SUMMER START

ASSESSMENT REPORT

2017
ABOUT NEW STUDENT PROGRAMS

This Assessment Report serves as a general overview of the summer 2017 Summer Start program and reports summary results of program assessment.

About the Summer Start Program
Under the Office of New Student Programs (NSP), the Summer Start program is an optional transition and academic enrichment opportunity available to all incoming, degree-seeking first-year and transfer students. Summer Start strives to prepare new students to succeed academically, professionally and personally by providing an opportunity for new students to develop the skills and behaviors needed to thrive in the university setting.

As part of the Division of Academic & Student Affairs, NSP reports to the Provost’s Office and offers an academically-focused Summer Start program that also includes significant co-curricular opportunities essential to the success of program participants.

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

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

- **CULTIVATING** strategic partnerships across the University
- **PROMOTING** an environment of personal responsibility
- **FOSTERING** inclusivity through a shared campus identity
- **PARTNERING** with parents and families
- **PREPARING** and **EMPOWERING** student leaders to serve the campus
- **STRIVING** to be innovative in meeting the needs of our community

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

- **ACADEMIC SUCCESS**
  *Outcome 1a:* Identify skills, university and college resources, and policies that promote academic success and engagement in co-curricular learning experiences
- **CONNECTION TO CAMPUS**
  *Outcome 2a:* Develop a sense of community with fellow students, faculty and staff by engaging in shared experiences
  *Outcome 2b:* Recognize the value of the different experiences of individuals within the campus community
- **COMMUNITY EXPECTATIONS**
  *Outcome 3a:* Examine the role of personal responsibility as it applies to the University’s academic and behavioral expectations and policies
  *Outcomes 3b:* Identify behaviors and resources that promote personal and community well-being and safety
- **TRANSITION TO THE UNIVERSITY ENVIRONMENT**
  *Outcome 4a:* Demonstrate the ability to navigate the day-to-day functions of collegiate life by utilizing the available resources
- **STUDENT LEADER DEVELOPMENT**
  *Outcome 5a:* Apply effective leadership skills in interactions with students, families, New Student Programs staff, and campus partners
  *Outcome 5b:* Utilize knowledge of campus to address the transitional needs of new students and families
SUMMER START FINANCES

The operational budgets for the Summer Start program are funded through the Division of Enrollment Management and Services and sponsorship from the Academic Support Program for Student Athletes. There is no program fee charged to students for participating in the program; however, students are responsible for the costs associated with enrollment in summer classes.

The typical cost for participation in 2017 for an in-state student enrolled in six credit-hours was $3,179.80. These costs break down as follows:

- Tuition & Fees: $1,797.30
- On-Campus Housing: $682.50
- Dining Meal Plan: $500.00
- Textbooks: $200.00

For out-of-state students enrolled in six credit-hours, the typical costs in 2017 were $6,731.80. These costs break down as follows:

- Tuition & Fees: $5,349.30
- On-Campus Housing: $682.50
- Dining Meal Plan: $500.00
- Textbooks: $200.00

Summer Start participants continue to contribute to the overall financial health of the university through their enrollment in summer courses.

$509,680

Tuition and fees paid by Summer Start participants in 2017 (including Summer Start student staff members)

PROGRAM OVERVIEW

In 2017, Summer Start underwent significant changes to program operations, including a transition to New Student Programs. These changes focused on alignment with the new student transitional experience and the efficient use of human and financial resources.

- **TRANSITIONING TO NEW STUDENT PROGRAMS**
  In September 2016, responsibility for the coordination of Summer Start transitioned to New Student Programs (NSP) from TRIO Programs within the Academic Success unit of the Division of Academic and Student Affairs. The program also experienced personnel transitions with Carly Edwards, Assistant Director, replacing Ginny Shepherd in May 2017. As a program focused on the transition of new students, NSP provided Summer Start with staff expertise and training in the experience of new students. The move also provided additional programmatic support to Summer Start, professional development opportunities for all staff, and created efficiencies in staffing and administration.

- **CO-CURRICULAR PROGRAMMING**
  Throughout Summer Start, approximately 50 programs and events were coordinated in conjunction with a variety of campus partners. Ranging from academic skills based workshops to social events, participants were given the opportunity to network with fellow students and campus departments and resources. Highlights of summer programming include: weekly cookouts, a day trip to the International Civil Rights Center & Museum, an Outdoor Adventures hiking trip, and numerous workshops on diversity, inclusion, and identity.

- **USC 100: TRANSITIONING TO A DIVERSE COMMUNITY**
  Summer Start students are encouraged to enroll in the USC 100: Transitioning to a Diverse Community course to aid their transition to the rigor of a large, diverse, research-focused university. A co-requisite for the U.S. Diversity GEP requirement, USC 100 is designed to provide students with the support and knowledge needed to address the academic and personal challenges of college as well as other identity-based transitional issues. In 2017, 27 students were enrolled across three sections of USC 100.
### Participation by Reported Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>11</td>
<td>5.3%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>43</td>
<td>20.6%</td>
</tr>
<tr>
<td>Hispanic (of any race)</td>
<td>10</td>
<td>4.8%</td>
</tr>
<tr>
<td>Non Resident Alien</td>
<td>12</td>
<td>5.7%</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>9</td>
<td>4.3%</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
<td>20</td>
<td>9.7%</td>
</tr>
<tr>
<td>White</td>
<td>104</td>
<td>49.8%</td>
</tr>
</tbody>
</table>

*Note: Percentages may not equal 100% due to rounding.

### Participation by College/Program

<table>
<thead>
<tr>
<th>College/Program</th>
<th>First-Year Students</th>
<th>Transfer Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Institute</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Agriculture &amp; Life Sciences*</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Design</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Engineering</td>
<td>39</td>
<td>8</td>
</tr>
<tr>
<td>Exploratory Studies</td>
<td>42</td>
<td>0</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>Life Sciences First Year</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Poole College of Management</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Natural Resources*</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Sciences</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Textiles*</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>170</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

*Includes students in Alternative Admission Pathways programs associated with the college, such as ACT (Textiles), CONNECT (Natural Resources, and STEAM (Agriculture & Life Sciences).
OVERALL PARTICIPANT EXPERIENCE

In 2017, a participant post-survey was administered at the conclusion of the Summer Start program by New Student Programs. Approximately 93 participants responded to the survey for a response rate of 44%. Of the 93 students who responded, 66 were first-year students, 20 were transfer students, and 7 were Non-Degree Seeking students. Due to the small numbers in each category, aggregate results are reported and all reported results are responses indicated as “Strongly Agree” or “Agree” by survey participants unless otherwise noted. Note: Due to a change in the participant post-survey instrument in 2017, comparisons with previous years are not available for a majority of items.

Summer Start provides incoming students with an opportunity to jump start their college experience before classes begin in the fall semester. Through co-curricular programs, academic support resources, social events, and interactions with peer educators, faculty, and staff, students learn more about expectations and behaviors of successful college students. Many of these initiatives were implemented in coordination with campus partners, which allowed students to connect with a variety of resources offered by NC State. Students indicated high levels of agreement and satisfaction with the Summer Start experience.

In 2017, 97.8% of respondents indicated that as a result of their participation in Summer Start, they better understand which skills are needed to succeed at NC State (an increase of 3.5% from 2016).

Beginning in fall 2017, University Housing implemented an on-campus residential requirement for first-year students; thus, first-year students participating in Summer Start were required to live on-campus during the program. Transfer student participants were provided with the option to live on-campus or commute. In total, 174 student participants lived in Tucker Hall alongside the Summer Start Mentor team and Resident Advisors. 90.3% of students indicated that they felt like part of the Summer Start community in University Housing. The University Housing experience not only connected students to the Summer Start program; it also prepared students for living on campus in the fall semester. Of the students who lived on campus, 96.8% indicated that the experience of living in University Housing prepared them to live on campus for the fall semester, and 83.9% indicated that the Resident Advisor staff positively impacted their transition to NC State. Commuting students were invited to participate in Summer Start events and access resources, and 85.0% of commuting students indicated they felt included in the Summer Start community. If given the opportunity again, 65.0% of these students indicated they would choose to live in University Housing during Summer Start.

Overall, Summer Start participants in 2017 indicated high levels of satisfaction with the program and its transition initiatives. When asked if Summer Start will help them transition to NC State during the fall semester, one student responded, “Summer Start was critical in my preparation for NC State. It allowed me to prepare for the fall semester and gave me a good idea of what the NC State community expects of me. My fall semester will be a lot easier thanks to Summer Start.”

“Based on my experience I believe that Summer Start has helped me transition to college because I feel more confident about my first year of college. Before Summer Start I was worried and didn’t know what to expect but now I am excited to come back to NCSU.”
EXPERIENCE WITH THE MENTORS

The Summer Start student staff includes:

- 20 Peer Mentors (paired with students)
- 3 Lead Mentors (returners)
- 1 Undergraduate Intern

My Peer Mentor:

89.9%
Contributed to my success in Summer Start

96.6%
Created an approachable and inclusive environment

95.5%
Was able to provide appropriate resources to assist me

96.6%
Was supportive and understanding

To assist with the transition to the college environment, Summer Start participants were paired with a Peer Mentor, a student leader who helps incoming students develop important academic and social skills, participate in new opportunities, and learn about a wide array of campus resources.

The Peer Mentor team is supervised by New Student Programs professional staff members and Lead Mentors, former Summer Start Mentors selected to assist with program logistics and support the new mentor team.

Beginning in spring 2017, Peer Mentors and Lead Mentors participated in training and development opportunities to prepare for their roles. Training included enrollment and participation in USC 298: Summer Start Peer Mentor Development, a one-credit hour academic course designed to help mentors develop the necessary knowledge and skills to become effective mentors.

Through guest speakers, class discussions, group activities, and reflections, mentors practiced skills and behaviors necessary to address a variety of transitional issues facing incoming students.

Peer Mentors develop close individual relationships with each of their mentees through weekly one-on-one meetings and participation in program events, such as weekly cookouts, sponsored weekend trips, and study groups. Peer Mentors aim to be accessible to Summer Start participants and model behaviors of successful college students.

Participants provided positive feedback regarding the Peer Mentors’ (mentor) abilities and impact on the Summer Start community. Of those students who responded, 96.6% indicated that their mentor created an approachable and inclusive environment, and the same percentage agreed that their mentor followed up on any of the students’ questions or concerns in a timely manner. To assist with students’ questions and concerns, Peer Mentors received information and training about a variety of campus resources relevant to new students’ needs. Of the students who responded, 95.5% indicated that their mentor was able to provide appropriate resources to assist them. Each of these aspects influenced students’ experiences with both the Peer Mentor staff and program in general.

Overall in 2017, 89.8% of students indicated that their mentor contributed to their success in Summer Start (an increase from 66.2% in 2016), and 96.6% indicated that their mentor was supportive and understanding (compared to 87.7% in 2016).

A benefit of incorporating current undergraduate students in the Peer Mentor role is the continuity that exists when participants return for the fall semester and interact with their mentor on campus. Of the students who responded, 83.1% plan to keep in touch with their mentor during the academic year (an increase from 61.5% in 2016). When asked to describe one campus resource utilized during Summer Start that they plan on using during the fall semester, one student responded, “I plan on using the relationships that I made with the peer mentors. Their advice and assistance with everything will allow me to get any questions answered from a student perspective.”
CLASSROOM EXPERIENCES

Summer Start assists new students in adjusting to the academic transition to NC State by providing the opportunity for them to enroll in courses during Summer Session II. Participation in courses over the summer allows students to ease into the college curriculum with a lighter course load than they would typically experience during the academic year. Often, these courses offer smaller class sizes and encourage interactions between students and faculty.

Students were asked to evaluate their experiences in the classroom during Summer Session II. Of those who responded, 96.6% indicated they feel their courses provided a foundation for academic success in their first year (an increase of 10.5% from 2016). Respondents also indicated that they practiced behaviors geared toward student success, such as the 92.1% of students who sought assistance from professors when needed (an increase of approximately 15.2% from 2016). Of those students who responded, 96.6% indicated they felt more comfortable asking their professors questions after participating in Summer Start, and the same percentage agreed that their class experiences prepared them to interact with professors in the future.

Students are also prepared for future academic success in their knowledge of academic advising resources. In regards to academic planning, 95.5% of students indicated that they know who to ask questions regarding academic advising. When asked about which campus resources students used during Summer Start that they plan on using during the fall semester, one student reported: “I used the academic advisors to help me navigate the complex system and know what to do for classes. I will continue to go and use it for the future.” Another student shared, “[I will continue to use] my academic advisor. I had questions regarding my major and adding another major to it and she was very helpful in answering my question regarding the requirements I would need to fulfill.”

Overall, Summer Start students attempted 1,294 credit hours and passed 1,233 credit hours, compared to the 1,441 attempted hours and 1,422 passed hours in 2016. In 2017, students earned an average GPA of 3.35, which is a slight decrease from the 3.42 average GPA of students in 2016. This year, students also attempted an average of 6.22 credit hours, and in 2016 students attempted an average of 6.6 credit hours.

"The speed of the summer courses helped me quickly understand what to focus on in the fall."

96.6% Indicated their courses provided a foundation for academic success in their first year

98.9% Indicated confidence in identifying the academic skills needed to be successful in classes

96.6% Indicated their class experiences prepared them to interact with professors in the future
The Summer Start program assists students in getting to know the campus and local community through a variety of co-curricular programs and opportunities. These programs offer students a small and supportive community to build relationships with faculty, staff, and fellow new students while gaining a head start on building a support network with people invested in their success.

Throughout the Summer Start program, faculty, staff, and administration work to offer services and resources to support students in navigating the transition to college. During their time on campus for Summer Session II, 38.2% of students reported using services offered by the Counseling Center, 37.1% reported using Student Health Services, and 32.6% reported using University Tutorial Center services. In addition, 67.4% of students reported they sought out academic assistance for help they might have needed with school work.

Students participating in Summer Start were also able to begin exploring campus opportunities before the beginning of the fall semester. Of those who responded, 60.7% indicated they became involved in campus activities during their time with Summer Start.

At the conclusion of the Summer Start program, participants were asked about the frequency in which they experienced various types of stress and adversity. The chart below summarizes these responses, which indicate low levels of constant and frequent stress among Summer Start participants.

### Since arriving at Summer Start how often have you felt:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Never</th>
<th>Once in a While</th>
<th>Sometimes</th>
<th>Often</th>
<th>Constantly</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lonely/Isolated</td>
<td>38.6%</td>
<td>26.5%</td>
<td>21.7%</td>
<td>8.4%</td>
<td>4.8%</td>
<td>100%</td>
</tr>
<tr>
<td>Homesick</td>
<td>59.0%</td>
<td>25.3%</td>
<td>6.0%</td>
<td>4.8%</td>
<td>4.8%</td>
<td>100%</td>
</tr>
<tr>
<td>Depressed</td>
<td>55.4%</td>
<td>18.1%</td>
<td>15.7%</td>
<td>4.8%</td>
<td>6.0%</td>
<td>100%</td>
</tr>
<tr>
<td>Overwhelmed</td>
<td>32.5%</td>
<td>27.7%</td>
<td>22.9%</td>
<td>9.6%</td>
<td>7.2%</td>
<td>100%</td>
</tr>
<tr>
<td>Highly Anxious</td>
<td>34.1%</td>
<td>24.4%</td>
<td>25.6%</td>
<td>8.5%</td>
<td>7.3%</td>
<td>100%</td>
</tr>
<tr>
<td>Very Distressed</td>
<td>59.0%</td>
<td>14.5%</td>
<td>13.3%</td>
<td>6.0%</td>
<td>7.2%</td>
<td>100%</td>
</tr>
<tr>
<td>Bored</td>
<td>41.0%</td>
<td>22.9%</td>
<td>21.7%</td>
<td>6.0%</td>
<td>8.4%</td>
<td>100%</td>
</tr>
<tr>
<td>Concerned by Financial Issues</td>
<td>32.9%</td>
<td>18.3%</td>
<td>12.2%</td>
<td>18.3%</td>
<td>18.3%</td>
<td>100%</td>
</tr>
<tr>
<td>Academically Underprepared</td>
<td>44.6%</td>
<td>30.1%</td>
<td>15.7%</td>
<td>2.4%</td>
<td>7.2%</td>
<td>100%</td>
</tr>
<tr>
<td>Concerned by Family Matters</td>
<td>45.8%</td>
<td>28.9%</td>
<td>6.0%</td>
<td>12.0%</td>
<td>7.2%</td>
<td>100%</td>
</tr>
<tr>
<td>That your major is not right for you</td>
<td>59.0%</td>
<td>19.3%</td>
<td>7.2%</td>
<td>9.6%</td>
<td>4.8%</td>
<td>100%</td>
</tr>
<tr>
<td>That NC State is not a good fit for you</td>
<td>74.7%</td>
<td>12.0%</td>
<td>4.8%</td>
<td>1.2%</td>
<td>7.2%</td>
<td>100%</td>
</tr>
</tbody>
</table>
To what extent have you done each of the following during your time with Summer Start:

(Percentages indicate responses of “A great deal” and “Some”)

79.8%
Indicated they made friends with other students

76.4%
Indicated they used upper-class students such as RAs or Peer Mentors to learn about campus and activities

68.5%
Indicated they developed a relationship with a faculty member

Through communication efforts, co-curricular programming, and messaging from Peer Mentors, Summer Start connected students with resources that would assist them beyond their summer coursework and throughout their college experience. After participating in Summer Start, students reported confidence in their ability to navigate campus resources. One area in which students developed confidence is in their ability to identify resources to support their emotional and psychological health. In 2017, 95.4% of students felt confident in their ability to identify at least one activity or group on campus in which they might like to get involved; 89.8% felt confident in their ability to identify at least one campus resource for personal, psychological, and health support; and 96.4% felt confident in their ability to identify a group on campus that supports an identity important to them.

When asked about academic support resources, 96.6% of students felt confident they could identify academic advising support, while 80.7% were confident in their ability to identify tutoring support. This provides an opportunity to continue to spread awareness and understanding of available tutoring resources in the future.

Students also reported that Summer Start assisted them in developing knowledge and skills related to success in college. As a result of participating in Summer Start, 96.6% of students were confident in their ability to relieve or reduce homesickness, and 92.0% were confident in their ability to effectively manage their time. In addition, 89.7% of students reported confidence in their ability to cope with stress by identifying and implementing healthy stress relief strategies.

When asked if Summer Start would help them transition to NC State during the fall semester, one student shared, “I absolutely believe it will. One of my main concerns coming to school was about academics—I was worried that I wouldn’t be ‘good enough,’ that I wouldn’t be able to handle the stress and the demands of college. But Summer Start gave me a chance to experience college academics in a smaller dose than a 12-15 credit hour semester. Thanks to this experience, I am in a better mindset to tackle the challenges ahead, and I feel a whole lot more confident than I did initially.”

In 2017, 68.5% of students indicated they developed a relationship with a faculty member, and 59.6% of students indicated they developed a relationship with a staff member, such as residence hall staff, administrative support staff, and organization advisors. Students reported that their peers were helpful in the transition to NC State; 76.4% of students indicated that they used upper-class students such as RAs or Peer Mentors to learn about campus and activities. Also, 79.8% of respondents indicated they made friends with other students. Overall, students indicated that Summer Start assisted them in navigating the academic, social, and co-curricular transitions new students face.

Of those who responded, 100.0% indicated that due to their participation in Summer Start, they were confident in their ability to find their way around campus.
2017 SUMMER START STUDENT STAFF

Undergraduate Intern
Sam Blue (Math Education)

Lead Mentors
Stephanie Curri (Biochemistry)
Sam LaFell (Communication & Spanish)
Mariah Morrison (Political Science)

Peer Mentors
Ryan Adams (Textile Engineering)
Ari Alexandrescu (Economics)
Emma Bartlett (Mechanical Engineering)
Maya Davis (Philosophy)
Lauren Emer (Biological Sciences)
Chandler Finucane (Business Administration)
Syhna Gainey (Chemistry)
Englyn Harris (Industrial Engineering)
Cody Helm (Biomedical Engineering)
Carl Klier (Computer Science)
Isaiah Lewis (Bioprocessing Science)
Malasia McClendon (Political Science)
Mitchell Moravec (Materials Science & Engineering, Psychology)
Precious Rogers (Accounting)
Sky Ryals (Chemical Engineering)
Raven Stone (Anthropology)
Anusha Tamhane (Management & International Studies)
Nila Veerabagu (Nutrition Science)
Megan Wong (Psychology)
Daeja Woodard (Political Science)
NEW STUDENT PROGRAMS
DIVISION OF ACADEMIC AND STUDENT AFFAIRS

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

For more information, visit New Student Programs at http://newstudents.ncsu.edu
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