

MESA L-SLIS RESEARCH BRIEF #3

Engagement, Attitudes and Support Networks

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Engagement, Attitudes and Support Networks

(Version 11-18-10)

Contents

Part I: Introduction 2

- Major Findings 2
- Survey Data and Sample Selection 3
- Questions of Interest 3

Part II: Analysis 3

- Academic Engagement 3
- Feelings That Studies Apply To Future Careers 5
- Discouragement and Returns To Studying 6
- Attitudes Towards The Value of PSE..... 7
- Support Networks In PSE 7
- Influence of Family and Friends..... 8

Part III: Conclusion..... 8

Appendix I: Survey Data and Sample Selection..... 9

Appendix II: Detailed Tables..... 10

- Table A1: Grades in First Year of PSE by Whether Students Strongly Agree That...(College and University Students) 10
- Table A2: Leaving Rates by Whether Students Strongly Agree That...(College and University Students) 11
- Table A3: The Most Important Reason For Leaving PSE (College and University Students) 12
- Table A4: Percentage of Students Who Strongly Agree They Are Interested In What They Are Learning At School by Program Type (University Students) 12
- Table A5: Rates of Leaving PSE and Regression Results (College and University Students) 13
- Table A6: Grades in First Year of PSE by Whether Students Strongly or Somewhat Agree That...(College and University Students)..... 14
- Table A7: Leaving Rates by Whether Students Strongly or Somewhat Agree That...(College and University Students) 15

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Part I: Introduction

Major Findings

The Longitudinal Survey of Low Income Students (L-SLIS), created to measure the effects of the Canada Millennium Scholarship Foundation's Access Bursary, offers a relatively unique combination of information about students' feelings of engagement, their social networks and their attitudes towards post-secondary education (PSE). This brief focuses on relating this information to two outcomes: first year grade averages and the rates at which students leave PSE without graduating.

For the low income students represented in the L-SLIS data, the major findings of this brief are:

1. Strong feelings of engagement are associated with higher grades and lower probabilities of leaving PSE. In particular, students who are interested in what they are learning and students who identify with their program achieve greater success in PSE by these measures.
2. A large proportion of students who leave PSE say the most important reason for doing so is that they have lost interest in their program.
3. Among college students, students who have supportive friends achieve higher grades and are less likely to leave PSE than others. Whether college students have family that they can count on for help and support does not seem to have a strong relationship with students' outcomes. Among university students, support from family or friends does not have a strong relationship with PSE outcomes.
4. Students who think that their studies will help them with their future careers achieve relatively higher grades in first year and are much less likely than others to leave PSE.
5. Students who feel that they are not seeing adequate returns to their studying, or are discouraged, are more likely to leave PSE than others.

This brief provides some insight into some effective ways of identifying students who are at risk of leaving PSE. Students' background characteristics, such as parental education, do not necessarily serve as adequate markers of success in PSE (MESA Project L-SLIS Research Brief #2). Students' responses to certain survey questions regarding engagement, social networks and attitudes in PSE can, conversely, serve as interesting predictors of success and could be useful from a policy perspective.

We must caution that students of various opinions and attitudes may have intrinsic differences that could be driving the results of this report so one must be careful when imputing causality between any factors. Note that the findings of this brief apply specifically to the low income students represented by the L-SLIS and we cannot say if our findings hold for other low income students or for the student population in general.

Survey Data and Sample Selection

The L-SLIS is constructed from administrative data and from surveys (carried out during the early months of 2007, 2008 and 2009) of students who entered PSE in fall 2006. The sample used for this report includes only students who enter PSE for their first time (the target group of the Millennium Scholarship Foundation's Access Bursary), and is further reduced to single dependant students, as defined by provincial student aid systems. Only students with parental incomes below the National Child Benefit (NCB) line have been included in this analysis in order to allow for consistent samples across provinces. Due to provincial differences in bursary programs, only students from Newfoundland and Labrador, Nova Scotia, New Brunswick, Ontario, Manitoba or British Columbia are included. Note that all respondents are recipients of government aid in their first year. For further sample details, see Appendix I.

Questions of Interest

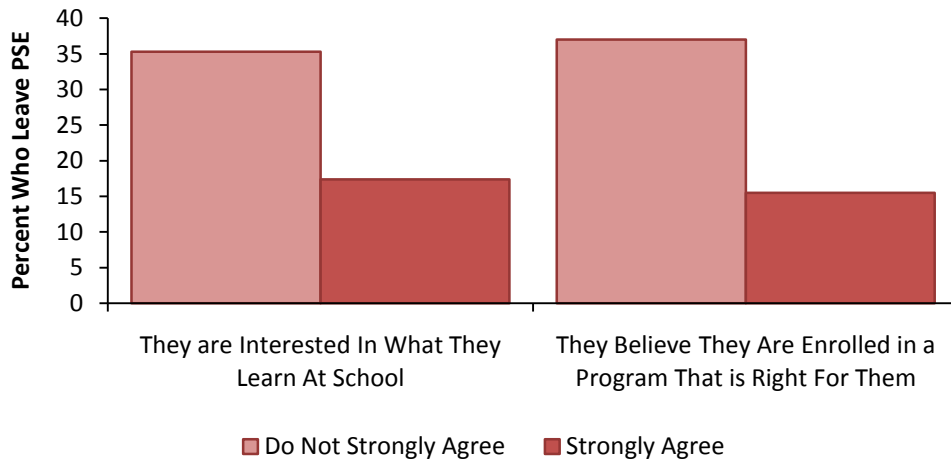
Respondents of the L-SLIS are given a number of statements and are asked to pick from five categorical responses: i) Strongly Disagree, ii) Somewhat Disagree, iii) Neutral, iv) Somewhat Agree, and v) Strongly Agree. Throughout this research brief, students who strongly agree are compared to students who choose any other response. Similar results are obtained when students who strongly or somewhat agreed are compared to other students (Tables A6 and A7).

Part II: Analysis

Academic Engagement

Students who are interested in what they are learning in school and students who believe they are in a program that is right for them have somewhat higher grade averages in their first year of PSE compared to others (Table A1). Perhaps of greater importance, these engaged students are also considerably less likely than others to leave PSE in first or second year without graduating (Figure 1 and Table A2).

**Figure 1: Leaving PSE by Measures of Engagement
(College Students)**



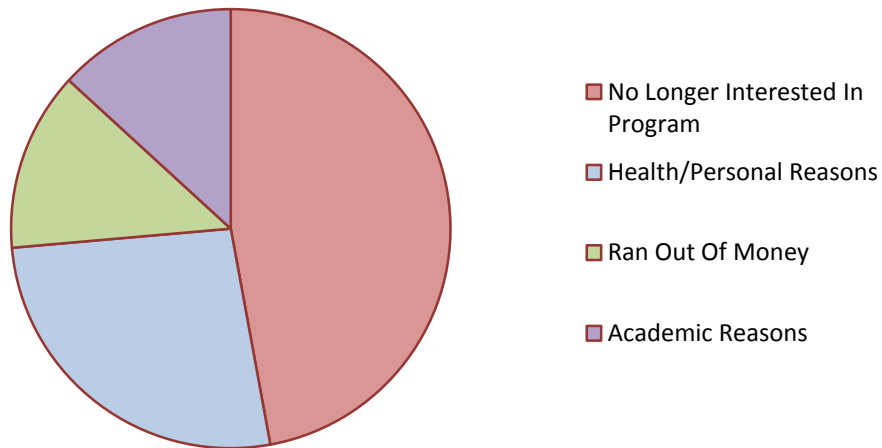
Source: Table A2. Figure represents the percentage of students who leave PSE during first or second year without graduating.

Regression analysis has also been used to measure the relationship between students' levels of interest in their studies and their likelihoods of leaving PSE. Tables A5 and A6 show the differences in leaving rates for students with different levels of interest in their studies, with and without controlling for other factors (gender, province, community size, family structure, parental education, parental income and high school grades) that affect leaving rates, and which may also be correlated with students' attitudes.

Our results show that among college students, the additional variables do explain some of the differences across groups, but gaps still remain after taking the other influences into account (Table A5). For university students, overall leaving rates are much lower and therefore the groups' differences are smaller and less statistically significant, as are the effects of adding the other explanatory variables.

The importance of engagement is confirmed when students who leave PSE are asked about their most important reason for doing so. Among college and university students who leave PSE, the largest proportion say that they have left because they have lost interest in their program of studies (Figure 2 and Table A3).

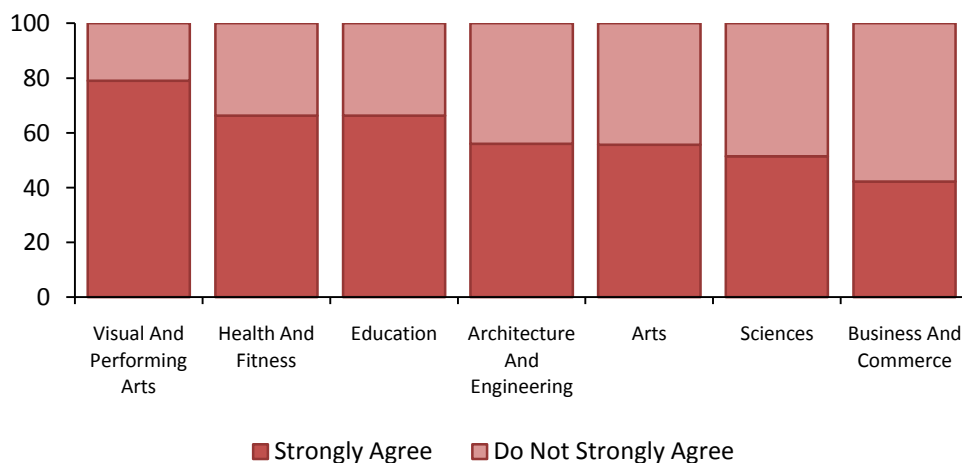
Figure 2: Most Important Reason For Leaving PSE (College Students)



Source: Table A3.

Given the importance of academic engagement, it is interesting to consider how students of different fields of study compare with regards to their levels of interest in what they are learning. The proportions of students who strongly agree that they are interested in what they are learning vary considerably over different programs of study (Figure 3 and Table A4). For example, visual and performing arts students are very likely to strongly agree that they are interested in what they learn at school; meanwhile, less than 50 percent of business and commerce students strongly agree that they are interested.

Figure 3: Students Who Strongly Agree That They Are Interested In What They Are Learning At School (University Students)



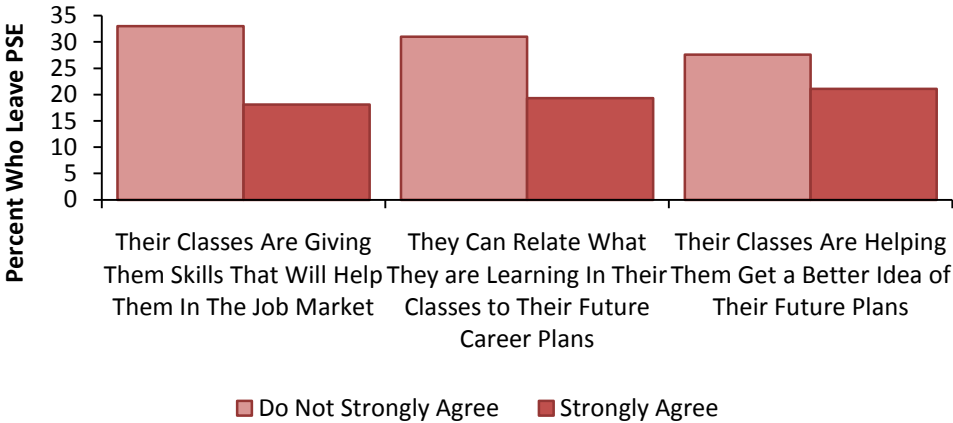
Source: Table A4.

Feelings That Studies Apply To Future Careers

Whether students feel that their current studies will help them with their future careers seems to be related to students' probabilities of leaving PSE

(Figure 6 and Table A2). Students who strongly agree that their classes are giving them skills that will help them in the job market are considerably less likely than others to leave PSE. The same can be said for students who agree that they can relate what they are learning in their classes to their future career plans. Students' opinions of whether or not their classes are helping them get a better idea of their future plans do not have a clear a relationship with leaving PSE.

Figure 6: Leaving PSE by Measures of Whether Students' Feel That Their Studies Apply to Their Future Careers (College Students)

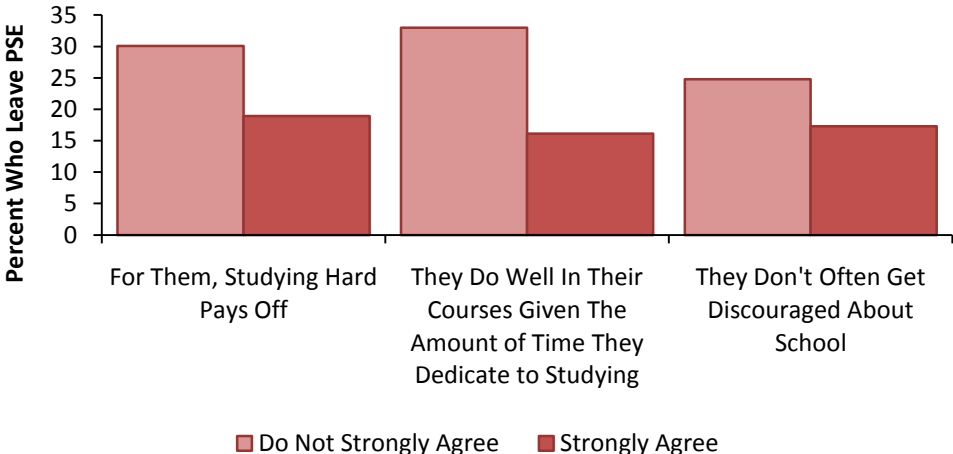


Source: Table A2. Figure represents the percentage of students who leave PSE during first or second year without graduating.

Discouragement and Returns To Studying

Students who do not feel that they see adequate returns to their study hours, or are discouraged about school, are more likely than others to leave PSE in first or second year (Table A2). These relationships are strongest amongst college students (Figure 5).

Figure 7: Leaving PSE by Measures of Discouragement (College Students)



Source: Table A2. Figure represents the percentage of students who leave PSE during first or second year without graduating.

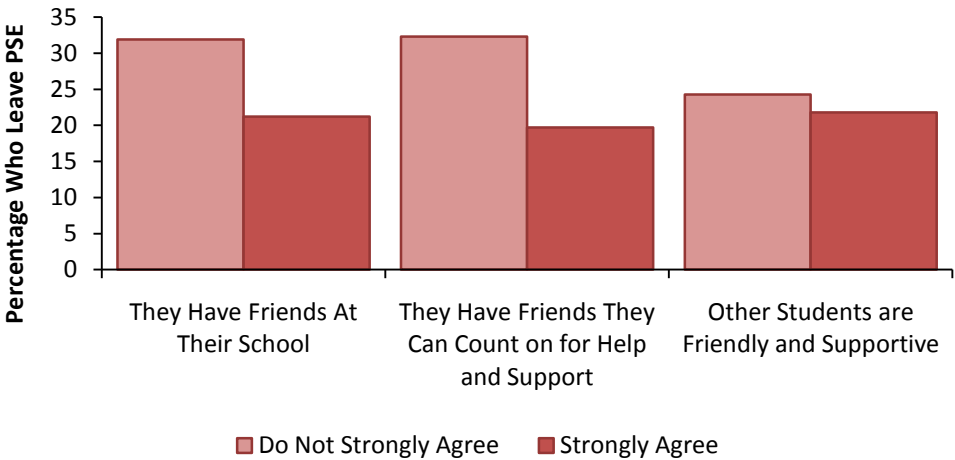
Attitudes Towards The Value of PSE

Respondents of the survey are asked a number of questions regarding the value of PSE. For the most part, only small differences in outcomes are found between students who strongly agree and those who do not strongly agree that: 1) going deep into debt to get PSE is still worth it 2) the time and money put into PSE is still worth it; 3) people who have a PSE get jobs that are more satisfying; 4) the best way to get a prestigious job is through PSE; 5) PSE will pay off in the long run; and, 6) PSE is a better investment than real estate or bonds (Tables A1 and A2). Very large proportions of students strongly agree with these statements so there is little room for meaningful differences.

Support Networks In PSE

Among college students, whether individuals have supportive friends seems to be related to the probability of leaving PSE (Figure 4). Of college students who strongly agree that they have friends they can count on for help and support, 21.2 percent leave; of those who do not strongly agree they have friends they can count on, 31.9 percent leave. For university students, this relationship is not as strong (Table A2).

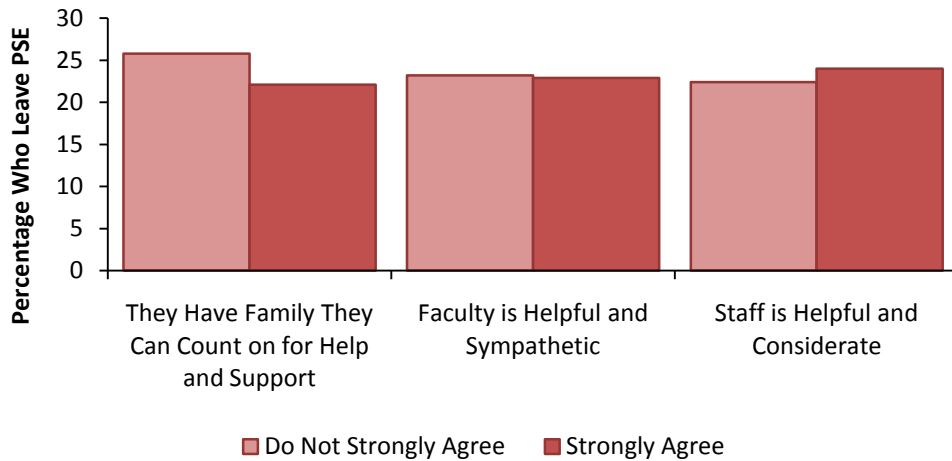
Figure 4: Leaving PSE by Whether Students Have Supportive Friends (College Students)



Source: Table A2. Figure represents the percentage of students who leave PSE during first or second year without graduating.

Among college and university students, whether students have family that they can count on for help and support does not appear to have as strong a relationship with students' leaving rates (Figure 5 and Table A2). Students' opinions of faculty and staff do not seem to be strongly related to students' probabilities of leaving PSE either. Oddly, we find that students who have more positive opinions about faculty and staff are slightly more likely to leave PSE than others.

Figure 5: Leaving PSE by Whether Students Have Other Supportive Relationships (College Students)



Source: Table A2. Figure represents the percentage of students who leave PSE during first or second year without graduating.

Influence of Family and Friends

For college students, it seems somewhat important that students’ friends think it is important to get PSE (Table A1 and A2). Of college students who strongly agree that their friends think PSE is important, only 20.4 percent leave PSE while 26.1 percent of college students who do not strongly agree do the same.

Among university students, friends’ opinions of the importance of PSE are not as important as parents’ opinions as they relate to leaving PSE. Of university students who strongly agree that their parents would be very disappointed in them if they did not get PSE, only 4.9 percent leave without graduating. Among university students who do not strongly agree, 9.4 percent leave (Table A2).

Part III: Conclusion

It is important for students to be interested in what they are learning at school; students who identify with their field of study are much more likely than others to persist in PSE. This brief outlines a number of questions which could be used by policy makers to identify students who are at risk of leaving PSE. We have also shown what type of survey questions are not useful indicators of vulnerability.

Appendix I: Survey Data and Sample Selection

Conducted as part of the Measuring the Effectiveness of Student Aid (MESA) project, the L-SLIS represents a longitudinal survey of recipients of the Canada Millennium Scholarship Foundation (CMSF) Access Bursaries¹. The L-SLIS consists of a sample of students who entered PSE for the first time in the fall of 2006. Surveys were conducted, by telephone, in the early winter months of 2007, and then again in 2008 and 2009. Survey data have been linked to government aid administrative data. It is important to note that the eligibility requirements for the CMSF Access Bursaries were determined provincially and vary from province to province. The L-SLIS therefore represents somewhat different populations in different provinces.

Restrictions have therefore been made to the L-SLIS in order to create a consistent national sample. Due to the unique nature of the programs in Quebec, Saskatchewan and Alberta, students from these provinces are not included in this analysis. Prince Edward Island is omitted due to the absence of any administrative data. The following restrictions have been made in order to provide a consistent sample across the remaining provinces, which include Newfoundland and Labrador, Nova Scotia, New Brunswick, Ontario, Manitoba and British Columbia:

1. The sample is restricted to only students who enter PSE for their first time and are single dependant students, as defined by student aid systems.
2. Only students with parental incomes below the National Child Benefit (NCB) line are included.

Only low income students who apply for and receive government aid are included in the L-SLIS, therefore this is not a sample of all low income students in Canada. The resulting sample has 4027 observations: 1,380 of these observations classify as college students, 2,528 classify as university students and the remaining observations represent students who attend private institutions. Roughly 64 percent of the students in the sample are from Ontario and roughly 15 percent are from British Columbia. The remaining four provinces together make up 20 percent of the sample and each have shares of around 2.5 to 10 percent. There are no college students from Nova Scotia included in the sample. Samples are weighted to take account of non-response and to scale up to the underlying populations of lower income students they represent.

The previous version of this brief (Version 02-26-10) excluded the few students that leave PSE early in their first year. Those students are included in the sample used for this brief.

¹ For some provinces, certain non-recipient low-income students are also included in the L-SLIS but they are not included in this analysis due to the income restriction placed on the sample (see below).

Appendix II: Detailed Tables

Table A1: Grades in First Year of PSE by Whether Students Strongly Agree That...(College and University Students)

	College			University		
	Does Not Strongly Agree	Strongly Agree	Difference	Does Not Strongly Agree	Strongly Agree	Difference
Statements Regarding Engagement						
They are Interested In What They Learn At School	75.4	78.0	2.6	75.1	76.2	1.1
Overall, They Believe They Are Enrolled in a Program of Studies That is Right For Them	75.5	78.0	2.5	74.8	76.3	1.5
Their School is a Place Where They Feel Like They Belong	76.5	77.7	1.2	75.3	76.0	0.7
Statements Regarding Support Networks in PSE						
They Have Friends At Their School	76.2	77.3	1.1	76.2	75.6	-0.6
They Have Friends They Can Count on for Help and Support	75.9	77.5	1.6	75.7	75.7	0.0
Other Students are Friendly and Supportive	76.8	77.6	0.8	75.4	76.1	0.7
They Have Family They Can Count on for Help and Support	76.4	77.4	1.0	75.1	75.9	0.8
Faculty is Helpful and Sympathetic	76.6	78.2	1.6	75.4	76.8	1.4
Staff is Helpful and Considerate	77.1	77.4	0.3	75.7	76.1	0.4
Statements Regarding Influence of Family and Friends						
Most of Their Friends Think It's Important To Get PSE	76.5	77.7	1.2	75.4	75.9	0.5
Their Parents Would Be Very Disappointed In Them If They Didn't Get PSE	77.7	76.6	-1.1	75.4	76.0	0.6
They Have Role Models At Home or At School	76.9	77.5	0.6	75.8	75.6	-0.2
Statements Regarding Future Careers						
Their Classes Are Giving Them Skills That Will Help Them In The Job Market	75.9	77.8	1.9	75.8	75.6	-0.2
They Can Relate What They are Learning In Their Classes to Their Future Career Plans	75.5	77.9	2.4	75.3	76.1	0.8
Their Classes Are Helping Them Get a Better Idea of Their Future Plans	76.0	77.6	1.6	75.8	75.6	-0.2
Statements Regarding Returns To Studying						
For Them, Studying Hard Pays Off	75.7	77.9	2.2	75.0	76.1	1.1
They Do Well In Their Courses Given The Amount of Time They Dedicate to Studying	74.8	78.6	3.8	74.1	77.1	3.0
They Don't Often Get Discouraged About School	76.5	79.3	2.8	75.1	78.1	3.0
Statements Regarding The Value of PSE						
Going Deep into Debt to get PSE is Still Worth It	76.8	77.5	0.7	75.8	75.7	-0.1
The time and Money put into a PSE is a Good Investment	76.5	77.5	1.0	75.6	75.8	0.2
People Who Have a PSE Get Jobs That are More Satisfying	77.0	77.3	0.3	75.6	75.9	0.3
The Best Way to Get a Prestigious Job is Through PSE	76.8	77.7	0.9	75.9	75.4	-0.5
PSE Will Pay Off in the Long Run	77.1	77.2	0.1	75.6	76.0	0.4
PSE is a Better Investment Than Real Estates or Bonds	76.5	78.0	1.5	75.1	76.2	1.1

Source: Longitudinal Survey of Low Income Students.

Table A2: Leaving Rates by Whether Students Strongly Agree That...(College and University Students)

	College			University		
	Does Not Strongly Agree	Strongly Agree	Difference	Does Not Strongly Agree	Strongly Agree	Difference
Statements Regarding Engagement						
They are Interested In What They Learn At School	35.3	17.4	-17.9	8.9	5.1	-3.8
Overall, They Believe They Are Enrolled in a Program of Studies That is Right For Them	37.0	15.5	-21.5	9.3	5.1	-4.2
Their School is a Place Where They Feel Like They Belong	27.4	19.4	-8.0	9.2	4.7	-4.5
Statements Regarding Support Networks In PSE						
They Have Friends At Their School	31.9	21.2	-10.7	9.4	6.2	-3.2
They Have Friends They Can Count on for Help and Support	32.3	19.7	-12.6	8.6	6.3	-2.3
Other Students are Friendly and Supportive	24.3	21.8	-2.5	7.1	6.3	-0.8
They Have Family They Can Count on for Help and Support	25.8	22.1	-3.7	8.2	6.4	-1.8
Faculty is Helpful and Sympathetic	23.2	22.9	-0.3	7.1	5.8	-1.3
Staff is Helpful and Considerate	22.4	24.0	1.6	6.7	5.6	-1.1
Statements Regarding Influence of Family and Friends						
Most of Their Friends Think It's Important To Get PSE	26.1	20.4	-5.7	8.7	5.4	-3.3
Their Parents Would Be Very Disappointed In Them If They Didn't Get PSE	25.3	20.7	-4.6	9.4	4.9	-4.5
They Have Role Models At Home or At School	25.0	20.6	-4.4	7.9	5.3	-2.6
Statements Regarding Future Careers						
Their Classes Are Giving Them Skills That Will Help Them In The Job Market	33.0	18.1	-14.9	8.3	4.6	-3.7
They Can Relate What They are Learning In Their Classes to Their Future Career Plans	31.0	19.3	-11.7	9.2	4.2	-5.0
Their Classes Are Helping Them Get a Better Idea of Their Future Plans	27.6	21.1	-6.5	8.4	5.6	-2.8
Statements Regarding Returns To Studying						
For Them, Studying Hard Pays Off	30.1	18.9	-11.2	9.9	5.2	-4.7
They Do Well In Their Courses Given The Amount of Time They Dedicate to Studying	33.0	16.1	-16.9	8.8	4.8	-4.0
They Don't Often Get Discouraged About School	24.8	17.3	-7.5	7.4	4.0	-3.4
Statements Regarding The Value of PSE						
Going Deep into Debt to get PSE is Still Worth It	24.7	21.6	-3.1	8.5	5.0	-3.5
The time and Money put into a PSE is a Good Investment	26.4	21.1	-5.3	8.6	5.5	-3.1
People Who Have a PSE Get Jobs That are More Satisfying	25.7	20.0	-5.7	7.4	5.6	-1.8
The Best Way to Get a Prestigious Job is Through PSE	24.8	20.4	-4.4	7.3	5.8	-1.5
PSE Will Pay Off in the Long Run	23.5	21.8	-1.7	7.2	5.6	-1.6
PSE is a Better Investment Than Real Estates or Bonds	25.5	19.4	-6.1	7.5	5.8	-1.7

Source: Longitudinal Survey of Low Income Students.

Table A3: The Most Important Reason For Leaving PSE (College and University Students)

Response	Percentage of Students Who Choose Response	
	College Students	University Students
No Longer Interested in Program	45.7	41.7
Health/Personal Reasons	25.7	20.0
Ran Out of Money	12.8	12.1
Academic Reasons	12.8	18.2
Program Not Worth The Cost in The Long Run	2.9	8.0
Total	100.0	100.0

Source: Longitudinal Survey of Low Income Students . Only includes students who leave PSE without graduating.

Table A4: Percentage of Students Who Strongly Agree They Are Interested In What They Are Learning At School by Program Type (University Students)

	Visual And Performing Arts	Health And Fitness	Education	Architecture And Engineering	Arts	Sciences	Business And Commerce
Strongly Agree	79.0	66.3	66.3	56.0	55.7	51.4	42.2
Do Not Strongly Agree	21.0	33.7	33.7	44.0	44.3	48.6	57.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Longitudinal Survey of Low Income Students .

Table A5: Rates of Leaving PSE and Regression Results (College and University Students)

	Among Students Who Do Not Strongly Agree, Percentage Who Leave PSE	Among Students Who Strongly Agree, Percentage Who Leave PSE	Difference	Regression Estimate of Difference, Without Controls	Regression Estimate of Difference, With Controls
College Students					
They Are Interested In What They Are Learning At School	35.3	17.4	-17.9	-12.0***	-8.9***
They Have Friends They Can Count On For Help and Support	32.3	19.7	-12.6	-9.4***	-6.7***
Faculty is Helpful and Sympathetic	23.2	22.9	-0.3	-0.5	0.5
University Students					
They Are Interested In What They Are Learning At School	8.9	5.1	-3.8	-2.8***	-3.5***
They Have Friends They Can Count On For Help and Support	8.6	6.3	-2.3	-1.8*	-2.6***
Faculty is Helpful and Sympathetic	7.1	5.8	-1.3	-1.5	-1.8

Source: Longitudinal Survey of Low Income Students. Students are counted as leavers if they left PSE prior to their second interview, which took place in the winter of 2008, during their second year.

*/**/*** indicates statistical significance at the 10/5/1% level.

Control variables were used to account for gender, province, community size, family structure, parental education, parental income and high school grades.

Students who do not strongly agree were used as the base line group. An indicator of whether students strongly agree was entered in regressions as a dummy variable. Marginal effects report the differences between the dummy variable group and the base line group.

Table A6: Grades in First Year of PSE by Whether Students Strongly or Somewhat Agree That...(College and University Students)

	College			University		
	Does Not Agree	Agrees	Difference	Does Not Agree	Agrees	Difference
Statements Regarding Engagement						
They are Interested In What They Learn At School	72.9	77.5	4.6	75	75.8	0.8
Their School is a Place Where They Feel Like They Belong	75.9	77.3	1.4	74.7	75.8	1.2
Overall, They Believe They Are Enrolled in a Program of Studies That is Right For Them	73.2	77.7	4.5	73.5	76	2.4
Statements Regarding Support Networks In PSE						
They Have Friends At Their School	74.4	77.3	2.9	76.3	75.7	-0.4
They Have Friends They Can Count on for Help and Support	73.6	77.4	3.8	75.7	75.7	0.1
Other Students are Friendly and Supportive	74.8	77.4	2.6	73.8	76.1	2.3
They Have Family They Can Count on for Help and Support	75.2	77.3	2.1	74.5	75.8	1.3
Faculty is Helpful and Sympathetic	75.1	77.7	2.6	74.7	76.3	1.6
Staff is Helpful and Considerate	76.8	77.3	0.5	75.2	76.2	1
Statements Regarding Influence of Family and Friends						
Most of Their Friends Think It's Important To Get PSE	76.1	77.4	1.3	75	75.8	0.8
Their Parents Would Be Very Disappointed In Them If They Didn't Get PSE	77.9	76.8	-1.1	75.7	75.7	0
They Have Role Models At Home or At School	76.7	77.3	0.6	75.4	75.8	0.4
Statements Regarding Future Careers						
Their Classes Are Giving Them Skills That Will Help Them In The Job Market	73.9	77.4	3.5	75.4	75.8	0.4
They Can Relate What They are Learning In Their Classes to Their Future Career Plans	74.9	77.3	2.4	74.9	75.8	0.9
Their Classes Are Helping Them Get a Better Idea of Their Future Plans	74.5	77.3	2.8	75	75.8	0.8
Statements Regarding Returns To Studying						
For Them, Studying Hard Pays Off	74.5	77.4	2.9	74.9	75.8	0.9
They Do Well In Their Courses Given The Amount of Time They Dedicate to Studying	71.2	77.6	6.4	71.4	76.2	4.8
They Don't Often Get Discouraged About School	75.7	78.7	3	74.4	77.5	3.1
Statements Regarding The Value of PSE						
Going Deep into Debt to get PSE is Still Worth It	76.3	77.3	1	75.8	75.7	-0.1
The time and Money put into a PSE is a Good Investment	73.9	77.4	3.5	74.9	75.8	0.9
People Who Have a PSE Get Jobs That are More Satisfying	77.2	77.1	-0.1	75.4	75.8	0.4
The Best Way to Get a Prestigious Job is Through PSE	76.3	77.3	1	75.6	75.8	0.2
PSE Will Pay Off in the Long Run	76.2	77.7	1.5	75.4	75.9	0.5
PSE is a Better Investment Than Real Estates or Bonds	76	77.5	1.5	75.4	75.8	0.4

Source: Longitudinal Survey of Low Income Students.

Table A7: Leaving Rates by Whether Students Strongly or Somewhat Agree That...(College and University Students)

	College			University		
	Does Not Agree	Agree	Difference	Does Not Agree	Agree	Difference
Statements Regarding Engagement						
They are Interested In What They Learn At School	59.1	19.8	-39.3	16.9	5.7	-11.2
Overall, They Believe They Are Enrolled in a Program of Studies That is Right For Them	59.5	17.6	-41.9	16.2	5.3	-10.9
Their School is a Place Where They Feel Like They Belong	32.9	21.8	-11.1	14.5	5.7	-8.8
Statements Regarding Support Networks in PSE						
They Have Friends At Their School	37.7	22.5	-15.2	14.4	6.5	-7.9
They Have Friends They Can Count on for Help and Support	46.6	21.3	-25.3	10.4	6.6	-3.8
Other Students are Friendly and Supportive	38.1	21.1	-17	9.7	6.2	-3.5
They Have Family They Can Count on for Help and Support	27.4	22.5	-4.9	8.2	6.7	-1.5
Faculty is Helpful and Sympathetic	33.3	20.6	-12.7	7.6	6.4	-1.2
Staff is Helpful and Considerate	25.2	21.7	-3.5	7.5	5.8	-1.7
Statements Regarding Influence of Family and Friends						
Most of Their Friends Think It's Important To Get PSE	32.7	20.9	-11.8	10.8	6.1	-4.7
Their Parents Would Be Very Disappointed In Them If They Didn't Get PSE	27.8	20.9	-6.9	11.3	5.6	-5.7
They Have Role Models At Home or At School	23.3	22.9	-0.4	10.2	5.6	-4.6
Statements Regarding Future Careers						
Their Classes Are Giving Them Skills That Will Help Them In The Job Market	49.9	20.5	-29.4	11.8	5.6	-6.2
They Can Relate What They are Learning In Their Classes to Their Future Career Plans	44	21.2	-22.8	14.9	5.4	-9.5
Their Classes Are Helping Them Get a Better Idea of Their Future Plans	41	21.8	-19.2	14.5	5.8	-8.7
Statements Regarding Returns to Studying						
For Them, Studying Hard Pays Off	48.7	20.3	-28.4	16.3	5.9	-10.4
They Do Well In Their Courses Given The Amount of Time They Dedicate to Studying	50	20.4	-29.6	10.5	6.4	-4.1
They Don't Often Get Discouraged About School	27.9	17.7	-10.2	8.6	4.5	-4.1
Statements Regarding The Value of PSE						
Going Deep into Debt to get PSE is Still Worth It	31.9	21.8	-10.1	14.1	5.8	-8.3
The time and Money put into a PSE is a Good Investment	29.8	22.6	-7.2	11.8	6.3	-5.5
People Who Have a PSE Get Jobs That are More Satisfying	28.4	22.1	-6.3	7.1	6.7	-0.4
The Best Way to Get a Prestigious Job is Through PSE	25.3	22.6	-2.7	5.3	7.2	1.9
PSE Will Pay Off in the Long Run	23.7	22.6	-1.1	8.4	5.8	-2.6
PSE is a Better Investment Than Real Estates or Bonds	25.5	22.1	-3.4	8.6	6.3	-2.3

Source: Longitudinal Survey of Low Income Students. Figure represents the percentage of students who leave PSE during first or second year without graduating. Students are counted as leavers if they left PSE prior to their second interview, which took place in the winter of 2008, during their second year.