



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

New Student Success Survey Report 2022

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General Information

PURPOSE

The purpose of the New Student Success Survey is to gather information about academic behaviors, institutional commitment, and barriers to success for new first-year and transfer students. The survey is not anonymous; therefore, information collected enables Student Life staff to provide timely, meaningful resources and interventions early in the first semester. Students are also provided with a report detailing their “risk” factors in various areas.

This is the fourth 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: 1896 first-time freshman and transfer students

Instrument: Qualtrics

Period: September 13, 2022 to October 2, 2022

Response Rate: 87% (1641 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.

Key Findings

DEMOGRAPHICS

- Enrollment in USF 101 and first-year seminars has decreased. 16% of participants indicated they were enrolled in USF 101 this year, down 4% from 2021. The percentage of participants who indicated they are enrolled in a first-year seminar (29%) decreased by 6% from 2021.
- In general, the impact of COVID-19 on financial need continues to decrease. With 38% of participants indicating that COVID-19 impacted their financial need, a decrease of 12% from 2021.
- The primary reason those who identified as transfer students left their previous institution continues to be because they graduated with an Associate’s degree (26%), though the percentage selecting this response option decreased by 12% from 2021. The percentage of participants who indicated they previously attended a 2-year college (54%) also decreased, down 7% from 2021.

INSTITUTIONAL COMMITMENT

- In general, institutional commitment continues to be high, with 78% of participants agreeing or strongly agreeing with the statement *I am committed to completing my degree at USF*. However, the percentage of students who indicated they agreed or strongly agreed with all of the following statements has decreased the last two years: *USF is the right school for me; I selected USF because of its mission and values; I am committed to completing my degree at USF; I would recommend USF to my family and friends; and If I could do it all over again, I would still choose USF*. The highest decrease was the percentage of participants who agreed or strongly agreed that they selected USF because of its mission and values, which decreased by 8% from 2021.

- The majority of participants intend to return in spring (90%) and in fall (81%), though the percentages of those who intend to return in spring has decreased by 8% since 2020 and those who intend to return in fall has decreased by 17% since 2020.

ATTITUDES TOWARD USF

- Participant attitudes toward USF continue to be favorable, with 82% of participants indicating they feel welcomed as they are. However, the percentage of participants who agreed or strongly agreed with all of the following statement has decreased the last two years: *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.*

DIVERSITY, EQUITY, AND INCLUSION

- Overall, participants agreed or strongly agreed that USF is inclusive, diverse and equitable. The highest percentage of participants (93%) agreed or strongly agreed that USF is a diverse institution.

CONNECTEDNESS

- Participants indicated that they felt connected to USF; however, the proportion of participants who agreed or strongly agreed with the statements: *Overall, I feel connected to USF; I feel connected to other students; I feel connected to my instructors; and I feel a part of a campus life*, all decreased from 2021. The greatest decrease was with the statement *I feel connected to my instructors*, which decreased by 7%.

HELPFULNESS

- The percentage of participants that indicated that instructors or professors had been most helpful to them has remained consistent the last two years at 74%.

ACADEMIC SUCCESS

- The percentage of participants who always or often attend class (98%), turn in required homework assignments (97%), come prepared to take test (90%), and take notes in class (92%) remain high. The percentage of participants who indicated they take notes in class has increased by 7% since 2020.
- The percentage of participants that indicated they attend instructor office hours has remained at 17% since 2020.
- The majority of participants indicated they feel safe and welcome in class, though the percentage of participants who agreed or strongly agreed that they *feel welcome and encouraged to participate in class; their instructors make them feel safe to participate in class; and other students make them feel safe to participate in class* has decreased by 4-5% from 2021.

SELF-MANAGEMENT SKILLS

- The majority of participants reported that they agreed or strongly agreed that they engage in self-management skills identified with academic success. The highest percentage of participants indicated that they are able to accomplish goals they set for themselves (88%) and are intellectually curious (88%).

ACADEMIC SELF-EFFICACY

- The majority of participants agreed or strongly agreed with all statements related to academic self-efficacy. 93% indicated that they complete homework assignments on time and 81% understand assigned readings (81%); though the percentage of those who do well on tests remained at 66%.
- 84% of participants indicated they agreed or strongly agreed that they would succeed this semester. While this is high, this has decreased by 4% since 2020.

HIGH-IMPACT PRACTICES

- Overall, participants indicated they plan to participate in high-impact practices, with 91% of participants indicating they plan to participate in student clubs or organizations during their time at USF.

BARRIERS TO SUCCESS

- Mental health continues to be the most likely to interfere with participants' ability to succeed at USF, with 39% of participants indicating that it would likely or very likely interfere.
- The impact of COVID-19 on participants' ability to succeed has continued to decrease with only 7% indicating that it would impact them compared to 16% in 2021 and 24% in 2020.

HYBRID, HYFLEX, AND REMOTE LEARNING

- 86% of participants indicated they were enrolled in a hybrid course. 12% indicated that taking a hybrid course negatively impacted their ability to succeed. However, the majority of participants (58%) would take a hybrid course in the future.

LIVING AWAY FROM HOME

- The majority of participants (62%) indicated that missing family, friends, significant others, home, etc. has impacted their ability to succeed very little or not at all.

GOALS AND ASPIRATIONS

- 35% of participants indicated that USF was their first choice, this has decreased by 22% since 2020.
- Small class sizes and location in San Francisco continue to be the top reasons why participants chose USF.
- The percentage of participants who selected USF because reputation decreased by 6% from 2021.
- Most participants (71%) do not intend to transfer or otherwise stop attending USF, but for those who do intend to transfer or otherwise stop attending, the majority (78%) intend to transfer to another 4-year institution. The most likely reason for transferring continues to be because USF is too expensive (38%).

MAJOR/FIELD OF STUDY PLANS

- Overall, participants continue to have selected a major (72%) and are satisfied or very satisfied with their major (80%). The top reason for selecting their major continues to be because they are personally interested in the major (85%).

CASA

- 82% of participants knew they had a CASA Academic Success Coach (14% more than in 2021) and 54% indicated that they had an interaction with their CASA Academic Success Coach (10% more than in 2021).
- The majority of participants (84%) who interacted with their CASA Academic Success Coach indicated their coach was helpful or very helpful.

COMMUNITY LIVING

- 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.
- The majority of participants feel connected to other students in their residence hall (58%) and on their floor (61%).
- 75% of those who live off-campus live with family.
- 46% of those who live off-campus feel slightly connected, or do not feel at all connected to others living off-campus.

Demographics¹

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 = **85%**
- Transfer students = **15%**

INTENT TO WORK

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

- **78%** of participants indicated that they **intend to work** while attending USF, this is up 3% from 2021.

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 (**51%**) of participants indicated that they **intend to work 11-20 hours per week** while attending USF, this is up 5% from 2021.

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 = **16%**, down 4% from 2021
- First-year seminar = **29%**, down 6% from 2021
- Transfer year seminar = **4%**, unchanged from 2021
- A class in major/field of study = **90%**, unchanged from 2021

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*).

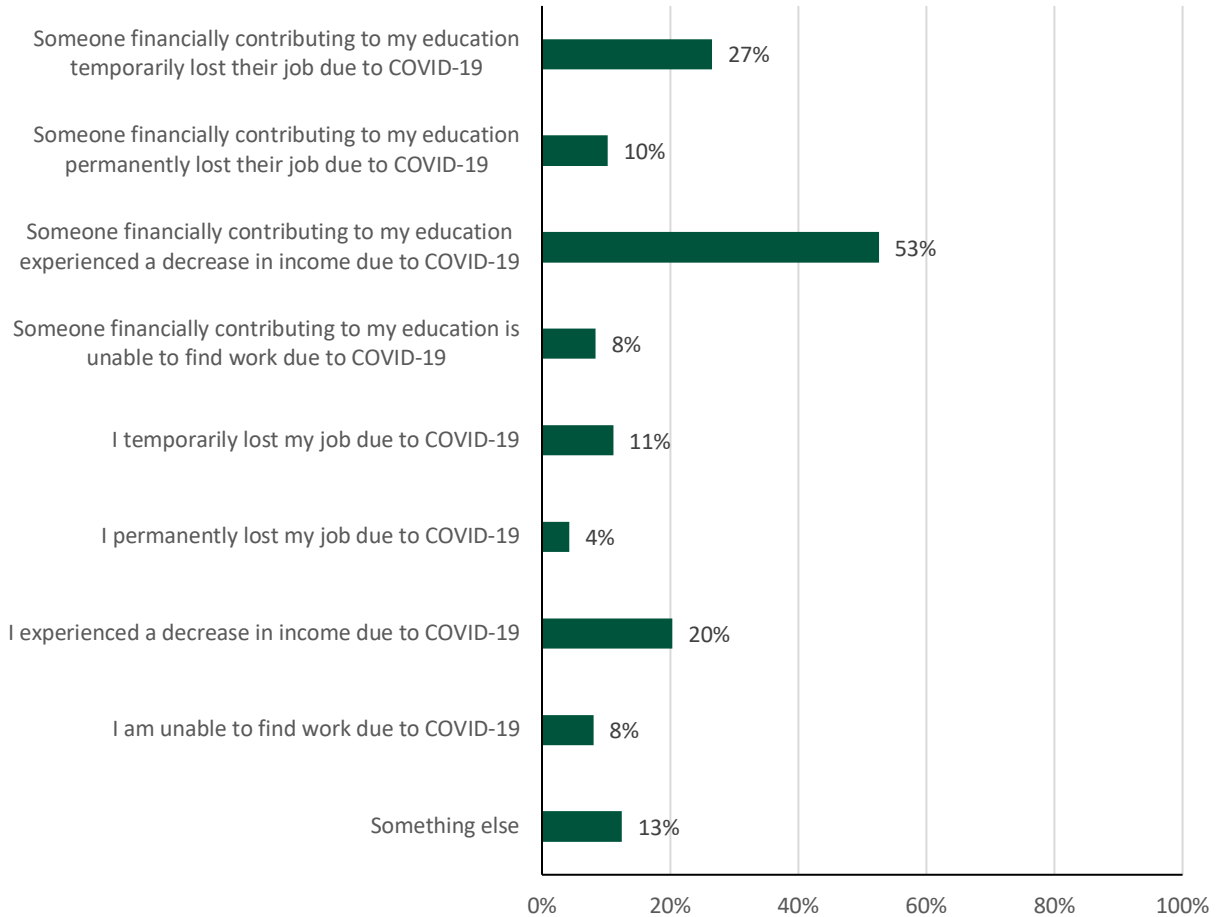
- **78% received financial aid**, down 2% from 2021.
- Of those who received financial aid, **54%** were **Satisfied** or **Very Satisfied** with their financial aid package, down 5% from 2021.

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; and Something else.* Participants could select all that applied.

¹ Demographic data such as: first-time or transfer status, class enrollment, and financial aid are self-reported and may differ from data obtained from Banner.

- **38%** of participants indicated that **COVID-19 impacted their financial need**, down 12% from 2021.
- Of those who indicated that COVID-19 impacted their financial need, the highest percentage (**53%**) selected *Someone financially contributing to my education experienced a decrease in income due to COVID-19*.

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



PAYING FOR TUITION

Participants were asked if they have a plan to pay for tuition for the rest of their time at USF and if they needed more information about financial aid or paying tuition.

- **83%** indicated they **do have a plan to pay for tuition** for the rest of their time at USF, down 1% from 2021.
- **39%** indicated they **need more information about financial aid or paying tuition**, this is unchanged from 2021.

FINANCIAL LITERACY

New this year, participants were asked how confident they were with managing their personal finances using the following response options: *Very confident; Moderately confident; Somewhat confident; Slightly Confident; and Not at all confident.*

- **69%** indicated they were **moderately or very confident** with managing their personal finances.

Also new this year, participants were asked if they believed they would benefit from a course/workshop on managing their personal finances.

- **60%** indicated that they believed they **would benefit** from a course/workshop on managing their personal finances.

Participants were then asked what types of information they would like covered in a personal finance course/workshop (e.g. budgeting, loans, monthly expenses) using an open-text field. Participant responses were then analyzed for common responses. Four main topics emerged: budgeting, loans, monthly expenses, and taxes.

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.

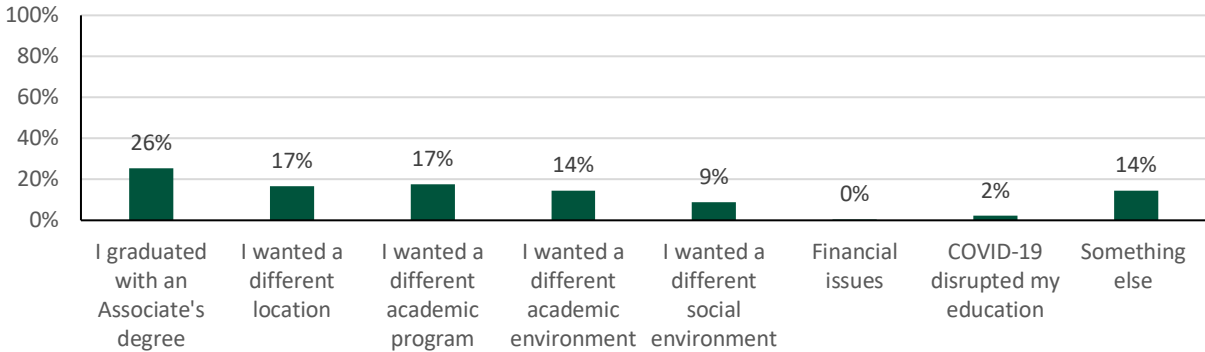
Of those who identified as transfer students:

- The highest proportion (**71%**) indicated that they **attended one other institution** before attending USF. This is up 4% from 2021.
- **54%** indicated that they previously **attended a 2-year college**, down 7% from 2021.

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 (**26%**) 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 2021, with 38% selecting this response option.

The following figure 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 unchanged from 2021.
- Of those who indicated they do not have a plan, **93%** indicated they **would like help developing a degree plan**, down 7% from 2021.

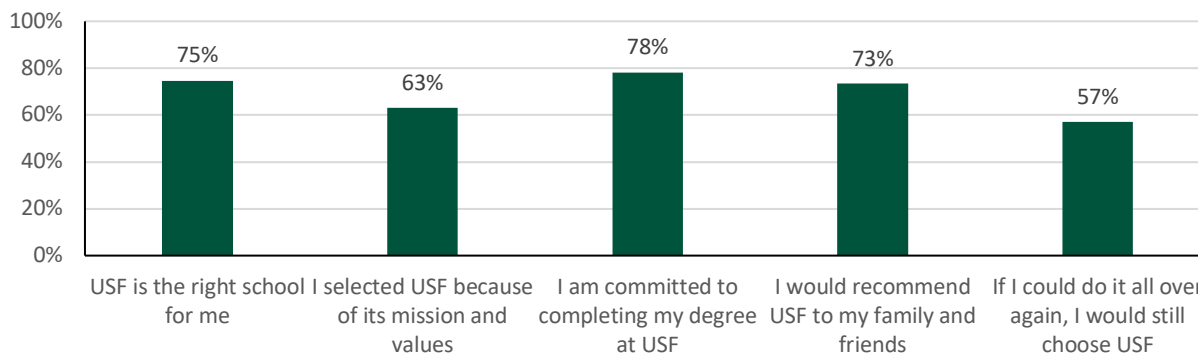
Participants who indicated they are transfer students were asked if they had difficulty transferring units from their previous institution to USF. Those who indicated they had difficulty were asked if they would like help transferring units from their previous institution to USF.

- **66%** of participants who identified as transfer students indicated they **did not have difficulty** transferring in units. This is down 4% from 2021.
- Of those who indicated they had difficulty, **76%** **would like help** transferring in units, up 9% from 2021.

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 following figure 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 2021 for all statements. The greatest decrease was the percentage of those who agreed or strongly agreed with *I selected USF because of its mission and values*, which decreased by 8%.

The below data indicate participants' average level of agreement:

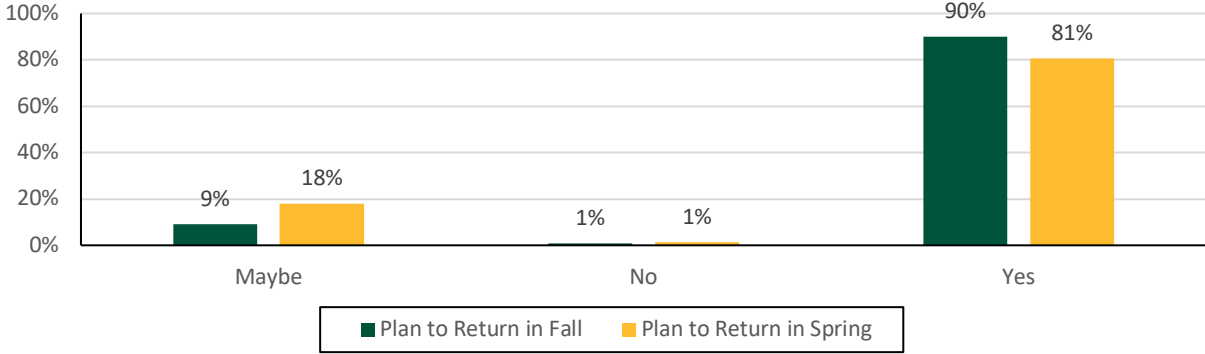
- USF is the right school for me = **3.94** (*SD* = .81)
- I selected USF because of its mission and values = **3.69** (*SD* = .94)
- I am committed to completing my degree at USF = **4.14** (*SD* = .88)
- I would recommend USF to my family and friends = **3.93** (*SD* = .84)
- If I could do it all over again, I would still choose USF = **3.65** (*SD* = .98)

INTENT TO RETURN

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

- **90%** of participants indicated they **plan to return to USF next spring**, down 2% from 2021.
- **81%** of participants indicated they **plan to return to USF next fall**, down 4% from 2021.

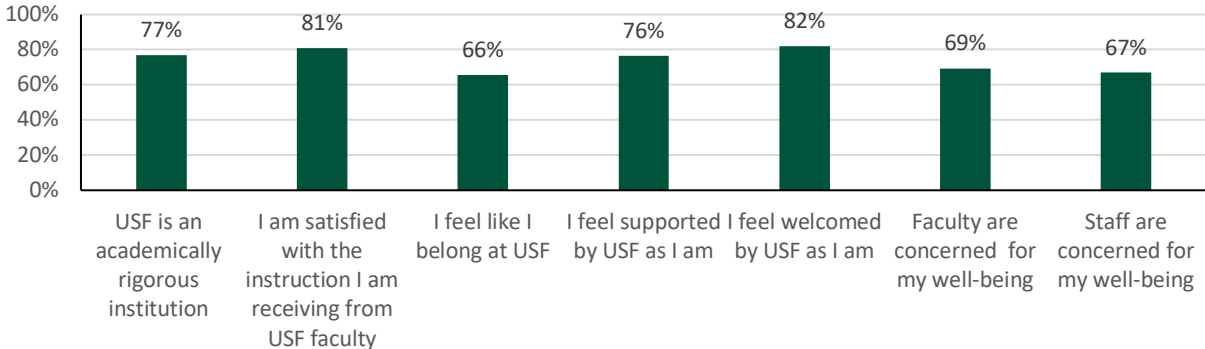
The following figure details the proportion of participants who selected each response option.



Attitudes Toward USF

Participants indicated the extent to which they agreed or disagreed with each of the following statements using a 5-pt. scale (1 = Strongly Disagree, 5 = Strongly Agree): *USF is an academically rigorous institution; I am satisfied with the instruction I am receiving from USF faculty; I feel like I belong at USF; I feel supported by USF as I am; I feel welcomed by USF as I am; Faculty are concerned for my well-being; and Staff are concerned for my well-being.*

The following figure 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 2021 for all statements. The greatest decrease was *Faculty are concerned for my well-being*, which decreased by 8%.

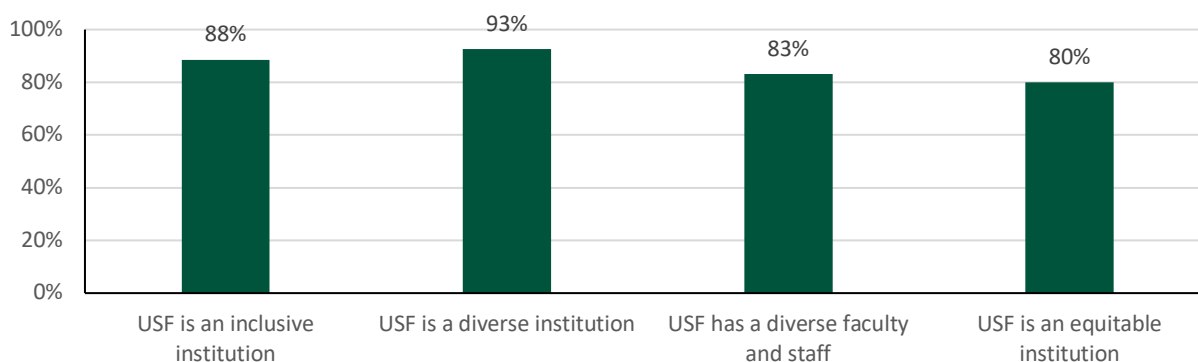
On average, participants agreed with all statements. Participants' average level of agreement with each statement is as follows:

- USF is an academically rigorous institution = **3.93** (*SD* = .75)
- I am satisfied with the instruction I am receiving from USF faculty = **4.01** (*SD* = .79)
- I feel like I belong at USF = **3.79** (*SD* = .92)
- I feel supported by USF as I am = **3.96** (*SD* = .82)
- I feel welcomed by USF as I am = **4.06** (*SD* = .77)
- Faculty are concerned for my well-being = **3.85** (*SD* = .86)
- Staff are concerned for my well-being = **3.81** (*SD* = .86)

Diversity, Equity, & Inclusion

New this year, participants were asked the extent to which they agreed or disagreed with each of the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *USF is an inclusive institution*; *USF is a diverse institution*; *USF has a diverse faculty and staff*; and *USF is an equitable institution*.

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



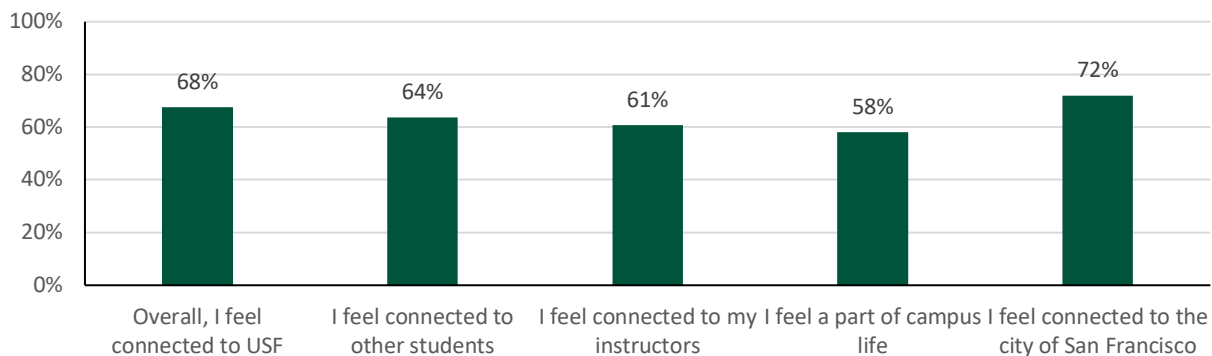
On average, participants agreed with all statements. Participants' average level of agreement with each statement is as follows:

- USF is an inclusive institution = **4.29** (*SD* = .72)
- USF is a diverse institution = **4.46** (*SD* = .69)
- USF has a diverse faculty and staff = **4.20** (*SD* = .84)
- USF is an equitable institution = **4.11** (*SD* = .80)

Connectedness

Participants indicated the extent to which they agreed or disagreed with each of the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *Overall, I feel connected to USF*; *I feel connected to other students*; *I feel connected to my instructors*; *I feel a part of campus life*; and *I feel connected to the city of San Francisco*.

The following figure 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 decreased from 2021. The greatest decrease was with the statement *I feel connected to my instructors*, which decreased by 7%.

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

- Overall, I feel connected to USF = **3.77** (*SD* = .89)
- I feel connected to other students = **3.70** (*SD* = .97)
- I feel connected to my instructors = **3.67** (*SD* = .87)
- I feel a part of campus life = **3.57** (*SD* = 1.00)
- I feel connected to the city of San Francisco = **3.92** (*SD* = .91)

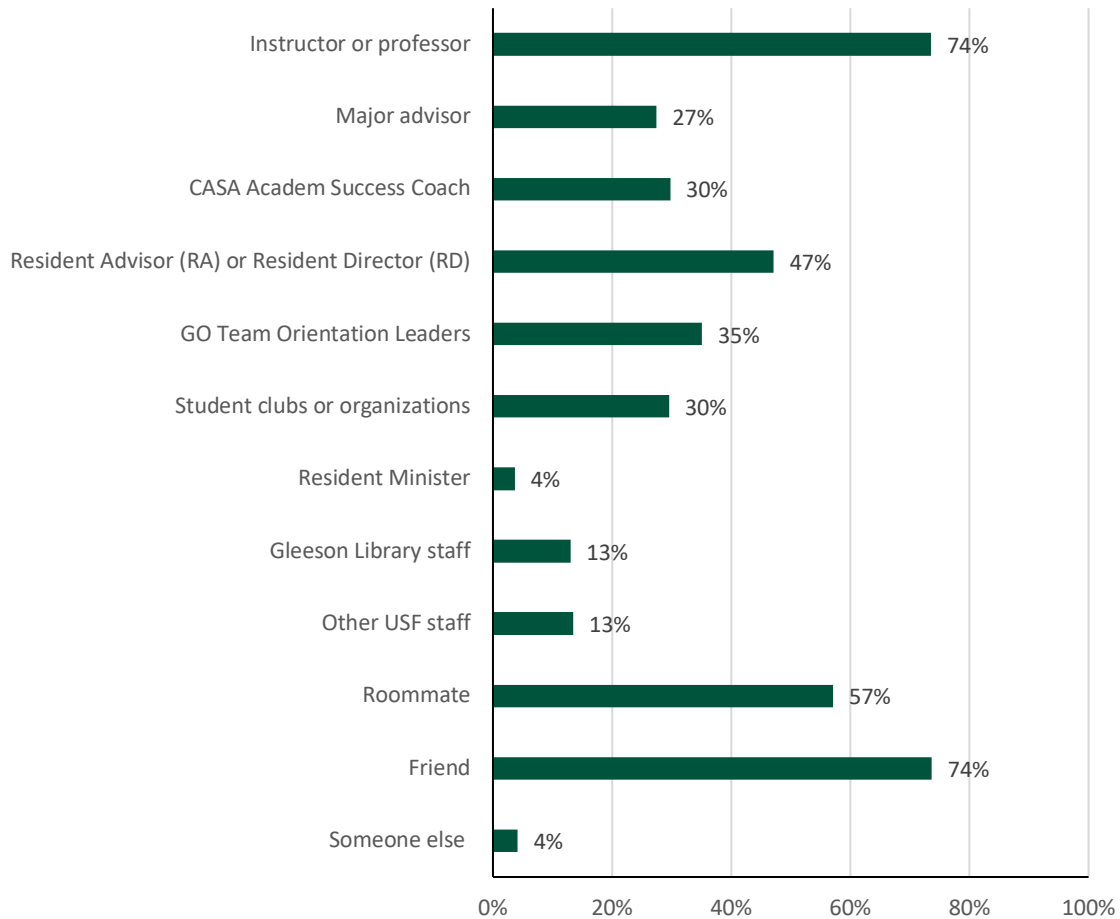
Participants who disagreed or strongly disagreed with any of the above statements of connectedness were asked if they would like help getting involved at USF.

- **58%** of these participants indicated that they **would like help getting involved at USF**, down 4% from 2021.

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*. Participants could select all that apply.

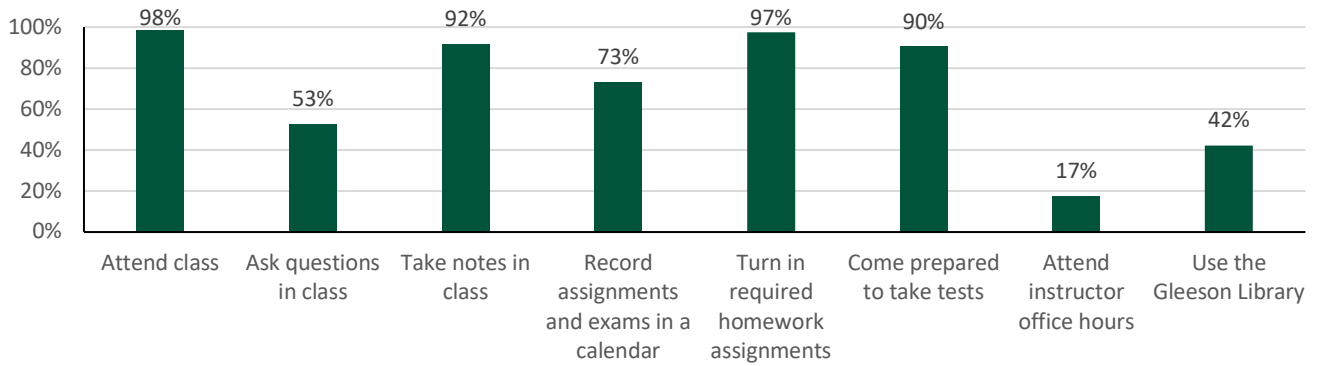
The following figure details the percentage of participants who selected each response option.



Academic Success

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



The percentage of participants who selected Always or Often in 2022 was either unchanged from 2021 or only +/- 1% or 2% for all questions.

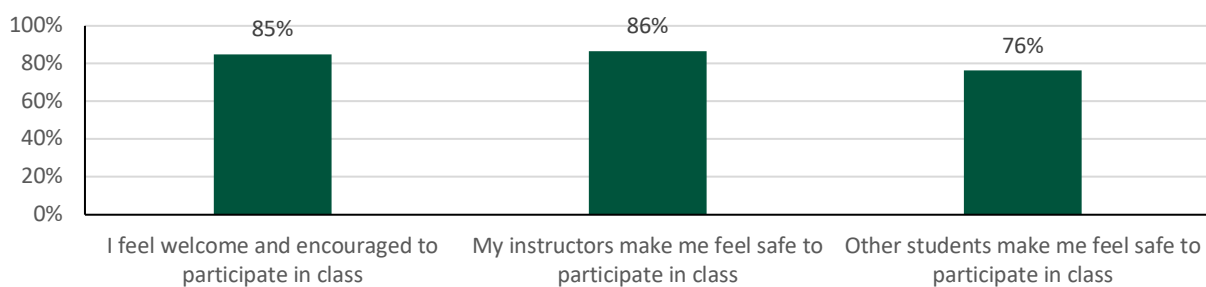
The average frequency with which participants reported engaging in each of the above academic behaviors is as follows:

- Attend class = **4.82** ($SD = .44$)
- Ask questions in class = **3.56** ($SD = 1.07$)
- Take notes in class = **4.55** ($SD = .70$)
- Record assignments and exams in a calendar = **4.04** ($SD = 1.17$)
- Turn in required homework assignments = **4.80** ($SD = .47$)
- Come prepared to take tests = **4.46** ($SD = .70$)
- Attend instructor office hours = **2.56** ($SD = 1.16$)
- Use the Gleeson library = **3.18** ($SD = 1.32$)

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



The percentage of participants who agreed or strongly agreed with all statements decreased from 2021, by 4-5%. Participants' average level of agreement with these statements is as follows:

- I feel welcome and encouraged to participate in class = **4.19** ($SD = .74$)
- My instructors make me feel safe to participate in class = **4.24** ($SD = .73$)
- Other students make me feel safe to participate in class = **4.03** ($SD = .82$)

REGISTRATION & ORIENTATION

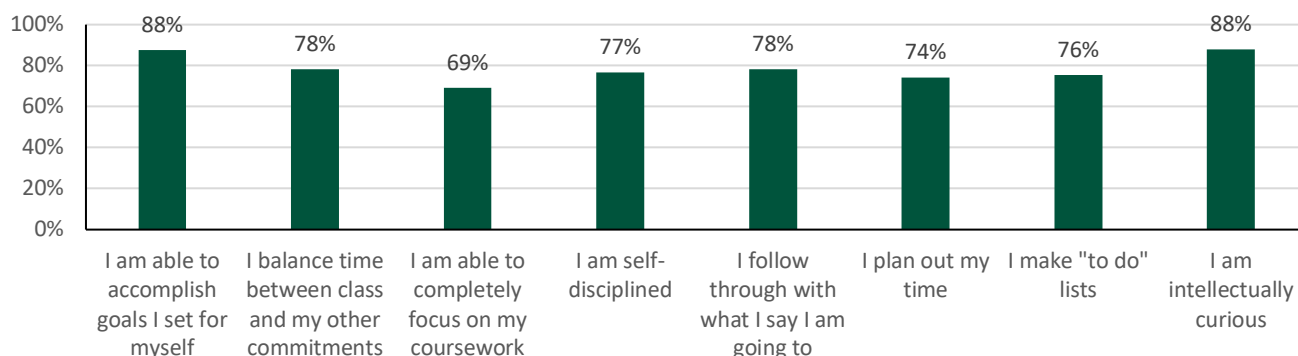
Participants indicated how much they agreed or disagreed with the following statements using a 5-pt. scale (1 = Strongly Disagree, 5 = Strongly Agree): *Completing Webtrack advising helped me to understand the registration process at USF and As a result of attending the “Orientation to Your Major/College” during New Student Orientation, I understand my academic requirements.*

- **68% Agreed or Strongly Agreed** that completing Webtrack advising helped them to understand the registration process at USF, down 7% from 2021.
- **74% Agreed or Strongly Agreed** that as a result of attending the “Orientation to Your Major/College” during New Student Orientation, they understand their academic requirements, down 5% from 2021.

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



The percentage of participants who agreed or strongly agreed with the above statements either remained the same or decreased by 1-2% from 2021.

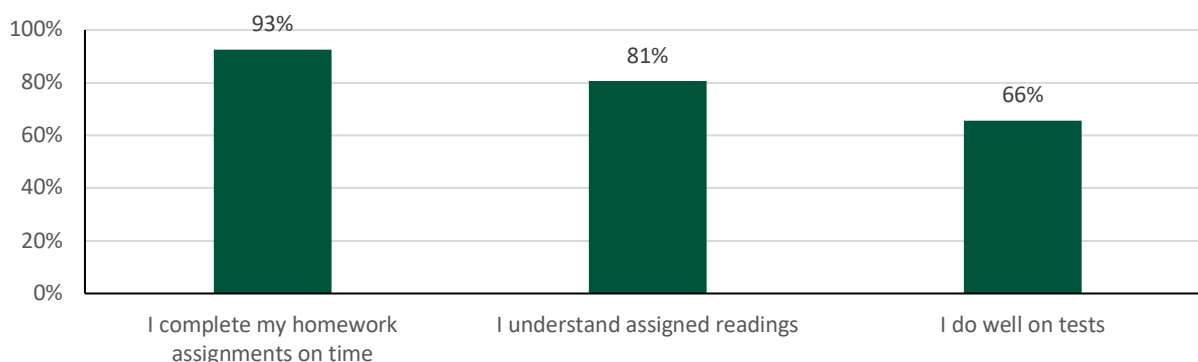
Participants’ average level of agreement with these statements is as follows:

- I am able to accomplish goals I set for myself = **4.18** (*SD* = .71)
- I balance time between class and my other commitments = **3.98** (*SD* = .81)
- I am able to completely focus on my coursework = **3.82** (*SD* = .93)
- I am self-disciplined = **3.98** (*SD* = .86)
- I follow through with what I say I’m going to do = **4.02** (*SD* = .79)
- I plan out my time = **3.92** (*SD* = .86)
- I make “to-do” lists = **3.93** (*SD* = 1.06)
- I am intellectually curious = **4.29** (*SD* = .72)

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



The proportion of participants who agreed or strongly agreed with the statement *I understand assigned readings* decreased by 2% from 2021. The proportion of those who agreed or strongly agreed with the other statements remained the same.

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

- I complete my homework assignments on time = **4.45** ($SD = .70$)
- I understand assigned readings = **4.10** ($SD = .81$)
- I do well on tests = **3.82** ($SD = .86$)

CONFIDENCE OF SUCCESS

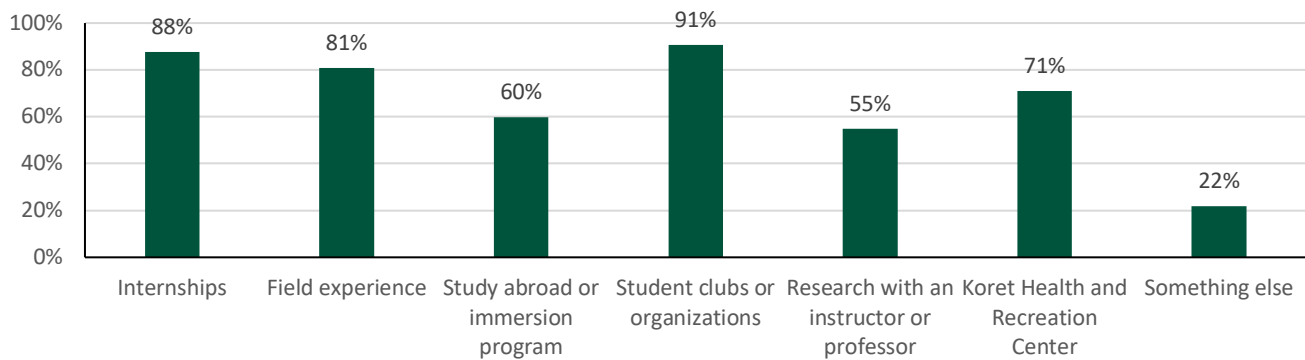
Participants indicated how much they agreed or disagreed with the following statement on a 5-pt. scale (1 = Strongly Disagree, 5 = Strongly Agree): *Overall, I'm confident I will succeed this semester.*

- **84%** of participants indicated they **Agreed** or **Strongly Agreed** that they would **succeed this semester**, this is down 4% from 2021.
- Participants, on average, indicated they **Agreed** that **they would succeed this semester** ($M = 4.12$, $SD = .72$).

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.*

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

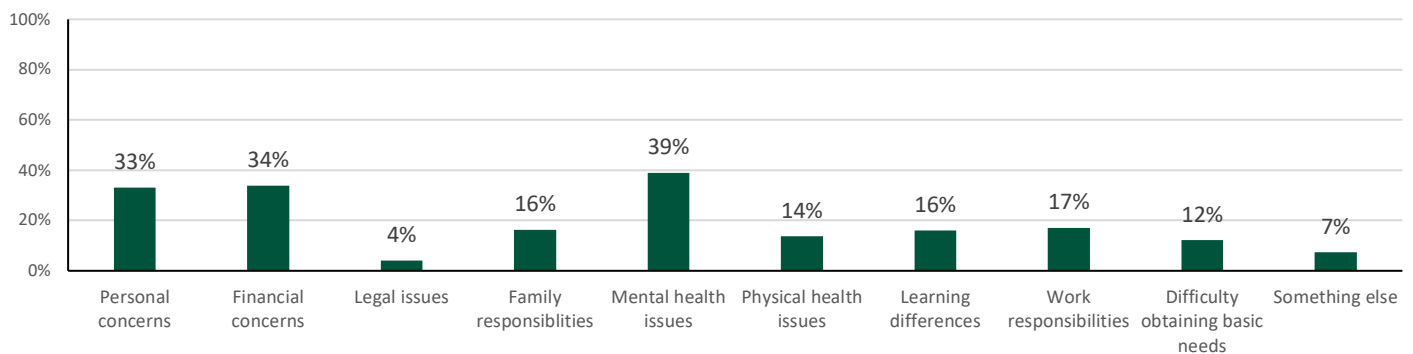


The greatest increase from 2021 was the percentage of participants who indicated they planned to participate in *Something else*, which increased by 9%. The greatest decrease from 2021 was the percentage of participants who indicated they planned to participate in *Internships*, *Research with an instructor or professor*, and *Koret Health and Recreation Center* which all decreased by 3%.

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*; *Difficulty obtaining basic needs*² (e.g., food, housing); and *Something else*.

The following figure 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 2021 was the percentage of participants who selected *Mental health issues*, which decreased by 2%. The greatest increase from 2021 was the percentage of participants indicating that *Legal issues*, *Physical health issues*, *Work responsibilities*, and *Something else* would likely or very likely interfere with their ability to succeed, which all increased by 2%.

² *Difficulty obtaining basic needs* (e.g., food, housing) is new this year.

The average likelihood with which participants reported that these potential barriers would impact their success at USF is as follows:³

- Personal concerns = **3.05** (*SD* = 1.09)
- Financial concerns = **3.09** (*SD* = 1.24)
- Legal issues = **4.21** (*SD* = .89)
- Family responsibilities = **3.58** (*SD* = 1.05)
- Mental health issues = **2.94** (*SD* = 1.20)
- Physical health issues = **3.70** (*SD* = 1.04)
- Learning differences = **3.65** (*SD* = 1.10)
- Work responsibilities = **3.53** (*SD* = 1.05)
- Difficulty obtaining basic needs = **3.86** (*SD* = 1.06)
- Something else = **3.80** (*SD* = 1.07)

Those who indicated that difficulty obtaining basic needs would likely or very likely impact their ability to succeed were asked if they would like assistance finding resources for food and housing challenges. The data below indicate the proportion of participants who selected each response option.

- **61%** selected **Yes**, **39%** selected **No**.

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.

- **7%** selected **Yes**; **77%** selected **No**; and **17%** selected **Maybe**

The proportion of participants who indicated that COVID-19 has impacted their ability to succeed decreased by 9% from 2021.

IMPACT OF HYBRID, HYFLEX, AND REMOTE/LEARNING ON SUCCESS

Participants were asked if they were enrolled in any of the following types of courses this fall: *Hybrid*; *HyFlex*; and/or *Remote/Online*.⁴ The data below indicate the proportion of participants who selected each response option.

- Hybrid = **86%**
- HyFlex = **14%**
- Remote/Online = **14%**

Participants who indicated they were enrolled in any of these types of courses were then asked if taking Hybrid, HyFlex, or Remote/Online course at USF negatively impacted their ability to succeed, using the following response options: *Yes*, *No*, and *Not Applicable*. The data below indicate, for those who did not select *Not Applicable*, the proportion of participants who selected each response option.⁵

- Hybrid = **12%** selected **Yes**, **88%** selected **No**
- HyFlex = **11%** selected **Yes**, **89%** selected **No**
- Remote/Online = **15%** selected **Yes**, **85%** selected **No**

³ 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.

⁴ This question was changed this year. In 2021, participants were asked if they were enrolled in a remote learning course.

⁵ This question was new this year.

Future Course Modalities

Participants were asked which modalities they would consider taking in the future using the following response options: *Hybrid*; *HyFlex*; *Remote/Online*; and *In-person*. Participants could select all that apply.

The data below indicate the proportion of participants who selected each response option.

- Hybrid = **58%**
- HyFlex = **15%**
- Remote/Online = **33%**
- In-person = **88%**

Living Away from Home

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

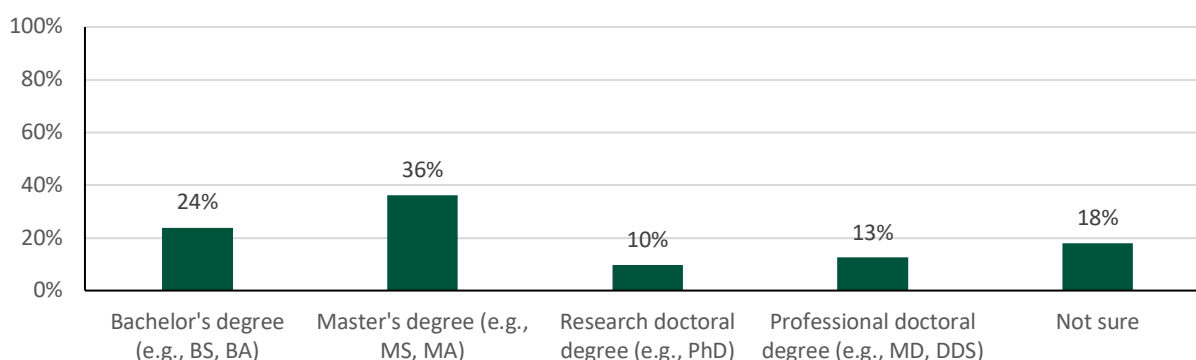
- **62%** of participants indicated that missing family, friends, significant others, home, etc. has negatively affected their ability to succeed **Very Little** or **Not at All**.

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); and *Not sure*.

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

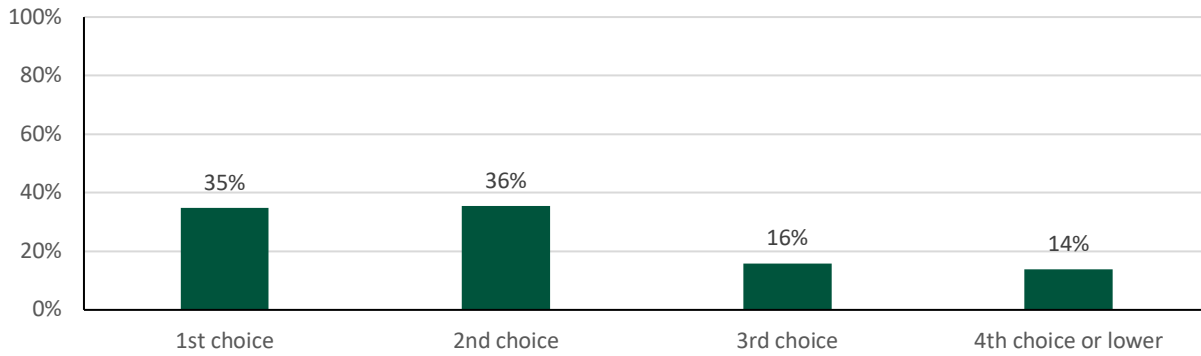


WAS USF FIRST CHOICE

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.

- **35%** of participants indicated that **USF was their first choice**. This is down 7% from 2021.

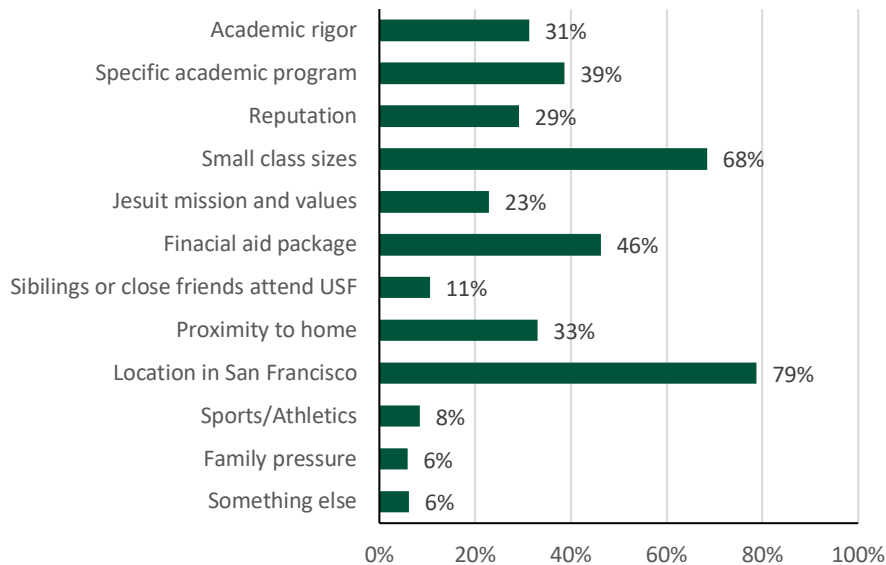
The following figure indicates the proportion of participants who selected each response option.



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



The greatest increase from 2021 was *Siblings or close friends attend USF* and *Something else*, which both increased by 2%. The greatest decrease from 2021 was *Reputation*, which decreased by 6%.

INTENT TO TRANSFER OR STOP ATTENDING

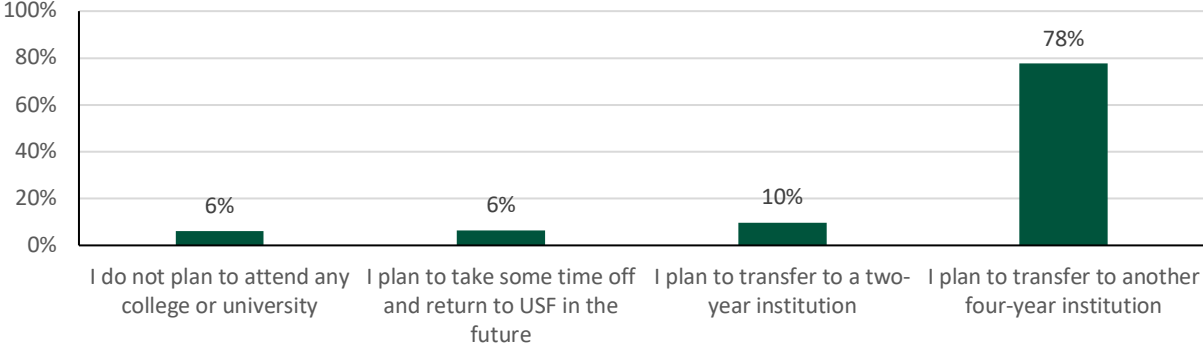
Participants indicated whether or not they intend to transfer to another college or university or otherwise stop attending USF. The data below indicate the proportion of participants who selected each response option.

- 6% selected **Yes**; 71% selected **No**; and 23% selected **Maybe**

The proportion of participants who indicated they intend to transfer to another college or university or otherwise stop attending USF decreased by 2% from 2021; though the percentage of those who may transfer or otherwise stop attending increased by 4%.

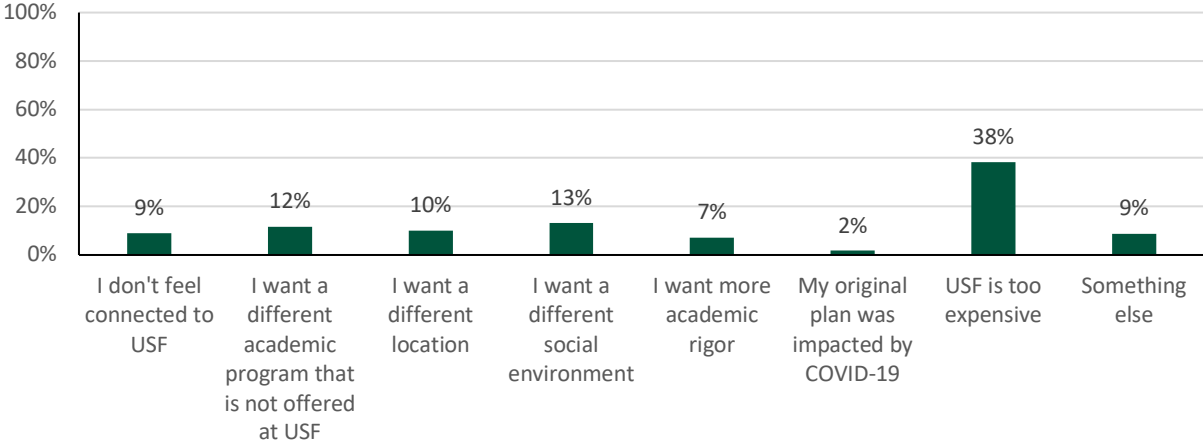
Participants who responded *Yes* or *Maybe* to the previous question were asked to select which best describes their future plans from the following response options: *I do not plan to attend any college or university*; *I plan to take some time off and return to USF in the future*; *I plan to transfer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

The following figure 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*.

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

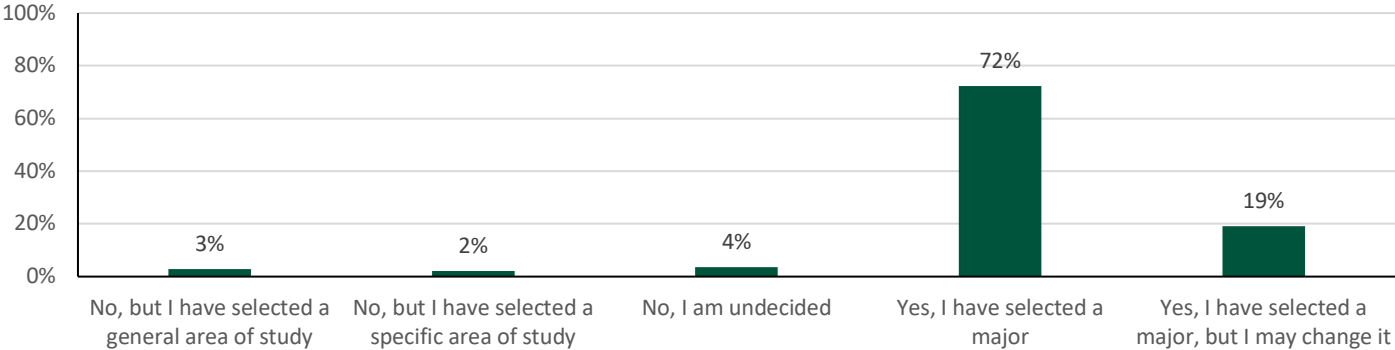


Major Goals and Aspirations

MAJOR/FIELD OF STUDY PLANS

Participants indicated if they had chosen a major using the following response options: *Yes, I have selected a major; Yes, I have selected a major, but I may change it; No, but I have selected a specific area of study; No, but I have selected a general area of study; and No, I am undecided.*

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

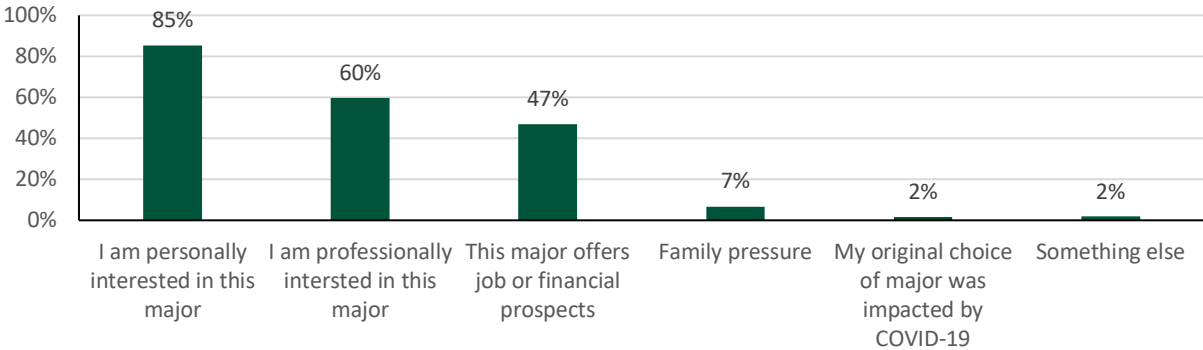


Those who indicated they have selected a major were asked how satisfied they were with their major using a 5-pt. scale (1 = *Very Dissatisfied*, 5 = *Very Satisfied*).

- The highest proportion of participants (80%) indicated they are **Satisfied** or **Very Satisfied** with their major, down 3% from 2021.
- Participants, on average, indicated they were **Satisfied** with their major ($M = 4.11$, $SD = .83$)

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

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



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

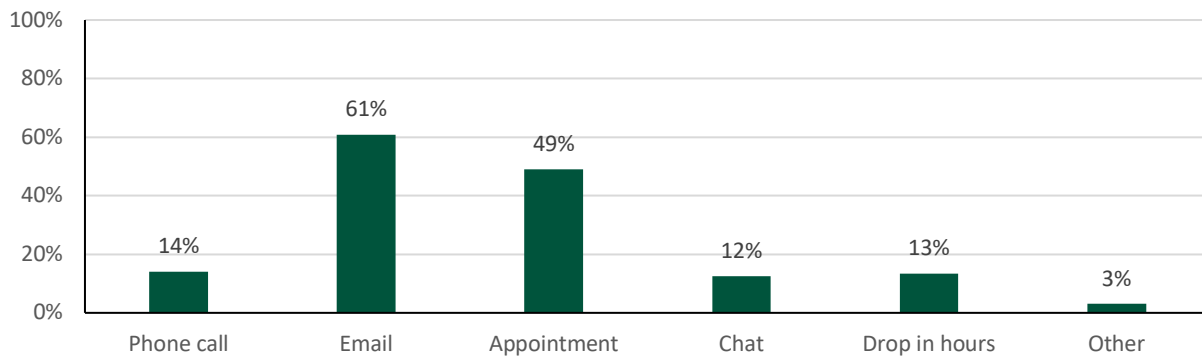
- **59%** indicated **they would like help** exploring their major options, down 9% from 2021.

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.

- **82%** of participants indicated that **they knew they had been assigned a CASA Academic Success Coach**. This is up 14% from 2021.
- Of those who responded “yes” to this question, **54%** indicated **they had an interaction (e-mail, call, appointment) with their CASA Academic Success Coach**, up 10% from 2021.
- The highest percentage of participants (**61%**) indicated they **had email interaction** with their CASA Academic Success Coach. This was also the primary reason given in 2021, with 68% selecting this response option.

The following figure 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**. This is unchanged from 2021.

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

- **48%** of those who didn’t know they had a CASA Academic Success Coach or who had no previous interaction with their CASA Academic Success Coach **indicated they would like assistance** connecting with their CASA Academic Success Coach. This is down 7% from 2021.

Community Living

RESIDENCE HALLS

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 5-pt. scale (1 = *Very unhelpful*, 5 = *Very helpful*).

- **85%** indicated they **live in the residence halls**, of these **100% knew they had an RA assigned to their floor**. The percentage of participants living in residence halls increased 3% from 2021, those who knew they had an RA was unchanged.
- **98%** of participants who knew they had an RA assigned to their floor **had interaction with their RA**. This is up 1% from 2021.
- **88%** of participants who had interaction with their RA felt the experience was **Helpful or Very Helpful**. This is unchanged from 2021.

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*.

- **58%** of participants **Agreed or Strongly Agreed** that they **feel connected to other students that live in their residence hall**. This is down 2% from 2021.
- **61%** of participants **Agreed or Strongly Agreed** that they **feel connected to other students on their floor**. This is down 3% from 2021.

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

- **24%** of students indicated they **wanted help connecting with other students in their residence hall**. This is down 2% from 2021.

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.

OFF-CAMPUS LIVING

New this year, participants who indicated they live off-campus were asked if they live with family or roommate(s) other than family.

- **75%** indicated they **live with family**.
- **25%** indicated they **live with roommate(s) other than family**.

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

- **29%** indicated they feel **Moderately or Very connected** to others living off-campus.
- **46%** indicated they felt **Slightly connected or Not at all connected** to others living off-campus.

Participants living off-campus were asked if they would like help getting connected to other students living off-campus.

- **44%** indicated they **would like help** getting connected to other students living off-campus.
- **56%** indicated they **would not like help** getting connected to other students living off-campus.

Participants were asked to indicate if they would like assistance connecting with the off-campus living office.

- **30%** indicated they **would like assistance** connecting with the off-campus living office.
- **70%** indicated they **would not like assistance** connecting with the off-campus living office.

Physical Activity

Participants were asked to indicate how frequently they exercise using the following response options: *1-2 time per week*; *3-4 times per week*; *5-6 times per week*; *7 or more times per week*; and *I do not work out*.

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

