Executive Summary, Results of the 2024 Stevens Point Campus Entering Student Survey Administered by the UWSP Office of Student Retention

Survey Recipients: 1,980 first-year students matriculated to the Stevens Point campus
Survey Platform: Qualtrics
Survey Distribution Date: 30 May, 2024 (distribution list included all students matriculated as of 28 May, 2024)
Survey Close Date: 15 July, 2024
Completion Reminders Sent: on 11 June; 27 June; 5 July; and 11 July, 2024
Completed Surveys: 560
Completion Rate: 28%

Survey Goals: (1) To inform our work with incoming students by learning more about their motivations, goals, concerns, strengths, interests, and needs,

and

(2) To attend both to the universal needs of the first-year student body as a whole and to the differential needs of specified demographic groups by identifying similarities and differences in reported experiences, expectations, strengths, and needs across racial or ethnic identity groups, gender identity groups, and status as first-generation or continuing-generation students.

Definitions: **Continuing-generation student (cont gen) =** a college student from a household in which at least one parent or guardian has earned a four-year post-secondary degree.

First-generation student (1st gen) = a college student from a household in which neither parent or guardian has earned a four-year post-secondary degree. Theories of student success and retention posit that 1st-gen students, relative to cont-gen students, have less knowledge of and access to the cultural, social, and linguistic capital needed to navigate the assumptions, beliefs, behaviors, mindsets, expectations, and relationships necessary for success in post-secondary education. The literature on student success and retention typically supports this hypothesis; additionally, the literature reveals that 1st-gen students often have fewer financial resources and greater familial or community obligations than their cont-gen peers.

Students of Color (SOC) = students who identify with a racial or ethnic heritage other than White / European American. Note that SOC is _**not**_ the same as Underrepresented Minority (URM). URM refers specifically to individuals who identify as Black or African American, Native American, Hispanic or Latin-_a-e-o-x_, or Southeast Asian. Because of relatively small numbers in this survey as well as challenges in distinguishing between Southeast Asian respondents—who qualify as URM—and other Asian respondents—who do not qualify as URM—disaggregated results of this survey focus on SOC rather than URM.
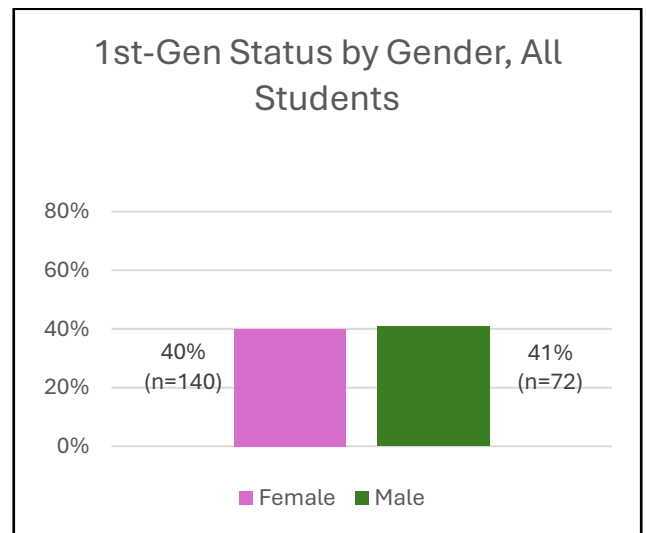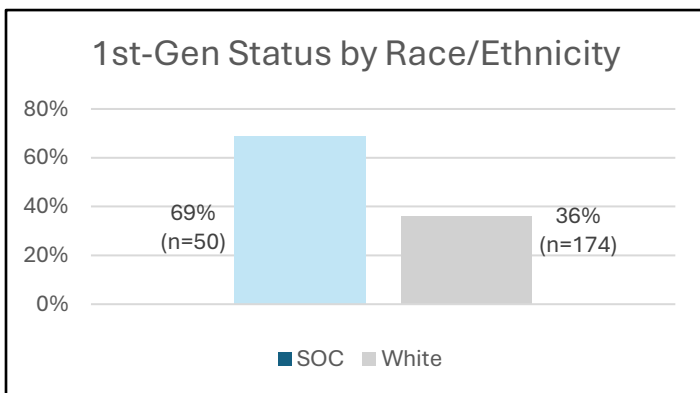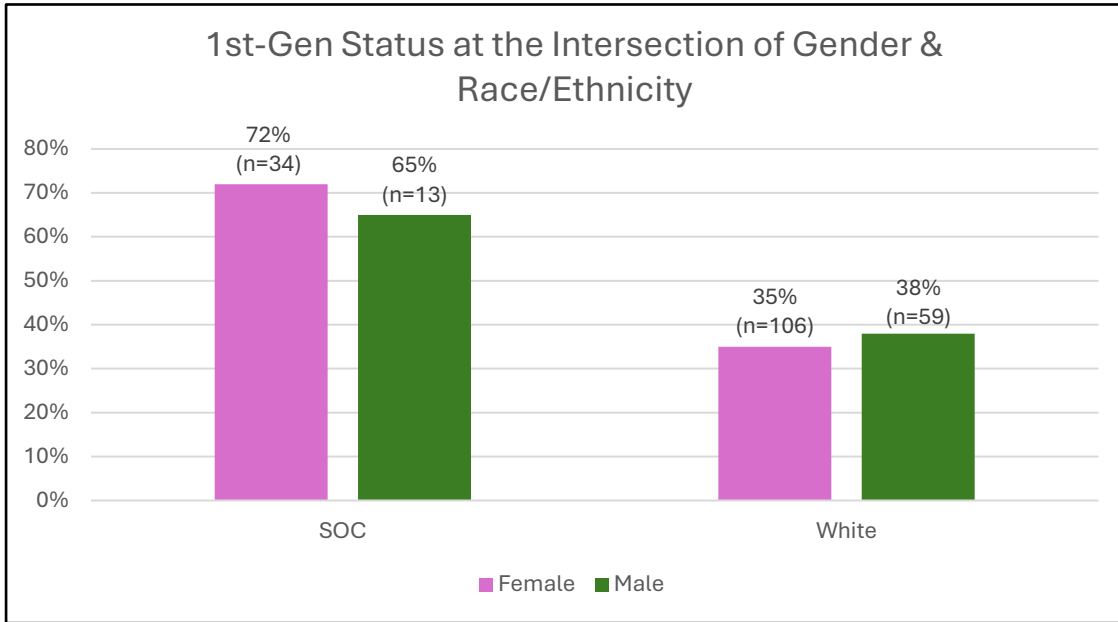
Respondent Demographics

The data in the demographics section reveals a racial imbalance in 1ˢᵗ-gen status, with the percentage of 1ˢᵗ-gen SOC being nearly twice as high as the percentage of 1ˢᵗ-gen White students. Between genders, percentages of 1ˢᵗ-gen status are roughly equal when considering all students. When considering SOC only, the percentage of female 1ˢᵗ-gen students is notably higher than the percentage of male 1ˢᵗ-gen students.

It is helpful to note that the data presented both in this section and throughout the report frequently reveals differences between or among student groups based on gender, race, or status as a 1ˢᵗ-gen student. At the same time, the data frequently reveals similarities between or among groups. For example, all students share similar motivations for attending college and for choosing UWSP, all students share similar levels of confidence in the skills they need to succeed as students, and all students share similar worries.

Readers are encouraged to view the results presented on the following pages not as a means of predicting which students will be more successful or less successful, based on the different experiences they bring to campus, but as a reminder of the need to support all students in building upon their strengths while overcoming the challenges they face.

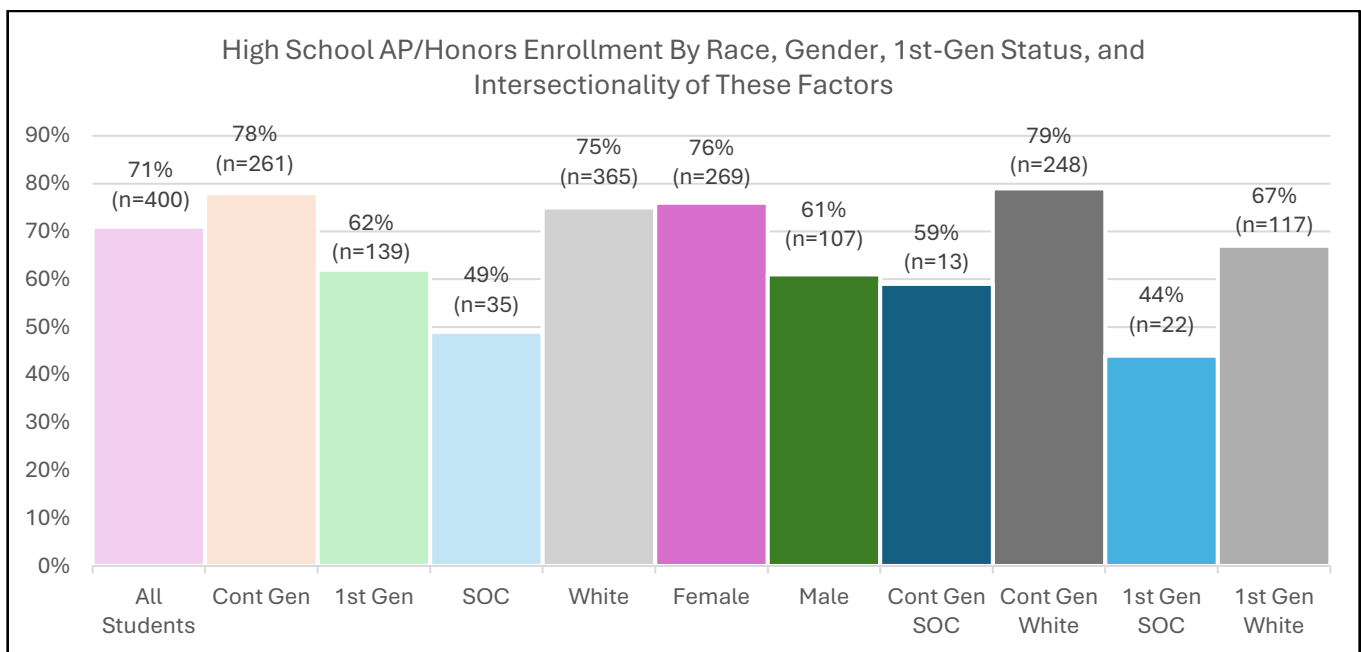| All Students	Cont gen	1ˢᵗ gen	SOC	White	Female	Male
560	336 (60%)	224 (40%)	72 (13%)	486 (87%)	354 (63%)	175 (31%)
			2 respondents declined to disclose their race/ethnicity.		7 students declined to disclose their gender, and 24 students reported that they identify as another gender. Because the numbers in these groups are too small for analytical accuracy, results have not been disaggregated for students who identify as another gender and students who declined to disclose their gender.	

1st-Gen Status by Race/Ethnicity

- SOC: 69% (n=50)
- White: 36% (n=174)

1st-Gen Status by Gender, All Students

- Female: 40% (n=140)
- Male: 41% (n=72)

1st-Gen Status at the Intersection of Gender & Race/Ethnicity

Parental Educational Attainment

	All	SOC	White	Female	Male	SOC Female	SOC Male	White Female	White Male
Cont gen	336 (60%)	22 (31%)	314 (65%)	214 (60%)	103 (59%)	13 (28%)	7 (35%)	201 (65%)	96 (62%)
1st gen	224 (40%)	50 (69%)	174 (36%)	140 (40%)	72 (41%)	34 (72%)	13 (65%)	106 (35%)	59 (38%)
At least one parent did not finish high school	20 (4%)	10 (14%)	10 (2%)	13 (4%)	7 (4%)	6 (13%)	4 (20%)	7 (2%)	3 (2%)

As noted above, the data reveals a racial imbalance in 1st-gen status, with the percentage of 1st-gen SOC being nearly twice as high as the percentage of 1st-gen White students. Within the group SOC, there is a gender-based imbalance in 1st-gen status, with 72% of female SOC being 1st gen and 65% of male SOC being 1st gen.

Respondents' High-School Preparation

The data presented below indicates that race-based gaps in AP/Honors course enrollment are larger than enrollment gaps between 1ˢᵗ-gen students as a group and cont-gen students as a group. The data likewise points to a gendered gap in AP/Honors enrollment, with female students participating in AP or Honors programming at markedly higher rates than male students.

	All Students	Cont gen	1st gen	SOC	White	Female	Male	Cont gen SOC	Cont gen White	1st gen SOC	1st gen White
Took AP or Honors Courses	400 (71%)	261 (78%)	139 (62%)	35 (49%)	365 (75%)	269 (76%)	107 (61%)	13 (59%)	248 (79%)	22 (44%)	117 (67%)

High School AP/Honors Enrollment By Race, Gender, 1st-Gen Status, and Intersectionality of These Factors

Reasons for Attending College

The table below lists entering students' top five reasons for deciding to attend college, based on the number of respondents who identified each factor as "important" on a three-point scale consisting of the choices "important", "somewhat important", and "not important."

Shading in the first column indicates that the factor appeared in the top five reasons for the group designated with the corresponding color. For example, the factor "building meaningful relationships and getting involved on campus" appeared in the top five for female students and for continuing-generation students, but not for the remaining groups. In the case of a tie between multiple factors, all factors are listed; hence, the table identifies more than five factors for some groups.

	All students	Cont gen	1st gen	SOC	White	Female	Male	Identified in last year's survey as a top reason for attending college?
Gaining real-world, hands-on experience that leads to career-focused opportunities	482 (86%)	296 (88%)	186 (83%)	64 (89%)	416 (86%)	309 (87%)	146 (83%)	y
Learning more about things that interest me	476 (85%)	288 (86%)	188 (84%)	60 (83%)	414 (85%)	306 (86%)	142 (81%)	y
Earning the credentials needed for a better job	457 (82%)	275 (82%)	182 (81%)	59 (82%)	396 (81%)	288 (81%)	144 (82%)	y
Earning the credentials needed to make more money in my career	421 (75%)	253 (75%)	168 (75%)		367 (76%)	267 (75%)	135 (77%)	y
Gaining the skills and knowledge needed to change my community and make an impact on the world	386 (69%)		158 (71%)	54 (75%)	331 (68%)		121 (69%)	y*
Gaining a general education, expanding my ability to appreciate new ideas, and broadening my perspective				56 (78%)				y
Building meaningful relationships and getting involved on campus		230 (68%)				255 (72%)		y

*This factor was identified as a top reason in last year's survey only when survey responses were disaggregated by race and gender.

*Note that the factor "to prepare myself for graduate or professional school," which ranked in last year's top five for at least some student populations, consistently ranked as the **least** important factor across all groups of students who responded to this year's survey.*

Reasons for Choosing UWSP

The table below lists entering students' top five reasons for choosing UWSP, based on the number of respondents who identified each factor as "important" on a three-point scale consisting of the choices "important", "somewhat important", and "not important."

Shading in the first column indicates that the factor appeared in the top five reasons for the group designated with the corresponding color. For example, the factor "attractive financial aid package" appeared in the top five for SOC and 1st-gen students, but not for the remaining groups. In the case of a tie between multiple factors, all factors are listed; hence, the table identifies more than five factors for some groups.

	All students	Cont gen	1st gen	SOC	White	Female	Male	Identified in last year's survey as a top reason for attending UWSP?
Affordability	431 (77%)	253 (75%)	178 (79%)	58 (81%)	371 (76%)	278 (79%)	130 (74%)	y
Campus life / opportunities for involvement	399 (71%)	243 (72%)	156 (70%)	52 (72%)	345 (71%)	268 (76%)	111 (63%)	y
Outstanding professors	354 (63%)	217 (65%)	137 (61%)	49 (68%)	304 (63%)	236 (67%)	100 (57%)	n
Opportunities for research and scholarship	326 (58%)	193 (57%)	133 (59%)		281 (58%)	216 (61%)	92 (53%)	n
A wide variety of majors	307 (55%)	181 (54%)			260 (53%)			y
Attractive financial aid package			142 (63%)	54 (75%)				n
Communication from the university that made me feel valued				50 (69%)		212 (60%)		y*
Accessibility of campus resources							89 (51%)	y*

*Factors marked with an asterisk (*) were identified in last year's survey as top reasons for choosing UWSP only when survey responses were disaggregated by race and gender.

Note that the following factors, which ranked in last year's top five for all students, were not included in this year's top five for any group of students: "location – close to home," and "top-ranked academic programs."

The shift away from "top-ranked academic programs" towards "outstanding professors" and "opportunities for research and scholarship" may indicate that respondents to this year's survey, unlike respondents to previous years' surveys, are more focused on classroom experiences and individualized opportunities to explore their interests than on the perceived marketability of the credentials they earn.

Declared Majors

The table below lists the top five majors declared by survey respondents. The list of top five majors has remained unchanged since the Entering Student Survey was first administered in 2022.

Note that enrollment discrepancies across race, gender, and 1ˢᵗ-gen status are relatively small, with one exception in Wildlife Ecology—the differential between 1ˢᵗ-gen and continuing-gen students—and one exception in Elementary Education: the differential between female and male students.

	All students	Cont gen	1ˢᵗ gen	SOC	White	Female	Male	Identified in last year's survey as a top major?
Wildlife Ecology	51 (9%)	40 (12%)	11 (5%)	6 (8%)	45 (9%)	32 (9%)	13 (7%)	y
Undecided	48 (9%)	30 (9%)	18 (8%)	6 (8%)	41 (8%)	30 (8%)	16 (9%)	y
Elementary Education	30 (5%)	12 (4%)	18 (8%)	4 (6%)	26 (5%)	26 (7%)	4 (2%)	y
Biology	26 (5%)	15 (4%)	11 (5%)	3 (4%)	23 (5%)	17 (5%)	8 (5%)	y
Psychology	25 (4%)	9 (3%)	16 (7%)	6 (8%)	19 (4%)	18 (5%)	5 (3%)	y

Confidence in Selected Major

*When considered together, data in this section and the **"Reasons for Declaring Undecided"** section suggest that 1st-gen students and SOC may be more likely than other groups to enter college with a clear idea of their academic and professional goals. These two groups were somewhat more likely than other groups to indicate that they know exactly what major they want to pursue and do not plan to change their mind; that they are struggling to choose between two or three specified majors; or that they know exactly what they want to do after they graduate but are unsure which major(s) will help them meet their career goals.*

Conversely, these two sets of data suggest that 1st-gen students and SOC may be less likely than other groups to use college as a time of exploration and discovery. Namely, SOC and 1st-gen students were less likely than other groups to indicate that they had no idea what major to pursue or that they had so many interests that they were unable to decide on a major. Indeed, no 1st-gen or SOC respondents indicated that they were unsure how to decide on a major because of the number of interests they would like to pursue.

	All students	Cont gen	1st gen	SOC	White	Female	Male
I know exactly what major I want to pursue, and I do not plan to change my mind	292 (52%)	168 (50%)	124 (55%)	38 (53%)	253 (52%)	192 (54%)	82 (47%)
I think I know what major I want to pursue, but I would not be surprised if I change my mind. I am thinking about one of the following possible majors: [text box entry]	201 (36%)	128 (38%)	73 (33%)	24 (33%)	176 (36%)	118 (33%)	72 (41%)
I am interested in a specific major, but I am not sure that I can manage the required coursework for this program	67 (12%)	40 (12%)	27 (12%)	10 (14%)	57 (12%)	44 (12%)	21 (12%)

Reasons for Declaring Undecided

	All students	Cont gen	1st gen	SOC	White	Female	Male
I have one or two ideas about the major that I would like to pursue, but I know that UWSP offers many majors, and I want to explore my options before I choose one	18 (38%)	11 (37%)	7 (39%)	2 (33%)	15 (37%)	12 (40%)	6 (38%)
I have no idea what major I want to pursue. I need help assessing my interests and abilities so that I can choose a major that best fits my passions and strengths.	14 (29%)	10 (33%)	4 (22%)	1 (17%)	13 (32%)	9 (30%)	4 (25%)
I am seriously considering the following majors, but I can't choose between them	6 (13%)	1 (3%)	5 (28%)	2 (33%)	4 (10%)	3 (10%)	3 (19%)
I know what I want to do after I graduate, but I am unsure which major(s) would be a good fit with my career goals	5 (10%)	3 (10%)	2 (11%)	1 (17%)	4 (10%)	2 (7%)	2 (13%)
I want to pursue so many interests that I'm not sure how to decide on a major	5 (10%)	5 (17%)	0 (0%)	0 (0%)	5 (12%)	4 (13%)	1 (6%)

Entering Students' Concerns

The table below lists entering students' top five concerns, based on the number of respondents who indicated being "worried" or "very worried" about each item on a four-point scale consisting of the options "very worried", "worried", "somewhat worried", and "not at all worried".

Shading in the first column indicates that the factor appeared in the top five concerns for the group designated with the corresponding color. For example, the factor "affording food, utilities, transportation, and other necessities" appeared in the top five for SOC and 1st-gen students, but not for the remaining groups. In the case of a tie between multiple factors, all factors are listed; hence, the table identifies more than five factors for some groups.

	All students	Cont gen	1st gen	SOC	White	Female	Male	Identified in last year's survey as a top concern?
Meeting my financial obligations	253 (45%)	136 (40%)	117 (52%)	35 (49%)	216 (44%)	179 (51%)	53 (30%)	y
Modifying the time-management habits I learned in high school or developing new time-management habits	211 (38%)	126 (38%)	85 (38%)	27 (38%)	184 (38%)	133 (38%)	60 (34%)	y
Knowing which courses to take	204 (36%)	111 (33%)	93 (42%)	25 (35%)	178 (37%)	130 (37%)	56 (32%)	y
Modifying the study skills I developed in high school or learning new study skills to ensure that I can meet my professors' academic expectations	203 (36%)	114 (34%)	89 (40%)	26 (36%)	176 (36%)	133 (38%)	53 (30%)	y
Meeting new people and making friends	193 (34%)	117 (35%)			169 (35%)	136 (38%)		y
Affording food, utilities, transportation, and other necessities			80 (36%)	28 (39%)				n
Handling the academic rigor of college courses				28 (39%)				y*
Knowing when to ask for help managing mental and physical health concerns				28 (39%)				n
Knowing when to ask for help with academic issues							45 (26%)	n

*This factor was identified as a top concern in last year's survey only when survey responses were disaggregated by race and gender.

Note that the factor "balancing a part-time job with academics," which ranked in last year's top five for at least some groups of students, was not included in this year's top five. Note also that concerns about mental health, while still present for some groups in this year's survey, no longer ranks in the top five for all students. Moreover, concerns about mental health have shifted this year from general concerns about mental and emotional wellness to concerns about knowing when to seek support in managing both mental and physical health concerns.

Concerns Exhibiting a Difference of 5 Percentage Points or More Between 1st-Gen and Cont-Gen Students

	Which group is more worried?
Knowing which courses to take	1st gen
Modifying the study skills I developed in high school or learning new study skills to ensure that I can meet my professors' academic expectations	1st gen
Knowing where to find help with my courses or with the development of effective study skills or time-management skills	1st gen
Knowing when to ask for help managing my mental and/or physical health	1st gen
Knowing where to find help managing my mental and/or physical health	1st gen
Affording necessities like food, utilities, and transportation	1st gen
Meeting my financial obligations	1st gen
Overcoming homesickness	Continuing gen

Concerns Exhibiting a Difference of 5 Percentage Points or More Between SOC and White students

	Which group is more worried?
Affording necessities like food, utilities, and transportation	SOC
Knowing when to ask for help managing my mental and/or physical health	SOC
Knowing where to find help managing my mental and/or physical health	SOC
Handling the academic rigor of college courses	SOC
Maintaining personal safety on and off campus	SOC
Maintaining relationships with friends and family back home	SOC
Understanding what my professors expect from me academically	SOC
Knowing where to find help with my courses or with the development of effective study skills or time-management skills	SOC
Overcoming homesickness	White

Entering Students' Lack of Confidence

The table below lists the top five areas in which entering students feel least confident, based on the number of respondents who indicated being "not at all confident" or only "somewhat confident" about each item on a four-point scale consisting of the options "very confident", "confident", "somewhat confident", and "not at all confident".

Shading in the first column indicates that the factor was ranked in the top five for the group designated with the corresponding color. For example, the factor "becoming integrated with the campus community" appeared in the top five for SOC, but not for the remaining groups. In the case of a tie between multiple factors, all factors are listed; hence, the table identifies more than five factors for some groups.

	All students	Cont gen	1st gen	SOC	White	Female	Male	Identified in last year's survey?
Studying when there are distractions	367 (66%)	219 (65%)	148 (89%)	43 (60%)	322 (66%)	246 (69%)	98 (56%)	y
Balancing school with other aspects of life	346 (62%)	206 (61%)	140 (63%)	41 (57%)	303 (62%)	229 (65%)	92 (53%)	n
Managing time effectively	332 (59%)	195 (58%)	137 (61%)	41 (57%)	290 (60%)	214 (60%)	91 (52%)	y
Developing effective study habits	329 (59%)	185 (55%)	144 (64%)	41 (57%)	287 (59%)	210 (59%)	95 (54%)	y
Adjusting to the academic demands of college	318 (57%)	185 (55%)	133 (59%)	39 (54%)	277 (57%)	215 (61%)	83 (47%)	y
Managing money and having a plan for financing college		177 (53%)		40 (56%)		210 (59%)		y+
Finding information on social events, co-curriculars, etc.				39 (54%)				n
Becoming integrated with the campus community				33 (46%)				n

+While this factor appears in the top five of this year's survey for only some groups of students, it appeared in the top five for all students on last year's survey.

Issues Exhibiting a Difference of 5 Percentage Points or More Between 1st-Gen and Cont-Gen Students' Levels of Confidence

	Which group is less confident?
Understanding critical university policies, procedures, deadlines, etc. or knowing how to find more information about policies, procedures, or deadlines I don't understand	1st gen
Finding information about co-curricular, social, or career-related events and activities on campus	1st gen
Developing effective study habits	1st gen
Recognizing when I struggle to understand course content and asking for help with course material when needed	1st gen
Setting goals for course performance and knowing how to ask for help, as needed, in achieving those goals	1st gen
Setting long-term academic and professional goals and knowing how to ask for help, as needed, in achieving them	1st gen
Developing and applying the critical thinking skills needed to solve problems	1st gen
Managing my money and having a plan for financing my college education	1st gen

Issues Exhibiting a Difference of 5 Percentage Points or More Between SOC and White students' Levels of Confidence

	Which group is less confident?
Finding information about co-curricular, social, or career-related events and activities on campus	SOC
Becoming integrated with the university community and feeling "at home" on campus, even if I live off campus	White
Balancing school, social life, leisure time, family commitments, and work	White
Understanding what professors expect from me academically	White
Studying when there are distractions	White
Understanding my strengths and weaknesses as a student and asking for help developing new habits or skills when needed	White
Recognizing when I struggle to understand course content and asking for help with course material when needed	White
Setting goals for course performance and knowing how to ask for help, as needed, in achieving those goals	White
Setting long-term academic and professional goals and knowing how to ask for help, as needed, in achieving them	White

Entering Students' Confidence

The table below lists the top five areas in which entering students feel most confident, based on the number of respondents who indicated being "very confident" or "confident" about each item on a four-point scale consisting of the options "very confident", "confident", "somewhat confident", and "not at all confident".

Shading in the first column indicates that the factor was ranked in the top five for the group designated with the corresponding color. For example, the factor "recognize when I struggle to understand course content and ask for help with course material when needed" appeared in the top five for SOC, but not for the remaining groups. In the case of a tie between multiple factors, all factors are listed; hence, the table identifies more than five factors for some groups.

		All students	Cont gen	1st gen	SOC	White	Female	Male	Identified in last year's survey?
Develop and apply the critical thinking skills needed to solve problems		371 (67%)	233 (69%)	138 (62%)	47 (65%)	324 (67%)	223 (63%)	124 (71%)	y
Develop positive relationships with professors and staff members in my major and other departments		352 (63%)	217 (65%)	135 (60%)	43 (60%)	308 (63%)	202 (57%)	132 (75%)	n
Understand critical university policies, deadlines, etc. or know how to find more information about things I don't understand		344 (61%)	217 (65%)	127 (57%)	45 (63%)	299 (62%)	207 (58%)	118 (67%)	y
Communicate effectively in written and spoken contexts		321 (57%)	196 (58%)	125 (56%)		280 (58%)	195 (55%)		y
Develop supportive friendships with other students		316 (56%)	190 (57%)	126 (56%)	43 (60%)	272 (56%)	186 (53%)	116 (66%)	n
Set long-term academic and professional goals and know how to ask for help, as needed, in achieving them				194 (58%)	47 (65%)				y+
Understand my strengths and weaknesses as a student and ask for help developing new habits or skills when needed					46 (64%)				y+
Understand what professors expect from me academically					45 (63%)			110 (63%)	y+
Recognize when I struggle to understand course content and ask for help with course material when needed					42 (58%)				n

+ While these factors appear in the top five of this year's survey only for some groups of students, they appeared in the top five for all students on last year's survey.

Paying for College and Working for Pay

The table below lists the top three ways that survey respondents are planning to pay for their education.

Shading in the first column indicates that the financing method appeared in the top three for the group with the corresponding color. For example, the method "family support" appeared in the top three for all students, cont-gen students, White students, and male students, but not for the remaining groups. In the case of a tie between multiple factors, all factors are listed; hence, the table identifies more than three factors for some groups.

	All students	Cont gen	1st gen	SOC	White	Female	Male	Identified in last year's survey?
Scholarships	441 (79%)	268 (80%)	173 (77%)	55 (76%)	384 (79%)	288 (81%)	130 (74%)	y
Personal savings	393 (70%)	243 (72%)	150 (67%)	44 (61%)	347 (71%)	253 (71%)	120 (69%)	y
Family support	322 (58%)	223 (66%)			282 (58%)		94 (54%)	y
On-campus work	322 (58%)		121 (54%)	40 (56%)		218 (62%)		y

Numbers and Motivations of Respondents Planning to Work More than 20 hours/wk During the Semester

	All students	Cont gen	1st gen	SOC	White	Female	Male
Students in each group working more than 20 hours per week	55 (10%)	20 (6%)	35 (16%)	11 (15%)	44 (9%)	30 (8%)	19 (11%)
Of the students in each group working more than 20 hours per week, what percentage are working to...							
pay for course expenses?	51 (93%)	19 (95%)	32 (91%)	11 (100%)	40 (91%)	28 (93%)	17 (89%)
pay for living expenses?	49 (89%)	16 (80%)	33 (94%)	9 (82%)	40 (91%)	26 (87%)	17 (89%)
provide for family back home?	7 (13%)	1 (5%)	6 (17%)	2 (18%)	5 (11%)	4 (13%)	1 (5%)
provide for a spouse and/or children?	3 (5%)	0 (0%)	3 (9%)	2 (18%)	1 (2%)	1 (3%)	1 (5%)

Numbers of Respondents Planning to Work Both On- and Off-Campus

	All students	Cont gen	1st gen	SOC	White	Female	Male
Students in each group planning to work both on- and off-campus	174 (31%)	112 (33%)	62 (28%)	22 (31%)	151 (31%)	115 (32%)	48 (27%)
Of the students planning to work both on- and off-campus, how many are planning to work more than 20 hours per week?	28 (16%)	14 (13%)	14 (23%)	3 (14%)	25 (17%)	16 (14%)	9 (19%)
Students planning to work more than 20 hours per week in a combination of on- and off-campus employment comprise what % of all students planning to work more than 20 hours per week?	51%	70%	40%	27%	57%	53%	47%

Sense of Belonging on Campus

Calculations presented in the table below are based on the number of students who indicated that a sense of belonging is "important" on a three-point scale consisting of the options "important", "somewhat important", and "not important".

	All students	Cont gen	1st gen	SOC	White	Female	Male
"Important" responses	376 (67%)	238 (67%)	138 (62%)	47 (65%)	328 (67%)	260 (73%)	90 (51%)

Factors that Foster a Sense of Belonging on Campus

Calculations presented in the table below are based on the number of students who rated each factor as "important" on a three-point scale consisting of the options "important", "somewhat important", and "not important".

	All students	Cont gen	1st gen	SOC	White	Female	Male	Identified in last year's survey?
Meeting people with similar interests or hobbies	411 (73%)	246 (73%)	165 (74%)	50 (69%)	361 (74%)	259 (73%)	126 (72%)	y
Meeting people with similar values	381 (68%)	235 (70%)	146 (65%)	46 (64%)	335 (59%)	258 (73%)	103 (59%)	y
Meeting people with similar major and career interests	368 (66%)	219 (65%)	149 (67%)	46 (64%)	321 (66%)	240 (68%)	107 (61%)	y
Meeting people through participation in University-sponsored activities	230 (41%)	143 (43%)	87 (39%)		206 (42%)	164 (46%)	56 (32%)	y
Meeting people who are different from me	224 (40%)	127 (38%)	97 (43%)	28 (39%)	196 (40%)	141 (40%)	62 (35%)	y
Meeting people with similar identities (racial, ethnic, religious, sexual orientation, gender, etc.)				29 (40%)				y*

*This factor was identified in last year's survey as important to fostering a sense of belonging only when survey responses were disaggregated by race and gender.