NEW STUDENT PROGRAMS
DIVISION OF ACADEMIC & STUDENT AFFAIRS
ANNUAL REPORT
2017-2018
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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 2018-2019.

+ **Increasing Fall First-Year Student Enrollment**: Currently, NC State over 5,000 first-year students confirmed to begin at NC State in fall 2018. This represents a continued significant increase of first-year students over the past two years. In response to the increase in fall 2017 first-year student enrollment, New Student Programs saw significant increases in New Student and Family Orientation attendees, with a 11% increase among first-year students and a 9% increase among first-year family members. With such an increase continuing, New Student Programs must be prepared to support the additional first-year students through programming and services, such as New Student and Family Orientation (NSFO), which may necessitate reviewing the availability of NSFO sessions for students and families, as well as the impact on additional programs, including the Common Reading Program and the New Student Convocation program.

+ **Spring Connection**: The implementation of a spring admission cohort, Spring Connection, is providing the university with a significant number of first-year students beginning in the spring semester. In spring 2017, the university enrolled approximately 430 Spring Connection students, an approximate 500% increase in the spring first-year student enrollment from the previous year, which provided logistical challenges in meeting students’ needs as their transition differed from traditional spring admits in years past. With this initiative continuing in 2018-2019, New Student Programs is tasked with identifying opportunities for Spring Connection students to connect to campus and peers, recognizing and mitigating challenges facing Spring Connection in the time prior to and during the spring semester, and in providing population specific programming and communication.

+ **External Review Process**: In spring 2018, New Student Programs (NSP) participated in the external review process through the Division of Academic and Student Affairs. As of this report, NSP has received the final report from the review team; however, follow up meetings regarding the final report have not yet been scheduled. Based upon the recommendations of the review team, potential opportunities exist to alter the direction and scope of the office and programming to better serve incoming students, families and the campus.

PROGRAMS AND SERVICES

The following programs and services were coordinated by New Student Programs during 2017-2018.

+ **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 27 orientation sessions (21 first-year and 6 transfer specific sessions) hosting over 6,626 new students during 2017-2018, 5,216 of which were first-year students and 1,410 of whom were transfer students. This represents a 13% increase from 2016-2017. Please see Addendum A or visit go.ncsu.edu/nsassessment for an overview of assessment data from New Student Orientation.

+ **Family Orientation (FO):** Based upon the premise that students benefit when parents and families are informed, Family 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 27 Family Orientation sessions offered in 2017-2018, New Student Programs welcomed 8,339 parents (7,061 family members of first-year students and 1,278 family members of transfer students) into the NC State community, which equates to an approximate 12% increase from the previous year. Please see Addendum A or visit go.ncsu.edu/nsassessment for an overview of assessment data from Family Orientation.

+ **Wolfpack Welcome Week (WWW):** Wolfpack Welcome Week is the university’s coordinated programming efforts from the point of Move-In to the Saturday after classes begin. With approximately 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, Chancellor’s New Student Cookout, Campus Connections, College Connections, RecFest, Pack Disco, Moonlight Howl and Run and Packpaloosa. **Events coordinated specifically by New Student Programs (with attendance in parenthesis if available) include:** Meet the Pack (174 students), Wolfpack Wandering: Find Your Classes! (approximately 950 students), Out-of-State Student Welcome (approximately 160 students), NC State Hearts Transfers (approximately 150 students), How to Thrive Academic Success Workshops (approximately 1,230 students across all workshops), and Transfer Foundations Workshop (approximately 20 students). Please see Addendum B or visit go.ncsu.edu/nsassessment for assessment data specific to Wolfpack Welcome Week.

+ **Winter Welcome Week:** In January 2018, New Student Programs coordinated the third Winter Welcome Week for incoming spring students and returning students in conjunction with campus partners. Approximately 100 events, an increase from approximately 60 events the previous year, coordinated by New Student Programs and 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. **During Winter Welcome Week 2018, New Student Programs specifically coordinated 10 events resulting in attendance of over 500 first-year and transfer students for NSP-specific programs. Events coordinated specifically by New Student Programs (with attendance in parenthesis if available) include:** Glow Party (approximately 165 students), NC State versus Duke Men’s Basketball Watch Party (approximately 90 students), Wolfpack
Summer Start: In the first summer coordinated by New Student Programs, the Summer Start program, a six-week summer academic transition program, 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. Summer Start also provides resources in the form of upper-division student mentors, who meet weekly with participants, to guide them in their transition to campus. During summer 2017, Summer Start also offered over 50 co-curricular programs to complement the course experiences of students and build community amongst participants. In 2017-2018, 209 first-year and transfer students participated in Summer Start, including approximately 15 students from alternative admissions pathway programs, such as STEAM (Agriculture and Life Sciences), CONNECT (Natural Resources), and ACT (Textiles). The average GPA of participants was 3.35 (down from 3.42 in 2016) with an average of 6 credit hours per student taken during Summer II. In program assessment, approximately 98% of those students who responded indicated feeling more confident to begin their fall semester, while approximately 69% of those students who responded indicating that they developed a relationship with a faculty member to a "great deal" or "some" extent. Additionally, one student respondent commented, "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." Please see Addendum C or visit go.ncsu.edu/nspassessment for assessment data specific to Summer Start.

Common Reading Program (CRP): In 2017, the Common Reading Selection Committee chose Between the World and Me by Ta-Nehisi Coates as the 2017 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 4,700 new first-year students entering in the fall semester, as well as to over 400 faculty, staff and continuing students. Unfortunately in 2017, the author was not able to visit campus due to scheduling conflicts and associated costs. However, the selection served as the foundation for the keynote address by Dr. Rupert Nacoste at Convocation on Monday, August 14, 2017 in Reynolds Coliseum, which over 3,900 students attended. Additionally in the fall and spring semesters, the campus programmed approximately 25 events related to themes from the text. A sampling of programs included: a sponsored trip to the “Race: Are We So Different?” exhibit at the North Carolina Museum of Natural Sciences, a screening and discussion of “I Am Not Your Negro”, and a guest speaker on the linguistic discrimination and codeswitching in Between the World and Me. For 2018, the Common Reading Selection Committee chose
The Year One Series: Throughout 2017-2018, 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 (YOS), these on-going programs aimed to assist students in their academic, social and cultural transitions to our community. Ranging from a fall break service trip for new students and faculty dinner discussions to an on-campus job fair and academic success workshops, these programs are outlined in detail below and 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 2017-2018, New Student Programs coordinated 26 programs, outside of fall and spring welcome weeks, in partnership with campus departments and faculty members. Attendance across all programs was approximately 1,000 students which represents a 17% increase in attendance from 2016-2017 and a 40% increase from 2015-2016 (the first year of programming).

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. As a member of this ASB team, you will have the opportunity to learn about and engage in service around the intersection between social justice, the environment and healthy communities in Asheville, NC. Working with a variety of local organizations, the participants focused on the environmental and economic impacts of the Blue Ridge Parkway on surrounding North Carolina communities. This experience challenged participants to examine how community issues intersect, critically reflect upon their role and responsibility within their community, as well as consider how they can make a difference in their new home at NC State. 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 23 first-year students and four staff members (professional and student).

Pack Connections: Modeled after the University of Texas’ 360 Connections and coordinated by New Student Programs, Pack Connections provided incoming first-year and transfer 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 2017-2018, over 100 first-year and transfer students participated in multiple Pack Connections groups during the fall and spring semesters with one group specifically focused on social justice issues.

New Student Dinner Discussions: Adding to success in 2017, New Student Programs again coordinated a series of eleven New Student Dinner Discussions in which first-year students engaged
with faculty members over a meal and a specific topic of discussion. Topics of dinner discussions included: immigration and racism, limitations of the first amendment, trends in consumer behavior, and community food security. Approximately 160 first-year students participated in one of the available dinner discussion sessions.

+ **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. Approximately 185 students participated in 2017-2018 over the course of both fairs.

+ **Emerging Leaders in Action:** In collaboration with University Recreation, New Student Programs hosted the Emerging Leaders in Action experience. This one-day experience aimed to assist first-year students in preparing for their second year at NC State by providing an opportunity for participants to reflect on their first year. Participants identified their strengths and learned how to demonstrate their leadership potential for positions and service to the University community in the future and assisted in building resilience to position themselves for success in year two. Approximately 23 first-year students participated in the Emerging Leaders in Action initiative in spring 2018.

+ **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. Participants dove into community service through volunteering at the S.O.U.L. Garden on Centennial Campus and built peer connections while learning about environmental stewardship and food security at NC State’s first harvestable, student-run organic garden. Approximately 33 new students participated in the New Student Service Project in spring 2018.

+ **Lead the Pack:** In September 2017, New Student Programs coordinated the Lead the Pack workshop for new students to assist in identifying leadership opportunities that fit their interests and goals while showcasing their leadership qualities and skills in creating applications, resumes, and cover letters. This program aimed to promote engagement on campus and build the confidence of new students as they enter into student life at NC State. Approximately 25 students participated in Lead the Pack in fall 2017.

+ **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 collaborated 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 program aimed to make students aware of potential opportunities, deadlines, costs, etc. associated with summer experiences. From research to experiences abroad and on-campus summer classes, this program complemented information introduced at New Student Orientation to increase awareness and participation in High Impact Experiences. Approximately 10 new students participated in this initiative in spring 2018.
+ **Student Staff Employment:** To fulfill the mission and outcomes of New Student Programs (NSP), student staff members are recruited, trained, employed, and evaluated each academic year. In 2017-2018, NSP employed over 130 student staff members (approximately 120 first-time staff members and 16 returning staff members). Focusing on their development as student leaders and professionals, this process encompassed over 100 hours of comprehensive training (including two sections of USC 223: NSP Student Leader Development, a credit bearing course) culminating in their implementation of the summer orientation and Summer Start programs and work with incoming students and families. Additionally, a number of students were rehired in various capacities to assist in the coordination and implementation of ongoing transition programming, serving in such roles as: Pack Connections Leaders and Alternative Service Break Leaders.

**NEW INITIATIVES IN 2017-2018**

The following new initiatives were implemented in 2017-2018.

+ **Spring Connection Cohort:** In conjunction with campus partners, including Enrollment Management and Services, University Housing, and academic programs, New Student Programs (NSP) supported approximately 430 Spring Connection students, first-year students admitted in spring 2017 for a spring 2018 start. Through the summer and fall semesters, NSP provided guidance via email communications and the New Student Checklist, which represents a student’s roadmap from admission to beginning classes, as well as hosting a Spring Connection Welcome Day in collaboration with University Open House. Spring Connection Welcome Day aimed to provide students with a snapshot of what they could expect from the advising and course enrollment period, how students could connect to campus in the spring semester, promoted peer connections, and encouraged student connections with their academic college. *Over 250 Spring Connection students and family members attended the Welcome Day in October 2017. Additionally, over 400 Spring Connections students attended New Student Orientation in spring 2018 prior to the start of their classes.*

+ **Emerging Leaders in Action:** In collaboration with University Recreation, New Student Programs hosted the Emerging Leaders in Action experience. This one-day experience aimed to assist first-year students in preparing for their second year at NC State by providing an opportunity for participants to reflect on their first year. Participants identified their strengths and learned how to demonstrate their leadership potential for positions and service to the University community in the future and assisted in building resilience to position themselves for success in year two. *Approximately 23 first-year students participated in the Emerging Leaders in Action initiative in spring 2018.*

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security at NC State’s first harvestable, student-run organic garden. Approximately 33 new students participated in the New Student Service Project in spring 2018.

+ **Whatchy 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 collaborated 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 program aimed to make students aware of potential opportunities, deadlines, costs, etc. associated with summer experiences. From research to experiences abroad and on-campus summer classes, this program complemented information introduced at New Student Orientation to increase awareness and participation in High Impact Experiences. Approximately 10 new students participated in this initiative in spring 2018.

+ **Lead the Pack**: In September 2017, New Student Programs coordinated the Lead the Pack workshop for new students to assist in identifying leadership opportunities that fit their interests and goals while showcasing their leadership qualities and skills in creating applications, resumes, and cover letters. This program aimed to promote engagement on campus and build the confidence of new students as they enter into student life at NC State. Approximately 25 students participated in Lead the Pack in fall 2017.

### UPCOMING INITIATIVES IN 2018-2019

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

+ **Nav1Gate NC State**: To support the engagement of new students who identify as first generation, New Student Programs (NSP) is planning a workshop in conjunction with the First in the Pack initiative to assist students in gaining a better awareness of their strengths and how to utilize these strengths in their first year experience at NC State. Additionally, resources related to their engagement on campus and their academic success will also be presented.

+ **Prague Connection Orientation Experience**: Following up on the success of the Prague Connection experience in 2017 for Spring Connection students, New Student Programs (NSP) is partnering with NC State Prague to provide an orientation experience on NC State’s Prague campus for the approximately 20 incoming students participating in the Prague Connection program. New Student Programs staff will be on-site to facilitate discussions on students’ transition experiences, alcohol safety, sexual assault and violence prevention, diversity and inclusion, and academic success skills.

+ **Spring Connection Extended Orientation**: In response to the creation of the Spring Connection program, New Student Programs will plan an extended orientation experience for students starting in spring 2019 to connect students to their peers, increase their awareness of campus resources, and assist students in understanding how to engage in the NC State community while entering at the mid-year point.
DIVERSITY INITIATIVES AND PROGRAMS

The following diversity initiatives were implemented by New Student Programs in 2017-2018.

+ **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.

+ **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 159 students (125 first-year students; 34 transfer students) during the 2017-2018 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 160 transfer students attended NC State Hearts Transfers in August 2017.*

+ **New Student Dinner Discussions:** Adding to success in 2017, New Student Programs again coordinated a series of eleven New Student Dinner Discussions in which first-year students engaged with faculty members over a meal and a specific topic of discussion. Topics of dinner discussions included: immigration and racism, limitations of the first amendment, trends in consumer behavior, and community food security. *Approximately 160 first-year students participated in one of the available 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 52 non-traditional 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. 160 new out-of-state students attended the Out-of-State Student Welcome in 2017.

+ **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.

+ **Summer Start: Summer Start:** In the first summer coordinated by New Student Programs, the Summer Start program, a six-week summer academic transition program, 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. Summer Start also provides resources in the form of upper-division student mentors, who meet weekly with participants, to guide them in their transition to campus. During summer 2017, Summer Start also offered over 50 co-curricular programs to complement the course experiences of students and build community amongst participants. *In 2017-2018, approximately 50% of the 209 first-year and transfer students participated in Summer Start were students from underrepresented populations on campus, as well as approximately 57 new student-athletes.*

+ **Transfer Foundations 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 2017-2018, approximately 21 transfer students participated in the Transfer Foundations Workshop.*

+ **Veteran Student Sessions:** The Military and Veteran’s Resource Center, in conjunction with the Transfer Orientation program, presented a session specifically for students veterans 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 60 incoming students and family members.*
PROFESSIONAL & STUDENT STAFF LEADERSHIP AND RECOGNITION

* Staff Recognition:
  
  + Recipient of the 2017 Association of Orientation, Transition and Retention in Higher Education Outstanding Professional Award (Cameron Hill, Associate Director)

  + Nominee for the 2017-2018 Division of Academic and Student Affairs Awards for Excellence (Michael Coombes, Director)

  + Best Overall Undergraduate Case Study for the 2018 Southern Regional Orientation Workshop (Lee Daniel and Ariana Ferreira, Student Coordinators)

* Changes in Staffing:
  
  + Administrative Support Specialist of New Student Programs (Katie Koffman) left NC State in December 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)

  + *General Board Member, Association for Orientation, Transition and Retention in Higher Education (NODA)* (Michael Coombes, Director)

  + *Southern Regional Orientation Workshop Regional Conference Planning Committee, Association for Orientation, Transition and Retention in Higher Education (NODA)* (Cameron Hill, Associate Director, and Genna Martella, Coordinator)

* 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)

  + Division of Academic and Student Affairs Finance Committee (Lori Wilson, University Program Specialist)
+ Military Affairs Working Group (Michael Coombes, Director)

+ Symposium for Multicultural Scholars Planning Committee (Carly Edwards, Assistant Director)

+ **Presentations at National Conferences by Personnel (Student Presentations in Red Below):**

  + *Bridging the Summer Experience: Supporting the College Transition, Annual Conference on the First Year Experience (February 2018).* Presented by Michael Coombes, Director, and Carly Edwards, Assistant Director.

  + *Leading to Motivate Leaders, North Carolina State University Greek Leadership Retreat (January 2018).* Presented by Hannah Finkelstein, Graduate Assistant.

  + *Making Your Feminism Intersectional: A Concrete Approach, Lenoir Rhyne University Women in Leadership Retreat (February 2018).* Presented by Hannah Finkelstein, Graduate Assistant.

  + *Survive Zone to Thrive Zone: Taking Self-Care to the Final Frontier, Southern Regional Orientation Workshop Regional Conference (March 2018).* Presented by Madisen Blais, Yahssain Khan, and Shelby White, Student Coordinators.

  + *Recruitment & Selection of Students of Color as Orientation Leaders, Southern Regional Orientation Workshop Regional Conference (March 2018).* Presented by Quentin Hodges, Coordinator.

  + *Recruitment & Selection of Students of Color as Orientation Leaders, Association for Orientation, Transition and Retention in Higher Education Annual Conference (November 2017).* Presented by Quentin Hodges, Coordinator.

  + *Standing Out in Interviews, Southern Regional Orientation Workshop Regional Conference (March 2018).* Presented by Genna Martella, Coordinator.

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**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.

- **Review of New Student and Family Orientation Calendar:** To address one of the concerns outlined below, New Student Programs (NSP) will review the New Student and Family Orientation calendar with campus partners to assess the feasibility of accommodating the increase in fall first-year student enrollment and associated family members. For the past several years, NC State has offered a similar number of sessions with the number of sessions each college is represented at based upon their projected enrollment. To better assist students in their transition to campus, NSP will review opportunities to increase the availability of sessions for smaller colleges (e.g., College of Design, etc.) to provide better customer service and decrease the number of first-year students and families attending the August Orientation session, held approximately six days prior to the start of fall classes.

- **Concerns for the Future**

  - **Increasing Fall First-Year Student Enrollment:** Currently, NC State over 5,000 first-year students confirmed to begin at NC State in fall 2018. This represents a continued significant increase of first-year students over the past two years. In response to the increase in fall 2017 first-year student enrollment, New Student Programs saw significant increases in New Student and Family Orientation attendees, with a 11% increase among first-year students and a 9% increase among first-year family members. With such an increase continuing, New Student Programs must be prepared to support the additional first-year students through programming and services, such as New Student and Family Orientation (NSFO), which may necessitate reviewing the availability of NSFO sessions for students and families, as well as the impact on additional programs, including the Common Reading Program and the New Student Convocation program.

  - **Spring Connection:** The implementation of a spring admission cohort, Spring Connection, is providing the university with a significant number of first-year students beginning in the spring semester. In spring 2017, the university enrolled approximately 430 Spring Connection students, an approximate 500% increase in the spring first-year student enrollment from the previous year, which provided logistical challenges in meeting students’ needs as their transition differed from traditional spring admits in years past. With this initiative continuing in 2018-2019, New Student Programs is tasked with identifying opportunities for Spring Connection students to connect to campus and peers, recognizing and mitigating challenges facing Spring Connection in the time prior to and during the spring semester, and in providing population specific programming and communication.
ALIGNMENT WITH THE NC STATE STRATEGIC PLAN

+ **GOAL 1: Enhance the success of our students through educational innovation**

+ **New Student Orientation and Family Orientation Programs (NSFO):** NSFO assisted in the transition of approximately 1,600 external undergraduate transfer students during the 2017-2018 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 160 transfer students attended NC State Hearts Transfers in August 2017.

+ **Transfer Foundations 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 2017-2018, approximately 21 transfer students participated in the Transfer Foundations Workshop.

+ **Spring Connection:** In conjunction with campus partners, including Enrollment Management and Services, University Housing, and academic programs, New Student Programs (NSP) supported approximately 430 Spring Connection students, first-year students admitted in spring 2017 for a spring 2018 start. Through the summer and fall semesters, NSP provided guidance via email communications and the New Student Checklist, which represents a student’s roadmap from admission to beginning classes, as well as hosting a Spring Connection Welcome Day in collaboration with University Open House. Spring Connection Welcome Day aimed to provide students with a snapshot of what they could expect from the advising and course enrollment period, how students could connect to campus in the spring semester, promoted peer connections, and encourage student connections with their academic college. Over 250 Spring Connection students and family members attended the Welcome Day in October 2017. Additionally, over 400 Spring Connections students attended New Student Orientation in spring 2018 prior to the start of their classes.

+ **Pack Connections:** Modeled after the University of Texas’ 360 Connections and coordinated by New Student Programs, Pack Connections provided incoming first-year and transfer 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 2017-2018, over 100 first-year and transfer students participated in multiple Pack Connections groups during the fall and spring semesters with one group specifically focused on social justice issues.
+ **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. *Approximately 185 students participated in 2017-2018 over the course of both fairs.*

+ **Winter Welcome Week:** In January 2018, New Student Programs coordinated the third Winter Welcome Week for incoming spring students and returning students in conjunction with campus partners. Approximately 100 events coordinated by New Student Programs and 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. *During Winter Welcome Week 2018, over 500 first-year and transfer students attended programming coordinated by New Student Programs.*

+ **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 1,250 students attended a How to Thrive Workshop session between Wolfpack Welcome Week and Winter Welcome Week in 2017-2018.*

+ **International Orientation:** International Orientation for international first-year and transfer undergraduate students, in collaboration with the Office for International Services, oriented 159 students (125 first-year students; 34 transfer students) during the 2017-2018 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. *160 new out-of-state students attended the Out-of-State Student Welcome in 2017.*

+ **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 6,700 attendees in 2017 between students and family members participating in orientation programs.* **Note:** students had the opportunity to attend two sessions and family members 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. As a member of this ASB team, you will have the opportunity to learn about and engage in service around the intersection between social justice, the environment and healthy communities in Asheville, NC. Working with a variety of local organizations, the participants focused on the environmental and economic impacts of the Blue Ridge Parkway on surrounding North Carolina communities. This experience challenged participants to examine how community issues intersect, critically reflect upon their role and responsibility within their community, as well as consider how they can make a difference in their new home at NC State. 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 23 first-year students and four staff members (professional and student).*

+ **Emerging Leaders in Action:** In collaboration with University Recreation, New Student Programs hosted the Emerging Leaders in Action experience. This one-day experience aimed to assist first-year students in preparing for their second year at NC State by providing an opportunity for participants to reflect on their first year. Participants identified their strengths and learned how to demonstrate their leadership potential for positions and service to the University community in the future and assisted in building resilience to position themselves for success in year two. *Approximately 23 first-year students participated in the Emerging Leaders in Action initiative in spring 2018.*

+ **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 Summer Start’s first year within New Student Programs, the program continued providing an opportunity for new first-year and transfer students to enroll in summer 2 courses while learning skills and resources to assist in their academic and personal success, building smaller communities and connections with peers, including upper-division mentors, and engaging with faculty and advisors in a more intimate setting. Over 50 co-curricular programs were offered in summer 2017 in collaboration with campus partners. *In Summer 2017, 209 first-year and transfer students participated in Summer Start, including approximately 15 students from alternative admissions pathway programs, such as STEAM (Agriculture and Life Sciences), CONNECT (Natural Resources), and ACT (Textiles). The average GPA for Summer Start participants was 3.35 with an average course load of approximately 6 credit hours.*

  + **New Student Dinner Discussions:** Adding to success in 2017, New Student Programs again coordinated a series of eleven New Student Dinner Discussions in which first-year students engaged with faculty members over a meal and a specific topic of discussion. Topics of dinner discussions included: immigration and racism, limitations of the first amendment, trends in consumer behavior, and community food security. *Approximately*
160 first-year students participated in one of the available dinner discussion sessions.

+ **New Student Communication Campaign:** In 2017-2018, New Student Programs participated in the implementation of the #NCState22 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 fifth 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 to provide education and awareness to incoming first-year and transfer students around sexual assault and interpersonal violence prevention. 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 52 non-traditional students.*

+ **Veteran Student Sessions:** The Military and Veteran’s Resource Center, in conjunction with the Transfer Orientation program, presented a session specifically for students veterans 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 60 incoming students and family members.*

+ **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 2017 New Student and Family Orientation programs and reports summary results of program assessments.

About New Student and Family Orientation
Under the Office of New Student Programs (NSP), the New Student and Family Orientation (NSFO) program is mandatory for all incoming, degree-seeking first-year and transfer students and optional for family members. Summer 2017 was comprised of 20 two-day sessions for first-year students (including one specifically for Summer Start participants) and five (5) one-day sessions for transfer students. These numbers include an August session for both domestic and international first-year and transfer students.

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

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

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

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

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

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

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

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

- **TRANSITION TO THE UNIVERSITY ENVIRONMENT**
  *Outcome 4a:* Demonstrate the ability to navigate the day-to-day functions of collegiate life by utilizing the available resources

- **STUDENT LEADER DEVELOPMENT**
  *Outcome 5a:* Apply effective leadership skills in interactions with students, families, New Student Programs staff, and campus partners
  *Outcome 5b:* Utilize knowledge of campus to address the transitional needs of new students and families
ORIENTATION FINANCES

New Student and Family 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: $201.75

Transfer Students
- Transfer Students: $53.50

In addition to student fees, NSP brought in approximately $2,600 from external sponsorships from local businesses to provide specific services to incoming students or families to address their specific needs.

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

Sponsors Include:

**Internal**
- Arts NC State
- NC State Dining
- Parents and Families Services
- Student Alumni Association
- Student Involvement
- Sustainability Office
- University Recreation
- University Student Centers

**External**
- Aloft Raleigh
- Campus Crossings
- Campus Edge
- College Inn
- The U | Raleigh
- UV 2505
- Valentine Commons
- Village Green
- Wolf Creek Apartments

NEW PROGRAM COMPONENTS IN 2017

In Summer 2017, New Student Programs made changes to the current program and implemented new aspects into the New Student and Family Orientation (NSFO) programming. Focusing on themes including the student’s transition and navigating the day-to-day experience at NC State, descriptions of these new programs are below.

- **LEARNING TO HOWL: TRANSITIONING TO NC STATE & LIFE IN THE PACK LANE: MERGING INTO NC STATE**
  These presentations were created in response to the changing nature of the study body and assessment results from 2016. The presentations attempted to broaden the conversations with incoming students regarding their transition to NC State and rethinking their social and emotional well-being. For transfer students, this was framed alongside important academic information (due to time); however, for first-year students, the conversation was broadened to include different aspects of their lives (e.g., finding friends, romantic relationships, etc.). Personal experiences (from Orientation Leaders) and resources were shared throughout the presentations so students were aware of the multitude of options for support, while specifically highlighting the Counseling Center in each presentation.

**#NCSTATE21 SHOWDOWN**

#NCState21 Showdown was created in 2017 to present various “campus life” messages to first-year students in an engaging manner to promote understanding of the resources available to students in navigating their day-to-day experiences at NC State. Presented in a gameshow format in which groups of students competed with one another, messages regarding campus safety, campus dining, student health options, and living on campus, including living with a roommate.

**PARENTS’ ORIENTATION NAME CHANGE**

While not a change in programming, Parents’ Orientation was formally changed to Family Orientation in 2017. This change was made in recognition of the changing nature of the family structures of students and the various support systems students are bringing with them to Orientation and campus.
# FIRST YEAR ORIENTATION ATTENDANCE (STUDENT & FAMILY)

## Attendance by Session Type

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Students</th>
<th>Family Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Orientation</td>
<td>4,187</td>
<td>6,011</td>
</tr>
<tr>
<td>Summer Start</td>
<td>187</td>
<td>202</td>
</tr>
<tr>
<td>August Orientation</td>
<td>281</td>
<td>330</td>
</tr>
<tr>
<td>International Orientation</td>
<td>125</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total Attendance</strong></td>
<td><strong>4,780</strong></td>
<td><strong>6,600</strong></td>
</tr>
</tbody>
</table>

## Attendance by College/Program

<table>
<thead>
<tr>
<th>College/Program</th>
<th>Students Attended</th>
<th>Family Members Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Institute</td>
<td>121</td>
<td>197</td>
</tr>
<tr>
<td>Agriculture &amp; Life Sciences</td>
<td>340</td>
<td>476</td>
</tr>
<tr>
<td>Design</td>
<td>101</td>
<td>144</td>
</tr>
<tr>
<td>Education</td>
<td>82</td>
<td>117</td>
</tr>
<tr>
<td>Engineering</td>
<td>1,386</td>
<td>1,966</td>
</tr>
<tr>
<td>Exploratory Studies</td>
<td>680</td>
<td>959</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>411</td>
<td>526</td>
</tr>
<tr>
<td>Life Sciences First Year</td>
<td>545</td>
<td>761</td>
</tr>
<tr>
<td>Poole College of Management</td>
<td>492</td>
<td>615</td>
</tr>
<tr>
<td>Natural Resources*</td>
<td>245</td>
<td>328</td>
</tr>
<tr>
<td>Sciences</td>
<td>237</td>
<td>313</td>
</tr>
<tr>
<td>Textiles*</td>
<td>140</td>
<td>198</td>
</tr>
</tbody>
</table>

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

## Attendance by Session Type

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Students</th>
<th>Family Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Orientation</td>
<td>1,046</td>
<td>952</td>
</tr>
<tr>
<td>August Orientation</td>
<td>102</td>
<td>53</td>
</tr>
<tr>
<td>International Orientation</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Attendance</strong></td>
<td><strong>1,182</strong></td>
<td><strong>1,015</strong></td>
</tr>
</tbody>
</table>

## Attendance by College/Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Students Attended</th>
<th>Family Members Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Institute</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Agriculture &amp; Life Sciences</td>
<td>162</td>
<td>168</td>
</tr>
<tr>
<td>Design</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Education</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>Engineering</td>
<td>221</td>
<td>144</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>316</td>
<td>280</td>
</tr>
<tr>
<td>Poole College of Management</td>
<td>175</td>
<td>124</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>87</td>
<td>99</td>
</tr>
<tr>
<td>Sciences</td>
<td>125</td>
<td>101</td>
</tr>
<tr>
<td>Textiles</td>
<td>27</td>
<td>34</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 2017, 2,905 students responded to the survey for a response rate of 61%. 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 requirements 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. 94.7% of those who responded reported NSO provides useful information about the policies that may impact their experience at NC State, and 96.4% of those who responded indicated useful information was provided about how to access academic support services available to all students. While these questions were not asked on previous assessments, they align with expectations based upon messaging included in *Learning to Howl*, presented by the Counseling Center, and additional messages included in *Academic Success 101*, presented by Academic Advising Services.

During New Student Orientation, a majority of academic messages specific to a student’s major are presented during a students’ time with their college or program. Again in 2017, the items measuring the student experience with their college or program remained consistent with previous years. In 2017, 92.7% of those students who responded reported the information/advice received from their college or department during Orientation helped to plan their fall schedule (up from 91.0% in 2016), while respondents in 2017 also indicated an increase in their satisfaction with the attention received at Orientation (93.0% in 2017 compared to 92.4% in 2016). Related specifically to getting their questions answered, 92.9% of respondents reported having the opportunity to get academic questions answered during time with their college/department (remained consistent with 2016).

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 and decreases from 2016. In 2017, 90.3% of those self-registration students who responded indicated that the information and advice received from their college or program prior to Orientation helped them in planning their fall schedule and 90.6% of those self-registration student who responded indicated satisfaction with the attention they received prior to Orientation.

Overall, first-year students again in 2017 indicated high levels of satisfaction prior to and during New Student Orientation with their experiences related to academic advising and course registration.
As a result of participating in NSO, I:

97.8%
Am excited to start my first semester at NC State

95.1%
Feel better prepared to start my first semester at NC State

NSO provided useful information about:

99.0%
The prohibition of sexual violence, relationship violence, and stalking at NC State

99.1%
The resources available if help is needed to prevent or report sexual violence

To complement the strong academic messages presented, New Student Orientation (NSO) strives to assist students in developing an understanding of the resources available to navigate their day-to-day experience on campus, as well as the NC State community and the inherent expectations of membership in this community.

To assess whether the information presented at NSO regarding the management of their day-to-day experience was useful, respondents were asked about navigating campus, dining at NC State, and living with a roommate. In response to NSO providing useful information about navigating the physical campus, 72.9% of those who responded “strongly agreed” or “agreed”. Additionally, 90.7% of those who responded indicated NSO provided useful information about resources available related to dining at NC State, while 76.7% of those who responded reported NSO provided useful information about living with a roommate on campus or off campus (depending on their living situation).

Through a follow up question asking them to identify the resource they believed would be most helpful to navigating day-to-day life at NC State, students responded by overwhelmingly identifying academic resources (advisors, faculty, etc.), mobile applications/online resources, the Counseling Center, the University Tutorial Center, and student services (a variety of campus departments).

As mentioned previously, a significant portion of the NSO program strives to assist students in understanding the expectations for members of the campus community. Students were asked to reflect on prompts related to their ability and comfort level as a result of participating in New Student Orientation.

In response, 97.4% of those who responded reported they could articulate the importance of civility and respect in an educational setting as a result of participating in New Student Orientation. Additionally, students reported being able to identify opportunities to engage with people different from themselves (95.1%) and how their behavior may impact their community (97.3%) as a result of their NSO participation.

89.6% of those who responded indicated feeling more comfortable having conversations with others around their differences as a result of their participation in New Student Orientation. Through a follow up question asking them to identify the one way they believed they could impact their community at NC State, students responded with comments ranging from be accepting of others and engaged in conversation with others to performing community service and joining (or being a student leader) in a student organization.

In conjunction with multiple campus partners, NSO also covers expectations related to sexual assault and violence prevention education through the *Impackt Your Community* presentation. Of those who responded, 99.0% 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 2016). Respondents also indicated that useful information was provided about the resources available if help is needed to prevent or report sexual violence with 99.1% of those responded either strongly agreeing or agreeing (a slight increase of 0.6% from 2016).

Overall again in 2017, first-year students overwhelmingly indicated that they were excited (97.8%) and better prepared (95.1%) to start their first semester at NC State as a result of participating in New Student Orientation.
As in previous years, assessment information was gathered through the *Incoming Transfer Student Survey* administered by the Office of Institutional Research and Planning. In 2017, 556 students responded to the survey for a response rate of 47%. 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 speak 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 2017, 90.9% 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 82.7% 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; however, both percentages indicate increases from 2016.

Consistent with 2016 (although slightly higher), students indicated high levels of satisfaction with the attention they received from their college/department prior to (89.4%) and during (91.3%) 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.

A new presentation was added to Transfer Orientation in 2017, *Life in Pack Lane: Merging into NC State*, which combined messages from the Counseling Center and Academic Advising Services. Covering important related to the personal and academic transitions facing students, this presentation shared important resources and policies, among other messages, with students and families. In assessment, 96.1% of those transfer students who responded reported Transfer Orientation provided useful information about policies that may impact their experience at NC State. Additionally, 95.7% of those transfer students who responded indicated that useful information was provided about how to access academic support services available to all students in Transfer Orientation.
Due to the importance of transfer students understanding the expectations of the community they are entering, Transfer Orientation (TO) places an emphasis on assisting students in developing an understanding of the resources available to navigate their day-to-day experience on campus, as well as the NC State community and the inherent expectations of membership in this community.

To assess whether the information presented at TO regarding the management of their day-to-day experience was useful, respondents were asked about navigating campus, dining at NC State, and living with a roommate. In response to Transfer Orientation providing useful information about navigating the physical campus, 73.8% of those who responded “strongly agreed” or “agreed”. Additionally, 90.2% of those who responded indicated TO provided useful information about resources available related to dining at NC State, while 70.9% of those who responded reported Transfer Orientation provided useful information about living with a roommate on campus or off campus (depending on their living situation). These numbers represent an area of growth in future Transfer Orientation sessions.

As with first-year students, a follow up question was asked of transfer students to identify the resource they believed would be most helpful to navigating day-to-day life at NC State. In line with first-year students as well, transfer students responded by overwhelmingly identifying student services, academic resources (advisors, faculty, etc.), the Counseling Center, and mobile applications/online resources; however, transfer students indicated utilizing student leaders more often than first-year students.

As mentioned previously, a significant emphasis of the Transfer Orientation program strives to assist students in understanding the expectations for members of the campus community. Students were asked to reflect on prompts related to their ability and comfort level as a result of participating in Transfer Orientation.

In response, 97.4% of those who responded reported they could articulate the importance of civility and respect in an educational setting as a result of participating in Transfer Orientation. Additionally, students reported being able to identify opportunities to engage with people different from themselves (96.3%) and how their behavior may impact their community (97.2%) as a result of their Transfer Orientation participation.

91.8% of those who responded indicated feeling more comfortable having conversations with others around their differences as a result of their participation in Transfer Orientation. Again as with first-year students, through a follow up question asking transfer students to identify the one way they believed they could impact their community at NC State, transfers students responded with comments ranging from be accepting of others and engaged in conversation with others to performing community service and joining (or being a student leader) in a student organization, which align with the responses from first-year students.

In conjunction with multiple campus partners, Transfer Orientation also covers expectations related to sexual assault and violence prevention education through the Impact Your Community presentation. Of those who responded, 98.5% 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 2016). Respondents also indicated that useful information was provided about the resources available if help is needed to prevent or report sexual violence with 97.6% of those responded either strongly agreeing or agreeing (a slight increase of 0.1% from 2016).

While representing slight decreases from 2016, overall in 2017, transfer students who responded overwhelmingly indicated that they were excited (93.8%) and better prepared (94.8%) to start their first semester at NC State as a result of participating in Transfer Orientation.
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 family members are provided the option of a one-day session that runs concurrently with the student program. Families are exposed to various student support services and resources, as well as their student’s academic college. Note: In 2017, Parents’ Orientation was renamed Family Orientation to be inclusive of the various support systems students bring with them to campus.

New Student Programs administered surveys to family members after their attendance at Family Orientation. In 2017, the response rate was approximately 21.2% for first-year family members and 16.4% for transfer family members. All results reported are responses indicated as “Strongly Agree” or “Agree” by survey participants.

Throughout the morning presentations at Family 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 family members based around three facets of the student experience: building their community, opening their minds, and shaping their lives. These ideas assist students and family members in re-envisioning the concepts of student success outside of the traditional GPA mindset. 98.5% of those first-year family members who responded (remained consistent from 2016) and 96.5% of transfer parent respondents (up 0.5% from 2016) indicated Family 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 family members 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 Family Orientation provided useful information about “resources available to help your student succeed at NC State” and “ways to support to your student and yourself during this transition”.

Of those first-year family members who responded, high levels of agreement indicated that Family Orientation provided useful information about available resources to help their students succeed (98.0%; down from 99.0% in 2016) and ways to support themselves and their students during the transition (98.0%; down from 98.9% in 2016). Similarly, transfer family member respondents overwhelmingly indicated being provided useful information on available resources to help their student succeed (98.5%; up from 96.2% in 2016) and ways to support themselves and their student during the transition (93.8%; up from 92.3% in 2016).

<table>
<thead>
<tr>
<th>FIRST-YEAR PARENTS</th>
<th>TRANSFER PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What student success may look like during your student’s first year at NC State</strong></td>
<td>96.5%</td>
</tr>
<tr>
<td><strong>Resources available to help your student succeed at NC State</strong></td>
<td>98.5%</td>
</tr>
<tr>
<td><strong>Ways to support your student and yourself during this transition</strong></td>
<td>93.8%</td>
</tr>
</tbody>
</table>
FAMILY ORIENTATION

FIRST-YEAR PARENTS

**98.3%**

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

**99.1%**

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

**97.3%**

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 Family Orientation participants leave their experience feeling better prepared due to the information provided and excited for their students to start their first year at NC State. Again in previous years, family member respondents indicated high levels feeling both better prepared and more excited as a result of Family Orientation.

98.3% of those first-year family members who responded (a decrease of 0.1% in 2016) and 95.1% of those transfer family members who responded (an increase of 1.1% from 2016) reported the information provided at Family Orientation helped them feel better prepared for their student to start to their first year at NC State. In conjunction, 99.1% of those first-year family members who responded (down from 99.4% in 2016) and 97.9% of those transfer family members who responded (a decrease of 0.1% from 2016) indicated feeling excited for their student to start their first year at NC State as a result of their Family Orientation experience.

Throughout the Family 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 family members, in order to build a sense of community among incoming family members with NC State.

As in 2016, family members were asked about their feelings of being a part of the larger NC State community as a result of Family Orientation. 97.3% of those first-year family members who responded (a decrease of 0.2% from 2016) and 94.4% of those transfer family members who responded (an increase of 3.5% from 2016) indicated feeling more a part of the NC State community as a result of their participation in the Family Orientation programs.

TRANSFER PARENTS

**95.1%**

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

**97.9%**

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

**94.4%**

Indicated feeling more a part of the NC State community due to their participation in orientation
2017 NEW STUDENT ORIENTATION STUDENT STAFF

Student Coordinators
Meredith Courtney (Communication)  Meredith Harms (Communication)
Erin Egan (Fashion & Textile Design)  Cashie Naylor (Parks, Rec, and Tourism Management)

Office Assistants
Libby Greene (Math Education)  Josh Stone (Mechanical Engineering)

Orientation Leaders
Leah Babb (Parks, Rec, and Tourism Mgmt)  Thomas Ellerbe (Fashion/Textile Mgmt)
Michael Barilla (Elec and Comp Engineering)  Ryan Natal (Human Biology)
Mackenzie Barker (Design Studies)  Ariana Ferreira (Fashion/Textile Mgmt)
Diamesha Battle (Animal Sciences)  Victoria Neal (Communication)
Madi Blais (Psychology)  Paul Finke (Human Biology)
Jordan Bullock (Animal Science)  Lauren Gilbert (Communication)
Christian Carter (Sociology)  Anna Gillespie (Applied Nutrition)
Elizabeth Coleman (Science Education)  Carlos Gutierrez (Political Science)
Cole Craft (Elec and Comp Engineering)  Kevin Hogan (Psychology)
Peyton Crowe (Applied Nutrition)  Madison Johnson (Political Science)
Lee Daniel (Microbiology)  Zaynab Khalifa (Political Science)
Ash Davenport (English)  Yahssain Khan (Exploratory Studies)
Victor Eduardo (Philosophy)  Haley Magel (Political Studies)
Logan Edwards (Aerospace Engineering)  Jack McDonald (Mechanical Eng.)
  Tommy Moll (International Studies)
  Christian Morris (Computer 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
Campus Box 7525, 3219 Broughton Hall, Raleigh, North Carolina, 27695
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 be 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

New Student Programs
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 rigors 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.
## SUMMER START PARTICIPATION BY THE NUMBERS

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Student Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>209</td>
<td>56</td>
</tr>
</tbody>
</table>

### 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.”

98.9%
Indicated they feel more confident to begin their fall semester

97.8%
Indicated they better understand what skills are needed to succeed at NC State

97.8%
Indicated they better understand what is expected of them as a student at NC State

91.4%
Indicated they made meaningful connections with other new students

“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.”
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.”
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
BEHAVIORS DURING START

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></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)
Syhana 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
Campus Box 7525, 3219 Broughton Hall, Raleigh, North Carolina, 27695
## 2017 Assessment Overview

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Engagement &amp; Success</td>
<td>32</td>
</tr>
<tr>
<td>Arts &amp; Creativity</td>
<td>23</td>
</tr>
<tr>
<td>Diversity &amp; Inclusion</td>
<td>10</td>
</tr>
<tr>
<td>Community Engagement &amp; Service</td>
<td>19</td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>19</td>
</tr>
<tr>
<td>Social Connections</td>
<td>66</td>
</tr>
<tr>
<td>Wolfpack Pride</td>
<td>14</td>
</tr>
</tbody>
</table>

- **119** Events or activities during Wolfpack Welcome Week 2017
- **58** Organizations hosted an event during Wolfpack Welcome Week 2016
Note: Reported numbers reflect the percentages of those respondents who attended WWW activities.

**Percentage of respondents who attended WWW activities**

90.5% (FY) (2,242)

49.3% (TR) (294)

**Overall, how would you rate Wolfpack Welcome Week in assisting you in your transition to NC State?**

<table>
<thead>
<tr>
<th></th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>TR 2016</th>
<th>TR 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>39.1%</td>
<td>41.4%</td>
<td>34.5%</td>
<td>40.8%</td>
</tr>
<tr>
<td>Good</td>
<td>49.3%</td>
<td>49.9%</td>
<td>53.1%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Fair</td>
<td>10.7%</td>
<td>8.0%</td>
<td>8.2%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Poor</td>
<td>1.0%</td>
<td>0.7%</td>
<td>0.3%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**What did you gain from Wolfpack Welcome Week? (Select all that apply)**

**First-Year Students**

**2016**
- Fun/Entertainment (85.5%)
- Feel more a part of the NC State community (64.2%)
- Learn my way around campus (63.5%) & Get connected to student orgs and activities (63.5%)
- Make new friends (63.1%)
- Understand more about college life (51.1%)

**2017**
- Fun/Entertainment (85.5%)
- Learned my way around campus (72.0%)
- Identified student organizations and activities I plan to explore (68.9%)
- Made new friends (66.1%)
- Understood more about college life (59.8%)

**Transfer Students**

**2016**
- Fun/Entertainment (72.7%)
- Learn my way around campus (63.6%)
- Get connected to student orgs and activities (56.2%)
- Feel more a part of the NC State community (54.9%)
- Understand more about life at NC State (48.4%)

**2017**
- Fun/Entertainment (79.3%)
- Identified student organizations and activities I plan to explore (60.9%)
- Learned my way around campus (58.8%)
- Developed a greater sense of community with NC State (47.3%)
- Made new friends (41.8%)
SIGNATURE EVENT ATTENDANCE
Which Wolfpack Welcome Week Signature Event(s) did you attend? (Select all that apply)

FIRST-YEAR | TRANSFER
RecFest
74.7% | 37.1%
Convocation
75.3% | 9.9%
Packapalooza
84.2% | 71.1%

Moonlight
Howl & Run
32.3% | 20.1%
Campus
Connections
40.1% | 34.4%
Chancellor’s
Cookout
38.6% | 7.8%

Respect
the Pack
14.1% | 8.2%
Pack
Disco
25.8% | 11.6%
College
Connections
16.9% | 15.3%

NOTE: 0.4% of first-year and 7.8% of transfer respondents reported not attending any Signature Events

When you attended Wolfpack Welcome Week events, did you attend: (Select all that apply)

<table>
<thead>
<tr>
<th>Event Type</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>TR 2016</th>
<th>TR 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>By yourself (more than happy)</td>
<td>23.3%</td>
<td>27.5%</td>
<td>27.9%</td>
<td>29.6%</td>
</tr>
<tr>
<td>By yourself (would have preferred others)</td>
<td>20.7%</td>
<td>21.5%</td>
<td>29.9%</td>
<td>28.9%</td>
</tr>
<tr>
<td>Small group of friends or residence hall members</td>
<td>84.0%</td>
<td>84.3%</td>
<td>55.8%</td>
<td>56.1%</td>
</tr>
<tr>
<td>With a larger, more formal, group such as residence hall floor or student organization</td>
<td>10.1%</td>
<td>12.5%</td>
<td>3.6%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Other</td>
<td>1.6%</td>
<td>1.7%</td>
<td>4.9%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

FIRST-YEAR
89.3%
(2016 | 84.8%)

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

TRANSFER
82.8%
(2016 | 79.1%)
CONVOCATION

Note: Reported numbers reflect the percentages of those first-year student respondents who attended Convocation (n=1814)

OVER 3900 Students attended Convocation in 2017

As a result of my participating in Convocation:
Note: Reported numbers reflect the percentages of Strongly Agree and Agree responses

I can identify opportunities to engage with people different from myself 87.2%
I can identify how my behavior may impact my community 94.3%

I can articulate the importance of civility and respect in an educational setting 94.4%
I feel more comfortable having conversations with others around our differences 88.4%

93.6% Greater understanding of the expectations for the community
86.5% Greater sense of community with the Class of 2021
88.4% Greater sense of community with larger NC State community
2017 ASSESSMENT OVERVIEW

OVER 2300

Students responded to questions regarding the Common Reading Program

Rating of students’ experiences with the 2017 Common Reading Program

34.3% (Very Good OR Good) | 65.6% (Fair OR Poor)

(51.1% in 2016) | (48.9% in 2016)

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

2016 2017

Caused you to explore your own personal values and ethics

65.0% 49.1%

73.4% 59.8%

Raised your awareness of cultural likenesses and differences

43.0% 34.2%

Contributed to a sense of community for you

2016 2017

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

48.8% 59.0%

Caused you to think critically related to the issues presented in the book

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

<table>
<thead>
<tr>
<th></th>
<th>First Two Weeks</th>
<th>Present Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>Never</td>
<td>902</td>
<td>1360</td>
</tr>
<tr>
<td>48.3%</td>
<td>58.7%</td>
<td>79.3%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>463</td>
<td>515</td>
</tr>
<tr>
<td>24.8%</td>
<td>22.2%</td>
<td>16.1%</td>
</tr>
<tr>
<td>About once a week</td>
<td>295</td>
<td>254</td>
</tr>
<tr>
<td>15.8%</td>
<td>11.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2-3 times a week</td>
<td>177</td>
<td>150</td>
</tr>
<tr>
<td>9.5%</td>
<td>6.5%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>32</td>
<td>37</td>
</tr>
<tr>
<td>1.7%</td>
<td>1.6%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

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

### With whom are students discussing the book...

- (42.3%) Other first-year students (58.6%)
- (19.5%) NC State faculty (32.5%)
- 2016 (10.0%) Advisors at NC State (14.6%)
- 2017 (8.1%) NC State staff (14.6%)
- (8.9%) Friends not attending NC State (8.5%)
- (4.2%) Upper-level students at NC State (7.6%)
- (15.8%) Upper-level students at NC State (14.0%)

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

<table>
<thead>
<tr>
<th>Setting</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>During WWW programming (outside of Convocation)</td>
<td>384</td>
<td>335</td>
</tr>
<tr>
<td>19.6%</td>
<td>26.7%</td>
<td></td>
</tr>
<tr>
<td>During formal programming (after WWW)</td>
<td>175</td>
<td>164</td>
</tr>
<tr>
<td>8.9%</td>
<td>13.0%</td>
<td></td>
</tr>
<tr>
<td>During class</td>
<td>436</td>
<td>491</td>
</tr>
<tr>
<td>22.3%</td>
<td>39.1%</td>
<td></td>
</tr>
<tr>
<td>In advising sessions</td>
<td>83</td>
<td>72</td>
</tr>
<tr>
<td>4.2%</td>
<td>5.7%</td>
<td></td>
</tr>
<tr>
<td>In casual settings (i.e., over meals, in the residence halls, informal mtgs.)</td>
<td>552</td>
<td>435</td>
</tr>
<tr>
<td>28.2%</td>
<td>34.6%</td>
<td></td>
</tr>
<tr>
<td>During meetings for clubs or orgs.</td>
<td>64</td>
<td>67</td>
</tr>
<tr>
<td>3.3%</td>
<td>5.3%</td>
<td></td>
</tr>
</tbody>
</table>