



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

New Student Success Survey Report 2024

November 2024

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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 seventh 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: 1137 first-time freshman and transfer students

Instrument: Qualtrics

Period: September

Response Rate: 80% (904 participants)

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.

FOLLOW-UP SURVEYS

Each spring, as a means to better understand students who initially indicated on the NSSS that they either planned not to return in spring, planned not to return in fall, or planned to transfer or otherwise stop attending USF, a follow-up survey is sent to those who returned in the spring semester

Additionally, to gain a better understanding of how USF can provide support, a short follow-up survey is sent to students who did not initially take the NSSS in the fall.

Key Findings & Trends

In reviewing the retention rates of those who took the survey in fall 2023, how participants answered questions about: their connection to USF, their sense of belonging, their commitment to USF, how much they miss their family/friends, barriers to success, and whether or not they plan to return in the spring or fall were indicators of whether or not they were still enrolled in fall 2024. In addition to general key findings, responses that may be indicators that participants will not be retained are called out below.

INSTITUTIONAL COMMITMENT

In general, institutional commitment continues to be high. However, based on retention data from those who took the survey in 2023, those who responded strongly disagree, disagree, or neither agree nor disagree to the below questions may be at higher risk of leaving USF.

- The majority of participants continue to indicate USF is the right school for them (2024 = 79%, 2023 = 78%, 2022 = 75%, 2021 = 80%) and they are committed to completing their degree at USF (2024 = 84%, 2023 = 82%, 2022 = 78%, 2021 = 83%). However, this year, 21% of participants strongly disagreed, disagreed, or neither agreed nor disagreed that USF is the right school for them and 16% strongly disagreed, disagreed, or neither agreed nor disagreed that they are committed to completing their degree at USF.

- Consistent with 2023 and 2022, 64% indicated that if they could do it over again, they would still choose USF, though, 16% strongly disagreed, disagreed, or neither agreed nor disagreed with this statement.

Transfer Students vs. First-year

- 83% of transfer students participants agreed or strongly agreed that USF is the right school for them, compared to 79% of first-year participants.
- 95% of transfer student participants agreed or strongly agreed that they are committed to completing their degree at USF, compared to 82% of first-year participants.
- 68% of transfer students participants agreed or strongly agreed that if they could do it over again, they would still choose USF, compared to 63% of first-year participants.

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). Based on retention data from those who took the survey in 2023, those who responded No, Maybe or did not respond to questions about whether they plan to return to USF in the spring or fall may be at higher risk of not returning to USF.

The majority of participants indicated they intend to return to USF and do not plan to transfer or otherwise stop attending. The percentage of those who intend to return in the spring and fall has either stayed the same or increased since 2021.

- 77% indicated they do not intend to transfer or otherwise stop attending USF, this is similar to 2023 (78%) and 2021 (77%), and an increase from 2022 (71%).
- 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 2023 (93% planned to return, 7% maybe), and slightly higher than 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 in line with the high results from 2023 (87% planned to return, 12% maybe) and higher than both 2022 (81% planned to return, 18% maybe) and 2021 (85% planned to return, 15% maybe).

Transfer Students vs. First-year

- 88% of transfer student participants indicated they do not intend to transfer or otherwise stop attending USF, compared to 75% of first-year participants.
- 92% of transfer student participants indicated they plan to return to USF next spring, compared to 93% of first-year participants.
- 91% of transfer student participants indicated they plan to return to USF next fall, compared to 87% of first-year participants.

REASONS FOR LEAVING USF

USF is too expensive continues to be the most likely reason why participants plan to transfer or otherwise stop attending (40% selected this in 2024, 36% in 2023 and 2022, and 35% in 2021). Of note, the percentage of those who selected this response has increased since 2021.

- When asked if there are any other reasons why they would leave USF, 35% selected *USF is too expensive*. This response option was only available to those who did not indicate USF is too expensive as the most likely reason why they would transfer or otherwise stop attending.

- 40% of participants who indicated that they would transfer or otherwise stop attending USF due to wanting a different location further indicated that the cost of living in USF was the top reason why they want a different location. This is much lower than the 53% of participants who selected this in 2023.

Transfer Students vs. First-year

- 50% of transfer student participants who indicated they may transfer or otherwise stop attending further indicated the most likely reason they would leave USF is because USF is too expensive, compared to 40% of first-year participants. However, while the percentage is high, the number of transfer students who selected this response is low ($n = 6$).
- The highest percentage of transfer student participants (17%) when asked if there were any other reasons why they would leave USF, indicated they haven't found their friend group yet, whereas only 9% of first-year participants selected this response option. The highest percentage of first-year participants indicated they want more school spirit (14%).

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 (yes = 40%, maybe = 41%). This is the same percentage as 2023; though, the percentage of those who responded *Yes* increased by 4% (in 2023, yes = 36%, maybe = 45%).

Transfer Students vs. First-year

- First-year participants are slightly more likely than transfer student participants to indicate they are or maybe are finding value in the cost of USF with 81% of first year participants selecting these response options (yes= 40%, maybe =41%) and 79% of transfer student participants (yes = 39%, maybe = 40%).

USF FIRST CHOICE

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

- 39% selected first choice and 32% selected second choice (2023 = 38% first choice and 35% second, 2022 = 35% first choice and 36% second, 2021 = 42% first choice and 36% second).

Transfer Students vs. First-year

- 57% of transfer student participants indicated USF was their first choice, compared to 36% of first-year participants.

CONNECTION AND BELONGING

Overall, participants have a strong connection and sense of belonging at USF. However, the percentage of transfer student participants who indicated they feel they belong and they feel connected to USF and other students was lower than first-year participants. Though, the proportion of transfer student participants who felt connected to their instructors was the highest it has been in the past 4 years

Based on retention data from those who took the survey in 2023, those who disagree or neither agree nor disagree that they feel to connected to USF, those who strongly disagree or disagree that they feel they belong at USF, and those who disagree that they feel connected to other students, may be at higher risk of not returning to USF.

- The majority of participants (75%) agreed or strongly agreed that overall, they feel connected to USF; this is the same as 2023 and higher than 2022 (68%) and 2021 (70%).
- The majority of participants (74%) agreed or strongly agreed they feel like they belong at USF; which is higher than 2023 (73%), 2022 (66%) and 2021 (73%).
- The majority of participants (75%) agreed or strongly agreed they feel connected to other students; this is the highest it has been in the last 4 years (2023 = 73%, 2022 = 64%, 2021 = 68%).

- The majority of participants (71%) agreed or strongly agreed they feel connect to instructors; this has gone up slightly each of the past 4 years (2023 = 70%, 2022 = 61%, 2021 = 68%).

Transfer Students vs. First-year

- 71% of transfer student participants agreed or strongly agreed that overall, they feel connected to USF, compared to 76% of first-year participants.
- 66% of transfer student participants agreed or strongly agreed they feel like they belong at USF, compared to 75% of first-year participants.
- Only 53% of transfer student participants agreed or strongly agreed they feel connected to other students, compared to 79% of first-year participants.
- This year, the highest proportion of both transfer student (81%) and first-year (70%) participants indicated they agreed or strongly agreed they feel connected to their instructors. The proportion of transfer student participants who felt connected to their instructors increased 11% from last year (2023 = 69%, 2022 = 71%, 2021 = 76%). The proportion of first-year participants who felt connected to their instructors was equivalent to 2023 (70%), but increased 11% from 2022 (59%) and 3% from 2021 (67%)

BARRIERS TO SUCCESS

Mental health and finances continue to be the most likely issues to interfere with participants ability to succeed. Based on retention data of those who took the survey in 2023, participants who indicated that personal concerns, financial concerns, learning differences, work responsibilities, family responsibilities, and mental health issues would likely or very likely interfere with their ability to succeed may be at higher risk of not returning to USF.

- 36% indicated mental health issues would likely or very likely interfere with their ability to succeed (2023 and 2022 = 39%, 2021 = 41%). This is the lowest it has been in the past 4 years.
- 41% indicated financial concerns would likely or very likely interfere with their ability to succeed. This has continued to increase over the past 4 years (2023 = 38%, 2022 and 2021 = 34%).
- Of those who indicated financial concerns may impact their ability to succeed, 76% identified the specific financial issue as the gap between what scholarships, loans and grants pay versus what they pay out-of-pocket (2023 = 75%) and 53% identified the specific financial issue as the high cost of living in San Francisco (2023 = 63%).¹

Transfer Students vs. First-year

- 36% of transfer student participants indicated mental health issues would likely or very likely interfere with their ability to succeed, compared to 37% of first-year participants.
- 44% of transfer student participants indicated financial concerns would likely or very likely interfere with their ability to succeed, compared to 41% of first-year participants.
- There was no difference in the percentage of transfer student (76%) and first-time participants (76%) who identified the specific financial issue as the gap between what scholarships, loans and grants pay versus what they pay out-of-pocket. Though, a lower percentage of transfer student participants (49%) identified the specific financial issue as the high cost of living in San Francisco compared to first-year participants (53%).

HIGH IMPACT PRACTICES

The majority of participants indicated they plan to participate in high impact practices such as student clubs and organizations, internships, field experiences, study abroad, and research with an instructor or professor.

- Since 2022, the highest percentage of participants (92%) have indicated they intend to participate in student clubs and organizations (2023 = 90%, 2022 = 91%).

¹ 2023 is the first time this question was included in the survey.

- 90% of participants intend to participate in internships, this is within +/- 2% from the last 3 years (2023 = 89%, 2022 = 88%, 2021 = 91%).
- The percentage of participants who intend to participate in field experiences decreased slightly this year to 79% (2023 and 2022 = 81%, 2021 = 82%).

Transfer Students vs. First-year

- A higher percentage of first-year participants indicated they plan to participate in student clubs and organizations, internships, field experiences, study abroad, and research with an instructor or professor than transfer student participants.
- The largest area of difference between first-year and transfer students is the percentage who indicated they plan to participate in study abroad, with 14% more first-year students (62%) indicating they plan to study abroad than transfer students (48%).

Recommendations

After review of the survey data, the following recommendations to help support the needs of students have been identified by CASA, OIRA, and OAAS for further review by the Student Success Retention and Equity Task Force and the Division of Student Life. These recommendations are supported by both the quantitative and qualitative data.

PROVIDE FINANCIAL LITERACY & SUPPORT

- Offer workshops on personal finance topics, including budgeting, monthly expenses and taxes.
- More widely advertise the financial literacy course that is currently available.
- Provide financial planning support to help students manage tuition and expenses.

CREATE SOCIAL SPACES FOR OFF-CAMPUS STUDENTS

- Establish a central, on-campus common area where off-campus students can gather and socialize.
- Host regular meetups in popular off-campus SF areas, like cafes or parks, to create opportunities for students to socialize and feel connected.

ENHANCE SOCIAL CONNECTIONS

- Create events for students to meet others, both within their residence halls and from other areas on campus.
- Develop workshops focused on building relationships and making friends.
- Use the city of SF for social events to help students connect with the broader community.

EXPAND & DIVERSIFY EVENTS

- Organize a master calendar of diverse events, including large and small group gatherings.
- Host more weekend events, movie nights, musical acts, and sporting competitions.
- Plan events that feature food and provide incentives for student participation.

FOSTER SCHOOL SPIRIT & TRADITION

- Develop events that build school pride and establish lasting traditions.
- Organize activities that create a sense of belonging and connection to USF.

Demographics/General Participant Information

FIRST-YEAR/TRANSFER

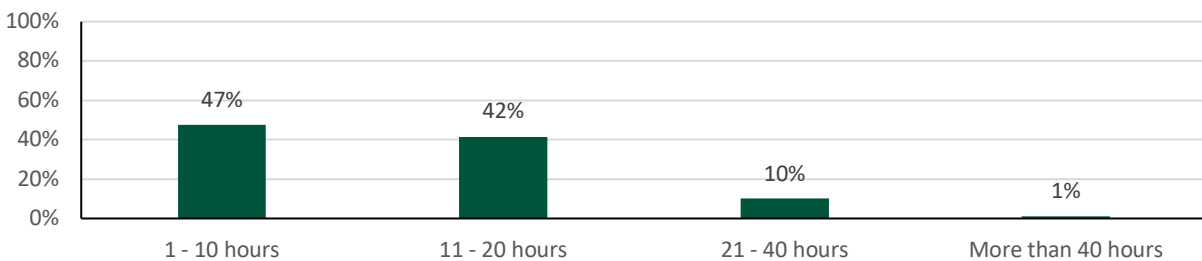
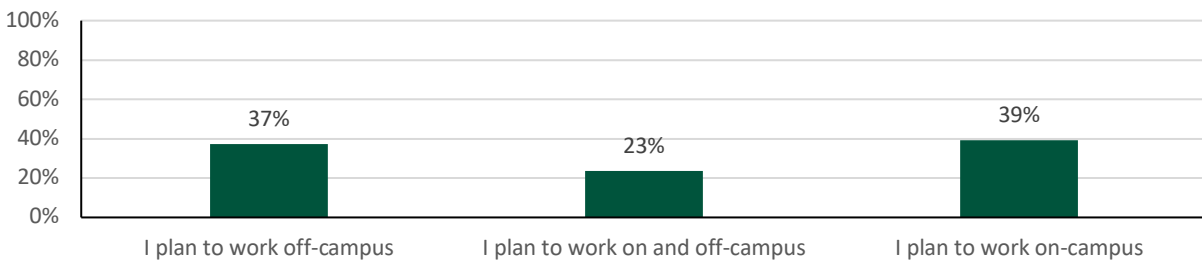
- Of those who completed the survey, **87%** were first-year students and **13%** were transfer students.

INTENT TO WORK

Participants were asked if they intend to work while attending USF. Those who indicated they plan to work while attending USF then indicated if they plan to work off-campus, on-campus or both and how many hours they plan to work each week using the following response options: *1-10 hours; 11-20 hours; 21-40 hours; or 41 or more hours.*

- 87%** of participants indicated they **intend to work** while attending USF.
- Of these, the highest proportion indicated they **plan to work on-campus (39%)** and **intend to work 1 - 10 hours per week (47%)**.

The following figures detail the proportion of participants who selected each response option.



CLASS ENROLLMENT

The following data depict the percentage of participants who were enrolled in each class type.

- USF 101 = **12%**
- First-year seminar = **22%**
- Transfer year seminar = **12%**
- A class in major/field of study = **95%**

FINANCIAL AID

97% of participants **received financial aid**. These participants were asked to rate their level of satisfaction with their financial aid package using a 5-pt. scale (*1 = Very Dissatisfied, 5 = Very Satisfied*).

- 48%** were **satisfied** or **very satisfied** with their financial aid package, **24%** were **dissatisfied** or **very dissatisfied**, and **28%** were **neither satisfied nor dissatisfied**.

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.

- **86%** 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*.

- **57%** indicated they are **moderately** or **very confident** with managing their personal finances, **39%** indicated they are **somewhat** or **slightly confident**, and **4%** are **not at all confident**.

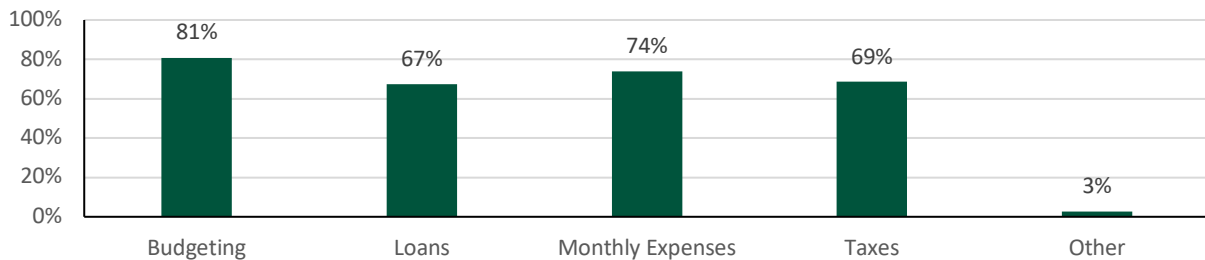
Participants were asked if they believe they would benefit from a course/workshop on managing their personal finances.

- **50%** 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 highest percentage (**81%**) indicated they would like a personal finance course/workshop on **budgeting**.

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



TRANSFER STUDENTS

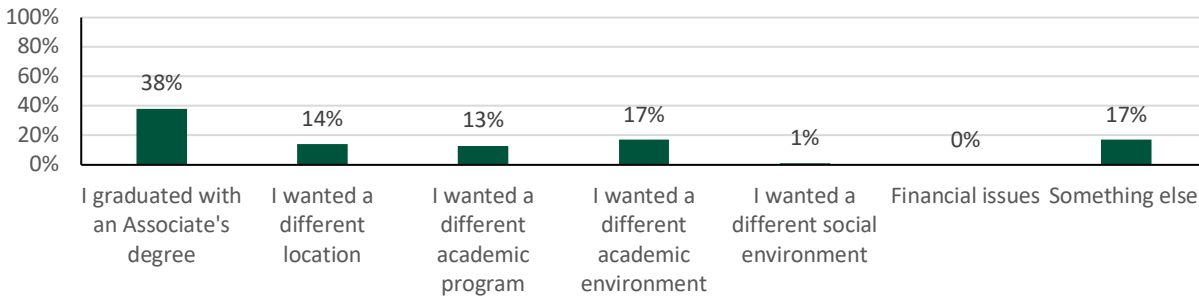
Transfer student participants indicated how many institutions they attended before USF using the following response options: *1*; *2*; *3*; or *4 or more* and if they attended a 2-year college or 4-year college or university before attending USF.

- The highest proportion (**72%**) indicated they **attended one other institution** before attending USF.
- **64%** indicated they previously **attended a 2-year college**.

Transfer students indicated 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*.

- The highest proportion (**38%**) indicated 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 student participants indicated whether or not they have a degree completion plan.

- **92%** indicated they **have a degree completion plan**.
- Of those who indicated they do not have a plan, **75%** indicated they **would like help developing a degree plan**.

Transfer student participants indicated 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.

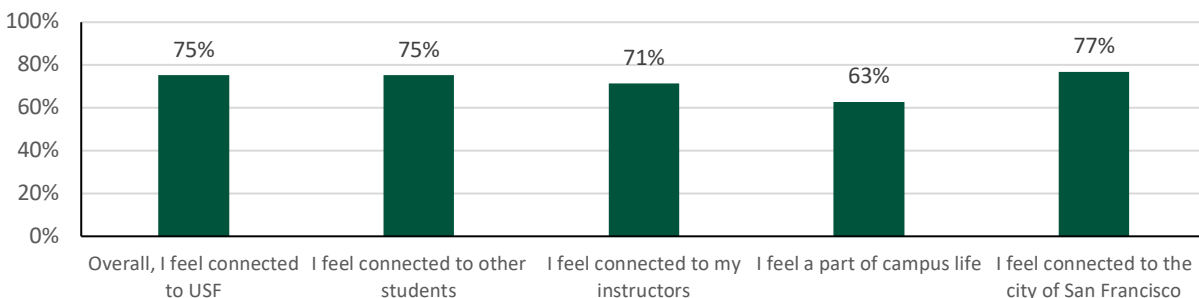
- **70%** indicated they **did not have difficulty** transferring in units.
- Of those who indicated they had difficulty, **70%** **would like help** transferring in units.

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 highest proportion (**77%**) felt **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 = **3.90** (*SD* = .78)

- I feel connected to other students = **3.87** (*SD* = .85)
- I feel connected to my instructors = **3.85** (*SD* = .80)
- I feel a part of campus life = **3.69** (*SD* = .93)
- I feel connected to the city of San Francisco = **3.99** (*SD* = .87)

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%** indicated they **would like help getting involved at USF**.

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*.

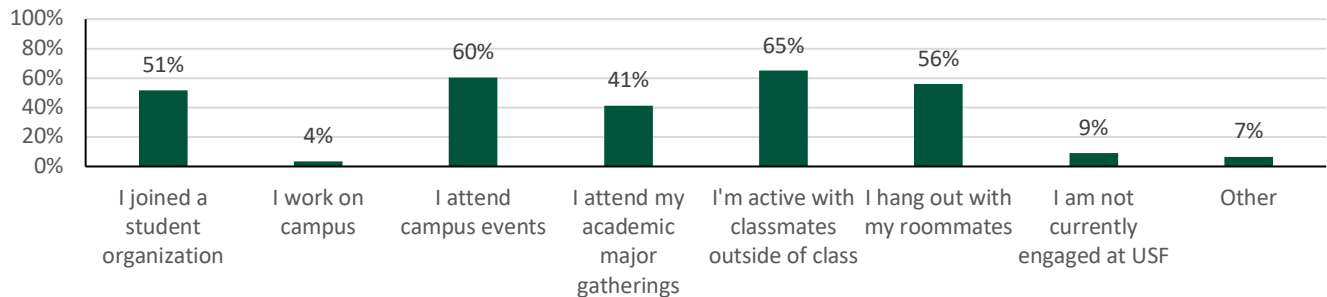
- **58%** selected **yes**, **11%** selected **no**, and **31%** selected **kind of**.

High-impact Practices

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 highest percentage (**65%**) indicated they are **active with classmates outside of class**.

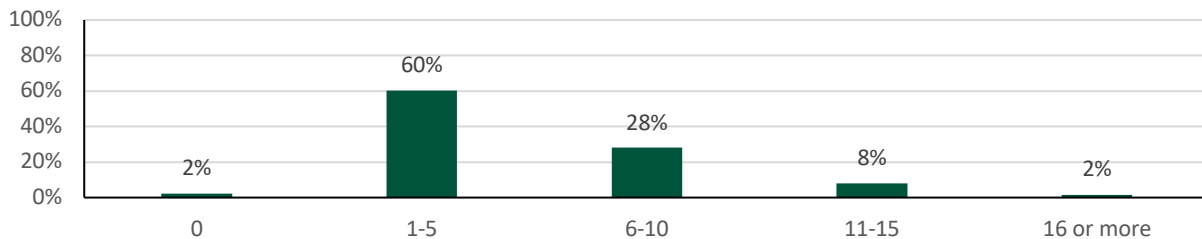
The following figure details the percentage of respondents who selected each response option.



New this year, participants who indicated they attend campus events further indicated how many campus events they attended within the first 3 weeks of classes using the following response options: *0*; *1-5*; *6-10*; *11-15*; and *16 or more*.

- The highest proportion (**60%**) indicated they **attended 1-5 events** within the first 3 weeks of classes.

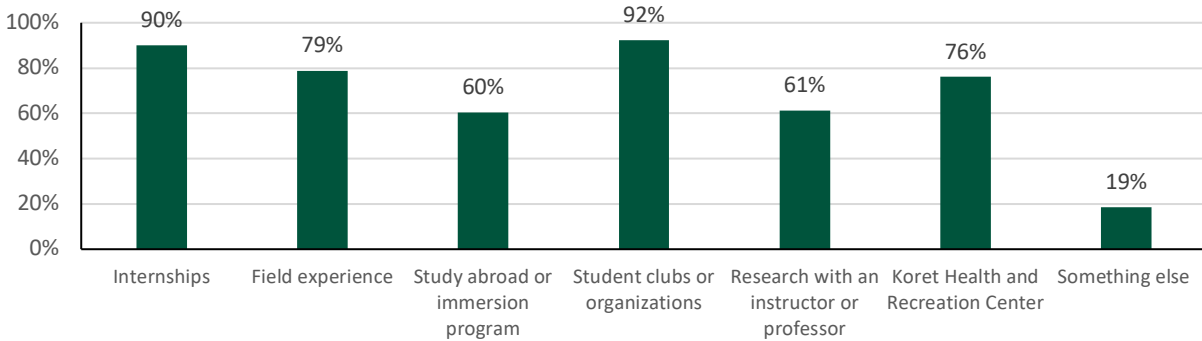
The following figure details the percentage of respondents who selected each response option.



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.*

- The highest percentage (**92%**) plan to participate in **student clubs or organizations**.

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

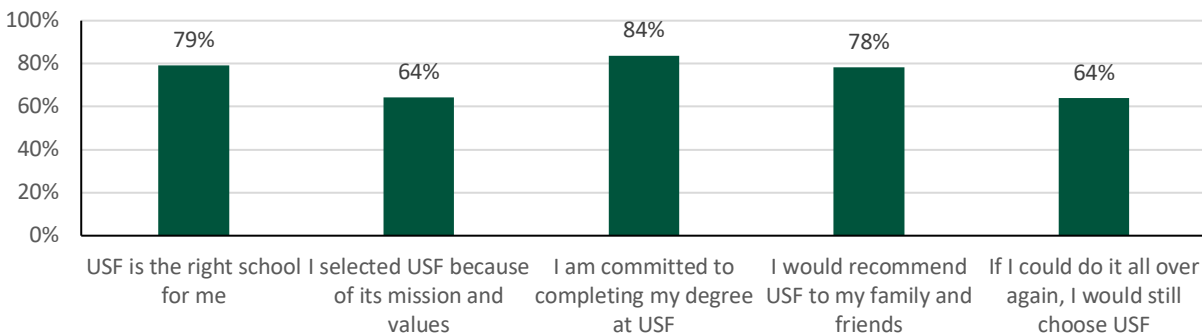


Institutional Commitment

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 highest proportion (**84%**) **agreed** or **strongly agreed** that they are committed to completing their degree at 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:

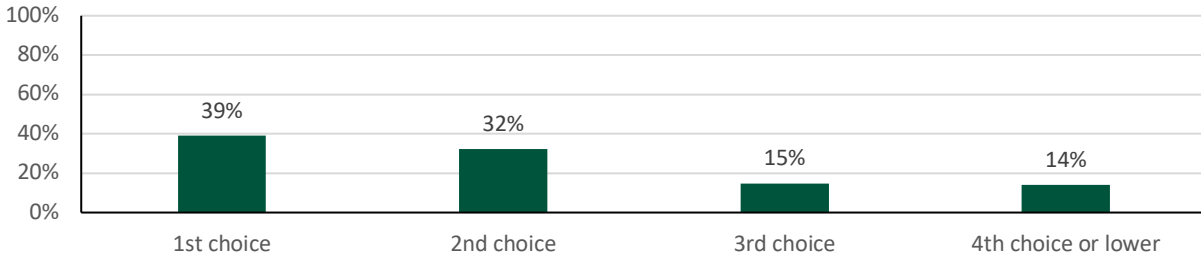
- USF is the right school for me = **4.07** (*SD* = .78)
- I selected USF because of its mission and values = **3.74** (*SD* = .93)
- I am committed to completing my degree at USF = **4.29** (*SD* = .82)
- I would recommend USF to my family and friends = **4.03** (*SD* = .81)
- If I could do it all over again, I would still choose USF = **3.84** (*SD* = .93)

WAS USF FIRST CHOICE

Participants were asked if USF was their first, second, third, or fourth choice or lower when choosing what college or university to attend.

- The highest proportion (**39%**) indicated that **USF was their first choice**.

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

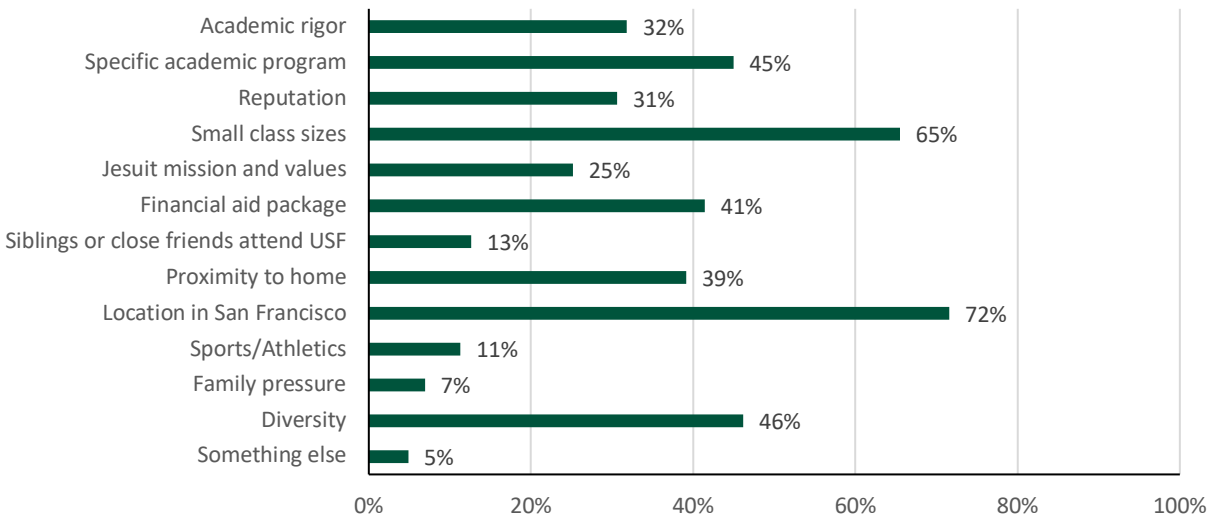


REASONS FOR CHOOSING USF

Participants selected 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; and Something else*. Participants could select all that apply.

- The highest percentage (**72%**) indicated they chose USF because of the **location in San Francisco**.

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



VALUE IN USF

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

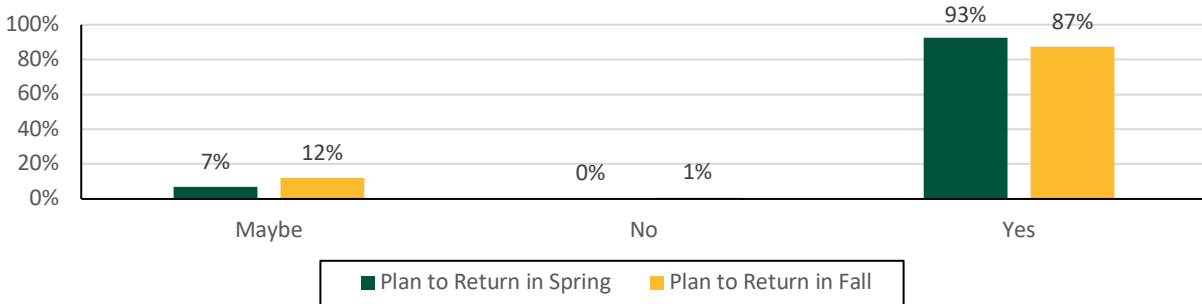
- **40%** selected **yes**, **19%** selected **no**, and **41%** selected **maybe**.

INTENT TO RETURN

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

- **93%** indicated they **plan to return to USF next spring**.
- **87%** indicated they **plan to return to USF next fall**.

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



INTENT TO TRANSFER OR STOP ATTENDING

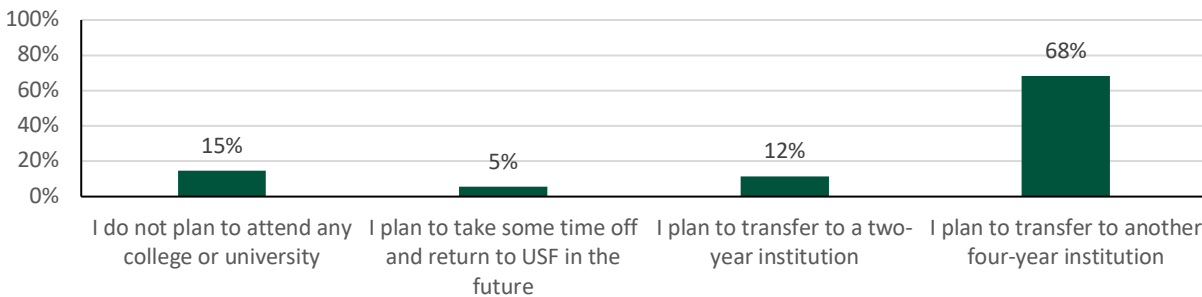
Participants indicated whether or not they intend to transfer to another college or university or otherwise stop attending USF.

- **6%** selected **yes**; **77%** selected **no**; and **6%** selected **maybe**.

Participants who intend or maybe intend to transfer or otherwise stop attending indicated 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 highest proportion (**68%**) indicated they plan to transfer to another four-year institution.

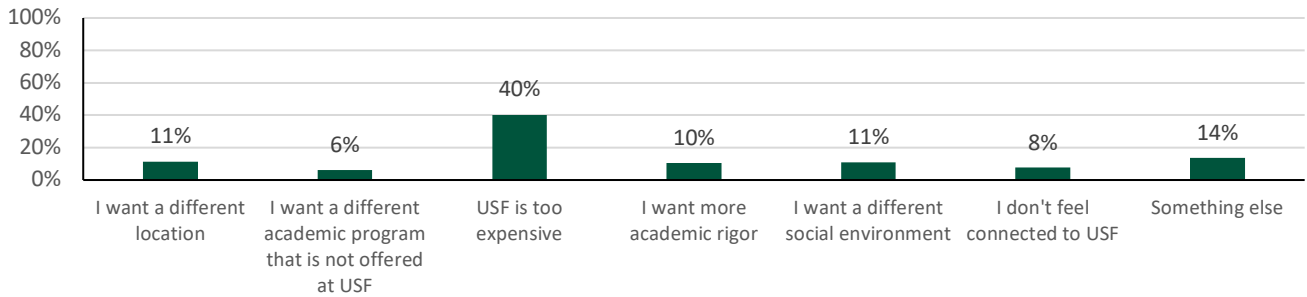
The following figure details the proportion of participants who selected each response option.



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*.

- The highest proportion (**40%**) indicated the most likely reason they would transfer or otherwise stop attending is because **USF is too expensive**.

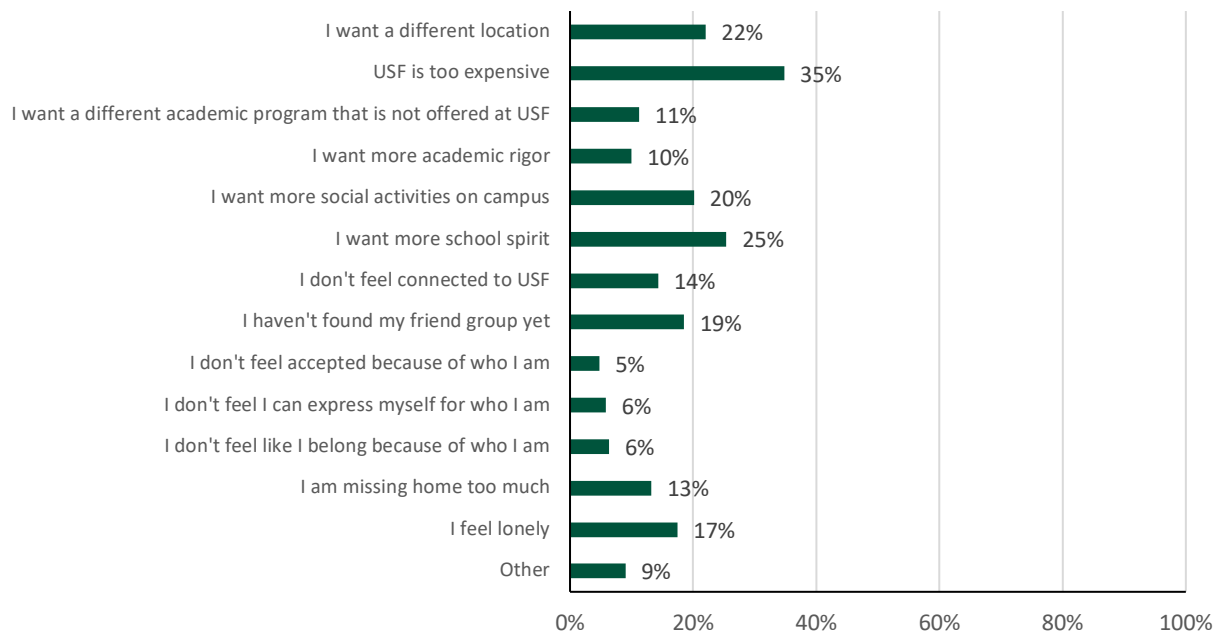
The following figure details the proportion of participants who selected each response option.



Participants were then asked if there are any other reasons 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; I feel lonely and Other.*² Participants could select all that apply.

- The highest percentage of participants who received this response option (**35%**), indicated that another reason they would leave USF is that it is **too expensive**.

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



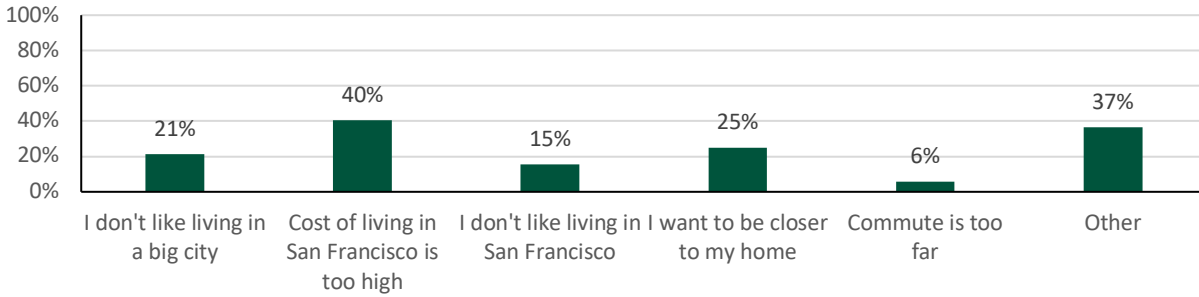
Participants who selected I want a different location as a reason why they would transfer or otherwise stop attending were asked why they want a different location using the following response options: *I don't like living in a*

² 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. I feel lonely was added as a response option this year.

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.

- Of those who indicated they want a different location, the **highest** proportion (**40%**) indicated the **cost of living in San Francisco is too high** as a reason why they want a different location.

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

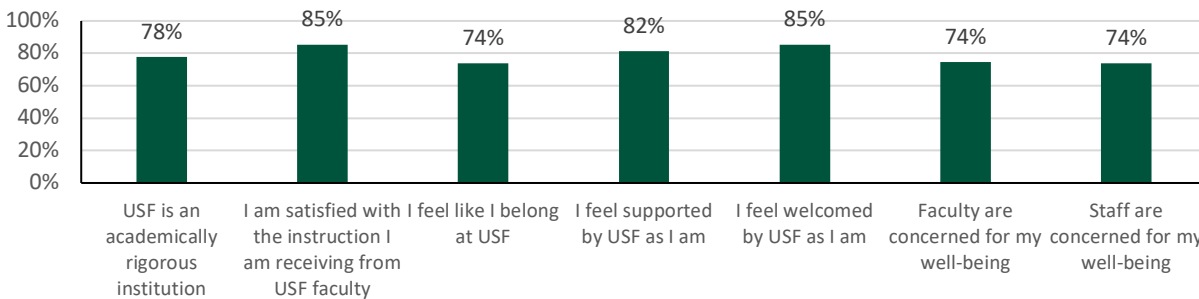


Attitudes Toward USF

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 **highest** proportion (**85%**) indicated they are **satisfied with the instruction** they are receiving from USF faculty and **feel welcome at USF as they are**.

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 = **3.99** (*SD* = .73)
- I am satisfied with the instruction I am receiving from USF faculty = **4.11** (*SD* = .71)
- I feel like I belong at USF = **3.95** (*SD* = .79)
- I feel supported by USF as I am = **4.05** (*SD* = .74)
- I feel welcomed by USF as I am = **4.12** (*SD* = .70)
- Faculty are concerned for my well-being = **3.94** (*SD* = .84)
- Staff are concerned for my well-being = **3.93** (*SD* = .85)

BELONGING

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 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.

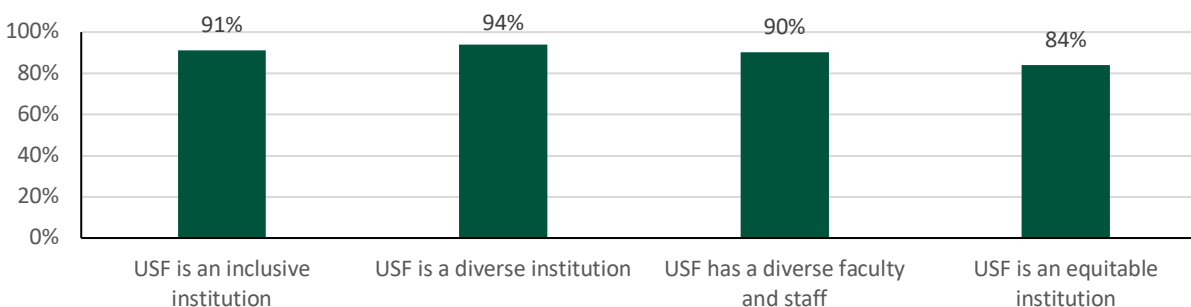
- Of the **35%** of **transfer student participants** who disagreed, strongly disagreed or neither agreed nor disagreed they feel like they belong at USF, **71%** indicated **more events/activities specifically for transfer students** would help them feel they belong and **74%** indicated **more resources for transfer students**.
- Of the **25%** of **first-year student participants** who disagreed, strongly disagreed or neither agreed nor disagreed they feel like they belong at USF, **64%** indicated **more events/activities specifically for first-year students** would help them feel they belong.
- Of the **32%** of participants **living off-campus** who disagreed, strongly disagreed or neither agreed nor disagreed that they feel like they belong at USF, **68%** indicated **more events/activities specifically for students living off campus** and **55%** indicated a **central location on-campus for students who live off campus** to gather would help them feel they belong.
- Of the **26%** of **participants** who disagreed, strongly disagreed or neither agreed nor disagreed that they feel like they belong at USF, **39%** indicated **more diversity/cultural events** would help them feel they belong 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 highest percentage (**94%**) **agreed or strongly agreed** USF is a diverse institution.

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



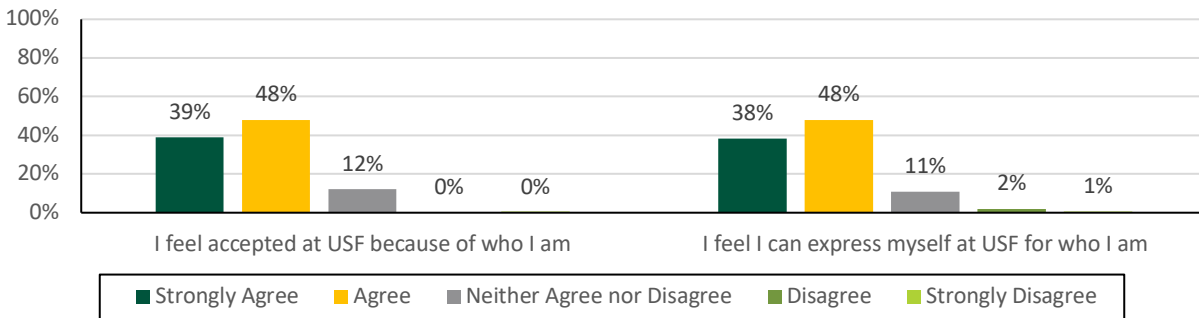
Participants' average level of agreement with each statement is as follows:

- USF is an inclusive institution = **4.38** (*SD* = .68)
- USF is a diverse institution = **4.51** (*SD* = .64)
- USF has a diverse faculty and staff = **4.38** (*SD* = .72)
- USF is an equitable institution = **4.22** (*SD* = .76)

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*.

- 87% 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.

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

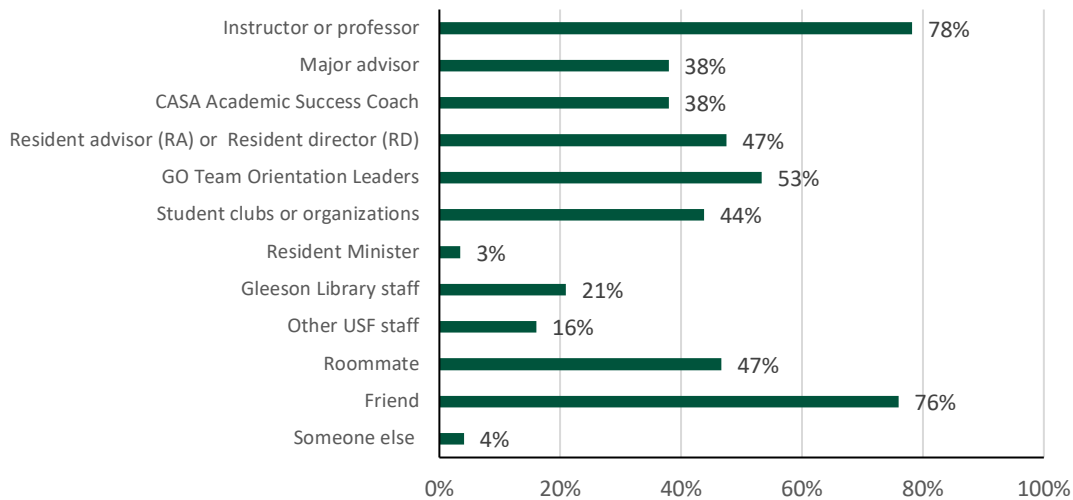


Helpfulness

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 highest percentage (78%) indicated their instructor or professor has been the most helpful to them.

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



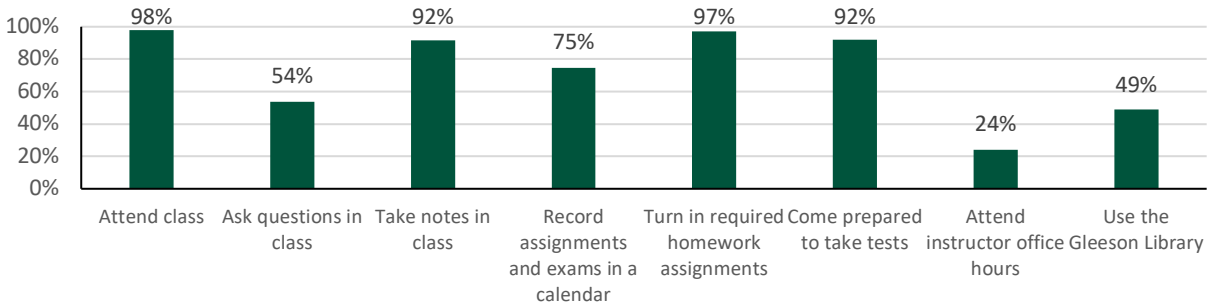
Academic Success

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 highest percentage (**98%**) indicated they attend class.

The following figure details the proportion of participants who indicated they **always** or **often** engage in each academic behavior.



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

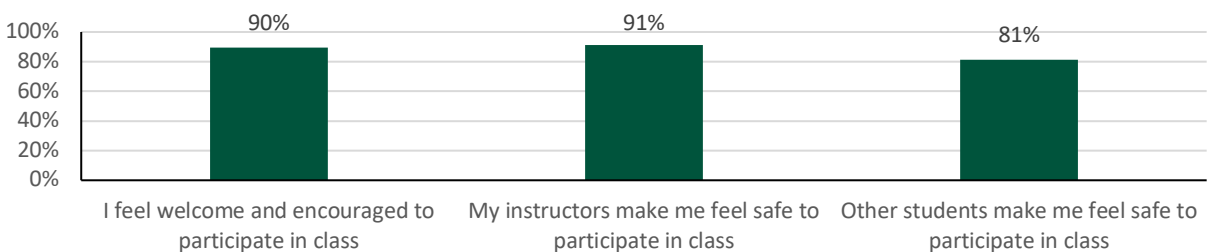
- Attend class = **4.84** (*SD* = .42)
- Ask questions in class = **3.63** (*SD* = 1.05)
- Take notes in class = **4.53** (*SD* = .72)
- Record assignments and exams in a calendar = **4.13** (*SD* = 1.11)
- Turn in required homework assignments = **4.79** (*SD* = .48)
- Come prepared to take tests = **4.52** (*SD* = .68)
- Attend instructor office hours = **2.83** (*SD* = 1.22)
- Use the Gleeson library = **3.40** (*SD* = 1.27)

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 highest percentage (**91%**) indicated instructors make them 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 = **4.29** (*SD* = .69)
- My instructors make me feel safe to participate in class = **4.35** (*SD* = .67)

- Other students make me feel safe to participate in class = **4.15** (*SD* = .76)

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 New Student Registration and Advising helped me to understand the registration process at USF³* and *As a result of attending the “Orientation to Your Major/College” during New Student Orientation, I understand my academic requirements.*

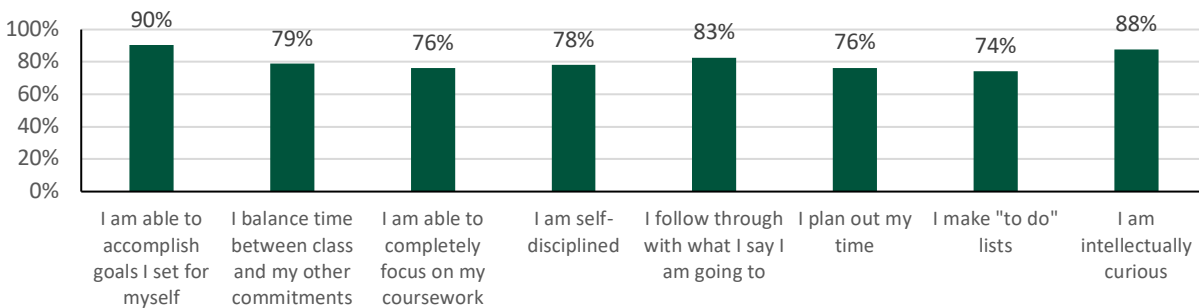
- 75% agreed or strongly agreed** that **completing new student registration and advising helped them** to understand the registration process at USF.
- 84% agreed or strongly agreed** that **as a result of attending the “Orientation to Your Major/College” during New Student Orientation, they understand their academic requirements.**

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 highest percentage (**90%**) indicated they are able to accomplish goals they set for themselves.

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 = **4.26** (*SD* = .67)
- I balance time between class and my other commitments = **4.02** (*SD* = .82)
- I am able to completely focus on my coursework = **3.96** (*SD* = .87)
- I am self-disciplined = **4.06** (*SD* = .83)
- I follow through with what I say I’m going to = **4.10** (*SD* = .76)
- I plan out my time = **3.99** (*SD* = .85)
- I make “to-do” lists = **3.95** (*SD* = 1.02)
- I am intellectually curious = **4.27** (*SD* = .70)

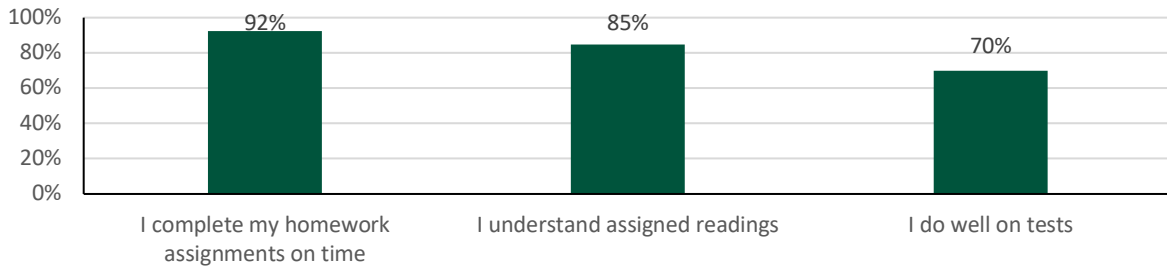
³ In previous years participants were asked how much they agree or disagree with the following statement *Completing Webtrack helped me to understand the registration process at USF.*

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 highest percentage (92%) indicated they **complete their homework assignments** on time.

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 = **4.46** ($SD = .70$)
- I understand assigned readings = **4.21** ($SD = .76$)
- I do well on tests = **3.92** ($SD = .85$)

CONFIDENCE OF SUCCESS

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

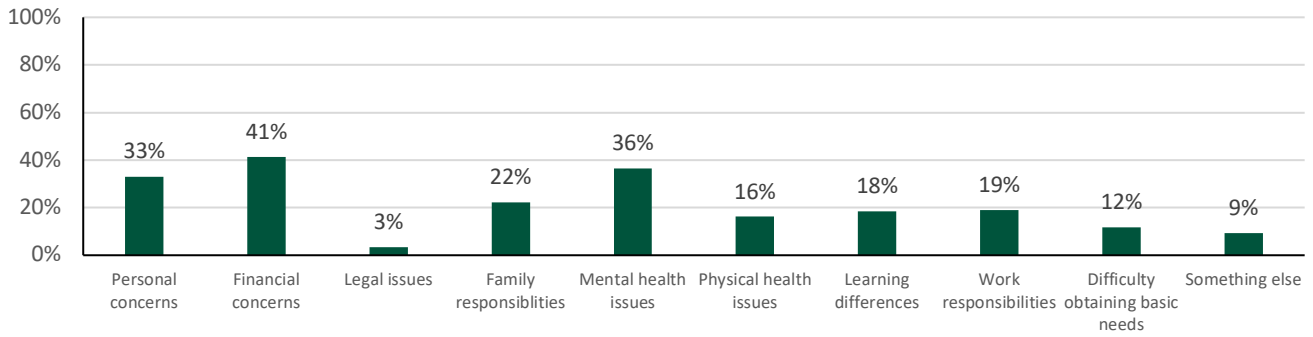
- **88% agreed** or **strongly agreed** they would **succeed this semester**.
- Participants, on average, indicated they **agreed they would succeed this semester** ($M = 4.20$, $SD = .70$).

Barriers to Success

Participants indicated how likely each of the following would be to interfere with their ability to succeed at USF using 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 highest proportion (41%) indicated that financial concerns would **like or very likely interfere with their ability to succeed** at USF.

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



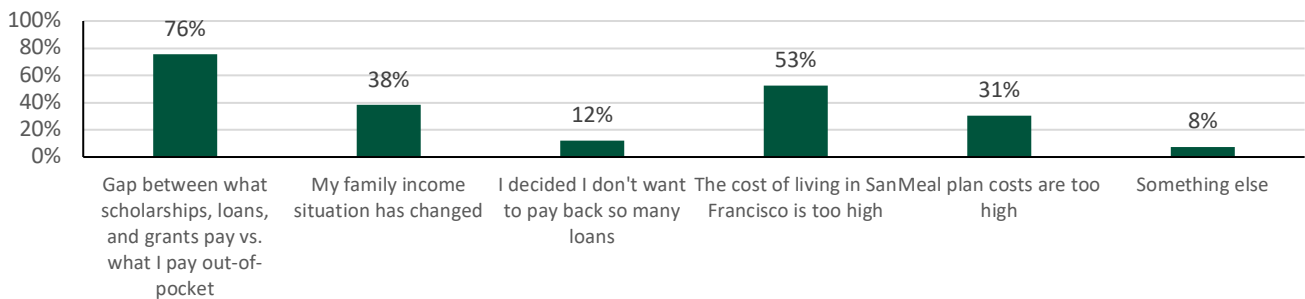
The average likelihood with which participants reported that these potential barriers would impact their success at USF is as follows:⁴

- Personal concerns = **3.13** (*SD* = 1.14)
- Financial concerns = **2.97** (*SD* = 1.34)
- Legal issues = **4.34** (*SD* = .94)
- Family responsibilities = **3.54** (*SD* = 1.20)
- Mental health issues = **3.12** (*SD* = 1.28)
- Physical health issues = **3.70** (*SD* = 1.14)
- Learning differences = **3.65** (*SD* = 1.17)
- Work responsibilities = **3.57** (*SD* = 1.13)
- Difficulty obtaining basic needs = **3.92** (*SD* = 1.13)
- Something else = **3.72** (*SD* = 1.13)

Those who indicated 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 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 highest percentage (**76%**) who indicated financial issues would interfere with their ability to succeed further indicated that the **gap between what scholarships, loans and grants pay vs. what I pay out of pocket is, specifically and issue.**

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



⁴ 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.

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.

- **44%** selected **yes**, **56%** 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.

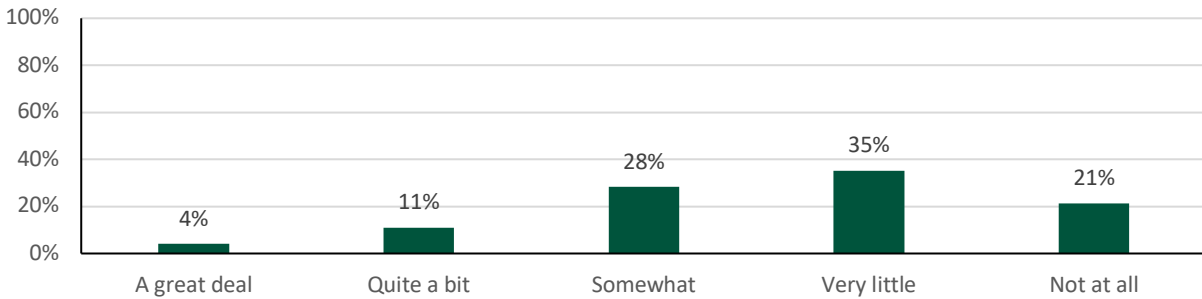
- **64%** selected **yes**, **36%** selected **no**

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 highest percentage (**56%**) indicated that missing family, friends, significant others, home, etc. has had **very little** or **no negative impact** on their ability to succeed

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

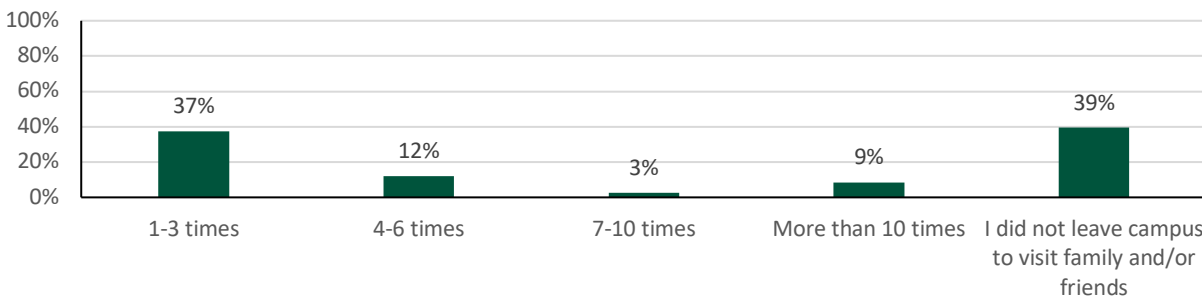


LEAVING CAMPUS

Participants living on campus indicated how often they left campus in the first three weeks of school to visit family/friends using the following response options: *1-3 times*; *4-6 times*; *7-10 times*; *More than 10 times*; and *I did not leave campus to visit family/friends*.

- The highest percentage (**39%**) indicated they **did not leave campus to visit family/friends** in the first three weeks of school.
-

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



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*. The data below represent the proportion of participants who indicated they were enrolled in each course type.

- **34%** selected **online synchronous**, **11%** selected **online asynchronous**, and **67%** 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*.

- Online synchronous = **16%** selected **yes**, **84%** selected **no**
- Online asynchronous = **30%** selected **yes**, **70%** selected **no**
- Hybrid = **12%** selected **yes**, **88%** 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.

- **27%** selected **online synchronous**, **30%** selected **online asynchronous**, **43%** selected **hybrid**, and **84%** selected **in-person**.

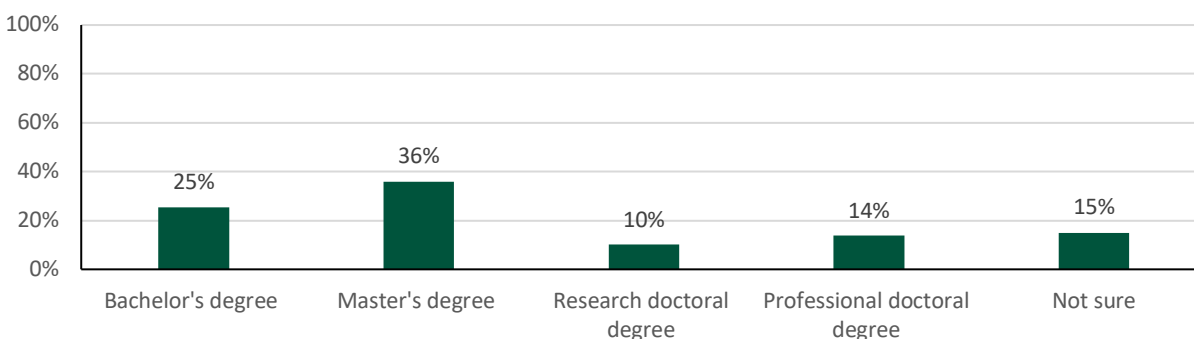
Goals and Aspirations

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 highest proportion (**36%**) indicated they **aspire to achieve a master's degree**.

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



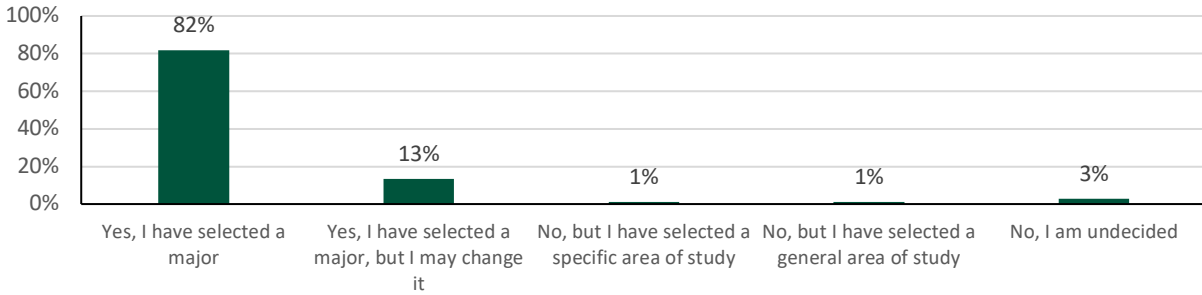
Major Goals and Aspirations

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 highest proportion (**82%**) indicated they have **selected their major**.

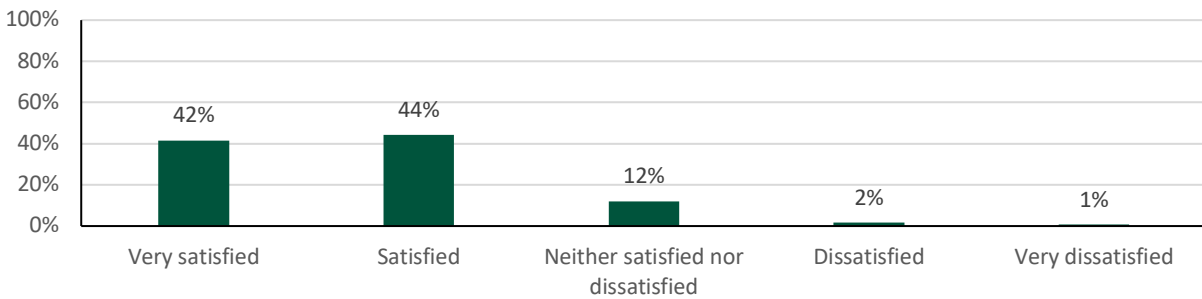
The following figure details the proportion of participants who selected each response option.



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 (**86%**) indicated they are **satisfied** or **very satisfied** with their major.

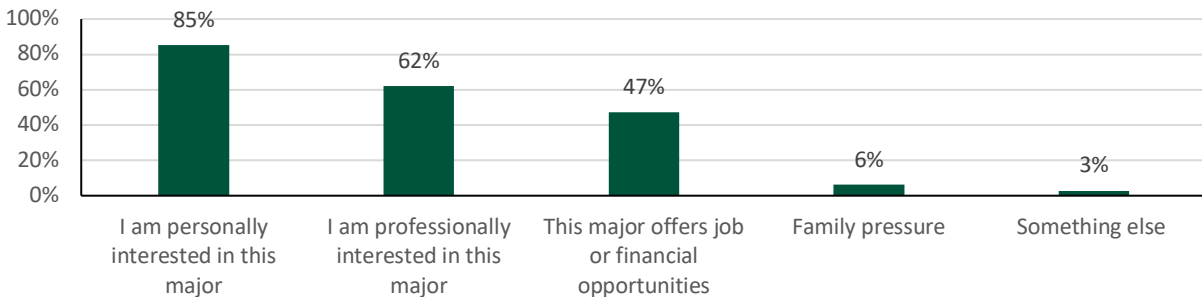
The following figure details the proportion of participants who selected each response option.



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 opportunities*; *Family pressure*; and *Something else*. Participants could select all that apply.

- The highest percentage (**85%**) indicated they selected their major because they are **personally interested in the major**.

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.

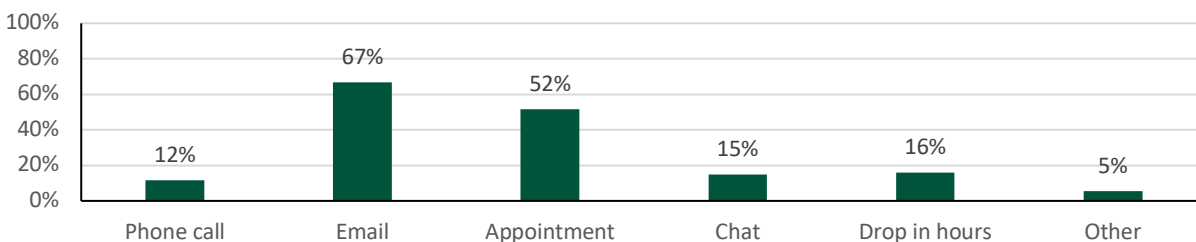
- **42%** indicated **they would like help** exploring their major options

CASA

Participants were asked if they knew they had been assigned a CASA Academic Success Coach. Those who knew they had a CASA Academic Success Coach were then asked if they had any interaction with them 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.

- **87%** indicated they **knew they had been assigned a CASA Academic Success Coach**.
- Of those, **58%** indicated **they had an interaction with their CASA Academic Success Coach**.
- The highest percentage (**67%**) 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 indicated 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*).

- **88%** 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.

- **43%** 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

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%**) knew they had an RA assigned to their floor, of these, **96% had interaction with their RA** and **89%** 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*.

- **69%** 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**.

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

- **28%** of participants indicated they **wanted help connecting with other students in their residence hall**.

OFF-CAMPUS LIVING

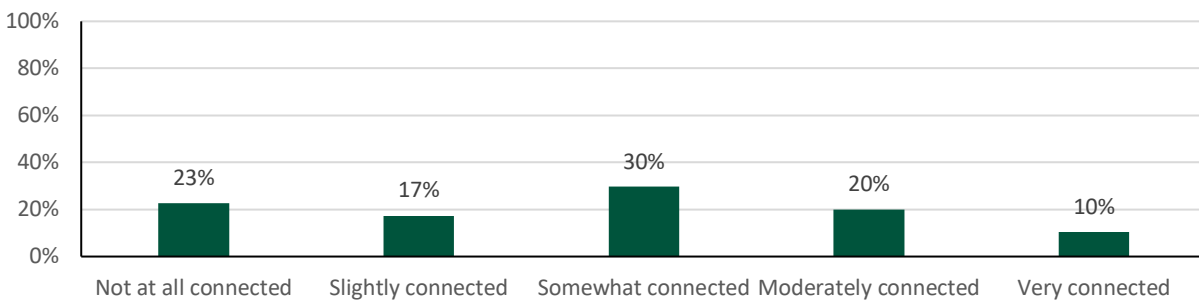
Participants living off-campus were asked if they live with family or roommate(s) other than family.

- **81%** indicated they **live with family**, **11%** indicated they **live with roommate(s) other than family**, and **8%** selected **other**.

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*).

- The highest proportion (**30%**) indicated they feel **somewhat connected** to others living off-campus.

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



Participants living off-campus were asked if they would like help getting connected to other students living off-campus and if they would like assistance connecting with the off-campus living office.

- **49%** indicated they **would like help** getting connected to **other students living off-campus**.
- **51%** indicated they **would not like help** getting connected to **other students living off-campus**.
- **23%** indicated they **would like assistance** connecting with the **off-campus living office**.
- **77%** indicated they **would not like assistance** connecting with the **off-campus living office**.

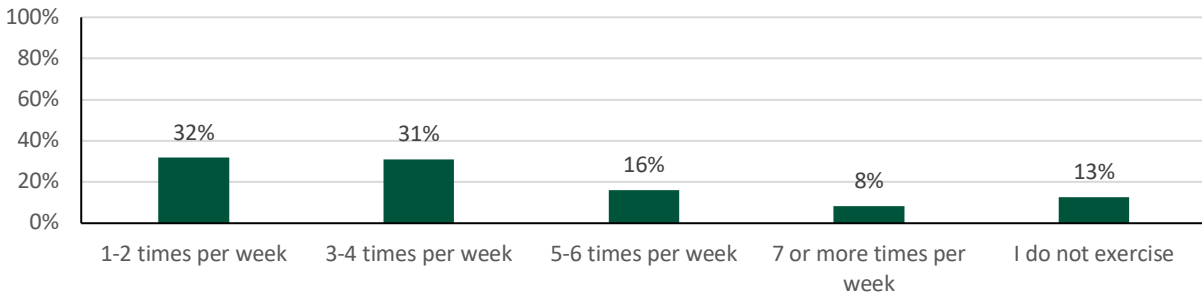
Health & Wellness

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 highest proportion (**32%**) indicated they exercise **1-2 times per week**.

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



MENTAL HEALTH

Participants were asked if they are aware of mental health resources at USF (e.g. CAPS).

- **90%** indicated they were aware of mental health resources, **10%** were **not aware**.

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 selected each response option.

