Quantitative Analysis of Belonging and Self-Efficacy across Undergraduate Retention Programs (Full Paper - Practice Paper)

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Abstract

The Women in Engineering (WiE) Program at Purdue university offers 3 optional undergraduate retention programs for engineering students: a peer mentoring program (PMP), a residential learning community (RLC), and a 1 credit-hour seminar course (SC). The PMP serves approximately 1000 students annually and is open to all undergraduate engineering students, with 50 – 60 % of them in their first year. The RLC and the SC are only available to First-Year Engineering (FYE) students. Students may enroll in as many retention programs as they like, space permitting.

A past review of several undergraduate cohorts in the College of Engineering at Purdue University showed a disparity in student graduation rates based on their participation in various WiE retention programs. In response to these findings, a survey was developed to quantify the effect of retention programming on key factors that influence student retention in engineering.

Research shows that sense of belonging and self-efficacy are strong and measurable indicators of whether students persist in engineering. In the spring 2025 semester, a pilot survey was distributed to all FYE students who self-identified as women. Some of the key results from this survey include a statistically significant difference in self-efficacy between students in both the PMP and the SC compared to those who do not participate in any WiE retention program, and a statistically significant difference in sense of belonging between participants in the SC and those who do not participate in any WiE retention programs. This paper will thus describe the results and takeaways from the pilot survey and analyze its subsequent iteration. The goal is to repeat this survey with FYE students over the next 5 academic years and compare their graduation rates from engineering with their sense of belonging and self-efficacy scores to inform effective practices for undergraduate retention programs in engineering.

Introduction and Background

Due to the consistent underrepresentation of women in Science, Technology, Engineering, and Mathematics (STEM) fields and the need to support those who remain in STEM degrees through to graduation, numerous undergraduate retention programs have been implemented in colleges and universities across the United States. Retention programming encompasses a range of initiatives, including mentoring programs, residential learning communities, exploratory seminar courses, internships, and research experiences, among others. Retention programs are designed to improve key social indicators of student persistence, such as sense of belonging, self-efficacy, and disciplinary

identity [1, 2]. However, the effectiveness of retention programs can vary widely. For example, the timing of the intervention heavily influences the success of retention programs, as research shows that students are at the highest risk of dropping out of STEM programs in their first two years [3, 4]. Additionally, the academic experiences of students in STEM differ by gender and race, causing a disproportionately high number of women and underrepresented minorities to leave STEM programs [5]. Therefore, women in the first two years of their STEM education are a vulnerable population who can greatly benefit from effective retention programs. Studying successful retention practices that cater to this population may yield lessons that can be incorporated into other retention programs.

Program Overview

Students at Purdue University enter the College of Engineering (CoE) through the First-Year Engineering (FYE) program, at the end of which students declare a specific engineering discipline. While students typically remain in the FYE program for only their first year, students who do not matriculate into an engineering discipline are allowed to remain in the FYE program for an additional year. The Women in Engineering (WiE) program at Purdue University offers three optional retention programs to support engineering students: a Peer Mentoring Program (PMP), a Residential Learning Community (RLC), and a first-year Seminar Course (SC). The RLC and SC are only offered to FYE students in the first year (i.e., sophomore year FYE students are ineligible), while the PMP is available to students throughout their undergraduate engineering studies. Interested FYE students enroll in as many retention programs as they wish, space permitting, several months before arriving on campus. Early results from a separate WiE study pending publication showed on the first day of the SC, a majority of FYE students indicated that their positive attitude towards STEM subjects was why they chose to pursue engineering at Purdue University. This reflects a high initial level of self-efficacy, further motivating the desire to quantify self-efficacy in this study.

The PMP is based on the network mentoring model and serves between 800 to 1,000 students annually. The PMP's main offering is monthly professional development meetings where participants listen to a speaker and engage in activities intentionally designed to encourage participants to share their lived experiences, facilitating growth from one another's experiences. Students in the PMP are encouraged to attend a minimum number of events each semester. The SC is a graded one-credit-hour course offered every fall where FYE students hear from alums or the instructor on topics associated with professional development and career building. Assignments in the SC include reflections on their experiences in engineering and activities designed to build professional skills. The RLC is designed to be a low-commitment program that enables engineering students to network with their peers. RLC students are assigned to the same area of their residence hall, encouraging connections through proximity. Both the RLC and SC are space-limited and can each accommodate approximately 300 students a year.

According to Zurn-Birkhimer and Serrano [6], the graduation rates for students in the WiE program at Purdue University varied by participation in various retention programs. Students who participated in both the PMP and the SC in their first year were 57% more likely to graduate with an engineering degree than those who did not participate in any WiE retention programs [6]. Similarly, students who participated in all three retention programs in their first year were 61% more likely to graduate with an engineering degree than those who did not participate in any WiE retention programs

[6]. However, students who participated in just the RLC were 17% less likely to graduate with an engineering degree than those who did not participate in any WiE retention programs [6]. In response to these findings, the RLC was restructured to include optional monthly community-building activities to boost engagement. Therefore, this study aims to evaluate the effectiveness of each retention program by measuring students' sense of belonging and self-efficacy, which have been consistently identified in literature as strong indicators of student persistence in STEM.

Self-efficacy

Self-efficacy is defined as "a measure of perceived competence in completing a task" [1]. The importance of self-efficacy in retaining students in STEM can be explained by the Expectancy Value Theory, according to which an individual's persistence and performance in a given activity is influenced by two main factors: their beliefs on how well they think they will do in the activity (i.e. their sense of self-efficacy), and how much they value the activity [7]. Several studies and literature reviews focusing on women students have consistently identified low levels of self-efficacy in science and math as one of the key reasons that women students leave STEM [1, 3, 8]. Despite finding no statistically significant difference between the high school SAT scores and the engineering GPAs of the men and women students, Felder et al. [8] found that the women had lower confidence in their academic preparation for an engineering curriculum than men. The men also self-rated their problem-solving ability more highly than their female counterparts [8]. More disconcertingly, Brainard and Carlin [3] reported that the proportion of women reporting low self-efficacy almost doubles by their senior year of college, while Seymour [9] found that women who switched out of STEM fields had a higher predicted GPA than their male counterparts. This illustrates the staggering gap between perceived and actual competence among women students in STEM, making self-efficacy an important indicator of the impact of retention programming focused on women.

Sense of Belonging

Wilson et al. [10] define belonging as a reflection of the stable and relational bonds formed by an individual in their proximal community. In the context of this paper, the proximal community can be a specific classroom or a retention program. A closely related construct is Psychological Sense of Community (PSC), which measures the stability of the bonds formed in the wider community, which can be a department or the university as a whole [10]. Several studies relating to the attrition of women students in STEM have cited "not being accepted in their departments" [3], feeling undermined by their male counterparts in group projects [8], and a "chilly climate" [11] as contributing factors to women students leaving STEM. Literature reviews by Zhao and Liu [1] and Geisinger and Raman [2] also reiterate that a low sense of belonging or sense of community is one of the main reasons that women leave STEM. Kissinger et al. [12] found that women students who persist in engineering report a higher sense of belonging in their classroom when compared to men. Additionally, women students report a higher sense of community in departments where there is a larger proportion of women [12]. These findings highlight the power that retention programs can have in cultivating a community of women that encourages persistence in engineering, especially in engineering majors where women are typically underrepresented.

Program Comparison

Each of the three retention programs offered by WiE focuses on building self-efficacy and sense of belonging in different ways. The PMP's mission of Support, Affirmation, and Strategies boosts self-efficacy by providing actionable advice to develop the professional skills essential to success in an engineering career, such as time management and resilience. The PMP's networking activities and roundtable seating layout encourage connections in both small and large group settings. The SC builds self-efficacy through weekly assignments and exposure to alum speakers, who share their personal experience in the engineering field and emphasize the professional skills required for success. Students in the SC also sit in the same group of six students throughout the semester, encouraging strong and consistent connections with their peers of diverse backgrounds. The RLC is designed to be a low-commitment program, limiting its ability to enhance self-efficacy. However, by providing a safe and casual environment to create proximal connections, the RLC helps boost participants' sense of belonging in engineering. Table I summarizes the success indicators that each of the three retention programs in this study focuses on.

Table I: Comparison between Retention Programs

Program	Self-efficacy	Sense of Belonging
Peer Mentoring Program (PMP)	✓	✓
Seminar Course (SC)	✓	✓
Residential Learning Community (RLC)	✗	✓

Methodology

Research Question

The following research question guided this study:

- Does a student's sense of self-efficacy and sense of belonging vary by participation in different WiE programs?

Demographics

The incoming FYE class at Purdue University typically consists of highly motivated and ambitious students who are well-prepared for a rigorous engineering curriculum, as reflected in the fall 2025 cohort's average unweighted high school GPA of 3.85 and average SAT composite score of 1409 [13]. Additionally, the FYE program is extremely selective, with a 34% admission rate for the fall 2025 entering cohort [13]. While WiE programs are open to all CoE students, participants in this study are all FYE students in their first year who self-identify as women. 730 eligible students were divided into eight groups based on the number and combination of WiE retention programs in which they were enrolled. The number of students in each group is summarized in Table II.

Table II: Number of Students Divided by Participation

Enrollment Groups	Count
PMP, RLC and SC (All 3)	129
No retention programming (None)	187
PMP only	207
RLC only	26
SC only	18
PMP and SC	46
PMP and RLC	69
SC and RLC	48
Total	730

Out of the 730 eligible students, 197 (26.99%) students were classified as in-state students, 475 (65.07%) students as out-of-state, and 58 (7.95%) international students. Figure 1 shows the population breakdown by residency.

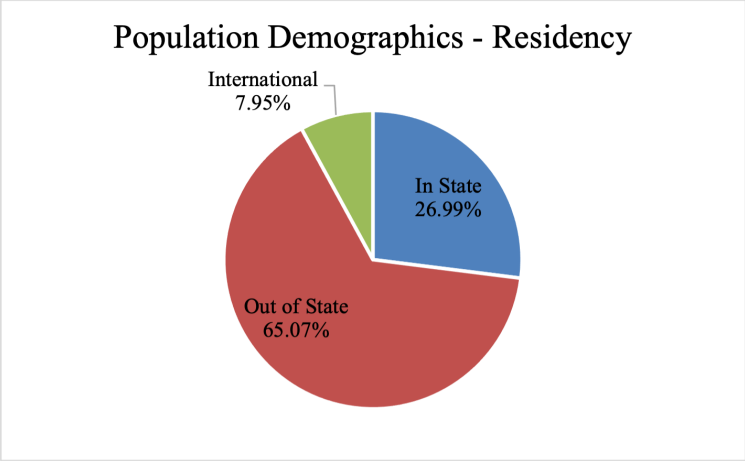

Figure 1: Population Breakdown by Residency

71 students out of 730 (9.73%) identified as Underrepresented Minorities (URMs). Figure 2 shows the population breakdown by URM status.

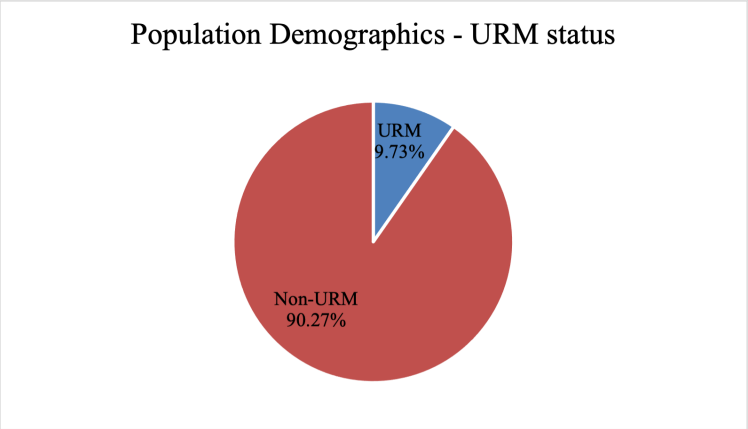

Figure 2: Population Breakdown by URM status

Survey Distribution

Each of the eight groups received a different Qualtrics survey via email in the Fall 2025 semester. Students had 12 days to complete the survey and received four reminders before it closed. Participation in the survey was optional and did not influence their grades or participation in WiE retention programming.

Survey Questions

1. Sense of Belonging Likert scale questions: Students had to answer one to three Likert scale questions with four statements each on a scale from 1 - 5 to measure their sense of belonging in a specific WiE retention program. Respondents not enrolled in any retention program were asked to rate their sense of belonging in the WiE program as a whole, as it offers additional activities such as volunteering and recruitment. These statements were adapted from and validated in [10].
2. Psychological Sense of Community (PSC) Likert scale questions: All participants had one question with seven Likert Scale statements on a scale from 1 - 5 to evaluate PSC with respect to the CoE. These statements were adapted from and validated in [10].
3. Self-efficacy Likert scale questions: All participants had to rate their self-efficacy in engineering in one question with six Likert Scale statements on a scale from 1 - 7. These statements were adapted from and validated in [14].
4. Retention in CoE: All students were asked to answer "Yes" or "No" to indicate whether they planned to remain in the CoE for their sophomore year. If "No" was chosen, students were given a free-response box to explain why they were leaving the CoE or the University. The free-response question was optional.
5. All students were given a free-response box to provide any general feedback about the WiE program. These responses were used for program improvement.

The survey questions are listed in the Appendix for reference.

Data Analysis

In accordance with standard Likert scale analysis [15], three separate composite scores for sense of belonging, PSC, and self-efficacy were calculated for each respondent by averaging the ratings provided for each of the four, seven, and six statements, respectively. The average composite scores of the groups were compared through one-way ANOVA and pairwise comparisons at the 5% significance level. Due to the sharply unequal response numbers across groups, Levene's test was used to check the validity of the equal variances assumption. If the equal variances assumption was met, Tukey's pairwise comparison was used to identify pairs with statistically significant differences. If the equal variances assumption was not met, Welch's ANOVA with Games-Howell pairwise comparison was used to identify groups with statistically significant differences in mean composite scores.

Results

Responses

A pilot survey was conducted with the Fall 2024 FYE students at the end of the Spring 2025 semester. Out of 868 eligible participants in the pilot study, 111 (12.9%) completed the survey. Notably, the "RLC only" and "SC only" groups only received one response each. Data analysis was completed, but conclusions could not be made due to the low response rates in some groups. Therefore, to increase the response rate, the next iteration of the survey was conducted near the end of the Fall 2025 semester. This proved to be more successful as 219 (30.0%) complete responses were received out of 730 distributed surveys. Table III shows the number of responses received from each group.

Table III: Responses Received Divided by Participation

Group	Responses Received	Surveys Distributed	Response Rate
All 3	88	129	68.22%
None	5	187	2.67%
PMP only	42	207	20.29%
RLC only	3	26	11.54%
SC only	10	18	55.56%
PMP and SC	29	46	63.04%
PMP and RLC	14	69	20.29%
SC and RLC	28	48	58.33%
Total	219	730	30.00%

To ensure that the responses were a representative sample of the population of eligible students, one-proportion hypothesis tests with $\alpha = 0.05$ were run to compare the demographics of the sample and the population. The p-values of all the hypothesis tests conducted were well above the significance level, indicating that there was no statistically significant difference between the demographics of the sample and the population. The results of the hypothesis tests are summarized in Tables IV and V below.

Table IV: Proportion of URMs - Sample vs Population

	Population	**Sample**	**p-value**
URM	9.73%	9.13%	0.821
Non-URM	90.27%	90.87%	

Table V: Residency - Sample vs Population

	Population	**Sample**	**p-value**
In-State	26.99%	25.57%	0.649
Out of State	65.07%	68.95%	0.230
International	7.95%	5.48%	0.211

Descriptive Statistics

Self-Efficacy

Table VI summarizes the average composite self-efficacy scores for each of the eight groups. The self-efficacy Likert scale ranges from 1 to 7, with 7 indicating the highest self-efficacy.

Table VI: Average Composite Self-Efficacy Scores by Participation

Group	**Score**
SC only	5.85
PMP only	5.85
PMP and RLC	5.75
All 3	5.69
None	5.60
SC and RLC	5.49
PMP and SC	5.48
RLC only	3.61

One-way ANOVA rejected the null hypothesis that the average composite scores of the eight groups are equal (p-value = 0.040). Tukey's pairwise comparison revealed statistically significant differences between the following average composite scores:

- RLC only vs SC only (p-value = 0.022)
- RLC only vs All 3 (p-value = 0.014)
- RLC only vs PMP and RLC (p-value = 0.024)
- RLC only vs PMP and SC (p-value = 0.014)
- RLC only vs PMP only (p-value = 0.007)

Psychological Sense of Community (PSC)

Table VII summarizes the average composite PSC scores for each of the eight groups. The PSC Likert scale ranges from 1 to 5, with 5 reflecting the highest PSC.

Table VII: Average Composite PSC Score by Participation

Group	Score
None	4.60
SC only	4.33
SC and RLC	4.18
PMP only	4.18
All 3	4.18
PMP and RLC	4.16
PMP and SC	4.05
RLC only	2.76

One-way ANOVA rejected the null hypothesis that the average composite scores of the eight groups are equal (p-value = 0.003). Tukey's pairwise comparison revealed statistically significant differences between the following average composite scores:

- RLC only vs All 3 (p-value = 0.001)
- RLC only vs None (p-value = 0.000)
- RLC only vs PMP and SC (p-value = 0.007)
- RLC only vs PMP and RLC (p-value = 0.004)
- RLC only vs PMP only (p-value = 0.001)
- RLC only vs SC and RLC (p-value = 0.002)
- RLC only vs SC only (p-value = 0.001)

Sense of Belonging

The average composite score for sense of belonging was computed after condensing the eight original groups into four: all participants in the PMP, all participants in the RLC, all participants in the SC, and participants in no retention programming. The original eight groups were condensed into four because every participant received independent questions asking them to rate their sense of belonging for each distinct WiE program they were enrolled in. Students in no WiE programming were asked to reflect upon the four sense of belonging statements based on their experiences with the WiE overall, since the WiE program has other offerings such as recruitment volunteering and free tutoring for introductory STEM classes. The group sizes of the four condensed groups are shown in Table VIII.

Table VIII: Condensed group sizes

Condensed Group	Size
Total PMP participants	173
Total SC participants	155
Total RLC participants	133
Total None participants	5

The average composite sense of belonging scores across groups are summarized in Table IX. The sense of belonging Likert scale ranges from 1 to 5, with 5 indicating the highest sense of belonging. Since each WiE retention program is designed to be distinct and independently administered so that WiE can cater to a diverse range of student needs, participants can isolate their experiences in each program and independently rate their sense of belonging. ANOVA was used to compare the mean composite sense of belonging scores.

Table IX: Average Composite Sense of Belonging Score by Participation

Retention Program	Score
SC	4.52
RLC	4.37
None	4.20
PMP	4.13

Levene's test revealed unequal variances across the four condensed groups in the sense of belonging category. Welch's ANOVA rejected the null hypothesis that the average composite scores of the four groups are equal (p-value = 0.001). Games-Howell Pairwise comparison indicated that the following pairs of means have statistically significant differences:

- RLC vs PMP (p-value = 0.011)
- SC vs PMP (p-value = 0.000)

Discussion

Students involved in the Seminar Course (SC) or the Peer Mentoring Program (PMP) reported a higher sense of self-efficacy than students in Residential Learning Community (RLC), revealing that exposure to relatable role models may be key to boosting self-efficacy. SC students hear from successful alums who have struggled with engineering classes just like current students. The PMP exposes students to both alums and upperclass students, providing several generations of role models who each share different relatable experiences and actionable advice with FYE students through activities designed to encourage vulnerable sharing from all participants. However, the RLC only exposes students to other students of the same age group without structured programming to encourage the type of interactions that boost self-efficacy, which could explain its lower self-efficacy ratings.

While Psychological Sense of Community (PSC) is closely related to sense of belonging, the results indicate that the factors influencing self-efficacy also influence PSC. Similar to the self-efficacy results, students involved in more than just the RLC report higher PSC scores than those involved in just the RLC. The SC and the PMP both expose students to the different career pathways of an engineering degree, which may help students understand what an engineer does and align their personal values with the outcomes of an engineering degree. Therefore, students who feel like their engineering degree has a purpose could feel more connected to the CoE. The similar trends observed in self-efficacy and PSC in this study are validated by Zaniewski and Reinholz [16], whose study of near-peer mentoring programs shows that low PSC is related to a low self-efficacy. Wilkins-Yel et al. [17] also allude to the importance of multigenerational role models in boosting self-efficacy and PSC, motivating students to persist in STEM "knowing that there are others ahead of, around and behind" them.

As for sense of belonging, RLC and SC students report significantly higher sense of belonging than PMP students, suggesting that exposure to students of the same age group is beneficial to sense of belonging. The PMP is a large program with over 1,000 students annually, so participants likely meet different students at every PMP monthly meeting. However, in the SC, students sit with their assigned group every week for the entire semester, encouraging deeper proximal connections between students. In the RLC, students consistently interact with like-minded peers in the same age group through common spaces in residence halls and communal events, encouraging stronger connections.

Conclusion

In summary, students involved in at least one of either the SC or the PMP reported a significantly higher sense of self-efficacy and PSC compared to students in just the RLC. Conversely, students in the RLC or the SC reported a significantly higher sense of belonging than students in the PMP. Since this study and Zurn-Birkhimer and Serrano [6] both reiterate that the RLC alone needs additional structure to be effective, students entering Purdue University in the Fall 2026 cohort and beyond will be required to enroll in the SC if they choose to live with the WiE RLC. Additionally, Zurn-Birkhimer and Serrano [6] found that 78% of students in the PMP graduated with an engineering degree, while only 66% of students in the RLC graduated with an engineering degree. Combined with the trends of this study, these findings suggest that self-efficacy is a more crucial retention metric than sense of belonging. Therefore, the authors recommend that practitioners looking to implement retention programs prioritize the establishment of a mentoring program above others.

Overall, these results illustrate the importance of an intergenerational network of relatable role models in fostering a strong sense of self-efficacy and PSC. On the other hand, a strong sense of belonging is fostered by creating an environment with consistent opportunities for peers of a similar age group to connect. These conclusions reveal that a portfolio of complementary retention programs with an adequate level of structure is required to increase key measures of student success, since no single program can achieve all of the desired retention goals. Thus, another key takeaway for practitioners planning their own retention programs is that students must be provided with multiple participation pathways so that they are encouraged to enroll in multiple retention programs. This gives students the best opportunity to experience the full strength of the institution's support network and decrease the likelihood of attrition. To this end, it is also crucial to ensure that retention

programs are scalable so that a large student population can be accommodated while maintaining the same standard of support.

Future Work

The goal of this project is to conduct this survey every fall for the next five academic years to quantify the effect of retention programming on graduation rates. This is especially important to observe changes in the performance of the RLC, as it was overhauled in the 2023-24 academic year and continues to evolve annually. While the earliest data used in this study is from the first week of classes due to the constraints of the early self-enrollment timeline, practitioners wishing to replicate this study may consider surveying students when they enroll in retention programming to obtain pre-data about participants' motivation to persist in engineering. This work can also be extended to studying the self-efficacy and sense of belonging of students in other RLCs and SCs in the CoE. In the future, Pearson correlation tests can be conducted between self-efficacy or sense of belonging scores and graduation rates for each cohort, replicating the methodology of Zurn-Birkhimer and Serrano [6]. However, a major limitation of quantitative studies is that they can only demonstrate correlation, not causation. Therefore, qualitative studies that interview specific WiE participants throughout their undergraduate experience can be used to investigate if there is a causal link between WiE retention program participation and graduation rates.

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Appendix

Survey Questions

Note: The Boolean question headers in Q1-3 are decision trees used to indicate which questions participants get based on which of the 8 groups they are in. In the final survey, these Boolean questions are not displayed to participants.

Q1. Are you in the WiE LC? (Y/N)
If yes, participants need to answer the following questions:

1. Is the person you are living with also a College of Engineering (CoE) student? (Y/N)
2. Please rate the following statements while thinking about your experience in the WiE LC: (5-point Likert Scale: Strongly Disagree, Somewhat Disagree, Neither Agree not Disagree, Somewhat Agree, Strongly Agree)
    - I feel comfortable in the WiE LC
    - I feel part of the WiE LC
    - I feel supported at the WiE LC
    - I feel committed to the WiE LC

Q2. Are you in the M&M Program? (Y/N)
If yes, participants need to answer the following questions:

1. Please rate the following statements while thinking about your experience in the M&M program: (5-point Likert Scale: Strongly Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Strongly Agree)
    - I feel comfortable in M&M
    - I feel part of M&M
    - I feel supported at M&M
    - I feel committed to M&M

Q3. Are you in the ENGR 19400 seminar class?
If yes, participants need to answer the following questions:

1. Please rate the following statements while thinking about your experience in the ENGR 194 seminar class: (5-point Likert Scale: Strongly Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Strongly Agree)
    - I feel comfortable in ENGR 194
    - I feel part of ENGR 194
    - I feel supported at ENGR 194
    - I feel committed to ENGR 194

If No for Q1-3, participants need to answer the following questions:

1. Please rate the following statements while thinking about your experience in the WiE program: (5-point Likert Scale: Strongly Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Strongly Agree)
    - I feel comfortable in the WiE program
    - I feel part of the WiE program
    - I feel supported at the WiE program
    - I feel committed to the WiE program

All participants need to answer the following questions:

Q4. Please rate the following statements while thinking about your experience in the College of Engineering: (5-point Likert Scale: Strongly Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Strongly Agree)

- I feel comfortable with faculty at the College of Engineering
- I feel comfortable with students at the College of Engineering
- I feel part of the College of Engineering
- I feel supported by faculty at the College of Engineering
- I feel supported by students at the College of Engineering
- I feel committed to faculty at the College of Engineering
- I feel committed to students at the College of Engineering

Q5. Please rate the following statements while thinking about your academic experiences at Purdue University: (7-point Likert Scale: Strongly Disagree, Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Agree, Strongly Agree)

- I can succeed in an engineering curriculum
- I can complete the math requirements for most engineering majors
- I can complete the physics requirements for most engineering majors.
- I can do well in an engineering major during the current academic year.
- I can complete any engineering degree at this institution.
- Someone like me can succeed in an engineering career.

Q6. Are you staying in the College of Engineering for the spring semester? (Y/N)

If yes is selected, participants need to answer the following question:

1. Which major are you transitioning into for your sophomore year?

- Aeronautical and Astronautical Engineering (AAE)
- Agricultural or Biological Engineering (ABE)
- Biomedical Engineering (BME)
- Chemical Engineering (ChE)
- Civil or Construction Engineering (CE/CNE)
- Electrical or Computer Engineering (ECE)
- Environmental and Ecological Engineering (EEE)
- Environmental and Natural Resources Engineering (ENRE)
- Industrial Engineering (IE)
- Materials Engineering (MSE)
- Mechanical Engineering (ME)
- Nuclear Engineering (NE)
- Multidisciplinary or Interdisciplinary Engineering (MDE/IDE)

If no is selected, participants see the following question:

Q7. If you are leaving the College of Engineering but remaining at Purdue University, please tell us which major you are transferring to and why. If you are leaving Purdue University, please tell us your future plans. (Optional, free response)

Q8. Please feel free to share with us what you enjoyed or suggestions you may have about the WiE program(s).