2016-2017
ANNUAL REPORT
NEW STUDENT PROGRAMS
DIVISION OF ACADEMIC & STUDENT AFFAIRS
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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 SCOPE OF ACTIVITIES

The following items may require a change in service environment in future years, beginning in 2017-2018.

+ **Increasing Undergraduate First-Year Student Enrollment:** Currently, NC State has 4,913 first-year students confirmed to begin at NC State in fall 2017. This represents a significant increase of approximately 400 first-year students over fall 2016. Additionally, this year marks a significant increase in the first-year student enrollment beginning in spring 2018. In spring 2017, NC State had approximately 50 first-year student begin while the creation of Spring Connection will see this spring enrollment climb to approximately 400 first-year students (434 first-year students are confirmed for Spring Connection as of this report). Overall, this may lead to an academic year increase of approximately 700-800 first-year students from the previous academic year. With such an increase occurring, New Student Programs must be prepared to support the additional first-year students through programming and services, such as New Student Orientation, as well as creating programming opportunities for Spring Connection students to connect them to the institution while preparing them for their initial semester at NC State.

+ **First Year Student Live-On Requirement:** With the implementation of a first year live-on requirement in University Housing beginning in 2017-2018, New Student Programs must work with University Housing to support of the implementation of the “Experience and Engage” residential curriculum. Conversations with University Housing have begun as to how we may partner together to offer a more comprehensive First Year Experience while utilizing the financial and human resources of each unit. After initial conversations, this partnership is exciting in its potential impact on the first-year student experience, as well as the opportunities that may present themselves for future collaboration between units.

PROGRAMS AND SERVICES

The following programs and services were coordinated by New Student Programs during 2016-2017.

+ **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 coordinated 25 orientation sessions (20 first-year and 4 transfer specific sessions and one joint first-year and transfer session) hosting over 13,300 new students and parents during 2016-2017, 4,366 of which were first-year students and 1,533 of whom were transfer students. Please see Addendum A or visit go.ncsu.edu/nspassessment 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 25 Parents’ Orientation sessions offered in 2016-2017, New Student Programs welcomed 7,450 parents (6,101 parents of first-year students and 1,349 parents of transfer students) into the NC State community. Please see Addendum A or visit go.ncsu.edu/nspassessment 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 over 120 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 Packpalooza. Events coordinated specifically by New Student Programs (with attendance in parenthesis if available) include: Howl on the Lawn (approximately 450 students), Meet the Pack (263 students), Wolfpack Wandering: Find Your Classes! (approximately 930 students), Out-of-State Student Welcome (approximately 140 students), NC State Hearts Transfers (approximately 170 students), How to Thrive Academic Success Workshops (approximately 950 students across all workshops), and Pre-Event Meetups (approximately 50 students over two sessions). Please see Addendum B or visit go.ncsu.edu/nspassessment for assessment data specific to Wolfpack Welcome Week.

+ **Summer Start:** In September 2016, the Summer Start program transitioned to New Student Programs to provide intentional and structured oversight and support to the program while promoting a more efficient use of university resources, including financial and human resources. In impact, this move also more closely aligns Summer Start, a six-week summer academic transition program, with programs of a similar focus in New Student Programs. Summer Start strives to prepare new students to succeed academically, professionally and personally through a smooth transition to NC State University. Through an interactive and engaging summer academic experience, Summer Start provides an opportunity for new students to develop the skills and behaviors needed to be successful in the university setting and thrive in an intimate and supportive community of their peers. During summer 2016, over 40 co-curricular programs were offered to complement the course experiences of students. In 2016-2017, over 240 first-year and transfer students participated in Summer Start, including approximately 25 students from alternative admissions pathway programs, such as STEAM (Agriculture and Life Sciences) and CONNECT (Natural Resources). The average GPA of participants was 3.42 with an average of 6 credit hours per student taken during Summer II. In program assessment, approximately 86% of those students who responded indicated having a better understanding of the academic skills needed to succeed in college, while approximately 83% of those students who responded agreeing that participation in Summer Start courses will help them interact with
professors in the future. Additionally, one student respondent commented, “Honestly, I feel like I would’ve drowned during the fall semester had I not done Summer Start. It gave me a better understanding of the classes and expectations for work. I learned how to navigate campus and I was able to do so in a smaller environment than I would have had in the fall. It was easier for me to make mistakes with less people around and that helped me so much.” Please see Addendum C or visit go.ncsu.edu/nspassessment for assessment data specific to Summer Start.

+ **Common Reading Program (CRP):** In 2016, the Common Reading Selection Committee chose *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson as the 2016 Common Reading selection. 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, as well as to over 250 faculty, staff and continuing students. Again in 2016, the author visited campus to deliver the keynote address at Convocation on Monday, August 15, 2016. During his visit to campus, Bryan Stevenson also met with approximately 30 students from TRIO Student Support Services and the Pack Promise program for a luncheon and question and answer small group session. Additionally in the fall and spring semesters, the campus programmed approximately 30 events related to themes from the text. These programs included a documentary on the African American male experience in Bertie County, North Carolina, a gallery exhibit in the African American Cultural Center, a speech by Shaka Senghor (experienced solitary confinement), a Civil Rights Tour to Atlanta and Alabama (including a trip to the Equal Justice Initiative founded by Bryan Stevenson), a film screening on the experiences of transgender women forced to serve prison sentences in male prisons, a From Awareness to Activism Series (comprising of four sessions) and a program focused on the issue of linguistic discrimination. For 2017, the Common Reading Selection Committee chose *Between the World and Me* by Bryan Ta-Nehisi Coates as the 2017 Common Reading selection. Please see Addendum D or visit go.ncsu.edu/nspassessment for assessment data specific to the Common Reading Program.

+ **The Year One Series:** Throughout 2016-2017, New Student Programs implemented on-going transitional programming for students in their first year at NC State. Under the umbrella of *The Year One Series*, 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, many these programs are outlined in detail below in the New Initiatives in 2016-2017 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. During 2016-2017, New Student Programs coordinated 36 programs in partnership with over 25 campus departments and faculty members. Attendance across all programs was approximately 3,300 students, with approximately 12% of students attending two or more programs, which represents a 40% increase in attendance from 2015-2016. Programming included: First-Year Alternative Service Break Trip, Gear Up for Year 2, Get the Scoop Workshop Series, I am #NCState20 Collaborative Instagram Project, #NCState20
Habitat Build Day, New Student Dinner Discussions, New Student On-Campus Job Fairs, Pack Connections, Transfer Student Involvement Workshops, and Winter Welcome Week.

+ **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 2016-2017, NSP employed over 100 student staff members (approximately 90 first-time staff members and 12 returning staff members). Focusing on their development as student leaders and professionals, this process encompassed over 100 hours of comprehensive training (including two credit bearing courses: USC 223: Orientation Leader Development and USC 298: Summer Start Mentor Development) culminating in their implementation of the summer orientation and Summer Start programs and work with incoming students and parents. Additionally, a number of students were rehired in various capacities to assist in the coordination and implementation of on-going transition programming, serving in such roles as: Pack Connections Leader, Alternative Service Break Leader, and Gear Up for Year 2 Peer Facilitators.

### NEW INITIATIVES IN 2016-2017

The following new initiatives were implemented in 2016-2017.

+ **First-Year Alternative Service Break Trip:** A collaboration between New Student Programs and the Center for Student Leadership, Ethics, and Public Service (CSLEPS), the First-Year Alternative Service Break (ASB) trip, occurring over Fall Break, attempted to help develop and enhance a value for public service, civic engagement and service-learning within the first-year student participants while asking participants to reflect on their privileges and begin to use these to break down the systems that afford unearned privilege in our society. The ASB trip also provided opportunities for participants to reflect on their roles in a global community. Taking place in the rural Black Mountain, North Carolina community, participants learned how the social issues of homelessness, poverty, and environmental stewardship intersect with the challenges faced by a high-need community. Participants then engaged in two full days of service by providing support to the community. *Due to the nature of the experience, the First-Year Alternative Service Break Trip was limited to eight first-year students and four staff members (professional and student). In post-trip reflection, one student noted, that the trip “…served to illustrate the point that all of us can experience hardship and no one is undeserving of support or assistance. When I return to NC State I will take action to combat the inequality that is present around the world…”*

+ **Gear Up for Year 2:** Research shows that students transitioning to their second year may experience a “sophomore slump” as their values, relationships, and goals change from their first year. To assist students with the transition to their second year, New Student Programs coordinated Gear Up for Year 2 in April 2017. With a focus on values clarification, small group reflections, and envisioning their future, as well as essential skills needed for success, such as goal setting, wellness, and time management, this program assisted students with this transition while connecting them to campus resources. Campus partners for the event included: the African American Cultural Center, the Career Development Center, the Center for
Student Leadership, Ethics, and Public Service, University Housing, and University Recreation. **Fifteen students participated in this program with six staff members and five student leaders serving as facilitators.** Approximately 64% of those who responded indicated the presentations were of “high value” in helping them prepare for their second year. Additionally, student comments from program evaluations included: “I am excited to finish out this semester and go into next year energized for year two! Thanks for planning it!” and “I really enjoyed the entire day, mostly because of the progression from looking back to planning ahead. Everything seemed to build upon the next activity.”

**#NCState20 Habitat Build Day:** As a way to incorporate service into the first-year student experience, New Student Programs coordinated a Habitat Build Day specifically for the Class of 2020. Prior to participating in the Build-A-Block project, students participated in a discussion about the Habitat for Humanity Organization, NC State’s Build a Block Initiative, and the difference between helping, fixing, and serving. After their discussion, first-year students were transported to the Build-A-Block site to complete an afternoon of service, which was followed by a reflection opportunity where the participants were able to converse about their experiences and their impact. **Eleven first-year students participated in the #NCState Habitat Build Day event with 63% of evaluation respondents able to articulate a definition of helping, fixing, and serving as opposed to just 27% prior to participating in the event.**

**New Student Dinner Discussions:** New in 2017, New Student Programs coordinated a series of three New Student Dinner Discussions in which first-year students engaged with faculty members over a meal and a specific topic of discussion. Three faculty members participated in spring 2017, and for the first three discussions, the topics included: the concept of gender justice, key issues around it’s realization and it’s value in propelling human progress, the power of elevating those whose stories are often hidden and the tangible effects on individuals and society, and the intersections of food availability, economic opportunity, and world sustainability and justice. **Approximately 20 first-year students participated in one of the three dinner discussion sessions.**

**Pack Connections:** Modeled after the University of Texas’ 360 Connections and coordinated by New Student Programs, Pack Connections provided incoming first-year students with an opportunity to foster a sense of community by engaging with peers and current student leaders on an ongoing basis through the semester in which they participated. Through weekly meetings and dinners, participants engaged in a variety of events across campus, including a Belltower tour, athletic events, the Homecoming Parade, the Study Abroad Fair, and University Theatre shows. **In 2016-2017, 22 first-year students participated in two Pack Connections groups during the fall semester and 12 transfer students participated in one Pack Connections group during the spring semester.**

**Student Veteran Summit:** In conjunction with campus partners, including the Office for Institutional Equity and Diversity, Veteran’s Education, and University Recreation, New Student Programs coordinated the first-ever Student Veteran Summit (SVS) during Wolfpack Welcome Week in August 2016. Beginning with an address from Army Lt. General Daniel Bolger, a retired three star general and faculty member at NC State, the Student Veteran Summit also included a student panel and sessions on topics including: academic expectations and potential transition issues, learning assistance resources, health and wellness, paying your
way financially, and building your future through engagement and career services. Approximately 35 new and current student veterans and family members participated in the Student Veteran Summit in 2016.

+ **Transfer Student Involvement Workshop:** New Student Programs coordinated two workshops for new transfer students (one workshop per fall and spring semesters, respectively), in partnership with Student Involvement. These workshops focused on connecting new transfer students to NC State and promoting their engagement with the campus community. Each workshop was a half day experience that began with reflection on students’ experiences at previous institutions, as well as peer networking and transitioned into Talley tours and small group involvement consultations with Student Involvement staff, ending with an overview of campus traditions and opportunities to get connected on campus. *In 2016-2017, approximately 45 transfer students participated in the Transfer Student Involvement Workshop (TSIW) with 70% of those participants who responded to evaluations reporting feeling more capable of getting involved on campus as a result of their participation in the TSIW.*

### UPCOMING INITIATIVES IN 2017-2018

The following initiatives are planned by New Student Programs for 2017-2018.

+ **Lead the Pack:** To support the engagement of new first-year and transfer students with the NC State community, New Student Programs is planning a Lead the Pack program to assist students in understanding the various leadership opportunities available on campus, the skills needed for these leadership opportunities, and how students can develop these skills through various campus resources and programs. Ultimately, Lead the Pack will attempt to provide context to participants in the avenues through which engagement occurs and how they can begin preparing early in their collegiate careers for such roles.

+ **New Student Service Project:** Following up on the success of the #NCState20 Habitat Build Day in spring 2017, New Student Programs (NSP) is planning a similar opportunity for students in their first semester at NC State. Through opportunities specific to new students, NSP hopes to connect students to service opportunities early in their time on campus, while discussing what service truly means, the various types of service available and their potential impact, and allowing students to engage with the larger Raleigh community.

+ **Spring Break Alcohol Awareness Campaign:** To support various campus partners engaged in awareness and prevention campaigns around student wellness and alcohol use during Spring Break, New Student Programs is planning to collaborate with campus partners to promote awareness of wellness initiatives, the potential consequences of the use or misuse of alcohol, and the potential ways in which students can impact their peers’ behaviors as a bystander.

+ **Whatchya Doin’ This Summer?:** In alignment with NC State’s and the Division of Academic and Student Affairs’ strategic plans to increase student participation in High Impact Experiences, New Student Programs
will collaborate with campus partners to provide information to new students early in their spring semester about the various opportunities available during the summer between their first and second years. By promoting planning amongst new students, the goal is to make students aware of potential opportunities, deadlines, costs, etc. associated with summer experiences. From research to experiences abroad and on-campus summer positions, this program will complement information introduced at New Student Orientation to increase awareness and participation in High Impact Experiences.

**DIVERSITY INITIATIVES AND PROGRAMS**

The following diversity initiatives were implemented by New Student Programs in 2016-2017.

- **Diversity Coordinators Website:** Launched for Summer 2016 as a means to connect new students to the Diversity Coordinators within their colleges, New Student Programs continued promoting 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 in 2016.

- **ImPACKting Your Community:** ImPACKting Your Community, presented by the Title IX Committee, was presented to all New Student Orientation participants, for the third year, to provide education and awareness to incoming first-year and transfer students around sexual assault and sexual violence. ImPACKting Your Community empowered students to create an environment free of sexual assault and violence by intervening and supporting survivors.

- **International Orientation:** International Orientation for international first-year and transfer undergraduate students, in collaboration with the Office for International Services, oriented 135 students (115 first-year students; 20 transfer students) during the 2016-2017 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.

- **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 170 transfer students attended NC State Hearts Transfers in August 2016.

- **New Student Dinner Discussions:** New in 2017, New Student Programs coordinated a series of three New Student Dinner Discussions in which first-year students engaged with faculty members over a meal and a specific topic of discussion. Three faculty members participated in spring 2017, and for the first three discussions, the topics included: the concept of gender justice, key issues around it’s realization and it’s
value in propelling human progress. The power of elevating those whose stories are often hidden and the tangible effects on individuals and society, and the intersections of food availability, economic opportunity, and world sustainability and justice. Approximately 20 first-year students participated in one of the three dinner discussion sessions.

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 32 non-traditional students.

Transfer Student Involvement Workshop: New Student Programs coordinated two workshops for new transfer students (one workshop per fall and spring semesters, respectively), in partnership with Student Involvement. These workshops focused on connecting new transfer students to NC State and promoting their engagement with the campus community. Each workshop was a half day experience that began with reflection on students’ experiences at previous institutions, as well as peer networking and transitioned into Talley tours and small group involvement consultations with Student Involvement staff, ending with an overview of campus traditions and opportunities to get connected on campus. In 2016-2017, approximately 45 transfer students participated in the Transfer Student Involvement Workshop (TSIW) with 70% of those participants who responded to evaluations reporting feeling more capable of getting involved on campus as a result of their participation in the TSIW.

Pack Pride: The Pack Pride program encouraged conversations around diversity and inclusion through a focus on the NC State Community Compact and promoting institutional values, increasing identity awareness and validation among students, expressing the expectations of membership in the NC State community, intervening as a bystander in college, and promoting actions students can take to examine their personal biases. Pack Pride aims to create an environment where each student is empowered to grow and make positive decisions for their future and our community. This was the fourth year in which the Pack Pride program has been implemented at New Student Orientation and the program can be viewed online at go.ncsu.edu/packpride.

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. 140 new out-of-state students attended the Out-of-State Student Welcome in 2016.

Summer Start: In September 2016, the Summer Start program moved under New Student Programs to provide intentional and structured support to the program while promoting a more efficient use of university resources, including financial and human resources. In impact, this move also more closely aligns Summer Start, a six-week summer academic transition program, with programs of a similar focus in New Student Programs. In Summer 2016, over 240 first-year and transfer students participated in Summer Start, including approximately 25 students from alternative admissions pathway programs, such as STEAM (Agriculture and Life Sciences) and CONNECT (Natural Resources).
+ **Student Veteran Summit:** In conjunction with campus partners, including the Office for Institutional Equity and Diversity, Veteran’s Education, and University Recreation, New Student Programs coordinated the first-ever Student Veteran Summit (SVS) during Wolfpack Welcome Week in August 2016. Beginning with an address from Army Lt. General Daniel Bolger, a retired three star general and faculty member at NC State, the Student Veteran Summit also included a student panel and sessions on topics including: academic expectations and potential transition issues, learning assistance resources, health and wellness, paying your way financially, and building your future through engagement and career services. Approximately 35 new and current student veterans and family members participated in the Student Veteran Summit in 2016.

+ **Veteran Student 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.

**PROFESSIONAL & STUDENT STAFF LEADERSHIP AND RECOGNITION**

+ **Staff Recognition:**
  + Recipient of the 2017 Association of Orientation, Transition and Retention in Higher Education Region VI Outstanding Professional Award (Cameron Hill, Associate Director)
  + Recipient of the 2017 Division of Academic and Student Affairs Pride of the Wolfpack Award (Genna Martella, Coordinator)
  + Nominee for the 2017 Association of Orientation, Transition Retention in Higher Education Region VI Outstanding New Professional Award (Genna Martella, Coordinator)
  + Nominee for the 2017 Division of Academic and Student Affairs Awards for Excellence (Cameron Hill, Associate Director)

+ **Changes in Staffing:**
  + Assistant Director of New Student Programs (Carly Edwards) named on May 8, 2017

+ **Leadership Positions in Professional Organizations:**
  + **2018 Annual Conference Planning Committee,** Association for Orientation, Transition and Retention in Higher Education (NODA) (Cameron Hill, Associate Director)
  
  + **Ad Hoc Committee on Education and Strategic Partnerships,** Association for Orientation, Transition and Retention in Higher Education (NODA) (Michael Coombes, Director)
  
  + **Co-Chair of the Graduate Student Network,** Association for Orientation, Transition and Retention in Higher Education (NODA) (Cameron Hill, Associate Director)
+ **Instructor, Academic Impressions Peer Mentoring Institute** (Carly Edwards, Assistant Director)

+ **Southern Regional Orientation Workshop Regional Conference Planning Committee**, Association for Orientation, Transition and Retention in Higher Education (NODA) (Carly Edwards, Assistant Director and Quentin Hodges and Genna Martella, Coordinators)

+ **Participation on NC State Affiliated Committees:**
  - Division of Academic and Student Affairs Communications and Technology Committee (Cameron Hill, Associate Director and Lori Wilson, University Program Specialist)
  - Division of Academic and Student Affairs Diversity Committee (Cameron Hill, Associate Director and Genna Martella, Coordinator)
  - Division of Academic and Student Affairs Professional Development Committee (Cameron Hill, Associate Director)
  - Division of Academic and Student Affairs Strategic Planning Team Leader (Genna Martella, Coordinator)
  - International Student Success Committee (Michael Coombes, Director)
  - Military Affairs Working Group (Michael Coombes, Director)
  - Student Leader Training Committee (Quentin Hodges, Coordinator)
  - Transfer Student Success Coordinating Committee (Genna Martella, Coordinator)

+ **Presentations at National Conferences by Personnel (Student Presentations in Red Below):**
  - *Graduate Student Symposium*, Association for Orientation, Transition and Retention in Higher Education Annual Conference (November 2016). Facilitated by Cameron Hill, Associate Director.
+ **Hey Now, You’re an All Star: Making Your Students Feel Valued at Orientation**, Southern Regional Orientation Workshop Regional Conference (March 2017). Presented by Meredith Courtney, Erin Egan, Meredith Harms, and Cashie Naylor, Student Coordinators.


+ **OTR Oh the Possibilities**, Southern Regional Orientation Workshop Regional Conference (March 2017). Presented by Genna Martella, Coordinator.

+ **Strengthen the Pipeline: Year 1 Programs, Pathways to Engagement**, Association for Orientation, Transition and Retention in Higher Education Annual Conference (November 2016). Presented by Cameron Hill, Associate Director, and Genna Martella, Coordinator.

+ **Student Meets World: Using Inclusive Language Around Ability Status with the Grace of Mr. Feeny**, Southern Regional Orientation Workshop Regional Conference (March 2017). Presented by Hannah Finkelstein, Graduate Assistant.


+ **The Balancing Act: Facilitating New Professional Transitions**, Association for Orientation, Transition and Retention in Higher Education Annual Conference (November 2016) and Southern Regional Orientation Workshop Regional Conference (March 2017). Presented by Cameron Hill, Associate Director.

FUNDRAISING

+ **Parents’ Orientation Accommodations Sponsorship:**
  + Approximately $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.

RECOMMENDATIONS AND CONCERNS FOR THE FUTURE

+ **Recommendations for the Future**
  + **Spring Connection Cohort:** As mentioned previously, the creation of the Spring Connection cohort presents opportunities for our campus to rethink the first year experience of new students. To that end, New Student Programs will become a leader in the transition experiences provided to Spring Connection students, with services and programs for these students outlined prior to spring 2019. To better align our communication efforts and provide students with a better understanding of what they can expect from their Spring Connection experience, New Student Programs will create programs to connect these students to NC State throughout the fall and spring semesters. Additionally, communication will be solidified related to these students’ opportunities prior to arriving at NC State, including participation in the Summer Start and Study Abroad programs.

  + **Focus on Historically Underrepresented Students:** To address one of the concerns outlined below, New Student Programs (NSP) will research opportunities to create intentional transitional programming to serve historically underrepresented students at NC State. With the hiring of an Assistant Director, NSP has allocated staff resources to research and implement potential programming to assist students across identities. These efforts will be considered in support of the work currently happening on campus by various partners and will occur in collaboration with these partners. NSP will also continue to investigate how to create a more inclusive and equitable experience in current programs, such as New Student Orientation and Summer Start, in order to promote the success of underrepresented students at NC State. During the 2017-2018, NSP will meet with various campus partners, benchmark against peer institutions, and gather appropriate data from institutional and national sources to make informed decisions in transitional programming to implement, while looking for ways in which to support the work currently happening on campus.
+ **Concerns for the Future**

+ **Climate On Campus Around Diversity and Inclusion:** This concern has remained unchanged since 2016-2017 and while New Student Programs has taken steps during previous orientation programs to address the climate on campus around diversity and inclusion, this is an area of concern for the future in the regard 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.

+ **Campus Free Speech Legislation:** With the potential passing of House Bill 527 (Preserve/Restore Campus Free Speech) concerns for the future include the programmatic implications of this legislation. In looking forward, the new legislation may require additional components be added to New Student Orientation, which is specifically mentioned in the legislation, as well as the potential implications for on-going transitional programming aimed at conversations around diversity and inclusion. With New Student Orientation already a day and a half, the inclusion of additional materials may result in the shortening of current content to accommodate the legislative requirements. In the end, this concern may be unfounded as we review our current programs; however, in looking to the future, this is something that may need to be addressed in the next year.

+ **Significant Increases in Undergraduate First-Year Student Enrollment:** As mentioned previously, the significant increase in the first-year student enrollment requires New Student Programs to reevaluate how programs are delivered to accommodate the increase in students as well as their families. This may have significant impacts in the facilities used and their associated costs and other logistical concerns, such as the ability to provide meals and overnight housing at New Student and Family Orientation programs. Cost impacts may also be felt throughout additional programming, including Convocation during Wolfpack Welcome Week, the Common Reading Program, and The Year One Series. Due to our current funding structure, increased enrollment typically means additional revenue; however, difficulty arises in planning to accommodate the additional individuals in programs to ensure the student and family experience meets the expectations of the institution and individuals.
ALIGNMENT WITH THE NC STATE STRATEGIC PLAN

+ **GOAL 1: Enhance the success of our students through educational innovation**
  
  + **New Student Orientation Programs:** NSO assisted in the transition of approximately 1,500 external undergraduate transfer students during the 2016-2017 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.

  + **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 170 transfer students attended NC State Hearts Transfers in August 2016.

  + **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 approximately 165 members.

  + **Transfer Student Involvement Workshop:** New Student Programs coordinated two workshops for new transfer students (one workshop per fall and spring semesters, respectively), in partnership with Student Involvement. These workshops focused on connecting new transfer students to NC State and promoting their engagement with the campus community. Each workshop was a half day experience that began with reflection on students’ experiences at previous institutions, as well as peer networking and transitioned into Talley tours and small group involvement consultations with Student Involvement staff, ending with an overview of campus traditions and opportunities to get connected on campus. In 2016-2017, approximately 45 transfer students participated in the Transfer Student Involvement Workshop (TSIW) with 70% of those participants who responded to evaluations reporting feeling more capable of getting involved on campus as a result of their participation in the TSIW.

  + **Pack Connections:** Modeled after the University of Texas’ 360 Connections and coordinated by New Student Programs, Pack Connections provided incoming first-year students with an opportunity to foster a sense of community by engaging with peers and current student leaders on an ongoing basis through the semester in which they participated. Through weekly meetings and dinners, participants engaged in a variety of events across campus, including a Belltower tour, athletic events, the Homecoming Parade, the Study Abroad Fair, and University Theatre shows. In 2016-2017, 22 first-year students participated in two Pack Connections groups during the fall semester and 12 transfer students participated in one Pack Connections group during the spring
 semester.

+ **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 185 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 2017, New Student Programs coordinated the second Winter Welcome Week for incoming spring students and returning students in conjunction with campus partners. 55 events, coordinated by 33 campus partners, were held during Winter Welcome Week ranging in focus from health and wellness and social connection to academic engagement and arts and culture. **Attendance of approximately 5,000 students were reported by campus partners during Winter Welcome Week.**

+ **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. **With many students attending multiple sessions, over 1,000 students attended a How to Thrive Workshop session between Wolfpack Welcome Week and Winter Welcome Week in 2016-2017.**

+ **International Orientation:** International Orientation for international first-year and transfer undergraduate students, in collaboration with the Office for International Services, oriented 135 students (115 first-year students; 20 transfer students) during the 2016-2017 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. **140 new out-of-state students attended the Out-of-State Student Welcome in 2016.**
+ **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 10,000 attendees in 2016 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.

+ **First-Year Alternative Service Break Trip:** A collaboration between New Student Programs and the Center for Student Leadership, Ethics, and Public Service (CSLEPS), the First-Year Alternative Service Break (ASB) trip, occurring over Fall Break, attempted to help develop and enhance a value for public service, civic engagement and service-learning within the first-year student participants while asking participants to reflect on their privileges and begin to use these to break down the systems that afford unearned privilege in our society. The ASB trip also provided opportunities for participants to reflect on their roles in a global community. Taking place in the rural Black Mountain, North Carolina community, participants learned how the social issues of homelessness, poverty, and environmental stewardship intersect with the challenges faced by a high-need community. Participants then engaged in two full days of service by providing support to the community. Due to the nature of the experience, the First-Year Alternative Service Break Trip was limited to eight first-year students and four staff members (professional and student). In post-trip reflection, one student noted, that the trip “…served to illustrate the point that all of us can experience hardship and no one is undeserving of support or assistance. When I return to NC State I will take action to combat the inequality that is present around the world…”

+ **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**
  + **Summer Start:** In September 2016, the Summer Start program moved under New Student Programs to provide intentional and structured support to the program while promoting a more efficient use of university resources, including financial and human resources. In impact, this move also more closely aligns Summer Start, a six-week summer academic transition program, with programs of a similar focus in New Student Programs. In Summer 2016, over 240 first-year and transfer students participated in Summer Start, including approximately 25 students from alternative admissions pathway programs, such as STEAM (Agriculture and Life Sciences) and CONNECT (Natural Resources).
+ **New Student Dinner Discussions:** New in 2017, New Student Programs coordinated a series of three New Student Dinner Discussions in which first-year students engaged with faculty members over a meal and a specific topic of discussion. Three faculty members participated in spring 2017, and for the first three discussions, the topics included: the concept of gender justice, key issues around it’s realization and it’s value in propelling human progress, the power of elevating those whose stories are often hidden and the tangible effects on individuals and society, and the intersections of food availability, economic opportunity, and world sustainability and justice. *Approximately 20 first-year students participated in one of the three dinner discussion sessions.*

+ **New Student Communication Campaign:** In 2016-2017, New Student Programs participated in the implementation of the #NCState21 campaign in collaboration with university partners. 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.

+ **Pack Pride:** The Pack Pride program encouraged conversations around diversity and inclusion through a focus on the NC State Community Compact and promoting institutional values, increasing identity awareness and validation among students, expressing the expectations of membership in the NC State community, intervening as a bystander in college, and promoting actions students can take to examine their personal biases. Pack Pride aims to create an environment where each student is empowered to grow and make positive decisions for their future and our community. This was the fourth year in which the Pack Pride program has been implemented at New Student Orientation and the program can be viewed online at go.ncsu.edu/packpride.

+ **ImpACKting Your Community:** ImpACKting Your Community, presented by the Title IX Committee, was presented to all New Student Orientation participants, for the third year, to provide education and awareness to incoming first-year and transfer students around sexual assault and sexual violence. ImpACKting Your Community empowered students to create an environment free of sexual assault and violence by intervening and supporting survivors.

+ **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 32 non-traditional students.*

+ **Veteran Student 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.*
+ **Student Veteran Summit:** In conjunction with campus partners, including the Office for Institutional Equity and Diversity, Veteran’s Education, and University Recreation, New Student Programs coordinated the first-ever Student Veteran Summit (SVS) during Wolfpack Welcome Week in August 2016. Beginning with an address from Army Lt. General Daniel Bolger, a retired three star general and faculty member at NC State, the Student Veteran Summit also included a student panel and sessions on topics including: academic expectations and potential transition issues, learning assistance resources, health and wellness, paying your way financially, and building your future through engagement and career services. Approximately 35 new and current student veterans and family members participated in the Student Veteran Summit in 2016.

+ **GOAL 5:** Enhance local and global engagement through focused strategic partnership.
ABOUT NEW STUDENT PROGRAMS

This Assessment Report serves as a 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
  - Outcome 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 $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:

- Student Alumni Association
- Student Involvement
- Sustainability Office
- Union Activities Board
- University Dining
- University Housing
- University Recreation
- Wolfpack Pick Up
- DoubleTree Raleigh Brownstone
- Hampton Inn & Suites Raleigh Downtown
- Sheraton Downtown Raleigh

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>Session Type</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>
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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>
</tr>
<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>
</tr>
<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>
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<tr>
<td>Life Sciences First Year</td>
<td>448</td>
<td>640</td>
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<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.
### Attendance by Session Type

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</thead>
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<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

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<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%

- **Indicated the information/advice received from their college/department during Orientation helped to plan their fall schedule**: 92.9%
- **Indicated the time spent with their college/department provided an opportunity to get academic questions answered**: 92.4%
- **Indicated satisfaction with the attention they received from their college at Orientation**
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 *Impackt 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 schedules 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%

**89.4%**

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

**86.0%**

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

**87.8%**

Indicated satisfaction with the attention they received from their college at Orientation
98.5% Can identify resources that will promote their personal well-being

96.3% Can identify resources that will promote community well-being

93.6% Indicated feeling better prepared to start their first semester after their attendance at orientation

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 Impackt 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 Impackt 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 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>First-Year Parents</th>
<th>Useful Information Provided About</th>
<th>Transfer Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.5%</td>
<td>What student success may look like during your student’s first year at NC State</td>
<td>96.0%</td>
</tr>
<tr>
<td>99.0%</td>
<td>Resources available to help your student succeed at NC State</td>
<td>96.2%</td>
</tr>
<tr>
<td>98.8%</td>
<td>Ways to support your student and yourself during this transition</td>
<td>92.3%</td>
</tr>
</tbody>
</table>
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 Bolemon (Graphic Design)
Allysa Ciggett (Psychology)
Ethan Wicker (Math Education)

Orientation Leaders
Corey Aydlett (Environmental Technology)
Lane Bass (Biochemistry)
Meredith Courtney (Communication)
Tony Courville (Mechanical Engineering)
Trevor Daeke (Civil Engineering)
Jenni Davis (Elementary Education)
Achaia Dent (Animal Sciences)
Raveena Doshi (Mechanical Engineering)
Jess Druks (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 Sepic (Architecture)
Shaunac 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
Campus Box 7525, 3219 Broughton Hall, Raleigh, North Carolina, 27695
2016 Assessment Overview

120
Events or activities during Wolfpack Welcome Week 2016

Over 50
Organizations hosted an event during Wolfpack Welcome Week 2016

32
Academic Engagement & Success

23
Arts & Creativity

10
Diversity & Inclusion

59
Social Connections

15
Community Engagement & Service

17
Health & Wellness

Number of Events by Category
(Event could fall into multiple categories)
Note: Reported numbers reflect the percentages of those respondents who attended WWW activities.

**Percentage of respondents who attended WWW activities**

89.1% (FY) (1,746)

52.8% (TR) (308)

**Overall, how would you rate your experience with WWW?**

<table>
<thead>
<tr>
<th></th>
<th>FY 2016</th>
<th>FY 2015</th>
<th>TR 2016</th>
<th>TR 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>39.1%</td>
<td>32.5%</td>
<td>34.5%</td>
<td>28.9%</td>
</tr>
<tr>
<td>Good</td>
<td>49.3%</td>
<td>52.3%</td>
<td>53.1%</td>
<td>56.1%</td>
</tr>
<tr>
<td>Fair</td>
<td>10.7%</td>
<td>14.3%</td>
<td>11.1%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Poor</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.3%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**First-Year Students**

**Hoped to Gain**

- Fun/Entertainment (91.8%)
- Make new friends (84.1%)
- Get connected to student orgs and activities (79.3%)
- Feel more a part of the NC State community (75.5%)
- Learn my way around campus (73.1%)

**Did Gain**

1. Fun/Entertainment (85.5%)
2. Feel more a part of the NC State community (64.2%)
3. Learn my way around campus (63.5%) & Get connected to student orgs and activities (63.5%)
4. Make new friends (63.1%)
5. Understand more about college life (51.1%)

**Transfer Students**

**Hoped to Gain**

- Feel more a part of the NC State community (77.6%)
- Fun/Entertainment (76.3%)
- Make new friends (71.4%)
- Get connected to student orgs and activities (68.8%)
- Learn my way around campus (63.6%)

**Did Gain**

1. Fun/Entertainment (72.7%)
2. Learn my way around campus (63.6%)
3. Get connected to student orgs and activities (56.2%)
4. Feel more a part of the NC State community (54.9%)
5. Understand more about life at NC State (48.4%)
LEARNING OUTCOMES
(As a result of participating in Wolfpack Welcome Week…)

NOTE: (SA+A) indicates the level of agreement of those who responded was either “Strongly Agree” or “Agree.”

FIRST-YEAR (SA+A)

93.4% Developed a greater sense of community with NC State
81.6% Developed a greater sense of community with small social groups
87.6% Identified student organizations that they plan to explore

90.5%

TRANSFER (SA+A)

56.5% Developed the skills needed to thrive in the classroom
86.7% Could identify university expectations

58.1%

85.4%

How students attended events…(Select all that apply)

<table>
<thead>
<tr>
<th></th>
<th>FY</th>
<th>TR</th>
</tr>
</thead>
<tbody>
<tr>
<td>By yourself (more than happy)</td>
<td>23.3%</td>
<td>27.9%</td>
</tr>
<tr>
<td>By yourself (would have preferred others)</td>
<td>20.7%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Small group</td>
<td>84.0%</td>
<td>55.8%</td>
</tr>
<tr>
<td>Larger, more formal group</td>
<td>10.1%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Other</td>
<td>1.6%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

More inclined to participate with a student leader…

<table>
<thead>
<tr>
<th></th>
<th>FY</th>
<th>TR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, would have gone to additional</td>
<td>30.0%</td>
<td>36.6%</td>
</tr>
<tr>
<td>Maybe but not sure</td>
<td>51.0%</td>
<td>44.2%</td>
</tr>
<tr>
<td>No, would not have impacted</td>
<td>19.0%</td>
<td>19.3%</td>
</tr>
</tbody>
</table>

FIRST-YEAR

84.8%

Events during WWW provided me with an opportunity to form meaningful connections with fellow students (Strongly Agree + Agree)

TRANSFER

79.1%
CONVOCATION

Note: Reported numbers reflect the percentages of those respondents who attended Convocation

OVER 3300 Students attended Convocation in 2016 (approx. 1375 respondents)

Percentage of respondents who would recommend Convocation to incoming first-year students next year

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely Would</td>
<td>44.1%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Probably Would</td>
<td>41.2%</td>
<td>43.3%</td>
</tr>
<tr>
<td><strong>Def. + Prob.</strong></td>
<td><strong>85.3%</strong></td>
<td><strong>80.8%</strong></td>
</tr>
</tbody>
</table>

Most Memorable Aspect of Convocation

1. Speech by Bryan Stevenson (47.1%)
2. Pep Rally (26.0%)
3. Class of 2020 Photo (8.2%)
4. Being with fellow first-years (5.0%)
5. Student Group Performances (4.8%)

81.4%

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

78.3%

Greater sense of community with the Class of 2020 from Convocation (Strongly Agree + Agree)

83.2%

Greater sense of community with larger NC State community from Convocation (Strongly Agree + Agree)
Summer START

Summer 2016
Summer START is an accelerated summer program designed to assist new incoming students with a smooth transition to NC State University through 6 weeks of campus programming and academic courses.

Our mission is to prepare new students to succeed academically, professionally and personally through a smooth transition to NC State University. Through an interactive and engaging summer academic experience, Summer START provides an opportunity for new students to develop the skills and behaviors needed to be successful in the university setting and thrive in an intimate and supportive community of their peers.

The following information provides demographic, academic and student experience information on the Summer START 2016 cohort.

The following data does not include CONNECT or STEAM students.
During the summer of 2016, we had a total of 246 students participate with the Summer START program.

The STEAM program is designed to help make higher education more accessible to North Carolina students interested in agriculture. The STEAM program is an alternative admissions pathway for rural North Carolina students interested in pursuing an agriculturally-related major.

CONNECT is an alternative admissions pathway program designed to help make higher education even more accessible to students interested in the Forestry and Environmental Resources degree programs.

The following data does not include CONNECT or STEAM students.
Demographics

The following data does not include CONNECT or STEAM students.

### Ethnicity
- **White**: 50%
- **Black or African American**: 19%
- **Asian**: 10%
- **Multiracial**: 5%
- **Non resident/ alien**: 8%
- **Undisclosed**: 2%
- **Hispanics of any race**: 5%
- **American Indian or Alaska Native**: 1%
- **Native Hawaiian or Other Pacific Islander**: 0%

### Athlete Status
- **Student Athlete**: 25%
- **Non-Student Athlete**: 75%

### Residency
- **In State**: 30%
- **Out of State**: 70%
Demographics cont.

Trends from 2015 to 2016

- The number of students from CNR has increased by 100% (doubled)
- The number of students from MGMT has increased by 60%
- The number of students from University College has decreased by 22%

*All other colleges have experienced similar numbers over the past two years.*

The following data does not include CONNECT or STEAM students.
Academics

Average GPA (unweighted): 3.42

Average Credit Hours Taken: 6.6

Credit Hours Enrolled

92.4% of students agreed that their summer courses were appropriate in assisting with the transition to college.

86.4% of students stated having a better understanding of the academic skills needed to succeed in college.

83.3% of students agree that participation in Summer START courses will help them interact with professors in the future.

*Data collected from Summer START 2016 Post Survey

The following data does not include CONNECT or STEAM students.
<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Summer START Students</th>
<th>Average GPA of START Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 252</td>
<td>3</td>
<td>3.78</td>
</tr>
<tr>
<td>ANT 261</td>
<td>3</td>
<td>2.33</td>
</tr>
<tr>
<td>BIO 181</td>
<td>13</td>
<td>3.22</td>
</tr>
<tr>
<td>CH 101</td>
<td>31</td>
<td>2.93</td>
</tr>
<tr>
<td>CH 102</td>
<td>31</td>
<td>4.21</td>
</tr>
<tr>
<td>CH 111</td>
<td>9</td>
<td>3.26</td>
</tr>
<tr>
<td>COM 110</td>
<td>54</td>
<td>3.84</td>
</tr>
<tr>
<td>E 115</td>
<td>35</td>
<td>S/U credit (94.3% pass rate)</td>
</tr>
<tr>
<td>EC 201</td>
<td>21</td>
<td>3.43</td>
</tr>
<tr>
<td>ENG 100</td>
<td>20</td>
<td>3.16</td>
</tr>
<tr>
<td>ENG 101</td>
<td>44</td>
<td>3.19</td>
</tr>
<tr>
<td>FLE 101</td>
<td>14</td>
<td>3.83</td>
</tr>
<tr>
<td>GC 120</td>
<td>8</td>
<td>3.58</td>
</tr>
<tr>
<td>LSC 101</td>
<td>16</td>
<td>4.0</td>
</tr>
<tr>
<td>MA 101</td>
<td>3</td>
<td>4.0</td>
</tr>
<tr>
<td>MA 107</td>
<td>9</td>
<td>3.19</td>
</tr>
<tr>
<td>MA 111</td>
<td>15</td>
<td>3.42</td>
</tr>
<tr>
<td>MA 121</td>
<td>4</td>
<td>3.59</td>
</tr>
<tr>
<td>MA 141</td>
<td>14</td>
<td>3.45</td>
</tr>
<tr>
<td>MA 241</td>
<td>5</td>
<td>2.89</td>
</tr>
<tr>
<td>MIE 201</td>
<td>4</td>
<td>2.58</td>
</tr>
<tr>
<td>PHI 205</td>
<td>5</td>
<td>3.20</td>
</tr>
<tr>
<td>PRT 152</td>
<td>5</td>
<td>3.73</td>
</tr>
<tr>
<td>PS 201</td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>PS 236</td>
<td>3</td>
<td>3.33</td>
</tr>
<tr>
<td>PSY 200</td>
<td>19</td>
<td>3.39</td>
</tr>
<tr>
<td>PY 205</td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>SOC 202 (excludes online section)</td>
<td>34</td>
<td>3.53</td>
</tr>
<tr>
<td>USC 100</td>
<td>59</td>
<td>4.05</td>
</tr>
</tbody>
</table>

*Only classes with more than 2 students are included in the above table. The above figures only represent the Summer START student population and not the overall class enrollment/average. Numbers are included across multiple sections of a course number. In calculation of average GPA, A+ was given a 4.3 numerical value.

The following data does not include CONNECT or STEAM students.
Campus Involvement

A total of 41 events were offered throughout Summer START in collaboration with campus partners and resources aimed at helping student acclimate to NC State’s campus and build a strong sense of community and belonging. Our events had an average attendance of 23 students. Important campus partners included:

- Counseling Center
- Center for Student Leadership, Ethics and Public Service
- Career Development Center
- University Recreation
- University Housing
- Sustainability Office

Most highly attended events included weekly cookouts, RA hall programs, community service trips and Mentor led programs.

To what extent do you experience a sense of belonging or community in each of the following at NC State?

In small groups (e.g. friends)

With Summer START

With NC State overall

The following data does not include CONNECT or STEAM students.
Student Feedback

92.8% of students agree that Summer START was a success.

95.2% of students state that, through this experience, they know what is expected of them to succeed in college.

90.4% of students feel confident about starting their freshman year.

*Data collected from Summer START 2016 Post Survey

Honestly, I feel like I would've drowned during the fall semester had I not done Summer Start. It gave me a better understanding of the classes and expectations for work. I learned how to navigate campus and I was able to do so in a smaller environment than I would have had in the fall. It was easier for me to make mistakes with less people around and that helped me so much.

-Life Sciences First Year Student

This program has acted as a transition stage for me. By connecting with a MUCH smaller population of roughly 200, I now feel comfortable enough with the people I know to go out and make additional connections, especially as I now see how interactions in college can be different than those in high school. The program provides an excellent source of information and help from current NC State students from a variety of disciplines, cultural/socioeconomic/religious/identity backgrounds. Especially as someone who finally had the courage to go on a journey of self-discovery, the advice and knowledge I came into contact with was SO helpful in getting ready to deal with academic, social, and romantic situations over the next coming years.

-College of Sciences Student

I think Summer START was very successful because I really feel like I have a grip on my freshman year already. The transition would have been so much harder had I come for the first time in the Fall. I think it gave me a chance to meet new people, become acquainted with campus, and learn how to handle my work load before the Fall. I absolutely would recommend Summer START. I would tell them how much it helped me and how crucial it was to my success freshman year and so on.

-College of Agriculture and Life Sciences Student

It gave me the hands on experience that allowed me to adjust to living on my own. I was able to set my own rules and learn for myself what works and what doesn’t, while I had a group of mentors willing to help me. I established life long friendships that positively influenced my academics and college adjustment. I am thankful that I had the opportunity to do something that is going to benefit me these next four years.

The following data does not include CONNECT or STEAM students.
I overall felt like my transition from high school to college will be much easier. Some of the Summer START events were focused on stress management, classes, career services which helped me a lot to my transition at NCSU. I would recommend Summer START to anyone who wants to get ahead in classes and would like to be prepared for college.

- College of Engineering Student

I think Summer START was crucial to my transition to NCSU. I made connections with people on campus and got used to college life before the fall semester.

- Exploratory Studies Student

Summer START is a great experience, especially for the students that are from another state. The opportunity to meet new people really helps with the transition. It was an eye opening experience, preparing me for the workload and the study time necessary to be successful.

- College of Management Student

It made me realize I chose the right college for what I wanted. It really calmed my nerves about any worries I had about college.

- College of Natural Resources Student

The following data does not include CONNECT or STEAM students.
2016 ASSESSMENT OVERVIEW

OVER 1850 Students responded to questions regarding the Common Reading Program

Rating of students’ experiences with the 2016 Common Reading Program

51.1% (Very Good or Good) (21.4% in 2015)

48.9% (Fair or Poor) (78.6% in 2015)

Did you read the book?

49.8% Yes, the entire book (32.1% in 2015)

24.3% Started the book (36.1% in 2015)

14.1% Didn’t read any of it (16.0% in 2015)

11.8% Skimmed the book (15.8% in 2015)

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

2016 2015
Caused you to explore your own personal values and ethics 65.0% 57.1%

Raised your awareness of cultural likenesses and differences 73.4% 49.0%

Caused you to think critically related to the issues presented in the book 48.8% 51.7%

Motivated you to become actively engaged in activities or organizations related to the issues represented in the book 72.8% 67.1%

Contributed to a sense of community for you 43.0% 65.8%

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.
### ENGAGING WITH THE TEXT

**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>2016</td>
<td>2015</td>
</tr>
<tr>
<td>Never</td>
<td>902</td>
<td>1099</td>
</tr>
<tr>
<td></td>
<td>48.3%</td>
<td>57.7%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>463</td>
<td>410</td>
</tr>
<tr>
<td></td>
<td>24.8%</td>
<td>21.5%</td>
</tr>
<tr>
<td>About once a week</td>
<td>295</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td>15.8%</td>
<td>13.3%</td>
</tr>
<tr>
<td>2-3 times a week</td>
<td>177</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>9.5%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>32</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>1.7%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

**With whom are students discussing the book…**

- (42.3%) Other first-year students (75.7%)
- (19.5%) NC State faculty (43.0%)
- (10.0%) Advisors at NC State (21.4%)
- (8.1%) NC State staff (19.6%)
- (8.9%) 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>Setting</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>During WWW programming (outside of Convocation)</td>
<td>384</td>
<td>299</td>
</tr>
<tr>
<td></td>
<td>19.6%</td>
<td>35.3%</td>
</tr>
<tr>
<td>During formal programming (after WWW)</td>
<td>175</td>
<td>217</td>
</tr>
<tr>
<td></td>
<td>8.9%</td>
<td>25.6%</td>
</tr>
<tr>
<td>During class</td>
<td>436</td>
<td>422</td>
</tr>
<tr>
<td></td>
<td>22.3%</td>
<td>49.8%</td>
</tr>
<tr>
<td>In advising sessions</td>
<td>83</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>4.2%</td>
<td>10.3%</td>
</tr>
<tr>
<td>In casual settings (i.e., over meals, in the residence halls, informal mtgs.)</td>
<td>552</td>
<td>351</td>
</tr>
<tr>
<td></td>
<td>28.2%</td>
<td>41.0%</td>
</tr>
<tr>
<td>During meetings for clubs or orgs.</td>
<td>64</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>3.3%</td>
<td>6.0%</td>
</tr>
</tbody>
</table>