

New Student Orientation Transfer Orientation 2009

Evaluation as of January 20, 2010

The Office of New Student Orientation (NSO) provided transfer students that attended the July 10, July 31, or August 17 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.

The 2009 survey format was redesigned resulting in changes to the questions asked of transfer students attending one of the transfer sessions. 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 200 evaluations, which represents approximately 20% of the total number of students who participated in one of the three 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 | 26 | 6 | 24.0% | 3.0% |
| Agriculture & Life Sciences | 232 | 59 | 25.4% | 29.5% |
| Design | 14 | 0 | 0.0% | 0.0% |
| Education | 41 | 11 | 26.8% | 5.5% |
| Engineering | 149 | 26 | 17.4% | 13.0% |
| Humanities & Social Sciences | 269 | 43 | 16.0% | 21.5% |
| Management | 140 | 32 | 22.9% | 16.0% |
| Natural Resources | 82 | 13 | 15.9% | 6.5% |
| Physical & Mathematical Sciences | 26 | 7 | 26.9% | 3.5% |
| Textiles | 10 | 3 | 30.0% | 1.5% |
| Total | 989 | 200 | 20.2% | 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 |
|-----------------|---------------|------------------|--------------------------|-------------------------------|
| July 10, 2009 | 410 | 85 | 20.7% | 42.5% |
| July 31, 2009 | 452 | 91 | 20.1% | 45.5% |
| August 17, 2009 | 127 | 24 | 18.9% | 12.0% |
| Total | 989 | 200 | 20.2% | 100 |

Figure 2: Attendance and Response by Session

Academic Advising At NC State University

As part of the admissions process, students receive information from Registration and Records asking them to initiate contact with their advisers for assistance in class selection and other academic issues. This message is also reinforced by information provided through the Office of New Student Orientation online reservation system and office website.

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.

- One Hundred-Eighteen students (59%) who responded strongly agreed (31%) or agreed (28%) that they were satisfied with the information received before Orientation.
- Forty-Two students (21%) disagreed (12%) or strongly disagreed (9%).
- The average rating for all colleges was 3.63 out of a 5-point scale.

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

- One Hundred-Twenty Three students (62%) who responded strongly agreed (32%) or agreed (30%) that they were satisfied with the attention they received from their college/department before Orientation.
- Thirty-Six students (18%) disagreed (12%) or strongly disagreed (6%).
- The average rating for all colleges was 3.70 out of a 5-point scale.

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

- Ninety-Nine students (49%) who responded strongly agreed (29%) or agreed (20%) that they were satisfied with their advising at Orientation.
- Thirty-Eight students (18%) disagreed (8%) or strongly disagreed (10%).
- The average rating for all colleges was 3.59 out of a 5-point scale.

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

- One Hundred-Sixteen students (58%) who responded strongly agreed (28%) or agreed (30%) that they were satisfied with the attention they received during the advising period at Orientation.
- Twenty-Six students (14%) disagreed (8%) or strongly disagreed (6%).
- The average rating for all colleges was 3.76 out of a 5-point scale.

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

- One Hundred Sixty-Four students (82%) responded they had contacted an adviser.
- Thirty-Six students (18%) did not contact an adviser.

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

| Credit Hours | # of Students | % of Students |
|--------------|---------------|---------------|
| 0-6 | 84 | 42% |
| 7-12 | 30 | 15% |
| 13+ | 86 | 43% |

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

| Credit Hours | # of Students | % of Students |
|--------------|---------------|---------------|
| 0-6 | 24 | 12% |
| 7-12 | 43 | 22% |
| 13+ | 133 | 66% |

Understanding of NC State Community Expectations

One of the most important objectives of New Student Orientation is to communicate the expectations of NC State University to its incoming students regarding academics and interactions with other students, faculty, and visitors. The survey addressed the usefulness of the information received during Orientation on the issues of plagiarism and academic integrity, diversity, unlawful harassment, and campus safety through the following questions.

(Note: The following prompt covering three topics used a 4-part scale to rate the usefulness of information: 4 = Very Useful, 3 = Moderately Useful, 2 = Slightly Useful, and 1 = Not at All Useful)

How useful was the information you received during New Student Orientation about each of the following:

Academic Requirements

- One Hundred Sixty-One students (81%) responded the academic requirements were very useful (51%) or moderately useful (30%).
- Thirty-Six students (18%) responded slightly useful (12%) or not at all useful (6%)
- The average rating was 3.28 out of a 4-point scale.

Resources available if you feel you have been unlawfully harassed

- One Hundred Fifty-Five students (77%) responded the resources available were very useful (48%) or moderately useful (29%).
- Thirty-Three students responded slightly useful (10%) or not at all useful (7%).
- The average rating was 3.27 out of a 4-point scale.

Safety and security on campus

- One Hundred Seventy-Four students (87%) responded the safety and security information was very useful (63%) or moderately useful (24%).
- Twenty-three students (12%) responded slightly useful (8%) or not at all useful (4%)
- The average rating was 3.49 out of a 4-point scale.

(Note: The following question used the 5-part Likert scale)

New Student Orientation made clear the university's expectation for students to act with respect and civility towards others.

- One Hundred Seventy-One students (86%) who responded either strongly agreed (60%) or agreed (26%) the university's message to act with respect and civility towards others was clear.
- Five students (2%) disagreed (0%) or strongly disagreed (2%).
- The average rating was 4.43 out of a 5-point scale.

Usefulness of Information Received Regarding University Computing System and My Pack Portal

The NC State University Office of Information Technology staff provided written literature and a brief presentation that assisted students in learning how to activate their computer account, specific information on user integrity and computer use policies, and other issues related to the computing environment at NC State University. In addition, Registration and Records staff had a presentation on MyPack Portal and main components of services available to students through their website. Students were asked to respond to the following items:

(Note: The following prompt covering three topics used a 4-part scale to rate the usefulness of information: 4 = Very Useful, 3 = Moderately Useful, 2 = Slightly Useful, and 1 = Not at All Useful)

How useful was the information you received during New Student Orientation about each of the following:

Technology resources on campus

- One Hundred Sixty-Nine students (85%) who responded found the technology information session was very useful (50%) or moderately useful (35%).
- Twenty-Seven students (13%) responded slightly useful (6%) or not at all useful (7%).
- The average rating was 3.30 out of a 4-point scale.

How to use the MyPack Portal to register for classes

- One Hundred Forty-Six students (73%) who responded found the MyPack Portal session was very useful (52%) or moderately useful (21%).
- Forty students (20%) responded slightly useful (12%) or not at all useful (8%).
- The average rating was 3.25 out of a 4-point scale.

Perception of Preparedness for the First Semester

(Note: The following question used the 5-part Likert scale)

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

- One Hundred Thirty-Eight students (68%) who responded they strongly agreed (32%) or agreed (36%) the information they received at Orientation better prepared them for their first semester.
- Twenty Five students (13%) responded they disagreed (6%) or strongly disagreed (7%).
- The average rating was 3.82 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 Orientation programs. There were three categories of which comments were solicited: recommendations on how to make the advising and class registration process better, explanations of why self identified students did not contact an adviser to discuss their fall schedule, 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.

Twenty-Five students responded (2.5%) providing recommendations to improve the advising and class registration process with more individualized attention as the most frequent response (4) followed by attentive and present advisers (2) and additional time and assistance in the lab (2). Other recommendations included being provided with an open course listing (1), training on MyPack Portal (1), and contact from the college prior to Orientation (1). Several students responded in the positive that the advising and registration process ran smoothly (7) with another comment (1) that an adviser contacted the student prior to Orientation. The remaining comments were unrelated to the advising and registration process (6).

Through various means transfer students are asked to contact their adviser, with the exception of College of Management students who meet with their adviser during their Orientation session. Students received information from Registration and Records asking them to initiate contact with their advisers for assistance in class selection and other academic issues in addition to information provided to students through the Office of New Student Orientation. Students were asked if they contacted an adviser to discuss their fall schedule. The students who responded “no” (2.5%) were asked to explain why they did not contact an adviser. Reasons students provided were they did not know how to contact the adviser (4), they did contact an adviser but the adviser was not helpful (2), they knew the information already (1), the student was out of town (1), the student did not receive a response from the department (1), the student did not read the expectations to contact their adviser (1), and the student is enrolled in Agricultural Institute which has a set curriculum (1).

The final prompt students responded to (9.5%) asked them to provide topics or issues they wish they had received more or more useful information about during New Student Orientation. The most frequent responses include academic issues i.e. more advising, major requirements, expectations to use Vista prior to the first day of class, transfer credits, intercampus transfers, distance education vs. online courses (17), transportation and busing (14), more detailed tours (9), clubs and student life (9), registration process (8), athletics (4), and the library (4). In addition, several students (4) commented they were satisfied with the information they received at Orientation and had no recommendations. Remaining comments (≤ 3) include information on housing, dining and eating locations, financial aid and e-billing, career services and internships, student health services, computing resources, scholarship information, and actual campus safety issues. Two students indicated they would prefer to attend a separate Orientation program specifically for part-time and non-traditional students.

Summary

As has been the case in previous years, students completing the survey provided a mix of both positive and negative feedback. While there were components of the program that students found useful, in general, students who completed the survey responded more negatively than in previous years. Given that only 20% of participants who attended one of the three Transfer

Orientation sessions completed the survey, the responses must be read in the appropriate context while taking the feedback seriously as we plan revisions to the Transfer Orientation program.

Transfer students responded to revised questions for 2009 while only four prompts remained the same. All four prompts showed a decrease between 9.9% to 14.3% and reflect student displeasure with the information and advice received from the college/department before Orientation to help plan their fall schedule, the advising session at Orientation to help plan the fall schedule, satisfaction with the attention received during the advising session, and understanding how to register for classes at NC State. Two revamped questions, understanding the university's expectation for students to act with respect and civility towards others and the information received during New Student Orientation helped them feel better prepared to start their first semester at NC State, also showed decreases. Remaining questions similar in nature to 2008 questions, i.e. unlawful harassment, technology resources, and academic requirements had less than a one percent swing with unlawful harassment up .9%.

In addition to the electronic survey sent to all attendees, another evaluation was conducted of break-out sessions held during the morning of the two July Transfer Orientation programs. Topic areas of the break-out sessions are determined by New Student Orientation staff and feedback from students. This year the University Career Center was added to the break-out sessions while the Office of Advising Support, Information and Services (OASIS), University Dining, Counseling Center (session - Time and Stress Management), and the Division of Student Affairs (session - Finding Your Place at NC State) continued their participation. Break-out sessions are offered conference style so the students have the choice to attend any two of the above sessions which are then followed by multiple tour options and escorts to campus offices. 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 58.4% to 96.6% for each session, students responded they either strongly agreed or agreed within the range of 96.4% to 100% of the information provided in the workshop was helpful. Multiple offices scored a perfect 100% of respondents strongly agreeing the workshops were helpful, including OASIS, University Dining, Counseling Center (session – Time and Stress Management), and the University Career Center. Attendance decreased from the first to the second break-out session; 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 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 will review and revise the Transfer Orientation program in a two-year process with phase one implementation Summer 2010 (modifications to on-campus sessions) and phase two implementation Summer 2011 (anticipated online component). New Student Orientation will take into account the feedback received from this year's and past year's surveys in addition to national benchmarking and working with campus partners.

2009 Transfer Orientation
Overall Totals

| Question | | All Sessions | | | | | | | |
|--|--|----------------|-------|------|-----------|----------|-------------------|----------------|------|
| (Using a 5-point scale excluding "Not Applicable" to compute the mean) | | Strongly Agree | Agree | SA+A | Uncertain | Disagree | Strongly Disagree | Not Applicable | Mean |
| 1. | The information and advice I received from my college/department before Orientation helped me to plan my fall schedule. | 62 | 56 | 118 | 31 | 24 | 18 | 9 | 3.63 |
| 2. | I was satisfied with the attention I received from my college/department before coming to Orientation. | 63 | 60 | 123 | 38 | 23 | 13 | 3 | 3.7 |
| 3. | My advising session(s) at New Student Orientation helped me to plan my fall schedule. | 58 | 41 | 99 | 28 | 17 | 21 | 35 | 3.59 |
| 4. | I was satisfied with the attention I received during my college/department advising period at Orientation. | 56 | 60 | 116 | 36 | 15 | 11 | 22 | 3.76 |
| 5. | New Student Orientation made clear the university's expectation for students to act with respect and civility towards others. | 119 | 52 | 171 | 20 | 1 | 4 | 4 | 4.43 |
| 6. | The information I received during New Student Orientation helped me feel better prepared to start my first semester at NC State. | 65 | 73 | 138 | 36 | 11 | 14 | 1 | 3.82 |

| Question | | All Sessions | | | | | | |
|--|---|--------------|-------------------|-------|-----------------|--------------------|----------------|------|
| (Using a 4-point scale excluding "Not Applicable" to compute the mean) | | Very Useful | Moderately Useful | VU+MU | Slightly Useful | Not at All Usefull | Not Applicable | Mean |
| 7. | How useful was the information you received during New Student Orientation about each of the following: | | | | | | | |
| 7a. | Resources available if you feel you have been unlawfully harassed | 97 | 58 | 155 | 19 | 14 | 12 | 3.27 |
| 7b. | Academic requirements | 102 | 59 | 161 | 25 | 11 | 3 | 3.28 |
| 7c. | Safety and security on campus | 126 | 48 | 174 | 16 | 7 | 3 | 3.49 |
| 7d. | Technology resources on campus | 99 | 70 | 169 | 13 | 14 | 4 | 3.30 |
| 7e. | How to use MyPack Portal to register for classes | 104 | 42 | 146 | 23 | 17 | 14 | 3.25 |

2009 Transfer Orientation
Overall Percentages

| Question | | All Sessions | | | | | | | |
|--|--|----------------|-------|------|-----------|----------|-------------------|------|----------------|
| (Using a 5-point scale excluding "Not Applicable" to compute the mean) | | Strongly Agree | Agree | SA+A | Uncertain | Disagree | Strongly Disagree | D+SD | Not Applicable |
| 1. | The information and advice I received from my college/department before Orientation helped me to plan my fall schedule. | 31% | 28% | 59% | 16% | 12% | 9% | 21% | 4% |
| 2. | I was satisfied with the attention I received from my college/department before coming to Orientation. | 32% | 30% | 62% | 19% | 12% | 6% | 18% | 2% |
| 3. | My advising session(s) at New Student Orientation helped me to plan my fall schedule. | 29% | 20% | 49% | 14% | 8% | 10% | 18% | 18% |
| 4. | I was satisfied with the attention I received during my college/department advising period at Orientation. | 28% | 30% | 58% | 18% | 8% | 6% | 14% | 11% |
| 5. | New Student Orientation made clear the university's expectation for students to act with respect and civility towards others. | 60% | 26% | 86% | 10% | 0% | 2% | 2% | 2% |
| 6. | The information I received during New Student Orientation helped me feel better prepared to start my first semester at NC State. | 32% | 36% | 68% | 18% | 6% | 7% | 13% | 0% |

| Question | | All Sessions | | | | | | |
|--|---|--------------|-------------------|-------|-----------------|--------------------|-------|----------------|
| (Using a 4-point scale excluding "Not Applicable" to compute the mean) | | Very Useful | Moderately Useful | VU+MU | Slightly Useful | Not at All Usefull | SU+NU | Not Applicable |
| 7. | How useful was the information you received during New Student Orientation about each of the following: | | | | | | | |
| 7a. | Resources available if you feel you have been unlawfully harassed | 48% | 29% | 77% | 10% | 7% | 17% | 6% |
| 7b. | Academic requirements | 51% | 30% | 81% | 12% | 6% | 18% | 2% |
| 7c. | Safety and security on campus | 63% | 24% | 87% | 8% | 4% | 12% | 3% |
| 7d. | Technology resources on campus | 50% | 35% | 85% | 6% | 7% | 13% | 2% |
| 7e. | How to use MyPack Portal to register for classes | 52% | 21% | 73% | 12% | 8% | 20% | 7% |