



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

New Student Success Survey Report 2025

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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 eighth 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: 1482 first-time freshman and transfer students

Instrument: Qualtrics

Period: September 11, 2025 – October 6, 2025

Response Rate: 76.7% (1136 completed the survey)

FIRST-YEAR/TRANSFER

- Of those who completed the survey, **92%** ($n = 1049$) were first-year students and **8%** ($n = 87$) were transfer students.

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 2024, how respondents 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 2025. In addition to general key findings, responses that may be indicators that respondents 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 2024, those who did not respond or responded *strongly disagree*, *disagree*, *neither agree nor disagree* to the below questions may be at higher risk of leaving USF.

- The majority of respondents continue to indicate USF is the right school for them (2025 = 81%, 2024 = 79%, 2023 = 78%, 2022 = 75%, 2021 = 80%), and that they are committed to completing their degree at USF (2025 = 86%, 2024 = 84%, 2023 = 82%, 2022 = 78%, 2021 = 83%). However, 19% of respondents strongly disagreed, disagreed, or neither agreed nor disagreed that USF is the right school for them and 14% strongly disagreed, disagreed, or neither agreed nor disagreed that they are committed to completing their degree at USF.
- While 69% of respondents agreed or strongly agreed that, if they could do it all over again, they would still choose USF (the highest this has been for the past five years), 31% of respondents strongly disagreed, disagreed, or neither agreed nor disagreed.

Transfer Students vs. First-year

Positive responses regarding institutional commitment have increased for first-year students each year since 2022 and have increased each year since 2023 for transfer students.

- 83% of transfer students respondents agreed or strongly agreed that USF is the right school for them (the same proportion as in 2024), compared to 81% of first-year respondents (up from 79% in 2024).
- 93% of transfer student respondents (down from 95% in 2024) and 86% of first-year respondents (up from 82% in 2024) agreed or strongly agreed that they are committed to completing their degree at USF.
- 76% of transfer students respondents (up from 68% in 2024) and 68% of first-year respondents (up from 63% in 2024) agreed or strongly agreed that if they could do it over again, they would still choose USF.

INTENT TO RETURN OR TRANSFER/OTHERWISE STOP ATTENDING

Three questions were asked about respondents' intent to return: whether they intend to return to USF next spring, whether they intend to return to USF next fall, and whether 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 2024, 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 respondents 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 2022.

- 82% indicated they do not intend to transfer or otherwise stop attending USF, this is the highest this has been over the past 5 years (2024 = 77%, 2023 = 78%, 2022 = 71%, and 2021 = 77%)
- For the past three years, 93% of respondents reported that they plan to return to USF next spring and 7% reported that they may return next spring.
- For the past three years, 87% of respondents reported that they plan to return to USF next fall and 12% indicated they may return next fall.

Transfer Students vs. First-year

- 90% of transfer student respondents (up from 88% in 2024) and 81% of first-year respondents (up from 75% in 2024) indicated they do not intend to transfer or otherwise stop attending USF.
- 9% of transfer student respondents indicated they may not return in spring, and 11% indicated they may not return in fall. While no transfer students this year indicated that they will not return in either term, the combined percentage of transfer student who indicated they will not or may not return has increased each year over the past three years (spring 2023 = 3%, spring 2024 = 8%; fall 2023 = 7%, fall 2024 = 9%).
- The percentage of first-year respondents who plan to return or may return in the spring and fall has remained consistent for the past two years (spring will return = 93%, spring may return = 7%; fall will return = 87%, fall may return = 12%).

REASONS FOR LEAVING USF

USF is too expensive continues to be the most likely reason why respondents plan to transfer or otherwise stop attending (38% selected this in 2025, 40% in 2024, 36% in 2023, 38% in 2022, and 35% in 2021).

Transfer Students vs. First-year

- 60% of transfer student respondents who indicated they may transfer or otherwise stop attending reported the most likely reason they would leave USF is because USF is too expensive, this is up 10% from 2024 and up 29% from 2023. However, while the percentage is high, the number of transfer students who selected this response is low ($n = 3$ in 2025, $n = 6$ in 2024, and $n = 4$ in 2023).
- 37% of first-year respondents who indicated they may transfer or otherwise stop attending also reported the most likely reason they would leave USF is because USF is too expensive, though this is down 3% from 2024.

VALUE IN THE COST OF USF

Respondents overwhelmingly indicated they are or maybe are finding value in the cost of USF with 89% selecting these response options (yes = 46%, maybe = 43%). This is up 8% from 2024.

Transfer Students vs. First-year

- First-year respondents are slightly more likely than transfer student respondents to indicate they are or maybe are finding value in the cost of USF with 89% of first year respondents selecting these response options (yes = 46%, maybe = 43%) and 85% of transfer student respondents (yes = 44%, maybe = 41%).

USF FIRST CHOICE

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

- 37% selected first choice and 33% selected second choice (2024 = 39% first choice and 32% 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

- 49% of transfer student respondents indicated USF was their first choice, compared to 36% of first-year respondents.

REASONS FOR CHOOSING USF

New this year, respondents were asked if they chose USF because of a 4+1 program.

- Overall, 20% ($n = 212$) of respondents indicated that 4+1 programs were a reason why they chose USF.

Transfer Students vs. First-year

- 20% ($n = 203$) of first-year student respondents indicated they selected USF because of the 4+1 programs, compared to 13% ($n = 9$) of transfer student respondents.

CONNECTION AND BELONGING

Overall, respondents have a strong connection and sense of belonging at USF. However, the percentage of transfer student respondents who report that they feel they belong at USF (64% in 2025) has decreased by 10% since 2021 and transfer student respondents have felt less connected to USF than first-year respondents each year since 2023..

Based on retention data from those who took the survey in 2024, those who disagree or neither agree nor disagree that they feel 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 or did not respond, may be at higher risk of not returning to USF.

- The majority of respondents (79%) agreed or strongly agreed that overall, they feel connected to USF; this is the highest percentage in the past five years (2021 = 70%, 2022 = 68%, 2023 = 75%, 2024 = 75%).
- The majority of respondents (78%) agreed or strongly agreed they feel like they belong at USF; which is the highest percentage in the past five years (2021 = 73%, 2022 = 66%, 2023 = 73%, 2024 = 74%).
- The majority of respondents (74%) agreed or strongly agreed they feel connected to other students; this is down 1% from 2024, but higher than 2023 (73%), 2022 (64%), and 2021 (68%).
- The majority of respondents (69%) agreed or strongly agreed they feel connect to instructors; this is down 3% from 2024.

Transfer Students vs. First-year

- 68% of transfer student respondents agreed or strongly agreed that overall they feel connected to USF, compared to 80% of first-year respondents.
- 64% of transfer student respondents agreed or strongly agreed they feel like they belong at USF, compared to 79% of first-year respondents.
- Only 52% of transfer student respondents agreed or strongly agreed they feel connected to other students, compared to 75% of first-year respondents.
- 74% of transfer student respondents felt connected to their instructors, compared to 68% of first-year respondents.

BARRIERS TO SUCCESS

Mental health and financial concerns remain the issues most likely to interfere with respondents' ability to succeed. Retention data from respondents who took the 2024 survey indicate that students who reported that personal concerns, financial concerns, work or family responsibilities were likely or very likely to interfere with their success, as well as those who did not answer whether mental health or learning differences would affect their success, may be at higher risk of not returning to USF.

- 28% indicated mental health issues would likely or very likely interfere with their ability to succeed (2024 = 36%, 2023 and 2022 = 39%, and 2021 = 41%). This is the lowest it has been in the past 5 years.
- 38% indicated financial concerns would likely or very likely interfere with their ability to succeed. This is slightly down from 41% in 2024.
- Of those who indicated financial concerns may impact their ability to succeed, 80% identified the specific financial issue as the gap between what scholarships, loans and grants pay versus what they pay out-of-pocket (2024 = 76%, 2023 = 75%) and 47% identified the specific financial issue as the high cost of living in San Francisco (2024 = 53%, 2023 = 63%).¹

Transfer Students vs. First-year

- 36% of transfer student respondents indicated mental health issues would likely or very likely interfere with their ability to succeed, compared to 28% of first-year respondents.
- 41% of transfer student respondents indicated financial concerns would likely or very likely interfere with their ability to succeed, compared to 38% of first-year respondents.
- 82% of transfer student and 80% of first-time student respondents identified the specific financial issue as the gap between what scholarships, loans and grants pay versus what they pay out-of-pocket.

HIGH IMPACT PRACTICES

The majority of respondents 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 respondents (92%) have indicated they intend to participate in student clubs and organizations (2024 = 92%, 2023 = 90%, 2022 = 91%).

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

- 91% of respondents intend to participate in internships, this is within +/- 3% from the last 4 years (2024 = 90%, 2023 = 89%, 2022 = 88%, 2021 = 91%).
- The percentage of respondents who intend to participate in field experiences increased slightly this year to 83% (2024 = 79%, 2023 and 2022 = 81%, 2021 = 82%).

Transfer Students vs. First-year

- A higher percentage (93%) of first-year respondents 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 respondents (86%).
- The largest area of difference between first-year and transfer students is the percentage who indicated they plan to participate in study abroad, with 22% more first-year students (64%) indicating they plan to study abroad than transfer students (42%).

FUTURE COURSE MODALITIES

While the majority of respondents (85%, $n = 905$) indicated they would take in-person courses, interest in hybrid courses increased by 22% from 2024, with 49% ($n = 516$) reporting they would take hybrid courses in the future.

Transfer Students vs. First-year

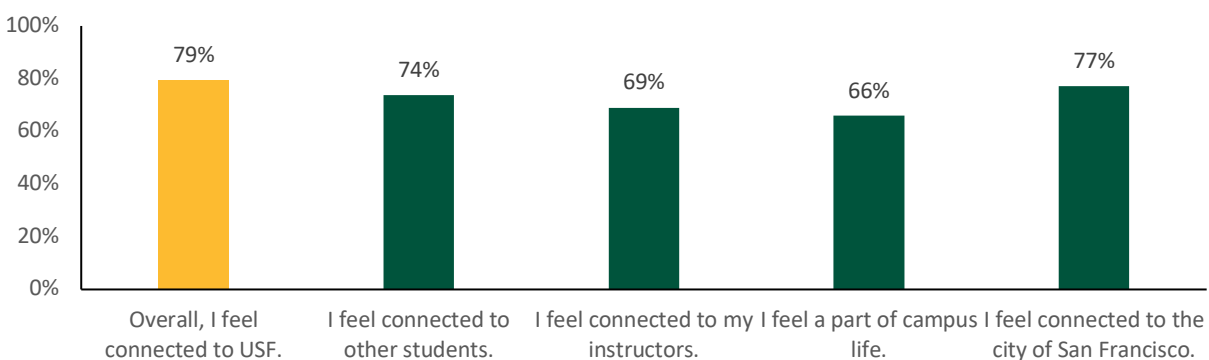
- A higher percentage of transfer student respondents reported that they were interested in online synchronous (40%, $n = 28$), online asynchronous (44%, $n = 31$) and hybrid (59%, $n = 41$) courses than first-year student respondents (online synchronous 23%, $n = 226$; online asynchronous 26% $n = 258$; hybrid 48% $n = 475$).

Connectedness

Respondents 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 largest proportion (79%, $n = 902$) **agreed** or **strongly agreed** they feel **connected to USF**.

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



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

- Overall, I feel connected to USF = 3.95 (SD = .80)
- I feel connected to other students = 3.87 (SD = .88)
- I feel connected to my instructors = 3.80 (SD = .80)

- I feel a part of campus life = 3.71 (SD = .90)
- I feel connected to the city of San Francisco = 4.01 (SD = .89)

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

- **53%** ($n = 319$) indicated they **would like help** getting involved at USF.

Respondents indicated whether they had found a friend at USF with whom they feel comfortable, using the following response options: *Yes*, *No*, and *Kind of*.

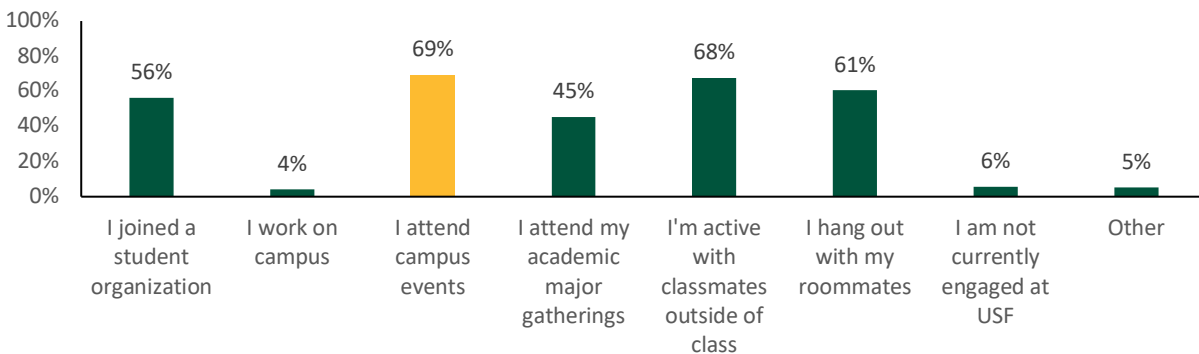
- **81%** ($n = 915$) selected **yes**, **4%** ($n = 49$) selected **no**, and **15%** ($n = 167$) selected **kind of**.

High-impact Practices

Respondents 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*. Respondents could select all that apply.

- The highest percentage (**69%**, $n = 769$) reported that they **attend campus events**.

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



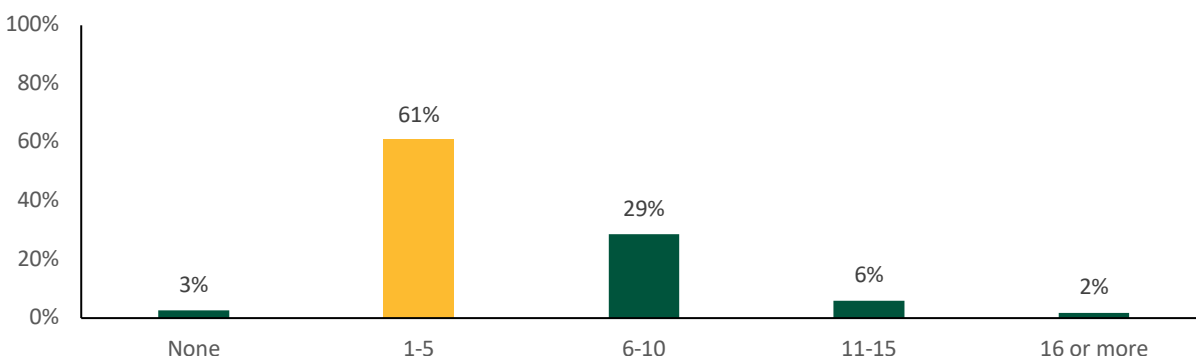
Those who selected *other* were provided an opportunity to write in a response. These responses were then categorized and coded. The largest proportion of respondents who selected *other* indicated that they are engaged at USF through sports.

How are you currently engaged at USF? <i>Other</i>	<i>n</i>	%
Classmates	1	2%
Clubs	13	25%
Drama	1	2%
Friends	7	13%
Greek life	1	2%
Horizon Collective	1	2%
Not currently engaged	1	2%
Other	2	4%
Sports	21	40%
Wants to be engaged - campus employment	2	4%
Wants to be engaged - clubs	2	4%
Wants to be engaged - in future	1	2%
Grand Total	53	100%

Respondents who reported attending campus events were asked to indicate how many campus events they attended during the first three weeks of classes, using the following response options: 0; 1-5; 6-10; 11-15; and 16 or more.

- The largest proportion (**61%**, $n = 467$) indicated they **attended 1-5 events** during the first three weeks of classes.

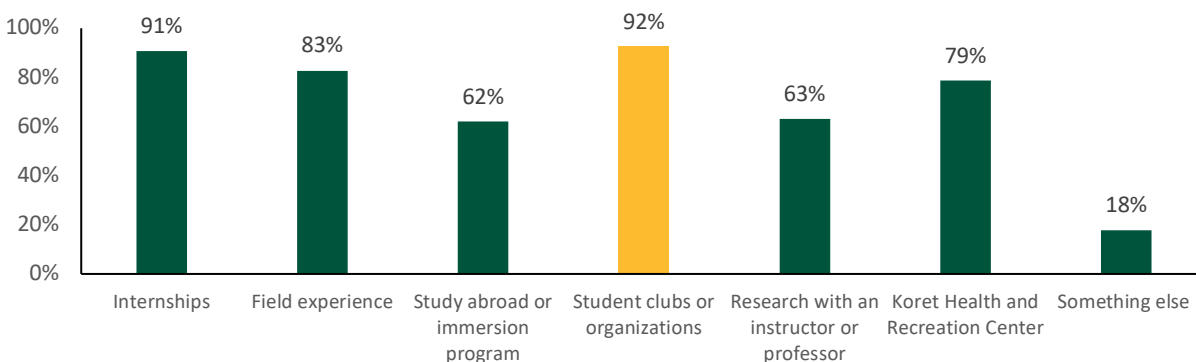
The following figure details the percentage of respondents who selected each response option.



Respondents indicated whether 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%**, $n = 1002$) plan to participate in **student clubs or organizations**.

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

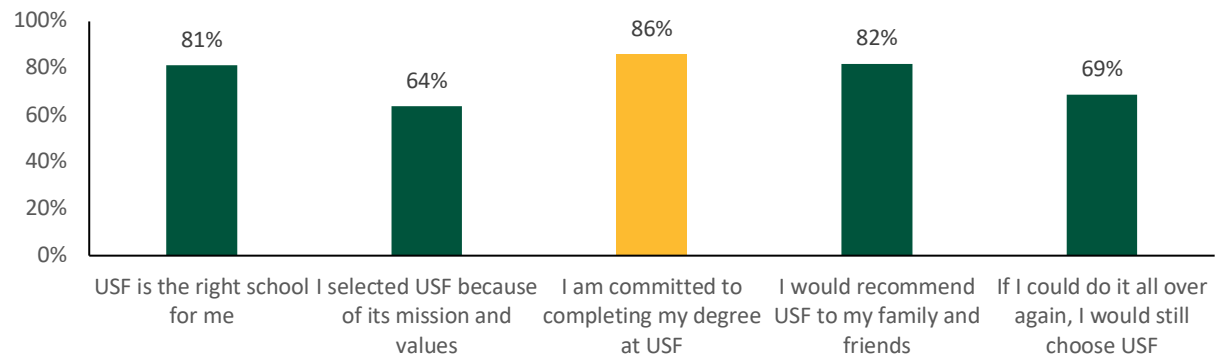


Institutional Commitment

Respondents 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 largest proportion (**86%**, $n = 950$) **agreed or strongly agreed** that they are committed to completing their degree at USF.

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



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

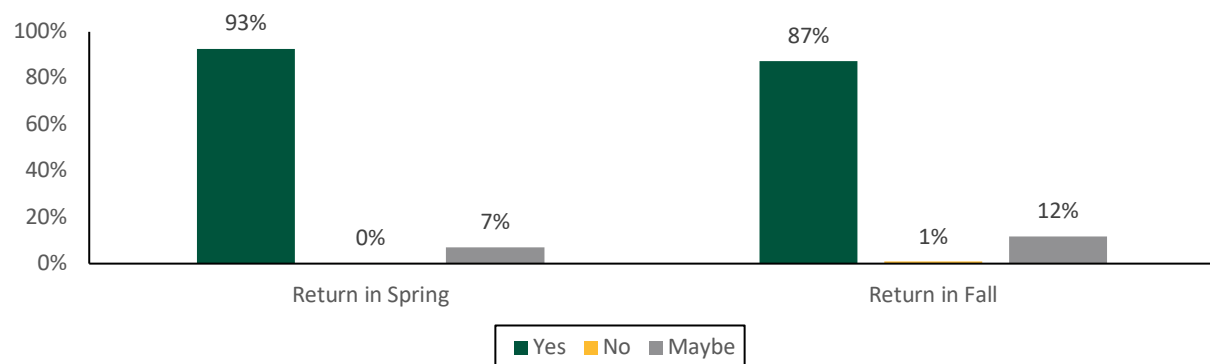
- USF is the right school for me = **4.11** ($SD = .82$)
- I selected USF because of its mission and values = **3.77** ($SD = .93$)
- I am committed to completing my degree at USF = **4.32** ($SD = .80$)
- I would recommend USF to my family and friends = **4.13** ($SD = .77$)
- If I could do it all over again, I would still choose USF = **3.96** ($SD = .92$)

INTENT TO RETURN

Respondents indicated whether they plan to return to USF next spring and next fall.

- 93%** ($n = 1022$) reported that they **plan to return to USF next spring**.
- 87%** ($n = 960$) reported that they **plan to return to USF next fall**.

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



VALUE IN USF

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

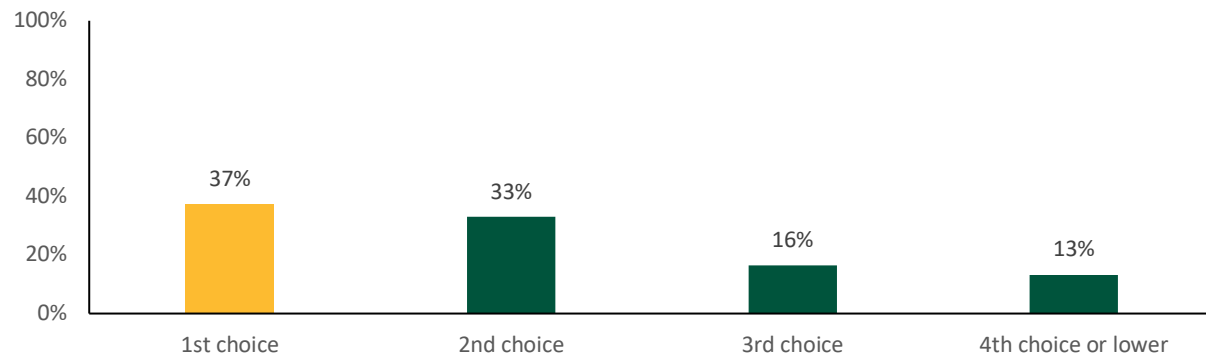
- 46%** ($n = 496$) selected **yes**, **11%** ($n = 118$) selected **no**, and **43%** ($n = 467$) selected **maybe**.

WAS USF FIRST CHOICE

Respondents indicated whether USF was their first, second, third, or fourth choice—or lower—when selecting a college or university to attend.

- The largest proportion (**37%**, $n = 400$) reported that **USF was their first choice**.

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

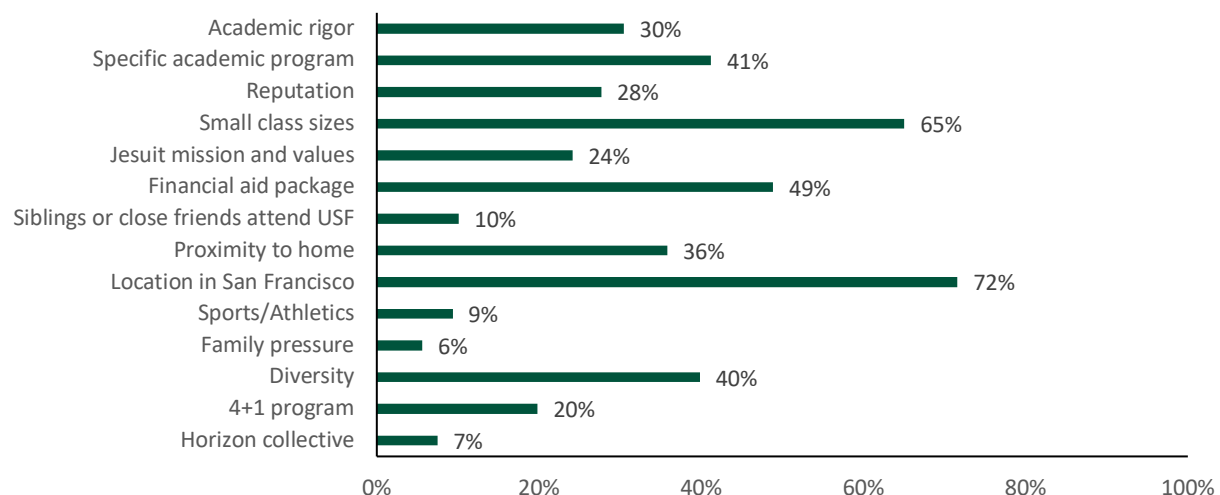


REASONS FOR CHOOSING USF²

Respondents indicated their reasons for choosing USF using 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*; *4+1 accelerated bachelor's and master's program programs*; *Horizon collective*; and *something else*. Respondents selected all that applied.

- The highest percentage (**72%**, $n = 766$) reported they chose USF because of the **location in San Francisco**.

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



² 4+1 and Horizon collective were new this year.

INTENT TO TRANSFER OR STOP ATTENDING

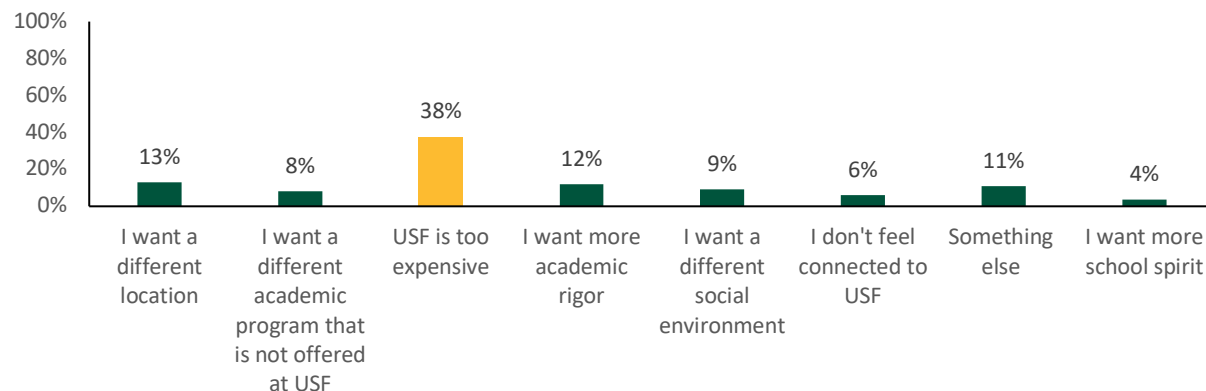
Respondents indicated whether they plan to transfer to another college or university or otherwise stop attending USF.

- **4%** ($n = 42$) selected **yes**; **82%** ($n = 878$) selected **no**; and **14%** ($n = 154$) selected **maybe**.

Those who indicated an intent or possible intent to transfer or stop attending USF were asked to select the most likely reason from the following 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*; *I want more school spirit* and *Something else*.

- The largest proportion of respondents (**38%**, $n = 70$) indicated that the most likely reason they would transfer or otherwise stop attending USF is that it is too expensive.

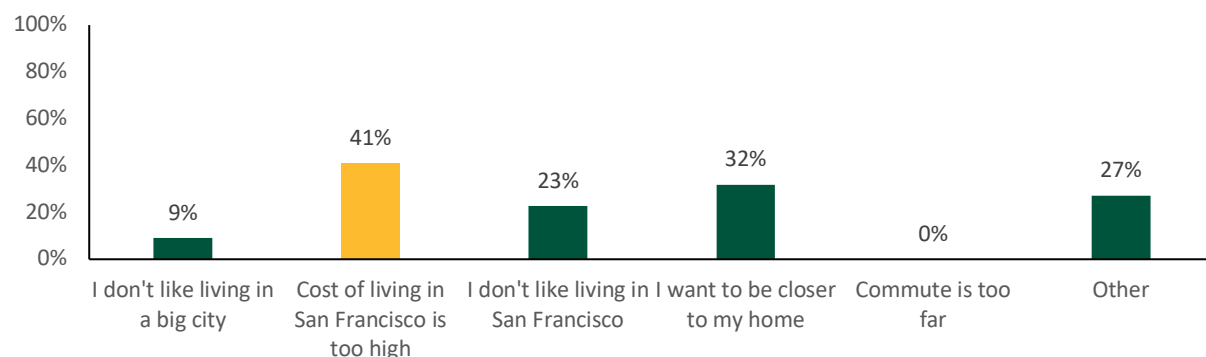
The following figure details the proportion of respondents who selected each response option.



Respondents who selected *I want a different location* as a reason for transferring or otherwise leaving USF were asked to specify 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*.

- Among those who indicated they want a different location, the largest proportion (**41%**, $n = 9$) cited the **high cost of living in San Francisco** as their reason.

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

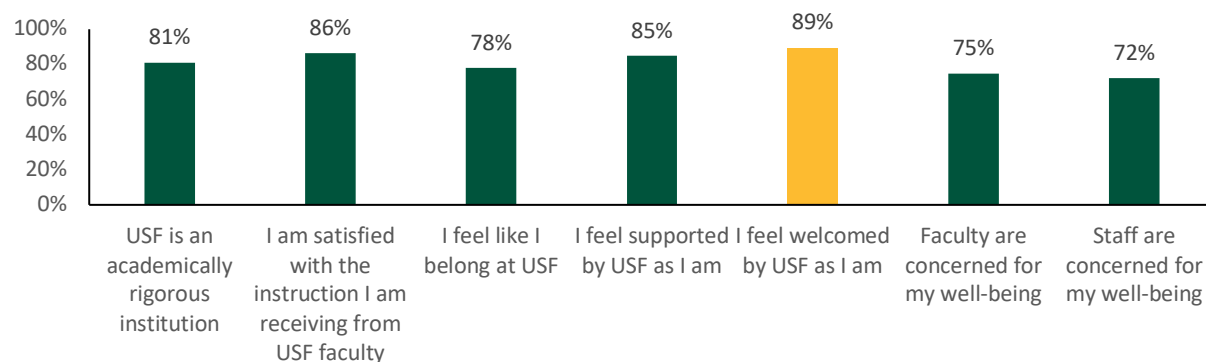


Attitudes Toward USF

Respondents 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 largest proportion (89%, $n = 981$) **agreed** or **strongly agreed** that they **feel welcome at USF as they are**.

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



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

- USF is an academically rigorous institution = **4.01** ($SD = .73$)
- I am satisfied with the instruction I am receiving from USF faculty = **4.14** ($SD = .72$)
- I feel like I belong at USF = **4.00** ($SD = .81$)
- I feel supported by USF as I am = **4.11** ($SD = .75$)
- I feel welcomed by USF as I am = **4.18** ($SD = .69$)
- Faculty are concerned for my well-being = **3.95** ($SD = .83$)
- Staff are concerned for my well-being = **3.91** ($SD = .83$)

Respondents 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.*

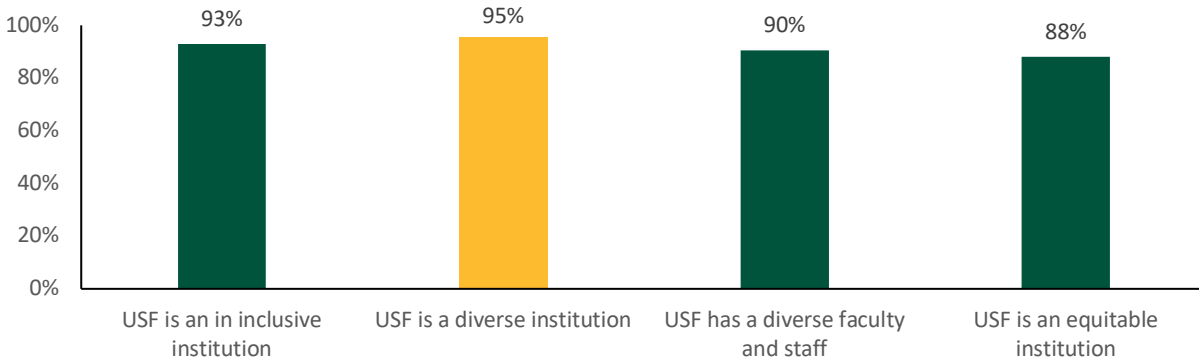
- **86% agreed** or **strongly agreed** that they **feel accepted at USF because of who they are** ($n = 948$) and that they **can express themselves at USF for who they are** ($n = 951$).

Diversity, Equity, & Inclusion

Respondents 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 (95%, $n = 1038$) **agreed** or **strongly agreed** that **USF is a diverse institution**.

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



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

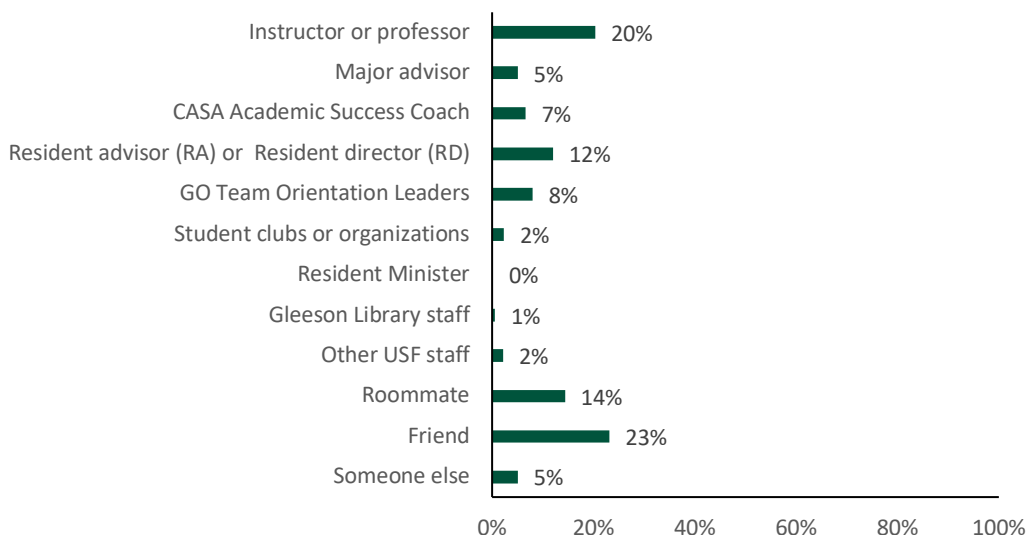
- USF is an inclusive institution = **4.43** ($SD = .66$)
- USF is a diverse institution = **4.54** ($SD = .62$)
- USF has a diverse faculty and staff = **4.39** ($SD = .72$)
- USF is an equitable institution = **4.30** ($SD = .70$)

Helpfulness

Respondents indicated the role of the person at USF who has been most helpful to them, choosing 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*. Respondents could select all that apply.

- The highest percentage (**23%**, $n = 237$) indicated **a friend has been the most helpful** to them.

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



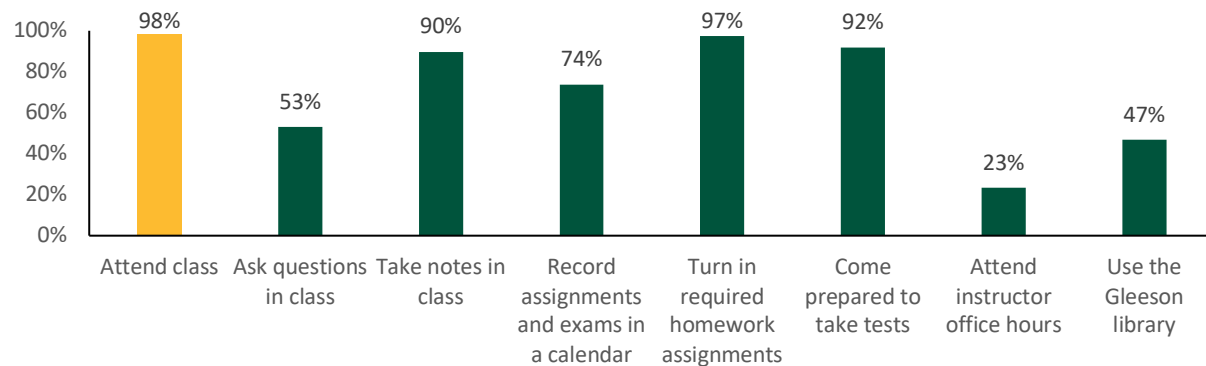
Academic Success

Respondents reported how frequently they engage in each of the following activities, 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%**, $n = 1059$) indicated they attend class.

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



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

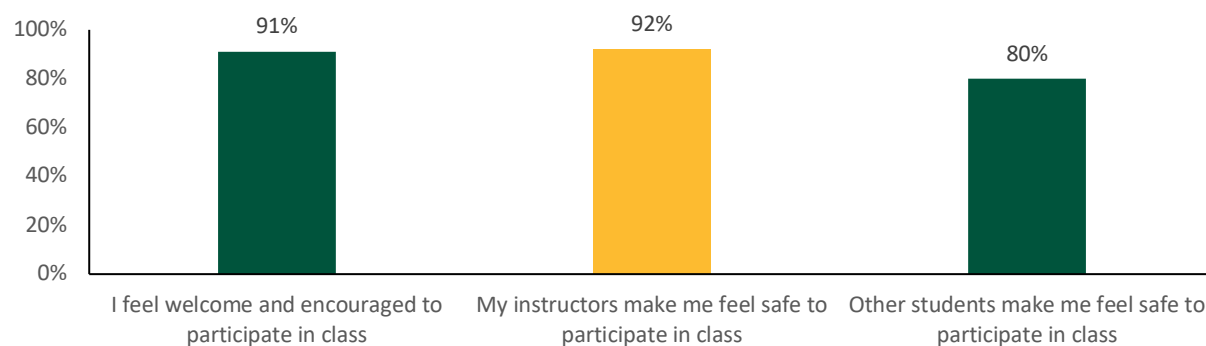
- Attend class = **4.85** ($SD = .40$)
- Ask questions in class = **3.62** ($SD = 1.05$)
- Take notes in class = **4.49** ($SD = .77$)
- Record assignments and exams in a calendar = **4.08** ($SD = 1.16$)
- Turn in required homework assignments = **4.79** ($SD = .48$)
- Come prepared to take tests = **4.52** ($SD = .68$)
- Attend instructor office hours = **2.74** ($SD = 1.22$)
- Use the Gleeson library = **3.30** ($SD = 1.33$)

FEELING SAFE AND WELCOME IN CLASS

Respondents 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 (**92%**, $n = 993$) reported that **instructors make them feel safe to participate in class**.

The following figure details the proportion of respondents who agreed or strongly agreed with each statement.



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

- I feel welcome and encouraged to participate in class = **3.34** ($SD = .68$)
- My instructors make me feel safe to participate in class = **4.40** ($SD = .65$)
- Other students make me feel safe to participate in class = **4.13** ($SD = .82$)

REGISTRATION & ORIENTATION

Respondents 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.*

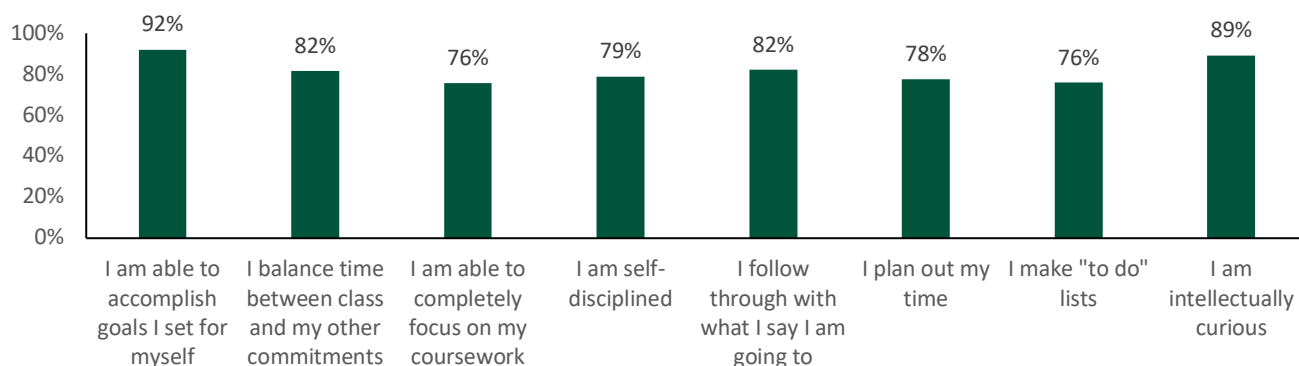
- **72%** ($n = 774$) **agreed** or **strongly agreed** that **completing new student registration and advising helped them** to understand the registration process at USF.
- **85%** ($n = 898$) **agreed** or **strongly agreed** that **as a result of attending the "Orientation to Your Major/College" during New Student Orientation, they understand their academic requirements.**

Self-management Skills

Respondents 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 (**92%**, $n = 987$) reported that they **are able to accomplish goals they set for themselves.**

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



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

- I am able to accomplish goals I set for myself = **4.29** ($SD = .67$)
- I balance time between class and my other commitments = **4.07** ($SD = .81$)
- I am able to completely focus on my coursework = **3.96** ($SD = .87$)
- I am self-disciplined = **4.06** ($SD = .84$)
- I follow through with what I say I'm going to = **4.11** ($SD = .77$)

³ In previous years this question asked how much respondents agreed or disagreed with the following statement: *Completing Webtrack helped me to understand the registration process at USF.*

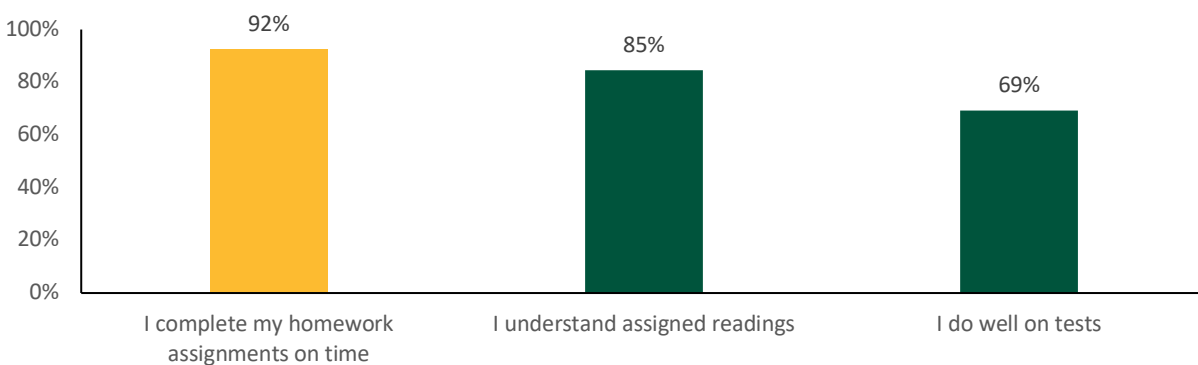
- I plan out my time = **4.03** ($SD = .84$)
- I make “to-do” lists = **3.99** ($SD = 1.03$)
- I am intellectually curious = **4.32** ($SD = .71$)

Academic Self-efficacy

Respondents 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%**, $n = 993$) indicated they **complete their homework assignments** on time.

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



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

- I complete my homework assignments on time = **4.44** ($SD = .66$)
- I understand assigned readings = **4.18** ($SD = .74$)
- I do well on tests = **3.87** ($SD = .82$)

CONFIDENCE OF SUCCESS

Respondents 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.*

- **90%** ($n = 966$) **agreed** or **strongly agreed** they would **succeed this semester**.
- Respondents, on average, indicated they **agreed they would succeed this semester** ($M = 4.21$, $SD = .69$).

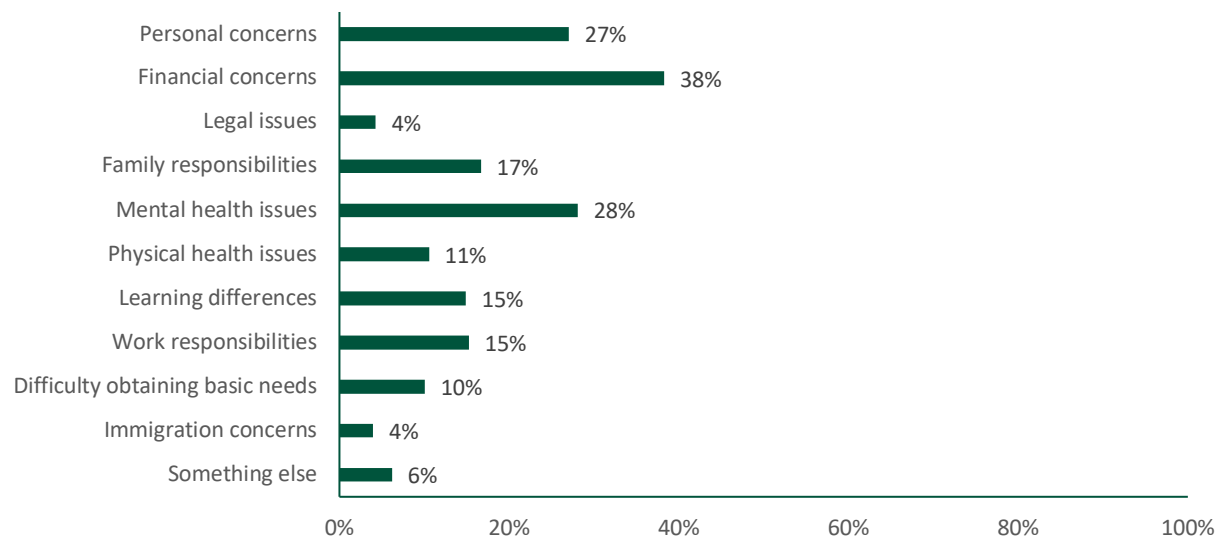
Barriers to Success

Respondents indicated the likelihood that each of the following factors would 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); *immigration concerns*⁴; and *something else*.

- The largest proportion (**38%**, $n = 404$) indicated that **financial concerns** would **likely** or **very likely** interfere with their ability to succeed at USF.

⁴ Immigration concerns was new this year.

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



The average likelihood with which respondents reported that these potential barriers would impact their success at USF is as follows:⁵

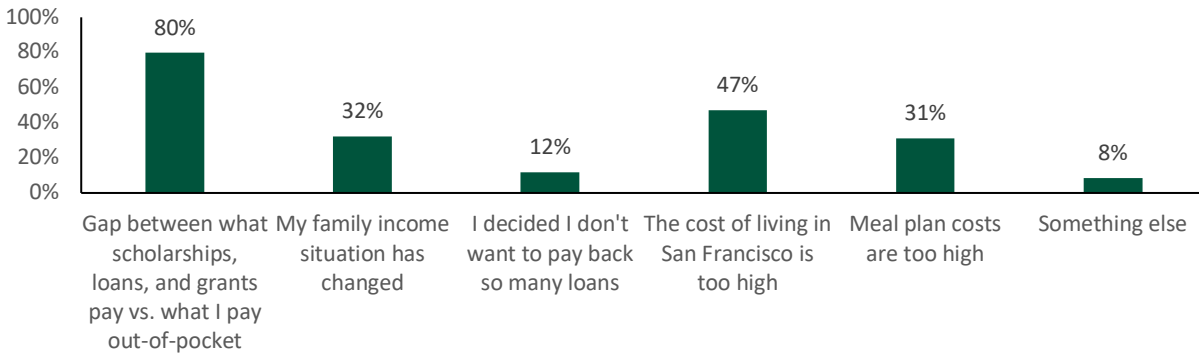
- Personal concerns = **3.23** (*SD* = 1.07)
- Financial concerns = **2.97** (*SD* = 1.28)
- Legal issues = **4.25** (*SD* = .89)
- Family responsibilities = **3.65** (*SD* = .1.09)
- Mental health issues = **3.25** (*SD* = 1.19)
- Physical health issues = **3.84** (*SD* = 1.01)
- Learning differences = **3.68** (*SD* = 1.07)
- Work responsibilities = **3.61** (*SD* = 1.06)
- Difficulty obtaining basic needs = **3.96** (*SD* = 1.03)
- Immigration concerns = **4.40** (*SD* = .88)
- Something else = **3.86** (*SD* = 1.02)

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.* Respondents selected all that applied.

- Among respondents who indicated that financial issues would interfere with their ability to succeed, the largest proportion (**80%**, *n* = 311) reported **concern about the gap between what scholarships, loans, and grants cover and what they must pay out of pocket.**

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

⁵ 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.

- **42%** ($n = 164$) selected **yes**, **58%** ($n = 225$) 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.

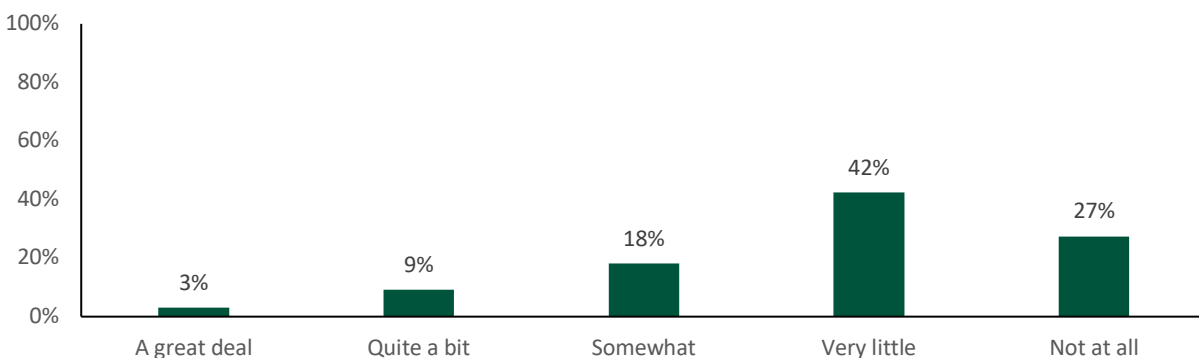
- **54%** ($n = 56$) selected **yes**, **46%** ($n = 47$) selected **no**.

Living Away from Home

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

- The largest proportion of respondents (**70%**, $n = 743$) 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 proportion of respondents who selected each response option.

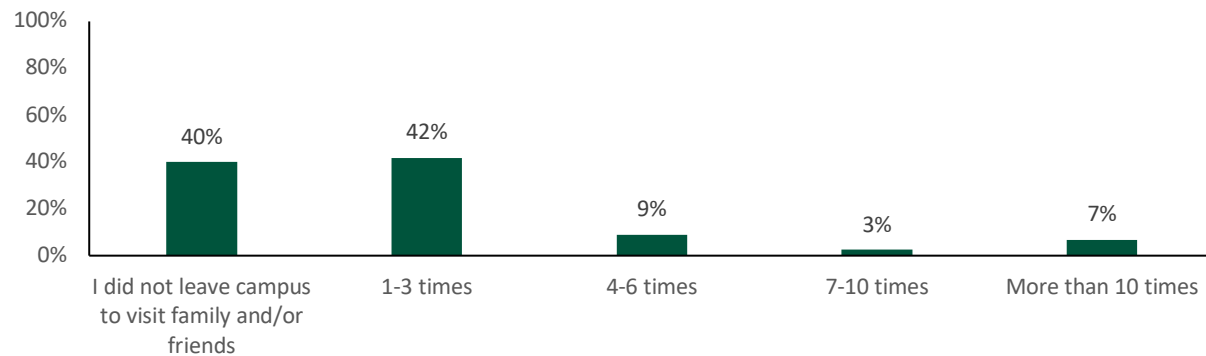


LEAVING CAMPUS

Respondents 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 largest proportion of respondents (**42%**, $n = 441$) reported **leaving campus 1-3 times** during the first three weeks of school to visit family/friends.

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



Course Modalities

IMPACT OF ONLINE LEARNING ON SUCCESS

Only 3% ($n = 39$) of survey respondents were enrolled in online/hybrid courses. These respondents were asked if taking an online or hybrid course at USF had negatively impacted their ability to succeed, using the following response options *yes* or *no*.⁶

- **86%** ($n = 30$) selected **No** and **14%** ($n = 5$) selected **yes**.

FUTURE COURSE MODALITIES

Respondents reported which modalities they would consider taking in the future, using the following response options: *online synchronous*, *online asynchronous*, *hybrid*, and *in-person*. Respondents selected all that applied.

- **24%** ($n = 254$) selected **online synchronous**, **27%** ($n = 289$) selected **online asynchronous**, **49%** ($n = 516$) selected **hybrid**, and **85%** ($n = 905$) selected **in-person**.

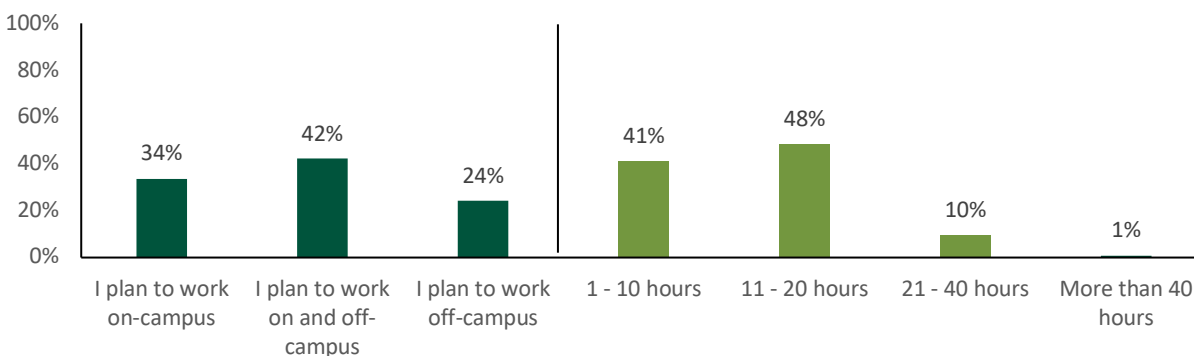
Intent to Work

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

- **86%** ($n = 908$) of respondents indicated they **intend to work** while attending USF.
- Of these, the largest proportion **plan to work** 11-20 hours per week (**48%**, $n = 438$) and **intend to work both on and off-campus** (**42%**, $n = 318$).

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

⁶ Banner data was used to determine those enrolled in online/hybrid courses. Additionally, the choices changed this year from



Financial Aid/Financial Literacy

FINANCIAL AID

98% ($n = 1117$) of respondents **received financial aid**.⁷ These respondents were asked to rate their level of satisfaction with their financial aid package, using a 5-pt. scale (*1 = Very Dissatisfied, 5 = Very Satisfied*).

- **53%** ($n = 555$) were **satisfied** or **very satisfied** with their financial aid package, **16%** ($n = 168$) were **dissatisfied** or **very dissatisfied**, and **30%** ($n = 317$) were **neither satisfied nor dissatisfied**.

PAYING FOR TUITION

Respondents 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.

- **85%** ($n = 888$) indicated they **have a plan to pay for tuition** for the rest of their time at USF.
- **34%** ($n = 359$) indicated they **need more information about financial aid or paying tuition**.

FINANCIAL LITERACY

Respondents reported 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*.

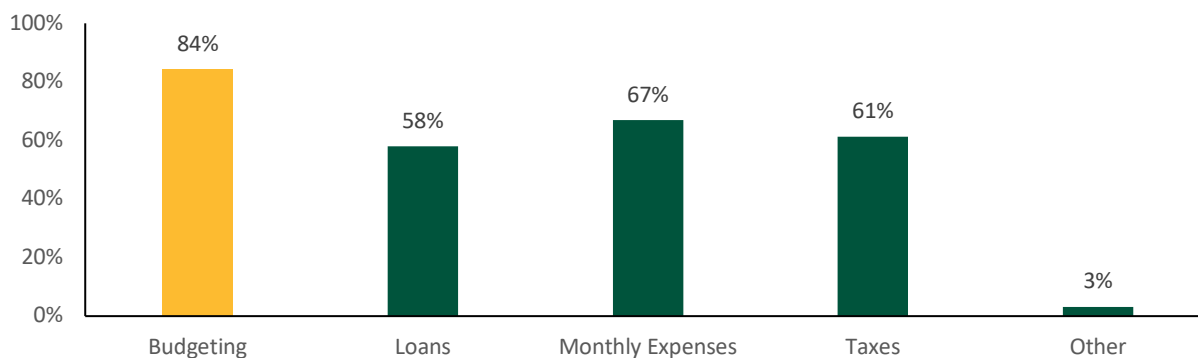
- **56%** ($n = 590$) indicated they are **moderately** or **very confident** with managing their personal finances, **40%** ($n = 425$) indicated they are **somewhat** or **slightly confident**, and **4%** ($n = 42$) are **not at all confident**.

Respondents were then asked if they believe they would benefit from a course/workshop on managing their personal finance, and if so, 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*. Respondents selected all that applied.

- **41%** ($n = 427$) indicated they **would benefit** from a course/workshop on managing their personal finances.
- The highest percentage (**84%**, $n = 345$) indicated they would like a personal finance course/workshop on **budgeting**.

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

⁷ Banner data was used to determine who received financial aid.



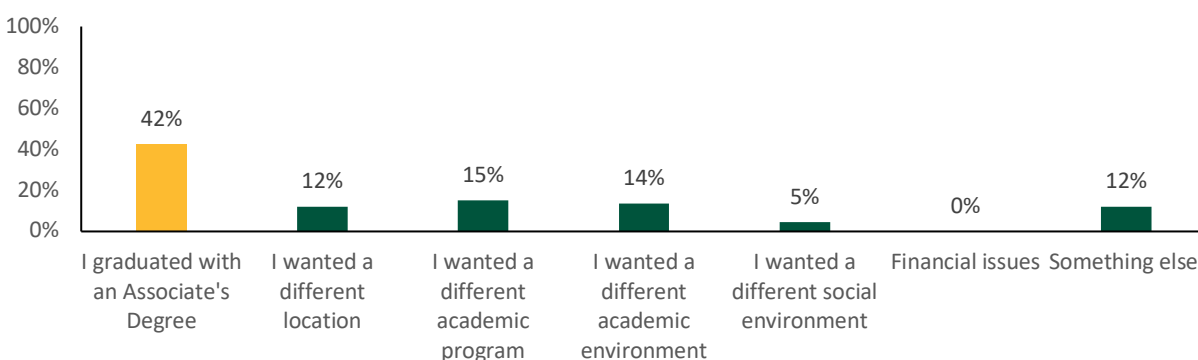
Transfer Students

REASON FOR LEAVING PREVIOUS INSTITUTION

8% ($n = 87$) of respondents were transfer students. These respondents 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*.

- The largest proportion (**42%**, $n = 28$) 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 respondents who selected each response option.



DEGREE COMPLETION PLANS

Transfer student respondents indicated whether they have a degree completion/graduation plan.

- **91%** ($n = 62$) indicated they **have a degree completion/graduation plan**.
- Of those who indicated they do not have a plan, **100%** ($n = 6$) indicated they **would like help developing a degree completion/graduation plan**.

TRANSFER OF CREDIT

Transfer student respondents reported whether they experienced difficulty transferring credits from their previous institution to USF. Those who did experience difficulty were asked if they would like assistance with the transfer process.

- **76%** ($n = 52$) indicated they **did not have difficulty** transferring in units.
- Of those who indicated they had difficulty, **69%** ($n = 11$) **would like help** transferring in units.

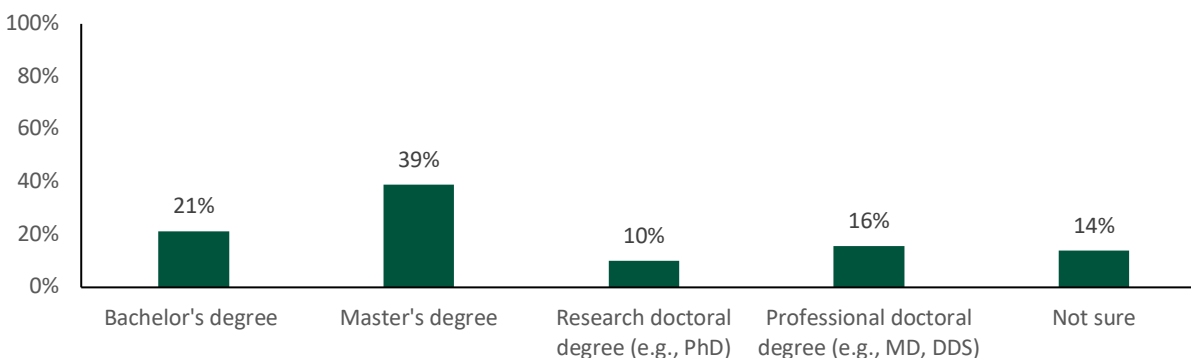
Goals and Aspirations

EDUCATIONAL PLANS

Respondents 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 largest proportion (**39%**, $n = 419$) indicated they **aspire to achieve a master's degree**.

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



INTEREST IN 4+1 PROGRAMS⁸

Respondents indicated their interest in a 4+1 accelerated bachelor's and master's program at USF using the following response options: *yes*, *no*, and *maybe*.

- The largest proportion (**80%**, $n = 858$) indicated they are either interested or possibly interested in a 4+1 program.

Major Goals and Aspirations

ENROLLED IN A COURSE IN THEIR MAJOR

- 92% ($n = 1047$) were enrolled in a course in their major, 8% ($n = 89$) were not.

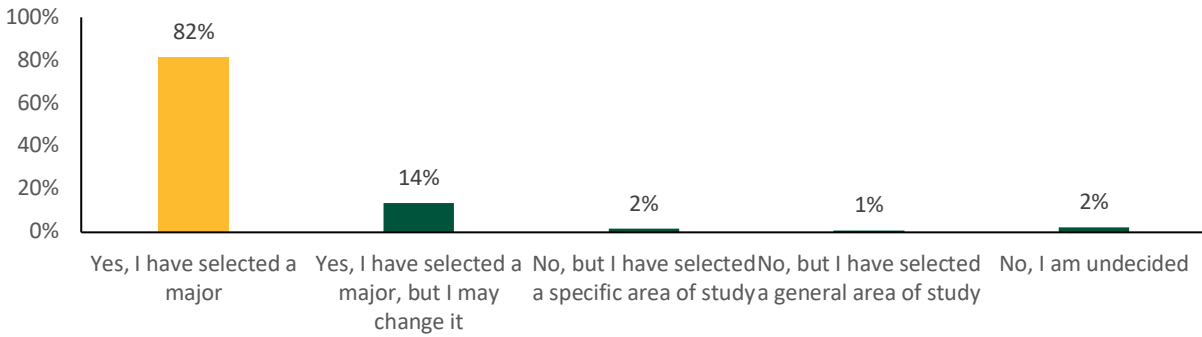
MAJOR/FIELD OF STUDY PLANS

Respondents indicated whether 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 largest proportion (**82%**, $n = 875$) indicated they had **selected their major**.

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

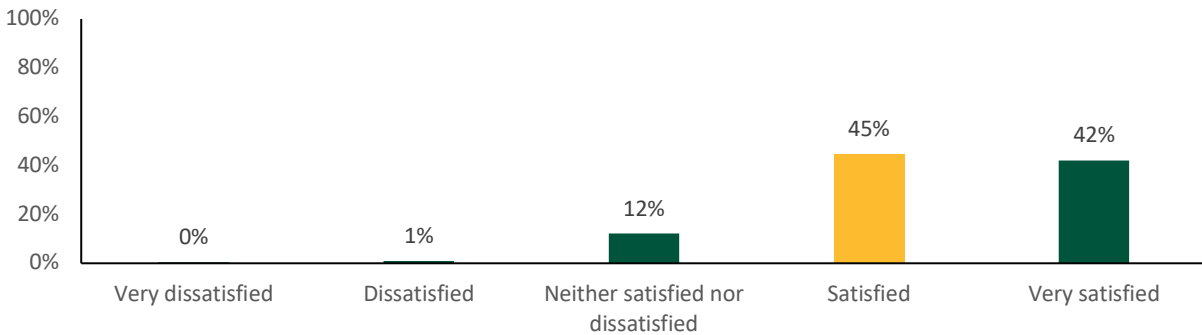
⁸ This question was new this year.



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

- The largest proportion (87%, $n = 868$) indicated they are **satisfied** or **very satisfied** with their major.

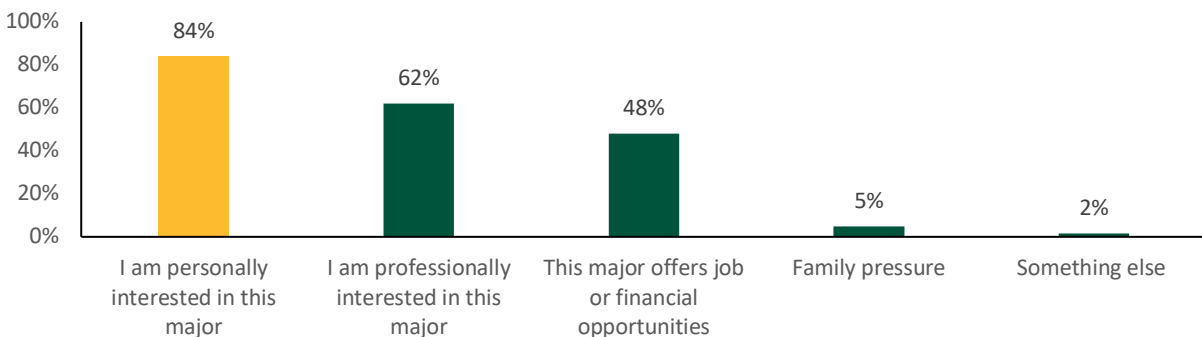
The following figure details the proportion of respondents who selected each response option.



Those who indicated they had selected a major then asked why they chose it, using the following response options: *I am personally interested in this major*; *I am professionally interested in this major*; *This major offers job or financial opportunities*; *Family pressure*; and *Something else*. Respondents selected all that applied.

- The highest percentage (84%, $n = 844$) reported that they chose their major because they are **personally interested in the major**.

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



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

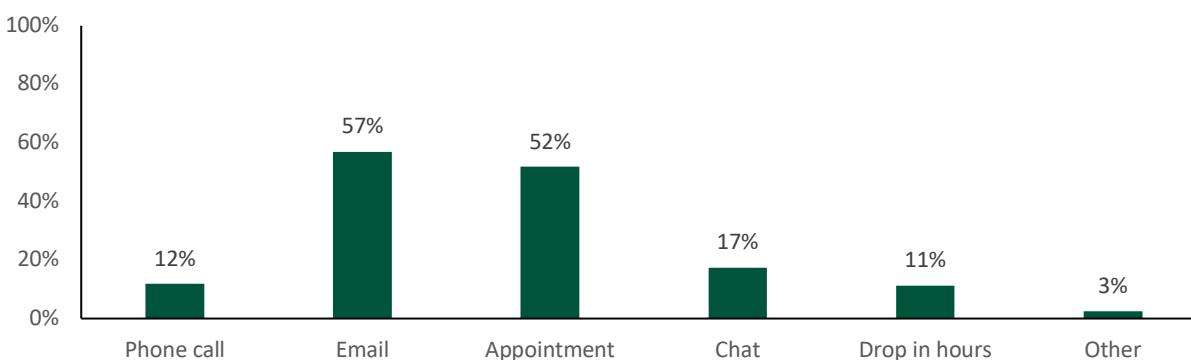
- **56%** ($n = 29$) indicated **they would like help** exploring their major options

CASA

Respondents were asked if they knew they had been assigned a CASA Academic Success Coach. Those who were aware of their coach were then asked if they had interacted with them and the type of interaction, using the following response options: *phone call*; *email*; *appointment*; *chat*; *drop-in hours*; and *other*. Respondents selected all that applied.

- **79%** ($n = 846$) reported that they **knew they had been assigned a CASA Academic Success Coach**.
- Of those, **47%** ($n = 391$) reported having **interacted with their CASA Academic Success Coach**.
- The most common type of interaction (**57%**, $n = 222$) was via **email**.

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



Respondents who reported that they interacted with their CASA Academic Success Coach rated the helpfulness of their experience, using a 5-pt. scale (1 = *Very Unhelpful*, 5 = *Very Helpful*).

- **89%** ($n = 344$) who interacted with their CASA Academic Success Coach reported that their coach was **helpful** or **very helpful**.

Respondents who either did not know they had been assigned a CASA Academic Success Coach or reported having had no interaction with their coach were asked whether they would like assistance connecting with them.

- Among those where unaware they had a CASA Academic Success Coach or had no interaction with their coach, **44%** ($n = 291$) reported they **would like assistance** connecting with them.

Respondents reported what type of CASA Coach meeting modality they most prefer, using the following response options: *in-person*; *Zoom*; and *phone call*.

- **69%** ($n = 718$) selected **in-person**, **24%** ($n = 250$) selected **Zoom**, and **7%** ($n = 73$) selected **phone call**.

Community Living

RESIDENCE HALLS

Respondents living in the residence halls were asked if they knew they had an RA assigned to their floor. Those who knew were then asked if they had a conversation with their RA. Respondents who had a conversation rated how

helpful the experience was, using a 5-pt. scale (1 = *Very unhelpful*, 5 = *Very helpful*). Respondents who did not know they had an RA were asked if they would like help getting in touch with their RA.

- Nearly all respondents (**99.8%**, $n = 939$) knew they had an RA assigned to their floor; of these, **97%** ($n = 913$) **had a conversation with their RA**, and **91%** ($n = 831$) found the experience **helpful** or **very helpful**.

Respondents living in the residence halls also reported whether they would like help connecting with the professional staff living in their residence hall, using the following response options: *yes* and *no*.⁹

- **85%** ($n = 791$) indicated they **did not want help connecting with professional staff**.

Respondents living in the residence halls indicated their level of agreement 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*.

- **70%** ($n = 656$) of respondents **agreed** or **strongly agreed** they **feel connected to other students that live in their residence hall**.
- **75%** ($n = 700$) of respondents **agreed** or **strongly agreed** they **feel connected to other students on their floor**.

Respondents who disagreed or strongly disagreed that they feel connected to other students on their floor and/or in their residence hall were asked if they wanted help connecting with other students in their residence hall.

- Only **25%** ($n = 27$) of respondents indicated they **wanted help connecting with other students in their residence hall**.

OFF-CAMPUS LIVING

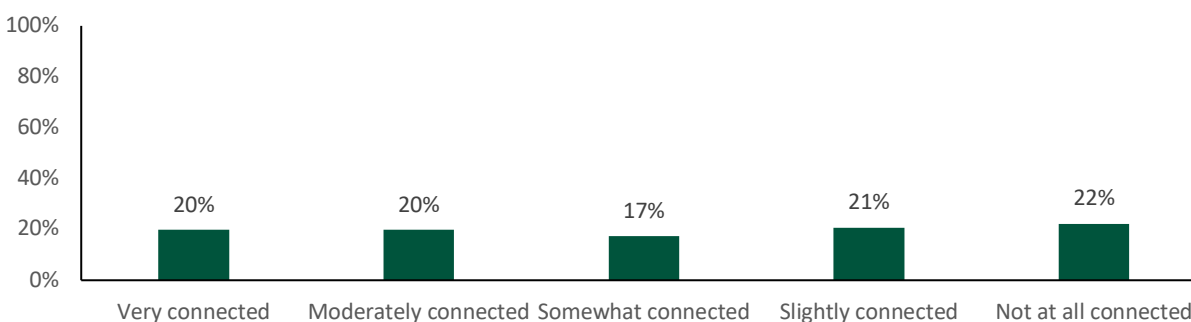
Respondents living off-campus were asked if they live with family, roommate(s) other than family, or other.

- **84%** ($n = 108$) indicated they **live with family**, **6%** ($n = 8$) indicated they **live with roommate(s) other than family**, and **9%** ($n = 12$) selected **other**.

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

- The largest proportion (**22%**, $n = 28$) reported feeling **not at all connected** to others living off-campus.

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



⁹ This question was new this year.

Respondents living off-campus were asked whether they would like help connecting with other students living off-campus, if they have had any interaction with the Off-campus Living Office, and if not, whether they would like assistance connecting with the office.

- **48%** ($n = 60$) indicated they **would like help** connecting, **52%** ($n = 64$) **would not like help**.
- **16%** ($n = 20$) **interacted** with the Off-campus Living Office.
- **34%** ($n = 34$) indicated they **would like assistance** connecting with the off-campus living office, **66%** ($n = 67$) indicated they **would not like assistance**.

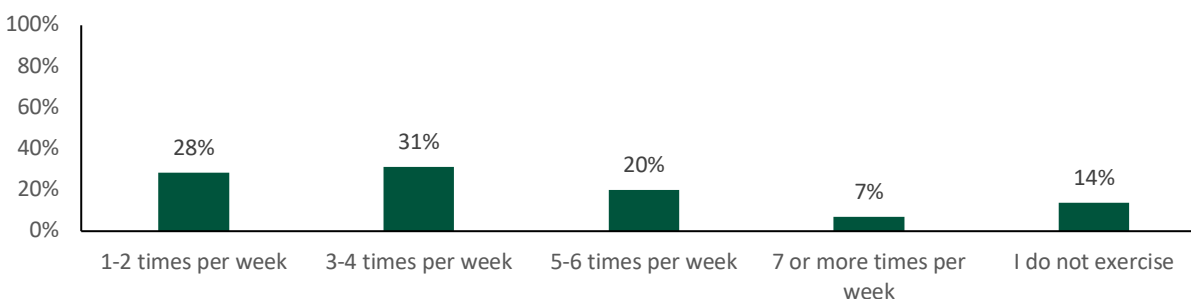
Health & Wellness

EXERCISE

Respondents reported 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 largest proportion (**31%**, $n = 329$) indicated they exercise **3-4 times per week**.

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



MENTAL HEALTH

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

- **93%** ($n = 969$) indicated they were aware of mental health resources, **7%** ($n = 78$) were **not aware**.

Respondents reported the likelihood they would 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 respondents who selected each response option.

