

There were: 19 possible respondents.

	Question Text	N	RR	Interpol. Median	3	6	9	12	15	18	18+
1	Hours Per Week	10	53%	2.1	9	1	0	0	0	0	0
					0-30	30-50	50-70	70-80	80-90	90-100	N/A
2	Student: Percent attendance	10	53%	94.9	0	0	0	0	1	9	0
3	Student: Percent homework completion	10	53%	95	0	0	0	0	0	9	1
					5 Extremely	4 Prepared	3 Neither	2 Somewhat	1 Unprepared	N/A	
5	Course: How prepared to take subject	10	53%	4.7	6	2	2	0	0	0	
					5 Exceptional	4 Great Deal	3 Modest	2 Little	1 Nothing	N/A	
6	Course: Amount learned	10	53%	3.5	2	3	4	0	1	0	
					5 Exceptional	4 V Good	3 Good	2 Fair	1 Poor	N/A	
7	Course: Assignments measured knowledge	10	53%	4.3	4	3	2	0	0	1	
					5 St Agree	4 Agree	3 Neither	2 Disagree	1 Str Disagree	N/A	
8	Course: Overall effectiveness	10	53%	4.7	6	3	0	0	1	0	
					5 Exceptional	4 V Good	3 Good	2 Fair	1 Poor	N/A	
11	Instructor Clarity	10	53%	4.3	4	4	2	0	0	0	
					5 St Agree	4 Agree	3 Neither	2 Disagree	1 Str Disagree	N/A	
12	Instructor: Communicated how to succeed	10	53%	4.5	5	5	0	0	0	0	
					5 Exceptional	4 V Good	3 Good	2 Fair	1 Poor	N/A	
13	Instructor: Respect for students	10	53%	4.8	7	3	0	0	0	0	
					5 Extremely	4 Very	3 Moderately	2 Slightly	1 Detached	N/A	
14	Instructor: Enthusiasm	10	53%	4.5	5	5	0	0	0	0	
					5 More Eager	4 Interested	3 No Change	2 Less	1 Ruined	N/A	
15	Instructor: Stimulates interest	10	53%	3.5	2	3	4	1	0	0	
					5 V Accessible	4 Accessible	3 Neither	2 Somewhat	1 Hard To Find	N/A	

16	Instructor: Availability	10	53%	4.3	4	5	1	0	0	0		
					<b>5 Extremely</b>	<b>4 Very</b>	<b>3 Moderately</b>	<b>2 Slightly</b>	<b>1 Not Helpful</b>	<b>N/A</b>		
17	Instructor: Feedback helpfulness	10	53%	4.7	6	3	0	1	0	0		
					<b>5 St Agree</b>	<b>4 Agree</b>	<b>3 Neither</b>	<b>2 Disagree</b>	<b>1 Str Disagree</b>	<b>N/A</b>		
18	Instructor: Inclusive	10	53%	4.8	7	3	0	0	0	0		
19	Instructor: Overall effectiveness	10	53%	4.8	7	3	0	0	0	0		
					<b>Mid - 300</b>	<b>301- 6 Am</b>	<b>601- 9 Am</b>	<b>901- Noon</b>	<b>1201- 3 Pm</b>	<b>301- 6 Pm</b>	<b>601- 9 Pm</b>	<b>901- Mid</b>
	Time of day evaluation completed	10	53%		0	0	0	0	4	2	1	3
					<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>10-12</b>	<b>13-15</b>	<b>16-18</b>	<b>19-21</b>	<b>22+</b>
	Classes this semester	10	53%		0	5	5	0	0	0	0	0

Instructor	Text Responses
	<p><b>Question: Comments about student effort</b></p> <p>(GT 2000) This class was exactly what I expected in terms of effort required.</p> <p>(GT 2000) Very appropriate for a 1 credit course.</p> <p>(GT 2000) Very little effort at all.</p> <p>(GT 2000) This is a helpful class to start with when arriving at Tech.</p> <p>(GT 2000) Expected.</p> <p>(GT 2000) The amount of effort required was appropriate.</p> <p>(GT 2000) This course required about the amount of effort I expected for a transfer seminar. Enough to engage us with a few meaningful projects, but not an overwhelming amount.</p> <p>(GT 2000) Attendance and participation</p>
	<p><b>Question: Course best aspect</b></p> <p>(GT 2000) The best assignments were the ones where we are introduced on building ourselves to apply to real world programs and activities.</p> <p>(GT 2000) I feel like this was a great way to learn about Georgia Tech.</p> <p>(GT 2000) I really appreciated many aspects of this course; the lectures were often interesting, I thought the projects were productive and helpful, and I appreciated the community-building attempts.</p> <p>(GT 2000) Taught me a lot about the school and skill that I could see myself using.</p> <p>(GT 2000) The relatable TAs and incoming speakers.</p> <p>(GT 2000) group projects and outdoor activities.</p> <p>(GT 2000) The TA presentations, especially Trevor Todds powerpoint on mental health at Tech. Brooke Stepaneks advice about consulting was also very helpful and I think the TAs were the best resource of the course. They were honestly phenomenal and so kind and caring for the students!!!</p> <p>(GT 2000) The group activities</p>
	<p><b>Question: Course improvements</b></p> <p>(GT 2000) Being more group oriented would have helped more in terms of adjustments as a transfer student.</p> <p>(GT 2000) I rearrange some of the lectures a little bit. I think having the resume coincide with the career fair was smart, but I think the mental health and academic coaching presentations could have helped earlier in the semester.</p> <p>(GT 2000) No ideas.</p> <p>(GT 2000) I would say it was pretty great all around. One way they can bring in more Transfer TAs is by providing more incentives for them. As a transfer student myself, I find joining this program is more difficult because were already further along in our pathways and are trying to find all the things we like, are passionate in and want to acclamate to. Since theyre are little incentives to this program it seems like a waste of time.</p> <p>(GT 2000) More activities</p>

	(GT 2000) I think there needs to be a mindset shift in that while many students transfer because Tech is fantastic academically and a great institution, the course shouldnt be structured in a way that focuses on making transfer students "up to par" of the traditional undergrad but rather focusing on the resources and showing often overlooked benefits of Tech. It gave off this very hand held vibe. Overall, I honestly wish I hadnt taken this course because I didnt learn anything from it. I had better resources in the pledge education of a business fraternity and other business/consulting clubs which offered more updated, realistic resources that were actually relevant to my major. Clubs are more important than courses like this I think. We can learn more from similar, excelling students than professors for "study skill" (un-technical) courses.
	(GT 2000) An addition of group activities
	<b>Question: Instructor greatest strength</b>
Perez	(GT 2000) The instructor was open and honest about applying what we learned.
Perez	(GT 2000) The classroom always felt comfortable.
Perez	(GT 2000) Dr. Perez is a very pleasant professor to interact with by any and all standards.
Perez	(GT 2000) Was very helpful.
Perez	(GT 2000) His enthusiasm and helpfulness.
Perez	(GT 2000) He was always very happy and excited to teach.
Perez	(GT 2000) Enthusiasm
Perez	(GT 2000) The ability to bring a sense of joy everyday.
	<b>Question: Instructor improvements</b>
Perez	(GT 2000) Having a clearer path on how the course was going to go.
Perez	(GT 2000) No thoughts come to mind.
Perez	(GT 2000) No ideas.
Perez	(GT 2000) NA
Perez	(GT 2000) He was awesome already!
Perez	(GT 2000) The course was annoyingly demeaning sometimes. I feel that there was this subtle attitude from the instructor/course setup that transfer students came from inferior schools and were not as good as traditional students who "got in on the first try". It wasnt malicious or anything, just annoying. For example, I remember the professor saying we would need to "work much harder" than where we were at before. While this is not bad on first look and accurate, solid advice I think its also rather simplistic. I think this is a pretty false assumption as there are transfer students who are academically excellent objectively and gave up scholarships/honors programs from previous institutions to come to Tech (Purdue Presidential, UGA Honors, UF Honors etc). I believe that transfer students already work so hard to even go through the transfer process, adapt to Tech and often come from nontraditional backgrounds so it shouldnt be opined that we "need to work harder" than "traditional" undergrads. It makes it seem like we arent as good from the get go and is demeaning. The attitude of that perspective wasnt good and made me dislike the course to be honest.
Perez	(GT 2000) The addition of more group activities with fellow students