NEW STUDENT SUCCESS SURVEY PILOT REPORT – 2018
Office of Assessment and Accreditation Support
30 October 2018

General Information about the Survey
Purpose: The purpose of the New Student Success Survey is to gather information about the academic behaviors, institutional commitment, and barriers to success for new first year and transfer students, which allows Student Life staff to provide timely, meaningful resources to students early in the first semester.

Originators: Center for Academic Success and Achievement

Data Collection
Sample: 1,310 first-time, first-year and transfer students enrolled at the University of San Francisco as of fall census 2018
Instrument: Qualtrics
Period: September 12 – 30, 2018

Response Rate

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>First Year</th>
<th>Transfer</th>
<th>International</th>
<th>Off-campus</th>
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<tbody>
<tr>
<td>Contacted:</td>
<td>1,882</td>
<td>1,542</td>
<td>340</td>
<td>208</td>
<td>439</td>
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<tr>
<td>Responded:</td>
<td>1,310</td>
<td>1,159</td>
<td>149</td>
<td>136</td>
<td>179</td>
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<td>Response Rate:</td>
<td>70%</td>
<td>75%</td>
<td>44%</td>
<td>65%</td>
<td>41%</td>
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Suggestions for Use
This report is recommended for distribution to the following stakeholders:
- Center for Academic Success and Achievement (CASA)
- Student Housing and Residential Education (SHaRE)
- Student Leadership and Engagement
- Retention and Persistence Steering Committee

Included in this Report
- Quantitative data with accompanying figures
KEY FINDINGS

Institutional Commitment
In general, institutional commitment is high, but only 62% of participants strongly agreed or agreed that they would enroll at USF if they could do it all over again.

Attitudes toward USF
Participants reported generally favorable attitudes toward USF, but only about three-quarters of participants strongly agreed or agreed that USF is academically rigorous and felt like they belonged at USF.

Connectedness
Participants generally reported feeling connected to USF, with participants reporting the strongest connection to the city of San Francisco and the weakest connection to campus life at USF.

Academic Behaviors
Overall, participants reported engaging in behaviors and possessing skills that are necessary for academic success and 87% of the participants report feeling confident that they will succeed at USF this semester.

Barriers to Success
Participants generally reported low to moderate likelihood in which barriers would interfere with their ability to succeed at USF, with financial problems being rated as the most likely to impact success and legal issues being the least likely to impact success.

Homesickness
Fifteen percent of the participants reported that homesickness interfered with their ability to succeed at USF. Of this number, the highest proportion of participants (38%) indicated that homesickness interfered with their ability to connect with other USF students and that they miss their friends who are not at USF a great deal.

Intentions to Transfer
Nine percent of the participants indicated an intention to transfer when they enrolled at USF. Of this number, the highest proportion (74%) intend to transfer to another four-year institution and 25% plan to do so because they perceive USF is too expensive.
DEMOGRAPHICS

Participants indicated whether or not they were a transfer student, an international student, or living off campus (0 = No, 1 = Yes).

- 12% of participants indicated they were transfer students.
- 12% of participants indicated that they were international students.
- 16% of participants indicated they were living off-campus.

Participants indicated whether or not they were currently married or in a registered domestic partnership (RDP) (0 = No, 1 = Yes).

- 1% of participants indicated they were currently married or in an RDP.

Participants indicated the number of dependents (children 18 years of younger) for whom they are responsible and live with them using the following response options: 0, 1, 2, 3, or 4 or more.

- The highest proportion of participants (97%) indicated that they had no dependents.

Participants indicated whether or not they intended to work while attending USF (0 = No, 1 = Yes).

- 79% of participants indicated they intend to work while attending USF.

Participants who indicated they intend to work then reported the number of hours, on average, they plan to work each week from the following response options: 0 – 10 hours, 11 – 20 hours, 21 – 40 hours, or 40 or more hours.

- The highest proportion of participants (53%) indicated they plan to work 11 – 20 hours each week while attending USF.

Participants indicated whether or not they were enrolled in USF 101, a first-year seminar, a transfer year seminar, or a class in their major or field of study (0 = No, 1 = Yes).

- 20% of participants indicated they were currently enrolled in USF 101.
- 32% of participants indicated they were currently enrolled in a first-year seminar.
- 4% of participants indicated they were enrolled in a transfer year seminar.
- 85% of participants indicated they were currently enrolled in a class in their major or field of study.

Participants who indicated they were transfer students reported the number of institutions they previously attended from the following response options: 1, 2, 3, or 4 or more.

- The highest proportion of participants (66%) who indicated they were transfer students reported attending one previous institution.
Participants who indicated they were transfer students reported the type of institution they previously attended from the following response options: 2-year college or 4-year college/university.

- 58% of participants who indicated they were transfer students reported they previously attended a 2-year college.

Participants who indicated they were transfer students reported the primary reason why they left their most recent institution using the following response options: 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, or Something else.

- The highest proportion of participants (29%) who indicated something else as the primary reason they left their previous institution.

The figure below details the percentage of participants who reported the following as the primary reason they left their previous institution:
INSTITUTIONAL COMMITMENT

Participants indicated the extent to which they agreed with each of the following statements on a 5-pt. scale (1 = Strongly Disagree, 5 = Strongly Agree): *USF is the right school for me, I understand what USF’s mission and values mean, 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.*

- **80%** of participants strongly agreed or agreed that *USF is the right school for them.*
- **89%** of participants strongly agreed or agreed that *they understand the meaning of USF’s mission and values.*
- **82%** of participants strongly agreed or agreed that *they are committed to completing their degree at USF.*
- **82%** of participants strongly agreed or agreed that *they would recommend USF to their family and friends.*
- **62%** of participants strongly agreed or agreed that *they would still choose USF is they could do it all over again.*

The figure below details participants’ average level of agreement with these statements:

![Chart showing average agreement levels](chart-image)

Participants were asked if they intended to return to USF next spring (0 = No, 1 = Yes).
- **98%** of participants indicated that they *intend to return to USF next spring.*

Participants were asked if they plan to return to USF next fall (0 = No, 1 = Yes).
- **96%** of participants indicated that they *intend to return to USF next fall.*
ATTITUDES TOWARD USF

Participants indicated the extent to which they agreed or disagreed with each of the following statements on 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 at USF, 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.

- 77% of participants strongly agreed or agreed that USF is an academically rigorous institution.
- 85% of participants strongly agreed or agreed that they are satisfied with the instruction they are receiving at USF.
- 73% of participants strongly agreed or agreed feel like they belong at USF.
- 82% of participants strongly agreed or agreed feel supported by USF.
- 86% of participants strongly agreed or agreed feel welcome by USF.
- 78% of participants strongly agreed or agreed feel that faculty are concerned for their well-being.
- 78% of participants strongly agreed or agreed feel that staff are concerned for their well-being.

The figure below details participants’ average level of agreement with these statements:
CONNECTEDNESS

Participants indicated the extent to which they agree or disagree with each of the following statements on 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.

- 72% of participants strongly agreed or agreed that they feel connected to USF.
- 70% of participants strongly agreed or agreed that they feel connected to other students.
- 70% of participants strongly agreed or agreed that they feel connected to their instructors.
- 62% of participants strongly agreed or agreed that they feel a part of campus life.
- 79% of participants strongly agreed or agreed that they feel connected to San Francisco.

The figure below details participants’ average level of agreement with these statements:

![Average Levels of Agreement](image-url)
HELPFULNESS

Participants were asked the role of the person at USF who has been most helpful to them from the following response options: Instructor or professor, Major advisor, CASA Success Coach, SHaRE resident advisor (RA) or director (RD), Other USF staff, Roommate, Friend, or Someone else. Responses to Someone else can be found in the Appendix – p. 7.

The figure below details the proportion of participants who responded that each of the following have been most helpful to them:
ACADEMIC SUCCESS

Participants were asked the frequency with which they do each of the following on 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*, *Spend the right amount of time to earn good grades*, and *Communicate with instructors or professors outside of class*. The figure on the following page details the average frequency with which participants report doing each of these academic behaviors.

- **99%** of participants indicated they *always* or *often* attend class.
- **53%** of participants indicated they *always* or *often* ask questions in class.
- **94%** of participants indicated they *always* or *often* take notes in class.
- **78%** of participants indicated they *always* or *often* record assignments and exams in a calendar.
- **98%** of participants indicated they *always* or *often* turn in required homework assignments.
- **93%** of participants indicated they *always* or *often* come prepared to take tests.
- **88%** of participants indicated they *always* or *often* spend the right amount of time to earn good grades.
- **52%** of participants indicated they *always* or *often* communicate with instructors or professors outside of class.

Participants indicated the extent to which they agreed or disagreed with the following statement using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *I feel welcome and encouraged to participate in class*.

- Participants, on average, agreed that *they feel welcome and encouraged to participate in class* (*M* = 4.13, *SD* = .72)
- **86%** of participants *strongly agreed* or *agreed* that *they feel welcome and encouraged to participate in class*.

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

- Participants, on average, agreed that *other students make them feel safe to participate in class* (*M* = 3.99, *SD* = .77)
- **78%** of participants *strongly agreed* or *agreed* that *other students make them feel safe to participate in class*. 
Communicate with Your Instructors of Professors Outside of Class?

Spend the Right Amount of Time to Earn Good Grades?

Come Prepared to Take Tests?

Turn In Required Homework Assignments?

Record Assignments and Exams in a Calendar?

Take Notes in Class?

Ask Questions in Class?

Attend Class?

Average
SELF-MANAGEMENT SKILLS

Participants indicated how much they agree or disagree with each of the following statements using a 5-pt. scale (1 = Strongly Disagree, 5 = Strongly Agreed): I am able to accomplish goals I set for myself, I balance time between class and my other commitments, I am self-disciplined, I follow through with what I say I am going to, I plan out my time, I make “to do” lists, and I am intellectually curious.

- 89% of participants strongly agreed or agreed that they are able to accomplish goals they set for themselves.
- 83% of participants strongly agreed or agreed that they balance time between class and other commitments.
- 82% of participants strongly agreed or agreed that they are self-disciplined.
- 83% of participants strongly agreed or agreed that they follow through with what they say they are going to.
- 77% of participants strongly agreed or agreed that they plan out their time.
- 73% of participants strongly agreed or agreed that they make “to do” lists.
- 91% of participants strongly agreed or agreed that they are intellectually curious.

The figure below details participants’ average level of agreement with these statements:
ACADEMIC SELF-EFFICACY

Participants indicated how much they disagree or agree with each of the following statements on a 5-pt. scale (1 = Strongly Disagree, 5 = Strongly Agree): I complete my homework assignments, I understand assigned readings, I do well on tests, and I do what it takes to get good grades.

- 96% of participants indicated strongly agreed or agreed that they complete their homework assignments.
- 85% of participants indicated strongly agreed or agreed that they understand assigned readings.
- 71% of participants indicated strongly agreed or agreed that they do well on tests.
- 90% of participants indicated strongly agreed or agreed that they do what it takes to get good grades.

The figure below details participants’ average level of agreement with these statements:

![Bar chart](image)

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

- Participants, on average, indicated they agreed that they would succeed this semester ($M = 4.13, SD = .91$)
- 87% of participants indicated they strongly agreed or agreed that they would succeed this semester.
Participants reported whether or they plan to participate in any of the following activities during their time at USF (0 = No, 1 = Yes): Internships, Field experience, Study abroad or immersion program, Student clubs or organizations, Research with instructor or professor, Living-learning community, or Something else. Responses to Something else can be found in the Appendix – p. 9.

The figure below details the percentage of participants who reported planning to participate in each of the following activities:
BARRIERS TO SUCCESS

Participants indicated how likely each of the following would interfere with their academic success at USF on a 5-pt. scale (1 = Very Unlikely, 5 = Very Likely): Personal problems, Financial problems, Legal issues, Family responsibilities, Mental health issues, Physical health issues, Learning differences, Work responsibilities, or Something else. Responses to Something else can be found in the Appendix – p. 11.

- **38%** of participants indicated that **personal problems** would very likely or likely impact their academic success.
- **43%** of participants indicated that **financial problems** would very likely or likely impact their academic success.
- **6%** of participants indicated that **legal issues** would very likely or likely impact their academic success.
- **20%** of participants indicated that **family responsibilities** would very likely or likely impact their academic success.
- **30%** of participants indicated that **mental health issues** would very likely or likely impact their academic success.
- **14%** of participants indicated that **physical health issues** would very likely or likely impact their academic success.
- **14%** of participants indicated that **learning differences** would very likely or likely impact their academic success.
- **22%** of participants indicated that **work responsibilities** would very likely or likely impact their academic success.

The figure on the following page details the average likelihood in which participants reported that these potential barriers would interfere with their success at USF:
HOMESICKNESS

Participants indicated whether or not feeling homesick interfered with their ability to succeed at USF (0 = No, 1 = Yes).

- 15% of participants indicated that feeling homesick interfered with their ability to succeed at USF.

Participants who responded yes to the previous question then reported how homesickness had primarily interfered with their ability to succeed at USF. The following response options were presented to participants: I go home too frequently, I have difficulty connecting with other students, I have difficulty connecting to USF, I have difficulty succeeding academically, or Something else. Responses to Something else can be found in the Appendix – p. 12.

- The highest proportion of students (38%) indicated that feeling homesick interfered with their ability to connect with other students.

The figure below details the percentage of participants who responded to each option:

Participants who responded that feeling homesick interfered with their ability to succeed at USF then indicated how much they: Miss their family, Miss their friends who are not at USF, Miss their significant other, Think about going home, Feel an obligation to be at home, Feel upset because they want to go home, Regret leaving home to go to school, and Feel that attending USF has pulled them away from their community at home. Participants responded to each of these statements using a 5-pt. scale (1 = Not at all, 5 = A great deal).

The figure on the following page details the average amount in which participants reported how much homesickness interfered with their ability to succeed at USF:
Feel that attending USF has pulled you away from your community at home?

Miss your family?

Miss your friends who are not at USF?

Miss your significant other?

Think about going home?

Feel an obligation to be at home?

Feel upset because you want to go home?

Regret leaving home to go to school?

Miss your significant other?

Miss your friends who are not at USF?
GOALS AND ASPIRATIONS

Participants reported the highest level of education they aspired to achieve using the following response options: Bachelor’s degree, Master’s degree, Research doctoral degree, Professional doctoral degree, or Not sure.

- The highest proportion of participants (39%) indicated that a Master’s degree was the highest level of education they aspired to achieve.

Participants indicated whether or not USF was their first choice (0 = No, 1 = Yes).

- 43% of participants indicated that USF was their first choice.

Those participants that indicated that USF was not their first choice were then asked to report their level of preference using the following response options: 2nd choice, 3rd choice, or 4th or lower.

- The highest proportion of participants (50%) indicated that USF was their second choice.

Participants indicated why they selected USF from the following response options: Academic rigor, Specific academic program, Reputation, Jesuit mission and values, Financial aid package, Sibling(s) or close friend(s) attend USF, Location in San Francisco, Family pressure, or Something else. Participants were encouraged to select all that applied to them. Responses to Something else can be found in the Appendix – p. 13.

- The highest proportion of participants (81%) indicated that a location in San Francisco as the reason why they selected USF.

Participants reported whether or not they intended to transfer to another college or university when they enrolled at USF (0 = No, 1 = Yes).

- 91% of participants responded no, they did not intend to transfer when they enrolled at USF.

Participants who indicated they intended to transfer when they enrolled at USF were then asked about their future plan using 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, or I plan to transfer to another four-year institution.

- The highest proportion of participants (74%) indicated that they intend to transfer to another four-year institution.

The figure on the following page details the percentage of participants who responded to each option:
Participants who indicated they intended to transfer when they enrolled at USF were asked about the most likely reason they would transfer 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*, or *Something else*. Responses to *Something else* can be found in the Appendix – p. 16.

- The **highest** proportion of participants (25%) indicated that the most likely reason they would transfer is because **USF is too expensive**.

The figure below details the proportion of participants who responded to each option:
MAJOR GOALS AND ASPIRATIONS

Participants were asked if they had selected a major and provided with the following response options: Yes, I have selected a major, Yes, I have selected a major, but I change it, No, but I have a selected a specific area of study, No, but I have selected a general area of study, or No, I am undecided.

- The highest proportion of participants (72%) indicated that they had selected a major.

The figure below details the proportion of participants who responded to each option:

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

- Participants, on average, indicated that they were satisfied with their major (M= 4.02, SD = .86).
- 77% of participants indicated that they were very satisfied or satisfied with their major.

Participants that 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 professional interested in this major, This major offers job or financial prospects, Family pressure, or Something else. Participants were encouraged to select all that applied to them. Responses to Something else can be found in the Appendix – p. 18.

- The highest proportion of participants (78%) indicated they were personally interested in the major.
The figure below details the proportion of participants who responded to each option:

- **I am personally interested in this major.**: 78%
- **I am professionally interested in this major.**: 60%
- **The major offers job or financial prospects.**: 48%
- **Family Pressure**: 8%
- **Something else**: 2%
CASA Success Coach
Participants were asked if they knew they had been assigned a CASA Success Coach (0 = No, 1 = Yes).
- 80% of participants indicated they knew they had been assigned a CASA Success Coach.

Participants who responded “yes” to the previous question were asked if they had any personal interaction with their CASA Success Coach (0 = No, 1 = Yes).
- 44% of these participants indicated they had a personal interaction with their CASA Success Coach.

Those participants who responded “yes” to the previous question were asked to rate the helpfulness of their experience on a 5-pt. scale (1 = Very Unhelpful, 5 = Very Helpful).
- Participants, on average, rated the experience with their CASA Success Coach as helpful ($M = 4.29$, $SD = .84$).
- 87% of participants rated the experience with their CASA Success Coach as very helpful or helpful.

Resident Assistant (RA)
Participants were asked if they knew they had an RA assigned to their building (0 = No, 1 = Yes).
- 99% of participants indicated they knew they had an RA assigned to their building.

Participants who responded “yes” to the previous question were asked if they had any personal interaction with their RA (0 = No, 1 = Yes).
- 94% of these participants indicated they had a personal interaction with their RA.

Those participants who responded “yes” to the previous question were asked to rate the helpfulness of their experience on a 5-pt. scale (1 = Very Unhelpful, 5 = Very Helpful).
- Participants, on average, rated the experience with their RA as very helpful ($M = 4.47$, $SD = .74$).
- 92% of participants rated the experience with their RA as very helpful or helpful.
Participants were asked if they knew they had an RD assigned to their building (0 = No, 1 = Yes).

- 26% of participants indicated they knew they had an RD assigned to their building.

Participants that responded “yes” to the previous question were asked if they had any personal interaction with their RD (0 = No, 1 = Yes).

- 21% of these participants indicated they had a personal interaction with their RD.

Those participants that responded “yes” to the previous question were asked to rate the helpfulness of their experience on a 5-pt. scale (1 = Very Unhelpful, 5 = Very Helpful).

- Participants, on average, rated the experience with their RD as helpful ($M = 4.10$, $SD = .93$).
- 77% of participants rated their experience with their RD as very helpful or helpful.