

## Non-returning Undergraduate Survey



## Summary Report

July 2024

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## I. Executive Summary

Among the undergraduate students enrolled in Fall 2023, about 10% did not re-enroll the following spring. In Summer 2024, we surveyed the 1,542 undergraduate students who stopped out in Spring 2024, without applying for graduation or receiving a degree, and who were not currently enrolled in Summer or Fall 2024. A total of 283 former undergraduates participated in the survey for a response rate of 18%, and respondents were a close representation of the survey sample.

The survey asked former students about their reasons for leaving, their original purpose at Queens College, and their level of satisfaction with their QC experience. Our aim was to determine whether some types of students are more likely to leave (or temporarily stop out) compared to others, what factors contribute to students' decisions to leave, and to explore what changes might improve the retention of such students in the future.

We learned that compared to the overall undergraduate population, non-returners were more likely to be part-time students, first-generation college students, or students who failed or withdrew from a course in Fall 2023.

Earning a degree was the common goal across all student groups, and finances were the most common reason students left, except for White students. White students' decisions to leave were largely driven by personal reasons and dissatisfaction with campus life. In contrast, Black and Hispanic students were more likely to cite changes in their financial situation, work-life conflicts, and class availability. We also found that students who had failed or withdrawn from at least one course in Fall 2023 were more likely to cite struggles with mental health compared to students who hadn't.

Yet, satisfaction rates were mostly positive, with 63% satisfied or very satisfied with their experience at Queens College, and about half of non-returners plan to reenroll. Only 12% had left to transfer, and among this group 21% consider a future return to Queens College.

In summary, the results suggests that many students leave because of temporary reasons and intend to return eventually. At the time of the survey, most respondents (75%) were not enrolled elsewhere and were working (66%). By the survey's end, 5% had already re-enrolled for Fall 2024. To improve retention, results suggest focusing on better student support services, campus life, and class availability, especially for part-time students, first-generation students, and students struggling academically.

## II. Profile of Non-returning Undergraduate Students

Table 1. Demographic Summary of Fall 2023 Undergraduates vs. Fall 2023 Non-returners vs. Survey Respondents

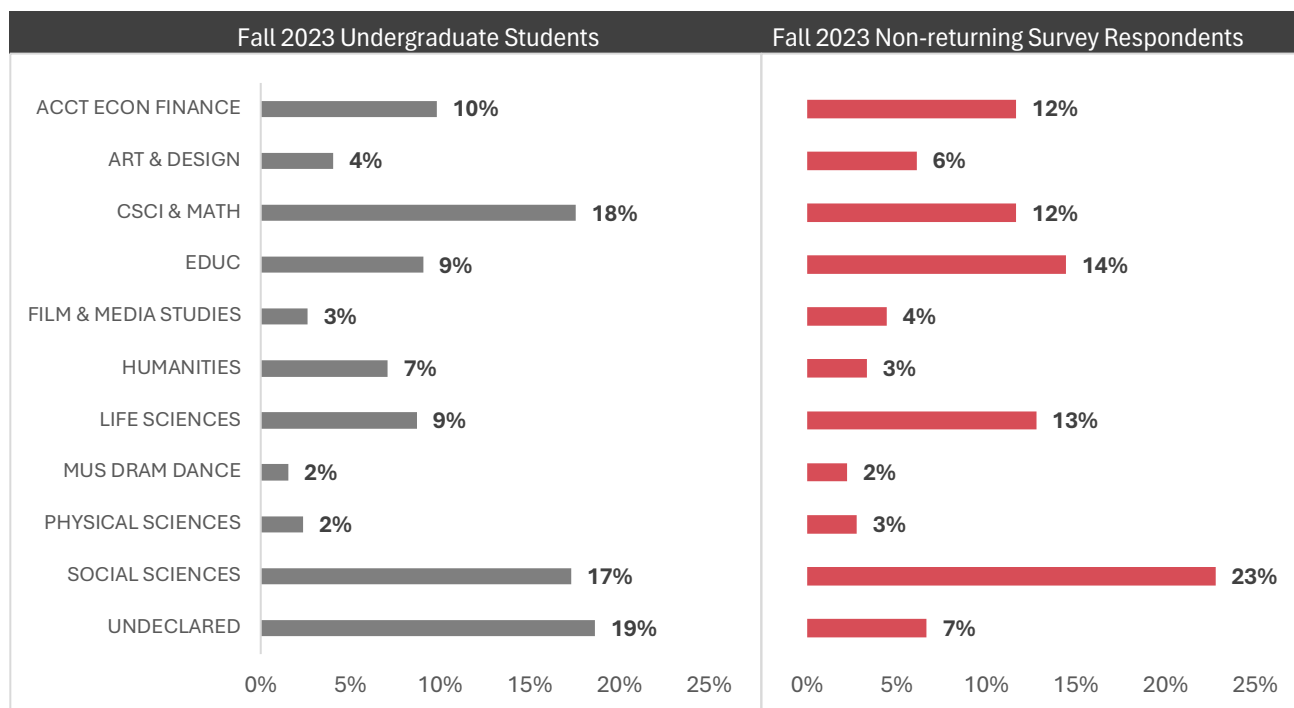
|                           | Fa23 Undergraduates | Fa23 Non returners | Survey Respondents |
|---------------------------|---------------------|--------------------|--------------------|
| <b>Age Group</b>          |                     |                    |                    |
| 22 or younger             | 71%                 | 63%                | 62%                |
| 23-30                     | 22%                 | 27%                | 24%                |
| 31-50                     | 6%                  | 8%                 | 12%                |
| 51 or older               | 1%                  | 1%                 | 2%                 |
| <b>Gender</b>             |                     |                    |                    |
| Women                     | 51%                 | 52%                | 57%                |
| Men                       | 47%                 | 47%                | 43%                |
| GNC                       | 1%                  | 1%                 | 1%                 |
| <b>Race/Ethnicity</b>     |                     |                    |                    |
| Asian                     | 33%                 | 27%                | 26%                |
| Black                     | 10%                 | 13%                | 20%                |
| Hispanic                  | 30%                 | 29%                | 28%                |
| White                     | 17%                 | 13%                | 13%                |
| Two or More               | 3%                  | 3%                 | 4%                 |
| <b>Class Standing</b>     |                     |                    |                    |
| Freshman                  | 24%                 | 45%                | 43%                |
| Sophomore                 | 18%                 | 14%                | 17%                |
| Junior                    | 22%                 | 12%                | 11%                |
| Senior                    | 36%                 | 29%                | 29%                |
| <b>Pell Ever Received</b> |                     |                    |                    |
| No                        | 50%                 | 49%                | 47%                |
| Yes                       | 50%                 | 47%                | 52%                |
| <b>Full-Part Time</b>     |                     |                    |                    |
| Full-Time                 | 74%                 | 26%                | 35%                |
| Part-Time                 | 26%                 | 74%                | 65%                |
| <b>F or W Grade</b>       |                     |                    |                    |
| No                        | 68%                 | 51%                | 48%                |
| Yes                       | 32%                 | 49%                | 52%                |
| <b>First-Gen Student</b>  |                     |                    |                    |
|                           | 30%*                | --                 | 42%                |

Compared to the overall undergraduate population, non-returners were typically students who had been attending part-time (74%). They were also more likely to be at freshmen class standing, first generation college students, and more likely to have earned a failing grade or withdrawn from a course in Fall 2023.

Overall, the demographic representation of survey respondents approximates the Fall 2023 non-returning student population. Former full-time students were slightly over-represented in the survey, while former part-time students were slightly under-represented. Survey analyses are unweighted.

\*Estimate from the Queens College Undergraduate Catalog

Figure 1. Comparison of Field Pursued, Fall 2023 Undergraduates vs. Survey Respondents



The top three majors among non-returning students were computer science (12%), psychology (8%), and biology (6%), which were also the most popular majors among undergraduates in Fall 2023, though at higher concentrations (21% CSCI, 16% PSCYH, and 7% BIOL). Survey respondents were more likely to have been pursuing a social science, life science, or education major at QC, and less likely to be undeclared, compared to the overall undergraduate population. Note that Psychology is categorized as a social science in the graph above.

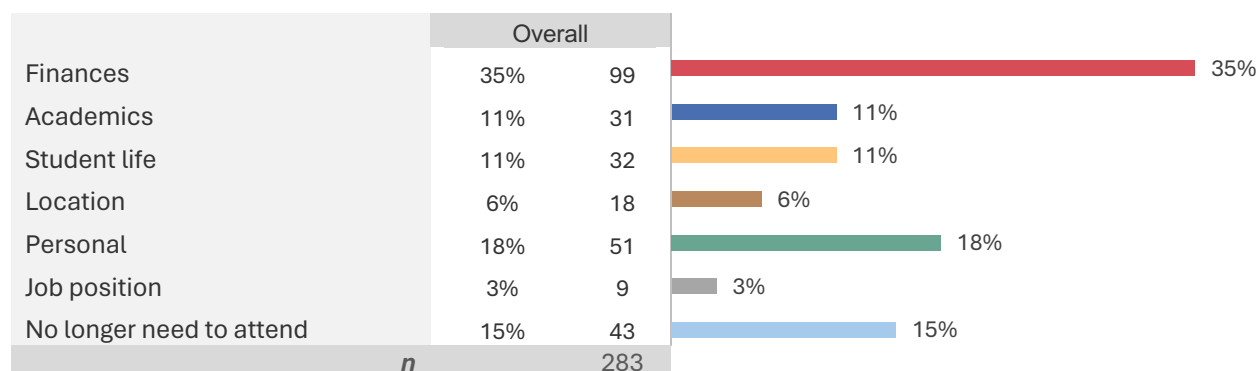
Table 2. Original purpose at Queens College

|                                  | Overall |     | AGE 19-22 |    | PELL Recipient |     | F/W Grade |     |
|----------------------------------|---------|-----|-----------|----|----------------|-----|-----------|-----|
| To earn a degree                 | 86%     | 172 | 88%       | 69 | 94%            | 99  | 90%       | 92  |
| Take some courses, then transfer | 8%      | 16  | 8%        | 6  | 3%             | 3   | 5%        | 5   |
| Take some job-related courses    | 1%      | 1   | 1%        | 1  | 1%             | 1   | 1%        | 1   |
| Other purpose                    | 5%      | 10  | 1%        | 2  | 2%             | 2   | 4%        | 4   |
| <i>n</i>                         |         | 199 |           | 78 |                | 105 |           | 102 |

When asked about their original purpose at Queens College, most respondents had enrolled with the intention to earn a degree (86%). About 15% had enrolled with the intention of taking a few courses and then leaving, but this proportion was lower among traditionally aged students (19-22).

### III. Reasons for Leaving Queens College

Figure 2. Primary reason for not returning to Queens College, all respondents



Respondents were asked to indicate which of seven different reasons were their primary reason for leaving QC. As shown in Figure 2 above, the most commonly cited reason related to finances (35%). Personal reasons (18%) and a lack of a need to continue at QC (15%) came second and third respectively.

Respondents were then asked to indicate which of 32 different reasons contributed to their decision to leave QC. For students who left Queens College because they no longer needed to attend (15% of survey respondents), top reasons included transferring to a different college and seeking a program not offered at QC. Many of the reasons listed as ‘Other’ included transferring to schools with programs in the medical field, such as nursing, and completion of pre-requisites for a graduate program. Closer analysis revealed that comments from the latter group had come from students among the small subpopulation of non-returners who already had an undergraduate degree (1.8%).

Students who left because they no longer needed to attend had the highest satisfaction rate at 82%, indicating that those who enrolled to take some courses and then leave were able to accomplish what they set out to do at Queens College. Since this group is distinctly different from other students who did not re-enroll, most analyses in this report exclude this population.

Figure 3. Specific reasons for not returning to QC –among students who no longer needed to attend

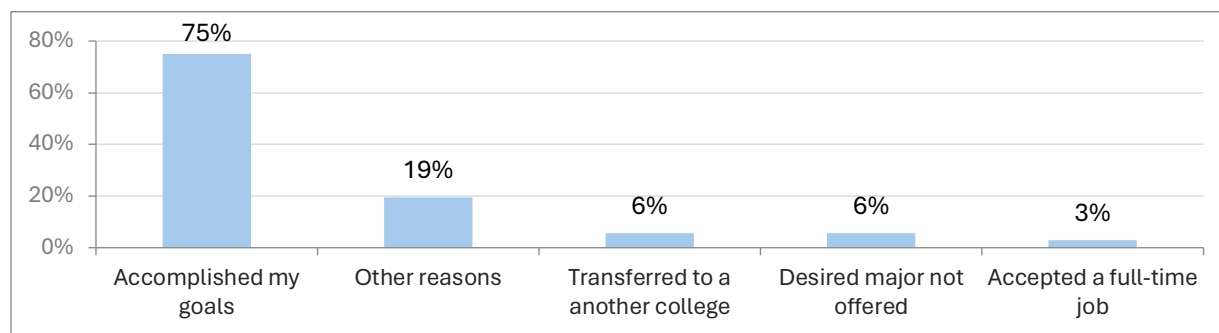
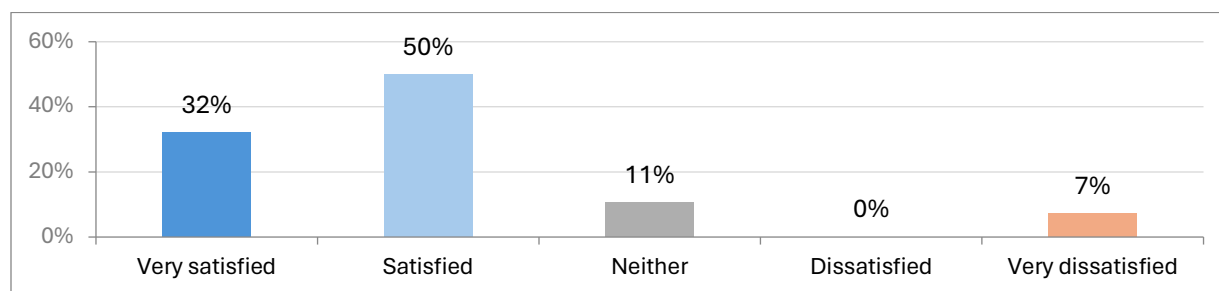


Figure 4. Level of satisfaction with QC experience –among students who no longer needed to attend

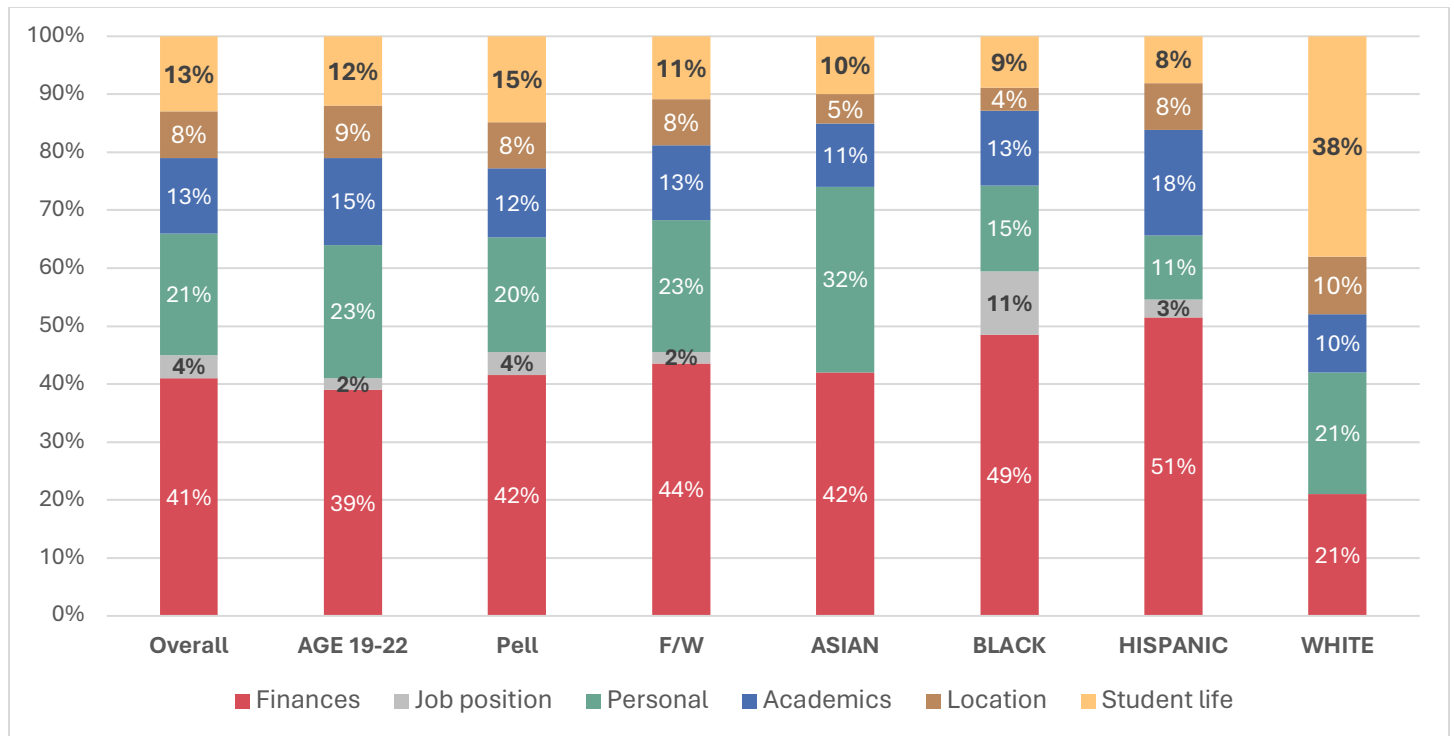


**Table 3. Profile of students with no need to return vs. students who left for other reasons**

|               | No longer need to attend | All other reasons |
|---------------|--------------------------|-------------------|
| 22 or younger | 53%                      | 63%               |
| 23-30         | 35%                      | 22%               |
| 31-50         | 12%                      | 13%               |
| 51 or older   | 0%                       | 2%                |
| Women         | 65%                      | 55%               |
| Men           | 35%                      | 44%               |
| Asian         | 28%                      | 26%               |
| Black         | 21%                      | 20%               |
| Hispanic      | 19%                      | 30%               |
| White         | 16%                      | 12%               |
| Pell Ever     | 37%                      | 54%               |
| F or W Grade  | 12%                      | 59%               |
| First-Gen     | 21%                      | 46%               |

Non-returners who had intended to stay at QC, but did not reenroll, constituted 85% of survey respondents. Table 3 above shows that these students were somewhat younger with higher proportions of Pell recipients, first-generation college students, and students who had failed or withdrawn in Fall 2023, compared to the students who left because they no longer needed to attend.

**Figure 5. Primary reasons for leaving, overall and by subpopulation, excluding students citing no need to attend**



Most of these students reported finances (41%) or personal reasons (21%) as their primary reason for leaving. However, former students from underrepresented minorities were more likely to cite finances or a job as being the reason they did not reenroll, whereas finances was not the top reason among White students. This indicates that the costs of higher education remain a barrier to college completion for Black and Hispanic students, and even among students who receive Pell grants.

**Table 4. Specific reasons for leaving by subpopulation of interest, excluding students citing no need to attend**

Note: Select items below. See appendix for complete results.

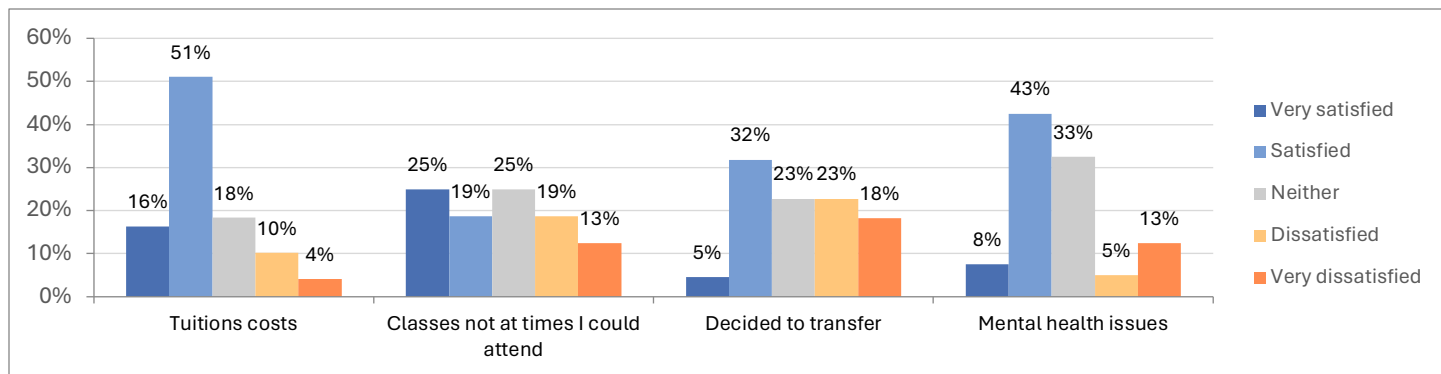
|                                              | Overall |    | AGE 19-22 |    | PELL Recipient |    | F/W Grade |    |
|----------------------------------------------|---------|----|-----------|----|----------------|----|-----------|----|
| Tuitions costs were beyond my resources      | 31%     | 64 | 30%       | 25 | 28%            | 30 | 32%       | 38 |
| Scheduling conflicts due to my work schedule | 12%     | 24 | 9%        | 7  | 11%            | 12 | 13%       | 15 |
| Mental health issues                         | 21%     | 44 | 24%       | 20 | 23%            | 25 | 29%       | 35 |
| Classes not offered at times I could attend  | 10%     | 21 | 9%        | 7  | 13%            | 14 | 8%        | 10 |
| I decided to transfer to a different college | 15%     | 31 | 23%       | 19 | 14%            | 15 | 12%       | 14 |

**Table 5. Specific reasons for leaving by racial/ethnic background, excluding students citing no need to attend**

Note: Select items below. See appendix for complete results.

|                                                   | Asian |    | Black |    | Hispanic |    | White |    |
|---------------------------------------------------|-------|----|-------|----|----------|----|-------|----|
| Tuitions costs were beyond my resources           | 25%   | 13 | 49%   | 19 | 29%      | 18 | 31%   | 8  |
| My financial situation changed                    | 31%   | 16 | 41%   | 16 | 30%      | 19 | 12%   | 3  |
| Scheduling conflicts due to my work schedule      | 2%    | 1  | 26%   | 10 | 13%      | 8  | 12%   | 3  |
| Mental health issues                              | 21%   | 11 | 23%   | 9  | 19%      | 12 | 27%   | 7  |
| Classes not offered at times I could attend       | 10%   | 21 | 9%    | 7  | 13%      | 14 | 8%    | 10 |
| I decided to transfer to a different college      | 15%   | 8  | 8%    | 3  | 11%      | 7  | 31%   | 8  |
| My desired major is not offered at Queens College | 6%    | 3  | 8%    | 3  | 8%       | 5  | 12%   | 3  |
| Lack of evening class offerings                   | 0%    | 0  | 10%   | 4  | 8%       | 5  | 0%    | 0  |
| Lack of weekend class offerings                   | 2%    | 1  | 5%    | 2  | 3%       | 2  | 0%    | 0  |
| Dissatisfied with Queens College policies         | 4%    | 2  | 3%    | 1  | 2%       | 1  | 15%   | 4  |
| Too difficult to commute to Queen College         | 8%    | 4  | 8%    | 3  | 14%      | 9  | 27%   | 7  |

When asked about the factors that contributed to students' decisions to leave, Black, Hispanic, and Asian students were more likely to cite changes in their financial situation compared to White students (34% vs. 12%) and less likely to indicate a decision to transfer (11% vs. 31%). White students' decisions to leave were largely driven by personal reasons and dissatisfaction with student life, including struggles with mental health (27%), difficulty commuting to campus (27%), and dissatisfaction with QC policies (15%). In contrast, higher proportions of Black students cited tuition costs (49%) and conflicts with work (26%), while a higher proportion of Hispanic students cited class availability (13%). Importantly, Black and Hispanic students were more likely to cite a lack of evening and weekend classes (~13%) compared to Asian and White students (<2%).

**Figure 6. Satisfaction with QC by primary reason for leaving, excluding students citing no need to attend**

Not surprisingly, those who cited class availability as a reason for leaving were less satisfied with their experience at QC than those who cited other reasons. Interestingly, students who cited struggles with mental health did not report high dissatisfaction levels with their experience at QC, though many of these students were among those who had failed or withdrawn from a course in Fall 2023.

IV. Subsequent Enrollment and Plans to Return

At the time of the survey, most respondents were working (66%) and not enrolled at a different college (75%). Just 18% were enrolled at a different 4-year and 53% of these students had not left with the intention to transfer but had left for other reasons. More than half of those who left for other reasons plan to return to QC (Figure 8).

Figure 7. Employment and enrollment status of all respondents

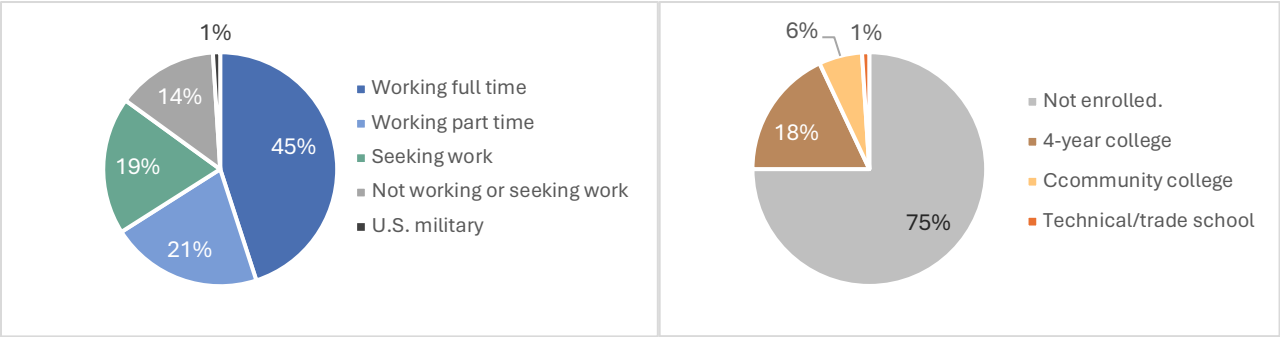


Table 6. Intention to transfer by enrollment status

|                          | Not enrolled |     | 4-year college |    | Community college |   | Technical/Trade |   | Total |     |
|--------------------------|--------------|-----|----------------|----|-------------------|---|-----------------|---|-------|-----|
| Left to enroll elsewhere | 1%           | 2   | 47%            | 18 | 27%               | 3 | 0%              | 0 | 12%   | 23  |
| Left for other reasons   | 99%          | 140 | 53%            | 20 | 73%               | 8 | 100%            | 2 | 88%   | 170 |
| n                        | 142          |     | 38             |    | 11                |   | 2               |   | 193   |     |

Figure 8. Intention to transfer by plans to return to Queens College

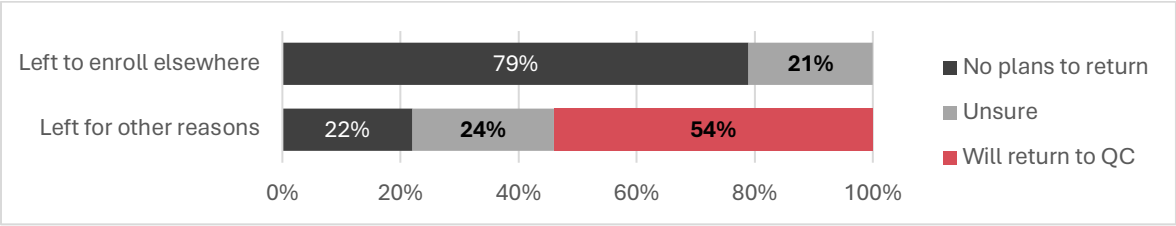
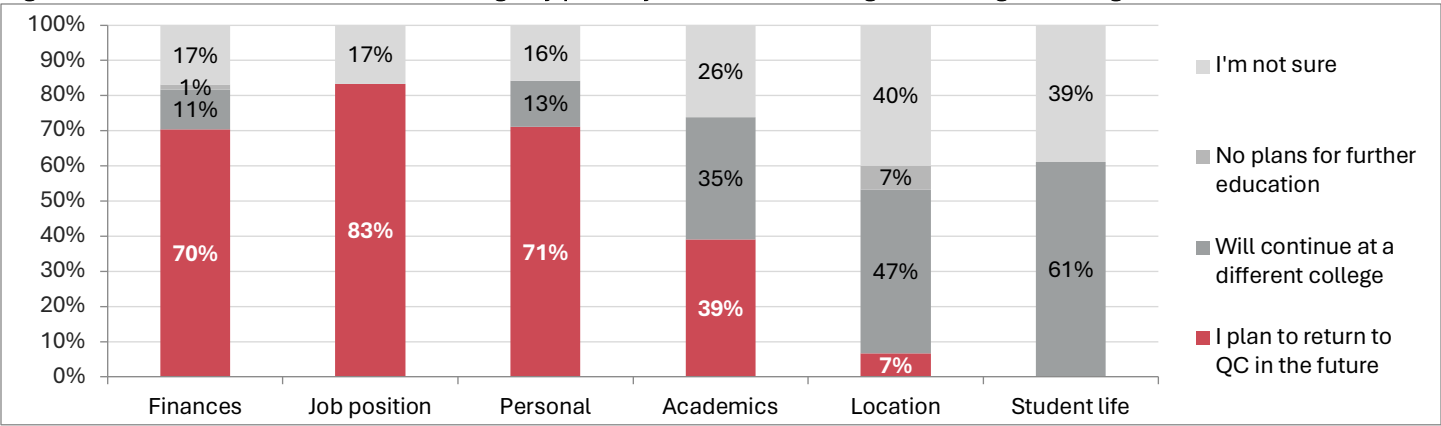


Figure 9. Plans to return to Queens College by primary reason for leaving, excluding ‘No Longer Need to Attend’



Overall, about half of respondents indicated plans to return to Queens College in the future (54%), though this varied greatly by primary reason for leaving. Among the students who left for reasons related to student life (11% of respondents), none said they plan to return, and only 7% of those who left due to location will return. Yet, 70-83% of those who left due to finances, a job, or personal reasons said they will return to QC in the future –a population that constitutes more than half of respondents (n=115).

## V. Student Feedback

When asked whether anything would have made their time at QC more successful, 24% of respondents left an open comment. Responses included suggestions to:

|                                                                                                            |                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>◆ <b>Improve student advising</b><br/>(19% of comments)</li></ul>    | <i>"Being able to have walk in advisement sessions"</i><br><i>"Help new students understand the basics of campus life and programs"</i><br><i>"Having a specific advisor to help you enroll in classes or any other help"</i>                                             |
| <ul style="list-style-type: none"><li>◆ <b>Improve class availability</b><br/>(18% of comments)</li></ul>  | <i>"More options on time availability for the courses."</i><br><i>"Classes offered at a time that I could attend."</i><br><i>"More online classes would have made it easier to return while working part-time"</i>                                                        |
| <ul style="list-style-type: none"><li>◆ <b>Create a community of care</b><br/>(16% of comments)</li></ul>  | <i>"My professors did not provide guidance to be successful. Some were condescending"</i><br><i>"Seeing if we need help. I never really asked because I was taught at a young age not to ask for help."</i><br><i>"More compassion and understanding as human beings"</i> |
| <ul style="list-style-type: none"><li>◆ <b>Improve staff responsiveness</b><br/>(6% of comments)</li></ul> | <i>"Better communication from staff"</i><br><i>"Please hire people in the admin who RESPOND. It is almost impossible to get to anyone"</i><br><i>"[not being able to] speak to a live person for help was annoying"</i>                                                   |
| <ul style="list-style-type: none"><li>◆ <b>Offer more financial aid</b><br/>(6% of comments)</li></ul>     | <i>"A little more financial aid to international students from third world countries"</i><br><i>"More help with tuition"</i><br><i>"Better financial aid"</i>                                                                                                             |

## VI. Summary and Recommendations

Results indicate that most of the students who did not reenroll in Spring 2024 did not leave because they were dissatisfied with their experience at QC. Rather, the main drivers of stopping out were finances, work schedules, and mental health. More than half of non-returners are likely to return to Queens College in the future. A closer look at our support services, class availability, and quality of life on campus would benefit all students, and especially those who stop out for a semester or more during their undergraduate careers for these reasons. Initiatives that support first generation students, non-traditional students, and students struggling academically are recommended as well, but all members of the QC community can help by cultivating and modeling a culture of care.

## APPENDIX

Table A1. Alignment of primary reasons for leaving QC (Question 1) to specific reasons for leaving (Question 2)

|                          |                                                                      |
|--------------------------|----------------------------------------------------------------------|
| No longer need to attend | I accomplished my goals at Queens College                            |
| Finances                 | Tuitions costs were beyond my resources                              |
|                          | My financial situation changed                                       |
|                          | Lost my financial aid / scholarship / work study funds               |
| Academics                | I decided to transfer to a different college                         |
|                          | The classes I needed were not offered at all                         |
|                          | The classes I needed were not offered at times I could attend        |
|                          | Lack of evening class offerings                                      |
|                          | Lack of weekend class offerings                                      |
|                          | Lack of online class offerings                                       |
|                          | My desired major is not offered at Queens College                    |
|                          | My classes were not challenging enough                               |
|                          | My classes were too challenging                                      |
|                          | Another school has a better program in my field                      |
|                          | I didn't know what classes to take                                   |
| Student life             | Inadequate facilities for physically handicapped students            |
|                          | Dissatisfied with Queens College policies                            |
|                          | Dissatisfied with student life / social activities at Queens College |
|                          | Dissatisfied with Queens College instructors                         |
|                          | Dissatisfied with Queens College student support services            |
|                          | I did not feel welcome at Queens College                             |
|                          | Too much political tension at Queens College                         |
| Location                 | Too difficult to commute to Queen College                            |
|                          | Inadequate parking                                                   |
| Personal                 | Scheduling conflicts due to childcare                                |
|                          | I have too much going on outside of school                           |
|                          | I accomplished my goals at Queens College                            |
|                          | Mental health issues                                                 |
|                          | Physical health issues                                               |
| Job position             | I accepted a full-time job position                                  |
|                          | Scheduling conflicts due to my work schedule                         |
|                          | Joined the U.S. military                                             |

Table A2. Primary reasons for leaving QC by subpopulation of interest, excluding 'No longer need to attend'

|              | Overall | Age<23 | Pell | F/W | ASIAN | BLACK | HISPANIC | WHITE | Men | Women | Full-time | Part-time |
|--------------|---------|--------|------|-----|-------|-------|----------|-------|-----|-------|-----------|-----------|
| Finances     | 41%     | 34%    | 42%  | 44% | 42%   | 49%   | 51%      | 21%   | 41% | 42%   | 35%       | 45%       |
| Job position | 4%      | 2%     | 4%   | 2%  | 0%    | 11%   | 3%       | 0%    | 6%  | 2%    | 2%        | 5%        |
| Personal     | 21%     | 23%    | 20%  | 23% | 32%   | 15%   | 11%      | 21%   | 22% | 21%   | 19%       | 23%       |
| Academics    | 13%     | 14%    | 12%  | 13% | 11%   | 13%   | 18%      | 10%   | 10% | 15%   | 10%       | 14%       |
| Location     | 8%      | 10%    | 8%   | 8%  | 5%    | 4%    | 8%       | 10%   | 8%  | 8%    | 12%       | 5%        |
| Student life | 13%     | 16%    | 15%  | 11% | 10%   | 9%    | 8%       | 38%   | 14% | 12%   | 22%       | 8%        |
| <i>n</i>     | 240     | 152    | 130  | 141 | 62    | 47    | 71       | 29    | 106 | 132   | 86        | 154       |

Table A3. Specific reasons for leaving QC by subpopulation of interest, excluding students citing no need to attend

| What are the specific reasons you did not return to QC? Check any below. |         |     |           |    |                |     |           |     |
|--------------------------------------------------------------------------|---------|-----|-----------|----|----------------|-----|-----------|-----|
|                                                                          | Overall |     | AGE 19-22 |    | PELL Recipient |     | F/W Grade |     |
| Tuitions costs were beyond my resources                                  | 31%     | 64  | 30%       | 25 | 28%            | 30  | 32%       | 38  |
| My financial situation changed                                           | 27%     | 56  | 27%       | 22 | 28%            | 30  | 32%       | 38  |
| Lost my financial aid / scholarship / work study funds                   | 16%     | 32  | 23%       | 19 | 15%            | 16  | 19%       | 23  |
| Scheduling conflicts due to my work schedule                             | 12%     | 24  | 9%        | 7  | 11%            | 12  | 13%       | 15  |
| I accepted a full-time job position                                      | 7%      | 14  | 5%        | 4  | 5%             | 5   | 8%        | 10  |
| Conflicts due to childcare                                               | 1%      | 3   | 0%        | 0  | 1%             | 1   | 2%        | 2   |
| I have too much going on outside of school                               | 16%     | 33  | 20%       | 16 | 19%            | 21  | 18%       | 21  |
| I didn't know what classes to take                                       | 7%      | 14  | 10%       | 8  | 6%             | 6   | 9%        | 11  |
| The classes I needed were not offered at all                             | 6%      | 12  | 10%       | 8  | 5%             | 5   | 6%        | 7   |
| The classes I needed were not offered at times I could attend            | 10%     | 21  | 9%        | 7  | 13%            | 14  | 8%        | 10  |
| Lack of evening class offerings                                          | 5%      | 10  | 4%        | 3  | 5%             | 5   | 5%        | 6   |
| Lack of weekend class offerings                                          | 2%      | 5   | 1%        | 1  | 2%             | 2   | 3%        | 4   |
| Lack of online class offerings                                           | 13%     | 26  | 10%       | 8  | 10%            | 11  | 11%       | 13  |
| I decided to transfer to a different college                             | 15%     | 31  | 23%       | 19 | 14%            | 15  | 12%       | 14  |
| My desired major is not offered at Queens College                        | 8%      | 17  | 15%       | 12 | 8%             | 9   | 7%        | 8   |
| Another school has a better program in my field                          | 5%      | 11  | 6%        | 5  | 6%             | 6   | 5%        | 6   |
| My classes were not challenging enough                                   | 1%      | 3   | 4%        | 3  | 0%             | 0   | 2%        | 2   |
| My classes were too challenging                                          | 5%      | 10  | 7%        | 6  | 2%             | 2   | 6%        | 7   |
| Mental health issues                                                     | 21%     | 44  | 24%       | 20 | 23%            | 25  | 29%       | 35  |
| Physical health issues                                                   | 4%      | 9   | 6%        | 5  | 6%             | 7   | 6%        | 7   |
| Inadequate facilities for physically handicapped students                | 0%      | 1   | 1%        | 1  | 0%             | 0   | 1%        | 1   |
| Inadequate parking                                                       | 3%      | 7   | 5%        | 4  | 3%             | 3   | 3%        | 4   |
| Too difficult to commute to Queen College                                | 12%     | 25  | 15%       | 12 | 14%            | 15  | 13%       | 15  |
| Dissatisfied with Queens College policies                                | 4%      | 9   | 9%        | 7  | 4%             | 4   | 3%        | 4   |
| Dissatisfied with student life / social activities at QC                 | 9%      | 18  | 13%       | 11 | 6%             | 7   | 11%       | 13  |
| Dissatisfied with Queens College instructors                             | 13%     | 26  | 17%       | 14 | 10%            | 11  | 15%       | 18  |
| Dissatisfied with Queens College student support services                | 9%      | 19  | 12%       | 10 | 8%             | 9   | 11%       | 13  |
| I did not feel welcome at Queens College                                 | 9%      | 18  | 12%       | 10 | 7%             | 8   | 7%        | 8   |
| Too much political tension at Queens College                             | 8%      | 17  | 11%       | 9  | 6%             | 7   | 8%        | 10  |
| Joined the U.S. military                                                 | 1%      | 3   | 1%        | 1  | 1%             | 1   | 2%        | 2   |
| Other reasons (please specify)                                           | 19%     | 39  | 15%       | 12 | 16%            | 17  | 17%       | 20  |
| <i>n</i>                                                                 |         | 206 |           | 82 |                | 109 |           | 120 |

Table A4. Specific reasons for leaving QC by race/ethnic group, excluding students citing no need to attend

| What are the specific reasons you did not return to QC? Check any below. |           |    |           |    |           |    |           |   |
|--------------------------------------------------------------------------|-----------|----|-----------|----|-----------|----|-----------|---|
|                                                                          | Asian     |    | Black     |    | Hispanic  |    | White     |   |
| Tuitions costs were beyond my resources                                  | 25%       | 13 | 49%       | 19 | 29%       | 18 | 31%       | 8 |
| My financial situation changed                                           | 31%       | 16 | 41%       | 16 | 30%       | 19 | 12%       | 3 |
| Lost my financial aid / scholarship / work study funds                   | 8%        | 4  | 18%       | 7  | 25%       | 16 | 19%       | 5 |
| Scheduling conflicts due to my work schedule                             | 2%        | 1  | 26%       | 10 | 13%       | 8  | 12%       | 3 |
| I accepted a full-time job position                                      | 4%        | 2  | 10%       | 4  | 5%        | 3  | 8%        | 2 |
| Conflicts due to childcare                                               | 0%        | 0  | 5%        | 2  | 0%        | 0  | 0%        | 0 |
| I have too much going on outside of school                               | 19%       | 10 | 13%       | 5  | 14%       | 9  | 23%       | 6 |
| I didn't know what classes to take                                       | 4%        | 2  | 5%        | 2  | 10%       | 6  | 12%       | 3 |
| The classes I needed were not offered at all                             | 2%        | 1  | 3%        | 1  | 8%        | 5  | 15%       | 4 |
| The classes I needed were not offered at times I could attend            | 6%        | 3  | 10%       | 4  | 6%        | 4  | 15%       | 4 |
| Lack of evening class offerings                                          | 0%        | 0  | 10%       | 4  | 8%        | 5  | 0%        | 0 |
| Lack of weekend class offerings                                          | 2%        | 1  | 5%        | 2  | 3%        | 2  | 0%        | 0 |
| Lack of online class offerings                                           | 12%       | 6  | 13%       | 5  | 13%       | 8  | 8%        | 2 |
| I decided to transfer to a different college                             | 15%       | 8  | 8%        | 3  | 11%       | 7  | 31%       | 8 |
| My desired major is not offered at Queens College                        | 6%        | 3  | 8%        | 3  | 8%        | 5  | 12%       | 3 |
| Another school has a better program in my field                          | 10%       | 5  | 0%        | 0  | 5%        | 3  | 12%       | 3 |
| My classes were not challenging enough                                   | 2%        | 1  | 0%        | 0  | 0%        | 0  | 8%        | 2 |
| My classes were too challenging                                          | 4%        | 2  | 5%        | 2  | 3%        | 2  | 12%       | 3 |
| Mental health issues                                                     | 21%       | 11 | 23%       | 9  | 19%       | 12 | 27%       | 7 |
| Physical health issues                                                   | 8%        | 4  | 0%        | 0  | 2%        | 1  | 15%       | 4 |
| Inadequate facilities for physically handicapped students                | 0%        | 0  | 0%        | 0  | 0%        | 0  | 4%        | 1 |
| Inadequate parking                                                       | 2%        | 1  | 0%        | 0  | 2%        | 1  | 19%       | 5 |
| Too difficult to commute to Queen College                                | 8%        | 4  | 8%        | 3  | 14%       | 9  | 27%       | 7 |
| Dissatisfied with Queens College policies                                | 4%        | 2  | 3%        | 1  | 2%        | 1  | 15%       | 4 |
| Dissatisfied with student life / social activities at Queens College     | 15%       | 8  | 5%        | 2  | 5%        | 3  | 15%       | 4 |
| Dissatisfied with Queens College instructors                             | 17%       | 9  | 13%       | 5  | 6%        | 4  | 27%       | 7 |
| Dissatisfied with Queens College student support services                | 10%       | 5  | 10%       | 4  | 11%       | 7  | 12%       | 3 |
| I did not feel welcome at Queens College                                 | 8%        | 4  | 8%        | 3  | 6%        | 4  | 19%       | 5 |
| Too much political tension at Queens College                             | 4%        | 2  | 3%        | 1  | 8%        | 5  | 23%       | 6 |
| Joined the U.S. military                                                 | 0%        | 0  | 3%        | 1  | 0%        | 0  | 0%        | 0 |
| Other reasons (please specify)                                           | 15%       | 8  | 10%       | 4  | 10%       | 6  | 27%       | 7 |
| <b>n</b>                                                                 | <b>52</b> |    | <b>39</b> |    | <b>63</b> |    | <b>26</b> |   |