

Dropouts: tired of school, studying

Weariness. Trying hard for about the same academic results of other students without quite having the same ability may be the primary reasons UNL students stop out or drop out of school, said Harry Allen, director of the UNL Office of Institutional Research and Planning.

A stop out is a student who leaves school for a period of time but plans to return.

Allen based his remark on a survey sent to 1,724 UNL students who did not graduate but did not attend the fall semester of 1973 after attending the previous semester. About 735 students responded.

The findings indicate the leading reason those students left school was because they were tired of school. Of those listing their top three reasons for leaving school, 109 persons indicated they were "just tired of school."

Allen said by comparing other results of the survey there is a strong indication many students quit because they decided they were having to work too hard to maintain their academic standing.

For instance, nonreturning students had an accumulative grade point average of 2.699

compared to 2.804 for students who returned the fall of 1973. The average Scholastic Aptitude Test (SAT) score of nonreturning students was 390 in verbal and 430 in math. This compares to returning students' average score of 420 in verbal and 479 in math.

Nonreturning students, although having SAT scores 30 points lower in verbal and 49 lower in math, managed to maintain a grade point average only slightly less than .10 on a 4.0 scale than that of returning students.

SAT tests are the tests required for admission to many colleges including UNL. SAT results of the survey may not be completely accurate because only a third of the scores of both returning and nonreturning students are available.

Students also listed among their top three reasons for quitting school the following:

Not enough money - 102 students.

Didn't see what they were getting out of school - 82 students.

Instruction not what they expected - 80 students.

Could not get courses they wanted - 69 students.

The survey seemed to dispell beliefs that many students feel

UNL is too large or classes too impersonal. Only .6%, or about 5 persons, said their main reason for leaving was because of UNL's size. Only 1%, or about 7 students indicated their main reason was because they could not talk to professors.

More than half of the group of nonreturning students were of sophomore standing or higher. The single largest group (33.2 %) had from 30 to 59 hours of credit. Another group (21.6%) had from 60 to 89 hours of credit. The report indicated that many of these students might have transferred to professional schools such as the University Medical Center in Omaha.

About 430 persons, or 58.7% of the nonreturning students responding, were female although the percentage of women in the total undergraduate population in the spring of 1973 was 41.7%.

Although they left, many students indicated positive responses about their experiences at UNL. Asked to agree, disagree or indicate the question did not apply to them, 82.7%, or about 608 students agreed that they enjoyed many things about UNL. Only 5.7%, or about 42 persons disagreed.

And only 5.2% said they were really sorry they left.

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