

# IMPROVING THE QUALITY OF LIFE FOR GRADUATE STUDENTS AT UNC



**Fall  
2017**

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“Overall, I am satisfied with my experience thus far. My professors are professional, timely in response, and appear to have student success in mind when teaching. I have not once felt I didn't know what has been expected of me.”



UNIVERSITY OF  
**NORTHERN  
COLORADO**

Graduate School and  
International Admissions

### Introduction

In Fall 2017, the Graduate School and International Admissions Office conducted a survey to evaluate how well UNC meets the needs of current graduate students. Questions focused on areas that impact graduate students' quality of life. The results will guide improvements in Graduate School services.

### Methods

While most data contained in this report were based on student responses to the survey, some data, such as degree level, were retrieved from our institutional data system (Banner). Graduate students received an invitation to participate on October 18, 2017 and a link to the Qualtrics survey. Three reminder e-mails were sent to increase the response rate. In addition, all participants had the opportunity to enter into a raffle for a chance to win several incentives (Beats Portable Wireless Bluetooth Speaker, 5 \$50 Amazon gift cards or 10 UNC gift baskets). Of the 2868 individuals who received the quality of life survey in Fall 2017, 896 graduate students completed the survey for an average response rate of 31.2%.

### Demographics

Of the 896 graduate students, the majority of students were working towards a Master's or Specialist degree (71.5%), female (78.8%), White/Caucasian (75.0%), in-state residents (64.8%), enrolled part-time (53.8%), and in a program offered through extended campus (52.7%). The average age of the respondent was 33 years old ( $SD = 9.48$ ). Forty-three percent of the graduate students indicated that they had completed less than half of their program at the time of the survey. This report describes the findings of the survey as well as an action plan to improve the graduate student experience.

### Satisfaction

Respondents were asked to rate their satisfaction with 32 statements related to program quality, program climate, advisor support, accessibility, financial support, professional development, and life balance. If students indicated they had an advisor, an additional 12 questions were displayed related to advisor support. The satisfaction items were measured on a 5-point Likert scale (strongly disagree - strongly agree). In order to calculate the mean of the dimensions, items that were negatively worded were reverse coded. Scores higher than 3.0 on the dimensions indicated that the student was satisfied with the area being asked about. Figure 1 displays the mean satisfaction scores of the seven dimensions of quality of life. For specifics about the validity of the scale, please see the results of the confirmatory factor analysis in Appendix 1.

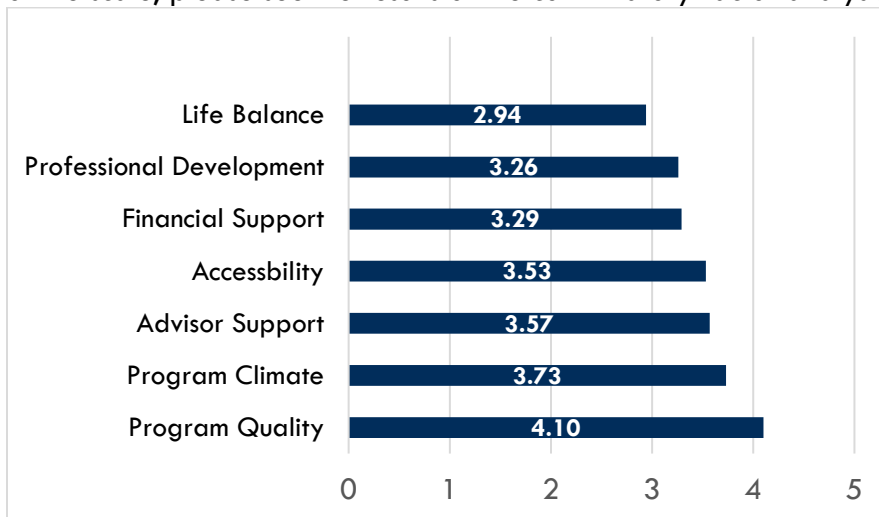


Figure 1. Mean scores for the seven dimensions of quality of life.

As shown in Figure 1, students were satisfied in all areas, but were least satisfied with their life balance and most satisfied with the quality of their program. For more detail, please see Table 1 below which displays the satisfaction scores of the items that made up the seven scales.

Table 1  
*Satisfaction Items*

Dimension	Questions	M*	SD
<b>Program Climate</b>	Faculty members in my program have favorite students	2.73	1.20
	I don't always feel respected by my peers	2.12	1.04
	Some faculty take credit for my work	1.81	0.90
	In comparison to other students, I don't have an equal opportunity to work with faculty.	2.37	1.11
<b>Financial Support</b>	There are limited funding sources to travel to conferences	3.72	1.14
	It is difficult to find information concerning financial assistance	2.90	1.12
	I receive complete information on the availability of financial assistance.	3.20	1.09
	I know where to get assistantship information	2.94	1.13
	I don't know where to go when I have questions concerning financial assistance.	2.41	1.02
	I understand the process for obtaining financial aid	3.63	0.96
<b>Accessibility</b>	The courses I need to take to complete my program are offered when I need them so I can stay on track	3.73	1.08
	Classes are mostly offered in the format (online, weekend, evening, day) I prefer.	3.84	1.00
	Some classes I am interested in are not offered at UNC	2.87	1.01
	Some of the courses I need fill up too quickly	2.47	1.10
<b>Professional Development</b>	My program offers opportunities to work with faculty on scholarly projects	3.21	1.06
	There are many professional development opportunities to enhance my learning as a student	3.26	0.96
	It is a challenge to find faculty with whom to work on scholarly projects	2.74	0.95
<b>Advisor Support</b>	My advisor rarely points out resources (e.g., workshops, mailing lists, professional organizations, publications) of interest to me	2.81	1.22
	My advisor acts as a role model	3.82	1.04
	My advisor doesn't provide feedback that forces me to address my weakness	2.56	1.06
	My advisor is inconsistent in his/her advice	2.35	1.03
	My advisor provides feedback about my academic progress	3.36	1.10
	My advisor encourages me to produce scholarly works	3.36	1.11
	My advisor is mostly negative when we meet	1.85	0.89
	Finding time when my advisor is able to meet is difficult	2.64	1.18
	My advisor takes too long to respond to my questions	2.21	1.08
	I have a good relationship with my advisor	3.81	1.00
	My advisor utilizes Degree Works as an advising tool	2.98	1.01
	I am able to effectively communicate with my advisor	3.86	1.01

Table 1 (Continued)

## Satisfaction Items

Dimension	Questions	M	SD
<b>Program Quality</b>	The faculty member in my program are supportive of my success and goals as a graduate student	4.22	0.92
	Faculty member are experts in their discipline area	4.44	0.73
	I am aware of the expectations faculty have for my performance	4.00	0.89
	I am unsure of my program will adequately prepare me for my career	2.27	1.11
	Faculty treat me with respect	4.27	0.86
	I feel like I am learning a significant amount of new knowledge	4.20	0.86
	I receive constructive feedback from faculty on individual assignments	3.89	0.92
	Faculty in my program have a good reputation	3.96	0.90
	Faculty grade fairly	4.02	0.84
<b>Life Balance</b>	I seem to have to over-extend myself in order to be able to finish everything I have to do	3.39	1.18
	I am able to handle the various demands on my time	3.66	0.89
	I have sufficient time for myself	2.76	1.13
	I feel I don't have enough time to get everything done	3.10	1.12
	I have enough energy to do all the things expected of me	3.13	1.06
	I need more hours in the day to do all the things which are expected of me	3.55	1.08

\*Note. Items are not recoded in this table.

Figure 2 and 3 below are the mean satisfaction scores of the seven dimensions of quality of life by campus and degree type. Extended campus students were more satisfied than main campus students with program climate ( $M_e = 3.92$  Vs  $M_m = 3.56$ ), financial support ( $M_e = 3.34$  Vs  $M_m = 3.25$ ), accessibility ( $M_e = 3.72$  Vs  $M_m = 3.32$ ), program quality ( $M_e = 4.20$  Vs  $M_m = 3.01$ ), and life balance ( $M_e = 3.01$  Vs  $M_m = 2.88$ ). On the other hand, main campus students were more satisfied than extended campus students with professional development ( $M_m = 3.36$  Vs  $M_e = 3.15$ ) and their advisor ( $M_m = 3.58$  Vs  $M_e = 3.54$ ) (see Figure 2). For program climate, master's and specialist students were the most satisfied, with a mean score of 3.79 ( $M_c = 3.63$ ,  $M_D = 3.61$ ). For financial support, professional development, and advisor, doctoral students were the most satisfied. For program quality, life balance, and accessibility, certificate and licensure/endorsement students were the most satisfied (see Figure 3).



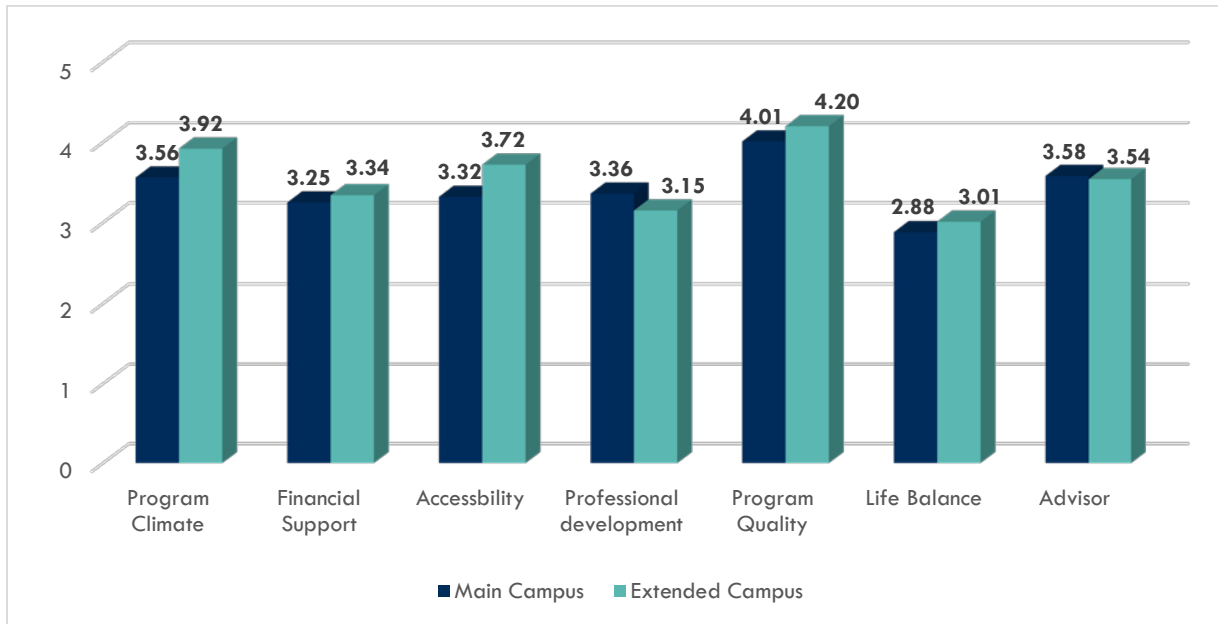


Figure 2. Mean scores for the seven dimensions of quality of life by campus.

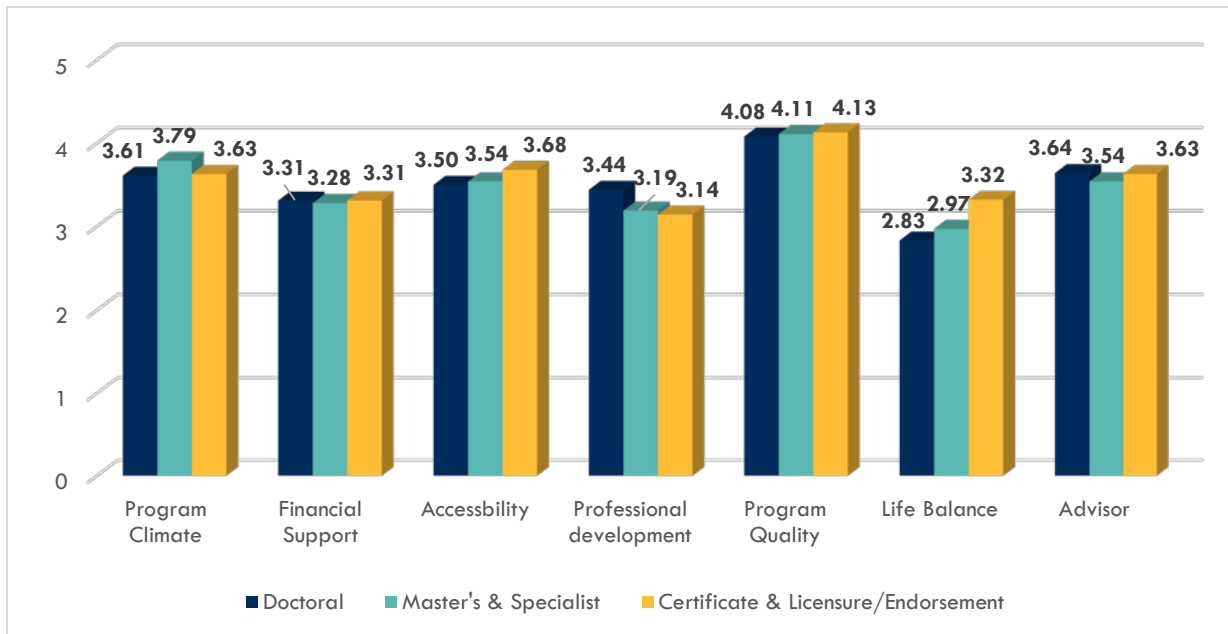


Figure 3. Mean scores for the seven dimensions of quality of life by degree type.

### Advisor

Graduate students were asked if they had an academic advisor. Eighty-three percent of the students indicated they had an academic advisor (see Figure 4). The college with the highest percentage of students who had an academic advisor was the College of Education and Behavior Sciences (86.4%), followed by the College of Humanities and Social Sciences (78.1%), the College of Performing and Visual Arts (77.1%), the College of Natural and Health Sciences (76.9%), and Montfort College of Business (75.0%).

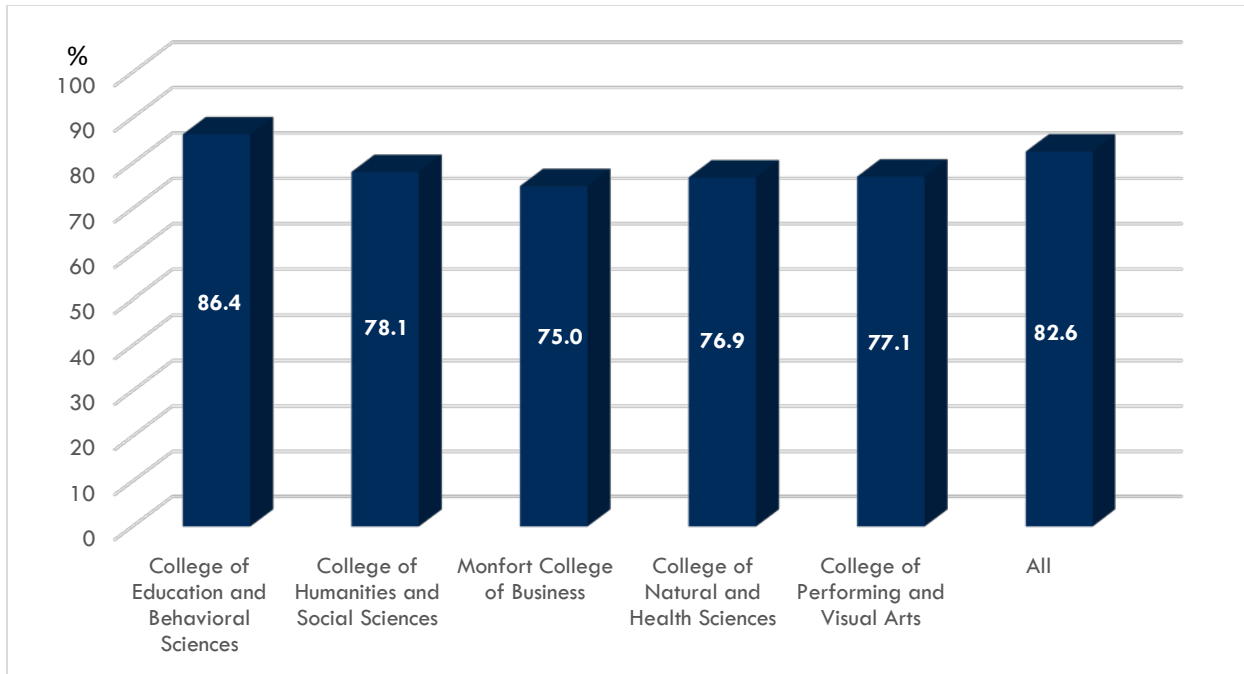


Figure 4. Academic Advisor.

### Career

The majority of extended campus students (66.3%), certificate and licensure/endorsement students (84.2%), and master's and specialist students (66.6%) would like to pursue a professional career upon completion of their program. For doctoral students, pursuing a faculty position was the most popular career choice (44.0%) (see Figure 5 and 6).

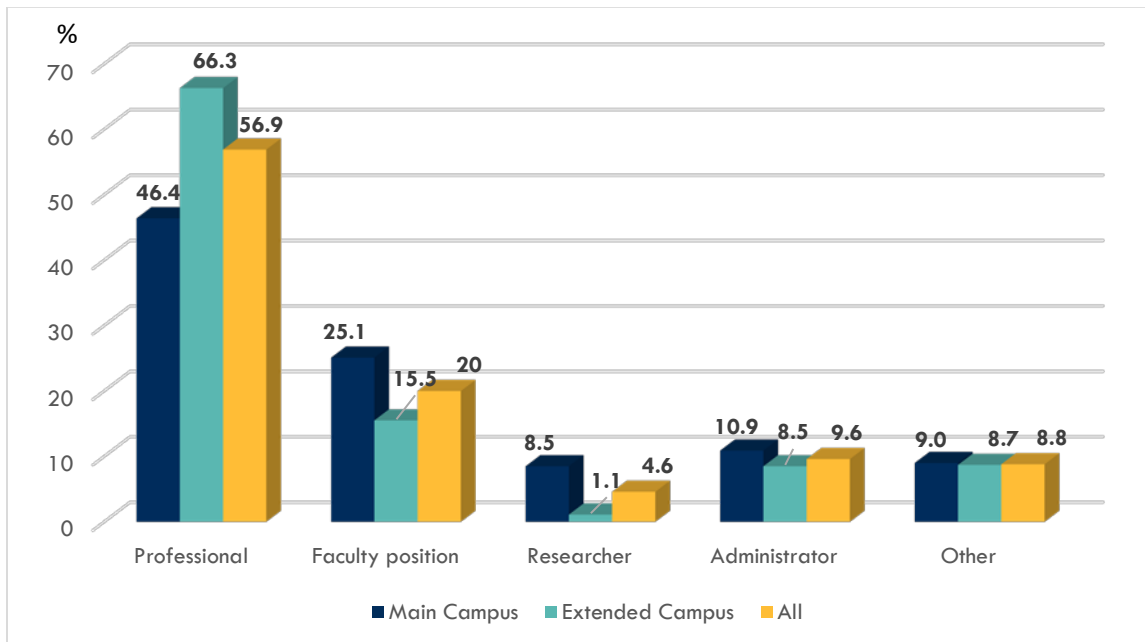


Figure 5. Career student would like to pursue upon completion of their program by campus.



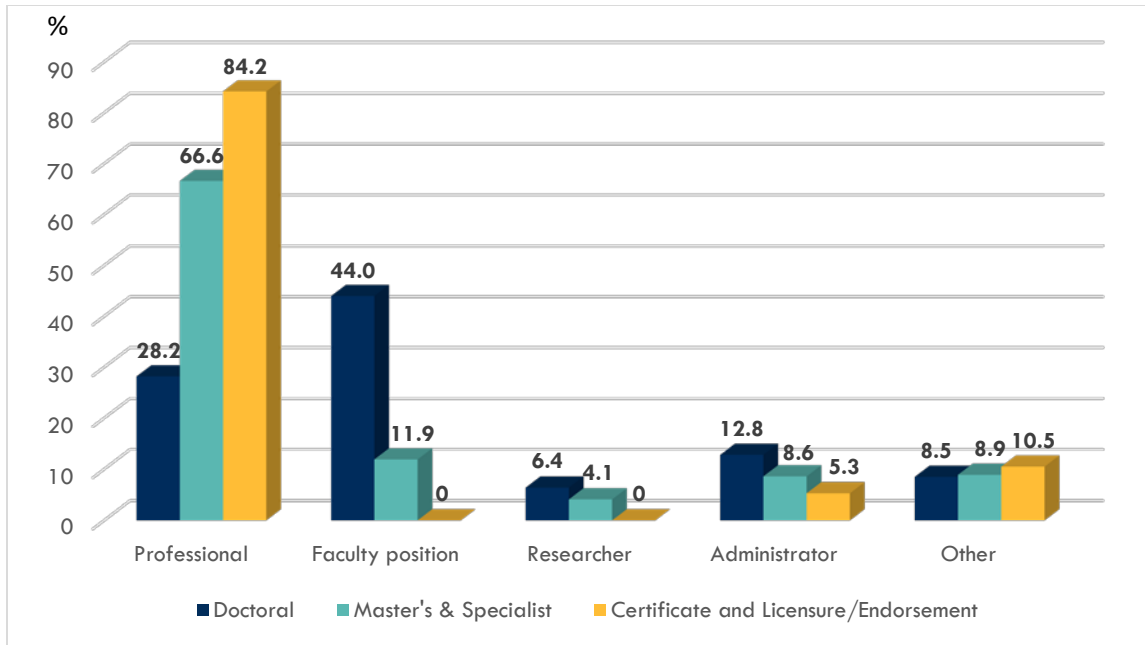


Figure 6. Career student would like to pursue upon completion of their program by degree type.

### Scholarly Works

Graduate students were asked to report the number of scholarly works they published so far. As shown in Figure 7 and 8, the majority of respondents reported they had never published a scholarly work (main campus students, 83.0%; extended campus student, 95.8%; doctoral students, 74.9%; master's and specialist students, 95.0%; certificate and licensure/endorsement, 94.7%). Twenty percent of the doctoral students had published 1 or 2 scholarly works and 5.1% had published 3 or more works (see Figure 7 and 8).

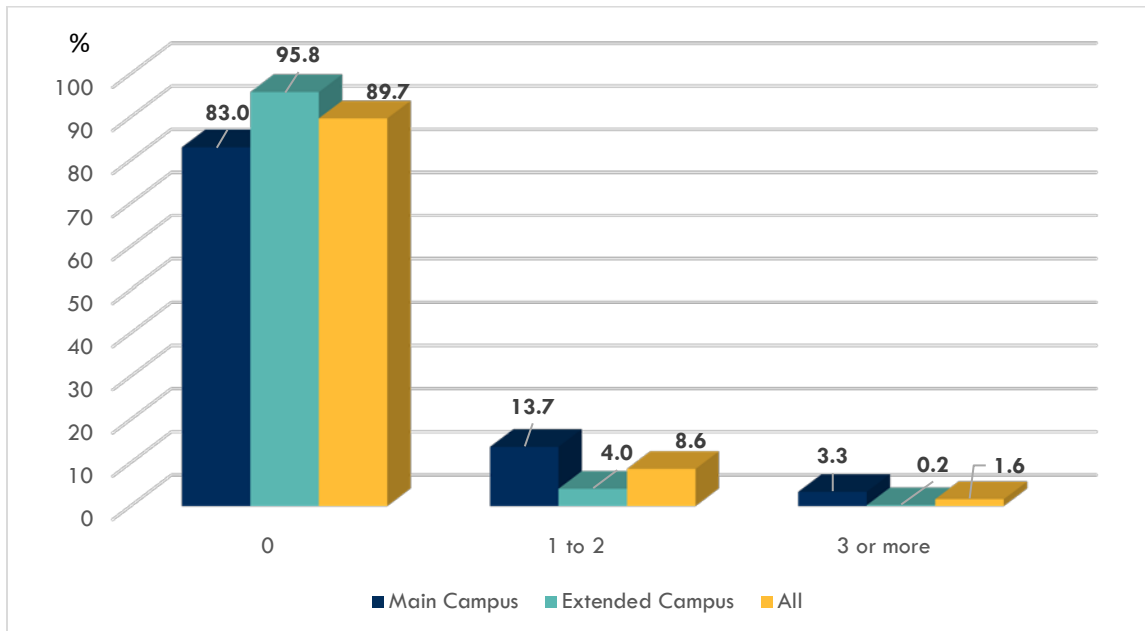


Figure 7. Number of published scholarly work by campus.

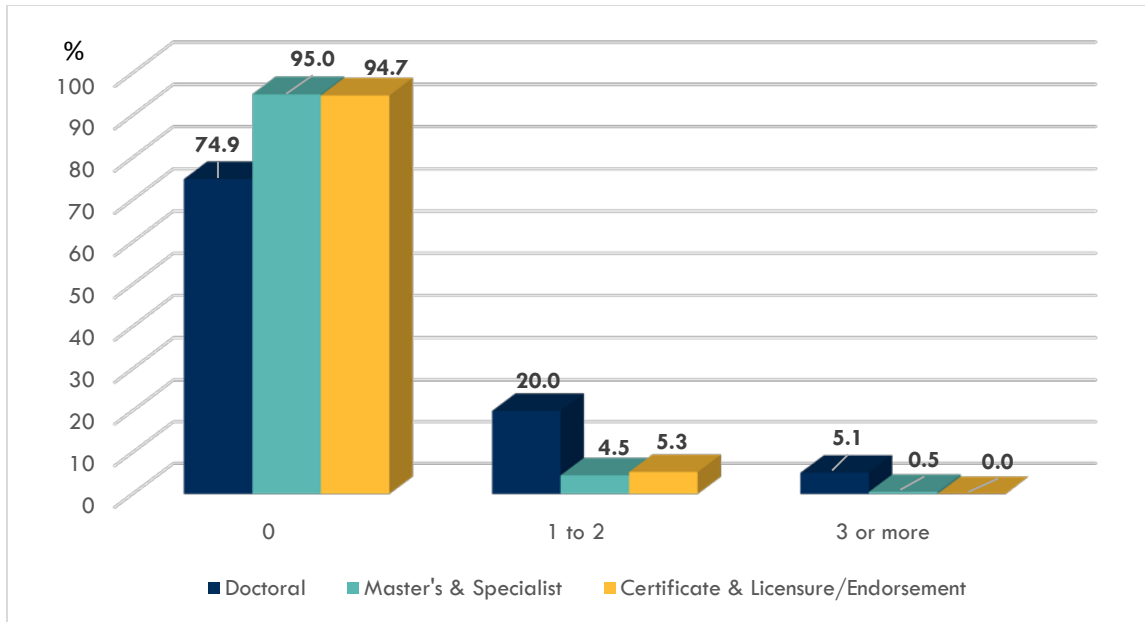


Figure 8. Number of published scholarly work by degree type.

### Assistantship

Twenty-six percent of the respondents ( $n = 235$ ) indicated that they had some type of assistantship (teaching assistantship, graduate assistantship, or graduate research assistantship). Of those 235 respondents, 129 were doctoral students (54.9%), and 106 were master's and specialist students (45.2%). Certificate and Licensure/Endorsement students are not eligible to receive an assistantship. Students who had an assistantship were asked several questions related to their work duties. Overall, 85.1% of the graduate students expressed that their duties matched what was on the assistantship position description (doctoral, 86.8%; master's and specialist, 83.1%), 70.6% of the students indicated that their supervisor set clear expectations for them (doctoral, 70.3%; master's and specialist, 70.7%), and 68% of the students who completed this question

agreed or strongly agreed that they received constructive feedback from their supervisor (doctoral, 68.2%; master's and specialist, 67.6%). Figure 9 displays the results by degree type.





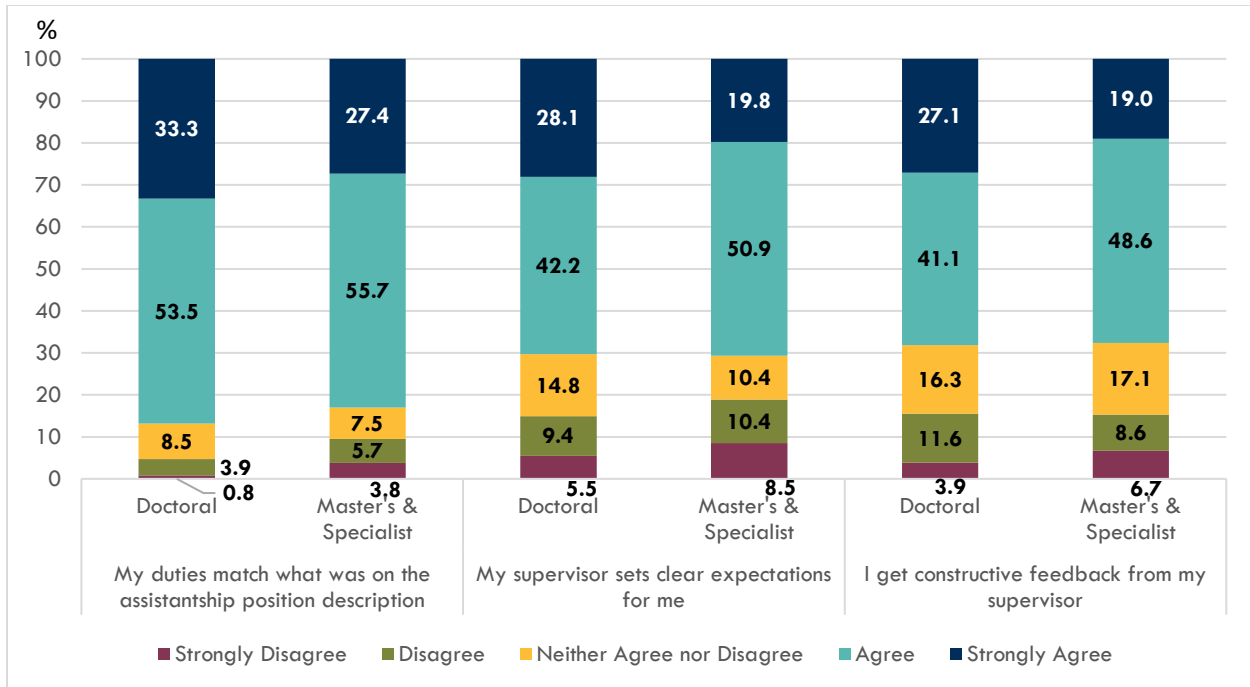


Figure 9. Assistantships.

### Petition for Exception

Five percent of the graduate students had filed a petition for exception as a graduate student at UNC. Respondents who indicated that they filed a petition for exception were asked to rate their satisfaction with four statements related to the petition for exception process (see Table 2)

Table 2  
Satisfaction with Petition for Exception Process

Statements	(Strongly) Disagree (%)	Neither Agree nor Disagree (%)	(Strongly) Agree (%)
My program provided me with the necessary information to file the petition for exception.	26.0	10.9	63.0
The Graduate School reviewed and processed my petition for exception request in a timely manner.	15.2	21.7	63.0
The Graduate School provided up-to-date information on the status of my petition for exception.	19.6	23.9	56.5
It was difficult to find the form to file the petition for exception.	50.0	28.3	21.7

### Overall Satisfaction and likelihood to re-enroll

Respondents were asked to rate their overall satisfaction with their graduate experience at UNC thus far on a ten-point scale. The majority of the respondents (**82.4%**) indicated they were satisfied (had a score of 6 or above) with their overall graduate experience at UNC (doctoral, 80.0%; master's and specialist, 83.3%; certificate and licensure/endorsement, 84.2%). In addition, extended campus students (86.7%) seem to be more satisfied than main campus students (77.8%) (see Figure 10 and 11). A multinomial logistic regression analysis indicated that there was a significant difference for main campus and extended campus students. Extended campus students were 2.6 times more likely to be satisfied with their overall graduate experience at UNC than main campus students (see Appendix B, Table 1 for the logistic regression results).

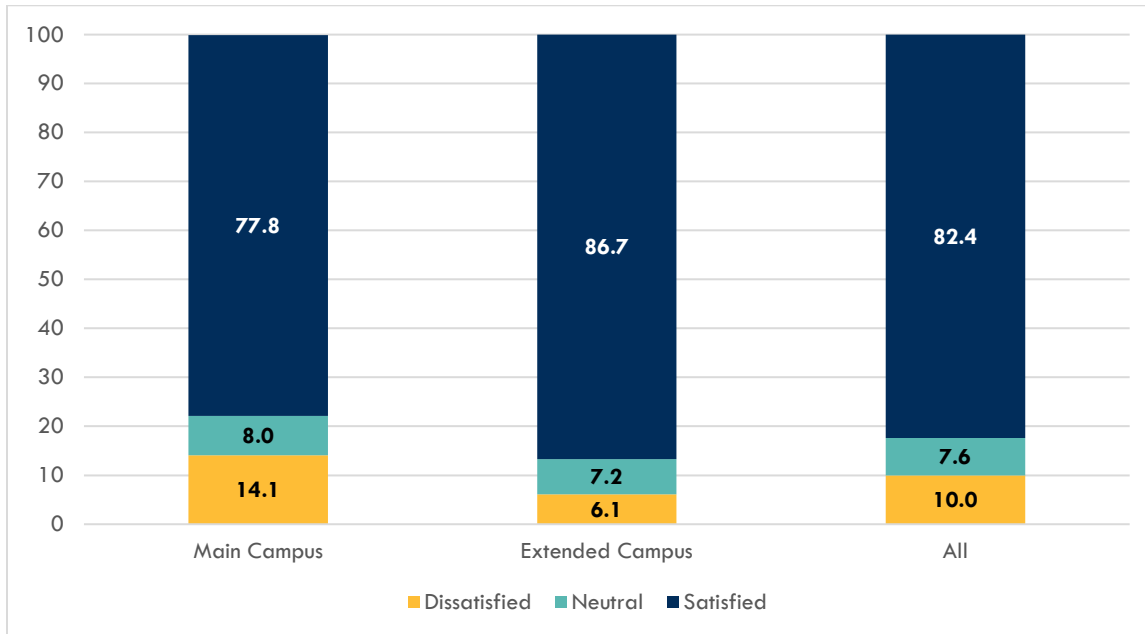


Figure 10. Overall satisfaction by campus.

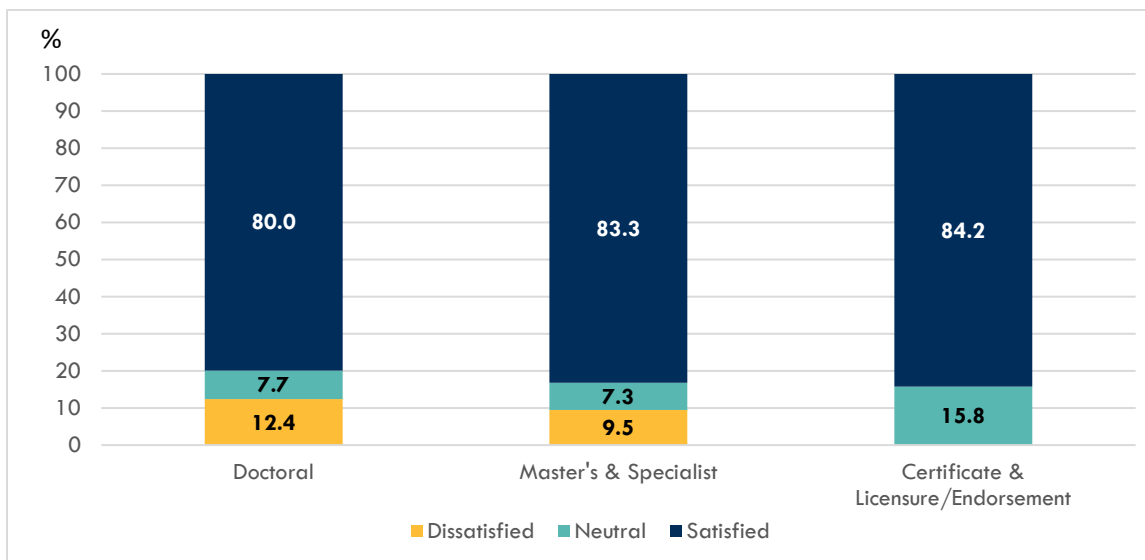


Figure 11. Overall satisfaction by degree type.

Students were also asked if they would enroll at UNC again. Seventy-six percent (**75.6%**) of the students indicated they would (very) likely enroll at UNC if they had to do it over again (main campus students, 73.1%; extended campus students, 77.9%; doctoral, 72.6%; master's and specialist, 79.1%; certificate and licensure/endorsement, 73.7%) (See Figure 12 and 13). A multinomial logistic regression analysis indicated that there was a significant difference for likelihood to re-enroll among main campus and extended campus students. Extended campus students were 1.6 time more likely to enroll again than main campus student (see Appendix B, Table 2 for the logistic regression results).

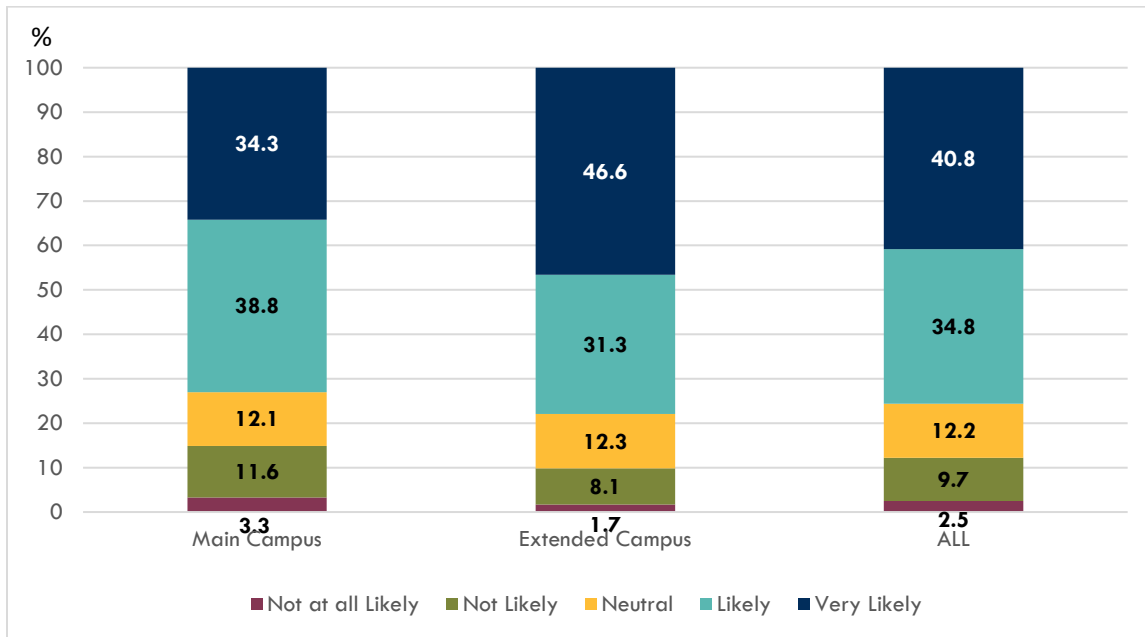


Figure 12. Re-enrollment by campus.

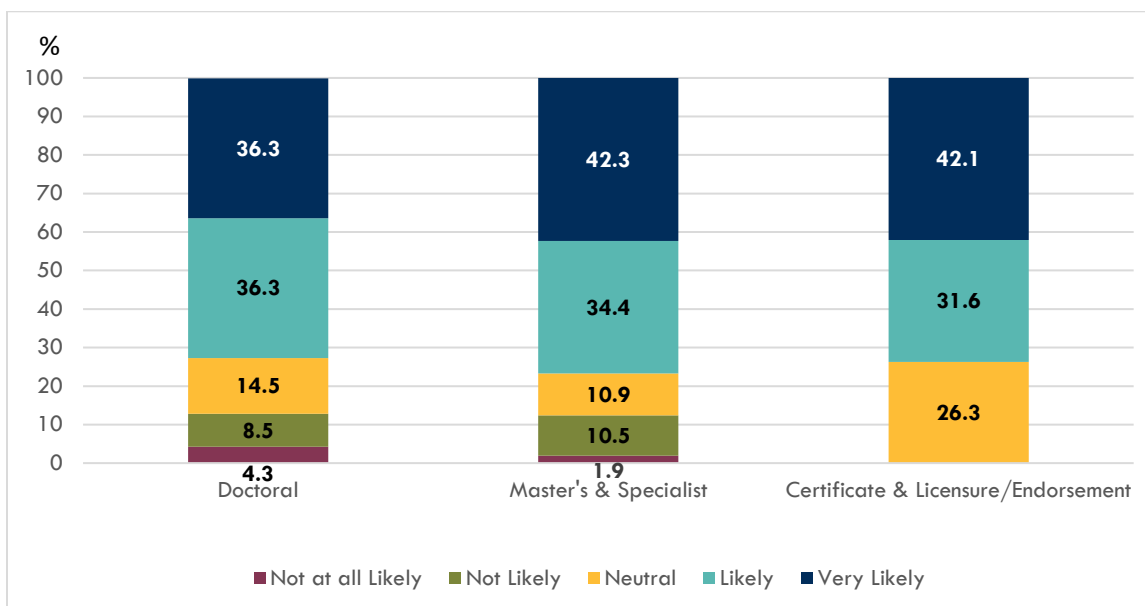


Figure 13. Re-enrollment by degree type.

### Consideration of leaving UNC

Respondents were asked if they had seriously considered leaving UNC during the semester. A five-point Likert scale was used to measure students' likelihood to leave. Sixteen percent of the students indicated that they had considered leaving UNC (likely or very likely to leave UNC). As shown in Figure 14 and 15, 18.0% of the main campus students and 14.6% of the extended campus students considered leaving UNC. The results by degree level showed that 18.3% of the doctoral students, 15.6% of the master's and specialist students and none of the certificate and licensure/endorsement students considered leaving UNC. Multinomial logistic regression results indicated that the likelihood to leave UNC did not differ for campus or degree level.

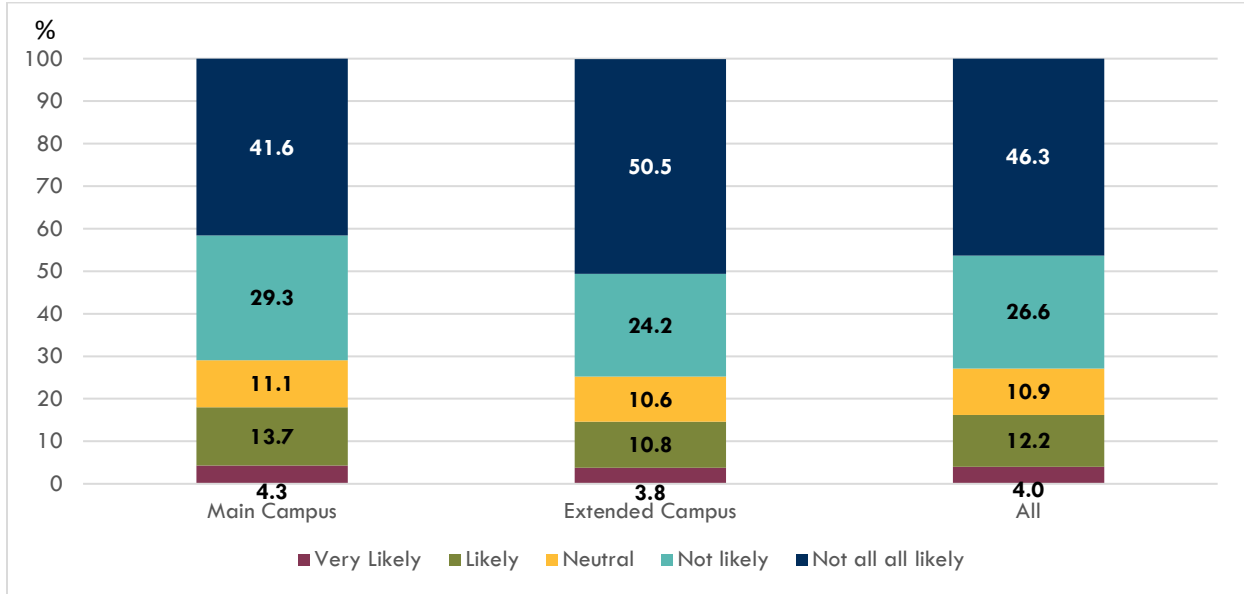


Figure 14. Consideration of leaving UNC by campus.

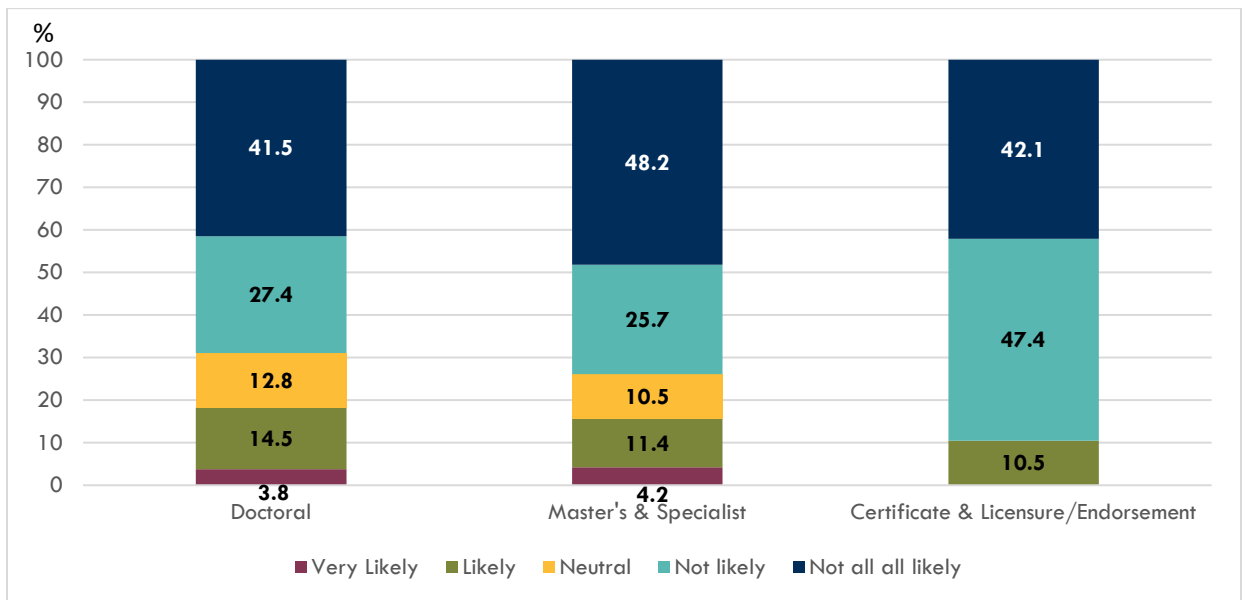


Figure 15. Consideration of leaving UNC by degree type.

### Factors that contributed to ability to complete degree

Students were also asked which factors contributed to their ability to complete their degree. They could check all answers that applied. Students listed financial support (61.7%), family (non-financial) support (49.7%), program quality (48.1%), classes offered at convenient times (40.7%), and program delivery (39.1%), as the top five reasons they were able to complete their degree at UNC (see Figure 5). Less than ten percent of the respondents chose “Other”. The responses for this category included: “Adequate faculty staffing,” “producing scholarly articles with faculty”, and “professor’s attitudes” (see Figure 16).

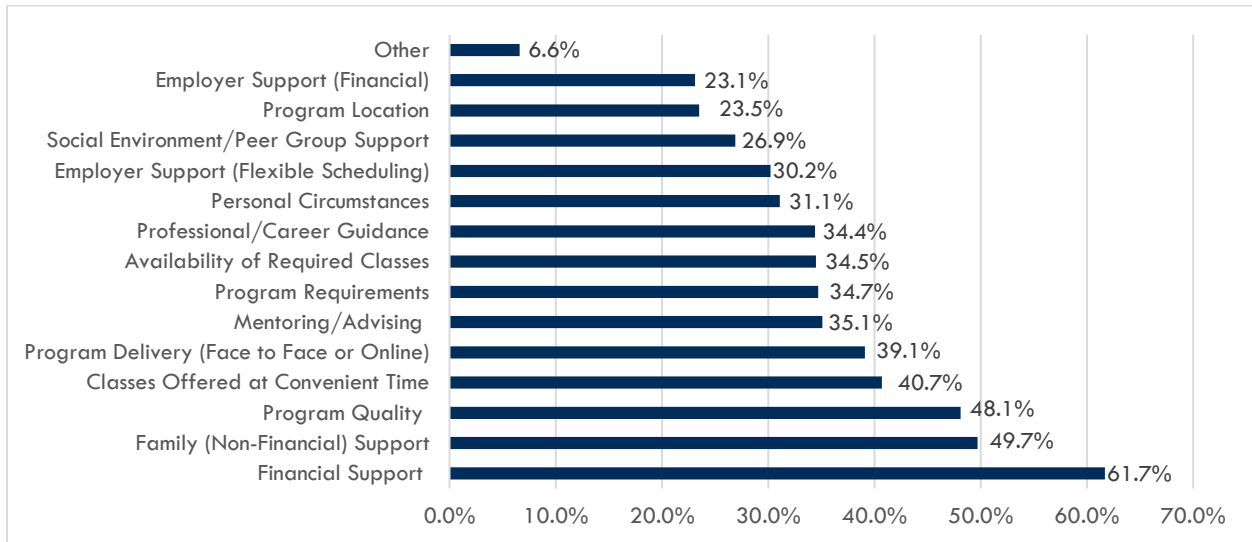


Figure 16. Factors that contribute to degree completion.



Table 3

*Factors that Contributed to Ability to Complete Degree*

TOP 5 FACTORS THAT CONTRIBUTED TO ABILITY TO COMPLETE DEGREE	
Degree type	Campus
<b>Doctoral (n=236)</b> Financial support: 66.4% Program quality: 52.4% Family (non-financial) support: 50.2% Mentoring/advising: 46.8% Professional/career guidance: 34.8%	<b>Main Campus (n=424)</b> Financial support: 69.0% Program quality: 50.4% Family (non-financial) support: 48.2% Mentoring/advising: 45.3% Professional/career guidance: 41.3%
<b>Master's and Specialist (n=641)</b> Financial support: 60.1% Family (non-financial) support: 49.2% Program quality: 46.8% Classes offered at convenient times: 44.0% Program delivery (face to face or online): 40.8%	<b>Extended Campus (n=472)</b> Financial support: 55.1% Family (non-financial) support: 51.0% Program delivery (face to face or online): 49.9% Program quality: 46.0% Classes offered at convenient times: 45.6%
<b>Certificate and Licensure/Endorsement (n=19)</b> Classes offered at convenient times (63.2%) Family (non-financial) support (57.9%) Program delivery (face to face or online) /Availability of required classes (52.6%) Program requirement (47.4%) Financial support/Personal circumstances (42.1%)	

### Importance of Graduation from UNC

Students were asked to report the importance of their graduation from UNC. A five-point Likert scale was used (1-not at all importance, 2-slightly important, 3-moderately importance, 4-very important, and 5-extremely important). Eighty-four percent of the respondents indicated that it was important (very important or extremely important) for them to graduate from UNC (main campus students, 83.7%; extended campus student, 84.9%; doctoral students, 84.3%; master's and specialist students, 84.5%; certificate and licensure/endorsement, 78.9%) (see Figure 17 and 18).





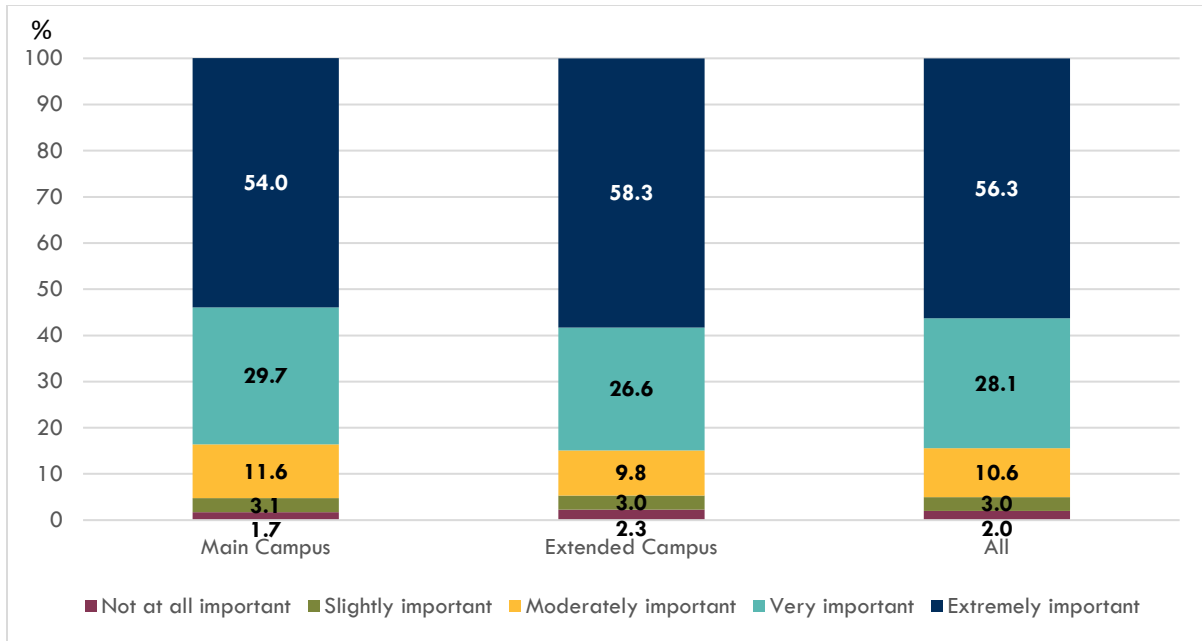


Figure 17. Importance of graduation from UNC by campus.

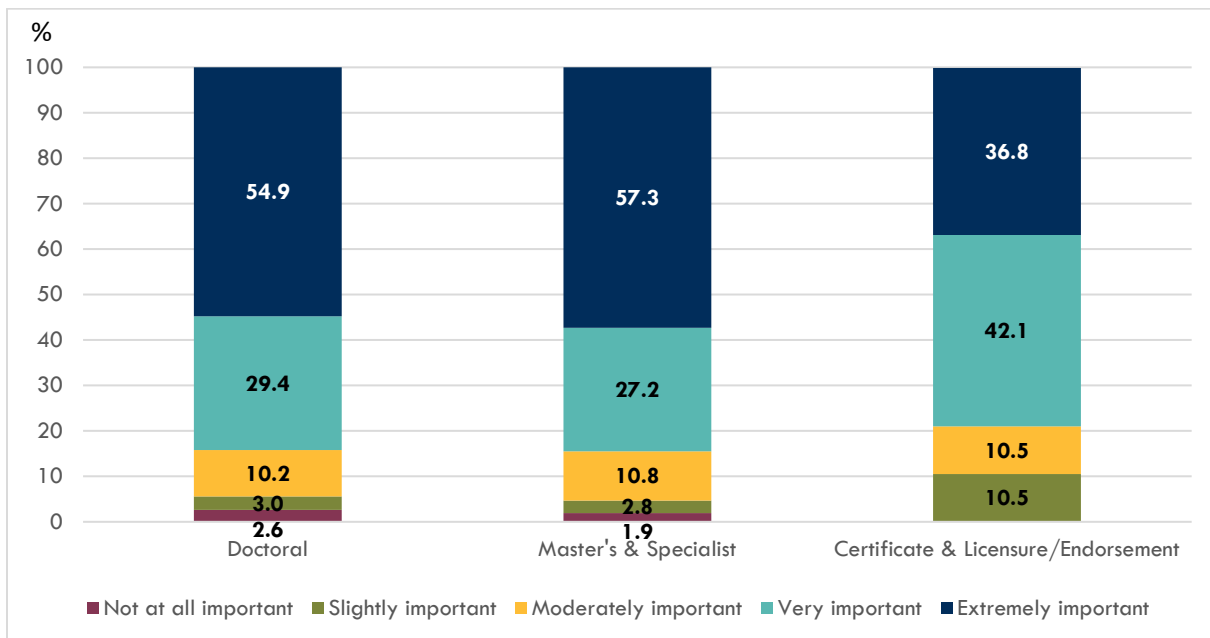


Figure 18. Importance of graduation from UNC by degree type.

### Satisfaction with Transferable Skills

Besides academic skills (subject matter, research, and teaching skills), employers find the following “transferable skills” necessary to be successful in the workforce: writing, speaking, presentation, cross-disciplinary and cross cultural communication, teamwork, time and project management, leadership, and problem solving. The respondents were asked to rate how satisfied they were with the opportunities offered at UNC to acquire these skills. Students were most satisfied with writing opportunities (80.2%), followed by presentation (77.2%), teamwork (76.3%), problem

solving (73.9%), speaking and time & project management (69.5%), leadership (67.8%), and cross-disciplinary and cross cultural communication (60.0%) opportunities. For more details, please see table 4 and 5.

Table 4  
*Transferable Skills by Campus status*

Transferable Skills		(Very) Dissatisfied (%)	Ok (%)	(Very) Satisfied (%)
Writing	Main Campus	4.7	17.9	77.4
	Extended Campus	1.8	15.4	82.8
	All	3.2	16.6	80.2
Speaking	Main Campus	7.8	23.1	69.1
	Extended Campus	4.3	25.7	69.9
	All	6.1	24.4	69.5
Presentation	Main Campus	6.4	19.1	74.5
	Extended Campus	4.2	16.1	79.8
	All	5.3	17.5	77.2
Cross-disciplinary and cross cultural communication	Main Campus	17.9	30.3	51.8
	Extended Campus	6.7	25.6	67.7
	All	12.1	27.9	60.0
Teamwork	Main Campus	8.0	22.4	69.5
	Extended Campus	2.8	14.4	82.8
	All	5.4	18.3	76.3
Time and project management	Main Campus	10.9	26.7	62.4
	Extended Campus	5.1	18.8	76.2
	All	7.9	22.6	69.5
Leadership	Main Campus	3.6	28.8	60.4
	Extended Campus	5.1	19.9	75.0
	All	7.9	24.3	67.8
Problem solving	Main Campus	8.2	23.2	68.7
	Extended Campus	2.1	19.0	78.9
	All	5.0	21.1	73.9



Table 5  
Transferable Skills by degree type

Transferable Skills		(Very) Dissatisfied (%)	Ok (%)	(Very) Satisfied (%)
Writing	Doctoral	3.5	18.2	78.3
	Master's & Specialist	3.2	16.3	80.5
	Certificate & Licensure/Endorsement	0.0	5.6	94.5
Speaking	Doctoral	8.0	23.9	68.1
	Master's & Specialist	5.6	24.3	70.1
	Certificate & Licensure/Endorsement	0.0	33.3	66.7
Presentation	Doctoral	6.9	19.7	73.4
	Master's & Specialist	4.8	16.6	78.6
	Certificate & Licensure/Endorsement	0.0	22.2	77.8
Cross-disciplinary and cross cultural communication	Doctoral	17.8	34.2	48.0
	Master's & Specialist	10.3	26.1	63.6
	Certificate & Licensure/Endorsement	6.3	12.5	81.3
Teamwork	Doctoral	8.0	23.7	68.3
	Master's & Specialist	4.3	16.5	79.1
	Certificate & Licensure/Endorsement	5.9	11.8	82.3
Time and project management	Doctoral	10.5	27.4	62.1
	Master's & Specialist	7.2	20.3	72.4
	Certificate & Licensure/Endorsement	0.0	38.9	61.1
Leadership	Doctoral	8.8	28.7	62.5
	Master's & Specialist	7.7	22.4	70.0
	Certificate & Licensure/Endorsement	6.7	33.3	60.0
Problem solving	Doctoral	7.8	67.7	24.5
	Master's & Specialist	4.2	76.0	19.7
	Certificate & Licensure/Endorsement	0.0	22.2	77.7

### **Summary of Qualitative Findings**

The qualitative comments indicated several areas that UNC can improve to enhance the experience for graduate students:

- Additional financial aid resources, including more funding for professional conferences
- Communication about availability of and selection process for Graduate Assistantships
- Communication with program advisors
- Responsiveness of online faculty
- Ease of access to university resources for extended campus students
- Professional development workshops offered in the evening or in online format
- Workshops on writing for academic journal publication
- Additional professional internship opportunities
- Further professional networking opportunities
- Assistance with balancing priorities between workload, academics, and family

### **ACTION STEPS**

In response to the quantitative and qualitative responses of graduate students who completed this survey, the Graduate School will:

- Interact with Deans of the Colleges to report significant and repeated concerns
- Interact with the Extended Campus staff to address student concerns about access to faculty, program information, professional development, and university resources
- Work through the Graduate Faculty Council to address concerns about program advising
- Increase visibility of information about financial aid and graduate assistantships on the new Graduate School website
- Make professional development workshops more accessible through varied scheduling, use of online platforms
- Increase the amounts offered in Hutchison-Lahmann Award for student research

**Thank you to all graduate students who took the time to complete the Quality of Life Survey. We appreciate your feedback and will continue to improve the quality of life of graduate students at UNC.**

## Appendix A

Table 1

Confirmatory Factor Analysis Item factor loadings ( $\beta$ ), Standard Errors (SE), and Cronbach Alpha ( $\alpha$ )

Dimension	$\beta$	SE	$\alpha$
<b>Advisor</b>			.91
1. I am able to effectively communicate with my advisor	.84	.031	
2. My advisor acts as a role model	.84	.032	
3. My advisor doesn't provide feedback that address my weakness	.69	.035	
4. My advisor is inconsistent in his/her advice	.68	.035	
5. My advisor provides feedback about my academic progress	.74	.036	
6. My advisor is mostly negative when we meet	.69	.030	
7. Finding time when my advisor is able to meet is difficult	.64	.040	
8. My advisor takes too long to respond to my questions	.70	.036	
9. I have a good relationship with my advisor	.82	.031	
10. My advisor rarely points out resources (e.g., workshops, mailing lists, professional organizations, publications) of interest to me	.55	.043	
11. My advisor utilizes Degree Works as an advising tool	.41	.037	
12. My advisor encourages me to produce scholarly works	.62	.038	
<b>Program Quality</b>			.88
1. Faculty members are experts in their discipline area	.67	.024	
2. I am aware of the expectations faculty have for my performance	.63	.030	
3. I feel like I am learning a significant amount of new knowledge	.63	.029	
4. I receive constructive feedback from faculty on individual assignments	.63	.031	
5. Faculty in my program have a good reputation	.73	.028	
6. The faculty in my program are supportive of my success and goals as a graduate student	.80	.029	
7. Faculty treat me with respect	.78	.028	
8. Faculty grade fairly	.73	.027	
9. I am unsure if my program will adequately prepare me for my career	.60	.039	
<b>Work-Life Balance</b>			.87
1. I seem to have to over-extend myself in order to be able to finish everything I have to do	.72	.039	
2. I am able to handle the various demands on my time	.60	.031	
3. I have sufficient time for myself	.76	.037	
4. I feel I don't have enough time to get everything done	.85	.035	
5. I have enough energy to do all the things expected of me	.67	.037	
6. I need more hours in the day to do all the things which are expected of me	.77	.035	
<b>Professional Development</b>			.72
1. My program offers opportunities to work with faculty on scholarly projects	.71	.041	
2. There are many professional development opportunities to enhance my learning	.56	.038	
3. It is a challenge to find faculty with whom to work on scholarly projects	.67	.037	

Table 1, continued

Confirmatory Factor Analysis Item factor loadings ( $\beta$ ), Standard Errors (SE), and Cronbach Alpha ( $\alpha$ )

Dimensions	$\beta$	SE	$\alpha$
<b>Program Climate</b>			.72
1. Faculty members in my program have favorite students	.68	.044	
2. I don't always feel respected by my peers	.54	.040	
3. Some faculty take credit for my work	.44	.036	
4. In comparison to other students, I don't have an equal opportunity to work with faculty	.61	.042	
<b>Financial</b>			.78
1. I understand the process for obtaining financial aid	.63	.035	
2. It is difficult to find information concerning financial assistance	.75	.039	
3. I receive complete information on the availability of financial assistance	.79	.037	
4. I know where to get assistantship information	.44	.044	
5. I don't know where to go when I have questions concerning financial assistance	.66	.037	
<b>Accessibility</b>			.62
1. The courses I need to take to complete my program are offered when I need them	.69	.048	
2. Classes are mostly offered in the format (online, weekend, evening, day) I prefer	.57	.042	
3. Some classes I am interested in are not offered at UNC	.46	.043	
4. Some of the courses I need fill up too quickly	.48	.048	

Table 2

Seven-dimensions student satisfaction model fitness test results

Fitness index	$\chi^2(p)$	df	CMIN/DF	CFI	NFI	RMSEA	SRMR
Criteria	(>.05)		<4	>.95	>.95	<.08	<.08
Initial model	3603.58	881	4.01	.92	.91	.068	.061
Final model	3032.23	839	3.61	.95	.95	.061	.058



## Appendix B

Table 1

*Multinomial logistic regression analysis of overall satisfaction among main campus student versus extended campus students*

	Satisfied		Dissatisfied			Neutral			
	N (%)	N (%)	$\beta$	Sig	Exp(B)	N (%)	$\beta$	Sig	Exp(B)
Main Campus (n=424)	329 (77.8%)	60 (14.2%)	.94	<.001	2.56	34 (8.0%)	.22	.40	1.24
Extended Campus (n=472)	408 (86.6%)	29 (6.2%)			1	34 (7.2%)			1

Notes: logits modelled using “Satisfied” as the reference category.

Table 2

*Multinomial logistic regression analysis of likelihood to enroll again among main campus student versus extended campus students*

	Likely		Not likely			Neutral			
	N (%)	N (%)	$\beta$	Sig	Exp(B)	N (%)	$\beta$	Sig	Exp(B)
Main Campus (n=424)	309 (73%)	63 (14.9%)	.48	.02	1.62	51 (12.1%)	.04	.84	1.04
Extended Campus (n=472)	366 (77.9%)	46 (9.8%)			1	58 (12.3%)			1

Notes: “Likely enroll” was used as the reference category.