NEW STUDENT & FAMILY ORIENTATION ASSESSMENT REPORT 2017
ABOUT NEW STUDENT PROGRAMS

This Assessment Report serves as 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
  Outcome 3b: Identify behaviors and resources that promote personal and community well-being and safety

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

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

New Student Programs
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>
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#### Attendance by College/Program

<table>
<thead>
<tr>
<th>College/Program</th>
<th>Students Attended</th>
<th>Family Members Attended</th>
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</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>
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<tr>
<td>Design</td>
<td>101</td>
<td>144</td>
</tr>
<tr>
<td>Education</td>
<td>82</td>
<td>117</td>
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<tr>
<td>Engineering</td>
<td>1,386</td>
<td>1,966</td>
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<tr>
<td>Exploratory Studies</td>
<td>680</td>
<td>959</td>
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<tr>
<td>Humanities &amp; Social Sciences</td>
<td>411</td>
<td>526</td>
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<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>
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</thead>
<tbody>
<tr>
<td>Summer Orientation</td>
<td>1,046</td>
<td>952</td>
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<tr>
<td>August Orientation</td>
<td>102</td>
<td>53</td>
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<tr>
<td>International Orientation</td>
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<td>10</td>
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<tr>
<td><strong>Total Attendance</strong></td>
<td><strong>1,182</strong></td>
<td><strong>1,015</strong></td>
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#### 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>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>
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</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.
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 accepting 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.
TRANSFER 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.

**90.9%**
Indicated the information/advice received from their college/department prior to Orientation helped to plan their fall schedule

**89.4%**
Indicated satisfaction with the attention they received from their college prior to Orientation

**91.3%**
Indicated satisfaction with the attention they received from their college at 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>Useful information was provided about:</strong></td>
<td><strong>What student success may look like during your student’s first year at NC State</strong></td>
</tr>
<tr>
<td><strong>98.5%</strong></td>
<td>96.5%</td>
</tr>
<tr>
<td><strong>98.0%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>98.0%</strong></td>
<td></td>
</tr>
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</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)  Ryan Natal (Human Biology)
Michael Barilla (Elec and Comp Engineering)  Ariana Ferreira (Fashion/Textile Mgmt)  Victoria Neal (Communication)
Mackenzie Barker (Design Studies)  Paul Finke (Human Biology)
Diamesha Battle (Animal Sciences)  Lauren Gilbert (Communication)
Madi Blais (Psychology)  Anna Gillespie (Applied Nutrition)
Jordan Bullock (Animal Science)  Carlos Gutierrez (Political Science)
Christian Carter (Sociology)  Kevin Hogan (Psychology)
Elizabeth Coleman (Science Education)  Madison Johnson (Political Science)
Cole Craft (Elec and Comp Engineering)  Zaynab Khalifa (Political Science)
Peyton Crowe (Applied Nutrition)  Yahssain Khan (Exploratory Studies)
Lee Daniel (Microbiology)  Haley Magel (Political Studies)
Ash Davenport (English)  Jack McDonald (Mechanical Eng.)
Victor Eduardo (Philosophy)  Tommy Moll (International Studies)
Logan Edwards (Aerospace Engineering)  Christian Morris (Computer Science)
Vidusha Rao (Textile Engineering)  Christian Rhoney (Business Admin)
Whitney Rush (Business Admin)  Adam Schmidt (Civil Engineering)
Ashley Scoville (Nuclear Engineering)  Abby Shea (Communication)
Shelby White (Accounting)  Cassidy Winkler (Business Admin)
NEW STUDENT PROGRAMS
DIVISION OF ACADEMIC AND STUDENT AFFAIRS

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

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