



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

	Total	First Year	Transfer	International	Off-campus
Contacted:	1,882	1,542	340	208	439
Responded:	1,310	1,159	149	136	179
Response Rate:	70%	75%	44%	65%	41%

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.

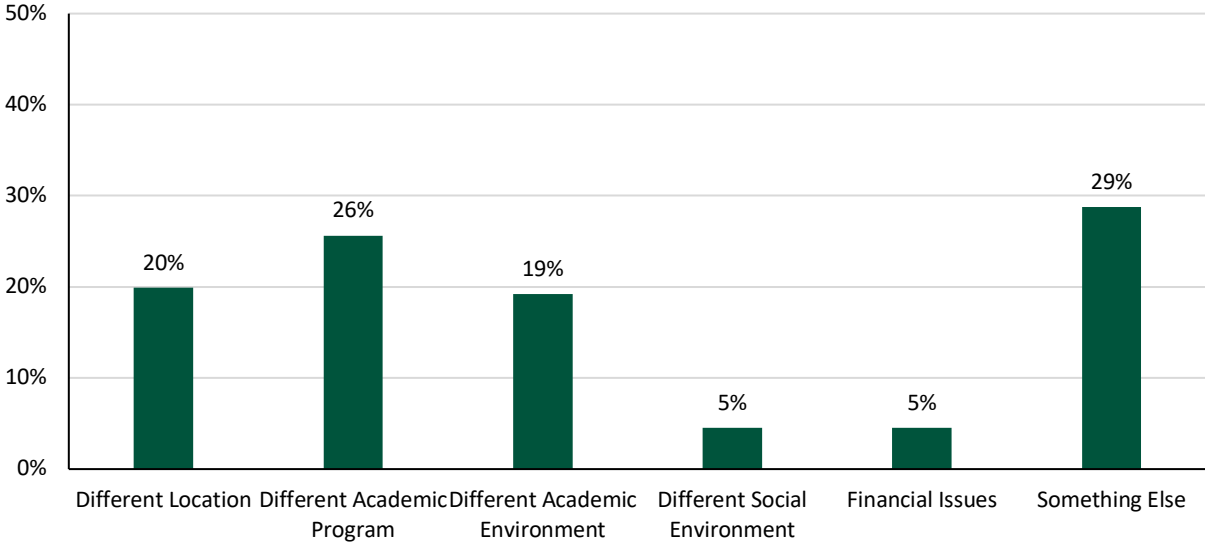
Participants who indicated they were transfer students reported the type of institution they previously attended from the following response options: *2-year college* or *4-year college/university*.

- **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:

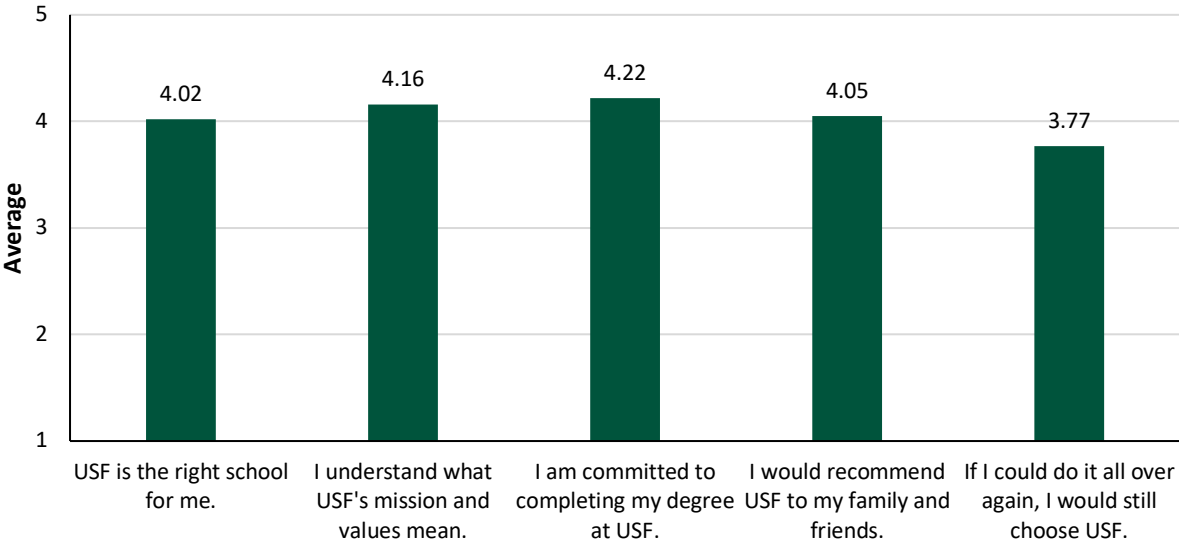


INSTITUTIONAL COMMITMENT

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:



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*).

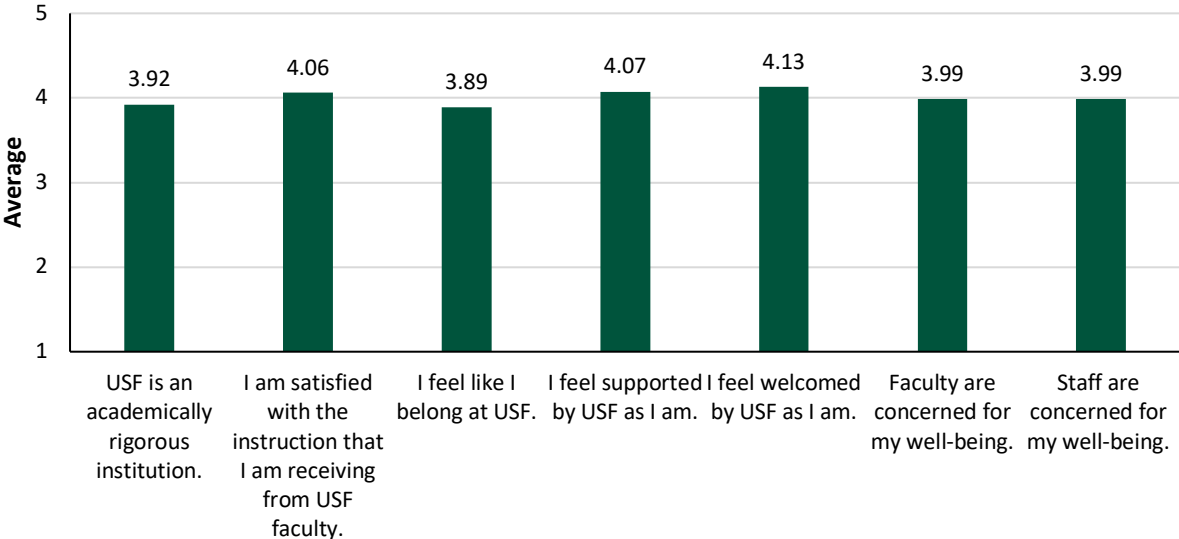
- **96%** of participants indicated that they **intend to return to USF next fall.**

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:

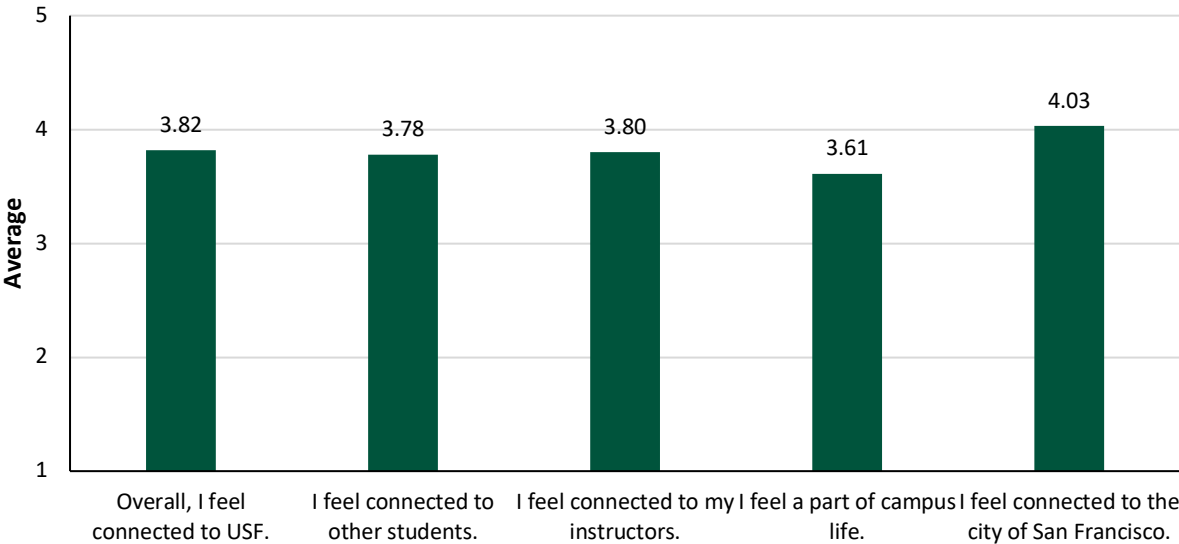


CONNECTEDNESS

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.**

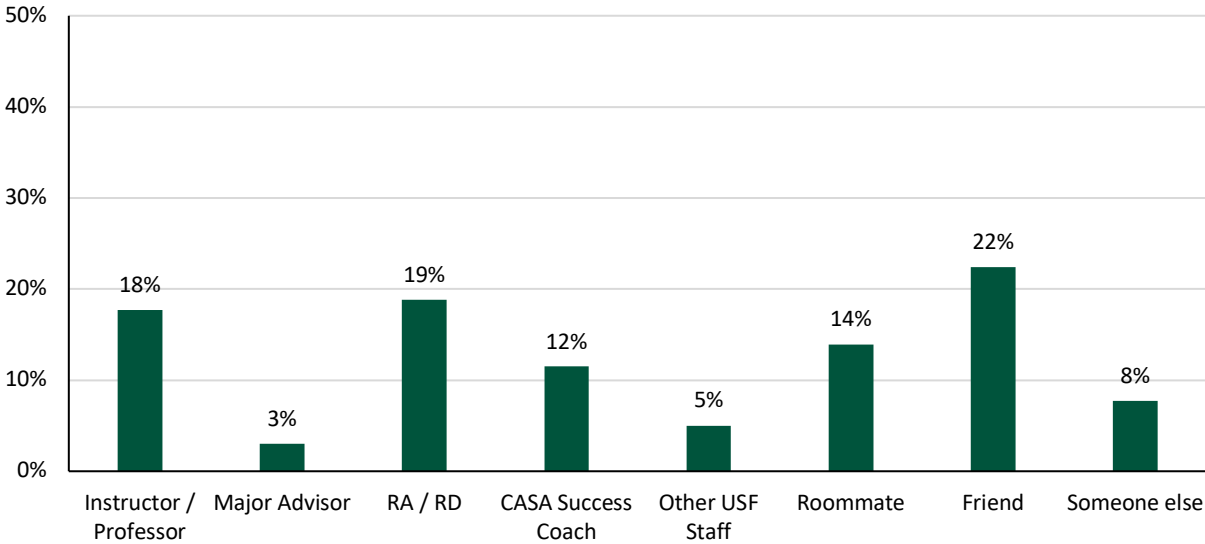
The figure below details participants’ average level of agreement with these statements:



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.

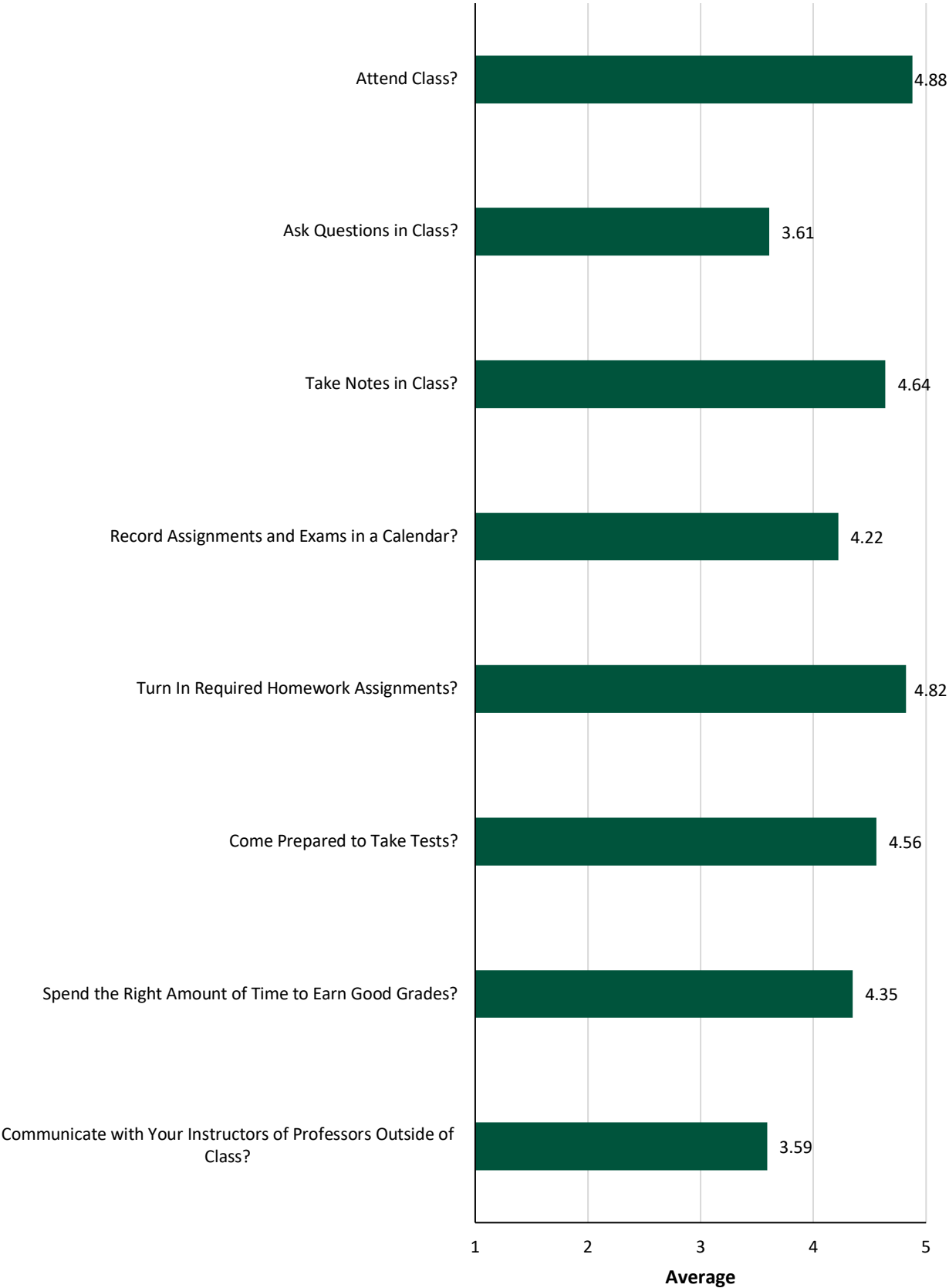
- **99%** of participants indicated they **always** or **often attend class.**
- **53%** of participants indicated they **always** or **often ask questions in class.**
- **94%** of participants indicated they **always** or **often take notes in class.**
- **78%** of participants indicated they **always** 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 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.**

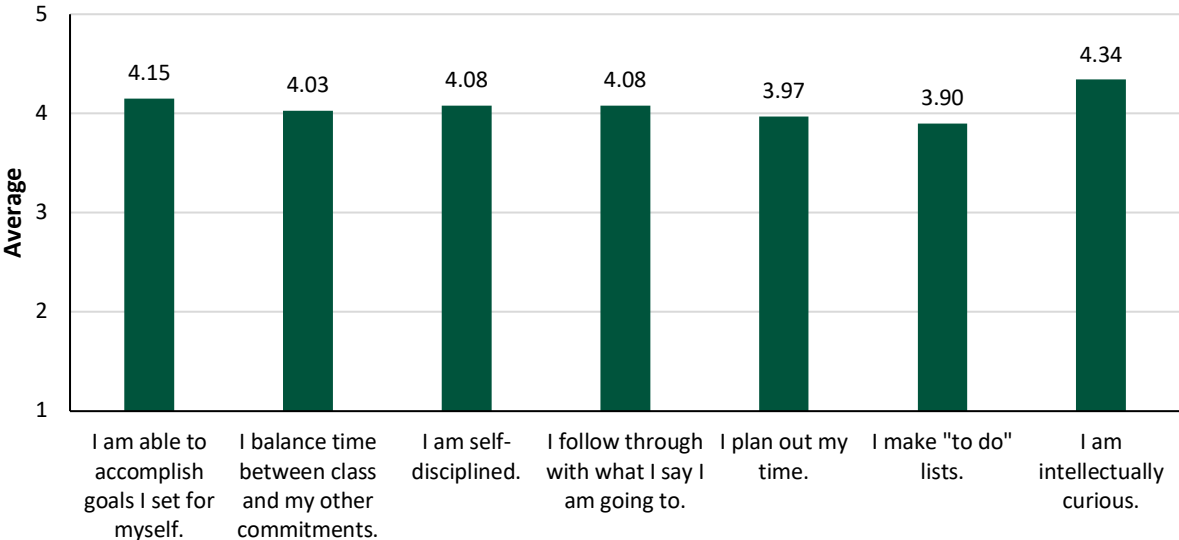


SELF-MANAGEMENT SKILLS

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:

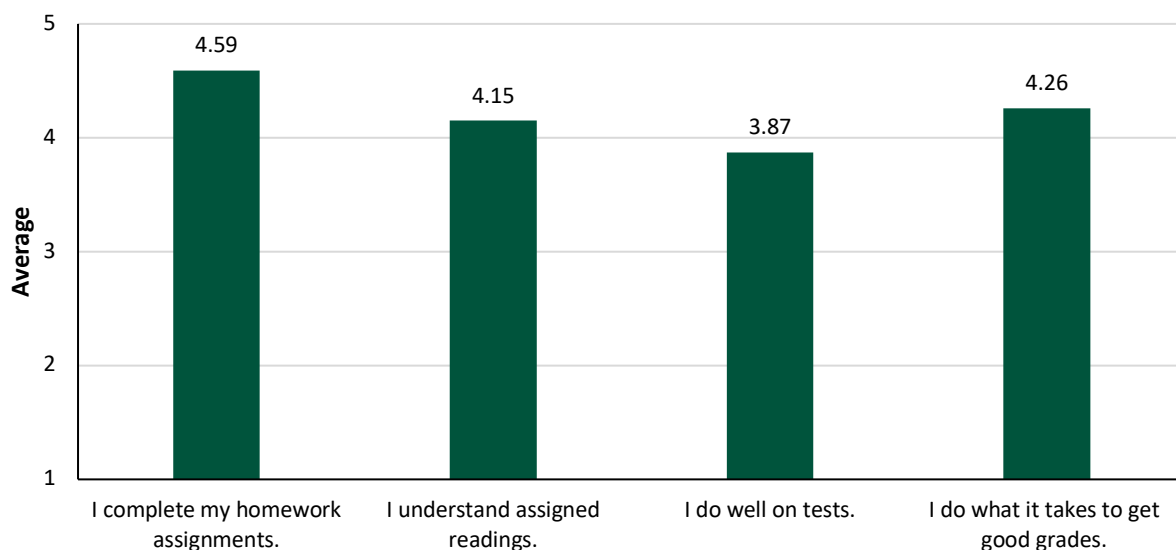


ACADEMIC SELF-EFFICACY

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:



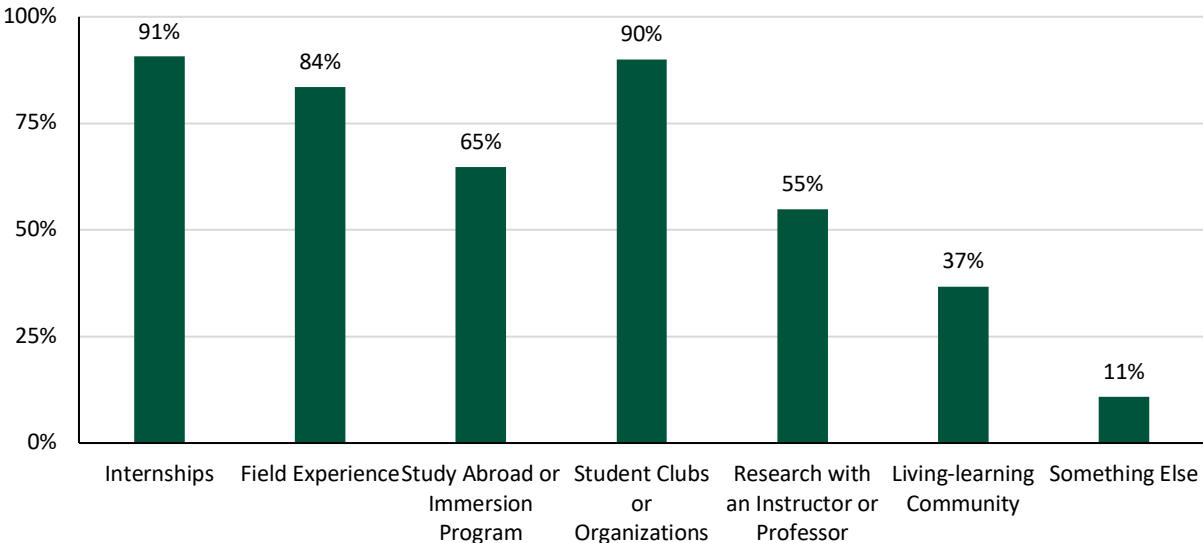
Participants indicated how much they agreed with the following statement on a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *Overall, I'm confident I will succeed this semester.*

- 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.**

HIGH-IMPACT PRACTICES

Participants reported whether or they plan to participant 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:

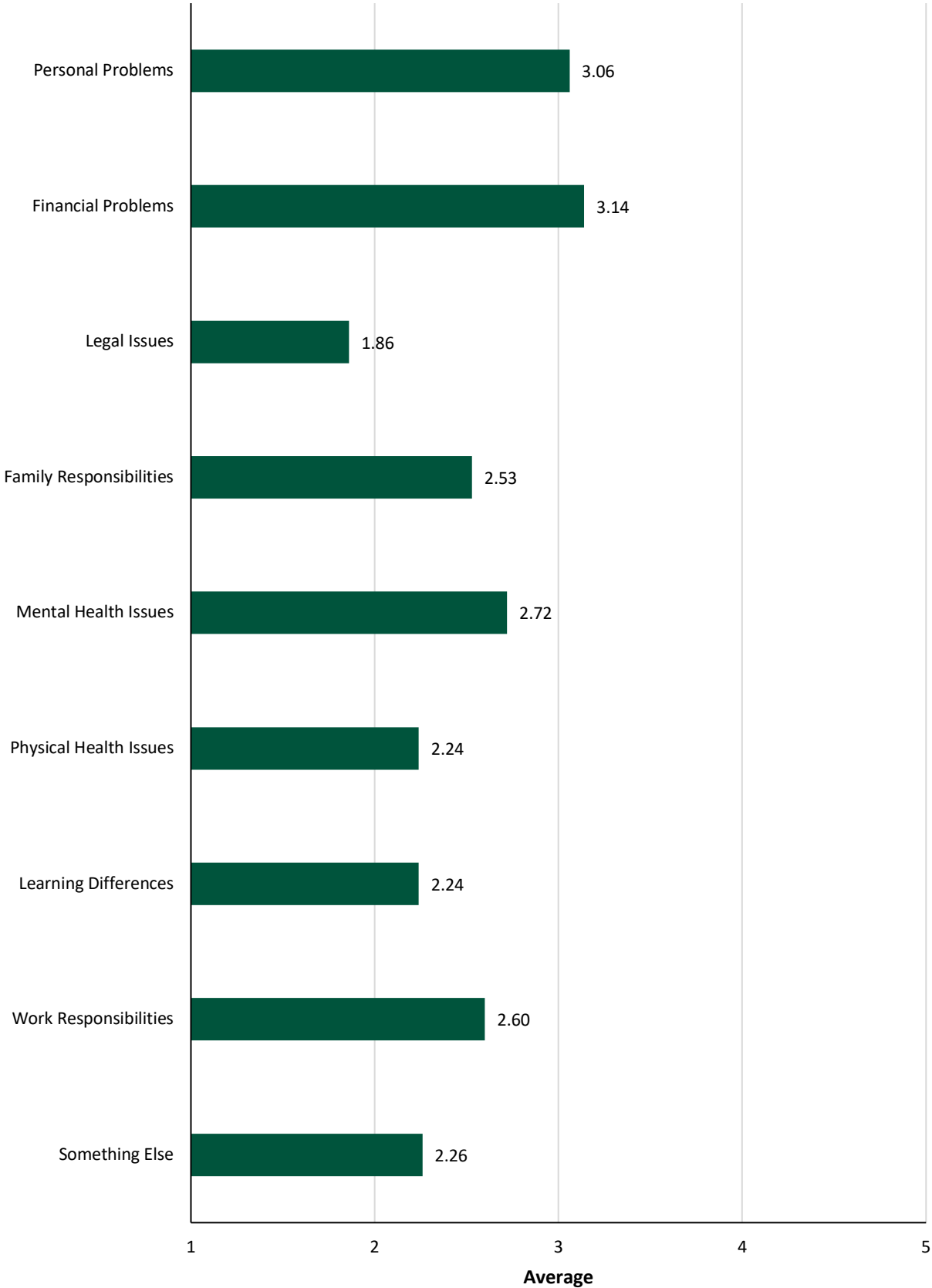


BARRIERS TO SUCCESS

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

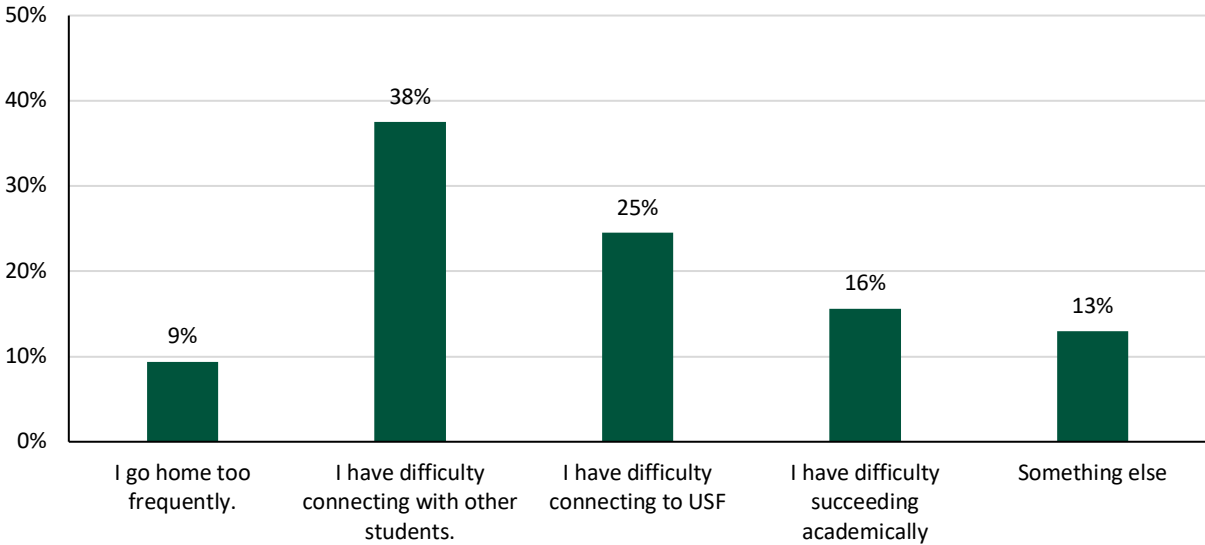
Participants indicated whether or not feeling homesick interfered with their ability to succeed at USF (0 = No, 1 = Yes).

- **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 connected to USF, I have difficulty succeeding academically, or Something else.* Responses to *Something else* can be found in the Appendix – p. 12.

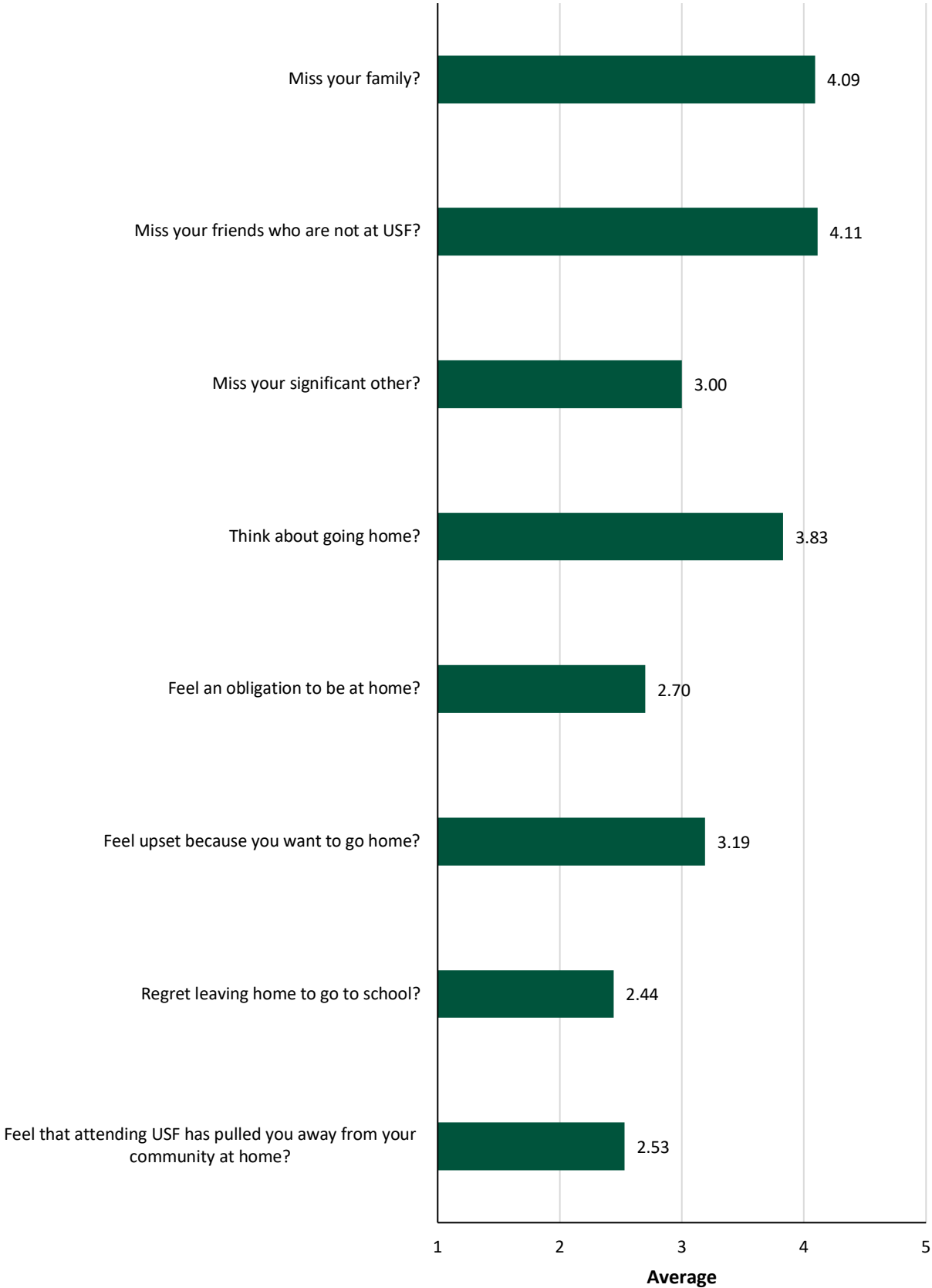
- The highest proportion of students (**38%**) indicated that feeling homesick interfered with **their ability to connect with other students.**

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:



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.

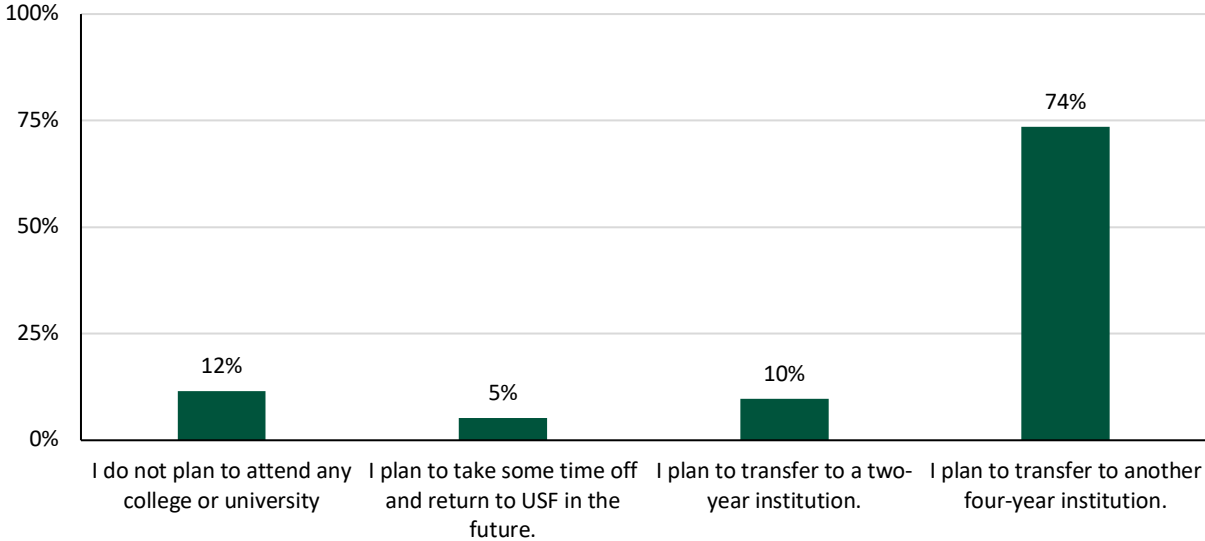
Participants reported whether or not they intended to transfer to another college or university when they enrolled at USF (0 = No, 1 = Yes).

- **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**.

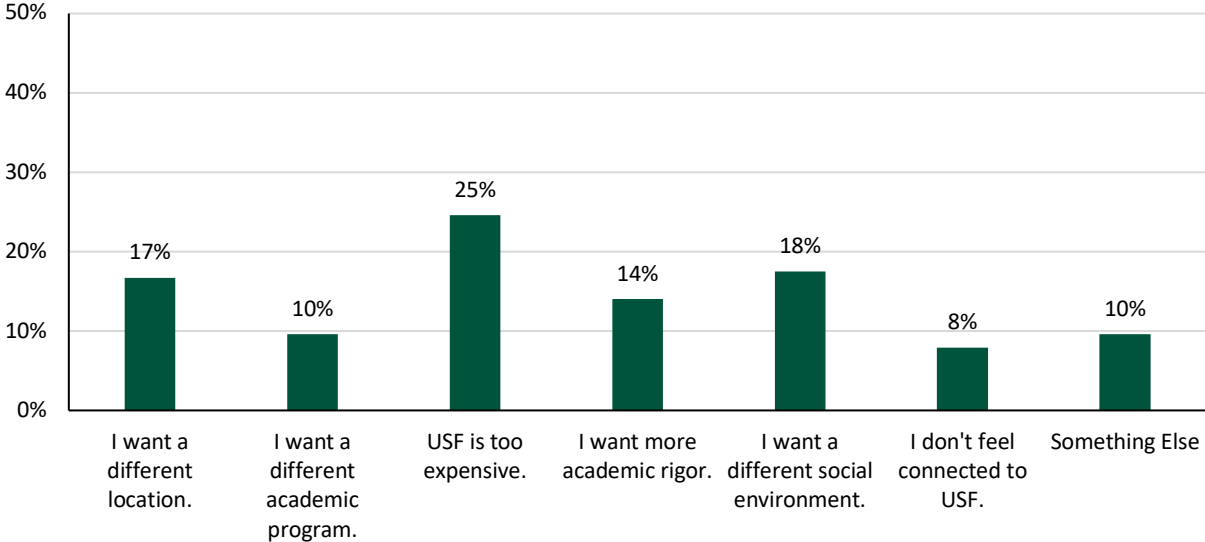
The figure on the following page details the percentage of participants who responded to each option:



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:

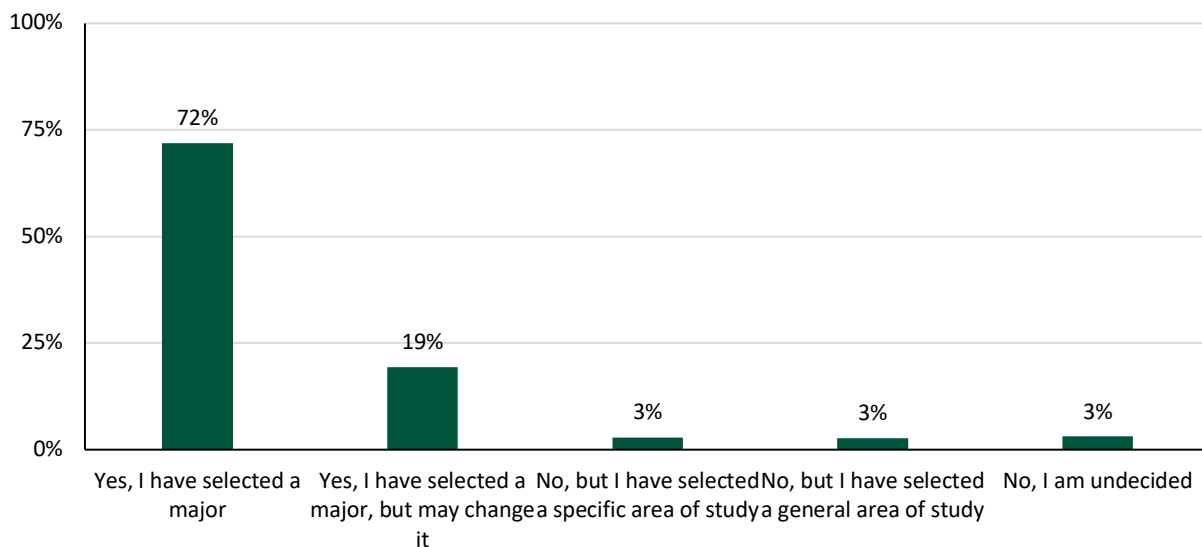


MAJOR GOALS AND ASPIRATIONS

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 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:



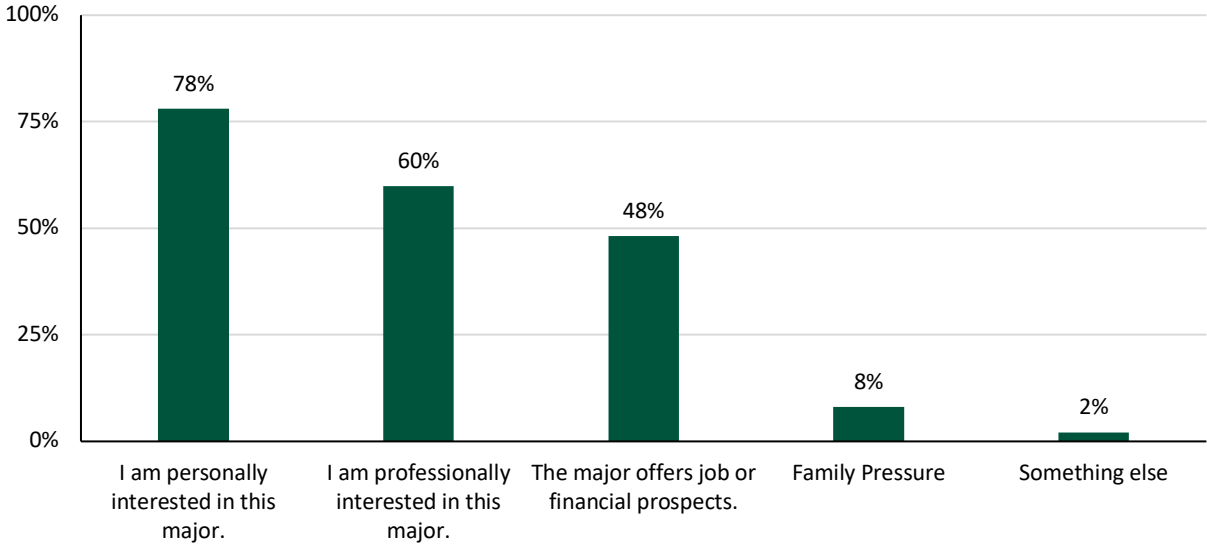
Those participants who indicated they had selected a major were then asked how satisfied they were with their major on a 5-pt. scale (1 = *Very Dissatisfied*, 5 = *Very Satisfied*).

- 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 professionally 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:



CASA & SHaRE

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**.

Resident Director (RD)

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**.