IHE | Inside Higher Ed

2025 Survey of
College and University Student Success Administrators

A SURVEY BY *INSIDE HIGHER ED* AND HANOVER RESEARCH

Colleen Flaherty
Special Content Editor, *Inside Higher Ed*

Gates Foundation

Transformation centered on student success

Today's students bring talent, drive, and lived experiences that enrich higher education. They need institutions designed to meet their goals and ambitions.

The Gates Foundation partners with colleges and universities to accelerate innovation in advising, teaching, and student supports to expand opportunity and elevate success for every student.

Visit **usprogram.gatesfoundation.org** to learn more.

TABLE OF CONTENTS

INTRODUCTION AND METHODOLOGY

This is *Inside Higher Ed*'s second annual Survey of College and University Student Success Administrators. *Inside Higher Ed* and Hanover Research sent survey invitations via email to 2,580 college and university student success administrators, most of whom work in student affairs at the executive level, with regular reminders sent throughout the Aug. 20 to Oct. 6 field period. Hanover collected 204 fully or partially completed surveys, yielding an 8 percent response rate. The survey is an attempted census of all student success administrators using the most comprehensive sample information available to target all eligible U.S. colleges and universities from the Integrated Postsecondary Education Data System (IPEDS) database. The margin of error is 7 percent given a total n-count of 204. Conclusions drawn from a small sample size (n<20) should be interpreted with caution. In the charts and percentages that follow, some percentages may not total 100 due to rounding.

	All Institutions, by Sector				Public			Private Nonprofit		
	All	Public	Private Nonprofit	For-profit*	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.	Assoc.*
Total sample size	204	131	72	1	34	36	61	37	32	3

Note: An asterisk indicates that data is not reported for this group due to small sample size.

KEY FINDINGS

- **Most student success leaders say their trust in higher education has held steady or increased in recent years, with caveats.** Some 33 percent report their trust has waned, with affordability and value concerns seen as the biggest drivers of declining public confidence. Leaders highlight tighter alignment between academic programs and real-world career pathways as a key lever for rebuilding trust.

- **Some 95 percent of student success leaders rate the quality of education at their institutions as good or excellent.** About six in 10 are highly confident that their colleges are actively working to keep costs affordable, with public institution leaders especially likely to say so (69 percent versus 49 percent of private nonprofit peers).

- **A majority of administrators believe their institutions are highly effective in prioritizing student success (61 percent), but fewer say they're highly effective in using student success data to drive decisions (35 percent).** A similar gap exists between administrators who say high-impact teaching practices are highly encouraged versus those who say they're widely adopted. Leaders also flag potential gaps in course modality offerings that meet students' learning needs and schedules.

- **When asked why students pursue higher education, leaders are most likely to cite increasing future earning potential (60 percent), preparing for a specific career (60 percent) and achieving upward social mobility (58 percent).** That's ahead of personal growth or family expectations. As for why students choose a specific major, by contrast, having a genuine passion or interest ranks highest (58 percent).

- **Almost all leaders say students feel welcomed, valued, and supported on their campuses, and 87 percent say their institution is doing a good or excellent job promoting a positive campus climate.** Yet, regional differences emerge: Leaders in the South (74 percent) are less likely than peers elsewhere to say their institution is highly effective in encouraging diverse perspectives among students.

- **Nearly two in three leaders (62 percent) say recent federal restrictions on diversity, equity and inclusion initiatives have negatively impacted students, with the rate higher among public institution leaders.** Most leaders also believe new student aid policies will limit access to college rather than expand it. And many report declines in international student enrollment tied to federal actions, with private nonprofits more impacted in the sample.

- **Just 11 percent of leaders think students clearly understand their total cost of attendance.** They raise similar concerns about students' awareness and understanding of emergency funding resources at their institutions.

KEY FINDINGS (Cont.)

- **Upward of eight in 10 leaders rate their institutions as good or excellent at supporting student mental health (84 percent), but fewer say the same of helping students deal with stress (72 percent), physical health (60 percent) and financial literacy (35 percent).** Just 37 percent say student mental health is improving, and balancing work, family and academic responsibilities is seen as the top source of stress for students—followed by paying for college.

- **Leaders estimate that 40 percent of students participate in no extracurricular activities, rising to 67 percent among community college student success administrators.** Leaders are mostly like to say involvement would increase if students saw a clear connection between activities and their career goals.

- **Just 2 percent of leaders say their institutions are very effective in helping students understand how, when and whether to use generative artificial intelligence in academic settings.** Some 77 percent endorse educating students about ethical AI use rather than emphasizing punitive measures.

- **Asked to identify the greatest obstacles to student success, leaders most often cite mental health (51 percent), financial constraints (49 percent) and inadequate academic preparation (48 percent).** About half believe their institutions are highly responsive to student needs for flexibility, such as in times of personal or academic crises.

- **Some 87 percent of student success administrators agree that students graduate ready to succeed in today's job market, though half believe their institutions should focus more on helping students find paid internships and other experiential learning opportunities.** Financial worries and uncertainty about the future top the list of students' post-college stressors, as ranked by leaders. And just a quarter of leaders say their institutions make postgraduate outcomes are easily accessible.

- **Some 85 percent of student success administrators report strong feelings of connection to students served, and nearly as many say they're satisfied in their roles.** Yet, just half see clear opportunities for advancement at their institutions.

Studiosity

Deciding on whole-college student support?

Reduce the risk with Studiosity. Designed for HigherEd, proven by HigherEd.

Because your degrees are worth protecting.

Studiosity is feedback and academic skills, at scale, for post-secondary education.

Studiosity is the proven and trusted platform among institutions, because it protects the mission of higher education: learning.

Build a strong foundation for students by developing critical thinking skills and student agency, as well as enhancing peer-to-peer and campus connection, through Studiosity.

As Studiosity has a 4.4x ROI as retention (The Nous Group), it is loved by students and valued by both educators and the President's office.

Pilots and research in collaboration with the American Council on Education:

ACE American Council on Education®

Best Student Learning Capcity-Building Solution

Sign up for a free research pilot:

studiosity.com/ACE

TRUST IN THE SECTOR

Asked how their trust in higher education as a sector has changed in recent years, if at all, 52 percent of student success administrators say it's remained the same. A third (33 percent) say it's decreased, while 14 percent say it's increased. Leaders at private nonprofit institutions are somewhat more likely than public peers to say their trust has increased, at 22 percent versus 11 percent, respectively. By region, those in the South are most likely to say their trust has decreased over time, at 41 percent.

Student success leaders (all) say how their trust in higher education has changed in recent years, if at all:

Significantly decreased 2%

Significantly increased 4%

Somewhat increased 10%

Somewhat decreased 31%

Remained the same 52%
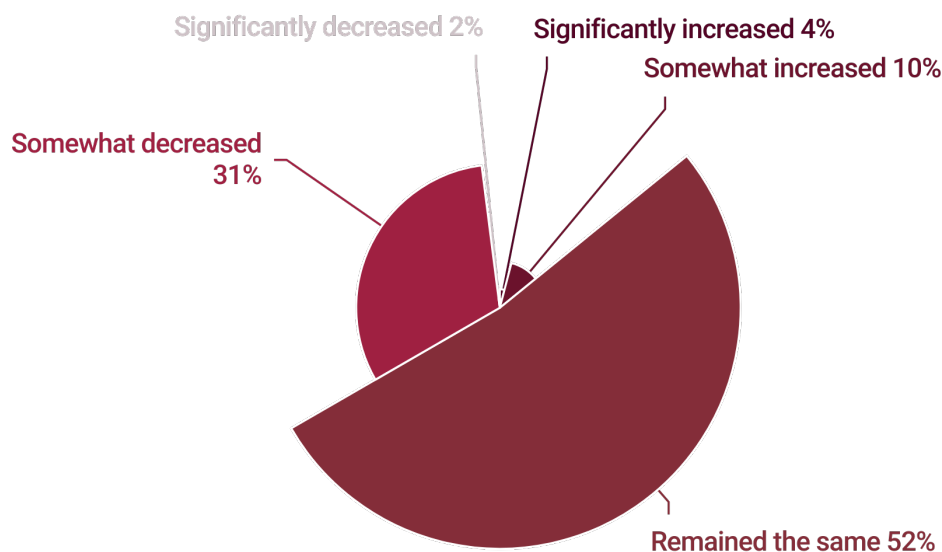
In an *Inside Higher Ed*/Generation Lab Student Voice flash survey earlier this year, college students reported relatively high levels of trust in their own institution. But a third of students also said that their trust in higher education as a sector had declined since starting college. Fewer said it had increased, meaning the experience of being in college isn't moving the needle on trust in the sector.

PUBLIC TRUST

Student success administrators are most likely to attribute declining public trust in higher education over the last decade to the rising cost of college and concerns about affordability (64 percent) and questions about return on investment and long-term value of a degree (62 percent). They're much less likely to point to options such as concerns about ideological bias (30 percent) and perceptions that colleges and universities are not ef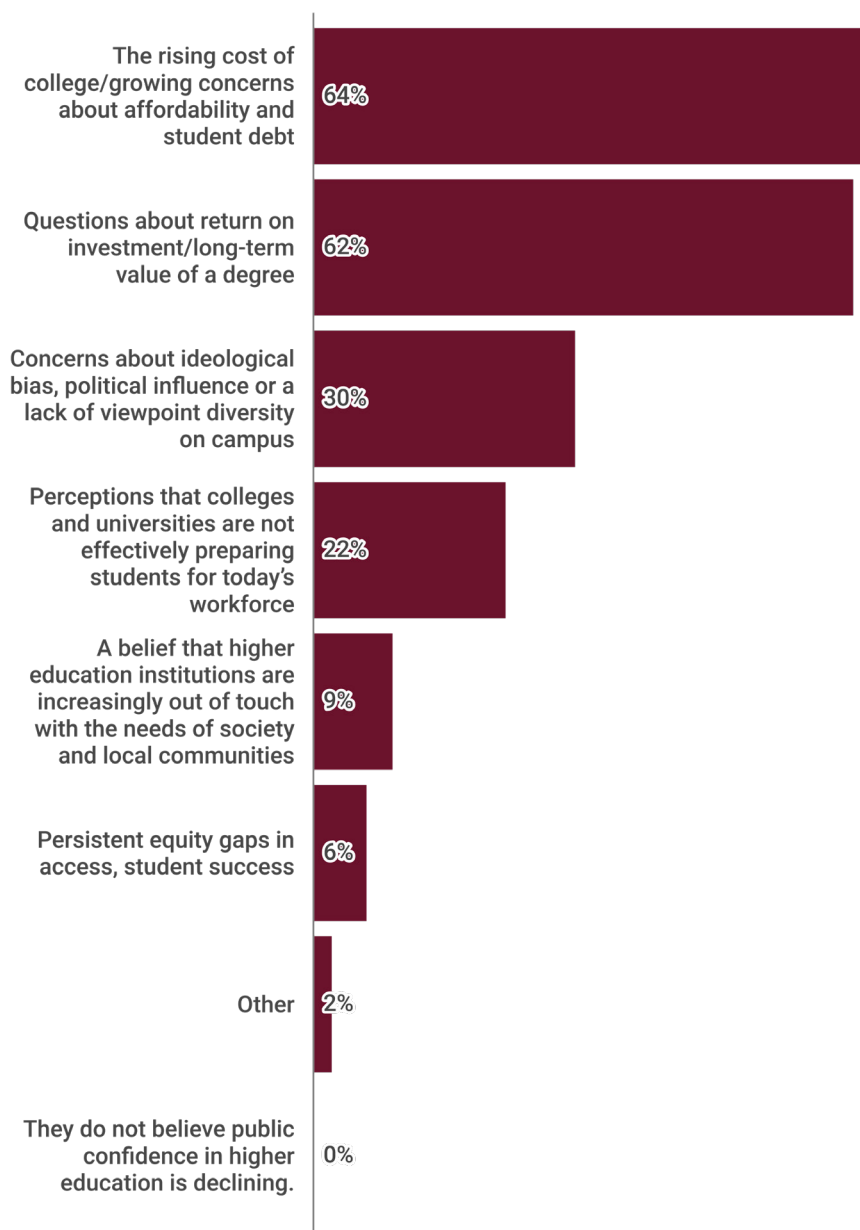fectively preparing students for the workforce (22 percent). Student success leaders at private nonprofit institutions are especially likely to point to affordability concerns, at 74 percent.

Student success leaders (all) who most attribute declining public confidence to the following, selecting up to 2 options:

Category	Percent
The rising cost of college/growing concerns about affordability and student debt	64%
Questions about return on investment/long-term value of a degree	62%
Concerns about ideological bias, political influence or a lack of viewpoint diversity on campus	30%
Perceptions that colleges and universities are not effectively preparing students for today's workforce	22%
A belief that higher education institutions are increasingly out of touch with the needs of society and local communities	9%
Persistent equity gaps in access, student success	6%
Other	2%
They do not believe public confidence in higher education is declining.	0%

PUBLIC TRUST (Cont.)

Students also attributed declining public trust to affordability in their flash survey. In their own *Inside Higher Ed*/Hanover survey this year, college and university presidents were most likely to attribute declining public confidence to the value debate, but most likely to deem public concerns about affordability as highly valid.

As for what would most boost public trust, student success leaders prioritize career readiness and pathways from a list of possible institutional actions—though affordability initiatives also rank relatively highly.

Here's the full breakdown of what student success leaders say would boost public confidence, selecting up to two options:

- Tighter alignment between academic programs and real-world career pathways: **46%**

- A stronger institutional focus on career outcomes and job placement: **37%**

- Expanded affordability initiatives, including more robust financial aid: **29%**

- Stronger accountability for the quality of teaching and instruction: **15%**

- Enhanced student support services, including mental health resources: **11%**

- Greater transparency in how tuition and fees are allocated: **10%**

- Clearer, more accessible information about the full cost of attendance: **10%**

- More personalized, flexible and accessible student support models: **9%**

- Increased visibility and openness from college and university leadership: **8%**

- Broader diversity in faculty, curriculum and institutional perspectives: **4%**

- More timely and meaningful responses to student concerns: **4%**

- Other: **7%**

Looking at a similar list of options, Student Voice respondents were most likely to say increased affordability and financial aid would boost trust (51 percent), followed by more focus on job placement and career outcomes (32 percent).

EDUCATION QUALITY

Asked to rate the overall quality of education undergraduate students at their institution are receiving, nearly all students success leaders say good (50 percent) or excellent (45 percent). By institution type, student success administrators at public doctoral institutions are most likely to say excellent (59 percent), and community college leaders are least likely to say so (36 percent).

Student success leaders who rate the quality of undergraduate education at their college or university as good or excellent, by institution type:

Institution type	Percent
All	95%
Community college	90%
Public master's/bacc.	97%
Public doctoral	97%
Private nonprofit bacc.	97%
Private nonprofit doctoral/master's	100%
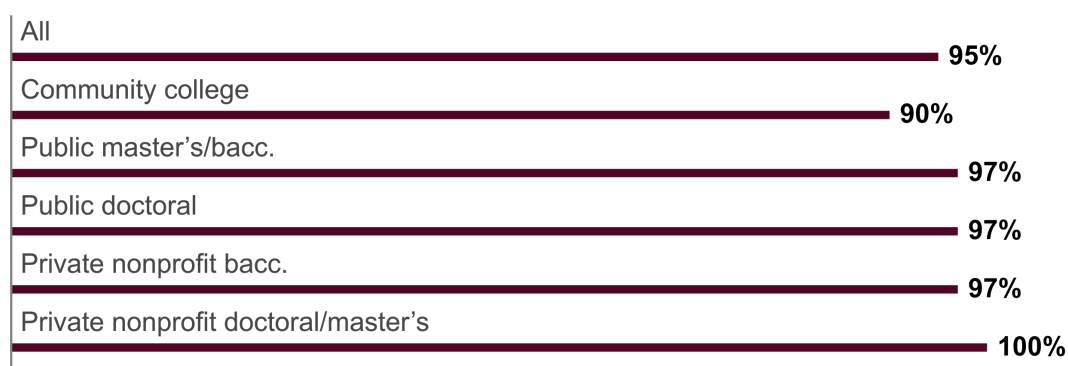
In *Inside Higher Ed*'s main annual Student Voice survey (n=5,065), 80 percent of undergraduates rated the quality of their education so far as good or excellent, up from last year's 73 percent. In 2025, community college students were slightly more likely than four-year students to describe their education as excellent (32 percent versus 29 percent, respectively), though private nonprofit institutions had an edge over publics as a group.

CONFIDENCE IN AFFORDABILITY, RELIABLITY

A majority of student success leaders (62 percent) are also highly—meaning very or extremely—confident that their institution is taking meaningful steps to keep education affordable for students, such as by reducing unnecessary costs, limiting tuition increases and pooling resources. By institution type, community college student success leaders are especially confident (75 percent). By sector, the split is 69 percent of public institution leaders versus 49 percent of private nonprofit leaders, rounded up.

Student success leaders' level of confidence in their institution's efforts to keep education affordable for students (e.g., reducing unnecessary costs, limiting tuition increases and pooling resources), by sector:

● Public ● Private nonprofit

	Public	Private nonprofit
Extremely confident	31%	21%
Very confident	38%	27%
Moderately confident	21%	31%
Somewhat confident	9%	19%
Not at all confident	1%	1%
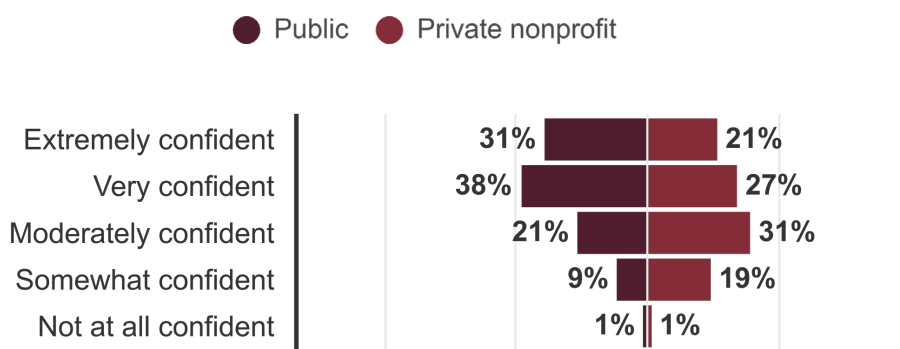
student trust, most leaders agree, somewhat (50 percent) or strongly (36 percent), that students at their institution trust it and believe it is reliable, cares about them and acts with integrity.

Student success leaders' (all) level of agreement with the statement: "Students at this institution trust it and believe it is reliable, cares about them and acts with integrity."

○ Strongly disagree ● Somewhat disagree ● Neither agree nor disagree
● Somewhat agree ● Strongly agree

Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
3%	10%	50%	36%
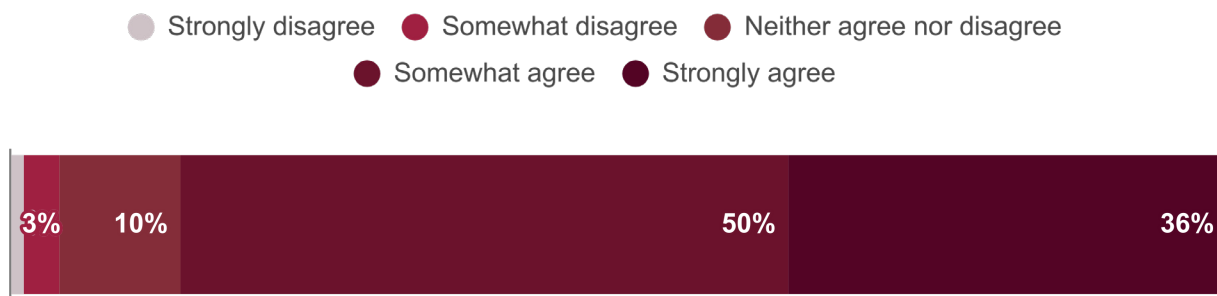
A majority of Student Voice respondents in the flash survey on trust reported very high (17 percent) or somewhat high (45 percent) trust in their own institution.

PRIORITIZING STUDENT SUCCESS

As in last year's survey, leaders report a gap between how well their institution makes student success a priority (61 percent say it's very or extremely effective) and how well it collects student success data (40 percent) and uses data to inform decisions and initiatives (35 percent).

Student success leaders (all) who rate their institution highly effective in the following areas, in 2024 vs. 2025:

● 2024 ● 2025

Making student success an institutional priority
- 2024: **59%**
- 2025: **61%**

Collecting student success data
- 2024: **44%**
- 2025: **40%**

Analyzing student success data
- 2024: **40%**
- 2025: **36%**

Using student success data to inform decisions and initiatives
- 2024: **40%**
- 2025: **35%**

Building a culture of data around student success
- 2024: **34%**
- 2025: **34%**
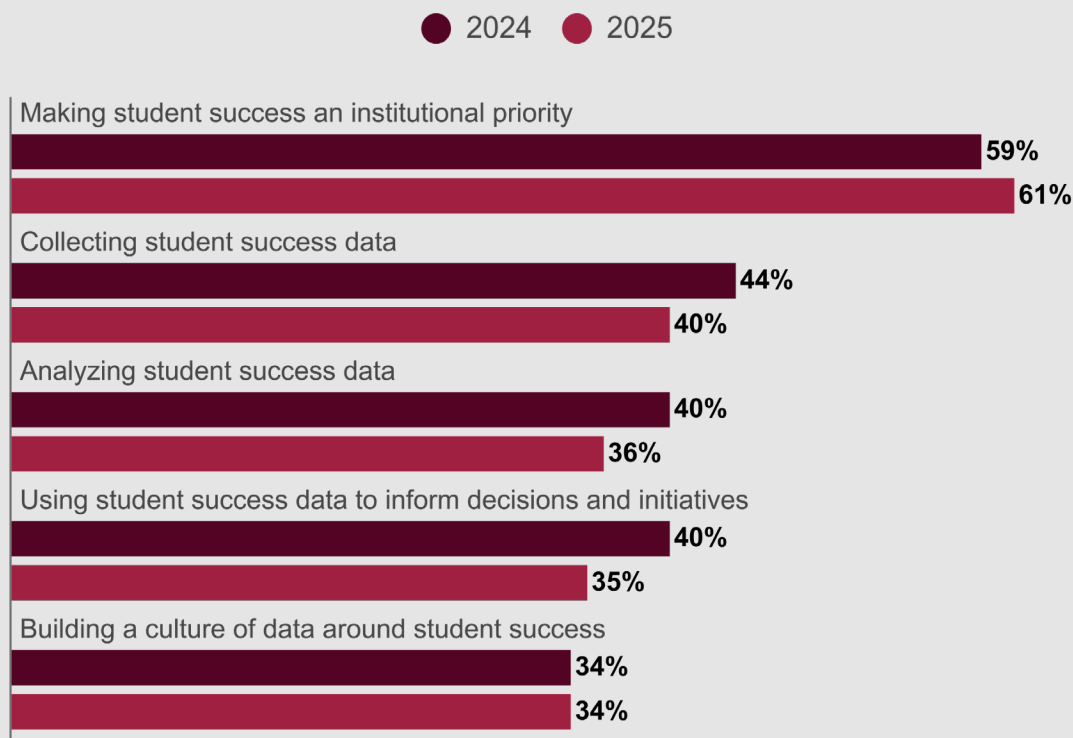
Also similar to last year, student success administrators report a large gap between the extent to which high-impact teaching practices are highly encouraged (65 percent) and widely adopted (36 percent) at their institution—though private nonprofit leaders are more likely to report they're adopted, by sector, at 45 percent.

Student success leaders (all) who say high-impact teaching practices are highly encouraged at their institution vs. those who say they're widely adopted:

● Highly encouraged
● Widely adopted

65%   36%

COURSE DELIVERY OPTIONS

Asked whether their institution offers flexible course delivery/modality options that meet students' learning needs and schedules, a plurality of leaders say it does so to a moderate extent (39 percent), with most of the remainder split between saying it does so "to great extent" and "to a small extent," versus not at all or to a very great extent. Public institution leaders rate their institutions better here than do their private nonprofit peers.

Student success leaders who say their institution offers flexible course delivery/modality options that meet students' needs and schedules to a "great" or "very great" extent, by institution type:

All
32%

Community college
48%

Public master's/bacc.
35%

Public doctoral
33%

Private nonprofit bacc.
13%

Private nonprofit doctoral/master's
17%
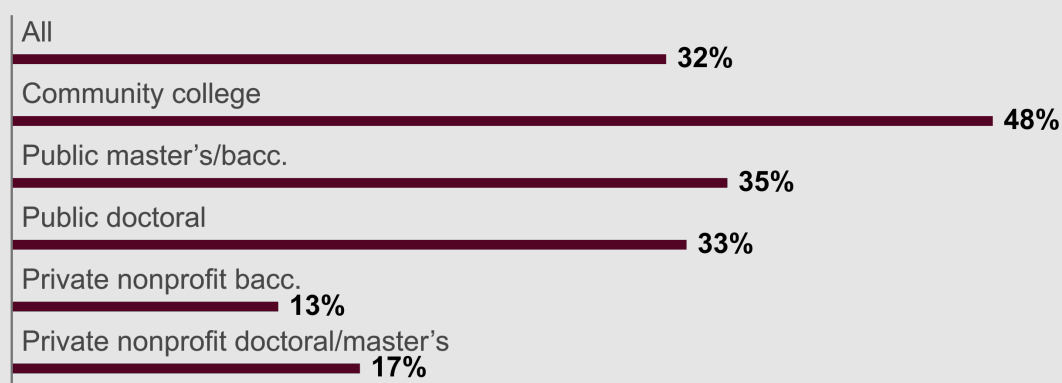
In the main Student Voice survey, most students (82 percent) said their institution is meeting their course delivery needs somewhat or very well.

ACCESSIBILITY OF SERVICES

How accessible and convenient to undergraduates are support services such as health, advising and financial aid? Most student success leaders rate their institution good (53 percent) or excellent (35 percent) in this area, though private nonprofit leaders are especially likely to say excellent, by sector, at 44 percent.

Student success leaders (all) who rate the accessibility and convenience of student support services (e.g. health, advising and financial aid) to undergraduates at their institution as good or excellent:

★★★★☆ 88%

Among Student Voice respondents, 63 percent said service accessibility is good or excellent.

COMMUNICATING WITH STUDENTS

Student success leaders are most likely to say that text messaging is the most effective way of communicating important information to students. Second is through academic advisers or professors.

Here are the most effective ways to communicate important support information (e.g., that on advising, mental health or financial aid) to undergraduates, according to student success leaders, selecting up to two options:

- Text messages/SMS: **47%**
- Academic advisers or professors: **29%**
- Social media (e.g., Instagram, TikTok, Facebook): **25%**
- Peer ambassadors/student leaders: **24%**
- Learning management system (e.g., Canvas, Blackboard): **19%**
- Dedicated student portal or app: **18%**
- Email from the institution: **15%**
- In-person announcements (e.g., during orientation or in class): **14%**
- Flyers or posters on campus: **4%**
- Other: **5%**

Community college leaders are especially likely to choose text message, at 61 percent.

But what do students say? Respondents to the main Student Voice survey reported that the best way to reach them with important information is via email (80 percent). Text messaging was a distant second (32 percent).

WHY STUDENTS ENROLL

The top reasons that student success administrators say students attend college are to increase their future earning potential and financial security; prepare for a specific career or gain job-ready skills; and improve life circumstances or achieve upward social mobility.

Here is the full list of what leaders say motivates students to attend college today, selecting up to three options:

- To increase future earning potential and financial security: **60%**

- To prepare for a specific career or gain job-ready skills: **60%**

- To improve life circumstances or achieve upward social mobility: **58%**

- To fulfill expectations from family: **23%**

- To participate in the social aspects of college life (e.g., clubs, events, friendships): **18%**

- To meet peer or societal expectations around pursuing higher education: **17%**

- To pursue a sense of purpose, meaning or personal fulfillment: **12%**

- To learn, grow and develop intellectually or personally: **9%**

- To explore personal interests and discover passions: **6%**

- To build professional networks and connections for future opportunities: **5%**

- To delay entering the workforce or avoid immediate employment: **2%**

- Other: **1%**

Student Voice respondents' top reasons for attending college, meanwhile, were pursuing a specific career or profession (55 percent), gaining knowledge and skills (50 percent) and increasing their earning potential (40 percent).

WHAT STUDENTS STUDY

As for what most influences students' choice of major or field of study once enrolled, leaders are most likely to say it's genuine interest or passion for the subject matter, closely followed by expected salary potential. Public institution leaders chose expected salary potential at a higher rate than their private nonprofit peers (63 percent versus 41 percent, respectively). And private nonprofit leaders cite genuine interest or passion at a higher rate than public peers (73 percent versus 50 percent).

Here is the full set of responses to this question (all), selecting up to three options:

- Genuine interest or passion for the subject: **58%**

- Expected salary potential in the field: **55%**

- Influence or expectations from family or community: **47%**

- Job placement rates and employment prospects after graduation: **45%**

- Guidance or encouragement from faculty, advisers or mentors: **26%**

- Preparation for graduate or professional school pathways: **14%**

- Availability of scholarships or targeted financial aid: **9%**

- Flexibility to pursue multiple career paths with the major: **9%**

- Opportunities for internships, co-ops or undergraduate research: **7%**

- Perceived academic rigor or challenge of the field: **6%**

- Competitiveness or selectivity of the academic program: **3%**

- Cost of required materials (e.g., textbooks, equipment, lab fees): **3%**

- Anticipated impact of technology or AI on future jobs in the field: **1%**

- Other: **1%**

Student Voice respondents ranked personal passion/interest in the subject No. 1 on a parallel question (56 percent). Fewer said expected salary/earning potential (33 percent).

WELCOMING STUDENTS

On campus climate, nearly all student success leaders agree that students on their campus feel welcomed (97 percent), valued (91 percent) and supported (95 percent). This is similar to last year's survey.

Student success leaders' (all) level of agreement that their institution's campus climate is one in which students feel:

● Strongly disagree   ● Somewhat disagree   ● Neither agree nor disagree

● Somewhat agree   ● Strongly agree

Supported

| 50% | 45% |

Valued

| 8% | 52% | 39% |

Welcomed

| 38% | 59% |
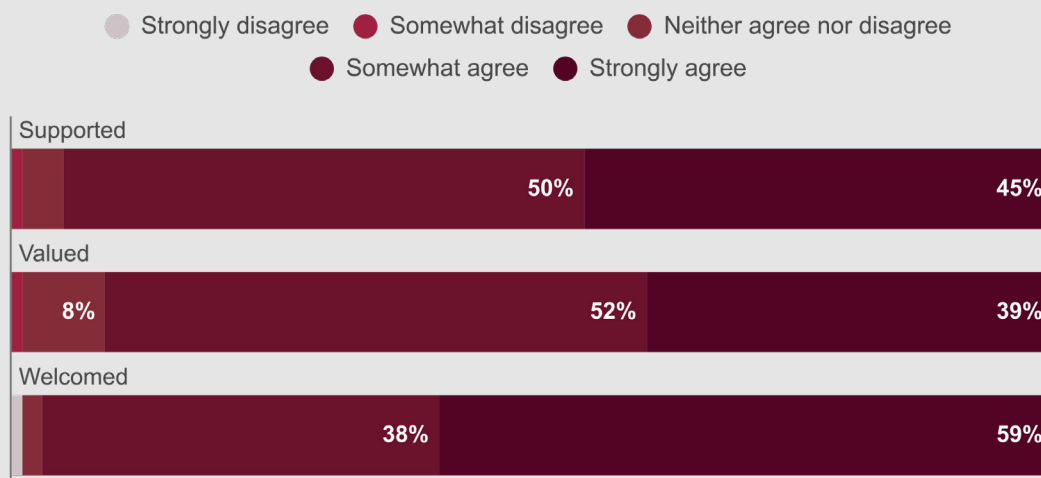
For reference, some 73 percent of Student Voice respondents said that most or nearly all students on their campus seemed to feel welcomed, valued and supported.

PROMOTING A POSITIVE CLIMATE

Most student success leaders also agree that their institution is doing a good (64 percent) or excellent (23 percent) job at promoting a positive campus climate.

Student success leaders (all) rate the job their institution is doing in promoting a positive campus climate:

- Good — 64%
- Excellent — 23%
- Fair — 12%
- Poor (1%)
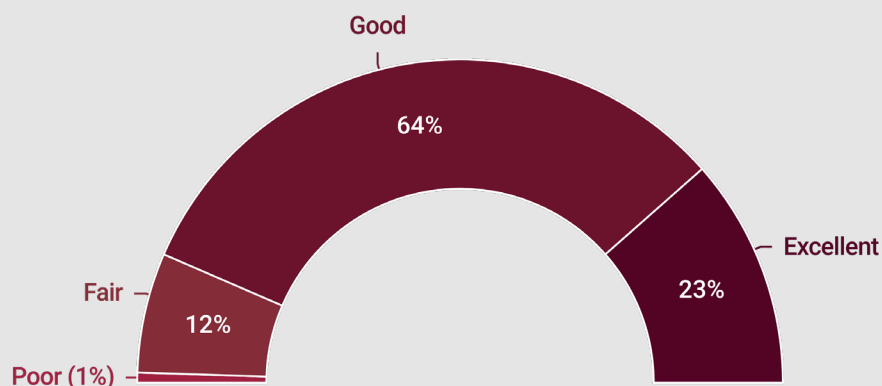
And how well does their institution foster an environment that encourages open exploration of diverse perspectives among students? Most leaders say their institution is somewhat effective here (68 percent); an additional 14 percent say it's very effective. Student success leaders in the Northeast are most likely to say it's at least somewhat effective, by region, at 86 percent; those in the South are least likely to say so, at 74 percent.

Student success leaders (all) on how effectively their institution fosters an environment that encourages open exploration of diverse perspectives among students:

- Very ineffectively
- Somewhat ineffectively
- Somewhat effectively
- Very effectively

| 0% | 18% | 68% | 14% |
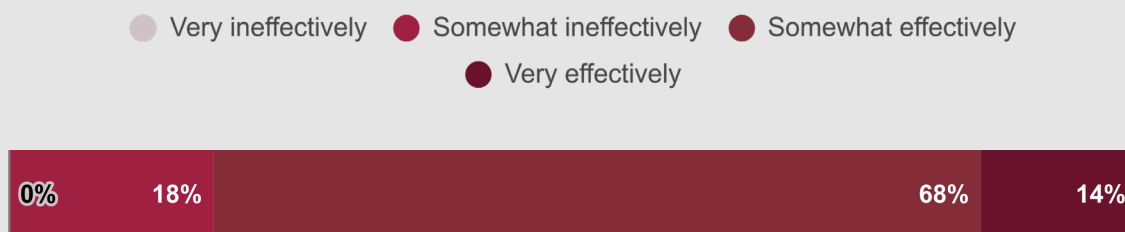
Some 81 percent of Student Voice respondents reported that they're very or somewhat supported in exploring different perspectives or ways of thinking—even those that challenge their personal beliefs. In a survey of provosts by *Inside Higher Ed* and Hanover this year, two-thirds rated their institution's environment for civil dialogue as good or excellent, compared to only 16 percent across the sector. Some 64 percent saw strong promotion of critical thinking on their campus, but fewer described success in promoting understanding and consensus-building among students (42 percent).

DIVERSITY, EQUITY AND INCLUSION

Asked what kind of impact recent federal restrictions on diversity, equity and inclusion initiatives have had on students at their institution, a plurality of student success leaders, 48 percent, say they've had a somewhat negative impact. Another 14 percent say they've had a significantly negative impact, while most of the remainder say they've had no real impact. Private nonprofit student success leaders are more likely than their public peers to report no impact (44 percent versus 24 percent, respectively).

Student success leaders describe the impact of recent federal restrictions on diversity, equity and inclusion initiatives on undergraduates at their institution, by sector:

● All   ● Public   ● Private nonprofit

	Significantly negative impact	Somewhat negative impact	No real impact	Somewhat positive impact	Significantly positive impact	Not sure
All	14%	48%	31%	2%	0%	5%
Public	15%	54%	24%	2%	0%	6%
Private nonprofit	13%	39%	44%	1%	0%	3%
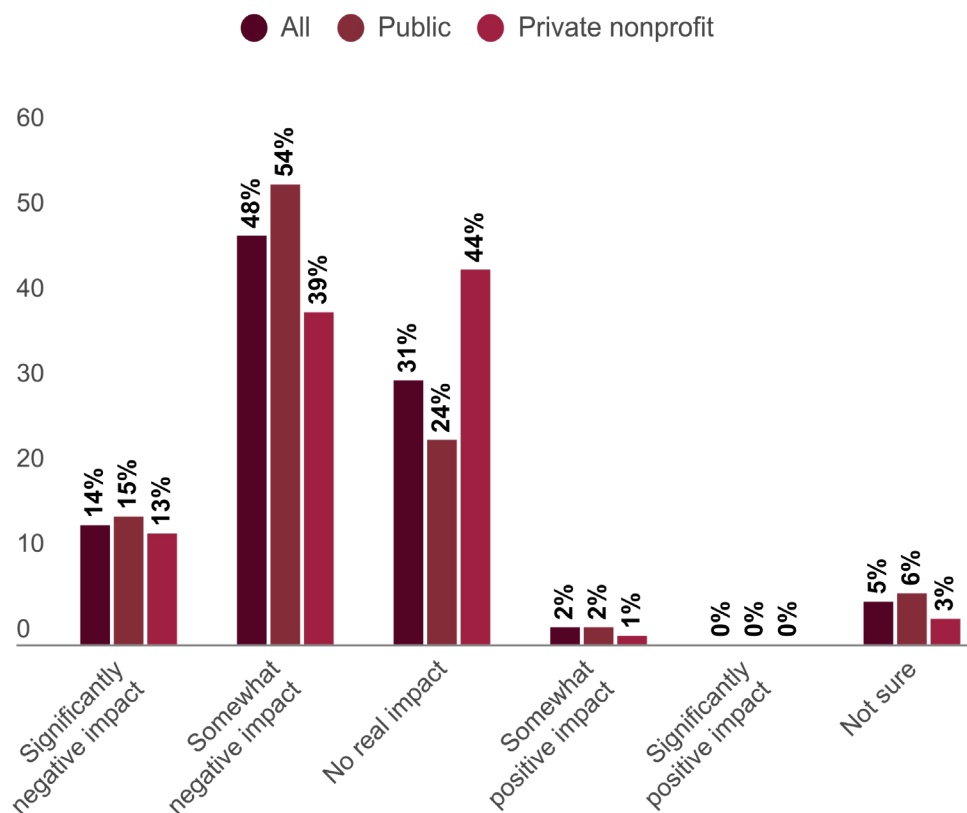
Some additional context: Among students, 32 percent reported their experience has been somewhat or significantly negatively impacted by recent DEI restrictions. Rates differ by race, dropping among white students (26 percent) and increasing among Asian American Pacific Islander (37 percent), Black (40 percent) and Hispanic (37 percent) students, and students of other races (41 percent). Some 20 percent of white students also reported that their peers have been negatively impacted.

INTERNATIONAL STUDENTS

Most student success leaders report a moderate (39 percent) or significant (29 percent) impact on international student enrollments in light of recent events, such as visa appointment restrictions and targeted actions at specific institutions. Private nonprofit institutions are most likely to report a significant impact, by sector, at 39 percent. By institution type, public doctoral institutions (43 percent) and private nonprofit master's/doctoral institutions (44 percent) report significant impacts at elevated rates. By region, leaders in the South are most likely to report no impact (20 percent).

Student success leaders who say recent federal policies affecting international students, (e.g., visa restrictions and targeted actions at specific institutions) have had a significant impact, resulting in a noticeable decline in international applications or enrollments, by institution type:

All	29%
Community college	13%
Public master's/bacc.	22%
Public doctoral	43%
Private nonprofit bacc.	33%
Private nonprofit doctoral/master's	44%
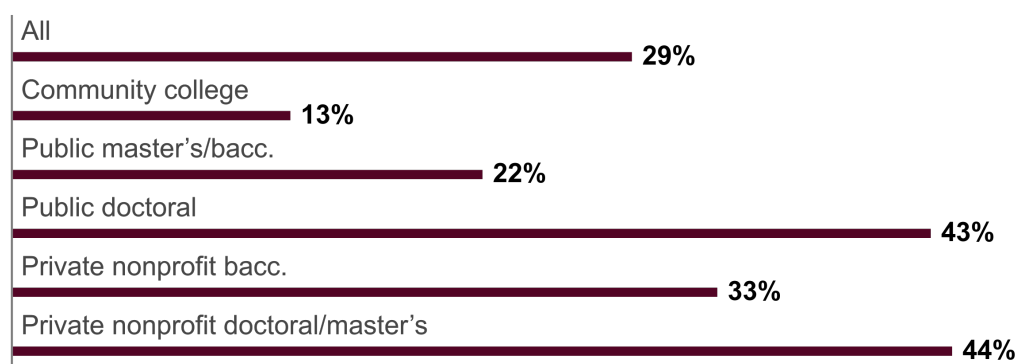
And how have recent federal actions and policies affected the overall experience and support for international students? More than half of student success leaders say they've had a moderate (42 percent) to significant (21 percent) impact, with significant impact defined in the survey as increased stress, confusion or reduced sense of institutional support.

Student success leaders (all) describe how recent federal policy changes have affected the overall experience and sense of support for international students on their campus:

- No impact (no observable changes in international student experience)
- Minimal impact (e.g., little to no change in how students feel supported)
- Moderate impact (e.g., some concerns raised, but addressed effectively)
- Significant impact (e.g., increased stress, confusion or reduced sense of institutional support)

13%	24%	42%	21%
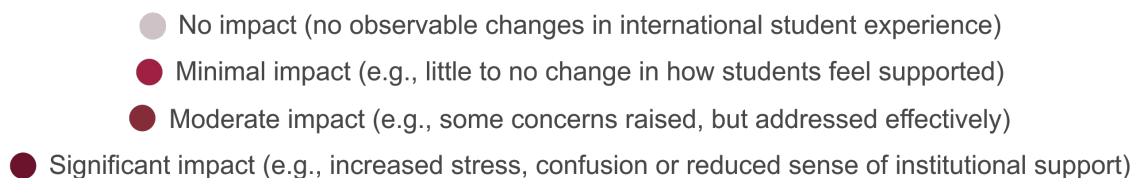
STUDENT AID

Most student success leaders also believe that recent changes to student aid, including those included in the One Big Beautiful Bill Act, will affect access to higher education for undergraduates at their institution: 39 percent say they will somewhat limit access while 34 percent say they will significantly limit access. Just 4 percent believe they will expand access.

Student success leaders on how recent changes to federal student aid—including those in the One Big Beautiful Bill Act—will affect access to higher education for undergraduates at their institution:

Category	Percentage
They will significantly expand access.	1%
They will somewhat expand access.	3%
They will have little or no effect on access.	12%
They will somewhat limit access.	39%
They will significantly limit access.	34%
Not sure	11%
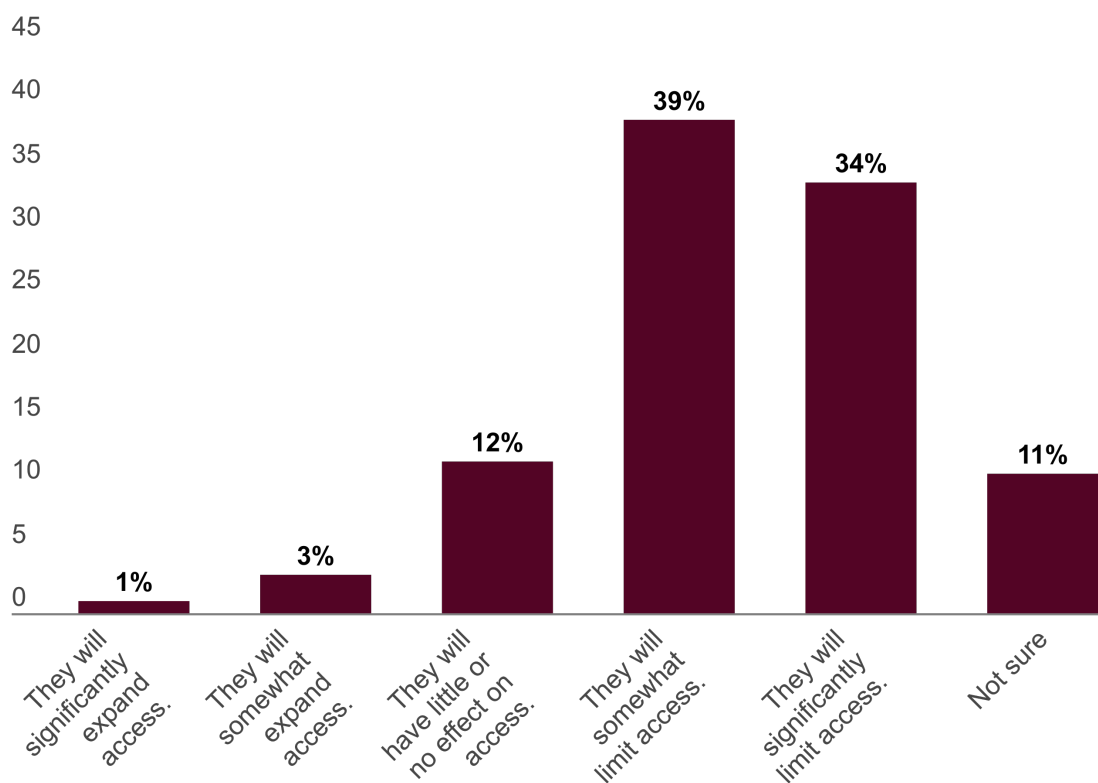
UNDERSTANDING TOTAL COST

With Congress and student advocates increasingly concerned about total cost of attendance—including but not limited to tuition—as well as cost transparency, just 11 percent of student success administrators say students at their institution understand the total cost of attendance very (10 percent) or extremely (1 percent) clearly. Most say students understand it only moderately (38 percent) or somewhat (37 percent) well, signaling lots of room for improvement. This is relatively consistent across sectors.

Student success leaders (all) on how clearly students at their institution understand the total cost of attendance (e.g., tuition, fees, living expenses):

● Not at all clearly   ● Somewhat clearly   ● Moderately clearly   ● Very clearly
● Extremely clearly

13%	37%	38%	10%	1%
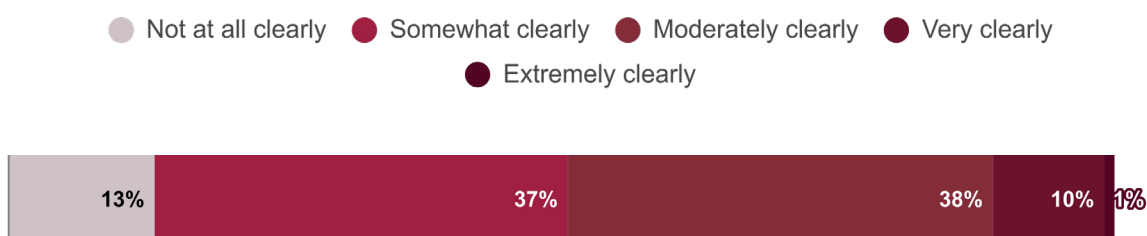
In this year's main Student Voice survey, just 27 percent of students said they understand the total cost of attendance fully and can budget appropriately.

EMERGENCY AID

On emergency financial aid, 61 percent of student success administrators say this is available at their institution—compared to the 64 percent of Student Voice respondents who don't know if it exists at their institution. (A 2016 survey by NASPA: Student Affairs Administrators in Higher Education found that three in four institutions offered emergency aid of some kind.)

About half as many student success administrators say that eligibility criteria for this kind of aid is transparent and accessible (32 percent) and that students are aware of this aid and regularly use it (30 percent). Public institution student success administrators are more likely than their private nonprofit peers to report transparency around aid: Some 36 percent of public nonprofit leaders say that the application process for emergency aid is clear, compared to 16 percent of private nonprofit leaders, for example.

Student success leaders (all) who say the following is true of emergency financial aid at their institution:

Emergency financial aid is available to students. **61%**

The application process for emergency aid is clearly communicated. **28%**

Eligibility criteria for emergency aid are transparent and accessible. **32%**

Students are aware of and regularly use emergency aid. **30%**

Emergency financial aid is not currently available. **9%**

They're not sure about emergency aid. **17%**
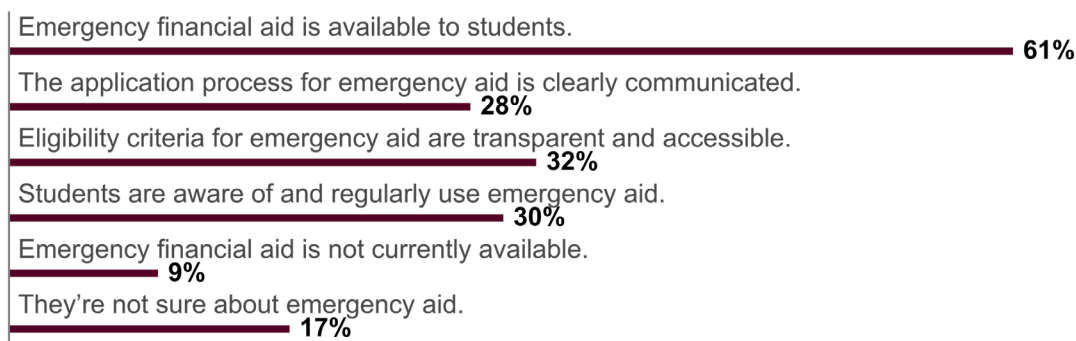
In *Inside Higher Ed*'s annual survey of provosts, these leaders said top threats to campus safety include mental health (80 percent), personal stress (66 percent), academic stress (51 percent), and food and housing insecurity (42 percent). Among community college provosts, in particular, food and housing insecurity was the leading concern.

PROMOTING UNDERGRADUATE WELL-BEING

How well are institutions doing in promoting undergraduate health? Support for mental health for overall well-being get top marks from student success administrators, with upward of eight in 10 saying their institution does a good or excellent job in these areas. Ratings are lower for dimensions of wellness including stress management (72 percent), physical health (60 percent) and, especially, financial literacy (35 percent).

Student success leaders (all) who say their institution is doing a good or excellent job promoting student wellness in the following areas:

84%
Mental health

72%
Self-care

60%
Physical health

81%
Overall well-being

72%
Stress management

35%
Financial literacy

79%
Social belonging

66%
Academic fit
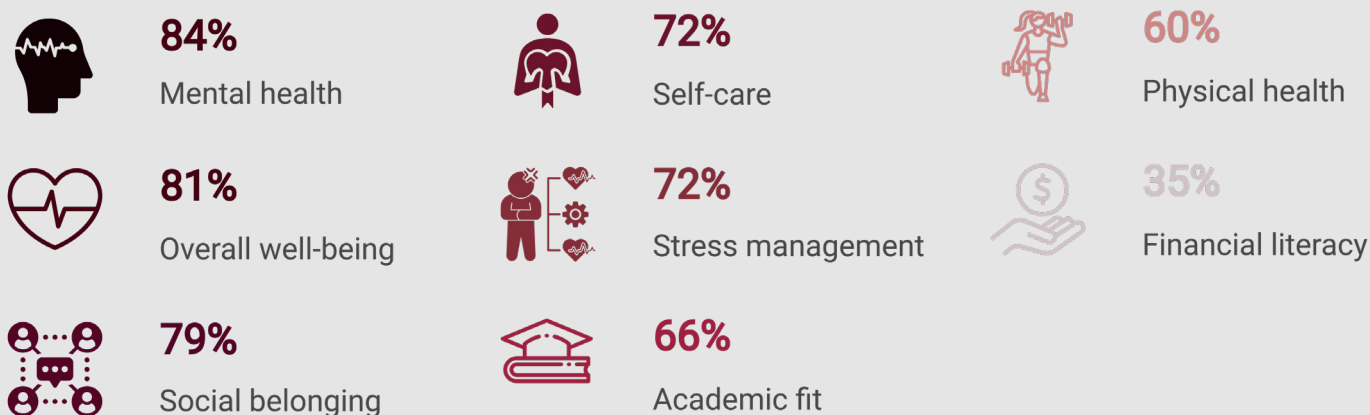
Like provosts and presidents in their annual surveys this year, student success leaders are less likely to say that undergraduate mental health at their campus seems to be improving: Just 36 percent agree that it is. Even fewer student success leaders say this of higher education as a whole, at 27 percent—though the most recent national Healthy Minds Study does indicate that the share of students experiencing severe depression dropped to 18 percent this year, from 23 percent in 2022. Still, levels of flourishing dropped slightly this year, according to the same report.

Student success leaders' (all) level of agreement that undergraduate mental health at their institution seems to be improving:

● Strongly disagree ● Somewhat disagree ● Neither agree nor disagree
● Somewhat agree ● Strongly agree

6%	27%	30%	28%	8%
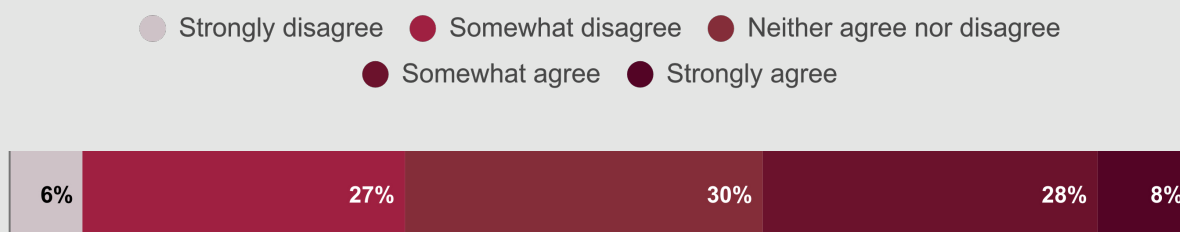
For additional context, some 29 percent of Student Voice respondents rated their mental health as below average or poor on a five-point scale this year, about the same as last year's 28 percent.

TYPES OF STRESS

Like students themselves in the Student Voice survey, student success leaders are most likely to report that the most prevalent types or sources of stress for students are balancing academics with personal, family or financial responsibilities, including work (69 percent), and paying for college (47 percent). By institution type, community college leaders are more likely than other peers to cite paying for personal expenses (53 percent).

Here is the full list of what leaders (all) say are the top sources or kind of student stress at their institution, selecting up to three options:

- Balancing academics with personal, family or financial responsibilities (including work): **69%**

- Paying for college: **47%**

- Chronic (long-term) personal stress: **33%**

- Personal relationships: **29%**

- Paying for personal expenses: **26%**

- Acute (intense short-term) academic stress: **22%**

- Acute (intense short-term) personal stress: **22%**

- Family relationships: **16%**

- Being on their own/caring for themselves: **14%**

- Chronic (long-term) academic stress: **11%**

- Job/internship searches: **3%**

- Other: **3%**

- Course planning or deciding on a major: **0%**

- Not sure: **0%**

HOW STUDENTS COPE

In the Student Voice survey, 29 percent of students said they have coping strategies for dealing with stress that are mostly healthy and effective; another 56 percent said they use a mix of healthy and unhealthy strategies.

Among student success administrators, a third of administrators are very (27 percent) or extremely (7 percent) concerned about the ways in which students at their institution are coping with their personal, academic and/or financial stress, or the extent to which they use healthier strategies, such as rest and exercise, versus unhealthier ones, such as substance use or disengagement. Another 40 percent of leaders are moderately concerned.

Student success leaders (all) on their level of concern about the ways in which students at their institution are coping with personal, academic and/or financial stress (e.g., healthy strategies such as rest and exercise vs. unhealthy ones, such as substance use or disengagement):

Moderately 40%

Somewhat 25%

Very 27%

Extremely 7%

Not at all

LIFE BEYOND THE CLASSROOM

On average, student success administrators estimate that 40 percent of students are involved in no regular extracurricular activities on their campus, and that about the same share (38 percent) are involved in one to three regular extracurricular activities. Leaders estimate that fewer students, 22 percent, are involved in more than three. As in last year's survey, community college student success leaders report higher numbers of students being involved in no activities (67 percent).

Student success leaders who say the following shares of students on their campus are involved in no regular extracurricular activities, on average, by institution type:

Institution type	Percent
All	40%
Community college	67%
Public master's/bacc.	36%
Public doctoral	30%
Private nonprofit bacc.	18%
Private nonprofit doctoral/master's	26%
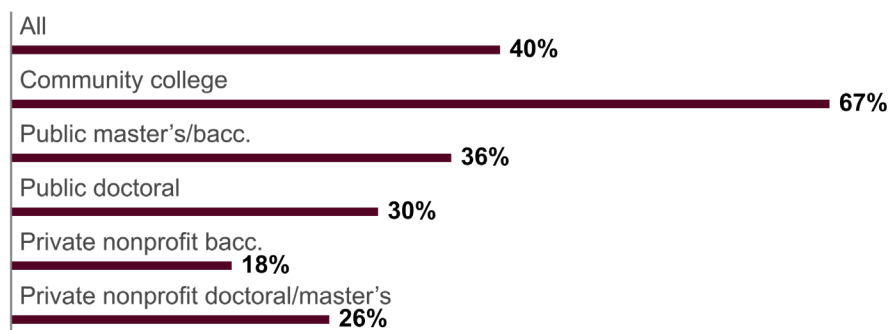
Student success leaders are most likely to say that more students would be involved in undergraduate life beyond the classroom at their institution if they saw a clear connection between extracurricular activities and their future career goals. No. 2 is if students didn't have to work off campus. Among Student Voice respondents, 36 percent reported not being involved in any activities; this increases to 64 percent among community college students.

Here is the full list of what student success administrators (all) say would increase student involvement on campus, selecting up to three options:

- If they saw a connection between extracurricular activities and their future career goals: **57%**
- If they didn't have to work off campus: **48%**
- If there were more opportunities for paid, on-campus work: **32%**
- If they felt a greater sense of belonging on campus: **32%**
- If they had more awareness of what opportunities were available to them: **30%**
- If the timing of extracurricular activities was more convenient: **23%**
- If they had better time management skills: **19%**
- If there were more virtual opportunities to participate in extracurricular activities: **9%**
- If they didn't have to work on campus: **8%**
- If the location of extracurricular activities was more convenient: **4%**
- If participation in extracurricular activities was less expensive: **2%**
- Not sure: **1%**
- Other: **10%**

INSTITUTIONAL GUIDANCE

On AI, the majority of student success administrators report that their institution is somewhat effective (55 percent) at helping students understand how, when and whether to use generative AI tools in academic settings. This is defined in the survey as there being some structured efforts, but guidance is not consistent or comprehensive. Very few leaders (2 percent) say their institution is very effective, with students receiving clear guidance across multiple channels. Some 36 percent report it's not very effective, with limited guidance and many students relying on informal or independent learning.

Student success leaders (all) rate their institution's effectiveness in helping students understand how, when and whether to use generative AI tools (e.g., ChatGPT) in academic settings:

Very effective: Students receive clear guidance across multiple channels. (2%)

Not at all effective: There is little to no institutional effort to support student understanding of generative AI use.

8%

36%

55%

Somewhat effective: There are some structured efforts but guidance is not consistent or comprehensive.

Not very effective: Limited guidance is provided and many students rely on informal or independent learning.
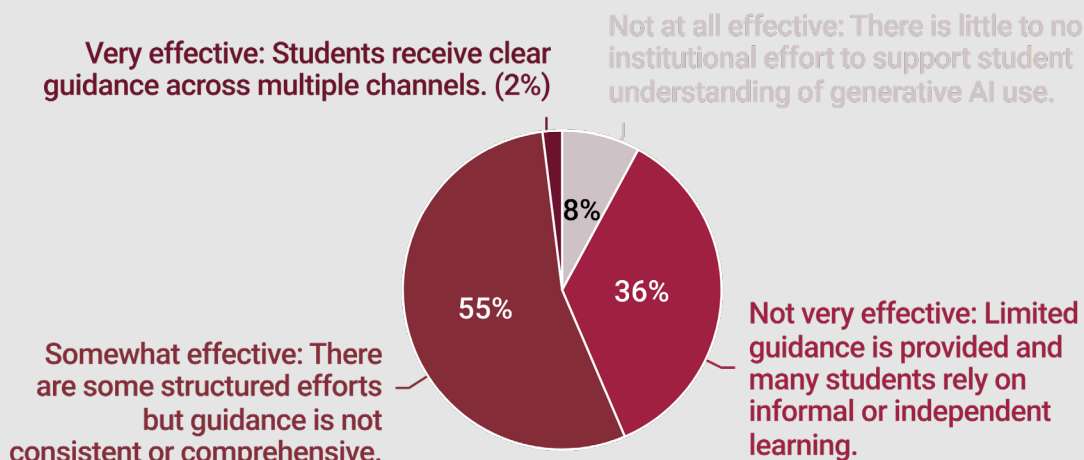
In *Inside Higher Ed*'s main Student Voice survey earlier this year, just 13 percent of students said they didn't know when, how and where to use generative AI for coursework, but most attributed this to individual professor efforts rather than broader institutional ones.

ACADEMIC INTEGRITY

As for why students at their institution may use generative AI in ways that violate academic integrity policies, student success leaders are most likely to point to students not thinking AI constitutes cheating and lack of clear, consistent policies on acceptable AI use.

Here is the full list of answers to this question, selecting up to two:

- Belief that using AI assistance does not constitute cheating or academic dishonesty: **40%**
- Lack of clear, consistent or well-communicated guidance from instructors about acceptable AI use: **37%**
- Limited time caused by balancing work, family or other personal responsibilities: **32%**
- Pressure to achieve or maintain high grades and academic performance: **19%**
- Low academic self-confidence or feeling unprepared for the coursework: **19%**
- Peer influence or the perception that "everyone is using AI in this way": **18%**
- Difficulty fully understanding the course material or assignments: **15%**
- Lack of engagement with or interest in the course content: **11%**
- Other: **3%**
- Disregard or lack of respect for academic integrity policies: **2%**

Students in their own flash survey on AI earlier this year were most likely to say that the top reasons students may use generative AI in ways that violate academic integrity are pressure to get good grades (37 percent), being pressed for time (27 percent) and not really caring about academic integrity policies (26 percent).

What should institutions do to promote academic integrity in the age of generative AI? Selecting all that apply, the top three strategies student success leaders endorse (from a longer list) are:

1. Focus on educating students about ethical AI use rather than emphasizing punitive measures: **77%**
2. Provide additional resources and training for faculty and staff on on managing AI-related academic integrity issues: **66%**
3. Develop and communicate clear, standardized policies defining acceptable and unacceptable AI use: **63%**

ACADEMIC INTEGRITY (Cont.)

Here is the rest of the list:

- Encourage faculty to design teaching and assessment methods that reduce opportunities for inappropriate AI use (e.g., oral exams, in-class writing assignments): **57%**
- Allow students to use AI tools flexibly, provided their use is transparently disclosed and approved: **55%**
- Empower faculty to apply discretion in managing AI use within their courses rather than enforcing rigid rules: **44%**
- Implement AI-detection software or tools to help identify unauthorized AI use: **20%**
- Reintroduce handwritten exams or bluebook-style assessments when appropriate: **15%**
- Restrict access to electronic devices such as phones and laptops during exams where feasible: **11%**
- Other (please specify): **2%**

Students in the flash survey supported institutional efforts to educate but not police students, such as by creating clear, standardized AI use policies (51 percent). Some 97 percent said that institutions should respond to academic integrity threats in the age of generative AI in some way.

RESPONSIVENESS TO STUDENT NEEDS

Most student success leaders (84 percent) say their institution supports students' need for flexibility and responsiveness—such as through deadline accommodations and support during personal or academic crises—at least moderately well.

Student success leaders who say their institution handles students' needs for flexibility and responsiveness (e.g., deadline accommodations and support during personal or academic crises) very or extremely well, by institution type:

All	54%
Community college	48%
Public master's/bacc.	59%
Public doctoral	59%
Private nonprofit bacc.	68%
Private nonprofit doctoral/master's	37%
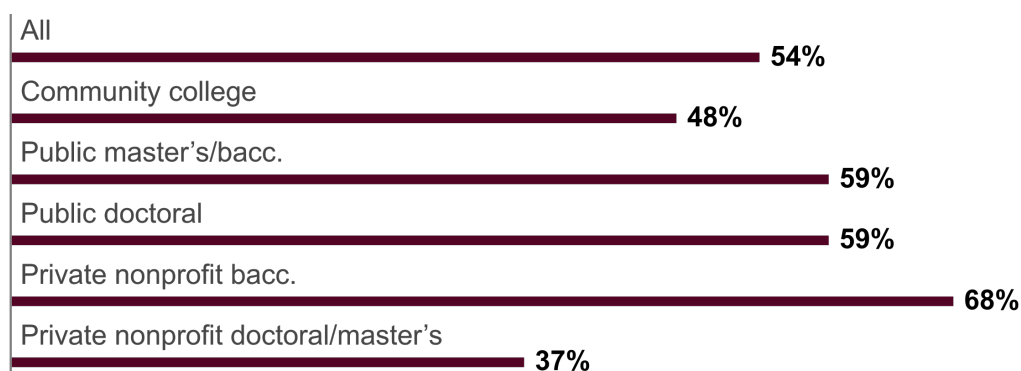
As for Student Voice respondents, 69 percent said their institution meets or exceed their expectations in this way.

WHAT HINDERS SUCCESS

What are students' biggest barriers to academic success, according to student success leaders? Selecting up to three options from a longer list, the top three are mental health challenges, financial constraints and lack of adequate preparation before college. Community college leaders cite needing to work while enrolled at an elevated rate of 67 percent.

Here's the full list (all):

- Mental health challenges (e.g., stress, anxiety, depression): **51%**
- Financial constraints (e.g., tuition, housing, food insecurity): **49%**
- Lack of adequate academic preparation before college: **48%**
- Need to work while enrolled: **41%**
- Lack of motivation or sense of purpose: **22%**
- Caregiving responsibilities (e.g., for children or family members): **17%**
- Social isolation or lack of community: **9%**
- Confusing or unclear academic pathways (e.g., course requirements, degree planning): **7%**
- Limited faculty availability or engagement: **6%**
- Difficulty accessing academic support services (e.g., tutoring, advising): **5%**
- Other: **5%**
- Physical health issues or chronic illness: **4%**
- Low-quality instruction or teaching practices: **3%**
- Limited access to reliable technology: **3%**
- Experiences of discrimination or bias: **2%**
- There are no significant barriers to academic success: **1%**

Student Voice respondents' top three reported barriers to success were somewhat similar, and not strictly academic: financial constraints (42 percent), needing to work while in college (39 percent) and mental health challenges (34 percent). And like community college student success leaders, community college students were more likely than their four-year peers to cite needing to work while in college as a hurdle (48 percent versus 37 percent, respectively).

PRIORITIES FOR CAREER READINESS

Most student success leaders agree, somewhat (50 percent) or strongly (37 percent), that their institution prepares students with the skills, credentials and experiences they need to succeed in today's job market. By institution type, community college leaders are most likely to agree on some level, at 92 percent.

Student success leaders (all) on their level of agreement with the statement: "Our institution prepares students with the skills, credentials and experiences they need to succeed in today's job market."

● Strongly disagree ● Somewhat disagree ● Neither agree nor disagree
● Somewhat agree ● Strongly agree

3%	9%	50%		37%

For reference, in their survey, 99 percent of provosts rated undergraduate education at their institution as strong and 96 percent said their college is effective in preparing students for the workforce. Among Student Voice respondents, most agreed, somewhat (59 percent) or strongly (22 percent), that their institution is preparing them with the skills, credentials and experience needed to succeed in today's job market. Community college students are especially likely to strongly agree, at 29 percent.

As for what their institution should prioritize more to support students' career readiness, leaders are most likely to support increasing the availability of paid internships and experiential learning opportunities, followed closely by building and strengthening partnerships with employers and industry leaders.

Here is the full set of leader responses to this question, selecting up to three options:

● Increasing availability of paid internships and experiential learning opportunities: **51%**
● Building and strengthening partnerships with employers and industry leaders: **50%**
● Offering courses specifically designed to develop job-relevant skills and competencies: **34%**
● Promoting certifications and non-degree credentials that boost employability: **32%**

PRIORITIES FOR CAREER READINESS (Cont.)

- Facilitating professional networking skills and opportunities, including mentorship programs: **27%**
- Expanding alumni networking programs to connect current students with graduates: **25%**
- Providing personalized, one-on-one career advising and coaching: **24%**
- Hosting well-organized career fairs and employer recruitment events: **9%**
- Offering dedicated support for resume writing, LinkedIn profiles, and interview preparation: **9%**
- Enhancing support for graduate and professional school preparation: **7%**
- Other: **3%**

In a parallel question, Student Voice respondents were also likely to prioritize help finding/access paid internships (38 percent) and building stronger connections with potential employers (30 percent).

STRESS ABOUT THE FUTURE

Student success leaders are most likely to say that financial concerns are a top source of stress for students as they prepare for life after graduation.

Here is the full set of responses for that question, selecting all that apply:

- Financial concerns related to job prospects, student loans, or living expenses: **70%**
- Mental health challenges, including anxiety and stress about the future: **52%**
- Uncertainty about choosing a clear career path or direction: **40%**
- Limited hands-on experience, internships, or practical training opportunities: **39%**
- Difficulty effectively communicating academic skills and achievements to employers: **39%**
- Low self-confidence or self-doubt about readiness for the workforce: **33%**
- Pressure to succeed from family, peers or personal expectations: **32%**
- Lack of sufficient time to dedicate to career-preparation activities: **22%**
- Other: **2%**

What about students? They're most likely to worry about affording life after graduation and not having enough work or internship experience.

OUTCOMES INFORMATION

How accessible and transparent is information about postgraduate outcomes, such as those related to employment, salary and graduate school admission? A plurality of student success leaders (34 percent) say this kind of information is available to students, but not proactively shared or easy to find. Most of the remainder are split between it being limited and/or hard to locate (23 percent) and easily accessible (24 percent). By institution type, public master's/baccalaureate institution leaders are most likely to report this information is easily accessible to students (39 percent of this group).

Student success leaders (all) describe how accessible and transparent postgraduate outcomes information (e.g., that on employment, salary and graduate school acceptance) are to students at their institution:

Available, but not proactively shared or easy to find

34%

Easily accessible and clearly communicated through official channels (e.g., websites, advising, events)

24%

23%

6%

Limited: Students often struggle to locate or interpret the information.

9% 5%

Not sure

Not readily available: Students primarily rely on word of mouth or personal networks.

No meaningful data on postgraduate outcomes is provided.

In the main Student Voice survey, 12 percent of students said they know detailed outcomes data for their program of study, and 44 percent said they know some general outcomes information. Just 14 percent indicated their institution makes this data readily available.

LEADER WELL-BEING

Like last year, student success leaders are most likely to rate their senses of connection with the students they serve as good or excellent (85 percent). Overall job satisfaction is also relatively high, with 80 percent of leaders rating theirs good or excellent. But there is less satisfaction with opportunities for career advancement at their institution: just 50 percent rate this good or excellent, though this increases to 65 percent among student success leaders at public doctoral institutions.

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

85%
Sense of connection with students they serve

80%
Overall job satisfaction

78%
Personal mental health

72%
Support system at work, including level of support from supervisor

65%
Overall well-being, factoring in level of job stress

50%
Opportunities for career advancement at their institution

Furthermore, 78 percent of leaders rate their mental health as good or excellent. That is up from last year's 66 percent.

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	91	92	89	93	92	91	77	97
% Faculty member	0	0	0	0	0	0	0	0
% Staff member	7	5	11	5	3	9	23	3
% Other student success role	1	2	0	2	6	0	0	0
% None of the above	0	0	0	0	0	0	0	0

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	11	9	14	15	3	6	3	25
% Student affairs	62	61	64	59	61	65	71	61
% Enrollment management	4	3	7	0	8	3	10	3
% Office of the provost	9	11	7	7	17	12	6	8
% Other	13	16	7	20	11	15	10	3

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	73	76	70	82	72	68	68	72
% Student academic life	39	37	43	41	39	26	35	50
% Student health and wellness	56	60	50	66	61	47	55	47
% Student affairs/ campus life	69	68	70	74	67	59	68	69
% Student career readiness or preparation	50	50	50	56	50	38	58	44
% Other student-related area (please specify):	24	21	30	23	25	12	42	22
% None of the above - I do not work in student success	0	0	0	0	0	0	0	0

DETAILED TABLES

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	18	18	19	20	11	24	29	11
% Executive level	79	78	81	75	89	71	71	89
% Other	2	4	0	5	0	6	0	0

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	3	8	9	3	3
% 6 months to less than 3 years	27	27	29	25	28	29	32	25
% 3 years to less than 5 years	24	25	23	33	22	15	19	25
% 5 years to less than 10 years	23	25	20	21	25	32	19	19
% 10 or more years	20	17	26	18	17	15	26	28

How many years have you worked at any higher education 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	0	0	0	0	0	0	0	0
% 6 months to less than 3 years	0	0	1	0	0	0	3	0
% 3 years to less than 5 years	1	2	0	2	0	3	0	0
% 5 years to less than 10 years	3	2	6	2	3	0	10	3
% 10 or more years	96	97	93	97	97	97	87	97

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)	31	47	3	2	78	94	3	3
% Private (four year)	33	2	89	2	6	0	94	92
% Community college	34	51	3	97	17	6	0	6
% Private (two year)	2	0	6	0	0	0	3	0
% For-profit institution	0	0	0	0	0	0	0	0
% Graduate-only institution	0	0	0	0	0	0	0	0

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	48	34	73	34	50	15	84	67
% No	52	66	27	66	50	85	16	33

How has your own trust in higher education as a sector (not just your institution) changed in recent years?							
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Significantly Increased	4	2	9	2	3	3	10	8
% Somewhat Increased	10	9	13	7	14	9	16	11
% Remained the Same	52	56	44	59	50	56	42	44
% Somewhat Decreased	31	31	33	30	31	32	32	33
% Significantly Decreased	2	2	1	3	3	0	0	3

Public opinion polling suggests declining confidence in higher education. Which of the following concerns do you believe are most responsible for the decline in public confidence in higher education? Please select up to two options.							
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% The rising cost of college and growing concerns about affordability and student debt	64	59	74	59	61	56	71	78
% Questions about the return on investment (ROI) or long-term value of a college degree	62	66	56	64	67	71	61	50
% Perceptions that colleges and universities are not effectively preparing students for today's workforce	22	21	23	25	28	9	29	14
% Concerns about ideological bias, political influence or a lack of viewpoint diversity on campus	30	31	29	26	22	47	23	36
% Persistent equity gaps in who has access to college and who succeeds once enrolled	6	8	4	10	8	3	3	6
% A belief that higher education institutions are increasingly out of touch with the needs of society and local communities	9	10	9	10	8	12	13	6
% Other	2	2	3	3	0	3	0	6
% I do not believe public confidence in higher education is declining	0	0	0	0	0	0	0	0

What actions do you believe would most effectively help rebuild public trust in higher education? Please select up to two options.	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Greater transparency in how tuition and fees are allocated	10	6	17	2	8	12	13	22
% Clearer, more accessible information about the full cost of attendance	10	10	10	8	14	9	3	17
% A stronger institutional focus on career outcomes and job placement	37	40	31	43	36	41	42	22
% Increased visibility and openness from college and university leadership	8	10	4	11	8	9	6	3
% Expanded affordability initiatives, including more robust financial aid	29	25	36	26	25	24	35	33
% Broader diversity in faculty, curriculum and institutional perspectives	4	3	6	3	3	3	6	3
% Tighter alignment between academic programs and real-world career pathways	46	47	43	48	47	47	42	42
% Enhanced student support services, including mental health resources	11	11	11	11	17	6	16	8
% Stronger accountability for the quality of teaching and instruction	15	18	11	16	17	21	3	19
% More timely and meaningful responses to student concerns	4	2	7	2	6	0	10	6
% More personalized, flexible and accessible student support models	9	11	6	10	11	12	3	8
% Other	7	7	9	8	3	9	10	8

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	5	6	1	10	3	3	3	0
% Good	50	50	53	54	53	38	52	53
% Excellent	45	44	46	36	44	59	45	47

DETAILED TABLES

How confident are you that your college is taking meaningful steps to keep education affordable for students (e.g. reducing unnecessary costs, limiting tuition increases, pooling resources)?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at All Confident	1	1	1	0	0	3	0	3
% Somewhat Confident	12	9	19	5	14	12	29	11
% Moderately Confident	25	21	31	20	17	26	26	36
% Very Confident	34	38	27	34	44	38	29	25
% Extremely Confident	28	31	21	41	25	21	16	25

How much do you agree or disagree with the following statement: Students at this institution trust it and believe it is reliable, cares about them and acts with integrity.								
	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	2	3	0	0	0
% Somewhat Disagree	3	2	4	3	3	0	0	8
% Neither Agree nor Disagree	10	10	10	10	6	15	13	8
% Somewhat Agree	50	52	47	41	58	65	52	44
% Strongly Agree	36	34	39	44	31	21	35	39

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	7	6	10	5	6	9	16	6
% Somewhat Effective	28	31	21	26	31	38	19	22
% Moderately Effective	29	28	30	28	37	21	29	31
% Very Effective	27	28	26	34	26	18	26	25
% Extremely Effective	9	7	13	7	0	15	10	17
Building a culture of data around student success								
% Not at All Effective	7	7	7	5	9	9	6	8
% Somewhat Effective	26	29	19	28	23	38	26	11
% Moderately Effective	33	31	37	25	43	29	35	39
% Very Effective	22	22	21	30	23	9	23	19
% Extremely Effective	12	11	16	13	3	15	10	22
Collecting student success data								
% Not at All Effective	6	6	6	5	9	6	6	6
% Somewhat Effective	20	20	21	18	20	24	26	17
% Moderately Effective	33	34	33	31	40	32	26	36
% Very Effective	25	24	27	26	23	21	29	28
% Extremely Effective	15	16	13	20	9	18	13	14
Making student success an institutional priority								
% Not at All Effective	1	1	3	2	0	0	0	6
% Somewhat Effective	11	12	10	11	17	9	13	8
% Moderately Effective	26	29	19	26	29	35	26	14
% Very Effective	29	27	34	30	23	26	29	33
% Extremely Effective	32	31	34	31	31	29	32	39
Using student success data to inform decisions and initiatives								
% Not at All Effective	8	7	11	8	3	9	13	11
% Somewhat Effective	24	27	20	23	26	35	23	17
% Moderately Effective	32	33	30	36	34	26	29	33
% Very Effective	24	24	24	25	34	12	23	22
% Extremely Effective	11	9	14	8	3	18	13	17

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	3	2	3	2	6	0	0	6
% Somewhat	15	16	13	23	12	6	18	11
% Moderately	46	50	39	39	56	65	39	36
% Very	29	25	36	28	21	26	29	44
% Extremely	7	7	9	9	6	3	14	3
… encouraged.								
% Not at All	2	1	3	2	0	0	3	3
% Somewhat	9	8	10	10	9	3	17	6
% Moderately	24	23	25	22	21	29	21	28
% Very	38	42	32	37	44	48	21	44
% Extremely	27	26	29	30	26	19	38	19

To what extent do you believe your institution offers flexible course delivery/modality options that meet students' learning needs and schedules?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at All	4	2	7	2	3	3	10	3
% To a Small Extent	25	14	44	8	9	30	55	39
% To a Moderate Extent	39	43	33	42	53	33	23	42
% To a Great Extent	25	33	11	38	29	27	10	14
% To a Very Great Extent	7	8	4	10	6	6	3	3

In your view, how accessible and convenient are student support services (e.g. health, advising, financial aid) to undergraduates at your institution?								
	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	1	0	0	0	3	0	0
% Fair	12	13	10	16	6	12	10	11
% Good	53	58	46	52	67	59	39	50
% Excellent	35	29	44	31	27	26	52	39

DETAILED TABLES

In your opinion, what are the most effective ways to communicate important support information (e.g., advising, mental health, financial aid) to undergraduates? Please select up to two options.	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Email from the institution	15	12	21	7	18	15	23	17
% In-person announcements (e.g., during orientation or in class)	14	12	17	15	12	6	19	14
% Learning management system (e.g., Canvas, Blackboard)	19	24	10	18	26	32	6	11
% Text messages/SMS	47	50	41	61	38	44	35	47
% Dedicated student portal or app	18	20	13	18	21	24	10	17
% Social media (e.g., Instagram, TikTok, Facebook)	25	23	26	25	18	26	26	28
% Peer ambassadors/student leaders	24	19	33	13	24	24	48	22
% Flyers or posters on campus	4	3	4	3	6	0	3	6
% Academic advisers or professors	29	28	30	33	32	15	29	31
% Other	5	6	3	5	6	9	0	6

In your view, what are the primary motivations that drive students to attend college today? 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
% To increase future earning potential and financial security	60	61	57	72	56	47	61	53
% To meet peer or societal expectations around pursuing higher education	17	17	16	7	18	35	13	17
% To prepare for a specific career or gain job-ready skills	60	64	53	72	53	59	48	56
% To learn, grow and develop intellectually or personally	9	5	14	8	3	3	19	8
% To fulfill expectations from family	23	20	29	15	24	26	26	31
% To explore personal interests and discover passions	6	4	10	3	6	3	13	8
% To build professional networks and connections for future opportunities	5	6	1	5	3	12	3	0
% To participate in the social aspects of college life (e.g., clubs, events, friendships)	18	18	19	8	12	41	16	22
% To delay entering the workforce or avoid immediate employment	2	2	1	0	6	0	0	3
% To improve life circumstances or achieve upward social mobility	58	62	50	74	59	44	58	44
% To pursue a sense of purpose, meaning or personal fulfillment	12	9	14	7	18	6	10	19
% Other	1	0	1	0	0	0	0	3

What factors most influence students' choice of major or field of study 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
% Job placement rates and employment prospects after graduation	45	47	41	49	65	26	35	44
% Expected salary potential in the field	55	63	41	62	71	56	42	44
% Genuine interest or passion for the subject	58	50	73	44	53	56	71	75
% Influence or expectations from family or community	47	48	44	46	35	65	42	47
% Guidance or encouragement from faculty, advisers or mentors	26	26	24	26	32	21	32	17
% Availability of scholarships or targeted financial aid	9	10	7	15	6	6	10	6
% Opportunities for internships, co-ops or undergraduate research	7	4	13	2	0	12	16	11
% Flexibility to pursue multiple career paths with the major	9	5	14	3	9	6	13	14
% Anticipated impact of technology or AI on future jobs in the field	1	1	1	2	0	0	0	3
% Preparation for graduate or professional school pathways	14	11	20	7	9	21	19	19
% Competitiveness or selectivity of the academic program	3	5	0	3	0	12	0	0
% Perceived academic rigor or challenge of the field	6	5	4	5	6	6	3	6
% Cost of required materials (e.g., textbooks, equipment, lab fees)	3	5	0	10	0	0	0	0
% Other	1	1	0	2	0	0	0	0

DETAILED TABLES

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	1	2	0	3	0	0	0	0
% Neither Agree nor Disagree	4	4	4	3	3	6	3	6
% Somewhat Agree	50	54	42	47	48	71	52	31
% Strongly Agree	45	40	54	46	48	24	45	63
… valued.								
% Strongly Disagree	0	0	0	0	0	0	0	0
% Somewhat Disagree	1	2	0	3	0	0	0	0
% Neither Agree nor Disagree	8	8	6	7	9	9	3	8
% Somewhat Agree	52	54	50	50	45	68	58	44
% Strongly Agree	39	37	44	40	45	24	39	47
… welcomed.								
% Strongly Disagree	1	1	0	2	0	0	0	0
% Somewhat Disagree	0	0	0	0	0	0	0	0
% Neither Agree nor Disagree	2	2	1	2	3	3	0	3
% Somewhat Agree	38	40	33	39	30	53	35	31
% Strongly Agree	59	56	66	58	67	44	65	67

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	0	0	0	0	0	0	0	0
% Poor	1	2	0	3	0	0	0	0
% Fair	12	12	11	12	9	15	10	14
% Good	64	67	57	61	76	71	68	47
% Excellent	23	19	31	24	15	15	23	39

How effectively does your institution foster an environment that encourages open exploration of diverse perspectives among students?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Very Ineffectively	0	0	0	0	0	0	0	0
% Somewhat Ineffectively	18	19	17	19	12	24	16	19
% Somewhat Effectively	68	68	69	64	79	64	68	69
% Very Effectively	14	14	14	17	9	12	16	11

How have recent federal restrictions on diversity, equity and inclusion initiatives impacted your undergraduates at your institution?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Significantly Negative Impact	14	15	13	16	12	16	19	6
% Somewhat Negative Impact	48	54	39	50	45	69	39	42
% No Real Impact	31	24	44	22	33	16	35	50
% Somewhat Positive Impact	2	2	1	2	6	0	0	3
% Significantly Positive Impact	0	0	0	0	0	0	0	0
% Not sure	5	6	3	10	3	0	6	0

To what extent have recent federal policies affecting international students (e.g., visa appointment restrictions, targeted actions at specific universities) impacted international student enrollment at your institution?

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% No impact (no observable effect on enrollment)	12	13	9	21	9	3	3	12
% Minimal impact (e.g., isolated or one-time issues only)	20	23	15	28	28	10	20	12
% Moderate impact (e.g., some delays or complications, but enrollment generally maintained)	39	40	36	38	41	43	43	32
% Significant impact (e.g., noticeable decline in applications or enrollments)	29	23	39	13	22	43	33	44

To what extent have recent federal policies affected the overall experience and sense of support for international students on your campus?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% No impact (no observable changes in international student experience)	13	15	8	25	3	10	4	9
% Minimal impact (e.g., little to no change in how students feel supported)	24	27	19	27	31	20	15	24
% Moderate impact (e.g., some concerns raised, but addressed effectively)	42	40	47	27	47	53	46	47
% Significant impact (e.g., increased stress, confusion or reduced sense of institutional support)	21	19	26	20	19	17	35	21

Based on what you know so far, how do you think recent changes to federal student aid (including those in the One Big Beautiful Bill Act) will affect access to higher education for undergraduates at your institution?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% They will significantly expand access.	1	1	0	2	0	0	0	0
% They will somewhat expand access.	3	4	1	3	9	0	0	3
% They will have little or no effect on access.	12	13	9	14	12	13	6	6
% They will somewhat limit access.	39	39	40	47	36	28	39	44
% They will significantly limit access.	34	31	40	26	30	41	48	36
% Not sure	11	12	10	9	12	19	6	11

In your view, how clearly do students at your institution understand the total cost of attendance (e.g., tuition, fees, living expenses, etc.)?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at All Clearly	13	14	11	17	6	16	13	11
% Somewhat Clearly	37	35	40	28	36	48	39	44
% Moderately Clearly	38	39	37	40	45	32	39	36
% Very Clearly	10	10	11	14	9	3	10	8
% Extremely Clearly	1	2	0	2	3	0	0	0

DETAILED TABLES

Which of the following statements about emergency financial aid are true at your institution? 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
% Emergency financial aid is available to students.	61	63	57	60	73	59	61	58
% The application process for emergency aid is clearly communicated.	28	36	16	33	36	41	19	14
% Eligibility criteria for emergency aid are transparent and accessible.	32	39	21	35	48	34	26	19
% Students are aware of and regularly use emergency aid.	30	33	26	33	36	28	32	22
% Emergency financial aid is not currently available.	9	7	11	9	6	3	10	6
% I'm not sure	17	15	20	12	9	25	19	22

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	1	0	2	0	0	0	0
% Poor	4	6	0	8	9	0	0	0
% Fair	29	33	23	40	22	31	21	26
% Good	56	51	64	44	53	62	72	53
% Excellent	11	9	14	6	16	7	7	21
Financial literacy								
% Very Poor	1	1	1	0	0	3	0	3
% Poor	15	11	22	9	19	6	23	21
% Fair	49	52	45	47	41	71	40	50
% Good	28	32	22	40	34	13	20	24
% Excellent	6	5	9	4	6	6	17	3
Mental health								
% Very Poor	1	1	0	2	0	0	0	0
% Poor	1	1	1	2	0	0	0	3
% Fair	15	16	13	25	9	6	10	14
% Good	49	51	45	46	53	59	52	37
% Excellent	35	31	41	26	38	34	39	46

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Overall wellbeing								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	2	2	1	4	0	0	0	3
% Fair	17	17	17	24	6	16	6	23
% Good	61	61	62	58	72	53	71	57
% Excellent	20	21	19	15	22	31	23	17
Physical health								
% Very Poor	1	2	0	4	0	0	0	0
% Poor	7	7	7	15	0	0	0	11
% Fair	32	37	25	46	44	16	19	26
% Good	45	42	52	33	34	63	68	43
% Excellent	14	13	16	2	22	22	13	20
Self-care								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	2	2	1	4	0	0	0	3
% Fair	26	29	20	33	28	25	13	23
% Good	56	53	61	58	44	53	61	63
% Excellent	16	16	17	5	28	22	26	11
Social belonging								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	0	0	0	0	0	0	0	0
% Fair	21	24	14	35	16	16	13	14
% Good	63	63	62	58	59	75	68	57
% Excellent	16	13	23	7	25	9	19	29
Stress management								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	2	3	1	5	0	0	0	3
% Fair	26	29	20	29	31	28	16	23
% Good	59	55	67	57	47	59	71	63
% Excellent	13	13	12	9	22	13	13	11

How much do you agree with the following statements about mental health, in relation to ongoing concerns about collegiate mental health:								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Undergraduate mental health across higher education seems to be improving.								
% Strongly Disagree	11	11	12	8	20	7	17	6
% Somewhat Disagree	35	38	30	47	23	34	33	27
% Neither Agree nor Disagree	27	23	35	23	20	28	20	48
% Somewhat Agree	25	26	21	21	33	28	27	18
% Strongly Agree	2	3	2	2	3	3	3	0
Undergraduate mental health at my institution seems to be improving.								
% Strongly Disagree	6	7	4	9	6	3	0	6
% Somewhat Disagree	27	31	22	33	31	26	23	20
% Neither Agree nor Disagree	30	28	33	28	22	35	32	34
% Somewhat Agree	28	27	30	23	34	26	39	26
% Strongly Agree	8	8	10	7	6	10	6	14

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	22	19	28	14	19	29	35	23
% Chronic (long-term) academic stress	11	8	14	5	6	16	13	17
% Acute (intense short-term) personal stress	22	18	28	16	19	23	29	26
% Chronic (long-term) personal stress	33	35	29	30	26	55	32	23
% Paying for college	47	48	46	44	61	42	42	54
% Paying for personal expenses	26	34	12	53	23	13	10	14
% Balancing academics with personal, family or financial responsibilities (including work)	69	75	59	77	81	65	58	60
% Personal relationships	29	24	35	19	29	29	39	29
% Family relationships	16	13	22	19	13	3	19	23
% Being on their own/caring for themselves	14	13	14	14	19	3	19	11
% Course planning or deciding on a major	0	0	0	0	0	0	0	0
% Job/internship searches	3	3	3	0	3	10	3	3
% Other	3	3	3	2	0	6	0	6
% Not sure	0	0	0	0	0	0	0	0

How concerned are you about the ways in which students at your institution are coping with the personal, academic and/or financial stress they face (e.g., healthy strategies such as rest and exercise vs. unhealthy ones such as substance use or disengagement)?								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at All Concerned	1	1	1	0	0	3	3	0
% Somewhat Concerned	25	24	28	16	35	26	16	37
% Moderately Concerned	40	40	38	44	39	35	48	31
% Very Concerned	27	28	26	27	23	35	23	26
% Extremely Concerned	7	7	7	13	3	0	10	6

What percentage of undergraduate students at your institution would you estimate are involved in…								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
Between one and three regular extracurricular activities:								
Average %	38	33	47	23	41	43	48	47
More than three regular extracurricular activities:								
Average %	22	17	30	10	23	27	34	28
No regular extracurricular activities:								
Average %	40	50	23	67	36	30	18	26

DETAILED TABLES

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.	48	56	34	64	50	48	23	42
% … they didn't have to work on campus.	8	8	7	4	17	7	6	9
% … there were more opportunities for paid, on campus work.	32	32	31	36	37	21	35	27
% … the timing of extracurricular activities was more convenient.	23	21	28	26	17	14	23	33
% … the location of extracurricular activities was more convenient.	4	4	3	4	3	3	3	3
% … there were more virtual opportunities to participate in extracurricular activities.	9	13	1	19	10	7	0	3
% … participation in extracurricular activities was less expensive.	2	2	1	0	0	7	0	3
% … they felt a greater sense of belonging on campus.	32	30	34	28	37	28	35	33
% … they had more awareness of what opportunities were available to them.	30	30	28	23	40	34	29	27
% … they had better time management skills.	19	12	33	8	7	24	42	27
% … they saw a connection between extracurricular activities and their future career goals.	57	62	51	58	57	72	55	45
% Other	10	5	18	8	3	3	16	21
% Not sure	1	1	1	0	3	0	0	3

Please rate the effectiveness of your institution in helping students understand how, when, and whether to use generative AI tools (e.g., ChatGPT) in academic settings.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at all effective: There is little to no institutional effort to support student understanding of generative AI use.	8	6	11	4	10	5	7	16
% Not very effective: Limited guidance is provided, and many students rely on informal or independent learning.	36	40	29	38	37	50	48	16
% Somewhat effective: There are some structured efforts, but guidance is not consistent or comprehensive.	55	52	58	54	53	45	41	69
% Very effective: Students receive clear guidance across multiple channels.	2	2	2	4	0	0	4	0

Why do you believe some students at your institution may use generative AI in ways that violate academic integrity policies? Please select up to two reasons you believe are most important.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Pressure to achieve or maintain high grades and academic performance	19	17	21	6	23	31	23	22
% Limited time caused by balancing work, family or other personal responsibilities	32	33	29	37	30	31	16	41
% Lack of clear, consistent, or well-communicated guidance from instructors about acceptable AI use	37	38	35	37	30	48	48	22
% Peer influence or the perception that "everyone is using AI in this way"	18	19	17	15	17	28	13	22
% Belief that using AI assistance does not constitute cheating or academic dishonesty	40	44	33	44	57	31	32	38
% Difficulty fully understanding the course material or assignments	15	11	23	15	10	3	23	16
% Low academic self-confidence or feeling unprepared for the coursework	19	18	21	33	3	7	19	22
% Disregard or lack of respect for academic integrity policies	2	2	2	4	0	0	3	0
% Lack of engagement with or interest in the course content	11	11	12	8	17	10	16	9
% Other	3	4	3	2	7	3	3	3

What strategies should your institution adopt to promote academic integrity in the age of generative AI? 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
% Develop and communicate clear, standardized policies defining acceptable and unacceptable AI use.	63	62	63	67	50	66	65	60
% Focus on educating students about ethical AI use rather than emphasizing punitive measures.	77	80	70	85	77	76	71	70
% Encourage faculty to design teaching and assessment methods that reduce opportunities for inappropriate AI use (e.g., oral exams, in-class writing assignments),	57	56	59	56	57	55	55	67
% Restrict access to electronic devices such as phones and laptops during exams where feasible.	11	11	13	8	13	14	16	10
% Reintroduce handwritten exams or bluebook-style assessments when appropriate.	15	10	23	6	10	17	29	20
% Implement AI-detection software or tools to help identify unauthorized AI use.	20	21	19	17	33	14	16	20
% Allow students to use AI tools flexibly, provided their use is transparently disclosed and approved.	55	58	52	54	63	59	48	53
% Empower faculty to apply discretion in managing AI use within their courses rather than enforcing rigid rules.	44	46	39	50	57	28	29	50
% Provide additional resources and training for faculty and staff on managing AI-related academic integrity challenges.	65	64	69	67	70	52	58	80
% Other (please specify)	2	3	2	2	3	3	3	0

How well does your institution support students' need for flexibility and responsiveness (e.g., deadline accommodations, support during personal or academic crises)?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Not at All	1	1	0	0	0	3	0	0
% Somewhat Well	14	15	14	24	10	3	6	23
% Moderately Well	31	31	33	28	31	34	26	40
% Very Well	39	44	33	34	48	55	42	20
% Extremely Well	14	10	20	14	10	3	26	17

In your opinion, what are the biggest barriers to students' academic success 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
% Financial constraints (e.g., tuition, housing, food insecurity)	49	55	39	63	50	48	32	47
% Need to work while enrolled	41	51	25	67	43	31	19	30
% Mental health challenges (e.g., stress, anxiety, depression)	51	46	58	33	53	62	61	60
% Physical health issues or chronic illness	4	2	8	0	3	3	10	7
% Caregiving responsibilities (e.g., for children or family members)	17	22	9	35	17	3	3	13
% Lack of adequate academic preparation before college	48	42	58	43	53	28	55	57
% Low-quality instruction or teaching practices	3	5	2	2	7	7	3	0
% Limited faculty availability or engagement	6	7	3	6	7	10	3	3
% Difficulty accessing academic support services (e.g., tutoring, advising)	5	5	3	4	7	7	6	0
% Confusing or unclear academic pathways (e.g., course requirements, degree planning)	7	7	8	6	3	14	10	7
% Limited access to reliable technology	3	5	2	6	7	0	0	3
% Social isolation or lack of community	9	9	9	2	13	17	13	7
% Experiences of discrimination or bias	2	1	3	0	0	3	6	0
% Lack of motivation or sense of purpose	22	19	27	14	23	24	32	20
% Other	5	5	5	4	3	7	0	10
% I don't see significant barriers to academic success	1	0	2	0	0	0	3	0

To what extent do you agree with the following statement: Our institution prepares students with the skills, credentials and experiences they need to succeed in today's job market.								
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% Strongly Disagree	1	1	2	0	3	0	0	0
% Somewhat Disagree	3	3	5	2	0	7	3	7
% Neither Agree nor Disagree	9	8	9	6	13	7	10	7
% Somewhat Agree	50	48	52	55	47	38	61	43
% Strongly Agree	37	40	33	37	37	48	26	43

What should your institution prioritize more in supporting students' career readiness? 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
% Increasing availability of paid internships and experiential learning opportunities	51	56	41	51	64	59	32	50
% Building and strengthening partnerships with employers and industry leaders	50	51	48	49	46	59	35	57
% Expanding alumni networking programs to connect current students with graduates	25	21	31	24	29	10	39	23
% Providing personalized, one-on-one career advising and coaching	24	22	27	22	25	21	29	27
% Offering courses specifically designed to develop job-relevant skills and competencies	34	32	34	33	36	28	35	33
% Hosting well-organized career fairs and employer recruitment events	9	7	11	8	11	3	13	10
% Enhancing support for graduate and professional school preparation	7	3	14	2	0	7	16	13
% Promoting certifications and non-degree credentials that boost employability	32	31	31	37	25	28	29	37
% Facilitating professional networking skills and opportunities, including mentorship programs	27	31	20	43	25	14	26	17
% Offering dedicated support for resume writing, LinkedIn profiles, and interview preparation	9	6	16	4	11	3	16	13
% Other	**3**	**4**	**2**	**2**	**4**	**7**	**3**	**0**

What is the most common source of stress for students as they prepare for life after graduation? 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
% Uncertainty about choosing a clear career path or direction	40	40	41	49	25	38	48	37
% Limited hands-on experience, internships or practical training opportunities	39	39	41	39	39	38	39	47
% Difficulty effectively communicating academic skills and achievements to employers	39	38	41	35	46	34	45	37
% Lack of sufficient time to dedicate to career preparation activities	22	19	27	25	11	17	23	30
% Financial concerns related to job prospects, student loans or living expenses	70	72	66	76	71	66	68	63
% Mental health challenges, including anxiety and stress about the future	52	51	55	49	57	48	58	57
% Low self-confidence or self-doubt about readiness for the workforce	33	31	36	35	29	28	32	43
% Pressure to succeed from family, peers or personal expectations	32	32	31	29	43	28	35	30
% Other	2	3	0	4	4	0	0	0

How accessible and transparent is information about post-graduate outcomes (e.g., employment, salary, graduate school) for students at your institution?	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
% No meaningful data on post-graduate outcomes is provided.	5	3	9	6	0	0	6	13
% Not readily available — students primarily rely on word of mouth or personal networks	9	10	6	8	21	3	6	0
% Limited — students often struggle to locate or interpret the information	23	23	22	25	18	24	19	27
% Available, but not proactively shared or easy to find	34	34	31	35	18	48	32	33
% Easily accessible and clearly communicated through official channels (e.g., websites, advising, events)	24	22	27	20	39	10	29	23
% Not sure	6	7	5	6	4	14	6	3

How would you rate your own …								60
	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
… job satisfaction								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	1	1	2	2	0	0	0	3
% Fair	19	21	16	22	21	17	19	10
% Good	51	46	58	44	46	48	61	57
% Excellent	30	33	25	32	32	34	19	30
… mental health								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	5	2	9	4	0	0	10	10
% Fair	18	21	13	20	25	17	13	7
% Good	51	50	55	53	54	41	55	60
% Excellent	26	27	23	22	21	41	23	23
… opportunities for career advancement at your institution								
% Very Poor	5	3	7	4	4	0	11	4
% Poor	15	16	15	23	16	4	15	12
% Fair	30	30	29	33	24	31	33	24
% Good	28	27	27	19	24	46	33	24
% Excellent	23	23	22	21	32	19	7	36
… overall wellbeing (factoring in the level of job stress you experience)								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	6	4	9	4	4	3	10	10
% Fair	29	31	27	34	25	31	29	20
% Good	46	45	47	50	46	34	45	53
% Excellent	19	21	17	12	25	31	16	17

	All Institutions, by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Assoc.	Master's/ Bacc.	Doctoral	Bacc.	Doctoral/ Master's
... sense of connection with students you serve								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	1	2	0	2	0	3	0	0
% Fair	13	14	13	16	14	10	10	17
% Good	44	47	39	51	46	41	39	40
% Excellent	42	37	48	31	39	45	52	43
... support system at work (including how supported you feel by your supervisor)								
% Very Poor	0	0	0	0	0	0	0	0
% Poor	5	7	2	12	4	3	0	3
% Fair	23	24	20	24	29	21	29	10
% Good	38	34	47	32	36	34	45	50
% Excellent	33	35	31	32	32	41	26	37

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	1	0	2	0	0	0	3	0
% 30 – 39	6	8	3	4	11	14	6	0
% 40 – 49	24	23	25	31	11	21	19	27
% 50 – 59	50	48	53	45	57	45	52	57
% 60 – 69	18	19	17	16	21	21	19	17
% 70 and older	0	0	0	0	0	0	0	0
% Prefer not to respond	1	2	0	4	0	0	0	0

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	60	61	58	67	54	59	52	63
% Male	37	35	39	27	43	41	45	33
% Nonbinary/Gender nonconforming	1	1	0	2	0	0	0	0
% Not listed/Prefer to self-describe	0	0	0	0	0	0	0	0
% Prefer not to respond	3	3	3	4	4	0	3	3

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	0	0	0	0	0	0	0	0
% Asian	4	2	8	2	0	3	10	3
% Black or African American	14	15	13	18	4	21	19	7
% Hispanic or Latin(o/a/x)	6	8	2	12	7	3	3	0
% Middle Eastern or North African	1	1	0	2	0	0	0	0
% Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0
% White	77	76	78	75	82	72	71	87
% Not listed/Prefer to self-describe	0	0	0	0	0	0	0	0
% Prefer not to respond	4	5	3	2	11	3	0	7

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	86	85	86	84	89	83	81	90
% Gay or lesbian	12	11	13	10	7	17	16	10
% Bisexual	2	2	2	4	0	0	3	0
% Different identity (specify, if desired):	1	2	0	2	4	0	0	0

ABOUT *INSIDE HIGHER ED*

Inside Higher Ed is the leading digital media company serving the higher education space. Since our founding in 2004, we have become the go-to online source for higher education news, analysis, resources and services. Our mission is to serve all of higher education—individuals, institutions, corporations and non-profits—so they can do their jobs better, transforming their lives and those of the students they serve. We are proud to have earned the trust and loyalty of our more than 2.2 million monthly readers by speaking as a fiercely independent voice, providing thoughtful, substantive analysis on the pressing issues facing higher education today. *Inside Higher Ed* is owned by *Times Higher Education* (THE).

Learn more about *Inside Higher Ed* at www.insidehighered.com.

ABOUT HANOVER RESEARCH

Founded in 2003, Hanover Research is a global research and analytics firm that delivers market intelligence through a unique, fixed-fee model to more than 1,200 clients. Headquartered in Arlington, Va., Hanover employs high-caliber market researchers, analysts, and account executives to provide a service that is revolutionary in its combination of flexibility and affordability. Hanover was named a Top 50 Market Research Firm by the American Marketing Association in 2015, 2016, 2017 and 2018 and has also been twice named a *Washington Business Journal* Fastest Growing Company.

To learn more about Hanover Research, visit www.hanoverresearch.com.