



DROPPED STUDENT SURVEY

Prepared for Yuba Community College
District

June 2021

TABLE OF CONTENTS

- 3 / Introduction
- 6 / Recommendations & Key Findings
- 18 / Respondent Characteristics

INTRODUCTION

INTRODUCTION

OVERVIEW

KEY OBJECTIVES

- To understand why respondents initially enrolled at a college in Yuba Community College District (Yuba).
- To identify respondents' main reasons for leaving Yuba.
- To gather information about what respondents do when they leave Yuba.
- To explore what Yuba could do to better support students prior to leaving or reengage them at Yuba

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online in April-May 2021 using the Qualtrics platform.
- The analysis includes a total of 62 respondents following data cleaning.

RESPONDENT QUALIFICATIONS

- Respondents must have been a student who previously attended a Yuba Community College District college but did not complete their program.

INTRODUCTION

METHODOLOGY

- Due to small sample size, only topline results are included in this report.
- Hanover provided an incentive in the form of a \$10 gift card to the first 100 participants.
- Sample sizes vary across questions as some respondents did not answer all questions.
- Percentages total greater than 100% for some survey items because respondents could select more than one option.
- Conclusions drawn from a small sample size ($n < 20$) should be interpreted with caution.
- For full aggregate and verbatim results, please consult the accompanying data supplement.
- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).
- Question text and answer options marked with † are truncated for clarity and brevity. For the full text, please consult the data supplement.
- The survey was administered online using the Qualtrics platform in April-May 2021.
- After data collection, Hanover identified and removed low-quality respondents.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.

RECOMMENDATIONS & KEY FINDINGS

RECOMMENDATIONS



Increase flexibility for scheduling both online and in-person courses. While “personal reasons” is the most frequently selected reason for ending enrollment, respondents cite “unable to enroll in needed classes” as the most influential reason for leaving Yuba. This suggests that while personal factors such as career or family responsibilities may be the ultimate reason many students suspend their enrollment, most would have continued their program to completion if allowed greater flexibility. Increasing both in-person and online offering for required courses may allow more students to complete their degrees as they are able.



Improve and expand online course offerings. “Offer more online courses” is the number one thing Yuba can improve the student experience according to respondents. Respondents also view the quality of online course offerings as an area of improvement. Developing both a greater number of and improving student experiences with online courses – and especially for required core courses – will increase student satisfaction overall. In addition, student retention may also improve if these courses are primarily offered asynchronously, allowing students greater flexibility in scheduling coursework.

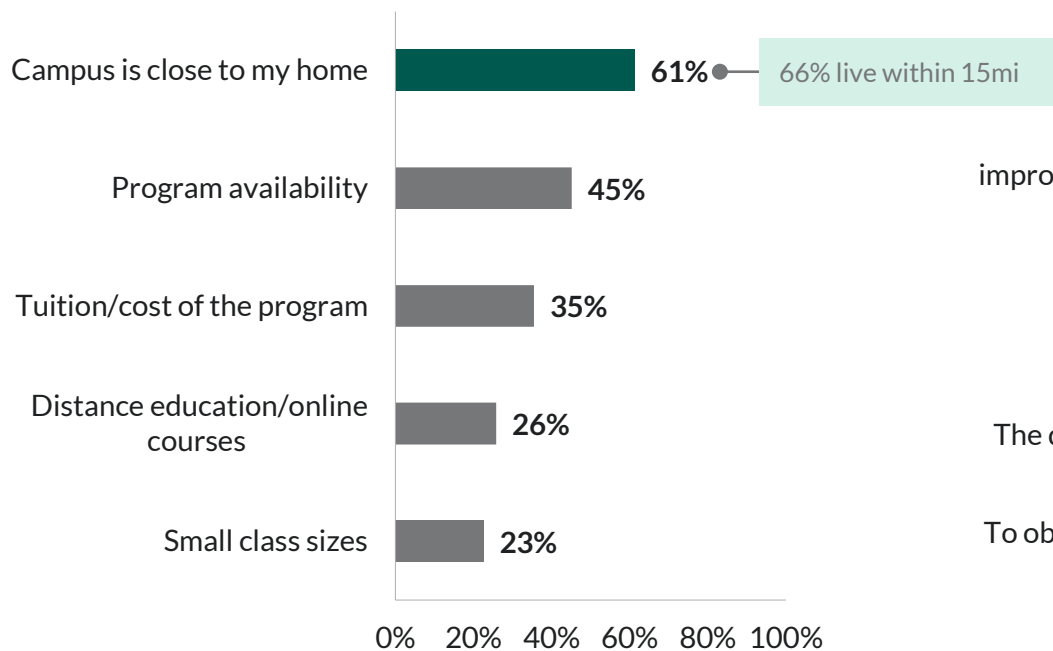


Engage with students immediately after they leave Yuba. Students who stopped or suspended enrollment felt they were more likely to return to Yuba immediately after dropping than they do currently – meaning likelihood to reenroll decreases over time. Most respondents say if they were to return, they would enroll part-time taking mixed online/in-person classes in the same program they left. Reaching out to student who have recently left emphasizing offerings and developments in these areas may rate of reenrollment among dropped students.

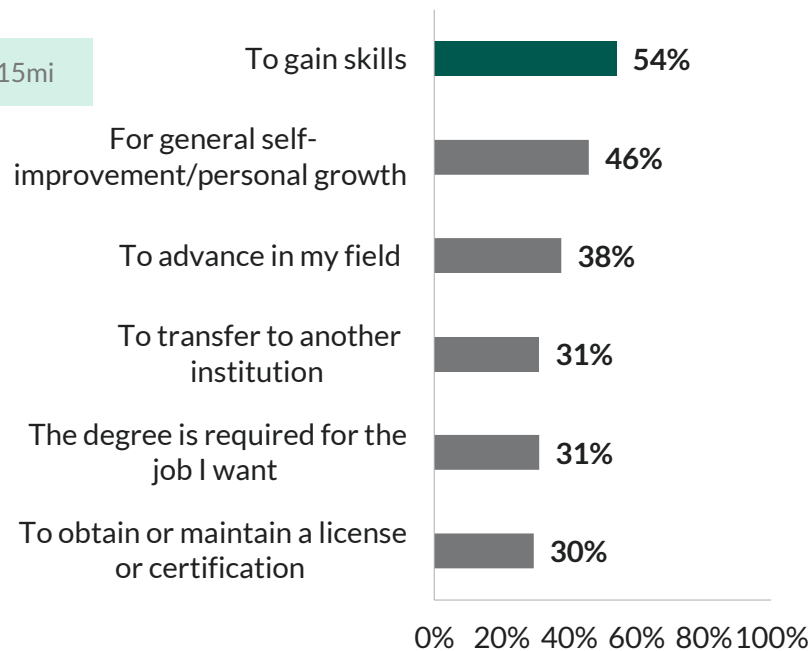
REASONS FOR ENROLLING

Most respondents enrolled at Yuba to gain skills close to home. The second most common motivation for enrolling is “for general self-improvement/personal growth” (46%). A minority of respondents say they enrolled to seek a necessary degree (31%) or obtain a licensure or certification (30%). Additionally, nearly half of respondents (46%) select that they either “somewhat agree” or “strongly agree” that they accomplished the goal the set out to achieve at Yuba.

Originally, what motivated you to enroll at Yuba Community College District? Please select all that apply.
(n=62)



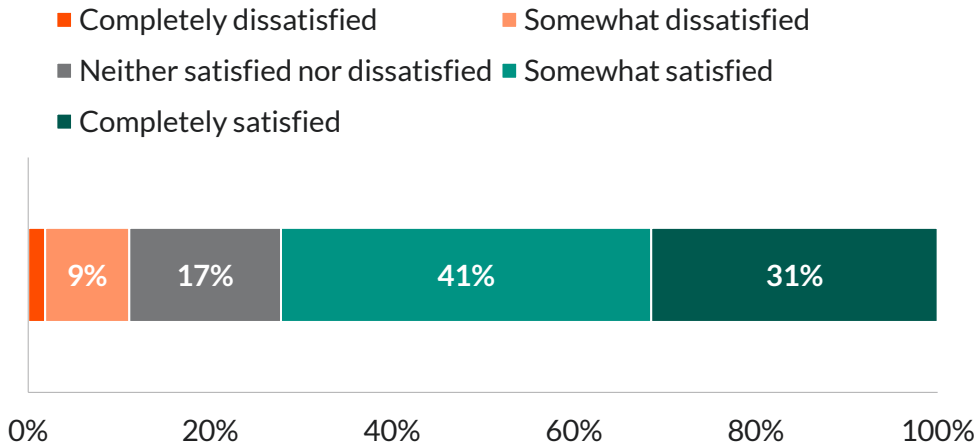
What were your main goals when you decided to enroll at Yuba Community College District? Please select all that apply.
(n=61)



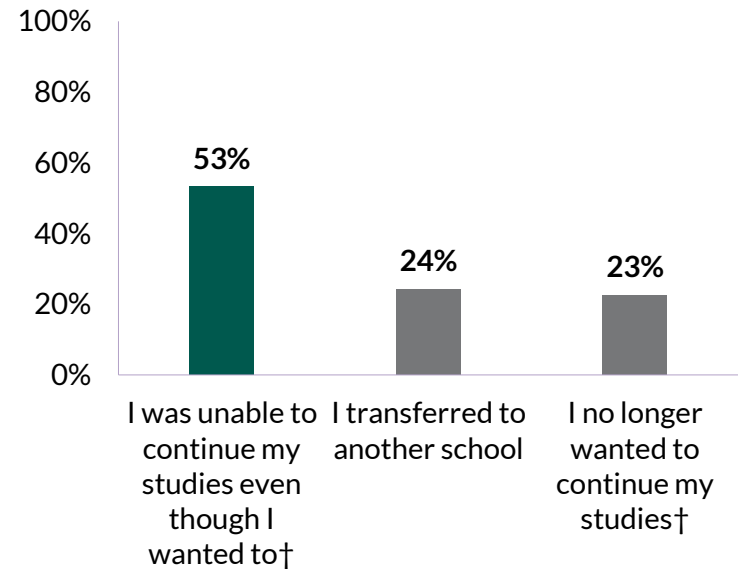
STUDENT SATISFACTION

Academics are not a major driver of students' decisions to leave Yuba. Respondents overall are satisfied with their experience at Yuba (72%), and most wanted to continue in their studies at the time they left. Additionally, 76% of respondents are satisfied with Yuba's "quality of instruction" and 71% with its "quality of curriculum/courses". It is therefore likely that many would have completed their program at Yuba if there were not prohibitive barriers.

How would you rate your overall level of satisfaction with your experience at Yuba Community College District?
(n=54)



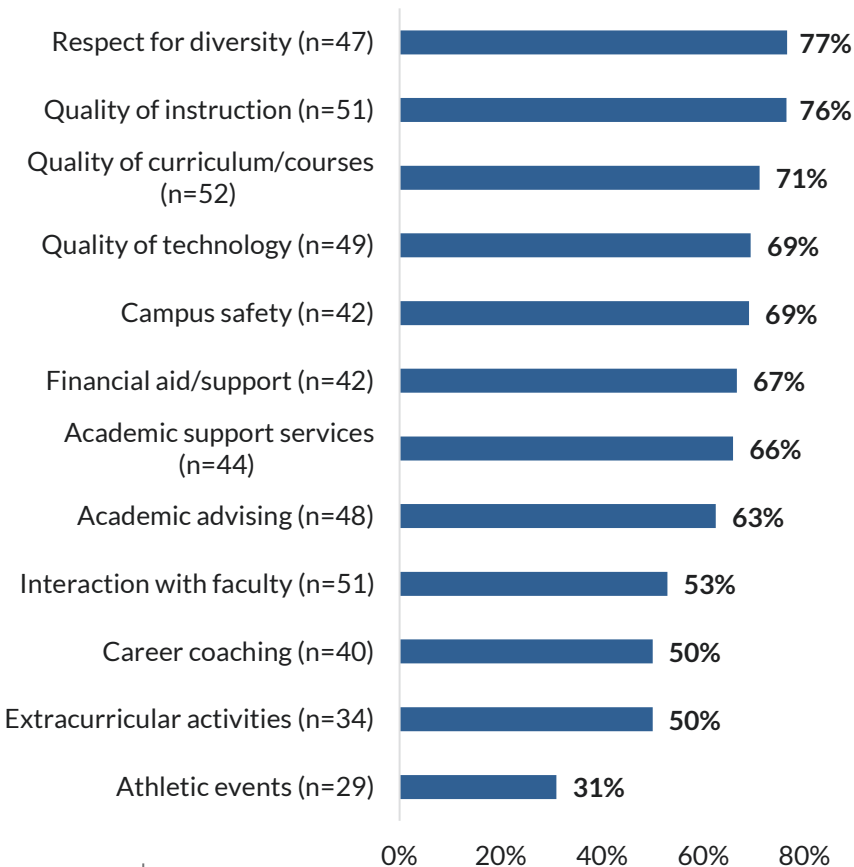
Which of the following best describes why you stopped/suspended your studies at Yuba Community College District?
(n=62)



STUDENT SATISFACTION

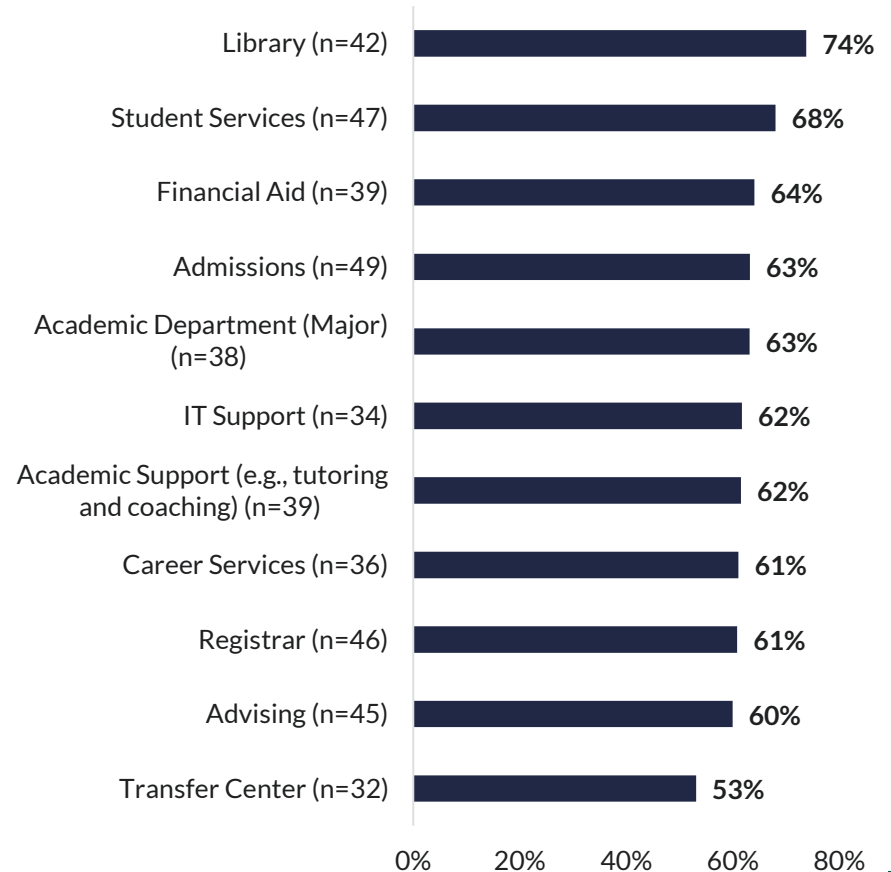
Please rate your satisfaction level with the following aspects of Yuba Community College District.

% Somewhat satisfied + % Completely satisfied



Please rate your satisfaction level with the following offices at Yuba Community College District.

% Somewhat satisfied + % Completely satisfied

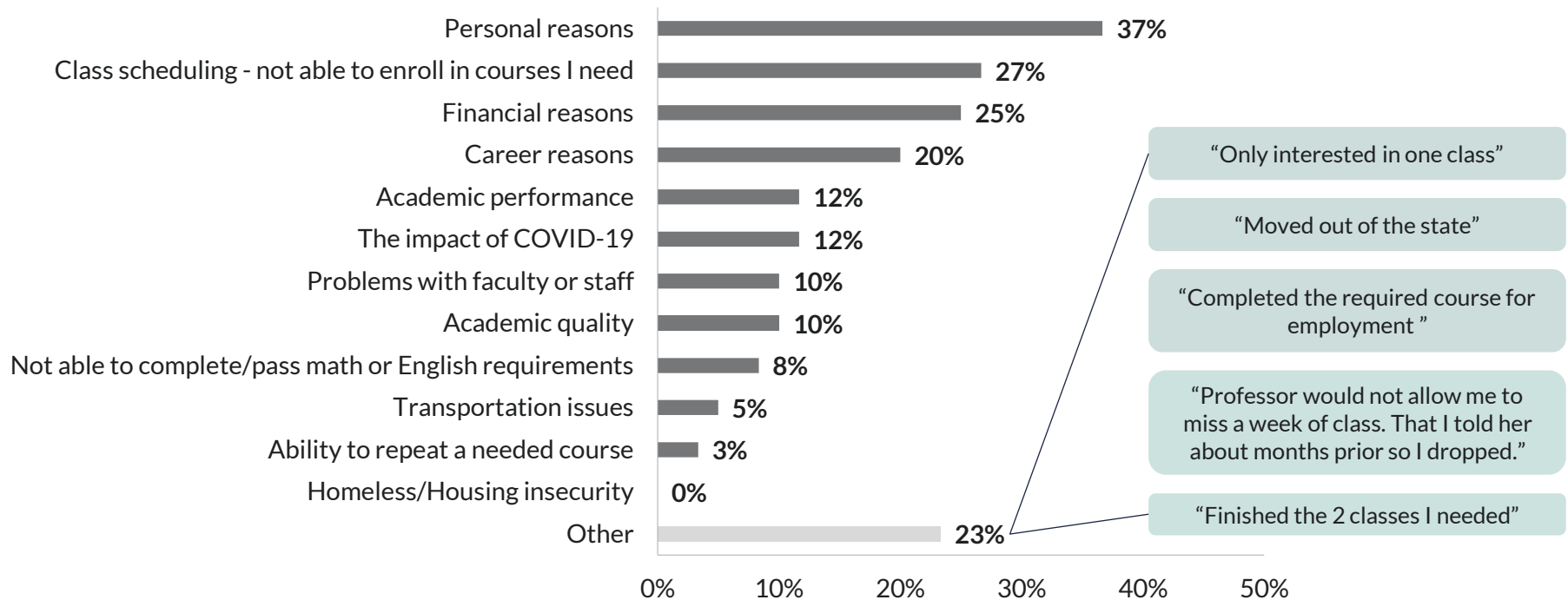


OVERARCHING REASONS FOR LEAVING

More than one-third of respondents who discontinue enrollment at Yuba do so for personal reasons (37%). “Class scheduling – not able to enroll in courses I need” is the second most frequently given reason (27%) for stopping or suspending enrollment. Meanwhile, nearly a quarter (23%) of respondents also provide an “other” reason for stopping enrollment. Prominent themes in these responses include having completed all desired classes, moved, and transferred.

What were your reasons for stopping/suspending enrollment at Yuba Community College District? Please select all that apply.

(n=60)

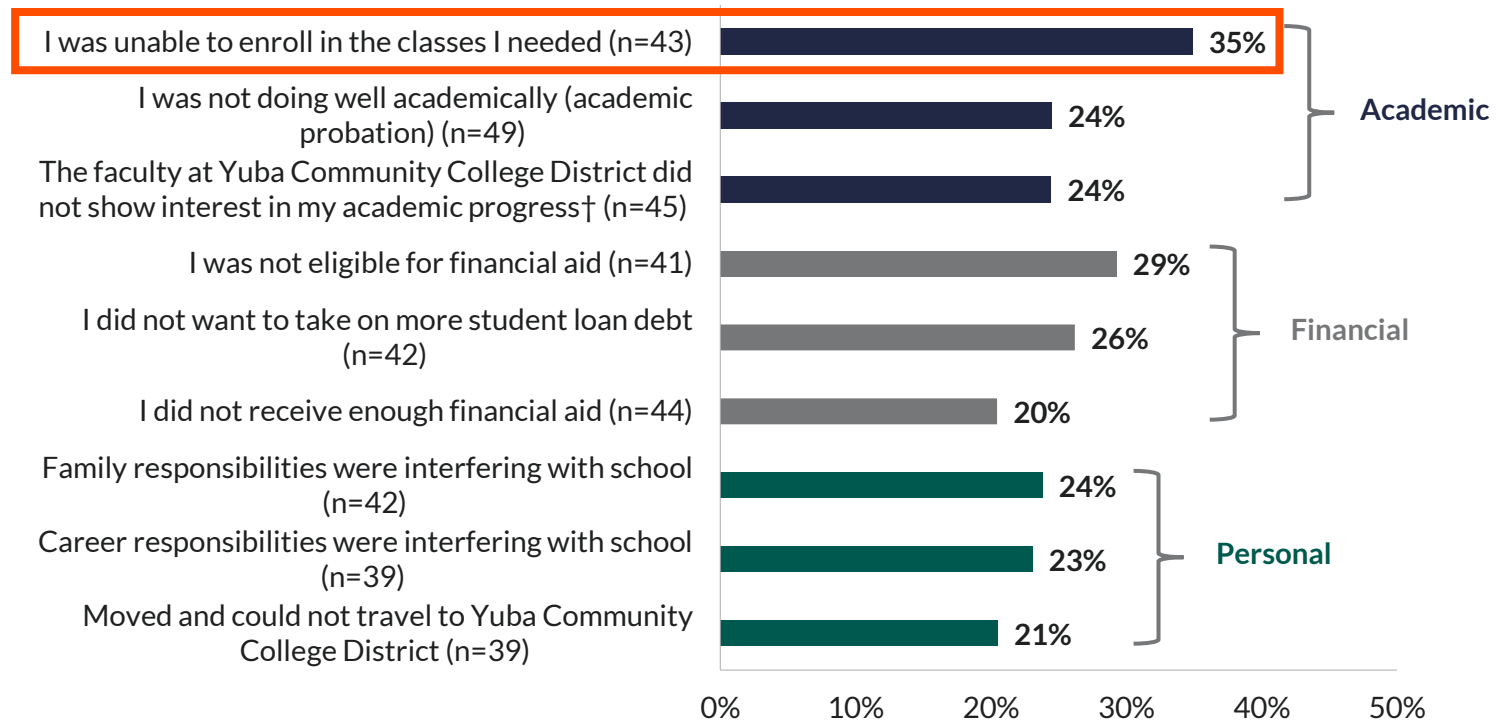


Note: Only respondents who dropped in 2020 saw the option “The impact of COVID-19”.
 Respondent quotes above are representative, but not exhaustive.
 See data supplement for full verbatim responses.

SPECIFIC REASONS FOR LEAVING

Inability to enroll in needed classes is the single biggest influencer of students' decision to drop out. While respondents most frequently select "personal reasons" for why they stopped/suspended enrollment, these types of factors do not prove to be particularly influential compared to others. More than one-third (35%) of respondents say that being unable to enroll in needed classes was "very influential" or "extremely influential" in their decision, compared to just less than a quarter who say the same for personal reasons including family and career responsibilities (24% and 23% respectively).

Reasons for Leaving – Top 3 per Category †
% Very influential + % Extremely influential



Note: See data supplement for full results.

SPECIFIC REASONS FOR LEAVING

I accomplished my educational goals. There was no further need to continue.

The reasons behind not enrolling again was because I moved to a different state for lower cost of living, and a job opportunity. I am planning on going back to college but want to apply to an university once I establish a year in the state. COVID-19 had a big toll on me not enrolling again because of the strain it caused I had to relocate altogether.

My work schedule did not allow me to attend college and I need to be there more for my daughter.

I only took one course at Yuba during summer because I was attending Chico State but it was cheaper to take the course at Yuba

I couldn't pass math 52 all of my other grades were excellent, I was even on the Dean's list. However, I lost my financial aid because I couldn't pass ONE class.

Classes needed were not offered after hours. Schedule would've interfered with my job during said time.

I only needed 2 classes to apply for the yuba RN program. I only needed those, I passed them. I had nothing else to take.

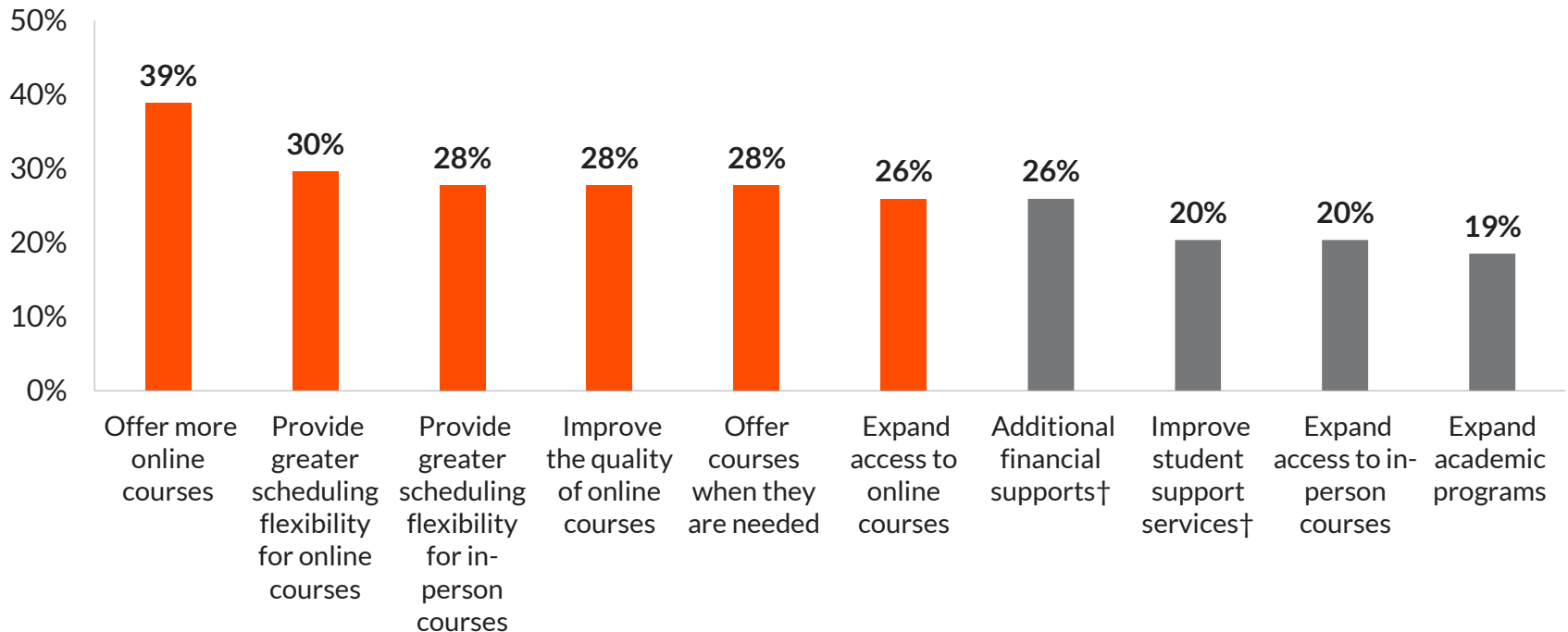
They kept adding classes for me to take to get my majors when they had initially told me I would only need certain ones pertaining to my majors. I struggled with taking classes online as I don't have a personal laptop and couldn't submit work to keep up and do what was expected. I lost my main financial aid due to bad grades. I am suppose to take English 1 a class online at a different college due to maxing out my chances at yuba College due to documented medical and health issues I deal with. I can't go to another college as I can't afford gas and drive an older car and I can't do online studies due to struggling with online learning.

My original goal was always to transfer to Sacramento City College and then Sacramento State (CSUS) for my eventual Masters in Child Development. My major issue with Yuba/Woodland is that out of the few classes I did take, only one of them felt worth my time. The others didn't feel quite worth my time because the professors and classmates were not what I expected. Very full of themselves and not willing to listen, learn, and grow. Everyone was very set in their ways. It didn't feel like a safe experience at the time. Many of the professors also didn't really care or make time for students. The main reason I stayed so long was because of how wonderful the counselors and office staff were and the fact I knew it would help me in the long run. While it has been 5 years since then, I don't know how much has changed. I may have stayed longer if I didn't feel so unwelcome by students and professors. I guess I also did desire a change of pace in moving to Sacramento. I wanted a new experience in life as well.

IMPROVING STUDENT RETENTION

Online classes and flexibility in scheduling are the biggest areas of improvement for respondents. Six of the top areas for improvement selected by respondents involve either online courses, course scheduling, or both. Given that the inability to take required courses is the biggest influencer of respondents' decision to discontinue at Yuba, increasing and improving flexible online offerings may improve student retention.

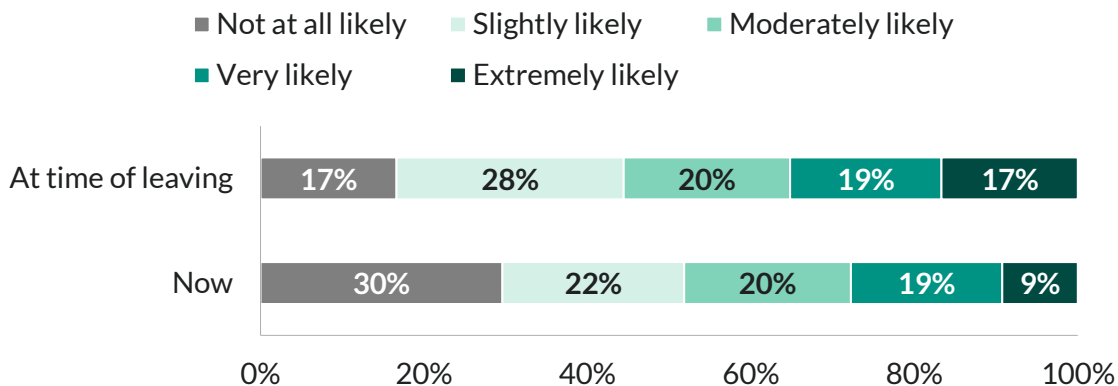
How could Yuba Community College District have improved your student experience? Please select all that apply.
(n=54)



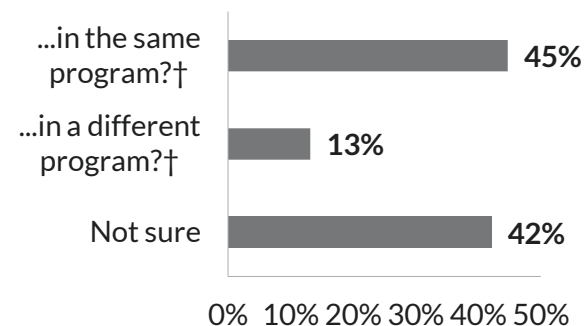
LIKELIHOOD TO RETURN

Students are less likely to return to Yuba the longer they are away. A greater proportion of respondents say they were “very likely” or “extremely likely” to return to Yuba when they first stopped/suspended enrollment as opposed to now (the time of taking the survey). Nearly half (45%) of those who do intend to return to their studies plan to enroll in the same program they left and in mixed online/on-campus courses.

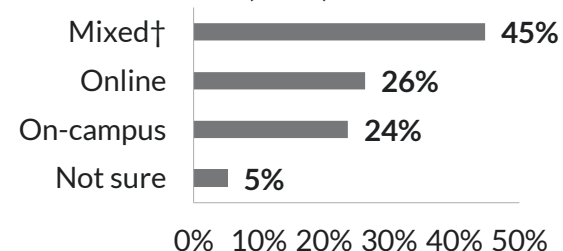
Likelihood to resume enrollment at Yuba Community College District† (n=54)



I plan to enroll... (n=38)



Do you plan to enroll in courses that are online or on-campus? (n=38)

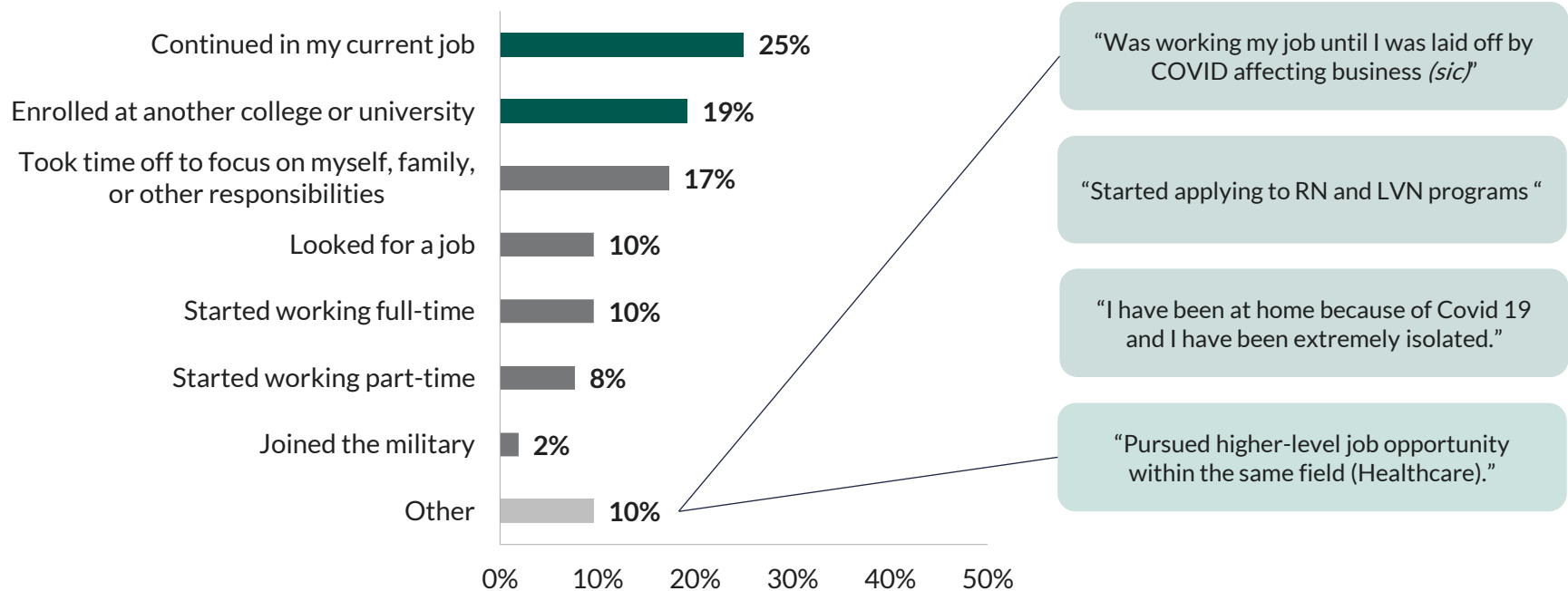


ACTIVITIES AFTER LEAVING

Many students are not precluded from continuing coursework after dropping, according to their post-Yuba activities. One-quarter of students who dropped continued at their current job (25%). This is followed by “enrolled at another college or university” (19%). Far fewer report engaging in something that might prevent them from continuing at Yuba, such as “started working full-time” (10%) or “joined the military” (2%).

Which of the following best describes what you did after leaving Yuba Community College District?

(n=52)



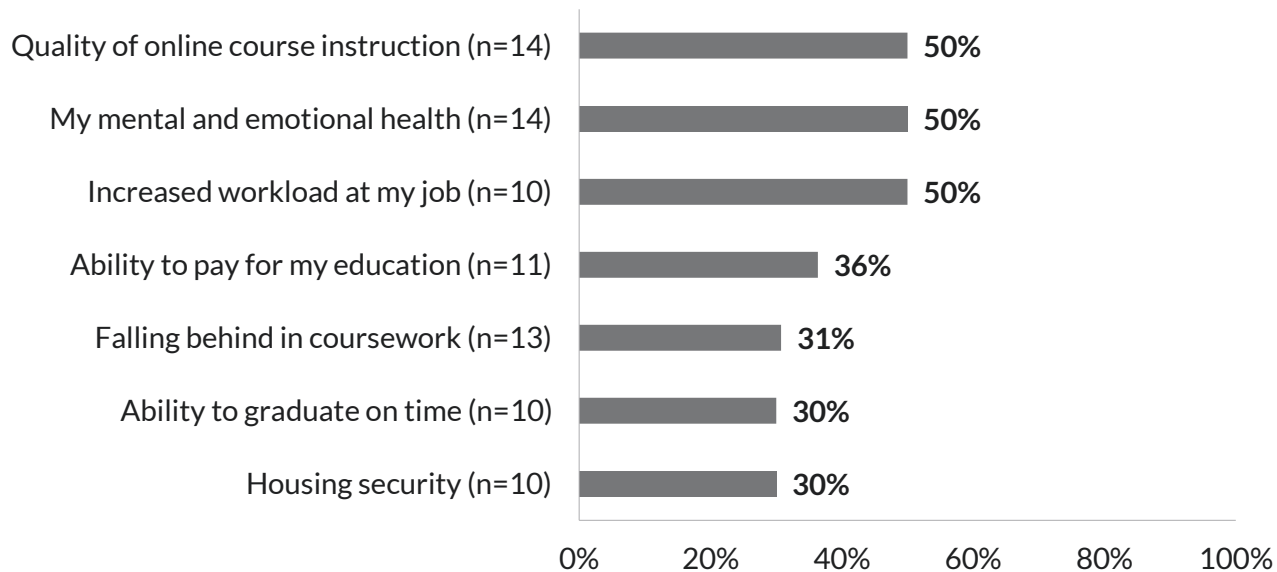
Note: Respondent quotes above are representative, but not exhaustive. See data supplement for full verbatim responses.

COVID-19 FACTORS

COVID-19 has not been a major influencer of students' decisions to discontinue education at Yuba. 7 of the 14 respondents who dropped in 2020 selected COVID-19 related factors as a reason for dropping out. Because of the small sample size, further conclusions can not be reliably reached concerning the effect of COVID-19. In open-ended responses, several respondents state they suspended enrollment because they found online instruction incompatible with their personal learning style. Many of these individuals indicate they intend to reenroll once in-person classes resume.

Please rate how influential each of the following COVID-19 related factors was on your decision to stop/suspend enrollment at Yuba Community College District.

% Very influential + % Extremely influential



RESPONDENT CHARACTERISTICS

First Generation (n=54)

Yes	50%
No	46%
Prefer not to respond	4%

Parents' Education Level (n=54)

Some high school	19%
High school diploma	19%
Some college	22%
2-year degree	9%
4-year degree	9%
Master's degree	13%
Professional degree	2%
Doctorate	2%
Prefer not to respond	6%

Employment While Enrolled (n=53)

Employed full-time	42%
Employed part-time	25%
Not employed	28%
Other	4%
Prefer not to respond	2%

GPA while enrolled (n=53)

4.0 or above	8%
3.5 to 3.99	26%
3.0 to 3.49	42%
2.5 to 2.99	15%
Below 2.5	6%
Prefer not to respond	4%

Race (n=50)

White	56%
Hispanic or Latin(o/a/x)	24%
Asian	12%
Black or African American	6%
American Indian or Alaska Native	4%
Middle Eastern or North African	4%
Not listed/Prefer to self-describe	4%

Gender (n=51)

Female	70%
Male	23%
Non-binary/Gender non-conforming	2%
Not listed/Prefer to self-describe	2%
Prefer not to respond	4%

Age (n=52)

Under 18	3%
18 to 24	46%
25 to 34	26%
35 to 44	12%
45 to 54	8%
55 or above	4%
Prefer not to respond	2%

Probation/Suspension (n=53)

No	75%
Yes	21%
Prefer not to respond	4%



Thank you.

CONTACT

Amy Kurfist, MBA, PhD
Higher Education Research Advisor

E: akurfist@hanoverresearch.com

P: 202-838-1245

🌐 hanoverresearch.com