salesforce

**THIRD EDITION**

# Connected Student Report

Insights into Global Higher Education Trends
from over 2,600 Students and Staff

Adam Advisor · 2min

Welcome to Connected University
@Jordan! After orientation, let's
schedule an **advising session** and
match you with a **wellbeing mentor**.

# Welcome

Globally, the events of the past three years have changed how students learn and how higher education institutions operate. As the parent of college-aged students, I have seen the impact of these changes first-hand. The education landscape has shifted dramatically as total enrollment at many institutions has declined. Student wellbeing is now a top priority. Faculty and staff hiring and retention have come into sharp focus following the Great Resignation. Heading into a post-pandemic world, institutions have an opportunity to be future-ready by building on existing strengths and connecting with students, staff and the broader community in new and exciting ways.

This year's findings in the third edition of the Connected Student Report reveal a new sense of urgency in improving how students feel about their experience. Only a third of students surveyed report having a great university experience, indicating that institutions have room to improve. Specifically, how students feel about their overall experience starts as early as orientation. An increasing number of students and staff have greater expectations for wanting personalization, flexibility, and diversity in their education experience than ever before.

Higher ed institutions that help create a feeling of belonging and connectedness create value long after students have graduated. This is especially critical in our current macroeconomic environment where

uncertainty and volatility are constant headlines. Higher education institutions can be powerful change agents that support lifelong learners as they look to grow their skills and shape the economy in new ways. They connect students to alumni and career mentors even as early as orientation week. They create spaces for students to connect with each other, and with staff. They support the whole student.

In this report, you will discover these insights for yourself. As you reflect on your own institution, we encourage you to turn these insights into actions.
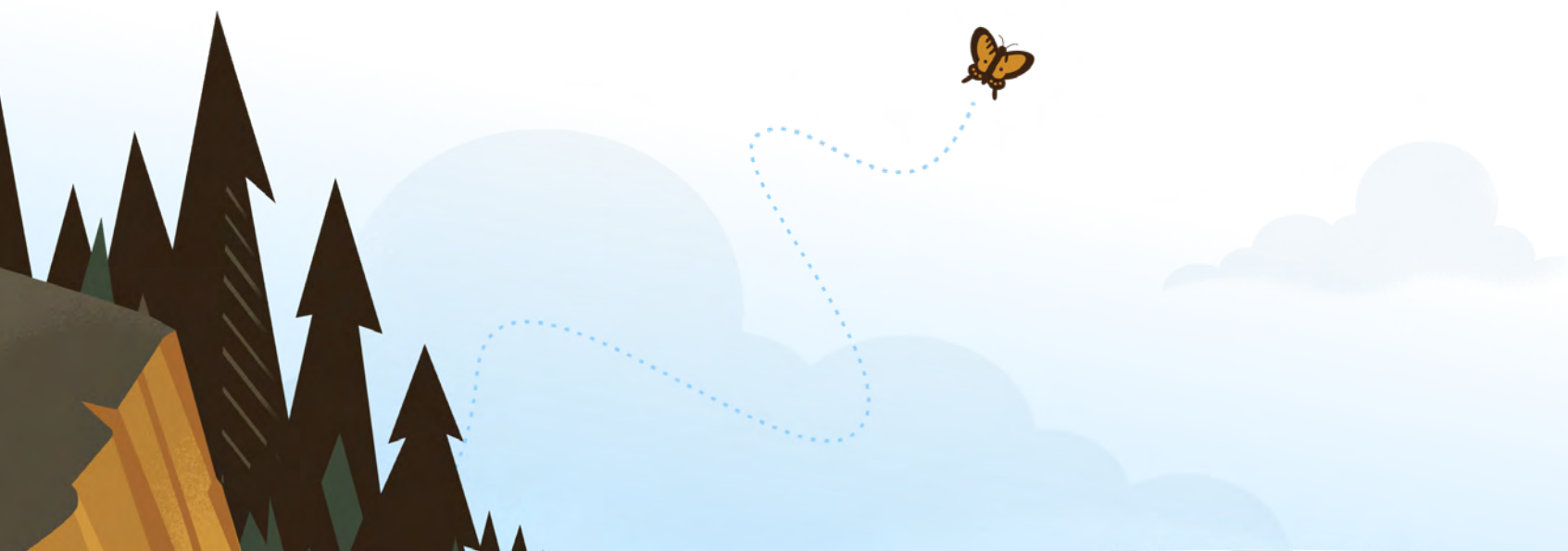
**Marie Laxague Rosecrans**
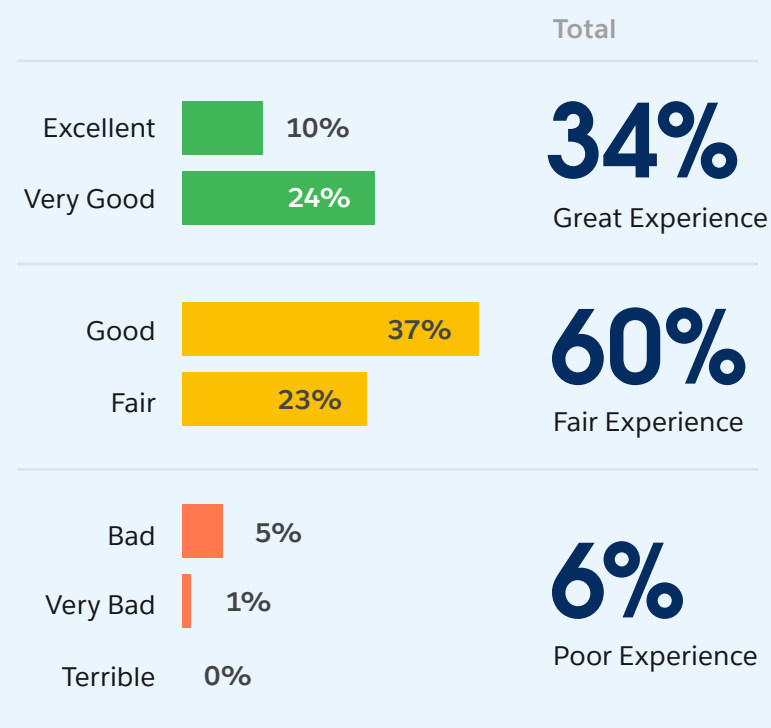CMO, Education and Nonprofits, Salesforce

# Contents

# Executive Summary

In the last few years, students have had a very different course of education from their predecessors: online or in a hybrid environment between campus and home. Many of these students want to return to in-person learning, while holding on to the innovations sparked by the pandemic. **Only a third of students report having a great university experience,** indicating that institutions have room to improve.

## Higher education institutions have room to improve experiences.

Overall, how would you rate your experience at your university?

Total

| | | |
|---|---|---|
| Excellent | 10% | |
| Very Good | 24% | **34%** Great Experience |
| Good | 37% | |
| Fair | 23% | **60%** Fair Experience |
| Bad | 5% | |
| Very Bad | 1% | **6%** Poor Experience |
| Terrible | 0% | |

## 1 Belonging is the foundation for success.

Students make it clear that their institutional experience depends heavily on their first few weeks on campus. Students **who have a great onboarding experience are 35 times more likely to have a great overall university experience.** Providing holistic support and communicating how their degree will pay off as soon as students arrive can help students feel that they belong and improve their overall experience.

## 2 Students want holistic support from application to graduation.

Students also report needing **more wellbeing resources (36%)** and **in-person events and activities (54%)** to connect with their peers. Students worldwide say that social events, more than classes, help them feel like a part of the university. Students who have a great university experience were more likely to report having the support they needed to succeed academically than students who had a poor experience (78% vs. 23%).

## 3 Students want to be prepared for the future of work.

**Nearly half (47%) of students reported selecting their institution for career prospects,** but only 11% felt very prepared for work. Students who feel well-prepared are four times more likely to have a great university experience. In addition, nearly half of the students surveyed **(49%) plan to continue learning through a higher education institution after graduating.**

## 4 Flexibility and diversity matter.

**Students who have a great experience reported having** easy online access to data and resources (86% great experience vs. 49% poor experience), services available via mobile (82% vs. 61%), **positive digital experiences (81% vs. 36%),** access to sharing platforms (80% vs. 57%), and personalized experiences tailored to their needs (60% vs. 11%). More than half (57%) of staff anticipate that flexible learning will increase in the near future. In addition to flexibility, students rank diversity and inclusion among universities' top three values to uphold (26%). Furthermore, nearly one in five (17%) institutions said they plan to hire a chief diversity officer or its equivalent.

# About the Survey

A total of 2,668 responses were collected from April 11, 2022, to June 3, 2022, via an online quantitative survey run by Reputation Leaders, Ltd. in Australia, France, Germany, the Netherlands, Nordic countries (Denmark, Finland, Norway, and Sweden), Spain, the United Kingdom, and the United States. Reputation Leaders also conducted 12 in-depth qualitative interviews with highly experienced senior leaders in Australia, France, Germany, the Netherlands, Sweden, Spain, United Kingdom, and the United States from March 23 to April 12, 2022.

Qualified survey respondents were:

- **Students:** adults aged 18 or older, who are full-time or part-time students enrolled in a higher education institution

- **Staff:** adults aged 18 or older, who are employed full time or part time at a higher education institution (not including trade/ vocational institutions), and are in a faculty or management/ leadership role

## Research methodology

| Country | | Students | Staff |
|---|---|---|---|
| Australia | | 175 | 176 |
| France | | 176 | 175 |
| Germany | | 175 | 175 |
| Netherlands | | 176 | 175 |
| Nordics | | 100 | 105 |
| Spain | | 177 | 181 |
| United Kingdom | | 175 | 177 |
| United States | | 175 | 175 |
| **Total** | | **1,329** | **1,339** |
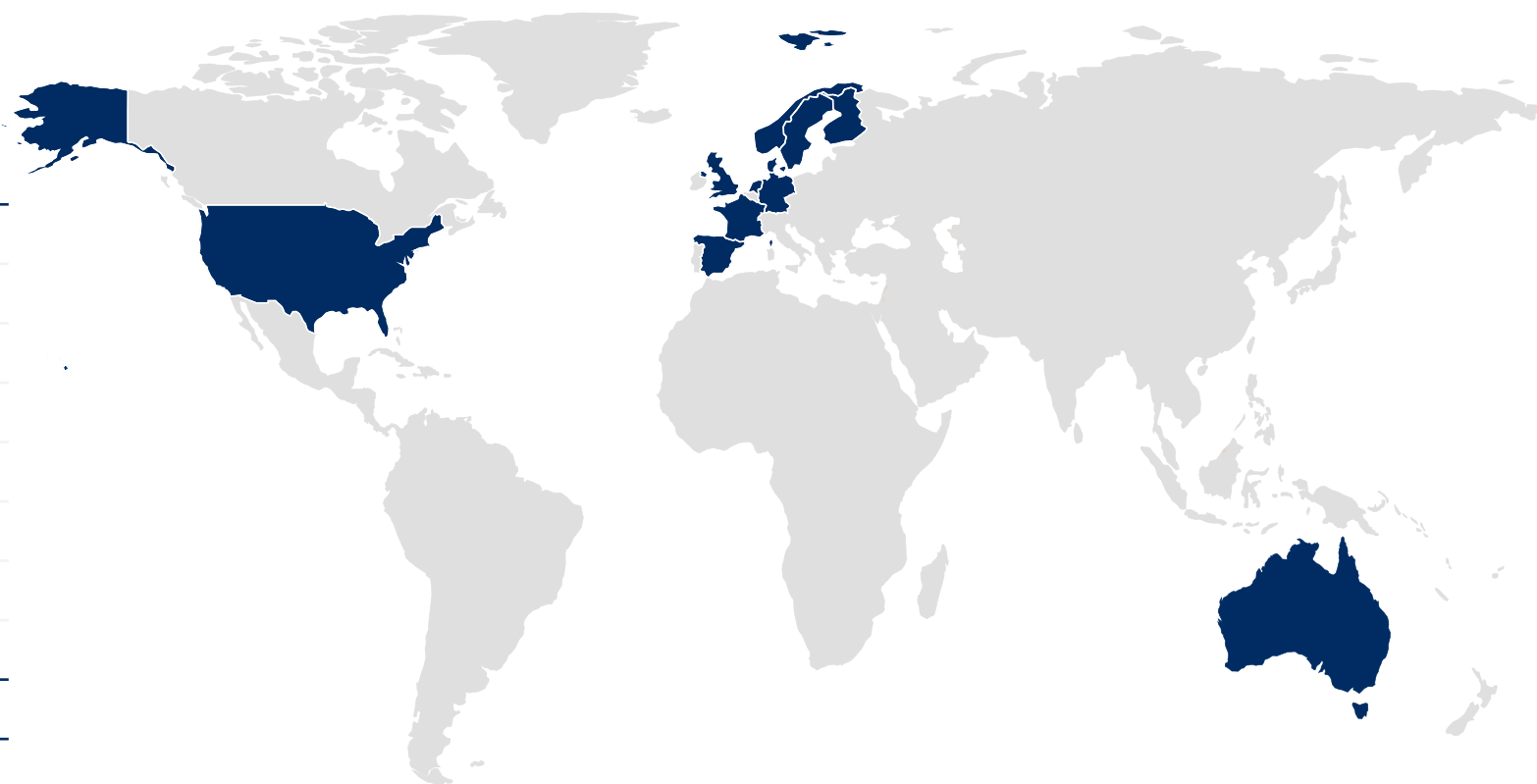
# Introduction

For more than two years, higher education has adapted and innovated to respond to a constantly changing environment. Students, faculty, and administrators alike have had to relearn what the university experience entails, with classes, co-curricular activities, advising, and graduation ceremonies all moving online or to a hybrid form. It has not been easy.

In last year's Connected Student Report (2nd edition), the share of students who reported having a poor university experience outnumbered those who had a great experience (24% vs. 17%), reflecting the unmet expectations of many students. But as a new academic year begins, that sentiment has changed. Now, 34% of students rate their university experience as great, and only 6% feel it's been poor. In total, three-quarters of students have a positive university experience, which is an impressive turnaround considering the unease many students felt a year ago. However, as students still face so much uncertainty, institutions must ensure that a positive trend continues.

Chapter 1

# Belonging

Setting the Foundation
for Success

While the majority of students (58%) feel some sense of belonging to their university, only 12% report feeling like they totally belong.

> "The overall impression respondents give is one of dissatisfaction with their university experience, and that should be of considerable concern."
>
> **Sarah Todd, VP, Global, Griffith University, Australia**

By September 2021, students around the world had endured a full year of pandemic-altered coursework and were gearing up for another one. With many of their classes, their activities, and much of their lives moved online, it was not surprising that one in five students* did not feel connected to their university at all.

Fast forward to 2022, and institutions are moving out of crisis mode and into planning mode. Students, as a result, are returning to face-to-face learning, which has already led to increased levels of connection. Only 12% of students in the survey reported feeling not at all connected to each other or alumni.

For institutions, finding ways to keep increasing student connection is critical. The survey found that students who have a strong connection to their institution and a strong feeling of belonging are more likely to have a great experience.
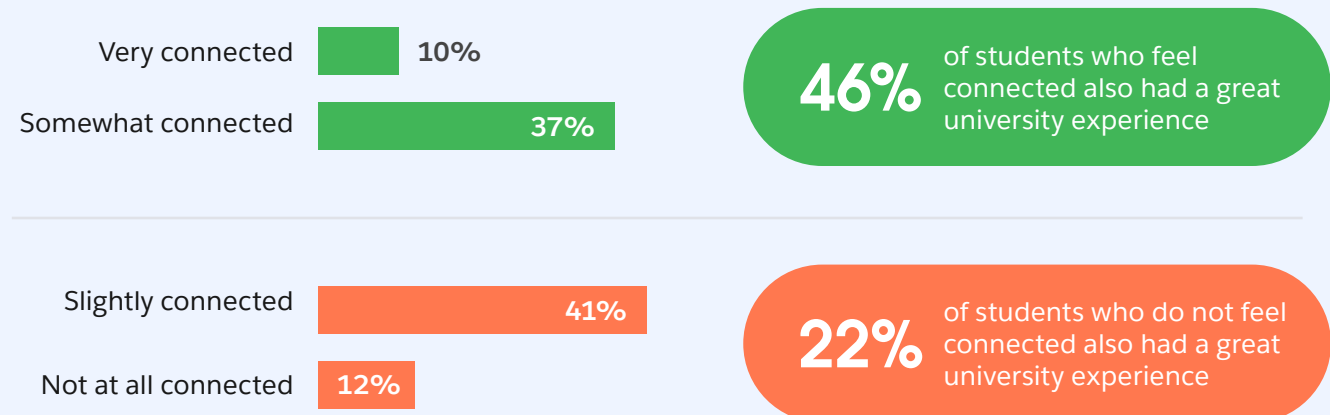
* Connected Student Report, 2nd edition (2021)

## Connection and belonging go hand in hand with great experiences.

Overall, how much do you feel you belong at your university? Overall, how would you rate your experience at your university?



**12%**
of students feel they totally belong
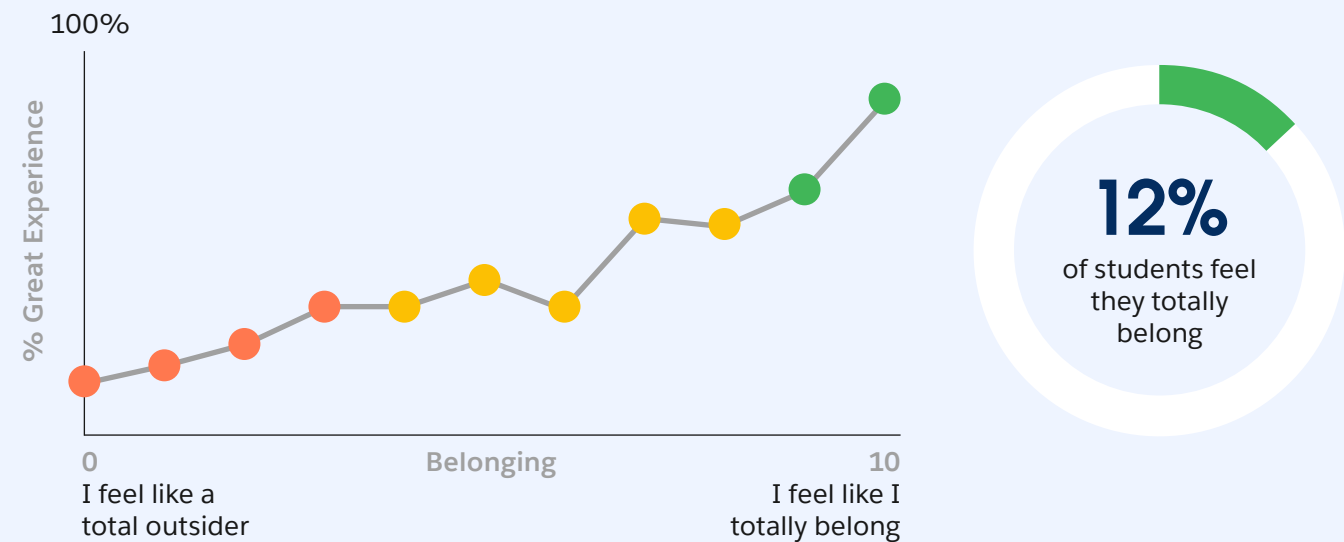
How connected do you feel to the student or alumni community at your university?

| | |
|---|---|
| Very connected | 10% |
| Somewhat connected | 37% |

**46%** of students who feel connected also had a great university experience

| | |
|---|---|
| Slightly connected | 41% |
| Not at all connected | 12% |

**22%** of students who do not feel connected also had a great university experience

"Belonging is the new battleground," said Carol L. Folt, President of the University of Southern California, at the April 2022 Salesforce Education Summit. "How can we bring students in and make them feel like they are part of the institution? It starts with diverse committees that bring in student, faculty, and staff voices."

How can institutions foster greater connection? And what are some universities doing differently, if anything, to promote connection?
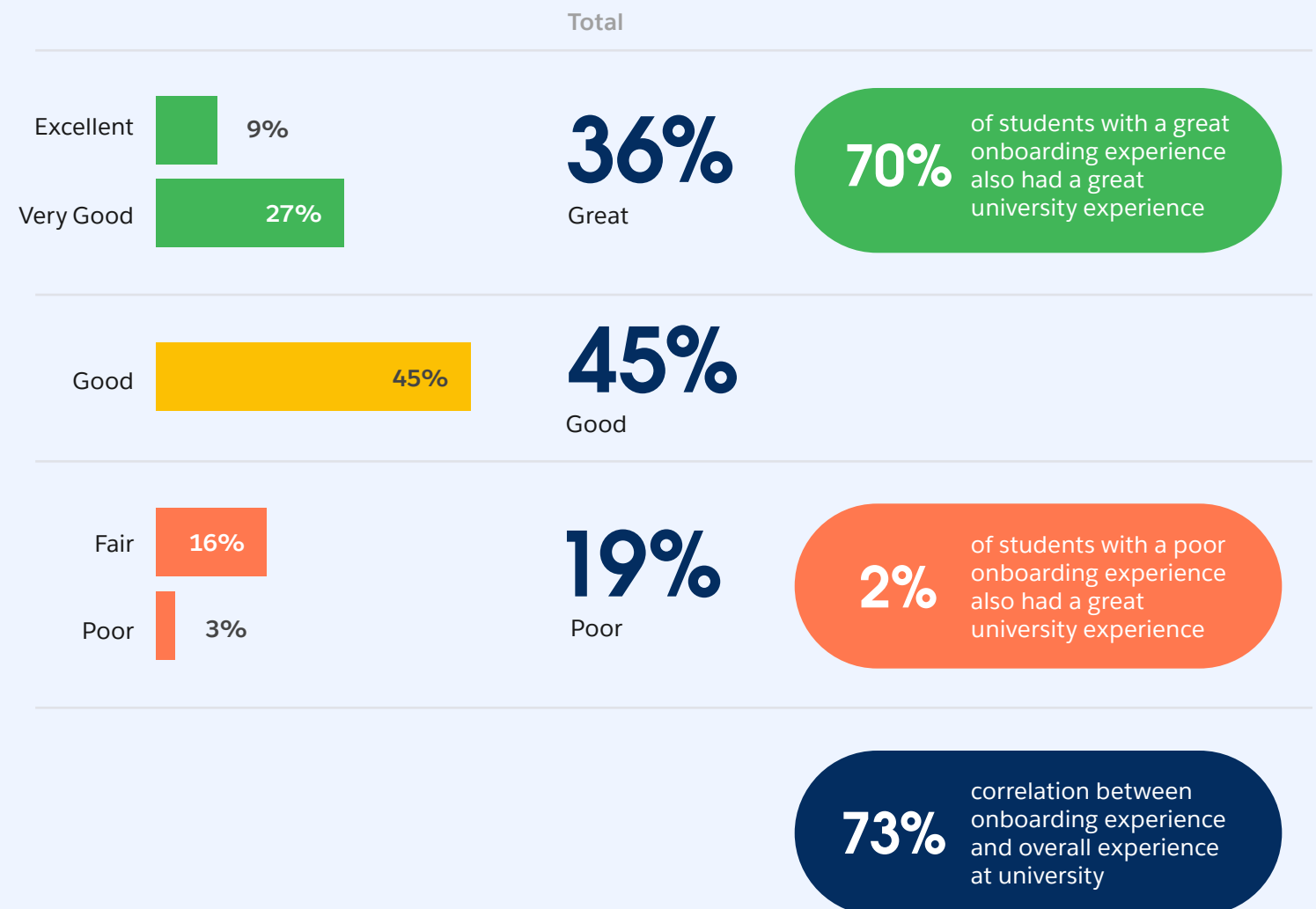
To answer those questions, we need to start at the beginning: orientation. Survey results indicate that students who have a great onboarding experience are 35 times more likely to have a great university experience, and 63% of students who have great onboarding feel more connected to their institution. In the U.S., 44% of students report having a great onboarding experience, with Australian students (41%) also apt to say the same.

On the other hand, three-quarters of students who had a poor onboarding experience did not feel connected to their institution. And while successful onboarding is directly linked to student satisfaction, only a third of students rated their onboarding experience highly. So where can institutions improve?

Imagine student orientation as akin to working with a travel agent, said Douglas Eck, Dean of Students at Columbia College Chicago. During onboarding, the institution is trying to lay the foundation for an all-encompassing, successful experience. Much like planning for a trip, the hope is that the experience will be filled with stunning sights, unforgettable memories, and opportunities for adventure. When that foundation works, it becomes a trip talked about years down the line. Or, for higher education, a "great university experience."

## Onboarding plays a key role in overall student experience.

How would you rate the onboarding experience at your university?

Total

Excellent — 9%
Very Good — 27%

**36%**
Great

**70%** of students with a great onboarding experience also had a great university experience

Good — 45%

**45%**
Good

Fair — 16%
Poor — 3%

**19%**
Poor

**2%** of students with a poor onboarding experience also had a great university experience

**73%** correlation between onboarding experience and overall experience at university

But when the plan falls through – lost luggage, incorrect schedules, missed connections – the entire trip turns sour. When students have a poor onboarding experience, only 2% go on to have a great experience (by comparison, 70% who had a very good or excellent onboarding experience report a great university experience). "As university administrators, we want to build that memorable experience, plan for the possibilities, and ensure there are resources in place for resolving the challenges that may present themselves," Eck said.

Long before students even experience orientation, they generally know what they want.
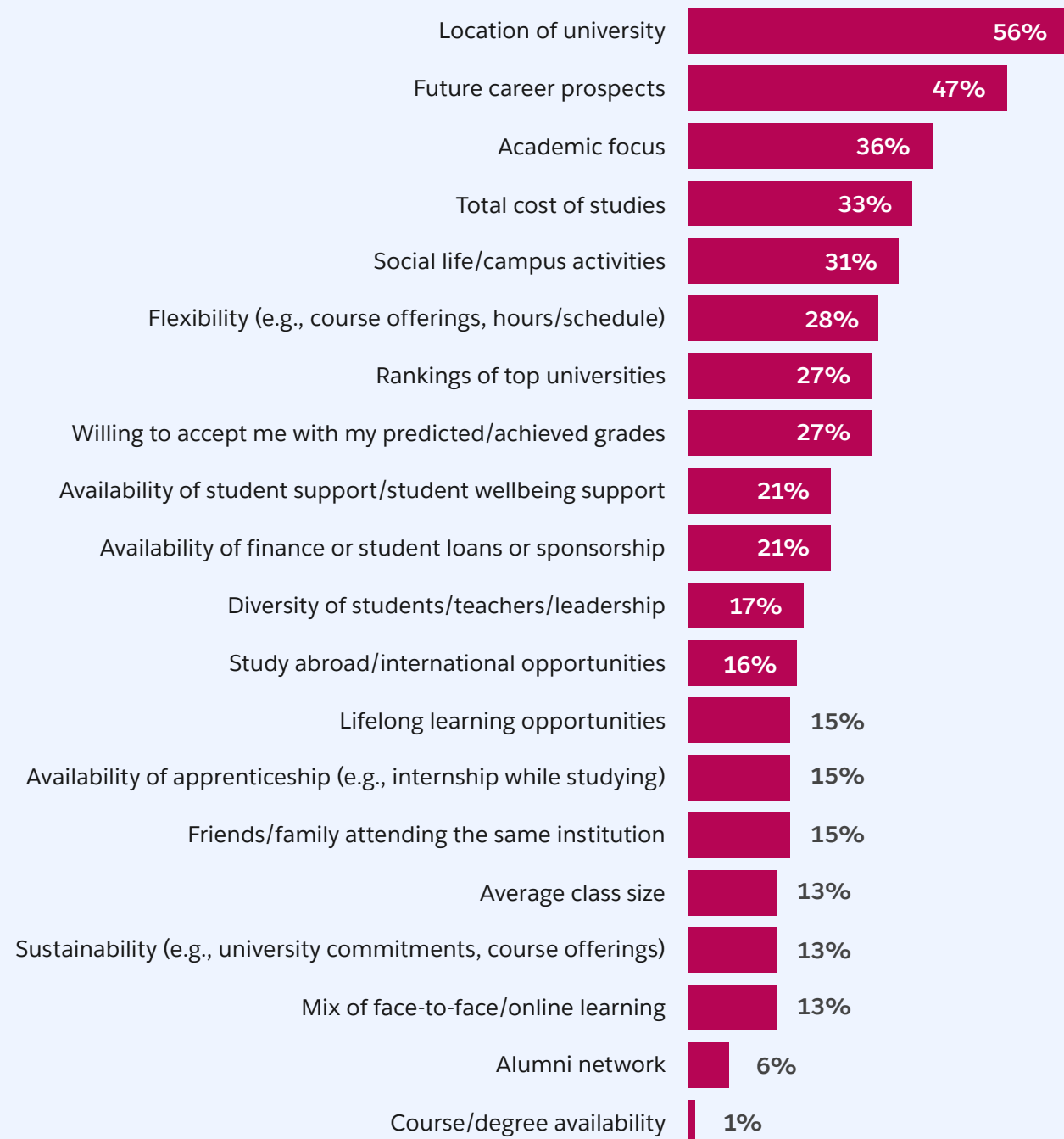
## When deciding where to enroll, 56% of students selected location as an important factor, with future career prospects (47%), academic focus (36%), and social life (31%) close behind.

Location and social-life rankings highly suggest that students want to attend university in person, either close to home or in their preferred town or city. These preferences hold true across countries as well.

But a university experience can never be distilled to just its geography. Especially with more focus on online or hybrid learning, students need to feel connected to the campus, the faculty, and their peers. And that connection starts during the onboarding experience with building familiarity with the people, the faculty, and the surroundings.

## Location and career prospects draw students in.

What factors were most important in deciding to enroll in your university?

| Factor | Percentage |
|---|---|
| Location of university | 56% |
| Future career prospects | 47% |
| Academic focus | 36% |
| Total cost of studies | 33% |
| Social life/campus activities | 31% |
| Flexibility (e.g., course offerings, hours/schedule) | 28% |
| Rankings of top universities | 27% |
| Willing to accept me with my predicted/achieved grades | 27% |
| Availability of student support/student wellbeing support | 21% |
| Availability of finance or student loans or sponsorship | 21% |
| Diversity of students/teachers/leadership | 17% |
| Study abroad/international opportunities | 16% |
| Lifelong learning opportunities | 15% |
| Availability of apprenticeship (e.g., internship while studying) | 15% |
| Friends/family attending the same institution | 15% |
| Average class size | 13% |
| Sustainability (e.g., university commitments, course offerings) | 13% |
| Mix of face-to-face/online learning | 13% |
| Alumni network | 6% |
| Course/degree availability | 1% |

## Orientation Strategies

### How INSEAD Business School Orients New Students

Katy Montgomery, Associate Dean of Degree Programs at INSEAD, a business school with locations in Fontainebleau, France, Singapore, Abu Dhabi, and San Francisco, said that a goal of orientation is to make students comfortable with each other, to understand the school's mission, and to set expectations about how to engage. INSEAD tells students that they, and not just the professors, are responsible for the learning environment.

### How London Metropolitan University Welcomes First-Generation Students

At London Metropolitan University, where a majority of those enrolled are first-generation students from marginalized communities, the university seeks to accomplish these goals by giving students a lay of the land. Lara Bulut, Interim Head of Student Services, said that one of the most well-received components of orientation is a "preparedness map," which gives students guidance on personal and academic things they might need, including finding local cafes or obtaining laboratory coats for science courses.

### How Washington University Helps Freshmen Navigate New Surroundings

Washington University in St. Louis offers an in-depth introduction to the city. This year, they're rebranding their student orientation as "In the Lou," which intends to infuse St. Louis into the students' knowledge base. "We're not talking just the tourist stuff, but what the communities are in St. Louis," said Anna Gonzalez, Vice Chancellor for Student Affairs. "Who the different folks are, the politics, the cities, the neighborhoods, the history of St. Louis, which is rich and vibrant but can also be painful. We want them to be in and of St. Louis."

But administrators also acknowledge that more and more students expect their education to primarily boost their career prospects. In response, many universities are including career services, which traditionally did not begin until graduation year, into the onboarding schedule. During orientation sessions at Pompeu Fabra University, students are informed of the career-services options and assigned an alumni mentor. Initially, these mentors were mid-career professionals, but the university has shifted to using mentors who are closer in age to the students.

"Someone who is 25 or 26 may not be as mature or have the experience of someone who has been working 30 years for IBM or Coca-Cola, but they are closer to the student's life experience and the kinds of challenges that they are going to be facing."

**Pablo Parega-Alcaraz, Vice Rector, Pompeu Fabra University**

The survey results also indicate that the onboarding experience must go beyond explaining academic departments and other services, and strive to connect students with each other. Universities can host more events and opportunities for socialization during onboarding as students who felt disconnected from their institution predominantly reported wanting more of those activities.

Andy Chan, Vice President of Innovation and Opportunity at Wake Forest University, explained that his institution has begun doing something similar. During orientation, the career center organizes a quick information session for the new students run by existing students. "We're trying to help them see that this is a community of students not unlike them who have found a lot of value through the different services that our offices provide," Chan said.

One anonymous student from the U.S. deplored not having any chances to get to know classmates outside of class, saying,

"I think that the school needs to do a better job of connecting students with each other through clubs and courses."

## Students feeling disconnected crave more organized opportunities to socialize.

What would help students feel better connected to the student community at your university? (Open-ended student responses – categories)



Student clubs and similar interest clubs

Opportunities to talk to industry reps, alumni, and PhD students

Transparency, listening, and open-mindedness from institution

Student and wellbeing support

Face-to-face interactions and getting together in person

Social events and networking opportunities

## Students who feel disconnected* are predominantly looking for more social events and more opportunities to socialize — especially through in-person interactions.

What would help students feel better connected to the student community at your university? (Open-ended)

"That there were talks with former students or teachers who can guide us with various topics on the studies or the job."

**Student, 21, Spain**

"More full campus activities not only small activities that are only on for an hour or so."

**Student, 19, Australia**

"Most likely just more programs and clubs. Any clubs that can fill specific niches so students can more easily meet other students with something in common."

**Student, 20, U.S.**

"Having more events to make everyone feel a part of the university which is especially important after not having a lot of interaction."

**Student, 19, U.K.**

"More commitment with alumni during the study so that contacting former students feels a bit more normal. Better keep track of which former student went where for better job insight."

**Student, 25, Netherlands**

"I think that the school needs to do a better job of connecting students with each other through clubs and courses. I don't feel like I get to know my classmates outside of class."

**Student, 21, U.S.**

* This was asked of 'not at all' and 'slightly' connected students.

Chan said this sentiment is exactly what Wake Forest wants to address during onboarding. "One of the dynamics of starting school is: I'm going to a place where I don't know anyone. How do I get comfortable? Well, I need some friends," he said of the first-year student's mindset. To facilitate early friendships, Wake Forest has incoming students go through a pre-orientation program of 50 to 100 students based on a shared interest such as sustainability, school spirit, or camping. Instead of having a pool of 1,300 new people to meet, students now have a smaller group where they can find friends before orientation even starts.

Providing a broad range of support services while enabling the entire community to support one another is one of Coventry University's overarching aims. The U.K. institution created peer support systems, for example, by using an app to connect students who might be struggling with the same issues. "It allows us to bring people together who have similar experiences," shared Ian Dunn, Provost at Coventry University, in an interview with The Guardian.

Students who feel a strong sense of connection with their institution specifically called out frequent opportunities to connect with one another and with university teams through events. As one student said in an open-ended survey question about what their university was doing well to help students feel connected, "The president of our university meets with students to learn directly from them on how to improve our university experience."

At Howard University, the administration has found a solution that offers students connections to both the university and other students at once. During orientation, but also throughout the year, Howard administrators host informal gatherings called *lekgotla*, which is a South African word meaning "public gathering." At these events, deans and other faculty invite students to talk with them, either about a predetermined topic or just about what's on their mind.

"I was just overwhelmed with the number of students who thanked us for taking the time to do that and who marveled at the fact that they were just sitting here hanging out with the deans," said James Davis, Associate Dean for Academic Affairs and Humanities at Howard University. "That made such a difference in them feeling like a part of the whole thing."

"Our peer support systems allow us to bring people together who have similar experiences."

**Ian Dunn, Provost, Coventry University**

Ultimately, building a foundation of belonging for students clearly betters their time in university: Students who felt they belonged were three times as likely to have a great experience. And a great experience can lead to a positive feedback loop. Of the students who are extremely likely to recommend their institution, 74% had a great experience, 99% were proud to be a student, and 73% had a great onboarding experience.

"Students continue to crave the experience, to be part of the campus community."

**Douglas Eck, Dean of Students, Columbia College Chicago**

No matter how institutions approach onboarding – whether it's preparedness maps, pre-orientation programs, or *lekgotlas* – it's clear that the foundation for belonging must start early.

## Future advocates of the higher education institution had a positive onboarding experience, a great overall experience, and are proud to be part of the university.

How likely are you to recommend your university to your friends or family? How would you rate the onboarding experience at your university? Overall, how would you rate your experience at your university? How proud are you to be a student at your university?

| | Institution advocates | Institution detractors |
|---|---|---|
| Great university experience | 74% | 6% |
| Great onboarding experience | 72% | 10% |
| Proud to be a student | 99% | 21% |

■ **Institution advocates**　　■ **Institution detractors**
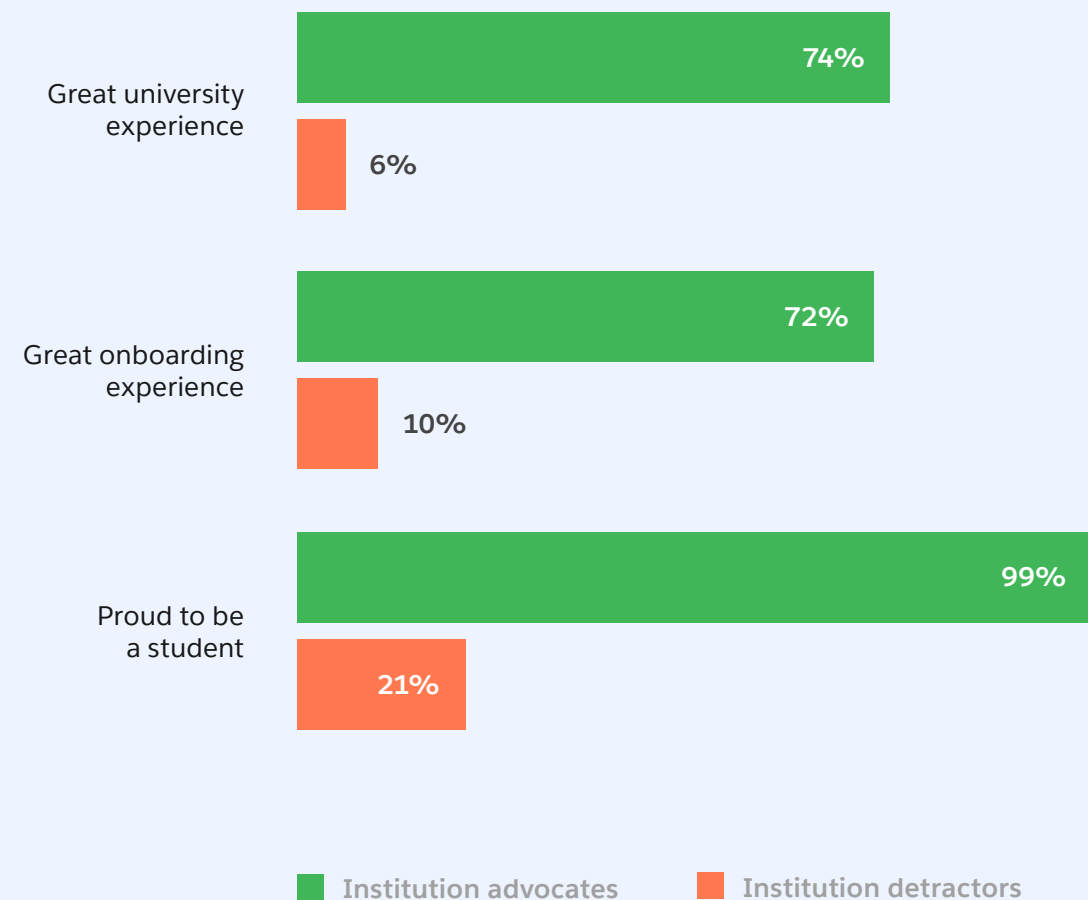
**Chapter 2**

# The Whole Student

Providing Holistic Support from
Application to Graduation

At Pompeu Fabra University, in Barcelona, Pablo Pareja-Alcaraz, a Vice Rector at the university, said that students are paying less attention to the number of articles that faculty members publish and more to the quality of student services. Of course, universities need to offer good teaching and research, he said, but they must also understand that students are more than test scores. Students are human beings who require holistic support, including more focus on health and wellbeing, financial aid, career development, and much more. Student services "are things that traditionally universities haven't paid that much attention to but now are becoming increasingly important," he said.

According to the survey, 34% of students wanted more career planning, 36% of students wanted more wellbeing resources, and most of all, 40% wanted more help balancing their academic, work, and personal lives. Students no longer see their university as solely a place of knowledge. Rather, they see higher education institutions as holistic support systems.

Although leaders at every institution think deeply about how to integrate new students into their university, many report that sometimes they could focus more on current students and not only new students. When they started doing *lekgotlas* at Howard University, James Davis said they were reminded of that lack of attention when "we found existing students sneaking in."

To Davis, this party crashing of the onboarding activities demonstrated that existing students also need opportunities to talk with faculty, administrators, and other students. During the pandemic, students became isolated from their campus and each other. Returning to face-to-face learning, therefore, necessitated not only a great onboarding experience for first-year students but also more connection opportunities for the existing students. "We focus on the first-year students," Davis said, "and perhaps miss a good opportunity of understanding the end-to-end experience better."

As important as it is to *start* strong, the survey results show that universities need to provide students with the resources and tools to *finish* their experience strong, too. Students who have a great university experience were much more likely to report having the support they needed to succeed academically than students who had a poor experience (78% vs. 23%). So, what makes for a great university experience?

## Students want help managing school with work and life.

What resources do you need from your university in order to be successful as a student?

| Resource | Percentage |
|---|---|
| More help managing my course load and work/personal life | 40% |
| More financial aid | 40% |
| More wellbeing resources (e.g., mental health and emotional support) | 36% |
| More career planning | 34% |
| Dedicated mentor/guide for my academic journey | 32% |
| More part-time/flexible course offerings | 29% |
| Advisory services (virtual or in-person) | 27% |
| More time to finish my degree | 23% |
| Different ways to pay for school (e.g., a percent of my post-university income) | 23% |

As students move through their academic journey, they crave continued support from their university to succeed and enter the world of work. Forty percent of students felt they needed more help managing their course load to be successful, and 34% wanted more career planning. That support usually entails services for their wellbeing and technology that curates a personalized experience.

## A majority of universities are hitting this mark for now, as 69% of students are satisfied with the student services and support at their institution.

But institutions still have opportunities to do more, as only 24% of students said they were very satisfied.

In general, students are asking for more than they have in the past. Across the board, the proportion of students who would like more resources has increased since 2021.

## Demand for wellbeing resources rises.

What resources do you need from your university in order to be successful as a student?

| Resource | 2022 | 2021 |
|---|---|---|
| More help managing my course load and work/personal life | 40% | 34% |
| More financial aid | 40% | 34% |
| More wellbeing resources (e.g., mental health and emotional support) | 36% | 24% |
| More career planning | 34% | 29% |
| More part-time/flexible course offerings | 29% | 26% |
| Advisory services (virtual or in-person) | 27% | 19% |
| More time to finish my degree | 23% | 21% |
| Different ways to pay for school (e.g., a percent of my post-university income) | 23% | 23% |

■ 2022     ■ 2021
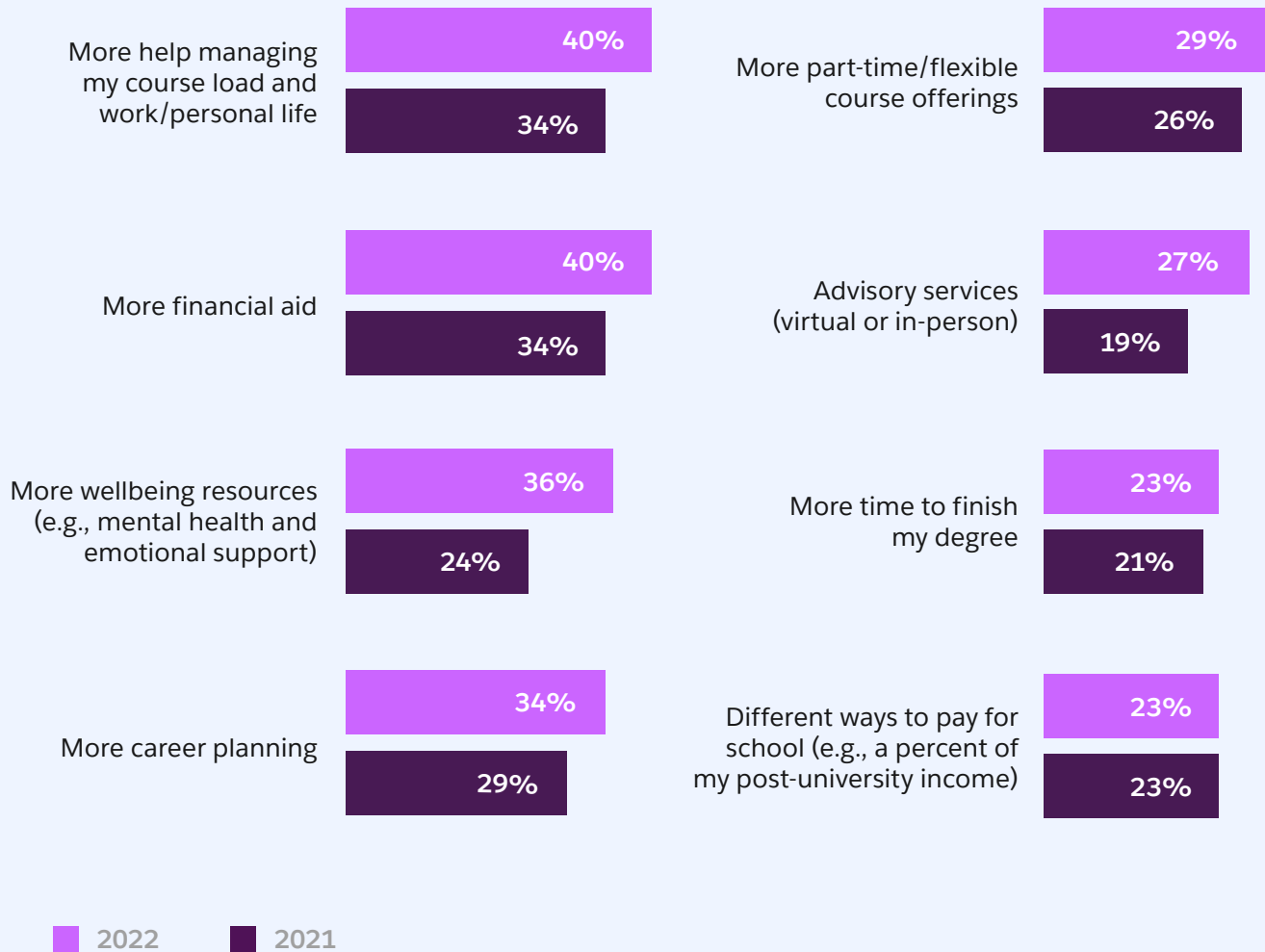
## Whereas 34% of students wanted more help managing their work-life balance in 2021, 40% reported feeling the same in this year's survey.

But the largest leap came from students who want more wellbeing resources, either mental health or emotional support. Only a quarter of students were looking for these resources in 2021, but 36% reported needing more of those resources to be successful this year.

While 43% of students say their university goes beyond meeting their basic wellbeing by offering social and emotional support, only 21% of students feel that their institution places a great importance on wellbeing. For some students, this shortcoming stems from a lack of understanding of on-the-ground challenges with mental health, financial barriers, and heightened stress because of overlapping course schedules.

In the survey, students listed help managing their course load, work, and personal life (40%) as their top choice in choosing the resources that they need from their institution. One 25-year-old American student said universities "should make mental and physical health professionals more readily available for students – psychiatrists, nutritional consultations, physical trainers, etc."

## Student support is tied to positive experiences.

To what extent do you agree or disagree with each of the following statements regarding your university. Overall, how would you rate your experience at your university?

**I can easily get my questions answered at my university**
- 78%
- 24%

**I have the support I need from my university to succeed academically**
- 78%
- 23%

**I can easily sign up for an advising appointment at my university**
- 77%
- 30%

**My university provides enough student service/support**
- 74%
- 18%

**My university encourages innovation and business partnerships**
- 73%
- 22%

**My university encourages an entrepreneurial mindset**
- 65%
- 27%

■ **Students who had a great university experience**      ■ **Students who had a poor university experience**

Universities are listening. Sciences Po, in Paris, canceled all required classes on Thursday afternoons so students would have time to take part in extracurricular activities. About four years ago, IE University started a Center for Health, Wellbeing & Happiness. This year, the university is making it mandatory for students to take a "wellbeing 101" course. Sabine Yazbeck, Global Head of Student Experience at the university, said the university wants to make sure that "every single student actually builds healthy habits and goes out into this complex world with the basic tools to face the challenges and the stressful moments."

Feelings of stress and anxiety were very common among students, no matter how positive or negative their experience. Nearly half of survey respondents (44%) said returning to their university sparked those feelings. But the majority of students felt positively about their institution, with nearly three-quarters saying they felt safe and supported. These findings held up across most countries, but the Netherlands in particular stood out with 81% feeling safe and supported and only 35% feeling stressed or anxious.

Results show that students who received more support from their institutions were generally happier, with 74% of those who had a great experience feeling they received adequate support compared with only 18% of those who had a poor experience.

According to Rose Pascarell of George Mason University, universities need to be proactive about supporting wellbeing. Acknowledging that approaches may differ depending on the size and type of university, Pascarell said at a place like George Mason, which enrolls 40,000 students, it's imperative to connect students to each other early.

Part of its proactive approach includes a student success coaching team that reaches out to students instead of waiting for students to come to them. "Bringing new students on campus or existing students, it may be difficult for them," she said. "But to have someone usher you through that process, we find in our preliminary data, is more successful in terms of student connection and student retention."

Survey results show that around eight in 10 (83%) students who feel very connected to their student or alumni community report that their institution provides easy access to online resources, services, and sharing apps.

And 82% felt that their university successfully pivoted to a more digital experience compared to only half (51%) of those students who felt not at all connected to their university.

Pascarell has also found technology to be an integral part of building student connection. George Mason employs a two-pronged approach for reaching its students, Pascarell said. First, it uses mass customization to send emails to the entire student body with information that theoretically all students might need. Second, the student affairs office compiles data to understand what student communities exist on campus, then works to connect those students with each other.

"The increasing value of student affairs is that our work is about looking at specific communities of students and really assessing what the specific needs and expectations are," Pascarell said. "At a large university, you have to have a both-and approach."

Survey results show that, for students and staff, technology can help forge better connections. Over a quarter of students (27%) reported they felt their university was using outdated technology to support students. And 44% of students were frustrated that they needed to sign into more than one app to find the info they needed. As one center director in Australia said, "We need to have a joined-up experience that will not rely on the students just being clever enough or lucky enough to navigate the system."

Students have cell phones, Slack, Telegram, WhatsApp, WeChat, Instagram, and many other channels pinging them with information, said Katy Montgomery at INSEAD. Universities need to rise above the noise and make sure, when possible, that students know the university is a source of assistance.

"Schools need to get better at messaging: how we're communicating and really thinking of it from the true student perspective," Katy Montgomery said.

In particular, students are looking for a more tailored experience, and they believe technology can help. Currently, 50% of students feel they have a university that provides a personalized experience tailored to their needs, but for students who reported having a great university experience, 69% felt their experience was tailored. "That is going to be a really big challenge for universities right now with cutting our budgets, but we're supposed to be providing excellent service and the students or potential students are needing more individualization," a head of student services and support in the U.S. said in the survey.

Part of that individualization includes how universities communicate, with students wanting communications to take place more in events and face-to-face meetings. But, when it comes to electronic communications, they prefer email.

Universities acknowledge the need for personalization in their marketing and communications. Brendan Hughes, Director of Student Engagement at the University of South Australia, in Adelaide, advocates for a "drip feed" approach in which students receive "just in time" communications depending on their personal needs. Rather than overwhelming students with information at orientation, he strives to send students messages with content tailored to their academic interests and schedule. Students can also choose the channel that information comes in on. If they want to get reminders on Twitter, for example, that is where they get them. Globally, students want communications to be a two-way street, with administrators and faculty members engaging in "active listening."

Students are also interested in more digital and flexible options for services, according to Kedra Ishop, Vice President for Enrollment Management at the University of Southern California. They also want administrative responsibilities to be as convenient as possible, with alternative hours, remote service, self-help, and non-human contact options. But "they certainly don't want us in their DMs of the various social media platforms," Ishop added. Indeed, the survey found that 56% of students preferred email content from higher education institutions vs. 33% who preferred social media content.

## Service and social factors drive great experiences.*

Technology tools

University resources

Belonging and connection

Satisfaction with services

Onboarding

Preparation for the real world

\* Relative importance analysis was conducted to determine the specific service and social (performance) variables that drive a great university experience. This approach uses data from the survey questions to work out the relative importance of each of the performance variables in predicting the outcome variable (great university experience). Results reveal a short list of factors which have a powerful impact on the overall student experience. The relative importance of each factor to the overall student experience varies throughout the student journey. Individual performance factors have been grouped into six categories above.

Andy Chan of Wake Forest echoed these sentiments, finding that much of the value of new digital tools has come from outside of the classroom. Over the past year, Chan said, about half of all advisor appointments were held online because it was easier for students to have a virtual meeting than trek back and forth across campus.

Loughborough University, in the United Kingdom, has also re-evaluated how students want to access support, with the findings surprising Manuel Alonso, Associate Chief Operating Officer and Director of Student Services. For financial advice and visa advice, the institution found that the overwhelming majority of students – in the 90% range – want that advice online. For students who have been through a traumatic incident, though, more like 60% to 70% of students would prefer to see someone in person, he said.

"What we found is that if you take all our services, about 20% of students want to access our support in person and 80% want to access it online," Alonso said.

As it has begun implementing these changes, the university has found better engagement. With in-person appointments, students might book them and not show up, but students are more likely to show up for their online appointments. Alonso said he is comfortable that the university is now offering the mix of online and in-person services that students actually want.

The Salesforce survey shows that the importance of having technology at a student's disposal outpaces the importance of onboarding and satisfaction with services.* Tech systems can help students navigate the system, as Ishop alluded to, and help administrators enhance existing services, as Chan explained. Across the board, more integrated technology can enable social and academic connections, creating a better student experience.

Ultimately, student expectations about the level of support services provided by their institutions have increased, said Sarah Todd of Griffith University. Students increasingly believe those services are as important as academic quality.

## When asked what values students expected their university to uphold, nearly a third (32%) said academic excellence, but wellbeing (26%), diversity and inclusion (26%), and trust (24%) were all named frequently as well.

Engaged and positive students, Todd said, are more likely to continue with their academic studies, make better academic progress, and consider more study at graduation or later on when their careers develop.

When students feel their university is committed to them no matter their background, they are more likely to trust their academic path, excel, and graduate to become engaged alumni. After students graduate, the student experience becomes the "alumni experience." In survey results and interviews, universities expressed the desire to better connect with alumni.

According to Anna Gonzalez at Washington University, one proven way of keeping alumni connected with their university is to offer both lifelong learning opportunities and lifelong services. Career education, university leaders acknowledged, could help students prepare for a lifetime of managing their careers, not just landing their first job. Career services could also help keep alumni engaged and feel like they are continuing to get something from their institution. Nearly half of students surveyed (48%) believed their academic coursework would only be relevant for five years, indicating a need for lifelong learning and an opportunity for universities to stay connected with alumni.

At many institutions, improving alumni relations and fundraising is a priority. "We're working hard on creating better links to alumni," said Kate Vivian, Acting Vice President for International Affairs at Sciences Po, in Paris. Globally, investment around engaging and supporting alumni lifelong learners has increased, leading to more opportunities to solicit and involve their support as donors.

Alumni engagement appears to be increasing on two fronts. Anecdotally, universities report a surge of alumni at in-person events. In a recent trip to INSEAD's Fontainebleau campus, Katy Montgomery had difficulty finding a place to stay, as hotels and homestay offerings were booked up by alumni flocking to reunions. Likewise, the pandemic nourished interest in online events, and universities appear likely to continue those. Forty percent of institutions said in the survey that they are changing their approach to engaging alumni. Out of those, 45% are using a mix of in-person/virtual engagement.

### Impacts of Great University Experiences

Compared to students who had a poor university experience, students who had a great university experience are:

## 31x
more likely to be proud alumni

## 51%
more likely to recommend their institution to family and friends

# The Prospective Professional

Preparing Students for
the Future of Work

This increasing focus on an individualized holistic experience falls in line with what employers and students want. Nearly half (47%) of the students in our survey reported selecting their institution for career prospects, but only 11% felt very prepared for the world of work, and half (48%) predicted their credentials would be relevant for only five years. Institutions have an opportunity to be an anchor for students interested in lifelong learning and continuous skill development.

With continually advancing technology and innovation, much of what students learn as part of a practical education may rapidly become outdated. But the demand for skilled and experienced employees has never been higher. According to findings from ManpowerGroup's Talent Shortage Survey, released at the World Economic Forum at Davos, "global talent shortages reach a 16-year high as 3 in 4 employers report difficulty finding the talent they need." The higher education business model of the future must balance a general education with more specific job preparation and skills.

The survey found that nearly half (47%) of enrolling students said "future career prospects" were key in deciding what university they wanted to attend, making it the number one influencing factor. But many students who responded to the survey didn't find what they wanted. Only 11% said they were "very well prepared" for the world of work. Additionally, students who feel well prepared for the world of work are four times more likely to have a great university experience. There is a disconnect, at times, between career services that universities provide and the services that students want, with the universities apparently overdelivering on some services.

## Student connection and journey drive a great university experience.

Students more likely to have a great experience ...

**35x** Students who have a great onboarding experience

**3x** Students who feel they belong

**4x** Students who feel well prepared for the world of work

**2x** Students with a sense of connection to the student and alumni community

## Few students feel very well prepared for work.

How well do you think that your current course of study has prepared/will prepare you for the real world of work? Do you feel ...?

| Very well prepared | Mostly prepared | Moderately prepared | A little prepared | Very poorly prepared |
|---|---|---|---|---|
| 11% | 33% | 35% | 18% | 4% |
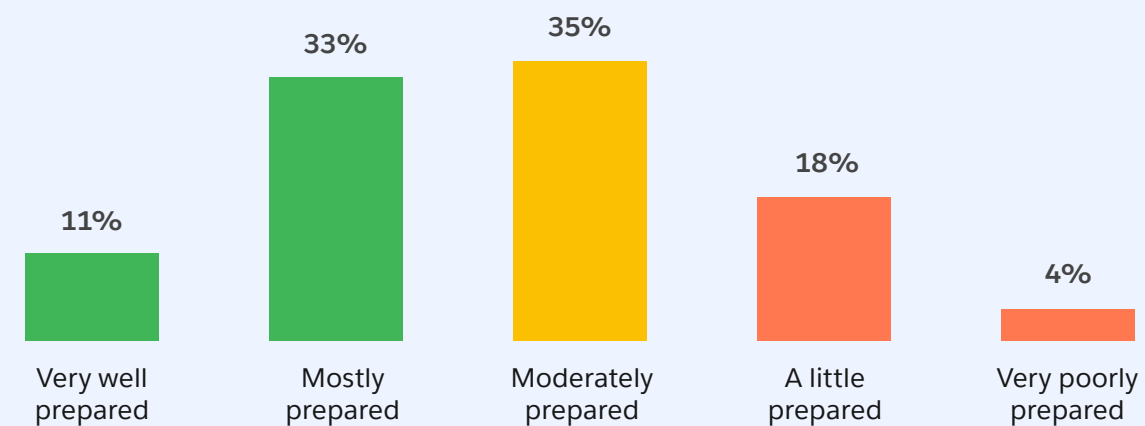
Students want more career connections from their university: 40% of students say they need their universities to offer job-specific workshops in order to build their career. They also wanted stronger links with the corporate world. Fifty-seven percent of students said that their university prepared them "very poorly," a "little," or only "moderately" for the world of work.

Rose Pascarell of George Mason said that universities may need to reconsider their relationship with students. When students want to leave the institution before their degrees are completed, for example, is it the responsibility of the university to convince those students otherwise or to help them find a soft landing pad? "At this point, higher education really has to take a look at all the traditional forms of educational development and figure out how to create many more off-ramps for students who aren't staying or who are leaving early," she said. Many universities seek to move up university rankings by increasing the selectivity of their admissions. But, Pascarell said, universities should "not judge our success based on the students who don't get in but on the students we can educate and send out into the world, hopefully to have better lives."

## Higher education institutions meet the most important student needs, but over-index on other services.

What do you need from your university to build your career/find a job? What has your institution done to help students prepare for internships/job interviews and careers?

| Category | Student needs | Institution offering | Gap |
|---|---|---|---|
| Job-specific workshops | 40% | 38% | -2% |
| Strong links/partnerships with the corporate world to help with introductions/interviews/internships | 38% | 37% | -1% |
| Tailored text messages from the university with jobs relevant to students | 21% | 21% | 0 |
| Alumni credentialing, badges, or communities on LinkedIn | 16% | 21% | +5% |
| Tailored email communications from the university with jobs relevant to students | 26% | 34% | +8% |
| Allowing more proficiency skill testing | 20% | 30% | +10% |
| Virtual connections to employers via virtual career fairs, employer sessions, etc. | 26% | 37% | +11% |
| Virtual alumni mentorship opportunities | 15% | 26% | +11% |
| Face-to-face, 1-on-1 advising | 35% | 48% | +13% |
| Developing skills virtually | 19% | 34% | +15% |
| Course offerings on digital skill sets (analytics, CRM, etc.) | 21% | 37% | +16% |
| Technology setup preparation (camera preparation, background, etc.) | 13% | 30% | +17% |
| Virtual workshops for interview preparation (1-on-1 or group workshops) | 21% | 40% | +19% |
| Online 1-on-1 advising | 23% | 42% | +19% |

Gap between what's offered and what students say they need

■ Student needs  ■ Institution offering

More institutions are not only trying to reimagine career services but also considering "experiential learning." Howard University, for example, has moved many of the competency exams in a student's major away from pen-and-paper exercises and toward work-study programs, said James Davis, Associate Dean for Academic Affairs and Humanities. He has sent his own Spanish students to work in Spanish-language nonprofit organizations to test their proficiency.

"There is a fear by some faculty members when you talk about putting vocational spins on majors that we are moving away from the classical degree in English and moving toward the practical and vocational," he said. To faculty members who have said, "we don't want that," he said, "The world has changed, and we have got to prepare students for what they do beyond the ivory towers."

Different countries are putting different amounts of political and public pressure on universities to prepare students for employment. "Traditionally, at least in Spain," said Pablo Pareja-Alcaraz of Pompeu Fabra, "most of the public narrative has been that universities were not primarily concerned with preparing students for the real world of work ... Universities were mostly asked to prepare critically thinking citizens." The two things, he added, are not necessarily contradictory.

Spanish universities, he said, are beginning to devote more effort to career preparation. At Pompeu Fabra, career services organizes one or two workshops per week on specific professional skills. Over an academic year, that adds up to 80 different workshops which more than 2,000 students attend. Added on to those workshops are regular two-hour career-oriented lunches with alumni that students have to book ahead. Indeed, in the survey, nearly half (49%) of those students responding said that their university could support them in continuing lifelong learning by providing free elective courses on topical issues.

## Students want career guidance as part of lifelong learning curriculum.

What can your university do to support you in continuing your lifelong learning?

**49%**
Provide free elective courses on topical issues

**45%**
Provide advice on career changes

**33%**
Provide the ability to make connections with alumni

**29%**
Provide adult learner classes

**27%**
Provide dedicated advancement offices
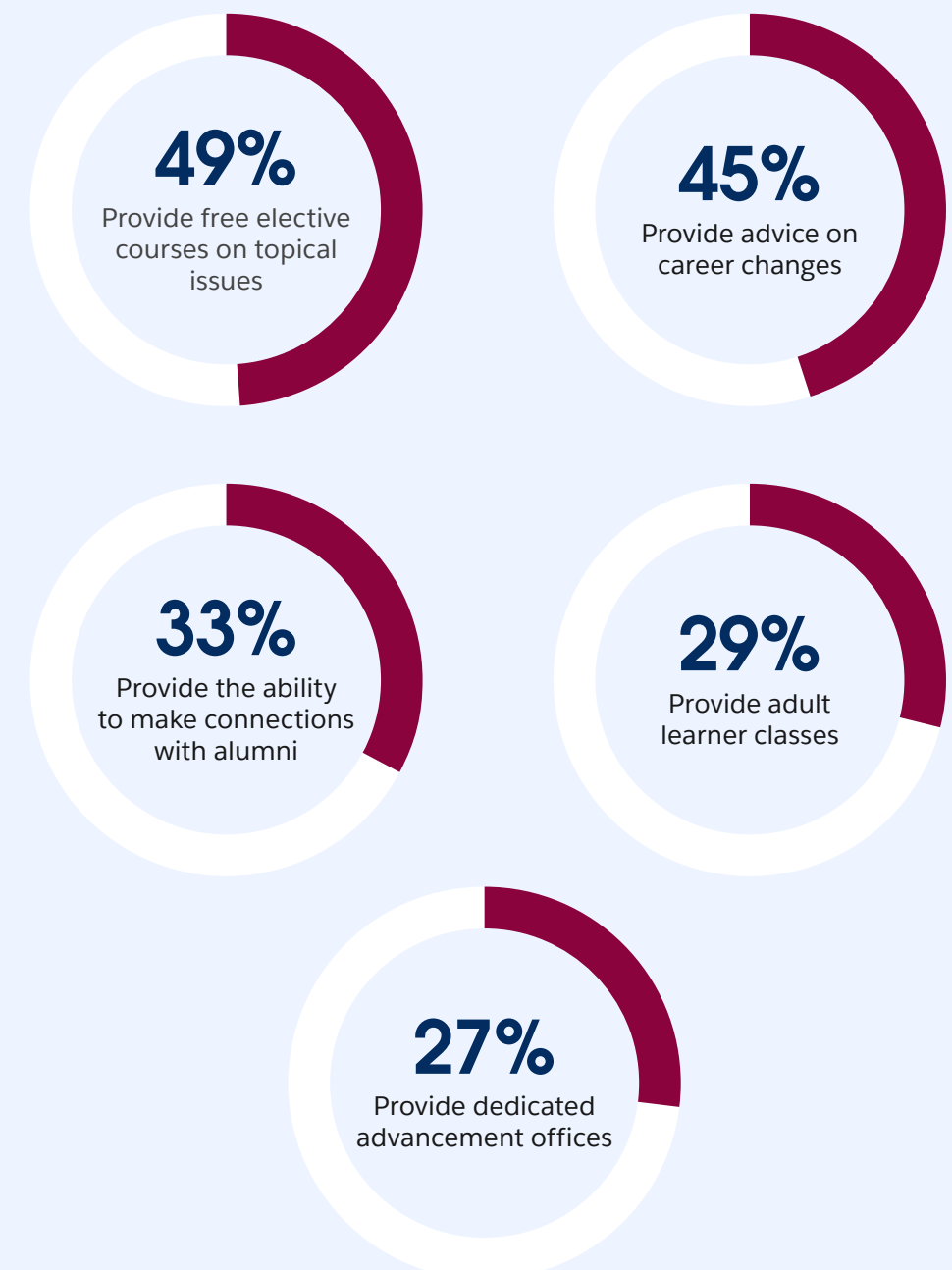
In Australia, Sarah Todd of Griffith University said that both parents and the government have high expectations that universities will give graduates "employability." But, she said, it is easier to measure how many graduates get jobs than to measure the skills that make them employable. Universities cannot prepare graduates for work by themselves, she stressed. "There needs to be strong partnerships with industry both in terms of ensuring the content we deliver is relevant and to enable us to provide access to appropriate work-integrated learning opportunities."

Students agree: The top three resources students wanted for building a career and finding a job were job-specific workshops (40% wanted this), strong links/partnerships with the corporate world to help with introductions/interviews/internships (38% wanted this), and face-to-face or one-on-one advising (35%).

At London Metropolitan University, many of the students have to juggle family, work, personal, and academic responsibilities, so administrators needed to get creative to make time for job-specific workshops. The university responded by bringing career services to the classroom. Indeed, career advisors sit in on classes and lead presentations in them. "Every single course our student takes has an option to do work-based learning," said Mark Ellul, Pro Vice Chancellor for Student Services. "It's one of the big selling points of the university." Eighteen months after graduation, nearly 90% of the university's graduates are either employed or have gone on to additional study.

At Wake Forest, career services are also embedded in the curriculum but in a different way. Students can take half-semester career development courses for credit. After offering the courses for more than a decade, the university has found that students who take them are five times more prepared and career-ready than those who don't. This approach is similar to one that exists in other countries, including at many universities in continental Europe.

Creating a more seamless student experience with career services is a goal at many institutions. Washington University is unifying its career centers, currently spread out over its four institutions. Employers, said Anna Gonzalez, Vice Chancellor for Student Affairs, are asking for students with knowledge that cuts across disciplines. Companies have told the university that they want diverse talent, not just the stereotypical degrees that might be associated with their industry. Engineering companies, for example, want writers and artists as well as engineers. From the student's perspective, their life is "beyond their major. Their major helps who they are, but it's not the only thing that defines their experience."

The university will also allow alumni some access to the career center's services. "One way to connect the student/alum to the institution is to continue doing lifelong-learning programs but also lifelong services," said Gonzalez.

At INSEAD, every MBA student is assigned a career coach who starts working with students before they even arrive at one of the school's locations. The coaches ask probing questions to get to know the students, said Katy Montgomery: "What are your motivators? What do you want to do, what are your skills?"

INSEAD's Employer Engagement Team is organized geographically and by industry and helps engage the school with the corporate world. The team connects "a very eclectic and voluminous number of employers" either physically or online with the school's students. INSEAD has also collaborated with its alumni association to create a peer-to-peer advising and mentoring platform that connects alumni with students and alumni with alumni.

Ultimately, students want this type of flexibility to achieve their lifelong learning goals. More than half of students (52%) expect to keep learning on the job, while 49% of students want to keep learning through a higher education institution, either online or face to face. These desires provide universities with an opportunity to maintain lifelong, mutually beneficial relationships with their graduates.

At the June 2022 Salesforce Education Summit, Martin Bean, Vice Chancellor at the Royal Melbourne Institute of Technology, said that the lifelong learning revolution feeds into "a much more flexible and responsive way of developing and delivering program structures." Changes are happening across the education sector, from micro-credentials to online delivery and industry partnerships.

## Students have many potential sources for learning after graduation.

To continue lifelong learning, how do you intend to continue your development of work-related skills and knowledge after you finish your formal education?

| | |
|---|---|
| I will keep learning on the job (by changing jobs/getting promotions) | 52% |
| I will keep learning through my own research/reading/free courses | 44% |
| I will keep learning by undertaking company training related to the job | 41% |
| I will keep learning through advanced or higher education face-to-face | 27% |
| I will keep learning through advanced or higher education online | 22% |
| I will become a member of an industry/networking group | 16% |
| No further learning needed once I am done with formal education | 3% |

# The Lifelong Learner

Redefining Expectations for
Flexibility and Diversity

While improving student wellbeing and employability support are top of mind, these are not the only ways in which institutions can transform to meet changing expectations. According to the survey, students are seeking flexibility in learning options and a personalized academic experience. And more than half (57%) of staff members surveyed anticipated that flexible learning would increase in the near future. "Staff and student expectations have changed during the pandemic," said Sarah Todd of Griffith University. "We need to take our experiences over the past couple of years and leverage them to ensure a better experience for both staff and students." But she said, "They are not changes that come without costs, and so it may be even more challenging to meet the expectations and demand that the pandemic has created."

To create a better student experience, Pablo Pareja-Alcaraz of Pompeu Fabra expects that universities will need to collaborate more with other institutions. "Universities have to start accepting that the love that students have for universities is probably going to have to be shared with other institutions."

"We have a very perfected product," he added, "which are the undergraduate degrees. Or master's degree programs. But we definitely have to start thinking about ways of diversifying this portfolio ... We have to start reinventing ourselves."

That might involve, he said, opportunities for lifelong learning, with universities having a student enroll for a year in their twenties, six months in their thirties, and another six months in a student's middle age. "We have to start thinking about a more long-term relationship," he said.

"Universities have to start accepting that the love that students have for universities is probably going to have to be shared with other institutions."

**Pablo Parega-Alcaraz, Vice Rector, Pompeu Fabra University**

## Student expectations align with staff priorities.

What are your expectations of your university moving forward? In your opinion, which of the following are going to be important for higher education institutions moving forward?

| Category | Students | Staff | Difference |
|---|---|---|---|
| Flexible learning options (credentials other than a degree; flexible schedule/course) | 38% | 54% | -16% pts |
| Reduced tuition | 37% | 34% | +3% pts |
| More support services (academic advising, career, wellbeing, financial, IT, safety) | 36% | 46% | -10% pts |
| More financial aid/assistance | 32% | 38% | -6% pts |
| Customizable student curriculum | 30% | 34% | -4% pts |
| More online course/degree options | 28% | 45% | -17% pts |
| More relevant curriculum (e.g., new topics like sustainability) | 26% | 40% | -14% pts |
| Providing a safe environment (e.g., PPE, COVID-19 tests) | 23% | 37% | -14% pts |
| Transparent decision-making | 21% | 26% | -5% pts |
| Experiential learning (VR, hands on, flip classroom) | 20% | 36% | -16% pts |
| Better IT assistance remote and on campus | 17% | 49% | -32% pts |
| More communication channels (chatbot, text) | 15% | 29% | -14% pts |

*Difference between student and staff response*

■ Students   ■ Staff

Students are, as noted earlier, seeking a more personalized educational experience. Sixty-nine percent of students who had a great educational experience agreed with the statement that their institution "provides a personalized experience tailored to my needs." Student expectations of their university going forward are also aligned with what staff feel is important. However, there is some divergence between student expectations and staff perceptions on flexible learning, online course options, experiential learning, and IT assistance.

When staff members were asked what they expected to happen at their institution in the near future, 57% of staff expected more flexible learning and working, more than any other option.

The drive for flexibility at universities is expressing itself differently at different institutions, but the desire is clearly there. As Kedra Ishop of USC said, "It feels like the pandemic accelerated the need for flexibility that had not always existed."

At the University of Glasgow, Robert Partridge, Executive Director of Student and Academic Services, said that it is "A campus-based university, and almost all of our teaching and student support and services are geared around a community that is physically located in Glasgow." As a result, he said, "We're being a bit tougher around the flexibility issue and saying, 'You have to be here, you have to engage.'" Likewise, at Sciences Po, Kate Vivian said she advocates for the physical presence of staff. "I'm a very strong defender of us all being on campus when students are," she said. "I just think it's part of our responsibility to them."

## Alumni engagement goes hybrid.

Has your institution changed its approach to engaging alumni?

**40%**
Yes

**53%**
No

**7%**
I don't know
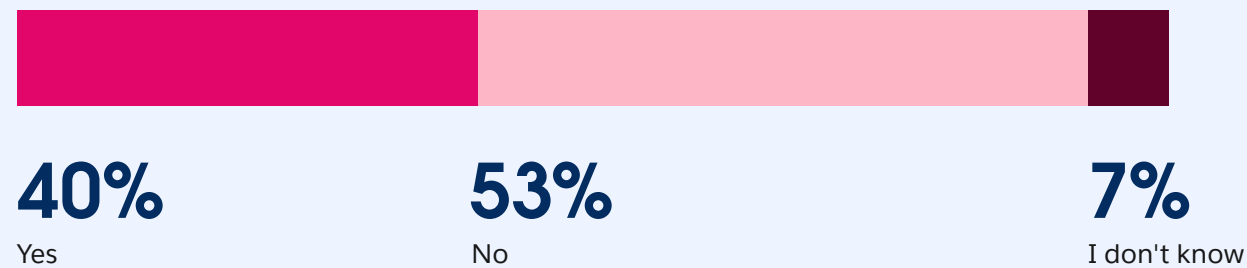
For those that answered yes, how has your institution changed its approach to engaging alumni?

**45%**
Hybrid approach
(in-person and
virtual engagement)

**30%**
More virtual
events

**29%**
More in-person
events
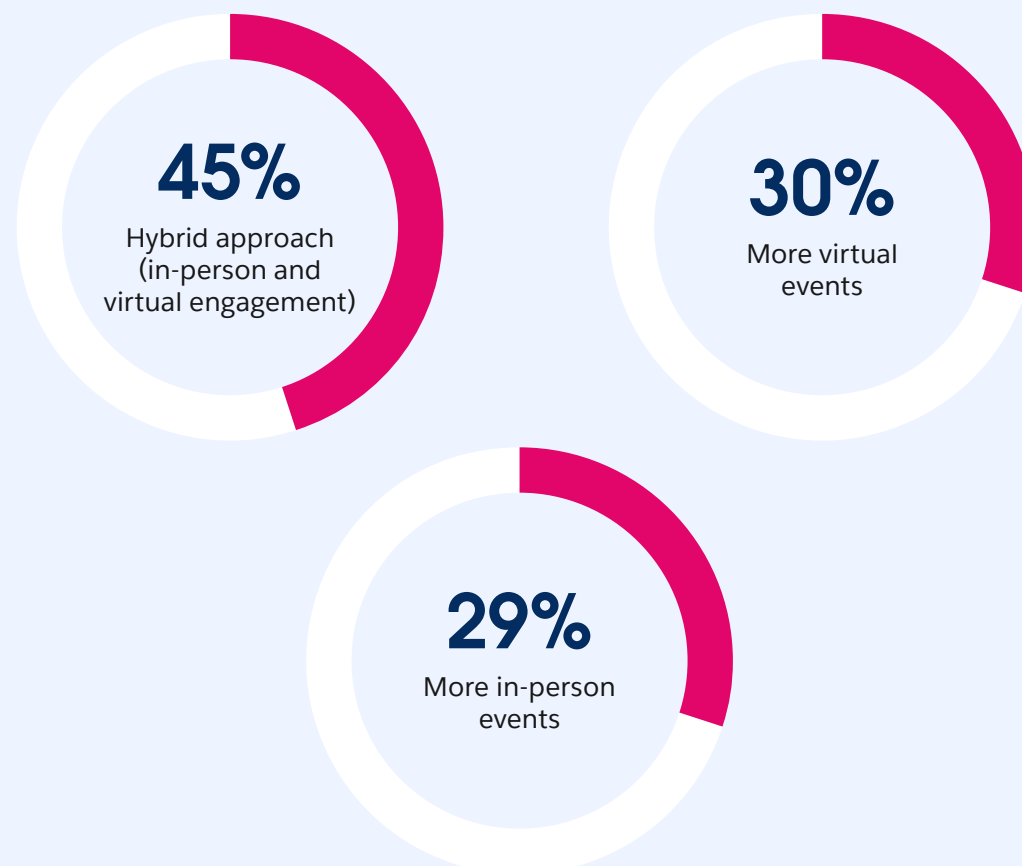
At London Metropolitan, Mark Ellul said, "Lockdown meant that we actually had to change how we do things completely, and what we're doing is looking to replicate that flexibility that we had in lockdown going forward." The university is building a campuswide video platform coupled with state-of-the-art video capture in every classroom, with improved camera positioning and better microphones, to make each classroom a truly hybrid space and give students more than a laptop webcam experience.

INSEAD already had multiple locations operating online, but leaps forward in technology and in acceptance of the online experience have strengthened the interpersonal connections the institution can create, said Montgomery. "If you're physically sitting in Fontainebleau or you're physically sitting in Singapore, you would not have the opportunity to meet face-to-face with someone who is in Kenya or face-to-face with someone in San Francisco. But I think the technology has now allowed that."

Technology has also allowed for a new approach to engaging alumni, who could also be lifelong learners with new expectations.

The desire to create more connected campuses also seems to reflect itself in institutional expectations for future hiring. Nearly half (48%) of staff surveyed expected their IT teams to grow or hire new staff. When it comes to hiring plans for specific roles, "head of digital experience" outweighed other titles, followed by "head of cybersecurity and data privacy."

## Academic success viewed as a core university value.

What values do you think are the most important for your university to uphold?

33% Academic excellence/ student success
26% Wellbeing
26% Diversity and inclusion
25% Safety
24% Trust
22% Community
19% Care

18% Empathy
17% Employability
17% Listening
15% Sustainability
15% Transparency
13% Innovation
8% Entrepreneurship
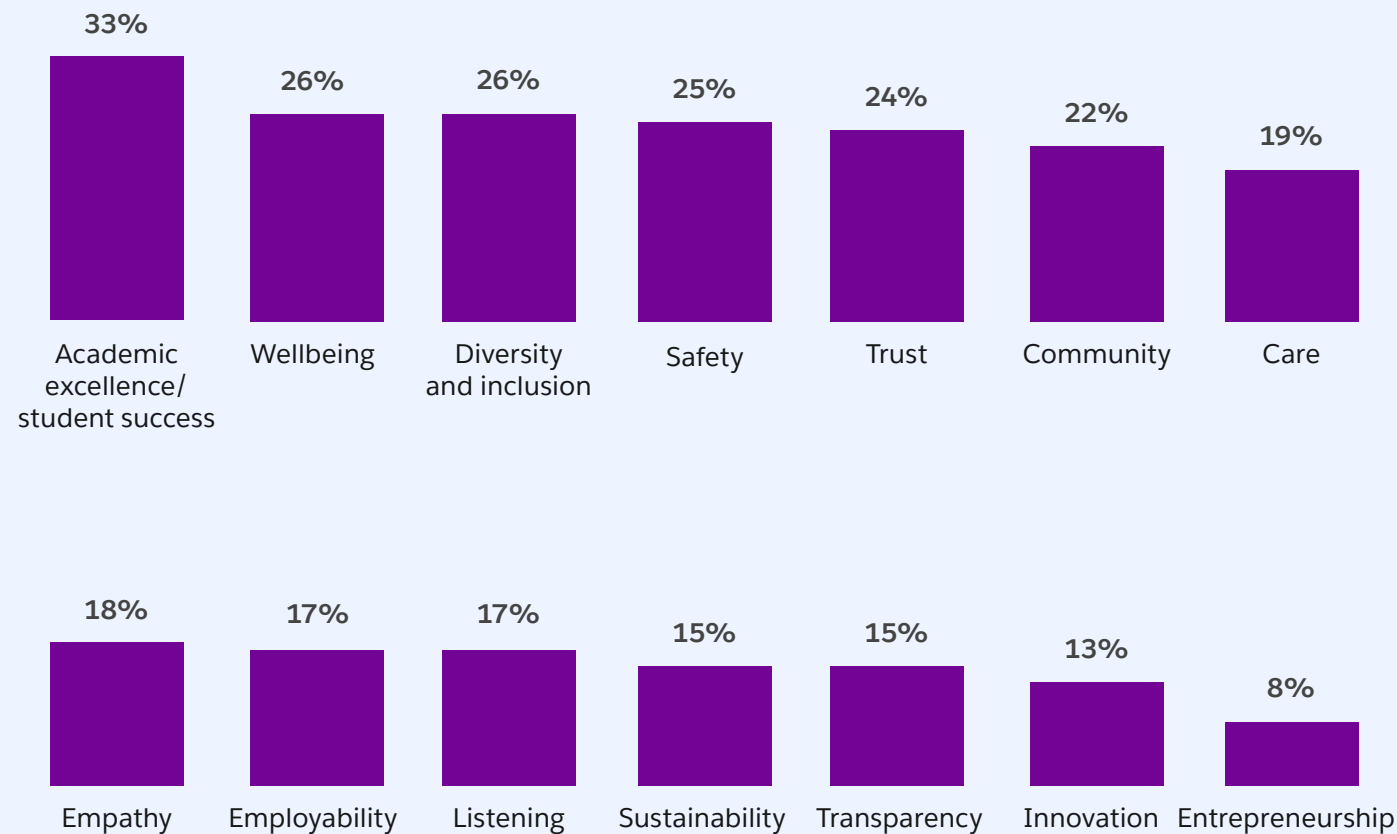
Along with implementing flexibility, plans to support lifelong learning, new technology, and new hires, "Universities may also need to rethink fundamental issues of identity and purpose," said Katy Montgomery at INSEAD. Today, students are making diversity a fundamental requirement. When asked what values they want their university to uphold, diversity and inclusion was the third most common choice, after academic excellence and student wellbeing.

**Diversity, equity, and inclusion have gone beyond a slogan to being incorporated into daily institutional life. Nearly one in five (17%) institutions said that they were planning to hire a chief diversity officer, or its equivalent. Some universities are also using student representatives to collect feedback from their peers on how to improve university inclusion efforts.**

Furthermore, about half (49%) of staff anticipate greater student diversity and an increase of international students in the near future.

## Flexible learning is seen as the future of higher education.

Which of the following do you anticipate happening at your institution in the near future?*
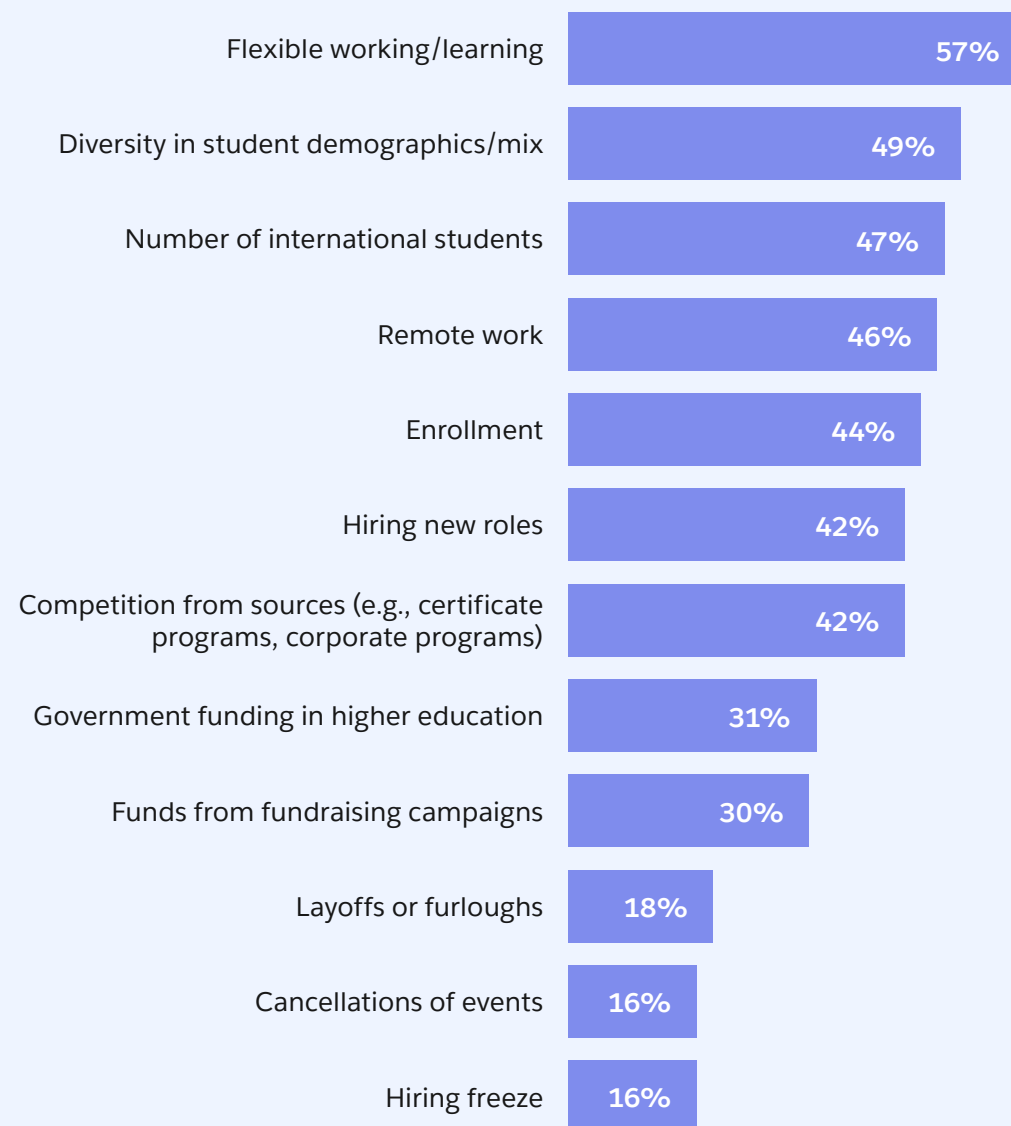
| | |
|---|---|
| Flexible working/learning | 57% |
| Diversity in student demographics/mix | 49% |
| Number of international students | 47% |
| Remote work | 46% |
| Enrollment | 44% |
| Hiring new roles | 42% |
| Competition from sources (e.g., certificate programs, corporate programs) | 42% |
| Government funding in higher education | 31% |
| Funds from fundraising campaigns | 30% |
| Layoffs or furloughs | 18% |
| Cancellations of events | 16% |
| Hiring freeze | 16% |

As institutions have increasingly prioritized diversity and inclusion, new groups of students have found a voice on campus, which has led to changing student needs and expectations, Kedra Ishop of USC said. That change has been positive, she added, but has also changed the balance of the institution and reframed the questions that administrators are asking. "This survey shows that our students are individuals with individual needs, so how do we provide access and availability to the variety of students that we serve? What does that look like?" she asked. "And at the same time, who are we as an institution and what do we promise our students? Not every institution can promise everything."

Despite the questions a changing student body raises about an institution's obligations, both students and staff agree that the emphasis on diversity and inclusion is a positive development. "We are a university that accepts people from all walks of life," said one British marketing and campaigns manager interviewed in the qualitative research that accompanied the survey. "It's a place you go to, and you almost feel like it breathes a second lease of life into people, people who might have migrated over, might not have necessarily got the skills that they need but want to be passionate about something. Our university caters to that, and I think that's one thing I really love."

As these students (and their universities) adjust to a new normal, institutions can help students get out of "fight or flight or freeze mode," and learn to lead, become happily employed, and enthusiastically engaged with the institution they left, Katy Montgomery of INSEAD said. That creates a virtuous cycle for both alumni and the universities they attended. Students need to believe they matter, she said. "When people matter," she added, "they flourish."

* Staff also responded whether they anticipate each increasing, staying the same, or decreasing.

# Conclusion

Institutions have an incredible opportunity to build on their strengths, while also seizing opportunities to do more for the future of higher education. The time is now to lay new foundations for strong student-institution relationships through compassion, empathy, and trust. The survey results show that students want to feel a sense of belonging on campus, that they want to be lifelong learners, and that they expect their university to care for their wellbeing.

Institutions can better serve these needs by prioritizing the onboarding experience, expanding support and career services, and providing resources students can access even after they graduate. Even as students want more face-to-face interactions, the survey results show that institutions will need to use current technology to develop personalized experiences for students and facilitate those in-person connections.

Ultimately, students who have a tailored university experience are more likely to have a great experience. And it's those students who become proud alumni and passionate advocates for their institution. As universities move beyond crisis, their future plans are rooted in optimism: for their community and for the connection between their students, their staff, and their alumni.
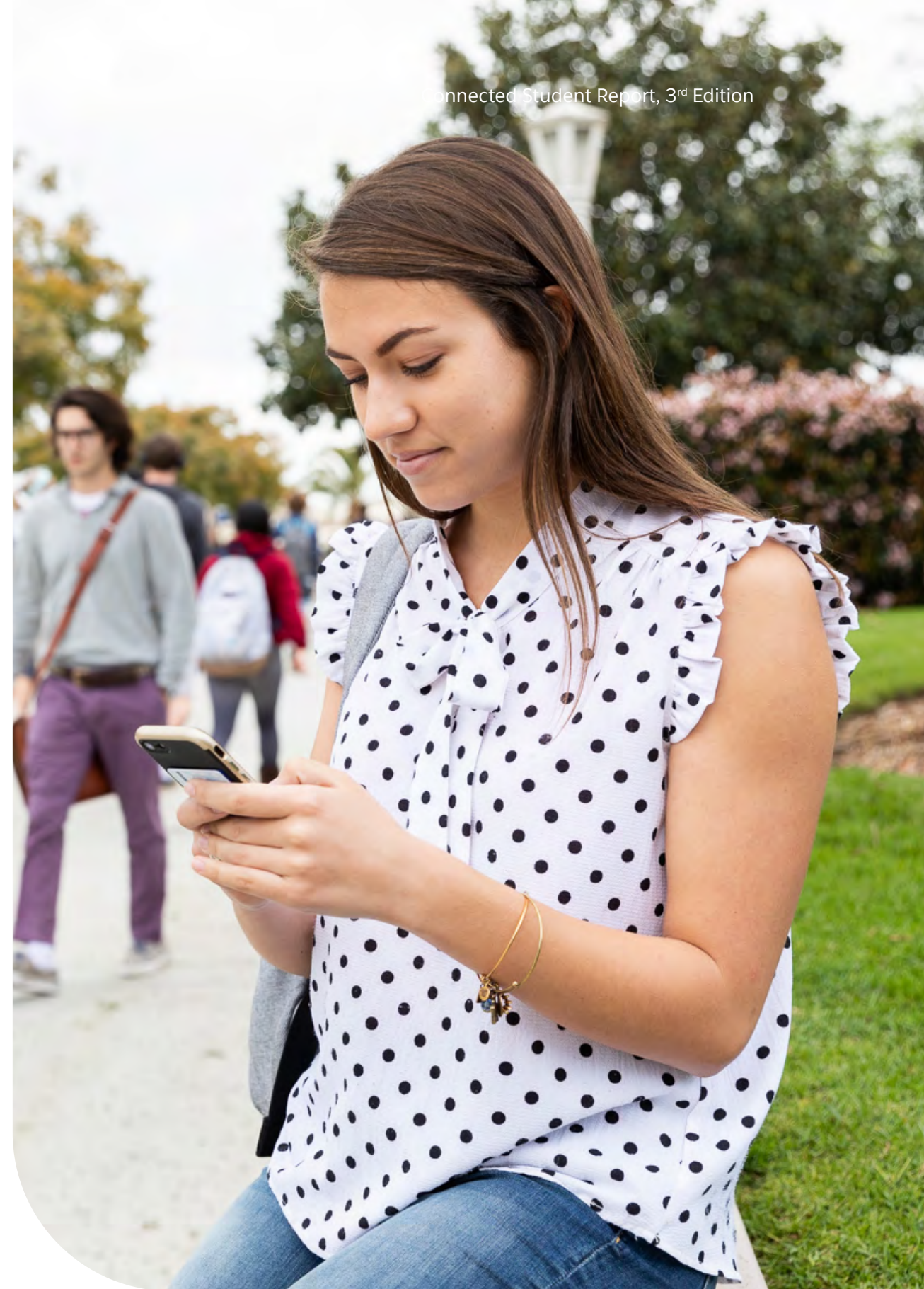
# Appendix

# Student Demographics

| Gender | | Sample | Female | Male |
|---|---|---|---|---|
| Australia | 🇦🇺 | 175 | 66% | 30% |
| France | 🇫🇷 | 176 | 69% | 29% |
| Germany | 🇩🇪 | 175 | 73% | 25% |
| Netherlands | 🇳🇱 | 176 | 77% | 21% |
| Nordics | 🇩🇰🇳🇴🇸🇪➕ | 100 | 52% | 44% |
| Spain | 🇪🇸 | 177 | 76% | 23% |
| United Kingdom | 🇬🇧 | 175 | 72% | 23% |
| United States | 🇺🇸 | 175 | 67% | 29% |
| **Total*** | | **1,329** | **70%** | **27%** |

| Age Groups | | Sample | 18-19 | 20-21 | 22-24 | 25-27 | 28-35 | 36+ |
|---|---|---|---|---|---|---|---|---|
| Australia | 🇦🇺 | 175 | 24% | 28% | 28% | 4% | 11% | 5% |
| France | 🇫🇷 | 176 | 24% | 38% | 31% | 6% | 1% | 0% |
| Germany | 🇩🇪 | 175 | 15% | 23% | 31% | 19% | 11% | 0% |
| Netherlands | 🇳🇱 | 176 | 14% | 24% | 38% | 18% | 6% | 0% |
| Nordics | 🇩🇰🇳🇴🇸🇪➕ | 100 | 12% | 14% | 38% | 24% | 10% | 1% |
| Spain | 🇪🇸 | 177 | 25% | 25% | 32% | 14% | 3% | 0% |
| United Kingdom | 🇬🇧 | 175 | 24% | 27% | 31% | 10% | 7% | 0% |
| United States | 🇺🇸 | 175 | 17% | 38% | 23% | 10% | 12% | 0% |
| **Total** | | **1,329** | **20%** | **28%** | **31%** | **12%** | **8%** | **1%** |

| Student Type | | Sample | Undergraduate | Postgraduate |
|---|---|---|---|---|
| Australia | 🇦🇺 | 175 | 68% | 32% |
| France | 🇫🇷 | 176 | 61% | 39% |
| Germany | 🇩🇪 | 175 | 53% | 47% |
| Netherlands | 🇳🇱 | 176 | 61% | 39% |
| Nordics | 🇩🇰🇳🇴🇸🇪➕ | 100 | 33% | 67% |
| Spain | 🇪🇸 | 177 | 66% | 34% |
| United Kingdom | 🇬🇧 | 175 | 65% | 35% |
| United States | 🇺🇸 | 175 | 75% | 25% |
| **Total** | | **1,329** | **62%** | **38%** |

| Full / Part-time | | Sample | Student (full-time) | Student (part-time) | In executive education (full-time or part-time) |
|---|---|---|---|---|---|
| Australia | 🇦🇺 | 175 | 89% | 9% | 2% |
| France | 🇫🇷 | 176 | 90% | 9% | 1% |
| Germany | 🇩🇪 | 175 | 92% | 8% | 0% |
| Netherlands | 🇳🇱 | 176 | 94% | 3% | 3% |
| Nordics | 🇩🇰🇳🇴🇸🇪➕ | 100 | 89% | 10% | 1% |
| Spain | 🇪🇸 | 177 | 94% | 6% | 1% |
| United Kingdom | 🇬🇧 | 175 | 97% | 3% | 0% |
| United States | 🇺🇸 | 175 | 96% | 4% | 0% |
| **Total** | | **1,329** | **93%** | **6%** | **1%** |

* Totals do not sum to 100 due to very small sample size (<4%) for transgender/non-binary respondents.

# Student Demographics

| Time Enrolled | | Sample | First year | Second year | Third year | Fourth year | Enrolled 5+ years |
|---|---|---|---|---|---|---|---|
| Australia | | 175 | 18% | 47% | 27% | 5% | 3% |
| France | | 176 | 23% | 60% | 13% | 3% | 1% |
| Germany | | 175 | 12% | 58% | 19% | 6% | 5% |
| Netherlands | | 176 | 15% | 60% | 20% | 4% | 1% |
| Nordics | | 100 | 22% | 45% | 22% | 7% | 4% |
| Spain | | 177 | 20% | 47% | 20% | 11% | 2% |
| United Kingdom | | 175 | 21% | 56% | 19% | 3% | 1% |
| United States | | 175 | 22% | 44% | 25% | 6% | 2% |
| **Total** | | **1,329** | **19%** | **53%** | **20%** | **6%** | **2%** |

| Type of University | | Sample | In-person | Online |
|---|---|---|---|---|
| Australia | | 175 | 87% | 13% |
| France | | 176 | 93% | 7% |
| Germany | | 175 | 94% | 6% |
| Netherlands | | 176 | 98% | 2% |
| Nordics | | 100 | 92% | 8% |
| Spain | | 177 | 97% | 3% |
| United Kingdom | | 175 | 95% | 5% |
| United States | | 175 | 83% | 17% |
| **Total** | | **1,329** | **92%** | **8%** |

| Institution Size | | Sample | Small (<3,000) | Medium (3,000-30,000) | Large (>30,000) |
|---|---|---|---|---|---|
| Australia | | 175 | 13% | 40% | 15% |
| France | | 176 | 36% | 44% | 5% |
| Germany | | 175 | 31% | 45% | 3% |
| Netherlands | | 176 | 20% | 55% | 4% |
| Nordics | | 100 | 19% | 37% | 15% |
| Spain | | 177 | 37% | 36% | 7% |
| United Kingdom | | 175 | 17% | 53% | 7% |
| United States | | 175 | 25% | 48% | 14% |
| **Total** | | **1,329** | **25%** | **45%** | **8%** |

| Transfer Students | | Sample | Yes | No |
|---|---|---|---|---|
| Australia | | 175 | 9% | 91% |
| France | | 176 | 31% | 69% |
| Germany | | 175 | 4% | 96% |
| Netherlands | | 176 | 31% | 69% |
| Nordics | | 100 | 6% | 94% |
| Spain | | 177 | 11% | 89% |
| United Kingdom | | 175 | 5% | 95% |
| United States | | 175 | 21% | 79% |
| **Total** | | **1,329** | **15%** | **85%** |

# Student Demographics

| Non-Traditional Students | | Sample | I am among the first generation in my family to attend a university | I was born outside of this country | I am an international student | I am a returning learner | I work part-time or full-time along with my studies |
|---|---|---|---|---|---|---|---|
| Australia | | 175 | 27% | 20% | 12% | 6% | 34% |
| France | | 176 | 28% | 5% | 6% | 1% | 18% |
| Germany | | 175 | 33% | 5% | 10% | 6% | 38% |
| Netherlands | | 176 | 26% | 4% | 6% | 7% | 41% |
| Nordics | | 100 | 16% | 7% | 7% | 13% | 37% |
| Spain | | 177 | 34% | 5% | 6% | 9% | 13% |
| United Kingdom | | 175 | 31% | 18% | 15% | 5% | 29% |
| United States | | 175 | 27% | 9% | 3% | 7% | 28% |
| **Total** | | **1,329** | **29%** | **9%** | **8%** | **6%** | **29%** |

# Staff Demographics

| Gender | | Sample | Female | Male |
|---|---|---|---|---|
| Australia | 🇦🇺 | 176 | 53% | 46% |
| France | 🇫🇷 | 175 | 46% | 53% |
| Germany | 🇩🇪 | 175 | 45% | 55% |
| Netherlands | 🇳🇱 | 175 | 37% | 62% |
| Nordics | 🇩🇰🇳🇴🇸🇪🇫🇮 | 105 | 35% | 64% |
| Spain | 🇪🇸 | 181 | 37% | 62% |
| United Kingdom | 🇬🇧 | 177 | 50% | 50% |
| United States | 🇺🇸 | 175 | 35% | 65% |
| **Total\*** | | **1,339** | **43%** | **57%** |

| Age Brackets | | Sample | 18-19 | 20-21 | 22-24 | 25-29 | 30-39 | 40-49 | 50-64 | 65+ |
|---|---|---|---|---|---|---|---|---|---|---|
| Australia | 🇦🇺 | 176 | 0% | 0% | 3% | 10% | 40% | 28% | 18% | 1% |
| France | 🇫🇷 | 175 | 0% | 0% | 4% | 4% | 41% | 28% | 22% | 1% |
| Germany | 🇩🇪 | 175 | 0% | 0% | 7% | 9% | 42% | 25% | 15% | 2% |
| Netherlands | 🇳🇱 | 175 | 0% | 0% | 3% | 14% | 41% | 32% | 9% | 1% |
| Nordics | 🇩🇰🇳🇴🇸🇪🇫🇮 | 105 | 0% | 0% | 2% | 13% | 27% | 33% | 24% | 2% |
| Spain | 🇪🇸 | 181 | 0% | 0% | 1% | 3% | 37% | 36% | 22% | 2% |
| United Kingdom | 🇬🇧 | 177 | 0% | 0% | 2% | 5% | 38% | 34% | 20% | 1% |
| United States | 🇺🇸 | 175 | 0% | 0% | 2% | 6% | 40% | 33% | 20% | 0% |
| **Total** | | **1,339** | **0%** | **0%** | **3%** | **8%** | **39%** | **31%** | **19%** | **1%** |

| Academic vs. Operations | | Sample | Senior Leadership | Managers | Academics |
|---|---|---|---|---|---|
| Australia | 🇦🇺 | 176 | 27% | 40% | 33% |
| France | 🇫🇷 | 175 | 39% | 26% | 35% |
| Germany | 🇩🇪 | 175 | 38% | 34% | 28% |
| Netherlands | 🇳🇱 | 175 | 38% | 33% | 29% |
| Nordics | 🇩🇰🇳🇴🇸🇪🇫🇮 | 105 | 57% | 27% | 16% |
| Spain | 🇪🇸 | 181 | 45% | 15% | 40% |
| United Kingdom | 🇬🇧 | 177 | 28% | 42% | 29% |
| United States | 🇺🇸 | 175 | 35% | 32% | 33% |
| **Total** | | **1,339** | **37%** | **31%** | **31%** |

| Institution Size | | Sample | Small (<3,000) | Medium (3,000-30,000) | Large (>30,000) |
|---|---|---|---|---|---|
| Australia | 🇦🇺 | 176 | 22% | 73% | 5% |
| France | 🇫🇷 | 175 | 53% | 40% | 3% |
| Germany | 🇩🇪 | 175 | 43% | 54% | 2% |
| Netherlands | 🇳🇱 | 175 | 39% | 60% | 1% |
| Nordics | 🇩🇰🇳🇴🇸🇪🇫🇮 | 105 | 36% | 60% | 3% |
| Spain | 🇪🇸 | 181 | 53% | 45% | 1% |
| United Kingdom | 🇬🇧 | 177 | 25% | 71% | 3% |
| United States | 🇺🇸 | 175 | 19% | 77% | 4% |
| **Total** | | **1,339** | **36%** | **60%** | **3%** |

\* Totals do not sum to 100 due to very small sample size (<4%) for transgender/non-binary respondents.

Salesforce | 43

# Staff Demographics

| Years in Current Role | | Sample | <1 year | 1-2 years | 2-3 years | 4-5 years | 6-10 years | >11 years |
|---|---|---|---|---|---|---|---|---|
| Australia | | 176 | 22% | 16% | 35% | 15% | 10% | 3% |
| France | | 175 | 23% | 23% | 23% | 20% | 9% | 2% |
| Germany | | 175 | 18% | 25% | 29% | 19% | 6% | 3% |
| Netherlands | | 175 | 29% | 23% | 30% | 11% | 6% | 1% |
| Nordics | | 105 | 12% | 24% | 33% | 22% | 8% | 1% |
| Spain | | 181 | 17% | 20% | 30% | 21% | 10% | 2% |
| United Kingdom | | 177 | 13% | 20% | 31% | 19% | 15% | 3% |
| United States | | 175 | 18% | 17% | 29% | 19% | 14% | 3% |
| **Total** | | **1,339** | **19%** | **21%** | **30%** | **18%** | **10%** | **2%** |

| Non-Traditional Staff | | Sample | I was born outside this country | I am a parent or guardian | I am a caretaker for a sick or elderly loved one |
|---|---|---|---|---|---|
| Australia | | 176 | 17% | 51% | 6% |
| France | | 175 | 3% | 66% | 11% |
| Germany | | 175 | 15% | 46% | 15% |
| Netherlands | | 175 | 8% | 55% | 14% |
| Nordics | | 105 | 8% | 61% | 12% |
| Spain | | 181 | 4% | 78% | 10% |
| United Kingdom | | 177 | 14% | 67% | 11% |
| United States | | 175 | 11% | 67% | 10% |
| **Total** | | **1,339** | **10%** | **61%** | **11%** |