



UNIVERSITY OF  
SAN FRANCISCO

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Office of Assessment  
and Accreditation Support

## New Student Success Survey Report 2023

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## General Information

### PURPOSE

The purpose of the New Student Success Survey is to gather information about academic behaviors, institutional commitment, and barriers to success for new first-year and transfer students. The survey is not anonymous; therefore, information collected enables Student Life staff to provide timely, meaningful resources and interventions early in the first semester. Students are also provided with a report detailing their “risk” factors in various areas.

This is the sixth year in which this survey instrument has been used, though some modifications have been made to the survey each year.

### ORIGINATORS

Center for Academic and Student Achievement

### DATA COLLECTION

**Survey Population:** 1391 first-time freshman and transfer students

**Instrument:** Qualtrics

**Period:** September 12, 2023 to October 2, 2023

**Response Rate:** 87% (1206 respondents)

### DISSEMINATION OF RESULTS

In order to provide timely assistance to students, CASA staff continually review survey results throughout the duration of the survey and begin reaching out to students immediately. Specific survey data are shared directly with offices that can best provide student support and assistance to students who have been identified as at risk and/or who have asked for assistance. Presentations of results are also made to various stakeholders.

## Key Findings & Trends

### INSTITUTIONAL COMMITMENT

In general, institutional commitment continues to be high.

- The majority of participants continue to indicate USF is the right school for them (2023 = 78%, 2022 = 75%, 2021 = 80%) and they are committed to completing their degree at USF (2023 = 82%, 2022 = 78%, 2021 = 83%)
- 64% indicated that if they could do it over again, they would still choose USF, which is higher than 2022 (57%) and consistent with 2021 (64%).

### INTENT TO RETURN OR TRANSFER/OTHERWISE STOP ATTENDING

Participants were asked three questions about their intent to return: whether they intend to return to USF next spring, whether they intend to return to USF next fall, and if they plan to transfer or otherwise stop attending USF (the latter question meaning they intend to transfer or stop attending at any time during their USF education).

The majority of participants indicated they intend to return to USF and do not plan to transfer or otherwise stop attending.

- 78% indicated they do not plan to transfer or otherwise stop attending USF, this is an increase from both 2022 (71%) and 2021 (77%).
- 93% of participants indicated they plan to return to USF next spring and 7% indicated they maybe plan to return next spring; this is in line with the high results from 2022 (90% planned to return, 9% maybe) and 2021 (92% planned to return, 8% maybe).

- 87% of participants indicated they plan to return to USF next fall and 12% indicated they maybe plan to return next fall; this is also in line with the high results from 2022 (81% planned to return, 18% maybe) and 2021 (85% planned to return, 15% maybe).

### REASONS FOR LEAVING USF

USF is too expensive continues to be the most likely reason why participants plan to transfer or otherwise stop attending (36% selected this in 2023, 38% in 2022, and 35% in 2021); however, the cost of living in San Francisco is also a factor in why students would transfer or otherwise stop attending.

- 53% of participants who indicated that the reason they would transfer or otherwise stop attending USF was due to location further indicated that cost of living in USF was the top reason why they want a different location.

### VALUE IN THE COST OF USF

Participants overwhelmingly indicated they are or maybe are finding value in the cost of USF with 81% selecting these response options.

Of interest, 67% of those participants who indicated the primary reason they intend to transfer to another college or university is because USF is too expensive, indicated they are finding value in the cost of USF.

### USF FIRST CHOICE

USF continues to be the majority of participants' first or second choice school.

- 38% selected first choice and 35% selected second choice (2022 = 35% first choice and 36% second, 2021 = 42% first choice and 36% second).

### CONNECTION AND BELONGING

Participants have a strong connection and sense of belonging at USF.

- The majority of participants (75%) indicated that overall, they feel connected to USF; this is higher than 2022 (68%) and 2021 (70%).
- The majority of participants (73%) indicated they feel like they belong at USF; which is also higher than 2022 (66%) and consistent with 2021 (73%).

### BARRIERS TO SUCCESS

Mental health and finances continue to be the most likely issues to interfere with participants ability to succeed.

- 39% selected mental health issues in 2023 and 2022 and 41% selected this in 2021.
- 38% selected financial concerns in 2023 and 34% selected this in 2022 and 2021.
- Of those who indicated that financial concerns may impact their ability to succeed, 75% identified the specific financial issue as the gap between what scholarships, loans and grants pay versus what they pay out-of-pocket and 63% identified the specific financial issue as the high cost of living in San Francisco.

### HIGH IMPACT PRACTICES

Student clubs and organizations, internships, and field experiences continue to be the high impact practices the majority of participants intend to participate in.

- 90% selected student clubs and organizations in 2023, 91% selected this in 2022, and 90% selected this in 2021.
- 89% selected internships in 2023, 88% selected this in 2022, and 91% selected this in 2021.
- 81% selected field experiences in 2023 and 2022 and 82% selected this in 2021.

## Demographics<sup>1</sup>

### FIRST-YEAR/TRANSFER

- First-time first-year = **86%**
- Transfer students = **14%**

### INTENT TO WORK

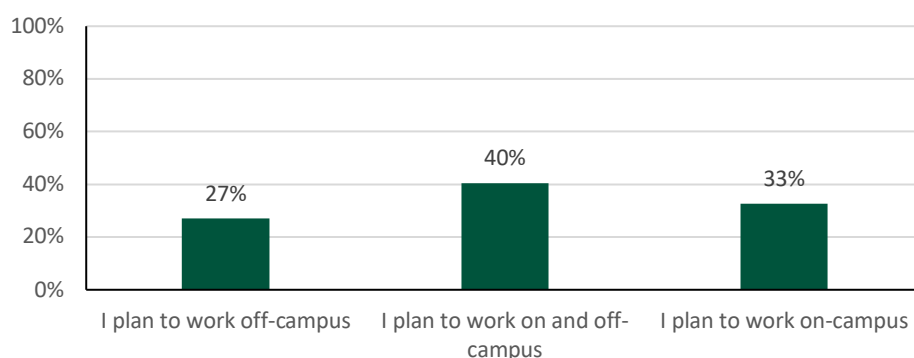
Participants were asked if they intend to work while attending USF.

- **86%** of participants indicated they **intend to work** while attending USF.

New this year, participants who indicated they intend to work then indicated their work plans using the following response options: *I plan to work on-campus*; *I plan to work off-campus*; and *I plan to work on and off-campus*.

- The highest proportion (**40%**) of participants indicated they **plan to work on and off-campus**.

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



Participants who indicated they intend to work while attending USF then reported the number of hours, on average, they plan to work each week from the following response options: *1-10 hours*; *11-20 hours*; *21-40 hours*; or *41 or more hours*.

- The highest proportion (**50%**) of participants who plan to work while attending USF indicated they **intend to work 11-20 hours per week**.

### CLASS ENROLLMENT

- USF 101 = **14%**
- First-year seminar = **28%**
- Transfer year seminar = **15%**
- A class in major/field of study = **69%**

### FINANCIAL AID

Participants who received financial aid were asked to rate their level of satisfaction with their financial aid package using a 5-pt. scale (*1 = Very Dissatisfied*, *5 = Very Satisfied*).

- Of the **96%** of participants who **received financial aid**, **51%** were **Satisfied** or **Very Satisfied** with their financial aid package.

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<sup>1</sup> For past surveys, demographic data such as: first-time or transfer status, class enrollment, and financial aid were self-reported. This year these data were obtained from Banner and not self-reported.

## PAYING FOR TUITION

Participants were asked if they have a plan to pay for tuition for the rest of their time at USF and if they needed more information about financial aid or paying tuition.

- **82%** indicated they **have a plan to pay for tuition** for the rest of their time at USF.
- **32%** indicated they **need more information about financial aid or paying tuition**.

## FINANCIAL LITERACY

Participants were asked how confident they are with managing their personal finances using the following response options: *Very confident*; *Moderately confident*; *Somewhat confident*; *Slightly Confident*; and *Not at all confident*.

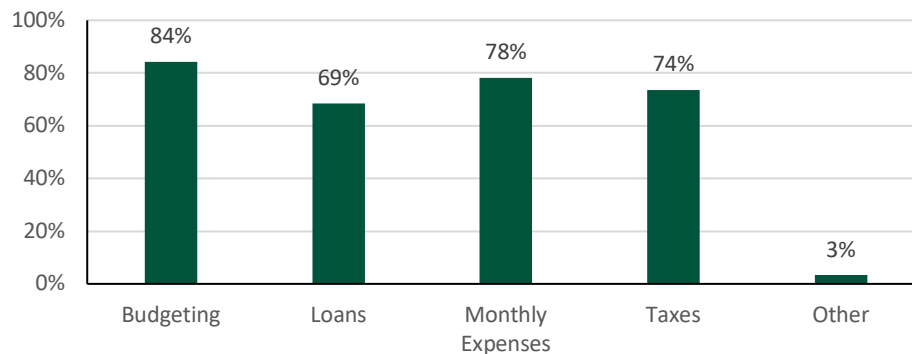
- **55%** indicated they are **moderately** or **very confident** with managing their personal finances.

Participants were asked if they believe they would benefit from a course/workshop on managing their personal finances.

- **51%** indicated they **would benefit** from a course/workshop on managing their personal finances.

Participants were then asked what types of information they would like covered in a personal finance course/workshop (e.g. budgeting, loans, monthly expenses) using the following response options: *Budgeting*; *Loans*; *Monthly expenses*; *Taxes*; and *Other*. Participants could select all that apply.

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



## TRANSFER STUDENTS

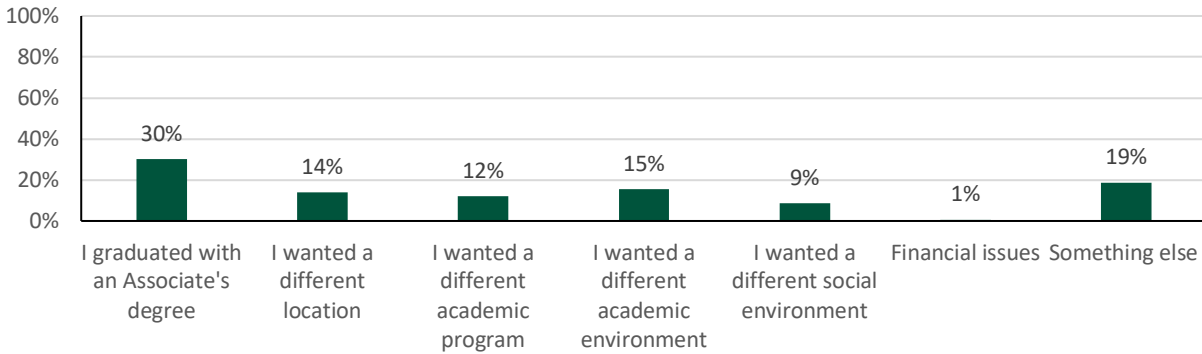
Transfer students were asked how many other institutions they attended before USF using the following response options: *1*; *2*; *3*; and *4 or more*. They were also asked if they attended a 2-year college or 4-year college or university before attending USF.

- The highest proportion (**77%**) indicated they **attended one other institution** before attending USF.
- **51%** indicated they previously **attended a 2-year college**.

Transfer students were asked the primary reason they left their most recent institution using the following response options: *I graduated with an Associate's degree*; *I wanted a different location*; *I wanted a different academic program*; *I wanted a different academic environment*; *I wanted a different social environment*; *Financial issues*; and *Something else*. Those who responded *Something else* were provided an opportunity to specify the primary reason they left their most recent institution.

- The highest proportion (**30%**) indicated that the primary reason they left their most recent institution was because **they graduated with an Associate's degree**.

The following figure details the proportion of participants who selected each response option.



Transfer students were asked if they have a degree completion plan.

- **85%** indicated they **have a degree completion plan**.
- Of those who indicated they do not have a plan, **86%** indicated they **would like help developing a degree plan**.

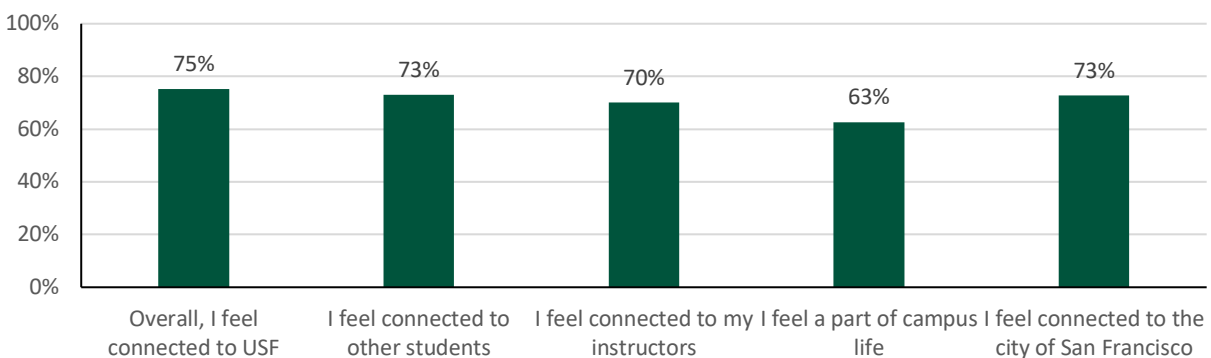
Transfer students were asked if they had difficulty transferring units from their previous institution to USF. Those who indicated they had difficulty were asked if they would like help transferring units from their previous institution to USF.

- **64%** students indicated they **did not have difficulty** transferring in units compared to 66% in 2022 and 70% in 2021.
- Of those who indicated they had difficulty, **60% would like help** transferring in units.

## Connectedness

Participants indicated the extent to which they agreed or disagreed with each of the following statements using a 5-pt. scale (*1 = Strongly Disagree, 5 = Strongly Agree*): *Overall, I feel connected to USF; I feel connected to other students; I feel connected to my instructors; I feel a part of campus life; and I feel connected to the city of San Francisco.*

The following figure details the percentage of participants who **Agreed** or **Strongly Agreed** with each statement.





On average, participants agreed with all statements. The average level of agreement is as follows:

- Overall, I feel connected to USF = **3.87** (*SD* = .78)
- I feel connected to other students = **3.85** (*SD* =.84)
- I feel connected to my instructors = **3.78** *SD* = .76)
- I feel a part of campus life = **3.67** (*SD* = .89)
- I feel connected to the city of San Francisco = **3.90** (*SD* = .88)

Participants who disagreed, strongly disagreed, or neither agreed nor disagreed with any of the above statements of connectedness were asked if they would like help getting involved at USF.

- **49%** of these participants indicated they **would like help getting involved at USF.**

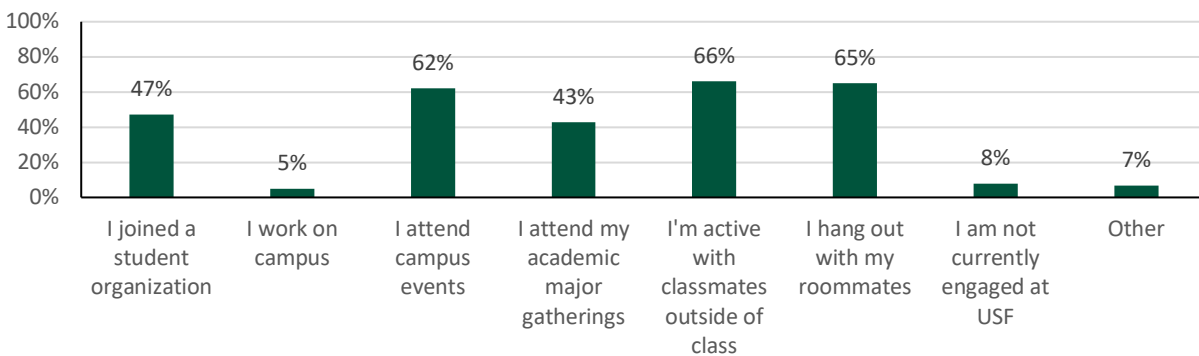
New this year, participants indicated whether or not they had found a friend group at USF they feel comfortable with using the following response options: *Yes*; *No*; and *Kind of*.

- **62%** selected **Yes**, **12%** selected **No**, and **26%** selected **Kind of**

## High-impact Practices

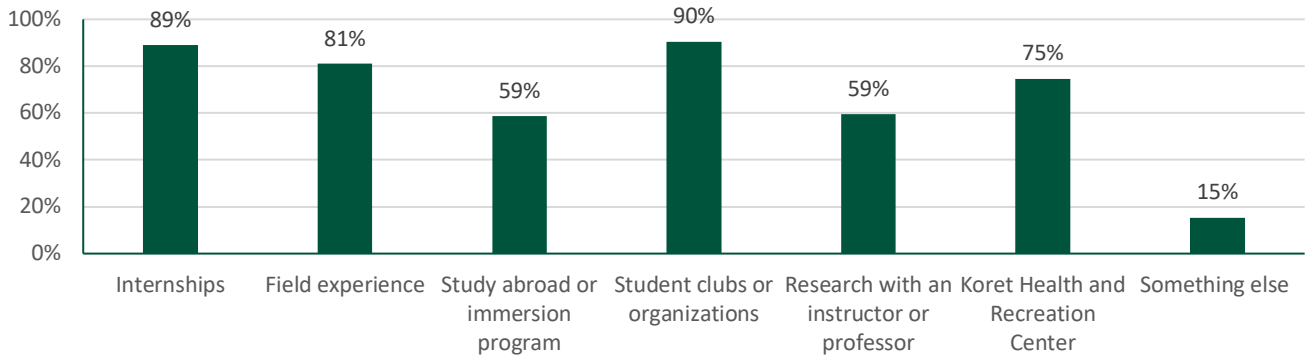
New this year, participants indicated how they are currently engaged at USF using the following response options: *I joined a student organization*; *I work on campus*; *I attend campus events*; *I attend my academic major gatherings*; *I'm active with my classmates outside of class*; *I hang out with my roommates*; *I am not currently engaged at USF*; and *Other*. Participants could select all that apply.

The following figure details the percentage of respondents who selected each response option.



Participants indicated whether or not they plan to participate in any of the following activities during their time at USF: *Internships*; *Field experience*; *Study abroad or immersion program*; *Student clubs or organizations*; *Research with an instructor or professor*; *Koret Health and Recreation Center*; and *Something else*. Those who responded *Something else* were provided an opportunity to specify the additional activity they plan to participate in.

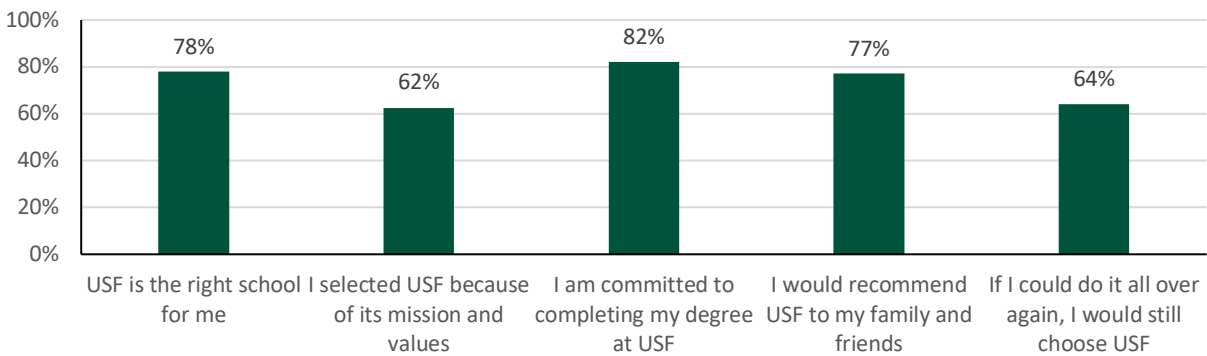
The following figure details the percentage of participants who reported they plan to participate in each activity.



### Institutional Commitment

Participants indicated the extent to which they agreed or disagreed with each of the following statements using a 5-pt. scale (1 = Strongly Disagree, 5 = Strongly Agree): *USF is the right school for me; I selected USF because of its mission and values; I am committed to completing my degree at USF; I would recommend USF to my family and friends; and If I could do it all over again, I would still choose USF.*

The following figure details the percentage of participants who **Agreed** or **Strongly Agreed** with each statement.



Participants' average level of agreement with these statements is as follows:

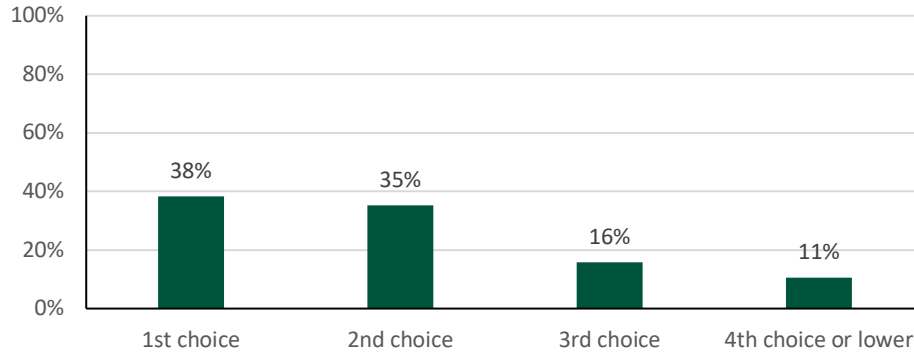
- USF is the right school for me = **4.04** (*SD* = .77)
- I selected USF because of its mission and values = **3.72** (*SD* = .93)
- I am committed to completing my degree at USF = **4.23** (*SD* = .80)
- I would recommend USF to my family and friends = **4.03** (*SD* = .77)
- If I could do it all over again, I would still choose USF = **3.84** (*SD* = .89)

### WAS USF FIRST CHOICE

Participants were asked if USF was their 1<sup>st</sup> choice, 2<sup>nd</sup> choice, 3<sup>rd</sup> choice, or 4<sup>th</sup> choice or lower when choosing what college or university to attend.

- **38%** of participants indicated that **USF was their first choice** compared to 35% in 2022 and 42% in 2021.

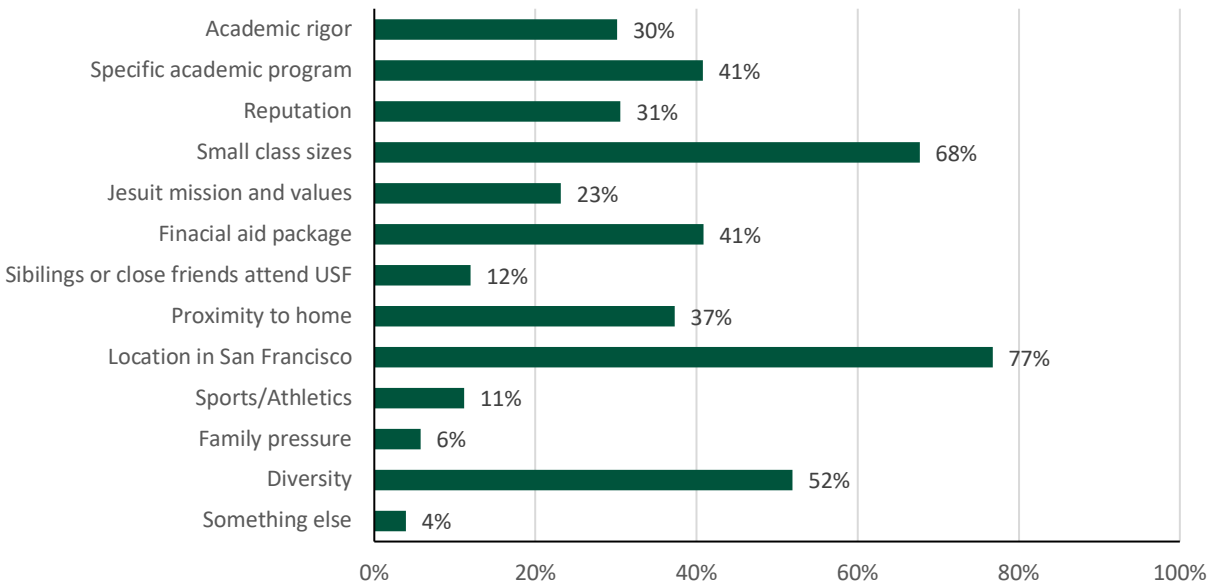
The following figure indicates the proportion of participants who selected each response option.



### REASONS FOR CHOOSING USF

Participants were asked why they chose USF from the following response options: *Academic rigor*; *Specific academic program*; *Reputation*; *Small class sizes*; *Jesuit mission and values*; *Financial aid package*; *Sibling or close friends attend USF*; *Proximity to home*; *Location in San Francisco*; *Sports/Athletics*; *Family pressure*; *Diversity*<sup>2</sup>; and *Something else*. Participants could select all that apply. Those who responded *Something else* were provided an opportunity to write-in why they chose USF.

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



### VALUE IN USF

<sup>2</sup> Diversity was added as a response option this year.

New this year, participants indicated whether or not they are finding value in the cost of USF using the following response options: *Yes*; *No*; and *Maybe*.

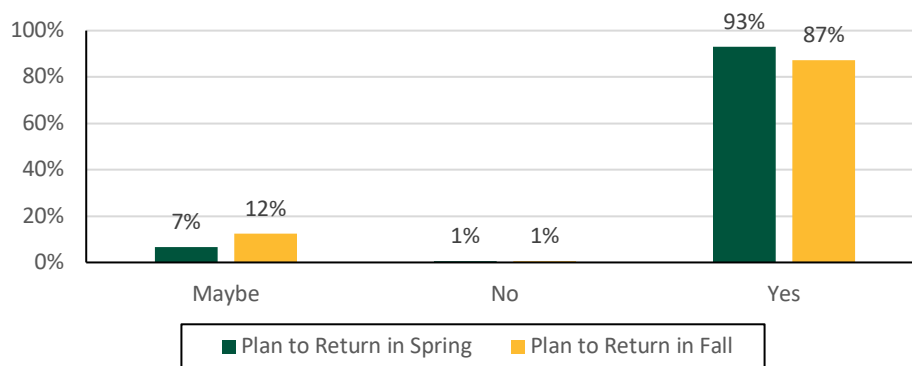
- **36%** selected **Yes**; **19%** selected **No**; and **45%** selected **Maybe**.

### INTENT TO RETURN

Participants were asked whether or not they intend to return to USF next spring and next fall.

- **93%** of participants indicated they **plan to return to USF next spring** compared to 90% in 2022 and 92% in 2021.
- **87%** of participants indicated they **plan to return to USF next fall** compared to 81% in 2022 and 85% in 2021.

The following figure details the proportion of participants who selected each response option.



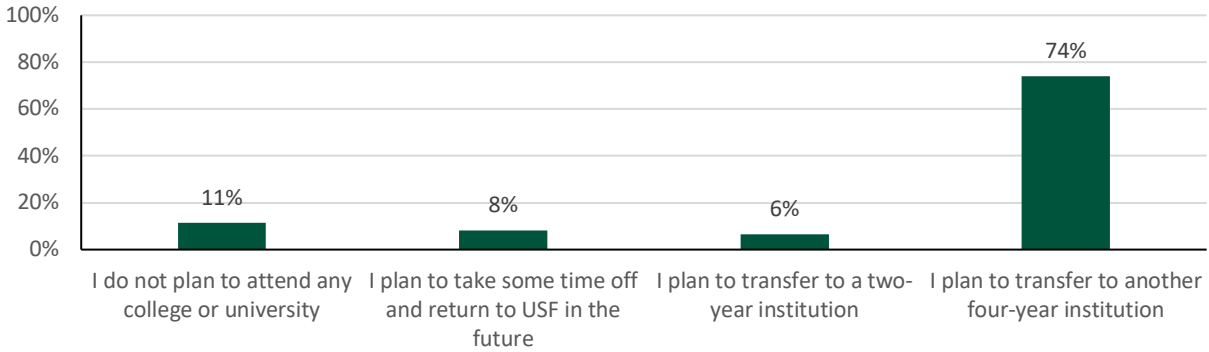
### INTENT TO TRANSFER OR STOP ATTENDING

Participants indicated whether or not they intend to transfer to another college or university or otherwise stop attending USF. The data below indicate the proportion of participants who selected each response option.

- **4%** selected **Yes**; **78%** selected **No**; and **4%** selected **Maybe**.

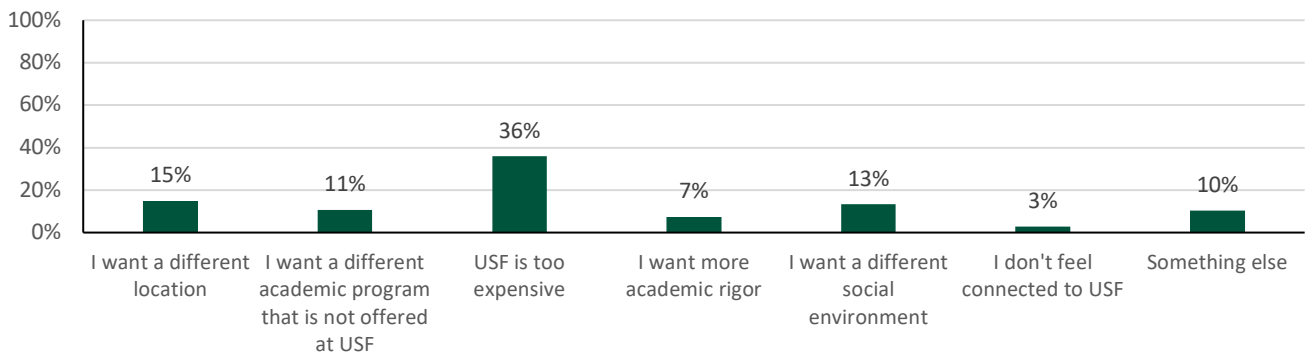
Participants who responded *Yes* or *Maybe* to the previous question were asked to select which best describes their future plans from the following response options: *I do not plan to attend any college or university*; *I plan to take some time off and return to USF in the future*; *I plan to transfer to a two-year institution*; and *I plan to transfer to another four-year institution*.

The following figure details the proportion of participants who selected each response option.



Participants who indicated they intended to transfer to another college or university or otherwise stop attending USF then indicated the most likely reason using the following response options: *I want a different location; I want a different academic program that is not offered at USF; USF is too expensive; I want more academic rigor; I want a different social environment; I don't feel connected to USF; and Something else.*<sup>3</sup>

The following figure details the proportion of participants who selected each response option.

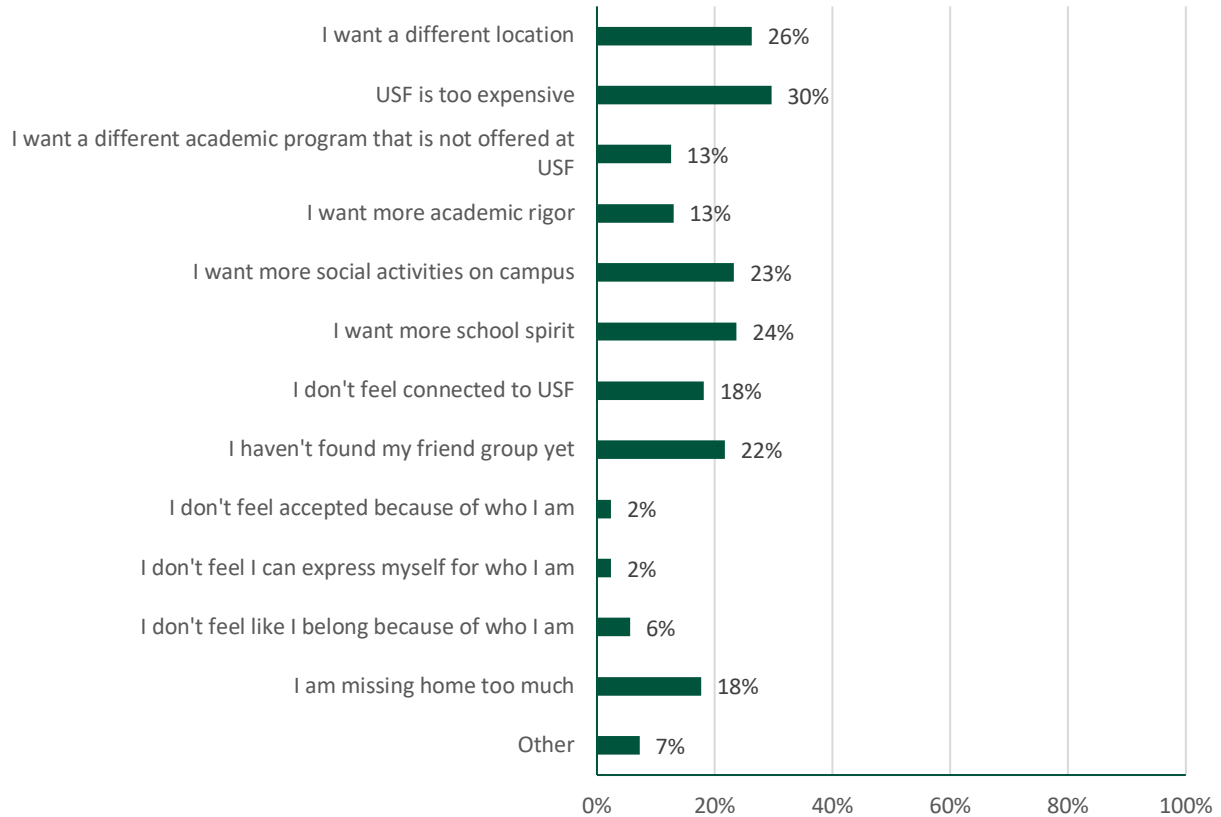


New this year, participants were asked if there are any other reasons why they would leave USF using the following response options: *I want a different location; I want a different academic program that is not offered at USF; USF is too expensive; I want more academic rigor; I want more social activities on campus; I want more school spirit; I don't feel connected to USF; I haven't found my friend group yet; I don't feel accepted because of who I am; I don't feel I can express myself for who I am; I don't feel like I belong because of who I am; I am missing home too much; and Other.*<sup>4</sup> Participants could select all that apply.

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

<sup>3</sup> *My original plan was impacted by COVID-19* was removed as a response option this year.

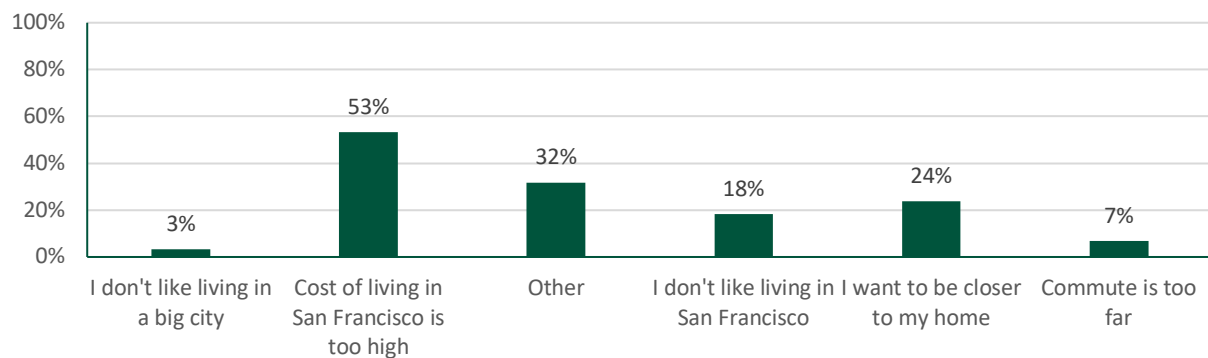
<sup>4</sup> Only response options that a participant did not select in the previous question as the most likely reason they would leave or otherwise stop attending were available for selection in this question.



Also new this year, participants were asked the following additional questions about their selected reasons for why they would leave USF.

Participants who selected I want a different location as a reason they would transfer or otherwise stop attending were asked why they want a different location using the following response options: *I don't like living in a big city*; *Cost of living in San Francisco is too high*; *I don't like living in San Francisco*; *I want to be closer to my home*; *Commute is too far*; and *Other*.

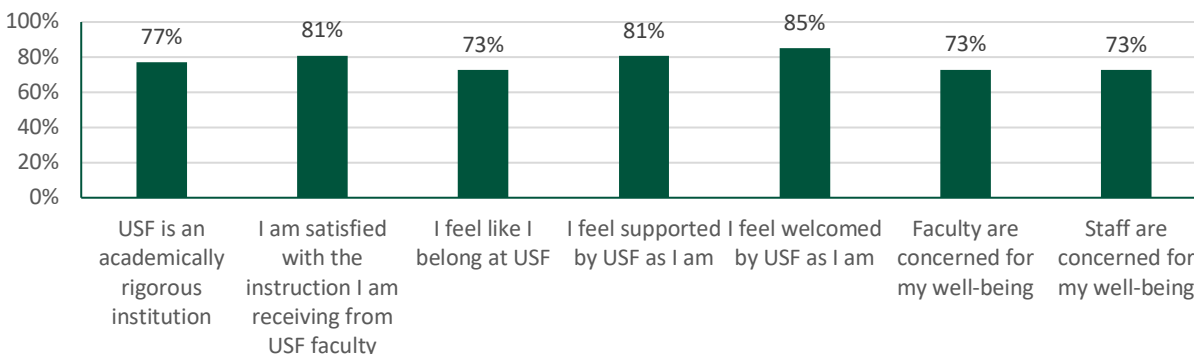
The following figure details the proportion of participants who selected each response option.



## Attitudes Toward USF

Participants indicated the extent to which they agreed or disagreed with each of the following statements using a 5-pt. scale (1 = Strongly Disagree, 5 = Strongly Agree): *USF is an academically rigorous institution; I am satisfied with the instruction I am receiving from USF faculty; I feel like I belong at USF; I feel supported by USF as I am; I feel welcomed by USF as I am; Faculty are concerned for my well-being; and Staff are concerned for my well-being.*

The following figure details the percentage of participants who **Agreed** or **Strongly Agreed** with each statement.



Participants' average level of agreement with each statement is as follows:

- USF is an academically rigorous institution = **3.95** (*SD* = .73)
- I am satisfied with the instruction I am receiving from USF faculty = **4.00** (*SD* = .75)
- I feel like I belong at USF = **3.91** (*SD* = .80)
- I feel supported by USF as I am = **4.04** (*SD* = .75)
- I feel welcomed by USF as I am = **4.13** (*SD* = .70)
- Faculty are concerned for my well-being = **3.89** (*SD* = .84)
- Staff are concerned for my well-being = **3.89** (*SD* = .82)

## BELONGING

New questions were added this year to help understand participants' sense of belonging and how USF can help them feel they belong.

Participants who disagreed, strongly disagreed or neither agreed nor disagreed that they feel like they belong at USF indicated what would help them feel they belong at USF using the following response options: *More events/activities specifically for transfer students* (option available only to transfer students); *More resources for transfer students* (option available only to transfer students); *More events/activities specifically for first-year students* (option available only to first-year students); *More diversity/cultural events* (option available to all participants), and *Other* (option available to all participants). Participants could select all that apply.

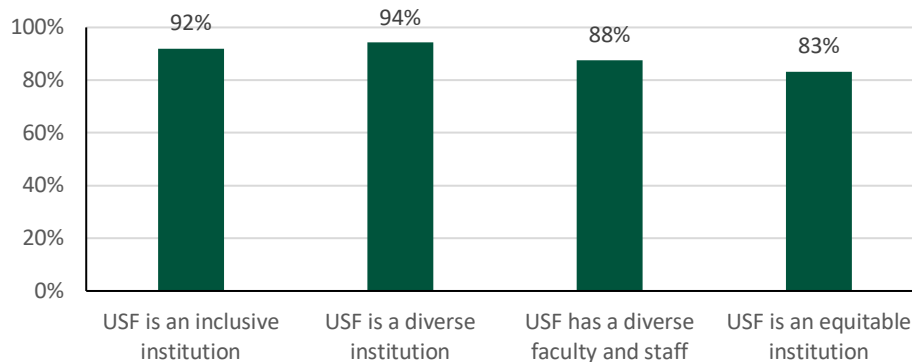
- Of the 34% of **transfer student participants** who disagreed, strongly disagreed or neither agreed nor disagreed that they feel like they belong at USF, **61%** indicated **more events/activities specifically for transfer students** would help them feel they belong at USF and **65%** indicated **more resources for transfer students**.
- Of the 26% of **first-year student participants** who disagreed, strongly disagreed or neither agreed nor disagreed that they feel like they belong at USF, **61%** indicated **more events/activities specifically for first-year students** would help them feel they belong at USF.

- Of the 27% of **all participants** who disagreed, strongly disagreed or neither agreed nor disagreed that they feel like they belong at USF, **34%** indicated **more diversity/cultural events** would help them feel they belong at USF and **7%** selected *Other*.

## Diversity, Equity, & Inclusion

Participants indicated the extent to which they agreed or disagreed with each of the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *USF is an inclusive institution*; *USF is a diverse institution*; *USF has a diverse faculty and staff*; and *USF is an equitable institution*.

The following figure details the percentage of participants who **Agreed** or **Strongly Agreed** with each statement.



Participants' average level of agreement with each statement is as follows:

- USF is an inclusive institution = **4.38** (*SD* = .66)
- USF is a diverse institution = **4.50** (*SD* = .64)
- USF has a diverse faculty and staff = **4.29** (*SD* = .75)
- USF is an equitable institution = **4.18** (*SD* = .74)

New this year, participants indicated the extent to which they agreed or disagreed with each of the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *I feel accepted at USF because of who I am* and *I feel I can express myself at USF for who I am*.

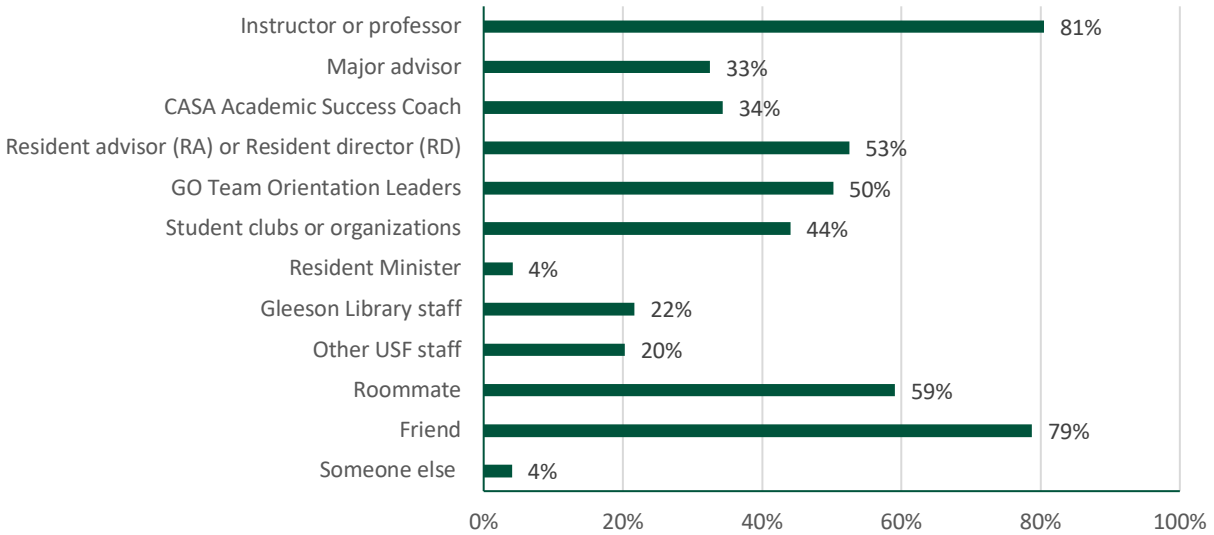
- 88%** **Agreed** or **Strongly Agreed** they **feel accepted at USF because of who they are** and **feel they can express themselves at USF for who they are**.

## Helpfulness

Participants indicated the roles of the people at USF who have been most helpful to them from the following response options: *Instructor or professor*; *Major advisor*; *CASA Academic Success Coach*; *Resident advisor (RA) or Resident director (RD)*; *GO Team Orientation Leaders*; *Student clubs or organizations*; *Resident Minister*; *Gleeson Library staff*; *Other USF staff*; *Roommate*; *Friend*; and *Someone else*. Participants could select all that apply.

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

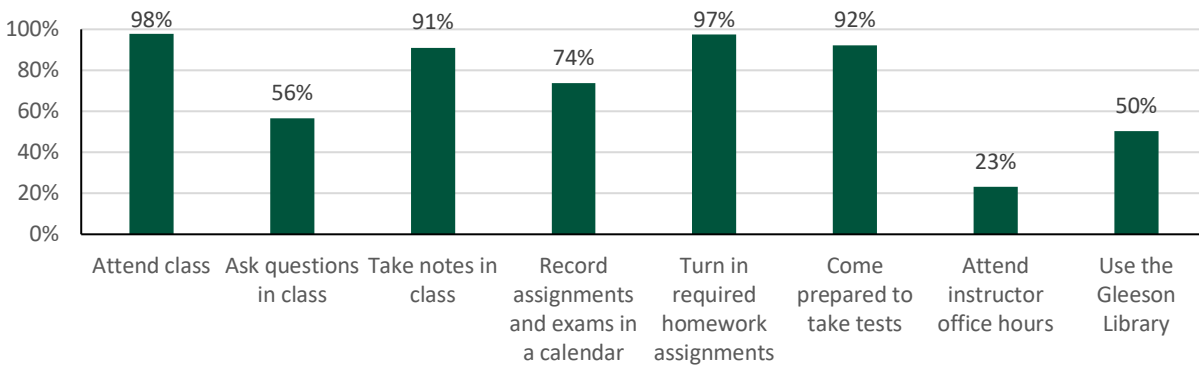




## Academic Success

Participants were asked the frequency with which they do each of the following using a 5-pt. scale (1 = Never, 5 = Always): *Attend class; Ask questions in class; Take notes in class; Record assignments and exams in a calendar; Turn in required homework assignments; Come prepared to take tests; Attend instructor office hours; and Use the Gleeson library.*

The following figure details the proportion of participants who responded they **Always** or **Often** engage in each academic behavior.



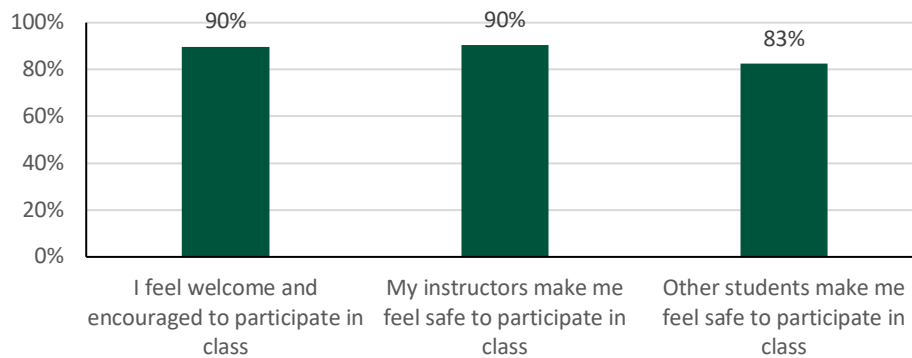
The average frequency with which participants reported engaging in each academic behavior is as follows:

- Attend class = **4.83** (*SD* = .46)
- Ask questions in class = **3.64** (*SD* = 1.04)
- Take notes in class = **4.52** (*SD* = .73)
- Record assignments and exams in a calendar = **4.09** (*SD* = 1.12)
- Turn in required homework assignments = **4.77** (*SD* = .51)
- Come prepared to take tests = **4.51** (*SD* = .68)
- Attend instructor office hours = **2.77** (*SD* = 1.19)
- Use the Gleeson library = **3.40** (*SD* = 1.26)

## FEELING SAFE AND WELCOME IN CLASS

Participants indicated the extent to which they agreed or disagreed with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *I feel welcome and encouraged to participate in class*; *My instructors make me feel safe to participate in class*; and *Other students make me feel safe to participate in class*.

The following figure details the percentage of participants who **Agreed** or **Strongly Agreed** with each statement.



Participants' average level of agreement with these statements is as follows:

- I feel welcome and encouraged to participate in class = **4.30** (*SD* = .69)
- My instructors make me feel safe to participate in class = **4.32** (*SD* = .68)
- Other students make me feel safe to participate in class = **4.15** (*SD* = .77)

### REGISTRATION & ORIENTATION

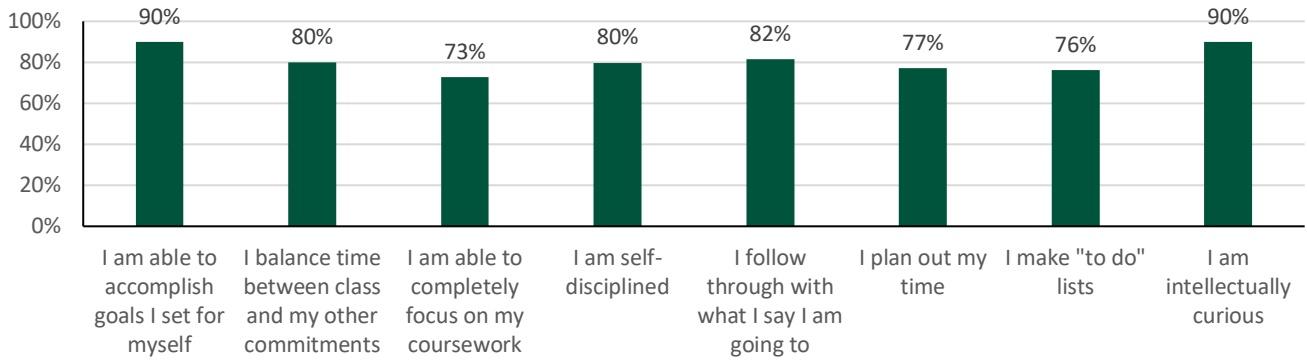
Participants indicated how much they agreed or disagreed with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *Completing Webtrack advising helped me to understand the registration process at USF* and *As a result of attending the "Orientation to Your Major/College" during New Student Orientation, I understand my academic requirements*.

- **72% Agreed** or **Strongly Agreed** that completing Webtrack advising helped them to understand the registration process at USF compared to 68% in 2022 and 75% in 2021.
- **82% Agreed** or **Strongly Agreed** that as a result of attending the "Orientation to Your Major/College" during New Student Orientation, they understand their academic requirements compared to 74% in 2022 and 80% in 2021.

### Self-management Skills

Participants indicated how much they agreed or disagreed with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *I am able to accomplish goals I set for myself*; *I balance time between class and my other commitments*; *I am able to completely focus on my coursework*; *I am self-disciplined*; *I follow through with what I say I'm going to*; *I plan out my time*; *I make "to-do" lists*; and *I am intellectually curious*.

The following figure details the percentage of participants who **Agreed** or **Strongly Agreed** with each statement.



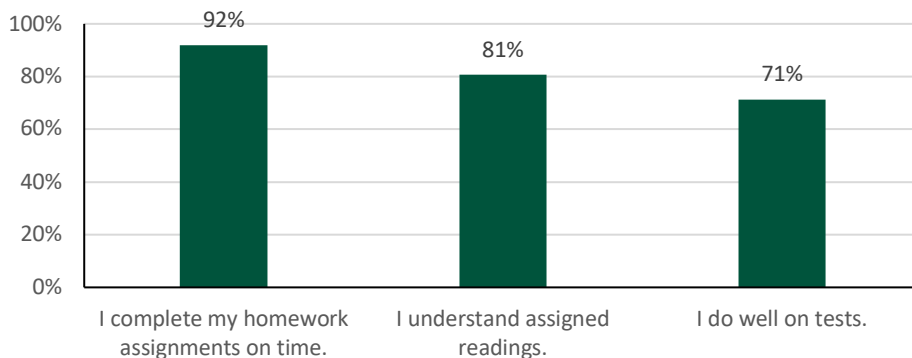
Participants' average level of agreement with these statements is as follows:

- I am able to accomplish goals I set for myself = **4.23** (*SD* = .69)
- I balance time between class and my other commitments = **4.04** (*SD* = .80)
- I am able to completely focus on my coursework = **3.88** (*SD* = .91)
- I am self-disciplined = **4.05** (*SD* = .82)
- I follow through with what I say I'm going to = **4.08** (*SD* = .77)
- I plan out my time = **3.98** (*SD* = .87)
- I make "to-do" lists = **3.98** (*SD* = 1.04)
- I am intellectually curious = **4.31** (*SD* = .69)

### Academic Self-efficacy

Participants indicated how much they agreed or disagreed with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *I complete my homework assignments on time; I understand assigned readings; and I do well on tests.*

The following figure details the percentage of participants who **Agreed** or **Strongly Agreed** with each statement.



Participants' average level of agreement with these statements is as follows:

- I complete my homework assignments on time = **4.40** (*SD* = .71)
- I understand assigned readings = **4.09** (*SD* = .80)
- I do well on tests = **3.93** (*SD* = .80)

## CONFIDENCE OF SUCCESS

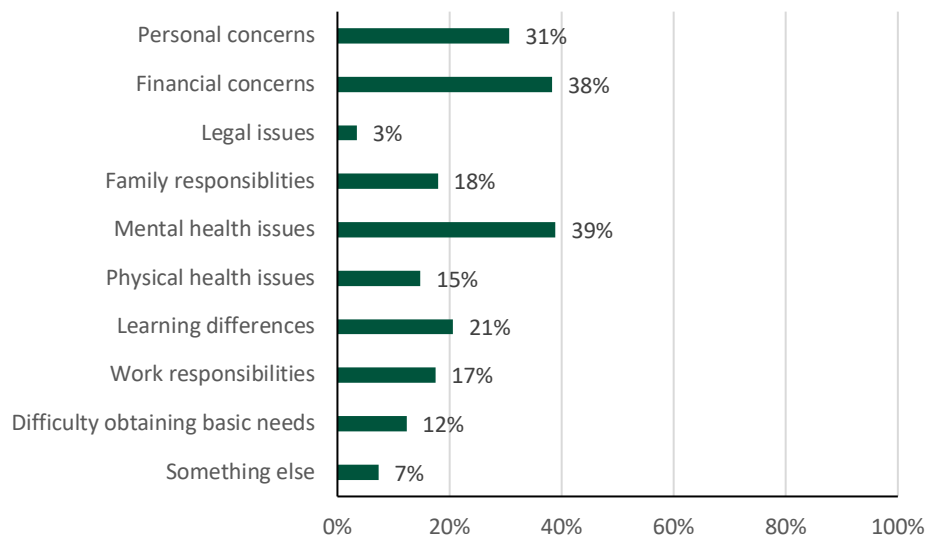
Participants indicated how much they agreed or disagreed with the following statement on a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *Overall, I'm confident I will succeed this semester.*

- **85%** of participants indicated they **Agreed** or **Strongly Agreed** they would **succeed this semester**.
- Participants, on average, indicated they **Agreed they would succeed this semester** ( $M = 4.16, SD = .70$ ).

## Barriers to Success

Participants indicated how likely each of the following would be to interfere with their ability to succeed at USF on a 5-pt. scale (1 = *Very Likely*, 5 = *Very Unlikely*): *Personal concerns; Financial concerns; Legal issues; Family responsibilities; Mental health issues; Physical health issues; Learning differences; Work responsibilities; Difficulty obtaining basic needs (e.g., food, housing); and Something else.*

The following figure details the percentage of participants who indicated the above would **Likely** or **Very Likely** be barriers to their success at USF.



The average likelihood with which participants reported that these potential barriers would impact their success at USF is as follows:<sup>5</sup>

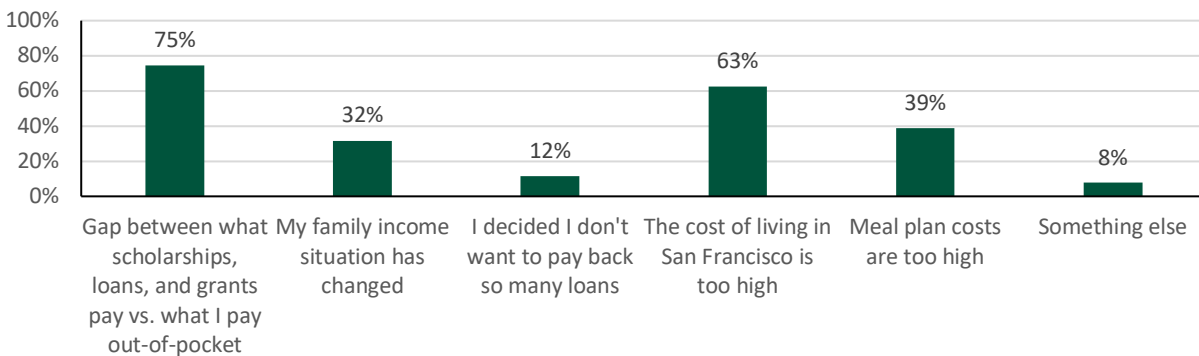
- Personal concerns = **3.11** ( $SD = 1.07$ )
- Financial concerns = **3.00** ( $SD = 1.23$ )
- Legal issues = **4.23** ( $SD = .86$ )
- Family responsibilities = **3.59** ( $SD = 1.09$ )
- Mental health issues = **2.93** ( $SD = 1.19$ )
- Physical health issues = **3.66** ( $SD = 1.04$ )
- Learning differences = **3.53** ( $SD = 1.14$ )
- Work responsibilities = **3.54** ( $SD = 1.09$ )
- Difficulty obtaining basic needs = **3.86** ( $SD = 1.07$ )
- Something else = **3.91** ( $SD = 1.06$ )
- 

New this year, those who indicate that financial issues were likely or very likely to interfere with their ability to succeed at USF were asked what, specifically, is difficult using the following response options: *Gap between what*

<sup>5</sup> Note that the scale for this question is reversed when compared to other questions; therefore, the higher the number the less likely the item is to impact their ability to succeed.

*scholarships, loans and grants pay vs. what I pay out of pocket; My family income situation has changed; I decided I don't want to pay back so many loans; The cost of living in San Francisco is too high; Meal plan costs are too high; and Something else.* Participants could select all that apply.

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



Those who indicated that financial concerns were likely or very likely to interfere with their ability to succeed at USF were asked if they had contacted financial aid to discuss their concerns.

- **38%** selected **Yes**, **62%** selected **No**

Those who indicated that difficulty obtaining basic needs would likely or very likely impact their ability to succeed were asked if they would like assistance finding resources for food and housing challenges.

- **54%** selected **Yes**, **46%** selected **No**

## Living Away from Home

Using a 5-pt. scale (1 = *A great deal*, 5 = *Not at all*), participants rated how much missing family, friends, significant others, home, etc. has negatively affected their ability to succeed at USF.

- The majority of participants (**51%**) indicated that missing family, friends, significant others, home, etc. has had **very little** or **no negative impact** on their ability to succeed

## Course Modalities

### IMPACT OF HYBRID, HYFLEX, AND REMOTE/LEARNING ON SUCCESS

Participants were asked if they were enrolled in any of the following types of courses this fall: *Online Synchronous*; *Online Asynchronous*; and *Hybrid*.<sup>6</sup> The data below represent the proportion of participants who indicated they were enrolled in each course type.

- **29%** selected **Online Synchronous**, **12%** selected **Online Asynchronous**, and **71%** selected **Hybrid**

Participants further indicated if taking Online Synchronous, Online Asynchronous or Hybrid courses at USF negatively impacted their ability to succeed, using the following response options: *Yes*, *No*.<sup>7</sup>

<sup>6</sup> This question was changed this year and included definitions for each course modality as follows: Online Synchronous: greater than or equal to 50% of the class sessions are delivered through synchronous (real time) online meetings; Online Asynchronous: greater than or equal to 50% of the class sessions are delivered through asynchronous online instruction; Hybrid: greater than or equal to 51% of class sessions are delivered in person and less than 50% are delivered online. In 2022, participants were asked if they were enrolled in *Hybrid*; *HyFlex*; and/or *Remote/Online*. In 2021, participants were asked if they were enrolled in a remote learning course.

<sup>7</sup> This question was updated from last year. Rather than include *Not applicable* as a response option, each response option was only available to those who previously indicate they were enrolled in that type of course.

- Online Synchronous = **22%** selected **Yes**, **78%** selected **No**
- Online Asynchronous = **28%** selected **Yes**, **72%** selected **No**
- Hybrid = **14%** selected **Yes**, **86%** selected **No**

### FUTURE COURSE MODALITIES

Participants were asked which modalities they would consider taking in the future using the following response options: *Online Synchronous*, *Online Asynchronous*, *Hybrid*; and *In-person*. Participants could select all that apply.

The data below indicate the percentage of participants who selected each response option.

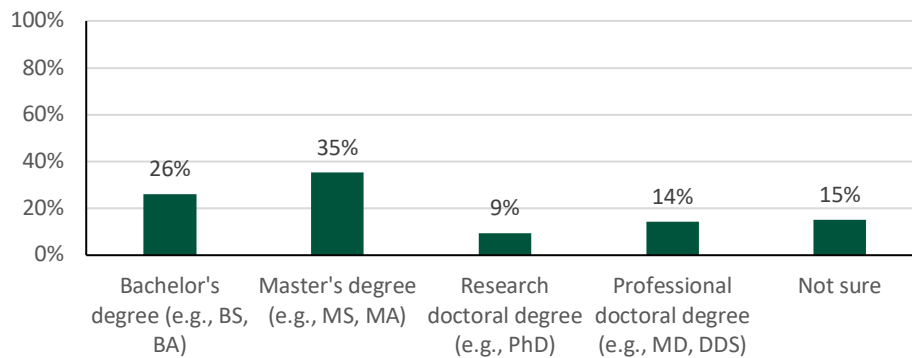
- **27%** selected **Online Synchronous**, **25%** selected **Online Asynchronous**, **46%** selected **Hybrid**, and **84%** selected **In-person**.

## Goals and Aspirations

### EDUCATIONAL PLANS

Participants reported the highest level of education they aspire to achieve using the following response options: *Bachelor's degree (e.g., BS, BA)*; *Master's degree (e.g., MS, MA)*; *Research doctoral degree (e.g., PhD)*; *Professional doctoral degree (e.g., MD, DDS)*; and *Not sure*.

The following figure details the proportion of participants who selected each response option.

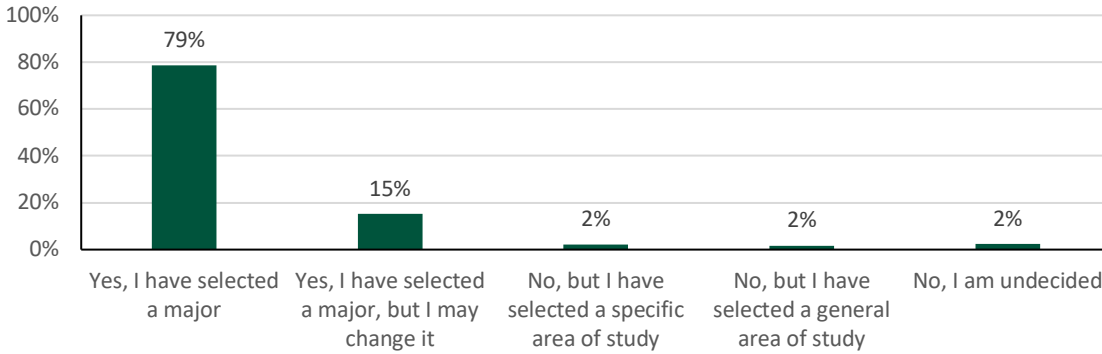


## Major Goals and Aspirations

### MAJOR/FIELD OF STUDY PLANS

Participants indicated if they had chosen a major using the following response options: *Yes, I have selected a major*; *Yes, I have selected a major, but I may change it*; *No, but I have selected a specific area of study*; *No, but I have selected a general area of study*; and *No, I am undecided*.

The following figure details the proportion of participants who selected each response option.

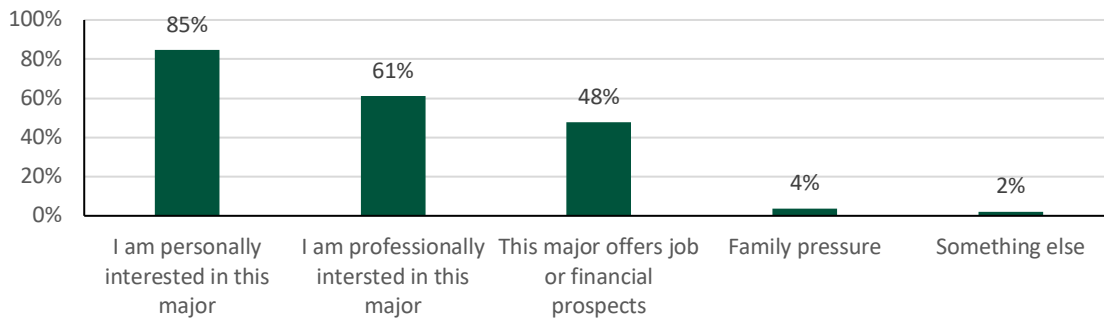


Those who indicated they have selected a major were asked how satisfied they were with their major using a 5-pt. scale (1 = *Very Dissatisfied*, 5 = *Very Satisfied*).

- The **highest** proportion of participants (**85%**) indicated they are **Satisfied** or **Very Satisfied** with their major
- Participants, on average, indicated they were **Satisfied** with their major ( $M = 4.19$ ,  $SD = .75$ )

Those participants who indicated they had selected a major then indicated why they chose their major using the following response options: *I am personally interested in this major*; *I am professionally interested in this major*; *This major offers jobs or financial prospects*; *Family pressure*; and *Something else*.<sup>8</sup> Participants could select all that apply.

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



Participants who indicated they have not selected a major were asked if they would like help exploring their major options.

- **45%** indicated **they would like help** exploring their major options

## CASA

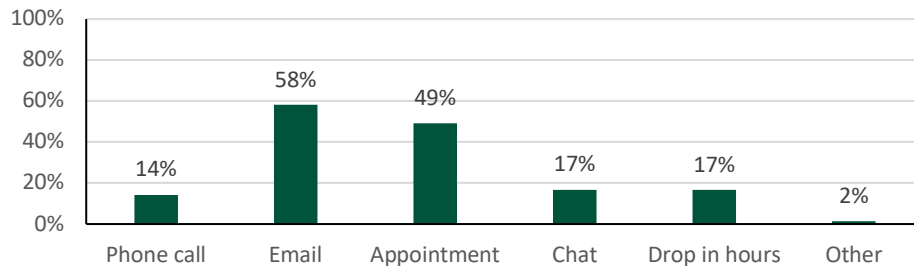
Participants were asked if they knew they had been assigned a CASA Academic Success Coach. Those who responded “yes” to this question were then asked if they had any interaction with their CASA Academic Success Coach and what type of interaction they had using the following response options: *Phone call*; *Email*; *Appointment*; *Chat*; *Drop-in hours*; and *Other*. Participants could select all that apply.

- **83%** of participants indicated they **knew they had been assigned a CASA Academic Success Coach**.
- Of those who responded “yes” to this question, **49%** indicated **they had an interaction with their CASA Academic Success Coach**.

<sup>8</sup> *My original choice of major was impacted by COVID-19* was removed as a response option this year.

- The highest percentage of participants (**58%**) indicated they **had email interaction** with their CASA Academic Success Coach.

The following figure details the percentage of participants who selected each interaction type.



Participants who responded they had an interaction with their CASA Academic Success Coach were asked to rate the helpfulness of their experience using a 5-pt. scale (1 = *Very Unhelpful*, 5 = *Very Helpful*).

- **87%** of participants who had an interaction with their CASA Academic Success Coach indicated that their coach was **Helpful** or **Very Helpful**.

Participants who did not know they had been assigned a CASA Academic Success Coach or indicated they had not had any interaction with their CASA Academic Success Coach were asked if they would like assistance connecting with their CASA Academic Success Coach.

- **42%** of those who didn't know they had a CASA Academic Success Coach or who had no previous interaction with their CASA Academic Success Coach **indicated they would like assistance** connecting with their CASA Academic Success Coach.

## Community Living

### RESIDENCE HALLS<sup>9</sup>

Participants living in the residence halls were asked if they knew they had an RA assigned to their floor. Those who knew they had an RA assigned to their floor were then asked if they had any interaction with their RA. If participants indicated they had interaction with their RA they were asked how helpful the experience with their RA was using a 5-pt. scale (1 = *Very unhelpful*, 5 = *Very helpful*). If participants indicated they did not know they had an RA assigned to their floor they were asked if they would like help getting in touch with their RA.

- Nearly all participants (**99.5%**) knew they had an RA assigned to their floor, of these, **98% had interaction with their RA** and **91%** felt the experience was **Helpful** or **Very Helpful**.

Participants who live in the residence halls indicated how much they agreed or disagreed with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *I feel connected to other students that live in my residence hall* and *I feel connected to other students on my floor*.

- **68%** of participants **Agreed** or **Strongly Agreed** they **feel connected to other students that live in their residence hall**.
- **70%** of participants **Agreed** or **Strongly Agreed** they **feel connected to other students on their floor**.

<sup>9</sup> In prior years students self-selected whether or not they lived in a residence hall. This year, the data was obtained from Banner. Only those who were coded in Banner as living in a residence hall received these questions.



Those who live in the residence halls were asked if they wanted help connecting with other students in their residence hall.

- **18%** of participants indicated they **wanted help connecting with other students in their residence hall**.

Participants who live in the residence halls were given the opportunity to share about their overall experience living in the residence hall. This was an open-text field. Please see Exhibit A for participant responses.

### OFF-CAMPUS LIVING

Participants living off-campus were asked if they live with family or roommate(s) other than family.

- **78%** indicated they **live with family**.
- **22%** indicated they **live with roommate(s) other than family**.

Participants living off-campus were asked how connected they feel to others living off-campus using a 5-pt. scale (1 = *Not at all connected*, 5 = *Very connected*).

- **29%** indicated they feel **Moderately** or **Very connected** to others living off-campus.
- **47%** indicated they felt **Slightly connected** or **Not at all connected** to others living off-campus.

Participants living off-campus were asked if they would like help getting connected to other students living off-campus.

- **48%** indicated they **would like help** getting connected to other students living off-campus.
- **52%** indicated they **would not like help** getting connected to other students living off-campus.

Participants living off-campus were asked if they would like assistance connecting with the off-campus living office.

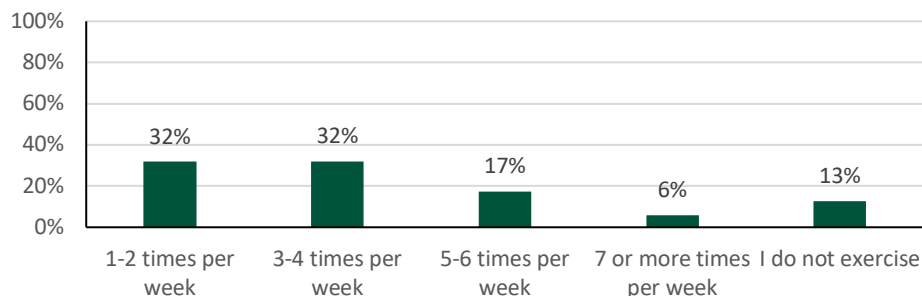
- **29%** indicated they **would like assistance** connecting with the off-campus living office.
- **71%** indicated they **would not like assistance** connecting with the off-campus living office.

## Health & Wellness

### EXERCISE

Participants were asked how frequently they exercise using the following response options: *1-2 times per week*; *3-4 times per week*; *5-6 times per week*; *7 or more times per week*; and *I do not work out*.

The following figure details the proportion of participants who selected each response option.



### MENTAL HEALTH

New this year, participants were asked if they are aware of mental health resources at USF (e.g. CAPS).

- **93%** of participants indicated they were aware of mental health resources, **7%** were **not aware**.

Also new this year, participants were asked how likely they are to do the following using a 5-pt. scale (1 = *Very Likely*, 5 = *Very Unlikely*): *Utilize mental health resources at USF*; *Utilize mental health resources off-campus*; and *Register with Student Disability Services for mental health accommodations*.

The following figure details the proportion of participants who were Unlikely or Very Unlikely to do any of the above.

