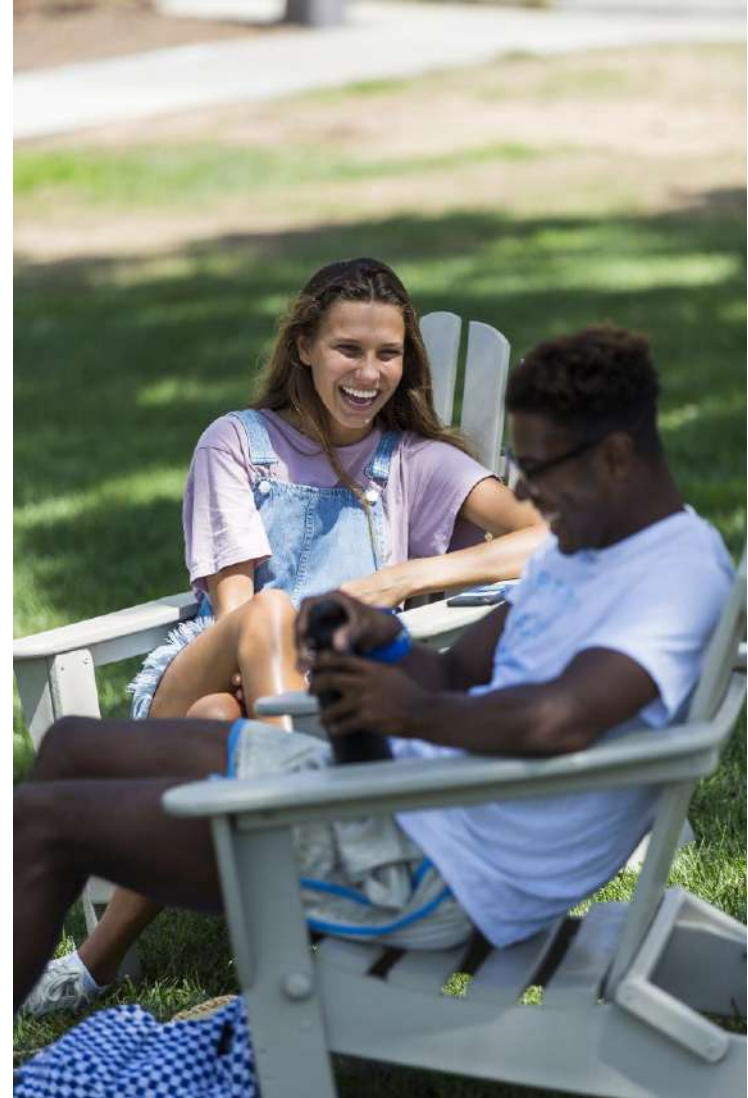


Who Are Our Students?

Today We Will:

- View video snapshots of USD student stories
- Explore data about our students and their experiences
- Discuss what this means for our work with students

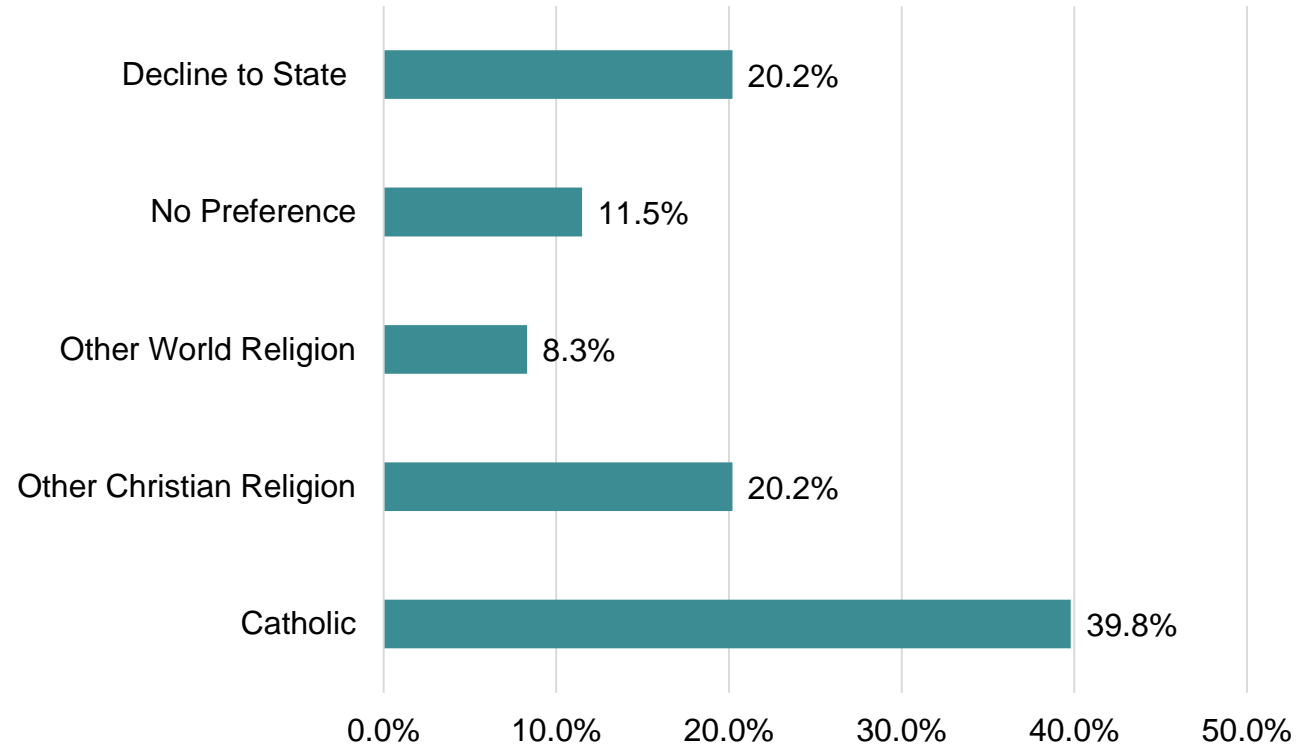


Video Snapshots of USD Student Experiences

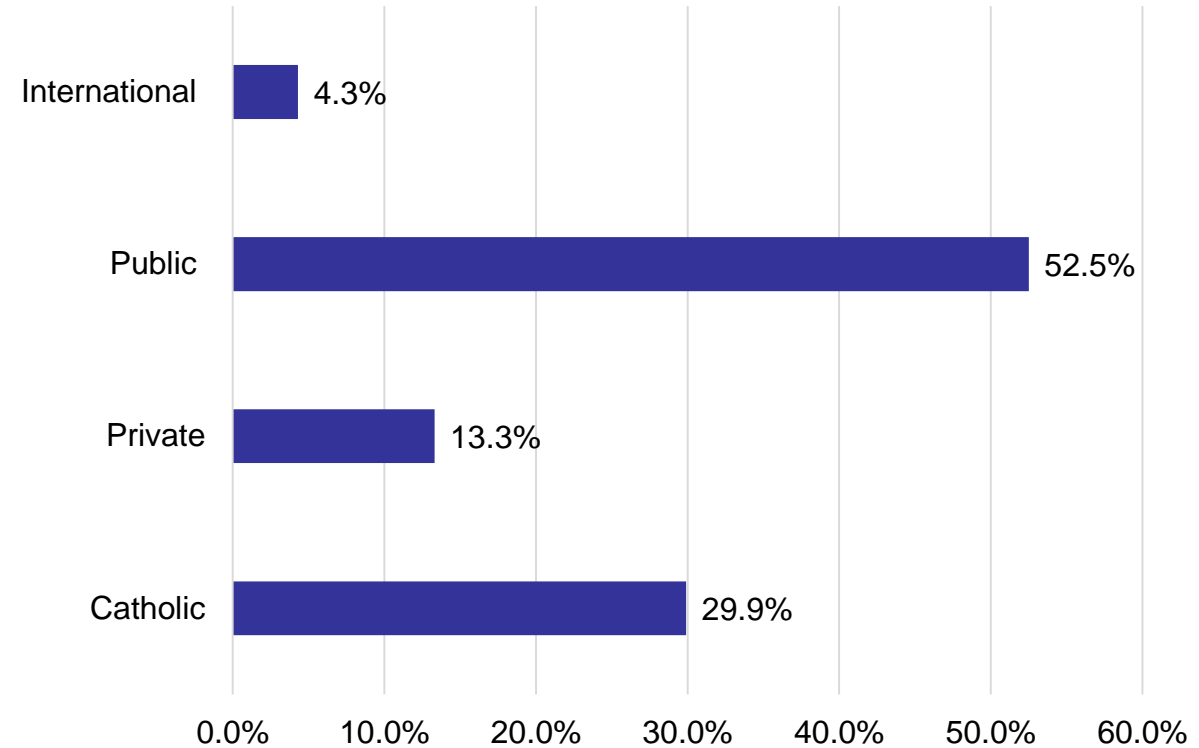
- Language Matters Fish Bowl
- AS Student Experience
- Black Student Experience
- Muslim Student Experience
- Students Navigating Wellness Concerns

First-Time, First-Year Students: Fall 2019

Religious Affiliation



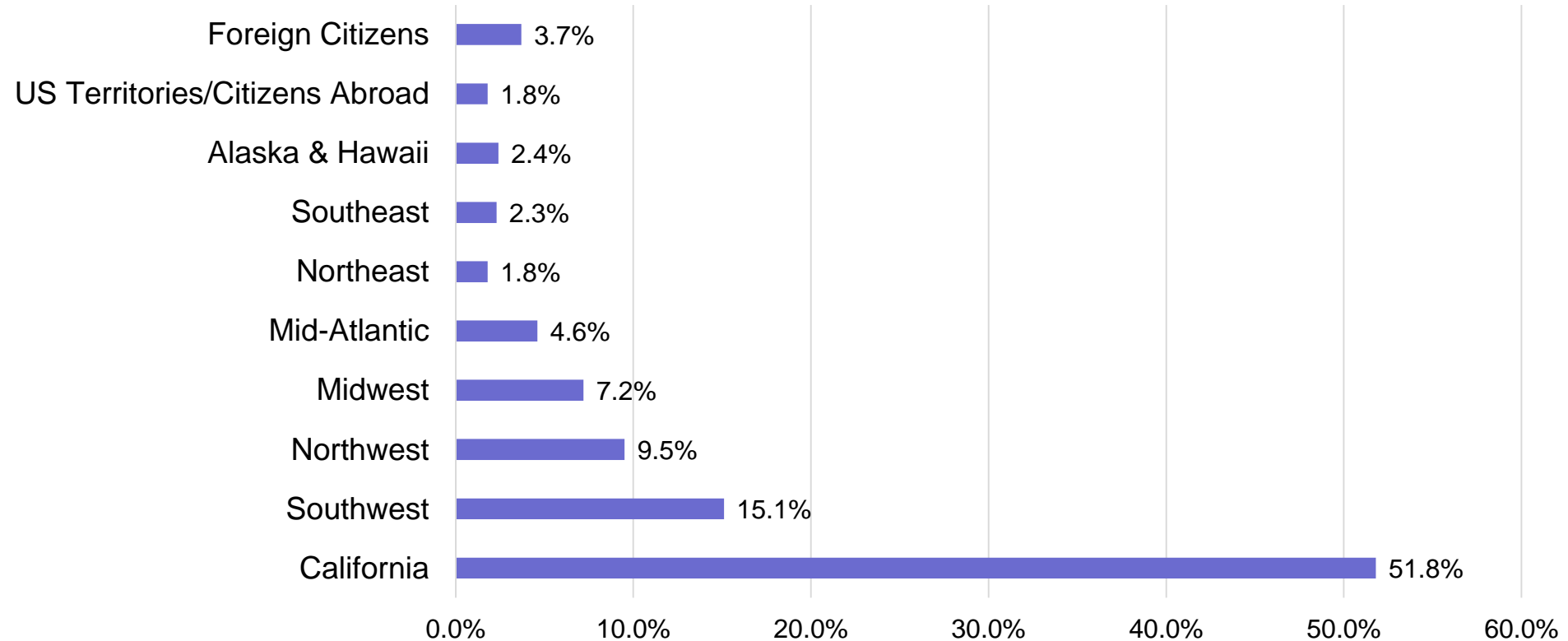
High School Type



Source: USD Institutional Research and Planning: www.sandiego.edu/irp

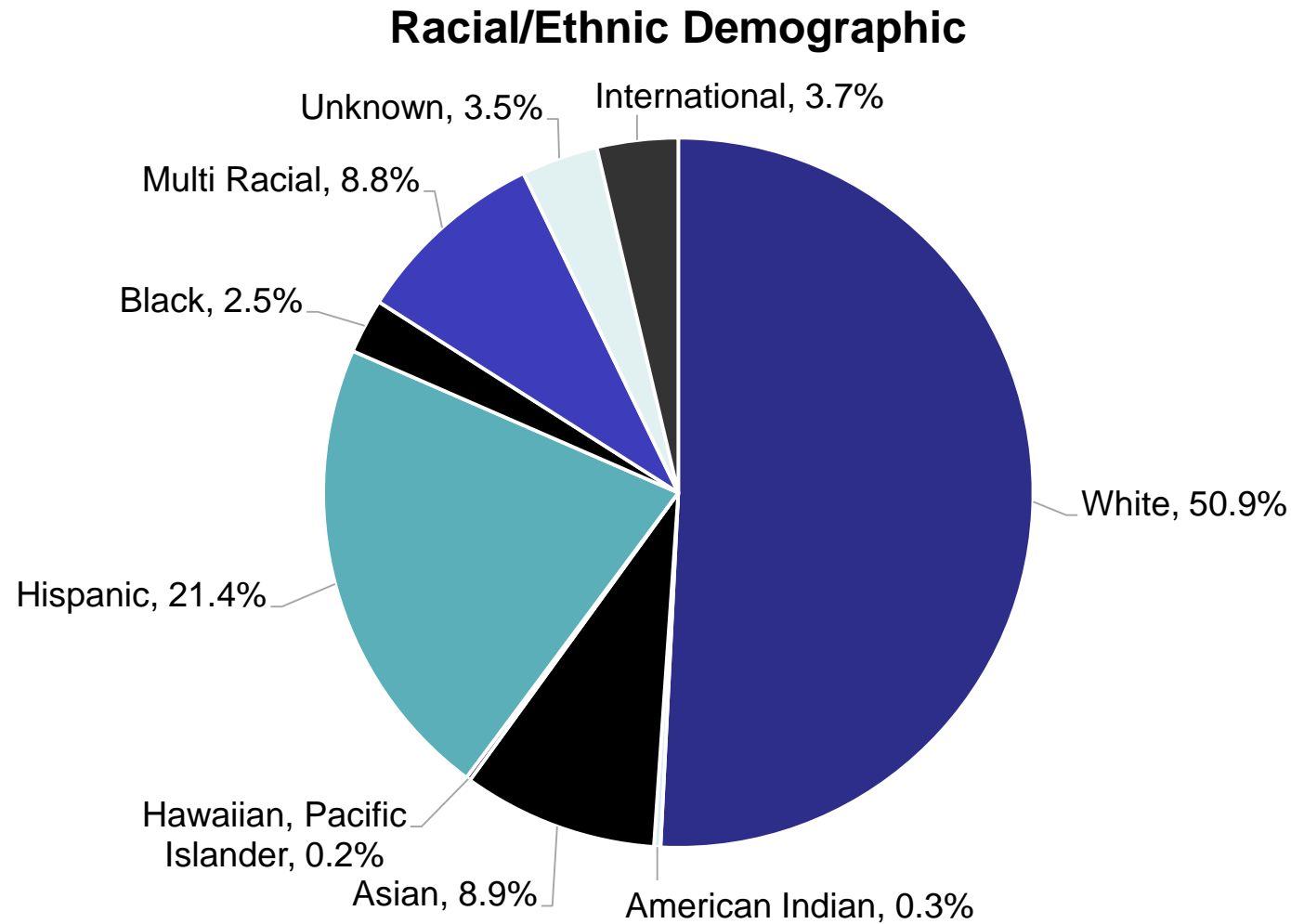
First-Time, First-Year Students: Fall 2019

Geographic Origin



Source: USD Institutional Research and Planning: www.sandiego.edu/irp

First-Time, First-Year Students: Fall 2019



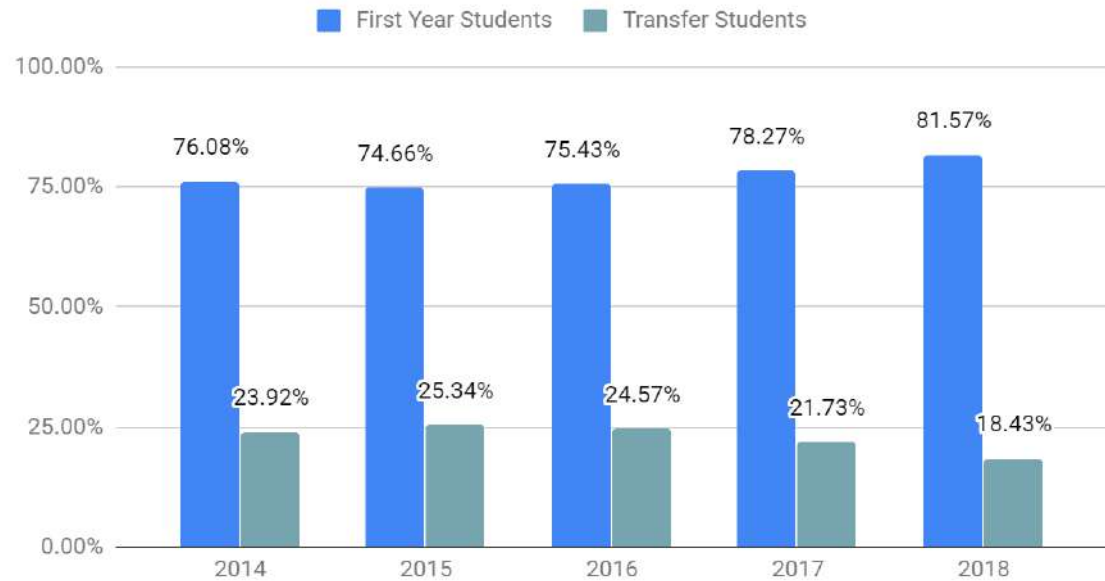
Source: USD Institutional Research and Planning: www.sandiego.edu/irp

Introducing the Class of 2023

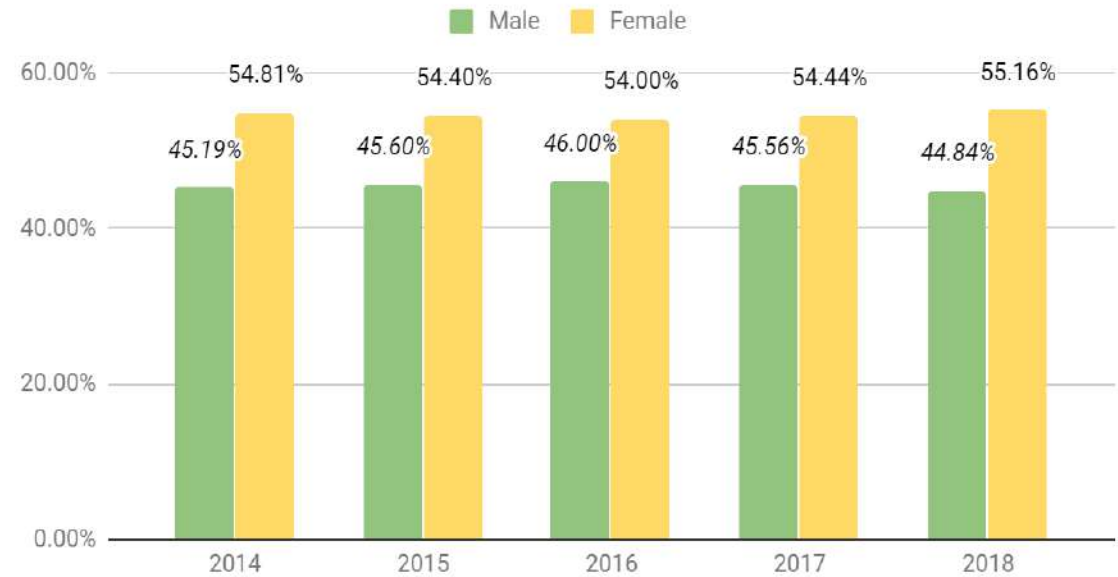
- Their primary use of a phone has always been to take pictures
- The Tech Big Four – Apple, Facebook, Amazon and Google – are to them what the Big Three automakers were to their grandparents
- Nearly half of their generation is composed of people of color
- Like Pearl Harbor for their grandparents, and the Kennedy assassination for their parents, 9/11 is a historical event.
- They may well not have a younger sibling, as the birth rate in the U.S. has been dropping since they were in grammar school
- There have always been “smartwatches.”
- Face recognition technology has always been used at public events
- Only two-thirds of this generation identify as exclusively heterosexual.

Undergraduate Students

Undergraduate Students



Gender as Self-Identified at Admission

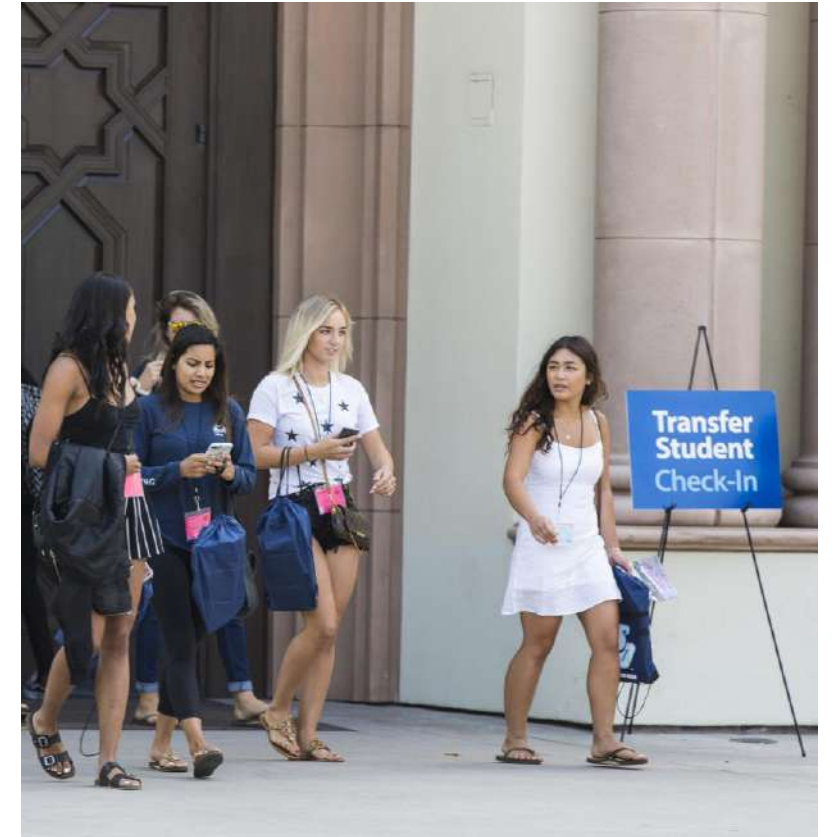


*Not just First Year

Source: USD Institutional Research and Planning: www.sandiego.edu/irp

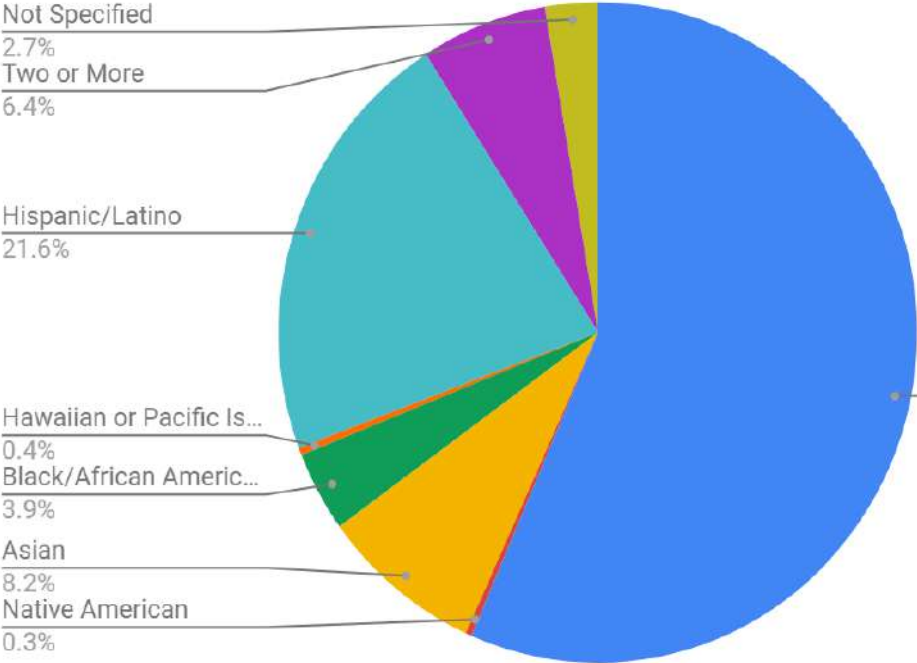
Transfer, First-Time Students Fall 2018

Two Year, Four Year Public, Four Year Private and Four Year International

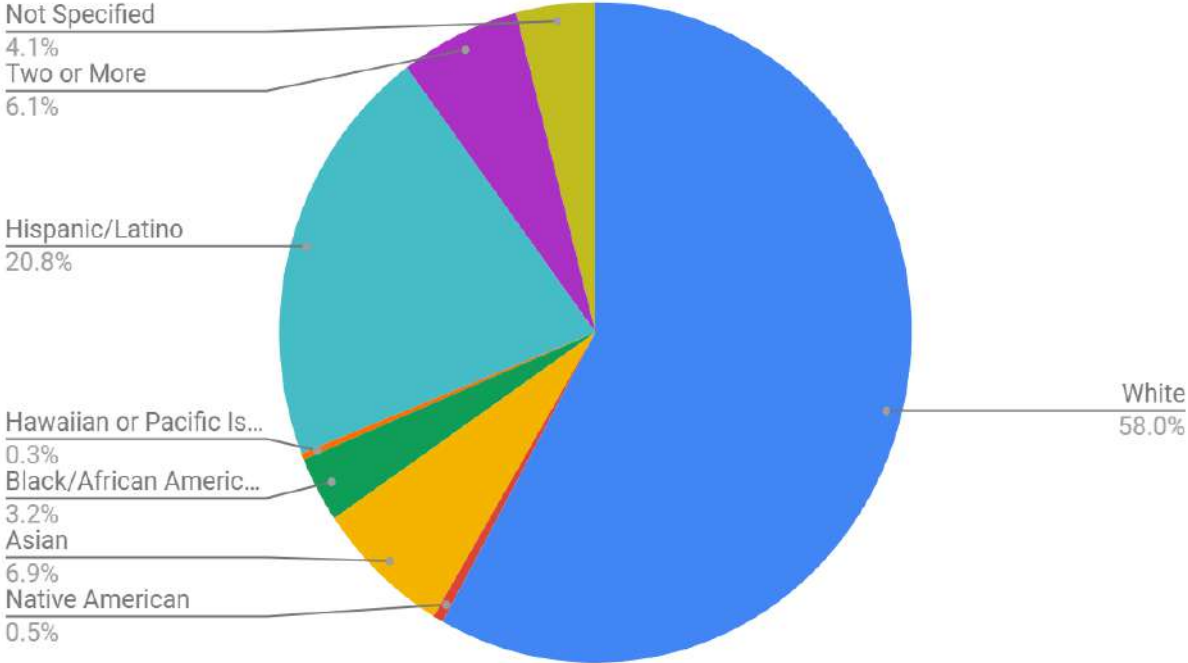


Undergraduate Students Over the Years

2015



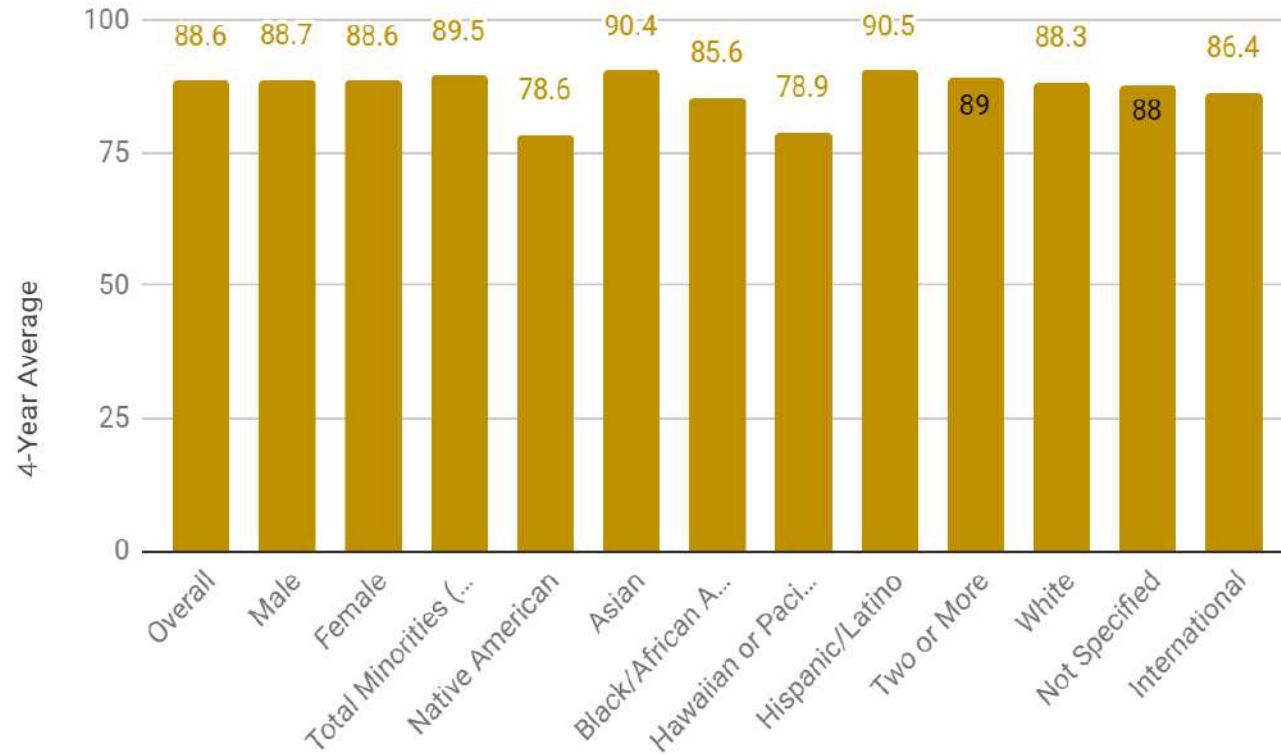
2018



Source: USD Institutional Research and Planning: www.sandiego.edu/irp

Average Retention Rates

4-Year Average



Wellness Concerns



- Wellness-related concerns that impede student academic success derive primarily from stress and other psychological and psychosocial related sources (ACHA-NCHA II 2018)
- 52.5 % of USD students (41% male, 57% female) reported being diagnosed or treated by a professional within the last 12 months (2018 USD NCHA)

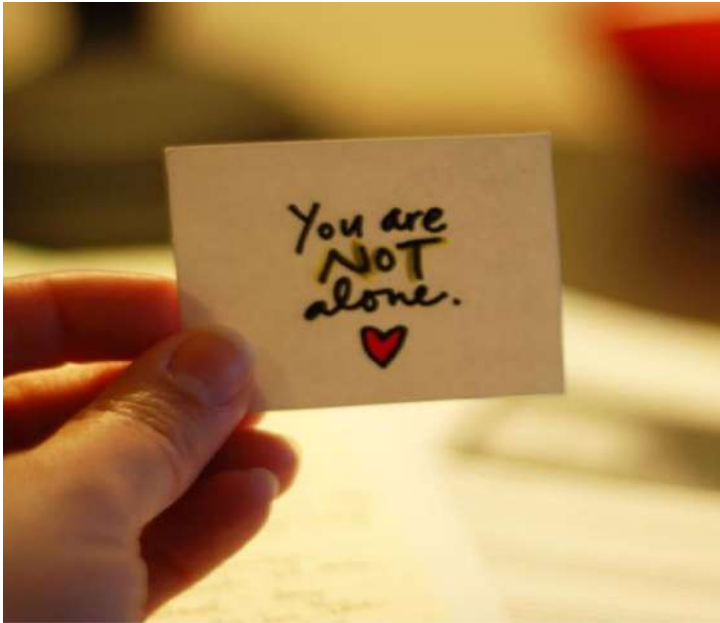
Mental Health Conditions Diagnosed/Treated

The 2018 ACHA data indicated that **31% of USD students reported having been diagnosed and/or treated by a professional for a mental health condition** within the last 12 months. **This is a 6% increase from 2016.**

Top Mental Health conditions diagnosed or treated within the past 12 months

Diagnosis	USD Data Fall 2016	USD Data Fall 2018	National Data Fall 2018
Anxiety	18%	23%	22%
Depression	13%	16%	17.3%
Panic Attacks	8%	12%	11%
ADHD	6%	6%	6.7%
Insomnia	4%	5%	5.1%
Bipolar Disorder	1%	2%	2.1%

The percentage of USD students acknowledging seriously considering attempting suicide is less than the national reference group:



Year	USD Data	National Data
2012	4%	7%
2014	6%	8%
2016	5.5%	10.5%
2018	8.5%	11.3%

Disabilities or Chronic Medical Conditions

Most common disabilities or chronic medical conditions
reported by students

Condition	USD Data Fall 2016	USD Data Fall 2018	National Data Fall 2018
ADHD (Attention Deficit Hyperactivity Disorder)	7.5%	7.2%	8.2%
Chronic Illness (e.g. diabetes, auto-immune disorders, cancer)	4%	4.4%	5.8%
Learning Disability	4%	4.3%	4.4%
Psychiatric Condition	7%	8.2%	9.3%

Substance Use

Alcohol:

- 33.7% of USD students reported consuming ≥ 5 drinks last time partied/socialized
(35.8% Nationally)
- 13.6% of USD students reported drinking ≥ 10 days of the last 30 days
(12.8% Nationally)

Cannabis/Marijuana:

- 25% of USD students reported using cannabis/marijuana within the last 30 days
(19% Nationally)

E-Cigarettes:

- 16% of USD students reported using e-cigarettes within the last 30 days
(13% Nationally)
 - Significant increase from 3% in 2016 (4.3% Nationally)

Supporting Our Students



- Transition
- Identity Formation and Exploration
- Challenge & Support

Our use of Language

- Approach of curiosity to student's different identities
- Asking rather than assuming
- Why language matters



Acts of Intolerance and Hate Crimes

An act of intolerance is conduct that adversely and unfairly targets an individual or group on the basis of one or more of the following actual or perceived characteristics: (1) gender or gender identity; (2) race or ethnicity; (3) disability; (4) religion; (5) sexual orientation; (6) nationality; or (7) age.

Some acts of intolerance may rise to the level of a hate crime. Under California law, a hate crime means a criminal act committed, in whole or in part, because of one or more of the above actual or perceived characteristics of the victim(s). Hate crimes are not separate distinct crimes, but rather are traditional offenses motivated by the offender's bias.

Report all Acts of Intolerance and Hate Crimes to Public Safety.

What does all of this mean for our work?

Thinking of the videos and the information shared today...

- What surprised you or stood out as significant to you?
- What insight does this give you for your particular work with students?
- What are some examples of ways in which you might work differently considering this information?

Identity Wheel Activity

Ongoing Opportunities

Become an Ally

- Safe Space Ally, Military Ally, UnDocuAlly, First Gen Student Summit

Attend Discussions

- Nothing Bundt Feminism, etc.

