

DOCUMENT RESUME

ED 385 300

JC 950 290

AUTHOR Lillibridge, Fred; Beck, Larry
TITLE Are Students Who Complete Questionnaires Different
from Students Who Don't?
PUB DATE 29 May 95
NOTE 49p.; Paper presented at the Annual Forum of the
Association for Institutional Research (35th, Boston,
MA, May 28-31, 1995).
PUB TYPE Reports - Research/Technical (143) --
Speeches/Conference Papers (150) -- Statistical Data
(110)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; Comparative Analysis; Data
Collection; Higher Education; Methods Research;
Questionnaires; *Research Methodology; *Statistical
Bias; *Student Characteristics; *Student Surveys; Two
Year Colleges
IDENTIFIERS New Mexico State University Alamogordo

ABSTRACT

In an effort to determine differences between students who respond to surveys and those who do not, New Mexico State University at Alamogordo (NMSU-A) undertook a study of students in fall 1992. Students were asked to complete an 18-item questionnaire while waiting in lines during registration. The 1,618 out of 2,114 (76.5%) students who completed the survey, completed registration, and attended classes were compared to the 496 (23.5%) of students who enrolled, attended classes but did not complete the survey. The study used data from the NMSU-A Student Information Files to determine characteristics of the two groups. Study results included the following: (1) while students in the 16-22 and 23-29 age groups were more likely not to complete the survey than was expected, the difference between other age groups was not significant; (2) no significant differences were found in ethnicity or enrollment status (i.e., continuing, readmitted, first-time, or transfer students) between responders and non-responders; (3) females were more likely to complete the survey than males; (4) full-time students and students taking between 6 and 12 credit hours were more likely to complete the survey; and (5) completers had a slightly higher grade point average (3.01) than those who did not (2.97). Study results suggest that students who respond to surveys may differ from those who do not and that researchers should exercise caution. (Contains 23 references.) (Twenty-two tables and the survey instrument are appended.) (KP)

" Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Are Students Who Complete Questionnaires Different from Students Who Don't?

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

by

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

F. Lillibridge

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC).

Fred Lillibridge
Assistant Provost for Institutional Effectiveness

Larry Beck
Carl Perkins Data Coordinator

New Mexico State University - Alamogordo
Internet: flillibr@nmsu.edu Phone: 505 439 3624

presented to

BEST COPY AVAILABLE

35th Annual Forum of the Association for Institutional Research
May 29, 1995
Boston, Massachusetts

(35th, Boston, MA, May 28-31, 1995)

Are Students Who Complete Questionnaires Different from Students Who Don't?

Abstract

Volunteer bias in student-generated data may affect validity. Accountability mandates require that higher education institutions report student-oriented data. Because of legal and ethical considerations, in most cases, students cannot be required to provide these data. Faced with this dilemma and the need to assess student attainment, persistence, and completion rates, researchers often must supplement student databases with voluntary student responses. This study suggests that students who completed survey questionnaires were different from students who did not fill out the same survey. Literature reviewed for this study examined studies that considered mail, telephone, and other survey research.

Description of Study

Random selection of subjects will lead to the most valid results. A recent opinion expressed in the *Chronicle of Higher Education* (Tanur, 1994) stated "if sampling is not done at random, the results of the survey will give a biased picture of the population." The article further suggests that "the decision about who should participate in the survey also should not be left to respondents." However, institutional researchers often cannot rely on randomly selected subjects and cannot require students to provide information. Problems may be caused for the researcher when students do not respond. "In survey research, nonresponse has been one of the major concerns about survey accuracy among social researchers, students of public opinion, and media practitioners" (American Statistical Association, 1974; Cranberg, 1975; Chang, Voelker, & Lee,

1989; Tanur, 1994). These concerns are not new. Reuss, in a 1943 study of college students attempted to answer these questions: "Who responds to a questionnaire? Are the persons responding different from those not responding? In what respects do they differ from the non-response group?" (Reuss, 1943, p. 433). This study attempts to answer these same questions.

When a survey "fails to achieve a high response rate, there is some question about a possible bias due to nonresponse by part of the population" (Boser, 1988, p. 1). Smith (1983) suggests that "nonresponse can seriously bias survey estimates and distort inferences." It has been shown that "questionnaire-return bias is pervasive" (Schwirian & Blaine, 1966-67, p. 663). This is likely to be a problem with surveys because even under optimum conditions it "is almost impossible to obtain answers from every person in a large sample" (Rosnow & Rosenthal, 1984, p. 90). For telephone surveys, "variations in levels of response can affect the existence and magnitude of relationships observed in the resulting data" (Traugott, Groves & Lepkowski, 1987). If the number of nonrespondents is more than 20 percent, "it is very likely that most of the findings . . . could have been altered considerably" (Borg & Gall, 1989, p. 443). Even a typical response rate of 75% (Tanur, 1994) may still allow volunteer bias to creep into the study results. It has been suggested "that there is no simple, general, accurate way of measuring nonresponse bias" (Smith, 1983, p. 402).

Where does this leave the institutional researcher who must rely on "voluntary" information provided by students on survey questionnaires? Considerable research has been done to better understand the "volunteer subject". However, most of this research has been done in fields of behavioral research and public opinion polling. We need to try to better understand how

college students who complete student surveys are different from those students who do not fill out the surveys. This may be critical because colleges and universities have little choice but to rely on data volunteered by students. This is true for a variety of reasons including a student's right to privacy and ethical considerations related to informed consent. Colleges must provide an escalating amount of information to SPRE's, accreditors, state and federal governmental agencies, and lawmakers. These entities want to know more and more about our students. In many cases, the very agencies that want us to provide information are the same ones that restrict our ability to collect information. Clearly the response rate of "voluntary" questionnaires is different from "mandatory" questionnaires. When given the choice, some students will choose not to fill out a voluntary questionnaire. Behavioral research suggests that volunteer subjects are different from those that do not volunteer (Rosenthal, 1965; Rosenthal & Rosnow, 1969). Cranberg (1975) suggests that "non-response error would be possible in any mail survey that seeks information that could reflect unfavorably on prospective respondents." Donald (1960) concluded that "the higher the involvement, in terms of active participation, knowledge and understanding of the organization, and loyalty to it, the fewer the stimuli required to induce a response." It is possible to conclude that engaged college students are more likely to complete surveys than nonengaged students. The possible implications should not be ignored. If this is also true of survey respondents, then can the results of data generated solely by volunteers be applied to nonvolunteers? Some researchers have "argued that because there are many reasons why a person might or might not volunteer to participate in behavioral research, volunteer status is . . . 'of little interest'" (Kruglanski, 1973; Rosenthal & Rosnow, 1975). But researchers should be

interested if it is true that "implications for data interpretation where mail questionnaire response is incomplete were shown to be especially strong for attitudinal data concerning estimates of the specific behavior of others and of own attitudes, understanding, and future behavior" (Donald, 1960, p. 113). These are the types of research questions we often ask. How much can we rely on the answers we get from students?

Colleges should not collect data that cannot be used to improve student learning or institutional effectiveness. Once collected, data should only be used in appropriate ethical ways. The institutional researcher and college decision makers must know if the results of survey research are valid for students. Literature reviewed suggested possible differences between respondents and nonrespondents in age, ethnicity, gender, and education and intelligence.

Age

Nonrespondents are older (Hochstim & Athanasopoulos, 1970). Hogan found that a "traditional-aged student (under 25 years old)" was more likely to participate in surveys. A study of community college students found the "responder group being older than the non-responder group by about 1 year" (Carifio, Biron, & Shwedel, 1987). "Participants in survey research studies tend to be younger than non-participants" (Rosenthal, 1965, p. 395).

Ethnicity

Ethnicity differences between respondents and nonrespondents are inconclusive. One study found that nonrespondents are more likely to be white (Hochstim & Athanasopoulos, 1970). However, Hogan (1985) found that white students were more likely to respond. Another study found no significant difference (Carifio, Biron, & Shwedel, 1987).

Gender

Nonrespondents are more likely to be male (Gannon, Nothorn & Carroll, 1971; Hochstim & Athanasopoulos, 1970; Nielsen, Moos & Lee, (1978). "Females were more likely to respond than were male graduates" (Hogan, 1985, p. 19). Carifio, Biron, & Shwedel (1987) found no significant differences. Rosenthal (1965) reports mixed results in gender differences of volunteer and non-volunteer subjects.

Education and Intelligence

Analysis of high school rank, freshman class rank, and first semester GPA revealed that "persons responding to the questionnaire were superior in intelligence to those not responding" (Reuss, 1943, p. 433). Nonrespondents had significantly lower freshmen GPAs (Nielsen, Moos & Lee, 1978). Nonrespondents are likely to have lower levels of education (Gannon, Nothorn & Carroll, 1971). Nonrespondents have lower mean IQ's (Macek & Miles, 1975). Students who "refused to participate in the survey are precisely those who have the lowest potential for doing college-level work" (Ellis, Endo & Armer, 1970, p. 107). The mean GPA of survey participants was "consistently higher than that earned by the population as a whole" but the differences were not statistically significant (Hogan, 1985). "Overall, the evidence suggests that, in comparison with non-volunteers, volunteers are likely to be brighter" (Rosenthal, 1965, p. 396).

This paper attempts to determine how student respondents are different from nonrespondents. It will include a review of research findings about volunteer bias and differences found between respondent and nonrespondent groups.

Method

This paper is based on research conducted at a small community college. Students were asked to complete an 18-item survey questionnaire in Fall 1992 [see Appendix]. Students were handed survey questionnaires while they were waiting in line during registration. They were not "required" to complete the survey. However, unless they asked, students were not "informed" that they were "not required" to fill out the survey questionnaire. A total of 1618 of 2114 (76.5%) students completed the survey, completed the registration process, and attended classes. These students are designated in the tables as "SURVEY". Just less than a quarter of the students enrolled, attended classes, but did not complete the survey, 496 of 2114 (23.5%). The students are designated in the tables as "NOSURVEY". Chi square analysis was used to determine if these groups were significantly different ($p < .01$).

This study also examined how students who completed the survey and those who did not differed in terms of completion. Several different student cohorts were considered. These included all students who attended in the Fall of 1992 and students who enrolled at NMSU-A for the first time during the Fall 1992 semester. The purpose was to attempt to better understand their enrollment profile. A student database was established using data from the NMSU-Las Cruces Student Information Files (SIF). An extract of that file was created that contained only those students who were still enrolled on the census date and only enrolled at NMSU-A. The cohort of first-time students had an enrollment status that was coded as "First Time Freshmen" (13) as defined by the *New State University Student Information Files Data Element Dictionary, 1992-1993*.

The objective of the study was to find out the enrollment status of these students. Students were tracked for the following semesters: Fall 92, Spring 93, Fall 93, Spring 94, and Fall 94. Students that were enrolled during any of these study semesters were considered as persisters. The persisters are displayed on the report as "Persisters". While some students dropped out and did not return, many students "stopped out" sometime during the study period, but they enrolled during a subsequent semester. These students are displayed on the report as "Stopouts". Some students decided to transfer to other colleges at some point during the study period. For this study, the only students that were listed in this category were those that transferred to NMSU-Las Cruces and whose names appeared on the *Branch to Main Campus Report*, that is prepared every semester by the Office of the Dean, NMSU College of Human and Community Services. These students are displayed on the report as "Transfers to NMSU".

Students who were awarded a certificate or a degree by NMSU-A were displayed on the report as "Certificates" or "Degrees". This information was provided by NMSU-A Student Services. The Cumulative Total Completion Rate (Completers) is the cumulative total students who either obtain a certificate, degree, or transfer to NMSU within the study period divided by Total Students in Cohort (This may not equal the sum of Total Certificates, Total Degrees, and Total Transfers to NMSU because only the first occurrence is counted -- in other words, while a student may get a certificate, a degree, and then transfer -- that student may only "complete" once).

Results

Findings suggest that these groups differed in the number of credit hours taken and their gender. They did not differ in ethnicity, age, or enrollment status. The analysis of GPAs and student completion was inconclusive.

Students in the two younger age categories, 16-22 and 23-29 were more likely not to complete the survey than was expected (See Table 1). However, this difference was not statistically significant. The mean age for students who did not complete the survey was 31.66 years. The mean age for students that did complete the survey was 30.39 years.

Table 2 shows that there was no significant difference in ethnicity between those that completed the survey and those that did not. However, there were some interesting differences among the minority groups.

Table 3 shows that females were more likely to complete the survey than males. This result is consistent with most studies found in the literature.

Table 4 shows that there was no significant difference in enrollment status between those that completed the survey and those that did not complete the survey. Enrollment status includes continuing students, readmitted students, first-time students, and transfer students.

Table 5 shows that fulltime students and students that took between six and 12 credit hours were more likely to complete the survey than were students who took fewer than six credit hours.

Table 6 shows how the students who completed the survey and those who did not complete the survey compared when their cumulative grade point average (GPA) was examined.

Various categories were calculated. The table shows that the differences between the two groups were not extreme. Overall, students who completed the survey had a slightly higher GPA (3.01) than those who did not complete the survey (2.97). However, students who did not fill out the survey did have higher GPAs in the following categories: females who took less than six credit hours in Fall 1992 (2.88/2.81); females who took six to eleven credit hours during Fall 1992 (3.09/3.07); males who took six to eleven credit hours during Fall 1992 (2.99/2.98); and males who were enrolled fulltime during Fall 1992 (3.30/3.11).

Table 7 shows how the number and rate of completers differ between the two groups. When all students were considered, students who completed the survey (22%) had a higher completion rate than students who did not complete the survey (20%). Students who took fewer than six credit hours during Fall 1992 were more likely to complete if they filled out the survey (8%) than students who did not fill out the survey (6%). Conversely, students who did not complete the survey were more likely to be completers if they took six to eleven credit hours or if they were fulltime students. Complete results are reported in the Appendix.

Table 8 presents how the cumulative completion rate for first-time students who completed the survey differed from first-time students who did not complete the survey. Students in every category reported who completed the survey were more likely to complete than students who did not complete the survey. Complete results are reported in the Appendix.

Discussion

The results of this study suggest that researchers who rely on volunteered data supplied by students who complete surveys should be cautious. This limited study suggests that students

who complete surveys may be different from students who do not complete the survey. Future research includes, testing subsequent student survey results to see if differences found in this study are substantiated.

References

American Statistical Association, 1974. Report on the ASA conference on surveys of human populations. The American Statistician, 28, 30-34.

Borg, W.R., & Gall, M.D. (1989). Educational research: An introduction. New York: Longman.

Boser, J.A. (1988, November). Teachers education follow-up surveys: Are the respondents representative of the group? Paper presented at the annual meeting of the Mid-South Educational Research Association, Louisville, KY. (ERIC Document Reproduction Service No. ED 303 491)

Carifio, J., Biron, R., & Shwedel, A. (1987, April). A comparison of community college responders and non-responders to the VEDS follow-up survey. Paper presented at the annual conference of the American Educational Research Association, Washington, DC. (ERIC Document Reproduction Service No. ED 309 799)

Cranberg, G., (1979). Mail survey respondents and non-respondents. Journalism Quarterly, 52, 542-543.

Chang, T., Voelker, D., & Lee, J. (1989, August). Determining nonresponse in survey of newspaper editors. Paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Washington, DC. (ERIC Document Reproduction Service No. ED 311 512)

Donald, M.N. (1960). Implications of nonresponse for the interpretation of mail questionnaire data. Public Opinion Quarterly, 24, 99-114.

Ellis, R.A., Endo, C.M., & Armer, J.M. (1970). The use of potential nonrespondents for studying nonresponse bias. Pacific Sociological Review, 13(2), 103-109.

Gannon, M.J., Nothorn, J.C., & Carroll, S.J. (1971). Characteristics of nonrespondents. Journal of Applied Psychology, 55(6), 586-588.

Hochstim, J.R., & Athanasopoulos, D.A. (1970). Personal follow-up in a mail survey: Its contribution and its cost. Public Opinion Quarterly, 34, 69-81.

Hogan, R.R. (1985, Fall). Response bias in student follow-up: A comparison of low and high return surveys. College and University, 61(1), 17-25.

Kruglanski, A.W. (1993). Much ado about the "volunteer artifacts." Journal of Personality and Social Psychology, 28, 348-354.

Macek, A.J., & Miles, G.H. (1975). IQ score and mailed questionnaire response. Journal of Applied Psychology, 60(2), 258-259.

Nielsen, H.D., Moos, R.H., & Lee, E.A. (1978). Response bias in follow-up studies of college students. Research in Higher Education, 9, 97-113.

Rosenthal, R. (1965). The volunteer subject. Human Relations, 18, 389-406.

Rosenthal, R., & Rosnow, R.L. (1969). The volunteer subject. In R. Rosenthal & R.L. Rosnow (Eds.) Artifact in Behavior Research. New York: Academic Press.

Rosenthal, R., & Rosnow, R.L. (1975). The volunteer subject. New York: John Wiley & Sons.

Rosnow, R.L., & Rosenthal, R. (1984). Understanding behavioral science: Research methods for research consumers. New York: McGraw-Hill Book Company.

Reuss, C.F. (1943). Differences between person responding and not responding to a mailed questionnaire. American Sociological Review, 8(4), 433-438.

Schwirian, K.P., & Blaine, H.R. (1966-67). Questionnaire return in the study of blue collar workers. Public Opinion Quarterly, 30, 656-663.

Smith, T.W. (1983). The hidden 25 percent: An analysis of nonresponse on the 1980 general social survey. Public Opinion Quarterly, 47, 386-404.

Tanur, J.M. (1994, May 25). The trustworthiness of survey research. The Chronicle of Higher Education.

Traugott, M.W., Groves, R.M., & Lepkowski, J.M. (1987). Dual Frame Designs to Reduce Nonresponse. Public Opinion Quarterly, 51, 522-539.

Table 1
Students Who Completed and Did Not Complete Survey
by Age
Students Who Attended - Fall 1992
New Mexico State University - Alamogordo

GROUP Frequency Expected Percent Row Pct Col Pct	AGE				
	16-22	23-29	30-49	50 +	Total
Completed Survey	440	441	652	85	1618
	427.08	429.37	666.64	94.91	
	20.81	20.86	30.84	4.02	76.54
	27.19	27.26	40.30	5.25	
	78.85	78.61	74.86	68.55	
Did not Complete Survey	118	120	219	39	496
	130.92	131.63	204.36	29.10	
	5.58	5.68	10.36	1.84	23.46
	23.79	24.19	44.15	7.86	
	21.15	21.39	24.14	31.45	
Total	558	561	871	124	2114
	26.40	26.54	41.20	5.87	100.00
Chi-Square DF Value Prob					
3 8.785 0.032					
Effective Sample Size = 2114					
Frequency Missing = 143					

Table 2 Students Who Completed and Did Not Complete Survey by Ethnicity Students Who Attended - Fall 1992 New Mexico State University - Alamogordo						
GROUP Frequency Expected Percent Row Pct Col Pct	ETHNICITY					
	Hispanic	Black	Native Indian People	Asian	Anglo & Other	Total
Completed Survey	287	87	77	20	1147	1618
	283.19	92.61	78.83	21.43	1141.9	
	13.58	4.12	3.64	.95	54.26	76.54
	17.74	5.38	4.76	1.24	70.89	
	77.57	71.90	74.76	71.43	76.88	
Did not Complete Survey	83	34	26	8	345	496
	86.81	28.39	24.17	6.57	350.06	
	3.93	1.61	1.23	.38	16.32	23.46
	16.73	6.85	5.24	1.61	69.56	
	22.43	28.10	25.24	28.57	23.12	
Total	370	121	103	28	1492	2114
	17.50	5.72	4.87	1.32	70.58	100.0
Chi-Square DF Value Prob 4 2.352 0.671 Effective Sample Size = 2114 Frequency Missing = 143						

Table 3 Students Who Completed and Did Not Complete Survey by Gender Students Who Attended - Fall 1992 New Mexico State University - Alamogordo			
GROUP Frequency Expected Percent Row Pct Col Pct	GENDER		
	Female	Male	Total
Completed Survey	1004 972.02 47.49 62.05 79.06	614 645.98 29.04 37.95 72.75	1618 76.54
Did not Complete Survey	266 297.98 12.58 53.63 20.94	230 198.02 10.88 46.37 27.25	496 23.46
Total	1270 60.08	844 39.92	2114 100.00
Chi-Square DF Value Prob 1 11.229 0.001 Effective Sample Size = 2114 Frequency Missing = 143			

Table 4 Students Who Completed and Did Not Complete Survey by Enrollment Status Students Who Attended - Fall 1992 New Mexico State University - Alamogordo					
GROUP Frequency Expected Percent Row Pct Col Pct	ENROLLMENT STATUS				
	Continuing	Readmitted	First-time	Transfer	Total
Completed Survey	857	267	300	194	1618
	851.10	270.18	290.84	205.89	
	40.54	12.63	14.19	9.18	76.54
	52.97	16.50	18.54	11.99	
	77.07	75.64	78.95	72.12	
Did not Complete Survey	255	86	80	75	496
	260.90	82.82	89.16	63.11	
	12.06	4.07	3.78	3.55	23.46
	51.41	17.34	16.13	15.12	
	22.93	24.36	21.05	27.88	
Total	1112	353	380	269	2114
	52.60	16.70	17.98	12.72	100.00
<div> <div>Chi-Square</div> <div> <div>DF</div> <div>Value</div> <div>Prob</div> </div> <div>3 4.487 0.213</div> </div>					
<div> <div>Effective Sample Size = 2114</div> <div>Frequency Missing = 143</div> </div>					

Table 5 Students Who Completed and Did Not Complete Survey by Number of Credits Taken Students Who Attended - Fall 1992 New Mexico State University - Alamogordo				
GROUP Frequency Expected Percent Row Pct Col Pct	CREDITS TAKEN			
	FULLTIME	FEWER THAN 6 CREDITS	6 TO 11 CREDITS	Total
Completed Survey	407	631	580	1618
	376.56	690.37	551.07	
	19.25	29.85	27.44	76.54
	25.15	39.00	35.85	
	82.72	69.96	80.56	
Did not Complete Survey	85	271	140	496
	115.44	211.63	168.93	
	4.02	12.82	6.62	23.46
	17.14	54.64	28.23	
	17.28	30.04	19.44	
Total	492	902	720	2114
	23.27	42.67	34.06	100.00
<div> <div>Chi-Square</div> <div> DF 2 </div> <div> Value 38.717 </div> <div> Prob 0.000 </div> </div> <div> Effective Sample Size = 2114 Frequency Missing = 143 </div>				

Table 6
Cumulative Grade Point Average and Gender
Students Who Attended - Fall 1992
New Mexico State University - Alamogordo

	Completed Survey		Did Not Complete Survey	
	n	Cumulative Grade Point Average	n	Cumulative Grade Point Average
All Students	1618	3.01	496	2.97
Females	1004	3.04	266	2.98
Males	614	2.97	230	2.96
Females who took fewer than 6 credits	368	2.81	133	2.88
Males who took fewer than 6 credits	263	2.89	138	2.85
Females who took 6 to 11 credits	361	3.07	83	3.09
Males who took 6 to 11 credits	219	2.98	57	2.99
Females - Fulltime	275	3.30	50	3.07
Males - Fulltime	132	3.11	35	3.30

Table 7
Cumulative Total Completers
Students Who Attended - Fall 1992
New Mexico State University - Alamogordo

	Completed Survey			Did Not Complete Survey		
	n	Completers		n	Completers	
		Cumulative Total	Rate (%)		Cumulative Total	Rate (%)
All Students	1618	361	22%	496	100	20%
Students who took fewer than 6 Credits	631	49	8%	271	17	6%
Students who took 6 to 11 Credits	580	126	22%	140	34	24%
Fulltime Students	407	186	46%	85	49	58%

Table 8
Cumulative Total Completers
First-time Students Who Attended - Fall 1992
New Mexico State University - Alamogordo

	Completed Survey			Did Not Complete Survey		
	n	Completers		n	Completers	
		Cumulative Total	Rate (%)		Cumulative Total	Rate (%)
All Students	300	40	13%	80	3	4%
Students who took fewer than 6 Credits	99	5	5%	52	1	2%
Students who took 6 to 11 Credits	111	9	8%	20	0	0%
Fulltime Students	90	26	29%	8	2	25%

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO COMPLETED SURVEY & ATTENDED CLASSES

All Students

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 1618
Total Percent of Students in Cohort 77%

SEMESTER STATUS	Fall 92 n %	Spring 93 n %	Fall 93 n %	Spring 94 n %	Fall 94 n %
Persisters	1523 94%	891 55%	567 35%	452 28%	308 19%
Stopouts	0 0%	131 8%	122 8%	74 5%	0 0%
Certificates*	4 0%	3 0%	1 0%	2 0%	1 0%
Degrees*	44 3%	59 4%	51 3%	53 3%	45 3%
Transfers to NMSU*	2 0%	13 1%	44 3%	13 1%	26 2%
Attrition/Unknown	0 0%	467 29%	772 48%	948 59%	1179 73%
Total Completers*	50 3%	75 5%	96 6%	68 4%	72 4%
Cumulative Total Completers	50 3%	125 8%	221 14%	289 18%	361 22%
Returned After Completion Completed, and Will Return	42 3%	30 2%	36 2%	44 3%	42 3%
	0 0%	12 1%	11 1%	18 1%	0 0%
Certificate after Completion Degree after Completion Transfer to NMSU after Completion	0 0%	0 0%	1 0%	0 0%	0 0%
	3 0%	1 0%	2 0%	2 0%	2 0%
	0 0%	10 1%	10 1%	8 0%	13 1%
Cumulative Total Certificates	4 0%	7 0%	9 1%	11 1%	12 1%
Cumulative Total Degree	47 3%	107 7%	160 10%	215 13%	262 16%
Cumulative Total Transfers to NMSU	2 0%	25 2%	79 5%	100 6%	139 9%
Additional Certificate	1 0%	1 0%	0 0%	0 0%	0 0%
Additional Degree	1 0%	0 0%	1 0%	6 0%	2 0%
Additional Transfer to NMSU	1 0%	0 0%	0 0%	0 0%	0 0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.
SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1993

BEST COPY AVAILABLE

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO DID NOT COMPLETE SURVEY & ATTENDED CLASSES

All Students

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 496
Total Percent of Students in Cohort 23%

SEMESTER STATUS	Fall 92	Spring 93	Fall 93	Spring 94	Fall 94
	n %	n %	n %	n %	n %
Persisters	462 93%	233 47%	144 29%	104 21%	81 16%
Stopouts	0 0%	45 9%	37 7%	29 6%	0 0%
Certificates*	0 0%	0 0%	1 0%	2 0%	0 0%
Degrees*	7 1%	17 3%	17 3%	15 3%	13 3%
Transfers to NMSU*	2 0%	8 2%	12 2%	0 0%	6 1%
Attrition/Unknown	0 0%	166 33%	262 53%	316 64%	369 74%
Total Completers*	9 2%	25 5%	30 6%	17 3%	19 4%
Cumulative Total Completers	9 2%	34 7%	64 13%	81 16%	100 20%
Returned After Completion Completed, and Will Return	21 4%	22 4%	11 2%	22 4%	20 4%
	0 0%	2 0%	7 1%	5 1%	0 0%
Certificate after Completion Degree after Completion	0 0%	0 0%	0 0%	0 0%	0 0%
Transfer to NMSU after Completion	0 0%	1 0%	1 0%	0 0%	2 0%
	0 0%	2 0%	2 0%	3 1%	4 1%
Cumulative Total Certificates	0 0%	0 0%	1 0%	3 1%	3 1%
Cumulative Total Degrees	7 1%	25 5%	43 9%	58 12%	73 15%
Cumulative Total Transfers to NMSU	2 0%	12 2%	26 5%	29 6%	39 8%
Additional Certificate	1 0%	0 0%	0 0%	0 0%	0 0%
Additional Degree	3 1%	0 0%	2 0%	0 0%	1 0%
Additional Transfer to NMSU	0 0%	0 0%	0 0%	0 0%	0 0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.

SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1995

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO COMPLETED SURVEY & ATTENDED CLASSES

All students who took fewer than six credits

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 631
Total Percent of Students in Cohort 30%

SEMESTER STATUS	Fall 92 n %	Spring 93 n %	Fall 93 n %	Spring 94 n %	Fall 94 n %
Persists	597 95%	226 36%	155 25%	141 22%	104 16%
Stopouts	0 0%	85 13%	69 11%	38 6%	0 0%
Certificates*	0 0%	0 0%	0 0%	1 0%	0 0%
Degrees*	10 2%	5 1%	3 0%	2 0%	14 2%
Transfers to NMSU*	2 0%	1 0%	6 1%	0 0%	5 1%
Attrition/Unknown	0 0%	297 47%	383 61%	435 69%	496 79%
Total Completers*	12 2%	6 1%	9 1%	3 0%	19 3%
Cumulative Total Completers	12 2%	18 3%	27 4%	30 5%	49 8%
Returned After Completion Completed, and Will Return	21 3%	10 2%	8 1%	9 1%	8 1%
Certificate after Completion Degree after Completion	0 0%	0 0%	0 0%	0 0%	0 0%
Transfer to NMSU after Completion	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Certificates	0 0%	0 0%	0 0%	1 0%	1 0%
Cumulative Total Degrees	10 2%	15 2%	18 3%	20 3%	34 5%
Cumulative Total Transfers to NMSU	2 0%	4 1%	12 2%	12 2%	19 3%
Additional Certificate	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Degree	0 0%	0 0%	1 0%	0 0%	2 0%
Additional Transfer to NMSU	1 0%	0 0%	0 0%	0 0%	0 0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.

SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1996

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO DID NOT COMPLETE SURVEY & ATTENDED CLASSES

All students who took fewer than six credits

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 271
Total Percent of Students in Cohort 13%

SEMESTER STATUS	Fall 92 n	Fall 92 %	Spring 93 n	Spring 93 %	Fall 93 n	Fall 93 %	Spring 94 n	Spring 94 %	Fall 94 n	Fall 94 %
Persisters	262	97%	91	34%	58	21%	45	17%	41	15%
Stopouts	0	0%	34	13%	25	9%	17	6%	0	0%
Certificates*	0	0%	0	0%	0	0%	0	0%	0	0%
Degrees*	0	0%	1	0%	2	1%	2	1%	4	1%
Transfers to NMSU*	0	0%	2	1%	4	1%	0	0%	2	1%
Attrition/Unknown	0	0%	136	50%	178	66%	202	75%	220	81%
Total Completers*	0	0%	3	1%	6	2%	2	1%	6	2%
Cumulative Total Completers	0	0%	3	1%	9	3%	11	4%	17	6%
Returned After Completion Completed, and Will Return	8	3%	4	1%	3	1%	4	1%	3	1%
Certificate after Completion Degree after Completion Transfer to NMSU after Completion	0	0%	0	0%	0	0%	0	0%	0	0%
Cumulative Total Certificates	0	0%	0	0%	0	0%	0	0%	0	0%
Cumulative Total Degrees	0	0%	1	0%	3	1%	5	2%	10	4%
Cumulative Total Transfers to NMSU	0	0%	3	1%	7	3%	7	3%	9	3%
Additional Certificate	0	0%	0	0%	0	0%	0	0%	0	0%
Additional Degree	1	0%	0	0%	0	0%	0	0%	0	0%
Additional Transfer to NMSU	0	0%	0	0%	0	0%	0	0%	0	0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.

SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1996

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO COMPLETED SURVEY & ATTENDED CLASSES

All students who took six to eleven credits

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 580
Total Percent of Students in Cohort 27%

SEMESTER STATUS	Fall 92	Spring 93	Fall 93	Spring 94	Fall 94
	n %	n %	n %	n %	n %
Persisters	550 95%	378 65%	236 41%	183 32%	134 23%
Stopouts	0 0%	36 6%	40 7%	27 5%	0 0%
Certificates*	2 0%	2 0%	1 0%	1 0%	1 0%
Degrees*	17 3%	15 3%	20 3%	23 4%	13 2%
Transfers to NMSU*	0 0%	3 1%	16 3%	5 1%	7 1%
Attrition/Unknown	0 0%	131 23%	251 43%	315 54%	402 69%
Total Completers*	19 3%	20 3%	37 6%	29 5%	21 4%
Cumulative Total Completers	19 3%	39 7%	76 13%	105 18%	126 22%
Returned After Completion Completed, and Will Return	10 2%	7 1%	10 2%	21 4%	16 3%
Certificate after Completion	0 0%	0 0%	0 0%	0 0%	0 0%
Degree after Completion	0 0%	0 0%	2 0%	1 0%	1 0%
Transfer to NMSU after Completion	0 0%	4 1%	1 0%	0 0%	6 1%
Cumulative Total Certificates	2 0%	4 1%	5 1%	6 1%	7 1%
Cumulative Total Degrees	17 3%	32 6%	54 9%	78 13%	92 16%
Cumulative Total Transfers to NMSU	0 0%	7 1%	24 4%	29 5%	42 7%
Additional Certificate	1 0%	1 0%	0 0%	0 0%	0 0%
Additional Degree	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Transfer to NMSU	0 0%	0 0%	0 0%	0 0%	0 0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.
SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1993

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO DID NOT COMPLETE SURVEY & ATTENDED CLASSES

All students who took six to eleven credits

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 140
Total Percent of Students in Cohort 7%

SEMESTER STATUS	Fall 92 n %	Spring 93 n %	Fall 93 n %	Spring 94 n %	Fall 94 n %
Persisters	125 89%	84 60%	51 36%	36 26%	31 22%
Stopouts	0 0%	11 8%	11 8%	10 7%	0 0%
Certificates*	0 0%	0 0%	1 1%	1 1%	0 0%
Degrees*	1 1%	6 4%	7 5%	6 4%	3 2%
Transfers to NMSU*	2 1%	2 1%	3 2%	0 0%	2 1%
Attrition/Unknown	0 0%	23 16%	55 39%	73 52%	93 66%
Total Completers*	3 2%	8 6%	11 8%	7 5%	5 4%
Cumulative Total Completers	3 2%	11 8%	22 16%	29 21%	34 24%
Returned After Completion Completed, and Will Return	11 8%	13 9%	6 4%	12 9%	10 7%
Certificate after Completion Degree after Completion Transfer to NMSU after Completion	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Certificates	0 0%	0 0%	1 1%	2 1%	2 1%
Cumulative Total Degrees	1 1%	8 6%	16 11%	22 16%	25 18%
Cumulative Total Transfers to NMSU	2 1%	4 3%	8 6%	8 6%	11 8%
Additional Certificate	1 1%	0 0%	0 0%	0 0%	0 0%
Additional Degree	0 0%	0 0%	1 1%	0 0%	0 0%
Additional Transfer to NMSU	0 0%	0 0%	0 0%	0 0%	0 0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.

SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1995

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO DID NOT COMPLETE SURVEY & ATTENDED CLASSES

All Fulltime Students

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 85
Total Percent of Students in Cohort 4%

SEMESTER STATUS	Fall 92 n %	Spring 93 n %	Fall 93 n %	Spring 94 n %	Fall 94 n %
Persisters	75 88%	58 68%	35 41%	23 27%	9 11%
Stopouts	0 0%	0 0%	1 1%	2 2%	0 0%
Certificates*	0 0%	0 0%	0 0%	1 1%	0 0%
Degrees*	6 7%	10 12%	8 9%	7 8%	6 7%
Transfers to NMSU*	0 0%	4 5%	5 6%	0 0%	2 2%
Attrition/Unknown	0 0%	7 8%	29 34%	41 48%	58 68%
Total Completers*	6 7%	14 16%	13 15%	8 9%	8 9%
Cumulative Total Completers	6 7%	20 24%	33 39%	41 48%	49 58%
Returned After Completion Completed, and Will Return	2 2%	5 6%	2 2%	6 7%	7 8%
Certificate after Completion	0 0%	0 0%	0 0%	0 0%	0 0%
Degree after Completion	0 0%	0 0%	0 0%	0 0%	1 1%
Transfer to NMSU after Completion	0 0%	1 1%	1 1%	3 4%	3 4%
Cumulative Total Certificates	0 0%	0 0%	0 0%	1 1%	1 1%
Cumulative Total Degrees	6 7%	16 19%	24 28%	31 36%	38 45%
Cumulative Total Transfers to NMSU	0 0%	5 6%	11 13%	14 16%	19 22%
Additional Certificate	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Degree	2 2%	0 0%	1 1%	0 0%	1 1%
Additional Transfer to NMSU	0 0%	0 0%	0 0%	0 0%	0 0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.

SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1996

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO COMPLETED SURVEY & ATTENDED CLASSES

All Fulltime Students

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 407
Total Percent of Students in Cohort 19%

SEMESTER STATUS	Fall 92	Spring 93	Fall 93	Spring 94	Fall 94
	n %	n %	n %	n %	n %
Persists	373 92%	287 71%	176 43%	128 31%	70 17%
Stopouts	0 0%	10 2%	13 3%	9 2%	0 0%
Certificates*	2 0%	1 0%	0 0%	0 0%	0 0%
Degrees*	17 4%	39 10%	28 7%	28 7%	18 4%
Transfers to NMSU*	0 0%	9 2%	22 5%	8 2%	14 3%
Attrition/Unknown	0 0%	39 10%	138 34%	198 49%	281 69%
Total Completers*	19 5%	49 12%	50 12%	36 9%	32 8%
Cumulative Total Completers	19 5%	68 17%	118 29%	154 38%	186 46%
Returned After Completion Completed, and Will Return	11 3%	13 3%	18 4%	14 3%	18 4%
	0 0%	3 1%	4 1%	7 2%	0 0%
Certificate after Completion Degree after Completion	0 0%	0 0%	1 0%	0 0%	0 0%
Transfer to NMSU after Completion	3 1%	1 0%	0 0%	1 0%	1 0%
	0 0%	5 1%	7 2%	8 2%	5 1%
Cumulative Total Certificates	2 0%	3 1%	4 1%	4 1%	4 1%
Cumulative Total Degrees	20 5%	60 15%	88 22%	117 29%	138 33%
Cumulative Total Transfers to NMSU	0 0%	14 3%	43 11%	59 14%	78 19%
Additional Certificate	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Degree	1 0%	0 0%	0 0%	6 1%	0 0%
Additional Transfer to NMSU	0 0%	0 0%	0 0%	0 0%	0 0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.
SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1996

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO COMPLETED SURVEY & ATTENDED CLASSES

All First-time Students who took fewer than six credits

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 99
Total Percent of Students in Cohort 5%

SEMESTER STATUS	Fall 92 n %	Spring 93 n %	Fall 93 n %	Spring 94 n %	Fall 94 n %
Persisters	99 100%	27 27%	24 24%	24 24%	19 19%
Stopouts	0 0%	19 19%	10 10%	7 7%	0 0%
Certificates*	0 0%	0 0%	0 0%	0 0%	0 0%
Degrees*	0 0%	0 0%	0 0%	0 0%	1 1%
Transfers to NMSU*	0 0%	0 0%	3 3%	0 0%	1 1%
Attrition/Unknown	0 0%	53 54%	62 63%	88 69%	78 79%
Total Completers*	0 0%	0 0%	3 3%	0 0%	2 2%
Cumulative Total Completers	0 0%	0 0%	3 3%	3 3%	5 5%
Returned After Completion Completed, and Will Return	0 0%	0 0%	0 0%	0 0%	0 0%
Certificate after Completion Degree after Completion Transfer to NMSU after Completion	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Certificates	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Degrees	0 0%	0 0%	0 0%	0 0%	1 1%
Cumulative Total Transfers to NMSU	0 0%	0 0%	3 3%	3 3%	4 4%
Additional Certificate	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Degree	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Transfer to NMSU	0 0%	0 0%	0 0%	0 0%	0 0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.
SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1995

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO DID NOT COMPLETE SURVEY & ATTENDED CLASSES

All First-time Students who took fewer than six credits

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 52
Total Percent of Students in Cohort 2%

SEMESTER STATUS	Fall 92 n %	Spring 93 n %	Fall 93 n %	Spring 94 n %	Fall 94 n %
Persists	52 100%	16 31%	11 21%	7 13%	9 17%
Stopouts	0 0%	6 12%	3 6%	4 8%	0 0%
Certificates*	0 0%	0 0%	0 0%	0 0%	0 0%
Degrees*	0 0%	0 0%	0 0%	0 0%	0 0%
Transfers to NMSU*	0 0%	0 0%	1 2%	0 0%	0 0%
Attrition/Unknown	0 0%	30 58%	37 71%	41 79%	43 83%
Total Completers*	0 0%	0 0%	1 2%	0 0%	0 0%
Cumulative Total Completers	0 0%	0 0%	1 2%	1 2%	1 2%
Returned After Completion Completed, and Will Return	0 0%	0 0%	0 0%	0 0%	0 0%
Certificate after Completion Degree after Completion	0 0%	0 0%	0 0%	0 0%	0 0%
Transfer to NMSU after Completion	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Certificates	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Degrees	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Transfers to NMSU	0 0%	0 0%	1 2%	1 2%	1 2%
Additional Certificate	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Degree	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Transfer to NMSU	0 0%	0 0%	0 0%	0 0%	0 0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.
SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1995

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO COMPLETED SURVEY & ATTENDED CLASSES

All First-time Students who took six to eleven credits

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 111
Total Percent of Students in Cohort 5%

SEMESTER STATUS	Fall 92 n %	Spring 93 n %	Fall 93 n %	Spring 94 n %	Fall 94 n %
Persisters	109 98%	85 77%	56 50%	40 36%	41 37%
Stopouts	0 0%	8 7%	8 7%	8 7%	0 0%
Certificates*	2 2%	0 0%	0 0%	1 1%	0 0%
Degrees*	0 0%	0 0%	0 0%	1 1%	0 0%
Transfers to NMSU*	0 0%	0 0%	3 3%	1 1%	1 1%
Attrition/Unknown	0 0%	18 16%	44 40%	59 53%	66 59%
Total Completers*	2 2%	0 0%	3 3%	3 3%	1 1%
Cumulative Total Completers	2 2%	2 2%	5 5%	8 7%	9 8%
Returned After Completion Completed, and Will Return	0 0%	0 0%	0 0%	1 1%	2 2%
Certificate after Completion Degree after Completion Transfer to NMSU after Completion	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Certificates	2 2%	2 2%	2 2%	3 3%	3 3%
Cumulative Total Degrees	0 0%	0 0%	0 0%	1 1%	1 1%
Cumulative Total Transfers to NMSU	0 0%	0 0%	3 3%	4 4%	6 5%
Additional Certificate	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Degree	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Transfer to NMSU	0 0%	0 0%	0 0%	0 0%	0 0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.

SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1993

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO DID NOT COMPLETE SURVEY & ATTENDED CLASSES

All First-time Students who took six to eleven credits

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 20
Total Percent of Students in Cohort 1%

SEMESTER STATUS	Fall 92 n %	Spring 93 n %	Fall 93 n %	Spring 94 n %	Fall 94 n %
Persisters	20 100%	14 70%	9 45%	7 35%	8 40%
Stopouts	0 0%	3 15%	3 15%	3 15%	0 0%
Certificates*	0 0%	0 0%	0 0%	0 0%	0 0%
Degrees*	0 0%	0 0%	0 0%	0 0%	0 0%
Transfers to NMSU*	0 0%	0 0%	0 0%	0 0%	0 0%
Attrition/Unknown	0 0%	3 15%	8 40%	10 50%	12 60%
Total Completers*	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Completers	0 0%	0 0%	0 0%	0 0%	0 0%
Returned After Completion Completed, and Will Return	0 0%	0 0%	0 0%	0 0%	0 0%
Certificate after Completion Degree after Completion Transfer to NMSU after Completion	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Certificates	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Degrees	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Transfers to NMSU	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Certificate	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Degree	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Transfer to NMSU	0 0%	0 0%	0 0%	0 0%	0 0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.

SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1996

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO COMPLETED SURVEY & ATTENDED CLASSES

All Fulltime First-time Students

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 90
Total Percent of Students in Cohort 4%

SEMESTER STATUS	Fall 92 n %	Spring 93 n %	Fall 93 n %	Spring 94 n %	Fall 94 n %
Persisters	90 100%	85 94%	58 64%	51 57%	26 29%
Stopouts	0 0%	2 2%	4 4%	2 2%	0 0%
Certificates*	0 0%	0 0%	0 0%	0 0%	0 0%
Degrees*	0 0%	0 0%	0 0%	4 4%	6 7%
Transfers to NMSU*	0 0%	0 0%	8 9%	0 0%	8 9%
Attrition/Unknown	0 0%	3 3%	20 22%	33 37%	47 52%
Total Completers*	0 0%	0 0%	8 9%	4 4%	14 16%
Cumulative Total Completers	0 0%	0 0%	8 9%	12 13%	26 29%
Returned After Completion Completed, and Will Return	0 0%	0 0%	0 0%	0 0%	0 0%
Certificate after Completion Degree after Completion	0 0%	0 0%	0 0%	0 0%	0 0%
Transfer to NMSU after Completion	0 0%	0 0%	0 0%	0 0%	3 3%
Cumulative Total Certificates	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Degrees	0 0%	0 0%	0 0%	4 4%	10 11%
Cumulative Total Transfers to NMSU	0 0%	0 0%	8 9%	8 9%	18 21%
Additional Certificate	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Degree	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Transfer to NMSU	0 0%	0 0%	0 0%	0 0%	0 0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.
SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1996

NMSU-A STUDENT PERSISTENCE, GRADUATION, & COMPLETION RATE REPORT
FALL 1992 STUDENTS WHO DID NOT COMPLETE SURVEY & ATTENDED CLASSES

All Fulltime First-time Students

Total Fall 1992 Student Enrollment 2114
Total Students in Cohort 8
Total Percent of Students in Cohort 0%

SEMESTER STATUS	Fall 92 n %	Spring 93 n %	Fall 93 n %	Spring 94 n %	Fall 94 n %
Persisters	8 100%	8 100%	8 100%	6 75%	2 25%
Stopouts	0 0%	0 0%	0 0%	2 25%	0 0%
Certificates*	0 0%	0 0%	0 0%	0 0%	0 0%
Degrees*	0 0%	0 0%	0 0%	0 0%	1 13%
Transfers to NMSU*	0 0%	0 0%	0 0%	0 0%	1 13%
Attrition/Unknown	0 0%	0 0%	0 0%	0 0%	4 50%
Total Completers*	0 0%	0 0%	0 0%	0 0%	2 25%
Cumulative Total Completers	0 0%	0 0%	0 0%	0 0%	2 25%
Returned After Completion Completed, and Will Return	0 0%	0 0%	0 0%	0 0%	0 0%
Certificate after Completion Degree after Completion Transfer to NMSU after Completion	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Certificates	0 0%	0 0%	0 0%	0 0%	0 0%
Cumulative Total Degrees	0 0%	0 0%	0 0%	0 0%	1 13%
Cumulative Total Transfers to NMSU	0 0%	0 0%	0 0%	0 0%	1 13%
Additional Certificate	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Degree	0 0%	0 0%	0 0%	0 0%	0 0%
Additional Transfer to NMSU	0 0%	0 0%	0 0%	0 0%	0 0%

* Completion is defined as a student who completes a certificate, degree, or transfers to NMSU.

SOURCE: NMSU-A OFFICE OF INSTITUTIONAL EFFECTIVENESS, 1995

SOCIAL SECURITY NUMBER _____
(For data collection only. All responses are confidential.)

APPENDIX

Student Questionnaires

34

What is your MOST IMPORTANT reason for attending NMSU-A?

Mark only one that best describes your main reason.

- ☐ I want to improve my job skills or get new job skills.
☐ I want to obtain a certificate or degree from NMSU- Alamogordo.
☒ I want to take courses that transfer to another college.
☐ I enjoy taking courses for personal enrichment.

Are you currently employed? ☒ YES ☒ NO

If so, about how many hours per week do you work? 10 hours

Do you plan on seeking work this semester? ☒ YES ☐ NO

If so, about how many hours per week would you like to work? 40

Check ALL semesters that you plan to be at NMSU-A.

- ☒ Fall '92 ☐ Fall '93 ☐ Fall '94
☒ Spring '93 ☐ Spring '94 ☐ Spring '95 ☐ Beyond Summer '95
☒ Summer '93 ☐ Summer '94 ☐ Summer '95

NMSU-A receives federal funds to help support students with special needs. If you believe that you fall into any of the categories listed below, please mark here and discuss your needs with a counselor.

- ☐ Person with Disabilities
☐ Displaced Homemaker
☐ Single Parent

As you pursue your education at NMSU-A, do you plan to complete any specific program of study?

☐ YES ☒ NO

If so, please check which ones. Mark as many as you wish.

- | | |
|--|---|
| 1 <input type="checkbox"/> Emergency Medical Technician Courses | 10 <input type="checkbox"/> Associate of Arts |
| 2 <input type="checkbox"/> FAA Aircraft Mechanic Certification Courses | 11 <input type="checkbox"/> Criminal Justice Associate Degree |
| 3 <input type="checkbox"/> Animal Care Handler Courses | 12 <input type="checkbox"/> Education Paraprofessional Associate Degree |
| 4 <input type="checkbox"/> Microcomputer Applications Certificate | 13 <input type="checkbox"/> Electronics Technology Associate Degree |
| 5 <input type="checkbox"/> Microcomputer Technology Certificate | 14 <input type="checkbox"/> Fire Science Associate Degree |
| 6 <input type="checkbox"/> Medical Office Administration Certificate | 15 <input type="checkbox"/> Medical Lab Technology Associate Degree |
| 7 <input type="checkbox"/> Nurse Assistant Certificate | 16 <input type="checkbox"/> Microcomputer Technology Associate Degree |
| 8 <input type="checkbox"/> Office Skills Certificate | 17 <input type="checkbox"/> Nursing Associate Degree |
| 9 <input type="checkbox"/> Photographic Studies Certificate | 18 <input type="checkbox"/> Occupational Business Associate Degree |
| | 19 <input type="checkbox"/> Pre-Business Associate Degree |
| | 20 <input type="checkbox"/> Secretarial Administration Associate Degree |
| | 21 <input type="checkbox"/> Undesignated Associate Degree |

Do you plan to transfer to another college?

- ☐ To NMSU - Las Cruces
☐ To Community College of the Air Force (CCAF)
☐ To Another 2-Year School _____ please list if known
☐ To Another 4-Year School _____ please list if known

THANK YOU