



UNIVERSITY OF  
SAN FRANCISCO

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Office of Assessment  
and Accreditation Support

# NEW STUDENT SUCCESS SURVEY REPORT 2019

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## GENERAL INFORMATION ABOUT THE SURVEY

**Purpose:** The purpose of the New Student Success Survey is to gather information about academic behaviors, institutional commitment, and barriers to success for new first year and transfer students. This information 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 second year in which this survey instrument has been used, though minor changes were made to the survey. Additional questions specific to transfer students were added, and some previous demographics questions were omitted. A comparison to 2018 data is included in this report.

**Originators:** Center for Academic Success and Achievement

Data Collection					
Sample	1613 first-time, first-year and transfer students enrolled as of fall census 2019				
Instrument	Qualtrics				
Period	September 9, 2019 – September 29, 2019				
Response Rate					
	Total	First Year	Transfer	International	Off-Campus
Contacted	1613	1293	320	236	391
Responded	1018	875	143	120	169
<b>Response Rate</b>	<b>63%</b>	68%	45%	51%	43%

## KEY FINDINGS

### **Institutional Commitment**

In general, institutional commitment is high. Eighty-one percent (81%) of participants agreed or strongly agreed that USF is the right school for them. Despite that commitment, only 63% of participants agreed or strongly agreed that they would choose USF if they had it to do all over again.

### **Attitudes towards USF**

Participant attitudes towards USF were favorable, but only 60% agreed or strongly agreed that USF is an academically rigorous institution. A majority (72%) of participants felt like they belonged.

### **Connectedness**

Overall, participants reported feeling connected to USF, with participants reporting the strongest connection to the city of San Francisco. However, only 62% of participants felt a part of campus life.

### **Academic Behaviors**

The majority of participants reported behaviors identified as leading to academic success, and 85% felt confident they would succeed this semester. Only about half of the participants reported that they always or often ask questions in class (53%) or communicate with their professors outside of class (49%).

### **Barriers to Success**

Financial problems, personal problems and mental health issues were the most likely reasons participants gave as barriers to their success at USF, with 43% of participants selecting financial problems, 34% selecting personal problems, and 30% selecting mental health.

### **Homesickness**

Thirteen percent (13%) of participants reported that feeling homesick has negatively affected their ability to succeed at USF. Of those who reported being homesick, the highest proportion of participants (41%) indicated that homesickness has caused them difficulty in connecting with other students.

### **Intentions to Transfer**

Of the 12% of participants who stated that they intended to transfer to another college or university when they enrolled at USF, 42% now intend to stay at USF, while 52% plan to transfer to another four-year university. The most common reason given for intending to transfer is that USF is too expensive, with 33% of those who initially intended to transfer selecting this response. Thirteen percent of those who said they plan to transfer to another 4-year institution plan to transfer to USC.

## DEMOGRAPHICS

Participants were asked to identify as transfer students, international students and/or students living off-campus.

- **14%** (143 participants) identified as **transfer students**
- **13%** (135 participants) identified as **international students**
- **18%** (186 participants) identified as **living off-campus**

### Intent to work

Participants were asked if they intend to work while attending USF (0 = No, 1 = Yes).

- **82%** of participants indicated they **intend to work while attending USF**, compared to 79% in 2018.

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 (**51%**) indicated they intend to work **11-20 hours per week** while attending USF, compared to 53% in 2018.

### Class enrollment

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/field of study.*

- **18%** of participants indicated they were currently enrolled in **USF 101**. This is down from 20% in 2018.
- **31%** of participants indicated they were currently enrolled in a **first-year seminar**. This is down from 32% in 2018.
- **3%** of participants indicated they were currently enrolled in a **transfer year seminar**. This is down from 4% in 2018.
- **85%** of participants indicated they were currently enrolled in a **class in their major or field of study**. This is unchanged from 2018.

### Financial aid

Participants were asked if they receive financial aid. This question was new this year.

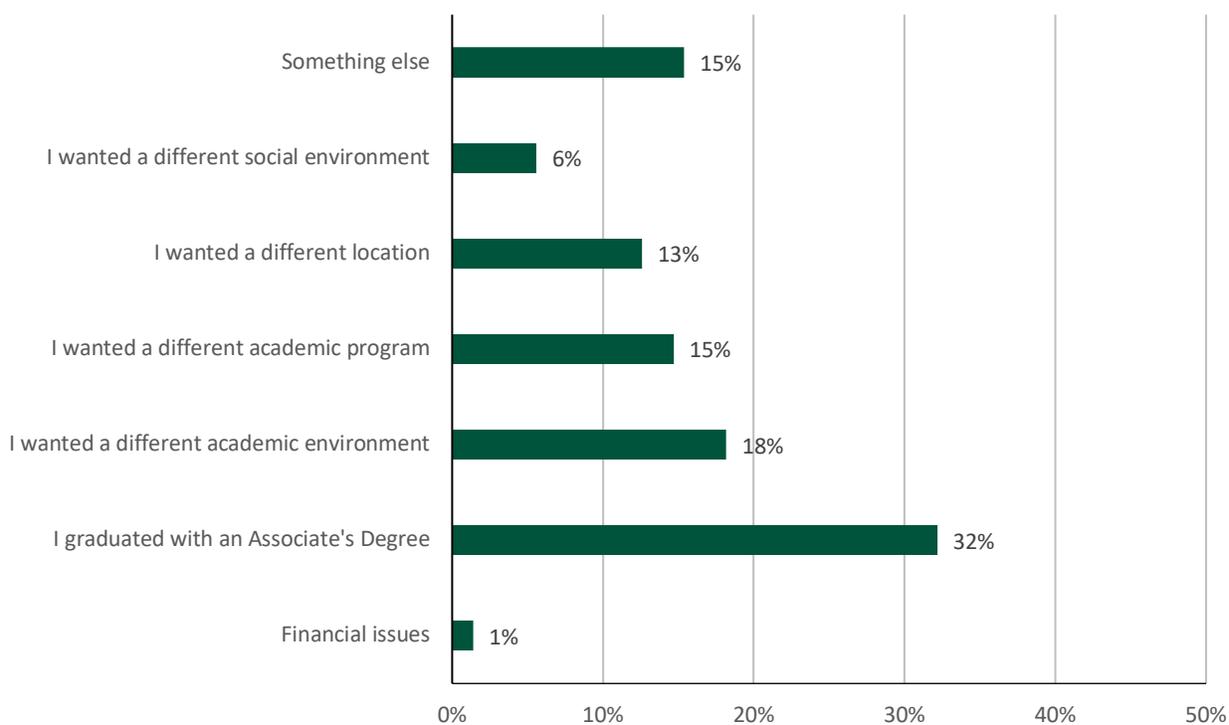
- **75%** of participants indicated that they **receive financial aid**.
- Of those who receive aid, **50%** were either **satisfied** or **very satisfied** with the aid they receive.

### Transfer students

Participants who indicated they were transfer students were asked to identify how many other institutions they attended before USF (1, 2, 3, 4 or more); what type of institution they attended before USF (2-year college or 4-year college/university); and the primary reason why they left their most recent institution (I graduated with an Associate's Degree; I wanted a different location; I wanted a different academic environment; I wanted a different social environment; Financial issues; and Something else).

- **63%** of participants reported attending **one previous institution**. This is down from 66% in 2018.
- **52%** of participants reported attending a **2-year college**, compared to 58% in 2018. While **48%** reported attending a **4-year college or university** prior to attending USF compared to 42% in 2018.
- The highest proportion of participants (**32%**) indicated that they left their most recent institution because **they graduated with an Associate's degree**. This response choice was not available in the 2018 survey.

The figure below details the percentage of participants who reported the following as the primary reasons they left their most recent institution.



Participants identifying as transfer students were asked if they have a degree completion plan. This question was not asked in the 2018 survey.

- **64%** of participants identifying as transfer students indicated they **have a degree completion plan**.
- Of the **36%** of participants identifying as transfer students who indicated they **do not have a degree completion plan**, **96% would like help developing a degree plan**.

Participants identifying as transfer students were asked if they have a plan to pay for tuition for the rest of their time at USF (0 = *No*, 1 = *Yes*). This question was not asked in the 2018 survey.

- **82%** of participants identifying as transfer students indicated they **have a plan to pay for tuition** for the rest of their time at USF.
- Of the **18%** who indicated they **do not have a plan to pay for tuition** for the rest of their time at USF, **77% would like help developing a plan**.

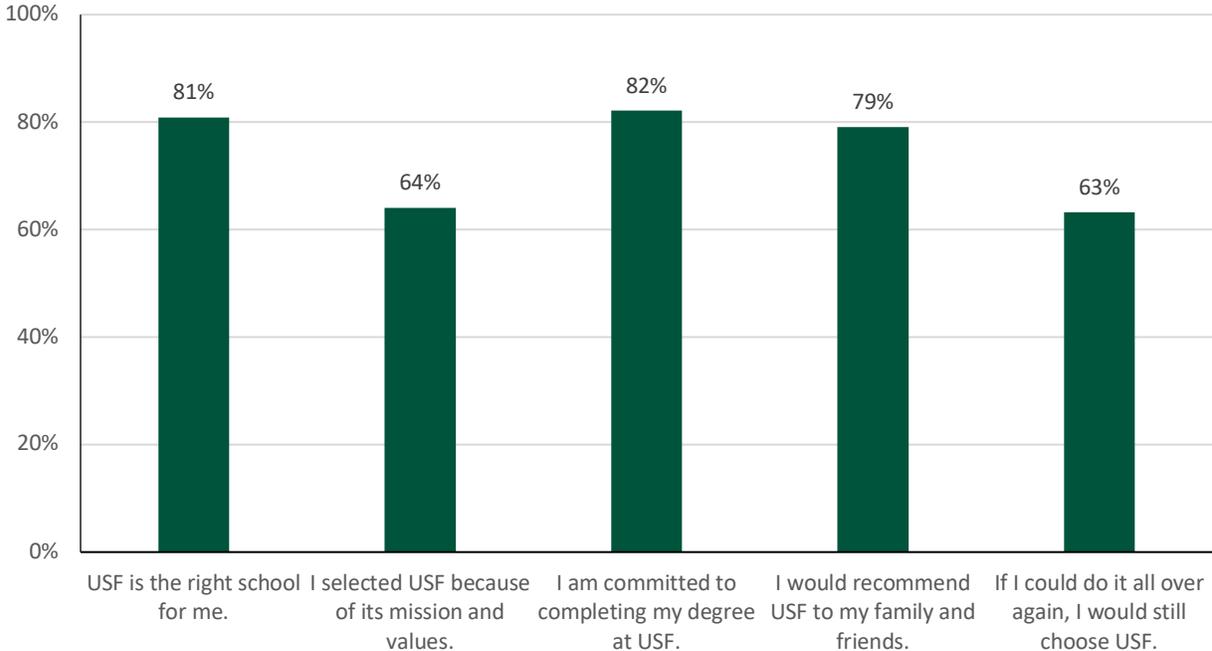
Participants identifying as transfer students were asked if they had difficulty transferring units from their previous institution to USF (0 = *No*, 1 = *Yes*). This question was not asked in the 2018 survey.

- **50%** of participants identifying as transfer students indicated they had **difficulty transferring in units to USF**.
- Of those, **68%** indicated that they **would like help transferring in units** from their previous institution.

### INSTITUTIONAL COMMITMENT

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 the right school for me; I selected USF because of its missions and values; I am committed to completing my degree at USF; I would recommend USF to my family and friends; and If I could do it all over again I would still choose USF.*

The figure below details the percentage of participants who **agreed** or **strongly agreed** with the above statements.



Participant level of agreement with *I would recommend USF to my family and friends* decreased by 3% from 2018. The proportion of participants responding either agree or strongly agree to all other statements was either the same or increased by 1% from 2018. The statement *I selected USF because of its mission and values* was framed in 2018 as *I understand what USF’s mission and values mean* and therefore cannot be compared.

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

- USF is the right school for me = **4.04** (SD = .80)
- I selected USF because of its missions and values = **3.70** (SD = .97)
- I am committed to completing my degree at USF = **4.25** (SD = .90)
- I would recommend USF to my family and friends = **4.03** (SD = .80)
- If I could do it all over again I would still choose USF = **3.80** (SD = .96)

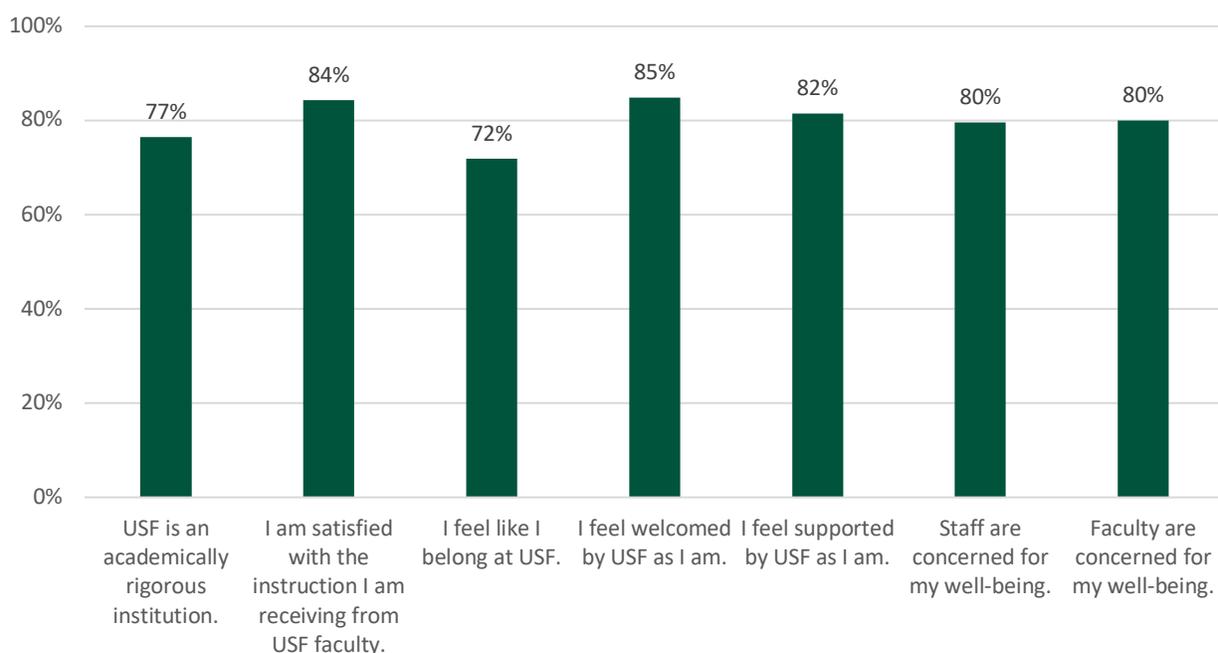
Participants were asked of their intent to return to USF next spring and next fall (0 = *No*, 1 = *Yes*).

- **98%** of participants indicated that they **intend to return to USF next spring**. This has not changed from 2018.
- **95%** of participants indicated that they **intend to return to USF next fall**. This decreased by 1% from 2018.

## 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 from USF faculty; I feel like I belong at USF; I feel welcomed by USF as I am; I feel supported by USF as I am; Staff are concerned for my well-being; and Faculty are concerned for my well-being.*

The figure below details the percentage of participants who **agreed** or **strongly agreed** with the above statements.



The proportion of participants who agreed or strongly agreed with *Staff are concerned for my well-being* and *Faculty are concerned for my well-being* both increased by 2% from 2018. The proportion of participants who agreed or strongly agreed with each of the remaining statements was either the same as 2018 or decreased by 1%.

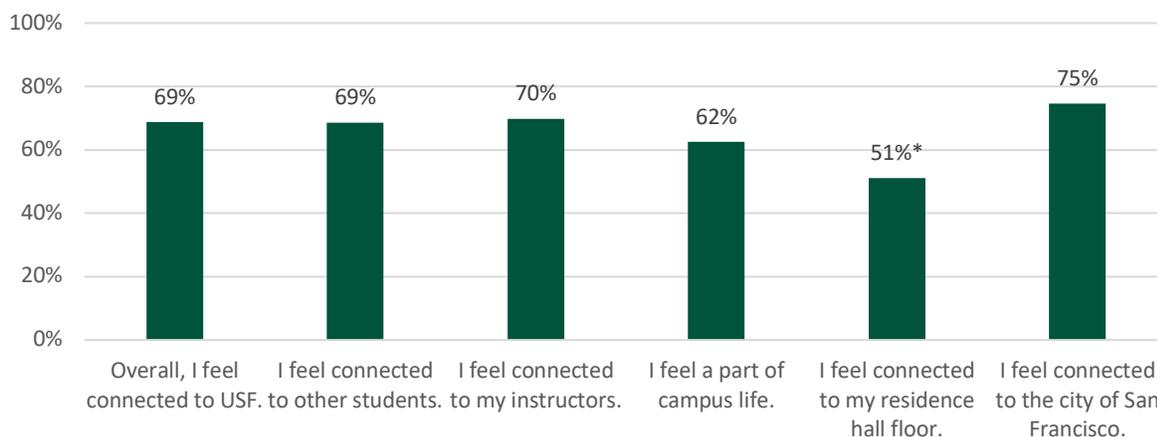
Participants' average level of agreement with these statements is as follows:

- USF is an academically rigorous institution = **3.88** (*SD* = .76)
- I am satisfied with the instruction I am receiving from USF faculty = **4.03** (*SD* = .73)
- I feel like I belong at USF = **3.89** (*SD* = .86)
- I feel welcomed by USF as I am = **4.13** (*SD* = .74)
- I feel supported by USF as I am = **4.03** (*SD* = .79)
- Staff are concerned for my well-being = **4.01** (*SD* = .79)
- Faculty are concerned for my well-being = **3.79** (*SD* = .79)

## CONNECTEDNESS

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*): *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*; *I feel connected to my residence hall floor*; and *I feel connected to the city of San Francisco*.<sup>1</sup>

The figure below details the percentage of participants who **agreed** or **strongly agreed** with the above statements.



The proportion of participants who agreed or strongly agreed with *Overall, I feel connected to USF* decreased 3% from 2018 and *I feel connected to the city of San Francisco* decreased 4% from 2018. The proportion of participants who agreed or strongly agreed with the remaining statements was either the same as 2018 or decreased by 1%. *I feel connected to my residence hall floor* is a new question and cannot be compared.

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

- Overall, I feel connected to USF = **3.79** (*SD* = .84)
- I feel connected to other students = **3.76** (*SD* = .89)
- I feel connected to my instructors = **3.77** (*SD* = .78)
- I feel a part of campus life = **3.63** (*SD* = .94)
- I feel connected to my residence hall floor = **3.45\*** (*SD* = 1.1)
- I feel connected to the city of San Francisco = **3.93** (*SD* = .88)

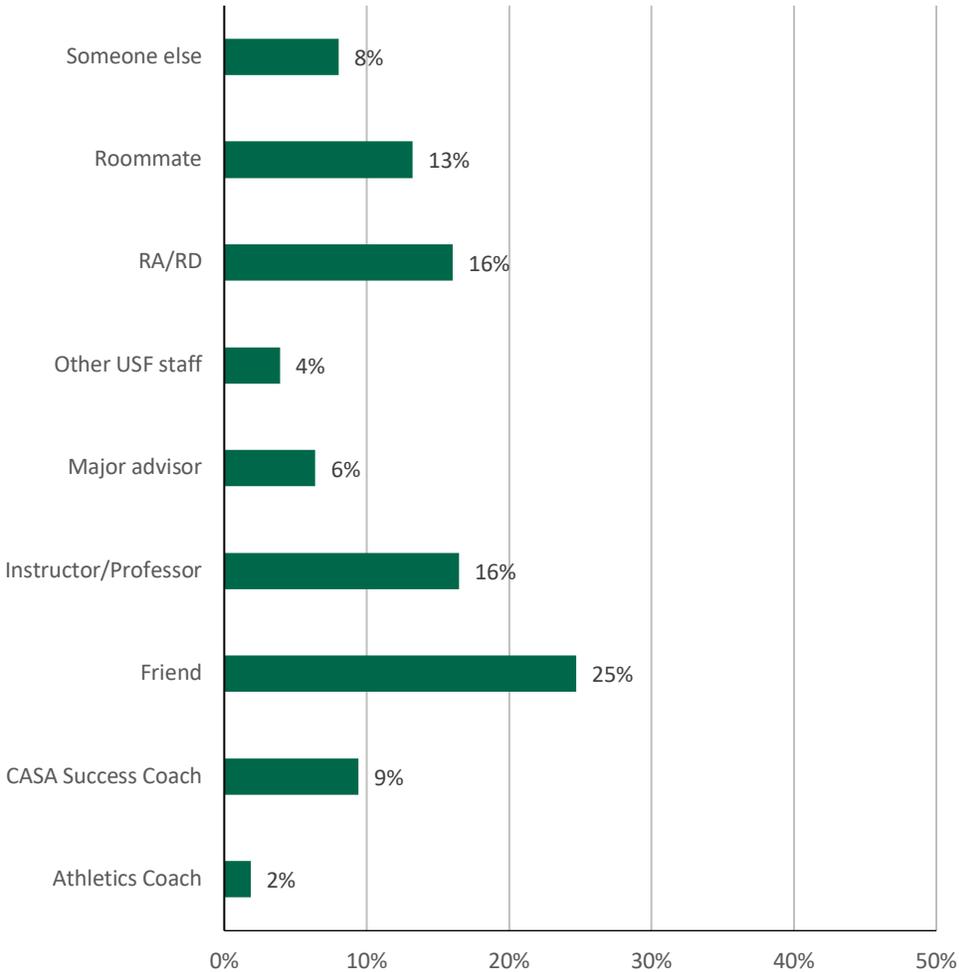
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<sup>1</sup>It should be noted that participants who self-reported as living off-campus responded to the question *I feel connected to my residence hall floor*, thereby possibly skewing the results. One-hundred eight-one (181) participants who indicated that they live off-campus responded to the question. Thirty-six (36) participants who indicated they live off-campus responded that they agree or strongly agree that they feel connected to their residence hall floor.

**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*; *Resident Advisor (RA) or Resident Director (RD)*; *Athletics Coach*; *Resident Minister*; *Other USF staff*; *Roommate*; *Friend*; and *Someone else*.

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

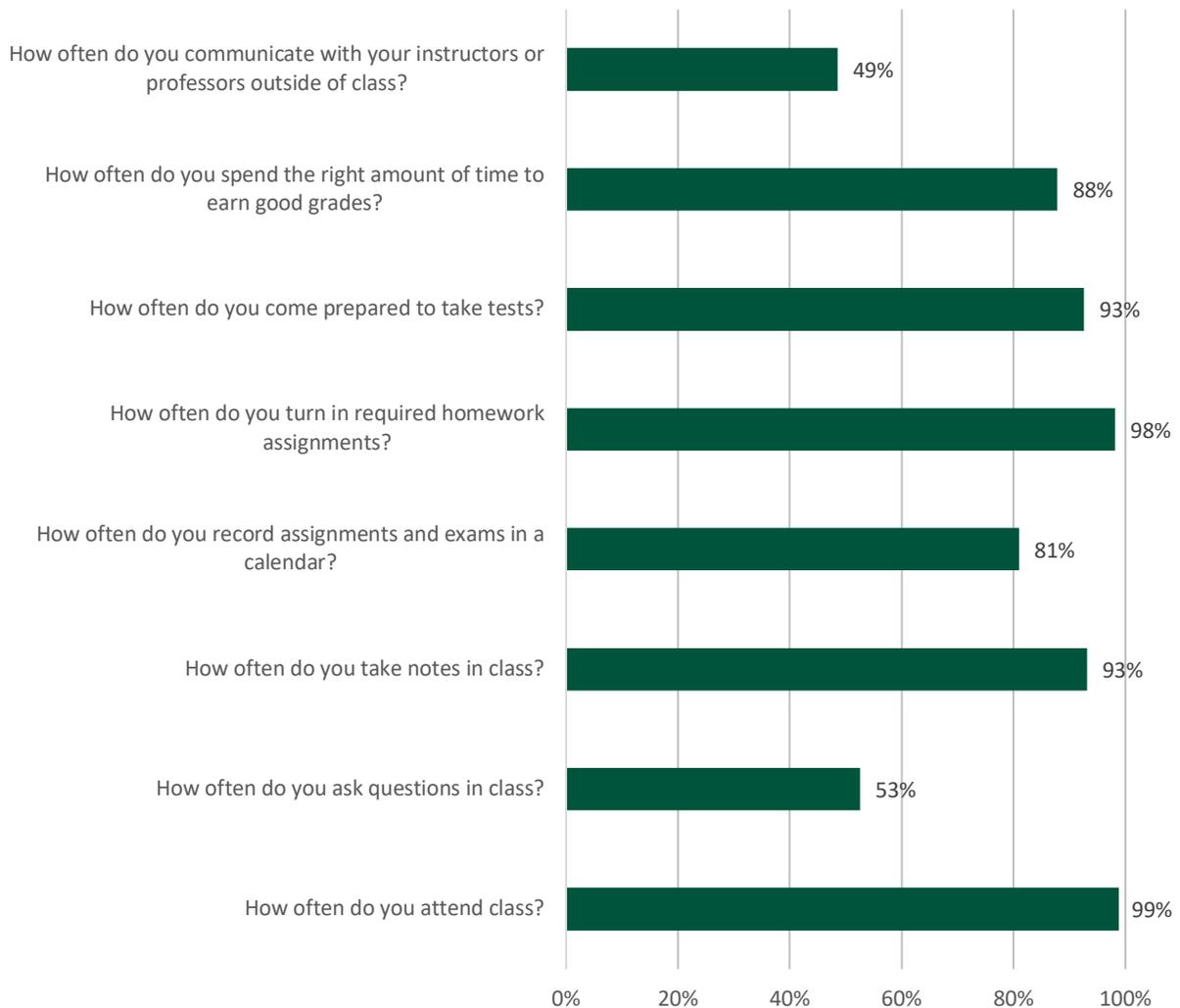


The proportion of participants responding that *RA/RD* and *CASA Success Coach* were the most helpful to them both decreased by 3%, and *Major advisor* and *Friend* both increased by 3%. Responses to all other response options were either the same or decreased by 1%. Athletics Coach was not a response option in 2018.

## 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 your instructors or professors outside of class.*

The figure below details the proportion of participants who responded that they **always** or **often** engage in the following academic behaviors.



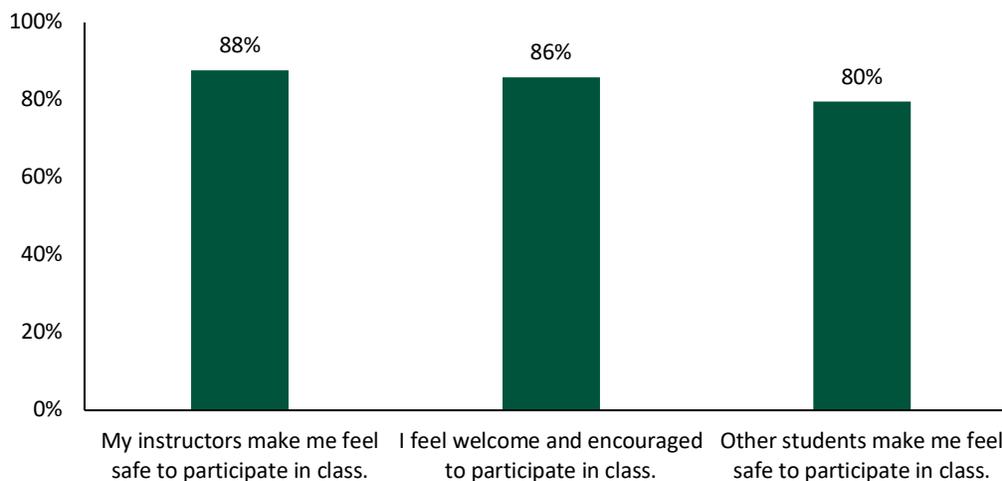
Participants who responded always or often to *How often do you record assignments and exams in a calendar* increased by 3% from 2018. Participants responding always or often to *How often do you communicate with instructors outside of class* decreased by 3%. Level of agreement with all other response options were either the same or decreased by 1% from 2018.

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

- Attend class = **4.89** (*SD* = .35)
- Ask questions in class = **3.59** (*SD* = 1.1)
- Take notes in class = **4.65** (*SD* = .60)
- Record assignments and exams in a calendar = **4.29** (*SD* = 1.0)
- Turn in required homework assignments = **4.85** (*SD* = .41)
- Come prepared to take tests = **4.53** (*SD* = .64)
- Spend the right amount of time to earn good grades = **4.35** (*SD* = .71)
- Communicate with your instructors or professors outside of class = **3.52** (*SD* = 1.1)

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

The figure below details the percentage of participants who **agreed** or **strongly agreed** with the above statements.



The percentage of participants who agreed or strongly agreed that they *feel welcome and encouraged to participate in class* did not change from 2018. The percentage of participants who agreed or strongly agreed that *other students make them feel safe to participate in class* increased by 2% from 2018. The statement: *My instructors make me feel safe to participate in class* was not included in the 2018.

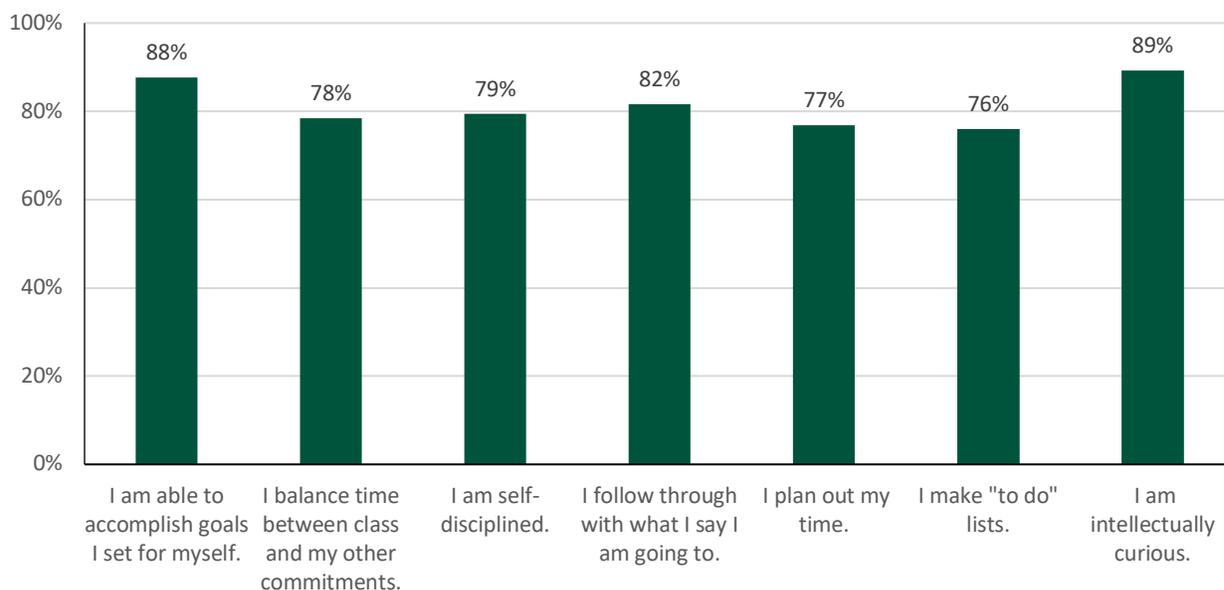
The participants' average level of agreement with these statements is as follows:

- I feel welcome and encouraged to participate in class = **4.13** (*SD* = .71)
- My instructors make me feel safe to participate in class = **4.21** (*SD* = .70)
- Other students make me feel safe to participate in class = **4.02** (*SD* = .73)

## 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 to between class and my other commitments; I am self-disciplined; I follow through with what I say I'm going to do; I plan out my time; I make "to-do" lists; and I am intellectually curious.*

The figure below details the percentage of participants who **agreed** or **strongly agreed** with the above statements.



The proportion of participants who agreed or strongly agreed decreased for the following statements from 2018: *I balance time between class and my other commitments* decreased by 5%; *I am self-disciplined* decreased by 3%; and *I am intellectually curious* decreased by 2%. Level of agreement with *I make "to do" lists* increased by 3% from 2018. Level of agreement with all other response options was either the same or decreased by 1% from 2018.

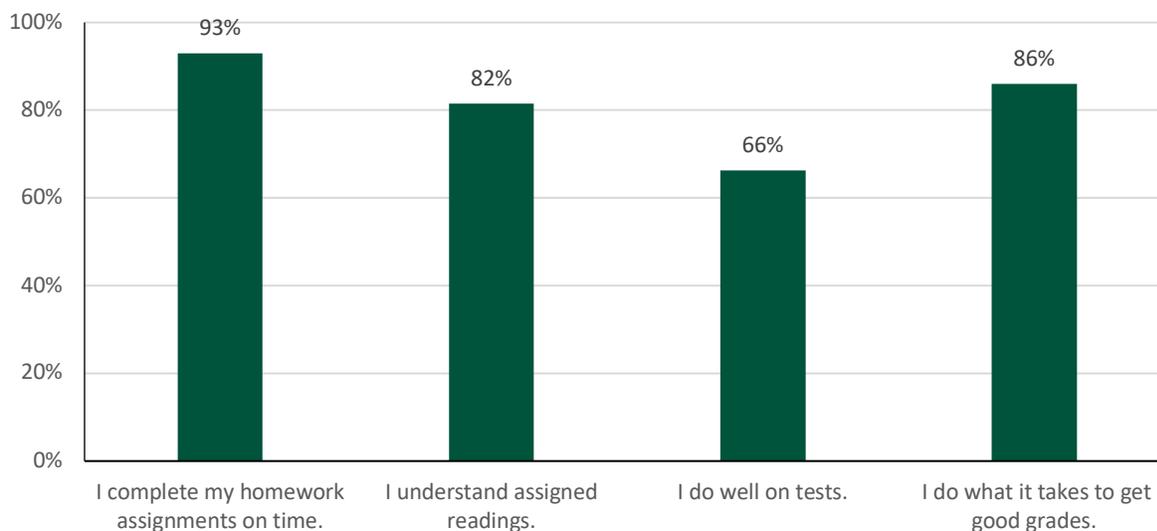
The participants' average level of agreement with these statements is as follows:

- I am able to accomplish goals I set for myself = **4.15** (*SD* = .67)
- I balance time between class and my other commitments = **3.95** (*SD* = .80)
- I am self-disciplined = **4.04** (*SD* = .84)
- I follow through with what I say I'm going to do = **4.08** (*SD* = .76)
- I plan out my time = **3.96** (*SD* = .85)
- I make "to-do" lists = **4.01** (*SD* = 1.0)
- I am intellectually curious = **4.31** (*SD* = .69)

## 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; I do well on tests; and I do what it takes to get good grades.*

The figure below details the percentage of participants who **agreed** or **strongly agreed** with the above statements.



The proportion of participants who agreed or strongly agreed with all statements decreased from 2018. *I complete my homework assignments on time* and *I understand assigned readings* both decreased by 3%; *I do what it takes to get good grades* decreased by 4%; and *I do well on tests* decreased by 5%.

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

- I complete my homework assignments on time = **4.47** (*SD* = .37)
- I understand assigned readings = **4.08** (*SD* = .76)
- I do well on tests = **3.82** (*SD* = .77)
- I do what it takes to get good grades = **4.21** (*SD* = .71)

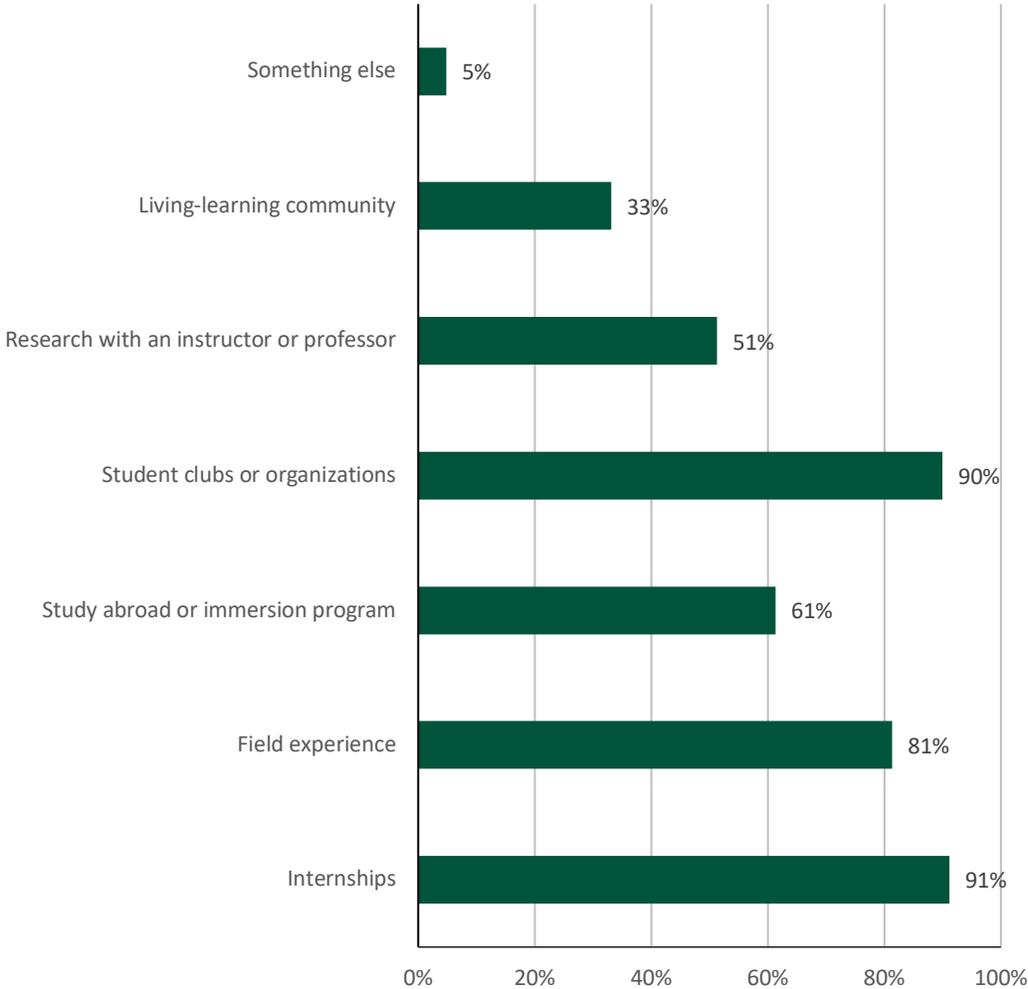
Participants indicated how much they agreed or disagreed with the following statement on a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *Overall, I'm confident I will succeed this semester.*

- **85%** of participants indicated they **agreed** or **strongly agreed** that they would **succeed this semester**, this is down from 87% in 2018.
- Participants, on average, indicated they **agreed** that they would **succeed this semester** (*M* = 4.09, *SD* = .67)

**HIGH-IMPACT PRACTICES**

Participants reported whether or not they plan to participate in any of the following activities during their time at USF (0 = No, 1 = Yes): *Internships; Field experience; Study abroad or immersion program; Student clubs or organizations; Research with an instructor or professor; Living-learning community; and Something else.*

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

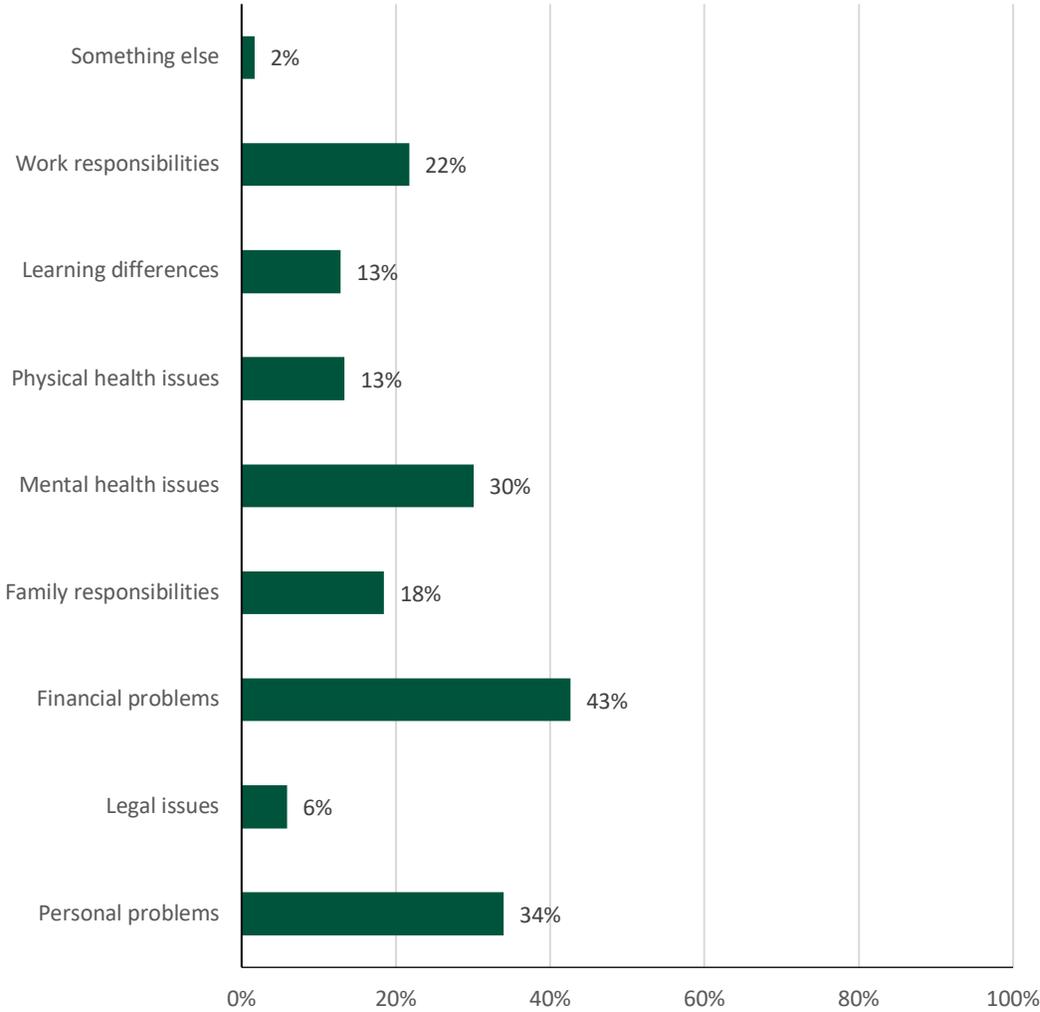


The proportion of participant responses to *Something else* decreased by 6% from 2018. Responses to *Living-learning community, Research with an instructor or professor, Study abroad or immersion program*, all decreased by 4% from 2018, and *Field experiences* decreased by 3%. The proportion of participant responses to all other response options remained the same as 2018.

**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 Unlikely*, 5 = *Very Likely*): *Work responsibilities*; *Learning differences*; *Physical health issues*; *Mental health issues*; *Family responsibilities*; *Financial problems*; *Legal issues*; *Personal problems*; and *Something else*.

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



The proportion of participants indicating that *Personal problems* would likely or very likely interfere with their ability to succeed decreased by 4% from 2018 and *Family responsibilities* decreased by 2% from 2018. The proportion of participants who responded likely or very likely to all other response options remained the same as 2018 or differed by +/- 1% from 2018.

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

- Work responsibilities = **3.40** (*SD* = 1.1)
- Learning differences = **3.76** (*SD* = 1.1)
- Physical health issues = **3.76** (*SD* = 1.1)
- Mental health issues = **3.21** (*SD* = 1.2)
- Family responsibilities = **3.53** (*SD* = 1.1)
- Financial problems = **2.84** (*SD* = 1.3)
- Legal issues = **4.16** (*SD* = .96)
- Personal problems = **2.96** (*SD* = 1.1)
- Something else = **3.81** (*SD* = 1.1)

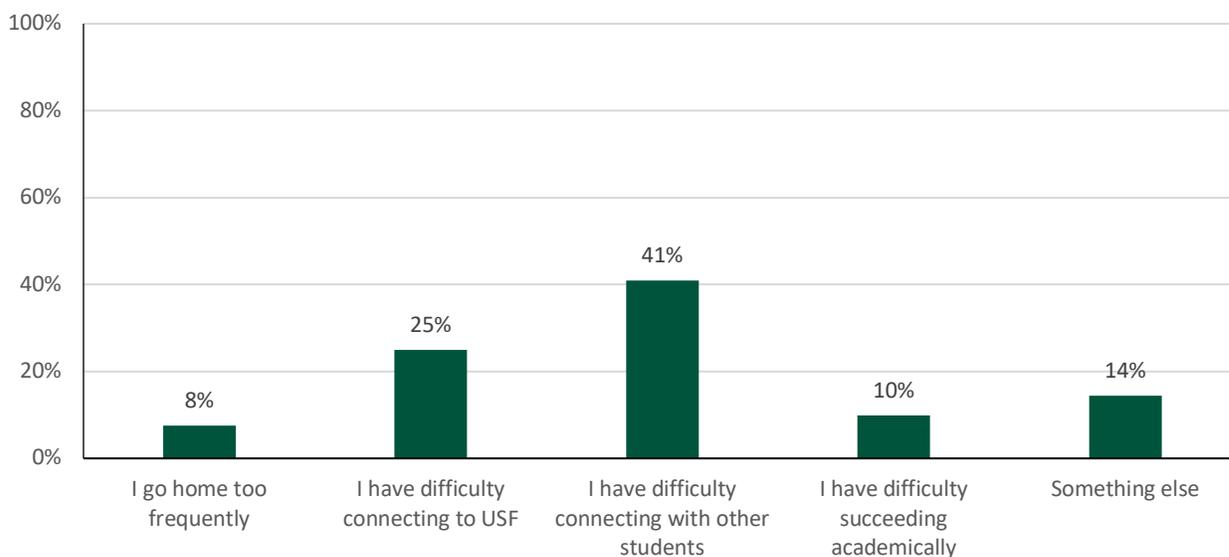
## HOMESICKNESS

Participants were asked whether or not feeling homesick has negatively affected their ability to succeed at USF (0 = *No*, 1 = *Yes*).

- **13%** of participants indicated that **feeling homesick has negatively affected their ability to succeed at USF**. This is down 2% from 2018.

Participants who answered “yes” to the previous question then reported how homesickness has most affected their ability to succeed at USF from the following response options: *I go home too frequently; I have difficulty connecting with other students; I have difficulty connecting to USF; I have difficulty succeeding academically; and Something else*.

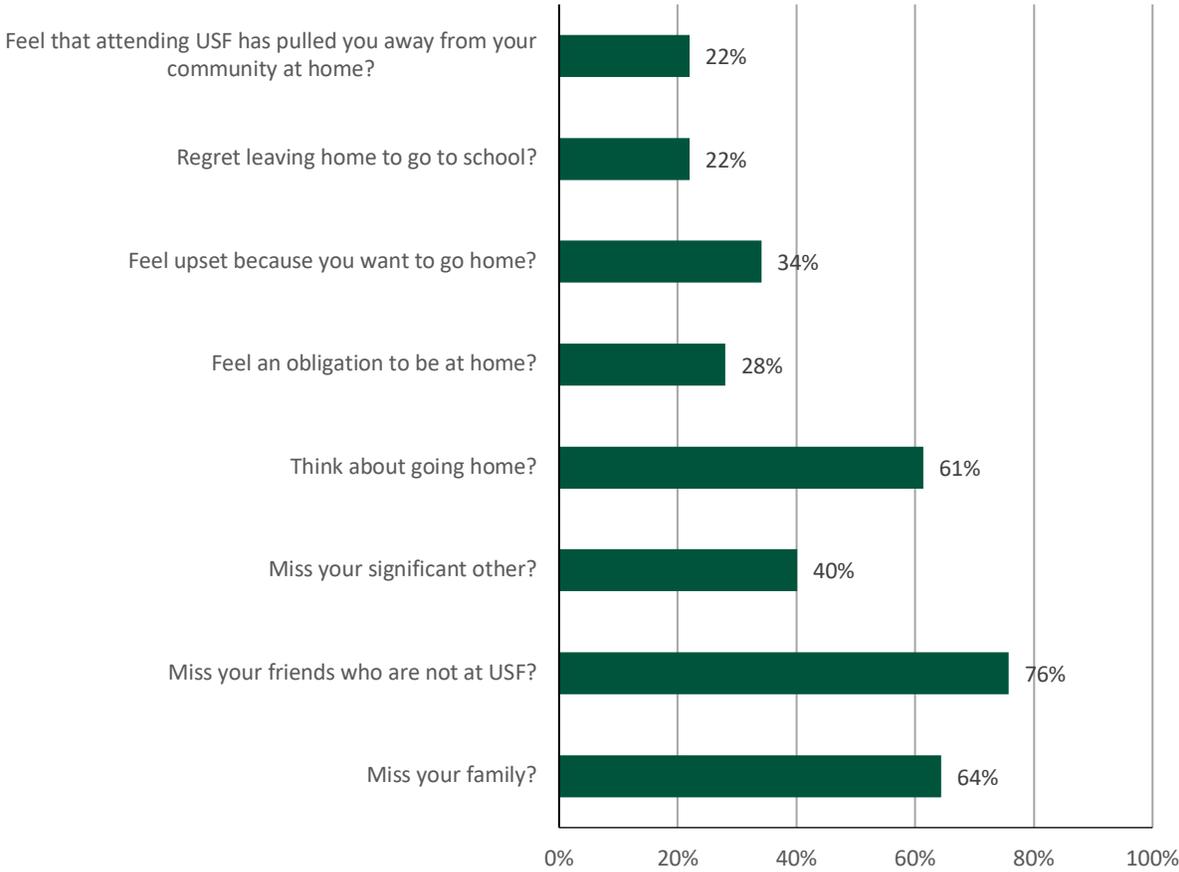
- The highest proportion of participants (**41%**) indicated that feeling homesick has most negatively affected **their ability to connect with other students**. This is up from 38% in 2018.



Participants who responded that homesickness has most affected their ability to succeed at USF because they *have difficulty succeeding academically* decreased by 6% from 2018, and those responding that *they have difficulty connecting with other students* increased by 3% from 2018. The proportion of participants who responded to all other response options remained the same as 2018 or decreased by 1% from 2018.

Participants who responded that feeling homesick has 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.* Participants responded to each of these questions using a 5-pt. scale (1 = *Not at all*, 5 = *A great deal*).

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



The proportion of participants responding a lot or a great deal to *I feel that attending USF has pulled me away from my community at home* decreased by 2% from 2018; *I miss my significant other* decreased by 8%; *I feel upset because I want to go home* decreased by 5%; and *I miss my family* decreased by 12%. *I*

*regret leaving home to go to school* increased by 3% from 2018. The proportion of participants who responded a lot or a great deal to all other response options remained the same as 2018.

## 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 (**37%**) indicated the highest level of education they aspired to achieve is a Master's degree. This is down from 39% in 2018.

Participants were asked if USF was their first choice (0 = *No*, 1 = *Yes*).

- **46%** of participants indicated that USF was their first choice. This is up from 43% in 2018.

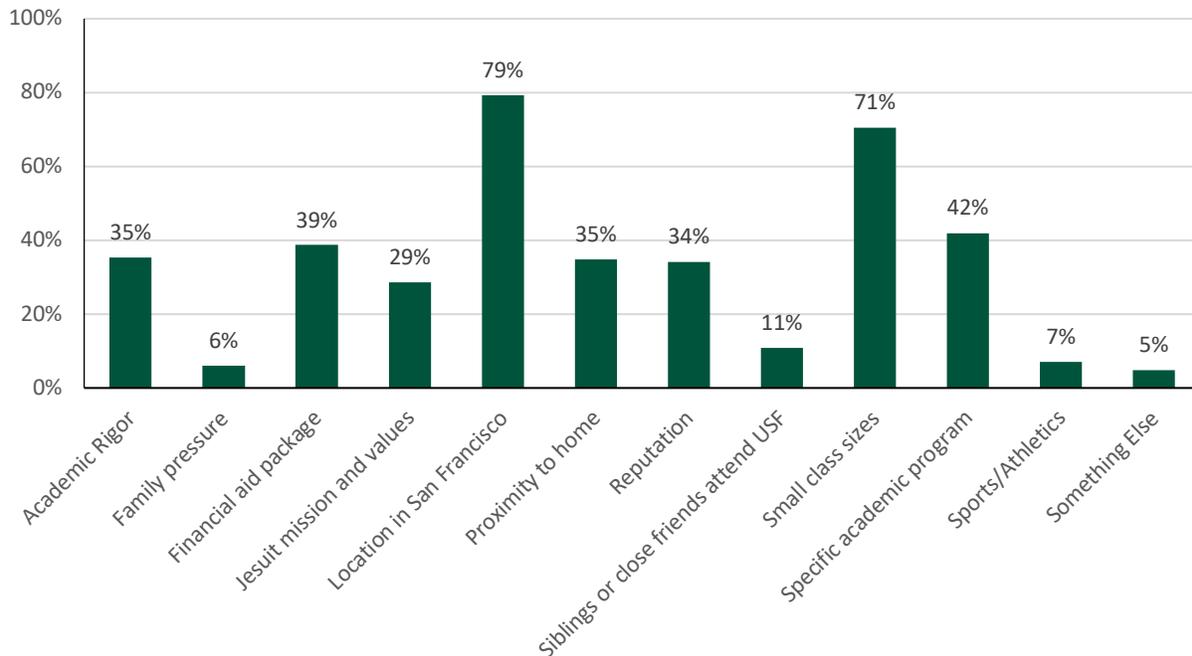
Participants who responded that USF was not their first choice were asked whether or not USF was their 2<sup>nd</sup> choice, 3<sup>rd</sup> choice or 4<sup>th</sup> choice or lower.

- The highest proportion (**47%**) of participants indicated that USF was their **second choice**. This is down from 50% in 2018.

Participants were asked to indicate why they chose USF from the following response options: *Academic rigor; Family pressure; Financial aid package; Jesuit mission and values; Location in San Francisco; Proximity to home; Reputation; Sibling or close friends attend USF; Small class sizes; Specific academic program; Sports/Athletic; and Something else.*

- The highest proportion of participants (**79%**) indicated that a **location in San Francisco** was the reason why they selected USF. This is down from 81% in 2018.

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



Participants were asked if they intended to transfer to another college or university when they enrolled at USF (0 = No, 1 = Yes).

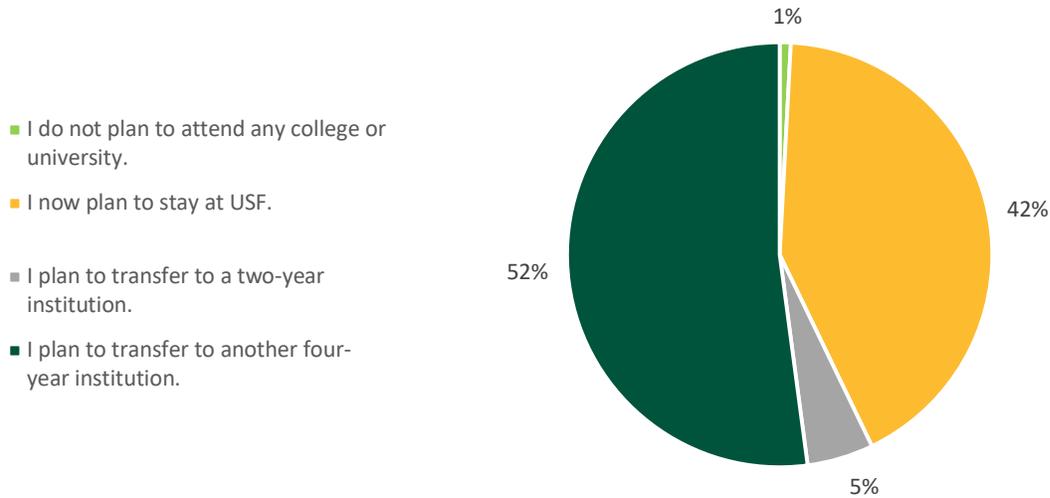
- The highest proportion of participants (**87%**) indicated that **they did not intend to transfer** to another college or university when they enrolled at USF compared to 91% in 2018.

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.*

- The highest proportion of participants (**52%**) indicated that they intend to **transfer to another four-year institution**. This is down from 74% in 2018.

*I now plan to stay at USF* was added as a response option this year.

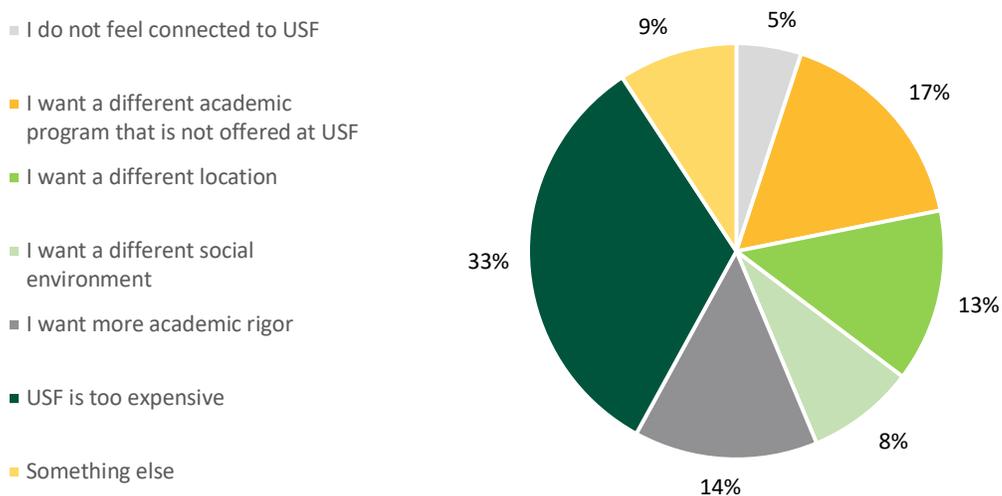
The figure on the following page details the percentage of participants who responded to each response option.



Participants who indicated that they intended to transfer to another college or university when they enrolled at USF were asked to indicate 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; and Something else.*

- The highest proportion of participants (**33%**) indicated that the most likely reason they would transfer is because **USF is too expensive**. This is up from 25% in 2018.

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

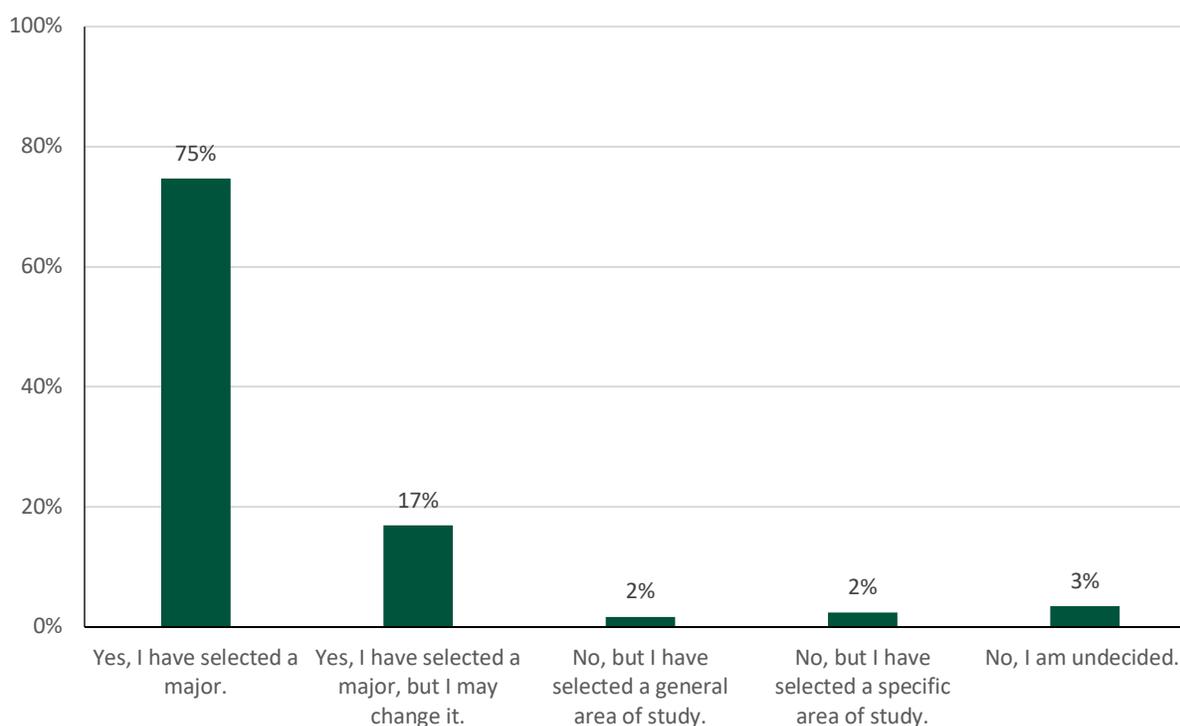


## MAJOR/FIELD OF STUDY PLANS

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; No, I am undecided.*

- The highest proportion of participants (**75%**) indicated that **they had selected a major**. This is up 3% from 2018.

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



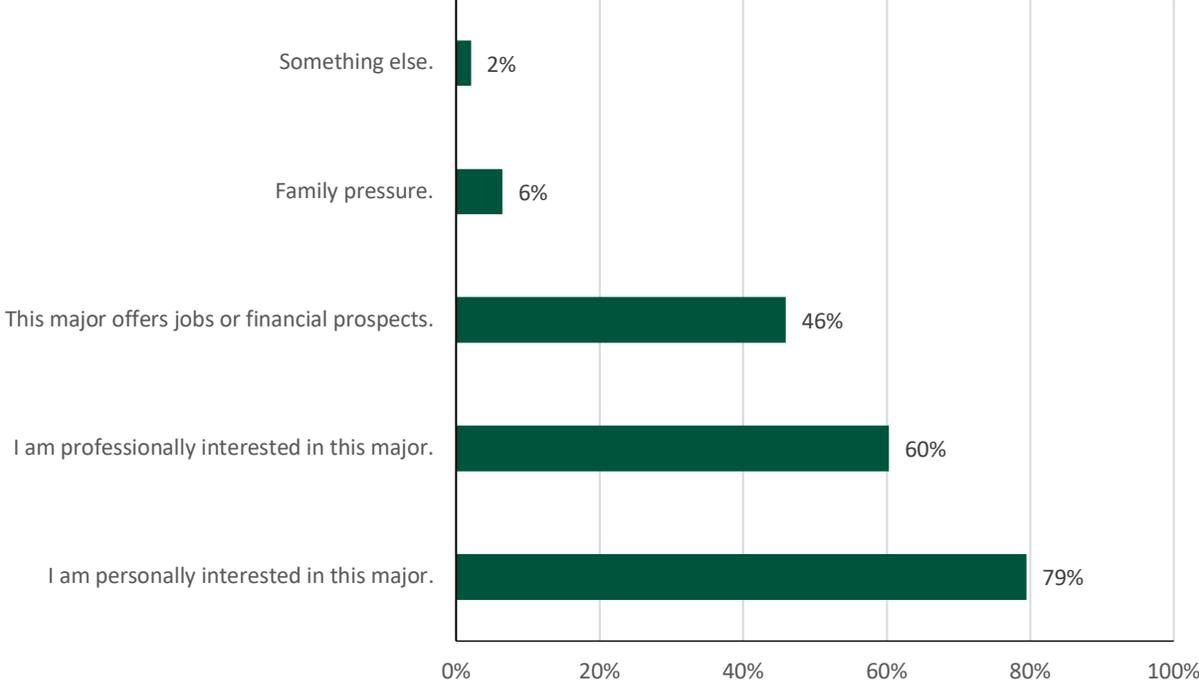
Participants who indicated they had selected a major were asked how satisfied they were with their major on a 5-pt scale (1 = *Very Dissatisfied*, 5 = *Very Satisfied*).

- **78%** were **satisfied** or **very satisfied** with their major. This is an increase of 1% from 2018.

Those participants who indicated they had selected a major were then asked why they chose their major using the following response options: *I am personally interested in this major; I am professionally interested in this major; This major offers jobs or financial prospects; Family pressure; and Something else.*

- The highest proportion of participants (**79%**) indicated they were **personally interested** in the major. This is an increase of 1% over 2018.

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



Participants who responded that they had **not yet selected a major** were asked if they would like help exploring their major options.

- **77%** of participants who had not yet selected a major indicated they **would like help exploring their major options.**

## CASA AND SHARE

### CASA Academic Success Coach

Participants were asked if they knew they had been assigned a CASA Academic Success Coach (0 = No, 1 = Yes). Those who responded “yes” to this question were then asked if they had any personal interaction with their CASA Academic Success Coach (0 = No, 1 = Yes).

- **88%** of participants indicated that they knew they had been assigned a CASA Academic Success Coach. This is an increase of 8% from 2018.
- Of those who responded “yes” to this question, **43%** indicated **they had a personal interaction with their CASA Academic Success Coach**, down from 44% in 2018.

Participants who indicated they did not know they had been assigned a CASA Academic Success Coach were asked if they would like assistance connecting with their coach (0 = No, 1 = Yes).

- **77%** of participants who did not know they had been assigned a CASA Academic Success Coach indicated that they **wanted assistance connecting with their coach**.

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 on a 5-pt. scale (1 = *Very Unhelpful*, 5 = *Very helpful*).

- **89%** of participants rated the experience with their CASA Academic Success Coach as **helpful** or **very helpful**, an increase of 2% from 2018.
- Participants, on average, rated the experience with their CASA Academic Success Coach as **helpful** (M = 4.35, SD = .78).

### Resident Advisor (RA)

Participants were asked if they knew that they had a Resident Advisor (RA) assigned to their floor (0 = No, 1 = Yes). Those who responded “yes” to this question were then asked if they had a personal interaction with their RA (0 = No, 1 = Yes).

- **76%** of participants knew that they had an RA assigned to their floor. This was down 23% from 2018.
- Of those who indicated they knew they had an RA assigned to their floor, **90%** indicated they **had a personal interaction with their RA**. This is down from 94% in 2018.

Participants that indicated they had a personal interaction with their RA were then asked to rate their experience with their RA on a 5-pt. scale (1 = *Very Unhelpful*, 5 = *Very Helpful*).

- **91%** of participants indicated that their experience with their RA was **helpful** or **very helpful**. This is down from 92% in 2018.
- Participants, on average, rated the experience with their RA as **helpful** (M = 4.41, SD = .75).

## **APPENDIX A - INTERNATIONAL, TRANSFER, AND OFF-CAMPUS STUDENT KEY FINDINGS**

The terms international, transfer, or off-campus student when used below refer to those students who self-identified as being international, transfer, and/or off-campus students.

### **Institutional Commitment**

Only 62% of those living off-campus and 66% of international students agreed or strongly agreed that if they had it to do all over again they would choose USF. Transfer students were more likely to choose USF if they had it to do all over again, with 74% who agreed or strongly agreed with this statement.

### **Attitude Towards USF**

Sixty-six percent (66%) of international students agreed or strongly agreed that USF is an academically rigorous institution. International students and those living off-campus were less likely to feel like they belong at USF than transfer students.

### **Connectedness**

Students living off-campus were less likely to feel connected to other students than transfer or international students. Only 31% of transfer students agreed or strongly agreed that they felt connected to their residence hall. It should be noted that participants who self-reported as living off-campus responded to the question about their connectedness to the residence halls, thereby possibly skewing the results.

### **Academic Behaviors**

Only 30% of participants living off-campus were likely or very likely to communicate with their instructors or professors outside of class. International students and those living off-campus were less likely to ask questions in class than transfer students.

### **Barriers to Success**

Nearly half (47%) of those living off campus indicated that financial problems would be a barrier to success. Thirty-seven percent (37%) of transfer students indicated that mental health issues would be a barrier to success. International students were more likely than transfer students and those living off-campus to indicate that learning differences would be a barrier to success.

### **Homesickness**

Of the 12% of international students that indicated that homesickness negatively affected their ability to succeed at USF, 56% said they have difficulty connecting with other students. Of the 9% of transfer students who indicated that homesickness has negatively affected their ability to succeed, 38% responded that they have difficulty connecting to other students. Off-campus students who indicated that homesickness has negatively affected their ability to succeed at USF were more likely than those identifying as transfer and international students to have difficulty connecting to USF.

### **Intentions to Transfer**

Twenty-two percent (22%) of international students indicated that they planned to transfer to another college or university when they enrolled at USF; of those, 53% indicated that their future plan is to transfer to another four-year university.