Can I do it? Do I belong? Why should I do it?*

Analyzing Retention at ISU using the National Survey of Student Engagement (NSSE)

*From Social Psychological Approaches to College Student Success, H. Williams & M. Murphy, in How College Students Succeed



RETURNING STUDENT PROFILE

Returners feel like they belong at ISU.

Returners are **engaged in interactions with others**. These interactions are **frequent and positive**.

Returners **collaborate with other students** in the classroom and in academic work outside of the classroom.

Returning students are more **certain about their decision to attend ISU** and college in general.

NON-RETURNING STUDENT PROFILE

Non-returning students feel less belonging at ISU.

Non-returning students have **less interactions** with other students.

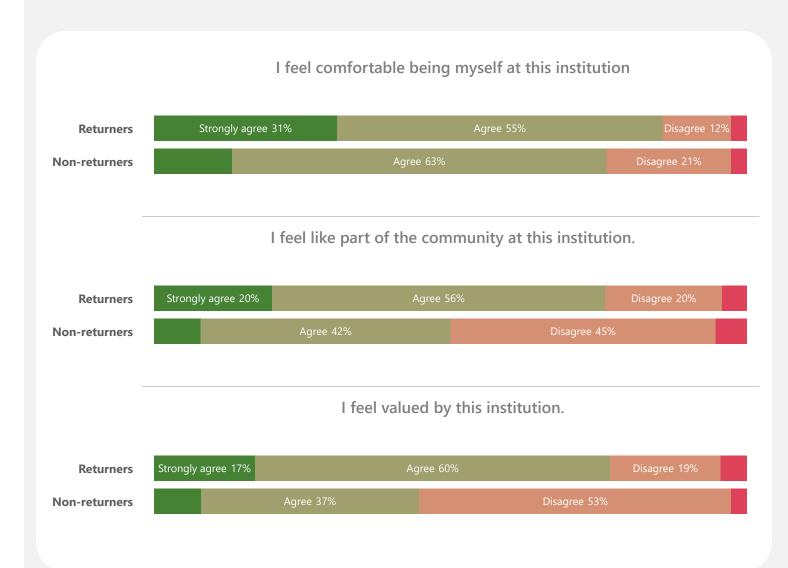
Non-returning students **exert effort and work hard**. They put in as much time and effort into academic activities as returning students, including reading and writing.

Non-returning students are **less certain about their place** at ISU and in college in general.

Data Notes

Data from 2023 National Survey of Student Engagement. Returners identified as students who returned for their 2nd year of college. Non-returners did not return. Contact <u>University Assessment Services</u> (UAS) with questions. More data at the UAS <u>Institutional Surveys</u> and Assessment Dashboards websites. Click on the Campus Press article associated with this visualization for more information.

Returners have a strong sense of belonging.



Question: **To what extent do you agree or disagree with the following statements?**. Data from 2023 National Survey of Student Engagement. Contact <u>University Assessment Services</u> (UAS) with questions. More data at the UAS <u>Institutional Surveys</u> and <u>Assessment Dashboards</u> websites.

BELONGING IS EXPERIENCED DIFFERENTLY BY STUDENT GROUPS

First-year students from many identity groups, including culturally dynamic, queer & trans, and first-generation students report <u>lower belonging</u>.

SPACES & RELATIONSHIPS PLAY A SIGNIFICANT ROLE IN BELONGING

Physical spaces, on-campus jobs, affirming experiences and communicating confidence in students' abilities to succeed can play significant roles in retention.

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How Identity Groups Experience Belonging at ISU

An interactive dashboard from University Assessment

What helps students feel like they belong?

A report from the University of Illinois using the **Sense of Social Fit** scale to examine student success

Fall to Fall Retention Dashboard

An interactive dashboard from Planning, Research and Policy Analysis (PRPA)

Returners have more frequent and positive interactions with others, inside and outside the classroom.





SOME STUDENTS MAY NEED TO LEARN ACADEMIC COLLABORATION & SOCIAL INTERACTION

Teaching students who lack the skills or confidence to interact with others could have a positive impact on retention. Returners spend more time in co-curricular activities than non-returners.

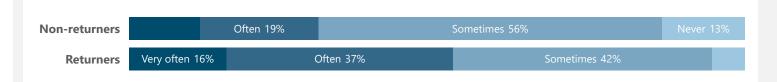
How would you rate the quality of your interactions with other students at ISU?



ISU SENIORS REPORT POSITIVE INTERACTIONS AND MEANINGFUL RELATIONSHIPS

Compared to peer institutions, ISU seniors report <u>highly positive</u> <u>interactions</u> with faculty, staff and students. This suggests ISU does foster positive interactions beyond the first year.

How often have you explained course material to one or more students?



DIG DEEPER

How Identity Groups Experience Belonging at ISU

An interactive dashboard from University Assessment

The Power of Relationships in Higher Education

A summary on how to cultivate positive interactions for students.

<u>Fostering Peer Relationships through an Experimental Intervention</u> (Milner Library)

This journal article highlights the importance of social integration, support, and involvement for student retention.

See Data Tables tab for more information on interactions and relationships. Data from 2023 National Survey of Student Engagement. Contact <u>University Assessment Services</u> (UAS) with questions. More data at the UAS <u>Institutional Surveys</u> and <u>Assessment Dashboards</u> websites.

Non-returners get the message. They know academic effort is important. They spend more hours on pretty much everything, especially work.

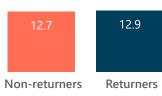
How much does ISU emphasize spending significant amounts of time studying and on academic work

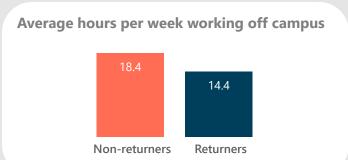


NON-RETURNERS SPEND JUST AS MUCH TIME ON ACADEMIC EFFORT AND PRETTY MUCH EVERYTHING

Non-returners report writing more pages in a semester (60) than returners (49). Non-returners spend as much time on assigned reading as returners. Non-returners spend a lot more time on working, especially more time working off-campus.







WHILE NON-RETURNERS INVEST AS MUCH ACADEMIC EFFORT AS RETURNERS, THEY ARE LESS ENGAGED IN USING KEY LEARNING STRATEGIES & HIGHER ORDER LEARNING

Potential non-returners may respond well to growth-mindset approaches, expressions of confidence in their ability to succeed, and being challenged.

DIG DEEPER

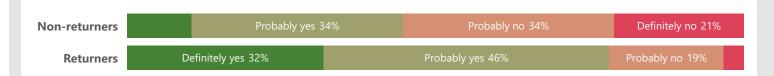
Recognizing the Reality of Working College Students
L. Perna & T. Odle

Interactive Data from NSSE: National Comparisons

Returners are confident in their decision to be at ISU and in college in general.







WHEN AM I EVER GOING TO USE THIS?

When students see a class or activity as relevant to life, learning, or career goals, they are much more likely to be engaged (see How College Students Succeed).

Having a clear answer to the question "when am I ever going to use this?" helps students be more confident about their place in college.

DIG DEEPER

Peer University Comparisons

See how ISU compares in expectations to peer groups

Fall to Fall Retention Dashboard

An interactive dashboard from Planning, Research and Policy Analysis (PRPA)

See Data Tables tab for more information on interactions and relationships. 2023 National Survey of Student Engagement. Contact <u>University</u>

<u>Assessment Services</u> (UAS) with questions. More data at the UAS <u>Institutional Surveys</u> and <u>Assessment Dashboards</u> websites.

Returners feel higher belonging, regularly engage with other students socially and academically, and are more certain about their place at ISU.

NSSE Factors p<.10 in green p values Scale Overall satisfaction with ISU 0.00 Collaborative learning 0.02 0.03 Quality of interactions 0.06 Supportive environment Sense of belonging 0.13 Effective teaching practices 0.13 0.16 Student-faculty interaction 0.24 Learning strategies 0.32 Perceived learning gains 0.37 Higher order learning 0.53 Quantitative reasoning 0.84 Diverse discussions Reflective & integrative learning 0.99

| ISU Factors | |
|---------------------------------------|----------|
| p<.10 in green | |
| QuestionID | p values |
| Belonging & satisfaction | 0.00 |
| Quality of interations | 0.01 |
| Collaborative learning | 0.03 |
| Time engagement | 0.08 |
| Effective teaching practices | 0.25 |
| Diverse discussions | 0.33 |
| Learning strategies | 0.47 |
| Institutional emphasis - social | 0.48 |
| Reflective & integrative learning | 0.48 |
| Institutional emphasis - support | 0.58 |
| Quantitative reasoning | 0.64 |
| Student-faculty interaction | 0.66 |
| Perceived learning gains | 0.86 |
| Academic preparation outside of class | 0.92 |

MONITORING SATISFACTION & BELONGING COULD BE JUST AS IMPORTANT AS GPA

GPA is one of the, if not the most, strongest predictor of retention (not included in this model). GPA, however, is as much an indicator of academic progress as it is a signaling device to students about their place in college.

Regular check-ins with students, reaffirming their decision to attend ISU, and sending targeted communications could improve retention.

INSTITUTIONAL EMPHASIS ON WELL-BEING AND TEACHING STUDENTS HOW TO INTERACT WITH OTHERS COULD IMPROVE RETENTION

Academic effort in terms of time did not play a significant role in retention, at least not in this model. Non-returners know effort is important. They could lack skills in the areas of collaboration and learning strategies outside of class.

Momentum is key. Non-returners are uncertain about their fit and lack a commitment to ISU and maybe college in general.

Non-returners work longer hours off campus and may have more responsibilities that impede that momentum.

METHOD

Binary logistic regression was selected because the outcome is dichotomous: either first-year students returned or they did not. NSSE and ISU factors are the covariates or independent variables. These are based on engagement indicators created by the Indiana University <u>Center for Postsecondary Research</u>. A factor analysis was employed to create ISU factors. ISU factors exhibited a high correlation with NSSE factors, providing similar results.

Data Tables: Frequencies View differences between returners and leavers by expanding the question with the + sign. During the current school year, about how often have you done the following? **Academic Engagement** Response Never Sometimes Often Very often **☐** Asked questions or contributed to course discussions in other ways 22% Non-returners 5% 43% 30% 3% 34% 36% 27% Returners **☐** Given a course presentation Non-returners 10% 39% 34% 17% Returners 9% 46% 31% 14% During the current school year, about how often have you done the following? **Learning with Peers** Response Never Sometimes Often Very often ☐ Asked another student to help you understand course material Non-returners 14% 43% 32% 11% 9% 43% 32% 16% Returners **■ Explained course material to one or more students** 52% 27% 11% Non-returners 10% 38% 18% 5% 39% ☐ Prepared for exams by discussing or working through course material with other students Non-returners 21% 44% 21% 14% Returners 16% 38% 29% 16% **☐** Worked with other students on course projects or assignments 40% Non-returners 7% 37% 16% Returners 4% 40% 36% 20% During the current school year, about how often have you done the following? **Academic Challenge** Never Sometimes Often Very often Response **☐** Combined ideas from different courses when completing assignments 17% 12% 36% 35% Non-returners Returners 6% 34% 41% 19% □ Connected ideas from your courses to your prior experiences and knowledge 27% 52% 21% Non-returners 2% 49% 31% 18% **☐** Connected your learning to societal problems or issues 9% 16% Non-returners 34% 41% 35% 40% 19% Returners 5% **☐** Examined the strengths and weaknesses of your own views on a topic or issue 5% 33% 45% 17% Non-returners 5% 30% 43% 23% Returners ☐ Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments Non-returners 12% 38% 32% 18% 8% 32% 36% 24% Returners □ Learned something that changed the way you understand an issue or concept 37% 17% Non-returners 6% 40% 23% Returners 3% 29% 46% ☐ Tried to better understand someone else's views by imagining how an issue looks from his or her perspective Non-returners 2% 26% 50% 23% Returners 2% 27% 44% 27% During the current school year, about how often have you done the following? **Student-Faculty Interaction** Response Never Sometimes Often Very often ☐ Discussed course topics, ideas, or concepts with a faculty member outside of Non-returners 33% 38% 18% 10% 29% 40% 21% 10% Returners □ Discussed your academic performance with a faculty member 40% 31% 11% Non-returners 18% Returners 18% 49% 22% 11% ☐ Talked about career plans with a faculty member 37% 32% 14% Non-returners 17% 14% 42% 27% 16% **☐** Worked with a faculty member on activities other than coursework (committees, student groups, etc.) 41% 24% 22% Non-returners 13% Returners 40% 33% 16% 11% During the current school year, to what extent have your instructors done the following? **Effective Teaching** Response Very little Some Quite a bit Very much ☐ Clearly explained course goals and requirements Non-returners 5% 18% 49% 28% 2% 30% Returners 18% 50% □ Enabled you to demonstrate your learning through quizzes, assignments, and other activities 3% 25% 37% 34% Non-returners Returners 2% 17% 47% 34% ☐ Explained in advance the criteria for successfully completing your assignments 5% 18% 50% 27% 4% 28% Returners 23% 45% □ Provided feedback on a draft or work in progress 12% 17% 47% 25% Non-returners 8% 31% 38% 23% □ Provided prompt and detailed feedback on tests or completed assignments 26% Non-returners 13% 28% 33% 10% 31% 39% 19% Returners □ Reviewed and summarized key ideas or concepts 5% 20% 45% 30% Non-returners Returners 2% 24% 45% 28% □ Taught course sessions in an organized way Non-returners 5% 21% 46% 28% 24% 27% 4% 45% ☐ Taught in a way that aligns with how you prefer to learn Non-returners 8% 35% 37% 20% 7% 37% 38% 18% □ Used examples or illustrations to explain difficult points Non-returners 5% 25% 44% 26% Returners 3% 22% 29% 45% During the current school year, about how often have you done the following? **Quantitative Reasoning** Response Never Sometimes Often Very often □ Evaluated what others have concluded from numerical information 10% 41% 16% Non-returners 33% Returners 15% 43% 31% 11% ☐ Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) 7% 40% 34% 19% Non-returners Returners 9% 39% 35% 17% ☐ Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) 12% 31% 38% 19% Non-returners Returners 32% 15% 39% 14% During the current school year, about how often have you done the following? **Learning Strategies** Never Sometimes Often Very often Response ☐ Identified key information from reading assignments 4% 34% 43% 20% Non-returners Returners 2% 23% 52% 24% □ Reviewed your notes after class Non-returners 4% 40% 39% 18% 40% Returners 5% 27% 29% **☐** Summarized what you learned in class or from course materials 5% 30% 46% 19% Non-returners Returners 4% 30% 39% 26% During the current school year, how much has your coursework emphasized the following? **Higher Order Learning** Response Very little Some Quite a bit Very much ☐ Analyzing an idea, experience, or line of reasoning in depth by examining its parts 5% 34% 44% 18% Non-returners 4% 25% Returners 26% 45% ☐ Applying facts, theories, or methods to practical problems or new situations Non-returners 3% 34% 40% 23% 4% 23% 48% 25% □ Evaluating a point of view, decision, or information source 5% 34% 15% Non-returners 46% 4% 26% 45% 26% ☐ Forming a new idea or understanding from various pieces of information 6% 39% 19% Non-returners 35% 3% 24% 47% 26% Returners 44% 8% 20% 28% Non-returners Returners 6% 28% 43% 23% During the current school year, about how often have you had discussions with people from the following groups? **Discussions with Diverse Others** Never Sometimes Often Very often ☐ Had discussions with people from an economic background other than your own 30% 33% Non-returners 7% 30% 2% 21% 36% 41% ☐ Had discussions with people of a race or ethnicity other than your own 25% 28% 42% Non-returners 5% 3% 22% 38% 37% □ Had discussions with people with political views other than your own 7% 40% 25% 28% Non-returners 5% 34% 29% Returners □ Had discussions with people with religious beliefs other than your own 7% 32% 28% 33% Non-returners 28% Returners 4% 36% 31% □ People from countries other than your own Non-returners 14% 49% 19% 18% Returners 14% 39% 29% 19% □ People with sexual orientations other than your own 7% 33% 30% 30% Non-returners 36% Returners 4% 26% 34% Indicate the quality of your interactions with the following people at your institution. **Quality of Interactions** Response Excellent Good / fair Poor Quality of interactions with academic advisors 51% 39% Non-returners 11% 57% 37% Returners 6% Quality of interactions with faculty 44% 49% 7% Non-returners 50% 48% 2% Quality of interactions with other administrative staff and offices 34% 7% Non-returners 59% Returners 45% 48% 7% Quality of interactions with student services staff 34% 60% 6% Non-returners 47% 8% Returners 45% Quality of interactions with students Non-returners 41% 50% 9% Returners 52% 45% 2% To what extent do you agree or disagree with the following statements? Sense of Belonging Response Strongly Disagree Agree Strongly disagree agree ☐ I feel comfortable being myself at this institution Non-returners 2% 22% 18% 58% 32% 3% 10% 56% **☐** I feel like part of the community at this institution. 5% 36% 44% 15% Non-returners Returners 22% 52% 22% 4% **☐** I feel valued by this institution. 4% 42% 40% 15% Non-returners 20% Returners 5% 57% 18% How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Impact on Learning Response Very little Some Quite a bit Very much □ Acquiring job- or work-related knowledge and skills Non-returners 15% 30% 39% 17% Returners 8% 33% 33% 26% **☐** Analyzing numerical and statistical information Non-returners 19% 26% 39% 17% 12% 33% Returners 33% 22% **■** Being an informed and active citizen Non-returners 11% 30% 43% 17% Returners 8% 32% 37% 22% Developing or clarifying a personal code of values and ethics 17% 13% 28% 43% Non-returners 9% 28% 38% 26% Returners **□** Solving complex real-world problems Non-returners 13% 26% 41% 20% 8% 36% 34% 22% **☐** Speaking clearly and effectively Non-returners 7% 22% 43% 28% Returners 27% 5% 42% 26% ☐ Thinking critically and analytically Non-returners 11% 15% 44% 30% Returners 2% 20% 43% 34% ☐ Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) 9% 30% 39% 22% Non-returners 8% Returners 23% 39% 30% **☐ Working effectively with others** 13% 28% 46% 13% Non-returners 42% Returners 4% 23% 31% □ Writing clearly and effectively 11% 28% 40% 21% Non-returners Returners 6% 28% 46% 21% How much does your institution emphasize the following? **Institutional Emphasis** Response Very little Some Quite a bit Very much ☐ Attending campus activities and events (performing arts, athletic events, etc.) Non-returners 13% 30% 39% 18% 24% Returners 6% 30% 40% ☐ Attending events that address important social, economic, or political Non-returners 14% 36% 38% 13% Returners 16% 37% 33% 13% ☐ Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) 19% Non-returners 13% 37% 31% 11% 37% 21% Returners 31% ☐ Helping you manage your non-academic responsibilities (work, family, 30% 35% 24% 11% Non-returners Returners 22% 42% 26% 11% □ Providing opportunities to be involved socially 9% 20% 47% 24% Non-returners 42% 29% 6% 23% ☐ Providing support for your overall well-being (recreation, health care, counseling, etc.) Non-returners 9% 30% 43% 18% 7% 31% 38% 23% □ Providing support to help students succeed academically 2% Non-returners 27% 58% 13% 3% 29% 45% 24% ☐ Spending significant amounts of time studying and on academic work Non-returners 2% 16% 46% 36% Returners 1% 24% 52% 23% ☐ Using learning support services (tutoring services, writing center, etc.) 27% Non-returners 11% 25% 38% 7% Returners 23% 30% 40% Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading? Category Avg hrs Non-returners 6.0 Returners 5.8 Estimated average number of pages written during the current school year Category Avg pages 59.9 Non-returners 49.4 Returners Average number of assigned writing assignments by page length Category <5 pages 6-10 pages 11 + pages 3.2 2.6 1.4 Non-returners Returners 3.2 2.1 1.1 About how many hours do you spend in a typical 7-day week doing the following? Only includes students who indicated working Non-returners 21.8 15.5 Returners Only includes students who indicated working Avg □ Working for pay ON CAMPUS Returners 13.1 Non-returners 16.6 Category Avg □ Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) Non-returners 13.4 Returners 13.3 Category Avg ☐ Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) Non-returners 13.8 Returners 13.6 Only includes students who indicated participation in co-curricular activities Avg □ Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) Non-returners 8.2 Returners 8.8 Do you intend to return to this institution next year? Response Not sure Yes 18% 47% 34% Non-returners Returners 1% 3% 96% How would you evaluate your entire educational experience at this institution? Poor Fair Good Excellent Response 40% 42% Non-returners 16% 56% Returners 26% If you could start over again, would you go to the same institution you are now attending? Probably Response Definitely Probably Definitely no no yes yes Non-returners 18% 25% 40% 16% Returners 4% 16% 48% 32% During the current school year, to what extent have your courses challenged you to do your best work? Not at all 2 3 4 5 6 Very much Response 4% 4% 7% 18% 27% 18% 23% Non-returners Returners 1% 1% 5% 14% 37% 26% 17% What is the highest level of education you ever expect to complete?

Some

9%

9%

college

Response

Returners

Non-returners

Bachelor's

degree

57%

40%

Master's

degree

26%

40%

Doctoral or

professional

7%

10%

Data Tables: Averages View differences between returners and leavers by expanding the question with the + sign. During the current school year, about how often have you done the following? Academic Engagement. Never=1, Sometimes=2, Often=3, Very often=4 Response Average ☐ Asked questions or contributed to course discussions in other ways 2.7 Non-returners Returners 2.9 **☐** Given a course presentation 2.6 Non-returners Returners 2.5 During the current school year, about how often have you done the following? Learning with Peers. Never=1, Sometimes=2, Often=3, Very often=4 Response Average ☐ Asked another student to help you understand course material Non-returners 2.4 2.6 Returners **■ Explained course material to one or more students** 2.4 Non-returners 2.7 ☐ Prepared for exams by discussing or working through course material with other students Non-returners 2.3 Returners 2.5 **☐** Worked with other students on course projects or assignments Non-returners 2.6 2.7 Returners During the current school year, about how often have you done the following? Academic Challenge. Never=1, Sometimes=2, Often=3, Very often=4 Response Average ☐ Combined ideas from different courses when completing assignments 2.6 Non-returners 2.7 □ Connected ideas from your courses to your prior experiences and knowledge 2.9 Non-returners 3.1 Returners **☐** Connected your learning to societal problems or issues 2.6 Non-returners 2.7 Returners **□** Examined the strengths and weaknesses of your own views on a topic or issue 2.7 Non-returners 2.8 Returners ☐ Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments 2.6 Non-returners 2.8 Returners □ Learned something that changed the way you understand an issue or concept 2.6 Non-returners Returners 2.9 ☐ Tried to better understand someone else's views by imagining how an issue looks from his or her perspective Non-returners 2.9 Returners 3.0 During the current school year, about how often have you done the following? Student-Faculty Interaction. Never=1, Sometimes=2, Often=3, Very often=4 Response Average ☐ Discussed course topics, ideas, or concepts with a faculty member outside of class Non-returners 2.1 Returners 2.1 □ Discussed your academic performance with a faculty member 2.4 Non-returners 2.3 Returners ☐ Talked about career plans with a faculty member 2.4 Non-returners Returners 2.4 Worked with a faculty member on activities other than coursework (committees, student groups, Non-returners 2.1 Returners 2.0 During the current school year, to what extent have your instructors done the following? Effective Teaching. Very little=1, Some=2, Quite a bit=3, Very much=4 Response Average ☐ Clearly explained course goals and requirements 3.0 Non-returners 3.1 ☐ Enabled you to demonstrate your learning through quizzes, assignments, and other activities Non-returners 3.0 3.1 Returners Explained in advance the criteria for successfully completing your assignments 3.0 Non-returners 3.0 □ Provided feedback on a draft or work in progress 2.9 Non-returners Returners 2.8 □ Provided prompt and detailed feedback on tests or completed assignments 2.7 Non-returners Returners 2.7 □ Reviewed and summarized key ideas or concepts Non-returners 3.0 Returners 3.0 □ Taught course sessions in an organized way Non-returners 3.0 2.9 ☐ Taught in a way that aligns with how you prefer to learn 2.7 Non-returners Returners 2.7 □ Used examples or illustrations to explain difficult points 2.9 Non-returners Returners 3.0 During the current school year, about how often have you done the following? Quantitative Reasoning. Never=1, Sometimes=2, Often=3, Very often=4 Response Average □ Used numerical information to examine a real-world problem or issue (unemployment, climate) change, public health, etc.) Non-returners 2.6 2.4 □ Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) 27 Non-returner 2.6 Returners **□** Evaluated what others have concluded from numerical information 2.5 Returners 2.4 During the current school year, about how often have you done the following? Learning Strategies. Never=1, Sometimes=2, Often=3, Very often=4 Response Average **□** Identified key information from reading assignments 2.8 Non-returners Returners 3.0 □ Reviewed your notes after class Non-returners 2.7 2.9 Returners **☐** Summarized what you learned in class or from course materials Non-returners 2.8 Returners 2.9 During the current school year, how much has your coursework emphasized the following? Higher Order Learning. Very little=1, Some=2, Quite a bit=3, Very much=4 Response Average Analyzing an idea, experience, or line of reasoning in depth by examining its parts Non-returners 2.7 Returners 2.9 ☐ Applying facts, theories, or methods to practical problems or new situations 2.8 2.9 Returners **□** Evaluating a point of view, decision, or information source 2.7 Non-returners 2.9 ☐ Forming a new idea or understanding from various pieces of information Non-returners 2.7 Returners 3.0 **☐** Memorizing course material 2.8 Non-returners Returners 2.8 During the current school year, about how often have you had discussions with people from the following groups? Discussions with Diverse Others. Never=1, Sometimes=2, Often=3, Very often=4 Average □ Had discussions with people from an economic background other than your own 2.9 Non-returners Returners 3.1 ☐ Had discussions with people of a race or ethnicity other than your own 3.1 Non-returners Returners 3.1 ☐ Had discussions with people with political views other than your own 2.7 Non-returners 2.9 □ Had discussions with people with religious beliefs other than your own Non-returners 2.9 2.9 Returners □ People from countries other than your own Non-returners 2.4 Returners 2.5 □ People with sexual orientations other than your own Non-returners 2.8 3.0 Returners Indicate the quality of your interactions with the following people at your institution. Quality of Interactions. Seven point scale from Poor=1 to Excellent=7 Response Average Quality of interactions with students 4.9 Non-returners Returners 5.4 Quality of interactions with student services staff Non-returners 5.0 5.0 Quality of interactions with other administrative staff and offices Non-returners 4.8 Returners 5.1 Quality of interactions with faculty Non-returners 4.9 Returners 5.4 Quality of interactions with academic advisors 5.0 Non-returners Returners 5.5 To what extent do you agree or disagree with the following statements? Sense of Belonging. Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4 Response Average ☐ I feel comfortable being myself at this institution 3.0 Non-returners Returners 3.2 ☐ I feel like part of the community at this institution. Non-returners 2.7 Returners 2.9 ☐ I feel valued by this institution. Non-returners 2.7 Returners 2.9 How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Impact on Learning. Very little=1, Some=2, Quite a bit=3, Very much=4 Response Average ☐ Acquiring job- or work-related knowledge and skills 2.6 Non-returners Returners 2.8 Analyzing numerical and statistical information Non-returners 2.5 Returners 2.6 **☐** Being an informed and active citizen Non-returners 2.6 2.7 □ Developing or clarifying a personal code of values and ethics Non-returners 2.6 Returners 2.8 □ Solving complex real-world problems Non-returners 2.7 2.7 Returners **☐** Speaking clearly and effectively Non-returners 2.9 2.9 Returners Thinking critically and analytically Non-returners 2.9 Returners 3.1 Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, Non-returners 2.7 2.9 Returners □ Working effectively with others 2.6 Non-returners Returners 3.0 **☐** Writing clearly and effectively 2.7 Non-returners Returners 2.8 How much does your institution emphasize the following? Institutional Emphasis. Very little=1, Some=2, Quite a bit=3, Very much=4 Response Average Non-returners 2.6 2.8 Returners ☐ Attending events that address important social, economic, or political issues 2.5 Non-returners Returners 2.4 □ Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) 2.6 Non-returners Returners 2.7 ☐ Helping you manage your non-academic responsibilities (work, family, etc.) Non-returners 2.2 Returners 2.2 Providing opportunities to be involved socially Non-returners 2.9 2.9 Returners □ Providing support for your overall well-being (recreation, health care, counseling, etc.) Non-returners 2.7 2.8 Returners Providing support to help students succeed academically Non-returners 2.8 2.9 ☐ Spending significant amounts of time studying and on academic work 3.2 Non-returners Returners 3.0 ☐ Using learning support services (tutoring services, writing center, etc.) 2.8 Non-returners Returners 2.9 Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading? Category Avg hrs Non-returners 6.0 Returners 5.8 Estimated average number of pages written during the current school year Category Avg pages Non-returners 59.9 Returners 49.4 Average number of assigned writing assignments by page length 6-10 pages Category <5 pages 11 + pages Non-returners 3.2 2.6 1.4 3.2 2.1 1.1 Returners About how many hours do you spend in a typical 7-day week doing the following? Only includes students who indicated working **☐** Working for pay OFF CAMPUS 21.8 Non-returners Returners 15.5 Only includes students who indicated working Avg **☐ Working for pay ON CAMPUS** Non-returners 16.6 13.1 Returners Category Avg ☐ Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) Non-returners 13.4 Returners 13.3 Avg Category ☐ Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) Returners 13.6 Non-returners 13.8 Only includes students who indicated participation in co-curricular activities Avg □ Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) Non-returners 8.2 8.8 Returners Do you intend to return to this institution next year? Response Not sure Yes 18% 47% 34% Non-returners Returners 1% 3% 96% How would you evaluate your entire educational experience at this institution? Poor=1, Fair=2 Good=3, Excellent=4 Response Average 2.5 Non-returners Returners 3.1 If you could start over again, would you go to the same institution you are now attending? Definitely no=1, Probably no=2, Probably yes=3, Definitely yes=4 Response Average Returners 3.1 2.5 Non-returners During the current school year, to what extent have your courses challenged you to do your best work? Seven point scale from Not at All=1 to Very Much=7 Response Average 5.1 Non-returners 5.3 Returners What is the highest level of education you ever expect to complete? Some Bachelor's Master's Response Doctoral or college degree degree professional 9% 57% 26% 7% Non-returners 40% 10% Returners 9% 40%