

Wentworth's Graduation Rate

UNDERSTANDING AND ADDRESSING THE FACTORS CONTRIBUTING
TO WENTWORTH'S 68% GRADUATION RATE

KRISH PATEL, RUSSO DOMINIC, FELIPE PINTO

Table of Contents

1.0 Introduction.....	3
1.1 About the research.....	3
1.2 Purpose of the research	3
2.0 Methodology	4
3.0 Secondary Research	5
3.1 Wentworth’s graduation rate	5
3.2 Factors affecting graduation rate	8
4.0 Interviews.....	9
4.1 Overview	9
4.2 Key Areas of Focus	9
4.3 Key Findings.....	10
5.0 Surveys.....	11
5.1 Overview	11
5.2 Academic challenges.....	11
5.3 Satisfaction with academic advising and co-op guidance.....	12
5.4 Need for flexible class schedules.....	13
5.5 Campus engagement and extracurricular participation.....	15
5.6 Graduation Questions.....	16
5.7 What changes would improve your overall experience at Wentworth?.....	17
5.8 Key insights from survey	18
6.0 Conclusion	19
7.0 Recommendation	20
8.0 References.....	21
9.0 Appendix	22

Appendix A: Interview Questions for students	22
Appendix B: Student Questionnaire	24

1.0 Introduction

1.1 About the research

Graduation rates are a key indicator of academic success and institutional performance. At Wentworth Institute of Technology, the 2022 graduation rate is 68% (*US news data, n.d.*), revealing that nearly one-third of students do not complete their degrees. While this rate is comparable to some peer institutions, it highlights critical areas for improvement. The consequences of this issue extend beyond students' academic careers, impacting the university's reputation, rankings, and financial health. Identifying and addressing the root causes behind this rate is essential to fostering an environment where all students can thrive academically and personally.

The research explores *factors influencing Wentworth's graduation rate* by examining student experiences and challenges. Using secondary research, surveys, and interviews, it provides a comprehensive view of obstacles and opportunities. The findings will guide actionable strategies to improve student retention and graduation outcomes.

1.2 Purpose of the research

The purpose of this research is to:

- **Understand Barriers:** To explore the academic, personal, and institutional factors affecting student retention and graduation rates. This includes analyzing challenges such as workload, academic advising, financial pressures, and campus engagement.
- **Propose Solutions:** To develop evidence-based interventions aimed at improving academic support, advising consistency, and flexible scheduling options to address student challenges effectively.
- **Enhance Institutional Outcomes:** To strengthen Wentworth's reputation and competitiveness by fostering higher graduation rates, thereby creating a stronger foundation for student success and alumni achievements.

By addressing these goals, the project seeks to position Wentworth Institute of Technology as a leader in cultivating student success through innovative and supportive educational practices.

2.0 Methodology

This research employed a mixed-methods approach to thoroughly examine the factors behind Wentworth Institute of Technology's 68% graduation rate. By integrating secondary research with survey and interview data, the study sought to identify barriers to student retention and recommend practical solutions.

1. *Secondary Research:* The research began with a thorough review of existing literature and data to understand factors influencing student retention and graduation rates. Reliable sources such as the National Center for Education Statistics (NCES) and the ERIC database were used. This phase provided insights into common challenges, including academic workload, financial barriers, and lack of campus engagement, as well as successful strategies implemented by other institutions to improve retention.
2. *Interviews:* To gather qualitative insights, seven semi-structured interviews were conducted with undergraduate students representing diverse majors and academic levels. The participants included three juniors, two seniors, and two sophomores from programs such as Engineering, Business, and Construction Management. These discussions explored students' academic experiences, challenges with coursework and advising, work-life balance, and involvement in extracurricular activities.
3. *Surveys:* Surveys were administered to 23 undergraduate students from various academic years and majors. The survey gathered quantitative data on academic challenges, satisfaction with advising and co-op guidance, preferences for flexible scheduling, campus engagement, and suggestions for enhancing the student experience.
4. *Analysis:* Data from secondary research, surveys, and interviews were analyzed to uncover key themes and recurring patterns. Quantitative survey data revealed the prevalence of specific challenges, while qualitative interview insights offered a deeper understanding of students' experiences. These combined findings informed actionable recommendations to enhance retention and graduation rates at Wentworth.

3.0 Secondary Research

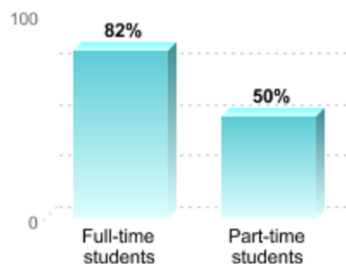
3.1 Wentworth's graduation rate

The National Center for Education Statistics (NCES) is a reliable source for detailed data on U.S. educational institutions. For Wentworth Institute of Technology, NCES provides key metrics, including first-to-second-year retention rates, overall graduation rates, and bachelor's degree completion rates over specific periods. This data forms a baseline for evaluating Wentworth's performance in student retention and success, highlighting areas for potential improvement (NCES, 2022).

FIRST-TO-SECOND YEAR RETENTION RATES

Retention rates measure the percentage of first-time students who are seeking bachelor's degrees who return to the institution to continue their studies the following fall.

RETENTION RATES FOR FIRST-TIME STUDENTS PURSUING BACHELOR'S DEGREES



Percentage of Students Who Began Their Studies in Fall 2021 and Returned in Fall 2022

Fig 3.1.1

Figure 3.1.1 shows the retention rates for first-time students pursuing bachelor's degrees at Wentworth Institute of Technology highlight a significant disparity between full-time and part-time students. The data reveals that 82% of full-time students who began their studies in Fall 2021 returned for their second year in Fall 2022, showcasing strong retention among this group. This high retention rate suggests that full-time students generally have access to sufficient academic support, institutional resources, and engagement opportunities that help them progress effectively into their second year.

In contrast, only 50% of part-time students returned for their second year, indicating considerable challenges for this group. Part-time students often face unique barriers, such as balancing academics with work or personal responsibilities, which can limit their ability to stay enrolled.

Additionally, part-time students may have reduced access to key resources, including academic advising, tutoring, and extracurricular opportunities, leading to lower engagement with the campus community. This lack of connection can contribute to feelings of isolation and decreased motivation, further impacting their ability to continue their studies.

Overall, while Wentworth demonstrates strong retention among full-time students, the data emphasizes an opportunity to improve support for part-time students. Addressing these challenges could lead to higher overall retention rates and better academic outcomes for the institution.

OVERALL GRADUATION RATE AND TRANSFER-OUT RATE

The overall graduation rate is also known as the "Student Right to Know" or IPEDS graduation rate. It tracks the progress of students who began their studies as **full-time, first-time degree- or certificate-seeking students** to see if they complete a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled.

Some institutions also report a transfer-out rate, which is the percentage of the full-time, first-time students who transferred to another institution without completing at the current institution.

Note that not all students at the institution are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate. **At this institution, 79 percent of entering students were counted as "full-time, first-time" in 2022.**

OVERALL GRADUATION AND TRANSFER-OUT RATES FOR STUDENTS WHO BEGAN THEIR STUDIES IN FALL 2017

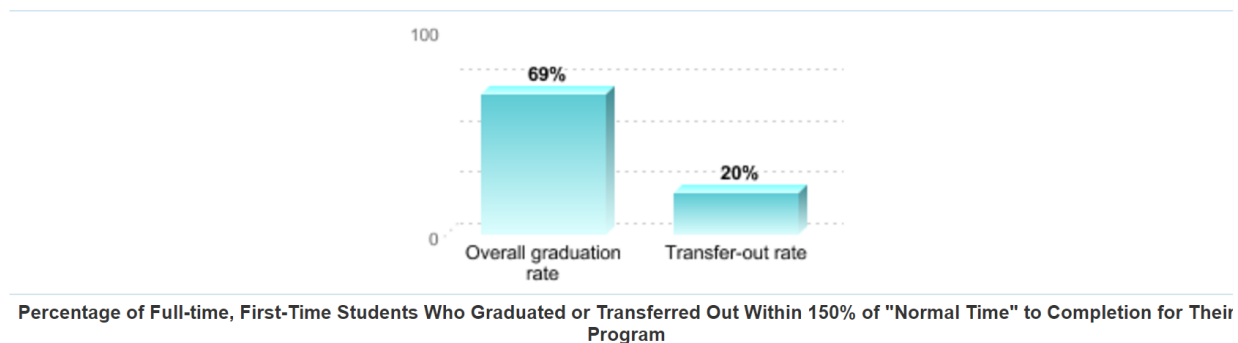


Fig 3.1.2

Figure 3.1.2 shows the overall graduation and transfer-out rates for full-time, first-time students who began their studies at Wentworth Institute of Technology in Fall 2017 reveal important insights into student retention. The data shows that 69% of these students graduated within 150% of the "normal time" required to complete their program, reflecting a stable performance consistent with national averages. However, this also indicates that nearly one-third of students fail to graduate, highlighting potential barriers such as academic challenges, financial difficulties, or lack of engagement with institutional support systems. Additionally, the transfer-out rate of 20% suggests that a significant portion of students choose to leave Wentworth to continue their

education elsewhere. This could be due to dissatisfaction with their academic program, misalignment with career goals, or insufficient access to critical resources such as academic advising or financial aid.

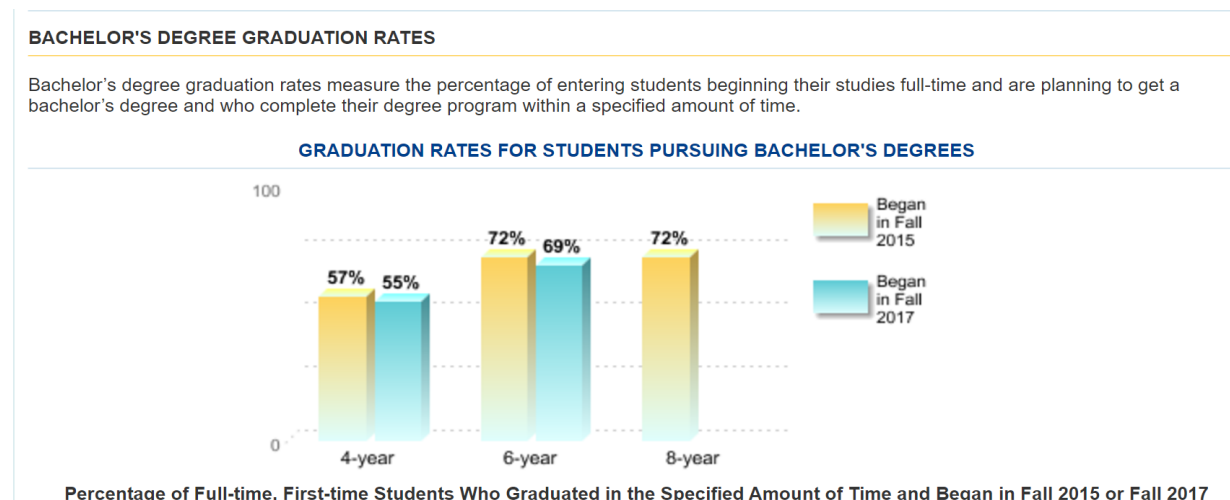


Fig 3.1.3

Figure 3.1.3 shows the graduation rates for full-time, first-time students pursuing bachelor's degrees at Wentworth Institute of Technology for cohorts beginning in Fall 2015 and Fall 2017. The data reveals that only 57% (Fall 2015) and 55% (Fall 2017) of students completed their degrees within four years, highlighting that a significant number of students in four-year programs struggle to graduate on time. However, the six-year graduation rates improve to 69% and the eight-year rates stabilize at 72% for both cohorts, indicating that while students eventually complete their degrees, delays are common.

This insight suggests that the issue is not primarily one of retention—students are not leaving Wentworth entirely—but rather one of delayed graduation. These delays may stem from challenges such as insufficient academic advising, difficulty managing coursework, or inadequate guidance on course planning and credit requirements. To address this, Wentworth could focus on improving academic advising services by providing more proactive and personalized support to ensure students stay on track for timely graduation. Additionally, enhancing communication about program requirements and offering strategies to manage academic workloads could help students meet their goals within the expected timeframe.

In conclusion, the analysis of these figures offers crucial insights into areas where Wentworth Institute of Technology can improve. Retention data underscores the need for better support for part-time students, who often juggle academic and personal responsibilities. Flexible scheduling and enhanced engagement opportunities could address these challenges. Graduation and transfer-out data highlight the importance of aligning programs with student goals and tackling dissatisfaction that prompts transfers. Additionally, delayed graduation rates in four-year programs point to the necessity for stronger academic advising, proactive course planning, and tailored support to ensure students graduate on time. Collectively, these findings reveal that while Wentworth excels in retaining students, significant advancements in advising, engagement, and academic planning are essential to promote student success and timely degree completion.

3.2 Factors affecting graduation rate

The research article, *Retention and Graduation Rates in Higher Education* highlights several key factors influencing student retention and graduation rates. These include academic preparedness and the challenges of managing coursework, financial barriers that hinder student persistence, and the lack of campus engagement and sense of belonging (*Talbert, 2012*). These insights provide a foundational understanding of the primary obstacles faced by students in higher education. Drawing from these findings, we structured our interview and survey questions to explore similar issues at Wentworth Institute of Technology. Specifically, we focused on identifying students' academic challenges, evaluating the effectiveness of financial and academic advising services, and understanding their level of engagement with campus activities. This allowed us to assess how these factors affect retention and graduation rates at Wentworth, offering targeted areas for improvement to support student success.

4.0 Interviews

The interview process served as a vital part of the study, providing rich qualitative insights into student experiences and perspectives at Wentworth Institute of Technology. This section presents an overview of the interviews conducted, highlights the primary areas of focus, and summarizes the key findings that emerged from the analysis.

4.1 Overview

A total of seven interviews were conducted with a diverse group of undergraduate students, representing various academic levels and disciplines. The participants included three juniors majoring in Engineering, Computer Science, and Computer Information Systems, two seniors pursuing Business majors, and two sophomores from Construction Management. The students were carefully selected to provide a representative sample of Wentworth's student population, ensuring the inclusion of varied academic experiences and challenges to capture a comprehensive understanding of their academic journeys and insights.

4.2 Key Areas of Focus

The interviews centered around the following themes:

- *Academic Journey:* Exploring students' motivations, academic progress, and overall satisfaction with their chosen fields.
- *Challenges:* Understanding issues related to workload management, fast-paced courses, and the quality of academic advising.
- *Work-Life Balance:* Investigating how students manage their academic responsibilities alongside personal and professional commitments.
- *Engagement:* Assessing participation in extracurricular activities and students' sense of belonging within the campus community.

4.3 Key Findings

Academic Journey: Students generally expressed satisfaction with their academic progress, particularly in technical and hands-on fields such as engineering and business management. Many highlighted Wentworth's practical learning opportunities as a significant strength, aligning well with their career aspirations. However, specific challenges emerged in foundational STEM courses, particularly calculus and physics, which were described as particularly demanding. For some students, these courses contributed to a lack of confidence early in their academic journey, underscoring the need for better preparatory resources and academic support during the freshman year.

Challenges: A recurring theme across interviews was the difficulty in managing academic workloads. Students frequently mentioned the fast-paced nature of courses and the heavy volume of class projects, particularly in technical disciplines. While the rigor was appreciated for its alignment with real-world expectations, it also created stress and burnout. Academic advising was another area of concern. Many students reported dissatisfaction due to frequent changes in their assigned advisors, which disrupted continuity and hindered the establishment of a strong advisor-student relationship. Additionally, co-op advising was seen as inconsistent, with students mentioning a lack of personalized guidance in navigating career paths and co-op opportunities.

Work-Life Balance: Balancing academic responsibilities with personal and work commitments was a significant struggle for many students. They found it challenging to allocate sufficient time for coursework, part-time jobs, and personal activities. A common suggestion was the introduction of more flexible class schedules, such as evening or hybrid (online and in-person) classes, which could alleviate this pressure. While financial challenges were not universally reported, students who relied on financial aid emphasized the need for streamlined processes and better communication regarding funding opportunities.

Engagement: A lack of campus engagement and community involvement was highlighted by several students, particularly those in their first or second years. Barriers included scheduling conflicts and limited awareness of available activities. Students who participated in extracurricular activities reported feeling more connected to the campus community and were better able to manage stress. Suggestions for improvement included increased promotion of events, more flexible timings for activities, and initiatives that cater to diverse student interests and schedules.

5.0 Surveys

5.1 Overview

The survey component of this research aimed to gather quantitative and qualitative insights from a diverse group of 23 undergraduate students at Wentworth Institute of Technology. Spanning various years of study and academic majors, the survey was designed to explore critical focus areas that impact students' academic success and overall experience. These areas included academic challenges such as workload and course difficulty, satisfaction levels with academic advising and co-op guidance, the need for more flexible class scheduling options, and engagement with campus life and extracurricular activities. By addressing these focus points, the survey sought to provide a comprehensive understanding of the barriers students face and identify actionable improvements to enhance retention and graduation outcomes.

5.2 Academic challenges

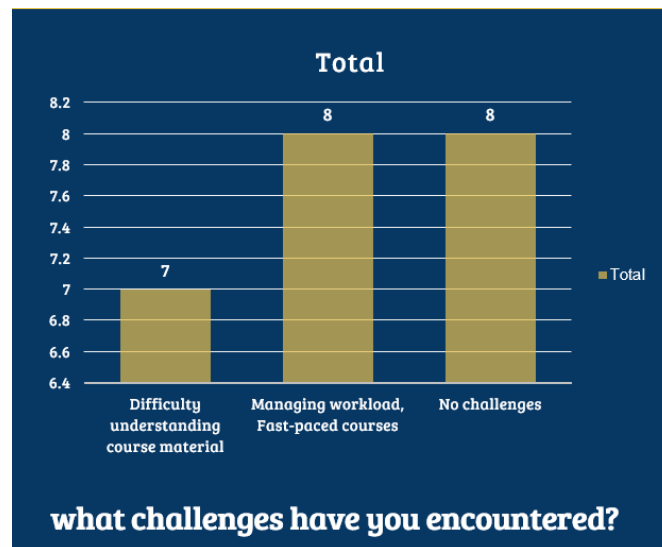


Fig 5.2

The chart in Figure 5.2 highlights the academic challenges faced by students at Wentworth. Among the survey respondents, managing workload and fast-paced courses were identified as the most significant challenges, each reported by eight students. This underscores the pressure students feel in handling demanding coursework and tight deadlines. Additionally, seven students cited difficulty in understanding course material as a challenge, suggesting a need for enhanced

academic support resources, such as tutoring or tailored instructional strategies. Interestingly, an equal number of students (eight) reported encountering no challenges, reflecting diverse experiences based on personal circumstances or academic preparation. These findings emphasize the importance of addressing workload management and providing targeted academic assistance to improve student success and retention.

5.3 Satisfaction with academic advising and co-op guidance

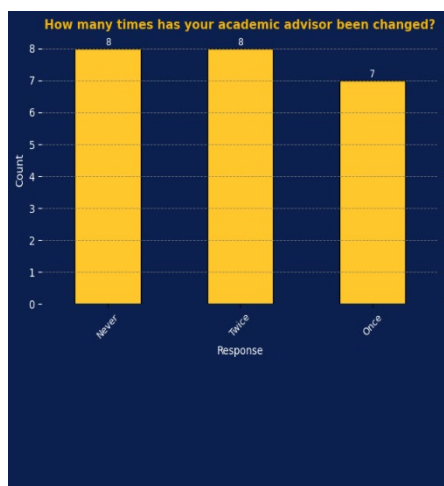


Fig 5.3.1

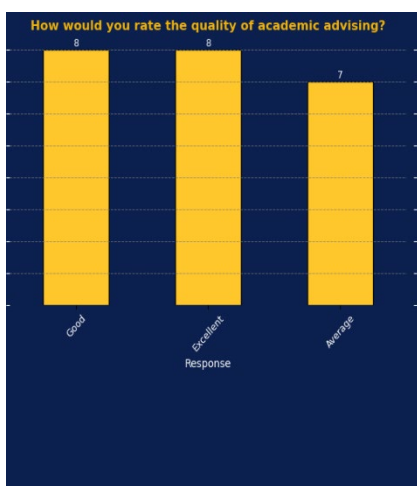


Fig 5.3.2

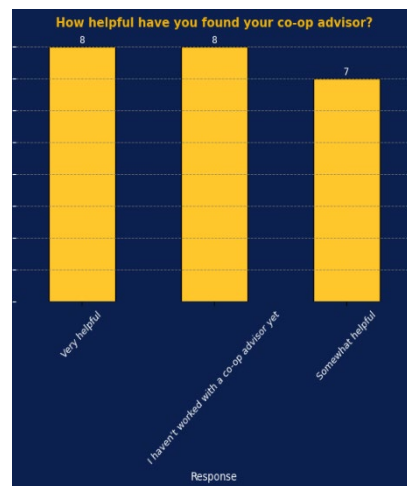


Fig 5.3.3

Figure 5.3.1 illustrates the frequency of academic advisor changes experienced by students. Among the respondents, 8 students reported never having their advisor changed, while another 8 students indicated that their advisor was changed once. However, 7 students experienced multiple changes in their advising relationships. These numbers suggest that while a significant portion of students (8) benefit from stable advising relationships, an equally significant number (15) face some degree of instability, which can disrupt the continuity and quality of guidance provided. Frequent changes in academic advisors may lead to students feeling disconnected or misunderstood, as new advisors need time to familiarize themselves with the student's unique academic and career goals. This insight points to the need for improved advisor assignment protocols to ensure consistency and foster stronger, long-term advising relationships that can better support student success.

Figure 5.3.2 reveals student perceptions of the quality of academic advising. The data shows that 8 students rated their experience as "Good," 8 rated it as "Excellent," and 7 rated it as "Average." While 16 students (a majority) expressed satisfaction with advising services, the 7 students who rated it as average indicate areas for improvement. This suggests that while the advising system is effective for many, there is a segment of the student population that may not be receiving the level of personalized or proactive support they need. The insights suggest that enhancing the depth of advisor training, focusing on understanding individual student goals, and providing more tailored academic planning could elevate the advising experience for those who currently find it lacking.

Figure 5.3.3 examines the perceived helpfulness of co-op advisors. Among the respondents, 8 students found their co-op advisors "Very Helpful," while another 8 reported not yet having worked with a co-op advisor. Meanwhile, 7 students rated their co-op advising experience as "Somewhat Helpful." These results highlight a dual challenge: ensuring that students have timely and early access to co-op advisors and addressing the concerns of those who did not find their interactions highly beneficial. The fact that 8 students have not yet worked with a co-op advisor raises concerns about the visibility and reach of co-op services. This indicates a need for proactive outreach by co-op advisors to ensure that students are aware of and able to utilize these resources. Improving the communication channels and ensuring earlier engagement with co-op advisors could significantly enhance the co-op preparation process, ultimately supporting students in achieving better career outcomes.

5.4 Need for flexible class schedules

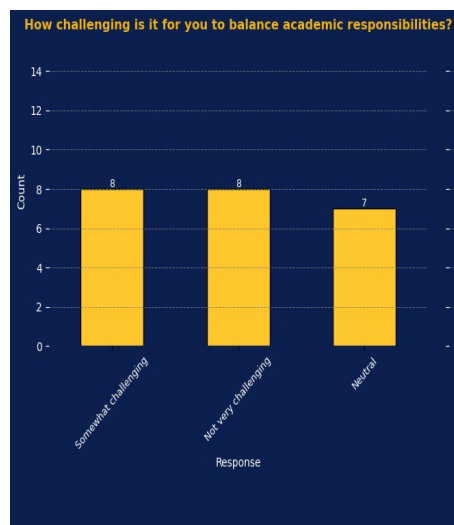


Fig 5.4.1

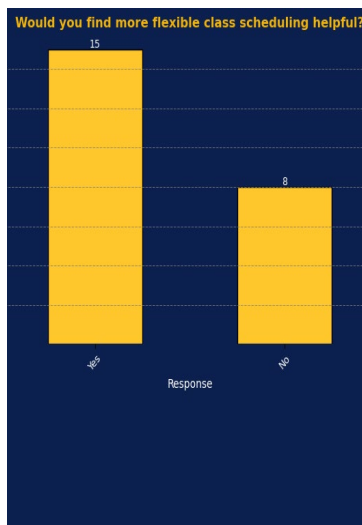


Fig 5.4.2

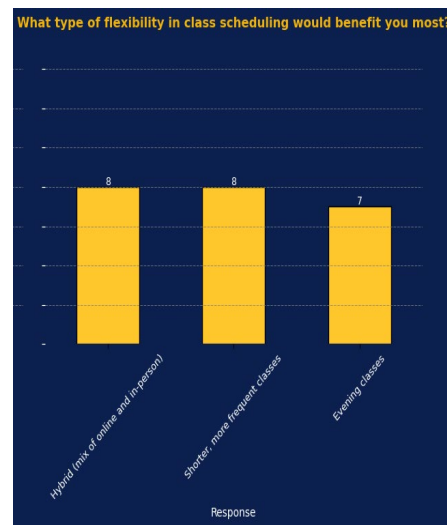


Fig 5.4.3

Figure 5.4.1 shows how students perceive the challenge of balancing academic responsibilities. Among the respondents, 8 students found it "Somewhat Challenging," another 8 found it "Very Challenging," and 7 considered it "Manageable." These numbers reveal that the majority of students experience some level of difficulty in managing their academic workload, with only a small portion indicating ease. This insight suggests a need for interventions such as better workload distribution, improved time management resources, or flexible academic schedules to alleviate student stress and improve their ability to succeed academically.

Figure 5.4.2 shows students' responses to whether they would find more flexible class scheduling helpful. An overwhelming majority, 15 students, answered "Yes," while only 8 students responded "No." This response highlights a significant demand for greater flexibility in class schedules. The insight from this data suggests that rigid scheduling could be a barrier to students effectively balancing their academic, personal, and professional commitments. Implementing more adaptable class options, such as hybrid formats or staggered timings, could improve student satisfaction and academic success.

Figure 5.4.3 shows the type of flexibility students would find most beneficial. Responses were nearly evenly split: 8 students preferred "Hybrid or Online Classes," another 8 supported "Shorter or Fast-Track Courses," and 7 favored "Evening Classes." This distribution indicates diverse preferences among students for how flexibility should be implemented. The insight here is that a one-size-fits-all approach to flexible scheduling may not address the varied needs of the student body. To optimize the impact, Wentworth could explore offering a mix of these flexible options, ensuring broader accessibility and alignment with student needs.

The analysis of these three figures highlights a clear demand for more flexible class schedules to better support students' academic and personal challenges. While many students struggle with managing academic responsibilities, preferences for flexibility vary, underscoring the importance of a tailored approach. Meeting these needs could enhance academic performance, boost retention rates, and improve overall student satisfaction by enabling students to balance their commitments more effectively.

5.5 Campus engagement and extracurricular participation

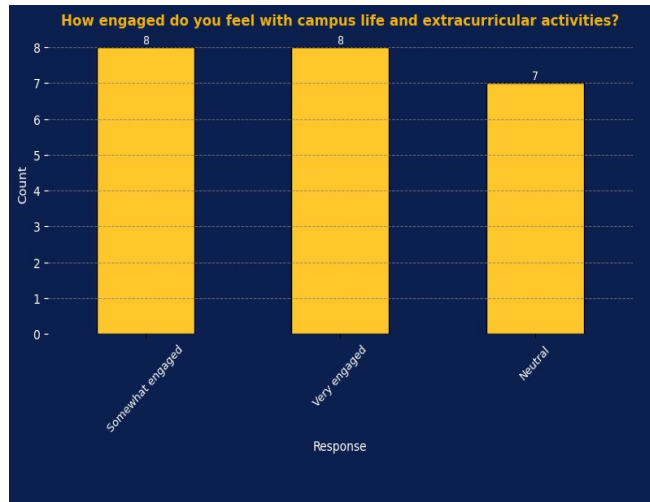


Fig 5.5.1

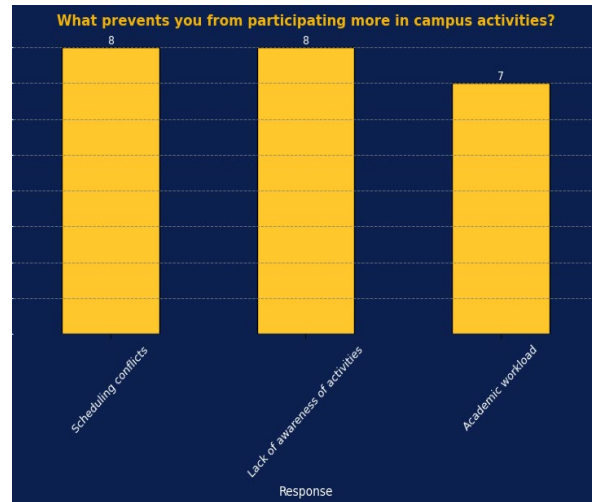


Fig 5.5.2

Figure 5.5.1 shows student responses to how engaged they feel with campus life and extracurricular activities. Among the respondents, 8 students reported feeling "Somewhat Engaged," another 8 felt "Very Engaged," and 7 expressed a "Neutral" sentiment. This distribution highlights that while a good portion of students feel engaged, a significant segment remains indifferent. This suggests that while campus activities are reaching a majority, there is room to better cater to the interests of those who currently feel less connected, potentially by diversifying the range of activities offered or improving the communication of opportunities.

Figure 5.5.2 explores the barriers preventing students from participating more in campus activities. The most common hindrance, identified by 8 respondents, was "Scheduling Conflicts," followed closely by "Lack of Awareness of Activities" and "Academic Workload," each cited by 7 students. These insights point to structural and informational gaps that need to be addressed. Scheduling activities at times that accommodate students' academic commitments and enhancing awareness through better marketing or communication channels could significantly improve participation rates.

The data from these figures highlights the need to cultivate a more inclusive and accessible campus environment. Although many students report feeling engaged, the neutral responses point to opportunities for fostering a stronger sense of belonging. Tackling obstacles such as scheduling conflicts and limited awareness could increase participation in extracurricular activities, making

them a more integral aspect of the student experience. These improvements may also bolster retention rates by deepening students' emotional ties to the institution.

5.6 Graduation Questions



Fig 5.6.1

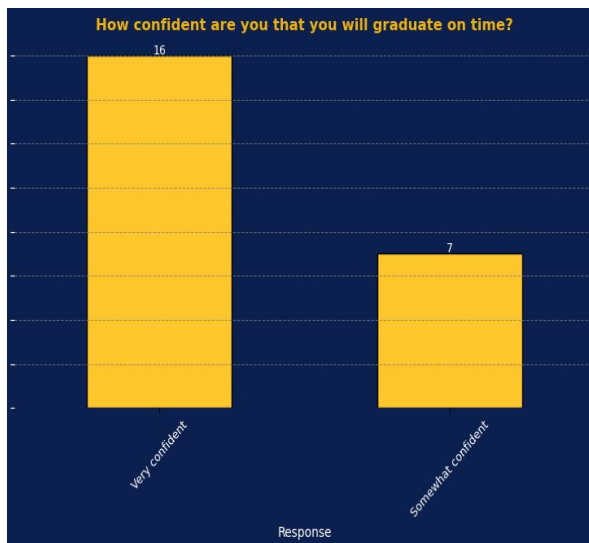


Fig 5.6.2

Figure 5.6.1 illustrates student responses to whether they have considered transferring or leaving Wentworth. A significant majority of 16 respondents indicated "No," while 7 responded "Yes." This highlights that while most students are satisfied enough to remain at Wentworth, a notable portion of the population contemplates transferring. This insight points to potential underlying issues, such as dissatisfaction with academic programs, campus engagement, or personal factors, that require further exploration to improve retention rates.

Figure 5.6.2 examines students' confidence in graduating on time. The majority, with 16 respondents, reported being "Very Confident," whereas 7 felt "Somewhat Confident." The overall positive sentiment demonstrates that most students feel secure about their academic progress and ability to graduate on schedule. However, the "Somewhat Confident" responses suggest the presence of challenges, possibly related to workload, advising, or course availability, that may hinder certain students' paths to timely graduation.

The data shows that while most students are confident in their academic progress and committed to completing their education at Wentworth, a smaller group harbors reservation. Addressing the

factors prompting some students to consider transferring and bolstering the confidence of those uncertain about graduating on time is vital. Strategies such as enhancing academic advising, introducing more flexible scheduling options, and creating a more inclusive campus environment could effectively tackle these concerns, ultimately improving student retention and overall satisfaction.

5.7 What changes would improve your overall experience at Wentworth?

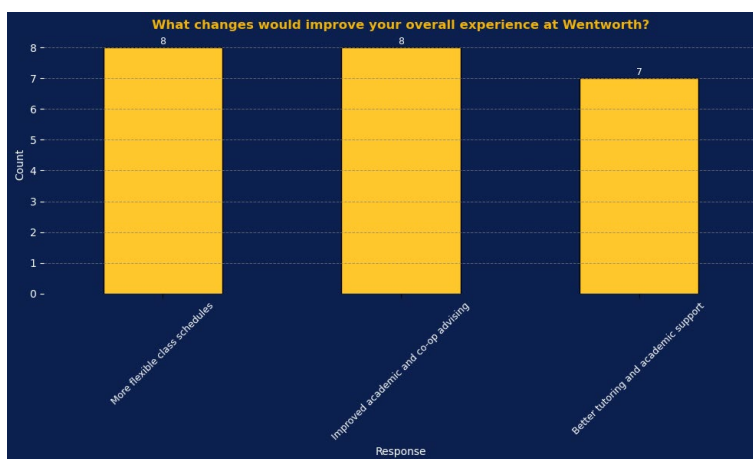


Fig 5.7

Figure 5.7 illustrates student responses to changes that could improve their overall experience at Wentworth. An equal number of students (8 respondents each) highlighted the need for more flexible class schedules and improved academic advising and co-op guidance, while 7 respondents emphasized better extracurricular and academic support. These findings suggest that students prioritize both structural and supportive aspects of their academic journey. The demand for flexible schedules indicates challenges in balancing academics with personal and professional commitments, while the call for enhanced advising reflects gaps in personalized guidance for course planning and career development. The focus on extracurricular and academic support points to a need for a more holistic student experience that fosters engagement and belonging. Addressing these areas could significantly enhance retention and student satisfaction by aligning institutional resources with student needs and expectations.

5.8 Key insights from survey

The survey identifies several critical areas for enhancing the student experience at Wentworth. Academic challenges, such as heavy workloads and difficulty understanding course material, highlight the need for improved support services and more streamlined course structures. Advising and co-op guidance require greater consistency in advisor relationships and more proactive, personalized support. The strong demand for flexible class schedules points to the necessity of hybrid learning options and accommodations for students' varied commitments. Additionally, campus engagement is limited by scheduling conflicts and a lack of awareness, emphasizing the need for better communication and strategic activity planning. By addressing these issues through customized support, flexible resources, and fostering a stronger sense of community, Wentworth can significantly improve student retention, satisfaction, and success.

6.0 Conclusion

The conclusion derived from this study highlights several interconnected factors influencing Wentworth Institute of Technology's graduation rate. Inconsistent academic advising emerged as a major issue, with frequent advisor changes disrupting the continuity of guidance for students. This affects both academic progress and co-op opportunities, as students reported a lack of personalized support in these areas. Additionally, the heavy academic workload, particularly in STEM programs, coupled with fast-paced courses, contributes to student stress and potential delays in graduation. The strong demand for flexible class scheduling further underscores the challenges students face in balancing academics with personal and professional responsibilities. While campus engagement does not appear to be a primary concern, it does play a role in fostering a sense of belonging, particularly for those students who feel neutral or disengaged. Collectively, these factors point to the need for tailored academic support, improved advising protocols, flexible course options, and targeted interventions to address workload management. These changes are essential for improving student retention and graduation rates, ensuring that Wentworth can better support its diverse student body in achieving academic success.

7.0 Recommendation

Enhance Academic Advising: Wentworth should focus on establishing consistent and proactive academic advising practices to better support students throughout their academic journey. This includes minimizing advisor turnover to ensure continuity and strengthening advisor training to provide personalized guidance aligned with each student's goals. Regular check-ins between students and advisors can help identify and address challenges early, ensuring that students remain on track to achieve their academic and career objectives.

Introduce Flexible Scheduling: To accommodate students' diverse commitments, Wentworth should introduce more flexible class scheduling options, including hybrid and online classes, evening courses, and shorter-term modules. These changes would address the challenges students face in balancing academics with personal and professional responsibilities. Flexible scheduling could significantly enhance accessibility and allow students to better manage their time, leading to increased satisfaction and academic success.

Support Workload Management: Many students struggle with managing heavy workloads, particularly in STEM programs. Wentworth can address this by providing targeted resources such as time management workshops, peer mentoring programs, and academic success initiatives. Faculty can also help by thoughtfully pacing assignments and deadlines to reduce unnecessary academic pressure, creating an environment where students can focus on learning rather than just meeting deadlines.

8.0 References

- NCES*. (2022, 10 17). Retrieved from the National Center for Education Statistics (NCES):
<https://nces.ed.gov/collegenavigator/?q=wentworth&s=all&id=168227#retgrad>
- Talbert, P. Y. (2012). *Strategies to Increase Enrollment, Retention, and Graduation Rates*.
univeristy of pheonix, school of advanced studies. pheonix: Journal of Developmental
Education. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1035683.pdf>
- US news data*. (n.d.). Retrieved from US news: <https://www.usnews.com/best-colleges/wentworth-institute-of-technology-29099>

9.0 Appendix

Appendix A: Interview Questions for students

1. Could you share a bit about your academic journey at Wentworth so far?
 - a. Follow-up: How do you feel about your academic progress up to this point?
2. What motivated you to choose Wentworth, and has your experience lived up to your expectations?
 - a. Follow-up: Are there any areas where Wentworth has exceeded or fallen short of your expectations?
3. What challenges, if any, have you encountered that have made it difficult to stay on track with your academic goals?
 - a. Follow-up: How have these challenges affected your academic performance or engagement with the campus community?
4. How would you describe the level of academic support you have received from professors, tutors, or advisors?
 - a. Follow-up: Are there specific academic resources you feel could be improved or introduced to better support students?
5. Do you find it easy to balance your academic responsibilities with your personal and/or work life?
 - a. Follow-up: What support or resources (on or off campus) help you manage this balance?
6. Have financial challenges impacted your ability to continue your studies or complete your degree on time?
 - a. Follow-up: Do you feel that the financial aid process at Wentworth is accessible and supportive?
7. In what ways, if any, are you involved in extracurricular activities or campus life?
 - a. Follow-up: How do you think these activities have impacted your sense of belonging and academic success?
8. What role do you think Wentworth's campus culture plays in encouraging students to stay and complete their degrees?
 - a. Follow-up: Do you feel a sense of community and belonging at Wentworth?
9. How familiar are you with the academic advising and support services available to students at Wentworth?
 - a. Follow-up: Have you used any of these services? If so, how effective were they in helping you with your academic goals?
10. Have you ever considered transferring or leaving Wentworth before completing your degree?
 - a. Follow-up: If so, what factors led you to consider this, and what ultimately made you decide to stay?
11. What do you believe Wentworth could do to better support students in completing their degrees on time?

- a. Follow-up: Are there any specific programs or services you think should be improved or introduced?
 - b. Follow-up: Could you give any ideas/recommendations that would improve your experience at Wentworth?
- 12. If you could give one piece of advice to incoming freshmen about how to succeed at Wentworth, what would it be?
 - a. Follow-up: What would you say is the most important resource or strategy that has helped you personally?
- 13. Looking forward, what are your biggest concerns about completing your degree?
 - a. Follow-up: What support would you need to address those concerns and ensure you graduate on time?

Appendix B: Student Questionnaire

Purpose: Understanding and Addressing Graduation Challenges at Wentworth Institute of Technology

This survey aims to gather insights from current students about their academic experiences, advising, work-life balance, and overall engagement at Wentworth Institute of Technology. Your feedback will help us identify key areas for improvement to better support student success and graduation outcomes.

Section 1: Demographics

1. What year are you currently in?

- 1st Year
- 2nd Year
- 3rd Year
- 4th Year
- Other (please specify): _____

2. What is your major?

- Computer Science
 - Construction Management
 - Business Management
 - Computer Information Systems
 - Architecture
 - Engineering (please specify type): _____
 - Other (please specify): _____
-

Section 2: Academic Journey

3. How would you rate your overall academic experience at Wentworth so far?

- Excellent
- Good
- Average
- Below Average
- Poor

4. Have you encountered any significant challenges with your coursework?

- Yes
- No
- Somewhat

a. If yes or somewhat, what challenges have you encountered? (Select all that apply)

- Managing workload
- Difficulty understanding course material
- Poor teaching quality
- Lack of academic support
- Fast-paced courses
- Other (please specify): _____

5. How satisfied are you with the hands-on learning opportunities in your courses?

- Very satisfied
 - Satisfied
 - Neutral
 - Dissatisfied
 - Very dissatisfied
-

Section 3: Advising and Academic Support

6. How many times has your academic advisor been changed during your time at Wentworth?

- Never
- Once
- Twice
- More than twice

7. How would you rate the quality of academic advising you've received?

- Excellent
- Good
- Average
- Below Average
- Poor

8. How helpful have you found your co-op advisor in guiding you through career-related decisions?

- Very helpful
- Somewhat helpful
- Neutral
- Not helpful
- I haven't worked with a co-op advisor yet

9. **What improvements would you suggest for Wentworth's advising services?** (Select all that apply)

- More consistent advising (fewer advisor changes)
- More personalized advising
- Better communication between advisors and students
- More proactive outreach from advisors
- Other (please specify): _____

Section 4: Work-Life Balance

10. **How challenging is it for you to balance academic responsibilities with personal/work life?**

- Extremely challenging
- Somewhat challenging
- Neutral
- Not very challenging
- Not challenging at all

11. **Would you find more flexible class scheduling helpful for balancing your responsibilities?**

- Yes
- No
- Not sure

12. **What type of flexibility in class scheduling would benefit you most?** (Select all that apply)

- Evening classes
- Weekend classes.
- Hybrid (mix of online and in-person)
- Fully online classes
- Shorter, more frequent classes
- Other (please specify): _____

Section 5: Campus Involvement and Community

13. How engaged do you feel with campus life and extracurricular activities?

- Very engaged
- Somewhat engaged.
- Neutral
- Not engaged

14. What prevents you from participating more in campus activities? (Select all that apply)

- Academic workload
 - Personal responsibilities
 - Lack of interest
 - Lack of awareness of activities
 - Scheduling conflicts
 - Other (please specify):

-

Section 6: Graduation Concerns

15. Have you ever considered transferring or leaving Wentworth before completing your degree?

- Yes
- No
- I've thought about it but am undecided

a. If yes or undecided, what factors contributed to this consideration? (Select all that apply)

- | | | |
|---------------------------------|-----------|--------------|
| - | Financial | challenges |
| - | Academic | difficulties |
| - | Poor | advising |
| - | Campus | culture |
| - | Personal | reasons |
| - Other (please specify): _____ | | |

16. How confident are you that you will graduate on time?

- Very confident
- Somewhat confident
- Not confident
- Unsure

Section 7: Suggestions for Improvement

17. **What changes would improve your overall experience at Wentworth?** (Select all that apply)

- More flexible class schedules
- Improved academic and co-op advising.
- Better tutoring and academic support
- Enhanced mental health resources.
- More involvement opportunities
- Other (please specify): _____

18. **What's the most important piece of advice you would give to incoming students about succeeding at Wentworth?**

- _____

