



UNIVERSITY OF  
SAN FRANCISCO

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Office of Assessment  
and Accreditation Support

# HEDS Student Satisfaction Survey 2021 Report

March 2022

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## General Information

### PURPOSE

USF contracted with the Higher Education Data Sharing Consortium (HEDS) to administer the HEDS Student Satisfaction Survey to all USF undergraduate students. The HEDS survey asked students how satisfied they are in four key areas of the student experience that promote student success: academic experiences, course instruction, campus services and facilities, and campus life.

USF added three supplementary questions to gauge student interest in different course modalities; gather feedback on diversity, equity, and inclusion; and learn about barriers to student success.

Results from the survey can be used to identify strengths and areas for improvement and to learn more about how students with differing backgrounds experience USF.

This was the first year HEDS administered this survey.

### DATA COLLECTION

**Survey population** = 5,835 undergraduate students

**Instrument** = HEDS administered Qualtrics survey

**Period** = November 9, 2021 – November 30, 2021

**Response rate** = 16% (927 respondents)

### ABOUT THIS REPORT

For Quality of Academic Experiences, Quality of Course Instruction, Quality of Campus Services & Facilities, and Quality of Campus Life sections of the survey instrument, HEDS used a 5-pt. scale (5 = *Very satisfied*, 4 = *Generally satisfied*, 3 = *Generally dissatisfied*, 2 = *Very dissatisfied*, 1 = *Have not experienced*). For the purposes of determining the percentage of participants who were generally satisfied or very satisfied throughout this report participants who selected *Have not experienced* have been excluded from the denominator. Additionally, for the purposes of determining the average level of satisfaction, those who selected *Have not experienced* were excluded from the calculation and the data was recoded from the original 5-pt scale to a 4-pt. scale (4 = *Very satisfied*, 1 = *Very dissatisfied*).

In the Demographics section of the survey instrument, HEDS included a response option of *Prefer not to respond*. For the purposes of this report, those who did not respond to this question have been combined with those who selected *Prefer not to respond* and are labeled as *Unknown* or, in the case of gender identity, as *Did not disclose*.

## Key Findings

### QUALITY OF ACADEMIC EXPERIENCES

- Participants were most satisfied with their **interaction with faculty** and least satisfied with **availability of courses**.
- On average, participants were satisfied with all academic experiences.

### QUALITY OF COURSE INSTRUCTION

- Participants were most satisfied with the quality of course instruction in **social sciences** and least satisfied with the quality of course instruction in **engineering**.
- On average, participants were satisfied with the quality of course instruction in all areas.

### QUALITY OF CAMPUS SERVICES & FACILITIES

- Participants were most satisfied with **library building(s), resources, and services** and least satisfied with **parking on campus**.
- On average, participants were satisfied with all areas of campus services with the exception of parking on campus.

### QUALITY OF CAMPUS LIFE

- Participants were most satisfied with **diversity on campus** and least satisfied with **student voice in campus policies**.
- On average, participants were satisfied with all areas of campus life.

### CONNECTION & OVERALL SATISFACTION

- The majority of participants (**88%**) indicated they have at least **some connection to USF**.
- The majority of participants (**76%**) indicated they are **satisfied** or **very satisfied with their education at USF**.

### FUTURE COURSE MODALITIES

- The majority of participants (**61%**) indicated that based on the course modalities they have taken, they would consider **taking in-person courses in the future**.
- The fewest participants (**17%**) indicated that based on the course modalities they have taken, they would consider **taking hyflex courses in the future**.

### BARRIERS TO SUCCESS

- A slight majority of participants (**58%**) indicated that financial concerns were currently barriers to success or may be in the future.

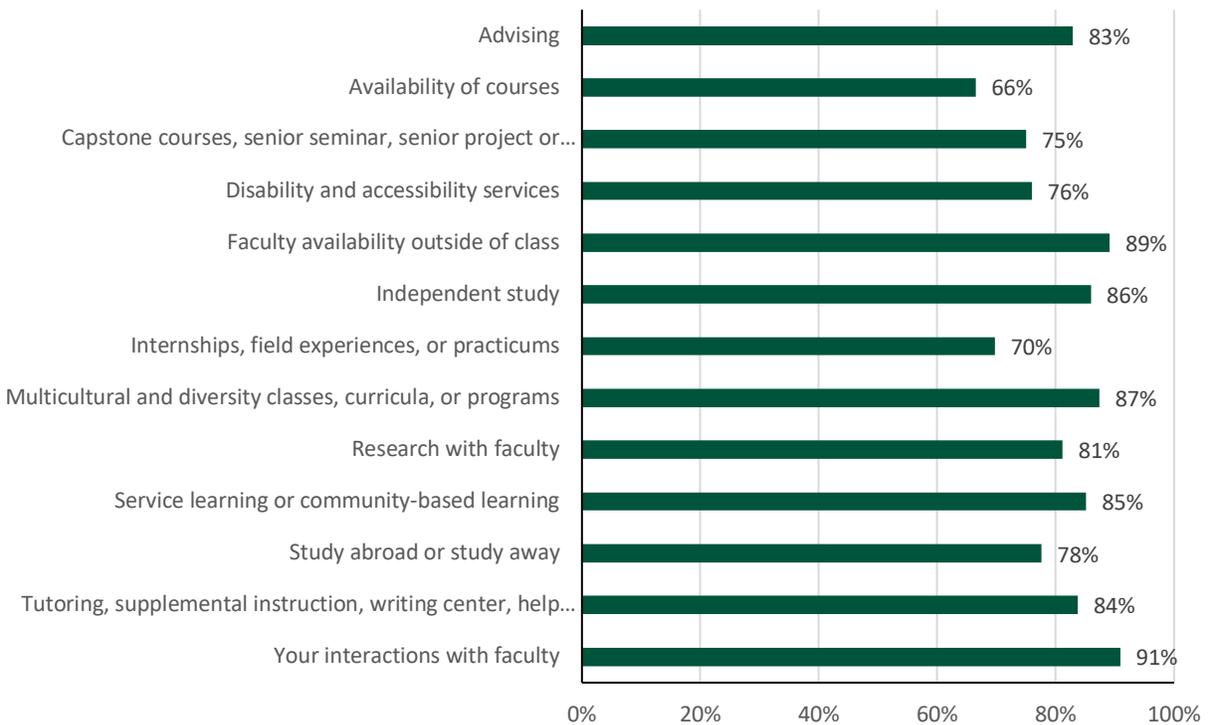
## Quality of Academic Experiences

Participants rated their level of satisfaction with the following academic experiences using a 5pt. scale (5 = *Very satisfied*, 4 = *Generally satisfied*, 3 = *Generally dissatisfied*, 2 = *Very dissatisfied*, 1 = *Have not experienced*): Advising; Availability of courses; Capstone courses, senior seminar, senior project or thesis, comprehensive exams, or other culminating experience; Disability and accessibility services; Faculty availability outside of class; Independent study; Internships, field experiences, or practicums; Multicultural and diversity classes, curricula, or programs; Research with faculty; Service learning or

community-based learning; Study abroad or study away; Tutoring, supplemental instruction, writing center, help with study skills, or other academic support services; and Your interaction with faculty.

- The highest percentage (91%) were **Generally satisfied** or **Very satisfied** with their **interaction with faculty**.
- The lowest percentage (66%) were **Generally satisfied** or **Very satisfied** with **availability of courses**.

The below figure represents the percentage of participants who were Generally satisfied or Very satisfied with each academic experience.



On average, students were satisfied with all academic experiences. Average ratings were between 2.70 and 3.23 on a 4-pt. scale (4 = *Very satisfied*, 1 = *Very dissatisfied*).

The below data indicate the average level of satisfaction with each academic experience.

- Advising = **3.07** (*SD* = .77)
- Availability of courses = **2.70** (*SD* = .87)
- Capstone courses, senior seminar, senior project or thesis, etc. = **2.90** (*SD* = .85)
- Disability and accessibility services = **2.94** (*SD* = .88)
- Faculty availability outside of class = **3.18** (*SD* = .69)
- Independent study = **3.15** (*SD* = .77)
- Internships, field experiences, or practicums = **2.79** (*SD* = .86)
- Multicultural and diversity classes, curricula, or programs = **3.17** (*SD* = .75)

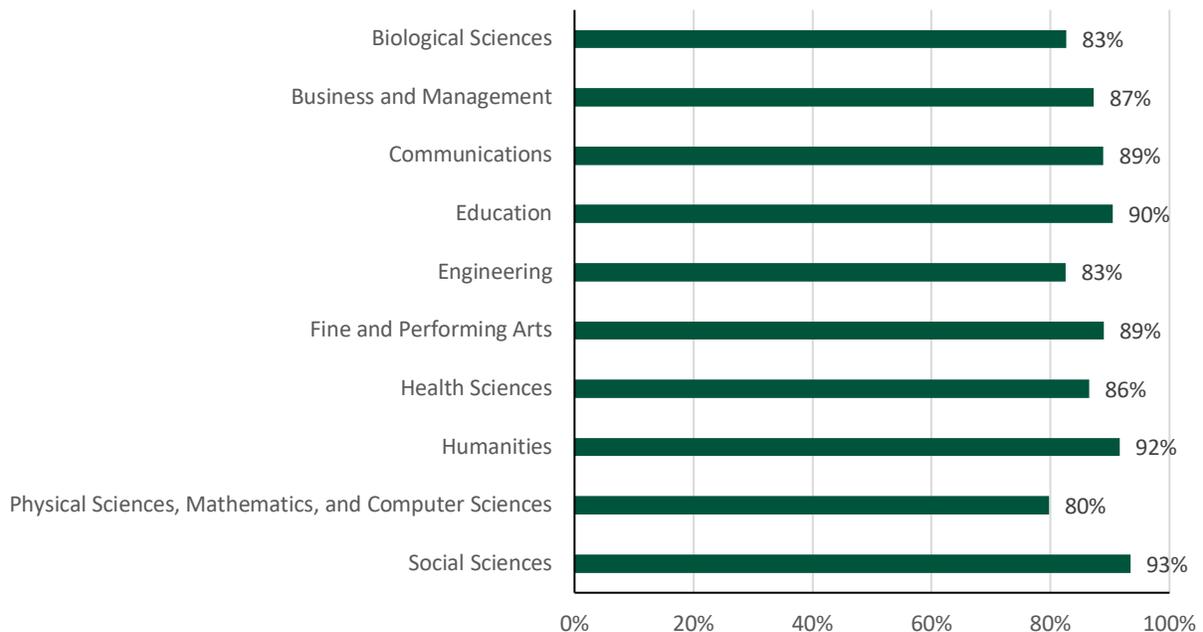
- Research with faculty = **2.99** (*SD* = .80)
- Service learning or community-based learning = **3.10** (*SD* = .76)
- Study abroad or study away = **2.95** (*SD* = .86)
- Tutoring, supplemental instruction, writing center, help with study skills, etc. = **3.06** (*SD* = .76)
- Your interactions with faculty = **3.23** (*SD* = .69)

## Quality of Course Instruction

Using a 5pt. scale (5 = *Very satisfied*, 4 = *Generally satisfied*, 3 = *Generally dissatisfied*, 2 = *Very dissatisfied*, 1 = *Have not experienced*), participants rated their level of satisfaction with course instruction in the following areas: Biological Sciences; Business and Management; Communications; Education; Engineering; Fine and Performing Arts; Health Sciences; Humanities; Physical Sciences, Mathematics, and Computer Sciences; and Social Sciences.

- The highest percentage (**93%**) were **Generally satisfied** or **Very satisfied** with course instruction in **Social Sciences**.
- The lowest percentage (**80%**) were **Generally satisfied** or **Very satisfied** with course instruction in **Physical Sciences, Mathematics, and Computer Sciences**.

The below figure represents the percentage of participants who were Generally satisfied or Very satisfied with course instruction in each area.



On average, participants were satisfied with course instruction in all areas. Average ratings were between 3.00 and 3.28 on a 4-pt. scale (4 = *Very satisfied*, 1 = *Very dissatisfied*).

The below data indicate the average level of satisfaction with each academic experience.

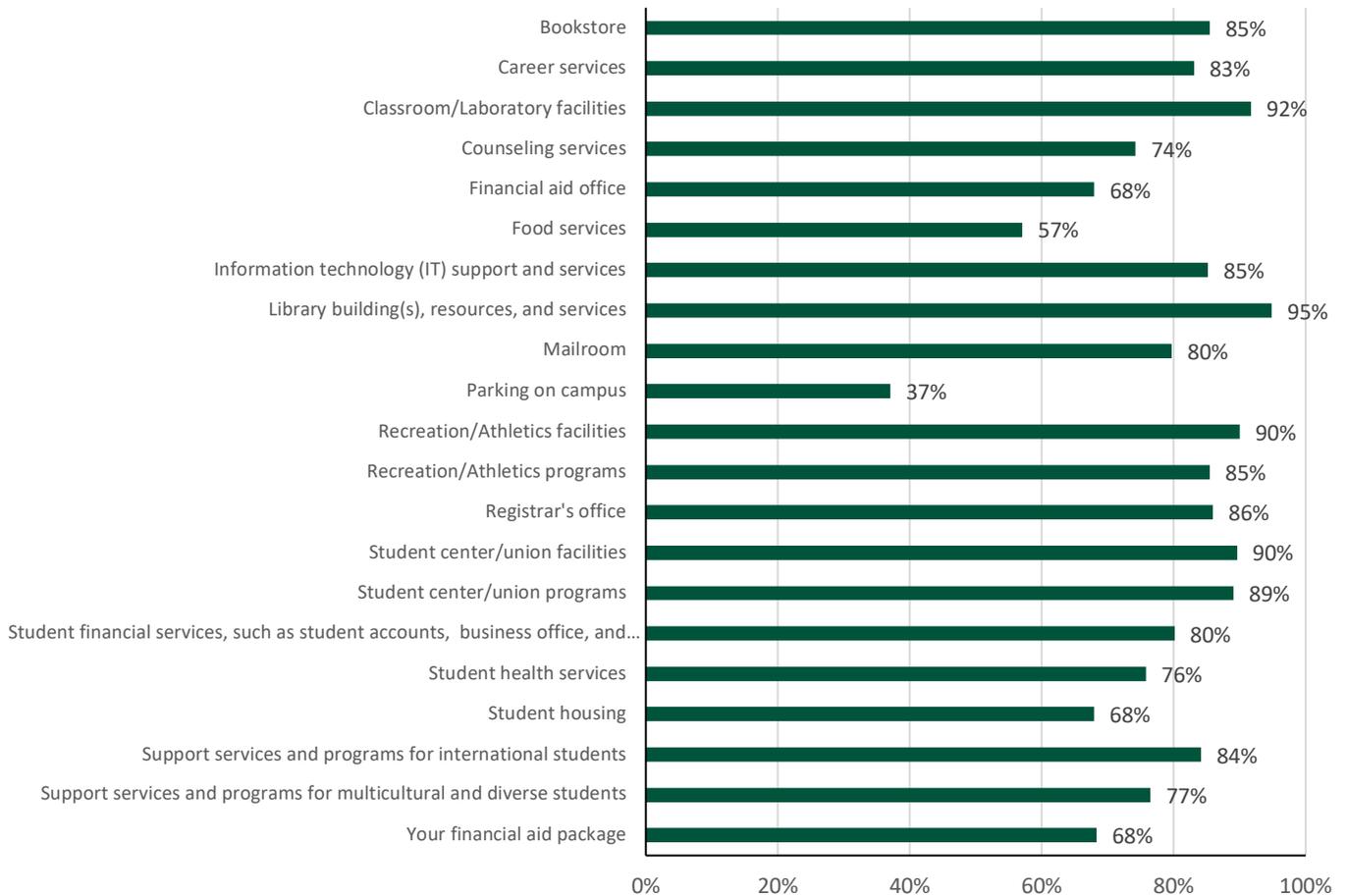
- Biological Sciences = **3.05** (*SD* = .80)
- Business and Management = **3.15** (*SD* = .76)
- Communications = **3.16** (*SD* = .72)
- Education = **3.17** (*SD* = .73)
- Engineering = **3.02** (*SD* = .88)
- Fine and Performing Arts = **3.19** (*SD* = .74)
- Health Sciences = **3.09** (*SD* = .75)
- Humanities = **3.24** (*SD* = .68)
- Physical Sciences, Mathematics, and Computer Sciences = **3.00** (*SD* = .81)
- Social Sciences = **3.28** (*SD* = .65)

## Quality of Campus Services & Facilities

Participants rated their level of satisfaction with the following campus services and facilities using a 5pt. scale (5 = *Very satisfied*, 4 = *Generally satisfied*, 3 = *Generally dissatisfied*, 2 = *Very dissatisfied*, 1 = *Have not experienced*): Bookstore; Career services; Classroom/Laboratory facilities; Counseling services; Financial aid office; Food services; IT support and services; Library building(s), resources, and services; Mailroom; Parking on campus; Recreation/Athletics facilities; Recreation/Athletics programs; Registrar's office; Student center/union facilities; Student center/union programs; Student financial services, such as student accounts, business office, and bursar's office; Student health services; Student housing; Support services and programs for international students; Support services and programs for multicultural and diverse students; and Your financial aid package.

- The highest percentage (95%) were **Generally satisfied** or **Very satisfied** with the **Library building(s), resources, and services**.
- The lowest percentage (37%) were **Generally satisfied** or **Very satisfied** with **Parking on campus**.

The below figure represents the percentage of participants who were Generally satisfied or Very satisfied with the quality of each campus service and facility.



On average, participants were satisfied with all campus services and facilities with the exception of parking on campus. Average ratings were between 2.06 and 3.33 on a 4-pt. scale (4 = *Very satisfied*, 1 = *Very dissatisfied*).

The below data indicate the average level of satisfaction with each campus service and facility.

- Bookstore = **3.07** (*SD* = .75)
- Career services = **3.10** (*SD* = .81)
- Classroom/Laboratory facilities = **3.19** (*SD* = .65)
- Counseling services = **2.88** (*SD* = .92)
- Financial aid office = **2.75** (*SD* = .92)
- Food services = **2.52** (*SD* = .96)
- IT support and service = **3.08** (*SD* = .75)
- Library building(s), resources, and services = **3.33** (*SD* = .64)
- Mailroom = **2.95** (*SD* = .82)

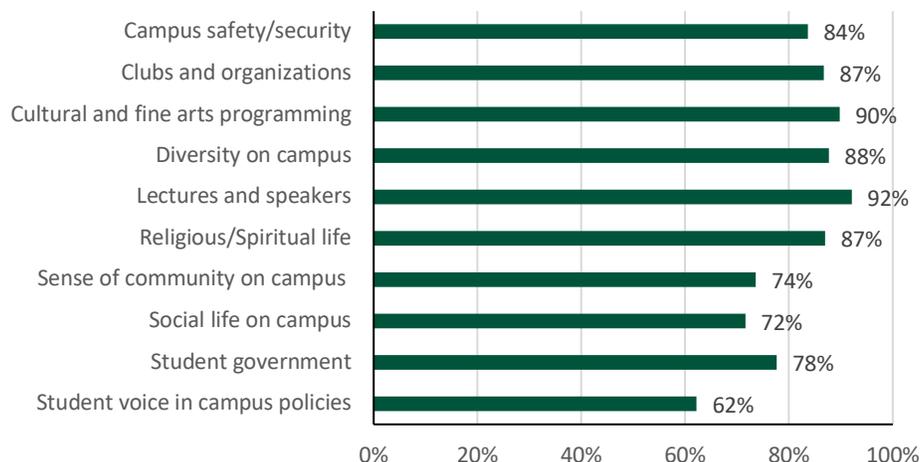
- Parking on campus = **2.06** (*SD* = 1.06)
- Recreation/Athletics facilities = **3.22** (*SD* = .73)
- Recreation/Athletics programs = **3.11** (*SD* = .84)
- Registrar’s office = **3.07** (*SD* = .74)
- Student center/union facilities = **3.11** (*SD* = .69)
- Student center/union programs = **3.10** (*SD* = .73)
- Student financial services such as student accounts, business office, and bursar’s office = **2.92** (*SD* = .82)
- Student health services = **2.89** (*SD* = .89)
- Student housing = **2.73** (*SD* = .89)
- Support services and programs for international students = **3.10** (*SD* = .86)
- Support services and programs for multicultural and diverse students = **2.91** (*SD* = .86)
- Your financial aid package = **2.74** (*SD* = .86)

## Quality of Campus Life

Using a 5pt. scale (5 = *Very satisfied*, 4 = *Generally satisfied*, 3 = *Generally dissatisfied*, 2 = *Very dissatisfied*, 1 = *Have not experienced*), participants rated their level of satisfaction with the quality of campus life in the following areas: Campus safety/security; Clubs and organizations; Cultural and fine arts programming; Diversity on campus; Lectures and speakers; Religious/Spiritual life; Sense of community on campus; Social life on campus; Student government; and Student voice in campus policies.

- The highest percentage (92%) were **Generally satisfied** or **Very satisfied** with **lectures and speakers**.
- The lowest percentage (62%) were **Generally satisfied** or **Very satisfied** with **student voice in campus policies**.

The below figure represents the percentage of participants who were Generally satisfied or Very satisfied with the quality of campus life in each of the areas.



On average, participants were satisfied with all areas of campus life. Average ratings were between 2.63 and 3.21 on a 4-pt. scale (4 = *Very satisfied*, 1 = *Very dissatisfied*).

The below data indicate the average level of satisfaction with each area of campus life.

- Campus safety/security = **3.08** (*SD* = .77)
- Clubs and organizations = **3.12** (*SD* = .74)
- Cultural and fine arts programming = **3.15** (*SD* = .74)
- Diversity on campus = **3.21** (*SD* = .76)
- Lectures and speakers = **3.19** (*SD* = .68)
- Religious/Spiritual life = **3.09** (*SD* = .78)
- Sense of community on campus = **2.86** (*SD* = .86)
- Social life on campus = **2.81** (*SD* = .87)
- Student government = **2.88** (*SD* = .84)
- Student voice in campus policies = **2.63** (*SD* = .96)

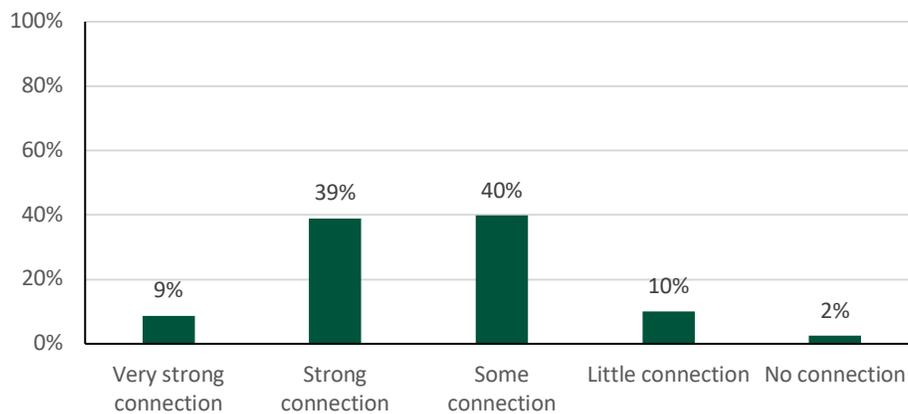
## Connection & Overall Satisfaction

### CONNECTION

Using a 5pt. scale (5 = *Very strong connection*, 4 = *Strong connection*, 3 = *Some connection*, 2 = *Little connection*, 1 = *No connection*), participants rated the strength of their connection to USF.

- **48%** of participants indicated they have a **Strong** or **Very strong** connection to USF.
- On average, participants felt connected to USF ( $M = 3.41$ ,  $SD = .87$ ).

The below figure represents the percentage of participants who selected each response option.

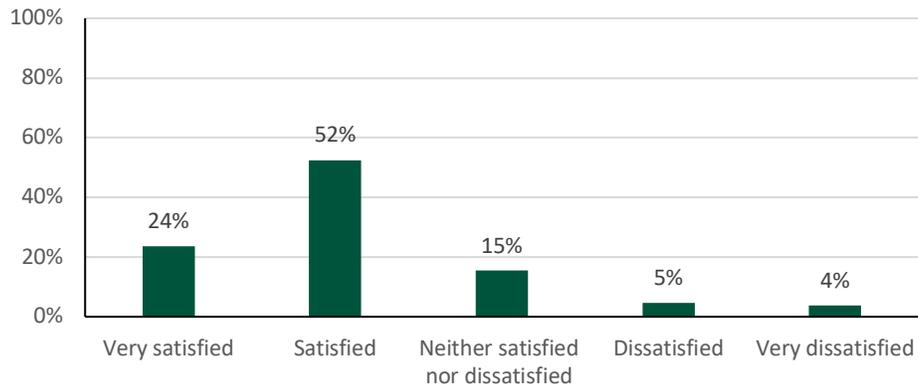


### OVERALL SATISFACTION

Using a 5pt. scale (5 = *Very satisfied*, 4 = *Satisfied*, 3 = *Neither satisfied nor dissatisfied*, 2 = *Dissatisfied*, 1 = *Very dissatisfied*), participants rated their overall satisfaction with their education at USF.

- **76%** of participants indicated they were **Satisfied** or **Very satisfied** with the education at USF.
- On average, participants were satisfied with their education at USF ( $M = 3.88$ ,  $SD = .95$ ).

The below figure represents the percentage of participants who selected each response option.



## Demographics<sup>1</sup>

### SCHOOL/COLLEGE

The below data indicate the proportion of participants from each school/college.

- College of Arts & Sciences = **68%**
- School of Management = **18%**
- School of Nursing & Health Professions = **14%**

### FIRST-GENERATION

The data below indicate the proportion of participants who were or were not first-generation students.

- First-generation = **32%**
- Not First-generation = **68%**

### PELL RECIPIENT

The data below indicate the proportion of participants who did or did not receive Pell.

- Received Pell = **30%**
- Did not receive Pell = **70%**

### ENTRY STATUS

The below data indicate the proportion of participants who were first-time or transfer students when they entered US.

- First-time = **78%**
- Transfer = **22%**

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<sup>1</sup> School/college, first-generation status, Pell status, entry status, and residency status were determined using banner data.

## RESIDENCY STATUS

The below data indicate the proportion of participants who were domestic or international students.

- Domestic students = **89%**
- International students = **11%**

## GENDER IDENTITY

Participants indicated their gender identity using the following response options: *Man, Woman, Non-binary, Transgender* and *Prefer not to respond*. The below data indicate the proportion of participants who selected each response option.

- Man (cisgender) = **22%**
- Woman (cisgender) = **56%**
- Non-binary or transgender = **3%**
- Did not disclose = **19%**

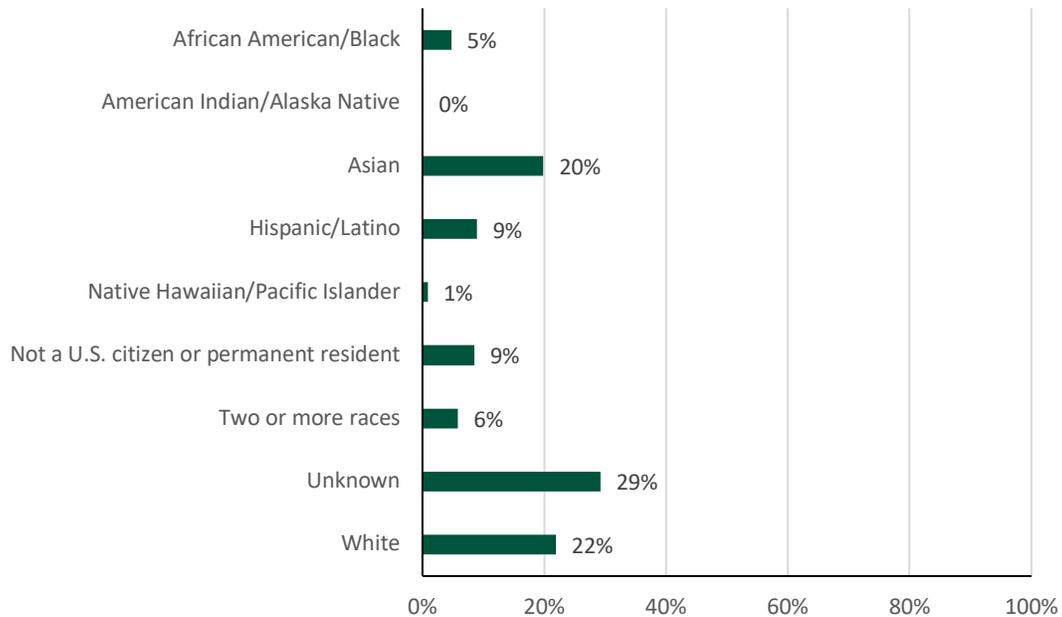
## CITIZENSHIP/RACE

Participants indicated their citizenship status using the following response options: U.S. citizen; U.S. permanent resident but not a U.S. citizen; Not a U.S. citizen or permanent resident; and Prefer not to respond. They then indicated whether or not they were Hispanic or Latino/a. Lastly, they indicated the race or races with which they identify using the following response options: American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or other Pacific Islander; White; and Prefer not to Respond.

HEDS combined the data from all three questions and coded the responses as follows: Asian; Hispanic/Latino; Native Hawaiian/Pacific Islander; Not a U.S. citizen or permanent resident; Two or more races; Unknown; and White.

- The highest percentage (**29%**) of participants were **unknown**.
- The lowest percentage (**<1%**) of participants were **American Indian/Alaska Native**.

The below figure represents the percentage of participants in each of the HEDS categories.

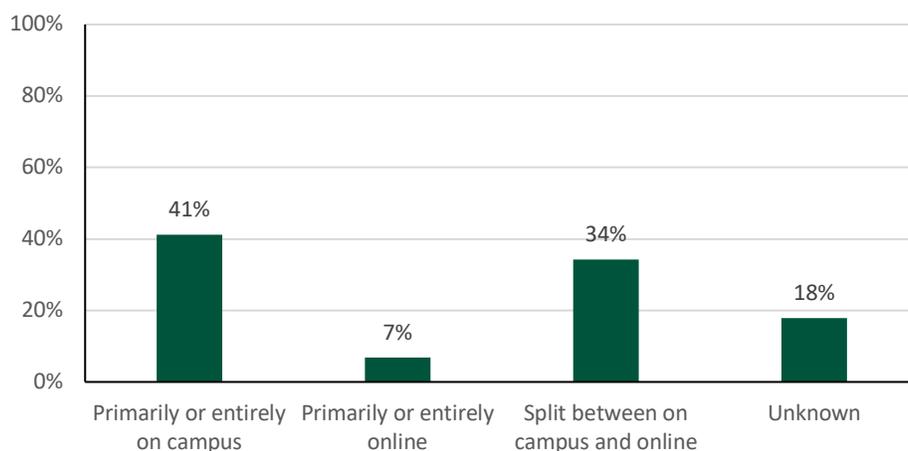


### MODALITY

Participants indicated how they primarily attend USF using the following response options: Primarily or entirely on campus; Primarily or entirely online; Split between on campus and online; and Prefer not to respond.

- The highest percentage (41%) of participants **attend class primarily or entirely on campus.**
- The lowest percentage (7%) of participants **attend class primarily or entirely online.**

The below figure represents the proportion of participants who selected each response option.

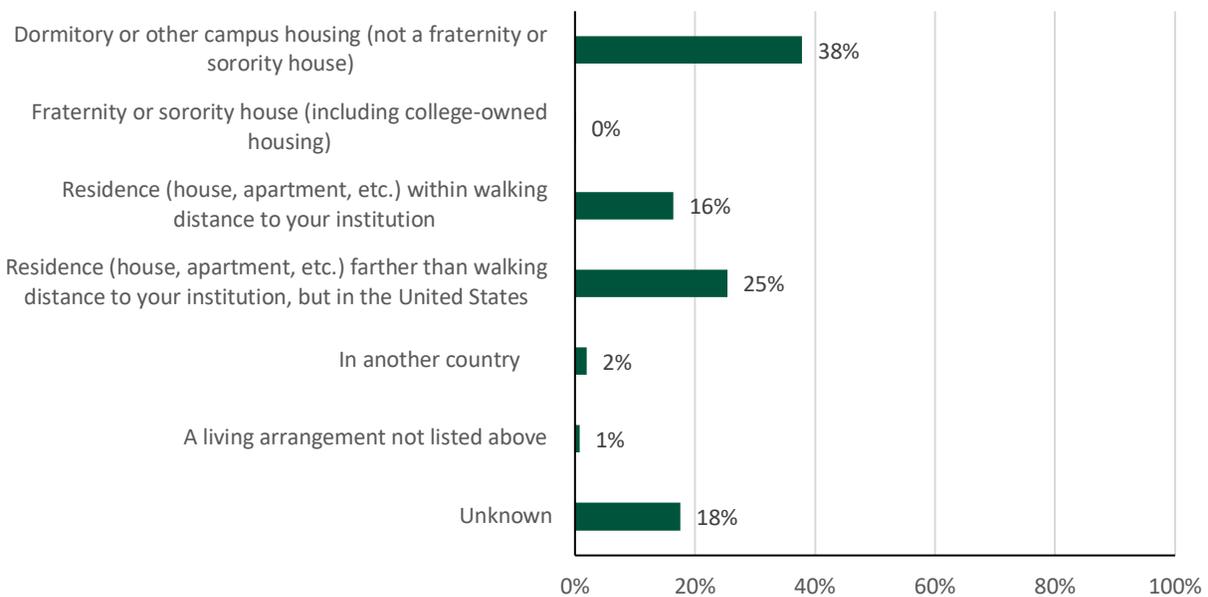


## LIVING SITUATION

Participants indicated their current living situation using the following response options: Dormitory or other campus housing (not a fraternity or sorority house); Fraternity or sorority house (including college-owned housing); Residence (house, apartment, etc.) *within* walking distance to USF; Residence (house, apartment, etc.) *further than* walking distance to USF; In another country; A living arrangement not listed above; and Prefer not to respond.

- The highest percentage (38%) of participants live in a dormitory or other campus housing (not a fraternity or sorority house).
- The lowest percentage (<1%) of participants live in a fraternity or sorority house (including college-owned housing).

The below figure represents the percentage of participants who selected each response option.



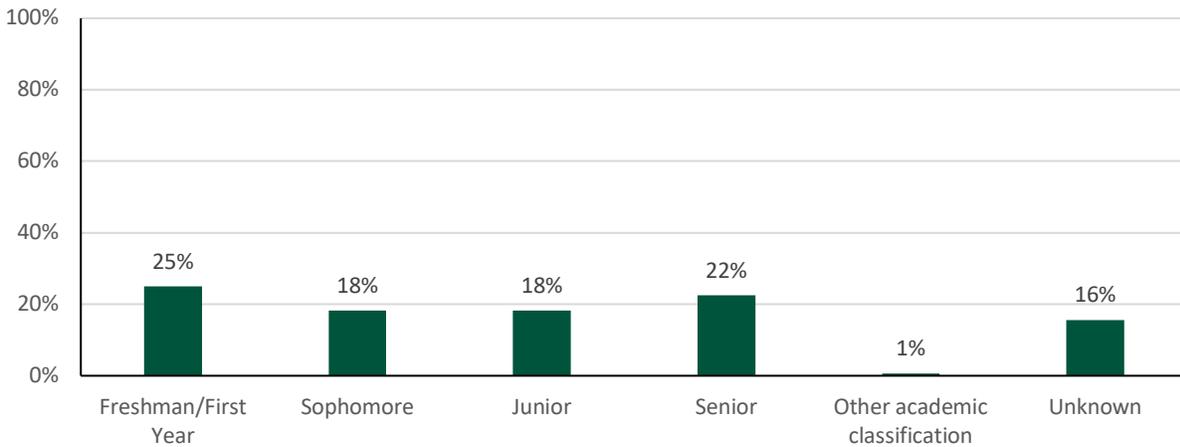
## CLASS LEVEL

Participants indicated their class level for the 2021-2022 academic year using the following response options: Freshman/First-year; Sophomore; Junior; Senior; Other academic classification; and Prefer not to respond.<sup>2</sup>

- The highest percentage (25%) of participants are **Freshman/First-year**.
- The lowest percentage (1%) of participants are **another academic classification**.

<sup>2</sup> Those who did not respond to this question have been combined with those who selected *Prefer not to respond* and are labeled as *Unknown*.

The below figure represents the percentage of participants who selected each response option.



### PART-TIME VS. FULL-TIME

Participants indicated if they were part-time or full-time students using the following response options: Part-time; Full-time; and Prefer not to respond.<sup>3</sup>

- Part-time = **3%**
- Full-time = **81%**
- Unknown = **16%**

### Supplemental Questions

HEDS allowed for up to three additional supplemental questions. USF chose to ask questions about course modalities; barriers to success; and diversity, equity and inclusion. The diversity, equity, and inclusion question was an open-text question and is not included in this report in order to preserve the privacy of participants.

### FUTURE COURSE MODALITIES

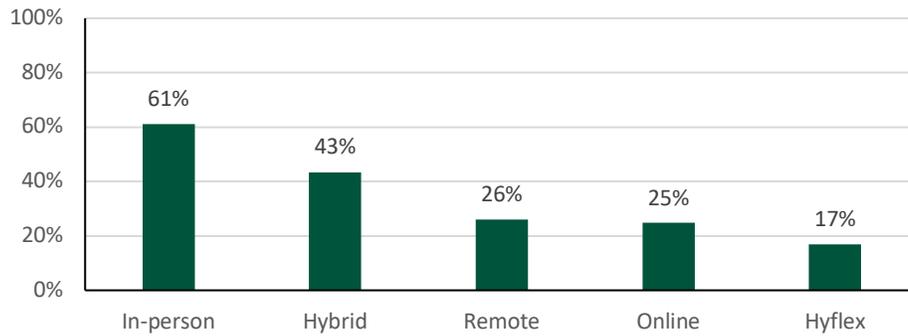
Participants indicated, based on the course modalities they have taken, which modalities they would consider taking in the future from the following response options: In-person, Hybrid, Remote, Online, and Hyflex. Participants could select all that apply.

- The highest percentage (61%) of participants indicated that, based on course modalities they have taken, they would consider taking in-person courses in the future.
- The lowest percentage (17%) of participants indicated that, based on course modalities they have taken, they would consider taking hyflex courses in the future.

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<sup>3</sup> Those who did not respond to this question have been combined with those who selected *Prefer not to respond* and are labeled as *Unknown*.

The below figure represents the percentage of participants who selected each response option.



### BARRIERS TO SUCCESS

Participants indicated areas they believed were current or may be future barriers to success from the following response options: Financial concerns, Family responsibilities, Physical or mental health issues, Difficulty adjusting to learning environment, Work responsibilities, Course scheduling issues, Few support services, and Advising issues. Participants could select all that apply.

- The highest percentage (58%) of participants indicated that financial concerns were currently barriers to success or may be in the future.
- The lowest percentage (12%) of participants indicated that few support services were currently barriers to success or may be in the future.

The below figure represents the percentage of participants who selected each response option.

