



SF STATE

**FIRST YEAR
EXPERIENCE
SURVEY**

**FALL 2021 FIRST
TIME FRESHMAN
COHORT**

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Introduction & Purpose of Study

For the past several years, the First-Year Experience (FYE) program has conducted a telephone survey at the close of the academic year with freshman cohorts: fall 2019 and fall 2020 (Yoo, G., Moskowitz, N., Paredes Centeno, B., & Shindledecker, E., 2021). This research continued during summer 2022 when a team of student researchers along with the FYE faculty director conducted telephone surveys with first time freshman (FTF) cohort who arrived in fall 2021. The original impetus for the research was to assess the remote learning needs for first year students during COVID and therefore, be better equipped to support our students transition into the second year. Although COVID conditions are different today, asking first year students about their experiences at the end of the academic year continues. Students who feel seen, heard, and valued are more likely to experience a true sense of belonging and therefore have better educational outcomes. SF State's longstanding ethic of care for our campus community was a value imbedded in this project and a central value held for all the researchers involved.

Goals of the Study

Like previous years, this study examined:

- Experiences of fall 2021 first year students;
- Assess their plans to register in fall 2022;
- Identify student need across support services at SF State; and
- Provide advising support for students to maximize retention for all students.

Methodology: Telephone Survey

Institutional Research provided a list of the fall 2021 cohort of first-time freshman (n=3,147). Survey questions from past years were edited for clarity and relevance in terms of current COVID conditions. All survey questions were input into Knack. Knack was used as the software site where researchers would record contacts with students and record all responses. All researchers were trained by the FYE faculty director on both telephone survey methods and using Knack. The list of 3,147 freshman was set up so that students who had not yet registered for fall 2022 classes were prioritized to call first. When contact was made with students in this group, they were given the option to ask for advising support. The list of names was shared by the FYE faculty director to the UAC for follow up contact by an advisor.

Between June 5 and June 30, the student researchers made three attempts to contact students: two telephone calls followed by one text. A total of 1,125 (out of 3,147 = 36% response rate) students

were contacted via telephone calls. To improve the response rate, a Qualtrics survey with the same questions was emailed (on July 7) to students who did not complete the survey via telephone call as of June 30. We received 139 responses in Qualtrics. **Our total response rate was 40%** (1,125 Knack + 139 Qualtrics = 1,264/3,147).

The results below summarize responses to both quantitative questions and key themes from open-ended qualitative questions. Additionally, results from the summer 2021 survey from the fall 2020 freshman cohort are included to identify possible patterns.

Summary of Findings

Most positive experiences reported by first year students: Students were asked an open-ended question to share their most positive experiences during their first year. Qualitative responses are shared in this report. The following themes were identified along with the distribution of responses for each theme:

- Experienced welcoming and supportive environment, outside of the classroom (37%)
- Positive experiences with faculty (31%)
- Branching out and having new experiences (27%)
- Flexibility of course modalities and access to courses (10%)

Ways students need, or want, more support: Students were asked an open-ended question to share ways in which they want/need more support. Qualitative responses are shared below. The following themes were identified along with the distribution of responses for each theme:

- More support of co-curricular services (35%)
- Did not seek more support/felt supported (32%)
- More campus events, particularly in-person (25%)
- Improved consistent communication and information about services and events (18%)

Intent to register/retention: Seventy percent of participants stated that they had registered at the time of the call/survey; while 9% said they had not yet registered but plan to enroll for fall 2022 classes. Among the 13% of whom said that were not planning on attending SF State, reasons are offered below.

Reasons for not enrolling in fall 2022 courses: Transferring to a community college was the most common reason (24%) along with ‘Other’ that included difficult commute, needing a break, attending to work/life balance/family responsibilities, high cost of housing/financial challenges.

Securing needed classes: The overwhelming majority of students report getting the classes they need (84%), while 5% state they did not get courses they needed. For the group of students who registered for ‘Some courses but not all’ report waitlists and waiting to add courses at a later date for reasons unknown.

Preferred course modality: Sixty nine percent of the students prefer in-person classes while 13% prefer online synchronous. Twelve percent chose online bichronous and 6% chose online asynchronous.

Preferred modality of co-curricular events: Fifty percent prefer in-person events while 44.5% prefer combination of remote and in-person. Only 5.5% prefer online.

Preferred days and times to be on campus: Students report Monday and Wednesday mornings (18.7%) followed by Tuesday and Thursday mornings (17.9%) as their first and second choice to be on campus. M/W (16.6%) and T/TH afternoons (15.4%) were a close third and fourth preference. Evenings and Friday were the least preferred option (M/W evenings 6.9%; T/TH evenings 5.4%; F morning 6.6%; F afternoon 4.6%; and F evenings 2.5%).

Feelings of connectedness and community: Students report feeling equally connected in-person as virtual modality. Compared to last year's survey results, students report feeling more connected in this study (54% felt connected in fall 2020 and 77% feel connected in this fall 2021 cohort).

Most utilized campus resources: For the past two years, the library has been the most utilized resource on campus (18%), followed this year by advising (15%), Mashouf wellness center (11%), use of computers/internet (8%), tutoring (7%), faculty office hours (7%), bookstore (6%), student health services (6%). Interestingly, students reported utilizing basic needs and mental health support at 3%.

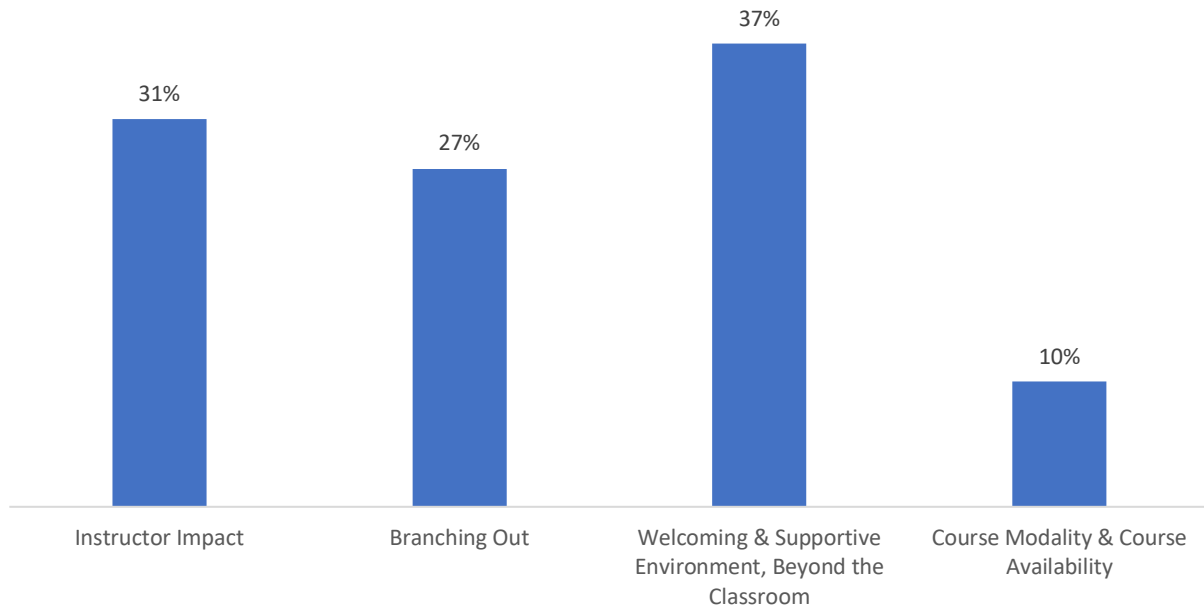
Concerns about entering second year: Housing availability and cost, meeting academic goals, attending to financial concerns/challenges, making friends, and balancing work and school rose to the top as the biggest concerns.

Survey Results

Positive Aspects of First Year

Students were asked, "*What aspect of being a first-year student at SF State was positive for you?*" Responses were grouped into four main categories with some subcategories:

- Instructor Impact
- Branching Out
 - Connections with students
 - Psychological and emotional growth
 - Broadening experiences
- Welcoming and Supportive Environment, Beyond the Classroom
 - Ease of connections
- Course Modalities and Course Availability



Overall Findings: Students expressed feeling supported by the myriad support services outside of the classroom and across campus. The positive impacts that faculty had on students' experiences was meaningful and appreciated by students. The fall 2021 cohort viewed supportive professors at 31% and supportive staff and programs at 37%. These results differ slightly from the fall 2020 cohort who reported supportive professors at 48% and supportive staff and programs at 14%.

Instructors Impact

Faculty matter in significant ways. Students report feeling supported and cared for by faculty. They view faculty as responsive to both students' academic needs and their overall emotional well-being. Faculty were overwhelmingly perceived as understanding, engaging, and passionate. The individualized connections between students and faculty were a common theme. Students appreciated small class size, which allowed for individualized attention.

I would say the teachers, mainly because coming back from COVID and going to school the teachers were really understanding and supportive. This was amazing for me.

...the teachers were really accommodating. Teachers gave extra time and energy to help students.

The professors are very knowledgeable, passionate, and understandable.

The professors that I had went out of there way to reach out and help me when I was having trouble passing my classes.

Online classes are organized and helpful.

I really like my professors. In my first semester, I had professors of color and female professors. My professors were open to all perspectives and flexible as long as you communicated with them.

The professors were very good at adapting to online learning and they were very understanding about home situations.

My professors were really understanding which helped a lot during class. Drastically different from high school and high school teachers. They care a lot about students' mental health.

The learning environment was set up really well, especially straight out of COVID...the professors I had were well prepared and supported me.

Felt supported and challenged academically in a great way.

Positivity of professors was inspiring.

I liked the way the teachers taught. Everyone communicated well. They encouraged you to join things and be more social.

The professors were always so great and made the transition from high school to college not bad at all.

The Metro College Success program was a frequent mention when asked about what made the first year positive.

The professors try to help you and the Metro program was very helpful.

I felt supported through Metro program.

I really like being in the Metro program. They really helped me and guided me. All the emails kept me updated.

Definitely the Metro program. I feel like I keep telling everyone about it from other schools. If it wasn't for the Metro program, I would feel pressured and overwhelmed my first year.

Branching Out

Students repeatedly shared a multitude of ways in which they “move outside of their comfort zone” or branch out as an important experience during their first year. Students view these new experiences as positive and important to their personal growth and development. Students expressed a sense of pride when their experiences grew. Branching out most frequently took the form of making connections with students; growing intellectually, emotionally, and psychologically; and having new experiences.

Connections with Students

Openness to meeting new friends and building connections with other students was paramount to the students. Meeting new students took courage and most often happened within the classroom, in the residence halls, and through getting involved in student clubs/organizations and/or attending campus events. Students expressed that it was daunting but relatively easy to make new friends and that building a sense of community on campus felt easier than expected.

Being able to connect with some of my peers was the most positive aspect of being a first year at SF State. I have always worried that I wouldn't make friends, let alone connect with people. Creating group chats and adding each other on social media was a big help. I've met so many people, couldn't be more grateful.

All the events that they had during the first week of school were very good since we could make connections and meet new people.

Being able to meet other freshman through classes.

Living on campus and meeting people in that community.

I really liked the students around me and the community. A lot of my classmates were very helpful.

Studying with friends, getting out after the pandemic, and catching up with people.

It was easy to make friends. All classes were first year students. And staff were friendly.

Being an international student away from home has been very challenging for me but at SF State I made new friends that made me feel like my new home.

The positive aspect when coming to a new city was how I was able to make friends even when I didn't live in the dorms. I thought it was challenging but once there's a connection, it grows roots.

Psychological and Emotional Growth

The transition to college life was acknowledged as challenging, along with feeling of homesickness. Simultaneously, the feeling of freedom, picking one's own classes on days and times of their choosing, becoming independent and responsible, and learning to live away from home were identified as positive experiences during the first year.

I came out of my comfort zone. Everything was positive for me.

I really like living on campus and feeling independent. I really like choosing my schedule, teachers, and classes I want to take.

Felt pushed to work harder to understand self and own independence.

Having my own schedule. It was very useful and I could decide when to be in class.

Being able to have more freedom and just being able to do what you want and let you grow as a person.

I felt pushed out of my comfort zone and even though it felt uncomfortable I am glad I did it.

I learned how to live on my own.

Coming out of my comfort zone.

I got to know and meet people and have enough room to become whoever I want to be and want to do.

Broadening Experiences

Related to personal growth, the first year offered possibilities to broaden experiences. Students spoke of appreciating new ways of thinking that is offered by both meeting new people and by the number of course offerings that are different and vast compared to high school. Students value the diversity and inclusivity of the campus in terms of meeting others who are different, in demographic ways and ways of thinking. The geography of being in SF was important because it offered new experiences for many.

Diversity of people and classes.

Meeting more people and getting to know people who come from different places. I got to meet people from different part of the country and even some from different countries. I also got to experience living in the city alone and learning how to be independent.

...loved the inclusivity on campus in the courses I took. I felt that all professors were inclusive talking about social issues felt safe in class.

The diversity. I was able to make new friends with people from different backgrounds and ethnicities.

The new environment and just being introduced to the new environment surrounding the community and the different energy that the university had compared to my school.

Interacting with new individuals and gaining fresh knowledge.

Welcoming & Supportive Environment, Beyond the Classroom

Students report that the overall campus community is “very supportive” and appreciate the myriad of resources. Highest among them is the relationships and support of the academic advisors/counselors. Academic counselors went beyond offering support for course planning, they also connected students to support services throughout campus. The most frequently

mentioned services include Tutoring and Academic Support Center; Clubs; Library; Health, Promotion, and Wellness, that includes the Basic Needs Initiative; and campus employment. The intentional communities built through the First-Year Experience programming and Metro also promoted feelings of support and created a welcoming environment.

The fact that I had an overwhelming support thanks to my advisors and coordinator. They helped me breeze through my first year.

SFSU felt welcoming nothing felt closed off.

...people I met were welcoming and supportive. How engaged the school is trying to be. It was positive.

I enjoyed all of the social events held for students as they created a sense of community and excitement for being at SF State.

Lots of help coming from campus with programs, tutoring, advising, etc.

...Gator Groceries and FYE program were easily accessible.

Definitely the environment. Being in a first year class with other first years made me feel more comfortable.

I really liked how the library was open a lot because I was able to do my homework a lot there. On campus tutoring. Organizations such as Health Promotion and Wellness because they gave out free necessary tools.

There is a lot of help for first years like advising, resources, and reminders on where you can go to get help.

...Loved Gatorfest and appreciated it for freshman.

Being able to go to the financial aid and student services building. Having someone that could always support me, particularly in financial aid.

All of the resources such as EOP and Metro really helped me settle into my first year in college! My advisors were also very supportive.

Ease of Connections

Students shared that the myriad of resources and opportunities made for an ease of connections in areas that include getting classes they need, connecting with professors, staff, and other students. Their first-year experience was less scary and less daunting than many expected.

Being able to have so many available options when I needed help. The campus has a way of making you feel safe to ask for help when you need.

I really like how accepting and diverse people are.

I really enjoyed having a chance to meet new people and find new ways of being my authentic self.

I expected to only really make friends with other first years but I was happy to find myself surrounded and befriending people from all years.

At first, I was scared and nervous about this new chapter in my life but the SF State staff made me feel comfortable.

There was a lot of help and support coming from different areas which was super helpful, especially when working with my advisor.

I loved that I was able to find a community where I felt like I belong and am accepted.

Course Modalities & Course Availability

Students shared the benefits of both in-person and online course options and viewed both options as optimal for learning and accommodating their lives outside of school. The flexibility is important to students. Similarly, getting classes they need was imperative.

Being able to be on campus and get the in person learning I need.

The classes are small, not too many people, and it's easy to connect with others.

The selection of the classes and the flexible schedule.

I would say having a hybrid opportunity to go in person and online.

Small classes makes it easy to connect with teachers.

I like having small classes and direct teacher contact.

The class flexibility was very helpful because there were both online and in person classes that I could choose from.

A lot of classes are available.

I was happy to see that small in person classes could happen and talk to peers and was able to have an individualized connection with professors.

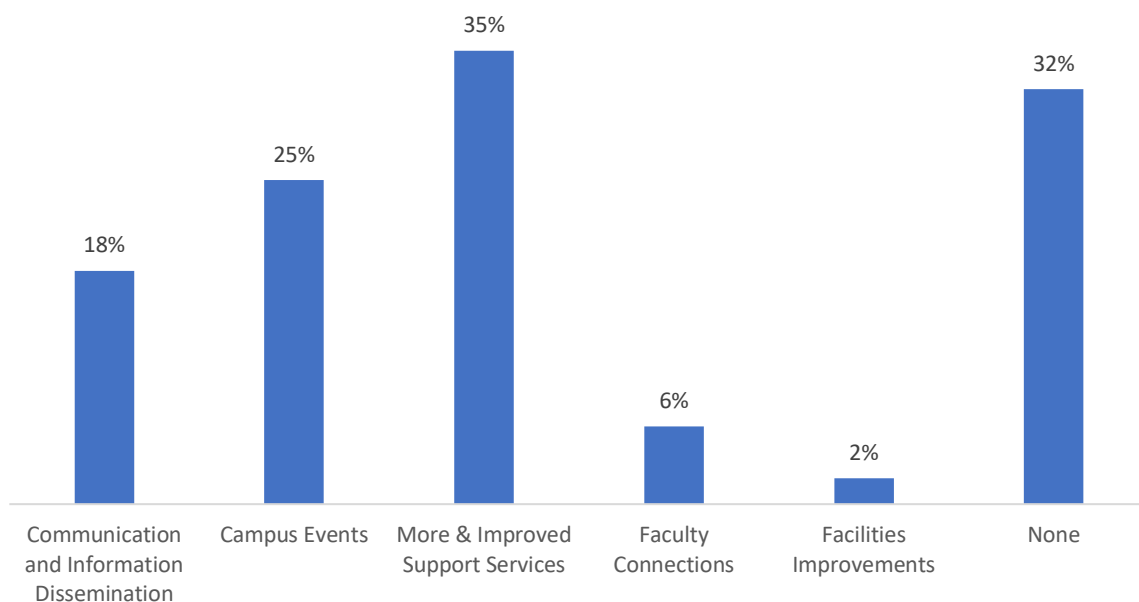
Positive! I think the classes and ratio of students to teacher were very good.

I really enjoyed that my first year was all online because it allowed me to continue to learn in a safe environment, in my own house. Having that available was really nice.

Need or Want More Support

Students were asked, “*In what ways did you want or need more or different support? In what ways could SF State have supported you better?*” Responses were grouped into six main categories with some subcategories:

- Communication and Dissemination of Information
- Campus Events
- More and Improved Support Services
- Faculty Connections
- Facilities Improvements
- None



Overall Findings: The desire for more and improved support services was most frequently in reference to mental health and tutoring support yet numerous campus supports were identified and are included below in the qualitative comments. Identifying in-person campus events was also repeatedly mentioned along with the need to disseminate information better. Compared to the fall 2020 data, the inability to access resources/more and improved support services increased from 16% to 35%.

Communication & Information Dissemination

Overwhelmingly, students report a lack of awareness of available resources across the campus. They state that more advertising of support services, workshops, resources, and events would be greatly beneficial. There is overlap between the need to better communicate services and the desire for more access to services, namely, Counseling and Psychological Services (CAPS), and tutoring (TASC). Additionally, students shared that better campus signage and maps located

around campus would be helpful. Many students spoke about the need to make the campus website easier to navigate.

I feel that communication from the school to students could be better. We were never addressed as a student body. It would help if we could receive texts about events around campus.

There are many opportunities that students don't know about or events students never hear of because there isn't enough information shared. I feel students would have an easier time if they were to know of the resources provided on campus and even off campus.

The school should send students weekly emails to tell them what's happening on campus. The school should advertise social events more through email.

I want to be more aware of resources on campus, for example, Gator Groceries. Professors should share this information with students.

Maybe have a more centralized place to ask questions and access information. It was tough to navigate the first semester and feel lost because things were virtual and not easy to find resources online.

I wish I could find a better school map layout of where everything is. Difficult to navigate sometimes.

Maps would be helpful navigating confusing areas such as the library and Cesar Chavez center.

More guidance to navigate around campus. The website is confusing.

If there was a hotline that was available for general support and campus/registration questions, a consolidated place.

Campus Events

Like the need to improve our communication to students about what our campus has to offer, students expressed a strong desire for more in-person events to foster community among students and workshops to support students' academic success.

I feel that SF State could have done a better job of making the freshman feel more welcome the first couple of weeks of school.

Not enough extracurricular events on campus. Wanted better on-campus events like dances, special nights, and overall more campus social life.

As a new student, I think most of the first-year students don't know what to do to be active around campus. SF State should make events and activities and make students participate.

I felt like I didn't know about a lot of the resources and events during the year. As well as more outreach from clubs and activities for students.

More interaction and events for the first-year students to expand their social interactions and learn new things.

More & Improved Support Services

There are five areas in which students report the desire for easier access to services. They include CAPS, Advising, Tutoring, Housing, Financial Aid, and DPRC. The overarching issue with all support services is information dissemination so that students are consistently, and over time, informed.

CAPS

The most frequently occurring need for increased support was for mental health support, both in the form of individual appointments and workshops. Relatedly, more advertising of CAPS services would be beneficial to students.

The one thing I could recommend is adding more psychologists to CAPS. When I participated I was only able to get an appointment maybe twice a month.

Mental health facilities should be advertising more. Students don't know much about it. They only told us they exist, but no further direction or more information.

I had a family emergency, had family members pass away. I was looking for mental health support. I know it's an option at State but it was hard to get in contact with mental health or figure out what we have access to.

I need more help with time management. I wish SF State could do mental health check ups and create programs to motivate you and keep you on track.

I think therapy should be more helpful and more available.

Advising

Students identify the desire for increased support from their academic advisors with clearer communication that is less confusing and more proactive about appointments. Time management was an issue that students seek support and an opportunity for the UAC and TASC to coordinate time management workshops.

Being more in touch with the advisors for them to reach out more. Yeah, we get an email from them but it's obvious that it's an automatic email that is sent out so it didn't really feel real or like they cared.

I wish my advising sessions were more fruitful. I came out more confused.

Students shared that they would appreciate seeing the same advisor for more than one year.

Having a stable advisor. My advisor changed multiple times and it is difficult to get the help I need.

I wasn't to have the same counselor/advisor for the whole time or at least for two years.

One thing that I wanted was probably just to stay put with only 1 counselor. I had to change to 2 different counselors due to them leaving and now I'm on my 3rd one.

The negative aspect that SF State could have supported me in was the constant change. I had to first move into my dorm and then move out of my dorm, which was a hassle. Now I'm getting a different academic advisor next school year. It's just a lot of change, and it's hard to get accustomed to being in a new environment.

Keep an advisor if I need them for the future because I know we no longer have advisors after the first year.

Continue to assign advisor for sophomore year and help with job finding.

Lastly, more support for 'undeclared with an interest in nursing' was identified.

More programs to help support and prepare pre-nursing [undeclared with an interest in nursing] students.

More workshops on pre-nursing as my career goal is to become a registered nurse.

TASC

A lack of available appointment slots along with the need to increase days and times of appointments was identified.

I did not receive tutoring support when I needed it. There was little availability and little amount of tutors who were always far apart from the date I needed. More flexibility with days and times.

A way that SF State could support me better is by having more ways to connecting with tutoring.

Make tutoring more available and make it easier to get to.

More flexible tutoring hours because the tutoring hours at the TASC were all during my classes.

More open hours for tutoring. Or more tutors available so students don't have to wait for a long time.

More tutoring opportunities. Felt that spots filled up fast.

Career Services & Leadership Development

I bit more counseling about other opportunities and what we can potentially do with our degree.

I wish there were people who could help us with our career and finding internships.

Housing

Issues and problems with on-campus housing and the quality of food offered to students living on-campus were identified

The housing office isn't very supportive when you have questions about housing confirmation and maintenance.

The on-campus housing could improve. More welcoming to students and improved consistency of RAs.

I am trying to get into gender-inclusive housing but am not able to get them to pick up their phone.

I had to move off-campus during the first semester because of a bad roommate. RA was not helpful at all. Living on campus was a bad experience. I was not given the help that I needed.

I got COVID over this year and I don't think they have people who care for you at all. I was stuck in the COVID ward and sometimes they forgot my food when that was the only way I could eat, so I would literally be starving. And then when I tested negative for COVID, I tried to leave and email the department and they NEVER emailed me back or gave me permission to leave so I just leave without permission.

Dining hall needs improvement.

Better quality food if you live in the dorm.

The mailroom in the dorm was a mess and a pain. Contacting the mail room people was not helpful at all, and I had multiple situations with the mail system.

Had a bad experience in housing and had to move home...more effort done in checking up on students and their roommates and to make more general checks on residents to make sure they are feeling safe.

I think there are a lot of issues around housing, for example, the power going out or the key swipe not working all year. Things like even getting us the correct mail key which seems ridiculous for how much we pay.

The housing is miserable – a hole in the wall and the door is broken. It seems to take forever for the school to fix it.

Maybe when filling out the form for finding a roommate have more specific questions in order to find the best fit (like can you tolerate snoring).

When I first moved into towers, I was given the wrong set of keys and the only key that was corrected was my room key. For the whole school year I did not have a mail key even with my three attempts to receive one. I hope next year I will be able to access my mail without having to rely on my roommates.

Financial Aid

Students report that navigating financial aid is difficult and confusing. Receiving answers from financial aid can be challenging. Information and workshops about scholarship opportunities would be beneficial to students.

Financial aid is very hard to figure out.

Sometimes it's hard to get answers. Financial aid should be easier and more efficient. Financial aid counselors could not give satisfying answers.

More direct help in understanding financial issues, feels like not get full explanation.

The financial aid office is messed up takes forever for things to process. You have to go I in to get things done. Hard to get in touch with them.

I would like more support on the process of understanding how financial aid works.

I could have used more one-on-one explanations for the process of [financial aid] verification, especially for first generation students.

...help students to get more scholarships or be financially supported.

Having more resources for first generation students, especially FAFSA. I know there's place where you can ask questions and learn but I think making it more well-known would've helped me and other first gen students.

DPRC

Access to DPRC services was identified as challenging for many students that most frequently took the form of getting the needed services in a timely fashion and promoting the services.

The school should have more access to disability programs.

...I also wish that DPRC was more accessible.

I wish I could have gotten more help from the DPRC program.

Student Activities

I feel that SFSU could work on the promotion of all of the organizations – I found out that students in their second semester or newly transferred have no idea of the existence of the student led organizations and its events.

I never really heard too much about clubs. If there were advertising for clubs that students could join or participate in, that would've helped more.

More events, more community in person events to get to know more about orgs on campus.

Faculty Connections

Most students when asked this question spoke about the consistent support offered by faculty yet several views that merit mention include the students' desire for faculty to provide earlier assessment so that students are aware of their progress in the course. Students also seek regular and proactive communication from faculty with the aim of connection and check-in. Consistent availability of office hours was also identified.

More office hours. Some of my teachers have them one time at a specific time on a specific day that didn't work for students.

Checking in more with students. If you see that they are behind in class, check in on them.

I think that there should be a better way for the teacher to give you direct feedback and give them feedback before the end of the course.

Registering for classes and asking teachers for permission numbers could be improved.

I need more resources for cheaper books. Books are very expensive and I wish they were easier to afford.

Make all classes have free resources and textbooks.

Professors could have had better communication...tutoring was not advertised well and did not know about this resource.

Facilities Improvements

More access to study space and expansion of the library hours was identified by students as a concern along with the cost of parking.

Library hours are limited.

Please for the love of god keep the library open on weekends. I need that study time the most and it's so ridiculous that a major school doesn't have their library open seven days a week.

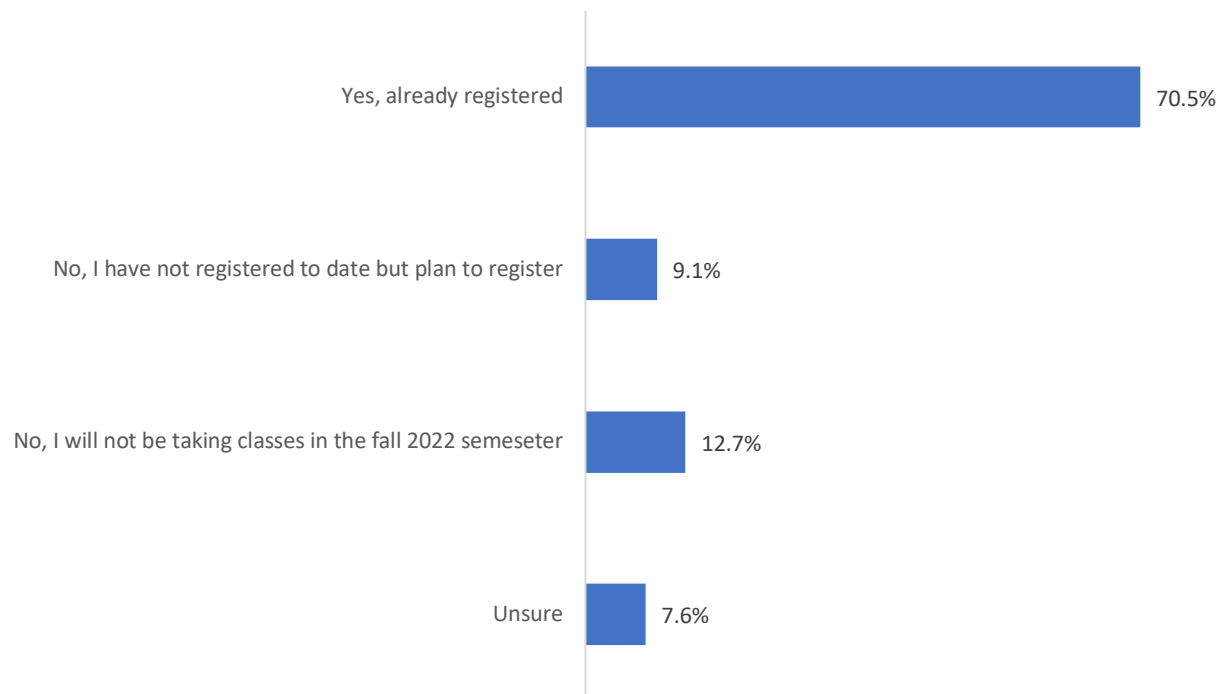
The parking situation was not ideal. Lot 20 parking garage was difficult to find parking.

I wish SF State had more parking because it is hard to find parking.

Parking is really expensive. I wish it were cheaper.

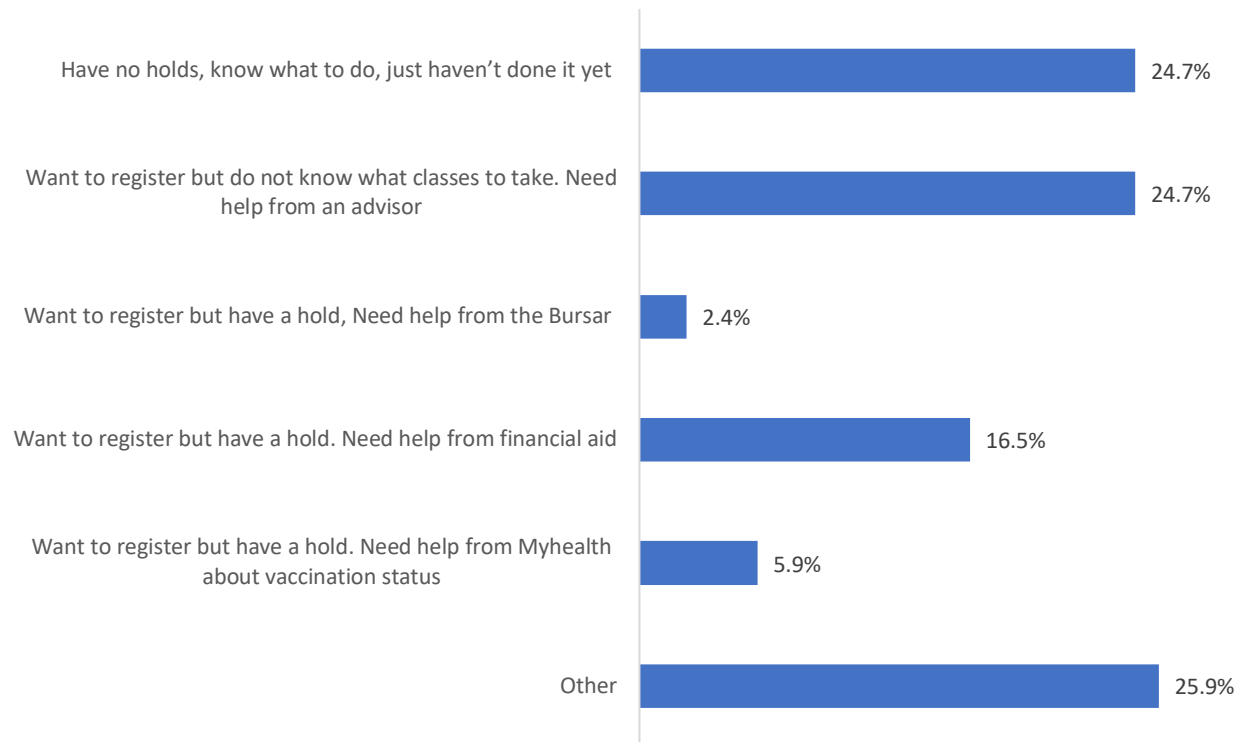
Telephone calls were made between June 5 and June 30 and students were asked:

Do you plan on taking classes at SFSU in fall 2022?



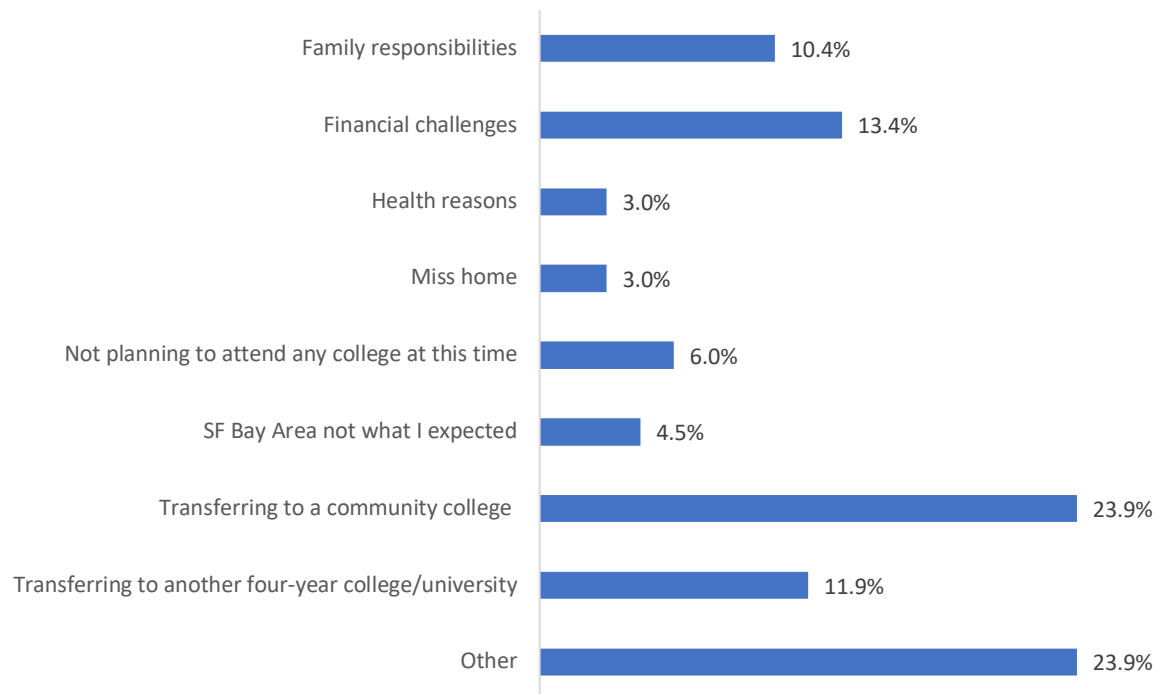
Finding: A total of 70.5% of student respondents has already registered, while 9% were planning on registering but had not yet done so. For the latter group, they were asked in a subsequent question if they wanted advising support. Those who responded in the affirmative were contacted by advisor for follow up support. When comparing fall 2020 and fall 2021 data, the students who reported “yes” to the intent to enroll question were 86% and 70.5%, respectively. The students who reported “no” to the intent to enroll question were 6% and 12.7%, respectively.

For students who had not yet registered at the time of the study, we asked: Is there a way we can support you so that you register for fall classes?



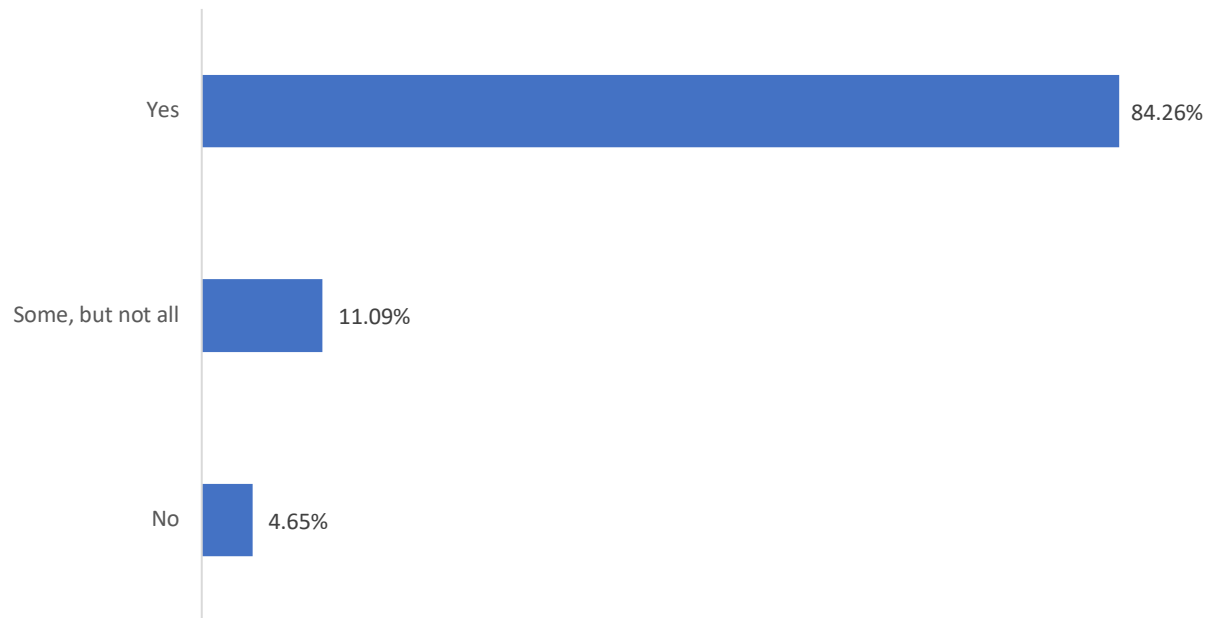
Finding: The students who responded “Want to register...but need help from an advisor” were recorded and the FYE faculty director shared with the list with the UAC for follow up. Most students who responded to “Other” stated that they were still deciding on whether they would return to campus. The other two main reasons shared were uncertainty around housing and amount of financial aid award.

Can you please share reasons why you cannot register for fall classes?



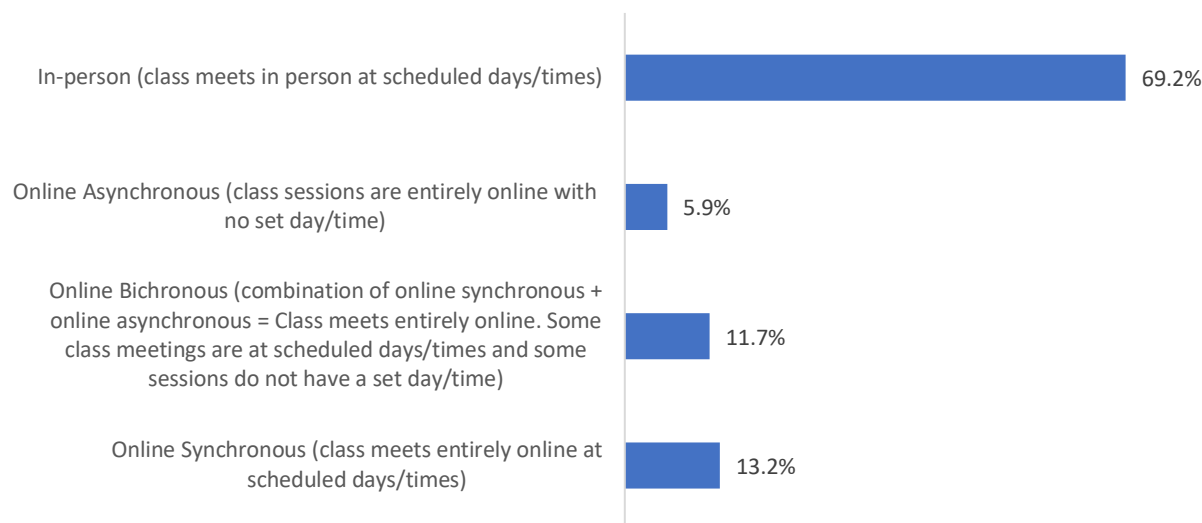
Finding: As shown 23.9% of students plan to transfer to a community college while an equal number of students identified other reasons for not registering for fall 2022 classes. Those reasons include in order of most frequently occurring responses: difficult commute; need to take a break; need to attend to work/life balance; and the expensive cost of housing.

For students who had already registered at time of interview, we asked: Since you have already registered for fall, did you get all of the classes you need?



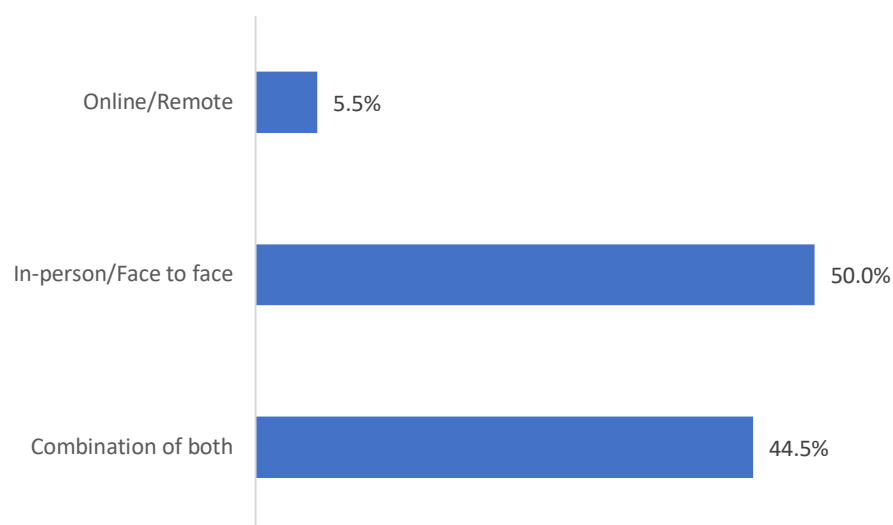
Finding: The overwhelming majority of students were able to register for classes and secured the classes they need (84%). For the students who stated “Some, but not all” the most common experience shared is that they were waitlisted for one, or more, courses or they are waiting to make changes to their schedule and plan to complete their registration at a later date. In comparison to fall 2020, students report improvements in getting all the classes they need from 68% of fall 2020 cohort to 84% with the fall 2021 cohort.

What was your preferred modality for classes (that worked best for your learning) during this past academic year 2021-2022?



Finding: Preferred modality of classes was overwhelming in person (69%) and that percentage increased significantly from the fall 2020 cohort who reported 33% prefer in person courses. Changing COVID conditions impact this question yet we see that during summer 2022, most students desire in person courses.

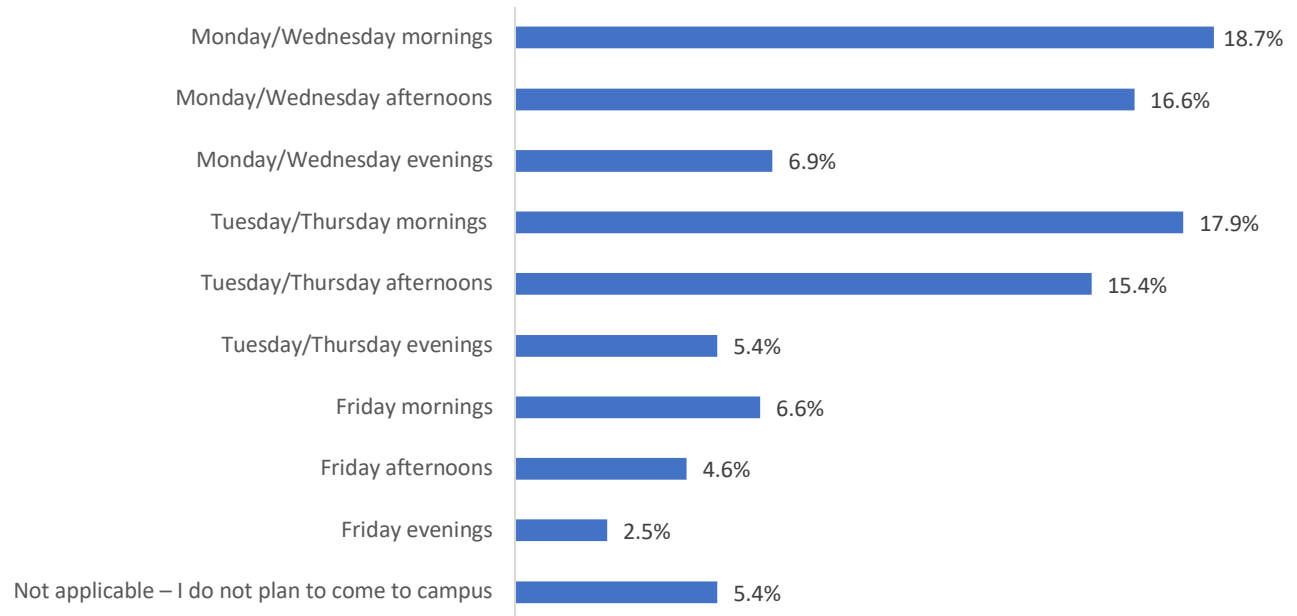
During the fall 2022 semester, would you prefer attending extracurricular events (i.e., social events, career services events, advising workshops) that are:



Finding: Half of student respondents prefer in person extracurricular events with a combination of in-person and online as a second preference. Few students (5.5%) prefer online. Fall 2020 data

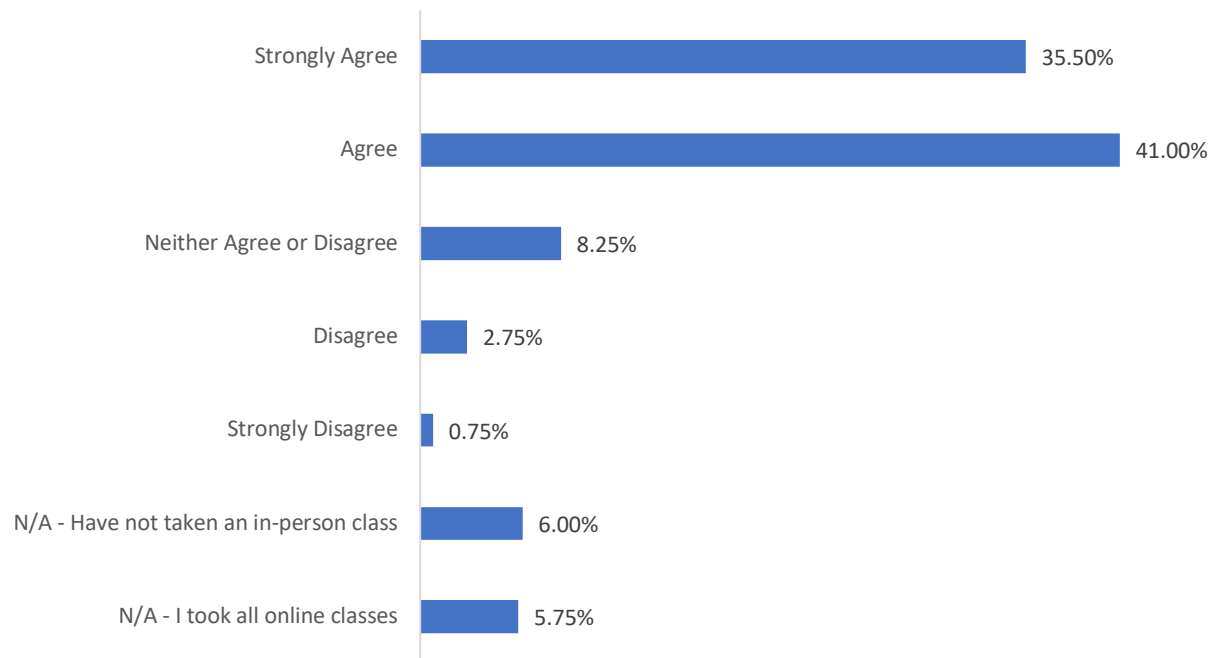
report the following: in person (53%); In person and online (38%); and online (10%). Again, COVID conditions likely explain why we see increasing comfort with in-person/hybrid and decreasing desire for online opportunities.

What days and times do you think you will be on-campus most in the fall?

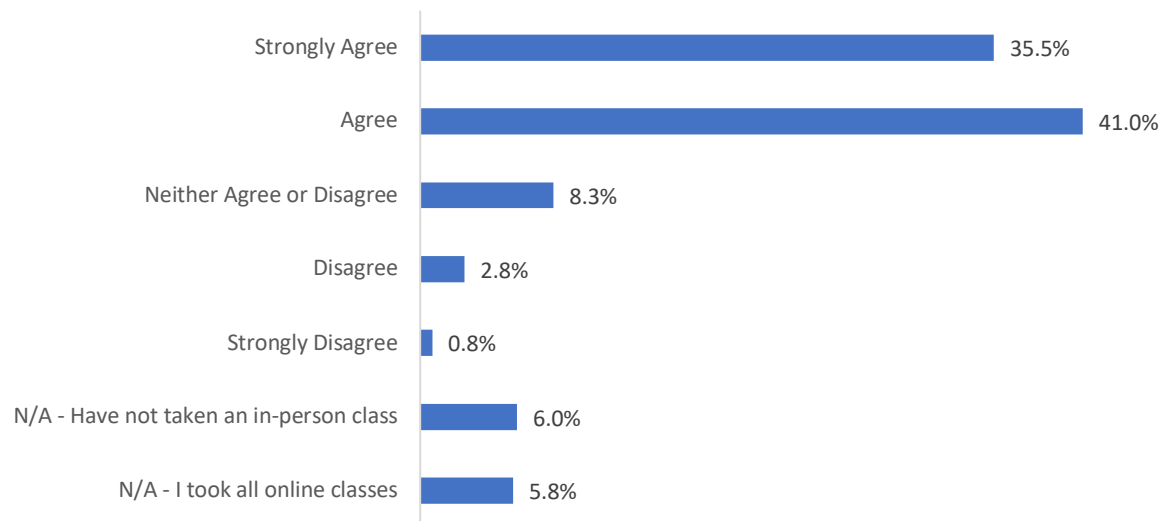


Finding: Monday and Wednesday mornings, along with Tuesday and Thursday mornings were slightly more preferred than M/W and T/TH afternoons. Taken together, morning and afternoon classes were preferred over evening courses. These findings mirror results from the fall 2020 cohort who also report M/W mornings as most preferred (21%) followed by T/TH morning (19%). M/W and T/TH afternoons were next in preference for fall 2020 cohort with evenings as the least preferred.

I found a community/felt connected to others at SF State in a virtual modality.

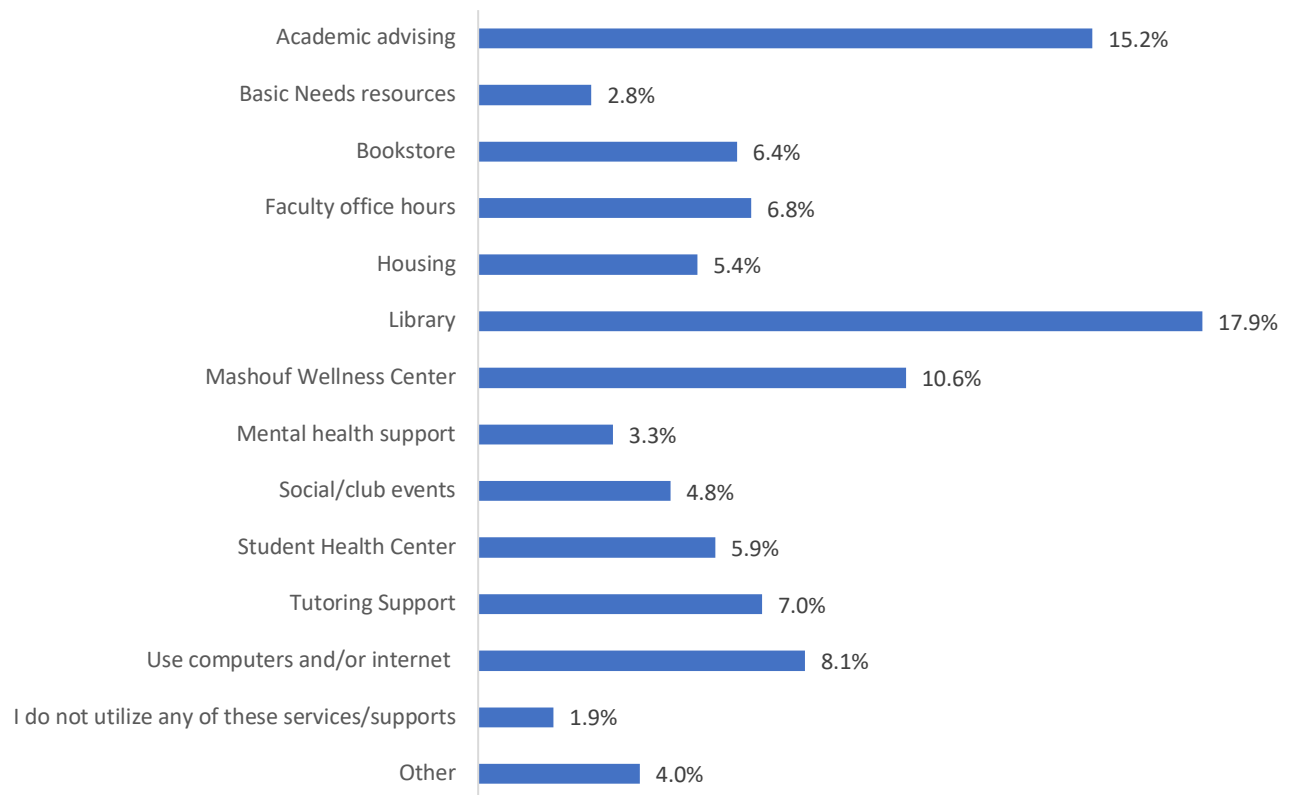


I found a community/felt connected to others at SF State taking in person classes.



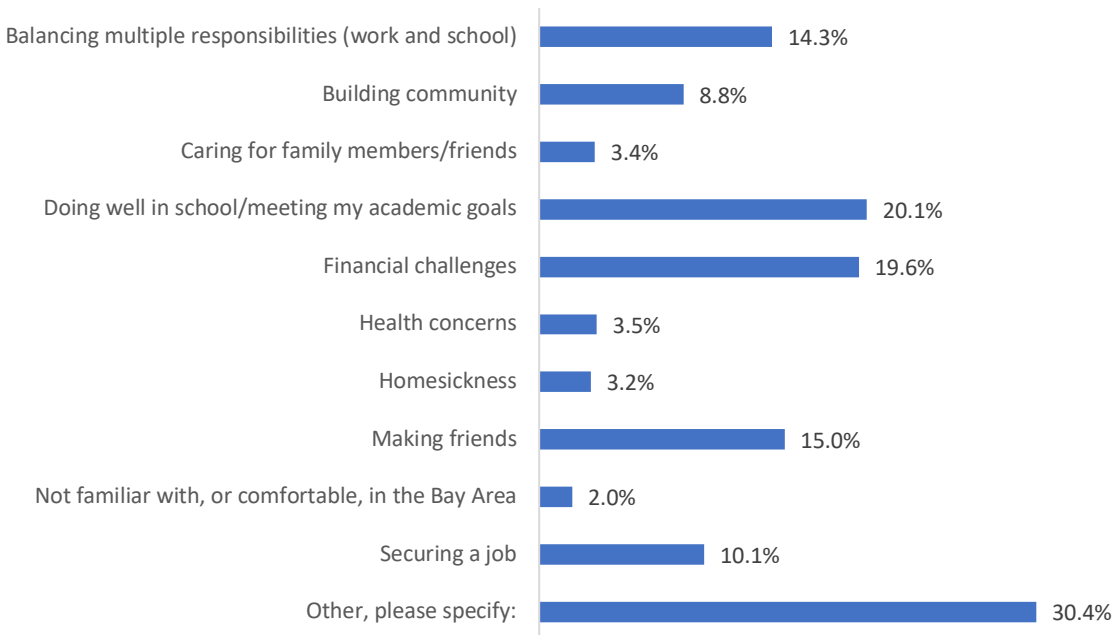
Finding: Whether students took courses in the virtual or in person format, the majority agree they were able to find community and felt connected. SF State has made significant progress in supporting students' feelings of connectedness. Fifty four percent of the fall 2020 cohort reported "strongly agree" or "agree" to feeling connected in a virtual modality compared to 76.5% above. The number of students who "strongly disagree" or "disagree" with feeling connected in the virtual environment markedly improved as well from 21% fall 2020 cohort to 3.5% fall 2021 cohort.

What resources/supports, beyond your classes, do you utilize when you come to campus?



Finding: Usage of the library was the most commonly occurring response, followed by advising needs. The “Other” category included the following resources: to meet Metro or EOP program; utilize services in the Cesar Chavez Student Center; Career Services and Leadership Development; and Disability Program and Resource Center. The three most frequent responses about why students come to campus beyond classes for the fall 2020 cohort were: library (12%); advising (10%); and tutoring (10%).

As you prepare to enter your second year of college, do you have any concerns?



Finding: Meeting academic goals, financial concerns, making friends, and balancing life demands with school rose as top concerns for students. The most common responses in the “Other” categories include (in order of most frequently expressed concern to least expressed concern): Housing problems, which include the lack of availability and high cost; seeking counseling support but was not able to get it; the need for online courses; and desire for tutoring support but concerned could not get resource.

Lessons Learned & Recommendations

Improving communication

Improving communication about existing resources on campus is critical. Although units across campus regularly send emails about various support services, students report a lack of awareness about the vast supports.

- Explore text messaging as another form of communication.
- Track communications to FTF throughout the year.
- Explore centralized communications so students expect emails from a unit, or a group of units as opposed to disparate emails that lack coordination.

Tapping faculty/classroom as a source of support around messaging and services

Given that faculty have close and consistent contact with students, providing resources to faculty about all campus resources seems efficient and ideally productive. Two strategies to assist in this effort could be:

- Create a comprehensive ‘Resources for Students’ template for faculty to include in their syllabi.
- Explore possibilities using Canvas of providing resources to students.

First Year Success

Expand AU 101 (one unit course taken during first year, ideally first semester) with a focus on skills and strategies for success, provide a thorough description of all campus resources both academic supports and co-curricular, and partner with units across campus to strengthen the curriculum.

Housing

Given the high cost of living, students need additional housing support. Timely information about housing could assist students in making time sensitive decisions about acceptance.

Access to the Library

Explore expansion of library hours.

**Appendix: Survey Questions
June 2022 Call Campaign
Fall 2021 First Time Freshman**

[Round 1 Calls: Students not yet registered]

1 What aspect of being a first-year student at SF State was positive for you? Fill in

2 In what ways did you want or need more or different support? In what ways could SF State have supported you better? Fill in

3 What was your preferred modality for classes (that worked best for your learning) during this past academic year **2021-2022**? Drop down menu, select one.

- In-person (class meets in person at scheduled days/times)
- Online Synchronous (class meets entirely online at scheduled days/times)
- Online Asynchronous (class sessions are entirely online with no set day/time)
- Online Bichronous (combination of online synchronous + online asynchronous = Class meets entirely online. Some class meetings are at scheduled days/times and some sessions do not have a set day/time)

4 Please rate your agreement with the following statement: I found a community/felt connected to others at SF State in a **virtual modality**.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

5 Please rate your agreement with the following statement: I found a community/felt connected to others at SF State taking **in person classes**.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

6 Do you plan on taking classes at SF State in fall 2022? Select one.

- Definitely YES
- Probably YES
- Unsure
- Probably NO
- Definitely NO

If answered **YES OR UNSURE** to Q6, then ask:

7 Is there a way we can support you so that you register for fall classes?

Check all that apply:

- Have no holds, know what to do, just haven't done it yet
- Want to register but do not know what classes to take. Need help from an advisor
- Want to register but have a hold. Need help from Myhealth about vaccination status
- Want to register but have a hold. Need help from financial aid
- Want to register but have a hold. Need help from the Bursar
- Other, specify:

If answered **NO to Q6** not registering for fall 2022, then ask:

8 Can you please share reasons why you cannot register for fall classes?

Check all that apply:

- Financial challenges
- Family responsibilities
- Miss home
- SF Bay Area not what I expected
- Health reasons
- Transferring to another four-year college/university
- Transferring to a community college
- Not planning to attend any college at this time
- Other, specify:

9 For future planning purposes, we are curious about which course modality you prefer.

Rank order first, second, third and fourth choices:

- In-person (class meets in person at scheduled days/times)
- Online Synchronous (class meets entirely online at scheduled days/times)
- Online Asynchronous (class sessions are entirely online with no set day/time)
- Online Bichronous (combination of online synchronous + online asynchronous = Class meets entirely online. Some class meetings are at scheduled days/times and some sessions do not have a set day/time)

10 During the fall 2022 semester, would you prefer attending extracurricular events (i.e., social events, career services events, advising workshops) that are:

- In person/Face to face
- Online/Remote
- Combination of both

11 What days and times do you think you will be on-campus most in the fall? (Check all that apply):

- Monday/Wednesday mornings
- Monday/Wednesday afternoons
- Monday/Wednesday evenings
- Tuesday/Thursday mornings

- Tuesday/Thursday afternoons
- Tuesday/Thursday evenings
- Friday mornings
- Friday afternoons
- Friday evenings
- Not applicable – I do not plan to come to campus

12 What resources/supports, beyond your classes, do you utilize when you come to campus?

Check all that apply:

- Academic advising
- Tutoring Support
- Basic Needs resources
- Bookstore
- Housing
- Library
- Faculty office hours
- Use computers and/or internet
- Mashouf Wellness Center
- Mental health support
- Social/club events
- Student Health Center
- I do not utilize any of these services/supports
- Other (please specify):

13 As you prepare to enter your second year, do you have any concerns?

Check all that apply:

- Financial challenges
- Securing a job
- Balancing multiple responsibilities (work and school)
- Caring for family members/friends
- Homesickness
- Not familiar with or comfortable in SF Bay Area
- Health concerns
- Building community
- Making friends
- Doing well in school/meeting my academic goals
- Other, Specify:

14 What are your top two goals you would like to achieve during your second year at SF State?

15 Is there anything else you would like to share with me about your first-year experience that you want Dr. Jones to know?

[Round 2 Calls: Students already enrolled in fall 2022 classes]

1 What aspect of being a first-year student at SF State was positive for you? Fill in

2 In what ways did you want or need more or different support? In what ways could SF State have supported you better? Fill in

3 What was your preferred modality for classes (that worked best for your learning) during the past academic year **2021-2022**?

- In-person (class meets in person at scheduled days/times)
- Online Synchronous (class meets entirely online at scheduled days/times)
- Online Asynchronous (class sessions are entirely online with no set day/time)
- Online Bichronous (combination of online synchronous + online asynchronous = Class meets entirely online. Some class meetings are at scheduled days/times and some sessions do not have a set day/time)

4 Please rate your agreement with the following statement: I found a community/felt connected to others at SF State in a **virtual modality**.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

5 Please rate your agreement with the following statement: I found a community/felt connected to others at SF State taking **in person classes**.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree
- Not applicable – I did not take any in-person classes.

6 Since you have already registered for fall, did you get all of the classes you need for your second year?

- Yes
- No
- Some, but not all

7 For future planning purposes, we are curious about which course modality you prefer. Rank order first, second, third and fourth choices:

- In-person (class meets in person at scheduled days/times)
- Online Synchronous (class meets entirely online at scheduled days/times)
- Online Asynchronous (class sessions are entirely online with no set day/time)
- Online Bichronous (combination of online synchronous + online asynchronous = Class meets entirely online. Some class meetings are at scheduled days/times and some sessions do not have a set day/time)

8 During the fall 2022 semester, would you prefer attending extracurricular events (i.e., social events, career services events, advising workshops) that are:

- In person/Face to face
- Online/Remote
- Combination of both

9 What days and times do you think you will be on-campus most in the fall? (Check all that apply):

- Monday/Wednesday mornings
- Monday/Wednesday afternoons
- Monday/Wednesday evenings
- Tuesday/Thursday mornings
- Tuesday/Thursday afternoons
- Tuesday/Thursday evenings
- Friday mornings
- Friday afternoons
- Friday evenings
- Not applicable – I do not plan to come to campus.

10 What resources/supports, beyond your classes, do you utilize when you come to campus? (Check all that apply):

- Academic advising
- Tutoring Support
- Basic Needs resources
- Bookstore
- Housing
- Library
- Faculty office hours
- Use computer/internet
- Mashouf Wellness Center
- Mental health support
- Social/club events
- Student health Center
- Other (please specify):

11 As you prepare to enter your second year, do you have any concerns?

Drop down, check all that apply:

- Financial challenges
- Securing a job
- Balancing multiple responsibilities (work and school)
- Caring for family members/friends
- Homesickness
- Not familiar with or comfortable in SF Bay Area

- Health concerns
- Building community
- Making friends
- Doing well in school/meeting my academic goals
- Other, Specify:

12 What are your top two goals you would like to achieve during your second year at SF State?

13 Is there anything else you would like to share with me about your first-year experience that you want Dr. Jones to know?