

# **Center for Applied Social Research**

## **Student Retention and Diversity Study (2011)**

**A Comparative Analysis of 2011 and 2008 Student Survey Data**

## **University of Tennessee at Chattanooga**

**Submitted To:**

Dr. Deborah Arfken  
Director of University Planning

**Prepared By:**

Susan F. Ritz, Ph.D.  
Research Coordinator

Marclyn D. Porter, Doctoral Candidate  
Graduate Research Assistant

Danielle East  
Student Research Assistant

Barbara C. Medley, Ph.D.  
Director

**Center for Applied Social Research  
Survey Center, 739 McCallie Building  
University of Tennessee at Chattanooga  
615 McCallie Avenue, Dept 2162  
Chattanooga, TN 37403  
(423) 425-2386**

## Table of Contents

<b>Executive Summary .....</b>	<b>1</b>
<b>I. Study Background.....</b>	<b>3</b>
<b>II. Methodology .....</b>	<b>3</b>
<b>Survey Development.....</b>	<b>3</b>
<b>Recruitment of Participants .....</b>	<b>4</b>
<b>Data Collection and Analysis.....</b>	<b>4</b>
<b>Response Rates and Respondent Characteristics.....</b>	<b>5</b>
<b>III. Survey Findings .....</b>	<b>11</b>
<b>Choosing UTC.....</b>	<b>11</b>
<b>Student Life at UTC .....</b>	<b>12</b>
<b>Academics at UTC .....</b>	<b>16</b>
<b>Retention at UTC.....</b>	<b>20</b>
<b>Diversity at UTC.....</b>	<b>25</b>
<b>IV. Conclusions and Recommendations .....</b>	<b>33</b>
<b>Appendix A: Student Retention and Diversity Survey (2011) .....</b>	<b>36</b>
<b>Appendix B: Recruitment Email-Invitation to Participate.....</b>	<b>50</b>
<b>Appendix C: Responses to ‘Other’ Categories.....</b>	<b>51</b>
<b>Appendix D: Respondent Majors by College .....</b>	<b>55</b>

## List of Tables

<b>Table 1. Response Rates .....</b>	<b>5</b>
<b>Table 2. Race/Ethnicity of Student Respondents 2011 vs. 2008 .....</b>	<b>5</b>
<b>Table 3. Respondents' Personal Characteristics 2008 vs. 2011 .....</b>	<b>6</b>
<b>Table 4. College Distribution of Student Respondents 2011 vs. 2008 .....</b>	<b>7</b>
<b>Table 5. Classifications of Student Respondents 2011 vs. 2008 .....</b>	<b>8</b>
<b>Table 6. Social Class Status Based on Parent Income 2011 vs. 2008.....</b>	<b>9</b>
<b>Table 7. Financial Aid Received by Student Respondents 2011 vs. 2008 .....</b>	<b>9</b>
<b>Table 8. Parental Education for Respondents 2011 vs. 2008 .....</b>	<b>10</b>
<b>Table 9. Respondents' Main Form of Transportation 2011 vs. 2008 .....</b>	<b>10</b>
<b>Table 10. Reasons to Attend UTC 2011 vs. 2008 .....</b>	<b>11</b>
<b>Table 11. What Respondents Like Best About UTC 2011 vs. 2008.....</b>	<b>12</b>
<b>Table 12. Respondents' Campus Organizational Involvement 2011 vs. 2008.....</b>	<b>13</b>
<b>Table 13. Frequency of Visits to Campus Centers 2011 .....</b>	<b>13</b>
<b>Table 14. Frequency of Participation in Activities Sponsored by Campus Organizations 2011.....</b>	<b>14</b>
<b>Table 15. Study Location Preference 2011 .....</b>	<b>15</b>
<b>Table 15a. On Campus Study Location Preference 2011.....</b>	<b>15</b>
<b>Table 15b. Off Campus Study Location Preference 2011 .....</b>	<b>15</b>
<b>Table 16. Respondents' Dining Practices 2011 .....</b>	<b>15</b>
<b>Table 17. Respondents' Perceptions Regarding Adequacy of Advisement 2011 vs. 2008 .....</b>	<b>16</b>
<b>Table 18. Level of Agreement Regarding Advisement 2011 vs. 2008 .....</b>	<b>17</b>
<b>Table 19. Frequency of Visits to Campus Resources 2011 vs. 2008 .....</b>	<b>18</b>
<b>Table 20. Respondents' Expectations of Professors 2011 vs. 2008 .....</b>	<b>20</b>
<b>Table 21. Level of Agreement Regarding Why Some Students May Leave UTC Prior to Graduation 2011 vs. 2008.....</b>	<b>21</b>
<b>Table 22. Respondent Knowledge Regarding Retention 2011 vs. 2008 .....</b>	<b>22</b>
<b>Table 23. Level of Agreement Regarding Why Student has Considered Leaving UTC 2011 vs. 2008 .....</b>	<b>23</b>

<b>Table 24. Level of Agreement with Statements Regarding Diversity in Academics, Institutional Policies, Culture, and Climate 2011 vs. 2008.....</b>	<b>26</b>
<b>Table 25a. Frequency of Hearing Faculty Make Disparaging Remarks 2011 vs. 2008 .....</b>	<b>28</b>
<b>Table 25b. Frequency of Hearing Staff Make Disparaging Remarks 2011 vs. 2008 .....</b>	<b>28</b>
<b>Table 25c. Frequency of Hearing Administrators Make Disparaging Remarks 2011 vs. 2008 .....</b>	<b>29</b>
<b>Table 25d. Frequency of Hearing Students Make Disparaging Remarks 2011 vs. 2008 .....</b>	<b>29</b>
<b>Table 26. Level of Agreement with Statements Regarding Diversity at UTC 2011 vs. 2008 .....</b>	<b>30</b>
<b>Table 27. Perceptions of Diversity, Acceptance, and Respect Based on One’s Group Identity 2011 vs. 2008.....</b>	<b>31</b>
<b>Table 28. Level of Agreement with Statements Regarding Forms of Harassment Experienced 2011 vs. 2008 .....</b>	<b>32</b>
<b>Table 29. Group Identities Relevant to Respondents’ Harassment .....</b>	<b>32</b>

## List of Figures

<b>Figure 1a. First Generation College Students 2011 .....</b>	<b>8</b>
<b>Figure 1b. First Generation College Students 2008 .....</b>	<b>8</b>
<b>Figure 2. Weekends per Month Students Leave Campus 2011 .....</b>	<b>14</b>
<b>Figure 3a. Agreement to a Course Requirement involving Service Learning 2011 .....</b>	<b>19</b>
<b>Figure 3b. Agreement to a Course Requirement involving Service Learning 2008 .....</b>	<b>19</b>

## **Executive Summary**

### *Study Background*

The Student Retention and Diversity Study (SRDS) provided an opportunity to examine issues related to student life, diversity, and academics at UTC. The first phase was conducted in 2008, establishing baseline data that informed university decision-making and initiatives. The 2011 study allows a comparative analysis of survey data that assesses the impact of changes in the university from student perspectives since 2008.

### *Methodology*

The 2008 survey was conducted via telephone and included 508 UTC student participants (5.2% response rate). The 2011 survey was conducted using online methods, with a total of 881 student participants (7.7 % response rate), for an increase of 2.5%.

The survey data were compared using two-by-two cross-tabulations with chi-square statistics and independent samples t-tests, to determine if variations in responses between the 2011 survey data and the 2008 survey data indicated a statistically significant change in percentages and means. Many statistical changes were found, mostly toward the positive.

The 2011 respondent sample closely mirrored the sample from 2008 with the exceptions of a 15% increase in female respondents and students who live on campus. Also, most respondents were full-time students. The majority categorized themselves as middle class with the percentage of students receiving financial aid fairly constant between 2008 and 2011, as was the fact that most 2011 respondents indicated that they were not first generation college students.

The 49-item survey was nearly identical to the one administered in 2008. The survey was divided into six sections: Choosing UTC, Student Life at UTC, Academics at UTC, Retention at UTC, Diversity at UTC, and Demographic Questions (see Appendix A).

### *Survey Findings*

Regarding Choosing UTC, it is evident that there are many elements associated with the university that students appreciate, support and enjoy. As was true three years ago, UTC students like being here. They like the location of the university, its natural beauty/amenities, the smaller/more intimate size of the university, the professors and friends they have here, and they find UTC affordable. Overall, respondents seemed positive about being at UTC.

In regard to Student Life at UTC, respondents reported more involvement in campus organizations and more on-campus residency than they did three years ago, indicating that recent initiatives by the institution to create a more engaging campus environment have been successful. They also indicated that they like to study on and off campus, and when they study on campus, they prefer to study at the library. This is encouraging in light of the completion of the new library complex in the very near future.

Academically, students felt that the primary responsibility of professors should be to ‘effectively teach the course material’ as well as to ‘help develop students’ intellectual and critical thinking abilities’. They also felt they had been ‘fairly well’ advised academically in regards to their major, on both surveys. However, there was a decrease in the rating of advisement in terms of career opportunities, moving away from ‘fairly well’ and toward ‘poor’. Also, significantly fewer students expressed interest in incorporating service learning into course work. This finding would seem to be an area for additional examination, especially in light of the institution’s recent QEP initiatives to incorporate experiential learning opportunities into the curriculum. Students also indicated that they ‘rarely’ take advantage of a number of offices and services offered on the campus that could enhance their academic situations. It is unclear why usage of these resources seems limited. Whether this is a reflection of student need, or if students are unaware of the resources, where they are located, and/or what services are provided, or whether other factors may be involved, should be further explored.

As was the case in 2008, respondents in 2011 identified both internal and external factors which may have attributed to a student’s departure from the university. Most indicated they believed that students who have left the university have done so more as a result of personal reasons than from any failure on the part of the university. However, the opposite was true for those who indicated they themselves had considered leaving the university at some point. A fundamental attribution error is demonstrated. Further investigation into internal and external factors that may be involved and research on students who have dropped out of UTC are suggested.

The 2011 survey data indicated that the university has continued to make important and positive gains in terms of students’ perception about and appreciation for a diverse, multicultural campus experience. Across all questions regarding diversity at UTC, the majority of responses were very positive with the most significant changes shifting toward an even more positive level of agreement. However, students reported hearing disparaging remarks about groups of people on campus made by other students. University-wide student diversity training should be considered.

### *Conclusions and Recommendations*

Overall, the 2011 SRDS reflects that students like the university and its people. They appreciate the more engaging environment and are involved in campus organizations, like to study in the library, and value their relationships with advisors. Students at UTC want to learn from their courses and want to learn to think critically. In general, they welcome an inclusive, diverse atmosphere. Initiatives to improve the ‘career’ portion of advisement and developing student-oriented diversity training on campus are recommended. Further exploration of experiential learning interests is needed. Additionally, the level of need and strategies for engaging students in the resources available to assist them academically should be identified.

## I. Study Background

In the spring of 2011, UTC's Office of University Planning requested that the Center for Applied Social Research (CASR) conduct the second phase of the Student Retention and Diversity Study (SRDS). The first phase was conducted in 2008, establishing baseline data that informed university decision-making and initiatives. The 2011 study incorporated a comprehensive survey component similar to that conducted in 2008, but unlike the previous study, did not include a focus group component. The present study allows a comparative analysis of survey data that assesses the impact of changes in the university from student perspectives since 2008.

## II. Methodology

### *Survey Development*

The 52-item survey used in the 2008 study was modified for the 2011 study. Modifications were based upon a review and analysis of the 2008 survey findings, a review by representatives from various administrative departments directly impacted by the study findings (e.g., the Office of Student Retention and Success, the Office of Equity and Diversity, etc.), and a review conducted by CASR staff and the Office of University Planning. The resulting 49-item 2011 survey included the removal of some items, the additional of several new items, and inclusion of new response options for some existing survey items. New survey questions and the additional response options were developed as a direct result of 2008 respondents' write in answers to 'other –please specify' questions, new initiatives on campus that did not exist in 2008, and/or the desire to gain an even better understanding of the students' life at UTC.

The 2011 Student Retention and Diversity Survey included six sections: Choosing UTC, Student Life at UTC, Academics at UTC, Retention at UTC, Diversity at UTC, and Demographic Questions (see Appendix A). The *Choosing UTC* section asked students questions about their choice to attend UTC and what they like best about UTC. The new section, *Student Life at UTC* focused upon the various aspects of a student's university experience outside of the classroom, such as where they prefer to study, where they prefer to eat/dine, and participation in campus organizations and events. *Academics at UTC* assessed students' academic experiences and the advisement experience as relates to future jobs and career options and majors. Students were also queried regarding their relationships with advisors, service learning experiences, and their expectations of professors. The *Retention at UTC* section asked students why they believe some students may decide to leave UTC prior to graduation, whether they knew someone who had left the university, whether they themselves ever had considered leaving, and if so, why. *Diversity at UTC* assessed campus climate and diversity topics and includes slightly modified questions from a Campus Diversity Survey developed at the University of Rhode Island by Myles & Rogers (2003)<sup>1</sup>. The section includes multiple assessments, such as: multicultural diversity in the

---

<sup>1</sup> Myles, S., & Rogers, M.R. (2003). *University of Rhode Island Campus Diversity Survey*. Unpublished survey.



curriculum and classroom, availability of programs and services for multicultural groups, beliefs about campus climate, opinions on diversity and multiculturalism, inter-group contact and comfort level with multicultural groups, group identity and campus integration, frequency of hearing disparaging remarks on campus about multicultural groups, and frequency of experiencing various forms of harassment on campus. Finally, the survey asked *Demographic Questions* to describe the characteristics of the sample, as well as ascertain the comparability of the 2008 and 2011 respondent populations to each other and to the campus as a whole.

### ***Recruitment of Participants***

A student recruitment email (“Invitation to Participate”) was developed for the respondent population (see Appendix B). The student population at UTC was invited to participate in the survey via the ‘Scrappy’ email distribution system. The general recruitment email process consisted of three phases: an initial invitation to participate email, a follow-up email, and a last-call email. A live link was embedded within the invitation to participate which enabled respondents an easy and anonymous access to the survey. Respondents were given the opportunity, via a link, upon completion of the survey, to participate in a raffle drawing of 50 prizes. There were no identifying factors between the respondents’ participation in the raffle and their survey responses. Raffle winners were randomly selected upon completion of the study.

### ***Data Collection and Analysis***

Unlike the 2008 study in which surveying of participants was conducted via a telephone survey, the 2011 SRDS surveys were conducted using on-line methods<sup>2</sup>, specifically the Qualtrics program. The data was collected via this software, and analyzed using capabilities included with the software. Additional data analysis was performed using the SPSS 16.0 statistical analysis package. The analysis results were reviewed, cleaned, and verified. Descriptive statistics (e.g., frequencies, means, standard deviations, medians, modes, etc.) were derived. For questions in which ‘other- please specify’ responses occurred, responses were reviewed to determine commonalities, thus generating new categories (see Appendix C for a listing of all ‘other’ responses). Comparison analyses were conducted<sup>3</sup> using two-by-two cross-tabulations with chi-square statistics and independent samples t-tests to determine if variations in responses between the 2011 survey data and the 2008 survey data indicated a statistically significant change in percentages and means. Responses in which statistically significant differences were found ( $p < .05$ ) are indicated, in this report, by the green shading of the specific data. Tables present valid percents<sup>4</sup>, means, and percent/mean differences between the 2008 and 2011 data.

---

<sup>2</sup> It should be pointed out that participant responses may have been influenced by data collection methodology. For more consistent comparisons, it is recommended that the online survey method be maintained in future studies. An online survey is quicker and easier for students to complete, allows equal opportunity for all students to participate, is less time consuming to administer, and is overall more cost effective.

<sup>3</sup> No write-in responses were included in the comparison analyses, as all students did not have an “equal chance” to select these items, therefore these data are likely under-represented.

<sup>4</sup> Numbers of respondents varied across items depending on which questions to which students chose to respond. All valid percents are used in the analyses and listed in the tables.

### ***Response Rates and Respondent Characteristics***

Eight hundred and eighty-one students responded to the invitation to participate in the 2011 SRDS survey which represents an increase of 373 respondents from 2008 (see Table 1). With 11,438 total students at UTC, this reflects a 7.7% response rate versus a 5.2% response rate in 2008. When asked if they had participated in the 2008 telephone survey, 0.9% indicated ‘yes’ and 6.1% were ‘unsure’.

*Table 1. Response Rates*

<b>Response Rate</b>	<b>2011</b>	<b>2008</b>	<b>Difference</b>
Number Completed Surveys	881	508	+373
Number UTC Students	11,438	9,807	+1631
Response Rate	7.7%	5.2%	+2.5%

The majority of students surveyed identified themselves as ‘Caucasian/White’ (80.6%) which represented a seven percent increase from 2008 (see Table 2). Respondents who identified themselves as ‘Black/African American’ decreased from 18.3% in 2008, to 10.1% in 2011. As a result of the 2008 findings, two new response options were included in the 2011 survey, ‘Middle Eastern’ (2.6%) and ‘Bi/Multi Racial’ (1.5%). The remaining 5.4% identified themselves as ‘Asian American’, ‘Hispanic/Latino/a’, or ‘American Indian’, with the representations in each category similar to that of the 2008 study.

*Table 2. Race/Ethnicity of Student Respondents 2011 vs. 2008*

<b>Race/Ethnicity</b>	<b>Percent 2011</b>	<b>Percent 2008</b>	<b>Difference</b>
Caucasian/White	80.6	73.4	+7.2
Black/African American	10.1	18.5	-8.4
Asian American	3.2	2.3	+.9
Middle Eastern*	2.6	.8	+1.8
Hispanic/Latino/a	2.0	1.7	+.3
Bi/Multi Racial*	1.5	2.7	-1.2
American Indian	.2	.4	-.2
Hawaiian/Pacific Islander	0	.2	-.2
Alaskan Native	0	0	0

*\*Response options new to the 2011 survey. 2008 percentages reflect categorizing of ‘other’ responses into new 2011 categories. Percentages may have changed minimally from the 2008 report.*

The 2011 respondent sample closely mirrored the sample from 2008 with the exception of a 15% increase in female respondents (71.7%) and students who live on campus (41.9%) (see Table 3). The 2011 sample population was representative of the total UTC population with the exception

of higher proportion of females (71.7% vs. 55.6%), white (80% vs. 73%), and full-time students (92% vs. 81%). The respondent sample in 2011 was slightly younger than the 2008 sample, with a mean age of 22 years old for 2011 respondents (median =20) vs. a mean of 24 years old in 2008 (median=21). This was evident in the change in the range as well, with a range of 17-56 in 2011 vs. 17-65 in 2008.

Slightly fewer respondents reported having a disability, 6.1% in 2011 vs. 7.0% in 2008. Of the 41 respondents (6.1%) who indicated that they had a disability, 49 disabilities were specified: developmental (18), physical (15), anxiety (7), learning (5), mood (3), and neurological disorder (1). In 2008, thirty-five respondents (7%) indicated that they had a disability, but only 6 disabilities were specified: developmental (4), and anxiety disorders (2).

Almost 2% of the 2011 respondents were international students, which represents an increase from 2008. Twelve students (1.8%) identified themselves as international students as compared to five students (.9%) in 2008. The countries of origin included in 2011 were Canada, Bahamas, Panama, Argentina, Brazil, China, Iraq, Ghana, Romania, Germany (2), and one which was not specified. By comparison, Cameroon Africa, Nigeria, Syria, Belgium, and Canada were identified in 2008.

The proportion of students receiving financial aid was consistent, 73.1% in 2008 vs. 75.6% in 2011. Slightly more respondents identified as ‘Lesbian/Gay/Bisexual/Transgender’ in 2011 (4.9% vs. 3.5%).

*Table 3. Respondents’ Personal Characteristics 2011 vs. 2008*

<b>Please Indicate....</b>	<b>Percentage 2011</b>	<b>Percentage 2008</b>	<b>Difference</b>
<b>Gender</b>			
Female	71.7	56.7	+15.0
Male	28.3	43.3	-15.0
<b>Sexual Orientation</b>			
Heterosexual/straight	95.1	96.5	-1.4
LGBT	4.9	3.5	+1.4
<b>Student Status</b>			
International student	1.8	.9	+.9
Full-time student	91.7	86.2	+5.5
Part-time student	8.3	13.8	-5.5
Reside off campus	58.1	73.9	-15.8
Reside on campus	41.9	26.1	+15.8
Financial aid recipient	75.6	73.2	+2.4
Reported a disability	6.1	7.0	-.9

All four colleges were represented with a similar distribution to that of the 2008 study (see Table 4). The college most represented by respondents was the College of Arts and Sciences (38.0%). The percentage of respondents who identified the College of Health Education and Professional Studies increased from 18.3% in 2008, to 28.7% in 2011. The College of Business was identified by 15.9% of respondents, a decrease of 6.7% from 2008. The College of Engineering and Computer Sciences was identified by 9.6% of the respondent sample, an increase of more than 3% from 2008. The percentage of respondents indicating that they were ‘undecided’ increased slightly to 3.9% whereas those who ‘did not know their college’ decreased from 8.1% to 3.8%.

Within the College of Arts and Sciences, the top three majors reported were Biology, Psychology and Chemistry (see Appendix D for a listing of majors). This represents only a slight change from the 2008 survey top three majors which were reported to be Criminal Justice, Biology, and Psychology. The top three majors reported within the College of Business were Accounting, Management, and Marketing and Entrepreneurship, as was the case in 2008. Of those who indicated a major in the College of Health, Education, and Professional Studies, 31.4% reported they were in the School of Nursing, an increase 7.8%, with over twenty percent identifying either Health and Human Performance (22.5%), or Early Childhood Education (20.9%). Four out of five student respondents in the College of Engineering and Computer Science listed an engineering major, mostly civil, mechanical, and electrical engineering.

*Table 4. College Distribution of Student Respondents 2011 vs. 2008*

<b>Colleges</b>	<b>Percent 2011</b>	<b>Percent 2008</b>	<b>Difference</b>
College of Arts and Sciences	38.0	42.3	-4.3
College of Health, Education and Professional Studies	28.7	18.3	+10.4
College of Business	15.9	22.6	-6.7
College of Engineering and Computer Science	9.6	6.0	+3.6
Undecided Major	3.9	2.7	+1.2
Don't Know	3.8	8.1	-4.3

Representation among all four classes was similar to that in 2008, and fairly evenly distributed (see Table 5). Freshmen respondents increased slightly to 24.8%, sophomores and juniors decreased slightly to 16.5% and 24.1% respectively, with senior representation increasing to 31.7%. The remaining 2.9% identified themselves as graduate students. Graduate students were not the focus of either the 2008 or 2011 survey. However, a few graduate students inadvertently received the invitation to participate, and did so, in both years.

Table 5. Classifications of Student Respondents 2011 vs. 2008

Classification	Percent 2011	Percent 2008	Difference
Freshman	24.8	21.9	+2.9
Sophomore	16.5	18.9	-2.4
Junior	24.1	27.2	-3.1
Senior	31.7	26.9	+4.8
Graduate	2.9	5.1	-2.2

Slightly more than one quarter of respondents (26.4%) reported being a first generation college student, which represents a decrease of more than 5% from 2008 (see Figures 1a and 1b). Students were also asked to indicate their social class status based on their understanding of their family’s social class position (no formal definition was provided). The majority of students characterized their social class position as “middle class,” although less frequently than in 2008 (29.9%; mean= 3.57 vs. 39%; mean= 3.65) (see Table 6). Forty percent (40.3%) of students, however, reported being in a lower income (low income, working class, or lower middle class) an increase from 34.7% in 2008.

Figure 1a. First Generation College Students 2011

Figure 1b. First Generation College Students 2008

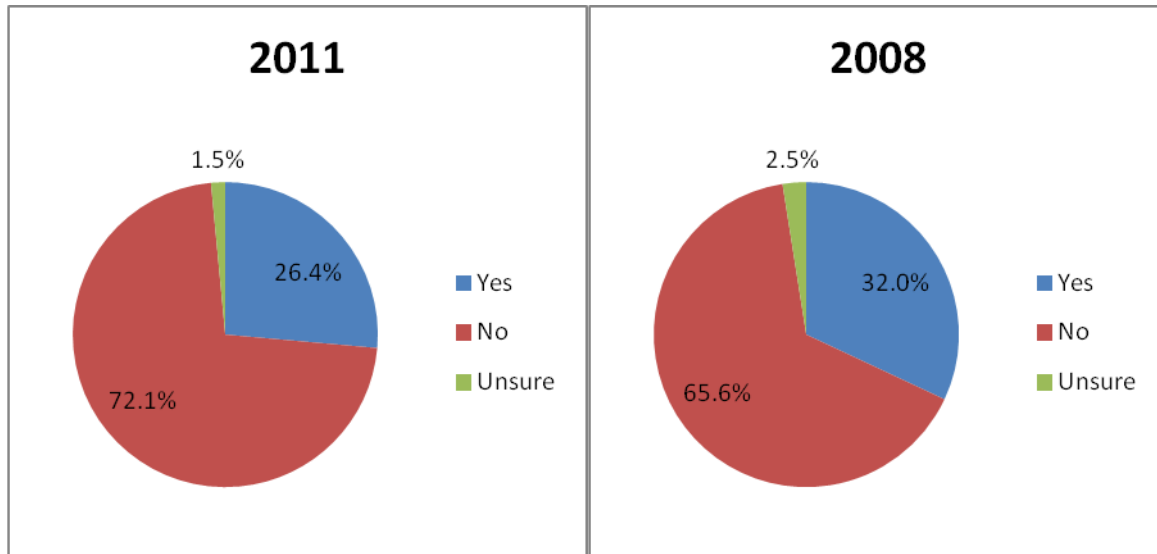


Table 6. Social Class Status Based on Parent Income 2011 vs. 2008

Parental Social Class Status	Percent 2011	Percent 2008	Difference
Low income	10.3	3.8	+6.5
Working class	14.2	15.2	-1.0
Lower middle class	15.8	15.7	+1.1
Middle class	29.9	39.0	-9.1
Upper middle class	23.5	18.2	+5.3
Upper class	3.6	1.3	+2.3
Wealthy/elite	.6	1.3	-.7
Don't know	2.1	5.6	-3.5

1=Low-income, 2=Working class, 3=Lower middle class, 4=Middle class, 5=Upper middle class, 6=Upper class, 7=Wealthy/elite

More than three quarters of the respondents (75.6 %) reported receiving some form of financial aid, which was consistent with the 2008 findings (73.1% in 2008) (see Table 7). Nearly two thirds of respondents indicated having received the HOPE Scholarship (64.7%). Three types of financial aid were added to the response options on the 2011 survey, and represented slightly more than 18% of the financial aid received.

Table 7. Financial Aid Received by Student Respondents 2011 vs. 2008 (select all that apply)

Financial Aid	Percent 2011	Percent 2008	Difference
HOPE Scholarship	64.7	53.7	+11.0
Pell Grant	46.1	41.7	+5.6
PLUS Loan*	11.4	NA	
Perkins Loan	7.0	7.4	-.4
TSAC Grant	6.6	10.6	-4.0
State Assistance (non-Tennessee)*	5.6	NA	
Academic Competitiveness Grant	5.4	7.4	-2.0
Work Study	5.2	6.6	-1.4
SEOG Grant	4.0	5.4	-1.4
TEACH Grant*	1.2	NA	
SMART Grant	.2	1.1	-.9

\*Options new to 2011 Survey

Students were also asked about their parents' level of education. One third of students reported their maternal (or female guardian) level of education as 'having a college degree', 21.7% reported high school, and 23.7% reported some college as her highest level of education, which

mirrored the 2008 findings (2011 mean = 4.31; 2008 mean=4.27) (see Table 8). Of those who reported being raised by their father, or a male guardian, 26.5% reported him as having a college degree, 24.5% reported high school, and 18.3% reported some college, again closely mirroring the 2008 findings (2011 mean= 4.25; 2008 mean= 4.21).

*Table 8. Parental Education for Respondents 2011 vs. 2008*

<b>Mother/Female Guardian Highest Level of Education</b>	<b>Percent 2011</b>	<b>Percent 2008</b>	<b>Difference</b>
Less than high school	1.8	2.5	-.7
Some high school	2.4	3.4	-1.0
High school	21.7	21.8	-.1
Some college	23.7	21.4	+2.3
College degree	36.0	34.0	+2.0
Advanced degree	13.6	14.0	-.4
Not applicable	.8	2.9	-2.1
<b>Father /Male Guardian Highest Level of Education</b>	<b>Percent 2011</b>	<b>Percent 2008</b>	<b>Difference</b>
Less than high school	2.0	2.3	-.3
Some high school	4.0	3.6	+.4
High school	24.5	22.9	+1.6
Some college	18.3	17.4	+.9
College degree	26.5	28.3	-1.8
Advanced degree	17.3	13.4	+3.9
Not applicable	7.4	12.2	-4.8

*1= Less than high school, 2=Some high school, 3=High school, 4=Some college, 5=College degree, 6=Advanced degree*

As shown in Table 9, most students indicated a car as their main form of transportation (73.9%). Walking represented the transportation option with the greatest increase, from 11.2% of responses in 2008, to 17.5% in 2011. Five respondents listed “family assistance” in the ‘other’ category, as compared to 2008 in which two respondents selected ‘other’ but did not specify the type of transportation.

*Table 9. Respondents’ Main Form of Transportation 2011 vs. 2008 (select one)*

<b>Main form of Transportation</b>	<b>Percent 2011</b>	<b>Percent 2008</b>	<b>Difference</b>
Own a car	73.9	81.2	-7.3
Walk	17.5	11.2	+6.3
Friend/roommate car	3.4	1.9	+1.5
Bicycle	2.4	2.1	+.3
Shuttle/CARTA	2.0	3.1	-1.1

### III. Survey Findings

#### *Choosing UTC*

A variety of reasons were given by students for why they chose to attend UTC. The 2011 findings closely mirror the findings from the 2008 survey in terms of the ranking of the response options. In 2011, the top five reasons were: (1) Location (74.7%), (2) Cost/affordability (46.9%), (3) Had my major (45.5%), (4) Like the University (42.2%), and (5) Smaller campus size (40.6%) (see Table 10). One third identified the new response option ‘living quarters/residence hall’ (37%). Less than two percent identified ‘other’ reasons, as compared to seven percent in 2008 (see Appendix D for listing of ‘other’ responses). All reasons common to both surveys were selected with significantly higher frequency in 2011.

*Table 10. Reasons to Attend UTC 2011 vs. 2008 (select all that apply)*

<b>Response Options</b>	<b>Percent 2011</b>	<b>Percent 2008</b>	<b>Difference</b>
Location	74.7	65.7	+9.0
Cost/affordability	46.9	15.5	+31.4
Had my major	45.5	16.5	+29.0
Like the University/what I had heard about it	42.2	11.6	+30.6
Smaller campus size/more personal attention*	40.6	NA	
Living quarters/residence hall*	37.0	NA	
Scholarship/scholarship amount	30.2	9.2	+21.0
Friends/family attend here/did attend here	27.2	11.0	+16.2
Interest in specific majors/opportunities	16.4	14.1	+2.3
Interest in campus organizations	8.4	3.8	+4.6
Family decision	7.7	2.2	+5.5
Campus diversity	6.7	2.8	+3.9
Didn't get accepted to my "first choice"*	5.5	NA	

*\*Response options new to 2011 survey*

Students were asked what they liked best about UTC, now that they were attending the university, and three of the top five responses were the same as those that had influenced their initial decision to attend UTC (‘location’, 73%; ‘cost/affordability’, 45.8%; ‘smaller campus size’, 44.1%) (see Table 11). The additional two responses of the top five, ‘professors’ (45.3%) and ‘friends I have here’ (44.5%) were reflective of their experiences since enrollment at the university. ‘Natural beauty’ of the region was selected by 43.3%, and a third identified ‘the majors offered’ (33.1%) and ‘the living quarters/residence halls’ (33%) as positive attributes at UTC. All responses common to both surveys were again selected with significantly higher frequency in 2011.



Table 11. What Respondents Like Best about UTC 2011 vs. 2008 (select all that apply)

Response Options	Percent 2011	Percent 2008	Difference
Location	73.0	26.0	+47.0
Cost/affordability*	45.8	NA	
Professors	45.3	25.6	+19.7
Friends I have here	44.5	9.0	+35.5
Smaller campus size/more personal attention	44.1	32.2	+11.9
Natural beauty/amenities	43.3	7.0	+36.3
Majors offered	33.1	13.8	+19.3
Living quarters/residence halls	33.0	9.8	+23.2
Class selections/courses offered	30.4	11.2	+19.2
Campus climate/environment	28.6	13.4	+15.2
Clubs, organizations	23.8	7.0	+16.8
Opportunities offered	23.7	7.6	+16.1
Campus facilities	19.3	5.8	+13.5
Diversity	15.1	7.8	+7.3
Library	13.7	3.8	+9.9
Dining/food options	12.2	2.8	+9.4
Applied/experiential learning opportunities*	9.2	NA	
Sports	8.0	0.8	+7.2

\*Response options new to 2011 survey

### ***Student Life at UTC***

A new section, Student Life at UTC, was added to the 2011 survey in order to better understand and appreciate additional aspects of the UTC students' *college life*. One question in this section, involvement in campus organizations, was also in the 2008 survey (see Table 12). When asked in which groups they were involved, about one third of 2011 respondents indicated being involved in faith-based organizations on campus (35%), campus recreation (33.7%), and campus organizations (31.3%). One in four noted involvement in interest or departmental clubs (27.7%) and one in five identified honor societies (21.3%) and fraternities or sororities (18.3%). Less than one in ten said they were in athletics. Involvement in campus organizations and departmental clubs was fairly consistent between 2008 and 2011 (28.7% vs. 31.3% and 23.9% vs. 27.7%, respectively). However, significantly more 2011 respondents claimed involvement with faith based organizations, honor societies, and fraternities/sororities.

Table 12. Respondents' Campus Organizational Involvement 2011 vs. 2008 (select all that apply)

Campus Involvement	Percent 2011	Percent 2008	Difference
Faith based organizations on campus	35.0	10.0	+25.0
Campus recreation*	33.7	NA	
Organizations (e.g. Campus Activities Board/International Student Organization)	31.3	28.7	+2.6
Interest or departmental clubs (e.g. Campus Democrats or Rowing Club)	27.7	23.9	+3.8
Honor societies (e.g. Alpha Kappa Delta or Mortar Board)	21.3	5.8	+15.5
Fraternities or sororities	18.3	11.9	+6.4
Athletics*	8.3	NA	

\*Response options new to 2011 survey

On a one to four Likert scale, in which one equals 'very often', four equals 'never', students were asked to indicate the frequency of visits to various non-academic centers on campus (see Table 13). Respondents indicated that 'the Aquatic Recreation Center' and the 'computer center' were the centers which they visited most frequently (mean = 2.4 and mean = 2.8, respectively) with the multicultural center and the women's center visited less frequently (mean= 3.7 for both).

Table 13. Frequency of Visits to Campus Centers 2011

How often do you visit...?	Mean 2011
The ARC-Aquatic Recreation Center	2.4
The Computer Center	2.8
Fine Arts Center	3.1
The UC Game Room	3.3
Multicultural Center	3.7
Women's Center	3.7

1= Very Often 2=Somewhat Often 3=Not Very Often 4=Never DK=Don't know

Using the same rating scale, student were then asked to indicate the frequency of their participation in activities and/or events that were sponsored or presented by the various non-academic centers on campus (see Table 14). Again, respondents indicated that the multicultural and women's centers activities were those less frequently attended (mean= 3.8 and 3.7, respectively), and campus recreation centers were most frequently attended (mean=2.9).

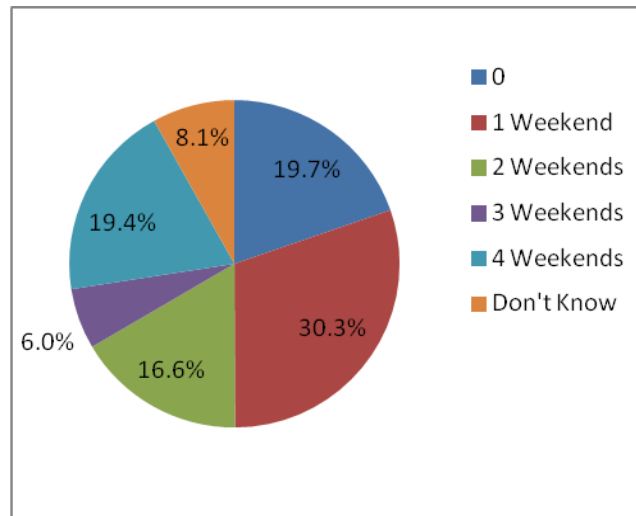
Table 14. Frequency of Participation in Activities Sponsored by Campus Organizations 2011

How often do you participate...?	Mean 2011
Campus Recreation (ARC, club sports, intramural sports)	2.9
Fine Arts Center	3.3
Athletic Department	3.3
Student Housing	3.3
Women's Center	3.7
Multicultural Center	3.8

1= Very Often 2=Somewhat Often 3=Not Very Often 4=Never DK=Don't know

When asked, on average, how many weekends they left campus, 30.3% said 'one weekend a month' (see Figure 2). Nearly twenty percent (19.7%) indicated that they never left campus on the weekends, and 19.4% indicated that they left four weekends a month.

Figure 2. Weekends per Month Students Leave Campus 2011



The location(s) students choose to study and/or do homework was a new topic for the 2011 survey (see Tables 15, 15a, and 15b). Nearly one-half (48.9%) of respondents indicated that they studied both on and off campus, with 34.9% indicating 'on-campus' as their preference. Of the on campus locations listed, the library was preferred by 70.5% of respondents. Over one-third indicated that they preferred to study in their residence hall/room (39.5%), an academic building (37.1%) and/or the University Center (34.3%). In terms of off campus study locations, a majority preferred to study in their residence/apartment (81.1%), though many indicated their preference to study in coffee houses or restaurants. About one in four student respondents specified studying outdoors/in green spaces on and off campus.

Table 15. Study Location Preference 2011(select one)

Where do you prefer to study/do homework?	Percent 2011
On campus	34.9
Off campus	16.2
Both	48.9

Table 15a. On Campus Study Location Preference 2011(select all that apply)

On campus where do you prefer to study/do homework?	Percent 2011
Library	70.5
Residence hall/room	39.5
Classroom/academic building	37.1
University Center	34.3
Outdoors/green space	29.0
Computer Center	16.1
Crossroads	4.6

Table 15b. Off Campus Study Location Preference 2011(select all that apply)

Where do you prefer to study/do homework?	Percent 2011
Apartment/housing	81.1
Coffee house/restaurant	40.1
Outdoors/green space	25.3
Public Library	4.9

A question regarding students' dining practices was also added to the 2011 survey (see Table 16). Three quarters (76.5%) of respondents indicated that they eat the majority of their meals in their 'apartment/housing'. More than one-third (36%) also identified the 'university meal plan dining options' and 29.1% indicated that they eat at the 'additional on-campus dining options'.

Table 16. Respondents' Dining Practices 2011 (select all that apply)

Where do you eat the majority of your meals?	Percent 2011
Apartment/housing	76.5
Required university meal plan dining options	36.0
Additional on-campus dining options	29.1
Restaurant/dining options more than 1 mile from campus	24.4
Restaurant/dining options within walking distance of campus	20.9

### *Academics at UTC*

Advisement was one of the academic topics about which respondents were questioned in both the 2008 and 2011 surveys. They were asked how well they felt they had been advised regarding their majors, as well as how well they felt that they had been advised about future jobs and career options. A Likert scale was used and response options ranged from 1 (very well) to 4 (not at all) (see Table 17). Student responses regarding their perception of advisement regarding their ‘academic major’ were positive across both surveys (2011 mean= 2.06, 2008 mean= 1.95). The respondents’ perceptions of advisement regarding ‘career options’ were rated significantly less favorably in 2011 than 2008 (2011 mean =2.47, mean 2008= 1.71). This was so for all class rankings, freshmen through seniors, indicating that career advisement is important to all students.

*Table 17. Respondents’ Perceptions Regarding Adequacy of Advisement 2011 vs. 2008*

<b>Advisement</b>	<b>Mean 2011</b>	<b>Mean 2008</b>	<b>Difference</b>
Regarding academic major	2.06	1.95	+.107
Regarding career options	2.47	1.71	+.758

*1=Very well 2= Fairly well 3=Poorly 4=Not at all*

Students were also asked to indicate their level of agreement with specific statements regarding their advisors at UTC, using a four point Likert scale ranging from 1 (strongly agree) to 4 (strongly disagree) (see Table 18). Responses indicated a consistent positive finding across both surveys regarding agreement with the majority of statements: ‘I know my advisor’s name’ (2011 mean=1.56, 2008 mean=1.49), ‘I am prepared for my advising appointment when I see my advisor’ (2011 mean=1.59, 2008 mean=1.58), ‘My advisor is available to talk to me’ (2011 mean=1.69, 2008 mean=1.63), and ‘I have the same person in my major department to advise me each semester’ (2011 mean=1.86, 2008 mean=1.82). Also, three new items added to the 2011 survey were responded to with a good level of agreement: ‘I talk to my advisor at least once per semester’ (mean=1.7), ‘My advisor is familiar with on-line registration and the Banner system’ (mean=1.7), and ‘I know my major’s requirements before my advisor tells me’ (mean=1.8).

Three additional items were rated highly, but means were significantly decreasing (moving from ‘agreement’ toward ‘disagreement’): ‘My advisor and I mainly discuss my course schedule’ (2011 mean=1.90, 2008 mean=1.76), ‘I have received excellent advising at UTC’ (2011 mean= 2.18, 2008 mean=1.98), and ‘My advisor and I have a good relationship’ (2011 mean=2.27, 2008 mean 2.04).

The final two items moved significantly away from some agreement toward disagreement: ‘My advisor talks to me about career opportunities’ (2011 mean=2.66, 2008 mean=2.42) and ‘My advisor knows me well’ (2011 mean=2.71, 2008 mean= 2.31).

Table 18. Level of Agreement Regarding Advisement 2011 vs. 2008

Statements	Mean 2011	Mean 2008	Difference
I know my advisor's name.	1.56	1.49	+.074
I am prepared for my advising appointment when I see my advisor.	1.59	1.58	+.019
My advisor is available to talk to me.	1.69	1.63	+.053
I talk to my advisor at least once per semester.*	1.70	NA	
My advisor is familiar with on-line registration and the Banner system.*	1.70	NA	
I know my major's requirements before my advisor tells me.*	1.80	NA	
I have the same person in my major department to advise me each semester.	1.86	1.82	+.038
My advisor and I mainly discuss my course schedule.	1.90	1.76	+.141
I have received excellent advising at UTC.	2.18	1.98	+.196
My advisor and I have a good relationship.	2.27	2.04	+.226
My advisor talks to me about career opportunities.	2.66	2.42	+.239
My advisor knows me well.	2.71	2.31	+.398

1= Strongly Agree 2=Agree 3=Disagree 4=Strongly Disagree DK=Don't Know

\*Response options new to the 2011 survey

On both surveys, students were asked about the frequency of visits to various university offices and academic resources. A 5-point Likert scale in which one equals 'never' and five equals 'very often' was utilized. As was the case in 2008, the 2011 respondents indicated that they most frequently visited the library (mean=3.61), their professors (mean=3.08), and their advisors (mean=2.58). In 2011, the frequency decreased for each of these areas, significantly for professor and advisor visits (see Table 19). As was indicated in 2008, the 2011 respondents also reported that they almost never visit the Writing Center, the Dean of Students Office, Office of Students with Disabilities, Office of Multicultural Affairs, or Office of Cooperative Education, with visitation to the latter two offices significantly less in 2011. Additionally, respondents indicated that they 'seldom' to 'never' visit the three new response options listed. They indicated visiting

the ‘Computer Center’ seldom (mean=2.35), and almost never visited ‘International Education’ (mean= 1.16), and ‘the Office of Equity and Diversity’ (mean=1.05). Although not visited very frequently, respondents in 2011 did indicate a significant increase in the frequency of visits to the Center for Advisement and Student Success (2011 mean=1.53, 2008 mean=1.40)<sup>5</sup>.

*Table 19. Frequency of Visits to Campus Resources 2011 vs. 2008*

<b>How often do you visit...?</b>	<b>Mean 2011</b>	<b>Mean 2008</b>	<b>Difference</b>
Library	3.61	3.70	-.096
Professors	3.08	3.27	-.187
Advisor	2.58	2.93	-.350
Computer Center*	2.35	NA	
Math Lab	1.72	1.85	-.123
Center for Advisement and Student Success	1.53	1.40	+1.122
Counseling and Career Planning Center	1.48	1.66	-.182
Writing Center	1.47	1.55	-.076
Dean of Students Office	1.33	1.34	-.004
Office of Students with Disabilities	1.18	1.24	-.060
Office of Multicultural Affairs	1.17	1.28	-.108
International Education*	1.16	NA	
Office of Cooperative Education	1.06	1.19	-.135
Office of Equity and Diversity*	1.05	NA	

*1=Never 2=Seldom 3=Occasionally 4=Often 5=Very Often DK=Don't Know*

*\*Response options new to 2011 survey*

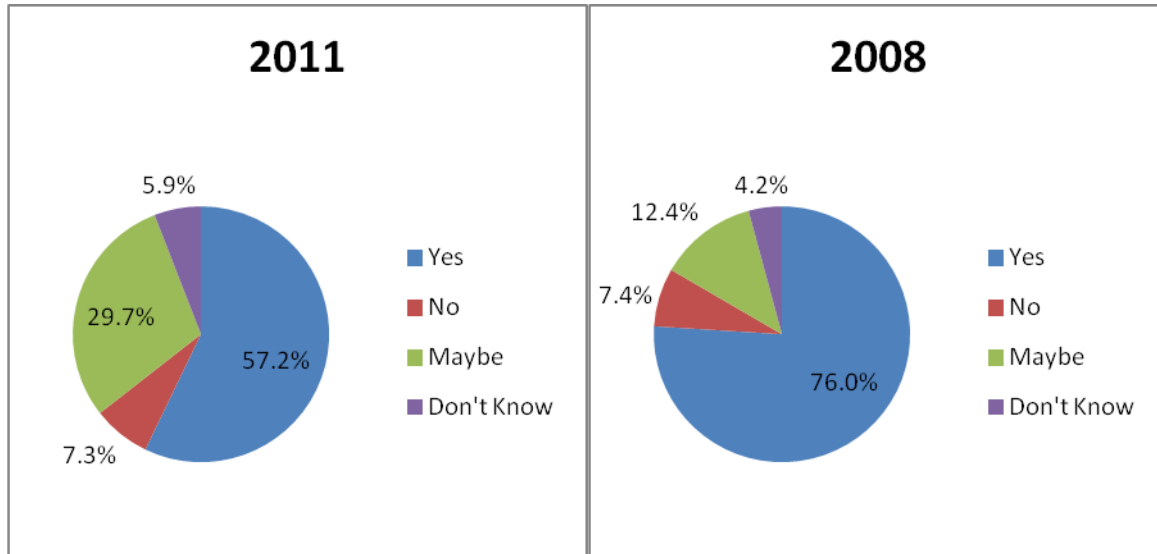
A new question regarding students’ comfort level/skill in using the Banner system to access information was added in 2011. Using a four point scale ranging from 1 (very comfortable/skilled) to 4 (not at all comfortable/skilled), respondents indicated that they were ‘somewhat comfortable’ with Banner (mean=1.92, SD=.860). Only one in five respondents reported feeling not very/not at all comfortable or skilled with the system (20%).

When asked if they had participated in a service learning experience/opportunity, 27.4% of the 2011 respondents indicated ‘yes’, which did not represent a significant change from the 2008 ‘yes’ response rate of 24.3%. A significant decrease was evident, however, in those respondents who indicated that they would like to see service learning opportunities incorporated as a course requirement (see Figures 3a and 3b). Fifty seven percent of respondents in 2011 indicated ‘yes’ service learning should be a course requirement, as compared to 76% in 2008. However, significantly more respondents indicated ‘maybe’ in 2011 (29.7%) than did in 2008 (12.4%).

<sup>5</sup> It should be pointed out that frequency of student visits to university offices and usage of academic resources is not necessarily a reflection of the office’s function or effectiveness. This may be a reflection of student need or interest, or may indicate a lack of awareness of the offices and the services they provide.

Figure 3a. Agreement to a Course Requirement involving Service Learning 2011

Figure 3b. Agreement to a Course Requirement involving Service Learning 2008



The last set of questions about academics at UTC asked students about major expectations of their professors. All of the response percentages for items present on both surveys significantly decreased from 2008 to 2011, with two of the top four 2011 responses *new* to the 2011 survey (see Table 20). Nearly all of 2011 respondents (95%) identified the new response option, *to effectively teach the course material*, as their top expectation of professors. A majority also felt it is *to make the course interesting* (86.6%), with three-quarters saying it is *to help build student's intellectual abilities* (73.5%) and *to help develop students' critical thinking skills* (73.4%; also new in 2011).

Only half of student respondents felt that professors should incorporate experiential learning in the course work (the third new expectation), or that they should make learning fun and easy, or that it is their job to provide broad information apart from the text, with the latter two items reflecting significant decreases from 2008. Also, though three-quarters of respondents felt that professors should 'use modern technology in the classroom' and 'help students find their career niche' in 2008, only about a third felt this way in 2011, representing the largest significant decrease in expectations in 2011.



Table 20. Respondents' Expectations of Professors 2011 vs. 2008 (select all that apply)

Response Options	Percent 2011	Percent 2008	Difference
To effectively teach the course material*	95.0	NA	
To make the course interesting	86.6	92.0	-5.4
To help build the student's intellectual abilities	73.5	93.8	-20.3
To help develop students' critical thinking skills*	73.4	NA	
To make learning fun and easy	53.0	71.4	-18.4
To provide broad information apart from the text	51.1	85.1	-34.0
To incorporate experiential learning in the course work*	50.6	NA	
To use modern technology in the classroom/assignments	40.7	76.9	-36.2
To help students find their career niche	38.1	73.2	-35.1

\*Response options new to 2011 survey

### **Retention at UTC**

In this section, students were asked to indicate their level of agreement with statements regarding why they thought some students decided to leave or drop out of UTC before graduating. Using a Likert scale ranging from 1 (strongly agree) to 4 (strongly disagree), and “don't know” (DK) as an additional option, the 2011 data were nearly identical to that from the 2008 survey (see Table 21). The top five reasons for leaving with which respondents *agreed* most strongly across both surveys were: (1) poor time management (2011 mean=1.60, 2008 mean=1.65), (2) poor study habits (2011 mean=1.62, 2008 mean=1.63), (3) financial issues (2011 mean=1.67, 2008 mean=1.67), (4) lack of motivation (2011 mean=1.72, 2008 mean= 1.84; *significant increase*), and (5) problems adjusting to college life (2011 mean=1.81, 2008 mean=1.93; *significant increase*).

Similarly, respondents indicated *disagreement* with the same top three reasons for leaving UTC prior to graduation. In each case, these reasons related to a student's physical and/or cultural attributes: (1) physical disability (2011 mean=3.04, 2008 mean=2.69), (2) learning disability (2011 mean=2.88, 2008 mean= 2.98), and (3) student's background differs from those of most students, faculty, and staff on campus (2011 mean= 2.80, 2008 mean= 2.66). Further, all three of these reasons were responded to with significantly more disagreement in 2011 than in 2008.

Other reasons for leaving before graduation with which respondents expressed significantly *less* agreement in 2011 included being forced to leave or intended to leave. Reasons that reflected significantly *more* agreement included needing or wanting to be closer to home, academic difficulties, and relationship issues.

2011 respondents indicated the highest level of disagreement with the response option ‘lack of course availability’ (mean=3.17; new to the 2011 survey). Only 2.8% of 2011 respondents indicated an ‘other’ reason for leaving UTC as compared to 7.7% in 2008 (see Appendix C).

Table 21. Level of Agreement Regarding Why Some Students May Leave UTC Prior to Graduation 2011 vs. 2008

Survey Statements	Mean 2011	Mean 2008	Difference
Poor time management	1.60	1.65	-.050
Poor study habits	1.62	1.63	-.013
Financial issues (e.g., cost of tuition/textbooks/housing, no financial support from parents)	1.67	1.67	0
Lack of motivation	1.72	1.84	-.118
Problems adjusting to college life (e.g., difficulty in transitioning from high school to the demands of college)	1.81	1.93	-.116
Desired to go to different school because of career interests or major	1.83	1.87	-.042
Unwillingness to make academic commitments (e.g., family pressures, unsure if one wants to go to college)	1.84	1.85	-.007
Lack of clearly defined academic goals	1.87	1.94	-.074
Insufficient academic skills (e.g., not prepared for college level work, can't pass remedial classes)	1.89	1.92	-.027
Needed/wanted to be closer to home	1.90	2.03	-.122
Academic difficulty (e.g., struggling in classes, poor grades, can't handle course load)	1.97	2.10	-.128
Uncertainty about career aspirations (e.g., not sure what one wants to be)	2.04	2.07	-.036
Personal emergency (e.g., illness, death in the family, loss of a family business)	2.04	2.04	0
Depression, anxiety, or other mental health issue	2.13	2.18	-.047
Social issues (e.g., unable to make friends or unable to communicate with professors)	2.19	2.25	-.063
Relationship issues (e.g., problems with family or roommates)	2.25	2.35	-.104
Low-self esteem	2.37	2.37	0
Forced to leave due to probation or expulsion	2.38	2.22	+.158

Lack of involvement in campus activities and organizations	2.41	2.44	-.118
Lack of mentors	2.47	2.45	+.025
Lack of advisement	2.50	2.58	-.080
Intended to leave prior to degree completion	2.50	2.38	+.114
Student's background differs from those of most students, faculty, and staff on campus (e.g., race or income)	2.80	2.66	+.137
Learning disability	2.88	2.98	-.103
Physical disability/access issue	3.04	2.69	+.348
Lack of course availability*	3.17	NA	

1= Strongly Agree 2=Agree 3=Disagree 4=Strongly Disagree DK=Don't Know

\*Response option new to 2011 survey

When asked whether respondents knew someone who dropped out of UTC, there was no significant change between the 2008 and 2011 survey data (see Table 22). Close to two-thirds of respondents in 2011 and 2008 (62.1% and 61.2% respectively) indicated that they knew someone who dropped out of UTC. Further, around one third of the students reported having personally contemplated dropping out (2011, 36.7%; 2008, 31.5%) on both surveys. However, of those indicating they had considered leaving UTC, only 18% of the 2011 respondents said that leaving was 'likely' to happen as compared to 21.4% in 2008, which reflected a significant decrease.

Table 22. Respondent Knowledge Regarding Retention 2011 vs. 2008

Survey Statement	Percent Yes 2011	Percent Yes 2008
Do you know someone who had dropped out of UTC?	62.1	61.2
Have you ever felt that you wanted to leave/drop out of UTC?	36.7	31.5

In both the 2011 and 2008 survey, students who indicated that they had contemplated leaving UTC were asked to indicate why, and were given the same list of response options previously presented for why *others* may choose to leave and to 'select all that apply'. Interestingly, the major reasons for their consideration of leaving UTC was quite different from reasons they listed for others they knew who had dropped out. Of the top five reasons why *they* had considered leaving, only one, 'financial issues' was also included in the top five of why *others* might leave.

Further, among their top reasons were *external* factors such as desiring a different school with a different major, lack of course availability, and lack of advisement. Among top reasons for others dropping out were *internal* reasons (they had poor time management, poor study habits, lack of motivation, problems adjusting to college life). This is a good example of a psychological fundamental attribution error (Ross, 1977)<sup>6</sup>. Respondents tended to attribute others' failures to *internal/dispositional* shortcomings, while their downfalls were believed to be due to *external* situational reasons outside of their control.

This tendency can also be seen throughout the rankings. For example, 'the desire to go to a different school due to career interests or major' was identified the most frequently (48.3%) by those considering leaving, yet it was the sixth most frequent reason given in regard to what affects others. 'Poor time management' was identified as the number one reason why respondents believed *others* might leave, yet was 15<sup>th</sup> when pertaining to their personal reasons. 'Lack of course availability' was considered the least likely reason for someone else to leave, yet was identified as the fourth reason the individual would personally consider leaving UTC.

All but three reasons listed were selected significantly more in 2011 (statistical increase in agreement). Significant increases ranged from nearly 6% more students in agreement (learning disability) to nearly 40% more students indicating agreement to an item (desired to go to a different school because of career interests or major).

Table 23. Level of Agreement Why Student has Considered Leaving UTC 2011 vs. 2008 (select all that apply)

Survey Statements	Percent 2011	Percent 2008	Difference
Desired to go to different school because of career interests or major	48.3	8.4	+39.9
Financial issues (e.g., cost of tuition/textbooks/housing, no financial support from parents)	39.0	6.5	+32.5
Uncertainty about career aspirations (e.g., not sure what one wants to be)	32.3	4.5	+27.8
Lack of course availability*	31.7	NA	
Lack of advisement	30.9	3.9	+27.8
Depression, anxiety, or other mental health issue	30.1	5.9	+24.2
Lack of motivation	28.2	15.6	+12.6

<sup>6</sup> Ross, L. (1977). The intuitive psychologist and his shortcomings: Distortions in the attribution process. In L. Berkowitz (Ed.), *Advances in experimental social psychology*, Vol. 10 (pp. 174–200). New York: Academic Press.

Academic difficulty (e.g., struggling in classes, poor grades, can't handle course load)	27.7	10.4	+17.3
Lack of mentors	27.4	1.9	+25.5
Needed/wanted to be closer to home	26.3	9.1	+17.2
Social issues (e.g., unable to make friends or unable to communicate with professors)	25.0	3.9	+21.1
Relationship issues (e.g., problems with family or roommates)	23.7	1.9	+21.8
Lack of involvement in campus activities and organizations	22.6	3.9	+18.7
Lack of clearly defined academic goals	21.0	3.9	+17.1
Poor time management	20.1	3.9	+16.2
Personal emergency (e.g., illness, death in the family, loss of a family business)	17.9	1.3	+16.6
Poor study habits	17.9	2.6	+15.3
Low-self esteem	17.7	3.9	+13.8
Problems adjusting to college life (e.g., difficulty transitioning from high school to the demands of college)	13.5	4.5	+9.0
Intended to leave prior to degree completion	12.5	4.5	+8.0
Unwillingness to make academic commitments (e.g., family pressures, unsure if one wants to go to college)	11.7	9.1	+2.6
Student's background differs from those of most students, faculty, and staff on campus (e.g., race or income)	9.8	2.6	+7.2
Insufficient academic skills (e.g., not prepared for college level work, can't pass remedial classes)	8.3	1.3	+7.0
Learning disability	7.1	1.3	+5.8
Forced to leave due to probation or expulsion	4.5	5.8	-1.3
Physical disability/access issue	2.2	5.2	-3.0

2008: select all that apply (indicating agreement); 2011: 1=Strongly Agree, 2=Agree, 3=Disagree, 4=Strongly Disagree  
To enable comparison between 2011 & 2008 data, 'strongly agree' and 'agree' responses were interpreted as 'yes'  
\*Response option new to 2011 survey

### *Diversity at UTC*

The sensitivity of diversity issues can make an assessment of diversity attitudes more problematic. To facilitate gauging student attitudes and perceptions in this area, respondents were asked, in both surveys, to indicate their level of agreement with statements pertaining to diversity at UTC using a Likert scale ranging from 1 (strongly agree) to 4 (strongly disagree), with 'don't know' (DK) as an additional option. This set of questions was broken into three sections: diversity in academics and learning, diversity in institutional policies and culture, and campus climate/environment related to diversity.

Overall, responses were positive on a majority of items in all three sections on both surveys (see Table 24). In looking at diversity in academics and learning, all five statements were responded to positively on both surveys, with the strongest level of agreement to the statement 'Diversity on campus improves the quality of education' (2011 mean=1.95; 2008 mean=1.77), and the least level of agreement to 'I think that the core curriculum should require courses in multicultural diversity' (2011 mean=2.45; 2008 mean=2.16). Additionally, significantly more students felt that 'Courses on race, culture, ethnicity, and other issues are regularly offered' in 2011 than did so in 2008. However, though respondents agreed across both years, level of agreement significantly decreased in response to 'Diversity on campus improves the quality of education', 'Where appropriate, professors address multicultural issues in the classroom, and 'I think that the core curriculum should require courses in multicultural diversity'.

Statements related to diversity in institutional policies and culture were responded to with the highest level of agreement of all sections. Further, six of seven statements had significantly higher levels of agreement in 2011 than in 2008. Respondents indicated most agreement with: (1) Scholars and artists of color are invited to the campus to participate in campus events (2011 mean=1.75; 2008 mean=1.93), (2) The university provides programs to ensure success of differently-abled students (2011 mean=1.80; 2008 mean=1.90), (3) This university actively promotes diversity (2011 mean=1.85; 2008 mean=1.96), and (4) The institution recognizes eminent leaders and alumni of color by naming buildings, scholarships or lectureships in their honor and by awarding honorary degrees (2011 mean=1.86; 2008 mean=1.97). Only responses to one statement did not significantly increase: 'UTC has done a good job providing programs and activities that promote multicultural understanding', though agreement was high both years.

Responses to statements about campus climate/environment related to diversity were mostly positive. Students disagreed with the three negatively worded statements: 'Women students have more opportunities than men at UTC' (2011 mean=2.94, 2008 mean=2.96; no change), 'Minority students have more opportunities than white students on the UTC campus' (2011 mean=2.72, 2008 mean=2.94; though there was significant decrease in disagreement), and 'I feel I need to minimize various characteristics of my racial/ ethnic culture to be able to fit in at UTC' (2011 mean=3.18, 2008 mean=2.89; reflecting a significant increase in disagreement in 2011).

Respondents also agreed that: (1) Friendships are more likely to be determined by common interests than by race (2011 mean=1.88; 2008 mean=1.96), (2) Minorities feel comfortable at this university (2011 mean=2.01; 2008 mean=1.99), (3) The campus environment is free from racial conflict (2011 mean=2.32; 2008 mean=2.38), and (4) My experiences since coming to UTC have led me to become more understanding of racial/ethnic differences (2011 mean=2.33; 2008 mean=2.22), though this last item saw a significant decrease in agreement in 2011. Also, responses to one statement shifted slightly from ‘neutral’ toward disagreement: ‘I have learned more about interacting with people with disabilities since coming to UTC’ (2011 mean=2.58; 2008 mean= 2.51), though this was not statistically significant. Respondents disagreed significantly more that ‘diversity is one of the reasons I chose to come here’ (2011 mean=2.96; 2008 mean=2.69).

*Table 24. Level of Agreement with Statements Regarding Diversity in Academics, Institutional Policies, Culture, and Climate 2011 vs. 2008*

<b>Survey Statement</b>	<b>Mean 2011</b>	<b>Mean 2008</b>	<b>Difference</b>
<u>Academics/Learning</u>			
Diversity on campus improves the quality of education.	1.95	1.77	+ .176
Courses on race, culture, ethnicity, and other issues are regularly offered at UTC.	2.01	2.16	- .152
In my experiences students of different racial/ethnic background participate equally in classroom discussion and learning.	2.08	2.12	- .043
Where appropriate, professors address multicultural issues in the classroom.	2.14	1.99	+ .153
I think that the core curriculum should require courses in multicultural diversity.	2.45	2.16	+ .292
<u>Institutional Policies/Culture</u>			
Scholars and artists of color are invited to the campus to participate in campus events.	1.75	1.93	- .179
The university provides programs to ensure success of differently-abled students.	1.80	1.90	- .092
This university actively promotes diversity.	1.85	1.96	- .116
UTC recognizes eminent leaders and alumni of color by naming buildings, scholarships or lectureships in their honor...	1.86	1.97	- .105
The institution expects that students of color will succeed and develops strategies to help them do so.	1.88	1.97	- .096

Students are encouraged to join or form their own student organizations for support or to celebrate their cultural heritage.	1.90	2.01	-0.117
UTC has done a good job providing programs and activities that promote multicultural understanding.	1.93	2.01	-0.079
<u>Climate/Environment</u>			
Friendships are more likely to be determined by common interests than by race.	1.88	1.96	-0.074
Minorities feel comfortable at this university.	2.01	1.99	+0.020
The campus environment is free from racial conflict.	2.32	2.28	+0.036
My experiences since coming to UTC have led me to become more understanding of racial/ethnic differences.	2.33	2.22	+0.115
I have learned more about interacting with people with disabilities since coming to UTC.	2.58	2.51	+0.073
Minority students have more opportunities than white students on the UTC campus.	2.72	2.94	-0.221
Women students have more opportunities than men at UTC.	2.94	2.96	-0.027
Diversity at UTC is one of the reasons why I chose to come here	2.96	2.69	+0.275
I feel I need to minimize various characteristics of my racial/ethnic culture (e.g. language, dress) to be able to fit in at UTC.	3.18	2.89	+0.252

1= Strongly Agree 2=Agree 3=Disagree 4=Strongly Disagree DK=Don't Know

Students were also asked questions regarding disparaging remarks on campus. They were first asked, 'Have you ever heard anyone on campus (such as faculty, staff, administrators, students) make insensitive or disparaging remarks about specific groups of people (such as women, persons of color, individuals with disabilities, low-income persons)?' The majority of 2011 respondents (76%) said 'yes', compared to only 30.6% in 2008, a large percent and statistically significant increase. Those who indicated 'yes' were then asked to indicate the frequency in which they have heard the remarks being made by faculty, administrators, staff, and students.

Though the majority of students indicated hearing remarks, the frequency in which they were reportedly heard was low, particularly those by employees. Further, there were few statistical differences in the frequency across survey years (see Tables 25a, 25b, 25c, 25d). Overall, faculty, staff and administrators 'never' to 'seldom' made insensitive or disparaging remarks about any of the specific groups identified. Further, faculty were reported as significantly less frequently making disparaging remarks about gay, lesbian, bisexual or transgender (GLBT) persons (2011



mean=1.40; 2008 mean=1.62) and racial/ethnic minorities (2011 mean=1.45; 2008 mean=1.71). Staff were reportedly making significantly fewer remarks about non-native speakers (2011 mean=1.15; 2008 mean=1.29) and GLBT persons (2011 mean=1.20; 2008 mean=1.39).

Just as in 2008, the 2011 respondents indicated hearing most often remarks made by students. They reported to have ‘occasionally’ heard disparaging remarks from students about ‘racial/ethnic minorities’, ‘women’, ‘men’ and ‘gay, lesbian, bisexual, or transgender persons’. They also noted hearing remarks about the other five multicultural groups, though this was reported to ‘seldom’ occur. However, as was with faculty, 2011 students were reported to make significantly fewer remarks about GLBT groups (2011 mean=2.70; 2008 mean=3.01) and racial/ethnic minorities (2011 mean=2.90; 2008 mean=3.15).

*Table 25a. Frequency of Hearing Faculty Make Disparaging Remarks 2011 vs. 2008*

	Mean 2011	Mean 2008	Difference
Persons with disabilities	1.20	1.22	-.025
Low-income persons	1.28	1.36	-.082
Non-native English speakers	1.34	1.37	-.033
Men	1.35	1.42	-.068
Gay, lesbian, bisexual or transgender persons	1.40	1.62	-.229
Individuals of different age groups/generations*	1.44	NA	
Racial/ethnic minorities	1.45	1.71	-.263
Women	1.46	1.60	-.143
Persons of particular religious backgrounds	1.46	1.55	-.083

*1=Never 2=Seldom 3=Occasionally 4=Often 5=Very Often DK=Don't Know*

*\*Response options new to 2011 survey*

*Table 25b. Frequency of Hearing Staff Make Disparaging Remarks 2011 vs. 2008*

Specific Group	Mean 2011	Mean 2008	Difference
Persons with disabilities	1.12	1.13	-.010
Non-native English speakers	1.15	1.29	-.147
Persons of particular religious backgrounds	1.15	1.24	-.083
Low-income persons	1.15	1.22	-.067
Men	1.17	1.11	-.064
Individuals of different age groups/generations*	1.18	NA	
Gay, lesbian, bisexual or transgender persons	1.20	1.39	-.192
Women	1.23	1.23	-.003
Racial/ethnic minorities	1.24	1.36	-.122

*1=Never 2=Seldom 3=Occasionally 4=Often 5=Very Often DK=Don't Know*

*\*Response options new to 2011 survey*

Table 25c. Frequency of Hearing Administrators Make Disparaging Remarks 2011 vs. 2008

Specific Group	Mean 2011	Mean 2008	Difference
Persons with disabilities	1.05	1.11	-.058
Non-native English speakers	1.06	1.08	-.021
Low-income persons	1.06	1.08	-.020
Persons of particular religious backgrounds	1.06	1.09	-.028
Men	1.06	1.11	-.050
Gay, lesbian, bisexual or transgender persons	1.06	1.15	-.095
Racial/ethnic minorities	1.07	1.17	-.071
Individuals of different age groups/generations*	1.07	NA	
Women	1.09	1.09	.0

1=Never 2=Seldom 3=Occasionally 4=Often 5=Very Often DK=Don't Know

\*Response option new to 2011 survey

Table 25d. Frequency of Hearing Students Make Disparaging Remarks 2011 vs. 2008

Specific Group	Mean 2011	Mean 2008	Difference
Persons with disabilities	1.85	2.05	-.200
Low-income persons	1.88	2.02	-.140
Individuals of different age groups/generations*	2.13	NA	
Non-native English speakers	2.23	2.44	-.207
Persons of particular religious backgrounds	2.33	2.34	-.016
Racial/ethnic minorities	2.70	3.01	-.315
Women	2.71	2.66	+.043
Men	2.71	2.37	+.162
Gay, lesbian, bisexual or transgender persons	2.90	3.15	-.250

1=Never 2=Seldom 3=Occasionally 4=Often 5=Very Often DK=Don't Know

\*Response options new to 2011 survey

In both surveys, students were asked to indicate their level of agreement with a series of statements regarding acceptance, respect, and diversity at UTC, related to what they are observing and related to their own group identities (1=strongly agree to 4=strongly disagree) (see Table 26). In the first set of questions, all 13 survey statements about diverse populations and multicultural involvement in activities on campus were responded to positively on both the 2011 and 2008 surveys. Further, several of the responses on the 2011 survey reflected significant improvement and a positive directional shift.

On both surveys, respondents indicated agreement on items related to respect by faculty and students for individuals of different racial and ethnic groups; the presence of an ethnically diverse faculty, administrator, staff, and student body; multicultural participation in student government organizations, judiciary/disciplinary programs, and minority sponsored programs; opportunities for frequent contact with racially/ethnically diverse faculty; and residence hall assignments for the purpose of promoting diversity. Further, nearly all of these areas saw significant increases in agreement levels. Two items which were negatively worded (‘interracial tensions in the residence halls’ and ‘interracial tensions in the classroom’) were responded to with slightly more disagreement in 2011, though no significant differences were found.

*Table 26. Level of Agreement with Statements Regarding Diversity at UTC 2011 vs. 2008*

<b>At the University of Tennessee at Chattanooga, I have found...</b>	<b>Mean 2011</b>	<b>Mean 2008</b>	<b>Difference</b>
Respect by faculty for students of different racial and ethnic groups.	1.71	1.80	-.092
Presence of an ethnically diverse student body.	1.77	1.87	-.101
Leadership roles of students of all gender/race/nationalities in student government organizations.	1.77	1.93	-.161
Respect by students for faculty of different racial and ethnic groups.	1.85	1.91	-.058
Presence of an ethnically diverse faculty and administrative/professional staff.	1.85	1.97	-.118
Availability of social/cultural life for members of my race/nationality in the community.	1.86	1.95	-.097
Participation of students of all races/nationalities in judiciary/disciplinary programs.	1.89	1.96	-.066
Respect by students for other students of different racial and ethnic groups.	1.89	1.97	-.074
Opportunity for frequent contact with ethnically/racially diverse faculty.	1.96	2.05	-.087
Residence hall assignments for the purpose of promoting cultural diversity.	1.96	2.08	-.119
Majority student participation in events sponsored by minority students.	2.12	2.22	-.096
Interracial tensions in the residence halls.	2.73	2.66	+.068
Interracial tensions in the classroom.	2.93	2.88	+.050

*1= Strongly Agree 2=Agree 3=Disagree 4=Strongly Disagree DK=Don't Know*

Students were also asked to respond to several negatively worded statements as they related to diversity, acceptance, and respect based on their identification with one or more groups (see Table 27). Again, similar to the 2008 survey data, 2011 respondents consistently disagreed with the statements, indicating they feel accepted and respected at UTC based on their group. Further, respondents indicated significantly higher levels of disagreement with all of the statements in 2011. Respondents disagreed with feeling that they always have to represent their group in a positive light, that they have to be the “resident authority” for their group, that they feel pressured to show loyalty to their group, that they feel isolated or left out of campus activities, that they feared for their safety, or worse, that they were a victim of a sex or hate crime.

*Table 27. Perceptions of Diversity, Acceptance, and Respect Based on One’s Group Identity 2011 vs. 2008*

<b>Because of my group identity...</b>	<b>Mean 2011</b>	<b>Mean 2008</b>	<b>Difference</b>
I feel like I can never slip up because what I do represents my group’s abilities, behaviors, etc.	3.16	3.02	+ .141
I feel isolated or left out in campus related activities.	3.24	3.23	+ .004
I feel pressure to show loyalty to my group.	3.28	3.17	+ .112
I heard derogatory comments about my group in the academic class.	3.38	3.20	+ .173
I feared for my physical safety.	3.43	3.32	+ .109
I was singled out as the “resident authority” for my group when issues relevant to my group identity arose.	3.48	3.27	+ .206
People assume I am here because of affirmative action.	3.57	3.31	+ .258
I was a victim of a sex crime or hate crime.	3.58	3.44	+ .145

*1= Strongly Agree 2=Agree 3=Disagree 4=Strongly Disagree DK=Don’t Know*

Related to feeling victimized, students were also asked to report their level of agreement regarding experiencing different forms of harassment. Keeping with the overall positive findings within this diversity section of the report, students on both surveys ‘disagreed’ that they have experienced any of the forms of harassment about which they were surveyed: verbal comments, written comments, being ignored, insults, threats of physical violence, actual physical assault or injury, anonymous phone calls, called names, graffiti, hate jokes, cartoons, other forms of harassment. Nonetheless, about one in four students did report experiencing a form of harassment at some point at UTC in both 2011 and 2008 (27.5% and 25.5% respectively. There was no statistical difference between the percentages). Of those students who did, about one third

of incidents were reportedly due to race (2011, 31.5%; 2008, 39.7%) and one third to sex/gender (2011, 30.9%; 2008, 31.1%) (see Table 29). Significantly fewer students indicated experiencing harassment due to their religion and sexual orientation/gender identity in the 2011 survey. However, of those students who reported being harassed, only 5% of 2011, and 7.8% of 2008 respondents, said they filed a complaint or grievance (no statistical difference).

*Table 28. Level of Agreement with Statements Regarding Forms of Harassment Experienced 2011 vs. 2008*

<b>Because of my group identity, I have experienced the following forms of harassment...</b>	<b>Mean 2011</b>	<b>Mean 2008</b>	<b>Difference</b>
Verbal comments	3.29	3.14	+ .152
Being ignored	3.30	3.11	+ .193
Insults	3.39	3.11	+ .277
Called names	3.48	3.22	+ .263
Hate jokes	3.52	3.24	+ .277
Written comments	3.56	3.28	+ .276
Cartoons	3.61	3.33	+ .282
Threats of physical violence	3.61	3.36	+ .253
Anonymous phone calls	3.62	3.37	+ .248
Graffiti	3.63	3.36	+ .263
Actual physical assault or injury	3.64	3.41	+ .228

*1= Strongly Agree 2=Agree 3=Disagree 4=Strongly Disagree DK=Don't Know*

*Table 29. Group Identities Relevant to Respondents' Harassment 2011 vs. 2008 (select all that apply)*

<b>Group identities relevant in responding to questions regarding harassment.</b>	<b>Percent 2011</b>	<b>Percent 2008</b>	<b>Difference</b>
Race	31.5	39.7	-8.2
Sex/gender	30.9	31.1	-.2
Religion	14.4	23.0	-8.6
Age*	10.5	NA	
Ethnicity	9.4	23.9	-14.5
Sexual orientations/gender identity	7.2	15.0	-7.8
Income level	5.5	8.7	-3.2
Disability	4.4	7.4	-3.0

*\*Response option new to 2011 survey*

#### **IV. Conclusions and Recommendations**

The 2011 Student Retention and Diversity Study provided an opportunity to examine issues related to student life, diversity, and academics at UTC, and to compare findings to student perspectives reported in 2008. It was evident that there are many elements associated with the university that students appreciate, support and enjoy. As was true three years ago, UTC students like being here. They like the location of the university, its natural beauty/amenities, the smaller/more intimate size of the university, the professors and friends they have here, and they find UTC affordable. Overall, respondents seemed positive about being at UTC.

The addition of a student life section in the 2011 survey enabled further insight on students' lives outside of the classroom. Students reported more involvement in campus organizations and more on-campus residency than they did three years ago, indicating that recent university initiatives to create a more engaging campus environment have been successful. Regarding study preferences, respondents indicated that they liked to study on and off campus, and when they study on campus, they prefer to study in the library. This is very encouraging, especially in light of the completion of the new library complex in the very near future.

Most 2011 respondents indicated that they were not first generation college students, and although still a sizable percentage, the percent has decreased since 2008. Coupled with the fact that the majority of respondents reported having parents with at least 'some college', more and more students arrived at UTC with some understanding and appreciation of what was required of a college education. They believed that the primary responsibility of their professors is to effectively teach the course material and to help develop intellectual and critical thinking abilities. However, the majority of students indicated that they 'rarely' take advantage of a number of offices and services offered on the campus that could enhance their academic situations (e.g., Computer Center, Writing Center, Math Lab, Counseling and Career Planning Center, etc.). It is unclear why usage of these resources seems limited. Whether this is primarily a reflection of student need, or if students are unaware of the resources, where they are located, and/or what services are provided, or whether other factors may be involved, should be explored.

In regard to advisement, respondents 'agreed' that they knew their advisor's name, were prepared for their meetings, that they visit with their advisors at least once per semester, and that their advisor is available to meet with them and are well acquainted with the Banner system. This supports respondents' feelings of being advised 'fairly well' in terms of their academic major. However, some concerns were indicated in terms of the establishment of a long-term 'mentoring' relationship with one's advisor in which career opportunities are discussed with students. The rating for advisement in terms of career options decreased, moving away from 'fairly well' and toward 'poor' in 2011. Further, this finding held true for all respondents' class rankings, freshmen through seniors. Continued review of the advisement process, especially ensuring that students feel 'known' by their advisor, and that they receive career advisement at all stages of the college experience, seems to be an area for additional focus.

Another academic finding of interest was the significant decrease in the percentage of students interested in incorporating service learning into university course work. This was a departure from 2008 when students indicated that they would like more hands-on learning opportunities, whether these are in the form of internships or service-learning options. This finding would seem to be an area for additional focus, especially in light of the institution's recent QEP initiatives to incorporate experiential learning opportunities into the curriculum. Additional research that examines experiential learning and why students may be less interested in these experiences (e.g., work schedules, learning styles, lack of motivation, etc.) is warranted.

In reference to possible retention factors, 2011 respondents exhibited the same psychological phenomenon, "the fundamental attribution error" (Ross, 1977), as did the 2008 respondents. This phenomenon dictates that people tend to attribute other peoples' failures to internal/dispositional reasons (e.g., he dropped out of college due to poor time management, lack of motivation, poor study habits, etc.), while attributing their own inadequacies to external/situational reasons (e.g. I considered leaving due to lack of course availability/major, lack of advisement/mentors, etc.). Therefore, it is important to review these retention findings with caution. Most probably, the reasons that influence a student's decision to leave UTC are a combination of both internal and external factors. A study of students who have dropped out or left UTC, and their reasons for doing so, could be more enlightening as to relevant retention issues here in the university.

The 2011 survey data indicated that the university is continuing to make important and positive gains in terms of students' perception about and appreciation for a diverse, multicultural campus experience. Across all questions regarding diversity at UTC, the majority of responses were very positive with the most significant changes shifting toward an even more positive level of agreement. Students felt that diversity is incorporated into academics and learning, is present in institutional policies and culture, and is evident in the overall climate and environment. It would appear that recent initiatives to address diversity issues at UTC (e.g., diversity as a main focus in the university's strategic plan, campus-wide employee diversity training, etc.) have proven to be very successful according to this data.

However, while most students expressed positive opinions about diversity and multiculturalism, and indicated an inclusive and respectful campus environment overall, the majority also reported hearing disparaging remarks about particular groups of people on campus. While administrators, staff, and faculty were almost never heard making these remarks, other students were reported to 'seldom' to 'occasionally' do so. Across employee groups and students, the most consistently disparaged groups of people on campus were identified as racial/ethnic minorities, women, and gay/lesbian/bisexual/transgendered persons. Both of these trends were evident across both survey years. Hearing and experiencing insensitive or disparaging remarks by and among students at UTC therefore remains an area of concern. A campus-wide student diversity training, such as the one implemented for UTC employees this year, should be considered.

Overall, the 2011 SRDS reflects that students like the university and its people. They appreciate the more engaging environment and are involved in campus organizations, like to study in the library, and value their relationships with advisors. Students at UTC want to learn from their courses and want to learn to think critically. In general, they welcome an inclusive, diverse atmosphere. Initiatives to improve the ‘career’ portion of advisement and developing student-oriented diversity training on campus are recommended. Further exploration of experiential learning interests is needed. Additionally, the level of need and strategies for engaging students in the resources available to assist them academically should be identified.



**Appendix A: Student Retention and Diversity Survey**  
***“Student Life Survey”***

This survey is about a variety of topics that affect students’ experiences here at UTC. It takes about 10-15 minutes to complete. Upon completion, you may choose to enter into a drawing to receive one of fifty prizes. Your participation is voluntary, your answers are anonymous, and you will not be forced to answer any question.

*The Institutional Review Board of the University of Tennessee at Chattanooga (FWA00004149) has approved this research project # 11-126.*

**CHOOSING UTC**

**First, we’d like to ask you a few questions related to your choice to come to UTC.**

**1. Why did you decide to attend UTC? (select all that apply)**

- a. Location
- b. Smaller campus size/more personal attention
- c. Had my major
- d. Friends/family attend here/did attend here
- e. Scholarship/scholarship amount
- f. Family decision
- g. Liked the University/what I had heard about it
- h. Living quarters/residence halls
- i. Interest in campus organizations
- j. Interests in specific major or opportunities associated with UTC
- k. Campus diversity
- l. Cost/affordability
- m. Didn’t get accepted to my “first choice”
- n. Other (please specify)\_\_\_\_\_

**2. What do you like best about UTC? (select all that apply)**

- a. Professors
- b. Courses offered
- c. Cost/affordability
- d. Sports
- e. Clubs, organizations
- f. Smaller campus size/more personal attention
- g. Diversity
- h. Friends I have here
- i. City of Chattanooga/location
- j. Natural beauty/amenities
- k. Living quarters/residence halls
- l. Library

- m. Campus facilities
- n. Dining options
- o. Campus climate/environment
- p. Majors offered
- q. Opportunities offered
- r. Applied/experiential learning opportunities
- s. Other (please specify) \_\_\_\_\_

### **STUDENT LIFE AT UTC**

**We are interested to find out how and where you prefer to spend your time when not in class.**

#### **3. At UTC, what groups are you involved in? (select all that apply)**

- a. Organizations (such as: Campus Activities Board or International Student Organization)
- b. Interest or departmental clubs (such as: Campus Democrats or Rowing Club)
- c. Faith based organizations on campus
- d. Fraternities or sororities
- e. Honor societies (such as: Alpha Kappa Delta or Mortar Board)
- f. Athletics
- g. Campus recreation

#### **4. How frequently have you visited the following centers?**

1=very often, 2= somewhat often, 3=not very often, 4=never, 5=don't know

- a. Multicultural Center
- b. Women's Center
- c. Fine Arts Center
- d. The ARC-Aquatic Recreation Center
- e. The Computer Center
- f. The UC Game Room

#### **5. How frequently do you participate in activities or events that are sponsored by the following departments/organizations?**

1=very often, 2= somewhat often, 3=not very often, 4=never, 5=don't know

- a. Multicultural Center
- b. Women's Center
- c. Fine Arts Center
- d. Campus Recreation (ARC, club sports, intramural sports)
- e. Athletic Department
- f. Student Housing

**6. Where do you prefer to study/do your homework? (select one)**

- a. On campus
- b. Off campus
- c. Both

**6a. If on campus: Where? (select all that apply)**

- a. Residence hall room
- b. Library
- c. University Center
- d. Crossroads
- e. Classroom/academic building
- f. Computer Center
- g. Outdoors/green space
- h. Other (please specify)\_\_\_\_\_

**6b. If off campus-Where? (select all that apply)**

- a. Apartment/housing
- b. Coffee house/restaurant
- c. Library
- d. Outdoors/green space
- e. Other (please specify)\_\_\_\_\_

**7. Where do you eat the majority of your meals? (select all that apply)**

- a. Required university meal plan dining options
- b. Apartment/housing
- c. Additional on-campus dining options
- d. Restaurant/dining options within walking distance of campus
- e. Restaurant/dining options more than 1 mile from campus
- f. other (please specify)\_\_\_\_\_

**8. On average, how many weekends per month do you leave campus/stay elsewhere? (select one)**

- a. 0
- b. 1
- c. 2
- d. 3
- e. 4
- f. don't know

**ACADEMICS AT UTC**

**Next, we'd like to ask you about your academic experience here at UTC and how it relates to your future.**

**9. How well do you feel you have been advised at UTC in regard to your major? (in terms of graduation requirements and related course needs) (select one)**

- a. Very well
- b. Fairly well
- c. Poorly
- d. Not at all

**10. In general, how well do you feel you have been advised at UTC for future jobs and career options? (select one)**

- a. Very well
- b. Fairly well
- c. Poorly
- d. Not at all

**11. Please indicate your level of agreement with these statements about your advisor at UTC:**

1= Strongly Agree    2=Agree    3=Disagree    4=Strongly Disagree    DK=Don't Know

- \_\_\_\_\_ a. I know my advisor's name.
- \_\_\_\_\_ b. My advisor is available to talk to me.
- \_\_\_\_\_ c. My advisor and I mainly discuss my course schedule.
- \_\_\_\_\_ d. My advisor knows me well.
- \_\_\_\_\_ e. I have the same person in my major department to advise me each semester.
- \_\_\_\_\_ f. My advisor talks to me about career opportunities.
- \_\_\_\_\_ g. My advisor and I have a good relationship.
- \_\_\_\_\_ h. I am prepared for my advising appointment when I see my advisor.
- \_\_\_\_\_ i. I know my major's requirements before my advisor tells me.
- \_\_\_\_\_ j. I talk to my advisor at least once per semester.
- \_\_\_\_\_ k. I mainly want to see an advisor for an advisement code.
- \_\_\_\_\_ l. My advisor is familiar with on-line registration and the Banner system.
- \_\_\_\_\_ m. I have received excellent advising at UTC.

**12. How often have you visited the following places or people on campus? (please respond to each of the following statements)**

1=Never    2=Seldom    3=Occasionally    4=Often    5=Very Often    DK=Don't Know

- \_\_\_\_\_ a. Dean of Students Office
- \_\_\_\_\_ b. Office of Multicultural Affairs
- \_\_\_\_\_ c. Office Of Students with Disabilities
- \_\_\_\_\_ d. Office of Equity and Diversity
- \_\_\_\_\_ e. Counseling and Career Planning Center

- \_\_\_\_\_ f. Office of Cooperative Education
- \_\_\_\_\_ g. International Education
- \_\_\_\_\_ h. Center for Advisement and Student Success
- \_\_\_\_\_ i. Writing Center
- \_\_\_\_\_ j. Computer Center
- \_\_\_\_\_ k. Math Lab
- \_\_\_\_\_ l. Library
- \_\_\_\_\_ m. Advisor
- \_\_\_\_\_ n. Professors

**13. In general, how comfortable/skilled do you feel using the Banner system to find information about your major, grades, fees, etc. (select one)**

- a. Very Comfortable/skilled
- b. Somewhat comfortable/skilled
- c. Not very comfortable/skilled
- d. Not at all comfortable/skilled

**14. Have you had the opportunity to do an internship, or applied learning opportunity, that is related to your major or your career aspirations? (select one)**

Yes    No

**15. Would you be agreeable to a course requirement in which you had the opportunity to do a service project or spend a limited number of hours doing professional work as part of your grade (service learning)? (select one)**

Yes    No    Maybe    Don't know

**16. What are your major expectations of your professors? (select all that apply)**

- a. To make the course interesting
- b. To effectively teach the course material
- c. To make learning fun and easy
- d. To provide broad information apart from the text
- e. To help students find their career niche
- f. To help build the students' intellectual abilities
- g. To help develop students' critical thinking skills
- h. To use modern technology in the classroom and in assignments
- i. To incorporate experiential learning in the course work

## **RETENTION AT UTC**

**In this section, we'd like to ask you some questions about why some students might choose to leave UTC before graduation.**

**17. Why do you think some students leave UTC before graduation? (please indicate your level of agreement with each of the following reasons)**

1= Strongly Agree    2=Agree    3=Disagree    4=Strongly Disagree    DK=Don't Know

- \_\_\_\_\_ a. academic difficulty (e.g., struggling in classes, poor grades, can't handle course load)
- \_\_\_\_\_ b. insufficient academic skills (e.g., not prepared for college level work, can't pass remedial classes)
- \_\_\_\_\_ c. poor study habits
- \_\_\_\_\_ d. poor time management
- \_\_\_\_\_ e. learning disability
- \_\_\_\_\_ f. physical disability/access issue
- \_\_\_\_\_ g. depression, anxiety, or other mental health issue
- \_\_\_\_\_ h. low-self esteem
- \_\_\_\_\_ i. lack of motivation
- \_\_\_\_\_ j. lack of clearly defined academic goals
- \_\_\_\_\_ k. unwillingness to make academic commitments (family pressures, unsure if one wants to be in college)
- \_\_\_\_\_ l. problems adjusting to college life (difficulty in transitioning from high school to the demands of college)
- \_\_\_\_\_ m. lack of involvement in campus activities and organizations
- \_\_\_\_\_ n. student's background differs from those of most students, faculty, and staff on campus (race or income)
- \_\_\_\_\_ o. relationship issues (problems with family or roommates)
- \_\_\_\_\_ p. social issues (unable to make friends or unable to communicate with professors)
- \_\_\_\_\_ q. financial issues (cost of tuition/textbooks/housing, no financial support from parents)
- \_\_\_\_\_ r. lack of advisement
- \_\_\_\_\_ s. lack of mentors
- \_\_\_\_\_ t. uncertainty about career aspirations (e.g., not sure what one wants to be)
- \_\_\_\_\_ u. personal emergency (e.g., illness, death in the family, loss of a family business)
- \_\_\_\_\_ v. desired to go to different school because of career interests or major
- \_\_\_\_\_ w. needed/wanted to be closer to home
- \_\_\_\_\_ x. lack of course availability
- \_\_\_\_\_ y. intended to leave prior to degree completion
- \_\_\_\_\_ z. forced to leave due to probation or expulsion
- \_\_\_\_\_ aa. Other( please specify)\_\_\_\_\_

**18. Do you know someone who has dropped out of UTC?**

Yes      No

**19. Have you ever felt that you wanted to leave/drop out of UTC?**

Yes No (if no skip to 22)

**20. Why did you consider discontinuing here at UTC? (please indicate your level of agreement with each of the following reasons)**

1= Strongly Agree 2=Agree 3=Disagree 4=Strongly Disagree DK=Don't Know

- \_\_\_\_\_ a. academic difficulty (e.g., struggling in classes, poor grades, can't handle course load)
- \_\_\_\_\_ b. insufficient academic skills (e.g., not prepared for college level work, can't pass remedial classes)
- \_\_\_\_\_ c. poor study habits
- \_\_\_\_\_ d. poor time management
- \_\_\_\_\_ e. learning disability
- \_\_\_\_\_ f. physical disability/access issue
- \_\_\_\_\_ g. depression, anxiety, or other mental health issue
- \_\_\_\_\_ h. low-self esteem
- \_\_\_\_\_ i. lack of motivation
- \_\_\_\_\_ j. lack of clearly defined academic goals
- \_\_\_\_\_ k. unwillingness to make academic commitments (family pressures, unsure if wants to be in college)
- \_\_\_\_\_ l. problems adjusting to college life (difficulty transitioning from high school to the demands of college)
- \_\_\_\_\_ m. lack of involvement in campus activities and organizations
- \_\_\_\_\_ n. student's background differs from those of most students, faculty, and staff on campus (e.g., race or income)
- \_\_\_\_\_ o. relationship issues (e.g., problems with family or roommates)
- \_\_\_\_\_ p. social issues (e.g., unable to make friends or unable to communicate with professors)
- \_\_\_\_\_ q. financial issues (e.g., cost of tuition/textbooks/housing, no financial support from parents)
- \_\_\_\_\_ r. lack of advisement
- \_\_\_\_\_ s. lack of mentors
- \_\_\_\_\_ t. uncertainty about career aspirations (e.g., not sure what one wants to be)
- \_\_\_\_\_ u. personal emergency (e.g., illness, death in the family, loss of a family business)
- \_\_\_\_\_ v. desired to go to different school because of career interests or major
- \_\_\_\_\_ w. needed/wanted to be closer to home
- \_\_\_\_\_ x. lack of course availability
- \_\_\_\_\_ y. intended to leave prior to degree completion
- \_\_\_\_\_ z. forced to leave due to probation or expulsion
- \_\_\_\_\_ aa. Other( please specify)\_\_\_\_\_

**21. What is the likelihood that you will drop out of UTC before you graduate? (select one)**

Very likely Somewhat likely Not very likely Not at all likely

## **DIVERSITY AT UTC**

**In this section, we'd like to ask you some questions about your experience with diversity on UTC's campus. By a diverse campus we mean: A community in which faculty, staff, and students of diverse backgrounds and cultures choose to affiliate; where all people are treated with respect, understanding, and fairness; and where a quality educational experience enhances the growth and development of all served.**

**22. Please indicate your level of agreement with each of the following statements about diversity at UTC.**

1= Strongly Agree    2=Agree    3=Disagree    4=Strongly Disagree    DK=Don't Know

### **Academics/Learning**

- a. I think that the core curriculum should require courses in multicultural diversity.
- b. Where appropriate, professors address multicultural issues in the classroom.
- c. Diversity on campus improves the quality of education.
- d. In my experiences, students of different racial/ethnic backgrounds participate equally in classroom discussion and learning.
- e. Courses on race, culture, ethnicity, and other issues are regularly offered at UTC.

### **Institutional Policies/Culture**

- f. The institution expects that students of color will succeed and develops strategies to help them do so.
- g. The university provides programs to ensure success of differently-abled students.
- h. Scholars and artists of color are invited to the campus to participate in campus events.
- i. The institution recognizes eminent leaders and alumni of color by naming buildings, scholarships or lectureships in their honor and by awarding honorary degrees.
- j. UTC has done a good job providing programs and activities that promote multicultural understanding.
- k. Students are encouraged to join or form their own student organizations for support or to celebrate their cultural heritage.
- l. This university actively promotes diversity.

### **Climate/Environment**

- m. The campus environment is free from racial conflict.
- n. Diversity at UTC is one of the reasons why I chose to come here.
- o. Minorities feel comfortable at this university.
- p. Friendships are more likely to be determined by common interests than by race.
- q. My experiences since coming to UTC have led me to become more understanding of racial/ethnic differences.
- r. I feel I need to minimize various characteristics of my racial/ethnic culture (e.g. language, dress) to be able to fit in at UTC.
- s. Minority students have more opportunities than white students on the UTC campus.
- t. Women students have more opportunities than men at UTC.
- u. I have learned more about interacting with people with disabilities since coming to UTC.



**23. Have you ever heard anyone on campus (such as: faculty, staff, administrator, student) make insensitive or disparaging remarks about a specific group of people (such as: women, person of color, person with a disability, low-income person)?**

Yes      No

**24. In the last year at UTC, how often have you heard a faculty member (such as: professors, teachers, etc.) make insensitive or disparaging remarks about the following groups? (please respond to each of the following groups)**

1=Never    2=Seldom    3=Occasionally    4=Often    5=Very Often    DK=Don't Know

- \_\_\_\_\_ a. Women
- \_\_\_\_\_ b. Men
- \_\_\_\_\_ c. Racial/ethnic minorities
- \_\_\_\_\_ d. Gay, lesbian, bisexual or transgender persons
- \_\_\_\_\_ e. Persons with disabilities
- \_\_\_\_\_ f. Non-native English speakers
- \_\_\_\_\_ g. Persons of particular religious backgrounds
- \_\_\_\_\_ h. Low-income persons
- \_\_\_\_\_ i. Individuals of different age groups/generations

**25. In the last year at UTC, how often have you heard a staff member (such as: secretary, counselor, cashier, etc.) make insensitive or disparaging remarks about the following groups? (please respond to each of the following groups)**

1=Never    2=Seldom    3=Occasionally    4=Often    5=Very Often    DK=Don't Know

- \_\_\_\_\_ a. Women
- \_\_\_\_\_ b. Men
- \_\_\_\_\_ c. Racial/ethnic minorities
- \_\_\_\_\_ d. Gay, lesbian, bisexual or transgender persons
- \_\_\_\_\_ e. Persons with disabilities
- \_\_\_\_\_ f. Non-native English speakers
- \_\_\_\_\_ g. Persons of particular religious backgrounds
- \_\_\_\_\_ h. Low-income persons
- \_\_\_\_\_ i. Individuals of different age groups/generations

**26. In the last year at UTC, how often have you heard an administrator (such as: department heads, dean, etc.) make insensitive or disparaging remarks about the following groups? (please respond to each of the following groups)**

1=Never    2=Seldom    3=Occasionally    4=Often    5=Very Often    DK=Don't Know

- \_\_\_\_\_ a. Women
- \_\_\_\_\_ b. Men
- \_\_\_\_\_ c. Racial/ethnic minorities
- \_\_\_\_\_ d. Gay, lesbian, bisexual or transgender persons
- \_\_\_\_\_ e. Persons with disabilities
- \_\_\_\_\_ f. Non-native English speakers
- \_\_\_\_\_ g. Persons of particular religious backgrounds
- \_\_\_\_\_ h. Low-income persons
- \_\_\_\_\_ i. Individuals of different age groups/generations

**27. In the last year at UTC, how often have you heard a student make insensitive or disparaging remarks about the following groups? (please respond to each of the following groups)**

1=Never    2=Seldom    3=Occasionally    4=Often    5=Very Often    DK=Don't Know

- \_\_\_\_\_ a. Women
- \_\_\_\_\_ b. Men
- \_\_\_\_\_ c. Racial/ethnic minorities
- \_\_\_\_\_ d. Gay, lesbian, bisexual or transgender persons
- \_\_\_\_\_ e. Persons with disabilities
- \_\_\_\_\_ f. Non-native English speakers
- \_\_\_\_\_ g. Persons of particular religious backgrounds
- \_\_\_\_\_ h. Low-income persons
- \_\_\_\_\_ i. Individuals of different age groups/generations

**28. Please indicate your level of agreement with these statements about diversity at UTC. (please respond to each of the following statements)**

1= Strongly Agree    2=Agree    3=Disagree    4=Strongly Disagree    DK=Don't Know

At the University of Tennessee at Chattanooga, I have found (the):

- \_\_\_\_\_ a. Presence of an ethnically diverse faculty and administrative/professional staff.
- \_\_\_\_\_ b. Presence of an ethnically diverse student body.
- \_\_\_\_\_ c. Availability of social/cultural life for members of my race/nationality in the community.
- \_\_\_\_\_ d. Opportunity for frequent contact with ethnically/racially diverse faculty.
- \_\_\_\_\_ e. Participation of students of all races/nationalities in judiciary/disciplinary programs.
- \_\_\_\_\_ f. Leadership roles of students of all gender/race/nationalities in student government organizations.
- \_\_\_\_\_ g. Residence hall assignments for the purpose of promoting cultural diversity.
- \_\_\_\_\_ h. Majority student participation in events sponsored by minority students.
- \_\_\_\_\_ i. Respect by students for other students of different racial, ethnic and cultural groups.
- \_\_\_\_\_ j. Respect by faculty for students of different racial, ethnic and cultural groups.
- \_\_\_\_\_ k. Respect by students for faculty of different racial, ethnic and cultural groups.
- \_\_\_\_\_ l. Interracial tensions in the residence halls.
- \_\_\_\_\_ m. Interracial tensions in the classroom.

**Please respond to the next two questions based upon your sense of identification with one or more groups (for example: race, ethnicity, sexual orientation, religion, disability).**

**29. Please indicate your level of agreement with each of the following statements.**

1= Strongly Agree    2=Agree    3=Disagree    4=Strongly Disagree    DK=Don't Know

**Because of my group identity:**

- \_\_\_\_\_ a. I feel isolated or left out in campus related activities.
- \_\_\_\_\_ b. I feel pressure to show loyalty to my group.
- \_\_\_\_\_ c. I feel like I can never slip up because what I do represents my group's abilities, behaviors, etc.
- \_\_\_\_\_ d. I fear for my physical safety.
- \_\_\_\_\_ e. I was a victim of a sex crime or hate crime.
- \_\_\_\_\_ f. People assume I am here because of affirmative action.
- \_\_\_\_\_ g. I was singled out as the "authority" for my group when issues relevant to my group identity arose.
- \_\_\_\_\_ h. I heard derogatory comments about my group in the academic class.

**30. Because of my group identity, I have experienced the following forms of harassment: (please indicate your level of agreement with each of the following statements)**

1= Strongly Agree    2=Agree    3=Disagree    4=Strongly Disagree    DK=Don't Know

- \_\_\_\_\_ a. Verbal comments
- \_\_\_\_\_ b. Written comments
- \_\_\_\_\_ c. Being ignored
- \_\_\_\_\_ d. Insults
- \_\_\_\_\_ e. Threats of physical violence
- \_\_\_\_\_ f. Actual physical assault or injury
- \_\_\_\_\_ g. Anonymous phone calls
- \_\_\_\_\_ h. Called names
- \_\_\_\_\_ i. Graffiti
- \_\_\_\_\_ j. Hate jokes
- \_\_\_\_\_ k. Cartoons
- \_\_\_\_\_ l. Other forms of harassment (please specify) \_\_\_\_\_

**30a. Did you file a complaint or grievance about this harassment?    Yes    No**

**31. Which group identities were relevant to your responses to the two previous questions? (select all that apply)**

- a. race
- b. ethnicity
- c. sex/gender
- d. age
- e. sexual orientation/gender identity
- e. religion
- f. disability
- g. income level
- h. other (please specify) \_\_\_\_\_

**DEMOGRAPHIC QUESTIONS**

**OK, just a few more questions to find out a little about you.**

**32. Please indicate your race or ethnicity: (select one – the group with which you most closely identify)**

- a. Black/African American
- b. Hispanic/Latino/a
- c. Asian American
- d. American Indian
- e. Hawaiian/Pacific Islander
- f. Alaskan Native
- g. Caucasian/White
- h. Bi/Multi Racial
- i. Other (please describe) \_\_\_\_\_

**33. Please indicate your sex or gender: (select one)**

Male Female

**34. Do you consider yourself to be? (select one)**

Heterosexual/straight      LGBT (lesbian/gay/bisexual/transgender)

**35. Are you an international student?**

No    Yes    If yes, what is your country of origin? \_\_\_\_\_

**36. Do you have a disability?**

No    Yes    If yes, what type of disability? \_\_\_\_\_

**37. What is your major? \_\_\_\_\_ Or Undecided**

**38. Please indicate your college here at UTC: (select one)**

- a. College of Arts and Sciences
- b. College of Business
- c. College of Health, Education and Professional Studies
- d. College of Engineering and Computer Science
- e. Undecided Major
- f. Don't Know

**39. What is your year of classification to the best of your knowledge?**

Freshman Sophomore Junior Senior

**40. How old are you? \_\_\_\_\_**

**41. Are you a first generation college student? (the first person in your immediate family to attend college)**

Yes No Unsure

**42. Please indicate your level of enrollment:**

Part-time Full-time

**43. Based on your family's income level, how would you characterize your social class position? (select one)**

- a. low income
- b. working class
- c. lower middle class
- d. middle class
- e. upper middle class
- f. upper class
- g. wealthy/elite
- h. don't know

**44. Do you receive financial aid? Yes No**

**45. Do you receive any of the following? (select all that apply)**

- a. Pell Grant
- b. Perkins Loan
- c. SEOG Grant
- d. TSAC Grant
- e. Work Study
- f. Academic Competitiveness Grant
- g. SMART Grant
- h. HOPE Scholarship
- i. TEACH Grant
- j. State Assistance (non-Tennessee)
- k. PLUS Loan

**46. For your parents/guardians with whom you lived for most of your childhood, what is/are their highest level of education?**

**(Select NA if that parent/guardian was not present during your childhood. If your parents/guardians did not raise you, skip this question. If raised by both, answer both.)**

**46a.** Raised by mother or female guardian, highest level of education:

Less than high school	Some high school	High school diploma	Some College	College degree	Advanced degree	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**46b.** Raised by father or a male guardian, highest level of education:

Less than high school	Some high school	High school diploma	Some College	College degree	Advanced degree	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**47. Where do you live?**      On Campus      Off Campus

**48. What is your main form of transportation? (select one)**

- a. own a car
- b. friend/roommate car
- c. bicycle
- d. shuttle/CARTA
- e. walk
- f. Other (please specify) \_\_\_\_\_

**49. Finally, did you take this survey (by telephone) in the fall semester of 2008?**

Yes    No    Unsure

**Thank you for participating in this survey!**

## **Appendix B: Recruitment Email-Invitation to Participate**

EMAIL SUBJECT LINE: UTC NEEDS YOUR QUICK INPUT ABOUT STUDENT LIFE  
HERE AT UTC

Dear UTC Student,

We need YOUR help!! The Center for Applied Social Research is conducting an on-line survey for the Office of Student Development and UTC Strategic Planning about student life here at UTC. This is a follow-up survey to one conducted three years ago, and we are interested to see how students' opinions may or may not have changed during this period.

UTC wants to know what YOU think about a variety of topics that affect you and your experiences here at UTC. We strongly encourage each student at UTC to participate in this project. It is important that we hear from you, whether you participated in the survey last time or not. We want and need YOUR opinions and feedback!

The survey will only take about 10-15 minutes to complete. After completing the survey, you are invited to enter into a drawing for one of 50 PRIZES valued at \$10 each! More importantly, your responses will shape future services and programs that will significantly impact the lives of UTC students in very direct ways.

Should you have any questions, please contact the Center for Applied Social Research at (423) 425-2386. We thank you for your time and valuable input.

Simply click on the following link to access the survey.

[https://utceducation.qualtrics.com/SE/?SID=SV\\_9F7IKPEHQKbBnGk](https://utceducation.qualtrics.com/SE/?SID=SV_9F7IKPEHQKbBnGk)

Sincerely,

Dr. Arfken and Dr. Delaney  
University of Tennessee at Chattanooga

### Appendix C: Responses to ‘Other’ Categories

**Question 1:** Why did you decide to attend UTC?

Response	2011	2008
Transferred to UTC	4	1
New Start/ No Legacy	3	1
Inviting Faculty/ Staff	3	
Easy Application Process	1	
Online Courses	1	
Living Quarters/ Residence Halls*		10
Self Improvement		5
Smaller Campus Size/ More Personal Attention*		3
Wanted to Attend a Four-Year University		3
Visited Before/ Recruited		3
Didn't get Accepted to my "First Choice"*		2
I Knew the Professors		1
Did Not Specify		6
<b>Total Number</b>	<b>12</b>	<b>35</b>

*\*Added to the 2011 survey*

**Question 2:** What do you like best about UTC?

Response	2011	2008
Nothing	6	2
Larger Campus/It's Growing	1	1
Best Fit for Me	1	
Cost/ Affordability*		5



Convenience/ Flexibility		2
Independence		2
College Experience		2
More Professional Department		1
Technology		1
I like Everything about UTC		1
Did Not Specify		12
<b>Total Number</b>	<b>8</b>	<b>29</b>

*\*Added to the 2011 survey*

**Question 6a:** Where do you prefer to study/do homework? If on campus, where?

<b>Response</b>	<b>2011</b>
Office/Work	5
Vehicle	3
Religious Organization	2
<b>Total Number</b>	<b>10</b>

**Question 6b:** Where do you prefer to study/ do homework? If off campus, where?

<b>Response</b>	<b>2011</b>
Office/Work	5
Vehicle	1
<b>Total Number</b>	<b>6</b>

**Question 7:** Where do you eat the majority of your meals?

<b>Response</b>	<b>2011</b>
Bring my Own Lunch/Dinner	27
Car/Vehicle	1
<b>Total Number</b>	<b>28</b>

**Question 17:** Why do you think student leave UTC before graduation?

<b>Response</b>	<b>2011</b>	<b>2008</b>
Department/ Professor Issues	10	
Poor Administration	6	
Parking Issues	4	
Dissatisfied with the City of Chattanooga	1	
<b>Total Number</b>	<b>21</b>	<b>0</b>

**Question 20:** Why did you consider discontinuing here at UTC?

<b>Response</b>	<b>2011</b>	<b>2008</b>
Department/ Professor issues	14	7
Poor Administration	7	3
Parking Issues	7	1
Poor Quality of Education	4	2
Dissatisfied with the City of Chattanooga	3	6
Athletics (too much focus, better sports opportunities elsewhere)	3	
Personal Reasons (moving, military, having a child, other achievements)	1	4
UTC Campus Size (too small, too large)	1	2
Campus Facilities	1	

UTC was Not my First Choice	1	
Do Not Like UTC	1	
Change in Atmosphere		2
Strict Freshman Regulations		1
Lack of Diversity		1
Lacking Economy		1
Did Not Specify		3
<b>Total Number</b>	<b>43</b>	<b>33</b>

**Question 31:** Which group identities were relevant to experiencing this harassment?

<b>Response</b>	<b>2011</b>	<b>2008</b>
Being a Member of a Social/Campus Group	7	2
Single Mother	1	
Nationality	1	
Being a Smoker	1	
Being a “Nerd”	1	
Answering a Question Wrong	1	
Age*		5
Being in the Military		1
Political Views		1
Being Married		1
Having a Certain Major		1
Did Not Specify		10
<b>Total Number</b>	<b>12</b>	<b>21</b>

*\*Added to the 2011 survey*

**Appendix D: Respondent Majors by College 2011**

<b>College of Arts and Sciences</b>	<b>2011</b>	<b>2008</b>	<b>Difference</b>
Art	6	8	-2
Biology	55	23	+32
Chemistry	30	17	+13
Communication	13	15	-2
Criminal Justice	18	25	-7
Economics	4	6	-2
English	20	15	+5
Environmental Sciences	12	6	+6
Foreign Languages and Literatures	5	4	+1
History	8	2	+6
Humanities	2	0	+2
Interdisciplinary Studies	0	0	0
Legal Assistant Studies	2	5	-3
Mathematics	7	3	+4
Military Science	0	1	-1
Music	3	1	+2
Philosophy and Religion	3	1	+2
Physics, Geology, and Astronomy	6	8	-2
Political Science, Public Administration, and Nonprofit Mgmt	20	15	+5
Psychology	42	23	+19
Sociology, Anthropology, and Geography	13	15	-2
Theatre and Speech	2	2	0
University Honors Program	0	0	0
University Studies	0	0	0
Unspecified Arts and Sciences Major	0	11	-11
<b>TOTAL</b>	<b>271</b>	<b>206</b>	<b>+65</b>
<b>College of Business</b>	<b>2011</b>	<b>2008</b>	<b>Difference</b>
Accounting and Finance	37	40	-3
General Business Administration	0	9	-9
Management	29	26	+3
Marketing and Entrepreneurship	32	26	+6
Unspecified Business Major	0	14	-14
<b>TOTAL</b>	<b>98</b>	<b>115</b>	<b>-17</b>
<b>College of Engineering and Computer Science</b>	<b>2011</b>	<b>2008</b>	<b>Difference</b>
Engineering	9	6	+3
Civil Engineering	14	0	+14
Engineering Technology Management	7	0	+7
Computer Science	13	6	+7

Mechanical Engineering	12	0	+12
Chemical Engineering	7	0	+7
Electrical Engineering	6	0	+6
Unspecified Engineering and Computer Science Major	0	15	-15
<b>TOTAL</b>	<b>68</b>	<b>27</b>	<b>+41</b>
<b>College of Health, Education, and Professional Studies</b>	<b>2011</b>	<b>2008</b>	<b>Difference</b>
Early Childhood	40	3	+37
Exceptional Learning	3	0	+3
Foreign Language Education	0	0	0
Health and Human Performance	43	0	+43
Interior Design	5	5	0
Middle Grades Education	5	3	+2
Rehabilitation Science	13	10	+3
School of Nursing	60	31	+29
Secondary Education	16	8	+8
Social Work	6	6	0
Unspecified Health, Education, and Professional Studies Major	0	65	-65
<b>TOTAL</b>	<b>191</b>	<b>131</b>	<b>+60</b>
<b>Other</b>	<b>2011</b>	<b>2008</b>	<b>Difference</b>
Undecided Major	35	16	+19
<b>TOTAL</b>	<b>663</b>	<b>495</b>	<b>+168</b>