



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

New Student Success Survey Comparative Analysis 2018-2020

February 2021

Table of Contents

GENERAL INFORMATION	4
PURPOSE.....	4
ORIGINATORS.....	4
DATA COLLECTION AND METHODOLOGY.....	4
CASA SUMMARY	5
KEY FINDINGS.....	6
INTENT TO WORK	6
CLASS ENROLLMENT	6
TRANSFER STUDENTS	6
FINANCIAL AID.....	6
INSTITUTIONAL COMMITMENT.....	6
ATTITUDES TOWARD USF	6
CONNECTEDNESS	6
ACADEMIC SUCCESS.....	7
FEELING SAFE AND WELCOME IN CLASS	7
SELF-MANAGEMENT SKILLS	7
ACADEMIC SELF-EFFICACY	7
HIGH IMPACT PRACTICES	7
BARRIERS TO SUCCESS.....	7
EDUCATIONAL PLANS	7
INTENT TO TRANSFER OR STOP ATTENDING.....	7
WAS USF FIRST CHOICE.....	7
REASONS FOR CHOOSING USF	7
DEMOGRAPHICS.....	8
TRANSFER, FIRST-YEAR, LIVING OFF-CAMPUS	8
INTENT TO WORK	8
CLASS ENROLLMENT	8
TRANSFER STUDENTS	9
FINANCIAL AID.....	10
PAYING FOR TUITION	11
INSTITUTIONAL COMMITMENT	11
INTENT TO RETURN.....	12
ATTITUDES TOWARD USF	12
CONNECTEDNESS	13
HELPFULNESS	14
ACADEMIC SUCCESS	15
FEELING SAFE AND WELCOME IN CLASS	16
SELF-MANAGEMENT SKILLS	17
ACADEMIC SELF-EFFICACY	18
CONFIDENCE OF SUCCESS.....	19
HIGH-IMPACT PRACTICES	19

BARRIERS TO SUCCESS.....	20
HOMESICKNESS	21
GOALS AND ASPIRATIONS	23
EDUCATIONAL PLANS	23
WAS USF FIRST CHOICE	24
REASONS FOR CHOOSING USF	25
INTENT TO TRANSFER OR STOP ATTENDING.....	26
FUTURE PLANS	26
MAJOR GOALS AND ASPIRATIONS.....	27
MAJOR/FIELD OF STUDY PLANS	27
CASA	28
SHARE	29

General Information

PURPOSE

The New Student Success Survey was first implemented in 2018, and has been employed, with some minor changes and additions, each year since. From 2012 to 2017 USF utilized the USF Achieve powered by Mapworks survey to gather similar data.

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 students' first semester. Students are also provided with a report detailing their "risk" factors in various areas.

This report compares the findings of the survey in 2018, 2019 and 2020.

ORIGINATORS

Center for Academic and Student Achievement

DATA COLLECTION AND METHODOLOGY

Instrument: Qualtrics Survey

Methodology: Data in this report are based on the percentage of participants who responded to each question. Non-responses are not included in the calculations.

Period, Survey Population, and Response Rate									
	2018			2019			2020		
Period	September 12 - 30, 2018			September 09 - 29, 2019			September 09 – October 02, 2020		
	Total	First-Year Freshman	Transfer	Total	First-Year Freshman	Transfer	Total	First-Year Freshman	Transfer
Contacted	1,882	1,542	340	1,613	1,293	320	1,449	1,142	307
Responded	1,310	1,159	149	1,018	875	143	852	687	165
Response Rate	70%	75%	44%	63%	68%	45%	59%	60%	54%

CASA Summary

CASA staff noticed specific differences in 2020 compared to New Student Success Survey results in the past. As a response to the move to remote learning, due to Covid-19, both Academic and Student Life made significant changes in how our offices functioned. It is possible that some of these changes resulted in improved student satisfaction. The percentage of participants who responded positively was overall higher in 2020 in many core areas compared to previous years. However, the percentage of students who agreed or strongly agreed with questions related to connectedness were lower compared to previous years, which may be a result of the move to remote learning. Specific survey results that caught our attention were:

Institutional commitment at USF for new students in 2020 was high; 88% of participants agreed or strongly agreed that USF is the right school for them compared to 81% in 2019, and 80% in 2018. Ninety-eight percent (**98%**) indicated they plan to return to USF next fall, compared to 95% in 2019, and 96% in 2018.

Also, **student attitudes about USF** are strong, **90%** of participants agreed or strongly agreed that they **feel welcomed at USF as they** are, compared to 85% in 2019, and 86% in 2018. Seventy-five (75%) of respondents in 2020 said they strongly agreed or agreed that **they feel like they belong at USF**, which has improved 3% over 2019, and 2% over 2018.

Survey results on course instruction also increased in 2020. For example, 86% of survey participants indicated they agreed or strongly agreed that they feel **satisfied with instruction** they are receiving from USF faculty compared to 85% in both 2018 and 2019. Eighty-seven (87%) of participants agreed or strongly agreed that USF is an **academically rigorous** institution, which is a 10% increase from both 2018 and 2019.

In conclusion, we believe in a crisis, USF staff and faculty rose to the occasion and became more innovative with how courses are taught and services are provided. The results of the 2020 New Student Success survey may be indicative of those changes.

Key Findings

INTENT TO WORK

The majority of participants in all three years indicated they intend to work 11-20 hours per week while attending USF.

CLASS ENROLLMENT

In 2018, 2019, and 2020, the majority of participants indicated they were enrolled in a class in their major/field of study. The percentage of participants selecting this response option has steadily increased from year to year from 85% in 2018, to 88% in 2019, and 92% in 2020.

The percentage of students who indicated they were enrolled in a transfer year seminar was the same in 2018 and 2019, but increased by 4% in 2020.

TRANSFER STUDENTS

In all three years, the greatest percentage of participants who identified as transfer students indicated they attended only one other institution before USF, though the percentage has decreased slightly from year to year from 66% in 2018, to 64% in 2019, and 59% in 2020. The highest percentage each year indicated they previously attended a 2-year college and that they left their previous institution because they graduated with an associate's degree.

Beginning in 2019, participants who indicated they are transfer students were asked if they had difficulty transferring units from their previous institution to USF. 50% of these participants in 2019 indicated they did not have difficulty transferring in units. This increased in 2020 to 73%.

FINANCIAL AID

Beginning in 2019, participants were asked whether or not they received financial aid. The percentage of participants who indicated they received financial aid increased by 5% in 2020 from 2019. Those who are satisfied or very satisfied with their financial aid increased by 18% in 2020 from 2019.

INSTITUTIONAL COMMITMENT

Institutional commitment is high; the majority of participants in 2018 (80%), 2019 (81%), and 2020 (88%) agreed or strongly agree that USF is the right school for them and the percentage of those who indicated they plan to return in the fall and/or spring is consistently 95% or greater each year.

The percentage of those who indicated they selected USF because of its mission and values increased in 2020 by 14% from 2019.

ATTITUDES TOWARD USF

The percentage of participants in 2020 (87%) who agreed or strongly agree that USF is an academically rigorous institution increased by 10% from previous years.

CONNECTEDNESS

The percentage of participants who agree or strongly agree that they feel connected to USF and to other students has decreased each year. In 2020, 36% fewer participants indicated they felt a part of campus life than in 2019. This is likely due to COVID-19 and the move to remote learning.

ACADEMIC SUCCESS

99% of all participants in 2018, 2019, and 2020 indicated that they always or often attend class and nearly all participants indicated they turn in required homework assignments.

FEELING SAFE AND WELCOME IN CLASS

The majority of participants in all three years agreed or strongly agreed that they feel welcome and encouraged to participate in class and that both their instructors and other students make them feel safe to participate in class. This has increased 2-3% each year.

SELF-MANAGEMENT SKILLS

The highest percentage of participants in 2018 (91%) and 2019 (90%) agreed or strongly agreed that they are intellectually curious. In 2020, the highest percentage (91%) of participants agreed or strongly agreed that they are able to accomplish goals they set for themselves.

ACADEMIC SELF-EFFICACY

The majority of participants in 2018 (87%), 2019 (86%), and 2020 (86%) indicated they were confident they would succeed in fall semester.

HIGH IMPACT PRACTICES

In all three years, 81% or more of participants indicated that they planned to participate in internships, field experiences and student clubs or organizations, though in 2020 the percentage of those who indicated they planned on participating in internships decreased by 5% from 2019.

BARRIERS TO SUCCESS

In 2018, 2019 and 2020, participants most commonly indicated that financial problems/concerns were most likely to interfere with their ability to succeed at USF; however, this decreased in 2020 by 11% from previous years.

EDUCATIONAL PLANS

The highest percentage of participants in 2018 (39%), 2019 (41%), and 2020 (33%) indicated they aspire to achieve a Master's degree.

INTENT TO TRANSFER OR STOP ATTENDING

Of those who indicated they intended to transfer to another college or university when they enrolled at USF, the highest percentage of participants in both 2018 (25%) and 2019 (33%) indicated that the most likely reason they would transfer is because USF is too expensive.

WAS USF FIRST CHOICE

In all three years, the highest percentage of participants indicated that USF was not their first choice. Of those who indicated USF was not their first choice, the highest percentage in 2018 (50%), 2019 (47%) and 2020 (63%) indicated that USF was their second choice.

REASONS FOR CHOOSING USF

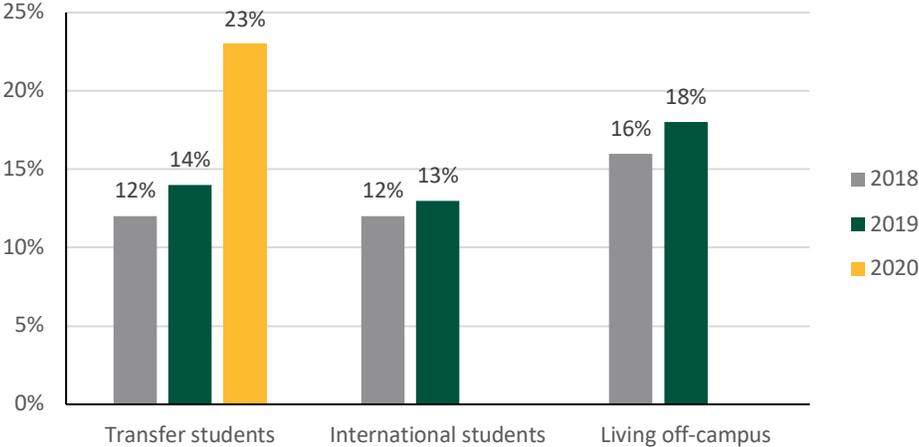
In 2018, 2019, and 2020, location was the most common reason why participants chose USF. The greatest change occurred in 2019; the percentage of participants who indicated they chose USF because of the financial aid package decreased 15% from 2018.

Demographics

TRANSFER, FIRST-YEAR, LIVING OFF-CAMPUS

In 2018 and 2019, participants indicated whether or not they were a transfer student, an international student, and/or living off campus.¹

The figure below indicates the percentage of participants in 2018, 2019, and 2020 that responded affirmatively to each category.



INTENT TO WORK

Participants were asked if they intend to work while attending USF. Those who indicated they do intend to work were then asked how many hours they intend to work from the following response options: 0-10 hours; 11-20 hours; 21-40 hours; and 40 or more hours.²

- 75% of participants indicated that they intend to work in 2020; this is down from 83% in 2019 and 79% in 2018.
- In 2018 (53%), 2019 (51%), and 2020 (51%), the highest percentage of participants indicated that they intend to work 11-20 hours per week.

CLASS ENROLLMENT

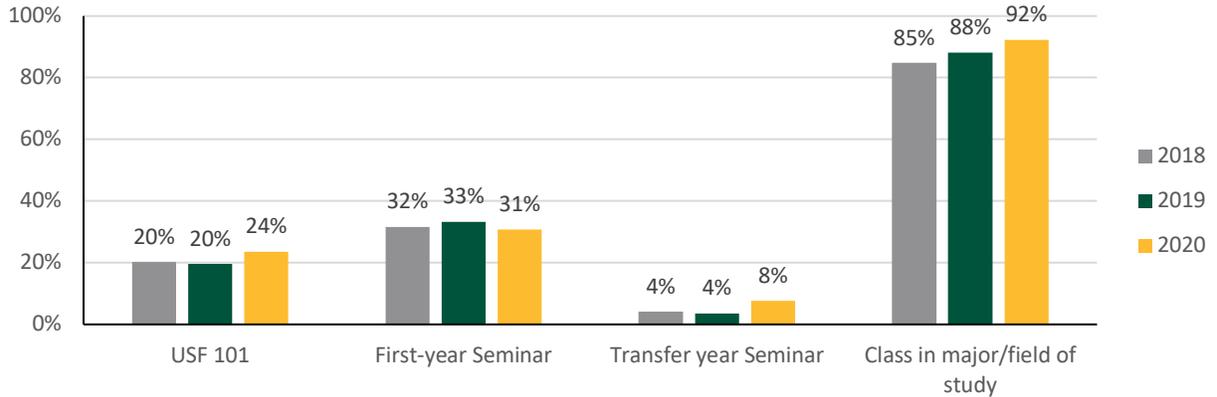
Participants indicated whether or not they were enrolled in USF 101, a first-year seminar, a transfer year seminar, and/or a class in their major/field of study.

¹ In 2020, participants were not asked if they were international students or living off-campus due to the COVID-19 pandemic and the move to remote learning.

² In 2020, 40 or more hours was changed to More than 40 hours; this should be taken into consideration when viewing the results.

- In 2020, the percentage of participants who indicated they were enrolled in USF 101 increased by 4% from previous years as did the percentage of those who indicated they were enrolled in a Transfer year Seminar.

The figure below indicates the percentage of participants in 2018, 2019, and 2020 who selected each response option.

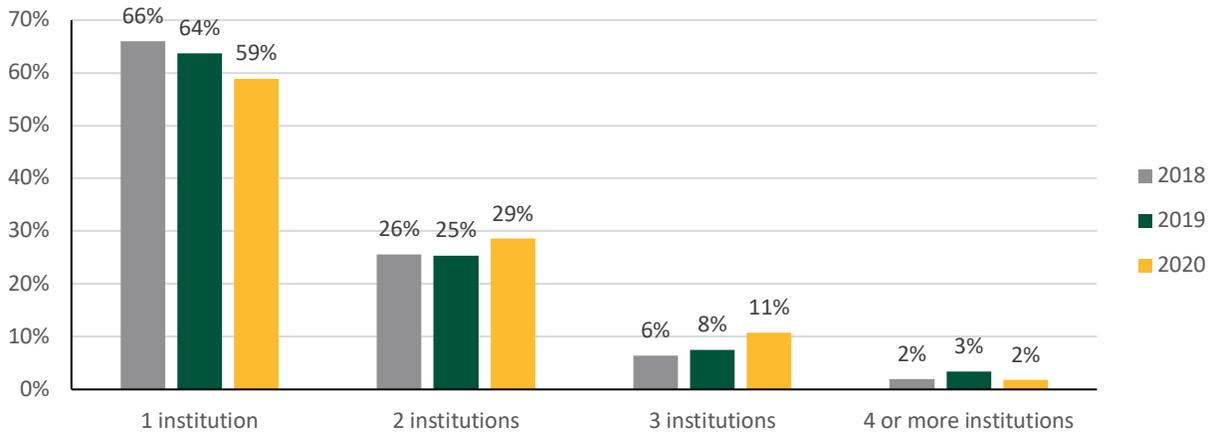


TRANSFER STUDENTS

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

- In 2018, 2019, and 2020, the greatest percentage of participants indicated they attended one other institution before USF.
- The highest percentage of participants in 2018 (58%), 2019 (52%), and 2020 (55%) indicated they attended a 2-year college before attending USF.

The below figure indicates the percentage of participants in 2018, 2019, and 2020 who selected each response option.



Participants who indicated they are transfer students were asked to indicate the primary reason they left their most recent institution from 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; and Something else*. In 2019, *I graduated with an associate's degree* was added and in 2020 *COVID-19 disrupted my education* was added.

- In both 2019 (32%) and 2020 (31%), the highest percentage of participants indicated that they left their previous institution because they graduated with an associate's degree.
- In 2018, the highest percentage (29%) of participants selected *Something else*. The responses to *Something else* were categorized into recurring responses; the most common response was that participants left their previous institution because they graduated with an associate's degree.

Beginning in 2019, participants who indicated they are transfer students were asked if they have a degree completion plan.

- 64% of participants who identified as transfer students in 2019 indicated that they have a degree completion plan. This decreased slightly in 2020 to 60%.
- 96% of those in 2019 who indicated they do not have a degree completion plan responded that they would like help developing a degree plan. This was down slightly to 91% in 2020.

Beginning in 2019, participants who indicated they are transfer students were asked if they had difficulty transferring units from their previous institution to USF.

- 50% of participants in 2019 who identified as transfer students indicated they did not have difficulty transferring in units. This increased in 2020 to 73%.

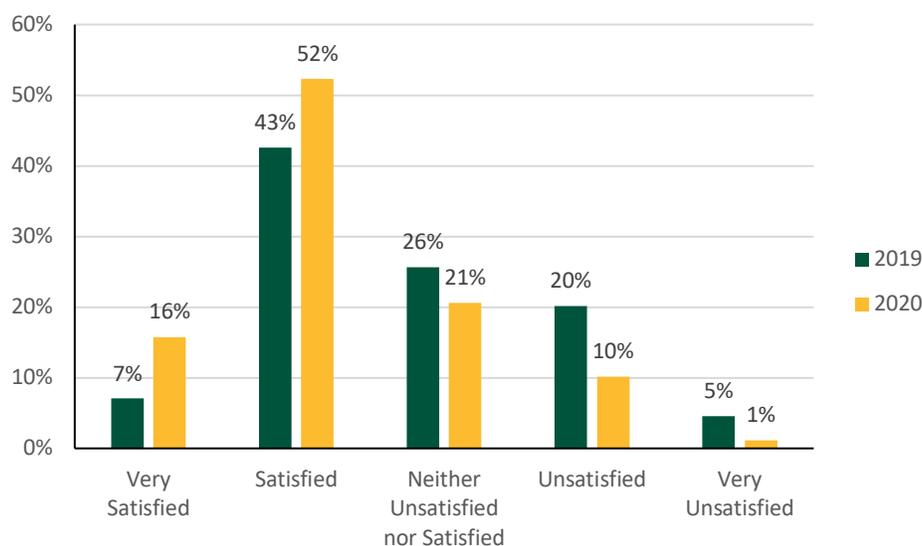
FINANCIAL AID

Beginning in 2019, participants were asked whether or not they received financial aid. Those who indicated they received financial aid were then asked their level of satisfaction with their financial aid package.³

- The percentage of participants who indicated they received financial aid in 2019 was 75% this increased to 80% in 2020.
- Participants in 2020 who indicated they received financial aid were more satisfied with their aid package than participants in 2019.

³ The scales for 2019 and 2020 were slightly different. In 2019 the scale was: Dissatisfied; Neither satisfied nor dissatisfied; Satisfied; Very satisfied; and Very dissatisfied. For 2020 the scale was: Unsatisfied; Neither unsatisfied nor satisfied; Satisfied; Very satisfied; and Very unsatisfied.

The figure below compares the percentage of participants who selected each response option in 2019 to those who selected each response option in 2020.



PAYING FOR TUITION

In 2019, participants who indicated they were transfer students were asked if they had a plan to pay for their tuition for the rest of their time at USF. Those who indicated they did not have a plan were asked if they would like help developing a plan. In 2020, these questions were asked of all participants; however, in order to provide a comparison between 2019 and 2020, the data below represent only those who indicated they were transfer students.

- The percentage of participants who indicated they had a plan to pay tuition for the rest of their time at USF was only slightly higher in 2020 (84%) than in 2019 (82%).
- Of those who indicated they did not have a plan to pay for their tuition for the rest of their time at USF, the percentage of those who indicated they wanted help developing a plan was, again, only slightly higher in 2020 (78%) than in 2019 (77%).

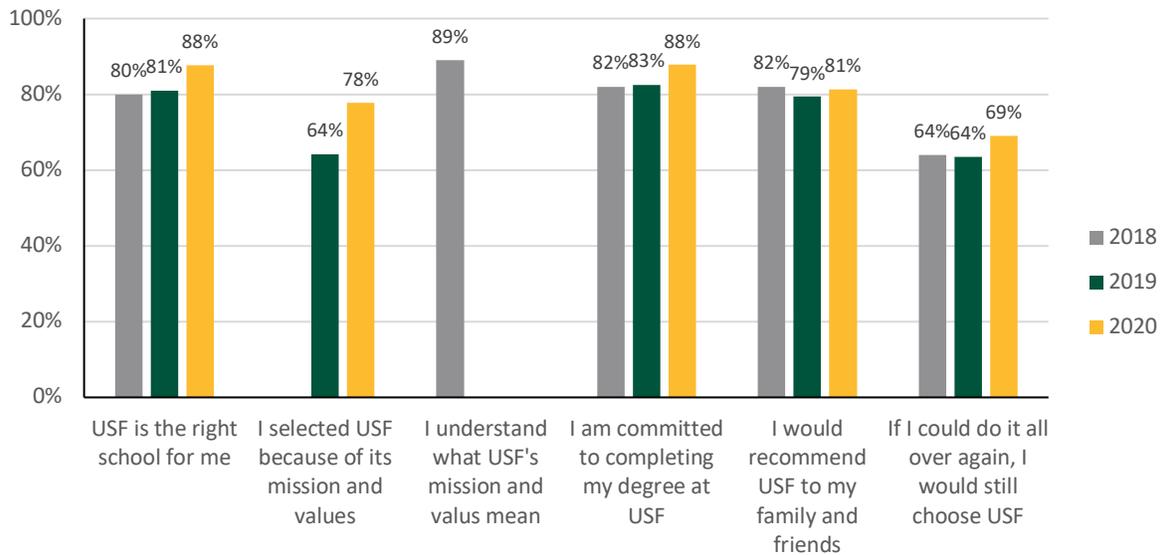
Institutional Commitment

Participants indicated the extent to which they agreed or disagreed with each of the following statements: *USF is the right school for me*; *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*.

In 2018, participants also indicated their level of agreement with the statement *I understand what USF's mission and values mean*; however, this was changed in 2019 to *I selected USF because of its mission and values*.

- The percentage of participants who agreed or strongly agreed with each statement increased in 2020 from 2019. The greatest increase was the percentage of those who agreed or strongly agreed with *I selected USF because of its mission and values*, which increased by 14%.

The figure below details the percentage of participants in 2018, 2019, and 2020 who **Agreed** or **Strongly Agreed** with each statement.



INTENT TO RETURN

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

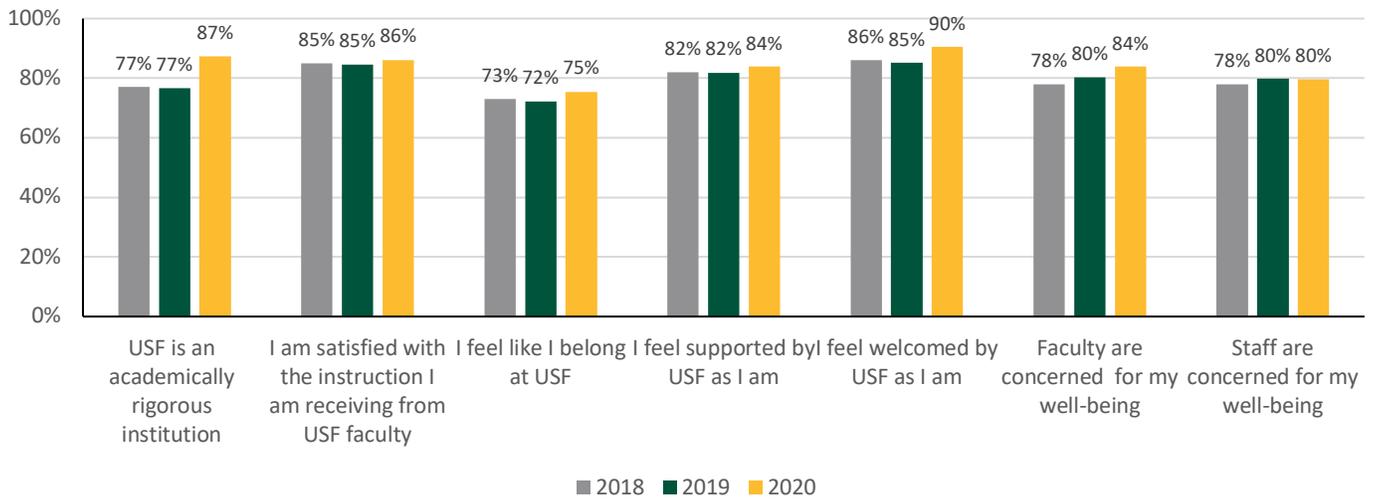
- The majority of participants in 2018 (98%), 2019 (99%) and 2020 (98%) indicated they intend to return in spring.
- The percentage of those who indicated they intend to return in fall was 96% in 2018, 95% in 2019 and 98% in 2020.

Attitudes Toward USF

Participants indicated the extent to which they agreed or disagreed with each of the following statements: *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 greatest increase in level of agreement was the percentage of those who agreed or strongly agreed that USF is an academically rigorous institution, which increased in 2020 by 10% from previous years.

The figure below details the percentage of participants in 2018, 2019, and 2020 who **Agreed** or **Strongly Agreed** with each statement.



Connectedness

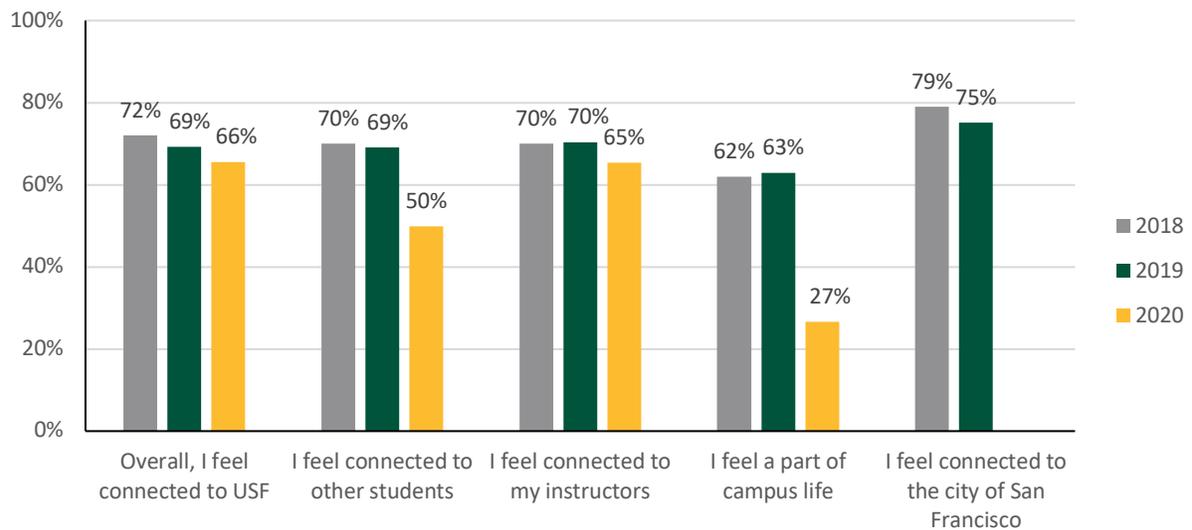
Participants indicated the extent to which they agreed or disagreed with each of the following statements: *Overall, I feel connected to USF; I feel connected to other students; I feel connected to my instructors; I feel a part of campus life; and I feel connected to the city of San Francisco.*⁴

Level of agreement with all statements decreased in 2020, this is likely due to COVID-19 and the move to remote learning. This should be kept in mind when comparing 2020 to previous years.

- The percentage of participants who agreed or strongly agreed with *Overall, I feel connected to USF* and *I feel connect to other students* has decreased each year.
- The greatest decrease in level of agreement occurred in 2020, with 36% fewer participants agreeing or strongly agreeing that they felt a part of campus life.

⁴ I feel connected to the city of San Francisco and I feel connected to my residence hall (added in 2019), were removed in 2020 due to the COVID-19 pandemic and move to remote learning.

The figure below details the percentage of participants in 2018, 2019, and 2020 who **Agreed** or **Strongly Agreed** with each statement.



Participants were asked if they would like help getting involved at USF. The percentage of those who indicated they would like help was 58% in 2018, 65% in 2019, and 55% in 2020.

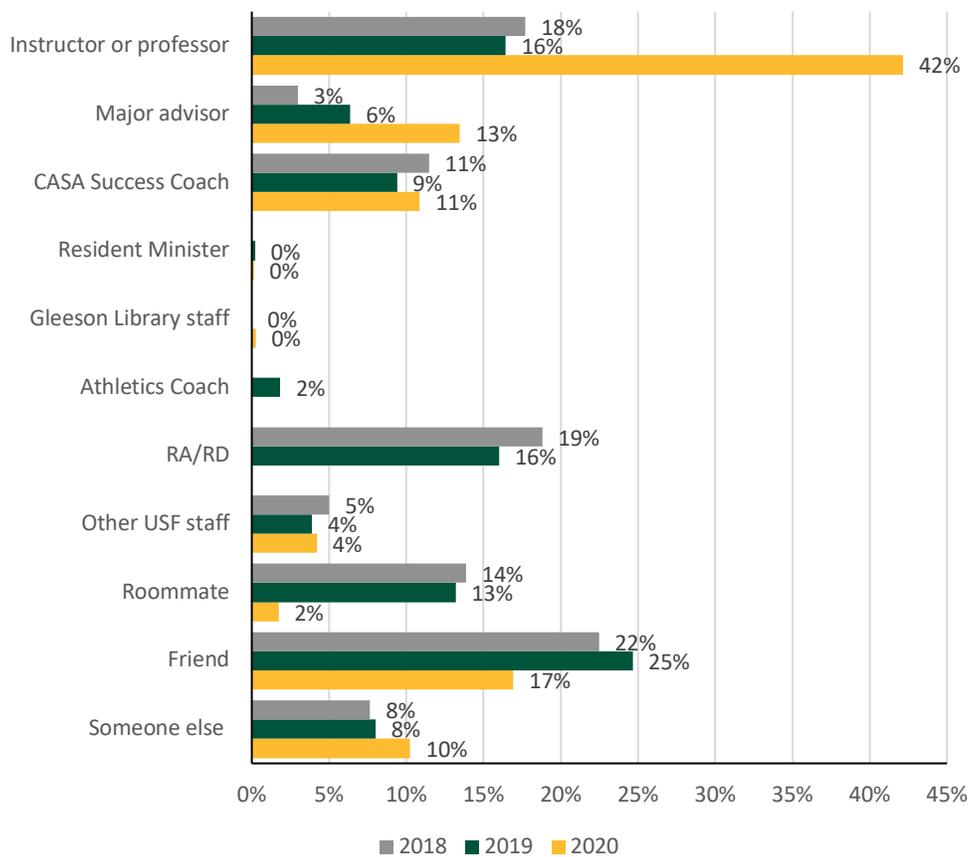
Helpfulness

Participants indicated the role of the person at USF who had been the most helpful to them from the following response options: *Instructor or professor; Major advisor; CASA Success Coach; Resident Minister; Gleeson Library staff; Athletics Coach; RA/RD; Other USF staff; Roommate; Friend; or Someone else.*⁵

- In 2018 and 2019, the highest percentage of participants indicated that a friend had been most helpful to them. In 2020, the highest percentage of participants indicated that an instructor or professor had been most helpful to them, up 26% from 2019.

⁵ Resident minister was added in 2019. Athletics Coach was added in 2019, but removed in 2020 due to the COVID-19 pandemic and move to remote learning. Gleeson library staff was added in 2020.

The figure below details the percentage of participants in 2018, 2019, and 2020 who selected each response option.



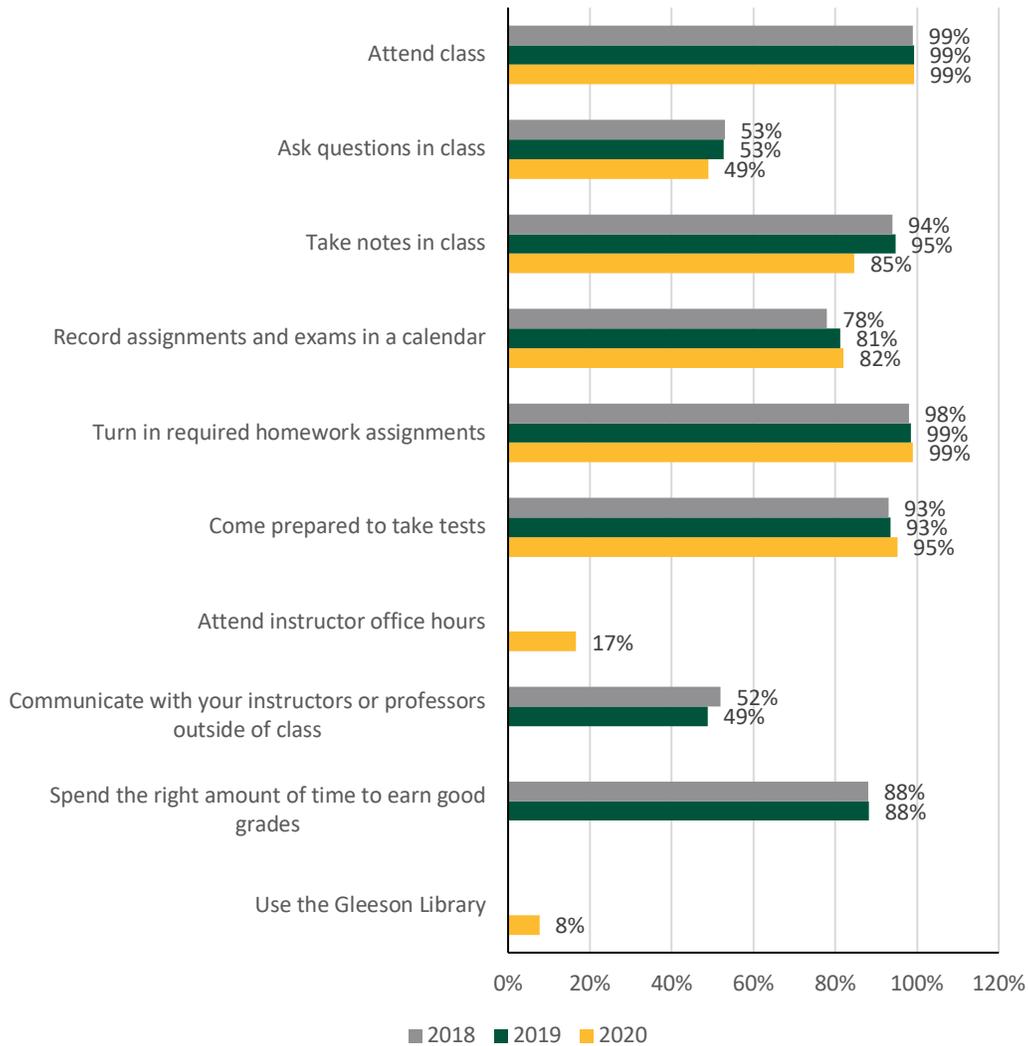
Academic Success

Participants were asked the frequency with which they do each of the following: *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; Communicate with instructors or professors outside of class; Spend the right amount of time to earn good grades; and Use the Gleeson library.*⁶

- Nearly all participants in 2018, 2019, and 2020 indicated that they always or often attend class and turn in required homework assignments.

⁶ *Spend the right amount of time to earn good grades* was removed in 2020. To provide more clarity, *Communicate with your instructors or professors outside of class* was changed in 2020 to *Attend instructor office hours*. *Use the Gleeson library* was added in 2020.

The figure below details the percentage of participants who responded that they **Always** or **Often** engage in each academic behavior.



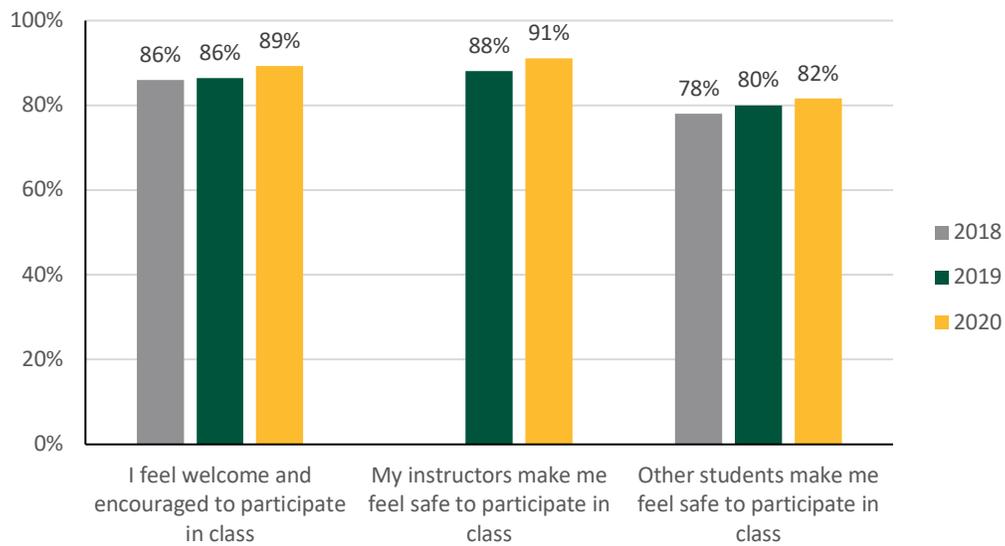
FEELING SAFE AND WELCOME IN CLASS

Participants indicated the extent to which they agreed or disagreed with the following statements: *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*.⁷

- The percentage of participants who agreed or strongly agreed with each statement has increased by 2-3% each year.

⁷ *My instructors make me feel safe to participate in class* was added in 2019.

The figure below details the percentage of participants in 2018, 2019, and 2020 who **Agreed** or **Strongly Agreed** with each statement.



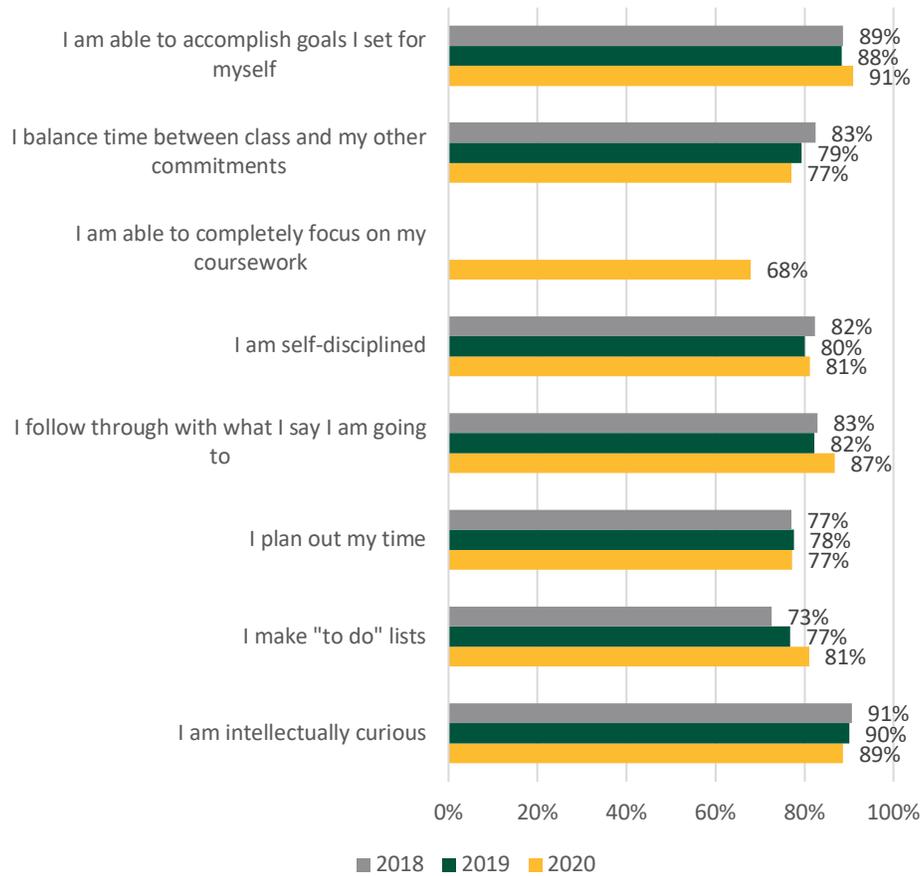
Self-management Skills

Participants indicated how much they agreed or disagreed with the following statements: *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.*⁸

- In all three years, the majority of participants agreed or strongly agreed with all statements. In 2020, the percentage of participants who agreed or strongly agreed with *I follow through with what I say I'm going to do* increased by 5%, this was the greatest increase in all three years.

⁸ *I am able to completely focus on my coursework* was added in 2020.

The figure below details the percentage of participants who **Agreed** or **Strongly Agreed** with each statement in 2018, 2019, and 2020.



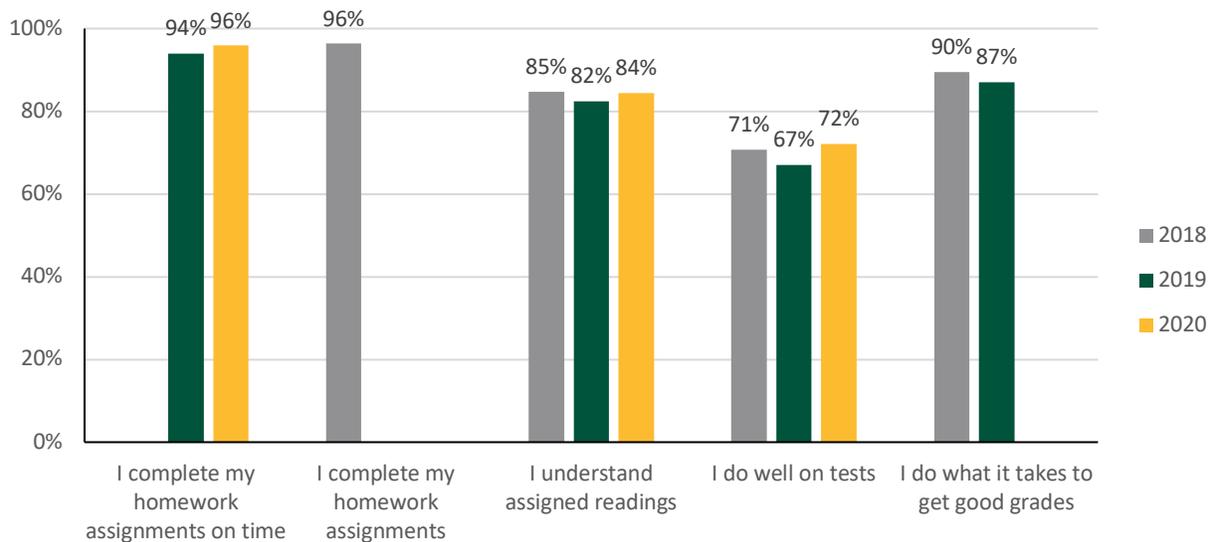
Academic Self-efficacy

Participants indicated how much they agreed or disagreed with the following statements: *I complete my homework assignments on time*; *I understand assigned readings*; and *I do well on tests*.⁹

- In 2020, the percentage of participants who agreed or strongly agreed that they do well on tests increased by 5% from 2019. This was the greatest increase in all three years.

⁹ *I do what it takes to get good grades* was removed in 2020.

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



CONFIDENCE OF SUCCESS

Participants indicated how much they agreed or disagreed with the following statement: *Overall, I'm confident I will succeed this semester.*

- In 2018 (87%), 2019 (86%), and 2020 (86%), the majority of participants agreed or strongly agreed that they felt confident they would succeed in their first semester.

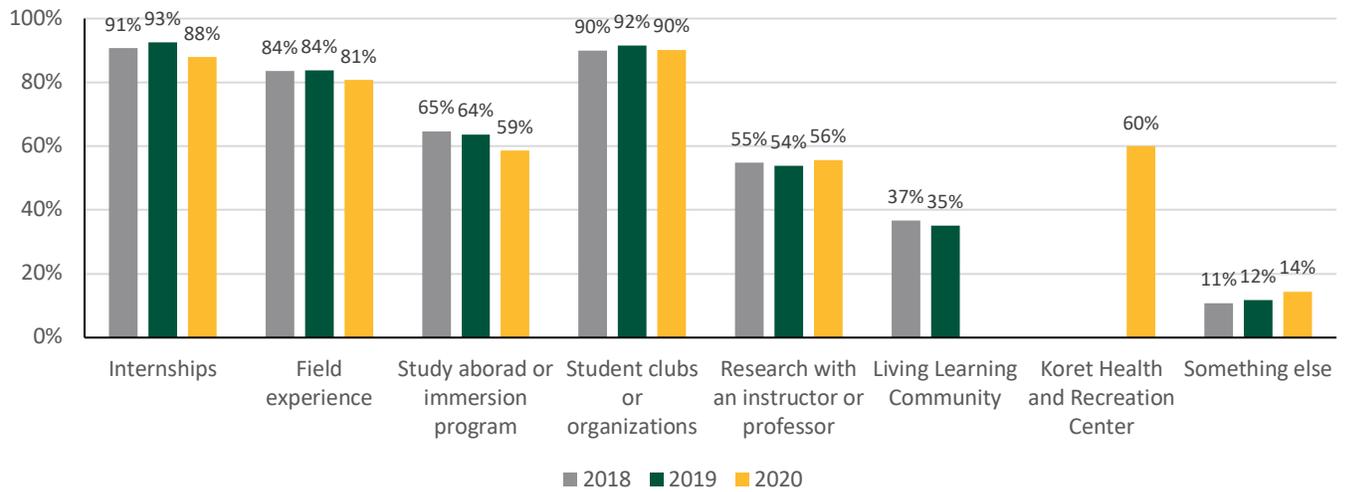
High-impact Practices

Participants reported whether or not they plan to participate in any of the following activities (online or in-person) during their time at USF: *Internships; Field experience; Study abroad or immersion program; Student clubs or organizations; Research with an instructor or professor; Living Learning Community; Koret Health and Recreation Center; and Something else.*¹⁰

- The percentage of participants who planned to participate in each activity generally only changed +/- 2-3% each year, though in 2020, Internships and Study Abroad or Immersion Program both decreased 5% from 2019.

¹⁰ Due to the onset of the COVID-19 pandemic in 2020, and the move to remote instruction, the question was slightly rephrased to indicate activities could be online or in-person and *Living-learning community* was removed. *Koret Health and Recreation Center* was added in 2020.

The figure below details the percentage of participants who reported that they plan to participate in each activity in 2018, 2019, and 2020.



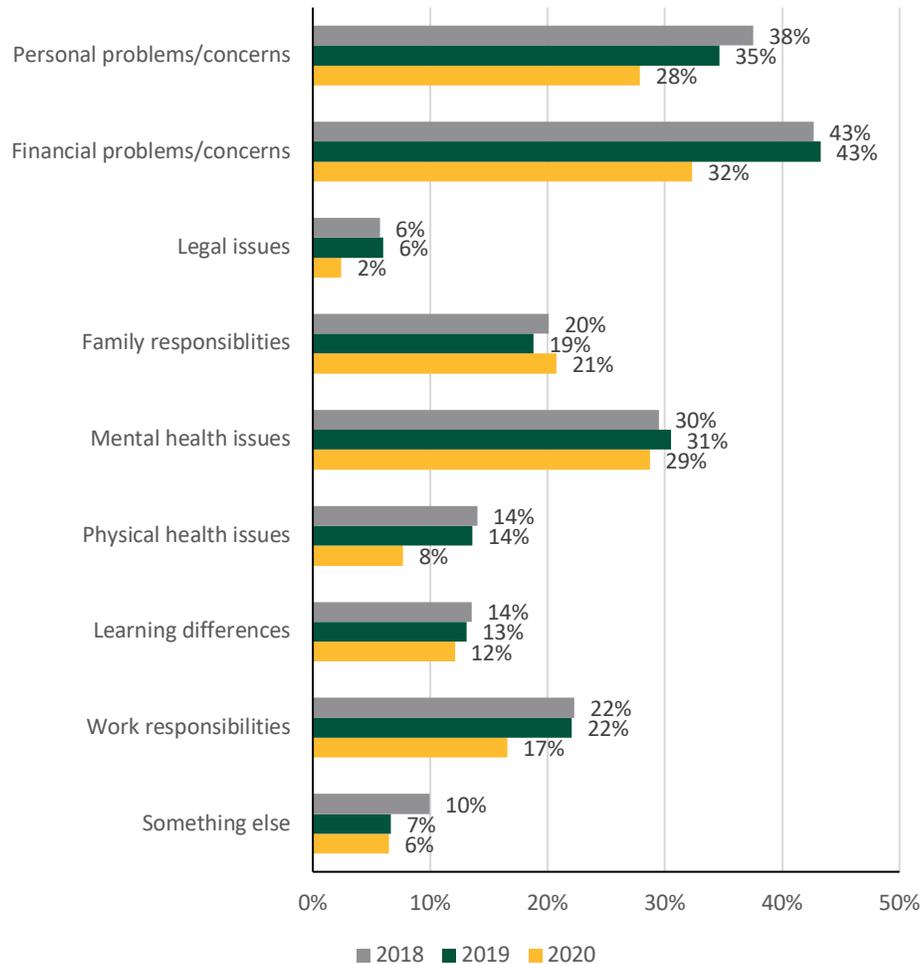
Barriers to Success

Participants were asked how likely each of the following would be to interfere with their ability to succeed at USF: *Personal problems; Financial problems; Legal issues; Family responsibilities; Mental health issues; Physical health issues; Learning differences; Work responsibilities; and Something else.*¹¹

- In 2018, 2019 and 2020, the highest percentage of participants indicated that *Financial problems* were likely or very likely to interfere with their ability to succeed. However, the percentage of participants who selected financial problems decreased in 2020 by 11% from both 2018 and 2019.

¹¹ *Personal problems and Financial problems* were changed in 2020 to *Personal concerns and Financial concerns*.

The figure below details the percentage of participants who selected each response option in 2018, 2019, and 2020.



Homesickness

In 2018, participants were asked if feeling homesick interfered with their ability to succeed at USF. This was changed slightly in 2019 to *Has feeling homesick negatively affected your ability to succeed at USF*.¹²

- The majority of participants in both 2018 (85%) and 2019 (87%) indicated that that feeling homesick had not interfered or negatively affected their ability to succeed at USF .

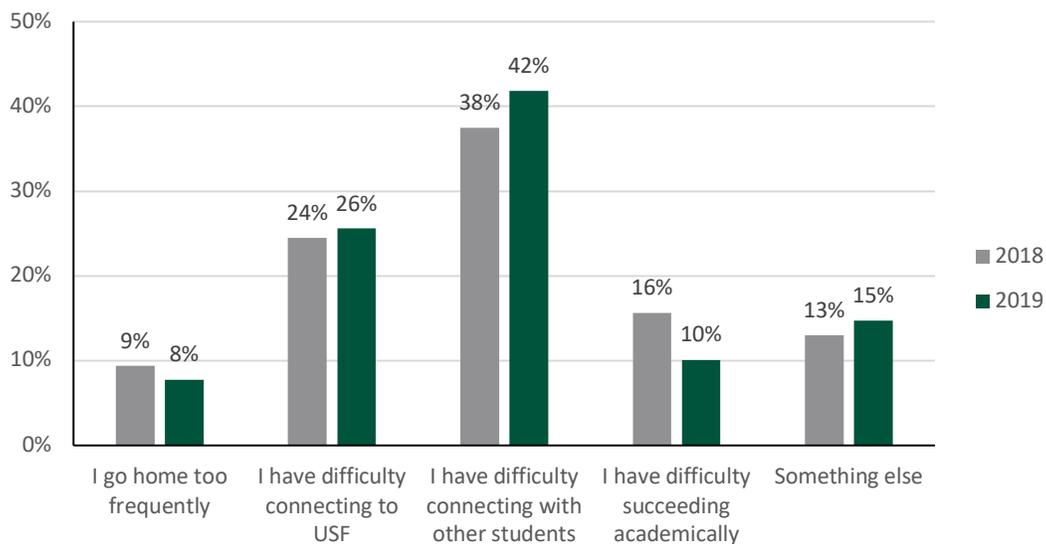
Participants who indicated that feeling homesick interfered or negatively affected their ability to succeed at USF were asked to further indicate in what way it most interfered or negatively affected their ability to succeed from the following response options: *I go home too frequently; I have difficulty connecting to*

¹² This question was removed in 2020 due to the COVID-19 pandemic and move to remote learning.

USF; I have difficulty connecting with other students; I have difficulty succeeding academically; or Something else.

- In both 2018 and 2019, the highest percentage of participants indicated that feeling homesick most interfered or negatively affected their ability to connect with other students. This increased in 2019 by 4%.
- The greatest decrease from 2018 to 2019 was the percentage of participants who indicated that homesickness has interfered with or negatively affected their ability to succeed academically, which decreased by 6%.

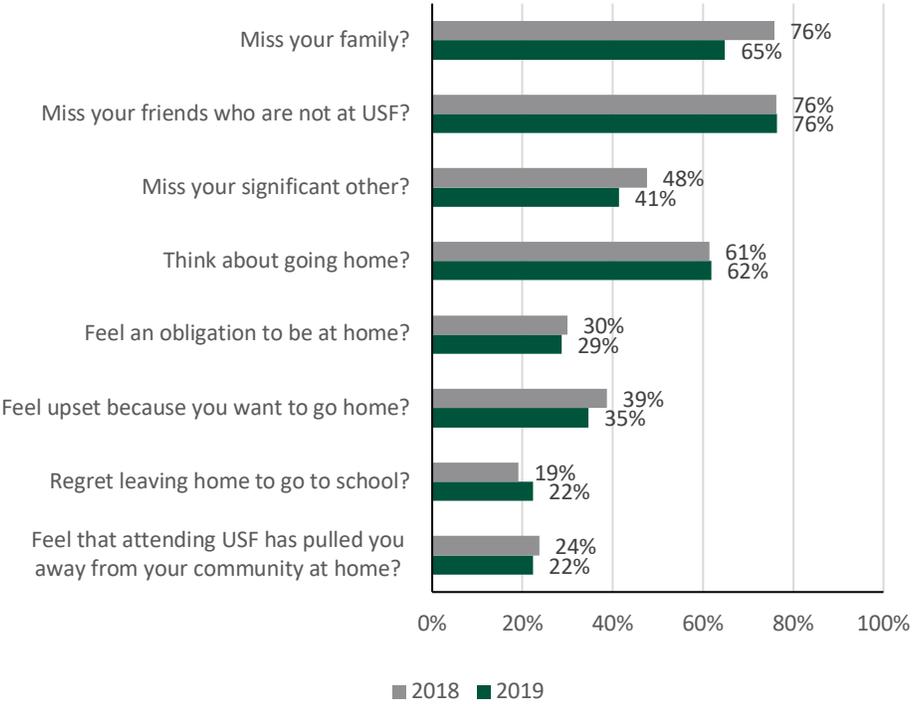
The below figure indicates the percentage of participants who selected each response option in 2018 and 2019.



Participants who responded that feeling homesick has interfered or negatively affected their ability to succeed at USF were then asked 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 go 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.*

- The greatest change from 2018 to 2019 was the percentage of participants who indicated they miss their family, which decreased by 11%.

The figure below details the percentage of participants who responded a lot or a great deal to the above questions.



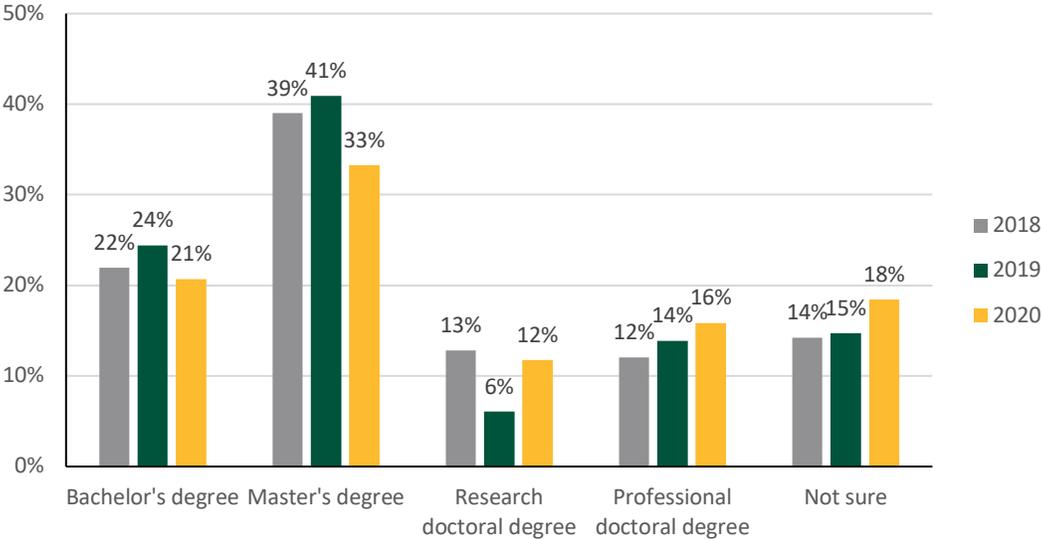
Goals and Aspirations

EDUCATIONAL PLANS

Participants reported the highest level of education they aspired to achieve using the following response options: *Bachelor’s degree (e.g., BS, BA)*; *Master’s degree (e.g., MS, MA)*; *Research doctoral degree (e.g., PhD)*; *Professional doctoral degree (e.g., MD, DDS)*; or *Not sure*.

- The greatest increase from previous years was the percentage of participants who indicated they plan to achieve a research doctoral degree, which increased in 2020 by 6% from 2019.
- The greatest decrease from previous years was the percentage of participants who indicated that they plan to obtain a master’s degree, which decreased in 2020 by 8% from 2019.

The figure below indicates the percentage of participants in 2018, 2019, and 2020 who selected each response option.



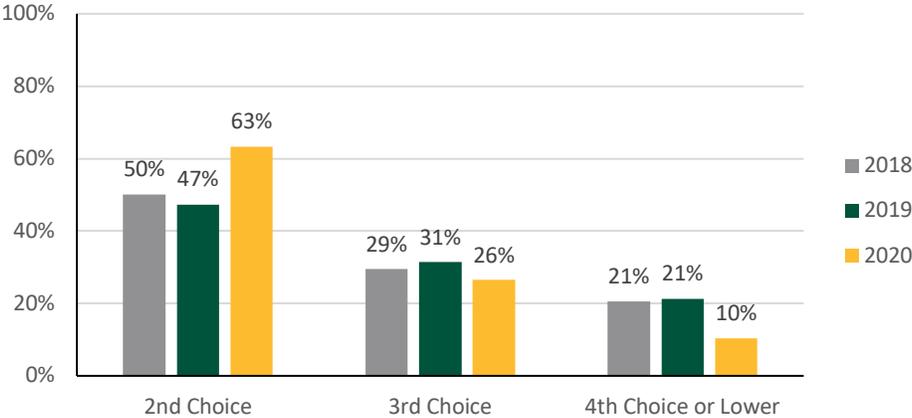
WAS USF FIRST CHOICE

Participants were asked if USF was their first choice. The percentage of participants who indicated that USF was their first choice was 43% in 2018, 46% in 2019 and 57% in 2020.

Participants who responded that USF was not their first choice were asked whether or not USF was their 2nd choice, 3rd choice, or 4th choice or lower.

- The greatest change from previous years was the percentage of participants who indicated that USF was their 2nd choice, which increased in 2020 by 16% from 2019.

The figure below indicates the percentage of participants who selected each response option in 2018, 2019 and 2020.

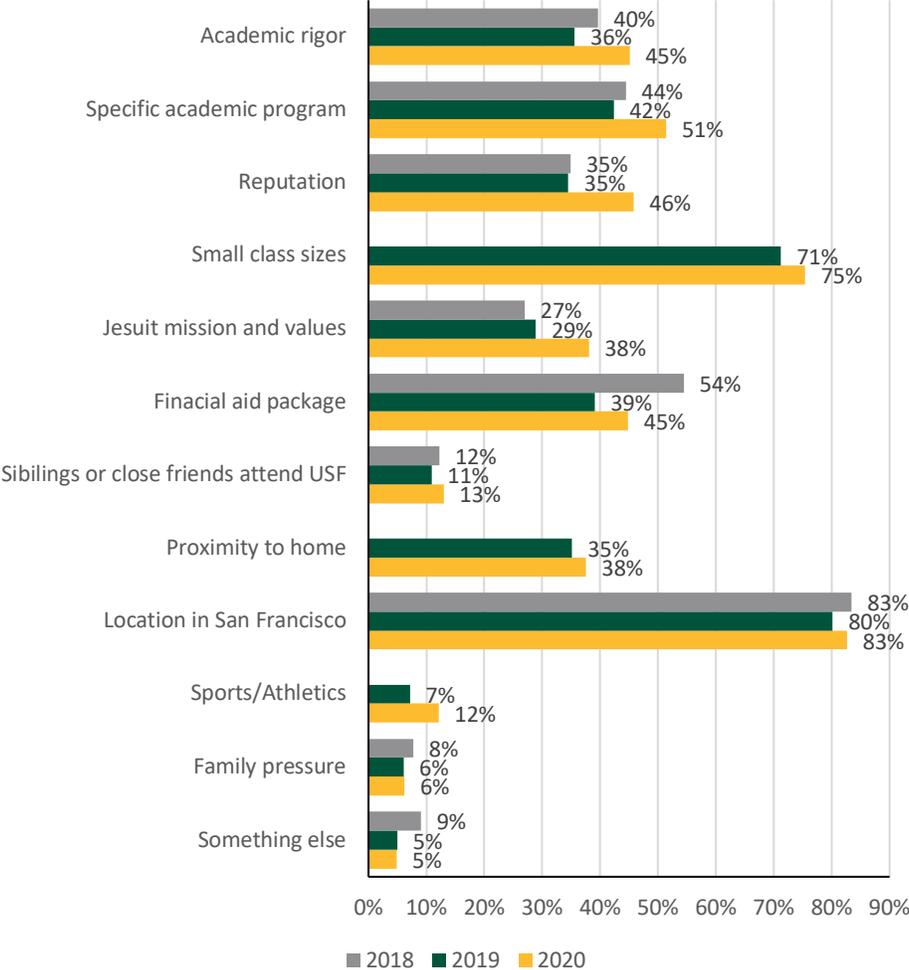


REASONS FOR CHOOSING USF

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/Athletic; Family pressure; and Something else.*¹³ Participants could select all that apply.

- Generally, there have been only slight differences in percentage of participants who have selected each response option from year to year. However, in 2019 the percentage of participants who indicated they chose USF because of the financial aid package decreased by 15% from 2018.

The figure below indicates the percentage of participants who selected each response option in 2018, 2019, and 2020.



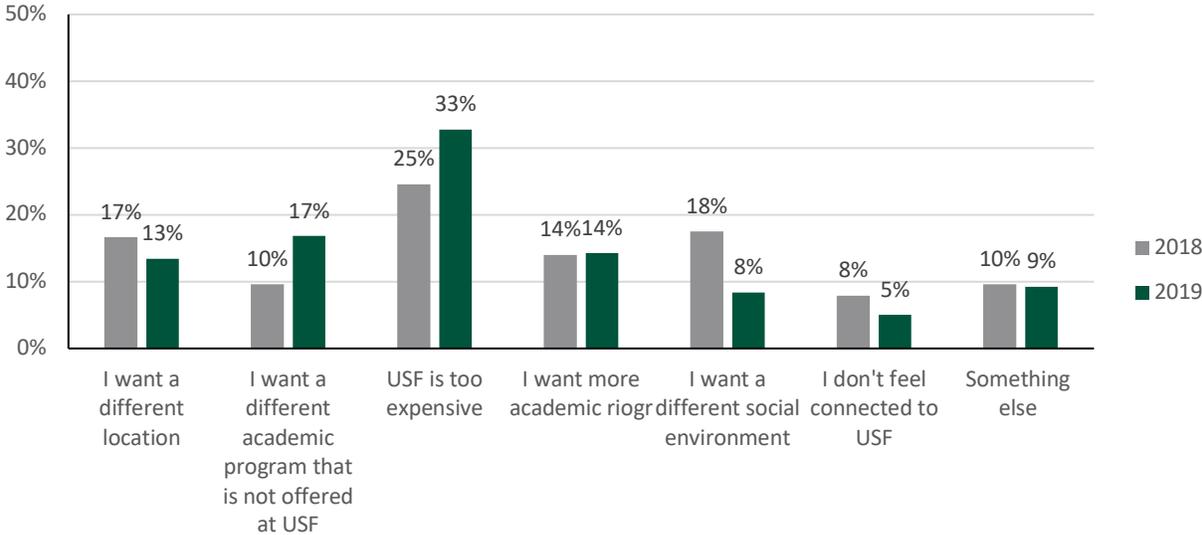
¹³ Small class sizes, proximity to home, and sports/athletics were added in 2019.

INTENT TO TRANSFER OR STOP ATTENDING

In 2018 and 2019, participants were asked if they intended to transfer to another college or university when they enrolled at USF. Those who indicated they did intend to transfer were then asked what would be the most likely reason that they would transfer from 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; and Something else.*

- The majority of participants in 2018 (91%) and 2019 (88%) indicated they did not intend to transfer when they enrolled at USF.
- Of those who said they did intend to transfer, the greatest increase was the percentage of participants who indicated that the mostly like reason they would transfer is because USF is too expensive, which increased by 8% in 2019 from 2018.

The figure below details the percentage of participants who selected each response option in 2018 and 2019.



In 2020, the question was changed to *Do you intend to transfer or otherwise stop attending USF* and thus cannot be directly compared to previous years. However, 78% of participants indicated that they did not intend to transfer or otherwise stop attending USF. Of those who responded *Yes* or *Maybe* to this question, the highest percentage (56%) indicated that the most likely reason they would transfer or otherwise stop attending USF is because USF is too expensive.

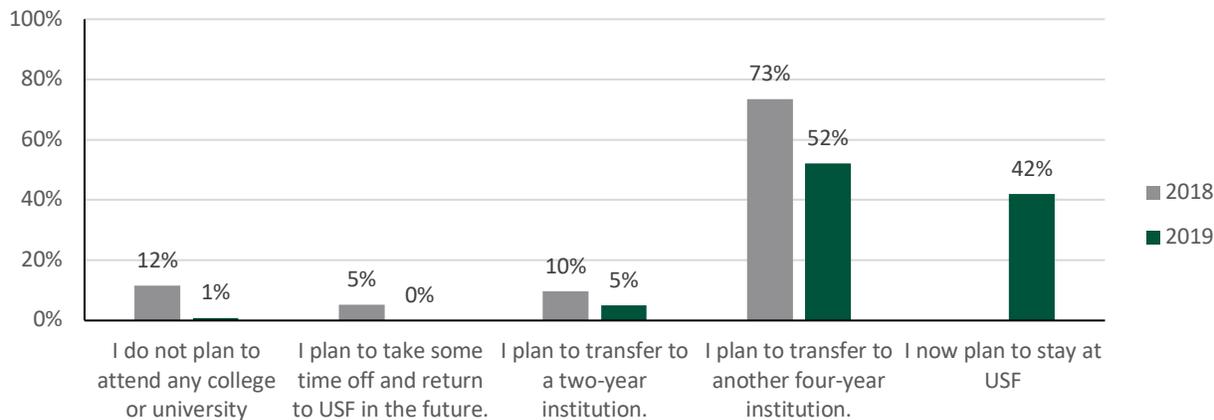
FUTURE PLANS

In 2018 and 2019, participants who indicated that they intended to transfer to another college or university when they enrolled at USF were asked what best describes their future plans 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 now plan to stay at USF; I plan to transfer to a two-year institution; and I plan to transfer to another four-year institution.¹⁴

- The highest percentage of participants in both years indicated that they plan to transfer to a four-year university, though this decreased by 21% in 2019.

The figure below details the percentage of participants who selected each response option in 2018 and 2019.



Major Goals and Aspirations

MAJOR/FIELD OF STUDY PLANS

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

- Generally, there have been only slight differences in percentage of participants who have selected each response option from year to year.
- In 2018 (72%), 2019 (75%), and 2020 (77%) the majority of participants indicated that they have selected a major.

Those who indicated they have selected a major were asked how satisfied they were with their major.

- The highest percentage of participants in 2018 (77%), 2019 (78%) and 2020 (86%) indicated that they were satisfied or very satisfied with their major.

Those participants who indicated they had selected a major were then asked why they chose their major using the following response options: *I am personally interested in this major*; *I am professionally*

¹⁴ *I now plan to stay at USF* was added in 2019. In 2020, there were no responses to this question due to a branching error in the survey.

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.¹⁵ Participants could select all that apply.

- Participant responses to this question have generally only changed +/- 1-3% each year, though, in 2019 the percentage of participants who selected their major because it offered job or financial prospects decreased by 5% from 2018.
- The highest percentage in 2018 (88%), 2019 (87%) and 2020 (88%) selected their major because they are personally interested in the major.

Participants who indicated they had not selected a major were asked if they would like help exploring their major options. The percentage of those who indicated they would like help was 77% in 2019 and 74% in 2020.

CASA

Participants were asked if they knew they had been assigned a CASA Academic Success Coach¹⁶. Those who responded “yes” to this question were then asked if they had any personal interaction with their CASA Academic Success Coach.

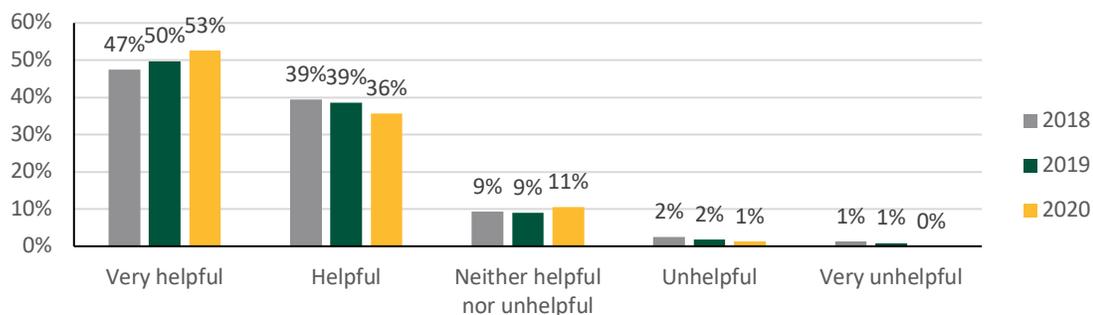
- In 2018 (80%), 2019 (89%) and 2020 (78%) the majority of participants indicated they knew they had a CASA Academic Success Coach.

The percentage of participants who indicated they had a personal interaction with their CASA Academic Success Coach was 44% in 2018 and 2019, and 49% in 2020.

Those participants who responded that they had a personal interaction with their CASA Academic Success Coach were asked to rate the helpfulness of their experience.

- The percentage of participants who indicated that their CASA Academic Success Coach was Very Helpful has increased by 3% each year.

The figure below details the percentage of participants who selected each response option in 2018, 2019, and 2020.



¹⁵ In 2020, *My original choice of major was impacted by COVID-19* was added.

¹⁶ In 2018, this was worded as *CASA Success Coach*.

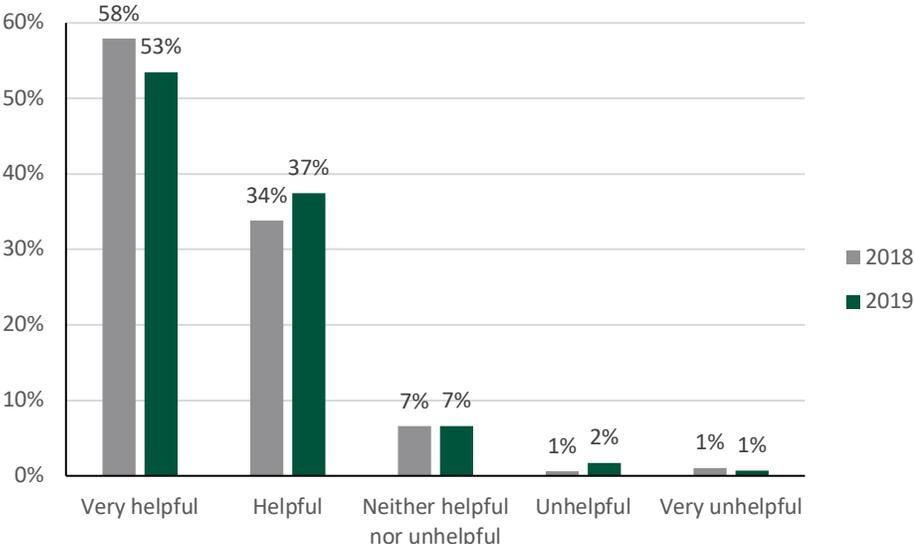
Beginning in 2019, participants who did not know they had been assigned a CASA Academic Success Coach Success Coach were asked if they would like assistance connecting with their CASA coach. In 2020, the question was changed slightly to include those who indicated they had not had any personal interaction with their CASA Academic Success Coach. The percentage of participants who indicated they would like assistance was 79% in 2019 and 57% in 2020.

SHaRE

Participants in 2018 and 2019 were asked if they knew they had a Resident Advisor (RA) assigned to their floor. Those who responded “yes” to this question were then asked if they had any personal interaction with their RA. The percentage of participants who indicated they knew they had an RA assigned to their floor was 94% in 2018 and 90% in 2019.¹⁷

Those who indicated they had a personal interaction with their RA were asked to rate the helpfulness of their experience.

The figure below details the percentage of participants who selected each response option in 2018 and 2019.



¹⁷ All questions related to SHaRE were removed in 2020 due to the COVID-19 pandemic and move to remote learning.