



**Inside
Higher
Ed**

Student Perspectives on Their College Experience

Melissa Ezarik and Colleen Flaherty

Student Voice: The College Experience

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Guests:

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About Our Survey

- 3,000 undergraduate respondents at 170 2- and 4-year institutions
- Conducted in July and August with College Pulse
- Multiple choice and write-in questions on new-student orientation, participation in extracurriculars and campus events, and how technology can promote involvement in campus life
- Demographic breakdowns and filtering questions
- Check out the Student Success news hub: <https://www.insidehighered.com/news/student-success>

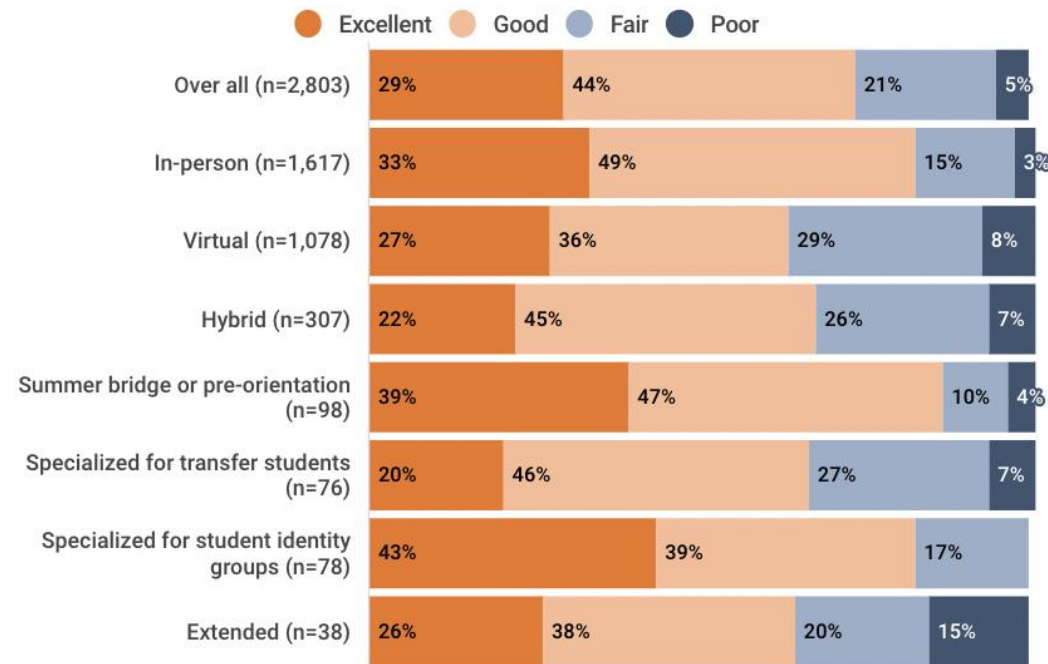


The College Experience: Top 10 Takeaways

1. Orientation isn't one-size-fits-all

Satisfaction With Orientation by Experience Type

Share of students who attended orientation, over all and by orientation format, who say their experiences were excellent, good, fair or poor



- 73% of students as a whole rate their orientation experience as good or excellent.
- Modality matters, e.g.: 55% of 4-year students who attended virtual orientation rate it favorably, compared to 86% of 2-year college students.
- Students' needs/wants differ, e.g.: 59% of 4-year students say orientation should include social events, compared to just 33% of community college students.
- Students' expectations don't necessarily meet outcomes, e.g: Half of students say orientation should include mental health awareness, but just a quarter of students say orientation familiarized them with MH resources.

2. Orientation satisfaction rates are on the rise

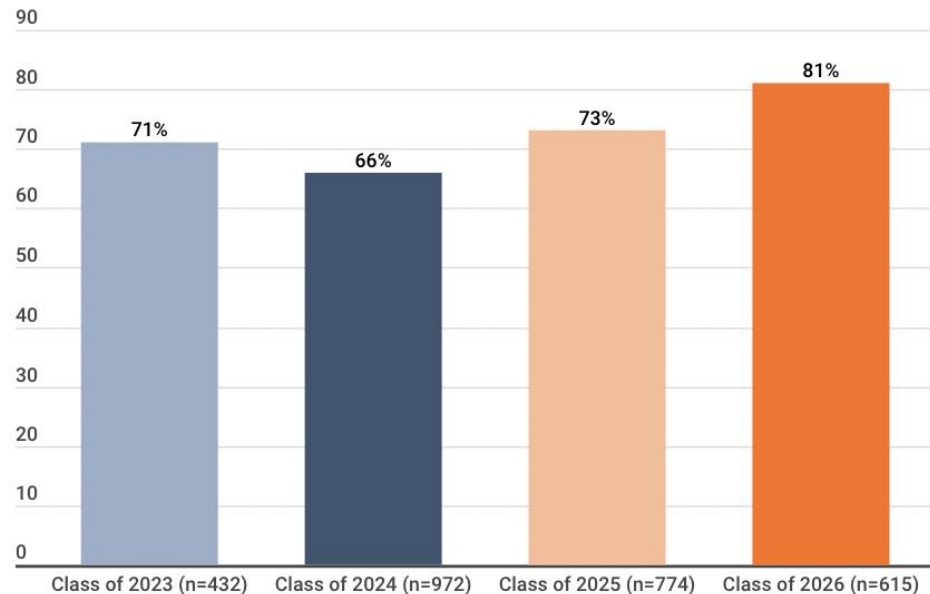
In redesigning orientation for Gen P, Gina King, director of admissions and orientation at the University of Maryland-Baltimore County, recalls that she and her staff asked, “What if we could have the best of both worlds?”

This meant reserving some pandemic-era asynchronous elements of information-sharing while making connection—with peers and with campus values and resources—the focus of the in-person orientation.

—Inside Higher Ed, “Orientation for Gen ‘P’”

Satisfaction With New-Student Orientation by Class Year

Share of students who attended orientation, by expected or actual graduation year, who say their experiences were good or excellent (versus fair or poor)



3. Specialized orientation experiences offer benefits

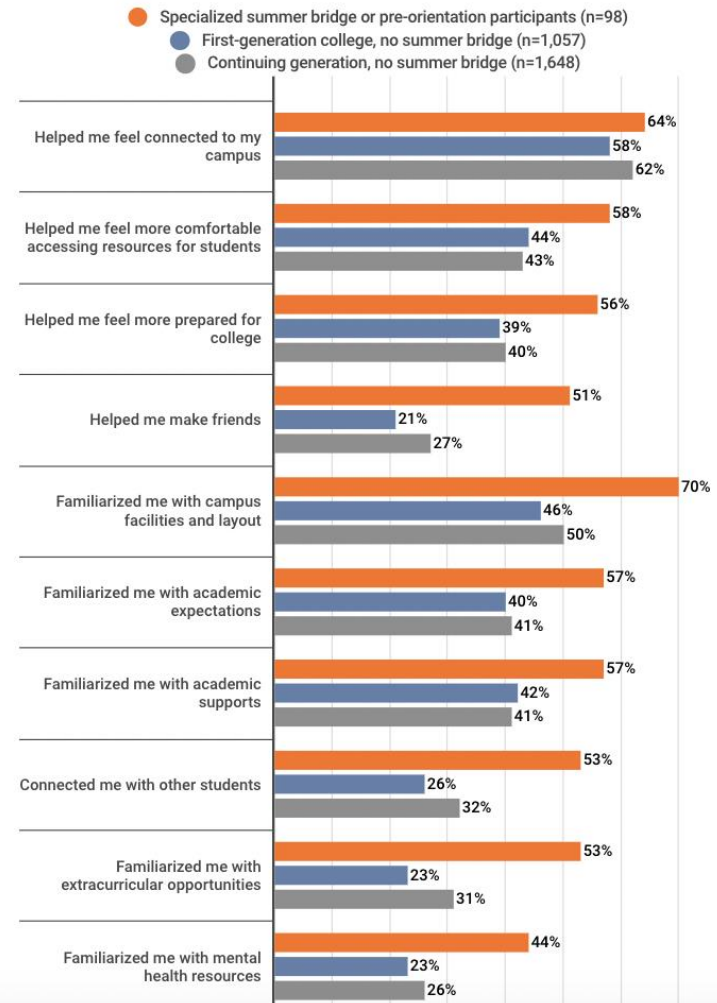
- Summer bridge alums have more positive reported orientation outcomes than other first-gen and even continuing gen-peers, especially in the areas of academic preparedness and social connection.
- 86% of summer bridge program alums say their onboarding experience was good or excellent.

“Bridges are hate-me-now, love-me-later situations.”

—Brian W. Greening, director of student support services at St. Olaf College

Orientation Outcomes for Summer Bridge and Non-Summer Bridge Participants

Share of students who agree that their introductions to college accomplished the following, by experience and student type

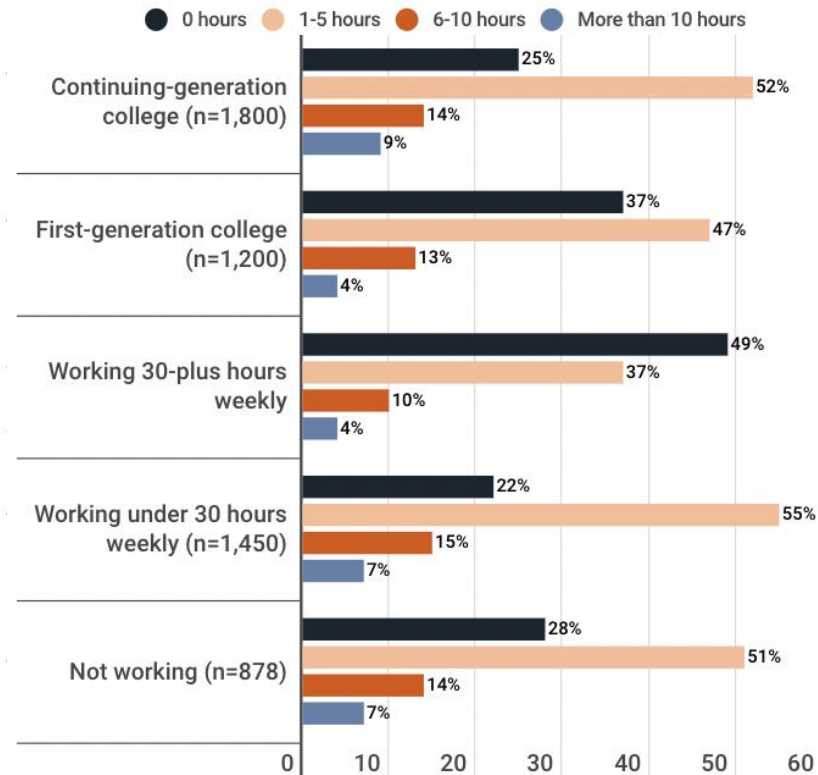


4. There are disparities in campus involvement

Time Spent on Extracurriculars



Share of students who spend the following numbers of hours weekly on clubs, groups or sports or other activities associated with their colleges or universities (overall and by institution or student type)



- Nearly a third of students over all spend ZERO hours weekly on extracurricular activities.

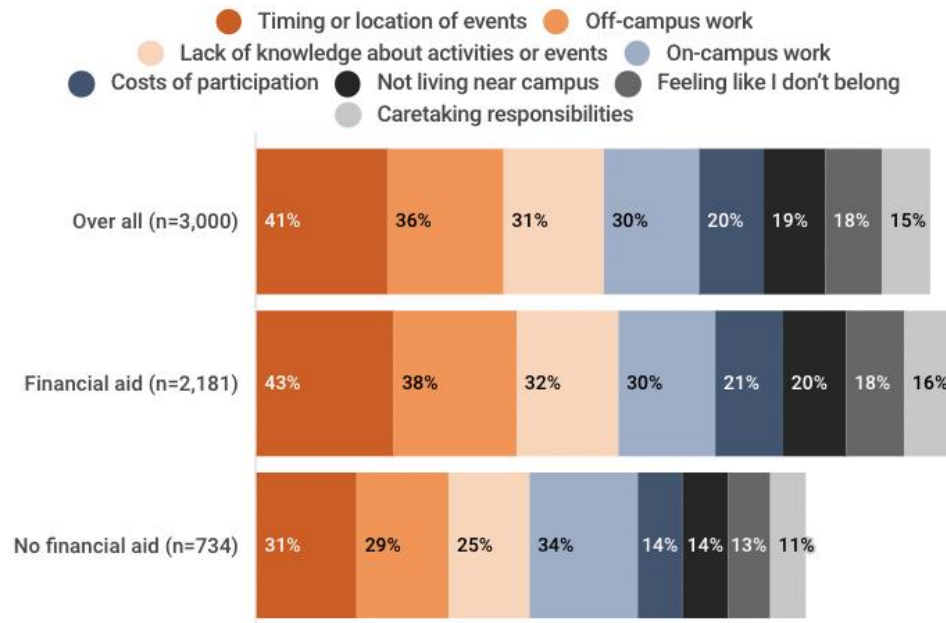
- Key differences:

- Two-year vs. four-year
- Publics vs. private nonprofits
- First-gen vs. continuing-gen
- Financial aid vs. no financial aid
- Women vs. men
- Working 30+ hours vs. working less
- Hispanic students vs. other major racial groups

5. Students face various barriers to participation in campus life

Top Barriers to Participation in Campus Life

Share of students, over all and by financial aid status, who say the following factors negatively impact their ability to participate in extracurricular activities and events



- Top 5 barriers to participation in extracurriculars and events:
 - Timing or location of events
 - Off-campus work
 - Lack of knowledge
 - On-campus work
 - Costs of participation

- Certain groups are disproportionately impacted, including students with financial aid relative to those without FA.

6. Students participate in extracurriculars for social reasons

- By far, the No. 1 reason students say they get involved in extracurricular activities is meeting new people or making new friends.
- The top factor students say would boost their participation in extracurriculars is better advertising and promotion (46%). Few students say the option to participate virtually would boost their involvement (14%).

“I genuinely believe we have thriving campus engagement—we just need students who aren’t already engaged to join the party.”

—Zayd Hamid

Why Students Get Involved



Share of students who participate in extracurricular activities (n=2,104) who cite the following as top benefits of getting involved (could choose two of nine options)

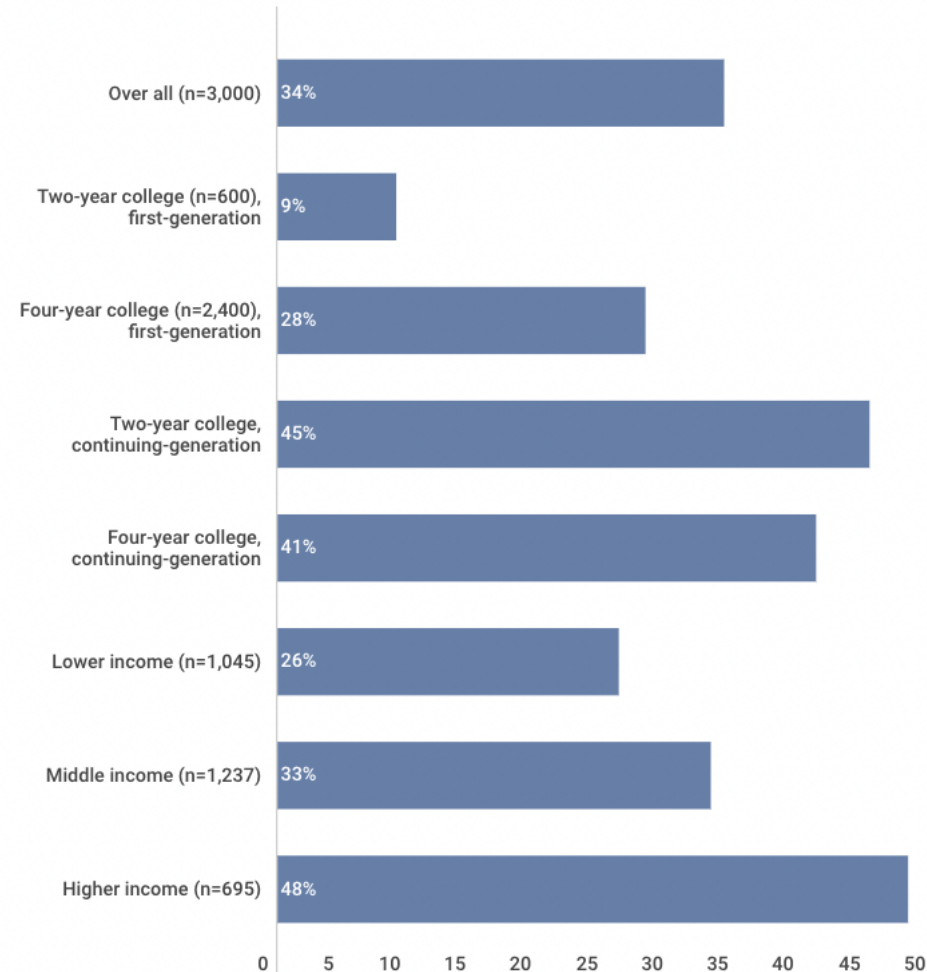


7. There are gaps in leadership-position experience

- A quarter of lower-income students have held a leadership position in college vs. a third of middle-income and half of higher-income students.
- First-gen college students are less likely than continuing-gen peers to have held a leadership position in college, at 23% versus 41%, respectively.

Student Leadership Experience

Share of students, over all and by group, who say they've held a leadership position in a sport, club or group since starting college

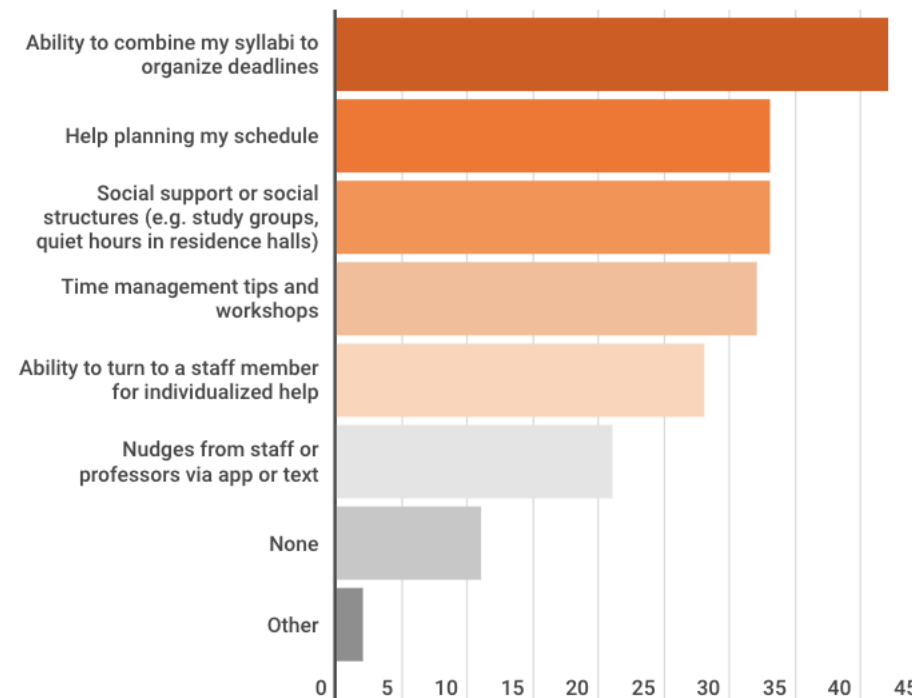


8. Students prefer specific kinds of help with time management

- Comprehensive syllabi are the No. 1 choice for institutional help with time management.
- Other kinds of help are more popular among 4-year college students than 2-year students.
- Just 13% of students over all say institutional help with time management would increase their participation in campus groups, clubs and activities (17% for events).

Time Management Help

Share of students overall (n=3,000) who say the following institutional resources would improve their time management (could select multiple options)



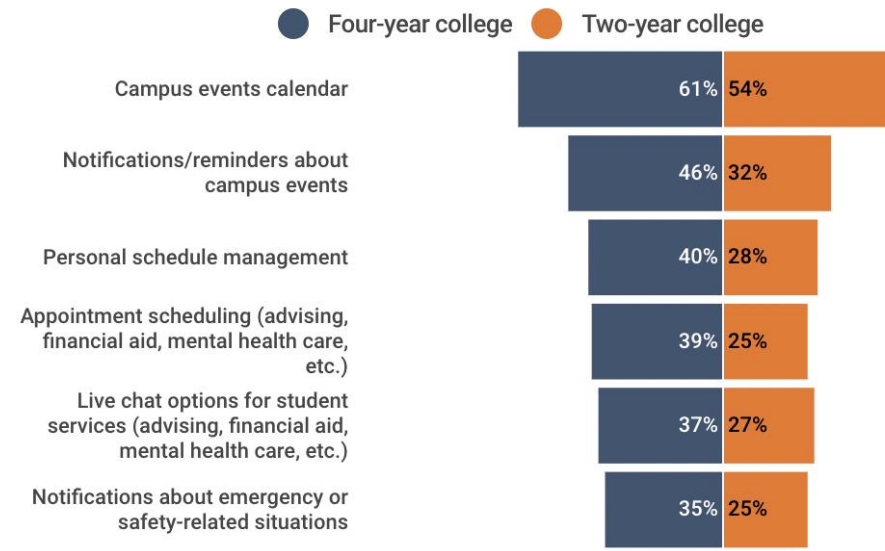
9. Students want better promotion of campus activities and events

“I feel like I never know when certain events are happening on campus. I also wish there was easier access to a sporting events or general events calendar. Having everything on one calendar makes it easier to be in the know and to know when to avoid being on certain roads if there is a football game or other big event.”

—Student at a public university in California

Priorities for Campus Apps

Share of four-year students (n=2,400) and two-year students (n=600) who would like to see the following functions in campus app, whether their institution has one or not (could select multiple options)

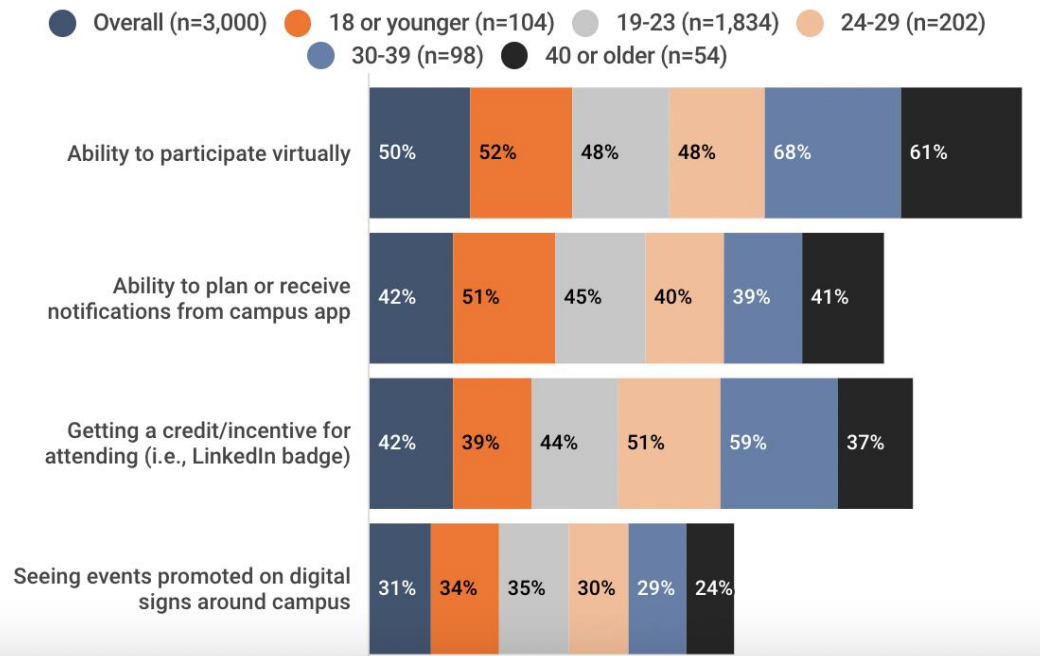


10. There's an appetite for virtual participation in campus events

Boosting Campus Event Participation With Tech



Share of students, overall and by age group, who say the following technology would help increase their participation in campus events (guest speakers, sporting events, workshops, etc.)



- Half of students say the ability to participate virtually could boost their participation in campus events (separate from extracurriculars).
- Older students seem most interested in virtual participation options, e.g.: 68% of those 30-39 years old vs. 48% of those 19-23 years.

Guest Q&A:

**Luoluo Hong
Zayd Hamid
Joanna Perez**

Audience Q&A

- What else would you like to know?
- What patterns are you seeing on your campuses regarding student involvement outside the classroom?
- How are you promoting this kind of engagement?

Thank you!

