WOL Attrition Survey

October 2005

Marketing -

The Email Invite and Survey

WESTWOOD COLLEGE ONLINE

Dear Tracy,

According to our records, you have chosen to no longer attend Westwood College Online. Student satisfaction regarding our education and services is Westwood's top priority. We would very much appreciate your thoughts and feedback regarding your experience at Westwood College Online.

Attached is a short survey designed to better understand the reasons some students leave Westwood College Online. Your input can help us identify potential ways to improve our programs, and provide the best educational experience possible.

We know that many students simply take breaks in their education, and we hope you will be returning to Westwood College soon. If that's the case, we would still appreciate your participation in our satisfaction survey.

Click here for survey

Thanks for your help,

President, Westwood College Online
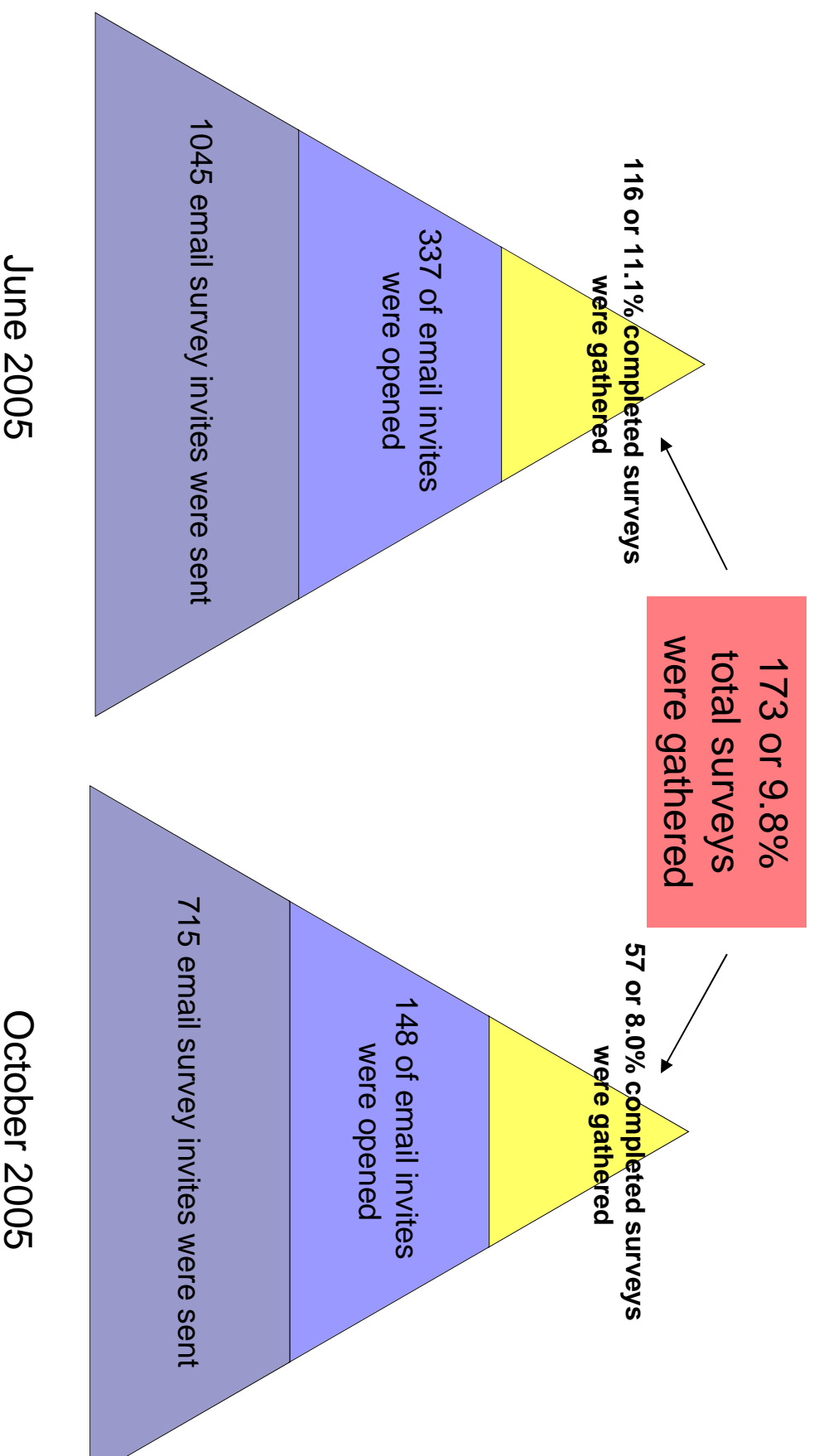
Alta Colleges, Inc.
Document 14, Page 2
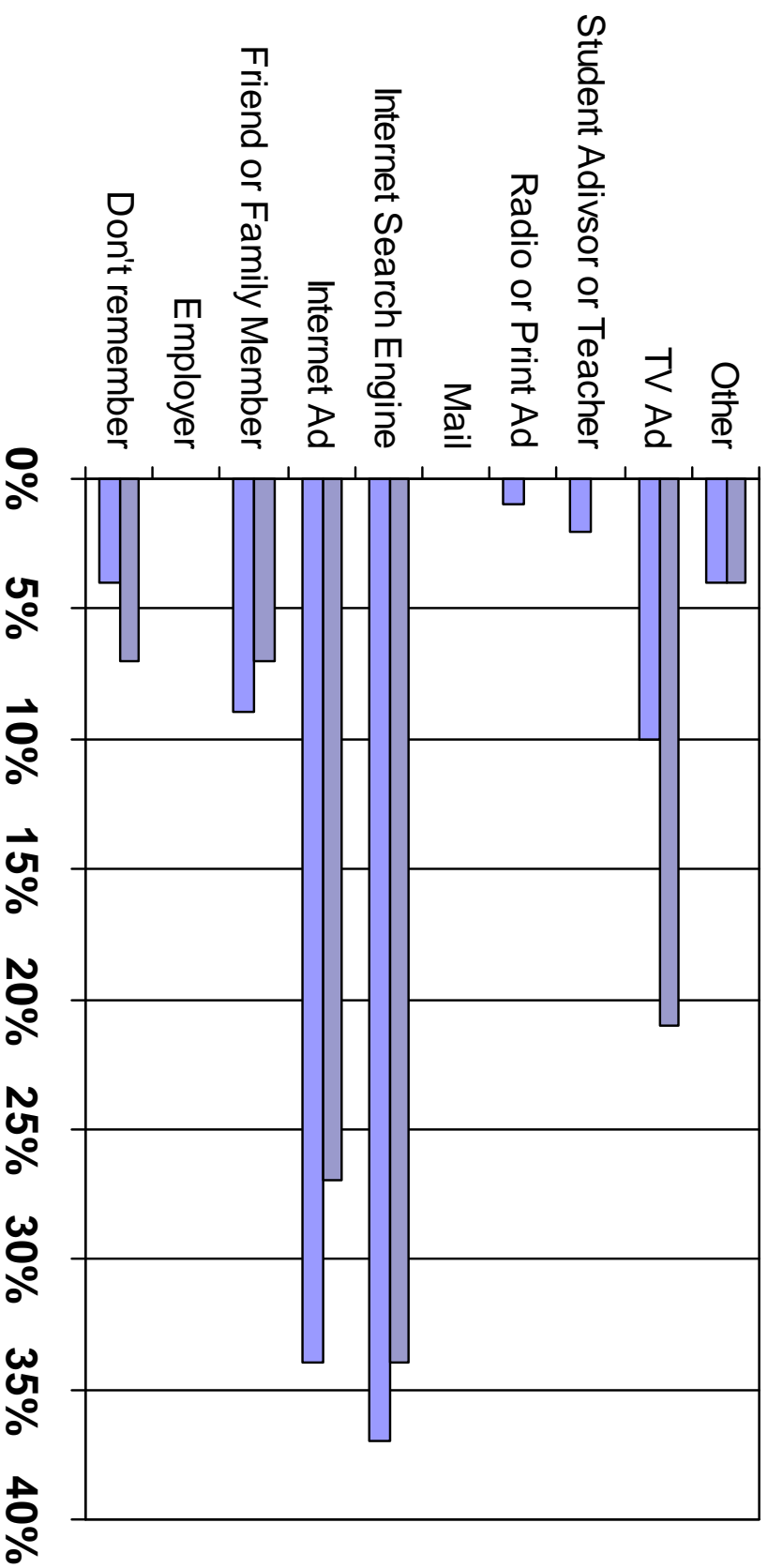
Selection Criteria

- Survey was administered twice in June and October of 2005

- Survey Invitations went to WOL Student Drops from prior 3 months
  - June Survey included drops from 3/3/05 to 6/3/05
  - October Survey included drops from 6/28/05 to 9/28/05

- Includes all drops
  - No filter on number of terms they have attended or program of study

Alta Colleges, Inc.
Document 14, Page 3

Breakdown of result numbers

June 2005

1045 email survey invites were sent

337 of email invites were opened

116 or 11.1% completed surveys were gathered

173 or 9.8% total surveys were gathered

October 2005

715 email survey invites were sent

148 of email invites were opened

57 or 8.0% completed surveys were gathered

How did you first learn of Westwood Online?

Legend: June-05, Oct-05

Categories (top to bottom): Other, TV Ad, Student Adivsor or Teacher, Radio or Print Ad, Mail, Internet Search Engine, Internet Ad, Friend or Family Member, Employer, Don't remember

X-axis: 0%, 5%, 10%, 15%, 20%, 25%, 30%, 35%, 40%

Alta Colleges, Inc.
Document 14, Page 5

When you 1st applied which statement describes your expectations about completing your degree?

Legend:
- **Jun-05**
- **Oct-05**

Chart categories (from top to bottom):
- I thought I definitely wouldn't complete the program
- I thought I might or might not complete the program
- I thought I probably wouldn't complete the program
- I thought I'd definitely complete the program
- I thought I'd probably complete the program

Axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 100%

Alta Colleges, Inc.
Document 14, Page 6

What is your program of study?

Legend: Jun-05, Oct-05

Categories (top to bottom): Web Design, Visual Communications, Software Engineering, Masters of Business Administration, Information Systems Security, Game Software Development, Graphic Design/Multi-Media, Game Art Design, Fashion Merchandising, E-Business Management, Criminal Justice, Computer Network Management, Computer Network Engineering, Business Administration—Marketing, Business Administration-Accounting, Animation

X-axis: 0.00%, 2.00%, 4.00%, 6.00%, 8.00%, 10.00%, 12.00%, 14.00%, 16.00%

Total WOL Drops by Program

August Term

Overall
Drop Rate
was 27%

Programs (top to bottom):
- Animation
- BusAdm Act
- BusAdm Mkt
- Computer Network Engr.
- Computer Network Mng.
- Computer Prog/Soft. Tech.
- Criminal Justice
- E-Business Mgmt.
- Fashion Merchandising
- Game Art Design
- Game Software Dev.
- Graphic Design and Multi.
- Information Systems Security
- Interior Design
- Visual Communication
- Web Design

Axis: 0%, 10%, 20%, 30%, 40%, 50%

Alta Colleges, Inc.
Document 14, Page 8

Where did you begin with Westwood College?

June 2005

95%

5%

October 2005

98%

2%

Began at Westwood Online

Began at Ground Based Campus

Alta Colleges, Inc.
Document 14, Page 9

How many terms have you completed with Westwood Online?

Students appear to be dropping at a significantly higher rate in 1st terms; however later terms have growing numbers

Legend: Jun-05, Oct-05

X-axis: 0, 1, 2, 3, 4 to 6, 7 to 10, 11+
Y-axis: 0%, 5%, 10%, 15%, 20%, 25%, 30%, 35%, 40%

How many terms have you completed with Westwood Online?

Combined Results

How can we keep those students so close to finishing?

Legend: Combined Results
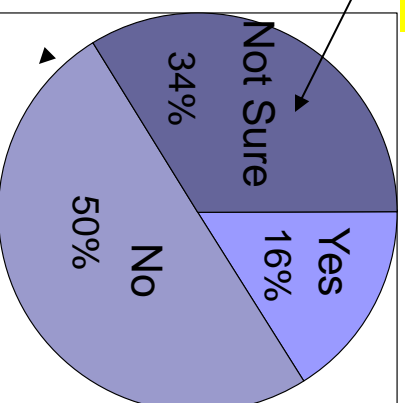
X-axis categories: 0, 1, 2, 3, 4 to 6, 7 to 10, 11+

Y-axis: 0%, 5%, 10%, 15%, 20%, 25%, 30%, 35%

Do you plan to return to Westwood College in the next 6 months?

June 2005

Not Sure 30%
Yes 15%
No 55%
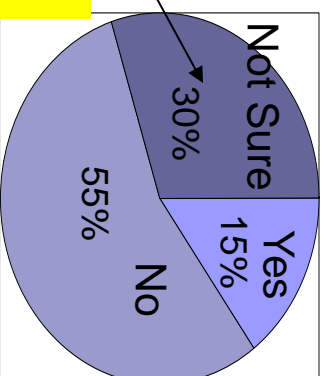
45% to 50% could possibly still be an opportunity

October 2005

Not Sure 34%
Yes 16%
No 50%

Combined Total

Not sure 32%
Yes 15%
No 53%

Alta Colleges, Inc.
Document 14, Page 12
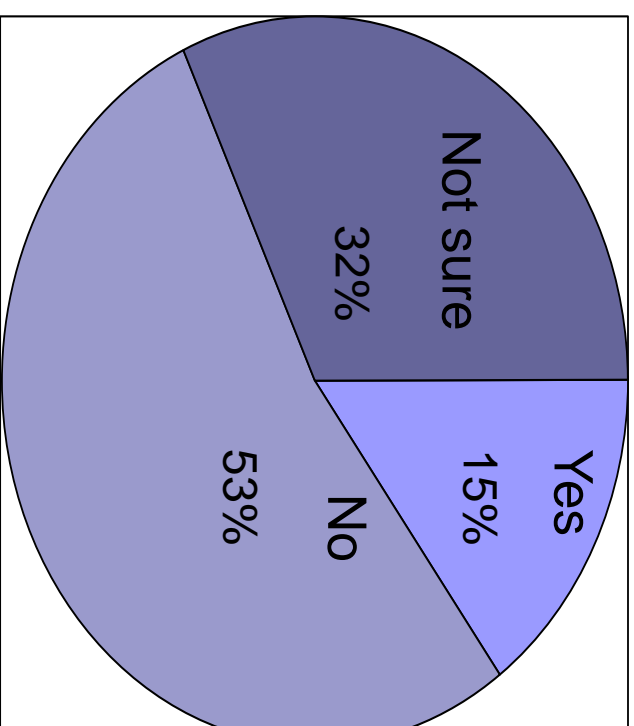
Do you have interest in returning to Westwood Online in the future?

June

Not Sure 28%
Yes 30%
No 42%

October

Not Sure 37%
Yes 28%
No 35%
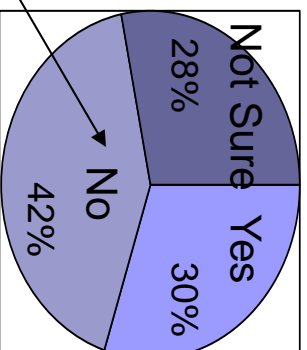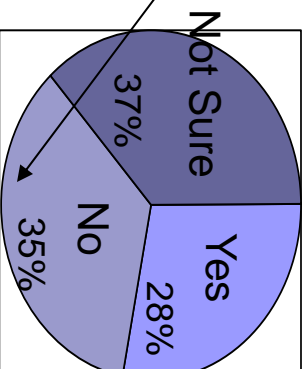
% of no goes down for future enrollments

Combined

Not Sure 30%
Yes 30%
No 40%

How can we re-engage students who still have interest?

Alta Colleges, Inc.
Document 14, Page 13

Do you plan to enroll in another school in the next 6 months?

(Only of those answering no to previous question)

June 2005

- Not Sure 32%
- Yes 40%
- No 28%

October 2005

- Not Sure 30%
- Yes 40%
- No 30%

Combined Total

- Not Sure 31%
- Yes 41%
- No 28%

Actual number in survey lost to another school is combined 61.

Alta Colleges, Inc.
Document 14, Page 14

Briefly describe why you left Westwood Online

MAJOR THEMES

Overall un-organization of school

Accrediting/ credit transfer issues

Cost

Financial Aid Advisors and Department – poor communication and organization

Academic advisors – communication lacking

Please see complete comments section in handout

Factors Contributing To Students
Choice To Drop *June 2005*

Top Major Factors:
- Cost of Education (49%)
- Dissatisfied with Customer Service (38%)
- FA Staff not helpful (30%)

Categories (top to bottom):
- Other reasons
- Dissatisfied with online environment
- Dissatisfied with customer service
- Dissatisfied with enrollment process
- Dissatisfied with instruction
- Unsatisfactory course content
- Courses were to difficult
- Program was not a good fit
- Family responsibilities
- School interferes with job
- Unrelated financial reasons
- Unable to procrue employer tuition reimbursement
- Unable to procrue expected FA
- FA Staff was not helpful
- Cost of education was to high
- Taking a break from school
- Enrolled at another campus based school
- Enrolled in other Online School

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Legend:
- Major Factor
- Minor Factor
- Not a Factor

Factors Contributing To Students Choice To Drop *October 2005*

Categories (chart labels):
- Other reasons
- Dissatisfied with online environment
- Dissatisfied with customer service
- Dissatisfied with enrollment process
- Dissatisfied with instruction
- Unsatisfactory course content
- Courses were to difficult
- Program was not a good fit
- Family responsibilites
- School interferes with job
- Unrelated financial reasons
- Unable to procrue employer tuition reimbursement
- Unable to procrue expected FA
- FA Staff was not helpful
- Cost of education was to high
- Taking a break from school
- Enrolled at another campus based school
- Enrolled in other Online School

Legend: ■ Major Factor ■ Minor Factor ■ Not a Factor

X-axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 100%

Top Major Factors remain:
- Cost of Education to high (increased to 59%)
- FA Staff not helpful (increased to 40%)
- Dissatisfied with customer service (36%)

Alta Colleges, Inc.
Document 14, Page 17

Trend of Contributing Factors

Legend: Jun-05, Oct-05

Categories: Cost of Education, FA Staff not helpful, Dissatisfied w/ Customer Service

Y-axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%

# If Financial Aid was a major factor in your decision to withdraw please comment…

My advisors were very hard to contact, and i was switched so often that my advisors were not familiar with me, nor I with them. They never got back to me promptly and several were very abrupt and rude. I felt vulnerable as i had no understanding of what was going on, or trust in who was handling my affairs

My Financial Aid advisor was not professional or helpful. He did not return phone calls, he transferred my case to another advisor in the middle of trying to get my financial aid straightened out and he never even let me know I was being transferred. Even now my financial aid is still not straightened out

Financial Aid people were very rude and unhelpful. I was not told every thing I need to know about the financial aid and always got papers from them late. They seemed no communication with each other and made things very frustrating.
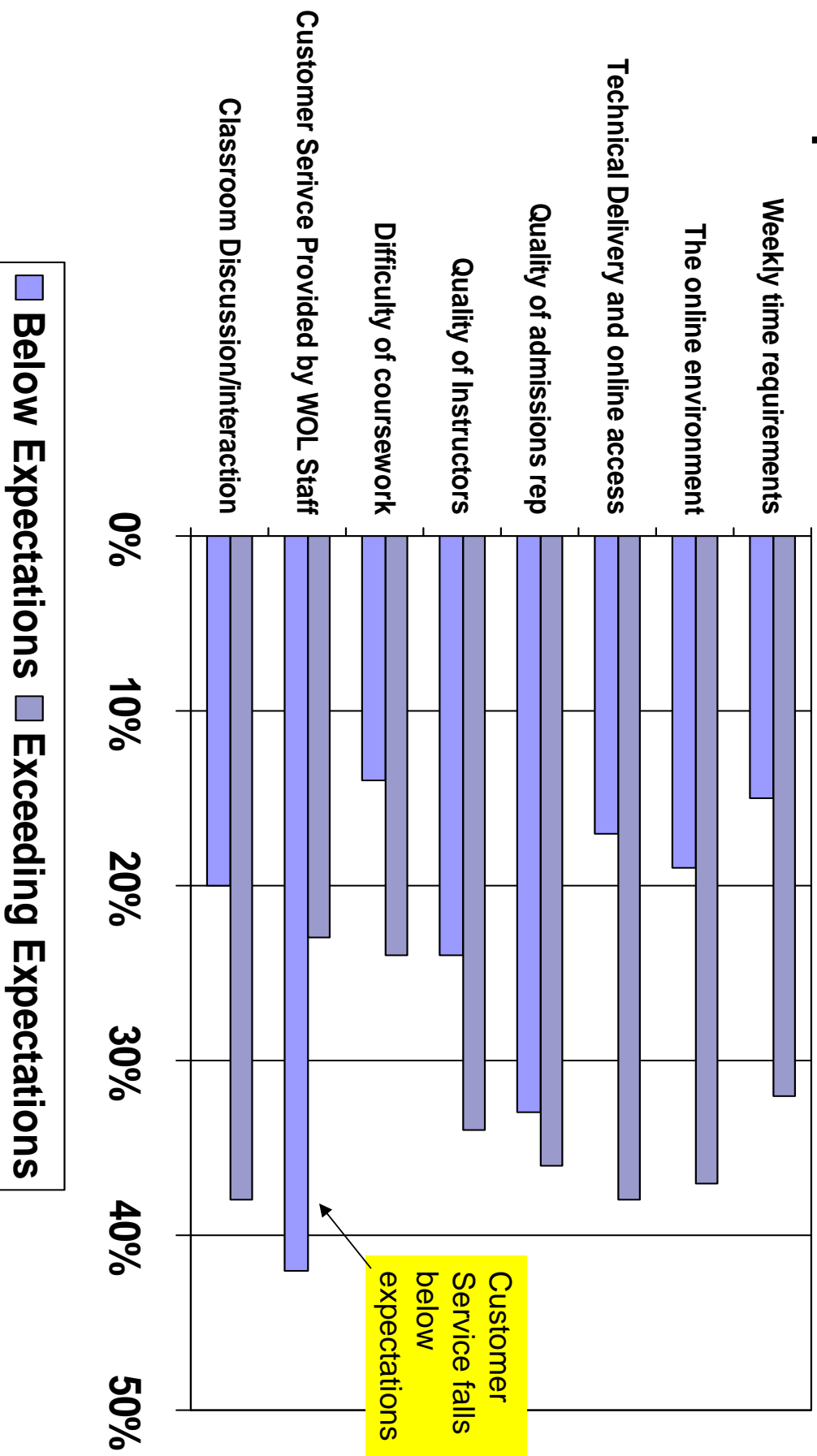
Financial Aid was a major factor in my leaving Westwood because they never did their paperwork in a timely fashion. There were papers that needed to be places and because Financial Aid was untimely in their fillings of such documents, I was unable to acquire financial aid

Financial Aid advisors were supposed to turn in loan paperwork, they dropped the ball and my loan offer expired. I couldn't get help or straight answers.
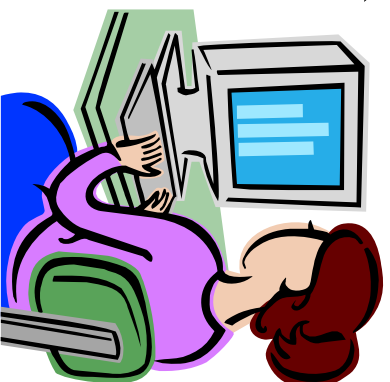
Major Theme: Financial Aid Staff Unhelpful and Unorganized

Rate how the following factors met your expectations:

Legend: ■ Below Expectations ■ Exceeding Expectations

Categories (top to bottom):
- Weekly time requirements
- The online environment
- Technical Delivery and online access
- Quality of admissions rep
- Quality of Instructors
- Difficulty of coursework
- Customer Serivce Provided by WOL Staff
- Classroom Discussion/interaction

X-axis: 0% 10% 20% 30% 40% 50%

Callout: Customer Service falls below expectations

Willingness to be contacted…

- Both surveys returned information of people wanting to be contacted
  - Total of 83 students provided name, phone number
- Names and information were passed on to WOL for contact and follow-up
  - Opportunity to re-engage and re-enroll drops

Additional (positive) Feedback...

Academics great, staff friendly, customer server is poor. Wish I could have got more help

My admissions advisor was Jimmy Rogers. I have never met a more helpful and professional person than him. He is WONDERFUL. Also the teachers that I did have were great. I learned a lot from them in the short time I was in class.

I really liked west wood online. West wood was a great learning experience and I look forward to getting back in as soon as I can get caught up on some of the financial aspects of the school.

I loved my classes, my instructors, and my advisors. I felt like the academic part of my education was handled very professionally. It was the administrative personnel that really dropped the ball.

Great education if you can get past the run around in financial aid.

Recommendations

- Continue deploying survey monthly and reviewing results once per term

- Increase survey response rate
  - ☐ 9.7% response rate (6.1% is average for WOL Survey)
  - ☐ Offer incentive pending approval

- Future analysis on drop rates by specific programs
  - ☐ Review other data sources already available and incorporate into analysis
  - ☐ Filter results by program selection going forward to see if reasons stay the same

- Implement an exit survey upon students decision to drop via phone, in person or via email to gauge students level of possibility for re-engagement.

- Develop a "drop reason" field in People Soft (may already be setup) to further monitor drop reasons.

- Share results with other WOL departments and conduct brainstorming sessions around improving the customer experience

Alta Colleges, Inc.
Document 14, Page 23

Default Management Plans

The Higher Education Opportunity act was approved by the Senate and House of Representatives on July 31, 2008. The President signed the bill into law on august 14, 2008. Part of this law includes new timelines to monitor FFELP borrowers. We were previously required to track our borrowers for the first two years of repayment and now we will be required to track them for three years.

Below you will find our plans to handle this new change and make improvements to our business practices in the Default Management Department.

❖ Increase in staffing. We are currently staffed to handle two years of repayment. The first time we will have three cohort years open at the same time will be in October 2009. We will begin our hiring campaign to include four new full time staff members and three new part time clerks in mid 2009.

❖ New space. The Default Management suite is finished with the exception of furniture, copier, mail machine, and cabling. All of these items have been ordered and we are targeted to be up and running at the new location on November 19, 2008. Our move in date is November 18, 2008. Having all of the team in one area working in an open space environment will assist in keeping our numbers under control and increase the number of contacts we make and the aversions that we get processed. The team will be more manageable when they are in one area and will be much more productive.

❖ Drop campaign. On December 1, 2008 we will begin to run monthly drop reports for all campuses and send out introductory letters to all dropped students. These letters will introduce the team with contact information. We will work together with admissions on the content of these letters to assist in the re-entry process. We will also send the student grace period letters and make grace period phone calls.

❖ New process flow. We will no longer divide the work by campus group. We will have specific core roles for each individual on the team. Some will be managing the data and the mail room area while others will be on phone campaigns. The mail clerks will also have specific tasks that they are responsible for each day. Cross training will take place and there will always be two people on the team that knows what the other is doing and how to complete those tasks. This is already in place. The task assignment will change slightly once we move.

❖ Skip Tracing. We have pulled our entire skip tracing in house and we utilize a system that assists the team in finding people through several different skip engines. We have become proficient at this and it is working quite well. We will also obtain access to the admissions side of SRM to be able to identify where the borrower went to high school

and expand our search to Classmates. Classmates will identify people that the borrowers went to high school with and we will contact those to see if they know the borrowers whereabouts. SRM access will be set up by November 30, 2008.

- ❖ Training on repayment options. The entire team will be trained on repayment of student loans. This will enable the team to be able to steer delinquent or dropped borrowers into repayment rather than only offering assistance in the forbearance and deferment areas. With the three year window opening up it is imperative that we guide our borrowers into repayment utilizing graduated and extended repayment options. This training will be complete by January 1, 2009.

- ❖ Exits. We will bulk order supplies and put together exit packets for each campus. The campus will bulk order these packets from us. This will provide the graduate borrowers with the tools they need to stay on track and also let them know that we have a whole team of people ready to help them. Most of the contents of these packets are provided by the GA's. The only item we will need to put in the packet is a one page slick with pictures of the default team and contact information.

- ❖ Default Management link on our website. This will include information on repayment, forbearance and deferments. All of the forms the borrower might need will also be made available. This will enable our borrowers to be able to go on line and download any forms they may need without waiting for the mail. We will be checking to see if SLMA will accept e signature on the documents. We will work together with marketing to make sure that this is developed professionally.

- ❖ CLASS Default Management Activation. CLASS has an area for default management and we will activate and begin to utilize it as our main database. We have the capability to transfer information between our main servicer and CLASS via Common line and we want to utilize this to streamline our processes. This initiative is in the early planning stages and we are unable to provide an accurate timeline until further research has been done.

October 23, 2008