ABOUT NEW STUDENT PROGRAMS

This Assessment Report serves as general overview of summer 2016 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 2016 was comprised of 20 two-day sessions for first-year students (including one specifically for Summer START participants) and 4 one-day sessions for transfer students. These numbers include 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 Student Programs
New Student Orientation and Parents’ Orientation programs are funded through student fees paid by incoming, degree-seeking first-year and transfer students. The costs associated with these programs, including personnel, materials, food, and housing come from the New Student Programs operating budget.

The fees for students are outlined below.

**First-Year Students**
- First-Year Students: $196.75

**Transfer Students**
- Transfer Students: $52.00

In addition to student fees, NSP brought in approximately $1,500 from external sponsorships from local businesses to provide specific services to incoming students or parents to address their specific needs.

New Student Programs would also like to extend appreciation to on-campus partners for their continued support of the New Student Orientation program and incoming students and parents.

**Sponsors Include:**

**Internal**
- Student Alumni Association
- Student Involvement
- Sustainability Office
- Union Activities Board
- University Dining
- University Housing
- University Recreation
- Wolfpack Pick Up

**External**
- DoubleTree Raleigh Brownstone
- Hampton Inn & Suites Raleigh Downtown
- Sheraton Downtown Raleigh

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**NEW PROGRAM COMPONENTS IN 2016**

In Summer 2016, 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.

- **DIVERSITY & INCLUSION**
  In response to the concerns of current students regarding the racial climate on campus, the Pack Pride program was revised for summer 2016 to include more in-depth coverage of specific topics, such as: personal bias, cultural appropriation, intent vs. impact, microaggressions, stereotypes, and privilege. Again in 2016, Pack Pride was followed by a small group debrief facilitated by an Orientation Leader.

- **SEXUAL ASSAULT & VIOLENCE PREVENTION (PARENTS)**
  ImPACK Your Community, presented by the Title IX Committee, was incorporated into all New Student Orientation programs in 2014 to provide education and awareness to incoming first-year and transfer students around sexual assault and sexual violence. This program empowers students to create an environment free of sexual assault and violence by intervening and supporting survivors while also sharing resources available to students should they need help in preventing or reporting sexual violence. In 2016, these messages were incorporated into the Parents’ Orientation program and delivered during the Community Expectations session for first-year and transfer parents and family members.

- **FIRST-YEAR STUDENT SMALL GROUP #3**
  To assist first-year students in planning for their first semester, Small Group #3 (SG3) was revamped for 2016. Facilitated by an Orientation Leader, discussion in SG3 revolves around “what students want to accomplish when they get to NC State” and how what they have learned from Orientation will assist them in reaching their goals. This conversation also involves peer-to-peer brainstorming regarding resources and opportunities available to aid students in meeting their goals and transitioning to NC State.
# FIRST YEAR ORIENTATION ATTENDANCE
(StUDENT & PARENT)

## Attendance by Session Type

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Orientation</td>
<td>3,754</td>
<td>5,509</td>
</tr>
<tr>
<td>Summer Start</td>
<td>193</td>
<td>211</td>
</tr>
<tr>
<td>August Orientation</td>
<td>250</td>
<td>310</td>
</tr>
<tr>
<td>International Orientation</td>
<td>115</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total Attendance</strong></td>
<td><strong>4,312</strong></td>
<td><strong>6,074</strong></td>
</tr>
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</table>

## 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>125</td>
<td>190</td>
</tr>
<tr>
<td>Agriculture &amp; Life Sciences</td>
<td>256</td>
<td>396</td>
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<tr>
<td>Design</td>
<td>110</td>
<td>159</td>
</tr>
<tr>
<td>Education</td>
<td>86</td>
<td>131</td>
</tr>
<tr>
<td>Engineering</td>
<td>1,310</td>
<td>1,799</td>
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<tr>
<td>Exploratory Studies</td>
<td>651</td>
<td>942</td>
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<tr>
<td>Humanities &amp; Social Sciences</td>
<td>426</td>
<td>573</td>
</tr>
<tr>
<td>Life Sciences First Year</td>
<td>448</td>
<td>640</td>
</tr>
<tr>
<td>Poole College of Management</td>
<td>390</td>
<td>541</td>
</tr>
<tr>
<td>Natural Resources*</td>
<td>193</td>
<td>276</td>
</tr>
<tr>
<td>Sciences</td>
<td>175</td>
<td>229</td>
</tr>
<tr>
<td>Textiles*</td>
<td>142</td>
<td>198</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></th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Orientation</td>
<td>931</td>
<td>955</td>
</tr>
<tr>
<td>Summer Start</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>August Orientation</td>
<td>157</td>
<td>100</td>
</tr>
<tr>
<td>International Orientation</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Attendance</strong></td>
<td><strong>1,133</strong></td>
<td><strong>1,075</strong></td>
</tr>
</tbody>
</table>

### Attendance by College/Academic Program

<table>
<thead>
<tr>
<th></th>
<th>Students Attended</th>
<th>Parents Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Institute</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Agriculture &amp; Life Sciences</td>
<td>143</td>
<td>163</td>
</tr>
<tr>
<td>Design</td>
<td>32</td>
<td>25</td>
</tr>
<tr>
<td>Education</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>Engineering</td>
<td>229</td>
<td>211</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>312</td>
<td>299</td>
</tr>
<tr>
<td>Poole College of Management</td>
<td>134</td>
<td>102</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>99</td>
<td>88</td>
</tr>
<tr>
<td>Sciences</td>
<td>122</td>
<td>133</td>
</tr>
<tr>
<td>Textiles</td>
<td>16</td>
<td>14</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.

An integral component of the orientation program is the academic transition of first-year students and as such is discussed through multiple institutional and college-specific messages. Significant time is placed on the academic advising and course registration process, with an emphasis on specific academic requirement in a student’s given college or program. Delivered messages also include the university resources and policies that may impact a student’s success at NC State, such as the University Tutorial Center and the Career Development Center. Consistent with previous years, students indicated high levels of agreement and satisfaction with the information and attention provided during their orientation experience.

In 2016, 91.6% of respondents indicated that useful information was provided about the academic advising process within their college (an increase of 0.6% from 2015), while 92.4% of respondents also reported satisfaction with the attention they received from their college during Orientation (up from 91.0% in 2015). Related specifically to course registration, 91.0% of respondents 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 an increase of approximately 2% from 2015. Also remaining consistent from 2015, 92.9% of respondents reported having the opportunity to get academic questions answered during time with their college/department (an increase of 1.1% from 2015).

Unique to NC State is the self-registration process for a handful of colleges/programs, in which approximately 25% of the incoming first-year class is advised and registers for their fall semester courses prior to attending New Student Orientation. In assessing the student experience with advising and course registration before New Student Orientation, respondents indicated similar experiences as in previous years with slight increases across the board. In 2016, 89.3% of self-registration respondents indicated that the information and advice received from their college or program helped them in planning their fall schedule (an increase of 2.4% from 2015). Similarly, 2016 saw a 0.9% increase from 2015 in the reported student satisfaction with the attention they received from the college prior to Orientation with 90.8% of those who responded either strongly agreeing or agreeing compared to 89.9% of respondents in 2015.

Overall, first-year students again in 2016 indicated high levels of satisfaction prior to and during New Student Orientation with their experiences related to academic advising and course registration.

**New Student Orientation provided useful information about:**

- **The academic advising process within their college**
  - 91.6%

- **NC State’s expectation for students to graduate in a timely manner**
  - 98.1%
As a result of participating in NSO, I:

98.0%
Am excited to start my first semester at NC State

95.5%
Feel better prepared to start my first semester at NC State

NSO provided useful information about:

98.9%
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

To complement the strong academic messages presented, New Student Orientation (NSO) strives to assist students in developing an understanding of the NC State community and the inherent expectations therein.

In conjunction with multiple campus partners, NSO covers expectations related to sexual assault and violence prevention education through the Impact Your Community presentation. Of those who responded, 98.9% indicated useful information was provided about the prohibition of sexual violence, relationship violence, and stalking at NC State (a slight increase of 0.1% from 2015). Respondents also indicated that useful information was provided about the resources available if help is needed to prevent or report sexual violence with 98.5% of those responded either strongly agreeing or agreeing (a slight increase of 0.3% from 2015).

Additionally, resources and information related to a student’s personal well-being and safety, as well as the community’s well-being and safety, were delivered through wOLpack On Demand, a series of skits performed by Orientation Leaders. These skits covered a variety of topics, including living with a roommate, taking care of oneself physically, and safety at NC State.

Students were asked if they were able to identify the resources and behaviors that will promote personal well-being. Of those who responded, 98% 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 (top five listed by most often cited by students):

- Student Health Services
- University Recreation
- Student Organizations and Clubs
- Academic Resources
- Talley Centers (Talley Student Union)

Students were also asked if they were able to identify the resources and behaviors that will promote community well-being and safety. Of those who responded, 97% indicated they were able to do so. Through a follow up question asking them to identify the resource they believed would be most helpful in promoting community safety, students responded (top five listed by most often cited by students):

- University Police
- Academic Resources
- Student Health Services
- Talley Centers (Talley Student Union)
- Peers

Overall again in 2016, first-year students overwhelmingly indicated that they were excited (98.0%) and better prepared (95.5%) to start their first semester at NC State as a result of participating in New Student Orientation.

As a result of participating in NSO, I can:
Identify resources (98.3%) and behaviors (98.0%) that will promote my personal well-being
Identify resources (97.5%) and behaviors (98.2%) that will promote community well-being
As in previous years, assessment information was gathered through the Incoming Transfer Student Survey administered by the Office of Institutional Research and Planning. In 2016, 616 students responded to the survey for a response rate of 54%. All results reported are responses indicated as “Strongly Agree” or “Agree” by survey participants.

To address the academic transition of transfer students, Transfer Orientation focuses significant time and energy in sharing relevant campus resources, connecting students to their academic homes, and discussing ways students can mitigate transitional academic issues that may impact their success at NC State. Unlike a majority of first-year students, entering transfer students are encouraged to speaking with an academic advisor and register for fall semester course prior to attending Transfer Orientation. To this end, students were asked to evaluate their experiences prior to and during orientation. In 2016, 89.4% of those who responded reported the information and advice they received from their college/department prior to Orientation helped them plan their fall schedule compared to just 77.0% of those who responded indicating this occurring at Orientation. Given the expectation for students to register for fall courses prior to Orientation, the decrease in perceived assistance is expected but is concerning nonetheless.

Consistent with 2015 [although slightly lower] students indicated high levels of satisfaction with the attention they received from their college/department prior to (86.0%) and during (87.8%) Orientation. While there are most certainly frustrating issues faced by some students in the advising and registration process, an overwhelming majority of those who responded indicated satisfaction with the service provided by their college/department.

2016 also saw slight decreases from 2015 in respondents indicating Transfer Orientation provided useful information on the academic advising process within the student’s college/program (89.9% strongly agreeing or agreeing) and NC State's expectation for students to graduate in a timely manner (91.5% strongly agreeing or agreeing).

**New Student Orientation provided useful information about:**

*The academic advising process within their college* 89.9%

*NC State’s expectation for students to graduate in a timely manner* 91.5%

**Indicated the information/advice received from their college/department prior to Orientation helped to plan their fall schedule**

89.4%

**Indicated satisfaction with the attention they received from their college prior to Orientation**

86.0%

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

87.8%
Due to the importance of transfer students understanding the expectations of the community they are entering, Transfer Orientation places an emphasis on assisting students in learning about the resources available surrounding personal and community well-being, including sexual assault and violence prevention.

As with first-year students, Transfer Orientation shares expectations related to sexual assault and violence prevention through the Impact Your Community presentation, which is delivered in conjunction with multiple campus partners. Of those who responded, 98.4% indicated useful information was provided about the prohibition of sexual violence, relationship violence, and stalking at NC State (a slight decrease of 0.1% from 2015). Respondents also indicated that useful information was provided about the resources available if help is needed to prevent or report sexual violence with 97.5% of those responded either strongly agreeing or agreeing (a slight decrease of 1.0% from 2015).

Additionally as part of Impact Your Community, students heard from University Police related to expectations and services. Students were then asked if they were able to identify the resources and behaviors that will promote community well-being and safety. Of those who responded, 96.3% indicated they were able to do so. Through a follow up question asking them to identify the resource they believed would be most helpful in promoting community safety, students responded (top five listed by most often cited by students):

- University Police
- Academic Resources
- Counseling Center
- Student Health Services
- Talley Centers (Talley Student Union)

Presented through Campus Resource Choice Sessions (where students chose from various sessions available), topics related to personal well-being were available to students. As such, students were asked if they were able to identify the resources and behaviors that will promote personal well-being. Of those who responded, 98.5% 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 (top five listed by most often cited by students):

- Student Organizations and Clubs
- University Recreation
- Student Health Services
- Academic Resources
- University Police
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 2016, the response rate was approximately 26.8% for first-year parents and 15.4% 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. 98.5% of those first-year parents who responded (up from 96.9% in 2015) and 96.0% of transfer parent respondents (up from 95.3% 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 Howland 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”.

Of those first-year parents who responded, high levels of agreement indicated that Parents’ Orientation provided useful information about available resources to help their students succeed (99.0% up from 98.9% in 2015) and ways to support themselves and their students during the transition (98.8%; up from 97.9% in 2015). Similarly, transfer parent respondents overwhelmingly indicated being provided useful information on available resources to help their student succeed (96.2%; down from 96.8% in 2015) and ways to support themselves and their student during the transition (92.3%; down from 95.8% in 2015).

<table>
<thead>
<tr>
<th><strong>FIRST-YEAR PARENTS</strong></th>
<th><strong>Useful information was provided about:</strong></th>
<th><strong>TRANSFER PARENTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>98.5%</strong></td>
<td><strong>What student success may look like during your student’s first year at NC State</strong></td>
<td><strong>96.0%</strong></td>
</tr>
<tr>
<td><strong>99.0%</strong></td>
<td><strong>Resources available to help your student succeed at NC State</strong></td>
<td><strong>96.2%</strong></td>
</tr>
<tr>
<td><strong>98.8%</strong></td>
<td><strong>Ways to support your student and yourself during this transition</strong></td>
<td><strong>92.3%</strong></td>
</tr>
</tbody>
</table>
PARENTS’ ORIENTATION

FIRST-YEAR PARENTS
98.4%
Indicated being better prepared for their student to start their first semester at NC State due to the information provided

99.4%
Indicated being excited for their student to start their first semester at NC State due to their participation in orientation

97.5%
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 2016, as in 2015, parent respondents indicated high levels feeling both better prepared and more excited as a result of Parents’ Orientation.

98.4% of those first-year parents who responded (up from 98.1% in 2015) and 94.0% of those transfer parents who responded (down from 94.5% in 2015) 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, 94.4% of those first-year parents who responded (up from 98.8% in 2015) and 98.0% of those transfer parents who responded (up from 97.2% in 2015) 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 2016 parents were asked about their feelings of being a part of the larger NC State community as a result of Parents’ Orientation. 97.5% of those first-year parents who responded and 90.9% of those transfer parents who responded indicated feeling more a part of the NC State community as a result of their participation in the Parents’ Orientation programs.

TRANSFER PARENTS
94.0%
Indicated being better prepared for their student to start their first semester at NC State due to the information provided

98.0%
Indicated being excited for their student to start their first semester at NC State due to their participation in orientation

90.9%
Indicated feeling more a part of the NC State community due to their participation in orientation
2016 NEW STUDENT ORIENTATION STUDENT STAFF

Student Coordinators
Matt Arnold (Sport Management)
Leigh Debevec (Textile Management)
Libby Greene (Math Education)
Brittney Panella (Nutrition Science)

Office Assistants
Blaise Bolemen (Graphic Design)
Allysa Clagett (Psychology)
Ethan Wicker (Math Education)

Orientation Leaders
Corey Aydlett (Environmental Technology)
Lane Bass (Biochemistry)
Meredith Courtney (Communication)
Tony Courville (Mechanical Engineering)
Trevor Daekle (Civil Engineering)
Jenni Davis (Elementary Education)
Achaia Dent (Animal Sciences)
Raveena Doshi (Mechanical Engineering)
Jess Drouks (Accounting)
Erin Egan (Fashion & Textile Design)
Ada Evbuomwan (Business Administration)
Tabbi Fink (Business Administration)
Austin Fishel (Psychology)
Jesse Flores (International Studies)
Emma Gagliarducci (Human Biology)
Hunter Gibson (Social Work)
Marquan Hamilton (Political Sciences)
Meredith Harms (Communication)
Doug Henderson (History)
Joanne Hong (Fashion & Textile Mgmt)
Michael Howard (Biological Studies)
Ashli Jamison (Chemical Engineering)
Andy Jones (Nuclear Engineering)
Roman Lawrence (Poultry Science)
Anna McMillen (Genetics)
Alex Mitchell (Meteorology)
Cashie Naylor (Parks, Rec, and Tourism)
Stacy Partin (Environmental Studies)
Craig Prince (Engineering First Year)
Noah Riley (Genetics)
Courteney Sebastian (Undeclared)
Nate Sopic (Architecture)
Shaunaci Stevens (Exploratory Studies)
Josh Stone (Mechanical Engineering)
Ashley Turner (Comm. & Anthropology)
Briana Ullman (Communication)
Lindsay Veros (Psychology)
Zack Wilfong (Business Administration)
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
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