

# New Student Orientation Transfer Student Orientation 2011 Summary of Final Report

*Updated: 01/04/2012*

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## **Overview:**

- The survey was conducted online through emailed invitations to all students who participated in the Transfer Student Orientation programs on June 27, 2011 and July 25, 2011.
- 43% return rate with 370 respondents out of 852 invitations responding (these numbers do not include those students who attended the August Orientation).
- A Veteran Student breakout session was created for 2011 to better serve the needs of incoming veteran students.

## **Key Findings:**

- For items/questions that were similar from 2010 to 2011, there were strong variances (both increasing and decreasing) across the board from year to year.
- From 2010 to 2011, students' positive responses increased when asked about the information and attention received before Transfer Student Orientation. In comparison, while responses to questions about the information and attention received at Transfer Student Orientation showed decreases of 9.2% and 4.2% respectively.
- Approximately 85% of students (a 7.3% increase from 2010) either strongly agreed or agreed that information provided during the Transfer Student Orientation Morning Welcome made clear how the research mission of NC State affects the classroom setting.
- Students continue to indicate that Transfer Student Orientation made clear the academic challenges facing them as transfer students – 88.2% either strongly agreed (45.3%) or agreed (42.9%) with the statement.
- Students indicated the information received at Transfer Student Orientation made clear the advising resources available to all students – 93.0% either strongly agreed (54.4%) or agreed (38.6%) 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 (Poole College of Management).
- A wider variety of breakout sessions will be offered in 2012 with possibly more breakout session times available to students.
- NSO will continue to work with Office of Undergraduate Admissions, Registration and Records, and the colleges to better communicate and make accessible the academic advising and course registration process information to students.
- New Student Orientation will evaluate the delivery of messages contained in the Wolfpack Family Values segment of the Transfer Student Orientation Morning Welcome.
- New Student Orientation will also work with Office of Undergraduate Admissions, Registration and Records, and college partners in assisting students in their understanding of transcript evaluation, as well as degree audits and academic planning to better facilitate their academic transition to NC State.
- New Student Orientation will also look into possible academic year programming to supplement Transfer Student Orientation.

# New Student Orientation Transfer Student Orientation 2011

*Updated: 01/04/2012*

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

The Transfer Student Orientation Survey was changed from 2010 to 2011 to better reflect questions from the university community about the transfer students' expectations and experiences with advising and course registration. 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 370 completed evaluations, which represents approximately 43% of the total number of students who participated in one of the two programs and represents an equivalent response rate from 2010 (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	31	13	41.9%	3.5%
Agriculture & Life Sciences	161	83	51.6%	22.4%
Design	26	11	42.3%	3.0%
Education	37	13	35.1%	3.5%
Engineering	161	71	44.1%	19.2%
Humanities & Social Sciences	217	79	36.4%	21.4%
Management	103	50	48.5%	13.5%
Natural Resources	67	28	41.8%	7.6%
Physical & Mathematical Sciences	25	12	48.0%	3.2%
Textiles	8	4	50.0%	1.1%
Environmental Sciences	16	6	37.5%	1.6%
<b>Total</b>	<b>852</b>	<b>370*</b>	<b>42.9%</b>	<b>100%</b>

Figure 1: Survey Responses by College

Note: 370 students provided a completed evaluation; however, an additional 20 students partially completed the evaluation.

Figure 2 shows the session attendance and return rate.

Session	# of Students	# of Respondents	% of Session Respondents
June 28, 2010	421	184	43.7%
July 26, 2010	431	186	43.2%
<b>Total</b>	<b>852</b>	<b>370</b>	<b>43.4%</b>

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)

### How did you learn about your college’s academic advising process?

Credit Hours	# of Students	% of Students
Information from My College	102	27.0%
Information from NSO	94	24.8%
I Found the Information I Needed on My Own	156	41.3%
I Did Not Know Prior to Orientation	26	6.9%

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

- 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.
- 50 students (13.2%) disagreed (9.5%) or strongly disagreed (3.7%).
- The average rating for all colleges was 3.92 out of a 5-point scale.
- In 2010: 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.

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

- 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.
- 39 students (10.3%) disagreed (7.1%) or strongly disagreed (3.2%).
- The average rating for all colleges was 4.02 out of a 5-point scale.
- In 2010: 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.

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

- 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.
- 64 students (16.9%) disagreed (9.0%) or strongly disagreed (7.9%).
- The average rating for all colleges was 3.59 out of a 5-point scale.
- In 2010: 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.

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

- 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.
- 30 students (7.9%) disagreed (4.2%) or strongly disagreed (3.7%).
- The average rating for all colleges was 4.06 out of a 5-point scale.
- In 2010: 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.

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

- 318 students (84.1%) responded they had contacted an adviser. Of the 378 students, 51 were Poole College of Management students who were instructed to wait until their session for advising.
- 41 students (10.8%) did not contact an adviser. Of the 41 students, 11 were Poole College of Management students who were instructed to wait until their session for advising.
- In 2010: 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.

**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 a full-time (12+ credit hours) in the fall semester?**

Credit Hours	# of Students	% of Students
Yes	366	97.6%
No	7	1.9%
Haven't Decided	2	0.5%
Other	0	0.0%

**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	21	36.8%
Advised to Take Lighter Load	3	5.3%
Too Much w/ Another Big Course	2	3.5%
Courses Not Available	13	22.8%
Courses Not Needed	0	0.0%
Family Reasons	7	12.3%
To Make Better Grades	10	17.5%
Co-Op, Etc.	1	1.8%

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

Credit Hours	# of Students	% of Students
0 to 3	110	29.1%
4 to 6	6	1.6%
7 to 9	14	3.7%
10 to 12	51	13.5%
13 to 15	138	36.5%
16+	59	15.6%

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

Credit Hours	# of Students	% of Students
0 to 3	18	4.8%
4 to 6	5	1.3%
7 to 9	8	2.1%
10 to 12	61	16.1%
13 to 15	181	47.9%
16+	105	27.8%

**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;
- transfer shock, 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
- general advice from two transfer students who have gone through the transfer process.

(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.**

- 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.
- 6 students (1.6%) disagreed (1.3%) or strongly disagreed (0.3%).
- The average rating was 4.34 out of a 5-point scale.
- In 2010: 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.

**How the research mission affects the classroom setting.**

- 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.
- 12 students (3.2%) disagreed (3.2%) or strongly disagreed (0.0%).
- The average rating was 4.25 out of a 5-point scale.
- In 2010: 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.

**The academic challenges facing transfer students.**

- 347 students (88.2%) who responded either strongly agreed (45.3%) or agreed (42.9%) the academic challenges facing transfer students were made clear.
- 6 students (3.2%) disagreed (2.1%) or strongly disagreed (1.1%).
- The average rating was 4.32 out of a 5-point scale.
- In 2010: 327 students (88.9%) who responded either strongly agreed (38.6%) or agreed (50.3%) the academic challenges facing transfer students were made clear.

**The advising resources available to all students.**

- 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.
- 18 students (1.6%) disagreed (1.3%) or strongly disagreed (0.3%).
- The average rating was 4.41 out of a 5-point scale.
- In 2010: 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.

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

- 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.
- 6 students (0.3%) disagreed (0.0%) or strongly disagreed (0.3%).
- The average rating was 4.60 out of a 5-point scale.
- In 2010: 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.

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

- 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.
- 0 students (0.0%) disagreed (0.0%) or strongly disagreed (0.0%).
- The average rating was 4.58 out of a 5-point scale.
- In 2010: 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.

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

- 307 students (82.3%) who responded either strongly agreed (42.9%) or agreed (39.4%) that the resources available were made clear.
- 22 students (5.9%) disagreed (4.6%) or strongly disagreed (1.3%).
- The average rating was 4.21 out of a 5-point scale.
- In 2010: 314 students (85.3%) who responded either strongly agreed (41.3%) or agreed (44.0%) that the resources available were made clear.

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

- 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.
- 1 student (0.3%) disagreed (0.0%) or strongly disagreed (0.3%).
- The average rating was 4.52 out of a 5-point scale.
- In 2010: 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.

**The safety and security resources available to students.**

- 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.
- 4 students (1.1%) disagreed (0.8%) or strongly disagreed (0.3%).
- The average rating was 4.46 out of a 5-point scale.
- In 2010: 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.

**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)

**During the Morning Welcome, the transfer students provided useful advice about their experiences at NC State.**

- 298 students (79.9%) who responded strongly agreed (43.7%) or agreed (36.2%) the transfer students provided useful advice about their experiences at NC State.
- 23 students (6.2%) responded they disagreed (4.6%) or strongly disagreed (1.6%).
- The average rating was 4.25 out of a 5-point scale.
- In 2010: 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.

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

- 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.
- 22 students (5.9%) responded they disagreed (5.8%) or strongly disagreed (0.1%).
- The average rating was 4.31 out of a 5-point scale.
- In 2010: 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.

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

- 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.
- 18 students (2.1%) responded they disagreed (0.5%) or strongly disagreed (1.6%).
- The average rating was 4.14 out of a 5-point scale.
- In 2010: 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.

## Student Comments

The comments provided by students to question prompts provided the Office of New Student Orientation with in depth feedback on the Transfer Student Orientation programs. Four categories of comments were solicited: explanations of why self-identified students registered for fewer than twelve (12) credit hours, 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.

### *Registration for Fewer Credit Hours*

New Student Orientation strives to assist each student in reaching their academic goals from their acceptance at NC State to their first semester on campus. To ensure that students were able to register for the number of credit hours that suited their academic goals, New Student Orientation asked students how many credit hours they were registered for before and after attending Transfer Student Orientation. For those students were registered for fewer credit hours than anticipated, they were prompted to share the reasons for their lighter than expected course load. The two most common answers for a lighter than anticipated course load included needing courses that were already full or not being offered during their first semester, as well as the desire to not have too heavy a workload in their first semester. Students also shared that some transfer issues, such as transcripts not being processed and not knowing about placement exams, also prohibited them from taking the anticipated course load.

### *Not Contacting an Academic Adviser*

Throughout the enrollment process, transfer students are asked to contact their academic adviser, with the exception of the Poole College of Management students who meet with their adviser during their Orientation session. As students reserved their spot at Transfer Student Orientation, New Student Orientation encouraged them to contact their advisers for assistance in class selection and registration. Students were asked if they contacted and adviser to discuss their fall schedule. The students who responded “no” (9.2%) were asked to explain why they did not contact an adviser prior to attending Transfer Student Orientation. The most prevalent explanations for students not contacting an adviser included: students were instructed to wait until attending orientation or students wanted to wait to speak with an academic adviser of their own accord, students received outside help and did not need to speak with an academic adviser prior to registering for courses, and students did not have enough time between being admitted and attending orientation to contact an adviser to discuss academic concerns.

### *Recommendations to Improve Advising and Course Registration Process*

In response to the third prompt, 158 students provided recommendations to improve the advising and class registration process with the most frequent response stating that students had no problems with their advising sessions and the adviser were helpful during the process. The second largest block of responses wished for a longer advising period allowing for more one-on-one student and adviser time at Transfer Student Orientation. Compared with previous years, a larger proportion of students acknowledged having problems with restrictions and prerequisites during the advising and course registration process. Overall, the largest segment of students indicated a positive experience working with advisers to create their first semester course schedules.

### *More or More Useful Information During Transfer Student Orientation*

The final prompt asked respondents to provide topics or issues they wish they had received more, or more useful, information about during Transfer Student Orientation. Approximately 46% of survey respondents answered the final prompt. The most frequent responses include issues of

campus life at NC State, such as transportation and parking, as well as financial aid, scholarships and paying tuition. Even with many students stating their overall satisfaction with the advising process, many students would prefer more time with their advisor and registering for courses. Remaining comments include the desire for more breakout sessions, such as NC State traditions and campus employment, and the opportunity to attend more than three breakout sessions.

## Summary

Students completing the survey provided a mix of both positive and negative feedback, and while there were specific components of the program that students found useful, in general, students who completed the survey responded more favorably overall than in 2010. In response to the question regarding their preparedness to start their first semester at NC State, students who marked “strongly agree” and “agree” rose slightly from 85.8% in 2010 to 85.9% in 2011. While only the slightest of increases from 2010 to 2011, students’ responses indicate the continued assistance Transfer Student Orientation plays in their confidence in beginning their career at NC State.

Transfer students responded to similar prompts as in 2010. However, as compared to 2010, the results for questions regarding students’ academic advising and course registration varied with increases as much as 6.6% and decreases by as much as 9.2%. Students’ positive responses increased when asked about the information and attention received before Transfer Student Orientation. In comparison, students’ responses to questions about the information and attention received at Transfer Student Orientation showed decreases of 9.2% and 4.2% respectively. It is New Student Orientation’s belief these declines are directly related to the increase in students completing advising and course registration before attending Transfer Student Orientation. For 2012, New Student Orientation plans to assess these items in a different manner to ensure students are getting the information at some point in their transition.

In 2010, one of New Student Orientation’s main concerns was communication with incoming transfer students regarding their advising and course registration prior to Transfer Student Orientation; however, the results indicate that efforts to inform incoming students about the advising and course registration process proved to be effective. With 41.3% of students indicating that they found information about their college’s academic advising process on their own, it is imperative that New Student Orientation and campus partners make this information accessible for incoming students, and this should be a central focus in moving forward with transfer programs.

Results from the remaining evaluation prompts varied greatly in relation to 2010. Students reported a greater understanding of how N.C. State’s research mission may differ from previous institutions and will impact the classroom setting with these two prompts increasing 3.1% and 7.3%, respectively. However, students reported a decrease from 2010 in their understanding of our Wolfpack Family Values program with three of four prompts related to community expectations declining by a range of 1.3% to 3.0%. This provides an opportunity for New Student Orientation to work with our Wolfpack Family Values partners to review presentation content to better reflect university messages, as well as review presentation delivery to better ensure the transfer of content.

The transfer student population presents challenges and opportunities to the Office of New Student Orientation, as well as North Carolina State University as a whole. The varied experiences and needs of this population require a multifaceted approach by New Student Orientation in order to create appropriate programs that are able to meet students wherever they may be in their transition process. In looking forward to 2012, New Student Orientation will work with the

appropriate campus entities in better communicating the enrollment process to incoming transfer students. By beginning from their admission through course registration, New Student Orientation and campus partners can assist students in advising and course registration process by highlighting important policies or processes that are required of students. By working with college partners in assisting students in their understanding of transcript evaluation, as well as degree audits and academic planning, New Student Orientation can help in providing students the foundation of their advising relationship.

In looking forward to 2012, New Student Orientation will implement a breakout session specifically for non-traditional students to discuss the specific needs of this underserved population. The overall structure and timing of available breakout sessions will also be investigated to ensure the breakout sessions are meeting the needs of students in attendance. In analyzing ways to meet the needs of the transfer student population, New Student Orientation will also look into possible academic year programming to supplement Transfer Student Orientation. While understanding the confines of a traditional one-day orientation program, New Student Orientation will continue to explore the viability of “transfer year programming” at NC State.

2011 Transfer Student Orientation  
Overall Totals

Academic Information		All Colleges								
Statement		My College	NSO Info	Found Myself	I Did Not Know	Total				
14	How did you learn about your college's academic advising process?	102	94	156	26	378				
(Using a 5-point scale excluding "Not Applicable" to compute the mean)		Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (6)	Total	Mean	
15.	The information and advice I received from my college/department <b>before</b> Orientation helped me to plan my fall schedule.	157	111	46	36	14	14	378	3.92	
16.	I was satisfied with the attention I received from my college/department <b>before</b> coming to Orientation.	155	132	46	27	12	6	378	4.02	
17.	My advising session(s) at Transfer Student Orientation helped me to plan my fall schedule.	92	92	56	34	30	74	378	3.59	
18.	I was satisfied with the attention I received during my college/department advising period at Orientation.	136	117	45	16	14	50	378	4.06	
Statement		Yes	No	Haven't Decided	Other	Total				
19.	Are you going to be a full-time (12+ credit hours) in the fall semester?	366	7	2	0	375				
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.	
20	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.)	21	3	2	13	0	7	10	1	
Statement		0 to 3	4 to 6	7 to 9	10 to 12	13 to 15	16 to 17+	Total		
21.	For how many credit hours were you registered before attending Orientation?	110	6	14	51	138	59	378		
22.	For how many credit hours were you registered after attending Orientation?	18	5	8	61	181	105	378		
Statement		Yes	No	Directed Not To	Total					
24.	Did you contact an adviser to discuss your fall class schedule?	318	41	19	378					

2011 Transfer Student Orientation  
Overall Totals

Program Information		All Colleges								
During the Transfer Student Orientation morning welcome, NC State made clear...		Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (6)	Total	Mean	
27a.	How the research mission of the university may be different from your previous institution.	183	151	28	5	1	5	373	4.34	
27b.	How the research mission affects the classroom setting.	157	159	41	12	0	4	373	4.25	
27c.	The academic challenges facing transfer students.	169	160	30	8	4	2	373	4.32	
27d.	The advising resources available to all students.	203	144	17	5	1	3	373	4.41	
27e.	It is your responsibility to seek assistance.	247	108	11	0	1	6	373	4.60	
27f.	The university's expectation for students to act with respect and civility towards others.	238	115	11	0	0	9	373	4.58	
27g.	The resources available if you feel you have been unlawfully harassed.	160	147	34	17	5	10	373	4.21	
27h.	The expectations of me as a member of this scholarly community.	203	149	12	0	1	8	373	4.52	
27i.	The safety and security resources available to students.	202	142	16	3	1	9	373	4.46	
<b>Statement</b>										
28a.	During the Morning Welcome, the transfer students provided useful advice about their experiences at NC State.	163	135	47	17	6	5	373	4.25	
28b.	The Break-out Sessions provided the opportunity to select topics of interest to me.	186	129	29	19	3	7	373	4.31	
30.	The information I received during Transfer Student Orientation helped me feel better prepared to start my first semester at NC State.	157	156	40	12	6	2	373	4.14	

2011 Transfer Student Orientation  
Overall Percentages

Academic Information		All Colleges							
Statement		My College	NSO Info	Found Myself	I Did Not Know				
14	How did you learn about your college's academic advising process?	27.0%	24.8%	41.3%	6.9%				
(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)	
15	The information and advice I received from my college/department <b>before</b> Orientation helped me to plan my fall schedule.	41.5%	29.4%	70.9%	12.2%	9.5%	3.7%	3.7%	
16	I was satisfied with the attention I received from my college/department <b>before</b> coming to Orientation.	41.0%	34.9%	75.9%	12.2%	7.1%	3.2%	1.6%	
17	My advising session(s) at Transfer Student Orientation helped me to plan my fall schedule.	24.3%	24.3%	48.6%	14.8%	9.0%	7.9%	19.6%	
18	I was satisfied with the attention I received during my college/department advising period at Orientation.	36.0%	31.0%	67.0%	11.9%	4.2%	3.7%	13.2%	
Statement		Yes	No	Haven't Decided	Other				
19	Are you going to be a full-time (12+ credit hours) in the fall semester?	97.6%	1.9%	0.5%	0.0%				
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.
20	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.)	36.8%	5.3%	3.5%	22.8%	0.0%	12.3%	17.5%	1.8%
Statement		0 to 3	4 to 6	7 to 9	10 to 12	13 to 15	16 to 17+		
21	For how many credit hours were you registered before attending Orientation?	29.1%	1.6%	3.7%	13.5%	36.5%	15.6%		
22	For how many credit hours were you registered after attending Orientation?	4.8%	1.3%	2.1%	16.1%	47.9%	27.8%		
Statement		Yes	No	Directed Not To					
24	Did you contact an adviser to discuss your fall class schedule?	84.1%	10.8%	5.0%					

2011 Transfer Student Orientation  
Overall Percentages

Program Information		All Colleges						
		Strongly Agree (5)	Agree (4)	SA + A	Neither Agree nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (6)
27. During the Transfer Student Orientation morning welcome, NC State made clear...								
a.	How the research mission of the university may be different from your previous institution.	49.1%	40.5%	89.6%	7.5%	1.3%	0.3%	1.3%
b.	How the research mission affects the classroom setting.	42.1%	42.6%	84.7%	11.0%	3.2%	0.0%	1.1%
c.	The academic challenges facing transfer students.	45.3%	42.9%	88.2%	8.0%	2.1%	1.1%	0.5%
d.	The advising resources available to all students.	54.4%	38.6%	93.0%	4.6%	1.3%	0.3%	0.8%
e.	It is your responsibility to seek assistance.	66.2%	29.0%	95.2%	2.9%	0.0%	0.3%	1.6%
f.	The university's expectation for students to act with respect and civility towards others.	63.8%	30.8%	94.6%	2.9%	0.0%	0.0%	2.4%
g.	The resources available if you feel you have been unlawfully harassed.	42.9%	39.4%	82.3%	9.1%	4.6%	1.3%	2.7%
h.	The expectations of me as a member of this scholarly community.	54.4%	39.9%	94.3%	3.2%	0.0%	0.3%	2.1%
i.	The safety and security resources available to students.	54.2%	38.1%	92.3%	4.3%	0.8%	0.3%	2.4%
Statement				SA + A				
21.	During the Morning Welcome, the transfer students provided useful advice about their experiences at NC State.	43.7%	36.2%	79.9%	12.6%	4.6%	1.6%	1.3%
22.	The Break-out Sessions provided the opportunity to select topics of interest to me.	49.9%	34.6%	84.5%	7.8%	5.1%	0.8%	1.9%
24.	The information I received during Transfer Student Orientation helped me feel better prepared to start my first semester at NC State.	42.1%	41.8%	83.9%	10.7%	0.5%	1.6%	0.5%

2011 Transfer Student Orientation  
College Means

Academic Information		All Sessions											
(Using a 5-point scale excluding "Not Applicable" to compute the mean)		AGI	CALS	Design	CED	COE	ES	CHASS	PCOM	CNR	PAMS	COT	TOTAL AVG.
15.	The information and advice I received from my college/department <b>before</b> Orientation helped me to plan my fall schedule.	3.36	3.93	3.20	4.77	4.12	3.00	4.11	3.40	4.52	4.17	4.50	3.92
16.	I was satisfied with the attention I received from my college/department <b>before</b> coming to Orientation.	3.92	4.04	3.45	4.77	4.00	3.17	4.09	3.73	4.48	4.08	4.50	4.02
17.	My advising session(s) at Transfer Student Orientation helped me to plan my fall schedule.	3.54	3.57	4.64	2.67	3.11	3.17	3.48	4.02	4.17	4.00	3.00	3.58
18.	I was satisfied with the attention I received during my college/department advising period at Orientation.	4.15	4.13	4.82	4.30	3.86	3.83	3.93	4.02	4.42	4.22	3.00	4.06
Program Information		All Colleges											
During the Transfer Student Orientation morning welcome, NC State made clear...													
27a.	How the research mission of the university may be different from your previous institution.	4.38	4.43	4.11	4.69	4.39	4.00	4.39	4.35	4.19	4.50	4.25	4.34
27b.	How the research mission affects the classroom setting.	4.31	4.27	4.00	4.62	4.32	3.83	4.15	4.08	4.23	4.67	4.25	4.25
27c.	The academic challenges facing transfer students.	4.46	4.38	4.36	4.46	4.39	4.50	4.13	4.22	4.29	4.08	4.25	4.32
27d.	The advising resources available to all students.	4.46	4.61	4.36	4.58	4.32	4.00	4.44	4.53	4.32	4.58	4.25	4.41
27e.	It is your responsibility to seek assistance.	4.85	4.66	4.45	4.77	4.51	4.33	4.67	4.69	4.61	4.55	4.50	4.60
27f.	The university's expectation for students to act with respect and civility towards others.	4.62	4.67	4.50	4.69	4.58	4.33	4.69	4.56	4.58	4.64	4.50	4.58
27g.	The resources available if you feel you have been unlawfully harassed.	4.38	4.35	4.20	4.38	3.97	4.00	4.17	4.23	4.35	4.50	3.75	4.21
27h.	The expectations of me as a member of this scholarly community	4.77	4.55	4.60	4.46	4.41	4.50	4.56	4.47	4.55	4.58	4.25	4.52
27i.	The safety and security resources available to students.	4.50	4.56	4.40	4.54	4.37	4.00	4.47	4.52	4.61	4.58	4.50	4.46
Statement													
28a.	During the Morning Welcome, the transfer students provided useful advice about their experiences at NC State.	4.50	4.27	4.09	4.31	4.03	4.00	4.10	4.10	4.23	4.58	4.50	4.25
28b.	The Break-out Sessions provided the opportunity to select topics of interest to me.	4.36	4.29	4.40	4.38	4.28	4.67	4.28	4.29	4.42	4.08	4.00	4.31
30.	The information I received during Transfer Student Orientation helped me feel better prepared to start my first semester at NC State.	4.00	4.30	4.18	4.08	3.97	3.67	4.20	4.29	4.39	4.50	4.00	4.14

# Transfer Orientation Student Survey

## Transfer Orientation Student Survey

Page 1 - Heading

Please answer the following background questions about your experiences prior to NC State.

Page 1 - Question 1 - Choice - One Answer (Drop Down)

[Mandatory]

How many schools (community college, technical school, college or university) have you attended prior to NC State?

- 1
- 2
- 3
- 4
- 5
- 6+

Page 1 - Question 2 - Choice - Multiple Answers (Bullets)

[Mandatory]

What type of institution(s) have you attended prior to NC State? (Choose all that apply)

- 2-year Community College
- 2-year Technical College
- 4-year public college/university
- 4-year private college/university
- Other

Page 1 - Question 3 - Choice - One Answer (Drop Down)

[Mandatory]

What was the total number of schools you applied to for admission?

- 1
- 2
- 3
- 4
- 5
- 6+

Page 1 - Question 4 - Choice - One Answer (Drop Down)

[Mandatory]

Was NC State your:

- First choice
- Second choice
- Third choice
- Fourth or greater choice

Page 1 - Question 5 - Rating Scale - Matrix

[Mandatory]

Please answer the following questions about the admissions and financial aid process.

Very dissatisfied	Moderately dissatisfied	Neither satisfied	Moderately satisfied	Very satisfied	Not applicable
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nor  
dissatisfied

- |  |                         |                         |                         |                         |                         |                         |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| How satisfied were you with the university admissions process?   | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 |
| How satisfied were you with your departmental admissions process?  | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 |
| How satisfied were you with the university financial aid process (the process for applying for aid, not the award amount)? | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 |

Page 1 - Question 6 - Rating Scale - Matrix

[Mandatory]

Please answer the following questions on the transfer of credit from previous institutions.

- |  | Less than what I expected | About what I expected   | More than I expected    | Not applicable          |
|--|---------------------------|-------------------------|-------------------------|-------------------------|
| Was the number of your courses which actually transferred the number you were led to believe should transfer by your previous institution? | <input type="radio"/> 1   | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Was the number of your courses which actually transferred the number you were led to believe should transfer by your NC State department?  | <input type="radio"/> 1   | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |

Page 1 - Question 7 - Choice - One Answer (Bullets)

[Mandatory]

Where did you learn information about which courses should transfer from previous institutions to NC State?

- Your previous institution's website
- Your previous institution's adviser
- NC State admissions counselor
- NC State admissions website
- NC State adviser
- Other, please specify

Page 1 - Question 8 - Choice - One Answer (Drop Down)

[Mandatory]

From the time you enter NC State, how long do you intend to take to complete your bachelor's degree?

- 1 year
- 2 years
- 3 years
- 4 years
- More than 4 years
- Do not intend to complete bachelor's degree at NC State

Page 1 - Question 9 - Choice - One Answer (Bullets)

[Mandatory]

During the fall semester, where are you planning on living?

- On-campus residence hall
- Private off-campus residence close to NC State
- Off-campus with family/relatives

- Fraternity or sorority house
  - Other, please specify
- 

Page 1 - Question 10 - Choice - One Answer (Bullets)

[Mandatory]

Are you concerned about your ability to finance your education?

- Not concerned
  - Somewhat concerned
  - Very Concerned
  - Other, please specify
- 

Page 1 - Question 11 - Choice - One Answer (Drop Down)

[Mandatory]

If you are planning to work during the fall semester, how many hours per week to you plan to work for pay?

- 9 hours or less per week
- 10-15 hours per week
- 16-20 hours per week
- More than 20 hours per week
- I do not plan to work in the fall semester

Page 2 - Question 12 - Choice - One Answer (Bullets)

[Mandatory]

Which orientation date did you attend?

- June 27, 2011
- July 25, 2011

Page 2 - Question 13 - Choice - One Answer (Drop Down)

[Mandatory]

What college are you entering?

- Agricultural Institute
- College of Agriculture and Life Sciences
- College of Design
- College of Education
- College of Engineering
- College of Humanities and Social Sciences
- College of Management
- College of Natural Resources
- College of Physical and Mathematical Sciences
- College of Textiles

Page 3 - Heading

Please answer the following questions related to College Information, Academic Advising, and Course Registration.

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Page 3 - Question 14 - Choice - One Answer (Bullets)

[Mandatory]

How did you learn about your college's academic advising process?

- Information from my college

- Information from New Student Orientation
- I found the information I needed on my own
- I did not know about my college's academic advising process prior to Transfer Orientation

Page 3 - Question 15 - Rating Scale - One Answer (Horizontal)

[Mandatory]

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

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

Page 3 - Question 16 - Rating Scale - One Answer (Horizontal)

[Mandatory]

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

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not applicable
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

Page 3 - Question 17 - Rating Scale - One Answer (Horizontal)

[Mandatory]

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

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not applicable
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

Page 3 - Question 18 - Rating Scale - One Answer (Horizontal)

[Mandatory]

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
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

Page 3 - Question 19 - Choice - One Answer (Bullets)

[Mandatory]

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

- Yes
- No
- I have not decided yet
- Other, please specify

Page 3 - Question 20 - Choice - Multiple Answers (Bullets)

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.)

- Will need to work
- Was advised to carry a lighter load by my advisor
- Combination of credit hours would have been too much if I had taken another big course
- Courses wanted were not available
- Was completing degree requirements and did not need more courses
- Family responsibilities
- Want to be able to make better grades
- Participated in an internship, co-op, practicum, student teaching, or international study
- Other, please specify

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

- 0-1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17+

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

- 0-1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17+

If you were registered for fewer credit hours than anticipated, what were the reasons?

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

- Yes
- No
- N/A - I was directed not to contact an adviser by my college/department

Page 3 - Question 25 - Open Ended - Comments Box

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

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Page 3 - Question 26 - Open Ended - Comments Box

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

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Page 4 - Question 27 - Rating Scale - Matrix

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

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
How the research mission of the university may be different from your previous institution.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
How the research mission affects the classroom setting.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
The academic challenges facing transfer students.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
The advising resources available to all students.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
It is your responsibility to seek assistance if you are having academic concerns.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
The university's expectation for students to act with respect and civility towards others.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
The resources available if you feel you have been unlawfully harassed.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
The expectations of you as a member of the scholarly community.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
The safety and security resources available for students.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

Please answer the following questions about the Transfer Student Orientation program.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Not Applicable
During the Morning Welcome, the transfer students provided useful advice about their experiences at NC State.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
The Break-Out Sessions provided the opportunity to select topics of interest to me.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

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
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

If you are interested in learning more about a Transfer Student Organization, geared towards the specific needs of transfer students at NC State, please provide your name and email address. Please note: If you provide your email address, information will be sent to you via email during the fall semester.

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

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: