cost of living too high 29%	Needed to earn money 16%	Decided to transfer while at UHM 25%	Dissatisfied with housing 18%
2	Could not get needed classes 11%	Received inadequate financial aid 19%		Always planned to transfer 21%	Inadequate parking 16%
3		Tuition and fees not affordable 16%		Wanted to be closer to home 18%	Inadequate academic advising 13%
4				Needed to relocate 13%	
5				Family circumstances changed 13%	
6					
7					

Source: 2006 Exit Survey, OVCS

Table 5  
**Major Reasons for Leaving  
 For Students From The Mainland**

Rank	Academic	Financial	Employment	Personal	Support Services
1	Dissatisfied with quality of instruction 20%	Cost of living too high 27%	Needed to earn money 11%	Decided to transfer while at UHM 47%	Dissatisfied with housing 32%
2	Dissatisfied with major 12%	Received inadequate financial aid 12%		Wanted to be closer to home 27%	Inadequate academic advising 27%
3	Could not get needed classes 10%	Tuition and fees not affordable 11%		Needed to relocate 19%	Inadequate parking 13%
4	Classes not challenging enough 10%			Felt too lonely 16%	Staff unhelpful 12%
5				Family circumstances changed 15%	Faculty unhelpful 11%
6				Felt racial/ethnic tension 11%	
7					

Source: 2006 Exit Survey, OVCS

Overall, leavers from Hawai'i and leavers from the mainland report very similar reasons for leaving, but there are differences in proportions. A larger percent of Hawai'i leavers appear influenced by financial and employment reasons such as receiving inadequate financial aid (Hawai'i 19 percent; mainland 12 percent) and tuition and fees being unaffordable (Hawai'i 16 percent; mainland 11 percent). A higher percent of mainland rather than Hawai'i leavers report the following: wanting to be closer to home (mainland 27 percent; Hawai'i 18 percent), racial/ethnic tension (mainland 11 percent; Hawai'i 1 percent), inadequate housing (mainland 32 percent; Hawai'i 18 percent), and inadequate academic advising (mainland 27 percent; Hawai'i 13 percent).

Another distinguishing characteristic between these two groups is that proportionately more Hawai'i students (21 percent) always planned to transfer out of UH-Mānoa compared to mainland leavers (7 percent). However far more mainland leavers (47 percent) planned to transfer while attending Mānoa compared to Hawai'i leavers (25 percent).

To summarize, mainland leavers report more academic reasons for leaving than leavers from Hawai'i. More of them also report deciding to transfer while attending UHM, wanting to be closer to home, racial/ethnic tension, inadequate housing, and inadequate academic advising.

More leavers from Hawai'i than from the mainland report receiving inadequate financial aid, tuition and fees being unaffordable, and always planned to transfer from Mānoa to another institution.

**3.08 Do leavers from Hawai'i remain in Hawai'i or do they transfer to mainland institutions?**

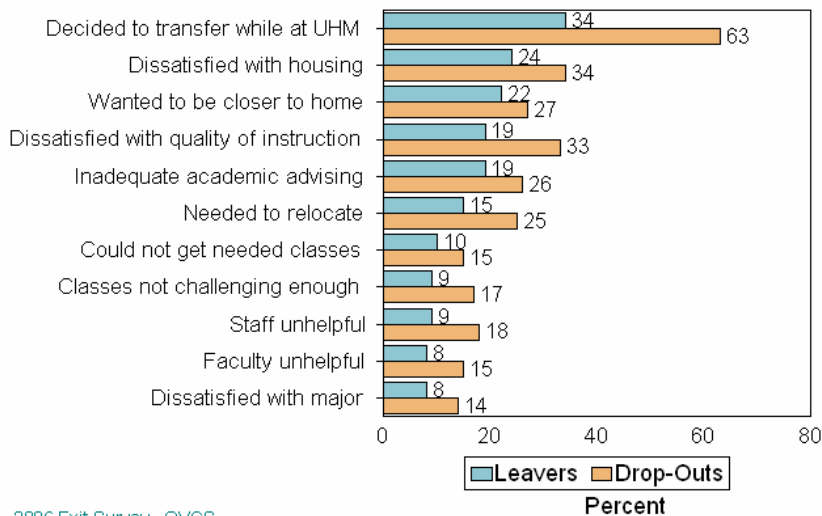
About one-fourth of leavers from Hawai'i (who both planned to transfer prior to enrolling at Mānoa as well as those who planned to transfer after enroll at Mānoa) transfer to institutions in Hawai'i and three-fourths attend mainland institutions. See Appendix C for a list of these institutions.

**3.09 Why do drop-outs, stop-outs, and transfer-outs leave UH- Mānoa?**

Drop-outs:

Drop-outs are leavers who do not plan to return to UH- Mānoa anytime in the future. About 4 in 10 leavers are drop-outs. Their reasons for leaving mimic those of leavers in general but a larger proportion of drop-outs report academic, personal and support services reasons for leaving than leavers in general. For example, 19 percent of leavers are dissatisfied with the quality of instruction but 33 percent of drop-outs are dissatisfied with the same. Sixty-three percent report deciding to transfer while still at Mānoa compared to 34 percent of leavers in general. Tuition and fees appear not to be a strong reason for leaving with drop-outs (8 percent) compared with leavers in general (13 percent). See Table 6 and Figure 8 below.

Figure 8  
**Reasons for Leaving and Differences  
 Between Leavers in General and Drop-Outs**



2006 Exit Survey - OVCS

Table 6  
**Major Reasons for Leaving  
 For Drop-Outs**

Rank	Academic	Financial	Employment	Personal	Support Services
1	Dissatisfied with quality of instruction 33%	Cost of living too high 32%	Needed to earn money 10%	Decided to transfer while at UHM 63%	Dissatisfied with housing 34%
2	Could not get needed classes 15%	Received inadequate financial aid 16%		Wanted to be closer to home 27%	Inadequate academic advising 26%
3	Classes not challenging enough 17%			Needed to relocate 25%	Staff unhelpful 18%
4	Dissatisfied with major 14%			Always planned to transfer 14%	Faculty unhelpful 15%
5				Family circumstances changed 14%	Inadequate parking 13%
6				Felt too lonely 15%	Institute too large (10%)
7				Felt racial/ethnic tension 11%	
8				Felt unsafe on campus 10%	

Source: 2006 Exit Survey, OVCS

Of all groups of leavers, drop-outs are the most dissatisfied (56 percent) with their educational experiences while at UH-Mānoa compared to leavers in general (76 percent). As a result drop-outs may be the most difficult group to recruit back to Mānoa compared to leavers who are stop-outs or undecided.

**Stop-outs:**

Stop-outs are leavers who plan to return to UH-Mānoa sometime in the future. About 2 in 10 leavers are stop-outs. They distinguish themselves from other leavers in that they report leaving the University because of their own academic shortcomings. They report not taking enough responsibility for their learning (11 percent), skipping too many classes (10 percent), and being under prepared for college level work (10 percent). Compared with other leavers, stop-outs appear to be more influenced by financial constraint due to not earning enough money

during the summer (13 percent), losing scholarships or other financial aid (11 percent), and receiving inadequate financial aid (11 percent). They needed to earn money but at the same time employment interfered with their school work (11 percent). On a personal level, family circumstances have changed for them (19 percent). Stop-outs also appear more affected by commuting (11 percent) and parking issues (16 percent) than other leavers. See Table 7.

Table 7  
**Major Reasons for Leaving  
 For Stop-Outs**

Rank	Academic	Financial	Employment	Personal	Support Services
1	Did not take enough responsibility for my learning 11%	Cost of living too high 18%	Needed to earn money 19%	Family circumstances changed 19%	Inadequate parking 16%
2	Skipped too many classes 10%	Tuition and fees not affordable 18%	Job interfered with school work 11%	Wanted to be closer to home 14%	Inadequate academic advising 11%
3	Was under prepared for college level work 10%	Did not earn enough money during the summer 13%		Commuting problems 11%	
4		Lost scholarship or other financial aid 11%			
5		Received Inadequate aid 11%			
6					
7					

Source: 2006 Exit Survey, OVCS

Of all groups of leavers, stop-outs are the most satisfied (95 percent) with their educational experiences while at UH-Mānoa compared to leavers in general (76 percent) and would appear to be the most open to re-enrollment at Mānoa. They also would probably require greater support academically and financially to continue successfully at UH-Mānoa.

Transfer-outs:

Transfer-outs are leavers who are now enrolled in another higher education institution. About 8 in 10 leavers transfer to another institution. Transfer-outs can include drop-outs and stop-outs. Transfer-outs leave Mānoa for similar reasons that leavers in general leave the University since they constitute most of the leavers. Unlike leavers in general, however, they do not have a

strong employment reason for leaving the University (e.g., needing to leave to earn money). See Table 8.

Table 8  
**Major Reasons for Leaving  
 For Transfer-Outs**

Rank	Academic	Financial	Employment	Personal	Support Services
1	Dissatisfied with quality of instruction 19%	Cost of living too high 26%		Decided to transfer while at UHM 41%	Dissatisfied with housing 26%
2	Could not get needed classes 10%	Received inadequate financial aid 14%		Wanted to be closer to home 25%	Inadequate academic advising 18%
3	Classes not challenging enough 10%	Tuition and fees not affordable 13%		Needed to relocate 16%	Inadequate parking 15%
4				Always planned to transfer 16%	Staff unhelpful 10%
5				Family circumstances changed 12%	
6				Felt too lonely 13%	
7					

Source: 2006 Exit Survey, OVCS

### 3.10 Do the rank order of reasons for leaving differ with different leaver groups?

Table 9 displays the rank summary of major reasons for leaving by student groups (all leavers, first-time freshmen, transfers, leavers from Hawai'i, leavers from the mainland, drop-outs, stop-outs, and transfer-outs) for a more concise review of leaver groups and reasons. The table is a companion to Tables 1-8 and demonstrates at a glance the similarities and differences among the different leaver groups.

Table 9  
Rank Summary of Academic Reasons for Leaving  
by Student Groups

Reasons for Leaving	Groups							
	All Leavers	Freshmen	Transfers	Hawaii	Mainland	Drop- Outs	Stop- Outs	Transfer- Outs
<b>Academic</b>								
Dissatisfied with quality of instruction	1	1	1	1	1	1		1
Could not get needed classes	2		2.5	2	3.5	2		2
Classes not challenging enough	3		2.5		3.5	3		3
Dissatisfied with major	4		4		2	4		
Did not take enough responsibility for my learning							1	
Skipped too many classes							2	
Was under prepared for college level work							3	

Source: 2006 Exit Survey, OVCS

Table 10  
 Rank Summary of Financial and Employment Reasons for Leaving  
 by Student Groups

Reasons for Leaving	Groups							
	All Leavers	Freshmen	Transfers	Hawaii	Mainland	Drop- Outs	Stop- Outs	Transfer- Outs
<b>Financial</b>								
Cost of living too high	1	1	1	1	1	1	1.5	1
Received inadequate financial aid	2	3	2	2	2	2		2
Tuition and fees not affordable	3	2	3	3	3		1.5	3
Did not earn enough money during the summer	4						3	
Lost scholarship or other financial aid							4	
Received inadequate financial aid							5	
<b>Employment</b>								
Needed to earn money	1	1	1	1	1	1	1	

Source: 2006 Exit Survey, OVCS

Table 11  
Rank Summary of Personal Reasons for Leaving  
by Student Groups

Reasons for Leaving	Groups							
	All Leavers	Freshmen	Transfers	Hawaii	Mainland	Drop-Outs	Stop-Outs	Transfer-Outs
<b>Personal</b>								
Decided to transfer while at UHM	1	1	1	1	1	1		1
Wanted to be closer to home	2	2	2	3	2	2	2	2
Needed to relocate	3.5	3	5	4.5	3	3		3.5
Always planned to transfer from UHM	3.5	4.5	4	2		4.5		3.5
Family circumstances changed	5	4.5	3	4.5	5	4.5	1	6
Felt too lonely	6	5	6.5	3	4	6		5
Relationship problems		7						
Needed a break from school			6.5					
Felt racial/ethnic tension					6	7		
Felt unsafe on campus						8		
Commuting problems							3	

Source: 2006 Exit Survey, OVCS

Table 12  
Rank Summary of Support Services Reasons for Leaving  
by Student Groups

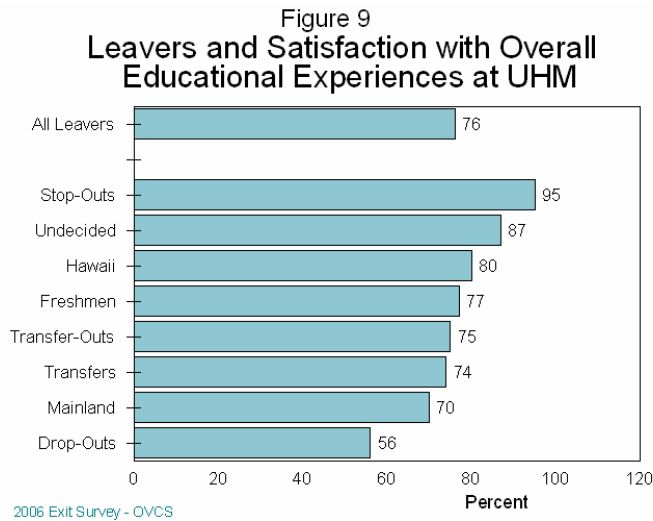
Reasons for Leaving	Groups							
	All Leavers	Freshmen	Transfers	Hawaii	Mainland	Drop- Outs	Stop- Outs	Transfer- Outs
<b>Support Services</b>								
Dissatisfied with housing	1	1	2	1	1	1		1
Inadequate academic advising	2	2	1	3	2	2	2	2
Inadequate parking	3	3	3	2	4	5	1	3
Staff unhelpful	4	4			3	3		4
Faculty unhelpful	5				5	4		
Institution too large						6		

Source: 2006 Exit Survey, OVCS

### 3.11 How satisfied are leavers with their educational experiences while at UH- Mānoa?

The assumption is often made that students who leave the University are often very unhappy. Data from this study do not support that assumption. Results from examining nine different leaver groups indicate that in all groups except one 70 percent or more are very satisfied and satisfied with their overall educational experiences while at UH- Mānoa. As noted earlier, drop-outs are the least satisfied (56 percent) and stop-outs are the most satisfied (95 percent). Leavers from Hawai'i (81 percent) are more satisfied than those from the mainland (70 percent) reflecting earlier studies of student satisfaction with campus life. See Figure 9.

The high satisfaction of leavers with their overall educational situation suggest that most leavers do not set out or plan to leave but leave only after a number of incidents converge to discourage them from staying.



**First-Time Students Who Enrolled in Fall 2005  
But Did Not Return In Fall 2006  
Fall 2006**

**Table 1 Current Status**

Background	Percent		
	TOTAL	First-Time Status	
		Fresh	Transfer
<b>1. Do you plan to reenroll in the future?</b>			
1 Yes, in one semester	11	11	11
2. Yes, in two semesters	6	8	5
3. Yes, in more than one year	5	6	5
4. No	42	35	49
5. Undecided	36	41	31
<i>n</i>	175	91	82
<b>2. What is your present status?</b>			
1 Enrolled in another institution	53	63	43
2 Employed	15	6	26
3 Employed and enrolled in another institution	25	25	24
4 Caring for home/family	2	2	2
5 Other	4	3	5
6 Undecided	1	1	0
<i>n</i>	175	91	82
<b>3. Ethnicity</b>			
1 Caucasian or White	51	44	57
2 Chinese	5	2	7
3 Filipino	6	11	1
4 Hawaiian (native, Part, Mixed)	6	9	3
5 Japanese	6	7	6
6 Pacific Islander	1	1	1
7 Mixed race	17	17	17
8 Other	8	9	7
<i>n</i>	175	90	81
<b>4. What is your gender?</b>			
1 Male	30	37	22
2 Female	70	63	78
<i>n</i>	175	90	81

Table 2 Status While at UHM

Background	Percent		
	TOTAL	First-Time Status	
		Fresh	Transfer
<b>1. While at UHM, what was your status?</b>			
1 Started UHM as a first-time freshman	53	53	0
2 Started UHM as a transfer student	47	0	47
<i>n</i>	175	91	82
<b>2. While at UHM, what was your permanent home address?</b>			
1 Oahu	45	39	51
2 Neighbor Island	11	18	5
3 US mainland	42	42	44
4 US territory	1	2	0
<i>n</i>	174	91	81
<b>3. While at UHM, what was your main reason for being there?</b>			
1 Earn a degree	67	76	60
2 Earn a certificate	1	0	1
3 Take courses then transfer to another institution	13	11	13
4 Take a few courses of interest	3	2	4
5 Experience the islands	10	2	20
6 No definite reason for being at UHM	6	9	2
<i>n</i>	175	91	82

**Table 3 Major Academic Reasons for Leaving UHM**

Academic Reasons	Percent		
	TOTAL	First-Time Status	
		Fresh	Transfer
1 Earned poor grades	3	3	2
2 Could not get needed classes	10	9	12
3 Took too many courses	3	1	5
4 Skipped too many classes	3	3	2
5 Was under prepared for college level work	3	4	2
6 Learned what I needed to learn	5	7	4
7 Did not have adequate study skills	2	2	1
8 Too many required courses	6	4	7
9 Dissatisfied with major	8	6	10
10 Desired major not offered	4	4	4
11 Could not get into desired program	4	3	5
12 Dissatisfied with quality of instruction	19	14	24
13 Classes not challenging enough	9	6	12
14 Did not take enough responsibility for my learning	4	3	4
15 Weak English skills	1	1	0

**Table 4 Major Financial Reasons for Leaving UHM**

Financial Reasons	Percent		
	TOTAL	First-Time Status	
		Fresh	Transfer
1 Lost scholarship or other financial aid	5	4	5
2 Applied but did not receive financial aid	7	8	5
3 Received inadequate financial aid	16	12	19
4 My/family values prohibited applying for financial aid	2	2	1
5 Unsure how to apply for financial aid	2	3	1
6 Could not find a part-time job	3	3	3
7 Inadequate money management skills	2	1	3
8 Encountered unexpected expenses	5	4	5
9 Tuition and fees not affordable	13	14	12
10 Cost of living too high in Honolulu	28	28	28
11 Could not earn enough money during the summer	8	8	7

Appendix A

**Table 5 Major Employment Reasons for Leaving UHM**

Employment Reasons	Percent		
	TOTAL	First-Time Status	
		Fresh	Transfer
1 My job interfered with my school work	3	5	1
2 Needed to earn money	14	11	17
3 Accepted a full-time job	5	2	9
4 Accepted a well paying job	2	1	4
5 Accepted a job in my major field or career interest	3	1	5

**Table 6 Major Personal Reasons for Leaving UHM**

Personal Reasons	Percent		
	TOTAL	First-Time Status	
		Fresh	Transfer
1 Always planned to transfer to another college	15	14	15
2 Decided while at UHM to transfer to another college	34	36	14
3 Felt too lonely	12	14	10
4 Wanted to be closer to home	22	26	19
5 Uncertain about the value of a college degree	2	4	0
6 Needed a break from school	5	1	10
7 Family circumstances changed	14	12	16
8 Relationship problems	6	10	3
9 Felt racial/ethnic tension	5	8	3
10 Needed to move to another location	15	19	11
11 Commuting problems	7	7	8
12 Health concerns	4	4	3

**Table 7 Major Support Services Reasons for Leaving UHM**

Support Services Reasons	Percent		
	TOTAL	First-Time Status	
		Fresh	Transfer
1 Inadequate academic advising	19	19	20
2 Dissatisfied with housing	24	29	19
3 Faculty unhelpful	8	9	6
4 Staff unhelpful	9	10	8
5 Limited co-curricular activities	2	4	0
6 Inadequate management of school-play-work time	2	4	0
7 classrooms in disrepair	5	7	3
8 Felt unsafe on campus	5	7	3
9 Inadequate parking facilities	14	15	13
10 Institution too large	5	7	4
11 Child care problems	1	0	1
12 Inadequate tutoring services	2	5	0

**Table 8 Satisfaction While at UHM**

Background	Percent		
	TOTAL	First-Time Status	
		Fresh	Transfer
<b>While at UHM, how satisfied were you with your educational experiences?</b>			
1 Very Satisfied	20	20	21
2 Satisfied	56	57	54
3 Dissatisfied	19	18	21
4 Very Dissatisfied	5	5	5
<i>n</i>	175	91	82

Source: 2006 Exit Survey, OVCS

## States Where Leavers Attend Higher Education Institutions

State	Number	Percent
HI	35	25
CA	26	18
WA	13	9
CO	11	8
MN	5	4
OR	4	3
MA	4	3
VA	4	3
AK	3	2
IA	3	2
NC	3	2
NY	3	2
ID	2	1
IL	2	1
LA	2	1
NV	2	1
TN	2	1
AL	1	1
AR	1	1
AZ	1	1
DC	1	1
IN	1	1
KS	1	1
MD	1	1
ME	1	1
MT	1	1
NM	1	1
OH	1	1
OK	1	1
PA	1	1
RI	1	1
TX	1	1
UT	1	1
WI	1	1
WY	1	1
Chile	1	1
TOTAL	143	100

Source: 2006 Exit Survey, OVCS

## Institutions Attended by Leavers

State	Institution
AK	University of Alaska Anchorage (3)
AL	University of Alabama Huntsville
AR	University of Arkansas
AZ	Pima Community College
CA	Cal Poly Pomona
	Cal Poly San Louis Obispo (2)
	California Lutheran University
	California State University East Bay
	California State University Fullerton (2)
	California State University Monterey Bay
	California State University Sacramento (2)
	Cuyamaca College
	El Camino College
	Golden West College
	Humboldt State University
	Long Beach City College
	Loyola Marymount University
	Menlo College
	Oxnard College
	Santa Clara University
	Santa Monica College (2)
	U.C. Berkeley
	University of California Santa Barbara
	University of La Verne
	University of Southern California
	University of the Pacific
CO	Colorado State University (3)
	Metropolitan State College of Denver (2)
	University of Colorado
	University of Colorado Boulder (4)
	University of Denver
DC	Simon Fraser

Appendix C

HI	Chaminade University of Honolulu (2)
	Hawaii Pacific University (2)
	University of Hawaii (30)
	Hawaii Community College (2)
	Honolulu Community College
	Kapiolani Community College (3)
	Kauai Community College (2)
	Leeward Community College (5)
	Maui Community College (5)
	Windward Community College (2)
	University of Hawaii Hilo (8)
	University of Hawaii West Oahu (2)
	University of Phoenix
IA	North Iowa Area Community College
	University of Iowa (2)
ID	Lewis-Clark State College
	University of Idaho
IL	Loyola University Chicago
	University of Illinois
IN	Purdue University
KS	Kansas State University
LA	Tulane University (2)
MA	Framingham State College
	University of Massachusetts (2)
	University of Massachusetts Dartmouth
MD	University of Maryland
ME	University of Southern Maine
MN	Bethel University
	Minnesota State University Mankato
	Saint Cloud State University
	St. Thomas University
	University of Minnesota
MT	Montana State University
NC	Belmont Abbey College
	Elon University
	University of North Carolina

## Appendix C

NM	University of New Mexico
NV	University of Nevada Las Vegas
	University of Nevada Reno
NY	Plattsburgh State University
	State University of New York at Plattsburg
	University of Rochester
OH	Xavier University
OK	Northeastern State University
OR	Oregon State University
	Pacific University
	University of Oregon (2)
PA	Delaware County Community College
RI	Brown University
TN	East Tennessee State University
	University of Tennessee
TX	Texas A&M University Galveston
UT	Westminster
VA	George Mason University (2)
	Randolph-Macon Woman's College
	The College of William and Mary
WA	Central Washington University (2)
	Clover Park Technical College
	Eastern Washington University
	Edmonds Community College
	Gonzaga University
	Pacific Lutheran University
	Seattle University
	University of Washington
	University of Washington Bothell
	Washington State University
	Western Washington University
	Whatcom Community College
WI	University of Wisconsin Milwaukee
WY	University of Wyoming
Chile	University of Vina del Mar (2)

Source: 2006 Exit Survey, OVCS

## Comments from Respondents

Comments from respondents to the question “What might the University have done to help you stay enrolled.”

Responses have been divided into six categories: academic, financial, employment, personal, student support, and nothing. Comments remain unedited except for personal names of faculty or staff.

### **Academic**

Challenging classes:

- Had more challenging classes, and had a better atmosphere on campus
- Offer more challenging classes and raise the expectations of the students
- More academically challenging classes

Class size and number:

- Offer smaller, more personal classes that were focused on discussion. There needs to be more active participation from students
- Class size, requirements and schedules
- Smaller class sizes
- Smaller class sizes
- Offer more classes
- MORE available math 100 classes

Instructional quality

- Improve academic quality
- Improved quality of instruction
- Been a higher ranked/ more prestigious university
- classes are way too boring!!!

Faculty:

- Instructor accountability. Feel like there is none
- make professors more responsible for what they teach. Some classes were awesome, but some weren't
- Evaluated instructors in regards to a higher standard. TA's not very helpful in science classes
- The university needs to get rid of some bad teachers
- Better teachers
- Make teachers more student oriented
- Faculty more willing to help
- Have enough teachers and tell students ahead of time that you do not have the resources for their requirements before taking their money

#### Requirements:

- Change language requirement to only 2 semesters
- Less general education requirements
- I would be happy to come back if I were able to drop that one speech class that I got an F in during the spring 2006 semester. I would then be able to apply for the business program
- Student reviews with all freshmen mandatory. Not waiting for students to ask for help

#### Programs:

- It was too hard to get into my desired program. It set off my studies by two semesters
- Offer a wider variety of exchange programs
- Myself as several other students I know would have loved if Naval ROTC were offered. After all, there is a huge US Navy presence in Honolulu
- Offer a Masters Degree in Architecture, and offer more options to "transfer" students that have already earned a degree from a different school. It seems ridiculous that students interested in Architecture are limited to earning a doctorate, when the most common desired degree in the field is at highest, a masters. Also, the program is very disorganized in the way the same subject is taught in different sections. One section teaches architectural structures in "theory" (no calculations, just building models of existing structures), while the other section teaches is as an engineering tool (the way it is actually done in the field). After a student takes the class one semester, they go on to the next class the following semester, but that section is taught in a different way (theory method one semester, engineering method next semester, and visa versa). This totally strips students of all purpose of taking pre-requisites and also leaves the "theory" method students going blind into....
- Offer more cohorts, programs, etc. for intended education major. I understand that the university can only take and do so much. In addition, they prepare & teach the best teachers, but the university should do more to accept students.
- Offer more Online courses so that I would be able to visit family more. I have always liked Online courses more because it allows me also to work more.
- Provide a better art program
- Needs a landscape concentration program. One class not enough.
- I only would have stayed longer if you had my major: advertising. But I LOVED my time at UHM & on the island - I would come back , but need to graduate from CU

### **Financial**

#### Tuition:

- Lower tuition.(6)
- Cheaper tuition/housing for out of state students. I would have loved to have graduated from the University of Hawai`i. I loved and still do love the school.
- Given me residency status
- Helped w/ out of state tuition
- Lower cost for out-of-state
- Lower Prices! Please
- Made it easier for students to be eligible for instate tuition

- Reasons I checked off above for my leaving the University of Hawai'i were also reasons I was unable to go to the University of Hawai'i as a freshman in the first place three years ago. The primary reason was I was unable to afford going to the University of Hawai'i

Financial aid:

- gave me more financial aid
- Give me enough funds to stay
- Offer more scholarships or other funding
- I felt there were not enough opportunities for financial aid for students of non-Hawaiian ancestry
- If I attained enough financial aid to where the decision wasn't a financial one
- If I had received more money in financial aid I would have been more likely to stay
- Offer more financial aid
- offered me more financial aid, I had a 4.0 2nd semester and I was not offered any scholarships
- Scholarship / financial processing should be faster plus help applying
- Scholarship for my friend
- Scholarship
- Scholarships
- More info about financial aid
- Offered more financial aid
- Offered scholarship or incentive to stay in Honolulu. Been more of a presence when deciding on college plan
- More Financial Aid given for out of state students
- More financial Aid to live on with, and better housing options
- Given me more financial aid
- Better services in financial aid - lost my paper work 2 separate times and never informed me either time until housing was going to kick me out of my dorm for not paying. Shameful!

**Employment:**

- Having a job would have kept me at school - I joined the military to have a little extra in my paycheck - didn't realize that training would take so long

**Personal**

- I'm afraid that nothing would have helped. My undiagnosed medical issues became too interfering
- If I had attended earlier (freshmen, soph, maybe even as a junior, I would stayed.)
- Offer maternity leave
- Due to health problems I disenrolled for this semester. Had there been classes offered at different times I would have been able to stay in school. Also, as a biology student I had a problem being available for the two lab sessions per week

## Student Support

### Academic advising:

- More Academic Advising (ACE the whole year.
- A little more guidance and support
- I would have appreciated a lot more help with figuring out what classes I needed in order to graduate. There were a lot of very specific and unusual gen. ed. requirements that were difficult to understand and pick out on the classes list, and then it was pretty much impossible to get into the classes I needed. Does UH expect students to be able to graduate in four years with those kind of gen. ed. requirements?
- If the University didn't have so many confusing requirements I may have been more inclined to stay
- told me more about graduate programs
- Help me get into my classes
- I may have been more inclined to stay if my advisor didn't state that the school was not good for the field I am studying
- Keep a counselor in contact with me to check academic and social status, especially first semester freshman year. I also was VERY dissatisfied with a certain professor that discriminated against Mainland white kids.....wouldn't even teach us or work with us....totally frustrating. Did not know who or where to turn for help when this happened
- Counsel her, have some means for students to seek someone to mediate when the teacher seems to have all the power
- Better Advising, A recommended schedule that is actually possible and not full of course conflicts. Professors and Advisors that care if I graduate (and preferably in 4 years). Also some consideration for out of state students for placement tests etc
- Better community feeling. More help with advising. Some of the staff seemed unconcerned with helping students
- Better academic advising - more flexibility in transfer credit

### Housing:

- better housing (5)
- Assisted students who did not get on campus housing in finding off campus housing
- Better housing and parking. More single rooms
- Offer more campus housing opportunities that I could rely on getting into
- not forced me to buy a meal plan with sodexo, I hated their food, not had so many fire drills in the middle of the night, shouldn't make us sign in every guest, especially if they're just from another dorm building. Set up movie nights in the dorm lounges every weekend because I needed stuff to do when my friends decided to drink. I don't drink because I'm under 21, but my roommate and friends did and it put me in a bad situation because if they drank in my room I could turn them in, leave, or stay and chance getting into trouble with them, none of which I liked. Housing should offer more counseling on this issue and be more understanding of this kind of situation because it makes dorm life very difficult.
- Help find residency/housing for cheap
- Help with housing and counseling
- Not have been so harsh about housing
- Help me find some where close and affordable to live/rent isince the dorms were full

- Cleaner, better facilities. Done something about the bed bugs and compensated me for the problems that resulted from them. Staff that knows what's going on and can give accurate answers and are more helpful
- Fixed up the campus/dorms
- Stricter enforcement of rules in dormitories
- Provide clean and more updated housing as well as cut back on the rampant use of drugs on campus. Also, a better workout facility would have made a difference (especially small compared to other campuses)

Parking:

- Improve parking situation at UHM
- More helpful in students acquiring a parking pass, made it easier for us to take the classes we need so we don't have to waste our time guessing. Also make MORE parking
- GET BETTER AND MORE PARKING! There is not enough parking at UH
- More helpful in class placement parking
- More parking at the dorms

Career Services:

- Beef up the career development center. It was a disheartening experience going to the CDC and finding a window. It was inaccessible. Should offer more free career resources such as assessment tests, workshops for resume writing (among other things) and perhaps a career library (I used to work at a CDC at Bluffton University in Ohio, this was a great resource). Perhaps students can feel more focused and secure

Campus Life:

- Have sororities & fraternities. Better dorm & apartment housing. Safer campus. More social activities
- Tried to be more involved with the students with no family on islands, had more inexpensive deals for living off campus, etc
- Had more going on, sometimes it was really boring
- offer more clubs or organizations to join that focused on major
- More programs for meeting other students/getting involved

Other:

- Cleaned up the campus, it looks as depressing as it really is
- If the University provided a better, safer surrounding I may have stayed enrolled.
- Just encourage me to tough it out and give it a try
- Listened to problems, and not ignore
- More personal attention
- Not treating me with such disrespect. (mainly in regards to Dean \_\_\_)(sorry forgot his last name)

**Nothing or Not Applicable:**

- Nothing (7)
- Not applicable (2)
- Can't think of anything.

- I don't think they could have done anything.
- Not a factor (I'll be back).
- Not University's fault.
- Nothing-- UH wasn't going to move to a rural location.
- Nothing- it was a personal choice I was set on.
- Nothing could have been done. My scholarship foundation lost my application.
- Nothing in particular
- Nothing really, a personal issue to go back to my home university.
- Nothing unless they could have helped me to fix my grades. I failed to withdraw & drop classes and so my grades dropped. Loans were needed to be repaid & it went downhill for me.
- Nothing!... Except pay for tuition + housing.
- Nothing, I loved my time at UH and I wish I had been able to complete my degree there.
- Nothing, it is a good university, it is just not for me.
- Nothing, it was fine. I just needed a change.
- Nothing, it just wasn't as focused of a school.
- Nothing, needed to search for a while.
- There is really nothing much. I planned to start college at UH to see if I liked it. If not I would leave.
- Unfortunately, nothing. I was one semester away from graduating from my home school.