NEW STUDENT PROGRAMS
ANNUAL REPORT
2018-2019
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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 2019-2020.

+ **Increasing Fall First-Year Student Enrollment**: Currently, NC State has over 5,000 first-year students confirmed to begin at NC State in fall 2019. This represents a continued significant increase of first-year students over the past two years. In response to the increase in fall 2017 and fall 2018 first-year student enrollments, New Student Programs saw significant increases in New Student and Family Orientation attendees the past two years. 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 Connect**: The implementation of a spring admission cohort in spring 2017, Spring Connect, is providing the university with a significant number of first-year students beginning in the spring semester. In spring 2018, the university enrolled over 450 spring students. With this initiative continuing in 2019-2020, New Student Programs is tasked with identifying opportunities for Spring Connect students to connect to campus and peers, recognizing and mitigating challenges facing Spring Connect 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. In response to this report, New Student Programs has assessed current program offerings and partnerships. This assessment has resulted in a scale-back of “one-off” programs and a greater investment in deeper, cohort based programming for first-year students in the fall and spring semesters.

PROGRAMS AND SERVICES

The following programs and services were coordinated by New Student Programs during 2018-2019.

+ **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 Programs coordinated 27 orientation sessions (21 first-year and 6 transfer specific sessions) hosting over 6,888 new students during 2017-2018, 5,395 of which were first-year students and 1,493 of whom were transfer students. This represents a 4.0% increase from 2017-2018. Please see Addendum A or visit go.ncsu.edu/nspassessment for an overview of assessment data from New Student and Family 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 2018-2019, New Student Programs welcomed 8,569 parents (7,231 family members of first-year students and 1,338 family members of transfer students) into the NC State community, which equates to an approximate 2.8% increase from the previous year. Please see Addendum A or visit go.ncsu.edu/nspassessment for an overview of assessment data from New Student and Family Orientation.

+ **Summer Start:** 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 2018, Summer Start also offered over 50 co-curricular programs to complement the course experiences of students and build community amongst participants. In 2018-2019, 231 first-year and transfer students participated in Summer Start, including approximately 20 students from the spring 2019 Spring Connect cohort, which is a 10.5% increase over the previous year. The average GPA of participants was 3.44 (up from 3.35 in 2017) with an average of 6 credit hours per student taken during Summer II. In program assessment, approximately 97% of those students who responded indicated feeling more confident to begin their fall semester, while approximately 62% 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, “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.” Please see Addendum B or visit go.ncsu.edu/nspassessment for assessment data specific to Summer Start.

+ **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 140 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: New Student Convocation, Chancellor’s New Student Cookout, Campus Connections, College Connections, RecFest, Respect the Pack, Moonlight Howl and Run and Packpalooza. Events coordinated specifically by New Student Programs (with attendance in parenthesis if available) include: Meet the Pack (322 students), Wolfpack Wandering: Find Your Classes! (approximately 1,400 students). Out-of-State Student Welcome
(approximately 200 students), NC State Hearts Transfers (approximately 175 students), How to Thrive Academic Success Workshops (approximately 1,025 students across all workshops), and Transfer, Think & Do Workshop (approximately 40 students). Please see Addendum C or visit go.ncsu.edu/nsppassessment for assessment data specific to Wolfpack Welcome Week.

+ **Winter Welcome Week:** In January 2019, New Student Programs coordinated Winter Welcome Week for incoming spring students and returning students in conjunction with campus partners. Approximately 90 events, a slight decrease from approximately 100 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 2019, New Student Programs specifically coordinated 7 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: Spring Connection Day Out (approximately 120 students), NC State versus UNC Men’s Basketball Watch Party (approximately 115 students), Wolfpack Wandering: Find Your Classes! (approximately 100 students), NC State Hearts Transfers (approximately 40 students), First Day of Classes Paint Party (approximately 100 students), First Day of Classes Photo Stop (approximately 75 students), and How to Thrive Academic Success Workshops (approximately 40 students across all workshops).

+ **Common Reading Program (CRP):** In 2018, the Common Reading Selection Committee chose *2.00 a Day: Living on Almost Nothing in America* by Kathryn Edin and H. Luke Shaefer as the 2018 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 4,900 new first-year students entering in the fall semester, as well as to over 500 faculty, staff and continuing students. In 2018, author Kathryn Edin provided the keynote address at New Student Convocation on Monday, August 20, 2019 in Reynolds Coliseum, which approximately 4,000 students attended, and visited with approximately 10 different student groups while on campus. Additionally in the fall and spring semesters, the campus programmed approximately 10 events related to themes from the text. For 2019 the Common Reading Selection Committee chose *Born a Crime: Stories from a South African Childhood* by Trevor Noah as the 2019 Common Reading selection. Please see Addendum D or visit go.ncsu.edu/nsppassessment for assessment data specific to the Common Reading Program.

+ **The Year One Series:** Throughout 2018-2019, 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 on-campus job fairs, 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 2018-2019, New Student Programs coordinated 14 programs, outside of fall and spring welcome weeks, in partnership with campus departments and faculty members. Attendance across all programs was
approximately 750 students which represents a slight decrease in attendance from 2017-2018.

+ **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 17 first-year students and four staff members (professional and student).**

+ **New Student Dinner Discussions:** New Student Programs coordinated a series of five 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: citizen science, the intersection of technology and political economy in emerging societies, and social media and marketing. **Approximately 50 first-year students participated in one of the available dinner discussion sessions in 2018-2019.**

+ **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 250 students participated in 2018-2019 over the course of both fairs.**

+ **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 2018-2019, NSP employed over 130 student staff members (approximately 125 first-time staff members and 9 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 as event programmers for the Year One Series and Alternative Service Break Leaders.
NEW INITIATIVES IN 2018-2019

The following new initiatives were implemented in 2018-2019.

+ **Spring Fellows**: Spring Fellows was an exclusive cohort experience for spring first-year students. The program aimed to create a foundation for success in their first semester while developing a Fellows community through a series of experiences that supported student growth as participants navigated their transition to NC State. The series of experiences included goal-based coaching, weekly socials with connections to campus resources, and reflection opportunities. As a part of the coaching process, each Fellow worked individually with a staff member to progress through the goal attainment process, reflecting upon their self-regulation, grit, and perseverance throughout the term. *In spring 2018, approximately 25 spring first-year students participated in the Spring Fellows program.*

+ **Spring Connection Day Out**: Held for the first time in spring 2019, this program promoted the exploration of the Triangle while building peer-to-peer connections with other spring first-year students. Students participated in team building activities prior to traveling to various points of interest in the Triangle, including the North Carolina Museum of History, the North Carolina Science Museum, the North Carolina Museum of Art, Crabtree Valley Mall, and ice skating. *In spring 2018, approximately 120 spring first-year students participated in Spring Connection Day Out.*

+ **Prague Connection Transition Course**: In 2018, New Student Programs collaborated with the Office of Global Engagement to assist the transition of Spring Connection students studying in Prague in fall 2018 (Prague Connection). To support the student transition, New Student Programs’ staff coordinated and instructed a section of USC 100: Transitioning to a Diverse Community in Prague, a one credit-hour course. This course covered topics ranging from academic success strategies and resources to various aspects of diversity and inclusion, all focused on the transition of incoming students. *In fall 2018, 27 students were enrolled in USC 100 as a part of Prague Connection.*

+ **Nav1Gate NC State**: To support the engagement of new students who identify as first generation, New Student Programs (NSP) coordinated 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 were presented. Two workshops were held in 2018-2019, one in the fall and spring semesters, respectively. *Approximately 60 first generation students attended a workshop in 2018-2019.*
UPCOMING INITIATIVES IN 2019-2020

The following new initiatives are planned by New Student Programs for 2019-2020.

+ **1887 Fellows:** 1887 Fellows is an exclusive cohort experience for approximately 50 ambitious and passionate fall first-year students who are not otherwise involved in an academic enrichment program of high impact practice on campus. The program aims to create a foundation for success in their first semester while developing a Fellows community through a series of experiences that support student growth as participants navigate their transition to NC State. The series of experiences will include goal-based coaching, an off-campus kick-off retreat, weekly socials with connections to campus resources, and reflection opportunities. As a part of the coaching process, each Fellow works individually with a staff member to progress through the goal attainment process, reflecting upon their self-regulation, grit, and perseverance throughout the term. To encourage full participation, students will receive a $150 gift card to the NC State Bookstore at the end of the fall semester to aid in the future purchase of textbooks.

DIVERSITY INITIATIVES AND PROGRAMS

The following diversity initiatives were implemented by New Student Programs in 2018-2019 (listed in alphabetical order).

+ **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.

+ **International Orientation:** International Orientation for international first-year and transfer undergraduate students, in collaboration with the Office for International Services, oriented 198 students (145 first-year students; 53 transfer students) during the 2018-2019 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.

+ **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.

+ **Nav1Gate NC State:** To support the engagement of new students who identify as first generation, New Student Programs (NSP) coordinated 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 were presented. Two workshops were held in 2018-2019, one in the fall and spring semesters, respectively. Approximately 60 first generation students attended a workshop in 2018-2019.

**NC State Hearts Transfers:** NC State Hearts Transfers, held during Wolfpack and Winter Welcome Weeks 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 175 transfer students attended NC State Hearts Transfers in 2018-2019.

**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. 202 new out-of-state students attended the Out-of-State Student Welcome in 2018.

**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. New in 2018, Pack Pride incorporated messaging around freedom of speech and expression at NC State, including a video from the Provost introducing these values. This was the sixth 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.

**Prague Connection Transition Course:** In 2018, New Student Programs collaborated with the Office of Global Engagement to assist the transition of Spring Connection students studying in Prague in fall 2018 (Prague Connection). To support the student transition, New Student Programs’ staff coordinated and instructed a section of USC 100: Transitioning to a Diverse Community in Prague, a one credit-hour course. This course covered topics ranging from academic success strategies and resources to various aspects of diversity and inclusion, all focused on the transition of incoming students. In fall 2018, 27 students were enrolled in USC 100 as a part of Prague Connection.

**Spring Connection Advising Day & Orientation:** In conjunction with campus partners, including Enrollment Management and Services, University Housing, and academic programs, New Student Programs (NSP) supported approximately 450 Spring Connection students, first-year students admitted in spring 2018 for a spring 2019 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 Advising Day in collaboration with academic programs and advisors. Spring Connection Advising Day aimed to provide students with a snapshot of what they could expect from the advising and course enrollment period, prepare students for their enrollment appointments, encourage student connections with their academic college. Over 200 Spring Connection students and 230 family members attended the Advising Day in September 2018. Additionally, over 450
Spring Connections students attended New Student Orientation in spring 2019 prior to the start of their classes.

Spring Connection Day Out: Held for the first time in spring 2019, this program promoted the exploration of the Triangle while building peer-to-peer connections with other spring first-year students. Students participated in team building activities prior to traveling to various points of interest in the Triangle, including the North Carolina Museum of History, the North Carolina Science Museum, the North Carolina Museum of Art, Crabtree Valley Mall, and ice skating. In spring 2018, approximately 120 spring first-year students participated in Spring Connection Day Out.

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Summer Start: 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 2018, Summer Start also offered over 50 co-curricular programs to complement the course experiences of students and build community amongst participants. In 2018-2019, approximately 50% of the 231 first-year and transfer students participated in Summer Start were students from underrepresented populations on campus, as well as approximately 66 new student-athletes.

Transfer, Think & Do: New Student Programs coordinated a pre-semester workshop for new transfer students 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 New Student Programs student staff members, ending with an overview of campus traditions and opportunities to get connected on campus. In fall 2018, approximately 40 transfer students participated in the Transfer, Think & Do 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 88 incoming students and family members.**

### PROFESSIONAL & STUDENT STAFF LEADERSHIP AND RECOGNITION

**Staff Recognition:**

- Best Overall Undergraduate Case Study for the 2019 Southern Regional Orientation Workshop (Sarah Beth Martin and Emma Wilson, Student Coordinators)

**Changes in Staffing:**

- Promoted from to Assistant Director of New Student Programs (Genna Martella) in July 2018
- Assistant Director of New Student Programs (Carly Edwards) left NC State in October 2018
- Assistant Director of New Student Programs (Aileen Rodriguez) joined NC State in May 2019
- Coordinator of New Student Programs (Julianne Britt) joined NC State in May 2019

**Leadership Positions in Professional Organizations:**

- **2018 Annual Conference Planning Committee,** Association for Orientation, Transition and Retention in Higher Education (NODA) (Cameron Hill, Associate Director)
- **2018-2019 Student Leadership Institute Faculty Member,** Association for Orientation, Transition and Retention in Higher Education (NODA) (Quentin Hodges, Coordinator)
- **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) (Quentin Hodges, Coordinator)

**Participation on NC State Affiliated Committees:**

- ACC Leadership Symposium Planning Committee (Genna Martella, Assistant Director)
- 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 Finance Committee (Lori Wilson, University Program Specialist)

Shelton Leadership Center Peer Mentor Review Committee (Aileen Rodriguez, Assistant Director)

Military Affairs Working Group (Michael Coombes, Director)

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


- Bridging the Summer Experience: Supporting the College Transition, Association for Orientation, Transition and Retention in Higher Education Annual Conference (October 2018). Presented by Michael Coombes, Director.

- Lessons Learned from Year One of “Year One”, Association for Orientation, Transition and Retention in Higher Education Annual Conference (October 2018). Presented by Cameron Hill, Associate Director, and Genna Martella, Assistant Director.

RECOMMENDATIONS AND CONCERNS FOR THE FUTURE

Recommendations for the Future

- Change in Transitional Programming Model: In response to participation in the Division of Academic and Student Affairs’ external review process, New Student Programs has examined the effectiveness and impact of on-going transitional programming through the department. In doing so, an effort has been made to identify opportunities to trim programming that is smaller in scale, occurring only once in a semester in favor of deeper, on-going programming for students. To date, this assessment has led to the creation of the 1887 Fellows. Efforts are on-going to examine where New Student Programs may create future opportunities while still addressing student needs through targeted one-time programming (e.g., New Student Alternative Fall Break Trip, etc.).
+ **Concerns for the Future**

  + **Increasing Fall First-Year Student Enrollment:** Currently, NC State has over 5,000 first-year students confirmed to begin at NC State in fall 2019. This represents a continued significant increase of first-year students over the past two years. In response to the increase in fall 2017 and fall 2018 first-year student enrollments, New Student Programs saw significant increases in New Student and Family Orientation attendees the past two years. 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.

**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 1,500 external undergraduate transfer students during the 2018-2019 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 and Winter Welcome Weeks 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 175 transfer students attended NC State Hearts Transfers in 2018-2019.**

  + **Transfer, Think & Do:** New Student Programs coordinated a pre-semester workshop for new transfer students 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 New Student Programs student staff members, ending with an overview of campus traditions and opportunities to get connected on campus. **In fall 2018, approximately 40 transfer students participated in the Transfer, Think & Do workshop.**

  + **Spring Connection Advising Day & Orientation:** In conjunction with campus partners, including Enrollment Management and Services, University Housing, and academic programs, New Student Programs (NSP) supported approximately 450 Spring Connection students, first-year students admitted in spring 2018 for a spring 2019 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 Advising Day in collaboration with academic programs and advisors. Spring Connection Advising Day aimed to provide students with a snapshot of what they could expect from the advising and course enrollment period, prepare students for their enrollment appointments, encourage student connections with their academic college. Over 200 Spring Connection students and 230 family members attended the Advising Day in September 2018. Additionally, over 450 Spring Connections students attended New Student Orientation in spring 2019 prior to the start of their classes.

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**+ 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 250 students participated in 2018-2019 over the course of both fairs.

**+ 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 and Winter Welcome Weeks, 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 1,050 students attended a How to Thrive Workshop session between Wolfpack and Winter Welcome Weeks in 2018-2019.

**+ International Orientation:** International Orientation for international first-year and transfer undergraduate students, in collaboration with the Office for International Services, oriented 198 students (145 first-year students; 53 transfer students) during the 2018-2019 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. 202 new out-of-state students attended the Out-of-State Student Welcome in 2018.

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 16,438 attendees in 2018 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 (CSEPS), 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 17 first-year students and four staff members (professional and student).

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 2018, 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 2018 in collaboration with campus partners. In summer 2018, 231 first-year and transfer students participated in Summer Start, including approximately 20 Spring Connection students. The average GPA for Summer Start participants was 3.44 with an average course load of approximately 6 credit hours.
+ **Prague Connection Transition Course:** In 2018, New Student Programs collaborated with the Office of Global Engagement to assist the transition of Spring Connection students studying in Prague in fall 2018 (Prague Connection). To support the student transition, New Student Programs’ staff coordinated and instructed a section of *USC 100: Transitioning to a Diverse Community* in Prague, a one credit-hour course. This course covered topics ranging from academic success strategies and resources to various aspects of diversity and inclusion, all focused on the transition of incoming students. *In fall 2018, 27 students were enrolled in USC 100 as a part of Prague Connection.*

+ **New Student Dinner Discussions:** New Student Programs coordinated a series of five 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: citizen science, the intersection of technology and political economy in emerging societies, and social media and marketing. *Approximately 50 first-year students participated in one of the available dinner discussion sessions.*

+ **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. New in 2018, Pack Pride incorporated messaging around freedom of speech and expression at NC State, including a video from the Provost introducing these values. This was the sixth 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](http://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.

+ **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 88 incoming students and family members.*

+ **GOAL 5:** Enhance local and global engagement through focused strategic partnership.
NEW STUDENT & FAMILY ORIENTATION
ASSESSMENT REPORT
SUMMER 2018
ABOUT NEW STUDENT PROGRAMS

This Assessment Report serves as general overview of summer 2018 New Student and Family Orientation programs and reports summary results of program evaluations.

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 2018 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
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: $204.25

Transfer Students
- Transfer Students: $54.50

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

Sponsors include:
- Arts NC State
- NC State Dining
- NC State Wellness & Recreation
- Parents and Families Services
- Student Alumni Association
- Student Involvement
- Sustainability Office
- University Student Centers

NEW IN 2018

In Summer 2018, New Student Programs made several changes to components of the student orientation program. These changes are in response to a renewed focus on free speech and expression, prior assessment, and new campus partners. Descriptions of these changes are outlined below.

- **FREE SPEECH & EXPRESSION MESSAGING**
  To assist students in better understanding expectations of the NC State community and the free speech environment on campus, messages from the Provost were shared prior to the Pack Pride performance. These messages related to the freedom of speech and expression as hallmarks of the collegiate environment and encouraged students to engage in an open and honest exchange of ideas with respect and civility.

- **REALIGNMENT OF PRESENTATIONS**
  In response to previous assessments, the schedule of student orientation sessions was realigned with the Connect and Engage with the Pack and Academic Success 101 presentations swapping timeslots. This was done to allow for a discussion regarding involvement on campus prior to students visiting various organizations at the Information Fair. Additionally, this allowed better alignment of the academic messaging to just before students’ time with their colleges/majors, so students were hearing general academic messages directly before their college-specific information.

- **PARTNERSHIP WITH PNC BANK**
  PNC Bank (PNC) was named as the NC State banking partner this past year with a branch opening on campus in June 2018. As a new campus resource to assist students in managing their financial health, PNC partnered with New Student and Family Orientation to share information with program participants in a multitude of ways, including providing student staff training, hosting a table at the Information Fair, and presenting with Campus Enterprises during Family Orientation.
# 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>4,378</td>
<td>6,231</td>
</tr>
<tr>
<td>Summer Start</td>
<td>153</td>
<td>148</td>
</tr>
<tr>
<td>August Orientation</td>
<td>297</td>
<td>314</td>
</tr>
<tr>
<td>International Orientation</td>
<td>113</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total Attendance</strong></td>
<td><strong>4,941</strong></td>
<td><strong>6,724</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>105</td>
<td>166</td>
</tr>
<tr>
<td>Agriculture &amp; Life Sciences</td>
<td>345</td>
<td>490</td>
</tr>
<tr>
<td>Design</td>
<td>95</td>
<td>130</td>
</tr>
<tr>
<td>Education</td>
<td>114</td>
<td>145</td>
</tr>
<tr>
<td>Engineering</td>
<td>1,320</td>
<td>1,880</td>
</tr>
<tr>
<td>Exploratory Studies</td>
<td>773</td>
<td>1,024</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>462</td>
<td>635</td>
</tr>
<tr>
<td>Life Sciences First Year</td>
<td>535</td>
<td>700</td>
</tr>
<tr>
<td>Poole College of Management</td>
<td>474</td>
<td>594</td>
</tr>
<tr>
<td>Natural Resources*</td>
<td>269</td>
<td>349</td>
</tr>
<tr>
<td>Sciences</td>
<td>262</td>
<td>359</td>
</tr>
<tr>
<td>Textiles*</td>
<td>187</td>
<td>252</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></th>
<th>Students</th>
<th>Family Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Orientation</td>
<td>1,126</td>
<td>1,073</td>
</tr>
<tr>
<td>August Orientation</td>
<td>103</td>
<td>48</td>
</tr>
<tr>
<td>International Orientation</td>
<td>41</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Attendance</strong></td>
<td><strong>1,270</strong></td>
<td><strong>1,127</strong></td>
</tr>
</tbody>
</table>

#### Attendance by College/Program

<table>
<thead>
<tr>
<th></th>
<th>Students Attended</th>
<th>Family Members Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Institute</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>Agriculture &amp; Life Sciences</td>
<td>155</td>
<td>162</td>
</tr>
<tr>
<td>Design</td>
<td>40</td>
<td>44</td>
</tr>
<tr>
<td>Education</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>Engineering</td>
<td>259</td>
<td>204</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>342</td>
<td>305</td>
</tr>
<tr>
<td>Poole College of Management</td>
<td>176</td>
<td>138</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>94</td>
<td>88</td>
</tr>
<tr>
<td>Sciences</td>
<td>136</td>
<td>122</td>
</tr>
<tr>
<td>Textiles</td>
<td>21</td>
<td>22</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 2018, 2,576 first-year students responded to the survey for a response rate of 52%. 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. 97.0% of those who responded reported NSO provides useful information about the policies that may impact their experience at NC State (up from 94.7% in 2017). New in 2018, respondents were asked about the role personal responsibility may play in adhering to academic and behavioral expectations on campus, as well as their ability to access information related to these policies. In both instances, those who responded indicated high levels of agreement (99.4% and 95.8% respectively).

During New Student Orientation, a majority of academic messages specific to a student’s major are presented during a student’s time with their college or program. Again in 2018, the items measuring the student experience with their college or program remained consistent with previous years. In 2018, 90.9% of those students who responded reported the information/advice received from their college or department during Orientation helped to plan their fall schedule (down from 92.7% in 2017), while respondents in 2018 also indicated their satisfaction with the attention received at Orientation (91.0% in 2018 compared to 93.0% in 2017). Related specifically to getting their questions answered, 92.3% of respondents reported having the opportunity to get academic questions answered during time with their college/department (remained consistent with 2017).

Unique to NC State is the self-registration process for a handful of colleges/programs, in which approximately 30% of the incoming first-year class is advised and registers for their fall semester courses prior to attending Orientation. In assessing the student experience with advising and course registration before Orientation, respondents indicated similar experiences as in previous years with slight decreases from 2017. In 2018, 86.6% 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 89.3% of those self-registration students who responded indicated satisfaction with the attention they received prior to Orientation.

Overall, first-year students again in 2018 indicated high levels of satisfaction prior to and during New Student Orientation with their experiences related to academic advising and course registration although 2018 numbers represent a slight decrease from the previous year.
As a result of participating in NSO:

97.8%
I am excited to start my first semester at NC State

95.9%
I feel better prepared to start my first semester at NC State

NSO provided useful information about:

99.3%
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 the information presented at NSO regarding the management of their day-to-day experiences, respondents were asked whether they can better envision what their day-to-day life may be like during their first year with 91.8% of students strongly agreeing or agreeing.

Through a follow up question asking them to identify the resource they believed would be most helpful in promoting personal wellness at NC State, students responded by overwhelmingly identifying various campus resources (advisors, faculty, etc.), taking personal time, maintaining an appropriate sleep schedule, and managing their time effectively. While these messages are delivered throughout NSO, these items strongly reiterate the messages in the Learning to How presentation from the Counseling Center.

To assist students in gaining information about the variety of high impact practices available on campus, NSO promotes learning about these activities through student engagement breakout sessions. Students were asked whether NSO provided useful information about resources available to students wanting to participate in these activities (i.e., career development, leadership and civic engagement, study abroad, and undergraduate research) with over 93.0% of respondents strongly agreeing or agreeing to each prompt.

As mentioned previously, a significant portion of the NSO program strives to assist students in understanding the expectations for members of the campus community. New in 2018, information related to free speech and expression in a collegiate environment was included. Students were asked to reflect on prompts related to whether New Student Orientation provided useful information about these messages.

In response, 98.3% of those who responded reported NSO provided useful information about NC State’s acceptance and encouragement of the free and open exchange of ideas and opinions. Additionally, of those students who responded, 94.6% reported that NSO provided useful information about the resources available to students if they have questions about free speech and free expression at NC State.

In conjunction with multiple campus partners, NSO also covers expectations related to sexual assault and interpersonal violence prevention education through the Impact Your Community presentation. Similar to 2017, of those who responded, 99.3% indicated useful information was provided about the prohibition of sexual violence, relationship violence, and stalking at NC State. 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. Of those who responded, 98.0% also reported NSO provided useful information about the tactics students can use to be an active bystander to prevent or disrupt violence.

Overall again in 2018, first-year students overwhelmingly indicated that they were excited (97.8%) and better prepared (95.9%) 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 2018, 579 students responded to the survey for a response rate of 45%. 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 2018, 89.5% 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 81.5% 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 decreases from 2017.

Consistent with 2017 (although slightly lower), students indicated high levels of satisfaction with the attention they received from their college/department prior to (86.6%) and during (91.1%) Orientation. While there are most likely some 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.

Covering important information related to the personal and academic transitions facing transfer students, *Life in Pack Lane: Merging into NC State (a new presentation in 2017)* combined messages from the Counseling Center and Academic Advising Program and Services. This presentation shared important resources and policies, among other messages, with students and families. In assessment, 96.3% of those transfer students who responded reported Transfer Orientation provided useful information about policies that may impact their experience at NC State. Additionally, 87.4% of those transfer students who responded indicated that they could better envision what their day-to-day life may be like in their first year at NC State as a result of participating 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 these expectations of membership and the resources available on campus to help them succeed. As such, students were asked to reflect on prompts related to whether Transfer Orientation provided useful information about various related items.

Throughout Transfer Orientation, the importance of personal responsibility is promoted when discussing students adhering to the behavioral and academic expectations of the institution. As a result, students were asked, as a result of participating in Transfer Orientation, they were aware of this responsibility and whether they knew how to access information related to these expectations (e.g., Code of Student Conduct, Progress Towards Degree, etc.). Of those transfer students who responded, 99.1% reported an awareness that it is their personal responsibility to adhere to the academic and behavioral expectations of the University and 95.1% reported knowing how to access information related to academic and behavioral expectations and policies.

As a new addition to the program in 2018, information related to free speech and expression in a collegiate environment was delivered as part of the Valuing Your Community presentation. In response, 97.0% of those who responded reported TO provided useful information about NC State’s acceptance and encouragement of the free and open exchange of ideas and opinions. Additionally, of those students who responded, 95.3% reported that TO provided useful information about the resources available to students if they have questions about free speech and free expression at NC State.

In conjunction with multiple campus partners, Transfer Orientation also covers expectations related to sexual assault and interpersonal violence prevention education through the Impact Your Community presentation. Similar to 2017, of those who responded, 98.2% indicated useful information was provided about the prohibition of sexual violence, relationship violence, and stalking at NC State. Respondents also indicated that useful information was provided about the resources available if help is needed to prevent or report sexual violence with 98.6% of those responded either strongly agreeing or agreeing. Of those who responded, 97.7% also reported Transfer Orientation provided useful information about the tactics students can use to be an active bystander to prevent or disrupt violence.

As with first-year students, a follow up question was asked of transfer students to identify the strategies they believed would be most helpful in promoting their personal wellness at NC State. In line with first-year students as well, transfer students responded by overwhelmingly identifying various campus resources, discussing ways to effectively use personal time (stress and time management), ways to maintain physical wellness, and getting involved on campus.

While representing similar results from 2017, overall in 2018, transfer students who responded overwhelmingly indicated that they were excited (97.7%) and better prepared (92.1%) 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. During the Family Orientation 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 2018, the response rate was approximately 24.3% for first-year family members and 18.6% 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. As seen below, of those first-year and transfer families who responded, a high level of agreement was reported for “what student success may look like during your student’s first year at NC State, which represents a slight increase from 2017.

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 Academic Advising Program and Services to present Academic Success 101 for first-year families and Life in the Pack Lane: Merging into NC State for transfer families. These presentations 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”.

As with the previous student success prompt, of those first-year and transfer family members who responded, high levels of agreement were reported indicating that Family Orientation provided useful information about available resources to help their students succeed and ways to support themselves and their students during the transition. These results represent similar numbers from the previous year.

<table>
<thead>
<tr>
<th>FIRST-YEAR FAMILIES</th>
<th>Useful information was provided about</th>
<th>TRANSFER FAMILIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.7%</td>
<td>What student success may look like during your student’s first year at NC State</td>
<td>97.8%</td>
</tr>
<tr>
<td>99.7%</td>
<td>Resources available to help your student succeed at NC State</td>
<td>98.9%</td>
</tr>
<tr>
<td>99.4%</td>
<td>Ways to support your student and yourself during this transition</td>
<td>97.2%</td>
</tr>
</tbody>
</table>
**FAMILY ORIENTATION**

**FIRST-YEAR PARENTS**

98.2%

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

99.7%

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

97.7%

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

98.2% of those first-year family members who responded (a decrease of 0.1% in 2017) and 94.4% of those transfer family members who responded (an increase of 0.7% from 2017) 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, 99.7% of those first-year family members who responded (up from 99.1% in 2017) and 98.9% of those transfer family members who responded (an increase of 1.0% from 2017) 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 previous years, family members were asked about their feelings of being a part of the larger NC State community as a result of Family Orientation. 97.7% of those first-year family members who responded (an increase of 0.4% from 2017) and 95.0% of those transfer family members who responded (an increase of 0.6% from 2017) indicated feeling more a part of the NC State community as a result of their participation in the Family Orientation programs.

**TRANSFER PARENTS**

94.4%

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

98.9%

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

95.0%

Indicated feeling more a part of the NC State community due to their participation in orientation
2018 ORIENTATION STUDENT STAFF

Student Coordinators
Madi Blais (Psychology)  
Lee Daniel (Microbiology)  
Arian Ferreira (Fashion & Textile Mgmt)

Yahssain Khan (Business Administration)  
Shelby White (Accounting)

Office Assistants
Sam Blue (Math Education)

Rachel DeLange (Biological Sciences)

Orientation Leaders
Gunikka Ahuja (Textiles Undeclared)  
Zach Anderson (Political Science)  
Williesha Bannister (Communication)  
Loulou Batta (Chemistry)  
Nathan Berley (Nutrition Science)  
Lauren Bills (Life Sciences First Year)  
Pauline Bulala (Nutrition Science)  
Calista Caballero (Political Science)  
Coltan Compton (Psychology)  
Brandon Daggerhart (Computer Science)  
Jeremy Dela Paz (Communication)  
Hannah DeLange (Nutrition Science)  
George Dou (Communication)  
Ryan Edmonds (Psychology)  
Sydney Farabow (Design Studies)  
Nathen Foster (Human Biology)  
Seth Garrett (Applied Mathematics)  
Arianna George (Chemistry)  
Jasmine Gregory (Environmental Science)  
Reid Harris (Communication)

Sophie Holmes (Industrial Engineering)  
Cody Holtman (Biomedical Engineering)  
Marcanthony Iacono (Exploratory Studies)  
Adam Johnson (Life Sciences First Year)  
Tori Kirby (Physics)  
Mark Klose (Industrial Engineering)  
Will Lewis (Horticulture)  
Carley Maierhofer (Food Science)  
Sarah Beth Martin (English)  
Sam Miranda (Business Administration)  
Sara Noureddin (Zoology)  
Amara Obi (Management First Year)  
Karen Sanchez (Biomedical Engineering)  
Alex Singleton (Accounting)  
Kaleigh Stites (Criminology)  
Sarah Sylvestre (Engineering First Year)  
Meiling Walker (Fashion & Textile Mgmt.)  
Iyanna Wallace (Psychology)  
Eli Whitley (Communication)  
Sarah Wienecke (Business Administration)  
Emma Wilson (Elementary Ed.)
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
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 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 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 GE 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.
## 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>24</td>
<td>10.4%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>49</td>
<td>21.2%</td>
</tr>
<tr>
<td>Hispanic (of any race)</td>
<td>8</td>
<td>3.5%</td>
</tr>
<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>
</tr>
</tbody>
</table>

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

## Participation by College/Program

<table>
<thead>
<tr>
<th>Program</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>
</tr>
<tr>
<td>Sciences</td>
<td>7</td>
<td>5</td>
</tr>
<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.
OVERALL PARTICIPANT EXPERIENCE

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.

“Technically, the 2018 Summer Start program has helped me become more familiar with the 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.”
The Summer Start student staff includes:
- 20 Peer Mentors (paired with students)
- 1 Lead Mentor (returner)
- 1 Graduate Intern

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

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.”
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.”

- 3.44 Average Summer GPA
- 5.6 Average Credit Hours Passed for GPA
- 1,288 Total Credit Hours Attempted
- 1,248 Total Credit Hours Passed

- 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>
</tr>
<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>
</tr>
<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

Of those who responded, 99.1% indicated that due to their participation in Summer Start, they were confident in their ability to find their way around campus.

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 have 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)  Mel Pagar (Mechanical Engineering)
Alan Davila (Electrical Engineering)  Skyler Price (Environmental Science)
Jean Ferman (Polymer & Color Chemistry)  Tye Rojanasootnthon (Industrial Engineering)
Tyner Jackson (Psychology)  Grayson Russell (Biological Sciences)
Loren Jackson (Zoology)  Will Schneider (Chemical Engineering)
Vanisea Miles (Animal Science)  Naquana Sessoms (Business Administration)
Gabriel Montague (Statistics)  Sabrina Spencer (Communication)
Alex Nahapetyan (Computer Science)  Liya Thomas (Management)
Matt Norris (Business Administration)  Aaron Wang (Computer Science)
Christian Okoth (English)
NEW STUDENT PROGRAMS
DIVISION OF ACADEMIC AND STUDENT AFFAIRS

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For more information, visit New Student Programs at http://newstudents.ncsu.edu
Campus Box 7525, 3219 Broughton Hall, Raleigh, North Carolina, 27695
2018 ASSESSMENT OVERVIEW

Over 140 Events or activities during Wolfpack Welcome Week 2018

Over 60 Organizations hosted an event during Wolfpack Welcome Week 2018

29 ACADEMIC ENGAGEMENT & SUCCESS

28 ARTS & CREATIVITY

16 DIVERSITY & INCLUSION

22 COMMUNITY ENGAGEMENT & SERVICE

33 HEALTH & WELLNESS

89 SOCIAL CONNECTIONS

16 WOLFPACK PRIDE

NUMBER OF EVENTS BY CATEGORY
(Events could fall into multiple categories and self-reported by the sponsoring group)
EXPERIENCE WITH WWW
Overall Experience & What Students Gained

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

Percentage of respondents who attended WWW activities

92.3% (FY) (1,735)
54.8% (TR) (318)

What did you gain from Wolfpack Welcome Week? (Select all that apply)
First-Year Students

2018
Fun/Entertainment (84.0%)
Learned my way around campus (69.0%)
Identified student organizations and activities I plan to explore (65.3%)
Made new friends (62.0%)
Developed a greater sense of community with NC State (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

2018
Fun/Entertainment (42.8%)
Identified student organizations and activities I plan to explore (35.8%)
Learned my way around campus (31.1%)
Developed a greater sense of community with NC State (24.6%)
Made new friends (23.9%)

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)

<table>
<thead>
<tr>
<th>Event</th>
<th>First-Year</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>RecFest</td>
<td>62.0%</td>
<td>71.3%</td>
</tr>
<tr>
<td>Convocation</td>
<td>69.7%</td>
<td>38.7%</td>
</tr>
<tr>
<td>Packapalooza</td>
<td></td>
<td>32.6%</td>
</tr>
<tr>
<td>Moonlight Howl &amp; Run</td>
<td>28.1%</td>
<td>32.6%</td>
</tr>
<tr>
<td>Campus Connections</td>
<td>35.7%</td>
<td>18.9%</td>
</tr>
<tr>
<td>Chancellor’s Cookout</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Respect the Pack</td>
<td>8.9%</td>
<td>0.7%</td>
</tr>
<tr>
<td>College Connections</td>
<td>21.3%</td>
<td>12.4%</td>
</tr>
<tr>
<td>Did Not Attend Any Signature Events</td>
<td>0.7%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Rating</th>
<th>FY 2018</th>
<th>FY 2017</th>
<th>TR 2018</th>
<th>TR 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>37.8%</td>
<td>41.4%</td>
<td>34.7%</td>
<td>40.8%</td>
</tr>
<tr>
<td>Good</td>
<td>51.9%</td>
<td>49.9%</td>
<td>57.1%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Fair</td>
<td>9.8%</td>
<td>8.0%</td>
<td>8.2%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Poor</td>
<td>0.6%</td>
<td>0.7%</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**FIRST-YEAR**

91.9%  
(2017 | 89.3%)

**TRANSFER**

86.6%  
(2017 | 82.8%)

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

Note: Reported numbers reflect the percentages of those first-year student respondents who attended Convocation (n=1,382)

**APPROXIMATELY 4,000 Students attended Convocation in 2018**

Rating of students’ experiences with New Student Convocation

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>19.0%</td>
</tr>
<tr>
<td>Good</td>
<td>43.3%</td>
</tr>
<tr>
<td>Fair</td>
<td>28.4%</td>
</tr>
<tr>
<td>Poor</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

As a result of my participating in Convocation:

Note: Reported numbers reflect the percentages of Strongly Agree and Agree responses. Some questions were new in 2018 and cannot be compared with previous years, as noted with “-”.

<table>
<thead>
<tr>
<th>Question</th>
<th>2018</th>
<th>2017</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a greater understanding of the expectations of members of the NC State community</td>
<td>91.3%</td>
<td>93.6%</td>
<td>84.2%</td>
<td>86.5%</td>
</tr>
<tr>
<td>I have a greater Sense of Community with the Class of 2022</td>
<td>93.4%</td>
<td>-</td>
<td>93.7%</td>
<td>-</td>
</tr>
<tr>
<td>I can identify University expectations</td>
<td>88.3%</td>
<td>88.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a greater Sense of Community with the larger NC State community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2018 ASSESSMENT OVERVIEW

OVER 1500 Students responded to questions regarding the Common Reading Program

Rating of students’ experiences with the 2018 Common Reading Program

23.6% (Very Good or Good) (34.3% in 2017)

74.6% (Fair or Poor) (65.6% in 2017)

Did you read the book?

Yes, the entire book (35.2% in 2017)

20.5%

25.9%

20.7%

33.0%

Started the book (22.9% in 2017)

Skimmed the book (17.1% in 2017)

Skipped any part of it (24.8% in 2017)

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

<table>
<thead>
<tr>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.9%</td>
<td>49.1%</td>
</tr>
<tr>
<td>Caused you to explore your own personal values and ethics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.3%</td>
<td>59.8%</td>
</tr>
<tr>
<td>Raised your awareness of cultural likenesses and differences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.7%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Caused you to think critically related to the issues presented in the book</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>71.1%</td>
<td>40.4%</td>
</tr>
<tr>
<td>Motivated you to become actively engaged in activities or organizations related to the issues represented in the book</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.4%</td>
<td>34.2%</td>
</tr>
<tr>
<td>Contributed to a sense of community for you</td>
<td></td>
</tr>
</tbody>
</table>

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

**About how often were students involved in discussions about the book…**

<table>
<thead>
<tr>
<th></th>
<th>First Two Weeks 2018</th>
<th>First Two Weeks 2017</th>
<th>Present Time* 2018</th>
<th>Present Time* 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>792</td>
<td>1360</td>
<td>1186</td>
<td>1971</td>
</tr>
<tr>
<td></td>
<td>51.4%</td>
<td>58.7%</td>
<td>77.0%</td>
<td>85.3%</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>440</td>
<td>515</td>
<td>258</td>
<td>239</td>
</tr>
<tr>
<td></td>
<td>28.5%</td>
<td>22.2%</td>
<td>16.7%</td>
<td>10.3%</td>
</tr>
<tr>
<td>About once a week</td>
<td>208</td>
<td>254</td>
<td>71</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>13.5%</td>
<td>11.0%</td>
<td>4.6%</td>
<td>2.8%</td>
</tr>
<tr>
<td>2-3 times a week</td>
<td>90</td>
<td>150</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>5.8%</td>
<td>6.5%</td>
<td>1.3%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Every day or almost every day</td>
<td>12</td>
<td>37</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>0.8%</td>
<td>1.6%</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

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

- (13.3%) Other first-year students (58.6%)
- (9.2%) NC State faculty (32.5%)
- 2018 (3.3%) Advisors at NC State (14.6%)
- 2017 (4.7%) NC State staff (14.6%)
- (2.1%) Friends not attending NC State (8.5%)
- (1.4%) Upper-level students at NC State (7.6%)
- (5.3%) Family Members (14.0%)

**In what settings have students been involved in discussions…**

<table>
<thead>
<tr>
<th>Setting</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>During WWW programming (outside of Convocation)</td>
<td>148</td>
<td>335</td>
</tr>
<tr>
<td></td>
<td>7.8%</td>
<td>26.7%</td>
</tr>
<tr>
<td>During formal programming (after WWW)</td>
<td>85</td>
<td>164</td>
</tr>
<tr>
<td></td>
<td>4.5%</td>
<td>13.0%</td>
</tr>
<tr>
<td>During class</td>
<td>192</td>
<td>491</td>
</tr>
<tr>
<td></td>
<td>10.2%</td>
<td>39.1%</td>
</tr>
<tr>
<td>In advising sessions</td>
<td>15</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>0.8%</td>
<td>5.7%</td>
</tr>
<tr>
<td>In casual settings (i.e., over meals, in the residence halls, informal mtgs.)</td>
<td>137</td>
<td>435</td>
</tr>
<tr>
<td></td>
<td>7.3%</td>
<td>34.6%</td>
</tr>
<tr>
<td>During meetings for clubs or orgs.</td>
<td>29</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>1.5%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>
NEW STUDENT PROGRAMS
ANNUAL REPORT
2018-2019