



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

New Student Success Survey Report 2020

November 2020

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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. 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 third year in which this survey instrument has been used, though some modifications have been made to the survey each year.

NOTES FOR 2020

Due to the emergence of the COVID-19 pandemic all questions regarding the residence halls were removed from the survey. Additionally, a number of questions were added to gauge how the pandemic has impacted students.

ORIGINATORS

Center for Academic and Student Achievement

DATA COLLECTION

Survey Population: 1449 first-time freshman and transfer students

Instrument: Qualtrics

Period: September 9, 2020 – October 2, 2020

Response Rate			
	Total	First-year freshman	Transfer
Contacted	1449	1142	307
Responded	852	687	165
Response Rate	59%	60%	54%

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 – TRANSFER STUDENTS

Seventy-three percent (73%) of participants who identified as transfer students indicated they did not have difficulty transferring in units. This is up from 50% in 2019.

INSTITUTIONAL COMMITMENT

In general, institutional commitment is high. Eighty-eight percent (88%) of participants Agreed or Strongly Agreed that USF is the right school for them and 88% are committed to completing their degree at USF. Ninety-eight percent (98%) indicated they plan to return to USF next spring and next fall.

ATTITUDES TOWARD USF

Participant attitudes toward USF is favorable. Ninety percent (90%) of participants Agreed or Strongly Agreed that they feel welcomed at USF as they are. Eighty-seven (87%) of participants agreed or strongly agreed that USF is an academically rigorous institution. This is a 10% increase from 2019.

CONNECTEDNESS

Overall, participants' feelings of connectedness decreased this year from 2019. This can likely be attributed to the COVID-19 pandemic and the move to remote instruction. Only 27% of participants indicated they feel a part of campus life; however, 66% did indicate that overall, they feel connected to USF.

ACADEMIC SUCCESS

Overall, participants reported behaviors identified as leading to academic success, with the majority of participants (99%) attending class and turning in homework. Ninety-one (91%) of participants indicated that their instructors make them feel safe to participate in class; however, only 49% of participants indicated they ask questions in class.

SELF-MANAGEMENT SKILLS

Participants, in general, reported self-management skills identified with academic success, with 91% of participants agreeing or strongly agreeing that they are able to accomplish goals they set for themselves. However, only 68% of participants reported that they are able to completely focus on their school work.

ACADEMIC SELF-EFFICACY

The majority of participants reported that they complete their homework on time (96%), understand assigned readings (84%), and do well on tests. Eighty-six (86%) Agreed or Strongly Agreed that they will succeed this semester.

HIGH-IMPACT PRACTICES

Overall, participants indicated they plan to participate in high-impact practices, with 90% of participants indicating they plan on participating in student clubs or organizations.

BARRIERS TO SUCCESS

While the majority of participants indicated that identified barriers to success are not likely to interfere with their ability to succeed at USF, 32% indicated that financial concerns are likely or very likely to interfere with their success. However, the proportion of participants indicating financial concerns are likely or very likely to interfere with their success decreased from 2019 by 11%.

COVID-19 AND REMOTE LEARNING

Sixty-six (66%) of participants indicated that COVID-19 has or maybe has impacted their ability to succeed at USF and 73% indicated that remote learning has or maybe has impacted their ability to succeed at USF.

Most participants (81%) indicated that COVID-19 did not impact their decision to attend USF, but for those who did say it impacted them, many indicated they chose USF because staying closer to home was important to them and/or their family.

GOALS AND ASPIRATIONS

The majority of participants (57%) indicated that USF was their first choice. Eighty-three percent (83%) of participants selected USF because of the location in San Francisco.

Most participants (78%) do not intend to transfer or otherwise stop attending USF, but for those who intend to transfer or otherwise stop attending 56% indicated the most likely reason for this is because USF is too expensive.

Demographics

FRESHMAN/TRANSFER/LIVING AWAY FROM HOME

Participants were asked whether or not they are first-time freshman, transfer students and/or students living away from home. The below data indicate the percentage of participants who selected each response option.

- First-time freshman = **83%**
- Transfer students = **23%**
- Living away from home = **18%**

INTENT TO WORK

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

- **75%** of participants indicated that they **intend to work** while attending USF, compared to 82% in 2019.

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 unchanged from 2019.

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

- USF 101 = **24%**, up from 18% in 2019
- First-year seminar = **31%**, unchanged from 2019
- Transfer year seminar = **8%**, up from 3% in 2019
- A class in major/field of study = **92%**, up from 85% in 2019

FINANCIAL AID

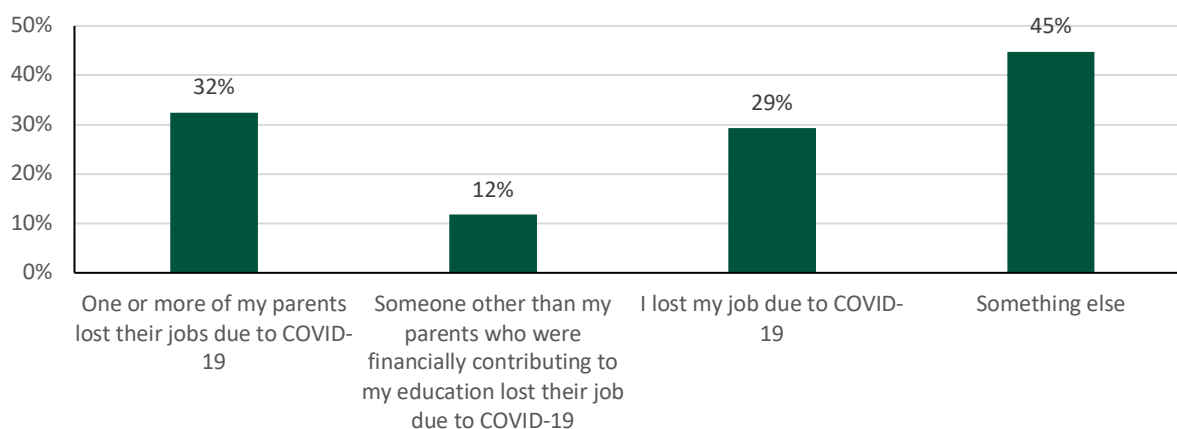
Participants were asked if they received financial aid. Those who indicated they did receive financial aid rated their level of satisfaction with their financial aid package using a 5-pt. scale (*1 = Very Dissatisfied, 5 = Very Satisfied*).

- **80% received financial aid.**
- Of those who received financial aid, **68%** were **Satisfied** or **Very Satisfied** with their financial aid package.

Participants were asked if COVID-19 impacted their financial need. Those who indicated that COVID-19 did impact their financial need then indicated in what way using the following response options: *One or more of my parents lost their jobs due to COVID-19*; *Someone other than my parents who were financially contributing to my education lost their job due to COVID-19*; *I lost my job due to COVID-19*; and *Something else*. Participants could select all that applied.

- **48%** of participants indicated that **COVID-19 impacted their financial need**.
- Of those who indicated that COVID-19 impacted their financial need, the highest percentage (**46%**) of participants selected *Something else*.

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



Those who responded *Something else* were provided an opportunity to specify how COVID-19 has impacted their financial need. Participant responses were then analyzed for common themes. Two main themes emerged as detailed below.

- Participants experienced a decrease in income for themselves and/or their family.
- Participants and/or their family are unable to find work.

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.

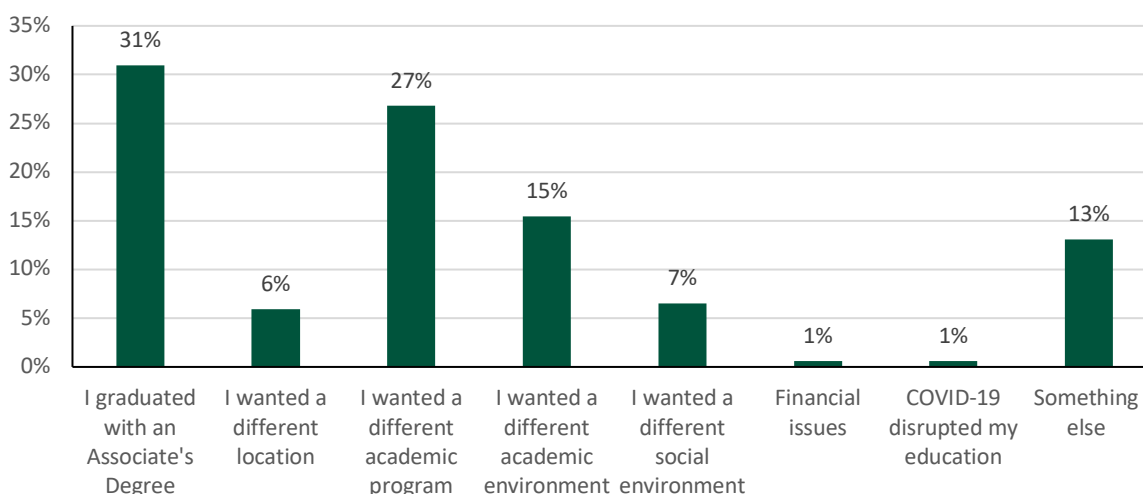
Of those who identified as transfer students:

- The highest proportion (**59%**) indicated that they **attended one other institution** before attending USF. This is down from 63% in 2019.
- **55%** indicated that they previously **attended a 2-year college**, compared to 52% in 2019.

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 (**31%**) of participants who identified as transfer students said 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 2019, with 32% selecting this response option.

The figure below 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.

- **60%** of participants who identified as transfer students indicated that they **have a degree completion plan**. This is down slightly from 64% in 2019.
- Of those who indicated they do not have a plan, **91%** indicated they **would like help developing a degree plan**. This is down slightly from 96% in 2019.

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.

- **73%** of participants who identified as transfer students indicated they **did not have difficulty** transferring in units. This is up from 50% in 2019.
- Of those who indicated they had difficulty, **58% would like help** transferring in units.

PAYING FOR TUITION

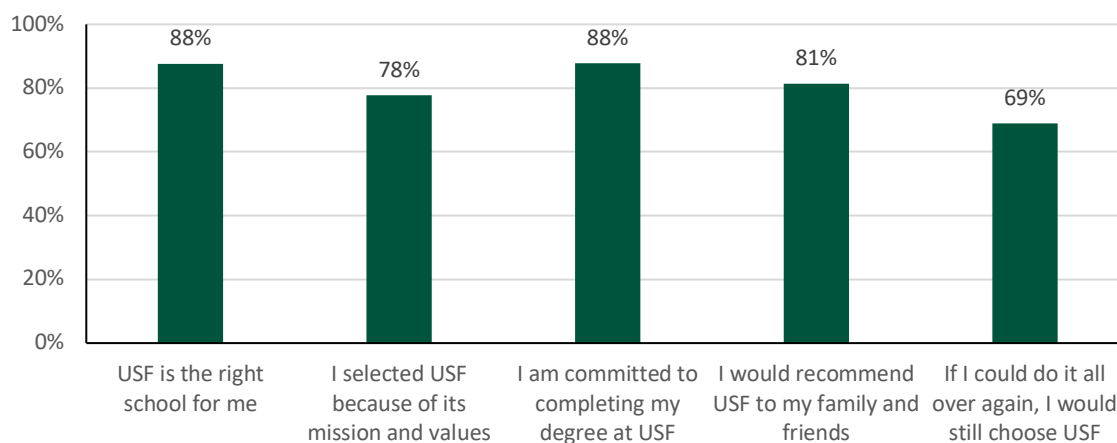
Participants were asked if they have a plan to pay for tuition for the rest of their time at USF. Those who indicated that they do not have a plan were asked if they would like help developing a plan to pay tuition for the rest of their time at USF.

- **85%** indicated that they **do have a plan** to pay for tuition for the rest of their time at USF. This question was only asked of transfer students in 2019.
- Of those who indicated they do not have a plan, **66%** indicated they **would like help** developing a plan.

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



Participants' level of agreement with all statements increased from 2019. The greatest increase was the proportion of those who agreed or strongly agreed with *I selected USF because of its mission and value*, which increased by 14%.

The below data indicate participants' average level of agreement

- USF is the right school for me = **4.24** (*SD* = .69)
- I selected USF because of its mission and values = **4.04** (*SD* = .82)
- I am committed to completing my degree at USF = **4.42** (*SD* = .74)

- I would recommend USF to my family and friends = **4.16** (*SD* = .76)
- If I could do it all over again, I would still choose USF = **3.97** (*SD* = .87)

INTENT TO RETURN

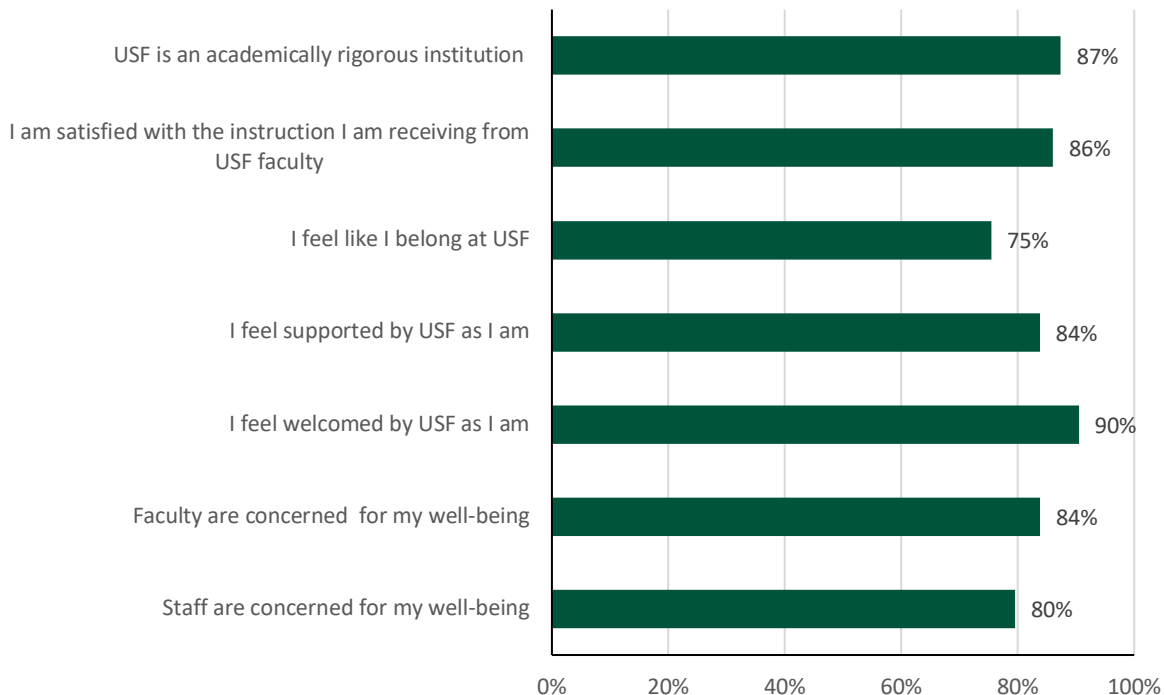
Participants were asked whether or not they intend to return to USF next spring and next fall. New to 2020, those who indicated they do not plan to return to USF in the spring or fall were asked why they plan on not returning. This was an open-text field.

- **98%** of participants indicated they **plan to return to USF next spring**. This is unchanged from 2019.
- **98%** of participants indicated they **plan to return to USF next fall**, a 3% increase from 2019.

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



The greatest increase from 2019 was the proportion of those who agreed or strongly agreed that *USF is an academically rigorous institution*, which increased by 10%. The only decrease in level of agreement was with the statement *I feel supported by USF as I am*, which decreased by 1%.

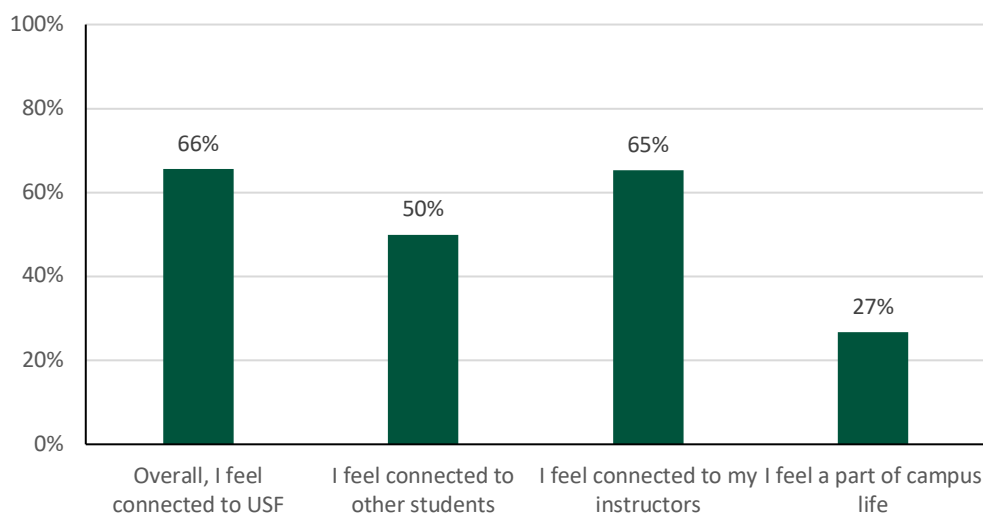
Participants’ average level of agreement with these statements is as follows:

- USF is an academically rigorous institution = **4.18** (*SD* = .70)
- I am satisfied with the instruction I am receiving from USF faculty = **4.18** (*SD* = .78)
- I feel like I belong at USF = **4.04** (*SD* = .78)
- I feel supported by USF as I am = **4.18** (*SD* = .75)
- I feel welcomed by USF as I am = **4.29** (*SD* = .67)
- Faculty are concerned for my well-being = **4.18** (*SD* = .80)
- Staff are concerned for my well-being = **4.11** (*SD* = .81)

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; and I feel a part of campus life.*¹

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



¹ I feel connected to my residence hall and I feel connected to the city of San Francisco were removed due to the COVID-19 pandemic and move to remote learning.

The proportion of participants who agreed or strongly agreed with all statements of connectedness decreased from 2019. The greatest decrease was with the statement *I feel a part of campus life*, which decreased by 35%.

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

- Overall, I feel connected to USF = **3.77** (*SD* = .90)
- I feel connected to other students = **3.42** (*SD* = 1.06)
- I feel connected to my instructors = **3.72** (*SD* = .90)
- I feel a part of campus life = **2.86** (*SD* = 1.15)

Those who disagreed or strongly disagreed with any of the above statements of connectedness were asked what USF can do to make them feel more connected. This was an open text field. Participant responses were then analyzed for common themes. Three main themes emerged as detailed below.

- Many participants indicated that they felt disconnected due COVID-19 and the move to remote learning and that there was little USF could do at this time.
- Participants felt that reopening the campus or allowing in-person events/activities on campus would help them feel more connected.
- Participants would like more events or other ways for students to connect, and for existing events to be promoted more.

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

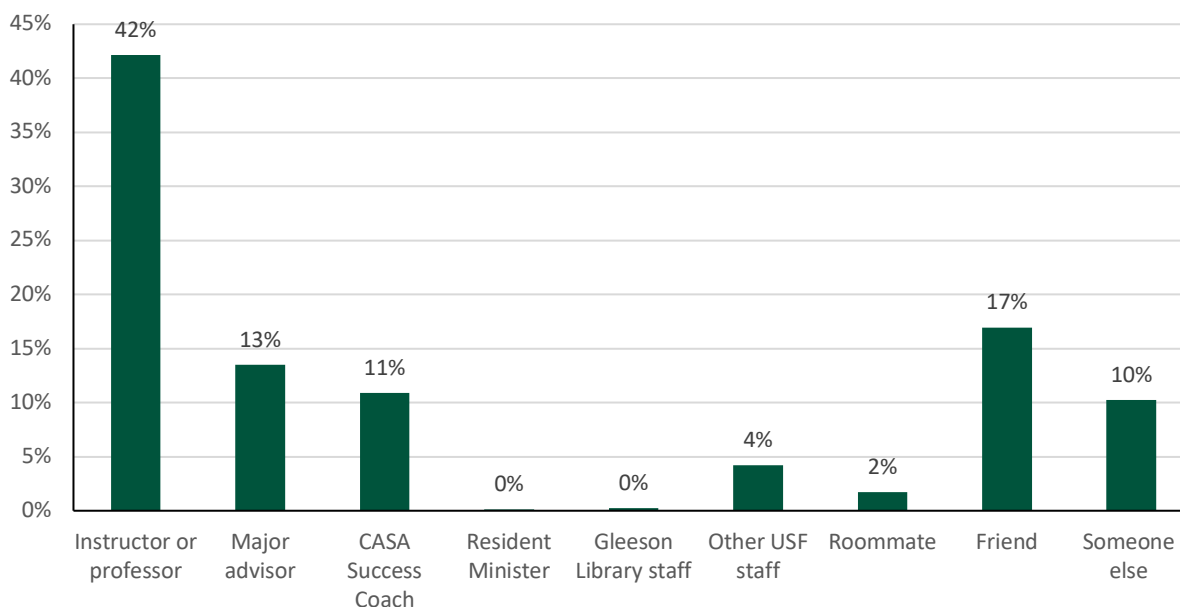
- **55%** of these participants indicated that they **would like help getting involved at USF**.

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 Minister; Gleeson Library staff; Other USF staff; Roommate; Friend; and Someone else.*²

² *Resident Advisor (RA), Resident Director (RD), and Athletics Coach* were removed as response options due to COVID-19 and the move to remote learning. *Gleeson Library staff* was added this year.

The figure below details the proportion of participants who responded that someone in each role has been most helpful to them.



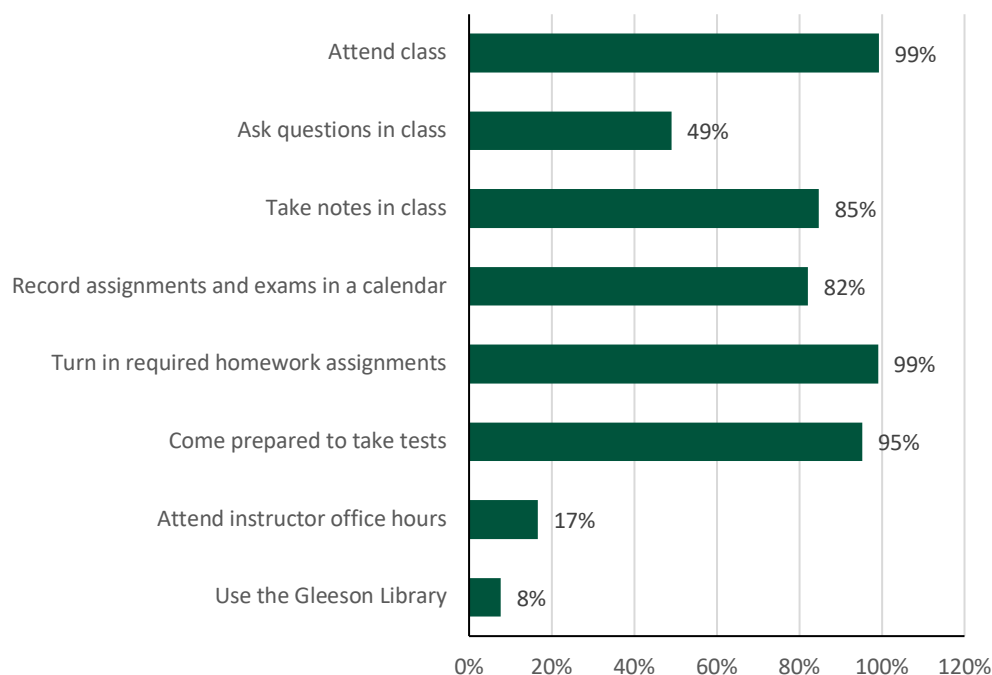
The greatest increase from 2019 was the proportion of participants responding that an *Instructor or professor* was most helpful, which increased by 26%.

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.*³

³ Spend the right amount of time to earn good grades was removed. To provide more clarity, Communicate with your instructors or professors outside of class was changed to Attend instructor office hours. Use the Gleeson library was added this year.

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



The proportion of participants responding *Always* or *Often* to *How often do you attend class* was unchanged from 2019. *How often do you take notes in class* had the greatest change from 2019, with 8% fewer participants selecting *Always* or *Often*.

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

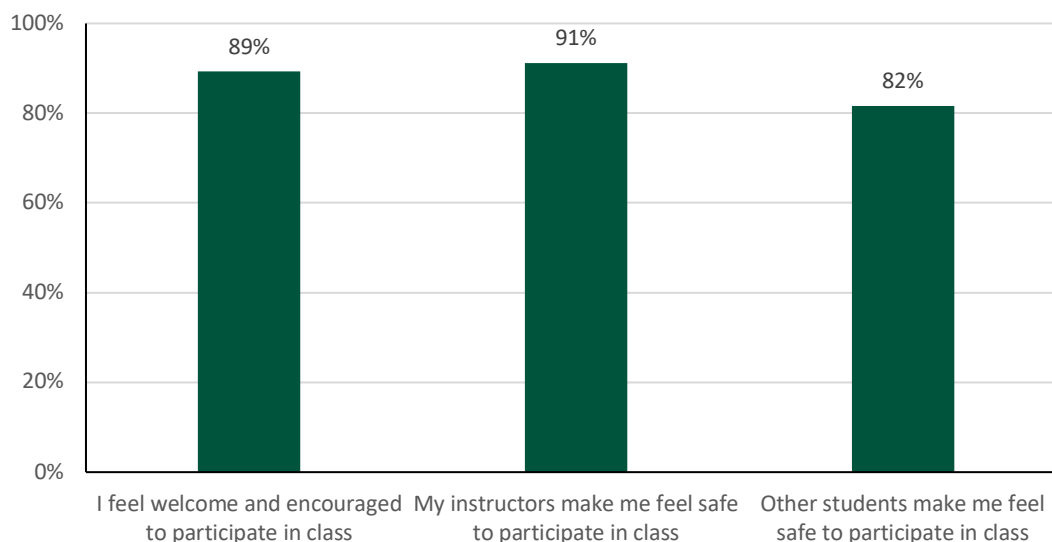
- Attend class = **4.96** (*SD* = .29)
- Ask questions in class = **3.52** (*SD* = .98)
- Take notes in class = **4.36** (*SD* = .86)
- Record assignments and exams in a calendar = **4.32** (*SD* = .99)
- Turn in required homework assignments = **4.86** (*SD* = .39)
- Come prepared to take tests = **4.60** (*SD* = .60)
- Attend instructor office hours = **2.60** (*SD* = 1.07)
- Use the Gleeson library = **1.80** (*SD* = 1.06)

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 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 increased from 2019. The greatest increase was *I feel welcome and encouraged to participate in class* which increased by 5%.

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

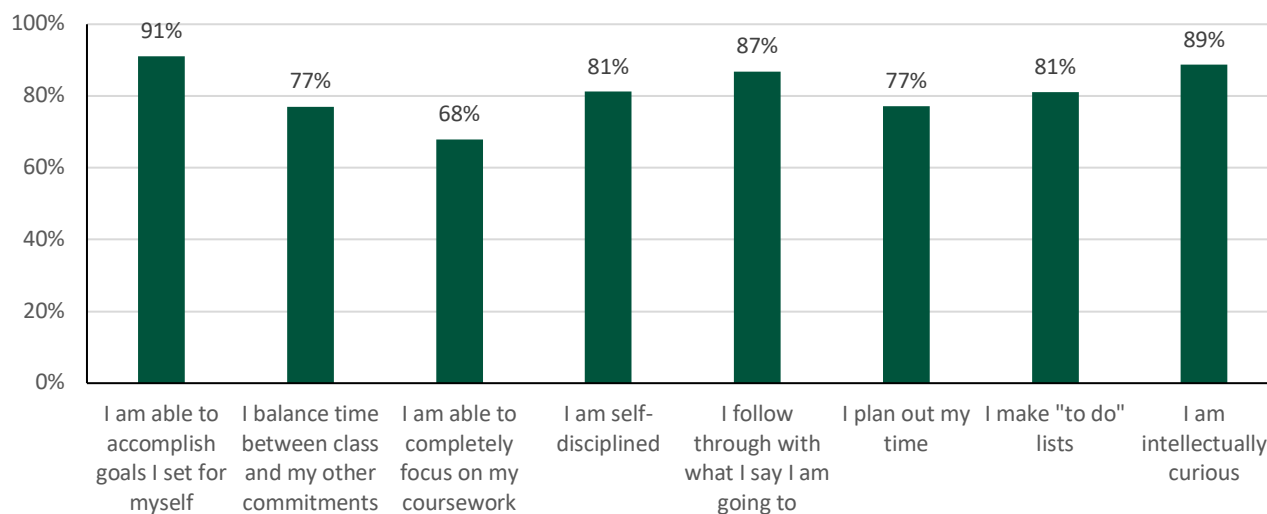
- I feel welcome and encouraged to participate in class = **4.30** (*SD* = .69)
- My instructors make me feel safe to participate in class = **4.37** (*SD* = .69)
- Other students make me feel safe to participate in class = **4.17** (*SD* = .78)

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.*⁴

⁴ *I am able to completely focus on my coursework* was new this year.

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



The greatest increase from 2019 was the proportion of participants who agreed or strongly agreed with *I follow through with what I say I am going to do* and *I make "to do" lists*, which both increased by 5%.

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

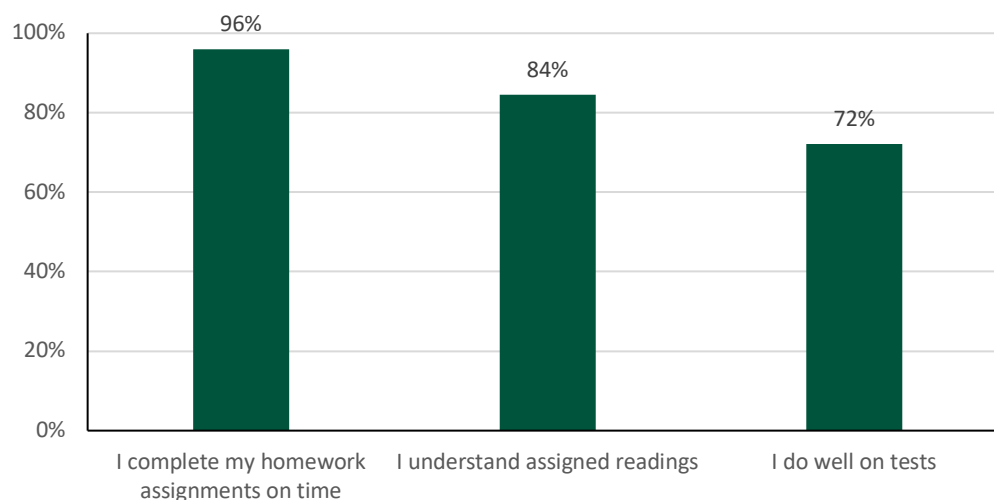
- I am able to accomplish goals I set for myself = **4.27** (*SD* = .69)
- I balance time between class and my other commitments = **3.97** (*SD* = .86)
- I am able to completely focus on my coursework = **3.79** (*SD* = .96)
- I am self-disciplined = **4.07** (*SD* = .80)
- I follow through with what I say I'm going to do = **4.17** (*SD* = .70)
- I plan out my time = **4.00** (*SD* = .84)
- I make "to-do" lists = **4.12** (*SD* = .98)
- I am intellectually curious = **4.32** (*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*; and *I do well on tests*.⁵

⁵ I do what it takes to get good grades was removed this year.

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



The proportion of participants who agreed or strongly agreed increased from 2019 for all of the above statements. The greatest increase was the proportion of participants who agreed or strongly agreed with *I do well on tests*, which increased by 6%.

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

- I complete my homework assignments on time = **4.56** ($SD = .61$)
- I understand assigned readings = **4.17** ($SD = .76$)
- I do well on tests = **3.89** ($SD = .80$)

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.*

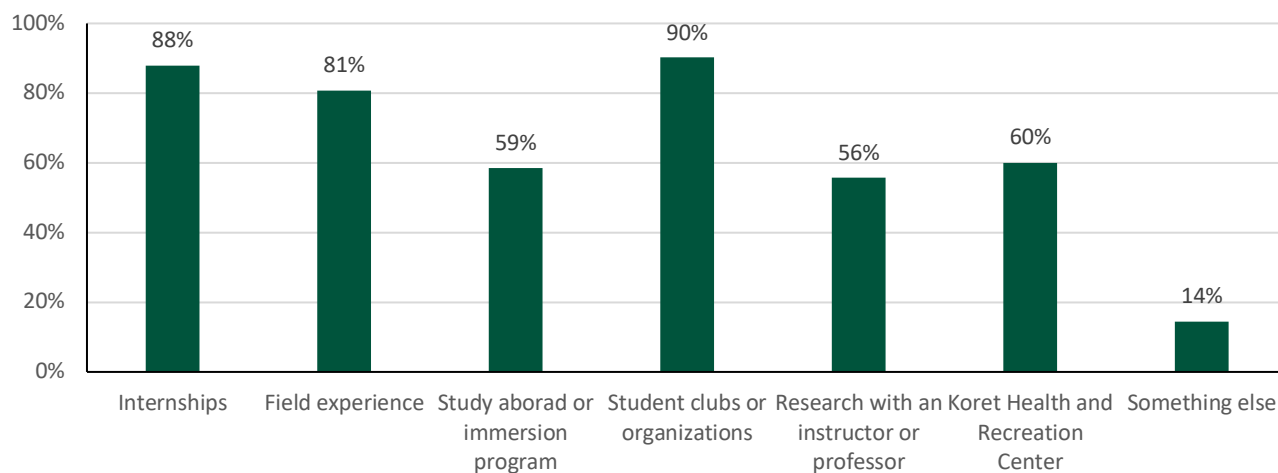
- **86%** of participants indicated they **Agreed** or **Strongly Agreed** that they would **succeed this semester**, this is up 1% from 2019.
- Participants, on average, indicated they **agreed** that **they would succeed this semester** ($M = 4.17, SD = .70$).

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; Koret Health and Recreation Center; and Something else.*⁶

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



The greatest increase from 2019 was the proportion of participants who indicated they planned to participate in *Something else*, which increased by 9%. The greatest decrease from 2019 was the proportion of participants who indicated they planned to participate in *internships*, which decreased by 3%.

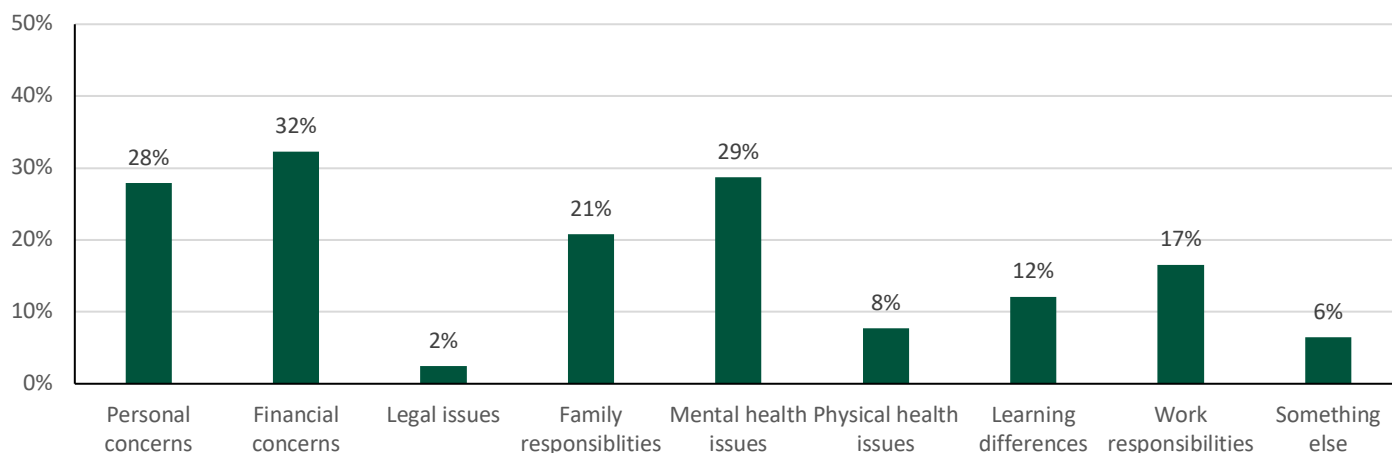
Barriers to Success

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; and Something else.*⁷

⁶ Due to the onset of the COVID-19 pandemic and move to remote instruction, the question was slightly rephrased to indicate activities could be online or in-person and *Living-learning community* was removed this year. Koret Health and Recreation Center was added as physical activity can be an indicator of retention.

⁷ Personal problems and Financial problems were changed this year to Personal concerns and Financial concerns.

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 greatest decrease from 2019 was the proportion of participants who selected *Financial concerns*, which decreased by 11%; though, it should be noted that this response choice was worded as *Financial problems* in 2019. The greatest increase from 2019 was the proportion of participants indicating that *Something else* would **likely** or **very likely** interfere with their ability to succeed, which increased by 4%.

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

- Personal concerns = **3.22** (*SD* = 1.08)
- Financial concerns = **3.13** (*SD* = 1.20)
- Legal issues = **4.34** (*SD* = .83)
- Family responsibilities = **3.51** (*SD* = 1.10)
- Mental health issues = **3.23** (*SD* = 1.22)
- Physical health issues = **3.96** (*SD* = .98)
- Learning differences = **3.79** (*SD* = 1.04)
- Work responsibilities = **3.56** (*SD* = 1.06)
- Something else = **3.89** (*SD* = 1.10)

IMPACT OF COVID-19 ON SUCCESS

Participants were asked if COVID-19 has impacted their ability to succeed at USF.⁸ The data below indicate the proportion of participants who selected each response option.

- **24%** selected **Yes**; **34%** selected **No**; and **42%** selected **Maybe**

⁸ This question was new this year.

Those who selected *Yes* or *Maybe* were asked how COVID-19 has impacted their ability to succeed at USF. This was an open-text field. Participant responses were then analyzed for common themes. Four main themes of how COVID-19 has impacted participants' ability to succeed were identified as detailed below.

- Move to remote instruction
- A lack of interaction or connection with others
- Financial situation
- Lack of motivation/mental well-being

IMPACT OF REMOTE LEARNING ON SUCCESS

Participants indicated whether or not remote learning has impacted their ability to succeed at USF.⁹ The data below indicate the proportion of participants who selected each response option.

- **39%** selected **Yes**; **28%** selected **No**; and **34%** selected **Maybe**

Those who selected *Yes* or *Maybe* were asked how remote learning has impacted their ability to succeed at USF. This was an open-text field. Participant responses were then analyzed for common themes. Four main themes emerged as detailed below.

- Online learning is difficult and/or is not participants' preferred method of learning
- Participants are too easily distracted or are unable to focus
- A lack of interaction or connection with others/communication is more difficult
- A lack of motivation

Living Away from Home

Participants who indicated they are living away from home were asked whether or not missing family, friends, significant others, home, etc. has negatively affected their ability to succeed at USF.¹⁰ The data below indicate the proportion of participants who selected each response option.

- **9%** selected **Yes**; **76%** selected **No**; and **16%** selected **Maybe**

⁹ This question was new this year.

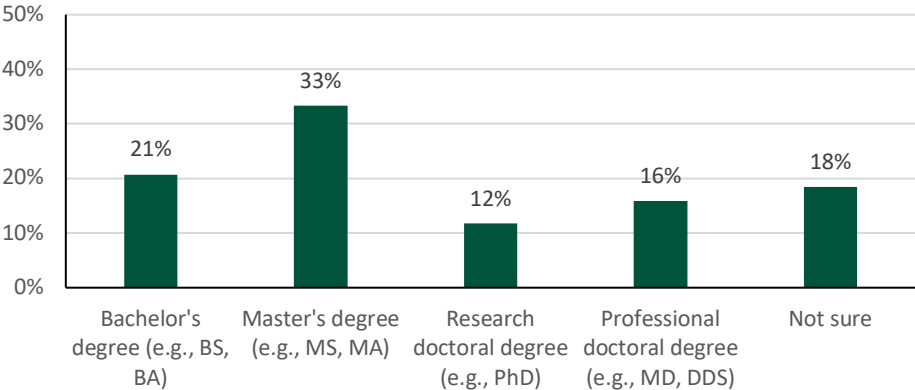
¹⁰ This question was new this year and was asked in place of questions about homesickness.

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



WAS USF FIRST CHOICE

Participants were asked if USF was their first choice.

- **57%** of participants indicated that **USF was their first choice**. This is up from 46% in 2019.

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.

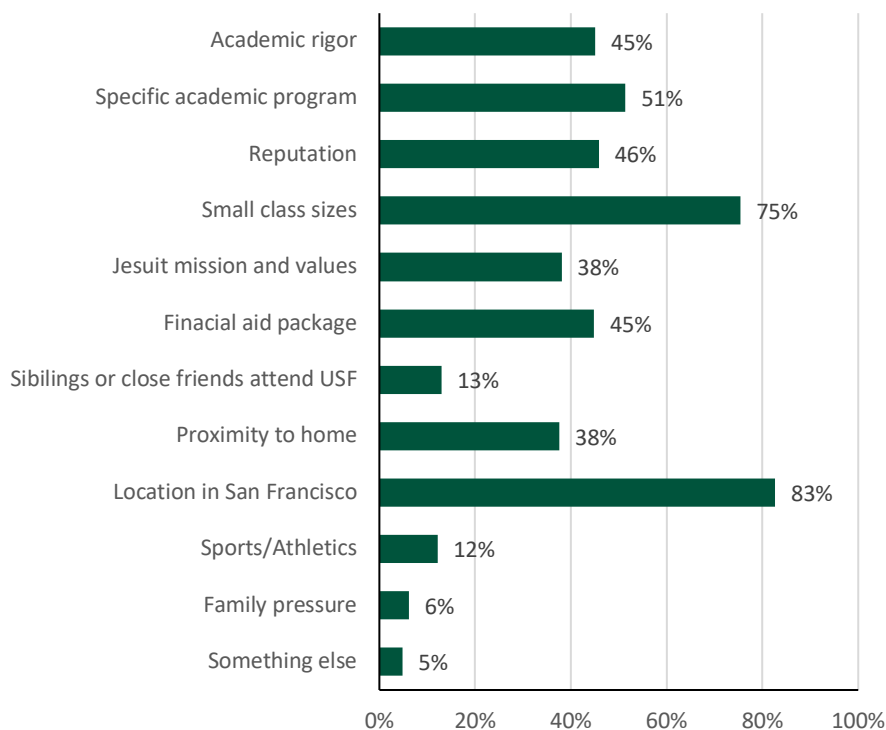
The data below indicate the proportion of participants who selected each response option.

- 2nd choice = **63%**, up from 47% in 2019
- 3rd choice = **26%**, down from 31% in 2019
- 4th choice or lower = **10%**, down from 21% in 2019

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*. Participants could select all that apply.

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



IMPACT OF COVID-19 ON ATTENDING USF

Participants indicated whether or not COVID-19 impacted their decision to attend USF.¹¹ The data below indicate the proportion of participants who selected each response option.

- The highest proportion of participants (**81%**) indicated that COVID-19 **did not impact their decision to attend USF**.

Those who indicated that COVID-19 did impact their decision to attend USF were asked how it impacted their decision.¹² This was an open-text field. Participant responses were then analyzed for common themes. One main theme emerged as detailed below.

- Participants indicated that USF was closer to home and due to COVID-19 staying closer to home was important to them and/or their families.

¹¹ This was a new question this year.

¹² This was a new question this year.

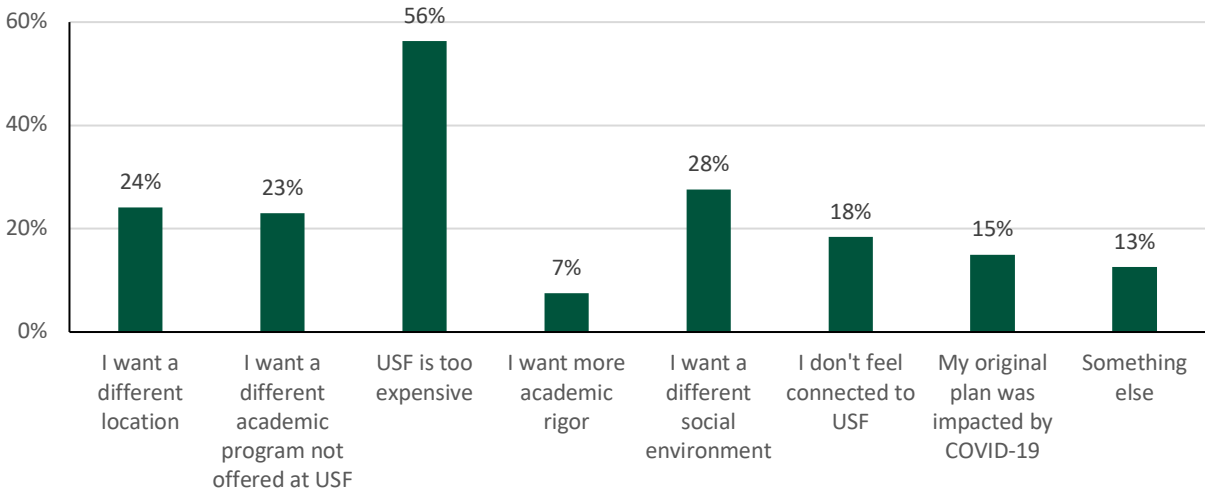
INTENT TO TRANSFER OR STOP ATTENDING

Participants indicated whether or not they intend to transfer to another college or university or otherwise stop attending USF.¹³ The data below indicate the proportion of participants who selected each response option.

- **2%** selected **Yes**; **78%** selected **No**; and **20%** selected **Maybe**

Participants who indicated that they intended to transfer to another college or university or otherwise stop attending USF were asked what would be the most likely reason that they would transfer or otherwise stop attending USF 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.*¹⁴ Participants could select all that apply.

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



Major Goals and Aspirations

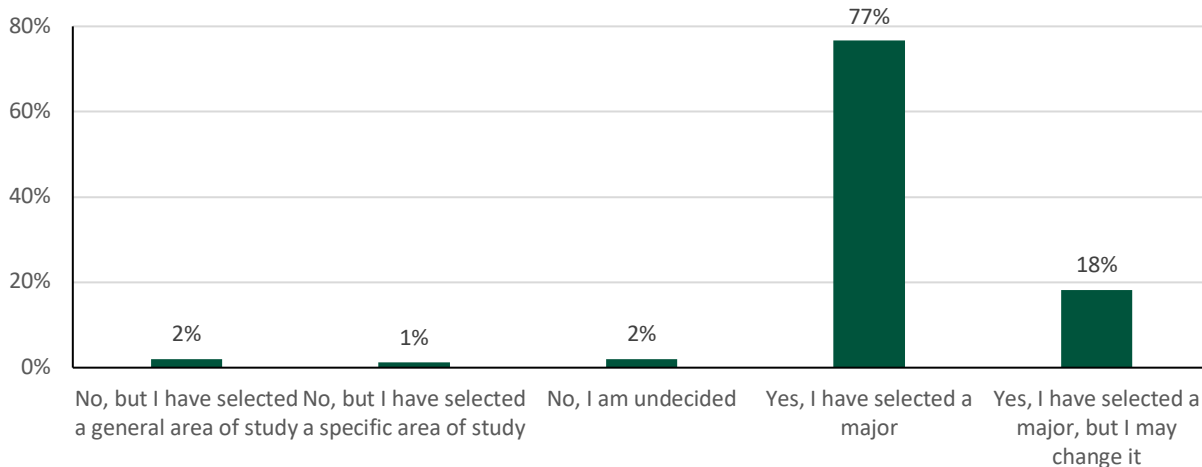
MAJOR/FIELD OF STUDY PLANS

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;*

¹³ This question was changed from last year to in order to determine if participants plan on leaving USF in general. The 2019 survey asked *Did you intend to transfer to another college or university when you enrolled at USF.*
¹⁴ *My original plan was impacted by COVID-19* was added this year. Additionally, because this was now asked of those who plan to stop attending, not just those who plan to transfer, it cannot be compared to 2019.

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



Those who indicated they have not selected a major were then asked if COVID-19 has impacted their decision not to declare a major.

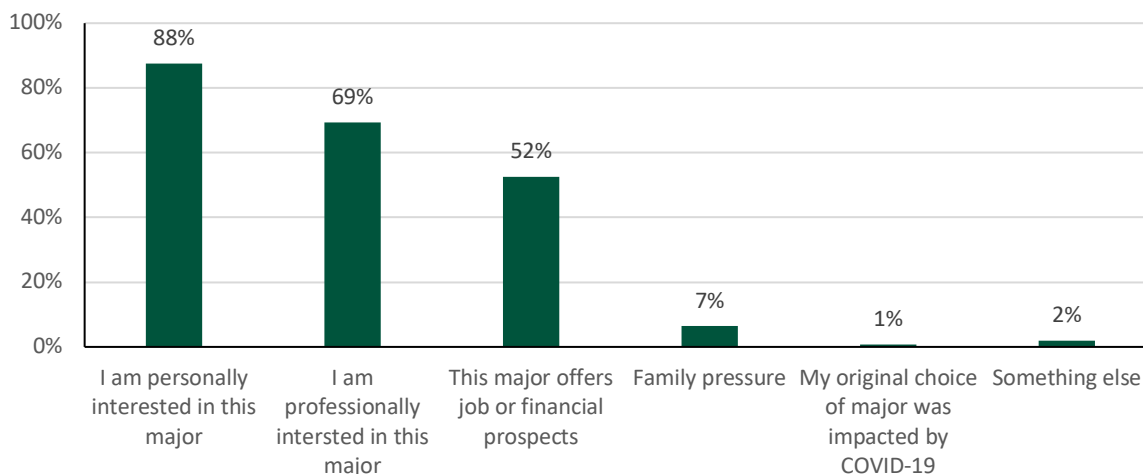
- The highest proportion of participants (**90%**) indicated that **COVID-19 has not impacted their decision not to declare a major.**

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 (**86%**) indicated they are **Satisfied** or **Very Satisfied** with their major.
- Participants, on average, indicated they were **Satisfied** with their major ($M = 4.25$, $SD = .75$)

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*; *My original choice of major was impacted by COVID-19*; and *Something else*. Participants could select all that apply.

The figure below 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.

- **74%** indicated **they would like help** exploring their major options.

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 personal interaction with their CASA Academic Success Coach.

- **78%** of participants indicated that **they knew they had been assigned a CASA Academic Success Coach**. This is down 10% from 2019.
- Of those who responded “yes” to this question, **49%** indicated **they had a personal interaction with their CASA Academic Success Coach**, up from 43% in 2019.

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 using a 5-pt. scale (1 = *Very Unhelpful*, 5 = *Very Helpful*).

- **89%** of participants who had an interaction with their CASA Academic Success Coach indicated that their coach was **Helpful** or **Very Helpful**.

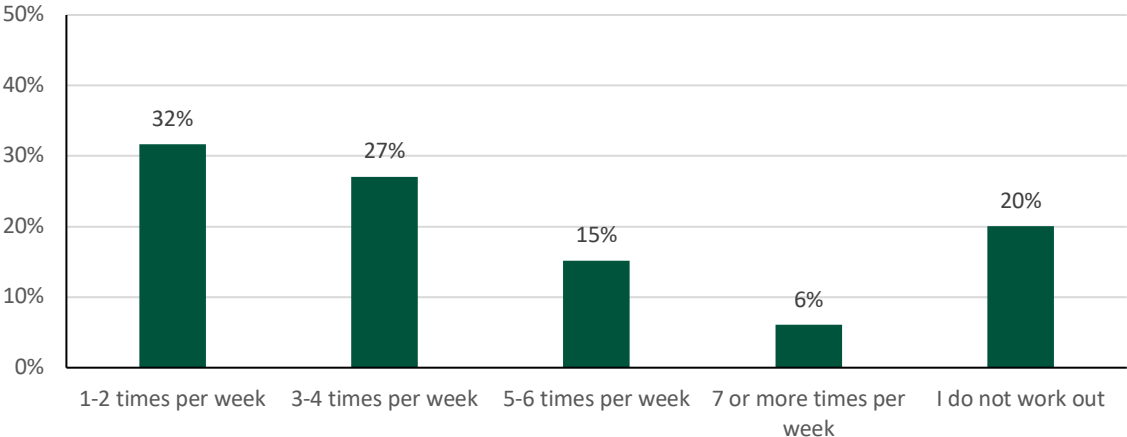
Participants who did not know they had been assigned a CASA Academic Success Coach or indicated they had not had any personal interaction with their CASA Academic Success Coach were asked if they would like assistance connecting with their CASA coach.¹⁵

- **57%** of those who didn't know they had a CASA Academic Success Coach **indicated they would like assistance** connecting with their CASA coach.

Physical Activity

Participants were asked to indicate how frequently they work out using the following response options: *1-2 times per week*; *3-4 times per week*; *5-6 times per week*; *7 or more times per week*; and *I do not work out*.¹⁶

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



Participants who indicated they do not workout were asked if they plan to begin working out while attending USF. The data below indicate the proportion of participants who selected each response option.

- **53%** selected **Yes**; **10%** selected **No**; and **37%** selected **Maybe**

¹⁵ In 2019, this question was only asked of those who indicated they did not know they had been assigned a CASA Academic Success Coach.

¹⁶ All questions in this section are new.