ABOUT NEW STUDENT PROGRAMS

This Assessment Report serves as a general overview of the summer 2018 Summer Start program and reports summary results of program assessment.

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

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

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

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

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

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

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

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

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

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

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

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

The typical cost for participation in 2018 for an in-state student enrolled in six credit-hours was $3,287.20. These costs break down as follows:

- Tuition & Fees: $1,837.20
- On-Campus Housing: $750.00
- Dining Meal Plan: $500.00
- Textbooks: $200.00

For out-of-state students enrolled in six credit-hours, the typical costs in 2018 were $7,007.20. These costs break down as follows:

- Tuition & Fees: $5,557.20
- On-Campus Housing: $750.00
- 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.

$454,403

Tuition paid by Summer Start participants in 2018

PROGRAM OVERVIEW

In 2018, Summer Start underwent changes to program operations, including in regards to the recruitment of various student groups, as outlined below, as well as the implementation of the USC 100: Transitioning to a Diverse Community course.

- **EXPANDED RECRUITMENT EFFORTS**
  To assist in recruiting students from various backgrounds, the Summer Start program expanded recruitment efforts into rural areas of North Carolina through postcards and additional emails. Students located in tier 1 counties (state economic designations) and in counties which have had traditionally lower numbers of students received mailings and increased emails. Additionally, first-year students with placement test scores indicating their need to enroll in lower math or chemistry courses were encouraged to consider the program as well. Due to the timing of placement tests being completed, increasing participation through this initiative proved more difficult.

- **SPRING CONNECTION STUDENTS**
  To assist in their connection to campus and ability to earn NC State credit towards degree, Summer Start was opened to Spring Connection students for the first time. Of 450 students, 21 participated in the program with an average GPA of 3.08 compared to an average of 3.48 for non-Spring Connection students. Due to the small number of survey respondents, assessment results are difficult to compare to non-Spring Connection students.

- **USC 100: TRANSITIONING TO A DIVERSE COMMUNITY**
  In 2018, the Summer Start program continued to offer the USC 100: Transitioning to a Diverse Community course, a U.S. Diversity GEP co-requisite, to aid students in their transition to the rigors of a large, diverse, research-focused university. Enrollment in USC 100 increased to 83 students from 27 in 2017 due to strong partnerships with NC State Athletics and the College of Engineering. An Academic Success Workshop component was added in 2018 to better assist students in understanding the skills needed to succeed in college courses and strategies to assist in implementing these skills.
### SUMMER START PARTICIPATION BY THE NUMBER

**231**
Total Students  

**66**
Student Athletes

#### Participation by Reported Race/Ethnicity

<table>
<thead>
<tr>
<th></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>24</td>
<td>10.4%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>49</td>
<td>21.2%</td>
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<tr>
<td>Hispanic (of any race)</td>
<td>8</td>
<td>3.5%</td>
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<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>1</td>
<td>0.4%</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>14</td>
<td>6.1%</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
<td>18</td>
<td>7.8%</td>
</tr>
<tr>
<td>White</td>
<td>117</td>
<td>50.7%</td>
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</tbody>
</table>

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

#### Participation by College/Program

<table>
<thead>
<tr>
<th></th>
<th>First-Year Students*</th>
<th>Transfer Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Institute</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Agriculture &amp; Life Sciences**</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Design</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Engineering</td>
<td>45</td>
<td>10</td>
</tr>
<tr>
<td>Exploratory Studies</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Life Sciences First Year</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>Poole College of Management</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Natural Resources**</td>
<td>21</td>
<td>3</td>
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<tr>
<td>Sciences</td>
<td>7</td>
<td>5</td>
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<tr>
<td>Textiles*</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>193</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

*Includes Spring Connection students coded as NDS for the summer.
In 2018, a participant post-survey was administered at the conclusion of the Summer Start program by New Student Programs. 124 participants responded to the survey for a response rate of 53.7%. Of the 124 students who responded, 92 (74.2%) were first-year students, 18 (14.5%) were transfer students, and 14 (11.3%) were Spring Connection students. Due to the small numbers in each category, aggregate results reported include first-year, transfer, and Spring Connection students and all reported results are responses indicated as “Strongly Agree” or “Agree” by survey participants unless otherwise noted.

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.

To meet the aforementioned goals, Summer Start offered over 50 co-curricular programs to participants in 2018. In assessing participants’ experience with programs, respondents were asked whether the frequency of programs allowed students an opportunity to engage in the community. In response, 98.1% of those who responded reported strongly agreeing or agreeing with the prompt. Additionally, over 90% of those students who responded indicated strongly agreeing and agreeing that co-curricular programs and events helped them learn about campus resources (91.3%) and helped connect them with other students in the program (95.3%).

In support of University Housing’s residential requirement for first-year students, students participating in Summer Start were again required to live on-campus during the program. Transfer student participants were provided with the option to live on-campus or commute. In total, 195 (84.4%) student participants lived in Tucker Hall alongside the Summer Start Mentor team and Resident Advisors. Of those residential students who responded, 97.9% indicated living in University Housing prepared them for living on campus in the fall semester (up slightly from 96.8% in 2017), while 97.9% of students indicated that they felt like part of the Summer Start community in University Housing (increased from 90.3% in 2017).

In understanding not all students may be able to or choose to live on campus, commuting students were also invited to participate in Summer Start events and access resources throughout the program. Of those commuting students who responded (n=13), 92.3% indicated they felt included in the Summer Start community (up from 85.0% in 2017) and 23.1% indicated they felt not living on campus during Summer Start was a challenge.

While participants reported positive experiences with co-curricular programs, open-ended comments from respondents indicated a desire for more engaging and interactive programming, as well as programs offered at varying times to meet the needs of commuting students and provide students with options during the day outside of classes.

“This has helped me become more familiar with campus and feel confident living on my own and having to take on more responsibilities. Through this, I have had support from my summer start mentor and my peers, which has helped me understand the resources that I have that I may need to take advantage of in the fall.”
EXPERIENCE WITH THE MENTORS

The Summer Start student staff includes:
- 20 Peer Mentors (paired with students)
- 1 Lead Mentor (returner)
- 1 Graduate Intern

To assist with the transition to the college environment, Summer Start participants were paired with a 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.

Beginning in spring 2018, Mentors participated in training and development opportunities to prepare for their roles. Training included enrollment and participation in USC 223: New Student Programs Student Leader Development, a two-credit hour academic course designed to help mentors develop the necessary knowledge and skills to effectively execute their roles. 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.

The Mentors attempt to 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. The Mentors aim to be accessible to Summer Start participants and model behaviors of successful college students.

As in 2017, respondents provided positive feedback regarding the Mentors’ abilities and impact on the Summer Start community. Of those students who responded, 97.5% reported their mentor created an approachable and inclusive environment (up slightly from 96.6% in 2017), and the same percentage agreed that their mentor followed up on any of the students’ questions or concerns in a timely manner (up slightly from 96.6% in 2017). To assist with students’ questions and concerns, Mentors received information and training about a variety of campus resources relevant to new students’ needs. Of the students who responded, 94.0% reported that their mentor was able to provide appropriate resources to assist them (down slightly from 95.5% in 2017).

A benefit of incorporating current undergraduate students in the 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, 81.4% plan to keep in touch with their mentor during the academic year (a decrease from 83.1% in 2017). Participants were also asked to respond to an open-ended question describing their relationship with their Mentor. Many respondents indicated a positive relationship with their Mentor, including comments related to their Mentor’s friendliness and support, as well as plans to keep in touch with their Mentor after the program concluded. A smaller number of respondents did indicate neutral responses with “not being close” reported as the most common neutral answer.

“My summer start mentor was very nice. She helped me to navigate campus, gave advice on how to speak to my professor, and was very understanding of the concerns I had facing my academic success and familial issues. All in all, she was very approachable and represented NC State’s inviting persona well.”

My Mentor:

85.6% Contributed to my success in Summer Start

97.5% Created an approachable and inclusive environment

83.1% Meetings were beneficial to my Summer Start experience

99.2% Was supportive and understanding
CLASSROOM EXPERIENCES

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

Students were asked to evaluate their experiences in the classroom during Summer Session II. Of those who responded, 99.2% indicated they felt their courses provided a foundation for academic success in their first year (an increase from 96.6% in 2017). Respondents also indicated that they practiced behaviors geared toward student success, such as the 92.2% of students who sought assistance from professors when needed (similar to responses in 2017). Of those students who responded, 95.8% indicated they felt more comfortable asking their professors questions after participating in Summer Start, and 97.5% 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, 93.2% of students indicated that they know who to ask questions regarding academic advising (a decrease from 95.5% in 2017). When asked about their confidence levels in different activities related to utilizing and identifying academic skills and resources after participating in Summer Start, respondents indicated high levels of confidence related to various academic skills and resources.

The results below indicate students responding with “very confident” or “somewhat confident” in the activity:

- Use online course management systems (96.6%)
- Identify academic advising support (96.6%)
- Effectively manage their time (94.9%)
- Choose the right major (92.3%)
- Identify tutoring support (92.2%)

“Summer Start gave me the opportunity to become more familiar with the campus when I only had two classes rather than waiting for the fall semester when I have five. Having fewer students on campus and smaller class sizes make the “new school experience” less intimidating and I feel like I had a better opportunity to connect with my professors.”

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Summer GPA</td>
<td>3.44</td>
</tr>
<tr>
<td>Average Credit Hours Passed for GPA</td>
<td>5.6</td>
</tr>
<tr>
<td>Total Credit Hours Attempted</td>
<td>1,288</td>
</tr>
<tr>
<td>Total Credit Hours Passed</td>
<td>1,248</td>
</tr>
</tbody>
</table>

99.2% Indicated their courses provided a foundation for academic success in their first year
100.0% Indicated confidence in identifying the academic skills needed to be successful in classes
97.5% Indicated their class experiences prepared them to interact with professors in the future
The Summer Start program assists students in connecting to 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, 38.6% of students reported using services offered by the Counseling Center (consistent with 2017), 35.1% reported using Student Health Services (consistent with 2017), and 43.0% reported using University Tutorial Center services (an increase of 11% from 2017). In addition, 77.2% of students reported they sought out academic assistance for help they might have needed with school work (an increase of 10% from 2017).

Students participating in Summer Start were also able to begin exploring campus opportunities before the beginning of the fall semester. Of those who responded, 83.3% indicated they became involved in campus activities during their time with Summer Start (an increase of 23% from 2017).

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.

**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>42.0%</td>
<td>32.1%</td>
<td>17.9%</td>
<td>5.4%</td>
<td>2.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Homesick</td>
<td>44.6%</td>
<td>34.8%</td>
<td>10.7%</td>
<td>7.1%</td>
<td>2.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Depressed</td>
<td>62.5%</td>
<td>17.0%</td>
<td>13.4%</td>
<td>4.5%</td>
<td>2.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Overwhelmed</td>
<td>22.3%</td>
<td>30.4%</td>
<td>30.4%</td>
<td>10.7%</td>
<td>6.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Highly Anxious</td>
<td>37.8%</td>
<td>27.9%</td>
<td>22.5%</td>
<td>7.2%</td>
<td>4.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Very Distressed</td>
<td>50.9%</td>
<td>25.9%</td>
<td>15.2%</td>
<td>5.4%</td>
<td>2.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Bored</td>
<td>36.9%</td>
<td>30.6%</td>
<td>20.7%</td>
<td>9.0%</td>
<td>2.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Concerned by Financial Issues</td>
<td>40.2%</td>
<td>25.0%</td>
<td>16.1%</td>
<td>8.9%</td>
<td>9.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Academically Underprepared</td>
<td>46.4%</td>
<td>32.1%</td>
<td>16.1%</td>
<td>0.9%</td>
<td>4.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Concerned by Family Matters</td>
<td>57.1%</td>
<td>18.8%</td>
<td>14.3%</td>
<td>6.3%</td>
<td>3.6%</td>
<td>100.0%</td>
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<tr>
<td>That your major is not right for you</td>
<td>52.7%</td>
<td>25.0%</td>
<td>11.6%</td>
<td>5.4%</td>
<td>5.4%</td>
<td>100.0%</td>
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<tr>
<td>That NC State is not a good fit for you</td>
<td>81.1%</td>
<td>11.7%</td>
<td>3.6%</td>
<td>0.9%</td>
<td>2.7%</td>
<td>100.0%</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”)

**92.1%**
Indicated they made friends with other students

**86.8%**
Indicated they used upper-class students such as RAs or Mentors to learn about campus and activities

**62.3%**
Indicated they developed a relationship with a faculty member

Through communication efforts, co-curricular programming, and messaging from 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 at least one resource to support their personal and psychological health with 99.1% of those who responded reporting feeling very or somewhat confident in doing so (up from 89.8% in 2017). In 2018, 93.2% 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 (down slightly from 95.4% in 2017) and 94.9% felt confident in their ability to identify a group on campus that supports an identity important to them (up from 86.4% in 2017).

Students also reported that Summer Start assisted them in developing knowledge and skills related to a successful transition. As a result of participating in Summer Start, 97.4% of those students who responded were confident in their ability to relieve or reduce homesickness (compared to 96.6% in 2017), and 91.5% of respondents reported confidence in their ability to cope with stress by identifying and implementing healthy stress relief strategies (up slightly from 89.7% in 2017).

In 2018, participants reported high levels of confidence related to connecting with other individuals on campus with 97.4% reporting feeling very confident or somewhat confident in doing so. However, their confidence in connecting with others on campus did not necessarily indicate they had done so during the summer. In responding to what extent they developed a relationship with a faculty member, 62.3% reported they had done so a great deal or some (compared to 68.5% in 2017); while, 72.1% of students indicated they developed a relationship with a staff member, such as residence hall staff, administrative support staff, and organization advisors (up from 59.6% in 2017).

Students reported that their peers were helpful in the transition to NC State; 86.8% of students indicated that they used upper-class students such as RAs or Mentors to learn about campus and activities (up from 76.4% in 2017). Also, 92.1% of respondents indicated they made friends with other students (up from 79.8%).

When asked if they believed Summer Start would help them transition to NC State during the fall semester via an open-ended question, one student shared, “I believe Summer Start was a great experience and definitely helped me feel more confident in my transition to the spring semester. I have met many great people and explored many of my resources. Additionally, being able to learn more about the campus during the summer has helped me feel more prepared for the spring.”

Overall, students indicated that Summer Start assisted them in navigating the academic, social, and co-curricular transitions new students face.
2018 SUMMER START STUDENT STAFF

Graduate Intern
Juianne Britt (Counselor Education)

Lead Mentor
Cody Helm (Biomedical Engineering)

Summer Start Mentors
Jourdan Byfield (Fashion & Textile Management)
Alan Davila (Electrical Engineering)
Jean Ferman (Polymer & Color Chemistry)
Tyner Jackson (Psychology)
Loren Jackson (Zoology)
Vanisea Miles (Animal Science)
Gabriel Montague (Statistics)
Alex Nahapetyan (Computer Science)
Matt Norris (Business Administration)
Christian Okoth (English)

Mel Pagar (Mechanical Engineering)
Skyler Price (Environmental Science)
Tye Rojanasoonthon (Industrial Engineering)
Grayson Russell (Biological Sciences)
Will Schneider (Chemical Engineering)
Naquana Sessoms (Business Administration)
Sabrina Spencer (Communication)
Liya Thomas (Management)
Aaron Wang (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
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