

Consortium: Orientation and New Student Programs 2016-2017

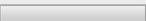
Description:

Date Created: 9/23/2016 2:53:45 PM

Date Range: 9/27/2016 12:00:00 AM - 10/22/2016 11:59:00 PM

Total Respondents: 458

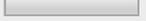
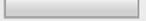
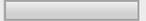
Q1. Which best describes your status at this institution?

Count	Percent		
457	99.78%		First-year student
1	0.22%		Transfer student
458	Respondents		

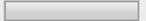
Q2. Did you attend any type of orientation or program for new students at Texas Christian University?

Count	Percent		
456	99.56%		Yes
2	0.44%		No
458	Respondents		

Q3. What prevented you from attending orientation? (Check all that apply)

Count	Percent		
0	0.00%		Did not know about orientation
0	0.00%		Did not have enough time
0	0.00%		Had to work
2	100.00%		Scheduling conflict/Previous obligation
0	0.00%		Did not think it would be worthwhile
0	0.00%		Other (please specify)
		Count	Percent
2	Respondents		

Q4. Which type of orientation best describes the orientation that you attended?

Count	Percent		
1	0.22%		Half day orientation
4	0.89%		One day orientation
31	6.90%		Multiple day orientation, but no overnight stay
413	91.98%		Multiple day orientation with an overnight stay
0	0.00%		Online orientation
0	0.00%		Other (please explain)
		Count	Percent
449	Respondents		

Q5. At what approximate point did you attend orientation?

Count	Percent		
7	1.56%		The spring before the start of this semester/quarter
377	83.96%		The summer before the start of this semester/quarter
64	14.25%		Immediately prior to the start of this semester/quarter
1	0.22%		Don't remember
449	Respondents		

Q6. How would you rate the website for orientation?

Count	Percent		
109	24.38%		Excellent
199	44.52%		Good
44	9.84%		Fair
4	0.89%		Poor
91	20.36%		Not applicable/Don't remember
447	Respondents		

Q7. How would you rate the orientation registration process?

Count	Percent		
160	35.63%		Excellent
228	50.78%		Good
44	9.80%		Fair
8	1.78%		Poor
9	2.00%		Not applicable/Don't remember
449	Respondents		

Q8. How would you rate the length of orientation?

Count	Percent		
189	42.09%		Too long
250	55.68%		Just right
7	1.56%		Too short
3	0.67%		Not applicable/Don't remember
449	Respondents		

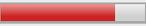
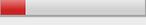
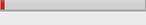
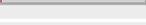
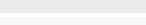
Q9. Thinking back on the orientation that you attended at your college/university, to what extent was the orientation staff . . .? - Available

Count	Percent		
324	72.97%		A great deal
97	21.85%		Considerably
19	4.28%		Moderately
3	0.68%		Slightly
1	0.23%		Not at all
444	Respondents		

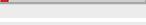
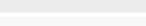
Q10. Thinking back on the orientation that you attended at your college/university, to what extent was the orientation staff . . .? - Knowledgeable

Count	Percent		
300	67.57%		A great deal
118	26.58%		Considerably
21	4.73%		Moderately
5	1.13%		Slightly
0	0.00%		Not at all
444	Respondents		

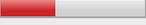
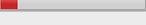
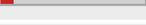
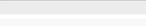
Q11. Thinking back on the orientation that you attended at your college/university, to what extent was the orientation staff . . .? - Courteous

Count	Percent		
354	79.73%		A great deal
76	17.12%		Considerably
12	2.70%		Moderately
2	0.45%		Slightly
0	0.00%		Not at all
444	Respondents		

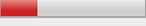
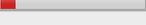
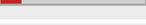
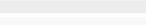
Q12. Please indicate your agreement with the following statements: - Orientation helped me to know what to expect academically at this college/university.

Count	Percent		
178	41.59%		Strongly agree
178	41.59%		Somewhat agree
40	9.35%		Neither agree nor disagree
24	5.61%		Somewhat disagree
8	1.87%		Strongly disagree
428	Respondents		

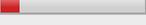
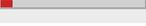
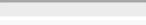
Q13. Please indicate your agreement with the following statements: - Orientation helped me to know what to expect socially at this college/university.

Count	Percent		
169	39.03%		Strongly agree
165	38.11%		Somewhat agree
51	11.78%		Neither agree nor disagree
40	9.24%		Somewhat disagree
8	1.85%		Strongly disagree
433	Respondents		

Q14. Please indicate your agreement with the following statements: - I met new people at orientation that I am still friends with.

Count	Percent		
170	39.81%		Strongly agree
109	25.53%		Somewhat agree
44	10.30%		Neither agree nor disagree
63	14.75%		Somewhat disagree
41	9.60%		Strongly disagree
427	Respondents		

Q15. Please indicate your agreement with the following statements: - At orientation, I learned about the different clubs and organizations that I could join.

Count	Percent		
154	35.90%		Strongly agree
175	40.79%		Somewhat agree
55	12.82%		Neither agree nor disagree
36	8.39%		Somewhat disagree
9	2.10%		Strongly disagree
429	Respondents		

Q16. Please indicate your agreement with the following statements: - At orientation, I learned about the different resources on campus that could help me if I am having academic concerns.

Count	Percent		
271	63.02%		Strongly agree
124	28.84%		Somewhat agree
20	4.65%		Neither agree nor disagree
9	2.09%		Somewhat disagree
6	1.40%		Strongly disagree
430	Respondents		

Q17. Please indicate your agreement with the following statements: - At orientation, I learned about the different resources on campus that could help me if I am having problems adjusting to this institution.

Count	Percent		
299	69.86%		Strongly agree
100	23.36%		Somewhat agree
18	4.21%		Neither agree nor disagree
5	1.17%		Somewhat disagree
6	1.40%		Strongly disagree
428	Respondents		

Q18. Please indicate your agreement with the following statements: - Orientation was an enjoyable experience.

Count	Percent		
147	34.35%		Strongly agree
147	34.35%		Somewhat agree
66	15.42%		Neither agree nor disagree
44	10.28%		Somewhat disagree
24	5.61%		Strongly disagree
428	Respondents		

Q19. Please indicate your agreement with the following statements: - I have a clear understanding of how to register for classes at this college/university.

Count	Percent		
188	43.72%		Strongly agree
151	35.12%		Somewhat agree
46	10.70%		Neither agree nor disagree
33	7.67%		Somewhat disagree
12	2.79%		Strongly disagree
430	Respondents		

Q20. Please indicate your agreement with the following statements: - I know what resources are available to me at this college/university if I am looking for employment.

Count	Percent		
174	40.56%		Strongly agree
170	39.63%		Somewhat agree
44	10.26%		Neither agree nor disagree
34	7.93%		Somewhat disagree
7	1.63%		Strongly disagree
429	Respondents		

Q21. Please indicate your agreement with the following statements: - I know what resources are available to me at this college/university if I have questions about housing.

Count	Percent		
216	50.35%		Strongly agree
140	32.63%		Somewhat agree
48	11.19%		Neither agree nor disagree
22	5.13%		Somewhat disagree
3	0.70%		Strongly disagree
429	Respondents		

Q22. Please indicate your agreement with the following statements: - I know what resources are available to me if I have questions about paying for college.

Count	Percent		
184	42.99%		Strongly agree
143	33.41%		Somewhat agree
56	13.08%		Neither agree nor disagree
38	8.88%		Somewhat disagree
7	1.64%		Strongly disagree
428	Respondents		

Q23. Please indicate your agreement with the following statements: - I know where all the important buildings are on campus.

Count	Percent		
208	48.48%		Strongly agree
142	33.10%		Somewhat agree
41	9.56%		Neither agree nor disagree
30	6.99%		Somewhat disagree
8	1.86%		Strongly disagree
429	Respondents		

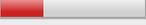
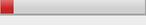
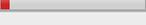
Q24. Please indicate your agreement with the following statements: - I got all of my questions answered during orientation.

Count	Percent		
169	40.14%		Strongly agree
146	34.68%		Somewhat agree
61	14.49%		Neither agree nor disagree
32	7.60%		Somewhat disagree
13	3.09%		Strongly disagree
421	Respondents		

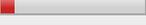
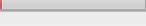
Q25. Please indicate your agreement with the following statements: - I know at least one person (faculty or staff) at this college/university that I can turn to if I have questions or concerns.

Count	Percent		
282	65.28%		Strongly agree
85	19.68%		Somewhat agree
35	8.10%		Neither agree nor disagree
17	3.94%		Somewhat disagree
13	3.01%		Strongly disagree
432	Respondents		

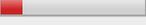
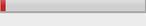
Q26. Please indicate your agreement with the following statements: - Attending orientation was a good use of my time.

Count	Percent		
229	52.89%		Strongly agree
128	29.56%		Somewhat agree
38	8.78%		Neither agree nor disagree
27	6.24%		Somewhat disagree
11	2.54%		Strongly disagree
433	Respondents		

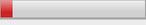
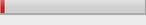
Q27. Thinking back on your orientation experience, to what extent did orientation give you useful information on . . .? - Academic requirements

Count	Percent		
240	59.26%		Significantly useful information
126	31.11%		Moderately useful information
38	9.38%		Slightly useful information
1	0.25%		No useful information
405	Respondents		

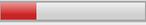
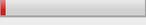
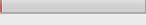
Q28. Thinking back on your orientation experience, to what extent did orientation give you useful information on . . .? - How academic advising works

Count	Percent		
169	41.73%		Significantly useful information
161	39.75%		Moderately useful information
61	15.06%		Slightly useful information
14	3.46%		No useful information
405	Respondents		

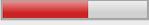
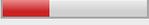
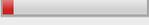
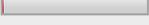
Q29. Thinking back on your orientation experience, to what extent did orientation give you useful information on . . .? - How to find information like the online schedule of courses

Count	Percent		
209	52.12%		Significantly useful information
150	37.41%		Moderately useful information
32	7.98%		Slightly useful information
10	2.49%		No useful information
401	Respondents		

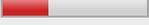
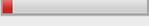
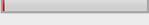
Q30. Thinking back on your orientation experience, to what extent did orientation give you useful information on . . .? - Campus support services to keep you physically and mentally fit (health, wellness, and counseling services)

Count	Percent		
289	71.71%		Significantly useful information
100	24.81%		Moderately useful information
13	3.23%		Slightly useful information
1	0.25%		No useful information
403	Respondents		

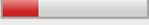
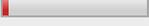
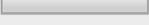
Q31. Thinking back on your orientation experience, to what extent did orientation give you useful information on . . .? - Campus activities and programs

Count	Percent		
238	59.35%		Significantly useful information
131	32.67%		Moderately useful information
30	7.48%		Slightly useful information
2	0.50%		No useful information
401	Respondents		

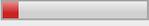
Q32. Thinking back on your orientation experience, to what extent did orientation give you useful information on . . .? - Different rules, regulations, and policies at this college/university

Count	Percent		
245	60.64%		Significantly useful information
128	31.68%		Moderately useful information
27	6.68%		Slightly useful information
4	0.99%		No useful information
404	Respondents		

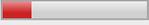
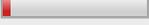
Q33. Thinking back on your orientation experience, to what extent did orientation give you useful information on . . .? - Safety and security on campus

Count	Percent		
289	71.71%		Significantly useful information
99	24.57%		Moderately useful information
15	3.72%		Slightly useful information
0	0.00%		No useful information
403	Respondents		

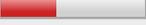
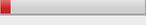
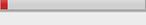
Q34. Thinking back on your orientation experience, to what extent did orientation give you useful information on . . .? - Technology resources on campus

Count	Percent		
184	45.66%		Significantly useful information
169	41.94%		Moderately useful information
45	11.17%		Slightly useful information
5	1.24%		No useful information
403	Respondents		

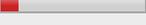
Q35. Thinking back on your orientation experience, to what extent did orientation give you useful information on . . .? - How to manage your time effectively

Count	Percent		
124	30.92%		Significantly useful information
174	43.39%		Moderately useful information
81	20.20%		Slightly useful information
22	5.49%		No useful information
401	Respondents		

Q36. Please indicate your level of agreement with the following statement: Orientation helped me feel connected to Texas Christian University.

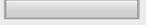
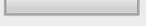
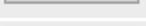
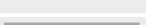
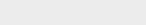
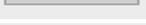
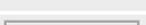
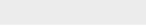
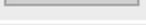
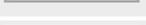
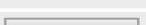
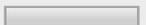
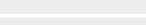
Count	Percent		
192	47.17%		Strongly agree
158	38.82%		Somewhat agree
29	7.13%		Neither agree nor disagree
19	4.67%		Somewhat disagree
9	2.21%		Strongly disagree
407	Respondents		

Q37. Overall, how would you rate the orientation program?

Count	Percent		
181	44.47%		Excellent
168	41.28%		Good
51	12.53%		Fair
7	1.72%		Poor
407	Respondents		

Q38. In thinking back on your orientation experience, are there questions that you wish had been answered?

Count	Percent	
260	100.00%	

Count	Percent	
1	0.38%	 -
1	0.38%	 ..
1	0.38%	 A better understanding of registering for classes
1	0.38%	 About he honor college
1	0.38%	 All personal questions were answered.
1	0.38%	 best study techniques
1	0.38%	 By this point I pretty much have answers to anything I may have wanted to know, but I learned more from my mom and I just going on the website than I did in the entire two-day process, so it seemed a little bit useless. The OLs were nice though, and friendly.
1	0.38%	 Everyone kept telling us about Froggy 50, but no one actually gave us the number.
1	0.38%	 Has anyone ever be nice raped on campus.
1	0.38%	 Honestly, I can't remember
1	0.38%	 How academic advising works for next semester. How to stay on track for 4 year graduation.
1	0.38%	 how can I change my class schedule?
1	0.38%	 How do I apply to get into the Nursing Program and when can I do that? How do I meet with my academic advisor?
1	0.38%	 How do i schedule classes more easily than they explained
1	0.38%	 How is rush like?
1	0.38%	 How soon we will get our academic advisors?
1	0.38%	 how to become a orientation staff advisor.
1	0.38%	 How to find my academic advisor and how campus cash and frog bucks work.
1	0.38%	 How to get as involved as possible while managing your time better.
1	0.38%	 How to manage time better
1	0.38%	 how to plan more for your future classes and requirements
1	0.38%	 How to set up advising appointments. How to register for classes on your own. How the pass/ no credit system works.

1	0.38%	<input type="text"/>	How to sign up for different clubs.
1	0.38%	<input type="text"/>	How to transfer credits from other colleges.
1	0.38%	<input type="text"/>	How would I know if a class is a semester or year-long class?
1	0.38%	<input type="text"/>	I did not have any questions then, but now I do not really know who my advisor is. Can I be told who that is so I can contact the?
1	0.38%	<input type="text"/>	I did not have this question when I attended orientation, but looking back would probably like to know more about guidelines for dropping classes during the semester and how that affects scholarships and other things.
1	0.38%	<input type="text"/>	I didn't really ask questions.
1	0.38%	<input type="text"/>	I don't know how to schedule classes on my own since they walked us through everything and even did some of it for us.
1	0.38%	<input type="text"/>	I felt like we had a lot of information repeated on the surface level especially with the alcohol, drugs, and sexual assault information, but we never went into detail on what the rules for AV's are especially if you are trying to take care of a friend who has been drinking. I also wish we would have gone over in detail, step by step, how to report sexual assault.
1	0.38%	<input type="text"/>	I felt that my academic advising and registration experiences were EXTREMELY poor. I did not feel that there were knowledgeable people available to answer my questions, help me pick the right classes, and register successfully.
1	0.38%	<input type="text"/>	I had many questions regarding the core and the classes that are required to meet the core.
1	0.38%	<input type="text"/>	I have no questions
1	0.38%	<input type="text"/>	I switched my major to undecided right before orientation, so for my advising there were a lot of undecided people. I was very frustrated because there were lots of people and only one counselor, and every time I asked what classes to take, I was told just to take my core, which I didn't know which classes were counted as core. I was very frustrated with making my schedule. Also, the technology wasn't working so they never showed my group how to use ecollege or pierson learning, when the teachers told us to use those websites I was very confused and had no clue what to talk about. It felt like since we were the last orientation no one really cared.
1	0.38%	<input type="text"/>	i think small group time could have been more 1 on 1 with our leaders vs the bigger groups. I didnt think the small group time was necessary and wouldve been more useful if we could have talked to our leaders indiv or gotten indiv tours.
1	0.38%	<input type="text"/>	I was unsure who to see about changing my major and track. The academic advisors I had been given were specific to what my declared major was, so I didn't know who to see about changing.
1	0.38%	<input type="text"/>	I wish during orientation that I could have gotten more in touch with my academic adviser.
1	0.38%	<input type="text"/>	I wish I could know more about different jobs available on campus and which ones are better in time-wise.
1	0.38%	<input type="text"/>	I wish I got more information about online classes.
1	0.38%	<input type="text"/>	I wish I had a little more information about organizations, mainly from my OLs. I thought there wasn't quite enough time to delve into those things.
1	0.38%	<input type="text"/>	I wish I had more information on what advising would be like this coming semester. I also wish I had more information about different clubs.
1	0.38%	<input type="text"/>	I wish I was given more information on what CORE classes are and which ones are good to take as a freshman.
1	0.38%	<input type="text"/>	I wish I would have asked more about how the registration for classes works second semester.
1	0.38%	<input type="text"/>	i wish i would have known more about the class structure
1	0.38%	<input type="text"/>	I wish that although all of us were not in the same majors that we would have taken another tour of the school once we had figured out what classes we would be taking, because I was still lost on campus the first day of school. I also wish that we got to meet all the orientation staff at one point so that they would at least say hello.
1	0.38%	<input type="text"/>	i wish the academic requirements would've been explained more thoroughly/in a different way
1	0.38%	<input type="text"/>	I wish the course registration process hadn't been so rushed. It felt chaotic and fairly stressful.
1	0.38%	<input type="text"/>	I wish the whole process would have been less stressful.
1	0.38%	<input type="text"/>	I wish there was an easier explanation for the academics aspect like registering for classes and learning about the core.

1	0.38%	<input type="text"/>	I wish they had focused on what classes will be like in the first semester and how to stay on top of things a little more.
1	0.38%	<input type="text"/>	I wish they had spent less time on icebreakers and had just gotten to the point. We have frog camp and frogs first - too much "get to know you" stuff is exhausting.
1	0.38%	<input type="text"/>	I wish they would have talked to us more about how big of an adjustment it is.
1	0.38%	<input type="text"/>	I would had like to know how to schedule appointments with my advisor.
1	0.38%	<input type="text"/>	I would have asked for more advice when actually registering for classes.
1	0.38%	<input type="text"/>	I would have liked to have my academic questions answered, such as how to build a schedule, and how to find classes while registering.
1	0.38%	<input type="text"/>	I would have liked to know the times Froggie 50 is in service and what day it starts for the semester.
1	0.38%	<input type="text"/>	I'm sure I did have questions at the time that went unanswered, but over time in school those questions have been resolved or forgotten.
1	0.38%	<input type="text"/>	If they were not answered in orientation, they are answered now.
1	0.38%	<input type="text"/>	Im a pre-business major and i wondered like when i get a one-on-one advising appointment
1	0.38%	<input type="text"/>	is bringing a car important
1	0.38%	<input type="text"/>	Is it possible to take 18 hours without paying extra?
1	0.38%	<input type="text"/>	it is hard to think back to 4 months ago
1	0.38%	<input type="text"/>	it was very thorough
1	0.38%	<input type="text"/>	Just more general information about what campus life is like
1	0.38%	<input type="text"/>	Just wish I knew more tricks and tips
1	0.38%	<input type="text"/>	More about how to get around More advising on schedule
1	0.38%	<input type="text"/>	more about signing up for classes and study abroad
1	0.38%	<input type="text"/>	More hands on experience with the core requirement system. What is the difference between campus cash and frog bucks?
1	0.38%	<input type="text"/>	More help on how to work the TCU website.
1	0.38%	<input type="text"/>	More information about on campus organizations but I was just directed to a website with up coming events.
1	0.38%	<input type="text"/>	more information on my academic advisor
1	0.38%	<input type="text"/>	Most of my questions were answered, but I couldn't handle all of the information.
1	0.38%	<input type="text"/>	Mostly how to maximize the resources in the library, and my.tcu.edu, and what to expect in the days after move in.
6	2.31%	<input type="text"/>	n/a
1	0.38%	<input type="text"/>	N/a
18	6.92%	<input type="text"/>	N/A
1	0.38%	<input type="text"/>	na
1	0.38%	<input type="text"/>	NEGATIVE EXPERIENCE with the lack of openings in classes offered because of attending the last session, especially with the 1-credit freshmen only class. Impossible to get in to and tried to talk to advisor but still cant get anyone to talk to me.
34	13.08%	<input type="text"/>	no
39	15.00%	<input type="text"/>	No
1	0.38%	<input type="text"/>	No I asked the questions I wanted to be answered.
1	0.38%	<input type="text"/>	No I feel like the staff did a great job going over any questions I would have!
1	0.38%	<input type="text"/>	No not really
1	0.38%	<input type="text"/>	No!
1	0.38%	<input type="text"/>	No! All questions were answered
1	0.38%	<input type="text"/>	No, all my questions were answered.
1	0.38%	<input type="text"/>	No, all of my questions were answered.
1	0.38%	<input type="text"/>	No, because I had previous experience about all info from my sister who is already at TCU.

1	0.38%	<input type="text"/>	No, I got all my questions answered.
1	0.38%	<input type="text"/>	No, my questions were answered at either orientation or frog camp.
6	2.31%	<input type="text"/>	No.
6	2.31%	<input type="text"/>	none
1	0.38%	<input type="text"/>	None
1	0.38%	<input type="text"/>	None that come to mind right now
1	0.38%	<input type="text"/>	None that I can think of, all the faculty involved in all of the orientation process did a great job!
1	0.38%	<input type="text"/>	None that I can think of.
1	0.38%	<input type="text"/>	None, all were answered
1	0.38%	<input type="text"/>	None.
2	0.77%	<input type="text"/>	nope
4	1.54%	<input type="text"/>	Nope
1	0.38%	<input type="text"/>	Nope!
1	0.38%	<input type="text"/>	nope, all of my questions were answered!
1	0.38%	<input type="text"/>	not at the time
1	0.38%	<input type="text"/>	not really
2	0.77%	<input type="text"/>	Not really
1	0.38%	<input type="text"/>	Not really other than having a better explanation for how Frog Bucks, Campus chase and transfers work
1	0.38%	<input type="text"/>	Not really!
3	1.15%	<input type="text"/>	Not really.
1	0.38%	<input type="text"/>	Not really. In general its difficult to know what questions to ask because everything is so new you don't even know what to ask about.
1	0.38%	<input type="text"/>	Not that come to mind
1	0.38%	<input type="text"/>	not that I can remember.
1	0.38%	<input type="text"/>	Not that I can think of at the moment
1	0.38%	<input type="text"/>	Not that I can think of now
1	0.38%	<input type="text"/>	Not that I can think of, no.
1	0.38%	<input type="text"/>	Not that I can think of.
1	0.38%	<input type="text"/>	Nothing specific comes to mind, just dealing with specific roommate issues and how to handle those was very useful information
1	0.38%	<input type="text"/>	P/NC options; what are they?
1	0.38%	<input type="text"/>	questions about the party scene at tcu
1	0.38%	<input type="text"/>	Still trying to figure things out so possibly, however, I do not have a specific example.
1	0.38%	<input type="text"/>	Study abroad
1	0.38%	<input type="text"/>	Technology help and academic advising
1	0.38%	<input type="text"/>	The size of the school
1	0.38%	<input type="text"/>	The workload of college right off the bat
1	0.38%	<input type="text"/>	There are not.
1	0.38%	<input type="text"/>	There was a lot of useful information given to parents about financial aid and other policies that I wish was communicated to the students
1	0.38%	<input type="text"/>	There was no need for overnight stay. Cut to the point and just have students sign up for classes.
1	0.38%	<input type="text"/>	There was too much information in too short a time. Slow it down; give us time to breathe and sleep. Give each student an individual, one-on-one session to register for classes with someone who actually knows what they're doing. There was a lot of focus placed on the "R U Okay" program and others like it, which are important programs, but I feel that other valuable information was neglected because of it. Much of the information I received was

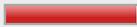
vague and therefore unhelpful, such as the session about TCU's course credits, which talked more about the ideals behind the system than the mechanics of the system itself. Frog Camp and reading the Student Handbook did as much or more for my adjustment and resource knowledge than Orientation did.

1	0.38%	<input type="text"/>	There wasn't a ton of telling where all the building locations were.
1	0.38%	<input type="text"/>	they answered all my questions
1	0.38%	<input type="text"/>	What are the best places to study?
1	0.38%	<input type="text"/>	What classes are recommended for freshman to take?
1	0.38%	<input type="text"/>	What to do if the class you want is full
1	0.38%	<input type="text"/>	What would my leaders have done differently their freshman year with signing up for classes
1	0.38%	<input type="text"/>	Where can I go to get advising for my major?
1	0.38%	<input type="text"/>	Where the academic advising office is.
1	0.38%	<input type="text"/>	Where the important buildings are besides the mental health/counseling center and the BLUU.
1	0.38%	<input type="text"/>	Where to find the info for before orientation
1	0.38%	<input type="text"/>	Where to go if you are struggling academically? Where to go to look for job openings? Where to sign up for clubs? Where to get involved on campus?
1	0.38%	<input type="text"/>	Who do I talk to If I am struggling with classes? How do I get involved in clubs after the club fair happened?
1	0.38%	<input type="text"/>	Who is my academic advisor? Do I have one yet?
1	0.38%	<input type="text"/>	Who is my specific academic advisor?
1	0.38%	<input type="text"/>	yes
3	1.15%	<input type="text"/>	Yes
1	0.38%	<input type="text"/>	YES! How to use meal card swipes
1	0.38%	<input type="text"/>	Yes, but now that I am on campus they have been answered!
1	0.38%	<input type="text"/>	Yes, but specific questions that weren't relevant to most students.
1	0.38%	<input type="text"/>	Yes. I want to know about how can I double major in Marketing and Strategic Communications. Because I know it is complicated, due to the different schools they belong to.
1	0.38%	<input type="text"/>	Yes. I wish someone would have advised me carefully when picking my schedule.

260 Respondents

Q39. What were the most useful parts of orientation?

Count Percent

294 100.00% 

Count	Percent		
1	0.34%	<input type="text"/>	The advisors helped me decide on classes
1	0.34%	<input type="text"/>	- Small group discussions
3	1.02%	<input type="text"/>	Academic advising
1	0.34%	<input type="text"/>	Academic Advising
1	0.34%	<input type="text"/>	academic advising part
1	0.34%	<input type="text"/>	Academic advising to learn how to sign up for classes
1	0.34%	<input type="text"/>	Academic Information
1	0.34%	<input type="text"/>	Academic requirement explanations
1	0.34%	<input type="text"/>	Academic selection
1	0.34%	<input type="text"/>	advising
1	0.34%	<input type="text"/>	advising to help make the schedule, make me more comfortable for the year
1	0.34%	<input type="text"/>	Advisor meetings to set up schedules

1	0.34%	<input type="checkbox"/>	All
1	0.34%	<input type="checkbox"/>	all of it
1	0.34%	<input type="checkbox"/>	All of it
1	0.34%	<input type="checkbox"/>	All the information given to us about resources on campus and what to expect throughout the year.
1	0.34%	<input type="checkbox"/>	anything but small group time. I got more information from the large lectures about security and academic requirements for the CORE, not to be confused with academic advising time, which only confused me more when I went to visit with my advisor. The person that helped me form a tentative schedule did not know what my required classes were and I had to completely change my schedule by the time I met with my advisor later that day.
1	0.34%	<input type="checkbox"/>	Available resources
1	0.34%	<input type="checkbox"/>	Being able to get a feel for the campus
1	0.34%	<input type="checkbox"/>	Being able to talk in small groups and meet new people
1	0.34%	<input type="checkbox"/>	Being able to talk to current students about how they adjusted to life at this university.
1	0.34%	<input type="checkbox"/>	being away from my parents during this time in order to figure things out myself
1	0.34%	<input type="checkbox"/>	Being introduced to my Honors councilor and understanding how the program works.
1	0.34%	<input type="checkbox"/>	building my schedule with advisors
1	0.34%	<input type="checkbox"/>	Campus resources part.
1	0.34%	<input type="checkbox"/>	Choosing classes
1	0.34%	<input type="checkbox"/>	class registration
1	0.34%	<input type="checkbox"/>	Class registration
1	0.34%	<input type="checkbox"/>	Class registration and FROGS
1	0.34%	<input type="checkbox"/>	Class registration Honors meeting
1	0.34%	<input type="checkbox"/>	Class requirements. Facility information.
2	0.68%	<input type="checkbox"/>	Class scheduling
1	0.34%	<input type="checkbox"/>	class seccion
1	0.34%	<input type="checkbox"/>	Completing the schedule.
1	0.34%	<input type="checkbox"/>	constantly walking around and navigating
1	0.34%	<input type="checkbox"/>	discussing different courses with advisors on how to best meet my requirements as a student as well as within my major
1	0.34%	<input type="checkbox"/>	Discussion of Core and Honors Requirements and the Advising Guides and Pre-Health Information session
1	0.34%	<input type="checkbox"/>	Eating and hanging out in small groups
2	0.68%	<input type="checkbox"/>	everything
1	0.34%	<input type="checkbox"/>	Everything was useful.
1	0.34%	<input type="checkbox"/>	Explaining academic requirements
1	0.34%	<input type="checkbox"/>	exploring the campus
1	0.34%	<input type="checkbox"/>	faculty
1	0.34%	<input type="checkbox"/>	Figuring out how to register for classes.
1	0.34%	<input type="checkbox"/>	For sure registering for classes.
1	0.34%	<input type="checkbox"/>	getting a feel for the campus
1	0.34%	<input type="checkbox"/>	Getting acclimated to campus
1	0.34%	<input type="checkbox"/>	getting my classes and getting a better feeling/understanding for the campus
1	0.34%	<input type="checkbox"/>	Getting to know everything that TCU offers, from academic advising to social events to health.
1	0.34%	<input type="checkbox"/>	Getting to know other students
1	0.34%	<input type="checkbox"/>	getting to know others
2	0.68%	<input type="checkbox"/>	Getting to know people

1	0.34%	<input type="checkbox"/>	Getting to know the campus
1	0.34%	<input type="checkbox"/>	Getting to know the campus better and learn about different things
1	0.34%	<input type="checkbox"/>	Getting to know the campus better helped me be less stressed for the first day of school.
1	0.34%	<input type="checkbox"/>	Getting to know the people
1	0.34%	<input type="checkbox"/>	getting to know your peers and walking around campus to learn the layout. Also how to choose your classes
1	0.34%	<input type="checkbox"/>	getting to meet people
1	0.34%	<input type="checkbox"/>	Getting to spend the night and get a feel for like what a college day is like.
1	0.34%	<input type="checkbox"/>	Getting used to dorm room
1	0.34%	<input type="checkbox"/>	GOFROGS
1	0.34%	<input type="checkbox"/>	Going through classes
1	0.34%	<input type="checkbox"/>	Having help creating a schedule and navigating campus.
1	0.34%	<input type="checkbox"/>	Having the orientation leaders to answer any questions we had
1	0.34%	<input type="checkbox"/>	Help registering for classes and an introduction to resources on campus.
1	0.34%	<input type="checkbox"/>	Honestly, probably the mental health portion where they helped new kids adjust by small group times. Also, actually enrolling in classes. Otherwise, it felt like a waste of time, personally. A lot of it felt like repeat information, but that might be good for those who couldn't find it.
1	0.34%	<input type="checkbox"/>	How to register and getting to know advisor
1	0.34%	<input type="checkbox"/>	How to register for classes, how to use mytcu, and the important phone numbers for an emergency or help
1	0.34%	<input type="checkbox"/>	How to register for classes.
1	0.34%	<input type="checkbox"/>	How to schedule classes, how and where to spend your free time, academic counseling
1	0.34%	<input type="checkbox"/>	I appreciated the talks about resources and also the student activities fair. FROGS was also very impactful, reminding me that it's okay if it isn't all ups.
1	0.34%	<input type="checkbox"/>	I enjoyed hearing from a current TCU professor. Also, travelling with a small group was helpful because it made it easy to meet people.
1	0.34%	<input type="checkbox"/>	I got a lot of information about classes, how to register, and various facts about all the clubs and activities that I could get involved in at TCU. The OLs also gave really great personal advice and tips that they thought would be helpful.
1	0.34%	<input type="checkbox"/>	I got to experience what it would be like to live in a dorm and start to become more familiar with the different buildings on campus.
1	0.34%	<input type="checkbox"/>	I got to know the university and I felt connected to most of the people
1	0.34%	<input type="checkbox"/>	I got to room and actually socialize more than a few minutes with someone who was going to the same school as me
1	0.34%	<input type="checkbox"/>	I liked free time and getting to know people in my class out of a classroom top setting.
1	0.34%	<input type="checkbox"/>	I liked having the professor talk to us about what they expected. It helped me to get a real account of what I was getting into academically.
1	0.34%	<input type="checkbox"/>	I liked how other students who have experiences here at TCU, shared with us their struggles, their achievements, and basically all of what they have been through their past years. I liked how most of orientation was given by students our age range, rather than teachers.
1	0.34%	<input type="checkbox"/>	I liked meeting new people.
1	0.34%	<input type="checkbox"/>	I liked that we had small groups but weren't always with them. It was nice to have a group of people to get to know better but also experience lectures and speeches with a bigger group of people.
1	0.34%	<input type="checkbox"/>	I liked the private time we had with our small groups and OL's. It was great to have that time where you could talk to the OL's without a ton of people.
1	0.34%	<input type="checkbox"/>	I liked the small group sessions with our orientation leaders when we could ask specific questions.
1	0.34%	<input type="checkbox"/>	I loved my OL's and meeting people. The small sessions where we learned about different ways to get involved on campus were also great!
1	0.34%	<input type="checkbox"/>	I met a couple people that are still my friends

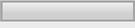
1	0.34%	<input type="text"/>	I most enjoyed the parts where we had information sessions that weren't too long but were very helpful. I also really appreciated the time we were given to meet new people and hang out to build relationships, like sleeping overnight in the dorms.
1	0.34%	<input type="text"/>	I really enjoyed my group time! I met a couple of great friends out of orientation and it was awesome seeing familiar faces
1	0.34%	<input type="text"/>	I think learning about all of the different services or resources on campus was the most helpful.
1	0.34%	<input type="text"/>	I think that the more personal parts of orientation with personal stories and college experiences were helpful .
1	0.34%	<input type="text"/>	I think the explanation of the core curriculum session was the most informational and useful part of orientation.
1	0.34%	<input type="text"/>	i think the parts teaching us about building a community that respects each other is vital and everyone needed to hear it.
1	0.34%	<input type="text"/>	I was able to meet a lot of new people and I felt well prepared to start at TCU
1	0.34%	<input type="text"/>	I would say the most useful parts of orientation were the large sessions with the heads of certain departments on stage to answer questions and give an overview of their organization's role.
1	0.34%	<input type="text"/>	Info sessions with our particular major and first year academic requirements.
1	0.34%	<input type="text"/>	Information sessions about campus resources.
1	0.34%	<input type="text"/>	It's been a long time since I was at orientation so it's difficult for me to remember exactly what all we did
1	0.34%	<input type="text"/>	Knowing how to get around campus and how to sign up online for classes
1	0.34%	<input type="text"/>	Knowing the core requirements.
1	0.34%	<input type="text"/>	Leaders.
1	0.34%	<input type="text"/>	Learning about all the resources on campus.
1	0.34%	<input type="text"/>	Learning about available resources on campus.
1	0.34%	<input type="text"/>	Learning about different resources on campus.
1	0.34%	<input type="text"/>	Learning about how grades work.
1	0.34%	<input type="text"/>	Learning about resources
1	0.34%	<input type="text"/>	Learning about the resources available to us when we need help
1	0.34%	<input type="text"/>	Learning about the school and how the school year is going to play out, and hearing stories from the current students and their experiences with certain aspects of TCU to make you feel more comfortable.
1	0.34%	<input type="text"/>	learning about the tcu core
1	0.34%	<input type="text"/>	Learning about which classes to take in order to fulfill the core credits
1	0.34%	<input type="text"/>	Learning all of the important buildings
1	0.34%	<input type="text"/>	Learning how to access the student center and talking to professors and advisers in my Major
1	0.34%	<input type="text"/>	Learning how to register for classes online Learning about the different organizations on campus Learning about the campus in general
1	0.34%	<input type="text"/>	Learning more about the requirements for my degree.
1	0.34%	<input type="text"/>	Learning most of the layout of campus.
1	0.34%	<input type="text"/>	Learning what classes to sign up for.
1	0.34%	<input type="text"/>	Learning where everything was
1	0.34%	<input type="text"/>	Lectures by staff; it was all so packed its hard to recall details.
1	0.34%	<input type="text"/>	Lectures with majors
1	0.34%	<input type="text"/>	Listening in on different presentations
1	0.34%	<input type="text"/>	Lots of info
1	0.34%	<input type="text"/>	lunch breaks because i got to hang out with people i knew
1	0.34%	<input type="text"/>	Making friends and connecting socially
		<input type="text"/>	

1	0.34%	<input type="text"/>	Making friends.
1	0.34%	<input type="text"/>	Making my schedule
1	0.34%	<input type="text"/>	making my schedule talking to my advisor
1	0.34%	<input type="text"/>	meeting advisors
1	0.34%	<input type="text"/>	Meeting new people and seeing the basics on how to live life on campus.
1	0.34%	<input type="text"/>	meeting people
1	0.34%	<input type="text"/>	Meeting people and understanding the school.
1	0.34%	<input type="text"/>	Meeting people!
1	0.34%	<input type="text"/>	Meeting the OLs and now seeing their faces on campus.
1	0.34%	<input type="text"/>	Meeting upperclassmen who have already gone through these experiences helped me see what it should look like going forward.
1	0.34%	<input type="text"/>	meeting with advisors
1	0.34%	<input type="text"/>	Meeting with department head
1	0.34%	<input type="text"/>	Meeting with my engineering advisers to build my schedule for the semester
1	0.34%	<input type="text"/>	Meeting with our department advisors and getting an overview of course requirements
1	0.34%	<input type="text"/>	Meeting with the Neely advisors
1	0.34%	<input type="text"/>	my OLs
1	0.34%	<input type="text"/>	My orientation leaders
1	0.34%	<input type="text"/>	My orientation leaders, and academic advising
3	1.02%	<input type="text"/>	n/a
1	0.34%	<input type="text"/>	N/A
1	0.34%	<input type="text"/>	No one was out asaide everyone was valued
1	0.34%	<input type="text"/>	Orientation Leaders
1	0.34%	<input type="text"/>	Orientation was good for academics but frog camp got me more connected to the community and made TCU feel more like home.
1	0.34%	<input type="text"/>	outling the core
1	0.34%	<input type="text"/>	Personal advising time with advisors to set up my schedule for Fall of 2016, I also enjoyed the activities fair.
1	0.34%	<input type="text"/>	Picking classes
1	0.34%	<input type="text"/>	Picking classes, and the free time because it allowed me to meet people
1	0.34%	<input type="text"/>	Probably the Common Reading!
1	0.34%	<input type="text"/>	Receiving information that'll help us with our freshman year
1	0.34%	<input type="text"/>	Recourses
1	0.34%	<input type="text"/>	Register for my classes
1	0.34%	<input type="text"/>	registering for class
2	0.68%	<input type="text"/>	registering for classes
3	1.02%	<input type="text"/>	Registering for classes
1	0.34%	<input type="text"/>	REgistering for classes
1	0.34%	<input type="text"/>	registering for classes and seeing how to drop and add
1	0.34%	<input type="text"/>	Registering for classes
1	0.34%	<input type="text"/>	Registering for classes, but this was not a painless process. It would have helped me to have time, one-one-one, with an adviser that knew what they were doing and was willing to take the time to explain the system and answer questions.
1	0.34%	<input type="text"/>	Registering for classes.
1	0.34%	<input type="text"/>	Registering for my classes.
2	0.68%	<input type="text"/>	Registration
		<input type="text"/>	

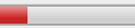
1	0.34%	<input type="checkbox"/>	required core classes and major classes (info sessions)
1	0.34%	<input type="checkbox"/>	schedule building
2	0.68%	<input type="checkbox"/>	Scheduling
2	0.68%	<input type="checkbox"/>	scheduling classes
1	0.34%	<input type="checkbox"/>	Section by pre-business professor on business school requirements
1	0.34%	<input type="checkbox"/>	Seeing campus and noting the names and locations of buildings.
1	0.34%	<input type="checkbox"/>	Selecting classes.
1	0.34%	<input type="checkbox"/>	Separating with my major
1	0.34%	<input type="checkbox"/>	Signing up for classes and the need2know session. Also the mock lecture. The rest was exhausting
1	0.34%	<input type="checkbox"/>	Signing up for classes and understanding what everything meant.
1	0.34%	<input type="checkbox"/>	Signing up for classes, the orientation leaders and staff were very helpful in helping me design my schedule.
3	1.02%	<input type="checkbox"/>	Signing up for classes.
1	0.34%	<input type="checkbox"/>	Sitting in a lecture hall with a professor, walking around campus, meeting with advisors
2	0.68%	<input type="checkbox"/>	small group
1	0.34%	<input type="checkbox"/>	small group discussion
1	0.34%	<input type="checkbox"/>	small group questions
1	0.34%	<input type="checkbox"/>	Small group sessions, academic advising
1	0.34%	<input type="checkbox"/>	Small group time
1	0.34%	<input type="checkbox"/>	small groups
1	0.34%	<input type="checkbox"/>	Small groups
1	0.34%	<input type="checkbox"/>	Social aspect/ getting a feel for classes
1	0.34%	<input type="checkbox"/>	Speaking.
1	0.34%	<input type="checkbox"/>	Staying in the dorms
1	0.34%	<input type="checkbox"/>	Staying on campus and meeting people that I am friends with still
1	0.34%	<input type="checkbox"/>	Student led parts
1	0.34%	<input type="checkbox"/>	Talking about making class schedules, meeting new people, walking around campus to learn where everything is located
1	0.34%	<input type="checkbox"/>	Talking in small groups about concerns
1	0.34%	<input type="checkbox"/>	talking to the leaders about their experiences.
1	0.34%	<input type="checkbox"/>	Talking to the orientation leaders. I just wish you got to be with people that were in the major you were in cause that would have helped a lot.
1	0.34%	<input type="checkbox"/>	talking with different students
1	0.34%	<input type="checkbox"/>	talking with seniors
1	0.34%	<input type="checkbox"/>	Telling us the best way to use a schedule and calendar in order to manage your time better.
1	0.34%	<input type="checkbox"/>	the academic advisement portion
2	0.68%	<input type="checkbox"/>	The academic advising
1	0.34%	<input type="checkbox"/>	the academic advising and honors advising
1	0.34%	<input type="checkbox"/>	The academic advising helped as well as signing up for courses.
1	0.34%	<input type="checkbox"/>	The academic advising.
1	0.34%	<input type="checkbox"/>	The academic advisors talking about core, how to sign up for classes, and helping us with that process.
1	0.34%	<input type="checkbox"/>	The academic information session--music, writing center, honors. I wish I could have attended more.
1	0.34%	<input type="checkbox"/>	The academic information sessions
1	0.34%	<input type="checkbox"/>	The academic meetings

1	0.34%	<input type="text"/>	The actual academic advising.
1	0.34%	<input type="text"/>	The advising and orientation leaders.
1	0.34%	<input type="text"/>	The advising session for classsss
1	0.34%	<input type="text"/>	The advising sessions and the help with signing up for classes.
1	0.34%	<input type="text"/>	The advising sessions were extremely helpful!
1	0.34%	<input type="text"/>	The class registrations.
1	0.34%	<input type="text"/>	The class scheduling and the 3 optional meetings
1	0.34%	<input type="text"/>	the elaboration on the resources available
1	0.34%	<input type="text"/>	The enrollment process and selecting classes, and proper etiquette in classes.
1	0.34%	<input type="text"/>	The Frogs First presentation, academic advising, and lessons on resources the campus has to offer.
1	0.34%	<input type="text"/>	The FROGS talk.
1	0.34%	<input type="text"/>	the group time
1	0.34%	<input type="text"/>	the help and advice the orientation leaders gave around choosing classes for the first semester
1	0.34%	<input type="text"/>	The in depth analysis of resources available
1	0.34%	<input type="text"/>	The information about staying safe.
1	0.34%	<input type="text"/>	The information sessions
1	0.34%	<input type="text"/>	the information sessions. i found the very imformative
1	0.34%	<input type="text"/>	The informative sessions where students could pick with sessions they wanted to attend
1	0.34%	<input type="text"/>	the meetings about classes
1	0.34%	<input type="text"/>	The meetings with our groups where we talked about just anything we had on our mind about college.
1	0.34%	<input type="text"/>	The mock lecture, building our class schedules with an advisor, being introduced to the faculty and staff, and splitting up into our majors.
1	0.34%	<input type="text"/>	The most useful part of orientation came with the second day where we were able to select classes.
1	0.34%	<input type="text"/>	The most useful part of orientation was when they split us up into different colleges and we talked to academic advisors and important individuals within our major. Also small group times were nice and had a sense of community which was welcoming.
1	0.34%	<input type="text"/>	The most useful part to me was learning about what classes we needed to take to require the core and how to enroll.
1	0.34%	<input type="text"/>	the most useful part to me was the academic advising session where i chose my classes for the semester.
1	0.34%	<input type="text"/>	The most useful part was building my schedule and learning how to do so.
1	0.34%	<input type="text"/>	The most useful part was getting to know the leaders and being able to ask them all the questions I had. I also enjoyed hearing from current faculty members and getting to hear about the unique resources TCU has on campus.
1	0.34%	<input type="text"/>	The most useful part was the time slots that we could pick which presentation to attend.
1	0.34%	<input type="text"/>	The most useful parts of orientation included the fact that the orientation leaders are here to support us and help us through our first semester at TCU. I feel very comfortable here on campus, and i'm loving my experience here so far.
1	0.34%	<input type="text"/>	The most useful parts of orientation were the parts where they told us information about important things. I loved the information that I learned while going through orientation.
1	0.34%	<input type="text"/>	The most useful parts of orientation were when the Orientation Leaders talked about their personal experiences and how they got through that difficult event in their life with qualities/characteristics that pertain or follow what TCU is about
1	0.34%	<input type="text"/>	The most useful parts were the questions that were answered by the staff.
1	0.34%	<input type="text"/>	the need to know sessions
1	0.34%	<input type="text"/>	The Neely academic advisors and the orientation leaders
1	0.34%	<input type="text"/>	The opportunity to meet our advisors and receive guidance on our schedules
		<input type="text"/>	

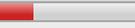
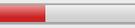
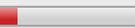
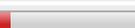
1	0.34%		The Orientation Leaders were great examples of how TCU can bring the best out of people.
1	0.34%	<input type="checkbox"/>	The orientation leaders were the best part of orientation. I know that they will always be there for me if I ever need anything at any point in the year.
1	0.34%	<input type="checkbox"/>	The orientation leaders were very useful and had great answers to questions.
1	0.34%	<input type="checkbox"/>	The overnight stay with a roommate. The activities were exciting and fun.
1	0.34%	<input type="checkbox"/>	the part where 5 people gave their stories
1	0.34%	<input type="checkbox"/>	The part where we sat through a presentation related to our specific major.
1	0.34%	<input type="checkbox"/>	The personal parts of orientation and getting to know my group was very nice and comforting because it was my first experience at TCU! It really put me at ease to realize that I would be surround by people like that for the next four years.
1	0.34%	<input type="checkbox"/>	the presentations from faculty
1	0.34%	<input type="checkbox"/>	The process of explaining the credits we need as well as going through the process of signing up for classes with an experienced faculty member
1	0.34%	<input type="checkbox"/>	The question and answer with our OL's were very helpful.
1	0.34%	<input type="checkbox"/>	The schedule advising session
1	0.34%	<input type="checkbox"/>	The schedule building part
1	0.34%	<input type="checkbox"/>	The scheduling session with an academic advisor was very helpful. Mine was Mr. Terrance Kennedy and he was beyond knowledgable.
1	0.34%	<input type="checkbox"/>	The seminar about core curriculum
1	0.34%	<input type="checkbox"/>	The sense of school spirit that allowed me to feel welcomed to this new place I had to call home.
1	0.34%	<input type="checkbox"/>	The session where we had guidance in trying to create a schedule before actually registering online for classes The actual process of registering with a student aide guiding you
1	0.34%	<input type="checkbox"/>	The sessions where we learned about the classes we had to take
1	0.34%	<input type="checkbox"/>	The sessions with your small group.
1	0.34%	<input type="checkbox"/>	The short advising session. The FROGS talk.
1	0.34%	<input type="checkbox"/>	The small group discussions, meeting with a professor, rotation with your major
1	0.34%	<input type="checkbox"/>	The small group meetings
1	0.34%	<input type="checkbox"/>	The small group sessions
1	0.34%	<input type="checkbox"/>	the small group sessions
1	0.34%	<input type="checkbox"/>	the small group talks and tour
1	0.34%	<input type="checkbox"/>	The speakers for the business school gave the students great information
1	0.34%	<input type="checkbox"/>	The student to student talk
1	0.34%	<input type="checkbox"/>	The time we had in our small groups to get our questions answered by our OLs
1	0.34%	<input type="checkbox"/>	They getting to know my peers and understanding the expectations TCU has for me
1	0.34%	<input type="checkbox"/>	Touring campus
1	0.34%	<input type="checkbox"/>	tours around campus
1	0.34%	<input type="checkbox"/>	Understanding how to register for classes as well as getting a feel for the layout of the university with respect to my class schedule and dorm location relatively
1	0.34%	<input type="checkbox"/>	Understanding the academic situation and meeting the TCU culture
1	0.34%	<input type="checkbox"/>	Understanding what is socially acceptable here on campus, and y'all made building my schedule very easy. Shout out to the business sector!
1	0.34%	<input type="checkbox"/>	When I met with advisers to learn about classes, and scheduling.
1	0.34%	<input type="checkbox"/>	When the faculty helps you pick your classes...very informative and helpful.
1	0.34%	<input type="checkbox"/>	When the orientation leaders gave stories about themselves about the difficulties that college students face.
1	0.34%	<input type="checkbox"/>	When they explained about the academic requirements to graduate (core classes and major classes, credits, etc)
1	0.34%	<input type="checkbox"/>	When they told us about all the classes we had to before we could graduate.

1	0.34%		When we met with specific academic advisors from our major
294 Respondents			

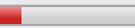
Q40. Academically, how would you describe your transition from your previous school/college to this college/university?

Count	Percent		
76	19.00%		Very easy
150	37.50%		Somewhat easy
58	14.50%		Neither easy nor difficult
86	21.50%		Somewhat difficult
30	7.50%		Very difficult
400 Respondents			

Q41. Socially, how would you describe your transition from your previous school/college to this college/university?

Count	Percent		
104	25.87%		Very easy
136	33.83%		Somewhat easy
58	14.43%		Neither easy nor difficult
66	16.42%		Somewhat difficult
38	9.45%		Very difficult
402 Respondents			

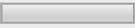
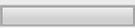
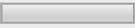
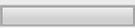
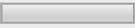
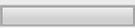
Q42. How prepared were you for your first day of classes at this college/university?

Count	Percent		
68	16.92%		Extremely prepared
163	40.55%		Very prepared
143	35.57%		Moderately prepared
23	5.72%		Slightly prepared
5	1.24%		Not at all prepared
402 Respondents			

Q43. When you started at this university, how did the difficulty of university coursework compare to the expectations you had prior to starting university?

Count	Percent		
45	11.19%		I expected it to be much more difficult.
101	25.12%		I expected it to be somewhat more difficult.
136	33.83%		The difficulty of coursework matched my expectations.
99	24.63%		I expected it to be somewhat less difficult.
19	4.73%		I expected it to be much less difficult.
2	0.50%		I had no expectations.
402 Respondents			

Q44. Is there anything that could have helped with your transition to this college/university that you would like us to know about?

Count	Percent														
222	100.00%														
<table border="1"> <thead> <tr> <th>Count</th> <th>Percent</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0.45%</td> <td></td> <td>An easier an clearer way to view my schedule layers out in a weekly planner style</td> </tr> <tr> <td>1</td> <td>0.45%</td> <td></td> <td>Being under 18 caused a lot of added tasks and problems that made transitioning into the</td> </tr> </tbody> </table>				Count	Percent			1	0.45%		An easier an clearer way to view my schedule layers out in a weekly planner style	1	0.45%		Being under 18 caused a lot of added tasks and problems that made transitioning into the
Count	Percent														
1	0.45%		An easier an clearer way to view my schedule layers out in a weekly planner style												
1	0.45%		Being under 18 caused a lot of added tasks and problems that made transitioning into the												

			school fairly difficult. I would have preferred to have no restrictions or complications based on my age.
1	0.45%	<input type="checkbox"/>	Better eating habits.
1	0.45%	<input type="checkbox"/>	Building relationships with upperclassmen helps gathering accurate expectations.
1	0.45%	<input type="checkbox"/>	Connecting with people in your dorm.
1	0.45%	<input type="checkbox"/>	Dealing with the culture shock me and my friends faced as minorities in such a predominantly white school and the feeling of exclusion due to our lack of participating in Greek life and simply not being like everyone else.
1	0.45%	<input type="checkbox"/>	Discussion on time management. Previous students talking about the rigor of certain courses.
1	0.45%	<input type="checkbox"/>	Diversity.
1	0.45%	<input type="checkbox"/>	During orientation and frog camp a lot of older people said that's where they met some of their best friends which made it really disappointing when I didn't meet my lifelong bestfriends or even great friends there. They should try to help us be excited, but also make us aware that many people don't find their close friends for awhile. Otherwise there is a lot of pressure and then disappointment.
1	0.45%	<input type="checkbox"/>	Everyone was great and supportive.
1	0.45%	<input type="checkbox"/>	Frogs first was a lot of repetition from orientation, they were preaching the same stuff to us over and over.
1	0.45%	<input type="checkbox"/>	Getting to know the residents surrounding my dormroom
1	0.45%	<input type="checkbox"/>	Going to a small private school helped because despite TCU being 1000x bigger than my high school, it feels similar to my school in many ways.
1	0.45%	<input type="checkbox"/>	Hall meals
1	0.45%	<input type="checkbox"/>	having a hard time with a grad student that is trying to teach my math class - he struggles while teaching so we aren't learning
1	0.45%	<input type="checkbox"/>	Having a more responsive housing department.
1	0.45%	<input type="checkbox"/>	Having the opportunity to meet with current students at the university and hear different perspectives
1	0.45%	<input type="checkbox"/>	Helping in choosing my major
1	0.45%	<input type="checkbox"/>	Honestly, the only thing I needed help with was the social aspect, but there's not really anything you can do to help that, it's kind of a personal thing. Sure there are ice breakers, but those are rather awkward and usually don't produce many friendships. Otherwise, no.
1	0.45%	<input type="checkbox"/>	How you need to start studying throughout the weeks leading up to an exam
1	0.45%	<input type="checkbox"/>	I am an international student. TCU has provided me with the right tools and environment to avoid the whole culture shock I am supposed to have by coming from a different culture. I have made friends from all different cultures! I love it here.
1	0.45%	<input type="checkbox"/>	I can't think of anything.
1	0.45%	<input type="checkbox"/>	I didn't realize that most of the printers were located only in the library, so I didn't bring a computer to campus, and going to the library is pretty inconvenient.
1	0.45%	<input type="checkbox"/>	I do not believe so
1	0.45%	<input type="checkbox"/>	I do not like to spend time in my room because I feel like it will do more harm than good. I make time to go the library and study. I make time to join clubs and be social. I go to all of my classes and I try my best to be a good student. I don't feel that I could be doing all of this if I spent a lot of time in my room.
1	0.45%	<input type="checkbox"/>	I do not think that there is anything that could have made the transition easier except for sorority recruitment being later on. I met so many people thought the process. But it made me question who I was and what I was doing the very first week I was in a new state and place away from anything familiar.
1	0.45%	<input type="checkbox"/>	I don't know how/when to register for classes for next semester, and there aren't sessions for freshmen anymore to register for class and plan a schedule.
1	0.45%	<input type="checkbox"/>	I don't think so
1	0.45%	<input type="checkbox"/>	I don't think so, no.
1	0.45%	<input type="checkbox"/>	I dont have any complaints.
1	0.45%	<input type="checkbox"/>	I feel like my high school well-prepared me for class
1	0.45%	<input type="checkbox"/>	I feel like we should probably emphasis the food issues! Like how to not over eat and also to

			make sure you don't not eat.
1	0.45%	<input type="text"/>	I think study tips and time management would have helped any transitioning student
1	0.45%	<input type="text"/>	I think the main thing that came as a shock to me was how long it would take to study for exams and how much material would be covered for one exam.
1	0.45%	<input type="text"/>	I took many AP classes and tests through highschool
1	0.45%	<input type="text"/>	I wish I got more time to explore Fort Worth and do more exciting things because I don't have the time to get out of my dorm now that college has started.
1	0.45%	<input type="text"/>	I wish I knew that my RA could have helped out when there were violent drunk students in the hall outside my room.
1	0.45%	<input type="text"/>	I wish people were more upfront about the party culture of the first week of school. It has calmed down significantly and feels much more safe now, but syllabus week was crazy and I had no idea what to expect.
1	0.45%	<input type="text"/>	I would have loved to have had a longer orientation so that I would have grown closer with my OLs. Especially since I wasn't able to make it to a frog camp, I would have greatly appreciated that.
1	0.45%	<input type="text"/>	I would have loved to learn about parking spots and parking availability.
1	0.45%	<input type="text"/>	I would have more academic preparation and more time management lessons
1	0.45%	<input type="text"/>	I would not think anything would help because I was used to being helped a lot by the professors like there were after students and here you are independent and alone
1	0.45%	<input type="text"/>	I'm not really sure to be honest, it was just my own self not being social and attending the programs.
1	0.45%	<input type="text"/>	If I knew that interior design courses were more hours than I get credit for. I overbooked my schedule a lot and it made it very difficult to get everything done.
1	0.45%	<input type="text"/>	It irritated me that there was no follow-through with the Common Reading Essay--no discussions, no grades. What was the point?
1	0.45%	<input type="text"/>	It is hard to be so far from home and that there will be bad days where you cry and want to go home, but good days where you forget all of your problems
1	0.45%	<input type="text"/>	Just be ready to work
1	0.45%	<input type="text"/>	Just being more academically pushed in high school
1	0.45%	<input type="text"/>	Just more knowledge on the websites that teachers use for their homework. I had no clue how to work those and am still figuring it out.
1	0.45%	<input type="text"/>	Knowing how to pick up books sooner. I would have liked to have known how significant Greek life is here.
1	0.45%	<input type="text"/>	Knowing more study techniques.
1	0.45%	<input type="text"/>	knowing ways to study with my learning style ahead of time
1	0.45%	<input type="text"/>	led us around to find our classes
1	0.45%	<input type="text"/>	Make freshmen advisors accessible. Make freshmen-only 1-credit orientation class mandatory and available to all freshmen, not just first come first served.
1	0.45%	<input type="text"/>	Make the A&P class slower
1	0.45%	<input type="text"/>	Maybe more social activities for the people who aren't rushing because the first week can seem kind of lonely.
1	0.45%	<input type="text"/>	Mid year advising I am unclear on for second semester
1	0.45%	<input type="text"/>	More "the end" activities
1	0.45%	<input type="text"/>	More dancing like frog camp and more nighttime activities planned
1	0.45%	<input type="text"/>	More knowledge about learning resources on campus
1	0.45%	<input type="text"/>	More one on one appointments while making schedules
1	0.45%	<input type="text"/>	More opportunities for non-Greek people to meet at the beginning of the semester.
1	0.45%	<input type="text"/>	More programs to get to know students in your class
1	0.45%	<input type="text"/>	more social help
1	0.45%	<input type="text"/>	My suitemates in my dorm. They've been absolutely great.
6	2.70%	<input type="text"/>	n/a
		<input type="text"/>	

1	0.45%	<input type="text"/>	N/a
14	6.31%	<input type="text"/>	N/A
1	0.45%	<input type="text"/>	n/a
1	0.45%	<input type="text"/>	na
1	0.45%	<input type="text"/>	NA
38	17.12%	<input type="text"/>	no
29	13.06%	<input type="text"/>	No
1	0.45%	<input type="text"/>	No :)
1	0.45%	<input type="text"/>	No I think college will be a transition for anyone under any circumstance regardless of how well you all prepare us. The transition is difficult but it is shaping who I am and helping me grow.
1	0.45%	<input type="text"/>	no I think most of my issues have been personal
1	0.45%	<input type="text"/>	No
1	0.45%	<input type="text"/>	No, I just wasn't prepared as a person.
1	0.45%	<input type="text"/>	No, TCU did a great job!
7	3.15%	<input type="text"/>	No.
3	1.35%	<input type="text"/>	none
1	0.45%	<input type="text"/>	None
3	1.35%	<input type="text"/>	nope
2	0.90%	<input type="text"/>	Nope
1	0.45%	<input type="text"/>	Nope!
1	0.45%	<input type="text"/>	Nope! :)
1	0.45%	<input type="text"/>	not in particular.
1	0.45%	<input type="text"/>	not really
1	0.45%	<input type="text"/>	Not that I can think of
1	0.45%	<input type="text"/>	not that I can think of currently
1	0.45%	<input type="text"/>	Not that I can think of.
1	0.45%	<input type="text"/>	Not that I could think of
1	0.45%	<input type="text"/>	Nothing really in your control.
1	0.45%	<input type="text"/>	Nothing that TCU could have done.
1	0.45%	<input type="text"/>	Organization is more important than I ever thought it could be. Still playing catch up all the time.
1	0.45%	<input type="text"/>	Our orientation groups to keep up with us and care about us
1	0.45%	<input type="text"/>	peer mentors
1	0.45%	<input type="text"/>	Perhaps the information that gaining AP credits does not necessarily mean that one should skip over certain courses at TCU, especially difficult courses.
1	0.45%	<input type="text"/>	Recommend kids take ap classes to prepare them for the rigor of college
1	0.45%	<input type="text"/>	relations with opposite sex
1	0.45%	<input type="text"/>	Sample exams to see the difference from high school to college
1	0.45%	<input type="text"/>	Self-teaching is important here
1	0.45%	<input type="text"/>	Start studying weeks in advance of tests.
1	0.45%	<input type="text"/>	studying more
1	0.45%	<input type="text"/>	Syllabuses distributed earlier.
1	0.45%	<input type="text"/>	take harder classes in high school
1	0.45%	<input type="text"/>	Taking more courses at a community college to knock out some prerequisites
1	0.45%	<input type="text"/>	Taking the AP version of the classes I'm taking now last year.

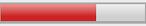
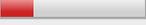
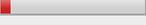
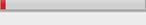
1	0.45%	<input type="checkbox"/>	Taking the first test more seriously
1	0.45%	<input type="checkbox"/>	Teachers did not really give us time to settle in or learn basic concepts for the class.
1	0.45%	<input type="checkbox"/>	Tell incoming freshmen to prepare for their classes before school starts. Do not sugar coat the classes, let them know what they are getting into.
1	0.45%	<input type="checkbox"/>	That people really only hang out with their fraternity or sorority
1	0.45%	<input type="checkbox"/>	The difficulty of certain majors.
1	0.45%	<input type="checkbox"/>	The social aspect of this school is not shown accurately.
1	0.45%	<input type="checkbox"/>	The social part was super rough. During orientation (I was at orientation 10) greek life and football culture was being moved down our throats. It felt like that was the only social environment. In many ways, it still does.
1	0.45%	<input type="checkbox"/>	There are no easy fixes that I can think of...
1	0.45%	<input type="checkbox"/>	There is little to no help from the TCU in the transition from high school to college. It seems as though we were just thrown into this school and expected to know where everything is and what to do. Even the staff seems irritated with freshman not knowing where to go or what to do. We obviously cannot help it, we have never done this before!
1	0.45%	<input type="checkbox"/>	There is not.
1	0.45%	<input type="checkbox"/>	There really wasn't much. I felt homesick for a day, but I am now loving the university. Especially all the singers and events you have on Fridays!
1	0.45%	<input type="checkbox"/>	There wasn't anything else that would have helped. Frogs First really helped prepare me for the 1st day of classes.
1	0.45%	<input type="checkbox"/>	there were so many events from August 17-21 that I had no time to find my classes before school started. giving us more time to get settled rather than throw us into frogs first and chancellor's assembly, etc. would've been nice.
1	0.45%	<input type="checkbox"/>	Though I know all of the students here are very busy, I wish that (if you wanted it), there was a big brother/big sister program, especially for freshmen because there's a lot of things to know about TCU socially and just some secrets that upperclassmen could tell us. I wish I had an upperclassman to go to to ask questions.
1	0.45%	<input type="checkbox"/>	to buy my text books sooner
1	0.45%	<input type="checkbox"/>	Upon applying here, I was mislead about the class sizes. Only one of my classes has less than 100 people, which I didn't expect when I was told countless times about the small class sizes. This was a big part of me coming to TCU and I feel like I was not told the truth. In addition, the pre-health program boasted about not being a "weed out" program, but it definitely is, and I do not feel faculty support at all.
1	0.45%	<input type="checkbox"/>	What kind of work you can expect and how it differs from high school style classes, and to prepare for exams several days ahead of time.
1	0.45%	<input type="checkbox"/>	Where are the best places to park if you commute.
1	0.45%	<input type="checkbox"/>	Yes, a more intense lecture or small group discussion led by an academic advisor to explain the class search and class enrollment better.
1	0.45%	<input type="checkbox"/>	yes, a seminar for what college syllabus would look like

222 Respondents

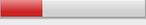
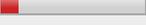
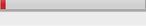
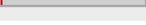
Q45. Did you participate in any new student welcome activities immediately before the start of this semester/quarter?

Count	Percent		
320	79.60%	<input checked="" type="checkbox"/>	Yes
82	20.40%	<input type="checkbox"/>	No
402	Respondents		

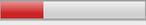
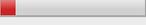
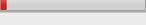
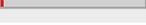
Q46. Thinking back on these welcome activities, to what extent did this program help you to . . .? - Feel welcome at this institution

Count	Percent		
205	66.34%		A great deal
71	22.98%		Considerably
22	7.12%		Moderately
10	3.24%		Slightly
1	0.32%		Not at all
309	Respondents		

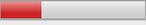
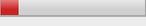
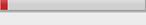
Q47. Thinking back on these welcome activities, to what extent did this program help you to . . .? - Meet other students

Count	Percent		
165	54.10%		A great deal
89	29.18%		Considerably
37	12.13%		Moderately
11	3.61%		Slightly
3	0.98%		Not at all
305	Respondents		

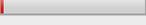
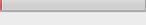
Q48. Thinking back on these welcome activities, to what extent did this program help you to . . .? - Find information on campus support services

Count	Percent		
166	54.43%		A great deal
90	29.51%		Considerably
32	10.49%		Moderately
12	3.93%		Slightly
5	1.64%		Not at all
305	Respondents		

Q49. Thinking back on these welcome activities, to what extent did this program help you to . . .? - Learn about student groups on campus

Count	Percent		
164	53.42%		A great deal
86	28.01%		Considerably
39	12.70%		Moderately
15	4.89%		Slightly
3	0.98%		Not at all
307	Respondents		

Q50. Since entering this college/university, how successful or unsuccessful have you been at . . .? - Understanding what your professors expect of you academically

Count	Percent		
191	48.97%		Very successful
172	44.10%		Somewhat successful
15	3.85%		Neither successful nor unsuccessful
9	2.31%		Somewhat unsuccessful
3	0.77%		Very unsuccessful
390	Respondents		

Q51. Since entering this college/university, how successful or unsuccessful have you been at . . .? - Developing effective study skills

Count	Percent		
118	30.33%		Very successful
181	46.53%		Somewhat successful
56	14.40%		Neither successful nor unsuccessful
28	7.20%		Somewhat unsuccessful
6	1.54%		Very unsuccessful
389	Respondents		

Q52. Since entering this college/university, how successful or unsuccessful have you been at . . .? - Adjusting to the academic demands of this institution

Count	Percent		
155	39.95%		Very successful
163	42.01%		Somewhat successful
45	11.60%		Neither successful nor unsuccessful
20	5.15%		Somewhat unsuccessful
5	1.29%		Very unsuccessful
388	Respondents		

Q53. Since entering this college/university, how successful or unsuccessful have you been at . . .? - Managing your time effectively

Count	Percent		
118	30.81%		Very successful
155	40.47%		Somewhat successful
66	17.23%		Neither successful nor unsuccessful
37	9.66%		Somewhat unsuccessful
7	1.83%		Very unsuccessful
383	Respondents		

Q54. Since entering this college/university, how successful or unsuccessful have you been at . . .? - Adjusting to the social aspects of this institution

Count	Percent		
148	38.54%		Very successful
149	38.80%		Somewhat successful
45	11.72%		Neither successful nor unsuccessful
32	8.33%		Somewhat unsuccessful
10	2.60%		Very unsuccessful
384	Respondents		

Q55. Since entering this college/university, how successful or unsuccessful have you been at . . .? - Developing friendships with other students

Count	Percent		
198	51.43%		Very successful
128	33.25%		Somewhat successful
31	8.05%		Neither successful nor unsuccessful
18	4.68%		Somewhat unsuccessful
10	2.60%		Very unsuccessful
385	Respondents		

Q67. Please indicate your level of agreement with the following statements: - At least one faculty member has taken an interest in my development.

Count	Percent		
132	34.11%		Strongly agree
157	40.57%		Agree
80	20.67%		Disagree
18	4.65%		Strongly disagree
387	Respondents		

Q68. Please indicate your level of agreement with the following statements: - At least one staff member has taken an interest in my development.

Count	Percent		
126	32.90%		Strongly agree
147	38.38%		Agree
94	24.54%		Disagree
16	4.18%		Strongly disagree
383	Respondents		

Q69. Please indicate your level of agreement with the following statements: - The racial diversity of people that attend TCU needs to be increased.

Count	Percent		
94	24.42%		Strongly agree
128	33.25%		Agree
139	36.10%		Disagree
24	6.23%		Strongly disagree
385	Respondents		

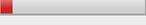
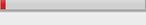
Q70. Please indicate your level of agreement with the following statements: - I am concerned about having enough money to stay in school.

Count	Percent		
92	23.77%		Strongly agree
78	20.16%		Agree
165	42.64%		Disagree
52	13.44%		Strongly disagree
387	Respondents		

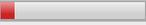
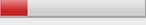
Q71. Please indicate your level of agreement with the following statements: - It was easy for me to make good friends here.

Count	Percent		
131	34.03%		Strongly agree
163	42.34%		Agree
70	18.18%		Disagree
21	5.45%		Strongly disagree
385	Respondents		

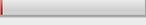
Q72. Please indicate your level of agreement with the following statements: - I think TCU promotes the appreciation of cultural differences.

Count	Percent		
150	38.96%		Strongly agree
192	49.87%		Agree
31	8.05%		Disagree
12	3.12%		Strongly disagree
385	Respondents		

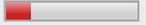
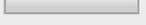
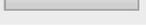
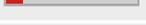
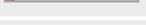
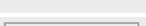
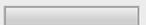
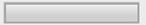
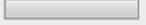
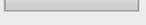
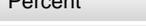
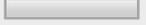
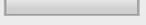
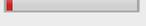
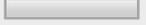
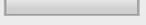
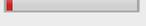
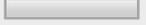
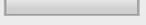
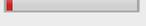
Q73. Please indicate your level of agreement with the following statements: - I don't feel like I can express my honest opinions about controversial issues when I am around my TCU friends.

Count	Percent		
38	9.79%		Strongly agree
71	18.30%		Agree
196	50.52%		Disagree
83	21.39%		Strongly disagree
388	Respondents		

Q74. What is your current enrollment status?

Count	Percent		
384	98.97%		Full time
4	1.03%		Less than full time
388	Respondents		

Q75. In which subject area is your major?

Count	Percent																		
103	26.48%		Business																
30	7.71%		Communication																
0	0.00%		Computer Science																
12	3.08%		Education																
83	21.34%		Science & Engineering																
60	15.42%		Health Sciences																
0	0.00%		Interdisciplinary																
15	3.86%		Arts & Sciences																
32	8.23%		Fine Arts																
0	0.00%		Mathematics																
0	0.00%		Physical Sciences																
0	0.00%		Social Sciences																
0	0.00%		Technology																
0	0.00%		Visual and Performing Arts																
14	3.60%		I have more than one major.																
25	6.43%		Undecided																
15	3.86%		Other (please specify)																
<table border="1"> <thead> <tr> <th>Count</th> <th>Percent</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6.67%</td> <td></td> <td>Addran</td> </tr> <tr> <td>1</td> <td>6.67%</td> <td></td> <td>Athletic Training</td> </tr> <tr> <td>2</td> <td>13.33%</td> <td></td> <td>Criminal Justice</td> </tr> </tbody> </table>				Count	Percent			1	6.67%		Addran	1	6.67%		Athletic Training	2	13.33%		Criminal Justice
Count	Percent																		
1	6.67%		Addran																
1	6.67%		Athletic Training																
2	13.33%		Criminal Justice																

1	6.67%	<input type="checkbox"/>	CRIMINAL JUSTICE
1	6.67%	<input type="checkbox"/>	History
1	6.67%	<input type="checkbox"/>	Humanities
1	6.67%	<input type="checkbox"/>	Liberal arts
1	6.67%	<input type="checkbox"/>	Liberal Arts
1	6.67%	<input type="checkbox"/>	Mathematics
1	6.67%	<input type="checkbox"/>	nursing
2	13.33%	<input checked="" type="checkbox"/>	Political Science
1	6.67%	<input type="checkbox"/>	Ranch Management
1	6.67%	<input type="checkbox"/>	Speech Pathology
0	0.00%	<input type="checkbox"/>	Not applicable/I do not have a major.

389 Respondents

Q76. Where do you currently live?

Count	Percent		
375	96.40%	<input checked="" type="checkbox"/>	On campus (e.g., residence hall, apartment, family housing)
0	0.00%	<input type="checkbox"/>	On campus, in fraternity or sorority housing
0	0.00%	<input type="checkbox"/>	Off campus, in fraternity or sorority housing
0	0.00%	<input type="checkbox"/>	Off campus, alone or with friends/roommates
14	3.60%	<input type="checkbox"/>	Off campus, with my parent(s)/guardian(s)
0	0.00%	<input type="checkbox"/>	Off campus, with my spouse/partner/children
0	0.00%	<input type="checkbox"/>	I am currently studying abroad.
0	0.00%	<input type="checkbox"/>	Other (please specify)
Count	Percent		

389 Respondents

Q77. What is your current gender identity?

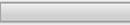
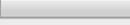
Count	Percent		
106	27.25%	<input checked="" type="checkbox"/>	Man
281	72.24%	<input checked="" type="checkbox"/>	Woman
0	0.00%	<input type="checkbox"/>	Transgender
0	0.00%	<input type="checkbox"/>	Other (please specify)
Count	Percent		

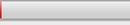
2 0.51% I prefer to not respond to this question.

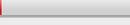
389 Respondents

Q78. With which racial category do you most identify?

Count	Percent		
20	5.14%	<input type="checkbox"/>	Asian/Pacific Islander
16	4.11%	<input type="checkbox"/>	Black/African American
50	12.85%	<input checked="" type="checkbox"/>	Latino(a)/Hispanic
6	1.54%	<input type="checkbox"/>	Middle Eastern
1	0.26%	<input type="checkbox"/>	Indigenous/Native American
284	73.01%	<input checked="" type="checkbox"/>	White
7	1.80%	<input type="checkbox"/>	Multiracial

2	0.51%		Other (please specify)
Count	Percent		
1	50.00%		African
1	50.00%		American.
3	0.77%		I prefer to not respond to this question.
389 Respondents			

Q79. Are you an international student (holding a SEVIS visa group: F1, F2, J1, J2, BE, BP, B1, B2, WB, WP)?			
Count	Percent		
14	3.62%		Yes
373	96.38%		No
387 Respondents			

Q80. Do you identify as lesbian, gay, bisexual, or queer (i.e., an umbrella term to refer to all LGBTIQ people)?			
Count	Percent		
13	3.37%		Yes
373	96.63%		No
386 Respondents			

Q81. Have you ever been enlisted in any branch of the US military (active duty, veteran, national guard, or reserves)?			
Count	Percent		
0	0.00%		Yes
388	100.00%		No
388 Respondents			

Q82. How old are you?

Count	Percent		
0	0.00%	<input type="text"/>	Younger than 16
0	0.00%	<input type="text"/>	16
9	2.33%	<input type="text"/>	17
315	81.61%	<input type="text"/>	18
58	15.03%	<input type="text"/>	19
3	0.78%	<input type="text"/>	20
0	0.00%	<input type="text"/>	21
1	0.26%	<input type="text"/>	22
0	0.00%	<input type="text"/>	23
0	0.00%	<input type="text"/>	24
0	0.00%	<input type="text"/>	25
0	0.00%	<input type="text"/>	26
0	0.00%	<input type="text"/>	27
0	0.00%	<input type="text"/>	28
0	0.00%	<input type="text"/>	29
0	0.00%	<input type="text"/>	30
0	0.00%	<input type="text"/>	31
0	0.00%	<input type="text"/>	32
0	0.00%	<input type="text"/>	33
0	0.00%	<input type="text"/>	34
0	0.00%	<input type="text"/>	35
0	0.00%	<input type="text"/>	36
0	0.00%	<input type="text"/>	37
0	0.00%	<input type="text"/>	38
0	0.00%	<input type="text"/>	39
0	0.00%	<input type="text"/>	40
0	0.00%	<input type="text"/>	41
0	0.00%	<input type="text"/>	42
0	0.00%	<input type="text"/>	43
0	0.00%	<input type="text"/>	44
0	0.00%	<input type="text"/>	45
0	0.00%	<input type="text"/>	46
0	0.00%	<input type="text"/>	47
0	0.00%	<input type="text"/>	48
0	0.00%	<input type="text"/>	49
0	0.00%	<input type="text"/>	50
0	0.00%	<input type="text"/>	51
0	0.00%	<input type="text"/>	52
0	0.00%	<input type="text"/>	53
0	0.00%	<input type="text"/>	54
0	0.00%	<input type="text"/>	55
0	0.00%	<input type="text"/>	56
		<input type="text"/>	

0	0.00%		57
0	0.00%		58
0	0.00%		59
0	0.00%		60
0	0.00%		61
0	0.00%		62
0	0.00%		63
0	0.00%		64
0	0.00%		65+
386 Respondents			

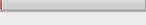
Q83. How many hours do you typically spend studying each week?			
Count	Percent		
0	0.00%		0 hours
29	7.49%		1 - 5 hours
93	24.03%		6 - 10 hours
103	26.61%		11 - 15 hours
75	19.38%		16 - 20 hours
49	12.66%		21 - 25 hours
25	6.46%		26 - 30 hours
13	3.36%		More than 30 hours
387 Respondents			

Q84. Is the number of hours that you indicated in the last question more or less than you expected?			
Count	Percent		
118	30.49%		More hours than I expected
197	50.90%		About what I expected
72	18.60%		Fewer hours than what I expected
387 Respondents			

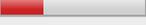
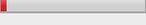
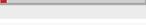
Q85. How many hours (during the academic year) do you typically work for pay?			
Count	Percent		
294	75.97%		I do not work for pay during the academic year.
64	16.54%		1 - 10 hours per week
18	4.65%		11 - 15 hours per week
6	1.55%		16 - 20 hours per week
5	1.29%		21 - 35 hours per week
0	0.00%		36 - 40 hours per week
0	0.00%		41+ hours per week
387 Respondents			

Q86. Are you the first (i.e., neither of your parents/guardians or siblings have attended any college) in your family to go to college?			
Count	Percent		
30	7.83%		Yes
353	92.17%		No
383 Respondents			

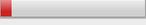
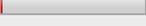
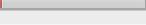
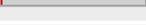
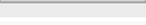
Q87. What is your expected GPA for this semester/quarter?

Count	Percent		
214	55.44%		3.5 - 4.0
154	39.90%		3.0 - 3.4
17	4.40%		2.5 - 2.9
1	0.26%		2.0 - 2.4
0	0.00%		Below 2.0
386	Respondents		

Q88. If you could start over again, would you go to Texas Christian University?

Count	Percent		
236	60.98%		Definitely would
115	29.72%		Probably would
15	3.88%		Probably would not
6	1.55%		Definitely would not
15	3.88%		Not sure
387	Respondents		

Q89. How likely is it that you will be enrolled at Texas Christian University next semester/quarter?

Count	Percent		
342	88.37%		Extremely likely
30	7.75%		Somewhat likely
6	1.55%		Somewhat unlikely
3	0.78%		Extremely unlikely
6	1.55%		Not sure
0	0.00%		Not applicable/Graduating
387	Respondents		