



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

Undergraduate Core Curriculum Redesign Student Survey Report

March 4, 2024

Table of Contents

GENERAL INFORMATION	4
PURPOSE	4
ORIGINATORS	4
DATA COLLECTION	4
SOCIODEMOGRAPHICS	5
UNDERGRADUATE OR GRADUATE	5
TRANSFER STATUS	5
SCHOOL OR COLLEGE OF ENROLLMENT	5
<i>Undergraduate Participants</i>	5
<i>Graduate Participants</i>	5
SEMESTERS COMPLETED	5
NUMBER OF CORE COURSES TAKEN AT USF	5
GENDER IDENTITY	6
RACE/ETHNICITY	6
AGE	6
FIRST-GENERATION STATUS	6
<i>Undergraduate Participants</i>	6
<i>Graduate Participants</i>	6
LEARNING OUTCOMES, COMPETENCIES, AND THE CORE CURRICULUM	6
GAINS FROM ATTENDING USF	6
<i>All Participants</i>	7
<i>Undergraduate vs. Graduate</i>	8
<i>College/School</i>	8
<i>Undergraduate Transfer vs. Non-Transfer</i>	10
<i>First-generation vs. Non-first-generation</i>	10
<i>Number of Core Courses Taken</i>	11
LEARNING OUTCOMES	11
<i>All Undergraduate Participants</i>	12
<i>Undergraduate Average Response</i>	13
<i>College/School</i>	14
<i>Undergraduate Transfer vs. Non-Transfer</i>	15
<i>First-generation vs. Non-first-generation</i>	15
<i>Number of Core Courses Taken</i>	16
KEY EXPERIENCES	16
<i>All Participants</i>	17
<i>Undergraduate vs. Graduate</i>	18
<i>College/School</i>	19
<i>Undergraduate Transfer vs. Non-Transfer</i>	21
<i>First-generation vs. Non-first-generation</i>	21
<i>Number of Core Courses Taken</i>	22
SKILLS & COMPETENCIES	22
<i>All Participants</i>	23
<i>Undergraduate vs. Graduate</i>	24
<i>College/School</i>	25
<i>Undergraduate Transfer vs. Non-Transfer</i>	27
<i>First-generation vs. Non-first-generation</i>	27
<i>Number of Core Courses Taken</i>	28
LEARNING IN THE CLASSROOM	28

ACTIVITIES THAT PROMOTE LEARNING	28
<i>All Participants</i>	29
<i>Undergraduate vs. Graduate</i>	30
<i>College/School</i>	31
<i>Undergraduate Transfer vs. Non-Transfer</i>	33
<i>First-generation vs. Non-first-generation</i>	33
<i>Number of Core Courses Taken</i>	34
WHEN PARTICIPANTS GET EXCITED ABOUT LEARNING	34
<i>All Participants</i>	35
<i>Undergraduate vs. Graduate</i>	36
<i>College/School</i>	36
<i>Undergraduate Transfer vs. Non-Transfer</i>	38
<i>First-generation vs. Non-first-generation</i>	38
<i>Number of Core Courses Taken</i>	39
OVERALL ENGAGEMENT IN COURSES.....	39
<i>All Participants</i>	40
<i>Undergraduate vs. Graduate</i>	40
<i>College/School</i>	40
<i>Undergraduate Transfer vs. Non-Transfer</i>	41
<i>First-generation vs. Non-first-generation</i>	41
<i>Number of Core Courses Taken</i>	42

General Information

PURPOSE

The intent of this anonymous survey was two-fold. First, the survey aimed to gather information from students about their educational goals, the current core curriculum learning outcomes, key experiences they believe all USF students should have, and skills and competencies they believe are essential for USF graduates. Second, the survey aimed to measure levels of classroom engagement following the COVID-19 pandemic.

ORIGINATORS

The survey was developed by the Undergraduate Core Curriculum Redesign Task Force and the Faculty Learning Community focused on Post-Pandemic Learning in collaboration with the Office of Assessment & Accreditation Support.

DATA COLLECTION

Survey Population: The survey was sent to all undergraduate and graduate students enrolled as of Spring semester 2024 (8650). Ten survey invite emails were returned making the total number who received the survey 8640.

Instrument: Qualtrics

Period: January 23, 2024 – February 16, 2024

Response Rate: 14% (1239 respondents)

Sociodemographics

Gender identity, race/ethnicity, semesters completed, and number of core courses taken at USF were self-reported. All other sociodemographic information was obtained from Banner and included as embedded data in the survey.

UNDERGRADUATE OR GRADUATE

Undergraduate students = 68% ($n = 845$)
 Graduate students = 32% ($n = 394$)

TRANSFER STATUS

Undergraduate transfer students = 3% ($n = 23$)
 Undergraduate non-transfer students = 97% ($n = 822$)

SCHOOL OR COLLEGE OF ENROLLMENT

Undergraduate Participants

College of Arts & Sciences = 67% ($n = 566$)
 School of Management = 16% ($n = 131$)
 School of Nursing & Health Professions = 18% ($n = 148$)

Graduate Participants

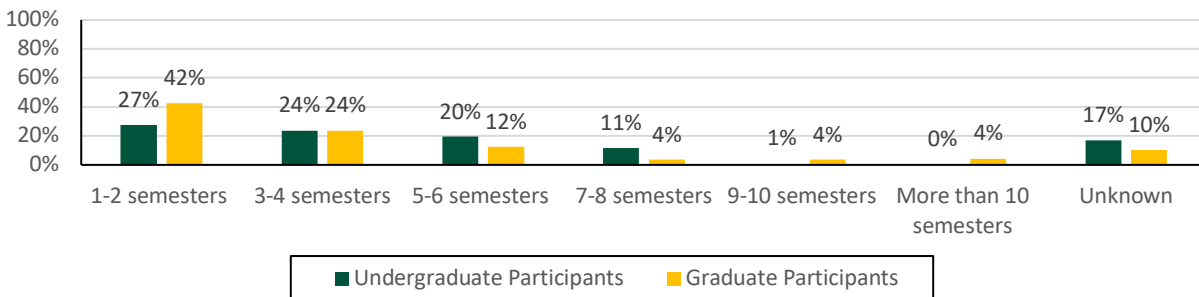
College of Arts & Sciences = 24% ($n = 96$)
 School of Education = 33% ($n = 129$)
 School of Law = 14% ($n = 56$)
 School of Management = 14% ($n = 54$)
 School of Nursing & Health Professions = 15% ($n = 59$)

SEMESTERS COMPLETED

Participants indicated the number of semesters they have completed at USF.

- The highest proportion of both undergraduate participants (42%) and graduate student participants (27%) completed 1-2 semesters.

The following figure represents the proportion of participants who selected each response option, disaggregated by undergraduate and graduate student participants.

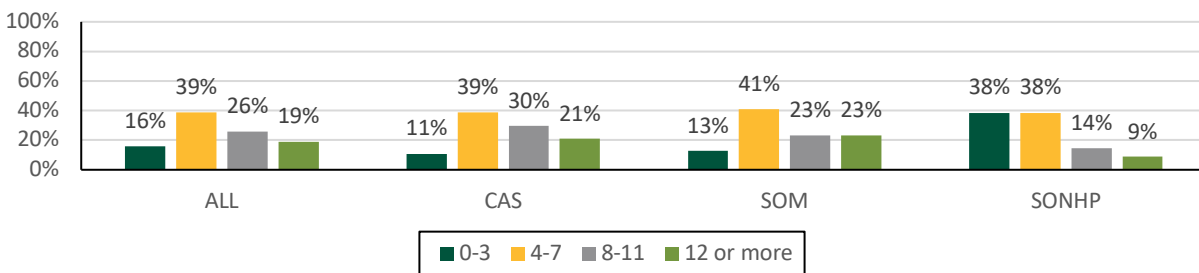


NUMBER OF CORE COURSES TAKEN AT USF

Undergraduate participants indicated how many core courses they have taken at USF.

- The highest proportion of undergraduate participants (39%) have taken 4-7 core courses.

The following figure represents the proportion of participants who selected each response option and is also disaggregated by school/college.



GENDER IDENTITY

Participants were asked to describe their gender identity using a two-part question.

Genderqueer = 2%

Man = 26%

Non-binary = 3%

Unsure or questioning = 1%

Woman = 69%

Prefer to self-describe = 0%

Prefer not to answer = 2%

Transgender = 2%

Cisgender = 84%

Prefer to self-describe = 2%

Prefer not to answer = 11%

RACE/ETHNICITY

Asian/Asian American = 39%

Arab/Middle Eastern = 3%

Black/African American = 11%

Latina/o/x/Hispanic = 23%

Native American/First Nation/Alaska Native = 1%

Pacific Islander/Native Hawaiian = 2%

White/Caucasian = 35%

Prefer not to answer = 3%

Other = 2%

AGE

17-20 = 41%

21-25 = 33%

26-30 = 10%

31-35 = 6%

36-40 = 4%

41-45 = 3%

46-50 = 2%

51 and older = 2%

FIRST-GENERATION STATUS

Undergraduate Participants

First-generation student = 29%

Non-first-generation student = 71%

Graduate Participants

First-generation student = 38%

Non-first-generation student = 62%

Learning Outcomes, Competencies, and the Core Curriculum

GAINS FROM ATTENDING USF

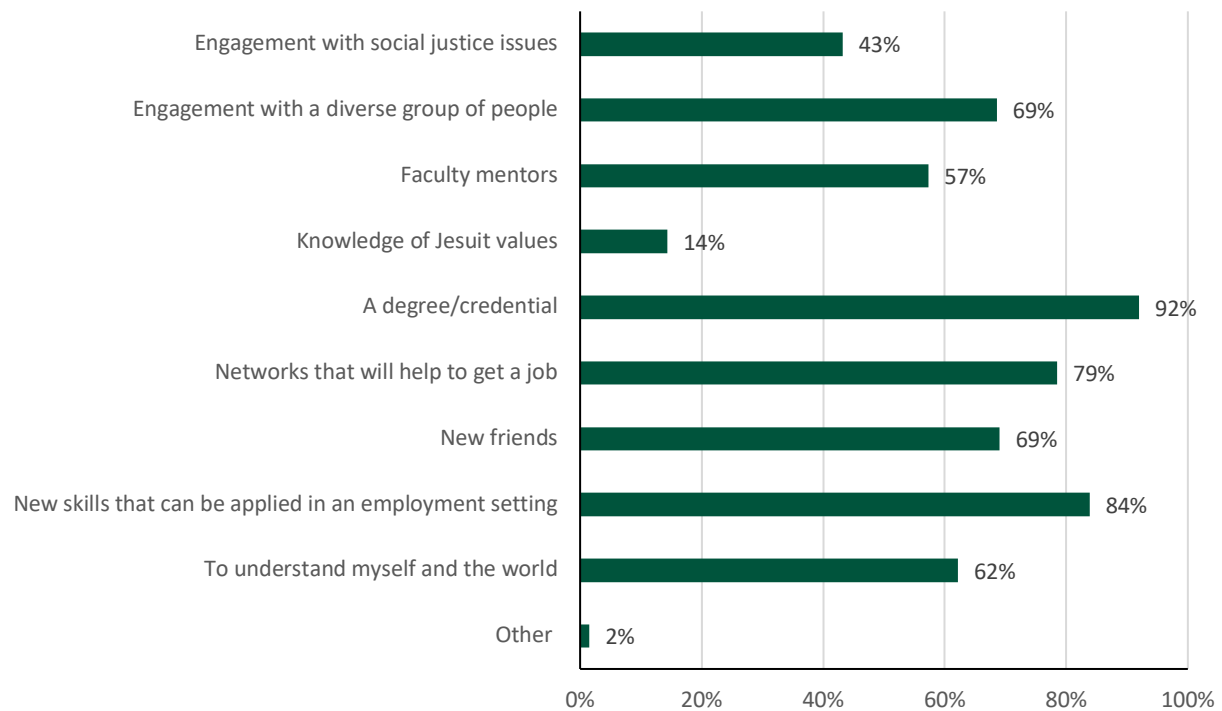
Participants indicated what they hope to gain from being a student at USF using the following response options: *Engagement with social justice issues; Engagement with a diverse group of people; Faculty mentors; Knowledge of Jesuit values; A degree/credential; Networks that will help me get a job; New friends; New skills that can be applied in an employment setting; To understand myself and the world; and Other.* Participants could select all that apply.

- The highest percentage of all participants (92%) indicated they hoped to gain *a degree/credential* from being a student at USF. This remains true when the data is disaggregated by undergraduate vs. graduate student, undergraduates by school/college, transfer vs. non-transfer, first-generation vs. non-first-generation, and number of core courses taken. Only graduate student participants in CAS (91%) and SOM (87%) differed with the highest percentage of each indicating they hoped to gain *new skills that can be applied in an employment setting*.
- The second highest percentage of all participants (84%) hoped to gain *new skills that can be applied in an employment setting*.
- The smallest percentage of all participants (14%) indicated they hoped to gain *knowledge of Jesuit values* from being a student at USF. This remains true when data is disaggregated by undergraduate vs. graduate student, school/college, transfer vs. non-transfer, first-generation vs. non-first-generation, and number of core courses taken.

- While the highest percentage of both graduate and undergraduate participants indicated they hoped to gain *a degree/credential* from being a student at USF, only 88% of graduate students selected this compared to 94% of undergraduates.
- The greatest difference between undergraduate CAS, SOM, and SONHP participants was the percentage who indicated they hoped to gain *engagement with social justice issues*. Only 29% of undergraduate SOM participants selected this compared to 44% of undergraduate CAS participants, and 38% of undergraduate SONHP participants.
- The greatest difference between graduate student CAS, SOE, SOL, SOM, and SONHP participants was also the percentage who indicated they hoped to gain *engagement with social justice issues*. Only 20% of SOM graduate student participants and 26% of CAS graduate student participants selected this compared to 46% of both SOL and SONHP graduate student participants and 68% of SOE graduate student participants.
- The greatest difference between undergraduate transfer and undergraduate non-transfer participants was the percentage who indicated they hope to gain *new friends* from being a student at USF, with 61% of undergraduate transfer participants selecting this compared to 77% of undergraduate non-transfer participants.
- The greatest difference between first-generation and non-first-generation participants was also the percentage who indicated they hope to gain *new friends* from being a student at USF, with 64% of first-generation participants selecting this compared to 72% of non-first-generation participants.
- No matter the number of core courses taken, the second highest percentage of participants hoped to gain *new skills that can be applied in an employment setting*.

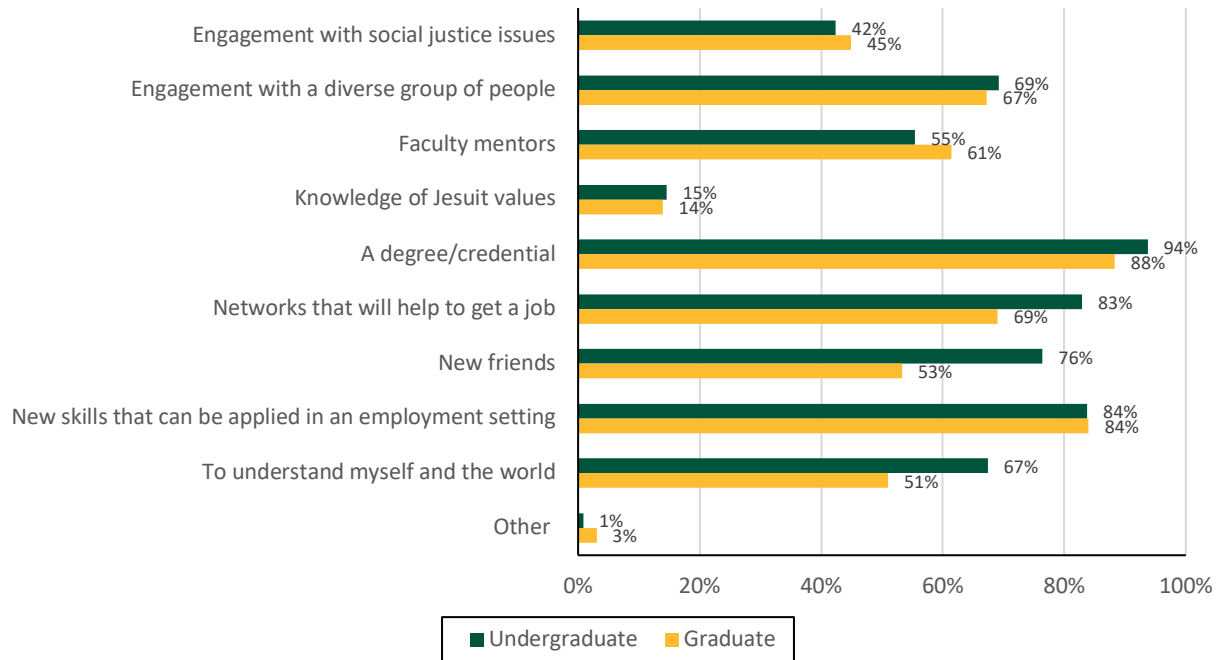
All Participants

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



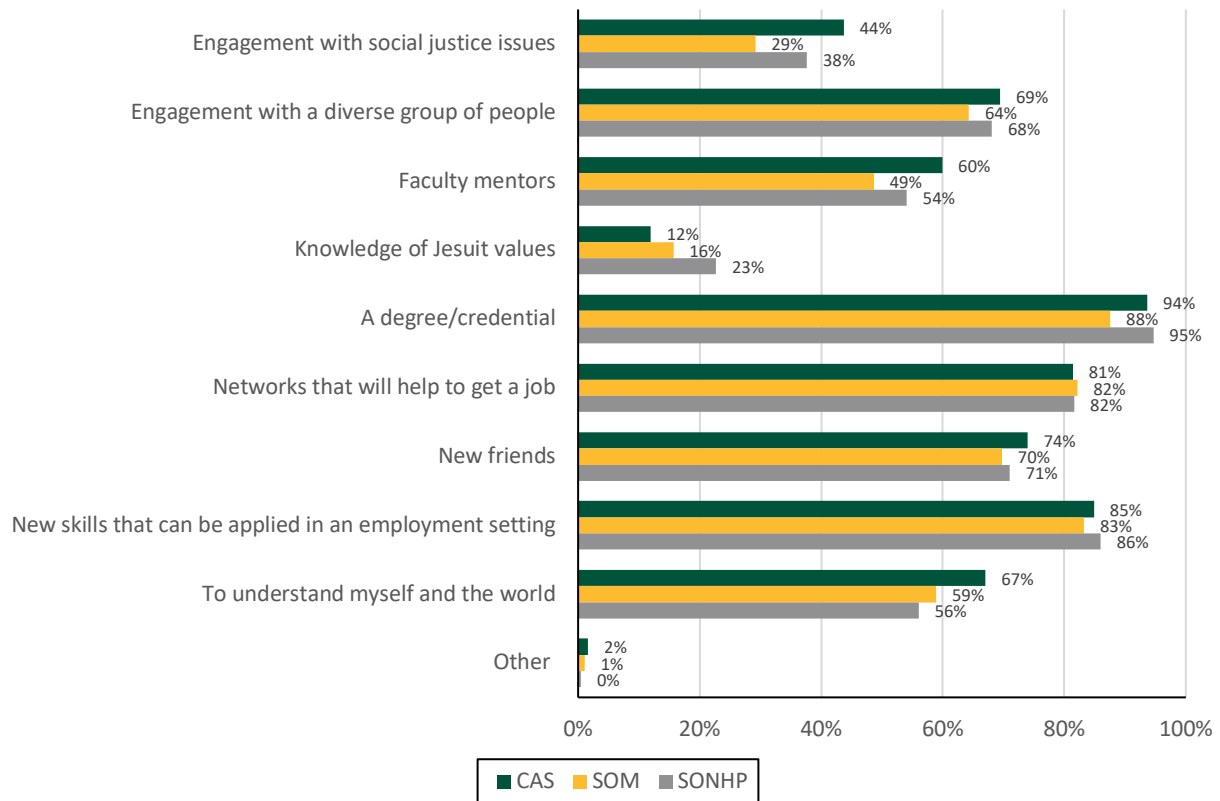
Undergraduate vs. Graduate

The following figure represents the percentage of participants who selected each response option, disaggregated by undergraduate students and graduate students.

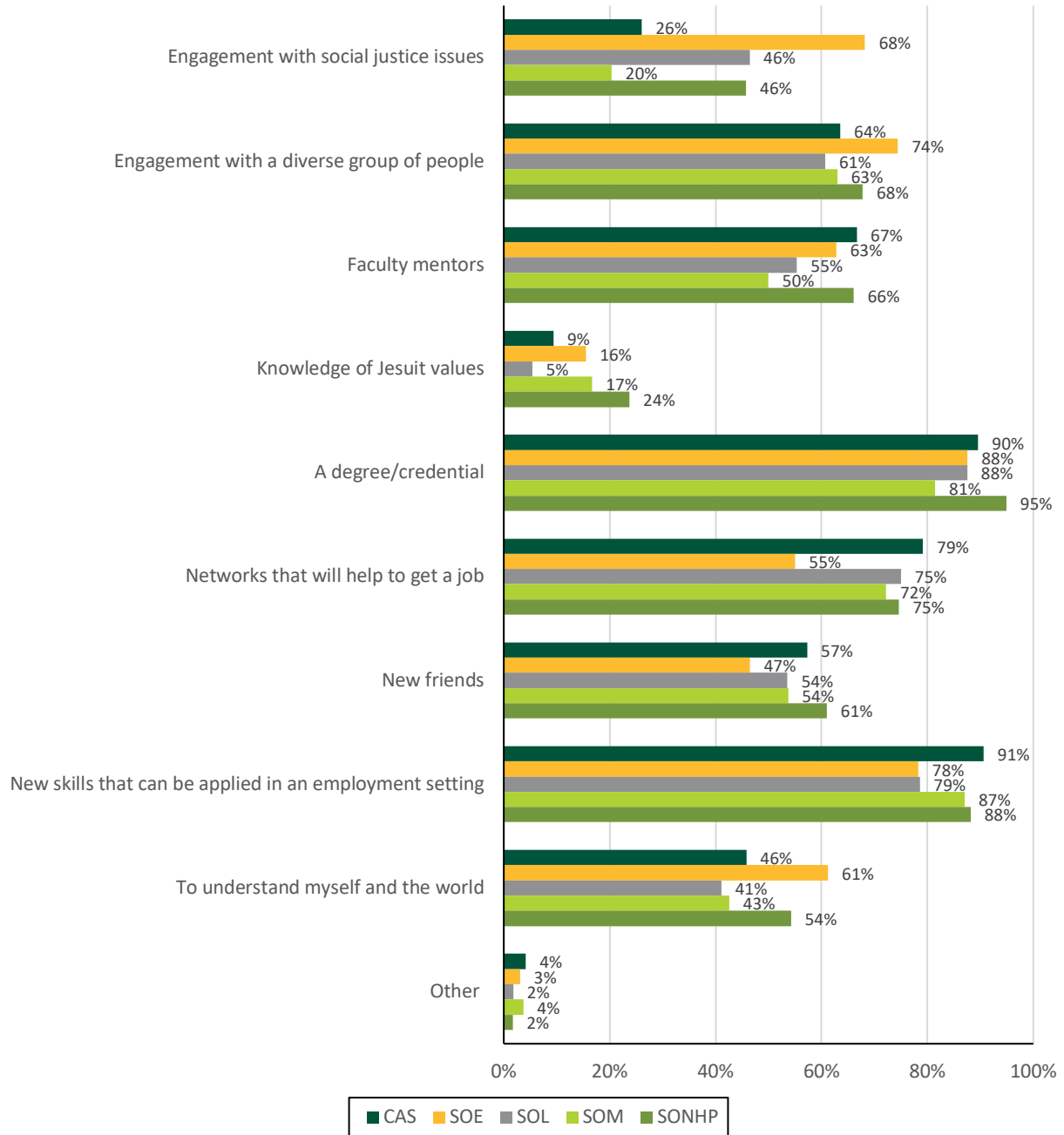


College/School

The following figure represents the percentage of undergraduate participants who selected each response option, disaggregated by college/school.

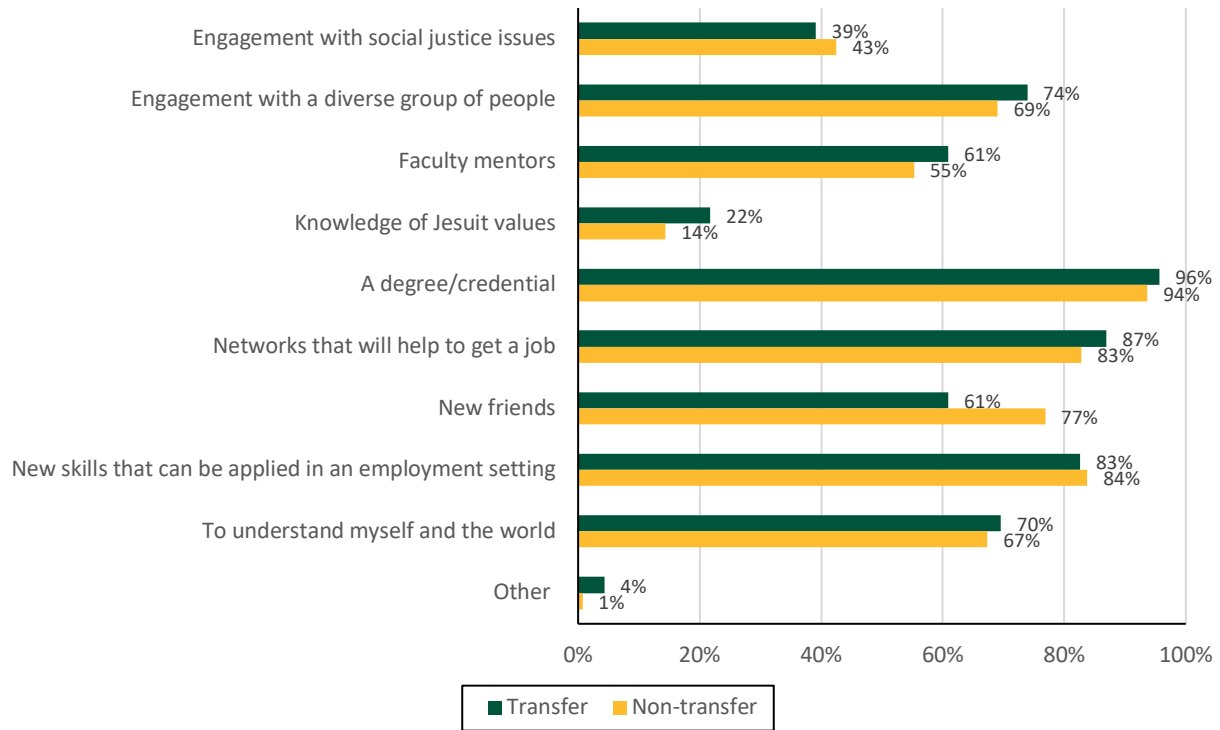


The following figure represents the percentage of graduate student participants who selected each response option, disaggregated by college/school.



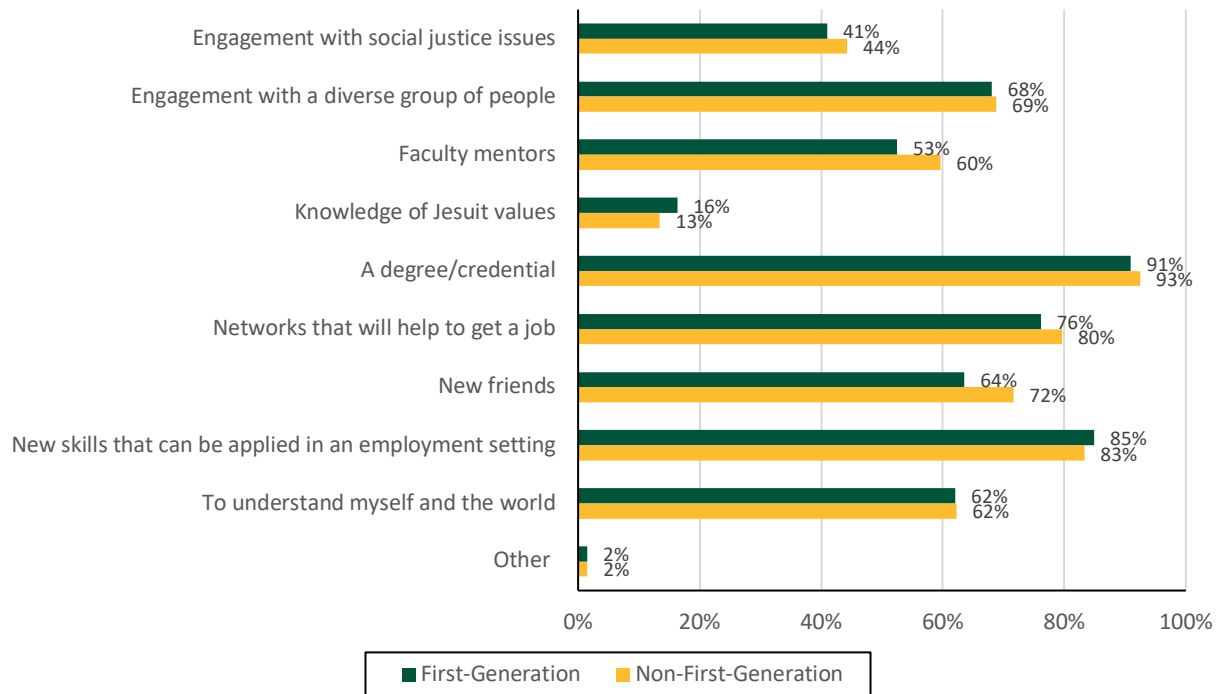
Undergraduate Transfer vs. Non-Transfer

The following figure represents the percentage of undergraduate transfer and non-transfer participants who selected each response option.



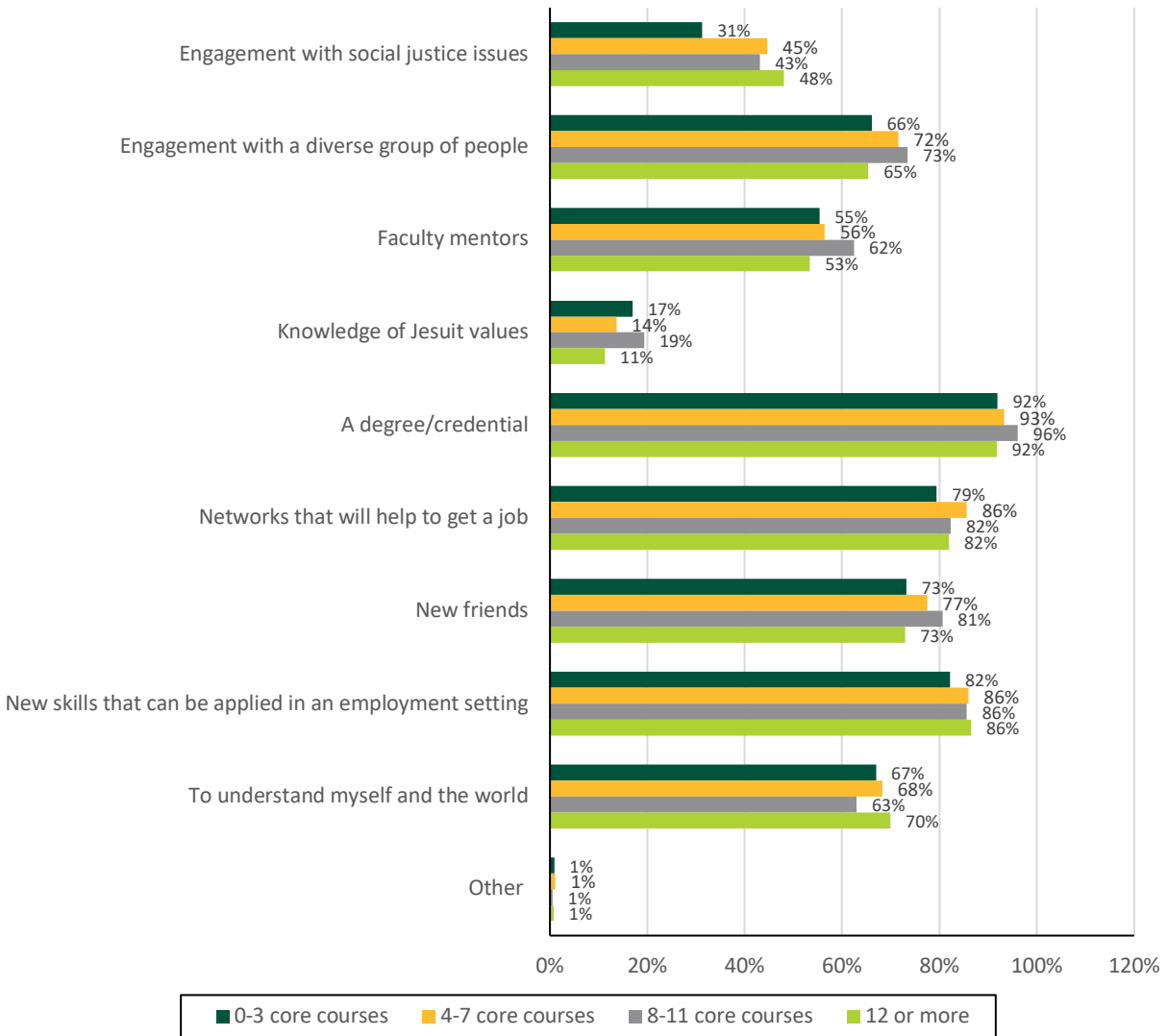
First-generation vs. Non-first-generation

The following figure represents the percentage of first-generation and non-first-generation participants who selected each response option.



Number of Core Courses Taken

The following figure represents the percentage of undergraduate participants who selected each response option, disaggregated by the number of core courses taken at USF.



LEARNING OUTCOMES

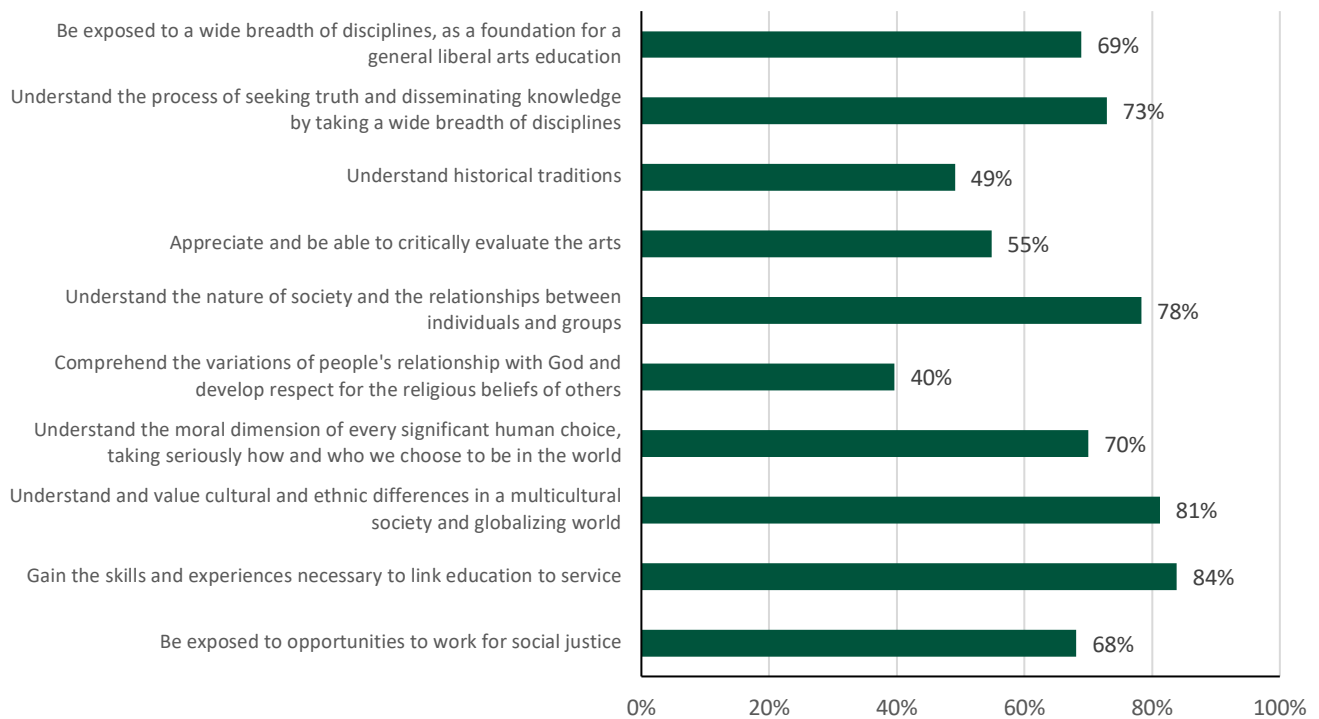
Using a 5-pt. scale (5 = *Very important*, 1 = *Not at all important*), undergraduate participants indicated how important to their education at USF each of the following learning outcomes are: *Be exposed to a wide breadth of disciplines, as a foundation for general liberal arts education; Understand the process of seeking truth and disseminating knowledge by taking a wide breadth of disciplines; Understand historical traditions; Appreciate and be able to critically evaluate the arts; Understand the nature of society and the relationships between individuals and groups; Comprehend the variations of people’s relationship with God and develop respect for the religious beliefs of others; Understand the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world; Understand and value cultural and ethnic differences in a multicultural society and globalizing world; Gain the skills and experiences necessary to link education to service; and Be exposed to opportunities to work for social justice.*

- The highest percentage of undergraduate participants (84%) indicated that *gaining the skills and experiences necessary to link education to service* is important or very important to their education at USF.

- On average, undergraduate participants indicated that *understanding the nature of society and the relationships between individuals and groups* ($M = 4.12$), *understanding and valuing cultural and ethnic differences in a multicultural society and globalizing world* ($M = 4.17$), and *gaining the skills and experiences necessary to link education to services* are important or very important ($M = 4.27$).
- On average, undergraduate participants in CAS ($M = 4.20$), SOM ($M = 4.25$), and SONHP ($M = 4.32$) most highly rated *gaining the skills and experiences necessary to link education to services* as important or very important.
- Both transfer ($M = 4.24$) and non-transfer ($M = 4.27$) undergraduate participants most highly rated *gaining the skills and experiences necessary to link education to services* as important or very important. The greatest difference between transfer and non-transfer undergraduate participants was how important they felt *understanding historical traditions* is to their education at USF, with transfer students indicating, on average, that this is only slightly to moderately important ($M = 2.90$) and non-transfer students indicating it is moderately important to important ($M = 3.54$).
- First-generation ($M = 4.33$) and non-first-generation ($M = 4.24$) undergraduate participants both most highly rated *gaining the skills and experiences necessary to link education to services* as important or very important. The greatest difference between first-generation and non-first-generation undergraduate participants was how important they felt *comprehending the variations of people's relationship with God and develop respect for the religious beliefs of others* is to their education at USF, with first-generation participants indicating, on-average that this is moderately important to important ($M = 3.16$) and non-first-generation participants indicating it is only slightly to moderately important ($M = 2.95$).
- On-average, the more core courses taken the more important participants found *being exposed to a wide breadth of disciplines, as a foundation for general liberal arts education; appreciating and being able to critically evaluate the arts; understanding the nature of society and the relationships between individuals and groups; and being exposed to opportunities to work for social justice* were to their USF education.

All Undergraduate Participants

The following figure represents the percentage of undergraduate participants who indicated each learning outcome is important or very important to their education at USF.



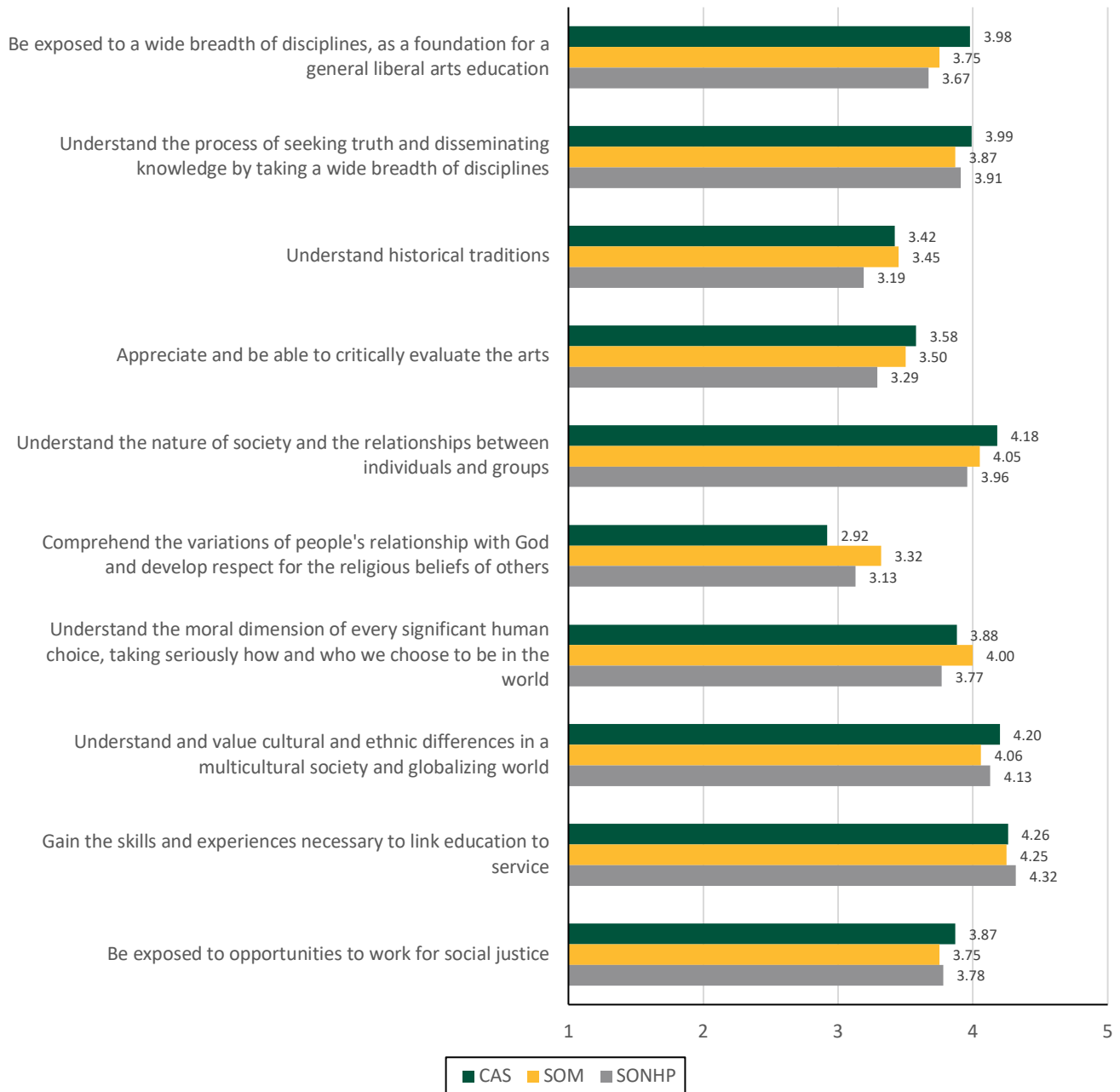
Undergraduate Average Response

The following figure details undergraduate participants' average level of importance of each learning outcome (5 = Very important, 1 = Not at all important).



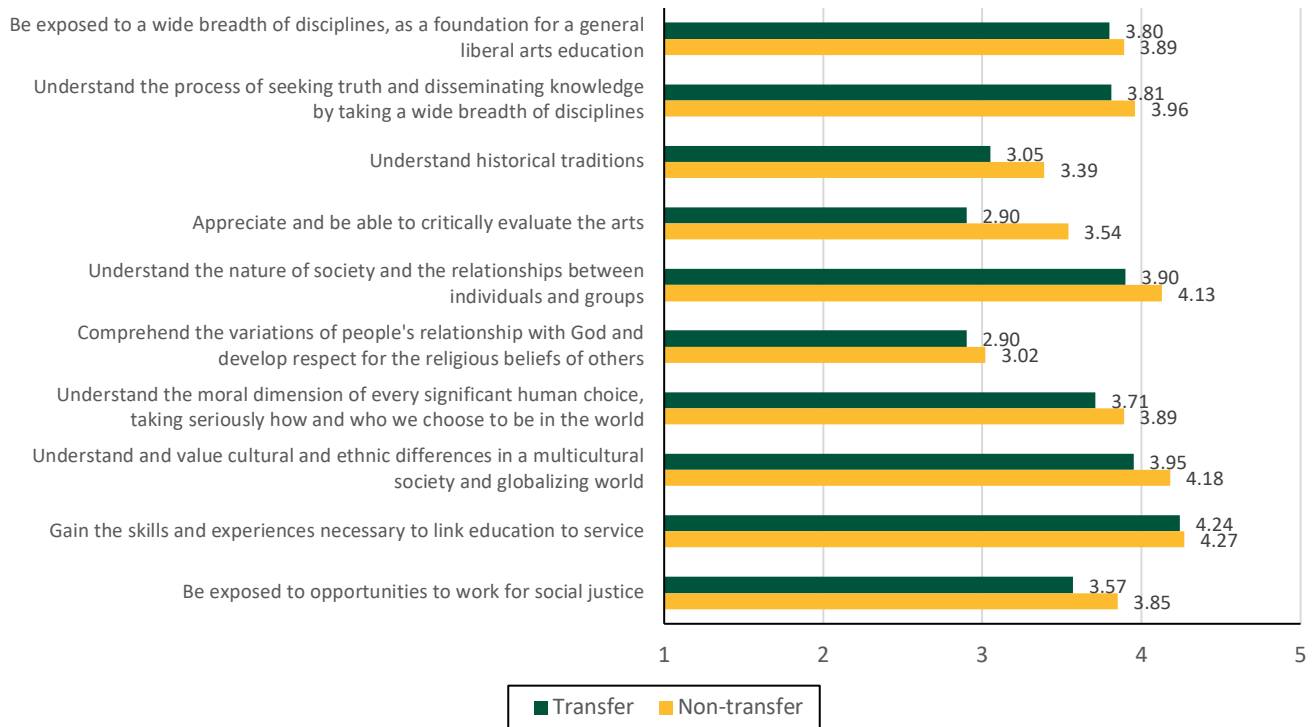
College/School

The following figure details undergraduate participants' average level of importance of each learning outcome (5 = Very important, 1 = Not at all important), disaggregated by college/school.



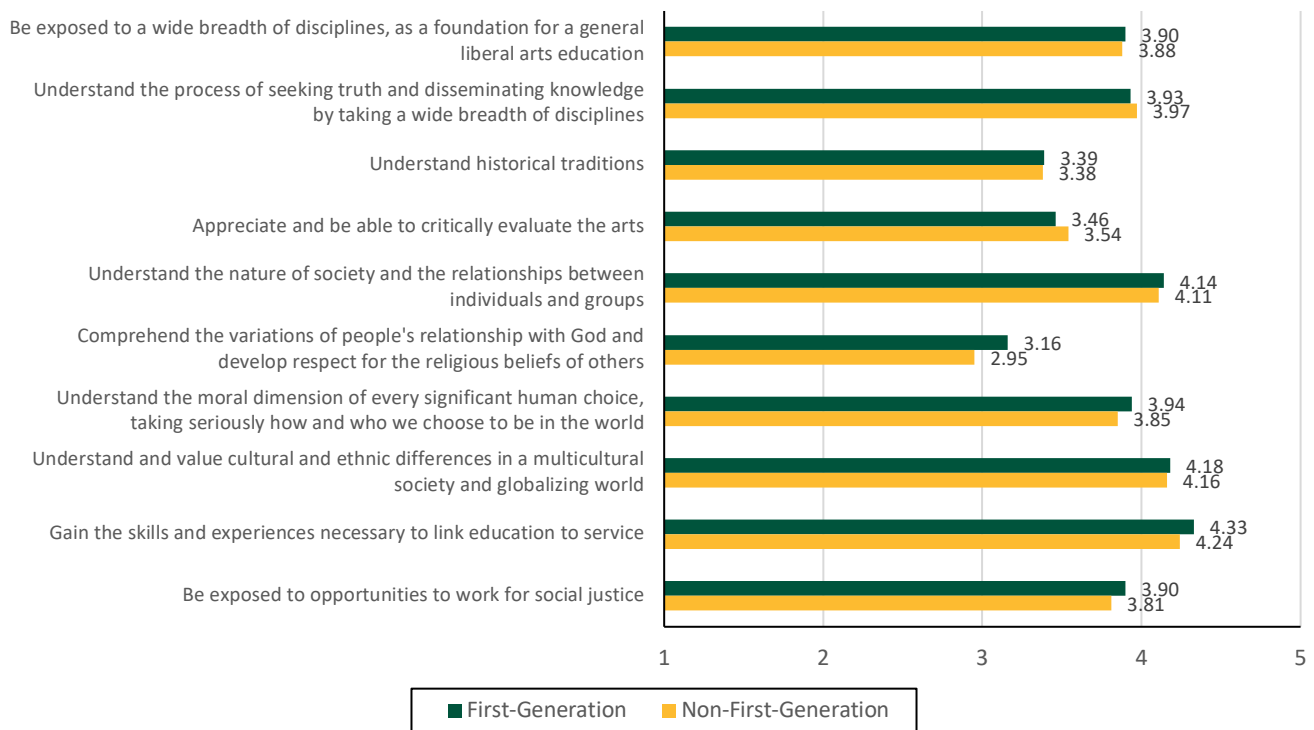
Undergraduate Transfer vs. Non-Transfer

The following figure details undergraduate participants' average level of importance of each learning outcome (5 = Very important, 1 = Not at all important), disaggregated by transfer and non-transfer participants.



First-generation vs. Non-first-generation

The following figure details undergraduate participants' average level of importance of each learning outcome (5 = Very important, 1 = Not at all important), disaggregated by first-generation status.



Number of Core Courses Taken

The following figure details undergraduate participants' average level of importance of each learning outcome (5 = Very important, 1 = Not at all important), disaggregated by the number of core courses taken at USF.



KEY EXPERIENCES

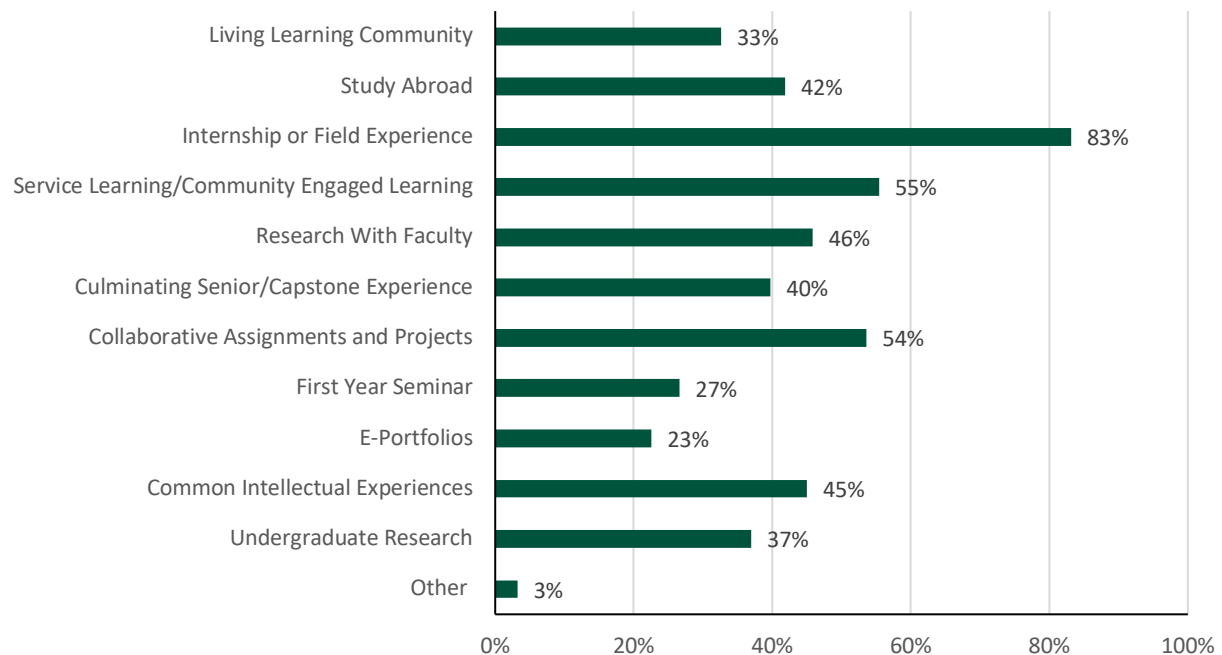
Both undergraduate and graduate student participants indicated the key experiences they believe every USF student should have using the following response options: *Living learning community*; *Study abroad*; *Internship or field experience*; *Service Learning/Community engaged learning*; *Research with faculty*; *Culminating senior/capstone experience*; *Collaborative assignments and projects*; *First year seminar*; *e-Portfolios*; *Common intellectual experiences*; *Undergraduate research*; and *Other*. Participants could select all that apply.

- The highest percentage of participants (83%) indicated that *internships or field experiences* are key experiences every USF student should have. This remains true when the data is disaggregated by undergraduate vs. graduate student, college/school, transfer vs. non-transfer, first-generation vs. non-first-generation, and number of core courses taken.
- The greatest difference between undergraduate and graduate participants (when excluding first-year activities such as seminar and undergraduate research) was the percentage of those who indicated *study abroad* is a key experience every USF student should have, with 46% of undergraduate participants selecting this and only 36% of graduate participants.

- When compared to SOM and SONHP undergraduate participants, a higher percentage of CAS undergraduate participants indicated that *research with faculty* and *undergraduate research* are key experiences every USF student should have, with 50% of CAS undergraduate participants selecting *research with faculty* (20% more than SOM and 18% more than SONHP) and 52% selecting *undergraduate research* (16% more than SOM and 20% more than SONHP).
- Fewer SOM undergraduate participants indicated that a *culminating senior/capstone experience* is a key experience every USF student should have, with only 27% selecting this compared to 42% of CAS and 57% of SONHP undergraduate participants.
- SOM undergraduate participants were also less likely to indicate that *first-year seminar* is a key experience every USF student should have, with only 16% selecting this compared to 37% of SOM and 37% of SONHP undergraduate participants.
- When compared to CAS, SOL, and SOM, a higher percentage of SOE and SONHP graduate student participants indicated that *service learning/community engaged learning* is a key experience every USF student should have, with 61% of SOE and 67% of SONHP graduate student participants selecting this compared to 37% of CAS, 40% of SOL, and 33% of SOM graduate student participants.
- When compared to undergraduate non-transfer participants, a higher percentage of undergraduate transfer participants indicated that *service learning/community engaged learning* (71% compared to 58%), *collaborative assignments and projects* (71% compared to 53%), and *common intellectual experiences* (57% compared to 44%) are key experiences every USF student should have.
- The biggest difference between first-generation and non-first-generation participants was the percentage of those who indicated that a *living learning community* is a key experience every USF student should have, with 38% of first-generation participants and only 30% of non-first-generation participants selecting this.
- The more core courses taken, the more participants selected *e-Portfolios*, *Common intellectual experiences*, and *Undergraduate research* as key experiences every USF student should have.

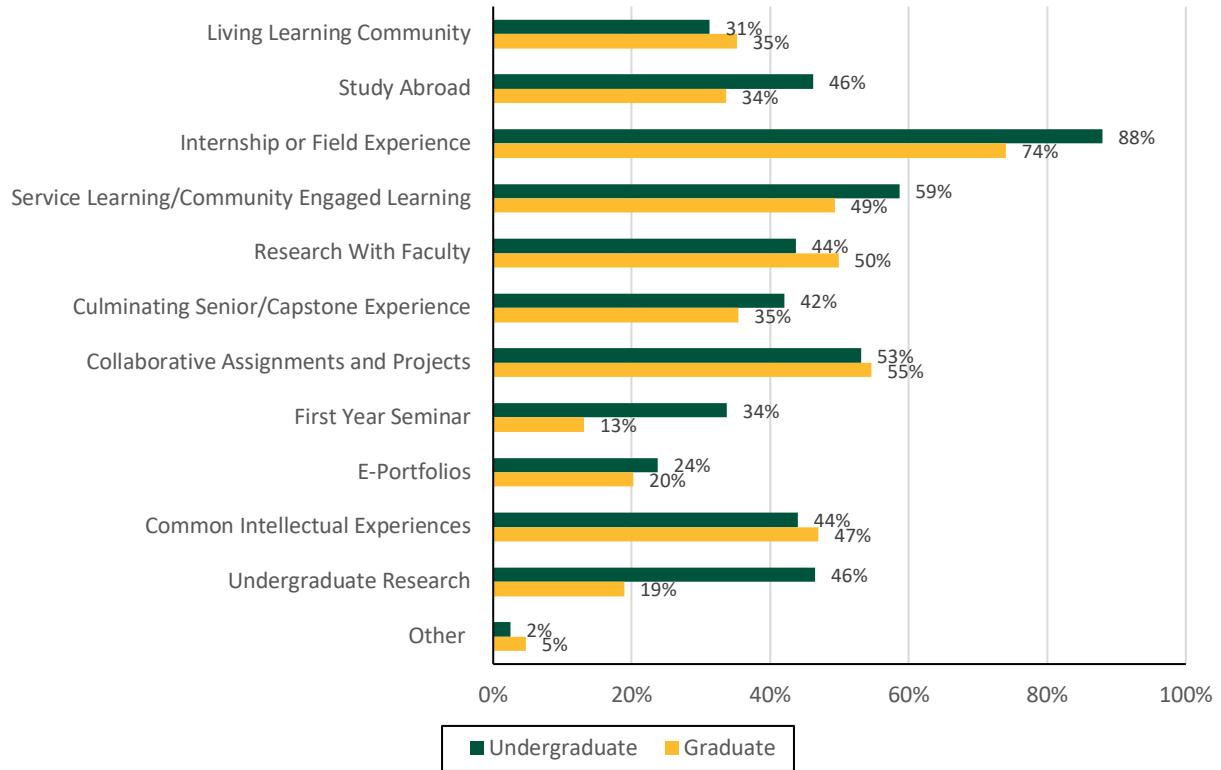
All Participants

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



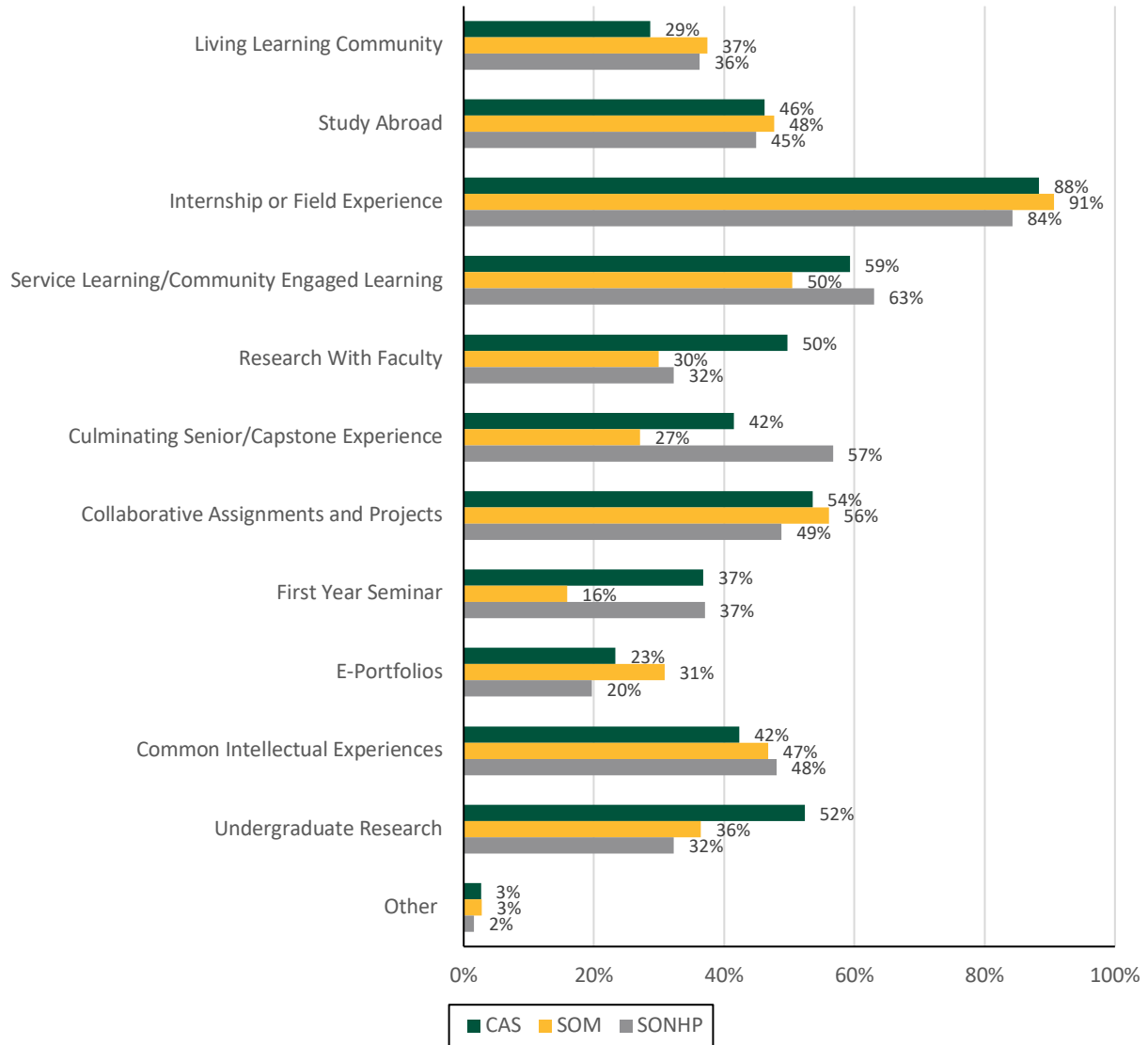
Undergraduate vs. Graduate

The following figure represents the percentage of participants who selected each response option, disaggregated by undergraduate students and graduate students.

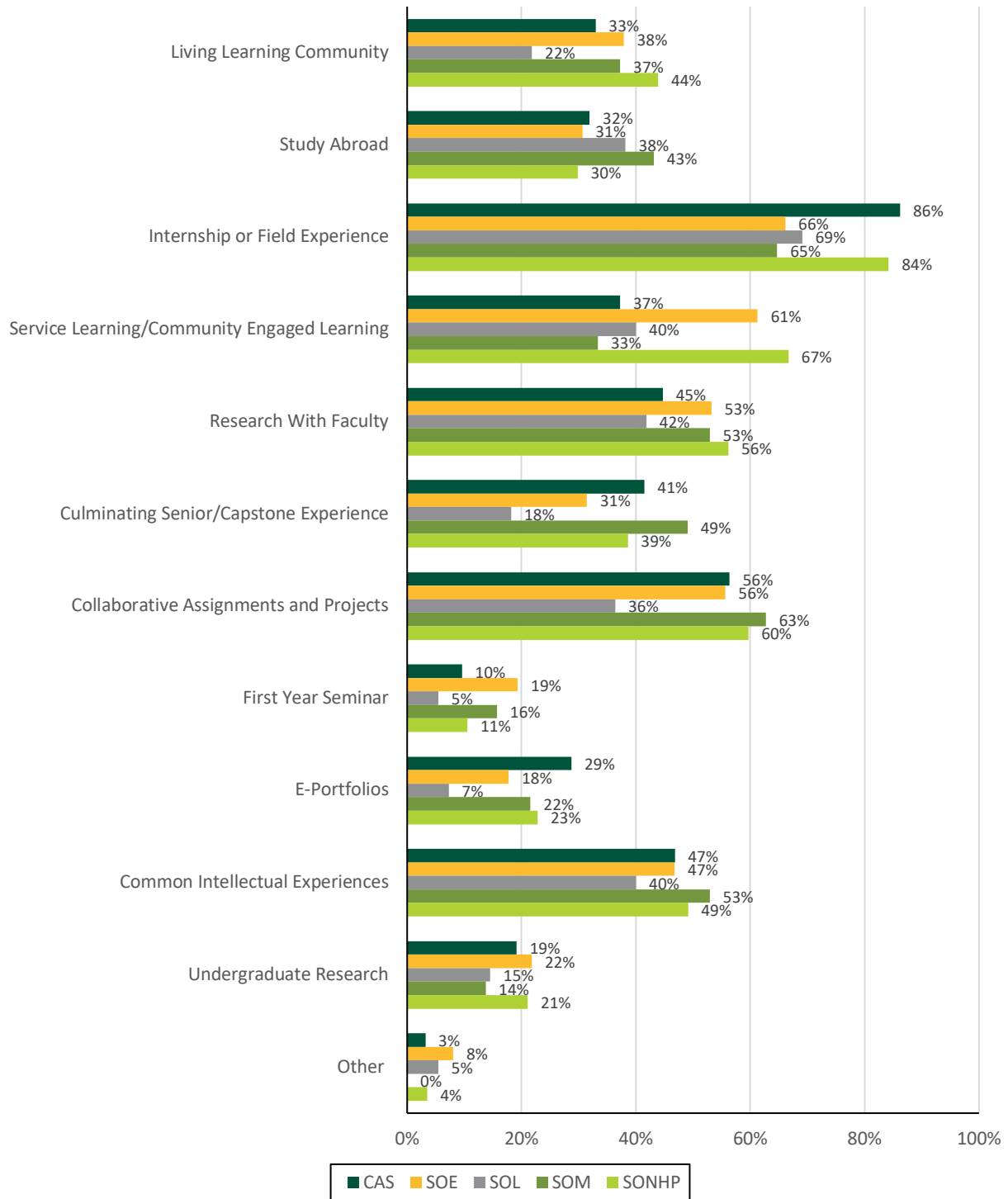


College/School

The following figure represents the percentage of undergraduate participants who selected each response option, disaggregated by college/school.

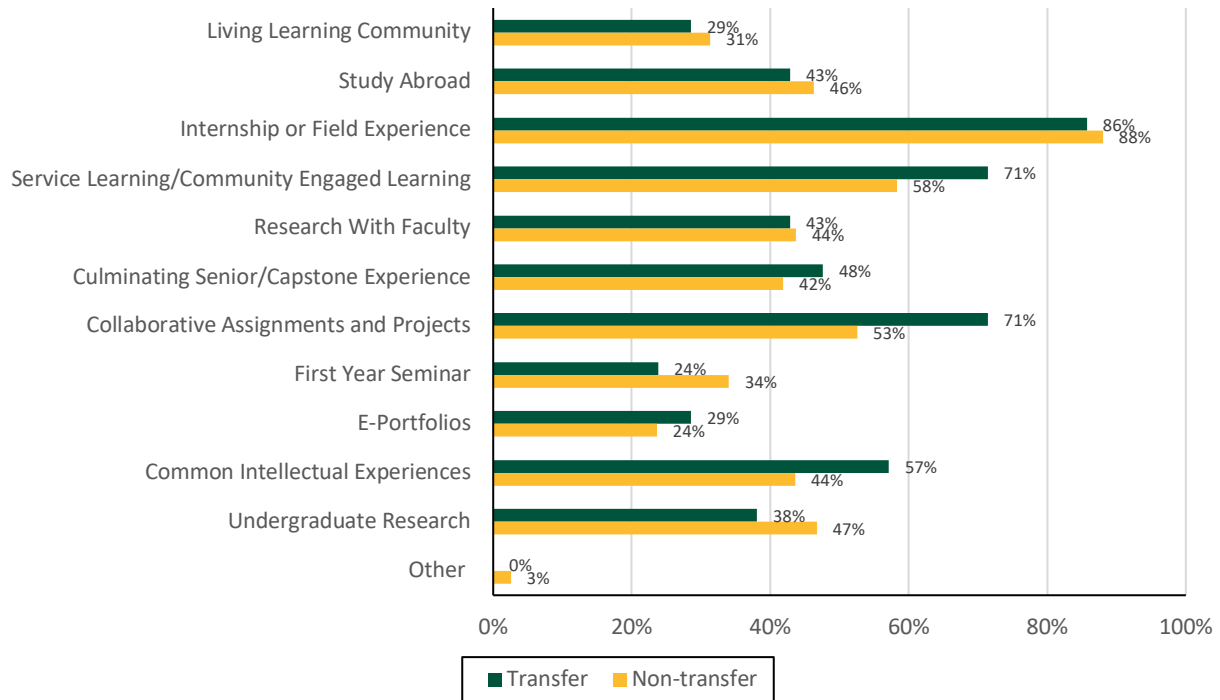


The following figure represents the percentage of graduate student participants who selected each response option, disaggregated by college/school.



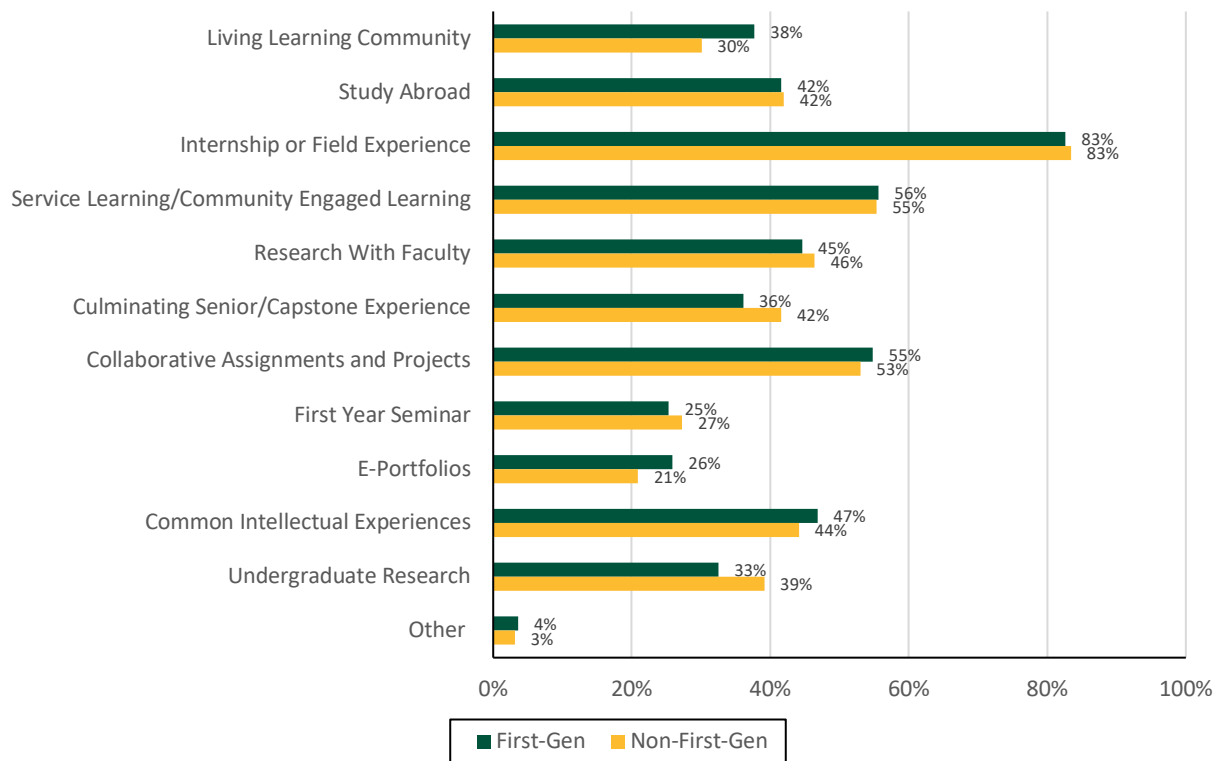
Undergraduate Transfer vs. Non-Transfer

The following figure represents the percentage of undergraduate transfer and non-transfer participants who selected each response option.



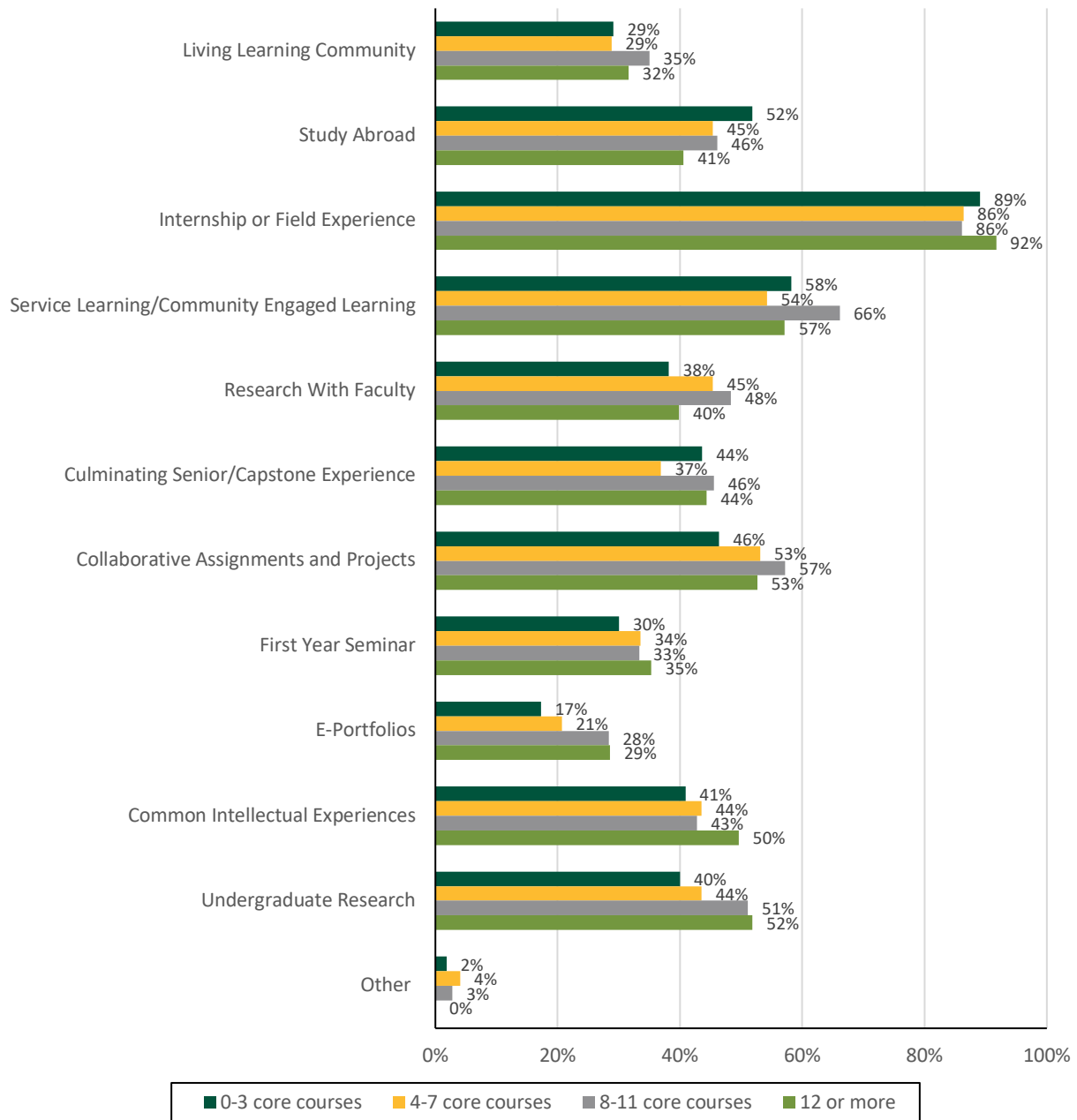
First-generation vs. Non-first-generation

The following figure represents the percentage of first-generation and non-first-generation participants who selected each response option.



Number of Core Courses Taken

The following figure represents the percentage of undergraduate participants who selected each response option, disaggregated by the number of core courses taken at USF.



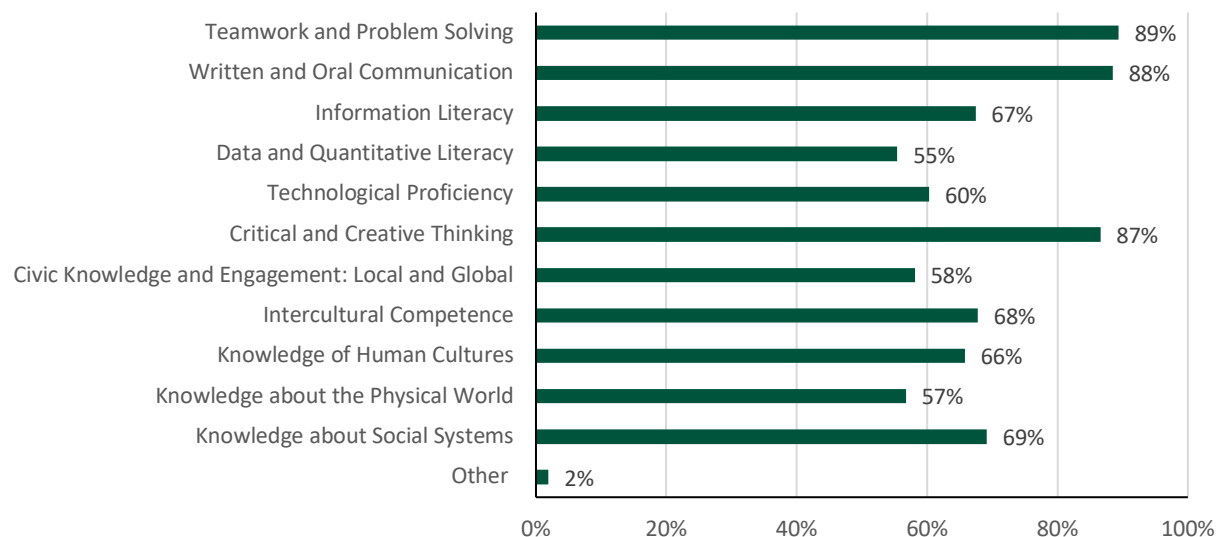
SKILLS & COMPETENCIES

Participants indicated the skills and competencies they believe are essential for a USF graduate to have acquired using the following response options: *Teamwork and problem solving*; *Written and oral communication*; *Information literacy*; *Data and quantitative literacy*; *Technological proficiency*; *Critical and creative thinking*; *Civic knowledge and engagement: local and global*; *Intercultural competence*; *Knowledge of human cultures*; *Knowledge about the physical world*; *Knowledge about social systems*; and *Other*. Participants could select all that apply.

- Overall, the top three skills participants indicated were essential for a USF graduate to have acquired are: *teamwork and problem solving* (89%), *written and oral communication* (88%), and *critical and creative thinking* (87%). This remains true when the data is disaggregated by undergraduate vs. graduate student, college/school, transfer vs. non-transfer, first-generation vs. non-first-generation, and number of core courses taken.
- The greatest difference between undergraduate participants and graduate student participants is the percentage who believe *knowledge about the physical world* is an essential skill for a USF graduate to have acquired with 61% of undergraduate participants selecting this and only 49% of graduate student participants.
- A greater percentage of SOM undergraduate participants indicated *technological proficiency* is an essential skill for a USF graduate to have acquired with 74% selecting this, compared to 54% of SONHP and 61% of CAS undergraduate participants.
- A greater percentage of CAS undergraduate participants indicated *civic knowledge and engagement: local and global* is an essential skill for a USF graduate to have acquired with 63% selecting this, compared to 49% of SOM and 51% of SONHP undergraduate participants.
- 79% of SONHP graduate student participants indicated *information literacy* is an essential skill for a USF graduate to have acquired compared to only 53% of CAS, 67% of SOE, 56% of SOL, and 65% of SOM graduate student participants.
- 84% of SOE graduate participants indicated *intercultural competence* is an essential skill for a USF graduate to have acquired compared to only 66% of CAS, 64% of SOL, 48% of SOM, and 79% of SONHP graduate student participants.
- Undergraduate transfer students overwhelmingly indicated that *teamwork and problem solving* and *critical and creative thinking* are essential skills for a USF graduate to have acquired with 100% selecting these. 90% of non-transfer participants selected *teamwork and problem solving* and 87% selected *critical and creative thinking*.
- First-generation and non-first-generation students were very similar in their responses. The greatest difference between these groups is the percentage that indicated *intercultural competence* is an essential skill for a USF graduate to have acquired with 70% of non-first-generation participants selecting this compared to 64% of first-generation participants.
- The more core courses taken the more participants selected *Knowledge about social systems*.

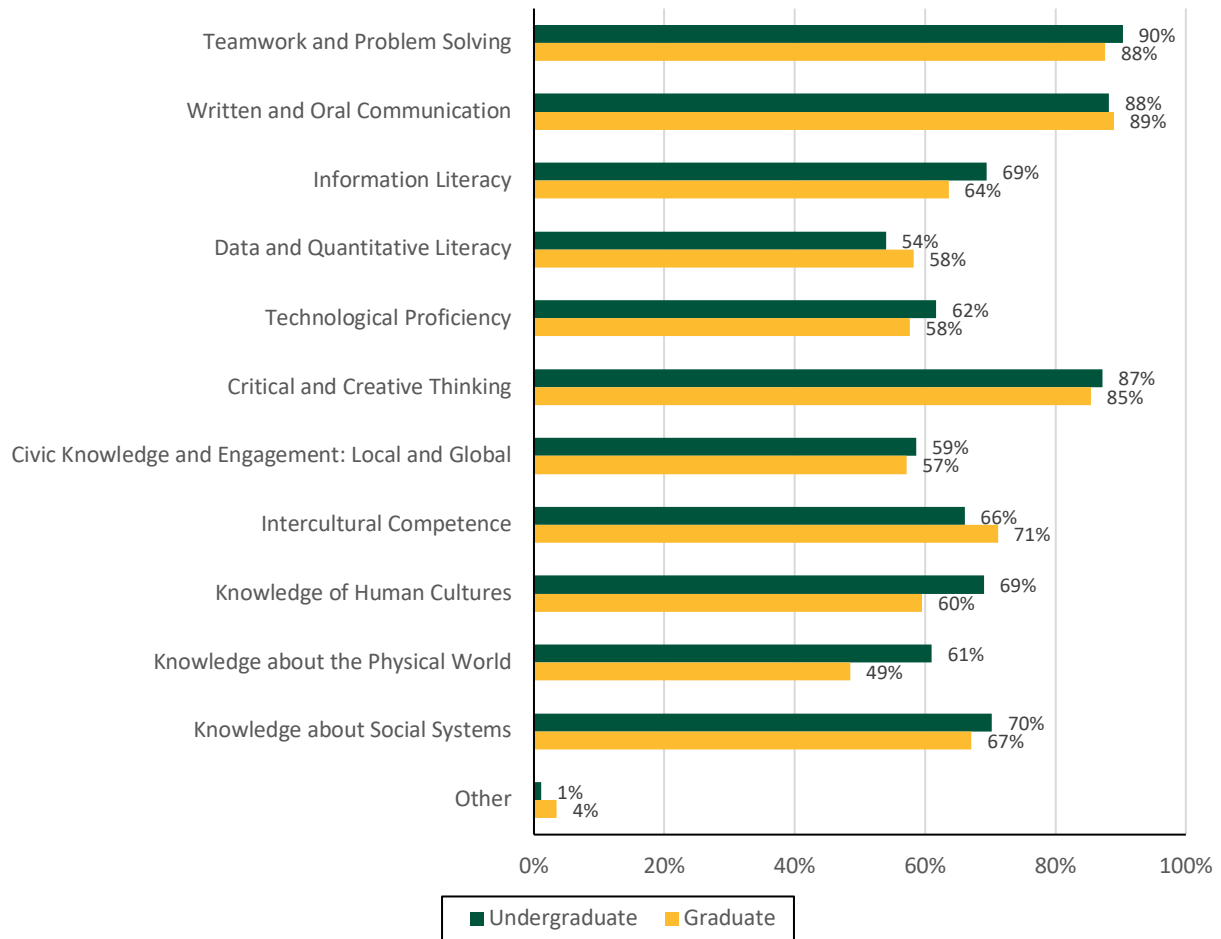
All Participants

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



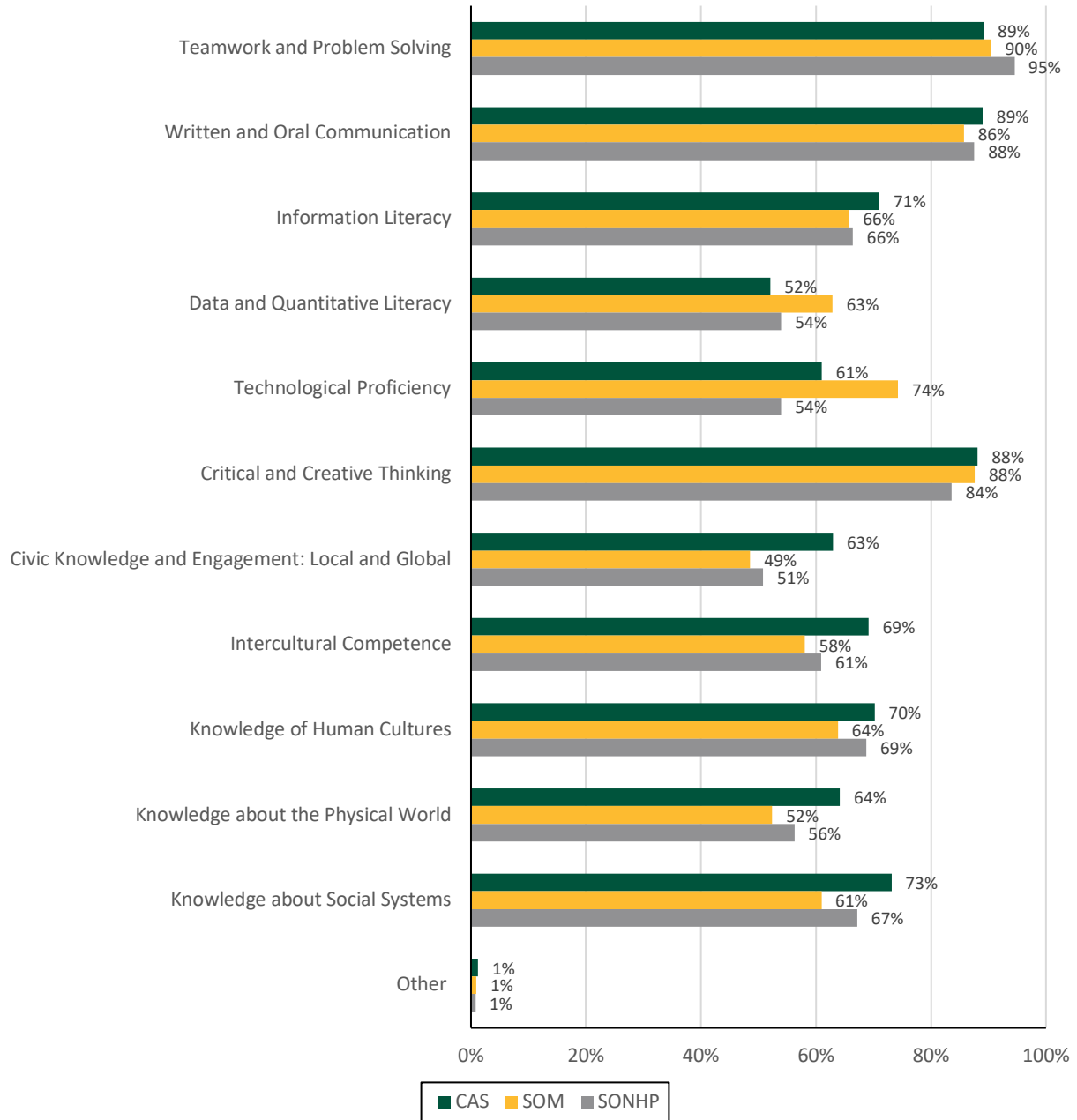
Undergraduate vs. Graduate

The following figure represents the percentage of participants who selected each response option, disaggregated by undergraduate students and graduate students.

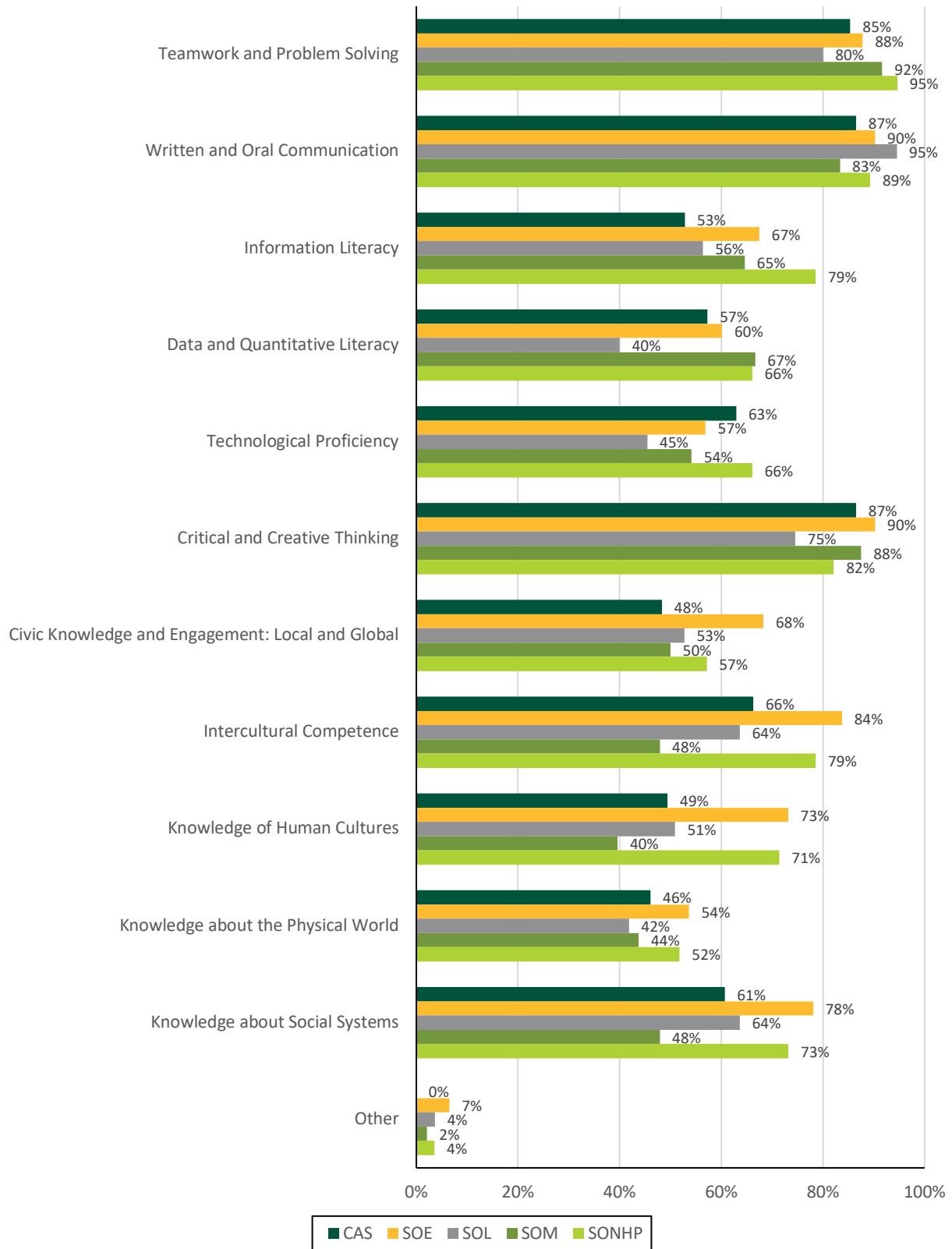


College/School

The following figure represents the percentage of undergraduate participants who selected each response option, disaggregated by college/school.

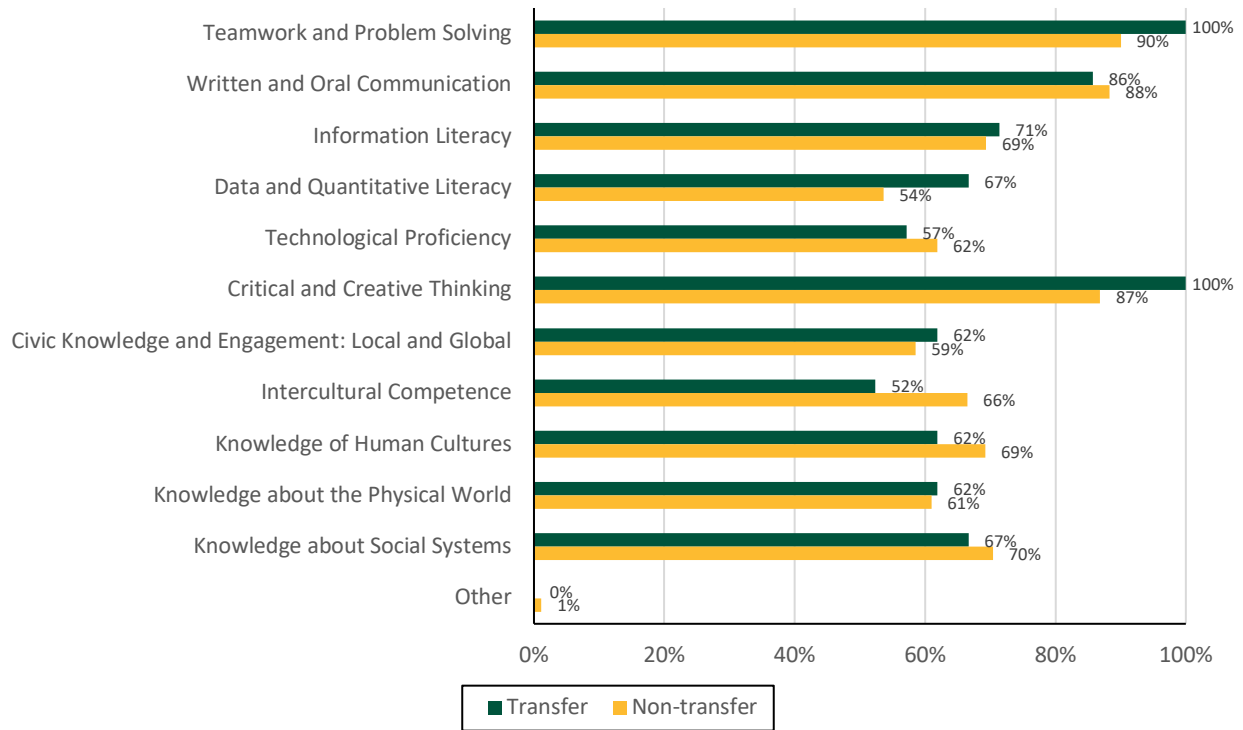


The following figure represents the percentage of graduate student participants who selected each response option, disaggregated by college/school.



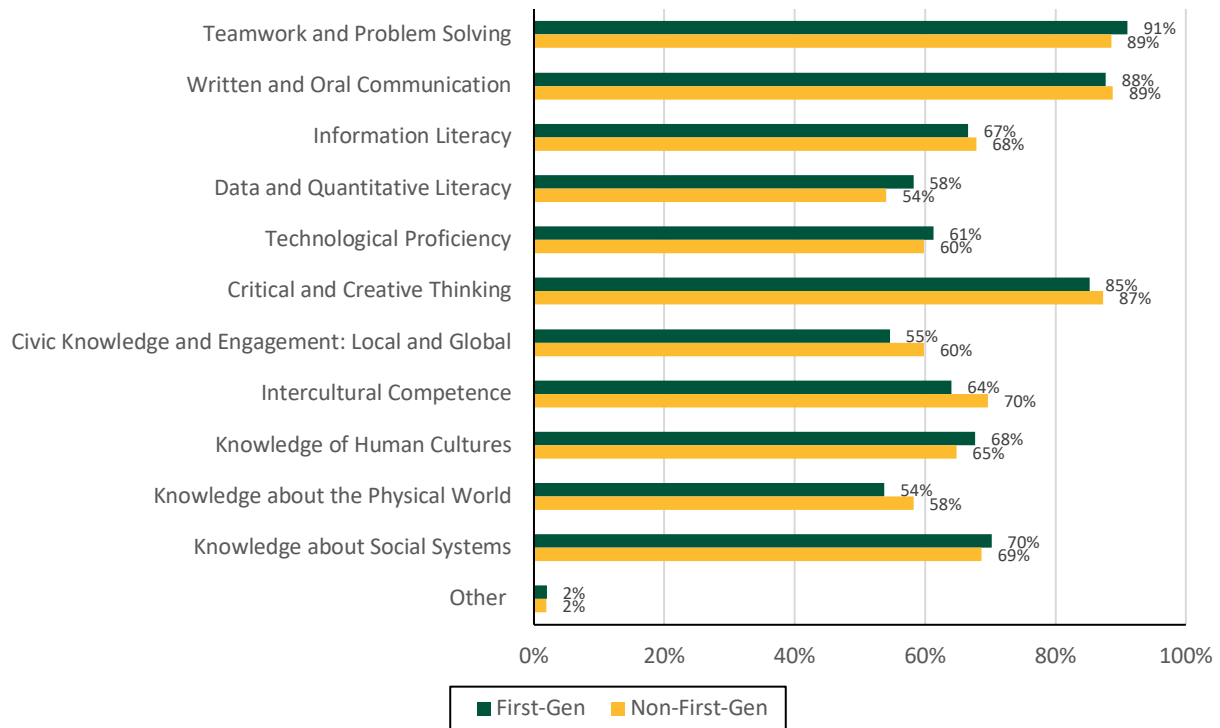
Undergraduate Transfer vs. Non-Transfer

The following figure represents the percentage of undergraduate transfer and non-transfer participants who selected each response option.



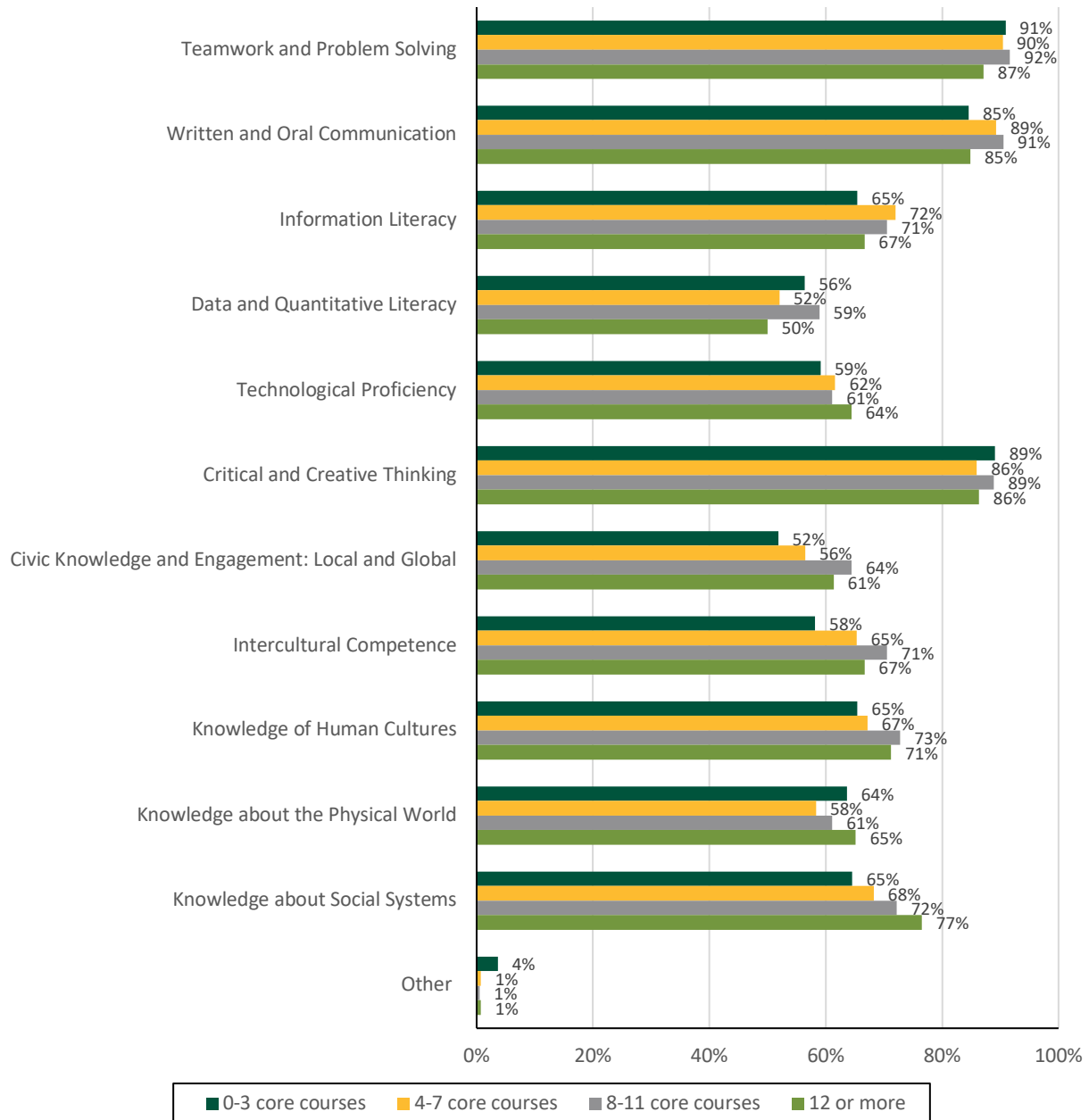
First-generation vs. Non-first-generation

The following figure represents the percentage of first-generation and non-first-generation participants who selected each response option.



Number of Core Courses Taken

The following figure represents the percentage of undergraduate participants who selected each response option, disaggregated by the number of core courses taken at USF.



Learning in the Classroom

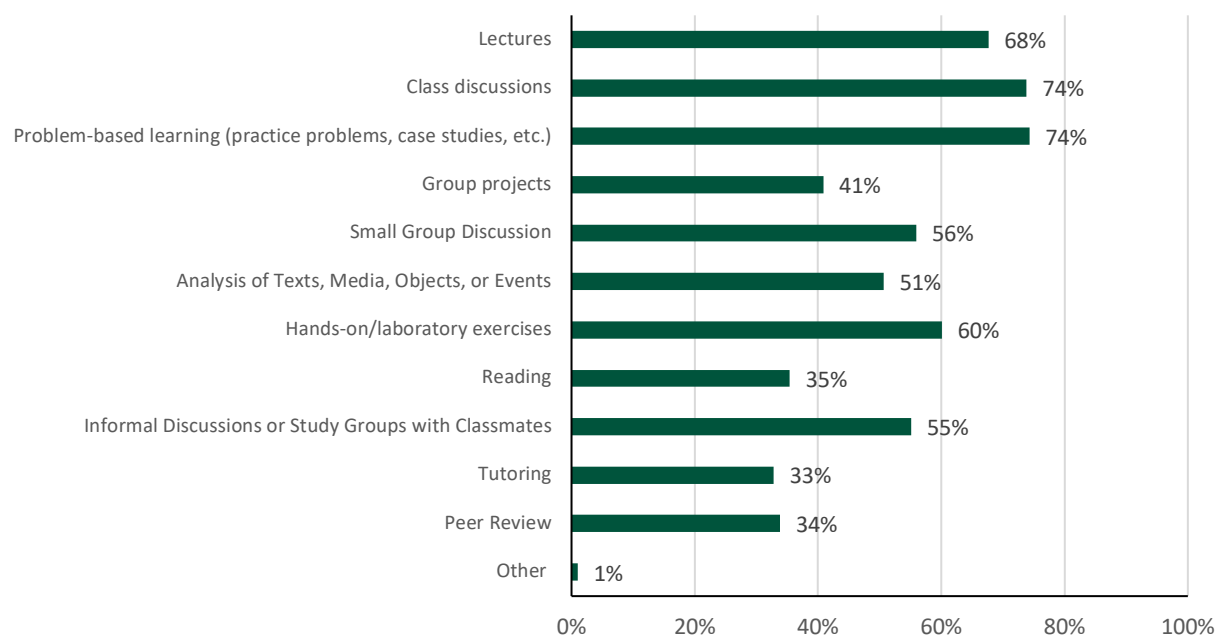
ACTIVITIES THAT PROMOTE LEARNING

Participants indicated the classroom activities that best promote learning in their courses using the following response options: *Lectures*; *Class discussions*; *Problem-based learning (practice problems, case studies, etc.)*; *Group projects*; *Small group discussion*; *Analysis of texts, media, objects, or events*; *Hands-on/laboratory exercises*; *Reading*; *Informal discussions or study groups with classmates*; *Tutoring*; *Peer review*; and *Other*. Participants could select all that apply.

- The highest percentage of participants (74%) indicated that *class discussions* and *problem-based learning* best promote learning in their courses.
- The highest percentage of undergraduate participants (73%) indicated that *problem-based learning* best promotes learning in their courses, whereas the highest percentage of graduate student participants (79%) indicated that *class discussions* best promote learning in their courses.
- The two greatest differences between undergraduate and graduate student responses were the percentage who selected *hands-on/laboratory exercises* and *reading*. 66% of undergraduate participants indicated that *hands-on/laboratory exercises* best promote learning in their courses, whereas only 49% of graduate student participants selected this. 46% of graduate student participants selected *reading*, whereas only 30% of undergraduate participants selected this.
- The highest percentage of undergraduate CAS participants (74%) indicated *class discussions* and *problem-based learning* best promote learning in their courses.
- The highest percentage of undergraduate SOM participants (80%) indicated *class discussions* best promotes learning in their courses.
- The highest percentage of undergraduate SONHP participants (84%) indicated *hands-on/laboratory exercises* best promotes learning in their courses.
- The highest percentage of graduate CAS (81%), SOE (89%), SOL (80%), and SOM (75%) participants indicated *class discussions* best promotes learning in their courses, while the highest percentage of graduate SONHP (80%) indicated *hands-on/laboratory exercises* best promotes learning in their courses.
- The highest percentage of undergraduate transfer students (86%) indicated that *lectures* and *hands-on/laboratory exercises* best promote learning in their courses, whereas, the highest percentage of undergraduate non-transfer participants (73%) indicated that *problem-based learning* best promotes learning in their courses.
- The highest percentage of first-generation participants (76%) indicated *class discussions* best promotes learning in their courses, while the highest percentage of non-first-generation participants (74%) indicated *problem-based learning* best promotes learning in their courses.
- The more core course taken, the higher the percentage of participants that indicated *class discussions* and *small group discussion* best promote learning in their courses.

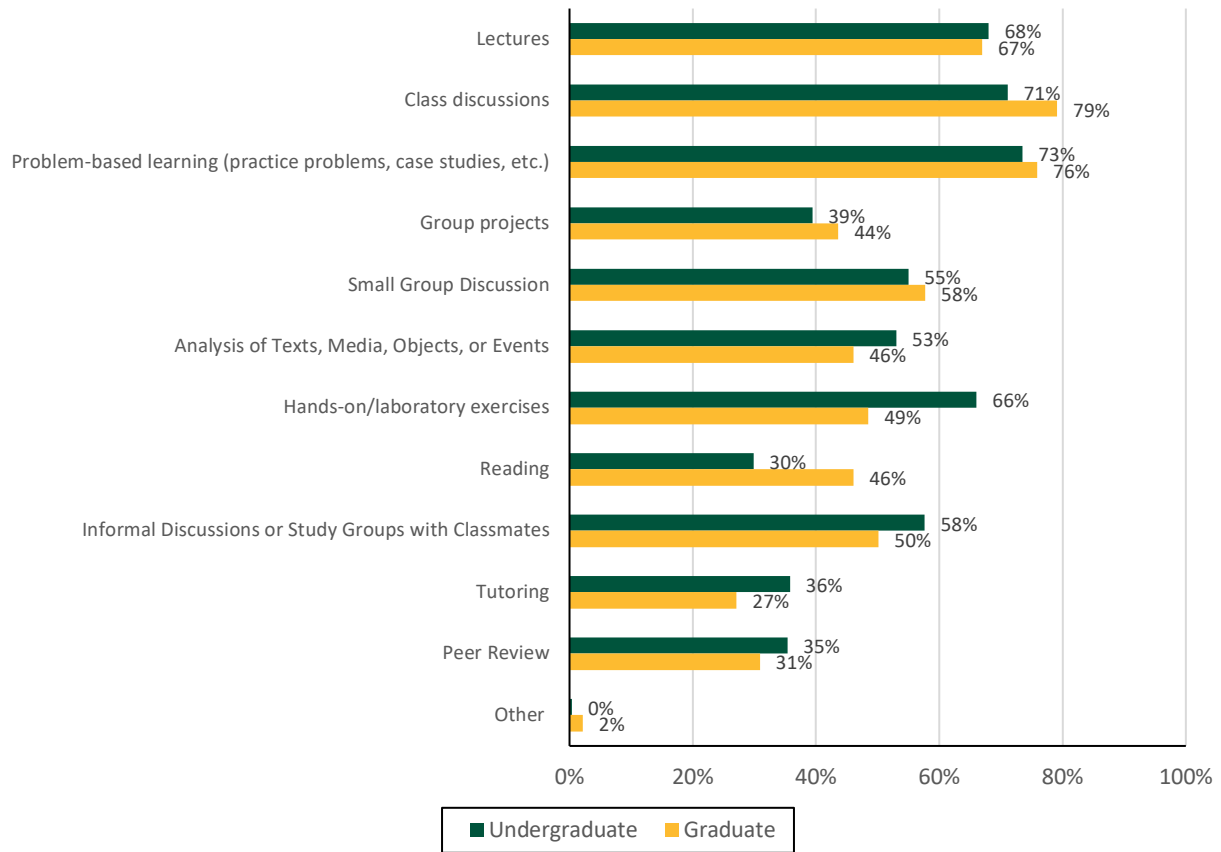
All Participants

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



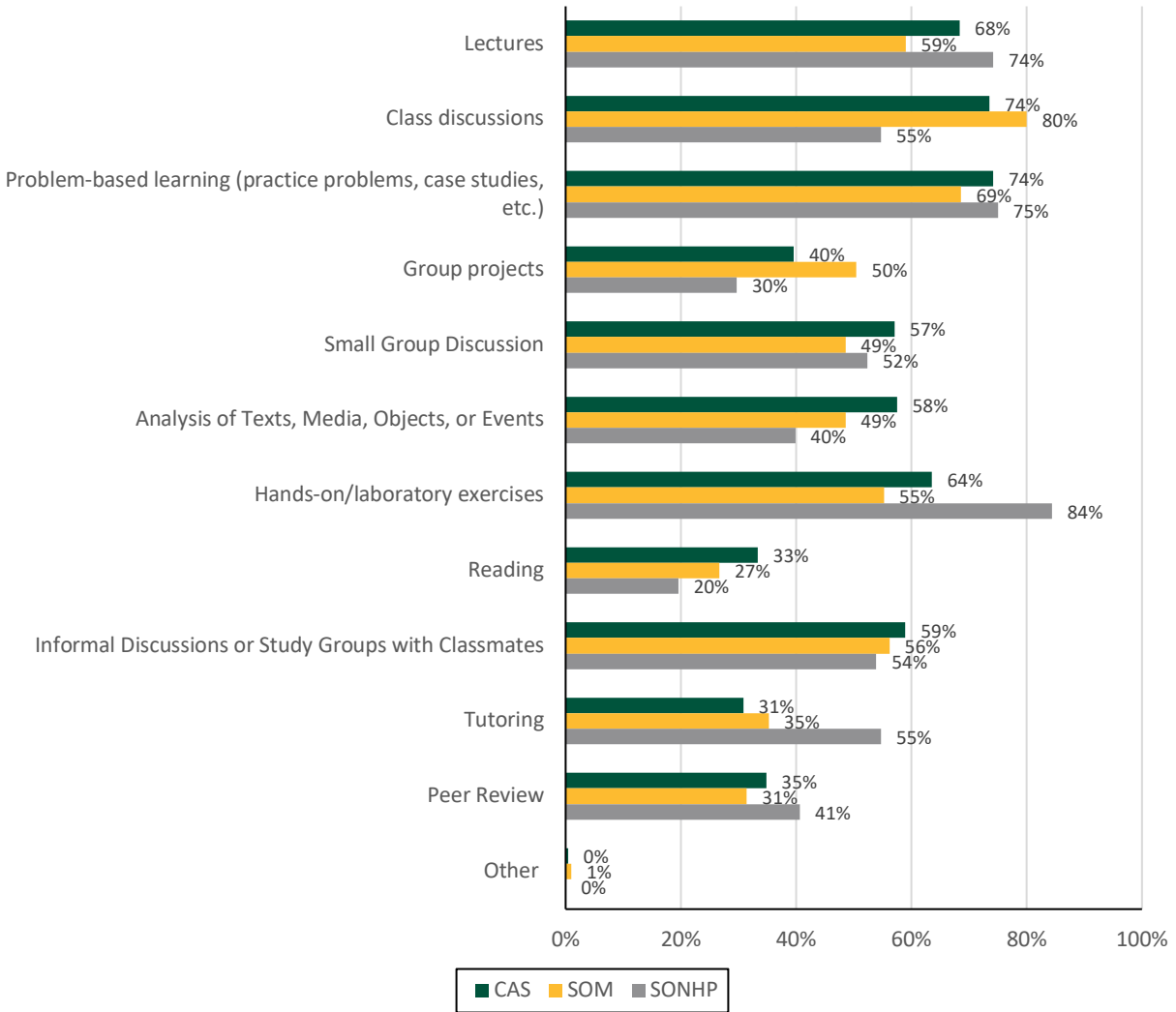
Undergraduate vs. Graduate

The following figure represents the percentage of participants who selected each response option, disaggregated by undergraduate students and graduate students.

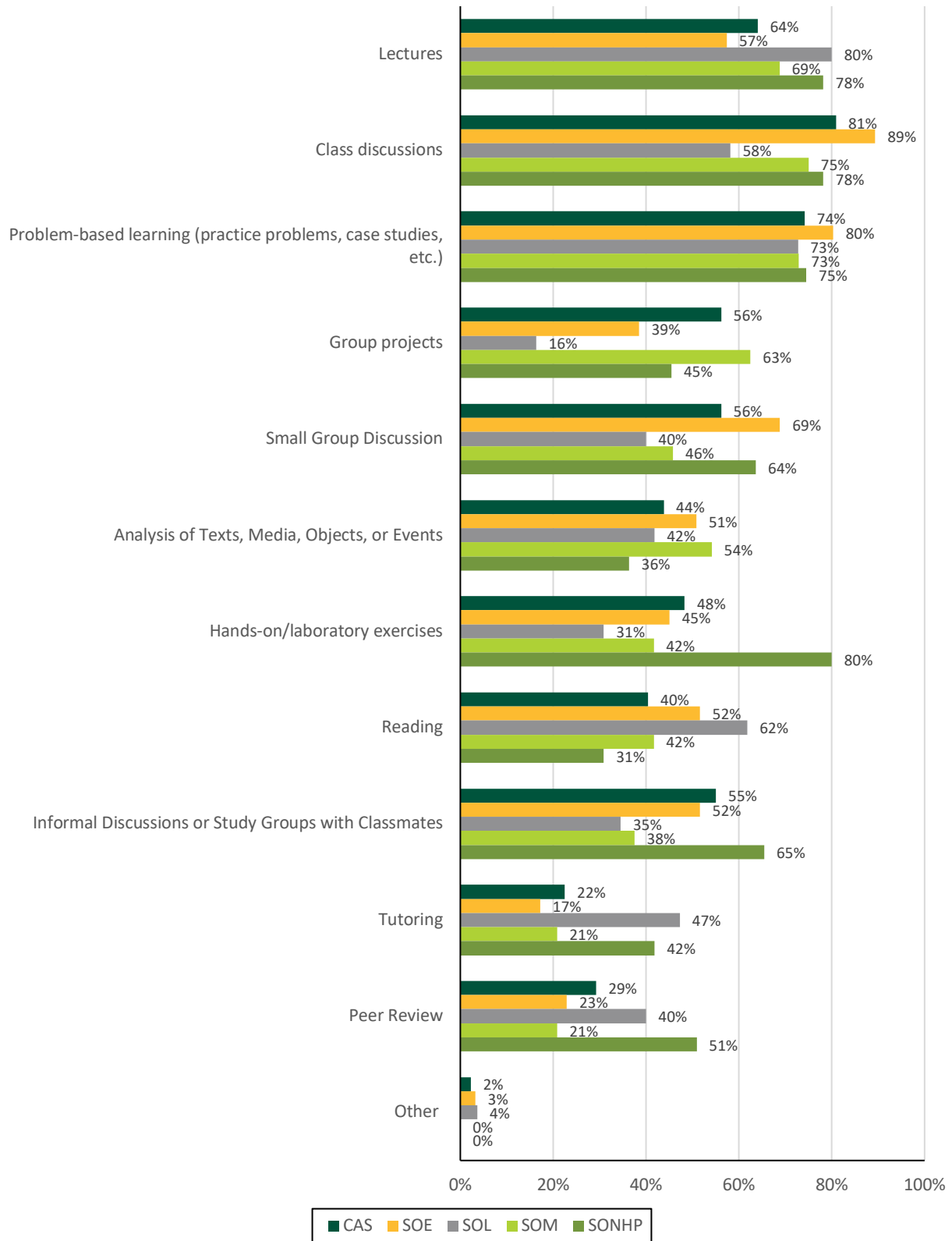


College/School

The following figure represents the percentage of undergraduate participants who selected each response option, disaggregated by college/school.

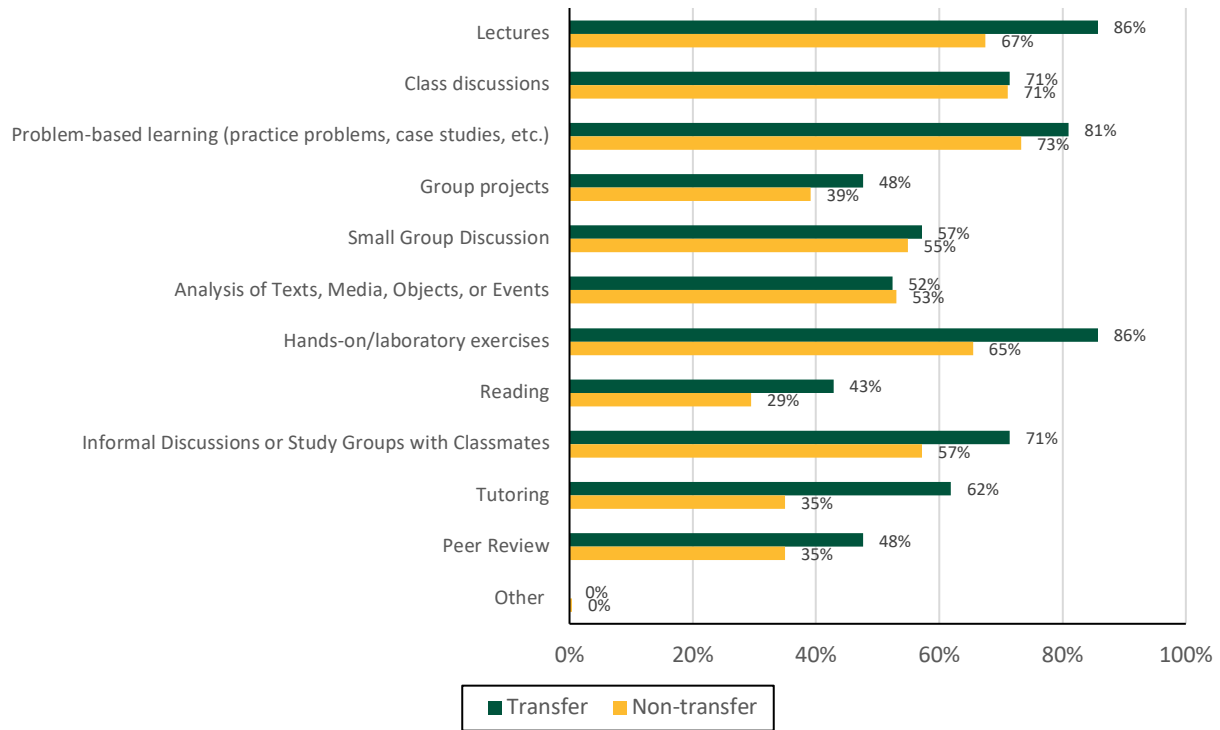


The following figure represents the percentage of graduate student participants who selected each response option, disaggregated by college/school.



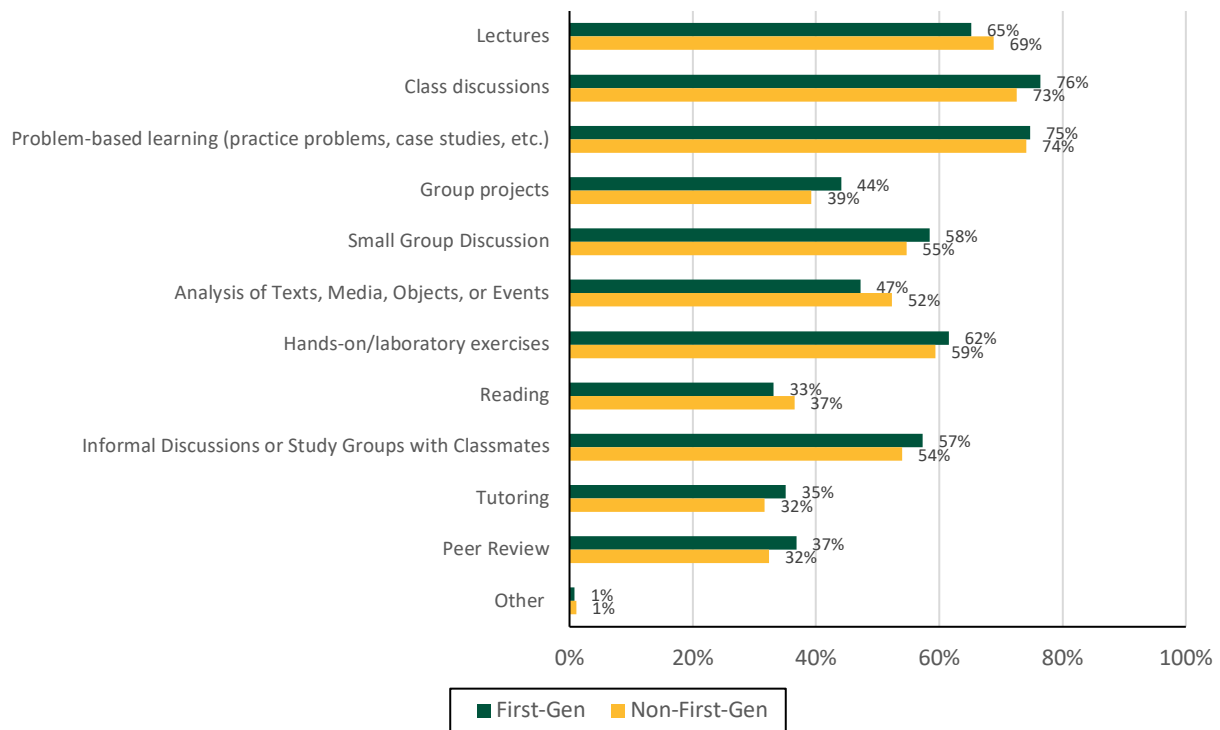
Undergraduate Transfer vs. Non-Transfer

The following figure represents the percentage of undergraduate transfer and non-transfer participants who selected each response option.



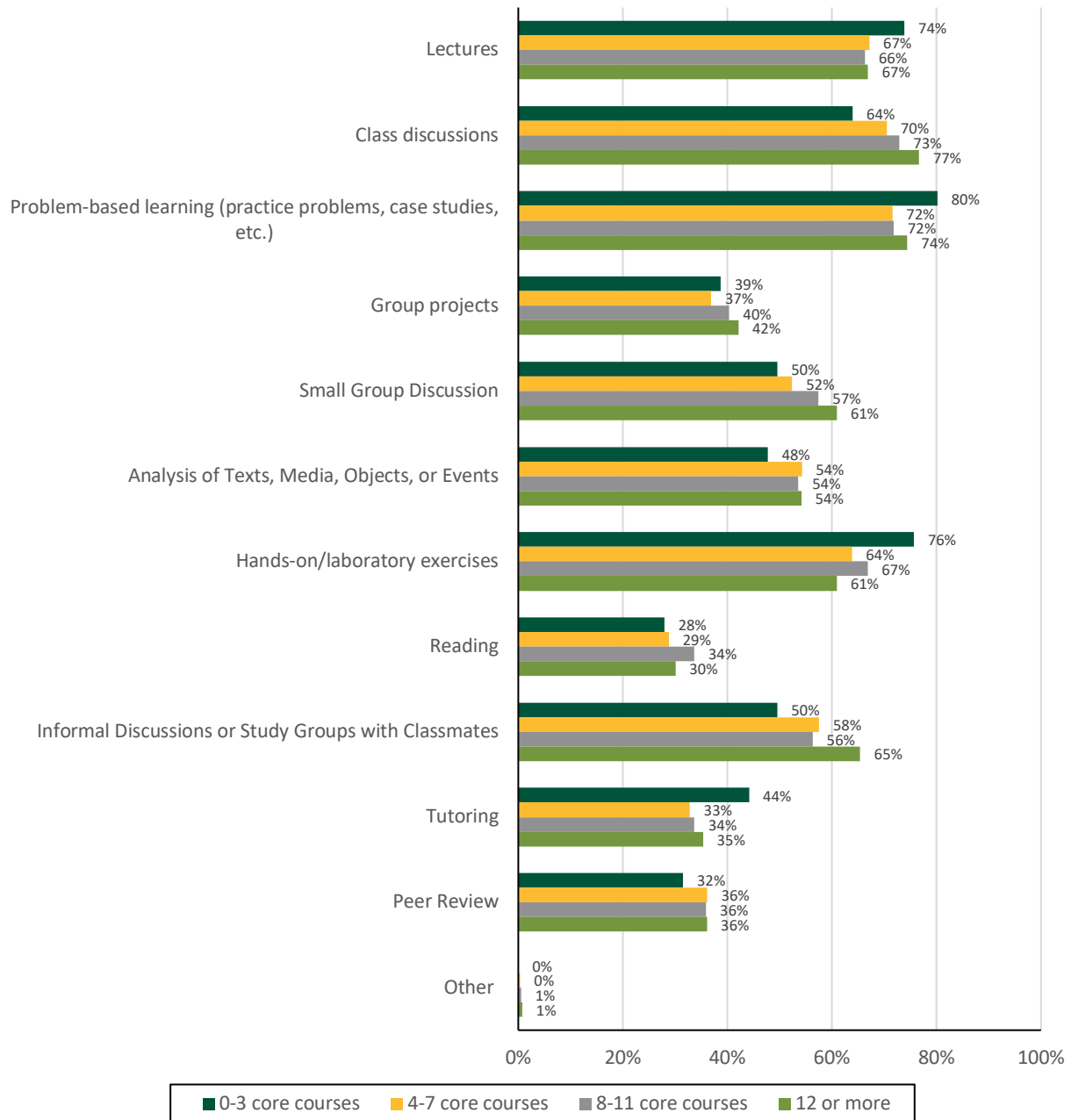
First-generation vs. Non-first-generation

The following figure represents the percentage of first-generation and non-first-generation participants who selected each response option.



Number of Core Courses Taken

The following figure represents the percentage of undergraduate participants who selected each response option, disaggregated by the number of core courses taken at USF.



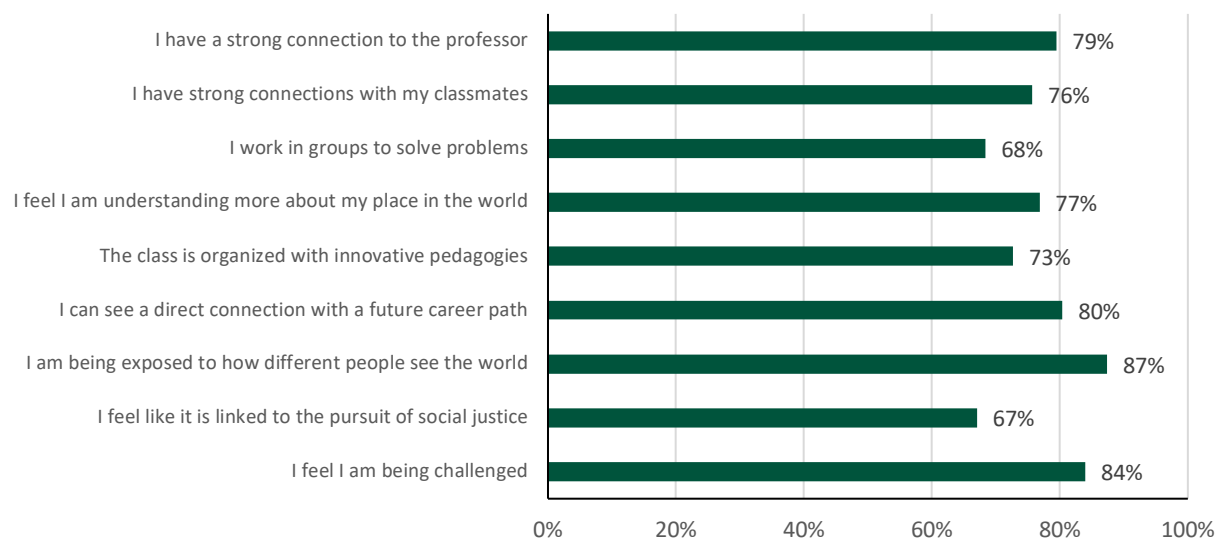
WHEN PARTICIPANTS GET EXCITED ABOUT LEARNING

Using a 5-pt. scale (5 = *Strongly Agree*, 1 = *Strongly Disagree*), participants indicated the extent to which they agreed or disagreed with the following statements: *I get excited about learning when I have a strong connection to the professor; I have strong connections to my classmates; I work in groups to solve problems; I feel I am understanding more about my place in the world; The class is organized with innovative pedagogies; I can see a direct connection with a future career path; I am being exposed to how different people see the world; I feel like it is linked to the pursuit of social justice; and I feel I am being challenged.*

- The highest percentage of participants (87%) agreed or strongly agreed they get excited about learning when they are *being exposed to how different people see the world*.
- While on average, both undergraduate and graduate student participants' level of agreement that they get excited about learning when they *have strong connections to my classmates* was high, graduate student participants more strongly agreed ($M = 4.17$) than undergraduate participants ($M = 3.89$).
- While CAS ($M = 4.22$) and SOM ($M = 4.17$) undergraduate participants most strongly agreed they get excited about learning when they are *being exposed to how different people see the world*, SONHP ($M = 4.30$) undergraduate participants most strongly agreed they get excited about learning when they *can see a direct connection with a future career path*.
- The statement graduate student participants most strongly agreed with differed depending on which school/college they are enrolled in.
 - CAS graduate student participants most strongly agreed they get excited about learning when they are *being exposed to how different people see the world* ($M = 4.27$).
 - SOE graduate student participants most strongly agreed they get excited about learning when they *have a strong connection to the professor* ($M = 4.32$).
 - SOL graduate student participants most strongly agreed they get excited about learning when they *feel they are being challenged* ($M = 4.42$).
 - SOM graduate student participants most strongly agreed they get excited about learning when they *have strong connections to their classmates* ($M = 4.17$).
 - SONHP graduate student participants most strongly agreed they get excited about learning when they *can see a direct connection with a future career path* ($M = 4.42$).
- There greatest difference between undergraduate transfer ($M = 3.80$) and non-transfer participants ($M = 4.09$) was the level of agreement with the statement *I feel excited about learning when I have a strong connection to the professor*.
- There greatest difference between first-generation ($M = 3.81$) and non-first-generation participants ($M = 3.65$) was the level of agreement with the statement *I feel excited about learning when I work in groups to solve problems*.
- The more core courses taken, the more strongly participants agreed they feel excited about learning when they *work in groups to solve problems* and when they *feel like it is linked to the pursuit of social justice*.

All Participants

The following figure represents the percentage of participants who agreed or strongly agreed with each statement.



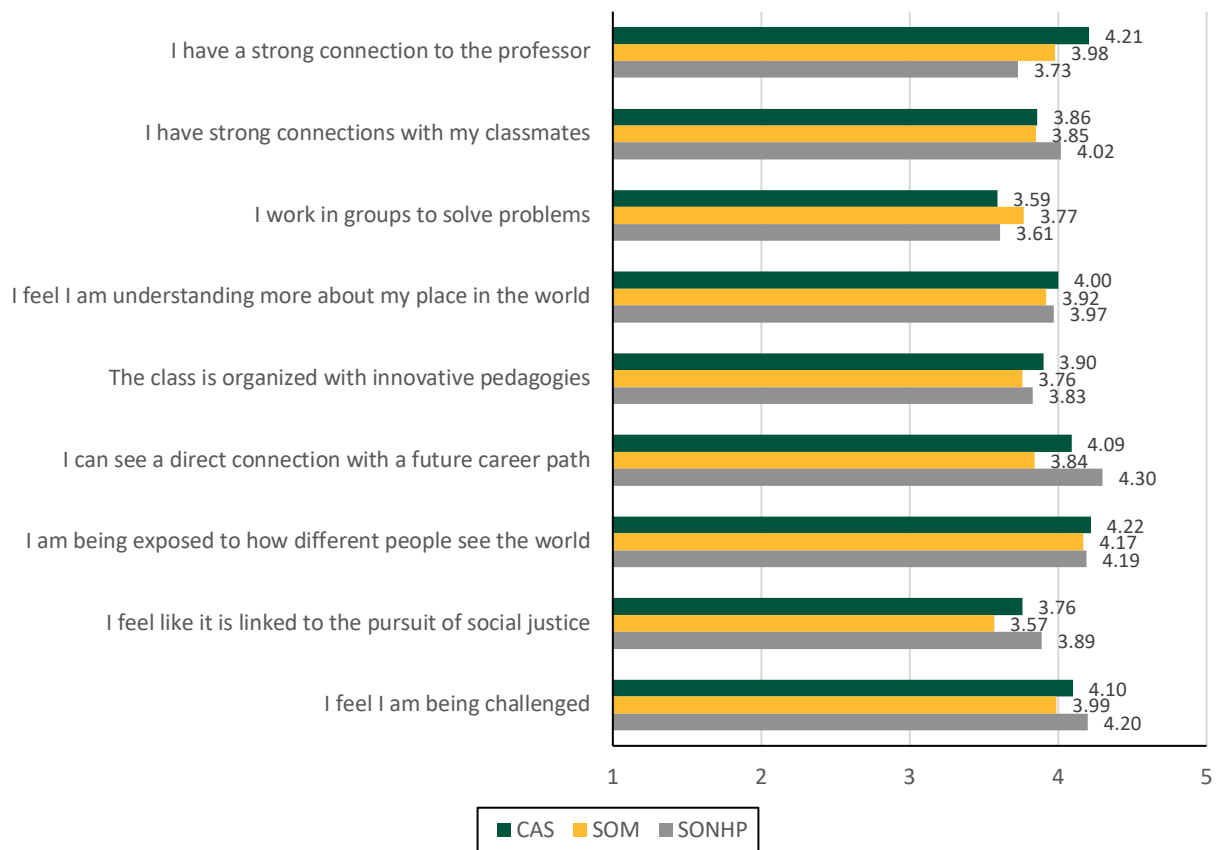
Undergraduate vs. Graduate

The following figure details participants' average level of agreement with each statement (5 = *Strongly agree*, 1 = *Strongly disagree*), disaggregated by undergraduate and graduate student participants.

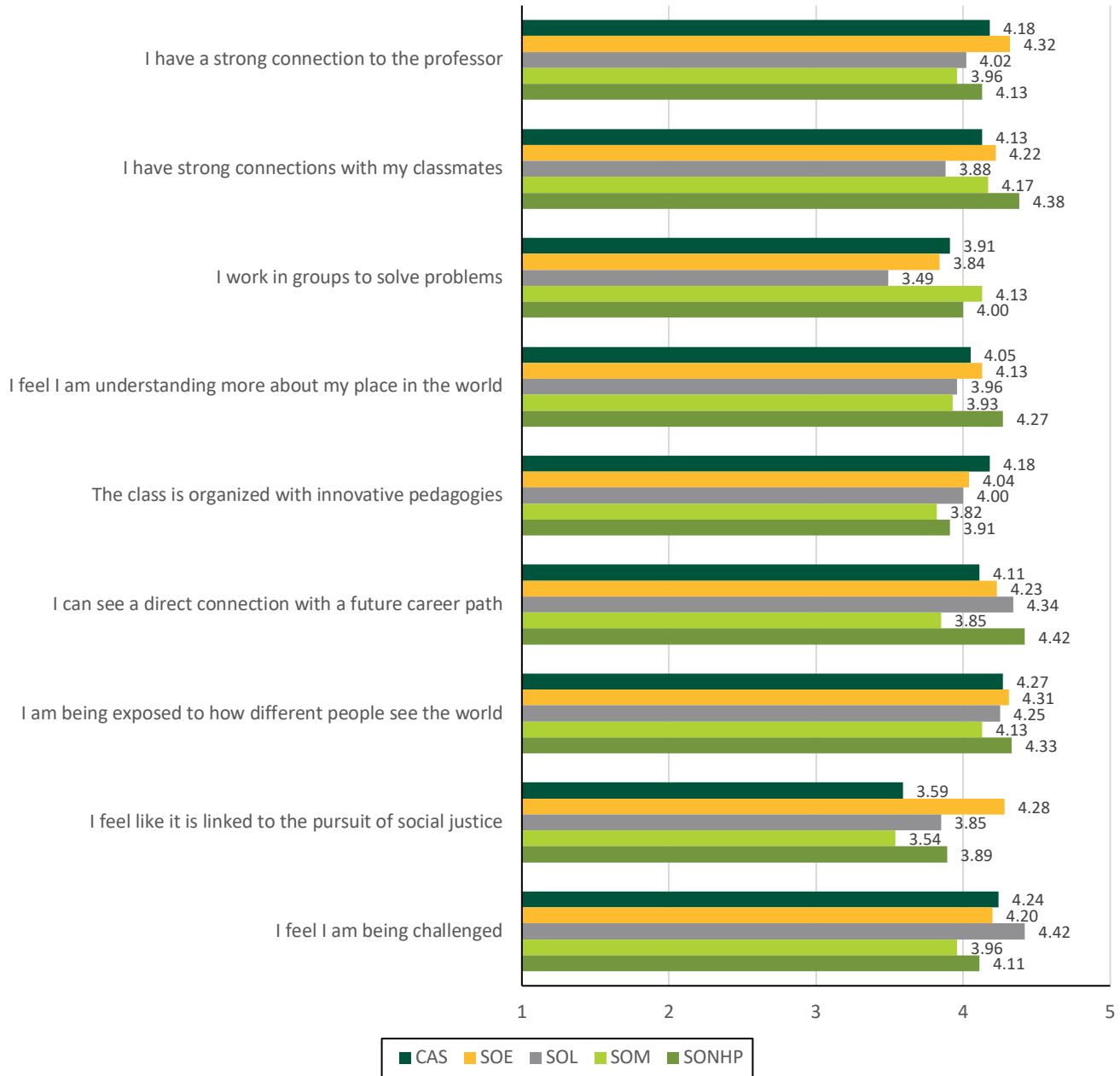


College/School

The following figure details undergraduate participants' average level of agreement with each statement ((5 = *Strongly agree*, 1 = *Strongly disagree*), disaggregated by college/school.



The following figure details graduate participants' average level of agreement with each statement ((5 = *Strongly agree*, 1 = *Strongly disagree*), disaggregated by college/school.



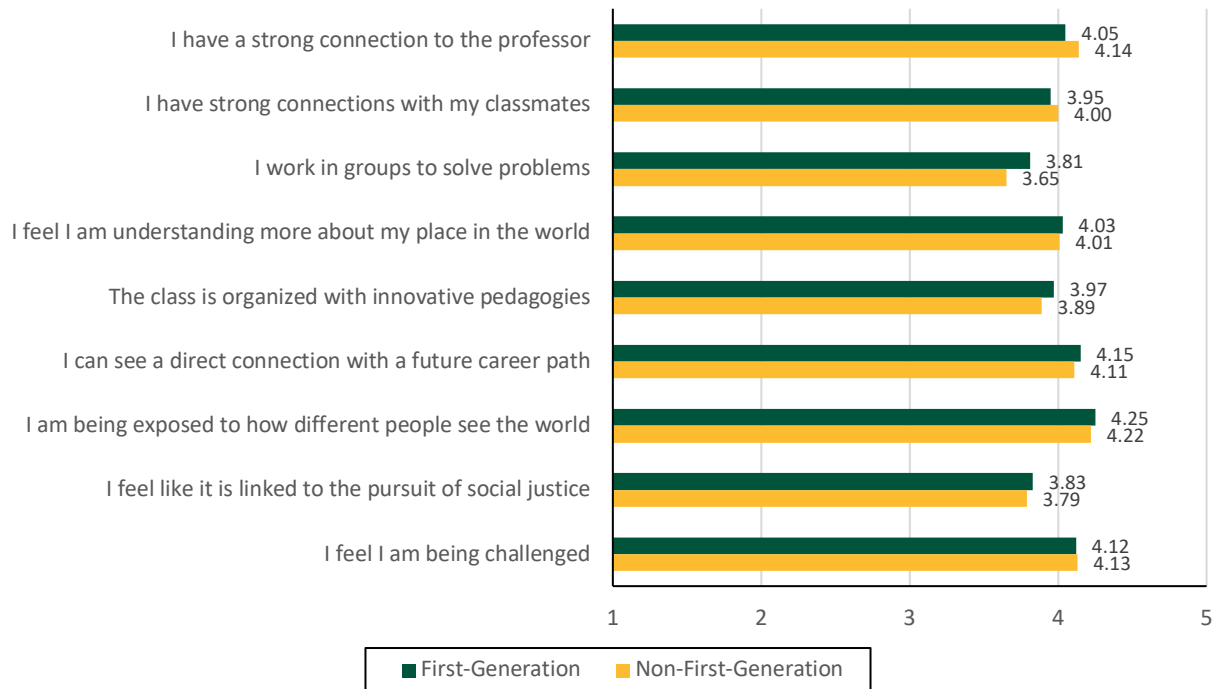
Undergraduate Transfer vs. Non-Transfer

The following figure details undergraduate participants' average level of agreement with each statement ((5 = Strongly agree, 1 = Strongly disagree), disaggregated by transfer and non-transfer participants.



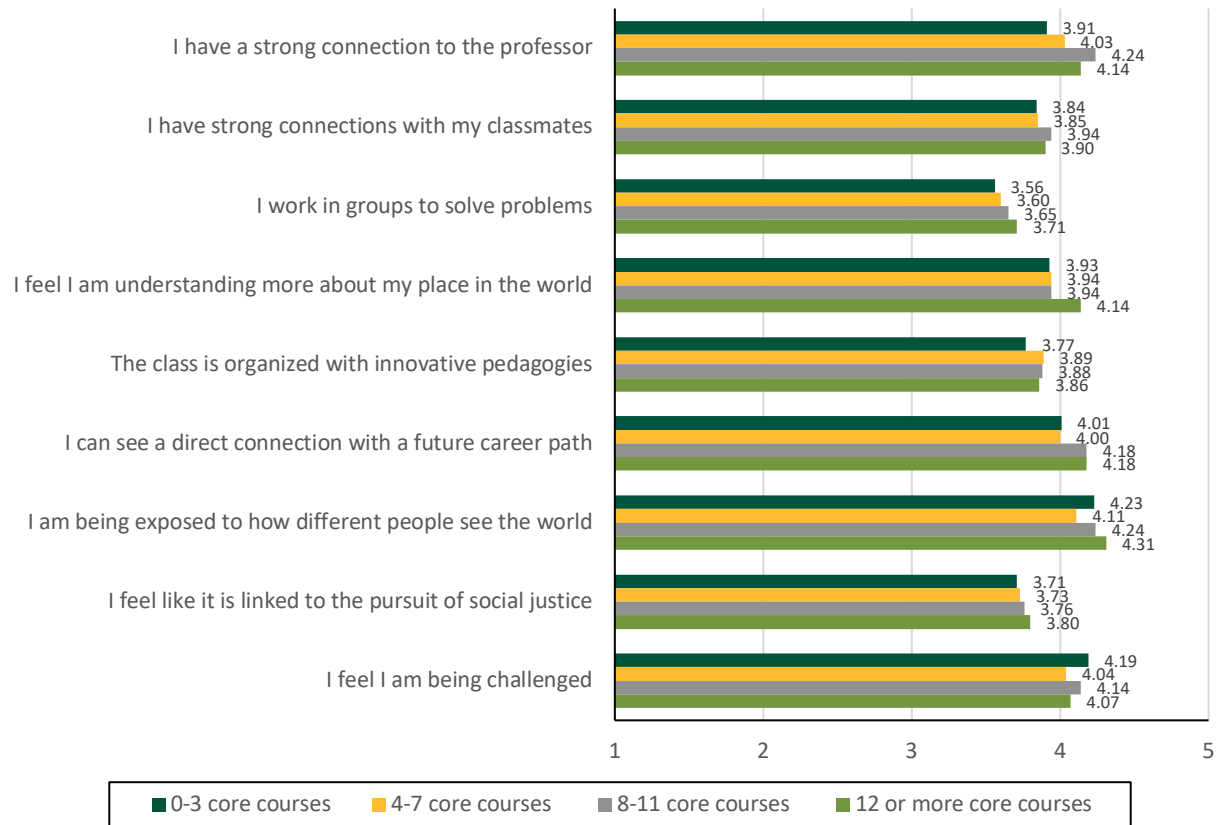
First-generation vs. Non-first-generation

The following figure details participants' average level of agreement with each statement (5 = Strongly agree, 1 = Strongly disagree), disaggregated by first-generation status.



Number of Core Courses Taken

The following figure details participants' average level of agreement with each statement ((5 = *Strongly agree*, 1 = *Strongly disagree*), disaggregated by the number of core courses taken at USF.



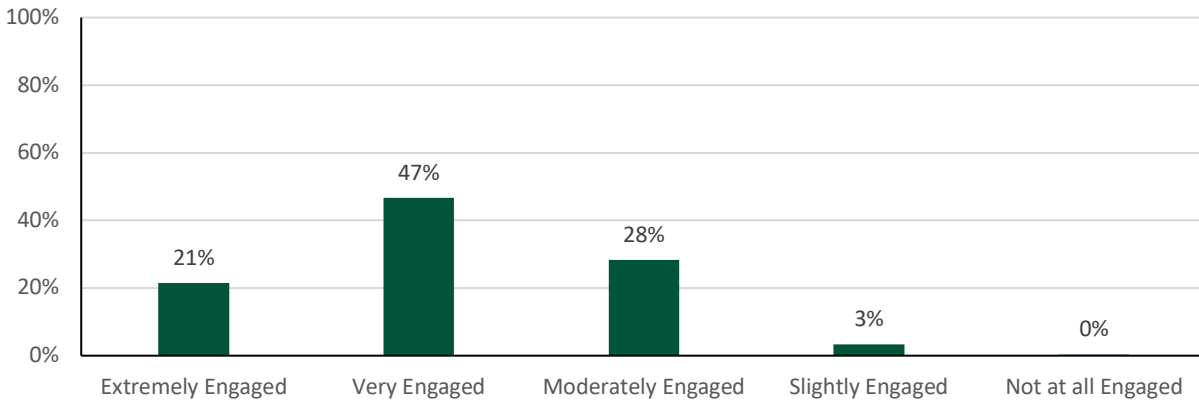
OVERALL ENGAGEMENT IN COURSES

Participants indicated their current level of engagement in their courses using a 5-pt. scale (5 = *Extremely engaged*, 1 = *Not at all engaged*).

- The highest percentage of participants (68%) indicated they are very or extremely engaged in their courses.
- The highest percentage of undergraduate participants (78%) indicated they are moderately or very engaged in their courses, while the highest percentage of graduate student participants (69%) indicated they are very or extremely engaged.
- The highest percentage of CAS (79%), SOM (77%), and SONHP (74%) undergraduate participants indicated they are moderately or very engaged in their courses.
- The highest percentage of graduate student participants in SOE (78%), SOL (77%), SOM (78%), and SONHP (75%) indicated they are very or extremely engaged in their courses, while the highest percentage of CAS participants (72%) indicated they are moderately or very engaged in their courses.
- The highest percentage of undergraduate transfer students (75%) indicated they are very or extremely engaged in their courses, while the highest percentage of undergraduate non-transfer students (79%) indicated they are moderately or very engaged in their courses.
- The highest percentage of first-generation (73%) and non-first-generation participants (75%) indicated they are moderately or very engaged in their courses.
- No matter how many core courses taken, the highest percentage of undergraduate participants indicated they are moderately or very engaged in their courses.

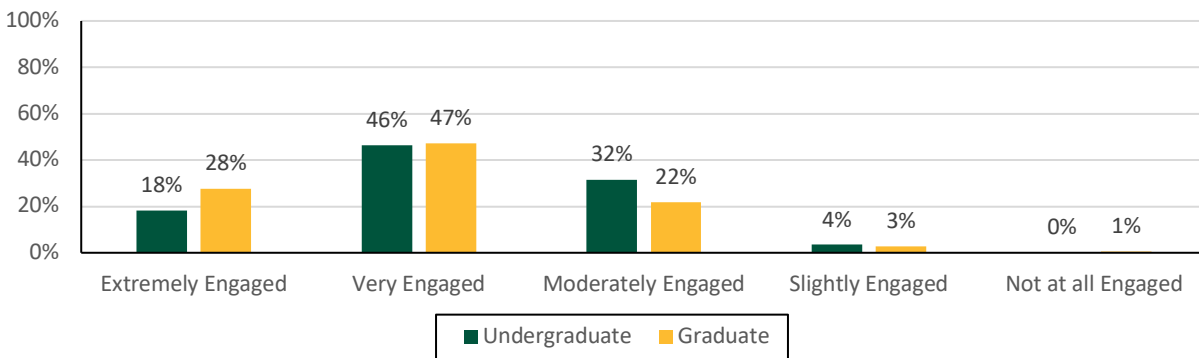
All Participants

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



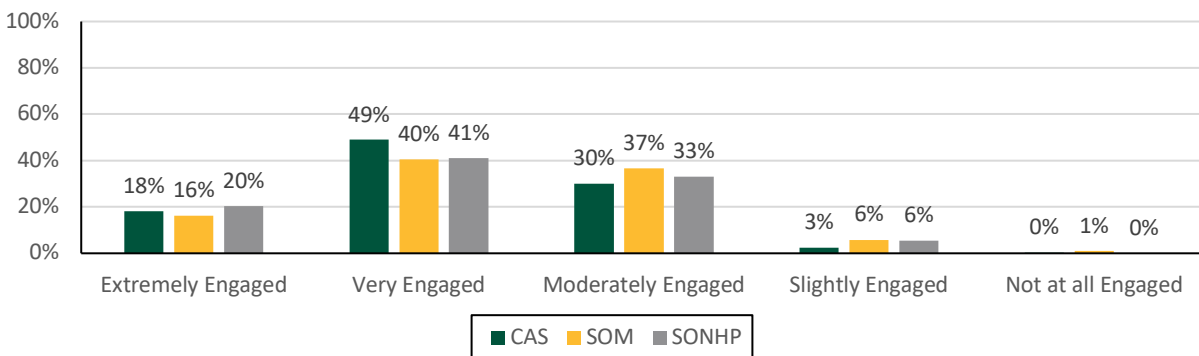
Undergraduate vs. Graduate

The following figure represents the percentage of participants who selected each response option, disaggregated by undergraduate and graduate student participants.

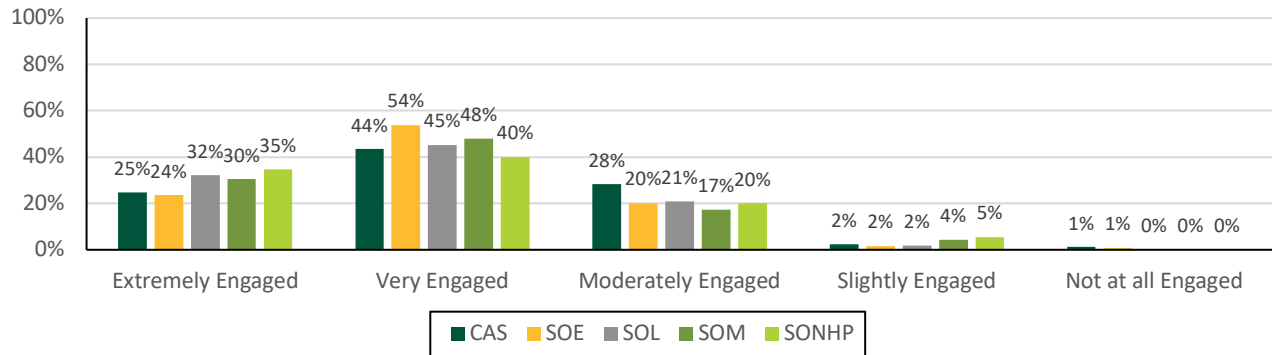


College/School

The following figure represents the percentage of undergraduate participants who selected each response option, disaggregated by college/school.

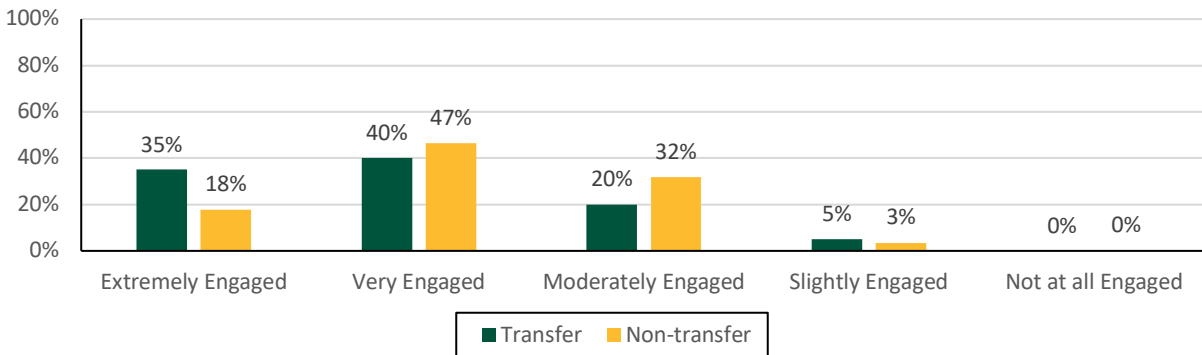


The following figure represents the percentage of graduate student participants who selected each response option, disaggregated by college/school.



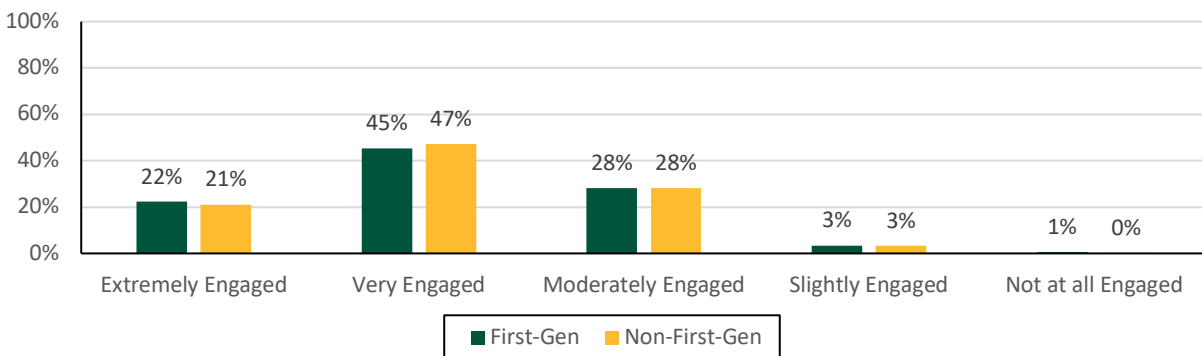
Undergraduate Transfer vs. Non-Transfer

The following figure represents the percentage of participants who selected each response option, disaggregated by transfer and non-transfer participants.



First-generation vs. Non-first-generation

The following figure represents the percentage of participants who selected each response option, disaggregated by first-generation status.



Number of Core Courses Taken

The following figure represents the percentage of participants who selected each response option, disaggregated by the number of core courses taken at USF.

