



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

New Student Success Survey Report 2021

Updated February 2022

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General Information about the Survey

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 third 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: 1768 first-time freshman and transfer students

Instrument: Qualtrics

Period: September 14, 2021 to October 4, 2021

Response Rate: 73% (1287 respondents)

DISSEMINATION OF RESULTS

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

NOTE ABOUT COMPARISON TO 2020

While comparisons to 2020 data are included throughout this report, it is important to keep in mind that the circumstances students faced in 2020 were significantly different than in 2021. Due to the COVID-19 pandemic, USF shifted to a remote learning environment and the majority of students in 2020 were living and studying remotely. It is likely that the shift to remote learning impacted student responses to the survey in 2020, in particular in the areas that are generally impacted by living on campus such as connectedness. New first-time and transfer students in fall 2021 were predominately living and studying on campus, this may account for some of the marked difference between 2020 and 2021 data.

Key Findings

DEMOGRAPHICS

- 75% of participants intend to work while attending USF.
- Of students who indicated that COVID-19 impacted their financial need, 56% indicated that someone financially contributing to their education experienced a decrease in income due to COVID-19.
- 80% of participants who identified as transfer students indicated that they have a degree completion plan. This is up from 60% in 2020.

INSTITUTIONAL COMMITMENT

- The highest percentage of participants (83%) agreed or strongly agreed with the statement *I am committed to completing my degree at USF*.
- While participants, on average, agreed that USF is the right school for them, 8% fewer participants agreed or strongly agreed than in 2020.
- The majority of participants intend to return in spring (92%) and in fall (85%).

ATTITUDES TOWARD USF

- The highest percentage of participants (85%) agreed or strongly agreed that they are satisfied with the instruction they are receiving from USF faculty and that they feel welcomed and supported as they are.

CONNECTEDNESS

- The proportion of participants who agreed or strongly agreed that overall, they feel connected to USF, they feel connected to other students, they feel connected to their instructors, and they feel a part of a campus life, increased from 2020. The greatest increase was with the statement *I feel a part of campus life*, which increased by 32%.

HELPFULNESS

- 74% of participants indicated that instructors or professors had been most helpful to them.

ACADEMIC SUCCESS

- 99% of participants indicated they always or often attend class.
- Only 17% of participants indicated they attend instructor office hours.
- The majority of participants (90%) agreed or strongly agreed that they feel welcome and encouraged to participate in class and that their instructors make them feel safe to participate in class.

SELF-MANAGEMENT SKILLS

- The highest percentage of participants (89%) indicated that they are able to accomplish goals they set for themselves.

ACADEMIC SELF-EFFICACY

- While 93% of participants indicated that they complete homework assignments on time, only 66% indicated that they do well on tests.

- 88% of participants indicated they agreed or strongly agreed that they would succeed this semester.

HIGH-IMPACT PRACTICES

- 91% of participants indicated that they plan to participate in internships during their time at USF.

BARRIERS TO SUCCESS

- The highest percentage (41%) of participants indicated that mental health issues were likely or very likely to interfere with their ability to succeed at USF, this increased 12% from 2020.

COVID-19 AND REMOTE LEARNING

- The percentage of participants who indicated that COVID-19 has impacted their ability to succeed decreased by 8% from 2020.
- The percentage of participants who indicated that remote learning has impacted their ability to succeed decreased by 13% from 2020.

GOALS AND ASPIRATIONS

- 42% of participants indicated that USF was their first choice.
- Small class sizes and location in San Francisco continue to be the top reasons why participants chose USF, though the percentage of participants who selected USF because of the financial aid package increased by 3% from 2020.
- While the proportion of participants who indicated they intend to transfer to another college or university or otherwise stop attending USF is very low (4%), this increased by 2% from 2020.

MAJOR GOALS AND ASPIRATIONS

- The majority of participants (83%) who have selected a major are satisfied or very satisfied with their major.

CASA AND STUDENT HOUSING AND THE OFFICE OF COMMUNITY LIVING

- The majority of participants (84%) who had interaction with their CASA Academic Success Coach indicated their coach was helpful or very helpful.
- 88% of participants who indicated they live in the residence halls and had interaction with their RA felt the experience was helpful or very helpful.

Demographics

FRESHMAN/TRANSFER

Participants were asked whether or not they are first-time freshman or transfer students. The below data indicate the percentage of participants who selected each response option.

- First-time freshman = **89%**
- Transfer students = **11%**

INTENT TO WORK

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

- **75%** of participants indicated that they **intend to work** while attending USF, this is unchanged from 2020.

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

- The highest proportion (**46%**) of participants indicated that they **intend to work 11-20 hours per week** while attending USF, this is down from 51% in 2020.

CLASS ENROLLMENT

Participants indicated whether or not they were enrolled in USF 101, a first-year seminar, a transfer year seminar, and/or a class in their major/field of study. The data below indicate the percentage of participants who indicated they were enrolled in each.

- USF 101 = **20%**, down from 24% in 2020
- First-year seminar = **35%**, up from 31% 2020
- Transfer year seminar = **4%**, down from 8% in 2020
- A class in major/field of study = **90%**, down from 92% in 2020

FINANCIAL AID

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

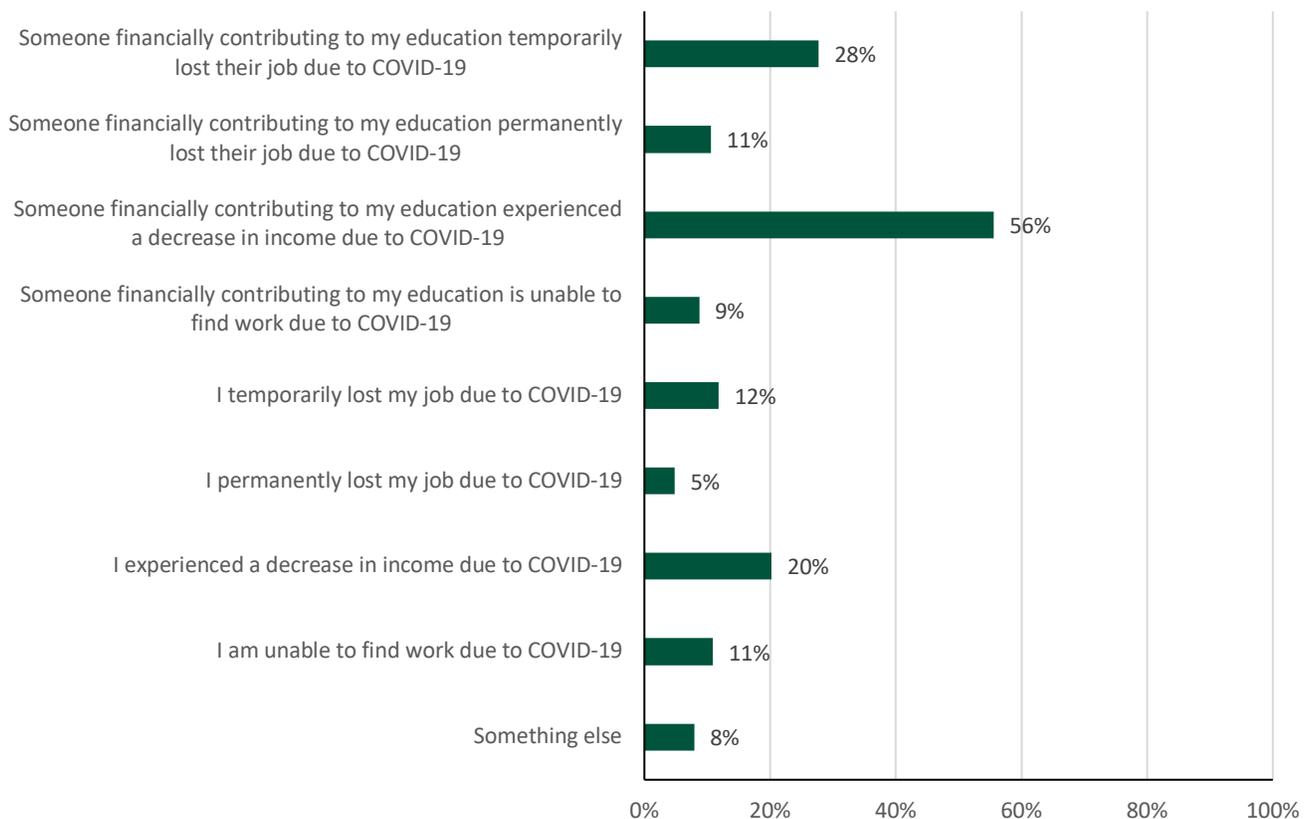
- **80% received financial aid.**
- Of those who received financial aid, **59%** were **Satisfied** or **Very Satisfied** with their financial aid package.

Participants were asked if COVID-19 impacted their financial need. Those who indicated that COVID-19 impacted their financial need then indicated in what way using the following response options: *Someone financially contributing to my education temporarily lost their job due to COVID-19; Someone financially contributing to my education permanently lost their job due to COVID-19; Someone financially*

contributing to my education experienced a decrease in income due to COVID-19; Someone financially contributing to my education is unable to find work due to COVID-19; I temporarily lost my job due to COVID-19; I permanently lost my job due to COVID-19; I experienced a decrease in income due to COVID-19; I am unable to find work due to COVID-19; Something else. Participants could select all that applied.

- **50%** of participants indicated that **COVID-19 impacted their financial need.**
- Of those who indicated that COVID-19 impacted their financial need, the highest percentage (**56%**) of participants selected *Someone financially contributing to my education experienced a decrease in income due to COVID-19.*

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



TRANSFER STUDENTS

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

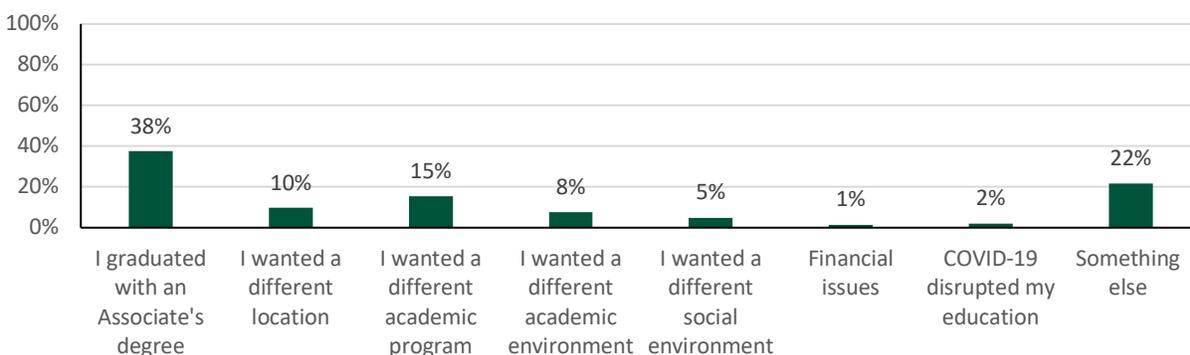
Of those who identified as transfer students:

- The highest proportion (**67%**) indicated that they **attended one other institution** before attending USF. This is up from 59% in 2020.
- **61%** indicated that they previously **attended a 2-year college**, compared to 55% in 2020.

Participants who indicated they are transfer students were asked to indicate 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; COVID-19 disrupted my education; and Something else.*

- The highest proportion (**38%**) of participants who identified as transfer students indicated that the primary reason they left their most recent institution was because **they graduated with an Associate's degree**. This was also the primary reason given in 2020, with 31% selecting this response option.

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



Participants who indicated they are transfer students were asked if they have a degree completion plan.

- **80%** of participants who identified as transfer students indicated that they **have a degree completion plan**. This is up from 60% in 2020.
- Of those who indicated they do not have a plan, **100%** indicated they **would like help developing a degree plan**. This is up from 91% in 2020.

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

- **70%** of participants who identified as transfer students indicated they **did not have difficulty** transferring in units. This is down slightly from 73% in 2020.
- Of those who indicated they had difficulty, **67% would like help** transferring in units.

PAYING FOR TUITION

Participants were asked if they have a plan to pay for tuition for the rest of their time at USF. Those who indicated that they do not have a plan were asked if they needed more information about financial aid or paying tuition¹.

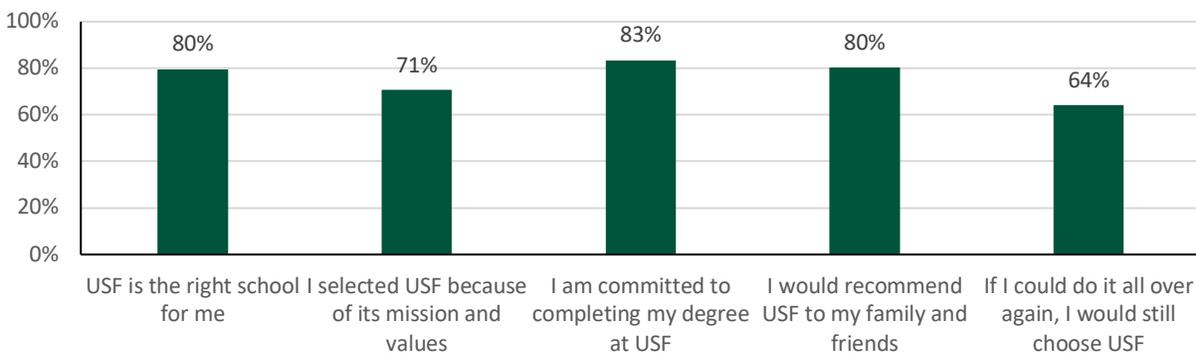
¹ This was changed from 2020's question: *Would you like help developing a plan to pay tuition for the rest of your time at USF.*

- **84%** indicated that they **do have a plan** to pay for tuition for the rest of their time at USF, down slightly from 85% in 2020.
- Of those who indicated they do not have a plan, **39%** indicated they **need more information about financial aid or paying tuition**.

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 figure below details the percentage of participants who **Agreed** or **Strongly Agreed** with the above statements.



The percentage of participants who agreed or strongly agreed decreased from 2020 for all statements. The greatest decrease was the percentage of those who agreed or strongly agreed with *USF is the right school for me*, which decreased by 8%.

The below data indicate participants' average level of agreement:

- *USF is the right school for me* = **4.08** (*SD* = .79)
- *I selected USF because of its mission and values* = **3.91** (*SD* = .87)
- *I am committed to completing my degree at USF* = **4.30** (*SD* = .83)
- *I would recommend USF to my family and friends* = **4.13** (*SD* = .78)
- *If I could do it all over again, I would still choose USF* = **3.86** (*SD* = .93)

INTENT TO RETURN

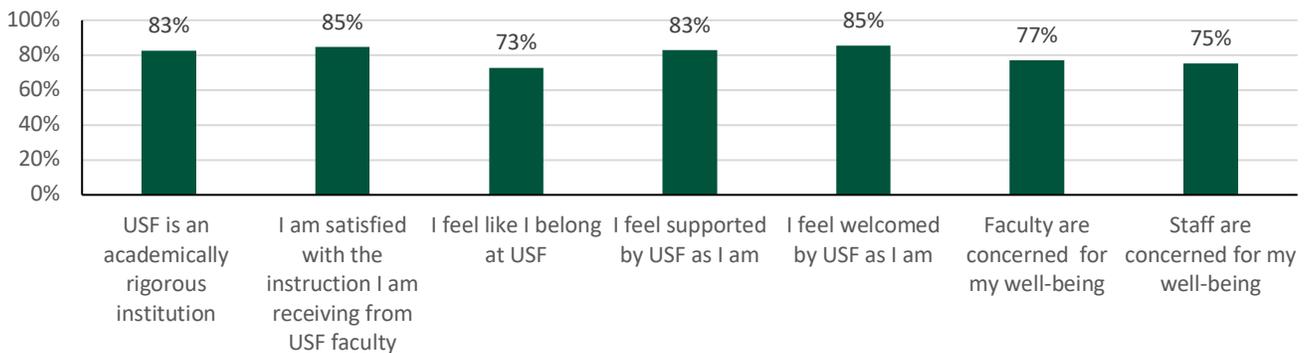
Participants indicated whether or not they intend to return to USF next spring and next fall using the following response options: *Yes*, *No*, and, new in 2021, *Maybe*.

- **92%** of participants indicated they **plan to return to USF next spring**. This is down from 98% in 2020, though the decrease could be due to the addition of *Maybe* as a response option.
- **85%** of participants indicated they **plan to return to USF next fall**, a 13% decrease from 2020, again, this decrease could be due to the addition of *Maybe* as a 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 figure below details the percentage of participants who **Agreed** or **Strongly Agreed** with the above statements.



The percentage of participants who agreed or strongly agreed decreased from 2020 for all statements. The greatest decrease was *Faculty are concerned for my well-being*, which decreased by 7%.

On average, participants agreed with all statements. Participants' average level of agreement with each statement is as follows:

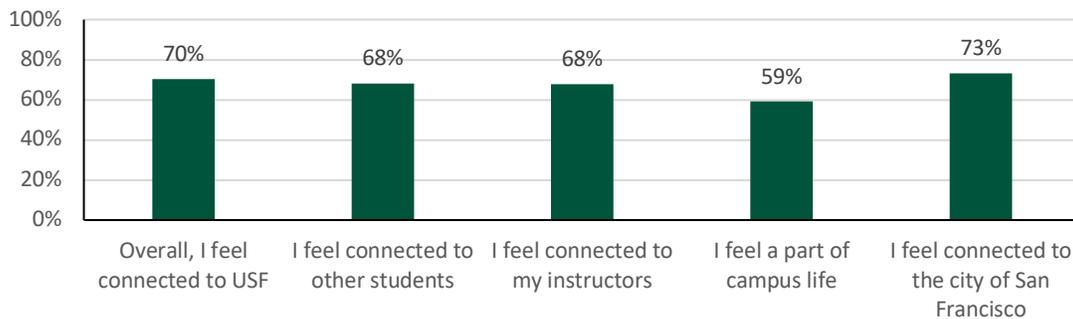
- USF is an academically rigorous institution = **4.05** (*SD* = .71)
- I am satisfied with the instruction I am receiving from USF faculty = **4.13** (*SD* = .74)
- I feel like I belong at USF = **3.94** (*SD* = .88)
- I feel supported by USF as I am = **4.12** (*SD* = .77)
- I feel welcomed by USF as I am = **4.19** (*SD* = .76)
- Faculty are concerned for my well-being = **4.02** (*SD* = .84)
- Staff are concerned for my well-being = **3.98** (*SD* = .84)

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.*²

² I feel connected to the city of San Francisco was not asked in 2020 due to the COVID-19 pandemic and move to remote instruction.

The figure below details the percentage of participants who **Agreed** or **Strongly Agreed** with the above statements.



The proportion of participants who agreed or strongly agreed with all statements of connectedness increased from 2020. The greatest increase was with the statement *I feel a part of campus life*, which increased by 32%.

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

- Overall, I feel connected to USF = **3.86** (*SD* = .86)
- I feel connected to other students = **3.82** (*SD* = .95)
- I feel connected to my instructors = **3.81** (*SD* = .84)
- I feel a part of campus life = **3.65** (*SD* = 1.00)
- I feel connected to the city of San Francisco = **3.96** (*SD* = .94)

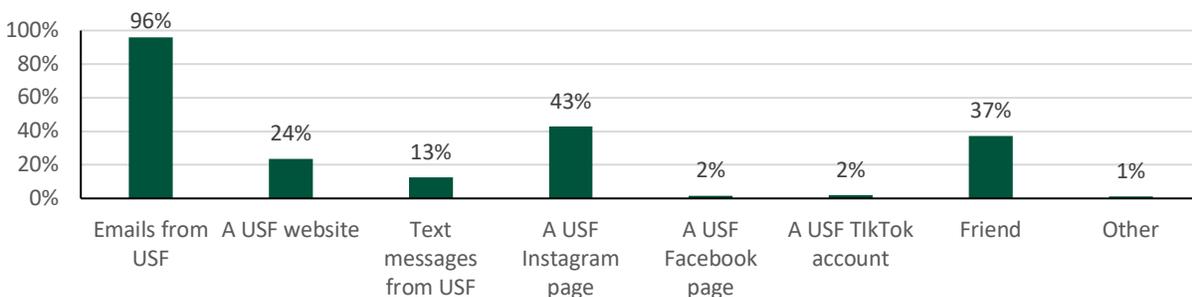
Participants who disagreed or strongly disagreed with any of the above the statements of connectedness were asked if they would like help getting involved in USF.

- 62%** of these participants indicated that they **would like help getting involved at USF**.

METHOD OF COMMUNICATION

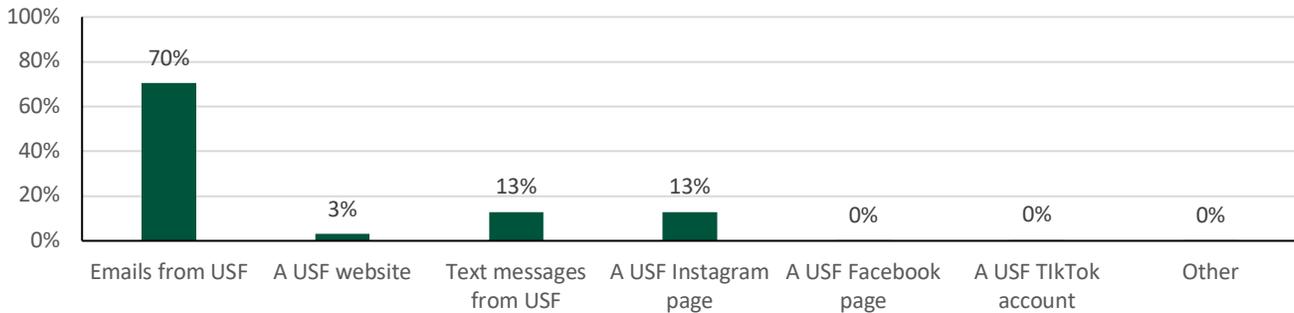
New this year, participants selected how they normally get information about USF events from the following options: *Emails from USF*; *A USF website*; *Text messages from USF*; *A USF Instagram page*; *A USF Facebook page*; *A USF TikTok account*; *Friend*; and *Other*. Participants could select all that apply.

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



Also new this year, participants were asked to indicate their preferred way to get information about USF events and activities from the following response options: *Emails from USF; A USF website; Text messages from USF; A USF Instagram page; A USF Facebook page; A USF TikTok account; and Other.*

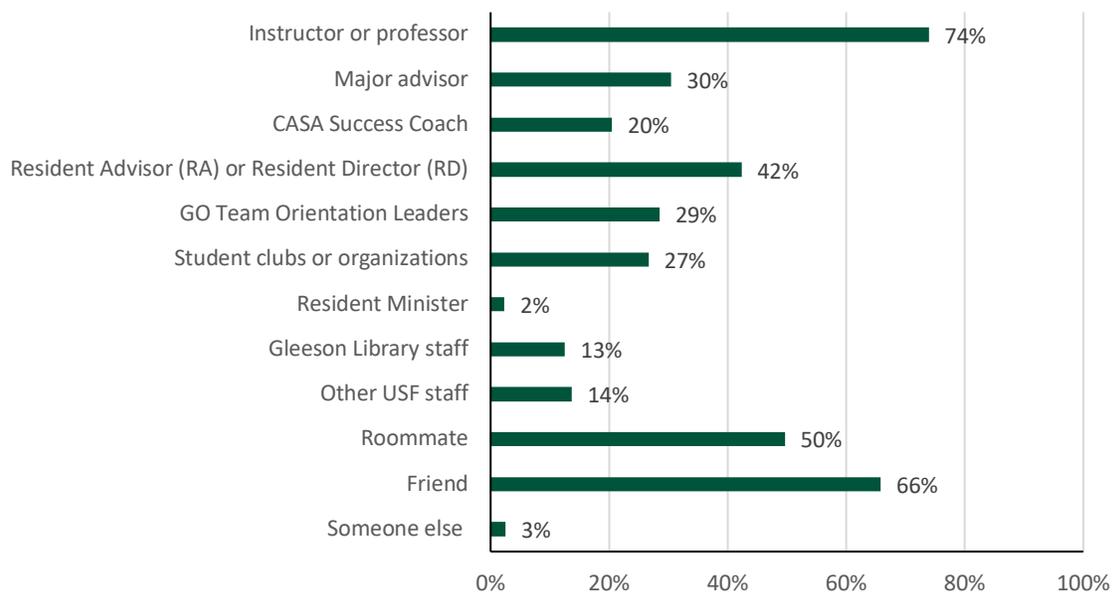
The figure below details the proportion of participants who selected each response option.



Helpfulness

Participants were asked 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.*³ Participants could select all that apply.

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

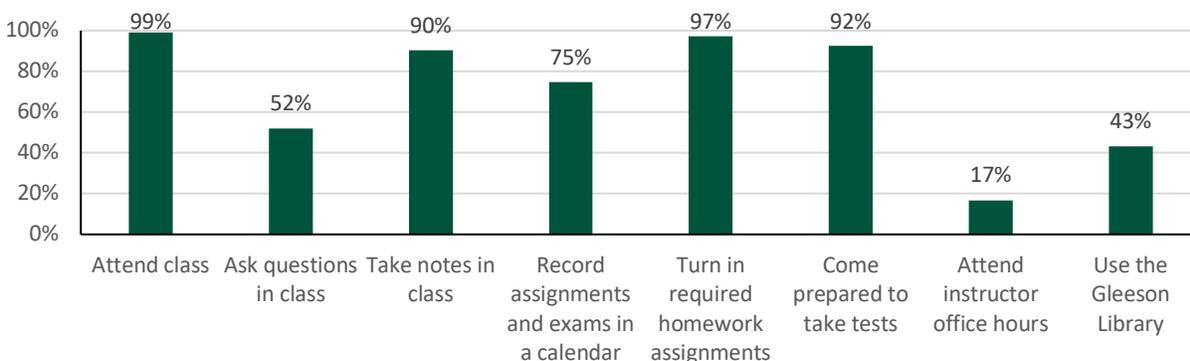


³ Resident Advisor (RA) or Resident Director (RD) was removed in 2020 due to the COVID-19 pandemic and move to remote instruction, but was added back this year. Go Team Orientation Leaders and Student clubs or organizations were also added this year as response options and, new this year, participants were given the opportunity to select all that apply.

Academic Success

Participants were asked the frequency with which they do each of the following using a 5-pt. scale (1 = Never, 5 = Always): *How often do you 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 figure below details the proportion of participants who responded that they **Always** or **Often** engage in each academic behavior.



How often do you use the Gleeson library had the greatest change from 2020, with 35% more participants selecting Always or Often this year.

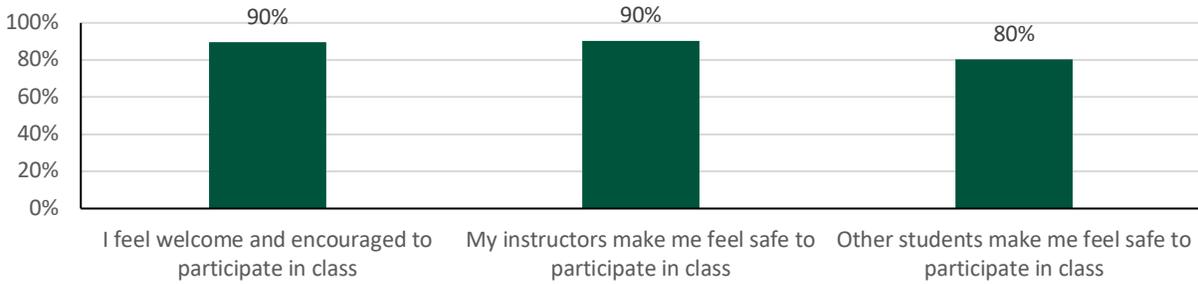
The average frequency with which participants reported engaging in each of the above academic behaviors is as follows:

- Attend class = **4.87** (*SD* = .37)
- Ask questions in class = **3.57** (*SD* = 1.01)
- Take notes in class = **4.50** (*SD* = .72)
- Record assignments and exams in a calendar = **4.12** (*SD* = 1.10)
- Turn in required homework assignments = **4.80** (*SD* = .47)
- Come prepared to take tests = **4.53** (*SD* = .64)
- Attend instructor office hours = **2.57** (*SD* = 1.10)
- Use the Gleeson library = **3.18** (*SD* = 1.31)

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 figure below details the percentage of participants who **Agreed** or **Strongly Agreed** with the above statements.



The percentage of participants who agreed or strongly agreed with *I feel welcome and encouraged to participate in class* increased by 1% from 2020. The percentage who agreed or strongly with the other statements decreased by 2% or less.

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

- I feel welcome and encouraged to participate in class = **4.30** (*SD* = .69)
- My instructors make me feel safe to participate in class = **4.35** (*SD* = .68)
- Other students make me feel safe to participate in class = **4.14** (*SD* = .79)

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 do; I plan out my time; I make “to-do” lists; and I am intellectually curious.*

The figure below details the percentage of participants who **Agreed** or **Strongly Agreed** with the above statements.



The greatest increase from 2020 was the percentage of participants who agreed or strongly agreed with *I follow through with what I say I am going to*, which increased by 7%.

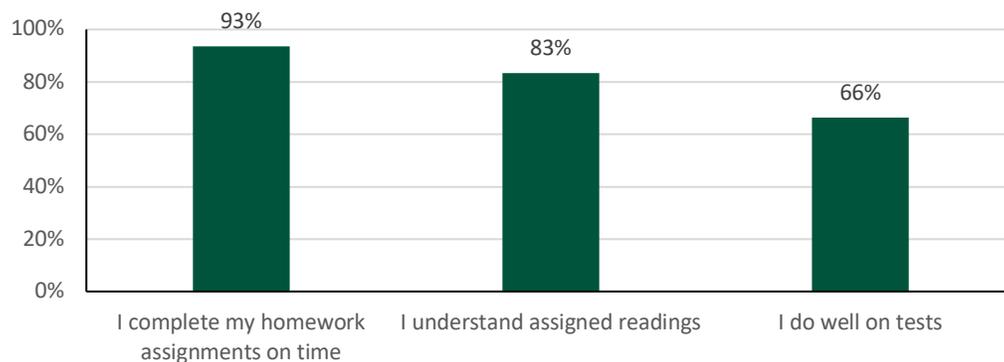
The participants' average level of agreement with these statements is as follows:

- I am able to accomplish goals I set for myself = **4.23** (*SD* = .69)
- I balance time between class and my other commitments = **3.98** (*SD* = .84)
- I am able to completely focus on my coursework = **3.84** (*SD* = .93)
- I am self-disciplined = **4.03** (*SD* = .85)
- I follow through with what I say I'm going to do = **4.09** (*SD* = .79)
- I plan out my time = **3.96** (*SD* = .88)
- I make "to-do" lists = **4.00** (*SD* = 1.06)
- I am intellectually curious = **4.30** (*SD* = .70)

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



The proportion of participants who agreed or strongly agreed decreased from 2020 for all of the above statements. The greatest decrease was the proportion of participants who agreed or strongly agreed with *I do well on tests*, which decreased by 6%.

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

- I complete my homework assignments on time = **4.45** (*SD* = .69)
- I understand assigned readings = **4.17** (*SD* = .78x)
- I do well on tests = **3.83** (*SD* = .81)

CONFIDENCE OF SUCCESS

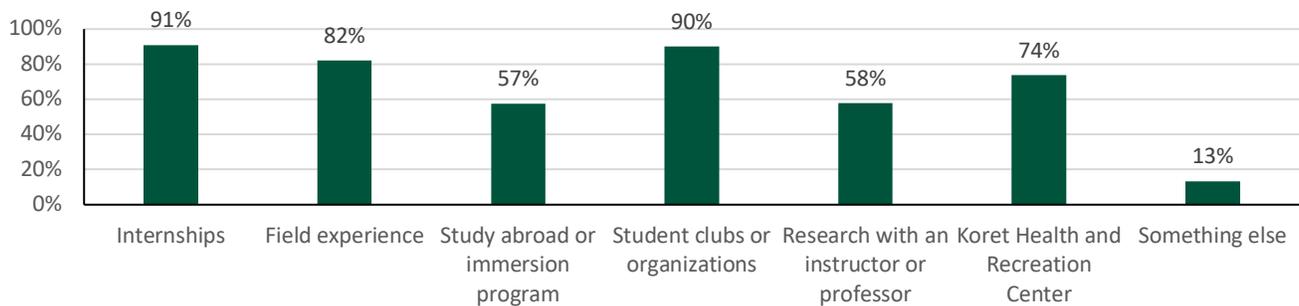
Participants indicated how much they agreed or disagreed with the following statement on a 5-pt. scale (1 = Strongly Disagree, 5 = Strongly Agree): *Overall, I'm confident I will succeed this semester.*

- **88%** of participants indicated they **Agreed** or **Strongly Agreed** that they would **succeed this semester**, this is up 2% from 2020.
- Participants, on average, indicated they **agreed** that **they would succeed this semester** ($M = 4.17$, $SD = .68$).

High-impact Practices

Participants reported 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.*⁴

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



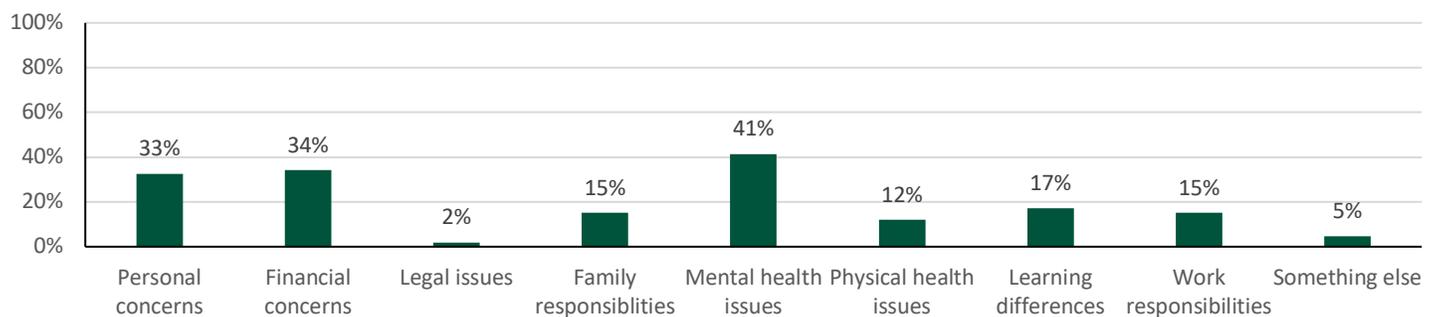
The greatest increase from 2020 was the proportion of participants who indicated they planned to participate in *Koret Health and Recreation Center*, which increased by 14%. The greatest decrease from 2020 was the proportion of participants who indicated they planned to participate in a *Study abroad or immersion program* which decreased by 2%.

Barriers to Success

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

⁴ In 2020, due to the onset of the COVID-19 pandemic and move to remote instruction, the question specifically indicated that activities could be online or in-person. Mention of modality was removed this year.

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



The greatest decrease from 2020 was the percentage of participants who selected *Family responsibilities*, which decreased by 6%. The greatest increase from 2020 was the percentage of participants indicating that *Mental health issues* would likely or very likely interfere with their ability to succeed, which increased by 12%.

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

- Personal concerns = **3.08** (*SD* = 1.08)
- Financial concerns = **3.07** (*SD* = 1.20)
- Legal issues = **4.30** (*SD* = .81)
- Family responsibilities = **3.58** (*SD* = 1.03)
- Mental health issues = **2.88** (*SD* = 1.19)
- Physical health issues = **3.74** (*SD* = 1.02)
- Learning differences = **3.61** (*SD* = 1.10)
- Work responsibilities = **3.55** (*SD* = 1.02)
- Something else = **3.92** (*SD* = 1.00)

IMPACT OF COVID-19 ON SUCCESS

Participants were asked if COVID-19 has impacted their ability to succeed at USF. The data below indicate the proportion of participants who selected each response option.

- **16%** selected **Yes**; **56%** selected **No**; and **28%** selected **Maybe**

The proportion of participants who indicated that COVID-19 has impacted their ability to succeed decreased by 8% from 2020.

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.

IMPACT OF REMOTE LEARNING ON SUCCESS

Participants were asked if they were enrolled in a remote learning course.⁶

- **71%** of participants indicated that they **were enrolled in a remote learning course**.

Participants who indicated they were enrolled in a remote learning course were asked whether or not remote learning has impacted their ability to succeed at USF.⁷ The data below indicate the proportion of participants who selected each response option.

- **26%** selected **Yes**; **49%** selected **No**; and **26%** selected **Maybe**

The proportion of participants who indicated that remote learning has impacted their ability to succeed decreased by 13% from 2020.

Living Away from Home

Using a 5pt. 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.⁸

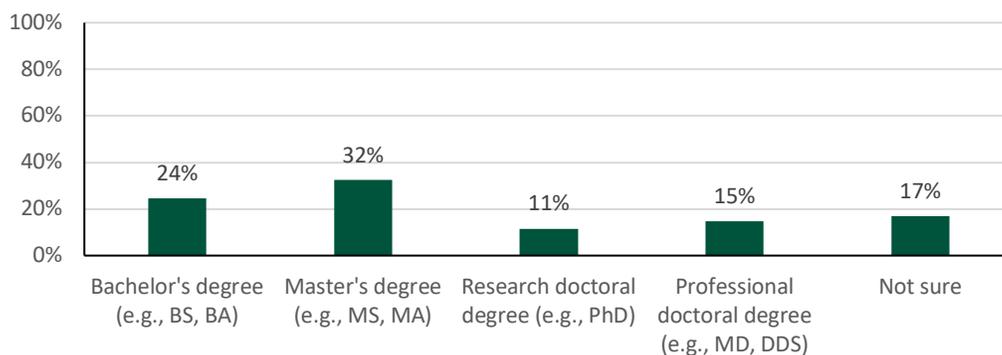
- **52%** of participants indicated that missing family, friends, significant others, home, etc. has negatively affected their ability succeed **Very Little** or **Not at All**.

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); or *Not sure*.

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



⁶ This question was new this year. In 2020, all students were taking remote learning courses due to COVID-19.

⁷ In 2020, this question was asked of all students.

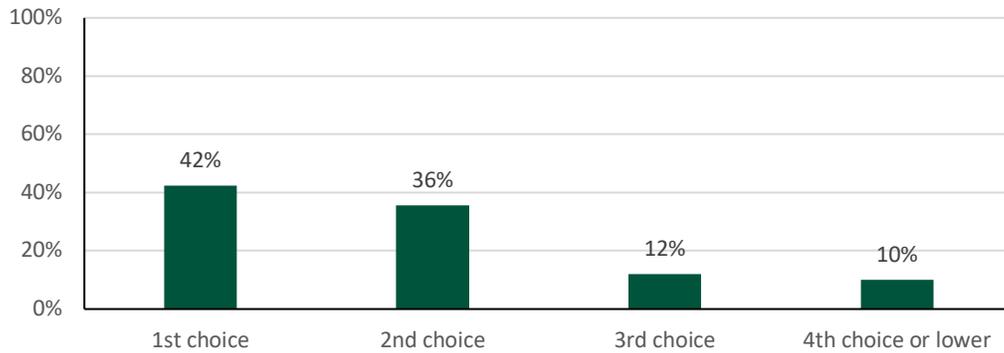
⁸ In 2020, this question was only asked of people who indicated they were living away from home.

WAS USF FIRST CHOICE

Participants were asked to indicate if USF was their first choice, 2nd choice, 3rd choice, or 4th choice or lower when choosing what college or university to attend.⁹

- **42%** of participants indicated that **USF was their first choice**. This is down from 57% in 2020.

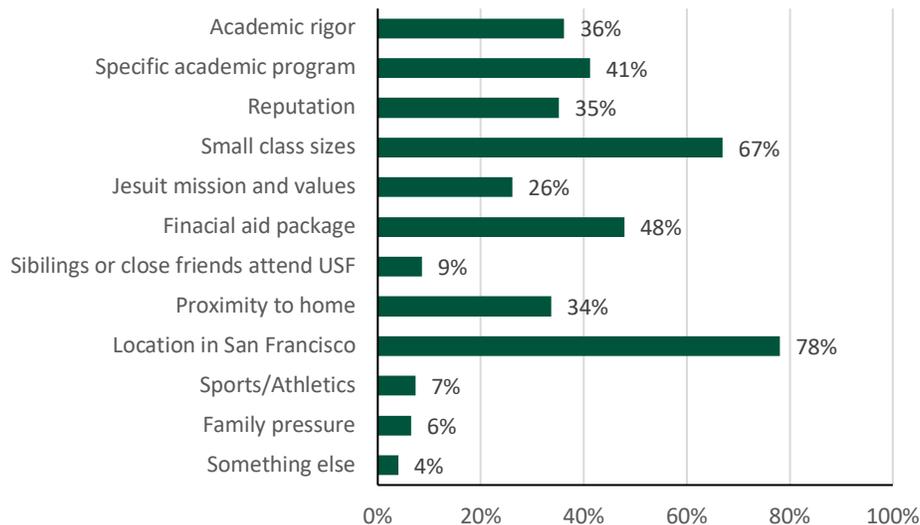
The figure below indicates the proportion of participants who selected each response option.



REASONS FOR CHOOSING USF

Participants were asked to indicate 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; and Something else*. Participants could select all that apply.

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



⁹ In previous years participants were asked if USF was their first choice. Participants who responded that USF was not their first choice were then asked whether or not USF was their 2nd choice, 3rd choice, or 4th choice or lower.

The percentage of participants who selected USF because of the financial aid package increased by 3% from 2020.

INTENT TO TRANSFER OR STOP ATTENDING

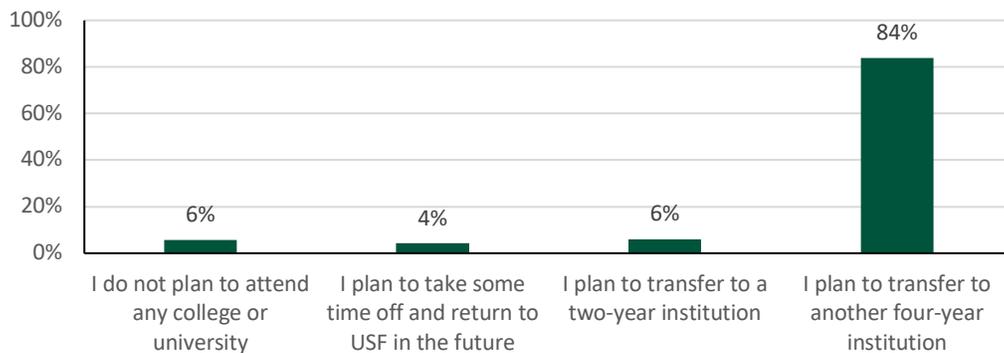
Participants indicated whether or not they intend to transfer to another college or university or otherwise stop attending USF. The data below indicate the proportion of participants who selected each response option.

- **4%** selected **Yes**; **77%** selected **No**; and **19%** selected **Maybe**

The proportion of participants who indicated they intend to transfer to another college or university or otherwise stop attending USF increased by 2% from 2020.

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

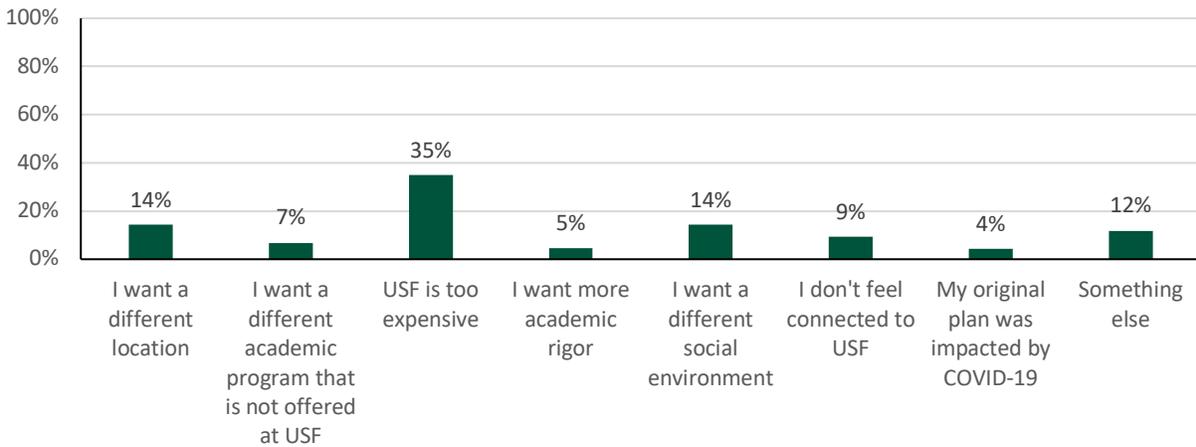
The figure below details the proportion of participants who selected each response option.



Participants who indicated that 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*; *My original plan was impacted by COVID-19*; and *Something else*¹⁰.

¹⁰ In 2020, participants could select all that apply.

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

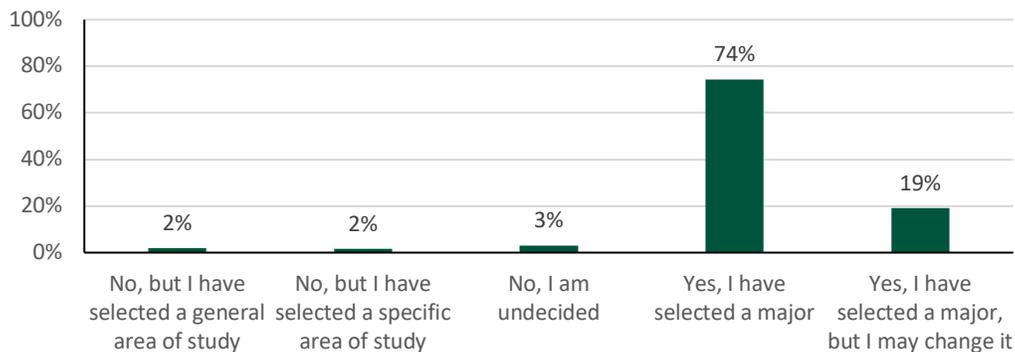


Major Goals and Aspirations

MAJOR/FIELD OF STUDY PLANS

Participants were asked if they had chosen a major and were provided with 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 figure below details the proportion of participants who selected each response option.

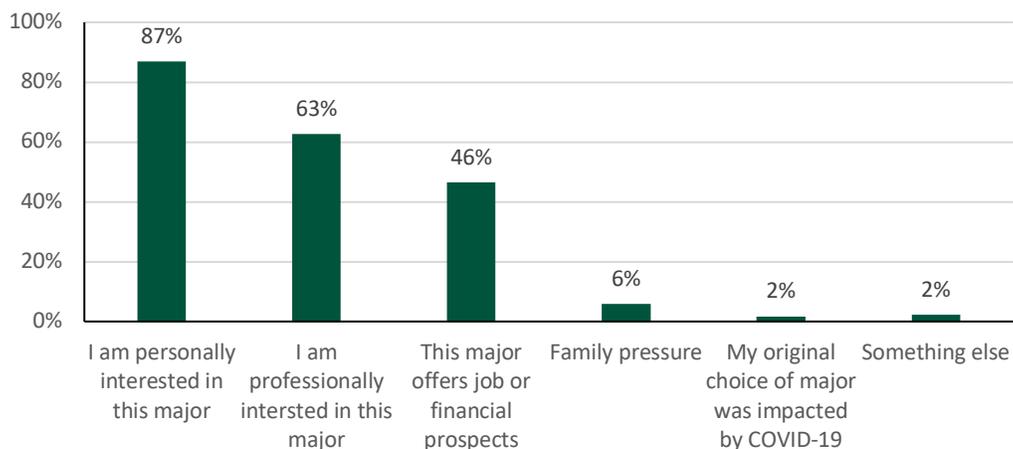


Those who indicated they have selected a major were asked how satisfied they were with their major using a 5-pt scale (1 = *Very Dissatisfied*, 5 = *Very Satisfied*).

- The highest proportion of participants (**83%**) indicated they are **Satisfied** or **Very Satisfied** with their major.
- Participants, on average, indicated they were **Satisfied** with their major ($M = 4.20$, $SD = .78$)

Those participants who indicated they had selected a major were then asked why they chose their major using the following response options: *I am personally interested in this major; I am professionally interested in this major; This major offers jobs or financial prospects; Family pressure; My original choice of major was impacted by COVID-19; and Something else*. Participants could select all that apply.

The figure below 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.

- **68%** indicated **they would like help** exploring their major options.

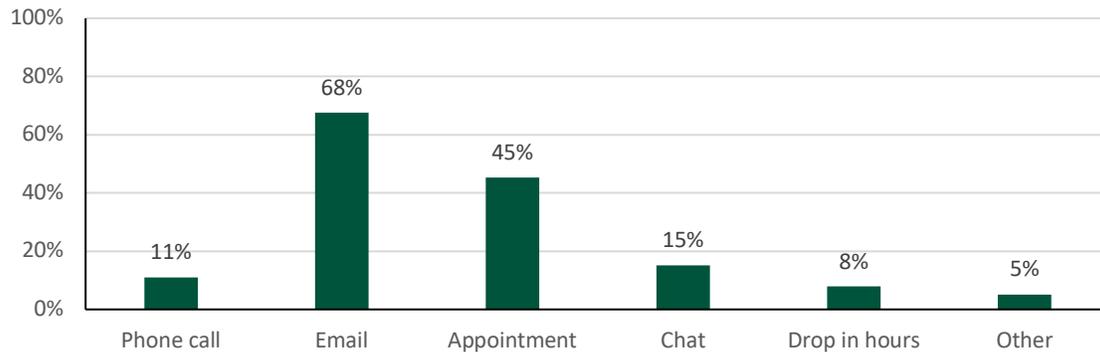
CASA

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

- **68%** of participants indicated that **they knew they had been assigned a CASA Academic Success Coach**. This is down 10% from 2020.
- Of those who responded “yes” to this question, **44%** indicated **they had an interaction (e-mail, call, appointment) with their CASA Academic Success Coach**, down from 49% in 2020.¹¹
- **68%** of participants indicated they **had email interaction** with their CASA Academic Success Coach.

¹¹ In 2020, this question was phrased as: Have you had any personal interaction (e-mail, call, online visit) with your CASA Academic Success Coach? The word “personal” was removed this year.

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



Participants who responded that 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*).

- **84%** of participants who had an interaction with their CASA Academic Success Coach indicated that their coach was **Helpful** or **Very Helpful**.

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

- **55%** 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 coach.

Student Housing and the Office of Community Living

Participants were asked if they live in the residence halls. Those who indicated they live in the residence halls were asked if they knew they had a Resident Advisor (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 5pt. scale (1 = *Very unhelpful*, 5 = *Very helpful*).

- **82%** indicated they **live in the residence halls**, of these **100%** knew they had an RA assigned to their floor.
- **97%** of participants who knew they had an RA assigned to their floor **had interaction with their RA**.
- **88%** of participants who had interaction with their RA felt the experience was **Helpful** or **Very Helpful**.

Participants who indicated they 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*.

- 60% of participants **Agreed** or **Strongly Agreed** that they **feel connected to other students that live in their residence hall**.
- 64% of participants **Agreed** or **Strongly Agreed** that they **feel connected to other students on their floor**.

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

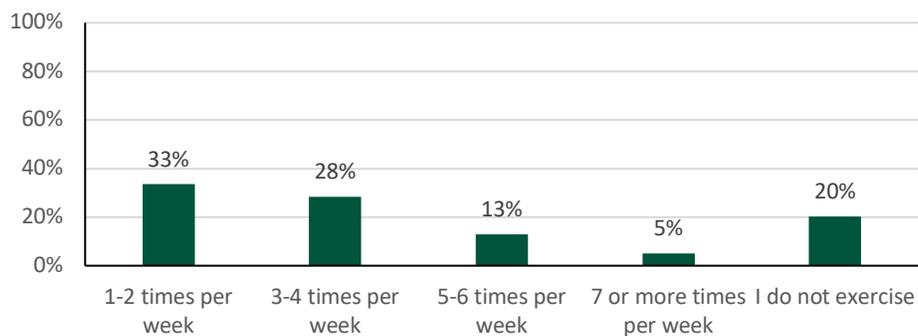
- 26% of students indicated they **wanted help connecting with other students in their residence hall**.

Participants who indicated they live in the residence halls were given the opportunity to share about their overall experience living in the residence hall. Please see Exhibit A for participant responses.

Physical Activity

Participants were asked to indicate 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*.¹²

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



¹² This question was changed slightly from 2020, *work out* was changed to *exercise*.