

New Student Orientation Transfer Student Orientation 2010 Summary of Final Report

Updated: 1/19/2011

Overview:

- The survey was conducted online through emailed invitations to all students who participated in the Transfer Student Orientation programs on June 28, 2010 and July 26, 2010.
- Transfer Student Orientation program was restructured for Summer 2010.
- 43% return rate with 368 respondents out of 899 invitations responding (these numbers do not include those students who attended the August Orientation).

Key Findings:

- For items/questions that were similar from 2009 to 2010, all scores increased. (Note: there was only a 14% response rate in 2009 and a 43% response rate in 2010)
- Despite the responses for each of the academic-related items going up in 2010 when compared to 2009, there is still room for improvement.
- Approximately 85% of students either strongly agreed or agreed that information provided during the Transfer Student Orientation Morning Welcome made clear the potential differences between the research mission of NC State and that of their previous institution.
- Students continue to indicate they understand the university's expectations to act with respect and civility towards others – 95.9% either strongly agreed (53.5%) or agreed (44.2%) with the statement.
- Students indicated the information received at Transfer Student Orientation better prepared them for their first semester – 85.8% either strongly agreed (35.1%) or agreed (50.7%) with the statement.

Summary and Next Steps:

- NSO will continue to hold seats in the first Transfer Orientation session for colleges/programs whose students register for classes during Orientation (Management and Agricultural Institute).
- More break-out sessions were offered this year and they were positively evaluated. This format will be kept for 2011.
- NSO will work with Office of Undergraduate Admissions, Registration and Records, and the colleges to better communicate expectations of students in locating their academic adviser and contacting the adviser prior to their attendance at Transfer Student Orientation.
- New Student Orientation will evaluate the need for specific sessions geared to non-traditional students and students with dependents, as these students represent a growing population among NC State transfer students.
- New Student Orientation will also evaluate which breakout sessions students are utilizing, while understanding which sessions students are asking for in regards to breakout sessions.
- Understanding our students' time is important, New Student Orientation will continue moving towards implementing phase two, an online component that will replace a portion of the on-campus Orientation program.

New Student Orientation Transfer Student Orientation 2010

Updated: 9/28/10

The Office of New Student Orientation (NSO) provided transfer students that attended the June 28 and July 26 Transfer Student Orientation program an opportunity to evaluate the one-day program in which they participated. Students received the surveys via email after their orientation session. The Likert scale responses used on the survey instrument provide an overview of student perception. Students had an opportunity to provide written comments on the survey in response to three questions/prompts.

New Student Orientation restructured the 2010 Transfer Student Orientation program. Significant changes were made to the university messages delivered in the morning welcome. The survey format was kept in line with the 2009 survey however new questions were added to assess the redesigned morning welcome. The survey instrument was constructed using the following 5-part Likert scale, for most responses, to rate student responses: 5 = Strongly Agree, 4 = Agree, 3 = Uncertain, 2 = Disagree, and 1 = Strongly Disagree for a majority of questions; however, a response of Not Applicable was added. Three open-ended questions were included to allow students to comment on their experiences in their own words.

This year, NSO received 386 evaluations, which represents approximately 43% of the total number of students who participated in one of the two programs and represents an increased response rate from last year (14%). Listed in Figure 1 is the return rate by specific colleges:

College	# of Students	# of Evaluations	% of College Respondents	% of All Respondents
Agricultural Institute	24	7	29.2%	1.8%
Agriculture & Life Sciences	179	89	49.7%	23.1%
Design	17	8	47.0%	2.1%
Education	21	12	57.1%	3.1%
Engineering	172	82	47.7%	21.2%
Humanities & Social Sciences	256	100	39.1%	25.9%
Management	116	49	42.2%	12.7%
Natural Resources	78	31	39.7%	8.0%
Physical & Mathematical Sciences	24	5	20.8%	1.3%
Textiles	12	3	25.0%	0.8%
Total	899	386	42.9%	100%

Figure 1: Survey Responses by College

Figure 2 shows the session attendance and return rate.

Session	# of Students	# of Respondents	% of Session Respondents	% of All Sessions Respondents
June 28, 2010	410	168	41.0%	43.5%
July 26, 2010	489	218	44.6%	56.5%
Total	899	386	42.9%	100%

Figure 2: Attendance and Response by Session

Academic Advising At NC State University

Through the New Student Orientation web site and the Transfer Student Checklist, students are encouraged to contact their academic advisers prior to attending Transfer Student Orientation. This message is also reinforced by information provided through the Office of New Student Orientation online reservation.

The survey asked students to respond to the following questions regarding their contacts and meetings with college representatives.

(Note: The average rating for all colleges excludes the “Not Applicable” response option for comparing to previous years data)

The information and advice I received from my college/department before Orientation helped me to plan my fall schedule.

- 257 students (68.7%) who responded strongly agreed (34.5%) or agreed (34.2%) that they received helpful information regarding their fall schedule before Orientation.
- 56 students (14.8%) disagreed (10.6%) or strongly disagreed (4.2%).
- The average rating for all colleges was 3.87 out of a 5-point scale.

I was satisfied with the attention I received from my college/department before coming to Orientation.

- 259 students (69.3%) who responded strongly agreed (32.4%) or agreed (36.9%) that they were satisfied with the attention they received from their college/department before Orientation.
- 52 students (13.9%) disagreed (10.4%) or strongly disagreed (3.5%).
- The average rating for all colleges was 3.86 out of a 5-point scale.

My advising session(s) at Transfer Student Orientation helped me to plan my fall schedule.

- 216 students (57.8%) who responded strongly agreed (27.3%) or agreed (30.5%) that their advising session at Orientation helped to plan their fall schedule.
- 55 students (14.7%) disagreed (7.2%) or strongly disagreed (7.5%)
- The average rating for all colleges was 3.73 out of a 5-point scale.

I was satisfied with the attention I received during my college/department advising period at Orientation.

- 266 students (71.2%) who responded strongly agreed (34.0%) or agreed (37.2%) that they were satisfied with the attention they received during the advising period at Orientation.
- 45 students (12.0%) disagreed (7.5%) or strongly disagreed (4.5%).
- The average rating for all colleges was 3.97 out of a 5-point scale.

Did you contact an adviser to discuss your fall class schedule?

- 329 students (85.2%) responded they had contacted an adviser. Of the 329 students, 46 were College of Management and Agricultural Institute students who were instructed to wait until their session for advising.
- 45 students (11.7%) did not contact an adviser. Of the 45 students, 7 were College of Management and Agricultural Institute students who were instructed to wait until their session for advising.
- 12 students (3.1%) did not provide a response.

For how many credit hours were you registered for before attending Orientation?

Credit Hours	# of Students	% of Students
0-6	169	43.8%
7-12	70	18.1%
13+	135	35.0%

For how many credit hours were you registered for after attending Orientation?

Credit Hours	# of Students	% of Students
0-6	26	6.7%
7-12	92	23.8%
13+	256	66.3%

Understanding of NC State and NC State's Community Expectations

Based on current research and benchmarking, the key messages provided during Transfer Orientation shifted to address the needs transfer students and researchers identified. Key messages addressed included:

- how the mission of a research institution affects faculty and student behavior and impacts the classroom;
- transfer shock and availability of academic resources;
- coursework differences;
- messages from a faculty members on the value of becoming involved in the classroom and meeting with faculty outside of class;
- community expectations; and
- general advice from two transfer students who have gone through the transfer process.

The community expectations messages were aligned in a similar fashion to the first-year student orientation program based on a theme versus office based. Representatives from the Office for Equal Opportunity, Student Conduct, Disability Services Office, University Police, and Office of Diversity and Inclusion coordinated their individual messages into one presentation, WolfPack Family Values, delivered during the morning welcome.

(Note: The average rating for all colleges excludes the "Not Applicable" response option for comparing to previous years data)

During the Transfer Student Orientation Morning Welcome, NC State made clear:

How the research mission of the university may be different from your previous institution.

- 318 students (86.5%) who responded either strongly agreed (42.7%) or agreed (43.8%) it was clear how the research mission of the university may differ from previous institutions.
- 8 students (2.2%) disagreed (1.1%) or strongly disagreed (1.1%).
- The average rating was 4.30 out of a 5-point scale.

How the research mission affects the classroom setting.

- 285 students (77.4%) who responded either strongly agreed (31.5%) or agreed (45.9%) it was clear how the research mission affects the classroom setting.
- 23 students (6.3%) disagreed (5.2%) or strongly disagreed (1.1%).
- The average rating was 4.04 out of a 5-point scale.

The academic challenges facing transfer students.

- 327 students (88.9%) who responded either strongly agreed (38.6%) or agreed (50.3%) the academic challenges facing transfer students were made clear.
- 15 students (4.0%) disagreed (3.5%) or strongly disagreed (0.5%).
- The average rating was 4.24 out of a 5-point scale.

The advising resources available to all students.

- 334 students (90.7%) who responded either strongly agreed (44.0%) or agreed (46.7%) the advising resources available to all students were made clear.
- 18 students (4.9%) disagreed (3.8%) or strongly disagreed (1.1%).
- The average rating was 4.29 out of a 5-point scale.

It is your responsibility to seek assistance if you are having academic concerns.

- 354 students (96.2%) who responded either strongly agreed (50.5%) or agreed (45.7%) it was clear that it is their responsibility to seek assistance if they are having academic concerns.
- 6 students (1.5%) disagreed (1.1%) or strongly disagreed (0.5%).
- The average rating was 4.45 out of a 5-point scale.

The university's expectation for students to act with respect and civility towards others.

- 353 students (95.9%) who responded either strongly agreed (53.5%) or agreed (42.4%) the university's message to act with respect and civility towards others was clear.
- 6 students (1.6%) disagreed (0.5%) or strongly disagreed (1.1%).
- The average rating was 4.47 out of a 5-point scale.

The resources available if you feel you have been unlawfully harassed.

- 314 students (85.3%) who responded either strongly agreed (41.3%) or agreed (44.0%) that the resources available were made clear.
- 15 students (4.1%) disagreed (2.2%) or strongly disagreed (1.9%).
- The average rating was 4.21 out of a 5-point scale.

The expectations of you as a member of the scholarly community.

- 337 students (91.6%) who responded either strongly agreed (43.2%) or agreed (48.4%) the expectations as member of the scholarly community were made clear.
- 8 students (2.2%) disagreed (1.1%) or strongly disagreed (1.1%).
- The average rating was 4.33 out of a 5-point scale.

The safety and security resources available to students.

- 347 students (94.3%) who responded either strongly agreed (49.5%) or agreed (44.8%) that the safety and security resources available to students were made clear.
- 7 students (1.9%) disagreed (1.1%) or strongly disagreed (0.8%).
- The average rating was 4.41 out of a 5-point scale.

General Orientation Program and Perception of Preparedness for the First Semester

(Note: The average rating for all colleges excludes the “Not Applicable” response option for comparing to previous years data)

The transfer students provided useful advice about getting involved at NC State.

- 309 students (84.7%) who responded strongly agreed (34.8%) or agreed (49.9%) the transfer students provided useful advice about getting involved at NC State.
- 15 students (4.1%) responded they disagreed (2.5%) or strongly disagreed (1.6%).
- The average rating was 4.15 out of a 5-point scale.

The Break-Out Sessions provided the opportunity to select topics of interest to me.

- 310 students (84.9%) who responded they strongly agreed (39.7%) or agreed (45.2%) the information they received at Orientation better prepared them for their first semester.
- 25 students (6.9%) responded they disagreed (4.7%) or strongly disagreed (2.2%).
- The average rating was 4.17 out of a 5-point scale.

The information I received during Transfer Student Orientation helped me feel better prepared to start my first semester at NC State.

- 313 students (85.8%) who responded they strongly agreed (35.1%) or agreed (50.7%) the information they received at Orientation better prepared them for their first semester.
- 16 students (4.4%) responded they disagreed (2.2%) or strongly disagreed (2.2%).
- The average rating was 4.15 out of a 5-point scale.

Student Comments

The comments that the students provided to open-ended questions provided the Office of New Student Orientation with useful feedback on the Transfer Student Orientation programs. There were three categories of which comments were solicited: explanations of why self-identified students did not contact an adviser to discuss their fall schedule, recommendations on how to make the advising and class registration process better, and what topics or issues students wish they had received more or more useful information about at Orientation. Summaries of comment themes are provided below.

Through various means transfer students are asked to contact their adviser, with the exception of College of Management and Agricultural Institute students who meet with their adviser during their Orientation session. Students received information from New Student Orientation encouraging them to initiate contact with their advisers for assistance in class selection and other academic issues. Students were asked if they contacted and adviser to discuss their fall schedule. The students who responded “no” (11.7%) were asked to explain why they did not contact an adviser. The three most prevalent reasons students provided for not contacting an adviser were they did not know how to contact the adviser or did not know who the adviser was, they felt comfortable finding the information on their own or had already found the information themselves, and they were told to wait until they attend Transfer Student Orientation to speak with an adviser. A small number of students did not read the expectations to contact their adviser.

Approximately two-hundred students responded (56.7%) providing recommendations to improve the advising and class registration process with more individualized attention as the most frequent response. Besides wanting more one-on-one time with an adviser, students also wanted it to be made clearer that students should contact their adviser before their session in order to register for classes before attendance at Transfer Student Orientation. Students also wanted more assistance in finding their adviser, as well as technological assistance with using the MyPack Portal system. Other recommendations reported in fewer numbers included wanting advising to occur earlier in the day, as well as having the option to register for classes while on campus with an adviser. Several students responded in the positive that the advising and registration process ran smoothly, was beneficial for the student in creating a schedule, and was a good use of their time at Transfer Student Orientation.

The final prompt students responded to (58.8%) asked them to provide topics or issues they wish they had received more, or more useful, information about during Transfer Student Orientation. The most frequent responses include issues involving living at NC State, such as transportation and parking, housing on and off campus, and financial aid and paying tuition. Academic issues, such as information regarding class registration, were also mentioned in the top tier of comments. Remaining comments include information on, career services and internships, student health services, computing resources, Veteran’s Affairs concerns, and actual campus safety issues. Of special note were comments regarding the need for sessions specifically geared towards students with families or dependents and non-traditional and commuter students. Many students stated they received useful information from different sessions; however, a number of students also asked for a larger number of breakout sessions, so they could attend more than three sessions.

Summary

The Office of New Student Orientation reviewed and revised the 2009 Transfer Student Orientation program and implemented a restructured Transfer Student Orientation program for summer 2010 based on current research, benchmarking, and Transfer Student Orientation evaluation data. A two-year process was implemented with phase one taking place in 2010. Major changes included the following: restructuring the program to better fit the needs of incoming students, align university messages based on thematic areas versus office-based messages, and identify, address, and correct transfer students placed at a disadvantage in the course registration process based on their Orientation session. All colleges, except the College of Management and Agricultural Institute, ask their students to register for classes prior to attending Transfer Student Orientation. The College of Management and Agricultural Institute

requires their students to attend Transfer Student Orientation to meet with their adviser in person before registering for courses. This places College of Management students at a disadvantage after the Transfer A session is full and students must wait until the end of July (Transfer B) to register for fall semester courses. To assist in correcting the disadvantage, New Student Orientation reserved seats for the incoming College of Management students for Transfer A session based on the expected number of incoming students. Although the College of Management had fewer total students attend the summer Transfer Student Orientation program (2010=116, 2009=133), more students attended the Transfer A session (2010=85, 2009=72).

As has been the case in previous years, students completing the survey provided a mix of both positive and negative feedback. While there were specific components of the program that students found useful, in general, students who completed the survey responded more favorably than in 2009. Given that only 14% of 2009 participants completed the survey compared to 43% in 2010, the responses must be read in the appropriate context while taking the feedback seriously as we plan revisions to the Transfer Student Orientation program.

Transfer students responded to revised questions for 2009, while the prompts were slightly changed again in 2010 to reflect the revisions to the Transfer Student Orientation program. All four prompts related to the students interactions with their college and adviser show an increase between 7.3% and 13.2% and reflect general student pleasure with the information and advice received from the college/department before Orientation to help plan their fall schedule, the attention received from their college before Orientation, the advising session at Orientation to help plan the fall schedule, and satisfaction with the attention received during the advising session. Two revamped questions asking for students' understanding of the university's expectation for students to act with respect and civility and the students' feelings of preparation for their first semester, also showed increases. Remaining questions changed from 2009 and showed an understanding of the research mission of NC State, academic challenges and resources for transfer students, as well as expectations of the campus scholarly community, resources for unlawful harassment, and safety and security resources on campus.

In addition to the electronic survey sent to all attendees, another evaluation was conducted of break-out sessions held during the morning of the June 28 and July 26 Transfer Student Orientation programs. Topic areas of the break-out sessions are determined by New Student Orientation staff and feedback from students. To better serve the students, New Student Orientation added more sessions in a conference format, so students could attend sessions of interest or need, such as a session on the MyPack Portal. New Student Orientation understands not all students need assistance with the MyPack Portal, so we provided students with options to accommodate their own needs. This year Registration and Records (session – MyPack Portal), the University Cashier's Office, Transportation, and Office of Information Technology were added to the break-out sessions while the Office of Advising Support, Information and Services (OASIS), Undergraduate Tutorial Center and Academic Writing, University Dining, University Career Center, Counseling Center (session - Time and Stress Management), and the Division of Student Affairs (session - Finding Your Place at NC State) continued their participation. These sessions are evaluated immediately after the break-out session is completed and turned in to an Orientation Counselor. With a response rate range of approximately 50% to 90% for each session, students overwhelmingly responded they either strongly agreed or agreed that the information provided in the workshop was helpful. Attendance decreased from the first to the second and thirds break-out sessions; however,

students completing the evaluation clearly found the information useful. Although some students provided additional topics of interest as noted above in the comments section, the majority of the additional topics of interest are provided either in the Break-out sessions or elsewhere in the Orientation program.

Transfer Student Orientation programs continue to present a significant challenge not only to the Office of New Student Orientation here at NC State, but to Orientation programs nationwide. The population represents a wide range of students that vary greatly on what they want and need out of an Orientation program. While it is difficult, if not impossible, to offer a program that suits the needs of every incoming transfer student, the Office of New Student Orientation restructured the Transfer Student Orientation program to align the messages with to address the needs of incoming transfer students. It is clear from student comments, New Student Orientation should work with the Office of Undergraduate Admissions, Registration and Records, and the colleges to better communicate expectations of students in locating their academic adviser and contacting the adviser prior to their attendance at Transfer Student Orientation. In looking forward to 2011, New Student Orientation will evaluate the need for specific sessions geared to non-traditional students and students with dependents, as these students represent a growing population among NC State transfer students. New Student Orientation will also evaluate which breakout sessions students are utilizing, while understanding which sessions students are asking for in regards to breakout sessions. While understanding our students' time is important, New Student Orientation will continue moving towards implementing phase two, an online component that will exempt the students from a portion of the Orientation program.

2010 Transfer Student Orientation
Overall Totals

Question		All Sessions								
(Using a 5-point scale excluding "Not Applicable" to compute the mean)		Strongly Agree (5)	Agree (4)	SA+A	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (6)	Total	Mean
3.	The information and advice I received from my college/department before Orientation helped me to plan my fall schedule.	129	128	257	50	40	16	11	374	3.87
4.	I was satisfied with the attention I received from my college/department before coming to Orientation.	121	138	259	56	39	13	7	374	3.86
5.	My advising session(s) at Transfer Student Orientation helped me to plan my fall schedule.	102	114	216	53	27	28	50	374	3.73
6.	I was satisfied with the attention I received during my college/department advising period at Orientation.	127	139	266	32	28	17	31	374	3.97
During the Transfer Student Orientation morning welcome, NC State made clear...		All Sessions								
12.	How the research mission of the university may be different from your previous institution.	157	161	318	31	4	4	11	368	4.30
13.	How the research mission affects the classroom setting.	116	169	285	53	19	4	7	368	4.04
14.	The academic challenges facing transfer students.	142	185	327	23	13	2	3	368	4.24
15.	The advising resources available to all students.	162	172	334	16	14	4	0	368	4.29
16.	It is your responsibility to seek assistance.	186	168	354	8	4	2	0	368	4.45
17.	The university's expectation for students to act with respect and civility towards others.	197	156	353	9	2	4	0	368	4.47
18.	The resources available if you feel you have been unlawfully harassed	152	162	314	37	8	7	2	368	4.21
19.	The expectations of me as a member of this scholarly community.	159	178	337	20	4	4	3	368	4.33
20.	The safety and security resources available to students.	182	165	347	13	4	3	1	368	4.41
Question		All Sessions								
21.	The transfer students provided useful advice about getting involved at NC State.	127	182	309	37	9	6	4	365	4.15
22.	The Break-out Session provided the opportunity to select topics of interest to me.	145	165	310	25	17	8	5	365	4.17
24.	The information I received during Transfer Student Orientation helped me feel better prepared to start my first semester at NC State.	128	185	313	35	8	8	1	365	4.15

2010 Transfer Student Orientation
Overall Percentages

Question		All Sessions							
(Using a 5-point scale excluding "Not Applicable" to compute the mean)		Strongly Agree (5)	Agree (4)	SA+A	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	D+SD	Not Applicable (6)
3.	The information and advice I received from my college/department before Orientation helped me to plan my fall schedule.	34.5%	34.2%	68.7%	13.3%	10.6%	4.2%	14.8%	2.9%
4.	I was satisfied with the attention I received from my college/department before coming to Orientation.	32.4%	36.9%	69.3%	15.0%	10.4%	3.5%	13.9%	1.9%
5.	My advising session(s) at Transfer Student Orientation helped me to plan my fall schedule.	27.3%	30.5%	57.8%	14.2%	7.2%	7.5%	14.7%	13.4%
6.	I was satisfied with the attention I received during my college/department advising period at Orientation.	34.0%	37.2%	71.2%	8.6%	7.5%	4.5%	12.0%	8.3%
During the Transfer Student Orientation morning welcome, NC State made clear...		All Sessions							
12.	How the research mission of the university may be different from your previous institution.	42.7%	43.8%	86.5%	8.4%	1.1%	1.1%	2.2%	3.0%
13.	How the research mission affects the classroom setting.	31.5%	45.9%	77.4%	14.4%	5.2%	1.1%	6.3%	1.9%
14.	The academic challenges facing transfer students.	38.6%	50.3%	88.9%	6.3%	3.5%	0.5%	4.0%	0.8%
15.	The advising resources available to all students.	44.0%	46.7%	90.7%	4.3%	3.8%	1.1%	4.9%	0.0%
16.	It is your responsibility to seek assistance.	50.5%	45.7%	96.2%	2.2%	1.1%	0.5%	1.6%	0.0%
17.	The university's expectation for students to act with respect and civility towards others.	53.5%	42.4%	95.9%	2.4%	0.5%	1.1%	1.6%	0.0%
18.	The resources available if you feel you have been unlawfully harassed	41.3%	44.0%	85.3%	10.1%	2.2%	1.9%	4.1%	0.5%
19.	The expectations of me as a member of this scholarly community.	43.2%	48.4%	91.6%	5.4%	1.1%	1.1%	2.2%	0.8%
20.	The safety and security resources available to students.	49.5%	44.8%	94.3%	3.5%	1.1%	0.8%	1.9%	0.3%
Question		All Sessions							
21.	The transfer students provided useful advice about getting involved at NC State.	34.8%	49.9%	84.7%	10.1%	2.5%	1.6%	4.1%	1.1%
22.	The Break-out Session provided the opportunity to select topics of interest to me.	39.7%	45.2%	84.9%	6.8%	4.7%	2.2%	6.9%	1.4%
24.	The information I received during Transfer Student Orientation helped me feel better prepared to start my first semester at NC State.	35.1%	50.7%	85.8%	9.6%	2.2%	2.2%	4.4%	0.3%

2010 Transfer Student Orientation
College Means

Question (Using a 5-point scale excluding "Not Applicable" to compute the mean)		All Sessions									
		AGI	CALS	Design	CED	COE	CHASS	MGT	CNR	PAMS	COT
3.	The information and advice I received from my college/department before Orientation helped me to plan my fall schedule.	4.14	3.72	4.00	4.33	4.14	3.86	3.22	4.39	3.80	2.50
4.	I was satisfied with the attention I received from my college/department before coming to Orientation.	4.29	3.77	4.00	4.50	4.08	3.64	3.62	4.21	4.00	3.67
5.	My advising session(s) at Transfer Student Orientation helped me to plan my fall schedule.	4.57	3.94	3.75	3.78	3.40	3.57	3.68	3.96	4.50	5.00
6.	I was satisfied with the attention I received during my college/department advising period at Orientation.	4.57	4.30	4.00	4.50	3.64	3.75	3.82	4.21	5.00	5.00
During the Transfer Student Orientation morning welcome, NC State made clear...											
		All Sessions									
12.	How the research mission of the university may be different from your previous institution.	4.17	4.36	4.25	4.82	4.31	4.18	4.16	4.41	4.60	4.50
13.	How the research mission affects the classroom setting.	4.00	4.02	4.25	4.45	3.96	4.08	3.88	4.20	3.80	4.00
14.	The academic challenges facing transfer students.	4.17	4.16	3.88	4.67	4.24	4.26	4.31	4.20	4.20	4.50
15.	The advising resources available to all students.	4.50	4.31	4.50	4.58	4.24	4.25	4.17	4.42	4.40	4.50
16.	It is your responsibility to seek assistance.	4.67	4.48	4.38	4.75	4.36	4.45	4.39	4.45	4.40	5.00
17.	The university's expectation for students to act with respect and civility towards others.	4.50	4.46	4.38	4.75	4.41	4.56	4.39	4.32	4.60	5.00
18.	The resources available if you feel you have been unlawfully harassed	4.50	4.22	4.38	4.75	4.15	4.18	4.17	4.13	4.20	5.00
19.	The expectations of me as a member of this scholarly community.	4.50	4.39	4.25	4.73	4.25	4.32	4.24	4.30	4.60	4.00
20.	The safety and security resources available to students.	4.50	4.40	4.50	4.58	4.44	4.35	4.37	4.47	4.60	5.00
Question		All Sessions									
21.	The transfer students provided useful advice about getting involved at NC State.	4.17	4.17	3.88	4.50	4.15	4.09	4.11	4.26	4.00	4.50
22.	The Break-out Session provided the opportunity to select topics of interest to me.	4.00	4.31	4.38	4.50	4.13	4.15	3.89	4.16	4.33	5.00
24.	The information I received during Transfer Student Orientation helped me feel better prepared to start my first semester at NC State.	4.17	4.10	4.13	4.50	4.12	4.20	4.02	4.19	4.20	4.50

I was satisfied with the attention I received during my afternoon college/department advising period at Orientation.

- Strongly Disagree**
- Disagree**
- Neither Agree nor Disagree**
- Agree**
- Strongly Agree**
- Not applicable**

For how many credit hours were you registered before attending Orientation?

- 0-6
- 7-12
- 13+

For how many credit hours were you registered after attending Orientation?

- 0-6
- 7-12
- 13+

Did you contact an adviser to discuss your fall class schedule?

- Yes
- No

If you answered "No" to the previous question, please explain why did you not contact an adviser?

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Please provide your thoughts on how to improve the advising and course registration process.

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During the Transfer Student Orientation Morning Welcome, NC State made clear...

How the research mission of the university may be different from your previous institution.

- Strongly Disagree**
- Disagree**
- Neither Agree nor Disagree**
- Agree**
- Strongly Agree**
- Not Applicable**

The Break-Out Sessions provided the opportunity to select topics of interest to me.

Strongly Disagree



Disagree



Neither Agree nor Disagree



Agree



Strongly Agree



Not Applicable



Thinking back on your Transfer Student Orientation experience, what topics or issues do you wish you had received more, or more useful, information about?

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.....
.....
.....

The information I received during Transfer Student Orientation helped me feel better prepared to start my first semester at NC State.

Strongly Disagree



Disagree



Neither Agree nor Disagree



Agree



Strongly Agree



Not Applicable



Providing your Unity ID is optional; however, the Office of New Student Orientation requests your Unity ID to track demographic information. Providing your Unity ID will also be used to enter you into a drawing for a \$250.00 donation to your AllCampus Account.

All of the information you give will be strictly confidential and will be reported in summary form only. Under the Family Educational Rights and Privacy Act (FERPA) your student records will be kept confidential unless you give permission for them to be released.

Please provide your Unity ID:

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