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2020 FALL TRANSITION SURVEY
FINAL RESULTS

THE UNIVERSITY OF SAN DIEGO
STUDENT AFFAIRS
Assessment and Research - www.sandiego.edu/student-affairs/assessment/



Overview

The Fall Transition Survey is an annual survey administered to new first-year and new residential transfer students each year during the third and fourth week of classes. Due to the current pandemic it was decided that for the current year all new transfer students would be included in the survey. Student responses were used to identify those that might be in need of additional assistance as well as to assist with normal staff and student interactions. Despite the current pandemic, the survey achieved an overall response rate of 95%, which was higher than the previous year. The results are organized in this report into several student dimensions and looked at as an entire group as well as by comparison groups such as first-year versus transfer, gender, IPEDS race/ethnicity, and White versus non-White.

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Background

The Fall Transition Survey (see Appendix) is administered to new first-year and new residential transfer undergraduate students during the third and fourth week of classes each fall semester. There is also a follow-up version of the survey administered to these same students during the third and fourth week of classes in the spring semester. The 2020 version of the Fall Transition Survey (FTS) was administered to all new transfer students, not just residential ones, given the abnormal circumstances of COVID-19. At the time of survey administration, the resident halls were only open to a select group of students. The survey was run through Salesforce and students were sent a personalized email inviting them to take the survey. They were also sent a series of reminder emails if they did not complete the survey. The survey was also promoted through several other channels: postings on People Grove (new student onboarding platform), postings on the MySanDiego student portal, student staff communications (RA, SA, TSA, and CA), and through community directors.

The purpose of the survey is to check-in with the university's newest students to see how they are handling the transition to college and to support overall institutional retention efforts. The survey looks at five dimensions of a student's experience¹: academics, sense of belonging, wellness, finances, and future plans. Once a student completes the survey they are automatically taken to another survey administered by Institutional Research and Planning to answer a set of questions on gender identity and sexual orientation. The results from the FTS are shared with Institutional Research and Planning in order to identify students who are at most risk of not persisting. The Center for Student Success then coordinates targeted outreach to these identified students with staff members who are considered their primary success team member.² Individual student responses to the survey are made available to staff members (professional and student) in Salesforce so that they can better understand and support their specific students' needs.

Results

The Fall 2020 FTS had an overall response rate of 92.0%³, which was an increase from 75.9% in the previous year. The 2020 response rate for new first-year students was 95.2% and the response rate for new transfer students was 82.4%. Based on survey responses, Institutional Research and Planning identified 25 students who were deemed the highest risk for not persisting through their modeling. The Center for Student Success contacted the primary success team member for each of those students and requested that they reach out to these students within five business days.

Results were analyzed considering all student responses and then broken down into various groups to determine whether there were any statistically significant differences present. These groups were: 1) new first-year students versus new transfer students; 2) female versus male; and 3) race/ethnicity as defined by the Integrated Postsecondary Education Data System (IPEDS). For the third group

¹ Several questions were removed from the 2020 version of the survey given their association with living on campus in a residence hall.

² All new students are assigned a group of professional and student staff members that are considered their Success Team. These members are assigned based on affiliations the student may have such as: active athlete, international student, residential status, residential building, LLC, etc. The primary success team member is always a professional staff member.

³ The response rate is calculated by taking the official census numbers

comparison, there were only two groups large enough to compare, White students versus Hispanic or Latino students. Therefore an additional comparison was run using the Cognos variable *white flag*, which compares White and non-White students.

Academics

There were ten questions asked in the academic section of the survey (see Table 1.0). When looking at all student responses, the questions with the overall lowest mean scores were: 1) *I do not have any classes that I am concerned about at this point*, 2) *I know where to go for additional assistance with academic challenges*; and 3) *I know how to study effectively for the courses I am taking this semester*. The questions with the overall highest mean scores were: 1) *I am spending sufficient time on schoolwork to do well in my courses*; 2) *I have done well on assignments so far this semester*; and 3) *Before arriving the start of the semester, I felt prepared for college level courses*.

In comparing first-year and transfer students, transfers responded significantly higher than first-years on *feeling prepared for college level courses* and *know how to study effectively*. There were no differences between the two groups on *know where to get academic assistance* or *confident in ability to perform well*. Transfers responded significantly lower than first-years on the other six questions. In comparing female and male students (see Table 1.1), male students responded significantly higher than female students on *confident in ability to perform*, *know how to study effectively*, and *know where to get academic assistance*. Females responded statistically higher on *spending sufficient time on schoolwork*. In comparing White and Hispanic or Latino students (see Table 1.2), White students responded significantly higher on five questions. In comparing White and Non-White students (see Table 1.3), White students responded significantly higher on six questions.

Table 1.0: Academics by First-Year and Transfer Status

ACADEMICS	All Students (n = 1,226)	Std. Deviation	First- Years (n = 949)	Transfers (n = 277)	Mean Difference	P- value
Felt prepared for college level courses	3.84	.83	3.79	4.04	-.25	.000***
Confident in ability to perform well	3.81	.74	3.82	3.77	.05	.301
Adapted to virtual learning	3.54	.92	3.60	3.33	.27	.000***
Know how to study effectively	3.42	.82	3.40	3.50	-.10	.063*
Able to manage time effectively	3.74	.83	3.76	3.64	.12	.039**
Done well on assignments	3.89	.73	3.93	3.77	.16	.003***
Spending sufficient time on schoolwork	4.11	.74	4.14	4.00	.14	.005***
No classes concerned about	3.21	1.01	3.28	2.98	.30	.000***
Know where to get academic assistance	3.39	.97	3.40	3.35	.05	.468

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

Table 1.1: Academics by Gender

ACADEMICS	All Students (n = 1,226)	Std. Deviation	Female (n=763)	Male (n=463)	Mean Difference	P- value
Felt prepared for college level courses	3.84	.83	3.83	3.87	-.04	.396
Confident in ability to perform well	3.81	.74	3.77	3.87	-.10	.019**
Adapted to virtual learning	3.54	.92	3.55	3.51	.04	.377
Know how to study effectively	3.42	.82	3.34	3.56	-.22	.000***
Able to manage time effectively	3.74	.83	3.73	3.74	-.01	.832
Done well on assignments	3.89	.73	3.89	3.90	-.01	.763
Spending sufficient time on schoolwork	4.11	.74	4.17	4.00	.17	.000***
No classes concerned about	3.21	1.01	3.20	3.22	-.02	.712
Know where to get academic assistance	3.39	.97	3.35	3.46	-.11	.064*

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

Table 1.2: Academics by IPEDS Race/Ethnicity

ACADEMICS	All Students (n = 1,226)	Std. Deviation	White (n=600)	Hispanic or Latino (n=293)	Mean Difference	P- value
Felt prepared for college level courses	3.84	.83	3.99	3.67	.32	.000***
Confident in ability to perform well	3.81	.74	3.86	3.74	.12	.316
Adapted to virtual learning	3.54	.92	3.57	3.40	.17	.207
Know how to study effectively	3.42	.82	3.45	3.28	.17	.093*
Able to manage time effectively	3.74	.83	3.83	3.64	.19	.032**
Done well on assignments	3.89	.73	3.96	3.79	.17	.022**
Spending sufficient time on schoolwork	4.11	.74	4.17	3.99	.18	.012**
No classes concerned about	3.21	1.01	3.29	3.10	.19	.138
Know where to get academic assistance	3.39	.97	3.40	3.33	.07	.986

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

Table 1.3: Academics by White vs. Non-White

ACADEMICS	All Students (n = 1,226)	Std. Deviation	White Flag (n=878)	No Flag (n=348)	Mean Difference	P- value
Felt prepared for college level courses	3.84	.83	3.91	3.66	.25	.000***
Confident in ability to perform well	3.81	.74	3.85	3.71	.14	.004***
Adapted to virtual learning	3.54	.92	3.54	3.52	.02	.707
Know how to study effectively	3.42	.82	3.42	3.43	-.01	.845
Able to manage time effectively	3.74	.83	3.80	3.58	.22	.000***
Done well on assignments	3.89	.73	3.92	3.83	.09	.051*
Spending sufficient time on schoolwork	4.11	.74	4.13	4.03	.10	.033**
No classes concerned about	3.21	1.01	3.26	3.08	.18	.005***
Know where to get academic assistance	3.39	.97	3.38	3.43	-.05	.452

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

Sense of Belonging

There were four questions asked in the sense of belonging section of the survey (see Table 2.0). The standard block of questions that the university typically uses to measure sense of belonging were not all used on the 2020 survey. This was due to the fact that students were not living on campus. One question was added that asked students if they felt that they would be able to form connections once they did come to campus. The question with the lowest mean score was *I feel connected to the USD community*, which is not surprising given the remote nature of the semester.

In comparing first-year and transfer students, transfers responded significantly lower than first-years on *I feel connected to the USD community* and *will be able to form connections with students* (see Table 2.1). In comparing gender, male students responded significantly higher than female students on *comfortable in living environment* (see Table 2.2). In comparing White and Hispanic or Latino students there were no statistically significant differences. In comparing White and Non-White students, White students responded significantly higher on *will be able to form connections with students* and *comfortable in living environment* (see Table 2.3).

Table 2.0: Sense of Belonging by First-Year and Transfer Status

SENSE OF BELONGING	All Students (n = 1,226)	Std. Deviation	First- Years (n=949)	Transfers (n = 277)	Mean Difference	P- value
Feel connected to USD community	3.12	.97	3.15	3.01	0.14	.037**
Will be able to form connections with students [★]	3.54	.95	3.61	3.30	0.31	.000***
Comfortable in living environment	4.01	.74	3.99	4.07	-0.08	.170
Happy with decision to attend USD	4.35	.67	4.36	4.31	0.05	.235

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

★N for this question is only 1,211 (FY = 938 and Transfer = 273).

Table 2.1: Sense of Belonging by Gender

SENSE OF BELONGING	All Students (n = 1,226)	Std. Deviation	Female (n=763)	Male (n=463)	Mean Difference	P- value
Feel connected to USD community	3.12	.97	3.1	3.15	-.05	.325
Will be able to form connections with students [★]	3.54	.95	3.51	3.59	-.08	.193
Comfortable in living environment	4.01	.74	3.97	4.07	-.10	.018**
Happy with decision to attend USD	4.35	.67	4.35	4.36	-.01	.870

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

★N for this question is only 1,211 (Female = 755 and Male = 456).

Table 2.2: Sense of Belonging by White versus Non-White

SENSE OF BELONGING	All Students (n = 1,226)	Std. Deviation	White Flag (n=878)	No Flag (n=348)	Mean Difference	P- value
Feel connected to USD community	3.12	.97	3.1	3.17	-.07	.273
Will be able to form connections with students [★]	3.54	.95	3.58	3.43	.15	.014**
Comfortable in living environment	4.01	.74	4.06	3.89	.17	.001***
Happy with decision to attend USD	4.35	.67	4.36	4.32	.04	.314

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

★N for this question is only 1,211 (White Flag = 868 and No Flag = 343).

Wellness

There were four questions asked in the wellness section of the survey (see Table 3.0). The mean scores for *feeling well enough to attend classes* and *feel well enough to perform coursework* were above a score of four and the means for *no personal issues impacting experience* and *no outside obligations interfering with USD* were below. In the group comparisons transfers, females, and non-White students all had statistically significant lower scores than their comparison groups (see Tables 3.1, 3.2, and 3.3).

Table 3.0: Wellness by First-Year and Transfer Status

WELLNESS	All Students (n = 1,226)	Std. Deviation	First- Years (n=949)	Transfers (n = 277)	Mean Difference	P- value
Feeling well enough to attend classes	4.24	.72	4.29	4.06	.23	.000***
Feeling well enough to perform coursework	4.12	.75	4.17	3.96	.21	.000***
No personal issues impacting experience	3.76	1.02	3.87	3.42	.45	.000***
No outside obligations interfering with USD	3.48	1.11	3.57	3.14	.43	.000***

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

Table 3.1: Wellness by Gender

WELLNESS	All Students (n = 1,226)	Std. Deviation	Female (n=763)	Male (n=463)	Mean Difference	P- value
Feeling well enough to attend classes	4.24	.72	4.17	4.34	-.17	.000***
Feeling well enough to perform coursework	4.12	.75	4.05	4.23	-.18	.000***
No personal issues impacting experience	3.76	1.02	3.68	3.91	-.23	.000***
No outside obligations interfering with USD	3.48	1.11	3.41	3.58	-.17	.009***

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

Table 3.2: Wellness by IPEDS Race/Ethnicity

WELLNESS	All Students (n = 1,226)	Std. Deviation	White Flag (n=878)	No Flag (n=348)	Mean Difference	P- value
Feeling well enough to attend classes	4.24	.72	4.31	4.20	.11	.051*
Feeling well enough to perform coursework	4.12	.75	4.19	4.07	.12	.053*
No personal issues impacting experience	3.76	1.02	3.84	3.68	.16	.072*
No outside obligations interfering with USD	3.48	1.11	3.62	3.26	.36	.078*

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

Table 3.3: Wellness by White versus Non-White

WELLNESS	All Students (n = 1,226)	Std. Deviation	White Flag (n=878)	No Flag (n=348)	Mean Difference	P- value
Feeling well enough to attend classes	4.24	.72	4.3	4.08	.22	.000***
Feeling well enough to perform coursework	4.12	.75	4.19	3.94	.25	.000***
No personal issues impacting experience	3.76	1.02	3.83	3.60	.23	.000***
No outside obligations interfering with USD	3.48	1.11	3.57	3.24	.33	.000***

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

Finances

There were four questions asked in the finances section of the survey (see Table 4.0). The number of student responses for two of the questions was lower than other questions, because students had to indicate that they were working or that they were receiving financial aid. The mean scores for all questions in this section were below four with the lowest score for *no worries about paying for USD in the future*.

In comparing first-year and transfer students, transfers responded significantly lower than first-years on *work not interfering with obligations*, *received financial aid and have no additional questions*, and *no worries about paying for USD this semester* (see Table 4.1). In comparing gender, female students responded significantly lower than male students on *no worries about paying for USD this semester* and *no worries about paying for USD in the future*. However, female students responded significantly higher than male students on *received financial aid and have no additional questions* (see Table 4.2). In comparing White and Hispanic or Latino students the only statistically significant difference was that White students were higher on *no worries about paying for USD this semester* (see Table 4.3). In comparing White and Non-White students, White students responded significantly higher on *work not interfering with obligations*, *received financial aid and have no additional questions*, and *no worries about paying for USD this semester* (see Table 4.3).

Table 4.0: Finances by First-Year and Transfer Status

FINANCES	All Students	Std. Deviation	First-Years	Transfers	Mean Difference	P-value
Work not interfering with obligations (n = 701)	3.58	.86	3.70	3.24	.46	.000***
Received financial aid and no additional questions (n = 990)	3.68	.96	3.76	3.39	.37	.000***
No worries about paying for USD this semester (n = 1,226)	3.68	1.02	3.72	3.55	.17	.027**
No worries about paying for USD for future (n = 1,226)	3.42	1.11	3.44	3.35	.09	.243

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

Table 4.1: Finances by Gender

FINANCES	All Students	Std. Deviation	Female	Male	Mean Difference	P-value
Work not interfering with obligations (n = 701)	3.58	.86	3.62	3.51	.11	.133
Received financial aid and no additional questions (n = 990)	3.68	.96	3.73	3.59	.14	.039**
No worries about paying for USD this semester (n = 1,226)	3.68	1.02	3.57	3.86	-.29	.000***
No worries about paying for USD for future (n = 1,226)	3.42	1.11	3.27	3.66	-.39	.000***

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

Table 4.2: Finances by IPEDS Race/Ethnicity

FINANCES	All Students	Std. Deviation	White	Hispanic or Latino	Mean Difference	P-value
Work not interfering with obligations (n = 701)	3.58	.86	3.64	3.53	.11	.935
Received financial aid and no additional questions (n = 990)	3.68	.96	3.75	3.68	.07	.987
No worries about paying for USD this semester (n = 1,226)	3.68	1.02	3.72	3.57	.15	.028**
No worries about paying for USD for future (n = 1,226)	3.42	1.11	3.45	3.34	.11	.101

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

Table 4.3: Finances by White versus Non-White

FINANCES	All Students	Std. Deviation	White Flag	No Flag	Mean Difference	P-value
Work not interfering with obligations (n = 701)	3.58	.86	3.62	3.49	.13	.072*
Received financial aid and no additional questions (n = 990)	3.68	.96	3.72	3.57	.15	.035**
No worries about paying for USD this semester (n = 1,226)	3.68	1.02	3.72	3.57	.15	.028**
No worries about paying for USD for future (n = 1,226)	3.42	1.11	3.45	3.34	.11	.101

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

Future Plans

There were four questions asked in the final section of the survey that was focused on future plans (see Table 5.0). The mean scores for each of these questions were higher than all other sections of the survey. The students who did respond with lower ratings to these questions are often the ones identified by Institutional Research and Planning for being at most risk for not persisting.

There were no significant differences between new first-year students and transfers in this section (see Table 5.1). In comparing gender, female students responded significantly higher than male students on *I want to be in college and earn a degree* and *I plan to complete the semester at USD* (see Table 5.2). In comparing both White and Hispanic or Latino students (see Table 5.3) and White with non-White students (see Table 5.4), White students responded significantly higher on *I plan to complete the semester at USD* and *I plan to return to USD next fall* in both cases.

Table 5.0: Future Plans by First-Year and Transfer Status

FUTURE PLANS	All Students	Std. Deviation	First-Years (n=949)	Transfers (n = 277)	Mean Difference	P-value
Want to be in college and earn degree	4.77	.49	4.78	4.73	.05	.163
Plan to complete semester at USD	4.76	.49	4.77	4.72	.05	.137
Plan to return to USD next year	4.63	.61	4.64	4.62	.02	.626
Likely to recommend USD [★]	8.58	1.47	8.59	8.53	.06	.579

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

[★]This questions was on a scale from 1 to 10.

Table 5.1: Future Plans by Gender

FUTURE PLANS	All Students (n = 1,226)	Std. Deviation	Female (n=763)	Male (n=463)	Mean Difference	P- value
Want to be in college and earn degree	4.77	.49	4.80	4.73	.07	.023**
Plan to complete semester at USD	4.76	.49	4.78	4.73	.05	.092*
Plan to return to USD next year	4.63	.61	4.63	4.63	.00	.918
Likely to recommend USD*	8.58	1.47	8.62	8.51	.11	.310

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

*This questions was on a scale from 1 to 10

Table 5.2: Future Plans by IPEDS Race/Ethnicity

FUTURE PLANS	All Students (n = 1,226)	Std. Deviation	White (n=600)	Hispanic or Latino (n=293)	Mean Difference	P- value
Want to be in college and earn degree	4.77	.49	4.78	4.76	.02	.625
Plan to complete semester at USD	4.76	.49	4.79	4.69	.10	.005***
Plan to return to USD next year	4.63	.61	4.66	4.56	.10	.019**
Likely to recommend USD*	8.58	1.47	8.59	8.68	-.09	.996

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

*This questions was on a scale from 1 to 10.

Table 5.3: Future Plans by White versus Non-White

FUTURE PLANS	All Students (n = 1,226)	Std. Deviation	White Flag (n=878)	No Flag (n=348)	Mean Difference	P- value
Want to be in college and earn degree	4.77	.49	4.78	4.76	.02	.625
Plan to complete semester at USD	4.76	.49	4.79	4.69	.10	.005***
Plan to return to USD next year	4.63	.61	4.66	4.56	.10	.019**
Likely to recommend USD*	8.58	1.47	8.59	8.55	.04	.732

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

*, **, *** indicates statistically significant from zero at the 10%, 5%, and 1% levels respectively.

*This questions was on a scale from 1 to 10.

Conclusion

There were a total of six questions that had a mean score below 3.5 when looking at all student responses (see Table 6.0). Three of those questions were in the academic set and there was one question from sense of belonging, finances, and wellness. It is not surprising that *feeling connected to the USD community* received the lowest overall score given the remote nature of the semester. The pandemic could also have an impact on the question related to *outside obligations interfering with their work at USD*. It is also important to look at the differences between comparison groups. For the wellness set of questions there were significant differences between scores on all questions for all

comparison groups. For the academic set of questions there were numerous differences between the first-year students and transfer students, some positive and some negative. It is not surprising that transfer students felt more positive about *feeling prepared for college level work* and *knowing how to study effectively* given their additional college level experience. When considering the IPEDS/race ethnicity comparison groups and the White versus Non-White groups, when there were significant differences it was always the White group that responded with a higher score. A positive note is that the questions with the overall highest scores were in the future plans section: *wanting to be in college and earn a degree* and *plan to complete the semester at USD*. However the score for *planning to return to USD next fall semester* was slightly lower.

Table 6.0: Questions with the Lowest Mean Score for All Students

Question	Mean Score	Dimension
Feel connected to the USD community	3.12	Sense of Belonging
No classes concerned about	3.21	Academics
Know where to get academic assistance	3.39	Academics
Know how to study effectively	3.42	Academics
No worries about paying for USD in the future	3.42	Finances
No outside obligations interfering with USD	3.48	Wellness

Appendix

USD Transition Survey

This survey is administered to new undergraduate students at USD during the 3rd and 4th weeks of the fall semester, and a follow up during the 3rd and 4th weeks of the spring semester to find out how things are going for you so far in college. College is a significant life transition that can be both exciting and overwhelming. The purpose of this survey is to assess how the transition to USD is going for you individually. This survey may help you identify areas that are going well for you, and areas that are more challenging.

As a new student at USD, you have a team of people connected to you that are there to support you in a variety of ways. We refer to that group as your “Student Success Team” and includes people like your LLC or TLC Faculty Advisor; community director; SA or TSA; RA; and advisors in specific programs (e.g., Athletics, Student Support Services (SSS), Black Student Resource Center, International Center, etc.).

Student Success Team members assigned to you will have access to your survey responses and may reach out if it appears that you could benefit from additional support or assistance.

Please respond to the following questions based on your experiences to this point at USD.

Identity Information:

Name: *[text entry]*

USD ID#: *[text entry]*

USD Email Address: *[text entry]*

Academics:

1. Before arriving the start of the semester, I felt prepared for college level courses. *[select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree]*
2. Now that I am here the semester has started, I am confident in my ability to perform well in my classes. *[select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree]*
3. I have adapted to learning in a virtual environment at USD. *[select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree]*
4. I know how to study effectively for the courses I am taking this semester. *[select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree]*
5. I am able to manage my time effectively to meet deadlines and complete tasks. *[select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree]*
6. I have done well on assignments so far this semester. *[select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree]*
7. I am spending sufficient time on schoolwork to do well in my courses. *[select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree]*
8. I do not have any classes that I am concerned about at this point. *[select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree]*
9. I know where to go for additional assistance with academic challenges. *[select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree]*
10. Do you have any concerns about your academics that you would like additional support with? *[select option: yes, no]*

Sense of Belonging:

1. I feel connected to the USD community. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]
2. I will be able to form connections with other USD students. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]
3. I am comfortable in my living environment. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]
4. I am happy with my decision to attend enroll at USD. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]

Wellness:

1. I have been feeling well/healthy enough to attend classes. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]
2. I have been feeling well/healthy enough to stay on top of my coursework. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]
3. There are no personal issues I am experiencing that are impacting my experience at USD. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]
4. I do not have obligations outside USD (e.g., family, work, relationship(s), etc.) that interfere with my ability to fully engage with my classes and the overall USD experience. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]

Finances:

1. If I am working/have a job(s), the number of hours I work does not interfere with my ability to stay on top of my coursework and stay healthy. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]
2. I have received my financial aid and have no outstanding requests for additional forms or information at this time related to my financial aid package. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]
3. I have no worries about covering the costs to attend USD this semester. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]
4. I have no worries about covering the costs to continue attending USD beyond this semester. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]

Future Plans:

1. I really want to be in college and earn a degree. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]
2. I plan to complete the semester at USD. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]
3. I plan to return to USD next fall semester. [*select option: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*]
4. How likely would you be to recommend USD to one of your friends (0 = very unlikely; 10 = very likely)? [*select option: 0,1,2,3,4,5,6,7,8,9,10*]