



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

Graduating Student Survey 2018-2020 Report

Student Success and Mission Alignment

May 2022

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General Information about the Survey

PURPOSE

The objective of the Graduating Student Survey is to capture graduating students' perception of their student experience. The survey asks students about their educational and co-curricular experiences, their values, ideals, and perspectives relative to people who are different from themselves, their religious identity, their work experiences, and their post-graduation plans. This report focuses on the Graduating Student Survey components related to student success and mission alignment. Two accompanying reports focus on components related to student engagement and work experiences, and post-graduation plans.

DATA COLLECTION

Population: 1346

Instrument: Qualtrics

Period: January 3, 2018 – September 15, 2020

RESULTS

The results reported in the narrative are for all participants and the results reported in the figures are disaggregated by college/school (College of Arts and Sciences [CAS], School of Management [SOM], School of Nursing and Health Professions [SONHP], and School of Education [SOE]) and when applicable, by undergraduate and graduate/professional student status. Each figure provides a comparison between the University of San Francisco (USF) as a whole and the college/school as well as undergraduates and graduate/professional students.¹

The School of Law (SOL) is not included in this report due to too few participants ($n < 8$).

Summary

- Graduating students reported high levels of satisfaction with USF. 77% of participants indicated they would select USF again and around 86% of participants indicated they would select the same major/field of study again and 84% would recommend USF to their friends or family.
- Graduating students generally reported their experiences and development opportunities as good, though their experiences with student life and advising were rated lower than other experiences and opportunities.
- Graduating undergraduates reported that USF strongly contributed to their written and oral communication skills, information literacy, critical thinking skills, and their quantitative reasoning skills.
- 84% of graduating students were aware of their program's learning outcomes and among those who were aware, they reported achieving the learning outcomes moderately well.
- 43% of graduating students reported participating in research or independent study with faculty. Among those who did, 44% reported that this research or independent study resulted in an on-campus presentation.
- The majority of graduating undergraduates reported participating in service-learning courses. Participants indicated that these courses strongly contributed to their ability to develop critical thinking and problem-solving skill; foster a sense of efficacy to enact social change; examine their own beliefs, values, and identities while learning about others; develop awareness of the political, economic, and socio-cultural factors that contribute to social justice; and develop a sense of responsibility to engage in service to their community.

¹ SOE does not currently offer undergraduate degree programs; however, some survey participants indicated that they were undergraduate students enrolled in the SOE. While this number is low ($n = <8$) and therefore is not reported when data are disaggregated by undergraduates and SOE, the data are included in the overall undergraduate data.

- Graduating students reported that their sense of social justice increased a lot as a result of their experience with USF, that interpersonal differences are valued or appreciated a lot, and that USF strongly contributed to their understanding of people who are different from them.

Educational Experiences

UNIVERSITY OF SAN FRANCISCO

Participants were asked if they would select USF if they were to begin their academic career again (1 = Yes, 0 = No).

- **77%** of all participants indicated they would select USF again.

MAJOR/FIELD OF STUDY

Participants were asked if they would select the same major/field of study if they were to begin their academic career again (1 = Yes, 0 = No).

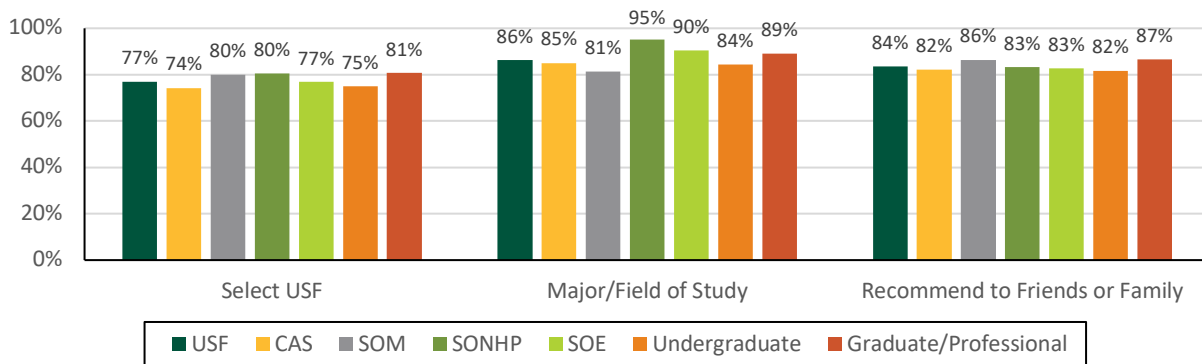
- **86%** of all participants indicated they would select the same major/field of study again.

RECOMMEND USF TO FAMILY OR FRIENDS

Participants were asked if they would recommend USF to their friends or family (1 = Yes, 0 = No).

- **84%** of all participants indicated they would recommend USF to their friends or family.

The figure below represents the percentage of participants who indicated that if they were to begin their academic career again, they would select USF, select the same major/field of study and/or would recommend USF to their friends and family. The data include all participants and are also disaggregated by college/school and undergraduate or graduate/professional student status.



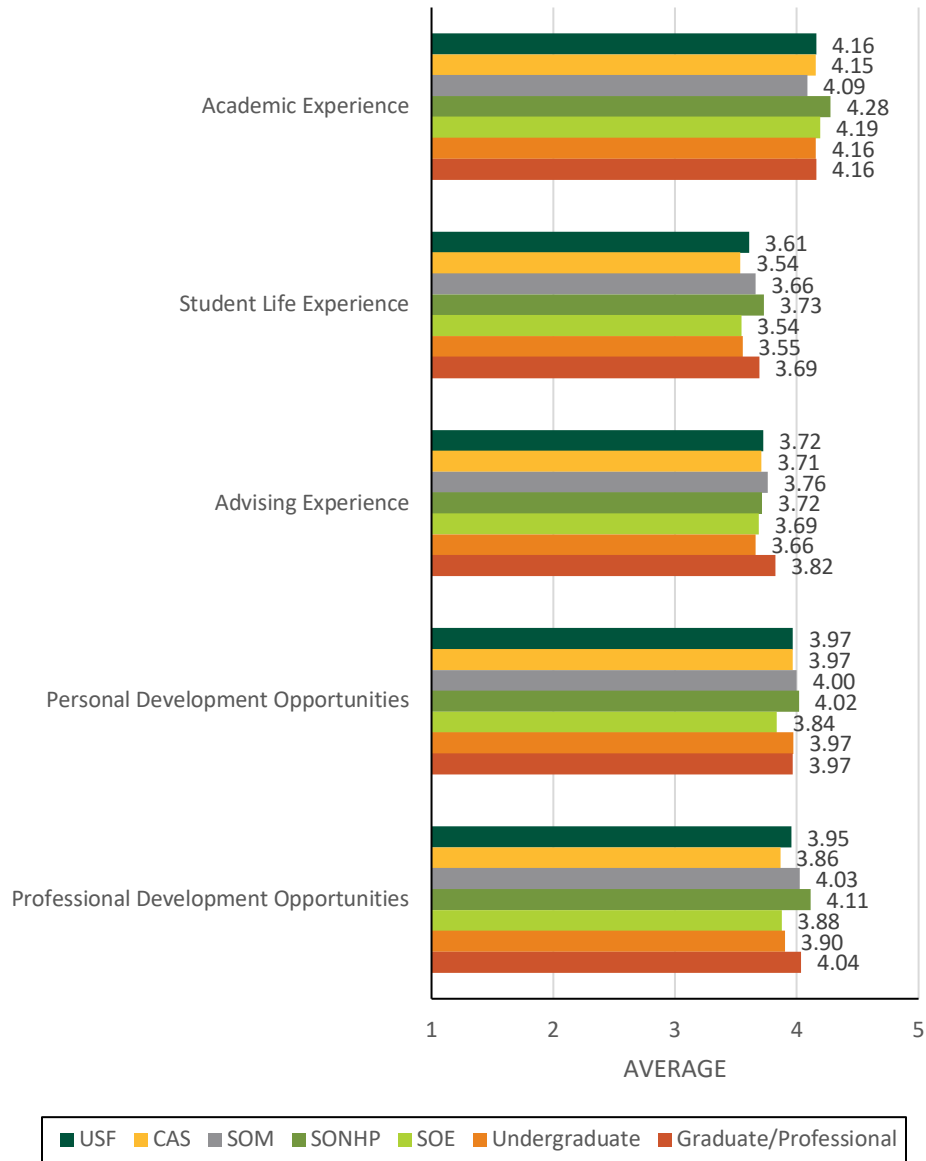
EXPERIENCES AND DEVELOPMENT OPPORTUNITIES

Participants rated the quality of their academic experience, student life experience, advising experience, personal development opportunities, and professional development opportunities using a 5-pt. scale (1 = Poor, 5 = Excellent).

- Participants, on average, reported the quality of their **academic experience** ($M = 4.16$, $SD = .91$), **student life experience** ($M = 3.61$, $SD = 1.12$), **advising experience** ($M = 3.72$, $SD = 1.18$), **personal development opportunities** ($M = 3.97$, $SD = 1.01$), and **professional development opportunities** ($M = 3.95$, $SD = 1.06$) as good.

The following figure represents participants' average rating of the quality of their academic, student life, and advising experiences and their personal and professional development opportunities. The data include all

participants and are also disaggregated by college/school and undergraduate or graduate/professional student status.

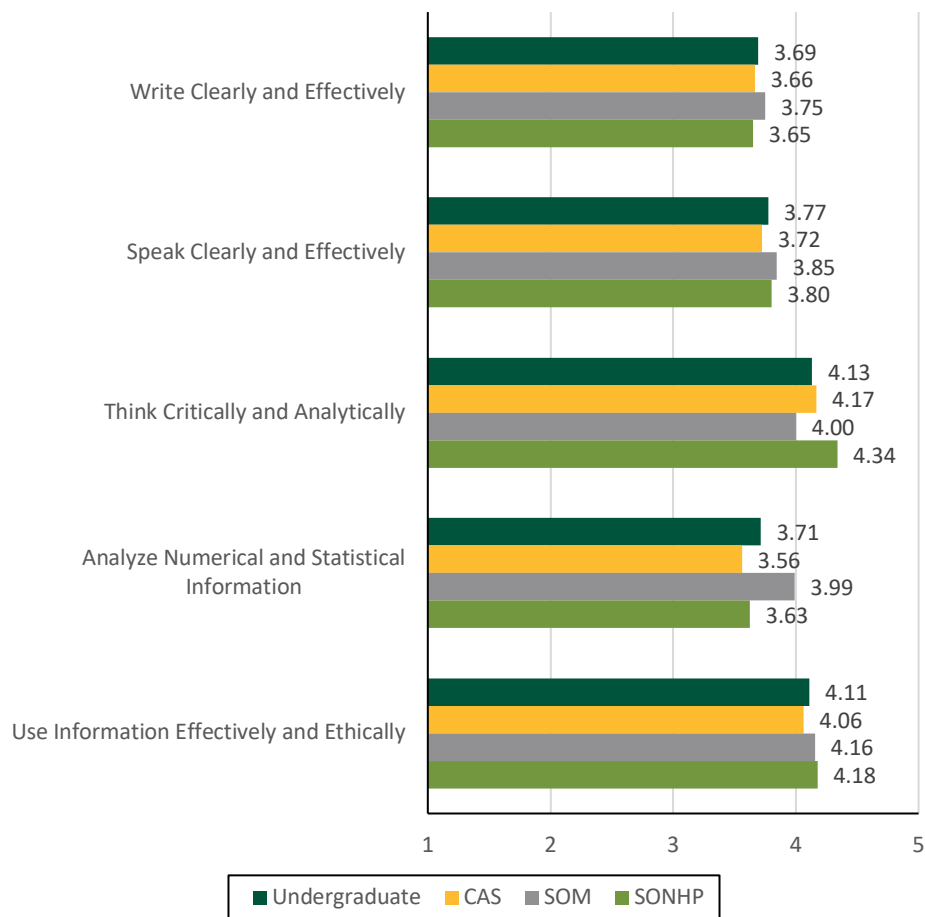


Core Graduation Competencies²

Undergraduate participants reported how much USF contributed to their abilities in writing clearly and effectively, speaking clearly and effectively, thinking critically and analytically, analyzing numerical and statistical information, and using information effectively and ethically. Participants answered using a 5-pt. scale (1 = *None at all*, 5 = *A great deal*).

- Undergraduate participants, on average, reported feeling that their experiences at USF **contributed a lot** to their ability to **write clearly and effectively** ($M = 3.69, SD = .98$), **speak clearly and effectively** ($M = 3.77, SD = 1.00$), **think critically and analytically** ($M = 4.13, SD = .89$), **analyze numerical and statistical information** ($M = 3.71, SD = 1.02$) and **use information effectively and ethically** ($M = 4.11, SD = .89$).

The figure below represents participants' average rating of how much USF contributed to their abilities in the core graduation competency areas. The data include all undergraduate participants and are also disaggregated by college/school.



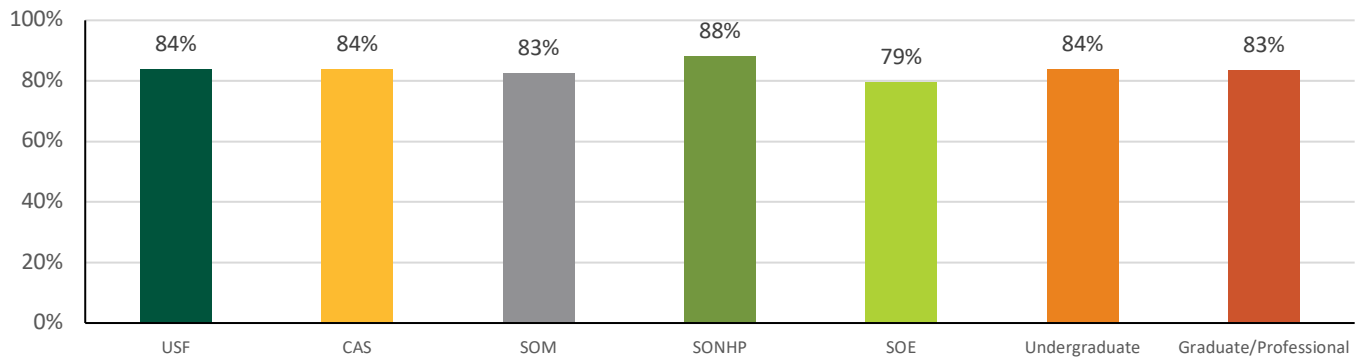
² While SOE does not currently offer undergraduate degree programs, some survey participants indicated that they were undergraduate students enrolled in the SOE; however too few participants selected this option ($n = <8$) therefore SOE is not included in the data.

Program Learning Outcomes

Participants reported their awareness of their major/field of study's program learning outcomes (PLOs) or learning goals (1 = Yes, 0 = No).

- 84% of all participants indicated they were aware of their major/field of study's PLOs or learning goals.

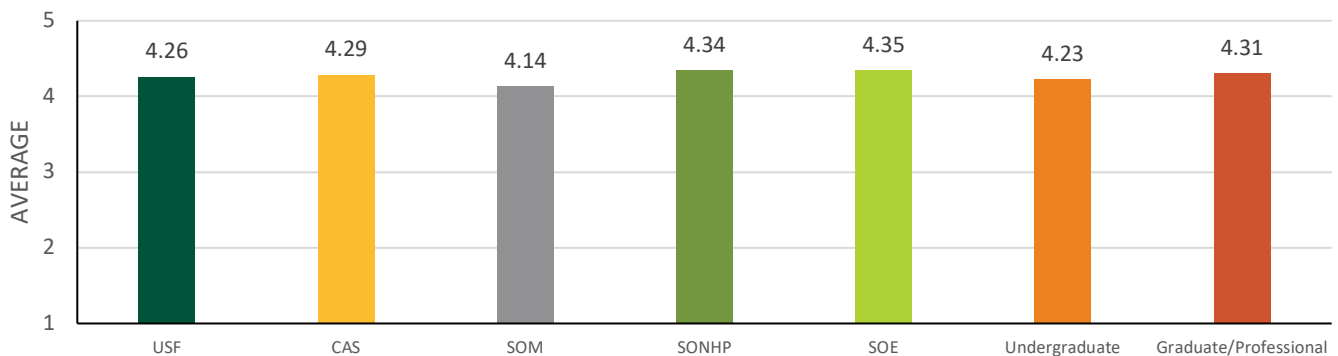
The figure below represents the percentage of participants who indicated they were aware of their major/field of study's PLOs or learning goals. The data include all participants and are also disaggregated by college/school and undergraduate or graduate/professional student status.



Participants reported how well they perceived themselves as achieving their major/field of study's PLOs or learning goals. Participants answered using a 5-pt. scale (1 = Not at all well, 5 = Very well).

- Participants, on average, reported achieving their major/field of study's PLOs or learning outcomes **moderately well** ($M = 4.26$, $SD = .75$).

The figure below represents participants' average rating of how well they perceived themselves as achieving their major/field of study's PLOs or learning goals. The data include all participants and are also disaggregated by college/school and undergraduate or graduate/professional student status.

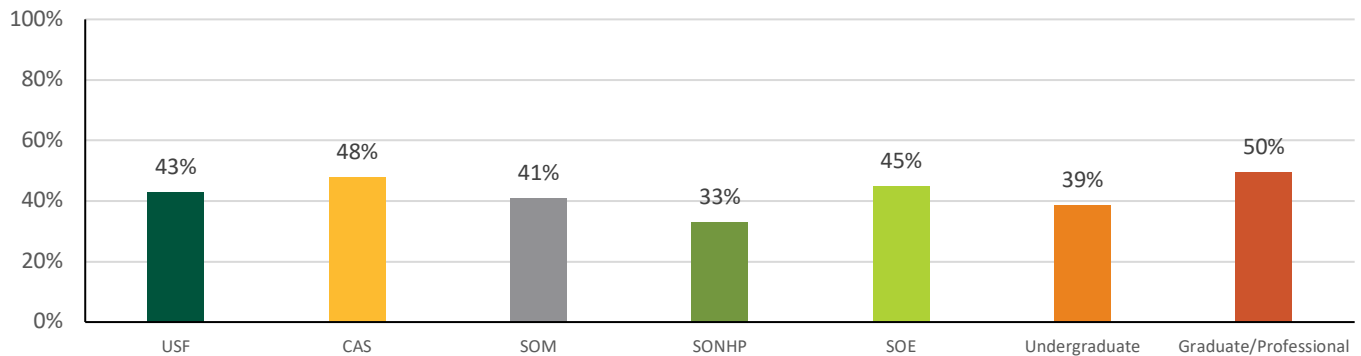


Research or Independent Study

Participants were asked if they engaged in research or independent study with a professor or a faculty advisor (1 = Yes, 0 = No).

- 43% of all participants indicated they engaged in research or an independent study with a professor or faculty advisor.

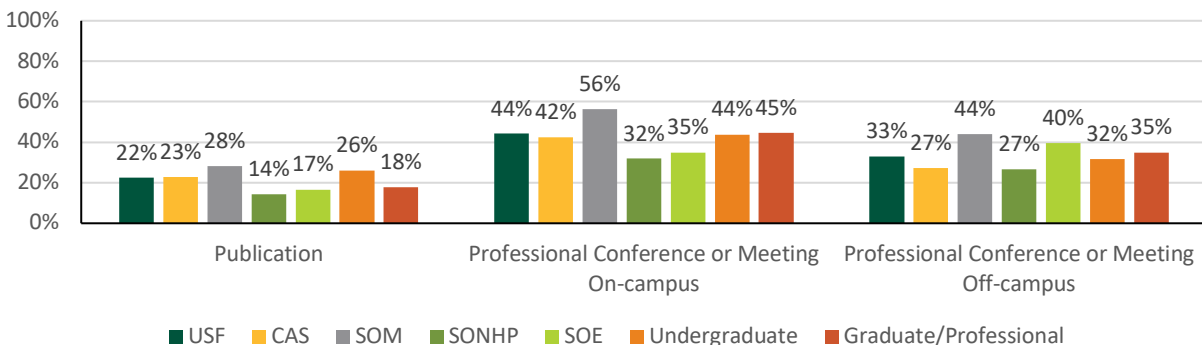
The figure below represents the percentage of participants who indicated they engaged in research or independent study with a professor or faculty advisor. The data include all participants and are also disaggregated by college/school and undergraduate or graduate student status.



Participants who indicated they engaged in research or independent study with a professor or faculty advisor then reported if this research or independent study resulted in a publication, a presentation at a professional conference or meeting on campus, or a presentation at a professional conference or meeting off campus (1 = Yes, 0 = No).

- 22% of all participants indicated their research or independent study resulted in a **publication**.
- 44% of all participants indicated their research or independent study resulted in a **presentation at a professional conference or meeting on-campus**
- 33% of all participants indicated their research or independent study resulted in a **presentation at a professional conference or meeting off-campus**

The following figure represents the percentage of participants who indicated their research or independent study resulted in publication and/or a professional conference or meeting on or off-campus. The data include all participants and are also disaggregated by college/school and undergraduate or graduate/professional student status.

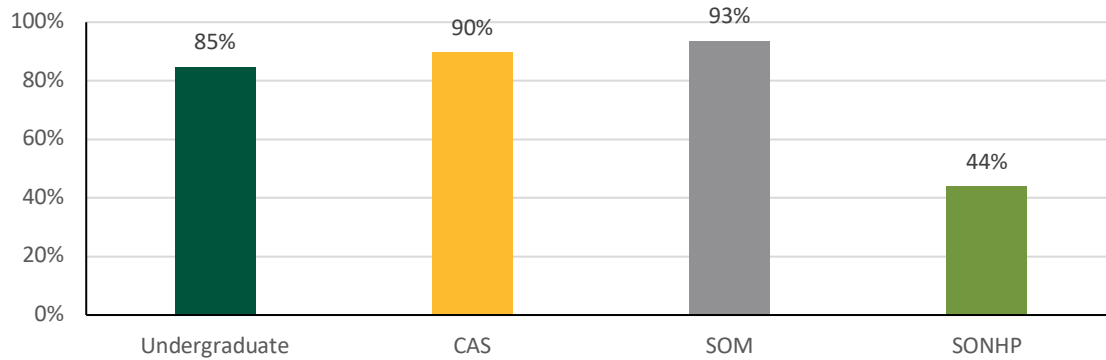


Service Learning³ and Community Engagement⁴

Undergraduate participants reported if they took any service-learning courses at USF (1 = Yes, 0 = No).

- 85% of all undergraduate participants indicated they took service-learning courses at USF.

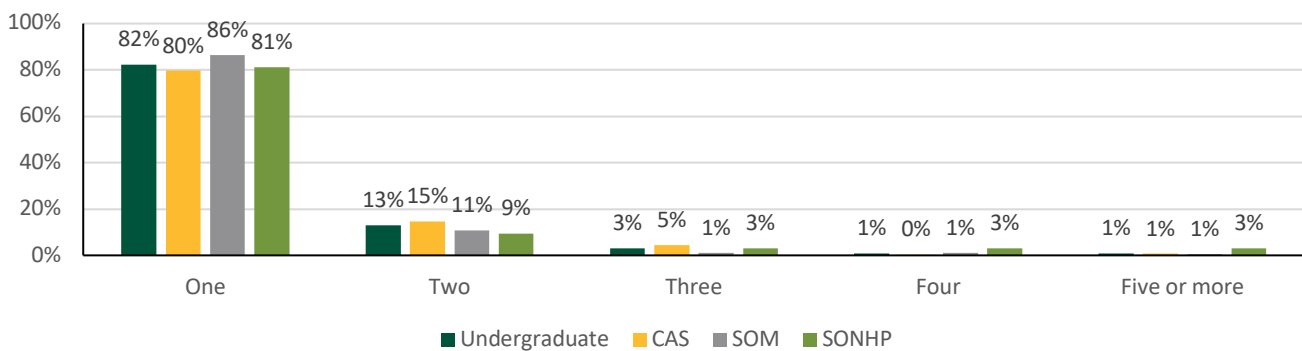
The figure below represents the percentage of undergraduate participants who indicated they took service-learning courses at USF. The data include all undergraduate participants and are also disaggregated by college/school.



Undergraduate participants reported the number of service-learning courses they completed using the following response options: *one, two, three, four, or five or more*.

- The highest proportion of all undergraduate participants (**82%**) indicated they completed **one** service-learning course.

The following figure indicates the proportion of undergraduate participants who selected each response option. The data include all undergraduate participants and are also disaggregated by college/school.



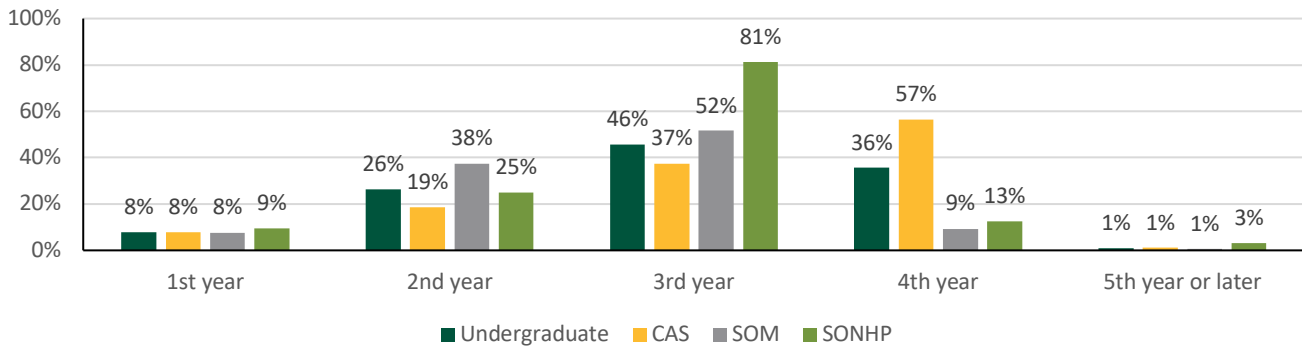
Undergraduate participants reported in which year they took their service-learning course(s) at USF using the following response options: *1st year, 2nd year, 3rd year, 4th year, or 5th year or later*. Participants could select all that apply.

³ Service Learning is currently known as Community Engaged Learning.

⁴ While SOE does not currently offer undergraduate degree programs, some survey participants indicated that they were undergraduate students enrolled in the SOE; however too few participants selected this option ($n = <8$) therefore SOE is not included in the data.

- The highest percentage of all participants (**46%**) took courses in the 3rd year.

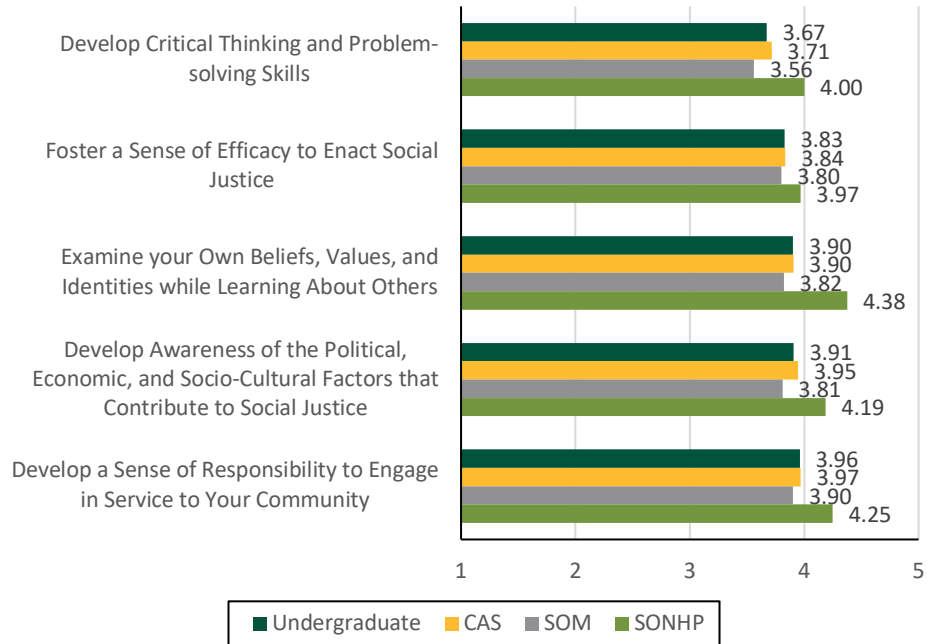
The figure below indicates the percentage of undergraduate participants who selected each response option. The data include all undergraduate participants and are also disaggregated by college/school.



Undergraduate participants evaluated how much their service-learning course(s) allowed them to develop critical thinking and problem-solving skills, foster a sense of efficacy to enact social change, examine their own beliefs, values, and identities while learning about others, develop awareness of the political, economic, and socio-cultural factors that contribute to social justice, and develop a sense of responsibility to engage in service to their community. Participants answered using a 5-pt. scale (1 = *None at all*, 5 = *A great deal*).

- Participants, on average, reported that their service learning courses allowed them to **develop their critical thinking and problem-solving skills** ($M = 3.67, SD = 1.05$), **foster a sense of efficacy to enact social change** ($M = 3.83, SD = 1.03$), **examine their own beliefs, values, and identities while learning about others** ($M = 3.90, SD = 1.04$), **develop awareness of the political, economic, and socio-cultural factors that contribute to social justice** ($M = 3.91, SD = 1.05$), and **develop a sense of responsibility to engage in service to their community** ($M = 3.96, SD = 1.03$) a lot.

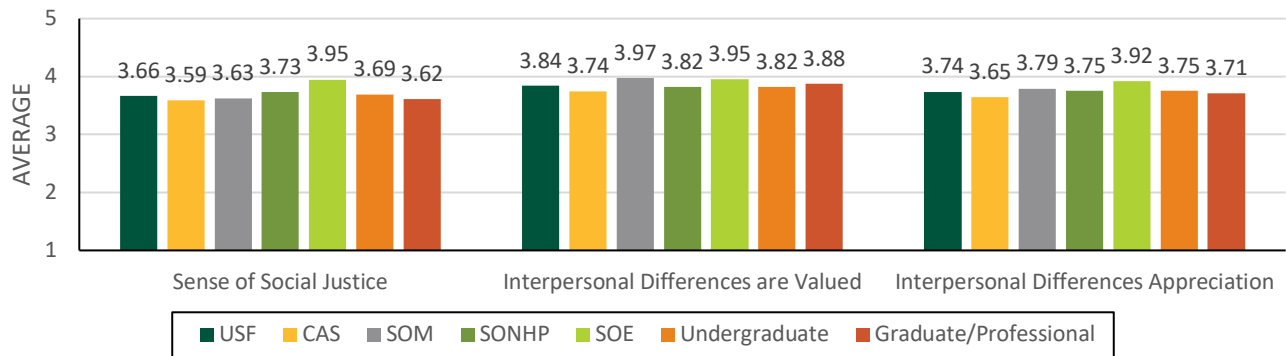
The following figure represents the average amount undergraduate participants felt their service-learning course(s) allowed them to do each of the below. The data include all undergraduate participants and are also disaggregated by college/school.



Diversity and Inclusion

Participants reported how much their sense of social justice increased as a result of their experiences at USF, how much they think interpersonal differences are valued at USF, and how much their appreciation of interpersonal differences increased at USF. Participants answered using a 5-pt. scale (1 = *None at all*, 5 = *A great deal*).

- Participants, on average, reported that their sense of social justice **increased a lot** as a result of their experiences at USF ($M = 3.66$, $SD = 1.14$).
- Participants, on average, reported that they believe interpersonal differences **are valued a lot** ($M = 3.84$, $SD = .95$).
- Participants, on average, reported that their appreciation of interpersonal differences **increased a lot** ($M = 3.74$, $SD = 1.07$) at USF.



Participants reported how well USF helped them gain an understanding of values, ideas, and perspectives of people who are different from them in terms of economic, social, or class background; race, ethnicity, or nationality; religion or faith; sex or gender identity or expression; sexual orientation; or political beliefs or values. Participants answered using a 5-pt. scale (1 = *Not well at all*, 5 = *Very well*).

- Participants, on average, reported that USF contributed **moderately well** to their understanding perspectives of people who are different from them in terms of **economic, social, or class background** ($M = 3.91, SD = 1.07$); **race, ethnicity, or nationality** ($M = 3.99, SD = 1.05$); **religion or faith** ($M = 3.58, SD = 1.22$); **sex or gender identity or expression** ($M = 3.91, SD = 1.12$); **sexual orientation** ($M = 3.88, SD = 1.13$); and **political beliefs or values** ($M = 3.59, SD = 1.23$).

The following figure represents the average amount participants felt helped them in each of the below areas. The data include all participants and are also disaggregated by college/school and undergraduate or graduate/professional student status.

