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MISSION AND OUTCOMES

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, we achieve 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

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

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

Objective 2: 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

Objective 3: 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

Objective 4: 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

Objective 5: 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
CHANGES IN SERVICE ENVIRONMENT

The following items may require a change in service environment in future years, beginning in 2016-2017.

- **Federal Legislation:** With the passing of significant changes to the Fair Labor Standards Act, concerns for the future include the financial and programmatic implications of this legislation. In looking forward, the new standards may require adjustments to the staffing required during New Student Orientation, Wolfpack Welcome Week and first year programming. In balancing the needs of the program, the safety of participants, and the law, New Student Programs will be required to examine the potential for compensatory time or overtime compensation or adjusted work schedules. While the full impact of the new regulations are not currently known, the process of creating contingency plans moving forward has already begun.

- **First Year Student Live-On Requirement:** Should the implementation of a first year live-on requirement in University Housing occur, it may change the programs and services provided by New Student Programs. With all first-year students living in University Housing, it provides a unique opportunity for partnerships between units to deliver resources to positively impact the success and well-being of students during their first year on-campus. While details are not clear at this time, New Student Programs is aware of potential upcoming changes to the first year experience of new students and is excited about the potential opportunities this may present.

PROGRAMS AND SERVICES

The following programs and services were coordinated by New Student Programs during 2015-2016.

- **New Student Orientation (NSO):** New Student Orientation aims to assist students in their cultural, intellectual, and social transitions to the NC State community. NSO assists these transitions by familiarizing students with the academic information and expectations of the university, identifying the resources and support services available to aid in a student’s success, connecting students to their peers, faculty, staff and NC State history and traditions to create a sense of community, and presenting the cultural expectations of membership in our community. To this end, New Student Orientation hosted over 12,500 new students and parents during 2015-2015, 4,409 of which were first-year students and 1,364 of whom were transfer students. Please see Addendum A for an overview of assessment data from New Student Orientation.

- **Parents’ Orientation (PO):** Based upon the premise that students benefit when parents and families are informed, Parents’ Orientation, which runs concurrently with New Student Orientation, is offered to all parents and family members of incoming students. This program aims to provide the parents, families, and supporters of incoming students with the opportunity to get better acquainted with the academic programs and campus services offered to their student, gain insights into the potential adjustments of their new student and family, and connect with staff and current students. Through the Parents’ Orientation sessions offered in 2015-2016, New Student Programs welcomed 5,768 parents of first-year students and 1,139
parents of transfer students into the NC State community. Please see Addendum A for an overview of
assessment data from Parents’ Orientation.

- **Wolfpack Welcome Week (WWW):** Wolfpack Welcome Week is the university’s coordinated
  programming efforts from the point of move-in to the Saturday after classes begin. With approximately 100
  separate events taking place during the ten-day period, WWW promotes the various opportunities for
  students to connect with campus, including the Arts, academic programs and resources, student
  organizations, and health and wellness programs. Through WWW, students will develop a sense of
  community with NC State, student organizations, and smaller peer networks, develop the skills needed to
  thrive in the classroom, and identify university expectations. Signature events hosted during WWW include:
  Convocation, Campus Connections, College Connections, RecFest, Silent Disco, Moonlight Howl and Run
  and Packapalooza. Events coordinated specifically by New Student Programs (with attendance in parenthesis
  if available) include: Howl on the Lawn (approximately 450 students), Orientation Small Group Reunion (309
  students), Wolfpack Wandering: Find Your Classes! (approximately 950 students), Out-of-State Student
  Welcome (approx. 165 students), Wolfpack Ways: Commuter Student Welcome (29 students), and NC State
  Hearts Transfers (approx. 100 students). Please see Addendum B for assessment data specific to Wolfpack
  Welcome Week.

- **Common Reading Program (CRP):** In 2015, the Common Reading Selection Committee chose *Stand Up
  That Mountain: The Battle to Save One Small Community in the Wilderness Along the Appalachian Trail* by
  Jay Erskine Leutze as the 2015 Common Reading text. The Common Reading Program is a university-wide
  shared intellectual experience that strives to develop an environment of intellectual engagement, inside and
  outside of the traditional classroom, and promote academic discourse and critical and creative thinking.
  While the CRP encompasses the entire NC State community, the text was distributed to over 4,300 new
  first-year students entering in the fall semester. In 2015, the author’s visit to campus resulted in 15 sessions
  of varying size being held with a variety of campus entities, including faculty, living and learning villages,
  University Honors Program, and multiple colleges. Additionally in fall 2015, the Common Reading Program
  hosted or supported eight events related to themes from the text. These programs included a documentary
  on Appalachian culture, backpacking trips coordinated by University Recreation, and a College of Natural
  Resources faculty-led trip to the site of the book. For 2016, the Common Reading Selection Committee chose
  *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson as the 2016 Common Reading selection.
  Please see Addendum C for assessment data specific to the Common Reading Program.

- **On-Going First Year Programming:** Throughout 2015-2016, New Student Programs implemented on-
  going programming for students in their first year at NC State. These on-going programs aimed to assist
  students in their academic, social and cultural transitions to our community. Ranging from an on-campus job
  fair to academic success workshops and an honor society celebrating the success of transfer students, these
  programs are outlined in detail below in the New Initiatives in 2015-2016 section of this report. Programs
  also ranged in size, format, and focus to engage students across multiple platforms with the intention of
  sharing the tools needed to thrive inside and outside of the classroom and create a sense of community
  among the first-year and transfer classes.
• **Student Staff Employment:** To fulfill the mission and outcomes of New Student Programs, student staff members are recruited, trained, employed, and evaluated each academic year. In 2015-2016, NSP employed approximately 80 student staff members (approximately 75 first-time staff members and 8 returning staff members). Focusing on their development as student leaders and professionals, this process encompassed over 100 hours of comprehensive training (including a two credit hour course, USC 223: Orientation Leader Development) culminating in their implementation of the summer orientation programs and work with incoming students and parents. For the Spring 2016 USC 223 course, 100% of those who responded (n=20) either strongly agreed (n=18) or agreed (n=2) the course improved their knowledge of the subject [the university and transition]. While 100% of those who responded (n=20) either strongly agreed (n=16) or agreed (n=4) that the “course was excellent”. Additionally, a student responded with the following open-ended comment on the evaluation, “I felt as though this course really broadened my perspective and built the community.”

### NEW INITIATIVES IN 2015-2016

The following initiatives were implemented in 2015-2016.

• **First Finals:** First Finals, held in December 2015, was a drop-in event aimed at provided first-year students an opportunity to take a break from studying while engaging with other students and hearing advice from upper-level students. Students participated in activities, including painting mugs and karaoke, and were provided with a letter from an upper-level student encouraging them during finals week and sharing their experiences of overcoming struggles and fear to thrive during finals and at NC State in general.

• **Get the Scoop Workshop Sessions:** Get the Scoop is a workshop series aimed at new students that strives to provide students with the tools necessary to successfully transition, both in and outside the classroom. Session topics in 2015-2016 included: time management, stress management, financial well-being, goal setting, getting involved, decoding a syllabus, and self-defense. In fall assessment, of those participants who responded (n=23), 100% indicated the quality of content of the workshop session was either excellent (82.6%) or above average (17.4%).

• **How to Thrive Workshop Sessions:** New Student Programs partnered with academic and student affairs units to promote student success through targeted workshops for new students. Sessions focusing on courses in which student in their first year struggle were offered during Wolfpack Welcome Week and Winter Welcome Week, including Calculus, Chemistry, and Physics. However, topics targeting skills important in academic success were also presented by campus partners, including test taking and study skills, as well as time management. In assessment following How to Thrive sessions held during Wolfpack Welcome Week, of those workshop attendees who responded (n=29), 93.1% either strongly agreed (n=13) or agreed (n=14) that additional resources were identified that may aid in their academic success. Additionally, of those workshop attendees who responded (n=31), 77.4% either strongly agreed (n=5) or agreed (n=19) that as a result of attending the session they felt more confident in their abilities to succeed.
• New Student On-Campus Job Fair: New Student Programs, in conjunction with campus partners, hosted two New Student On-Campus Job Fairs this academic year (one in fall and spring semesters respectively) to promote employment opportunities to new students. These events were attended by students of all classes with approximately 360 students participating over the course of both fairs. Approximately 20 different campus departments and programs recruited for multiple positions over the course of both job fairs. In assessment from the spring New Student On-Campus Job Fair, of those participants who responded, 91.1% either strongly agreed (n=45) or agreed (n=37) that they left the job fair knowing how to pursue the job positions they were interested in.

• Southern Regional Orientation Workshop (SROW): In March 2016, members of the New Student Programs student staff attended the Southern Regional Orientation Workshop (SROW), a regional conference for the Association for Orientation, Transition and Retention in Higher Education (NODA), in Greenville, North Carolina. Over 45 student staff members participated in the conference with the aim of representing NC State University and engaging in conversations around the fields of orientation, transition and retention. Students also attended educational sessions presented by institutions from across the Southeast and learned about various topics, including diversity and inclusion, orientation team building, creating a successful experience for new students, and how to maintain the balance of student leader and peer supporter. Student Coordinators from New Student Programs also presented a session entitled, Passing the Torch: Making an Impact as a Returner.

• Tau Sigma National Honor Society: New Student Programs coordinated the founding of Tau Sigma National Honor Society, a national honors society for transfer students. Tau Sigma was founded to recognize and promote the academic excellence and involvement of transfer students through motivational and communal engagement opportunities. Currently, Tau Sigma has three officers and over 70 new members.

• Winter Welcome Week: In January 2016, New Student Programs coordinated the inaugural Winter Welcome Week for incoming spring students and returning students in conjunction with campus partners. Over 50 events were held during Winter Welcome Week ranging in focus from health and wellness and social connection to academic engagement and arts and culture.

DIVERSITY INITIATIVES AND PROGRAMS

The following diversity initiatives were implemented during 2015-2016 New Student Orientation programs.

• Commuter Student Welcome: Held during Wolfpack Welcome Week, the Commuter Student Welcome provided incoming self-identified commuter students an opportunity to begin creating a peer support network while learning about opportunities for engagement in the NC State community as a student living off-campus. Approximately 30 commuter students attended Wolfpack Ways: Commuter Student Welcome in August 2015.
• **Diversity Coordinators Website:** Launched for Summer 2016 as a means to connect new students to the Diversity Coordinators within their colleges, New Student Programs created a webpage (newstudents.dasa.ncsu.edu/colleges) listing the names and contact information for each college’s Diversity Coordinator. While this initiative may be expanded in future years, this was in direct response to feedback received from current students in conjunction with follow-up meetings from the Racial Climate Town Hall.

• **ImPACKting Your Community:** ImPACKting 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 empowered 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.

• **International Student Orientation:** New Student Programs, in collaboration with the Office for International Services, hosted an International Student Orientation for international first-year and transfer undergraduate students. This program is designed to positively impact the transition of international undergraduate students into the culture of the United State and NC State University while promoting the integration of international students into the NC State community through cross-cultural peer exchanges with domestic undergraduate students. *International Student Orientation oriented 159 students (124 first-year students; 35 transfer students) during 2015-2016.*

• **NC State Hearts Transfers:** NC State Hearts Transfers, held during Wolfpack Welcome Week prior to classes, aids transfer students in creating a sense of community through peer connections and identifying available resources that support their collegiate success. *Approximately 100 transfer students attended NC State Hearts Transfers in August 2015.*

• **Non-Traditional Student Meet Up:** A *Non-Traditional Student Meet Up* was held at Transfer Orientation sessions to facilitate peer interactions between self-identified non-traditional students. *Total attendance across orientation sessions in 2015-2016 was approximately 42 non-traditional students.*

• **Pack Pride:** The Pack Pride program encouraged diversity and inclusion through a focus on creating a culture of inclusivity and the impact students can have on one another and their community. In response to the concerns of current students regarding the climate on campus, this program was revised for the upcoming year (2016-2017) to include topics, such as: personal bias, cultural appropriation, intent vs. impact, microaggressions/stereotypes, and privilege.

• **Out-of-State Student Welcome:** The Out-of-State Student Welcome, hosted during Wolfpack Welcome Week prior to classes, promoted the successful cultural and social transition of new out-of-state undergraduate students. This session provided opportunities to engage with an out-of-state peer network, learning about available campus resources, and learn about the culture of North Carolina. *164 new out-of-state students attended the Out-of-State Student Welcome in 2015.*
• **Student Veterans Sessions:** The Veteran’s Education Office, in conjunction with the Transfer Orientation program, presented a session specifically for veteran students and their families aimed at facilitating a smooth transition for veterans and families utilizing the G.I. Bill to pay for their education at NC State. *Total attendance across orientation sessions during 2015-2016 was approximately 75 incoming students and parents.*

PROFESSIONAL STAFF PROFESSIONAL LEADERSHIP AND RECOGNITION

• **Changes in Staffing:**
  ○ Coordinator of New Student Programs (Quentin Hodges) named on January 6, 2016
  ○ Administrative Support Specialist position reclassified to University Program Specialist (Lori Wilson) as of April 2016.

• **Professional Leadership Positions in the Association for Orientation, Transition and Retention in Higher Education (NODA):**
  ○ Co-Chair of the Graduate Student Network (Cameron Hill, Associate Director)
  ○ Co-Chair of the Transfer Services Network (Michael Coombes, Director)
  ○ Southern Regional Orientation Workshop Regional Conference Planning Committee (Genna Martella, Coordinator)

• **Participation on NC State Affiliated Committees:**
  ○ Division of Academic and Student Affairs Diversity Committee (Cameron Hill, Associate Director and Genna Martella, Coordinator)
  ○ International Student Success Committee (Michael Coombes, Director)
  ○ Military Affairs Working Group (Michael Coombes, Director)
  ○ Student Leader Training Committee (Quentin Hodges, Coordinator)

• **Presentations at National Conferences by Personnel:**
  ○ *Graduate Student Symposium,* Association for Orientation, Transition and Retention in Higher Education Annual Conference (November 2015). Facilitated by Cameron Hill, Associate Director.

○ *It’s a Marathon, Not a Sprint: The Job Search*, Southern Regional Orientation Workshop Regional Conference (March 2016). Presented by Genna Martella, Coordinator and Quentin Hodges, Coordinator.

○ *What’s Now, Not Next*, Southern Regional Orientation Workshop Regional Conference (March 2016). Presented by Cameron Hill, Associate Director.

**STUDENT STAFF RECOGNITION AND PRESENTATIONS**

- **Recognition of Student Staff:**
  ○ Association of Orientation, Transition and Retention in Higher Education (NODA) Region VI Outstanding Undergraduate Student Leader (Blaise Bolemon, Undergraduate Intern)

- **Presentations at Regional Conferences by Student Staff:**
  ○ *Passing the Torch: Making an Impact as a Returner*, Southern Regional Orientation Workshop Regional Conference (March 2016). Presented by Matthew Arnold, Leigh Debevec, Libby Greene, and Brittney Panella, Student Coordinators.

**FUNDRAISING**

- **Parents’ Orientation Accommodations Sponsorship:**
  ○ Approximately $1,500 was raised through the participation of three local area hotels in the Parents’ Orientation Accommodations Sponsorship program. This sponsorship program aims to provide Parents’ Orientation participants discounts on local area accommodations during their visit to campus for Parents’ Orientation. The three local hotel sponsors were: the DoubleTree by Hilton Raleigh Brownstone, the Hampton Inn and Suites Raleigh Downtown, and the Sheraton Raleigh Hotel.
RECOMMENDATIONS AND CONCERNS FOR THE FUTURE

- **Recommendations for the Future**
  - **Expansion of First Year Experience Lens:** To better align services and programs to the needs of first-year and transfer students as they transition to NC State, an expansion of the university’s focus on the success of these populations in their first year may be needed. As mentioned in the DASA Strategic Planning Report on the First Year Experience, this expansion may take the form of a taskforce that is utilized to gather and share data with relevant departments to increase an understanding of areas of focus and need for these populations. Due to the decentralized nature of the university, this group may be able to provide guidance in addressing issues impacting first year to second year persistence rates or the success of special populations within first-year and transfer students.

  - **Increase in Programming for Students in their First Year at NC State:** In order to assist students throughout their first year transition to NC State, New Student Programs (NSP) is committed to provided additional programs and services to new students that extend beyond the traditional New Student Orientation and Wolfpack Welcome Week programs. Beginning in 2015-2016 (as noted in the New Initiatives section), NSP has developed on-going programming to meet students’ needs during their transition. Additional programming is slated for 2016-2017 to continue addressing these needs and include programs such as, an out-of-state student focused Labor Day experience, an Alternative Service Break trip over Fall Break specifically for first-year students, and a peer support network small group to be facilitated throughout the fall semester.

- **Concerns for the Future**
  - **Climate On Campus Around Diversity and Inclusion:** While New Student Programs has taken steps during our Summer 2016 orientation programs to address the climate on campus around diversity and inclusion, this is an area of concern for the future in the regards that our programs need to keep pace with the changing narrative at NC State. It can be difficult to address these issues in a one-stop program during our traditional two-day or one-day orientation programs; therefore, to effectively address these issues with new students will take a campus-wide, multifaceted approach to deliver relevant messages at the correct times during a student’s transition. New Student Programs is committed to supporting the institutional message surrounding diversity and inclusivity on campus and is invested in working with the campus community to discover a venue and messaging that reflects this to all incoming students.

  - **Federal Legislation:** With the passing of significant changes to the Fair Labor Standards Act, concerns for the future include the financial and programmatic implications of this legislation. In looking forward, the new standards may require adjustments to the staffing required during New Student Orientation, Wolfpack Welcome Week and first year programming. In balancing the needs of the program, the safety of participants, and the law, New Student Programs will
be required to examine the potential for compensatory time or overtime compensation or adjusted work schedules. While the full impact of the new regulations are not currently known, the process of creating contingency plans moving forward has already begun.

- **Significant Increases in Parental Attendance:** With Summer 2016 being the second orientation cycle with a combined student and parent fee, we are still seeing an increase in the number of parents attending our Parents’ Orientation program. It may take a number of cycles for the parent attendance to plateau; however, it is an area of concern for New Student Programs due to the logistical issues that may arise in sessions to ensure we have enough space to accommodate all parents who want to attend. Currently, we do not have a mechanism in place via our registration system to cap parent attendance per session, so this may impact the number of orientation sessions provided or the structure of the orientation programs due to limited facility options that will accommodate such large numbers of participants. While a positive issues for New Student Orientation programs, increased attendance at Parents’ Orientation must be monitored to ensure a positive first experience for our community’s newest members.

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**NC STATE STRATEGIC PLAN**

- **GOAL 1: ENHANCE THE SUCCESS OF OUR STUDENTS THROUGH EDUCATIONAL INNOVATION**
  - Strategy: Enroll a greater percentage of external undergraduate transfer students.
    - **NC State Hearts Transfers:** NC State Hearts Transfers, held during Wolfpack Welcome Week prior to classes, aids transfer students in creating a sense of community through peer connections and identifying available resources that support their collegiate success. Approximately 100 transfer students attended NC State Hearts Transfers in August 2015.

- **New Student Orientation Programs:** NSO assisted in the transition of approximately 1,400 external undergraduate transfer students during the 2015-2016 academic year through Transfer Orientation programs. With a focus on introducing students to the campus culture while providing vital information on academic and co-curricular resources that aid in student success, Transfer Orientation provides incoming transfer students with a foundation for success as they transition to NC State.

- **Tau Sigma National Honor Society:** New Student Programs coordinated the founding of Tau Sigma National Honor Society, a national honors society for transfer students. Tau Sigma was founded to recognize and promote the academic excellence and involvement of transfer students through motivational and communal engagement opportunities. Currently, Tau Sigma has three officers and over 70 new members.
○ **Strategy: Increase geographic diversity by enrolling more out-of-state and international students.**

- **International Orientation:** International Orientation for international first-year and transfer undergraduate students, in collaboration with the Office for International Services, oriented 159 students (124 first-year students; 35 transfer students) during the 2015-2016 academic year. This program is designed to positively impact the transition of international undergraduate students into the culture of the United State and NC State University while promoting the integration of international students into the NC State community through cross-cultural peer exchanges with domestic undergraduate students.

- **Out-of-State Student Welcome:** The Out-of-State Student Welcome, hosted during Wolfpack Welcome Week prior to classes, promoted the successful cultural and social transition of new out-of-state undergraduate students. This session provided opportunities to engage with an out-of-state peer network, learning about available campus resources, and learn about the culture of North Carolina. **164 new out-of-state students attended the Out-of-State Student Welcome in 2015.**

○ **Strategy: Improve retention and graduation rates.**

- **How to Thrive Workshop Sessions:** New Student Programs partnered with academic and student affairs units to promote student success through targeted workshops for new students. Sessions focusing on courses in which student in their first year struggle were offered during Wolfpack Welcome Week and Winter Welcome Week, including Calculus, Chemistry, and Physics. However, topics targeting skills important in academic success were also presented by campus partners, including test taking and study skills, as well as time management.

- **New Student On-Campus Job Fair:** New Student Programs, in conjunction with campus partners, hosted two New Student On-Campus Job Fairs this academic year (one in fall and spring semesters respectively) to promote employment opportunities to new students. These events were attended by students of all classes with approximately 360 students participating over the course of both fairs. Approximately 20 different campus departments and programs recruited for multiple positions over the course of both job fairs.

- **Winter Welcome Week:** In January 2016, New Student Programs coordinated the inaugural Winter Welcome Week for incoming spring students and returning students in conjunction with campus partners. Over 50 events were held during Winter Welcome Week ranging in focus from health and wellness and social connection to academic engagement and arts and culture.

○ **Strategy: Provide high-impact educational experiences for undergraduates.**

- **High-Impact Student Engagement Sessions:** Held during first-year student orientation sessions, the High-Impact Student Engagement Sessions promoted first-year student engagement in the four areas of high-impact experiences, as identified by the university.
These sessions, focused on career development, service learning, study abroad, and undergraduate research, encouraged students to participate in these high-impact educational experiences from the beginning of the career at NC State and provided information on the pathways to do so. The High-Impact Student Engagement Sessions drew approximately 7,500 attendees in 2015 between students and parents participating in orientation programs. Note: students had the opportunity to attend two sessions and parents were offered one opportunity to attend these sessions.

- **GOAL 2: ENHANCE SCHOLARSHIP AND RESEARCH BY INVESTING IN FACULTY AND INFRASTRUCTURE**

- **GOAL 3: ENHANCE INTERDISCIPLINARY SCHOLARSHIP TO ADDRESS THE GRAND CHALLENGES OF SOCIETY**

- **GOAL 4: ENHANCE ORGANIZATIONAL EXCELLENCE BY CREATING A CULTURE OF CONSTANT IMPROVEMENT**
  - Strategy: Enhance institutional pride among all staff, faculty, and students.
    - **New Student Communication Campaign:** In 2015-2016, New Student Programs participated in the implementation of the #NCState20 campaign in collaboration with university partners, including Undergraduate Admissions and the Division of Academic and Student Affairs. Used as a means to connect students to the institution and their cohort of first-year students, the campaign also aims to build community among incoming students via Social Media platforms.
  - Strategy: Encourage diversity and inclusion.
    - **Commuter Student Welcome:** Held during Wolfpack Welcome Week, the Commuter Student Welcome provided incoming self-identified commuter students an opportunity to begin creating a peer support network while learning about opportunities for engagement in the NC State community as a student living off-campus. *Approximately 30 commuter students attended Wolfpack Ways: Commuter Student Welcome in August 2015.*
    - **Diversity Coordinators Website:** Launched for Summer 2016 as a means to connect new students to the Diversity Coordinators within their colleges, New Student Programs created a webpage [newstudents.dasa.ncsu.edu/colleges](newstudents.dasa.ncsu.edu/colleges) listing the names and contact information for each college’s Diversity Coordinator. While this initiative may be expanded in future years, this was in direct response to feedback received from current students in conjunction with follow-up meetings from the Racial Climate Town Hall.
    - **ImPACKtive Your Community:** ImPACKtive 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 empowered 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.

- **Non-Traditional Student Meet Up:** A Non-Traditional Student Meet Up was held at Transfer Orientation sessions to facilitate peer interactions between self-identified non-traditional students. Total attendance across four Transfer Orientation sessions was approximately 42 non-traditional students.

- **Pack Pride:** The Pack Pride program encouraged diversity and inclusion through a focus on creating a culture of inclusivity and the impact students can have on one another and their community. In response to the concerns of current students regarding the climate on campus, this program was revised for the upcoming year (2016-2017) to include topics, such as: personal bias, cultural appropriation, intent vs. impact, microaggressions/stereotypes, and privilege.

- **Student Veterans Sessions:** The Veteran’s Education Office, in conjunction with the Transfer Orientation program, presented a session specifically for veteran students and their families aimed at facilitating a smooth transition for veterans and families utilizing the G.I. Bill to pay for their education at NC State. Total attendance across four Transfer Orientation sessions was approximately 75 incoming students and parents.

- **GOAL 5: ENHANCE LOCAL AND GLOBAL ENGAGEMENT THROUGH FOCUSED STRATEGIC PARTNERSHIP**

**DASA STRATEGIC PLAN**

- **GOAL 1: SHAPE YOUR LIFE**
  - **Strategy 1.2: Expand and Enhance the First Year Experience**
    - **Common Reading Program:** In 2015, the Common Reading Selection Committee chose *Stand Up That Mountain: The Battle to Save One Small Community in the Wilderness Along the Appalachian Trail* by Jay Erskine Leutze as the 2015 Common Reading text. The Common Reading Program is a university-wide shared intellectual experience that strives to develop an environment of intellectual engagement, inside and outside of the traditional classroom, and promote academic discourse and critical and creative thinking. While the CRP encompasses the entire NC State community, the text was distributed to over 4,300 new first-year students entering in the fall semester. For 2016, the Common Reading Selection Committee chose *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson as the 2016 Common Reading selection.
- **Commuter Student Welcome**: Held during Wolfpack Welcome Week, the Commuter Student Welcome provided incoming self-identified commuter students an opportunity to begin creating a peer support network while learning about opportunities for engagement in the NC State community as a student living off-campus. *Approximately 30 commuter students attended Wolfpack Ways: Commuter Student Welcome in August 2015.*

- **Convocation**: Held during Wolfpack Welcome Week and coordinated in conjunction with the Associate Vice Provost for Academic and Student Affairs, Convocation serves as the welcome of first-year students into the intellectual and cultural environment of NC State. Aimed at developing institutional pride and introducing first-year students to institutional expectations, Convocation also provides a venue in which first-year students hear from the Chancellor and Common Reading Program author. *In 2015, Convocation was attended by approximately 3,000 first-year and returning students.*

- **Diversity Coordinators Website**: Launched for Summer 2016 as a means to connect new students to the Diversity Coordinators within their colleges, New Student Programs created a webpage ([newstudents.dasa.ncsu.edu/colleges](http://newstudents.dasa.ncsu.edu/colleges)) listing the names and contact information for each college’s Diversity Coordinator. While this initiative may be expanded in future years, this was in direct response to feedback received from current students in conjunction with follow-up meetings from the Racial Climate Town Hall.

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- **How to Thrive Workshop Sessions**: New Student Programs partnered with academic and student affairs units to promote student success through targeted workshops for new students. Sessions focusing on courses in which student in their first year struggle were offered during Wolfpack Welcome Week and
Winter Welcome Week, including Calculus, Chemistry, and Physics. However, topics targeting skills important in academic success were also presented by campus partners, including test taking and study skills, as well as time management.

- **I am #NCState19**: Launched in 2014 as a collaborative photo project via Instagram, **I am #NCState19** showcased the unique experiences of students in their first year at NC State. This project chronicled students’ transitions to the University, celebrated the innovation and creativity of our students and allowed students to tell their NC State story.

- **New Student Communication Campaign**: In 2015-2016, New Student Programs participated in the implementation of the #NCState20 campaign in collaboration with university partners, including Undergraduate Admissions and the Division of Academic and Student Affairs. Used as a means to connect students to the institution and their cohort of first-year students, the campaign also aims to build community among incoming students via Social Media platforms.

- **New Student On-Campus Job Fair**: New Student Programs, in conjunction with campus partners, hosted two New Student On-Campus Job Fairs this academic year (one in fall and spring semesters respectively) to promote employment opportunities to new students. These events were attended by students of all classes with approximately 360 students participating over the course of both fairs. Approximately 20 different campus departments and programs recruited for multiple positions over the course of both job fairs.

- **Orientation Small Group Reunion**: Hosted by New Student Programs during Wolfpack Welcome Week, the Orientation Small Group Reunion provided new first-year students with the opportunity to reconnect with the Orientation Leader from their New Student Orientation experience. This program strives to promote a sense of community among first-year student, allow students to reconnect with familiar faces, and get questions answered from an upper-level student prior to the start of the classes. In 2015, 309 first-year students participated in the Orientation Small Group Reunion.

- **Winter Welcome Week**: In January 2016, New Student Programs coordinated the inaugural Winter Welcome Week for incoming spring students and returning students in conjunction with campus partners. Over 50 events were held during Winter Welcome Week ranging in focus from health and wellness and social connection to academic engagement and arts and culture.
• **Strategy 1.3: Develop transfer student experiences**
  - **NC State Hearts Transfers:** NC State Hearts Transfers, held during Wolfpack Welcome Week prior to classes, aids transfer students in creating a sense of community through peer connections and identifying available resources that support their collegiate success. *Approximately 100 transfer students attended NC State Hearts Transfers in August 2015.*

  - **New Student Orientation Programs:** NSO assisted in the transition of approximately 1,400 external undergraduate transfer students during the 2015-2016 academic year through Transfer Orientation programs. With a focus on introducing students to the campus culture while providing vital information on academic and co-curricular resources that aid in student success, Transfer Orientation provides incoming transfer students with a foundation for success as they transition to NC State.

  - **Tau Sigma National Honor Society:** New Student Programs coordinated the founding of Tau Sigma National Honor Society, a national honors society for transfer students. Tau Sigma was founded to recognize and promote the academic excellence and involvement of transfer students through motivational and communal engagement opportunities. Currently, Tau Sigma has three officers and over 70 new members.

• **GOAL 2: OPEN YOUR MIND**
  - **Strategy 2.2: Expand access to high impact practices**
    - **Common Reading Program:** In 2015, the Common Reading Selection Committee chose *Stand Up That Mountain: The Battle to Save One Small Community in the Wilderness Along the Appalachian Trail* by Jay Erskine Leutze as the 2015 Common Reading text. The Common Reading Program is a university-wide shared intellectual experience that strives to develop an environment of intellectual engagement, inside and outside of the traditional classroom, and promote academic discourse and critical and creative thinking. While the CRP encompasses the entire NC State community, the text was distributed to over 4,300 new first-year students entering in the fall semester. *For 2016, the Common Reading Selection Committee chose Just Mercy: A Story of Justice and Redemption by Bryan Stevenson as the 2016 Common Reading selection.*

    - **High-Impact Student Engagement Sessions:** Held during first-year student orientation sessions, the High-Impact Student Engagement Sessions promoted first-year student engagement in the four areas of high-impact experiences, as identified by the university. These sessions, focused on career development, service learning, study abroad, and undergraduate research, encouraged students to participate in these high-impact educational experiences from the beginning of
the career at NC State and provided information on the pathways to do so. The High-Impact Student Engagement Sessions drew approximately 7,500 attendees in 2015 between students and parents participating in orientation programs. Note: students had the opportunity to attend two sessions and parents were offered one opportunity to attend these sessions.

- **GOAL 3: BUILD YOUR COMMUNITY**
  - Strategy 3.1: Promote success of non-traditional students by enhancing existing support structures and creating new ones where needed
    - **Commuter Student Welcome:** Held during Wolfpack Welcome Week, the Commuter Student Welcome provided incoming self-identified commuter students an opportunity to begin creating a peer support network while learning about opportunities for engagement in the NC State community as a student living off-campus. *Approximately 30 commuter students attended Wolfpack Ways: Commuter Student Welcome in August 2015.*

    - **International Student Orientation:** New Student Programs, in collaboration with the Office for International Services, hosted an International Student Orientation for international first-year and transfer undergraduate students. This program is designed to positively impact the transition of international undergraduate students into the culture of the United State and NC State University while promoting the integration of international students into the NC State community through cross-cultural peer exchanges with domestic undergraduate students. *International Student Orientation oriented 159 students (124 first-year students; 35 transfer students) during 2015-2016.*

    - **NC State Hearts Transfers:** NC State Hearts Transfers, held during Wolfpack Welcome Week prior to classes, aids transfer students in creating a sense of community through peer connections and identifying available resources that support their collegiate success. *Approximately 100 transfer students attended NC State Hearts Transfers in August 2015.*

    - **Non-Traditional Student Meet Up:** A **Non-Traditional Student Meet Up** was held at Transfer Orientation sessions to facilitate peer interactions between self-identified non-traditional students. *Total attendance across orientation sessions in 2015-2016 was approximately 42 non-traditional students.*

    - **Tau Sigma National Honor Society:** New Student Programs coordinated the founding of Tau Sigma National Honor Society, a national honors society for transfer students. Tau Sigma was founded to recognize and promote the academic excellence and involvement of transfer students through motivational
and communal engagement opportunities. Currently, Tau Sigma has three officers and over 70 new members.

- **Strategy 3.2: Develop student pride through traditions, the celebration of achievement and excellence, and other support activities**
  - **Convocation:** Held during Wolfpack Welcome Week and coordinated in conjunction with the Associate Vice Provost for Academic and Student Affairs, Convocation serves as the welcome of first-year students into the intellectual and cultural environment of NC State. Aimed at developing institutional pride and introducing first-year students to institutional expectations, Convocation also provides a venue in which first-year students hear from the Chancellor and Common Reading Program author. In 2015, **Convocation was attended by approximately 3,000 first-year and returning students.**

- **New Student Communication Campaign:** In 2015-2016, New Student Programs participated in the implementation of the #NCState20 campaign in collaboration with university partners, including Undergraduate Admissions and the Division of Academic and Student Affairs. Used as a means to connect students to the institution and their cohort of first-year students, the campaign also aims to build community among incoming students via Social Media platforms.

- **Strategy 3.3: Strengthen campus commitment to diversity and inclusion**
  - **Diversity Coordinators Website:** Launched for Summer 2016 as a means to connect new students to the Diversity Coordinators within their colleges, New Student Programs created a webpage (newstudents.dasa.ncsu.edu/colleges) listing the names and contact information for each college’s Diversity Coordinator. While this initiative may be expanded in future years, this was in direct response to feedback received from current students in conjunction with follow-up meetings from the Racial Climate Town Hall.

  - **ImpACKting Your Community:** ImpACKting 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 empowered 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.

  - **Pack Pride:** The Pack Pride program encouraged diversity and inclusion through a focus on creating a culture of inclusivity and the impact students can have on one another and their community. In response to the concerns of current students
regarding the climate on campus, this program was revised for the upcoming year (2016-2017) to include topics, such as: personal bias, cultural appropriation, intent vs. impact, microaggressions/stereotypes, and privilege.

- **SERVE YOUR UNIVERSITY**: Providing leadership for student success

- **ENSURE SUSTAINABILITY**: Developing and stewarding resources for organizational excellence
NEW STUDENT ORIENTATION
SUMMER 2015 ASSESSMENT REPORT
ABOUT NEW STUDENT PROGRAMS

This Assessment Report serves as a general overview of 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
ORIENTATION FINANCES

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 $4,000 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:

<table>
<thead>
<tr>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Alumni Association</td>
</tr>
<tr>
<td>• Student Involvement</td>
</tr>
<tr>
<td>• Sustainability Office</td>
</tr>
<tr>
<td>• Union Activities Board</td>
</tr>
<tr>
<td>• University Dining</td>
</tr>
<tr>
<td>• University Housing</td>
</tr>
<tr>
<td>• University Recreation</td>
</tr>
<tr>
<td>• Wolfpack Pick Up</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Asset Campus Housing</td>
</tr>
<tr>
<td>• Campus Crossings</td>
</tr>
<tr>
<td>• Campus Edge Raleigh</td>
</tr>
<tr>
<td>• Comfort Suites Regency Park</td>
</tr>
<tr>
<td>• DoubleTree Raleigh Brownstone</td>
</tr>
<tr>
<td>• Preiss Company</td>
</tr>
<tr>
<td>• Sheraton Downtown Raleigh</td>
</tr>
<tr>
<td>• University House</td>
</tr>
<tr>
<td>• Valentine Commons</td>
</tr>
<tr>
<td>• Wolf Creek Apartments</td>
</tr>
</tbody>
</table>

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>
</tr>
<tr>
<td>August Orientation</td>
<td>232</td>
<td>248</td>
</tr>
<tr>
<td>International Orientation</td>
<td>99</td>
<td>20</td>
</tr>
<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>
</tr>
<tr>
<td>Education</td>
<td>102</td>
<td>149</td>
</tr>
<tr>
<td>Engineering</td>
<td>1,286</td>
<td>1,670</td>
</tr>
<tr>
<td>Environmental Sciences</td>
<td>23</td>
<td>29</td>
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<tr>
<td>Exploratory Studies</td>
<td>699</td>
<td>937</td>
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<tr>
<td>Humanities &amp; Social Sciences</td>
<td>391</td>
<td>518</td>
</tr>
<tr>
<td>Life Sciences First Year</td>
<td>395</td>
<td>544</td>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>

### Attendance by College/Academic Program

<table>
<thead>
<tr>
<th>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>
</tr>
<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

**96.8%** Can identify resources that will assist in engaging in the campus
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 Helped 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.
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 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”.

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>What student success may look like during your student’s first year at NC State</td>
<td>95.3%</td>
</tr>
<tr>
<td>98.9%</td>
<td>Resources available to help your student succeed at NC State</td>
<td>96.8%</td>
</tr>
<tr>
<td>97.9%</td>
<td>Ways to support your student and yourself during this transition</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)
Rachel Coffman (Math Education)
Peyton Holmquist (Communication)
McCarty Kennedy (Math Education)

Office Assistant
Ethan Wicker (Math Education)

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

Returning Orientation Leaders
Allie Johnson (Communication)
Sarah-Catherine Lucas (Psychology)
Emerald Muniz (Geology)
Allison Quinn (Social Work)
Brianne Walker (Environmental Engineering)
Kylle’ 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
2015 ASSESSMENT OVERVIEW

OVER 90 Events or activities during Wolfpack Welcome Week 2015

OVER 40 Organizations hosted an event during Wolfpack Welcome Week 2015

19 ACADEMIC ENGAGEMENT & SUCCESS

13 HEALTH & WELLNESS

17 ARTS & CREATIVITY

6 DIVERSITY & INCLUSION

28 SOCIAL CONNECTIONS

8 COMMUNITY ENGAGEMENT & SERVICE

6 WOLFPACK PRIDE
Percentage of respondents who attended WWW activities

90.7% (FY) (1,794)
&
51.9% (TR) (241)

Overall, how would you rate your experience with WWW?

<table>
<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>TR 2014</th>
<th>TR 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>35.5%</td>
<td>32.5%</td>
<td>28.9%</td>
<td>28.9%</td>
</tr>
<tr>
<td>Good</td>
<td>55.2%</td>
<td>52.3%</td>
<td>57.0%</td>
<td>56.1%</td>
</tr>
<tr>
<td>Fair</td>
<td>8.8%</td>
<td>14.3%</td>
<td>12.8%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Poor</td>
<td>0.5%</td>
<td>1.0%</td>
<td>1.3%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

First-Year Students

Hoped to Gain
- Fun/Entertainment (93.4%)
- Make new friends (85.5%)
- Get connected to student orgs and activities (81.2%)
- Feel more a part of the NC State community (77.6%)
- Learn my way around campus (76.3%)

Did Gain
1. Fun/Entertainment (87.1%)
2. Learn my way around campus (68.8%)
3. Feel more a part of the NC State community (65.7%)
4. Get connected to student orgs and activities (63.3%)
5. Make new friends (61.6%)

Transfer Students

Hoped to Gain
- Fun/Entertainment (82.2%)
- Get connected to student orgs and activities (73.9%)
- Feel more a part of the NC State community (72.2%)
  & Meet university faculty and staff (72.2%)
- Make new friends (71.4%)

Did Gain
1. Fun/Entertainment (74.4%)
2. Learn my way around campus (58.1%)
3. Make new friends (55.6%)
4. Feel more a part of the NC State community (53.1%)
5. Get connected to student orgs and activities (52.3%)
  & Understand more about life at NC State (52.3%)
# Learning Outcomes

(As a result of participating in Wolfpack Welcome Week…)

**Note:** (SA+A) indicates a respondent’s level of agreement with the statement was either “Strongly Agree” or “Agree.”

## First-Year (SA+A)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.6%</td>
<td>Developed a greater sense of community with NC State</td>
</tr>
<tr>
<td>86.5%</td>
<td></td>
</tr>
<tr>
<td>80.0%</td>
<td>Developed a greater sense of community with small social groups</td>
</tr>
<tr>
<td>69.8%</td>
<td></td>
</tr>
<tr>
<td>84.2%</td>
<td>Identified student organizations that they plan to explore</td>
</tr>
<tr>
<td>81.8%</td>
<td></td>
</tr>
</tbody>
</table>

## Transfer (SA+A)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.4%</td>
<td>Developed the skills needed to thrive in the classroom</td>
</tr>
<tr>
<td>49.8%</td>
<td></td>
</tr>
<tr>
<td>84.3%</td>
<td>Could identify university expectations</td>
</tr>
<tr>
<td>81.1%</td>
<td></td>
</tr>
</tbody>
</table>

## How Students Attended Events...

(Select all that apply)

<table>
<thead>
<tr>
<th>Category</th>
<th>FY</th>
<th>TR</th>
</tr>
</thead>
<tbody>
<tr>
<td>By yourself (more than happy)</td>
<td>24.2%</td>
<td>23.2%</td>
</tr>
<tr>
<td>By yourself (would have preferred others)</td>
<td>23.0%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Small group</td>
<td>84.3%</td>
<td>61.4%</td>
</tr>
<tr>
<td>Larger, more formal group</td>
<td>9.0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Other</td>
<td>1.7%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

## More Inclined to Participate with a Student Leader...

<table>
<thead>
<tr>
<th>Statement</th>
<th>FY</th>
<th>TR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, would have gone to additional</td>
<td>28.2%</td>
<td>37.1%</td>
</tr>
<tr>
<td>Maybe but not sure</td>
<td>52.4%</td>
<td>43.5%</td>
</tr>
<tr>
<td>No, would not have impacted</td>
<td>19.3%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

## First-Year

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>83.4%</td>
<td>Events during WWW provided me with an opportunity to form meaningful connections with fellow students (SA+A)</td>
</tr>
</tbody>
</table>

## Transfer

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.7%</td>
<td></td>
</tr>
</tbody>
</table>
KEY VARIATIONS IN EXPERIENCES

NOTE: Differences are statistically significant unless otherwise noted.

FIRST-YEAR STUDENTS

Gender  Female-identified students were more likely to agree that they developed a greater sense of community with NC State and identified student organizations to explore as a result of participating in WWW than male-identified students.

Out-of-State  Out-of-state students generally were more likely than in-state students to indicate that events provided them an opportunity to form meaningful connections with fellow students.

LGBTQ  Students who identified as members of the LGBTQ community were less likely to agree that they could identify university expectations as a result of participating in WWW.

On-Campus  Students living on-campus were more likely to agree that they identified a student organization to explore than their off-campus counterparts as a result of participating in WWW; however, on-campus students were less likely to report developing the skills needed to thrive in the classroom as a result of participating.

International  International (non-resident alien) students were more likely to report developing the skills needed to thrive in the classroom than domestic students.

TRANSFER STUDENTS

International  International (non-resident alien) students were less likely to report a greater sense of community as a result of participating in WWW than domestic students.

Age  Traditionally aged (17-21 years old) students developed a greater sense of community as a result of WWW than older students (22+ years old).

In-State  In-state students reported generally more favorable experiences across a majority of the measures described on the previous page than out-of-state students (results were not statistically significant).

LGBTQ  Students who identified as members of the LGBTQ community indicated generally less favorable experiences across a majority of the measures described on the previous page than students who identified as heterosexual (results were not statistically significant).
Students attended Convocation in 2015 (approx. 1400 respondents)

<table>
<thead>
<tr>
<th>Percentage of respondents who would recommend Convocation to incoming first-year students next year</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely Would</td>
<td>26.9%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Probably Would</td>
<td>45.6%</td>
<td>43.3%</td>
</tr>
<tr>
<td>Def. + Prob.</td>
<td>72.5%</td>
<td>80.8%</td>
</tr>
</tbody>
</table>

**Most Memorable Aspect of Convocation**
1. Pep Rally (43.7%)
2. Class of 2019 Photo (12.2%)
3. Being with fellow first-years (8.6%)
4. Class of 2019 Graduation Tassel (8.6%)
5. Student Group Performances (8.6%)

Percentage of students who rated their experience at Convocation as “Excellent” or “Good”
- 68.5%

Greater sense of community with the Class of 2019 from Convocation (Strongly Agree + Agree)
- 73.8%

Greater sense of community with larger NC State community from Convocation (Strongly Agree + Agree)
- 76.9%
2015 ASSESSMENT OVERVIEW

OVER 1900
Students responded to questions regarding the Common Reading Program

21.4% (Very Good or Good)
78.6% (Fair or Poor)
Rating of students’ experiences with the 2015 Common Reading Program

Did you read the book?

- 16.0% Started the book (26.8% in 2014)
- 32.1% Didn’t read any of it (13.2% in 2014)
- 36.1% Yes, the entire book (42.4% in 2014)
- 15.8% Skimmed the book (17.5% in 2014)

To what degree did reading or discussing the Common Reading book have an impact on you in each of the following ways:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>31.4%</td>
<td>57.1%</td>
<td>44.1%</td>
<td>49.0%</td>
<td>52.3%</td>
<td>51.7%</td>
</tr>
<tr>
<td>Caused you to explore your own personal values and ethics</td>
<td>Raised your awareness of cultural likenesses and differences</td>
<td>Caused you to think critically related to the issues presented in the book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.2%</td>
<td>67.1%</td>
<td>20.9%</td>
<td>65.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivated you to become actively engaged in activities or organizations related to the issues represented in the book</td>
<td>Contributed to a sense of community for you</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Percentages indicate those responses reported as “A great deal” or “Some”. Only answered by those who said they read the book at least in part and/or who have been involved in discussions about the book.
About how often were students involved in discussions about the book...

<table>
<thead>
<tr>
<th></th>
<th>First Two Weeks</th>
<th>Present Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014</td>
<td>2015</td>
</tr>
<tr>
<td><strong>Never</strong></td>
<td>1006</td>
<td>1099</td>
</tr>
<tr>
<td></td>
<td>56.7%</td>
<td>57.7%</td>
</tr>
<tr>
<td><strong>Less than once a week</strong></td>
<td>404</td>
<td>410</td>
</tr>
<tr>
<td></td>
<td>22.8%</td>
<td>21.5%</td>
</tr>
<tr>
<td><strong>About once a week</strong></td>
<td>227</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td>12.8%</td>
<td>13.3%</td>
</tr>
<tr>
<td><strong>2-3 times a week</strong></td>
<td>116</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>6.5%</td>
<td>6.2%</td>
</tr>
<tr>
<td><strong>Every day or almost every day</strong></td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>1.1%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

**First Two Weeks** represents the first two weeks of the semester; **Present Time** indicates the timing in which the students took the survey (October)

With whom are students discussing the book...

- (34.1%) Other first-year students (75.7%)
- (19.5%) NC State faculty (43.0%)
- (10.3%) Advisors at NC State (21.4%)
- (9.1%) NC State staff (19.6%)
- (6.3%) Friends not attending NC State (11.8%)
- (4.2%) Upper-level students at NC State (9.1%)

In what settings have students been involved in discussions...

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During WWW programming</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(outside of Convocation)</td>
<td>305</td>
<td>299</td>
</tr>
<tr>
<td></td>
<td>15.7%</td>
<td>35.3%</td>
</tr>
<tr>
<td><strong>During formal programming</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(after WWW)</td>
<td>190</td>
<td>217</td>
</tr>
<tr>
<td></td>
<td>9.8%</td>
<td>25.6%</td>
</tr>
<tr>
<td><strong>During class</strong></td>
<td>524</td>
<td>422</td>
</tr>
<tr>
<td></td>
<td>27.0%</td>
<td>49.8%</td>
</tr>
<tr>
<td><strong>In advising sessions</strong></td>
<td>96</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>5.0%</td>
<td>10.3%</td>
</tr>
<tr>
<td><strong>In casual settings (i.e., over meals, in the residence halls, informal mtgs.)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>364</td>
<td>351</td>
</tr>
<tr>
<td></td>
<td>18.8%</td>
<td>41.0%</td>
</tr>
<tr>
<td><strong>During meetings for clubs or orgs.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>2.6%</td>
<td>6.0%</td>
</tr>
</tbody>
</table>