

New Student Orientation Transfer Orientation 2012 Summary of Final Report

Updated: 02/01/13

Overview:

- The survey was conducted online through emailed invitations to all students who participated in the Transfer Student Orientation programs on June 25, July 6, and July 27, 2012.
- 42% return rate with 421 respondents out of 1,013 invitations responding (these numbers do not include those students who attended the August Orientation).

Key Findings:

- For items/questions that were similar from 2011 to 2012, there were strong variances (both increasing and decreasing) across the board with strong increases in information and advice given prior to Orientation and significant decreases in what students received from the Morning Welcome.
- From 2011 to 2012, students' positive responses increased when asked about the information and attention received before and during Transfer Orientation and their satisfaction with the attention received from colleges/departments in planning their fall schedule.
- The largest decrease from 2011 to 2012 was in students indicating that Transfer Orientation made clear how the research mission affects the classroom setting – 65.9% either strongly agreed (23.7%) or agreed (42.2%) with the statement, which was down from 84.7% in 2011.
- Students indicated at virtually the same rate from 2011 to 2012 that the information received during Transfer Orientation helped them to feel better prepared to start their first semester at NC State. In 2012, 83.4% of students either strongly agreed or agreed with this statement versus 83.9% in 2011.
- Students again indicated some confusion over the academic advising and course registration process; however, a significant number of student comments indicated satisfaction with the academic advising they received.

Summary and Next Steps:

- NSO will examine the feasibility of additional breakout session time slots to increase options for students.
- NSO will look into creating programming at Transfer Orientation focused on athletics and traditions at NC State that will provide incoming transfer students tangible information on how to take advantage of opportunities on campus.
- NSO will continue to investigate opportunities and avenues to better communicate academic advising and course registration information to students to facilitate the academic advising relationship and create expectations for students entering NC State.
- New Student Orientation will refocus the delivery of messages focused on transitional issues and support contained in the Transfer Orientation Morning Welcome.

New Student Orientation Transfer Orientation 2012

Updated: 02/01/2013

The Office of New Student Orientation (NSO) provided transfer students that attended the June 25, July 6, and July 27 Transfer Orientation sessions an opportunity to evaluate the one-day program in which they participated. Students received the surveys via email after their Orientation session.

The Transfer Orientation Survey was changed slightly from 2011 to 2012 to better reflect questions from New Student Orientation on the transfer student experience prior to attending a Transfer 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 four questions/prompts. 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.

This year, NSO received 421 completed evaluations, which represents approximately 42% of the total number of students who participated in one of the three programs and represents a slight decrease in the response rate from 2011 (43%). Listed in Figure 1 is the return rate by specific colleges:

College	# of Students	# of Respondents	% of College Respondents	% of All Respondents
Agricultural Institute	18	5	27.8%	1.2%
Agriculture & Life Sciences	247	109	44.1%	25.9%
Design	18	6	33.3%	1.4%
Education	23	14	60.9%	3.3%
Engineering	183	71	38.8%	16.9%
Environmental Sciences	9	3	33.3%	0.7%
Humanities & Social Sciences	244	100	41.0%	23.8%
Poole College of Management	148	68	45.9%	16.2%
Natural Resources	73	22	30.1%	5.2%
Physical & Mathematical Sciences	36	15	41.7%	3.6%
Textiles	14	8	57.1%	1.9%
Total	1013	421	41.6%	100%

Figure 1: Survey Responses by College

Figure 2 shows the session attendance and return rate.

Session	# of Students	# of Respondents	% of Session Respondents
June 25, 2012	362	152	41.9%
July 6, 2012	307	153	49.8%
July 27, 2012	344	116	33.7%
Total	1013	421	41.6%

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 advisors prior to attending Transfer Orientation. This message is also reinforced by information provided through the Office of New Student Orientation online reservation system.

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 and reported percentages are rounded to the nearest tenth.)

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

- 337 students (80.0%) who responded strongly agreed (39.0%) or agreed (41.1%) that they received helpful information regarding their fall schedule before Orientation.
- The average rating for all colleges was 4.15 out of a 5-point scale.
- In 2011: 268 students (70.9%) who responded strongly agreed (41.5%) or agreed (29.4%) that they received helpful information regarding their fall schedule before Orientation.

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

- 321 students (76.2%) who responded strongly agreed (40.9%) or agreed (35.4%) that they were satisfied with the attention they received from their college/department before Orientation.
- The average rating for all colleges was 4.08 out of a 5-point scale.
- In 2011: 287 students (75.9%) who responded strongly agreed (41.0%) or agreed (34.9%) that they were satisfied with the attention they received from their college/department before Orientation.

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

- 243 students (57.7%) who responded strongly agreed (27.8%) or agreed (29.9%) that their advising session at Orientation helped to plan their fall schedule.
- The average rating for all colleges was 3.87 out of a 5-point scale.
- In 2011: 184 students (48.7%) who responded strongly agreed (24.3%) or agreed (24.3%) that their advising session at Orientation helped to plan their fall schedule.

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

- 306 students (72.7%) who responded strongly agreed (34.2%) or agreed (38.5%) that they were satisfied with the attention they received during the advising period at Orientation.
- The average rating for all colleges was 4.12 out of a 5-point scale.
- In 2011: 253 students (67.0%) who responded strongly agreed (36.0%) or agreed (31.0%) that they were satisfied with the attention they received during the advising period at Orientation.

Were you aware that NC State wanted you to contact your advisor prior to Orientation to discuss your fall class schedule?

- 302 students (71.7%) responded they were aware of NC State’s desire for them to contact an advisor prior to Orientation.
- Of the 46 students who were “directed not to contact their advisor”, 38 students (82.6%) were Poole College of Management students who were instructed to wait until their session for advising.
- Question was new in 2012.

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

- 305 students (72.8%) responded they had contacted an advisor. Of the 305 students, 11 were College of Management students who were instructed to wait until their session for advising.
- In 2011: 318 students (84.1%) responded they had contacted an advisor. Of the 378 students, 51 were Poole College of Management students who were instructed to wait until their session for advising.
- 17.3% (73 students) of respondents indicated they were not aware of the expectation to contact an advisor to discuss their fall class schedule.
- The most prevalent responses for students not contacting an advisor included:
 - Students were not aware of the expectation of contacting an advisor prior to their Orientation session.
 - Students were not aware of who was their advisor.
 - Students had not been assigned an advisor prior to their Orientation session.

First Semester Course Registration

Throughout the enrollment process, New Student Orientation advocates for students to complete course enrollment for their first semester at NC State prior to their attendance at Transfer Student Orientation. This message is different for those students entering the Poole College of Management.

The survey asked students to respond to the following questions regarding their course registration experience.

Are you going to be full-time (12+ credit hours) in the fall semester?

Credit Hours	# of Students	% of Students
Yes	387	93.5%
No	18	4.3%
Haven’t Decided	6	1.4%
Other	3	0.7%

If you will be enrolling for less than 12 credit hours during your first semester, please indicate the reason(s) below. (Mark all that apply.)

Statement	# of Students	% of Students
Need to Work	14	3.3%
Advised to Take Lighter Load	0	0.0%
Too Much w/ Another Big Course	0	0.0%
Courses Not Available	10	2.4%
Courses Not Needed	0	0.0%
Family Reasons	4	1.0%
To Make Better Grades	3	0.7%

Co-Op, Etc.	1	0.2%
Other	2	0.5%

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

Credit Hours	# of Students	% of Students
0 to 3	117	28.9%
4 to 6	10	2.5%
7 to 9	24	5.9%
10 to 11	14	3.5%
12 to 14	128	31.6%
15 to 17+	112	27.7%

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

Credit Hours	# of Students	% of Students
0 to 3	25	6.2%
4 to 6	8	2.0%
7 to 9	20	4.9%
10 to 11	6	1.5%
12 to 14	173	42.7%
15 to 17+	173	42.7%

**Reasons for Fewer Credit Hours than Anticipated: Full or conflicting course sections at the time of registration and issues with the transfer of courses.*

Understanding of NC State and NC State’s Community Expectations

As in 2010, the key messages provided during Transfer Student Orientation shifted to address the needs transfer students based on current research and benchmarking. Key messages addressed included:

- how the mission of a research institution affects faculty and student behavior and impacts the classroom;
- availability of academic resources, and 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

(Note: The average rating for all colleges excludes the “Not Applicable” response option for comparing to previous years data and reported percentages are rounded to the nearest tenth.)

During the Orientation Morning Welcome, NC State made clear:

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

- 293 students (72.3%) who responded either strongly agreed (28.4%) or agreed (44.0%) it was clear how the research mission of the university may differ from previous institutions.
- The average rating was 3.97 out of a 5-point scale.
- In 2011: 334 students (89.6%) who responded either strongly agreed (49.1%) or agreed (40.5%) it was clear how the research mission of the university may differ from previous institutions.

How the research mission affects the classroom setting.

- 267 students (65.9%) who responded either strongly agreed (23.7%) or agreed (42.2%) it was clear how the research mission affects the classroom setting.
- The average rating was 3.82 out of a 5-point scale.
- In 2011: 316 students (84.7%) who responded either strongly agreed (42.1%) or agreed (42.6%) it was clear how the research mission affects the classroom setting.

The academic challenges facing transfer students.

- 318 students (79.3%) who responded either strongly agreed (27.4%) or agreed (51.9%) the academic challenges facing transfer students were made clear.
- The average rating was 4.03 out of a 5-point scale.
- In 2011: 347 students (88.2%) who responded either strongly agreed (45.3%) or agreed (42.9%) the academic challenges facing transfer students were made clear.

The advising resources available to all students.

- 367 students (91.5%) who responded either strongly agreed (46.9%) or agreed (44.6%) the advising resources available to all students were made clear.
- The average rating was 4.36 out of a 5-point scale.
- In 2011: 334 students (93.0%) who responded either strongly agreed (54.4%) or agreed (38.6%) the advising resources available to all students were made clear.

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

- 377 students (94.0%) who responded either strongly agreed (55.1%) or agreed (38.9%) it was clear that it is their responsibility to seek assistance if they are having academic concerns.
- The average rating was 4.49 out of a 5-point scale.
- In 2011: 354 students (95.2%) who responded either strongly agreed (66.2%) or agreed (29.0%) it was clear that it is their responsibility to seek assistance if they are having academic concerns.

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

- 389 students (97.0%) who responded either strongly agreed (62.6%) or agreed (34.4%) the university's message to act with respect and civility towards others was clear.
- The average rating was 4.58 out of a 5-point scale.
- In 2011: 353 students (94.6%) who responded either strongly agreed (63.8%) or agreed (30.8%) the university's message to act with respect and civility towards others was clear.

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

- 336 students (83.8%) who responded either strongly agreed (42.1%) or agreed (41.6%) that the resources available were made clear.
- The average rating was 4.20 out of a 5-point scale.
- In 2011: 307 students (82.3%) who responded either strongly agreed (42.9%) or agreed (39.4%) that the resources available were made clear.

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

- 371 students (92.5%) who responded either strongly agreed (49.6%) or agreed (42.9%) the expectations as member of the scholarly community were made clear.
- The average rating 4.42 out of a 5-point scale.
- In 2011: 352 students (94.3%) who responded either strongly agreed (54.4%) or agreed (39.9%) the expectations as member of the scholarly community were made clear.

The safety and security resources available to students.

- 375 students (93.5%) who responded either strongly agreed (46.4%) or agreed (47.1%) that the safety and security resources available to students were made clear.
- The average rating was 4.38 out of a 5-point scale.
- In 2011: 347 students (92.3%) who responded either strongly agreed (54.2%) or agreed (38.1%) that the safety and security resources available to students were made clear.

Orientation Program and Perception of Preparedness for First Semester

(Note: The average rating for all colleges excludes the “Not Applicable” response option for comparing to previous years data and reported percentages are rounded to the nearest tenth.)

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

- 331 students (82.8%) who responded they strongly agreed (42.0%) or agreed (40.8%) the information they received at Orientation better prepared them for their first semester.
- The average rating was 4.18 out of a 5-point scale.
- In 2011: 315 students (84.5%) who responded they strongly agreed (49.9%) or agreed (34.6%) the information they received at Orientation better prepared them for their first semester.

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

- 326 students (83.4%) who responded they strongly agreed (34.0%) or agreed (49.4%) the information they received at Orientation better prepared them for their first semester.
- The average rating was 4.08 out of a 5-point scale.
- In 2011: 313 students (83.9%) who responded they strongly agreed (42.1%) or agreed (41.8%) the information they received at Orientation better prepared them for their first semester.

Student Comments

The comments provided by students to question prompts provided the Office of New Student Orientation with in-depth feedback on the Transfer Orientation programs and student experiences. Four categories of comments were solicited: explanations of why self-identified students registered for fewer than twelve (12) credit hours (themes listed above), explanations of why self-identified students did not contact an advisor to discuss their fall schedule (themes listed above), 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.

Recommendations to Improve Advising and Course Registration Process

Students provided many different recommendations to improve the advising and course registration process. Many students indicated satisfaction with the advising they received and their relationship with the advisor, while many also indicated their approval with the MyPack Portal registration system. Constructive recommendations included providing more information on requirements and prerequisites for courses (including the GEP categories), better communication with what is expected of students and when it is expected in regards to advising and course registration, and explaining advisor holds and how students can get them released. As in previous years, students continue to indicate the desire for more one-on-one time with academic advisors and the need for more open classes. Overwhelmingly, students indicated wanting more information on requirements and prerequisites while registering for courses.

More or More Useful Information During Transfer Orientation

The final prompt asked respondents to provide topics or issues they wish they had received more, or more useful, information about during Transfer Orientation. Approximately 43% of survey respondents answered the final prompt. The most frequent responses include topics related to student life on campus, such as technology, student involvement, athletics at State, financial information, dining options, and what is available during Wolfpack Welcome Week. Additionally, students indicated wanting more information on the MyPack Portal, besides course registration information, and tours of academic and college specific facilities. Continuing trends from previous years, students also indicated they wanted the opportunity to attend more than three breakout sessions.

Summary

In general, students who completed the survey responded more favorably to advising and course registration prompts than in 2011. However, students responded less favorably to prompts involving the Morning Welcome than in 2011. Continuing trends from the past few years, 83% of students responded “strongly agree” and “agree” regarding their preparedness to start their first semester at NC State, which is in line with previous ratings from the past three years.

Evaluation prompts remained virtually identical to 2011; however, students responded more favorably to questions regarding students’ academic advising and course registration experiences. All prompts on satisfaction with attention received and assistance in planning a course schedule increased in 2012. Prompts increased by as much as 9% in some instances and as little as 1% in others; however, increases were reported across the board with respect to the academic advising and course registration process.

In evaluation prompts on the Morning Welcome program of Transfer Orientation, results indicated a clear decrease in aspects of the program focused on the research mission of the institutions and the specific academic challenges facing transfer students. However, increases in aspects of the program covering information such as available resources if students have been harassed and for safety and security. The largest decrease (approximately 19%) from 2011 to 2012 was reported in the prompt “During the Orientation Morning Welcome, NC State made clear: how the research mission affects the classroom setting.” This provides New Student Orientation an opportunity to refocus the Morning Welcome on incorporating information on the transition issues transfer students will face when beginning at NC State. By refocusing our efforts on assisting students in understanding the research mission of the institution, as well as the challenges that are specific to the transfer student population, students can more aptly create more realistic academic expectations for their first semester at NC State.

In looking forward to 2013, New Student Orientation will examine the possibility of implementing a fourth breakout session for students to attend, while also looking into the possibility of a session related specifically to athletics and traditions at NC State. New Student Orientation will also work with welcome speakers to include intentional and consistent messaging on transitional academic issues for transfer students to be included in the Morning Welcome. Due to the nature of the academic advising and course registration process, it is imperative for New Student Orientation to continue to investigate avenues to clarify the timing of advising and registration, while also promoting realistic expectations for the advising and registration process. While New Student Orientation currently uses the Transfer Orientation website to provide information on this process, NSO should analyze the feasibility of including information in other forms to reach transfer students that may better align with their needs. Transfer Orientation also provides the reminder that New

Student Orientation must be committed to providing support for transfer students throughout the first year in order to increase transfer student success at NC State.

**Overall Evaluation Results
2012 Transfer Orientation**

Academic Information		Overall Results									
(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.	164 39.0%	173 41.1%	337 80.0%	36 8.6%	18 4.3%	11 2.6%	19 4.5%	421
4.	I was satisfied with the attention I received from my college/department before coming to Orientation.	172 40.9%	149 35.4%	321 76.2%	50 11.9%	30 7.1%	10 2.4%	10 2.4%	421	4.08	
5.	My advising session(s) at Orientation helped me to plan my fall schedule.	117 27.8%	126 29.9%	243 57.7%	70 16.6%	32 7.6%	10 2.4%	66 15.7%	421	3.87	
6.	I was satisfied with the attention I received during my college/department advising period at Orientation.	144 34.2%	162 38.5%	306 72.7%	46 10.9%	10 2.4%	11 2.6%	48 11.4%	421	4.12	
Statement		Yes	No	Directed Not to Contact	Total						
7.	Were you aware that NC State wanted you to contact your advisor prior to Orientation to discuss your fall class schedule?	302 71.7%	73 17.3%	46 10.9%	421						
8.	Did you contact an adviser to discuss your fall class schedule?	305 72.8%	70 16.7%	44 10.5%	419						
Statement		Yes	No	Haven't Decided	Other	Total					
10.	Are you going to be a full-time (12+ credit hours) in the fall semester?	387 93.5%	18 4.3%	6 1.4%	3 0.7%	414					
Statement		Need to Work	Advised Lighter Load	Too Much w/ Another Big Course	Courses Not Available	Courses Not Needed	Family Reasons	Make Better Grades	Co-Op, etc.	Other	Total
11.	If you will be enrolling for less than 12 credit hours during your first semester, please indicate the reason(s) below. (Mark all that apply.)	14 3.3%	0 0.0%	0 0.0%	10 2.4%	0 0.0%	4 1.0%	3 0.7%	1 0.2%	2 0.5%	34
Statement		0 to 3	4 to 6	7 to 9	10 to 11	12 to 14	15 to 17+	Total	Avg. Hours		
12.	For how many credit hours were you registered before attending Orientation?	117 28.9%	10-Jan 2.5%	24 5.9%	14 3.5%	128 31.6%	112 27.7%	405	9.70		
13.	For how many credit hours were you registered after attending Orientation?	25 6.2%	8 2.0%	20 4.9%	6 1.5%	173 42.7%	173 42.7%	405	13.01		

**Overall Evaluation Results
2012 Transfer Orientation**

Program Information		Overall Results								
During the Orientation Morning Welcome, NC State made clear...		Strongly Agree (5)	Agree (4)	SA + A	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (6)	Total	Mean
16.	How the research mission of the university may differ from your previous institution.	115	178	293	68	24	3	17	405	3.97
		28.4%	44.0%	72.3%	16.8%	5.9%	0.7%	4.2%		
17.	How the research mission affects the classroom setting.	96	171	267	85	28	8	17	405	3.82
		23.7%	42.2%	65.9%	21.0%	6.9%	2.0%	4.2%		
18.	The academic challenges facing transfer students.	110	208	318	55	20	1	7	401	4.03
		27.4%	51.9%	79.3%	13.7%	5.0%	0.2%	1.7%		
19.	The advising resources available to all students.	188	179	367	21	6	4	3	401	4.36
		46.9%	44.6%	91.5%	5.2%	1.5%	1.0%	0.7%		
20.	It is your responsibility to seek assistance if you are having academic concerns.	221	156	377	17	4	0	3	401	4.49
		55.1%	38.9%	94.0%	4.2%	1.0%	0.0%	0.7%		
21.	The university's expectation for students to act with respect and civility towards others.	251	138	389	4	4	2	2	401	4.58
		62.6%	34.4%	97.0%	1.0%	1.0%	0.5%	0.5%		
22.	The resources available if you feel you have been unlawfully harassed.	169	167	336	40	17	5	3	401	4.20
		42.1%	41.6%	83.8%	10.0%	4.2%	1.2%	0.7%		
23.	The expectations of me as a member of this scholarly community.	199	172	371	21	3	2	4	401	4.42
		49.6%	42.9%	92.5%	5.2%	0.7%	0.5%	1.0%		
24.	The safety and security resources available to students.	186	189	375	16	6	2	2	401	4.38
		46.4%	47.1%	93.5%	4.0%	1.5%	0.5%	0.5%		
Statement										
25.	The Break-out Sessions provided the opportunity to select topics of interest to me.	168	163	331	34	19	9	7	400	4.18
		42.0%	40.8%	82.8%	8.5%	4.8%	2.3%	1.8%		
27.	The information I received during Orientation helped me feel better prepared to start my first semester at NC State.	133	193	326	38	19	8	0	391	4.08
		34.0%	49.4%	83.4%	9.7%	4.9%	2.0%	0.0%		

**All College Means Evaluation Results
2012 Transfer Orientation**

Academic Information		All College Means											
Using a 5-point scale excluding "Not Applicable" to compute the mean		AGI	CALS	Design	CED	COE	ES	CHASS	PCOM	CNR	PAMS	COT	AVG.
3.	The information and advice I received from my college/department before Orientation helped me to plan my fall schedule.	4.40	4.22	3.83	4.07	4.16	5.00	4.11	3.95	4.33	4.36	4.33	4.15
4.	I was satisfied with the attention I received from my college/department before coming to Orientation.	4.00	4.17	3.67	3.93	4.01	5.00	4.23	3.66	4.50	4.20	4.00	4.08
5.	My advising session(s) at Orientation helped me to plan my fall schedule.	4.60	3.80	4.33	3.54	3.46	4.33	3.90	4.09	4.18	3.92	4.33	3.87
6.	I was satisfied with the attention I received during my college/department advising period at Orientation.	4.75	4.08	4.33	3.77	4.07	4.67	4.13	4.00	4.50	4.43	4.43	4.12
Program Information		All College Means											
During the Orientation Morning Welcome, NC State made clear...		AGI	CALS	Design	CED	COE	ES	CHASS	PCOM	CNR	PAMS	COT	AVG.
16.	How the research mission of the university may differ from your previous institution.	3.67	4.04	3.50	4.21	3.80	3.33	4.05	3.92	4.45	3.67	3.75	3.97
17.	How the research mission affects the classroom setting.	4.33	3.85	4.00	4.21	3.59	3.33	3.91	3.69	4.35	3.40	4.00	3.82
18.	The academic challenges facing transfer students.	4.50	4.13	3.17	3.86	4.09	3.67	4.03	3.92	4.35	3.67	3.88	4.03
19.	The advising resources available to all students.	4.50	4.46	4.33	4.36	4.33	4.67	4.31	4.23	4.62	4.33	4.13	4.36
20.	It is your responsibility to seek assistance if you are having academic concerns.	4.75	4.57	4.33	4.64	4.54	5.00	4.51	4.28	4.57	4.20	4.38	4.49
21.	The university's expectation for students to act with respect and civility towards others.	4.75	4.58	4.67	4.50	4.52	4.67	4.63	4.57	4.86	4.40	4.25	4.58
22.	The resources available if you feel you have been unlawfully harassed.	4.50	4.21	3.50	4.29	4.22	3.67	4.31	4.05	4.57	3.93	3.75	4.20
23.	The expectations of me as a member of this scholarly community.	4.75	4.49	4.33	4.50	4.29	4.00	4.49	4.34	4.57	4.33	4.00	4.42
24.	The safety and security resources available to students.	4.75	4.42	4.17	4.50	4.36	3.67	4.42	4.34	4.62	4.07	3.88	4.38
Statement													
25.	The Break-out Sessions provided the opportunity to select topics of interest to me.	4.25	4.35	4.17	4.29	4.09	3.33	4.27	4.07	4.33	3.27	3.75	4.18
27.	The information I received during Orientation helped me feel better prepared to start my first semester at NC State.	4.00	4.10	3.60	4.29	3.98	4.00	4.13	4.08	4.32	3.87	4.00	4.08