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## **School Involvement and Student Attachment**

### ***Abstract***

*The purpose of this study was to examine the relationship between student involvement in school and respondents' subsequent feelings of bond and attachment to the school. A cluster sample of University of New Hampshire students (n=265) were surveyed to determine their participation in school related and sponsored events, their socialized drinking behaviors, their relationships with peers and staff of the school, class attendance, and their feelings of overall enjoyment and attachment to school. Results supported the hypothesis that student involvement is a significant predictor of feelings of attachment and bond to the school with the number of friends at the same school as the most significant. Fostering positive relationships and attending all classes increases students' feelings of attachment and bond were shown to be a statistically significant predictors of school attachment. Results support existing theories of involvement and attachment.*

### ***Introduction***

Examining whether student involvement has any impact on a student's feeling of attachment to their school is important to further our understanding of today's society. This study could help students who are at the beginning of their college career and help foster a positive attitude towards their school and the necessary adjustments that are made from high school to college. It could also benefit students who have transferred from other schools feel part of the community immediately with minimal setbacks, in addition to enlightening people about the feelings of college or university students based on their engagement in school related activities. This is an important topic in sociology because there has been minimal research done at a college or university level and could provide

colleges and universities insight about activities and alternate ways to enhance a student's experience resulting in a greater feeling of attachment to their school.

Student involvement can be defined as a college student's participation in school sponsored or related events, or involvement in campus related activities with other students. Student's feeling of attachment can be defined as whether a student feels a close bond with their school as well as how connected a student feels to other members of the school community. They can have more or less attachment based upon their relationships with the teachers and their peers. In addition, school attachment can also refer to their feelings about their school in general, whether they are positive or negative feelings.

There are many questions involved in examining the relationship that college student involvement has on student attachment. Do students who are more involved in school related and sponsored events feel a closer bond and more attachment to their school than those who are not? Do students who regularly socialize at the bar near campus and partake in social drinking activities feel more attachment than those who do not? Do students who have more friends and positive relationships at The University of New Hampshire feel more attached to the University than those who do not? There are many reasons to believe that student's involvement in social activities and events sponsored by The University of New Hampshire will lead them to feel a closer attachment to the school itself. In addition to social activities and school related clubs or events, the amount of friends that a student has at U.N.H. (University of New Hampshire) could also lead them to feel a closer attachment and bond to the school.

### *Literature Review*

Most of the research that has been conducted on student involvement and school attachment has been done with elementary, middle, or high school aged children using surveys and questionnaires among cross-sectional groups. Hill and Werner (2002) conducted a study that looked at the affiliative motivation in school attachment and aggressive behavior in children and youth. The study surveyed 834 students between the grades of 3-12 and found that children's affiliative motivation was positively associated with school attachment and negatively associated with aggression. The more desire a child has to be close to their teachers and fellow peers, the higher their school attachment and the lower their aggressive behavior. This particular study utilized self-report data and was only conducted at one period in time; had this study been longitudinal, it could have been more thorough and applicable to a larger population.

Consistent with Hill and Werner (2002), students who feel more connected to their schools are less likely to be involved in health-risk behavior, such as substance use and abuse, and violence (Departments of Education and of Alcohol and Drug Programs 2004). This study examined the impact of school connectedness and asset rich environments (such as caring relationships, high expectations and opportunities for meaningful participation) on student's substance abuse. California students in 112 randomly selected classrooms were surveyed and researchers found that the higher level of environmental assets and the higher feeling of school connectedness, the lower student involvement in substance abuse. In addition, the higher environmental assets and feelings of school connectedness, the higher the student's grades.

College aged students are at a cultural cross-road in their lives where they have the freedom of an adult and the ability to make decisions regarding their future. At this

point, they are practicing adult roles where they may be exposed to things such as drug use and alcohol abuse (Moran 2006). Studies show that if students are more attached to their school and have closer positive relationships, they will be less likely to partake in risk-taking behavior. Although the study I conducted did not measure the risk-taking behavior, it did show that students who are more involved in activities and who have fostered positive relationships feel a closer bond to school.

Brown and Evans (2002) studied the extra-curricular activity participation of American students as well as those students who are not of European descent focusing on their feelings of school connectedness. They found that between the grades of 7-12, student involvement in extra-curricular activities, sports, and out of school activities is associated with a higher school connection. Many of the activities that the students became involved in taught children life skills and different values that could influence the participants to place a greater emphasis on the school context and their academic experience.

Similar to the three previous studies conducted, I distributed a survey at one period in time to randomly selected classrooms at U.N.H. in order to determine the effects of school involvement on student attachment. The results were consistent with previous studies stating that the more positive relationships that a student has at U.N.H. and the more involved he/she is in school sponsored or related activities, the more attached that student will feel to the school. Additionally, this study is consistent with major theories that have been developed. Two distinguished theorists emphasize the importance of social order and experiences as an explanation of why our society works.

Emile Durkheim and Travis Hirschi both focus on the socialization and conformity of our society and reasons people tend to follow the norms or not.

Emile Durkheim supports the notion that the more involved an individual is in their community, the higher likelihood that that individual will stay within the social boundaries of the society and not deviate from the norms. Because morality is a collective property that is greater than the individual, there are always going to be connections that tie people together (Dillon 2006). One of the ways that people are tied together is through school and the individual's experience in school. If a student is an active participant in school and school activities, the more tied to society and social institution that particular individual will be.

One of the reasons why society is cohesive is because people are dependent on other people (Dillon 2006). For example, on a sport's team, the players are all dependent on each other and the coach in order to play the game that they are participating in. The members of the team know that they are part of the team and that others are depending on their performance. This leads the individuals associated to feel a sense of belonging and social dependence. If students are involved in activities that are sponsored by their school, they are more likely to feel a stronger sense of attachment and belonging.

Social integration is one of Durkheim's main themes in his theory. It is essential for individuals to be socially integrated in order to be functional members of society (Dillon 2006). Accordingly, if students have developed strong social bonds within their school context, such as fostering relationships with teachers and peers, and incorporating themselves into extra-curricular activities, the student will be a functional part of the society and continue to bind others together. Students need others to work together for a

common goal as much as others need that student in order to obtain that goal. This facilitates feelings of attachment and bonding.

Travis Hirschi stated that there are four bonds that keep an individual within the social contexts of society and the stronger these bonds are, the less likely that individual is to deviate from the norm. These include: attachment, commitment, involvement and belief. If a student is more attached to their school and committed to their studies, learning experience (including their relationships with their teachers and peers), extra-curricular activities, the more likely it is that they will not engage in deviant acts that go outside the norms of our society. Even though the students may have the ability or opportunity to engage in illicit drug use or criminal acts, if they are invested in something more and believe that they committed to something, they will be more inclined to stay within the societal boundaries that have been set for them.

Hirschi's idea of attachment refers to the idea that individuals feel a close bond to their parents, school and peers. Within the school setting, peers are actively involved in the student's life. They also have a big influence over whether or not the individual will deviate from the norms. If a student is involved in activities with their peers during peak times of deviant behavior, the less likely that student is to be involved in deviant behavior and the more attached the student will feel to their school (Hill and Werner 2006).

The purpose of this review of literature was to illustrate the idea that the more involved students are in their school and extra-curricular activities, the more likely that students feels a sense of belonging and attachment to their school. Also, the bonds that students have with other members of their school community and extra-curricular activities will help the individuals stay within the social norms that society has set for us.

The majority of the research shown was on students starting in elementary school, through middle and high school. In addition, there are many theories that support the concept of social interaction within major institutions, such as school, stating that the more involved an individual is, the more attached that individual will feel.

### *Methods*

The null hypothesis in this study is that student involvement in school related activities is not related to student's feeling of school attachment. An alternative hypothesis is that student involvement in school related activities increase a student's feeling of school attachment. Also, the more positive relationships that one has at U.N.H. will increase that student's feeling of attachment and bond to the school. Another hypothesis is that socialized drinking behavior will result in a greater attachment and bond to school.

Data was collected using a survey method with twenty questions with consent assumed through participation. Students were asked to fill in some questions as it pertains to them, but needing one or two words as a follow-up answer. This method was appropriate for the research being conducted because there were a variety of topics being studied and that data was easily obtain using numerous research questions at once. In addition, many of the questions that were asked could have been answered using close-ended questions. This provided a greater uniformity of responses and was more easily processed.

### *Sample*

A total of 265 students returned the survey completed; 124 freshmen (47.3% of total respondents), 69 sophomores (26.3% of total respondents), 34 juniors (12.9% of

total respondents), and 35 seniors (13.6% of total respondents) with two respondents who did not report their year in school. The sampling procedure used was cluster sampling. This procedure seemed to be the optimum method because of the degree of difficulty obtaining an entire list of students who are enrolled in the University of New Hampshire. Cluster sampling was also productive because there are already natural groupings of students enrolled in classes. Sampling entailed gaining access to the Time and Room Schedule provided by the Sociology office. The use of a random number generator allowed me to go to ten different pages in the Time and Room Scheduling book. Each time the number was generated, the corresponding page number was selected and all of the 400 level and 600 level courses were copied onto a separate sheet of paper from that page. The reason why only 400 and 600 level courses were chosen was because the study was originally examining the differences between freshman and seniors on their feelings of school attachment, but changed to also examine sophomores and juniors. The courses listed on the sheet of paper were divided from each other and put into a bag. Thirteen courses were pulled from the bag and each of the corresponding professors were contacted via email to obtain permission to survey their students in the selected class. Three professors of 600 level and four professors of 400 level classes gave permission for their classes to be sampled.

The target population is undergraduate students at the University of New Hampshire and the sampling frame is the list of students in the classrooms that were sampled. All students were made aware that the survey would be kept confidential and anonymous by the reference on the top of the first page. At the end of the time allocated

for survey completion, students were asked to place the completed questionnaires into the box provided at the front of the classroom.

### *Measurement of Variables*

There were nine independent variables and one dependent variable being studied. The independent variables included respondents' year in school, participation in school sponsored socialization, drinking centered socialization, positive relationships that were fostered at U.N.H., having a steady romantic partner who did not attend U.N.H., having a steady romantic partner who does attend U.N.H., the number of close friends a student has outside of U.N.H., the amount of close friends a student has at U.N.H., and the frequency of respondents' visits home or to see friends outside of U.N.H.

Year in school was measured on a four point scale ranging from 1 to 4 (1 meaning freshmen and 4 meaning seniors). The participation in school sponsored socialization was measured by the index of participation in Greek life, clubs or sports. The scale measured from 0 (participation in none) to 3 (participation in all three). The drinking centered socialization was measured by the sum of three dichotomous variables that assessed whether the student socialized at Libby's Bar and Grill, Scorpion's Bar and Grill or The Knot Irish Pub. Positive relationships that were fostered at U.N.H. were measured by the sum of positive relationships formed with peers, professors, and staff. The scale ranged from 0 (no positive relationships fostered) to 3 (positive relationships fostered with peers, professors and staff). Having a partner who did not attend U.N.H. was dichotomously measured (0 meaning no and 1 meaning yes). Having a partner who did attend U.N.H. was also measured on a two point scale: 0 meaning no and 1 meaning yes. Having close friends outside of U.N.H was measured from 0 (no friends outside of

U.N.H.) to 6 (having more than 10 friends outside of U.N.H.). Having close friends inside of U.N.H. was also measured from 0 (no friends at U.N.H.) to 6 (having more than 10 friends at U.N.H.). The last independent variable that was studied was how often a student left school to visit their friends from outside of U.N.H. or to go home. It was measured on a scale of 0 (leaving U.N.H. zero to one time a month) to 6 (leaving U.N.H. more than four times a month).

The dependent variable, a student's bond to U.N.H., was measured by the combination of enjoyment of U.N.H. and their feelings of attachment to U.N.H. This was measured on a scale of 0 (representing no attachment to U.N.H.) to 8 (representing the most attachment to U.N.H.).

### *Limitations*

There were a few problems that were encountered after data collection. First, there was no category on the survey for commuter students who may live at home and commute to class. Because it was not distinguished whether the student lived on campus or not, there was no way to compare commuter student's attachment and bond to school, to a student who lives on campus. Not living at school could greatly affect one's feelings of attachment and bond to school. Second, there was no category where students could answer "never." For example, if students never attended one of the three bars on Main Street versus if they only attended 0-1 times a week. Third, there should have been response categories on the survey that everyone was forced to answer. Instead of using dichotomous variables for some questions, the participants should have been able to write their own numerical response. This would have given further information about the

participant and more insight about their habits of school involvement as well as their feelings of school attachment.

Lastly, the original goal of the study was to examine the differences in student's feelings of attachment and bond to school for seniors compared to freshmen. By selecting 400 and 600 level classes, it was assumed that there would be about an equal number of participants that were seniors and freshmen. Surprisingly, over 47 percent of the total number of respondents were freshmen with less than 14 percent of respondents as seniors.

### ***Results***

Data was entered into the Small Stata data analysis program for statistical analysis. Independent variables were then created from the original variables. The dependent variable, the feelings of attachment and school bond, was created from a combination of the enjoyment of U.N.H. and how attached a student felt to school. A multiple regression analysis (refer to Table 3) was then conducted to determine if the independent variables were predictors of feelings of school attachment and school bond. The mean of student's feelings of attachment and bond to U.N.H. is 5.9 (s.d.= 1.59). Year in school can be shown by the variable labeled "class," involvement in school sponsored activities is shown by the variable labeled "ssact," socialized drinking at bars is shown by the variable labeled "drinking," positive relations fostered at U.N.H. is shown by the variable "posrelations," having a steady romantic partner that does not attend U.N.H. is shown by the variable "Non\_UNHPartner," having a steady romantic partner can be shown by the variable "UNH\_partner," the amount of friends one has at U.N.H. is shown by the variable "Ofriend," and the amount of friends one has outside of

U.N.H. is shown by the variable “Ifriend,” the amount of times per month one leaves U.N.H. to go home or visit friends that do not attend U.N.H. is shown through the variable “visit,” and how often one attends class is shown through the variable “class\_att.” “UNHattach” is one’s feelings of attachment and their bond to U.N.H. Refer to Table 1 to determine respondent’s year in school. Refer to Table 2 for the means and standard deviations of the measurement level variables.

TABLE 1. Year in School

Class	Freq.	Percent	Cum.
Standing			
Freshman	124	47.15	47.15
Sophomore	70	26.62	73.76
Junior	34	12.93	86.69
Senior	35	13.31	100
Total	263	100	

TABLE 2. Measurement Level Variables

Variable	Mean	Std. Dev.
ssact	0.954199	0.810493
drinking	0.460377	0.933051
posrelations	2.080153	0.805434
Ofriend	4.072243	1.760061
Ifriend	3.844697	1.817357
visit	1.208661	1.557769

Of the 263 respondents, 47.15 percent were freshman, making it the largest category of respondents. Sophomores accounted for 26.52 percent, juniors accounted for 12.93 percent and seniors accounted for the smallest category of respondents, 13.31 percent.

TABLE 3. Regression Predicting School Attachment and Bond

Source	SS	df	MS	Number of obs	=	249
				F( 10, 238)	=	10.09
Model	188.766678	10.00	18.8766678	Prob > F	=	0.000
Residual	445.458222	238	1.8716732	R-squared	=	0.2976
				Adj R-squared	=	0.2681
Total	634.2249	248	2.55735847	Root MSE	=	1.3681

UNHattach	Coef.	Std. Err.	t	P>t	Beta
class	-0.0895698	0.1107678	-0.81	0.420	-0.0592676
ssact	0.2927431	0.1184273	2.47	0.014**	0.1464262

drinking	0.069993	0.1248771	0.56	0.576	0.0406536
posrelations	0.2697632	0.1132203	2.38	0.018**	0.1343158
Non_UNHPartner	0.3734832	0.2126845	1.76	0.080	0.1065289
UNH_partner	-0.1907721	0.2498903	-0.76	0.446	-0.0444332
Ofriend	-0.0405736	0.0539019	-0.75	0.452	-0.0444882
lfriend	0.3295372	0.0538877	6.12	0.000***	0.3724707
visit	-0.138102	0.0608573	-2.27	0.024*	-0.1350486
class_att	0.4633459	0.187809	2.47	0.014*	0.1372668
_cons	3.48885	0.3824781	9.12	0.000	.

Note:  $F(10, 238) = 10.09$ ,  $p < .001$ \*\*\*,  $p < .01$ \*\* ,  $p < .05$ \*  $R^2 = 0.29$ .

Table 3 shows that the strongest predictor of school bond and attachment is how many friends one has who attend U.N.H. ( $t=6.12$ ,  $p < .001$ ). Also strong predictors of school bond and attachment are class attendance ( $t=2.47$ ,  $p < .05$ ), participation in school sponsored activities ( $t=2.47$ ,  $p < .05$ ), the respondent's visiting habits outside of school ( $t=-2.27$ ,  $p < .05$ ), and the amount of positive relationships that one has fostered throughout their college career ( $t=.018$ ,  $p < .05$ ). These variables show strong statistical significance that they are indeed predictors of one's feeling of attachment and bond to their school. There is no statistical significance that supports class standing, socialized drinking behaviors, a romantic partner that attends the same or different school, or friends outside of U.N.H. as predictors of school bond and attachment. The variables above account for 29.7 percent of variation in school bond and attachment.

### ***Discussion***

As stated above, the strongest predictor of school bond and attachment is the amount of friends that a student has at The University of New Hampshire. Significant predictors of school attachment and bond are participation in school sponsored or related events, positive relationships with members of the school community, the amount of friends that one has at school, visiting patterns of students that are not at U.N.H., and class attendance. Year in school, socialized drinking behavior, a steady romantic partner,

and friends outside of U.N.H. are not significant predictors of one's feeling of attachment and bond to school.

The more friends that a student has at school, the higher the likelihood that they will enjoy school and feel a bond and attachment to it. Students who participate in school sponsored activities are more strongly attached to the university. This could be due to the amount of time a student spends interacting with people in the school community and spending time with those who feel attached to it. Through interacting with others in school sponsored or related settings, students can start to begin constructive relationships with others and increase their positive feelings towards the school as an institution.

In addition, the number of positive relationships that were fostered throughout the years with professors, staff, and peers is also a strong predictor of positive feelings of school bond and attachment, as well as whether they attend all their classes. Students who have positive and personal relationships with members of the school community are more likely to have positive feelings of attachment and bond to it. If students attend all their classes, they are more likely to be known by professors and other members of the staff, and have a greater chance of forming personal relationships with members of the staff at school.

Student's habits of visiting people outside of school are predictors of positive feelings of attachment and bond to their school. A reason for this could be that leaving school can provide an outlet for students who live on campus and can allow them to build positive feelings of school bond and attachment. They are physically able to leave school, refresh their minds and bodies, and come back with more encouraging feelings towards their school. Furthermore, having a romantic partner could be a non-significant

predictor of feelings of attachment and bond because the individuals involved may spend the majority of their time together, instead of with separate friends or at school sponsored activities. Their socialization habits are probably much different than those who have no steady romantic partner, with the possibility that it negatively affects their relationships with peers and friends.

All of these findings are consistent with the theorists Emile Durkheim and Travis Hirschi. Hirschi stated that attachment, commitment, involvement, and belief are the four bonds that keep an individual within the boundaries set by society. Durkheim also believed that the more attached and involved one is in their school or community, the less likely that person is to deviate from the norms of society. Each individual plays an important role in society and Durkheim stated that every individual is dependent on one another. Students depend on professors and the staff at school in their daily lives and vice versa; by acknowledging and accepting the role of a teacher or a student, they are completely dependent on the other. The individuals involved will then feel more of a sense of belonging and attachment.

Surprisingly, socialized drinking behavior was not show a predictor of school bond and attachment. This could be due to the way that socialized drinking behavior was measured on the survey. For the respondents to answer about socialized drinking behavior, they had to be 21 years or older. Looking at my sample, almost half of the respondents were freshmen, unlikely that they are already 21. Also, people could have answered that they did not socialize at the local bars because of social desirability. Some respondents might not have wanted to admit that they did attend those bars frequently or drank often. Another reason for this phenomena being that drinking at a bar can be

considered deviant; it is often associated with binge drinking and underage admittance. One could now argue that because students at school are attached to it and feel a bond to it, they are less likely to engage in these “deviant” behaviors.

The findings could be improved by administering a more thorough survey that examined people’s drinking behavior, whether it was non-legal, or taking place other than at a bar. More information would have been gained if the survey measured people’s attachment and enjoyment of school through more questions, as well as asking more about demographics. Comparisons could be made between male and female responses and students who live close to campus with access to transportation and students who do not.

Some of the strengths of this project included a sample size that could be applicable to a larger population, a quick and relatively easy data collection method, and hypotheses that were proven correct. Because there are so many theories on attachment and student’s feelings of attachment, the hypotheses were quickly formed and supported by the previous research similar to this, the data collected, and the theories that have been developed. The study conducted is pertinent to schools and colleges throughout the United States. It gave more insight into what steps students and faculty of universities can do to promote feelings of attachment and bond to their school.

There are some weaknesses of this study. A large portion of respondents were freshmen with very little seniors. Because the study was originally going to examine the differences in feelings of attachment and school bond between seniors and freshmen, the focus had to change during the execution of the study. The survey should have been more thorough and addressed the topics and ideas more closely (suggestions for changes

in survey are stated in above sections). There has been much research done on feelings on student involvement, school attachment and in relation to delinquency and deviance, but with elementary, middle, and high school age children. There has been very little sociological research done on students at the college level that explores student involvement and school attachment and it was difficult to find scales and questionnaires that were used to measure these variables. With already successful questionnaires, the variables could have been measured more appropriately.

It would be interesting to see future research incorporate the ideas of student involvement versus school attachment in conjunction with college age students and their reported engagement in deviant behavior (such as drug use, alcohol abuse, or violence). Additionally, research can be done on student's feelings of attachment and school bond to students who live on campus versus students who don't live on or near campus (commuters). It would also be advantageous to do a study that examined student involvement and their feelings of connectedness in a smaller school (less than 2000 students) compared to larger schools (more than 10,000 students). Some colleges or universities that rely heavily on endowments could be interested in a study that included alumnae, their feelings of attachment to the school they attended, and whether they donate money to the school.

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## *Appendices*

### School Involvement and Student Attachment

By completing this survey and returning it to the box provided at the front of the class, you are giving consent to participate in this research project. If there are any questions regarding this survey or research project, please contact me at [cathrynm@cisunix.unh.edu](mailto:cathrynm@cisunix.unh.edu) or Catherine Moran at [clmoran@cisunix.unh.edu](mailto:clmoran@cisunix.unh.edu).

***Please circle or check the appropriate response provided for the question. If there is a follow up question, please answer accordingly.***

1. Was the University of New Hampshire one of your first three choices of schools?
  - a. Yes \_\_\_\_\_
  - b. No \_\_\_\_\_

2. Do you play on an athletic team at the University of New Hampshire?
  - a. Yes \_\_\_\_\_
  - b. No \_\_\_\_\_

If yes, please indicate what sport and what year you joined the team.

3. Are you involved in any clubs or Greek activities sponsored by the University of New Hampshire?
  - a. Yes \_\_\_\_\_
  - b. No \_\_\_\_\_

If yes, please indicate which one and what year you joined the activity.

4. Do you regularly attend University of New Hampshire sporting events?
  - a. Yes \_\_\_\_\_
  - b. No \_\_\_\_\_

If yes, please indicate how many times a month:

- a. 0-1 times a month
- b. 2-3 times a month
- c. 3-4 times a month
- d. More than four times a month

5. Do you socialize at Libby's Bar and Grill on Main Street?
  - a. Yes \_\_\_\_\_
  - b. No \_\_\_\_\_

If yes, please indicate how many times a week:

- a. 0-1 times a week
- b. 2-3 times a week
- c. 3-4 times a week
- d. More than 4 times a week

6. Do you socialize at Scorpion's Bar and Grill on Main Street?

- a. Yes \_\_\_\_\_
- b. No \_\_\_\_\_

If yes, please indicate how many times a week:

- a. 0-1 times a week
- b. 2-3 times a week
- c. 3-4 times a week
- d. More than 4 times a week

7. Do you socialize at The Knot Irish Pub on Main Street?

- a. Yes \_\_\_\_\_
- b. No \_\_\_\_\_

If yes, please indicate how many times a week:

- a. 0-1 times a week
- b. 2-3 times a week
- c. 3-4 times a week
- d. More than 4 times a week

8. Do you attend all your classes?

- a. Yes \_\_\_\_\_
- b. No \_\_\_\_\_

If no, please indicate how many times you skip class a week:

- a. 0-1 times a week
- b. 2-3 times a week
- c. 3-4 times a week
- d. More than 4 times a week

9. Do you feel as though you have fostered a positive relationship with any of your current or previous professors?

- a. Yes \_\_\_\_\_
- b. No \_\_\_\_\_

If yes, please indicate when this relationship began:

Freshman Year \_\_\_\_\_

Sophomore Year \_\_\_\_\_

Junior Year \_\_\_\_\_

Senior Year \_\_\_\_\_

10. Do you feel as though you have fostered positive relationships with your peers in your classes or in your major?
- Yes \_\_\_\_\_
  - No \_\_\_\_\_
11. Do you feel as though you have developed any positive relationships with any members of the staff of The University of New Hampshire (outside of academia)?
- Yes \_\_\_\_\_
  - No \_\_\_\_\_
12. Do you enjoy attending the University of New Hampshire?
- Never
  - The minority of the time
  - Sometimes
  - The majority of the time
  - Always
13. Do you feel a close bond to the University of New Hampshire as a school itself?
- Never
  - The minority of the time
  - Sometimes
  - The majority of the time
  - Always
14. Do you feel as though participation in extra-curricular activities has influenced your feelings of attachment to the University of New Hampshire?
- Yes \_\_\_\_\_
  - No \_\_\_\_\_
15. How often do you go home?
- 0-1 times a month
  - 2-3 times a month
  - 3-4 times a month
  - More than 4 times a month

16. How many close friendships do you have with people outside of the University of New Hampshire (for example: from home or being abroad)?

- a. 0
- b. 1-2
- c. 3-4
- d. 5-6
- e. 7-8
- f. 9-10
- g. More than 10

17. How often do you visit your friends outside of the University of New Hampshire?

- a. 0-1 times a month
- b. 2-3 times a month
- c. 3-4 times a month
- d. More than 4 times a month

18. Do you have a steady romantic partner?

- a. Yes \_\_\_\_\_
- b. No \_\_\_\_\_

If yes, does this person attend the University of New Hampshire?

- a. Yes \_\_\_\_\_
- b. No \_\_\_\_\_

If no, please indicate how often you leave school to visit this person:

- a. 0-1 times a month
- b. 2-3 times a month
- c. 3-4 times a month
- d. More than 4 times a month

19. How many close friendships do you have at the University of New Hampshire?

- a. 0
- b. 1-2
- c. 3-4
- d. 5-6
- e. 7-8
- f. 9-10
- g. More than 10

20. What year are you in school?

- a. Freshman \_\_\_\_\_
- b. Sophomore \_\_\_\_\_

- c. Junior \_\_\_\_\_
- d. Senior \_\_\_\_\_