

Annual Assessment Report Template: Needs or Benchmarking
Academic Year: 2018-2019

Date of Report Submission: 09/04/2019

Name of Department: Office of New Student and Family Engagement (NSFE)

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Name of Person(s) completing report or contributing to the project: Ashlee Schrock

Type of Assessment: Needs

Part I: Follow-Up on Last Year's Assessment Report Recommendations

The previous assessment project focused on a two-year review of the Common Hour curriculum as part of Chicago Quarter (CQ) courses for first-year students. In academic year '15-'16, student learning in the Common Hour was assessed through the use of a pre- and post-quarter questionnaire, on a subsample of 14 CQ classes. Based on the findings of the pilot, the instrument was strengthened. In fall 2016, the questionnaire was sent to all sections of CQ classes. The findings indicated students entered DePaul with prior knowledge of some topics currently covered in the Common Hour. However, students demonstrated knowledge of other topics only after participating in Common Hour. The plan of action included a thorough review of the Common Hour curriculum with the intention of decreasing redundant content and increasing active learning strategies and reflection practices. Due to staff downsizing and turnover, a comprehensive review of the Common Hour did not take place. Lessons received small adjustments to include more activity options incorporating active learning strategies. A full-scale review of the Common Hour curriculum should involve a significant number of campus partners with direction from the staff in NSFE. Given the staff turnover and reduced size of the staff responsible for the management of this program, the ability to coordinate a comprehensive review last year was not possible.

Part II: Report on This Year's Assessment Project

I. Abstract

Due to a lack of previous information regarding the needs of incoming transfer students, this assessment project collected data about the perceived needs of transfer students at DePaul University using an internally-created survey. By using descriptive statistics and thematic analysis, trends were reviewed regarding the perceived needs of transfer students and three key findings were identified which informed recommendations to support this group of students. The key findings from this assessment project identified what survey respondents felt their greatest need was for their transition experience, what programs met those needs, and qualitative responses on additional needs not currently being met. Based on these key findings, five recommendations were identified which we will be shared with key stakeholders who support incoming transfer students.

II. Assessment Question

What are the needs of transfer students during the transition into their first quarter at DePaul and how can programming within the Division of Student Affairs support that transition?

III. Introduction & Context

Project Overview

A survey was sent to all 1,400 transfer students who enrolled fall 2018 and attended Transition DePaul orientation during summer 2018. The survey consisted of questions regarding respondents' perceived needs when entering DePaul and if/how they perceived their needs to be met by the programming and support provided. It is expected that the data found from this assessment project

will inform the work of staff at DePaul University to support the transition of transfer students during their first quarter.

Context for This Year's Report

The goals of the Office of New Student and Family Engagement are centered on supporting the orientation, transition, and retention of new students entering DePaul University each year. These goals include the statements, “NSFE will connect students and families with relevant resources and provide timely learning experiences throughout their transition” as well as “NSFE will connect students and families with relevant resources and provide timely learning experiences throughout their transition.” (NSFE Annual Report, 2017). The goals of NSFE go beyond supporting solely the initial orientation to DePaul for new students, and extend to ensuring students are supported throughout their entire transition into the university. Chicago Quarter program has been identified as a bridge for first-time freshmen students, and provides an opportunity for them to learn about the DePaul history, mission, and resources available, as well as becoming acclimated to commuting around Chicago and connected to a smaller set of DePaul students, faculty, and staff. However, the same opportunity is not currently provided for incoming transfer students. Therefore, it is essential to assess the needs of this subpopulation of students and to identify ways to address these needs, a task that is greatly supported by the goals of NSFE.

This assessment supported all three core functions of the Division of Student Affairs due to its look at the holistic needs of transfer students, including student engagement, academic support, and overall student success. It also relates to DePaul University's Strategic Goal 3.2 to, “Improve undergraduate students' first-year academic success, as well as their retention, progress, and timely degree completion” specifically looking at section C. to “Create college- or program-specific first-year experiences for entering transfer students to better integrate them into the DePaul community and their academic program.” This assessment project supports the fulfillment of this goal by informing us on what college or program specific needs transfer students have regarding their integration to the DePaul community.

IV. Data Collection & Methodology

Population and Sample

This project is regarding the broader population of new transfer students at DePaul University. Though the broader population of new transfer students was 2,145 during the 2018-2019 academic year, this assessment project focused on the 1,400 transfer (non-adult) students who enrolled in fall 2018 and attended Transition DePaul in summer 2018. This group of students was most useful in answering the research question for two reasons. First, by removing students classified as “Adult” we were able to remove the variables of age, or time away from college. This provided the opportunity for us to assess the needs of traditional aged transfer students, which is vast majority of transfer students we see here at DePaul. Secondly, we chose transfer students who entered fall 2018 and attended Transition DePaul in summer 2018 because this group of students would be most able to reflect on their first quarter at DePaul and how their perceived needs were or were not met through the programming provided. All 1,400 new transfer students were invited to participate in the research survey within this assessment project in order to collect as much information as possible.

Data Collection

In order to collect evidence for this assessment project, a 24 question research survey was developed with IRB approval (see Appendix A) and sent to all 1,400 students in the sample. This is the only data collection method that was used for this assessment project. This survey was designed by Ashlee Schrock (the Principal Investigator) with support from Scott Tharp (the Assessment & Effectiveness Specialist within), solely for the purpose of this assessment project. The questions within this research survey largely ask the respondent to reflect on their needs when entering DePaul University and how various programs/resources met their identified needs.

It's important to note that within this research survey, the "college experience" was not defined for survey respondents in order for them to respond however they saw fit. It's possible this ambiguity could have led to variance in the perspective of the respondent, however the Principal Investigator felt the ability for the respondent to approach the questions from their individual perspective was important to providing the most honest responses. "Confident in navigating campus location and space" was defined as "finding building locations, using public transit, etc." "Knowledgeable of student processes" was defined as "course registration, financial aid/payments, applying for housing/parking/meal plans, etc." These definitions ensured each respondent was rating the same aspects of their experiences.

The initial email inviting students to participate and providing the survey link was sent out on Tuesday, January 22nd 2019 (see Appendix B). The first reminder email was sent on Tuesday, January 29th 2019 (see Appendix C) with the final reminder email sent Friday, February 1st 2019 (see Appendix D). The timing of these emails was with the intention for students to easily reflect on their first quarter at DePaul.

Data Analysis

Due to the research survey containing both quantitative and qualitative questions, a mixed methods data analysis was used.

For the quantitative data collected, descriptive statistics such as counts/frequencies and percentages were used. In order to do so, an excel spreadsheet as well as the cross-tab function within the qualtrics form were used. Excel was used to identify counts/frequencies and percentages for the all respondents, whereas cross-tabs within qualtrics was used to look at count/frequencies and percentages for responses across colleges and racial/ethnic identities. It should be noted that cross-tabs were only used to identify descriptive statistics rather than inferential statistics. To identify what questions/programs respondents identified favorably to, the responses of "Extremely well" and "Very well" were grouped for each quantitative question.

For the qualitative data collected, an open-ended thematic analysis was used in order to review and analyze survey responses. First the survey responses for each of the qualitative questions were coded. This was done by looking for reoccurring ideas within each individual response and creating codes with the Principal Investigators own words. The frequency of coded comments was then reviewed and themes were created in order to share the key findings.

Participant Consent

The recruitment email that subjects received from the Principal Investigator (PI) included a link to participate in this research survey. It stated that if they were "willing to participate in this research survey" to please click on the link provided. Once they clicked the link they were taken to the first page of the research survey that included an information sheet. This first page of the survey again explained that it was a voluntary survey, and that if they decided to no longer participate, they were able to exit it at any time before submitting their survey. It also stated that not participating in the survey would have no negative effects on their grades, standing, or employment at DePaul University. On this first page of the survey, subjects again needed to click a link that indicated their agreement to participate in this research survey.

The research survey recorded no identifiable information (name, id, email, etc.). The end of the research survey included a link to a separate survey (see Appendix E & F) where name, email address, and phone number were collected in order to inform incentive recipients. No connections were made between the two surveys so the identifiable information would not be able to be matched to survey responses.

V. Data & Findings

Response Rate and Demographics

Out of the 1,400 students the survey invite was sent to, 207 students began to fill out the survey, which is a 15% response rate. From those 207, 181 students completed the majority of the survey questions, which is a 13% response rate.

The students who responded to the survey had a slightly different demographic makeup to the overall group of new transfer students in 2018-2019 (Appendix G). 50.5% of students who responded to the survey identified as White, while only 42.6% of the overall class of new transfer students in 2018-2019 identified as White. There were 9.4% less “underrepresented students of color” (including students who identify as American Indian, Alaska Native, Native Hawaiian, Latina/o, Chicana/o, Hispanic, Black or African American, or Person of African Descent) who responded to the survey compared to 34.4% of the overall new transfer student class who identify this way.

When looking at living situation, about a third of students who responded to the survey live outside of Chicago city limits and another quarter of those who responded live within Chicago city limits but outside of the vicinity of Lincoln Park and adjacent neighborhoods (Appendix H). That means that almost 60% of the students who responded do not live near the Lincoln Park campus.

Key Findings

The research survey begins by asking the respondent “How important is it for your college experience to help you feel... Welcomed to the DePaul community, Supported specifically as a transfer student, Confident in navigating campus resources, Comfortable in the campus culture, Confident in navigating campus location and space, and Knowledgeable of student processes.” It then lists four activities or categories of activities (Transition DePaul Orientation, Welcome Week activities, College specific activities, or Other campus activities and resources) and asks the respondent to rate how each activity or category of activities addresses each need (Welcome to DePaul, Supported specifically as a transfer student, Confident in navigating, etc.). Finally, the research survey ends by asking open-ended questions regarding how Transition DePaul and DePaul University could better serve incoming transfer students.

Quantitative Findings

- When asked to identify how important it is to feel different ways as a result of their college experience, students identified feeling
 - Confident in navigating campus resources (88.7%)
 - Confident in navigating campus location and space (89.3%)
 - Knowledgeable of student processes (92.7%)as very important or extremely important.
- 66.8% of respondents stated that feeling knowledgeable of student processes was extremely important. These percentages were consistent when looking at the three ethnic groups representing more than 80% of all survey respondents: “White or Person of European Descent” (50.5% of respondents), “Latina/o, Chicana/o, or Hispanic” (18% of respondents), and “Asian American or Pacific Islander” (12.2% of respondents) (Appendix J).
- The majority of respondents stated they felt Transition DePaul fulfilled their needs “very well” or “extremely well” related to feeling knowledgeable of student processes (70.0%), adequate in navigating campus location and space (62.3%), and adequate in navigating campus resources (61.9%).

These findings varied slightly when looking at the three racial/ethnic identity groups with larger representation among the respondents (Appendix L). Transition DePaul orientation as well as Welcome Week activities were perceived as helpful in navigating campus resources among students who identify as Latina/o, Chicana/o, and Hispanic as well as students who identified as White or a

Person of European Descent. However, students who identify as Asian American or Pacific Islander rate college specific activities and other campus activities and resources to be more helpful when addressing their need to navigate campus resources. The findings for these three racial/ethnic identity groups regarding navigating campus location and space as well as feeling knowledgeable of student processes were consistent when compared to the findings for the overall group of survey respondents.

Qualitative Findings

- To the question, “In your opinion, how could Transition DePaul better meet the needs of incoming transfer students?” 56.3% of respondents stated they were desiring more one on one, personal attention and community building during Transition DePaul orientation (Appendix M).
 - This was stated in various ways such as, “Work one-on-one more”, “Maybe have everyone get to know each other better”, “Private meeting with academic advisor”, “Helping each student 1 on 1”. 36.2% of respondents stated they would like additional information (such as general campus information, public transportation, touring both campuses, explanation of D2L, and more information on financial aid opportunities) provided during Transition DePaul.
- To the question, “In your opinion, how could DePaul better meet the needs of transfer students during the first quarter?” 73.4% of respondents stated they desired more personal connections with staff and/or transfer students during their first quarter (Appendix N).
 - 30.6% of respondents wanted more transfer specific events and opportunities to connect, 21% of respondents wanted more frequent, or required meetings with advisors, and 19.3% of respondents wanted to have either staff or returning transfer students checking in with them throughout their first quarter.
 - Of the 26 students who referred to more frequent, or required meetings with their college advisors, 34.6% of them were from the College of Science and Health (29% of the CSH survey respondents), 27% of them were from the College of Business (13% of BUS survey respondents), and 23% of them were from the College of Computing and Digital Media (15.7% of CDM survey respondents) (Appendix O).

VI. Discussion & Interpretation of Findings

Through this assessment project, the following themes were identified:

- Incoming transfer students identified they felt it was most important for their college experience to help them feel confident in navigating campus resources, confident in navigating campus location and space, and knowledgeable of student processes.
- Incoming transfer students identified they felt Transition DePaul orientation as the campus program or resource to best meet their needs of feeling confident in navigating campus resources, confident in navigating campus location and space, and knowledgeable of student processes. However, with only a 60-70% response rate for “very well and extremely well” of various needs met, it’s clear some smaller changes are needed for the Transition DePaul program.
- Incoming transfer students desired more individual and personal support both from their experience in Transition DePaul, and throughout their first quarter at DePaul.

This assessment project illuminated that Transition DePaul as a whole is largely meeting the perceived needs of incoming transfer students. Based on a few survey responses, some students felt they received unnecessary information, or that the program takes up too much time. However, the majority of survey respondents in this assessment project felt that Transition DePaul supported their transition in the areas that were perceived to be most important to them. This is why the Principal Investigator believes only smaller changes are necessary to improve the Transition Depaul program. These suggested changes are outlined below.

This study also challenged the previously held assumptions of the PI regarding what type of support incoming transfer students' desire during their first quarter at a new institution. Through the qualitative responses in this assessment project, it was clear that new transfer students desire just as much one-on-one, personal attention as incoming first-year students. Previously transfer students have been provided with a small group during orientation and at most one transfer student event per quarter. This assessment project has revealed that these few events may not be providing the adequate types or amount of engagement opportunities for incoming transfer students. This finding initially surprised the PI due to the assumption that incoming transfer students wouldn't have similar or as many transition needs as incoming first-time freshman students.

A limitation of this assessment project was the low response rate received. The survey was sent out to about 1,400 students, and with only a 13% response rate, it is difficult to make overarching claims regarding the needs of incoming transfer students. It is worth noting that 26 students started filling out the research survey, but did not complete the entire research survey. Most of these students stopped filling out responses once they reached the first question asking for more in depth qualitative information. This could lead to the question of whether to leave qualitative questions for the end of future research surveys. It is the opinion of the Principal Investigator that a survey with a low response rate of 13% would be difficult to use to make larger claims regarding the research population. However, this assessment project still holds information that can be beneficial when considering how to better serve incoming transfer students at DePaul University.

Another limitation of the survey was a mistake within the survey questions. On question 28, the response options read "Extremely well", "Very well", "Moderately well", "Slightly well", and "Extremely well", when the last option should have read, "Not well at all" (Appendix K and Appendix P). This could skew the data regarding how the listed programming was or was not able to help respondents feel adequate in navigating campus resources during their first quarter at DePaul. However, looking at the responses for that question it can be assumed that four respondents would have chosen "Not well at all" since there are four less responses to this question compared to questions before and after.

Two of the goals of the Office of New Student and Family Engagement is to "guide new students and families through an intentional orientation and transition experience" as well as to "connect students and families with relevant resources and provide timely learning experiences throughout their transition". This assessment project contributed to these goals by revealing the needs of the transfer student population, so that the orientation and transition experiences we provide this group of students can intentionally connect to their specific needs. It also ensures that we understand what resources are relevant to this group of students. The Chicago Quarter program, and the Common Hour assignments within the course, automatically provides NSFE with a greater understanding of the needs and concerns of incoming first-time freshman students. This allows NSFE to be dynamic with the programming they provide this population of students. Without this transition program for incoming transfer students, NSFE has less information in order to understand the needs of incoming transfer student population at DePaul University. This assessment project provides NSFE a piece of that missing information.

VII. Recommendations and Plans for Action

Recommendations

Recommendations for the Office of New Student and Family Engagement

- Consider ways to implement more peer-to-peer engagement opportunities within the Transition DePaul orientation by:
 - Ensuring each small group is led by a transfer student orientation leader
 - Implementing a "Transfer Student Meet-up" area during the information fair, where orientation leaders are present to help students connect and answer questions

- Consider offering a tour of the campus not hosting the Transition DePaul orientation program at the end of the day (i.e. Offering a tour of the Lincoln Park campus at the end of a Loop based program)
- Facilitate the ongoing support of transfer students throughout their first quarter, and potentially their first year at DePaul.
 - Consider facilitating transfer student events once a quarter
 - Consider implementing a transfer student mentoring program

Recommendations for the College Advising Offices

- Increase advisor outreach to new transfer students
- Consider creating peer support for transfer students within the colleges

Action Plan

Potential Changes/Additions to Transition DePaul Orientation Program

Earlier this spring, some of the key findings regarding Transition DePaul orientation were forwarded to Katy Weseman, the Associate Director of NSFE overseeing orientation. Since the plans and structure for the summer 2019 Transition DePaul season were already set, the NSFE team will meet to discuss the potential changes/additions to the Transition DePaul orientation program based on these key findings during fall 2019/winter 2020. These changes might include implementing a “Transfer Student Meet-up” during the information fair or at another point during the Transition DePaul program, and potentially offering a tour of the opposite campus at the end of a Transition DePaul program. The orientation team has already made great strides in hiring a larger number of transfer students to work the orientation programs, with a total of 8 transfer orientation leaders this summer, therefore the team will simply discuss strategies to continue this trend in the future. Due to the PI’s knowledge of how complex of a program Transition DePaul is, the PI will suggest that any potential changes/additions not be made to the program until summer 2020 or spring 2020 at the earliest.

Implement Quarterly Transfer Student Events

The NSFE team will work together in order to plan quarterly transfer student specific programs starting in fall 2019. As the Adult, Veteran, and Commuter Student Affairs office has done an incredible job creating events that support the specific populations of commuter, adult, and veteran students, the NSFE team will seek out their advice and potentially co-sponsor an event that is geared towards the unique student populations that we serve. The goal of the PI will be to have a schedule of three transfer specific events, one each quarter, identified by the start of fall quarter 2019 so transfer students can put the events on their calendar before other commitments arise.

Facilitate Ongoing Support of Transfer Students

While developing this assessment project and reviewing its key findings, a group of DePaul leadership, including Tom Menchhofer, were tasked with and began supporting the development of a peer mentoring program for incoming transfer students within each of DePaul’s academic colleges. The PI step in to support the development of these peer mentoring programs starting summer 2019 into fall 2019, due to their knowledge of the key findings in this assessment project, as well as their experience in creating and supporting a peer coaching program.

Increase Advisor Outreach to New Transfer Students

During spring 2019, one of the Student Success Coaches within the Office of New Student and Family Engagement conducted interviews with leadership within each of the colleges advising offices. Through that research, it was clear that each of the college’s facilitates their advising process, and advisor outreach to students, in a variety of ways and frequencies. In some colleges, advisors are reaching out to their caseload multiple times a quarter, in other colleges that outreach is minimal. During the 2019-2020 academic year, the PI will work to meet with leadership in the advising offices to share this information and their recommendations. The assessment project

identified three colleges where more frequent or required meetings may be needed, therefore the PI will focus on communicating with these three colleges. The PI foresees meeting barriers to any shifts in outreach or communication within the college advising colleges due to how complex these offices are.

Sharing the results

The results of this assessment project will be shared with the NSFE team during fall 2019 staff meetings. The PI will also schedule specific meetings with the NSFE team to discuss how NSFE might implement these potential changes/additions to the programs we offer students.

The results of this assessment project will be shared with the Division of Student Affairs and broader DePaul community during the Assessment Symposium during fall 2019.

Because IRB approval was obtained before the research survey of this assessment project began (Appendix Q), conference proposals for this research survey may be submitted during the 2020-2021 academic year so key findings and potential implementations can be shared.

The results of this assessment project will be shared either by email or through an in-person meeting with Caryn Chaden, Associate Vice Provost for Student Success as well as the college advising offices during the 2019-2020 academic year.

Appendix A: Transfer Student Needs Assessment Survey

Q53 Transfer Student Needs Assessment Version updated: 1/4/2019

Principal Investigator: Ashlee Schrock, Office of New Student and Family Engagement

Institution: DePaul University, USA

We are conducting a research study because we are trying to learn more about the needs of transfer students at DePaul University, so the university can better serve this population. We are asking you to be in the research because as a transfer student who has recently enrolled at DePaul University, your perspective is critical to understanding the needs of transfer students. If you agree to be in this study, you will be asked to fill out a survey. The survey will include questions about your felt needs during your transition into DePaul, how you felt DePaul programming met those needs, and your opinion on how the proposed programs would or would not better meet your needs. “We will also collect some personal information about you such as your academic college, previous institutions attended, race/ethnicity, first-generation status, gender identity, and current housing situation. This survey is completed online using either a computer, tablet or smartphone.

This study will take about 10 minutes of your time. Research data collected from you will be confidential. Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences if you decide not to participate or change your mind later after you begin the study. You can withdraw your participation at any time prior to submitting your survey. If you change your mind later while answering the survey, you may simply exit the survey. Once you submit your responses, we will be unable to remove your data later from the study because all data is confidential and we will not know which data belongs to you.

Your decision whether or not to be in the research will not affect your grades, standing, or employment at DePaul University.

Students who complete this research survey will be entered to win either one of two Amazon Echo smart speakers (valued at \$99.99), or one of two Echo Dot & Fire TV Stick bundles (valued at \$89.98).

Additionally, the first 50 students who complete the research survey will receive a \$10 visa gift card (not electronic). The drawing will take place during the month of February, once the survey has closed. We are hoping to recruit up to 1,400 participants for this research survey.

After you have completed the survey, you will be taken to a separate survey where you will enter your name and contact information so you can enter the drawing for prizes. Your identifiable information will not be directly linked to your survey responses.

If you have questions, concerns, or complaints about this study or you want to get additional information or provide input about this research, please contact Ashlee Schrock at 773-325-2467 or aschrock@depaul.edu.

If you have questions about your rights as a research subject, you may contact Susan Loess-Perez, DePaul University’s Director of Research Compliance, in the Office of Research Services at 312-362-7593 or by email at sloesspe@depaul.edu.

You may also contact DePaul’s Office of Research Services if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

You may keep [or print] this information for your records.

By completing the survey you are indicating your agreement to be in the research.

Q2 What academic college are you in?

- College of Business (1)
 - College of Communications (2)
 - College of Computing and Digital Media (3)
 - College of Science and Health (4)
 - College of Liberal Arts and Sciences (5)
 - College of Education (6)
 - The Theatre School (7)
 - School of Music (8)
-

Q32 Where are you transferring from?

- Two-year institution (1)
 - Four-year private institution (2)
 - Four-year public institution (3)
 - For profit insitution (4)
-

Q4 How many institutions did you attend before transferring to DePaul? Please enter a whole number.

Q33 How many months passed between when you left your previous institution and began attending DePaul? Please enter a whole number.

Q5 Thinking back to your decision to transfer to DePaul, what needs did you have that your previous institution was unable to meet for you?

Q23 Below are a list of commonly stated needs among transfer students. When you transferred into DePaul, which of these experiences were you looking for? (Check all that apply)

- I was looking to have my transfer credits and academic requirements explained to me (1)
- I was looking to be introduced to campus culture (i.e. usage of acronyms, customs, student hangout areas, etc.) (2)
- I was looking to be guided to which campus resources could answer my questions (3)
- I was looking to be introduced to student account processes (i.e. course registration, financial aid/payments, applying for housing/parking/meal plans, etc.) (4)
- I was looking to be connected to campus organizations that meet my interests (5)
- I was looking to be shown how to set up an advising appointment (6)
- I was looking for structured opportunities and programs to help me meet fellow students (7)

Q34 How important is it for your college experience to help you feel...

	Extremely important (1)	Very important (2)	Moderately important (3)	Slightly important (4)	Not at all important (5)
Welcomed into the DePaul community (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported specifically as a transfer student (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident in navigating campus resources (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comfortable in the campus culture (i.e. usage of acronyms, customs, student hangout areas, etc.) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident in navigating campus location and space (i.e. finding building locations, using public transit, etc.) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable of student processes (i.e. course registration, financial aid/payments, applying for housing/parking/meal plans, etc.) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Below are a list of activities provided on campus. How well did each of these activities help you feel welcomed into the DePaul community during your first quarter?

	Extremely well (11)	Very well (12)	Moderately well (13)	Slightly well (14)	Not well at all (15)
Transition DePaul Orientation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcome Week activities (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College specific activities (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus activities and resources (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Below are a list of activities provided on campus. How well did each of these activities help you... = Extremely well

And Below are a list of activities provided on campus. How well did each of these activities help you... = Very well

Q39 Which “other campus activities and resources” helped you to feel welcome into the DePaul community?

Q27 How well did each of these activities help you feel supported specifically as a transfer student at DePaul?

	Extremely well (1)	Very well (2)	Moderately well (3)	Slightly well (4)	Not well at all (5)
Transition DePaul Orientation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcome Week activities (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College specific activities (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus activities and resources (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If How well did each of these activities help you feel supported specifically as a transfer student... = Extremely well

And How well did each of these activities help you feel supported specifically as a transfer student... = Very well

Q40 Which “other campus activities and resources” helped you to feel supported specifically as a transfer student at DePaul?

Q28 How well did each of these activities help you feel adequate in navigating campus resources during your first quarter at DePaul?

	Extremely well (1)	Very well (2)	Moderately well (3)	Slightly well (4)	Extremely well (5)
Transition DePaul Orientation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcome Week activities (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College specific activities (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus activities and resources (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If How well did each of these activities help you feel adequate in navigating campus resources durin... = Extremely well

And How well did each of these activities help you feel adequate in navigating campus resources durin... = Very well

Q41 Which “other campus activities and resources” helped you to feel adequate in navigating campus resources during your first quarter at DePaul? _____

Q36 How well did each of these activities help you feel comfortable in the campus culture (i.e. usage of acronyms, customs, student hangout areas, etc.) during your first quarter at DePaul?

	Extremely well (1)	Very well (2)	Moderately well (3)	Slightly well (4)	Not well at all (5)
Transition DePaul Orientation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcome Week activities (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College specific activities (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus activities and resources (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If How well did each of these activities help you feel comfortable in the campus culture (i.e. usage... = Extremely well

And How well did each of these activities help you feel comfortable in the campus culture (i.e. usage... = Very well

Q42 Which “other campus activities and resources” helped you to feel comfortable in the campus culture (i.e. usage of acronyms, customs, student hangout areas, etc.) during your first quarter at DePaul?

Q37 How well did each of these activities help you feel adequate in navigating campus location and space (finding building locations, using public transit, etc.) during your first quarter at DePaul?

	Extremely well (1)	Very well (2)	Moderately well (3)	Slightly well (4)	Not well at all (5)
Transition DePaul Orientation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcome Week activities (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College specific activities (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus activities and resources (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If How well did each of these activities help you feel adequate in navigating campus location and sp... = Extremely well

And How well did each of these activities help you feel adequate in navigating campus location and sp... = Very well

Q43 Which “other campus activities and resources” helped you to feel adequate in navigating campus location and space (finding building locations, using public transit, etc.) during your first quarter at DePaul?

Q38 How well did each of these activities help you feel knowledgeable of student processes (course registration, financial aid/payments, applying for housing/parking/meal plans, etc.) during your first quarter at DePaul?

	Extremely well (1)	Very well (2)	Moderately well (3)	Slightly well (4)	Not well at all (5)
Transition DePaul Orientation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcome Week activities (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College specific activities (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus activities and resources (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If How well did each of these activities help you feel knowledgeable of student processes (course re... = Extremely well

And How well did each of these activities help you feel knowledgeable of student processes (course re... = Very well

Q44 Which “other campus activities and resources” helped you to feel knowledgeable of student processes (course registration, financial aid/payments, applying for housing/parking/meal plans, etc.) during your first quarter at DePaul?

Q31 Below are a few potential engagement opportunities for transfer students. Please rate how effective you think they would have been in meeting your needs during your first year at DePaul?

	Extremely effective (1)	Very effective (2)	Moderately effective (3)	Slightly effective (4)	Not effective at all (5)
<p>Transfer Student Success Coaching: Students meet one on one with an experienced DePaul transfer student in order to reflect on their time at DePaul, identify strengths and areas of growth, and develop an action plan to meet the student’s idea of success. Part of this action plan will include individualized referrals to the campus resources that will support the student’s success. (1)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>b. Transfer Chats: A group of fellow transfer students gather monthly or quarterly to hear from faculty and staff at DePaul, learn about resources and engagement opportunities, and build up success skills. (2)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>c. Transfer Socials: Transfer students gather for food, games, city outings, and other activities for the sole purpose of having fun and getting to know other transfer students. (3)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>d. Transfer Student Union: This would be a registered student organization that is designed to provide support and engagement opportunities for transfer students. (4)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45 How interested would you be in participating in the following potential engagement opportunities?

	Extremely interested (1)	Very interested (2)	Moderately interested (3)	Slightly interested (4)	Not interested at all (5)
Transfer Student Success Coaching (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer Chats (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer Socials (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer Student Union (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 In your opinion, how could Transition DePaul orientation better meet the needs of incoming transfer students?

Q46 17. In your opinion, how could DePaul better meet the needs of incoming transfer students during the first quarter?

Q19 What other new programs or engagement opportunities do you think would better meet your needs as a transfer student during your first year at DePaul?

Q1 How old are you?

Q47 How would you describe yourself (Select all that apply)

- American Indian, Alaska Native, or Native Hawaiian (1)
 - Asian American or Pacific Islander (2)
 - Biracial or Multiracial (3)
 - Black or African American, or Person of African Descent (4)
 - Latina/o, Chicana/o, or Hispanic (5)
 - Middle Eastern, Arab, Persian, or West Asian (6)
 - White or Person of European Descent (7)
 - I do not wish to identify (8)
-

Q48 Do you identify as a first-generation college student?

- Yes (1)
- No (2)
- I do not wish to identify (3)

Q49 To which gender do you most identify?

- Man (1)
- Woman (2)
- Trans man (3)
- Trans woman (4)
- Genderqueer/Gender non-conforming (5)
- Prefer to self-describe (6) _____
- I do not wish to identify (7)

Q3 Where are you living?

- On-campus (1)
 - Off campus, within Lincoln Park or adjacent neighborhoods (2)
 - Off-campus, within Chicago city limits (3)
 - Off-campus, outside Chicago city limits (4)
 - I do not wish to identify (5)
-

Q50 Who are you living with?

- Non-familial roommates, DePaul students (1)
- Non-familial roommates, not DePaul students (2)
- Significant others/family (3)
- I live by myself (4)
- I do not wish to identify (5)

End of Block: Default Question Block

Appendix B: Transfer Student Needs Assessment Invite Email

Subject: Transfer students, we want to hear from you!



Dear Transfer Student-

My name is Ashlee Schrock, a staff member in the Office of New Student and Family Engagement here at DePaul University. I am passionate about understanding the needs of our transfer students here at DePaul, and finding ways to better support their transition. Therefore, I am writing to request your participation in my current research project focusing on the needs of transfer students. This voluntary research survey is specific to our new transfer students here at DePaul, who started this fall and attended Transition DePaul over the summer.

Students who participate in this anonymous research survey will help our office identify better ways to support students in their transition to DePaul. Completing this research survey will take approximately 15 minutes of your time. Students who complete this research survey will be entered to win either one of two Amazon Echo smart speakers (valued at \$99.99), or one of two Echo Dot & Fire TV Stick bundles (valued at \$89.98). Additionally, the first 50 students who complete the research survey will receive a \$10 visa gift card.

If you are willing to participate in this research survey, please [click here](#). If the research survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

http://depaul.qualtrics.com/jfe/form/SV_cLQ48gRrQsPrdK5

Thank you so much for your participation and assistance with this research survey. If you have questions about this research survey, you can e-mail me at aschrock@depaul.edu. Your input is incredibly valuable and will be used to better serve the needs of our transfer students here at DePaul.

Sincerely,

Ashlee Schrock, M.Ed.

IRB Protocol Number #AS121718ADM

New Student and Family Engagement
2250 N. Sheffield Ave, Room 304,
Chicago, IL 60614

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Dear

Appendix C: Transfer Student Needs Assessment Invite Email 1st Reminder

Subject Line: Tell us what transfer students need!



Dear Transfer Student-

My name is Ashlee Schrock, a staff member in the Office of New Student and Family Engagement here at DePaul University. I am passionate about understanding the needs of our transfer students here at DePaul, and finding ways to better support their transition. Therefore, I am writing to request your participation in my current research project focusing on the needs of transfer students. This voluntary research survey is specific to our new transfer students here at DePaul, who started this fall and attended Transition DePaul over the summer.

Students who participate in this anonymous research survey will help our office identify better ways to support students in their transition to DePaul. Completing this research survey will take approximately 15 minutes of your time. Students who complete this research survey will be entered to win either one of two Amazon Echo smart speakers (valued at \$99.99), or one of two Echo Dot & Fire TV Stick bundles (valued at \$89.98). Additionally, the first 50 students who complete the research survey will receive a \$10 visa gift card.

If you have already completed this research survey, thank you for your participating. If you are willing to participate in this research survey, please [click here](#). If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

http://depaul.qualtrics.com/jfe/form/SV_cLQ48gRrQsPrdK5

Thank you so much for your participation and assistance with this research survey. If you have questions about this research survey, you can e-mail me at aschrock@depaul.edu. Your input is incredibly valuable and will be used to better serve the needs of our transfer students here at DePaul.

Sincerely,

Ashlee Schrock, M.Ed.

IRB Protocol Number #AS121718ADM

New Student and Family Engagement
2250 N. Sheffield Ave, Room 304,
Chicago, IL 60614

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Appendix D: Transfer Student Needs Assessment Invite Email Final Reminder

Subject Line: Transfer student, last chance to share your voice!

Dear Transfer Student-

[If you have already completed this research survey, please disregard this message.](#)

My name is Ashlee Schrock, a staff member in the Office of New Student and Family Engagement here at DePaul University. I am passionate about understanding the needs of our transfer students here at DePaul, and finding ways to better support their transition. Therefore, I am writing to request your participation in my current research project focusing on the needs of transfer students. This voluntary research survey is specific to our new transfer students here at DePaul, who started this fall and attended Transition DePaul over the summer.

Students who participate in this anonymous research survey will help our office identify better ways to support students in their transition to DePaul. Completing this research survey will take approximately 15 minutes of your time. Students who complete this research survey will be entered to win either one of two Amazon Echo smart speakers (valued at \$99.99), or one of two Echo Dot & Fire TV Stick bundles (valued at \$89.98). Additionally, the first 50 students who complete the research survey will receive a \$10 visa gift card.

If you have already completed this research survey, thank you for your participating. If you are willing to participate in this research survey, please [click here](#). Please note that the survey will close on **Monday, February 4th**. If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

http://depaul.qualtrics.com/jfe/form/SV_cLQ48gRrQsPrdK5

Thank you so much for your participation and assistance with this research survey. If you have questions about this research survey, you can e-mail me at aschrock@depaul.edu. Your input is incredibly valuable and will be used to better serve the needs of our transfer students here at DePaul.

Sincerely,

Ashlee Schrock, M.Ed.

IRB Protocol Number #AS121718ADM

Appendix E: Transfer Student Needs Assessment End of Survey Message

Thank you for completing this research survey on the needs of transfer students at DePaul University. Please follow the link below and provide your contact information to be entered to win either one of two Amazon Echo smart speakers (valued at \$99.99), or one of two Echo Dot & Fire TV Stick bundles (valued at \$89.98). Additionally, the first 50 students who complete the research survey will receive a \$10 visa gift card.

http://depaul.qualtrics.com/jfe/form/SV_dmyZwfvK3Hg1K2V

Appendix F: Transfer Student Needs Assessment Incentive Form

Q1 Please provide your contact information in order to be entered to win the incentives for this research survey.

Name (1) _____

Email Address (2) _____

Phone Number (3) _____

Appendix G : Racial/Ethnic Identity of Respondents and All Transfers

	# of Survey Respondents	% of Survey Respondents	# of All Transfers	% of All Transfers
White or Person of European Descent	87	50.5%	543	42.6%
Latina/o, Chicana/o, or Hispanic	31	18%	300	23.5%
Asian American or Pacific Islander	21	12.2%	156	12.2%
Black or African American, or Person of African Descent	12	6.9%	133	10.4%
Middle Eastern, Arab, Persian, or West Asian	9	5.2%	Unknown	Unknown
Biracial or Multiracial	7	4%	60	4.7%
I do not wish to identify	5	3%	Unknown	Unknown
American Indian, Alaska Native, or Native Hawaiian	0	0%	5	.4%
Unknown			26	2%
Total	172		1272	

Appendix H: Living Location of Survey Respondents

Off campus, outside Chicago city limits	54	34.30%
Off campus, within Chicago city limits	38	24.20%
On-campus	37	23.50%
Off campus, within Lincoln Park or adjacent neighborhoods	27	17.20%
I do not wish to identify	1	
	157	

Appendix I: Survey Response to “How important is it for your college experience to help you feel...”

	Extremely important	Very important	Moderately important	Slightly important	Not at all important	Total
Welcomed into the DePaul community	74 (47.2%)	66 (37%)	30 (16.8%)	6 (3.4%)	2 (1.1%)	178 (100%)
Supported specifically as a transfer student	66 (37%)	55 (30.9%)	41 (23%)	11 (6.2%)	5 (2.8%)	178 (100%)
Confident in navigating campus resources	88 (49.4%)	70 (39.3%)	19 (10.7%)	1 (.5%)	0 (0%)	178 (100%)
Comfortable in the campus culture (i.e. usage of acronyms, customs, student hangout areas, etc.)	63 (35.3%)	56 (31.5%)	46 (25.8%)	11 (6.2%)	2 (1.1%)	178 (100%)
Confident in navigating campus location and space (i.e. finding building locations, using public transit, etc.)	94 (52.8%)	65 (36.5%)	19 (10.7%)	0 (0%)	0 (0%)	178 (100%)
Knowledgeable of student processes (i.e. course registration, financial aid/payments, applying for housing/parking/meals plans, etc.)	119 (66.8%)	46 (25.8%)	12 (6.7%)	0 (0%)	1 (.5%)	178 (100%)

Appendix J – Survey Response: How important is it for your college experience to help you feel...

	Important (Extremely & Very)			
	All Respondents	White or Person of European Descent	Latina/o, Chicana/o, or Hispanic	Asian American or Pacific Islander
Welcomed into the DePaul community	140/178 (78.6%)	51/87 (58.6%)	20/31 (64.5%)	12/21 (57.1%)
Supported specifically as a transfer student	121/178 (67.9%)	51/87 (58.6%)	18/31 (58%)	12/21 (57.1%)
Confident in navigating campus resources	158/178 (88.7%)	51/87 (58.6%)	21/31 (67.7%)	11/21 (52.4%)
Comfortable in the campus culture (i.e. usage of acronyms, customs, student hangout areas, etc.)	119/178 (66.8%)	50/87 (57.5%)	20/31 (64.5%)	11/21 (52.4%)
Confident in navigating campus location and space (i.e. finding building locations, using public transit, etc.)	159/178 (89.3%)	54/87 (62.1%)	20/31 (64.5%)	12/21 (57.1%)
Knowledgeable of student processes (i.e. course registration, financial aid/payments, applying for housing/parking/meals plans, etc.)	119/178 (92.7%)	59/87 (67.8%)	23/31 (74.2%)	16/21 (76.2%)

Appendix K: Survey Response to “How well did the following activities help you feel...”

...adequate in navigating campus resources					
	Extremely well	Very well	Moderately well	Slightly well	Extremely well
Transition DePaul	58/172 (33.7%)	51/172 (29.6%)	41/172 (23.8%)	22/172 (12.8%)	N/A
Welcome Week Activities	37/172 (21.5%)	34/172 (19.7%)	55/172 (32.0%)	46/172 (26.7%)	N/A
College specific activities	36/172 (21.0%)	34/172 (19.7%)	56/172 (32.5%)	46/172 (26.7%)	N/A
Other campus activities and resources	31/172 (18.0%)	36/172 (21.0%)	58/172 (33.7%)	47/172 (27.3%)	N/A
...adequate in navigating campus location and space					
	Extremely well	Very well	Moderately well	Slightly well	Not well at all
Transition DePaul	52/167 (31.1%)	52/167 (31.1%)	33/167 (19.7%)	18/167 (10.7%)	12/167 (7.2%)
Welcome Week Activities	37/167 (22.1%)	27/167 (16.1%)	46/167 (27.5%)	29/167 (17.3%)	28/167 (16.7%)
College specific activities	31/167 (22.1%)	26/167 (15.5%)	52/167 (31.1%)	31/167 (22.1%)	27/167 (16.1%)
Other campus activities and resources	39/167 (23.3%)	29/167 (17.3%)	45/167 (26.9%)	29/167 (17.3%)	25/167 (15.0%)
...knowledgeable of student processes					
	Extremely well	Very well	Moderately well	Slightly well	Not well at all
Transition DePaul	64 (38.3%)	53 (31.7%)	21 (12.5%)	22 (13.2%)	7 (4.2%)
Welcome Week Activities	29 (17.3%)	27 (16.1%)	45 (26.9%)	29 (17.3%)	37 (22.1%)
College specific activities	31 (22.1%)	26 (15.5%)	41 (24.5%)	35 (20.9%)	34 (20.3%)
Other campus activities and resources	32 (19.1%)	32 (19.1%)	38 (22.7%)	31 (22.1%)	34 (20.3%)

Appendix L: Survey Response to “How well did the following activities help you feel...” with race/ethnicity breakdown

	Adequate in navigating campus resources (Extremely & Very important)			
	All Respondents	White or Person of European Descent	Latina/o, Chicana/o, or Hispanic	Asian American or Pacific Islander
Transition DePaul	109/172 (63.3%)	55/87 (63.2%)	15/31 (48.4%)	15/21 (71.4%)
Welcome Week Activities	71/172 (41.2%)	31/87 (35.6%)	8/31 (25.8%)	12/21 (57.1%)
College specific activities	70/172 (40.7%)	33/87 (37.9%)	12/31 (38.7%)	10/21 (47.6%)
Other campus activities	67/172 (39.0%)	34/87 (39.1%)	9/31 (29.0%)	7/21 (33.3%)

	Adequate in navigating campus location and space (Extremely & Very important)			
	All Respondents	White or Person of European Descent	Latina/o, Chicana/o, or Hispanic	Asian American or Pacific Islander
Transition DePaul	104/167 (62.2%)	54/87 (62.1%)	17/31 (54.8%)	13/21 (61.9%)
Welcome Week Activities	64/167 (37.2%)	27/87 (31.0%)	11/31 (35.5%)	10/21 (47.6%)
College specific activities	57/167 (34.1%)	30/87 (34.5%)	6/31 (19.4%)	7/21 (33.3%)
Other campus activities	68/167 (40.7%)	35/87 (40.2%)	9/31 (29.0%)	9/31 (42.9%)

	Knowledgeable of student processes (Extremely & Very important)			
	All Respondents	White or Person of European Descent	Latina/o, Chicana/o, or Hispanic	Asian American or Pacific Islander
Transition DePaul	117/167 (70.0%)	63/87 (72.4%)	24/31 (77.4%)	14/21 (66.7%)
Welcome Week Activities	56/167 (33.5%)	26/87 (29.9%)	10/31 (32.3%)	7/21 (33.3%)
College specific activities	57/167 (34.1%)	30/87 (34.5%)	11/31 (35.5%)	5/21 (23.8%)
Other campus activities	64/167 (38.3%)	38/87 (43.7%)	11/31 (35.5%)	5/21 (23.8%)

Appendix M: Survey Response to “In your opinion, how could Transition DePaul better meet the needs of incoming transfer students?”

More one-on-one, personal attention and community building		84
More peer to peer opportunities with a transfer student	24	
More one on one support in advising and registration	22	
Community building opportunities	22	
Smaller program with more personal attention	10	
Carry support throughout first quarter/year	6	
Additional information provided during program		54
General campus information	13	
In depth tour/tour both campuses	12	
Explanation of public transportation	9	
Explanation of scholarships and financial aid	8	
Information on campus organizations	6	
D2L/Campus Connect overview	6	
Other needs reported		11
More of a focus on majors	5	
Introduction to campus culture	3	
Shorter program	2	
Don't separate students & guests	1	
Total Responses		149

Appendix N: Survey Response to “In your opinion, how could DePaul better meet the needs of incoming transfer students?”

More personal connection with staff and/or transfer students		91
Transfer student events/connect opportunities	38	
More frequent, or required meetings with advisor	26	
Check-ins and guidance throughout first-year from staff or transfer student	24	
More individual financial support	3	
Other needs reported		22
More resources and information shared	17	
Overview of D2L/Campus Connect	3	
Chicago Quarter for transfer students	1	
New transfer student Facebook page	1	
Nothing additional needed		11
Total Responses		124

Appendix O: Survey Response to “In your opinion, how could DePaul better meet the needs of incoming transfer students?” with college breakdown

In your opinion, how could DePaul better meet the needs of transfer students during the first quarter? : “More frequent, or required meetings with advisor”	
College of Business	7/54 (12.9%)
College of Computing and Digital Media	6/38 (15.8%)
College of Science and Health	9/31 (29.0%)
College of Liberal Arts and Sciences	2/19 (10.5%)
College of Communication	2/19 (10.5%)
School of Music	1/4 (25%)
College of Education	0/13 (0%)
The Theatre School	0/3 (0%)

Appendix P: Survey mistake on question 28



How well did each of these activities help you feel adequate in navigating campus resources during your first quarter at DePaul?

	Extremely well	Very well	Moderately well	Slightly well	Extremely well
Transition DePaul Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcome Week activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College specific activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus activities and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Appendix Q: IRB Approval Letter

DEPAUL UNIVERSITY



Office of Research Services
Institutional Review
Board 1 East Jackson
Boulevard Chicago, Illinois
60604-2201
312-362-7593
Fax: 312-362-7574

Research Involving Human Subjects

NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION

To: Ashlee Schrock, M.Ed., Staff. Office of New Student and Family Engagement

Date: February 18, 2019

Re: Research Protocol # AS121718ADM-R1
"Transfer Student Needs Assessment"

Please review the following important information about the review of your proposed research activity.

Review Details

This submission is an amendment. Amendment R1 involves: 1) changing the incentive from gift cards to cash.

Your research project meets the criteria for Exempt review under 45 CFR 46.101 under the following category:

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
(i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Approval Details

Your amendment submission was reviewed and approved on February 18, 2019.

Number of approved participants: 1400 Total

You should not exceed this total number of subjects without prospectively submitting an amendment to the IRB requesting an increase in subject number.

Funding Source: 1) Office of New Student and Family Engagement, PI: Ashlee Schrock.

Approved Performance sites: 1) DePaul University.

Reminders

- Under DePaul's current institutional policy governing human research, research projects that meet the criteria for an exemption determination may receive administrative review by the Office of Research Services Research Protections staff. Once projects are determined to be exempt, the researcher is free

to begin the work and is not required to submit an annual update (continuing review). As your project has been determined to be exempt, your primary obligation moving forward is to resubmit your research materials for review and classification/approval when making changes to the research, but before the changes are implemented in the research. **All changes to the research must be reviewed and approved by the IRB or Office of Research Services staff.** Changes requiring approval include, but are not limited to, changes in the design or focus of the research project, revisions to the information sheet for participants, addition of new measures or instruments, increasing the subject number, and any change to the research that might alter the exemption status (either add additional exemption categories or make the research no longer eligible for an exemption determination).

- **Once the project is complete, you should submit a final closure report to the IRB.**

The Office of Research Services would like to thank you for your efforts and cooperation and wishes you the best of luck on your research. If you have any questions, please contact me by telephone at (312) 362-6168 or via email at jbloom8@depaul.edu.

For the Board,



Jessica Bloom, MPH
Research Protections
Coordinator Office of
Research Services

Cc: Scott Tharp, PhD, Staff, Co-Investigator, Office of the Vice President