Inside Higher Ed

2024 Survey of

College and University Student Success Administrators

A SURVEY BY *INSIDE HIGHER ED* AND HANOVER RESEARCH

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Editors, *Inside Higher Ed*

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INTRODUCTION AND METHODOLOGY

Inside Higher Ed has partnered with Hanover Research to conduct its inaugural Survey of College and University Student Success Administrators. The email survey was administered in late June through early August 2024. Hanover and *Inside Higher Ed* invited 2,413 student success leaders to participate and collected 199 fully or partially completed surveys, yielding an 8 percent response rate. The survey is an attempted census of all student success leaders using the most comprehensive sample information available to target all eligible U.S. colleges and universities from the Integrated Postsecondary Education Data System database.

All respondents are at the director level or above, with the majority working in general student success and/or student affairs. More than six in 10 (65 percent) report that student affairs is their primary administrative unit. The rest are divided between centralized student success (9 percent); the office of the provost (13 percent); enrollment management (4 percent); and other units (10 percent).

The margin of error for this survey is 6.66 percent given a total n-count of 199. Conclusions drawn from a small sample size (n<20) should be interpreted with caution. In the findings and charts that follow, some percentages may not total 100 due to rounding. For-profit colleges are excluded from analyses due to the small sample size.

	All Institutions, by Sector				Public			Private Nonprofit	
	All	Public	Private Nonprofit	For-profit	Associate	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Total sample size	199	116	80	3	47	31	38	36	44

KEY FINDINGS

- Nearly all student success leaders rate the quality of education that undergraduates at their institution are receiving as good (48 percent) or excellent (48 percent). Ratings are similarly high for the value students are receiving for their education, though student success leaders at public institutions are more likely to rate the value of education students are receiving excellent (68 percent) than are leaders at private nonprofit institutions (46 percent).
- About six in 10 student success leaders (59 percent) at least somewhat agree their institution is very or extremely effective at making student success an institutional priority. Fewer say their institution is very or extremely effective at functions such as collecting (44 percent) and analyzing (40 percent) student success data.
- Asked about campus climate, nearly all student success leaders say that students feel welcomed (97 percent); supported (96 percent); and valued (92 percent). Most rate the job their institution is doing in promoting a positive overall climate as good (60 percent) or excellent (19 percent).
- Asked how much trust undergraduates have in various groups at their institution, student success leaders' top choice is faculty, with about half (49 percent) saying that students have a great deal of trust in professors. The least-trusted group in the survey is financial aid staff, with two in 10 (21 percent) student success leaders saying students at their institution have a great deal of trust in this group.
- Most student success leaders (70 percent) say the response from administrators at their own institution to student protests last spring over the Middle East conflict was good or excellent. Just over a quarter (28 percent) agree the response from leaders across higher education as a whole was good or excellent.
- Asked which of a long list of academic-focused institutional actions would most increase undergraduates' academic success at their institution, student success leaders' No. 1 choice is encouraging faculty members to help students better connect what they're learning in class to issues outside the classroom and/or their career goals (64 percent). As for what additional, student experience-focused actions would most promote undergraduates' academic success, student success leaders' top choice from a long list is promoting opportunities for social connection and building a sense of belonging (68 percent).
- Student success leaders report a big difference in the extent to which high-impact teaching and learning practices are encouraged versus adopted at their institution: Some 69 percent say such practices are highly encouraged but just 38 percent say they're widely adopted.

KEY FINDINGS (CONT.)

- About a third of student success leaders (34 percent) say their institution puts a high or very high emphasis on offering undergraduate course modality options beyond in-person classes. Community colleges appear to lead here, with 73 percent of leaders from these institutions saying their college strongly emphasizes multiple modalities.
- Some eight in 10 student success leaders (81 percent) say their institution is doing a good or excellent job at promoting and supporting undergraduate mental health. Ratings on many other dimensions of well-being promotion are relatively high, but just a third of leaders (33 percent) say their institution is doing a good or excellent job at promoting and supporting undergraduate financial literacy.
- Asked which institutional actions would be most helpful in promoting undergraduates' overall well-being, including their mental health, student success leaders' top choice from a long list is creating a holistic mental health plan for campus (39 percent).
- Balancing academics with personal, family or financial responsibilities, including work, is the top source of stress for undergraduates, with seven in 10 student success leaders (71 percent) choosing this option from a long list. Decreased socialization skills due to the pandemic is the No. 1 reported driver of what's been called the undergraduate mental health crisis (55 percent).
- Most student success leaders say that involvement in extracurricular activities and events is very or extremely important to undergraduates' overall well-being and success, both while in college (90 percent) and with residual benefits after graduation (73 percent). Asked how involved students at their institution are, on average, leaders say that four in 10 students (40 percent), on average, are involved in one to three regular extracurricular activities.
- Asked what would boost undergraduates' involvement in campus life at their institution, student success leaders' No. 1 choice from a long list is if students saw a connection between extracurricular activities and their future career goals (69 percent).
- Two in three student success leaders rate their institution's overall efforts to support undergraduates in their career exploration and development good (44 percent) or excellent (23 percent). By institution type, leaders at public doctoral institutions are especially likely to say the support is good or excellent (83 percent).
- The top aspect of career development that student success leaders say their institution should prioritize is helping students prepare for general internship and career success, such as by developing their people skills and awareness of workplace expectations (65 percent choose this). Student success leaders also seem to expect a relatively high level of faculty engagement in career preparation.

KEY FINDINGS (CONT.)

- Few respondents say their institution has been very or extremely effective at helping undergraduate students understand and use artificial intelligence, including generative AI, for coursework (7 percent), career readiness (9 percent) or life skills (9 percent).
- Most student success leaders agree, somewhat (46 percent) or strongly (25 percent), that undergraduates at their institution consider themselves not just students but also "customers." Most student success leaders also somewhat (40 percent) or strongly (38 percent) agree that parents of undergraduates at their institution view themselves as customers. As for how satisfied undergraduates are as customers of their institution, just three in 10 student success leaders (30 percent) say students are very or extremely satisfied.
- Half of student success leaders (50 percent) say their institution has been very or extremely effective at helping current undergraduate students navigate the troubled rollout of recent changes to the Free Application for Federal Student Aid (FAFSA). More than half of respondents (58 percent) are very or extremely concerned about the FAFSA changes impacting current undergraduates' ability to afford and remain enrolled in college their institution.
- Student success leaders' overall job satisfaction is relatively high, with more than seven in 10 student success leaders (74 percent) rating theirs as good or excellent. Fewer leaders (49 percent) rate their opportunities for career advancement at their institution as good or excellent, however.

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COLLEGE VALUE

QUALITY OF EDUCATION

Nearly all student success leaders rate the quality of education that undergraduates at their institution are receiving as good (48 percent) or excellent (48 percent).

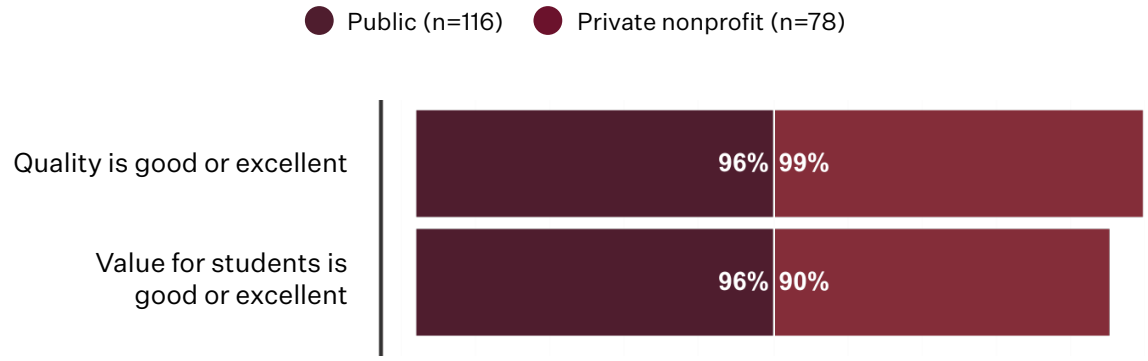
This is relatively consistent across institution type, but student success leaders at public doctoral institutions (58 percent of this group) and at private nonprofit baccalaureate institutions (67 percent) are most likely to rate the quality of education as excellent.

VALUE OF EDUCATION

Asked about the value undergraduate students are receiving for their education at their institution—meaning the cost of attendance relative to the quality of education received—the numbers are similarly positive: Nearly all student success leaders say the value is good (34 percent) or excellent (59 percent).

By sector, student success leaders at public institutions are more likely to rate the value of education students are receiving as excellent (68 percent) than are those at private nonprofit institutions (46 percent).

Student success leaders who say the following about the education undergraduates receive at their institution, by sector:



How does this compare to students' perceptions? In *Inside Higher Ed*'s 2024 Student Voice survey of 5,025 two- and four-year college students with Generation Lab, most students said the quality of education they're receiving is good (46 percent) or excellent (27 percent). This was consistent across two- and four-year students, but students at private nonprofit institutions were more likely than their public institution counterparts to say that the quality of their education is excellent (42 percent versus 24 percent, respectively).

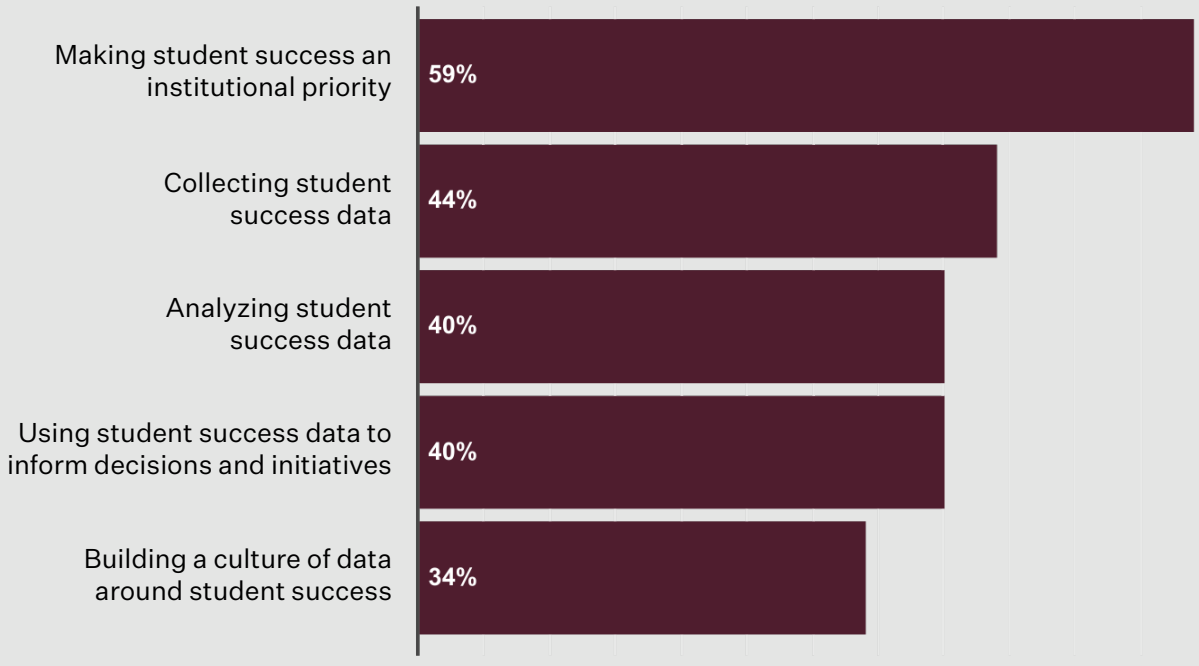
COLLECTING AND USING STUDENT SUCCESS DATA

About six in 10 student success leaders (59 percent) say their institution is very or extremely effectively at making student success an institutional priority. Fewer say their institution is very or extremely effective at collecting student success data (44 percent); analyzing student success data (40 percent); using student success data to inform decisions and initiatives (also 40 percent); and building a culture of data around student success (34 percent).

By sector, leaders at public institutions are more likely than their private nonprofit counterparts to say their institution is highly effective in these areas. For example, about half of leaders at public institutions say their college or university is very or extremely effective at collecting (51 percent) and analyzing (46 percent) student success data. Among private nonprofit leaders, the numbers are closer to a third each (35 percent and 32 percent, respectively). On building a culture of data around student success, 39 percent of public institution leaders say their college or university excels, versus 24 percent of private nonprofit institution leaders.

By institution type, student success leaders at community colleges are especially likely to say their institution is very or extremely effective at analyzing student success data (54 percent) and building a culture of data around student success (50 percent). Leaders at private nonprofit baccalaureate institutions are especially unlikely to say their institution is highly effective in some of these areas: Just 15 percent of this group say their institution excels at building a culture of data around student success, for instance.

Student success leaders who say their institution is very or extremely effective at the following with respect to data and student success (all):



CAMPUS CLIMATE

OVERALL CLIMATE

Asked about campus climate—meaning how welcomed, valued and supported all students, faculty, staff and visitors feel—nearly all student success leaders somewhat or strongly agree that students, in particular, feel welcomed (97 percent), supported (96 percent) and valued (92 percent). This is relatively consistent across institution type and sector, but student success leaders who have been in their role under three years are less likely (83 percent) than longer-serving peers to say that all students feel valued.

Among Student Voice respondents, closer to two in three said that most (49 percent) or nearly all (18 percent) students on their campus feel welcomed, valued and supported.

PROMOTING A POSITIVE CLIMATE

About eight in 10 student success leaders rate the job their institution is doing in promoting a positive overall climate as good (60 percent) or excellent (19 percent). By institution type, leaders at public doctoral institutions are especially likely to rate their institution's efforts here as good or excellent (91 percent). Leaders in the Midwest (86 percent) and South (85 percent) are also likelier to approve than are those in the West (72 percent) and Northeast (66 percent).

Student success leaders who indicate the following about campus climate at their institution (all):



97%

Somewhat or strongly agree that all students on their campus feel welcomed



96%

Somewhat or strongly agree that all students on their campus feel supported



92%

Somewhat or strongly agree that all students on their campus feel valued



79%

Rate the job their institution is doing in promoting a positive campus climate as good or excellent

CAMPUS CLIMATE

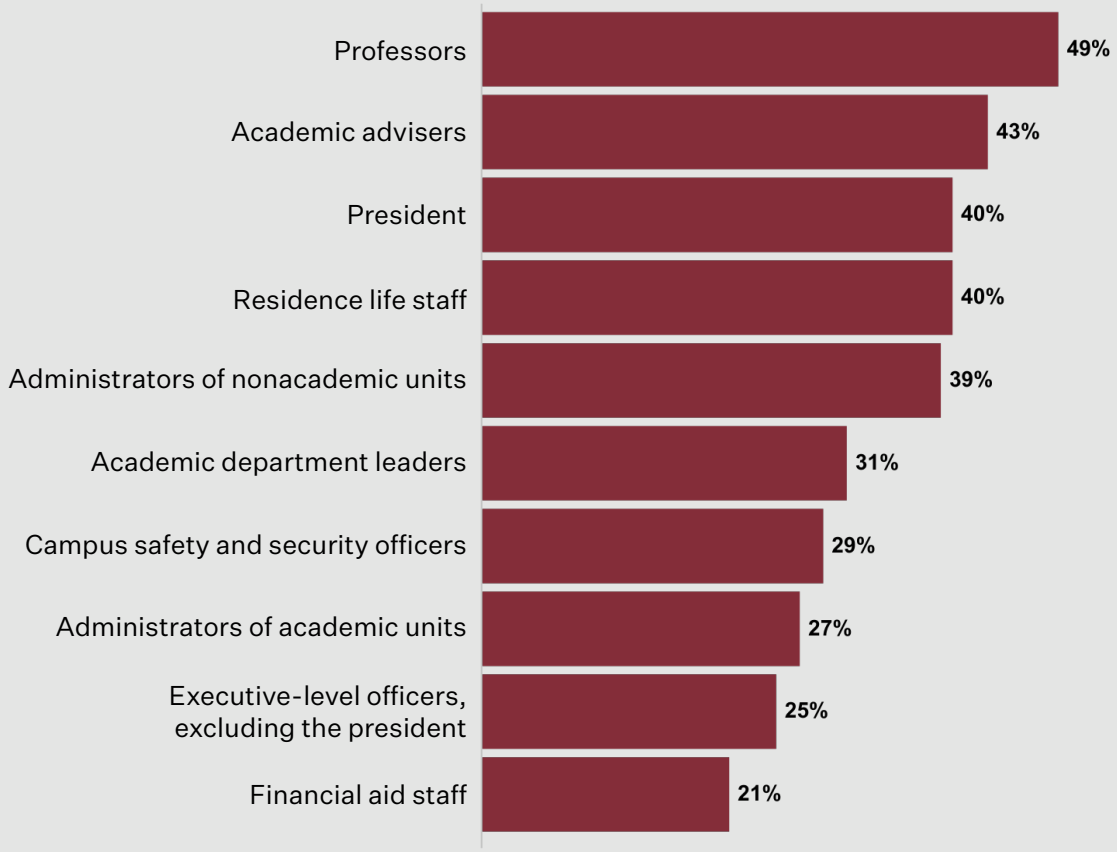
STUDENT TRUST IN FACULTY, STAFF AND ADMINISTRATORS

Asked how much trust undergraduates have in various groups at their institution, student success leaders' top choice is faculty, with about half saying that students have a great deal of trust in professors (49 percent). Not far behind are academic advisers (43 percent), residence life staff (40 percent) and the president (also 40 percent).

Student success leaders are much less likely to say that undergraduates at their institution have a great deal of trust in executive-level officers other than the president (25 percent) and—probably unsurprisingly, given the troubled rollout of the new Free Application for Federal Student Aid (FAFSA) form—financial aid staff (21 percent).

By sector, student success leaders at private nonprofit institutions are especially likely to say that undergraduates have a great deal of trust in professors (59 percent versus 42 percent among public institution student success leaders). But reported undergraduate trust in financial aid staff is especially low at private nonprofit institutions (13 percent versus 26 percent among public institution leaders).

Student success leaders who say undergraduates at their institution have a great deal of trust in the following campus groups (all):



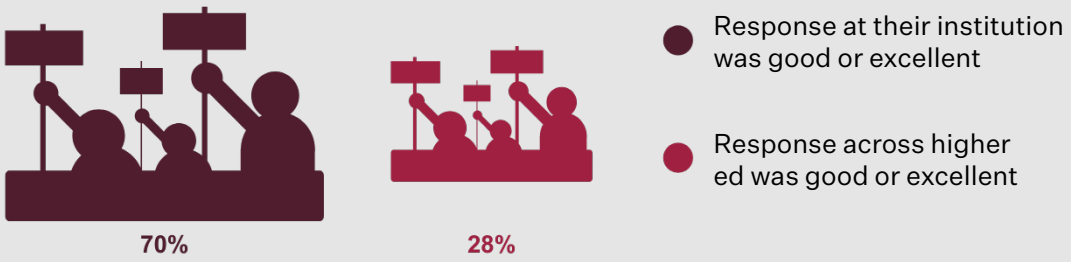
CAMPUS CLIMATE

RESPONSE TO STUDENT PROTESTS

Asked about the administrative response this past spring to campus protests associated with the conflict in the Middle East, most student success leaders (70 percent) say the response at their own institution was good or excellent. Just over a quarter (28 percent) agree the response across higher education as a whole was good or excellent.

Student success leaders at public institutions are more likely than those at private nonprofit institutions to rate the general higher ed response to student protests as good or excellent (34 percent versus 19 percent, respectively). Age may factor in, as well: Some 63 percent of leaders between the ages of 40 and 49 say the administrative response at their own institution was good or excellent, compared to 78 percent of those 50 to 59 and 79 percent of those 60 to 69.

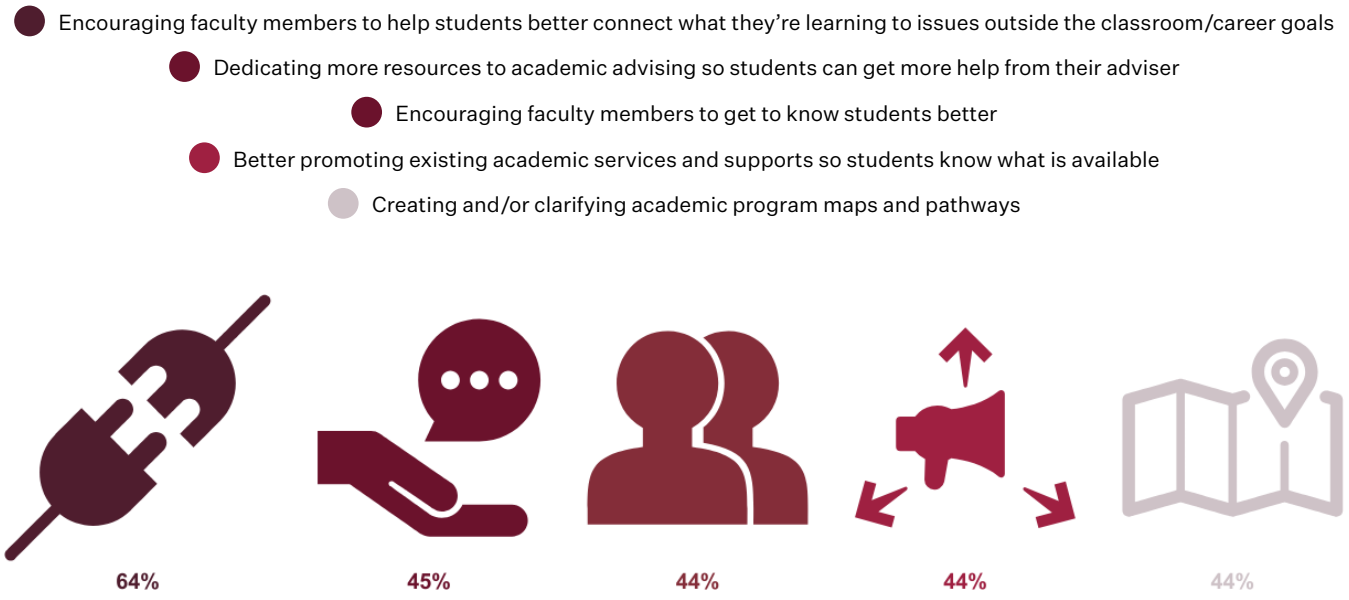
Student success leaders who say the administrative response to campus protests over the Middle East conflict last spring was good or excellent, at their institution and at colleges and universities as a whole (all):



PROMOTING ACADEMIC SUCCESS

Asked which of a long list of academic-focused institutional actions would most increase undergraduates' academic success at their institution (selecting up to five options), student success leaders' top choice is encouraging faculty members to help students better connect what they're learning in class to issues outside the classroom and/or their career goals (64 percent choose this).

Student success leaders who say the following academic-focused institutional actions would best promote undergraduate academic success at their college or university (all, up to five options allowed from a longer list):



In *Inside Higher Ed*'s annual Student Voice survey, students' top five priorities from a similar list were:

- Encouraging faculty members to limit high-stakes exams, such as those counting for 40 percent or more of a grade (46 percent chose this)
- Encouraging faculty members to help students better connect what they're learning in class to issues outside the classroom and/or their career goals (40 percent)
- Encouraging professors to get to know students better (35 percent)
- Rethinking exams schedules to space out exams/finals (31 percent)
- Encouraging faculty members to be more flexible with deadlines (also 31 percent)

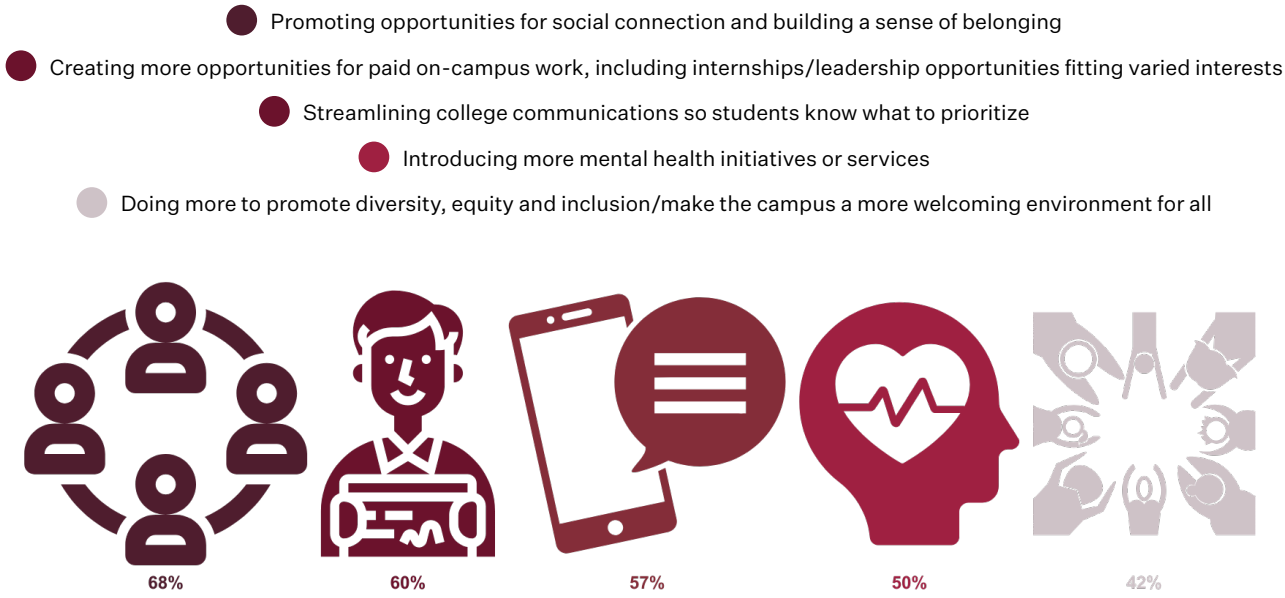
As for what additional, student experience-focused institutional actions would most promote undergraduates' academic success at their institution, student success leaders' top choice from a

PROMOTING ACADEMIC SUCCESS (Cont.)

long list of options (selecting up to five) is promoting opportunities for social connection and building a sense of belonging (68 percent).

By identity group, LGBTQ+ leaders are more likely than heterosexual/straight colleagues to choose creating more opportunities for paid on-campus work (85 percent versus 58 percent, respectively) and doing more to promote diversity, equity and inclusion (69 percent versus 40 percent). But because this sample size is small (LGBTQ+ respondents number 13), these results must be interpreted with caution.

Student success leaders who say the following student experience-focused institutional actions would best promote undergraduate academic success at their college or university (all, up to five options allowed from a longer list):



How do these results compare with Student Voice respondents' priorities on a similar question? Students' top priorities in this area were:

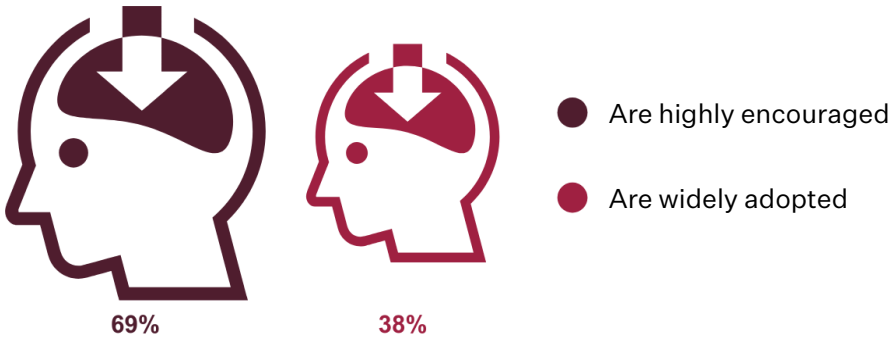
- Making tuition more affordable so students can better balance academics and finances/work (55 percent chose this)
- Creating more opportunities for paid on-campus work, including internship or leadership opportunities that fit a variety of student interests (49 percent)
- Promoting opportunities for social connection and building a sense of belonging (32 percent)
- Creating more research opportunities available to undergraduates (31 percent)
- Introducing more mental health initiatives/services (30 percent)

HIGH-IMPACTING TEACHING PRACTICES

Regarding high-impact teaching and learning practices, student success leaders see a big difference in the extent to which they're encouraged versus adopted at their institution: Some 69 percent say such practices are highly encouraged but just 38 percent say they're widely adopted.

By institution type, student success leaders at private nonprofit baccalaureate institutions and at public doctoral institutions are most likely to say that high-impact teaching practices are widely adopted, at 47 percent each.

Student success leaders who say high-impact teaching and learning practices are highly encouraged at their institution versus those who say such practices are widely adopted at their institution (all):



ACADEMIC SUCCESS

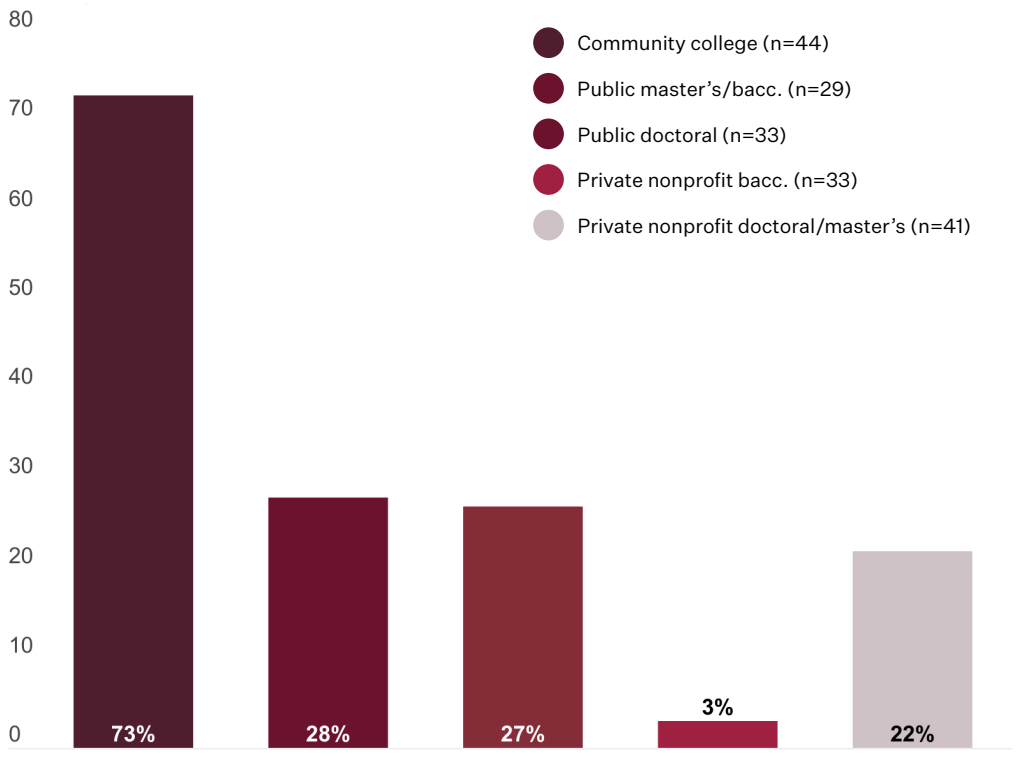
COURSE MODALITY OPTIONS

Asked what kind of emphasis their institution places on offering undergraduate course modality options beyond in-person, about a third of student success leaders (34 percent) say the emphasis is high or very high. Just 13 percent of leaders say their institution places no emphasis on offering multiple modality options, and the remainder are split between low emphasis (22 percent) and moderate emphasis (32 percent).

Public institutions appear to lead here, by sector, with 46 percent of public institution student success leaders saying their college or university places a high or very high emphasis on providing undergraduates multiple course modalities. That's compared to 14 percent of leaders at private nonprofit institutions. Community colleges seem to be driving much of this difference, with 73 percent of student success leaders from these colleges saying their institution strongly emphasizes multiple modalities. Meanwhile, just 3 percent of private nonprofit baccalaureate student success leaders say their own institution's emphasis is high to very high.

By region, student success leaders in the West (46 percent) and Midwest (42 percent) are most likely to report a strong emphasis on multiple modalities.

Student success leaders who say their institution puts a strong emphasis on providing undergraduates course modality options beyond in-person, by institution type:



High to very high emphasis on offering multiple course modalities

HEALTH AND WELLNESS

PROMOTING AND SUPPORTING WELL-BEING

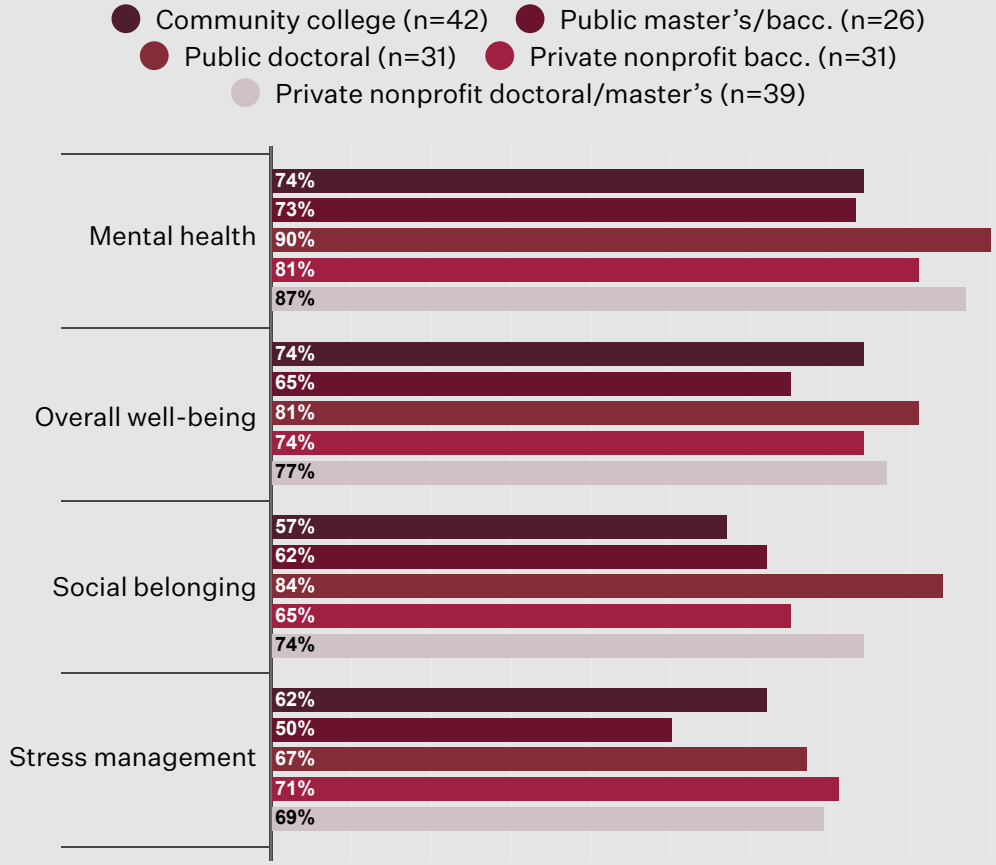
Some eight in 10 student success leaders (81 percent) say their institution is doing a good or excellent job at promoting and supporting undergraduate mental health.

Regarding other dimensions of wellness, many student success leaders say their institution is doing a good or excellent job promoting and supporting undergraduates' overall well-being (75 percent); social belonging (68 percent); self-care (68 percent); stress management (64 percent); academic fit (also 64 percent); and physical health (61 percent).

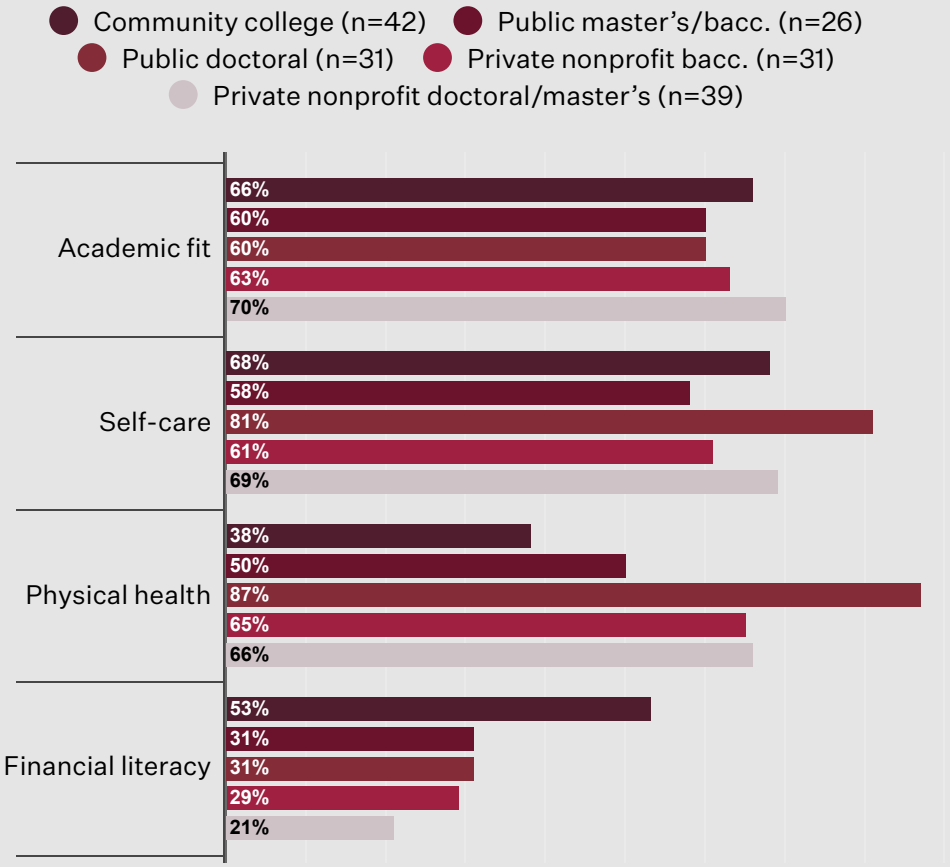
Just a third of student success leaders (33 percent) say their institution is doing a good or excellent job at promoting and supporting undergraduate financial literacy, however. By sector, student success leaders at public institutions are more likely than their private nonprofit peers to approve of their institution's efforts on financial literacy (40 percent versus 24 percent, respectively). Community college student success leaders are especially approving of their institution's efforts here (53 percent).

Leaders at public doctoral universities are especially likely to approve of their institution's efforts to promote and support undergraduates' physical health and wellness (87 percent).

Student success leaders who say their institution is doing a good or excellent job promoting undergraduate health and wellness in the following areas, by institution type:

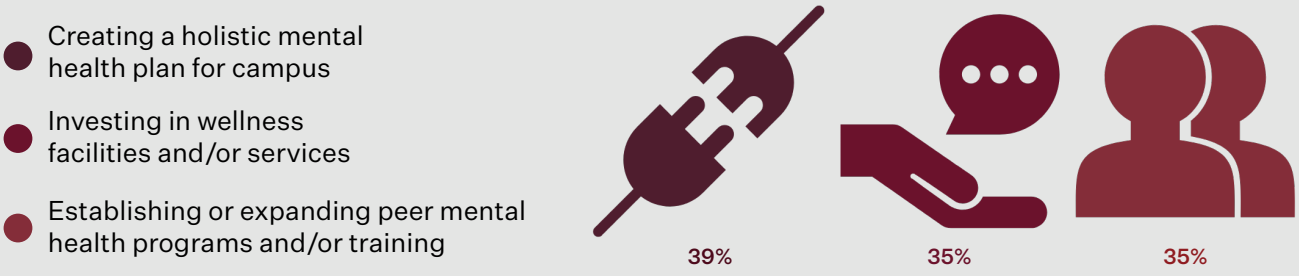


PROMOTING AND SUPPORTING WELL-BEING (CONT.)



Asked which institutional actions would be most helpful in promoting undergraduates' overall well-being, including their mental health, student success leaders' top choice from a long list (selecting up to three options) is creating a holistic mental health plan for campus (39 percent).

Student success leaders who say the following institutional actions would best promote undergraduate well-being, including mental health, at their college or university, by share of leaders who choose that option (all, up to three options allowed from a longer list):



Responding to a similar question in the Student Voice survey, students' top choice from a similar list was rethinking exam schedules and/or limiting high-stakes exams (46 percent).

RATING OFFERINGS AND SERVICES

Back to student success leaders: Regarding the health and wellness services and offerings at their institution, many leaders rate the quality (79 percent), availability (71 percent) and variety (67 percent) good or excellent.

By institution type, those at public doctoral universities rate their services/offerings highly, while those at public master's/baccalaureate institutions and especially at community colleges are less likely to do so. On variety of services, for example, 93 percent of public doctoral student success leaders say it's good or excellent, compared to 55 percent of community college leaders.

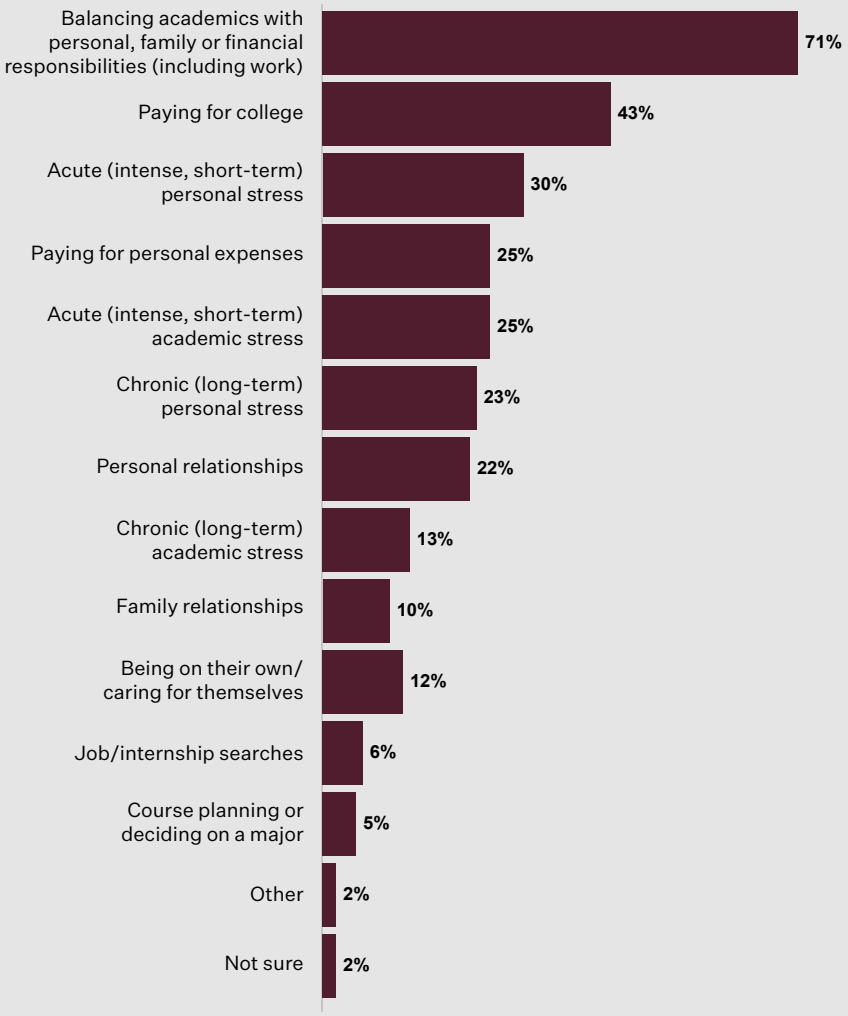
DRIVERS OF STRESS

Presented with a list of possible sources and types of stress for undergraduates, student success leaders' No. 1 choice by far (selecting up to three options) is balancing academics with personal, family or financial responsibilities, including work: Some seven in 10 (71 percent) select this. The No. 2 choice is paying for college, with about four 10 (43 percent) choosing this. No. 3 is acute, or intense, short-term personal stress (30 percent).

By institution type, student success leaders at public doctoral institutions are more likely than their peers elsewhere to say paying for college is a top driver of undergraduate stress (67 percent).

How do these choices align with students'? In the Student Voice survey, the top three responses to a similar question about drivers of stress were similar: balancing academics with personal, family or financial responsibilities (48 percent); paying for college (34 percent); and acute or intense, short-term academic stress (32 percent).

Student success leaders who say the following are top sources/types of stress among undergraduates at their institution (all, up to three options allowed):



THE MENTAL HEALTH CRISIS

Asked what's driving what's been called the college mental health crisis, student success leaders' No. 1 choice (selecting up to three options) is decreased socialization skills due to the pandemic (55 percent say this). Prevalence of social media (47 percent) and increased loneliness (35 percent) are No. 2 and No. 3, respectively.

Student success leaders who've been in their position for 10 or more years are likelier (58 percent) than their counterparts with shorter tenures to select prevalence of social media. By institution type, leaders at public doctoral institutions are likelier than their peers elsewhere to select increased loneliness (57 percent). Those at community colleges are most likely to select destigmatization of seeking mental health services (39 percent).

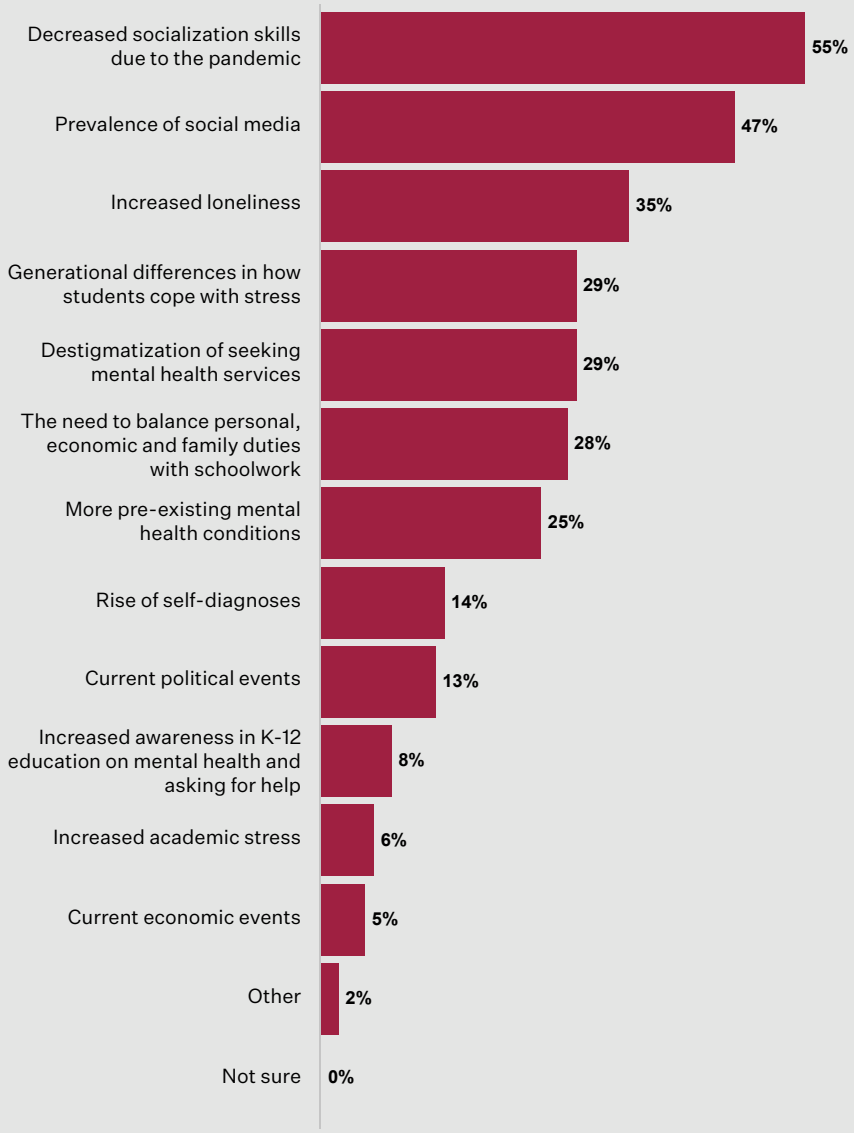
In the Student Voice survey, students identified the following as top drivers of the mental health crisis:

- The need to balance academics with personal, economic and family responsibilities (42 percent)
- Increased academic stress (37 percent)
- Prevalence of social media (33 percent)

Colleges and university presidents also answered this question in *Inside Higher Ed*'s/Hanover's 2024 Survey of College and University Presidents. Their top three choices more closely aligned with student success leaders':

- Prevalence of social media (86 percent)
- Decreased socialization skills resulting from the pandemic (74 percent)
- Loneliness (68 percent)

Student success leaders who say the following are top drivers of the college mental health crisis (all, up to three options allowed):



CAMPUS LIFE

IMPORTANCE OF INVOLVEMENT

Most student success leaders say that involvement in extracurricular activities and events is very or extremely important to undergraduates' overall well-being and success, both while in college (90 percent) and with residual benefits after graduation (73 percent). By institution type, however, student success leaders at community colleges are least likely to agree that involvement in college is highly important to students' well-being and success post-graduation (59 percent).

In comparison, in *Inside Higher Ed*'s annual Student Voice survey, just 29 percent of students said this kind of involvement was highly important to their success while in college and 27 percent said it was highly important to their success post-graduation.

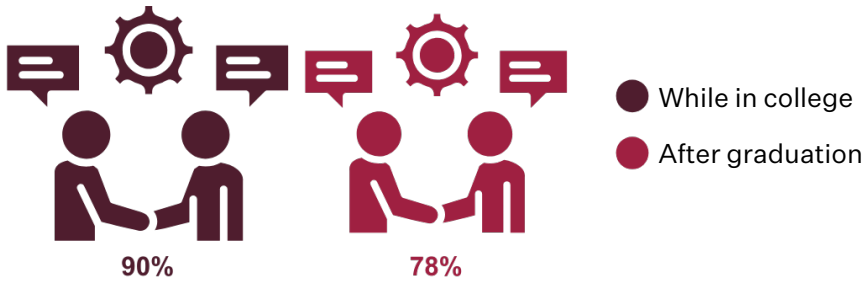
LEVEL OF INVOLVEMENT

More from student success leaders: Asked how involved students at their institution are, leaders say that four in 10 students (40 percent) are involved in one to three regular extracurricular activities, on average. Leaders say that slightly fewer students (35 percent) are involved in no regular extracurricular activities, while about a quarter (24 percent) are involved in more than three regular activities.

By institution type, leaders at community colleges report that 60 percent of students, on average, are involved in no regular extracurricular activities—a much larger share than any other group.

Among undergraduates involved in regular extracurriculars at their institution, student success leaders report that about a third each are very involved (37 percent), moderately involved (33 percent) and somewhat involved (31 percent) in these activities.

Student success leaders who say undergraduates' involvement in extracurricular activities and events is highly important to their success and well-being while in college and even after they graduate (all):



Student success leaders say that the following shares of students at their college or university participate in no regular extracurricular activities, by institution type:

- **Community college: 60%**
- **Public master's/bacc.: 39%**
- **Public doctoral: 32%**
- **Private nonprofit bacc.: 15%**
- **Private nonprofit doctoral/master's: 29%**

CAMPUS LIFE

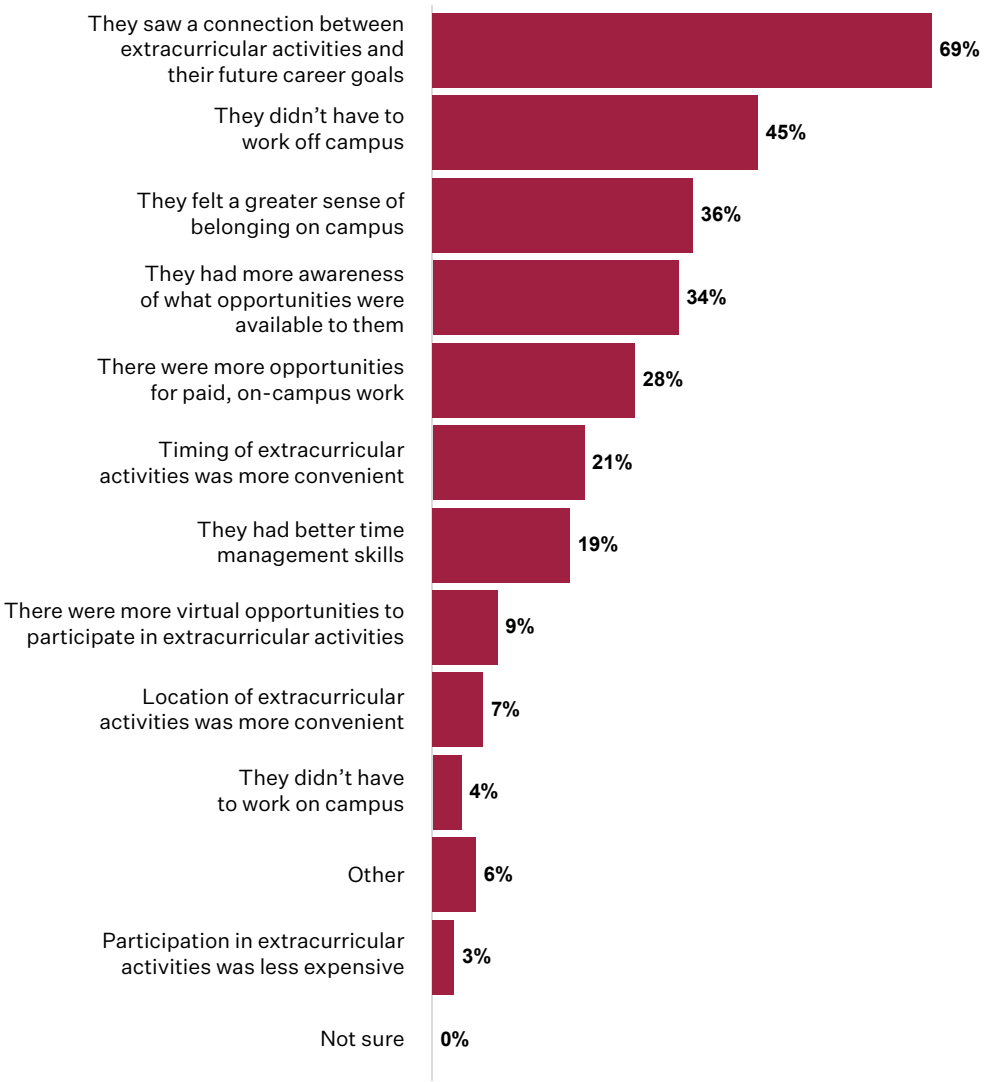
BOOSTING PARTICIPATION

Asked what would boost undergraduates' involvement in campus life, student success leaders' top choices from a long list of options (selecting up to three options) are:

- If students saw a connection between extracurricular activities and their future career goals (69 percent)
- If students didn't have to work off campus (45 percent)
- If students felt a greater sense of belonging on campus (36 percent)

By sector, public institution student success leaders are more likely than their private nonprofit counterparts to cite off-campus work as a barrier to student participation.

Student success leaders who say undergraduates at their institution would be more involved in campus life beyond the classroom if… (all, up to three options allowed):



Student Voice respondents, meanwhile, were most likely to say that more convenient timing and location of campus activities and events would boost their participation (40 percent).

EFFECTIVENESS IN SUPPORTING CAREER DEVELOPMENT

Two in three student success leaders rate their institution's overall efforts to support undergraduates in their career exploration and development as good (44 percent) or excellent (23 percent). By institution type, leaders at public doctoral institutions are especially likely to say this support is good or excellent (83 percent). By region, those in the West are least likely to say this is the case (47 percent).

A larger share of student success leaders overall agree, somewhat (53 percent) or strongly (35 percent), that their institution is preparing undergraduate students well for general success after graduation. This is relatively consistent across institution types and regions.

CAREER SERVICES

Regarding their institution's career center and/or career services offerings, some eight in 10 student success leaders somewhat or strongly agree that they're welcoming (83 percent); that staff are knowledgeable about a variety of industries and the job market (81 percent); and that they're effective at helping students pursue their career goals (80 percent).

Nearly as many student success leaders say their career services offer a variety of services and supports (77 percent); that staff partner with professors across campus (75 percent); that staff are forward-thinking and up-to-date on career trends (also 75 percent); that the career center effectively connects students with potential employers (75 percent); and that staff are visible across campus, such as at events (71 percent).

Potential areas for improvement include boosting online resources and connecting students with alumni: Some 63 percent of student success leaders say their institution's career center/services have sufficient online resources while 56 percent say they effectively connect students with the institution's alumni network.

Leaders from private nonprofit institutions are more likely than their public institution peers to say their career center/services effectively connect students with the alumni network (66 percent versus 48 percent, respectively). Leaders from community colleges are less likely than those at other kinds of public institutions to say their campus career center/services offer a wide variety of services and supports (66 percent) and that they effectively connect students with the alumni network (34 percent). Public doctoral institutions receive generally high ratings, meanwhile.

CAREER SERVICES (Cont.)

Student success leaders who indicate the following about life-after-college readiness efforts at their institution (all):



- Rate the quality of overall efforts to support undergraduates in career exploration and development good or excellent
- Somewhat or strongly agree that undergraduates are being prepared well for success after graduation

Student success leaders tend to rate their campus career center/services highly, with at least 3 in 4 each somewhat or strongly agreeing that services and staff are welcoming (83 percent); knowledgeable about a variety of industries (81 percent); effective in helping students pursue their career goals (80 percent); varied in services and supports (77 percent) and more.

However, fewer leaders agree that their institution's career center/services have sufficient online resources (63 percent) and effectively connect students with the alumni network (56 percent). Leaders at private nonprofit institutions are more likely than their public institution counterparts to agree that the center/services do a good job connecting students to alumni (66 percent vs. 48 percent, respectively).

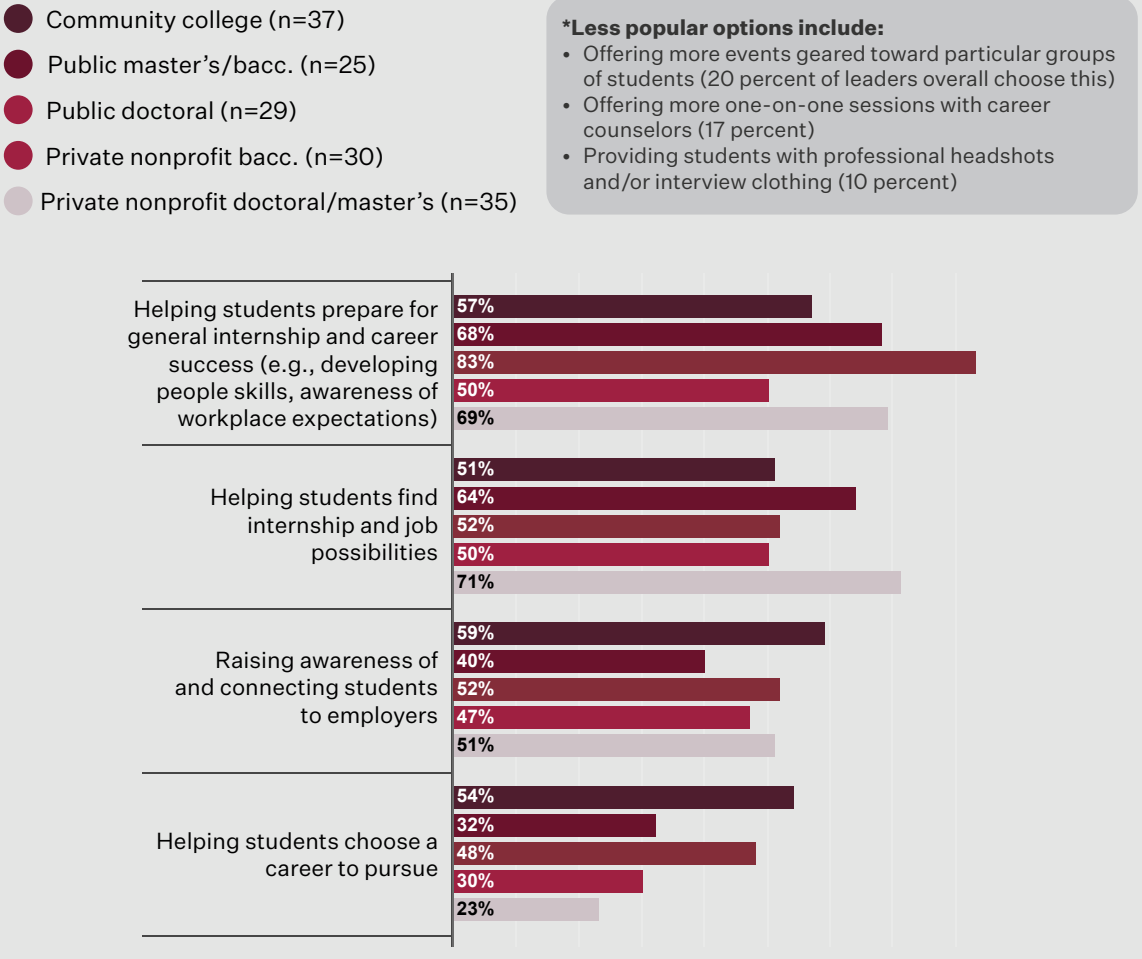
PRIORITIES FOR CAREER DEVELOPMENT

Presented with a list of options, the top aspect of career development that student success leaders say their institution should prioritize (selecting up to five) is helping students prepare for internship and career success, such as developing people skills and awareness of workplace expectations (65 percent).

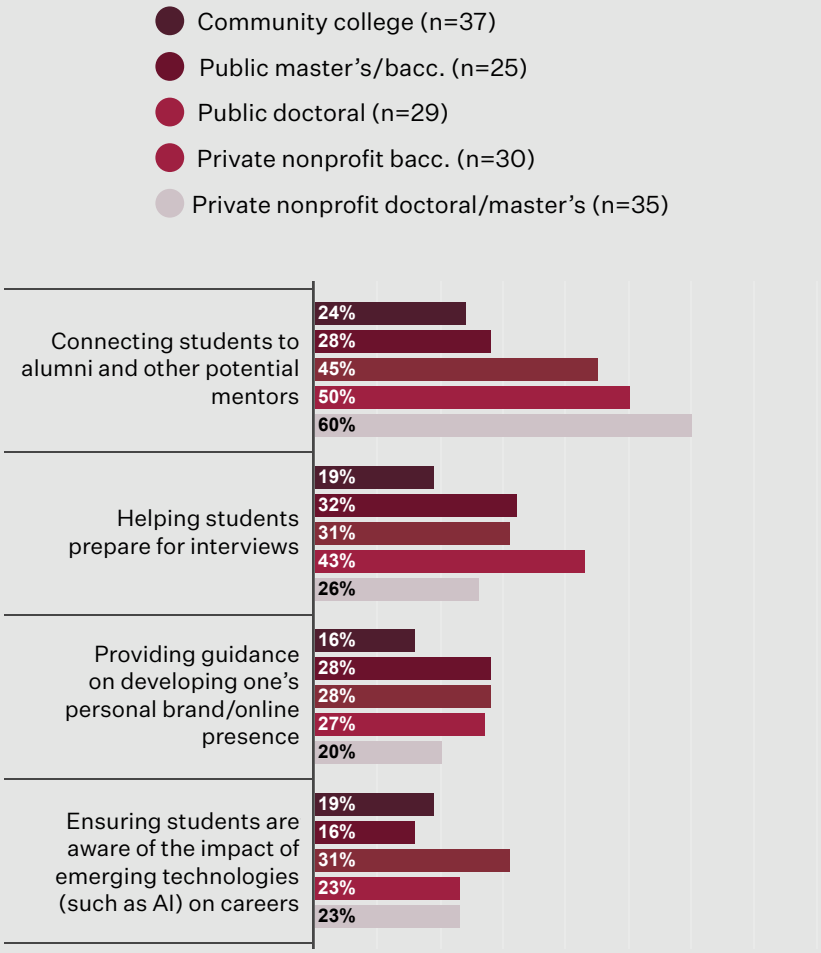
Here, too, leaders from private nonprofit institutions seem especially likely to value alumni and mentorship networks: Some 55 percent of this group say that their institution should prioritize connecting undergraduates to alumni and other potential mentors, for example. That's compared to 32 percent of public institution student success leaders.

Leaders at private nonprofit baccalaureate institutions are less likely to prioritize helping students find internship and job possibilities than are their peers at private nonprofit doctoral/master's institutions (50 percent versus 71 percent, respectively).

Student success leaders who say their college or university should prioritize the following career readiness areas/actions, by institution type (up to five options allowed from a longer list):



PRIORITIES FOR CAREER DEVELOPMENT (Cont.)



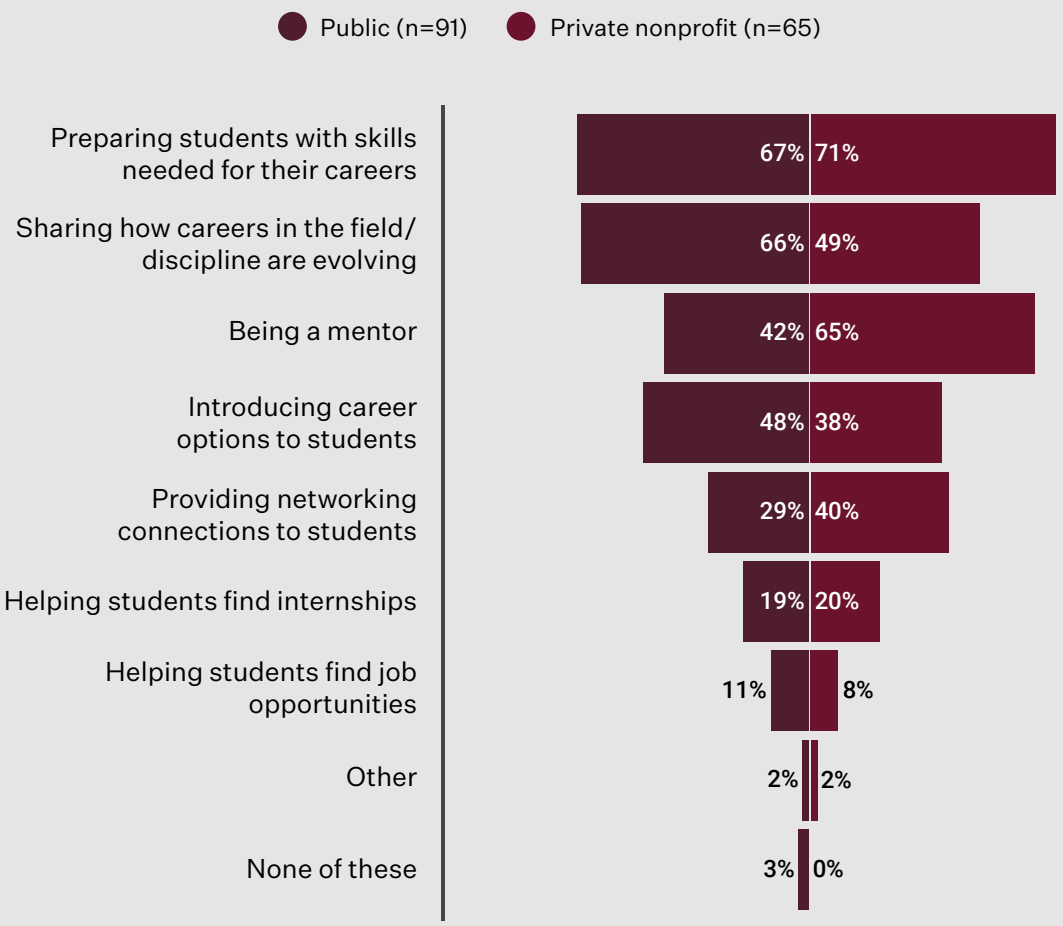
Student Voice respondents' No. 1 priority, by far, for career centers/services was helping students find job and internship opportunities, with 48 percent of students choosing this.

FACULTY RESPONSIBILITY

Student success leaders also seem to expect a high level of faculty engagement in career preparation, with half or more agreeing that faculty members are at least partially responsible for preparing students with skills needed for their careers (68 percent); sharing how careers in their field are evolving (59 percent); and being a mentor (51 percent).

Fewer student success leaders say faculty members are at least partly responsible for things like helping students find internships (19 percent) or networking (33 percent). But those at private nonprofit institutions are more likely than their public counterparts to say that faculty members should be involved in mentorship (65 percent versus 42 percent, respectively) and networking (40 percent versus 29 percent).

Student success leaders who say faculty members are at least partly responsible for the following regarding career preparation, by sector (up to three options allowed):



In the Student Voice survey this year, some 55 percent of students said professors are at least partly responsible for being a mentor.

ACTIONS TAKEN TO HELP STUDENTS NAVIGATE AI

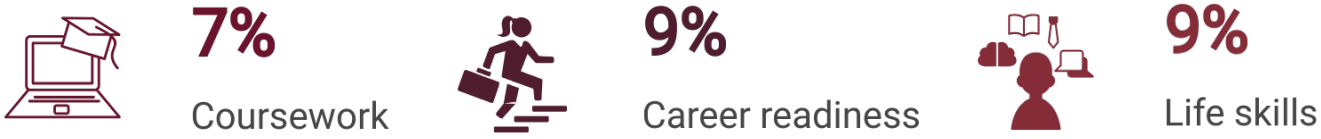
Asked what actions their institution has taken to help undergraduate students understand how to use artificial intelligence, including generative AI, in their coursework, about half of student success leaders each say it's encouraged professors to address the issue in class (48 percent) and to include an AI policy in their syllabi (45 percent). About three in 10 each say their institution has developed policies related to academic misconduct and AI (31 percent); provided information sessions, trainings or workshops on the productive use of AI (also 31 percent); and published a policy or policies on AI use (31 percent). Fewer leaders say their institution has provided online resources or materials (20 percent) or integrated AI topics into the curriculum (17 percent).

Public doctoral institutions and private doctoral/master's institutions appear to be leading across a number of actions. Some 55 percent of public doctoral student success leaders say their institution has encouraged professors to include AI policies in their syllabi, for instance. Still, some 54 percent of community college student success leaders say their institution has encouraged professors to address appropriate use of AI in class.

EFFECTIVENESS IN HELPING STUDENTS USE AI

At the same time, few respondents say their institution has been very or extremely effective at helping undergraduate students understand and use AI, including GenAI, for coursework (7 percent), career readiness (9 percent) or life skills (9 percent). Much larger shares of respondents say their institution has been not at all effective in helping students understand and use AI for coursework (32 percent), career readiness (42 percent) and life skills (47 percent).

Student success leaders who say their institution has been very or extremely effective at helping undergraduates understand and use artificial intelligence, including generative AI, for the following purposes (all):



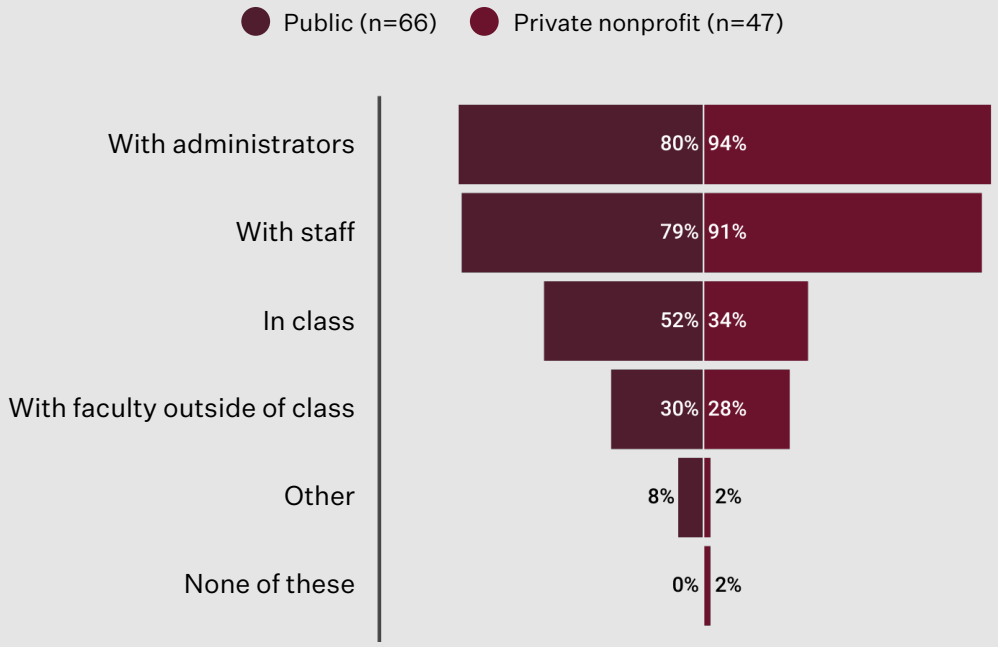
CUSTOMER-SERVICE DYNAMIC: STUDENTS

Most student success leaders agree, somewhat (46 percent) or strongly (25 percent), that undergraduates at their institution consider themselves not just students but also "customers" of the college or university, meaning that they expect to have their needs met and be empathized with because they are paying tuition and fees. This is consistent across sector and even institution type.

Student success leaders who feel this way say that undergraduates consider themselves customers in a variety of contexts, such as when dealing with administrators (86 percent), and with staff (84 percent). Fewer student success leaders say students view themselves as customers of the institution even in their academic classes (44 percent), or with faculty members outside of class (29 percent).

By sector, these student success leaders at private nonprofit institutions are likelier than their public counterparts to say that students view themselves as customers with administrators (94 percent versus 80 percent, respectively) and staff (91 percent versus 79 percent). But these leaders at public institutions are more likely to report that students view themselves as customers in class (52 percent versus 34 percent at private nonprofit institutions).

Student success leaders who say undergraduates at their institution view themselves as "customers" in the following contexts, by sector:



CUSTOMER-SERVICE DYNAMIC: PARENTS

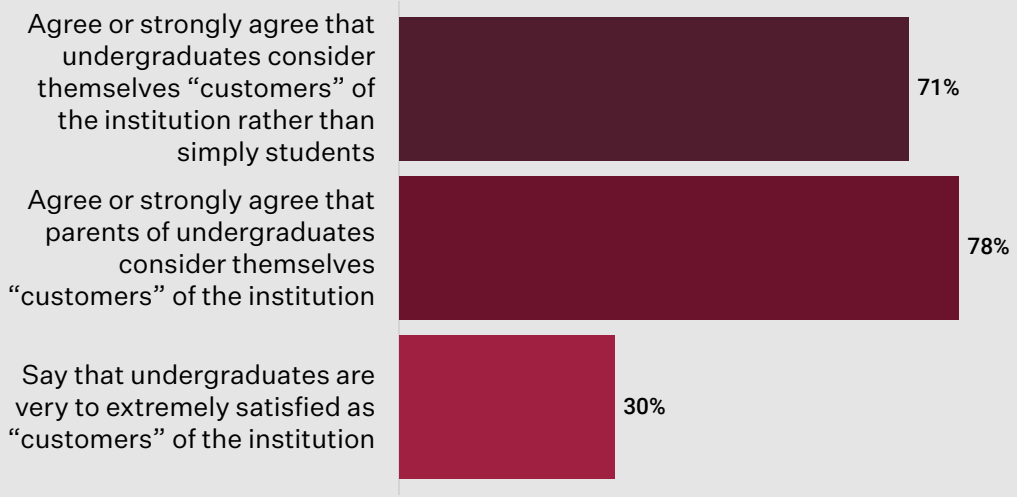
Most student success leaders also somewhat (40 percent) or strongly (38 percent) agree that parents of undergraduates at their institution view themselves as customers, and this, too, is relatively consistent across sector and institution type.

STUDENT SATISFACTION

As for how satisfied undergraduates are as customers of their institution, just three in 10 student success leaders (30 percent) say students are very or extremely satisfied. The largest share of leaders, 55 percent, say students are moderately satisfied.

However, nearly all student success leaders somewhat or strongly agree that when faced with issues that need resolving, undergraduates at their institution feel the employees who assist them are helpful (91 percent), responsive (88 percent) and welcoming (also 88 percent).

Student success leaders who indicate the following about the customer-service dynamic at their institution (all):



As for how these responses compare to Student Voices respondents' on a similar set of questions, four in 10 students (41 percent) considered themselves customers of their institution in their classes and across campus. Closer one in 10 each said they considered themselves to be customers only in class (13 percent) and only outside of classes (11 percent). Among students who considered themselves to be customers of the institution in some way, 15 percent said they were very satisfied while the plurality, 45 percent, were somewhat satisfied.

RESPONSE TO FAFSA CHANGES

EFFECTIVENESS IN NAVIGATING THE NEW FAFSA

Half of student success leaders (50 percent) say their institution has been very or extremely effective at helping current undergraduates navigate the troubled rollout of the new Free Application for Federal Student Aid (FAFSA). Just 6 percent say their institution has been not at all effective here, while the rest are split between somewhat (13 percent) and moderately (32 percent) effective.

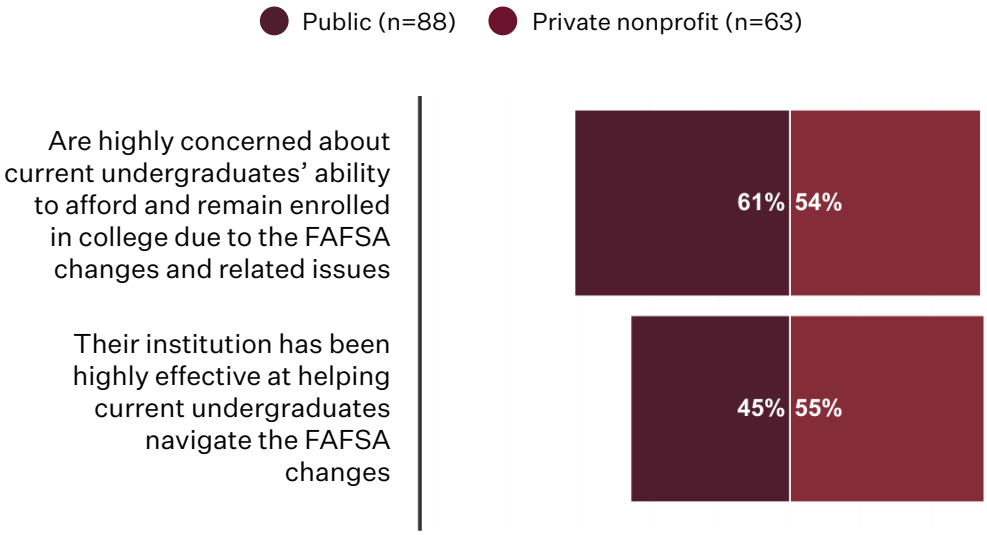
Student success leaders at private nonprofit institutions are somewhat more likely than peers at public institutions to say their college or university has been highly effective here (55 percent versus 45 percent, respectively). By region, those in the Northeast (59 percent) are likelier than the group over all to say their institution has been highly effective.

By race, Black student success leaders are less likely to say that their institution has been highly effective in helping students navigate the new FAFSA than are white student success leaders (38 percent versus 54 percent, respectively). However, these results must be interpreted with caution due to the small sample size (Black respondents number 16), which also prevents a more thorough analysis by race throughout the survey.

EFFECTIVENESS IN NAVIGATING THE NEW FAFSA

More than half of respondents (58 percent) are very or extremely concerned about the FAFSA changes impacting current undergraduates' ability to afford and remain enrolled in college their institution. Just 3 percent are not at all concerned, while the rest are somewhat concerned (14 percent) or moderately concerned (25 percent).

Student success leaders who say the following about the troubled rollout of the new Free Application for Federal Student Aid (FAFSA) at their institution, by sector:



JOB SATISFACTION AND WELL-BEING

Some eight in 10 student success leaders (80 percent) rate their sense of connection with the students they serve good or excellent. Job satisfaction is also relatively high, with more than seven in 10 student success leaders (74 percent) rating theirs as good or excellent. Nearly as many leaders (67 percent) rate their support system at work—including support from their supervisor—as good or excellent.

About two in three student success leaders also rate their own mental health (66 percent) and overall well-being, factoring in their level of job stress (62 percent), as good or excellent.

Fewer leaders (49 percent) rate their opportunities for career advancement at their institution as good or excellent.

By sector, student success leaders at private nonprofit institutions are somewhat more likely than those at public institutions to report a strong sense of connection with the students they serve (86 percent versus 75 percent, respectively). But leaders at private nonprofit institutions are less likely than their peers at public institutions to say they have good or excellent opportunities for advancement at their institution (41 percent versus 55 percent).

Student success leaders who rate the following aspects of their job and/or well-being good or excellent (all):



80%

Sense of connection with students they serve



74%

Overall job satisfaction



67%

Support system at work, including level of support from supervisor



66%

Personal mental health



62%

Overall well-being, factoring in level of job stress



49%

Opportunities for career advancement at their institution

Which of the following best describes your primary role at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Administrator	89	93	83	94	97	89	83	82
% Faculty member	2	0	4	0	0	0	0	7
% Staff member	6	3	10	2	0	8	14	7
% Other student success role	4	3	4	4	3	3	3	5
% None of the above	0	0	0	0	0	0	0	0

In what area(s) of student success do you work? Please select all that apply.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% General student success	62	62	63	74	48	58	67	59
% Student academic life	33	30	38	32	16	39	47	30
% Student health and wellness	48	46	51	53	35	45	47	55
% Student affairs/campus life	71	70	74	66	74	71	69	77
% Student career readiness or preparation	33	33	35	40	23	32	31	39
% Other student-related area (please specify):	12	13	10	15	16	8	14	7
% None of the above - I do not work in student success	0	0	0	0	0	0	0	0

Which of the following best describes the level at which you work?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Department or program level	19	12	29	9	10	18	33	25
% Executive level	78	85	68	87	87	82	61	73
% Other	3	3	4	4	3	0	6	2

What is your primary administrative unit?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Centralized student success	9	9	9	17	0	8	6	11
% Student affairs	65	64	66	60	71	63	58	73
% Enrollment management	4	6	0	4	16	0	0	0
% Office of the provost	13	12	13	13	10	13	17	9
% Other	10	9	13	6	3	16	19	7

How many years have you served in your current role at this institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Less than 6 months	5	6	3	13	3	0	0	5
% 6 months to less than 3 years	35	34	39	38	32	29	47	32
% 3 years to less than 5 years	15	17	13	17	19	16	11	14
% 5 years to less than 10 years	25	23	26	17	23	32	22	30
% 10 or more years	21	20	20	15	23	24	19	20

What type of higher education institution do you work for?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Public (four year)	34	58	1	2	90	100	0	2
% Private (four year)	38	0	93	0	0	0	97	89
% Community college	25	42	0	98	10	0	0	0
% Private (two year)	1	0	1	0	0	0	3	0
% For-profit institution	0	0	0	0	0	0	0	0
% Graduate-only institution	3	0	5	0	0	0	0	9

Do you consider your institution to be a liberal arts institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Yes	49	30	76	28	35	29	92	64
% No	51	70	24	72	65	71	8	36

Please rate the overall quality of education you believe undergraduate students at your institution are receiving:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Very Poor	0	0	0	0	0	0	0	0
% Poor	0	0	0	0	0	0	0	0
% Fair	3	4	1	4	6	3	0	2
% Good	48	51	44	57	55	39	33	52
% Excellent	48	45	55	38	39	58	67	45

Please rate the value undergraduate students are receiving for their education at your institution. When considering value, think about the cost of attendance relative to the quality of education received.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Very Poor	0	0	0	0	0	0	0	0
% Poor	1	0	1	0	0	0	0	2
% Fair	6	4	9	2	6	5	8	10
% Good	34	28	44	26	26	32	39	48
% Excellent	59	68	46	72	68	63	53	40

How effective is your institution when it comes to measuring the following areas related to student success?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Analyzing student success data								
% Not at All Effective	2	1	3	2	0	0	3	2
% Somewhat Effective	19	18	21	15	23	16	26	17
% Moderately Effective	39	35	44	28	40	41	47	41
% Very Effective	32	35	27	43	23	35	12	39
% Extremely Effective	8	11	5	11	13	8	12	0
Building a culture of data around student success								
% Not at All Effective	5	3	8	2	7	0	9	7
% Somewhat Effective	26	24	29	22	33	18	32	27
% Moderately Effective	36	34	39	26	30	47	44	34
% Very Effective	25	28	20	35	23	24	6	32
% Extremely Effective	8	11	4	15	7	11	9	0
Collecting student success data								
% Not at All Effective	4	4	4	7	3	0	9	0
% Somewhat Effective	18	17	21	13	23	16	26	17
% Moderately Effective	34	29	40	20	33	37	41	39
% Very Effective	35	39	29	41	33	39	18	39
% Extremely Effective	9	12	5	20	7	8	6	5

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Making student success an institutional priority								
% Not at All Effective	1	1	1	0	3	0	0	2
% Somewhat Effective	9	7	12	4	13	5	9	15
% Moderately Effective	31	30	32	30	27	32	32	32
% Very Effective	36	31	43	24	37	34	38	46
% Extremely Effective	24	32	12	41	20	29	21	5
Using student success data to inform decisions and initiatives								
% Not at All Effective	4	3	5	2	7	0	6	5
% Somewhat Effective	17	13	24	9	17	16	32	17
% Moderately Effective	39	39	39	46	27	42	32	44
% Very Effective	32	35	27	30	43	34	18	34
% Extremely Effective	8	10	5	13	7	8	12	0

At your institution, to what extent are high-impact teaching and learning practices...								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
...adopted.								
% Not at All	1	1	0	0	0	3	0	0
% Somewhat	18	20	15	21	29	9	13	18
% Moderately	43	43	44	45	43	41	41	48
% Very	30	28	31	26	18	41	34	28
% Extremely	9	8	10	7	11	6	13	8
...encouraged.								
% Not at All	0	0	0	0	0	0	0	0
% Somewhat	10	11	8	10	14	9	6	10
% Moderately	21	22	20	19	34	16	15	24
% Very	41	36	49	40	17	47	61	39
% Extremely	28	31	23	31	34	28	18	27

What amount of emphasis does your institution place on providing undergraduate students with course modality options beyond in-person courses?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% No emphasis	13	3	27	0	3	6	39	17
% Low emphasis	22	14	34	5	24	18	42	27
% Moderate emphasis	32	37	26	23	45	48	15	34
% High emphasis	23	31	9	45	17	24	0	17
% Very high emphasis	10	15	4	27	10	3	3	5

Campus climate in higher education generally refers to how welcomed, valued and supported all students, faculty, staff and visitors feel. In your opinion, to what extent do you agree or disagree that students on your campus feel…	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
…supported.								
% Strongly Disagree	0	0	0	0	0	0	0	0
% Somewhat Disagree	2	0	4	0	0	0	0	8
% Neither Agree nor Disagree	3	4	1	5	7	0	0	3
% Somewhat Agree	40	44	36	34	38	60	41	33
% Strongly Agree	55	53	58	61	55	40	59	58
…valued.								
% Strongly Disagree	0	0	0	0	0	0	0	0
% Somewhat Disagree	3	1	5	2	0	0	3	7
% Neither Agree nor Disagree	5	6	5	7	7	3	6	5
% Somewhat Agree	58	58	58	45	59	74	72	46
% Strongly Agree	33	35	32	45	34	23	19	41
…welcomed.								
% Strongly Disagree	0	0	0	0	0	0	0	0
% Somewhat Disagree	1	0	3	0	0	0	0	5
% Neither Agree nor Disagree	2	3	0	5	3	0	0	0
% Somewhat Agree	44	45	44	48	38	49	53	37
% Strongly Agree	53	52	53	48	59	51	47	59

How would you rate the job that your institution is doing at promoting a positive campus climate?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Very Poor	1	1	0	0	3	0	0	0
% Poor	4	5	4	7	3	3	3	5
% Fair	16	13	19	11	24	6	25	15
% Good	60	59	63	59	48	69	66	61
% Excellent	19	22	14	23	21	23	6	20

In your opinion, how much trust do undergraduate students generally have in each of the following groups at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Academic advisors								
% No Trust	1	1	1	0	4	0	0	3
% Low Trust	8	10	6	7	8	16	6	5
% A Moderate Amount of Trust	48	45	53	40	44	53	50	55
% A Great Deal of Trust	43	43	40	52	44	31	44	37
Academic department leaders								
% No Trust	0	0	0	0	0	0	0	0
% Low Trust	6	8	4	8	8	7	6	3
% A Moderate Amount of Trust	63	63	63	64	58	67	69	58
% A Great Deal of Trust	31	29	32	28	33	26	25	39
Administrators of academic departments								
% No Trust	0	0	0	0	0	0	0	0
% Low Trust	5	3	6	5	5	0	3	9
% A Moderate Amount of Trust	68	72	62	68	73	76	80	45
% A Great Deal of Trust	27	25	32	26	23	24	17	45
Administrators of non-academic units or programs								
% No Trust	0	0	0	0	0	0	0	0
% Low Trust	4	4	3	3	4	7	3	3
% A Moderate Amount of Trust	57	55	59	53	70	46	68	51
% A Great Deal of Trust	39	41	38	45	26	46	29	46

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Campus safety and security officers								
% No Trust	1	0	1	0	0	0	3	0
% Low Trust	11	9	15	13	9	3	13	18
% A Moderate Amount of Trust	59	55	62	49	64	58	69	56
% A Great Deal of Trust	29	36	21	38	27	39	16	26
Executive-level officers of the institution (not including the President)								
% No Trust	1	0	2	0	0	0	3	0
% Low Trust	13	6	24	6	5	7	23	25
% A Moderate Amount of Trust	61	67	52	61	77	68	63	41
% A Great Deal of Trust	25	27	23	33	18	25	10	34
Financial aid staff								
% No Trust	1	0	1	0	0	0	0	3
% Low Trust	20	16	24	7	20	25	23	24
% A Moderate Amount of Trust	59	59	62	59	64	54	70	55
% A Great Deal of Trust	21	26	13	34	16	21	7	18
President								
% No Trust	1	1	2	0	4	0	4	0
% Low Trust	10	6	16	6	8	4	21	12
% A Moderate Amount of Trust	49	49	48	49	46	54	50	45
% A Great Deal of Trust	40	44	34	46	42	43	25	42
Professors								
% No Trust	0	0	0	0	0	0	0	0
% Low Trust	5	5	6	5	4	7	9	3
% A Moderate Amount of Trust	46	53	35	55	58	47	28	41
% A Great Deal of Trust	49	42	59	40	38	47	63	56
Residence life staff								
% No Trust	1	0	2	0	0	0	3	0
% Low Trust	6	3	9	6	4	0	20	0
% A Moderate Amount of Trust	53	47	58	35	65	40	50	66
% A Great Deal of Trust	40	50	31	59	30	60	27	34

Which of the following academic-focused institutional actions would most increase undergraduate students' academic success at your institution? Please select up to five options.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Encouraging faculty members to be more flexible with deadlines	14	13	15	12	19	10	13	17
% Encouraging faculty members to limit high-stakes exams (e.g. exams that count for more than 40% or more of a grade)	30	32	28	21	38	42	32	24
% Rethinking exam schedules to space out exams/finals	11	12	10	14	8	13	13	7
% Encouraging faculty members to get to know students better	44	46	39	52	35	48	35	41
% Adding or introducing courses offered on an 8-week, accelerated basis	19	26	10	31	31	16	6	12
% Encouraging faculty members to use alternative grading practices	17	18	15	31	12	6	19	12
% Encouraging faculty members to help students better connect what they're learning in class to issues outside the classroom and/or their career goals	64	69	57	69	65	71	58	56
% Encouraging more experimentation with course modality	18	15	22	17	15	13	19	24
% Encouraging faculty members to replace exams with papers or projects that utilize class concepts	20	19	21	21	27	10	16	24
% Better promoting existing academic services and supports so students know what is available	44	41	47	33	46	48	48	46
% Dedicating more resources to academic advising so students can get more help from their adviser	45	44	46	33	42	61	35	54
% Offering more study skills courses	15	8	24	7	15	3	23	24
% Offering more tutoring services	16	14	18	17	8	16	16	20
% Promoting study groups or peer learning opportunities	27	27	26	21	23	39	29	24
% Creating and/or clarifying academic program maps and pathways	44	48	38	52	50	42	45	32
% Other	10	12	7	7	12	19	10	5
% None of the above	1	0	1	0	0	0	0	2

Which of the following undergraduate student experience-focused institutional actions would most increase students' academic success at your institution? Please select up to five options.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Creating more research opportunities available to undergraduates	22	17	28	10	19	26	13	39
% Making tuition more affordable so students can better balance academics and finances/work	35	30	42	26	27	39	45	39
% Creating more opportunities for paid on-campus work, including internships or leadership opportunities that fit a variety of student interests	60	66	51	57	69	74	48	54
% Creating more opportunities for on-campus service work that accommodate student schedules	27	28	25	36	27	19	29	22
% Doing more to promote diversity, equity and inclusion/make the campus a more welcoming environment for all	42	37	49	33	54	29	61	39
% Promoting opportunities for social connection and building a sense of belonging	68	75	60	81	58	81	65	56
% Creating more programs with neighboring colleges	8	7	10	10	4	6	10	10
% Inviting more guest speakers or lecturers to campus	9	8	10	14	4	3	6	12
% Introducing more mental health initiatives or services	50	54	44	45	58	61	45	44
% Streamlining college communications so students know what to prioritize	57	63	49	48	77	71	61	39
% Introducing or increasing chatbots to help answer student questions	19	21	15	19	12	32	19	12
% Introducing or increasing online platforms to help students plan and track their degree progress	26	29	21	26	31	32	26	17
% Other	7	9	4	12	12	3	6	2
% None of the above	2	0	4	0	0	0	0	7

How would you rate the job your institution is doing in promoting and supporting undergraduate health and wellness in each of the following areas?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Academic fit								
% Very Poor	1	0	1	0	0	0	0	3
% Poor	7	8	6	3	16	7	3	8
% Fair	29	30	25	32	24	33	33	19
% Good	56	56	57	63	52	50	53	59
% Excellent	8	6	10	3	8	10	10	11
Financial literacy								
% Very Poor	5	6	4	3	12	7	0	8
% Poor	25	15	39	15	15	14	35	41
% Fair	37	39	33	30	42	48	35	31
% Good	29	36	20	48	27	28	26	15
% Excellent	4	4	4	5	4	3	3	5
Mental health								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	2	4	0	7	4	0	0	0
% Fair	16	17	16	19	23	10	19	13
% Good	55	52	60	43	54	61	58	62
% Excellent	26	27	24	31	19	29	23	26
Overall wellbeing								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	4	4	3	2	12	0	0	5
% Fair	22	22	21	24	23	19	26	18
% Good	59	58	61	57	54	61	65	59
% Excellent	15	16	14	17	12	19	10	18
Physical health								
% Very Poor	1	1	1	3	0	0	3	0
% Poor	11	15	7	15	31	0	3	11
% Fair	27	27	26	44	19	13	29	24
% Good	48	44	52	26	42	68	58	47
% Excellent	13	14	13	13	8	19	6	18

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Self-care								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	5	5	4	5	12	0	3	5
% Fair	27	26	30	27	31	19	35	26
% Good	53	52	54	49	46	61	55	54
% Excellent	15	17	11	20	12	19	6	15
Social belonging								
% Very Poor	1	1	0	0	4	0	0	0
% Poor	2	3	0	2	8	0	0	0
% Fair	29	29	30	40	27	16	35	26
% Good	48	48	47	38	58	55	45	49
% Excellent	20	18	23	19	4	29	19	26
Stress management								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	5	7	3	7	12	3	0	5
% Fair	30	33	27	31	38	30	29	26
% Good	51	45	60	40	46	50	65	56
% Excellent	13	15	10	21	4	17	6	13

How would you rate each of the following at your institution?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
The availability of campus health and wellness services/offerings.								
% Very Poor	1	1	1	2	0	0	3	0
% Poor	5	4	6	7	4	0	10	2
% Fair	24	28	18	39	27	13	26	12
% Good	39	35	44	24	31	53	42	46
% Excellent	32	32	31	27	38	33	19	39
The quality of campus health and wellness services/offerings.								
% Very Poor	1	0	1	0	0	0	3	0
% Poor	5	4	6	7	4	0	7	5
% Fair	15	19	11	27	15	10	13	10
% Good	46	44	48	39	42	53	47	49
% Excellent	34	33	34	27	38	37	30	37
The variety of campus health and wellness services/offerings.								
% Very Poor	1	0	3	0	0	0	3	2
% Poor	9	10	7	15	15	0	10	5
% Fair	23	22	24	30	27	7	30	20
% Good	42	42	42	33	38	57	37	46
% Excellent	25	26	24	23	19	37	20	27

In your opinion, what are likely the most prevalent types and sources of stress for undergraduate students at your institution? Please select up to three options.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Acute (intense short term) academic stress	25	22	28	14	27	30	32	24
% Chronic (long term) academic stress	13	11	15	10	4	20	13	17
% Acute (intense short term) personal stress	30	30	31	26	35	30	32	29
% Chronic (long term) personal stress	23	21	26	24	19	20	29	24
% Paying for college	43	46	39	31	46	67	39	39
% Paying for personal expenses	25	32	17	45	23	20	16	17
% Balancing academics with personal, family or financial responsibilities (including work)	71	76	65	81	81	63	61	68
% Personal relationships	22	18	28	17	23	17	39	20
% Family relationships	10	9	11	17	4	3	6	15
% Being on their own/caring for themselves	12	9	14	7	15	7	23	7
% Course planning or deciding on a major	5	7	3	12	4	3	3	2
% Job/internship searches	6	7	4	7	12	3	3	5
% Other	2	2	3	0	4	3	0	5
% Not sure	2	1	3	0	0	3	0	5

Beyond the pandemic, what do you think are the biggest drivers of what's been called the "college mental health crisis" (i.e., high student demand for mental health services) in recent years? Please select up to three options.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% More preexisting mental health conditions	25	25	24	17	35	27	29	20
% The need to balance personal, economic and family duties with schoolwork	28	32	21	49	23	17	16	25
% Generational differences in how students cope with stress	29	32	25	37	23	33	29	23
% Increased academic stress	6	6	6	5	8	7	10	3
% Increased loneliness	35	37	32	24	35	57	32	33
% Prevalence of social media	47	41	54	44	42	37	52	55
% Decreased socialization skills due to the pandemic	55	56	55	41	69	63	58	53
% Rise of self-diagnoses	14	9	21	7	15	7	23	20
% Destigmatization of seeking mental health services	29	30	28	39	23	23	29	28
% Current political events	13	11	15	10	15	10	16	15
% Current economic events	5	4	6	5	4	3	0	10
% Increased awareness in K-12 education on mental health and asking for help	8	5	11	0	4	13	6	15
% Other	2	4	0	5	4	3	0	0
% Not sure	0	0	0	0	0	0	0	0

Which of the following institutional actions would be most helpful to undergraduate students at your college or university in promoting their overall well-being, including their mental health? Please select up to three options.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Encouraging faculty members to build student mental health day policies into their syllabi	17	23	10	18	23	30	13	8
% Adding mental health day(s) to the general academic calendar	18	17	21	13	23	17	26	18
% Increasing the length of school breaks	4	2	7	0	0	7	10	5
% Encouraging faculty members to allow students more flexibility with coursework due dates	19	22	15	28	12	23	6	23
% Investing in wellness facilities and/or services to promote overall wellbeing	35	32	38	38	31	27	32	43
% Improving the quality/variety of campus food services	12	5	20	5	4	7	29	13
% Improving access to campus food services (e.g., expanding food hall hours)	8	7	10	3	12	10	13	8
% Making campus meal plans and/ or food prices more affordable	16	19	13	23	15	17	10	15
% Creating new opportunities for students to get involved on campus	25	29	20	45	19	17	19	20
% Establishing or expanding peer mental health programs and/or training	35	33	35	25	46	33	39	33
% Rethinking exams schedules/ encourage faculty members to limit high-stakes exams (e.g., exams counting for 40% or more of one's course grade)	22	25	18	18	27	33	16	20
% Creating a holistic mental health plan for campus	39	42	37	40	46	40	45	30
% Other	9	8	10	3	15	10	10	10
% Not sure	2	2	3	3	0	3	0	5

In your opinion, how important is involvement in extracurricular activities and events to undergraduate students' overall well-being and success...	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
...after graduation.								
% Not at All Important	1	2	0	3	4	0	0	0
% Somewhat Important	7	7	7	10	4	4	3	11
% Moderately Important	19	24	13	28	20	22	16	11
% Very Important	40	36	46	36	40	33	48	43
% Extremely Important	33	31	34	23	32	41	32	35
...as a college student.								
% Not at All Important	0	0	0	0	0	0	0	0
% Somewhat Important	2	3	1	3	4	3	0	3
% Moderately Important	7	8	6	15	8	0	6	5
% Very Important	36	39	32	43	31	40	29	35
% Extremely Important	55	50	60	40	58	57	65	57

Which of the following do you believe would lead undergraduate students to have increased involvement in campus life beyond the classroom? Please select up to three options. More students would be involved outside of the classroom if...	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% ...they didn't have to work off campus.	45	53	36	58	54	45	23	47
% ...they didn't have to work on campus.	4	1	7	0	4	0	0	13
% ...there were more opportunities for paid, on campus work.	28	28	29	29	27	28	32	26
% ...the timing of extracurricular activities was more convenient.	21	22	22	29	23	10	19	24
% ...the location of extracurricular activities was more convenient.	7	5	9	11	4	0	6	11
% ...there were more virtual opportunities to participate in extracurricular activities.	9	12	4	16	8	10	6	3
% ...participation in extracurricular activities was less expensive.	3	4	1	0	8	7	0	3
% ...they felt a greater sense of belonging on campus.	36	35	36	32	38	38	42	32
% ...they had more awareness of what opportunities were available to them.	34	30	41	32	27	31	45	37
% ...they had better time management skills.	19	16	22	3	19	31	26	18
% ...they saw a connection between extracurricular activities and their future career goals.	69	73	64	66	77	79	68	61
% Other	6	6	4	5	8	7	0	8

To what extent do you agree or disagree with the following statement? Undergraduate students at my institution consider themselves "customers" of the institution rather than simply students. In other words, they tend to think the institution should meet their needs and empathize with their personal experiences because they are paying tuition and fees.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly Disagree	3	3	3	3	8	0	3	3
% Somewhat Disagree	14	12	16	11	12	14	16	17
% Neither Agree nor Disagree	12	14	10	16	4	21	13	8
% Somewhat Agree	46	51	39	50	54	48	32	44
% Strongly Agree	25	20	31	21	23	17	35	28

In what situations do you believe that undergraduate students view themselves as "customers"? Please select all that apply.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% In class	44	52	34	59	50	42	29	38
% With administrators	86	80	94	74	80	89	100	88
% With staff	84	79	91	85	75	74	90	92
% With faculty outside of class	29	30	28	26	40	26	33	23
% Other	6	8	2	0	15	11	0	4
% Not sure	2	3	0	4	0	5	0	0
% None of the above - I do not believe that students view themselves as "customers"	1	0	2	0	0	0	0	4

To what extent do you agree or disagree with the following statement? Parents of undergraduate students at my institution consider themselves "customers" of the institution. In other words, they tend to think the institution should meet their student's/child's needs and empathize with their personal experiences because they are paying tuition and fees.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly Disagree	2	2	2	3	0	3	0	3
% Somewhat Disagree	11	13	8	14	20	7	3	11
% Neither Agree nor Disagree	10	11	8	9	12	14	6	9
% Somewhat Agree	40	42	36	40	40	45	35	37
% Strongly Agree	38	31	47	34	28	31	55	40

How satisfied do you believe undergraduate students of your institution are as "customers" of its departments, offices, and programs?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at All Satisfied	0	0	0	0	0	0	0	0
% Somewhat Satisfied	15	16	13	11	27	14	10	17
% Moderately Satisfied	55	53	57	57	42	57	65	50
% Very Satisfied	29	29	30	30	27	29	26	33
% Extremely Satisfied	1	2	0	3	4	0	0	0

To what extent do you agree or disagree with the following statements? When faced with issues that need resolving, undergraduate students at my institution feel that the employees who assist them are...	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
...helpful.								
% Strongly Disagree	1	1	1	3	0	0	0	3
% Somewhat Disagree	2	2	3	0	4	3	0	6
% Neither Agree nor Disagree	6	4	7	3	8	3	6	8
% Somewhat Agree	55	55	55	39	62	69	68	44
% Strongly Agree	35	38	33	55	27	24	26	39
...responsive.								
% Strongly Disagree	1	1	1	3	0	0	0	3
% Somewhat Disagree	4	2	6	0	4	3	3	8
% Neither Agree nor Disagree	7	6	7	3	8	10	0	14
% Somewhat Agree	67	66	69	55	69	76	81	58
% Strongly Agree	21	25	16	39	19	10	16	17
...welcoming.								
% Strongly Disagree	1	1	1	3	0	0	0	3
% Somewhat Disagree	3	3	3	0	4	7	3	3
% Neither Agree nor Disagree	8	12	3	16	15	4	0	6
% Somewhat Agree	51	47	58	32	46	68	65	53
% Strongly Agree	36	37	34	50	35	21	32	36

How would you rate the quality of your institution's overall efforts to support undergraduate students in career exploration and development?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Very Poor	1	1	2	0	4	0	0	3
% Poor	7	8	6	13	8	0	10	3
% Fair	25	27	22	32	31	17	13	29
% Good	44	45	43	42	35	59	42	44
% Excellent	23	19	28	13	23	24	35	21

To what extent do you agree or disagree with the following statement? My institution is preparing undergraduate students well for success after graduation.	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly Disagree	1	2	0	3	4	0	0	0
% Somewhat Disagree	2	2	1	0	8	0	3	0
% Neither Agree nor Disagree	8	10	6	13	12	3	6	6
% Somewhat Agree	53	52	55	61	35	55	58	53
% Strongly Agree	35	34	37	24	42	41	32	42

To what extent do you agree or disagree with the following about your institution's career center and/or career services offerings?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
It has sufficient online resources.								
% Strongly Disagree	6	8	3	6	17	4	7	0
% Somewhat Disagree	19	17	22	17	13	19	15	29
% Neither Agree nor Disagree	12	13	10	20	13	4	19	3
% Somewhat Agree	34	35	33	34	43	27	26	39
% Strongly Agree	29	27	31	23	13	46	33	29
It is effective at helping students pursue their career goals.								
% Strongly Disagree	2	3	0	3	8	0	0	0
% Somewhat Disagree	9	10	8	6	15	11	10	6
% Neither Agree nor Disagree	9	9	10	9	12	7	3	15
% Somewhat Agree	45	47	41	62	35	39	33	48
% Strongly Agree	35	31	41	21	31	43	53	30

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
It is welcoming.								
% Strongly Disagree	1	1	0	3	0	0	0	0
% Somewhat Disagree	6	3	10	0	8	4	7	12
% Neither Agree nor Disagree	10	11	8	11	16	7	7	9
% Somewhat Agree	25	29	21	37	28	19	20	21
% Strongly Agree	58	55	62	49	48	70	67	58
It offers a variety of services and support.								
% Strongly Disagree	3	3	3	6	4	0	7	0
% Somewhat Disagree	9	8	10	11	13	0	7	12
% Neither Agree nor Disagree	11	10	11	17	8	4	7	15
% Somewhat Agree	37	39	34	43	33	39	31	36
% Strongly Agree	40	39	42	23	42	57	48	36
Staff are forward-thinking (e.g., up to date on career trends, aware of the impact of tech on careers).								
% Strongly Disagree	3	3	3	3	4	4	3	3
% Somewhat Disagree	9	9	10	5	23	0	10	9
% Neither Agree nor Disagree	13	12	11	16	8	12	10	13
% Somewhat Agree	40	38	44	43	31	38	37	50
% Strongly Agree	35	37	32	32	35	46	40	25
Staff are knowledgeable about a variety of industries and the job market.								
% Strongly Disagree	2	2	2	3	4	0	0	3
% Somewhat Disagree	8	8	8	8	8	7	10	6
% Neither Agree nor Disagree	9	9	6	8	17	4	3	9
% Somewhat Agree	38	37	40	44	42	22	40	41
% Strongly Agree	43	44	44	36	29	67	47	41
Staff are visible across campus (e.g., staff are at events).								
% Strongly Disagree	3	5	2	3	12	0	0	3
% Somewhat Disagree	14	15	13	14	15	15	10	15
% Neither Agree nor Disagree	12	14	9	14	15	11	3	15
% Somewhat Agree	39	40	39	43	23	52	39	39
% Strongly Agree	31	27	38	26	35	22	48	27

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Staff partner with professors across campus.								
% Strongly Disagree	3	5	0	3	12	0	0	0
% Somewhat Disagree	12	14	10	19	8	12	3	16
% Neither Agree nor Disagree	10	10	10	14	12	4	10	9
% Somewhat Agree	45	49	40	49	44	54	42	38
% Strongly Agree	30	23	41	16	24	31	45	38
The career center effectively connects students with potential employers.								
% Strongly Disagree	3	5	2	3	13	0	0	3
% Somewhat Disagree	9	6	13	6	8	4	10	16
% Neither Agree nor Disagree	13	15	10	26	8	7	7	13
% Somewhat Agree	41	40	41	44	46	29	45	38
% Strongly Agree	34	35	34	21	25	61	38	31
The career center effectively connects students with the institution's alumni network.								
% Strongly Disagree	8	10	6	13	16	0	7	6
% Somewhat Disagree	18	20	15	31	12	15	14	15
% Neither Agree nor Disagree	18	22	13	22	24	19	0	24
% Somewhat Agree	38	37	39	31	28	54	45	33
% Strongly Agree	18	11	27	3	20	12	34	21

Which of the following aspects of career development do you believe your institution should prioritize for undergraduates? Please select up to five options.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Helping students choose a career to pursue	38	46	26	54	32	48	30	23
% Ensuring students are aware of the impact of emerging technologies (such as AI) on careers	22	22	23	19	16	31	23	23
% Helping students prepare for internship and career success (e.g., developing people skills, awareness of workplace expectations)	65	68	60	57	68	83	50	69
% Helping students find internship and job possibilities	57	55	62	51	64	52	50	71
% Raising awareness of and connecting students to employers	50	52	49	59	40	52	47	51
% Helping students prepare for interviews	29	26	34	19	32	31	43	26
% Connecting students to alumni and other potential mentors	41	32	55	24	28	45	50	60
% Providing students with professional headshots and/or interview clothing	10	11	8	14	4	14	3	11
% Providing guidance on developing one's personal brand/online presence	23	23	23	16	28	28	27	20
% Offering more one-on-one sessions with career counselors	17	20	14	24	16	17	13	14
% Offering more events geared toward all students	17	13	23	22	12	3	33	14
% Offering more events geared toward particular groups of students	20	19	20	14	24	21	27	14
% Meeting and assisting students within classes or elsewhere on campus	14	13	15	11	16	14	17	14
% Other	10	12	6	11	20	7	0	11
% Not sure	0	0	0	0	0	0	0	0

Which of the following areas related to undergraduate students' career development do you believe faculty members are at least partially responsible for? Please select the top three areas you believe they are responsible for.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Introducing career options to students	44	48	38	49	52	45	50	29
% Preparing students with skills needed for their careers	68	67	71	70	64	66	63	77
% Sharing how careers in their field are evolving	59	66	49	68	64	66	53	46
% Providing networking connections for students	33	29	40	30	20	34	43	37
% Helping students find internships	19	19	20	22	12	21	10	29
% Helping students find job opportunities	10	11	8	14	4	14	7	9
% Being a mentor	51	42	65	32	64	34	73	57
% Other	2	2	2	3	4	0	0	3
% None of the above - I do not think professors are responsible for anything involving student career development.	3	3	0	3	0	7	0	0

What actions has your institution taken to help undergraduate students understand how to use artificial intelligence (including generative AI) in their coursework? Please select all that apply.

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doc-toral	Bacc.	Doctoral/ Master's
% Published a policy or policies on AI usage	30	29	31	22	32	34	20	40
% Developed academic conduct outcomes related to academic misconduct and AI	31	29	34	24	16	45	27	40
% Provided information sessions, trainings, or workshops on the productive use of AI	31	32	29	32	32	31	17	40
% Encouraged professors to include AI policy in their syllabi	45	45	43	38	44	55	43	43
% Encouraged professors to address this issue in class	48	48	46	54	40	48	33	57
% Provided online resources or tutorials	20	19	22	16	16	24	7	34
% Integrated AI topics into the curriculum	17	20	14	16	20	24	13	14
% Offered one-on-one support or mentoring regarding AI topics	6	8	3	8	4	10	0	6
% Developed a dedicated AI resource center or lab	4	7	2	8	4	7	0	3
% Created student-led AI clubs or organizations	6	7	5	3	4	14	0	9
% Other	4	3	5	3	4	3	7	3
% None of the above - my institution has not taken any steps to help students understand how to use AI	11	12	9	14	12	10	13	6
% Not sure	17	16	17	11	24	17	23	11

In your opinion, how effective has your institution been at helping undergraduate students understand and use AI (including generative AI) for the following purposes?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Career Readiness								
% Not at All Effective	42	39	47	43	39	33	55	39
% Somewhat Effective	29	32	23	30	39	29	15	30
% Moderately Effective	21	19	23	17	17	24	30	17
% Very Effective	8	9	7	10	0	14	0	13
% Extremely Effective	1	1	0	0	6	0	0	0
Coursework								
% Not at All Effective	32	26	40	34	13	24	52	27
% Somewhat Effective	34	37	30	31	40	43	24	36
% Moderately Effective	27	28	26	28	40	19	24	27
% Very Effective	6	7	5	6	0	14	0	9
% Extremely Effective	1	1	0	0	7	0	0	0
Life skills								
% Not at All Effective	47	42	55	48	33	38	72	42
% Somewhat Effective	22	28	14	17	40	33	11	17
% Moderately Effective	21	22	21	24	20	19	17	25
% Very Effective	7	6	10	7	0	10	0	17
% Extremely Effective	2	3	0	3	7	0	0	0

How would you rate the quality of the following responses to protests associated with the conflict in the Middle East on college and university campuses this spring?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
The response from leaders across higher education as a whole								
% Very Poor	5	5	5	10	5	0	3	7
% Poor	23	16	33	10	19	19	28	38
% Fair	44	45	43	40	48	50	52	34
% Good	26	31	17	40	24	27	17	17
% Excellent	2	3	2	0	5	4	0	3
The response from leaders from my institution								
% Very Poor	4	6	2	8	12	0	0	5
% Poor	7	6	9	8	12	0	4	14
% Fair	19	16	23	16	6	23	28	18
% Good	49	55	43	56	47	59	48	36
% Excellent	21	17	23	12	24	18	20	27

How effective do you believe your institution has been at helping current undergraduate students navigate changes to FAFSA?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at all Effective	6	6	5	6	4	7	13	0
% Somewhat Effective	13	13	13	14	17	7	13	13
% Moderately Effective	32	36	27	33	35	41	21	31
% Very Effective	34	30	39	31	26	33	29	47
% Extremely Effective	15	15	16	17	17	11	25	9

How concerned are you about the FAFSA changes impacting current undergraduate students' ability to afford and remain enrolled in college at your institution?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at all Concerned	3	1	6	3	0	0	13	0
% Somewhat Concerned	14	17	10	19	17	14	10	9
% Moderately Concerned	25	20	30	22	9	29	27	33
% Very Concerned	36	39	32	35	43	39	27	36
% Extremely Concerned	22	23	22	22	30	18	23	21

How would you rate your own…								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
…job satisfaction								
% Very Poor	3	2	3	3	4	0	3	3
% Poor	2	2	2	3	4	0	0	3
% Fair	22	23	20	24	26	18	30	12
% Good	47	40	58	38	26	54	53	62
% Excellent	27	33	17	32	39	29	13	21
…mental health								
% Very Poor	1	0	2	0	0	0	0	3
% Poor	5	5	6	5	9	0	10	3
% Fair	28	30	27	30	26	32	33	21
% Good	43	42	45	46	35	43	40	50
% Excellent	23	24	20	19	30	25	17	24
…opportunities for career advancement at your institution								
% Very Poor	9	9	9	9	14	4	11	7
% Poor	17	13	22	14	14	8	36	10
% Fair	26	24	28	20	29	25	18	37
% Good	29	33	24	34	24	38	18	30
% Excellent	20	23	17	23	19	25	18	17
…overall wellbeing (factoring in the level of job stress you experience)								
% Very Poor	2	1	3	0	4	0	3	3
% Poor	10	10	11	11	17	4	13	9
% Fair	25	30	20	27	26	36	27	15
% Good	47	43	52	43	35	50	47	56
% Excellent	15	16	14	19	17	11	10	18
…sense of connection with students you serve								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	3	6	0	11	4	0	0	0
% Fair	17	19	14	24	17	14	10	18
% Good	44	42	48	38	52	39	57	41
% Excellent	35	33	38	27	26	46	33	41
…support system at work (including how supported you feel by your supervisor)								
% Very Poor	3	2	3	0	4	4	3	3
% Poor	7	7	8	3	17	4	7	9
% Fair	23	23	23	27	17	21	27	21
% Good	38	44	30	41	39	54	27	32
% Excellent	29	24	36	30	22	18	37	35

What is your age?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Under 30	0	0	0	0	0	0	0	0
% 30 - 39	5	3	8	3	0	7	7	9
% 40 - 49	35	30	42	30	22	36	52	34
% 50 - 59	39	42	33	38	57	36	21	43
% 60 - 69	20	23	16	27	22	18	21	11
% 70 and older	1	1	0	0	0	4	0	0
% Prefer not to respond	1	1	2	3	0	0	0	3

With which of the following gender identities do you most identify?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Female	64	66	63	65	65	68	62	63
% Male	34	33	34	35	30	32	34	34
% Non-binary/Gender non-conforming	1	0	2	0	0	0	3	0
% Not listed/Prefer to self-describe	1	0	2	0	0	0	0	3
% Prefer not to respond	1	1	0	0	4	0	0	0

With which of the following categories do you identify? Please select all that apply.	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% American Indian or Alaska Native	1	1	0	0	0	4	0	0
% Asian	3	3	3	3	4	4	3	3
% Black or African American	12	16	6	19	4	21	10	3
% Hispanic or Latin(o/a/x)	6	10	0	14	9	7	0	0
% Middle Eastern or North African	0	0	0	0	0	0	0	0
% Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0
% White	78	72	88	68	83	68	86	89
% Not listed/Prefer to self-describe	0	0	0	0	0	0	0	0
% Prefer not to respond	2	1	3	0	4	0	0	6

Do you consider yourself to be:	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Heterosexual or straight	92	93	89	95	96	89	83	94
% Gay or lesbian	4	3	5	3	0	7	10	0
% Bisexual	1	2	0	3	0	4	0	0
% Different identity (specify, if desired):	3	1	6	0	4	0	7	6

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