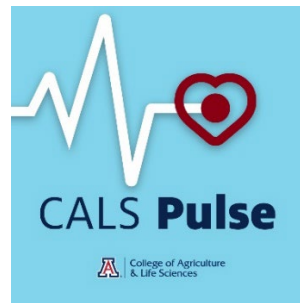




College of Agriculture
& Life Sciences

Career & Academic Services

CALS Pulse Academic Year 2022-2023 Results



CALS Pulse launched in Fall 2020 as a rapid response intervention during the COVID-19 Pandemic. Today, CALS Pulse continues with a dual purpose:

- 1) Provide personalized resources and outreach to students quickly – ideally leading to an increase in student well-being, access to resources, and retention, and
- 2) Answer burning questions about students.

Quick surveys will be sent to students through email, social media, and shares from faculty and staff. Subject matter experts provided outreach to students across many areas of support and services such as basic needs, mental health, advising, career coaching, academic support, financial aid, and more. Several students responded to outreach positively stating that they did not know so many people cared or that they were unaware of critical services. The CALS Pulse intervention furthers the caring culture in CALS.

This report provides a summary of outcomes for the 2022-2023 academic year. The appendices contain full results for each survey.

Overall Summary

CALS Pulse was taken 3,072 during the 2022-2023 Academic Year by 936 unique students. On average, students were part of CALS Pulse 3.3 times throughout the academic year. Demographics are reported in each semester's summary below.

The CALS Annual Undergraduate Satisfaction Survey asked questions about the benefits of participating in CALS Pulse this past year.

Students benefited in multiple ways, with over 2/3rds of students selecting 2+ benefits



A few students added additional responses. Two examples that convey the sentiment:

"It made me feel heard, like I wasn't talking to a brick wall."
"Let me know someone cares about my answers."

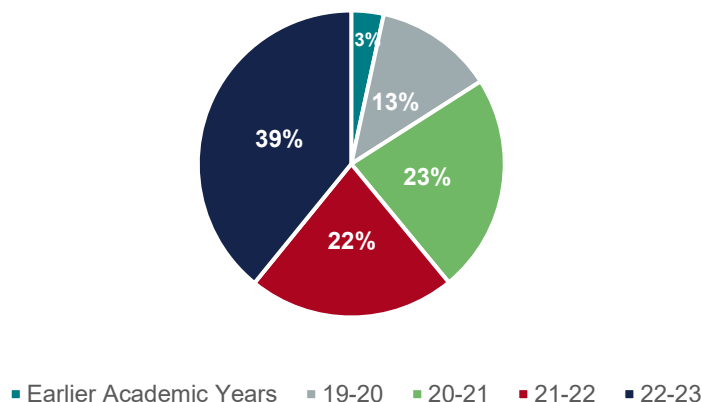
For those who did not find responses helpful, answers ranged from wanting more of a connection to their major to an invitation to ask more questions or meet with someone to go more in-depth.

Spring Summary

CALS Pulse was taken 1298 times during Spring semester by 465 students – over double the response from Spring 2022. On average, students were part of CALS Pulse 2.8 times throughout the spring.

Students participated from Arizona Online, Main, and Yuma campuses. Over 32% of participants are Pell Grant recipients and 37% are first-generation college students.

Proportion of Participating Students by Academic Year Admission



The racial and ethnic makeup of CALS Pulse participants closely aligns with CALS overall:

IPEDS Race/Ethnicity	CALS Pulse Participants	CALS Undergraduate Enrollment*
African American or Black	2.8%	3.4%
American Indian or Alaska Native	1.5%	1.4%
Asian	2.6%	3.3%
Hispanic or Latino	32.2%	30.7%
International	2.0%	1.8%
Native Hawaiian or Pacific Islander	0%	0.1%
Two or more races	4.8%	4.6%
Unknown/Other	2.2%	5.9%
White	52%	48.9%

*Source: Compass: CALS Student and Enrollment Snapshots

All CALS majors participated in CALS Pulse in Spring 2023. The top five majors responding were from Nutritional Sciences, Veterinary Science, Environmental Science, Human Development & Family Science, and Natural Resources.

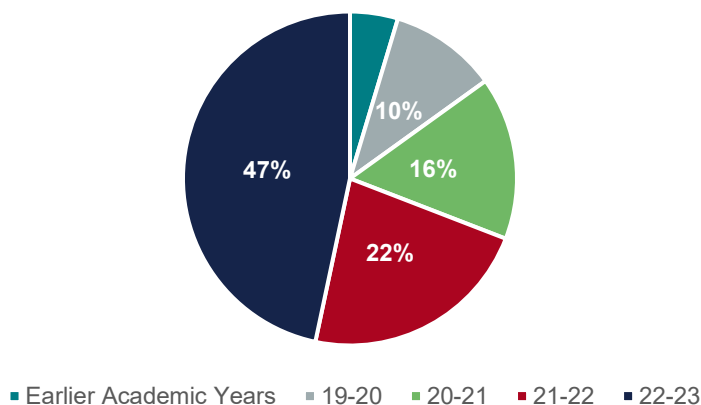
A small portion (9%) of undergraduate students have primary majors outside of the College of Agriculture & Life Sciences. These students all have a CALS secondary major, minor, or certificate, or were taking CALS courses.

Fall Summary

CALS Pulse was taken 1774 times during Fall semester by 684 students – a 235% increase over the Fall 2021 semester. On average, students were part of CALS Pulse 2.6 times throughout the fall.

Students participated from Arizona Online, Main, and Yuma campuses. Over 30% of participants are Pell Grant recipients and 38% are first-generation college students.

Proportion of Participating Students by Academic Year Admission



The racial and ethnic makeup of CALS Pulse participants closely aligns with CALS overall:

IPEDS Race/Ethnicity	CALS Pulse Participants	CALS Undergraduate Enrollment*
African American or Black	3.51%	4%
American Indian or Alaska Native	1.75%	1.4%
Asian	3.51%	3.5%
Hispanic or Latino	31.14%	31.7%
International	2.19%	2%
Native Hawaiian or Pacific Islander	0.15%	0.2%
Two or more races	4.97%	4.7%
Unknown/Other	1.61%	1.8%
White	51.02%	51.1%

**Source: Compass: CALS Student and Enrollment Snapshots*

All CALS majors participated in CALS Pulse in Fall 2022. The top five majors responding were from Pre-Nutritional Sciences, Veterinary Science, Environmental Science, Natural Resources, and Family Students & Human Development.

A small portion (8.5%) of undergraduate students have primary majors outside of the College of Agriculture & Life Sciences. These students all have a CALS secondary major, minor, or certificate, or were taking CALS courses.

Next Steps

CALS Pulse will continue into the next academic year. While the response rates increased, we hope to continue to improve the reach of this intervention. The ability to conduct timely intervention with students throughout the term will enable connections to be made and walk the walk of CALS cares.

We hope to continue these efforts and have more instructors share this tool with their students on a regular basis. This can help build a culture of support-seeking behaviors to encourage student success.

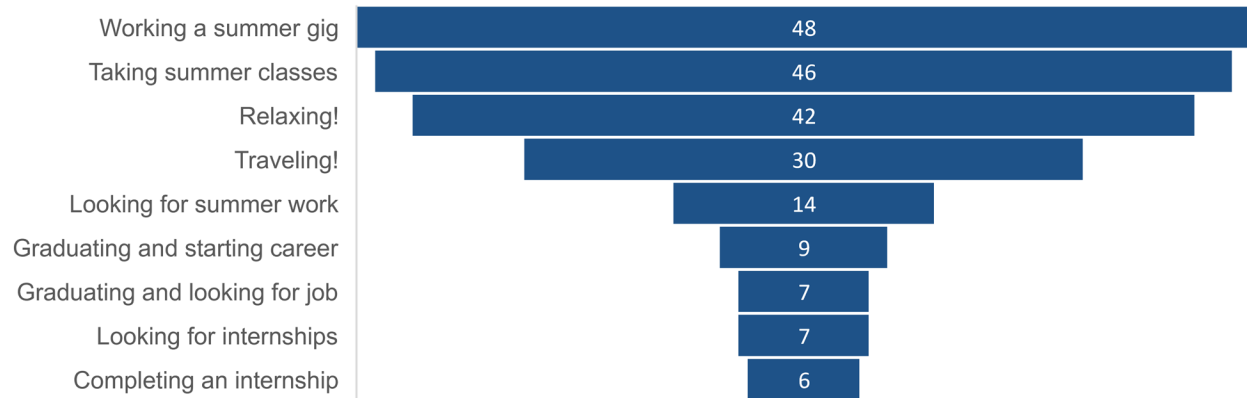
To be added to the mailing list of regular results and promotion of CALS Pulse, [please email Danielle Flink](#), Student Success and Retention Specialist.

Appendix A – Spring 2023 Semester

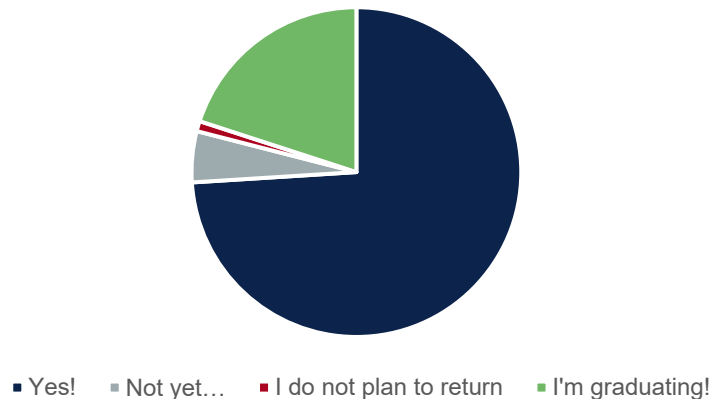
Week 16 – Summer Plans

90 Responses - Undergraduate students from 23 different majors. Students responded who are attending Main and AZ Online campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

CALS Students are working towards goals and recharging this summer



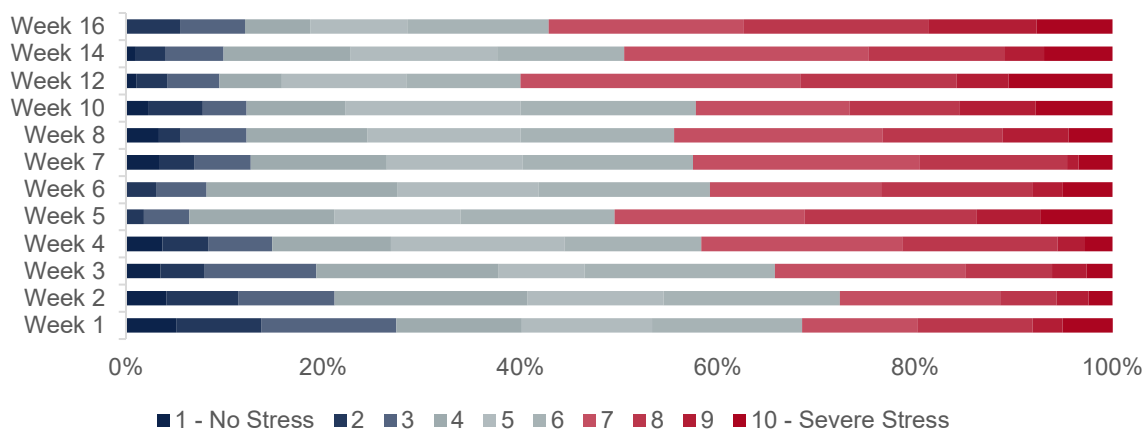
Many students are enrolled for Fall, but some still plan to



Students cited financial challenges as being the biggest reason for having not yet enrolled.

When asked what students are most excited about for the fall semester, many were excited about the classes they will be taking in their major or minor. Another common response was getting closer to graduation and/or meeting their goals. Students are also looking forward to seeing friends and making new ones.

Stress levels in the past two weeks

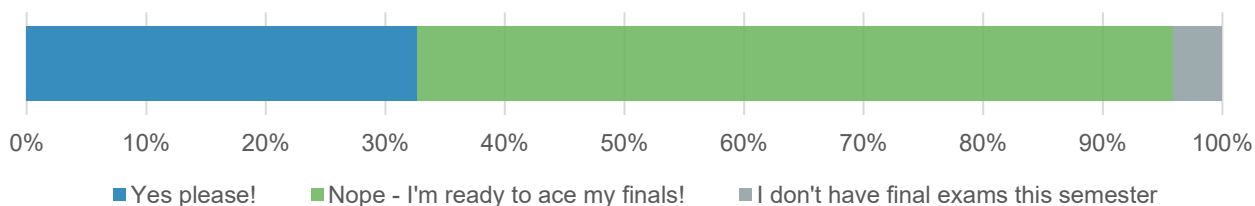


Of the students reporting high levels of stress, over 3% asked to be connected to the CALS Life Management Counselors.

Week 14 – Wrapping Up the Semester

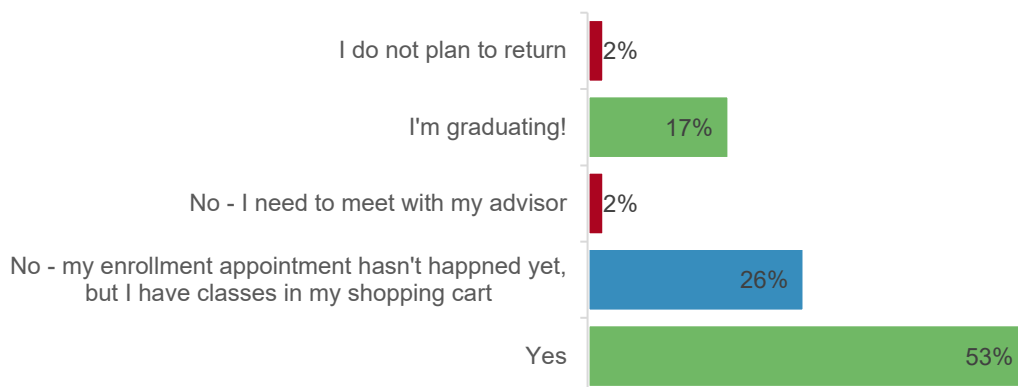
101 Responses - Undergraduate students and one graduate student from 23 different majors. Students responded who are attending Main and AZ Online campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

Could you use some support preparing for final exams?



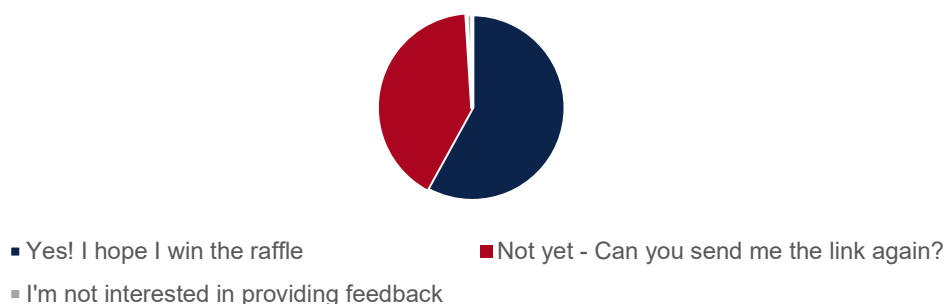
The Learning Lab: Powered by the SALT Center is offering a final exam prep workshop. Students who indicated they could use support received outreach encouraging them to attend this hybrid workshop. Coaching appointments for 1:1 support were also offered.

Have you enrolled in Summer &/or Fall 2023 Courses yet?



CALS Pulse went out with three groups being able to enroll in courses for summer and fall. Sophomores and First-Year enrollment appointments had not yet occurred. Students who needed to meet with an Academic Advisor were provided with support in scheduling appointments. Those who do not plan to return were asked about their future plans. At the time of this report, students did not respond.

Have you completed the Annual CALS Student Satisfaction Survey yet?

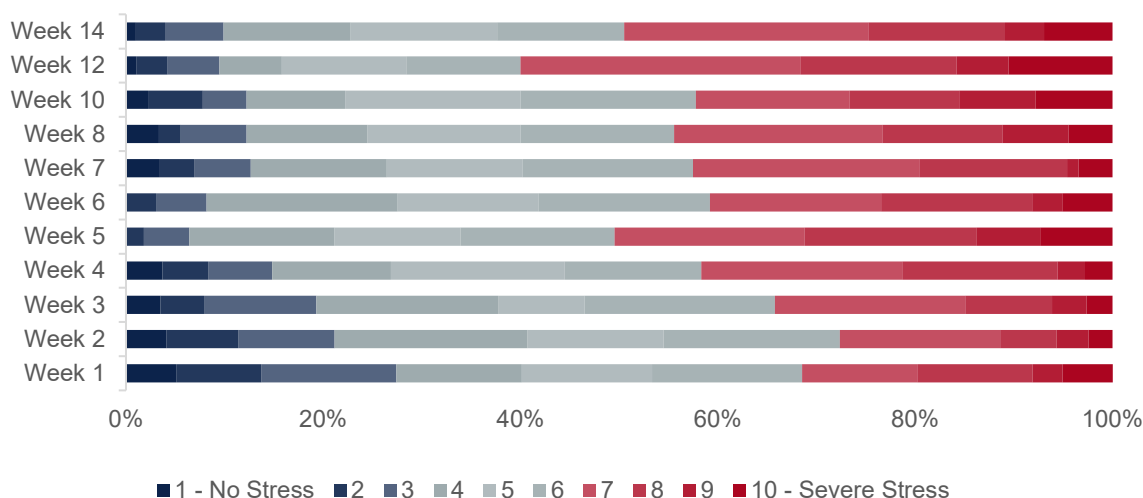


Students who had not yet taken the survey were sent the link and encouraged to share their honest feedback about their experience with services in CALS.

Nearly 20% of students report being in a CALS-based student organization or club. An additional 13% are in a club that they are uncertain whether it is connected to CALS. The Student Experience Manager was able to use this information to ensure that students leaders and club members were able to attend the CALS Leadership Spotlight event.

3% of students reported that their basic needs were not being met. Of these students, the majority are Arizona Online learners. Resources referrals were provided for their local community food banks and pantries with encouragement to reach out should they need housing or other types of assistance.

Stress levels in the past two weeks

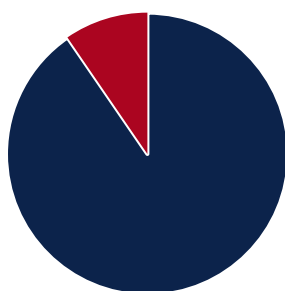


Of the students reporting high levels of stress, over 13% asked to be connected to the CALS Life Management Counselors.

Week 12 – Support and Belonging

95 Responses - Undergraduate students and one graduate student from 24 different majors. Students responded who are attending Main and AZ Online campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

Do you have the support you need to finish the semester strong?



■ Yes! I am on track ■ No - I need support

Top Supports Needed:

- Mental wellness
- Time management
- Tutoring
- Learning
- Advising
- Physical wellness
- Financial

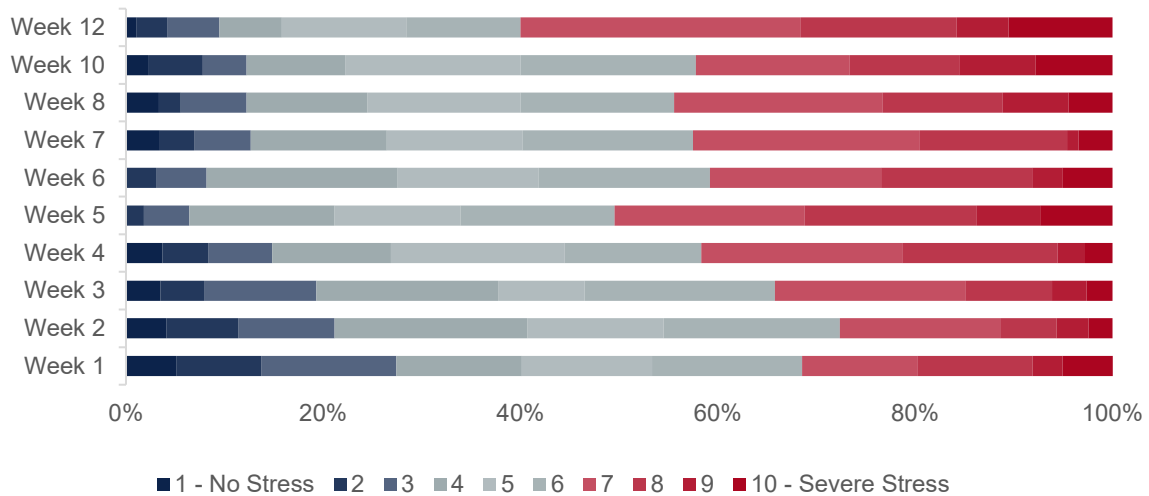
Students who needed support were provided with resources and referrals relevant to their requests. Academic Advisors were provided with specific information about the students who requested support from advising so that they could follow up and schedule an appointment.

I feel part of the University of Arizona community



While the majority of students report a strong sense of belonging or connection to the University of Arizona, over 20% are neutral or do not feel that they are part of the community. This can negatively impact their persistence in completing their degree as well as their overall academic performance. Students who answered this way received outreach asking for ways that CALS can support their connection.

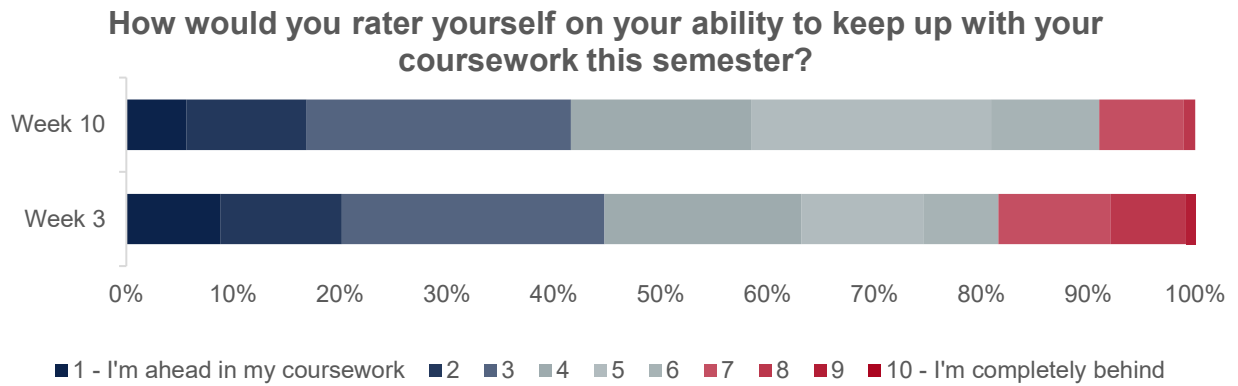
Stress levels in the past two weeks



Of the students reporting high levels of stress, over 11% asked to be connected to the CALS Life Management Counselors.

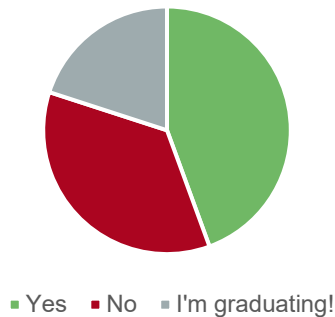
Week 10 – Coursework/Time Management and Priority Registration

89 Responses - Undergraduate students and one graduate student from 23 different majors. Students responded who are attending Main and AZ Online campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.



Students who report being behind in their coursework received outreach from a CALS Learning Lab: Powered by the SALT Center Learning Coach to encourage them to make an appointment to work on time management strategies.

Have you scheduled with your advisor to talk about summer and/or fall classes yet?



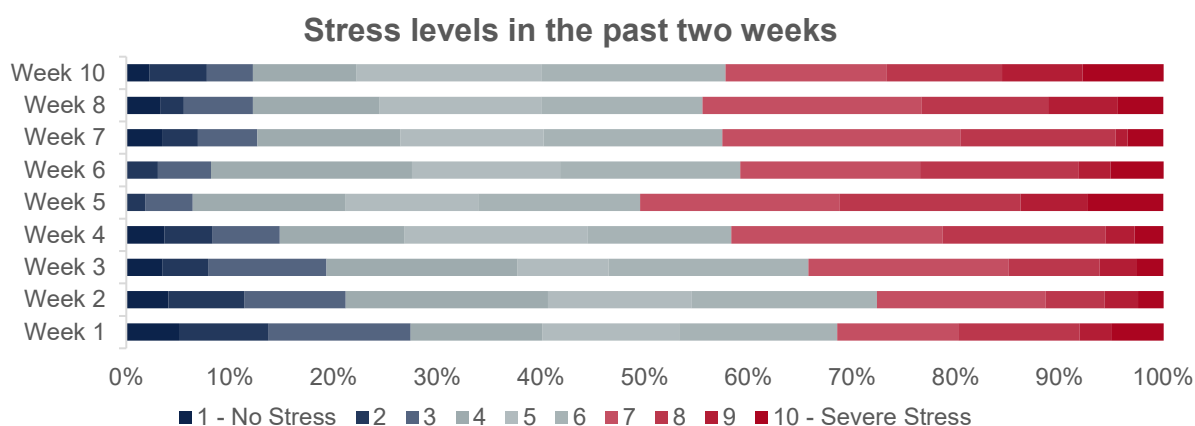
Priority registration begins in April and students who had not yet scheduled were encouraged to do so sooner rather than later to beat the rush and have more time with their advisor.

When do you plan to register for fall courses?



Academic advisors were provided with the names of students who had uncertainty about registering for fall courses so that they could provide outreach, support, and resources.

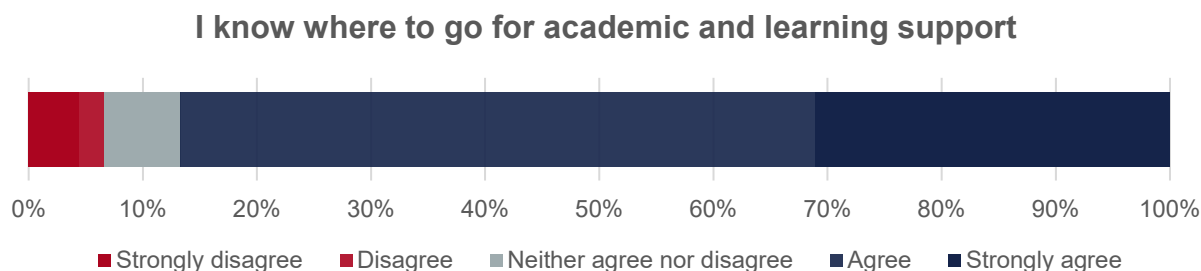
Nearly 7% of students indicate that their basic needs are not being met. Students were provided with information and resources such as Campus Pantry (Main Campus students) and local food banks (Arizona Online students).



Of the students reporting high levels of stress, 10% asked to be connected to the CALS Life Management Counselors.

Week 8 – Supports and Challenges

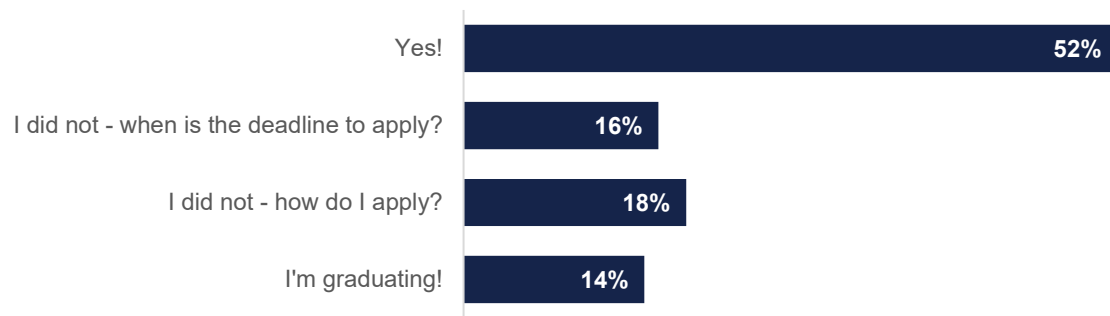
90 Responses - Undergraduate students and one graduate student from 21 different majors. Students responded who are attending Main and AZ Online campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.



Most students know where to go for academic and learning support. Those who were unsure or do not know where to go were followed up with by the CALS Learning Lab: Powered by the SALT Center.

CALS awards over \$1.1 million in scholarships annually. Students have shared in the past that they did not apply because they did not think they would be eligible. To help combat that misconception, we asked students about GPA and campus requirements. **Over one-third of students did not know that there was no GPA or campus requirement and asked for more information.** Students received a follow-up from the CALS Director of Scholarship Administration with the details needed.

Did you know that CALS Scholarships do not have a GPA or campus requirement?



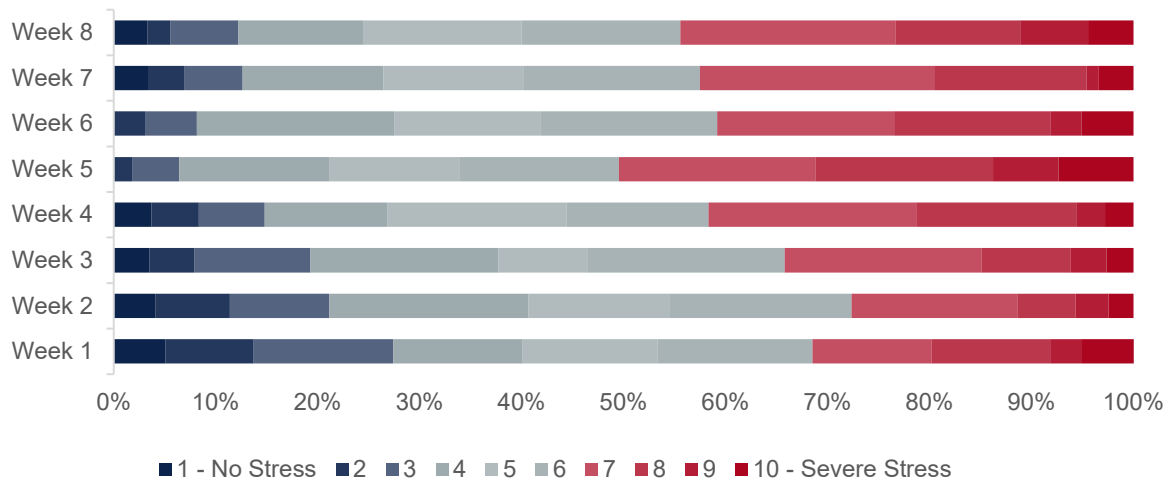
Students were asked to share challenges that they are facing so far in the semester. Over two-thirds of students responded to the question. Of those responses, six students said that they do not have any concerns.

Current Challenges



Academic advisors in CAS, the Norton School of Human Ecology, and the Department of Agricultural Resource Economics responded to each student individually with encouragement, referrals to resources, and connections with key offices for support. It is important to note that many of the challenges students are currently facing often align with reasons students do not persist in their education. Intervention at this pivotal moment can keep students on track to reach graduation.

Stress levels in the past two weeks



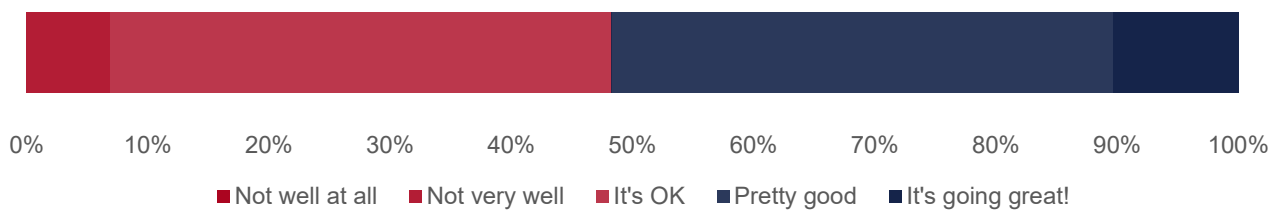
Of the students reporting high levels of stress, 6% asked to be connected to the CALS Life Management Counselors.

Over 3% of students indicate that their basic needs are not being met. Students were provided with information and resources – on and off campus due to the proximity to Spring Break.

Week 7 – Checking In

87 Responses - Undergraduate students and one graduate student from 23 different majors. Students responded who are attending Main and AZ Online campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

How is your semester going?

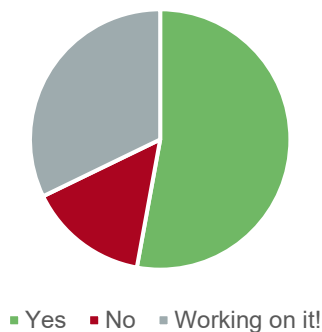


Nearly 50% of students appear to be struggling in their semester. Those who said “It’s OK” or “Not very well” were asked a follow-up question if they would like their academic advisors to reach out to them. **Over 80% said “no thanks”**, while 7% said they need a different resource. Students who did ask to be connected to their advisor were and those who said they need a different resource were contacted to learn more about what resources they needed.

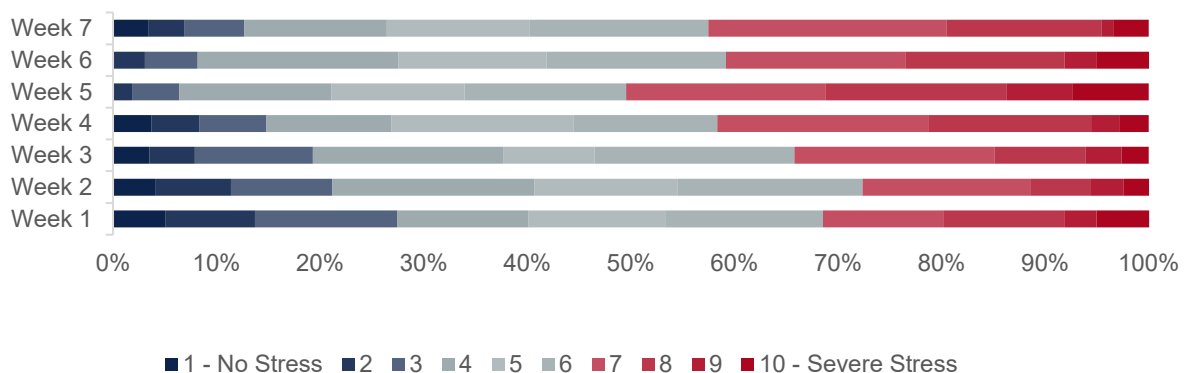
A horizontal bar chart with four categories on the y-axis and percentage values on the x-axis. The bars are dark blue. The categories and their corresponding percentages are: 'Yes! I already submitted!' (11%), 'Yes - I need to submit it prior to April 1st' (29%), 'Not yet - I need some help' (39%), and 'I'm graduating!' (21%).

Response	Percentage
Yes! I already submitted!	11%
Yes - I need to submit it prior to April 1st	29%
Not yet - I need some help	39%
I'm graduating!	21%

Do you have an updated resume or CV?



Stress levels in the past two weeks

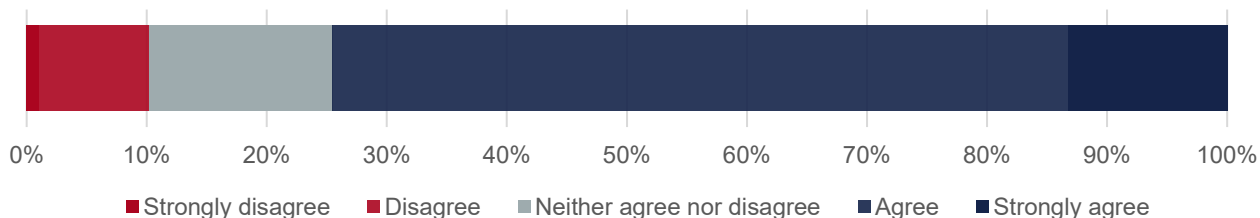


Of the students reporting high levels of stress, 9% asked to be connected to the CALS Life Management Counselors.

Week 6 – Confidence and Success

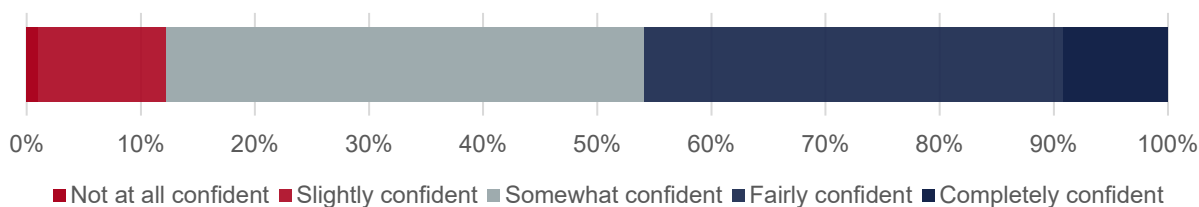
98 Responses - Undergraduate students and one graduate student from 23 different majors. Students responded who are attending Main, AZ Online, and Yuma campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

I know how to study for college-level exams



Students who disagreed or were neutral received follow up from the CALS Learning Lab: Powered by the SALT Center, including promotion for upcoming “Toolbox Talks” focused on the topic.

How confident are you in managing your personal finances?

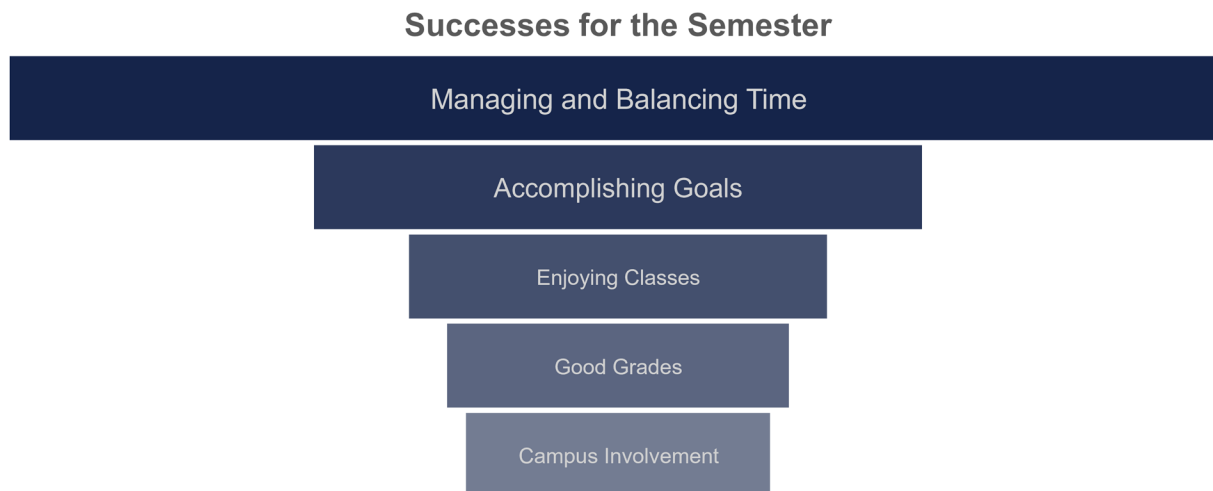


Personal finance resources from the Thrive Center and Take Charge Cats were provided to students lacking confidence.

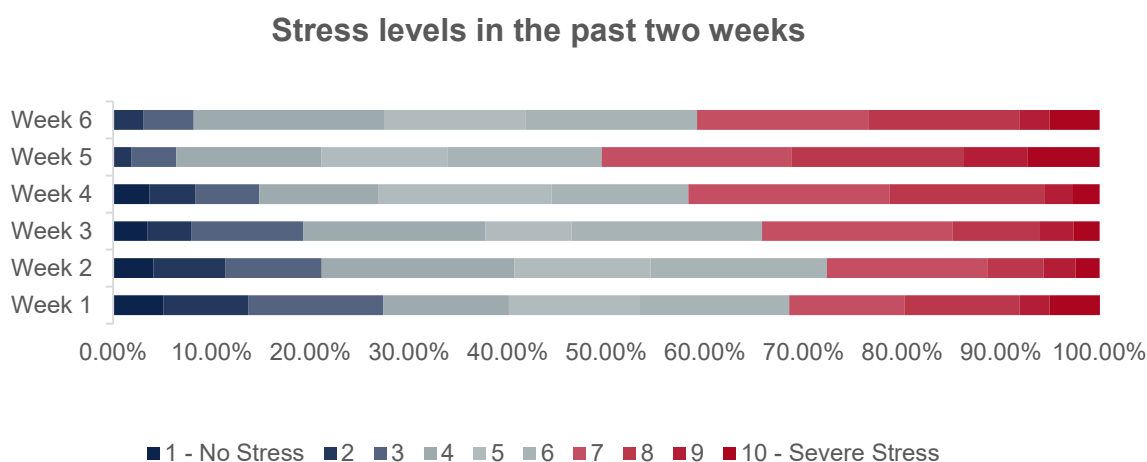
Do you know who your academic advisor is and how to schedule an appointment with them?



While the majority of students know who their advisor is and how to schedule with them, those who did not were provided with information so that they can get to know their major advisor.



Students were provided with an opportunity to share successes for the semester thus far. Academic Advisors in Career & Academic Services, Agriculture Resource Economics, and the Norton School of Human Ecology responded to students celebrating their accomplishments, big and small.



Of the students reporting high levels of stress, 8% asked to be connected to the CALS Life Management Counselors.

Week 5 – Learning and Financial Support

109 Responses - Undergraduate students and one graduate student from 26 different majors. Students responded who are attending Main and AZ Online campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

Nearly a third of students responding are taking a math, chemistry, or writing-intensive course this semester.

71%

Confident in Chemistry

96%

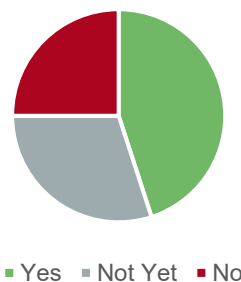
Confident in Math

93%

Confident in Writing

Students who were not feeling confident were connected with the CALS Learning Lab: Powered by the SALT Center.

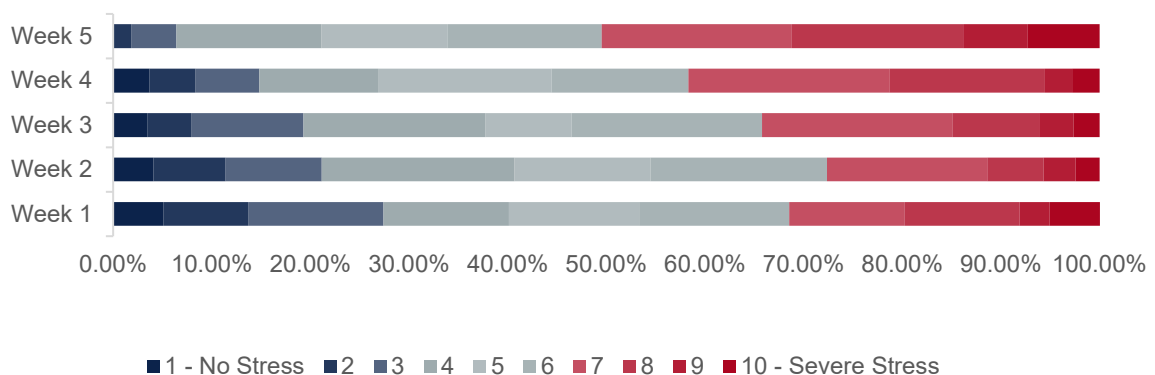
Have you completed your FAFSA yet?



Those who responded that they have not done so or haven't do so yet were provided with information about the priority deadline, workshops in English and Spanish from the Office of Scholarships & Financial Aid, and upcoming drop-in help sessions.

Nearly 7% of students report that their basic needs are not being met. Students were referred to Campus Pantry, the Basic Needs website, and/or resources in their area. Upon receiving responses, students are reporting that while they use Campus Pantry, it isn't enough support to cover rent, utilities, parking, and medical expenses.

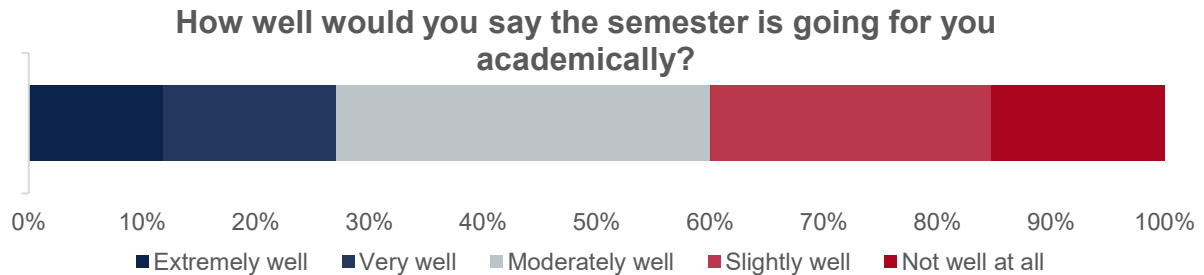
Stress levels in the past two weeks



Of the students reporting high levels of stress, 8% asked to be connected to the CALS Life Management Counselors.

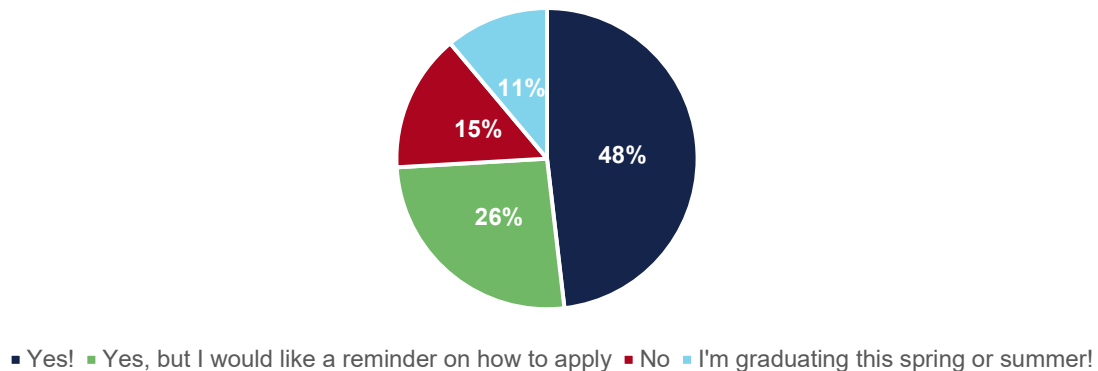
Week 4 – Well-Being

105 Responses - Undergraduate students and one graduate student from 23 different majors. Students responded who are attending Main and AZ Online campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.



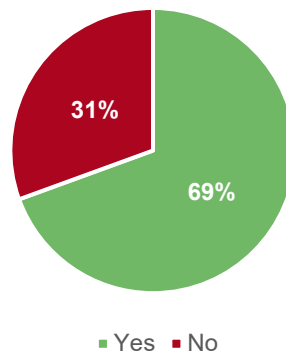
The CALS Learning Lab: Powered by the SALT Center reached out to all students who indicated that things were going moderately well or worse. Major advisors in the Norton School of Human Ecology and in Agricultural and Resource Economics also reached out to connect students to the Learning Lab and Think Tank resources.

Did you know that you can apply for over \$1m in 23-24 CALS Scholarships in Scholarship Universe?



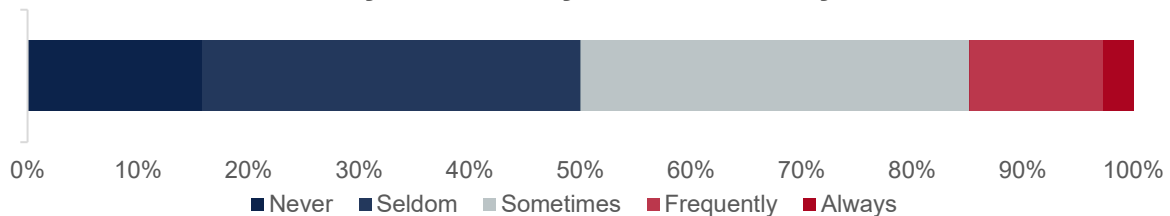
Students who wanted more information or did not know about CALS Scholarships received a follow-up email with details on how and when to apply.

Have you met someone at the University of Arizona who shares aspects of your identity that are important to you?



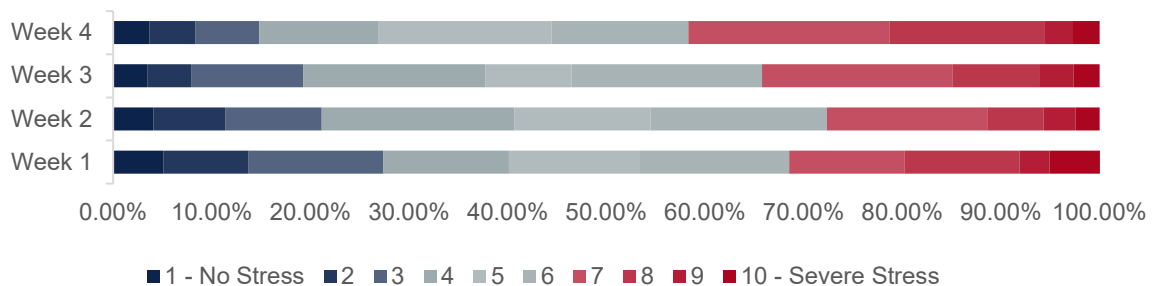
While over two-thirds of students have met someone who shares an identity with them, nearly one-third have not. Students who have not were provided with information about Cultural and Resource Centers, student clubs and organizations, mentorship opportunities, and support.

How often have you felt lonely at the University of Arizona?



Students reporting loneliness were provided with resources to connect with peers as well as mental wellness resources such as Wildcats RISE, Togetherall, and Life Management Counseling.

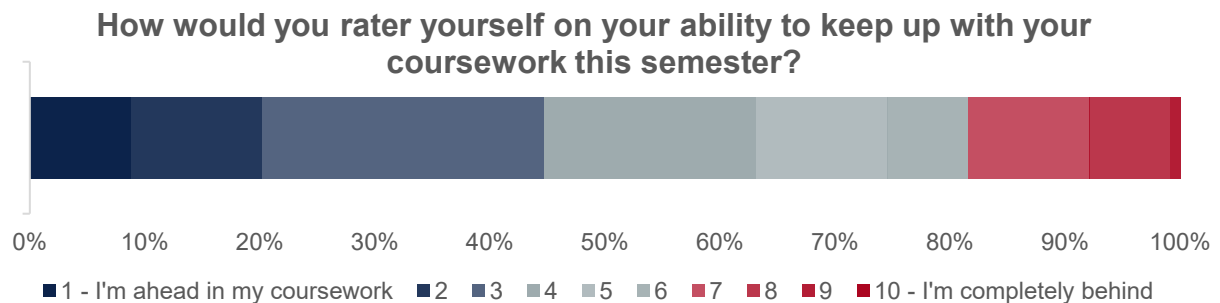
Stress levels in the past two weeks



Of the students reporting high levels of stress, 9% asked to be connected to the CALS Life Management Counselors.

Week 3 – Time Management, Career Talks, and Concerns

115 Responses - Undergraduate students and one graduate student from 28 different majors. Students responded who are attending Main, AZ Online, and Yuma campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.



Students who report being behind in their coursework received outreach from a CALS Learning Lab: Powered by the SALT Center Learning Coach to encourage them to make an appointment to work on time management strategies.

Nearly 70% of students are comfortable reaching out to their instructors for guidance.

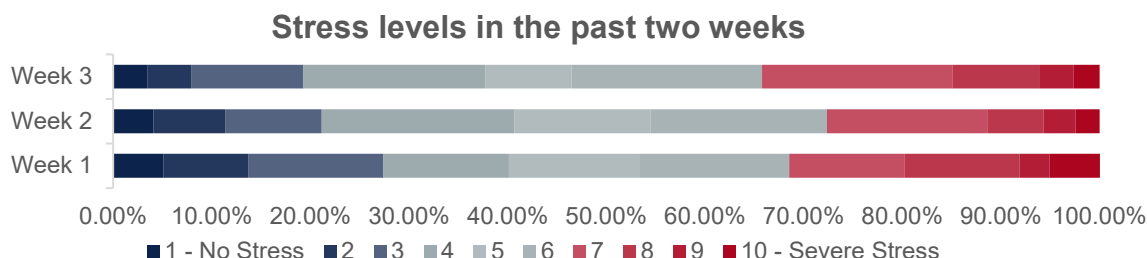
Those who were not comfortable received messages of empowerment and encouragement to connect with instructors and were provided with tips on office hours and email etiquette.

While most students reported having their basic needs met, **3% were connected with campus and local resources for food and shelter.**

Students were asked about what they have concerns about this semester. While 15% of students did not share any concerns at this time, those who did have similar concerns. Each student with concerns received outreach from a CALS General Advisor and in some cases their major advisor, CALS Learning Lab, and/or the CALS Career Center.

Concerns for the Semester





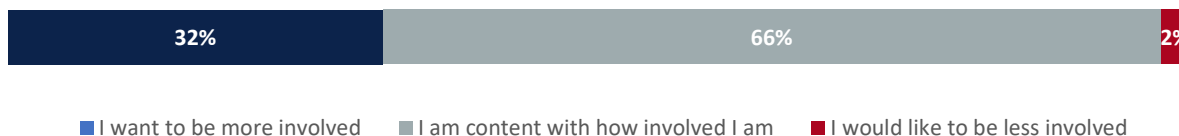
Of the students reporting high levels of stress, 7% asked to be connected to the CALS Life Management Counselors.

Week 2 – Making Connections, Academic Confidence, and Stress

123 Responses - Undergraduate students and one graduate student from 28 different majors. Students responded who are attending Main, AZ Online, and Yuma campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

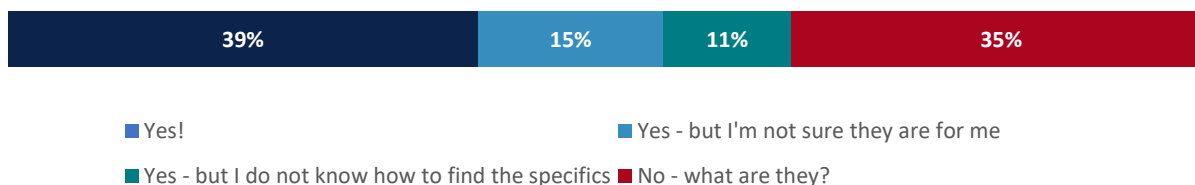
Students are able to connect with advisors, instructors, and other university support staff. Only one student indicated that they were struggling to connect with their instructors.

Are you as involved with campus activities as you would like to be?



Outreach to students who want to be more involved included an invitation to meet with the CALS Student Experience Manager to learn more about clubs and organizations, links to upcoming student events, CALS services, and encouragement to follow CALS on Instagram. Students who said they wanted to be less involved were encouraged to meet with the CALS Learning Lab for tips on time management.

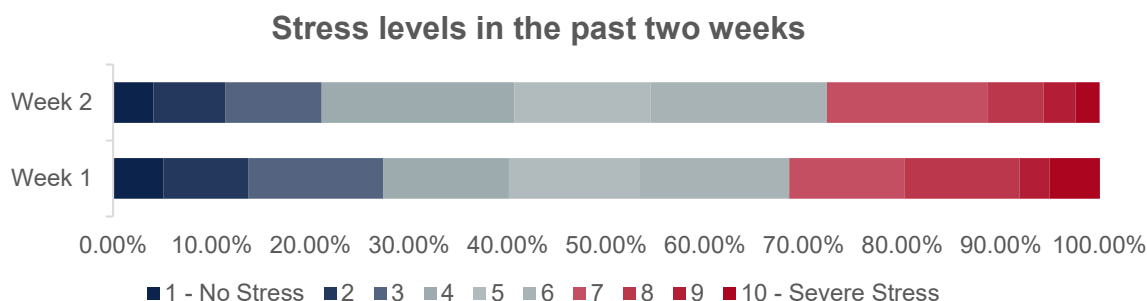
Do you know about the CALS Career Talks?



Nearly two-thirds of responding students have heard of CALS Career Talks, however, **Arizona Online students were less likely to have heard of them compared to main campus**

students. Students who were unsure if Career Talks were for them, how to access them, or had not heard of them received outreach sharing what Career Talks are, the benefits of attending, and how to find out what is coming up next.

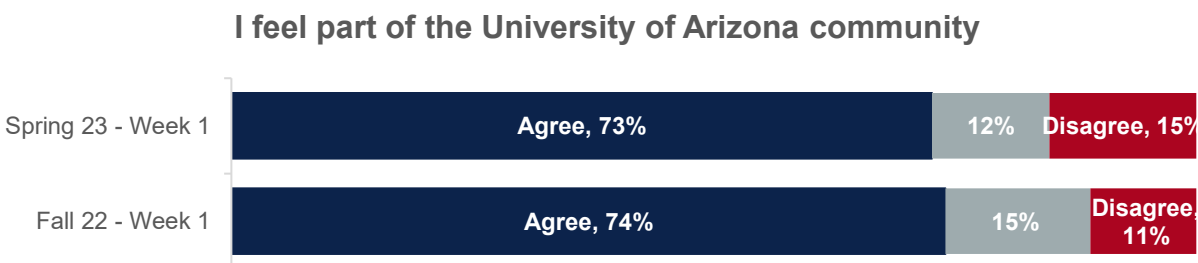
Over 98% of students are confident in their ability to do well in their courses this semester. The students who indicated they were not feeling very confident were connected with the CALS Learning Lab for support.



Of the students reporting high levels of stress, 8% asked to be connected to the CALS Life Management Counselors.

Week 1 – Sense of Belonging, Basic Needs, Technology Barriers, and Stress

195 Responses - All undergraduate students from 30 different majors. Students responded who are attending Main, AZ Online, and Yuma campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.



Those who indicated that they did not feel part of the UArizona community were provided with ways to get involved by attending CALS events, learning more about Cultural and Resource Centers, and being encouraged to connect with classmates in a variety of ways. Arizona Online students were also provided with peer mentorship and digital connection opportunities.

Over 10% of students do not have their basic needs met. Students were provided immediate follow-up encouraging them to look into Campus Pantry, Campus Closet, and the UArizona Basic Needs website. Those who are not located in Tucson were also provided with information on local resources such as a food bank or pantry.

Over half of responding students have no technology barriers. **14% of students reporting needing reliable WiFi access.** Other areas of need included:

- Specific software for their courses
- Specific hardware for their courses
- Device capable of running required software

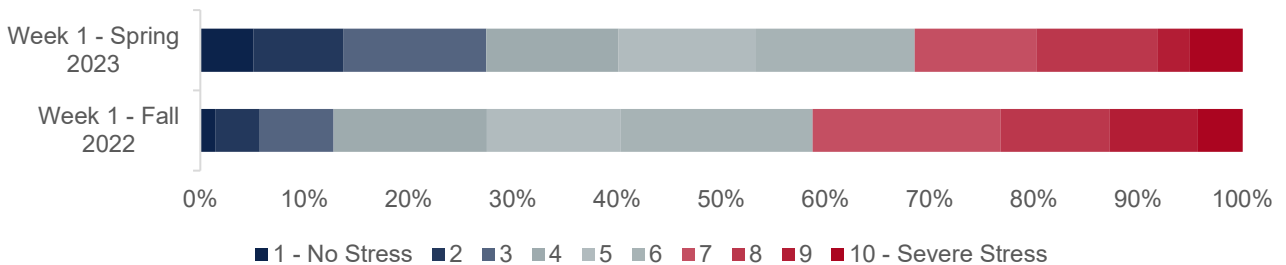
Students were provided with links and information relating to UArizona Libraries lending programs and software options on and off campus as well as the UITS free licensing information.

Do you know how to get your questions answered?



Most students knew how to get their questions answered. Those who were unsure or did not know were reminded of how to connect with their advisor, encouraged to use SOS, and to engage their instructors and TAs during office hours. The differences between the Bursars Office and the Office of Scholarships and Financial Aid was also explained.

Stress levels in the past two weeks



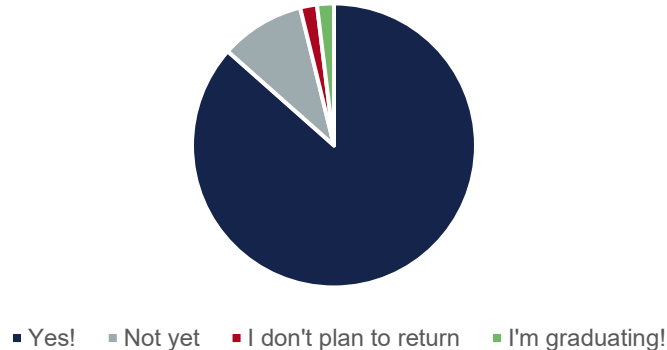
Of the students reporting high levels of stress, 17% asked to be connected to the CALS Life Management Counselors.

Appendix B – Fall 2022 Semester

Week 15 – Wrapping up Fall 2022

104 Responses - Undergraduate students from 29 different majors. Students are attending Main, AZ Online, and Yuma campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

Are you registered for Spring 2023 classes?



Students who were not yet registered or do not plan to return were followed up with and provided encouragement or information on the Back2UA program.

Reflecting on this semester, what experiences and accomplishments are you most proud of?



The students who shared what they were proud of were celebrated by the Academic Advisors and Retention Specialist to boost their accomplishments. Here are a few quotes to illustrate the themes mentioned above:

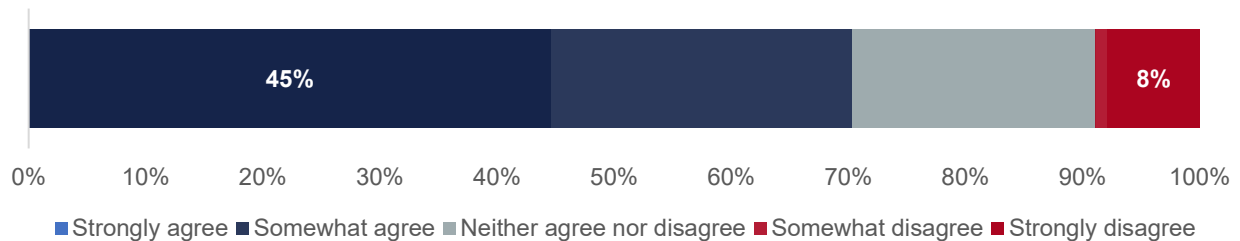
"I am most proud of actually pushing myself to try my best and engaging in other things beside just school work that push me farther as a human."

"I'm proud of getting an A in my math class, since that is a subject I struggle with."

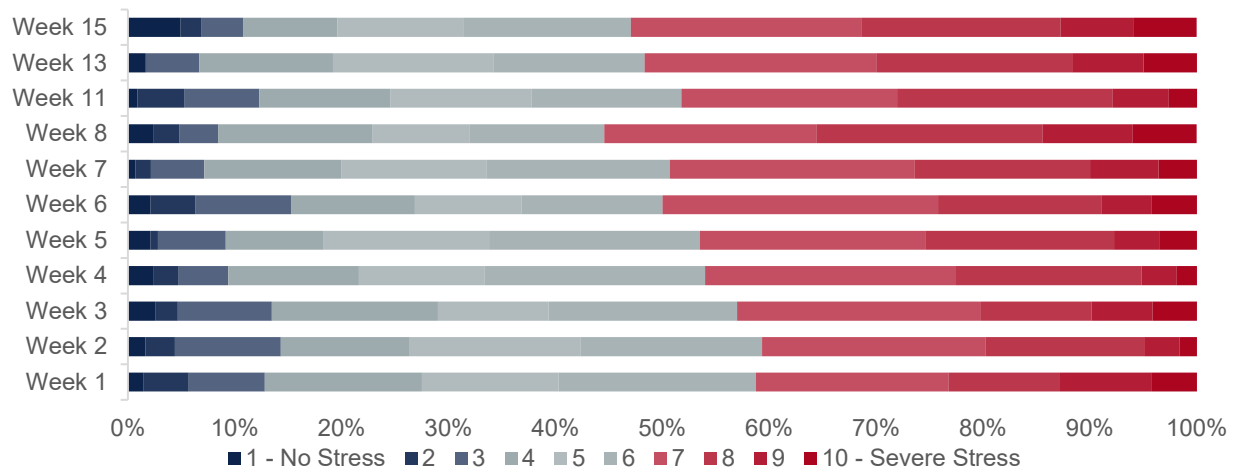
"That I have made it this far into the semester despite being the hardest semester yet."

"I was also able to explore clubs and resources, and am now a member of two clubs on campus."

I am satisfied with my experience regarding diversity and inclusion in CALS this semester



Stress levels in the past two weeks

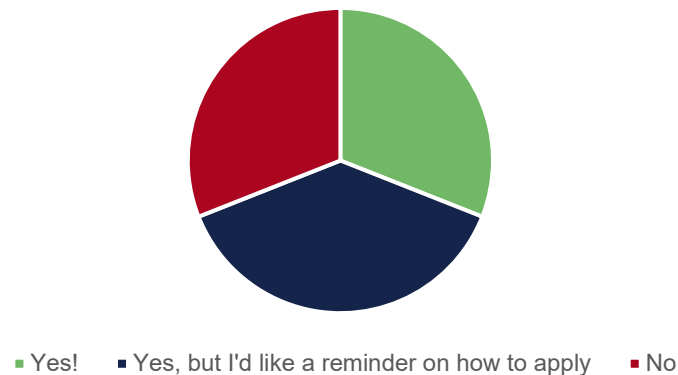


Of the students reporting high levels of stress, 6% asked to be connected to the CALS Life Management Counselors. Students who also reported mental health as a concern were provided with information about CALS Life Management Counseling, Wildcats RISE, Togetherall, and CAPS services.

Week 13 – Scholarships and Final Exam Preparation

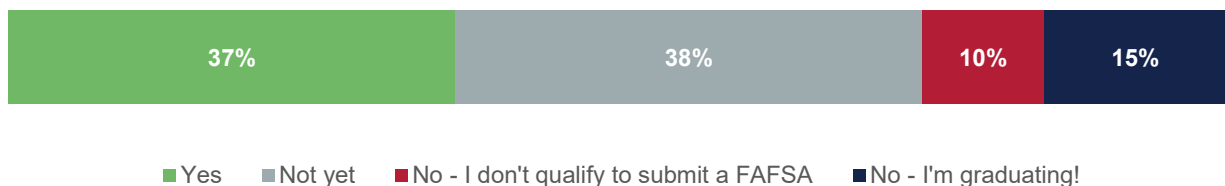
125 Responses - Undergraduate students from 26 different majors. Students are attending Main, AZ Online, and Yuma campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

Did you know that you can apply for over \$1m in 2022-2023 CALS Scholarships this upcoming spring?



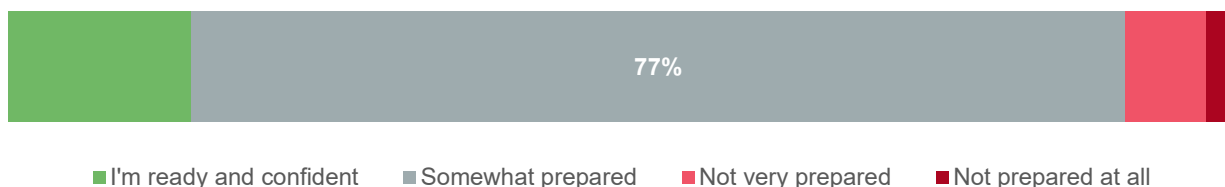
Students who were unaware or would like a reminder on how to apply were sent an email with more information and encouragement to apply.

Have you completed your FAFSA yet?

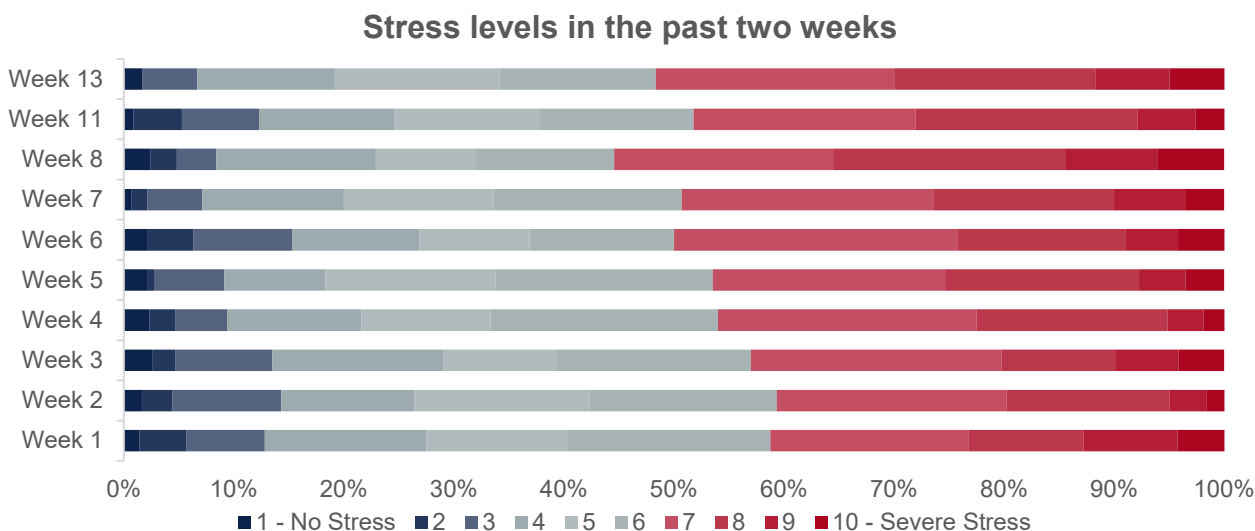


Graduating seniors were sent information about student loan repayment workshops offered by the Office of Scholarships and Financial Aid (OFSA). Students who have not yet submitted their FAFSA were encouraged to work with their families over the Thanksgiving break to collect the necessary information to submit. Those who indicated that they did not qualify were encouraged to double check their qualifications with the OFSA.

How well prepared are you for your final exams, papers, and presentations?



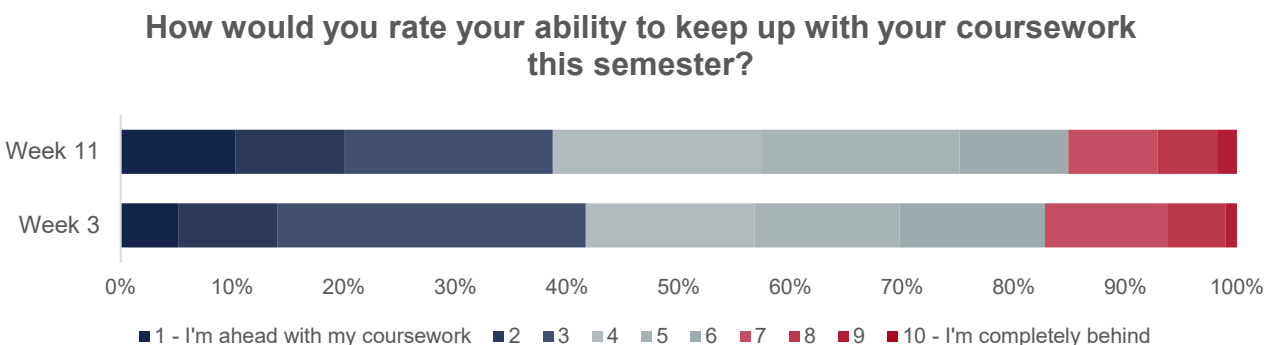
Learners who would benefit from support to prepare were encouraged to attend an exam preparation workshop or make an appointment with the CALS Learning Lab: Powered by the SALT Center.



Of the students reporting high levels of stress, 7% asked to be connected to the CALS Life Management Counselors. Students who also reported mental health as a concern were provided with information about CALS Life Management Counseling, Wildcats RISE, Togetherall, and CAPS services.

Week 11 – Academic Support and Planning Ahead

123 Responses - Undergraduate students from 28 different majors. Students are attending Main and AZ Online campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

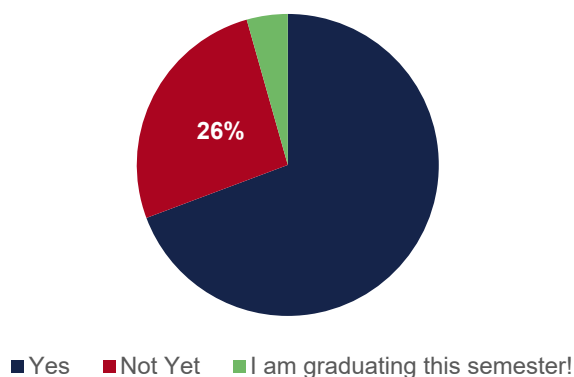


Students who were on track or ahead received a follow-up with congratulations on their time management strategies and skills. Students who indicated that they were starting to get behind or were behind (5-10) were asked if they would like a referral to the CALS Learning Lab: Powered by the SALT Center.

In response to the congratulatory email, one student wrote back and said:

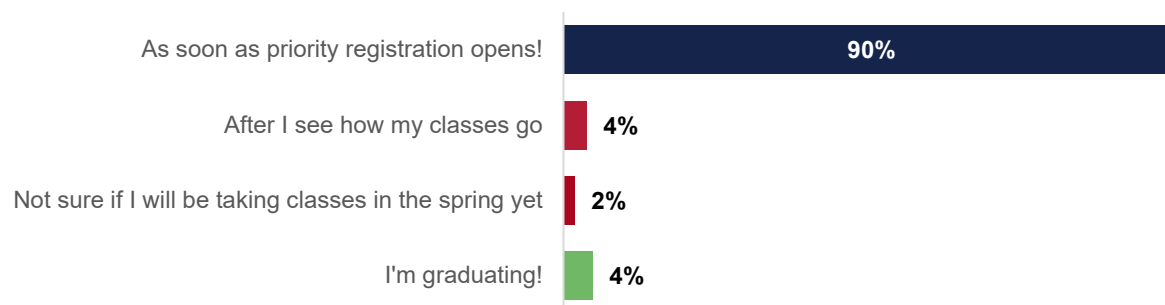
"I enjoy taking the CALS Pulse survey. It is a good way to reflect on how I feel mentally. At the moment I feel sufficiently supported, but I will reach out if that changes!"

Have you scheduled with your advisor to talk about spring classes?



Students who had not yet met with their academic advisor were encouraged to do so and provided with support on scheduling appointments.

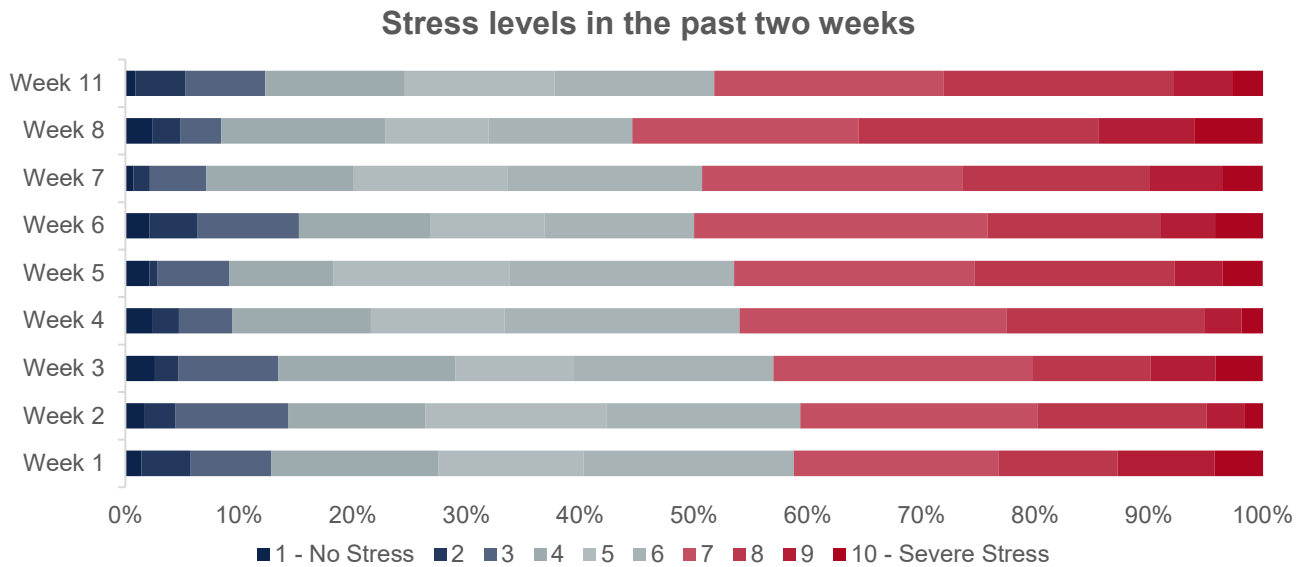
When do you plan to register for Spring 2023 classes?



Academic advisors connected with students who were unsure about taking persisting at the University of Arizona. Students who are waiting to see how classes are going were encouraged to register so that they get the classes they need to reach their graduation goals.

11% of students do not have their basic needs met. They received outreach to connect them to resources on campus and/or in their communities.

Of the students reporting high levels of stress, 12% asked to be connected to the CALS Life Management Counselors. Students who also reported mental health as a concern were provided with information about CALS Life Management Counseling, Wildcats RISE, Togetherall, and CAPS services.

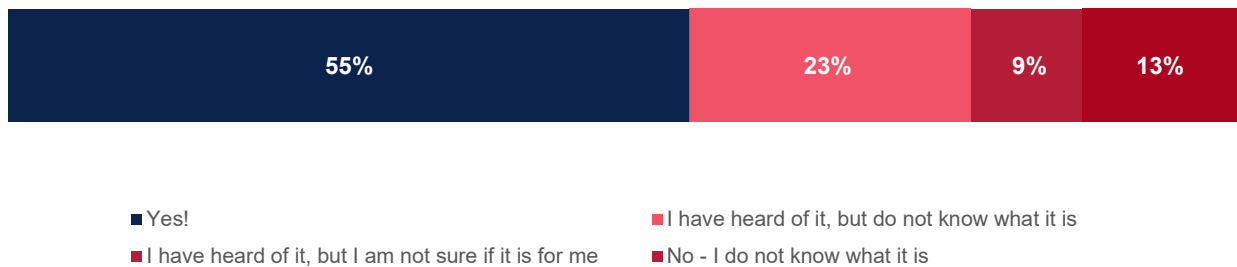


Week 8 – Support Services and UAlerts

166 Responses – Undergraduate and graduate students from 30 different majors. Students are attending Main and AZ Online campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

In response to the tragic death of Dr. Tom Meixner on October 5, CALS Pulse sought to ensure students know about resources available to them and are signed up for UAlerts.

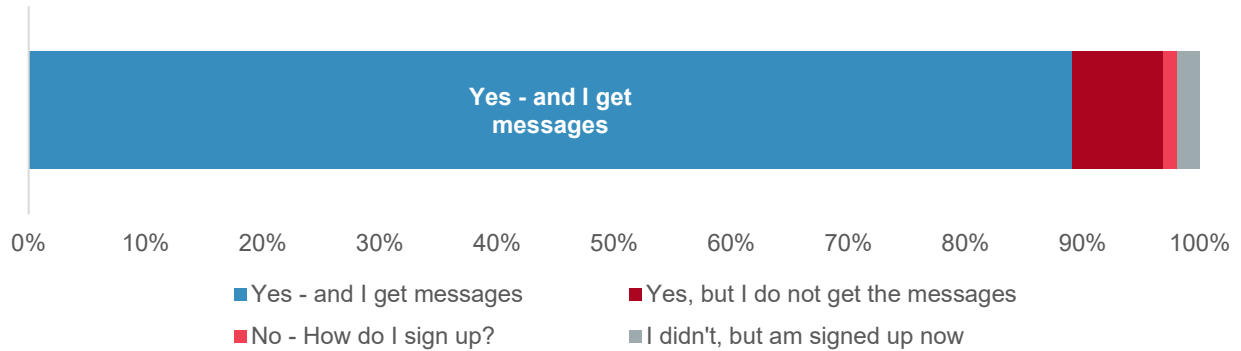
Are you aware of CALS Life Management Counseling?



Students who were unsure or unaware were provided with information and encouragement to look into CALS Life Management Counseling.

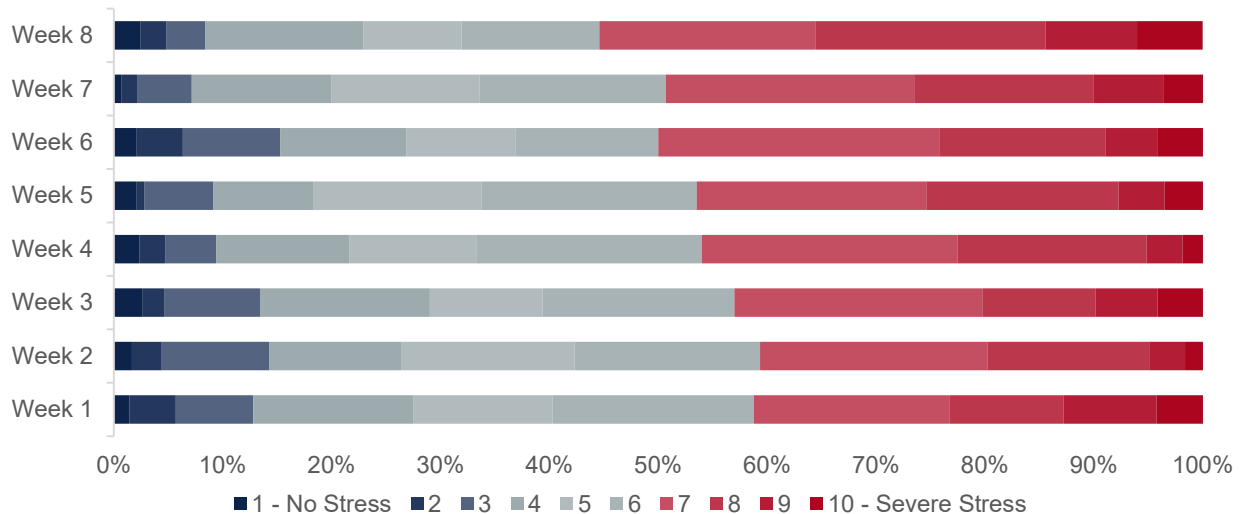
Over two-thirds of students had visited the Counseling & Psychological Services (CAPS) Support website. Those who had not were provided with the link so that they are aware of resources to support processing the events on campus.

Are you signed up for UAlerts?



While the majority of students are signed up, those who did not get the messages or are not signed up were provided with instructions on how to opt-in and manage their settings.

Stress levels in the past two weeks



Of the students reporting high levels of stress, 11% asked to be connected to the CALS Life Management Counselors. Students who also reported mental health as a concern were provided with information about CALS Life Management Counseling, Wildcats RISE, Togetherall, and CAPS services.

Week 7 – Career Networking, Internships, and Grades

140 Responses – Undergraduate students from 27 different majors. Students are attending Main, AZ Online, and Yuma campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

Do you know what your current grades are in each of your courses?

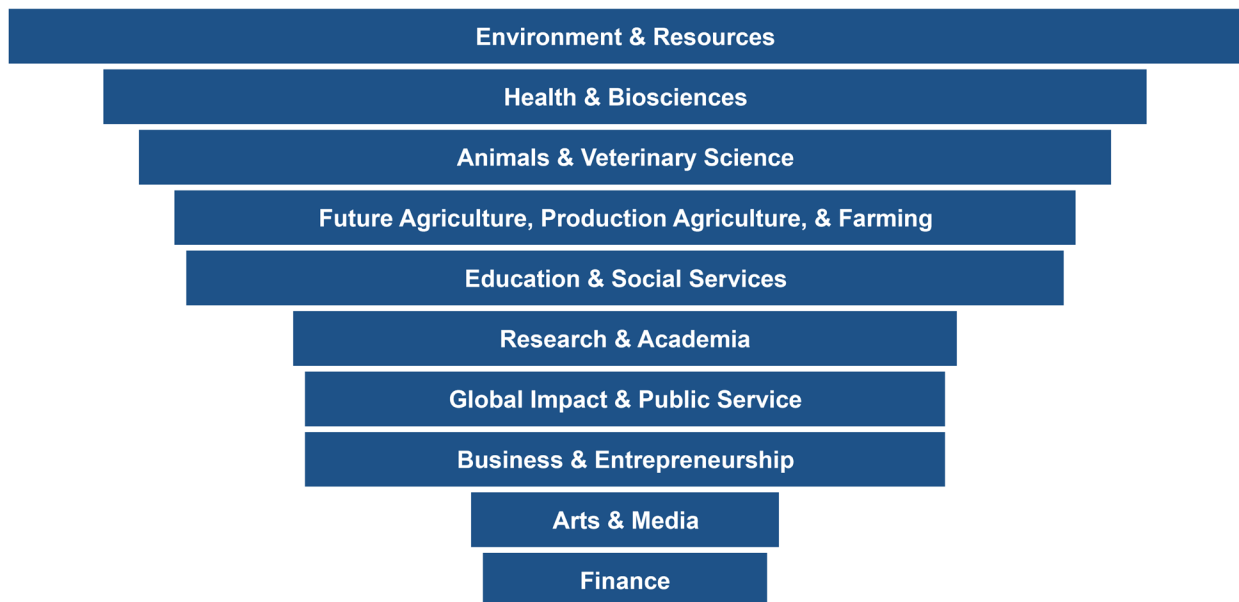


- Yes! I keep track regularly
- I would like to! My instructors don't always have grades updated in D2L
- I have an idea, but haven't calculated them yet
- Nope! I have no clue how I am doing

Students who do not keep track of their grades regularly received outreach to encourage them to connect with their instructors, tips on how to calculate their grades, and the benefits of knowing their grades to promote successful academics in a semester.

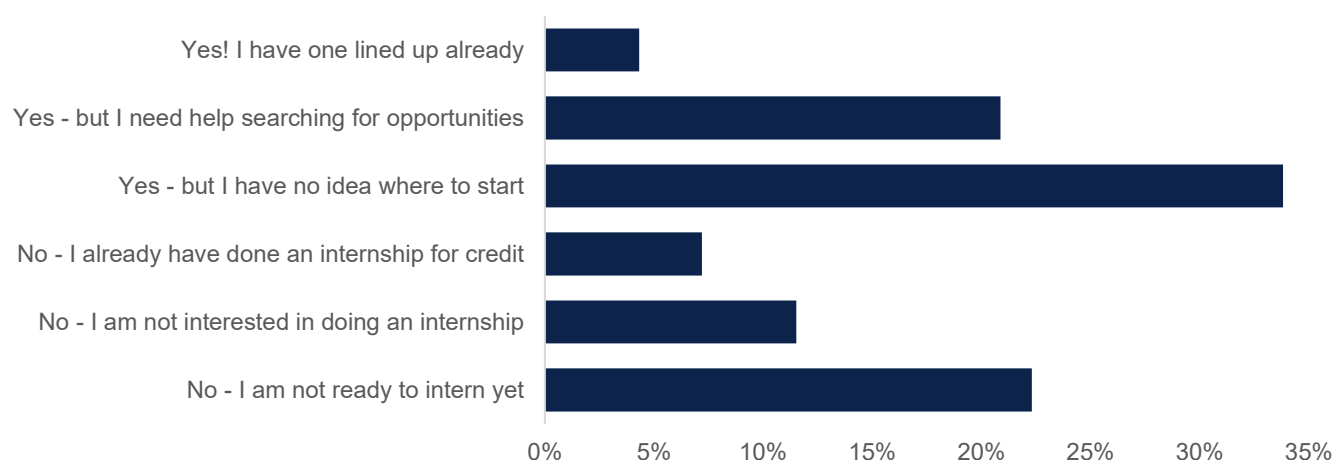
The CALS Career Center has successfully hosted several Career Talks thus far in the Fall 22 semester. Career Talks feature professional or professionals who share their career experiences, and information about their industry and company, and provide students an opportunity to connect, ask questions, and network.

Top 10 industries or fields students are interested in



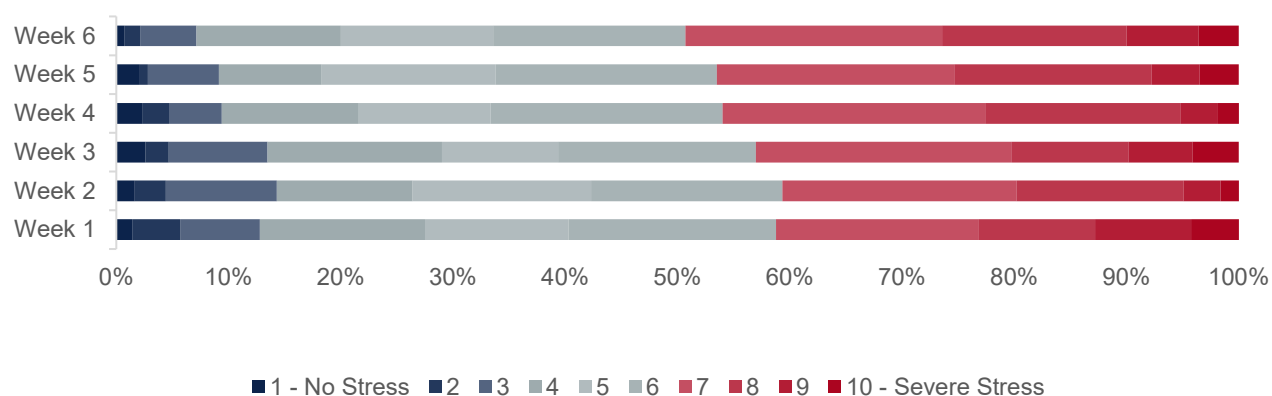
Students received outreach from the CALS Career Center promoting upcoming Career Talks in these fields. Responses are also guiding future planning.

Are you interested in doing an internship in Summer 2023 for university credit?



Internship applications for summer area already being taken and students who intern have a higher rate of employment after graduation. The CALS Career Center is working to promote internship experiences and get students involved earlier. Responding students received outreach on how to search for and obtain an internship experience as well as the benefits of interning.

Stress levels in the past two weeks



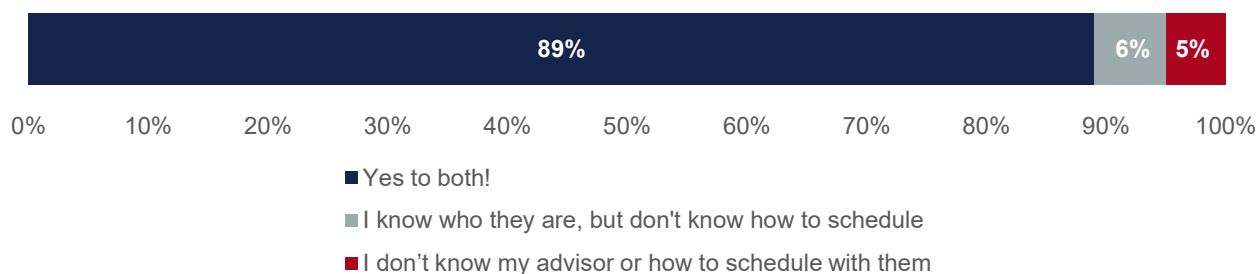
Note: Most responses from this week's CALS Pulse were received prior to the October 5 campus shooting.

Of the students reporting high levels of stress, 12% asked to be connected to the CALS Life Management Counselors. Students who also reported mental health as a concern were provided with information about CALS Life Management Counseling, Wildcats RISE, Togetherall, and CAPS services.

Week 6 – Exam Preparation, Academic Advising, & Successes

186 Responses – Undergraduate students from 35 different majors. Students are attending Main, AZ Online, and Yuma campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

Do you know who your academic advisor is and how to schedule an appointment with them?



Students are starting to plan for spring semester courses and the schedule has been posted in UAccess Student Center. Students unsure of their advisor and/or how to schedule received information on both.

I know how to study for college-level exams

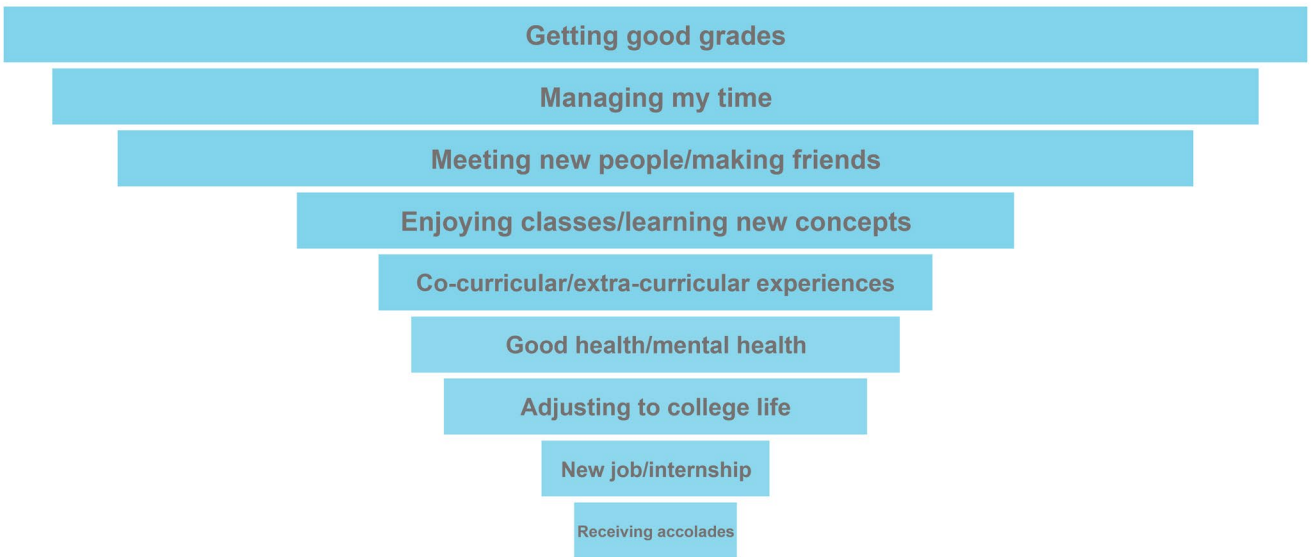


Compared to this time last year, results are similar.

Students who were neutral or indicated that they disagreed were prompted with a question asking whether they planned to attend the upcoming CALS Learning Lab: Powered by the SALT Center workshop on exam preparation. Those who asked how to RSVP were provided with a link to do so. Those who said they couldn't make it were asked if they would like a referral to meet 1:1 with the Learning Coach. Nearly ten students asked for that referral.

While it is important to intervene in challenges, barriers, or opportunities students have, it is also critical to recognize successes. As such, we asked students to share what is going well with them so far this semester.

What is going well for you this semester?



Identified themes are shown above with the bars representing the corresponding frequency of mentions. Here are a few example quotes:

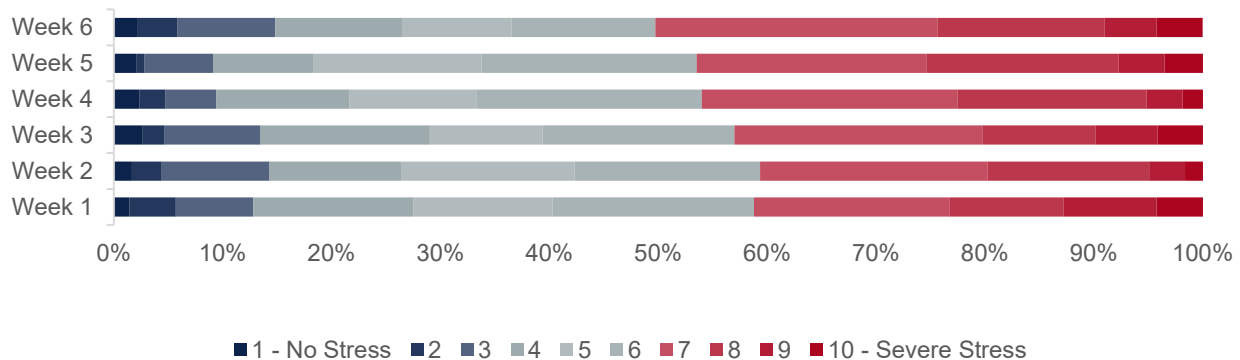
"It is going amazing, and I saw many resources and many people that helped me to study, I am really happy to be here"

"I personally think that I am handling this entire change in pace very well. I don't feel myself struggling as much as I thought I would."

"I'm somehow working 20+ hours a week while averaging an A in most of my classes."

All students who submitted a response received an email from a CALS General Advisor acknowledging their responses and providing words of encouragement. Resources were provided if a student's response indicated they needed support.

Stress levels in the past two weeks



Of the students reporting high levels of stress, 16% asked to be connected to the CALS Life Management Counselors. Students who also reported mental health as a concern were

provided with information about CALS Life Management Counseling, Wildcats RISE, Togetherall, and CAPS services.

Week 5 – Academic Confidence and Loneliness

142 Responses - Undergraduate students from 28 different majors. Students are attending Main, AZ Online, and Yuma campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

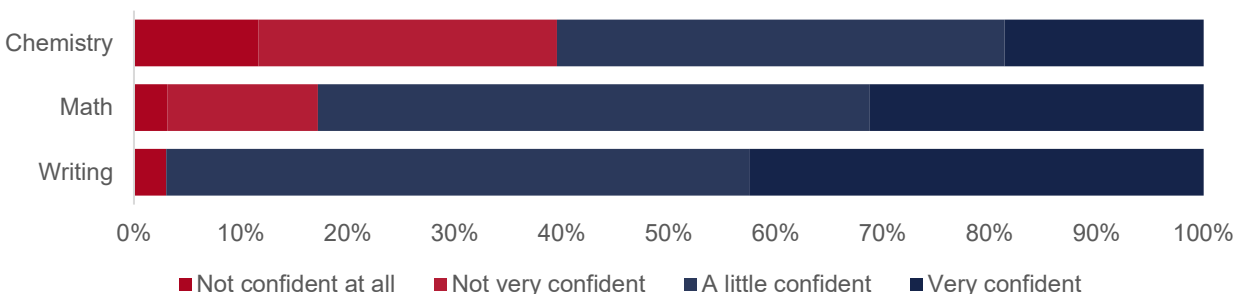
I know where to go if I need academic support or help with a particular class



Compared to this time last year, nearly 15% of students did not know where to go for academic support for their coursework.

Over 45% of respondents are taking a math course, 31% are taking a chemistry course, and 24% are taking a writing intensive course this semester.

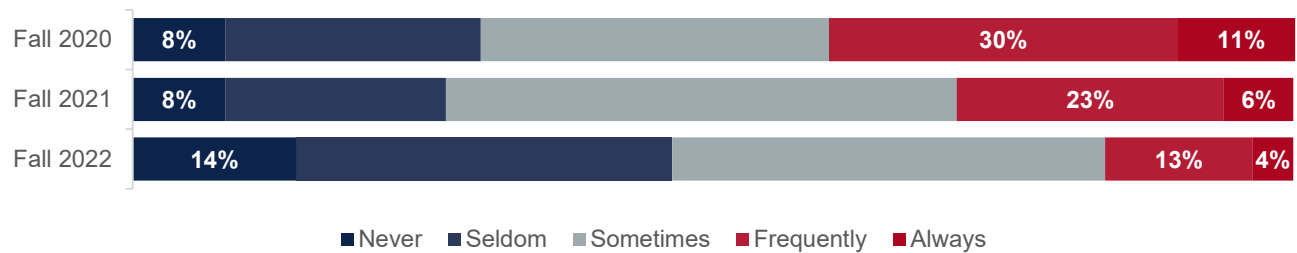
How confident are you in your ability to do well in your chemistry/math/writing course(s)?



Students who did not know where to go for support and/or were not feeling confident in their coursework were followed up with specific outreach connecting them to Think Tank tutoring and supplemental instruction, the Writing Center, the CALS Learning Lab, and sharing tips for how to use instructor, TA, and preceptor office hours effectively.

5% of students report that their basic needs are not being met. Students with these concerns and challenges were provided with resources addressing food insecurity, including Campus Pantry and the local Feeding America affiliate.

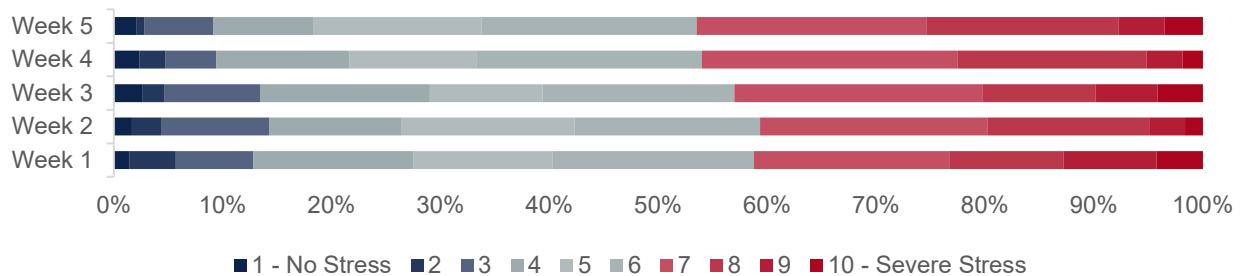
How often have you felt lonely at the University of Arizona this semester?



Student feelings of loneliness have declined compared to the last two fall semesters.

Those reporting loneliness received supportive outreach to normalize feelings of loneliness and provided suggestions and resources for connecting with peers – online and in-person.

Stress levels in the past two weeks

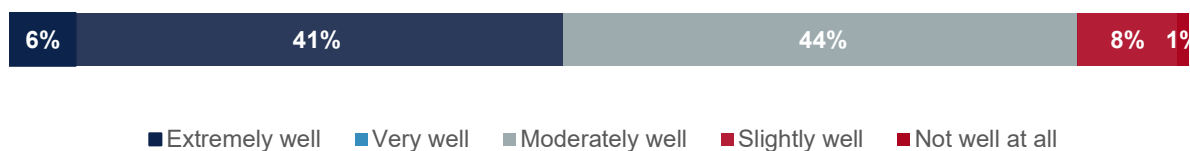


Of the students reporting high levels of stress, 15% asked to be connected to the CALS Life Management Counselors. Students who also reported mental health as a concern were provided with information about CALS Life Management Counseling, Wildcats RISE, Togetherall, and CAPS services.

Week 4 – Academic and Mental Wellness Check-In

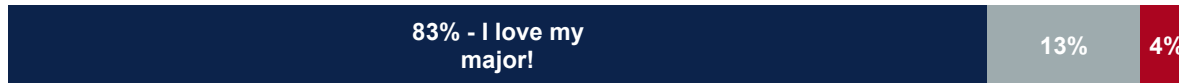
220 Responses - Undergraduate students from 34 different majors. Students are attending Main, AZ Online, and Yuma campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

How well would you say the semester is going for you academically?



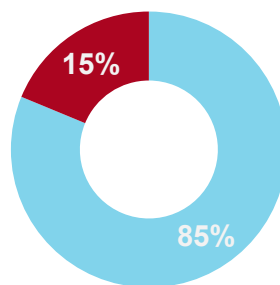
Those responding that they are doing moderately well, slightly well, or not well at all were asked if they would like to be referred to the CALS Learning Lab: Powered by the SALT Center. Over 5% of students indicated that they are already part of the Learning Lab and 7% asked to be referred. Additionally, **33% asked for more information** and **55% said that they were not interested** at this time. Students who asked to be referred were and those who wanted more information received an email promoting the service and detailing the ways in which they can connect.

How certain are you about your current major?



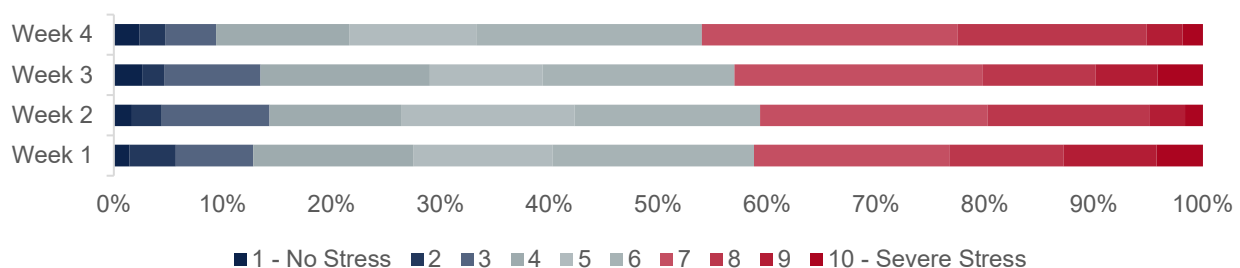
Most students love their major. Those who are **thinking about changing their major (13%)** or are **planning to change their major (4%)** received outreach from their current academic advisor for guidance and support.

Have you met someone at the University of Arizona who shares aspects of your identity that are important to you?



Students who have not yet met someone were referred to the appropriate Cultural, Resource, or Student Center to help them connect. The areas students were most interested in connecting were women, Hispanic/Latinx students, first-generation students, LGBTQIA students, and out-of-state students.

Stress levels in the past two weeks

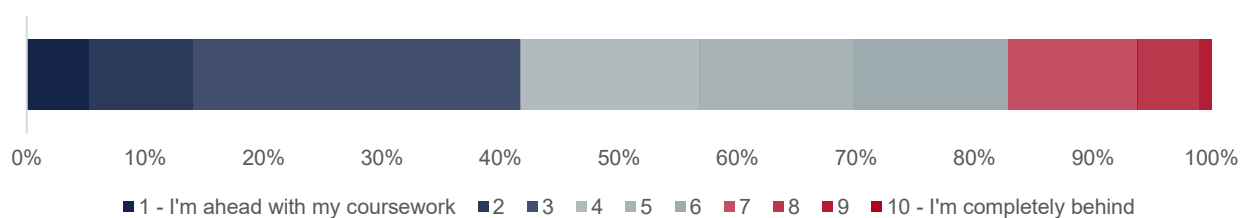


Of the students reporting high levels of stress, 12% asked to be connected to the CALS Life Management Counselors. Students who also reported mental health as a concern were provided with information about CALS Life Management Counseling, Wildcats RISE, Togetherall, and CAPS services.

Week 3 – Comfort Reaching Out to Instructors, Student Concerns, Time Management, and Stress

198 Responses - Undergraduate students from 36 different majors. Students are attending Main, AZ Online, and Yuma campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

How would you rate yourself on your ability to keep up with coursework this semester?



Students who were on track or ahead received a follow-up with congratulations on their time management strategies and skills. Students who indicated that they were starting to get behind or were behind (5-10) were asked if they would like a referral to the CALS Learning Lab: Powered by the SALT Center. One student indicated they were already part of the Learning Lab, **7% asked for a direct referral, 43% wanted more information, and 48% were not interested.** Compared to this time last year, fewer than 30% of students reported being on track or ahead in their coursework.

How comfortable are you in reaching out to instructors for guidance?



Results are similar compared to this time last year. Those who expressed mixed feelings or feelings of discomfort were provided with tips and encouragement to connect with their instructors.

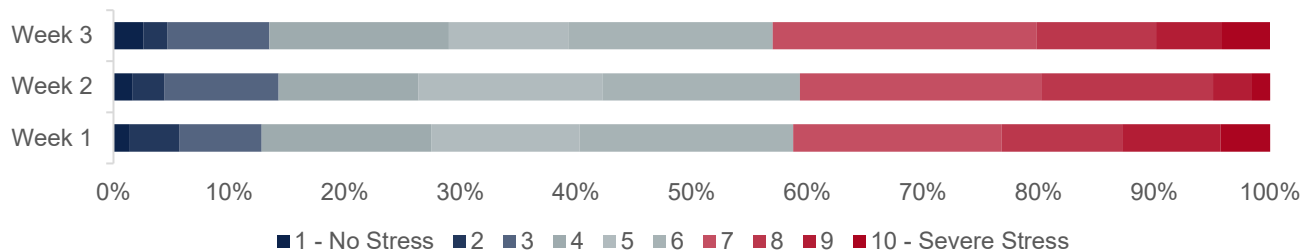
Nearly **8% of students report that their basic needs are not being met.** Further, **having enough healthy food to eat was selected as a concern for nearly 50 students this semester.** Students with these concerns and challenges were provided with resources addressing food insecurity, including Campus Pantry and the local Feeding America affiliate. Students were also provided with tips on how to find healthy food options near them.

The thing I am most concerned about this year in college include:



Each student responding with concerns was followed up with by the relevant subject matter experts. Academic advisors, CALS Career Center, and the Student Success & Retention Specialist provided individualized and/or personalized responses to their concerns with relevant resources and support. Resources were on and off-campus, digital and in-person, and were specific to their geographic location.

Stress levels in the past two weeks



Of the students reporting high levels of stress, 12% asked to be connected to the CALS Life Management Counselors. Students who also reported mental health as a concern were provided with information about CALS Life Management Counseling, Wildcats RISE, Togetherall, and CAPS services.

Week 2 – Connections, Confidence, and Stress

188 Responses – Undergraduate and one graduate student from 31 different majors. Students are attending Main, AZ Online, and Yuma campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses.

Students were asked about what things they are most excited about in college this year. **The top five responses included making new friends, learning new concepts and skills, just being at the University of Arizona, being part of a club or organization, and attending Wildcat athletic events.** Student engagement and CALS Career Center staff responded to all students about the experiences they are most interested in to connect them to resources, clubs, workshops, and events.

Are you involved in any student organizations or clubs?



■ Yes! ■ I would like to, but don't know where to start ■ I am not interested in getting involved

Responses from students do not know where to start in getting involved received a follow-up email promoting the CALS Involvement Fair on Thursday, September 8 in the ENR2 courtyard.

How confident are you in your ability to do well in your courses this semester?

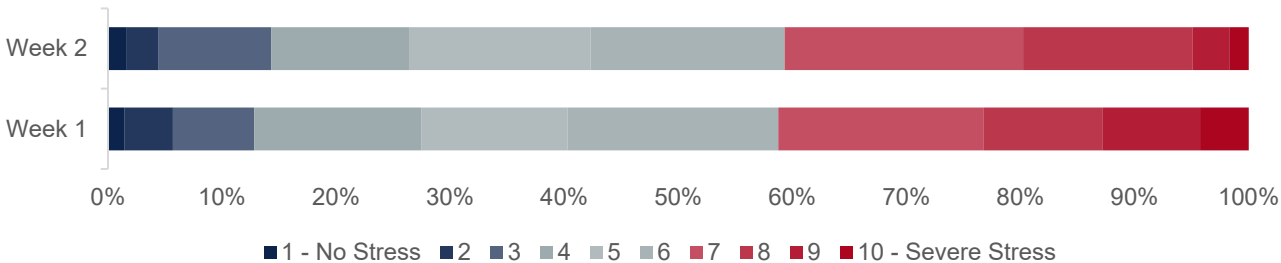


■ Very confident ■ A little confident ■ Not very confident ■ Not confident at all

The handful of students who said they weren’t very confident received follow-up support promoting THINK TANK, CALS Learning Lab: Powered by the SALT Center, and Life Management Counseling.

A follow-up question regarding satisfactory access to advisors, instructors, and student support staff were asked. **Most students have been able to connect** if needed. Only four students indicated that they were struggling to connect. Personalized outreach put students in touch with advisors and the Office of Scholarships & Financial Aid.

Stress levels in the past two weeks



Of the students reporting high levels of stress, 15% asked to be connected to the CALS Life Management Counselors.

Week 1 – Sense of Belonging, Basic Needs, Technology Barriers, and Stress

229 Responses - All undergraduate students from 30 different majors. Students responded who are attending Main, AZ Online, Yuma, and International campuses. Those without CALS majors have a CALS minor and/or are taking CALS courses. **Over 100 respondents are new students at the University of Arizona.**

I feel part of the University of Arizona community



Nearly three-quarters of students feel part of the University of Arizona community, **up 7% from last year**. Those who indicated that they did not feel part of the UArizona community were provided with ways to get involved in clubs, attend cultural and resource center open houses, and encouraged to connect with classmates in a variety of ways. Arizona Online students were also provided with peer mentorship and digital connection opportunities.

Over 8% of students do not have their basic needs met – consistent with this time last year. Students were provided immediate follow-up encouraging them to look into Campus Pantry, Campus Closet, and the UArizona Basic Needs website.

Over half of responding students have no technology barriers. **22% of students reporting needing reliable WiFi access.** Other areas of need included:

- Specific software for their courses
- Specific hardware for their courses
- Device capable of running required software

Students were provided with links and information relating to UArizona Libraries lending programs and software options on and off campus as well as the UITS free licensing information.

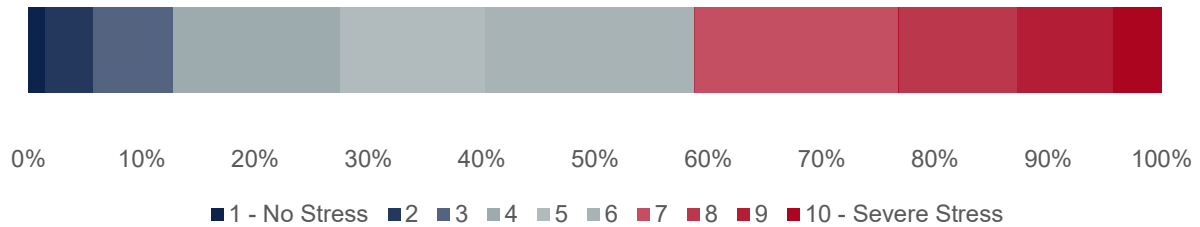
Do you know how to get your questions answered?



Most students knew how to get their questions answered – this is **up 19% over last year**. Those who were unsure or did not know were reminded of how to connect with their advisor, encouraged to use SOS, and to engage their instructors and TAs during office hours. The

differences between the Bursars Office and the Office of Scholarships and Financial Aid was also explained.

Stress levels in the past two weeks



Of the students reporting high levels of stress, 15% asked to be connected to the CALS Life Management Counselors.