



**STUDENT SUCCESS AND MISSION ALIGNMENT**  
**GRADUATING STUDENT SURVEY PILOT REPORT**  
Office of Assessment and Accreditation Support  
08 February 2018

**General Information about the Survey**

**Purpose:** The objective of the Graduating Student Survey is to capture graduating students' perception of their student experience. The survey asks students about the preparation they received in a variety of knowledge and skills, their values, ideals, and perspectives relative to people who are different from themselves, and co-curricular contributions to their experience. This report focuses on the Graduating Student Survey components related to student success and mission alignment. Two accompanying reports focus on components related to student engagement and work experiences, and post-graduation plans.

**Originators:** Office of Assessment and Accreditation Support

**Data Collection**

**Sample:** 350 graduating students

**Instrument:** Qualtrics

**Period:** February 18<sup>th</sup>, 2017 - January 8<sup>th</sup>, 2018

**Results**

The results reported in the narrative are for all participants and the results reported in the figures are broken down by college/school (College of Arts and Sciences [CAS], School of Management [SOM], School of Nursing and Health Professions [SONHP], and School of Education [SOE]). Each figure provides a comparison between the University of San Francisco (USF) as a whole and the college/school.

The School of Law (SOL) is not included in this report due to the low sample size ( $n = 1$ ).

**Suggestions for Use**

This report is recommended for distribution to the following stakeholders:

- Office of the Provost
- Deans and Associate Deans
- The Leo T. McCarthy Center for Public Service and the Common Good
- Student Leadership and Engagement
- Diversity Engagement and Community Outreach

**Included in this Report**

- Quantitative data with accompanying figures

**Not Included in this Report**

- Appendix A – Employer and Title/Position
- Appendix B – Graduate School, Degree, & Program
- Appendix C – Final Comments

**SUMMARY**

- Graduating students report high levels of satisfaction with USF. Around 85% indicated they would attend USF again, select the same major/field of study again, and recommend USF to their friends or family.
- Graduating students generally reported their experiences and development opportunities to be good, although their experiences with student life and advising are rated lower than other experiences and opportunities.
- Graduating students reported that USF strongly contributed to their written and oral communication skills, information literacy, and critical thinking skills, but only moderately contributed to their quantitative reasoning skills.
- Nearly 75% of graduating students were aware of their program's learning outcomes and among those who were aware, they reported achieving those learning outcomes moderately well.
- A little more than 25% of graduating students reported participating in research or independent study with faculty. Among those who did, about half reported that this research or independent study resulted in an on-campus presentation.
- The majority of graduating students reported completing service learning courses. Participants indicated that these courses strongly contributed to their ability to develop critical thinking and problem-solving skills, foster a sense of efficacy to enact social change, examine their own beliefs, values, and identities while learning about others, develop awareness of the political, economic, and socio-cultural factors that contribute to social justice, and develop a sense of responsibility to engage in service to their community.
- Graduating students reported that their sense of social justice somewhat increased as a result of their experience with USF, while reporting that interpersonal differences are only moderately valued or appreciated. Nonetheless, participants generally reported that USF strongly contributed to their understanding of people who are different from them.

## EDUCATIONAL EXPERIENCES

### University of San Francisco

Participants were asked if they would select USF if they were to begin their academic career again (1 = Yes, 0 = No).

- 84% of participants indicated they would select USF again.

### Major/Field of Study

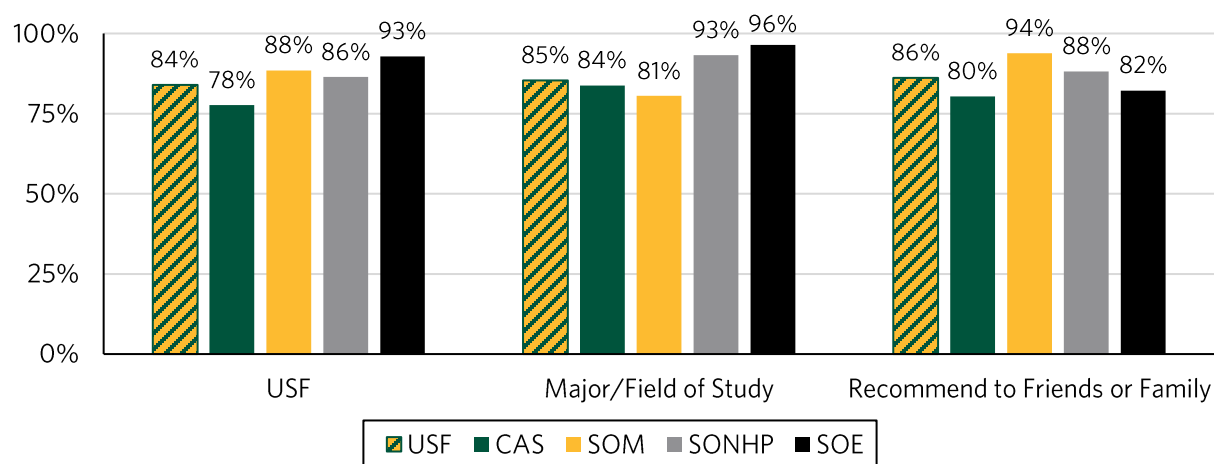
Participants were asked if they would select the same major/field of study if they were to begin their academic career again (1 = Yes, 0 = No).

- 85% of participants indicated they would select the same major/field of study again.

### Recommend USF to Family or Friends

Participants were asked if they would recommend USF to their friends or family (1 = Yes, 0 = No).

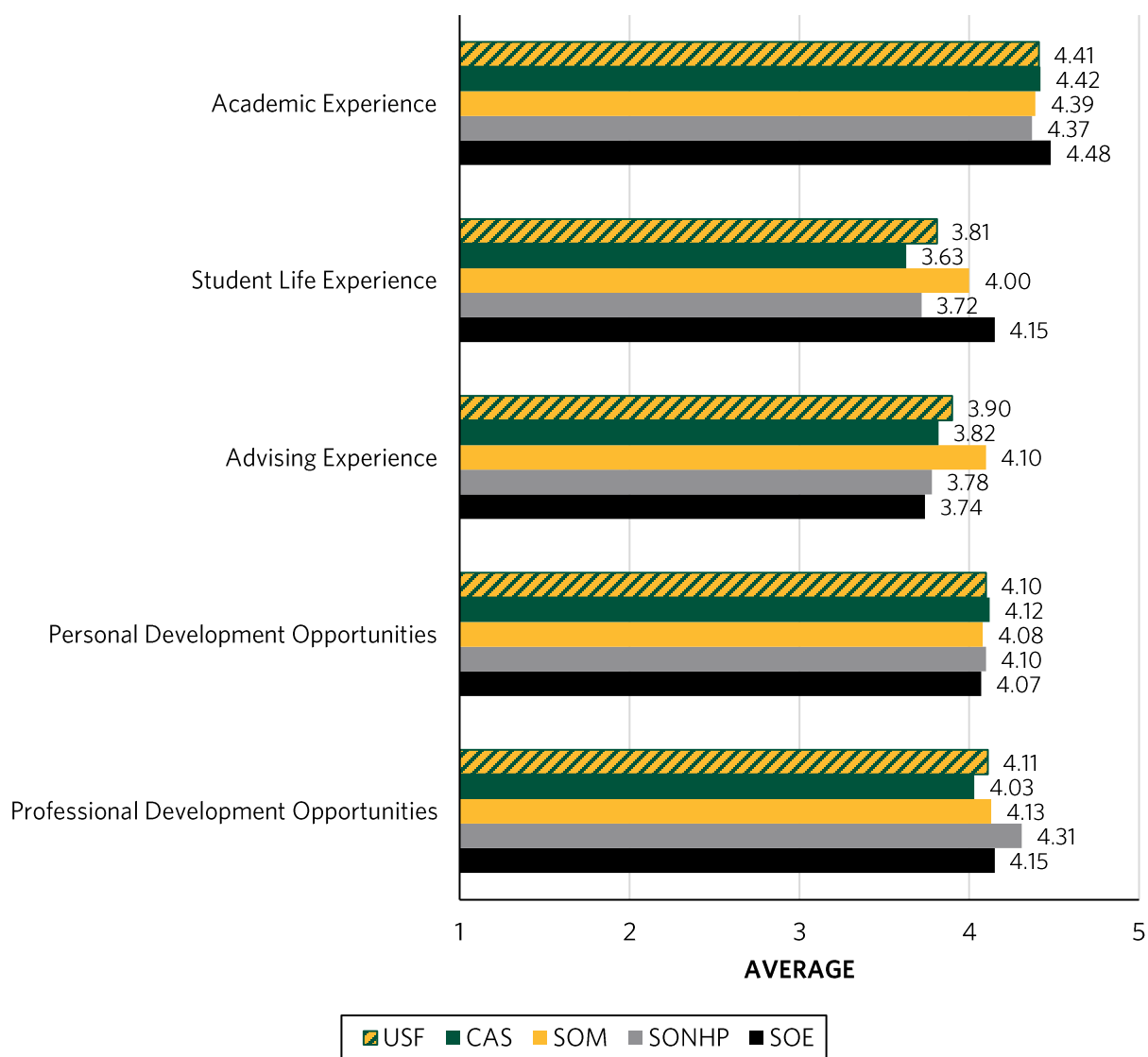
- 86% of participants indicated they would recommend USF to their friends or family.



### Experiences and Development Opportunities

Participants rated the quality of their academic experience, student life experience, advising experience, personal development opportunities, and professional development opportunities using a 5-pt. scale (1 = *Poor*, 5 = *Excellent*).

- Participants, on average, reported the quality of their **academic experience** ( $M = 4.41$ ,  $SD = .72$ ), **student life experience** ( $M = 3.81$ ,  $SD = 1.13$ ), **advising experience** ( $M = 3.90$ ,  $SD = 1.18$ ), **personal development opportunities** ( $M = 4.10$ ,  $SD = 1.05$ ), and **professional development opportunities** ( $M = 4.11$ ,  $SD = .99$ ) as good.

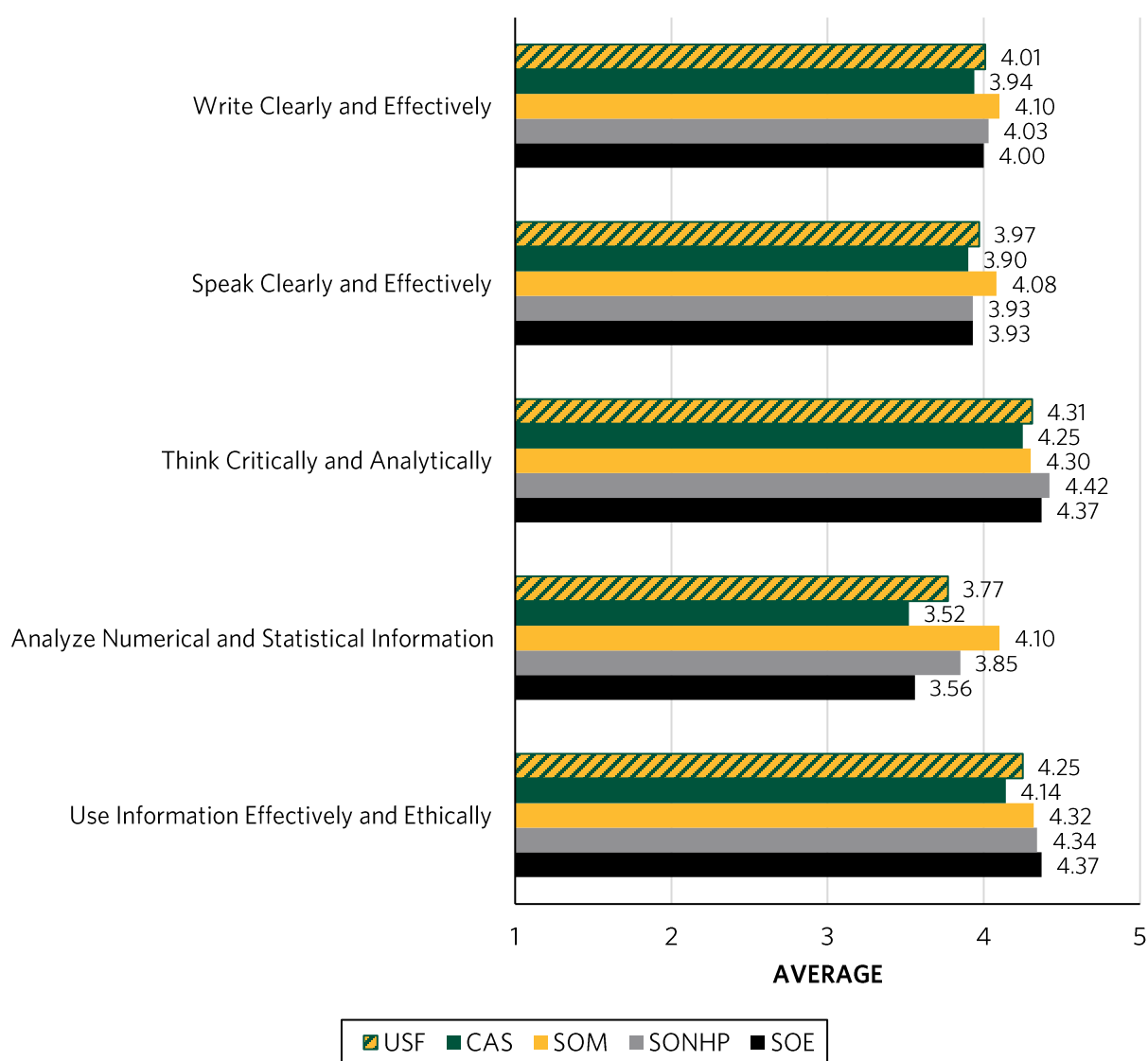


### CORE GRADUATION COMPETENCIES

Participants reported how much USF contributed to their abilities in writing clearly and effectively, speaking clearly and effectively, thinking critically and analytically, analyzing numerical and statistical information, and using information effectively and ethically.

Participants answered using a 5-pt. scale (1 = *None at all*, 5 = *A great deal*).

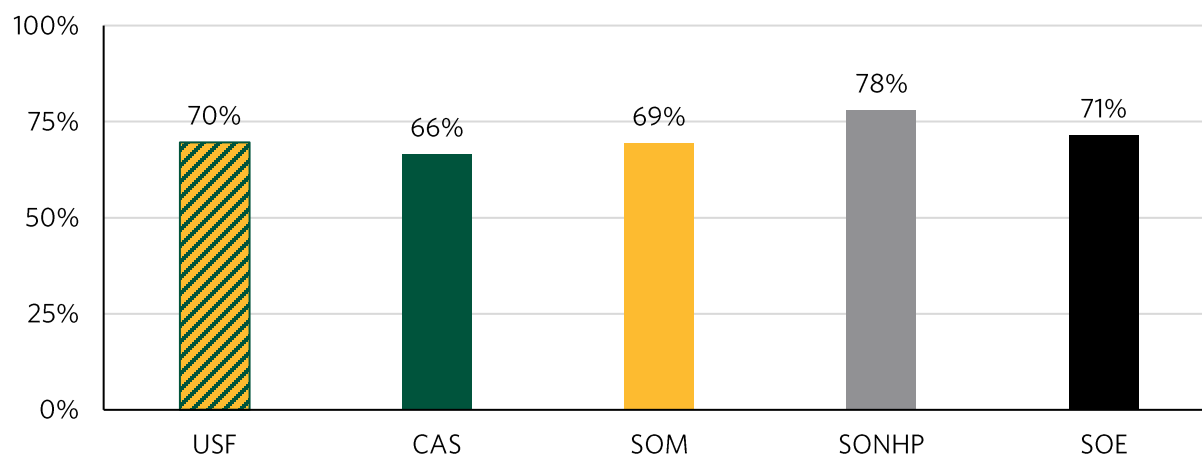
- Participants, on average, reported feeling that their experiences at USF **contributed a lot** to their ability to **write clearly and effectively** ( $M = 4.01$ ,  $SD = .86$ ), **speak clearly and effectively** ( $M = 3.97$ ,  $SD = 1.09$ ), **think critically and analytically** ( $M = 4.31$ ,  $SD = .88$ ), **analyze numerical and statistical information** ( $M = 3.77$ ,  $SD = 1.00$ ) and **use information effectively and ethically** ( $M = 4.25$ ,  $SD = .98$ ).



### PROGRAM LEARNING OUTCOMES

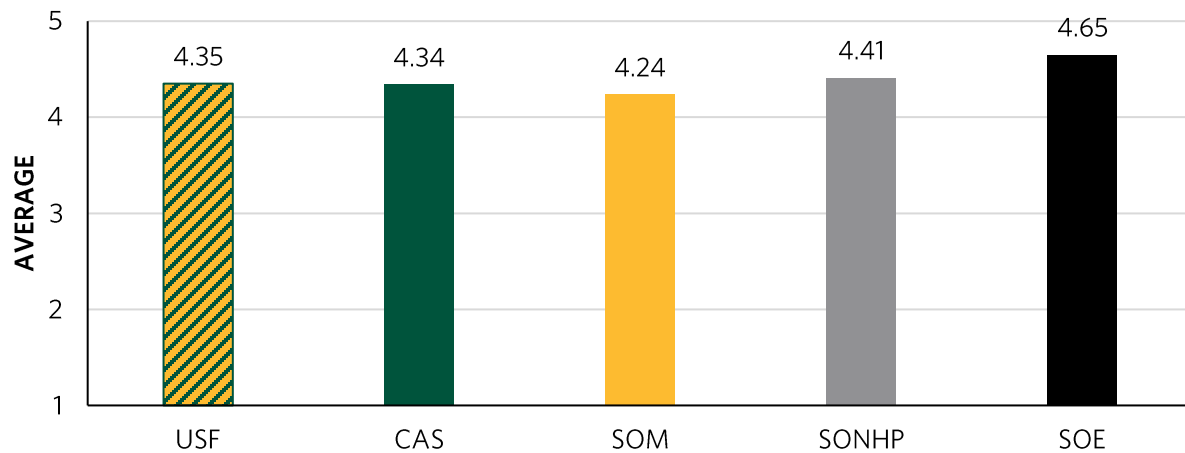
Participants reported their awareness of their major/field of study's program learning outcomes (PLOs) or learning goals (1 = Yes, 0 = No).

- 70% of participants indicated they were aware of their major/field of study's PLOs or learning goals.



Participants reported how well they perceived themselves as achieving their major/field of study's PLOs or learning goals. Participants answered using a 5-pt. scale (1 = *Not at all well*, 5 = *Very well*).

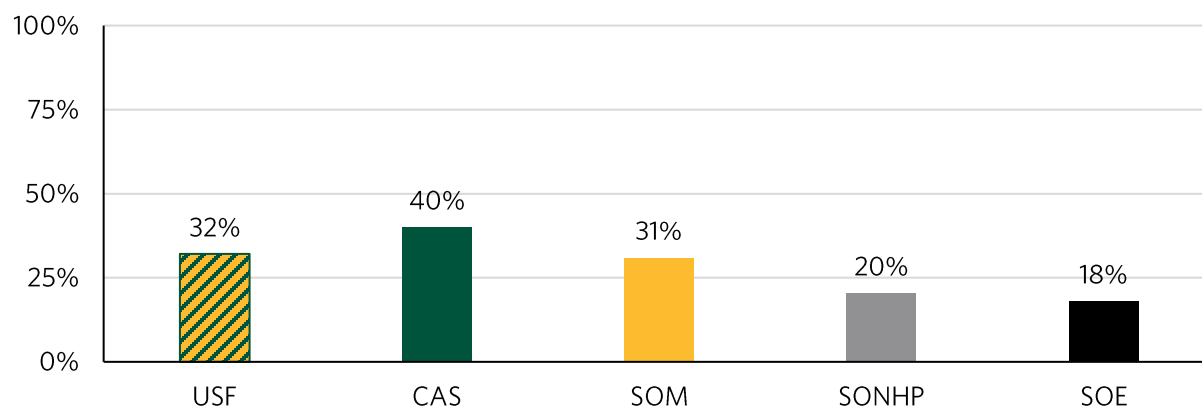
- Participants, on average, reported achieving their major/field of study's PLOs or learning outcomes **moderately well** ( $M = 4.35$ ,  $SD = .70$ ).



### RESEARCH OR INDEPENDENT STUDY

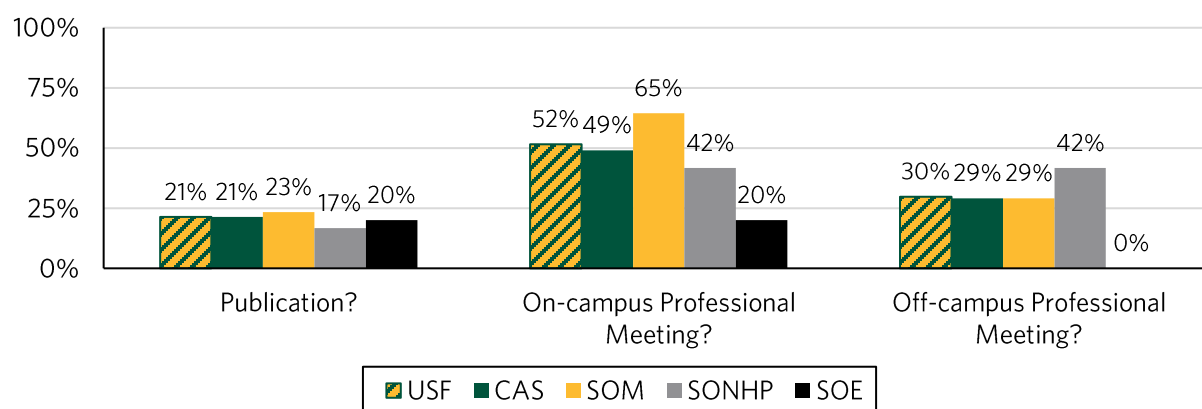
Participants were asked if they engaged in research or independent study with a professor or a faculty advisor (1 = Yes, 0 = No).

- 32% of participants indicated they engaged in research or an independent study with a professor or faculty advisor.



Participants who indicated they engaged in research or independent study with a professor or faculty advisor then reported if this research or independent study resulted in a publication, a presentation at a professional conference or meeting on campus, or a presentation at a professional conference or meeting off campus (1 = Yes, 0 = No).

- 21% of participants indicated their research or independent study resulted in a **publication**.
- 52% of participants indicated their research or independent study resulted in an **on campus presentation**.
- 30% of participants indicated their research or independent study resulted in an **off campus presentation**.

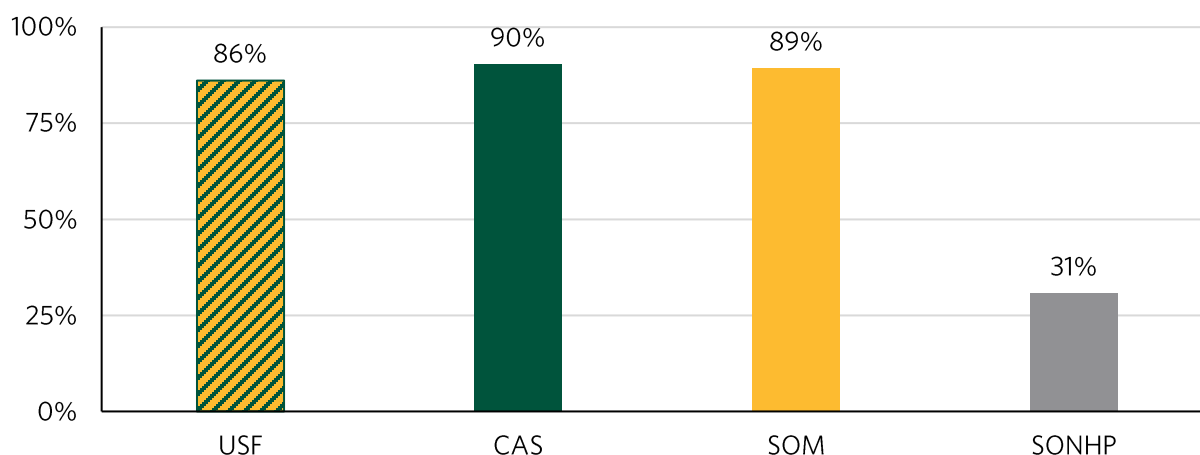




### SERVICE LEARNING AND COMMUNITY ENGAGEMENT

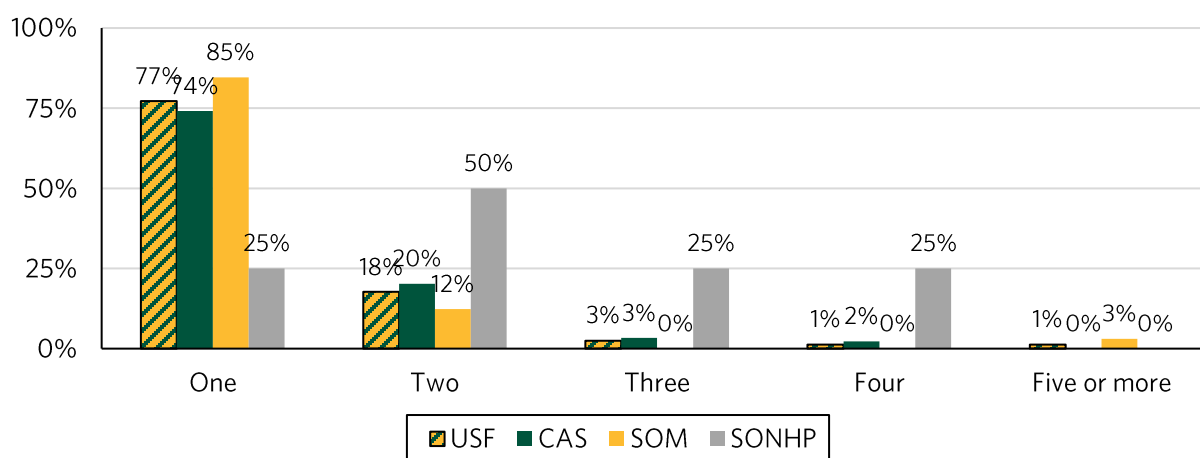
Undergraduate students reported if they took any service learning courses at USF (1 = Yes, 0 = No).

- 86% of participants indicated they took service learning courses at USF.



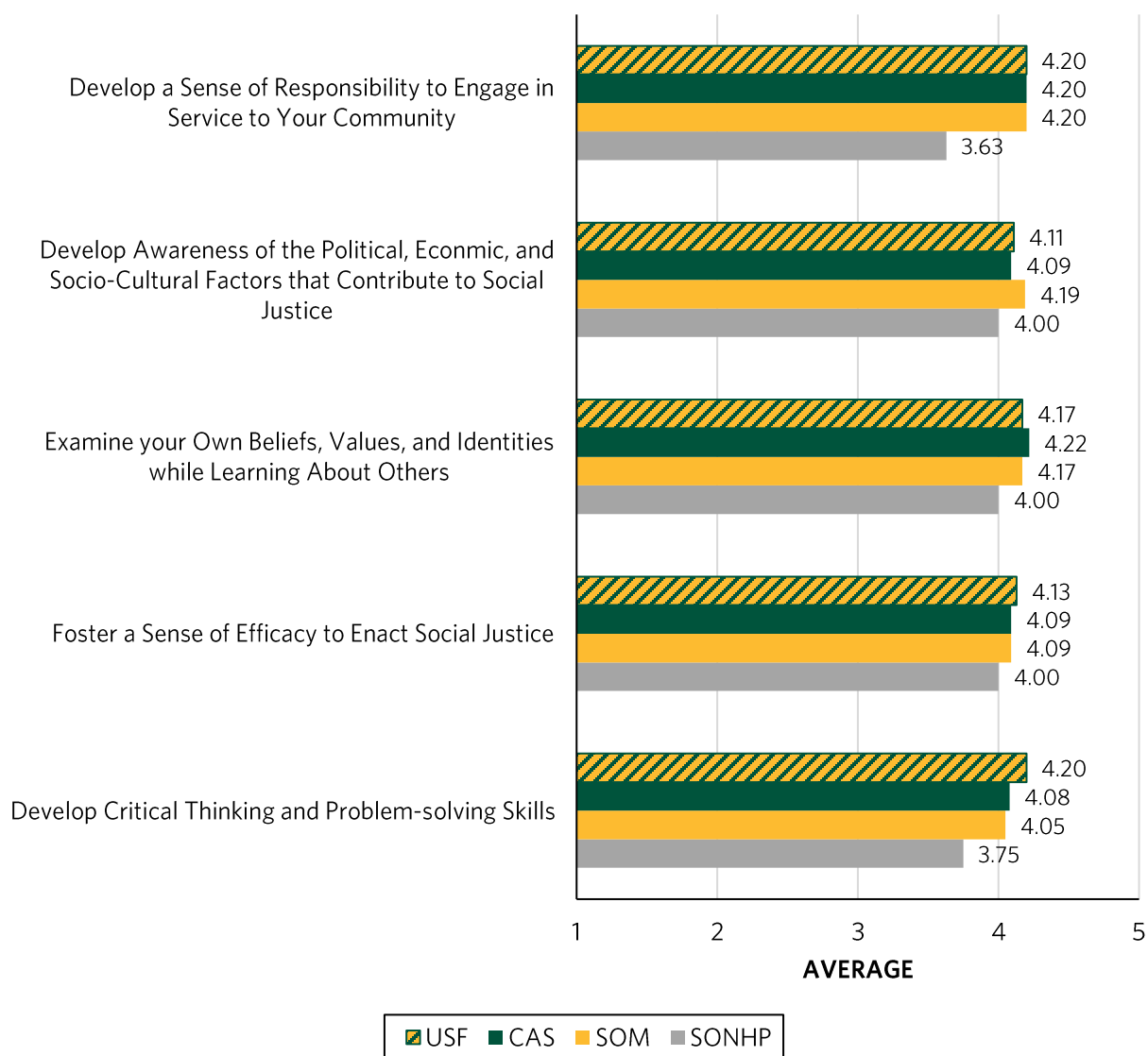
Participants reported the number of service learning courses they completed using the following response options: *one, two, three, four, or five or more*.

- The highest proportion of participants (77%) indicated they completed **one** service learning course.



Participants evaluated how much their service learning course(s) allowed them to develop critical thinking and problem-solving skills, foster a sense of efficacy to enact social change, examine their own beliefs, values, and identities while learning about others, develop awareness of the political, economic, and socio-cultural factors that contribute to social justice, and develop a sense of responsibility to engage in service to their community. Participants answered using a 5-pt. scale (1 = *None at all*, 5 = *A great deal*).

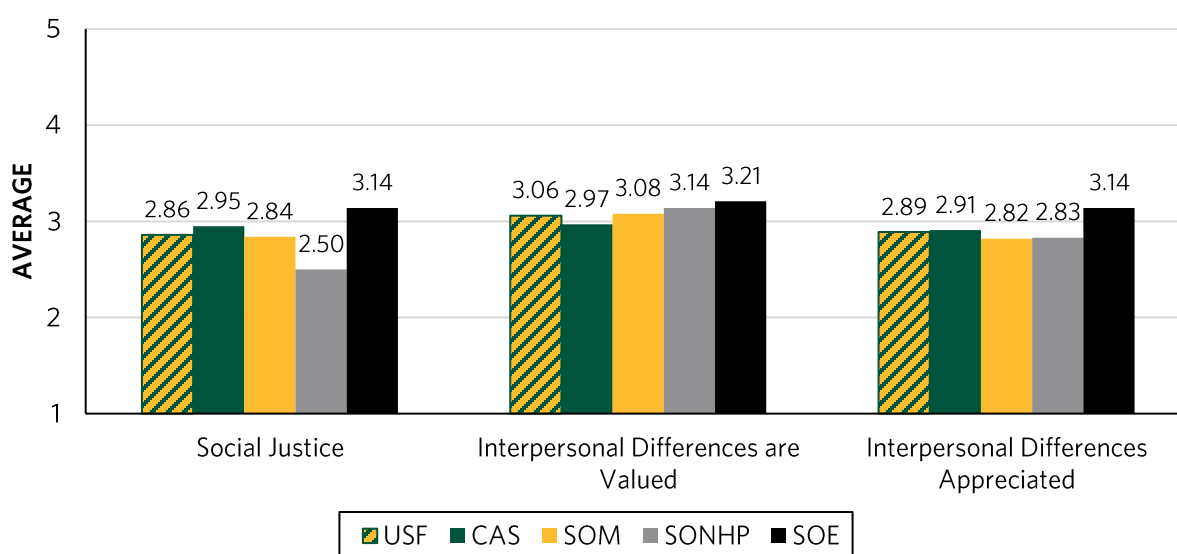
- Participants, on average, reported that their service learning courses allowed them to develop their **critical thinking and problem-solving skills** ( $M = 4.04$ ,  $SD = .99$ ), **foster a sense of efficacy to enact social change** ( $M = 4.07$ ,  $SD = .91$ ), **examine their own beliefs, values, and identities while learning about others** ( $M = 4.17$ ,  $SD = .89$ ), **develop awareness of the political, economic, and socio-cultural factors that contribute to social justice** ( $M = 4.11$ ,  $SD = .94$ ), and **develop a sense of responsibility to engage in service to their community** ( $M = 4.17$ ,  $SD = .89$ ) a lot.



### DIVERSITY AND INCLUSION

Participants reported how much their sense of social justice increased as a result of their experiences at USF, how much they think interpersonal differences are valued at USF, and how much their appreciation of interpersonal differences increased at USF. Participants answered using a 5-pt. scale (1 = *None at all*, 5 = *A great deal*).

- Participants, on average, reported that their sense of social justice **moderately increased** as a result of their experiences at USF ( $M = 2.86$ ,  $SD = 1.13$ ).
- Participants, on average, reported that they perceive interpersonal differences are **moderately valued** ( $M = 3.06$ ,  $SD = 1.01$ ) and **moderately appreciated** ( $M = 2.89$ ,  $SD = 1.11$ ) at USF.



Participants reported how well USF helped them gain an understanding of values, ideas, and perspectives of people who are different from them in terms of economic, social, or class background; race, ethnicity, or nationality; religion or faith; sex or gender identity or expression; sexual orientation; or political beliefs or values. Participants answered using a 5-pt. scale (1 = *Not well at all*, 5 = *Very well*).

- Participants, on average, reported that USF contributed **moderately well** to their understanding perspectives of people who are different from them in terms of **economic, social, or class background** ( $M = 4.15$ ,  $SD = 1.04$ ); **race, ethnicity, or nationality** ( $M = 4.22$ ,  $SD = 1.02$ ); **religion or faith** ( $M = 3.86$ ,  $SD = 1.18$ ); **sex or gender identity or expression** ( $M = 4.09$ ,  $SD = 1.11$ ); **sexual orientation** ( $M = 4.08$ ,  $SD = 1.11$ ); and **political beliefs or values** ( $M = 3.80$ ,  $SD = 1.24$ ).

