ABOUT NEW STUDENT PROGRAMS

This Assessment Report serves as a general overview of the summer 2015 New Student Orientation programs and reports summary results of program assessments.

About New Student Orientation
Under the Office of New Student Programs (NSP), the New Student Orientation (NSO) program is mandatory for all incoming, degree-seeking first-year and transfer students. Summer 2015 was comprised of 20 two-day sessions for first-year students (including one specifically for Summer START participants), 4 one-day sessions for transfer students, and an August session for both domestic and international first-year and transfer students.

As part of the Division of Academic & Student Affairs, NSP reports to the Provost’s Office and offers an academically-based Orientation program that also includes significant student life messages essential to the success of our students.

Mission of New Student Programs
New Student Programs addresses the holistic needs of each new NC State student to create a foundation of success.

Based on the core value that people matter, New Student Programs achieves this through:

- **Cultivating** strategic partnerships across the University
- **Promoting** an environment of personal responsibility
- **Fostering** inclusivity through a shared campus identity
- **Partnering** with parents and families
- **Preparing** and **Empowering** student leaders to serve the campus
- **Striving** to be innovative in meeting the needs of our community

Learning Outcomes
By participating in our programs, students should achieve the outcomes identified below.

- **Academic Success**
  - **Outcome 1a:** Identify skills, university and college resources, and policies that promote academic success and engagement in co-curricular learning experiences

- **Connection to Campus**
  - **Outcome 2a:** Develop a sense of community with fellow students, faculty and staff by engaging in shared experiences
  - **Outcome 2b:** Recognize the value of the different experiences of individuals within the campus community

- **Community Expectations**
  - **Outcome 3a:** Examine the role of personal responsibility as it applies to the University’s academic and behavioral expectations and policies
  - **Outcomes 3b:** Identify behaviors and resources that promote personal and community well-being and safety

- **Transition to the University Environment**
  - **Outcome 4a:** Demonstrate the ability to navigate the day-to-day functions of collegiate life by utilizing the available resources

- **Student Leader Development**
  - **Outcome 5a:** Apply effective leadership skills in interactions with students, families, New Student Programs staff, and campus partners
  - **Outcome 5b:** Utilize knowledge of campus to address the transitional needs of new students and families
NEW PROGRAM COMPONENTS IN 2015

In Summer 2015, New Student Programs introduced new aspects into the New Student Orientation (NSO) programming. Focusing on themes including the student’s transition and academic and community expectations, descriptions of these new programs are below.

- **WOLFPACK: ON DEMAND**
  This bold look at college life, prepared and performed by student Orientation Leaders, is a program that covered a range of topics vital to a student’s transition to the university environment. From mediating roommate conflicts to navigating dining options and health services, this session showcased available resources for students as they learn to function in their new community. This reimagined program also reinforced the importance of connecting to NC State through the history and traditions of our institution, utilizing The Brick as a roadmap to involvement on campus.

- **PACK PARENTS CONNECT**
  Throughout Parents’ Orientation, the upcoming transition for students and families is a topic of conversation for many participants. To better provide opportunities for Parents’ Orientation participants to ask questions and discuss potential concerns, Pack Parents Connect was introduced to connect participants with fellow parents and families, Orientation Leaders, and NC State staff. Held as roundtable discussions with a staff facilitator, these sessions encouraged participants to share stories, ask any burning questions, and learn from one another and NC State students and staff.

- **TRANSFER SMALL GROUP**
  Introduced in response to direct feedback from previous transfer students, these small groups connected incoming transfer students with one another while providing participants an Orientation Leader as a resource throughout their orientation experience. Social connections amongst fellow students was the main focus of these groups, so Orientation Leaders led community building activities, guided students in what to expect from their orientation experience, and reinforced various institutional messages.
## FIRST YEAR ORIENTATION ATTENDANCE
(STUDENT & PARENT)

### Attendance by Session Type

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Orientation</td>
<td>3,764</td>
<td>5,244</td>
</tr>
<tr>
<td>Summer START</td>
<td>215</td>
<td>193</td>
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<tr>
<td>August Orientation</td>
<td>232</td>
<td>248</td>
</tr>
<tr>
<td>International Orientation</td>
<td>99</td>
<td>20</td>
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<tr>
<td><strong>Total Attendance</strong></td>
<td><strong>4,322</strong></td>
<td><strong>5,720</strong></td>
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</table>

### Attendance by College/Academic Program

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Students Attended</th>
<th>Parents Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Institute</td>
<td>116</td>
<td>160</td>
</tr>
<tr>
<td>Agriculture &amp; Life Sciences</td>
<td>307</td>
<td>450</td>
</tr>
<tr>
<td>Design</td>
<td>95</td>
<td>138</td>
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<tr>
<td>Education</td>
<td>102</td>
<td>149</td>
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<tr>
<td>Engineering</td>
<td>1,286</td>
<td>1,670</td>
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<tr>
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<tr>
<td>Humanities &amp; Social Sciences</td>
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<td>518</td>
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<tr>
<td>Life Sciences First Year</td>
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<td>544</td>
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<tr>
<td>Poole College of Management</td>
<td>374</td>
<td>433</td>
</tr>
<tr>
<td>Natural Resources*</td>
<td>156</td>
<td>202</td>
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<tr>
<td>Sciences</td>
<td>226</td>
<td>273</td>
</tr>
<tr>
<td>Textiles*</td>
<td>152</td>
<td>217</td>
</tr>
</tbody>
</table>

*First-year students in Textile Engineering students are coded as College of Textiles students; first-year Paper Science and Engineering students are coded as College of Natural Resources students.
## Transfer Orientation Attendance (Student & Parent)

### Attendance by Session Type

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Orientation</td>
<td>908</td>
<td>859</td>
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<tr>
<td>Summer START</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>August Orientation</td>
<td>58</td>
<td>22</td>
</tr>
<tr>
<td>International Orientation</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Attendance</strong></td>
<td><strong>1,001</strong></td>
<td><strong>898</strong></td>
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### Attendance by College/Academic Program

<table>
<thead>
<tr>
<th>College/Academic Program</th>
<th>Students Attended</th>
<th>Parents Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Institute</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>Agriculture &amp; Life Sciences</td>
<td>142</td>
<td>151</td>
</tr>
<tr>
<td>Design</td>
<td>29</td>
<td>28</td>
</tr>
<tr>
<td>Education</td>
<td>23</td>
<td>26</td>
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<tr>
<td>Engineering</td>
<td>182</td>
<td>127</td>
</tr>
<tr>
<td>Environmental Sciences</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>250</td>
<td>244</td>
</tr>
<tr>
<td>Poole College of Management</td>
<td>128</td>
<td>99</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>82</td>
<td>0</td>
</tr>
<tr>
<td>Sciences</td>
<td>103</td>
<td>85</td>
</tr>
<tr>
<td>Textiles</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>
As in previous years, information was gathered through the *Incoming First-Year Student Survey* administered by the Office of Institutional Research and Planning. In 2015, 2,281 students responded to the survey for a response rate of 53%. All results reported are responses indicated as “Strongly Agree” or “Agree” by survey participants.

The academic success of first-year students is a key focus of the orientation program with multiple institutional and college messages presented to first-year students related to the resources and policies that may impact their academic success at NC State. With a specific emphasis on students’ academic requirements and the advising and course registration process, students again indicated high levels of agreement and satisfaction with the information and attention provided during their orientation experience.

In 2015, 91.0% of respondents indicated that useful information was provided about the academic advising process within their college (an increase of 2% from 2014), while 91.0% of respondents also reported satisfaction with the attention they received from their college during Orientation (up from 87% in 2014). Related specifically to course registration, 89.3% of students either strongly agreed or agreed that the information or advice they received from their college/department at Orientation helped them to plan their fall schedule, which is consistent with 2014. Also remaining consistent with 2014, approximately 92% of respondents reported having the opportunity to get academic questions answered during time with their college/department.

While students indicated their satisfaction with the attention received, students also reported, by wide margins, their ability to identify resources and policies that may impact their academic success as a result of their orientation experience. Over 97% and 95% of respondents indicated the ability to identify these resources (97%) and important policies (95%). When asked which resources students believe may be the most helpful in promoting academic success, responses included (listed by most often cited by students):

- Undergraduate Tutorial Center (“tutoring”)
- Academic Advisors
- Professors/Instructors (including office hours)
- Libraries
- Career Development Center

These responses indicate the ability to identify the resources at NC State; however, follow up information would be needed to gauge the scale on which students actually utilized identified resources during their first year on campus.

**As a result of my participation in New Student Orientation:**

- **97.4%** Can identify resources that will assist in their academic success
- **95.5%** Can identify important policies that may impact their academic success

**91.0%**

Indicated satisfaction with the attention they received from their college at Orientation

**96.4%**

Indicated useful information was provided about NC State’s expectation for students to graduate in a timely manner

**91.0%**

Indicated useful information was provided about the academic advising process within their college
In conjunction with strong academic components, New Student Orientation also aims to prepare students to enter the NC state community and understand the expectations that membership in our community brings.

Students are presented that engagement in the NC State community is not viewed solely as an extracurricular endeavor. Multiple presentations encourage students to think of engagement as co-curricular and substantive to their development as scholars and citizens. Through the Finding Your Place presentation and High Impact Practices breakout sessions, students are challenged to begin thinking about how these experiences fit into their four years on campus.

Students were asked if they were able to identify the resources available that will assist them in engaging in the campus community. Over 96% indicated they were able to do so. Through a follow up question asking them to identify the resource they believed would be most helpful, students responded (listed by most often cited by students):

- Student Organizations and Clubs
- Online Tools (i.e., websites, Moodle, mobile apps)
- University Recreation (including intramural sports)
- Specific Offices (including CSLEPS, Student Involvement, and Multicultural Student Affairs)
- Academic Advisor
- Undergraduate Research
- Resident Advisor

Students were also challenged to think about the decisions they would make when they arrived on campus for their first semester and the types of relationships they would engage in during their time at NC State. As seen below, over 98% of respondents indicated useful information was provided regarding NC State’s stance on sexual violence, as well as the resources available to assist students.

Overall, students overwhelmingly indicated that they were excited (97.3%) and better prepared (95.3%) to start their first semester at NC State as a result of participating in New Student Orientation. This represents increases of 7% and 9%, respectively, from 2014.

**Useful information was provided about:**

- **98.8%** The prohibition of sexual violence, relationship violence, and stalking at NC State
- **98.2%** The resources available if help is needed to prevent or report sexual violence
As in previous years, assessment information was gathered through the *Incoming Transfer Student Survey* administered by the Office of Institutional Research and Planning. In 2015, 483 students responded to the survey for a response rate of 48%. All results reported are responses indicated as “Strongly Agree” or “Agree” by survey participants.

**Received Help in Planning Schedule**
Maintaining consistency with 2014, 90.7% of respondents reported the information and advice they received from their college/department prior to Orientation helped in planning a fall schedule. However, only 77.3% reported receiving helpful information or advice at Orientation, which represents an 8% decrease from 2014.

**Satisfaction with Attention Received**
Also consistent with 2014, students indicated high levels of satisfaction with the attention they received from their college/department prior to (86.2%) and during (90.0%) Orientation.

**Useful Information on the Advising Process**
2015 saw a 3% increase in respondents indicating Transfer Orientation provided useful information on the academic advising process within the student’s college/program with 91.5% strongly agreeing or agreeing.

**Useful Information on Timely Graduation**
Students reporting they either strongly agreed or agreed that Transfer Orientation provided useful information on NC State’s expectation for students to graduate in a timely manner remained consistent with previous years at 91.6%.

**Identify Academic Resources for Success**
New in 2015, 96.8% of students reported the ability to identify resources that will promote their academic success. It may be worth noting, transfer students indicated their ability to identify resources in nearly identical numbers to their first-year counterparts (97.4%).

**Resources to Promote Academic Success**
When asked which resources students believe may be the most helpful in promoting academic success, responses included *(listed by most often cited by students)*:
- Undergraduate Tutorial Center (“tutoring”)
- Career Development Center
- Academic Advisors
- Libraries
- Other Various Resources (e.g., office hours)

**Identify Important Policies**
Also new in 2015, the ability to identify important policies that may impact their academic success as a result of Transfer Orientation was highly reported by transfer respondents at 96.1%. While nearly identical to first-year respondents, transfer students may be more likely affected by the Tuition Surcharge policy implemented across the UNC system.
96.2% Can identify resources that will assist in engaging in the campus as a result of orientation

98.3% Indicated being excited to start their first semester at NC State due to their participation in orientation

94.7% Indicated feeling better prepared to start their first semester after their attendance at orientation

Due to the importance of transfer students connecting to their new community, messages on engaging at NC State are reinforced throughout the Transfer Orientation program. To gauge the effectiveness of engagement messaging, students were asked their level of agreement with the following statement, “As a result of my participation in Transfer Orientation, I can identify resources that will assist me in engaging in the campus.” In response, 96.2% of students either strongly agreed or agreed they could identify engagement resources.

As follow up to this question, students were asked to provide the resource they believed would be most helpful to them in engaging in the campus. Responses included (listed by most often cited by students):

- Student Organizations and Clubs
- Fellow Students and Advisors
- CSLEPS
- Greek Life
- Study Abroad

As with first-year students, transfer students participated in the sexual and relationship violence and bystander intervention educational session at orientation. Identical presentations were shared with first-year and transfer students, so it is not surprising that transfer students indicated that orientation provided useful information on the prohibition of sexual and relationship violence and the resources available to prevent or report sexual violence in nearly identical numbers as first-year students. Over 98% of respondents strongly agreed or agreed with the previous statements regarding sexual violence and the usefulness of information provided at orientation.

While Transfer Orientation provides participants with many different opportunities to individualize their experience, students should feel excited and better prepared as a result of attending Transfer Orientation. In 2015, 98.3% of respondents indicated feeling excited as a result of participating in orientation. This represents a 14% increase from 2014. While such an increase is significant, there was also a 13% increase from 2014 to 2015 (94.7%) in the number of respondents who indicated feeling better prepared as a result of participating in Transfer Orientation.

Useful information was provided about:

- The prohibition of sexual violence, relationship violence, and stalking at NC State: 98.5%
- The resources available if help is needed to prevent or report sexual violence: 98.1%
Parents and family members of incoming, domestic undergraduate first-year students enrolling in the fall semester may attend an optional two-day orientation session that runs concurrently with their students’ orientation. Transfer parents are provided the option of a one-day session that runs concurrently with the student program. Parents are exposed to various student support services and resources, as well as their student’s academic college.

New Student Programs administered surveys to parents and family members after their attendance at Parents’ Orientation. In 2015, the response rate was approximately 39.9% for first-year parents and 29.8% for transfer parents. All results reported are responses indicated as “Strongly Agree” or “Agree” by survey participants.

Throughout the morning presentations at Parents’ Orientation, participants hear from University Administrators, staff, and current students regarding the experience of students in their first year at NC State. Expectations of the first year are presented to students and parents based around three facets of the student experience: building their community, opening their minds, and shaping their lives. These ideas assist students and parents in re-envisioning the concepts of student success outside of the traditional GPA mindset. 96.9% of first-year parent respondents (up from 91.6% in 2014) and 95.3% of transfer parent respondents (new in 2015) indicated Parents’ Orientation provided useful information about what student success may look like during their student’s first year at NC State.

To provide concrete avenues through which parents are able to support their students during their transition, New Student Programs partners with the Counseling Center to present Helping Your Wolf Howl and with Academic Advising Services to present HOWL for Academic Success; both of which include a variety of campus support resources and a current student panel component. In assessing whether or not participants felt that useful information was presented in these areas, respondents were asked whether Parents’ Orientation provided useful information about “resources available to help your student succeed at NC State” and “ways to support to your student and yourself during this transition”.

First-year parent respondents indicated in high numbers that Parents’ Orientation provided useful information about available resources (98.9%; up from 97.0% in 2014) and ways to support themselves and their students during the transition (97.9%; up from 94.8% in 2014). Similarly, transfer parent respondents overwhelmingly indicated being provided useful information on available resources (96.8%; up from 93.8% in 2014) and ways to support themselves and their student during the transition (95.8%; up from 84.2% in 2014).

<table>
<thead>
<tr>
<th>FIRST-YEAR PARENTS</th>
<th>USEFUL INFORMATION WAS PROVIDED ABOUT</th>
<th>TRANSFER PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.9%</td>
<td><strong>What student success may look like during your student’s first year</strong></td>
<td>95.3%</td>
</tr>
<tr>
<td></td>
<td>at NC State</td>
<td></td>
</tr>
<tr>
<td>98.9%</td>
<td><strong>Resources available to help your student succeed at NC State</strong></td>
<td>96.8%</td>
</tr>
<tr>
<td>97.9%</td>
<td><strong>Ways to support your student and yourself during this transition</strong></td>
<td>95.8%</td>
</tr>
</tbody>
</table>
**FIRST-YEAR PARENTS**

**98.1%**

Indicated being better prepared for their student to start their first semester at NC State due to the information provided

**98.8%**

Indicated being excited for their student to start their first semester at NC State due to their participation in orientation

**97.0%**

Indicated feeling more a part of the NC State community due to their participation in orientation

As with the student orientation programs, it is hoped Parents’ Orientation participants leave their experience feeling better prepared due to the information provided and excited for their student’s to start their first year at NC State. Again in 2015, as in 2014, parent respondents indicated feeling both better prepared and more excited as a result of Parents’ Orientation.

98.1% of first-year parents (up from 95.9% in 2014) and 94.5% of transfer parents (up from 89.3% in 2014) reported the information provided at Parents’ Orientation helped them feel better prepared for their student to start to their first year at NC State. In conjunction, 98.8% of first-year parents (up from 95.9% in 2014) and 97.2% of transfer parents (up from 91.9% in 2014) indicated feeling excited for their student to start their first year at NC State as a result of their Parents’ Orientation experience.

Throughout the Parents’ Orientation programs, NC State hopes to share community values, history, and traditions, while also providing participants an opportunity to meet current, faculty, staff and fellow incoming parents, in order to build a sense of community among incoming parents with NC State.

While this has been a goal in previous years as well, in 2015 parents were asked about their feelings of being a part of the larger NC State community as a result of Parents’ Orientation. 97.0% of first-year parents and 91.7% of transfer parents indicated feeling more a part of the NC State community as a result of their participation in the Parents’ Orientation.

**TRANSFER PARENTS**

**94.5%**

Indicated being better prepared for their student to start their first semester at NC State due to the information provided

**97.2%**

Indicated being excited for their student to start their first semester at NC State due to their participation in orientation

**91.7%**

Indicated feeling more a part of the NC State community due to their participation in orientation
2015 NEW STUDENT ORIENTATION STUDENT STAFF

Student Coordinators
Allysa Clagett (Psychology)  Peyton Holmquist (Communication)
Rachel Coffman (Math Education)  McCarty Kennedy (Math Education)

Office Assistant
Ethan Wicker (Math Education)

Orientation Leaders
Matthew Arnold (Sports Management)  Haley Forest (International Studies)  Rebekah Millsaps (Business Administration)
Rory Bergen (Chemical Engineering)  Shai Gerald (Computer Science)  Brittny Panella (Nutrition Science)
Brandon Burns (Biological Sciences)  Wanose Getachew (Physics)  Carson Petrea (Business Administration)
Rayven Casada (Math Education)  Libby Greene (Math Education)  Kayla Pounds (Communication)
Bri Clayton (Communication)  Amar Hodzic (Management)  Josh Pshock (Communication)
Matt Coats (Textile Engineering)  Madison Hoell (Animal Science)  Armando Salazar-Cardoso (Chemical Eng.)
Kendrick Cobb (Polymer & Color Chemistry)  Dylan Jenkins (Management)  Tsharre Sanders (Psychology)
Eboney Collins (Construction Engineering)  Erin Kehoe (Political Science)  Rasha Wahab (Computer Science)
Shirelle Cunningham (Management)  Madison King (Business Administration)
Ali Davis (Zoology)  Kelsey Maher (Math Education)
Leigh Debevec (Textile Management)  Taliah McBride (Communication)
Rachel DeLange (Biochemistry)  Sarah McCall (Exploratory Studies)
Brett Elizondo (Mechanical Engineering)  Tori McKinney (Communication)
Bryce Finch (Geology)  Kat Miller (Political Science)

Returning Orientation Leaders
Allie Johnson (Communication)  Allisson Quinn (Social Work)
Sarah-Catherine Lucas (Psychology)  Brianne Walker (Environmental Engineering)
Emerald Muniz (Geology)  Kyliee’ Wideman (Polymer & Color Chemistry)
NEW STUDENT PROGRAMS
DIVISION OF ACADEMIC AND STUDENT AFFAIRS

North Carolina State University is a land-grant university and a constituent institution of the University of North Carolina System

For more information, visit New Student Programs at http://newstudents.ncsu.edu
Campus Box 7525, 106 Peele Hall, Raleigh, North Carolina, 27695