

Exploring Individualized Orientations in Transfer Students With Disabilities and Belonging

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This study explored perceptions of belongingness held by transfer students with disabilities after an individualized, one-on-one orientation with the Office of Student Disability Services at Central University. Using a phenomenological approach, purposeful sampling, and semistructured interviews, the study yielded data from seven participants concerning their experiences with the individualized orientation as related to their perception of belongingness. Data analysis occurred through interpretative phenomenological analysis, with interview transcripts reduced to themes highlighting the individualized orientation essence. The findings indicated that virtual meeting options, tailored approaches, and knowledgeable and engaging disability services providers were the most influential experiences to belonging.

Keywords: belonging, transfer students with disabilities, individualized orientation

Earning a college degree in the United States has become almost essential to achieving middle-class socioeconomic status (Haskins et al., 2009; Mazumder, 2012). At least half of all newly created job opportunities between 2008 and 2018 required a degree and accounted for approximately one third of all position openings (U.S. Bureau of Labor Statistics, 2009). Like other job seekers, students with disabilities (SWD) must also obtain a college degree if they are to achieve a middle-class socioeconomic status. Although SWD enrollment in postsecondary institutions is on the rise, approximately 84% of SWD withdraw from higher education before earning their degree (Collins & Mowbray, 2005). SWD commonly struggle with the motivation, concentration, and social interaction fundamental to higher education and employment success. Because of these struggles, SWD often begin their college education at the 2-year level, subsequently transferring to 4-year institutions for degree completion (Heyer, 2017). Students transfer for several reasons, including convenience, affordability, and best fit. Approximately 60% of college students have attended more than one institution (Peter & Forrest Cataldi, 2005). Additionally, 25% of students who transfer will do so more than once (Marling, 2013), which gives rise to a unique set of academic and social difficulties for disabled transfer students. The challenges for SWD may center on understanding the academic policies of the new institution and understanding how to navigate the campus climate.

A common myth is that transfer student supports are not necessary because of students' prior collegiate experience (Harrick & Fullington, 2019; Jacobson et al., 2017; Marling, 2013; Tobolowsky & Cox, 2012). Although a majority (60%) of transfer students complete their degrees (Fain, 2012), others require school support to succeed (Marling, 2013). Transfer orientation helps ease the transition from 2-year to 4-year programs (Grites, 2013; Harrick & Fullington, 2019; Jacobson et al., 2017; Marling, 2013) and decreases the impact of *transfer shock*, defined as severely poor performance within the new institutional program upon transfer (Hills, 1965). Researchers have since expanded the definition of transfer shock to reflect the influence of transition periods from one campus to another and the student's social adjustment to new campus culture and norms (Ivins et al., 2016; Mobley et al., 2012; Stewart & Martinello, 2012). Jackson and Laanan (2015) suggested that transfer students' success is not solely the students' responsibility but the institution's obligation. As such, university personnel (i.e., faculty, staff, and administrators) need to be aware of the transfer student's adjustment experience, as this population is not monolithic. Additionally, Jackson and Laanan suggested that postsecondary institutions offer unique services for college transfer students, specifically highlighting tailored orientations. Despite significant discourse surrounding the influence of support for SWD and transfer students, few researchers have explored the effect of

an individualized, one-on-one orientation session on transfer SWD perceptions of belongingness. Research is needed to capture the voices and perspectives of transfer SWD, as higher education institutions have not addressed this group's challenges (Harrick & Fullington, 2019; Jacobson et al., 2017; Tobolowsky & Cox, 2012). The purpose of this phenomenological study was to explore the perceived influence of an individualized university orientation on the sense of belonging at a public 4-year institution for transfer SWD.

Theoretical Framework

The theoretical framework that guided this study comprised Tinto's (2017) reflections on student persistence and critical disability theory (CDT). As a secondary framework, CDT allowed for consideration of the influence that institutional policy may have on accessibility for SWD.

TINTO'S REFLECTIONS ON PERSISTENCE

Tinto's (1988) theory of student departure focuses on students' processes in leaving educational institutions. Initially, Tinto (1988) highlighted the realities of students who depart from institutions and the lack of social interaction among faculty and peer students. Tinto (2017) attested to the importance of viewing retention through both university and student perspectives. From the students' point of view, retention becomes a construct comprising three subconcepts: self-efficacy, curriculum, and sense of belonging.

Tinto (2017) viewed belonging as crucial to self-efficacy and persistence. For persistence to take place, students must feel they matter to the surrounding environment. Persistence develops from student belonging through engagement with the surrounding environment, seeing themselves as valued by other members of the campus community. Students who identify as belonging to a smaller community group with shared experiences have increased odds of persisting, culminating in higher levels of motivation and connecting with others in ways that promote persistence.

CRITICAL DISABILITY THEORY

CDT was a secondary component of the study's framework because of the consideration of institutional policies, practices, and procedures shaping students' experience. CDT pertains to the lived experiences of persons with disabilities, providing the means to alter the conditions causing critical, intersectional oppression (Hall, 2019). Schalk (2017) viewed CDT as based on the methodological dissection of social norms that define physical and mental impairments and the social conditions

that cluster stigmatized properties within one population over another. Building on Hosking (2008), Schalk's theory posited that the foundation of CDT stemmed from the following ideas:

(1) disability is a social construct, not the inevitable consequence of impairment, (2) disability is best characterized as a complex interrelationship between impairment, individual response to impairment, and the social environment, and (3) the social disadvantage experienced by disabled people is caused by the physical, institutional, and attitudinal (together, the "social") environment which fails to meet the needs of people who do not match the social expectation of "normalcy." (p. 7)

As CDT posits that disability is created from the social idea of *one size fits all*, the researchers utilized this framework to support this body of works' exploration of individualization given that needs vary across the human experience.

Sense of Belonging in Students With Disabilities

In education, belongingness is "the students' connectedness to the institution, staff, and other students, as well as the discipline being studied" (Kahu & Nelson, 2017, p. 1268). Sense of belonging in postsecondary education is closely associated with academic motivation, success, and persistence (Freeman et al., 2007; Hausmann et al., 2007). Given the relation between belongingness and academic success, leaders of higher education institutions often examine the climate for the marginalization or treatment and experiences of at-risk groups within the campus community (Harbour & Greenberg, 2017). Known as an at-risk population, SWD may experience discrimination rooted in being disabled, resulting in a sense of isolation. Students with mental health disabilities often report struggles with collegiate social life, feelings of isolation, inability to make friends, and experiences of stigma and discrimination. Common among the literature concerning sense of belonging is the student's perception of fitting in, feeling accepted, and finding support from a group or community (Rosenberg & McCullough, 1981; Strayhorn, 2012; Tovar & Simon, 2010). Kahu and Nelson (2017) proposed that the "sense of alienation may create anxiety, which then inhibits participation in classroom discussions hampering both behavioral and emotional engagement" (p. 1269).

Fleming et al. (2017) investigated the importance of belonging for SWD pursuing college degrees, surveying 325 undergraduate students across three large, public 4-year universities who were receiving disability services. The findings showed significant correlations between belonging and satisfaction, belonging and self-advocacy, belonging and campus climate, self-advocacy and satisfaction, and campus

climate and satisfaction. Fleming et al. suggested that SWD with a higher sense of belonging are more satisfied because they have self-advocacy, leading to improved perceptions of the campus climate. Vaccaro et al. (2015) explored what contributed to the perception of belonging for SWD. Using a grounded theory approach, Vaccaro et al. conducted in-depth, semistructured interviews with eight individuals with disabilities. Findings showed that SWD's sense of belonging was intricately tied to self-advocacy. As the students' feelings of belonging increased, their ability to master the student role, achieve self-advocacy, and develop social relationships improved. Overall, belonging or perceiving to have a place in the overarching community is vital to existence and the human experience, as suggested by Maslow's (1943) hierarchy of needs. Without a sense of belonging, students might experience academic underachievement and ultimately withdraw from their institution.

Transfer Shock

The phenomenon of transferring gives rise to idea of "transfer shock," which was first defined by Hills (1965) as a student experiencing a drop in grade point average after transfer to the new institution. Research (Ivins et al., 2016; Mobley et al., 2012; Stewart & Martinello, 2012) has since expanded Hills's definition to include the concept of transition periods, or times where there is movement between sociocultural systems resulting in the need for internal readjustment. To better ease the transfer between institutions, 4-year colleges have begun offering faculty and staff training, enhanced financial support, one-stop service centers, standardized transfer guidelines, stronger housing links, and direct communication with transfer advising specialists (Rhine et al., 2000). Students find themselves in periods of transition after transferring from one institution to another, influencing their progress toward degree attainment.

Students enroll in community colleges because of the affordable tuition, evening and weekend course offerings, and broad admission policies (Dougherty et al., 2017) and to gain job skills (Gauthier, 2019). Nearly 10 million students are educated by community colleges annually, and public 2-year institutions enroll 49% of all undergraduate students in the United States (U.S. Department of Education, 2016). Cohen and Brawer (2008) described the overall mission of community colleges as delivery of remedial, career, and continuing education; acting as a community gathering space resource; awarding short- and long-term certificates and diplomas; and student preparation for transfer to 4-year institutions.

Few SWD who begin higher education at the 2-year level go on to 4-year degree completion (Burgstahler et al., 2001; Heyer, 2017). Burgstahler et al. (2001) discovered a lack of literature concerning how higher education institutions could

support SWD in their transition from 2-year to 4-year schools. The researchers administered surveys and a focus group to explore disability services providers' perceptions of challenges faced by SWD and concerns held by SWD in transferring from a 2-year to 4-year institution. Transfer SWD identified their most significant concerns as program cost, adjustment to changes in student disability services (SDS) offerings, self-advocacy skills, access to technology, and working through the transfer process. Moreover, disability service providers presented similar findings regarding adjusting to the academic requirement difference, self-advocacy skills, and transferal process as significant challenges for students moving from 2-year to 4-year institutions. Burgstahler et al. did not explicitly study sense of belonging factors that shape a student's ability to persist after transfer.

Methods

The purpose of this qualitative phenomenological study was to explore the perceived influence of an individualized university orientation on the sense of belonging in transfer SWD at Central University (CU; pseudonym), a public 4-year institution in the southeast United States. Interpretive phenomenological analysis was the approach used to explore participants' experiences with an individualized orientation. The findings included descriptions of how the participants made sense of the orientation's effectiveness in influencing their perception of belonging. Specifically, this study explored how perceptions of belongingness were influenced by the experience that transfer SWD had with an individualized orientation. The individualized orientation is a one-on-one 30-min private meeting between the SWD and an SDS staff member to discuss academic adjustments (e.g., alternative testing, classroom access, attendance modification), self-advocacy skills development—through role-play techniques, office and university policies, and access to institutional support services. The individualized orientation was required of students to register for disability-related accommodations and supplemental to the general campus new student orientation. Additionally, students had the opportunity to have the individualized orientation facilitated in person or virtually, according to their preference. The individualized orientation provided an opportunity for SWD to understand their granted accommodations, discuss their academic curriculum, review the use of the CU's learning management system, and obtain referrals to relevant campus services to support the student's needs further.

Sampling

Prior to initiating the study, the researcher obtained permission from CU's institutional review board, which was granted on April 26, 2021. Purposeful sampling was used to select seven participants on the basis of their registration with CU's SDS and their status as transfer students enrolled as full-time or part-time during the summer 2021 term. The first author, a doctoral student at the time, served as the research investigator, with the second author serving in an advisor capacity. The research investigator identified 17 transfer SWD who met these criteria and invited 10 to participate, as they had completed the individualized orientation to register with the SDS. Only 7 of the 10 responded to the email invitation for study participation. Thus, data were collected and analyzed from the 7 respondents, with the interviews yielding robust information.

Because the research investigator met the potential participants during their accommodations registration process, telephone call invitations yielded a better participation rate. Following each participant's acceptance, a virtual interview via Zoom was scheduled at a mutually convenient time, approximately 1 week after the individualized orientation. Selected participants self-identified as a transfer SWD and participated in the individual orientation for the summer 2021 term, as confirmed through the CU's SDS Accessible Information Management database, a secure electronic case management system for disability services providers to maintain educational records and accommodations administration. Each one-on-one interview lasted approximately 45 min. The 16-item interview protocol (see the Appendix) that guided each 45-min session was developed by the researchers in conjunction with Skeens's (2020) protocol to fully explore the experience of SWD. Item 16 (i.e., Has the individualized orientation contributed to a sense of belongingness for you? If so, how?) was specific to sense of belonging.

Semistructured interviews were appropriate to minimize anxiety and distress felt by SWD when discussing emotional and personal issues and specific disabilities. The research investigator video-recorded the interviews via Zoom for coding and thematic analysis. Member checking increased data accuracy. The research investigator established trustworthiness by allowing participants to review their interview transcripts and to provide feedback to ensure accuracy. To further yield rich data, the research investigator took notes during the interviews, documenting topics and participants' words and thoughts regarded as important. Table 1 provides a brief description of the participant and outlines their gender, classification, and disabilities.

Table 1*Participant Demographics and Summaries*

Participant	Gender	Classification	Disability	Summary
Britney	Female	First-year	ADHD, scoliosis, and vasovagal syncope	Britney lived off campus with her parents, grew up in the local community, and was very active in community and civic organizations during high school. She transferred to CU after her second semester at a private 4-year university in the U.S. Southeast. Her chief struggles with education were an inability to focus for long periods and impulsive behavior, which had often impacted her academic performance.
Curtis	Male	First-year	Postconcussive syndrome	Curtis transferred to CU after his second semester at a small, private Midwestern U.S. institution. Curtis lived on campus, worked part-time, and enjoyed playing sports. His disability impacted his attention span, processing speed, memory, vision, sleep, and anxiety. Curtis struggled in large crowds and brightly lit rooms and was easily distracted by minute stimuli.
Dave	Male	Second-year	Autism spectrum disorder, bipolar disorder, and specific learning disorder	Dave lived off campus with his parents and enjoyed online gaming with friends. He transferred to CU after completing his general education requirements at a local community college. His significant struggles were social because he was an introvert and unable to be in large crowds. He also experienced daily worry that led to anxiety attacks, which were heightened during exam sessions.
Jaqueline	Female	Fifth-year	Mood disorder	Jaqueline was an adult learner who lived at home with an individual she identified as “a family member.” She had been enrolled in a nursing program at a small private college in the U.S. Northeast before being diagnosed with a mood disorder, which influenced her decision to take an extended break from academics. She was enrolled at CU.
Jonathan	Male	Fourth-year	ADHD and major depressive disorder	Jonathan lived off campus and was a business administration major. CU was Jonathan’s third institution of higher education after completing credits toward his degree at a public Southeastern U.S. research university and then a private military community college, also in the Southeast. Jonathan experienced severe struggles with math comprehension and writing composition. He enjoyed attending sporting events, exercising, and working part-time.

Ookami	Female	Third-year	Autism spectrum disorder and major depressive disorder	Ookami was a meteorology major who lived on campus and a former ROTC cadet. She completed her associate's degree at a U.S. Southeastern public community college and had enrolled in CU for the fall 2021 term. She struggled with social isolation, self-esteem, emotional regulation, and social skills. Ookami enjoyed Japanese anime and spending time with her five dogs, one of which was to serve as an emotional support animal during the 2021-2022 academic term.
Penny	Female	Third-year	Mixed connective tissue disorder	Penny was an only child who declared her major as psychology and who lived on campus. Penny completed her associate's degree at a Southeastern U.S. public community college and had enrolled in CU for the fall 2021 term. As part of her disability, she experienced symptoms related to lupus, Raynaud's syndrome, and scleroderma. Although Penny's symptoms were controlled, she had infrequent flare-ups of joint pain, swelling, and an inability to regulate her body temperature. These episodes inhibited her ability to attend class.

Note. ADHD = attention-deficit/hyperactivity disorder; CU = Central University.

Role of the Researcher

The research investigator remained closely involved with the data, analyzing and developing codes to identify themes from the participants' words and expressions. Given the relationship between the investigator and the participants, engaging in epoche was necessary. *Epoche*, as defined by Moustakas (2011), is the process of revisiting phenomena with an open mind after setting aside any previous knowledge, conceptualization, or judgments. Accordingly, this researcher set aside preconceived notions, judgments, and biases of transfer SWD through reflexivity, using journal entries that were completed after each interview. The journal entries allowed the researcher to explore personal thoughts and feelings before, during, and after participant interviews. This action supported the investigator in readily accepting new knowledge presented in subsequent interviews to accurately perceive the world through participants' eyes.

Engaging in this process was necessary, as the research investigator is also an SWD. The investigator earned bachelor's, master's, and doctoral degrees with the support of disability-related accommodations and previously served as the SDS Director, a role that heightened cognizance, comprehension, and sensitivity toward the issues addressed in this study. Ultimately, the investigator's academic and professional

backgrounds guided the analysis of the data from the students' perspectives to expand the knowledge base of best practices to support transfer SWD.

DATA ANALYSIS

The research investigator created a matrix of recurring codes and supporting interview statements, showing the commonality among participants' experiences with the individual orientation and allowing for emerging themes. Data analysis commenced with a line-by-line review of interview transcripts, with the research investigator entering impactful statements into NVivo qualitative data analysis software (QSR International, n.d.) for organization into codes and then identification of emerging themes.

Findings

The primary focus of this research was to explore how the experiences that transfer SWD had with an individualized orientation influenced their perceptions of belongingness. The findings present the most influential experiences on participants' belongingness and persistence from the students' perspective. The following excerpts from semistructured participant interviews provide support for the findings. Analysis of the data pertaining to belongingness indicated that the individualized orientation positively influenced the participants' sense of belonging at CU. Data analysis revealed three themes as the most influential support practices of the individualized orientation: (a) virtual meeting options, (b) tailored approaches, and (c) knowledgeable and engaging disability service providers.

Virtual Meeting Options

The participants reported that offering virtual meeting options for individualized orientation sessions increased their ability to easily access the SDS. Ookami underscored this finding:

So, this is kind of like the only option instead of trying to formulate a trip, probably with my parents and probably my dog, to go down there because I don't live down there. It would be a different story if I live[d] down there, but I don't. I live five hours away, so it was very helpful that there's a Zoom meeting.

Britney agreed, saying, "It was definitely easier to figure out a time that fit into my schedule that was available to schedule a meeting because of Zoom, so that was very helpful." Although most participants were excited about and thankful for the option of virtual meetings, some participants felt otherwise, such as Curtis: "I didn't prefer it, but it worked well, and I enjoyed it."

TAILORED APPROACHES

Using a tailored approach for transfer SWD in the individualized orientation is an opportunity to acknowledge that transfer students are different and require an awareness of their adjustment experience. Analysis of the interviews and participant data uncovered tailored approaches as a second theme concerning the individualized orientation of this study and belongingness, as supported by Britney's response: "Just feeling like I wasn't just another cog in the big wheel, you know. [Service provider] was very personable and helped me feel more individualized and seen rather than just ... going through the same old motions." Dave shared,

It has made me kind of feel a bit like I do belong in a sense. You guys are kind of setting me in a place, I guess, and also allowing me room to kind of do my own thing while also showing me how everything works.

KNOWLEDGEABLE AND ENGAGING DISABILITY SERVICE PROVIDERS

In tandem with developing a tailored approach for students receiving the individualized orientation, data analysis indicated that having a disability service provider who was both knowledgeable and engaging was influential to their experience and sense of belonging. Dave reinforced this finding:

It was very easy for me to talk to you guys. You guys are very good at listening to things. That was a good aspect, I thought, you know, working with the disability stuff and, as I said earlier, the previous college I was at was not even like disability service all. It would not even answer the phone sometimes, and so in that, you guys have been amazing in terms of helping me out and in terms of what I can do and stuff. So, yeah, I think, again, in terms of those aspects, you guys are above the other stuff.

Britney stated,

The man I spoke to who helped me at my accessibility meeting, he really created a welcoming and warm environment. I was a little nervous that it would be, you know, just one of those general machine-like meetings where it's just back-and-forth basic—you know, questions and answers—but he really did, you know, come off as really nice and helpful and concerned and willing to help me get where I needed to be in order to gain my accommodations here.

Discussion

This research set out to provide a deeper understanding of transfer SWD by exploring their perceptions of belonging after experiencing an individualized university orientation. Specifically, this study sought to answer the question, How were perceptions of belongingness influenced by the experience that transfer SWD had with an individualized orientation? Researchers (Strayhorn, 2012; Tinto, 2017) have underscored the importance of belongingness to student persistence. The findings of this investigation add to the literature about transfer SWD and possible institutional resources and interventions that foster a sense of belonging, which could lead to increased persistence rates.

Research Implications

This study found themes that support individualization with organizational policy and instruction to influence sense of belonging. Participants reported that the individualized orientation positively influenced their sense of belonging—specifically, their perceptions of belongingness increased after the experience, which is consistent with Burgstahler et al.'s (2001) recommendation that postsecondary institutions implement a separate orientation for SWD transferring to the new campus. The most-reported influences were an approach tailored to the needs of SWD and a knowledgeable and engaging disability services provider. This finding is in line with Jackson and Laanan's (2015) position that the success of the transfer student is also the responsibility of the higher education institutions, positing that faculty and staff must be cognizant of the transfer student's adjustment experience. Participants felt that the individualized orientation considered what was unique about them and their matriculation. Moreover, interviewees highlighted the SDS staff as inviting, professional, and knowledgeable and as creating an engaging environment, which is consistent with Vaccaro et al.'s (2015) position that students can reach academic success, becoming better self-advocates and mastering the student role, as they gain a sense of belonging through developing working relationships with staff, faculty, and peers. These researchers' findings supported the perspectives concerning sense of belonging garnered from the participants' responses in the present study.

As this study indicated, offering an individualized orientation allows transfer SWD a more personalized opportunity, when compared with the new-student orientation at a large, fast-paced campus, to understand the new institution's practices, policies, and procedures. The extant literature highlights transfer SWD as a nonmonolithic population (Burgstahler et al., 2001; Gawley & McGowan, 2006), recommending that postsecondary institutions offer distinctive services such as individualized

orientations (Robertson et al., 2011) for these students. The findings from this study support extant researchers' recommendations that disability services offices develop a supplemental individualized orientation for incoming transfer SWD tailored to each student's specific needs. Additionally, study findings support offering professional development for faculty and staff concerning disability and transfer issues to ease the transition for SWD, which is in accordance with Moriña and Carballo's (2017) position that disability and inclusion education training could positively change instructional practices. This study's findings support eliminating the one-size-fits-all system within postsecondary education and developing an individualized approach that considers student needs on a case-by-case basis.

Suggestions for Future Inquiries and Limitations

Transfer SWD are not a uniform population, as this study and others have shown. Future research of the influence of an individualized orientation on transfer SWD should explore the differences of experiences between prior and incoming transfer students. As this study was concerned with perceptions of a sense of belonging, future research could focus on the influence of an individualized orientation on transfer SWD who have spent at least one semester or various time frames at an institution prior to seeking accommodations, given this population's potential to feel isolated and excluded. Adult SWD may also be an area of future research concerning the influence of an individualized orientation. One of this study's participants was an adult student with disabilities who was transferring credits to the institution after a 10-year hiatus from academic work. This researcher did not explicitly explore the influence of the individualized orientation on the adult student identity; therefore, further research could amplify the voice of this population. A final area unexplored in this study was the graduate transfer SWD identity, as no participants were at the graduate level. Future research could provide suggestions for tailoring the individualized orientation to meet the needs of the graduate student and graduate transfer SWD populations.

Although this study discovered a positive impact on perceptions of belongingness after transfer SWD experienced an individualized orientation, the investigation is not without limitations. The use of purposeful sampling reduces the ability to generalize findings. Additionally, some participants provided limited responses, even with prompting. Although the researcher invited all eligible participants, some did not respond to the call for participation. A potential remedy to this limitation could be offering small incentives in future research.

Conclusion

This study added to the literature concerning transfer SWD by exploring the influences of an individualized orientation on their perceptions of belonging. The findings showed a relationship between experiencing an individualized orientation belongingness, leading to persistence. As higher education strives to improve its support for transfer SWD, it will be imperative to understand their distinctive lived experiences, needs, and concerns while considering approaches that effectively increase university connection.

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Appendix: Interview Protocol

1. What influenced your decision to transfer to a 4-year college/university?
2. What influenced your decision to transfer to Central University?
3. Did you have a similar individualized orientation experience at another institution?
4. What types of accommodations do you utilize in the classroom?
5. Did you feel you had a clear perception of the process on how to obtain accommodations at Central University?
6. Were you comfortable with initiating the process of obtaining accommodations? If so, what made you comfortable initiating the process?
7. Do you perceive that, as a transfer student with disabilities, you have different experiences (i.e., challenges, stressors, etc.) than students who do not have disabilities? Please explain.
8. How has COVID-19 influenced your transition from community college to the university setting?
 - a. Follow-up/clarifying question: How has the transition to online/remote learning due to COVID-19 influenced you?
9. How has virtual interaction due to the recommended social distancing policies influenced your ability to connect with others?
 - a. Follow-up/clarifying question: Can you tell me more about that?
10. What is your opinion of your individualized orientation being given in a virtual format due to COVID-19?
11. What was the most influential aspect of your individualized orientation with the Office of Student Disability Services?
12. How confident (belief in your potential to accomplish specific tasks or achieve favorable outcomes in various situations) were you in your ability to be academically successful coming into the university?
13. How has experiencing the individualized orientation influenced your self-confidence (belief in your potential to accomplish specific tasks or achieve favorable outcomes in various situations)?
14. How confident (belief in your potential to accomplish specific tasks or achieve favorable outcomes in various situations) were you in your ability to complete the semester before connecting with the Office of Student Disability Services?
15. How has your experience with the individualized orientation influenced you to complete this semester?
 - a. Follow-up/clarifying question: How has your experience with the individualized orientation influenced you to complete your future semesters?
16. Has the individualized orientation contributed to a sense of belongingness for you? If so, how?