SUMMER 2019

New Student & Family Orientation Assessment Report
ABOUT NEW STUDENT PROGRAMS

This Assessment Report serves as a general overview of summer 2019 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 2019 was comprised of 23 two-day sessions for first-year students 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
• PNC Bank
• Student Alumni Association
• Student Involvement
• Sustainability Office
• University Student Centers

NEW IN 2019

In summer 2019, New Student Programs made several changes to components of the student orientation program. These changes are in response to renewed focuses on campus, as well as previous participant feedback. Descriptions of these changes are outlined below.

• NON-TRADITIONAL STUDENT & FAMILY MEETING
To better assist non-traditional students and their family members, New Student Programs collaborated with the Counseling Center to revamp this session during Transfer Orientation. Previously held as an opportunity to primarily build social connections, the session was restructured to provide population-specific information and resources, as well as promote social connections among non-traditional students.

• PROMOTION OF GPS MOBILE APP
GPS Mobile is a one-stop student success platform that combines advising tools, resources, and communication to support students during their time at NC State. Launched to new students in summer 2019, New Student Programs worked with various academic partners to promote the app and its functions to new students. The information related to GPS Mobile was presented to first-year and transfer students during their general academic sessions.

• UNIVERSITY POLICE & CLERY ACT DISSEMINATION
In response to requirements around Clery Act reporting, the University Police incorporating messaging into their presentation specifically related to the state of North Carolina general statutes. This complements the information in the imPACKting Your Communitypresentation around interpersonal violence prevention and university expectations and policies.
# 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>4,312</td>
<td>6,164</td>
</tr>
<tr>
<td>Summer Start &amp; Out of Session</td>
<td>229</td>
<td>223</td>
</tr>
<tr>
<td>August Orientation</td>
<td>231</td>
<td>268</td>
</tr>
<tr>
<td>International Orientation</td>
<td>56</td>
<td>47</td>
</tr>
<tr>
<td><strong>Total Attendance</strong></td>
<td><strong>4,828</strong></td>
<td><strong>6,702</strong></td>
</tr>
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### Attendance by College/Program

<table>
<thead>
<tr>
<th>College/Program</th>
<th>Students</th>
<th>Family Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Institute</td>
<td>99</td>
<td>165</td>
</tr>
<tr>
<td>Agriculture &amp; Life Sciences</td>
<td>361</td>
<td>519</td>
</tr>
<tr>
<td>Design</td>
<td>116</td>
<td>166</td>
</tr>
<tr>
<td>Education</td>
<td>108</td>
<td>148</td>
</tr>
<tr>
<td>Engineering</td>
<td>1,381</td>
<td>1,950</td>
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<tr>
<td>Exploratory Studies</td>
<td>723</td>
<td>985</td>
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<tr>
<td>Humanities &amp; Social Sciences</td>
<td>443</td>
<td>584</td>
</tr>
<tr>
<td>Life Sciences First Year</td>
<td>522</td>
<td>716</td>
</tr>
<tr>
<td>Poole College of Management</td>
<td>448</td>
<td>644</td>
</tr>
<tr>
<td>Natural Resources*</td>
<td>247</td>
<td>333</td>
</tr>
<tr>
<td>Sciences</td>
<td>218</td>
<td>310</td>
</tr>
<tr>
<td>Wilson College of Textiles*</td>
<td>126</td>
<td>182</td>
</tr>
</tbody>
</table>

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

#### Attendance by Session Type

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Students</th>
<th>Family Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Orientation</td>
<td>1,087</td>
<td>93</td>
</tr>
<tr>
<td>August Orientation</td>
<td>118</td>
<td>66</td>
</tr>
<tr>
<td>International Orientation</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Attendance</strong></td>
<td><strong>1,232</strong></td>
<td><strong>999</strong></td>
</tr>
</tbody>
</table>

#### Attendance by College/Program

<table>
<thead>
<tr>
<th>College/Program</th>
<th>Students</th>
<th>Family Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Institute</td>
<td>31</td>
<td>35</td>
</tr>
<tr>
<td>Agriculture &amp; Life Sciences</td>
<td>147</td>
<td>127</td>
</tr>
<tr>
<td>Design</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>Education</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td>Engineering</td>
<td>253</td>
<td>186</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>331</td>
<td>274</td>
</tr>
<tr>
<td>Poole College of Management</td>
<td>187</td>
<td>127</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>96</td>
<td>86</td>
</tr>
<tr>
<td>Sciences</td>
<td>105</td>
<td>97</td>
</tr>
<tr>
<td>Wilson College of Textiles</td>
<td>23</td>
<td>16</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 2019, 2,541 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. 98.6% of those who responded reported NSO provides useful information about the policies that may impact their experience at NC State (up from 97.0% in 2018).

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 2019, the items measuring the student experience with their college or program remained consistent with previous years. In 2019, 91.1% of those students who responded reported the information/advice received from their college or department during Orientation helped to plan their fall schedule (up from 90.9% in 2018), while respondents in 2019 also indicated their satisfaction with the attention received at Orientation (92.8% in 2019 compared to 91.0% in 2018). Related specifically to getting their questions answered, 93.5% of respondents reported having the opportunity to get academic questions answered during time with their college/department (up from 92.3% in 2018).

Unique to NC State is the self-registration process for a handful of colleges/programs, in which approximately 50% 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 2019. In 2019, 87.6% 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 88.4% of those self-registration students who responded indicated satisfaction with the attention they received prior to Orientation.

Overall, first-year students again in 2019 indicated high levels of satisfaction prior to and during New Student Orientation with their experiences related to academic advising and course registration although 2019 numbers represent a slight increases from the previous year in most items.
To complement the strong academic messages presented, New Student Orientation (NSO) strives to assist students in developing an understanding of the important policies and resources that may impact their academic success. Resources available to promote their engagement in the campus community are also highlighted throughout the Orientation program.

To assess the information presented at NSO regarding their academic success, respondents were asked whether they can identify resources to assist in their academic success as a result of participating in NSO with 98.6% of respondents either strongly agreeing or agreeing. Similarly, 97.6% of respondents either strongly agreed or agreed that they can identify important policies that may impact their academic success as a result of participating in NSO.

Additionally, to assess the information presented at NSO regarding their engagement in the campus community, respondents were asked whether they can identify resources to promote their engagement as a result of participating in NSO with 98.5% of respondents either strongly agreeing or agreeing.

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 96.0% 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. Implemented again in 2019, 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, 98.4% 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, 96.0% 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. These results are consistent with 2018.

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. With similar results to 2018, 98.4% to 99.4% of those responded indicated useful information was provided about the prohibition of sexual violence, relationship violence, and stalking at NC State, the resources available if help is needed to prevent or report sexual violence, and the tactics students can use to be an active bystander to prevent or disrupt violence.

Overall again in 2019, first-year students overwhelmingly indicated that they were excited (97.9%) and better prepared (96.0%) to start their first semester at NC State as a result of participating in New Student Orientation.
TRANSFER STUDENT ORIENTATION

As in previous years, assessment information was gathered through the Incoming Transfer Student Survey administered by the Office of Institutional Research and Planning. In 2019, 482 students responded to the survey for a response rate of 39%. 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 2019, 91.4% 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 85.1% of those who responded indicating this occurring at Orientation. Given the expectation for students to register for fall courses prior to Orientation, the decrease in perceived assistance is expected; however, both percentages indicate increases from 2018.

Consistent with 2018 (although slightly higher), students indicated high levels of satisfaction with the attention they received from their college/department prior to (88.1%) and during (91.8%) 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 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, 96.8% of those transfer students who responded reported Transfer Orientation provided useful information about policies that may impact their experience at NC State. Additionally, 96.2% of respondents indicated that they could identify resources to assist in their academic success, while 95.3% of respondents indicated they could identify important policies that may impact their academic success 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 the important policies that may impact, and the resources available to assist in their academic success, as well as the resources available to promote their engagement in the campus community. As such, students were asked to reflect on prompts related to whether Transfer Orientation provided useful information about various related items.

To assess the information presented at NSO regarding their academic success, respondents were asked whether they can identify resources to assist in their academic success as a result of participating in NSO with 96.2% of respondents either strongly agreeing or agreeing. Similarly, 95.3% of respondents either strongly agreed or agreed that they can identify important policies that may impact their academic success as a result of participating in NSO.

Additionally, to assess the information presented at NSO regarding their engagement in the campus community, respondents were asked whether they can identify resources to promote their engagement as a result of participating in NSO with 96.8% of respondents either strongly agreeing or agreeing.

As 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, 96.4% 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, 93.5% 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. Both responses indicate a slight decrease from 2018.

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 2018, of those who responded, 98.3% 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 98.5% of those responded either strongly agreeing or agreeing. Of those who responded, 98.3% also reported Transfer Orientation provided useful information about the tactics students can use to be an active bystander to prevent or disrupt violence.

While representing similar results from 2018, overall in 2019, transfer students who responded overwhelmingly indicated that they were excited (96.2%) and better prepared (93.0%) to start their first semester at NC State as a result of participating in Transfer Orientation.
FAMILY 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.

New Student Programs administered surveys to family members after their attendance at Family Orientation. In 2019, the response rate was approximately 24.7% for first-year family members and 17.4% for transfer family members. All results reported are responses indicated as “Strongly Agree” or “Agree” by survey participants.

Throughout the morning presentations at Family Orientation, participants hear from University administrators, staff, and current students regarding the experience of students in their first year at NC State. Expectations of the first year are presented to students and family members based around three facets of the student experience: building their community, opening their minds, and shaping their lives. These ideas assist students and family members in re-envisioning the concepts of student success outside of the traditional GPA mindset. 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 similar results from 2018.

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 Howl and 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>98.3%</td>
<td>What student success may look like during your student’s first year at NC State</td>
<td>99.4%</td>
</tr>
<tr>
<td>99.3%</td>
<td>Resources available to help your student succeed at NC State</td>
<td>98.7%</td>
</tr>
<tr>
<td>98.5%</td>
<td>Ways to support your student and yourself during this transition</td>
<td>99.4%</td>
</tr>
</tbody>
</table>
FAMILY ORIENTATION

FIRST-YEAR FAMILIES

98.2%
Indicated being better prepared for their student to start their first semester at NC State due to the information provided

99.3%
Indicated being excited for their student to start their first semester at NC State due to their participation in orientation

97.2%
Indicated feeling more a part of the NC State community due to their participation in orientation

TRANSFER FAMILIES

95.4%
Indicated being better prepared for their student to start their first semester at NC State due to the information provided

99.3%
Indicated being excited for their student to start their first semester at NC State due to their participation in orientation

95.4%
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.

With similar results to 2018, 98.2% of those first-year family members who responded and 95.4% of those transfer family members who responded 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, 99.3% of those first-year family members who responded and 99.3% of those transfer family members who responded 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. 97.2% of those first-year family members who responded and 95.4% of those transfer family members who responded indicated feeling more a part of the NC State community as a result of their participation in the Family Orientation programs. Both items are similar to results in 2018.
2019 ORIENTATION STUDENT STAFF

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Madison Johnson (Psychology)
Sarah Beth Martin (English)
Eli Whitley (Communication)
Emma Wilson (Psychology)

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Anna Bleggi (Political Science & Philosophy)
Campbell Bratton (Civil Engineering)
Emma Carter (Graphic Design)
Hanna Derboghosian (Criminology)
Skylar Dobson (Fashion & Textile Management)
Lizzie Dunsmore (Chemical Engineering)
Ehrin Foote (Philosophy & Political Science)
Lauren Gantt (Nutrition Science)
Joey Grube (Applied Mathematics)
Abi Hammer (Economics)
McKenzy Heavlin (Electrical Engineering)
Gabrielle Heffernan (Nutrition Science)
Abby Hodges (Genetics)
Jay Jones (Nuclear Engineering)
Madissen Keys (Psychology)
Brock Kloeppl (Exploratory Studies)
Maddie Kohls (Animal Science)
Stephy Lee (Fisheries, Wildlife, and Conservation Biology)
Julianne Mahley (Environmental Engineering)
Isolynn Massey (Political Science)
Lydia McClain (Agricultural Business Management)
Stacey Minter (Arts Studies & Communication)
Ranine Mohamed (Elementary Education)
Lilly Neal (Psychology)
Ashley Nelson (Biological Sciences)
Nikki Peiczkarka (Biomedical Engineering)
Justin Peterkin (Exploratory Studies)
Anjella Poblete (Psychology)
Courtney Smith (Fisheries, Wildlife, and Conservation Biology)
Hannah Summers (Chemical Engineering)
Samantha Temuchin (Human Biology)
Sam Thornton (Physics)
Nicholas Williams (Communication)
Lilygrace Wolfe (Communication)
NEW STUDENT PROGRAMS
DIVISION OF ACADEMIC AND STUDENT AFFAIRS

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

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